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DEVELOPMENT OF EDUCATION
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EXECUTIVE SUMMARY

The number of primary schools in 1995-96, including mosque schools, are 115,744 with an enrollment of 11.5 million. The number of middle schools are about 10,586 in 1995-96 with an enrollment of 3.5 million, and about 10,344 high schools with 1.4 million students. The number of colleges (Arts, Science and Professional) is 864 with an enrollment of 882,218 while that of universities is 24 with 71,441 students.

In terms of access to primary schools, of the estimated 20 million school-age population, 13 million, or approximately 73 per cent are enrolled in schools. Gross enrolment of girls is about 57 per cent. Half the number of children who enroll do not complete primary schooling. The implication is that input into the education system, i.e. school infrastructure, teachers and materials, whether provided by the government or donor and other development agencies, has not been matched by outcomes in terms of completion and student performance. This situation has raised serious concerns about such process parameters as quality of school administration and management, supervisory practices, teaching methods and the role of local communities in the education process. Introduction and implementation of Social Action Programme is a step forward to improve the situation, particularly in basic education.

Participation rate at the primary stage is estimated to be 73 percent at the middle stage at 46 percent and at the secondary stage at 32 percent. Pakistan's literacy rate is only about 37.9 percent - 50 percent among male population and 25.3 percent among females. Literacy rate for both sexes in urban areas is 58.3 percent while in the rural areas it is 28.3 percent.

The annual budget for education during 1993-94, 1994-95 and 1995-96 has been Rs.34.80 billion, Rs.43.0 billion and Rs.54.1 billion, respectively¹. The allocations represent an increase of almost 66 percent in two years. In terms of GNP, the allocations have registered an increase from 2.2 percent to 2.5 percent. The government has also introduced a Bill which will ensure that minimum 3% of GNP is spent on education by the year 2000. The Eighth Five Year Plan has provided Rs.69.0 billions for education during 1993-98 which is three times higher than the provision of Rs.23.0 billion during the Seventh Plan period (1988-93).

Pakistan's education scene has begun to change. Although the change is not as substantial as it should have been, it is a change for the better nonetheless. And this is so in spite of the fact that most of the gains of the tremendous efforts made and huge sums spent over the years have been eaten away by population explosion. Still, the Government is trying to take the nation into the new century with a higher literacy rate and better participation ratios.

¹The approved budget for 1996-97 is Rs. 53.84 Billion.

Government's policy is conducive to positive change as evidenced by Social Action Program (SAP) which covers basic health, primary education, population welfare and rural water supply and sanitation. The SAP focusses on increased coverage and quality of basic services, institutional capacity and reduction of gender inequalities. New initiatives like the legislative framework for basic education, strengthening capacities of education personnel, establishing public and private partnership are in process. Given political will, people's commitment and international cooperation, the country hopes to achieve this cherished goal.

1. THE CONTEXT

Pakistan is an Islamic Republic with an estimated population of 128 million. The country has four provinces and four territories under federal administration. They are variations of topographic features, size and distribution of the population, status of social indicators, socio-cultural practices and languages. The economy has been growing but there is a dichotomy between economic and social indicators.

Levels of literacy between 35 and 40 percent (please see Table-1) result from low access to schools and a high dropout rate. Irrelevant curricula, un-stimulating teaching practices and unattractive environments do not offer incentive to poor families. Child labor, lack of sanitary facilities, and teacher absenteeism are other contributing factors.

The literacy rate among women is much lower than men. Lack of participation in planning and management as well as lack of support at home are key underlying causes -- basis of which are social taboos, the feudal power structure and inequitable distribution of resources.

Table No.1
Literacy Profile

Year	1961	1972	1981	1995-96*
All Areas	16.7	21.7	26.2	37.9
Rural	10.6	14.3	17.3	28.3
Urban	34.8	41.5	47.1	58.3
Male	25.1	30.2	35.1	50.0
Female	6.7	11.6	16.0	25.3

*Economic Survey 1995-96

Pakistan's literacy rate is estimated at 37.9 percent - 50 percent male and 25.3

percent female-in 1995-96. Literacy rate for urban and rural areas is 58.3 and 28.3 percent respectively. The number of primary schools in 1995-96, including mosque schools, primary schools in 1995-96, including mosque schools, are 115,744 with an enrolment of 11.5 million. The number of middle schools are 10,586 in 1995-96 with an enrolment of 3.5 million, and 10,344 high/secondary vocational schools with 1.4 million students. The number of colleges (Arts, Science and Professional) is 864 with an enrolment of 882,218 while that of universities is 24 with 71,441 students.

Government's policy is conducive to positive change as evidenced by Social Action Program (SAP) which covers basic health, primary education, population welfare and rural water supply and sanitation. The SAP focusses on increased coverage and quality of basic services, institutional capacity and reduction of gender inequalities.

There is a large network of infrastructure and extensive system for delivery of the educational programmes. Education officials at district level are responsible to manage education delivery. However, only 40 percent of children complete primary education under this system. Reasons given include poor quality of services, non availability of basic supplies, inappropriate behavior of service providers and cultural barriers.

The social sector lacks a fair share of existing resources. Allocations favour costs of infrastructure and salaries, and sectoral training of workers. There is irrational deployment of physical and human resources due to political interference, inadequate access to information, low management skills and little accountability.

There is demotivation and apathy at the programme manager level while mechanisms for participation of communities are not fully developed. Participation of Non-Governmental Organizations (NGOs/Community-Based Organizations (CBOs) private sector, media, religious and political forces and extended families is limited. Little emphasis is given to coordination of efforts or impact assessment.

2. CONSTITUTIONAL RESPONSIBILITY

Education has been and continues to be primarily a provincial subject. However, under the 1973 Constitution, it has been placed on the Concurrent List and the Federal Government has been given the responsibility for policy, planning and promotion of educational facilities in the federating units to meet the needs and aspirations of the people. It also acts as the overall policy-making, coordinating and advisory authority.

3. ADMINISTRATIVE STRUCTURE

At the Federal level, there exists a Ministry of Education which has been assigned responsibilities regarding the following:

- Policy, Planning, Curriculum, Syllabus, Centers of Excellence, Standards of Education.
- Libraries, Museums and similar institutions controlled or financed by the Federal Government.
- Matters concerning Pakistani students in foreign countries and foreign students in Pakistan.
- Islamic education.
- Copyright, Inventions, Designs, Trade-marks, and Merchandize marks.
- Inquiries and statistics for the purpose of any of the materials in the list.
- Federal Agencies and Institutes for Research or Professional or Technical Training for the promotion of Special Studies.

In addition to the above, the Ministry administers educational institutions located in the Federal Capital Territory, the Centers of Excellence and Area Study Centers, and other nationalized institutions in various parts of the country. Universities located in the provinces are administered by the provincial governments, but are exclusively funded by the Federal Government through the University Grants Commission.

So far as the provinces are concerned, each of them is divided into regions, which are in turn sub-divided into district offices for the management of education. The supervision of primary schools falls under the jurisdiction of the district offices while secondary schools come under the administrative control of the regional director of education. For colleges, there are separate directorates of education. Universities are autonomous bodies supervised and controlled by their own syndicates, which are appointed by the Governors of the respective provinces. Each syndicate is headed by a Vice-Chancellor, who is the academic and administrative head of the university. The Governors of the respective provinces are ex-officio Chancellors of the universities. Universities located in the federal area have the President of Pakistan as their ex-officio Chancellor.

4. FINANCIAL ALLOCATIONS

Financial constraints have always hindered development of education in Pakistan. Realizing this problem of deficit funding to education, steps are taken to increase the budgetary allocations. The annual budget for education during 1993-94, 1994-95 and 1995-96 has been Rs.34.80 billion, Rs.43.0 billion and Rs.54.1 billion, respectively. The allocations represent an increase of almost 66% in two years. In terms of GNP, the allocations have registered an increase from 2.2% to 2.5%. The government has also introduced a Bill which

will ensure that minimum 3% of GNP is spent on education by the year 2000. As pointed out earlier, total outlay on education is budgeted at Rs. 54.1 billion out of which Rs. 45.8 billion is current expenditure and Rs. 8.3 billion development expenditure. Table 2 shows the outlay on education from 1993-94 to 1995-96.

Table -2
Outlay on Education

	1993-94	1994-95	1995-96
Development Expenditure	4.87	5.23	8.3
Non-development Expenditure	29.93	37.77	45.8
Total	34.80	43.00	54.1
Total Expenditure as % of GNP	2.2	2.4	2.5

Source: Planning and Development Division

5. THE SYSTEM

The formal education system in practice in Pakistan is more or less the same as found in most of the Commonwealth countries. It has a number of stages, the first being the primary stage. This stage lasts five years and normally enrolls children aged 5-9 years. The primary stage is followed by a three-year middle stage, a two-year secondary stage, and a further two-year higher secondary stage. The higher secondary stage is also called the "intermediate stage" and is usually part of college education.

To obtain a degree, four years of higher education, after 10 years of primary and secondary education, is required. Students who pass their first degree stage are awarded a Bachelor's in arts or sciences, typically at the age of 19 years. In order to complete an Honours degree course, an additional year's study is required. To get an Master's degree, two years study is required after obtaining the Bachelor's degree. This period is reduced to one year in case of those who obtain an Honours degree.

Side by side with the modern system of education introduced during the British period, continues the traditional religious education system which provides education in Islamic teachings based on the Quran, the Hadith, Islamic jurisprudence, logic, and so forth. At the elementary level of this system are maktab schools (attached to mosques) for the learning and memorization of the Quran and for imparting elementary religious instruction. After them come the madrassah (or darul-uloom), which impart advanced instructions on various aspects of Islamic education. Together, they constitute the traditional organizational structure of religious education. In order to provide an effective integration of the religious education system with the formal school system, attempts are being made to introduce modern subjects in the madrassah. These institutions have their own management system.

However, grants are provided to them by the Government.

In addition to general and religious educational institutions, a large number of facilities have also been created to provide technical education. These include engineering universities, colleges of technology and polytechnics which normally operate under the provincial education departments but, in some cases, under the Federal Ministry of Education. There also exist vocational training institutions which are administered by the provincial labor departments and the Ministry of Labor, Manpower and Overseas Pakistanis under the National Vocational Training Project. These institutions produce skilled workers at the operator level, like carpenters, masons, machinists, welders, electricians and the like. Other organizations - such as the Directorate of Social Welfare, the Department of Local Government and Rural Development, the Small Industries Corporation, the Agency for Barani Areas Development, the Directorate of Agriculture (Punjab), the Directorate of Industries and Commerce, the Directorate of Mineral Development, the Overseas Pakistanis Foundation, the Agriculture Cooperative Department and so on - too run their own institutions to impart vocational training. Government vocational institutes for girls have also been set up, offering training programmes in handicrafts and household skills.

With a view to beefing up the country's formal education system, an university was established under the Open University Act of 1974, as an institution of non-formal education and distance learning. Known as the Allama Iqbal Open University (AIOU), it (a) provides education facilities for those who cannot leave their homes and jobs; (b) provides facilities for the educational improvement of the masses; (c) provides facilities for the training of teachers; and (d) holds examinations and awards and confers degrees, diplomas, certificates and other academic distinctions to persons who pass its examinations.

The AIOU provides a wide variety of courses at different levels, allowing students a fairly wide choice of subjects which can be clustered together to form major areas of study. These courses have an extremely wide range - from literacy to M.Phil level.

6. PAST AND PRESENT

Pakistan inherited a weak educational set - up at the time of independence. Masses were illiterate and institutions insufficient to impart education to the children of the newly born state. Moreover, the system itself did not suit the aspirations and demands of an independent nation. Therefore, a National Education Conference was convened in 1947 which, interalia, recommended that universalization of primary education should be achieved within a period of twenty years. Since then, universalization of primary education has remained one of the cherished goals of all governments in Pakistan. New facilities and infrastructure have been created; cadres of trained manpower have been produced; various projects have been launched and attempts have been made to give the country an educational set-up becoming of a free nation on march to progress. As a result, educational infrastructure and facilities in Pakistan today present a much happier picture than they did in 1947. It is a different matter though that this "happier picture" is not as happy as the country urgently

needs and fully deserves to have.

When Pakistan came into being in 1947, there were only 8900 primary schools with an enrollment figure of 0.77 million. As against this, the number of primary schools in 1995-96, including mosque schools, are 115,744 with an enrollment of 11.5 million. The number of middle schools are about 10,586 in 1995-96 with an enrollment of 3.5 million, and about 10,344 high schools with 1.4 million students. The number of colleges (Arts, Science and Professional) is 864 with an enrollment of 882,218 while that of universities at 24 with 71,441 students.

The enrolment in these institutions improved by 1.3 percent at the primary level, 3.8 percent at middle and 5.0 percent at high/secondary vocational level. At college (arts, science and professional) and university levels the enrolment increased by 3.2 percent and 1.7 percent respectively.

6.1 Participation Rates

During 1995-96, participation (or enrolment) rates are estimated at 73 percent - 89 percent for males and 57 percent for females at the primary stage. Participation rate at the middle stage is 46 percent for both sexes - male and female participation rates are 59.2 percent and 32.3 percent respectively. Similarly, overall participation rate at secondary level for both sexes is 32 percent - 41.6 percent for males and 22 percent for females.

Overall Participation:	29.1	30.0	32.0
Boys	37.9	38.0	41.6
Girls	19.4	20.0	22.0
Ratio of Boys & Girls Participation	51.2	52.6	52.9

Source: Economic Survey 1995-96.

6.2 Physical Targets and Achievements

During 1995-96, 5504 new primary schools, 151 middle schools and 60 new high schools were established while 2268 mosque schools were converted into primary schools and 316 middle and high schools were reconstructed, 4315 new class rooms in primary schools and 666 new rooms in secondary schools were added. Moreover, 8330 primary and 105 high schools were consolidated and improved as shown in table 13.3.

Table -4
Physical Targets and Achievements of Primary/Secondary Schools

(Federal and Provincial 1995-96)

	Target (Nos)	Estimated Achievement	Percent Achievement
<u>Primary Education</u>			
Opening of Primary Schools	5504	5504	100
Reconstruction of Building of Shelterless Primary Schools	3686	3686	100
Conversion of Mosque Schools as primary Schools	2268	2268	100
Addition of Class Rooms in Existing over Crowded Primary Schools	4315	4315	100
Consolidation and Improvement of Primary Schools	8330	8330	100
<u>Secondary Education</u>			
Upgradation of Primary Schools	1344	1344	100
Opening of Middle Schools	151	151	100
Establishment of New High Schools	60	60	100
Reconstruction of Building of Middle and High Schools	316	316	100
Addition of Class Rooms in Existing Over-crowded Secondary Schools	666	666	100
Consolidation of Existing Secondary Schools	105	105	100

- Employment of 265,400 Primary teachers.
- Adult/Functional literacy to be raised from 35 per cent to 70 per cent.
- Literacy programmes to be implemented by NGOs and the private sector.
- 50 per cent participation rate at secondary level.
- Almost 200 per cent increase in the number of vocational institutions.
- 500 Middle schools to provide technical education facilities.
- Polytechnics out-put to be doubled.
- More than 100 per cent increase in the enrollment of university

education.

- High quality technical manpower produced by colleges of technologies to be doubled.
- Four universities in public sector and 16 universities in Private sector to be set up.
- Eminent role to be given to the private sector and NGOs in the implementation of the Policy.
- National Testing Service for Equitable Academic Reliability.
- Increased content of meaningful Islamic Education and improvement in the existing network; and
- Computer education at school level to be made part of curricula.

8. PRIMARY EDUCATION

Basic education has long been declared a priority for national development in official policy documents and in public pronouncements. Over the years, there have been several initiatives by the Government to improve the situation of primary education and adult literacy. Yet, no significant impact has been felt with regard to primary enrolment, completion and performance, and in the percentage growth rate in the literate population. In the South Asia region, education indicators for Pakistan are comparatively lower than those for the countries in the sub-region, despite the country's higher per capita income (UNESCO, 1995).

In terms of access to primary school, of the estimated 20 million school-age population, 13 million, or approximately 73 per cent are enrolled in school. Gross enrolment of girls is about 57 per cent, being lowest in the North West Frontier Province (NWFP; 36%) and Baluchistan (23%). Half the number of children who enroll do not complete school. The implication is that input into the education system, i.e. school infrastructure, teachers and materials, whether provided by the government or donor and other development agencies, has not been matched by outcomes in terms of completion and student performance. This situation has raised serious concerns about such process parameters as quality of school administration and management, supervisory practices, teaching methods and the role of local communities in the education process. Introduction and implementation of Social Action Programme is a step forward to improve the situation, particularly in basic education.

9. SOCIAL ACTION PROGRAMME (SAP)

In addition to the National Education Policy and the 8th Plan, education also figures as a top priority item in the Social Action Programme which was launched in 1992-93. Initially, a programme for three years was formulated but following the exercise carried out for the 8th Five Year Plan, it was extended to five years (1993-98). As mentioned earlier, the SAP has five main components, the most important being education.

The education component of SAP aims at rapid expansion of basic education, for which over 55,300 new primary schools with 6.4 million additional enrollment are envisaged. The programme also covers such other vital areas as teachers education and adult literacy.

The main responsibility of implementing the programme lies with the provincial governments which need to involve the NGOs and private sector. They place greater emphasis on primary education, particularly girls education. The annual rate of increase in the enrollment of girls is projected at more than double the rate of increase for boys, giving 61% of the new seats in schools to girls. Priority is given to the improvement of school environment and teacher training, and to increased availability of teaching aids and textbooks. These inputs will be complemented by such incentives as nutrition for girls and security and transport for female teachers in the rural areas and by such measures as regulation of child labor and compulsory enrollment in areas where adequate number of schools exist. For girls primary schools, the Government buys land if the community is not able to provide free land in an easily accessible area. Co-education is introduced at the primary level under female teachers, wherever feasible. In the matter of provision of buildings, shelterless schools receive priority.

For the effective and efficient execution of SAP, operational responsibility rests with community organizations and the local bodies, which would also involve the private sector and NGOs. Measures are taken to improve the capacity of the concerned agencies to undertake community organization and to prepare and implement sound participative policies, projects and programmes.

Selection of sites for schools is determined by District Committees which is attended by MNAs, MPAs, chairman of district councils, mayors of municipal corporations and heads of municipal committees.

At the conclusion of the 8th Five Year Plan, SAP is expected to have helped achieve the following targets in education:

- Breakthrough in primary participation rate of boys from 85% to 96% and of girls from 54% to 82%.
- Increase in literacy rate from 35% to 48%.

- Increase in the out-put of technicians from 85,000 to 127,000 per annum.

Despite some initial difficulties and delay, the SAP has started making impressive strides. An evaluation undertaken in September, 1995, has revealed that 10,800 new primary schools and 1,230 mosque schools have been established. In addition, buildings of 5,518 shelterless primary schools have been converted into primary schools, 7,300 classrooms have been added to over-crowded primary schools, and physical facilities of 12,200 primary schools have been improved. Further, 2,200 primary schools and 567 middle schools have been upgraded. Given the operative conditions, the uninterrupted flow of earmarked funds and keen involvement of the masses, the SAP's programme of basic education will certainly be achieved within stipulated timeframe. (Ministry of Education, 1995).

9.1 National Education Foundation

- Because of the key role of Basic Education in overall national development, and considering low participation rate and high drop out at primary level, the sub-sector retains a high priority on the list of educational development in the country. So far, only a limited progress has been made in reducing rural urban imbalances, gender disparities and provision of education for other disadvantaged groups of population in the country. Unless these problems are addressed on top priority basis the goal of universalization of primary education will remain elusive and vicious circle of under development may persist for indefinite period.

However, keeping in view the financial constraints of the Government, National Education Foundation has been established for expanding education facilities with the co-operation of private sector. A development allocation of Rs.54 million which was provided during 1994-95 has been further enhanced to Rs.250 million during 1995-96. The objectives of the Foundation, inter-alia, are to enhance literacy focusing on basic education for girls, assist the Provincial Education Foundations; and to provide grants and loans to private - entrepreneurs in provinces as well as Federal Territory for promotion of education. The main policy guidelines of funding the educational projects/programmes through National Education Foundation will inter-alia include, demand oriented nature of the project, gross-root approach, simple operative mechanism and clear of local politics.

10. LITERACY PROGRAMMES

Simultaneously with trying to universalize primary education, the Government has been endeavoring to increase the literacy rate through direct methods also. A project entitled "Eradication of Illiteracy from Selected Areas of Pakistan" has been launched at a capital cost of about Rs.73 million to make 268,600 persons literate. For this purpose, 2097 centers have been established with an enrollment of over 35,000.

Federal and provincial governments have started adult literacy centres/schools on experimental basis in selected areas. For this purpose establishment of 10,000 literacy

centres/schools has been launched as earlier indicated by establishing 1000 such centres first in the series throughout the country. NGO's have also been short listed to go hand in hand with the formal sector.

Over the years several initiatives have been taken by the Government to improve the situation of primary education and adult literacy. The following specific steps have been taken to promote primary education in Pakistan.

- . Budget allocations are being enhanced.
- . The Government of the Punjab has recently re-enforced the existing legislation with suitable amendments to ensure compulsory primary education in the province.
- . For the promotion of primary education, the Government has mustered the support of the private sector in providing primary education facilities to the children. For this purpose, Education Foundation has been setup.

To achieve the goal of "Education for All" by the year 2000 and to increase the literacy rate by the end of this century, Government has already taken some major steps.

- . One of the major steps is the reorganization of Prime Minister's Literacy Commission.
- . 100 percent literate Islamabad Programme (100 NFBL Centres/Schools to be established in Islamabad).
- . Establishment of a National Institute of Training and Research for Literacy as an organ of PMLC,
- . Government has increased allocation for education from 2.2 percent in 1993-94 to 2.5 percent of GNP for education during 1995-96 and is committed to increase it to 3 percent by the year 2000, as per "World Declaration" on EFA.
- . Legislation to make literacy Compulsory.
- . Establishment of community centres & libraries in all villages and NFBE centers with a TV set.
- . Non-formal education centres to set up in rural, remote areas. Special emphasis on rural females.
- . Providing vocational & technical education by AIOU and other organizations to meet the demand of skilled labour in foreign countries.

- . Private/Donor agencies to be motivated for funding in Education Sector.
- . Islamabad Literacy Corps.
- . Quranic Literacy Project (Revised 1995-97).

According to the 1981 census, against the overall female literacy rate of 16%, the rate of Quranic literacy among women in Pakistan was 41%. In order to capitalize on this unusual phenomenon, a project costing Rs.3.75 million has been launched initially in the Federal Capital Territory to convert Quranic literacy into general literacy. The project envisages establishment of 200 female literacy centers for this purpose.

A 10-year National Literacy Plan has also been prepared by federal and provincial agencies to double the literacy rate (from 35% to 70%) by making 24 million illiterate persons of age group ten plus literate by the year 2003. The Plan will be carried out in two phases of five years each, relating it to the country's national five year development plans. In implementing the Plan, the following strategies will be used:

- i) Involvement of government and semi-government organizations.
- ii) Effective participation of educational institutions.
- iii) Involvement of industrial units.
- iv) Involvement of NGOs and social welfare agencies.
- v) Making NLP an integral part of social services and development programmes.
- vi) Re-enforcement of literacy and post literacy.
- vii) Priority to the promotion of female literacy.
- viii) Use of area specific approach.
- ix) Use of mass media and other motivational techniques.
- x) Integrating literacy with population, environment, and similar other functional education topics.

10.1 Prime Minister's Literacy Commission. (PMLC)

In the light of the Declaration of Education for All signed by the Prime Minister in 1994, the Prime Minister's Literacy Commission (previously known as NETCOM) has started working to achieve its organizational objectives, seeking cooperation from various International Agencies. The Commission mainly focuses on raising public awareness for the miseries of illiteracy experimenting various pilot literacy programmes, conducting research studies, producing materials, and developing new plans for promotion of literacy in the country. A gist of these programmes is given below:

10.2 Numerical achievements in Literacy.

Under its two experimental projects namely "use of Quranic Literacy for the Promotion of General Literacy Among Females" and "Eradication of Illiteracy from Selected Areas of Pakistan" operative in four provinces and 8 districts of Pakistan, more than five hundred literacy centers were opened and about 10,000 illiterate persons were made literate.

10.3 Establishment/Expansion of Non-Formal Primary Education Schools/Centers.

In view of the awareness created amongst masses for basic education, the Commission has developed a number of experimental and national level plans for promotion of literacy and universalization of primary education in the country. To create a major impact, a project for the establishment of 10,000 Non-formal Primary Education Schools throughout the country has been approved by the Government in September, 1995.

Moreover, in collaboration with National Rural Support Programme (NRSP), the Commission has opened 10-Non-Formal Primary Education Schools in those villages of Islamabad, where no formal primary school was available at present. This experimentation will provide basis for development and refinement of national level schemes.

10.4 Production of Literature.

The Commission has produced a set of four books on functional literacy for females, and a number of reports, pamphlets, and research publications for the consumption of planners, administrators, researchers and general public.

10.5 Public Private Sector Participation

The Government launched a scheme in 1994 for Public-Private Sector Participation in the area of primary education. This scheme provides 50% equity participation by private entrepreneurs, NGOs and community organizations for setting up of primary schools in the rural and urban areas. Standardized schools are being designed under the scheme. Apart from

50% capital cost, the recurring cost of a school will also be shared by the government for a period of five years.

11. ESTABLISHMENT OF SEPARATE DIRECTORATES OF PRIMARY EDUCATION.

Previously, all the schools were being looked after by one Director of Education in each province. Considering the number of primary, middle and secondary schools in each province, the Director was mainly occupied with the affairs of secondary education. This led to lack of supervision of primary schools and even financial allocations meant for primary education were being used for secondary education. In order to give better focus to primary education, separate directorates have been established and made operational in the province of Punjab, NWFP and Balochistan. This has resulted in qualitative improvement and quantitative expansion of primary education in the country. This has also ensured that the funds meant for primary education are used only for its improvement and not be diverted to other sub-sectors of education.

12. TEACHING OF ENGLISH AT PRIMARY LEVEL.

Another development relates to the teaching of English in Primary schools. Almost all provinces have decided to teach English at primary level. In NWFP and Sindh, English is being already taught. The idea is to reduce disparity between urban and rural children. This has required development of subject material for primary level and training of teachers. Revised Curriculum in English compulsory for classes VI-XII and elective course for classes IX-XII is also prepared. While curriculum for classes I-V has already been developed in the revised teacher training programme at PTC level, English has also been prescribed as a compulsory subject. Extensive training programme in the provinces would have to be planned to impart in-service training to teachers through their formal training institutions. In addition, PTV-II Channel and Allama Iqbal Open University (AIOU) has specially been assigned this task to assist the provincial governments.

13. SOCIAL MOBILIZATION FOR THE PROMOTION OF BASIC EDUCATION.

The social, cultural and religious values are deep-rooted and attitude of our society has developed into such a state that for any initiative in the direction of the promotion of basic education seems to be a Herculean task. There is a dire need of changing the thinking, attitude and behavior of the masses towards education with efforts being made at governmental level. The community also has to be mobilized and prepared for initiating the programmes for the promotion of basic education.

Keeping in view this need, the Ministry of Education in collaboration with the UNICEF has utilized the print and electronic media to mobilize the community to take part in education activities.

14. OTHER PROJECTS

Pakistan is a signatory to the world declaration on Education for All and the declaration of the Delhi Summit on EFA. Improvement and expansion of primary education is, therefore, receiving the highest priority in educational planning. To achieve the goal of universalization of primary education in particular and other areas in general, a large number of national and foreign assisted projects have been launched. Deserving special mention are:

- i) **Primary Education Project III** launched in the whole of Punjab at a total cost of over Rs.4365 million for bringing about qualitative improvement and quantitative expansion of primary education. The project is designed to construct rooms for shelterless schools as well as construction of 9100 female primary education schools;
- ii) **Primary Education Development and Expansion Project** costing about Rs.109 million launched in all the districts of AJK to improve the quality of primary education, to increase access to primary schools, particularly in rural areas, and to minimize wastage by reducing drop-out and repetition rates;
- iii) **Sindh Primary Education Development Programme** launched in all the districts of Sindh at a cost of about Rs.5892 million to construct schools, improve physical facilities, develop model learning packages, strengthen the supervisory structure, train teachers and provide incentives to primary teachers and teacher trainers;
- iv) **Girls Primary Education Development Project** costing about Rs.1740 million to establish community model schools for girls;

The following community model primary schools for girls had been constructed and handed over to the Provincial Governments during 1994-95. Furniture, teaching kits and other prescribed equipment have also been provided to these community model schools. Province-wise break-up is as under:

-	Punjab	309
-	Sindh	91
-	NWFP	41
-	Balochistan	58

22 Provincial Education officials had been trained in the field of Instructional Skill Development in 1994 under Girls Primary Education Development Project. Based on successful implementation of the project, the Asian Development Bank (ADB) has appraised phase II of the project and agreed to provide an assistance of Rs.60.0 million during 1995. Almost 1000 community model schools for girls at Union

Council level will be completed through this assistance.

- v) **Balochistan Primary Education Project** with a capital outlay of over Rs.114 million to help the Provincial Education Department improve access of girls and rural children to quality education; and
- vi) **Punjab Middle Schooling Project** launched in the entire province of Punjab at a total cost of Rs.4041 million to strengthen and improve middle school education.
- vii) **Middle School Science Kit Project** (as part of Science Education Project,) 5000 Science Kits for middle schools across the country have been introduced as part of government commitment to introduce the science to the rural masses.
- viii) **Computer Literacy Project.** The Ministry of Education in collaboration with IBM has launched a project for introduction of computer literacy for class VI-VIII in 150 selected schools throughout the country. Under this project, 2 computers and one printer is being provided with training of one teacher in each project school. Additionally in each of the project schools, one teacher will be trained for computer operation and use. The total cost of the project is Rs.17.59 million including IBM donation of hardware for Rs.13.4 million for a period of 3 years. The project initiated in 1993-94 has so far covered 90 schools throughout the country. This will be finally integrated with Prime Minister's Programme for Computer Literacy.
- ix) **Prime Minister's Vocational Education and Training Project.** Based on the guidelines provided in an Inter-Ministerial meeting, the government has recently launched an innovative and productive Technical and Vocational Educational Programme. Costing approximately Rs.1.00 billion, the programme aims to establish 70 Model Vocational Schools throughout the country with intake capacity of 12250. The project will impart demand oriented skills in order to provide jobs to the individuals and needed services to the society besides increasing the economic activity in the country and raise the living standard of the people.
- x) **Science Education Reform Project.** The Ministry of Education developed new science curricula and textual material comprised of textbooks, teacher guides, students manual for classes VI-X. The curricula/syllabus along with textual material developed under this project has been approved by the Ministry for implementation in schools across the country in a phased manner starting from the academic year 1995. Modern Science Curricula, Textbooks and Teacher Guides for classes VI-X would be implemented in all schools across the country by the year 1997.
- xi) **Secondary Education Reform Project.** In pursuance of the Education Policy to improve educational quality and access throughout the country by strengthening and reforming educational institutions, management structures and processes of Policy

formulation, Ministry of Education has launched a feasibility study with the assistance from Japanese Government and the World Bank. In order to conduct this study, Provincial Task Forces and a National Task Force on Examination Reforms have been constituted. These task forces together with the International and local consultants have completed 17 policy research studies. These studies have been grouped into 5 categories including key area of examination reforms. The main purpose of reforming Examination System in Pakistan is to make the existing examination system, valid, reliable, clean, transparent and credible to ensure better quality of secondary education.

- xii) **NWFP Primary Education Project.** The programme envisages expansion and development of primary education facilities in NWFP to follow up, US Aid Primary Education Development Programme which terminated in 1992. The programme envisages establishment of 8400 new primary schools (60 % for girls), construction of buildings of 1100 shelterless primary schools, construction of 3000 additional classrooms in existing primary schools, reconstruction of buildings of 1100 existing primary schools, conversion of 2250 mosque schools into primary schools and major renovation of the buildings of 2500 existing primary schools. As a result of this programme, the participation rate at primary level for boys is expected to rise from 75% at present to 85 by 2000 and for girls from 37 to 67% .

The total estimated cost of the programme is Rs.33502.77 million - comprising of (a) development Rs.13510.07 million with foreign assistance of Rs.9737 million which will be provided by the World Bank and other donors.

- xiii) **Middle School Project for Balochistan, NWFP and Sindh** the project aims to improve access and participation in middle schooling in rural and urban slum areas, especially for girls; and improve quality and increase student learning and achievement.

The project consists of three sub-projects, one each for the provinces of Balochistan, NWFP and Sindh and a national programme. Each Provincial sub-project includes components which would address equity access and quality improvement. The national programme includes curricular reform, prototype textbooks development and student achievement testing.

The total cost of the project is Rs.3016.74 million which includes loan of Asian Development Bank amounting to Rs.2328.257 million. The project will be implemented during six years i.e. 1994-2000.

- xiv) **Technical Education Project** the project to be assisted by the Asian Development Bank will focus the rehabilitation and consolidation of the Polytechnic system in Pakistan. It will improve selected existing Polytechnics in the four provinces in terms of teachers' competency; managerial and financial sustainability, industry linkages and

where appropriate, private sector's participation.

Under the project, two Polytechnics for Women one for Quetta and the other for Sukkur will be set up, and 23 new technologies will be introduced in 30 institutions all over the country. In addition, 43 Polytechnic Institutes will be provided equipment and furniture, 610 teachers will be trained abroad and National Institute of Technical Education will be established to impart B.Ed (Technology) programme. It will be implemented during five years i.e. 1995-2001.

All the above projects are being generously funded by donor agencies. The total number of schools under these schemes comes to 35,000 catering to the needs of about 2.6 million children. However, this is not enough to make a real dent. Much more needs to be done and is being done both to expand educational facilities and improve the quality of education.

15- TEACHER EDUCATION and TEACHER TRAINING

The education sector had failed to attract qualified and motivated teachers in the past. One of the reasons is that teaching, especially at the primary level is not recognized as a profession in its own right and prospects for growth are almost non-existent. The teacher's task is made difficult with overloaded curricula, more so when teachers are untrained, unqualified and lack instructional or supervisory support. In-service training as a quality promotion tool and a professional incentive is not properly conceptualized, is poorly organized and unevenly distributed. Quality is further affected by absence of the most basic instructional materials and classroom furniture. That teachers do make a difference is often overlooked in planning for teacher supply and placements. Teachers must be equipped with the requisite knowledge, skills and operational tools that empower them to improve their effectiveness.

As the government is committed to universalize primary education by the year 2002, it is estimated that primary schools established under the government programmes and through community support will require about 26,000 teachers annually. The formal training institutions can only produce 15 thousand teachers per annum. Therefore, to overcome the shortage of primary school teachers specially females and in rural areas, a federally assisted programme employing "Distance Education System" of AIOU has been launched in 1994. This project has already trained the targeted number of teachers during 1994-95 and 1995-96.

Teacher Training is subservient to the Education System in Pakistan. Training is imparted through both formal and non-formal systems according to the emerging needs of country. Allama Iqbal Open University is providing both pre-service and in-service training to a segment of prospective teachers through distance education with its network.

Formal system of Teacher Education is providing required number of trained teachers to primary schools (grade I-V), Middle Schools (Grade VI-VIII) Secondary (Grade VI-X) and

Higher Secondary Schools (Grade XI-XII). The following programmes are currently in practice for teacher training:

<u>Programme</u>	<u>Duration</u>	<u>Teacher prepared for</u>
1. Primary Teaching Certificate (PTC)	10+1	Primary Schools.
2. Certificate in Teaching (C.T.)	12+1	Lower Secondary or Middle Schools
3. B.S. Ed.	12+3	Secondary Schools
4. B.Ed.	14+1+1	Secondary Schools.
5. M.Ed/M.A. (Eco)	12+3+1	Secondary/Higher Secondary Schools

The primary school Teachers are trained in 110 Govt. College for Elementary Teachers which were upgraded from normal schools. The Secondary/Higher Secondary School Teachers are prepared in 26 Government Colleges of Education affiliated with Universities, in IERs/Faculties of Education in Universities. The Govt. Colleges of Education are not Degree awarding Institutions, Degrees are awarded by the concerned Universities to Secondary School Teachers. In case of primary and middle school teachers (PTC and CT) certificate is awarded by the concerned Education Department or the Board of Intermediate and Secondary Education where the examination is conducted by the Concerned Board(s).

It was seriously felt that the duration of training is too short to acquire the trainees with required essential teaching skills and change of attitude of prospective Teachers, because the new courses of studies with longer duration have been developed under Teacher Training Project.

15.1 Teacher Training Project

The quality and standards of Education mainly depend upon the quality of teachers produced in Teacher Training Institutions and incentive provided to them in professional career. All the Education policies and plans recognized the role of teachers in teaching learning process and to improving the standards of education at large, but the financial and human resources were not provided accordingly. No doubt, some efforts have been made to improve the quality to teachers education through development projects, but their scope was restricted to short term in-service Training hence no collaborative efforts could be made to improve the pre-service Teacher Education Programmes in the past.

Realizing the importance of teachers and its role to improving the quality and standards of education, Teacher Training Project jointly sponsored by the Govt. of Pakistan and the Asian Development Bank was developed and . The duration of the project is five years (1993-98) with the capital cost of US\$71.3 Million.

The main purpose of the project is to improve qualitative aspect of teacher education programmes and to expand training capacity to meet the emerging demands of training teachers. Under the project not only about fifty percent existing Teacher Training Institutions are being strengthened, but also 72 new TTI/s are being established, most of the for female teachers in remote rural areas. This step will be helpful to meet the demands of female trained teachers in remote country areas.

15.2 Provincial Institutes of Teacher Education (PITEs)

Out of the above mentioned 72 new TTIs, 4 are PITEs which are being established in 4 provinces (one in each province), It will be an apex Institute and play a leadership role with its network spread over the concerned province in TTIS.

Both pre-service and in-service Teacher Education Programmes would be carried out under the dynamic leadership of the PITE. Experimentation of innovative pre-service and in-service Teacher Education programmes, development of instructional material, its experimentation, dissemination and evaluation, Research on important issues of Teacher Education, improvement of educational Technology and its dissemination are the main functions of the PITE.

A National Institute of Teacher Education will also be established at National level in Islamabad which will have linkage with well reputed International Institutes as well as with PITEs in provinces and with all TTIs at large. This network will be helpful in eradicating the isolation of Teacher Training Programmes presently prevalent in TTIS.

15.3 Curriculum Development for Teacher Training

All the curricula right from PTC to tertiary level have been revised and updated in national and International context. Innovative programmes like Diploma in Teacher Education (10+3) and 12+1) for Elementary Teachers replacing the existing primary Teacher's Certificate (PTC) and Certificate in Teaching (C.T) for Primary School Teachers and Middle School Teachers respectively. Moreover, B.Ed in Primary Education (12+3) and 14+1) programme have also been prepared and being introduced w.e.f. 1996 and 1997. These programmes would provide special Elementary School Teachers/Master Trainers and would be helpful for improving the quality of elementary education.

Furthermore, curricula of Secondary School Teachers Programmes i.e. B.Ed (Secondary) M.Ed. M.A. Education have also been revised and updated.

It is expected that this project will be provided as a landmark to improve the quality of Teacher Education Programmes and to meet the emerging demands of well trained teachers of the country.

To support and sustain the country's education system, a network of teachers training

institutions has been created which produces trained teachers for various levels. Colleges and Universities also offer degrees in education. The specific Additional Teacher requirements according to the policy document are:

Table -5
Additional Primary Teacher Training Requirements (1992-2002).

Pre-Service	Male	Female	Total
Pakistan	128,319	136,921	265,240
Punjab	63,371	62,465	125,836
Sindh	32,722	34,295	67,017
N.W.F.P.	17,343	26,163	43,506
Balochistan	7,279	8,538	15,817
Federal Area, AJ&K*	7,604	5,460	13,064

Source: National Education Policy Projection 1992-2002.

According to the most recent estimates and keeping in mind the training capacity of twenty five thousand teachers annually by the teacher training institutions it is expected that the formal system will be able to meet the targets of pre-service training with the help of special projects and SAP programme. However, the quality improvement of inservice training of teachers needs serious review. The annual output of inservice training through formal system for the province of Punjab was only 200 two hundred teachers in 1988 according to the World Bank report. The information collected by the National Working Group during its visits to the provinces revealed that the situation has improved greatly since 1988 due to several donor aided projects.

The National Education Policy attaches a high priority to improving quality of teacher education. Accordingly, a fulfilled project for improvement of teacher education has been prepared and is under implementation at a capital cost of Rs.1747 million over five years. The focus of the project is both on qualitative change and quantitative expansion in teacher education. It envisages training of 1,60,000 teachers and 3,000 teacher educators. It also envisages opportunities for females in remote rural areas by establishing training out-posts.

To ensure national standards and norms Federal Ministry of Education through its curriculum Wing is responsible for development of national curriculum for schools and teachers training institutions. The text books and study guides are developed by the provincial text book boards, education extension and staff development bureaus under the supervisions of provincial departments of education. There are 110 teacher training institutions responsible for teacher training out of these one third are for female teachers. These institutions are staffed by qualified staff having bachelor of education B.Ed. or Master of Education M.Ed. degrees. The primary teacher training is generally carried out in the elementary colleges or education extension centers. There are two types of teacher training programmes:

which are under qualified upgrade their educational qualification through distance learning programme of AIOU. The smaller provinces like Baluchistan and NWFP which have greater shortage of female teachers have expanded their teachers base quite successfully.

15.6 Training Needs of Additional Teachers

It is estimated in the eighth plan that about 200,000 additional primary school teachers and 50,000 middle school teachers will be required during the plan period. The annual training capacity of the existing primary teachers training institutions is about 27,000. It is estimated that there are about 50,000 unemployed trained teachers in Punjab. In order to meet the entire demand 5,000 new teachers training places will need to be created through opening 18 new elementary teacher training institutions and increasing the capacity of existing institutions.

Following are the details of pre-service teacher training requirements for the period 1992-2002.

Table -6
The Training Requirement of Pre-Service and In-Service Primary School Teachers During 1992-2002 other than Formal System

	Training Requirement	Formal System	Non-Formal System
Pre-service	265,240	265,240	-
In-service	594,000	100,000	200,000

15.7 Inservice Training of Primary School Teachers

According to the prescribed norms, a working teacher should receive one inservice course once every five years. In practice due to paucity of resources not even a fraction of teachers get one refresher course during their entire career. Moreover the quality of inservice courses is weak and fails to motivate the teachers to improve the quality of their instruction due to failure of the system to regularize inservice training on a planned basis and providing back up inputs like kits etc. as is being done on a limited scale now along with the course. Similarly, there is need of follow up of these courses through learning coordinators and supervisor etc. AIOU has provided large scale inservice training in the past and will be happy to do it again but it will be possible only if AIOU gets assistance in its capacity building especially for its outreach system.

have been institutionalized. However the multiplicity of donor initiatives has also created overlaps and lack of consensus. Some local initiatives, particularly in the private sector, are also noteworthy. A brief summary of these innovations and their impact follows:

- Learning Coordinators (LCs): Under IDA's PEP II Project, a new formation of LCs was introduced, who were experienced primary school teachers and their main role was to provide classroom support to teachers and to mobilize community support for primary schooling. The initial performance of this formation was evaluated to be useful and all provincial governments institutionalized the new cadre of LCs. However due to inappropriate selection and lack of mobility support, there are now mixed reactions about the LCs' formation. Nonetheless an under-tapped potential of LCs remains to be exploited.
- Learning Modules: Under the same project, as many as 200 concept-based modules were developed to assist the teacher in his classroom performance. The innovation has not caught on due to indifferent training of trainers and complexity of use by teachers.
- Teacher Guides: Under IDA's PEP III Project teacher guides have been introduced in primary schools of Punjab. The innovation is too new to have produced any impact.

- Pilot Pre-service Course in Balochistan: This course is under development in 2 primary teacher training institutes with the help of external consultants in Balochistan under the IDA-assisted BPEP.
- Colleges of Science Education: A well-reputed innovation under government umbrella has been the establishment of two teacher education colleges, one at Lahore and the other at Islamabad addressed exclusively to the training of science and mathematics teachers, based on structure of 11+3, rather than the conventional 12+1 (3 years after F.Sc instead of one year after BA/B.Sc). The strength of this program lies in the integration of degree level science subjects and teaching of science at secondary school level. How far this integration has actually been accomplished and what difference in classroom performance obtains between science teachers graduating from the conventional versus the new program are a subject of comprehensive evaluation, long overdue. If this innovation is rated as successful, it can carry huge implications for redesign of lower level courses on similar lines.
- Ali Institute of Teacher Education: This is a first venture in the private sector, essentially designed to serve the private school market. Only BAs get admission and the curriculum is open-ended and activity-based. Early reports give great credence to the high quality of the program.
- AKU's Institute of Educational Development: This is again a program of the private sector for offering both a Master's Degree in Education and a short in-service training course for secondary schools teachers. The level of fees charged is very high and so is the repute of selectivity and quality. Because of the high costs involved, the replication potential of these two programs as well as that of AITE is limited.

15.9 National Conference of Primary Education Teachers.

In order to discuss problems of primary education at the grass-root level and to suggest solutions, a scheme for holding of "Annual Conference of Primary Education Teachers" was launched. Two Primary Teachers, one male and one female from best institutions (judged by their results in class-V Examination) from every district/division are invited to attend the conference. The annual exercise enables to obtain useful and practical suggestions for the improvement of primary education. During the conferences held in 1994 and 1995 in NTTTC, Islamabad, 147 teachers nominated by all Provincial Education Departments (including AJK) participated in the Conference. Reports on practical steps for the better management of primary schools, motivation of women teachers for joining the rural schools, promotion of hygiene and sanitation in the primary schools have been prepared containing the recommendations of Conference.

16. AUTHENTIC EDUCATIONAL DATA

For the proper development of the education sector, it is imperative that accurate and reliable information about all aspects of the system should be made available well in time to help enlightened decision making, pragmatic strategic planning and efficient administration on the one hand, and to ensure effective monitoring and evaluation on the other. Be it the targets set under SAP or be it the objectives of other on-going projects, development of the education sector can neither be objectively planned nor effectively monitored without the availability of scientifically collected authentic data about the existing facilities and future needs.

With this in view, a project called National Educational Management Information System (NEMIS) was launched in 1991 with the collaboration of UNDP, USAID and UNESCO. Under this programme, computerized EMIS centers were created throughout the country at district level and educational data under various indicators was collected and processed. By the time the project completed its life in 1993, its tremendous importance and relevance to the development of education had been fully realized and it was decided to extend its life with World Bank assistance.

In its second phase, the project continues to work not only in all the four provinces as educational data collection mechanism but also at the federal level as a national data processing and analyzing center. It acts as a catalyst for the promotion and institutionalization of technical development of EMIS throughout the country.

Known as FedEMIS, the central unit receives data from the four provinces and, after consolidating with it the data collected by itself from the federally administered areas i.e. Federal Capital Territory, FATA, Northern Areas and Azad Jammu and Kashmir, present a comprehensive national picture of the country's educational scene. This data constitutes one of most important components for the monitoring and evaluation of SAP and the various other programmes launched to promote education in the country.

17. CURRICULUM REFORMS

Taking cognizance of emerging realities, new global perspectives and contemporary issues, Pakistan's educational programmes at other levels are also being tailored to cater for the new challenges. Curricula are being revised, textbooks re-written and teacher training programmes re-designed to gear the education system to new demands and new opportunities. This not only means imparting the latest knowledge and introducing the latest disciplines but also involves preparing the teachers and students to become more responsible members of the society at home and the international community at large. Such new programmes have been initiated as "Population Education" to increase awareness of the alarming implications of unchecked population growth, "Drug Education" to motivate the students to fight the menace of narcotics, and "Environmental Studies" to awaken the people to the devastating effects of environmental pollution. A new subject "Teacher, School and

Society" has been added to the teacher training programmes to equip the teachers with knowledge and methodology in the area of International Education.

In addition to quantitative expansion and its monitoring, the Government is also fully alive to the need of reforming primary education curriculum. Based on a base-line data, improved curriculum and instructional material for Grade I-III have already been introduced, evaluated and refined. Community involvement, development of local expertise and bringing the curriculum, textbooks and learning material closer to the child's life and relevant to the community constitute salient features of the programme.

After experimenting the new curriculum/textual material in four districts, Punjab has introduced it throughout the province with effect from the curriculum academic session of 1994-95. Sindh intends to introduce the curriculum/material in eight districts from the current academic year and throughout the province from the next session. Similarly, AJK is replicating the material in its educational institutions.

17.1 Development of Textbooks

Quality improvement of school textbooks is also receiving serious attention. Revised versions of various textbooks prepared by provincial agencies have already been reviewed, refined and approved. The process continues as a regular exercise.

As the textbooks and instructional material is very important in any educational set up for improvement of the quality of textbooks from classes I to XII, PTC and CT programmes, a national conference was organized in collaboration with Provincial Education Departments and Multi Donor Agencies. The conference made various recommendations for improving the textbooks. These recommendations have been approved by the Prime Minister and to give them practical shape, a National Steering Committee has been formulated. It has also been decided to make available multiple textbooks for each subject. To achieve this objective registration of a number of private publishers has been done. It is expected that competition among publishers will improve the quality of textbooks.

17.2 Development of Textbooks for Polytechnics

Ever since the establishment of Polytechnics in the country in mid 50s, shortage of appropriately structured textual material for the courses offered in these institutions has been badly felt. To overcome this acute shortage, and to train polytechnic teachers in the area of TLR development, a project for the development of technical manuals was launched. The target of developing 70 technical manuals on subject areas of critical shortage has been achieved in 1995. Out of these, 66 manuals have been printed and distributed for use in Polytechnic Institutes.

17.3 Development of Integrated Textbooks: I-III.

In order to reduce overloading, repetition and over-lapping and integrate concepts and contents of allied courses into a composite package and also to reduce substantially the cost of textbooks, integrated learning materials from classes I-III have been developed and introduced in the country. Several subjects (languages, Social Studies, Islamiyat, Science, Concepts on Environment Education, Health, Sanitation, Character-building etc) have been incorporated in the integrated textbooks for classes I-III. There are essentially two textbooks one integrated textbook and the other mathematics. It may be added that Pakistan is the only country which has adopted this innovation generally quoted in Asia and elsewhere. During the year 1995, a reassessment of the integrated Textbooks is being undertaken with the collaboration of representatives of Private Sector, NGOs and Curriculum Bureaus. The step is being taken with the aim to further improve the content and quality of textbooks at primary level.

17.4 Integration of Nazira Quraan, Islamiyat and Arabic.

Nazira Quraan is taught from classes I-VIII as a compulsory component of Islamiyat. As a step forward, Ministry of Education has developed a comprehensive plan whereby teaching of Arabic, Nazira Quraan and Islamiyat have meaningfully been integrated from classes I-VII to achieve the following objectives:

- i- Teaching of Nazira Quraan, as integral part of Islamiyat to develop recitation skill.
- ii- Integrate Islamic Studies and Arabic by using Quranic Vocabulary in Arabic course and themes relating to basics of Islam.
- iii- Bring Nazira Quraan, Islamic Studies and Arabic closer to the understanding of al-Quraan, as a composite programme.

17.5 Character building

Character-building is conceived as sum total of personality development. The ingredients of personality are developed through an implicit process of education at home and school. This creates an individual with high sense of moral commitment.

Several concepts and contents have been incorporated into various subjects (Islamiyat, Arabic, Social Studies, languages etc) from classes I-XII. Tolerance, sympathy, helping others, courtesy, truthfulness, honesty, forgiveness, selflessness, generosity, sense of honor, love and affection to younger, respect for humanity (especially for females), justice, dignity of labor, punctuality, brotherhood, sacrifice, collective efforts, moral courage, simplicity and

contentment search for knowledge, keeping promise, clear conscience, etc. constitute some of the key characteristics depicted in textual materials.

18. DIVERSIFICATION AND VOCATIONALIZATION

Side by side with the universalization of primary education and eradication of illiteracy, emphasis is being laid on the diversification and Vocationalization of education, particularly at the secondary level. The secondary level happens to be the terminal point for the majority of the country's youth, as they leave schooling after this stage and go out to join the world of work. Hence the need for equipping them with relevant knowledge, skills and work attitudes and enable them to contribute effectively to the development of the country as useful citizens. Moreover, the secondary stage is a preparatory stage for higher education and, therefore, it is necessary to impart at this stage a kind of education which provides basic foundation relevant to the requirements of higher education. With this in view, stress is being laid on stronger diversification and vocationalizing of education to enable each individual to opt for the vocation of one's choice or prepare the persons adequately for higher studies. To achieve these targets, various programmes and projects have been launched to overcome the deficiencies and improve the overall quality of education at the secondary level. Science education obviously receives a very high priority.

In an effort to make qualitative improvement and quantitative expansion in the field of science education, a Science Education Project (cost Rs.1.0 billion) for secondary schools was launched a few years ago. It is about to complete its life after attaining almost 95% of its targets. In addition to the construction of science rooms and laboratories in middle and high schools, development and provision of science kits and improvement of science teachers' capabilities and skills, the project also envisaged the establishment of an Institute for the Promotion of Science Education and Training (IPSET). This Institute has already been set up in Islamabad with a network of four regional Science Education Centers, one in each province.

In line with the new approach outlined above, steps have also been taken to provide facilities for creating computer awareness and promoting their applications in schools to prepare the youth to face the challenges of the 21st century. A project has been developed for introducing computer literacy in 150 secondary schools across the country. Phase-I and Phase-II of the project have already been completed, under which 40 schools have been covered. Rest of the schools will be covered during 1995-96.

19. TECHNICAL EDUCATION

The Government has also been actively working to encourage and promote technical education as it is fully conscious of the fact that a sound system of technical education and vocational training (TEVT), in line with the needs of the job market, is essential for the rapid economic development of the country. Over the years, there has been manifold increase in the number of technical/vocational education institutions with corresponding increase in

enrollment. However, a lot more remains to be done to achieve the desired level of excellence in this field.

In order to formulate long and short term strategies for the development of TEVT, a comprehensive study has recently been concluded and, based on its findings, a project proposal has been drawn up, which aims at improving quality relevance and efficiency, equity, access to TEVT facilities and cost effectiveness. A project proposal costing US\$ 100 million, covering specific project areas - such as (i) development of TEVT facilities for boys (ii) development of TEVT facilities for women (iii) development of Commercial Education and (iv) Vocationalization of general education - has been conceptually cleared for loan negotiations with the Asian Development Bank.

Like all other fields of education, women are receiving special attention in technical education also. A Polytechnic Institute for Women has been established at Islamabad which offers 3-years diploma programme in modern technologies, such as Computer, Architecture, Dress Designing and Dress Making, Electronics, etc. It also runs certificate and diploma courses in Commerce.

To back up the country's technical education Programme, a National Technical Teacher Training College was established in 1987 to promote excellence in technical education. It regularly organizes long courses for in-service polytechnic teachers and short courses for the managers, administrators and planners of technical education. In addition, the College also undertakes industry-based and demand-oriented programmes. Beside the training facilities at NTTTC, polytechnic teachers are also provided opportunities for training abroad. There also exists a programme to develop technical teaching/learning resource materials within the country.

A technical education project has been formulated on the basis of Asian Development Bank (ADB) assisted study for improvement of quality and relevance of technical education and training in the polytechnic institutes and colleges of technology. The project envisages following measures.

- . Construction of Government Polytechnical Institutes for Women (GPIW) at Quetta and National Technical Teachers Training College (NTTTC) at Sukkur.
- . Establishment of Research and Development units in the provinces.
- . Introduction of 23 new job oriented technologies in the Polytechnic.
- . Staff development programmes and consultancy services.
- . Updating equipment and furniture.
- . Vocational education and training programme has been launched on the Prime

Minister's directive.

Establishment of 70 model vocational schools.

Introduction of vocational stream of education and training in classes IX & X in 100 selected higher schools.

Promotion of technical textbooks for polytechnic is an innovative project launched to meet the shortage of appropriately structured Teaching Learning Resources (TLR).

Polytechnic Institute for Boys, Islamabad is being established to meet the demand of the area.

Two projects for the uses of computers in schools have been launched. Firstly, a project for introduction of computers in literacy for class VI-XIII in schools is in progress under which 90 teachers have been trained and 40 schools have been provided two computers and one printer each. Secondly, computer studies as a subject in secondary schools project has been started.

A project costing Rs.2395.15 million has been approved with the assistance of Asian Development Bank. The project envisages strengthening of facilities in 43 polytechnic and introduction of 23 new technologies in 30 polytechnic. The project further provides for 1881 man months of local and 610 man months of foreign training for staff development. The project also provides for strengthening of 4 provincial Technical Teacher Training Centres and National Technical Teachers Training College, Islamabad as well as for introduction of new B.Ed.(Tech) programme at NTTTC.

To overcome shortage of polytechnic and to train polytechnic teachers in the area of TLR development, a project for the development of technical manuals was launched by Technical Education Sector of Science, Technical and Vocational Education Wing which is presently under operation.

20. INTRODUCTION OF NATIONAL EDUCATION TESTING SERVICE.

In order to improve examination system, and promote learning at Secondary and Higher Secondary levels, with particular reference to selection of prospective students for undertaking studies in Professional Institutions and higher education, a vigorous testing programme has been envisaged. To execute this task, a special Institute known as "National Education Testing Service (NETS)" has been established.

The NETS, under the management of Board of Governors headed by Federal Education Minister, intends to provide leadership in developing tests needed in educational

setting and carry out research for this purpose. The NETS would provide tests as well as testing services to schools, colleges, including professional colleges, universities and other institutions. This agency would also be responsible for developing a system of academic accreditation of various institutions on the basis of the performance of students on national tests.

A pool of test item (around 4000) in Basic Science and English Language courses at Secondary and Higher Secondary level has been prepared. The work on editing, refining and formation of alternate tests forms is in progress.

National Education Policy pin points following problems at secondary education level:

- i) Poor quality of teachers and un-motivated learners.
- ii) Over-loaded curricula and badly written textbooks.
- iii) Lack of physical facilities especially for science education.
- iv) Defective evaluation system.

In the field of Science and Mathematics, there is acute shortage of trained science teachers. Therefore, to improve situation, major changes are being introduced in curricula, textbooks with provision of better physical facilities. Teacher training programmes are being revised both at pre-service and in-service levels keeping in view present day requirements.

21. HIGHER EDUCATION

University Education has expanded considerably in the last few decades. The number of Universities in the public sector has risen from 2 in 1948 to 24 in 1995. In view of resource constraints during the year 1994, highest priority was given to completion of essential facilities of the existing Universities. The enrolment capacity of the existing Universities has been expanded through inter-departmental utilization and integration of various departments at the same campus. No new University has, however, been established in public sector but the private sector has been encouraged to establish universities or graduate schools. Government has therefore, adopted a liberal policy of encouraging the private sector to established high quality institutions. So far 9 universities have been given charter by the government.

Government wants to encourage philanthropists, business community, national (NGOs) and international agencies to come forward and establish institutions of high quality particularly for the disciplines of science and technology to legislative requirements and monitoring by UGC, federal and / developed guidelines for establishment of a private university/institutions of higher education in Pakistan. The requirements in this regard are: comprehensive feasibility report, certification of availability of infrastructure, adequate

financial resources, fulfillment of required legal formalities, representation of public sector agencies and organizational structure.

Higher education in Pakistan is highly subsidized. Although liberal grants are being provided by the federal government for the promotion and development of higher education in the country, yet requirements of these institutions. In order to generate more funds and to create endowment for these institutions, government has decided that 25 percent of the seats in higher education institutions should be filled on self finance basis. In pursuance of the scheme, 15 universities out of 24 public sector universities have introduced the scheme.

To bring about an improvement in the field of higher education and scientific research and bring it closer to the industry, the Ministry of Education, donors, has launched a higher education reforms project. The aim of the project is to upgrade the quality of education through establishment of key institutions in the education system for all levels of education in Pakistan. The proposed reforms relate to distribution, examination reforms and college education with particular focus on teacher training and educational administrators.

Development of facilities for higher education has been receiving the Government's attention from the very inception of the country. The number of Universities has risen from 2 to 24 since 1947 - 22 in Public Sector and 2 in the Private Sector. Participation rate at this level, however, has not exceeded two percent. And the trend continues among the well-to-do to send their children abroad for higher studies.

One of the reasons of the less-than-desired development of higher education in the past had been its heavy financial burden on the provincial governments, which administer Universities located within their boundaries. To ease the situation, the Federal Government decided to take up the responsibility of funding the Universities with effect from July 1979. This has resulted in a much improved financial status of the Universities. The recurring grants to them by the provincial governments in 1978-79 were little over Rs.197 million and development grants less than Rs.80 million. These figures have been constantly rising since federal funding began. In 1994-95, recurring grants rose to Rs.1519 million and development grants to about Rs.266.5 million (University Grants Commission, 1995).

Many of the Pakistani Universities maintain close academic contact and professional cooperation with their counterparts abroad. A formal programme has also been launched to link Pakistani Universities with Universities in the United Kingdom. Through this programme, assistance is being provided by the Overseas Development Agency (ODA) to develop and maintain links in the form of faculty development, procurement of equipment and publication of research papers.

As the University education, especially in science and technology is very expensive and there is scarcity of public finances, a deliberate effort is being made to attract private sector to come forward.

21.1 Self Financing Scheme

Although liberal grants are being provided by the Federal Government for the promotion and development of higher education in the country, yet these grants do not match with the growing requirements of higher education. In order to generate more funds and to create endowment for these institutions, the Government has decided that 25% of the seats in higher educational institution should be filled on self finance basis.

While efforts continue to improve facilities of higher education within the country, the Government does encourage students to pursue their studies in reputed foreign institutions so as to bring to Pakistan the latest knowledge in the traditional and emerging disciplines. It has a regular foreign scholarship scheme for meritorious students. Home scholarships are also awarded to talented students and stipends given to poor students at various stages of education. Such motivational schemes and incentives are offered right from the local to the federal level.

Scholarships are also offered to foreign students under Cultural Agreements with friendly countries. At present, 6100 foreign students are studying in various educational institutions in Pakistan either under the cultural scholarship programmes or on self financing basis. (University Grants Commission, 1995).

22 PUBLIC PRIVATE PARTICIPATION

Private sector is encouraged in education to participate meaningfully through the new concept of public private partnership. The National Education Foundation has been established with the objective to promote basic education amongst disadvantaged groups and the rural population to assist the provincial Foundations and to provide grants loans to private educational institutions and non-governmental organizations under the public private partnership scheme. The Federal SAP Secretariat and M.S.U of World Bank also invited applications from well established NGO's to play their role in the spread of basic education facilities in the remotest corner of the country.

23. SCHOLARSHIPS

In order to enhance the quality of education, efforts are underway to provide facilities for higher education and training in the country and abroad for capable students and teachers. In this context, the government offers 65 scholarships- 43 for university teachers and 22 for degree/professional colleges - under Central Overseas Training Scheme (COTS) every year to increase academic skill of teachers of universities, degree and professional colleges of higher studies abroad. During the year 1995-96, 25 teachers proceeded abroad for M.S/Ph.D. studies. Under Quaid-i-Azam scholarship scheme, 34 students are studying abroad. Seven students proceeded abroad in 1995-96 under the same scheme. Under Merit scholarship scheme, 44 students are undertaking their higher studies in different universities abroad. Under the same scheme, 13 students proceeded for Ph.D. studies in different countries

during the year under review. The 100 scholarship scheme is meant for talented children of low-paid employees (BPS-1-15) for higher studies leading to Ph.D. abroad in two studying abroad under this scheme.

24. HUMAN RESOURCE DEVELOPMENT

Government pays due attention to improve human resources in the education sector. For the training of educational planners, administrators and supervisors an Academy of Educational Planning and Management was established in 1981. The Academy has so far conducted 125 in-service short-term training programmes, in addition to the five long-term training programmes in educational planning and Management (duration 12-weeks). About 2311 persons have been trained in these courses. More than 150 research studies, surveys and reports in the areas of primary, secondary, higher, vocational, female education, teachers education and on system of education, financing of education, educational statistics, documentation of education, education policy and planning have been completed.

25. GIRLS EDUCATION

For the improvement of female education, innovative approaches both in the formal and non-formal sector have been made. Efforts are being made for increasing the access of females to education in general and vocational educational facilities in particular. This is being done through use of non-formal and distance education modes, expansion of the role of non-governmental sector through financial incentives and launching of motivational campaigns through print and electronic media emphasizing enhancement of female participation rate and elimination of illiteracy by the year 2002. Specific government and non-governmental initiatives have been made to enhance female participation in education and training which include the following:

- Computer training.
- Secretariat and other skills training.
- Secondary school certificate programmes through distance learning for women in rural and remote areas.
- Setting up of female Polytechnic.
- Refresher courses for female teachers.
- Setting up of school management committee.
- Establishment of co-educational primary school.
- Representation given to female teachers in revision of curriculum/textbooks.

- Prime Minister's Literacy Commission is establishing 100 centres for rural families.
- Social Action Programme (1993-98) lays special emphasis on the needs of women and girls.
- The universities and other seats of higher learning always encourage women participation in all their educational programme/courses.
- Due emphasis is being given on women training programmes. In 1995, out of total of 123 participants of training programmes organized by the Academy of Educational Planning and Management, 47 were females.

26. SUMMARY OF THE INNOVATIONS (FOR ACCESS AND QUALITY)

Recognizing that Primary Education is the cutting edge of educational development and that girls' education, in particular, is crucial for progress in health, nutrition and sanitation, the education programme is designed to address issues of primary education access, equity and quality. As far as possible, the programme will address the needs of rural girls. High drop-out rates in the first two years of the six-year primary education cycle suggest that many young children fail to adjust to school life. This situation reflects the unpreparedness of schools for children as well as inadequate school-community collaboration. As it is important to ensure a smooth transition from the home to the school environment and to improve retention, special attention will be given to first level of primary school, in an incremental approach that will focus on successive levels on an annual basis.

Keeping in view the about realities, the on going Eighth Five Year Plan (please also see Annex-III) aims at:

- i) Universalizing primary education for all boys and girls of 5-9 years of age (at least 80% access and completion by 2002);
- ii) Enactment and legislation for compulsory primary schooling for all children of the relevant age group, wherever the primary school facilities become available at a reachable distance;
- iii) Removing gender and rural-urban disparities
- iv) Qualitative improvements of physical infrastructures, curricula (by making the courses demand-oriented), textbooks, teacher training programmes, and the examination system at all levels;
- v) Broadening of the resource base for financing of education through increased allocations and encouraging private sector's participation in the provision of

provincial, district and sub-district levels. In addition, convergence of strategies is tested and tested in depth in selected districts. Finally, small experiments will be carried out in selected communities to develop innovative methodologies and test their impact before advocating for their incorporation in national policies and programmes. Efforts are being made to select these communities in the target districts.

At federal and provincial levels, the programme contributes to wider systemic reform that will lead to qualitative improvements in pupil learning and achievement, instructional methods and materials, teacher preparation and performance, supervision and monitoring, and maintenance of a valid and reliable educational management and information system for

the country as a whole, and for each province specifically.

26.2 Elements of the Programme Strategy

- a. Advocacy for policy fine-tuning and operationalization of policies that provide for equality of educational opportunities, concluding gender and specially disparity reduction, performance standards of schools (infrastructure, materials and equipment), and teacher support and welfare, especially female teacher supply and mobility of female learning coordinators.
- b. Creation of a supportive legislative framework for Basic Education at the federal and provincial levels. At present, only the Punjab Province has legislated on compulsory, free primary education.
- c. Strengthening capacities of education personnel, especially district and union council functionaries, selected NGOs in the four provinces, lead trainers, head teachers and teachers, to provide more and better services so that schools will function more efficiently, parents will see the need to send their children to school and allow them to complete school, and more children will acquire basic and sustainable learning skills.
- d. Establishing partnerships, where non-existent, and strengthening alliances among societal groups and the government at all levels, including the Federal Ministry of Education and Provincial Departments of Education, other government agencies, notably the Prime Minister's Literacy Commission, tertiary institutions, NGOs, district education committees, village education and school management committees. Inter-agency partnerships will be strengthened through the MSU and the UN Working Group for Education, in order to build consensus and concerted action for basic education improvement, in general, and primary education with a focus on girls' education, in particular.
- e. Increasing parental and community awareness, understanding and support for primary education participation of girls, in particular, through programme communication and social mobilization.
- f. Raising national concern and strengthening capacities for monitoring and evaluation for greater education accountability and better planning and management.

programs.

Provisions should be made for exchange of expertise by subject specialists working in Colleges of Education. Issues and problems pertaining to the conduct of lessons in different subject areas, such as science, mathematics, languages etc., be discussed in these meetings and measures be adopted for improving the standard of practice lessons and conducive learning.

A professional Code of Ethics for Teachers be formulated in collaboration with Teacher Training Institutions to be followed by teachers all over the countries.

28. CONCLUSION

As the preceding account shows, Pakistan's education scene has begun to change. Although the change is not as substantial as it should have been, it is a change for the better nonetheless. And this is so in spite of the fact that most of the gains of the tremendous efforts made and huge sums spent over the years have been eaten away by population explosion. Still, the Government is trying to take the nation into the new century with a higher literacy rate and better participation ratios. Given political will, people's commitment and international cooperation, the country hopes to achieve this cherished goal.

The Government is making every effort for improving literacy rate and providing primary education to all school-age children within minimum possible period. Education reforms such as, introduction of Compulsory Primary Education Act 1994, by the Punjab Government, increased financial outlay for education sector, conversion of National Education Training Commission, into the Prime Minister's Literacy Commission, are some of the manifestations of the high priority accorded by the government for promotion of Basic Education in the country. Establishment of 10,000 literacy centres/schools have been launched by starting 1000 such centres first in the series throughout in the country. NGOs have also been encouraged to participate in the area.

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