

EDUCATION EMERGENCY PAKISTAN

2011

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**MARCH FOR
EDUCATION**

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Design by: Sharmeen Peshimam

Urdu Design by: Saqib Khan

Today, Pakistan is crippled by an education emergency that threatens tens of millions of children.

No country can thrive in the modern world without educated citizens.

But the emergency has disastrous human, social and economic consequences, and threatens the security of the country.

2011 is Pakistan's Year of Education.

It's time to think again about Pakistan's most pressing long-term challenge.

25a

The constitutional right of every child to receive an education

The 18th Amendment to the Constitution of Pakistan received Presidential assent on 19 April 2010.

For the first time, education is no longer a privilege, but a fundamental right for all children:

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

Along with the rest of the world, Pakistan has also pledged to meet the Millennium Development Goal for education, promising that, by 2015:

Children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and that girls and boys will have equal access to all levels of education.

One in ten

Proportion of the world's children not in primary school,
who live in Pakistan

Today, Pakistan is far from meeting its international education obligations.

At least, seven million children are not in primary school. That's around as many people as live in the city of Lahore.

Three million will never see the inside of a classroom at all.

Imagine a city full of children - the size of Faisalabad - where every child is deprived of the opportunity even to start his or her education.

This is a challenge of global dimensions.

Roughly one in ten of the world's primary-age children who are not in school live in Pakistan, placing Pakistan second in the global ranking of out-of-school children.

zero

The chance that Pakistan will meet the Millennium
Development Goal for education by 2015

The Millennium Development Goal for education is now out of reach.

As the United Nations recently reminded governments, all of today's primary-age children would need to have started school by 2009, if they are to complete their studies by 2015.

The Government of Pakistan accepts there is now too much to be done, in too short a time, to meet the MDG:

This realisation that the targets will not be met does not deter the government from working to achieve [them].

Rather it spurs it on to rectify the shortfalls and to make the commitment, that **it will move as close to the targets for 2015, as it possibly can.**

2041

Punjab

2049

Sindh

When provinces will provide all children with their constitutional right to education, at current rates of progress

Khyber

Pakhtunkhwa

2064

Balochistan

2100

A sharp acceleration is needed if the education MDG is to be met within ten years.

At current rates of progress, full primary enrolment may not be achieved before mid-century.

Pakistan is even further from fulfilling its constitutional duty to provide all children an education up to the age of 16, with only 23% enrolment in secondary school.

Today, around 25 million children are denied this justiciable right.

Under a business-as-usual scenario, **Pakistan risks not achieving universal education to the age of 16 in the lifetime of anyone who is alive today.**

30
percent

Proportion of Pakistan's citizens living in extreme educational poverty

In Pakistan, access to education is exceedingly unevenly distributed.

The richest 20% of Pakistan citizens receive almost seven years more education than the poorest.

But the most privileged do best of all, with the rich sending their children to elite private schools and often overseas for higher education.

According to UNESCO, meanwhile, **30% of Pakistanis live in extreme educational poverty - having received less than two years of education.**

This figure rises to almost half of the population of the province that suffers the most extreme educational deprivation - Balochistan.

one
in
three

The proportion of rural women who have ever attended school

Pakistan has only 94 women for every 100 men, one of the most unequal distributions in the world.

This entrenched inequality is reflected in, and perpetuated by, the education system.

Fewer than half of women have ever been to school, and just 35% of those living in rural areas.

But the **education of women is one of the most important investments a society can make.**

Educated women have smaller families, with a year's education reducing fertility by 10%.

Their children are healthier, and also better educated, as they use their own education to nurture the next generation.

**as expensive as a
flood
every year**

The economic impact of the education emergency

Pakistan has known many natural disasters.

In 2010, it experienced devastating floods - one of the worst calamities in the country's history.

Shocked by the scale of the damage done to people's lives, the whole country mobilised in response, assisted by the international community.

But the **failure to provide education is, without doubt, our most urgent *self-inflicted* disaster.**

One year of additional education for the workforce translates into hundreds of billion rupees in greater output, making the economic impact as serious as suffering repeated floods.

We therefore have a duty to respond to *this* manmade emergency with equal force and urgency.

twenty
SIX

Number of countries that send
more children to primary school,
but are poorer than Pakistan

It is easy to believe that Pakistan is too poor to afford to tackle its education emergency.

But this is not true. Some of the poorest countries in the world have more children in primary schools than Pakistan.

Neither has Pakistan kept pace with the other countries in its region. **India, Sri Lanka, and Bangladesh are all on track to meet their education Millennium Development Goal.**

Bangladesh has improved access to primary schooling at double the rate seen in Pakistan over the past 20 years.

India is reducing the number of young children out of school at ten times the rate seen in Pakistan.

1.5
under
Public
expenditure
on schools as
a proportion
of GDP
percent

Pakistan is committed to spending at least 4% of GDP on education, but budgets have fallen in recent years - from 2.5% in 2006/07 to 2% in 2009/10.

The picture grows even bleaker when one looks at *actual* expenditure, with some provinces spending as little as 60% of their education budgets last year.

As fiscal pressures grow, it seems likely that actual education expenditure will dip significantly below the 2% benchmark.

Primary and secondary schools probably received less than 68% of government expenditure on education (although no-one knows for sure how much money is spent on the school system).

That's under 1.5% of GDP going to public schools that are on the front line of Pakistan's education emergency, or **less than the subsidy for PIA, Pakistan Steel, and Pepco.**

**more
than
half**

Urban children
who go to
private schools

Parents have been quick to react to the failure of the public school system to offer their children an education.

According to government statistics for 2008/09, nearly 30% of students study in private schools, and another 6% in Madrassas.

However, these figures probably underestimate the explosive growth of the non-government sector.

A recent household survey found that, **even in rural areas, more than a quarter of children are now educated privately.**

It seems certain that a majority of urban children now go to low-cost private schools.

**every
seventh
rupee**

Proportion of income the average rural
family in Punjab spends on public schooling

The willingness of parents to pay demonstrates how badly most want education for their children.

In a survey of villages in Punjab, parents were spending Rs155 on education every month for each child in public schools, and Rs231 for each child in private schools.

The average rural family, with four or more children, dedicates 13% of its income to public education, or 20% if they have made the choice to educate privately.

Rural parents are also sophisticated judges of the quality of the education their children receive.

Even illiterate parents can accurately identify 'good schools' in their area (where students perform best when tested) - though literate mothers are the most perceptive judges of all.

85
percent

Proportion of people who believe education helps citizens
elect better leaders

National opinion surveys confirm the strength of the public's appetite for education. In a 2009 poll, 85% of those questioned stated that:

- Education makes people **better citizens**.
- Education helps citizens elect **more effective leaders**.
- Education **reduces extremism**.

90% believe that education is about more than preparing students to get better jobs. Education also helps children become 'better' human beings.

The appetite for education is also growing. Today, 86% of people think boys need to go to college compared to 56% twenty years ago.

The change has been even faster for girls, with 59% believing they should get a college education, compared to just 15% in 1981.

10%

Punjab

35%

Sindh

Schools with no building, or one in a dangerous condition

Khyber

Pakhtunkhwa

23%

Balochistan

18%

When judging schools, parents are partly driven by concern about poor facilities.

National data does not exist for private schools, but only 36% of public schools are judged to be in a satisfactory condition.

Over 30,000 schools need major repairs or are in a dangerous condition, while 21,045 schools have no buildings at all.

Many schools also lack basic facilities. Just:

- 65% have **drinking water**.
- 62% have a **latrine**.
- 61% a **boundary wall**.
- 39% have **electricity**.

dedicated teachers

Parents' top priority for education

Safe schools, with decent facilities, clearly contribute to learning, but parents have another even more important priority.

Surveys show that, for rural parents, the quality of the *education* on offer is more than twice as important as the quality of a school's *buildings*.

And an overwhelming majority of parents see teaching as the key determinant of quality, with 65% saying that 'dedicated teachers' are their top priority, compared to 11% who would prefer to have 'good facilities'

Nearly 80% of parents would rate a school as 'good' or 'very good' even if it had:

A roof that leaks, a broken boundary wall and desks, no free textbooks or school supplies, but teachers who were always present and highly motivated.

more
than
four
times

How much more a public school teacher earns than the
average parent

Pakistan has 1.5 million teachers, with their salaries accounting for the vast majority of both public and private expenditure on education.

Teachers in government schools are relatively well paid. **Even similarly qualified private school teachers are paid less than a third of what their counterparts in the public sector receive.**

A teacher in a government school also earns 4.5 times as much as the average per capita household income for Pakistan.

Higher wages, however, are not translating into more committed teaching.

On a given day, 15-20% of public sector teachers will not be in the classroom, leaving children without a teacher for one day a week.

Absenteeism rates for private sector teachers are lower - in some studies considerably so.

**nearly
two
in
three**

Rural school children, aged 6-16, who cannot read a story

Unfortunately, parental demand for quality education is not being satisfied.

Literacy levels of young people are low, with 31% of men and 41% of women aged 15-24 years unable to read or write.

A detailed study of the educational achievement of rural children suggests these findings may overstate performance.

It finds that **only 35% of school children, aged 6-16, can read a story, while 50% cannot read a sentence.**

Their performance is only slightly better than that of out-of-school children, of whom 24% can read a story.

A study of children in rural Punjab supports these findings - fewer than a third can answer simple comprehension questions after reading a paragraph in Urdu.

**two
years**

Time it will take to start seeing results from determined
education reform

Despite the enormity of Pakistan's education challenge, change *is* possible.

International experience demonstrates how rapidly change can come:

- Chile increased its primary enrolment from 74% to 95% in under twenty years.
- The Indian state of Madhya Pradesh taught an *additional* 2.5 million Grade 5 children to read in just two years.
- In Minas Gerais, Brazil, the literacy rate among 8 year olds jumped from 49% to 73% just three years after a reform programme was launched.

If Pakistan followed the path forged by other pioneers of education reform, it could expect to *start* seeing results within two years.

ten

Number of education policies since independence

A concern for education is deeply rooted in Pakistan's history.

In 1947, in his message to the All-Pakistan Education Conference, the Quaid-e-Azam warned that:

The future of our State will and must greatly depend upon the type of education and the way in which we bring up our children as the future servants of Pakistan.

The Conference agreed that Pakistan should provide free and compulsory education to all children. Since then Pakistan has had nine further education policies, each of which has set similar targets.

None of these policies has yet attracted the sustained political will needed to turn aspirations into better education.

Leader ship

The most important factor
for responding to the
education emergency

According to a study of the world's fastest improving school systems, three factors are most likely to trigger a successful programme of education reform:

- A political or economic crisis.
- The impact of a high-profile, critical report on the education system's performance.
- The energy of a determined political or education leader (or both).

Of these three factors, **leadership is the most important 'secret ingredient' for translating good education policies into results.**

In the face of such a dire emergency, leaders at every level - from the Prime Minister and Chief Ministers, to the head teachers in each school - will need to work together to create an education system that delivers.

**100
billion
rupees**

The additional money Pakistan will need to spend
each year to meet its basic education goals

In the medium term, Pakistan will need to spend more money on education if it is to meet its education goals.

Given current fiscal pressures, the main priority is to ensure funding for education is sustained in the 2011/12 budget.

Looking forward, however, education must be built into Pakistan's growth strategy, recognising the vital role that human capital will play in ensuring prosperity and security.

The best available estimates suggest that around Rs80-100bn is needed per year to reach the education MDG, a 50% increment on today's expenditure.

A much greater increase will be needed to provide education for all 5-16 year olds, fulfilling Clause 25a of the Constitution.

2011

Pakistan's year of Education

On 11 December 2010, Prime Syed Yusuf Raza Gilani announced that 2011 would be celebrated as the Year of Education.

Chief Ministers, meanwhile, have been responding to the 18th Amendment to the Constitution which gives provinces full responsibility for providing schooling to all children.

That is why we believe March should be the month that Pakistan talks about only two things: education and cricket.

And why we must heed the impending disaster that the emergency threatens and turn the Year of Education into a decade of delivery for all.

myth

parents don't want education

Many believe that Pakistan's education emergency is the result of a lack of demand from ordinary people. Parents don't really want education for their children.

truth

**demand for
education
is strong**

Only 4% of those whose children are not in school say they have 'no use for education'. Every day, parents make huge sacrifices for their child's education.

myth

**boys need
education
more than
girls**

Demand for girls' education is growing fast, but some politicians and parents still think that boys' education is a priority.

truth

**educated
women
are vital to
Pakistan's
future**

According to the World Bank, educating girls delivers a higher return than any other investment in the developing world.

myth

private schools
are only for
the rich

Because most members of the elite send their children to expensive private schools, they believe that all private schools are too expensive for ordinary people.

truth

**most private
schools charge
very low fees**

Around a third of students are now in private schools, with even low income parents paying for education when the government system fails them.

myth

madrassas play a dominant role in education

International observers, in particular, tend to believe that Madrassas are taking over provision of education in Pakistan, and that their reform should be the first priority.

truth

**only
6%** of children
go to
madrassas

Madrassas are growing in importance, but not as fast as low-cost private schools. Both are responding to the demand for education among poorer parents.

myth

**without money
nothing can
be done**

Some argue that the main reason for Pakistan's education emergency is a lack of funds. Unless the government spends more, progress will be impossible.

truth

the first priority
is to spend available
money **wisely**

Pakistan certainly needs to spend much more on education, but we also need to gain greater value from existing public investment.

myth

the public most wants better school buildings

Many politicians focus on building new schools,
because they think this is what voters want.

truth

**better teaching
is top priority
for parents**

Parents believe that quality teaching makes most difference to their children's education. All the evidence suggests they're right.

myth

**teachers are
not paid enough
to do a good job**

The problem of poor motivation among teachers is often blamed on a lack of pay.

truth

**In government
schools, teachers
are paid quite well**

Bad teaching is a management problem - with public school teachers receiving salaries that are much higher than in low-cost private schools.

myth

**donors
can fix the
problem**

Many believe that foreign aid will be decisive in changing Pakistan's education system.

truth

**the government
is by far the
biggest investor
in education**

Donor money accounts for only a small fraction of all public sector education expenditure. They have a crucial role to play but can only help with reform.

myth

**the problem
is too hard to
solve**

Because past reform efforts have failed to deliver results, some have concluded that Pakistan can never overcome its education challenges

truth

**education can be
transformed in
a decade**

With the right policies, measurable improvements to education can be delivered in two years - success will then breed success.

myth

education isn't really an emergency

Pakistan has pressing economic and security problems - and these are where 'serious' politicians need to focus their energies.

truth

education is
the most critical
emergency

No country will ever enjoy security or robust economic growth without quality education. The education emergency is now a threat to Pakistan's survival.

Sources

Pakistan's education data is often incomplete, out of date, or both. We therefore provide full documentation of our sources, any calculations or projections we have made, and the key sources of uncertainty.

Day 1 - 25a: *The constitutional right of every child to receive an education.* This has been stated in The Eighteenth Amendment Act 2010. The Constitution of the Islamic Republic of Pakistan, as amended by the Constitution (Eighteenth Amendment Act 2010 (Act X of 2010)). Pakistan's pledge to meet MDG for education. Pakistan has agreed to the terms of the Millennium Development Goal on Education. The Millennium Development Goals (MDG) Report 2010, United Nations, New York, 2010

Day 2 - One in ten: *Proportion of the world's children not in primary school, who live in Pakistan.* Of the 73 million children out-of-school worldwide, 3.1 million boys and 4.2 million girls live in Pakistan. Figure for Pakistan: World Bank, World Development Indicators (WDI) 2010, Table 2.12. Figure for worldwide: International Humanist and Ethical Union, press release, 2010. Seven million children are not in primary school. The population of primary school age children is estimated at 19.5 million, 35% equates to 7 million children. UNESCO Education For All Global Monitoring Report (GMR), 2010: Reaching the Marginalized, Figure 2.12. Three million will never see the inside of a classroom. The figure for out-of-school children unlikely ever to enrol, of which 62% are girls. UNESCO GMR, op. cit., Figure 2.12. City the size of Lahore/Faisalabad. Based on census growth rate to 2011, projected from the 2.1 million recorded in the 1998 population census, with corroboration from World Urbanization Prospects 2007. Pakistan Population Census 1998, Government of Pakistan, Population Census Organization, Islamabad. Pakistan is second in the global ranking of out-of-school children. Nigeria has the most out-of-school children measured at 8.6m in 2007. WDI 2010, op. cit., Table 2.12

Day 3 - Zero: *The chance that Pakistan will meet the Millennium Development Goal for education by 2015.* The Government of Pakistan has accepted it cannot reach the Millennium Development Goal for education. Development Amidst Crisis: Pakistan Millennium Development Goals Report 2010, Government of Pakistan Planning Commission (PC), Centre for Poverty Reduction and Social Policy Development, September 2010. All of today's primary-age children would need to have started school by 2009, if they are to complete their studies by 2015. An accurate reading of the MDG is that children must complete school by the target date, not start it. UN MDG Report 2010, op. cit.

Day 4 - 2041 (Punjab), 2049 (Sindh), 2064 (Khyber Pakhtunkhwa), & 2100 or later (Balochistan): *When provinces will provide all children with their constitutional right to education, at current rates of progress.* Calculations based on Net Enrolment at Matric Level (14-15) by province and region. Pakistan Social and Living Standards Measurement Survey (PSLM), 2008-09, with a constant rate of progress to that seen in recent years. Full primary enrolment may not be achieved before mid-century. The current rate of increase in primary enrolment has been calculated at approximately one percentage point increase every year, meaning that full enrolment at the current rate of progress would be achieved at the earliest by 2040s. Own calculations based on Govt. of Pakistan (PC) 2010, op. cit. & PSLM 2008-09, op. cit. 25 million aged 5-16 years do not receive an education. Calculations for population bulge based on Government of Pakistan, Ministry of Finance (MoF), Economic Survey 2009-10 & Government of Pakistan, Ministry of Education, Academy of Educational Planning and Management (AEPAM), Education Statistics 2008-09, support the argument of a figure greater than 25 million.

Day 5 - 30 percent: *Proportion of Pakistan's citizens living in extreme educational poverty.* The proportion of the population with 2 years or less education, defined by UNESCO as "extreme educational poverty". UNESCO GMR, op. cit., Table 3.3. Education gap between richest and poorest 20% is seven years. UNESCO GMR, op. cit., Table 3.3. Almost half of the population of Balochistan is deprived of educational attainment. UNESCO GMR, op. cit., Table 3.3

Day 6 - *One in three: The proportion of rural women who have ever attended school.* The proportion of girls living in rural areas who have ever attended school, among all rural children aged 6-16 is 35%. PSLM, 2008-09, op. cit., Table 2.1. Education of women is one of the most important investments a society can make. The World's Women 2010: Trends and Statistics Department of Economic and Social Affairs (DESA). Higher education reduces fertility rate by 10%. WDI 2010, op. cit.

Day 7 - *As expensive as a flood every year:* World Bank Damage and Needs Assessment estimates total direct and indirect losses at just over \$10bn (Rs 856 bn). The economic impact of the education emergency. It is not simple to calculate the cost of Pakistan's education emergency, but the costs are substantial and are likely to be in excess of the Rs 930bn. In our analysis, we looked at two important aspects of education and their correlation to impact on our nation's economy. The first with respect to the number of years of schooling indicated that for every one year increase in secondary education for the entire workforce, the GDP of Pakistan would increase by 13%, or nearly 2 trillion rupees (Qaiser Abbass, James-Foreman Peck "Human Capital and Economic Growth: Pakistan, 1960-2003"; The Lahore Journal of Economics). Pakistan's workforce currently has an average of 4.9 years of education, while a child entering education today can expect to receive an average of 6.8 years. Both figures are far below the constitutional entitlement to 12 years of education (Human Development Report 2010, The Real Wealth of Nations: Pathways to Human Development, UNDP). Another way to look at this is by student outcomes. Over the past 10 years, research by Eric A. Hanushek and Ludger Woessmann has shown a statistically and economically significant positive relationship between cognitive skills and economic growth. Their most recent work on OECD countries ("How much do educational outcomes matter in OECD countries?". 2010), shows that an increase in student performance by 1/4 of a standard deviation in these countries can have ~200% increase in GDP over an 80 year period. In Pakistan, where the current level of student outcomes is extremely low and only 55% of the population has even basic literacy, the room for improvement in cognitive skills and hence economic growth is substantial. Further research is needed to deepen and clarify these findings - not for comparative purposes, but so policy makers can better understand the return on investment from investment in education.

Day 8 - *Twenty-six: Number of countries that send more children to primary school, but are poorer than Pakistan.* Based on countries with a lower GDP per capita (current international \$) yet have a higher NER than Pakistan. WDI 2010, op. cit. India, Sri Lanka, Bangladesh on track to meet education MDGs. Based on country-wise data on education indicators. WDI 2010, op. cit. Bangladesh has improved access to primary schooling at double the rate seen in Pakistan over the past 20 years. Bangladesh has added 21 percentage points to its NER in 18 years: 64% in 1990 - 85% in 2008. WDI 2010, op. cit. India is reducing the number of young children out of school at ten times the rate seen in Pakistan. Pakistan reduction 1,421,505 during the period 2001-2009; India reduction 14,194,161 during the period 2000-2008. WDI 2010, op. cit.

Day 9 - *Under 1.5 percent: Public expenditure on schools as a proportion of GDP.* Primary and secondary schools probably received under 68% of this money and under 1.5% of GDP going to the public schools that are on the front line of Pakistan's education emergency. Data on public expenditure on school education are not readily available. We have compiled data from a recent I-SAPS report on federal and provincial education budgets, with district data provided by FIFRA. We have been careful to focus on actual expenditure as well as budgets (underspends are common at all levels, districts sometimes show overspends). We have compared with the Accountant General of Pakistan Revenues (AGPR), AEPAM Education Statistics 2008-09, op. cit., & Federal Bureau of Statistics (FBS) National Accounts. See: Public Financing of Education in Pakistan - Analysis of Federal and Provincial Budgets 2010-11, Institute of Social and Policy Sciences (I-SAPS), 2011. "Less than the subsidy for PIA, Pakistan Steel, and Pepco." 2010/11 Budget Speech, Ministry of Finance.

Day 10 - *More than half: Urban children who go to private schools.* Government statistics for 2008/09 states that 48% of urban children are in private schools, the conservative projection, and the understatement of rural private enrolment by 5 percentage points compared to ASER-Pakistan 2010 it's clear that urban enrolment is likely to be over

50%. AEPAM Education Statistics 2008-09, op. cit., & National Education Management Information System (NEMIS), Islamabad 2009. Nearly 30% of students study in private schools, and another 6% in Madrassas. AEPAM Education Statistics 2008-09, op. cit., & NEMIS 2009, op. cit. A recent household survey found that, even in rural areas, more a quarter of children are now educated privately. 27.5% of children aged between 6-16 years are in private schools. Annual Status of Education Report (Rural) - (ASER) Pakistan 2010, South Asia Forum for Education Development, Islamabad 2011.

Day 11 - *Every seventh rupee: Proportion of income the average rural family in Punjab spends on public schooling.* The average rural family, with four children, was dedicating 13% of its income to public education, or 20% if they made the choice to educate privately. Pakistan Learning and Educational Achievements in Punjab Schools (LEAPS): Insights to Inform the Education Policy Debate, Tahir Andrabi, Jishnu Das, Asim Ijaz Khwaja, Tara Vishwanath, Tristan Zajonc and the LEAPS Team, 20 February 2007. *Survey of villages in Punjab.* LEAPS 2007, op. cit., p.99. *Average family of four.* Average size of a rural family in Punjab. PSLM, 2008-09, op. cit. *Even illiterate parents can accurately identify 'good schools'.* LEAPS 2007, op. cit.

Day 12 - *85 percent: Proportion of people who believe education helps citizens elect better leaders.* Cited in 30 Years of Polling on Education in Pakistan 1980-2010, Perceptions, Preferences and Problems, March 2010 (page 7), Gallup & Gilani / National Survey, 2009. All other opinion poll data for Day 12 also courtesy of Gallup & Gilani, 30 Years of Education Polling in Pakistan 2010.

Day 13 - *10% (Punjab), 35% (Sindh), 23% (Khyber Pakhtunkhwa), 18% (Balochistan): Schools with no building, or one in a dangerous condition.* 9% of schools are in dangerous condition; 13% have no building. AEPAM Education Statistics 2008-09, op. cit., table 4. Only 36% of public schools are judged to be in a satisfactory condition. Ibid. Almost 30,000 schools need major repairs or are in a dangerous condition, while 21,054 schools have no buildings at all. Ibid. Only 65% have drinking water. 62% have a latrine. 61% a boundary wall. And just 39% have electricity. AEPAM Education Statistics 2008-09, op. cit., table 5.

Day 14 - *Dedicated teachers: Parents's top priority for education.* A one-standard deviation in the combined subject test scores increases the probability that a school is ranked highly by more than 2.6 percentage points, twice as high as any other observable characteristic other than whether the school is public or private. All opinion poll results stated here are calculated from LEAPS 2007, op. cit.

Day 15 - *More than four times: How much more a public school teacher earns than the average parent.* Average per capita income of households in Pakistan in 2010-11 adjusted for inflation amounts Rs.3166 per month. The weighted average for teachers in public sector is Rs.14330 per month. The average for public sector teachers' salary has been reached using official EMIS data from Khyber Pakhtunkhwa and Sindh. Weighted averages for teachers from BPS 9 to 17 were taken for both the provinces. Higher grades have not been included because of lower weightage in terms of numbers and also to prevent unnecessary pulling up of the average. Household income; based on estimates using PIHS Survey 2004- 05 and Economic Survey 2009-10, teacher salaries; Calculations based on EMIS data provided by Sindh and Khyber Pakhtunkhwa. See: A Statistical Report on Household's Socio- Economic Indicators and Poverty Dynamics. Maqsood Sadiq, Government of Pakistan, Centre for Research on Poverty Reduction and Income Distribution, 2007 & PSLM 2004-05. *On a given day, 15-20% of public sector teachers will be not be in the classroom.* "A teacher in a public school is absent one-fifth of the time and has students that perform very poorly". LEAPS 2007, op. cit., 3.2.

Day 16 - *Nearly two in three: Rural school children, aged 6-16, who cannot read a story.* Only 35% of school children, aged 6-16, can read a story in Urdu or their own language, while 50% cannot read a sentence. ASER Pakistan 2010, op. cit., p.52. Literacy levels of young people are low. WDI 2010, op. cit., Education Outcomes, Table 2.14. The study of children in rural Punjab. South Asia Forum for Education Development, Islamabad 2011.

Day 17 - *Two years: Time it will take to start seeing results from determined education reform.* Primary enrolment of Chile; International benchmarking; Common attributes in Minas Gerais, Western Cape, and Madhya Pradesh. Getting an additional 2.5 million Grade 5 children to read in just two years - Madhya Pradesh, India. Ibid. Literacy rate of Minas Gerais, Brazil. Ibid.

Day 18 - *Ten: Number of education policies since independence.* Quaid-e-Azam's speech at the All Pakistan Education Conference 1947.

Day 19 - *Leadership: The most important factor for responding to the education emergency.* 'How the world's most improved schools keep getting better', Mona Mourshed, Chinezi Chijioke and Michael Barber, McKinsey & Co, 2010.

Day 20 - *100 billion rupees: The additional money Pakistan will need to spend each year to meet its basic education goals.* The World Bank estimated that Rs.624m would be needed from 2009-10 to 2015-16 (7 financial years to achieve a 100% participation in education for children aged 5-9 years). (Data provided by the World Bank to the PETF.)

Day 21 - *2011: Pakistan's Year of Education.* Prime Minister of Pakistan declares 2011 as the Year of Education. Arshed Bhatti, 'The Education Crisis' Dawn News [online], 20 February 2011.

Day 22 - *Demand for education is strong: Only 4% of those whose children are not in school say they have "no use for education".* 4% of parents whose children are not in school believe that education is of no value. LEAPS 2007, op. cit.

Day 23 - *Educated women are vital to Pakistan's future.* Educating girls delivers high returns on investment. World Bank Girls' Education in the 21st Century: Gender Equality, Empowerment, and Economic Growth, ed: Mercy Tembon and Lucia Fort, The World Bank 2008.

Day 24 - *Most private schools charge very low fees.* Tuition fees of low-cost private schools can be as low as Rs.270 per month. Karachi low-cost private school survey 2010 (100 schools, 25,000 students) undertaken by Pakistan Education Task Force. Private schools are for the poor also. One-third of enrolled students are in private schools. ASER Pakistan 2010, op. cit.

Day 25 - *Only 6% of children go to Madrassas.* Growth of low-cost private enrolment is far higher than in madrassas. AEPAM Education Statistics 2008-09, op. cit.

Day 27 - *Better teaching is top priority for parents.* Parents believe quality teaching makes the most difference to their children. See note to Day 14.

Day 28 - *In government schools, teachers are quite well paid.* See note to Day 15.

Day 29 - *The government is by far the biggest investor in education.* Donor money accounts for only a small fraction of all public sector education expenditure. Donor funding is equivalent to approximately 11% of the education budget of Pakistan. See 'Mid-Term Evaluation of the EFA Fast Track Initiative Country Case Study: Pakistan' Stephen Lister, Masooda Bano, Roy Carr-Hill and Ian MacAuslan, October 2010 (Cambridge Education, Mokoro, Oxford Policy Management).