Analysis of National Educational Initiatives (2000-2019) For Promoting Primary Education in Pakistan

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Abstract

The research aimed for the analysis of the contents of government documents that were formed after the World Education Forum in Dakar, Senegal, in April 2000. The Dakar Framework was a combined commitment of actions for the promotion of primary education in the world. Government has the assigned obligation to ensure the EFA Goals and targets are being sustained. Out of total hit documents, full-text documents regarding primary education were included for the study and a total number of 13 documents of 1500 pages and several paragraphs were analyzed. The study reveals that Majority of the documents shows that government is near to achieve UPE targets but the allocation of budget to education remained at 2.4 percent which is needed to be revised along with this low GDP primary school enrollment increased after the year 2000. The content analysis used to conduct this research. Mission statement related to UPE formed inductive codes to test the significant association with the documents.

Keywords: Content analysis, universal primary education, educational initiatives, EFA

Introduction

Primary education is a gateway to higher education and for the future of countries. Universal Primary Education (UPE) is a goal and aim to achieve primary education without any discrimination of Gender in many national and international plans for countries development. From another view Education at primary level (UPE) is a sum of total easy availability of education for the children of age 5 to 10 years. Universal Primary Education stands on five Pillars: universalization of provision of education, universalization of enrollment, universalization of retention, universalization of participation and achievements (Shah, Ghazi et al. 2016).

The government, worldwide establishments, teachers and developmental executive adopted useful guidance to design and to implement policies and strategies to improve primary education from the Worldwide proclamation on Education for All and after this Declaration its co framework of action after the Educational Conference (UNESCO, 2001). The clear landmark on Education was the Jomtein conference for

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international dialogue to place education for the wellbeing of humans and consensus reached to provide new drivers to the whole world to impart basic compulsory primary education to abolish illiteracy from the entire world. This conference has also remarkable and stimulate efforts to improve the stander of the key and basic education and find out more effective ways to meet basic learning needs for the different and various age groups (UNESCO, 2001). After 1990 one decade the DFA (Framework of Action at Dakar 2000) contains all the goals and targets to be achieved by the government of signatory countries and the worldwide community for the quality of primary education for all by the year 2015. The Dakar framework of action (DFA) cited to the construction of a sustainable National EFA action plan as a pre-condition to providing foreign support by international organizations (UNESCO and UNICEF, 2013). Two fundamental conditions declared by the DFA which must be obtained at national levels for the international contribution of resources for the implementation of education for all (EFA) in national action plan (NAP)(UNESCO, 2001).

Condition-1: "is that specific national condition for education for all (EFA) development (and for the development sector as a whole) must be in place and functioning, including among other government leadership, systematic consultation with national civil society, preparation and implementation of reforms addressing the EFA goals, a sustainable national funding framework and coherence of human development activities with the policy framework" (DFA#16) (UNESCO, 2001).

Condition-2: "is that a credible plan of action for EFA must be in place to support condition- 1" (DFA#17) (UNESCO, 2001). In the UN resolution in the year 2001 UNESCO was assigned the duty and obligation to plan the actions and to cooperate the activities and programs for the decade (2003-2012) to celebrate the Decade of Literacy. The aim was to address the marginalized countries under the banner of education for all slogans. In this background "Guidelines for the strategic framework of action for UN literacy decade in Pakistan" were developed to see the learning tasks in Pakistan. These plans were conversed by specialists from all over the country. The Donor Funding Associations (DFA) invited countries to develop action plans to meet the EFA goals before the end of 2002. In response to this call, many countries established action plans to strengthen the existing action plans for the success of education for all (EFA) and also have been executing them. Virtually every government has a mission statement to improve primary education in Pakistan (Walton, 2005). They are often produced by the strategic planning process assigned by international organizations or by the accreditation visits (Firmin & Gilson, 2010). After the year 2000, Pakistan laid a gross input to achieve the standards of primary education. For this basis, the government took some important pace in the form of some strategic and administrative initiatives to achieve EFA targets. Some worthy change initiatives in the country are Devolution of 2000 and the 18th Constitutional Amendment. Some other strategic documents are published under these major initiatives (UNESCO,2006). Under the new setup in which the declaration of

administration ordinance are: division as a managerial unit in the provinces ended and district government have been fixed for the district based development and organization along with administration (UNESCO,2006). Pakistan has 102 regions and 13 of Fata agencies. Regions are additionally partitioned into 380 sub-locales called Tehsils. The nearby government statute 2001 made ready for the foundation of the three-level of local government framework including, locale, tehsils and associations. Every level of local government has its own chosen committee and organization and is going by the Nazim (UNESCO, 2006).

18th *Constitutional Amendment--* In 2010 Pakistan's government launched 18th constitutional amendment. In this amendment, education is compulsory for the children of 5 to 16 of age. The Article 25-A provides that "The state shall provide the free and compulsory education to all the children of 5 to 16 year of age in such manner as may be determined by the law". In April 2010, 18th constitutional amendment made wide running changes in around 36% of Pakistan's constitution, by correcting its 102 articles out of 280(I-SAPS,2011).

Table 1

Education Pre and Post 18th Amendment

Subject	Pre 18th amendment	Post 18th amendment
Right to education	Recognized but not justiciable	Article 25A: education justiciable right
Education policy and planning	Concurrent legislative list	Provincial legislative list
Curriculum	Concurrent legislative list	Provincial legislative list
Higher education	Concurrent legislative list	Federal legislative list
Standard of education	Federal/provincial joint	Transfer to Provinces

Along with the above major initiatives some important strategic documents were published and implemented in the country, these are: (a) Educational Sector Reforms 2000-2006; (b) National Plan of Action in Education 2000-2011; (c) Educational Policy 2009;(d) millennium development goals(MGD) Acceleration Plan; (e)Strategic Documents from school education department(SED) to acting managers at ground level;(f) Punjab education foundation(PEF) foundation); (g)public-private partnership act); and (h)CM roadmap. All these strategic documents are published by the MOE. All these documents emphasize in Pakistan's compulsory basic Education. The changes to the primary education were predicted to promote: education for all, free education, equity and to reshape schools to attract students (Kazmi & Quran, 2005).

Research Questions
1. Whether the educations in Pakistan change after the year 2000?
2. What is the budgetary quantum for the educational sector?
3. What steps are taken by the Government of Pakistan to improve primary education?
4. Whether the published documents clearly state objectives of MDGs?
5. Whether the required resources for primary education are allocated by the Government of Pakistan?
6. Whether the documents of education provide equitable coverage for education in the light of applied framework prescribed by the International Institute for Educational Planning (IIEP), UNESCO?
7. Whether after the documentation of educational initiatives any improvement experienced in the primary education which is followed after the UNESCO Dakar forum 2000?

Purpose of the Study

Content analysis may have multiple aims and purpose. This study is to identify the extent to which the content of documents clearly articulates requirements and how the educational system required change. This content analysis is also to identify development and implementation policies to improve primary education and to comply with international commitments. This study also aims to evaluate the budgetary allocation after and before the year 2000 (Hsieh & Shannon, 2005).

Literature Review: Education and Development

Globalization refers to the worldwide customary issues and purpose. Although this phrase applied in many distinct contexts but hare it is used for the global common cause and issue of education. Globalization is used among the educational institutions to set on the customary worldwide objective of universal primary education (Dissou, Didic, 2016).

Now a day's educational sustainability is a vital and prolongs process of the world to hand out with the future tasks and challenges. There are several schools of thoughts who think that education is a way to development. Among the education primary education is a gate for the entrance to the overall sustainability (Dissou, Didic, 2016).

Worldwide agencies like UNESCO, USAID OECD and World Bank lead to universal primary education campaign. Policy implementations, action plans, educational reforms, acceleration plans, government acts and funding are globally promoted agreements by the above organizations to promote the global challenge of universal primary education and Pakistan also sign to be a part of this campaign (Faheem, 2018).

Pakistan is from top ten grant recipient countries of World Bank, USAID and IMF. That's why Pakistan has to publish actions to promote primary education. The

primary purpose of educational documents published by the ministry of education Pakistan in which action plans and policies are included is to develop the economy by the development of education in order to complete the contemporary world. This needs a huge funding too (Sahin, 2016)

Educational investment in education is also a system of evaluation to analyze the significance of education in the country (Khushik, 2018). In the debate of educational documents and their implementations many authors debate in different phases. The basis for the purposive implementation lies in the launch of a practice in which solid linkage develops between objectives and action plans (Sabatier, 1979).

In order to analyze government documents for development of primary education published by the ministry of education Pakistan it is important to understand the objectives of their formulation, and how these documents intended to achieve these objectives. For the understanding of objectives lies beneath the formulation of educational documents content analysis is best technique to be used (Saeed, 2015).

Content analysis is a bunch of techniques and strategies for accumulating, analyzing and arranging the data in a systemizes form that let the researchers to draw inference about the features and sense of composed and other data (GAO, 1989). It is a reliable instrument for analyzing tendency and design in documents. The stander and targets of authors can be inferred from the material which may disclose as underlying themes and associations (Duriau, Reger, Pfarrer, 2007).

Methodology

The researcher used a qualitative design by conducting content analysis with an inductive phase to analyze government documents published by ministry of education (MOE) regarding primary education. Content analysis provides a methodology to identify the documents in-depth content study. The information of data was gathered, composed and examined from various viewpoints, for example, most elevated commitment on primary education, educational actions plans, the strategic method applied and development of organizations and patterns by developing codes of themes and create associations of them etc. by using Nvivo 12.
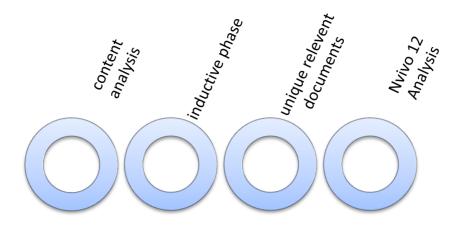
Figure 1. Methodology

Analysis and Findings

For this work government documents regarding educational initiatives were retrieved from 2000 for content analysis. The keywords "UPE, EFA and School Education" were taken for looking into and they were joined with the Boolean operator 'OR'. Under the 'field' choice in the database 'title' was picked to recover those reports having at any rate one of the catchphrases.

Table 2

Year Wise Growth of Publications

Sr#	Year	Title of initiative	Focus on Primary education targets in %
1	2001-2006	Education sector reforms	80,99%
2	2001-2011	EFA national action plan	95.66%
3	2009-2015	Educational policy	75.66%
4	2012-2015	MGDs acceleration plan	90.77%
5	2004 t0 yearly	CM road map	89.99%
6	2004 to yearly	Public private act	
7	2011	UPE strategic plan	89.99%
8	2011 to 2015	UPE campaign	94.99%
9	2004 till date	PEF	89.77%

Above table shows the list of documents analyzed by the author. The following word map (figure-1) shows the highly repeated words in the documents for education published by the Ministry of Education, Government of Pakistan, after 2000 to promote

education in Pakistan. In these documents school education is the most repeated word which shows that primary school education is the priority of Pakistan.

Figure 2. Word Cloud

Figure above is the word frequency of documents launched by the Ministry of Education, Government of Pakistan, after 2000.In this frequency, we observe that the school education is the main word on which all the documents emphasize the most of all rest of documents. The following (table 2) provides the quantitative data regarding the words in the documents for education after 2000 for the promotion of education. The table 2 provides us the documents in which the highly repeated words are located along with numbers of time word repeated and the cumulative percentage of primary education repeated in documents.
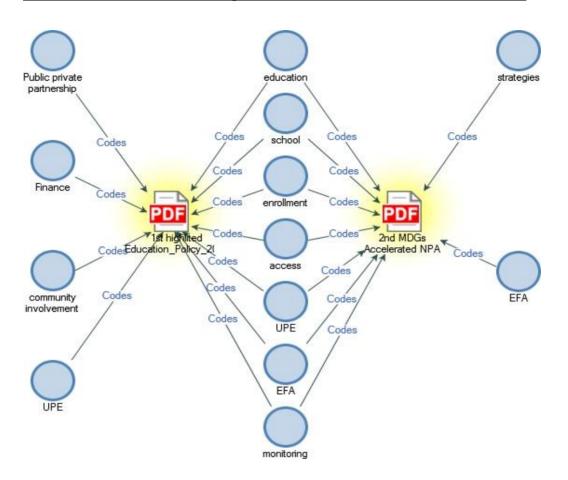
Figure 3. Concept Map

The figure above describes the most related association of primary education importance in the documents by MOE Pakistan.

Table 4

Pakistan Government Expenditure on Education, total (% of GDP)Pre 2000

1992	1993	1994	1995	1996	1997	1998	1999	2000
2.5594	2.39868	2.606	2.81679	2.81057	3.0223		2.61149	1.83782

(Survey E, 1992 to 2000)

Before the year 2000 only one year was the year when the GDP was at 3.02 rather than all years, all years stand at 2 % GDP (see above table).

Table 5

Pakistan Government Expenditure on Education, total (% of GDP)Post 2000

Year	%
2001	1.66
2002	1.80
2003	===
2004	1.9481
2005	2.25436
2006	2.62638
2007	2.63527
2008	2.74623
2009	2.59078
2010	2.28687
2011	2.22175
2012	2.13628
2013	2.49344
2014	2.46593
2015	2.65002
2016	3.00292
2017	2.89952
2018	2.4123
2019	2.4345

(Survey E, 2001 to 2019)

The above table shows the lowest GDP % of Pakistan after the year 2000 and the highest GDP after 2000 stand at 2.4 % (see above table).

Table 6

Expenditure on Primary Education Pre 2000 (% of Rs. Government Expenditure on Education)

1996	1997	1998	1999	2000
47.27418	52.00069	_	_	_

(Survey E, 1996 to 2000)

The above table specifies the expenses separate for the primary education before the DFOA. The table below shows primary education expenses after the DFOA.
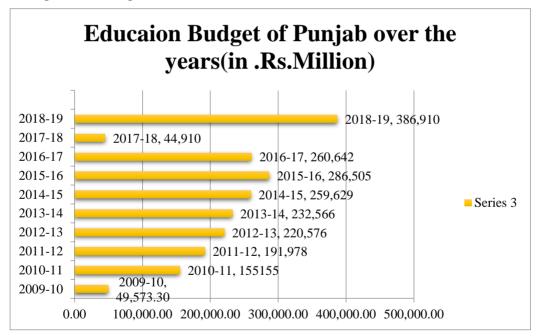
Table 7
Expenditure on Primary Education Post 2000(Rs.% of government Expenditure on Education)

2012	2013	2014	2015	2016	2017	2018	2019
	32.6824	35.13516	31.0512				

(Survey E, 2012 to 2019)

Total Education Budget of Punjab

Punjab has not had the option to accomplish the targets that were a piece of national and universal duties of the administration of the Pakistan identified with the UPE. The administration of the Punjab is insightful of the difficulties looked by the educational part in the territory and has found a way to address them. In this regard the provincial administration increased budget from last six years up to the year 2016 which is a significant change.

Educaion Budget of Punjab over the years(in .Rs.Million)

- 2018-19, 386,910
- 2017-18, 44,910
- 2016-17, 260,642
- 2015-16, 286,505
- 2014-15, 259,629
- 2013-14, 232,566
- 2012-13, 220,576
- 2011-12, 191,978
- 2010-11, 155155
- 2009-10, 49,573.30

Figure 1. Survey, (2009 to 2019)

The following table shows the drop out the percentage of the children in the year 2019 also shows the OOSC in the year 2019.

Table 8

National OOSC and Dropout %

Age Total group	% Children in different types of schools				% Out-of-school	
	Govt.	Non-state providers			Never enrolled	Dropout
		Pvt.	Madrasah	Others		
6-10	66.7	16.8	2.5	0.6	10.8	2.6
11-13	64.2	16.1	2.6	0.4	8.5	8.3
14-16	54.5	15.6	2.6	0.2	11.5	15.6
6-16	63.8	16.4	2.5	0.5	10.4	6.4
Total	83.2				16.8	

(ASER, 2019)

The following table shows the overall schools, primary enrollment, primary schools teachers and OOSC in Pakistan pre and post-2000 educational Forum.
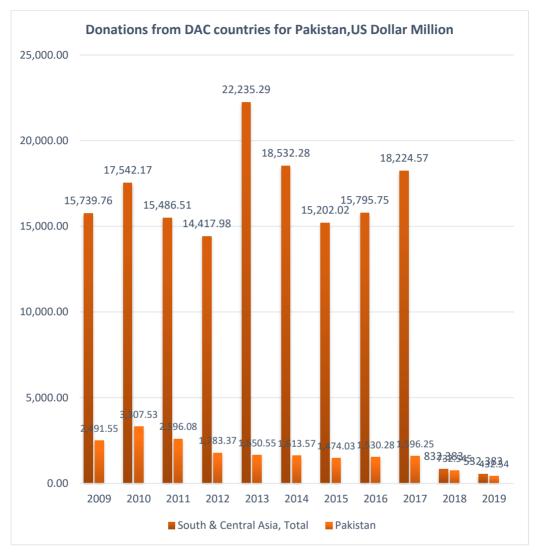
Table 9

Year	Primary schools (000) Total Female	Primary enrollment (000) Total Female	Number of primary teachers (000) Total Female	OOSC in million	Literacy rate (%)
1997-98	156.3 58.1	14,182 5,861	397.0 164.7	------	40
1998-99	159.3 53.1	14,879 5,149	422.6 173.8	------	47
1999-00	162.1 55.0	15,784 5,660	402.4 169.8	------	50
2000-01	147.7 54.3	14,105 5,559	4 08.9 183.6	------	54
2001-02	149.1 55.3	14,560 5,871	4 13.9 183.5	------	54
2002-03	150.8 56.1	15,094 6,132	433.5 191.7	------	54
2003-04	155.0 57.6	16,207 6,606	432.2 195.3	------	54
2004-05	157.2 58.7	18,190 7,642	4 50.1 206.5	------	54

2005-06	157.5	17,757	4	54.2	------	54
	59.8	7,710	210.6			
2006-07	158.4	17,993	4	56.0	22.7	55
	60.9	7,848	212.6			
2007-08	157.4	18,360	4	52.6	22.7	55
	64.9	8,032	216.0			
2008-09	156.7	18,468	4	65.3	22.7	57
	63.4	8,144	216.2			
2009-10	157.5	18,772	4	41.7	22.7	57
	60.6	8,320	208.9			
2010-11	155.5	18,063	4	40.5	22.7	58
	58.2	7,971	210.1			
2011-12	154.6	18,667	4	27.4	22.7	58
	57.0	7,905	198.6			
2012-13	159.7	18,790	428.8		22.7	60
	60.1	8,278	209.1			
2013-14	160.4	18,797	4	20.1	22.7	60
	59.9	8,264	2 09.5			
2014-15	165.9	19,847	4	30.9	22.7	60.5
	66.0	8,778	2 18.9			
2015-16	164.6	21,551	4	44.6	22.7	60.7
	65.3	9,534	2 26.3			
2016-17	168.9	22,330	4	75.2	22.6	60.7
	59.1	9,893	259.0			
2017-18	173.2	22,521	5	08.0	22.6	62.3
	53.4(E)	10,070	296.2			
2018-19	174.9	23883.6	540.8		22.5	62.3
	66.1(E)	11.090	303.3			

(Survey E, USAID, UNESCO & UNICEF, 1997 to 2019)

       DAC countries are the countries who are the donors for the developing countries for the education promotion; the following figure shows the DAC countries donation from the year 2009 till 2019.

Figure 5. OECD/DAC, 2019

Discussion and Recommendation

For the present work documents on primary education were collected from the SED, MOE and online direct database from the Year 2000 to 2015/19. The main words "UPE, EFA and School Education" were taken for looking and they were joined with the Boolean administrator 'OR'. The table and diagrams were produced as per the questions in the research and vital examination work is done, keeping in see the questions of the research. Total budget and donation were not sufficient to attract 100 % children of 5 to

15 years of age to schools. Still, a huge amount of children is out of school and never enrolled.

1. Contents of documents reveal that over 15 years (from 2000 to 2014), the year 2009 are the most productive year in which the highest number of major educational initiatives was published. Notable changes are being accrued in the education sector but still there remain many things to be accomplished.
2. Results of the research disclose that the impact of decentralization and the 18th Constitutional Amendment have been positive so far. The enrollment of the students in primary schools has been increased. In the post decentralization and 18th Amendment scenario, primary education promoted in the country and has a positive change towards the promotion of education.
3. Sustainable educational reforms are not possible without a strong linkage between educational policies, data and budgetary allocation.
4. Comparing the needs of the education sector the budget allocation is very low. The documents analysis shows that there is very limited amount scheduled for primary education and till the year 2019 the budgetary allocation for education remain constant at the rate of 2.1 % of GDP while it was supposed to have remained at the rate of 7% of GDP. The educational budget of Punjab as significantly increased over the years, however, the province still has large amount children who are out of schools.
5. At a look towards the documents, it is very clear that the highest amount of primary educational targets is not achieved by the years from 2015.
6. Documents analysis showed that the government recorded all the available sources to fill the assigned targets of UPE and these efforts increased the enrollment in the schools. Whether it is financial or capacity building of the schools, all the efforts are attached for the primary education in these documents. But they are not yet implemented in the true spirits of the documents.
7. The synthesizing variety of researched documents is evidence from the fact that the documents also laid the importance of computer education. Major emphasis is on the poverty reduction for this PRPS program launched in these documents to be implemented. Education and Professional Studies, Library Formations and Information Science, Curriculum Development and ECE also form the major part of these documents.
8. The educational infrastructure needs the rehabilitation and renewal which demands extra budget to be allocated for this purpose

Conclusion and Future Directions

Keeping in Mind the above analysis that the information got from the Government documents indicates that for the up-gradation of primary school education

there is need to raise the allocated budget towards education and a systematic approach towards universal primary education in Pakistan. Documents represent most of the plans to be achieved and provide ways to get the goals. The present acknowledged documents are useful for researchers and learner consultancy, collective experiences, educative design and many more. Research and sustainability in this regard provide new trends and technology to implement these documents in the practical form. The present study carries a high published material as it analyzes the content of the educational documents to assess various dimensions of the government initiatives taking place in Pakistan to achieve primary education.

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