

Education in Pakistan: Context and Commitment

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Context

Worrying about education ...

❑ Worrying about education

- *particularly poor education or no education –*
is important

- *including education of girls and women*

❑ After all,

education determines

several quality of life outcomes

Average Wages

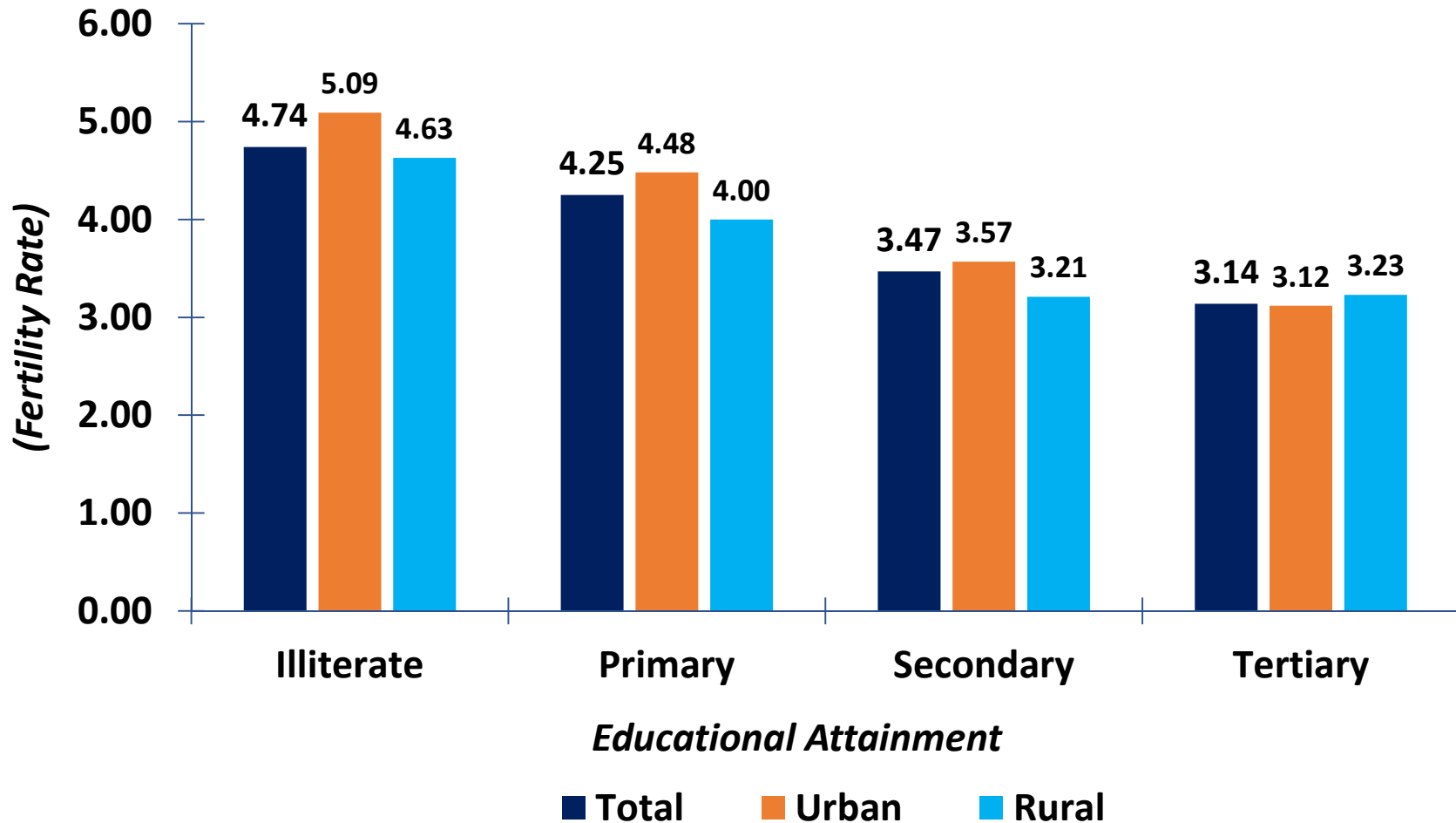
By Education Level and Sector

Level of Education	Overall	Average Wages (Rs. Per month)		
		Agriculture	Manufacturing	Services
No Schooling	1738	1160	1653	2089
Primary	2135	1585	1928	2321
Secondary	2809	1729	2693	2930
Higher Secondary	3829	2320	4321	3823
Tertiary-General	5893	4574	6842	5804
Tertiary-Professional	8358	-	10740	8012

Source: Social Development in Pakistan, State of Education, Annual Review 2002-03, social Policy Development Centre, Table 3.14, p. 62; based on PIHS 2001-02.

Fertility

by Educational Level of Married Women



Source: Social Development in Pakistan, State of Education, Annual Review 2002-03, Social Policy Development Centre, Chart 3.4, p. 70; based on Population and Housing Census (1998)

Reproductive Healthcare Behaviour by Mother's Education Level – (%)

Mother's Education Level	Pre-natal Check-up	Post-natal Check-up	Immunization (TT)	Delivery at Hospital/Clinic
➤ No Schooling	24	6	29	13
➤ Primary	57	12	56	28
➤ Secondary	73	19	75	52
➤ Higher Secondary	92	41	90	74

Source: Social Development in Pakistan, State of Education, Annual Review 2002-03, Social Policy Development Centre, Table 3.19, p. 73; based on PIHS 2001-02.

Incidence* of Diarrhea By Mother's Education Level – (%)

Mother's Education Level	Urban	Rural	Total
➤ No Schooling	13	13	13
➤ Primary	10	12	11
➤ Secondary	12	10	11
➤ Higher Secondary	9	6	9

*Proportion of children aged 5 or younger suffering from Diarrhea in the past 30 days of survey time.

Source: Social Development in Pakistan, State of Education, Annual Review 2002-03, Social Policy Development Centre, Chart 3.7, p. 72; based on PIHS 2001-02.

Immunization of Children <5 By Mother's Education Level – (%)

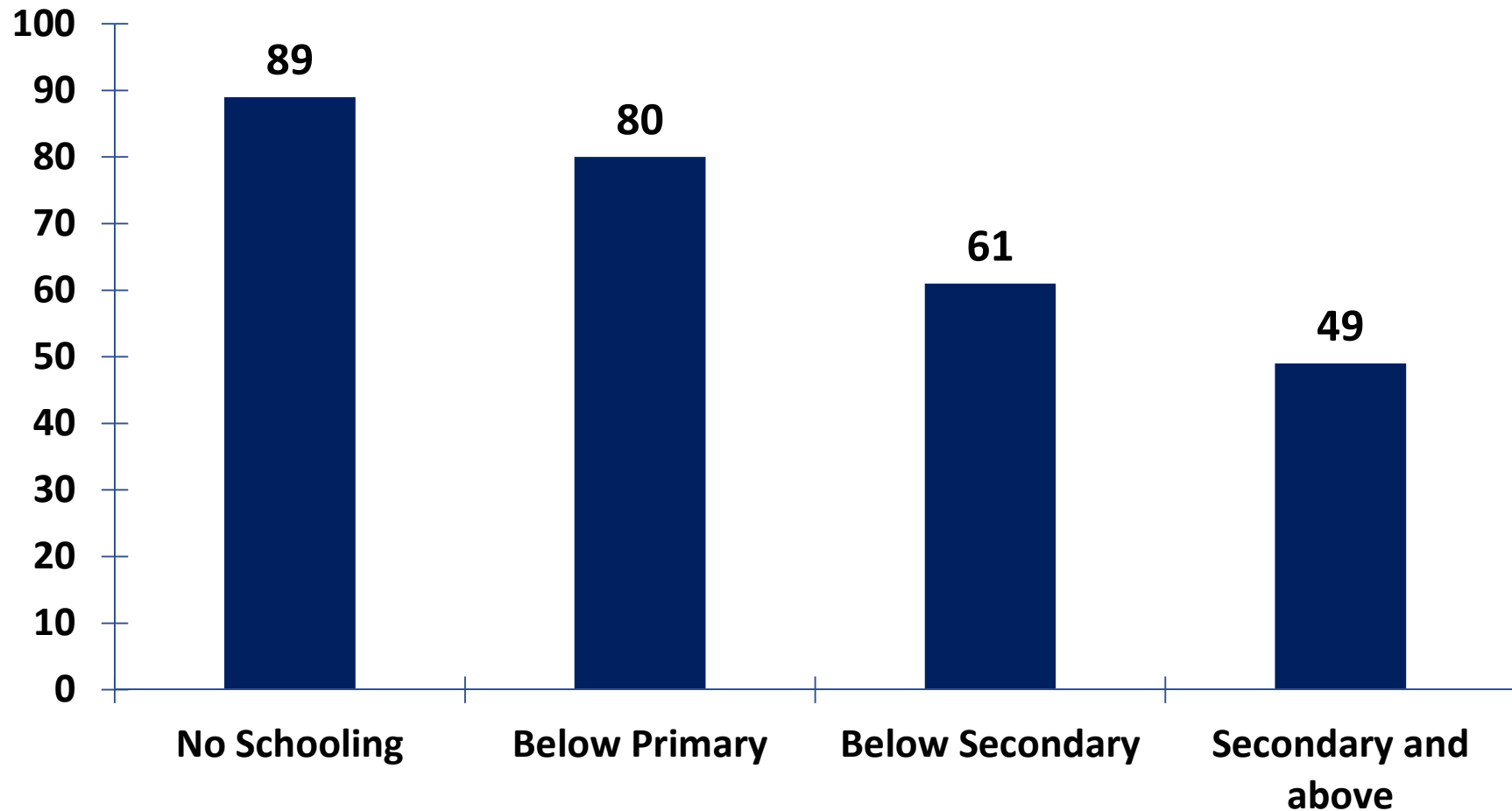
Mother's Education Level	Ever Immunized¹	Fully Immunized¹	Fully Immunized²
➤ No Schooling	18	10	65
➤ Primary	36	16	88
➤ Secondary	41	21	91
➤ Higher Secondary	41	26	98

¹Holding cards

²Holding cards or recall

Source: Social Development in Pakistan, State of Education, Annual Review 2002-03, Social Policy Development Centre, Chart 3.4, p. 70; based on PIHS 2001-02.

Infant Mortality Rates By Mother's Education Level



Source: Social Development in Pakistan, State of Education, Annual Review 2002-03, Social Policy Development Centre, Chart 3.6, p. 71; based on PIHS 2001-02.

Education *and the context*

❑ However, education or lack of education or poor education or distorted education *does not occur in a vacuum*

➤ The social, cultural, political context defines
all of the above

❑ Education contributes to equality
and to creating an egalitarian society

❑ However,
an unequal political power structure based on
unequal distribution of economic power
cannot be expected to adopt policies to promote
cultural, social, economic political equality

❑ It cannot be hoped
that this kind of regime will promote education

Rural Adult Literacy by Land Inequality (%)

Level of Inequality (Gini Coefficient)	Total	Male	Female
➤ Less than 0.45	42.53	53.85	30.26
➤ Between 0.46 and 0.6	35.31	47.57	22.2
➤ Greater than 0.6	29.94	43.5	15.38

Source: Social Development in Pakistan, Combating Poverty: Is Growth Sufficient?, Annual Review 2004, Social Policy Development Centre, Table 5.2, p. 105

Rural Enrolment Rate by Land Inequality (%)

Level of Inequality (Gini Coefficient)	Primary Enrolment Rate (5 – 9 Age Cohort)			Combined Enrolment Rate (5 – 24 Age Cohort)		
	Total	Male	Female	Total	Male	Female
Less than 0.45	52.90	55.18	50.43	40.20	44.28	35.85
0.46 - 0.6	37.84	41.96	33.30	30.45	36.16	24.30
Greater than 0.6	29.86	36.51	22.57	25.05	32.27	16.70

Source: Social Development in Pakistan, Combating Poverty: Is Growth Sufficient?, Annual Review 2004, Social Policy Development Centre, Table 5.3, p. 105.

Four kids, Four bags



Two different stories.

Commitment

Empty commitments ...

❑ Since Independence,

- there have been eight 5-year Plans, each of them with a chapter on education
- a dozen plus Education Policies & Programmes

➤ *Each making loud commitments to promote education*

➤ *Each one using more philosophical and flowery language*

❑ And each one lamenting the failure of previous
Plan, Policy or Programme

Education Initiatives: 5-Year Plans

National Education Conference:	1947
➤ First Five Year Plan	1955-60
➤ Second Five Year Plan	1960-65
➤ Third Five Year Plan	1965-70
➤ Fourth Five Year Plan	1970-75
➤ Fifth Five Year Plan	1978-83
➤ Sixth Five Year Plan	1983-88
➤ Seventh Five Year Plan	1988-93
➤ Eighth Five Year Plan	1993-98

Education Initiatives: Programmes

➤ National Plan of Educational Development:	1951-57
➤ Report of the Commission on National Education:	1959
➤ The New Education Policy:	1970
➤ The Education Policy:	1972-80
➤ National Education Policy & Implementation Programme:	1979
➤ Literacy and Mass Education Commission:	1981
➤ The 10-point Programme:	1983
➤ National Literacy Plan:	1984-86
➤ Drop-in Schools:	1986-89
➤ Nationwide Literacy Programme:	1986-90
➤ Nai Roshni Schools:	1986-90
➤ National Education Policy:	1992
➤ National Education Policy:	1998-2010

Money has been aplenty ...

But none of the Plans & Programs achieved any of the targets, despite large sums allocated and spent.

Allocating more money will serve no purpose

Plans/Programmes	Budgets/Targets
Third Plan: 1965-70 (Primary Education)	Rs 2,652 million
Sixth Plan: 1983-88 (Primary Education & Mass Literacy)	Rs 7,800 million
National Literacy Program: 1984-86	Rs 317 million
Drop-in Schools: 1986-89	Rs 208 million
Nationwide Literacy Program: 1986-90	Rs 2,657 million
Nai Roshni Schools: 1986-90	Rs 3,153 million
Eighth Plan (Adult Literacy)	Rs 1,759 million

National Education Conference: 1947

Quaid-e-Azam's message to the Conference:

"... the importance of education and the type of education cannot be over-emphasized ...there is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan ... we should not forget that we have to compete with the world which is moving very fast in this direction."

First Five Year Plan: 1955-60

“a system of universal primary education is imperative. Primary education is essential to prep citizens for the discharge of their democratic and civic responsibilities and to provide them with equal opportunities for economic and cultural advancement. It is essential to the nation as a base for the entire structure of secondary and higher education from which will come leadership in all walks of life and support for technical development in agriculture and industry.”

Commission on National Education: 1959

"the aim of adult education cannot be anything other than the general aim of all education, i.e., the development of the individual to his full capacity in his personal and social life so that he may be a happy, healthy and useful citizen and able to make his optimum contribution to the community in which he lives ..."

Second Five Year Plan: 1960-65

"Upon education falls the supreme task of preserving the national ideals and building up the national character on strong foundations of faith, unity and discipline, without which no nation can aspire to greatness. The essential goals must be to provide an informed leadership, a responsible citizenry, and trained manpower No uneducated community has progressed far in the modern world, and no educated community with initiative and leadership has remained backward. An illiterate society clings to customs, traditions, and outmoded practices; it resists the forces of change which stimulate the acquisition of new knowledge and new skills."

The New Education Policy: 1970

“...education and training are critical inputs in the economic effort of the nation. Without harnessing the vast human resources available to Pakistan, the task of sustaining and accelerating economic development would remain unfulfilled. In this regard, the basic objectives are, on the one hand, to broaden rapidly the base of education with a view to attaining the ideal of a universally literate and productive society and, on the other, ensure a continuous supply of highly trained persons capable of providing imaginative and creative leadership in different spheres of national activity.”

National Literacy Plan: 1984-86

- 1) Afternoon School projects**
- 2) 2. Iqra projects**
- 3) 3. Razakar Muallim projects.**
- 4) 4. Mosque projects.**
- 5) 5. NGOs Volunteer Literacy Corps projects**
- 6) 6. Sipah-e-Idrees projects.**
- 7) 7. Social Welfare Agencies Literacy projects**
- 8) 8. Literacy Village projects.**
- 9) 9. Azafi Literacy Centres projects**

National Education Policy: 1998-2010

“The idea is certainly not a new one. The practice is almost perennial. The consciousness that learning has to be co-existent with life is as old as mankind. All traditional societies had, in one way or the other, some learning practices within all periods of one’s life and as part and parcel of one’s overall activities. It is only in the more recent times that learning and education became time-bound and space-bound, mostly limited to some age groups, predominantly professionalized, institutionalized and sociologically and pedagogically programmed”

Conclusion

- 'WE' are committed to promoting education and learning**
- Are 'THEY' committed to the same goals?**
- We cannot continue to be '*faryadis*',
asking the oppressive ruling elite
for a few crumbs**
- We have to change
the context and
the socio-economic & political power base
if we want any noble objective to be achieved**

Thank You!