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BACKGROUND PAPER

for the Political Leadership of Pakistan

Education For All in Pakistan: Key Issues

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Pakistan Institute of Legislative Development And Transparency

Supported by:
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Background Paper

for the Political Leadership of Pakistan

Education for all in Pakistan: Key Issues

Jan 2008

Foreword

Basic education remains the fundamental instrument of poverty alleviation and development in any given society. Pakistan lags behind its regional compatriots as well as global partners in basic education indicators. There are some serious issues facing the Primary Education and literacy in Pakistan such as inadequate access, poor quality, gender disparity and parallel systems of education to name a few predicaments. Sustained political will and continuity of the right policies is required to resolve these issues.

At this time when Pakistan is poised to elect political leadership for the next five years or so, it is considered appropriate to raise these and other issues facing 'Education For All' efforts with the leadership of major political parties of Pakistan. It is in this context that Pakistan Institute of Legislative Development - PILDAT, and the United Nations Educational Scientific and Cultural Organization (UNESCO), Islamabad Office, have joined hands to organize an All Parties Conference (APC) on 'Education For All (EFA)'. The objective of the APC is to brief the political leadership of the country on the state of 'Education For All', facilitate a dialogue and reach a broad consensus on national targets and the means to achieve them in these key sectors

With the broad aim of facilitating an informed discourse, this background paper has been prepared for the leadership of political parties of Pakistan to serve as a concise guide on the key issues faced by the country; present status of primary education and literacy compared to some of the other countries in the region and beyond, and to recommend the way forward.

Acknowledgement

PILDAT wishes to acknowledge the support provided by United Nations Educational Scientific and Cultural Organization (UNESCO), Islamabad for the organization of the All Parties Conference on 'Education For All - EFA' and for publishing this paper. We also thank UNESCO officials for providing valuable guidance in the preparation of this Background Paper.

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January 2008

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Introduction

"*The state of Pakistan shall… remove illiteracy and provide free and compulsory secondary education within minimum possible period*"
Article 37 (b), Constitution of the Islamic Republic of Pakistan

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory…."
Article 26 (1), United Nations Universal Declaration of Human Rights, 1948

In the light of the commitment of the Government of Pakistan to the achievement of universal literacy and for the provision of free and compulsory elementary education as prescribed in the Constitution of Pakistan and as outlined under Article 26 of the Universal Declaration of Human Rights ratified by the United Nations, the country has introduced some twenty-two policies and action plans since 1947. After 60 years and at the stage of electing political leadership for the next 5 years, it is time to reflect on the progress made, lessons learnt and critically examine the setbacks which we might have suffered on the way, and chart a way forward with a new vigour.

The responsibility for setting the priorities, formulating policies and initiating measures to address various issues relating to basic education lies primarily on the shoulders of the political leadership of the country. Fortunately, there appears to be a broad consensus on the fundamental goals, including eradication of illiteracy, increase in access to primary education and improvement in the quality of education standards etc. among the political leadership of the country. It is important that the key issues facing the Education For All movement in Pakistan be clearly identified, its implications fully understood, and status of progress made so far by Pakistan, in comparison to other countries is evaluated. Based on this assessment, policies and plans may then be formulated and implemented by the future governments with firm political resolve, maintaining consistency in broad objectives and strategies.

Table 1: Key International Education Indicators, 2005

Human Development Index Ranking	Country	Adult Literacy rate (%) +15 years	Gross Enrolment ratio for Primary, Sec. & Tertiary Education (%)
1	Iceland	na	95.4
12	United States	na	93.3
16	United Kingdom	na	93.0
81	China	90.9	69.1
99	Sri Lanka	90.7	62.7
100	Maldives	96.3	65.8
128	India	61.0	63.8
136	Pakistan	49.9	40.0
140	Bangladesh	47.5	56.0
142	Nepal	48.6	58.1
Source: Human Development Report			

The Government of Pakistan has declared its commitment to the achievement of Education For All targets of Dakar Framework of Action (2001-2015), as well as the 'Millennium Development Goals (MDGs)'.

The goals and targets committed by Pakistan include expansion of Early Childhood Education and Care (ECCE) facilities, provision of free and compulsory quality primary education for all children, 50% improvement in literacy rate, reduction of gender inequalities in education, and enhancement of quality of primary education by the year 2015. In order to achieve these objectives, it is imperative that the political leadership of Pakistan is fully aware of the state of education in Pakistan, trends in literacy and primary education in the world, and in particular in the region. Exposure of political leaders to the issues facing the pursuit of EFA Goals and MDGs, and the basic policy decisions required to be taken by them to resolve these issues, will facilitate the achievement of these goals by Pakistan. This paper attempts to outline the major issues, objectives and targets adopted by the Government of Pakistan for the achievement of Education For All and MDGs.

KEY ISSUES FACING THE EDUCATION FOR ALL MOVEMENT IN PAKISTAN

Given below is a brief account of some of the key issues that face the EFA movement in Pakistan. In this account it has been attempted to define the issue, describe the targets which Pakistan has committed to achieve, review the current status in Pakistan compared to other countries of

1. Rehman, Tariq. 2004. "Denizens of Alien Worlds: a survey of students and teachers at Pakistan's Urdu and English language-medium schools, and Madrassahs" *Contemporary South Asia 13(3):307-326*

the world, especially those in South Asia, and what can be the possible way forward. A number of tables have been included to provide the facts and figures in support of the arguments presented in the paper.

UNIVERSAL PRIMARY EDUCATION

Despite the constitutional guarantee of free and compulsory secondary education as stipulated in 1973 Constitution, Pakistan has been unable to achieve targets of universal primary enrolment in over three decades. In Pakistan, net enrolment rate at the primary level is indicated as 68% in 2005, as per the EFA Global Monitoring Report, 2008 (Annexe Table 5) based on the data provided by the Ministry of Education, Government of Pakistan. As per findings of PSLM (2005-06), actual figure of Net Enrolment Rate (NER) for the same year is however, as lower as 53%.[2]

Table 2: Net Enrolment Ratio (NER) in South and West Asian countries (2005) %

Country	Female	Male	Total
Bangladesh	96	93	94
India	85	92	89
Iran	100	91	95
Maldives	79	79	79
Nepal	74	84	79
Pakistan	56	77	68
Sri Lanka	–	–	97
Source: EFA Global Monitoring Report, 2008			

Table 3: Net Primary Completion Rate in South Asia, (2004) %

Country	Female	Male	Total
Pakistan	33.18	47.16	40.36
Bangladesh	69.13	58.25	63.26
Maldives	41.92	38.59	40.20
Nepal	41.67	47.62	44.73
Source: Data Centre, UNESCO Institute of Statistics, 2007			

In 2005, of the 67% children enrolled in primary schools nearly 30% dropped out before completing 5 years of formal education. Net primary enrolment of Pakistan remains the lowest in South Asia and the same is true for the annual primary completion rates (Table 2 and 3, respectively).

'Education For All Goals'

1 *Expanding and Improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*
2 *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.*
3 *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.*
4 *Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.*
5 *Eliminating gender disparity in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.*
6 *Improving all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

Source: EFA Global Monitoring Report, 2007

The Government of Pakistan has undertaken several initiatives to increase access to primary education across the country including abolition of fees and provision of free-of- cost textbooks. Pakistan prepared and launched a National Plan of Action for EFA (2001-2015) to achieve goals of EFA. In accordance with targets given in the NPA (2001-2015) of Ministry of Education, Pakistan had planned to increase its primary level Net Enrolment Rate (NER) up to 79% by the year 2005 (page 83). However, Pakistan has not been able to achieve the targeted net primary enrolment rate set for 79% [3] in 2005, and was only able to achieve an NER of 68% by this year.

Millennium Development Goals

MDG 2 (Target 3): Ensure that by 2015, children every where, boys and girls alike, will be able to complete a full course of primary schooling.

MDG 3 (Target 4): Eliminate gender disparity in primary and secondary education by 2005 and to all levels of education no later than 2015.

Source: Human Development Report, 2007

2. Government of Pakistan. 2006. *PSLM Survey*
3. National Plan of Action for EFA,

LITERACY RATE

In 2005, Pakistan's adult literacy rate (for population aged 15 years and above) was 50% [64% for men and 36% for women] which is among the lowest in the world and much below the South Asian average of 65% (Table 4). According to 1998 Census, there were about 50 million illiterates of age 10+ in Pakistan[4]. This number may have increased further, it is feared. The main cause of this higher rate of illiteracy is the failure of formal education system to enrol all the school aged children and retain them up to Grade 5. Although few half baked programmes of adult literacy programmes were launched in the past, and some are still being implemented, their scope is limited and quality is questionable. It is not certain that Pakistan will be able to achieve EFA targets and the MDGs given the past trends, and keeping in view the present status of key indicators of education in this country. For example, Pakistan has not been able to achieve an adult literacy rate of 60% by 2005, as the Government projected in its annual Millennium Development Goals Report in 2004, and literacy target of 61% by 2005, envisaged in the National Plan of Action (2001-15) for EFA, published by the Ministry of Education.. The Government of Pakistan has itself set the target of achieving 86% adult literacy rate by the year 2015 (page 83 of NPA).

Table 4: Literacy in South Asia, 2004
(age 15 years and above)

Country	Female	Male	Total
Bangladesh	33%	52%	43%
Nepal	35%	63%	49%
Pakistan	36%	64%	50%
India	48%	73%	61%
Sri Lanka	89%	92%	91%
Maldives	95%	96%	96%
Source: EFA Global Monitoring Report, 2008			

Pakistan can not eradicate illiteracy without making primary education totally free and compulsory, and expanding investment on adult literacy and Non-formal Basic Education programmes. Country wide literacy programmes are urgently needed to promote peace and tolerance in the society, to strengthen democratic practices, to raise status of women , and enhance productivity of the labour force.

Regional Disparities: Neglected and Under Developed Areas of Pakistan

Educational statistics referred above present an overall situation of the country. There are sharp disparities among different provinces and districts. These regional disparities point out towards a dismal and bleaker picture of educational development in these parts of Pakistan. For example, only 23% rural girls are lucky enough to be enrolled in Balochistan, as compared to almost double ratio of 47% for the girls in rural Punjab. Only 17% rural women in Sindh can read and write, compared with 67% female literacy in rural Punjab (PSLM 2005-06).

Similarly, in 55 districts of the country, half of the school age children are not enrolled in primary schools, and 21 of these districts are in Balochistan alone. In 23 districts, only 30% girls are admitted in a primary school, and 16 of these districts are in Balochistan. 60 % population in 33 districts of Pakistan is illiterate. In 58 districts, female literacy rate is below 30%, meaning about 70% women in these districts can not read and write. Out of these 58 districts with low female literacy rate, 22 are in Balochistan, and 17 are in NWFP. Out of a total of 16 districts in Sindh, in 13 districts 60% rural girls are not enrolled in primary schools (PSLM 2004-05). Similarly, Federally Administered Tribal Areas presently have one of the lowest literacy rates of 17.42% in Pakistan. Literacy rate among male population in FATA stands at 29.51 % (as compared to the national average of 50%) and the female literacy rate is a meagre 3%, compared to a national average of 36% .

All these unpleasant facts are a matter of serious concern for the planners, policymakers and those politicians and social reformers who strive for social justice and equality of opportunities for all citizens. These provinces and districts deserve special attention and priority by the leadership and technocrats.

Non Formal Basic Education Programmes

Main source of promoting literacy in a society is universalization of primary education. . However, a number of countries have successfully raised their literacy levels in

4. UNESCO. 2007. *Educational for All (EFA), Global Monitoring Report,* UNESCO, France

short span of time by adopting non-formal education approaches and strategies. In developing countries, formal education system alone can not reach all the children and out-of-school youth. An alternate system of basic education is required for the dropped-out and missed-out youth and adults. The idea behind the system of Non-Formal Education is simple; if increased access to formal education is a gradual and costly process, then during the intervening phase of infrastructure development, children and adults should not be deprived of basic education. Adult literacy centres and Non-formal Basic Education schools have proven to be cost effective. For the last few decades, Pakistan has been experimenting NFBE programmes but these initiatives appeared to have lacked political support and patronage of bureaucracy. Resultantly, NFBE programmes were launched in the past in haste and stopped abruptly as a result of political changes, without serious work on their effective planning and institutionalization. Pakistan will have to institutionalize adult literacy and NFBE programmes in its development planning, and increase budget allocations for these important strategies. Pakistan can not get rid of extremism, social evils, and consistent cycles of political instability, without educating its masses.

GENDER EQUALITY

The Constitution of Pakistan provides full participation of women in all spheres of life. There exists disparity for educational facilities available for boys and girls in the country. Number of girl's primary schools is less than half of the schools for boys. Same is true for female teachers. At present, there are only 4 primary schools for girls, against every 10 schools for boys. Fewer girls are enrolled in schools than boys. In the context of gender equality in education, Pakistan has one of the lowest female education parity indices (Table 6). The Government of Pakistan has committed to achieve complete equality in net primary enrolment rate of girls and boys by 2015. The girl's enrolment rate in 2005 remained alarmingly low at 53%. Similarly girl's completion rate fared poor at 33% in comparison with that of boys at 47% in 2004. At provincial level, programmes of monthly stipend for female students have been introduced to increase female registration in schools. Lack of access, social attitudes and low quality of the physical infrastructure and educational services provided at the public schools continue to be the main reasons behind this trend. Gender Parity Index for the key education indicators is listed in Table 6. In this context, it remains the responsibility of the future governments of Pakistan to continue with, if not enhance, the present emphasis on increasing access to primary education and provision of free primary education for females.

Table 6: Gender Differences in Basic Education

Indicator	Female	Male	Total
Net Primary Enrolment Rate, 2005*	59%	77%	68%
Net Primary Completion Rate, 2004	33.18%	47.16%	40.36%
Adult Literacy Rate (15+ years), 2004	36%	64%	50%
Youth Literacy (15-24 years), 2004	50%	76%	65%

Source: Data Centre, UNESCO Institute of Statistics, 2007 and *EFA Global Monitoring Report 2008

QUALITY OF EDUCATION

Benefits of education are largely linked with quality of learning in schools. The issue of quality of education, in addition to increasing access by opening more schools, is perhaps the biggest challenge faced by successive governments in Pakistan. Provision of free education and increasing student retention at primary and secondary levels, curriculum reforms, as well as allocation of more finances to education sector have been identified as key areas of focus by the government to raise quality of education. The results emerging from the existing system at the primary level are best assessed by analyzing drop out rates and learning achievements of students measured through various studies and surveys. These studies have pointed towards poor levels of primary educational attainment (Table 7).

Table 7: Learning Achievements of Grade 4 Students in 127 Districts of Pakistan

Subjects	Percentage students scoring *above* average
Languages	24%
Mathematics	19%
Science	33%

Source: Situation Analysis of the Education Sector Report, 2007. UN, Pakistan

Factors attributed to low quality of education include incompetence of teachers to effectively teach various subjects to their students, unsuitable textbooks, prevalence of an examination system which is based on rote memorization instead of comprehension and critical thinking, lack of basic physical facilities in most of the rural schools, delay in supply of textbooks to students, teacher absenteeism, politicization of appointment and transfers of teachers, non-existence of a functional system of accountability, and low status of teachers in the society. The government needs to ensure effective teacher monitoring systems as well as review the existing "exam driven"[5] education system in the country which reinforces the method of rote learning instead of a more knowledge based approach.

Table 8: Financing of Education in the Public Sector, 2000-2006

Financial Year	Education Expenditure as percentage of GDP
1996-97	2.62%
1997-98	2.34%
1998-99	2.40%
1999-2000	1.7%
2000-2001	1.6%
2001-2002	1.9%
2002-2003	1.7%
2003-2004	2.20%
2004-2005	2.12%
2005-2006	2.40%
Source: Economic Survey of Pakistan (2002-03), page 167, Table 11.5 and Economic Survey of Pakistan, 2005-06, and EFA Global Monitoring Report, 2008	

PUBLIC EXPENDITURE ON EDUCATION

National education budget is an indicator of the commitment of a government for educational development, and priority accorded to this important sector. Unfortunately, Pakistan has not been allocating enough proportion of its GDP for education. Table 8 shows the trend. It indicates that ratio of education budget continued declining after 1999, till 2003-04. An upward trend can be noticed after 2003-04.Table 9 below presents a comparative picture of educational budget by different countries in the region.

Over the last few years, the Government of Pakistan has committed to gradually increase financing of education in the public sector to the tune of 4% of the annual GDP in 5 years time. The steady rise in the education budget by the government is important for the sustainability of educational standards at the current level. The present allocation of 43%[6] of the education budget to primary education, while necessary, is largely spent on recurrent expenditures such as staff salaries etc. More financial resources need to be allocated to development programmes in the basic education sector.

Table 9: Education budget as % of GDP (2005) South Asia

Country	%
Iran	4.7
India	3.8
Bangladesh	2.4
Maldives	7.5
Nepal	3.4
Pakistan	2.4
Source: EFA Global Monitoring Report 2008	

In the case of Pakistan, however, this debate on the allocation of finances takes a further turn in that the absorption capacity of the existing educational structure is inadequate despite the newly introduced Education Sector Reforms (ESR) and their focus on decentralization of educational finances (*Annexure 1*). This problem has arisen due to a multitude of factors including lack of expertise in program design and project planning, lengthy project approval procedures, involved red-tape and time-consuming paperwork etc. In this regard, it is argued that the Government and particularly the Ministry of Finance need to focus on modifying the channels of command and smoothen the flow of funds from the provincial governments to the district administrations and then on to the respective educational institutions.[7]

Factors responsible for low utilization of funds and poor efficiency at the district level include political interference in recruitment, postings, and transfers, and lack of training mechanisms and accountability within the education system. All these problems can be effectively addressed by

5. ibid
6. UNESCO. 2007. *Situation Analysis of the Education Sector Report, UNESCO*, Islamabad
7. Senate of Pakistan. 2007. *Report no. 6*. Standing Committee of Education, Science and Technology, Islamabad.

the politicians themselves, if they commit to eradicate favouritism and forego short term political gains in their constituencies in favour of long-term gains.

Equality of Educational Opportunities

Equality of opportunities for all citizens is an important principle of modern world. Education can prove to be an important vehicle for upward social mobility in a society. On the other hand, different types of educational systems can create classes and conflicts in the society. It is the responsibility of the state to ensure that equal educational opportunities are available to all children in the country. In 1960, United Nations Educational Scientific and Cultural Organization (UNESCO) approved Convention Against Discrimination in Education. This Convention enjoins upon governments to ensure equal educational opportunities in all public sector schools, in terms of physical facilities, educational standards and curriculum etc. More than 100 countries have ratified this Convention. Pakistan has so far not signed this important Convention.

At present, Pakistan is faced with a multitude of social conflicts emanating from parallel education systems, including public sector schools, private schools, and Madrassahs. These differences are defined largely by quality, curricula, medium of instruction, and sources of funding.

Significant differences exist in the educational facilities provided to rural and urban government schools on the basis of sources of funding, especially with regards to institutions receiving funding from the Federal Government (government model colleges, cadet colleges etc.) as opposed to ordinary government schools or municipal-run local schools. A persistent lack of education delivery by the public sector has in part led to the mushrooming of the private sector which has become a sought-after alternative to the perceived 'low-quality' public education in the country. During the 10 years between 1990 and 2005, the private sector share in education grew from 14 to 33 percent.[8]

Under the present scenario of an increasingly heterogeneous society defined on the basis of unequal educational opportunities, it is important to devise ways and means to reduce the prevailing disparities and non-uniformities in the education systems. This is imperative to achieve equality and reduce socio-political tensions in the society.

Where the Political Parties stand on "Education For All" Targets?

Political Parties in Pakistan have announced their Election 2008 Manifestoes. A comparative chart has been prepared which compares the EFA Targets / MDGs committed to achieve by the government of Pakistan in 2000 with the proposed targets to be discussed at the All Parties Conference on 'Education for All in Pakistan' and the position of 6 major political parties of Pakistan on the same targets as given in their 2008 party manifestoes. The comparative chart is placed as *Annexure 4.*

8. Government of Pakistan. 2007. *Economic Survey of Pakistan, 2006-07.* Ministry of Finance, Islamabad.

The Way Forward

It is imperative to expand access to complete free and compulsory primary education, enhance budget for education, improve early childhood education or *Katchi* class in the country, enlarge scope of on-going adult literacy and NFBE programmes, give priority to girls education, and place greater emphasis on capacity building and quality of educational services in both public and private schools. These steps and strategies will enable the country to achieve EFA Goals and MDGs. In this regard, the key points of debate, discussion and the basis of possible consensus for the political parties of Pakistan are listed below:

1. Increasing funding for education by allocating a minimum of 4% percent of the GDP within next 3 years.
2. Allocation of at least 10% of the education budget to Literacy and NFBE programmes with an immediate effect.
3. Offering free and compulsory primary education to all children in Pakistan, and achieving 100% Primary Enrolment, 75% Primary Completion rate and 86% Adult Literacy by the year 2015.
4. Legislation to declare free primary education a right, in accordance with Article 37 (b) of the Constitution of Pakistan
5. Achievement of complete gender equality in Net Primary Enrolment by 2015.
6. Eradication of political interference and favouritism in education department and ensuring transparency in appointments, postings, and transfers of teachers and other education officials.
7. Introduction of a uniform curriculum and provision of equal facilities in all public sector schools, and bridging the gap between various types of public-private schools and Madrassas in the country.
8. Ratification of UNESCO Convention against Discrimination in Education (1960), by the Government of Pakistan
9. Addressing disparity in progress towards 'Education For All' among various provinces, areas and districts in Pakistan

Even if there are differences on constitutional, legal and political questions among political parties and their leadership, there is a critical need of developing and maintaining a broad consensus among the parties on the Education For All Goals and MDGs. Since policies and plans take time to produce results, more so in the case of Literacy and Education, there is a pressing need to have a continuity of policies and consistency of approach in a broad sense. This Background Paper and the proposed All Parties Conference on Education For All are intended to make a modest but much-needed contribution in that direction.

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Annexures

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Annexure 1

Allocation of Education Budget at Provincial and District Levels, 2006

Allocation of Education Budget at Provincial and District Levels, 2006

	Provincial	District Govt.
Punjab	9.047%	29.650%
Sindh	3.267%	14.852%
NWFP	2.713%	8.250%
Balochistan	1.967%	3.590%
ToTal	16.995%	56.337%
Federal	26.663%	
Policy and Planning Wing, Ministry of Education, 05-06		

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Annexure 2

What is Education For All EFA?

The Education For All movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on Education For All held from March 5 to 9 in Jomtien, Thailand, when representatives of 155 countries agreed to universalize primary education and massively reduce illiteracy by the end of the decade.

Ten years later, with many countries far from having reached this goal, 164 countries met again in Dakar, Senegal, and affirmed their commitment to achieving Education for All by the year 2015. They identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015. The six goals are:

Goal 1: Expand early childhood care and education
Goal 2: Provide free and compulsory primary education for all
Goal 3: Promote learning and life skills for young people and adults
Goal 4: Increase adult literacy by 50 per cent
Goal 5: Achieve gender parity by 2005, gender equality by 2015
Goal 6: Improve the quality of education

The EFA goals also contribute to the global pursuit of the eight Millennium Development Goals (MDGs), especially MDG 2 on universal primary education and MDG 3 on gender equality in education, by 2015.

As the lead agency, UNESCO has been mandated to coordinate the international efforts to reach Education For All.

Government of Pakistan is committed to achieve the above goals and has approved a National Plan of Action for EFA, 2001-2015. An 'Education For All Unit' within the Projects Wing of the Ministry of Education coordinates the EFA work in Pakistan.

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Annexure 3

What are 'Millennium Development Goals MDGs'?

In September 2000, the Member States of the United Nations unanimously adopted the Millennium Declaration and shortly after recognized the eight Millennium Development Goals (MDGs) which set global development targets for 2015. The eight MDGs provide an over-arching development framework through which two of the EFA goals (primary schooling and gender parity) benefit from strong support.

UNESCO is jointly pursuing the MDGs and the EFA goals, as they are mutually dependent, especially:

MDG 2: Achieve universal primary education
MDG 3: Promote gender equality and empower women

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Annexure 4

Political Parties' Position on Targets to be achieved in the light of EFA and MDGs

Comparison of Election 2008 Manifestoes								
Parameter	Target as per EFA and MDGs	Explanation of the Target	ANP 2008	MMA 2008	MQM 2008	PML (N) 2008	PML (Q) 2008	PPP 2008
Free Education	Legislation to declare free primary education a *right*, in accordance with Article 37 (b) of the Constitution of Pakistan		No reference to Legislation Commitment to provide Free Education up to primary level *Timeframe: Not specified*	No reference	No reference to Legislation Commitment to provide compulsory and free education up to Matriculation or equivalent level. *Timeframe: Not specified*	No reference to Legislation Commitment to provide Free Education up to Higher Secondary level. *Timeframe: Not specified*	No reference	No reference
Universal Primary Education	100% Net Primary Enrollment Ratio by 2015	Number of children aged 5-9 years attending primary level classes i.e., 1-5, divided by the total number of children aged 5-9 years, multiplied by 100.	No reference	No reference	No reference	100% school enrollment to be achieved at primary level. *Timeframe: by year 2012*		100% school enrollment of all children between the ages of 5-10 *Timeframe: by year 2015*
	75% Completion / Survival rate up to grade 5	Proportion of students who complete their studies from grade 1 to grade 5	No reference	No reference	No reference	No reference	No reference	No reference
	88% Adult Literacy rate	Proportion of people aged 10+ years who	No reference	No reference	No reference	100% literacy rate to be	No reference	No reference
Promote Gender Equality at Primary Level	Achieve complete Gender Equality in primary education by 2015	Proportion of girls net enrolment at primary level in comparison with boys	No reference	No reference	No reference	No reference	No reference	No reference
Budget Allocation for Education	Budget Allocation for Education a minimum of 4% percent of the GDP within 3 years		To allocate 6% of GDP on Education *Timeframe: Not Specified*	Education Budget to be significantly increased by according it similar importance as given to the Defense budget.	Increase present allocation from 2.2% to 5% of the GDP *Timeframe: by year 2013* Minimum 20% of Provincial and District Govt. revenue to be allocated to education	No reference	No reference	No reference
Budget Allocation for Literacy	Allocation of 10% of the Education budget to Literacy programs		No reference	No reference	No reference	No reference	No reference	No reference

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