

# Country Report

## IMPLEMENTATION OF CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

### **1. Non-discrimination in education**

The Constitution of Islamic Republic of Pakistan (1973) as per Eighteenth Amendment of the constitution, the Article 25-A says “*State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law*”.<sup>1</sup> All the provinces and area governments have made efforts to provide educational facility to all the children as per law of the country.

In Pakistan education is provided to all segments of society irrespective of their religion caste, residence. Education is a constitution obligation of the government.

### **2. Equal opportunity in education**

The Government of Pakistan provides equal opportunity to the masses. National Plan of Action to accelerate education-related MDGs<sup>2</sup> was developed with the following four strategies for providing educational facilities:

- a) Enrolment of new students in existing schools: This strategy focuses on enrolling out-of-school children in existing primary schools which under or unutilized. Also, there are several closed schools which can be made functional. As admission policy does not allow children aged 7+ years in formal primary classes, over-age children will be enrolled in non-formal basic education or religious (deeni madrassah) schools.
- b) Enrolment of new students in formal schools through provision of an additional room: In existing public formal schools, where extra space is available, construction of an additional classroom and provision of a teacher will help in accommodating a number of new students.
- c) Enrolment of new students in new schools: In disadvantaged/remote areas where enrolment is low due to non-availability of formal public schools, construction of two-room new formal and opening of one room non formal schools will help in improving access to education.
- d) Targeted Incentives: This innovative strategy is aimed at retaining students, especially those from disadvantaged groups, especially girls, who (mainly due to financial reasons) drop out before completing primary school. These incentives (e.g. stipends, food-for-education, uniforms, etc.) will be given to poor and deserving students.

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<sup>1</sup> Constitution of Islamic Republic of Pakistan 1973

<sup>2</sup> National Plan of Action to Accelerate Education-related MDGs

### **3.1 Universal Primary Education**

As per Constitutional requirement, various policy interventions have been implemented by the Federal Government as well as Provincial government to provide Universal Primary Education. According to National Education Policy 2009<sup>3</sup>, the following policy provisions were proposed for providing primary education/elementary education:

1. All children - boys and girls - shall be brought inside school by the year 2015.
2. Government shall make efforts to provide the necessary financial resources to achieve the EFA goals.
3. Wherever feasible, primary schools shall be upgraded to middle level.
4. International Development Partners shall be invited through a well-developed plan for expanding school facilities.
5. High priority shall be paid to reducing the dropout rates. An important element of this effort should be to provide financial and food support to children who drop out because of poverty.
6. Food based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls.
7. Schools shall be made more attractive for retaining the children by providing an attractive learning environment, basic missing facilities and other measures.
8. Government shall establish at least two “Apna Ghar” residential schools in each province to provide free high quality education facilities to poor students.
9. Every child, on admission in Grade I, shall be allotted a unique ID that will continue to remain with the child throughout his or her academic career.

### **3.2 Secondary Education**

The secondary and higher secondary school system prepares young people for life. It has two important roles in this respect – providing skills to the labour market, as many students leave formal schooling at this time; and providing input to the tertiary system. National Education Policy 2009<sup>4</sup> proposed following actions:

1. Provision shall be expanded, particularly in the rural areas and of schools dedicated for girls. Priority shall be given to those locations where the ratio of secondary schools is low.
2. Student support shall be increased to prevent students from dropping out of school for financial reasons.
3. Schools shall introduce more student-centred pedagogies.
4. Counseling facilities shall be made available to students from the elementary level onwards, in order to constructively utilize their energies, to deal with any displays of

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<sup>3</sup> National Education Policy 2009

<sup>4</sup> National Education Policy 2009

aggression amongst young students and to address any other psychological distress that a student may be in, by suggesting a suitable remedy

5. Life Skills-Based Education (LSBE) shall be promoted.
6. Counseling at higher secondary level must also address the career concerns of young students and encourage them to take up studies as per their aptitude other than the “accepted” fields of study, be it technical, vocational or any other area of study
7. Schooling shall also be made more attractive by adding community service programmes.
8. Grades XI and XII shall not be part of the college level and shall be merged with the school level, forming part of existing secondary schools where needed and provision of necessary human and physical resources shall be ensured. This exercise shall be undertaken after a detailed study of the failures of similar previous efforts.
9. A system for ranking of primary and secondary educational institutions across the country shall be introduced with rankings based on result outcomes, extra-curricular activities and facilities provided to the students. This will encourage healthy competition amongst schools.

### **3.3 Higher Education**

Good quality, merit-oriented, equitable and efficient higher education is the most crucial instrument for translating the dream of a knowledge-based economy into reality. The Higher Education Commission (HEC) was created to serve as the apex body for all matters pertaining to policy, plans, programs, standards, funding and oversight of higher education in the country and transform the higher education sector to serve as an engine of growth for the socioeconomic development in the country. The HEC is responsible to formulate policies, guiding principles and priorities for higher education institutions for promotion of socio-economic development of the country, funding of higher education institutions, accreditation and quality assurance of academic programs and preparation of plans for the development of higher education and express its opinion on all matters relating thereto. National Education Policy 2009 <sup>5</sup>proposed following actions:

1. Steps shall be taken to raise enrolment in higher education sector from existing 4.7% to 10% by 2015 and 15% by 2020.
2. Investment in higher education shall be increased to 20% of the education budget along with an enhancement of the total education budget to 7% of GDP.
3. A two-fold strategy for R&D promotion at universities shall be pursued. In the first case, basic research in the universities and research institutions shall focus on building the capacity to conduct and absorb cutting edge research. The second strand shall be a focus on knowledge mobilization - that is, transmission of research knowledge through various forms of university industry partnerships and incubator programmes and science parks to the business sector. This commercialization strategy aims at assisting the innovation process of the economy.
4. *Competitive research grants* for funding must be available to ensure that the best ideas in areas of importance are recognized, and allowed to develop.
5. Opportunities for *collaboration* with the world scholarly community should be provided for both post-graduate students and faculty.

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<sup>5</sup> National Education Policy 2009

6. *Tenure Track* system of appointment of faculty members will be institutionalized.
7. ICT must be effectively leveraged to deliver high quality teaching and research support in higher education, both on-campus and using distance education, providing access to technical and scholarly information resources, and facilitating scholarly communication between researchers and teachers.

### Budget of Higher Education Commission

Rs. in Billion

Budget	2012-13		2013-14		2014-15		2015-16
	Allocation	Exp.	Allocation	Exp.	Allocation	Exp.	Allocation
Current	32.755	36.278	39.000	43.118	43.000	43.050	51.000
Development	15.800	15.800	18.490	18.490	20.000	27.809	20.000
<b>Total</b>	<b>52.502</b>	<b>56.292</b>	<b>63.913</b>	<b>66.033</b>	<b>67.525</b>	<b>74.551</b>	<b>75.058</b>

**Source:** i) *Public Financing of Education in Pakistan 2014 (I-SAPS), Islamabad*  
 ii) *Federal Budget 2012-13, 2013-14, 2014-15 and 2015-16 Vol-I & II Current Expenditure and Vol-III Development Expenditure*

### 3.4 Adult Education and Lifelong Learning

The Government of Pakistan is making efforts to provide adult education and lifelong learning opportunities to the masses. There are many provisions in the National Education Policies regarding providing non-formal education to those who could not complete their education due to any reason. National Commission for Human Development have been established under the Ministry of Federal Education and Professional Training with the mandate to work to enhance the adult literacy in the country. Similarly National Vocational and Technical Training Commission is providing life skills and various vocational training programs for those who could not continue their formal education. Detail of the institutions is given below:

#### Technical and Vocational Institutions

Province/ Region	Level	Institutions				Enrolment by Stage		
		Male	Female	Mixed	Total	Male	Female	Total
Pakistan	Technical	366	281	289	<b>936</b>	108,899	21,608	<b>130,507</b>
	Vocational	1,075	1,209	359	<b>2,643</b>	99,160	90,270	<b>189,430</b>
	<b>Grand Total</b>	<b>1,441</b>	<b>1,490</b>	<b>648</b>	<b>3,579</b>	<b>208,059</b>	<b>111,878</b>	<b>319,937</b>

**Source:** Pakistan Education Statistics, 2014-15, AEPAM, Islamabad.

As mentioned earlier, NCHD is providing non-formal education in the country. Detail of the institutions is given below:

Province/ Region	Institutions	Enrolment			Teachers
		Male	Female	Total	
<b>Punjab</b>	1,641	46,980	47,950	94,930	1,926
<b>Sindh</b>	3,400	90,223	75,413	165,636	3,653
<b>KP</b>	208	3,826	5,250	9,076	252
<b>Balochistan</b>	421	9,134	7,502	16,636	439
<b>AJ&amp;K</b>	156	2,632	2,827	5,459	163
<b>GB</b>	65	1,038	1,299	2,337	50
<b>FATA</b>	118	4,562	2,199	6,761	98
<b>ICT</b>	40	1,020	180	1,200	-
<b>Total</b>	<b>6,049</b>	<b>159,415</b>	<b>142,620</b>	<b>302,035</b>	<b>6,581</b>

Source: Pakistan Education Statistics 2014-15, AEPAM, Islamabad.

### 3.5 Quality Education

Quality is an important policy issue that can be measured through various indicators including Academic and Professional qualifications of the teachers, availability of physical facilities, curriculum and student learning achievements. In Pakistan, National Education Assessment System has been established with the responsibility to conduct learning achievement studies on annual basis. Moreover National Curriculum Council has been established under the Ministry of Federal Education and Professional Training. Curriculum Standards and professional standards for the teachers have been developed with the professional assistance of International donor agency i.e. GIZ.

### 3.6 Teaching Profession

Professional development of teachers is pre-requisite for providing quality of education to the masses and it has positive impact on learning achievement of the students. Teachers are essential players in promoting quality education, whether in schools, college or university. They work as catalysts of change. No education reform is likely to succeed without the active participation and ownership of Professional Trained Teachers. Therefore, Teachers at all levels of the Education system should be respected and adequately remunerated; have access to training and ongoing professional development and support, including through open and distance learning; and be able to participate, locally and nationally designed Professional Development Programmes. Clearly defined and more practical strategies must be put into place to identify, attract, train and retain good teachers. These strategies should address the new role of teachers in preparing students for an emerging knowledge-based and technology-driven economy.

Research indicates that Teacher quality, and supportive school organization and management, significantly influence school improvement, and eventually pupil learning. Literature also suggests that the quality of a teacher is generally dependent on the quality of his/her education, training, and availability of post-training support. Professional development of teacher plays a vital role to achieve quality education for all governments. Various studies and reports have already been undertaken to look into teacher professional development in Pakistan. These researches found that teacher's performance and quality is most affected by educational qualification of teachers; recruitment on merit; adequate teacher performance monitoring system; incentives, up gradation of teacher skills and growth oriented career structure.

### **National Education Policy (NEP) 1992**

Salient feature of this Policy related to teachers' education was to raise the quality of instructions through an extensive in-service teachers' training program, by modernizing curricula and text books, by improving physical facilities, and by introducing activity oriented computer sciences at all levels of school education.

### **National Education Policy 1998-2010**

With respect to Teacher Education and Training the NEP 1998-2010 proposed objectives and strategic actions. The most important are as under:-

- To create a matching relationship between the demand and supply of teachers;
- To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators;
- To upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-degree levels;
- To make the teaching profession attractive for young talented graduates, by institutionalizing a package of incentives;
- To develop a viable framework for policy planning and development of in-service and pre-service teacher education programs; and
- To provide for management training of educational administrators at various levels.

The Policy undertook a thorough assessment of teacher education issues and proposed corrective measures. Several of the identified issues remained valid since teachers are considered the lynchpin for quality and implementation of reforms in the classrooms. International Development Partners suggested that once a national framework of policy principles and priorities was agreed and communicated, the lower tiers of government should consider how their current strategies, plans, and programs reflected this framework and identify if any adjustments were required.

### **National Education Policy 2009**

NEP 2009 suggested specific measures in respect of teacher's professional education and training e.g. it suggested that:

1. A Bachelors degree, with a B.Ed., shall be the minimum requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a

Bachelor degree in education (B.Ed)., shall be ensured by 2018. Primary Teaching Certificate (**PTC**) and Certificate in Teaching (**CT**) shall be phased out through encouraging the present set of teachers to improve their qualifications, while new hiring shall be based on the advanced criteria. Exceptions shall be made in case of less developed areas where teachers with relevant qualifications are not available. Diploma in Education (D.Ed) may be used as an intermediate qualification till B.Ed teachers are available universally.

2. Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.
3. Teacher education curriculum shall be adjusted to the needs of the school curriculum and scheme of studies. The curriculum shall include training for student-centered teaching, cross-curricular competencies, and an on-site component.
4. Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.
5. All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis. Progress in career shall be linked to such professional development.
6. In-service teachers training in mathematics shall be provided, with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.
7. Teacher allocation plans, likewise, shall be based on school needs and qualifications of teachers. Over the next two years, Governments shall develop a rationalized and need based school allocation of teachers, which should be reviewed and modified annually.
8. In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programmes to cater to emerging needs like trainings in languages and ICT.
9. Governments shall take steps to improve social status and morale of teachers. These include: up-scaling of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers' professional development, and a reward system based on performance measures.
10. Incentives shall be given to teachers in rural or other hard areas, at least to compensate for loss in salary through reduction of various allowances given for urban but not for rural postings.

## Acquiring pre-entry professional qualification through various institutions in Pakistan

In Pakistan teachers are required to get professional qualification and in-service training which is considered necessary for their professional development<sup>6</sup>. The situation of pre-service training is as under:-

### Pre-service Teacher Training Programs in Pakistan

Nomenclature	Duration	Pre-requisite Edu. Qualification	Eligible for Basic Pay Scale
*Associate Degree in Education (ADE)	3 Years	FA/F.Sc	16
B.Ed (Hon)/ Elementary	4 Years	FA/F.Sc	17
	2 Years	ADE	
B.Ed	1 Year	BA/B.Sc	17
M.Ed	1 Year	B.Ed	17
M.A. (Education)	2 Years	B.Ed	17
Drawing Master Course	1 Year	FA/F.Sc	9
		B.A./B.Sc	14
Diploma in Physical Education	1 Year	FA/F.Sc	14
		B.A./B.Sc	16
OT (Language)	1 Year	FA/F.Sc	14
		BA/B.Sc	16
M.Phil (Education)	2 Years	MA (Education)	17
Ph.D (Education)	2 Years	M.Phil (Education)	17/18
Ph.D (Education)	5 Years	M.Ed	17/18

\*Existing P TC and CT Teachers are required to do ADE by 2018.

The aforementioned pre-service training programs are offered to prospective teachers in the country. However, in Sindh and Punjab other programs are also offered to the teachers as pre-service programs. For example in Sindh Province and in Balochistan Province Primary Teaching Certificate (**PTC**) and Certificate in Teaching (**CT**) are still being offered by the Elementary Colleges whereas in other provinces after National Education Policy 2009 these both programs have been stopped as per direction of this policy.

### Nomenclature of Teacher

PTC Teachers	Matric	PTC (BS 9-14)
CT Teachers	FA/FSc	CT (BS 9-14)
Elementary Science Teachers (EST)	BA/B.Sc	B.Ed (BS 15-16)
Secondary School Teacher (SST)	BA/B.Sc/MA/M.Sc	B.Ed/M.Ed (BS 16-17)
Oriental Teacher (OT)	Matric/MA (Arab/Isl)	(BS 9-14)
Drawing Master (DM)	Matric/FA	(BS 9-14)
Physical Education Teacher	Matric/FA	Diploma in Physical

<sup>6</sup> Professional Development of teachers to impact learning for all



(PET)		Education(BS 9-14)
Primary School (PS) English Teachers	BA/MA (Eng)	B.Ed/M.Ed (BS 14-16)
Graduate Phy/Math Teachers	M.Sc (Phy/Math)	B.Ed/M.Ed (BS 14-16)
Bio/Chemistry Teacher	M.Sc (Chem/Bio)	B.Ed/M.Ed (BS 14-16)

It can be concluded that almost same professional qualification to apply for a posts in teaching cadre. However there is diversification of pre-services training programs that provide wide spectrum for the professional development of the teachers

### **3.7 Respect for human rights and fundamental freedoms**

The Government of Pakistan adopted the policy to give respect to the human rights of all the citizens of the country. In this regard, Human Rights Commission of Pakistan has been established. HRCP's mission includes the following:

- To work for the ratification and implementation of the Universal Declaration of Human Rights and of other related Charters, Covenants, Protocols, Resolutions, Recommendations and internationally adopted norms by Pakistan;
- To promote research and studies in the field of human rights and to mobilize public opinion in favor of accepted norms through all available media and forums, and other activities like holding conventions and publishing reports to further the cause
- To cooperate with and aid national and international groups, organisations and individuals engaged in the promotion of human rights and to participate in meetings and conferences on human rights at home and abroad;
- To take appropriate action to prevent violations of human rights and to provide legal aid and expertise to victims of those violations and to individuals and groups striving to protect human rights.<sup>7</sup>

### **3.8 Private Education and Religious and Moral education**

Private sector is playing vital role in the development of education in Pakistan. Private Educational Institutions Regulatory Authority (PEIRA)<sup>8</sup> has been established in Islamabad to look after the following matters:

- Curricula according to federal scheme of studies;
- Duration of academic session & holidays or vacations;
- Rate of fee being charged by private educational institutions;
- Qualification of teaching staff, their terms & conditions of service, including salaries & its mode of payment;

<sup>7</sup> Website of Human Rights Commission of Pakistan

<sup>8</sup> Website of Private Educational Institutions Regulatory Authority

- Promotion of curricular & co-curricular activities on inter-institutional basis;
- Achievement of fair measure of uniformity of academic standards & evaluation among private educational institutions; &
- Capacity building of teachers.

Moreover, in the provinces at district level a prescribed procedure have been adopted to register the private institutions. According to Pakistan Education Statistics 2014-15, 33% of educational institutions are serving or facilitating 39% of students which hints at a slightly higher per-institution enrolment ratio in the private sector compared to the public sector. In the last decade, we have witnessed increased public interest and trust in the private sector, with the result that the share of the private sector, with the result that the share of the private sector is increasing gradually. If we compare these two sectors of education in terms of teaching staff, we will find that 51% of teachers are providing their services to public institutions whilst 49% are employed by the private sector.

### **3.9 Rights of National Minorities**

The Constitution also recognizes and safeguards the religious beliefs of all the citizens of Pakistan. Rights of National minorities in Pakistan have been constitutionally granted. All the minorities have equal rights to get education, religious freedom and political freedom in Pakistan.