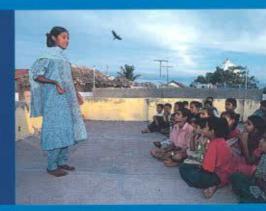
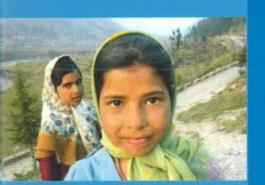
P I L d A T REPORT





Consultation with Parliamentarians On Education for All in Pakistan

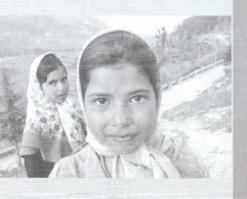
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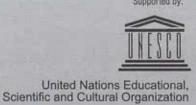




Consultation with Parliamentarians On Education for All in Pakistan

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PILCAT
Pakistan Institute of
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And Transparency



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CONTENTS

Abbreviations and Acronyms Acknowledgements Disclaimer Foreword Background Agenda for the Consultation

Annexure 5: Presentation by Dr. Maurice Robson,

Welcome Remarks

Mr. Ahmad Bilal Mehboob, Executive Director, PILDAT
Introduction
Dr. Maurice Robson, Director UNESCO
Proceedings
Remarks by Pir Mazhar ul Haq, Senior Provincial Minister for Education, Sindh
Remarks by Sardar Hussain Babak, Provincial Minister for Education, NWFP
Remarks by Mian Mujtaba Shuja ul Rehman, Provincial Minister for Education, Punjab23
Remarks by Mir Hazar Khan Bijarani, Federal Minister for Education
Remarks by Ch Javed Ahmed Advocate, Chairperson Standing Committee on Education
Provincial Assembly of Punjab
Remarks by Senator Razina Alam, Chairperson Senate Standing Committee on Education 29
Discussion
Key Points and Recommendations
Annexure
Annexure 1: List of Speakers
Annexure 2: List of Parliamentarians who participated at the session
Annexure 3: List of other Participants
Annexure 4: Presentation by Mr. Ahmed Bilal Mehboob,

Consultation with Parliamentarians on

Education for all in Pakistan



Abbreviations and Acronyms

APC All Parties Conference ECE Early Childhood Education

EFA Education for All

GDP Gross Domestic Production
MDGs Millennium Development Goals
MQM Muttahidda Qaumi Movement

NCHD National Commission for Human Development

NGOs Non Government Organizations

NPA National Plan of Action NWFP North West Frontier Province

PILDAT Pakistan Institute of Legislative Development and Transparency

PhD Doctor of Philosophy

PML-N Pakistan Muslim League – Nawaz
PPPP Pakistan Peoples Party Parliamentarians
PRSP Poverty Reduction Strategy Paper

UNESCO United Nations Educational, Scientific and Cultural Organization

UPE Universal Primary Enrolment

Consultation with Parliamentarians or

Education for all in Pakistan



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Disclaimer:

PILDAT and its team of researchers have made effort to ensure the accuracy of the contents of this report and do not accept responsibility for any omission and error, as it is not deliberate. The views expressed in this report are those of the various speakers and the participants and are not necessarily shared by PILDAT or the UNESCO

Islamabad March 2009

Consultation with Parliamentarians on

Education for all in Pakistan



Foreword

The consultation with Parliamentarians on 'Education for All in Pakistan' was organized by PILDAT on January 29, 2009 at Serena Hotel Islamabad in association with UNESCO, Islamabad. This session was an effort to review the state of education in Pakistan and the pledges made by 17 political parties of Pakistan in the All Parties Conference held on February 05, 2008, in a simple and straight manner.

APC on 'Education for All' was organized by PILDAT and UNESCO, where seventeen major political parties of Pakistan (including the parties now in Government at the Federal level and in the provinces) signed a Joint Declaration on Education For All and pledged to bring positive changes to the education sector by taking action on eight strategic points. To what extent have these political parties strived to fulfil the promises made on APC? What is the real state of basic education in Pakistan? Where do we stand in comparison to our neighbours and other developing countries? How is our status in education impacting our country? What targets had we committed to achieve and what progress has been made so far? Consultation with Parliamentarians was an attempt to draw their attention to these questions.

Besides members of the Senate and National Assembly, some Ministers for Education and Chairs of the Standing Committees on Education in the provinces also attended the Consultation at special invitation. The Honourable Federal Minister of Education, Mir Hazar Khan Bijarani presided over the session.

This report is intended to capture the proceedings of the Session in a concise manner.



Keport

Consultation with Parliamentarians on

Education for all in Pakistan





Background

Seventeen major parties of Pakistan issued a joint declaration on "Education for all in Pakistan" at an All Parties Conference (APC) organized by the Pakistan Institute of Legislative Development Organization and Transparency (PILDAT) and the United Nations Educational and Scientific and Cultural Organization (UNESCO) on February 5, 2008. The Joint Declaration on "Education for All in Pakistan" commits these political parties to the achievement of eight basic education and literacy objectives in the country. As a follow-up to the APC on EFA, PILDAT and UNESCO are organizing a consultation with the members of the parliament on EFA issues, and discussion on concrete strategies for the achievement of EFA goals in Pakistan.

This Consultation Session was organized to help the participants become aware of facts and crucial issues which Pakistan's education system, especially basic education, is faced with not only today, but from the country's birth. This is a subject, which all the

parliamentarians would be interested in knowing more about and directing their efforts to achieve the objectives of 'Education for All' within the House and outside.

Agenda for the Consultation

- Follow up of All Parties Conference (APC) on Education For All (EFA)
- Review of the current state of education in Pakistan
- Review of the commitments made by the Government of Pakistan regarding Education for All (EFA) Program and Millennium Development Goals (MDGs)
- Where Pakistan stands in comparison to its neighbours and other developing countries in the context of progress on EFA and MDGs Recommendations and guidelines to evolve the

future strategy on EFA

Education for all in Pakistan



Welcome Remarks

Mr. Ahmed Bilal Mehboob
Executive Director, PILDAT



After recitation from Holy Quran by Sahibzada Muhammad Fazl-e-Kareem, Member National Assembly (PML-N; Faisalabad-Punjab), Mr. Ahmed Bilal Mehboob, Executive Director, Pakistan Institute of Legislative Development and Transparency (PILDAT), welcomed the Parliamentarians, delegates, and media practitioners to the Consultation on Education for All. He said that PILDAT would like to acknowledge that both the Senate and the National Assembly were in session and their sittings were to resume in a few hours and therefore the Consultation Session has been kept brief and scheduled such that Parliamentarians' participation in their respective houses' sittings would not be hindered. Mr Mehboob thanked the parliamentarians for having taken out their precious time for this consultation. He specially thanked the Federal Minister of Education, Provincial Ministers of Education, and Chairs of the Standing Committees on Education in the Senate, National Assembly and the Provincial Assemblies for their presence at the Session. He welcomed the other guests present at the occasion and acknowledged the support and cooperation of UNESCO.

Mr. Mehboob made a brief presentation to refresh the pledges made by the political parties at the APC and recounted the parties and leaders who had participated in the APC about a year ago on February 5, 2008. His







Education for all in Pakistan

presentation is summarised below:

A stable and prosperous Pakistan and education for all Pakistanis are two inseparable things. Until and unless quality basic education is provided, Pakistan cannot move towards stability and prosperity. Realizing the importance of quality education, 17 political parties of Pakistan had gathered at the PILDAT platform on February 5, 2008 in "All Parties Conference" which was jointly convened by PILDAT and UNESCO. The parties deliberated upon what needed to be done about education. What is the state of education in Pakistan? Despite the diversity in views on many subjects among those parties, their senior representatives agreed on a joint declaration. It was a historic document because all the major political parties, for the first time, agreed on an eight-point action plan. Despite the fact that it was held amidst a very hectic election campaign, very senior officials from 17 political parties gathered and passed that joint declaration.

The political parties which passed the declaration included:

Awami National Party Balochistan National Party-Awami, Balochistan National Party-Mengal Group, Jamaat-e-Islami Jamhoori Watan Party, Jamiat-e-Ulema Islam-F, Jamiat-e-Ulema Pakistan-Noorani. Markazi Jamiat Ahle Hadith Muttehidda Qaumi Movement, MQM, National Party Pukhtoonkhwah Milli Awami Party PML-Q PML-Functional, PML-N PPPP PPP-Sherpao and Pakistan Tahrik-e-Insaf - PTI

Pledges of declaration

The political parties committed to increasing the funding for education from 2.4 % to 4% of the GDP, which is the minimum recommended by international organizations in developing

countries like Pakistan. This increase was to be accomplished in three years' time.

Minimum 10 % of the education budget would be allocated to literacy and informal basic education.

By 2015, they would work towards achieving 100 % primary enrolment, 75 % primary completion rate and 86 % literacy in the country.

Gender equity in primary and secondary education would be achieved by 2015.

The informal basic education would be institutionalized not in the form of temporary programme, but permanently and it would be an ongoing effort.

Political interference and favouritism would be eradicated as such phenomena had harmed the education system at all levels.

The institutional capacity of the education system would be built to implement various programmes.

Uniform curriculum and similar facilities would be provided in order to move towards a uniform educational system in the country.

Some of the parties felt strongly that basic education should be imparted in students' mother tongue but because there was inadequate consensus on the matter, the issue did not find its way into the joint declaration.

Today's session is a follow up to the All Parties' Conference, which took place on February 5, 2008. It is befitting that our memories be refreshed a year later to assess how to forward the process agreed to at the All Parties' Conference.

Full power-point presentation is attached in Annex 4.

Consultation with Parliamentarians on

Education for all in Pakistan



Introduction

Dr. Maurice Robson
Director, UNESCO



The presentation made by Dr. Maurice Robson is summarised below:

It has been agreed in this forum that education is essential for the development of Pakistan. It has been central for quite some time, but what we are discussing here is a transition from words to action.

The challenges, which stand in the way of achieving the EFA have to be eradicated. It is time to recognize what we wish to do. It is time to set clear targets. I assume there is a commitment to reform. There is considerable support for education as a national priority. It is recognized in the works of Federal and Provincial Governments. There is also the recognition to act fast and swift.

Most of the members of the Session are well aware of the EFA targets, but we are here to emphasize on quality education. A lot is being done to address the quality education agenda in Pakistan. It means educational qualities for all, boys and girls, men and women, not confined to a particular sub-sector, without being limited to cities. It means educational facilities for all, across the





Education for all in Pakistan

board, from early childhood to primary, secondary, technical and vocational education and higher education. It relates to providing equality of opportunities. Children with disabilities, who often find it difficult to have a place in the educational system were given special emphasis.

The EFA goals are enshrined in an agreement to which Pakistan was a signatory in 2000 and it took place in Dakar. This forum was attended by 160 countries to review the progress from 1990 to 2000 and set an agenda for education related to the Millennium Development Goals.

These six goals clearly focus on quality, gender equality, improvement in literacy, learning opportunities for the young and adults, free and compulsory basic education and early childhood education. Early childhood education provides an essential basis for the whole of an individual's education. It is a time for a child's transition from home to school. It is time we introduce children to education.

Unfortunately, when you go to a school not only in Pakistan, but in other countries, there is no concession for being five or six. You go from the warm environment at home to a cold and strenuous environment in the classroom. Therefore, the investment in early childhood education is of immense importance as far as its enrolment and retention is concerned. The dropouts occur in class one and class two. It is a common observation that there is dropping out from primary school across the board. We need economic development to weed this phenomenon out.

The national plan of action is about 100 per cent primary enrolment by 2015, 86 per cent adult literacy rate and 2500 early childhood education centres established and increasing participation rate by the same date. Where are we?

Pakistan is one of the six countries regarded as being far from the EFA goals. The net enrolment rate for girls is also very low in Pakistan as compared to the neighbouring countries. There are a number of reasons for this phenomenon. Public financial expenditure is significant. For Pakistan, the education expenditure is about 2.7 per cent of the GDP which is very low in the region.

Pakistan's literacy rate is also low as compared to regional

countries. There is budgetary expenditure, but not actual allocated money. The PRSP II document suggests that 1.8 per cent is actually spent. There are issues related to public financial management, which need to be addressed.

We have to recognize that Pakistan needs to make significant investment in education if it wants to address its issues related to EFA. There are inter-regional variations across Pakistan. In some parts of Pakistan, access to education, its quality and literacy are better and in some cases, worse.

The way forward is to reduce illiteracy. About 50 million people in Pakistan over the age of 10 are illiterate. We have to be careful about the increased enrolment as it is evident from experience that it leads to a decrease in the quality of education. We need to address dropout rates at the primary level.

We need to increase learning achievements. This work is being done by NEIS and provincial governments. Assessments reveal that far too few children are mastering the basic school curriculum. The current investment is not yielding the desired results and addressing the related issues.

About 27 % of the students have mastered 50 % of the examination. By anyone's imagination it is not a striking performance. There is a big need to address the quality of education. There are a number of schools with few to no classrooms.

We have to improve the curriculum and examination system to improve the quality of education in Pakistan. One of the important imperatives is to look into the budget and also the financial tracking. There is also a need to increase accountability in the educational system. It has been a victim of fragmented governance and planning. There has been lack of clarity in the roles, responsibility, accountability, administrative capacity and so on and so forth.

The history of education in Pakistan is that budget has been allocated, but there is no accountability. There is little ability to plan with intelligence and vision. This needs to change if

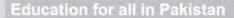


we aspire to have a national policy

Lastly, what we plan needs to be followed in letter and spirit. Plans are made, but later shelved. We have to do away with ad hocism in Pakistan. The UN is under pressure from a number of countries including the Government of Pakistan.

Pakistan needs to put into place structures, which will encourage budget priority in the direction of free primary education, to review the budget allocation framework, link it with largets and accountability and to use the budget in integrated development of education. Education is linked to other factors like health and we need to develop linkages with the health sector, manpower, planning, etc. for the success of a vibrant and rigorous education system.

Full presentation of Dr. Maurice Robson is attached in annex 5





Remarks by

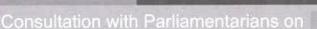
Pir Mazhar ul Haq Senior Provincial Minister for Education, Sindh



Dr. Maurice Robson has presented two pictures of education system in Pakistan. In my view, education system is affected most by political interruptions. The dictatorships have caused a great loss to Pakistan in this area.

Again, the civilized world has come forward for our rescue. We are thankful to them for bridging the gap and helping establish schools in various parts of the country. After 10 months, I have been told that there is an organization striving for the improvement of educational system in Pakistan.

Ms. Benazir Bhutto, while approving the manifesto of the Pakistan People's Party, stressed on the three E's and Employment and Education are two of these. Education is on the concurrent list. The duplication of these subjects has also caused a loss to the cause of education. Sindh was lucky enough to have compulsory primary education back in 1930s. Education Officers were entrusted with judicial powers and if the children at five were not enrolled, their parents were served a notice by the concerned Education Officer and fine imposed along with one week's





Education for all in Pakistan

imprisonment.

It helped raise literacy in that era. After the creation of Pakistan, this practice was abandoned. When I took over as Education Minister in 2008, I was told that law was not implemented these days.

We are also distributing free books to the children studying in the government schools. We have not achieved gender equality in primary and secondary education and it is very poor in the rural areas. The main reason for this is the closure of schools in the rural areas of Sindh due to non-recruitment of teachers for more than eleven years. New buildings were constructed, but no teachers were recruited. A small village had six school buildings in the era of the former Chief Minister of Sindh, Mr. Arbab Rahim.

We are trying to fix things, giving preference and incentives to female students. We are encouraging up gradation of girls' schools in Sindh. Rs. 1000 is provided to each female student if she continues education up to the middle school level. However, the dropout rate is very discouraging.

There are 44,000 primary schools, whereas there are only 22,500 middle schools. That is a huge gap and it has to be bridged. Sindh started adult education in 1930s. It helped raise the literacy rate, but then this system deteriorated.

The problem of political interference is also badly affecting the educational system, but I am committed to eradicating this menace. Transfers and postings are being made on merit and we have created a cadre to stop the political interference. I can safely claim that I have set a healthy tradition into motion.

The last government entered into an agreement with the World Bank that it would provide one million dollar soft loan at the interest rate of 1% to be recovered over 20 years. If the Sindh government fulfilled that commitment, the European Commission would give 39 million Euros as a grant. But the previous government backed off.

I have fulfilled the commitment and recruited the primary school teachers on merit. Seven thousand teachers have been recruited and closed schools are being re-opened. Thirty thousand teachers would be recruited along a similar pattern.

The World Bank and the European Commission are monitoring the process and there would also be a third-party evaluation of the project. Political interference has been stopped in the recruitment process and same would be done in the case of their postings and transfers.

It is unfortunate that the fact that one's mother tongue should be the source of primary education for a child is being ignored. In Sindh, Sindhi is being taught from primary to Ph.D level. We are also introducing English at primary level and involving local communities in the recruitment of teachers.

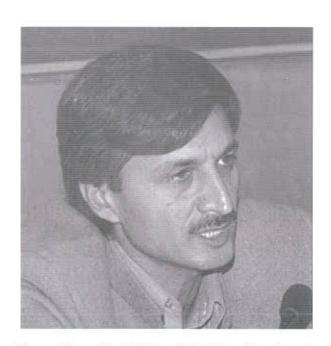
Consultation with Parliamentarians on

Education for all in Pakistan



Remarks by

Sardar Hussain Babak Provincial Minister of Education, NWFP



The condition of the NWFP is entirely different from the rest of the country. There have been very good proposals for improvement in the education system. Despite its limited resources, the NWFP government is trying to impart education to students at all levels.

There is no industry, nor sufficient investment, in various sectors of the NWFP. Despite all these odds, we are trying to help students carve out a healthy future. A lot of children cannot get education due to poverty. We are providing Rs. 200 stipend per student in the entire province and it has helped improve the enrolment. We are providing free-of-cost books at the intermediate level.

The posting and transfer system has been improved and political interference is being done away with. The recruitment is being done on merit. The parent-teacher councils are being revived and they are being provided training. A reforms process has been initiated.

Unfortunately, the NWFP is in the grip of religious extremism. Schools are being burnt and students and teachers are not being allowed to continue with their



Consultation with Parliamentarians on

Education for all in Pakistan

educational activities. The so-called leaders are playing a negative role in the name of religion. Over 250 schools have been torched, destroyed or blown away in Swat district only. We need huge money for reconstruction, which we are determined to pursue.

The educated people and opinion leaders should come forward and help us save the future of the younger generations. The Federal Government agencies should coordinate at the provincial level in the NWFP. The reconstruction of schools in the quake-hit districts of the NWFP needs to be expedited.

We are being warned against opening of schools. But we are determined to provide the students with an opportunity to study at the schools. I hope that the Federal Government would pay heed to our grave problems.

Consultation with Parliamentarians on

Education for all in Pakistan



Remarks by

Mian Mujtaba Shuja ul Rehman Provincial Minister of Education, Punjab



I thank PILDAT and UNESCO for providing an opportunity to speak on this subject of immense importance.

I took over the charge of the education ministry a couple of days back. But I know the importance of this responsibility. The CM Punjab, Mian Shahbaz Sharif, places education close to the heart.

The recent achievements in the field of education are only due to the whole-hearted efforts of the CM Punjab. Providing education to the poor has been the top priority of the Punjab government. We want all children go school and become useful members of the society.

We have made progress in the field, but we have miles to go further. We cannot afford to stop as the provision of education to every child is the responsibility of the government. For the first time, education has been the top priority of the government.

The political will to turn around the education system remains very strong. There are 64,000 schools in the Punjab and more than 400,000 teachers. As we reach



Consultation with Parliamentarians on

Education for all in Pakistar

towards the accomplishment of our task, the size of the sector would increase.

As we reduce dropouts further, the system would expand. There are certain bottlenecks which need to be removed. We have 44,000 primary and 5,500 higher secondary schools. If we reduce the dropout rate at the primary level, then we would need to have more middle and higher level schools. The government has allocated Rs. 5 billion for schools up gradation in the province.

We are providing missing facilities to schools and Rs. 4 billion have been allocated for this purpose. Increasing girls' enrolment has been another step forward by the government, which includes the provision of potable water, toilets and boundary walls in the schools.

We have launched a massive enrolment drive to achieve a universal primary education status. Over 800,000 children above the age of five would be enrolled and books are being provided free-of-cost to students from class 01 to 10. Rs. 200 stipend is also being provided to female students to improve gender equality in schools.

Transportation facilities are being provided to girl students in six selected districts of the Punjab. The education endowment fund of Rs. 2 billion would be increased to Rs. 4 billion in the coming year. The budgetary allocation has been increased for education. Computer laboratories are being established in schools of the province.

Teachers' absenteeism is also being reduced and quality education is the priority of the government. Efforts are being made for teachers' training.

On recruitment side, merit is strictly being followed and over 40,000 new teachers are being recruited. We want to set up a system to eradicate foul practices. We have launched professional courses for teachers and are in the process of developing a syllabus compatible with that of the private sector. The assessment system is also being improved.

Two hundred and eighty-eight schools, for boys and girls, are being upgraded as the centres of excellence in each tehsil at a cost of Rs. 10 billion. We are aware of the early

childhood education. The problem is gigantic, but we have to move forward to achieve the universal education goals. What we promise is that we would continue to put in our sincere efforts to improve the educational system in the province. I look forward to more such interactions in the future

Consultation with Parliamentarians on

Education for all in Pakistan



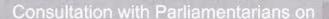
Remarks by

Honourable Mir Hazar Khan Bijarani Federal Minister of Education, Government of Pakistan



I appreciate the United Nations and PILDAT for organizing today's consultation on Education for All. This forum has provided parliamentarians with an opportunity to learn more about the concept and status of Education for All in Pakistan. Today's session has also highlighted areas where we are lagging behind, and what needs to be done to overcome these gaps.

In my capacity as a member of the Pakistan People's Party, I reaffirm the commitment of my party to promote education in Pakistani society. The manifesto of PPP announced in 2008 is based on change through five strategies, including Employment, Education, Energy, Environment and Equality. Hence, Education is one of the five pillars of Pakistan People's Party manifesto. The PPP, in its 2008 Manifesto, pledged to achieve 100% enrolment by 2015, which is the ultimate goal of EFA. PPP has also aimed to provide incentives to school children in government schools, particularly in under developed areas, to enhance their attendance in schools and interest in learning. It gives me pride to mention that Shaheed Mohtarma Benazir Bhutto was the first Prime Minister of Pakistan who signed Education for All Declaration in September 1994 in





Education for all in Pakistan

Islamabad in the presence of UN agencies and international leaders.

Pakistan People's Party believes in empowering people, and empowerment comes mainly through education. In today's world, it is education, which leads to sustainable development. Most of our current problems stem from higher rates of illiteracy in Pakistani society, which reinforce ignorance, isolation, conservatism, intolerance and extremism in society.

As the Federal Minister of Education, I am personally and officially committed to the achievement of EFA goals and Millennium Development Goals (MDGs). The new draft of the National Education Policy (April 2008) has set the target of achieving UPE and raising education budget up to 7% of the GDP by 2015. The draft of the New Education Policy released by the present government also envisages eliminating inequalities in education system, and ensuring provision of a uniform curriculum framework and equal opportunities of education to all segments of the society.

I fully realize the importance of the eight strategic action points enshrined in the historic Joint Declaration on Education for All, signed by 17 political parties, including PPP, on 5 February 2008. In spite of economic constraints and security-related challenges faced by the present government, the leadership, including Prime Minister and President, and all parties of ruling alliance, are committed to investing in the social sector, particularly for the promotion of basic education in this country. Only three days ago, Prime Minister has announced to increase education budget up to 4% of GDP within next 3 years. As Federal Education Minister, I assure you the support of the Federal Govt. for the:

Achievement of EFA Goals and MDGs by 2015

Eradication of illiteracy and raising literacy up to 86% by 2015, by expanding adult literacy and informal basic education programmes in the country.

ESR support to the provinces will be increased in the coming budget.

Federal Ministry of Education will play a leading role in convincing and persuading the provinces to increase education budget and address all subsectors of education, including ECE and Literacy.

Federal Ministry of Education, in collaboration with National Commission for Human Development (NCHD), will coordinate and support efforts for female literacy and provision of informal basic education opportunities to millions of out-of-school children and youth.

Ministry of Education, in collaboration with the provinces and private sector will develop standards and commonly-agreed curriculum framework to ensure equality in education throughout the country.

The Govt. of Pakistan will do its best to achieve EFA Goals. On this occasion, I also appeal to international donors to demonstrate their commitment to these goals by increasing their assistance to Pakistan for education. UN and international donors committed in Dakar in April 2000 to generously support countries in need in the achievement of EFA Goals.

In the near future, Ministry of Education will be signing a Joint Education Programme with the UN for next 2 years. I hope that the bilateral and multilateral donors will come forward to finance various segments of this important Joint Education Plan. This Joint Plan of UN and Govt. of Pakistan will be a step towards achievement of EFA Goals.

At the end, I thank the organizers of this session for providing me with an opportunity to represent Ministry of Education in this august gathering. I am sure that this session will be a beginning towards sensitization of parliamentarians to pay increased attention to education.

Pakistan Painda Baad

Consultation with Parliamentarians on

Education for all in Pakistan



Remarks by

Chaudhry Javed Ahmad, Advocate Chairperson, Standing Committee on Education, Provincial Assembly of the Punjab



I admit that poverty and unemployment cannot be eradicated without education. I salute the political parties which signed the joint declaration last year. I would feel privileged to say that Mian Shahbaz Sharif, Chief Minister of Punjab, has a passion for education system improvement. The ghost schools were unearthed during his previous tenure and enrolment increased and incentives were provided to the teachers.

It is very alarming that there are 50 million illiterate people in Pakistan. Forty-six percent of children are not enrolled and around 20 million (between the age of 10 and 24) are uneducated. Girls' education is also on the lower side.

The budget for education is not being increased to achieve the Dakar declaration goals. I hope that the education budgetary allocation would be increased in the coming budget. The Punjab CM has set the target that all the children in the province must be enrolled in schools over the next two years.

The political interference should also be done away within the educational system. The uniform curriculum should be





Consultation with Parliamentarians on

Education for all in Pakistan

prioritized. Primary education in the mother tongue should be taught. I hope PILDAT and UNESCO would continue to host such consultative sessions on other important issues.

Consultation with Parliamentarians on

Education for all in Pakistan



Remarks by

Senator Razina Alam Khan Chairperson, Senate Standing Committee on Education



On Feb 5, 2008, there was an All Parties' Conference, which I also attended. The 17 political parties pledged to support the joint declaration to achieve the EFA. It is a hard fact that Pakistan is far behind in achieving the EFA targets. But the Punjab government is really striving for the achievement of the targets set in the EFA and MDGs. Sindh is also doing well on this front and the rural areas are the focus of attention there. Same is the case with the training of teachers in both the provinces.

There should be skill-based training and monitoring and evaluation and a mid-term review of projects should be initiated to assess the development process.

The Senate Standing Committee on Education has been striving for the last five years for the promotion of literacy. But it is only a recommending authority and has not been able to make any difference in this regard. We had several meetings with the parliamentarians but a lot more needs to be done. The ministries have to perform the tasks. We would have to keep politics out of education to achieve the required targets.



Consultation with Parliamentarians on

Education for all in Pakistar

There should be a reappraisal of educational priorities and resource allocation in keeping with the global development scenario. The GNP allocation has to be raised to 4-5 %. The amount allocated for literacy should be enhanced. The parliamentarians should convince the leadership to focus on education. Expenditure procedure needs to be simplified and allocation should be decentralized. The private sector and NGOs should be involved with incentive-oriented approach to generate funds for the promotion of education.

I assure my fullest support to the PILDAT and UNESCO for the promotion of education and achieving the Education for All targets and the Millennium Development Goals in the country. Political commitment should be practical and not verbal only. Literacy is the key to development in any country and we would have to put in sincere efforts to improve the educational system in the country.

Consultation with Parliamentarians on

Education for all in Pakistan



Discussion

Mr. Shahid Khakan Abbasi, Member National Assembly (PML-N; Rawalpindi, Punjab) commented that a basic anomaly exists in Pakistan. The federal government has not done much for basic education in the country. Education has not been a success story in Pakistan and much more needs to be done. We have been hearing of numbers again and again with little being done in this regard.

Lack of attention by various provincial governments is causing a huge dent in the efforts. He suggested that the provincial governments be persuaded in this regard. The basic education is in a very poor state and needs tremendous improvement. For instance, two teachers in primary schools have to handle around 200 students in the primary schools.

Mr. Aijaz Virk, advocate, Member National Assembly (PPPP; Faisalabad, Punjab) said that education is very poor in Pakistan. The international donors should do more for the improvement of the educational system in the country. The government schools lack teachers and facilities.



Senator Muhammad Abbas Kumaily, (MQM; Sindh) commented on the discussion of education and the illiteracy problem in Pakistan. He was of the opinion that Pakistan was facing extremism and terrorism due to religious illiteracy, which had to be resolved. He felt an adult religious awareness programme had to be promoted in an attempt to eradicate extremism and terrorism from the society.

Professor Pervez Tahir, believed the issue of GDP allocation



had to be made secondary. As the Chief Economist of the country over the past 5 years, he argued that not more than 1.86 per cent of the GDP had actually been allocated to education. This 1.86 per cent had also not been used properly. He suggested the convening of another session on education in which issues apart from finances and statistics could be discussed because Pakistan's fiscal situation would not allow education expenditure to cross 2 percent over the next five years. He felt the country would have to plan accordingly and work for more efficient utilization of whatever funds it did have.

Mr. Azhar Saleem of the Human Development Foundation said that the country had signed and committed to the Dakar declaration and the MDGs, in addition to the Constitution of Pakistan. Therefore, he felt that verbal commitments had to be realized through actions. In the Constitution, the country was committed to the provision of free secondary-level education. Hence, specific goals and objectives had to be catered to for secondary education visavis primary education.

Chaudhry Javed Ahmed said that it was not due to the lack of interest on the part of the provincial governments that education was suffering. After devolution, it had become the responsibility of the district governments. The provincial governments were doing the best possible, but they had to seek guidance from the federal government in several matters.

Dr. Maurice Robson, Director, UNESCO-Pakistan, concluded that the Session had been a very productive



nsultation with Parliamentarians on

activity and agreed that this sort of discussion had to be continued as the problem was quite complicated. He admitted that statements were often made, but little done practically. He welcomed advice from the Chief Economist to improve the state of the affairs in terms of education



Basically, he stressed on the importance of understanding the difference between what is said, what is intended to be done and what actually happens on the ground.

He said his role was to provide technical support to the government. Pakistan had much experience already, but the positive steps had to be capitalized upon. Children were receiving education in difficult circumstances in many parts of the country. Madrassans had been providing education to a lot of children but the matter had to be assessed more thoroughly.

After the 2005 earthquake. Dr Robson said he witnessed the entire nation reacting to the tragedy effectively. Along the same lines, he felt the country should have an emergency-like response to improving the education system in Pakistan. He felt Pakistan should share good practices around the country to develop a practical approach to improve the quality of education. The leadership of the country would have to take the responsibility for effective money utilization.

Mr. Ahmed Bilal Manboob. Executive Director, PILDAT. thanked all the participants for their invaluable input on this subject of vital importance and hoped that such consultations would continue to have a dialogue on the improvement of education in Pakistan.

Consultation with Parliamentarians on

Education for all in Pakistan





Key Points and Recommendations:

During the Consultative Session, the participants raised the following main points and made recommendations.

- We must clearly focus on quality, gender equality, improvement in literacy, learning opportunities for the young and adults, free and compulsory basic education and early childhood education. Early childhood education provides an essential basis for the whole of one's education. It is the time to make the transition from home to school.
- We have to recognize that Pakistan needs to make significant investment in education if it is to address its issues related to EFA. There are inter-regional variations across Pakistan. In some parts of Pakistan, access to education, its quality and literacy are better and in some cases it lags far behind. This disparity needs to be addressed.
- There is also a need to increase accountability in the educational system. Recruitment of teachers should be free from any political influence. Pakistan needs to put in place mechanisms, which encourage priority budget

- allocations for free primary, and if possible, secondary education. The budget allocation framework needs to be reviewed and linked to targets. Accountability to use the budget appropriately must be strengthened and integrated with the development of education.
- Education is linked to other factors like health and we need to develop linkages with the health sector, manpower, planning, etc. for the success of a vibrant and rigorous education system.
- Provincial governments should take initiatives to improve the quality of basic education. To ensure quality education, we have to fix the ratio between students and teachers per class. It's nearly impossible to carry good results from a class of 200 students
- We should encourage adult religious awareness programs. This will help eradicate extremism and terrorism from the society. We should encourage religious education among adults so that they are not misled by miscreants



Consultation with Parliamentarians on

Education for all in Pakistan

in the name of religion.

- We should share good practices and have practical and real approaches to improve the quality of education. Funding is not the major problem in Pakistan, but donors have apprehensions about the utilization of the money. The leadership of the country should take responsibility for the proper utilization of money. We would unite to ensure good governance. The international donors should do more for the improvement in the educational system in the country. The government schools lack teachers and facilities.
- There should be a reappraisal of educational priorities and resource allocation in keeping with the global development scenarios. The public budget allocation has to be raised to 4-5 per cent of the GDP.
- The parliamentarians should convince the political leadership of their respective parties to focus on education. The procedure to release funds needs to be simplified and decentralized.

The private sector and NGOs should be involved with an incentive-oriented approach to generate funds for the promotion of education.



Consultation with Parliamentarians on



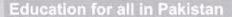


Annexure 1

List of Speakers

Sr. No	Names
1	Mir Hazar Khan Bijarani, MNA Federal Minister for Education
2	Pir Mazhar-ul-Haq, MPA Senior Minister for Education and Literacy Department, Sindh
3	Mian Mujtaba Shuja ul Rehman, MPA Provincial Minister for Education, Punjab
4	Sardar Hussain Babak, MPA Provincial Minister of Schools and Literacy, NWFP
5	Senator Razina Alam Khan Chairperson, Senate Standing Committee on Education
6	Ch Javed Ahmad, Advocate, MPA Chairperson, Standing Committee on Education, Provincial Assembly of Punjab
7	Dr. Maurice Robson, Director UNESCO Islamabad
8	Mr. Ahmed Bilal Mehboob Executive Director, PILDAT

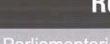






Annexure 2 List of Parliamentarians who attended the Consultation

S. No.	Names	Party
	Members of National Assembly	
1.	Mir Hazar Khan Bijarani, MNA Federal Minister for Education	NA-209 Jacobabad-II, PPPP
2.	Ch. Abid Sher Ali, MNA Chairman, National Assembly Standing Committee on Education	NA-84, Faisalabad-X, PML-N
3.	Syed Allauddin, MNA	NA-30 Swat-II, PPPP
4.	Dr. Mahesh Kumar, MNA	Minority Reserved Seat, PPPP
5.	Mr. Faiz Muhamamd, MNA	NA-21, Mansehra-II, PML-N
6.	Mr. Shahid Khakan Abbasi, MNA	NA-50 Rawalpindi-I, PML-N
7.	Syed Asif Hussain, MNA	NA-255Karachi-XVII, MQM
8.	Mr. Mohsin Ali Qureshi, MNA	NA-176, Muzaffargarh-I, PPPF
9.	Ms Nousheen Saeed, MNA	Women Reserved Seat, PML
10.	Syed Javed Hussnain, MNA	NA-68 Sargodha-V, PML-N
11.	Syed Tayyab Hussain, MNA	NA-219,Hyderabad-II, MQM
12.	Ms. Shaheen Ashfaq, MNA	Women Reserved Seat, PML-1
13.	Mr. Aijaz Virk, MNA	NA-83 Faisalabad-IX, PPPP
14.	Malik Shakir Bashir Awan, MNA	NA-70 Khushab-II, PML-N
15.	Sahibzada Haji Muhammad Fazal Kareem, MNA	NA-82, Faisalabad-VIII, JUP
16.	Mr. Abdul Rasheed Godil, MNA	NA-252 Karachi-XIV, MQM

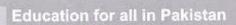




Education for all in Pakistan

S. No.	Names	Party
	Members of National Assembly	
18	Dr. Nadeem Ehsan, MNA	NA-247 Karachi-IX, MQM
19	Dr. Lal Chand, MNA	Minority Reserved Seat, PPPP
20	Mian Abdul Sattar, MNA	NA-193 R.Y.Khan -II, PPPP
21	Ms. Qudsia Arshad, MNA	Women Reserved Seat, PML-N
22	Ms. Shakeela Khanam Rashid, MNA	Women Reserved Seat, PPPP NA-187
23	Ch Saud Majeed, MNA	Bahawalpur - V, PML-N
24	Ms. Tasneem Siddiqui, MNA	Women Reserved Seat, PML-N
25	Mr. Baligh Ur Rehman, MNA	NA-185 Bahawalpur-III, PML-N
	Senators	
26	Senator Razina Alam Khan Chairperson, Senate Standing Committee on Education	Punjab, PML
27	Senator Tahira Latif	Federal Area, PML
28	Senator Col (R) Tahir Mashhadi	Sindh, MQM
29	Senator Dr. Kausar Firdaus	NWFP, JI
30	Senator Muhammad Abbas Kumaily	Sindh, MQM

Consultation with Parliamentarians on





Annexure 3 List of other Participants

Sr. No	Names
1.	Mr. A Qayuum
2.	Mr. A. Qayyum Shahid
3.	Mr. A. Sultan
4.	Mr. Chaman Chustian
5.	Ms. Chieko Yokota
6.	Dr. Eshy
7.	Dr. Olivier Bergossi
8.	Dr. Perviaz Tahir
9.	Mr. M. Sami
10.	Mr.,M. Zaheer
11.	Mr Mazhar Barlas
12.	Mr. Abbas Shabbir
13.	Mr. Abdul Rafay
14.	Mr. Abid Ali
15.	Mr. Abid Gill
16.	Mr. Aftab Syed
17.	Mr. Ali Hussain
18.	Mr. Asghar
19.	Mr. Asif Mirza
20.	Mr. Asrar Ahmed Kasana
21.	Mr. Atif Shah
22.	Mr. Azhar Saleem
23.	Mr. Daud
24.	Mr. Daud Malik
25.	Mr. Fakhar
26.	Mr. Faraz Shaukat
27.	Mr. Farouk
28.	Mr. Fawad Haider
29.	Mr. Ichiro Miyazawa
30.	Mr. Iftikhar
31.	Mr. Irfan
32.	Mr. Irfan Ali
33.	Mr. Irfan Tarig
34.	Mr. Jahangir
35.	Mr. Junaid Malik
36.	Mr. Khaleeg
37.	Mr. Khalid Maood
38.	Mr. Laeeg Ahmed Khan
39.	Mr. M. Khalid
40	Mr. M. Zahid Ali

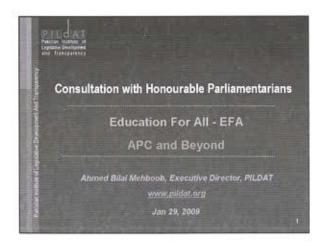
Sr. No	Names	
41.	Mr. Malik	
42.	Mr. Mubaraik Ali	
43.	Mr. Mudassir Hussain	
44.	Mr. Muhammad Asif	
45.	Mr. Munir Khan	
46.	Mr. Nadeem	
47.	Mr. Naveed Siddiqui	
48.	Mr. Nawaz	
49.	Mr. Noman Faisal	
50.	Mr. Qaiser Shehzad	
51.	Mr. Qamar	
52.	Mr. Rafeel	
53.	Mr. Rafiq	
54.	Mr. Rashid ZAka	
55.	Mr. Roger	
56.	Mr. Sabir Ali	
57.	Mr. Saleem Khan	
58.	Mr. Shah Mohammad	
59.	Mr. Shahab Yousafzai	
60.	Mr. Shams	
61.	Mr. Sohail Igbal	
62.	Mr. Tahir Amin	
63.	Mr. Tarig	
64.	Mr. Tarig Sial	
65.	Mr. Wagas Shafi	
66.	Mr. Zahid Qayuum	
67.	Ms Khalida Ahmed	
68.	Ms. Ayesha Khan	
69.	Ms. Deeba Shabnam	
70.	Ms. Farehia Rehman	
71.	Ms. Fozia Azam	
72.	Ms. Gul	
73.	Ms. Javeria Igbal	
74.	Ms. Marta Samper	
75.	Ms. Mehnaz Aziz	
76.	Ms. Sadia Khalid	
77.	Ms. Sana Gull	
78.	Ms. Sumera Mirza	
79.	Muhammad Igbal	
80.	Muhammad Pervaiz	

Consultation with Parliamentarians on

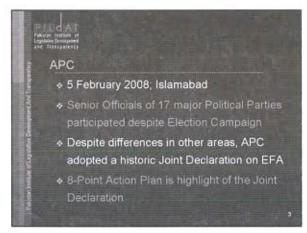
Education for all in Pakistan



Annexure 4: Full Power-point Presentation by Mr. Ahmed Bilal Mehboob, Executive Director. PILDAT







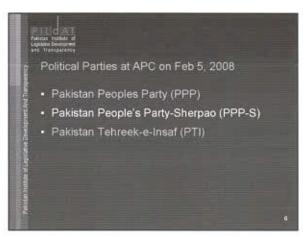




Consultation with Parliamentarians on

Education for all in Pakistan











* Increase Education Plan

* Increase Education Funding from 2.4 to 4 %

of GDP in 3 Yrs

* Min 10 % of Education Budget on Literacy &

NFBC

* 100 % Primary Enrolment, 75 % Primary

Completion, 86 % Literacy by 2015

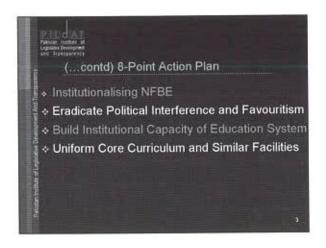
* Gender Equality in Primary & Secondary

Education by 2015 (..... Contd.)

Consultation with Parliamentarians or

Education for all in Pakistan





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Annexure 5: Full Presentation by Dr. Maurice Robson, Director UNESCO, Islamabad



Challenges and Roadmap to EFA

By Dr. Maurice Robson Representative UNESCO, Pakistan

Consultation with the Parliamentarians on Education For All in Pakistan

29 January 2009, Serena Hotel, Islamabad

EFA and Constitution of Pakistan



State shall be:-

"responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time"

(Article 37-B. 1973 Constitution of Pakistan)

Purposes, Assumptions and Outcomes

- · Purposes:
 - Review of progress: EFA and a 'report card'
 - Identify challenges to EFA achievement
- Agree key directions and strategies
- Assumptions:
 - Commitment to reform; constitutional, international obligations, 2008 Joint Declaration on EFA
 - Support for education as a national priority
- Recognition of the need to act swiftly and decisively
 Outcomes:
 - Clear recognition of Education sector needs
 - A practical set of actions
 - A 'road map'

What is EFA?

"Education For All" means:

- ☐ Every one has the right to a quality education
- Educational opportunities for all, irrespective of gender, socioeconomic background, ethnic or religious background; children; youth, adults
- Equality of educational opportunity for all children, including girls and women, for those with disabilities, for urban and rural, rich and poor







Consultation with Parliamentarians on

Education for all in Pakistan

EFA and the DAKAR Framework of Action

- □ EFA 2000 Assessment conducted in 180 countries
- □ World Education Forum April, 2000, Dakar
- ☐ 1,000 representatives from 164 countries
- UN agencies, donors, NGOs including UNESCO, UNICEF, UNFPA, UNDP, World Bank
- Pakistan delegation headed by Federal Education Minister & 4 Provincial Ministers
- Pakistan a signatory to the Goals and Framework of Action



EFA in Pakistan

National Plan of Action for EFA (2001-2015)

Prepared and launched by Ministry of Education, set following targets

In the NPA, Pakistan envisaged to achieve following targets:

UPE: 100 primary enrolment by 2015

Literacy: 86% adult literacy rate by 2015

ECE: 42,500 ECE Centres established & increased participation rate from 25% to 50% by 2015

Where are we now?

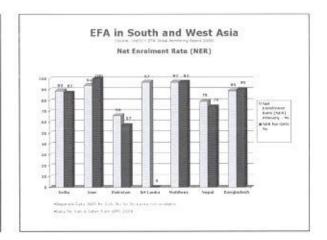
Dakar Goal Achievement - EDI

Education For All Development Index (EDI) for 129 countries- GMR 2009

5. No.	Achievement Level	No. of Countries (world position)	South and West Asian countries
1.	Far from EFA Goals	29	5 Countries recluding, India, Sangladesh, Bhutan, Nepal, and Pakistan
3.	Intermediate position	44	Haldires.
2.	Closer to EFA Goals	56	

EFA in South and West Asia

Country	EFA Development Index or EDI	Net Enrolment Rate (NER) Primary - %	NER for Girls
India	102	89	87
Iran	90	94	1.5
Pakistan	118	66	.57
Sri Lanka	8	97	
Maldives	49	97	97
Nepal	110	79	74
Bangladesh	109	89	90

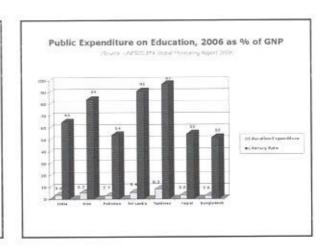


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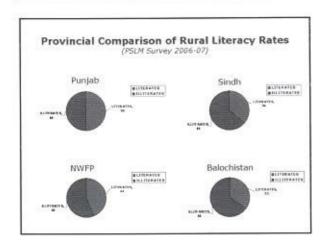


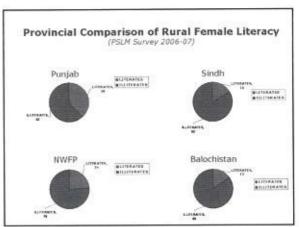
Human Development in South and West Asia Public expenditure on Education Country **HDI** Ranking Literacy Rate 15+ (%) as % of GNP India 128 3.3 65 94 5.2 84 54 136 2.7 Pakistan Sri Lanka 99 5.4 91 97 Maldives 100 8.3 142 55 Nepal 140 52 Bangladesh 2.8



Indicator	Total	Rural	Rural Femal
Literacy 10+	55	45	30
Literacy 15+	52	41	26
NER Primary	56	52	46
NER Middle	18	14	11
NER Matric	10	6	5

Indicator	Punjab	Sindh	NWFP	Balochistan
Literacy Rate 10+	50	55	47	42
Urban Literacy Rate	73	73	61	61
Rural Literacy Rate	50	36	44	35
Rural Female Literacy	38	16	24	15
Primary Net Enrolment . Rate - NER (overall)	62	50	49	41
Urban NER (Primary)	70	64	56	54
Rural NER (Primary)	59	41	48	38
Rural Female NER (P)	55	31	39	28









Consultation with Parliamentarians on

Education for all in Pakistan

Number of Illiterates are increasing in Pakistan

Year	Pop 10 + (Millions)	Literacy Rate (10+)	Illiterate Pop (10+)
1951	22.71	17.9	18.64
1961	26.12	16.7	22.08
1972	42.91	21.7	33.59
1981	56.33	26.2	42,69
1998	89.84	43,92	50.38
2006-07 (estimated)	112.00	55.00	50.40

(Source: Census Reports and projections for 2006-07

Education Budget in Pakistan: (1995-96 to 2005-06)

Year	% of GDP) car	% of GDP
1995-96	2.00	2002-03	1.7
1996-97	2.62	2403-04	2.20
1997-98	3.34 I	2004-05	2.12
1998-99	2.40	2005-06	1.40
1999-00	1.7	2006-07	1.42
2008-01	1.6	2697-08	1.49
2001-02	1.9	2008-09 (2020-000-000)	1.25

Interlinked EFA Challenges in Pakistan

- Reduce illiteracy (ecc 50 million illiterates (age 10 % 20 million of aget 10 %), agenticant regional variations.
- · Increase enrolment: estimated 30% or 6 million out of schools
- * Reduce dropout 67% result (This 5)
- Increase learning achievement: eg: in Purpuls 27% of age cohort passere lawer mastered 59% of curriculum (PEC), 70% Francis Schools are 27Room Schools.
- Increase quality and relevance of curriculum, including structure and sequencing of cartent, and strengthening of assessment processes.

Interlinked EFA Challenges in Pakistan

- Increase geoder equality 1 big 35% accords for unlanguage 82% for hops, 0% perder can
- Increased education budget, allocations and expenditure. Low than 2.4 *syst (II)P.
 and 1.5% spent, grant to reduce non-correll budget.
- Increased accountability and governance mechanisms: linguisatest governance and
 planning, weak management capacity, lack of clarry back of robot and responsibilities.
 https://doi.org/10.1006/j.jps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j.ps.2006/j
- Increased program me sustainability: Programmes are affected due to pobtical changes.
 Federal Govt, support for Education Sector Reforms (ESR) including for Externey has absingled in 2008-09.
- Planning sectoral plans not followed, ad-hocism, project-based approach

What needs to be done in Pakistan?

- Legislate for Free Primary Education as a Fundamental Human Right
- Budget and expenditure to be increased to minimum 4° of GDP including year-wise targets for reaching 4° of GDP spelled out officially, through a National Assembly Resolution or Act.
- Review budget allocation framework to link funding to performance against agreed targets for increased access to education and improved learning outcomes.
- Budget to support integrated sector development

What needs to be done in Pakistan?

- Ratify the UNESCO Convention against Discrimination in Education - Equal educational opportunities for all children in schools
- Establish a National Standards and Curricula Framework: to be followed by all educational institutions in Pakistan
- Prioritise Education in discretionary budgets provided to parliamentarians
- Provide leadership as parliamentarians in your constituencies: education quality, teacher attendance, conditions of buildings



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