TRAINING MANUAL

ILM-O-AGAHI

Education Advocacy Program



علم و آگاہی
ILM-O-AGAHI

An initiative of
Mishal Pakistan

MISHAL
مشعل

ilm IDEAS
ADVOCACY AND INNOVATION FUNDS FOR EDUCATION IN PAKISTAN

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EXECUTIVE SUMMARY

Mishal Pakistan is a social enterprise which has been engaged with some of the most dynamic organizations, including media enterprises and global development agencies covering different thematic issues. Mishal has an established outreach track record on working with international development agencies in all four provinces of Pakistan along with Kashmir, Tribal Areas and Gilgit Baltistan. It has strong ties and working understanding with nearly sixty Press Clubs and Associations across Pakistan. Mishal has been working in close coordination and partnership with several government, non-government organizations, ministries, academia, media houses, think tanks and a number of foreign organizations.

"ILM-O-AGAHI" an initiative of Mishal Pakistan, supported by ILM Ideas and UKaid is a year long programme that addresses the critical challenges of the Education sector. This programme has been designed to cover: a) Public spending on education b) Girls education and women teachers c) Enrollment ratios, trends and issues d) Education infrastructure and school conditions e) Children with no access to school f) Innovation in education sector of Pakistan.

Almost one-half of Pakistan's adult population is unable to read or write limiting opportunity towards acquiring skills and technical knowledge for enhanced productivity. School enrolments are low and school dropout rates too high. The budgetary allocation to education has remained around 2% of GDP for the past decade, with a high proportion being spent on recurrent heads mainly salaries, leaving a small amount for quality enhancement such as teachers training, curriculum development, provision of school facilities and monitoring and supervision of education.

Education must be locally relevant if it is going to be accepted in remote areas. There is no reason why a farmer will value time his child spends studying topics that are extraneous to the probable reality of his child's future. This is not to suggest that children everywhere should not receive a globally connected education; the power of technological tools.

According to our initial findings, we believe that there is a need for *Education Journalism* sensitization programme for improving accountability and building consensus on provincial education policies by engaging media, legislators, educationists and the community. As a result of deletion/omission of concurrent legislative list, two key entries, among others, which empowered the federal government to legislate and administer in the key areas of education policy, planning, curriculum, standards, have been devolved to the provincial level. This jurisdictional change has been a challenge and a uphill task for the provincial governments to come up with an effective framework for an educational policy that promotes democracy and citizenry. As the Government of Pakistan is geared to achieve the target set for Universal Primary Education and the Net Primary Enrollment Ratio of the Millenium Development Goals: at this juncture, it becomes equally important for the journalism industry to provide factual direction to the relevant authorities in order for the country to meet international obligations.

CONTENTS:

Executive Summary

About Ilm-o-Agahi ---- 05

Session Objectives ---- 06

Education priority issues ---- 09

Education scenario post 18th amendment ---- 11

Annual Status of Education Report (ASER) 2012 ---- 12

Pakistan's Education Performance ---- 16

National education Policy ---- 19

Development Program on Education 2012-13 ---- 24

Introduction to Education Indicators ---- 31

Political Parties on Education ---- 38

Introduction to Social Media ---- 47

Ethical Journalism – Reporting on children ---- 55

Code of Ethics – Reporting on children ---- 60

ADDENDUM

How you story will be evaluated - The guideline ---- 61

Bibliography ---- 64

Quaid-i-Azam Mohammad Ali Jinnah.
All Pakistan Educational Conference, 27 November 1947.
Karachi

"I welcome you all to the Capital of Pakistan and wish you success in your deliberations, which I hope will bear fruit and practical results. You know the importance of education and the right type of education cannot be overemphasized. Under foreign rule for over a century, in the very nature of things, I regret, sufficient attention has not been paid to education of our people, and if we are to make any real, speedy and substantial progress we must earnestly tackle this question and bring our educational policy and program on the lines suited to the genius of our people and vast developments that have taken place all over the world. Education does not merely mean academic education, and even that appears to be of a very poor type. What we have to do is to mobilize our people and build up the character of our future generations".

ABOUT ILM-O-AGAHI

Pakistan's education and academia reporting within the media industry is fairly weak. Alarming factors contributing to the knowledge deficit is the media's limited exposure to real challenges of the education sector in Pakistan and the lack of relevant training. Most of the issues related to education and literacy are being reported in irrelevant context; this undermines and diminishes the importance of the educational, training and child development challenges faced by the society.

The overarching objective of Ilm-o-Agahi is to strengthen institutions, create awareness by educating through the media, facilitate sustainable literacy and educational development, providing children especially girls better access to educational facilities, encourage journalists to create content which enable equal access to education for all while analyzing the policy reforms within the education sector.

The Constitution of Pakistan 1973, in Article 37 (b) & (c) states that "the State shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit".

Section 9 of the Constitution (Eighteenth Amendment) Act, 2010 inserted a new Article 25A in the Constitution, with effect from. April 19, 2010. It says: "Right to education ---The 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".

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship.

Indicators are statistics used to measure current conditions as well as to forecast financial or economic trends. Indicators are used extensively in technical analysis to predict changes in stock trends or price patterns. In fundamental analysis, economic indicators that quantify current economic and industry conditions are used to provide insight into the future profitability potential of public companies.

SESSION OBJECTIVES IN BRIEF:

The session has been designed to orient journalists about the:

- Education Indicators and their utility in deriving critical data
- Education challenges vis-à-vis post 18th Amendment
- Necessary skillset required to reach a wider audience through social media
- Role of Provincial Govts in engaging journalists, civil society and the community in sharing information
- Civil society or not-for-profit organizations advocacy campaigns and drive on Right to Education
- Ethical reporting and the need to use code of conducts while covering issues related to child rights
- Different political manifestoes focusing on Education

Prior to design training curricula a detailed analysis of training needs has been done wherein journalists across Pakistan has been surveyed on various parameters. Following are the major findings of the survey:

When it was asked as whether the selected jouralists have ever attended any training on education related challenges and issues; 71% respondents replied that they never have attended any such training.

This emphasized the need to organize country-wide sessions where journalists are trained on education issues, challenges and concerns so that they may be in a position to report on the same with in-depth knowledge.

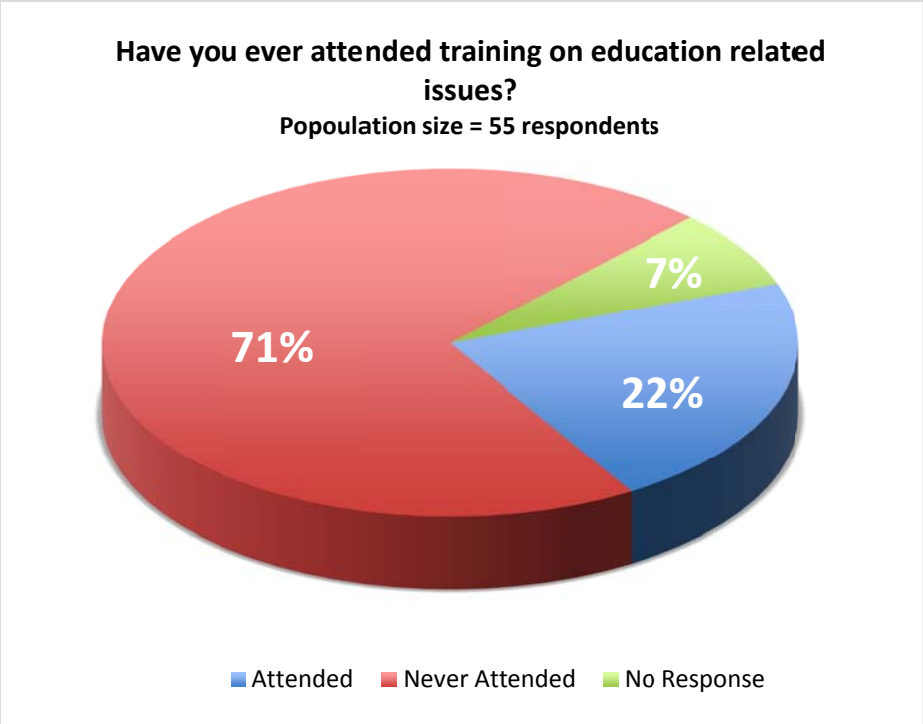


Figure 1: Training history of target popoulation

Survey report reveals that 64% of the targeted journalists are already reporting on education priority issues. However most of them never have availed any opportunity to be formally trained on reporting of such issues.

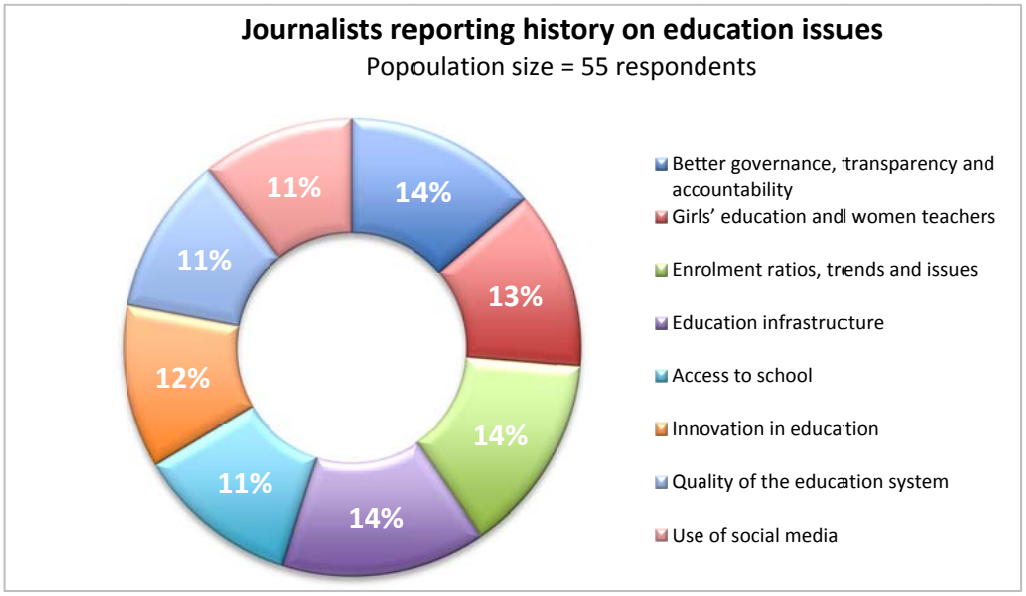


Figure 2: Reporting trends by journalists participating in training

When it was asked to selected journalists if they are satisfied with existing education policies of the respective provincial governments, 94% of the respondents replied in NO. This shows the gravity of the situation and an urgent need to advocate policy change at provincial level. Journalists can only watch progress if they are adequately trained and are conversant with priority education issues and means to resolve the same in earliest and efficient manner.

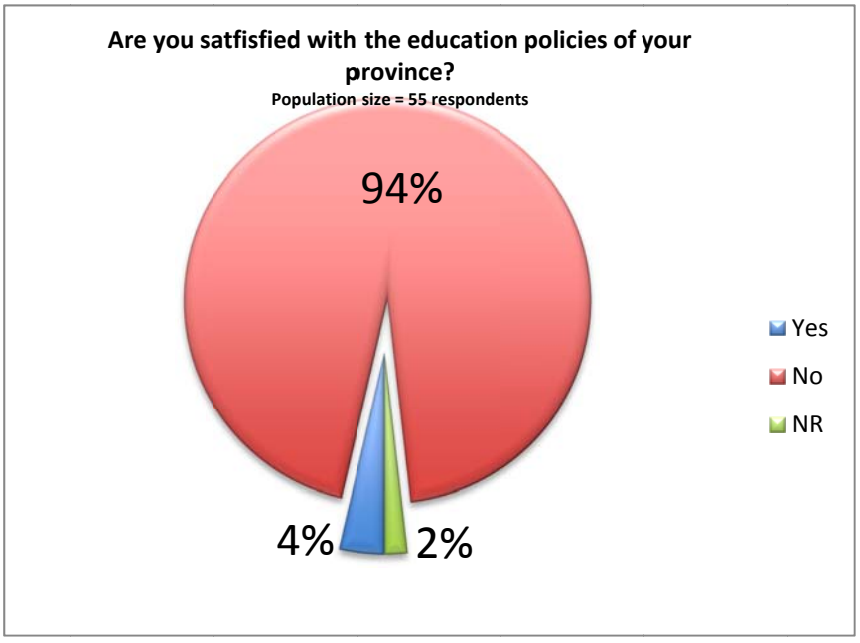


Figure 3: Measurement of satisfaction onprovincial education policies

Journalists were asked to name top three priority education issues and in response most of the journalists named education Infrastructre efficiency as the top priority while Access to School followed at second top priority. Amazingly there were a very few replies where Female Education and Women Teachers have been considered a priority. This again emphasized the need to sensitize the community as well as journalists on defining our priorities for the education development of Pakistan.

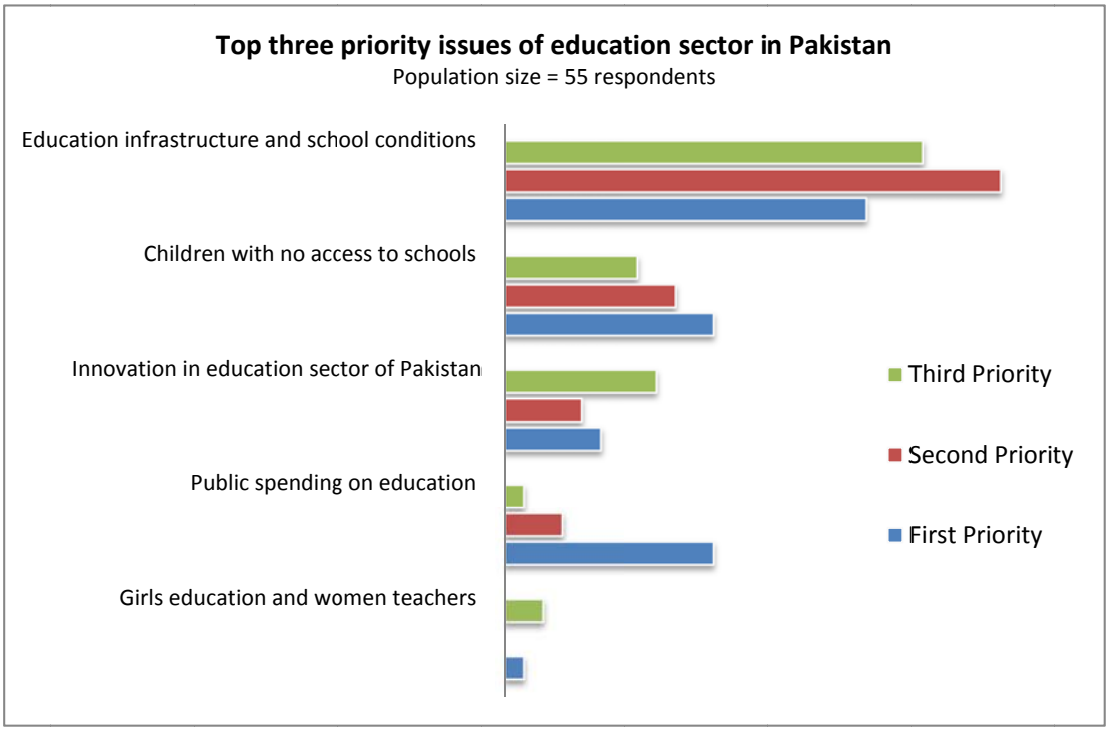


Figure 4: Top three priority education issues

Summarily the Training Need Analysis survey revealed that there is a dire need to provide trainng opportunities to the working journalists where they can have the opportunity of talking to education specialists, anthropologists, social scientists, government representatives and policy makers for a better and realistic understanding of the situation. This will certainly help in building their capacities to work on education related stories with more knowledge and understanding and they will be in a better position to guage the progress in reak terms and build a public pressure to address priority education issues in exigency.

EDUCATION PRIORITY ISSUES

ILM-O-AGAHI's main education priority areas to improve the quality of content are as follows:

a) **Public spending on education**

In terms of public spending, the combined budget allocation for education by all tiers of government in Pakistan is the equivalent of around 2pc of GDP. At this level, Pakistan ranks 177th globally in terms of public spending on Education, according to the Human Development Report 2013 issued by UNDP. Hence, of the total combined (federal plus provinces) budgeted allocation for education, 82pc is earmarked for current expenditures (mainly salaries), while 18pc is earmarked for development expenditure (building new facilities, upgradation of existing infrastructure etc). However, actual development spending in the education sector has fallen woefully short of budgeted amounts. In 2012-13, actual development expenditure in education by the provinces (Rs 31.3 billion) was less than 50pc of the budgeted allocation (Rs70.3bn).

Ref: http://www.dawn.com/news/1028430/education-emergency

b) **Girls education and women teachers**

Nearly half of Pakistan's population cannot read or write. The ratio for females is abysmally lower, especially for certain parts of Pakistan such as in rural Sindh and Balochistan, where the ratio for female literacy is 23pc and 16pc respectively.

Offering girls basic education is one sure way of giving them much greater power of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right.

Ref: http://www.ohchr.org/en/professionalinterest/pages/crc.aspx
http://www.unicef.org/sowc96/ngirls.htm

c) **Trained teachers in primary education**

Percentage of female teachers in Pakistan was last measured at 76.43 in 2010, according to the World Bank

Teachers are persons employed full time or part in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualifications or the delivery mechanisms.

Ref: http://data.worldbank.org/indicator/SE.PRM.TCHR.FE.ZS

c) **Enrollment ratios, trends and issues**

Net primary enrolment rate in primary education is the number of children of official primary school age (according to ISCED97[1]) who are enrolled in primary education as a percentage of the total children of the official school age population. Total net primary enrolment rate also includes children of primary school age enrolled in secondary education. Where more than one system of primary education exists within the country the most widespread or common structure is used for determining the official school age group.

Ref: http://mdgs.un.org/unsd/mdg/Metadata.aspx?IndicatorId=0&SeriesId=589

It is clear that Pakistan is still a long way from achieving universal primary enrolment. As indicated 1 by the primary Net Enrolment Rate (NER)'s estimate of 62% , over 35% of the population 5 to 9 years of age is not in school Given a population of 5 to 9 years old of some 19.5 million, this means that about 7 million children aged 5 to 9 are out of the education system. Furthermore, under current conditions, the education system does not provide for a substantial percentage of students to move beyond the primary level. At present, the

average enrolment per grade at the middle elementary level is less than one-half the average enrolment per grade at the primary level.

This is considerably less than that of most other countries, and it is clear that the delivery system needs to significantly increase the proportion of students capable of studying beyond the primary level.

Ref: http://unesco.org.pk/education/teachereducation/files/sa4.pdf

d) **Education infrastructure and school conditions**

Many schools are in need of better facilities to improve the teaching environment. For instance, 9% of primary schools do not have a blackboard, 24% do not have textbooks available for pupils, 46% do not have desks for their students and 36% of public primary schools have access to electricity.

Ref: http://unesco.org.pk/education/teachereducation/files/sa4.pdf

e**) Children with no access to school**

The Society for the Protection of the Rights of the Child (SPARC) in its annual report claims that almost 25 million children, of whom seven million are aged between three to five years, and adolescents are out of school in Pakistan. The State of Pakistan's Children, reveals that children in Pakistan have to cope with a lack of educational opportunities, poor health conditions, a near absence of protection for poor and vulnerable children.

Ref: http://www.pakistantoday.com.pk/2013/10/04/national/25-million-children-out-of- school-in-pakistan/

f**) Innovation in education sector of Pakistan.**

Today, technology is a significant driver behind change, and sometimes plays an important role in innovations in educational design and delivery. There are immense possibilities for greater and wider-spread change with the use of present-day technological advancements, as well as with the implementation of innovative educational programs. The challenge is to ensure that innovation plays a constructive role in improving educational opportunities for millions of children in Pakistan who remain under-served in a rapidly developing world.

Teach for Pakistan, a innovative initiative part of the Teach for All global network, seeks to change those current statistics. The organization will expand access to quality education by engaging Pakistan's future leaders in the movement against educational inequity at two levels:

- Recruiting highly motivated and talented university graduates and young professionals to teach for two years in under-resourced schools in Pakistan, enabling them to improve the educational outcomes of these students.
- Teach For Pakistan alumni will work from within and outside the field of education with a lifelong commitment to ensure that all children have equal opportunities to learn, grow and improve their life prospects.

Ref: http://www.iteachforpakistan.org/wp/index.php

POST EIGHTEENTH AMENDMENT

Key Changes Introduced by 18th Constitutional Amendment in Education

In terms of education governance the 18 Constitutional Amendment Act 2010 has reconfigured the federal and provincial relationship. The significant changes altering the education governance framework include the following:

a) ***Free and Compulsory Education- Introduction of Article 25-A:***

The amendment has inserted a new Article in the chapter dealing with fundamental rights in the Constitution of 1973. Article 25-A obligates the state to provide free and compulsory quality education to children of the age group five to sixteen years.

"The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law"

b) ***Removal of the Concurrent Legislative List- Delegation of Subjects to Provincial Jurisdiction:***

The concurrent legislative list, which included the subjects in the shared legislative jurisdiction of Federation and provinces, has been omitted. In context of education the two key entries of concurrent list, which stand devolved to the provinces include:

Entry 38: Curriculum, syllabus, planning, policy, centers of excellence, standard of education.

Entry 39: Islamic Education

c) ***Empowering CCI: Revision of Federal Legislative List Part II***

Part II of the Federal Legislative list, which is in the mandate of reconstituted and more empowered Council of Common Interest (Article 153-154), has been reconfigured. A number of new entries have been inserted; the entries which have direct bearing on Education include; All regulatory authorities established under a federal law; Standards in institutions of Higher education and research, scientific and technical institutions and Interprovincial matters and Coordination.

d) ***Omission of Sixth & Seventh Schedule***

The enactment has omitted Sixth and Seventh Schedules altering Article 268(2) and Article 270(A) of the constitution. The omission has revoked the constitutional protection for the following statutes: The privately managed Schools and Colleges (Taking over) Regulation 1972; Agha Khan University Order 1983, The National College of Textile Engineering (Governing Body and Cess) Order, 1985, and The Lahore University of Management Sciences Order 1985.

Annual Status of Education Report 2012:

Annual Status of Education Report (ASER), 2012 is a citizen led household based learning survey mostly in rural and selected urban areas. It measures learning levels of children 5-16 years the same age group as identified for compulsory education in Article 25 A of the Constitution of Pakistan. ASER is conducted each year across Pakistan and will continue up to 2015 in collaboration with the National Commission for Human Development (NCHD), Sindh Education Foundation and many other Civil Society Organizations (CSOs). In 2012, ASER's specifically trained 9,000 member volunteer team who surveyed 82,521 households in 4033 villages and 4,226 blocks across 136 rural and 6 urban districts of Pakistan. Detailed information of 251,444 children aged 3-16 has been collected (59% male and 41% female), amongst which 216,125 children aged 5-16 years were tested for language and arithmetic competencies.

ASER 2012 National Summary (RURAL)

Enrolment:

- In 2012, 75.5% of 5-16 year old children in rural Pakistan were enrolled in schools whereas 24.5% children were out-of-school. Compared to 2011, enrollment levels of rural Pakistan have fallen whereas percentage of out-of-school children is on the rise.
- Nationally, there is an increasing gender gap in out-of-school children with more girls than boys not being enrolled or have dropped out of school. In ASER 2011, amongst the 20% out-of- school children, 10% were males and 11% were females whereas as per ASER 2012, 10% boys continue to remain out-of-school and 13% females were out-of-school.
- Pre-school enrollment (3-5 years) was 37.1%, gradually approaching the National Action Plan's (NAP) target of 50% enrollment in pre-school by 2015. Highest enrollment in this age group was 56.1% in ICT and the lowest in Balochistan with 22.3%.

Quality of Learning:

- Learning levels in all three competencies i.e. Language (Urdu/Sindhi/Pashto), English and Arithmetic have been improved since last year but still remain poor. Half of the children from Class 5 still cannot read Class 2 Urdu/Sindhi/Pashto story.
- In ASER 2011, 47% of Class 5 students were reported as being able to read a story compared to 51% of Class 5 students who could do so in 2012. For English this year, 48% of class 5 students were reported to read Class 2 level English sentences as compared to 41% of Class 5 students who could do so in 2011. Similarly, forty-four percent of Class 5 students were able to do 3-digit division sums compared to 37% of children in 2011.
- Punjab was found to be the best and FATA the worst in terms of average assessment results for the three (English, Arithmetic and Language) assessments. When assessment results for class 5 children in all the regions of the country were assessed, FATA was identified as the least satisfactory. Only 17% of the Class 5 children in the region of FATA were able to accomplish Class 3 level tasks in Arithmetic and Class 2 level tasks for English and reading language. GB was found to be the best performing region in English. Punjab was the best performing province in the reading language and Arithmetic tasks.

Similar Pattern of improvement for basic reading levels can be seen for children in class 3

- Twenty percent of the children of class 3 could read a story in Urdu/Pashto/Sindhi which is the highest competency level. The proportion of children achieving this competency level has risen by 3% when compared to the previous year.
- Nineteen percent of the children of class 3 could read sentences in English whereas 81% could not do so. In 2011, only 13% could read sentences in English. Therefore, some level of improvement in the quality of learning can be seen.
- Fifteen percent of children of class 3 could do 3-digit division whereas 85% were not able to do so. In the previous year, only 10% of the children could read the highest competency level in Arithmetic.

Private Tuition Trends:

- Private tuition incidence and uptake is more prevalent among private than government school students. Around 25% of all private school-going children were found taking paid tuition compared to only 6% of all government school children.

Multi Grade in 2 and 8:

- Half of all government schools surveyed nationally had Class 2 students sitting with other classes. It was found that 50% of the surveyed government schools and 28% of the surveyed private schools had Class 2 sitting with other classes. Also, seventeen percent of surveyed government schools and 22% of surveyed private schools had Class 8 sitting with other classes.

Mother Tongue Findings and Preferred Language for Medium of Instruction:

- ASER 2012 survey findings reveal that 41 different languages were used in the surveyed households throughout Pakistan. The 5 languages used commonly were: Pashto (27%), Punjabi (19%), Sindhi (16%), Balochi (10%) and Siraiki (7%).
- Each surveyed household was also asked their preferred medium of instruction for their children in schools. 46% of all the households surveyed preferred Urdu as the medium of instruction in schools. Home language was preferred by a major proportion of 37% of all households and 17% surveyed households preferred English.
- It was also found that only 22% of mothers in the sampled households had completed at least primary schooling against 47% of fathers.

School Facilities (RURAL):

- ASER 2012 surveyed **3,934** government and **1,660** Private schools in Pakistan. The figures for 2012 show a slight improvement in attendance of teachers and students and provision of school facilities in schools.

Useable Facilities:

- National figures for 2012 show a slight improvement in the proportion of schools with useable water and toilet facilities. Of the total government primary schools surveyed, 66% had useable water facility and 50% had a functional toilet.
- Although there is an improvement but still the figures are not promising enough as private sectors stays dominant in the provision of basic facilities. Of the total private primary schools surveyed, 84% had useable water facility and 75% had a functional toilet.
- In ASER 2012, boundary walls were found in 62% of the surveyed government and 72% of the surveyed private primary schools as compared to 65% of the surveyed government primary schools and 77% of the surveyed private schools last year.

- Larger proportions of surveyed government high schools had computer labs and library books in their premises as compared to private schools. 57% of the surveyed government high schools had library books available for students to use in the school premises, while 53% of the private schools had the same facility. Similarly 46% of government high schools had computer labs as opposed to 38% private high schools.
- ASER 2012 further identified that government schools have more qualified teachers than private schools. Thirty-four percent of the teachers in government schools had post-graduate degrees, while private schools had only 21% teachers. Sixteen percent of the teachers had Masters in Education in government schools, while only 10% of the teachers in private schools had the same degree.
- Overall teacher attendance in government schools was 87% while the overall attendance in private schools was 88% as per the register.

Overall, Punjab was the region with the highest percentage of primary schools with useable facilities. It had useable facilities in 77% of all ASER-surveyed primary schools. GB was ranked a close second with 69% of ASER-surveyed primary schools having useable facilities. KP was ranked last with only 32% of all ASER-surveyed primary schools having useable facilities.

ASER 2012 National Summary (URBAN)

- In 2012, overall 92.8% children aged 5-16 years were found to be enrolled in 6 urban districts surveyed whereas 7.2% (3% of girls and 4% of boys) children were found to be out-of-school.
- Private schools absorb a large share of school aged children. 59% of all school going children are enrolled in non-state schools in urban areas.
- 41% of the children enrolled in private schools are girls and 59% are boys.
- The proportion of children in class 5 who were able to read a class 2 level Urdu story text were reported to be 60% as compared to 59% in ASER 2011. For English, this year 60% of Class 5 students were reported as being able to read Class 2 English sentences compared to 67% of Class 5 students who could do so in 2011. Similarly, fifty-three percent of Class 5 students were able to do 3-digit division sums in 2012 as compared to 50% in 2011.
- It was also found that private tuition incidence was more prevalent among private than government school students. Around 39% of all private school-going children take paid tuition as compared to 27% of all government school children.
- Percentage of primary schools having facilities in urban areas is twice more than rural areas. Of the total government primary schools surveyed, only 17% did not have useable water facility and 12% did not have functional toilets.
- The percentage of private primary schools found with useable water facility was 97% and 88% had functional toilets in 2012.

Education plays a pivotal role for creation of skills and human capital which certainly leads to higher economic growth. In our country, education is recognized as a fundamental right. Pakistan is, therefore, cognizant of the fact that achievement of Universal Primary Enrolment will go a long way forward to improve overall education and literacy level. The government of Pakistan is hence committed to improving both the quality and the coverage of education through effective policy interventions and expenditure allocations. International commitments require political will to achieve EFA goals and MDGs.

The time factor for achieving UPE by 2015 and making education available to all the children, is too critical but not impossible. The sincere and serious efforts for educational improvement have been started. In the first step, the percentage of expenditure on primary education has increased substantially to achieve UPE by 2015 and then the overall public expenditure on elementary and secondary education as percentage of government spending on education has also increased considerably to ensure free and compulsory education.

PAKISTAN'S EDUCATION PERFORMANCE

Pakistan is ranked 145 out of 187 countries in the Human Development Index. The country's performance in education has generally been poor in absolute terms, relative to other countries in South Asia, and relative to other developing countries at its level of per capita income. Given the present trend, United Nations Development Program (UNDP) reports that the country is unlikely to meet the Millennium Development Goal (MDG) of universal primary education by 2015.

United Nations International Covenant on Economic, Social and Cultural Rights of 1966 guarantees the right to Education under its Article 13. Pakistan is signatory of UNESCO under the "Education for All" program. Pakistan is committed to achieve universal enrolment in Primary Education by 2015. Government of Pakistan has made Education free and compulsory up to Grade 10.Parliament of Pakistan has passed a bill for free and compulsory education following Article 25-A of the constitution that entitled the right of education to every child of age 5 to 16 years. Framework for Economic Growth 2011 of Planning Commission of Pakistan focuses on the vision of socio-economic development of the country.

National Education Policy (2009) followed by a discussion of literacy and enrolment statistics. Educational budget and programs and issues related to technical and vocational training are discussed next, followed by a description of the activities and achievements of the Higher Education Commission. The last section presents a brief summary of the Annual Status of Education Report Survey (ASER).

Millennium Development Goals (MDGs) of Education:

Education plays a vital role to set moral, social and economic standards of any nation and has a very strong effect on thoughts, beliefs and planning of future policies of any country. Developed nations are marching towards economic and political stability because they have an organized structure for education. The Government of Pakistan is also fully committed towards the achievement of the MDGs Goal 2 and Goal 3 which focus towards development of education.

Goal 2: Achieve Universal Primary Education (UPE)

Target: Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

The Goal 2 focuses on three core indicators; i). Net primary enrolment ratio ii). Completion/Survival rate from grade 1 to 5; and iii). Literacy rate. The targets to be achieved by 2015 and achievements by 2011-12 is given in the Table 1 and 2.

Table 1 : Progress towards Goal 2 at National Level (%age)

Indicator	2001-02	2004-05	2007-08	2010-11	2011-12	MDG Target 2015
Net Primary Enrolment Rate (5-9 Years)	42.00	52.00	55.00	56.00	57.00	100.00
Completion/Survival rate 1 grade to 5	57.30	67.10	52.30	49.00	-	100.00
Literacy Rate (%) 10 years and above	45.00	53.00	56.00	58.00	58.00	88.00

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.

Table 2: Progress towards Goal 2 by 2011-12 at Provincial Level (percentage)

Indicators	National	Punjab	Sind	KPK	Balochistan
Net Primary Enrolment Rate (5-9 Years)	Total: 57 Male: 60 Female: 54	Total: 64 Male: 65 Female: 62	Total: 50 Male: 53 Female: 47	Total: 53 Male: 59 Female: 48	Total: 39 Male: 48 Female: 28
Completion/Survival rate 1 grade to 5	-	-	-	-	-
Literacy Rate (%) 10 years and above	Total: 58 Male: 70 Female: 47	Total: 60 Male: 70 Female: 51	Total:60 Male: 72 Female: 47	Total: 52 Male: 72 Female: 35	Total: 46 Male: 65 Female: 23

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.

Goal 3: Promoting Gender Equality and Women Empowerment

Target: Eliminating gender disparity in primary and secondary education by 2005 and to all levels of education not later than 2015.

Table 3: Progress towards Goal 3 at National Level (percentage)

Indicators	2001-02	2005-06	2008-09	2010-11	2011-12	MDG Target 2015
Primary Education (Age 5-9 Years)	0.82	0.85	0.84	0.88	0.90	1.00
Secondary Education (Age 14-15 Years)	0.75	0.84	0.80	0.88	0.78	0.94
Youth Literacy (Age 15 years and above)	0.64	0.74	0.78	0.63	0.81	1.00

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.

Table 4: Progress towards Goal 3 by 2011-12 at Provincial Level (percentage)

Indicators	Punjab	Sindh	KPK	Balochistan
Primary Education (Age 5-9 Years)	0.95	0.89	0.81	0.58
Secondary Education (Age 14-15 Years)	0.85	0.78	0.58	0.37
Youth Literacy (Age 15 years and above)	0.88	0.81	0.60	0.45

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.

Vision 2030 of Planning Commission of Pakistan looks for an academic environment which promotes the thinking mind. Education is not just about economics and growth accounting. The following strategies have been emphasized to generate the environment to encourage the thinking mind to emerge from our schools:

- Enhance the scale and quality of education in general and the scale and quality of scientific technical education in Pakistan in particular.
- One curriculum and one national examination system under state responsibility is the
- goal under Vision 2030. This will remove the social apartheid which is beginning to emerge in Pakistan because of the divide between different educational systems.
- Increase public expenditure on education and skills generation from the present 2.7 per cent of GDP to 5 per cent by 2010 and 7 percent by 2015.
  - Re-introduce the technical and vocational stream in the last two years of our secondary schools. Its economic potential and likely impact for employment and SME improvement are enormous. It is also an incentive to complete schooling.
  - Gradually increase vocational and technical education numbers to 25-30 percent of all secondary enrolment by 2015 and 50 per cent by 2030.
  - To increase numbers and quality at universities in all disciplines needs to be sustained, as well as starting several new engineering and technology universities with foreign collaboration. It is expected that enrolments in our universities to reach 8 per cent (2 million students) by 2015 and 20 per cent of the 17- 23 age group, or 7 million, by 2030.

Box-1
Establishment of Ministry of Education and Training

After devolution of Ministry of Education, the government reviewed the situation and felt the need of Ministry at federal level. So a new Ministry by the name of Education and Training was established in July, 2011. Following functions have been assigned to this new Ministry.

- National Vocational and Technical Education Commission (NAVTEC).
- Academy of Educational Planning and Management (AEPAM), Islamabad.
- Federal Board of Intermediate and Secondary Education (FBISE), Islamabad.
- National Educational Assessment Centre, Islamabad.
- National Training Bureau, Islamabad.
- Pakistan Manpower Institute.
- National Internship Programme (NIP).
- Akhtar Hameed Khan, National Centre for Rural Development Islamabad.
- National Talent Pool, Islamabad.
- Youth Centres and Hostels.

` All matters relating to National Commission for Human Development (NCHD) and National Education Foundation (NEF).

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National Education Policy (2009):

National Education Policy (NEP) 2009 is under implementation to address the issues of Access, Equity and Quality of Education at all levels. The salient features of NEP include:

i) Free and universal primary education by 2015 and up to class 10 by 2025.

ii) The government is committed to allocate 7% of GDP to education by 2015.

iii) The curriculum from Class 1 onward shall comprise of English (as a subject) Urdu, one regional language and mathematics, along with an integrated subject.

iv) The provincial and area education departments shall have the choice to select the medium of instruction up to Class V.

v) A comprehensive school language policy shall be developed in consultation with provincial and area governments and other stakeholders.

vi) A management cadre for education, with specific training and qualification requirement shall be introduced.

vii) A National Standards and Certification Agency for EMIS shall be established to set, monitor and evaluate the quality of education, data collection, analysis and use across all levels and tiers of education management.

viii) School Management Commission (SMC) shall be strengthened through involvement of students, teachers, educationists, parents and society (STEPS).

ix) Islamiyat shall be taught as a compulsory subject from Grade 1 to Grade XII. Non-Muslim students shall not be required to read lessons/pages on Islam in the textbook of integrated subject for Grades I and II.

x) Deeni Madaris shall be mainstreamed by introducing contemporary studies alongside the curricula of Deeni Madaris to enhance prospects of their students to pursue higher studies research and excellence and to ensure employment, recognition and equivalence.

xi) Official age for primary education shall be 6 to 10 years. The official age group for next levels of education shall also change correspondingly.

xii) Literacy rate shall be increased upto 86% by 2015 through up-scaling of ongoing programmes of adult literacy and non formal basic education in the country.

xiii) Provinces and district governments shall allocate a minimum of 4% of education budget for literacy and non-formal basic education (NFBE).

xiv) A Bachelor 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 B.Ed, shall be ensured by 2018. PTC and CT shall be phased out through encouraging for present set of teachers to improve their qualifications.

xv) The curriculum development and review process, as well as textbooks review process, shall be standardized and institutionalized within the framework of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976.

The National Education Policy 2009 proposes that the literacy rate be increased up to 86 percent by 2015 through up-scaling of ongoing programmes of adult literacy and non-formal education in the country and achieving universal primary education and ensuring zero- drop rates at the primary level. The provinces will allocate a minimum of 4 percent of education budget for literacy and non-formal education. Existing school infrastructure wherever feasible shall be used for literary and non formal education. Literacy is one of the important indicator of education because its improvement is likely to have a longer run impact on other important indicators of national welfare. According to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12, the literacy rate of the population (10 years and above) is 58 percent during 2011-12. Literacy remains much higher in urban areas than in rural areas and much higher for men than women. Province wise data suggest that Punjab and Sindh leads with 60 percent literacy followed by Khyber Pakhtunkhwa with 52 percent and Balochistan with 46 percent.

Primary Enrolment Rates Gross Enrolment Rates (GER)

The GER or the participation rate is the number of children attending primary schools divided by the number of children who ought to be attending schools. The GER at the primary level excluding Katchi (prep) for the age group 5-9 years at national level during 2011-12 decreased to 91 percent from 92 percent in 2010-11. Amongst the provinces, Punjab and Khyber Pakhtunkhwa remained stable with 98 and 89 percent in 2011-12 while Balochistan and Sindh declined from 69 percent to 74 percent and 79 percent to 84 percent in 2011-12.

Table 5: National and Provincial GER (Percent)

Province/Area	2010-11			2011-12		
	Male	Female	Total	Male	Female	Total
Pakistan	**100**	**83**	**92**	**97**	**83**	**91**
Punjab	103	93	98	103	93	98
Sindh	94	72	84	87	71	79
Khyber Pakhtunkhwa	101	76	89	99	78	89
Balochistan	92	52	74	86	49	69

Source: Pakistan Social and Living Standards Measurement Survey, 2011-12

Net Enrolment Rates (NER)

The NER at the primary level refers to the number of students of primary school age enrolled in primary schools divided by the number of children in the age group for that level of education. In Pakistan, the official primary NER is the number of children aged 5 to 9 years attending primary level divided by the total number of children aged 5 to 9 years.

Table 2.7 show the Net primary level enrolment rates at the national/provincial (excluding Katchi abadies) level for the age group 5-9 years. The NER at the national level during 2011-12 slightly increased to 57 percent from 56 percent in 2010-11. Punjab shows an increase of 64 percent in 2011-12 as compared to 61 percent in 2010-11. Sindh shows decrease from 53 percent in 2010-11 to 50

percent in 2011-2012; Khyber Pakhtunkhwa witnessed a slight improvement from 51 percent in 2010-11 to 53 percent in 2011-12 while Balochistan witnessed a prominent decline from 47 percent in 2010-11 to 39 percent in 2011-12 due to security prevailing situation.

Table 6: National and Provincial NER at Primary Level

(Percent)

Province/Area	2010-11			2011-12		
	Male	Female	Total	Male	Female	Total
Pakistan	**60**	**53**	**56**	**60**	**54**	**57**
Punjab	62	59	61	65	62	64
Sindh	57	48	53	53	47	50
Khyber Pakhtunkhwa	57	45	51	59	48	53
Balochistan*	56	35	47	48	28	39

Source: Pakistan Social and Living Standards Measurement Survey, 2011-12

Educational Institutions and Enrolment:

i) Pre-Primary Education

Pre-Primary education is the basic component of Early Childhood Education (ECE). Prep or Katchi classes are for children between 3 to 4 years of age. An increase of 1.1 percent in Pre-Primary enrolment (9.51 million) in 2011-12 over 2010-11 (9.41 million) has been observed and it is estimated to increase by 4.3 percent to 9.92 million in 2012-13.

ii) Primary Education (Classes I – V)

A total of 154,650 Primary Schools with 427,371 Teachers were functional in 2011-12. An increase in primary enrolment (18.67 million) in 2011-12 over 2010-11 (18.06 million) was observed. It is estimated to slightly increase by 0.4 percent to 18.75 million in 2012-13.

iii) Middle Education (Classes VI-VIII)

A total of 41,945 middle schools with 351,381 teachers were functionall in 2011-12. An increase in middle enrolment (6.02 million) in 2011-12 over 2010-11 (5.64 million) has been observed. It is estimated to increase by 3.7 percent (6.24 million) in 2012-13.

iv) Secondary Education (Classes IX-X)

A total of 28,655 secondary schools with 458,655 teachers were functional in 2011-12. An increase in secondary enrolment (2.75 million) in 2011-12 over 2010-11 (2.63 million) has been observed. It is estimated to increase by 3.7 percent to 2.82 million in 2012-13

v) Higher Secondary / Inter Colleges (Classes XI-XII)

A total of 4,515 higher secondary schools and inter colleges with 97,633 teachers were functional in

2011-12. An increase in secondary enrolment (1.29 million) in 2011-12 over 2010-11 (1.19 million) has been observed. It is estimated to increase by 6.8 percent to 1.382 million in 2012-13

vi) Degree Colleges Education (Classes XIII-XIV*)*

An enrolment of 0.56 million students is expected during 2012 -13 in degree colleges against an enrolment of 0.50 million in 2011-12. A total of 1,384 degree colleges with 40,191 teachers were functional during 2011-12

vii) Universities Education (Classes XV onwards)

An enrolment of 1.60 million is estimated in 2012-13 in higher education (universities) over 1.32 million in 2011- 12. There are 139 universities with 70,053 teachers in both private and public sectors are functional during 2011-12.

Overall Assessment

The overall educational situation, based on key indicators such as likely enrolments, number of institutes and number of teachers, has shown a slight improvement. The number of enrolments during 2011-12 was 40.1 million as compared to 38.5 million during the same period last year. This shows an increase of 4.2 percent. It is estimated to increase to 41.3 million during 2012-13. The number of institutes stood at 231.2 thousands during 2011-12 as compared to 227.4 thousands during the last year. This shows an increase of 1.7 percent. However, the number of institutes is estimated to increase to 233.2 thousands during 2012-13. The number of teachers during 2011-12 was 1.44 million compared to 1.41 million during the last year showing an increase of 2.1 percent. This number of teachers is estimated to increase further to 1.50 million during the year 2012-13.

Incentives by Provincial Governments :

Punjab Introduced free textbooks scheme from Katchi (nursery) to primary in 2004-05 and distributed 12.2 million textbooks. The scheme was extended to elementary in 2005-06 by providing 20.9 million text books. Text books to the extent of 40.08 million to 10.597 million students covering Katchi to secondary school were distributed in 2011-13, an amount of Rs. 3.0 billion has been allocated for this purpose. A stipend @ Rs. 200 per month for girl students of classes 6-10 in 15 low literacy districts is being provided since 2003. As of 2010 - 11 almost 375,605 girl students have benefited from the scheme.

Sindh Introduced free textbooks scheme for primary students in all government schools in 2003 and extended to secondary classes from 2005-06, an amount of Rs. 609 million was earmarked in 2005-06 which was repeated in financial year 2006-07, also in 2011-12, a total of 4,724,864 sets of textbooks were provided 3,652,194 for primary, 700,865 for middle and 371,805 for secondary. From 2010-11, free textbooks to the students for higher secondary are also being provided. An endowment fund of Rs. 1.0 billion has been instituted to provide an opportunity for meritorious students from poor community to continue higher education in the field of IT, Business Administration and MBBS in prestigious institutions. Scholarships are granted once a year @ Rs. 25,000 each to 600 students.

Khyber Pakhtunkhwa is providing free textbooks to all students from KG to Secondary. Under this scheme, over 30 million textbooks have been provided to government schools. A stipend of Rs. 200 per month to all girl students of middle and secondary schools in low literacy districts (Shangla, Kohistan, Bunair, Battagram, Hangu, Dir upper and Tank) is being given.

Balochistan is providing free text books worth Rs. 150 million up to secondary level. 150 scholarships to the students from the province is being awarded during the current financial year.

Islamabad Capital Territory is providing free text books since 2005-06 to the educational institutions under Federal Directorate of Education (FDE). Textbooks worth of Rs. 393.7 million have been provided up to 2011-12. For the fiscal year 2012-13, an amount of Rs. 71 million has been allocated for this purpose. Merit Scholarships worth Rs. 14.5 million have also been provided to meritorious students since 2008-09. For the fiscal year 2012-13, an amount of Rs. 3.0 million has been allocated for this purpose. Private Education Regulatory Authority (PEIRA) has distributed free books and school bags among 40,000 students of private sector schools who pay monthly fee up to Rs. 300 and follow government syllabus.

Development Programme 2012-13

Federal Public Sector Development Program (PSDP) 2012-13.

During the fiscal year 2012-13; Rs. 1429.64 million was allocated in the Federal PSDP for the expansion and development of basic and college education. The development programs/projects are as following:

- Provision of 119 Computer Labs in Educational Institutions Islamabad; Rs. 30.00 million.
- Strengthening of IMCG, F-7/4, Islamabad; Rs. 25.00 million
- Establishment of FG Degree College for Women at Bhara Kau; Rs. 33.220 million.
- Construction of Additional Academic Blocks & renovation of old building of FG Girls Secondary School, Dhok Ghangal (FA), Islamabad; Rs. 25.518 million.
- Establishment of FG Degree College for Boys at Nowshera, FGEI; Rs. 0.969 million.
- Award of Merit Scholarships to the Student of FGEI; Rs. 11.966 million.
- Construction of IMG Hostel at Met Complex University Road, Karachi; Rs. 3.00 million.
- Provision of Quality Education for Students of Balochistan and FATA; Rs. 83.667 million.
- Award of 200 Scholarships to Students from Indian Occupied Kashmir in the field of Medicine, Engineering & IT; Rs. 42.00 million.
- Award of Cultural Scholarships to the Students from other countries; Rs. 12.00 million.
- Provision of Quality Education Facilities to 200 Tribal Students from FATA in Settled Areas outside Khyber Pakhtunkhwa; Rs. 3.00 million.
- Award of 100 scholarships to the Bangladeshi Students; Rs.10.00 million.
- Merit scholarships for Minority students (Phase –II); Rs. 3.30 million.
- Capacity Building of Teachers Training Institutions of M/O Education & Trainings of Elementary Schools Teachers in ICT, FATA, G-B, & AJK; Rs. 199.00 million.
- Capacity Building of Teachers Training Institutions & Training of Elementary Schools Teachers in Punjab; Rs. 700.00 million.
- Capacity Building of Teachers Training Institutions & Training of Elementary Schools Teachers in Khyber Pakhtunkhwa; Rs. 147.00 million.
- Capacity Building of Teachers Institutions & Training of Elementary Schools Teachers in

Provincial Annual Development Programs (ADPs) 2012-13

Punjab:

The Government of Punjab has allocated Rs. 15000/- million for 62 new and ongoing development projects of School Education in Punjab. Some of the crucial development projects includes provision of computer /IT education in 4286 High/Higher Secondary Schools, revamping/capacity building of school education department, introduction of early child hood education in 1000 primary schools, and provision of missing facilities in 2000

primary schools (50% for girls schools).

Sindh:

The Government of Sindh has allocated Rs. 12000/-million for 157 new and on-going development projects in the Annual Development Plan 2012-13 in the sub-sectors of Education like Elementary education, Teacher Education, Sindh Education Foundation, Secondary Education, College Education and Higher Education in Sindh. Some of the important development projects include Construction of VIP suits for Faculty of PITE Sindh, Nawabshah, Promotion of private schools in rural area, Establishment of Public School Umerkot, establishment of public schools in Sindh (05 units), up- gradation of Middle schools to High schools in Sindh (115 units), Reconstruction of dangerous schools in Sindh (200 units), Introduction of post graduate courses in 12 existing degree colleges, Establishment of Cadet College Khairpur, purchase of land for university campus at Dadu and Larkana, Establishment of 05 IBA Community colleges, Provision of computer labs in schools in Sindh, Construction of building for Sindh Education Commission and Sindh Higher Education Commission at Jamshoro.

Khyber Pakhtunkhwa:

The Government of Khyber Pakhtunkhwa has allocated Rs. 7116/- million for 57 new and on-going development projects of Elementary and Secondary Education in Khyber Pakhtunkhwa which is 9.6 percentage share of the Annual Development Programme. Some of the important projects include Basic Education Improvement Project, Provision of basic facilities, Establishment of 110 primary schools, Conversion of 100 Mosque schools into regular primary schools, Education sector reforms programme, Training of management cadre staff of E&SE Department, Provision of free text books to all student up to intermediate level and Establishment of Project Management Unit for re-organization of higher education.

Balochistan:

The Government of Balochistan has allocated Rs.2150.394 million for 163 new and on-going development projects of primary education (49), middle education (21), secondary education (29), college education (35), university education (10), general education (15) and technical education (4).

Technical and Vocational Education:

It is the need of a time to enhance and upgrade technical and vocational education in the country to cater the labour demand in emerging sectors. In this context, the government is endeavoring to focus on enhancing productivity and skill development industries particularly in the SME sector and in economic opportunities within and outside the country.

Higher Education Commission:

Since its inception in 2002, the Higher Education Commission (HEC) has been striving to encourage universities to play a greater role in the economic development of the country. After implementing the MTDF 2005-2010, HEC has proposed its next five year plan viz. its second MTDF – 2010-2015 to create the knowledge capital and technology required to enable Pakistan to join the ranks of the industrially advanced countries within the next decade. A few prime physical targets of the proposed 5-year plan are:

(i) Promoting excellence in learning and research

(ii) Developing leadership, governance and management

(iii) Universities building economies and communities

(iv) Financial management and sustainability

(v) Research, innovation and entrepreneurship

Key achievements of the Higher Education Commission are as follows:

Human Development

Human Resource Development within the higher education sector lies at the heart of the HEC's reform process, and an area in which vital and significant progress has been made. With a dual objective of increasing institutional capacity and enhancing local research activities, the major thrust of programs in this area have been primarily aimed at improving the academic qualifications of university faculty. However, scholarships schemes are also open to individuals working in the private sector or government servants as well as Pakistani students.

Table 8: Projects/Programmes (Numbers)

Project Name	Scholarship Availed	Scholars Completed Studies
Provision of HE Opportunities for Students of Baluchistan/ and FATA	2000	73
10 Ph.D Overseas Scholarships for FATA Journalists	01	--
Japanese Need Based Merit Scholarships Program	1674	1519
Financial Support for Meritorious Needy Students Program	300	296
Indigenous PhD Scholarship Schemes	5000	834

1250 People are placed in HEIs under Interim Placement of Fresh PhDs Programmes.

Source: Higher Education Commission (HEC)

HEC is also playing its role in running different scholarship programmes to enhance academic qualification at various levels on merit basis in line with requirements.

Table 9: Scholarships Numbers

Project Name	Scholarships Awarded	Scholars Proceeded	Scholars Completed Studies
Post-Doctoral Fellowship Program	575	570	530
1000 Cuban Scholarships for Studies in General Comprehensive Medicine	604	604	Nil
US needs based Scholarship Program for Pakistani University Students	1807	901	1250
MS / M. Phil leading to PhD Scholarships for teachers of Weaker Univ.	98	98	58
MS leading to PhD Faculty Development Prog. of UESTP/UETs Univs.	468	277	16
Overseas scholarship scheme for PhD in selected fields Phase - 1	719	731	477
Overseas Scholarships Phase-II	1540	1540	538
Fulbright Scholarship Program	**270**	**233**	**66**

Source: Higher Education Commission

Research and Development:

Research and development (R&D) is essential to be competitive in the changing international economic scenarios. HEC has taken some initiatives during 2012-13 to improve the research and development which is as under:

International Linkages:

- 50 International linkages between Pakistan and UK universities were established during three years through HEC-British Council Joint programs phase 1 and 2.
- 17 strategic partnerships are established between Pakistan and UK under HEC-BC INSPIRE project in 2011 for duration of three years.
- 50 Pak-US linkages of three years duration were established under the development project of "Pak-US Joint Academic and Research Project" phases 1 to 4.
- 6 research linkages between Pakistan and USA are developed under "Bio Engagement Program" in 2010.
- 31 international research linkages were established with different countries for duration of three years under "International Linkages with Foreign Universities".

National Research Grants:

- During 2011-12, 597 national projects were funded with the maximum duration of three years with the consumption of Rs.1463 million. In 2012-13 under this mega project, 179 national projects were funded with the maximum duration of three years with the consumption of Rs. 315 million.
- By 2011-12, a total of 6210 cases of "Travel Grants" were approved, while 848 fresh cases have been approved during 2012-13.

- By 2012, a total 394 cases of "Seminars/Conferences" were approved, while 105 fresh cases during 2012-13 have been approved.

Resource Development:

- 24 research awards were distributed in five different categories during 2009, while 33 awards were given in 2011 under the project "HEC's Outstanding Research Awards Series".
- 55 books were published by HEC in these 5 years under development project of R&D, "Monograph and Textbook Writing Scheme". 28 patents were filed under "Patent Filing" project.
- 11 projects were completed in "University Industry Technology Support Program".
- Under the project "Offices of Research, Innovation and Commercialization", research offices have been developed in 26 Universities to promote research within universities.

Learning Innovation at HEC:

In the absence of a pre-service mechanism, Learning Innovation Division was created in 2003 as the National Hub for the In-Service Professional Training of Higher Education Teaching Faculty and Management across Pakistan. Learning Innovation Division along with its two projects titled ELTR (English Language Teaching Reforms) and NAHE (National Academy of Higher Education) are conducting these programs and their activities on a regular basis at HEC centers as well at the doorsteps of the universities and colleges across the country. These programmes are designed to make international standard education available to the students.

Table 10: Province-Wise Distribution of Faculty Members/Management Staff Trained (Numbers)

Programmes	Federal	Punjab	Sindh	KPK	Balochistan	AJ&K	Total
Professional Training Programs for HEIs Teachers	116	401	80	205	8	2	812
Professional Training Programs for HEIs Management	5	7	4	6	3	5	30
Grand Total	**121**	**408**	**84**	**211**	**11**	**7**	**842**

Source: HEC

Quality Assurance Programmes:

Quality assurance is one of the objectives of the HEC. In order to achieve, some quality parameters have been developed and implemented to fill the gaps in quality provision between national and international systems of higher learning. The Tenure Track System (TTS) of appointments has been introduced in public sector universities. It aims at enhancing

performance and efficiency of the faculty members by creating a healthy competition among them, allowing freedom of research and teaching, as well as the financial independence to pursue these objectives. Up to March, 2013, a total of 1,750 faculty members have been appointed in 70 Public Sector Universities/Degree Awarding Institutes (DAIs). Due to continuous support to research journals, HEC has achieved remarkable progress and now research output of Pakistan is more visible at international level. Almost 45 research journals are now in the International Scientific Institutes (ISI) master list with 11 journals having impact factor.

Plagiarism Eradication System:

The HEC's goal is to combat plagiarism effectively in an academic environment in all institutions of Pakistan while ensuring that the students and academicians know that stealing intellectual property is unethical and leads to serious consequences. Due to zero tolerance policy of the HEC towards plagiarism, it has positive impact on research activities being carried out in the Higher Education Institutions and R&D organization. Awareness about proper documentation, literature referred during research activities has been improved and researchers are more vigilant in citing information in their scholarly works.

Anti-Plagiarism Service "Turnitin"

Plagiarism detection service 'Turnitin' has been provided to all public and private sector HEIs by the HEC in order to facilitate authentication of contents. Some of the salient features of this strategy are as follows:

- The unlimited accounts have been acquired for period of one year and each University has been given 720 student accounts whereas accounts for all faculty members can be created. The administrative privileges of the service are provided to focal person nominated by the university, who will be the resource person for rest of the faculty members
- Technical support and facilitation through emails, phone and personal visit is provided round the clock
- Turnitin guidelines for Instructors and Administrators are developed and uploaded on the HEC website
- Continuously monitoring the Turnitin usage of the Universities
- Focal persons conduct Quarterly training sessions at respective campuses

Pakistan Qualification Framework (PQF):

Pakistan Qualification Framework (PQF) encompasses a comprehensive list of all quality assured qualifications in Pakistan. Each accredited qualification offered in Pakistan has been assigned a level. The PQF consists of Entry level to level 8, describing the difficulty of qualifications at each level and the same has been uploaded on the HEC website.

Pakistan Qualification Register:

The Pakistan Qualification Register is also the part of PQF which provides all the information regarding the accredited higher qualifications and institutions recognized by the Higher Education Commission of Pakistan.

Subject Classification List:

The subjects offered by HEIs/DAIs of Pakistan has been categorized, therefore, the qualifications offered by HEIs/DAIs in Pakistan have been included in Joint Academic

Classification of Subjects (JACS) list and the same has been upload on HEC website.

Financial Scenario of HEC:

For efficient allocation and disbursement of public funds, HEC has developed a formula based funding mechanism that assigns appropriate weights to different need and performance indicators along with students and faculty strength. The detail of recurring funds released to higher education sector during last 4 years is given in Table:

Table 11: Recurring Grant Released

(Rs. million)

Year	Recurring Grant Released
2007-08	12,536.498
2008-09	15,766.425
2009-10	21,500.000
2010-11	29,057.000
2011-12	28,887.318
2012-13	35,778.278

To streamline and support institutional processes and operations, the HEC has successfully introduced/installed SAP Enterprise Resource Planning (ERP) application in its offices. The HEC has introduced a tenure track system, which offers a market based competitive salary package to attract and retain intelligentsia in public sector institutions of higher learning. Currently, there are 1,750 tenure track teachers working in different public sector universities.

Planning & Development:

In the development portfolio of HEC, there are 168 approved development projects and only 07 new projects were allowed to be included in current year PSDP 2012-13. The allocation has been revised during 2012-13 from Rs. 15.800 billion to 15.590 billion and so far Rs. 10.278 billion has released up till April 2013. The HEC would be able to complete 56 development projects during the current financial year if entire development budget is released.

Table 12: Development Expenditure (Rs. Billion)

Financial Year	Allocation	Releases
2008-09	18.00	16.42
2009-10	22.50	11.30
2010-11	15.76	14.06
2011-12	14.00	9.763
2012-13*	15.800	10.278
Total	**86.060**	**61.821**

INTRODUCTION TO EDUCATION INDICATORS

ADULT LITERACY OR ILLITERACY RATES:
Definition: Adult literacy rate is defined as the percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Adult illiteracy is defined as the percentage of the population aged 15 years and over who cannot both read and write with understanding a short simple statement on his/her everyday life.

Purpose: Adult literacy rate shows the accumulated achievement of primary education and literacy programs in imparting basic literacy skills to the population, thereby enabling them to apply such skills in daily life and to continue learning and communicating using the written word. Literacy represents a potential for further intellectual growth and contribution to economic-socio-cultural development of society. Illiteracy rates indicate the extent of need for policies and efforts in organizing adult literacy programs and quality primary education.

NUMBER OF ADULT ILLITERATES:
Definition: The population aged 15 years and above who cannot both read and write with understanding a short simple statement on their everyday life.

Purpose: The purpose of this indicator is to identify the size and if possible also the whereabout and characteristics of the illiterate population aged 15 years and above who should be targeted for policies and efforts in expanding adult literacy programs.

APPARENT INTAKE RATE.
Definition: Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Purpose: Apparent Intake Rate indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population. This indicator is used as a substitute to Net Intake Rate (NIR) in the absence of data on new entrants by single years of age.

NET INTAKE RATE:
Definition: New entrants in the first grade of primary education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.

Purpose: To show the level of access to primary education of the eligible population of primary school-entrance age.

SCHOOL-LIFE EXPECTANCY:
Definition: School life expectancy is defined as the total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age.

Purpose: This indicator shows the overall level of development of an educational system in terms of the number of years of education that a child can expect to achieve.

TRANSITION RATES:

Definition: The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year.

Purpose: This indicator conveys information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator, viewed from the higher educational cycle or level, it constitutes an indicator of access. It can also help in assessing the relative selectivity of an education system, which can be due to pedagogical or financial requirements.

GROSS ENROLMENT RATIO:

Definition: Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year.

Purpose: Gross Enrolment Ratio is widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age-group. It is used as a substitute indicator to net enrolment ratio (NER) when data on enrolment by single years of age are not available. Furthermore, it can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

NET ENROLMENT RATIO:

Definition: Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

Purpose: To show the extent of participation in a given level of education of children and youths belonging to the official age-group corresponding to the given level of education.

AGE SPECIFIC ENROLMENT RATIO:

Definition: Percentage of the population of a specific age enrolled, irrespective of the level of education.

Purpose: To show the extent of the participation of a specific age cohort in educational activities.

REPETITION RATES:

Definition: Proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year.

Purpose: It measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.

SURVIVAL RATES BY GRADE:
Definition: Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach successive grades.

Purpose: Survival rate measures the holding power and internal efficiency of an education system. It illustrates the situation regarding retention of pupils (or students) from grade to grade in schools, and conversely the magnitude of drop-out by grade.

COEFFICIENT OF EFFICIENCY:
Definition: The ideal (optimal) number of pupil-years required (i.e. in the absence of repetition and drop-out) to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates. Input-output ratio, which is the reciprocal of the coefficient of efficiency, is often used as an alternative. N.B. One school-year spent in a grade by a pupil is counted as one pupil-year.

Purpose: This is a synthetic indicator of the internal efficiency of an educational system. It summarises the consequences of repetition and drop-out on the efficiency of the educational process in producing graduates.

YEARS-INPUT PER GRADUATE:
Definition: The estimated average number of pupil-years spent by pupils (or students) from a given cohort who graduate from a given cycle or level of education, taking into account the pupil-years wasted due to drop-out and repetition. N.B. One school-year spent in a grade by a pupil is equal to one pupil-year.

Purpose: To assess the extent of educational internal efficiency in terms of the estimated average number of years to be invested in producing a graduate.

PERCENTAGE OF REPEATERS:
Definition: Total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade.

Purpose: This indicator measures the extent and patterns of repetition by grade, as part of the internal efficiency of education system.

PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF GROSS NATIONAL PRODUCT:
Definition: Total public expenditure on education (current and capital) expressed as a percentage of the Gross National Product (GNP) in a given financial year.

Purpose: This indicator shows the proportion of a country's wealth generated during a given financial year that has been spent by government authorities on education.

PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE:
Definition: Total public expenditure on education (current and capital) expressed as a percentage of total government expenditure in a given financial year.

Purpose: The share of total public expenditure devoted to education allows assessing the government's policy emphasis on education relative to the perceived value of other public investments. It reflects also the commitment of a government to invest in human capital development.

PERCENTAGE DISTRIBUTION OF PUBLIC CURRENT EXPENDITURE ON EDUCATION BY LEVEL:
Definition: Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education.

Purpose: This indicator shows how financial resources for education have been distributed across the different levels or stages of education. It measures the relative emphasis of government spending on a particular level of education within the overall educational expenditure.

PUBLIC CURRENT EXPENDITURE PER PUPIL (STUDENT) AS % OF GNP PER CAPITA:
Definition: Public current expenditure per pupil (or student) at each level of education, expressed as a percentage of GNP per capita in a given financial year.

Purpose: This indicator measures the share of per capita income that has been spent on each pupil or student. It helps in assessing a country's level of investment in human capital development. When calculated by level of education, it also indicates the relative costs and emphasis placed by the country on a particular level of education.

PUPIL-TEACHER RATIO:
Definition: Average number of pupils (students) per teacher at a specific level of education in a given school-year. Teachers are defined as persons whose professional activity involves the transmitting of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enrolled in a formal educational institution.

Purpose: This indicator is used to measure the level of human resources input in terms of number of teachers in relation to the size of the pupil population. It should normally be used to compare with established national norms on the number of pupils per teacher for each level or type of education.

PERCENTAGE OF FEMALE TEACHERS:
Definition: The number of female teachers at a given level of education expressed as a percentage of total number of teachers (male and female) at the same level in a given school-year. Teachers are defined as persons whose professional activity involves the transmitting of knowledge, attitudes and skills that are stipulated in a formal curriculum programme to students enrolled in a formal educational institution.

Purpose: This indicator shows the gender composition of the teaching force. It helps also in assessing the need for opportunities and/or incentives to encourage women to participate in teaching activities at a given level of education.

PERCENTAGE OF STUDENTS IN TERTIARY EDUCATION BY ISCED LEVEL:
Definition: Enrolment in tertiary education at each ISCED level as a percentage of total enrolment in tertiary education.

Purpose: This indicator shows the distribution of tertiary students by ISCED levels. It also helps to understand the way in which degrees and qualification structures for tertiary education are organized within countries.

PERCENTAGE OF FEMALE TEACHERS:
Definition: The number of female teachers at a given level of education expressed as a percentage of total number of teachers (male and female) at the same level in a given school-year. Teachers are defined as persons whose professional activity involves the transmitting of knowledge, attitudes and skills that are stipulated in a formal curriculum program to students enrolled in a formal educational institution.

Purpose: This indicator shows the gender composition of the teaching force. It helps also in assessing the need for opportunities and/or incentives to encourage women to participate in teaching activities at a given level of education.

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Purpose: This indicator shows the distribution of tertiary students by ISCED levels. It also helps to understand the way in which degrees and qualification structures for tertiary education are organized within countries.

PERCENTAGE OF FEMALE STUDENTS IN EACH ISCED LEVEL OF TERTIARY EDUCATION:
Definition: Female enrolment in each ISCED tertiary education level as a percentage of total enrolment (male plus female) in the same ISCED level.

Purpose: This indicator helps to assess gender disparity with regard to participation in different levels of tertiary education.

STUDENTS IN TERTIARY EDUCATION BY ISCED FIELDS OF EDUCATION:
Definition: Enrolment in each ISCED field of education in tertiary education, expressed as a percentage of the total enrolment in tertiary education.

Purpose: By showing the distribution of tertiary students by field of education, this indicator can be used to gauge the level of development of tertiary education in terms of the range of fields offered, the capacity in each field as well as student preferences, thus reflecting both the potential demand and supply of qualified human resources in different specializations.

PERCENTAGE DISTRIBUTION OF GRADUATES BY ISCED FIELDS OF EDUCATION IN TERTIARY EDUCATION:
Definition: The number of graduates from each ISCED field of education in tertiary education, expressed as a percentage of the total number of graduates in tertiary education.

Purpose: This indicator shows the distribution of tertiary graduates over different fields of education. It indicates also the development of tertiary education in terms of the range of fields offered as well as the supply of qualified human resources in different specializations.

PERCENTAGE OF PRIVATE ENROLMENT:
Definition: Enrolment in private educational institutions at a given level of education expressed as a percentage of total enrolment at the same level. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Purpose: This indicator gives the relative weight of private education in terms of enrolment, hence the scale and capacity of private education within a country.

PERCENTAGE TEACHING STAFF IN PRIVATE EDUCATIONAL INSTITUTION:
Definition: Number of teachers in private educational institutions at a given level of education expressed as a percentage of the total teaching staff in all types of institutions at the same level of education. By 'Private' is meant here all educational institutions not operated by a public authority, whether or not they receive financial support from such authorities.

Purpose: This indicator gives the relative weight of private education in terms of teaching staff, hence the scale and human resources in private education within a country. When analysed together with the corresponding pupil-teacher ratio, this indicator shows the relative size of the teaching force in relation to enrolment in private education.

EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND ABOVE:
Definition: Percentage distribution of population aged 25 years and above according to the highest level of education attained or completed with reference to ISCED.

Purpose: This indicator shows the educational composition of the population aged 25 years and above, hence the stock and quality of human capital within a country, so as to gauge needs and establish policies for upgrading it. This indicator also reflects the structure and performance of the education system and its accumulated impact on human capital formation.

NUMBER OF STUDENTS IN TERTIARY EDUCATION PER 100,000 INHABITANTS:
Definition: Number of students enrolled in tertiary education in a given academic-year per 100,000 inhabitants.

Purpose: This indicator shows the general level of participation in tertiary education by indicating the proportion (or density) of students within a country's population.

ENROLMENT IN SECONDARY EDUCATION BY TYPE OF EDUCATION:
Definition: Percentage distribution of students enrolled in secondary education, according to the type of education, i.e. general and vocational/technical education, including teacher training.

Purpose: This indicator gives an idea of the type of secondary education offered, the capacity in each type as well as the potential supply of skilled workers in different specializations.

PUBLIC CURRENT EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL PUBLIC EXPENDITURE ON EDUCATION:

Definition: Public current expenditure on education expressed as a percentage of total public expenditure on education (current and capital) in a given financial year.

Purpose: This indicator shows the share of current expenditure within total public expenditure, thereby indicating the pattern of government spending on education in terms of the relative weight between current and capital expenditure.

TEACHERS' EMOLUMENTS AS PERCENTAGE OF PUBLIC CURRENT EXPENDITURE ON EDUCATION:

Definition: Public expenditure devoted to teachers' emoluments expressed as a percentage of total public current expenditure on education.

Purpose: This indicator measures the share of teachers' emoluments within public current expenditure on education, in relation to spending on administration, teaching materials, scholarships, etc.

POLITICAL PARTIES ON EDUCATION

Pakistan People's Party – Manifesto

Honouring the Party's core commitment to educate each person in Pakistan, we follow in Shaheed Mohtarma Benazir Bhutto's footsteps to ensure that every child is enrolled in school. The attack on young Malala Yousafzai is proof that there are forces that want to hold Pakistan back from taking our place among the advanced societies of the 21st century, forces that focus their efforts on denying a modern education to our children.

Education reforms are not merely necessary for social development; they lie at the heart of Pakistan's struggle for an enlightened, modern, progressive future. Our education reforms in the next tenure will be guided by the following policy principles:

- Education for all to eliminate class divides, gender disparities, poverty and unemployment.

- Every citizen should be able to realize their full potential in society through appropriate educational and vocational skills.

- Combat obscurantism and promote a forward-looking national outlook based on our progressive indigenous traditions and a positive engagement with science, development and universal values.

To implement our education policy, we will:

- Commit4.5 percent of GDP to education by the end of our next term.
- Ensure education is treated as a national emergency. This requires effective planning and budgeting as well as a holistic approach to bring about a change in the entire system of education. It requires the development of mechanisms for the exchange of information between different levels of education, and measures to ensure access to schooling for all children.

- Put an end to the abuse of the educational curriculum by removing hate, violence and references to militancy. A comprehensive review of the curriculum will be conducted with the addition of subjects like human rights, ethics, religious tolerance and community work as well as instruction in hygiene, nutrition, reproductive health, environmental protection and sustainability.
- Carry out comprehensive curriculum and academic reform and, for the first time, review and reform language policy with stress on both mother tongue instruction as well as the appropriate introduction of national and international languages.
- Initiate madrassa reforms with the help of madrassa councils to modernize their education systems. No militias will be allowed to seek refuge under the aegis of a madrassa to carry out militant activities. Back up constitutional mandates with fiscal allocations that prioritize universal basic education.
- Create a cell within provincial education departments to monitor, coordinate and overview district-wise utilization of the education budget. Carry out a survey of makeshift schools, 'on- paper' institutions and degraded facilities in order to upgrade facilities and standardize quality.

- Familiarize teachers at all levels, starting at the province, with the new curriculum and provide training for student performance assessment.
- Promote learning-centred teaching methods and the development of appropriate teaching materials, including through the use of information and communication technology (ICT).
- Put in place appropriate assessment, evaluation and monitoring mechanisms for teachers and students, starting at the provincial level.
- Undertake an in-depth analysis of the size and character of the out-of-school population to ensure their integration into quality schools and other educational and training programmes.
- Strive to first diminish and then remove the qualitative gap between public and private schooling, building a National Education Standards Council for the provinces to coordinate their work.
- Assist the provinces in achieving universal enrolment by 2018.

In our next term, we will:

- Commit 4.5 per cent of GDP to education by the end of our next term.
- Take steps to decentralize decision making for the utilization of funds within the education system.
- Significantly improve the quality of education, ensuring measurable learning outcomes especially in literacy, numeracy and essential life skills.
- Intensify efforts to increase school enrolment and to lower dropout rates.
- Ensure greater transparency and accountability in education at the national, provincial and district levels.
- Eliminate gender disparities in education at the primary and secondary levels, especially by providing incentives for girls to enroll in school and vocational institutions.
- Prepare young people for jobs by providing educational programmes specifically tailored to the job market.
- Significantly improve adult literacy rates and initiate schemes at the district and tehsil levels with the participation of local communities.
- Raise the adult literacy rate from the current 54 per cent to 85 per cent.
- Recognizing that school-going children must be healthy, initiate an extended health care and nutrition programme within the school system.
- Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Pakistan Muslim League Nawaz – Manifesto

Pakistan needs a new framework for social change to provide equal opportunities and social justice to everyone, eliminate exploitation of the poor, harness its human resource potential and restore the dignity of the citizen.

PML(N)'s social agenda includes not only the vital sectors of Education and Health but also other important dimensions like empowerment of women and youth, speedy justice, and good governance at federal, provincial and local levels in order to revive the economy and restore the balance of power in favor of the people.

Such an integrated programme of social development can create and broaden partnerships between different segments of society, reduce injustice and intolerance society and helps to achieve the Millennium Development Goals 2015.

With knowledge becoming the key driver of socio-economic development in the 21st century, Education must become number one national priority. This phenomenal change should occur not just in policy statements but also in terms of financial allocations, institutional reforms, effective implementation of policies and an effective external monitoring and evaluation system. To respond to the challenges of knowledge revolution and globalization, we need an education system that promotes creativity, analytical thinking, team work and strong ethical foundations.

Education is also the greatest single equalizer in a society and universal education is one of the most important means of reducing mass poverty. An educated, technologically advanced and progressive society is the need and aspiration of the people of Pakistan.

More than half the country's population is below 25 years. Educated and properly trained youth can become the driving force of progress and prosperity, but this demographic dividend can become a demographic challenge if the youth are not provided opportunities for education and employment. Education is therefore the key to this huge reservoir of talent towards dynamism, knowledge-economy and social change.

Pakistan has finally taken a historic step forward to make the 'Right to Education' a fundamental right by adding a new Article 25-A to the Constitution under the 18th Constitutional Amendment passed in April 2010. Pakistan Muslim League (N) is determined to bring about an educational revolution in the country by taking following steps:

- National Education Emergency will be declared to eradicate illiteracy on war footing basis
- A national literacy movement will be launched in which volunteers from all the segments of society will be motivated to participate.
- In consultation with the provinces, initiate legislation to provide a road map for achieving 100% enrollment up to the middle level and 80% universal literacy and strive to meet the target of 'Education For All (EFA)' and 'Millennium Development Goals (MDGs)' related to education within the given time frame.
- A vision 2025 for Pakistan's education system shall be formulated. The vision aims at transforming Pakistani education system to be among world's best. This would be based on the aspirations of the people, the ideology of Pakistan, and new learning methods technologies - recognizing education as a right of every job market needs, citizen providing equal and ample opportunity to all its citizens to make themselves knowledgeable, skilful, productive, creative, confident and committed to moral values.
- A uniform system of education will be introduced step by step to minimize the problems arising from the multiplicity of systems.
- Dropout rate at primary level will be reduced by providing missing facilities in schools and free text books, offering incentives, especially for girls. Facilities for teacher training will be expanded at a rapid pace in collaboration with the Provincial Governments to improve the quality of education and ensure a quality teacher in every classroom. At present with only 170 teacher training institutions (including 26 in the private sector) and total enrolment of 650,000, we are training less than 10% of all our teachers.

- Teaching at all levels will be made an attractive profession. Efforts will be made to bring in high caliber teachers by offering better salary, improved service structure and other benefits. Training and refresher courses will be conducted at all levels and their promotion will be linked with their qualifications and performance. The selection of teachers shall be purely on merit through a transparent selection process.
- There is a need for developing a national strategy for skill-based uniform curriculum to meet the changing requirements of the economy and also to provide harmony among provinces. The Federal government will assist and coordinate efforts of the provincial governments to improve and standardize curricula in different subjects.
- National Curriculum Council shall be established comprising of eminent public and private sectors experts to review national curriculum and bring it to international standards to promote analytical thinking, creativity, team work, curiosity for learning, ethics and values.
- Increased resources will be allocated for education sector ensuring proper and timely utilization of funds to reach the UNESCO target of 4% of GDP by 2018. Fiscal incentives and other support will be provided to encourage private investment in secondary, vocational and higher education in the country. In making, Federal transfers the principle of matching grants will be adopted to ensure that Provincial Governments also earmark adequate resources for education.
- Maximum facilities for science education will be provided in all parts of the country by upgrading and providing liberal grants for science laboratories in all secondary schools. Centers for professional excellence in various scientific disciplines will also be promoted by providing highly qualified teachers and generous scholarships for training abroad. National and provincial level science competitions shall be organized to identify young talent.
- Computer labs shall be established in all the government high schools in the first phase. All merit students in public universities shall be provided laptops to link them with the digital revolution.
- Instruction of foreign languages shall be introduced in national curriculum to meet the challenges of globalization.
- Student career counseling services shall be introduced in schools, colleges and universities.
- Danish Schools shall be set up in all provinces.
- Education Endowment Funds shall be set up in all provinces to award merit scholarships to poor and needy students for higher education.
- The Higher Education Commission will be given greater autonomy and the required financial resources to ensure adequate standards in Higher Education and inter provincial coordination in such matters as curriculum and scientific research.
- Technology Development Fund shall be established for HEC scholars returning after completion of PhD to introduce new technologies application in Pakistan.
- Vice Chancellors of all public sector universities shall be appointed through a transparent merit based process through Search Committees.
- The standards in universities shall be raised to transform them into world class universities. Additional higher educational institutions will be established in public and private sectors, especially in remote areas to increase enrolment in higher education. Linkage of universities will be established with top ranked universities of the world. Incentives will be given to encourage research in higher educational institutions.

- Vocational and technical education will be promoted, especially in rural areas. Efforts will be made to integrate vocational training with mainstream education to meet the needs of our youth interested in following technical careers. At least one world class technology university will also be established in every province, and priority will be given to expand distance learning programmes in public and private sector educational institutions.
- Madrassas will be provided financial assistance and other incentives to bring their syllabus and standards in conformity with the mainstream education to improve the employment prospects of Madrassa students. Also, vocational training will be offered to them to encourage them to become entrepreneurs.
- Education sector monitoring will be strengthened through autonomous monitoring and evaluations authorities and use of modern technology to check the performance of education sector. Examination system will be improved by making it more transparent, reliable and in line with international standards. National Testing Service will be strengthened.
- 'Reading culture' will be promoted by developing libraries at national, provincial and district levels equipped with modern reference tools. Facilities for art, culture and sports will be expanded and competitions shall be introduced at school level as extra curricular activities.
- A detailed action plan will be formulated to upgrade the capacity of provincial governments for the effective handling of additional responsibilities entrusted to them under the 18th Amendment, including institutional restructuring to improve educational administration through a Provincial Commission for Higher Education and Establishment of autonomous District Education Authorities (DEAs).
- Special education institutions shall be expanded to enable special children to attend schools.
- Schools for Overseas Pakistani children to be transformed into top quality education institutions. These shall be strengthened through merit based transparent appointments, management and infrastructure.
- High quality education can play a significant role in developing world class human capital, only if it is accompanied by opportunities for entrepreneurship and innovation and a system which allows merit to prevail in all spheres of national life.

Awami National Party - Manifesto

The education system of Pakistan suffers from the malaise of both access and quality. Post 18th Amendment the State is obligated to provide free education for boys and girls up to 16 years. ANP believes that education is instrumental in dealing with the threats of terrorism, extremism and bigotry. ANP led coalition Government in Pakhtunkhwa's main focus in the past 5 years has been on improving access and quality of education.

To improve access to education for all ANP will work towards the following:

- Will allocate a minimum of 6% of GDP to education.
- Will work to eliminate multiple systems of education that protect and perpetuate class and feudal interests. Will work on a single system, which meets international standards.
- Will build a monitored and accountable network of primary and secondary schools in areas that are easily accessible to children especially girls.
- Will ensure basic facilities in existing primary and secondary schools.
- Will remain committed to rebuilding better all schools bombed by terrorists.

- Will de-bureaucratize and decentralize educational governance and work towards eliminating political interference and corruption in the education sector.
- Will establish education task force to provide oversight both in terms of access and governance.
- Classrooms and teachers students' ratio will be rationalized.
- All high schools will be upgraded to higher secondary schools (12 years of education).
- Will build on the existing concept of elected Parent Teacher Associations (PTA) with financial freedom for infrastructure development and academic audit to ensure participation of parents in achievement of academic excellence in the Provinces.
- Merit and need based scholarships will be available for public schools students especially for girls students.
- Special incentives will be given to students in remote districts.
- ANP will ensure stringent regulation of private educational institutions.
- Each district will have at least one college with degree awarding status and each district will be provided opportunity to establish its own university.
- Vocational centres providing market based skills will be established and strengthened with certified staff in all sectors of local labour industry to provide suitable options for students who are unable to acquire a professional degree.
- Universities will be declared centres of excellence in research offering MS, PhD and other research projects with academic linkages with local and international institutions.
- Merit based research fellowships will be awarded to MS and PhD students in public universities.
- Provincial Higher Education Commissions will be established and strengthened.

To improve quality of education ANP will ensure the following:

- Will continue to review and purify curriculum from hate literature and unwarranted glorification of wars so as to make it more creative and skills oriented.
- Civic, cultural, peace and environmental education will be made part and parcel of all school curricula.
- Curricula will incorporate local history and indigenous creative, aesthetic, social, political and cultural icons and legends.
- Will de-monopolize textbooks publication.
- Teachers trainings will be based on research oriented modern concepts of child centred education.
- Assessment and evaluation (examination) will be rationalized and computerized.
- Education in mother tongue along with research oriented second language and foreign languages will be taught.
- Recruitment, evaluation and promotion of teaching faculty will be carried out strictly on merit basis.
- Regulation of private education institutions will be rationally and objectively implemented.
- Quality teachers training will be institutionalized and promotions linked to training certification.

Mutahidda Qaumi Movement - Manifesto

Education is the fountainhead of all technological progress and social development, and technology is the key to economic growth. It combats, unemployment, provides social equality, awareness, tolerance, self-esteem and especially counters the spread of cultural and plural diversity. Like other social sectors, Education too is riddled with manifold problems.

MQM thus proposes to:

- Gradually increase education expenditure from 2.2% to 5% of the GDP, whereas Provinces need to allocate 20% of their revenue budget to education sector.
- Present dual system of education be abolished, not to degrade the privately managed institutions, but to upgrade the Urdu medium public sector educational institutions at par with the Grammar and English medium institutions.
- Measures be taken to drastically revise the syllabi of the public sector and Urdu medium schools for a uniform syllabi in all the educational institutions.
- Madaris (religious seminaries) be provided incentives to bring such institutions at par with the main stream of education at national level.
- Enrolment of children between the age 5 to 16 years be launched at massive scale both by the government, the civil society and especially NGOs. Since Sindh Assembly on the initiative of MQM has already enacted a Bill in conformity with the provisions of Article 25-A of the Constitution, it is high time that all the provinces follow suit and take measures on war-footing to make education compulsory and free for the children of this age.
- Provinces shall supply free books, uniforms and transport facilities to school going children.
- Introduce an evaluation system through Key Performance Indicators (KPI) which need to be monitored by the Community Management Boards at taluka/tehsil and district level to sustain the growth of literacy and standard of education and to ensure minimal dropout rate and no corporal punishment to the students.
- Every Province need to draw plans for the refurbishing of school buildings, provision of drinking water, washrooms, boundary walls and security arrangements.
- Actively encourage 'adopt-a-school' policy to ensure that philanthropists play an active role in promoting free education
- Put on fast track the moto, 'enter to learn'; and 'go to earn' especially in vocational schools
- Launch extensive training and refresher courses for primary and secondary school teachers
- The examination system will be made more transparent and rigorous.
- Grants and scholarship will be provided to such brilliant students who show best results and seek higher education both at home and abroad, especially for students who come from financially disadvantaged background.
- Official grants for professional colleges, like medical and engineering- so as to lessen the fee-burden for those poor students who cannot afford to bear the burden of high-fees.
- Reintroduce/ strengthen the role of elected students unions.
- Establish a network of public libraries, including digital libraries

MQM is determined to undertake all above measures to meet the challenge of education emergency. By developing across the board consensus, MQM will work on legislation, provision of additional financial resources, enrolment drives, reforms in syllabus and

curriculum and most importantly the national and international organizations and foreign expertise to formulate, implement and ensure optimal utilization of funds for the growth of our Nation through a world class education system.

Pakistan Tehreek e Insaf - Manifesto

The quality of public sector education at all levels has degenerated. Children from households in the top 20 percent in urban areas showed gross enrollment two and half times greater then children from the poorest 20 percent of rural households. Overall the gross enrollment rates for middle level (classes 6-8) have decreased. It is indeed shameful that only 16 percent of children aged 10- 12 attend middle level schooling. There are approximately 175,000 Government schools in Pakistan that offer substandard education, inadequate teachers, facilities and materials. A cost effective model is needed to raise the level of education across this massive school network.

Unregulated growth of private sector primary education has led to a system of educational apartheid. Quality education has become an exclusive preserve of the elite thus forcing the majority to perpetual ignorance and poverty. While the rich send their children to expensive English medium schools, the majority poor are forced to send their children to antiquated Urdu medium public schools or Madrassahs. As a result, despite the huge increase in population, the proportion of students attending government primary schools declined, particularly in the urban areas where the private sector now accounts for almost half of primary enrollments.

Quality of higher education has also deteriorated with exodus of qualified professionals and continues to decline in the professional capacity of faculty members. Applied research is almost non-existent. For a country of 160 million, there are only 85 universities with approved charters, of which only 8 in the public sector and 18 in the private sector, are degree awarding institutions.

The PTI is determined to launch a national education movement based on equity to achieve increased access and improved quality of education at all levels. PTI proposes to:

- Abolish educational apartheid by introducing a common core syllabus for all schools;
- Progressively increase state spending on education from less than 1.5% to five percent of the Gross Domestic Product;
- Lay emphasis on teacher training by setting up standard facilities in all districts to ensure the availability of sufficient number of local teachers in each district
- Launch a national literacy campaign by mobilizing all segments of society including, fresh graduates, unemployed youth and retired educationists to achieve 80 percent functional literacy;
- Ensure access to primary education for all children by adding schools managed by local councils.
- Reduce the drop out rate at elementary level by offering incentives in the shape of free text books, nutrition support through mid-day meals, and stipends;
- Set up an elite education service by offering market salaries to government teachers at all levels to attract the best and make teaching the most sought after profession again;

- Make universities fully autonomous to be managed by boards comprising educationists, philanthropists, and eminent citizens and ensure academic freedom to faculty members;
- Establish a public university in collaboration with the private sector in each district.
- Design and implement a scholarship scheme for top students from each board examination;
- Formulate a policy to encourage greater public-private partnership in expanding the network of educational institutions and in improving their standards;
- Create an autonomous monitoring authority to check and provide feedback on the quality of education at all levels;
- Offer tax incentives to industry in general and agri-based industry in particular for investment in vocational and technical education in the rural areas.

INTRODUCTION TO SOCIAL MEDIA

People gain information, education, news, etc., by electronic media and print media. Social media are distinct from industrial or traditional media, such as newspapers, television, and film. They are relatively inexpensive and accessible to enable anyone (even private individuals) to publish or access information, compared to industrial media, which generally require significant resources to publish information.

One characteristic shared by both social media and industrial media is the capability to reach small or large audiences; for example, either a blog post or a television show may reach zero people or millions of people. Some of the properties that help describe the differences between social media and industrial media are:

Reach - both industrial and social media technologies provide scale and are capable of reaching a global audience. Industrial media, however, typically use a centralized framework for organization, production, and dissemination, whereas social media are by their very nature more decentralized, less hierarchical, and distinguished by multiple points of production and utility.

Accessibility - the means of production for industrial media are typically government and/or privately owned; social media tools are generally available to the public at little or no cost.

Usability - industrial media production typically requires specialized skills and training. Conversely, most social media production does not require specialized skills and training, or requires only modest reinterpretation of existing skills; in theory, anyone with access can operate the means of social media production.

Immediacy - the time lag between communications produced by industrial media can be long (days, weeks, or even months) compared to social media (which can be capable of virtually instantaneous responses; only the participants determine any delay in response). However, as industrial media begin adopting aspects of production normally associated with social media tools, this feature may not prove distinctive over time.

Permanence - industrial media, once created, cannot be altered (once a magazine article is printed and distributed changes cannot be made to that same article) whereas social media can be altered almost instantaneously by comments or editing.

Social media can take many different forms, including Internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, video, rating and social bookmarking. By applying a set of theories in the field of media research (social presence, media richness) and social processes (self-presentation, self-disclosure) Kaplan and Haenlein created a classification scheme for different social media types in their Business Horizons article published in 2010.

According to Kaplan and Haenlein there are six different types of social media: collaborative projects, blogs and microblogs, content communities, social networking sites, virtual game

worlds, and virtual communities. Technologies include: blogs, picture-sharing, vlogs, wall-postings, email, instant messaging, music-sharing, crowdsourcing, and voice over IP, to name a few. Many of these social media services can be integrated via social network aggregation platforms.

Different types of blogs

There are many different types of blogs, differing not only in the type of content, but also in the way that content is delivered or written.

Personal blogs

The personal blog, an ongoing diary or commentary by an individual, is the traditional, most common blog. Personal bloggers usually take pride in their blog posts, even if their blog is never read. Blogs often become more than a way to just communicate; they become a way to reflect on life, or works of art. Blogging can have a sentimental quality. Few personal blogs rise to fame and the mainstream, but some personal blogs quickly garner an extensive following. One type of personal blog, referred to as a microblog, is extremely detailed and seeks to capture a moment in time. Some sites, such as Twitter, allow bloggers to share thoughts and feelings instantaneously with friends and family, and are much faster than emailing or writing.

Corporate and organizational blogs

A blog can be private, as in most cases, or it can be for business purposes. Blogs used internally to enhance the communication and culture in a corporation or externally for marketing, branding or public relationspurposes are called corporate blogs. Similar blogs for clubs and societies are called club blogs, group blogs, or by similar names; typical use is to inform members and other interested parties of club and member activities. **By** genre

Some blogs focus on a particular subject, such as political blogs, travel blogs (also known as *travelogs*), house blogs, fashion blogs, project blogs, education blogs, niche blogs, classical music blogs, quizzing blogs andlegal blogs (often referred to as a blawgs) or dreamlogs. Two common types of genre blogs are art blogs and music blogs. A blog featuring discussions especially about home and family is not uncommonly called a mom blog.While not a legitimate type of blog, one used for the sole purpose of spamming is known as a Splog.

By media type

A blog comprising videos is called a vlog, one comprising links is called a linklog, a site containing a portfolio of sketches is called a sketchblog or one comprising photos is called a photoblog.Blogs with shorter posts and mixed media types are called tumblelogs. Blogs that are written on typewriters and then scanned are called typecast or typecast blogs; see typecasting (blogging).

A rare type of blog hosted on the Gopher Protocol is known as a Phlog.

By device

Blogs can also be defined by which type of device is used to compose it. A blog written by a mobile device like a mobile phone or PDA could be called a moblog. One early blog was Wearable Wireless Webcam, an online shared diary of a person's personal life combining text, video, and pictures transmitted live from a wearable computer and EyeTap device to a

web site. This practice of semi-automated blogging with live video together with text was referred to as sousveillance. Such journals have been used as evidence in legal matters

Community and cataloging

The Blogosphere: The collective community of all blogs is known as the *blogosphere*. Since all blogs are on the internet by definition, they may be seen as interconnected and socially networked, through blogrolls, comments, linkbacks(refbacks, trackbacks or pingbacks) and backlinks. Discussions "in the blogosphere" are occasionally used by the media as a gauge of public opinion on various issues. Because new, untapped communities of bloggers can emerge in the space of a few years, Internet marketers pay close attention to "trends in the blogosphere".

BlogDay: Blogday.org was created with the belief that bloggers should have one day dedicated to getting to know other bloggers from other countries and areas of interest. The designated date is August 31, because when written 3108, it resembles the word "Blog". On that day, bloggers recommend five new blogs to their visitors, so that readers discover new, previously unknown blogs.

Blog search engines: Several blog search engines are used to search blog contents, such as Bloglines, BlogScope, and Technorati. Technorati, which is among the most popular blog search engines, provides current information on both popular searches and tags used to categorize blog postings. The research community is working on going beyond simple keyword search, by inventing new ways to navigate through huge amounts of information present in the blogosphere, as demonstrated by projects like BlogScope.

Blogging communities and directories

Several online communities exist that connect people to blogs and bloggers to other bloggers, including BlogCatalog and MyBlogLog. Interest-specific blogging platforms are also available. For instance, Blogster has a sizable community of political bloggers among its members.

Blogging and advertising: It is common for blogs to feature advertisements either to financially benefit the blogger or to promote the blogger's favorite causes. The popularity of blogs has also given rise to "fake blogs" in which a company will create a fictional blog as a marketing tool to promote a product.

Behavior: The Blogger's Code of Conduct is a proposal by Tim O'Reilly for bloggers to enforce civility on their blogs by being civil themselves and moderating comments on their blog. The code was proposed due to threats made to blogger Sierra. The idea of the code was first reported by BBC News, who quoted O'Reilly saying, "I do think we need some code of conduct around what is acceptable behaviour, I would hope that it doesn't come through any kind of regulation it would come through self-regulation."

- O'Reilly and others came up with a list of seven proposed ideas:
- Take responsibility not just for your own words, but for the comments you allow on your blog.
- Label your tolerance level for abusive comments.
- Consider eliminating anonymous comments.
- Ignore the trolls.
- Take the conversation offline, and talk directly, or find an intermediary who can do so.
- If you know someone who is behaving badly, tell them so.
- Don't say anything online that you wouldn't say in person.

Where to get a blog: Here is a list of a few places to obtain a blog. Some cost and some are free. Each one may offer different services so research before jumping in.

Wordpress (*http://wordpress.com*)

Blogger (*http://blogger.com*)

LiveJournal (*http://livejournal.com*)

ManicFish (*http://manicfish.com*)

Spaces (*http://spaces.msn.com*)

Open Diary (*http://opendiary.com*)

Xanga (*http://www.xanga.com*)

Legal and social consequences

Blogging can result in a range of legal liabilities and other unforeseen consequences.

Defamation or liability

Several cases have been brought before the national courts against bloggers concerning issues of defamation or liability. U.S. payouts related to blogging totaled $17.4 million by 2009; in some cases these have been covered by umbrella insurance. The courts have returned with mixed verdicts. Internet Service Providers (ISPs), in general, are immune from liability for information that originates with third parties (U.S.Communications Decency Act and the EU Directive 2000/31/EC).

In *Doe v. Cahill*, the Delaware Supreme Court held that stringent standards had to be met to unmask the anonymous posts of bloggers and also took the unusual step of dismissing the libel case itself (as unfounded under American libel law) rather than referring it back to the trial court for reconsideration.

In a bizarre twist, the Cahills were able to obtain the identity of John Doe, who turned out to be the person they suspected: the town's mayor, Councilman Cahill's political rival. The Cahills amended their original complaint, and the mayor settled the case rather than going to trial.

In January 2007, two prominent Malaysian political bloggers, Jeff Ooi and AhiruddinAttan, were sued by pro-government newspaper, The New Straits Times Press (Malaysia) Berhad,

Kalimullah bin Masheerul Hassan, Hishamuddin bin Aun and Brenden John a/l John Pereira over an alleged defamation. The plaintiff was supported by the Malaysian government. Following the suit, the Malaysian government proposed to "register" all bloggers in Malaysia in order to better control parties against their interest. This is the first such legal case against bloggers in the country.

In the United States, blogger Aaron Wall was sued by Traffic Power for defamation and publication of trade secrets in 2005. According to Wired Magazine, Traffic Power had been

"banned from Google for allegedly rigging search engine results." Wall and other "white hat" search engine optimization consultants had exposed Traffic Power in what they claim was an effort to protect the public. The case was watched by many bloggers because it addressed the murky legal question of who is liable for comments posted on blogs. The case was dismissed for lack of personal jurisdiction, and Traffic Power failed to appeal within the allowed time.

In 2009, a controversial and landmark decision by The Hon. Mr Justice Eady refused to grant an order to protect the anonymity of Richard Horton.

In 2009, NDTV issued a legal notice to Indian blogger Chetan Kunte for "abusive free speech" regarding a blog post criticizing their coverage of the Mumbai attacks. The blogger unconditionally withdrew his post, replacing it with legal undertaking and an admission that his post had been "defamatory and untrue" which resulted in several Indian bloggers criticizing NDTV for trying to silence critics.

Assignment

- Sign up for your own blog
- Customize it
- Make your first post

Microblogging

Simple Definition

Microblogging is a form of blogging where users provide brief period updates (often on a frequent basis throughout the day) and publish them on microblogging platforms. You've probably heard of Twitter, which is a Microblogging tool. Microbloggers can submit their updates via the web itself or via text messages, instant message, or even email.

Microblogging refers to the posting of very short updates about oneself. It is in contrast to long-form blogging, where there are usually at least a few hundred *words*. Microblog posts usually involve a few hundred *characters* or less. Instead of posting a message on their regular blog, people who microblog use Web services designed to make microblogging very easy.

Here are the top 3 microblogging services:

Twitter - Originally built so you can post and receive updates (or "tweets") via SMS text message. Because it was designed to be used on mobile devies, the distinguishing feature of Twitter is its 140 character limit on each message.

Facebook - By posting about what they're feeling, what they're doing, where they are, etc, Facebook users are broadcasting their "lifestream" in small increments. That's exactly what microblogging is all about.

Tumblr - Tumblr is blogging software designed specifically to make it easy to post small bits of the Web (or your life). When you go to create a new post, instead of a blank canvas (like you would get with Wordpress or Blogger), Tumblr offers templates for posting quotes, bits of chat conversations, music, video, photos, and links. Many who already have a regular blog will use Tumblr as their "link blog". That is, they post essay length original thoughts on their regular blog, but point to the random interesting Web stuff they find on their tumblelog.

Principles of writing and editing for the Web:

Basic principles of web writing: The web is a very **different medium from print** and users expect content to be presented and written differently. To do this, we must unlearn our previous experience and habits.

Good web pages should:

- present a **relevant message/service** for a specified **target audience**
- use the **right words** (that your audience can understand and might enter in a search engine)

- keep the message as **short as possible**
- **Relevant message for your target audience**
- Be clear in your own mind what your **key message or service** is and find a straightforward way of conveying it to your target audience. Help your readers to find what they want – don't simply put online all the information you have at your disposal. And never just use existing print texts – consider shortening, bulleting and adding subheadings and links.
- Always write for a **specific audience**. Don't try to reach everyone with the same content – it won't work! Try to tailor everything you write to appeal to the interests, needs, concerns, goals of your target audience, so your content is understandable for them.

To be credible, ensure your content is:

- **objective** – not hype
- **concrete** – not abstract political statements
- **accurate** – most especially: not out of date

Broadly speaking, the audience for web sites breaks down into one of two categories (and so should your content):

- **experts/stakeholders** - e.g. civil servants, professionals in the field
- **general public**

It is important to **write from your reader's perspective.**

Examples - "*free circulation of labour*" is a familiar concept to economists and policymakers, who have the overview. But that policy-based perspective is not so relevant to individual

jobseekers, who would probably be looking for "*the freedom to live and work abroad in Europe*", for instance.

Similarly, institutions buying in goods/services know this process as public *procurement* – companies potentially providing those goods/services are more likely to be looking for public *contracts*.

The right words

Attractive pictures and graphic elements are important for website presentation. But **words** are the **main content on your webpages.**

The text is what conveys the facts about the information or service your readers are looking for – this is what **most web users read first**. Only afterwards do they look at pictures for extra information. And using your readers' words is the only way you can **attract them via search engines**.

Writing for experts

Experts may understand the jargon in their field, but like all readers they still prefer texts that are short and readable, (i.e. using plain words, rather than the technical/legal/administrative style of many traditional EU documents). This is especially important for people reading pages in a language that is not their own (often the case for English).

Writing for the general public

We cannot assume the public know as much about the EU and its jargon as EU officials do. Texts for the public need to use words ordinary people understand. Generally this is more **personal, direct and conversational** than most print documents.

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As short as possible

Writing short texts involves 2 things:

WHAT to write – evaluate which points you really need to make– i.e. what the reader *really* needs to know – and write *only* about this

HOW to write– to convey those points, use *only the words you need* in every sentence.

This requires us to change –from the easy, running style we use for print documents to spare and functional prose that makes every word count.

Be ruthless in reducing every sentence to the bare minimum to convey your message – by cutting out every word you can and rephrasing. This is often enough to cut your text by half.

WHY keep it short?

readers are in a hurry and suffer from information overload. They are looking for something specific, not reading for pleasure. Long texts will slow them down and frustrate them – not good for the Commission's image or your visitor statistics.

The web is about communicating quickly and effectively – no space for text that is verbose or over-precise. Top-layer pages especially don't require 100% accuracy like legal documents.

more people find your pages through search engines – less body text automatically means that the keywords in it will account for a greater share of the total text ("keyword density"). Many search engines rank pages like this higher.

easier to update – with much less text to evaluate and change.

easier and quicker translation.

ETHICAL JOURNALISM: "REPORTING ON CHILDREN"

A fact is something that is empirically true and can be supported by evidence whereas an opinion is a belief that may or may not be backed up with some type of evidence. An opinion is normally a subjective statement that can be the result of an emotion or an individual interpretation of a fact.

For example, if a court convicts a man for raping a child – that is a fact. But without being convicted, considering the man a rapist is an opinion.

Every human is capable of thinking but some say only a handful are able to do critical thinking. What's the difference between the two?

Thinking is the mental process, the act and the ability to produce thoughts. People think about almost everything and anything. Thinking is about "who, what, where, and when" in a particular situation.

Critical thinking often means "thinking about thinking." In a sense, it is a deeper thinking about a particular issue or situation before actually deciding and acting. A person who employs critical thinking often adds the question "why" to "who, what, where, and when" in a particular situation.

Summarily

1. Both thinking and critical thinking are mental processes.
2. Thinking can be classified as an action while critical thinking can be said to be a skill.
3. Critical thinking is used with caution while thinking can be spontaneous.
4. A critical thinker is able to identify the main contention in an issue, look for evidence that supports or opposes that contention, and assess the strength of the reasoning while a thinker may solely base his belief on faith or personal opinion.

Techniques of Critical Thinking

Critical thinking is easily considered as one of the most important skills many of us may have never learned. In school, we learn ***what*** to think but not ***how*** to think. Here are some techniques in how to think clearly, accurately, and fairly when reporting about electoral issues.

Benefits of critical thinking

- We have too much information. Critical thinking helps you ***focus*** on what matters.
- We have too many options. Critical thinking helps you ***do*** what matters.

Critical thinking helps you avoid false beliefs. Do you believe something because you read it somewhere? Because your family or government or society told you so? Because it makes you feel good? Because you "just believe" it? If so, you may have many *false* beliefs. Critical thinking can help you avoid these. How do we do it? For journalists and reporters, here are:

Basic Techniques of Critical Thinking with Examples Centered on Children's Issues

1. Clarify
State one point at a time. Elaborate. Give examples. Ask others to clarify or give examples. If you're not sure what you're talking about, you can't address it.

Unclear: "How can we punish abusers and exploiters of children?"

Clear: "How can federal and provincial authorities better implement child rights to give them the environment that guarantees them a better future?" or "How can the criminal justice system be made more child-friendly to keep them safer?" or "How can governments improve policies and create a framework of implementation with stakeholders that will create a safer and healthier environment for children?"

2. Be accurate
Check your facts. True or false? "Most children are safe and happy"

True or false? "Many children face the risk of exploitation and abuse in the absence of widespread awareness about the risks they face and the rights they have."

3. Be precise
Be precise, so are *able* to check accuracy. Avoid generalizations, euphemisms, and other ambiguity.

*Imprecise: "*The government does is not interested in ensuring that the rights of children are respected and implemented."

*Precise: "*A lack of focus on children in policymaking contributes to a situation that denies them the resources needed to ensure their rights are respected."

4. Be relevant
Stick to the main point. Pay attention to how each idea is connected to the main idea.

Irrelevant: "Children are safe in familiar places. Parental oversight or guardianship supervision is only needed in unfamiliar surroundings"

Relevant: "Familiar surroundings do not necessarily mean safe surroundings, as exploitation statistics in Pakistan prove. Children need continuing oversight from their parents and guardians to reduce their vulnerability and to be attentive to their psychological and emotional needs as much as their other needs."

5. Know your purpose
What are you trying to accomplish with your reporting? What's the most important thing here? Distinguish your purpose from related purposes.

Irrelevant: "Children face problems, which are largely taken care of by their families"

Relevant: "Children have special needs because of their vulnerability and inability to properly articulate their needs. Ensuring that their rights are respected and implemented is a task that goes beyond the family. Every adult as well as the authorities and social systems need to extend support to ensure children's rights are not violated. This is a shared responsibility."

6. Identify assumptions
All thinking is based on assumptions, however basic. Be clear about them.

Assumptions identified: "Children are weak but their families provide the support systems to keep them safe."

Assumptions not identified: "Children usually don't have ability to articulate their emotional and psychological needs. This problem is compounded because adults also usually don't make an effort to understand children's special needs. This gap increases the vulnerability of children."

7. Check your emotions
Emotions only confuse critical thinking. Notice how your emotions may be pushing your thinking in a certain direction.

Out of context: "The government doesn't care about children"

Within context: "A lack of priority, resources, inadequate planning and inefficient implementation of their rights continue to keep children more vulnerable than they should be."

8. Empathize
Try to see things from the perspectives of those you report about, including affectees you, or others, may be criticizing. Imagine how they feel. Imagine how you sound to them. Sympathize with the logic, emotion, and experience of their perspective and put them into context.

One perspective: (true or false?): "Some children are involved in pick-pocketing, drug abuse and other crimes. They should be taught a lesson and/or sent back to their families."

Another perspective: (true or false?): "Children involved in criminal activities may have been due to lack of care and attention by their families or community. Their emotional and psychological needs should be identified and addressed before any decision about their fate."

9. Know your own ignorance
No one is an expert at several things. Even if we know more about relevant issues than our contemporaries, we *still* might be wrong. Self-educate as much as possible but remain humble and don't think you know it all.

True or false? "The government and NGOs are failing to provide protection to children and offering only lip service to the issue of protection of children."

True or false? "Higher prioritization, better coordination and greater collaboration among all stakeholders is necessary to ensure an environment where children are protected and their due rights are ensured to them."

10. Be independent
Think critically about important issues for yourself. Don't believe everything you read, or hear. Don't conform to the priorities, values, and perspectives of others.

True or false? "Educated adults, religious persons, professional people, etc. can't even think of harming children."

True or false? "The temptation of exercising power over others, especially groups more vulnerable than others such as children, is a human instinct and can strike anyone, anytime. Children need more protection than others because they are more vulnerable in any system, culture and country."

11. Think through implications
Consider the consequences of your viewpoint in your reports.

Not thinking through implications: "The allegation(s) of child abuse against a particular group is a conspiracy to malign them."

Thinking through implications: "The allegation of child abuse against a person of this particular group does not mean persons of this group in general indulge in such acts but ach case has to be investigated to ensure lessons are learnt to reduce vulnerable of children from this and all other groups."

12. Know your own biases
Your biases muddle your thinking. Notice how they might be pushing your thought toward a particular end, regardless of the logical steps it took to get there.

Biased: "The country has many problems. Drawing attention to children's problems is an attempt to exaggerate these problems and to divert attention from other more serious problems."

Unbiased: "Children's problems are everyone's problems. The inability to address each problem – including children's problems – with the urgency, priority and proper attention it deserves means these problems will only become bigger. Children being the most vulnerable group in any society needs equal, if not more, attention to keep them safe"

13. Suspend judgment
Critical thinking should *produce* judgments, not the other way around. Don't make a decision and *then* use critical thinking to back it up. If anything, use the method of science: take a guess about how things are and then try to *disprove* it.

Immediate judgment: "The government is not interested in helping improve the conditions of children in Pakistan"

Suspended judgment: "Laws relating to child rights exist but their implementation, which is the responsibility of the government, is unsatisfactory. Is this because of a lack of adequate pressure by parents, citizens' groups and civil society and a coherent, child-friendly, practical and sustainable policy for children?"

14. Consider the opposite view

Listen to other viewpoints in their own words. Seriously consider their most persuasive arguments. Don't dismiss them as unnecessary.

Narrow-minded: Giving a priority to the point of view of groups who back alleged violators of children simply because they belong to their group or community and letting them persuade you.

Open-minded: Giving priority to the point of view of the affectee and their group and family and then listening to the point of view of the other parties such as alleged perpetrators and authorities and contextualizing the situation.

15. Be fair, not selfish

Each person's most basic bias is for themselves.

Selfish: "I can't know everything. It's not my fault I made that error in reporting."

Fair: "I can't know everything, but I could easily have done some basic research before making such a bold claim, or blurring the line between fact and opinion."

Code of Ethics for Reporting on Children

Protecting and Promoting the Rights of Pakistan's Children in Media Reporting

This Code represents the consensus of senior journalists and editors in Pakistan on good practices for reporting on children in a way that protects children's safety while also promoting their rights in all media coverage. For reporting purposes, international standards require that everyone under the age of 18 should be considered a child and allowed the sensitivity, courtesy and protection that children need.

Please consider incorporating these guidelines into your everyday work when reporting on issues affecting children:

DO NOT:	DO:
Reveal the identity of child victims or their caregivers and/or families, particularly victims of sexual or emotional abuse; and do not identify the exact locations of children's homes, schools or local communities.	Focus on causes and solutions when reporting on abuse, violence and exploitation against children. Make your report information rich but consult with your editor about editing information carefully to ensure the privacy, dignity and security of children – and their family – is maintained.
Publish information or images (i.e. their identity and/or injuries) that could shame or harm children, including by drawing unwanted publicity and attention to them. Do not use any sexualized images of children.	Minimize harm and risk to children by carefully considering the consequences of publication/broadcast of any material about them.
Prepare sensational coverage of children's issues that may distort, exploit or trivialize a serious problem that causes harm to children.	Verify the credentials of any organization that claims to speak for or represent the interests of children.
Use stereotypes, clichés and sensational presentation when reporting on children.	Focus on accuracy when reporting on issues involving children to minimize harm and risk to them.
Take advantage of children for stories and information. Make a conscious effort at all times to protect them from possible harm and exposure resulting from your reporting.	• Use fair, open and straightforward methods for obtaining pictures and opinions. Where possible, obtain them with the knowledge and consent of children and a responsible adult, guardian or caregiver. • Ensure independent verification of information provided by children through multiple sources and take special care to ensure that verification takes place without putting child informants at risk. • If you interview a child who is at direct risk of harm give them information about available support as part of your interaction.
Interview children at the site of a disaster or stressful incident especially if they are/were emotionally distressed by the experience.	If you need to interview children, always do it in the presence of a guardian. If you have to interview them during an emergency or stressful event, move to a quiet, safe place and talk to them only when they are comfortable. Be willing to wait (or cancel the interview) if they can't talk right away. It is also important to be cautious and respectful when covering the anniversaries of these events.

Note: *Intermedia Pakistan and UNICEF Pakistan prepared this Code of Ethics following consultations with senior journalists and editors in Pakistan in October 2011. The Code also incorporates best practices and codes adopted by journalists worldwide. To learn more about best practices for ethical reporting on children, visit www.childreninmedia.pk*

ADDENDUM

HOW YOUR STORY WILL BE EVALUATED FOR EDUCATION JOURNALISM AWARDS?

The following indicators are applicable to content produced across any medium of communication (Broadcast/Print/Radio/Online). These indicators ensure the credibility of the content and mark it on internationally acclaimed development communication and information indicators, which become a guideline to producing narratives on any sector.

1) Content reflecting diversity.

- Reports that highlight the issue and content reflect an unbiased viewpoint.
- Article well researched, written, and edited by a professional news outlet.
- Portrayal of sources with contrasting viewpoints

2) Content should serve the need of all groups in the society: public, private and community based.

- Identify stakeholders: government, security establishment, political parties/groups, minorities, religious groups, cultural groups
- Understand the history and be familiar with coverage of diverse groups in society. Usefulness of the news information for the public at large
- Accessibility of the content

3) Content displays culture of self-regulation.

- Applied ethical guidelines and practices that govern the profession and the legal implications and considerations that inform the profession
- Including information about sources, accuracy estimates, possibilities of bias and voluntary retractions

4) Communicating with fairness and impartiality.

- Demonstrate the ability to apply tools, concepts and technology appropriate for the presentation of images and information on diversity
- Minimum 2 or more contrasting views in the story Use of neutral (unemotional) vocabulary

5) Content displays high-level of trust and confidence with the civil society organization/academia.

- Credibility could be measured by the number of readers or subscribers of the professional news outlet

6) The content should also reflect the linguistic diversity of the targeted issues.

- Credit reports that discuss regional (and not national issues) in less commonly spoken languages and that interact with minorities in their local languages
- The report includes interviews and/or information from linguistically diverse segments of society

7) The content should represent the views of the entire political spectrum and the wide spectrum of the social interests including the weakest segments of the society.

- Is there a political bias or not?
- Choice of a topic (or topics) that highlight a minority (or underrepresented) group Major piece on a minor political group.

In crux, the objective of this to identify journalists who's content – this framework is being effectively used by the jury for Agahi Awards:

- Reflect diversity
- Serve the need of all groups in the society; public, private and community-based
- Display culture of self-regulation
- Communicate in fairness and impartiality
- Display high-level of trust and confidence with the civil society organization/academia
- Reflect linguistic diversity of the targeted issues
- Represent views of the entire political spectrum and the wide spectrum of the social interests including the weakest segments of the society

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