SUSTAINABLE DEVELOPMENT POLICY INSTITUTE ISLAMABAD

Paper 3

Landscaping the Institutions of Educational Policy Research in Pakistan: Who is doing what?

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CONTENTS

Executive Summary

- This paper focuses education sector and is part of the DFID funded study that landscapes policy relevant research in Pakistan. It identifies the major organizations conducting educational policy research, their thematic priorities, and the methodological orientation and geographic focus of their research. It also identifies the key donors of educational research in Pakistan.

- Overall, a small number of organizations are found to be engaged in educational policy research. By and large, education as a theme of research is only small part of the wider research portfolios of most of the organizations, and often lies at the margins of their priority themes. There are very few organizations specialised and exclusively engaged in educational research.

- The study finds a strong clustering of research organizations in Lahore and Islamabad with the presence of few organizations in Karachi and an absolute vacuum in Baluchistan and KPK. This presents an alarming scenario in the context of 18th Amendment led devolved policy making where provincial governments are solely responsible for decision making, and hence, in need of context-specific policy analysis.

- The study finds that several areas of education policy remain understudied due to the lack of expertise or the sensitivities surrounding these issues. Most of the existing research produced is essentially economic and quantitative analysis in its disciplinary and methodological outlook. On the other hand, the social and behavioural aspects of educational research which demand broad social-science based qualitative analysis are grossly understudied.

- The striking feature of this landscape is the invisibility of the institutions of higher education. There are at least 61 departments/campuses/institutes of education at various universities, employing at least 159 PhDs and more than 500 non PhDs. Yet the contribution of such a huge human resource base with the highest academic credentials to policy research is insignificant. This scenario calls for a major transformation of the higher education institutions in the country to fulfil their role as producers of policy relevant knowledge.

- In the absence of a prior systematic assessment of the research needs of educational policy makers, it is suggested that this landscaping of the supply-side of policy research should be followed by a rigorous analysis of the nature of evidence and

analysis required by various actors, departments and actors involved in educational policy making at the provincial and national levels. Such need assessment should then be shared widely with policy research institutions and the donors of educational research.

- This study provides the basis for the detailed assessment of the institutional capacity of the key policy research organizations. Such detailed assessment should uncover the major organizational and financial challenges, strengths and weaknesses of, and various barriers faced, by these organizations, and identify the strategy to strengthen these organizations. Strengthening the organizations of policy research needs to be based on long term strategies aimed at the overall institutional development alongside enhancing their research capacities.

- Lastly, given the existing scarcity of the funds for educational policy research, the government and international donors needs to increase, significantly, the allocation of funds for research. Funding policy research should be made a regular component of their education programmes. Moreover, the existing predominant mode of short-term research project funding needs to be replaced by relatively long-term research programmes to generate a coherent body of policy relevant knowledge.

1- Introduction

Last in the series of three, this paper is part of the UK Government's Department for International Development (DFID) funded study that identifies the key actors of policy relevant research in Pakistan and explores it political economy dynamics. Given DFID's strong emphasis on and the significance of education sector in the development landscape of Pakistan, this paper presents an overview of the institutions of educational research in the country. Based on the detailed engagement with a large number of institutions of policy research across the country, it identifies the key actors conducting research on various issues of education policy, briefly describing the thematic focus of their research, and key sources of funding available to them.

There are several factors necessitating the need for landscaping the education policy research institutions in Pakistan. First, there is no prior attempt to compile and consolidate basic information about the institutions conducting such research in the country. Lack of such mapping restricts the prospects for collaboration between various stakeholders and hence the development of an epistemic community. Any attempt to strengthen policy research on educational issues is thus constrained by the absence of baseline information about the relevant institutions. Second, while the provision of education in Pakistan has always been a provincial responsibility, several functions such as curricula, allocation of resources, and education policy making have historically remained a federal subject until the recent devolution. The 18th Amendment resulted in the increased provincial autonomy, devolving several otherwise federal roles to the provincial governments. There are now increased actors in this overall changing institutional landscape of education provision, planning, and management. Such mapping of research institutions is thus critical for the wider interaction between the suppliers and the consumers of policy research.

Third, over the last decade, there have been major educational transitions as reflected in the significant increase in literacy and enrolment rates, reduction in gender and rural-urban disparities, and a drastically changed context of higher education in Pakistan. Such rapidly evolving scenario of education in the country presents new and unprecedented challenges to the policy makers. Amidst these developments are the persistent educational failures as evident from the millions of children not attending schools, and poor quality of education provided to those who attend, and the weak relevance of education to the labour market

needs. Response to these challenges requires systematic understanding of a wide range of issues. It is therefore important to identify the thematic priorities and geographic coverage of the suppliers of policy research, and their disciplinary and methodological expertise.

Fourth, there is an unparalleled increase in the engagement of international donor agencies to improve the state of education in Pakistan. Along with several other initiatives, DFID's upcoming Punjab Education Reforms Programme, for example, is its largest single educational investment, globally. Similarly, education is one of the key areas for USAID's on-going large development aid programme to Pakistan. World Bank is also working very closely with federal and provincial governments on a number of education programmes. The investments made by these and other international development partners are increasingly under pressure to justify their allocations through evidences and results. The donor funded programmes and policies thus require a strong knowledge and evidence base. This necessitates identifying the key organizations conducting research on various aspects of education policy, and assessing the scope to strengthen their capacity to produce required analysis for policy making.

It is in this backdrop that we provide a brief overview of the institutional landscape of policy relevant research on the issues of education in Pakistan. This preliminary work is expected to trigger further systematic investigation of various dynamics of educational policy research in Pakistan. This paper is structured into six sections. The subsequent section describes the methodology adopted for this landscaping. Third section identifies the major actors in educational policy research briefly describing their research interests, and wherever possible, the methodological and disciplinary orientation and geographic focus of their research. Given the absence of the institutes of higher education in the research landscape, the fourth section discusses the tremendous yet untapped research potential of the educational faculties of universities across the country. The fifth section discusses the major sources of funding available for conducting policy research on the issues of education. The final section provides suggestions to strengthen the policy research on educational issues in Pakistan. The information about the key research organizations, their institutional capacity and some examples of their projects/publications and contact details are provided in the annexes along with the list of organizations interviewed.

2. Methodology

Research in general and policy research in particular could be defined in multiple ways. In this study, by policy research, we mean, 'any activity focused on the generation of evidence and that analysis is the process of reviewing evidence in combination with other factors to identify the options for action'[2]. Research organizations or groups including academic institutions and think-tanks in the public sector, non-government or private sector, key departments and ministries in the federal and provincial governments and the international donor agencies are the units of analysis in this study. In order to ensure the quality of the analysis, a Review Committee was formed consisting of three leading policy analysts: Prof. Aliya Khan, Chairperson of School of Economics, Quaid-i-Azam University, Islamabad, Dr Khalida Ghaus, Managing Director of Social Policy Development Centre, Karachi, and Dr.Abid Qayyum Suleri, Executive Director of Sustainable Development Policy Institute, Islamabad. The Review Committee guided the study team in the identification of the key organizations and reviewed the main outputs of the study.

Our information gathering began in September 2012 with developing the lists of the organizations engaged in research under the selected themes. Several sources were deployed in developing these lists, including study team's own experience of policy research in Pakistan, consultation with experts, and tracing organizations through key documents and research outputs. These thematic lists were then shared with the Review Committee and the colleagues at DFID Head office and in Pakistan office and were updated based on their feedback. These lists nonetheless remained open throughout the study and as we proceeded for detailed information gathering, we kept on including more organizations on the basis of 'snow-ball sampling' using suggestions by the already identified organizations.

Based on these thematic lists, further data was collected through two-pronged strategy: a) a detailed review of the websites of the organizations; and, b) semi-structured interviews with the heads (or second tier-leadership) of these organizations. An interview schedule was developed and employed to collect data through interviews with senior management of the selected organizations. The interview schedule covered following aspects: thematic and sub-thematic focus of research; methodological and geographic focus of research; institutional capacity in terms of staff; research-advocacy mix; major projects and publications; funding sources; process of accessing funds; barriers to conducting policy research; and, contribution

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[2] As provided in the TORs o this study.

to policy making. The study team had detailed discussions with heads of the organizations or senior management listed in the annexes.

The identification of the significant actors amongst all the organizations we studied remained a challenging task. The criteria which informed our section includes institutional capacity in terms of research staff, quantity of the research and policy analysis outputs in terms of publications in various formats, positioning of the organization in the historical milieu of the overall thematic landscape of policy research, and the focus on policy advocacy. It is important to highlight that this mapping exercise is <u>not a ranking exercise in any sense</u>; it is neither any rigorous assessment of the capacity of these organizations, nor a judgement of the quality of their research and analysis. It was not possible within the given timeframe of this study. Hence, it should be read as a mere mapping exercise keeping these limitations in mind.

3. Key actors of educational policy research

Probably the only previous attempt to consolidate the educational research in Pakistan is an extensive bibliometric analysis that reviewed the research outputs published within and outside Pakistan about education in Pakistan during 1947-1995[3]. Based on the quantity of research outputs in various formats, the study identified the following key institutional players of educational research[4]: Academy of Educational Planning and Management; Ministry of Education, and its attached wings; National Institute of Psychology at the Quaid-i-Azam University; Allama Iqbal Open University; Institute of Education and Research, Punjab University; Harvard Institute for International Development, Harvard University; Curriculum Research Development Centre, Punjab; UNICEF; Applied Economic Research Centre; and, Pakistan Institute of Development Economics. The bibliometric analysis highlights the dearth of research on educational issues as there were only 995 research outputs produced by all institutions and individuals over a period of almost 50 years. The study also highlighted the low quality of the most of the research reviewed. It states: *Majority of the studies are undertaken on broad topics without adopting a proper designing, methodology, instruments, organization, treatment of the subject and documentation with*

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[3] Shahab, M.H. 1995. *Documentation of Educational Research in Pakistan 1947-1995*, Academy of Educational Planning and Management, Ministry of Education, Islamabad

[4] The focus of this analysis is however not the institutions of educational research. It is rather organized alphabetically with the names of authors.

general conclusions without statistical inferences, metaanalysis; in-depth analysis and impact creating findings.

The current study is not an updated version of the bibliographic review of educational research; neither does it provide any rigorous commentary on the quantity or quality of research outputs produced by the key research organizations. Constrained by time and resources, our goal is limited to identify the major organizations engaged in policy research with their research priorities. This section therefore provides an overview of the major institutions conducting policy relevant research on the issues of education. Further details about these organizations can be found in the annexes 1 and 2.

Established in 1993, the Aga Khan University's Institute of Educational Development (AKU-EID), Karachi, is the most prominent organization in the educational research in Pakistan. Primarily engaged in teaching and training, the faculty at the AKU-IED produces policy relevant research. Its research not only informs the policies at various levels but also the education practices through institute's strong linkages with the Aga Khan Education Services that runs several schools in various parts of the country. The scope of educational research at the institute is broad social science based, and covers a wide range of issues, such as: teacher education; curricula studies; teaching and learning; educational leadership; mathematics and science education; English language teaching; early childhood education and development; pedagogy and assessment; educational leadership and policy studies; and, open and distance education. Since its inception till March 2012, the institute has produced 145 peer reviewed papers published in the international journals, 60 books, 118 book chapters and 134 conference proceedings. This is probably the largest amount of research on education produced by any single institute in the country in the given duration. The institute is uniquely positioned in the policy research landscape due to its multiple roles as academic and policy research institute along with strong ties with the educational practices.

Currently working under the Federal Government's Ministry of Education and Training, the Academy of Educational Planning and Management (AEPM) is also amongst the key policy research institutions. The previous bibliometric analysis of educational research shows that AEPM has produced the largest number of research outputs in the country in comparison to any other institution during 1947-1995. Established in 1982, primarily as a training institution for education managers, the AEPM has a dedicated research wing and manages the National Educational Management Information System (NEMIS) that, through its provincial wings,

collects, consolidates and collates educational statistics and maintains comprehensive national database on education. AEPM has been producing policy relevant research on a range of educational issues such as: primary, secondary and higher education; technical education; economics of education; educational policies; drop-outs; literacy and gender education; non-formal education; and, educational research. As the academy was created in the context of a central policy making, the focus of the most of its research is essentially on macro-level trends analysis often drawing upon the national level statistics.

The Lahore based Society for the Advancement of Education (SAHE), a non-government organization established in 1982, is one of the significant policy research institutions in the field of education. SAHE's work covers a diverse range of issues of education and includes: access to and provision of education; basic and non-formal education; testing and assessment; teaching and pedagogy; quality enhancement; citizenship education; gender; curriculum and material development; governance, devolution, and community participation; and, education reforms. It also conducts the evaluation of various education programmes. Its studies analyse qualitative and quantitative data including primary surveys along with analytical review of various policies, programmes and reforms. By and large, the focus of the SAHE's research is on Punjab province only.

Through the annual South Asia Human Development Reports, Lahore based Mahbub-ul-Haq Human Development Centre (MHHDC), provides the analysis of education trends and policies. The Centre was part of the DFID funded, five year project, Research Consortium on Educational Outcomes and Poverty (RECOUP) 2005-10, which was led by the University of Cambridge, UK. RECOUP explored the social, economic and human development outcomes of education in developing countries. In Pakistan, it focused on: aid effectiveness in education; public-private partnership in the provision of education; the role of education in the acquisition and utilization of vocational and technical skills in the formal and informal sector; relationship between education, health and fertility; the role of youth education in citizenship; youth transitions and intergenerational change; and, the relationship between education, disability and poverty. These inter-disciplinary studies generated extensive quantitative and qualitative data and produced policy relevant analysis. The scope of the educational research at MHHDC after the conclusion of RECOUP project is however reduced to the limited coverage in the South Asia Human Development Reports only.

The Learning and Educational Attainment in Punjab Schools (LEAPS) is a Punjab focused collaboration between the group of researchers from Pomona College USA, Harvard University USA and World Bank. It was initiated in 2001 with the primary aim to understand how much learning actually takes place in schools and to identify the determinants of quality of education such as home factors, facilities at school, and the type of school whether public or private. Based on the large data collected in several rounds, through the examinations of students of various grades about certain subjects, the group continues informing policies particularly about the differences between public and private schools in the provision of quality education and the determinants of learning achievements. The LEAPS research largely employs quantitative methods. The last round of the household survey was completed in 2011 and the school survey in 2012. The group also collaborates with another Lahore based research organization Centre for Economics Research in Pakistan (CERP) to conduct practical interventions based studies on financing of private schools.

As the World Bank is actively supporting the development of education sector in Pakistan, the education experts at the Bank, at times in collaboration with their colleagues in the Pakistan office, provide policy analysis of a range of issues. The recent policy relevant research produced by the Bank covers following issues: education and labour market; caste and exclusion in education; effect of cash for school on women behaviour; subsidies to low-cost private schools; gender-targeted cash transfer; child labour and schooling; learning levels and gaps; household schooling decisions; and enrolments in madrasa education. World Bank research is also quantitative in methodological orientation.

Islamabad based non-government think-tank, the Institute of Social and Policy Studies (ISAPS) is known for its research on the issues of education such as: public financing of education in Pakistan; the analysis of federal, provincial and district level budgets; private sector education; aid effectiveness; community participation in school management; governance in education in the post-18th Amendment scenario; district level budgetary analysis; and, the access to information in the education sector. Another Islamabad based think-tank Sustainable Development Policy Institute (SDPI) is also engaged in research on the issues of education. Its previous analysis of curricula and textbooks in 2002 that highlighted the incidents of factual errors, misrepresentation of religious diversity and the glorification of war in the curricula and textbooks taught in the public schools, informed the 2006 national curricula reforms. The recent work at SDPI provides afresh analysis of the textbooks taught in the public schools for grades 1-10 in four provinces, the attitudes of

teachers towards religious diversity and their impact on the attitudes of students, both in the public schools as well as madrassas/religious seminaries. Besides the analysis of curricula and textbooks, SDPI has undertaken research projects on: out of school children; child labour; education and social transitions in rural Pakistan; and, the review of education policies. It has also conducted the Poverty and Social Impact Assessment of various educational programmes. The research at SDPI primarily employs qualitative methods, using quantitative analysis of primary surveys data, at times.

The Applied Economic Research Centre (AERC) has long been providing the analysis of various issues of the education sector in Pakistan. Its recent work focuses on the issues of; effectiveness of school management committees in Sindh; the impact evaluation of enrolment subsidies in Baluchistan; the state of education facilities in Baluchistan; the effectiveness of education sector incentives in Sindh; the determinants of students' school achievement scores; and, the determinants of progression to next years of studies. The AERC research, by and large, focuses on Sindh, and partly touches upon Baluchistan while also providing national level analysis at times. Similarly, Pakistan Institute of Development Economics (PIDE) has a history of providing economic analysis of education and the economic outcomes of education. Its research has focused on issues like: education and employment elasticity; economic and financial returns to education; the cost-benefit analysis of eliminating child labour; poverty and schooling; and, the state of overall human resource development. The research by both AERC and PIDE is based on quantitative analysis.

Given the centrality of social development to the objectives of the Karachi based Social Policy Development Centre (SPDC), the issues of education receive a strong attention in its research and analysis. SPDC provides the analysis of a range of issues, such as: the political economy of public spending on education; gender and regional disparities in education; returns to education; enrolments and retention rates; and, economic analysis of education policies. The work by the Karachi based private organization Collective for Social Science Research (CSSR) on the issues of education can be divided into two strands: a) the evaluation and impact assessment of different educational programmes/projects particularly in Sindh; and, b) social marginalization, exclusion and education in Pakistan. The latter strand of research involves qualitative, social science based analysis and also touches upon the least studied issues in Pakistan such as caste.

Research centres associated with the Lahore based private universities also produce policy relevant research on the issues of education. The research at the Lahore School of Economics covers the educational issues such as: language in education; educational change; critical pedagogy; relationship between education, poverty and development. Similarly, the Development Policy Research Centre (DPRC) of the Lahore University of Management Sciences conducts research on a number of issues of education including: regional gaps in learning in Punjab; the early childhood development; and, the private sector and quality of education. Its work on the delivery of public services also focuses partly on the provision of education. The Institute of Public Policy at the Beacon House National University focuses on the allocative and technical efficiency of social services in Punjab including education. Its faculty in the School of Education also works on the issues of language policy, language in education and education and polarization. The faculty at the Lahore based Ali Institute of Education, essentially a teachers' training facility aimed at improving the quality of teaching in schools, also conducts research on issues related to teaching practices.

Lahore based Idara-e-Taleem-o-Agahi, primarily engaged in advocacy and the implementation of various programmes related to education sector is also engaged in policy relevant research. It conducts a large yearly educational survey, 'Annual Status of Education Report (ASER)' that covers a range of issues such as the access to and quality of education, and the educational outcomes. The 2011 ASER survey covered 85 rural districts in Pakistan and revealed extremely poor learning outcomes of public and private schools on Urdu and English languages and mathematics.

There are few public sector organizations that provide policy relevant research reports and/or collect and manage extensive education data. The Punjab Education Assessment System (PEAS), a public sector entity working under the School Education Department collects the data about the universal assessments of various subjects and grades in the province, and the determinants of students' learning achievements. It also provides the district-wise analysis of the large scale assessments through its annual Assessment Reports, reflecting upon the quality of teaching. Similarly, the Project Management Information Unit (PMIU), established to provide implementation support to the Punjab Education Reforms Programme, maintains an extensive data repository gathered through district base monitoring arrangements. The Punjab Education Foundation (PEF) also gathers extensive information about the private sector schools particularly the ones supported by the Government of Punjab. While the data gathered by PEAS, PMIU and PEF are updated and extensive in terms of coverage, a little is

analysed as the existing analytical capacities of these organizations are extremely limited. Similarly, as a public sector entity created to facilitate the public-private partnership in Sindh, the Sindh Education Foundation (SEF) also provides research and analysis at times. It has produced the analysis of various educational interventions, school drop-outs and early childhood development initiatives in Pakistan.

The country office of the United Nations Educational, Scientific and Cultural Organization (UNESCO) also engages in research actively and provides the analysis of a number of educational issues such as: financing education; literacy movement; childhood to youth transition; early childhood education; education for all; and gender equality in basic education. Islamabad based Centre for Peace and Development Initiative (CPDI) has been engaged with the issues such as: right to information; financing literacy programmes; budgetary analysis including school based budgeting; and, citizens' oversight of the education sector budgets. Islamabad based Institute of Policy Studies (IPS) works on the madrasah education in Pakistan. Islamabad based Pakistan Institute for Peace Studies (PIPS) has also worked on textbooks analysis from the perspective of religious discrimination. Another Islamabad based Population Council Pakistan has been conducting studies on gender and education, and changes in the educational opportunities in rural areas. It also evaluated the Punjab Female School Stipend Programme.

It is ironic that despite a strong presence of non-government organizations engaged in various development activities in Khyber Pakhtunkhwah, there is no significant actor in education policy research in the province. A Peshawar based NGO National Research and Development Foundation (NRDF) is engaged with the religious leadership on various development issues. It has conducted few studies on female Madrasah reforms and the attitudes of religious leadership towards girls' education in KPK. Like every other thematic area (see paper 2), Baluchistan also lacks any organization to provide policy research on educational issues. Alongside the above mentioned research organizations, several consulting firms such as the Management Systems International, APEX, SEBCON and Oxford Policy Management, Neilson, among others, also engage in various aspects of educational research and programme/project evaluation.

Key patterns in the institutional landscape

This brief overview of the institutions of policy relevant research on education highlights a number of issues. **First**, it is clear that there are fewer suppliers of policy research as compared to the needs of a large number of educational and attached departments of the Federal and four Provincial governments. **Second**, these institutions are further concentrated in Lahore followed by Islamabad, with few organizations in Karachi, and an absolute vacuum in Baluchistan and Khyber Pakhtunkhwa.

Map 1: Regional presence of educational policy research organizations
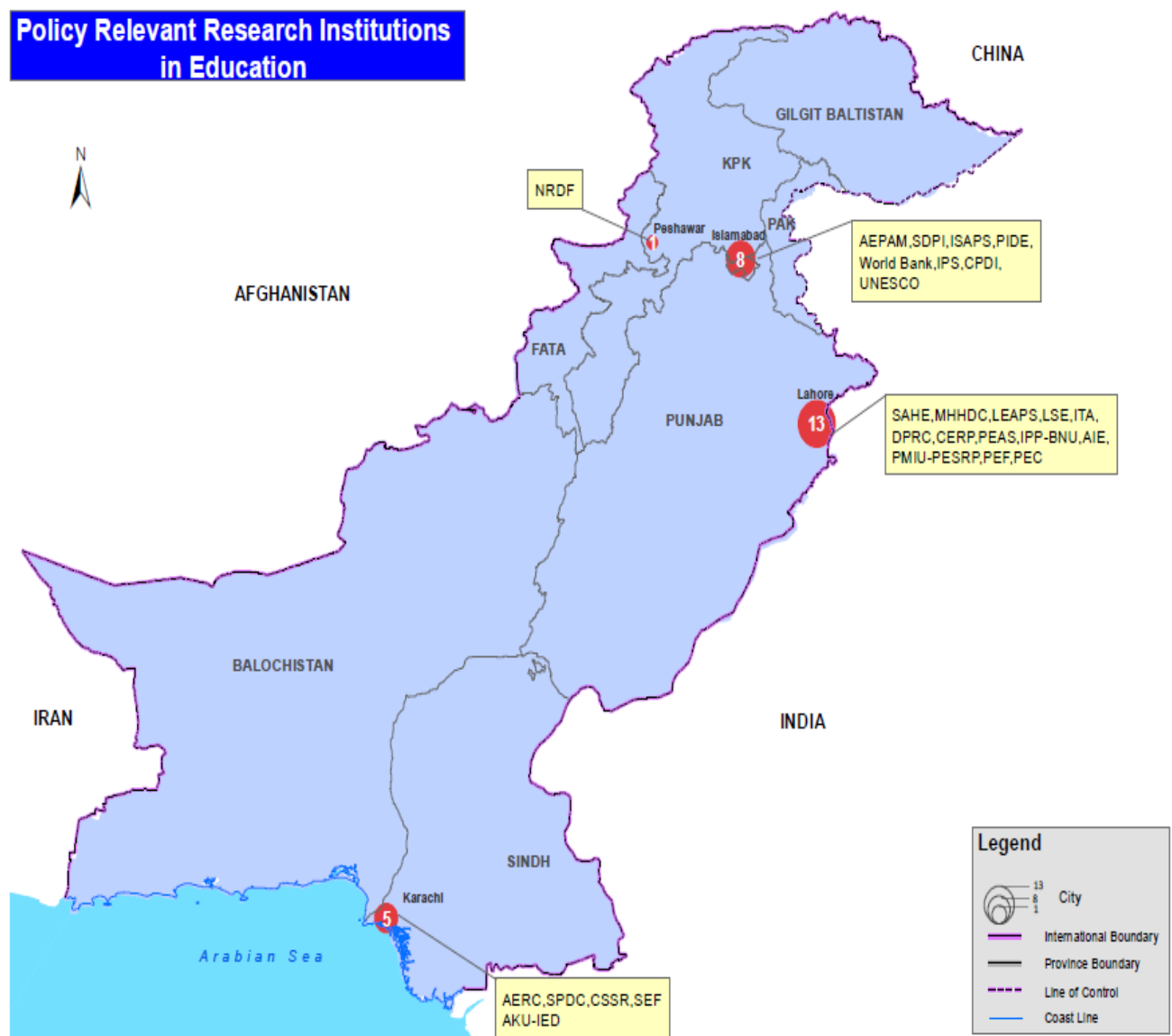
This Lahore and Islamabad centred landscape of educational research institutions reflects a largely constrained environment of educational policy making in Baluchistan and Khyber Pakhtunkhwah. Currently, provincial governments are responsible for the widest number of

functions of education provision, unprecedented in their history, right from increasing enrolments to improving the quality of education and managing its efficient provision. These roles involve deliberating upon a wide range of policy options, and evaluating their outcomes for corrective actions. In the absence of the independent and objective research and analysis, it is unrealistic to expect informed policy choices made by the provincial bureaucracies.

Third, very few amongst the identified key organizations are focused exclusively on educational research. Education issues generally remain a minor part of the wider research portfolio of these organizations. Given the increasing scope of research on a wide range of emerging educational issues, there is a great need for the specialised educational research entities, and strong educational research units within the organizations having wider research portfolios.

Fourth, the current landscape of educational research, with a few exceptions, is predominantly quantitative, and economic in its methodological and disciplinary outlook. As a result, the overwhelming focus of the analyses produced is on the statistical correlates and the trends in budgetary allocations, enrolments, literacy and drop-out rates, missing facilities, students' achievements, gender and rural urban disparities, and so on. There is little analysis provided on the underlying, causal factors, and the social, cultural, political and psychological processes. Analysis of such issues that are at the core of disciplinary tradition of educational research is largely constrained due to the weak state of social sciences in the country and an overall underrating of qualitative research methods. However, such analyses are critically important from policy perspective. Punjab Examination Commission (PEC), for example, struggles to find the analysis of issues such as: the compatibility of the universal exams with the curricula[5]; the transformation of curricula into textbooks; classroom based performance of teachers; and, effective translation of curricula into the learning outcomes of students. The research community, by and large, fails to address such issues. These are merely few examples of the large list of issues which are not explored by the key research institutions.

Fifth, certain educational issues, despite their critical importance within the education system as well as in the wider context of social harmony, remain least studied due to the ideological sensitivities surrounding them. The rare attempts to engage in the analysis of curricula and

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[5] Interview with the PEC officials, November 28, 2012

textbooks, for example, have uncovered glaring examples of misrepresentation of religious diversity in the textbooks, the promotion of extreme tendencies through the contents of schooling, the pejorative attitudes of teachers, and the consequent discriminatory values of students against religious diversity[6]. There is a need for further detailed analysis of the implication of education in the radicalization of society. Since each provincial textbook board is independently producing textbooks now, these textbooks need to be scrutinised on continued basis to ensure the contents of education are free from biases, and schooling promotes social harmony and peaceful co-existence rather than bigotry. Similarly, the attempts to analyse the curricula being taught in the madrasah system also faces serious resistance.

Sixth, certain issues remain understudied even in the absence of any ideological resistance. For example, there is little analysis available on the issues of higher education despite the drastically increased investments in scaling up higher education in Pakistan. Similarly, the issues of vocational and technical education also receive less attention despite their direct influence in generating employment. Likewise, apart from some scattered studies, there is a little analysis available on the outcomes of education such as post-schooling work transitions, the relevance of the education to the requirements of the labour market, and the role of education in overall poverty reduction and socio-economic mobility.

Seventh, the lack of coordination for strategic planning to meet the research and evidence needs of policy at the national and provincial levels also seems affecting the supply side of policy research. Without such a needs assessment, policy research on educational issues remains fragmented and lacking long term vision. This mapping exercise finds that the most of the research undertaken by the key institutions is in the form of short term projects with limited scope of inquiry, and fewer prospects of capacity building, and strategic planning. Such projects end up without generating any coherent body of knowledge hence offer limited value in policy making. **Eighth**, there is a lack of vibrant epistemic communities to promote educational research. Disciplinary associations of academics and researchers play a dynamic role in the promotion of research under any discipline, and in lobbying for the incorporation of research into policies. There is an existing body, the Pakistan Association for Research in

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[6] See Hussain, Salim and Naveed, 'Connecting the Dots: Education and religious discrimination in Pakistan' 2011, US Commission on International Religious Freedoms, Washington.

Education (PARE) that is in its infancy, and needs to be strengthened in terms of outreach, networking, and the overall scope of activities.

Lastly, the academic institutions, with the exception of Aga Khan University Institute for Educational Development, are invisible from this landscape of educational policy research. The faculties of education at various institutions of higher education have a wider geographic presence in contrast to think-tanks that are clustered in two major cities. Such wider presence of these universities puts them in a unique position to generate context-specific research relevant to the needs of the devolved policy making. The subsequent section briefly illustrates the potential of educational research at these institutions of higher education.

4- Institutes of higher education: Untapped potential for policy research

It is the general characteristic of the Pakistani academic context that the institutes of higher education do not engage in conducting policy relevant research due to several factors as mentioned in the Paper 1 in this series. This lack of engagement in policy research is the most evident amongst the faculties of education throughout the country. As a consequence of the lack of a vibrant research culture, the institutes of higher education are functioning merely as training facilities. Wherever the faculties are engaged in conducting research, the relationship between the issues of their research and the relevant policy needs is extremely weak. Given the specialised nature of educational research, the faculties of education at the universities are probably the best places to produce academically rigorous policy research with best use of the appropriate theoretical perspectives and methodological tools. A review of websites shows that there are at least 61 departments/institutes/campuses of education within the institutions of higher education, in both public and private sectors, and spread across the country. They employ the largest number of highly qualified human resources. At least 159 PhDs and almost 500 non-PhD educationists (majority of the non-PhD are currently at the advanced stages of their PhDs or have MPhil degrees) are currently working in these institutes of higher education. Table 2 presents the lists of departments of education or the departments focused on education research at various universities, and the number of faculty members with various educational qualifications.

Table 2: Education faculties at the institutions of higher education

Name of University, Department	Faculty	
	PhD	Non-PhD
Educational Planning, Policy Studies and Leadership (EPPSL)-AIOU	2	5
Early Childhood education & Elementary Education department – AIOU	1	7
Distance, Non-formal and Continuing Education Department-AIOU	2	4
Special Education Department- AIOU	1	7
Secondary Teacher Education Department-AIOU	3	6
Dept. of Science Education-AIOU	3	4
Institute of Mass Education-AIOU	0	9
Department of Education- International Islamic University, Islamabad	9	8
Department of Education -Federal Urdu University of Arts Science and Technology – Islamabad	1	10
National Institute of Psychology, Quaid-i-Azam University, Islamabad	7	12
National University of Modern Languages, Islamabad	9	12
Foundation University Islamabad-Foundation University College of Liberal Arts and Sciences (FUCLAS)	Info not available	
Department of Education -Iqra University (Main campus, Gulshan Campus, North Nazimabad, Clifton Campus) Karachi	Info not available	
Department of Education-University Of Karachi	4	6
Department of Education-University of Sindh	0	2
Department of Curriculum Development and Special Education-University of Sindh	0	6
Department of Distance, Continuing & Computer Education-University of Sindh	0	7
Department of Educational Management and Supervision –University of Sindh	1	4
Department of Psychological, Testing and Guidence and Research-University of Sindh	1	6
Department of Science and Technical Education-University of Sindh	1	4
Institute of Education and Social Sciences-Hamdard University	2	4
AKU-IED	13	7
Department of Education-Jinnah University for Women	3	1
Department of Education -Federal Urdu University of Arts Science and Technology-Karachi	3	2
Department of Education Social Sciences-Indus University	6	11
Department of Education-Benazir Bhutto Shaheed University	2	1
DadaBhoy Institute of Higher Education:	1	
Department of Education -University of Baluchistan	1	9
Department of Education-SBK Women's University	Total Faculty:6	
Department of Education -Al Hamd Islamic University	2	7
Department of Educational Development -KIU, Gilgit-Baltistan	4	3
Department of Education-The University of AJK	1	5
Department of Education -MIU,AJK	2	24
Institute of Education and Research, UoP	8	5
Faculty of Arts, Social Sciences and Education, Sarhad University of Science and Information Technology, Peshawar and Islamabad	5	12
Department of Education, Shaheed Benazir Bhutto Women University, Peshawar	0	4
Department of Education, Abasyn University, Peshawar	3	6
Institute of Education and Research, University of Malakand, Malakand	0	6
Department of Teacher Education, Qurtuba University of Science and Technology	4	4
Faculty of Education, Hazara University, Mansehra	1	8
Department of Education, University of the Swat, Swat	1	5
Department of Educational Research and Assessment, Institute of Education and Research, University of the Punjab, Lahore	4	3

Department of Education, BahauddinZakaria University, Multan.	2	9
Department of Education, Beaconhouse National University, Lahore	3	6
Department of Education, Fatima Jinnah Women University, Rawalpindi	2	7
Department of Education, University of Gujrat, Gujrat	3	2
Department of Education, Lahore College for Women University	4	6
Department of Education, the Islamia University of Bahawalpur	2	6
Department of Education-Government College University, Faisalabad	6	9
Division of Education, University of Education, Lahore	5	2
University of Education, Attock Campus	2	7
University of Education, Faisalabad Campus	1	28
University of Education, Jauharabad Campus	1	16
University of Education, Bank Road Lahore Campus	3	42
University of Education, Lower Mall Lahore Campus	4	20
University of Education, Multan Campus	2	31
University of Education, Okara Campus	4	26
University of Education, Township Lahore Campus	1	9
University of Education-DG Khan	Website not working	
School of Education-Beacon House, National University	3	4
Ali Institute of Education, Lahore		16
Total	159	498

Source: Compiled by the study team (information gathered from the websites of the respective universities).

The contribution of such a large number of highly qualified human resources and their institutions to education policy research appears to be very limited. It is not argued here that faculties at these universities do not conduct research at all. There are instead many faculty members at most of these universities who have been publishing good quantity and quality of research. The National Institute of Psychology at the Quaid-i-Azam University and AllamaIqbal Open University were respectively rated third and fourth producers of research outputs by the bibliometric analysis covering 1947-1995 time-period. The examples of the contemporary research at these universities are provided in the annex 3. However, the extent to which this research is relevant to policies, and the quantity and quality of the analysis conducted at these and other universities appear weak at a quick glance, and need to be explored further. As these institutions are spread across the country, they have the greatest potential to address the evident regional disparities in the focus of policy research, and produce context specific research and policy analysis. However, this potential is far from being exploited fully.

As the Government of Pakistan has recently made the unprecedented investments in the higher education sector by strengthening teaching faculties, it is probably the appropriate

time to restructure the role of the institutions of higher education to transform them into the dynamic producers of knowledge, and advisors on policy issues. Perhaps the faculties of education at these universities can greatly learn from the experience of Aga Khan University Institute for Educational Development that being a teaching institute is actively engaged in policy and practice relevant research. It is important to highlight here that unlike the other institutes of higher education, the work-hours of the faculty members at the AKU-IED are equally distributed between teaching and research. The institute is closely linked to the Aga Khan Education Services, providing education through hundreds of schools across the country, hence in a strong position to influence educational practices through its research. The university also provides financial resources for conducting research with a strong emphasis upon quality assurance. Such practices need to be adopted by other universities and the HEC can play a leading role in this regard.

5- Who funds policy research in Pakistan?

Public sector funding for policy research on the issues of education is scarce, and available only to the institutes of higher education through HEC, and Federal Government's support to the Academy of Educational Planning and Management. The HEC runs competitive research grants programme, the National Research Programme for Universities, to fund the research projects of universities' faculties. However, along with an overall low share of social science projects, educational research projects are almost non-existent[7]. Ironically, the public sector spends huge amount of resources on paying salaries to the largest number of highly skilled human resources at the faculties of public sector universities, along with other recurring costs, and no resources are made available to them for conducting research activities.

In this context, the international aid remains the major source of funding for the institutions of policy research in Pakistan. There are several bilateral and multilateral organizations supporting policy relevant research on educational issues in Pakistan. World Bank's support to policy relevant educational research in Pakistan is reflected by its own in-house research, the support to several key public sector organizations that collect and analyse extensive data on the issues of education, an on-going support to the LEAPS study, and heavy investment in the higher education. The Bank is the major donor to the HEC thus contributes in the development of infrastructure for higher education and research in the country. It is currently funding two major programmes supporting the higher education and research in Pakistan through HEC: a) Pakistan Higher Education Support Programme (US$100 million); and, b) Tertiary Education Support Project (US$300 million). As these projects have recently started,

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[7] HEC annual report 2011

and are covering the entire spectrum of tertiary and higher education, it is too early to estimate the allocations for educational research. Nonetheless, they are expected to greatly strengthen the overall research capacity in Pakistan, particularly of the institutes of higher education.

USAID is probably the largest bilateral donor funding the development of infrastructure for research through programmes like strengthening HEC, running the largest Fullbright Programme sending Pakistani students to US universities for Masters and Doctoral programmes, and Post-Doctoral fellowships. These programmes are open to all subjects and disciplines including education. USAID is currently implementing an education focused project 'USAID Teacher Education Project' that in collaboration with HEC is aimed at strengthening educational research in public sector universities in Pakistan. It supports research projects of various scales, and targets spending $400,000 on different research projects proposed by the public sector universities. The focus of this project is primarily on the generation of knowledge, and understanding of the pre-service teachers' education. Some other funding opportunities of the USAID are also open for projects related to educational research such as 'USAID Small Grants and Ambassador Funds Programme' and the 'Citizen Voice Project'.

UK Government's Department for International Development (DFID) is also a key donor for policy research on education in Pakistan. Currently it is funding a three years grants programme 'Ilm Ideas' worth £6.1 million, and funds projects involving research studies, evidence based advocacy and innovative solutions. The overall objectives of the programme are: a) increased enrolment rates and retention; b) improved learning outcomes; c) enhanced parents and students satisfaction with education quality; and d) better governance, transparency and accountability in the education system. Similarly, Transforming Education in Pakistan is yet another project that also funds policy relevant research in Pakistan. Previously, DFID funded the five year research programme Research Consortium on Educational Outcomes and Poverty (RECOUP) 2005-10 based at the MHHDC. RECOUP explored the social economic and human development of education particularly in the context of poverty and produced policy relevant research. This relatively long term project, apart from funding research on several themes, also involved capacity building of local researchers through training by collaborative research with faculties at the British universities such as Cambridge, Edinburgh and Oxford. The British Government contributes to the higher education by offering several scholarships to Pakistani student at Masters, Doctoral and Post-Doctoral level, and institutional collaborations for research. Moreover, as DFID Pakistan is actively engaged in supporting education reforms, it engages various education experts for policy research, the outputs of such engagement, however, remain internal most of the times, and are not shared widely.

The Canadian International Development Research Centre (IDRC) is funding the strengthening of local capacities for policy relevant research under its Think-Tank Initiative programme. Under this programme, two leading Pakistani think-tanks, SDPI and SPDC are provided core financial support and technical cooperation. Several other bilateral donors, such as GIZ, AusAID, Open Society Institute, the Royal Norwegian Embassy, UNESCO and Aga Khan Foundation, fund educational research. Table 3 provides the list of major donor agencies, their priority area, and major research organizations reporting to be supported by them. However, it is important to highlight that most of the donors' support to educational research other than the initiatives mentioned above is short term commissioning, lacking long term prospects of capacity building, institutional development, and generation of a coherent body of policy relevant knowledge.

Table 3: International donors supporting educational research with thematic priorities and the institutes funded

Name of donor	Research Priorities (in Education)	Research Institutes Funded
United States Agency for International Development	Research Priorities/areas[8] 1) Bringing of 3.2 million children to reading at or above grade level over five years by improving instructional quality and strengthening education systems through research. 2) Developing effective teacher training, good textbooks, teacher guides and teaching materials. 3) Establishment of four centers of advanced study in energy, agriculture, and water at Pakistani universities that will promote innovative, applied research to address Pakistan's most pressing needs 4) Providing grants and scholarships for research (for higher education) Programs[9]: 1) Pre-Service Teacher Education Program: Pre-STEP helps improve teacher education programs by institutionalizing pre-service teacher education. 2) The Citizens' Voice Project[10] The Citizens' Voice Project aims to improve engagement between citizens and government in order to promote good governance in Pakistan. It seeks to support the evolution of democratic governance by strengthening citizens' voice and public accountability in government planning and decision-making in many sectors, including education. 3) Pakistan Strategy Support Programme 4) Small Grants and Ambassador's Fund Programme	1) Idara e Taleem-o-Aagahi (ITA) 2) Development Policy Research Center at Lahore University of Management Sciences 3) Center for Economic Research in Pakistan (CERP) 4) Institute of Public Policy, Beacon house National University (IPP-BNU) 5) Applied Economics Research Centre (AERC-KU) 6) Aga Khan University (AKU) 7) University of Education 8) Institute of Education and Research University of Peshawar 9) Teacher Education Project (formerly pre-STEP)

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[8]Source: <http://transition.usaid.gov/pk/db/sectors/education/>
[9]Source: <http://transition.usaid.gov/pk/docs/sectors/Education_Working_Paper.pdf>
[10]Source: <http://transition.usaid.gov/pk/db/sectors/cross-cutting/project_159.html>

Department for International Development	Research priorities/areas[11]: 1) Providing low cost schooling 2) Making education inclusive, in particular primary education, for all 3) Impact of public educational expenditure and aid on outcomes in education 4) Economic returns to schoolings 5) Improving of schooling outcomes for poverty reduction Programs: 1) The Research Consortium on Educational Outcomes and Poverty (RECOUP)[12] 2005-10 2) Ilm Ideas[13] Ilm Ideas is a three-year programme (starting from 2012) to award grants nationwide for the purpose of improving education for the children of Pakistan to implement research, advocacy and innovative pilot projects related to the education of school-aged children. 3) Transforming Education in Pakistan	1) Mahbub-ul-Haq Human Development Centre 2) Idara e Taleem-o-Aagahi (ITA) 3) Society for the Advancement of Education (SAHE) 4) Economics and Business at Lahore School of Economics (CREB-LSE) 5) Center for Economic Research in Pakistan (CERP) 6) Institute of Public Policy, Beacon house National University (IPP-BNU) 7) Center for Peace and Development Initiatives (CPDI) 8) Institute of Social and Policy Sciences (I-SAPS) 9) Aga Khan University (AKU) 10) Development Policy Research Center at Lahore University of Management Sciences 11) International growth Centre (IGC-Pak) 12) Oxford Policy Management 13) PMIU-PESRP 14) Sustainable Development Policy Institute
World Bank	Research priorities/areas[14]: 1) Low cost financing of private schools in comparison to public sector subsidies in education 2) Learning levels and gaps in schooling, in particular primary education (through LEAPS survey) 3) The impacts of stipends on school children, in particular girls 4) Challenges for youth employment and education 5) Effects on enrolment and instructional quality of gender based cash transfers 6) Vocational education and training in the national framework of education	1) Institute of Public Policy, Beacon house National University (IPP-BNU) 2) APEX 3) Social Policy and Development Centre (SPDC) 4) Punjab Education Assessment System (PEAS) 5) Oxford Policy Management 6) Idara e Taleem-o-Aagahi (ITA) 7) Applied Economics Research Centre (AERC) 8) Pakistani Institute of Development Economics (PIDE)

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[11]The research priorities in Educational Research were not directly mentioned and were deduced from the projects being done in Pakistan by DFID. Source: <http://www.dfid.gov.uk/R4D/Search/SearchResults.aspx?search=countryregionsearch&SearchType=3&Projects=False&Documents=True&DocumentsOnly=True&RegionCondition=AND&CountryList=586&CountryCondition=AND&PageNo=1&Keywords=413>

[12]Source: < http://www.dfid.gov.uk/What-we-do/Research-and-evidence/Research-themes/Education-Research/ >

[13]Source http://www.ilm-ideas.com/

[14]The research priorities in Educational Research were not directly mentioned and were deduced from the projects being done in Pakistan by WB. Source: < http://www.worldbank.org/en/country/pakistan/projects/all?qterm=&lang_exact=English&os=0 >

	Programs/Projects[15]: 1) Promoting Girls' Education in Balochistan (PGEB) 2) Second Punjab Education Sector Project 3) Tertiary Education Support Project The objective of the Tertiary Education Support Project for Pakistan is to improve the conditions of teaching, learning and research for enhanced access, quality and relevance of tertiary education. 4) Sindh Education Sector Additional Financing 5) Higher Education Support Program The Higher Education Support Program (HESP) supported the Government of Pakistan (GOP) initiatives to increase participation, enhance quality and relevance, and strengthen the efficiency and sustainability of Higher Education Institutions (HEIs). HESP will contribute to the rehabilitation of the higher education sector of Pakistan by helping sustain momentum of the core program and key accompanying reforms being undertaken by the Higher Education Commission (HEC) through the current period of fiscal stress.	
GIZ	Research Areas/Priorities[16]: 1) Factors leading to the improving of in-service teacher training and supervision 2) The development and encouraging of better quality private textbooks, in all provinces of Pakistan Programs[17]: 1) Promotion of Basic Education in Punjab 2) Education sector development programme in Khyber Pakhtunkhwa and in the Federally Administered Tribal Areas (FATA) 3) FATA Development Programme	-
AusAID	Research Priorities[18]:	-

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[15] Source: < http://www.worldbank.org/en/country/pakistan/projects/all?qterm=&lang_exact=English&os=0 >

[16] The research priorities were not specifically mentioned and were deduced from the projects GIZ is funding in Pakistan Source: < http://www.giz.de/themen/en/18671.htm >, < http://www.giz.de/themen/en/18674.htm >

[17] Source: < http://www.giz.de/en/worldwide/362.html >

[18] Source: <http://www.ausaid.gov.au/countries/southasia/pakistan/Pages/promoting-opportunities.aspx>

	1) Factors that lead to the improving of the quality of and access to school for boys and girls in Pakistan. 2) Providing of scholarships for research (in particular to women)	
OSI	Research Areas[19]: 1) Improving of public policies and programs regarding education 2) Building of the capacity of childhood development professionals and civil society 3) Discrimination in education and access to education for all. 4) Education in conflict-crisis areas in Pakistan 5) Critical Thinking and Quality Education 6) The political economy of education 7) Civil activism in education Programs: 1) Early Childhood Program[20]: The program's rights-based approach and social justice framework pays particular attention to the development challenges faced by children who are members of minority groups, children with developmental delays, malnutrition and disabilities; and children living in poverty. 2) Education Support Program[21]: The Education Support Program helps marginalized communities, in particular girls and students from conflict areas, gain access to the skills and critical thinking that prepare them to actively engage in open societies.	1) Center for Research in Economics and Business at Lahore School of Economics (CREB-LSE) 2) Society for the Advancement of Education (SAHE) 3) Center for Peace and Development Initiatives (CPDI) 4) Institute of Social and Policy Sciences (I-SAPS)

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[19]Source: <http://www.opensocietyfoundations.org/about/programs/education-support-program/background>

[20]Source: <http://www.opensocietyfoundations.org/about/programs/early-childhood-program>

[21]Source: <http://www.opensocietyfoundations.org/about/programs/education-support-program>

| United Nations Educational Social and Cultural Organization (UNESCO) | Research areas/Priorities[22]

1) Macro trends in financing of education in Pakistan
2) The needs of a literacy movement in Pakistan
3) Transition from childhood to youth (in terms of education)
4) Early childhood education
5) Education, in particular primary education for all.
6) Mainstreaming of gender equality in Basic Education

Programmes/Projects:
1) Education for All Coordination & Monitoring [23]
The project includes policy advocacy and capacity building of government officials on Education statistics and monitoring. Further, the project is aimed at provided education for all by the capacity building of district officials on education planning and management and through consultations with parliamentarians.
2) Literacy Initiative for Empowerment[24]
The project involves the improving of literacy rates in Pakistan by capacity building of teachers, material development, piloting of community learning centers and CCT, and resource database of literacy and non-formal education
3) Teacher Education for Quality Education[25]
The project involves the developing of a strategic policy framework that supports the national body of teacher accreditation and certificate. Also, it involves the evaluation of the current teacher training programme in Pakistan)
4) Education in Emergencies and Disaster Risk Management[26]
5) Early Childhood Care and Education (ECCE)
6) HIV/AIDS Prevention Education
7) Education for Sustainable Development (ESD) | - |

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[22] The research priorities were not specifically mentioned and were deduced from the publications of UNESCO Pakistan Source: < http://unesco.org.pk/education/publications.html>

[23]Source: <http://unesco.org.pk/education/efacm.html>
[24]Source: <http://unesco.org.pk/education/life.html>
[25]Source: <http://unesco.org.pk/education/te.html>
[26]Source: <http://unesco.org.pk/eedrmu/index.html>

International Development Research Centre		Sustainable Development Policy Institute, Social Policy Development Centre
The Royal Norwegian Embassy	<u>Governance and Education</u>[27]	Mahbub-ul-Haq Human Development Centre
Aga Khan Foundation		Aga Khan University – Institute for Educational Development

Source: Study Team, compiled from websites and interviews with donor agencies and their funded organizations.

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[27] http://www.norway.pk/Embassy/development/developmentpartners/

6- Strengthening the institutions of educational policy research in Pakistan

This supply-side overview of the landscape of educational policy research provides basis for further inquiry into the issue of, and practical engagement to strengthen, the educational policy research in Pakistan. This effort needs to be complemented by a similar landscaping of the demand-side of educational research. There is no prior consolidation of the specific research needs of the large number of education departments and their allied organizations at the provincial and national level. These organizations include: teachers training institutions; curricula wings; textbook developers; universal examination commissions; facilitators of public-private partnerships; providers of vocational and technical education; managers of the service delivery; those conducting monitoring and evaluation; and, the reforms implementation units. Each one of these actors has the context-specific research needs that are very likely to vary from province to province, and time to time. It is therefore important to develop mechanisms that systematically identify, consolidate, and update the research needs of every actor in the educational policy making, and communicate these needs to the research community, and the donors of educational research. The funds for policy research need to be channelized to the issues identified and prioritised in this way. It is important to consider that the identification of such needs is less likely to be a straightforward task since various actors in educational policy making vary in their ability to appreciate the need for, and utilise research. In Punjab and KPK, for example, we found the technical cadres in the education system having better understanding of the importance of research, and able to identify their needs, whereas, the general administrative cadre, that often occupies the top positions in the School Education Departments, usually dismisses the need for research, and demonstrates a general tendency to discount the evidences generated by non-government providers of policy research. There are thus complexities involved in assessing the research needs of the policy makers that any effort in this regard has to deal with.

A rigorous assessment of the capacity of key research institutions needs to follow, and guided by, the research need assessment of the educational policy makers. Such capacity assessment should explore the state of human resources, organizational issues, access to financial resources and availability of the required disciplinary expertise, and methodological skills of the key research institutions. Information provided in the annex of this paper can be a good starting point to build on. Only through such assessment, measures can be taken to strengthen the institutional capacities for promoting research. Efforts to strengthen policy research need to be long term and sustained since skills for research and analysis cannot be built through short term initiatives. The long term institutional support by the IDRC has been successful in revitalising the two major think-tanks of the country, SDPI and SPDC, by providing them core funding, helping in strategic planning, improving organizational development and

providing opportunities for global networking. Donors of educational research can adopt such model to strengthen the educational research institutions in the country.

The absolute vacuum of educational research organizations in Baluchistan and KPK, and the presence of fewer institutions in Sindh, calls for strategic plan to initiate policy research in these provinces. This would require a strong coordination between the key stakeholders such as the provincial governments, major think-tanks working elsewhere in the country, and donors of educational research to encourage the establishment of new independent organizations for policy research, and/or setting up the regional/provincial offices of the organizations already established elsewhere in Pakistan. As identified in this paper, several issues despite their critical relevance to policies remain grossly understudied. There appears to be the dominance of economic analysis heavily using quantitative methods. The deeper understanding of the issues pertinent to educational policy that requires broader social science perspectives and qualitative methods of inquiry appears to be lying on the margins of the landscape. Perhaps rigorous assessment of the policy research needs (demand side), and the capacity assessment of policy research institutions (supply side) will throw further light on this phenomenon. Even in the absence of such exercise, the patterns are quite obvious. There is a need for the initiatives to promote research on the issues that are highly policy relevant, yet least explored. There is also need for encouraging social-science based qualitative studies on a wide spectrum of the issues of education through creating windows to fund such projects.

The strengthening of the epistemic community is critical to promote policy research. There is need to create a culture of collaborative inquiry by encouraging partnerships between think-tanks and academic institutions within public, and the non-government sector, and at the national and international level. The existing initiative in the form of Pakistan Association for Research in Education has a significant potential to promote awareness about the educational research and development collaborations. Perhaps, it can also play a significant role in the identification of research needs of policy makers. As the association is currently in its infancy, its outreach and networking capacity need to be strengthened.

There is a great need to rethink the role of institutes of higher education to transform them into producer of policy relevant knowledge from merely training entities. Building research capacity of these institutions will also strengthen their role as the teaching institutions through exposure to the latest research. Perhaps revising the mandate of these organizations with greater emphasis upon policy research, increasing the allocation of the time of faculty members for research, increasing their access to funds for research, and strictly monitoring the quality of their research outputs can perhaps greatly facilitate the production of context-

specific knowledge that is needed for policy making. The model of the Aga Khan Institute for Educational Development can offer a lot to learn from, to the faculties of education.

Lastly, research is impossible without sustained access to financial resources. The Higher Education Commission needs to earmark a proportion of its research funds for the projects that engage with the issues of education. Provincial education departments need to allocate a significant amount of their budgets to fund the objective and independent research on the issues pertinent to their policy requirements. The international donors need to rethink their strategies to fund the educational research by focusing on long term research programmes accompanied with institutional development, and capacity building rather than short term, fragmented commissioning.

Annex 1: List of institutions of educational policy research with contact details

No.	Name of Research Organization	Location	Website	Address	Phone/Fax
1.	Academy for Education Planning and Management (AEPAM)	Islamabad	www.aepam.edu.pk	Sarya Chowk, G-8/1, P.O.BOX 1566, Islamabad	Phone: +92-51-853259/853039 Fax: +92-51-856495
2.	Aga Khan University-Institute for Educational development (AKU-IED)	Karachi	http://www.aku.edu/collegesschoolsandinstitutes/ied/pakistan/Pages/instituteforeducationaldevelopmentpakistan.aspx	ED-PDC, 1-5/B-VII Federal B. Area, Karimabad, P.O Box: 13688 Karachi-75950, Pakistan	Tel: +92 21 3634 7611-4, 3682 6991- 94 Fax: +92 21 36347616 Email: ied.pk@aku.edu
3.	Ali Institute of Education (AIE)	Lahore	www.aie.edu.pk	Shahrah-e-Roomi, (Ferozepur Road) Lahore, 54600	Phone: +92-(42)-35882913, 35885065, 35882912 Fax:+92-(42)-35868525
4.	Apex Consulting	Islamabad	http://www.apexconsulting.biz/	APEX Consulting Pakistan EBC, Ground Floor, Saudi Pak Tower Islamabad, Pakistan.	Phone: +92- (51)-2800397/98 Ext: 3110 Fax: +92-(51)-2800399
5.	Applied Economics Research Centre (AERC)	Karachi	www.aerc.edu.pk	Applied Economics Research Centre, University of Karachi P.O. Box 8403 75270 - Pakistan	Phone: +92-(21)-99261541 – 43/ 99261547 – 49 Fax: +92-(21)-99261545
6.	Centre for Economic Research in Pakistan (CERP)	Lahore	www.cerp.org.pk	60-H, Gulberg III Lahore 54660 Pakistan	Phone:+92-(42)-35868304
7.	Centre for Peace & Development Initiatives (CPDI)	Islamabad			
8.	Council of Social Sciences (COSS)	Islamabad	http://www.cosspak.org/	COSS, # 307, Dossal Arcade, Jinnah Avenue, Blue Area, Islamabad (Pakistan)	Phone: +92-(51)-2274565
9.	Collective for Social Science Research (CSSR)	Karachi	http://www.researchcollective.org/	173-I, Block 2, PECHS, Karachi-75400, Pakistan.	Phone: +92-(21)-34551482/ 34541270

					Fax: +92-(21)-34547532
10.	Development Policy Research Centre at Lahore University of Management Sciences (DPRC-LUMS)	Lahore	http://dprc.lums.edu.pk/	Development Policy Research Centre SHSSL Dean's Wing Lahore University of Management Sciences D.H.A, Lahore Cantt, 54792 Pakistan	Phone: +92-(42)-35608100
11.	Directorate of staff development (DSD)	Lahore	http://dsd.edu.pk/	Wahdat Colony, Wahdat Road, Lahore	Phone: +92-(42)-99260105
12.	Idarah e Taleem o Aagahi (ITA)	Lahore	http://www.itacec.org/	41 - L Model Town Ext. Lahore, Pakistan	Phone: +92- (42)-35173005-7 Fax: +92-(42)-35173005
13.	Indus Resource Centre (IRC)	Karachi			
14.	Institute of Development and Economic alternatives (IDEAS)	Lahore	N/A	Intersection Main Boulevard, Phase VI, DHA and Burki Road, Burki 53300, Lahore, Pakistan	Phone: +92-(42)-36561230
15.	Institute of education and research (University of Peshawar)	Peshawar	http://www.upesh.edu.pk/academics/researchcenter/ier/ier.htm	University of Peshawar, University Campus, Peshawar Pakistan.	Phone: +92-(091)-9216471
16.	Institute of Policy Studies (IPS)	Islamabad	http://www.ips.org.pk/	House 1, Street 8, F-6/3, Islamabad Pakistan	Phone: +92-(51)-8438391-93 Fax:+92-(51)-8438390
17.	Institute of Social and Policy Sciences (I-SAPS)	Islamabad	http://i-saps.org/	House No. 13, Street No. 1, G-6/3, Islamabad, Pakistan	Phone: +92-(51)-111-739-739
18.	International growth Centre-Pakistan (IGC-Pak)	Lahore	http://www.theigc.org/countries/pakistan	Room 106, Lahore University of Management Sciences , Opposite U Block, D.H.A., Lahore, Pakistan	Phone: +92-(42)-111-11-5867 Ext 2106
19.	Lahore School of Economics (LSE)	Lahore	http://www.creb.org.pk/	Intersection Main Boulevard, Phase VI, DHA and Burki Road, Burki 53300, Lahore, Pakistan	Phone: +92-(42)-36561230
20.	LEAPS Project				
21.	MahbubulHaq Human Development Centre (MHHDC)	Lahore	http://www.mhhdc.org/	Mahbub ul Haq Human Development Centre 3rd floor Library Building Lahore University of Management Sciences Opposite Sector U	Phone: +92-(42)-35608000 ext. 4435 Fax: +92-(42)-35748713

				DHA, Lahore Cantt, 54792	
22.	Management System International (MSI)	Islamabad	N/A	House 42, street 27, F-6/2, Islamabad	Phone: +92-(51)-2601921-22
23.	National research and Development Foundation (NRDF)	Peshawar	http://www.nrdf.org.pk/	H-No. 939, Near Arbab Colony, Behind Siyal Flats, Abdara Road, Peshawar	Phone:+92-(091)-5703091,5844585 Fax: +92-(091)-5701976
24.	Oxford Policy Management (OPM)	Islamabad	http://www.opml.co.uk/office/opm-islamabad	OPM Islamabad 96 Margalla Road Sector F-8/2 Islamabad	Phone:+92-(51)-2853980 Fax: +92 (0)51 2851 382
25.	Pakistan Coalition for Education (PCE)	Islamabad	www.saqe.org	House 193, Street. 36, F-10/1 Islamabad, Pakistan	Phone# : 051 2112460-2 Fax# : 051 2112459 Email : info@saqe.org
26.	Population Council	-	http://www.popcouncil.org/countries/pakistan.asp	-	-
27.	Pakistan Institute of Development Economics (PIDE)	Islamabad	http://www.pide.org.pk/	Pakistan Institute of Development Economics (PIDE), Quaid-i-Azam University Campus, P.O. Box. 1091, Islamabad, 44000, Pakistan.	Tel: +92 51 9248051 Fax: +92 51 9248065
28.	Pakistan Institute of Labour Education & Research (PILER)	Karachi	http://www.piler.org.pk	Pakistan Institute of Labour Education & Research ST-001, Sector X, Sub Sector - V, Gulshan-e-Maymar, Karachi – Pakistan	Phones: 92(21) 6351145-7 Fax: 92(21) 6350354 E-mail: piler@cyber.net.pk.
29.	Pakistan Strategy Support Programme (PSSP-IFPRI)	Islamabad	http://www.ifpri.org/book-8211/ourwork/program/pakistan-strategy-support-program	IFPRI Islamabad Office	Phone: 92-51-2853081 Fax: 92-51-2855328
30.	Programme Monitoring and Implementation Unit- Punjab Education Sector Reform Programme (PMIU-PESRP)	Lahore	http://www.pesrp.edu.pk/pmiu.php	22B, Near Ayubiya Market, New Muslim Town Lahore.	Phone: +92-(42)-99232294

31.	Punjab Education Assessment System (PEAS)	Lahore	http://www.peas.gop.pk/	Punjab Education Assessment System, Government of The Punjab, School Education Department College Road, Township, Lahore.	Phone: +92-(42)-99262124-25-29 Fax:+92-(42)-99262128
32.	Punjab Education Foundation (PEF)	Lahore	http://www.pef.edu.pk/	78-B1, Gulberg III, Lahore, Pakistan.	Phone: +92-(42)-99268114-7 Fax: +92-(42)-**99268118**
33.	Punjab Examination Commission (PEC)	Lahore	http://www.pec.edu.pk/	Punjab Examination Commission, Wahdat Road, Lahore, Punjab	Phone: +92-(42)-9926 0151-6
34.	Punjab Textbook Board Lahore (PTB)	Lahore	http://ptb.gop.pk/	21-E-II, Gulberg-III, Lahore Punjab Pakistan	Phone: +92-(42)99230672 – 76 Fax: +92-(42)-99230679
35.	School Education Department, Punjab (SED)	Lahore	http://schoolportal.punjab.gov.pk/	School Education Department Old Planning and Development (P&D) Building Civil Secretariat, Lahore	Phone: +92- (42)-99211518
36.	School of Education-BNU	Lahore	www.bnu.edu.pk	3-C Zafar Ali Road, Gulberg V, Lahore	Tel: 92-42-3571 8260-63 - Fax: 92-42-35760254 Email: info@bnu.edu.pk
37.	Sindh Education Foundation (SEF)	Karachi	http://www.sef.org.pk/	Head Office: Karachi Plot 9, Block 7, Kehkashan, Clifton 5, Karachi	UAN: 021- 111-424-111 Fax: 021-99251652
38.	Social Policy Development Centre	Karachi	http://mail.spdc.org.pk/	Social Policy and Development Centre 15, Maqbool Cooperative Housing Society Block 7 & 8, Karachi-75350 Pakistan	Tel: +92-21-111-113-113 Fax: +92-21-34534285 Email: spdc@spdc.org.pk
39.	Society for the Advancement of Education (SAHE)	Lahore	http://www.sahe.org.pk/	65-C, Garden Block, New Garden Town, Lahore, Pakistan	**Tel:** +92-(42)-35868115-6 **Fax:** +92-(42)-35839816
40.	Sustainable Development Policy Institute (SDPI)	Islamabad	http://www.sdpi.org/	38 Embassy Road, G-6/3 Islamabad (New Address) Pakistan Postal Code: 44000	Phone:+92-(51)-2278134 Fax:+92-(51)-2278135
41.	Teacher Education Project – United States Agency for	Islamabad	http://www.prestep.org	-	Phone: +92-051-8435194-9

	International Development (TEP-USAID)				Fax:+92-(51)-8436720
42.	Text Book board Peshawar	Peshawar	N/A	Phase 5, Hayatabad, Peshawar.	Phone: +92-(91)-9217159-61
43.	UNESCO	Islamabad	http://www.unesco.org.pk/	UNESCO Office, Serena Business Complex, 7th Floor, Sector G-5, Islamabad	UAN: +92-51-111-710-745 FAX +92-51-2600250
44.	University of Education-Department of Education	Lahore	http://www.ue.edu.pk/	Department of Education, **University of Education,** Township Campus, College Road, Township, Lahore.	**Phone:** +92-(42)-35216530 **Fax:** +92-(42)-99262226
45.	World Bank (WB)	Islamabad	http://www.worldbank.org/en/country/pakistan	20-A Shahrah-e-Jamhuriat G-5/1, Islamabad	(+92-51) 9090000 mariamaltaf@worldbank.org

Annex 2: Profiles of the institutions of educational policy research

a) *Islamabad*

No	Name	Type	Current research capacity (senior, mid-career, junior staff)	Thematic focus	Methodological and geographic focus	Main donor/funding/client	Some of the research projects/publications
1.	Academy of Educational Planning and Management (AEPAM)	Semi-Autonomous Research body (AEPAM)	Total Capacity of AEPAM (including Government Officers): 170, Faculty: 32 (PhDs:2, Non-PhDs: 30)	Education (System of Education, Primary Education, Secondary education, Higher Education, Economics of education, Technical Education, Educational Policies, Drop-Outs, educational research, literacy, educational planning and management, Gender Education, Educational Leadership, social development, scholarship, teacher education, private education, non-formal education, project management, educational evaluation, human resource development)	Quantitative/ Qualitative/ Both Nation-wide *Location: Islamabad*	GoP **International Collaboration:** UNESCO, CIDA, UNICEF, WB, GTZ, JICA	**Publications/Projects:** 1. National Diagnostics of Head-Teachers in Pakistan: Improving School Management in Asia: Capacity Building for Head-Teachers (research paper, 2000) 2. Development of Education in Pakistan (Research Study, 2005) 3. Education Forum for Asia, Beiing-2006 from October 20-22 (2006) 4. Non-Functional Schools in Pakistan: Does monitoring System has an impact? (Research study, 2010) 5. Factors associated with learning achievements of Grade V students in public schools: selected region of Pakistan (research Study, 2002) 6. A study on access and equity in basic education (research study, 2004) 7. A study on Comparing school performance to understand which schools are doing better by assessing and comparing quality of education (research study, 2004) 8. Basic Education in Pakistan 9 (research study, 2005) 9. Quality of Education Learning Achievement at Primary schools (research study, 2005) 10. Elementary Education in Pakistan(research study, 2005) 11. Quantitative and Qualitative Data on Learning Achievement at Primary level (research study, 2005) 12. Access and Equity in Basic Education in Pakistan-Third Edition (research study, 2006) 13. Internal efficiency of Primary Education: Impact of Dropout (2007) 14. Education for All (EFA) Mid-decade Assessment Indicators 2001-2002 and 2005-2006 (research study,2007) 15. Role and Contribution of NGOs in Basic Education (research study, 2007) 16. Impact evaluation of the secondary school science education project in Pakistan (research study, 2002) 17. Pakistan baseline Data for Secondary School Certificate Examination 1999 (research study 2005)

						18. Need Assessment of Secondary School Teachers IN-Service Training (research study, 2008)
						19. 4th Training Workshop on Financial Management at Secondary School Level under FMGG project 28th January to 2nd February (2008)
						20. Role of School Council in Development of Secondary School (Case Study, 2010)
						21. Higher education and National development (research study, 1984)
						22. Country paper on "Equity, Excellence and Efficiency in Higher Education (1985)
						23. The Effects of New Trends in educational Financing on the Plan objectives: equity, quality and efficiency (case study, 1982)
						24. Educational Planning as an Integral Part of Socio-Economic planning (1985)
						25. Background study on Technician Education Policy formulation (1984)
						26. Technical and Vocational Education in Pakistan (case study, 1987)
						27. Implementation of Educational Policies: since 1947 (study, 1985)
						28. Education Policies and New Technologies in Pakistan (1996)
						29. Brief Concept on Social research (2009)
						30. Retention and transition patterns of children at school education 1995-96 to 2004-05 (research study 2006)
						31. Statistical Trends and Patterns of repetition and drop-out in Karachi (West) District (research study, 1985)
						32. Survey study on research in support of Decision-Making or Policy making in education (case study, 1985)
						33. Reports of the workshop on educational research for educational managers, planners and research scholars (2009)
						34. A study on assessing visual graphics literacy in newly established district govt. in Pakistan (AEPM/JICA study, 2004)
						35. Evaluation of Integrated functional literacy Project (survey study, 1992)
						36. School Education Census 2001-2002 ICT (2002)
						37. Pakistan School education Statistics 2004-05: secondary (2006)
						38. National Education Census (Pakistan) 2005 (2006)
						39. National Education Census, District (Punjab, Sindh, Baluchistan, N.W.F.P, AJK, FATA/FANA) Reports (compiled by NEMIS, 2007)
						40. Data Utilisation Strategies and guidelines for the education sector (2007)
						41. Training Workshop on use and analysis of education statistics in planning and decision making for district education managers from May 12-17, in collaboration with UNESCO-UIS (2008)
						42. Educational planning and management information system: terms, concepts and definitions (2006)
						43. Training Workshop on Education Management Information System (EMIS) for managers of AKES Afghanistan 19-23, 2008

							44. Financial management and good governance (FMGG) Project, Report of 19th & 20th workshops for year 2009-10
							45. Report of four weeks training course on Word processing for Youth in collaboration with commonwealth youth programmes (1992)
							46. Proceedings of the provincial seminar on gender disparities in education (2009)
							47. Relation of gender of teachers to classroom practices in primary schools of Pakistan (1991)
							48. Educational Leadership and Institutional Management (ELIM) Project
							49. 20th Two week training programme on ICT for secondary school science teachers (2009)
							50. Innovative Methods and Approaches used in Social Development Planning in Pakistan (research study, 1987
							51. Evaluation of President's one thousand scholarship scheme (1991)
							52. An Evaluation Study of Overseas Scholarships:
2.	APEX Consulting	Consultancy/ Evaluation firm	Senior Quantitative Researcher:1, Qualitative and Quantitative Researcher:1, Qualitative Researcher:1	Education Services, Monitoring and Evaluation Services, Health Services, Livelihood Services, Natural Resource Management Services, Governance and Economic Growth, Energy and Environment Services, Corporate Social Responsibility Services, Marketing Research, Business Process, Outsourcing Services	Quantitative/ Qualitative/ Both Nation-wide *Location: Islamabad, Sukkur, Hyderabad, Peshawar, Gilgit, FATA, Faisalabad and Lahore*	UNICEF, UNDP, USAID, JICA, WB, Save the Children, Plan Pakistan and Federal Government	**Projects:** (Total num. of projects (2007-2012): 40) 1) Third Party Evaluation of Literacy Centers in DI Khan (PAIMAN Alumni Trust, 2010) 2) Developing Technical and Vocational Education Support Program(GTZ, 2008) 3) Literacy Mapping in Pakistan (NCHD, 2008) 4) Primary Education Baseline Survey (ESRA/USAID, 2005) 5) Needs and Merit Based Scholarship Design (USAID, 2003)
3.	Centre for Peace and Development initiative (CPDI)	Advocacy/ Research Institute		Education, Governance; Peace & Conflict Studies (Right to Information Act, budgetary process at the provincial and district level, transparency in public sector, police reforms,	Quantitative/ Qualitative/ Both *Advocacy*: Nation-wide *Research*:Punjab (mostly), expanding	**Donors:** DFID, Action Aid, NED, British Council, OSI **Partners:** Free and Fair Election Network, Pakistan Coalition for Education,	**Projects:** 1) Engaging Parliamentarian for Effective Public Sector Education Reforms 2) A Study of Education Budget of Selected Districts in Pakistan 3) A Study of Financing of Literacy Programs in Pakistan 4) School Based Budgeting (SBB) 5) Fulbright-Hays Act Exchange Programs 6) Citizens' Oversight and Accountability of Education Sector Budget (on-going) **Publications:** 1) Secondary & Higher Secondary School Preparation of Budget, Difficulties, Problems

| | | | | and legislative processes) | into other provinces *Location: Islamabad* | Parliamentary Commission For Human Rights, Action Aid Pakistan, Consumer Watch Pakistan, Human Rights Commission of Pakistan, Liberal Forum Pakistan (LFP), Individual Land, Shehri - CBE **International Partners:** Friedrich-Naumann-Stiftungfür die Freiheit, UNESCO, ADB, ANSA, OSI, CBGA, OXFAM, World Learning, ManusherJonno, TACMIL Health Project Supported by USAid, HAP, British High Commission Pakistan, CIDA, The Asia Foundation, Commonwealth Education Fund, Privacy International, IFES, | & Solution (Draft version uploaded for comments)
 2) Development Budget for the Education Sector and its Utilization
 3) How to Engage Parliamentarians for Effective Reforms in Education Sector
 4) Parliamentary Alert IV: Performance of the Standing Committee of the Senate on Education |

						Commonwealth Foundation, Commonwealth Human Rights Initiative, Consumer Unity and Trust Society, National Endowment for Democracy, VSO International	
4.	Council of Social Sciences (COSS)	Advocacy/ Research Institute	Senior Researchers:6, Visiting Researchers:4, Mid-career Researchers:2	Education(Promotion of social sciences in Pakistan)	Qualitative(mainly) Nation-wide *Location: Islamabad*	UNESCO grant (at the time of establishment)	**None.**
5.	Institute of Policy Studies (IPS)	Advocacy/ Research Institute	Senior Research fellows: 3, Research coordinators: 6	Pakistan Affairs (Economy, Society and Culture, Politics, Education, Security and Foreign Policy), Faith and Society (Madrasah Education, Islam and the West, Islamic Thought), International Relations	Quantitative / Qualitative/ Both Nation-wide *Location: Islamabad*	local and international think tanks	**Research Papers:** 1) A Critical Review of the Aims of Education in the Western Tradition 2) Higher Education and Research: Trends and Challenges 3) The New Blueprint for Pakistan's Education Policy: An Analytical Review 4) Educational and Cultural Cooperation: The Ethical Foundations 5) Madrasah in Afghanistan: Evolution and its Future
6.	Institute of Social and Policy Sciences (I-SAPS)	Advocacy/Research Institute	Senior Researchers:3, Mid-Career:8, Junior researchers:16	Education; Social Policy; Evaluation; Peace & Conflict Studies; Governance	Quantitative/ Qualitative/ Both Nation-wide *Location: Islamabad*	DFID, OSI, OXFAM, UNDP	**Projects, Publication and reports:** 1) Aid effectiveness in Pakistan: A citizen's perspective 2) Public financing of education in Pakistan: Analysis of federal and provincial budgets 2011-2012 3) Private Sector education in Pakistan: mapping and musing 4) A baseline study of community participation in school management 5) Public Financing of Education in Pakistan: Analysis of Federal and Provincial Budgets 2010-2011

							6) Eighteenth Amendment Federal and Provincial Roles & Responsibilities in Education 7) Education Budget: Analysis Five Districts of Southern Punjab 8) Gender in Education: Knowledge, Attitude and Practice (KAP) Assessment 9) Education Data And Budget Analysis: Case Study Of District Lahore 10) Public Financing of Education in Pakistan Analysis of Federal and Provincial Budgets 11) Promoting Transparency and Access to Information in Education in Haripur District 12) Education Budget of the Punjab and Khyber Pakhtunkhwa (2010 2011) First Quarterly Report 13) Education Budget of the Punjab and Khyber Pakhtunkhwa (2010 2011) Second Quarterly Report 14) Education Budget of the Punjab and Khyber Pakhtunkhwa (2010 2011) Third Quarterly Report 15) Education Budget of the Punjab and Khyber Pakhtunkhwa (2010 2011) Fourth Quarterly Report
7.	Management System International (MSI)	Evaluation firm	Total Staff: 47, Full time staff: 47, Senior researchers with PhDs:4, Senior researchers without PhDs:6, Midcareer researcher:15, Junior researchers:**7**	Monitoring & Evaluation (midterm and final evaluation). MSI don't have its own thematic focus; they evaluate all the projects on which USAID is working	Quantitative / Qualitative/ Both None *Location: Islamabad*	USAID	MSI evaluates all the projects of USAID (including the projects of education)
8.	National Institute of Psychology- Quaid-i-Azam University, Islamabad	Academic/ Research Institute	Senior in-house researchers: 4 (non-PhD), In-house Mid-career/junior researchers: 11	Education, Psychological Problems of Children	Quantitative / Qualitative/ Both None *Location: Islamabad*	HEC	**Books:** 1) Guidance and Counselling (Urdu). 2) Psychological Problems of Children (Urdu). 3) Vocational Guidance (Urdu). 4) The Pakistani Child: Educational and Psychological Research. 5) Guidance and Counselling Programme in Islamabad Schools. 6) Student Unrest at University Campuses. 7) The Attitude of Rural Population Towards Female's Education.

							Monographs: 1) Study Habits and Attitudes of Students. 2) Personality Dynamics of Pakistani Children 3) Evaluation of Field-Based Teachers' Training Programme in the Northern Areas of Pakistan. 4) Cognitive Development in Primary School Children of Pakistan. 5) The Role of Play in the Development of Pre-school Children. 6) Concrete Operational Thought as a Construct and its Relevance to School Education in Pakistan**.**
9.	Oxford Policy Manage ment (OPM)	Res earc h and Eval uati on Insti tute	Senior in-house researchers: 4 (non-PhD), In-house Mid-career/junior researchers: None	Public financial management, and governance reform; Qualitative and quantitative national surveys; Social protection; Health; Education; Poverty & microfinance; Monitoring and evaluation; Security Risk Assessment.	Quantitative / Qualitative/ Both KPK (Peshawar) *Location: Islamabad*	WB, UN, DFID, GoP (Both federal & Provincial) **Website:** **Clients:** Government of Khyber PakhtunKhwa, federal and provincial ministries of finance and health, Aga Khan Development Foundation, DFID, Save the Children and the World Bank.	**Projects:** 1) Monitoring and Evaluation Consultancy for Strengthening Teacher Education Programme (STEP) (Aga Khan Foundation-Canada, June 2011)
10.	Pakista n Institut e of Develo pment Econo mics	Aca dem ic/R esea rch Inst itut e	PhDs: 15,	Education, Economics (Macroeconomics and Economic Growth); Governance(Governa nce and Economic Reforms); Social	*Location: Islamabad*	IUCN, British High Commission, IDRC	**Pakistan Development Review (Journal of PIDE)** 1) Mismatch Between Education and Occupation: A case study of Pakistani Graduates (2011) 2) The Utilisation of Education and Skills: Incidence and Determinants among Pakistani Graduates (2011) 3) A Strategic Tool for Managing Intellectual Capital of Pakistan (2011) 4) Challenges for Youth Employment: Are they youth specific? (2010) **Working Papers**

			Policy (Demography, Poverty and LabourDynamics); Nutrition (Sustainable Development)			1) The Gender Differences in School Enrolment and Returns to Education in Pakistan (2012) 2) Human Capital vs. Physical Capital: A Cross Country Analysis of Human Development Strategies. (2009) 3) Reforming Institutions: Where to begin? (2009) **Research Reports:** 1) Education and Earnings in Pakistan (2000) 2) Conditions of Teaching and Research in Economics: Some Preliminary Findings (1999) 3) The Education Sector in Pakistan (1989)
(PIDE)						
11. Pakistan Strategy Support Program - International Food Policy Research Institute (PSSP-IFPRI)	Research Institute	Senior researchers:5, Mid-career researchers:4, Junior researchers: many	Education, Nutrition, Economics, Governance and social Policy	Quantitative (mainly) / Qualitative/ Both Punjab, Sindh and KPK(excluding the conflict zones) *Location: Peshawar*	USAID (main donor of the programme)	
12. Population Council	Research Institute		**Reproductive health**, education, monitoring and evaluation, research-based technical assistance, population and development, and capacity building, gender, poverty	Quantitative / Qualitative/ Both World-wide (Including Islamabad) Location: Head Office NY		**Projects:** 1) Educational Opportunities in Rural Areas (more) 2) Council researchers are studying the implications of changes in schooling opportunities in rural Pakistan and their implications for family building as well as children's school participation and attainment. (1/1997 - on-going) Schooling 3) National Survey of Young People (more) A nationally representative survey of young people (ages 15–24) in Pakistan in 2001–02, collected data on all aspects of the lives of young people. (1/2001 - on-going) Adolescence/transitions to adulthood 4) Evaluation of the Punjab Female School Stipend Program (more) Council researchers evaluated the effect of stipends on school enrolment in Punjab. (9/2006 - 6/2007) Schooling
13. Pakistan	Adv	Total Staff: 8	**Education** (Policy	*Location:*		*"It works in 65 districts with more than 200 members including local Community*

	Coalition for Education (PCE)/Society for Access to Quality Education	ocacy Institute		Advocacy on Education Governance include 18th Amendment - Right to Education, Adult Literacy, Girls Education, Education Financing include Official Development Assistance in Education, Education in Emergencies)	*Islamabad*		***Based Organizations (CBOs), Non-Government Organizations (NGOs), Parents' and Teachers Associations, civil society networks working on women and child rights and education, and equally importantly with the Media (e.g. education reporters associations) and representatives of relevant education departments".*** **Publications:** 1) Education Governance in Pakistan 2) Adult Education & Development Nexus in Pakistan 3) Education sector budget in Pakistan 4) Privatisation of Education in Pakistan 5) Slandered Education System in Pakistan 6) A Policy Scan of Official Development Assistance
14.	Sustainable Development Policy Institute (SDPI)	Think Tank	Senior Researchers with PhDs: 4, Senior researchers without PhDs: 6, Research Associates: 3, Research Assistants: 5, Research Consultant (PhD):1	Economic Development, Education, Food Security, Gender, Governance, Energy, Environment, Peace & Conflict, Social Sector Development, Monitoring & Evaluation, Information and Communications	Quantitative / Qualitative/ Both Nation-wide *Location: Islamabad*	DFID, IDRC, CIDA....	**Projects:** 1) Alternative Text Books to Celebrate Religious Diversity 2) Educational and Social Transitions in Rural Pakistan 3) Enhancement of Religious Understanding and Promotion of Tolerance in Public Education for HRCP 4) Gender and Rural Urban Gaps in Lower Secondary Education 5) Lack of Primary School Education (LAPSE) 6) Reasons for children either never enrolling in schools or dropping out 7) Restoration of Students Unions 8) School Based Budgeting of Public Education in Pakistan 9) The Impact of Children's Work on Education in collaboration with ILO 10) The subtle Subversion A report on Curricula and Textbooks in Pakistan 11) Alternative Text Books for Non-Muslims Students and capacity building of Teachers 2008-2010 12) The Relationship between Education and Religious Discrimination in Pakistan-Analysis of Curriculum and Pedagogy in Pakistani Schools
15.	Teacher Education Project – United States Agency for International Develop	Research Institute (USAID - Program)		Curriculum development, training teacher educators, Capacity building	Quantitative / Qualitative/ Both Nation-wide (provincial governments) *Location: Islamabad*	USAID	**Achievements of the Project:** 1) New two-year associate and four-year bachelor degrees in education introduced 2) More than 600 scholarships for study towards associate degree in education awarded 3) National Education Research and Evaluation System (NERES) established to inform education policy decisions through research 4) 20 institutions supported in research area on educational policy 5) National and provincial steering committees on teacher standards and accreditation formed, headed by appropriate education secretaries 6) Eight Pakistani teachers awarded scholarships pursue doctoral degrees in education in the United States

	ment (TEP-USAID)						
16.	UNESCO-Islamabad	Donor			*Location: Islamabad*		**Programmes/Projects:** 8) Education for All Coordination & Monitoring (Policy Advocacy, Capacity building of government officials on Education statistics and monitoring, Capacity building of district officials on Education planning and management, Consultation with Parliamentarians EDUCATION FOR ALL IN PAKISTAN) 9) Literacy Initiative for Empowerment (Policy Advocacy, Capacity Building, Curriculum/ Material Development, Piloting of Community learning centres and CCT, Resource Database of Literacy and Non Formal Education) 10) Teacher Education for Quality Education (Developing a strategic policy framework, Supporting the national body of Teacher accreditation and certificate, Evaluation of the current teacher training programme, Strengthening Teacher Education in Pakistan) 11) Education in Emergencies and Disaster Risk Management 12) Early Childhood Care and Education (ECCE) 13) HIV/AIDS Prevention Education 14) Education for Sustainable Development (ESD) **Publications:** 7) Macro Trends in Financing of Education in Pakistan 8) Why Pakistan Needs a Literacy Movement 9) Transition from Childhood to Youth 10) Protection of Youth 11) Provincial Early Childhood Education Plan 2011-2012 12) Education for All Plan Baluchistan 2011-2015 13) Guidelines for Mainstreaming Gender in Literacy Materials 14) Why Gender Equality in Basic Education in Pakistan
17.	World Bank Projects on Education in Pakistan	Donor			*Location: Islamabad*		**Projects: (2000-12)** 1) Pakistan: Promoting Girls' Education in Baluchistan (PGEB) 2) Pakistan: Second Punjab Education Sector Project 3) Pakistan: Tertiary Education Support Project 4) Pakistan - Punjab Education Sector Project - AF 5) Pakistan - Sindh Education Sector Additional Financing 6) Higher Education Support Program 7) Pakistan: Punjab Education Sector Project 8) Pakistan: Sindh Education Sector Project (SEP) 9) Punjab Education Development Policy Credit – IV 10) Pakistan: Baluchistan Education Support Project – BESP

11) Punjab Education Development Policy Credit – III
12) Second Education Sector Development Policy Credit
13) Punjab Education Sector Adjustment Credit
14) National Education Assessment System

Publications:
List of Publications (Year)
1) Crossing boundaries : gender, caste and schooling in rural Pakistan (2011)
2) Does cash for school influence young women's behaviour in the longer term? evidence from Pakistan (2011)
3) Evaluating public per-student subsidies to low-cost private schools: regression-discontinuity evidence from Pakistan (2011)
4) Challenges for youth employment in Pakistan: are they youth-specific? (2011)
5) Short-run learning dynamics under a test-based accountability system : evidence from Pakistan (2010)
6) Gender-targeted conditional cash transfers : enrolment, spill over effects and instructional quality (2010)
7) Wealth: crucial but not sufficient evidence from Pakistan on economic growth, child labour and schooling (2009)
8) Promotion with and without learning : effects on student enrolment and dropout behaviour (2008)
9) Learning levels and gaps in Pakistan (2006)
10) Conditional cash transfers and female schooling: the impact of the female school stipend program on public school enrolments in Punjab, Pakistan (2006)
11) A time a day: the possibilities and limits of private schooling in Pakistan (2006)
12) Migration, school attainment and child labour: evidence from rural Pakistan (2006)
13) Religious school enrolment in Pakistan: a look at the data (2005)
14) Household schooling decisions in rural Pakistan (2001)
15) How child labour and child schooling interact with adult labour (1999)

b) **KPK-Peshawar**

No	Name	type	Current research capacity (senior,	Thematic focus	Methodological and geographic focus	Main donor/funding/client	Some of the research projects/publications

			mid-career, junior staff)				
1.	Institute of education and research - University of Peshawar	Academic/ Research Institute	Senior in-house researchers: 11, Mid-career researchers: 3	Education (curriculum development, guidance and counselling, teaching methodologies, science education areas), Economics and Sociology	Quantitative (mainly) / Qualitative/ Both KPK (mainly, except for the conflict zones) *Location: Peshawar*	USAID (Pre-step), Norwegian Government, DFID, University of Peshawar	**Journal:** Journal of Education and Research
2.	National research and Development Foundation (NRDF)	Independent Research Institute	NRDF has a network of 12000 ulama.	Education, Health, Economics, Governance, Social Policy, Conflict and Peace.	National research and Development Foundation (NRDF)	Independent Research Institute	**Projects:** 1) NFE Schools for out of School Children's 2) Skills Enhancement Project for Girls 3) Sponsoring Children Education in Balakot 4) Distribution of Educational Kits in Afghanistan 5) Gender Gap in Primary Education project-Kohat 6) Computer-training courses for female Afghan students 7) Computer Literacy Scholarship Scheme 8) English Language Course for Ulama 9) Early Recovery Education Services in Crises Affected Areas of FATA (on-going) **Publications:** 1) Female Madaris Reforms in Pakistan/Girls Madrassa Education 2) Ulama's Knowledge, Attitude & Practices Study about Girls' Education in Kohat District

c) PUNJAB - Lahore

No	Name	type	Current research capacity (senior,	Thematic focus	Method ological and geograp	Main donor/funding/client	Some of the research projects/publications

			mid-career, junior staff)		hic focus		
1.	Ali Institute of Education Lahore (AIE)	Academic/Research Institute	6-7 PhDs	Education	Quantitative Punjab *Location: Lahore*	UNICEF, ENGRO, UNDP, Babar Ali foundation, Bulleshah textile mill, Child Friendly Schools (CFS)	**Research Articles:** 1) Comparison of grade-5 students learning of science in CFS and non-CFS environment. 2) Introduction of a new course "fundamentals of logic, reasoning and problem solving" at Ali Institute of Education, and its impact on the cognition of school teachers. ***Teacher Educators Consortium (TEC):*** The Continuing Professional Development Centre (CPDC) at the Ali Institute of Education has established a Teacher Educators Consortium (TEC) to provide a forum to teacher educators to develop a shared vision on teacher education.

2.	Centre for Economic Research in Pakistan (CERP)	Research Institute/Independent Think Tank	Research fellows:38	Education, national capacity building, Governance	RCTs
					Punjab (mostly), Sindh, KPK, Kashmir
					Location: Lahore
						Donors:
						DFID, WB, Ford Foundation, Poverty Action lab MIT, USAID, UKAID, PSDF
						
						National Partners:
						Punjab Livestock Development Department, Punjab Excise and Taxation Department and Punjab Resource Management Program,
						International Partners:
						Jameel Poverty Action Lab (J-PAL), Entrepreneurial Finance Lab (EFL), DFID, World Bank
							Projects:
							1) Education financing project:
							
							  ➢ to support the private education sector in Punjab thus making it sustainable in the long run
							  ➢ Donors: Tameer Microfinance Bank, Aman Foundation

3.	Centre for Resea	Academi	Senior Research fellows:7,	Education, Economics	Quantitative/ Qualitati	DFID, OSI, South Asia Network of Economic Institutes (SANEI), IGC,	*Education research at LSE focuses on a number of issues and includes: language in education; educational change; critical pedagogy; relationship between education, poverty and development. It has also focused on public-private school choices, the effect*

	rch in Economics and Business-Lahore School of Economics (CREB-LSE)	c/Research Institute	Research fellow:6, Visiting Researchers: 1, Research Associate:1		ve/ Both Punjab mostly, Sindh, Nation-wide, (secondary data only) *Location: Lahore*	British Academy, PERii.	*of external migration on educational enrolments and dropouts, schooling and child enrolment.* **Projects:** 1) Private versus Public Schooling Choice at the Household Level (Completed in 2012) **Publications:** 1) The Effects of External Migration on Enrolments, Accumulated Schooling, and Dropouts in Punjab 2) Impact of Schooling on Child Labour in Punjab, Pakistan. 3) Determining Education Attainment: A Tehsil Level Study
4.	Development Policy Research Centre at Lahore University of Management Sciences (DPRC-	Academic/Research Institute	Senior researchers: 28, Mid-career:14	Education, Governance, Economics, Social Policy	Quantitative/ Qualitative/ Both Nation-wide *Location : Lahore*	IGC, IFPRI,DFID, UNICEF, WB, UNICEF, USAID	**Project:** 1) CQE Funded Study on Learning in Punjab: Regional Gaps and School Characteristics. (Completed) 2) UNICEF funded study on Women and Children (On going) (The focused areas of the assessment includes: Child Poverty, Health & Nutrition, HIV/AIDS, early childhood development and education, water and environment sanitation, child protection, gender equality and mainstreaming, equity and disparities; emergencies) **Publications:** 1) Comparative Analysis Of The Role Of Private Education Sector In Improving Access And Quality Issues

						International Donors:	Major programs:
	LUMS)						
5.	Idara e Talee m-o- Aagah i (ITA)	Pu bli c Tru st	Senior Researchers: 4, Mid-career:4	Education, Health	Quantita tive/ Qualitati ve/ Both Mix methods , South Asia (SAAR C), Nation-Wide *Locatio n: Lahore*	**International Donors:** Canadian International Development Agency (CIDA), Dubai Cares, Foundation Open Society Institute (FOSI), International Labour Organization (ILO), Oxfam, DFID, UNESCO, UNICEF, United States Institute of Peace, US DOL, US Embassy - Small Grant Program, USAID, World Bank, International Philanthropist (ITACEC UK, PAGH USA), RutgersWPF **National Donors/Partners:** National Commission for Human Development (NCHD), Ministry of Social Welfare and Special Education, Pakistan Poverty Alleviation Fund, Punjab Education Foundation (PEF), Sindh Education Foundation, Local Philanthropist & Corporate Sector	**Major programs:** 1) Formal Education: Whole School Improvement Program (WSIP) ITA's niche area. 2) Non-formal programs for Child Labour and Vulnerable Groups through mainstream approaches. 3) Literacy and Livelihood programs for youth and adults. 4) Early Childhood Education (ECE). 5) School Enrichment Program – Clubs: Summer; ICTs, Youth, Homework Study & Bridge Programs. 6) Citizenship Education, Democracy, Human Rights and Governance (Youth, Community, School Councils & Teachers). 7) Public-Private Partnerships in Education through Corporate Social Responsibility (CSR). 8) Professional Development & Capacity Building for educators and education leaders & managers; in-country and abroad through the Institute for Professional Development (IPD). 9) Education in Emergencies. 10) South Asia Forum for Education Development (SAFED) **Achievements:** 1) Outreach to over 700 schools through WSIP – Whole School Improvement Program 2) 16,000 non-formal children have completed primary education 3) 300 former child labourers completing middle-level education 4) 3,000 children aged 12-17 years old made literate with skills and safer livelihoods 5) Education in Emergencies: Reached out to 212 schools in 23 camps 40,000 children and 1,000 teachers in Azad Jammu and Kashmir 6) Over 20,000 teachers/professionals provided in-service training; the teachers in turn have trained over 160,000 trainees/teachers 7) Over 700 head-teachers engaged in innovative models of leadership and management 8) 500 schools trained in local governance and school based management

						(Unilever Pakistan Ltd, Telenor, PMI ICI Pakistan, Nestle Pakistan, etc.), and Individual Philanthropists and Expatriates e.g. ITA-UK, PAAGH, Aisha Foundation USA	
6.	Institute of Development and Economic alternatives (IDEAS)	Think Tank	Total Senior researchers: 7 (permenant: 3, Visiting:4) Midcareer: None Junior: Varies from project to project (permanent: None)	Education, Economics, Governance, Conflict and Peace	Quantitative / Qualitative/ Both ——— Nation-wide *Location: Lahore*	Open Society Foundation (OSF)	None (Projects are in the pipeline)
7.	Learning and Educational Achievement in Punjab Schools (LEA	Education Project	**Principal Investigators:** PhDs: 3, Non-PhDs: 2 **Leaps Team Pakistan:** 15 (Non-PhDs)		———	World Bank, Pomona College, Harvard University, Government of Punjab	**The Learning and Educational Achievement in Punjab Schools Survey: The LEAPS Survey consists of data from 823 schools in 112 villages in 3 districts of Punjab—Attock, Faisalabad and Rahim Yar Khan.* **Publications:** 1) Mar 2010 Private Schools, Earthquakes: What we know from Pakistan (with insights for Haiti) **Academic Publications:** 1) Here Today, Gone Tomorrow? Examining the Extent and Implications of Low Persistence in Child Learning 2) Students Today, Teachers Tomorrow? Identifying constraints on Private Schools 3) A Dime a Day: The Possibilities and Limits of Private Schooling in Pakistan 4) Learning Levels and Gaps in Pakistan

	P) Project						5) Religious School Enrolment in Pakistan: A Look at the Data 6) Madrassa Metrics: The Statistics and Rhetoric of Religious Enrolment in Pakistan 7) The Rise of Private Schooling in Pakistan: Catering to the Urban Elite or Educating the Rural Poor?

8.	Mahbubul Haq Human Development Centre (MMHHDC)	Think Tank	Senior Research Fellows (without PhD):4, Associate fellows: 2,	Human development, Education, Poverty, Economic growth, trade, Health, Social Policy (Gender)	Quantitative / Qualitative/ Both
					Nation-wide
					Location: Lahore
							Projects:
							  1) Research Consortium on Educational Outcomes and Poverty (RECOUP) 2005-2010
							Human Development Report:
							  1) Human Development Report in South Asia 1998 – The Education Challenge

9.	Progra mme Monit oring & Imple menta tion Unit- Punja b Educa tion Sector Refor m Progra mme (PMI U- PESR P)	Go ver nm ent Re sea rch (C om mis sio nin g/p rod uci ng) Ins titu te		Education (Teacher training, Teacher rationalizati on, etc.)	Quantita tive / Qualitati ve/ Both Punjab *Locatio n: Lahore*	WB, DFID and CIDA	**Pilot Programs:** 1. effects of teachers' promotion and bonuses on the performance of students **Projects:** • Chief Minister's School Reforms Roadmap ➢ monitoring of the status and overall functionality of schools ➢ staff absenteeism ➢ student enrolment and attendance **Programs:** 1. Capacity Building of Teachers 2. Capacity Building of Education Managers 3. Textbook Reform 4. Provision of Free Textbooks 5. Stipends for Girl Students 6. Provision of Missing Facilities 7. Recruitment of Teachers 8. School Councils 9. Restructuring of the Punjab Education Foundation (PEF) 10. Establishment of the Punjab Examination Commission (PEC) 11. Monitoring and Evaluation
10.	Punja b Educa tion Asses sment Syste m (PEA S)	Re sea rch /As ses sm ent Ce ntr e	PhDs:5 Midcareer researchers: 2	Education	Quantita tive / Qualitati ve/ Both Nation- wide *Locatio n: Lahore*	World Bank	**Punjab Education Assessment Reports:** 1) Assessment Report 2005 2) Assessment Report 2006 3) Assessment Report 2007 4) Assessment Report 2008
11.	Societ y for	NG O	Senior Researchers:	Education, Governance	Quantita tive/	OSI, OXFAM, DFID Norway, Heinrich Boll	**Research reports:** 1) Promising Change: Six Case Studies of Whole School Development in Pakistan's

the Advancement of Education (SAHE)		5, Visiting Researchers: 3, Mid-career:8, Junior Researchers: 1		Qualitative/ Both Punjab(mostly), Nation-Wide *Location: Lahore*	Foundation	Faisalabad District (in collaboration with District Government of Faisalabad-case study 2008)

2) Education in Pakistan: What Works and Why (in collaboration with FOSI-research report 2007)
3) Achieving Education for All: Pakistan – Promising Practices in Universal Primary Education. Quality UPE Good Practice Series (in collaboration with commonwealth secretariat-research report 2007)
4) Issues of Gender in Education in Pakistan (Commonwealth Secretariat under Nexus Partnerships-research report 2007)
5) Evaluation of the World Bank's Assistance to Primary Education: Pakistan (World Bank, 2005)
6) A handbook on Good and Promising Practices in Universal Primary Education in Pakistan (Commonwealth Secretariat, Research Report-2005)
7) Creating Alternatives SAHE Community Based Schools for Girls: Pakistan (Oxfam-Novib, Case Study-2005)
8) A Gender Review of Education in the Punjab: 2003-2004 (UNICEF, Research Report-2005)
9) A Gender Review of Education in the Punjab: 2003-2004 (NORAD/UNESCO, Research Report-2004)
10) Education Research Component of the Support to Faisalabad Devolution Project (Arcadis,Mott MacDonald and GHK; 2004)
11) Teacher Management and Reform Study-Punjab (World Bank, 2004)
12) Review of District Reports on Devolution in Education (ADB/DFID, 2003)
13) Fiscal Devolution in Education: Case Study Reflecting Initial Responses (UNESCO, Case Study-2003)
14) Recent Developments in the Education Sector and assistance to CIDA mission for the Pakistan-Canada Basic Education Program (CIDA, Research Report-2002)
15) Learning to Teach: SAHE Education Watch Report (Oxfam-Novib, Research Report-2002)
16) Primary Education Management Provincial Case Studies - Punjab Pakistan (World Bank, Case Study-2002)

Survey reports:

1) Rationalization policy of staff and schools in Punjab(in collaboration with MM Pakistan / Cambridge Education-2012)
2) Improving Education through Large-scale Testing? A Study on Primary and

							Elementary Level Exams in Punjab (in collaboration with DFID-2011) 3) Out of School Children: A Case Study on Pakistan (UNICEF-2011) 4) Situation Analysis of Gender Disparity in Primary and Middle Education in the Punjab, Case Studies of Khanewal and Rawalpindi Districts (DFID, UNICEF and Department of School Education, Punjab-2010) 5) Situational Analysis of the Punjab Primary School Libraries (GTZ-2009) 6) Baseline Survey of GCETs in Punjab for Pre-STEP (USAID-2009) 7) Baseline Survey of Student Learning Achievement in City District Faisalabad for Class-VIII (GHK/DFID-2007) **Evaluation Report:** 1) Effectiveness of Cluster based Training Program of the Punjab Education Foundation (GIZ-2009) **Books:** 1) Educational Crisis and Reform: Perspectives from South Asia (South Asia Free Media Association-SAFMA, 2012) 2) Schooling the nation: Education, religion, politics, and identity in Pakistan (ESRC, 2012) 3) Contributed to "The Oxford Companion to Pakistani History", Edited by Ayesha Jalal (Oxford University Press, 2012)
12.	University of Education-Department of Education, Lahore	Academic/Research Institute	Senior Researchers: 7 Midcareer:4	Education(Restructuring of compulsory education, Development of resources in local languages, After effects of devolution on education)	Quantitative / Qualitative/ Both Nation-wide (mostly Punjab) *Location: Lahore*	USAID, UNESCO, CIDA	**Projects**: Name (Donors) 1. Strengthening Teacher Education in Pakistan (UNESCO, USAID) 2. Canada Pakistan basic Education Project (CIDA) 3. UE School franchise Project Punjab Rural Support Programme **Curriculum & Material Development:** 1) Schooling the nation: Education, religion, politics, and identity in Pakistan (Research Article, ESRC) 2) Social Pack for Juvenile Prisoners (Training, AGHS) 3) Aao Mil KarSeekhain (Learning together) (Training manual for pre-primary teachers) (2007, 2005, 2003, 2002; Oxfam-Novib) 4) Aao Mil KarKamKarain (Training manual for pre-primary teachers) (Oxfam-Novib) 5) Teaching Social Studies Package: Pakpattan District (2002, Oxfam-Novib) 6) Teaching English Kit (2002, Oxfam-Novib)

							Journal of Research and Reflections in Education
							1. Daily Stressors of University Teachers of Pakistan: Development and Validation of a Scale
							2. Concept of School Experience Programme among teachers for Quality Enhancement in Teacher Education
							3. Implementation of Devolution Plan; Variations in the Perceptions of District Education Officers of Pakistan
							4. Public versus Private Secondary Schools: A Qualitative Comparison
							5. Gender Empowerment through Women's Higher Education: Opportunities and Possibilities
							6. Enhancing Content Knowledge of In-service Science Teachers through Model and Modelling
							7. Impact of Decentralization in Education on Head Teachers' Job Satisfaction in Public Schools of Punjab
							8. "Mind the Gap!" Exploring the Tensions in Initial Teacher Training: School based Mentor Practices, Student Expectations and University Demands
							UNESCO Reports:
							1) The Conference on the Advocacy to Enhance the Status of Teachers 1-2nd September, 2008
							Identification of Best Available Teacher

d) SINDH -Karachi

No	Name	Type	Current research capacity	Thematic focus	Methodological and	Main donor/funding/client	Some of the research projects/publications

			(senior, mid-career, junior staff)		geographic focus		
1.	Aga Khan University-Institute for Educational Development (AKU-IED)	Academic /Research Institute	PhDs: 13, Non PhDs: 7	Education (building institutional capacity of education systems, conducting research, promoting scholarship, offering innovative teaching programmes, enhancing professional knowledge and skills and status of teachers, influencing education policy and practice)	*Location: Karachi*	IDRC, WB, UNESCO, Norwegian Agency for Development Corporation (NORAD)-Norway, UNDP, British Council-UK, USAID, Aga Khan foundation, Government of Sindh, DFID, Commonwealth-UK, OSI, Campaign for Quality Education (CQE), Pak Norway Project-Oslo College-Norway, Higher Education Commission and British Council Link Programme, Canadian Pakistan Basic Education Project (CP-BEP), Professional Development Centre-Leading Project (PDC EA) Dar es Salaam-Tanzania	**Projects:** **(2010-2012)** 1) Teacher Educators" Identity and Practice and Public Sector Institutions in Sindh and Punjab: A Cross-Case Study (Aga Khan University-Pakistan, Nov 2010 -In progress) 2) Identity Construction: A Narrative Inquiry of Teachers" of English in Pakistan (Aga Khan University-Pakistan, Nov 2010 –Dec 2011) 3) Education for "Cultural Diversity": Multi-site ethnographies of educational programs at UCA and AKU-IED (Aga Khan University-Pakistan, Nov 2010 -Dec 2011) 4) Researching Teachers" Knowledge about Mathematics: Implications for Policy and Practice (Internal Grant AKU-IED-Pakistan, 2008 – 2011) 5) Educational Inequalities and Students" Life Chances: Critical 6) Ethnographic Account of Two Schools in Gilgit-Baltistan (Internal Grant AKU-IED-Pakistan, 2009 in-progress) 7) An Investigation of the Educational Experience of Students Living in Poverty. (AKU-IED-Pakistan, 2009 In-progress) 8) Narratives of Personal and Professional Identity Construction of Teachers of English Language in Pakistan. (AKU-IED-Pakistan, 2009-Inprogress) 9) School Curriculum Response to Global Education Needs and its Testing in Pakistan: A case study. (AKU-IED-Pakistan, 2011 In-progress) 10) Science Teachers' Beliefs and Teaching Practices in Private Nursing Schools, Karachi (Aga Khan University-Pakistan, 2011 In-progress) 11) Exploring Student Participation in School Governance in Public Secondary Schools in Zanzibar: The case of Mkoani District. (AKU-IED-Pakistan, 2011 In-progress) 12) Schooling and the Development of Cultural Identity. (AKU-IED-Pakistan, 2011 In-progress)
2.	Applied Economics	Academic	**Total Number of PhDs:7,**	Education, Social sector, public finance,	Quantitative (mostly	Federal and Sindh Government, HEC, IMF, WB, ADB, UNDP	**Projects: project (donor, Date)** 1) Effectiveness of SMC's in Sindh (Extended Part) (Government of Sindh, 2008) 2) impact evaluation of the transport subsidy in enrolments in primary schools in

	Research Centre (AERC)	/Research Institute	**Total number of MPhils:7, Total MA and MScs: 20** Research Professors: 2, Senior Research Economists :4, Research Economists :6, Visiting Research fellows:13, Staff Economists :11, Junior Faculty members: 6	trade, poverty, gender, health **Website:** Urban, Education, health, nutrition, public finance, poverty, gender , environment, Agriculture, human development	in the past)/ Qualitative/ Both ___ Nation-wide *Location: Karachi*	**Website:** World Bank, the Asian Development Bank, USAID, UNDP, UNFPA, UNICEF, International Labour Organization, Harvard Institute for International Development, European Union, Inter-Agency Gender and Development Group, Free University, Amsterdam, International Food Policy Research Institute, Ford Foundation Agriculture Research Council, Planning Commission, Government of Sindh,	Baluchistan (WB, 2008) 3) School Placement Study in NWFP (World Bank , 2007) 4) Education Facilities in Baluchistan, Baluchistan Economic Report (Asian Development Bank & World Bank , 2007) 5) Effectiveness Assessment of School Management Committees (SMCs) of Primary School in Sindh (Government of Sindh, 2007) 6) Assessment of Institutions/Departments and their Impact on School Management Committees in Sindh (Government of Sindh/European Union, 2007) 7) Determining the Effectiveness of Incentives in Education for Furtherance of Education Sector Targets and Reforms (Government of Sindh, 2003) **Discussion Papers:** 1) Factors Influencing Student Achievement Scores: Public vs. Private Schools (2011, Forman Journal of Economic Studies) 2) Socioeconomic Determinants of School Progression in Pakistan (2007, Applied Econometrics and International Development)
3.	Collective for Social Science Research (CSSR)	Independent Think Tank	Senior Researchers: 3, Research Associates: 4, Research Officers:3, Research Assistant: 2, Visiting Researchers: 3	Education, Health, Economics, Gender and Social Policy.	Quantitative/ Qualitative (mostly) / Both ___ Nation-wide and abroad (Afghanistan, Thailan	As the organization is profit making, it bids for the projects (advertised by the national and international agencies). Grants: None	**Projects: (2011-2012)** 1) Impact Assessment of WFP's School Feeding Programme (February 2012 – May 2012) 2) Evaluation of ADB's Middle School Project (March 2004 - July 2004) 3) Financial Inclusion and Literacy (May 2012 - September 2012) 4) Social Marginalisation and Education in Pakistan (August 2006 - January 2007) **Publications:** 1) Assessment of World Food Programme (WFP) Pakistan's School Feeding Programme. (WFP and Collective for Social Science Research, June 2012) 2) Preliminary Policy Recommendations: Study of Marginalised and Excluded Groups' Access to Education. (UNICEF, Islamabad. October 2006) 3) Social Marginalisation and Education in Pakistan: Findings of a Qualitative Survey. (UNICEF, Islamabad. October 2006)

				d etc.) *Location: Karachi*			4) Study on Educational Interventions for Marginalised and Socially Excluded Groups in Pakistan: Approach to Fieldwork. (UNICEF, Islamabad. August 2006) 5) Middle School Project. Mimeograph. (CSSR Research, Karachi. 2004) 6) Who Missed School? Caste in Rural Pakistan. (Conference Paper, December 2002)
4	Pakistan Institute of Labour Education & Research	NGO		Labour Education (Strengthen and support mobilization and organizations of workers around issues of labour rights (education, health and shelter); Facilitate training and labour education; Engage in effective policy advocacy)	*Location: Karachi*	**Donors:**FederatieNetherlandseVakbeweging (FNV), Netherlands Organisation for International Development Cooperation (NOVIB), Freres des Hommes (FdH), Stichting de Zaaier, EU **Partner Organization:** Pakistan Fisher Folk (PFF), All Pakistan BhattaMazdoor Union, Pakistan Textile Workers' Union, All Pakistan Road Transport Workers' Union, Pakistan Engineering Workers' Union	**Programmes:** 1) Research, Education and Training (RET) 2) Advocacy and Networking (A&N) **Projects:** 1) Empowering Vulnerable Workers in Pakistan (funded by the European Union Consortium for a 3-year period, 2002-04) **Current Projects:** 1) Promoting Decent Work through Tripartite Consultation 2) Analyzing the Effectiveness of Intervention for the Release and Rehabilitation of Bonded Labourers 3) Promoting Social Justice: Education, Research and Mobilization for Labour Rights (Donor: FNV-NOVIB) **Publications:** 1) Labour, Debt and Bondage in Brick Kilns 2) Road Transport Workers in Pakistan -2006 -by ZeenatHisam 3) Denial and Discrimination: Labour Rights in Pakistan 2007 by ZeenatHisam 4) ? Child Labour in Hazardous Industries: A PILER Study, 1999. 5) Trade Union, Democracy & Development in Pakistan- 1996. 6) State Violation of Livelihood Rights: Imprisonment of India and Pakistani Fisherman-2007. 7) Contribution of Employees Old-Age Benefits Institution (EOBI) services to poverty alleviation. 8) Status of Decent Work and Minimum wage in textile, garments, dyeing & bleaching and light engineering sectors. 9) Social security among workers in the garments, fisheries, and light engineering sectors. 10) Study on Labour Judiciary Reforms. **Annual Reports:** 1) PILER Annual Report 2002 2) A PILER Profile 1982-2002

							3) PILER Annual Report 2004 4) PILER Annual Report 2005 **Initiatives:** 1) Pakistan Peace Coalition (PPC) 2) South Asian Labour Forum 3) Labour Rights Committees (LRCs)
6	Sindh Education Foundation- Government of Sindh	Se mi- aut ono mo us org ani zati on		Education (Program Support and Development, Resource Development, Capacity Building of School Stakeholders, Research, Monitoring and Evaluation, Student and Teacher Assessment)	Qualitati ve & Quantita tive research and Monitor ing& Implem entation *Locatio n: Head Office: Karachi ,* *Regiona l Offices: Hyderab ad, Larkana , Sukkhar , Dad, Mirpurk has, Shaheed Benazir abad.*	**Partners:** Anti-Development Bank (ADB), WHO, HANDS, Teacher's Resource Centre, ITA, AKU, Aga Khan Planning, Aga Khan Schools, SCSPEB, UNESCO, PAVHNA, Kingdom of the Netherlands	**Projects:** **Current initiatives:** 1) Adopt a School Program: SEF has been a pioneer in effectively engaging the private sector and communities in government school revival through the Adopt-A-School-Program (AASP) 2) Child Labor Education Program 3) Early Learning Program: The Early Learning Program (ELP), initiated in 2008 within 150 government schools, aims to institutionalize Early Childhood Education through qualitative reforms and increase participation in targeted geographical areas. 4) Foundation Relief Initiative 5) Integrated Education Learning Program 6) Jail School Project 7) Promoting Private Schooling in Rural Sindh Project (The Project has been designed by SEF in collaboration with the Reform Support Unit and the World Bank) 8) Rural Based Community Schools Project 9) Women's Literacy and Empowerment Program **Research Publications:** 1) Documenting Educational Innovations in Pakistan 2) Education for All – A Critical Review 3) Jandi Art: At the Crossroads 4) Understanding ECD through Practice: An Exploratory Study with ECD Teachers in Pakistan 5) Understanding School Dropout: A Case Study 6) Dialogue on Governance of Education in Sindh: A Synopsis **Institutional Publications:** 1) A Booklet on Public Private Partnership 2) Early Childhood Development Initiatives in Pakistan: A Mapping Study

							3) Safetywise: Milestones of the Road Safety Education Program 4) Rediscovering Childhood – Thematic Booklets **SEF Craft Corner:** As an empowerment initiative, SEF regularly engages community women for developing local handicrafts. The craftswomen are enrolled as learners in SEF's Women's Literacy & Empowerment Program in Sindh. **Past Initiatives:** 1) Acceleration of Girls' Education Project: SEF worked in close collaboration with the Ministry of Education on a UNICEF funded project to improve access to quality primary education for girls, aged between 5 to 9 years. The project was implemented in four districts of Sindh namely Thatta, Mirpurkhas, Sanghar and Khairpur for a period of six months, from July to December, 2004. 2) Improving Quality of Education Programme: The Improving Quality of Education Programme (IQEP), funded through the Open Society Institute (Pakistan) and coordinated by the Pakistan Centre for Philanthropy, was a pilot initiative that undertook quality interventions in selected primary schools within Hyderabad cluster of Sindh province. 3) Quality Assurance Resource Centre: As per the national educational policy (1998-2010) the SEF in collaboration with the Department of Education & Literacy, Government of Sindh, initiated a Quality Assurance Resource Centre (QARC) during 2002-2007.
7	Social Policy Development Centre (SPDC)	Advocacy / Research Institute	Principal Economists :5, Economists :3, Researcher: 2, Research Associate:1	Economics (Macroeconomics, Microeconomics, Public Finance and International Trade); Governance (Governance and Poverty); Social Policy (Gender and	Quantitative (mostly) / Qualitative/ Both Nation-wide *Location: Karachi*	IDRC, Norwegian Embassy, WB, CIDA (funded by CIDA in past)	**Publications:** 1) Article 366 Politicking in Education (AsgharSoomro) 2) Article 360 The Decline in Sindh. (AsgharSoomro) 3) Article 345 Gender and Public Spending on Education. (Muhammad Sabir) 4) RR71 Education Status of Districts: An Exploration of Inter-Temporal Changes (Haroon Jamal and Amir Jahan Khan) 5) RR67 Gender Inequality and Trade Liberalization: A Case Study of Pakistan (Naeem Ahmed and KalimHyder) 6) RR50 Private Returns to Education: Evidence for Pakistan (Haroon Jamal, Imran Ashraf Toor and Farhan Sami Khan) 7) RR49 Returns to Education: The Case of Fertility (Haroon Jamal and Imran Ashraf Toor) 8) RR46 The Knowledge Divide: Education Inequality in Pakistan (Haroon Jamal

				social development issues)			and Amir Jahan Khan) 9) RR9 Continuation Rates in Primary Education: A Study of Pakistan (Hafiz A. Pasha, Zafar H. Ismail and M. AsifIqbal) 10) RR6 Optimal Enrolment and Cost-Effective Expenditures for Public School System (Hafiz A. Pasha, M. AynulHasan, AjazRasheed et al.) 11) PP3 User Charges in Education (Zafar H. Ismail and M. AsifIqbal) 12) CP52 Is Female Illiteracy a Determinant for Child Malnutrition: An Analysis of Developing Countries (NaveedAamir and Abu Nasar) 13) CP48 Gender and Public Spending on Education in Pakistan: A Case Study of Disaggregated Benefit Incidence (Muhammad Sabir) 14) CP28 An Econometric Evaluation of Pakistan's National Education Policy, 1998-2010. (SajjadAkhtar and M. AjazRasheed) 15) CP26 Gender Differentials in the Cost of Primary Education: A Study of Pakistan (Zafar H. Ismail) 16) DB3 Database Report 1997: Education Module (Zafar H. Ismail, A. Rauf Khan, Abu Nasar et al.) 17) AR 5 Social Development in Pakistan: The State of Education

Annex 3: Profiles of the education faculties at the institutions of higher education

The major source of this data is the interviews of these organizations followed by the review of their websites.

Name of University, Department	Faculty		Publications
	PhD	Non-PhD	
Educational Planning, Policy Studies and Leadership (EPPSL)-AIOU	2	5	**Journal:** **Pakistan Journal of Education** **Contents:** • Organizational Commitment among the Private and Public Sector Universities' Teachers. • Educational Management and the Stress of the Teachers
Early Childhood education & Elementary Education department - AIOU	1	7	• The Use of Instructional Technology in Effective Teaching of Biology at Secondary Level • Impact of Financial Constraints on efforts for Achieving Universal Primary Education in Pakistan
Distance, Non-formal and Continuing Education Department-AIOU	2	4	• A Study of Impact of Advance Organizer on Students, General Comprehension
Special Education Department- AIOU	1	7	• Transformative Model of Life's Skills Basic Education for Gender Impact of Violence, Sexual Coercion and Vulnerability
Secondary Teacher Education Department-AIOU	3	6	to HIV/AIDS through Distance Mode of Teacher Training • A Comparison between Traditional and Reciprocal Teaching of Reading Poor Readers
Dept. of Science Education-AIOU	3	4	• An Overview of the benefits of In-service Training Programme regarding Improvement in Teaching Skills of Secondary
Institute of Mass Education-AIOU	0	9	School Teachers • The Status of Physical Education and Sports Facilities for Girls in the Secondary Schools
Pakistan Institute of Development Economics (PIDE)			**Pakistan Development Review (Journal of PIDE)** 5) Mismatch Between Education and Occupation: A case study of Pakistani Graduates (2011) 6) The Utilisation of Education and Skills: Incidence and Determinants among Pakistani Graduates (2011) 7) A Strategic Tool for Managing Intellectual Capital of Pakistan (2011) 8) Challenges for Youth Employment: Are they youth specific? (2010) **Working Papers** 4) The Gender Differences in School Enrolment and Returns to Education in Pakistan (2012) 5) Human Capital vs. Physical Capital: A Cross Country Analysis of Human Development Strategies. (2009) 6) Reforming Institutions: Where to begin? (2009)

			Research Reports: 4) Education and Earnings in Pakistan (2000) 5) Conditions of Teaching and Research in Economics: Some Preliminary Findings (1999) 6) The Education Sector in Pakistan (1989)
Department of Education- International Islamic University, Islamabad	9	8	**Journals:** • Mayar **Research Papers:** 1. Application of Hermeneutics in Education (Dr. Asad Abbas Rizvi) 2. Connections Between Theory and Practice in Teacher Education (Dr. Nabi Bux Jumani) 3. Prospective Teachers' Attitude Towards "Teaching as a Profession" (Dr. Samina Malik) 4. Innovations in Higher Education (Dr. Syed Asad Abbas Rizvi) 5. Relationship between the emotional Intelligence & the Academic Achievement of the Prospective teachers (Ms. Saira Ijaz)
Department of Education -Federal Urdu University of Arts Science and Technology -Islamabad	1	10	
National University of Modern Languages	9	12	**Faculty publications:** 1. Allah Bakhsh Malik, & et. al (2011). Perceived Learning Environment and Emotional Intelligence among Prospective Teachers. British Journal of Humanities and Social Sciences. Pp: 1-9 2. Allah Bakhsh. Malik (2010). Intellectual Property Rights: Conceptual Awareness of Research Students about Plagiarism. International Journal of Academics Research. Allah Bakhsh Malik (2009) "Evaluation of course Tutors Performance Through open Distance Learning in Pakistan Perception of the Students " Turkish online journal of Distance Education Tojde, 3. Hina, K.B, (2011) State of Citizenship Education: A Case Study from Pakistan International Journal of Humanities and Social Science, Vol. 1 No. 2; February 2011, PP 37-43 4. Hina, K.B, (2011) Assessment of usage of information and communication Technology Among raduates of Allama iqbal open university , International Journal of Humanities and Social Science , Vol. 1 No. 12; September 2011 ,PP 169-173 5. K.1. Hukamdad, Saqib Shahzad, Riasat Ali, Muhammad Zaigham Qadeer, Ansia (2011) "Impact of Sociolization on teachers peformance" International Journal of Academic Research Vol:3 pp:1279-1283 6. Saqib Shahzad, Riasat Ali, Muhammad Zaigham Qadeer, Hukamdad, Muhammad Saeed Khan (2011) "Community Attitude towards Female Education" International Journal of Academic Research Vol:3 pp:970-973 7. Muhammad Anwar, Hukamdad, Asaf Niwaz (2011) "Experience of E-Learning In Pakistan: Perceptions And Suggestions Of Graduate Students" International Journal Of Academic Research Vol:3 pp:373-376 8. Muhammad Naseer Ud Din, Hukam Dad, Javid Iqbal, Syed Shafqat Ali Shah & Muhammad Imran Niazi (2011) "Causes

		Of Male Dropout Rate In Pakistan" Journal of College Teaching & Learning Vol:8 pp:37-41 9. Hukamdad, Riasat Ali, M. Zaigham Qadeer, Saqib Shahzad & Muhammad Saeed Khan (2010) "Comparison of the Frequency and Effectiveness of Positive and Negative Reinforcement Practices in Schools" Journal of Contemporary Issues in Education Research Vol:3 pp:127-135 10. Malik Ghulam Behlol & Hukam Dad (2010) "Concept of Learning" International Journal of Psychological Studies, Canadian center of Science & Education Vol:2 pp:231-239 11. Muhammad Iqbal Majoka, Malik Hukam Dad, Tariq Mahmood (2010) "Student Team Achievement Division (STAD) as an Active Learning Strategy: Empirical Evidence from Mathematics Classroom" Journal of Education and Sociology, Baku,Azerbaijan Vol:- pp:16-20 12. Khurshid, F. (2009). Organizational Commitment among the Private and Public sector universities Teachers. Published in the Pakistan Journal al of Education Allama Iqbal Open University Islamabad 2009. 13. Butt, Z & Fauzia Khurshid, F. (2009). A Review of Resident's satisfaction and their involvement with the district government civics services, published in FWU Journal of Social Sciences –vol. 2, no-1 summer, 2009. 14. Fauzia Khurshid, (2010). Relationship of Personality Characteristics with Occupational Role Stress and Organizational Commitment among the Universities Teachers (Published in the Pakistan Journal of social issues 2, 2010, University of Gujrat Pakistan) pp1-11. 15. Fauzia , Zahir, Sufiana Khatoon (2011). Stress among the Private and public sector Universities Teachers. Published in International Journal Language in India August. 16. Sufiana Khatoon & Fauzia Khurshid. A Proposed Constructive Instructional Design (CID) for Teaching of Social Studies at Elementary Level. Publication in European Journal of Social Sciences Volume 23 issues 4, September 20011. 17. Sufiana Khatoon & Fauzia Khurshid. Nature of teacher-students' interaction in electronic learning and traditional courses of higher education- a review, published in Turkish online Journal of Distance Education-TOJDE October 2011 ISSN 1302-6488 Volume: 12 Number: Article 9. 18. Dr. Sufiana. K. Malik, (2010). Role of Distance Education in the Expansion of Female Higher education in Pakistan- A Review. Turkish Online Journal of Distance Education (TOJDE) Vol: 2 Number: 2. pp: 162-179 (Journal) 19. Dr. Sufiana. K. Malik and Rani Gulnaz, (2011). An Investigation into Students Perceived about Effectiveness of Oral Presentation at University Level. Language in India Vol: 11 pp: - (Journal)3. Dr. Sufiana. K. Malik and Nadia Bi Bi, (2011). A Study of Contribution of Aga Khan Education Services Pakistan for Primary Education at Chitral. Asian Social Science Vol: 7 pp: - (Journal)
Foundation University Islamabad-Foundation University College of Liberal Arts and Sciences (FUCLAS) (Foundation University Educational Complex, New Lalazar, Rawalpindi, Pakistan)	Info not available	
Department of Education -Iqra	Info specific to the	

University (Main campus, Gulshan Campus, North Nazimabad, Clifton Campus) Karachi	faculty of education is not available		
Department of Education-University Of Karachi	4	6	**Faculty Projects/Publications:** 1) Awareness Among Parents of Rural Community about the Education of their daughters: Problems and Prospects; a study conducted in Murad Memon Goth – Union Council – GADAP Town – Karachi, 2007" 2) Problems of Children's Education among People of Karachi Abadies (Slums): a study conducted in Karachi Abadies of Orange Town, Karachi" 3) Knowledge attitude & practice of family planning of rural mothers between (15-25) age: A study conducted in Safoora Goth, Gulshan-e-Iqbal town, Karachi. 4) The Rationale of Teaching and Learning Mathematics (research article)
Department of Education-University of Sindh	0	2	**Journal:** Sindh University Journal of Education (SUJE)
Department of Curriculum Development and Special Education-University of Sindh	0	6	
Department of Distance, Continuing and Computer Education- University of Sindh	0	7	
Department of Educational Management and Supervision – University of Sindh	1	4	
Department of Psychological, Testing and Guidance and Research-University of Sindh	1	6	
Department of Science and Technical Education-University of Sindh	1	4	
Institute of Education and Social Sciences-Hamdard University	2	4	
AKU-IED	13	7	<u>**Projects:**</u> **(2010-2012)** 13) Teacher Educators" Identity and Practice and Public Sector Institutions in Sindh and Punjab: A Cross-Case Study (Aga Khan University-Pakistan, Nov 2010 -In progress) 14) Identity Construction: A Narrative Iinquiry of Teachers" of English in Pakistan (Aga Khan University-Pakistan, Nov 2010 –Dec 2011) 15) Education for "Cultural Diversity": Multi-site ethnographies of educational programs at UCA and AKU-IED (Aga Khan

			University-Pakistan, Nov 2010 -Dec 2011)
			16) Researching Teachers" Knowledge about Mathematics: Implications for Policy and Practice (Internal Grant AKU-IED-Pakistan, 2008 – 2011)
			17) Educational Inequalities and Students" Life Chances: Critical
			18) Ethnographic Account of Two Schools in Gilgit-Baltistan (Internal Grant AKU-IED-Pakistan, 2009 in-progress)
			19) An Investigation of the Educational Experience of Students Living in Poverty. (AKU-IED-Pakistan, 2009 In-progress)
			20) Narratives of Personal and Professional Identity Construction of Teachers of English Language in Pakistan. (AKU-IED-Pakistan, 2009-Inprogress)
			21) School Curriculum Rresponse to Global Education Needs and its Testing in Pakistan: A case study. (AKU-IED-Pakistan, 2011 In-progress)
			22) Science Teachers' Beliefs and Teachign Practices in Private Nursing Schools, Karachi (Aga Khan University-Pakistan, 2011 In-progress)
			23) Exploring Student Participation in School Governance in Public Secondary Schools in Zanzibar: The case of Mkoani District. (AKU-IED-Pakistan, 2011 In-progress)
			24) Schooling and the Development of Cultural Identity. (AKU-IED-Pakistan, 2011 In-progress)
Department of Education-Jinnah University for Women	2	3	
Department of Education -Federal Urdu University of Arts Science and Technology-Karachi	3	2	
Department of Education Social Sciences-Indus University	6	11	**Journal:** Indus Journal of Management & Social Science (IJMSS) ISSN
Department of Education-Benazir Bhutto Shaheed University	2	1	
DadaBhoy Institute of Higher Education:	1		
Department of Education -University	1	9	*Annual report 2010-11

of Baluchistan			**Journals:** • Baluchistan Review (Current Issue: Teaching of Islamic studies as a subject in the secondary schools and madris in Pakistan)
Department of Education-SBK Women's University	Total Faculty:6, (non-PhD:2, info not available about others)		
Department of Education -Al Hamd Islamic University	2	7	
Department of Educational Development -KIU, Gilgit-Baltistan	4	3	
Department of Education-The University of AJK	2	6	
Department of Education -MIU,AJK	2	24	
Institute of Education and Research, UoP	8	5	**Journal:** Journal of Education and Research
Faculty of Arts, Social Sciences and Education, Sarhad University of Science and Information Technology, Peshawar and Islamabad	5	12	
Department of Education, Shaheed Benazir Bhutto Women University, Peshawar	0	4	**Journal:** • FWU Journal of Social Sciences
Department of Education, Abasyn University, Peshawar (Islamabad Campus)	3	6	**Journals:** • Abasyn Journal of Social Sciences (Current Issues: Impact of social networking websites on students, Teacher's job performance: The role of motivation)
Institute of Education and Research, University of Malakand, Malakand	0	6	
Department of Teacher Education, Qurtuba University of Science and Technology	4	4	
Faculty of Education, Hazara University, Mansehra	1	8	**Faculty Publications:** 1) Relationship of School Anxiety and school achievement of 10th class students of Dera Ismail Khan. 2) Relationship of children's ability to conserve number and quantity To their achievement in arithmetic and certain other

			characteristics. 3) A Study of development of Selective Attention in Pakistani children. 4) Relationship of Academic Self Concept and school achievement of 10th class students of Dera Ismail Khan city. 5) Effect of different subject combination as admission criteria on subsequent achievement of the students of M.Sc statistics, Gomal University. DIKhan. 6) A study of the effect of reversibility on conservation of number and quantity. 7) Study-orientation of high and low academic achievers at secondary level in Pakistan
Department of Education, University of the Swat, Swat	1	5	**Faculty Publications:** 1) Error Analysis:Learning Articles and Prepositions among Secondary School Students in Pakistan (Interdisciplinary Journal of Contemporary Research in Business. Institute of Interdisciplinary Business Research. UK) 2) The Effectiveness of scientific attitude toward Physics teaching through Inquiry Method Verses Traditional Teaching Lecture Method of female students at Secondary School Level in Pakistan (Interdisciplinary Journal of Contemporary Research in Business. Institute of Interdisciplinary Business Research. UK) 3) The Nature of Difficulties in Learning English by the students at Secondary School level in Pakistan (Interdisciplinary Journal of Contemporary Research in Business. Institute of Interdisciplinary Business Research. UK) 4) The Prevalence of Post Traumatic Stress Disorder (PTSD) among Flood Affected School Children in Pakistan (Interdisciplinary Journal of Contemporary Research in Business. Institute of Interdisciplinary Business Research. UK)
Institute of Education and Research, University of the Punjab, Lahore	2	0	**Journal:** 1) Bulletin of Education and Research (BER), Institute of Education and Research, University of the Punjab Lahore, 2007. 30 (1):
Department of Elementary Education-Institute of Education and Research, University of the Punjab, Lahore	5	2	2) Bulletin of Education and Research (BER), Institute of Education and Research, University of the Punjab Lahore, 2008. 31 (1):
Department of Busiess Education-Institute of Education and Research, University of the Punjab, Lahore	2	3	3) Research Journal of Islamic Education, (2008) **Publications/Research/Books:** **Research Articles:**
Department of Islamic Education-Institute of Education and Research, University of the Punjab, Lahore	1	3	1) Level of Access to Quality Health and Physical Education of Children with Disabilities in Pakistan, Journal of Education, 1, 2011 (Dr. Hina Fazil Assistant Professor) 2) Use of Pakistan Sign Language Vocabulary Books by Students with Hearing Impairment, Schema Humanities & Social
Department of Science Education-Institute of Education and Research, University of the Punjab, Lahore	3	5	Sciences Journal, 8, 2011 (Mrs. Samina Ashraf, Mrs. Ghulam Fatima) 3) Classroom Communication and Academic Achievement of Children with Hearing Impairment in Inclusive and Segregated Settings., Schema Humanities & Social Sciences Journal, 8, 2011 (Mrs. Samina Ashraf)
Department of Secondary Education-Institute of Education and Research, University of the Punjab, Lahore	7	3	4) Introducing science experiments to rote-learning classes in Pakistani middle schools, Evaluation & Research in Education, 23 (3), 2010 (Prof. Dr. Hafiz Muhammad Iqbal) 5) Education and Women's Development – A Comparative Analysis of Religious and Secular Approaches Muslim Education
Department of Technology Education-Institute of Education and Research, University of the Punjab, Lahore	1	5	Quarterly, U.K. (Mumtaz, A, 2008) 6) General Methods of Teaching of Hazoor SAW . (In Urdu) Research Journal of Islamic Education , 8(1) :58-66 (Akhtar, M. M, 2008)
Department of Educational Research	4	3	7) Uniform System of Education. (In Urdu) Research Journal of Islamic Education , 8(1) :32-35 (Akhtar, M. M. S, 2008), 8) Effect of stress on students' self-esteem. PUTAJ Humanities and Social Sciences, 14 :141-162. (Rana, R. A., and Akhtar,

and Assessment-Institute of Education and Research, University of the Punjab, Lahore			M. S, 2007) 9) Relationship between classroom learning environment and students' achievement in higher education. Journal of Elementary Education, 17 (2):83-90. (Rana, R. A., and Akbar, R. A, 2007). 10) Effect of Stress on Students' Self-esteem (Jointlyauthored), PUTAJ (Akhtar, M. M S, 2007), 11) Application of Total Quality Management in Education (Jointly authored) Journal of Quality and Technology Management (Akhtar, M. M S, 2007). 12) Dr. Shaukat Ali Raza. 1st author,; Assessing Need for Teaching Development of Faculty at Universities of Pakistan: A Students' Perspective, Bulletin of Education and Research, , 33(2), 2011 13) Dr. Shaukat Ali Raza. 3rd author ,; Impact of supportive leadership and organizational learning culture as a moderator on the relationship of psychological empowerment and organizational commitment, Australian Journal of Business and Management Research, 1(8), 2011 14) Dr. Shaukat Ali Raza. 3rd author,; Comparative analysis of computer software and Braille literacy to educate students having visual impairment, Australian Journal of Business and Management Research, 1(8), 2011 15) Dr. Shaukat Ali Raza. 2nd author ,; Efficiency and Market Power in Pakistani Dairy Processing Industry in Pakistan, Asian Social Science, , 1(8), 2011 **Books:** 1) Title: Education in Pakistan: Developmental Milestones Publisher: Paramount Publishing Enterrise, Year: 2011 (Prof. Dr. Hafiz Muhammad Iqbal) 2) Title: Exploring Science: Activities for Primary Children Publisher: Centre for Human Excellence, Year: 2011 (Prof. Dr. Hafiz Muhammad Iqbal) 3) Title: Pakistan: System of Education. In international Encyclopedia of Education 3rd Edition Publisher: Edited by EVA Baker, Penelope Peterson and Barry McGaw, Elsevier, Year: 2011 (Dr. Nasir Mahmood)
Department of Special Education-University of the Punjab, Lahore (Under Departments: Child Welfare Centre, P.U. Educational Testing Services, Sohail Iftikhar Research Centre)	4	2	**Publications/Research/Books:** 1) Dr. Hina Fazil,; Perceptions of prospective special education teachers about autism and it's implications in Pakistan, Pakistan Journal of Special Education (PJSE) ISSN No.1818-2860, 10, 2009, 2010
Department of Education, Bahauddin Zakaria University, Multan.	3	8	
Department of Education, Fatima Jinnah Women University, Rawalpindi	3	7	**Faculty Publications:** 1) Foundation Reader 8 for Class VIII English (Editor) National Book Foundation Islamabad 2004. 2) Status of Teachers in Pakistan (2002) Published by UNESCO Islamabad. 3) Open and Distance Learning in South Asia and Pacific Regions Pakistan Chapter Published by Open University Hong Kong (2001). 4) Class VI Everyday English School textbook and workbook prepared for the Middle School textbook Project of MOE & ADB. (2000). 5) M.Ed. (829) Teacher Education in Pakistan: Units 5-9 & Allied material Book. (1998).

			6) Modules for UNESCO Islamabad: Role of Assessment and learning achievement (2003), Instructional Objectives and Assessment (2003). 7) Sabir, F. (2009). Book Review. Gender and Education in Pakistan. Vol. 8, No 2. 8) Sabir, F. (2009). A Critical Analysis of Student Assessment at Secondary Level (Grade IX & X) in Pakistan. Journal of Gender and Social Issues, Vol. 8, No 1. pp.27-33. 9) Anila, Khan, F.N., Sabir, F. (1993). Men's Sex Role Attitudes as Related to their Age, Marital Status, Occupation, and Education published in Pakistan Journal of Psychological Research (PJPR) National Institute of Psychology, Centre of Excellence, Quaid-i-Azam University, Islamabad. Vol.8, Nos.3-4, pp. 53-63. 10) 2009 (In Press) (Jawad Alia co-authored with Zeba Saeed) An Analytical Study on the Strategies for Orphans. Pakistan Journal of Education. 11) 2008 (Jawad Alia co-authored with Nazia Rasheed) Comparison of Student's Attitude towards Inclusive Education in Special and Inclusive Schools. Pakistan Journal of Education 25 (2), 29-48. 12) 2006 Project Approach: An Answer to Promote Creativity in Primary School Education, Pakistan Journal of Education, XXIII (I)
Department of Education, University of Gujrat, Gujrat	3	3	*UOG Annual Report 2006-10 **Faculty Publications:**
Department of Physical Education & Sports Science University of Gujrat, Gujrat	0	5	1) Effects of Women' Education and Marriage Period on their Decision Making Power at Household Level in Gujrat-Pakistan (Middle East Journal of Scientific Research)
Institute of Education, Lahore College for Women University (Under Departments: Departments of Education, TESOL, Physical Education, Department of Research & Evaluation and Department for Professional Studies)	4	6	**National and International conferences** 1) First National Research Scholars Conference in Education 2012 2) International Conference on Gender, Equity and Education 2012 **Journal:** • International Journal for Educational Enquiry and Reflection (IJEER) **Focus Areas of Research:** 1) Educational Leadership and Administration 2) Sustainable Development and Education 3) Gender and Education 4) Human Rights Education 5) Education and Development 6) Teacher Education 7) Art/s Education 8) Science Education
Department of Education, the Islamia University of Bahawalpur	2	5	**Journals:** • Journal of Educational Research: The Educational research Journal is published twice a year in April and October (Previous Issue: JER Vol.9 No.2, JER Vol.10 No.1, JER Vol.10 No.2, JER Vol.11 No.1, JER Vol.11 No.2, JER Vol.12

No.1, JER Vol. 12, No. 2, JER Vol. 13, No. 1)

Faculty Publications:

1) Ali, A., R.H. Tariq and K.J. Topping. (2012). Perspectives of academic activities of universities in Pakistan. Journal of Further and Higher Education 36, no. 3:1-78. (Tylor and Francis, UK)(I.F. .556).
2) Buzdar, M. A. and A. Ali. (2012). Should I conduct research? Expressions of Pakistani research scholars. Cypriot Journal of Educational Sciences 7, no. 1, 25-32 (Cypris)
3) Ali, A., K.J. Topping, R.H. Tariq, and P. Wakefield. (2011). Entrepreneurial propensity in Pakistan and UK: A comparative study of Pakistan and UK perspective teachers. Pakistan Journal of Commerce and Social Sciences 5, no. 2:243-265. (Pakistan)
4) Buzdar, M.A., A. Ali and M. Nadeem. (2011). Educating womens rights through teacher education in Pakistan: reality or paradox. International Journal of Educational Sciences 3, no3: 918-929. (Turkey)
5) Ali, A., K.J. Topping and R.H. Tariq. (2011). Entrepreneurial attitudes among potential entrepreneurs. Pakistan Journal of Commerce and Social Sciences 5, no. 1:12-46. (Pakistan)
6) Malik, M.A., M.A. Adeeb, A. Ali etal (2011). Role of instructional technology in training of non-formal basic education. Language in India 11, no. 4:322-329 (India).
7) Buzdar, M.A. and A. Ali. (2011). Teacher as community mobilizer: case of primary school teachers in Punjab (Pakistan). International Online Journal of Educational Sciences 3, no. 2:448-460. (Turkey)
8) Ahmed, I., A.A. Gujjar and A.Ali. (2011). A comparative study of effectiveness of concept attainment model and advance organizer model in teaching of English course of teacher education. Language in India 11, no 3:216-231 (India).
9) Malik, M.A., M.A. Adeeb , A. Ali etal. (2011). Community-school partnership in non-formal basic education: targets and successes in Pakistan. International Journal of Academic Research 3, no. 2:297-302 (Azerbaijan)
10) Buzdar, M.A. and A. Ali. (2011). Socioeconomic effects of flood on female teachers in Jampur (Pakistan). Turkish Online Journal of Qualitative Inquiry 2, no. 4:71-79. (Turkey)
11) Ali, A., K.J. Topping and R.H. Tariq. (2010). Entrepreneurial attributes among postgraduate students of a Pakistani University. US-China Education Review 7, no. 5: 66-77 (USA)
12) Buzdar, M.A. and A. Ali. (2010). Parents attitude towards daughters education in tribal area of Deara Ghazi Khan (Pakistan). Turkish Online Journal of Qualitative Inquiry 1, no. 2:16-23. (Turkey)
13) Ali, A., R.H. Tariq and K.J. Topping. (2009). Students perception of university teaching behaviours. Teaching in Higher Education 14, no. 6:631-647 (Taylor and Francis, UK) (I.F. .554)
14) Ali, A., K.J. Topping and R.H. Tariq. (2009). Entrepreneurial inclinations of prospective teachers. New Horizons in Education 56, no. 2:1-15 (Hong Kong)
15) Ali, A. (2006). Concept of university in the age of globalization. Journal of Educational Research 9, no. 2:39-50 (IUB Pakistan)
16) Dilshad, M. and A. Ali. (2006). Aims of education in the light of Iqbals Philosophy of Education. Pakistan Journal of Education 23, no. 1:1-13 (AIOU, Pakistan)
17) Ali, A. (2005). A study of quality of teaching at university level in Pakistan. Journal of Social Sciences and Humanities 3, no. 1:96-111 (IUB, Pakistan)
18) Tariq, R.H. and A. Ali. (2000). Students perceptions of science instructions. Journal of Research Humanities 17: 33-

			39.(BZU, Pakistan) 19)Farooq, A. and A. Ali. (1997). An analysis of students attitude towards Physics. Journal of Educational Research 5, no 2:98-102 (IUB, Pakistan) 20)Shami, J.U. and A. Ali. (1997). Learning the pronunciation of the English language. Journal of Educational Research 5, no 1: 56-64 (IUB, Pakistan) 21)Ali, A. (1994). Students awareness of Science. Journal of Educational Research 2, no. 1:39-44 (IUB, Pakistan) 22)Development of Achievement Test. Islamic Studies for class 9th. 23)Effects of Parental Profession. on the Edu. Attainment of Sec. Sch. Children.
Department of Education-Government College University, Faisalabad	6	9	**Publications:** 1. Does Ege at First Enrolment Affect Female Educational Attainment? The Case of Rural Punjab, Pakistan. Pak. J. Agric. Sci., 46(4) 302-307 (Hashmi. N, M.I.Zafar, A. Kanwal, S. Akhtar.-2009). 2. Low Female Educational Attainment in Rural Pakistan: Causes and RemediesPak. J. Sci 61(4) 215-219. (Hashmi. N, M.I.Zafar* and T. Ali*-2009) 3. Does Traditional Attitude Matter? Female Educational Attainment in Rural Pakistan.Pak. J. Sci 61(4) 205-209 (Hashmi. N, M.I.Zafar* and T. Ali*-2009).
Division of Education, University of Education, Lahore	5	2	**Projects**: Name (Donors)
University of Education, Attock Campus	2	7	4. Strengthening Teacher Education in Pakistan (UNESCO, USAID) 5. Canada Pakistan basic Education Project (CIDA)
University of Education, Faisalabad Campus	1	28	6. UE School franchise Project Punjab Rural Support Programme
University of Education, Jauharabad Campus	1	16	
University of Education, Bank Road Lahore Campus	3	42	**Curriculum & Material Development:**
University of Education, Lower Mall Lahore Campus	4	20	7) Schooling the nation: Education, religion, politics, and identity in Pakistan (Research Article, ESRC)
University of Education, Multan Campus	2	31	8) Social Pack for Juvenile Prisoners (Training, AGHS) 9) Aao Mil Kar Seekhain (Learning together) (Training manual for pre-primary teachers) (2007, 2005, 2003, 2002; Oxfam-Novib)
University of Education, Okara Campus	4	26	10) Aao Mil Kar Kam Karain (Training manual for pre-primary teachers) (Oxfam-Novib) 11) Teaching Social Studies Package: Pakpattan District (2002, Oxfam-Novib)
University of Education, Township Lahore Campus	1	9	12) Teaching English Kit (2002, Oxfam-Novib)
			Journal of Research and Reflections in Education

			9. Daily Stressors of University Teachers of Pakistan: Development and Validation of a Scale 10. Concept of School Experience Programme among teachers for Quality Enhancement in Teacher Education 11. Implementation of Devolution Plan; Variations in the Perceptions of District Education Officers of Pakistan 12. Public versus Private Secondary Schools: A Qualitative Comparison 13. Gender Empowerment through Women's Higher Education: Opportunities and Possibilities 14. Enhancing Content Knowledge of In-service Science Teachers through Model and Modeling 15. Impact of Decentralization in Education on Head Teachers' Job Satisfaction in Public Schools of Punjab 16. "Mind the Gap!" Exploring the Tensions in Initial Teacher Training: School based Mentor Practices, Student Expectations and University Demands **UNESCO Reports**: 2) The Conference on the Advocacy to Enhance the Status of Teachers 1-2nd September, 2008 Identification of Best Available Teacher Education Practices in Punjab
Lahore University of Management Sciences-Development Policy Research Centre (DPRC-LUMS			**Project:** 3) CQE Funded Study on Learning in Punjab: Regional Gaps and School Characteristics. (Completed) 4) UNICEF funded study on Women and Children (On going) (The focused areas of the assessment includes: Child Poverty, Health & Nutrition, HIV/AIDS, early childhood development and education, water and environment sanitation, child protection, gender equality and mainstreaming, equity and disparities; emergencies) **Publications:** Comparative Analysis Of The Role Of Private Education Sector In Improving Access And Quality Issues
Lahore School of Economics-Centre for Research in Economics and Business (CREB-LSE)			**Education research at LSE focuses on a number of issues and includes: language in education; educational change; critical pedagogy; relationship between education, poverty and development. It has also focused on public-private school choices, the effect of external migration on educational enrolments and dropouts, schooling and child enrolment.* **Projects:** 2) Private versus Public Schooling Choice at the Household Level (Completed in 2012) **Publications:** 4) The Effects of External Migration on Enrolments, Accumulated Schooling, and Dropouts in Punjab

			5) Impact of Schooling on Child Labour in Punjab, Pakistan. 6) Determining Education Attainment: A Tehsil Level Study
University of Education-DG Khan	Website not working		
School of Education-BNU	3	4	**Projects:** 1) SE ELM Community Project Conducted Successfully: The Department of Educational Leadership and Management (ELM), School of Education at the Beaconhouse National University held a Charity Fun Fair on the 9th of June, 2012 at the BNU City Campus. **Publications:** 1) 1999. Language, Education and Culture Karachi: Oxford University Press. Paperback reprinted, 2000 & 2003. Reprinted as Language, Education and Culture in Pakistan Islamabad: Chair on Quaid-i-Azam and Freedom Movement, NIPS, 2011. 2) 2002. Language, Ideology and Power: Language-Learning Among the Muslims of Pakistan and North India Karachi: Oxford University Press. Revised edition published by Orient Longman, Delhi, 16 Jan 2008. 3) 2004. Denizens of Alien Worlds: A Study of Education, Inequality and Polarization in Pakistan (Karachi: Oxford University Press, 2004 Reprinted 2006), pp. 210
Science Department AIE	Info not avl	2	**Research Articles:** 3) Comparison of grade-5 students learning of science in CFS and non-CFS environment. 4) Introduction of a new course "fundamentals of logic, reasoning and problem solving" at Ali Institute of Education, and its impact on the cognition of school teachers. ***Teacher Educators Consortium (TEC):*** The Continuing Professional Development Centre (CPDC) at the Ali Institute of Education has established a Teacher Educators Consortium (TEC) to provide a forum to teacher educators to develop a shared vision on teacher education.
Professional Studies department-AIE		4	
Language Department-AIE		4	
Mathematics Department-AIE		1	
Continuous Professional Development Centre-AIE	Info not avl.		
In-Services department-AIE	0	5	

Sequence: Islamabad, Sindh, Baluchistan, Gilgit/AJK, KPK, Punjab

Annex 4: List of acronyms

No	Acronyms	Meaning
1.	AEPM	Academy for Educational Planning and Management
2.	AERC	Applied Economics Research Centre
3.	AIE	Ali Institute of Education Lahore
4.	AKDN	Aga Khan Development Network
5.	AKU	Aga Khan University
6.	AKU-IED	Aga Khan University-Institute for Educational Development
7.	APEX	APEX Consulting
8.	AusAID	Australian Agency for International Development
9.	ASER	Annual Status of Education Report
10.	CERP	Centre for Economic Research in Pakistan
11.	COSS	Council of Social Sciences
12.	CPDI	Centre for Peace & Development Initiatives
13.	CPPG-FCCU	Centre for Public Policy and Governance
14.	CREB-LSE	Centre for Research in Economics and Business at Lahore School of Economics
15.	CRSS	Centre for research and Security Studies
16.	CSSR	Collective for Social Science Research
17.	DFID	Department for International Development
18.	DPRC-LUMS	Development Policy Research Centre at Lahore University of Management Sciences
19.	DSD	Directorate of staff development
20.	ECON DEPT-LUMS	Economic Department at Lahore University of Management Sciences
21.	GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
22.	GSC-QAU	Gender Studies Centre, Quaid e Azam University
23.	HEC	Higher Education Commission
24.	HSA	Health Services Academy
25.	IDEAS	Institute of Development and Economic Alternatives
26.	IDRC	International Development Research Centre
27.	IDS	Innovative Development Strategies
28.	IFPRI	International Food Policy Research Institute
29.	IGC	International Growth Centre
30.	IIIE-IIUI	International Institute of Islamic Economics, International Islamic University Islamabad
31.	IPP-BNU	Institute of Public Policy, Beacon house National University

32.	IPRI	Islamabad Policy Research Institute
33.	IPS	Institute of Policy Studies
34.	IRS	Institute of Regional Studies
35.	I-SAPS	Institute of Social and Policy Sciences
36.	ISSI	Institute of Strategic Studies Islamabad
37.	ITA	Idarah e Taleem o Aagahi
38.	LEAPS	Learning and Educational Achievements in Punjab Schools
39.	MHHDC	Mahbub ulHaq Human Development Centre
40.	MSI	Management Systems International
41.	NARC	National Agricultural Research Centre
42.	NIPS	National Institute of Population Sciences
43.	NRDF	National Research & Development Foundation
44.	OPM	Oxford Policy Management
45.	PARE	Pakistan Association for Research in Education
46.	PEAS	Punjab Education Assessment System
47.	PEC	Punjab Examination Commission
48.	PEF	Punjab Education Foundation
49.	PIDE	Pakistan Institute of Development Economics
50.	PILDAT	Pakistan Institute of Legislative Development and transparency
51.	PIPS	Pakistan Institute of Peace Studies
52.	PITAD	Pakistan Institute of Trade and Development
53.	PMIU-PESRP	Programme Monitoring and Implementation Unit –Punjab Education sector Reform Programme.
54.	PSD-KU	Political Science Department- Karachi University
55.	PTB	Punjab Textbook Board Lahore
56.	RADS	Research and Development Solutions
57.	RECOUP	Research for Development Research Consortium on Educational Outcomes and Poverty
58.	RSPN	Rural Support Programme Network
59.	SAHE	Society for the Advancement of Education
60.	SASSI	South Asian Strategic Stability Institute
61.	SDPI	Sustainable Development Policy Institute
62.	SEBCON	Socio –Economic and Business Consultants Pvt. Limited
63.	SED	School Education Department Lahore
64.	SPDC	Social Policy and Development Centre
65.	SPERP-UOE	Society for Promotion of Educational Research in Pakistan-University of Education

66.	TEP-USAID	Teachers Education Project- United states Agency for International Development
67.	UAF	University of Agriculture Faisalabad
68.	UNESCO	United Nations Educational, Scientific and Cultural Organization
69.	UNICEF	United Nations Children's Fund
70.	USAID	United States Agency for International Development