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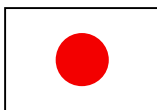
Secondary Education Regional Information Base: Country Profile

Pakistan





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Reader's Guide

The following symbols are used in the statistical tables:

...	No data available
na	Not applicable
*	National estimation
**	UIS estimation
-	Magnitude nil or negligible
+n	Data refers to the school or financial year (or period) after the reference year (or period).
-n	Data refers to the school or financial year (or period) before the reference year (or period).

General Notes:

The Secondary Education Information Base: Country Profile uses statistics from UNESCO Institute for Statistics (UIS) and national sources. Although in principle UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from UIS Education Database (www.uis.unesco.org) on June 3, 2009. Statistics from national sources were collected through questionnaires and the original source is indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

Definitions:

A comprehensive list of education indicators, their definition, purpose, calculation method, and formula used in UIS statistics is available from UIS glossary of Education Indicators (www.uis.unesco.org/ev.php?ID=5202_201&ID=DO_TOPIC).

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

Levels of education in UIS statistics are defined as per the International Standard Classification of Education 1997 (ISCED97: www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC). According to ISCED97, secondary education is divided into two levels: *lower secondary* (Grade 6-8) and *upper secondary* (Grade 9-12). In the case of Pakistan, *middle school* (Grade 6-8)¹ corresponds to the former while Grade 9-10 (*Matriculation*) is considered to be Secondary. For Grade 11-12, the terms *Intermediate* and *Higher Secondary* are used interchangeably. *Matriculation* (Grade 9-10) and *Intermediate* (Grade 11-12) combined correspond to the *upper secondary* level in ISCED97. For this country profile, the terms "middle", "matriculation", and "intermediate" are used by data from national sources to refer to specific levels of secondary education. UIS data uses the terms "lower secondary" and "upper secondary" with the latter referring to both matriculation and intermediate levels.

¹The government of Pakistan has recently upgraded Elementary education to include Grade 6-8.

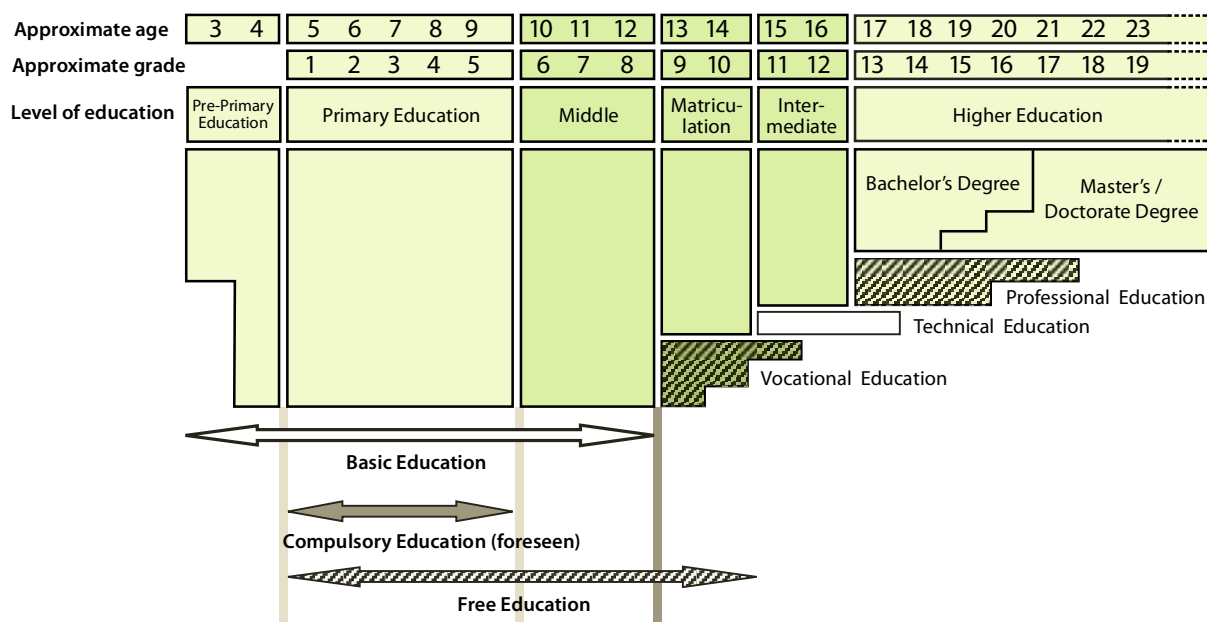
Abbreviations

ADB	Asian Development Bank
AEPAM	Academy of Educational Planning and Management
BPS	Basic Pay Scales
DEO	District Education Officer
DFID	Department for International Development (UK)
EDO	Executive District Officer
EFA	Education for All
ESR	Education Sector Reform
EUR	Euro
GBP	British pound
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HEC	Higher Education Commission
HSS	Higher Secondary School
HSSC	Higher Secondary School Certificate
IBE	International Bureau for Education
ISCED	International Standard Classification of Education
JICA	Japan International Cooperation Agency
MOE	Ministry of Education
NEAS	National Education Assessment System
NER	Net Enrolment Ratio
NPA	National Plan of Action
NRB	National Reconstruction Bureau
NWFP	Northwest Frontier Province
PED	Provincial Education Departments
PITE	Provincial Institute of Teacher Education
PKR	Pakistan Rupee
Pre-STEP	Pre-Service Teacher Education Project
PTR	Pupil-teacher Ratio
STEP	Strengthening of Teacher Education in Pakistan
TEVTA	Technical Education and Vocational Training Authority
TA	Technical Assistance
TVE	Technical and Vocational Education
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNPD	United Nations Population Division
USAID	United States Agency for International Development
USD	United States Dollar

1. Secondary Education at a Glance

1.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration



1.2 Size of Schooling Sector

Table 1. School-aged Population, 2009

	School-aged population	Ave. Annual Growth Rate, 2001-2008
Primary	21,704,912	0.91%
Secondary	28,533,932	0.91%
Lower level (G 6-8)	20,497,935	7.59%
Upper level (G 9-12)	8,035,997	-8.65%

Source: UNESCO Institute for Statistics. 2010.

Table 2. Enrolment, 2008

	Enrolment	Ave. Annual Growth Rate, 2003-2007
Primary	18,175,801	3.72%
Secondary	9,339,991	4.91%
Lower level (G 6-8)	5,427,406	6.52%
Upper level (G 9-12)	3,912,585	2.87%

Source: UNESCO Institute for Statistics. 2010.

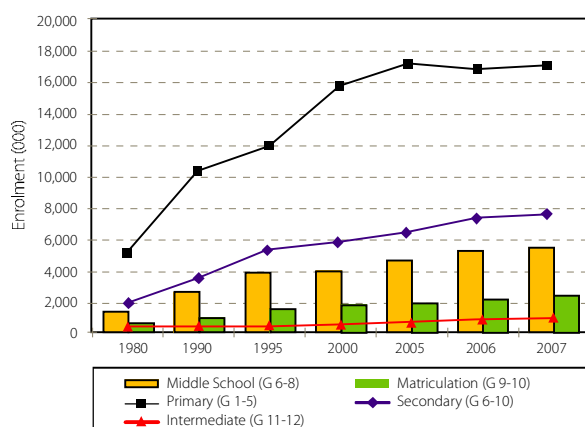
Table 3. Number of Teaching Staff (full and part-time), 2007

	Number of teaching staff	Ave. Annual Growth Rate, 2001-2007
Primary	442,398	0.415%
Secondary	680,094	1.063%
Middle level (G 6-8)	313,488	0.880%
Matriculation level (G 9-10)	366,606	1.219%

Source: MOE. 2007.

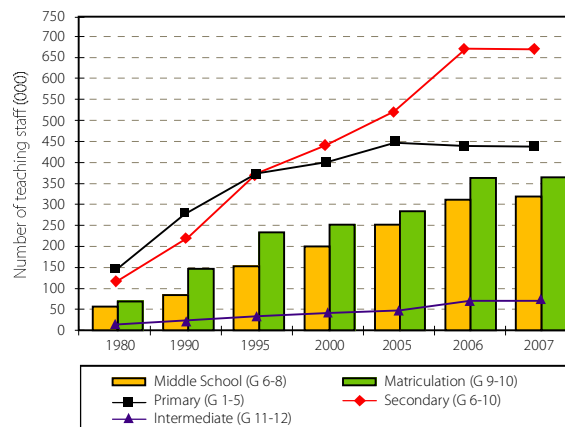
Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

Figure 2. Change in Number of Enrolment, 1980-2007



Source: Ministry of Finance. 1981, 1991, 1996, 2001, 2006. MOE. 2007, 2008b.

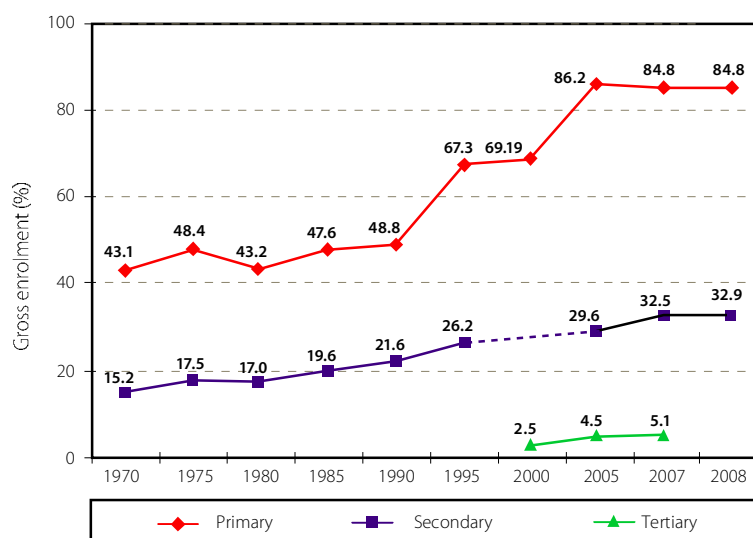
Figure 3. Change in Number of Teaching Staff, 1980-2007



Source: Ministry of Finance. 1981, 1991, 1996, 2001, 2006. MOE. 2007, 2008b.

1.3 Access and Participation

Figure 4. Change in GER by Level, 1970-2008



Source: UNESCO Institute for Statistics. 2010.

Table 4. GER in Secondary Education, 2008

	Total	Male	Female	GPI
Secondary	32.9%	37.3%	28.3%	0.76
Lower level (G 6-8)	44.2%	49.9%	38.2%	0.76
Upper level (G 9-12)	24.3%	27.7%	20.7%	0.75

Source: UNESCO Institute for Statistics. 2010.

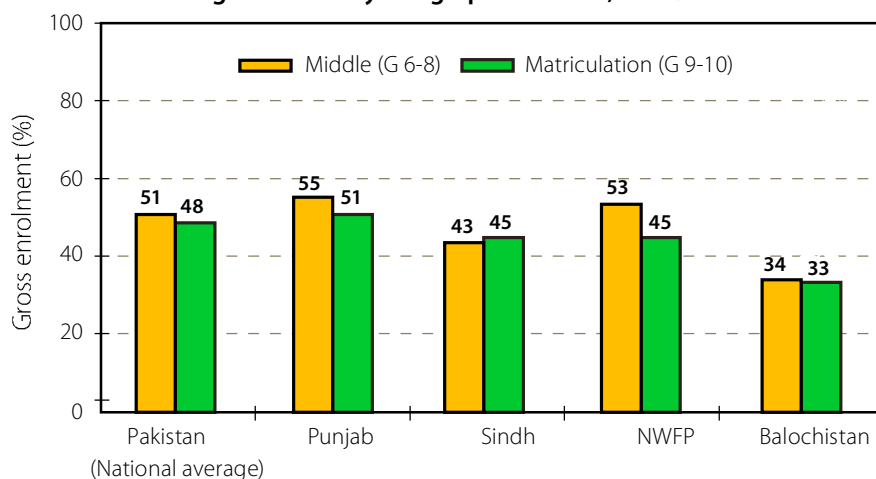
Table 5. NER in Secondary Education, 2008

	Total	Male	Female	GPI
Secondary (G 6-12)	32.5%	36.9%	27.9%	0.76

Source: UNESCO Institute for Statistics. 2010.

1.4 Geographical Distribution of Access

Figure 5. GER by Geographical Areas, 2006/07



Source: Federal Bureau of Statistics. 2008.

Table 6. GER by Geographical Areas and Sex, 2006/07

	Middle (G 6-8)			Matriculation (G 9-10)		
	Male	Female	GPI	Male	Female	GPI
Punjab	59%	51%	0.86	57%	44%	0.77
Sindh	49%	36%	0.73	53%	36%	0.68
NWFP	68%	35%	0.51	64%	24%	0.38
Balochistan	44%	20%	0.45	42%	21%	0.50
National Average	57%	44%	0.77	57%	35%	0.61

Source: Federal Bureau of Statistics. 2008.

Note: Gender Parity Index (GPI) was calculated by UNESCO Bangkok on data from Federal Bureau of Statistics.

1.5 Student Progression

Table 7. Progression Indicators, 2008

Gross Primary Graduation Ratio	45.6%
Transition rate from Primary to Secondary (General)	72.6%
Gross Enrolment Ratio in Total Secondary	32.9% ⁺¹
Percentage of Repeaters in Total Secondary	2.1% ⁻²
Upper Secondary Gross Graduation Ratio	...

Source: UNESCO Institute for Statistics. 2010.

Note: Data for secondary also includes Intermediate (G 11-12).

1.6 PTR and Average School Size

Table 8. Pupil-teacher Ratio, 2006/07

Middle (G 6-8)	17.12
Matriculation (G 9-10)	6.31
Intermediate (G 11-12)	12.66

Source: MOE. 2008b.

Table 9. Average School Size, 2006/07

Middle (G 6-8)	133
Matriculation (G 9-10)	98
Intermediate (G 11-12)	291

Source: MOE. 2008b.

2. Institutional Context of Secondary Education

2.1 Education System

Primary and secondary education in Pakistan can be divided into five stages: (1) pre-primary or early childhood education for children 3 to 4 years of age; (2) primary education (Grades 1-5) in which students are enrolled at 5 years of age and older; (3) middle stage education (Grades 6-8); (4) matriculation or secondary education (Grades 9-10); and (5) intermediate or higher secondary education (Grades 11-12) which is sometimes considered a part of college education. The first three stages are regarded as elementary or basic education. Students graduating from matriculation receive the Secondary School Certificate (SSC). Intermediate level graduates receive the Higher Secondary School Certificate (HSSC).

After 12 years of education, students may progress to universities/colleges for undergraduate studies. Technical and vocational education (TVE) starts from 13 to 15 years of age and consists of one to three-year diploma courses in various subjects. Professional education such as medicine and engineering starts after intermediate education and can take from three to five years to complete.

In Pakistan, there is currently no legal framework to regulate compulsory education. However, the National Education Policy (1998-2010) states that there is a need to expand the provision of basic education at an unprecedented rate to enable the government to promulgate and implement a compulsory primary education act. The Policy also promises free education in public schools.

(See Figure 1. Education Structure: Approximate Starting Age and Duration on page 5.)

2.2 Legislative Framework and Key Policy Documents

The Constitution of Pakistan (1973)

According to the Constitution of the Islamic Republic of Pakistan, the state shall “remove illiteracy and provide free and compulsory secondary [matriculation] education within minimum possible period” (article 37b). In particular, the state shall work to “promote, with special care, the educational and economic interests of backward classes or areas” (article 37a). Also, the constitution encourages the state to “make technical and professional education generally available” to the population and make “higher education equally accessible to all on the basis of merit” (article 37c). It further establishes the importance of skills development through education, training, and agricultural and industrial development so that citizens of Pakistan can participate fully in the activities of national development.

National Education Policy 1998-2010 (1998)

The National Education Policy 1998-2010 outlines Pakistan’s education aims and implementation strategies. Universal primary education and the expansion of basic education, both quantitatively and qualitatively, are major components of the Policy. In order to achieve these goals, the government is to use formal and non-formal education techniques, provide free access to education, reduce imbalances and disparities within the system, institutionalize monitoring and evaluation systems, improve curricula, strengthen in-service and pre-service teacher education programmes, and raise entry qualifications for teachers from matriculation to intermediate. The Policy also calls for improvement in the quality of technical education to produce “trained manpower, commensurate with the needs of industry and economic development goals” (IBE, 2006).

Education for All (EFA): National Plan of Action 2001-2015

The EFA National Plan of Action (NPA) was developed through broad-based consultations with stakeholders and principal actors in order to translate the National Education Policy (1998-2010) into an action plan. The main objectives of NPA are (a) to reach the disadvantaged population groups in rural and urban areas with emphasis on out-of-school girls and illiterate girls and women; (b) to promote community participation and ownership of basic education programmes at the grass-root levels; and (c) to improve the relevance and quality of basic education thus enhancing the learning achievements of children, youth and adults. The order or priorities of the plan is elementary education (pre-primary to middle school), adult literacy, and early childhood education.

For elementary education, the NPA defines its development plan in three distinctive phases: (1) ensuring that by 2015 all children, with special emphasis on girls and children in difficult circumstances, have access to and complete free and compulsory primary education of good quality; (2) eliminating gender disparities in primary and matriculation education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to basic education of good quality; (3) improving all aspects of education quality so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Perspective Plan 2001-2011 (2001)

The Perspective Plan 2001-2011 was prepared in accordance with the National Education Policy 1998-2010, and has three main goals relating to matriculation education: (1) improvement in the participation rate; (2) introduction of technical education at the matriculation level as well as the intermediate level; and (3) improvement in the quality of education.

More specifically, the Plan sets the target of achieving a participation rate of 57 percent and 24 percent for middle school and matriculation education respectively. It plans to upgrade primary schools to middle level and middle schools to matriculation level by adding classrooms to existing schools. The private sector will be encouraged to share this responsibility, especially in setting up model schools at the district level. The Plan also establishes the introduction of a TVE stream in matriculation schools to expand options for technical, commercial, and vocational education.

In order to improve the quality of matriculation education, intensive in-service training will be provided to teachers at least once every five years. Curricula as well as the examination system will be improved through the establishment of an Education Testing Service (ETS) and National Education Assessment System (NEAS). Existing science teaching facilities in matriculation will be revamped in this regard.

2.3 Administrative Structure

Education, in principle, is a provincial subject in Pakistan. However, under the Local Government Devolution Plan 2000, district governments, headed by the Executive District Officer (EDO), are given more administrative authority and control over public institutions at primary, middle, as well as matriculation levels.

At the national level, the Ministry of Education (MOE) is responsible for the development of the national education policy, national plans and budget, as well as the overall supervision and implementation of these policies and plans. In addition, the MOE plays a role of facilitation, coordination, and arbitration in conflicts. It ensures that the standards of national education adhere to its regulatory and institutional framework.

Provincial Education Departments are headed by their respective Provincial Education Ministers. Executive authority is vested in the Secretaries of Education. The main responsibilities of the Provincial Education Departments are (a) textbook development in accordance with the curriculum set by the Curriculum Wing, MOE, (b) teacher training, (c) college education, (d) registration of private sector educational institutions, and (e) issuance of detailed policy guidelines to district governments for effective service delivery.

As described earlier, the education management system is currently undergoing a transition period of decentralization. In light of this, the National Education Policy 1998-2010 is also under review to reflect increased authority at the district level. More details on the ongoing decentralization reform can be found in Section 9, Relevant Documents and Additional Resources.

Figure 6. MOE's Organizational Chart

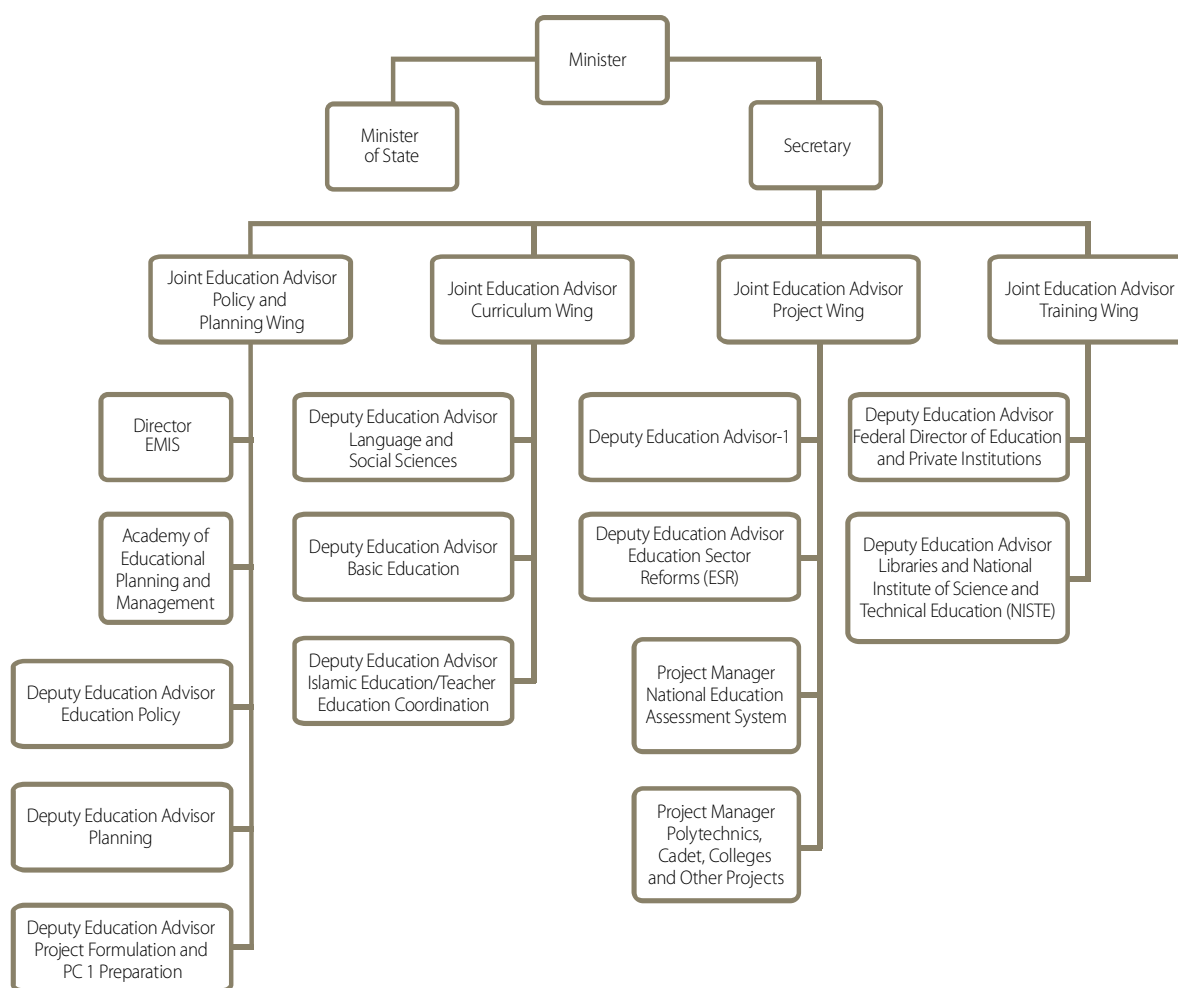


Table 10. Middle and Matriculation Education Management by Government Authority

Functions	Responsible body
General secondary education	Provincial Education Departments; District Governments
TVE at secondary level	Technical Education and Vocational Training Authority (TEVTA); Provisional Directorates of Technical Education
Personnel management and development	Provincial Education Departments
Learning assessment	Boards of Intermediate and Secondary Education; Curriculum Wing, MOE; National Education Assessment System (NEAS), MOE; Provincial Education Assessment Centers (PEAC)
Curriculum development and research	Curriculum Wing, MOE
Planning	Policy & Planning Wing, MOE
Budgeting	Provincial Education Departments; MOE
EMIS	Policy & Planning Wing, MOE
Private institutions	National Regulatory Authority for Private Education
Textbooks development	Provincial Education Departments; Textbook Boards
Teacher training/development (in-service)	Provincial Directorates of Staff Development; Provincial Institutes of Teacher Education (PITE); Bureau of Curriculum and Extension
Teacher training/development (pre-service)	Higher Education Commission (HEC)

The above table lists the government offices/departments responsible for different functions of education management concerning the middle school (G 6-8) and matriculation (G 9-10) levels. Education at the intermediate level (G 11-12) is under the control of provincial governments. The posting, transfer and professional development of intermediate level teachers is also the responsibility of the provincial governments. All graduating intermediate students are examined by the Board of Intermediate and Secondary Education in their respective areas for the HSSC.

2.4 Financing

The federal government provides funds for education to the provinces on the basis of the National Finance Award (NFA) formula. The major share of funding for education, however, is met by tax revenues generated by the provinces, and spent in the respective province. Some activities are directly financed by the federal government. Innovative reforms and projects are usually funded by foreign loans/grants or assistance from international aid agencies.

Higher secondary schools (HSSs), intermediate colleges, and intermediate sections of degree colleges are funded and managed by the provincial governments through their Higher Education Departments. At the federal level, all intermediate schools and colleges are looked after by the Federal Directorate of Education under the Ministry of Education.

Higher education is financed by the independent budget of the Higher Education Commission (HEC) which was established under an Act of Parliament in 2001. The federal government, through the HEC, distributes the budget to public universities and degree awarding institutions all over the country.

Fiscal year is July 1 – June 30 of the following year.

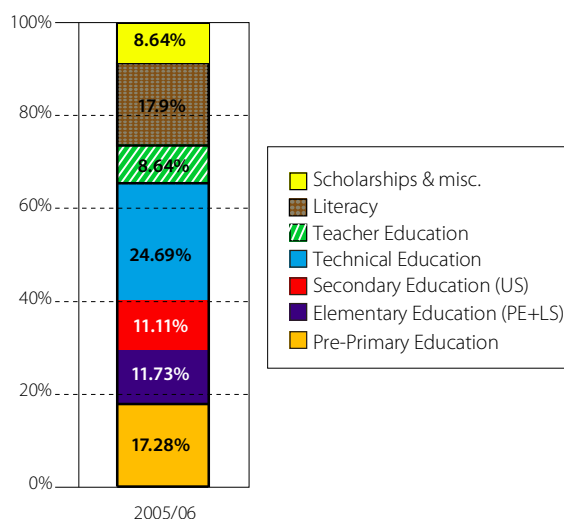
School year is April 15 – April 14 of the following year

Table 11. Public Expenditure on Education, 2008

As % of GDP	2.9%
As % of total govt. expenditure	11.2% ¹
Per pupil as % of GDP per capita	
Primary	...
Secondary	...
Tertiary	...

Source: UNESCO Institute for Statistics. 2010.

Figure 7. Resource Allocation by Level as % of Total Education Expenditure, 2005/06

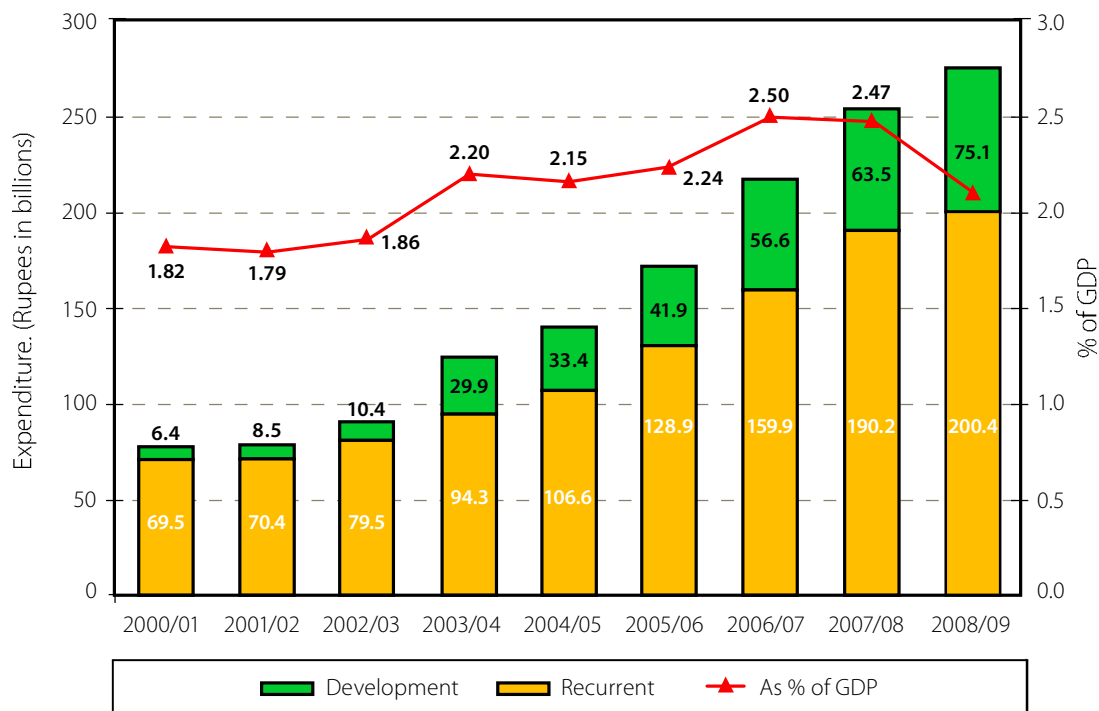


Source: AEPAM. 2006.

Note: PE = Primary education; LS = Lower secondary education; US = Upper secondary education
Higher education is not included

During recent years, the education budget has been increased from PKR 78.924 billion in 2001/02 to PKR 253.746 billion in 2007/08.

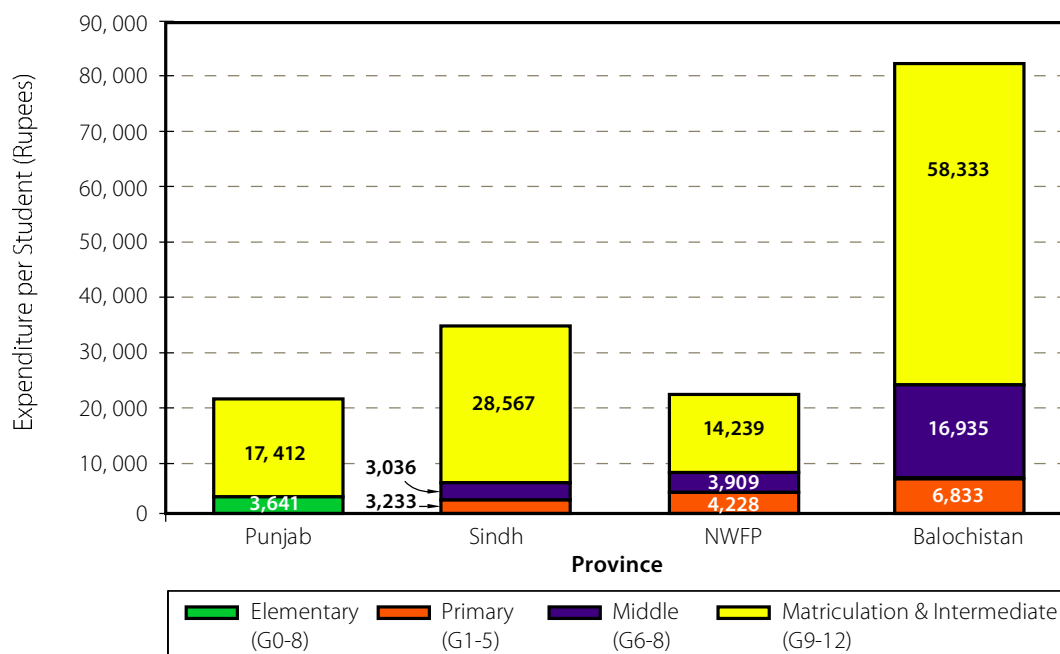
Figure 8. National Education Budget by Year, 2000/09



Source: MOE. 2008a.

An assessment of per student public sector expenditure on school education at district level was conducted during 2005/06. The following table summarizes the results.

Figure 9. Average Expenditure per Student by Province (Public Sector), 2005/06



Source: MOE. 2008a.

3. General Secondary Education

3.1 Types of Schools

In Pakistan, several types of institutions provide secondary-level education: (1) middle schools (G 1-8) which are established by upgrading primary schools; (2) secondary schools (G 6-10); and (3) higher secondary schools (HSSs) for grades 6 to 12.

Schools are often upgraded to include higher grades. Middle schools are established by adding additional facilities to existing primary schools. They can be located in the same building or on a separate piece of land near a cluster of primary schools. The same is the case with secondary schools and HSSs. Some secondary schools are upgraded to HSSs by adding classrooms, laboratories and teachers to cater to the needs of grades 11 and 12. Thus, such HSSs have middle, matriculation, and intermediate level classes.

Although HSSs generally provide education for grades 11 and 12, separate intermediate colleges exist where only grades 11 and 12 are taught. Some degree colleges also have classes for grades 11 and 12. These colleges function under the College Education Section or Higher Education Departments of the provincial governments. In these degree colleges, professors also teach students in grades 11 and 12, thus ensuring high quality. As a result, students prefer to attend grade 11 in a degree college. Their second choice would be an intermediate college and the least preferred is the higher secondary school. The examination for all intermediate-level students is conducted only by the Board of Intermediate and Secondary Education regardless of their education at HSS or a college.

Table 12. Types of Secondary Schools and Administrative Authority

	Grade								Administrative Authority
	1-5	6	7	8	9	10	11	12	
Middle School									District Education Departments
Secondary School									District Education Departments
Higher Secondary School									District & Provincial Education Departments
Intermediate College									Provincial Education Departments

Table 13. Number of Institutions and Enrolment by Type, 2006/07

	Number of Institutions	Enrolment	
Middle (G 6-8)	40,094	5,367,608	62.52%
Matriculation (G 9-10)	23,554	2,315,216	26.97%
Intermediate (G 11-12)	3,095	902,448	10.51%
Total	66,743	8,585,272	100%

Source: AEPAM, MOE. 2008.

3.2 Admission Requirements

Certification obtained from successful completion of primary school is the basis for admission into middle schools. The headmaster or principal decides on admissions with the school-based admission committee. However, in some cases such as in urban areas where competition is fierce, admission tests are conducted to screen the entrants. This is often the case for private or autonomous schools which are generally considered to be providing quality education in terms of academic, social and personal development of students. The same applies to admission into matriculation education.

3.3 Student Assessment and Promotion

Annual Promotion

The annual examination for promoting students to the next grade in elementary and middle schools is administered internally by the school. Question papers are created and marked by subject teachers. The principal along with subject teachers make the final decisions. Students appear in separate examinations for each subject they are studying, and promotion is granted to students who score at least 33 percent in each subject as well as in total. In the past, the year-end examination for grade 9 was conducted by the school, but now it is conducted by the Board of Intermediate and Secondary Education of the area which also administers the year-end examinations for grades 10 to 12.

Table 14. Percent of Repeaters by Grade and Sex, 2007

	Lower Secondary			Upper Secondary		
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 12
Both sexes	7.10%	5.27%	3.91%	0.81%	7.05%	7.98%
Male	7.25%	5.62%	4.81%	0.75%	8.16%	8.84%
Female	6.89%	4.78%	2.67%	0.91%	5.62%	7.30%

Source: UNESCO Institute for Statistics, 2009.

Graduation

There is no special student assessment procedure for graduation from middle school except for the annual end-of-the-year school examination. To graduate from matriculation schools, students have to appear in written examinations for each subject. The Boards of Intermediate and Secondary Education take charge of the administration. Question papers are comprised of (1) "subjective type (80 percent)", which consist of long and short essay questions; and (2) "objective type (20 percent)", which consist of a number of multiple choice questions. In science and technical subjects, students are also assessed through oral/practical examinations which usually make up 25 percent of total marks for the subject. The minimum passing mark for graduation is 40 percent in both theory and practical portions of each subject. The examination is standardized across different schools within the same geographical territory. The respective Board of Intermediate and Secondary Education conducts the examination and does the certification.

3.4 Tuition

In principle, secondary education is provided free of charge regardless of level. However, a monthly charge of PKR 1 for middle school students (PKR 12 annually, equivalent to USD 0.16 per year) and PKR 2 for students at the matriculation level (PKR 24 annually, equivalent to USD 0.32 per year) are collected for the Farooq-e-Taleem Fund (Education Expansion Fund).

Support Programmes/Incentives

Textbooks are provided by the government free of charge up to the middle level, but students need to arrange uniforms from their own resources. To encourage female students in selected rural districts go to school, a stipend of PKR 200 per month is provided to each of them.

3.5 Curriculum

According to the Constitution of Pakistan, curriculum development is the domain of the federal government. Authority is vested in the Curriculum Wing of the MOE through the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, approved by parliament in 1976. Although localization of the curriculum is not allowed for matriculation-level education, provincial representation is present at curriculum development committees of the subjects. Textbooks are developed by the provincial Textbook Boards strictly in accordance with the curriculum developed by the committees.

The current curriculum, which has been revised recently, took effect in 2008 for most subjects from pre-primary to intermediate levels. The needs-based curriculum was developed through a participatory approach involving all stakeholders. Vertical and horizontal linkages were established to match the cognitive development of the learner. The ability to think, recall and apply has also been included to improve learning capacity. The curriculum contains detailed instructions to achieve learning objectives with an emphasis on practice.

As for matriculation education, the curriculum was developed after extensive analysis of the previous curriculum in order to bring in the desired changes in teaching and learning. Assessment patterns (development and evaluation of papers) together with recommendations for teacher training were included in the curriculum. Curriculum development up to intermediate level is the responsibility of the Curriculum Wing of the Ministry of Education. Curricula for higher education or degree programmes are prepared by the respective universities themselves.

Table 15. Statutory School-opening Days and Teaching Weeks per Year, and Teaching Hours per Week

	School opening days per year ⁽¹⁾	Teaching weeks per year ⁽²⁾	Teaching hours per week ⁽²⁾
Middle (G 6-8)	210 days	34 weeks	34 hours
Matriculation (G 9-10)	210 days	34 weeks	34 hours

Sources: (1) MOE. (2) DEO.

A more comprehensive and detailed description of the curriculum is available from World Data on Education database by IBE.

4. Private Education

The current National Education Policy (1998-2010) encourages private investment in education. It notes that the government alone cannot carry the burden of the whole education process and that it is imperative to promote community participation and public-private partnerships. The Policy makes provision for special incentives for education institutions set up in the private sector. They include: (a) plots of land in residential schemes on reserve prices; (b) a reasonable rebate on income tax and on the expenditure incurred while setting up educational facilities; (c) supply of electricity and gas at the domestic rate instead of the commercial rate; and (d) matching grants for establishing educational institutions by the private sector in rural or poor urban areas through Education Foundations for example.

There are two main types of non-public educational institutions up to matriculation level in Pakistan: (1) private schools run by individuals for profit; and (2) schools run by NGOs or other voluntary organizations on a non-profit basis. In principle, both types are fully independent and do not receive any grant-in-aid from the government. However, curricula taught in non-public institutions must conform to the principles in the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act of 1976 (see 3.5 Curriculum for details). In terms of school costs, the fees of non-public institutions, especially the profit-driven private schools, are very high and out of the reach of the poor. Therefore, the current National Education Policy states that the fee structure of privately managed educational institutions should be developed in consultation with the government.

Table 16. Number and Percent of Private Institutions, Enrolment, and Teachers, 2006/07

	Number of Institutions		Enrolment		Teachers	
	Total	As % of National Total	Total	As % of National Total	Total	As % of National Total
Middle (G 6-8)	24,597	61.35%	1,652,024	30.78%	196,186	62.58%
Matriculation (G 9-10)	13,888	58.96%	689,163	29.77%	196,216	53.52%
Intermediate (G 11-12)	1,861	60.13%	164,860	18.27%	40,332	56.61%

Source: AEPAM, MOE. 2008.

5. Secondary-Level Technical and Vocational Education and Training

The major types of TVE institutions at the secondary level include: (1) vocational institutes under Provincial Education Departments; (2) commercial training institutes under the MOE and Provincial Education Departments; (3) training centres operating under various departments, for example, labour and manpower, social welfare, industries and agriculture; and (4) the MOE's new technical stream at upper secondary schools. In the latter programme, students are taught technical subjects such as woodwork, electricity, IT and metalwork in mainstream schools as elective subjects. After graduation, they are granted a matriculation certificate in technology, just as certificates in other subject areas such as science or arts are granted by their respective Boards.

The National Education Policy (1998-2010) emphasizes the importance of TVE in the country. It recognizes the development of opportunities for TVE, improvement of the quality of technical education, revision and updating of curricula, introduction of emerging technologies, and strengthening links with industry to ensure TVE training matches the requirements of the job market. The document sets five-year targets for increasing the number of mono/polytechnic institutes from 84 to 135, the number of vocational institutes from 197 to 297, and commercial institutes from 216 to 266. Enrolment in these institutes is expected to increase to 62,000, 15,000 and 28,000 respectively.

As described earlier, a number of departments other than education are involved in the provision of TVE. The MOE takes overall responsibility in policy planning and coordination of standards and curriculum development. In terms of equivalency, students in TVE streams at lower secondary level are not entitled to switch to upper secondary general education or higher. However, students who have completed a TVE programme at upper secondary level may continue their education in a relevant university programme, provided that they have successfully completed the required number of years of education for that particular field.

The National Vocational and Technical Education Commission (NAVTEC) was established under the Prime Minister's Secretariat to improve all aspects of TVE in the country. Similarly, provincial governments have established Technical Education and Vocational Training Authorities (TEVTA) to improve TVE at the provincial level, especially for skills development and poverty reduction.

Table 17. Percent of Enrolment in TVE Programmes, 2003-2008

	2003	2004	2005	2006	2007	2008
Secondary education	2.32%**	2.34%**	2.84%**	3.37%	3.62%	3.67%
Lower secondary (G 6-8)	-	-	-	-	-	-
Upper secondary (G 9-12)	5.00%**	4.91%**	6.59%**	8.31%	8.90%	8.75%

Source: UNESCO Institute for Statistics. 2010.

6. Teachers and Education Personnel in GSE

Table 18. Number of Teachers and Key Indicators, 2007

	Number of teachers	Percent of female teachers	Percent of trained teachers	Pupil-teacher ratio
Secondary education	751,340	58.39%	99%	11.42
Middle (G 6-8)	313,488	64.85%	99%	17.12
Matriculation (G 9-10)	366,606	54.67%	99%	6.31
Intermediate (G 11-12)	71,246	49.12%	100%	12.66

Source: AEPAM, MOE. 2008.

Table 19. Minimum and Maximum Salary for Teachers, 2008

	Minimum salary		Maximum salary	
	Amount per year	% to GDP per capita	Amount per year	% to GDP per capita
Middle (G 6-8)	PKR 145,703	172.0%	PKR 410,945	485.0%
Matriculation (G 9-10)	PKR 182,525	215.4%	PKR 410,945	485.0%
Intermediate (G 11-12)	PKR 271,553	320.5%	PKR 511,313	603.5%

Source: MOF, 2008.

Note: % of GDP per capita was calculated by UNESCO Bangkok on the basis of per capita income stated in the Economic Survey of Pakistan 2008-2009 as USD 1046. (PKR 81 = USD 1).

In the public sector, teachers are hired on different national basic pay scales (BPS) called grades, depending on their qualifications and the requirements of the post. Teachers teaching middle classes (G 6-8) who obtained their Certificates of Teaching after intermediate level, are hired at national BPS No. 14. Teachers who have Bachelor of Arts (B.A.) / Bachelor of Science (B.Sc.) degrees plus a Bachelor of Education (B.Ed.) degree are hired at BPS No. 16 and granted BPS 17 after having service experience and posting as a head teacher. Teachers for intermediate classes (G 11-12) are hired at BPS 17 and have Master of Arts (M.A.) / Master of Science (M.Sc.) degrees in their relevant subject. Promotions to higher grades are granted upon gaining service experience under the rules set by respective governments. In addition to basic pay, all public employees including teachers are provided house rent or allowance, transport allowance, cost of living allowance, and free medical care or a medical allowance. Medical treatment is free for BPS 17 and above. Full pay (excluding conveyance) is provided during illness or leave on medical grounds.

6.1 Teacher Management

The main authority of teacher-related management including recruitment, deployment, transfer and promotion is vested in the district governments through the Executive District Officer (EDO). In the case of pre-service teacher education, the Curriculum Wing of the Ministry of Education is responsible for certificate and diploma level curricula. For B.Ed., M.Ed. and higher degrees, the respective universities are responsible for preparation of the curriculum and the granting of such degrees.

The Ministry of Education and the Higher Education Commission are responsible for standardization of the curriculum, development of standards for teachers and accreditation of teacher training institutions.

6.2 Qualifications and Pre-service Training

The minimum academic qualification to teach at the middle level is a B.A. or B.Sc. plus a B.Ed. To teach at matriculation level, students must acquire an M.A. or M.Sc. plus a B.Ed. Currently, there is no system of teacher licensing.

For pre-service education and training, students can study at government Colleges of Education (GCE) located in almost every district. These colleges offer three year bachelor of science in education (B.S.Ed.) degree programmes for those who have completed twelve years of schooling. Besides Colleges of Education, the Departments of Education or Institutes of Education and Research of different universities are also providing pre-service teacher education and training leading to B.Ed., M.Ed. and higher degrees. Most universities offer a one year B.Ed. programme for those who have completed fourteen years of education. M.Ed. programmes can take one or two years.

Bachelor's degrees which take four years of study are planned as a prerequisite for appointment as a secondary school teacher. Although no timeframe has been set for the implementation of this reform, the HEC of Pakistan is developing the curriculum for this programme. Once approved, the revised curriculum will be sent to the universities by HEC for implementation.

6.3 In-service Training

In-service training is the mandate of the Provincial Directorates of Staff Development, Provincial Institutes of Teacher Education (PITEs), and Provincial Bureaus of Education. However, universities and the federal government (Federal College of Education (FCE) and National Institute of Technical Education (NISTE)) also provide in-service training in special subjects through federally funded teacher training projects.

Currently, in-service training is not considered mandatory for in-service teachers. Consequently, participation is not taken into account for career development and promotion. The duration of in-service training programmes varies from a couple of days to a few weeks. Similarly the content, level and quality of training programmes are uneven. Efforts are underway to standardize in-service teacher training programmes to improve quality and impact.

7. Recent Reforms

Education Sector Reform (ESR)

Education Sector Reform launched in 2001 is a comprehensive sector-wide programme for increased access, enhanced equity and improved quality at all levels of education. The main strategies of ESR relating to improvement of education are sector-wide reform based on efficiency and equity; political will; poverty reduction strategic programme; resource mobilization, including debt swap for education; decentralization under the devolution plan; public private partnerships and community participation; outcome based planning, budgeting and audit; improvement in the quality of education through better teachers, curriculum reform and efficient examination systems; and introduction of a third stream of technical education and area-specific TVE in secondary schools.

The programme was initially funded by the federal government and implemented by the provincial / area governments. After 2006, the provincial governments launched their own programmes with a World Bank loan.

Education Sector Reforms: Action Plan 2002 to 2005/06 (Revised version) (MOE, 2004) provides more details on the reform.

Local Government Devolution Plan, 2000

In accordance with the Local Government Devolution Plan 2000 issued by the National Reconstruction Bureau (NRB), the education system is currently undergoing major decentralization. Under the Plan, District Governments, headed by the EDO, will manage provincial offices. They are also given more administrative authority and control over public institutions at primary, middle, as well as matriculation levels. In light of this initiative, the National Education Policy 1998-2010 is also under review to reflect increased authority at the district level.

The following documents provide more details on the reform plan: (1) Local Government Plan 2000 (NRB, 2000); (2) Professional Requirements of Education Managers under Devolution Plan (AEPAM, 2005); and (3) Education in Pakistan: A White Paper (National Education Policy Review Team, 2007).

8. Involvement of Development Agencies

Below is a list of major secondary education-related projects (recently completed or on-going) that receive support from external development agencies (as of December 2008):

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Lower Secondary Education [Middle School] Project	ADB (TA/Loan)	Middle	1992-/1993-2004	www.adb.org/Projects/project.asp?id=22091
Education Program on Technical Education and Vocational Training (TVET)	ADB (TA/Loan)	Middle + Matriculation + Intermediate	1990-, 1994-/1995-2004	www.adb.org/Projects/project.asp?id=24098
Second Science Education Sector Project	ADB (TA/Loan)	Middle + Matriculation	1995-/1997-2007	www.adb.org/Projects/project.asp?id=26326
Teacher Training Project	ADB (TA/Loan)	Primary + Middle + Matriculation	1993-2000	www.adb.org/Projects/project.asp?id=22094
National Education Assessment System (NEAS)	WB, DFID	PE	2002-2008	...
Assistance (ESRA)	USAID, etc.	Sector-wide	2001-2007	...

Note: Implementation period for ADB and WB here refers to the period from the year of project approval to the [estimated] project completion year.

The projects and information listed here are taken from agency's websites at the time of data collection.

STEP

UNESCO, with financial assistance of USAID and in collaboration with the Ministry of Education, Provincial Education Departments and other stakeholders, launched STEP, the Strengthening of Teacher Education in Pakistan (October 12, 2005). Under the STEP project, standards for teachers' certification and accreditation of teacher training institutions were developed (www.moe.gov.pk).

ED-LINKS

USAID has launched Links to Learning "ED-LINKS" a five-year programme (2008-2013) for secondary level at a total cost of USD 90 million. Programme objectives include (a) student learning and learning environment improvement; (b) teacher education and professional development; and (c) governance and strengthening of public sector capacity at federal, provincial and district levels to sustain quality education. Learning gains will be improved for mathematics, physics, chemistry, biology, computer sciences and the English language.

Pre-STEP

A Pre-Service Teacher Education Project (Pre-STEP) has now been launched with USAID assistance of USD 75 million to improve the quality of students' learning at various school levels by enhancing the capacity and quality of teachers. The outputs of the project are:

Output 1: Improved systems and policies that support teachers, teacher educators and education managers:

- Baseline data collection on teacher training institutions.
- Baseline data collection on number of teachers.
- Preparation of preliminary plans for better teacher development for each province.

Output 2: New national teacher HR policy:

- Establish a task force on performance standards for teachers and education managers.
- Develop proposals for improved performance standards, accreditation and licensing, pay and grade scales, and continuous professional development for teachers and education managers.

Output 3: Capacity of education managers enhanced:

- Identify education managers critical to operationalising system reforms.
- Implement capacity building programmes for these key people at the provincial and other levels of the government.

Output 4: Research programmes and evaluation systems institutionalized.

- Review current research and evaluation systems.

Under this five-year project the faculties of education of 15 selected universities spread all over the country will be developed (including foreign training of faculty and students) along with standardization and development of the curriculum for the new four-year degree programme.

Pakistan-Canada Debt for Education Conversion

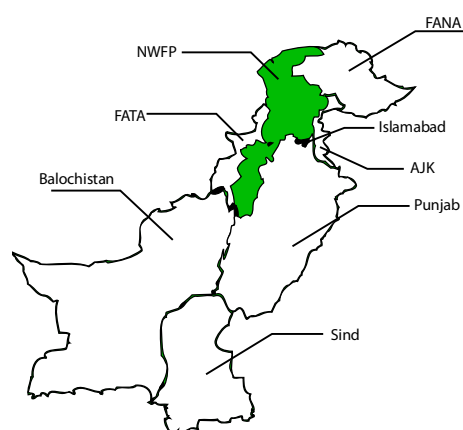
The Governments of Pakistan and Canada have agreed to convert Pakistan's outstanding official development assistance (ODA) loans to Canada into education sector investment by the Government of Pakistan focusing on strengthening teacher training institutions throughout the country. The major portion (90 percent) will be allocated to the four Provincial Education Departments (PEDs) while the remaining 10 percent will be used for the capacity building of the MOE and by the Economic Affairs Division for its role as Debt Conversion Secretariat.

The Pakistan-Canada Debt for Education Conversion Project (April 2006-April 2011) seeks to improve the quality of basic, public education by strengthening the government's teacher training institutions, at a cost of Canadian Dollars 132.628 million. The MOE, PEDs, Government Colleges for Elementary Teachers (GCETs), Provincial Institute of Teacher Education (PITE), Regional Institute for Teacher and Education (RITEs), Federal College of Education (FCE), Economic Affairs Division (EAD), Azad Jammu and Kashmir (AJK), Federally Administered Northern Areas (FANA), Federally Administered Tribal Areas (FATA) and National Institute of Science and Technical Education (NISTE) are the main beneficiaries.

This project is expected to improve the quality of primary and middle school education in Pakistan by:

- Strengthening and revitalizing teacher education institutions;
- Improving the capacity of the faculty serving in teacher education institutions;
- Improving the quality of pre-service and in-service training provided at teacher education facilities, for primary and middle school teachers; and
- Improving the capacity of federal and provincial education administrations in education policy-making, planning and administration.

The expected outcomes of the project include: (a) strengthened capacity of public sector teacher training institutions to develop and implement effective teacher training programmes; (b) a gender friendly environment in public sector teacher training institutions and the education administration dealing with elementary education; and (c) improved service delivery by teachers and education managers.



German Debt Swap for Education I and II

The Government of Germany has agreed to cancel its outstanding debt if half the amount is spent by the Government of Pakistan on improvement of middle school libraries in Punjab Province (Debt Swap for Education I) and improvement of elementary schools in North-West Frontier Province (NWFP) through Debt Swap for Education II.

School Libraries for Middle Schools in Punjab through Debt for Education Swap I (2006-2010)

The project was launched to improve the learning environment in middle schools by the Punjab Education Department.

The thematic areas of support include:

- Instructional material and teaching aids;
- Provision of school libraries with supplementary reading materials, reference materials, simple science books, story books, novels; and
- Cupboards for storing books and materials.

Level of Funding:

- EUR12.782 million (= USD18.920 million);
- Debt cancellation of EUR25.464 million (= USD37.840 million)

Infrastructure Improvement of Middle Schools in NWFP, through Debt for Education Swap II (2005-2010)

The objective of the project is to improve the learning environment in middle schools in NWFP.

The thematic areas of support include:

- Upgrade of primary to middle level;
- Rehabilitation of classrooms / provision of furniture; and
- Provision of basic facilities especially for girls' schools.

Level of Funding:

- EUR12.782 million (= USD18.920 million);
- Debt cancellation of EUR25.564 million (= USD37.840 million)

UN Joint Programme in Education

The United Nations has recently prepared the "UN Joint Programme in Education 2009-2010" with the Government of Pakistan at an estimated cost of USD260 million. The programme will be extended to 2015 in the next phase. The four main areas of focus include: (a) pre- and elementary education, (b) adult literacy and non-formal basic education (NFBE), (c) education system strengthening, and (d) secondary education, TVE and life skills.

Other Assistance by Donors for the Education Sector

Many other international development partners, including Japan (JICA), USA (USAID), UK (DFID), Norway and the Netherlands, are also providing assistance for improvement of education in Pakistan. DFID plans to double its assistance to about GBP 450 million for the social sectors including education. The details of donors' assistance (about USD2 billion) to education can be seen in the "Directory of Donors' Assistance for Education Sector" compiled by the Policy and Planning Wing of the MOE and available on its website (www.moe.gov.pk).

9. Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information on education.

Publications

Ministry of Education:

Education for All: National Plan of Action 2001-2015. www.unescobkk.org/fileadmin/user_upload/efa/PakistanNatlPlan.pdf (PDF; 945Kb)

Education Sector Reforms: Action plan 2001/02 to 2005/06

National Education Census 2006

National Education Policy 1998-2010

The State of Education in Pakistan 2003-04

Education in Pakistan: A white paper (2007)

Vision 2025

Draft National Education Policy 2009 (pending for approval) and many more are available at the website of MOE (www.moe.gov.pk)

Documents

Academy of Educational Planning and Management:

Development of Education in Pakistan (2006)

Secondary School Certification Examination (Annual)

Retention and Transition Patterns of Children at School Education 1995-96 to 2004-05

Professional Requirements of Education Managers under Devolution Plan (2005)

Federal Bureau of Statistics:

Pakistan Social and Living Standards Measurement Survey (PSLM) 2004-05

Government of Pakistan:

Constitution of Islamic Republic of Pakistan (1973): www.pakistani.org/pakistan/constitution

Pakistan Economic Survey (Annual)

National Reconstruction Bureau:

Local Government Devolution Plan 2000

Websites

Ministry of Education: www.moe.gov.pk (English)

National Education Policy, Plans and Programmes: www.aepam.gov.pk/Education.htm

Details of Donors' Assistance and Coordination

Revised Curriculum for Classes 0 – 12, for different subjects

Academy of Educational Planning and Management: www.aepam.edu.pk/index.asp (English)

Education Statistics: www.aepam.edu.pk/Education.htm

Asian Development Bank: www.adb.org (English)

Key Indicators: www.adb.org/Documents/Books/Key_Indicators/2006/pdf/PAK.pdf

Federal Bureau of Statistics: www.statpak.gov.pk (English)

International Bureau of Education: www.ibe.unesco.org (English)

World Data on Education: www.ibe.unesco.org/countries/WDE/WorldDataE.htm

Ministry of Finance: www.finance.gov.pk (English)

Economic Survey: www.finance.gov.pk/survey_0910.html

Federal Budget: www.finance.gov.pk/fb_2010_11.html
UNESCO Institute for Statistics: www.uis.unesco.org (English)
Data Centre: <http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx>
Country/Regional Profiles: www.uis.unesco.org/profiles/selectCountry_en.aspx
UNESCO Islamabad: www.unesco.org.pk (English)
Teacher Education: www.teachereducation.net.pk/index.html
World Bank: www.worldbank.org (English)
Country website: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/PAKISTANEXTN/0,,menuPK:293057~pagePK:141159~piPK:141110~theSitePK:293052,00.html>
Data and Statistics: www.worldbank.org.pk/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/PAKISTANEXTN/0,,menuPK:293077~pagePK:141132~piPK:141109~theSitePK:293052,00.html

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Visit the *Secondary Education Regional Information Base* website to access the latest version or to check the status of updates. Other country profiles are also available from the website (www.unescobkk.org/education/epr/sepra/infobase).



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• Thailand
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• www.unesco.org/bangkok

Background Statistics: Development Indicators

Geography

1	Area	778,720 sq km ² (land)
		25,220 sq km ² (water)

Source: Central Intelligence Agency. 2007.

Demography

2	Total population, 2007 ⁽³⁾	173.2 million
3	Population growth rate, 2005-2010 ⁽¹⁾	2.16%
4	Urban population, 2005 ⁽²⁾	34.8%
5	Life expectancy at birth, 2005-2010 ⁽¹⁾	66.3 years (total)
		66.0 years (male)
		66.7 years (female)
6	Total fertility rate, 2005-2010 ⁽¹⁾	4.00

Sources: (1) UNPD. 2009. (2) UNPD. 2007. (3) UNDP. 2009.

Social and Economic Indicators

7	Population below the national poverty line, 2000-2006	32.6%
8	Population below the absolute poverty line, 1990-2004	17.0%
9	GDP, 2007	USD 142.9 billion
		USD 405.6 billion (PPP)
10	GDP per capita, 2007	USD 879
		USD 2,496 (PPP)
11	GDP per capita annual growth rate, 1990-2005	1.6%
12	Human Development Index, 2005	0.572

Source: UNDP. 2009.

Education Indicators

13	Adult literacy rate (ages 15 and above), 2006 ⁽¹⁾	54.2%
14	Youth literacy rate (ages 15-24), 2006 ⁽¹⁾	69.2%
15	School life expectancy, 2007 ⁽²⁾	7.1 years (total)**
		7.9 years (male) **
		6.3 years (female) **
16	EFA Development Index, 2006	0.651

Sources: (1) UNESCO Institute for Statistics. 2010. (2) UNESCO. 2010.



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Educational, Scientific and
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Education Policy and Reform

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