

**MILLENNIUM DEVELOPMENT GOALS ON
UNIVERSALIZATION OF PRIMARY EDUCATION: A
STUDY OF GAPS BETWEEN COMMITMENT AND
IMPLEMENTATION IN KHYBER PAKHTUNKHWA**



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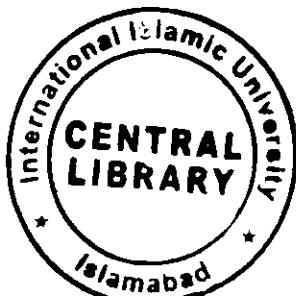
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PAKHTUNKHWA**



By
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Submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy in Education at Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad

Department of Education
Faculty of Social Sciences
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD
2015

**IN THE NAME OF ALLAH, THE MOST MERCIFUL AND
BENEFICIENT**

**Dedicated to my beloved parents for their
love, prayer, guidance and kind support in
throughout my life**

FORWARDING SHEET

This thesis entitled "**Millennium Development Goals on Universalization of Primary Education: A Study of Gaps Between Commitment and Implementation In Khyber Pakhtunkhwa**" submitted by Mr. Attaullah in partial fulfilment of PhD degree in Education has been completed under my guidance and supervision. I am satisfied with the quality of student's research work.

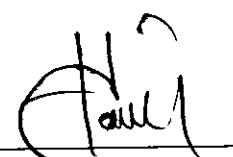


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STATEMENT OF UNDERSTANDING/DECLARATION

I, Attaullah Reg. No.64-FSS/PHDEDU/F10 and student of PhD Education, International Islamic University Islamabad do hereby solemnly declare that the thesis entitled "Millennium Development Goals on Universalization of Primary Education: A Study of Gaps Between Commitment and Implementation In Khyber Pakhtunkhwa" submitted by me in partial fulfillment of PhD degree is my original work, except where otherwise acknowledged in the text, and has not been submitted or published earlier and so not in future, be submitted by me for any degree from this University or institution.

Signature: _____


Attaullah

APPROVAL SHEET

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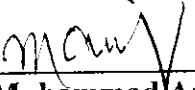
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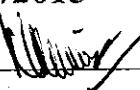

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ABBREVIATION

ACRONYM	DESCRIPTION
ADP	Annual Development Programme
AfDB	African Development Bank
AIDS	Acquired Immuno Deficiency Syndrome
ASER	Annual Status of Education Report
AUSAID	Australian Agency for International Development
BISP	Benazir Income Support Programme
CDS	Comprehensive Development Strategy
CEDAW	Convention on the Elimination of Discrimination against Women
CESSD	Citizen Engagement for Social Service Delivery
CIDA	Canadian International Development Agency
CRSS	Center for Research and Security Studies
DFID	Department for International Development
DPs	Development Partners
E&SED	Elementary & Secondary Education Department
ECA	Economic Commission for Africa
EDOs	Executive District Officers
EFA	Education for All
ESCAP	Economic and Social Commission for Asia and the Pacific
ESR	Education Sector Reform
ESRU	Education Sector Reform Unit
EVS	Education Voucher Scheme
FATA	Federally Administered Tribal Area
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GPI	Gender parity Index
HIV	Human Immuno deficiency Virus
ICRC	International Convention on the Rights of the Children
IMU	Independent Monitoring Unit
ISCED	International Standard Classification of Education
JICA	Japan International Cooperation Agency

KP	Khyber Pakhtunkhwa
LAMEC	Literacy And Mass Education Commission
LDCs	Least Developed Countries
MDGs	Millennium Development Goals
MTDF	Medium Term development Framework
NCHD	National Commission for Human Development
NEC	National Education Census
NEF	National Education Foundation
NEMIS	National Education Management Information System
NEP	National Education Policy
NER	Net Enrolment Ratio
NFBE	Non Formal Basic Education
NFC	National Finance Commission
NGOs	Non Governmental Organizations
PPP	Public Private Partnership
PTCs	Parent-Teacher-Councils
SDPI	Sustainable Development Policy Institute
SOPs	Standard operating procedures
STEPS	Students, Teachers, Educationists, Parents and Society
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education & Training
UDHR	Universal Declaration of Human Rights
UDHR	Universal Declaration of Human Rights
UIS	UNESCO Institute for Statistics
UN	United Nations
UNCRC	United Nations Convention on the Rights of Children
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific & Cultural
UNICEF	United Nations International Children Emergency Fund
UNIDIR	United Nations Institute for Disarmament Research
UPE	Universal Primary Education
USAID	United State Agency for International Development
V-AID	Village Agricultural and Industrial Development

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Attaullah

ABSTRACT

Education is a fundamental human right and it has been recognized by international community, organizations and leaders of the world in various treaties and conventions. The Millennium Development Goals (MDGs) is the most significant which was adopted by 189 nations of the world during UN Millennium Summit in September 2000. Eight goals were set to be achieved up to 2015 wherein Goals No. 2 is directly related to Universal Primary Education. Pakistan has made various commitments at national and international level including MDGs for achieving Universal Primary Education but the latest indicators showed that Pakistan is unlikely to achieve the desired targets.

The current study was designed to explore the gaps between commitment and implementation in achieving Universal Primary Education in Khyber Pakhtunkhwa. The objectives of the study were to (a) study the commitment made by Government of Pakistan at National and International level, (b) trace out the gaps between commitment and implementation, (c) analyze barriers to educational access of vulnerable children, (d) explore the role of development partners and (e) identify motivating factors and de-motivating factors in achieving Universal Primary Education. The target population of the study was consisted the policy makers and implementers involved in policy & planning formulations and implementation at federal and provincial level, the Executive District Officers of the Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa, the Development Partners of the E&SED, Government of Khyber Pakhtunkhwa and Vulnerable/disadvantaged children that were out of school in Khyber Pakhtunkhwa. Different techniques were used for data collection for different group of

population. Questionnaire was used to collect data from EDOs. The data from children and their parents, policy makers and development partners were collected through interview. The document analysis was made of the prevailing practices of the government in contrast with the National Education Policy-2009.

The data collected from EDOs through questionnaire was analyzed through Mean Score. The data collected through interview were analyzed qualitatively through thematic approach. Findings of the study revealed the inadequate physical facilities, Poverty, Gender discrimination, lack of awareness, and low investment in education sectors are the major out of school factors. Corporal punishment, authoritarian role of the teachers and harsh environment of the schools discourage parents and their children to enroll and retain in schools. Parental motivation and cultural impediments for girl's children were found dishearten. Certain initiatives have been taken by the Government including strengthening of Parent-Teacher- Councils, Independent Monitoring Units, provision of free text books etc and were found helpful. On the basis of the findings, recommendations were made for allocation of budget to education sector as committed in National Education Policy, 2009, provision of missing facilities in schools, incentives to families of vulnerable children through income support programme (conditional cash transfer) and second shift schooling with the flexibility of time and schedule for these children.

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND

The Millennium Development Goals (MDGs), are eight goals, which were formally documented during the Millennium Summit of the United Nations in 2000 (United Nations, 2010). The word "Millennium" used in the MDGs, refers to the point at which an era of thousand years end and another starts (Simpson & Weiner, 1989). As stated by UNESCO (2010), this Millennium Summit took place in the beginning of the new century from September 6 to September 8, 2000 at the Headquarters of the United Nations in New York City. It was actually a meeting of the leaders of the world with the aim to bring together the UN responsibility at the turn of the 21st century. The participants of the meeting were representatives from all 189 United Nations member states and 23 prominent international organizations.

According to United Nations (2014), the General Assembly of the United Nations passed a resolution No. 53/202 on 17 December 1998, wherein it was decided that 55th session of the General Assembly will be named as "The Millennium Assembly of the United Nations" and will take place as Millennium Summit of the United Nations. In this Millennium Summit of the United Nations, key document, known as the Millennium Declaration was adopted unanimously. The declaration contained a proclamation of values and principles as an international agenda of the 21st century.

United Nations Millennium Project (2005) revealed that faith in the United Nations and its charter is vital for the world to be more peaceful and prosperous.

Stress was given for ensuring human dignity and equity to all people, particularly to marginalized segments of society. It called for such policies and measures to cope with the challenges created by globalization with the enhanced need of developing countries, specially of economic transition. The summit was the leading congregation of world leaders in history as of the year 2000. The United Nations Millennium Declaration was ratified during this summit wherein countries and leaders of the world agreed to achieve eight goals by the year 2015. These goals as stated by UNESCO (2010) are as under:

- i. Eradicating extreme poverty and hunger,
- ii. Achieving Universal Primary Education,
- iii. Promoting gender equality and empowering women,
- iv. Reducing mortality rates of children,
- v. Efforts to improve maternal health,
- vi. Effort to combat HIV/AIDS, malaria, and other diseases,
- vii. Ensuring environmental sustainability and
- viii. Developing a global partnership for development

According to UNICEF (2010), the adoption of the Millennium Declaration in 2000, shaped an extraordinary international package, which was a historic pledge in order to create a more peaceful, tolerant and equitable world in which the special needs of marginalized segments of society have been addressed. The Millennium Development Goals (MDGs) are realistic demonstration of the Declaration's aspiration with the aim to reduce inequity in human development among nations and peoples of the world by 2015. With the formulation of MDGs, considerable progress has been made towards the goals of eradicating extreme poverty and hunger, combating major illness, encouraging gender equality, expanding educational opportunities, ensuring safe drinking water and sanitation, and building a global partnership for development.

As stated by UNESCO (2013), out of the cited eight goals, goals ii and iii are directly related to education, and the rest may be linked with education as there are strong bases to believe that education is important to achieve the remaining six MDGs because education enables people to develop, to know, to survive and to work together. Policy dialogue is crucial among all stakeholders of education for contribution and developing and implementing effective education policies. The discussion of these policies is more necessary in the broader political perspective and connect with other sectors and policy issues. The Education for All (EFA) coordination body which was established in year 2000 assists policy dialogue through various means, such as organization of consultative meetings among stakeholders, knowledge and research sharing efforts. The consultative meeting among stakeholders helps to learn from one other and share experiences to improve their education systems through concrete actions on the ground. At the country level, the dialogue between various stakeholders of education sectors seeks to facilitate to reach a consensus for better implementation of national education policies and strategies to achieve MDGs in education by 2015.

Education is a basic right for all children in all situations. As stated by UNESCO (2015) some 58 million primary school aged children are out of school around the world, Half of which are living in conflict and crisis affected areas (UNESCO, 2014). According to an approximate figure by UNESCO (2013), Pakistan is one among those 30 countries which are unlikely to achieve Millennium Development Goals (MDGs) on Universalization of Primary education by 2015. There are numerous factors restricting Pakistan towards its progress towards Universalization of Primary Education. These factors include rapid growth of population, low participation of local communities in the decision making process and

the allocation of inadequate budgets for the education sector at national and provincial level. According to UNICEF (2013), 5.4 million children in Pakistan were out of school in 2011 which indicates that Universalization of Primary Education in Pakistan is still a substantial challenge. The World Bank (2005) has described gender discrimination in Pakistan as one of the most dominant factors and hurdles in the approach of Pakistan's progress towards achieving MDGs targets for education. Girls are most vulnerable children in Pakistan who are by tradition facing serious obstructions to complete an entire course of primary education. The expenditure on education in Pakistan is about 2% of gross domestic product (GDP). This is not an adequate amount for achieving targets set for education and also a violation of the commitments made by Pakistan at international and national levels.

According to Government of Pakistan (2013) Khyber Pakhtunkhwa (KP) covers an area of 74,521 sq. km. It is the important strategically positioned province, playing an important role in the economy of Pakistan. The total population of KP Province is 26.62 million with the population density of 238 persons per square kilometer. The socio economic indicators of the province especially in education are very alarming and require proper attention. The achievement in the education sector is below the national average. The literacy rate in KP for the year 2010-11 was 52%, which is lower than national average of 58%. Gender discrimination was very significant as the literacy rate for female is 35% as compared to 72% for male. The Net Enrolment Rate (NER) at primary level in K.P is 53%, below the national average of 57%. Gender discrimination is very significant in the province since NER for female is 48% as compared to 59% for male. These indicators show that KP province is far behind to achieve its targets of Universalization of Primary Education by the year 2015.

The Government of Khyber Pakhtunkhwa (2013) has prepared a Comprehensive Development Strategy (CDS) for five years wherein efforts have been made to address the challenges and opportunities facing the province. It has been proposed in the Strategy that key development objectives will be achieved through education and social services. Thus, the provincial government is fully committed to provide the essential environment for free and compulsory primary education in the province. After the 18th constitutional amendment in the constitution of the Islamic Republic of Pakistan, the Government of Khyber Pakhtunkhwa is relocating itself to fulfill its responsibilities accordingly.

UNESCO (2012) revealed about a joint declaration at national level presided over by the Prime Minister along with representatives of the federating units has approved National Education Policy (2009) and agreed to public harmonization. The provincial government is on its way for Universalization of Primary Education and multi-sectoral programmes have been launched under financial support of the development partners. These projects are financed by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) , Department for International Development (DFID), Dutch Government, Australian Agency for International Development (AUS-AID), Canadian International Development Agency (CIDA), United State Agency for International Development (USAID), and European Union. The Department for International development (DFID) is a department of the UK Government which is going to provide a considerable amount of £203 million for improving the education sector in Khyber Pakhtunkhwa.

Memon (2007), identified various challenges and issues in the education sector of Pakistan and provided a linkage between national development and education. Literacy rate in Pakistan is very low due to numerous factors including low

budgetary allocation, inefficiency in implementation and supervision of programmes and low quality of education. Pakistan Institute of Legislative Development and Transparency (2010) stated that although Education for All is on the top priority on government business as declared by the Government of Pakistan as a key pillar of Pakistan Poverty Reduction Strategy, but the state failed to expand educational opportunities in accordance with the rapid population growth and to girls and other excluded groups as per their commitments.

1.2 STATEMENT OF THE PROBLEM

This study focused on the commitment made by Government of Pakistan at international level for achieving Universalization of Primary Education in Pakistan. The study was designed to trace out the gaps between commitment and implementation in achieving educational targets of Millennium Development Goals. This study sought to analyze various barriers in achieving educational targets of millennium development goals and suggested measures for removing these barriers.

1.3. OBJECTIVES OF THE STUDY

The study was designed to address the following objectives.

1. To analyze the commitment made by Government of Pakistan at National and International level for achieving Universalization of Primary Education in Pakistan.
2. To trace out the gaps between, commitment and implementation level for achieving educational targets of Millennium Development Goals.
3. To analyze barriers to educational access of vulnerable children.
4. To explore the role of development partners in achieving these targets.

5. To identify motivating factors and de-motivating factors in achieving Universalization of Primary Education in Pakistan.

1.4. SIGNIFICANCE OF THE STUDY

As stated by UNESCO (2014), the Constitution of the Islamic Republic of Pakistan guarantees the right to education for all children aged 5–16 years. After 18th constitutional amendment, a new article of 25-A has been inculcated in the constitution of Pakistan and the right to free and compulsory primary education reinforced by various laws, provisions in policy documents and numerous programmes at both federal and provincial levels. All the same, over 6.5 million children of primary school age are currently out of school and are being denied the right to a full basic education of good quality. According UNESCO (2014), Pakistan is the second largest country in the world after Nigeria in terms of out of school children. Although, Pakistan made commitment at national and international level for achieving Universal Primary Education by 2015, but the latest data reports of the above referred international documents revealed that the country is still far away to achieve the desired targets. This study was conducted due to the fact that Pakistan failed to achieve its commitment made in MDGs for Universal Primary Education despite the fact that end time of the declaration has reached. So it is crucial to point out the gaps and lapses in operational strategies of the government. This study may be significant which will help planners and policy makers to fill the gaps between commitment and implementation level in achieving educational targets of Millennium Development Goals by identifying lapses in the current provisions and presenting recommendations and suggestions for that. The study may helpful by providing support for improvement of literacy rate in Pakistan. The study will also help future researchers , policy and planning makers to shape their strategies for achieving the

new Sustainable Development Goals keeping in mind findings and recommendations made in this study.

1.5. RESEARCH QUESTIONS

1. What are the current provisions in national educational policies and programmes for achieving educational targets set in MDGs?
2. How barriers in Universalization of primary education can be eliminated?
3. How Net Enrolment Rate (NER) can be enhanced as per commitment of Government of Pakistan?
4. How Gender bias is pushing Pakistan behind in achieving educational targets of MDGs?
5. How non inclusivity of vulnerable children is pushing Pakistan behind in achieving educational targets of MDGs?
6. Why current strategies are ineffective in increasing literacy rate?
7. How effective are the programmes run by development partners in achieving Universalization of Primary Education?
8. Does utilization of resources for Universalization of Primary Education take place properly?

1.6. DEFINITIONS AND EXPLANATION OF IMPORT TERMS USED IN THE STUDY

A brief description of the important terms used in this study is given below.

Adult literacy Rate

According to the standard definition of the UNESCO Institute of Statistics, the Adult literacy rate may be 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". In contrast to this standard definition of literacy, in Pakistan,

the definition that was adopted in the national population census of 1998, wherein an individual of aged 10 years and above is considered as literate if "he/she can read a newspaper or write a simple letter in any language". (Government of Pakistan, 2008). In its strategic Framework of Action, UNESCO urged for Pakistan to align the definition of literacy according to the international standards. While numeracy and comprehension is the essential part of literacy, it has been totally neglected in the definition of literacy introduced by Pakistan. (UNESCO, 2003).

Calculation of Literacy Rate

For calculation of literacy rate, divide the number of literate population by the total population of that particular aged group and the result may be multiplied by 100. The below given formula has been introduced by the UNESCO Institute of Statistics.

$$LIT^t_{15+} = L^t_{15+} / P^t_{15+} \times 100$$

where:

LIT^t_{15+} = Adult literacy rate in a particular year "t"

L^t_{15+} = The total number of adult literacy rate population in a particular year "t"

P^t_{15+} = The total number of adult population in a particular year "t"

According to UNESCO, all the countries are required to align the definition of literacy with this standard definition (UNESCO, 2010).

Gross Enrolment Ratio

The Gross Enrolment Ratio (GER) is defined by UNESCO Institute of Statistics, "*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*". The GER provide the statistics regarding the general participation rate for a particular education level (UNESCO, 2010).

Calculation of GER

For calculation of GER, the number of students enrolled in a particular level of education regardless of their age is divided by the total number of population of the age group officially declared for that particular level of education and the obtained result is multiplied by 100. The UNESCO formula is given below.

$$GER^t_h = E^t_h / P^t_h \times 100$$

GER^t_h = The Gross Enrolment Ratio for a given level of education "h" and school year "t"

where

E^t_h = The total enrolment number for a particular year "t" and school level "h"

P^t_h = The total number of population for a particular age group correspond to the education level "h" for a particular year "t"

The ratio of GER should be based on total number of enrolment in all types of educational institutes and its ratio may be over 100 if over aged and under aged students were included in the data.

Net Enrolment Ratio

The Net Enrolment Ratio (NER) as defined by the UNESCO Institute of Statistics (2010), "*Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population*". The value of NER indicates the extent of participation for a particular level of education of students of the official age group of that level of education (UNESCO, 2010).

Calculation of NER

For calculation of NER, the number of students enrolled in schools and who are within the official age limit for that level of education is divided by the total number

of population within the same age group and the result obtained is divided by 100.

The formula of UNESCO Institute of Statistics is given below.

$$NER^t_h = E^t_{h,a}/P^t_{h,a} \times 100$$

NER^t_h = NER is the Net Enrolment Ratio for a particular level of education "h" and particular school year "t"

where

E^t_{h,a} = The number of enrolled children of the age group "a" for "h" education and year "t"

P^t_{h,a} = The total number of population of the corresponding official age group "a" for a particular level "h" and year "t"

The theoretical upper limit value for NER is 100%. The high value for NER indicates the high participation rate of students of the corresponding age group (UNESCO, 2010).

Survival Rate

The Survival Rate according to UNESCO definition is the "*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*". The survival rate in education indicates about the internal effectiveness of an educational system and provide useful data regarding retention and dropout of students from schools (UNESC, 2010).

Calculation of Survival Rate

For calculation of Survival Rate, the total number of students of a particular grade is divided by the total enrolled students in the first grade of primary school and the result obtained is divided by 100. The formula is given below.

$$"SR^k_{g,i} = \sum P^t_{g,i}/E^k_g \times 100$$

$$P^t_{g,i} = E^{t+1}_{g,i+1} \quad . \quad R^{t+1}_{g,i+1}$$

where: i = grade (1, 2, 3, ..., n) t = year (1, 2, 3, ..., m) g = pupil-cohort

$SR^k_{g,i}$ = Survival Rate of pupil-cohort g at grade i for a reference year k

E^k_g = Total number of pupils belonging to a cohort g at a reference year k

$P^t_{g,i}$ = Promotes and who would join successive grades throughout successive years t.

R^t_i = Number of pupils repeating grade i in school-year t" (UNESCO, 2010).

Public Expenditure on Education as percent of Gross National Product

Public expenditure on education as percent of Gross National Product (GNP) is "*total public expenditure on education (current and capital) expressed as a percentage of the Gross National Product (GNP) in a given financial year*". The GNP tell us how much proportion of the country's wealth has been spent on education in a particular year (UNESCO, 2010).

Calculation of GNP

For calculation of GNP being spent on education, the total public expenditure on education for a particular year is divided by the Gross National Product of the country and multiplied by 100. The formula is given below.

$$\%XGNP_t = \frac{PXE_t}{GNP_t} \times 100$$

where

$\%XGNP_t$ = The percentage of expenditure for a particular year

PXE_t = Total public expenditure for a particular year t.

GNP_t = Gross National Product for a financial year t" (UNESCO, 2010).

Student-Teacher Ratio

According to UNESCO Institute of Statistics, student-teacher ratio is defined as "*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". The student-teacher ratio is used to identify the input provided to educational system in term of the teacher's number in relation to the number of students (UNESCO, 2010).

Calculation of Student-Teacher Ratio

For calculation of Student-Teacher Ratio, the total number of enrolled students are divided by the total number of teachers. The formula is given below.

$$\text{PTR}^t_h = E^t_h / T^t_h$$

where

PTR^t_h = Pupil (student) teacher ratio for education level "h" and year "t"

E^t_h = Total number of pupils enrolled in education level "h" and year "t"

T^t_h = Total number of teachers of education level "h" and year "t"
(UNESCO, 2010).

1.7. Procedure of the Study

Procedure of the study has been discussed in chapter-III in detail. It was a descriptive research for which the target population were policy makers and implementers at federal and provincial level, The Executive District Officers (EDOs) of the Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa, The Development partners that were supporting the E&SED, Government of Khyber Pakhtunkhwa in preparation and implementation of its

Education Sector Plan by provision of technical and financial support, Vulnerable/disadvantaged children that were out of school in Khyber Pakhtunkhwa.

Questionnaire was used as a tool for collection of data from EDOs and interview technique was used to collect data from other selected population described above. While Mean Score was used to analyze data collected through five point likert scale questionnaire, the data collected through interview were analyzed qualitatively through thematic analysis method.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 PROVISIONS FOR UNIVERSALIZATION OF PRIMARY EDUCATION: AN OVERVIEW OF INTERNATIONAL TREATIES AND CONVENTIONS.

Education is a fundamental human right and has been recognized by international community, organizations and leaders of the world for a very long time. The right to education remains high on the agenda of the international community. The international community has showed their commitment for Universal Primary Education in various treaties and conventions. Commitment has been made in numerous conventions for fulfilling their responsibilities for the cause of Universal Primary Education. Important treaties and conventions wherein the right to basic education has been considered along with other human basic rights are given below.

2.1.1 Universal Declaration of Human Rights (UDHR)

United Nations (2013) stated that Universal Declaration of Human Rights (UDHR) was considered as the landmark testimonial in the history of human rights. The Universal Declaration of Human Rights (UDHR) was drafted by representatives of different countries of the world having different cultural and socioeconomic backgrounds. On 10 December 1948, the General Assembly of the United Nations in Paris proclaimed this declaration. Through this declaration, the fundamental human rights were universally protected for the first time. UDHR consists of 30 articles, article 26 of this declaration is about education. The importance of education has been highlighted and it has been considered as fundamental human right. It has been

proclaimed that free and compulsory primary education shall be provided not only for appreciation of human rights and fundamental freedoms but also for thoughtful, patience and friendship among nations, ethnic and cultural groups. This article revealed the parents prior right to select the type of education that they think best for their children. According to Mahmood (2012) Pakistan is among those 48 countries who signed the declaration on 10, December 1948 at Paris. the special rights of the children were first pronounced in UNDHR.

2.1.2 Convention against Discrimination in Education, 1960

As revealed by United Nations (2010) This convention was adopted in the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which was held in Paris from November 14 to December 15, 1960. The Universal declaration of Human rights of 1948 was recalled in the convention and proclaimed that every person has the right to education without any discrimination. The state parties of the convention agreed for formulation of policies for equality of opportunities and to make primary education free and compulsory for all without any discrimination. It was further agreed that state parties will develop policies and programmes for basic education of the persons who have not received primary education or dropped out from school before completing primary education course. UNESCO (2005) mentioned that this convention was entered into force May, 22, 1962 and ratified by 91 countries including Pakistan. The convention not only seeks to eliminate all forms of discrimination in education but also take up measures for promotion of equality and opportunity to education.

2.1.3 International Convention on the Elimination of All Forms of Racial Discrimination

As stated by Lerner (1980) this convention was adopted by the General assembly of the United Nations on 21 December 1965, and come into force on January 04, 1969. Up to June 2013, 86 countries of the world including Pakistan have signed the convention. This convention emerged in December 1960, as a consequence of incidents of anti-Semitism in different regions of the world. The General Assembly of the United Nations approved a resolution wherein all manifestation practices based on racial, religious and national hatred were termed as violations of the Charter of the United Nations and also against the Universal Declaration of Human Rights. To prevent such practices in the future, this convention was adopted to oblige the countries for taking obligatory measures so as to prevent such types of malpractices in the future

According to United Nations Human Rights (2013) this convention once again revealed and proclaimed the commitment made for eliminating discrimination in education, committed in The Convention against Discrimination in Education adopted by UNESCO in 1960. According to article 5 of the convention, the state parties agreed to make access to education without distinction of race, colour, religion and ethnic origin. In article 7 of the convention, the state parties further carried out for adopting effective measures in education for promoting understanding and tolerance among the nations.

2.1.4 International Covenant on Economic, Social and Cultural Rights

According to United Nations Human Rights (2011), this convention was adopted and ratified by the General Assembly resolution of 16 December, 1966 and came into force from 3rd January 1976. The right to education especially primary

education has been recognized in the convention along with other social, cultural and economic rights. In article 13 of the convention, the state parties recognized the right to education for every one without discrimination and agreed that primary education shall be made compulsory and available for all. Special measures have been recommended for the elementary education of those persons who have not completed primary education. In article 14 of the convention, those state parties who were not providing free and compulsory primary education to their citizens were directed to work out a detail action plan with fixed time frame for the provision of free and compulsory primary education for their citizens. As pointed out by United Nations (2014), up till now, seventy (70) member states has signed this convention and Pakistan signed this convention on November 3, 2004 and ratified on 17 April 2008.

2.1.5 The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

According to United Nations (2012) this convention was adopted by the General Assembly of the United Nations in 1979. It consists of thirty articles relating to discrimination against women in all fields of life. Through this convention, an agenda has been set up for state parties to take action at national level against discrimination against women in all forms and shapes. Article 10, 11 and 13 of this international convention showed concerns about women's right to education. Elimination of stereotyped concepts in education has been recommended thoroughly with the affirmation of equal opportunities for women to education. Further concerns have been showed about restricted access of women to education in countries and regions facing extreme poverty situation. State parties have been made obligatory to ensure women enjoy equal rights to education with men on the principle and concept of equality. It has been agreed that efforts shall be made for creating circumstances

where men and women have equal rights and opportunities for education. As stated by United Nations (2014) while 99 countries of the world has signed this convention so far, Pakistan ratified it officially on 12th March 1996.

2.1.6 Convention on the Rights of Children

According to Amnesty International (2008), International Convention on the Rights of Children (ICRC) is a landmark in the history of struggle for children's rights and the efforts made for education, protection and rehabilitation of children. This convention was adopted by the General Assembly of the United Nations which was opened for signature on 20 November 1989., 193 countries of the world including Pakistan have ratified this convention. The Articles 23, 28, 29 and 32 of this convention are about education of children. In article 23 of the convention, the state parties recognized the exclusion of special children from education and, for their mainstreaming, it was committed that a special child should be provided full opportunities of education along with other basic services including health care, rehabilitation services and employment opportunities which would enable him to participate actively in the community.

Similarly in article 28 of the convention, education was realized as a basic human right for all children and it was committed that education at primary level will be provided free and compulsory for all children without any discrimination. Article 29 of the International Convention on Rights of Children described about the aims and objectives of education and it was committed that the aim of education should be linked with the overall development of children. Tremendous changes were proposed to be made for this purpose so as to fulfill the needs of society by changing behavior of children regarding respect, peace, charity and gender equality. Economic exploitation of children has been addressed in article 32 of this convention and it was

committed that economic exploitation of children should be combated to enhance opportunities for education and to protect children from all forms of abuse, exploitation and neglect (UNICEF, 2005). Pakistan signed this convention on September 20, 1990 and ratified soon after on 12th November 1990 (United Nations, 2014).

2.1.7. Proclamation on the Full Participation and Equality of People with Disabilities in the Asian and Pacific Region:

According to Japanese Society for Rehabilitation of Persons with Disabilities (2013), this proclamation was adopted and signed by countries in the Asian and Pacific region. The Economic and Social Commission for Asia and the Pacific (ESCAP), at its forty-eighth session in April 1992, adopted this proclamation. Pakistan is a signatory of this proclamation. Within this declaration, the countries of the region recognized that very restricted opportunities and social services including education are available for disable persons in the Asia and the Pacific region. The nations recognized the negative attitudes of the society towards disabled people which cause their exclusion and reduce the opportunities for full participation and equality especially in education and employment. The nations showed their commitment to eradicate such types of discrimination and providing equal opportunities to disable people in every walk of life.

2.1.8. The Salamanca Statement and Framework for Action on Special Needs Education

As stated by UNESCO (1994), this proclamation was adopted by the world conference on special needs education: access and quality from 7-10 June 1994 at Salamanca, Spain organized by the Government of Spain in with coordination of UNESCO. Pakistan is signatory to this proclamation along with other member states. It was recognized in the conference that education is the fundamental right of every

child and learning opportunities should be provided to all children without any discrimination. The special needs children should be provided with opportunities to be enrolled and accommodated in regular schools. The concept of inclusive education was broadened in the Framework of Action wherein it was decided that equal opportunities of schooling will be provided to all children within the same school which should include special children, street children, child labourers, and other marginalized and vulnerable children. It was further decided that necessary training to the teachers of such schools will be arranged for inclusive education to cope with the special challenges faced by the teachers in handling the challenging children.

2.1.9 Dakar Framework for Action

As stated by (UNESCO (2000), In April 2000, The World Education Forum was held at Dakar, Senegal in April 2000. The number of participants in this conference was about 1100, from 164 countries of the including Pakistan. The Dakar Framework of action was approved in this conference, to make education accessible for all by 2015.

To align this conference with UNESCO objectives about education for all, the participant of the conference laid down the following goals.

1. "Educational opportunities at elementary level will be enhanced particularly for vulnerable and neglected children of the society.
2. Efforts shall be made to ensure compulsory primary education of good quality for all school age children up to 2015. For this purpose special attention shall be given to girls and deprived children.
3. Access to suitable learning and life skill shall be ensured for children to meet with future challenges.

4. Efforts shall be made to increase 50% improvement in the current rate of literacy up to 2015.
5. Gender discrimination shall be reduced at primary and secondary level by 2005. While gender equality in education will be achieved by 2015. Education of good quality will be made accessible to all girls up to 2015.
6. Expansion will be made in child education qualitatively as well as quantitatively. Basic life skills will be made integral component of child curriculum."

2.1.10 Millennium Development Goals (MDGs)

According to United Nations (2010), the UN Millennium Summit was convened in September 2000. During this summit, 189 nations of the world including Pakistan adopted a declaration known as Millennium Declaration. The participants of this summit targeted eight goals to be achieved up to 2015. These goals are reproduced below.

1. "Efforts should be made for eliminating extreme hunger and poverty from the world.
2. Up to 2015 Universalization of Primary Education shall be ensured for all children
3. Women will be empowered by and Gender parity shall be ensured.
4. The current rate of child mortality shall be reduced.
5. For improving maternal health efforts will be made.
6. The frequency of major illness and diseases like HIV/AIDS and malaria will be reduced.

7. Efforts shall be made for promoting environmental sustainability.
8. For the development of peoples and nations of the world universal joint venture will be promoted".

2.1.11 Convention on the Rights of Persons with Disabilities

This convention was adopted by the General Assembly of the United Nations on 13 December, 2006, opened for signature on 30 March, 2007 and came into force from 3rd May, 2008. In September 2008, Pakistan signed this convention. Article 24 of the convention dealt with education. The importance of education of special children has been recognized from an early age with the theme of equal rights. The state parties ensured an inclusive education system with the provision of equal opportunities of education for disabled children. It is further realized in the convention that disable persons neither be excluded from general education on the basis of disability nor from free and compulsory primary education. Consensus has been developed for the education of disabled children in the language and mode most appropriate for them (United Nations, 2013). The total numbers of 159 countries of the world including Pakistan have signed this convention. While Pakistan signed this convention on 25th September 2008, it has ratified it later on 5th of July, 2011.

2.1.12 Summary of Goals relating to Primary Education

The goals relating to primary/basic education in the above mentioned treaties include;

1. Concurrence was made for the provision of free and compulsory primary education not only for appreciation of human rights and fundamental freedoms but also for thoughtful, patience and friendship among nations, ethnic and cultural groups. (UNDHR)

2. Every person has the right to education without any discrimination. The state parties of the convention agreed for formulation of policies for equality of opportunities and to make primary education free and compulsory for all without any discrimination. (Convention against Discrimination in Education)
3. Agreement of the state parties to make access to education without distinction of race, colour, religion and ethnic origin and adopting effective measures in education for promoting understanding and tolerance among the nations. (International Convention on the Elimination of All Forms of Racial Discrimination)
4. Education is a fundamental human right for every one without discrimination and primary education shall be made compulsory and available for all. Those state parties who were not providing free and compulsory primary education to their citizens were directed to work out a detail action plan with fixed time frame for the provision of free and compulsory primary education for their citizens. (International Covenant on Economic, Social and Cultural Rights)
5. State parties have been made obligatory to ensure women enjoy equal rights to education with men on the principle and concept of equality. It has been agreed that efforts shall be made for creating circumstances where men and women have equal rights and opportunities for education. (The Convention on the Elimination of All Forms of Discrimination against Women)
6. Education was realized as a basic human right for all children and education at primary level will be provided free and compulsory for all children without any discrimination and the aim of education should be linked with the overall development of children. (Convention on the Rights of Children)

7. Equal opportunities will be provided to disable people in education and their inclusion in mainstream education will be ensured. (Proclamation on the Full Participation and Equality of People with Disabilities in the Asian and Pacific Region)
8. The special needs children should be provided with opportunities to be enrolled and accommodated in regular schools. The inclusive education is a broadened concept including special children, street children, child labourers, and other marginalized and vulnerable children. (The Salamanca Statement and Framework for Action on Special Needs Education)
9. compulsory primary education of good quality for all school age children up to 2015 will be ensured with special attention to girls and deprived/vulnerable children. (Dakar Framework for Action)
10. Up to 2015 Universalization of Primary Education shall be ensured for all children without any discrimination. (Millennium Development Goals)
11. Inclusive education system should be ensured and disable persons could neither be excluded from general education on the basis of disability nor from free and compulsory primary education. (Convention on the Rights of Persons with Disabilities).

2.2. Millennium Development Goals (MDGs) on Universalization of Primary Education: A Global Perspective

Education plays a critical job in the development and progress of the nations as is clear from history. Due to globalization and interconnectivity of regions and countries of the world, the human capital has become the central figure of any development strategy. The part of education in the prosperity of a country has now been widely recognized. The Goal No. 2 of the Millennium Development Goals is

about Universalization of Primary Education. According to this goal, three indicators have been placed i.e. Net Enrolment ratio (%) (NER), completion/survival rate Grade 1 to 5 (%) and literacy rate (%). NER refers to the number of children having aged from five (5) to nine (9) years that are attending primary school divided by the total number of children aged from five (5) to nine (9) years and multiplied by 100. It has been agreed in the MDGs that NER and completion ratio will reach up to 100% and overall literacy rate of 88% will be achieved up to 2015. The literacy rate target for male is 89% while 87% for female children. The Goal No. 3 of MDGs also linked with education. It has been agreed in Goal No.3 that gender parity index (GPI) of 1 will be achieved at Primary level up to 2015. GPI is the proportion of girl's enrolment at primary level with boys. (Government of Pakistan, 2010).

Education is only one of the most important goal of MDGs but it is also an influential driver of progress toward the other goals of MDGs. Education is directly related with reducing poverty and inequality and brings more rapid economic growth (Birdsall and Londono, 1998). There exist differences in nomenclature that are in use for primary education, completion and survival ratio in different regions and countries. For better evaluation and comparison the progress towards Universalization of Primary Education, UNESCO has developed the International Standard Classification of Education (ISCED). Each country of the world has accordingly tailored their educational data for onward submission to the UNESCO Institute for Statistics (UIS) (UNESCO, 2010).

2.2.1. MDGs Progress in African Region

According to a report of the United Nations Economic Commission for Africa (ECA), and the African Development Bank (AfDB), the African region has made good progress towards achieving the MDGs targets of Universal Primary Education.

The countries in African regions are on track to achieve universal primary enrolment by 2015. According to the available data on MDGs progress in this region, nine African countries reached to NER ratio of more than 90%. The completion rate of primary education is significantly low for the countries in conflict eg. Burundi, Mauritius and Central African Republic. The African most populous countries like Ethiopia, Nigeria, Morocco, and Tunisia demonstrate considerably elevated completion rates in comparison to NER. However, by looking at the existing trends, the continent is unlikely in achieving primary completion rate up to 2015 (Economic Commission of Africa, 2009).

According to available data, eleven African countries have achieved gender parity in primary education in 2006. The Central African Republic and Niger are the most unsuccessful African countries relative to this indicator. There are some countries like Malawi and Rwanda that have a gender parity index greater than 1 which means that more girls are enrolled than boys in primary schools. Overall data for the region indicates that these countries have an average gender parity index of 0.90 %, and so it is likely to achieve Gender parity Index (GPI) up to 2015 (Economic Commission of Africa, 2009).

Given the remarkable levels of poverty in some parts of the African continent, especially sub-Saharan Africa, the achievements of most countries is very encouraging and, although not all targets will be met by 2105, it is likely that very considerable progress will be made.

2.2.2. MDGs Progress in Asia and the Pacific Region

The Asia-Pacific region has been assaulted by various global crises in recent years. These include energy and food, financial and economic crisis. These crises have lead to direct threats to development and achievement towards Universalization

of Primary Education. Before the economic crisis, Asia and the Pacific were on its path towards MDGs targets with confidence. The region as a whole is an early achiever for a number of indicators including reducing gender disparities in primary education; the region is also on track to achieve universal access of children to primary school. The Asia Pacific region has been slow towards its progress towards Universalization of Primary Education. There are five countries in the East Asia and Pacific region which have achieved completion/survival rate at primary level, but generally the speed of education progress in these countries are remarkably disheartening. 7.9 million children of primary school age in East Asia and the Pacific region (61% of them boys) were not enrolled in school in 2008. According to these estimates, it is difficult for these countries to achieve universal primary education targets up to 2015 (World Bank, 2013).

Southern Asia has made considerable progress towards universal primary education. Between 2000 and 2011 the Net Enrolment Rate (NER) of children of primary school age in this region increased from 78 per cent to 93 per cent. The number of out of school children in this region fell from 38 million to 12 million during 2000 to 2011. This estimate indicates that between 2000 to 2011, almost half the reduction in the global number of children out of school can be accredited to this region. Completion/survival rate at primary level is a major challenge towards Universalization of Primary Education. One out of four children who enter into grade 1 in primary school drop out before reaching to grade 5 i.e the last grade of primary schooling. According to an estimate based on the current trends, 137 million children entered into grade 1 in 2011, out of which 34 million children are likely to leave before reaching to the last grade of primary schooling. This results into an early school leaving ratio of 25% exactly the same as in 2000. This means that dropout rate

is the major obstacle in achieving educational targets set in MDG (United Nations, 2013).

According to a report of "Human Development in South Asia 2013" published by Mahbub ul Haq Human Development Centre, Lahore University of Management Sciences, within the last ten years the literacy rate in the region has increased consistently. However, Pakistan has the lowest recent values and Maldives has the highest recent values. Enrolment rate has increased for all countries of the region with the exception of Sri Lanka where it has decreased. The primary enrolment rate in Pakistan is also very frightening as compared to other countries of the region. In the last ten years, considerable decrease has been observed in the number of out-of-school children in South Asia by about three times due to significant reduction in India, with highest recent value in Pakistan (Mahbub ul Haq Human Development Centre, 2013).

Overall, while there has been some good progress as a whole, the situation in Pakistan does not come out very well and there are urgent reasons for the country to review its strategies.

2.2.3. MDGs Progress in Arab Region

The Arab region has made some progress toward universal primary education since 1990. Progress has been made in all indicators highlighted in Millennium Development Goal no.2. Appropriate importance has been given by countries for achieving Universal Primary Education in the Arab Region. However, regardless of momentous progress, the Arab region is far behind the developed world average in achieving the targets of Universal Primary Education. The progress made in the region up till now is better only than Sub-Saharan Africa and Oceania. The NER for the Arab region is 82.2 % which means that only 10% progress has been made since

1990 which is remarkably slow. The Gender Parity Index has enhanced from 0.81 in 1991, to 0.92 in 2005 which again indicates the slow pace of progress towards Universal Primary Education. The completion/survival rate at primary level in the region is about 81.8 %. The Arab LDCs (Least Developed Countries) including the Comoros, Djibouti, Mauritania, Somalia, the Sudan, and Yemen needs special attention as these countries are far behind to achieve the targets. The average NER for these countries is 54.6% which is significantly slow. Countries with conflicts e.g. Palestine, Iraq, Somalia and the Sudan, are facing more challenges in achieving universal primary education. In some countries like Saudi Arabia, the female participation rate is below 10% due to social norms where women have restricted access to work (League of Arab States, 2007).

The overall progress of Arab region towards Universalization of Primary Education is significant, in spite of the fact that population growth in the region is very high. This accounts for a main obstacle in the provision of basic services to individuals in Arab Region, specially the basic human right of education. The socio-economic differences exist between different countries of the region, which has led to the heterogeneous progress towards basic education in the Arab region. This reality may be best identified by the fact that the number of out of school children in the Arab region is 7.5 million, out of which two-thirds are living in LDCs of the region. Efforts have been made in the past to reduce the number of out of school children in the Least Developed Countries and its number reduced to one million between 1999 and 2005, but Universalization of Primary Education is still a challenge in Arab LDCs. As far the youth literacy rate is concerned, in Arab LDCs, only 11 percent improvement has been made since 1990, and in 2005 it reached to 70 per cent. Gender

discrimination is a serious challenge in the Arab LDCs seeing that 73% girls are out of school in Arab LDCs (League of Arab States, 2007).

The factors responsible for not achieving MDGs targets in Arab LDCs include poor management system of public schools, shortage of female teachers, lack of qualified teachers both male and female, shortage of female teachers specially in rural areas and poor incentive for teachers in this sub region. These factors have been emerged due to poverty of the Arab LDCs and many countries are now addressing the challenge. For example, Morocco and Yemen have started nutrition programme in the schools. Iraq, Palestine, Somalia, Lebanon and Sudan are among the Arab countries which are facing security issues as these countries have been fallen in war conflict and internal civil tensions and consequently led to not achievement of Universalization of Primary Education. The low enrolment rate in these countries of the region is due to the fact that infrastructure of education has been destroyed and freedom of movement is much restricted. About 22% of school aged children have been forced to terminate their education due to Separation Wall in Palestine. The war and volatile peace and order situation has prevented the region to fulfill commitment of Universal Primary Education. The enrolment rate in Palestine and Iraq has been dropped by 16% and 6% respectively since 1990 due to continuous war and volatile security situation (League of Arab States, 2007).

Despite some progress, the picture is mixed. Excessive population growth rates, coupled to considerable political and religious instability, have hindered developments, despite many countries being among the wealthiest in the world. In particular, gender parity in education has not progressed as much as might have been expected.

2.2.4. MDGs Progress in Emerging Europe and Central Asia

In most parts of Emerging Europe and Central Asia, the MDGs targets on Universalization of Primary Education have been achieved. Access to primary schooling and retention rate is much high and grade repetition is quite low in most parts of the region. Since 1990, the public expenditure on education has been increased gradually in most countries of the region. The average NER for the region is 93% which shows that the region is more likely to achieve Universal Primary Education targets set out in MDGs. However some countries like Azerbaijan, Albania, Montenegro and Slovakia are still uncertain to achieve the targets. Firm political and financial commitments are required to enhance access to education in these countries. Youth literacy is very high and nearly all youth are literate. The number of illiterate young is very low but the large population among them is still lacking the basic skills according to changing technologies which limit their active participation with the changing scenario (United Nations Economic Commission for Europe, 2012).

From 2007 - 2009 there were global financial crisis which affected Europe and Central Asia more than any other region but investment in education sector was not reduced and consequently there were no significant children withdrawn from schools despite the fact that indirect cost of education increased due to expenditure on transportation and school supplies etc. Some countries of the region have adopted special measures and programmes for vulnerable children as these children were affected directly by the crisis with limited access to education. For example, withdrawal of children from schools occurred of the Roma and Turkish minorities in Bulgaria. Vulnerability may be termed as major challenge in Emerging Europe and Central Asia which prevent the region to achieve Universal Primary Education. Main reasons of vulnerability are poverty, ethnicity, race, and disability. Vulnerable

children have not only less opportunities of education but the quality of education they are receiving also poor. In some countries like Albania, Georgia and Uzbekistan, girls are more likely to be deprived of education. Besides poorest countries of the region, some wealthy ECA countries have also not performed very well towards Universal Primary Education (World Bank, 2011).

Overall, the picture is encouraging. Many countries have emerged from communist rule but, under communism, education was strongly emphasized and these countries have inherited a good base-line for progress. Despite economic set-backs, progress is good.

2.2.5. MDGs Progress in Latin America and the Caribbean Region

Latin America and the Caribbean Region have made significant advancement to Universalization of Primary Education. Access to education has been enhanced and by 2007-2008, many countries of the region had Net Enrolment Rates of 90% or above with the significant achievement in gender equality. While the overall progress in the region is satisfactory up to certain extent but at rest there is no indication that Universalization of Primary Education has been achieved though certain countries have reached to the targets. According to an estimate, 89.6% of primary school age children in eighteen (18) Latin American countries have completed primary education. Brazil and Mexico are the noteworthy countries in the region which have reached towards MDGs targets of Universal Primary Education. From 1990 to 2008, the progress of the region towards UPE was 83% which was less than the calculated rate for the region but it is still enough to conclude that the pace of progress is satisfactory (United Nations, 2010).

The reform agenda in the region for Universal Primary Education, which was initiated in 1990s and continues on, has resulted in significant progress towards

Universalization of Primary Education along with the improvement in other human development indicators. The Net Enrolment Rate (NER) an important indicator of MDGs at the primary level in this region was 86% in 1990 which rose to 93% in 1991 and still the pace of progress is satisfactory like in developed countries. According to a World Bank report, most countries in Latin America and the Caribbean have the potential to achieve MDGs targets of Education, and five countries have already achieved the targets. The latest available indicators showed the satisfactory progress of the region towards Universal Primary Education. (Inter American Development Bank, 2005).

Overall, despite considerable poverty, high birth rates, and many other disadvantages, most of this area has achieved or is close to achieving the goals for primary education.

2.2.6. MDGs Progress in the World: Holistic Scenario

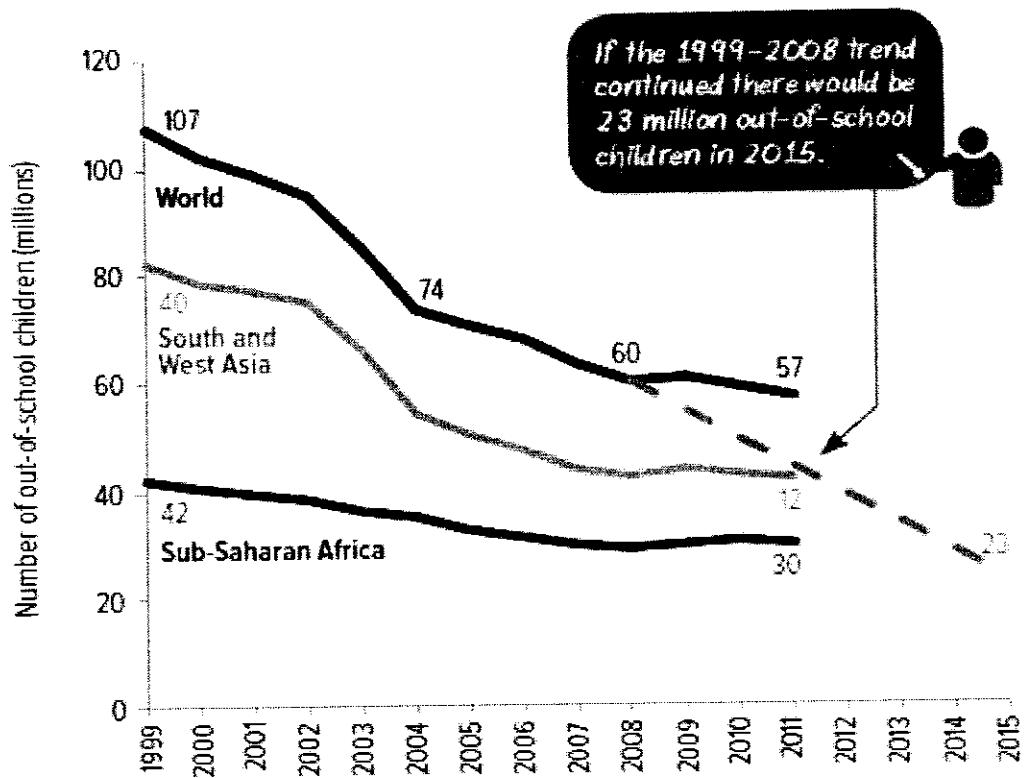
The number of out of school children in the world in 2000 was 102 million which declined in 2011, to 57 million. Out of 57 million children more than half live in sub-Saharan Africa. This shows slow, but considerable, progress towards the MDGs targets of Universalization of Primary Education. With the current pace of progress it is unlikely for the world to achieve the target of universal primary education by 2015. 123 million young people aged between 15-24 are illiterate with no acquisition of basic reading and writing skills, out of which 61% are women. Developing countries have made remarkable progress in access to primary education and NER. The Net Enrolment Rate for developing regions enhanced from 83% in 2000 to 90% in 2011. The increase in enrolment was much faster from 2000 to 2008, but from 2008 to 2011 its progress slowed as the number of out of school children of primary school aged fell by only 3 millions. This almost certainly reflects the

problems caused by the global recession. While its number from 2000 to 2008 was 42 million, this indicates that with the current rate it is far behind to reach MDGs targets (United Nations, 2013).

For achieving MDGs targets on education, not only improved access to schooling is mandatory, but it also must require for children to complete primary school span with the acquisition of basic skills of literacy and numeracy. According to an estimate, 137 million children entered into grade I in 2011, out of which 34 million children are likely to drop out before completing primary schooling. The estimate indicates that early school leaving ratio will remain at 25% which is exactly the same ratio as it was in 2000. These points underline the fact that early school leaving is still a key challenge in achieving universal primary education. The data further revealed that primary education completion rate is more challenging in respect of those children who start schooling late as dropout rate is much high for them. An household surveys was conducted between 2005 and 2010 in 22 developing countries which showed that 38% children in these countries got enrolment at primary school at least two years older than the official entry age (United Nations, 2013).

By way of just two years remained until the deadline of MDGs targets i.e. 2015, the goal of universalization of primary education is likely to be missed by a large margin. While in 2011, 57 million children in the world were out of school, there were also some good news and between 1999 to 2011, the number of children out of school fell almost by half. Following a phase of stagnation, there was a little development between 2010 and 2011. But that reduction of 1.9 million is hardly more than a quarter of the average between 1999 and 2004 (United Nations, 2013).

No. of primary school age children out of school by region, 1999-2011



Note: The dotted line from 2008 to 2015 is based on the average annual absolute reduction in the number of out-of-school children between 1999 and 2008.

Sources: UIS database; EFA Global Monitoring Report team calculations (2013).

Gender parity in education is the key indicator of MDGs Goal No.3.

Significant progress has been made since 2000 in primary education, but girls are still vulnerable in most regions of the world and facing increased negative outcomes for achieving education. The regions where girls are facing high barriers to schooling include Northern Africa, sub-Saharan Africa and Western Asia. In sub-Saharan Africa, the Net Enrolment Rate for girls is now 75 per cent as compared to 47% in 1990, a massive improvement, despite all the poverty. The ratio of girls although enhanced but still girl's education is a challenge in sub-Saharan Africa as only 93 girls are enrolled in primary school for every 100 boys. In Eastern Asia, girls have greater access to primary school than boys. The Gender Parity Index (GPI) for other

developing countries like those of Central Asia, Latin American and Southern Asia ranging between 0.97 and 1.03 (United Nations, 2013).

2.3. Universalization of Primary Education in Pakistan: An Historical Perspective

Pakistan came into being in August, 1947 after achieving independence from British imperialism following a continuous struggle under the leadership of Quaid-e-Azam Muhammad Ali Jinnah. Before independence, the literacy rate was very off-putting in the region included now in Pakistan, under the system of education introduced by Lord Macaulay. The situation of primary education in that colonial period was unsatisfactory as well as in present Pakistan. Particularly the constituency comprising Pakistan was comparatively backward in all respects especially in education.

While Britain's record in the Indian sub-continent was not very good, the rate of literacy nearly quadrupled from 1881 to 1947 to somewhere in the order of 12%. This took place at a time when many countries in the world had more or less no educational provision. The growth of education in much of the world has been exponential since 1950. At the time of independence, the proportion of illiterate population was 85 percent of the total population. The situation was worst in backward parts of the country. In Baluchistan, the literacy rate for rural women was extremely low being virtually zero. The founder of Nation realized that sustainable progress of Pakistan would not be achieved without educated manpower. Consequently the first National Education Conference was convened just after independence in December, 1947 (Sustainable Development Policy Institute, 1999).

2.3.1. 1st National Educational Conference of 1947

Immediately after independence, the 1st National Educational Conference was held at Karachi from November 27 to 1st December 1947, under the Chairmanship of Mr. Fazl-ur-Rehman the then Minister for Interior (Education Division). It was the first ever attempt in the country for the development of education. The Quaid-e-Azam Muhammad Ali Jinnah in his message to the conference laid emphasis on right type of education for the children of Pakistan and it was brought into the notice of the organizers of the conference to learn from the progress made by the rest of the world in that direction (Government of Pakistan, 1947).

In his inaugural speech to the conference, Mr. Fazl-ur-Rehman expressed his concerns about illiteracy situation in the country which resulted into a serious firebrand to the national security and well being. He further stressed upon free and compulsory primary education in the state's own interest. A number of committees were formed including one for Primary and Secondary education and other for Adult Education. The Primary and Secondary Education Committee developed a general consensus for the provision of free and compulsory primary education to all citizens without any discrimination. The committee further recommended separate pre-primary education stage (children of ages 3 to 6) and primary education stage (for children of ages 6 to 11) respectively. The committee on Adult Education showed grievances on very high rate of illiteracy of 85% and recommended a literacy campaign. The provision of facilities for adult education was thoroughly recommended along with the introduction of free and compulsory primary education system complementary to one another to solve the problem in a period of 25 years (Government of Pakistan, 1947).

The reports of the Committees on Primary and Secondary Education and Adult Education were quite sensible and realistic in its approach as the on ground realities have been taken into account in formulation of recommendations. The reports may be termed landmarks as it focused on the tribulations and constraints that nation was facing from the very beginning. The Commission not only identified key issues but also suggests suitable measures and solutions. A uniform and systematic approach was adopted applicable to the country as a whole. The literacy concept was taken in more broaden term by including vocational character of technical and commercial instructions (SDPI, 1999).

2.3.2. National Plan of Educational Development: 1951-57

A National Educational conference was held in 1951 for formulation of a six-year National Educational Development Plan for the period 1951-57. This was the first consolidated attempt of planning which encompassed the educational requirements for a period of six years. Problems and constraints were identified with concrete solutions. The deliberate teacher training programme was proposed with the proposed expansion of primary education. For Universalization of Primary Education, the plan proposed teachers training programme along with the improvement of infrastructure and scientific equipment etc. It was recognized in the plan that about two out of three children of the school going age (6 to 11 year of age) were out of schools, for which establishment of 24,000 new primary schools were proposed with a total enrolment capacity of 3.7 million children. The plan recognized the very high ratio of illiteracy and the target of 2.8 million adults was set to be made literate every year through the Village Agricultural and Industrial Development (V-AID) programme (Government of Pakistan, 1951).

2.3.3. First Five Year Plan 1955-60

The Initiatives of the 1st Five Year plan started in 1955 and were launched in December 1957. The plan recognized the importance of Universal Primary Education in the prosperity and social development of the country. It was further proclaimed that primary education was vital for the children to fulfill their responsibilities further in the society given that it provide the base for higher education which produce leadership for different sectors of economy and industry. Free and compulsory primary education was recommended in the plan within the next twenty years. The establishment of 4000 new schools were proposed in the plan along with additional schools to be built under the Village-AID programme. The Plan recognized the importance of trained teachers for the Universalization of Primary Education and proposed that the number of trained primary teachers were to be increased from about 75,000 to about 118,500 (Government of Pakistan, 1957).

The plan set out the enrolment target at primary level from 43% to 49% with the enhancement of enrolment up to one million. It was further recognized that quality of education at primary level is meager in terms of teacher's quality and curriculum and certain provisions were made for teacher's training and curriculum development. The Plan further considered the organizational and management aspect and claimed that it will support a rapid progress towards the goal of universal free compulsory primary education. The constitution of local school management committee and district advisory boards were recommended with the enhanced community participation which were proposed to be responsible for providing school buildings, consultation with district education authorities on the selection of teachers and the school programme, and coordination with educational directorates for supply of relevant materials (Government of Pakistan, 1957).

2.3.4. Report of the Commission on National Education 1959

In order to bring reforms in the entire education system of the country, the Government of Pakistan in 1959 established a commission under the chairmanship of S. M. Shareef who was Secretary for Education to Government of Pakistan. The Commission considered Universal Primary Education crucial for the development and prosperity of the country. It was committed in the Commission's report that the target of Universal Primary Education will be achieved in 15 years i.e. by 1975. The report of the commission revealed the objectives of primary education as to make a child functionally literate, to develop the overall personality of child i.e. moral, physical, spiritual and mental and to equip children with the basic knowledge and skills required for responsible and loyal citizen of the country (Government of Pakistan, 1959).

The commission proposed that the curriculum of primary education will be redesigned according to the needs and mental level of the children with stress on an activity based curriculum. The report of the commission further recognized the gender discrimination in primary education and recommended the recruitment of female teachers with up to standard incentives. The commission considered the role of the community vital for Universal Primary Education and recommended their involvement to meet requirement of basic infrastructure i.e. land, building etc. The establishment of a high level committee was recommended to address issues of financing of compulsory primary education and to appraise the progress for Universal Primary Education. Keeping in view the shocking experience of the past, it was decided for Universalization of Primary Education to organize the setup of primary education at District and Sub Division level rather than at local level. The dropout ratio at primary level was recognized as a serious threat to Universal Primary

Education and special measures were suggested to overcome the issue (Government of Pakistan, 1959).

The commission suggested measures for the reorganization and reorientation of the existing educational system of Pakistan. However the commission failed to offer comprehensive measures for the education of vulnerable children. Provisions were made only for handicapped children while other groups of vulnerable/marginalized children i.e. orphaned children, child laborers, displaced or refugee children and street children were totally disregarded. For handicapped children, the commission suggested three recommendations including provision of general as well as vocational education which is necessary for their rehabilitation. The role of philanthropic organizations in education and rehabilitation of special children was recognized and it was suggested for the government to lend its support to such organizations and harmonize their efforts. The training need for special education teachers was felt and it was decided that the government must provide sufficient training opportunities for teachers to serve in the institutions for special children. (Government of Pakistan, 1959). The commission did not suggest a number of institutes to be established in the country in the next five years plan. Although the report stressed on the coordination between government and charity organizations but any specific provisions were not recommended (Government of Pakistan, 1959).

2.3.5. Second Five Year Plan 1960-65

The Education chapter of the 2nd Five Year Plan (1960-65), was based on the recommendations of the Report of the Commission on National education (1959) wherein it was asserted that literate society is a prerequisite for diminishing customs, traditions, and outmoded practices and attainment of the desired social and economic goals. The evaluation of the 1st Five Years Plan was made wherein it was observed

that the plan failed to bring any significant improvements towards Universal Primary Education. The establishment of 4,000 new primary schools was the target in 1st Five Years Plan but only 2,400 new primary schools were established during plan period. Similarly the Plan did not achieve its enrolment target of one million since only 0.4 million children were enrolled during the Plan period (Government of Pakistan, 1960).

In the 2nd Five years Plan (1960-65) an allocation of Rs 990 million was made for primary education. It was proposed in the Plan to increase the enrolment rate of children (age 6-11) from 42.3 to 50 per cent by 1965. The establishment of 15,200 new primary schools was committed in this action plan. The Gender discrimination at primary level was recognized that 4.7 million children presently attending primary schools in which only 1.1 million are girls. Provisions of special opportunities for girl's education were made in the Plan through commitment of admitting girls to more of the existing primary schools, and by ensuring the availability of separate facilities for girl's children (Government of Pakistan, 1960).

2.3.6. Third Five Year Plan: 1965-70

In the 3rd Five Year Plan an allocation of Rs 2652 million was made for primary education. The importance of education as a vital national investment was recognized in this Plan. Education was recognized as a source of political, economic and social development of the country. An evaluation of the 2nd five year Plan was made wherein it was recognized optimistically that mindful comprehension of the high constructive correlation between educational effort and the growth of the nation was suitably reflected in the rationale of the 2nd Plan which, represents a five-fold increase over the First. It was further realized that two million additional children were brought into primary schools during the 2nd Plan period as against a target of 1.2

million. The 3rd Five year Plan recommended for a widening of the base of primary education with the enhancement of enrolment rate from 45 to 70% by 1970. In other words, the target of enrolment of additional of 2.8 million children was made for the Plan period. It was further recognized that improvement of infrastructure of the schools increase in teachers remuneration and focus on retention rate will be given due importance to achieve Universal Primary education (Government of Pakistan, 1965).

2.3.7. The New Education Policy 1970

After the imposition of Martial Law in 1969 under the command of General Agha Muhammad Yahya Khan, it was decided to assess the whole educational system of the country. For this purpose, a number of study groups was constituted (Government of Pakistan 1969). The study groups prepared a set of proposals for a new educational policy, which is known as The New Educational Policy 1970. The significance of education in the economic development of the country was recognized and it was recommended to broaden the base of education from grass root level. The commission showed its concerns over the highly illiterate people in the country and stressed for free and universal primary education by 1980, with more stress on girls education. The Policy recommended the establishment of National Education Corps for achieving Universal Primary Education in the country. The policy was not put into practice due to the 1971 war and the following separation of East Pakistan (Government of Pakistan, 1970).

2.3.8. The Education Policy: 1972-80

The Education Policy 1972-1980 was introduced by the Government of Pakistan in 1972 with the aim to eradicate illiteracy by Universalization of Primary

Education and Adult Literacy Programme. Commitment was made for free and Universal Primary Education for boys by 1979 and for girls by 1984 with the construction of 61,000 additional class-rooms in primary schools and the recruitment of additional 75,000 teachers through the National Literacy Corps. The Policy identified 40 million illiterate people in the population and suggested measures for eradicating it through massive literacy programme. The establishment of 276,000 literacy centers was recommended for reaching 11 million children up to 1980 (Government of Pakistan, 1972).

Vulnerable children were thoroughly neglected in the education policy of 1972, in spite of the fact that the provision of facilities for disadvantaged children was one of the objectives of the policy. In the beginning of the policy document, it was committed that enhanced opportunities will be provided to make education accessible to all children irrespective of gender, geographical locations, disability or vulnerability. The policy though made commitment for the education of underprivileged children and recognized the importance of education for marginalized children in the beginning of the policy document but failed to make even a single provision for their education (Government of Pakistan, 1972).

2.3.9. Fifth Five Year Plan: 1978-83

In the Fifth Five Year Plan (1978-83), it was recognized that primary education was neglected in the past which has resulted in a high illiteracy rate of 78% in the country. The plan concluded the high Illiteracy rate in the country as a major factor in the worsening socio economic condition of the country. The need for a comprehensive approach for Universal Primary Education was felt in the plan with the objectives to increase literacy rate and reduce dropout rate at primary level. 33% of the developmental budget was proposed to be allocated for primary education with

the increase of per capita expenditure on primary education from Rs. 43 million to Rs. 88 million by 1983. It further proposed to increase expenditure on education from the present level (below 2%) to 3.3% of GNP by 1983 (Government of Pakistan, 1978).

The plan proposed that with the enhanced resource allocation, the dropout rate will be reduced to 40% from the present 50% and expected that all boys of class I age will be enrolled by 1982-83. Appropriate concentration was given in the plan for girls education and proposed for high priority to girls schools in construction and improvement of schools. It was decided that girls will get education in open schools along with separate schools for them. The establishment of 12,641 new primary schools were proposed during the plan period. It was decided that mosques will be utilized as schools in the areas where existing schools are at long distance and not easily accessible for children (Government of Pakistan, 1978).

2.3.10. National Education Policy and Implementation Programme: 1979

In July 1977 due to political instability, martial law was enforced by Chief of the Army Staff General Muhammad Zia-ul-Haq. The military government recognized the importance of education for the country and a national educational conference was convened. Eminent educationists, lawyers, scholars, teachers and students participated in the conference to make recommendation for the reconstruction of the education system in the country. The commission made their recommendations, on the basis of which in March 1978, National Education Policy was announced known as National Education Policy and Implementation Programme 1979. The policy was formulated with the aim to impart basic education to all citizens without any discrimination on the basis of religion, caste, creed etc. It was recommended to enroll all children of grade I age by 1987 and Universal Primary Education target will be achieved by

1992. It was recognized in the Policy that about 50% of the children were out of schools, two out of three of which were girls (Government of Pakistan, 1979).

The Policy proposed an Implementation Strategy for Universalization of Primary Education. It was committed in the Policy that all boys of Class I age will be brought to schools by 1987 and girls by 1992 and retention rate at primary level will be enhanced to 60% by 1983. These targets were proposed to be achieved through improvement in the existing 17,000 primary schools and establishment of 13,000 new primary schools and 5000 mosque schools for boys and 5000 Mohalla schools for girls. The policy further proposed a comprehensive Adult Literacy Programme with the establishment of 10,000 adult literacy centers and it was expected to achieve 100% literacy rate by 2010 (Government of Pakistan, 1979).

An important salient feature of this policy was the extensive provisions for the education of special children as compared to previous policies. This far-reaching policy was due to the fact that military ruler General Ziaul Haq was the father of a handicapped child. Though special children was given due attention, other groups of vulnerable children were once again neglected in this policy. In the policy document it was admitted that no proper attention has been paid to the education of special children in the past. In order to enhance the educational opportunities of special children the policy suggested for comprehensive survey of existing facilities available for the education of these children. Several projects of a vital nature for establishing and strengthening educational institutes for special children were initiated. It was further recommended to keep the proposed projects under review to modify and review them in the light of experiences. The role of Non Governmental Organizations was also recognized in the policy with the provision to support, complement and coordinate with such organizations. Rs. 23 million were proposed to be allocated in

this policy for the development of special education during next five years plan. (Government of Pakistan, 1979).

2.3.11. Literacy and Mass Education Commission: 1981

The Military Ruler General Muhammad Ziaul Haq established the Literacy and Mass Education Commission (LAMEC) in 1981 to achieve the targets of literacy announced in the Education Policy of 1979. The commission was established in light of the instructions of Islam about the acquisition of knowledge and in the background the literacy rate in Pakistan was very low. It was felt that a powerful commission is necessary to promote literacy rate and achieve Universal Primary Education targets. The mandate of the commission was to initiate different formal and non formal strategies and modalities to develop an action plan for literacy enhancement in the country for fulfilling the needs of the target population. The commission was assigned the task of launching a mass campaign. The LAMEC was restructured in 1989 as National Education and Training Commission. In 1995, it was once again reconstituted with enhanced capacity as the Prime Minister's Literacy Commission. The initial budget of LAMEC was Rs. 1.03 million. However, in 1995 a considerable increase in its budget was made with a staff of 17,000 (SDPI, 1999).

2.3.12. Sixth Five Year Plan: 1983-88

In 1983 the Government of Pakistan introduced its 6th Five Year Plan wherein Education was considered as the most critical investment in the context of socio-economic development of the country. It was recognized that, in spite of the fact that thirty-five years of independence had passed, there was still a literacy rate below 25% and more than half of the primary schools going age children were out of schools which pushed Pakistan among the least developed countries of the world. The Plan

also pointed out that the progress towards Universal Primary Education in the plan and non-plan period ending 1977-78 remained very scarce. The Government of Pakistan in this Plan also committed that Universal Primary Education target will be achieved by 1988 (Government of Pakistan, 1983).

It was further committed that participation rate of children at primary level will be enhanced from 48% to 75% during the plan period through enrolment of additional five million children in primary schools. A mass literacy programme was proposed in the Plan with the target of 15 million persons to be literate through this programme with special emphasis on girls and rural areas. A total allocation of Rs 7.8 billion was made for primary education and mass literacy programmes. A decision was made about the utilization of mosques for the schooling of junior class children with the provision of two teachers in each mosque school including the Imam of the mosque. The Plan also considered the importance of education of special children and 19 centres for special education were proposed to be established during the plan period with the allocation of Rs. 115 million (Government of Pakistan, 1983).

2.3.13. National Literacy Plan: 1984-86

Keeping in view its commitment towards Universalization of Primary Education, the military led government of General Muhammad Ziaul launched a 2-year National Literacy Plan: 1984 with a cost of Rs. 317 million to enhance the literacy rate by making 2.2 million persons literate and raise the literacy rate from 26.2 to 33%. The Plan proposed opening of 25,000 literacy centers with the assistance of federating units and non-governmental organizations. The projects which were launched through this Plan included Afternoon School projects, Iqra projects, Razakar Muallim projects etc. A number of other novel schemes were also included e.g. Literacy Trade Centers, on all the roads of the country, Open Air Schools which were

established under the shade of trees and Students Literacy Drive, which lasted from June to August 1984 and it was stated that 116,000 students participated in that (Government of Pakistan, 1984).

The fact that the Plan was not implemented with true spirit was even admitted by the LAMEC's Chairman itself. A Literacy Ordinance was promulgated in 1985 which prohibited an illiterate person to obtain a passport or a driving license but the ordinance was never enacted because of its perceived illogical nature and it lapsed after three months. The Iqra Tax which was introduced in the Budget of the financial year 1985-86 as a 5 percent surcharge on all imports for financing literacy projects the federal Budget for the year introduced a new tax, called the Iqra Tax, as a 5 percent charge. The revenue which was generated through this surcharge was never spent on education and literacy projects and diverted to other non productive sectors (SDPI, 1999).

2.3.14. Nai Roshni Schools: 1986-90

Nai Roshni Schools was a Nationwide Literacy Programme for the 1986-90 with a total cost of Rs 317.016 millions and physical progress to enhance literacy rate to 50%. The main objective of this programme was to provide opportunity for those who did not obtain admission in formal schools with some reasons or dropped out from schools. It was estimated that about 1,650,000 children will complete primary education through this scheme via non-formal mode of education with the flexibility of time and schedule (Government of Pakistan, 1986).

2.3.15. Seventh Five Year Plan: 1988-93

The 7th Five Year Plan 1988-93 recognized that 40% school age going children in Pakistan are out of schools. It was further recognized that inadequate

physical facilities are available for children in schools, 29,000 primary schools are without any proper buildings and shortage of teachers was also considered a major challenge towards Universal Primary Education. It was committed that the literacy rate will be enhanced to about 40% by 1992-93 and to 80% by 2000. The Plan proposed opening of new primary schools in the remote areas to be accessible to rural children. It was proposed to the government for enacting legislation for compulsory primary education (Government of Pakistan, 1988).

2.3.16. National Education Policy: 1992

The National Education Policy of 1992 recognized that achieving Universal Primary Education is far away with the current pace of progress having 50% drop out rate, 66.3% of participation rate and literacy rate of 34%. It was proposed in this policy documents that 100 participation rate at primary level and overall literacy rate of 70% will be achieved by 2002. It was further recommended to shift non formal education programmes through NGOs under the financial and technical support of the federation and federating units (Government of Pakistan, 1992).

2.3.17. Eight Five Year Plan: 1993-98

The Government of Pakistan once again revealed the importance of education in its 8th Five Year Plan 1993-98 and termed it as a fundamental human right. The Plan indicated grievances on the fact of not achieving educational targets since 50% girls 20% boys of primary school age were still out of schools with the very disheartening overall literacy rate of 35%. The Plan thus focused on achieving Universal Primary Education within minimum possible time by provision of facilities to schools, opening of new schools and comprehensive programme for adult literacy. The Plan proposed the establishment of primary schools for a settlement with more

than 300 population and a mosque school for a settlement having minimum of 25 primary school age children. The Plan urged for a motivational campaign for parents to send their children to schools along with the legislation for compulsory primary education. The target of enrolment of 5.5 million children including 3.4 million girls, participation rate for boys from 84.8 to 95.5 % and for girls from 53.7 to 81.6 % were proposed to be achieved during Plan period. It further proposed that literacy rate will be increased from the existing 35% to 48% during the Plan period (Government of Pakistan, 1992).

2.4. PAKISTAN PROGRESS TOWARDS MDGS TARGETS FOR UPE: POLICY DOCUMENTS IN THE CONTEXT OF MDGS AND EFA GOALS

Pakistan is strategically an important country in South Asian region of the world. It has total area of 796 square kilometer with the population of 177.10 million. Millennium Development Goals are the centerpieces in the Strategic Policy of Pakistan. The Targets and indicators of MDGs for Universalization of Primary Education in Pakistan have been translated in every important deliberated document of the country. The two important macroeconomic Frameworks of the country i.e. New Growth Strategy and Poverty Reduction Strategy Paper (PRSP) which are the consolidated packages of economic and social policies have consistently revealed the commitment of Pakistan towards achieving MDGs targets for Universalization of Primary Education. The Medium Term Development Framework (MTDF) 2005-2010 is an important country strategic document wherein dedication has been made for establishing a sustainable economic system for achieving Millennium Development Goals. Much attention has also been given to MDGs in the New Educational Policy 2009 (UNDP, 2013). Important policy documents in the context of MDGs and EFA goals are summarized below.

centers, and 57,000 mosque schools will be established in the country for which 527,000 new teachers will be recruited (Government of Pakistan, 1998).

It was recommended to raise the expenditure on education from 2.2 to 4% of GNP. A comprehensive non formal strategy was recommended to bring in 5.5 million children who were out of school at that time along with illiterate youth and adults. It was anticipated that by the end of 2003, the participation rate at primary level will be enhanced to 90% while 100 UPE targets will be achieved by 2010. A literacy rate of 70% was proposed to be achieved by the end of 2010. It was further declared that enforcement and promulgation of the Compulsory Primary Education Act would become possible by 2004-05. A campaign for National Literacy Movement was suggested in the policy on an emergency basis. The Policy proposes to launch a National Literacy Movement on an emergency basis in every village, tehsil and district to increase the existing Non-Formal Basic Education (NFBE) community schools/centers from 7000 to 82,000 and for the utilization of mosques as literacy centers (Government of Pakistan, 1998).

2.4.2. Education Sector Reform Programme

The Education Sector Reform programme (ESR) was started in 2001 by the Government of Pakistan and revised in March 2004 with the vision to maximize the potentialities of the citizens of Pakistan through education. Emphasis was placed on the provision of educational opportunities to all school aged children. The slow progress towards MDGs and EFA goals was recognised and the programme was linked with education for all (EFA), MDGs Goals and Dakar Framework of Action (Government of Pakistan, 2004). The main purpose of the Dakar conference was to reach the disadvantaged group by increasing and civilizing inclusive early childhood care and education, for the most vulnerable and disadvantaged children images

(UNESCO, 2007). In the ESR documents, it was admitted by the Government of Pakistan that MDGs and EFA targets would not be achieved if due concentration to the education of vulnerable children was not paid. Nevertheless, the provisions for education of vulnerable children in this document was also not enough. Inclusive education system was supported for enhancing enrolment rate in the country but the overview offered was limited only for the education and mainstreaming of special children (Government of Pakistan, 2004).

2.4.3. National Education Census 2005-06

In 2005-06, the Government of Pakistan conducted the National Education Census (NEC), which was the first education census conducted in Pakistan's history. Information of all types was collected through this census. The census not only provided a comprehensive picture of the entire current education system of Pakistan but it also generated an accurate if uncomfortable information and a baseline from which to measure the future progress and trends of education in Pakistan. Pakistan collects educational data through a National Education Management Information System (NEMIS) on an annual basis. The data collected through NEMIS is of limited value as it collects data from public sector with no comprehensive system of data collection from private sector which covers some 31% of the education schools. So a new information management system may be introduced which covers private sector as well as public sector (Academy for Educational Planning and Management, 2005).

2.4.4. Medium Term development Framework 2005-10

In Medium Term development Framework (MTDF), 2005-10, the Government of Pakistan showed its concerns about the pace of progress towards MDGs targets on Universalization of Primary Education. It was recognized that major

challenges and hurdles still exist in achieving UPE targets of participation, completion and adult literacy. High dropout rates, shortage and absenteeism of teachers in primary schools and gender discrimination were indicated as hurdles towards MDGs targets. The Government indicated its commitment to achieve MDGs targets on UPE by 2015. Provision of free text books at primary level and the introduction of Katchi classes were planned to be in all primary schools for enhancement of enrolment rate (Government of Pakistan, 2005).

The establishment of 30,000 new primary schools were committed in MTDF. For eradicating gender disparities, it was decided to convert all primary schools to co-educational schools with the induction of 100 female teachers gradually. Nutrition and incentives for girls children in rural areas were also proposed to increase participation rate. It was decided to increase literacy rate from the present 56% to 77% (62 for male and 44 for female), N.E.R from 53% to 77%, completion/survival rate from 72% to 80% and Gender Parity Index (GPI) from the present 0.72 to 0.90 by 2010 (Government of Pakistan, 2005).

2.4.5. Vision 2030 of the Planning Commission of Pakistan

The Vision 2030 was formulated by the Planning Commission of Pakistan. It was a long term national vision which visualized developing an industrialized, just and prosperous Pakistan based on sustainability by deploying knowledge inputs. The Vision 2030 planned for an intellectual environment with the aim to enhance the thinking mind. For achieving MDGs targets commitment has been made to enhance the quality of education in Pakistan with an increase in public expenditure on education. Universalization of Primary education was recognized as a major challenge in Vision 2030 and the Government of Pakistan showed its commitment to achieve these targets so as to fulfill its commitment at national and international level. It was

realized that we cannot spend 2.7% of GDP on education and expect to become a vibrant knowledge economy. It was thus committed to increase the expenditure on education from the present 2.7% of GDP to 5% by 2010 and 7% by 2015 and 8% by 2030. For diminishing gender disparities in education and to achieve universal enrolment of girls, it was committed that school teachers to be female, provision of incentives and nutrition to girls children in schools along with the provision of basic facilities in schools in kind of boundary walls and toilets etc (Government of Pakistan, 2007).

Earlier in the approach paper of vision 2030, emphasize was made on developing of a system which may deliver a quality education to meet international standards of education. The significance of education in the approach paper was fully recognized and stated as the most important issue to be addressed in the Vision 2030. It was realized that most of working age people (eg. farmers; factory workers etc.) were not educated which resulted into informal apprenticeships. The MTDF 2005-10 provisions were endorsed in Vision 2030 and stressed for introduction of technical streams in schools and it was believed that this action will not only enhance the skills of working population but also dropout rate will be reduced (Government of Pakistan, 2006).

2.4.6. National Education Policy 2009

This education policy was introduced by the Ministry of Education, Government of Pakistan in November, 2009. It was admitted in this policy that the number of educational policies were introduced in the past which were all quality documents wherein issues of Pakistan's education sector were addressed but proper implementation did not take place. The reason for the initiating of this new policy document was due to the fact that the educational policy of 1998-2010 failed to fulfill

the commitment made by Pakistan at international forum i.e. Millennium Development Goals (MDGs) and Dakar Framework of Action. It was recognized that access to basic education is very poor. It was noted that on Educational Development Index, Pakistan declined to the bottom, even lower than Sri Lanka (Government of Pakistan, 2009).

It was realized in this Policy that the worst condition of education in Pakistan is due to the gaps between commitment and implementation by the low allocation of resources against commitment and even lesser utilized. It was affirmed in the Policy that the MDGs on UPE will be achieved by 2015 by social cohesion/inclusive education and special attention to the education of vulnerable children. It was committed that allocation for education will be increased to 7% of GDP by 2015. The commitment was made for strengthening of the school management committee and sensitization of community through a mass awareness campaign. It was further committed to introduce food based incentives particularly for girls to achieve UPE targets. The literacy rate was proposed to be increased up to 86% by 2015 by the strengthening the ongoing formal education strategies. Inclusive and child friendly education were supported by ensuring inclusion of special persons in mainstream education as well as in literacy and Technical and Vocational Education (TVE) programmes. The role of charity and Non Governmental Organizations was recognized for the education of marginalized children and provision was made for grant-in-aid to such organizations for education of vulnerable/marginalized children (Government of Pakistan, 2009).

The establishment and strengthening of the non-formal school system was committed in the policy with flexibility of schedule and timing for child laborers. For rehabilitation and motivation of child labourers, special education stipend was

committed to be introduced in the near future. The educational system of Pakistan has suffered from natural disasters like earthquake, flood, as well as war against terrorism. The educational institutes of the country especially in Khyber Pakhtunkhwa province were severely damaged due to militancy and natural disasters which forced the children to dropout from schools. The situation has been well addressed in the policy and a number of Provisions have been made including establishment of National Disaster Management Authority. The preparation of standard operating procedures (SOPs) for the educational institutes to plan for pre and post emergency situations is the mandate National Disaster management Authority. The revision and modification of curriculum was also recommended for inculcating lessons regarding disasters situation. (Government of Pakistan, 2009).

2.4.7. New Growth Strategy: Pakistan Framework for Economic Growth 2011

A framework for Economic Growth was prepared by the Planning Commission of Pakistan in May 2011. It was recognized in this document that the Pakistan's education system ranks among the world's least successful due to the poor condition of the current state of public sector schools. Ten National Education Policies have been offered in the past, which failed entirely to accelerate the educational development in the country. Due to political instability, aspiration into better education was not achieved. Out of every ten children that are out of schools in the world, one lives in Pakistan, which ranks Pakistan second in the global ranking of out-of-school children. The estimates made by UNESCO, 30% of our population live in extreme educational poverty and did not achieve education more than two years. About 50% of Pakistani women had never attended schools. Weak governance has been identified as the key obstacle in Universalization of Primary Education. The

Public Private Partnership (PPP) needed to be established for effective delivery in education system of Pakistan (Government of Pakistan, 2011).

2.4.8. Present Scenario towards MDGs on Universalization of Primary Education

According to the Country Report Pakistan 2013-15, accelerating Millennium Development Goals by the Ministry of Education and UNESCO, Islamabad, if very major steps were not taken, Pakistan is unlikely to arrive at Universal Primary Education by 2015. The present situational analysis revealed that 32% of the primary aged (5-9 year) children are out of school with wide variance across provinces, sex and urban-rural location. Out of all children entering into grade I in primary school, 30% are dropped out before reaching to grade V. Certain estimates indicate that 6.71 million children of primary school age are out of school. Access to education is a major challenge in Pakistan, inclined by in-come distribution, urban-rural residence as well as male-female differences. The total allocation for education in budget 2011/12, was Rs 390 billion which was barely 2% of its GDP which is very low against the international standard of minimum 4% of GDP (Government of Pakistan, 2013).

The Goal No.2 of the MDGs focus on three indicators i.e NER, completion rate and literacy rate. According to MDGs the targets up to 2015 for Universalization of Primary Education, all countries have to attain NER and completion rate of 100 % and literacy rate (10 years and above) 88%. According to the Economic Survey of Pakistan 2012-13, The NER at Primary level during 2011-12 was 57% (60% for male and 54% for female) against 42% of 2001-02. The completion survival rate at primary level in 2011-12 was 4 % which were 57.3% during 2001-02. The figure indicates that completion rate at primary level has been declined which is a negative sign for achieving MDGs targets up to 2015. The overall literacy rate as observed in

2011-12 was 58 % (70 % for male and 47 % for female) which were observed 45 % during 2001-02.

The Gender Parity Index (GPI) during 2011-12 was noted 0.90 which is again an indication that gender discrimination in Pakistan still exists at primary level. As for the Khyber Pakhtunkhwa province is concerned, The Net Enrolment Rate (NER) at primary level during 2011-12 was 53% (59% for male and 48% for female) while the literacy rate was 52 % which were 72 for male and 35 for female (Government of Pakistan, 2013). Currently 47 million of the population of Pakistan is illiterate and its number is expected to increase up to 50 million by 2015 which makes Pakistan a country where the number of illiterate population is growing. The situation of the country is very unfortunate in contrast to India, Iran and Bangladesh where the illiterate population is expected to decrease by 2015. Pakistan has the highest number of out-of school children after Nigeria and India. The condition is more severe for girls kids where less than one-fourth of them complete primary school (Winthrop & Graff 2010).

According to another statistic, the condition of primary education in Pakistan is very discouraging since, out of 19 million primary school age children, half are still out of school. The Gross Enrolment Rate (GER) in the country as a whole is 70% but almost 50% children drop out of schools before reaching the 5th grade. The unfriendly environment of school along with other factors compel the children to drop out from school and the prevailing practice of the government has failed to enroll and retain children in schools. Comprehensive strategies including provision of additional teachers, school feeding programme and meaningful community participation are required to enhance the enrolment rate at primary level in the country and to

compliment with national and international commitments (National Commission for Human Development, 2013).

The Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13 data reveals the country slow progress towards MDGs targets which has been summarized in below tables.

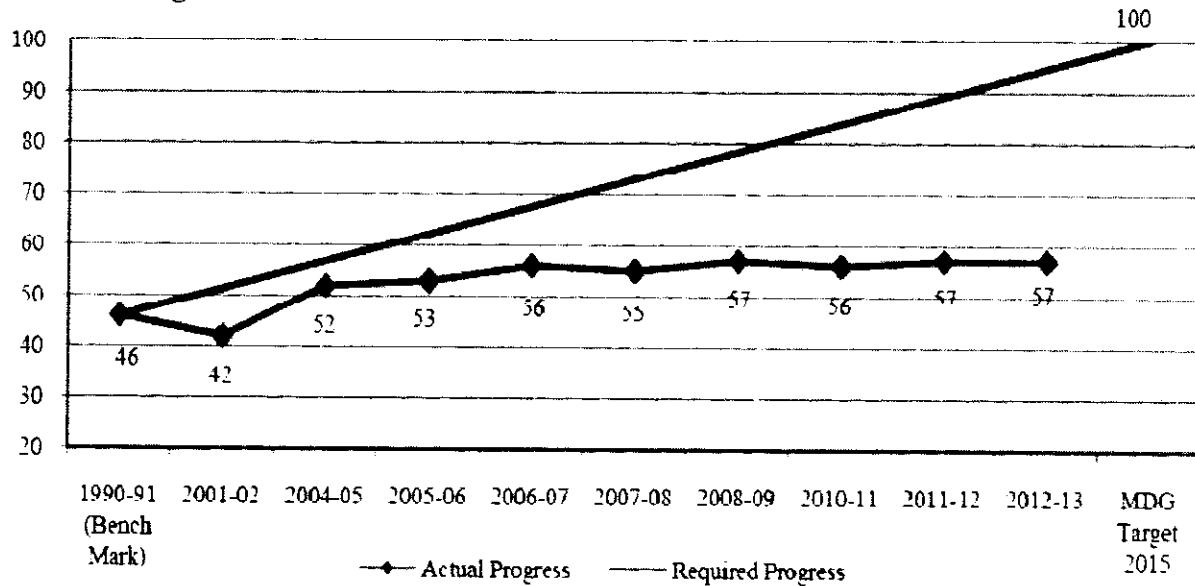
Table No. 2.1

Progress towards MDGs, Goal No.2 at National level expressed as percentage

Indicator	1990-91	2001--2	2004-05	2007-08	2010-11	2011-12	2012-13	MDGs targets
NER	46	42	52	55	56	57	57	100
Completion	50	57	67	52	49	50	-	100
Literacy rate	35	45	53	56	58	58	60	88

PSLM 2012-13

The targets and achievement of Net Enrolment Ratio



The table and figure indicates that the NER in 1990-91 was 46 % which reached in 2012-13 hardly to 57 % against the MDGs target of 100 %. The completion/survival rate grade 1-5 in 1990-91 was 50 % and after long journey of 22 years it was still 50 % against the target of 100 %. The literacy rate (%) 10 years and

above was observed in 1990-91 35 % and reached to 60 % in 2012-13 against the target of 80 % by 2015.

The statistics at provincial level according to The Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13, indicates that Khyber Pakhtunkhwa is below the country average in all the indicators of MDGs i.e the NER for Khyber Pakhtunkhwa is 54 % which is below the National level. The situation for female is worst even below 50 %. Similarly the literacy rate in Khyber Pakhtunkhwa is 52 % again below the national average of 60 %. The situation for female population is once again alarming since the statistics indicates the 65 % of female population in Khyber Pakhtunkhwa are illiterate.

2.5. Population, Poverty and Gender: A Nexus of Interconnected issues in Universalization Primary Education in Pakistan

There is a general consensus that education is one of the most vital instrument helps in improving the quality of life and is an essential component of social and economic development. Education facilitates individuals and societies to make a better choice of their resources and to understand their potential. It has been learnt to understand that the extent of educational success is generally associated with socio-economic status of individuals and their families (United Nations, 1997). In broad, it is recognized that education is increasingly linked with other sectors and goals e.g. poverty reduction, achieving economic sustainability and removing gender disparity for its impact across these sectors and goals, hence educational success depends on advances in achieving other goals agreed by international community. It is important to recognize and synergies the inter-linkages between education and other sectors in substantial policies to achieve the different internationally agreed upon goals (UNICEF, 2010).

The size of population, its growth rate and composition play significant role in the socio-economic development of a country. Pakistan is one among those developing countries where the growth in population is comparatively high and is the sixth most populous country of the world having projected population of 188 million (Government of Pakistan, 2013). According to the statistics of Population Reference Bureau i.e. World Population Data Sheet 2013, in 2050, the Pakistan population is expected to be 363 million in 2050 and would retain the same 6th position in the world. In Pakistan the growth rate of population is 1.95 percent, which is much higher than average growth rate of South Asian countries (Population Reference Bureau, 2013). This rapid growth of population is a negative sign towards sustainable development, especially in the circumstances of resource constraint economy. The countries like Pakistan could not afford the economic cost of such a rapid growth of population and needed to be controlled by any means. There is dire need for including family Planning in curriculum

Table No. 2.2

Pakistan Selected Demographic Indicators

	2012	2013	2014
Total population (million)	180.71	184.35	188.02
Urban population (million)	67.55	69.87	72.50
Rural population (million)	113.16	114.48	115.52
Total Fertility Rate	3.4	3.3	3.2
Crude Birth Rate (Per thousand)	27.2	26.8	26.4
Crude Death Rate (Per thousand)	7.2	7.0	6.90
Population Growth Rate (percent)	2.0	1.79	1.95
Life Expectancy (years)			
Male	66.1	66.5	66.9
Female	64.3	64.6	64.5

Source: Ministry of Planning, Development & Reform (Population projection for the year 2007-2013)

While Universalization of Primary Education has a significant impact on human and economic development, a range of demographic, social and cultural factors hold up its own development. The rapid growth of population, for instance,

may affect the demand for and supply of education particularly in the resource constraint economy, in the manner as it may facilitate or impede the progress towards Universalization of Primary Education (Bella & Belkachla, 2000). South Asia lead the transform over the past six decades and the lowest fertility and mortality rates have been recorded in some East Asian countries in current years. The below table verifies that except Afghanistan, Pakistan is lagging behind other neighboring countries of the region in all the population indicators (World Bank, 2013). Since the population growth rate is comparatively rapid, makes it difficult for the state to generate jobs opportunities and to lift large numbers of people out of poverty. This has led to extreme poverty, making it difficult for the country to fulfill its commitment in provision of basic rights including education (Government of Pakistan, 2013).

Table No. 2.3

Population Indicators of Regional Countries

Country	Total Fertility Rate	Contraceptive Prevalence Rate %	Population Growth Rate %	MMR (2010)
Afghanistan	5.4	21	22	460
Bangladesh	2.3	61	1.6	240
Bhutan	2.6	66	1.1	180
China	1.5	85	0.4	37
India	2.4	84	1.2	200
Maldives	2.3	35	0.1	60
Nepal	2.6	50	1.8	170
Pakistan	3.2	35	1.9	260
Sri Lanka	2.1	68	0.8	35

Source: World Population Datasheet, 2013

Poverty lines are those thresholds which separate the poor population from non- poor ones. In Pakistan, for measuring poverty, the consumption based approach has been adopted by the Ministry of Planning, Development & Reform using data from Household Integrated Economic Survey (HIES). The official poverty line as operational in the country is calorie based, with suggested nutritional requirements of

2350 calories per person per day and providing almost equivalent amount for other basic needs (Government of Pakistan, 2013). According to the World Bank indicators, 60 % of the Pakistan population lives below poverty line if poverty line is taken on international standard of income i.e. US\$ 2.00 per day, however, it would be reduced to 21.04 % with the reduction of income level from US\$ 2.00 to US\$ 1.25 per adult. While comparing Pakistan position with regional countries, it is better than India and Bangladesh and worse than Srilanka, China and Philippine (World Bank, 2014).

Table No. 2.4

Poverty Head Count Ratio

Countries	% of Population Below US \$1.25/day	% of Population Below US \$1.25/day
Pakistan (2008)	21.04	60.19
China (2008)	13.06	29.79
Bangladesh	43.25	76.54
India (2010)	32.67	68.72
Sri Lanka (2007)	7.04	29.13
Nepal (2010)	24.82	57.25
Philippines	18.42	41.53

Source: World Bank (World Development Indicator)

It has been proved by research studies empirically that in a range of circumstances particularly in situation of extreme poverty and hunger, no trade-off exists between quantity and quality in primary education. The schooling at primary level remained underprovided both punitively and qualitatively and needs appropriate strategies to improve educational performance through the excessive contribution of economically sound investments (Harbison, & Hanushek, 1992). Universal Primary Education is not only an essential goal and component of Millennium development Goals (MDGs) and other international commitments but also a mean to others MDGs particularly it is a key in eradicating extreme poverty and hunger from the globe. The access to basic education on equitable basis is directly correlated with lowering of

poverty level and accelerating the economic growth and development (Birdsall and Londofio 1998).

Since children living in extreme poverty has been considered the major out of school factor which deprived children to enroll and retain in schools (UNICEF, 2013). Investment in education sector is the key to accelerate economic growth in Pakistan and causal nexus exists among education, poverty and economic growth. Better education is a useful instrument may be used for reducing extreme poverty and enhancing economic growth in Pakistan. Although reduction in poverty has been observed in the mid of first decade of 21st century, the economic growth of Pakistan has not always been pro-poor and never translated into educational enhancement and poverty reduction approach (Malik et al. 2010).

The human rights perception may offer a general framework of action in recognizing unequal conditions leads to marginalization and may help to reduce poverty and ensure equity (Braveman, & Gruskin, 2003). It has been established that Poverty is not, in itself, a violation of human rights. However, the government's inadequate respond to the conditions that create, poverty and marginalization, may lead to denials of human rights (World Health Organization, & UNICEF, 1978). The restricted access to education particularly to primary education, is considered the denial of a right, connected with poverty hence education is the key to break the cycle of poverty in marginalized families (Backlund, Sorlie & Johnson, 1999). Although poverty and quality education both are interconnected and the socio-economic disparities seriously affect the process of socialization in the society, the issue may be addressed through quality and accessible education for all segments of the society without any discrimination (Capra, 2009).

The role of education as a more powerful instrument in eliminating poverty and inequality from society has been widely recognized. Sustainability of economic growth, sound governance and institutional effectiveness are correlated with the Universalization of Primary Education in particular society (Bruns & Rakotomalala, 2003). Poverty is a foremost out of school factor contributing to illiteracy and may be tackled with social protection initiatives to enable marginalized segments of society to enroll and retain their children in schools (UNICEF, 2013). Article 38 of the constitution of the Islamic Republic of Pakistan obliged the state to ensure equal distribution of resources and provision of basic necessities of life including food, housing, clothing and education (Pakistan Constitutional Law, 2014). It has been committed in Pakistan Vision-2025 (which is a long term perspective plan of the Government of Pakistan), that underprivileged segments of society will be protected by revamping and going up the social protection system in the country to compliment with the provision therein article 38 of the constitution of Pakistan. To make vulnerable community socially and economically productive, an inclusive education system will be promoted along with effective utilization of Pakistan Bait-ul-maal and Zakat funds and welfare schemes for senior citizens (Government of Pakistan, 2014). The Government of Pakistan has started many initiatives to support vulnerable children and their families, assist and provide them equal opportunities of basic education and to manage risks and vulnerability. Some of the major initiatives include Benazir income support programme (BISP) with the committed allocation of Rs 100 billion and the establishment of Pakistan Poverty Alleviation Fund (PPAF) to eradicate poverty, achieve Universal Primary education and gender equity (Government of Pakistan, 2013).

Table No. 2.5

Special initiatives of the Government of Pakistan for poverty reduction

S.No	Components	Amount (Rs. Million)
1	Waseela -e-Haq (BISP)	298
2	Institutional Development/Social Mobilization	481
3	Microfinance Portfolio Management (MPM)	5253
4	Livelihood, Employment and Enterprise Development (LEED)	1603
5	Community Physical Infrastructure (CPI)	341
6	Water, Energy and Climate Change (WECC)	130
7	Education, Health, and Nutrition (EHN)	312
	Total	8,418

Source: Pakistan Poverty Alleviation Fund, Islamabad

There exist numerous and varied links between gender equality and the fulfillment of the international commitment of Universal Primary Education which described education as a basic human right without any discrimination. The fact that two thirds of the world's illiterate population is women confirmed the denial of the human right to education experienced by women and girls across the globe and is a striking example of gender inequity. While Pakistan is a signatory to various international conventions on women's rights including CEDAW, and has initiated for gender equality and women's empowerment, the situation is far missing, only 40 % of the Pakistan's female population over the age of 15 are literate compared to 70 % of the male population. (Global Campaign for Education, 2012). The investment on female education has links with the economic development and socio-economic status of individuals and societies and contributes positively to the factors of human resource development including nutrition, health and child education. Girl's access to education is an important way of reducing inequalities which strengthens women productivity and their negotiating position (Behrman & Schneider, 1993).

While early marriage is a major social concern which blocks women participation in education, which is predominant in Pakistani society and further

multiplied by poverty factor (Siagol, 1995). The number of Illiterate population in Pakistan has been increased with the rapid growth of population and the growth rate of population has been observed three times than literacy enhancement rate. While women and disadvantaged population are more vulnerable to these negative indications, the role of separate schools for girls with female teachers gains more importance in the specific socio-cultural pattern in Pakistan (Social Policy and Development Centre, 2003). Gender disparity is predominant in Pakistani society and is greater in rural areas than in urban areas and in poorer families than richer families. It is estimated that child labourers of primary school age are more likely to out of school than their non working peers i.e. 80.5 % compared 33.9 %. (UNICEF, 2013).

The wider gender gap in enrolment is a challenging issue to understand the full potential of demographic dividend, making it crucial to expand primary school network with the aim to promote girl education in rural areas. Based on the prospective population-education gap at primary level, it is estimated that Pakistan would need more than 60,000 primary schools with the capacity to take in more than 16 million children, both boys and girls by the year 2015 hence stress for considerable increase in budgetary allocations for primary education (Mahmood, 2011).

According to Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13, while 71 % of the country male population is literate, the situation is worst for females and more than half of the country women are illiterate. Similarly the Net Enrolment rate (NER) for male stands at 61 while for female its ratio is only 54 which is again a negative sign for gender equity and for achieving MDGs targets.

Table No. 2.6

Three indicators of MDGs Goal No 2

Indicators	National	Punjab	Sindh	Khyber Pakhtunkhwa	Balochistan
NER	Total: 57 Male: 61 Female: 54	Total: 62 Male:64 Female:60	Total: 52 Male:56 Female:48	Total: 54 Male:59 Female:48	Total:45 Male:54 Female:35
Completion Rate	-	-	-	-	-
Literacy Rate (%) 10 years and above	Total: 58 Male: 70 Female:47	Total: 61 Male:71 Female:52	Total: 56 Male: 67 Female 43	Total: 53 Male: 72 Female:36	Total: 43 Male: 59 Female:25

Source: Pakistan Social and living Standards Measurement (PSLM) Survey 2013-14.

Human Capital Theory describes links between education and poverty in terms of education as a means of poverty reduction and suggests that for alleviation of poverty, the enhancement of education should be at the core heart of an effective Anti-Poverty Strategy to enhance productivity, eligibility and socio-economic status of deprived segments of society (Oxaal, 1997). Basic education play significant role in poverty alleviation by increasing the productivity of the poor, reduce the fertility rate and equip people with the skills they need to participate fully in socio-economic development. Attainment of Equity has been observed as one of the major challenges in education and expanding educational opportunities to marginalized groups including refugees, child labourers and girls are still far away. To compliment with the challenge of equity, the educational programme must pay special attention to the education of these underprivileged segments of society (World Bank 1995).

Opportunities available for teacher training, its appropriateness, teacher's role in curriculum is also contribute to factors of not achieving educational targets. In Pakistan teachers are not practically involve in curriculum development process. Lack

of teaching material, lack of in-service training opportunities, lack of coordination among various committees are some of the fundamental issues. Appropriate teachers training opportunities, new teaching material and proper in-service training have been found prerequisite to fulfill the change need for the society. With the revision of curriculum, the teachers are not properly introduced to deliberated learning strategies. Teachers must be mobilized in support of curriculum change through extensive training opportunities to convince them for their crucial role in promoting innovation (Ashraf, 2013).

The quality of curriculum being taught to inculcate various types of skill to cope with the challenges of modern society is also a matter of concern. The quality dimension of curriculum must focus to prepare children for the challenges in society. The curriculum and school environment is also contributed to enrolment and retention of girls in schools. Pakistan is a case study for the consequences of political neglect of education. Approximately half of the enrolled children drop out before the end of grade 3. After three years of primary education, only one-third of children are able correctly to formulate a sentence containing the word "school" or add a two-digit sum (The Guardian, 2013). Behind this desperate picture are some of the world's starker inequalities. Urban boys from the wealthiest 20% of households average 10 years of schooling. By contrast, rural girls from poor households get just one year. The gender dimension on education suggests concentration on the content and value of schools curriculum and the kind of environments they provide for girls. The curriculum, norms and values along with optimistic school environment may reinforce girls' sense of second class citizenship which dramatically enhance female participation rate in education which is a major obstacle for Universal Primary Education in developing world (Womankind 1995).

The World Bank along with other development organizations has stressed for increased investment in female education as an imperative development strategy for developing countries due to high social rates of return to female education. It is widely accepted that educated women marry in later stage of life, want fewer children and are more likely to use successful methods of contraception. Research studies have confirmed that there exists large differences in fertility rates are found between those who have completed at least seven years of education and women who have not completed primary education (United Nations, 1995). The issue of financing and the affordability of education for the disadvantaged community and girls to eliminate poverty and hunger through investment in education sector are controversial. The proportion of public financing share for different levels of education has serious implications in reducing gender disparity and poverty; hence a thorough analysis of the supply side of educational provision is important to equity consideration. Although the public financing on primary education by and large favours the poor, but because of the heavy subsidization for higher education, public expenditure on education as a whole often favours the rich class of the society and female students are typically remains even more underprivileged because of their less access to higher education (World Bank 1995). Research studies conducted on the barriers to girls' schooling have thoroughly identified the persistence of gender gaps in education. Girls belong to poor families are likely to deprive from schooling because of the perceived and actual costs both direct i.e. fees, books, pencils, clothing, transport and opportunity costs (Baden 1995).

Literacy as a core element of basic education has been recognized in Pakistan's national policy documents and also revealed in various international commitments but in spite of the government's commitments for Universal Primary

Education, Pakistan still stands with one of the highest rates of illiteracy in the world with significant gender disparity. Poverty is linked strongly with low level of education and the deprivation of girls from education due to lack of funds perpetuate a vicious circle of poverty in their lives. Restriction on girls mobility due to cultural norms and long distance schools further increase the risk of dropout since 60 % of the gender gap in enrolment is due to long distance from schools. (UNESCO, 2010). By looking at the global figures, two-thirds of the world's illiterate adults are women; and more than the 125 million children out of school in the world, 70 percent of whom are girls. Drastically more girls than boys who enroll into grade-I fail to complete the cycle of five years of primary schooling. Social way of life in underdeveloped countries coupling with deep-rooted religious and cultural beliefs is most often the barriers to expanding girls education around the world. (Save the Children, 2012). In Pakistan major barriers to education as identified by communities in various surveys include large family size, extreme poverty, unemployment, and mobility issues for girls in the socio-cultural context of the region. A comprehensive social protection policy for marginalized segments of society is under preparation with coordination, consultation of technical assistance of international development partners. Government of Pakistan recognized the essential role of social protection programmes in poverty reduction enhancing educational attainment of vulnerable children and Cash transfers as a core part of poverty reduction strategy has been initiated in collaboration with international development partners. (UNICEF, 2013).

The rates of return approach offers a broad range of key insights into the restricted access to universal basic education in Pakistan may be interpreted within the demand-supply dichotomy. While the availability of adequate public schooling contribute to the supply side, poverty and cultural attitudes primarily against the girls

education are thought to be typical constraints on the demand for primary schooling (Gazdar, 1999).

Disparity in access to education among populations and groups exist due to numerous social, economic and cultural factors and vulnerable individuals and groups do not afford just few years of education, often received poor-quality education having low level of learning achievement. The underlying causes are varied; interconnected and household poverty is considered one of the strongest and most determined factors for educational marginalization. Gender is another chief barrier, especially when coupled with other social factors like poverty, culture, disability and other socio-economic contexts (UNICEF, 2010).

Disparity in access to education exists in Pakistan which demands for enhanced budgetary allocation for education sector with particular focus on girls and other excluded classes but unfortunately the budgetary allocation for education is the lowest in Pakistan when compared to other regional countries. Pakistan's allocation for education is hardly 2 % of GDP which is the lowest among regional countries despite the fact that provisions have been made continuously in policy documents for enhanced budgetary allocation. (Government of Pakistan, 2014).

Table No. 2.7

Comparison of public sector expenditure on education

Country	Public Sector Spending (as % of GDP)	Literacy Rates In %
Bangladesh	2.4	59.8
Bhutan	4.8	52.0
India	3.1	73.8
Iran	4.7	85.0
Maldives	11.2	99.0
Nepal	4.6	66.0
Pakistan	2.0	60.0
Sri Lanka	2.6	91.2

Source: CIA World Fact Book: Figures for latest available years

While Education for All has been declared by the Government of Pakistan its top priority and inducted human development through education as a key pillar of Pakistan Poverty Reduction Strategy, it failed to expand educational opportunities in accordance with the rapid population growth and to girls and other excluded groups as per their commitments. Pakistan's budgetary allocation for education sector is just 2 % of GDP and only 10 % of the available budget was meant to meet development expenditure which has led to a backlog of out of school children, considerable number of which belongs to girls and poor households (Pakistan Institute of Legislative Development and Transparency, 2010). Although Pakistan made a series of commitments in various national documents and international conventions for enhancing budgetary allocation for education but it failed to fulfill its commitment since the budgetary allocation for education in Pakistan is the lowest among regional countries. The lower political will of the government to make education accessible to all without any discrimination is cleared from inadequate investment in education sector (Pakistan Coalition for education, 2010).

According to Pakistan Millennium Development Goals Report 2013, prepared by Planning Commission of Pakistan in collaboration with United Nations Development Programme (UNDP), The MDG No. 2 for Pakistan is 100 percent primary school enrolment, 100 percent completion of education from grades 1-5 and an 88 percent literacy rate. The reports revealed that Pakistan is off-track on all three targets, and therefore not likely to achieve targets of MDG 2 by 2015 (Government of Pakistan, 2013). The Private Sector may play a key role in achieving MDGs targets of Universal Primary Education. The Government of Khyber Pakhtunkhwa is supporting private schools in numerous ways. Public Private Partnership concept is very crucial to reach the disadvantaged community and expand educational services. The private

school provide basic education to the masses across the province. The Public Private Partnership concept needed to be applied with the spirit of provision in access, quality of teachers, quality of curriculum etc. Government of Pakistan has developed a National Plan of Action for MDGs Acceleration Framework (MAF) 2013-16 focusing on bringing maximum number of out of school children to be enrolled in schools through opening of schools, launching awareness campaigns, availability of proper physical environment, community participation and specific provision of other incentives e.g. stipends to poor children and their families, food for education, uniforms to enroll and retain children from most vulnerable areas and community. (Government of Pakistan, 2013).

While there are more than a few reasons for the relatively slower growth rate of Pakistan particularly in education sector, including geopolitical and domestic factors, the absence of a clear national vision supported by sustained political commitment is a missing link in Pakistan's development agenda. By realizing the fact that in a multi-party democratic set up like Pakistan, ownership of vision is as important as its technical soundness, the Pakistan National Vision 2025 was formulated after consultation with all stakeholders, including political representatives, federal ministries, provincial governments, business leaders, international organizations, academia, think tanks, and development partners. The Pakistan Vision 2025 has been based on seven pillars wherein the vulnerable population, poverty and gender dimensions of Pakistan's slower progress towards national and international commitments has been addressed with the commitment of enhances public sector allocation for marginalized segments of society. The role of Private sector has been fully recognized in the Vision document. (Government of Pakistan, 2014).

While Pakistan spent very less on education almost 2 % of GDP on education against the commitment of 7 % in National Education Policy and 4 % of UNESCO minimum standard (Government of Pakistan, 2013), The situation is further dishearten of under utilization and misappropriation of the allocated budget. There are many causes including misappropriation, bad governance and less delegation of financial power at district level with no involvement of community. This situation may be improved through community involvement in assessing needs and determining priorities for allocation of resources. The decision making power of district education authorities were found to be very low which prevented them from performing efficiently and the resources may not be utilized on time. the participation of community in resource allocation and effective role of PTCs, performance based budgeting with effective monitoring mechanism and devolution of maximum financial power to district authorities may lead to better direction (UNESCO, 2013).

In a nutshell, it may be concluded from the aforesaid discussion that population, poverty and gender are the three interconnected factors, playing a significant role in determination of access to universal primary education. The size of population, its growth rate and composition play significant role in the socio-economic development of a country. Pakistan is one among those developing countries where the growth in population is comparatively high, created adverse effects on the economic development of the country and consequently opened the flood gate for illiteracy and extreme poverty across the country. This rapid growth of population has disturbed the demand for and supply of education and impede the progress towards Universalization of Primary Education.

Whilst the role of education as a catalyst in eliminating poverty and inequality from society has been widely recognized correlated with economic growth, sound

governance and institutional effectiveness, poverty is still a foremost out of school factor contributing to illiteracy and may be tackling with social protection initiatives. Although Besides the constitutional obligations which obliged the state to provide basic necessities of life and social protection, Pakistan is also signatory to numerous international treaties and conventions on the subject but the poverty situation in the country is still alarming contributing as a major out of school factor.

Disparity in access to education among populations and groups exists due to numerous social, economic and cultural factors and gender is the dominating factor. Whereas Pakistan has initiated for gender equality and women's empowerment particularly in education, the situation is far missing and 60 % of the Pakistan's female population over the age of 15 are illiterate compared to 30 % of the male population. Large family size, extreme poverty, unemployment, and mobility issues, coupling with deep-rooted religious and cultural beliefs are the major barriers to girl's education in Pakistan. While the over population, extreme poverty and the gender discrimination prevailing in the Pakistani society demands for the enhanced budgetary allocation in education sector, the financial provisions for education in Pakistan is the lowest among regional countries. Pakistan made a series of commitments in various national documents and international conventions for enhancing budgetary allocation for education but it failed to fulfill its commitment and the lower political commitment of the government to make education accessible to all without any discrimination is cleared from inadequate investment in education sector.

2.6. Review Of Related Studies

UNICEF Pakistan (2012), in its annual report of the Situation of Women and Children in Pakistan, identified children in Pakistan the most vulnerable part of the population. The study revealed that Pakistan was not on the track to achieve MDGs

targets of Universalization of Primary Education. Nearly half of primary aged children are out of school with a high proportion of girls i.e. nearly three quarters of the out-of-school total children. The study further revealed that the primary completion rate in the last five years has declined and out of 55% of illiterate adult population, 75% were women. The poor indicators are marked by deep disparities based on multiple factors including gender, poverty, ethnicity, cultural norms etc. The low community participation, harsh school environment, insufficient number of schools and teachers and very low allocation of resources for education prevent the country from achieving the desired targets of MDGs and EFA Goals. The reports termed the situation after 18th constitutional amendment as more critical since the devolution of education from the federation to the provinces were accompanied with many unanswered questions about the resource allocation, capacity and capability of the provincial machineries (UNICEF, 2013).

Gazdar (1999) investigated the root causes of the failure of Universalization of Primary Education in Pakistan. The findings of the study revealed Pakistan's unsatisfactory progress towards Universal Primary Education in Pakistan. Teacher's absentees especially in girls schools, cultural sensitivity towards girls education, non-availability of sufficient facilities in schools, low community participation and political constraints were pointed out major factors for failure of Universal Primary Education in Pakistan.

Farooq (2010) has find out reasons for dropout and to develop an inclusive schooling plan to reduce dropout rate. The study concluded harsh environment of the schools corporal punishment, inappropriate curricula, lack of co-curricular activities, child labour practices, extreme poverty, lack of parental and community participation as the causes of dropout rate in Pakistan. Gender equality is one of the goals of MDGs

directly related to Universal Primary Education and committed by leaders of the world to be achieved up to 2015. Gender equality has been recognized by UNESCO (2013) as a pre-requisite towards Universal Primary Education and human development. The study stressed to investigate and reinforce policies to encourage gender equality in education, accompanied by effective implementation through systematic monitoring and evaluation mechanism. Policies should be based on research and gender sensitive action plan should be developed. Coordination between various Ministries and Departments should be further strengthened for effective implementation of the designed policies and planes (UNESCO, 2013).

Watkins (2009) thoroughly recognized the community and civil society involvement crucial for Universal Primary Education and identified political and cultural environment as barriers for active community insolvent in some countries. The study categorized Pakistan among those countries where the expenditure on education as share of GNP decreased between 1999 and 2006 and was considerably lower than the international benchmark of 6 per cent of GNP.

UNESCO (2013) traced out budgetary allocation in selected districts of Pakistan in the post 18th constitutional amendment's scenario. The report traced the budgeting process for schools and involvement of community in allocation of budget. The study revealed the inadequate allocation of budget for schools with no community involvement in assessing needs and determining priorities for allocation of resources. The decision making power of district education authorities were found to be very low which prevented them from performing efficiently. The study recommended the participation of community in resource allocation and performance based budgeting with effective monitoring mechanism.

UNESCO (2010) revealed various national and international commitments of the Government of Pakistan for Universalization of Primary Education and eliminating gender disparity in education. The report identified the current poor indicators and progress of the country in fulfilling its commitment. Poverty, low education budget, cultural norms for girls, gender division of labour, shortage of female schools/teachers and the ongoing conflict situation in the country were identified as the major barriers for girls education in Pakistan. The study recommended the introduction of flexible school timing, effective monitoring and evaluation mechanism, strong coordination between line departments and establishment of more schools with the free and compulsory primary education for all school children as pre-requisites for achieving Universal Primary Education in Pakistan.

Brown (2010) exposed the international community for not fulfilling its commitment for Universal Primary Education. The lack of financial, technical and human resources in poorest countries were identified as the key barriers in progress towards EFA Goals. The report recognized that business as usual was no longer an option and urged for fast track initiatives with enhanced allocation of resources, strengthening the delivery and successful public-private partnerships along with strengthening the support of countries in conflict situation.

United Nations Development Group (2010) recognized completed primary education as basic human rights admitted by countries and leaders of the world. The study identified the lack of primary education in recent decades as a reason for high levels of adult illiteracy. Disparities in access, low quality of education, social, cultural and economic barriers in some countries, gender disparity and exclusion of vulnerable children were identified as main factors for not achieving MDGs targets of

Universal Primary Education. The report recognized financial constraint are not necessarily or always the most important constraints and it is inadequate capacities of the national education systems which often matter. Unrealistic planning, poor management and implementation process were found critical for achieving desirable results.

The Department for International Development (2005) pointed out Pakistan among the major countries in term of out-of-school girls children. The report highlighted some key barriers for girls education including hostile school environment, women's weak position in the society, social exclusion and conflict situations which hurts girls more than boys. The appropriate strategies including enhanced political commitment for women empowerment, making girls education affordable and lending support of charity and religious organizations were recommended to alter the situation.

UNICEF (2005), analyzed the barriers in access to primary education and identified that children of 20% poorest families were found to be 3.2 times more likely to be out of primary schools than wealthiest 20%. Mother education played significant role in child education and children of illiterate mother were likely more than twice to be out of schools than those whose mothers were literate. Geographical locations are also a factor and more rural children were identified as out of school than urban children. UNIDIR (2011) identified the military use of schools in conflicts situations has been identified a barrier in access to education. In conflict situations, the armed groups take over schools and use them as their bases which result in discontinuation of schooling and increase the concerns about the risk of children and their education. Recently in many countries, the armed forces and militants groups used schools for military purposes and forced the children to discontinue schooling .

The Centre for Research and Security Studies (2011) discussed the cost of Conflict in Pakistan and identified the year 2009 the most bloody one for Pakistan since it became an ally of the United States of America in the war against terror. The education sector of the country was seriously affected by the terrorist activities and hundreds of schools were burnt by the militants, forced the children to remain out of schools and an alarming decline in children enrolment has been observed.

Memon (2007) investigated the key issues, challenges and problems in education sector of Pakistan and identified the poor quality of teachers at primary level as a barrier in quality education. The educational reforms introduced for teacher education in recent decades did not produce any substantial impact and both the quality and quantity of education at primary remained poor. Tembon, & Fort (2008), revealed the conservative attitude and cultural impediment for girl's education which caused the lower enrolment rate of girls than boys at primary level. The crisis and conflict situation as a result of the massive earthquake of 2005 created enhanced opportunities for girls when these girls were shifted from their remote areas to Internally Displaced Persons (IDPs) camps in valleys and got enrolled in schools run by different NGOs in IDPs camps.

Lehman (2003) concluded that Universalization of Primary Education may be achieved by reviewing the way primary education is delivered in remote rural communities. For desired achievement, a paradigm shift is needed by enhanced community participation and establishing greater number of schools in rural areas. Sanyal, (2007) advocated the linkages of higher education with basic education to achieve EFA goals. Higher education and basic education are interdependent and higher education should reinforce its role and activities by introducing high quality teacher training programmes, interdisciplinary and transdisciplinary approach to

eliminate extreme poverty, hunger and illiteracy which was also advocated by the World Conference on Higher Education organized by UNESCO in 1998.

Sathar et al (2000) examined the link between family planning behavior and investments on child education and captured variations in schooling, shortage of teachers and inadequate physical facilities in primary schools particularly in case of girl's schools. Opertti, Brady, & Duncombe, (2009) stressed for enhanced community participation and adopting broadening concept of inclusive education alongside enhancing the capacity and capability of government departments for achieving the EFA goals. Husain & Sheikh (2003) recognized the low allocation of public resources for education a major barrier in achieving Universal Primary Education targets. Pakistan's allocation for education sector is quite low as compared to its fellow states in South Asia which has resulted in poor indicators on Human Development Index.

Lewin (2007) revealed the causes of not achieving MDGs targets in developing and poorest countries and stressed for linking the national development strategies on poverty reduction with MDGs targets and EFA goals. Deng (2003) recognized the conflict situation as a barrier for EFA goals and urged for appropriate legislation to ensure free and compulsory education for all school aged children in Sudan. Shah (2003) recommended the capacity building of all stakeholders in the context of decentralization of education and provision of orientation to the community to effectively play its enhanced role for education uplifting in the country. Rose (2009) examined the role of NGOs in educating vulnerable children through non-formal strategies as a compliment with formal schooling. The role of NGOs in the context of EFA goals has been recognized helpful and urged for further exploring its role in the wider context of development its contribution to reach the most vulnerable groups of children.

Lozada (2008) criticized the political interference in posting and transfer of teachers which badly damaged the smooth teaching learning process in Pakistan. The negative affect of this male practice is predominant at primary level in one teacher schools. In case of teacher's transfer, the schools remain closed till the appointment of a new teacher, causing a break in children's education. The process of collection of data is substandard and the planning made on the bases of flaw data always failed to meet the desired goals.

According to Bano (2008), the public private partnership's strategy adopted in the country to ensure access to quality basic education of all citizens irrespective of ethnicity, sex, colour, race etc have failed due to its limited capability and capacity. The mistrust on NGOs and private sector by the state machinery led to the failure of public private partnerships strategy. Parveen (2010) termed inclusive education as development process in Pakistan, may be helpful for achieving Universalization of Primary Education in Pakistan but its shortfall in context of Pakistan is visible. The insufficient training opportunities and diverse nature of various marginalized groups of vulnerable children become hurdles in its effective implementation. According to Zakar, Aqil & Manawar (2013), the proper functioning of a school is directly related to community and other stakeholders at local level. Pakistan is not on the way to achieve MDGs targets due to numerous reasons including low community participation, lack of political commitment and political interference in teacher recruitment process. According to Jumani & Bibi (2011), the student drop-out rate was higher in Non Formal Basic Education (NFBE) schools and the teachers were quite unhappy with their service structure. The enhanced community participation was found essential for NFBE schools. According to Latif (2011), due to political,

of the pen; taught man what he did not know". (Holy Quran, 96:1-5). The prophet Muhammad (PBUH) stressed on the importance of education without any discrimination on various occasions. and said that "Seeking knowledge is mandatory for every Muslim." (Mishkat). "He who has a slave-girl and teaches her good manners and improves her education and then manumits and marries her, will get a double reward; and any slave who observes God's right and his master's right will get a double reward".(Sahih Bukhari, Volume 3, Book 46, Number 723).

On another occasion the Prophet of Islam (PBUH) said that "If anyone travels on a road in search of knowledge, Allah will cause him to travel on one of the roads of Paradise. The angels will lower their wings in their great pleasure with one who seeks knowledge, the inhabitants of the heavens and the Earth and the fish in the deep waters will ask forgiveness for the learned man. The superiority of the learned man over the devout is like that of the moon, on the night when it is full, over the rest of the stars. The learned are the heirs of the Prophets, and the Prophets leave neither dinar nor dirham, leaving only knowledge, and he who takes it takes an abundant portion." (Mishkat). It is inferred from the above quoted Ahadeet that education is not a right but a duty of every Muslim, irrespective of gender. Whereas the second Hadith, emphasize on the quality of education being imparted to the girl slave, the third Hadith verify the superiority of the person who seeks knowledge over the one who does not (Onaid, 2014).

According to Kazmi (2005) low female literacy rate is one of the main reason of not achieving Universal primary Education in Pakistan and the country has stressed upon it . Although the previous programmes failed to meet desired objectives, Since Beijing and Cairo Conferences, the country has taken a range of initiatives to get better the condition. The Gender Reform Program (GRAP) which was developed

through consultation with stakeholders is the most significant one for removing gender disparity at all level. Pakistan is facing many challenges including natural disasters, terrorism, political instability. This fact has been explored by Turrent and Oketch (2009) and urged that at present pace of progress, fragile states cannot achieve universal primary education targets since these countries are facing faces stern development challenges including weak institutional capacity, bad governance and political instability and hence difficult to mobilize domestic resources for investment in education sector.

CHAPTER 3

RESEARCH METHODOLOGY

The study in hand was designed to find out the gaps between commitment and implementation in achieving Millennium Development Goals (MDGs) on Universalization of Primary Education in Khyber Pakhtunkhwa. In order to address research questions and objectives of the study, the data were collected by using questionnaire, interview and document analysis.

This was a descriptive type research and the following procedures were followed for conducting the research study.

3.1. Population

The target population of the study includes;

- I. The policy makers and implementers which were performing and involved in policy and planning formulations and implementation in various federal government organizations i.e. the Federal Ministry of Education, Government of Pakistan, Islamabad, Planning Commission, Ministry of Planning, Development & Reforms, Government of Pakistan and Finance Division, Government of Pakistan. Similarly at provincial level relevant officers of Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa involved in planning and policy matters were the target population for this research study.
- II. The Executive District Officers (EDOs) of the Elementary and Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa who

were performing in all the 25 districts of the Khyber Pakhtunkhwa province responsible for implementation of the E&SED policies guidelines and overall supervision of the schools in their respective districts.

- III. The Development partners that were supporting the E&SED, Government of Khyber Pakhtunkhwa in preparation and implementation of its Education Sector Plan by provision of technical and financial support. These development partners were providing their support through MoU signed between them and the provincial government (UNESCO, 2011).
- IV. Vulnerable/disadvantaged children that were out of school in Khyber Pakhtunkhwa and whose number in KP province according to the National Plan of Action 2013-16 is approximately 0.53 million (Government of Khyber Pakhtunkhwa, 2013). A summary of the target population is as produced in the below table 3.1.

Table 3.1

Numbers and Nature of Population

<i>S.No</i>	<i>Population</i>	<i>Number</i>
1	Policy makers and implementers at federal and provincial level	65
2	Executive District Officers (EDOs) of the Elementary & Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa	25
3	Development partners and NGOs/INGOs working in Khyber Pakhtunkhwa education sector	34
4	Vulnerable/disadvantaged children who are out of schools in KP province.	0.53 million

3.2. Sampling

As the population selected for the current study represented different groups, different techniques and strategies were used for selection of sample from each group of population as per the following detail.

3.2.1 Policy Makers and Implementers at Federal and Provincial Level

The purposive non-probability sampling technique was used for selection of sample for the population group of policy makers and implementers at federal and provincial level. For this purpose, the initial visits to the relevant ministries and departments were made to know about the officers who were directly involved in the activities related to the objectives and research questions of the study. Sixty Five officers were identified by the researcher and twelve officers (BPS 18 and above) which were directly involved in the matter and accessible for the researcher were selected for interview (six at federal and six at provincial level) on the basis of access, their direct familiarity and working experience with reference to the current study.

3.2.2 Executive District Officers (EDOs) of the Elementary & Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa

The Executive District Officers (EDOs) of the E&SED, Government of Khyber Pakhtunkhwa were selected as population for gathering data through questionnaire. There were twenty five (25) districts in Khyber Pakhtunkhwa province hence the twenty five (25) EDOs were posted one in each district scattered across the province. Since the population was very limited and nature of the data were descriptive so the whole population was taken as a sample for collection of data through questionnaire. When the population is about 100 then the whole population will be selected as a sample of study (Johnson & Christensen, 2008). "Ideally,

everyone in the population should be questioned, and sometimes this is done if the population is very small" (United States General Accounting Office, 1993).

3.2.3 Development Partners of the E&SED Government of Khyber Pakhtunkhwa

There were various developmental Non Governmental organizations working in education sector in Khyber Pakhtunkhwa province. For the current study, only those development partners/organizations were selected which have signed MoUs/properly registered with the Elementary & Secondary Education Department and were accessible to the researcher for interview. The selection of the sample was purposive due to the reality that the these development partners selected for this study were directly involved by supporting the E&SED in implementation of Education Sector Plan to enable the provincial government to fulfill the commitment made for Universalization of Primary Education (UNESCO, 2011).

3.2.4 Vulnerable/disadvantaged children who are out of schools in KP province.

According to National Plan of Action regarding Accelerating the Millennium Development Goals (MDGs), the number of out-of-school children of school going age is about 0.53 million which are considered as vulnerable/marginalized children (Government of Pakistan, 2013). Vulnerable children belongs to different groups may be disable, child labourers, street children etc. Snowball sampling technique was used for selection of sample for interview from this group of population. The use of snowball sampling technique was due to the fact that the population for the study was hidden and sampling frame was difficult to establish. In situation where the population is hidden and not easily accessible, snowball sampling technique may be employed as the best option (Shaghaghi et al, 2009). A total of 400 (350 children and 50 parents) were interviewed. while 300 numbers of children were interviewed in

different groups at working and public places like Tatara Park Peshawar, Baghe Naran Peshawar etc, only 100 (50 children and 50 parents) were interviewed individually.

3.2.5. Document Analysis

Through analysis of documents, the researcher offered data for approaching into the research issue. The document analysis was important for this study since it allowed the researcher to analyze the phenomenon more consistently than interview and questionnaire due to the fact that it not only allowed triangulation but also enabled the researcher to get information that was difficult to get through questionnaire and interview since the respondents (policy makers and implementers) were not willing always to converse openly. Strong validity of documentary data and the availability of documents that were relevant to the questions of the study were other important features of the document analysis. As outlined by Gaborone (2006) whereas, social surveys, in-depth interviews and participant observation are being used by researchers, they are not the only ones available nor are they always useful. The qualitative method of document analysis was used by skimming, reading and interpretation. The relation between text and context was explored as in the procedure identified by Payne (2004), was followed by categorizing, interpreting and identifying the lapses in the policy documents. The quality control criteria outlined by Scott (1990) was used in handling of documents including credibility of the documents, its authenticity, representativeness that whether documents are representatives of its kinds and meaning of the documents by looking comprehensibility of the sources. Validity of document analysis was established through data triangulation method. For reliability of documentary analysis every effort was made to use primary data and in other case secondary sources were compared with primary source. It was looked

whether different researchers interpreted the text in the similar way. The National Education Policy-2009 was selected as the primary document for analysis. The Policy-2009 was analyzed by its commitments in contrast with the National Action Plan of Accelerating Millennium Development Goals (2013-16) by the Government of Pakistan, the Education Sector Plan 2008-16 of Sector Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa, Education Sector Reform Programme of the Government of Khyber Pakhtunkhwa, Economic Survey of Pakistan, Progress report on Millennium Development Goals (MDGs) by the Government of Pakistan and United Nations Development Programme (UNDP) and the ongoing programme of the E&SED, official documents and reports of the Development Partners i.e. Khyber Pakhtunkhwa Education Sector Policy Analysis Report of UNESCO, and Analysis report on MDGs and UPE by UNDP, DFID, GIZ, USAID, UNICEF, Save the Children and Annual Status of Education Report (ASER, 2012). Ten main commitments of the Government of Pakistan about MDGs and UPE were selected for analysis.

The selection of NEP-2009 as a source to be analyzed was based on the following;

- I. National Education Policy-2009 is the latest policy of the Government of Pakistan which was formulated with consensus of all the stakeholders including the federating units i.e. provincial and area governments.
- II. The reason which impelled the Ministry of Education for launching this policy was the fact that the previous policy of 1998-2010 failed to accomplish with the commitment made by Pakistan for Universalization of Primary Education in the Millennium Development Goals and Dakar Framework of Action, Education For All Goals (Government of Pakistan, 2009).

Table 3.2

Summary of sampling techniques used

<i>S.No</i>	<i>Population</i>	<i>Numbers</i>	<i>Sample</i>	<i>Sampling</i>
1	Policy makers and implementers at federal and provincial level	65	12	Purposive non probability sampling
2	Executive District Officers (EDOs) of the Elementary & Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa	25	25	The whole population was selected as sample of the study
3	Development partners working in Khyber Pakhtunkhwa education sector	34	7	Purposive non probability sampling
4	Vulnerable/disadvantaged children who are out of schools in KP province along with parents	0.53 million	400	Snowball sampling technique

3.3. Research Instruments

Different research instruments were used for different samples of the population groups depending on the nature of population and the nature of the required information. Questionnaire was used as a tool for collection of data from Executive District Officers (EDOs) of the Elementary & Secondary Education Department (E&SED), Government of Khyber Pakhtunkhwa and interview was used as a data collection tool for policy makers and implementers at federal and provincial level, Development Partners and vulnerable children and their parents. The detail is indicated in the table 3.3.

Table 3.3

Research instruments used for Selected Population

S.No	Nature of Population	Numbers	Selected as sample	Research instrument
1	Policy makers and implementers at federal and provincial level	65	12	Interview
2	EDOs of the E&SED, Government of Khyber Pakhtunkhwa	25	25	Questionnaire
3	Development partners working in Khyber Pakhtunkhwa education sector	34	7	Interview
4	Vulnerable/disadvantaged children who are out of schools in KP province.	0.53 million	400	Interview

3.4 Development Of Research Instrument: Questionnaire

The questionnaire was used as tool for collection of data from all the twenty five (25) Executive District Officers of Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa. The researcher prepared a questionnaire using five points likert scale after studying related books, articles, reports and magazines with the help of supervisor.

The questionnaire was consisted of 54 items. Item No 1 to 7 were about the availability of basic facilities and opportunities available including water, electricity, toilets, logistic facilities, incentives and school's hygienic condition. Items No. 8 to 14 enquired about gender discrimination as a reason of low enrolment rate and not achieving MDGs targets. included cultural barriers to female mobility, inconvenience faced by girls kids to schools, mixed gender schooling effect on enrolment rate etc.

Items No. 15 to 19 were related harsh school environment/corporal punishment as a barrier to education. Statements made were included Authoritarian

role of teachers, awareness against corporal punishment, disciplinary action taken against those found guilty in corporal punishment etc. Items No. 20 to 23 were about school-community relationships including status of the Parent-Teacher-Councils (PTCs), training, community involvement and support. Items No. 24-26 were about poverty as a reason of low enrolment and retention rate. Items No. 27 to 31 were about NGOs Led Intervention and role of Development Partners (DPs) in Universalization of Primary Education Khyber Pakhtunkhwa. Items No. 32 to 37 were about resource issues and financial allocation for achieving MDGs targets of Universal Primary Education. items No. 38 to 40 about parental issues, Items No. 41 to 45 were about vulnerabilities and Non-Formal strategies. Items No 46-49 were related teachers issues and Items No. 50 to 54 were about coordination, politics and management.

3.5. Pilot Study

The next important step was to test the validity and reliability of the research instruments. The questionnaire was tried out in Districts of Dir Upper, Bannu and Abbottabad. Moreover, it was got validated through experts in the relevant field. The criteria set for expert selection was either Ph.D Degree in Education with teaching experience at university level and research contribution in primary education or MS/Master Degree in education with at least ten years direct experience in policy making and planning formulation in the Planning Commission of Pakistan. Three experts were selected for this purpose, one was Ph.D in education having expertise in the relevant area and the other two were officers in the Planning Commission of Pakistan as expert working on MDGs on Universal Primary Education. Keeping in view all the responses the researcher refined the questionnaire by doing certain changes.

For determining the reliability of questionnaire, test-retest methods was applied which measures stability. The results of the pretest were analyzed (table) using the Statistical Package for Social Science SPSS version 20. The result was 0.966 which showed high significance. The reliability coefficient value of 0.70 are higher are generally considered as acceptable value for research purposes while reliability value higher than 0.90 is considered as significant value (University of South Alabama, 2013).. The formula used for estimating reliability is coefficient alpha given below.

$$\text{ra} = (k/(k-1)) (1 - \sum a_i^2 / a^2)$$

where where a_i^2 is variance of one test

This formula is used when the data are collected through Likert scale (Likert, 1932) and have not just one correct answer (Korb, 2013).

Table 3.4

Reliability of research instrument Questionnaire

Methods of estimating reliability	No of items	Obtained value	Significance
Test retest method	54	0.966	Highly significant

3.6 Data Collection Through Questionnaire

The data were collected personally by the researcher through questionnaire. In order to obtain the data, the total designed method of conducting research (Dillman, 1978) was followed in the implementation process. For collection of data through questionnaire, a packet containing a letter, instructions for administering the questionnaires and copies of the questionnaire was taken to each sampling unit selected for the study personally.

3.7. Procedure And Collection Of Data Through Interview

For collection of data through interview, from the Vulnerable children/out of school children and their parents, Development partners and policy makers, unstructured interview approach was used. The researcher visited to different ministries/departments and offices of the development organizations and proper interview were conducted in friendly environment. For collection of data through interview from vulnerable children, the researcher visited to working places, workshops, villages and public parks and interview sessions were conducted with school age children. 300 of the children were interviewed in groups in public parks etc where they were involved in earning for their families. 50 children were interviewed individually and the parents of those 50 children were also interviewed. The interviews were conducted in Urdu and Pashto and then analyzed in English.

The researcher assured them that the data collected will be used for research purposes only and their identity will not be disclosed at any stage. The interviews were recorded through notes and the developed themes were discussed qualitatively. The Data from Vulnerable Children, Policy makers and implementers at federal and provincial level and Development partners were collected through interviews because Interview is an important source of evidence and a way to comprehend the people's opinion with flexibility and negotiability which permits them to express freely and honestly. Interview allows a range of diverse data that are rich and informative to be collected (Gilham, 2000). Unstructured interview method was used which is a very useful method for developing an understanding and allow researchers to focus on a particular topic of interest, and provide an opportunity to test out his or her preliminary understanding (Cohen & Crabtree, 2006).

Thematic Analysis approach was used for data analysis collected through interview from vulnerable children and their parents, policy makers and Development Partners. Thematic analysis is a widely-used data analysis approach in qualitative research, focused on identifying patterned meaning across a collected data through interview and other qualitative methods of data collection. The categories of themes that were discussed are arrived, using the Thematic Analysis approach designed by University of Auckland which a six step process including

- I. Familiarization with the data which involves reading and re-reading the data, to get familiarity with its content.
- II. Coding which involves generating concise labels for identification of important features of the data relevant to answering the research questions.
- III. Searching for themes, by examining the data to identify significant broader patterns of meaning (potential themes).
- IV. Reviewing themes to refine it, through being split, combined, or discarded.
- V. Defining and naming themes, by deciding on an informative name or statement for each theme.
- VI. Writing up, which involves merging the narrative and data extracts, and contextualizing the analysis in relation to existing literature (University of Auckland, 2012).

3.8 Data Analysis

The data collected through above mentioned instruments were analyzed by different ways. The data collected through interview and document analysis were analyzed qualitatively through thematic analysis. The interview is used generally to enhance and broaden the knowledge about certain observable facts. Unstructured interview pattern was followed for all cases due to its flexibility, more

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the analysis and interpretation of data. The study was designed to investigate the gaps between commitment and implementation in achieving Millennium Development Goals (MDGs) for Universalization of Primary Education in Khyber Pakhtunkhwa province of Pakistan. This was a mixed method research and the tools used for collection of data include questionnaire, documentary analysis and interview from policy makers and implementers, development partners and vulnerable children and their parents. This chapter is divided in the following three parts.

Part A. Analysis of data collected through questionnaire from Executive District Officers of Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa. The collected data were analyzed through percentage analysis.

Part B. Documentary analysis of the policy documents with reference to National Education Policy 2009 the prevailing practices and planning measures were analyzed to know the extent to which it fulfill the commitment of 2009 policy.

Part C. Analysis of interview data collected through interviews technique. This part is further divided in three sections.

Section I. Interview with vulnerable children and their parents,

Section II. Policy makers and implementers at federal and provincial level

Section III. Development partners of the provincial government

Part A. Quantitative Analysis of Data Collected Through Questionnaire

Table No 4.1

Non-Availability of basic facilities/opportunities

<i>S.NO</i>	<i>Specifications</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>	<i>M.S</i>
1.	Physical facilities available in Government primary schools in our district are inadequate.	7	8	3	4	3	3.48
2.	Opportunities provided to children for Co-curricular activities in these primary schools are insufficient.	8	7	3	3	4	3.36
3.	Children particularly girls and vulnerable children face lot of inconvenience while going to school.	9	11	2	1	2	3.96
4.	Enrollment at primary level may be increased through high level educational efficiency.	7	9	5	2	2	3.68
5.	Unhygienic environment in schools discourages children from attending school and forces them to drop out altogether.	9	10	2	2	2	3.88
6.	Basic facilities like water, electricity, toilets etc are not available in sufficient manner in primary schools of rural areas.	6	7	5	4	3	3.36
7.	No special incentive and logistic facilities are provided to supervisors who are mostly deployed for supervision in rural area.	8	8	2	3	4	3.52
Mean of the Mean							3.60

By looking at the responses under table 4.1, under item No. 1 the respondents reported that they were not satisfied with the physical environment that was available to children in government primary schools in their respective localities. The respondents were seemed to be unsatisfied in their opinion as indicated from the Mean Score value. The result of item No. 2 shows that incredibly large number of the Executive District Officers of the E&SED in Khyber Pakhtunkhwa province were of the opinion that opportunities for co-curricular activities in primary schools were insufficient which may lead to poor retention and enrolment ratio at primary level. Under item No. 3, the respondents reported that Children particularly girls and

vulnerable children were faced a lot of inconvenience while going to school. The Mean Score value for item No. 4 shows that the respondents were agreed with the statement that enrollment at primary level may be increased through high level educational efficiency. In item No. 6, the respondents were asked regarding availability of basic facilities like water, electricity, toilets etc in government primary schools situated in their respective districts. The analysis of the responses indicates that these institutes were deficient in basic facilities like water, electricity, toilets etc. Item No. 6 was about the provision of special incentive and logistic facilities whether offered to supervisors who are mostly deployed for supervision in rural area. The analysis of the item reported that such facilities did not offer to supervisors while performing duty in rural area.

Table No. 4.2

Gender discrimination as a reason of not achieving UPE targets

<i>S.NO</i>	<i>Specifications</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>	<i>MS</i>
1.	Gender discrimination is a major barrier for enrolment, attendance and retention in	12	8	1	3	1	4.08
2.	Children particularly girls and vulnerable children face lot of inconvenience while	9	11	2	1	2	4.12
3.	Effective public schooling facilities for girls do not exist over large areas.	11	10	1	2	1	4.12
4.	Girls' primary schools staffed by women teachers and managed by female functionaries perform efficiently.	10	8	2	3	2	4.16
5.	The slow progress in female education is the most glaring of educational failures in KP.	9	10	2	3	1	3.92
6.	There exists strong cultural impediments to female mobility and hence to female education.	9	10	3	2	1	3.88
7.	Mixed gender schooling is culturally inadmissible even at the Primary level.	9	10	2	3	1	3.92
Mean of the Mean							4.02

By looking at the responses reported in table 4.2, in item No. 1, the EDOs of the E&SED of the Government of Kyber Pakhtunkhwa stated that gender discrimination was a major barrier for enrolment, attendance and retention in government primary schools. Similarly, The statement under item No. 2 is about to know whether girls and vulnerable children were facing troubles while going to school or not. By looking at the responses and statistical analysis, the respondents tend to agree that vulnerable children and girls were facing a lot of inconvenience while going to school. the responses showed that the commitment of the government for mainstreaming marginalized segments of society is still awaiting for its implementation. Item No. 3 is about effective public schooling facilities which is considered vital especially for the marginalized segments of society due to their vulnerabilities. Girls in Pakistani society especially in rural and tribal belt are much disadvantaged in this regard. The above responses of the educational administrative authorities at district level indicates that effective public schooling facilities for girls did not exist over large areas. By looking at the responses under item No. 3 of the EDOs, the respondents agreed with the statement that Girls' primary schools staffed by women teachers and managed by female functionaries perform efficiently. Girls education in Pakistan and especially in Khyber Pakhtunkhwa is facing a lot of challenges. The slow progress thus resulted in overall educational progress have prevented the country to achieve the targets of Universal Primary Education. In item No. 6 the EDOs of E&SED also reported that the slow progress in female education is the most glaring of educational failures in Khyber Pakhtunkhwa. Item No. 6 is about cultural barriers for girls education. The analysis of the statement indicates that the respondents tend to agree that female population in KP province are facing certain cultural barriers which have resulted restriction to their mobility. As a consequence of

those restrictions the environment for them is not seemed to be supportive which has adversely affected the efforts of the national and international organizations to achieve the targets of Universal Primary Education in the region. Item No. 7 is about mixed gender schooling. Culturally, Pakistani society is highly sensitive which does not allow practices to penetrate in the society not according to their trust and belief. In the above statement the education officers of the E&SED were found quite optimistic and reported that mixed gender schooling is culturally inadmissible even at the Primary level. This conclusion advocates the establishment of separate schools for girls children in order to enhance enrolment rate and Gender Parity Index which is quite low for Khyber Pakhtunkhwa.

Table No. 4.3

Corporal punishment/harsh school environment as a barrier to education

S.NO	Specifications	SA	A	UD	DA	SD	MS
1.	Drop out at primary level is due to authoritarian role of teachers and harsh environment of the schools.	8	10	3	3	1	3.84
2.	Awareness campaign against corporal punishment is being launched by the E&SED in KP province.	8	8	2	4	3	3.48
3.	Strict disciplinary actions are being taken against teachers held responsible for corporal punishment.	11	9	2	1	2	4.04
4.	Low enrollment rate may be attributed to the lack of confidence in the public sector schools by the parents.	8	12	2	1	2	3.92
5.	Corporal punishment is a reason of children's low enrolment at primary level in public sector schools.	10	9	2	2	2	3.92
Mean of the Mean							3.84

By looking at the Responses in table 4.3, in item one the EDOs were asked to know whether authoritarian role of teachers and harsh environment of the schools constitute to dropout rate or not. The statement inquiring about the dropout factors at

primary level and the role of teachers and school environment. The respondents i.e. the educational authorities at district level reported the unfriendly environment of schools in their districts which compel the students to be dropped out. In item No. 2 the respondents were asked about the Awareness campaign against corporal punishment. The fact that the government steps and efforts to ban corporal punishment in schools are not being implemented completely, social awareness against this practice is direly needed. The respondents were found satisfactory in their views and reported that such awareness campaign has been launched by the E&SED of the provincial government. Item No. 3 is regarding Strict disciplinary actions whether taken or not against teachers held responsible for corporal punishment. While the District officers of the E&SED recognized the malpractice of corporal punishment in government primary schools in the province, they also reported that Strict disciplinary actions were being taken against teachers held responsible for corporal punishment. Views of the educational authorities validated that the department is sensitive to completely ban corporal punishment at school level. The statement under item No. 4 is related to low enrollment rate which may be attributed to the lack of confidence in the public sector schools by the parents. The statistical analysis of the statement revealed that the officers were optimistic and reported that low enrollment rate may be attributed to the lack of confidence in the public sector schools by the parents. In item No. 5, it was reported that Corporal punishment was a reason of children's low enrolment at primary level in public sector schools.

Table 4.4

School-Community relationship

<i>S.NO</i>	<i>Specifications</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>	<i>MS</i>
1.	The Parent-Teacher-Councils (PTCs) has been strengthened through involvement of students, teachers, educationists, parents and society (STEPS).	13	9	1	1	1	4.28
2.	There is a close association between community participation and schools.	11	9	2	2	1	4.08
3.	Community is being encouraged to play effective role in enhancing the enrollment at	12	7	2	2	2	4.00
4.	There are no adequate training opportunities to head teachers in social mobilization to involve the community effectively.	9	8	2	3	3	3.68
Mean of the Mean							4.01

The Table 4.4 revealed statements about school-community relationship. Item No.1 is asking about The Parent-Teacher-Councils (PTCs) whether it was strengthened or not as committed by the Government. The National Education Policy of 2009 stressed on the enhanced community involvement in the education of children which may bring positive results. The Parent-Teacher-Councils (PTCs) have been established in all government schools of the E&SED of Khyber Pakhtunkhwa province. The Mean Score value for the above statement revealed that the respondents were optimistic to report that Parent-Teacher-Councils (PTCs) has been strengthened through involvement of students, teachers, educationists, parents and society (STEPS). Item No. 2 is about association of community and schools. In the opinion of educational administrators, there is a close connection between community participation and schooling and hence school functioning may be improved through effective participation of local community. In item no. 3 it was asked whether community is being encouraged to play effective role in enhancing the enrollment at primary level. While the EDOs of the E&SED were much optimistic about the

positive relationship between community participation and schooling, they were also found confident regarding role of the E&SED for effective involvement of community in school education. The statement under item No. 4 is about whether adequate training opportunities are provided to head teachers in social mobilization to involve the community effectively. The respondents of the E&SED of Khyber Pakhtunkhwa reported that government had not provided adequate training opportunities to head teachers in social mobilization to involve the community effectively.

Table No. 4.5

Poverty as a reason for not achieving educational targets of MDGs.

S.NO	Specifications	SA	A	UD	DA	SD	MS
1.	Parents do not send children to schools due to poverty.	9	10	2	2	2	3.88
2.	Incentives/financial and food support are helpful to increase enrolment rate	10	8	3	3	1	4.24
3.	Educational deprivation and poverty go hand in hand.	9	9	3	3	1	3.88
Mean of the Mean							4.00

Table 4.5 is about poverty as a reason for not achieving educational targets of MDGs. Under item No. 1 the statement was that Parents did not send children to schools due to poverty. The statistical analysis of the response obtained from the EDOs of E&SED in Khyber Pakhtunkhwa province indicates poverty as a demotivating factor. It was found from the respondent's views that the prevailing strategies to enroll and retain children of poor families are not valid. Under item No. 2, it was asked from education administrators to know whether Incentives/financial and food support interventions were found helpful or not to enhance enrolment rate. By looking at the analysis of their responses, financial and food support was

supportive in enhancing enrolment rate especially for girls. Under item no. 3 that In the above table, the education officers of the E&SED also reported that poverty is a cause of educational deprivation in Pakistan which is predominant in the country and an obstacle to lower human indicators of Pakistan as compared to other South Asian countries.

Table No. 4.6

NGOs Led Intervention/Role of Development Partners

<i>S.NO</i>	<i>Specifications</i>	<i>SA</i>	<i>A</i>	<i>UD</i>	<i>DA</i>	<i>SD</i>	<i>MS</i>
1.	There is no system for donor harmonization developed at district	8	8	2	3	4	3.52
2.	Role of development partners in UPE is satisfactory.	9	9	2	3	2	3.85
3.	Development partners are not in close coordination with educational authorities at district level.	8	7	3	4	3	3.52
4.	NGOs-led interventions are helpful in Universalization of Primary Education in KP Province.	10	10	3	1	1	4.08
5.	Educational Programmes run by NGOs are not in close coordination with District Education Authorities.	7	7	4	4	3	3.44
Mean of the Mean							3.68

Table No. 4.6 is about NGOs Led Intervention/Role of Development Partners.

Item no. 1 is asking about system for donor harmonization and improved coordination between development partners and government agencies whether developed or not at district level. In National Education Policy 2009, the establishment of systematic system for donor harmonization and enhanced coordination between development partners and government agencies was advocated thoroughly as a prerequisite for better outcomes. Such a system has been established at provincial level in the E&SED by signing an MoU with the key development partners which avoided duplication of activities but the district education authorities

reported in the above statement that such system had not been established at district level. In item No. 2 it was asked whether role of development partners in universalization of primary education is satisfactory or not. Development partners are playing a key role in Universalization of Primary Education in KP province. Their activities range from the financial support to more multifaceted technical support cooperation for introducing reforms initiatives. The statistical analysis of the above statement revealed that the respondents were optimistic in their opinion to recognize the vital role of the development partners which enabled the E&SED to initiate and implement its Education Sector Reform Programme. Item no. 3 is about coordination of Development Partners with educational authorities at district level. Although the educational authorities at district level supported and recognized the foremost role of the development partner but they were found pessimistic and reported that the district education entities and development partners did not have any close coordination system. Their off-putting opinion suggested that the coordination of E&SED and development partners are mainly restricted at provincial level with very little involvement of the district education authorities despite of the major implementing role of district authorities. In item no. 4 it was asked whether NGOs-led interventions were helpful in Universalization of Primary Education in KP Province. There are various Non Governmental Organizations (NGOs) including International and local organizations working in education sector. Their versatile approach has been found supportive in enhancing social uplifting of the people including their efforts to produce social awareness among the masses towards education. In the above statement the officers of the department recognized their valuable efforts and found helpful in Universalization of Primary Education in the province. In item no. 5 it was asked whether educational Programmes run by NGOs have in close coordination with

educational authorities at district level. Despite of the fact that the Executive District Officers of the Elementary & Secondary Education Department of Khyber Pakhtunkhwa recognized the role of NGOs open-heartedly, analysis of the above statement indicates that they were of the opinion that NGOs were not running their educational programmes in bonded coordination with district offices of the Elementary & Secondary Education Department of Khyber Pakhtunkhwa.

Table No. 4.7

S.NO	Resource issue/less financial allocation Specifications	SA	A	UD	DA	SD	MS
		10	9	2	2	2	3.92
1.	MDGs on universalization of primary education are not being achieved due to scarce financial allocation.	8	7	7	3	4	3.96
2.	Government has not made efforts to provide the necessary financial resources to achieve the MDGs as per education policy 2009.	6	8	3	4	4	3.32
3.	Provincial and district governments have allocated a minimum of 4% of education budget for literacy and non-formal basic education (NFBE).	6	9	3	4	3	3.44
4.	Proper identification have been made by the government of schools in less developed areas for prioritization in resource allocation and management.	13	6	1	3	2	4.00
5.	Long distance from primary schools in remote/rural areas is a barrier for enrolment, attendance and retention in	11	7	2	3	2	3.88
6.	Schools connected to metal roads are more functional than those connected to kacha roads.						
Mean of the Mean							3.75

In Table 4.7, the statements are about Resource Issue/Financial allocation.

Under item No. 1 it was asked to know that MDGs on universalization of primary education are not being achieved due to scarce financial allocation. The analysis of

the above statement revealed that low allocation of resources has made the progress on slow pace towards Universalization of Primary Education. It is evident from the statement that Millennium Development Goals cannot be achieved with current financial allocation for education sector. The statement of item No. 2 revealed whether government has made efforts to provide the necessary financial resources to achieve the MDGs as per education policy 2009. In National Education Policy 2009, the Government of Pakistan and its federating units made a pledge for allocation of sufficient resources for primary education to achieve educational targets of MDGs. The above statement was designed to know whether this commitment was complimented or not. The analysis of the data revealed that the respondents were distrustful in their views. Large number of the respondents was of the opinion that sincere efforts have not been made by the government for allocation of budget for education policy 2009. In item No. 3 it was asked whether Provincial and district governments have allocated a minimum of 4% of education budget for literacy and non-formal basic education (NFBE). The response of the officers demonstrates that this provision of the policy has not been complimented so far. The statistical analysis indicates that allocation of budget for literacy and non-formal basic education (NFBE) is insufficient which make it difficult to achieve the literacy target of MDGs up to 2015. The item No. 4 reveals that whether proper identification have been made by the government of schools in less developed areas for prioritization in resource allocation and management. In the National Education Policy 2009, provision was made for proper identification of less developed areas to allocate resources on priority basis. The analysis for this statement identified that the respondents were not satisfied with the existing implementation strategies since they reported that Proper identification has not been made by the government of schools in less developed areas.

for prioritization in resource allocation and management. In item No. 5, it is stated to know whether long distance from primary schools in remote/rural areas is a barrier for enrolment, attendance and retention in schools or not. The analysis revealed that the Implementing officers of the department reported that Long distance from primary schools in remote/rural areas is a barrier for enrolment, attendance and retention in schools. It has been established from their opinion that for accomplishing with the targets it is necessary to establish schools in greater number for unproblematic access of children to schooling. In item 6 it was asked to know whether schools connected to metal roads were more functional than those connected to kacha roads or not. The analysis of the above statement indicates that the implementing authorities of the E&SED are of the views that Schools connected to metal roads were more functional than those connected to kacha roads and hence established the fact that the school of remote areas is poor in performance.

Table No. 4.8

Role of Parents in achieving Universal Primary education

S.NO	Specifications	SA	A	UD	DA	SD	MS
1.	Parental motivation for schooling is quite low for girl children.	8	11	1	2	3	3.88
2.	Lack of awareness is a cause of low enrolment rate at primary level.	10	10	2	2	1	4.04
3.	People are usually poor and illiterate and take little interest in education of their children.	8	7	2	6	2	3.52
Mean of the Mean							3.81

Table No. 4.8 is about the issues related to parents. In item No. 1 it was asked to know whether parental motivation for schooling is quite low for girl children or not. The analysis of the statement indicates that girls children are the more marginalized among excluded groups and are facing multiple vulnerabilities which

have very low support for their education from their families as compared to boys.

Item No. 2 is about lack of awareness is a cause of low enrolment rate at primary level. The education officers of the E&SED in KP province were asked whether the community is aware about the importance of education or not. By looking at their responses, it may be established that the people in great numbers are unaware about the significance of education of their kids. Item No.3 states that People are usually poor and illiterate and take little interest in education of their children. By looking at the statistical analysis for the above statement, the educational authorities at district level reported that out of school children belongs to the disadvantages families of the society which are not only poor but also illiterate. Being illiterate these families are unaware about the importance of education and the changes which education may bring in the lives of their kids.

Table No. 4.9

Vulnerabilities/Non Formal Strategies and its utility to achieve MDGs

S.N O	Specifications	SA	A	UD	DA	SD	MS
1.	Launching of evening shifts can enhance the literacy rate.	8	10	2	2	3	3.72
2.	NCHD and NEF schools are not working in close coordination with district education authorities.	7	7	4	3	4	3.40
3.	To achieve the commitments MDGs, steps have been taken for inclusive and child-friendly education.	8	9	3	2	3	3.68
4.	War on terror has seriously affected progress towards universalization of primary education in K.P Province.	7	11	3	1	3	3.72
5.	Natural disasters e.g. earthquake, floods have declined progress towards Universalization of Primary Education in K.P.	8	10	3	2	2	3.80
Mean of the Mean							3.66

Table No. 4.9 is about to know about the Vulnerabilities and Non Formal Strategies for their education. In item No. 1 it was stated to know that whether launching of evening shifts for vulnerable children can enhance the literacy rate or not. The analysis of the above statement showed that for enhancement of literacy rate, evening shifts may be launched in government primary schools for provision of educational opportunities to vulnerable/out of school children. The launching of evening shifts along with other non-formal strategies has also been advocated in National education Policy 2009 and Provincial Five Years Plan of the Government of Khyber Pakhtunkhwa. Item No. 2 revealed to know whether Non Formal Education schools run by NCHD and NEF are working with close coordination with district education authorities. The National Commission for Human Development (NCHD) and National Education Foundation (NEF) both are the bodies of the federal government working for literacy enhancement in different districts of the KP province. In the above statement the education authorities at district level reported that these organizations were not working with close coordination with district education authorities. The statement at item No 3 is to know whether steps have been taken for inclusive and child-friendly education in order to achieve the commitments of Government of Pakistan towards MDGs. The analysis for the above item suggested that inclusive education was not being implemented in the country which is considered crucial for fulfillment of the MDGs targets of primary education. Item no. 4 it was reported that War on terror has seriously affected progress towards Universalization of Primary Education in K.P Province. Item no. 5 is asking whether Natural disasters e.g. earthquake, floods have declined progress towards Universalization of Primary Education in K.P. The analysis of the statement indicates

that natural disasters like earthquake 2005 and flood 2010 have declined Pakistan Progress towards Universal Primary Education.

Table No. 4.10

Teacher's issues and its effect on MDGs targets

S.NO	Specifications	SA	A	UD	DA	SD	MS
1.	Shortage of Teachers is a cause of low enrolment in Primary schools.	10	8	3	3	1	4.24
2.	Sub-standard student-teacher ratio has halted advancement to UPE	6	8	4	3	4	3.36
3.	Proper accommodation is not available particularly for Non local teachers in the village's schools.	12	8	2	1	2	4.08
4.	In remote areas primary school teachers often keep themselves Mean of the Mean	10	9	1	3	2	3.88
							3.89

In Table No. 4.10 statements is given about issues revolving the teachers. In item No.1 it was reported that primary schools in KP province are facing shortage of teaching staff and there are needed heartfelt steps to overcome shortage of teacher's problems at their earliest. Item No.2 is about Sub-standard student-teacher ratio whether it has halted advancement in Universalization of Primary Education in K.P or not. The Government of Khyber Pakhtunkhwa has established an adequate ratio of 1:30. It was reported by EDOs that standardized student-teacher ratio has not been put into practice which may lead to the poor progress for Universalization of Primary Education in Khyber Pakhtunkhwa province of Pakistan. In item no.3 it was asked whether proper accommodation is available particularly for Non local teachers in the village's schools. Item No. 4 is regarding teacher's absentees in remote areas. The data analyzed for the above statement indicates that In remote areas primary school teachers often keep themselves absent from schools.

Table No. 4.11

Coordination/Politics & Management and its role in achieving MDGs

S.NO	Specifications	SA	A	UD	DA	SD	MS
I.	Educational policies and plans are not being implemented with true spirit.	5	7	6	3	4	2.76
II.	A meaningful linkage for achieving UPE has been built up between schools and administration at district level.	8	10	1	4	2	3.72
III.	Accurate information is not timely available for justifying the development and improvement of schools in certain areas.	9	10	2	2	2	3.88
IV.	Decision-making is largely concentrated at the provincial level.	9	12	1	1	2	4.00
V.	Political interference in teacher's posting/transfer is key to a range of factors associated with poor school performance.	8	10	3	2	2	3.80
Mean of the Mean							3.63

Table No. 4.11 is about statements regarding Coordination mechanism, politics & management. In item No. 1, it was asked whether Educational policies and plans are being implemented with true spirit for achieving universalization of primary education. It has been concluded from the statistical analysis of the above statement that the concerned implementing authorities of the Elementary and Secondary Education Department in KP province were of the opinion that the provisions made in various plans and policies were not being implemented with true spirit. Item No 2 is about to know whether a meaningful linkage for achieving Universalization of primary education has been built up between schools and administration at district level. Under item No. 3 the EDOs reported that accurate information is not timely available for justifying the development and improvement of schools in certain areas. In Item No. 3, the EDOS of the E&SED in KP reported that Decision-making

was largely concentrated at the provincial level with stumpy involvement of authorities at district level. Similarly in item No. 5, it was reported that Political interference in teacher's posting/transfer was key to a range of factors associated with poor school performance.

Table No. 4.12

Summary of the analysis of data obtained through questionnaire from EDOs

Table.No	Specification with table No	Mean
4.1	Non-Availability of basic facilities/opportunities	3.66
4.2	Gender discrimination as a reason of not achieving UPE targets	4.02
4.3	Corporal punishment/harsh school environment as a barrier to education	3.84
4.4	School-Community relationship	4.01
4.5	Poverty as a reason for not achieving educational targets of MDGs	4.00
4.6	NGOs Led Intervention/Role of Development Partners	3.68
4.7	Resource issue/less financial allocation	3.75
4.8	Role of Parents in achieving Universal Primary education	3.81
4.9	Vulnerabilities/Non Formal Strategies and its utility to achieve MDGs	3.66
4.10	Teacher's issues and its effect on MDGs targets	3.89
4.11	Coordination/Politics & Management and its role in achieving MDGs	3.63
Grand Mean Value		3.81

Part B. Document Analysis

Interview and questionnaires may not give an accurate picture of any situation. Respondents may be unwilling or unable to respond with totally accuracy although they may be totally honest in what they say. By analyzing the documents, an independent strand of evidence can be considered and this can be related to the responses from interviews and questionnaires. This is an aspect of what is called triangulation where independent sources of evidence are considered to explore the extent of consistency (Bailey, 1994).

The National Education Policy-2009 was analyzed by its commitments in contrast with the National Action Plan of Accelerating Millennium Development Goals (2013-16) by the Government of Pakistan, the Education Sector Plan 2008-16 of Sector E&SED, KP, Education Sector Reform Programme of the Government of Khyber Pakhtunkhwa, Economic Survey of Pakistan, Progress report on MDGs by the Government of Pakistan and UNDP and reports of the Development Partners i.e. Khyber Pakhtunkhwa Education Sector Policy Analysis Report of UNESCO, and Analysis report on MDGs and UPE by UNDP, DFID, GIZ, USAID, UNICEF, Save the Children and Annual Status of Education Report (ASER, 2012).

Analysis of National Education Policy-2009

Commitment No.1:

It was committed in the policy document that "provinces and Area Governments shall affirm the goal of achieving universal and free primary education by 2015" (Government of Pakistan, 2009).

Implementation Status:

Pakistan is far behind in achieving the targets of Universal Primary Education by 2015. According to Government of Pakistan (2013), Pakistan is unlikely to achieve

the MDGs targets in all its indicators. The Net Primary Enrolment Rate (NER) during 2011-12 was 57% against the MDGs target of 100. The completion/survival rate was recorded 49% against the 100% rate as committed in MDGs. Similarly it has been committed in MDSs that 88% overall literacy will be achieved up to 2015 but according to Pakistan Economic Survey 2012-13, the present literacy rate is 58% with a very much slow pace of progress. Gender disparity at primary level was committed to be eliminated by 2005 as per MDGs Goal no. 3, but according to the Economic Survey of Pakistan 2012-13 GPI at national level is 0.90 even in 2012.

As for the Khyber Pakhtunkhwa province is concerned, the situation is worse and below the country average. The Government of Pakistan (2013) revealed the MDGs targets for KPK as NER 53% (Male 59, female 48) and literacy rate 52% (male 72, female 35). The GPI at primary level stood at 0.81 during 2011-12. The figure indicates the slow progress of KPK even below the national average. The documents further indicates the worst situation of female education in KPK province of Pakistan. According to the National Plan of Action 2013-16, prepared by the Ministry of Education, trainings and Standards in Higher Education, Pakistan is only likely to achieve Gender Parity Index by 2015, while other targets of indicators, NER, completion/survival rate and literacy rate are difficult to achieve without enhanced commitment and thorough efforts (Government of Pakistan, 2013).

Commitment No.2:

The National Education Policy-2009 determined that Plans shall be developed by the Provincial and Area Governments having intermediate enrolment targets with financial and technical estimates keeping into account the aim of equity and special attention for girls and vulnerable children (Government of Pakistan, 2009).

Implementation Status:

Efforts have been made by the Federal, Provincial and Area Governments with the support of Development Partners for achieving its commitment in MDGs. The latest document prepared in this connection is the National Plan of Action 2013-16 which is MDG Acceleration Framework for Achieving Universal Primary Education in Pakistan. The Plan was formulated by the Ministry of Education, Trainings and Standards in Higher Education, Government of Pakistan wherein the Plans of Action of Provincial and Area Governments have been incorporated with consultation of Provincial/Area governments, UNESCO and UNICEF (Government of Pakistan, 2013).

According to the Plan, the total number of children (5-9 years) in the country is 21.14 million (Boys 10.99 million, Girls 10.15 million) with 6.7 million out of school children (OOSC) (Boys 2.92 million, Girls 3.77 million) which showed 68% Net Enrolment Rate (73% for boys and 63% for girls). It has been committed that 76% of OOSC (81% boys and 71% girls) will be enrolled during plan period 2013-16. The NER at the end of the Plan period will be reached to 91%. The total cost of enrolling new students according to the Plan strategy have been estimated to be Rs.37,252 million. For KP Province, the total number of children (5-9 years) was estimated during 2011-12 as 2.8 million (Boys 1.47 million, Girls 1.37 million) with 0.53 million OOSC (0.4 million girls and 0.1 million boys) with total NER of 81% (93% for boys and 69% for girls). It was proposed that during Plan period the Net Enrolment Rate will be enhanced to 95% (100% for boys and 90% for girls). The total MDGs Acceleration Framework (MAF) cost of KP Province during the Plan period has been estimated 22,067 million. (Government of Pakistan, 2013).

The physical and financial targets and figures of the Plan indicate contradiction even with the government's own statistics. According to the figures of Economic Survey of Pakistan 2012-13 which is based on the Pakistan Social and Living Standards Measurement (PSLM) % of Survey 2011-12, the Net Enrolment Rate of the country during 2011-12 was 57% while it was 68% in National Plan of Action 2013-16. Similarly for KP Province, the NER stood at 53% during 2012-13 as per the data of Economic Survey of Pakistan, while the National Plan of Action 2013-16 reported it 81% (Government of Pakistan, 2013).

Historically Pakistan has a very dispirit approach of achieving its Plan targets. It never achieved the targets fixed in national plans and policies e.g. in Medium Term Development Framework (MTDF) (2005-10) which was actually 9th Five Years National Plan, The Net Primary Enrolment Rate target was 77%, Completion/Survival rate 80% and Literacy rate 77% (Government of Pakistan, 2005), but the official figure in 2013 showed that we are still behind from these targets even after three years of the end of plan period.

Commitment No.3:

To achieve the MDGs targets of Universal Primary Education, commitment was made in NEP-2009 for endorsement of inclusive education system by inclusion of special persons in mainstream education and literacy programme (Government of Pakistan, 2009).

Implementation Status:

As an outcome of the Pakistan commitment for Universal Primary Education at international level, a series of seminars, conferences and workshops were organized during 2002-2007 which resulted into a perceptual change and the National Educational Policy 2009, for the first time incorporated Inclusive Education as a

solution to discrimination particularly in terms of its access to marginalized communities. Soon after the formulation of NEP-2009, wherein a drive towards inclusive education was ready to take off, the Ministry of Education was devolved to provinces as a consequent of 18th constitutional amendment. The provincial governments failed to implement inclusive approach and this approach lost its momentum due to numerous reasons including no conceptual clarity, teachers approach in terms of competency and attitude, low educational standards of public schools, the special children's parents hesitation due to unsuitable environment of the public schools for special children (Hameed, 2011).

The United Nations Children Fund (UNICEF) has pointed out the complex nature of the education policy landscape in Pakistan. The National Policy of Special Education (1998) and the National Policy for Persons with Disabilities (2002) conferred the management and supervision of special children schools to the Ministry of Women's Development, Social Welfare, and Special Education, rather than to the Ministry of Education. The Ministry of Women Development, Special Education and Social Welfare (now devolved to provincial governments) has no role with main stream education schools but the policy does not provide any involvement of the Ministry of Education in special or inclusive education. This gap in the policies has resulted in two different machineries of implementation, each working in isolation and trying to keep up power and identity independent of the other (UNICEF, 2003).

Based on the monitoring and evaluative report of its pilot project for inclusive education in Pakistan, the United States Agency for International Development (USAID) concluded that inclusive education is possible in Pakistan if appropriate resources and support are provided. The report demonstrated the capability and willingness of primary school teachers in Pakistan for inclusive education by

imparting specialized trainings to these teachers. The report further recommended the support of development partners for joint venture with government agencies for implementation of inclusive education strategies including training/sensitization of teachers to the rights and needs of children with disabilities and incorporation of content on inclusive education in curriculum (USAID, 2010).

Commitment No.4:

In National Education Policy-2009, the Government of Pakistan and its federating units committed for the allocation of 7% of GDP to education by 2015 with necessary ratification (Government of Pakistan, 2009).

Implementation Status:

According to UNESCO standards, the developing countries must spent at least 4% of their GDP on education. In the National Education Policy-2009 the Government of Pakistan admitted insufficient allocation of budget for education as the reason for not achieving Universal Primary Education. Provisions were made in the policy documents for gradual increase in education budget which was committed to be enhanced to 7% of the GDP by 2015. Despite the fact of this enhanced commitment, the implementation status in terms of expenditure on education moves in opposite direction. According to the of Pakistan's Country Report regarding Accelerating Millennium Development Goals 2013-15 published by the Ministry of Education Government of Pakistan, Islamabad jointly with the collaboration of UNESCO and UNICEF, Pakistan's expenditure on education in terms of % of GDP varied from 1.7% to 2.5%. The expenditure on education enhanced from 1.7 % to 2.49 % in 2007-08 (during the military regime), then it started to decline again from 2008 and fell to 2% of GDP during 2011-12. While Pakistan has the second largest number of children out of school children in the world, it has continued a low level of

spending on education i.e. less than 3% of GNP and reduced its spending on education from 2.6% to 2.3% of GNP over the decade (UNESCO, 2012).

Appropriateness of allocation is a major challenge as well since we failed to utilize even this small allocation 100%. Overall rate of utilization of budgetary allocation in the country ranged from 83% to 93%. At national level, about 95% of the allocated budget expenditure embrace to current budget e.g. teacher's salaries while only 5% comprised development expenditure. For 2011-12, 93% of the allocated budget of KP province spent in current heads while only 7% spent on development heads (Government of Pakistan, 2013). UNESCO Pakistan conducted a research study "Education Budget" wherein an in-depth analysis has been made of budget allocation, priorities and utilization at district level in Pakistan. The study concluded that allocation of budget for education sector is an inferior process with no determination of development priorities. The allocated budget is often insufficient, with a major portion being spent on salary related expenditure with very little allocation for utilities and development expenditure. The study identified major challenges including political pressure on budgeting process, over-dependence on provincial governments, complication involved in access to non salary funds etc. The study recommended for enhanced, equitable and need based education budget with special attention on non salary education budget (UNESCO, 2013). According to New Framework of Economic Growth of Planning Commission we are unable to spent even 2% of our GDP on education and are expecting progress and prosperity in the country (Government of Pakistan, 2012).

Commitment No. 5

Keeping in view the Pakistan's vulnerability to natural disasters and the militancy in the region, it was committed in NEP-2009 for development and

implementation of a comprehensive mechanism and well formulated plan to cope with challenges of disasters (Government of Pakistan, 2009).

Implementation Status:

According to Education Policy Analysis Report of Khyber Pakhtunkhwa, 2012, in Pakistan and particularly in KP Province various types, disasters have been occurred in the shape of earthquake, floods, IDPs crisis etc. Keeping in view the disasters situation, the Government of KP, Elementary & Secondary Education Department made a Disaster Management Plan to cope with any disaster situation. The E & S Education Department with its enormous capacity and sufficient manpower have the capability to effectively handle the disaster situation. The Department has bodies like Boys Scout, Girl Guide along with remarkable teaching and administrative staff across the province. By right utilization of these authorities, implementation of disaster plan can be implemented effectively. According to the Disaster Management Plan, the E & S Education Department, Government of KP, focal persons will be nominated at district level for coordination and collaboration with provincial authorities at provincial level. German Development Organization GIZ is helping the provincial government for imparting training to the relevant persons to deal with disaster situation in the future (UNESCO, 2012).

According to the UNICEF, Pakistan report on Displacement in Khyber Pakhtunkhwa (2013), 757,996 population including children displaced from their homes in KP and FATA due to violence and prolong military operation of war against terror, over 50% of the displaced population is children. The displaced children are living in camps with their families with insufficient social services available to them including access to education. The data provided by the Government of KP revealed that 734 schools have been damaged by militants since 2009 in the war against terror.

Children in the region are also facing direct threats e.g. the attack on 14 years old Malala Yousafzai in swat district. The infrastructure of have also been damaged due to military operations of the security forces and the return families are facing highly challengeable environment with very restricted access to primary education. The report indicates that, despite of the efforts of the Government and development partners, Pakistan still is not on the way to cope with challenges of disaster situation for education (UNICEF, 2013).

Attacks on Education is the documentary report of Save the Children UK which analyzed the impact of conflict and grave violations on children's education. The report evaluated the effects of conflict situation in Pakistan on education and concluded that children in Pakistan facing barriers to education due to the carry on volatile security situation in the country particularly in KP Province and adjunct tribal areas. The report specially highlighted the story of Malala Yousafzai who was attacked by the Taliban in the War affected area of Swat in Khyber Pakhtunkhwa Province. According to the report, 995 schools have been destroyed in Federally Administered Tribal Area (FATA) and KP province due to militancy and war on terror. Acid attacks on children by the armed groups have also been reported in conflict regions of the country. It has been pointed out that militancy and the subsequent War on Terror has badly affected the progress of the country towards Universal Primary Education and children, particularly girls and other marginalized groups, are particularly at risk in the volatile security situation of Pakistan which require immediate attention of the state and international community (Save the Children UK, 2013).

Commitment No. 6

In the Education Policy of 2009, it was decided for the promotion of education for vulnerable children that a percentage of the education budget as grant in will be allocated to charitable, non-profit educational institutions. Furthermore a more comprehensive concept of free education was introduced with the provision that all education related costs including books, stationery, school bags, transport and meals will be provided by the government to poor children. It was further committed for establishment of at least two APNA GHAR residential schools in each province for vulnerable children (Government of Pakistan).

Implementation Status:

After the inculcation of the 18th constitutional amendment which was passed by the National Assembly of Pakistan on April 8, 2010, the concurrent list was abolished and education ministry was devolved to provinces. An important and positive provision in the 18th constitutional amendment is the addition of article 25-A which pledges the right to free and compulsory primary education for all children aged 5-16 to be provided by the federation and its federating units. The terms free and compulsory primary education according to article 25-A is yet to be determined by the law but such a commitment has already been made in the Education Policy 2009 wherein the free education has been taken into broader term by including all school related costs in 2009 policy. It is now the responsibility of the government to cope with its commitments. Above 30% of the country population live below poverty line which are less prejudiced of sending their children to school and hence massive steps as per the provision of 2009 policy for provision of free education need to be taken (Pakistan Institute of Legislative Development and Transparency, 2011).

According to UNESCO Education Policy Report of Khyber Pakhtunkhwa, 2013, some incentive schemes have been introduced by the government with the financial support of development partners e.g. provision of free text books and incentive in the form of food items and cash for girls children enrolled in rural areas schools but the commitment made in 2009 policy for a broader concept of free education and grant in aid to charity organizations for the education of vulnerable children are not yet implemented. According to the report, the Government of KP is fully committed to follow the provision made in National Education Policy, 2009 but it failed due to financial constraints. Conflict situation in KP is the major challenge for Provincial Government to fulfill its commitment according to the policy guidelines. The conflict situation that are going on in KP from long time has brought to a halt the development of the province (UNESCO, 2013).

According to Khyber Pakhtunkhwa Plan of Action 2013-16, to increase access and retention in Primary Schools and also to facilitate vulnerable children in achieving primary education, 1 % of the total enrolled students at primary level in Khyber Pakhtunkhwa will be provided incentives @ Rs.3000 per child per year. According to the Plan, 1.5 million children will get benefit from the scheme which will cost about Rs. 4.5 billion. Poor governance and political pressure have been recognized as out of school factors and strategic interventions has been proposed in the form of effective monitoring and supervision, launching of schemes for rewards and punishment, involvement of community in school monitoring as well as the end of political interference in schools. (Government of Pakistan, 2013). The legislation in KP at provincial level in the context of article 25-A is not yet done by the Provincial Assembly. In Article 25-A of the constitution of Pakistan, it was committed that free and compulsory education will be provided to all children of the age group 5-16. Now

it is the responsibility of the provincial government to pass an act from the provincial assembly accordingly. The formulation of strategic position for engaging private sector is also not yet prepared. Similarly no provision has been made so far in federal and provincial Public Sector Development Programme for establishment of Apna Ghar Residential Schools.

Commitment No. 7

For ensuring good governance it was committed in NEP-2009 to establish a separate management cadre for education, with specific training and qualification requirements, The political and civil servants interventions will be abolished and education sector will be given in complete control of education managers. It was further committed that all efforts will be made for introducing good governance in education sector (Government of Pakistan, 2009).

Implementation Status:

Bad governance is one of the major cause of poor performance in education sector. This reality has been recognized in NEP-2009 wherein separation of management and teaching cadre was thoroughly supported. According to UNESCO report on Education Policy Analysis in KP, the officers of the teaching cadre cannot perform well in management positions. GIZ, DFID and other Development Partners (DPs) are providing technical and financial assistance to the E&SE Department of KP for Policy and Planning Development. The separation of teaching and management cadre in KP was initiated and some management cadre officers were selected for district level positions through KP Public Service Commission. This initiative will provide a base for good governance (UNESCO, 2013).

According to KP Public Service Commission official website, the positions for management cadre were advertised in 2009 through this commission. These include

positions of Executive District Officers (EDOs), District Officers (DOs), Deputy District Officers (DDOs) and Assistant District Officers (ADOs). The qualification and experience for these positions are not considered to be right since the requirement for EDOs BPS 19 was Ph.D with 7 years relevant experience or M.Phil with 9 years experience or Master degree with 13 years experience (Khyber Pakhtunkhwa Public Service Commission, 2013). A Ph.D qualified with 7 years experience cannot be attracted for this position as without 7 years experience he/she may get the position of Assistant Professor equivalent to BPS 19 in a Public Sector University. This means that higher qualified individuals are unlikely to attract for these positions. It is surprising to mention that the recruitment process took considerable time and still not completed even after four years of the advertisement as the appointment of DOs (Male) and DDOs (Male) are still not made.

The establishment of Management Cadre did not take place as per the provision of NEP-2009. It was decided in the policy that education sector will be handed over to education officers without political and civil servants interventions but it did not happen. According to official record of the E&SE Department, the newly established cadre is limited only to district offices and to some extent to provincial directorate however the key positions of Secretary, Additional Secretary, Deputy Secretary etc in E&SE administrative department held by civil servants transferred from civil service management cadre with no specific qualification and experience as committed in NEP-2009 (Government of Khyber Pakhtunkhwa, 2013).

For ensuring effective monitoring and good governance, the Elementary and Secondary Education Department of KP initiated to Implement Biometric Attendance Monitoring System. This Biometric system is based on GPRS/GSM and can be monitored from anywhere in the world by using computer system and smart phone.

This system has not been introduced in any government department in the country. It has been decided that at first instance the biometric system will be implemented at provincial level in Secretariat and Directorate of E&SE Department which will be extended to District Education offices at second stage and secondary schools across the province at third stage (Government of Khyber Pakhtunkhwa, 2013). This initiative of the provincial government may be termed as landmark in the history of the country for ensuring effective monitoring system and good governance. The expansion of the system in phasing is an admirable idea but its implementation at primary schools level is not mentioned. It is understandable that much complication involve in implementation of biometric monitoring system at primary schools level but this is also the fact that primary sector much needed this system on the ground of very poor management system of primary schools.

According to Department for International Development (DFID) Pakistan report on Khyber Pakhtunkhwa, poor governance is the major challenge for achieving Universal Primary Education targets. The abolishing of Local Learning Coordinator (LC) posts weakened the supervision of primary schools in KP province. According to DFID, the E&SED is a centralized decision-making body, but plays its major role as implementer rather than policy making authority and enacting governance. The District offices of E&SED have no sufficient power in term of decision-making. Due to its less capacity and power and political interference in teacher's posting/transfer, the District offices are facing major challenge in implementation of the Education Sector Programme (ESP). The DFID report revealed the power of non education bureaucrats as hurdles in smooth process and declared the establishment of management cadre as significant feature of the education programme's logical

a major challenge in Universalization of Primary Education. For effective Monitoring and Evaluation (M&E) of Government Primary Schools in KP, enhanced role of community and PTC is mandatory. DFID is devoted to help E&SED in exploring innovative strategies in which PTCs could be made more effective and empowered. The present circumstances indicate that parents have not much influence on head teachers of schools. However, the DFID report also identified certain weak areas of PTCs these include not involvement of PTCs in school development schemes and civil works, lack of clarity on their role and subsequent under utilization of available funds and superior role of Head Teacher's as compared to PTC's role. The restructuring of PTC is necessary for its legitimately representativeness, transparency and more representative role of PTCs than Head Teachers (DFID, 2011).

According to UNESCO Policy Analysis Report of KP 2013, the enhanced role of PTC is vital for effective school management. The Development Partners are playing effective role by delivering technical and financial assistance to E&SED for strengthening PTC through a mutual agreement with Government of KP. Training of Parents Teachers Council is an important aspect of Canada-Ausaid, Communication for Effective Social Service Delivery Programme (CESSD) 2008-2015. Strengthening and Reactivation of PTC is a component of Norwegian Basic Improvement Project which is a grant of Norwegian Government with a total cost of Rs. 640.014 million. Strengthening of PTC also remained a vital component in USAID funded Programme of Rehabilitation/renovation of Schools in Malakand Division. According to UNESCO report for increasing access, the maintenance and repair of school's funds have been delegated to PTCs. The Empowering of Parent Teacher Councils (PTCs) in supervision and M&E including teacher's transfer is a part of the proposed strategy of E&SED (UNESCO, 2013).

Commitment No. 9

Missing facilities in schools is a hurdle in Universalization of Primary Education which was recognized in NEP-2009 and it was entrusted that efforts shall be made for the provision of missing basic facilities in schools specially in rural areas (Government of Pakistan, 2009).

Implementation Status:

According to UNESCO report on Policy Analysis, the Government of KP has taken initiatives for the provision of missing facilities in schools. Besides conventional approach of improving infrastructure, the focus is also on the improving quality and learning environment. According to the proposed strategy, to increase access to education, missing facilities will be provided to all deficient schools on priority basis through a partnership agreement with local government. The strategy revealed the USAID new programme for school improvement to be utilized for provision of missing facilities in schools like water, sanitation, electricity, boundary walls and grounds. The commitment has been made for proper utilization of funds for school missing facilities through PTCs (UNESCO, 2013).

According to National Plan of Action for KP 2013-16, missing of basic facilities is a key challenge in access to schools. The provision of missing facilities is an integral part of this Action Plan (Government of Pakistan, 2013). According to Khyber Pakhtunkhwa Economic Growth Strategy 2011, the quality of education can be enhanced by provision of basic schools. So the commitment was made for the provision of missing facilities which prevent parents to send their children in schools. The strategy entrusted to maximize the impact of public spending through provision of missing facilities to the existing schools for enhancement of enrolment. (Government of Khyber Pakhtunkhwa, 2011).

through E&SED, Finance and P&D Departments with seven international development partners. The MoU was signed between Government of Khyber Pakhtunkhwa and its key Development Partners i.e. DFID, Germany, Canada, Netherlands Embassy, Norway, Australia and the UN. The purpose of the MoU was to streamline the donor's support in education sector by avoiding duplications and effective utilization of funds. According to the MoU, it was agreed that DPs will support the plan prepared by the E&SED of KP. The areas of intervention of this MoU are Promotion of girls education in the form of food provision for girls, provision of free text books to all children and stipends to female students, improving governance, strengthening community and parents participation and capacity building etc (UNESCO, 2013).

According to the information available on the official website of E&SED, Government of Khyber Pakhtunkhwa, the Education Sector Plan 2009-2015 and Provincial Plan of Action for Khyber Pakhtunkhwa have been prepared with the consultation of Development partners. The Education Sector Reform Unit (ESRU) which is an operational wing of E&SE Department is frequently concerned in coordination and sharing of information of reform initiation with Development Partners. The ESRU seeks the feedbacks from the Development Partners for educational reforms and actions are taken accordingly. A separate coordination wing has also been established in ESRU to coordinate and maintain with DPs.

Table No. 4.13

Tabulated Summary of Document Analysis

S.No	Commitment	Implementation	Unresolved Issues
1	MDGs by 2015	Falling well behind target	Lack of commitment
2	Making laws with intermediate enrollment targets	National Plan of Action has been developed by provinces having intermediate targets	Historically Pakistan has a very dispirit approach of achieving its Plan targets
3	endorsement of inclusive education system	The provincial governments failed to implement inclusive approach	The complex nature of the education policy landscape in Pakistan.
4	allocation of 7% of GDP to education by 2015	Not implemented	expenditure on education moves in negative direction.
5	Development of well formulated plan to cope with challenges of disasters	E&SED, KP made a Disaster Management Plan to cope with any disaster situation.	Pakistan still is not on the way to cope with challenges of disaster situation for education
6	budget allocated for non-profit educational institutions and provision of education related costs to poor children.	Free text books are being provided by the provincial government. But other measures has not been taken so far.	The formulation of strategic position for engaging private sector is not yet prepared.
7	Establishment of a separate management cadre for education	Separate Management cadre has been established	The District offices have no sufficient power in term of decision-making due to its less capacity and power and political interference.
8	strengthening School Management Committees (SMC)	Sincere efforts have been taken so for by the E&SED of KP by establishing Parents-Teachers Council (PTC) through election process with financial power.	The restructuring of PTC is necessary for its legitimately representative ness, transparency and more representative role of PTCs than Head Teachers
9	provision of missing basic facilities in schools	initiatives have been taken for the provision of missing facilities in schools	It is an integral part of Action Plan but its proper implementation is a key challenge.
10	International Development Partners shall be invited through a well-developed plan	A Memorandum of Understanding (MoU) in March 2009 has been signed with international development partners	All is OK with this commitment

Part C. Analysis of Data Collected Through Interview

Section I. Analysis of Data collected from Vulnerable Children/Out of School Children and their parents

The very large number of out-of-school children is a serious challenge for Pakistan. Vulnerable children have no or very restricted access to schooling, mainly due to poverty, non-availability of schools, distance to schools, and lack of awareness. Failure of the schools to retain children also leads to high dropout rate in the country. According to the latest UNESCO Institute for Statistics (UIS) Report, over 5.4 million children of primary school age in Pakistan are out of school. The situation is worst in Khyber Pakhtunkhwa where 66.5% of children aged 5 years were out of school (UNICEF, 2013).

For conducting interviews with children, the researcher visited across the province and total 400 children and their parents were interviewed (350 children and 50 parents). Unstructured interviews were conducted in a free and friendly environment. Working children were interviewed at their working places i.e restaurants, bus stops, public parking's, mechanics workshops of automobiles and bazaars etc. The interviews with children that were out of school but not enrolled were conducted at their home places in villages. The researcher visited the rural areas also across the province, met with the elders of the villages/communities and with their assistance reached to vulnerable children at their homes, fields etc and interviewed them. Fifty children along with their parents were interviewed through this approach. The parents of children were also asked questions present on the occasion. Voice recording of the interview was made wherever possible, however in some cases the use of voice recorder was avoided due to reluctance and fear of the children to speak openly. From transcript of the data, certain themes were developed and discussed qualitatively.

Three hundreds children were interviewed in groups including 8-12 children in each group, conducted at working places, public parks like Baghe Naran, Tatara Park etc where these children were involved in earning for their families like polishing shoes, selling food items, in mechanical workshops etc. The duration of each interview session in group interviews was about 2 hours. Group interviews may take place in a field setting where a researcher stimulates a group discussion. Group interviews are a more efficient use of resources, adding momentous insight and have great potential for social research (Frey & Fontana 1991). The purpose of so many interview sessions was due to the reason that there are 0.53 million children in Khyber Paktunkhwa are out of school with the heterogeneity of vulnerabilities (Government of Pakistan, 2013). It was not a difficult task because majority of children were interviewed in groups where they were easily available. the total number of interviews 80 (300 in group of 8-12 total 30 interviews and 50 with parents)

Fifty children were interviewed along with their parents at their homes and villages in rural areas across the province. The duration of these interviews were about thirty minutes to one hour. For the purpose of interview, children were selected within the age of 5-16 years due to the fact that the state has been obliged for free and compulsory education for this age cohort according to the article 25-A inculcated in the constitution of the Islamic Republic of Pakistan after 18th constitutional amendment of Pakistan (Institute of Social and Policy Sciences, 2013).

The children were asked questions relating to their family background, poverty situation, supportive or adverse environment at homes and schools in case of dropped out children, hurdles in access to school, their own desires for education, challenges they are being faced, their own personal problems, the effects of war

conflicts and natural disasters etc in open and friendly environment. They were encouraged to express their views openly without any hesitation.

I. Factors Related to Family Background

Majority of these children belonged to extremely poor families. Their apparent status and family background confirmed that they are living below poverty line. 60 out of 400 children had lost one or both of their parents and lived in the care of relatives in extended families or on street. Parents of 40% children were without any proper job/work mainly dependent on very small portion of land for cultivation. Parents of 5% children were mentally or physically disabled with no capability to do any job. The children that were interviewed in working places reported that they earn for their families since no other income source for their families available. A very high proportion of these children had 7 or more siblings.

The situation in the case of girls was found to be more horrific. Some of these were working in houses as bonded labour, working in homes, washing clothes, dishes, sweeping and care of little children of the families. The family status of these children determines their living conditions and vulnerability. It was found during interview that some children dropped out or never attending school due to the death of parent(s). 27% of out of school children were found orphaned with one or both parents died and consequently dropped out from their schools.

My father died while i was in class-1st. My father was working as labourer with a contractor mainly in Kashmir area of Pakistan. One day he came to home and spent one week with us. While going for his labour job after one week rest, a road accident took place and he died. After that i dropped out from school because there was no other person to earn for us (An 11 year girl child Shakeela in District Dir Upper).

children were found in more horrible situation since their parents were insisted for earning money.

We are six siblings, four out of which are out of school. My parents cannot afford the schooling of all of us. Polishing of shoes is my job. I leave my home early at 6:00 am, and do polish the shoes of people going to offices by wandering in the roads, then come to the park at 3:00 pm and do my job of polishing here up till 8:00 pm. My father is demanding for at least Rs.300 every day. When I give him less than that, then he beats me as he thinks that I have stolen the remaining from him (A 13 year old child Imran, in Tatara Park Peshawar).

Child labour is a main cause which keeps children out of school. The research studies have found time and again that a very large proportion of out of school children are engaged in economic activities. The child labour which may be linked with the socioeconomic background of the households either keeps children out of school or cause them to drop out. Children of poor socioeconomic background households do not pay much attention to the education of their kids partially of their poverty and partially of their lack of awareness about education. Family size has also a relationship with drop out as family size increases the chance of out of school children also increases. Research findings suggest that the probability of children to be lived and worked on street increase with size of the family (UNICEF, 2013).

Although the Government of Pakistan has adopted many measures to eradicate child labour practices, the situation is still alarming. The elementary factor with the issue of child labour practices in Pakistan is associated with the inadequacy of protective legislation for working children. the eminent legislative provisions has been ignored completely by the concerns. The Pakistan's vast population size is also

school? Learning is a good job but the safety of my kids is more important for me than schooling (A father of five out of school children).

The physical accessibility that include long distance of schools from the remote areas, absence of schools at all and inadequate infrastructure of the schools restrict children from enrolment. Without accessibility enhancement, the increase in enrolment and decrease in dropout rate is impossible. In other words enhancement of accessibility is the key feature for Universalization of Primary Education especially for girls in Pakistan. Parents would send their girls when they satisfied from their safety which is possible only when schools are become available in nearby locations (Khan, Azhar, Shah, 2011). Long distance to schools has been considered a major barrier to education for both boys and girls in Asia and the Pacific Region (UNICEF, 2007). As reported by Daily Dawn (2010), the total numbers of Primary Schools in Khyber Pakhtunkhwa were 22,398 which were insufficient to implement the government policy of establishment of primary schools within a radius of 1.5 to 2 kilometers. According to the report, establishment of 20,000 new primary schools were required for implementing the policy of physical accessibility to schools. It was reported with reference of an official of the E&SE Department of KP Province that the present number of schools is not sufficient to ensure equal opportunity of getting primary education especially in rural areas and for girls and have resulted in increased number of out of school children.

IV. School related factors

Of the out of school children which were interviewed, some of them had been enrolled in schools for some time but dropped out due to corporal punishment and harsh school's environment. A parent reported that my son was beaten by his teacher harshly on his sensitive parts of body for not wearing school uniform and he became

afraid to the extent that denied to go to school and dropped out. The majority of the children who had dropped out reported that the cause of their dropout is the harsh environment of school and corporal punishment. The complaints of corporal punishment were reported more in rural areas and more boys than girls were found subject to corporal punishment. These children stated that their school environment were totally unfriendly, the teachers showed aggressive attitudes consistently to the students. The unfriendly environment and corporal punishment were found to be limited not only to the government primary schools but children that were admitted for sometimes in child care institutes of the provincial government also reported such misfortune. A child that was interviewed in a public park of Peshawar, while he was selling some children toys, told that he was admitted by his uncle in a child care institute but escaped due to severe punishment and provision of insufficient meal at lunch and dinner.

One of our teachers was of very cruel nature. Beating with rod, pulling our ears, forcing to kneel and kicking was his habits. We were provided insufficient food and accordingly kept hungry. Some skills were being learnt to us but the punishing time was always more than learning time that is why I was always in search for a chance to escape from the centre (14 year old Khalid in Bagh-e-Naran Peshawar).

The dropped out children especially of rural areas reported the missing of basic facilities in primary schools including lack of proper school buildings, boundary walls, toilets, lack of teachers, electricity and clean drinking water. A dropped out child told that in our school there was only one teacher for three classes, which was 'rottenly remained absent from school'. The school was no proper building and in

case of rain the school was remained closed as no shelter were available for us to protect from rain.

According to Choudhri (2011), a 13-year-old Said Umar was punished by his teacher severely on his eyes for singing the national anthem incorrectly. The child has received serious injury to his eye which may leave his body injured for a lifetime. The case of Said Umar is not the only case of its kind and the students are afraid to go to school due to corporal punishment which lead to enhanced dropout ratio in the country.

As reported by UNICEF (2013), the absence of basic facilities in schools especially in rural areas and for girls is a major challenge for Universalization of Primary Education in Pakistan. Insufficient number of schools, deficiency in the supply of teachers, lack of basic facilities including boundary walls, toilets, electricity and water forced children to be dropped out. In case of absence of basic facilities in schools, the parents became reluctant from sending their daughters to school as they are worried for their security.

V. Children own personnel problems/challenging children

The accessibility of disabled children to schooling was found as a major challenge for the Universalization of Primary Education in Pakistan. The participation and inclusion of disabled children in education rely greatly on the availability of schools. While interviewing disabled children and their parents, it was identified that few or no educational opportunities are available for these children. These children and their parents either identified the school environment unfriendly like for physically handicapped children or for some categories like deaf children, these schools were no capacity to teach these challenging children. It was found that inclusive and child friendly environment is not provided in these schools. The special

Children Schools which were running under the administrative control of Department of Social Welfare, Special Education & Women Empowerment were restricted only to big cities. Some children and their parents were also found reluctant to send their challenging children to school because due to unsafe environment and improper care available in school for handicapped children.

I am fully aware of the importance of education and its role in emotional rehabilitation of my physically handicapped child but I did not think the school environment supportive for my child since it requires special attention in schools particularly for going to toilets etc (A father of a physically handicapped child).

A paradigm shift towards inclusive and child friendly education has occurred in many countries which has opened doors of mainstreaming for children with minor disabilities and allow them schooling with normal children. Teachers in these countries have been trained on the issues and challenges of disabled children and coped with necessary support (UNICEF, 2008). In Pakistan the National Policy for Persons with Disability 2002, and the National Educational Policy 2009 thoroughly suggested measures for inclusive and child friendly environment including organization of specific training for teachers, modification of curriculum (Government of Pakistan, 2009).

VI. Cultural/traditional barriers for Girls

While interviewing the selected out of school girls and their parents, the parental and community attitude and support for girls education was found very distress. Parental style and community attitudes were found to be influenced by traditional beliefs vis-à-vis the ideal roles of women to be performed just wives and mothers. Such traditional beliefs were identified more dominant in far flung rural

areas of the province. Girls in rural areas were found as the most vulnerable children having restricted access to education. The majority of the out of school girls which were interviewed were found to be working in their own homes, in cultivation, or working in the homes of others for caring babies and other domestic works just as the “bride price” for its family and hence contributed for their household.

I am working in my neighbor's home from morning to evening. I do care of a baby child, sweep up home and wash the dishes. Bringing small scale food and non food items from the village shop is also my responsibility. In return I eat two times daily in their home and provide me what they cook for my own family (11 year old Khadija).

It was noted in some rural areas/communities that parents did not allow their girls children for schooling traditionally despite the fact that their boys were being enrolled in schools. A father justified his approach as according to the custom and tradition and said that women are born only to serve for male and they have no responsibility outside the home. A girl identified that there was no primary school for girls in their locality and her father did not allow him to enroll in the boys' school as her father considered it against the religion and custom of the tribe. According to a report of Save the Children (2013) on status of world children, more than 70% out of school children in the world are girls. Social, cultural and religious beliefs and traditions are most frequently the barriers in the way of girl's education (Save the Children, 2013).

Some girls stated that their school was far away from their homes and their parents were worried about their safety in the very reserved tribal society so they remained out of school. Girls are facing many obstacles in education. Strict family and community resistance kept them out of schools. Although the Government of

Pakistan has made various commitment at national and international level for eliminating gender disparity in education and subsequent plans and policies have been formulated but significant decrease in gender gaps have not been achieved so far. Long distance from schools and lack of adequate security prevent parents to get enroll their girls children in schools (UNICEF, 2013).

While interviewing, girls children were found in a restricted and harsh environment with no or very little support from their families for their education. Girls in Pakistan are severely subjected violence, exploitation and neglect. The strict tribal customs in KP Province and adjacent tribal areas have become cultural norms which has restricted access of girls children even to basic education. This so called cultural norms has impacted women's education . Some parents also found that did not allow their girls schooling due to the fear of violence According to a report published by USAID, in north west Pakistan female teachers were facing insecure environment and often threatened in the villages where they perform their duties consequently frightened to leave the school. This type of incidents adversely affect girls education, dishearten other educated female population from working as teachers, hence damages severely girls 'educational prospects. Although the Government of Pakistan has made certain landmark laws criminalizing violence against women, but the issue is still prevailing. To cope with the challenges, effective governmental intervention on violence against women and girls is needed to raise awareness and motivate community as a whole against such mal practices (Global Campaign for Education, 2012).

It was identified thoroughly that the provision of free textbooks and other such small scale steps were found insufficient to attract parents for enrolling their children especially in case of girls. Their girls were contributing to their household income by

doing work in their own farm fields or in some one other home and their parents were not found ready to miss this eternal source of income in lieu of the provision of free textbooks. According to the United Nations Girls' Education Initiative Regional Updates (2007), progress has been reported in expanding girls education globally but it is not enough fast. Poverty, poor school condition and location and weak institutional capacity are the barriers in expanding girl's education. Socio economic inequality has lead to considerable number of out of School children in South Asia where girls are facing manifold vulnerability (United Nations, 2007).

VII. Natural disasters

Pakistan and especially Khyber Pakhtunkhwa Province is most vulnerable to natural disasters. The massive earthquake of 2005 and heavy flood of 2010 indicate the country's severe vulnerability to natural disasters. Though the infrastructure was damaged due to the earthquake of 2005, this has been rebuilt to greater extent but schools in some areas are still not established properly. While interviewing out of school children, the children and parents of the most affected area stated that schools in our localities are partially built or in tents.

The heavy monsoon floods of 2010 partially or fully destroyed buildings of many Schools all across Pakistan. The consequences of the flood was not limited to damage of infrastructure but children were also traumatized which were in need of a protective learning environment (Save the Children, 2011). While in Khyber Pakhtunkhwa province, the damage to school buildings was considerable high, the complete rehabilitation is still awaited. While interviewing children and their parents in Kohistan village of District Dir Upper, the respondents identified that their school building is not yet rebuilt. The teaching learning process was taking place in the open

air of the completely damaged school and there was no shelter available to protect them from severe cold and harm weather.

The School was completely destroyed in the heavy flood of 2010.

Now the learning activities are continued in open air. The weather of the locality is very severe. No shelter available in school to protect my children from severe weather conditions that is why I declined to send my children to school (A father of three out of school children in Kohistan District Upper Dir).

According to the National Flood Reconstruction Plan (2010), prepared by the Planning Commission of Pakistan, the heavy flood caused heavy damage to educational institutions and 10348 schools were fully or partially destroyed and resulted the sector damage of Rs.26, 464 million (Government of Pakistan, 2010).

Despite the progress made so far to reduce the number of out-of-school children around the world, millions of children especially in countries having conflict situations are still out of school. According to some statistical data, there are 8.5 million children in different countries of the world which are out of school due to natural disasters. Children fall of conflict or natural disaster are facing many barriers and restricted access to education. The problems associated with natural disasters range from non availability of schools in the worst-affected areas of the country, to the issues of insufficient numbers of teachers. Due to non availability of school, these children are more exposed to vulnerability, sexual abuse and exploitation. The quality of teaching/learning process also badly affected with disasters which encourages children dropout from schools (Basic Education Coalition, 2014).

VIII. War on terror/children in conflict due to war

The ongoing conflict situation in Khyber Pakhtunkhwa due to War on Terror has destroyed the education sector and school infrastructure very badly. The children along with their families became Internally Displaced Persons (IDPs) which forced them to discontinue their education. The schools came under militant attacks since these schools were used as base camps by security forces for military operations against the militants. The rehabilitation and reconstruction activities are on the move, some children whose education were discontinued due to their displacement and destruction of schools, they are still out of schools. While interviewing such children, many of them stated that either their schools are not yet reconstructed or they do not want to continue their study again after long break. Some families were still identified living in camps and hence their children are not enrolled anywhere in schools. These displaced children are easily subjected to violence abuse and neglect (Norwegian Refugee Council, 2010).

My age was about 9 years when military operation against Taliban (Militants) started in Swat valley. I was enrolled in 2nd class in government primary school at that time. When full pledged military operations started we migrated from Swat to IDPs Camps in Mardan. My education discontinued for that time and when we came back to Swat after two years, my father got enrolled me in school but i was quite unwilling to learn now and consequently i came out from school within a month and started work in Auto Mechanic Workshop (A child Hassan while working in an auto workshop in Mingora, Swat).

Some 28.5 million children in armed conflict countries are out of school with tens of thousands of schools attacked or occupied by armed forces. This indicates the

threat that they will never go to school or will drop out. More than half of the total out of school children in the world lives in countries conflict in war (United Nations, 2013). The education infrastructure in Pakistan especially in KP Province and adjacent tribal area was rigorously destroyed by insurgent groups. 172 schools were destroyed only in District Swat from 2007 to 2009. Some 0.60 million children in three districts of Khyber Pakhtunkhwa Province have missed one year or more of school (UNESCO, 2010). The war conflict and volatile security situation affect child education to a greater extent and education cannot wait for children living in such crises. The comprehensive strategies supported by all stakeholders is prerequisite to cope with this challenge. The government organizations with the support of their Development Partners must align policies and practices to ensure sustainable and successful change for children being facing war conflict and crisis. sufficient funding opportunities should be provided to development and humanitarian support work to satisfactorily address the needs of affected children diminish the possible negative long-term affect in children. A meaningful linkage should be developed between the Development Partners, members of community/civil society organizations and the relevant state educational authorities for provision of support from early intervention to sustainable rehabilitation (Basic Education Coalition 2014).

IX. Lack of awareness

Lack of awareness about education was identified as one of the reasons due to which children are out of schools. The situation was more dominant in backward and far flung areas of the province where parents were found to be extremely ignorant of the importance of education and the role that education may play in their socio-economic development in the long run. A father of two out of school children was interviewed while he was working in his farm field along with

the children. He was found absolutely ignorant what kind of changes education can bring in the life of their children. Instead, his focus was on his current situation. He was of the opinion that children exertion with him in the Farm field is a source of income for the family and hence contributed it a development in their economic conditions. Children were also found happy and satisfied strangely in these circumstances.

We raise up early in the morning every day. After taking tea, we come with our father to field and help father here in agricultural practices. Later our sister brings lunch for us and we do our lunch here in this field. We are very happy here while working. We also bring dairy cattle grazing for our cattle's from this field which in turn produce milk for us (Two brothers Saleem and Kaleem while working in Field with their father).

The UNICEF (2013) has reveled the Global Initiative on Out-Of-School Children in Pakistan and identified lack of awareness about importance of education as socio-cultural & economic barriers among some communities. Majority of the parents of out of school children are illiterate which do not aware about the importance of education which may bring happiness in their lives by breaking the poverty cycle in their families. The lack of awareness is more visible in case of Early Childhood Education and even some educated persons were found unaware about the importance of pre-primary education in future development. Raising parental awareness is instrumental in reducing the number of out of school children.

Table No. 4.14

Tabulated summary of data collected from vulnerable children

S.No	Questions/Themes	Summary of discussion
1	Factors Related to Family Background	Found in extremely poor conditions. Some were orphans, living with relatives in extended families. Parental death major obstacle for orphaned kids. The situation were more dishearten in case of girls kids.
2	Poverty/Child Labour practices	Children were involved to earn for their families by working in brick kiln, automobile workshops etc. Some children were found in more horrible situation and their parents were insisted them to earn.
3	Access to Schooling/Long Distance Schools	Schools especially in rural areas are at long distance with no equitable access particularly for girls and challenging kids. The natural barriers in their ways like bushes, zigzag hilly paths and seasonal rivers along with long distance have further multiplied their problems.
4	School related factors	Harsh school environment, corporal punishment, missing of basic facilities, teachers absentees, staff deficient schools
5	Children own personnel problems/challenging children	Issues of special children: very restricted access to education. No or very less availability of schools for special children hence out of schools.
6	Cultural/traditional barriers for Girls	Very harsh and non supportive attitudes of parents and community to girls education particularly in rural tribal region.
7	Natural disasters	Earthquake 2005, Monsoon flood 2010 were found the main natural disasters badly disturbed children education
8	War on terror/children in conflict due to war	Security situation is much volatile due to the ongoing militancy and subsequent military operations.
9	Lack of awareness	Vulnerable children and their parents were extremely unaware the importance of education due to their ignorance

Section II. Analysis of Interview Data Collected From Policy Makers and Implementers at Federal and Provincial Level

The policy makers at federal level selected for the study were included senior officials at the Ministry of Education, Islamabad, Planning Commission, Ministry of Planning, Development & Reform Government of Pakistan, Islamabad, Ministry of Finance and BISP. The policy makers and implementers at provincial level selected for interviews were included officials of the Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa and organizations. Unstructured Individual interview were held with these officials at their offices in free environment with duration of 30 minutes to one hour. Thematic analysis was made as discussed earlier. Questions were asked in open and free environment regarding their perceptions about the present worse conditions of Universal Primary Education in Pakistan, the role of federal and provincial governments, Development Partners and constitutional obligations etc . The themes generated is discussed as given below.

I. The Prevailing practices of the Federal and Provincial Government regarding UPE targets set in MDGs

The policy makers and implementers at federal and provincial level identified the current efforts at federal and provincial level for achieving Universalization of Primary Education. They identified the recently prepared plan, National Plan of Action 2013-16, Achieving Universal Primary Education in Pakistan, MDG Acceleration Framework. The Plan has been prepared by the federal Ministry of Education in collaboration of provincial/area governments and UNESCO, Islamabad. The Plan was formulated after a consultative process and a series of workshops with all stakeholders including provincial governments, civil societies, UN agencies and development partners. In-school and out-of-school bottlenecks were identified and innovative strategies have been suggested. The policy makers identified this plan as

most achievable as compared to other plans being prepared on roll on basis as changes may be made in it in accordance with on ground realities. Furthermore, an enhanced Monitoring and Evaluation mechanism has been set up for achieving targets set in the Plan.

According to the National Plan of Action 2013-16, the number of Primary aged out-of-school children (OOSC) in KP Province is 0.53 million, very huge number of which are girls i.e. 0.4 million. Teacher absentees, missing of basic facilities in schools, unfriendly school environment have been identified as in-school factors while long distance schools, insecurity, poverty and lack of awareness are major out of school factors. Strict supervision mechanism, provision of basic facilities, transport facility to teachers and establishment of new schools, incentives to girls/vulnerable children are the proposed initiatives to be achieved during the Plan Period. An amount of Rs.120, 489 million has been estimated as the plan cost to achieve the targets set in the plan (Government of Pakistan, 2013).

II. 18th Constitutional Amendment in the Constitution of Pakistan and its effect on Universalization of Primary Education

The 18th Constitutional amendment has abolished the Concurrent List in the Constitution of the 1973 Constitution of the Islamic Republic of Pakistan. Jurisdictional changes have been taken place. After abolishing the concurrent list, the power of the federal government to legislate and control the key areas of formulation of policy and planning for education sector, and development of curriculum have been devolved to the provincial governments. Another important feature of this constitutional amendment is the introduction of new article to the constitution of Pakistan i.e. Article 25-A which obligated the state to provide free and compulsory quality education to all children of the age group five to sixteen years (Institute of Social and Policy Sciences, 2013).

The views of the policy makers and implementers at federal level were found displeased with the devolution of education to provinces, since the Government of Pakistan has ratified various international conventions and treaties with respect to Universalization of Primary Education and is responsible to international community to fulfill its commitment. After devolution of Policy and planning power in education sector to provinces, according to them may bring hurdles in fulfillment the commitment made at international level. According to the policy makers, the implementation of National Education Policy, 2009 which was prepared by the federation with consultation of the provinces to ensure MDGs targets of Universal Primary Education also cannot taken place with true spirit in the changing circumstances. However the officials of the provincial government were found quite optimistic and affirmed the devolution of education to the provinces as landmark in the history of educational development in the country. According to their judgment, the provincial authorities which were implementers of the policy and planning in education sector and now in better position to prepare their own policy for better results and plan accordingly.

After passing the 18th constitutional amendment and inculcation of article 25-A to the constitution of Pakistan which asks for free and compulsory education for all children aged 5-16, the officials at E&SED disclosed that an act for free and compulsory education for the subject age group children has been prepared by the department and is waiting for approval from the provincial cabinet since 2010. The Daily Dawn of 9th March, 2013 reported the argument of a provincial minister wherein it was revealed that limited financial resources prevent the provincial government to pass the bill since after the passage of the bill from the provincial

assembly, it would impossible for the government to implement it in its constraint resource situation and hence it would itself violation of law (Dawn, 29 March, 2013).

III. Low Investment in Education Sector as a root cause of low enrolment at primary level

Countries with higher spending on education have a propensity to have higher primary enrolment rate and vice versa. In order to achieve universal primary education targets, the developing countries are required to spend more than is currently being (UNDP, 2005). A senior official of the Ministry of Finance and member of the core team of Economic Survey of Pakistan confessed that, due to lack of political commitment, Pakistan's spending on education is very low as compared to other countries of the region. It was further pointed out that the ratio is expected to decline further for the next financial years. According to Human Development in South Asia (HDSA), a report published by Mahb-ul-Haq Human Development Centre, Lahore, Pakistan, the Pakistan current public expenditure as % of GDP is 2.4% which is less as compared to other countries in the region i.e. India (3.3%), Nepal (4.4%), Bhutan (4%) and Maldives (7.8%) while the average is 3.1% for South Asia and 3.9% for developing countries. The policy makers acknowledged the low public investment on education as a major barrier in achieving UPE targets and identified various natural disasters, and the current insurgency in the country due to war on terror which pushed Pakistan to divert its funds to other sectors. The massive earthquake of 2005, heavy monsoon flood 2010 and the internal displacement of persons due to military operations against terrorism have blocked the smooth progress of the country towards Universalization of Primary Education. The economic condition of the state is too weak to make it difficult for political elite to enhance budgetary allocation for education sector. Pakistan is among the countries which spent much for military purposes and thus diverts its resource constraints economy

from social sectors to military sector. Pakistan which has 7 million children out-of school, spent seven times more on arms than education (UNESCO, 2012).

According to Watkin (2013) Pakistan is a case study for the consequences of political neglect of education since ¼ of its primary school-age children are out of and about half of the admitted children dropout before the end of grade 3. While western media has highlighted the threat posed by the Taliban to Malala Yosafzai as the biggest barrier for girl's education in Pakistan, the situation is not so simple and the shocking failure of the Government of Pakistan to invest in schooling may be one of the biggest barriers for education in Pakistan.

IV. Parents-Teachers-Council and community involvement in awareness for Education

The policy makers and implementers recognized the establishment Parents-Teachers-Council and community involvement as a revolutionary step of the provincial government and its development partners. The PTCs have been much empowered by assigning administrative and financial powers. The Council may utilize the fund on need basis on its discretion. Finance Department, Government of Khyber Pakhtunkhwa has amended the rules for empowering PTCs to utilize funds on their discretion. Local school needs can better addressed by involvement of community since officials may held responsible and local resources may mobilize effectively. The devolution of authority and responsibility to parents and communities has produced encouraging results (UNDP, 2005).

According to the officials of the E&SED in KP Province, the PTCs guide has been revised under technical assistance of German organization GIZ and Canadian organization Citizen Engagement for Social Service Delivery (CESSD). CESSD is working for service delivery and reform initiatives at district level in Khyber Pakhtunkhwa. A series of workshops and seminars has been held for improving

service delivery through PTCs. The problems and issues faced by these councils are periodically revived and efforts have been made and under process to bring visible change in school performance. The E&SED is fully committed for ensuring transparency and accountability in utilizing funds of PTCs. An agreement was signed with a reputable audit for third party valid audit of PTCs fund in 20% government schools of the province.

V. Reform initiatives for Universalization of Primary Education

In order to coordinate, monitor and implement reform initiatives in the education sector, the Education Sector Reform Unit (ESRU) was established in ESED in 2007. The main purpose of the unit was policy development, planning, monitoring and evaluation (Government of Khyber Pakhtunkhwa, 2007). The policy makers stated the importance of the unit in universalization of primary education in the province and described its various activities since establishment of the unit. Provision of free text books to all students enrolled in public sector schools of the province is being implemented under the unit which has led to the enhancement of enrolment and reduced the dropout rate in the province. The preparation and implementation of Education Sector Plan 2008-15 is a significant achievement of the ESRU wherein issues regarding gender disparity, access, quality and infrastructure management has been addressed comprehensively. The ESRU has made a noteworthy achievement by establishing harmonized coordination with the donors/development partners. Monitoring and evaluation at district level is also a mandate of the ESRU and field visits are being undertaken to revive the progress and implementation status of various ongoing activities. To motivate, sensitize and make community and parents more aware, enrolment campaigns have been launched periodically. This year, a mass aware movement was launched by the provincial government in connection of World

Literacy Day. Though education is a provincial subject after introducing the 18th Constitutional amendment but according to the policy makers at federal level this year a high up meeting of the federation and federating units were called in the Planning Commission wherein Chief Secretaries and Education Ministers of the provinces were offered full support of the federation in achieving UPE targets. According to the officials certain new initiatives are under process which includes Education Voucher Scheme (EVS) through which financial support to families of vulnerable children will be provided. These families will be encouraged to enroll their children in schools.

VI. Donor Support/Role of Development Partners

The National Education Policy 2009 recognized the role of development partners as vital in Universalization of Primary Education in the country and it has been provided that a structure for donor coordination between development partners and government organizations shall be developed (Government of Pakistan, 2009). The provincial government is fully aware of the fact and it was identified by the senior officials at provincial level that MoU was signed in March 2009 with key development partners to utilize their services and support and cope with challenges in implementation of various education sector initiatives. The Department for International Development (DFID) of UK, UN, European Union, USAID, AusAid, GIZ and Dutch organization are the key stakeholders which are signatories of the subject MoU. These donors have agreed to provide an amount of Rs. 58,648 million to the provincial government for Education Sector Reform Programme. The signing of this MoU with the development partners is milestone as it avoids duplication of activities and misappropriation in utilization of funds. A comprehensive plan was prepared under the financial and technical support of the donors. The Plan clearly

defined various activities to be carried out for access, quality and infrastructure development in education sector (UNESCO, 2010).

VII. Governance reforms in School Education

Political interference, nepotism and favoritism in posting/transfer of teachers are prevailing in Pakistan's education. It has been acknowledged in the National Education Policy, 2009, and the Poverty Reduction Strategy Plan of 2004 by the Government of Pakistan that, without mainstreaming of a merit culture and diminishing political interference, reforms agenda in education sector cannot be executed (Centre for Universal Education, 2010). The policy makers both at federal and provincial level accepted the political interference in education sector in the past and urged that government is now on the way to diminish such practices. The provision for establishing a separate management cadre for school education without any political interference indicates the integrity of the government for establishing good governance. The officials at provincial level identified that a separate management cadre has been established in E&SED at district level which have minimized political interference in posting/transfer of teachers. The management cadre for girl's schools has been separated from male setup by recruiting female officers for supervising female schools at district level in the province.

Teacher's absenteeism is one of the reason widely recognized that accounts for low enrolment rate in the country, particularly in rural areas. The officials of the Elementary & Secondary Education Department admitted the current monitoring and supervising system as inadequate which failed to bring the desired results. The introduction of cluster system through which supervision power will be shifted from Deputy District officers to Head Principles of the Government High schools in the nearest locality is under consideration. For better monitoring and supervision system

the cluster will consist of high and higher secondary schools and all the primary schools of the locality will be part of the cluster. The principal of the High/higher secondary school would be declared Drawing and Disbursing Officer for all the schools of the clusters. The system will empower the principals to make transfer and posting of the teachers within the cluster and take disciplinary action in case of any irregularity. According to the E&SED, it will bring into being affirmative changes in term of effective monitoring of the schools as frequent visits would possible for cluster head as compared to the old system wherein DDOs were assigned hundreds of schools with very rare occurrence of visits. The idea of cluster system is very encouraging but according to a report of Daily DAWN of August 26, 2013, the decision of cluster system was made three years ago in 2009 but it still waits for implementation due to disinterest of the provincial government. There are many schools in the province which have never visited by the concerned authorities (Daily DAWN, August 26, 2013).

The Independent Monitoring Units (IMUs) have been established in each district of the province and the Existing teaching or administrative staff of the E&SED is not part of these IMUs. For this purpose, Recruited 475 monitors (303 male for boys schools, 172 female for girls schools) have been recruited across the province which has started their duties. Each monitor have been given a Smartphone with GPRS for immediate communication of information of the respective schools to the IMU office. The mandate of these IMUs are including, Collection of data about teachers attendance, student-teacher ratio, missing of basic facilities in the schools, enrollment/dropout rate of students, physical environment of schools, distribution of free textbooks as part of the government policy, stipends to the girls' students and utilization of fund etc. The unique characteristic of this system is that

each monitor paid visits to 2-3 schools every day and monitors have not assigned fixed schools to avoid contacts of teachers with monitors. The monitors sent data directly to their immediate bosses and provincial authorities without involving the district set up of E&SED for better success. (Governemnt of Khyber Pakhtunkhwa, 2014).

VIII. Poverty as an out of school factor and approaches for its eradication

The poverty rate in Pakistan is very high and 60% of its population is living below the poverty line. The poverty rate in Pakistan, when compared to regional countries, was found to be significantly higher than Sri Lanka and Nepal (World Bank, 2013). The senior officials of the Federal Government working with poverty alleviation programme acknowledged the extensive poverty situation and subsequent out of school children in the country and stated various programme of the Government of Pakistan for eradicating extreme poverty. A large proportion of population is poor and their family size also multiply poverty chances. various strategies and interventions have been adopted including Benazir Income Support Programme, Income Generation Programme, Micro-credit for the poor in agriculture sector, social and protection and social assistance programme. The BISP has started various important pro-poor programmes including social protection, waseela taleem, waseela sehat, Waseela Rozgar etc. The Zakat Department and Pakistan Bait-UL-Mal also support poor students and their families through approved programmes.

The policy makers and implementers at provincial level identified certain new initiatives that are part of the Plan of Action 2013-16. To support vulnerable families, a voucher scheme has been proposed through which financial support will be provided to poor families. Food supplement and provision of stipends to poor children are also proposed in the National Plan of Action for Khyber Pakhtunkhwa. Research

studies found it time and again that poverty level has a significant negative influence on a child's probability of enrolment in school. The gender dimension of poverty is also much significant and girls are more likely to remain out of school due to poverty (PIDE, 1999).

With the World Bank assistance, The Planning Commission, Ministry of Planning, Development and Reforms is implementing Social Safety Net Project with the aim to provide technical Assistance to Provincial/Regional Governments in developing their respective social protection policies. A Technical Advisory Committee (TAC) has been constituted in the Planning Commission of Pakistan to provides guidance and technical support to policy makers of the provincial governments. Since in 18th amendment to the constitution of Pakistan, the functions related to social protection have been devolved to the provinces, with enhanced financial resources through the Seventh NFC Award. In the light of these developments, the Component-IV of the project has been restructured for providing guidance and technical assistance to provincial/regional governments in developing their Social Protection policies. An MoU has been signed by the Planning Commission of Pakistan with all provincial governments and areas for providing assistance in developing provincial/regional social protection policies and looking for their collaboration in developing a National Framework for Social Protection at the federal level. Provincial/Regional Governments have identified relevant departments and focal persons to guide and synchronize provincial activities in relation to policy development (Government of Pakistan, 2013).

IX. Gender disparity as an out of school factor and efforts for its eradication

The policy makers both at federal and provincial level recognized gender inequality in basic education and this pushed Pakistan behind to achieve its

commitment at national and international level regarding Universalization of Primary Education. Pakistan's commitment at international level to eliminate gender disparity include Universal Declaration of Human Rights, 1948, Convention of the Elimination of All Forms of Discrimination Against Women 1979, Beijing Declaration and Platform for Action 1995, Dakar Framework for Action 2000, and The Millennium Declaration and Millennium Development Goals 2000 (UNESCO, 2010). The policy makers of Pakistan identified these international treaties and conventions as the strong commitment of the Government of Pakistan which also reflected in its various national documents including the National Education Policy 2009 wherein the Government of Pakistan and its federating units again showed strong dedication for eliminating gender discrimination at all level of education.

The senior officials of the E&SED identified the current strategies of the provincial government for eliminating gender disparity including establishment of separate management cadre for supervision and monitoring of girls schools at district level, stipends to girls students and capacity building of teachers and school management with revision of curriculum to promote gender sensitive content etc. The officials admitted that mixed gender schools are culturally sensitive even at primary level in KP Province and the government is committed to open separate primary schools in large number in a constrained economic situation. According to a report, there are 22,212 primary schools in KP Province, only 8,060 of which are for female children. In Pakistan, girls schooling is often avoided unless female teachers are available to teach them. The total number of teachers for primary education is 425,445, 53% of which are male while in Khyber Pakhtunkhwa only 39% teachers are female which denotes that gender parity did not exist in teaching staff (UNESCO, 2010).

X. Corporal punishment as a major drop out factor

Corporal punishment is a usual component of the school practice and a form of child abuse still in many countries around the world. Corporal punishment is intentional violence which takes place on an extremely large scale. Teachers in many countries still enjoy legal defenses when they are found guilty of hitting or beating children. Corporal punishment, nevertheless, has not been considered to be effective and to have severe negative effects in the long run. It may cause children shame, guiltiness, anxiety and hostility and hence creates wide-ranging problems for the whole society (UNESCO, 2006). The officials at the provincial E&SED recognized the malpractice of corporal punishment in schools of the province and identified that government has issued strict orders to prevent this practice. Special measures have been adopted in the department and those teachers found guilty of corporal punishment are treated with iron hands.

The policy makers identified that government has made certain commitments at an international level regarding child rights and fully adhered to fulfill its vow including a complete ban on corporal punishment in all educational institutions. While government authorities have taken steps to end corporal punishment, it is still a regrettable fact, widely acceptable in developing world including Pakistan, as an instrument of discipline. This practice is prevailed in both public sector and private sector schools and more visible in rural areas than in urban localities (Asian Human Rights Commission, 2011).

The Policy Makers at federal level identified the recent legislative development against corporal punishment and stated that the National Assembly of Pakistan has passed the Prohibition of the Corporal Punishment Bill which will help in setting the positive values and healthy practices in educational institutes especially

at primary level. The bill has completely banned corporal punishment in all its form and shapes irrespective the concerned section of the Pakistan Penal Code or any other legal authority which allow corporal punishment. The Khyber Pakhtunkhwa Child Protection and Welfare Act 2010, passed by the provincial assembly also disallowed the corporal punishment on any grounds. While the civil society and development organizations welcomed the bill, they also expressed their concerns since the bill did not challenge and change the current legal position of corporal punishment allowed under section 89 of the Pakistan Penal Code, 1860. They are worried that bill did not cancel the section 89 of the Pakistan Penal Code, which was of the major concern resulted in high drop out from schools (The Institute of Social Justice, 2013).

XI. Access to Education

Access to education is fundamental aspect of Universalization of Primary Education. The Policy Makers acknowledged long distance to schools as a factor which kept them out of schools. Pakistan has made certain commitments at national and international level for access to education without any discrimination. The targets of Universal Primary Education cannot be achieved without enough number of primary schools both for boys and girls. In Pakistan, access to education is restricted especially for girls and in rural areas as schools in sufficient numbers are unavailable for them (UNESCO, 2010). According to the Annual Statistic Report of the Government of Khyber Pakhtunkhwa, there were 23073 government primary schools in the province out of which only 35% were for female children. 2.83 million children were enrolled in these primary schools with the number of teachers 77452 (48994 Male + 28458 Female) and student-teacher ratio of 1:39. The gender parity index is 0.75 and 25% of the enrolled girls are attending boys schools (Government of Khyber Pakhtunkhwa, 2013).

The officials of the E&SED recognized that government policy of establishing primary schools within a radius of 1.5 to 2 kilometer was not implemented and construction of about 20,000 more primary schools is required to implement the policy. The officials identified the limited resources and financial constraints as obstacle in implementation of the policy. The current insurgency due to war on terror, the massive earthquake of 2005 and the heavy flood of 2010 have further increased the problems of the government in providing better facilities to the public in access to basic education. The government is fully committed not only in reconstruction of the damaged schools due to militancy but also to establish new schools through its Annual Development Programme. The policy makers further recognized that the dropout rate at rural areas of the province is due to long distance schools where long travel in hilly areas often discourages children to continue schooling. Access to education particularly for disadvantaged children is at the core heart of the Khyber Pakhtunkhwa Comprehensive Development Strategy 2010-17 wherein it was recognized that indicators for basic education in the province is low from the country average and urged to focus on access to education without any discrimination (Government of Khyber Pakhtunkhwa, 2010). Although the government is fully committed in enrolment of children in schools and donors/development partners have been involved with dominant role but still million of children are out of schools and restricted access to basic education is still a key challenge for the Government of Pakistan (Annual Status of Education Report, 2012).

Table No. 4.15

Tabulated summary of interview data collected from Policy Makers

S.No	Questions/Themes	Summary of discussion
1	The Prevailing practices	recently prepared plan, National Plan of Action 2013-16 with consultation of federating units and Development Partners.
2	18 th constitutional amendment and its effect on Universalization of Primary Education.	Appreciated the policy makers at provincial level and devalued by federal representatives. Article 25-A is a landmark in achieving the targets.
3	Low Investment in Education Sector as a root cause of low enrolment at primary level	Pakistan's spending on education is very low due to lack of political commitment and resource constraint economy.
4	Parents-Teachers-Council and community involvement in awareness for Education	The PTCs have been much empowered by assigning administrative and financial powers.
5	Reform initiatives for Universalization of Primary Education	provision of free textbooks, stipends to girls children, voucher scheme, establishment of IMUs, PTC restructuring, text books reform, teachers training etc
6	Donor Support/Role of Development Partners	Development Partner is fully supporting the reforms agenda of the provincial government.
7	Governance reforms in School Education	independent monitoring units, cluster approach, separation of administration cadre from teaching cadre
8	Poverty as an out of school factor and approach to eradicate it	BISP, Poverty Reduction Strategies, Pro-poor programme, social protection system, waseela taleem, waseela sehat etc
9	Gender disparity as an out of school factor and efforts for its eradication	establishment of separate management cadre for of girls schools, stipends to girls students and revision of curriculum to promote gender sensitive content etc.
10	Corporal punishment as a major drop out factor	KP Child Protection & Welfare Act 2010. Prohibition of the Corporal Punishment Bill 2013. circulations to schools and strict actions against those found guilty
11	Access to Education	government policy of establishing primary schools within a radius of 1.5 to 2 kilometer was not implemented.

Section III. Interview Data Analysis of Development Partner

The development partners are playing key role in Universalization of basic education in Pakistan. There were various Non-Governmental Organizations working in education sector of Khyber Pakhtunkhwa, played efficient role. For this study, those Development Partners were selected for interview which have been involved in the activities of E&SED through a well developed plan and signed an MoU with the provincial government. The representatives of the DPs were interviewed at Islamabad and Peshawar. written notes of the interviews were recorded, certain themes were developed and discussed qualitatively. The interview sessions with DPs were ranges from 30 minutes to 45 minutes and recorded through notes with the help of a researcher assistant like in interview with policy makers and children. The participants shared their experience while working in partnerships with the E&SED of Khyber Pakhtunkhwa in an open environment.

I. Role of Development Partners in achieving Universalization of Primary Education

The development partners play significant role in achieving MDGs targets of UPE in Pakistan especially in Khyber Pakhtunkhwa province. Significant ongoing projects and Khyber Pakhtunkhwa Education Sector Plan 2008-16 are being implemented with the financial and technical support of development partners including USAID, DFID, GIZ, EU, Dutch, AUS-AID etc (UNESCO, 2012). While interviewing, the development partners explained its role in Universalization of Primary Education in Khyber Pakhtunkhwa. The DFID representatives explained its significant role by providing free textbooks to all school children from class 1-12 and stipends to girls, aimed to motivate higher enrolment rates in the province. The World Food Programme launched its food programme by providing food items to children in selected districts of Khyber Pakhtunkhwa. The programme was found helpful in

enhancing the enrolment rate and reducing dropout rate. Attendance and retention ratio of children were considerably improved as this programme was linked with student attendance.

The officials of the German development organization i.e. GIZ, highlighted its efforts and described it unique seeing that it is technical support more than financial which is needed this country more indeed. This organization provide technical support to E&SED in three key areas of Governance reforms, capacity building and quality assurance. The development organization of Canada, CIDA is supporting the E&SED through its capacity building programme of Elementary Teachers Training Institutions in KP Province. The Norway government development agency NORAID is supporting the E&SED through its grant programme of Basic Education improvement in Khyber Pakhtunkhwa. USAID is a key development partner of the provincial government which lend its support to E&SED mainly in construction and rehabilitation of schools especially damaged due to militancy and flood disasters. The provincial government recognized the efforts of development partners which provide matchless support to the provincial government in implementation of Education Sector Plan 2008-15. The Annual Development Programme of the Government of Khyber Pakhtunkhwa 2013-14 indicates that all major programme of E&SED are being launching through financial support of the development partners (Government of Khyber Pakhtunkhwa, 2013).

Although the provision of primary education is mainly a state concern and countries of the world has committed in various international treaties and conventions for the provision of free and compulsory primary education for their all citizens without any discrimination, the developing and poor countries are facing big hurdles in fulfilling their national and international commitment regarding universal primary

education. The countries which are affected by war conflicts and other natural and manmade disasters with fragile state, the role of development partners and NGOs led intervention are very helpful and necessary to reach the disadvantaged and marginalized segments of society. This support from Development Partners is a valuable contribution which not only ensure security of the excluded population but also play vital role in development and growth agenda of the states (Rose and Greeley, 2006).

The NGO,s led intervention in the mainstream educational system of the state is prerequisite to achieve the desired objectives of enabling access of the masses towards primary education and raise awareness. While the overall responsibility for effective service delivery is basically the state responsibility, there is always a dire need for successful coordination with international development partners for the countries having resource constraint economy. The nature of coordination between state organizations and Development Partners may range from policy dialogue to systematic contract, facilitation and implementation all of which are inter-related and interdependent (Rose, 2007). The role of International development partners is very critical by encouraging non-profit organizations to play its key role in provision of education mainly in developing countries. Although NGOs provide education to the masses with more efficient way than the state and with more impartially than the private sector, the efforts of these organizations cannot replace the state. In Education Sector Reform plans and policy documents the Government of Pakistan and its federating units admired the role of NGOs in access to schooling of the disadvantaged children. The schooling offers by NGOs are child centered approach with innovative skills and the proper use of teaching aids and assume non-formal strategy the only alternative to reach excluded families of poor people. Whereas

NGOs led intervention produce awareness amongst parents to pay attention for the education of their children its efforts may also be examined in the scene that it creates a market for the private sector rather than to congregate the needs of the disadvantaged people (Bano, 2006).

The international support for basic education by and large, propose the NGOs led intervention as an effective alternative to state owned formal system of education . The enhanced role of Development Partners commencing from the very beginning of policy formulation has been observed in developing countries. A shift towards seeing NGO provision as complementary to state provision is becoming apparent in national education plans. instead of formal strategies, the NGOs must concentrate their exertion of non-formal strategies by offering schooling with the flexibility of schedule and time to reach most disadvantages community often excluded from mainstream education.

II. The Initiatives of the Government of Khyber Pakhtunkhwa for UPE and role of the Development Partners

The development partners of the E&SED explored its role in the major ongoing initiatives of the department for achieving MDGs targets. It was identified by the development partners that the provincial government is fully committed to implement its Education Sector Plan with donor support. The development partners are providing technical as well as financial support for introducing reforms. The existing supervisory system at district level has been proved unproductive and the new cluster system is going to be introduced shortly which will devolve the supervisory system from district to local level and hence the absentees of teachers at primary school which is a dominant factor may be controlled. The development partners further identified their role in introduction of independent monitoring units at district level with their own monitoring staff which will further strengthen the

monitoring and evaluation system. It was recorded that biometric attendance system is being introduced gradually for attendance system which may help to minimize the habitual absentees of the officials and teachers of the E&SED (Government of Khyber Pakhtunkhwa, 2013).

The Khyber Pakhtunkhwa was the first province to establish Village Education Committees under Pakistan Social Action Programme Phase I which is currently known as Parent-Teacher-Councils (PTC). The intervention and involvement of community in school education has played significant role by improving quality and access to education (USAID, 2010). The GIZ, a major development partner, highlighted its role in the introduction and strengthening of Parent-Teacher-Councils (PTC) including revision of PTC guide and raising awareness and motivation by conducting of series of workshops. The provincial government is fully recognized the role of GIZ ranging from the technical inputs in revision of PTC guide to training of PTCs committee's members (Government of Khyber Pakhtunkhwa, 2013). USAID is not only support the provincial government in reconstruction of damaged schools in the province but also introduced Pre-Step Programme for teacher training in the province. According to a senior officer of the USAID, new project for enhancing reading skill of children will be initiated shortly. The NORAD is supporting the E&SED through its Basic Education Improvement Programme (BEIP) which includes the development of teachers guide for training and imparting in-service teacher training programme. European Commission and AUSAID is providing financial and technical support in implementation of the Education Sector Plan (UNESCO, 2011).

According to Development Partners, for effective utilization of Donor Assistance, drastic changes is necessary in respect of Human Resource Management

including recruitment, Monitoring & Evaluation, Human Resource Management & System. The Government of Khyber Pakhtunkwa is fully committed in formulation of new guidelines for maximum benefits of donor support. The Foreign Aid Wing has been established in the provincial P&D Department which monitors the ongoing activities in terms of foreign assistance to Government of Khyber Pakhtunkhwa. The Government is fully committed to further strengthen the Foreign Aid Section to ensure that donors are being supported with the provision of clear directions, and a central point of information on donor activity is present for possible reduction of the risks of duplication of activities and projects. According to Comprehensive Development Strategy of provincial Government, the Foreign Aid Section will efficiently co-ordinate with the national aid co ordination services and, especially, with the Development Assistance Database Pakistan along with the establishment of a provincial database (Government of Khyber Pakhtunkhwa, 2013). The provision of social protection measures has been considered as an integral component of any development intervention which enable the excluded class to enroll and retain their children in schools. The Development Partners are fully committed in this regard and support the social protection schemes of the CDS including Health insurance, voucher Schemes for poor, Microfinance scheme, Income start-up grants for vulnerable women, provision of shelters for most vulnerable population and women protection centres etc (Government of Khyber Pakhtunkhwa, 2013).

With the technical and financial support of Development Partners, the Government of Khyber Pakhtunkhwa has prepared a Strategic Development Partnership Framework (SDPF) to cope with the rapid economic and development challenges faced by the province and to fulfill international commitment regarding access to education along with other measures. The Framework has been prepared to

outline the responsibilities of the provincial government and that of Development Partners whether shared or individual to serve as a basis for discussion. This Strategic Development Partnership Framework (SDPF) has been linked with the sectoral objectives of the education sector, especially the fulfilment of commitment for Universal Primary Education made in the MDGs and other international documents (Government of Khyber Pakhtunkhwa, 2013). DFID, USAID, EC, Dutch along with other Development Partners have continued its matchless support with the E&SED of KP province for introducing new initiatives in education sector. Some of these initiates include, establishment of Independent Monitoring Units to monitor teachers attendance and other activities, Formulation of Policy for special incentives to female teachers in remote districts of Dir Upper, Kohistan, Battagram, Tank, Shangla, and Buner. introduction of a System for standard classroom assessment in government primary schools in KP province, the policy measures for the professional measures of primary school heads and the enhancement role of Parent-Teacher Association etc (Government of Khyber Pakhtunkhwa, 2013).

III. Major Pulling Factors in Achieving Universal Primary Education

While the provincial government is trying its best to achieve the targets of UPE as committed in various documents, the situation is still terrible. The development partners of the E&SED identified various factors which lying behind the province in achieving the targets. Extreme poverty, the predominant gender discrimination and extremism against girl's education, low budgetary allocation of resources for education sector, bad governance, inadequate monitoring system, lack of awareness about education and long distance schools are the major factors identified by the development partners as barriers in Universalization of Primary Education in KP province. While the western media has determined the risk caused by the Taliban

to Malala Yousafzai as the biggest barrier for girls education in Pakistan the situation is far deeper and it is poverty, low allocation of financial resources for education due to lack of political commitment and gender discrimination are main reason for poor education indicators in Pakistan (The Guardain, 29th July, 2013).

The development partners identified that, although education is one of the top priorities of the provincial government, for desired achievement of the key literacy indicators, it is essential to change the approach and mindset of the public particularly in the rural areas of the province. Corporal punishment has been recognized by the development partners as de-motivating factor for children and their parents to enroll and retain in schools. It was identified that though corporal punishment has been banned by the government in schools by issuing strict orders to the relevant authorities but not effectively implemented in schools and a number of cases have been reported of this malpractice in schools. Moreover the provision in article 89 of the Pakistan Penal Code makes corporal punishment lawful for teachers. The National Child Policy was adopted in 2006 with the aim to be acquainted with the right of the child to protection from corporal punishment but no prevention was made in the law. In order to retract article 89 of the Pakistan Penal Code which allow corporal punishment which is done in good faith for child benefit, legislation should be enacted to prohibit corporal punishment unambiguously in private as well as public sector schools of the country (End All Corporal punishment of Children, 2013). Although the corporal punishment is in practice but the provincial government has made appropriate legislation through the Khyber Pakhtunkhwa Child Protection and Welfare Act, 2010 wherein corporal punishment has been stood abolished in all its form including the power provided under section 89 of the Pakistan Penal Code. It has been provided that if any person was found guilty of corporal punishment to a child in

any form and any circumstances will be punished with six months imprisonment and or fine up to Rs.50,000 (Government of Khyber Pakhtunkhwa, 2010).

The recent statistics verify that children enrollment in primary school has increased over time, however, a significant percentage of these children are dropout without completing the primary school cycle of five years. There are numerous factors associated with drop out, some of which is related to the individual, e.g. poor health and motivation. Others are concerned with their family status such as child labour and poverty. The school related factors is also playing a key role in dropout e.g. as teacher's absenteeism, harsh attitudes of teachers towards students including corporal punishment, physical environment of school, availability of basic facilities and poor quality of educational provision. Sabates, etal, 2011). The drop out of children from primary schools are extremely high in developing and poor countries and Pakistan is also facing the same situation and early school leaving without acquiring the basic skills necessary for life resulted into unskilled labour to the country which has serious economic consequences. Whereas the dropout from school without completing the cycle of primary schooling not limits the future opportunities available for such children, it also corresponds to a noteworthy drain on the limited resources of the country for the provision of basic education. The hidden reasons of dropout from schools at primary level in developing countries may be attributed to the overcrowded classrooms, poor learning materials and unqualified teaching staff (Alexander, 2008).

There are certain circumstances which encourage the dropout rate at primary level and put children at risk including repetition of grades, low educational achievement, enrolment at later/over age and children with frequent absences. Although, it is uncertain to establish that whether grade repetition boost the chances

of primary school completion, but it is clear that it lengthen the age range in a particular grade, accordingly increases the possibility of drop out since teaching to different age groups has different requirements of teaching-learning strategies and curriculum pattern (Little, 2008).

The MDGs offer a framework for the entire world to work jointly on a common agenda for the human development universally. It has been admitted by the United Nations that developing countries are off-track to achieve MDGs targets by 2015 and failed in most areas. The violence against children in schools environment has seized back the progress toward universal primary education despite of the fact that education plays a critical role in eliminating poverty and improving children lives. The targets are difficult to achieve unless Development Partners, government agencies, communities, teachers, parents and children work together to for combating violence in schools. Fright of violence stops children's learning capability and cause them to drop out of school. Besides huge spending on education from Development Partners, government agencies and international community, very vast majority of children are still out of school. Harsh environment and corporal punishment in schools in many countries are still in practice and constitute the major factor which prevent children from schooling (Plan International, 2013).

IV. Gender dimension of not achieving MDGs targets

The development partners showed its concerns regarding gender disparity existed in Pakistani society at larger scale, still a major challenge towards Universal Primary Education. Numerous policy actions have been adopted by the Government of Pakistan to reduce gender disparity but the situation is at a halt, frightening in most part of the country. Family pressures, socio-cultural hindrances coupled with a defunct schooling system restrict access of girl's children even to basic education

million girls were married before the age of 18. Illiteracy further multiply the chances of early marriage of girls since in the countries lowest girls literacy rate like in Pakistan, the chances of early marriage are highest. Girls are working as household labour together with their mothers and spent 33 to 85 per cent more time on unpaid work than their brothers. While it was committed in MDGs that gender disparity at primary level will be eradicated by 2005, it is still far away in Pakistan (Plan International, 2013).

In spite of the fact that much improvement has been made during the last three decades, low rate of female literacy is due to gender bias in Pakistan. Women are, usually, deprived of their right in the shared family property. Remarrying of widows is not considering a positive thing in tribal culture. Education has been equated with the job and certain segments of society especially in the remote rural areas of KP province are against the employment of female and hence arrived with the conclusion that they are not in need of education. The law and order situation in KP province is much volatile and is a negative factor which limits the social access particularly in case of female. Social and religious conservancy predominated in khyber Pakhtunkhwa contribute to perceptional barriers towards girls education. The militants has associated the modern education with “westernization”, girls schools are their targets and the environment of terror has been traumatized. In poor families the dropout of female students at primary level is also due to economic problems because whenever a family feels economic pressure girls become the first victim and the priority to sons over daughter has been observed in these families frequently. According to their approach, male would become the eventual earner for the family and girls would be ultimately married away and hence the beneficiary of girls education would be someone else (Government of Khyber Pakhtunkwa, 2012).

There are certain direct links between gender parity and the achievement of human right to education. A standard education system is that which follows the principle of non-discrimination, and overcome those social and cultural norms which leads to discrimination against girls. Given the scarce resources available and broader social gender inequalities, The national strategies should focus mainly on governance and budgeting to overcome social gender inequalities in resource constraint economy. The international development partners must ensure that financial resources has been allocated with special attention on removing gender disparity. Pakistan has signed a range of international treaties and conventions addressing gender disparity in education and has taken initiatives to ensure gender equality and women's empowerment. The Constitution of the Islamic Republic of Pakistan, 1973, disallows any kind of discrimination based on gender. The Parliament of Pakistan in 2011 unanimously passed the law to protect women from negative traditions such as forced marriages, depriving them from inheritance and criminalized throwing acid at girls with life imprisonment (Global Campaign for Education 2012).

V. 18th Constitutional Amendment and its impact on Universalization of Primary Education

The 18th constitutional amendment to the constitution of the 1973 brought noteworthy changes having direct impact on education sector. The concurrent legislative list was abolished and the policy and planning matters were devolved along with other sharing responsibilities from the federal government to the provinces. A new article 25-A was inserted to the constitution which obliged the state to provide free and compulsory education to all children of the age group 5-16 years (Institute of Social and Policy Sciences, 2013). The development partners recognized the importance of 18th constitutional amendment which obliged the state for free and compulsory education to all children of the age group 5-16 . The development

partners showed their concerns that the Government of Khyber Pakhtunkhwa has not yet passed Free and Compulsory Education Act from the provincial assembly though it is constitutional requirement to which federal and Sindh government has already responded positively by passing such acts for their respective territories. The provincial government is reluctant to do legislation for free and compulsory education act due to financial constraint. The Elementary and Secondary Education Department of Khyber Pakhtunkhwa has prepared a draft of the act for consideration of the provincial cabinet but it was not yet tabled in the assembly for passage (Daily Dawn, 9th September 2013).

According to the development partners, abolishing of concurrent list and devolution of the Ministry of Education from the centre to the provinces as a consequence of the 18th constitutional amendment was a unanimous political decision which empowered the provinces more than ever before. This amendment has created many opportunities as well as new challenges for the provincial governments and now it is their responsibility to construct sincere efforts to cope with the challenges and take benefits from the opportunities. The 18th constitutional amendment has resulted in many legal and administrative complexities for the provincial governments. Rule of business also required to be revised with the constitutional changes. The devolution of curriculum, policy and planning matters are also challenges for the provincial education departments in terms of their capacities and capabilities to maintain standards and national cohesion. The passage of act for free and compulsory education act and its implementation is also a confront in their resource constraint situation (Institute of Social and Policy Sciences, 2013).

The Development Partners were optimistic to validate that Pakistan has made a long struggle to achieve economic, social and educational prosperity. The

inculcation of article 25-A for free and compulsory primary education by the provinces and devolution of the education subject completely to the federating units are land mark in the country history which may be appreciated but the enhanced responsibility of the provinces required enhanced capacity and capability which the provinces are hopefully to be complimented with. The right to free and compulsory primary education is a step in positive direction and the provincial government is expected to fulfill its constitutional obligations. To compliment with the enhanced mandate, the provincial governments not only needed a comprehensive legal framework, but also a special package of economic and social policy to be implemented in letter and spirit. Pakistan is facing certain challenges in the volatile security situation and still has to move forward to achieve its commitment for Universal Primary Education. The very shocking failure of the Pakistani political elite to achieve MDGs targets, obliged the state to act proactively, say "NO" to traditional bureaucratic practices and fulfill its obligation imposed under 18th Constitutional Amendment. It is the joint responsibility of the active judiciary, Development Partners, civil society, media and academicians to play a sustainable vigilant role and ensure access of the vulnerable community of Pakistan to free and compulsory primary education (Ullah, 2013).

In Pakistan, a very large proportion of school age children have very restricted or no access at all to schooling and drop out before completing the primary level of education. Majority of the out of school children belong to marginalized families and their extreme poverty is generally considered the main reason that deprive their kids from education. Educated human resource is vital for sustainable economic growth and children deprived from education resulted in a burden on the economy of the country, harm to development and prosperity. This situation could be

moved in positive direction with the effective implementation of article 25-A inculcated to the constitution after 18th amendment, may enriching the national human capital, the ultimate resource of the country. whereas the 18th amendment has brought many opportunities for the provincial government, it has also governed certain challenges including the challenges and sensitivity associated with the devolution of curriculum, planning and policy. Although the 18th Amendment was passed unanimously by parliament, with the consensus of all the major political parties, strong voices of dissent have been observed from different quarters. The opponent of the devolution is raising questions on the competence of the provinces on the ground that provinces are deficient in terms of human and financial resources to cope with the huge challenges of devolution. These observations are seems to be invalid sine before this constitutional amendment, the provinces were already providing school education in their respective provinces, and they were involved in curriculum development through their text book boards and directorate of curriculum (Siddiqui, 2010).

Table No. 4.16

Tabular Summary of Interview Data Analysis of Development Partner

S.No	Questions/Themes	Summary of the discussion
1	Role of Development Partners in achieving Universalization of Primary Education	Its role is very important. The major ongoing projects of KP Education Sector Plan 2008-16 are being implemented with the financial and technical support of DPs. Educational infrastructures damaged due to disasters and militancy are being reconstructed and rehabilitated with the financial support of development partners.
2	Role of Development Partners in the initiatives and reform agenda of KPE&SED.	The initiatives and reform agenda is being implemented through the technical and financial assistance of these partners including provision of free textbooks to all school children, stipends to girls children, voucher scheme, establishment of independent monitoring unit, PTC restructuring, etc.
3	Major Pulling Factors in Achieving Universal Primary Education as identified by Development partners	Corporal punishment, poverty, gender discrimination, lack of awareness, lack of political and financial commitment, governance issues etc
4	Gender dimension of not achieving MDGs targets	The policy actions for gender parity is failed comprehensively. cultural & social impediments wrong religious articulations about women education, extreme poverty multiplies the hurdles for girls education
5	18 th Constitutional amendment and its impact on Universalization of Primary Education	18 th Constitutional amendment has brought many opportunities as well as new challenges for the provinces. The provinces are now fully empower in policy formulation, planning and curriculum changes according to their local needs, resources and thoughts. rethink the capacity and capability of the provincial government to cope with the challenges ahead

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The Millennium Development Goals (MDGs) are eight goals which were formally recognized during the Millennium Summit of the United Nations in 2000. This Millennium Summit took place from September 6, to September 8, 2000 at Headquarter of the United Nations in New York City. It was actually a meeting of the leaders of the world with the aim to discuss the responsibility of the United Nations at the turn of the 21st century. All 189 United Nations member states and twenty three international organizations participated in this Millennium summit.

Out of these eight goals, goal no. 2 and goal no. 3 are directly related to education. According to a ballpark figure, Pakistan is one among those thirty countries which are not likely to achieve Millennium Development Goals (MDGs) on Universalization of Primary education by 2015. Khyber Pakhtunkhwa covers an area of 74,521 sq. km. It is one the most important strategically positioned province which is playing an important role in the economy of Pakistan. The total population of KP Province is 26.62 million people with the population density of 238 persons per square kilometer. The socio-economic indicators of the province especially in education are very alarming and required proper attention. The achievement in education sector is below the national average.

The current study was designed keeping in view the existing situation of educational development in KP province. This study was focused on the commitment

made by Pakistan at international level for achieving Universalization of primary education in Pakistan. The study was designed to trace out the gaps between commitment and implementation in achieving educational targets of Millennium Development Goals. This study analyzed various barriers in achieving educational targets of millennium development goals and suggested measures for removing these barriers.

The objectives of the study were to:

- (1) To study the commitment made by Government of Pakistan at National and International level for achieving Universalization of primary education in Pakistan.
- (2) To trace out the gaps between, commitment and implementation level for achieving educational targets of Millennium Development Goals. To analyze the barriers to educational access of vulnerable children.
- (3) To explore the role of development partners in achieving these targets.
- (4) To identify motivating factors (pulling factors) in achieving Universalization of primary education in Pakistan.
- (5) To identify de-motivating factors (pushing factors) in achieving Universalization of Primary Education in Pakistan.

The target population of the study consisted of the policy makers and implementers performing and involved in policy and planning formulations and implementation at federal and provincial level. The Executive District Officers (EDOs) of the E&SED, Government of Khyber Pakhtunkhwa which were performing in all the 25 districts of the KP. The Development partners of the E&SED, Government of Khyber Pakhtunkhwa and Vulnerable/disadvantaged children that were out of school in Khyber Pakhtunkhwa. Different techniques were used for data collection for different group of population. Questionnaire was used to collect data from EDOs. The data from children and their parents, policy makers and Development Partners were collected through interview. The document analysis was

made of the prevailing practices of the government in contrast with the National Education Policy, 2009. The data collected through above mentioned instruments were analyzed by different ways. While the data collected through interview and document analysis were analyzed through qualitative analysis, Mean Square was used for analysis of quantitative data collected from EDOs through questionnaire.

5.2 FINDINGS OF THE STUDY

Since the data were collected from different population through different research techniques and analyzed separately hence findings of the study are also mentioned separately.

5.2.1 Findings of the Study of the Data Collected from EDOs through Questionnaire

A brief description of the data collected from Executive District Officers of KP province through research instrument questionnaire is as given below.

The EDOs of the E&SED were not satisfied with the availability of basic facilities like water, electricity, toilets etc in government primary schools in their respective localities. They were of the opinion that opportunities for co-curricular activities in primary schools were insufficient which may lead to poor retention and enrolment ratio at primary level. While the respondents reported that Unhygienic environment in schools were discouraging children from attending school and may led to the dropout of these children from school, they were agreed that enrollment at primary level may be increased through high level educational efficiency. It was further reported that provision of special incentive and logistic facilities were not offered to supervisors who are mostly deployed for supervision in rural area. (Table 4.1)

the respondents reported gender discrimination as a major barrier for enrolment, attendance and retention in government primary schools and tended to agree that vulnerable children and girls were facing a lot of inconvenience while going to school. So the commitment of the government for mainstreaming marginalized segments of society is still awaiting for its implementation. The above responses of the educational administrative authorities at district level indicates that effective public schooling facilities for girls did not exist over large areas. The respondents agreed with the statement that Girls' primary schools staffed by women teachers and managed by female functionaries perform efficiently. They reported that the slow progress in female education due to certain cultural barriers are the most glaring of educational failures in Khyber Pakhtunkhwa. (Table 4.2).

The educational authorities at district level reported the unfriendly environment of schools in their districts which compel the students to be dropped out. The government has taken several steps to ban corporal punishment and strict disciplinary actions have been taken accordingly. social awareness against this practice is direly needed. it was reported that corporal punishment was a reason of children's low enrolment at primary level in public sector schools and low enrollment rate may be attributed to the lack of confidence in the public sector schools by the parents. (Table 4.3).

The National Education Policy of 2009 stressed on the enhanced community involvement in the education of children which may bring positive results. The Parent-Teacher-Councils (PTCs) has been established in all government schools of the E&SED of Khyber Pakhtunkhwa province. The PTCs has been strengthened through involvement of students, teachers, educationists, parents and society (STEPS) as committed in NEP-2009. In the opinion of educational administrators, there is a

close connection between community participation and schooling and hence school functioning may be improved through effective participation of local community. While the EDOs of the E&SED were much optimistic about the positive relationship between community participation and schooling, they were also found confident regarding role of the E&SED for effective involvement of community in school education. The respondents of the E&SED of Khyber Pakhtunkhwa reported that government had not provided adequate training opportunities to head teachers in social mobilization to involve the community effectively. (Table 4.4)

The EDOs of E&SED in Khyber Pakhtunkhwa province indicated poverty as a de-motivating factor. It was found from the respondent's views that the prevailing strategies to enroll and retain children of poor families were not valid. It was reported that poverty is a cause of educational deprivation in Pakistan which is predominant in the country and urged that financial and food support was supportive in enhancing enrolment rate especially for girls. (Table 4.5).

In National Education Policy 2009, the establishment of systematic system for donor harmonization and enhanced coordination between development partners and government agencies was advocated thoroughly as a prerequisite for better outcomes. Such a system has been established at provincial level in the E&SED by signing an MoU with the key development partners. The respondents were optimistic in their opinion to recognize the vital role of the development partners which enabled the E&SED to initiate and implement its Education Sector Reform Programme. It was reported that such close coordination system had not been established at district level. There are various Non Governmental Organizations (NGOs) including International and local organizations working in education sector and has been found supportive in enhancing social uplifting of the people including their efforts to produce social

awareness among the masses towards education but their educational programmes were not running with the bonded coordination with district offices of E&SED. (Table 4.6).

It was found that low allocation of resources has made the country progress on slow pace towards Universalization of Primary Education and MDGS would not be achieved with current financial allocation for education sector. It was stated that Provincial and district governments have not allocated a minimum of 4% of education budget for literacy and non-formal basic education (NFBE) as committed in NEP-2009. Furthermore no provision has been made for proper identification of less developed areas to allocate resources on priority basis. It was found that long distance from primary schools in remote/rural areas was a barrier for enrolment, attendance and retention in schools. (Table 4.7)

It was found that parental motivation for schooling was quite low for girl children and gender discrimination exists in the society which turned out to be a major obstacle in Universalization of Primary Education in Khyber Pakhtunkhwa province. Out of school children belongs to the disadvantaged families of the society which were not only poor but also illiterate. Due to lack of awareness little attention has been paid to education by the community resulted in low enrolment rate of primary education in the province. (Table 4.8)

It was found that launching of evening shifts for vulnerable children may enhance the literacy rate. The Non Formal Education schools run by NCHD and NEF were not working with close coordination with district education authorities. Inclusive education system was not being implemented in the country which is considered crucial for fulfillment of the MDGs targets of primary education. It was found that

Natural disasters e.g. earthquake, floods and militancy have declined progress towards Universalization of Primary Education in K.P. (Table 4.9)

It was reported that primary schools in KP province were facing shortage of teaching staff and there were needed heartfelt steps to overcome shortage of teacher's problems at earliest. It was reported by EDOs that standard student-teacher ratio has not been put into practice which may lead to the poor progress for Universalization of Primary Education in Khyber Pakhtunkhwa province of Pakistan. It was further found that in remote areas primary school teachers often kept themselves absent from schools. (Table 4.10)

It was found that the provisions made in various plans and policies were not being implemented with true spirit and wide gaps exist in commitment and implementation which prevent the country to achieve Universal Primary Education targets. Meaningful linkage has been developed between schools and administration at district level. The decision-making was largely concentrated at the provincial level with stumpy involvement of authorities at district level. The Political interference in teacher's posting/transfer was found key to a range of factors associated with poor school performance and hence political interference may be attributed towards not achieving MDGs targets for Universal Primary Education as committed in various national and international documents. (Table 4.11).

5.2.2 Findings of the Study of the Data of Document Analysis

The key provisions in National Education Policy-2009 regarding Universalization of Primary Education were analyzed and the findings revealed that;

Pakistan is far behind to achieve the targets of Universalization of Primary Education up till 2015. Efforts have been made by the Federal, Provincial and Area Governments with the support of Development Partners for achieving its commitment

in MDGs but it is still far away. According to the Economic Survey of Pakistan 2012-13, Pakistan is not likely to achieve the MDGs targets of UPE in all its indicators and in Khyber the situation is worse and below the country average. Inclusive and Child Friendly education system has not been developed as per commitment made in National Education Policy 2009. The complex nature of the education policy landscape in Pakistan further multiply the country progress towards UPE and child friendly and inclusive education system as committed in policy document.

In National Education Policy - 2009 The Government of Pakistan and its federating units committed for allocation of 7% of GDP to education by 2015 but no subsequent enhancement in budget for education has been made yet now and it has been reduced in recent years from 2.3 % of GDP to 2% of GDP. In the National Education Policy-2009 the Government of Pakistan admitted insufficient allocation of budget for education as the reason for not achieving Universal Primary Education. Appropriateness of allocation is a major challenge as well since we failed to utilize even this small allocation 100%. Overall rate of utilization of budgetary allocation in the country ranged from 83% to 93%.

According to Education Policy Analysis Report of Khyber Pakhtunkhwa, 2012, in Pakistan and particularly in KP Province various types, disasters have been occurred in the shape of earthquake, floods, IDPs crisis etc. Keeping in view the disasters situation, the Government of KP, Elementary & Secondary Education Department has made a Disaster Management Plan to cope with any disaster situation. As committed in National Education Policy 2009 for development and implementation of a comprehensive mechanism and well formulated plan to cope with challenges of disasters. For the promotion of education for vulnerable children a percentage of the education budget as grant in aid has not been allocated to charitable,

non-profit educational institutions as per the provision of National Education Policy, 2009.

An important and positive provision in the 18th constitutional amendment is the addition of article 25-A which pledges the right to free and compulsory primary education for all children aged 5-16 to be provided by the federation and its federating units. The provincial government has not made any legislation to cope with the provision of article 25-A and a more comprehensive concept of free education has not been introduced with the provision that all education related costs including books, stationery, school bags, transport and meals will be provided by the government to poor children as per the provision of National Education Policy, 2009.

By recognizing the reality that the officers of the teaching cadre cannot perform well in management positions and also to cope with the provisions of National Education Policy-2009, a separate management cadre for education, with specific training and qualification requirements has been established by the provincial government as per requirement of the National Education Policy, 2009, however, the political and civil servants interventions has not been abolished.

Sincere efforts have been taken so far by the E&SED of KP Province by establishing Parents-Teachers Council (PTC) through election process and enhanced authority. Efforts have been made for the provision of missing basic facilities in schools especially in rural areas through the support of development partners. The role of development partners has been recognized by the government and invited through a well-developed plan of harmonization and coordination between partners and government agencies.

5.2.3 Data collected from Vulnerable Children/Out of School Children and their parents

The data collected from vulnerable/out of school children through interview and the main findings are as discussed below;

Majority of out-of-school children were belonged to extreme poor families and their parents were found significantly uneducated. Majority of children were involved to earn for their families. Their apparent status and family background confirmed that they are living below poverty line. Since these children belong to poor families, their parents do not want to lose the labour contribution of these children for their families. They termed their extreme poverty as the main cause which prevents them from schooling. Some children were found in more horrible situation since their parents were insisted for earning money. The situation in case of girls children was found very discouraging. They were working in houses as bonded labourers. The family status of these children determines their living conditions and vulnerability. The orphaned children which were living with extended family members or caretakers were found in more exploited and vulnerable situation. Their apparent conditions explored that these children may be easily subjected to exploitation and abuse including sexual abuse and neglect.

The long distance from schools was observed in rural areas especially in case of girls children as barrier to education. The parents strictly denied sending children, specially girls, to schools which were in the areas of seasonal water courses and bushes, etc. The physical accessibility that include long distance of schools from the remote areas, absence of schools at all and inadequate infrastructure of the schools restrict children from enrolment and enhancement of accessibility was found the key feature for Universalization of Primary Education especially for girls in Pakistan. Parents of out-of-school children were found significantly unaware about the

importance of education. Dropout rate was also observed proportional with the size of the family since the family size increased the chance of out of school children also increased.

Corporal punishment and harsh environment of the schools were reported as the out-of-school factor for many children. The complaints of corporal punishment were found more in rural areas and more boys than girls were found subject to corporal punishment. These children stated that their school environment was totally unfriendly, the teachers showed aggressive attitudes consistently to the students. The unfriendly environment and corporal punishment were found to be limited not only to the government primary schools but children that were admitted for sometimes in child care institutes of the provincial government also reported such incidents.

The missing of basic facilities in primary schools including lack of proper school buildings, boundary walls, toilets, shortage of teachers, electricity and clean drinking water were also found the negative factors contributing to Universalization of Primary Education. Some schools particularly that in rural areas were "one teacher" schools, and which was 'rottenly remained absent from schools. These schools were quite deficient in term of basic facilities proper building and in case of rain the school was remained closed as no shelter was available for us to protect from rain. These missing facilities were found as the major cause of children dropout at primary level. Insufficient number of schools, deficiency in the supply of teachers, lack of basic facilities including boundary walls, toilets, electricity and water forced children to be dropped out. In case of absence of basic facilities in schools, the parents became reluctant to send their daughters to school as they are worried for their security

The accessibility of disable children to schooling was found another key challenge for the Universalization of Primary Education in Khyber Pakhtunkhwa. it

was found that few or no educational opportunities were available for these children. These children and their parents either identified the school environment unfriendly like for physically handicapped children or for some categories like deaf children, these schools were no capacity to teach these challenging children. It was found that inclusive and child friendly environment are not provided in these schools. The Special Children Schools which were running under the administrative control of Department of Social Welfare, Special Education & Women Empowerment were restricted only to big cities. Some children and their parents were also found reluctant to send their challenging children to school due to unsafe environment and unavailability of proper care in schools for handicapped children.

The parental and community attitude and support for girls education was found very discouraging. Parental style and community attitudes were found to be influenced by traditional beliefs vis-à-vis the ideal roles of women to be performed just as wives and mothers. Such traditional beliefs were identified more dominant in far flung rural areas of the province. Girls in rural areas were found as the most vulnerable children having restricted access to education. The majority of the out of school girls interviewed were found to be working in their own homes, in cultivation, or working in the homes of others for caring babies and other domestic works just as the "bride price" for its family and hence contributed for their household. It was found that the provision of free textbooks and other such small scale steps were insufficient to attract parents for enrolling their children especially in case of girls. Their girls were contributing to their household income by doing work in their own farm fields or in some one other home and their parents were not found ready to miss this eternal source of income in lieu of the provision of free textbooks.

Natural disasters like the massive earthquake of 2005 and the heavy flood of 2010 were also found as hurdles in Universalization of Primary Education in Khyber Pakhtunkhwa. The ongoing conflict situation in Khyber Pakhtunkhwa due to War on Terror displaced the children along with their families and hence forced them to discontinue their education. The infrastructure damaged due to the earthquake of 2005, has been restructured to greater extent but schools in some areas were found still not established properly. While interviewing out of school children, the children and parents of the most affected area stated that schools in our localities were partially built or working in tents. The heavy monsoon floods of 2010 partially or fully destroyed buildings of many Schools all across Pakistan. The children identified that their school building were not yet rebuilt and the teaching learning process taking place in the open air of the completely damaged schools and no shelter available to protect them from severe cold and harm weather.

5.2.4 Data Collected From Policy Makers and Implementers at Federal and Provincial Level

The main findings of the data collected from policy makers and implementers at federal and provincial level through interview are summarized below;

The federal and provincial governments were found engaged in planning for Universalization of Primary Education. National Plan of Action 2013-16, Achieving Universal Primary Education in Pakistan, MDG Acceleration Framework has been prepared by the federal Ministry of Education in collaboration of provincial/area governments and UNESCO, Islamabad. The Plan was formulated after a consultative process and a series of workshops with all stakeholders including provincial governments, civil societies, UN agencies and development partners have been organized. While the policy makers at federal level identified the devolution of education to provinces after 18th Constitutional amendment as a de-motivating factor

for Universalization of Primary Education. The provincial level officers acknowledged it as a positive step to be helpful in support of education and literacy. The policy makers and implementers at federal level were found displeased with the devolution of education to provinces, since the Government of Pakistan has ratified various international conventions and treaties with respect to Universalization of Primary Education and is responsible to international community to fulfill its commitment. After devolution of Policy and planning power in education sector to provinces, according to them, may bring hurdles in fulfillment the commitment made at international level. According to the policy makers, the implementation of National Education Policy, 2009 which was prepared by the federation with consultation of the provinces to ensure MDGs targets of Universal Primary Education also could not be implemented with true spirit in the changing circumstances. However, the officials of the provincial government were found quite optimistic and affirmed the devolution of education to the provinces as landmark in the history of educational development in the country. According to their judgment, the provincial authorities which were implementers of the policy and planning in education sector and now in better position to prepare their own policy for better results and plan accordingly.

The policy makers and implementers recognized low investment in education sector as major hurdle towards Universalization of Primary Education and identified the resource constraints economy as a reason for low allocation to education sector. The policy makers acknowledged the low public investment on education as a major barrier in achieving UPE targets and identified various natural disasters, and the current insurgency in the country due to war on terror which pushed Pakistan to divert its funds to other sectors. The massive earthquake of 2005, heavy monsoon flood 2010 and the internal displacement of persons due to military operations against

terrorism have blocked the smooth progress of the country towards Universalization of Primary Education. It was further pointed out that the low investment on education is due to the fact of Pakistan's special geo-political situation which pushed the country to spend more on defense than education.

Efforts have been made by the federal and provincial governments for enhanced community involvement and Parents-Teachers-Councils (PTCs) have been strengthened through enhanced authority and responsibility. The PTCs have been much empowered by assigning administrative and financial powers. The Council may utilize the fund on need basis on its discretion since Finance Department, Government of Khyber Pakhtunkhwa has amended the rules for empowering PTCs to utilize funds on their discretion.

The provincial government has introduced reform initiatives for Universalization of Primary education through Education Sector Reform Unit (ESRU) wherein issues regarding gender disparity, access, quality and infrastructure management has been addressed comprehensively. Monitoring and Evaluation at district level is a mandate of the ESRU and field visits have been undertaken to revive the progress and implementation status of various ongoing activities. New initiatives are under process which includes Education Voucher Scheme (EVS) through which financial support to families of vulnerable children will be provided. The policy makers both at federal and provincial level were of the views that there is political interference in education sector and urged that government is now on the way to diminish such practices by establishing a separate management cadre for school education. The Independent Monitoring Units (IMUs) have been established in each district of the province and the existing teaching or administrative staff of the E&SED is not part of these IMUs. The mandate of these IMUs including, collection of data

about teachers attendance, student-teacher ratio, missing of basic facilities in the schools, enrollment/dropout rate of students, physical environment of schools, distribution of free textbooks as part of the government policy, stipends to the girls' students and utilization of fund etc.

The role of development partners has been recognized vital in Universalization of Primary Education in the country. A structure for donor coordination between development partners and government organizations has been developed by signing of MoU with the key development partners. The MoU was signed in March 2009 with key development partners to utilize their services and support and cope with challenges in implementation of various education sector initiatives. The Department for International Development (DFID) of UK, UN, European Union, USAID, AusAid, GIZ and Dutch organization are the key stakeholders which are signatories of the subject MoU. The establishment of Independent Monitoring Units at District level and the introduction of cluster system, and biometric attendance system have been identified by the policy makers as significant steps towards Universalization of Primary Education.

Poverty has been recognized as a major out-of-school factor by the policy makers. A large proportion of population is poor and vulnerable and various strategies and interventions have been adopted including Benazir Income Support Programme, Income Generation Programme, Micro-credit for the poor in agriculture sector, social and protection and social assistance programme. The Zakat Department and Pakistan Bait-UL-Mal also support poor students and their families through approved programmes. According to the respondents, gender discrimination exists as a major cause of low enrolment rate and identified the strategies to eliminate gender disparity including establishment of separate management cadre for girls school and capacity

building of teachers and school management with revision of curriculum to promote gender sensitive content etc. The Planning Commission of Pakistan in coordination with the provincial government is in the process to develop social protection policies for respective provinces to harmonize the efforts and cope with challenges of poverty and hunger in synchronize way.

The policy makers recognized corporal punishment as an out-of-school factor, however, urged that government is on the way to diminish this practice. The policy makers recognized corporal punishment, nevertheless, has not been considered to be effective and to have severe negative effects in the long run which may lead to children shame, guiltiness, anxiety and hostility and hence creates wide-ranging problems for the whole society. The policy makers identified that government has made certain commitments at an international level regarding child rights and fully adhered to fulfill its vow including a complete ban on corporal punishment in all educational institutions. Long distance school, natural disasters and the ongoing militancy and the subsequent war on terror were recognized as barriers towards Universalization of Primary Education. The policy makers recognized that the dropout rate at rural areas of the province is due to long distance schools where long travel in hilly areas often discourages children to continue schooling. The E&SED recognized that government policy of establishing primary schools within a radius of 1.5 to 2 kilometer was not implemented and construction of about 20,000 more primary schools is required to implement the policy. The officials identified the limited resources and financial constraints as obstacle in implementation of the policy. The current insurgency due to war on terror, the massive earthquake of 2005 and the heavy flood of 2010 have further increased the problems of the government in providing better facilities to the public in access to basic education.

5.2.5 Data Collected From Development Partner

The data collected from Development Partners through the Interviews and after comprehensive analysis, the main findings are;

The development partners are playing significant role in achieving MDGs targets of UPE in Pakistan especially in Khyber Pakhtunkhwa province. They are supporting Government of Khyber Pakhtunkhwa, E&SED through an MoU in a range of activities including technical and financial assistance. The Annual Development Programme of the E&SED mainly consisted of the schemes financing by these Development Partners. The Department for International Development (DFID) of UK, UN, European Union, USAID, AusAid, GIZ and Dutch organization are the key stakeholders which are signatories of the subject MoU and Khyber Pakhtunkhwa Education Sector Plan 2008-16 are being implemented with the financial and technical support of these development partners.

Provision of free text books, stipends to girls children, food support programme are some of the significant donor support programmes. The development partners are also playing its role by technical support of governance reforms, capacity building and quality assurance. Majority of the reforms initiatives of the Government of Khyber Pakhtunkhwa have become possible with the financial and technical assistance of Donors/Development partners. The operational programmes were found helpful in enhancing the enrolment rate and reducing dropout rate and attendance and retention ratio of children were considerably improved since it were linked with student attendance. The Development partners highlighted the key features of their technical assistance and described it distinctive keeping in view the fact Pakistan needs more technical cooperation to cope with the challenges effectively. USAID is a key development partner of the provincial government which lends its support to

E&SED mainly in construction and rehabilitation of schools especially damaged due to militancy and flood disasters. Natural disasters and militancy have destroyed education infrastructure and the development partners lend its support for rehabilitation of educational activities.

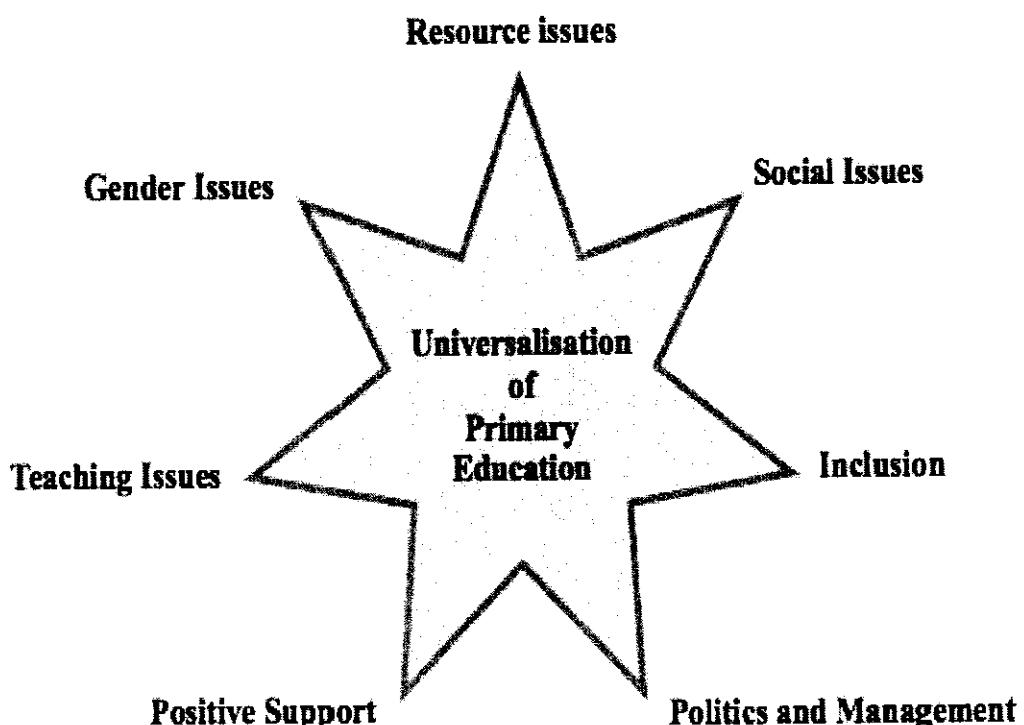
The Education sector Reform Programme (ESRU) of E&SED is being implemented through technical and financial support of development partners. The development partners identified separation of management cadre, introduction of cluster system and Independent Monitoring Units at district level as motivating factors towards Universalization of Primary education. The existing supervisory system at district level has been proved unproductive and the new cluster system is going to be introduced shortly which will devolve the supervisory system from district to local level and hence the absentees of teachers at primary school which is a dominant factor may be controlled. The development partners further identified their role in introduction of independent monitoring units at district level with their own monitoring staff which will further strengthen the monitoring and evaluation system. It was recorded that biometric attendance system is being introduced gradually for attendance system which may help to minimize the habitual absentees of the officials and teachers of the E&SED. The development partners identified the strengthening of Parents-Teachers-Councils with enhanced community involvement as motivating factor towards Universalization of Primary education.

The development partners identified various pulling factors in achieving the UPE targets i.e. extreme poverty and hunger, the predominant gender discrimination and extremism against girl's education, low budgetary allocation of resources for education sector, bad governance, inadequate monitoring system, lack of awareness about education and long distance schools. Corporal punishment has been

recognized by the development partners as de-motivating factor for children and their parents to enroll and retain in schools. The development partners recognized the importance of 18th constitutional amendment which obliged the state for free and compulsory education to all children of the age group 5-16. They showed their concerns regarding gender disparity existed in Pakistani society at larger scale, still a major challenge towards Universal Primary Education. Numerous policy actions have been adopted by the Government of Pakistan to reduce gender disparity but the situation is at a halt, frightening in most part of the country. Family pressures, socio-cultural hindrances coupled with a defunct schooling system restrict access of girl's children even to basic education

5.3. CONCLUSIONS

The main findings has been grouped under a number of headings which has been summarized in figure given below and has been discussed in detail.



Resource Issues

The basic issues as identified through this study include insufficient number of schools and buildings in rural areas, inadequate physical facilities as well as lack of resources. Indeed, the government has failed to fulfill its commitment in the allocation of resources for the education sector, i.e. the allocation is 2 % against the 7 % of GDP as laid down in the National Education Policy 2009 Misappropriation in the use of allocated resources is also an issue. Inevitably, natural disasters and the war on terror have set this back further although it has to be recognized that there were major world efforts/support of Development partners to provide the resources to aid Pakistan after the earthquake, war on terror and the serious flooding.

Social Issues

For many parents in rural areas, education is not valuable and need their children to work to support their livelihood. In particular, traveling to school poses problems while there is a lack of appreciation that their daughters would also get benefits from education. It is generally noted that illiterate parents will not appreciate the value of education and this suggests that literacy campaigns need to be linked coherently to the expansion of primary education. The reluctance of parents to enroll their children, the less involvement of society has adversely affected the progress of the country towards Universal Primary Education. The Parents -Teachers Council has been strengthened with enhanced involvement of society and having some financial powers. The role of PTCs is crucial in effectively mobilization of the community in ensuring the attendance and punctuality of students and teachers and hence it can effectively reduce the dropout rate.

Gender Issues

Traditional social understandings have resulted into gender inequality in education. Such attitudes are extremely difficult to dislodge and also to establish gender-separated schools particularly in rural areas. Gender inequality in basic education pushed Pakistan behind to achieve its commitment at national and international level regarding Universalization of Primary Education. While the Government of Khyber Pakhtunkhwa has taken several steps including Separate management cadre for supervision and monitoring of girls schools at district level, stipends to girls students and capacity building of teachers and school management, the situation is still alarming and strong cultural impediments exist to female mobility which caused the slow progress in female education which is the most glaring of educational failures in KP.

Inclusion

In many ways, the gender issue is an aspect of a wider inclusion principle where all children, irrespective of gender, ability, religious background, and any issues related to special needs, need to be regarded as equal in terms of the opportunities for them. To achieve the MDGs targets of Universal Primary Education, commitment was made in NEP-2009 for endorsement of inclusive education system by inclusion of special persons in mainstream education and literacy programme but it failed due to financial constraints. Conflict situation in KP is the major challenge for Provincial Government to fulfill its commitment according to the policy guidelines.

Teaching Issues

Schools need an adequate supply of qualified teachers who hold a good status and level of remuneration. Deficiency of teachers in schools, teachers absentees and

its role in creating school environment harsh for children were found out of school factors. Commitment to children requires that the teaching profession be regarded as a respectable profession. Teachers can only achieve what society allows them to achieve and it has to be noted that they have no control over curriculum, assessment or resources.

Politics and Management

Political interference in education specially in teachers posting transfer is a key challenge. The availability of resources for education is mainly depend on the political will. Those appointed as managers have the task of making sure that the education system functions well so that the pupils gain the maximum benefit. Some of the recent changes have brought advantages; some have failed to achieve what was intended. While a separate management cadre for education, with specific training and qualification requirements has been established by the provincial government as per requirement of the National Education Policy, 2009 however the political and civil servants interventions has not been abolished.

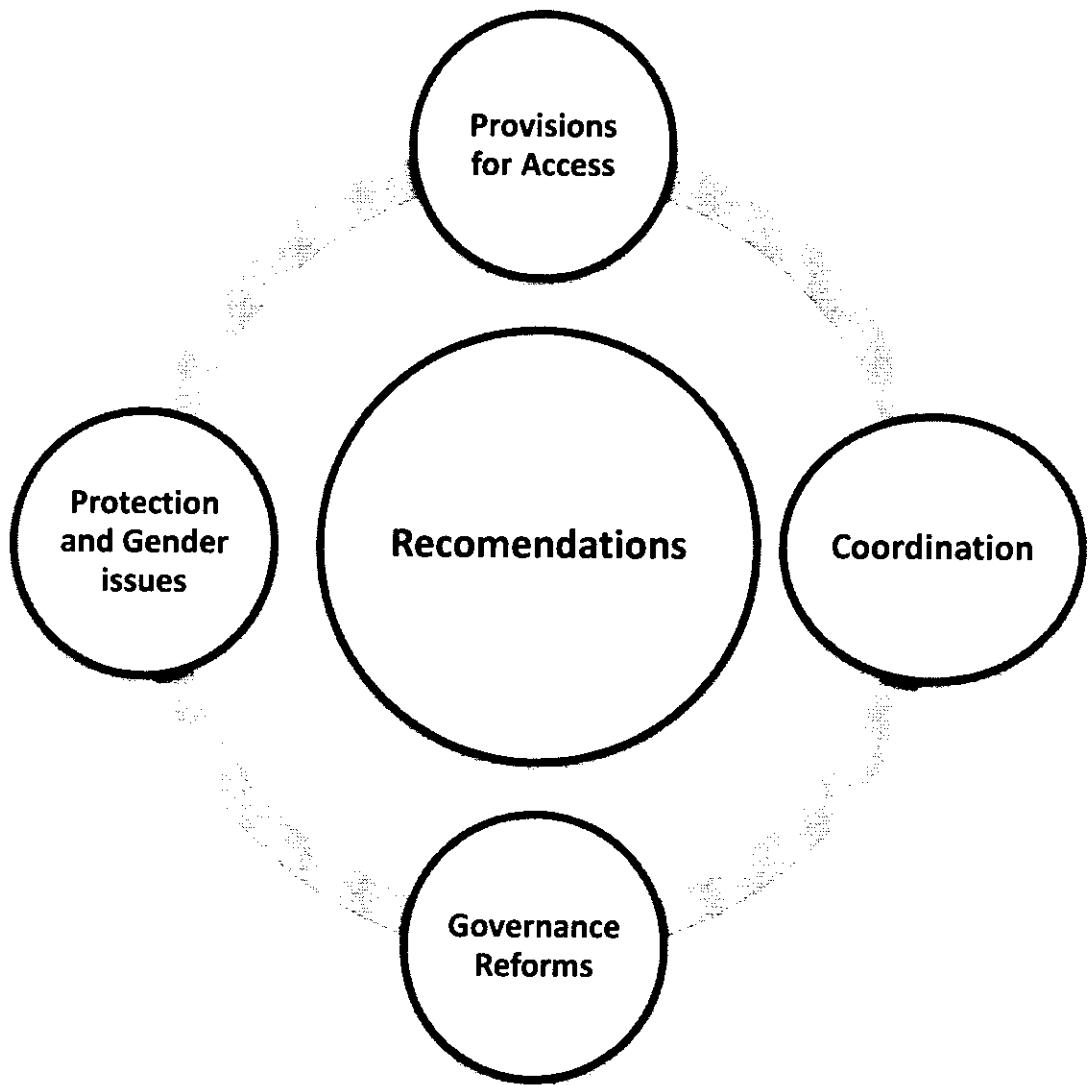
Positive Support

While much is not encouraging, there are some positive signs. There has been progress with some of the structural changes and the input of Development Partners has often been helpful. The Development Partners has been involved through a well developed plan which has brought some structural changes. Certain initiatives taken so far for encouraging disadvantaged community including provisions of free text books, stipends to girls children, voucher scheme, income support programmes etc. There are steps to increase the number of teachers and to curb the corporal punishment. Non formal strategies have been adopted for enhancing literacy rate. However, the lack of political commitment and subsequent financial commitment and

ever-increasing population has masked much of the progress. The provincial government has introduced reform initiatives for Universalization of Primary education through Education Sector Reform Unit (ESRU) wherein issues regarding gender disparity, access, quality and infrastructure management has been addressed comprehensively. Monitoring and Evaluation at district level is a mandate of the ESRU and field visits have been undertaken to revive the progress and implementation status of various ongoing activities. New initiatives are under process which includes Education Voucher Scheme (EVS) through which financial support to families of vulnerable children will be provided. A separate management cadre has been established to minimize political interference in education sector. The Independent Monitoring Units (IMUs) have been established in each district of the province and the Existing teaching or administrative staff of the E&SED is not part of these IMUs. The mandate of these IMUs including, Collection of data about teachers attendance, student-teacher ratio, missing of basic facilities in the schools, enrollment/dropout rate of students, physical environment of schools, distribution of free textbooks as part of the government policy, stipends to the girls students and utilization of fund etc. The parents/community participation has been enhanced through Parents-Teachers-Councils (PTC) which may be termed as a revolutionary step towards community participation and devotions of financial & administrative powers at the school level. These council has been empowered to utilize the schools funds on need basis on its discretion. Under this policy, the accountability in the status of the school directly lies on the parents, teacher and above all on school councils.

5.4. RECOMENDATIONS

The recommendations to the provincial government, based on findings and conclusions may be divided into provisions for access, protection and gender issues, governance reforms and coordination as elaborated in the following figure.



Provisions for Better Access to Education

1. The missing of basic facilities including lack of proper school buildings, boundary walls, toilets, electricity and clean drinking water were recognized from the findings of the study and were found the matter of concern predominantly in rural areas. The provincial government may provide these facilities to all schools on war foot basis. The massive earthquake of 2005, the heavy monsoon flood of 2010, the

terrorism and the ongoing military operations have destroyed the school infrastructure in the affected regions. The Development Partners are providing assistance to the provincial government in rebuilding and construction of damaged infrastructure but the progress is very slow and requires immediate attention of the concerned authorities.

2. In National Education Policy-2009 it has been provided that allocation for education sector will be enhanced to 7 % of GDP but unfortunately, the current allocation is hardly 2 % which is discouraging and the cause of low enrolment and retention rate at primary level. After 18th constitutional amendment education has been devolved to provinces with enhanced allocation of resources through National Finance Commission Award (NFC). Now it is the responsibility of the provincial government to fulfill its commitment made in various plans and policy documents. Although it is difficult for the country to allocate 7 % of GDP for education in the present economic situation, the allocation for education may be enhanced as much possible through donors support programmes since international community is committed to help Pakistan especially Khyber Pakhtunkhwa for its vulnerability to natural disasters and its role in the War against Terror which have damaged the economy of the province particularly infrastructure of education sector.

3. Shortage of schools and teaching staff in existing schools is a dilemma for the acceleration towards MDGs targets. The approved student-teacher ratio of 1:30 may be implemented practically. The provincial government may approach to donors for the provision of financial assistance to implement its policy regarding establishment of schools within a radius of 2 km. Backward/rural areas may be prioritized in the construction of new schools through Annual Development Plan (ADP). Recruitment

Policy may be relaxed for rural/non developmental areas to hire local teachers for backward areas.

4. From the findings, it has been learnt that majority of out of school children are vulnerable, living in extreme poverty conditions and being involved to earn for their families. To ensure inclusion of the disadvantaged segments of society, second shifts in selected government schools may be immediately started with financial support of the donors/NGOs as already committed in NEP 2009. The initiatives already prevailing may be harmonized with the new initiatives for fruitful results. In coordination with relevant authorities, the Waseela Taleem component of Benazir Income Support Programmes may be utilized as a tool to encourage and motivate poor families to enroll their children in schools.

5. In the 18th constitutional amendment, a new article 25-A was introduced in the constitution of Pakistan which oblige the provinces to pass the free and compulsory education act for all children of the age group 5-16 years. Necessary legislation may be done by passing the proposed act immediately from the provincial assembly and be implemented in letter and spirit.

6. The district education offices are the basic operational units of the E&SED, Government of Khyber Pakhtunkhwa, responsible for administrative measures in their respective districts. Being operational units, these authorities are well aware about the organizational strengths and weaknesses as well as opportunities and threats faced on grounds. Keeping in view their critical role, they may be practically involved in policy and planning formulation to consider the challenges being faced at field level and also to incorporate only the provisions that are practically attainable.

Protection and Gender Issues

1. It has been learnt from the findings of the study that extreme poverty and gender discrimination blend with the harsh environment of schools/corporal punishment avert the pace of progress towards Universal Primary Education. Comprehensive strategies are needed for eliminating gender disparity including generating awareness among parents, social integration, generating increased women employment opportunities, enhanced involvement of woman in social and political activities, executing social protection programmes, scholarships to girls students and promoting NGOs to eradicate gender disparity.
2. Parental motivation for girls children were found quite low along with cultural barriers which are predominant in rural areas. Some parents particularly in rural and far flung areas of the provinces were also reluctant to send their female children to male schools on religious grounds and also considered it against the social norms and values of their culture. To motivate Parents and reduce cultural impediments for girls children, separate girls primary schools may be established in sufficient numbers staffed by women teachers and managed by female functionaries along with incentives/financial and food support for girl's children. The support of religious authorities may be sought to motivate the parents on the instructions of Islam regarding education which are very clear from Quran and Sunnah.
3. Although legislation has been made through Khyber Pakhtunkhwa Child Protection and Welfare Act-2010 and corporal punishment has been stand abolished in all its forms and shapes but the data revealed that such malpractices are still happened in schools. Awareness campaign against child abuse and violence may be launched to end corporal punishment. Parents may be educated through PTCs regarding the law and procedure against corporal punishment in order to enable them

to report the competent authorities against the teachers found guilty in corporal punishment. Legal assistance may be provided to children and their families which would encourage them to report such cases to higher authorities.

Governance Reforms Initiatives

1. After the 18th constitutional amendment, education stands a devolved subject with the sole responsibility of the provincial governments including planning, policy and curriculum development. The enhanced mandate of the provincial government may be seen in terms of both the opportunities and the challenges they may face in changing situation. The capacity and the capability of the E&SED may be analyzed in the changing scenario along with restructuring of the department to cope with the challenges and opportunities with the enhanced responsibility. The concept of newly established Management Cadre of the E&SED may be broadened as per the provision of National education policy 2009. All officers including Secretary, Additional secretary, Deputy Secretaries, Sections Officers etc of the provincial administrative department i.e. E&ESD may be from this management cadre to cope with the provision of National Education Policy-2009. The qualification and experience required for management cadre may be revisited in consultation of the experts in the relevant field.

2. The Independent Monitoring Units (IMUs) at district level have been established with the responsibilities to monitor the attendance of teachers, student-teacher ratio, missing of basic facilities in schools, enrollment and dropout rate of students etc. The success of this system is directly linked with its true independence from the existence district education offices which also leads to third party monitoring concept. The proposed cluster system of delegation of school monitoring power to principals of the local high schools may be put into practice immediately. The

Independent Monitoring Units (IMUs) at district level should also be in close consultation with cluster heads.

3. The parents/community participation has been enhanced through Parents-Teachers-Councils (PTCs) which may be termed as a revolutionary step towards community participation and devotions of financial & administrative powers at the school level. These councils have been empowered to utilize the schools funds on need basis on its discretion. Under this policy, the accountability in the status of the school directly lies on the parents, teacher and above all on school councils. While PTCs have brought positive results, for its further strengthening, the PTCs guide may be revised with enhanced power to parents and community than school officials. On the pattern of PTCs, new councils of Managers-Parents-Councils may be established at cluster, district and provincial level with the respective educational authorities having representation from NGOs, civil society and other stakeholders.

Coordination

1. Although Development Partners have been invited by the provincial government through a well developed plan by signing and MoU for harmonization of activities, the situation at district level is discouraging. District education offices are the basic operational units of educational administration but the NGOs working in education sector have no meaningful linkages/coordination with these offices. The donors and NGOs may be obliged to perform their activities under close coordination and supervision of district education offices in synchronized manner to avoid duplication of activities and misappropriate use of resources.

2. Since the majority of out of school children are vulnerable/disadvantaged children living in extreme poverty conditions and their protection and rehabilitation are also the responsibility of some other government departments/organizations.

Effective linkages may be developed at provincial and district with such departments like Department of Social Welfare, Special Education & Women Empowerment to provide better educational opportunities to disabled and marginalized children in inclusive manner. Coordination may be strengthened with Zakat Department, Pakistan Bait-UL-Mal and Benazir Income Support Programme at district level. These organizations may be obliged to allocate a portion of their resources for the poor enrolled children and distribute through the district education authorities.

3. Khyber Pakhtunkhwa is vulnerable to natural disasters and has been fallen in conflict situation facing terrorism and violence. The infrastructure damaged due to such disasters may need immediate attention of the concerned authorities. While the Development Partners are fully committed to rebuild the damaged infrastructure, it is not yet rebuild completely. The Disaster Management Plan prepared by the E&SED of KP Government may be put into practice and involve the line departments and organizations to ensure education of children not be disturbed during disaster's situations. The coordination of E&SED with Provincial Disaster Management Authority (PDMA) may be strengthened to cope with the challenges in disaster situation.

4. While through the 18th constitutional amendment, the subject of education has been transferred completely to provinces, the federal government has certain constitutional obligations and also made certain commitment at international level which still make it responsible to hold up about education. The effective coordination between federation and federating units is needed and the federal government must continue its role to facilitate and coordinate the provinces to make Pakistan to fulfill its commitment for Universalization of Primary Education.

Recommendations for Federal Government

1. Although after 18th constitutional amendment, education has been devolved to provinces including curriculum, policy and planning matters but keeping in view the present capacity of the provincial education department and the national and international obligations of the state , the federal government may continue its role of coordination and facilitation in development of curriculum, formulation of policy and planning.
2. Pakistan has a resource constraint economy largely depends on the support from Development Partners. As compared to the provinces, the federal government is in better position to negotiate and convince DPs to support provincial governments in achieving MDGs targets of Universal Primary Education. To achieve the desired objective, better understanding and coordination may be developed between DPs, federal and provincial governments.
3. National Commission for Human Development (NCHD) and National Education Foundation (NEF) are federal government organizations and are running their literacy programmes in various districts of the KP province. These programs are neither under the control of district educational authorities nor they have meaningful coordination and failed to achieve the desired objectives. The literacy programme running by National Commission for Human development (NCHD), National Education Foundation (NEF) and other federal government organizations may be under the control of district education authorities for their effective implementation.
- 4.Under the World Bank assistance, the Government of Pakistan and its federating units are engaged in developing social protection policies for their respective constituencies. The aim of the policy is to harmonize all public and private sector social protection initiatives and avoid duplication in activities due to different parallel

programmes like BISP, Pakistan Baitul Mal, Zakat Department etc. The cash and in-kind support to poor families may be made conditional subject to the enrolment of their children in schools. For this purpose, in coordination with the line departments, provisions must be made in policy documents to streamline administration of all social protection initiatives and strengthen the institutional and legal framework of social protection programs. For effective utilization of funds, The federal government may oblige these organizations to work in close coordination with provincial and district education authorities.

Recommendations for Development Partners/NGOs/INGOs

1. Although at provincial level there is a close coordination of selected development partners with E&SED, since districts are the operational units, the development partners may extend meaningful coordination at district level with district educational administration. Various formal and non formal strategies in education sector by NGOs/INGOs may be under the supervision of district educational authorities.
2. NGOs/INGOs are working in different sectors to support marginalized segments of society in different ways including health, livelihood, cash and in-kind support. The support may be linked and conditional with the enrolment of the children of vulnerable families in schools.
3. Awareness campaign may be launched and further strengthened to motivate parents to enroll their children, raise the voice against corporal punishment and extend support including legal support to victims of corporal punishment.
4. In-service training opportunities for teachers may be provided in coordination with the E&SED. Besides subject matter, the teachers may be sensitized against

corporal punishment, their role to raise awareness and motivate parents of out of school children to enroll and retain their children in schools.

5. Proper strategy may be developed to prioritize rural/ less developed areas in allocation of resources. Availability of transport facility in rural areas particularly for female teachers is a serious issue. In consultation of the E&SED, the DPs may extend financial support

Recommendations for Parents-Teachers Councils

Parents-Teachers Councils have been strengthened with enhanced responsibility and authority by the provincial government which may be used as a platform in raising awareness about education among the parents of out of school children. The majority of out of school children are living in rural areas where the role of mosque and Hujra is dominant. The close coordination of PTCs with these institutions of the society may bring out of school children into school. The PTCs may be utilized as an instrument for internal monitoring of the school to ensure quality education as well as record and monitor the drop out of children.

Recommendations for curriculum developers

As clear from the findings of the study that enrollment at primary level may be increased through high level educational efficiency of public schools. To enhance the educational efficiency of the public schools, the curricula should be adapted to enhance children creativity, analytical and problem-solving skills. In April 2000, The World Education Forum was held at Dakar, Senegal. According to the Dakar Framework of action, to make education accessible for all by 2015, child education should be expanded qualitatively as well as quantitatively and to achieve these objectives, basic life skills and will be made integral component of child curriculum.

The curriculum developers must keep in mind these recommendations of the Dakar conference for Universal Primary education.

Steps may be taken for inclusive and child friendly education as committed in National education Policy, 2009. The broad and dynamic concept of inclusive education may be adopted according to the Salamanca Conference of 1994 wherein all disadvantaged and marginalized children were considered as part of the inclusive strategies. There needs to some thought given to the curriculum so that the teachers can persuade the children, and more importantly, their parents, that the education that is provided in schools is relevant and useful. The pre-service and in-service teacher training curriculum ought to be modified accordingly. The concept of inclusive education may be part of the B.Ed and M.Ed degrees programme.

As found through this study, gender inequality due to traditional cultural beliefs etc is one of the key reasons of low enrolment rate in Pakistan. There is dire need to include gender sensitive content in curriculum which will further help to raise awareness and change traditional beliefs against girls education.

Recommendations for future researchers

The researchers who in future would like to conduct studies on Universal Primary Education in Pakistan may emphasis keeping in view the following points.

1. At present there is no comprehensive social protection policy for marginalized segments of society in the country, however, steps have been taken now and it is under preparation with the aim of poverty reduction, enhancing educational attainment of vulnerable children and Cash transfers as a core part of poverty reduction strategy. The researchers should focus on the strategies and programmes to be initiated through this policy to find out its effectiveness in education sector and suggest measures accordingly.

2. As the time for MDGs has now over, which has been replaced by Sustainable Development Goals (SDGs) to be achieved up to 2030. SDG 4 is directly related to Universal Primary Education with the aim to reach out to the remaining out of school children by focusing on quality of education. There is dire need for academic research to help the provincial governments to strategically and operationally recalibrate their education sector plans developed for MDGs. The effectiveness and efficiency of the existing programmes may be evaluated through academic research to know how much they are supportive in achieving the targets outlined in SDGs. Special attention may be given to point out whether the prevailing strategies are effective to make sure the inclusive and quality education for all and promote lifelong learning as committed in SDGs.

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APPENDIX A

QUESTIONNAIRE FOR EDOs

QUESTIONNAIRE FOR EXECUTIVE DISTRICT OFFICERS (ELEMENTRY & SECONDARY EDUCATION DEPARTMENT) IN KHYBER PAKHTUNKHWA

1. Name of the District: - _____
2. Name of the DEO (Optional): - _____

Please Mark (✓) the following items in the appropriate column.

SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree, SD =Strongly disagree

S.NO	Specifications	SA	A	UD	DA	SD
	Non-Availability of basic facilities/opportunities					
1.	Physical facilities available in Government primary schools in our district are inadequate.					
2.	Opportunities provided to children for Co-curricular activities in these primary schools are insufficient.					
3.	Children particularly girls and vulnerable children face lot of inconvenience while going to school.					
4.	Enrollment at primary level may be increased through high level educational efficiency.					
5.	Unhygienic environment in schools discourages children from attending school and forces them to drop out altogether.					
6.	Basic facilities like water, electricity, toilets etc are not available in sufficient manner in primary schools of rural areas.					
7.	No special incentive and logistic facilities are provided to supervisors who are mostly deployed for supervision in rural area.					
	Gender discrimination as a reason of not achieving UPE targets					

8.	Gender discrimination is a major barrier for enrolment, attendance and retention in schools.				
9.	Children particularly girls and vulnerable children face lot of inconvenience while going to school.				
10.	Effective public schooling facilities for girls do not exist over large areas.				
11.	Girls' primary schools staffed by women teachers and managed by female functionaries perform efficiently.				
12.	The slow progress in female education is the most glaring of educational failures in KP.				
13.	There exists strong cultural impediments to female mobility and hence to female education.				
14.	Mixed gender schooling is culturally inadmissible even at the Primary level.				
Corporal punishment/harsh school environment as a barrier to education					
15.	Drop out at primary level is due to authoritarian role of teachers and harsh environment of the schools.				
16.	Awareness campaign against corporal punishment is being launched by the E&SED in KP province.				
17.	Strict disciplinary actions are being taken against teachers held responsible for corporal punishment.				
18.	Low enrollment rate may be attributed to the lack of confidence in the public sector schools by the parents.				
19.	Corporal punishment is a reason of children's low enrolment at primary level in public sector schools.				
School-Community relationship					
20.	The Parent-Teacher-Councils (PTCs) has been strengthened through involvement of students, teachers, educationists, parents and society (STEPS).				
21.	There is a close association between community participation and schools.				
22.	Community is being encouraged to play effective role in enhancing the enrollment at primary level.				
23.	There are no adequate training opportunities to head teachers in social mobilization to involve the community effectively.				

Poverty as a reason for not achieving educational targets of MDGs.					
24.	Parents do not send children to schools due to poverty.				
25.	Incentives/financial and food support are helpful to increase enrolment rate				
26.	Educational deprivation and poverty go hand in hand.				
NGOs Led Intervention/Role of Development Partners					
27.	There is no system for donor harmonization developed at district level.				
28.	Role of development partners in UPE is satisfactory.				
29.	Development partners are not in close coordination with educational authorities at district level.				
30.	NGOs-led interventions are helpful in Universalization of Primary Education in KP Province.				
31.	Educational Programmes run by NGOs are not in close coordination with District Education Authorities.				
Resource issue/less financial allocation					
32.	MDGs on universalization of primary education are not being achieved due to scarce financial allocation.				
33.	Government has not made efforts to provide the necessary financial resources to achieve the MDGs as per education policy 2009.				
34.	Provincial and district governments have allocated a minimum of 4% of education budget for literacy and non-formal basic education (NFBE).				
35.	Proper identification have been made by the government of schools in less developed areas for prioritization in resource allocation and management.				
36.	Long distance from primary schools in remote/rural areas is a barrier for enrolment, attendance and retention in schools.				
37.	Schools connected to metal roads are more functional than those connected to kacha roads.				

Role of Parents in achieving Universal Primary education					
38.	Parental motivation for schooling is quite low for girl children.				
39.	Lack of awareness is a cause of low enrolment rate at primary level.				
40.	People are usually poor and illiterate and take little interest in education of their children.				
Vulnerabilities/Non Formal Strategies and its utility to achieve MDGs					
41.	Launching of evening shifts for vulnerable children can enhance the literacy rate.				
42.	NCHD and NEF are running Non Formal Education schools, not working in close coordination with district education authorities.				
43.	To achieve the commitments of Government of Pakistan towards MDGs, steps have been taken for inclusive and child-friendly education.				
44.	War on terror has seriously affected progress towards universalization of primary education in K.P Province.				
45.	Natural disasters e.g. earthquake, floods have declined progress towards Universalization of Primary Education in K.P.				
Teacher's issues and its effect on MDGs targets					
46.	Shortage of Teachers is a cause of low enrolment in Primary schools.				
47.	Sub-standard student-teacher ratio has halted advancement in Universalization of Primary Education in K.P.				
48.	Proper accommodation is not available particularly for Non local teachers in the village's schools.				
49.	In remote areas primary school teachers often keep themselves absent from schools.				
Coordination/Politics & Management and its role in achieving MDGs					
50.	Educational policies and plans are not being implemented with true spirit for achieving universalization of primary education.				
51.	A meaningful linkage for achieving Universalization of primary education has been built up between schools and administration at district level.				

52.	Accurate information is not timely available for justifying the development and improvement of schools in certain areas.				
53.	Decision-making is largely concentrated at the provincial level with stumpy involvement of authorities at district level.				
54.	Political interference in teacher's posting/transfer is key to a range of factors associated with poor school performance.				

APPENDIX B

INTERVIEW QUESTIONS ASKED FROM POLICY MAKERS

1. Current programmes/projects for universalization of primary education?
2. viability of the current programmes/practices?
3. Causes of not achieving MDGS targets in your opinion?
4. Do you find 18th constitutional amendment helpful in achieving MDGs targets of Universal Primary Education?
5. 18th constitutional amendment and its implications on various international commitment made by Pakistan at international level for Universalization of primary education?
6. The opportunities and challenges related with 18th constitutional amendment?
7. The implementation status of article 25-A of the constitution of the Islamic Republic of Pakistan?
8. Present spending on education?
9. Why Pakistan spent low on education?
10. War on Terror and natural disasters in Pakistan and its effect on education?
11. The role of parents in achieving Universal Primary Education targets?
12. Power and strengths of Parents teachers -Council and its effect on MDGs targets?
13. Role of Education Sector Reform Unit (ESRU) in achieving MDGs targets of Universal Primary Education?
14. Role of Development Partners in achieving MDGs targets of Universal Primary Education?
15. Significance of MoU signed with Development Partners?

16. Efforts to minimize political interference and its impact in achieving MDGs targets of Universal Primary Education?
17. Governance reforms that have been introduced so far?
18. Teachers absentees as a barrier and what efforts have been made to control it?
19. Poverty as a cause of low enrolment rate and what efforts have been made to control it?
20. What efforts have been made to eradicate Gender disparity as an out of school factor?
21. What measures have been taken to diminish corporal punishment?

APPENDIX C

INTERVIEW QUESTIONS FROM CHILDREN & PARENTS

1. what is your name?
2. what is your father name?
3. From which area you belong?
4. your father job?
5. your mother job?
6. education level of your father/mother?
7. father alive?
8. mother alive?
9. How many brothers you have?
10. How many sisters you have?
11. How many of them are going to school?
12. how many time you eat meals in home?
13. facilities available to you in home?
14. Why you are doing this job here?
15. Why you did not go to school?
16. The attitude of parents with you in home?
17. The attitude of family members (those in extended families)?
18. have you ever beaten by the teachers while in schools (for dropped out children)?
19. Your parents beat you?
20. The quality and quantity of meal provided to you in child care institutes?
21. Physical environment/facilities in those institutes?

22. distance of school from your home?
23. the condition of the path/way to your school?
24. Do you wish to be in school?
25. facilities available for disabled children in school of the locality (question asked from children)?
26. Why your father did not enroll you in school while your brother have been enrolled? (question asked from those girls whose brothers were enrolled in schools)
27. School re-constructed that damaged in earthquake 2005? (Those belonged to Earthquake affected areas)?
28. School re-constructed that damaged in flood 2010? (Those belonged to flood affected areas)?
29. Did you displace in Military operations?
30. Your school destroyed in militancy?
31. you were going to school during militancy?
32. For how many time you discontinued from school during military operation?
33. Why you did not go to school now after military operation and diminishing of militancy?

INTERVIEW QUESTIONS FROM PARENTS

1. your name?
2. What is your education level?
3. your family size?
4. your job?
5. any property you have?
6. why you did not allow your child/children to school?

7. distance of school from your home?
8. the physical condition of the path to your school?
9. facilities available for disabled children in school of the locality
10. Why you did not allow your girls to be enrolled in school?
11. Provision of Free text books to all children and no tuition fee from government is not sufficient ?
12. School re-constructed that damaged in earthquake 2005? (Those belonged to Earthquake affected areas)?
13. School re-constructed that damaged in flood 2010? (Those belonged to flood affected areas)?
14. Did you displace in Military operations?
15. school in your locality destroyed in militancy?
16. your kids were going to school during militancy?
17. For how many time your kids discontinued from school during military operation?
18. Why you did enroll your children in school after military operation and diminishing of militancy?
19. do you aware the importance of education and changes that will occurred in their life through education?

APPENDIX D

QUESTIONS ASKED FROM DEVELOPMENT PARTNERS

1. What is the role of Development Partners in achieving Universalization of Primary Education?
2. What are the major programmes that are being implemented with the support of Development Partners?
3. Importance of the DP's initiatives in achieving MDGS targets of Universal Primary Education?
4. What is the role of DPs in rehabilitation of educational activities suffered due to natural disasters and war on terror?
5. What are the major Pulling Factors in Achieving Universal Primary Education?
6. What is The effect of Gender dimension in not achieving MDGs targets?
7. Do you find 18th constitutional amendment helpful in Achieving Universal Primary Education targets set in MDGs?