

Role of Education in Globalization: A Case for Pakistan

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*“Those who know cannot be like the ones who do not know.
Of course, knowledge and ignorance are like light
and darkness which can never be alike.”*

Holy Quran

Human resource development means the enhancement of human capabilities, and their employment to achieve desired objectives. Education is one of the most important instruments that play their role in human development. Globalization has created many opportunities as well as challenges only those nations can benefit from the opportunities which have acquired the requisite knowledge and skills. Relevant quality education and training, predominant in the new environment, promotes a productive and informed citizenry, and offers opportunities to the socially and economically underprivileged sections of society. Elementary schooling is the most remunerative investment in educational programmes of the developing countries if opportunities for gainful employment of the educated is part of the strategy. Physical and mental well-being in a holistic and integrated approach towards human development is very much crucial. The paper analyses education as the main tool for human resource development in developed as well as developing countries of Asia. Pakistan's progress in education development has been analyzed as a case study.

Introduction

Education is the most important factor which plays a leading role in human development. It promotes a productive and informed citizenry and creates opportunities for the socially and economically underprivileged sections of society. Globalization has made economic life more competitive and demanding, making human expertise development more significant. Only as educated workforce equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization.

Numerous empirical studies conducted by social scientists have established a strong correlation between education and national development. The Jomtien Conference 1990, the report of the Jacques Delors Commission on Education for the Twenty-first Century, and the United Nation's Millennium Development Goals (MDGs) all attach utmost importance to education as an effective tool in reducing poverty by building a viable workforce capable of competing in an increasingly

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competitive and global economy. It is imperative that people in the developing countries have access to basic education, health and other relevant facilities. It is an acknowledged fact that universal literacy played a significant role in the phenomenal advancement of the United States and other western countries in almost every field of life. Similarly, countries like Japan, Korea, Singapore, Malaysia and Thailand had achieved near universal literacy before joining the coveted club of developed nations.

Globalization is an economic phenomenon that brings the producers and consumers of different continents and regions into functional relationship through the free exchange of goods, services and capital. Three factors are mainly responsible for converging the world: first, the introduction of scientific and technological innovations in the field of communication has removed all the boundaries which earlier blocked the process of coming closer of the nations of the world. Information technology has already taken the world by storm and would continue to affect all aspects of human life. Molecular Biology and Genetic Engineering are revolutionizing science. The second factor, which has brought radical changes for globalization, is the dismantling of the Eastern Bloc and the emergence of new regional economic blocs like the ASEAN, the EU and SAARC. The third is the dominance of an ideology of market-led regulation, initially applied to economic and financial exchanges, and now applied to a variety of other sectors of human activities including health and education.

Today, most of the developing countries are suffering from a host of economic as well as socio-political maladies such as unemployment, low earnings, inflation, corruption, exploitation, rapid population growth and, above all, political instability resulting from low literacy rate. Education is believed to be an effective remedy, which a country can apply to cure its economy and eradicate social evils. In majority of the SAARC countries, the significance of education a tested and proven means of nation building has never been fully realised by the masses and the policy-makers alike. A number of education policies and innovative programmes launched to promote literacy in these countries have failed to yield the desired results mainly due to lack of dedication and efficient implementing machinery.

In the present era of competition, survival has increasingly become daunting challenge. Only those nations and individuals can successfully meet the challenges of globalization who have vision and can translate it into action. Acquisition of skills and competence enables the workforce to deal with complex situations. Studies have shown that such competence and skills are more readily acquired if students get an opportunity to try out and develop their abilities by becoming involved in practical work.

For centuries acquisition of knowledge education has been looked upon as noble pursuit in the social and cultural life of Asian people. Confucius thought that man could acquire perfection through education, especially through his own effort

at self-cultivation, but also through the emulation of model human beings. He emphasized the power of education in improving society and teaching the fundamentals of useful citizenship. Working Asian mothers had always enshrined hope in their hearts to preserve their children through education from the poverty that had afflicted them. Every Japanese mother regarded education of her children her prime duty. It is said that a Chinese mother traveled long distances to take evening classes for years on behalf of her a disabled son and then taught the boy with her notes taken in the class. Korean mothers would sell their cows to pay for their children's education. All these instances illustrate the high value attached to education in Asia.

Many East Asian countries have been heavily influenced by the Japanese model of education. Beginning with the Meiji era, primary education was made compulsory for all in Japan by 1870. After establishing primary education for all, secondary education for all became the goal, and after the Second World War tertiary education received the focus. The Japanese were probably the first to realize that it was essential for their very survival as a nation to appropriate for themselves Western learnings like mathematics, science and technology.

In the nineteenth century, majority of the South Asian countries did not make conscious efforts to educate their people on modern lines. The introduction of Western education in these countries, particularly in the sub-continent was resented on grounds that modern education meant that the educated elite was more steeped in Christian theology, history, literature and culture than in science and technology. However, South Asian countries as a whole failed to develop their own system to protect their own culture and values, and to compete globally. Not only has education in these countries retained its colonial system and structure, but it has also remained highly exclusive. Very few regional countries have attained primary education for all, despite the fact that they have been independent for more than fifty years.

According to latest estimates, average literacy rate of South Asia is 43 percent, well below the world average of 60 percent. Education systems have failed to bring about the desirable transformation either in the prevalent social milieu or in the behaviour and outlook of individuals. Thus the region cannot attain its regional objectives by producing people who are capable of only reading and writing. It is hoped this would change as the South Asian countries, along with other nations have committed to the Dakar Declaration that provides for basic education for all by 2015. The current educational system is producing people with skills that are not directly relevant to the needs of present day society. It would not be too wrong to say that SAARC countries are lagging far behind in education and the present situation cannot be allowed to persist.

The South Asian countries need to take concrete steps to promote education, because the character and strength of a nation is invariably tied up with the quality and attributes of its citizens, which is determined by the level of their access to

education, especially quality education. Many countries, which have combined pro-growth development policies with investments in health and education, have witnessed spectacular economic growth, improvement in living standard and reduction in poverty. For example Japan, the East Asian industrializing countries (the Republic of Korea, former Hong Kong, Singapore, Taiwan, Malaysia, and Thailand) and China have achieved rapid socio-economic progress through heavy investment in basic education and technical skills (HDC, 1998; Annan, 2000).

The emerging picture suggests that there are ongoing demands on the educational system to explore meaningful ways to improve and widen access to learning and provide opportunities to a larger segment of the society. As South Asian countries strive to achieve a balance between global competitiveness and relevant context-sensitive education and training, this is an opportune moment to examine new ways in which education system can be effectively deployed in the process of human resource development, which can contribute to economic and social progress in South Asia.

Pakistan

“There is no doubt that the future of our State will and must greatly depend on the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan”

*Quaid-e-Azam Muhammad All Jinnah
All Pakistan Education Conference
November 30 December 02, 1947
Karachi*

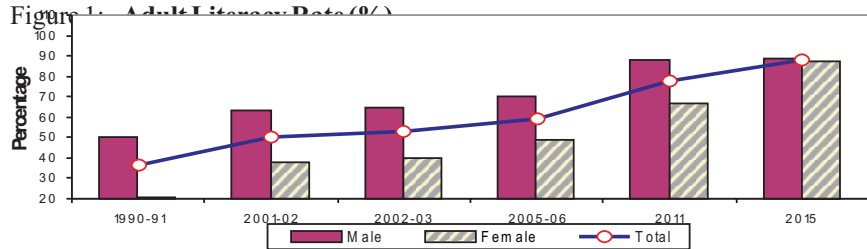
The education system after 57 years of independence lacks cohesion and even proper distribution. The education indicators in Pakistan have been persistently poor:

- High illiteracy rate, especially of females
- The participation rate at primary level is around 73% and at secondary level around 24%
- Completion/survival rate to grade 5 is 72%.
- Poor quality of learning and instruction
- “Ghost” schools and high teacher absenteeism².
- Poor governance and administrative structures

Historically education development has not been properly addressed in Pakistan. The overall literacy rate of 53% (65% for males and 40% for females in 2004) demands proper attention to address the problem of low literacy. Net primary enrolment ratio was 46% in 1990-91 and is expected to reach 58% by 2005-06. The

2- A survey conducted with the help of the Pakistan Army, the Government of Punjab unearthed about 4,000 ghost primary schools and 20,453 fake teachers, costing Rs. 1.4 billion each year to the province (ADB, 1999:10)

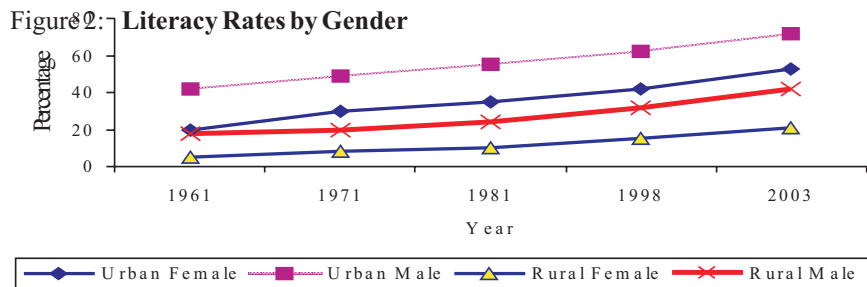
literacy rate and net primary enrolment are low not only as absolutes but also in comparison with other countries in the same development bracket (Figure 1).



Source: Pakistan Millennium Development Goals Report 2004.

Low female literacy rate is one of the main causes of women's low participation in the political, economic and social activities. They cannot achieve their rights and compete for available opportunities in the job market. This situation has led to the social and economic dependence of women which in turn ensures male domination in society. Under globalization women have been perceived as victims of economic globalization and structural adjustment programmes (Sassen, 1998). It is feared that globalization process is likely to affect gender relations and will be detrimental to women (Arizpe, 1997; Beneria, 2003). In Pakistan gender relations also influence the process of women empowerment. Globalization may further aggravate this situation.

Since Beijing and Cairo Conferences, Pakistan has taken various initiatives to improve the situation. The Gender Reform Program (GRAP) developed through consultative process takes into account the gender situation and on that basis policies and programs are developed to improve the situation. Nevertheless, the failure of past programs for women development suggests more focused result-oriented programmes.



Source: National Plan documents.
Educational Management Information System (NEMIS).
Economic Survey of Pakistan 2004.

Since Pakistan's independence, various governments have acknowledged the importance of education and adopted policies to make education accessible to all. An All Pakistan Education Conference was held in 1947, which laid down an ambitious target of providing free and compulsory primary education within a decade. This was followed by the appointment of various commissions beginning with the Report of the Commission on National Education (1959). The Education Policy of 1972 nationalized the private educational institutions. In broad terms, each policy invariably emphasized the following:

- Universal primary education and promotion of literacy
- Progress towards science and technology
- Quantitative improvement of education
- Reduction in inequalities of educational access and opportunities
- Availability of technical and professional education
- Easy access to higher education on merit
- Access to employment opportunities through education and training

The 1979 Education Policy denationalized some of the nationalized educational institutions, but majority of them continued to operate under public sector management. The private sector was, however, encouraged to establish new institutions. A Literacy and Mass Education Commission (LAMEC) was established in 1981 to evolve strategies and plans for formal and non-formal mass education to enhance literacy. The concept of mosque and mohallah schools was introduced.

The National Education Policy 1992 - 2002 recognized the fundamental right of every Pakistani child to get education. It was made compulsory and free to achieve universal enrollment by the end of the decade. The National Education Policy 1998-2010 was formulated to consolidate the earlier efforts with renewed commitment. The policy sought to increase literacy by launching the National Literacy Movement. The Prime Minister's Literacy Commission was charged with the preparation of a coordinated program to further literacy through non-formal basic education. On the formal side, the policy envisaged the integration of primary and middle levels into elementary education. It also emphasized improvement in access and quality of elementary education by optimal utilization of existing facilities. The policy highlighted the importance of management, monitoring and supervision at all levels, particularly with a view to decentralizing decision-making.

All the Five Year Development Plans and recently Education Sector Reform Plan and Mid-Term Development Framework (2005-11) have recommended that:

“A system of Universal Primary Education is imperative. It is essential to the nation as a base for the entire structure of secondary and higher education from which will come leadership in all walks of life and support for technical

developments in agriculture and industry” and “heavy investment at the primary level to reveal talent and to lay the basis of attitudes of mind essential to development. This will improve the secondary and higher stages of education, which have been recruiting from too narrow a base in the past. In addition, it will eventually furnish the necessary expanded inflow into technical and vocational institutions” and would lead to a knowledge society.

The targets and strategies to raise primary education under the successive education policies are given in Table 1.

Table 1: Overview of policy, targets, & strategies in primary education in Pakistan 1947- 1998

Policy	Targets	Strategies
1947 Pakistan Educational Conference	Free compulsory education within ten years UPE within two decades i.e. by 1967	- Free and compulsory. - Levying a special tax to finance primary education - Primary school age group between 6-11 years. - Encourage private sector to open pre-primary schools.
1959 Commission on National Education	UPE within a period of 15 years i.e. by 1974	- Compulsory and universal primary education. - Compulsory religious education. - Female teachers for primary education. - Resource mobilization for additional funds.
1970 The New Education Policy	Universal enrolment up to class V by 1980.	- Emphasis on female enrollment. - Female teachers for primary education.
1972 The Education Policy	UPE for boys by 1997 and for girls by 1984	- Free primary education. - Priority to rural areas. - Emphasis on female enrolment. - Standardized low cost school buildings. - Revision of curricula and textbooks.
1979 National Education Policy	UPE for boys by 1986- 87 and for girls by 1998	- Rapid expansion of female education. - Opening of mosque and mohallha schools. - Efforts to reduce dropouts.
1992 National Education Policy	UPE for boys and girls by the year 2002.	- Primary curriculum for classes I-II will be integrated into two books only, one integrating language, Islamiyat and the other dealing with basic mathematics. - Quran nazira shall start in class-I and shall be completed in the terminal year. - Active participation of the community and elected representatives with village as a unit in rural areas, and mohallah in the urban areas. - Number of teachers in each primary school will be gradually raised to five over a period of ten years, and, as far as possible, will be recruited locally. - Basic education will extend over class I-VIII. - Funds allocated to primary education will be non-guaranteed through legislation.

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1998 The National Education Policy	UPE for boys and girls by the year 2010	<ul style="list-style-type: none"> - Access and quality of elementary education to be improved. - Kachchi class to be introduced as a part of primary education. - In service teacher training to be reformed and strengthened. - Substantial increase in non-salary recurrent expenditures for basic school supplies, teaching aids, materials etc. - Area/district based targets to be developed to promote elementary education. - Management and monitoring to be improved through greater decentralization and accountability. - Reformation of examination and assessment system at the end of elementary level.
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Source: Education Policy Documents

Similar targets and strategies were also conceived in respect to literacy. These are contained in Table 2:

Table 2: Overview of policy, targets and strategies to raise literacy in Pakistan

1947 Pakistan Educational Conference		<ul style="list-style-type: none"> - Adult education by provinces. - College students to participate in literacy campaigns. - Existing school buildings and staff to be used.
1959 Commission on National Education		<ul style="list-style-type: none"> - School children as teachers of their illiterate parents. - College students as adult literacy teachers. - Each one teaches one. - Media use for adult education.
1970 The New Education Policy		<ul style="list-style-type: none"> - Vocational education. - Employers to make their employees literate. - National education corps. - Non-formal education programs.
1972 The Education Policy		<ul style="list-style-type: none"> - Massive literacy programs. - Literacy centers in schools, factories, farms, union council halls and other community places. - Media use for literacy.
1979 National Education Policy	To raise literacy rate from 24% to over 35% by 1982-83	<ul style="list-style-type: none"> - Mosque schools and mohalla schools. - Student volunteers corps. - Use of television. - Literacy and Mass Education Commission to be established.
1992 National Education Policy	Literacy rate to increase to 70% by the 2002	<ul style="list-style-type: none"> - The literacy program to be implemented through the provincial governments, NGOs and local organizations. - Literacy programs to be integrated with skill based community development programs. - Greater attention on the deprived segments of society in rural areas and urban slums, with special emphasis on female population. - Adult literacy classes an integral component of the evening shifts in primary schools. - Directorates of adult education established in each province, with wings at the divisional and district levels to provide professional training and guidance, as well as monitoring and evaluation.
1998-2010 National Education Policy	Literacy rate to increase to 70%	<ul style="list-style-type: none"> - National Literacy Movement to be launched on an emergency basis. - Mosques to be used as means to provide non formal education. - NFBE schools to be increased to 82,000 by 2002. - Literacy Corps of college/university students/teachers to be established for imparting literacy during vacations. - Driving and ammunitions licenses only for literate persons. - PMLC to spearhead Literacy campaign. - Industrial units to make their employees and their dependents literate.

Source: Education Policy Documents

Past Initiatives

Various initiatives have been undertaken since 1947 to improve the state of literacy and primary education in Pakistan. Due to poor outcomes, the emphasis shifted to a programmatic approach in the 1990s. On the formal front, the Social Action Program (SAP) provided a comprehensive approach to the social sector delivery system with focus on basic education. Concurrently, efforts were made through Literacy Commissions to undertake adult literacy and provide non-formal education to those who were not in the formal school system.

The Social Action Program being the main program to improve quality of life, develop human resources and reduce poverty has received substantial support from the government and the donor community. Phase-I of SAP emphasized delivery of social services: primary education, basic health, population welfare and rural water supply and sanitation with an outlay of Rs. 127.4 billion for the four year period from 1992-93 to 1995-96 (Khan, 2002). During this period Rs. 106.5 billion were spent on the program. Phase-II of SAP was launched with an originally planned outlay of Rs. 498.8 billion. During the period 1996-97 to 1999-00 Rs. 195.9 billion (Rs. 136.6 billion non-development and Rs. 59.3 billion development) have been spent (Khan, 2002). SAP is the single most program in terms of financial allocation and high rate of utilization. The SAP has helped to improve social indicators but desired progress, however, has not been achieved. However, despite SAP and complementary sector investment projects, improvements in service delivery in social sectors are occurring at a very slow pace. Almost half of Pakistan's school age children are not in school. Those who can afford it are turning to the private sector to seek quality services. The key challenges identified in SAP were:

- Improvement in service delivery
- Decentralization of management
- Adequate financing
- Broad reform agenda

Achievements in the education sector are mixed. There has been a large increase in the number of schools, but the corresponding increase in non-salary budget has not been made. As a result there has been no proper maintenance of facilities created. Overall analysis of past efforts indicates that monitoring improvements in service delivery, effective internal control over expenditure remained plagued by governance issues, lack of capacities and adequate finances.

The Existing Delivery System

In Pakistan, elementary education is provided through public and private sectors. They are organized and managed differently. An analysis of educational services, in both public and private sectors, provides a useful basis for assessing

future needs. It also outlines the trends and shifts in access to elementary education facilities.

Public Sector

Elementary education is the responsibility of the provincial governments. However, literacy programs are organized at the federal level. The provincial education departments provide elementary schooling from class I to VIII. The management structure varies from province to province. Devolution of power and responsibilities has made the district governments responsible for elementary education and literacy. District Education Officers are the key managers in the district. Separate offices for elementary education and literacy have now been set up at the district level in Punjab and Sindh, while these offices are still combined in N.W.F.P and Baluchistan. Under the new arrangement, the Literacy departments at the district level would spearhead literacy campaigns. However, the federal Ministry of Education would continue to coordinate the program.

Post-devolution, the provincial Planning & Development departments will regulate investment budgets and plans for the sector while the Finance departments will provide current budgets. At the district level, the District Accounts Officer will monitor financial flows to the sector. The personnel and fiscal management is within the District Education Office.

The provincial regulatory and line departments centralized the functions that are best performed at the local level. This limited the local flexibility and discretion. The span of control at the provincial tier became unmanageable and unwieldy. The need for decentralization led to the devolution of power and responsibility to the district tier. With the establishment of the district government, the responsibility of providing elementary education lies with the district administration. Decentralization of human resource management and fiscal authority is expected to improve resource management at the district level. The pre-eminence of the local elected leadership in the devolved system provides forums for public monitoring and accountability. The following box shows the pre and post-devolution state in the elementary education and literacy set up.

Pre Devolution	Post Devolution
Box 1: Features of the Management Structure Pre and Post Devolution Elementary education <ul style="list-style-type: none"> • Provincial subject • Policy at provincial tier • District based implementation by provincial line departments 	Elementary education <ul style="list-style-type: none"> • Provincial / district subject • Policy at provincial tier • Implementation devolved to District Government with local autonomy and authority
Literacy <ul style="list-style-type: none"> • Federal program • Implementation by Federal Commission in the districts through NGOs/CBOs 	Literacy <ul style="list-style-type: none"> • Federal program • Implementation through the newly constituted Literacy Department at the district tier through NGOs/CBOs

Private Sector

The private sector has a significant share in the delivery of elementary education. The latest census of private educational institutions indicates that there are 36,096 private institutions in the country. Of these, 93% are in the general category (vis-a-vis technical and professional education). Out of which 93.5% are providing primary and elementary education. It is estimated that private schools account for 28% of total enrollment. Evidence suggests that the private sector is expanding its share in service provision. Approximately 61% of the total private institutions are located in urban areas whereas 39% are in rural areas. Anecdotal evidence suggests that despite their limited capacity to bear the expense of primary education the low-income households are opting for private schools even where public schools are available

Structure & Management

The share of self-owned general institutions is 80.6%. Around 7% are owned or managed by NGOs and about 5% are governed through Trusts or Foundations. The provincial Education departments regulate private institutions, formulate policy, and create rules and regulations governing the operations of privately managed schools. Policy execution, monitoring and enforcement of responsibilities have been devolved to the districts. The management structures of private schools vary. Some are managed in a corporate manner while most have personalized management. These variations will be discussed in greater detail in a later section to illustrate the dependence of quality on managerial competencies.

Financial Constraints

While it is generally believed that the public sector is handicapped due to financial constraints, one study suggests that the recurrent unit cost in private schools is half of that incurred by government schools (even without factoring in the cost of amortizing school buildings). This raises issues of the cost of service provision and the overhead expenses being incurred to provide elementary education in the public sector. It also indicates the mismanagement of public expenditure on education, as the bulk of the revenues are not going towards improving the quality of instruction in the schools.

Major Challenges

Education sector development in Pakistan has been hampered by a number of problems, including inadequate physical infrastructure and facilities, shortage of trained and motivated teachers, and inadequacies related to quality and relevance of curricula. A major setback has been under-investment in quality education, resulting in poor supply of services and adversely impacting enrolment, retention,

teacher quality, attendance and learning achievements. Lack of proper and regular supervision and monitoring has led to major breakdowns in quality. Governance related problems manifest themselves in lack of transparency, accountability and tracking mechanisms as well as of partnerships between planners and service providers. Lack of clarity in roles and responsibilities as well as incomplete fiscal devolution at the district, tehsil and union council levels are also viewed as serious challenges. Finally, the problems of matching resource mobilization and utilization to targets and outcomes, multiple reporting lines and absence of formal criteria for funds allocation at the school level also constitute major challenges.

The present curriculum reflects an over-emphasis on rote memorization of unnecessary descriptive details. It has limited relevance to real life problems and hardly promotes creativity and innovation, which are essential for advancement in areas of human endeavours. The system needs a thorough review and revision to improve education from elementary to university level.

Basic primary education, which provides the necessary foundation on which to develop the secondary and tertiary education systems, has not been given proper attention. As a result, associated benefits in terms of indicators of well being, including better health, a decline in population growth rates etc are weak.

The education system faces many problems. The main problems discussed in the subsequent paragraphs need immediate attention to improve the current situation.

Poor Quality of Education

The current policy framework and planning environment is not conducive to the development of an education system which is responsive to the needs of the poor. The quality of general education, as a whole, exhibits a wide range of variation. There are schools providing quality education of international standards, and there are schools whose students become barely literate after several years of education. The former are mainly urban based and too expensive for the poor.

Vocational and technical education programmes are often inadequate, irrelevant, and qualitatively poor. Because of poor coaching, students are often badly trained for the job market. Many university degree holders are either unemployed or underemployed. This has made them despondent and shaken their faith in education as a means of improving the standard of living.

Improving the quality of education services is inextricably linked with partnerships. The current system lacks participation of the core stakeholders. As a result, investment in social sector, particularly in education has no focus on the needs of the community and ownership. Unless a mechanism is developed in which communities are mobilized to assessing their needs, establishing priorities, implementing and monitoring education programmes and projects, education for all will remain an elusive goal. The core players in education: federal, provincial and local governments, teachers, children, private sector, NGOs, community based

organizations (CBOs), village based organizations (VBOs) and donors need to be properly integrated to review and design the current education system according to the needs of the society.

The quality of education is also constrained by inadequate number of trained teachers. The majority of teachers employed at primary and secondary school levels, particularly in the rural areas, are untrained. The teacher training offered is rudimentary, giving teachers little understanding of the material they have to teach. The majority of primary school teachers, particularly women have had less than 10 years of schooling. They have often not studied core subjects, such as mathematics and, therefore, generally lack knowledge of the subject matter and are unable to communicate effectively. Most of the teachers are inflexible in adapting to changing learning needs. There is little motivation for most teachers because the system does not provide incentives for quality performance in terms of advancement opportunities and improvement in working conditions, and suitable increase in salaries, which are low. Teachers are reluctant to work in remote rural areas lacking amenities like electricity, public transport, housing, safe sanitation and clean drinking water. Particularly, female teachers are facing serious problems working in distant rural schools where parents are reluctant to send their daughters. Also the quality of teachers is affected because of insufficient arrangements for refresher courses in new techniques of teaching.

Another area, which affects the quality of education, is the heavy burden on government school teachers in terms of the number of students per class. The optimal pupil-teacher ratio in many countries ranges somewhere between 30 to 40:1. On efficiency grounds a ratio above 25 students to one teacher is likely to have negative effects on the quality of education. In Pakistan, the pupil-teacher ratio at 45:1 is significantly higher compared to African, North and South American and the majority of Asian countries (Khan, 2003).

Current Initiatives

Pakistan has witnessed certain positive developments in the education sector in recent years. These have been brought about through large public sector initiatives as well as the rapid growth of private expenditures and private schools. The development of education sector has received priority attention to improve the quality of life of millions of poor people.

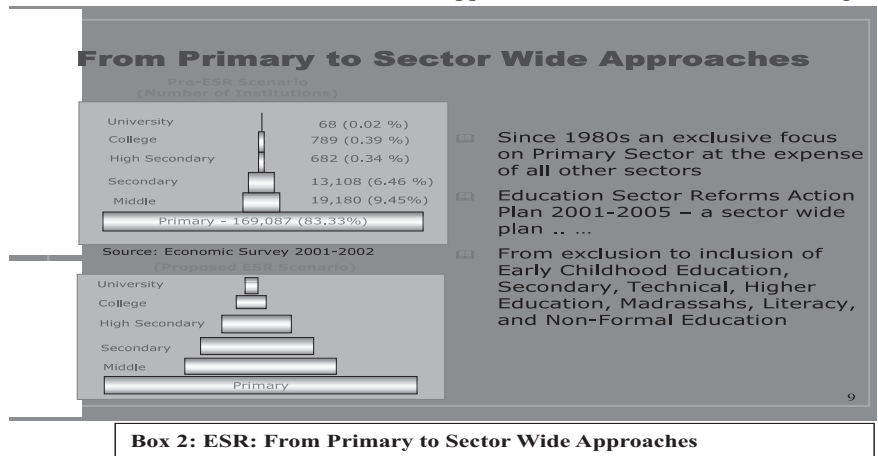
The National Education Policy 1998-2010: The policy emphasizes increased enrolments in public sector schools and enhanced funding for them, removing urban-rural and gender imbalances, improving quality of education at all levels, particularly through curriculum reform, strengthening higher education facilities, providing for demand-driven education and encouraging private sector participation.

The National Plan of Action for Education for All (EFA): This is an international commitment made at Dakar by the Government of Pakistan for education for all. An EFA Plan of Action has been developed through broad-based consultations with

the principal actors of EFA and other stakeholders. The Ten Year Perspective Development Plan 2001-2011 links education with other social sectors and views EFA as the centerpiece of human capital formation. The basis for planning the goals of the National Plan of Action for EFA (2001-2015) is the six Dakar Goals. Emphasis is placed, however, on three main priority areas, namely:

- Universal primary education and quality EFA.
- Adult literacy rate.
- Raising the net participation rate of early childhood education.

The Education Sector Reforms (ESR): The ESR is essentially an “Action Plan for Reform” and is built upon the 1998 Education Policy. It is based on a long-term framework for 2001-11, with three-yearly action plans. The main features of the reform agenda are macro level reforms in planning, procedures, resource mobilization and utilization, sector-wide approaches for reinforcement of linkages

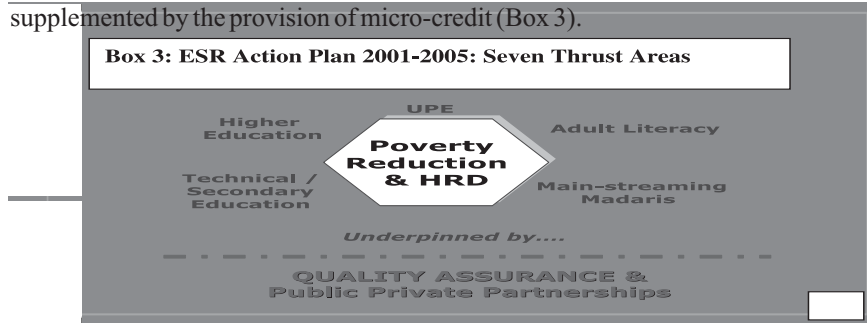


Box 2: ESR: From Primary to Sector Wide Approaches

Source: Shahnaz Wazir Ali's presentation on Education System & Development for Pakistan: Role of the Private Sector in Education, NDC (18 November 2003)

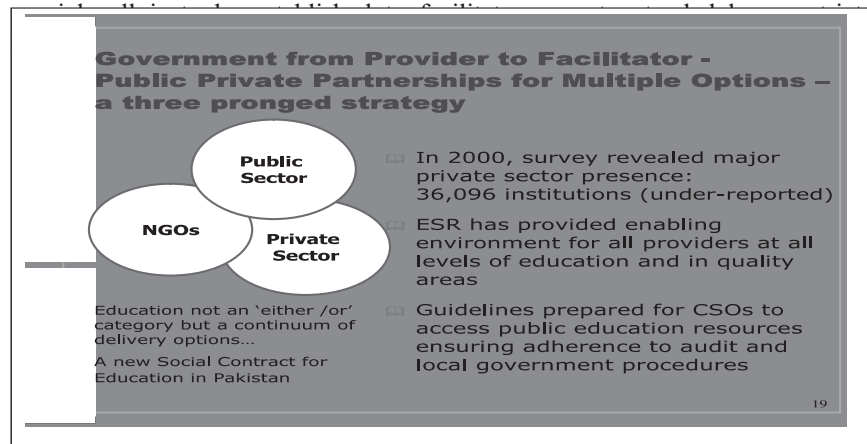
The ESR aims at the development of the education sector on the whole, with special focus on EFA. The ESR Action Plan addresses the development of the education sector comprehensively through investment in school rehabilitation, examination and assessment system reform, teacher training, an adult literacy campaign, mainstreaming the *madrassahs*, a pilot school nutrition programme and technical stream in secondary schools. This plan aims at introducing a skill development stream in the ninth and tenth grades, parallel to the existing science and arts group, in 1,200 existing secondary schools and 60 new model technical high schools. Training will be imparted in selected trades for creating employment linkages. This component of ESR specifically targets the youth and will be

supplemented by the provision of micro-credit (Box 3).



Source: Shahnaz Wazir Ali's presentation on Education System & Development for Pakistan: Role of the Private Sector in Education, NDC (18 November 2003)

The ESR recognizes that development of partnerships between the private and public sector and NGOs will be critical in the implementation of the strategy. The proposed package of incentives for private sector, particularly in rural areas and urban slums, includes provision of land free of cost or at concessional rates in rural areas; non-commercial utilities rates; liberal grant of charters; exemption of custom duties on import of educational equipment; and exemption of 50% income tax to private sector institutions for faculty, management, and support staff etc. In addition private sector and NGO institutions are to be integrated in Education Management Information Services (EMIS) at national and provincial levels and a



Box 4: Government from Provider to Facilitator – Public Private Partnerships for Multiple Options- a three pronged strategy

Source: Shahnaz Wazir Ali's presentation on Education System & Development for Pakistan: Role of the Private Sector in Education, NDC (18 November 2003)

In order to improve governance in the education sector there will be decentralization of education at the district level. Investment in education has been made the top priority for the country over the medium term and a number of special programs have been outlined for this purpose. Detailed implementation strategies of all these programs have been worked out along with their resource requirements.

The share of private sector in school education at primary, middle and secondary level is increasing, especially in primary education, that is considerably higher compared to the international standards. According to the Pakistan Integrated Household Survey (PIHS) in 1995-96 some 22 per cent of all primary students are enrolled in non-government schools compared to less than 14 percent in 1991 (FBS, 1998). The majority of schools are located in urban areas. This share is rising because of striking difference between primary schools in the public sector and the private sector such as quality of education, average number of students per classroom, students teacher ratio, location of the school, and school facilities (FBS, 1998). On the one hand this is strength, but on the other it illustrates the weakness of public primary education. The majority of rich and the middle classes, in some cases even poor households do not use the public facilities any more. The rapid increase in enrolment in the non-government sector suggests that this sector will

play an increasingly important and changing role in the future (Table 3).

Level	Private	Government	Total	Private as % of total
Primary	14,748	1,64,235	1,78,983	8.24
Middle	5,940	12,966	18,906	31.41
High	33,238	1,96,289	2,29,527	14.49

Table 3: Share of Private Institutions in School Education

Source: Federal Bureau of Statistics 2002-03

Similarly, share of private institutions in school enrolment in 2000 was 37.2 percent and is increasing. In primary education, the private sector share in school

enrolment was 19 percent, and in middle 18.2 percent and high 15.2 percent (Table 4).

Level	Private	Government	Total	Private as % of total
Primary	1,568,800	10,521,000	12,089,800	18.96
Middle	885,146	3,988,000	4,873,146	18.16
High	305,798	1,704,000	2,009,798	15.21
Total	5,759,834	25,213,000	30,972,834	37.19

Table 4: Share of Private Institutions in School Enrolment

Source: Federal Bureau of Statistics 2002-03

Agenda for knowledge management

The repeated failure of the strategies proposed in past policies calls for a paradigm shift in understanding of issues, and a reorientation of priorities. There is a strong case to be made that unless the dynamics of reform are clearly understood, correct directions are set, and certain minimum pre-requisites for change are met, any amount of financial and human resource commitment will not succeed in bringing about the desired results. To improve the situation following recommendations are made:

A comprehensive report establishing reasons for the poor performance of past educational policies in Pakistan should be prepared.

Implementation capacity should be strengthened and realistic targets which correspond to this capacity should be set.

The policies and programs should be implemented in collaboration with all stake holders and a proper monitoring and evaluation system should be designed to provide feedback into the decision making process.

The requisite funds, facilities and qualified staff should be provided to all institutions, particularly for Science Education.

The system of assessment of the teacher's performance should be introduced for improvement of teaching-learning process.

Technically competent and credible school based public examination system should be introduced.

More financial and human resources should be urgently diverted to qualitative aspects of education; into curriculum reform, textbook development, teacher training, streamlining of examination and assessment systems, and training of the administrative and managerial staff.

Education should be seen as a process of developing an inquiring mind, cognitive skills and analytical concepts, rather than memorising facts. 'Less is more' should be the basis for developing the curriculum, designing, learning, and determining teaching methodologies and assessment systems.

Administrative weaknesses have greatly hindered the implementation of policies. Streamlining the operations of the government institutions to rationalise their objectives, and to improve their efficiency is necessary.

Decentralization and devolution of authority within the administrative hierarchies should be considered. More responsibility should be given at the level of the institutions where education is actually imparted. For this the heads of institutions should be given a clear mandate and power to run their institutions.

The private sector should be supported to expand its coverage from primary to tertiary levels; however, it is necessary that this sector be properly regulated and also obligated to use the national curriculum.

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