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EDUCATION SECTOR REFORMS

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PREFACE

This document presents the development of education under Education Sector Reforms (ESR) in Pakistan. The focus of the study was on thrust areas of this program i.e UPE and Adult literacy, Early Childhood Education, Introduction of technical stream at Secondary level, Revamping of Science Education, Rehabilitation of schools. Establishment/ Renovation of teacher training resource centers, Teachers training, and public-private partnership. All these thrust areas originate from National Education Policy 1998-2010 and are much needed for the development of education in the country.

The present Government being alive to needs has introduced these reforms and innovations to provide quality education in the country, which is pre-requisite for sustainable socio-economic development in the country. This document presents the impact of these innovations on education in the country. It includes two case studies of district Karachi and Rawalpindi, which reflects in-depth analysis of the situation.

I would like to express my gratitude to Khawaja Sabir Hussain, Deputy Director (Research) AEPAM for his efforts for managing and reporting the study. The services of Mr. Muhammad Sohail Ajmal and Mr. Muhammad Siab, Research Assistants are also appreciated for typing & composing the report.

Dr. Pervez Aslam Shami
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PREFACE

This document presents the development of education under Education Sector Reform (ESR) in Pakistan. The focus of the study was on three areas of the program: (i) LFE and Adult literacy, Early Childhood Education, Introduction of technical streams at secondary level, Revamping of Science Education, Rehabilitation of schools, Establishment/Revamping of teacher training resource centers, Teachers training, and public-private partnership. All these thrust areas originate from National Education Policy 1998-2010 and are much needed for the development of education in the country.

The present Government being alive to needs has introduced these reforms and endeavors to provide quality education in the country, which is pre-requisite for sustainable socio-economic development in the country. This document presents the impact of these investments on education in the country. It includes two case studies of districts Karachi and Rawalpindi, which reflect in-depth analysis of the situation.

I would like to express my gratitude to Knowledge Sector Director, Deputy Director (Research) AITAM for his efforts for meeting and reporting the study. The services of Mr. Muhammad Sohail Ahmad and Mr. Muhammad Shah, Research Associates are also appreciated for typing & supporting the report.

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Executive Summary

Education Sector Reforms (ESR) program is built upon the long term vision of the National Education Policy (1998-2010) and ten year perspective Development Plan 2001-2011. Government of Pakistan has also formulated its policy for promoting economic growth EFA and MDGs including reducing poverty in the Interim Poverty Reduction Strategy Paper (IPRSP). ESR is an Action Plan, which has been fully integrated into the Interim Poverty Reduction Strategy Paper and about 80% of the ESR package covers Adult literacy, Education for All and Technical education. Devolution plan is the mainframe for implementation of ESR. The ESR has emerged from consultation held with more than 600 partners/ stakeholders and has initiated a process of team building for implementing this plan including all stakeholders in each province.

To explore the development of education under ESR program Karachi and Rawalpindi districts. In this context, survey and case study strategies are selected which focus the targets and achievements of ESR program, along with financial allocation have been probed. Parameters like policy provisions, targets and strategies have been examined, so that reader would be able to get real reflection of the situation. The study compares the targets and achievements of ESR program at national level, explore in-depth the implementation status of ESR program in district Karachi, and district Rawalpindi and the outcomes suggest way forward regarding ESR Program. The major findings of the study are as under:

To promote pre-primary education the target of establishing 1100 Early Childhood Education centre was fixed whereas, 2,307 early childhood education centres were established from 2001 to 2005 at national level. The remaining targets could not be achieved. Literacy is a crucial issue but 6,169 literacy centers could be established from 2001-05 out of 270,000 targets. The target of introduction of technical stream was 1100 Secondary schools whereas achievement remained 529 schools. The target of revamping of Science Education was 3,350 schools but 1,293 schools could benefit from this scheme. Re-habilitation facilities could only be provided in 13,047 schools in the targeted period. The target of renovation of teacher training resource centre was 600 but achievement remained upto 540 at national level. As far as teachers training was concerned only 3,77,299 teacher could be trained against the target of 6,25,647 from 2001-05.

The comparison between targets and achievements at national level shows that Early Childhood Education centres were established more than the target of ESR across the country. But rest of targets of ESR could not be achieved. It is encouraging to note that 90% targets of renovation of teachers training resource centres were achieved and 60% teachers were trained against the target. Only 3% target of establishing adult literacy centres was achieved.

As far as achievement of district Karachi was concerned. The data revealed that Early Childhood Education centres were established in 8 schools. Technical stream was introduced in 18 schools whereas revamping of Science Education was made in 22 schools. Provision of physical facilities i.e. toilet facilities were provided in 557 existing elementary girls schools. Drinking water facility was provided in 636 primary and elementary schools, whereas electricity was made available to 532 schools from 2001-05. Total 400 literacy centres were established and 25 students per centre were enrolled. As far as renovation of teacher training

centre was concerned, 18 teachers' resource centres were renovated. Public-private partnership was activated in 120 schools.

It was found that 248 literacy centres were established in Rawalpindi, whereas technical stream was introduced in only 5 schools. Early childhood centres were established in 39 schools. Revamping of Science Education could be made in 7 schools. It is deplorable to note that rehabilitation facilities could not be made available due to non-availability of funds in spite of it that 592 schemes were designed.

WAY FORWARD

1. 67% of allocated funds were utilized from 2001-2005 by the provinces and remaining funds could not be provided, gap between allocation and actual expenditure can be bridged by timely funding, so that targets would be achieved. It was expressed during field visits that targets of ESR program were developed at federal level instead of provincial or district level. Each district designed schemes after getting funds from the federal government. However, the vision of ESR was that targets would be district specific, so that direct benefits could be made at grass-roots level. Therefore it is more appropriate that targets may be fixed with mutual understanding between district governments and concerned authorities.
2. The overall achievements at national level were appreciable as Early Childhood centre were established beyond the targets in the country and 90% targets of renovation of teachers' resource centres were achieved, whereas the set targets of other components of thrust areas could not be achieved. This shows a wider gap in planning and implementation strategy. Therefore, it is required that rational decisions may be made at the time of planning considering the real ground implementation constraints.
3. Lack of coordination between implementers and planners was another aspect of concern. There is a need of viable planning and implementation mechanism to be adopted for addressing the ground realities and achieving the targets.
4. More than half of the present posts of district managers as well as head of the institutions were vacant. The average service duration of EDO was about six months. The vacant posts need to be filled up through proper procedure in order to enable the district management to serve with full strength.
5. Rehabilitation of school through provision of physical facility at elementary/primary level was one of the major components of ESR program. Most of the schools in public sector were appeared in miserable condition and resultantly effecting the outputs. The allocated funds for improving physical facilities need to be enhanced in all districts in order to maintain proper teaching-learning environment.

1.1 Introduction

Education Sector Reforms (ESR) Program was initiated in 2001, with systematic attention on major areas of education such as i.e Establishment/ Strengthening of adult literacy centers, Establishment of early childhood education centers, Introduction of technical stream at selected Secondary schools, Revamping of Science Education, Rehabilitation of facilities at elementary level, Establishment/ Renovation of teacher training resource centers, teacher training and Public-private partnership. All these thrust areas were supported by vigorous innovative programmes.

The present government realized that centralized management structure of education is adversely affecting the process of decision-making and service delivery at grass roots level and adopted decentralized approach through empowering the local bodies closest to communities and people. The Government came up with the 'seven point agenda' to address institutional crisis through "National Reconstruction" and set the procedures to restructure the political and service structure through devolution of power. Restructuring aimed at

- i. Devolution of political power,
- ii. Decentralization of administrative authority,
- iii. De-concentration of management function,
- iv. Diffusion of the power authority nexus, and
- v. Distribution of resources at district level.

Local Government Plan 2000 and Local Government Ordinance 2001 were introduced by the government to put the devolution of power into operation and twelve departments were created at district level. The local Government Ordinance 2001 was promulgated in all provinces to reconstruct and regulate the local governments, and for the implementation of devolution plan.

Education Sector Reforms (ESR) program has its roots in the National Education Policy (1998-2010). Government of Pakistan has outlined its policy objectives for promoting economic growth and reducing poverty in the Interim Poverty Reduction Strategy Paper (IPRSP). ESR is more an Action Plan for 2001-2005, which has been fully integrated into the Interim Poverty Reduction Strategy Paper and about 80% of the ESR packages cover Adult literacy, Education for All and Technical Education. However the devolution plan remains the mainframe for implementation of ESR. The ESR is not a central dictation but has emerged from the consultation held with more than 600 partners/ stakeholders and has initiated a process of implementing this plan with the collaboration of all stakeholders in each province.

ESR is the comprehensive sector wide program to address the crucial issues of low educational attainment, lack of access to schooling, and educational inequities by gender and location. The ESR facilitates the development process of education in view of Devolution Plan through improving information on the performance of the education system and addressing local capacity building. The most important objective of this program is to develop an

educated citizenry in which every person has to complete at least a minimum level of education.

This study was designed to explore the development of education under ESR program in general and particularly in Karachi and Rawalpindi districts. In this context, the targets and achievements of ESR program were focused, along with financial allocation. Policy provisions, targets and strategies have been examined in-depth of Karachi and Rawalpindi districts to reveal the ground realities of the situation.

1.2 Objectives of the Study

The objectives of this study were to:

- i) Review the targets and achievements of ESR program at national level.
- ii) Explore the implementation status of ESR program in District Karachi.
- iii) Investigate development of education under ESR Program in District Rawalpindi.
- iv) Suggest measures for policy preparation regarding ESR Program.

This study has immense importance for policy makers, as it explores the impact of ESR program. The study provides policy options. It enhances insight of the decision makers, education managers and planners. It is also helpful in future policy formulation. Efforts have been made to investigate major bottlenecks in the implementation of this program; therefore, the out comes are useful in reducing implementation difficulties.

1.3 Methodology

The study was planned at national level by adopting methodology of descriptive research and focus was on qualitative and quantitative analysis based on two kinds of information i.e primary and secondary. Education sector reforms program was launched at national level by the federal government in collaboration with provincial governments. It was not possible to collect data from all districts of Pakistan. Therefore, Karachi being the biggest city of the country and Rawalpindi, being nearest to the capital were selected to explore the development of education under ESR. The information was collected from the concerned officers of the districts

Background of the ESR Program

2.1 Mission Statement of ESR Program

- Developing human resources in Pakistan is a pre-requisite for global peace, progress, and prosperity.

2.2 Vision of ESR Program

- Quality education enabling all citizens to reach their maximum potential;
- Produce responsible, enlightened, and skilled citizens;
- Integrate Pakistan into the global framework of human-centered economic development.

2.3 Education Sector Reforms Objectives

- Universalization of primary education and adult literacy.
- Mainstreaming Madaris to diversifying employment opportunities for the graduates.
- Improvement in the quality of education at all levels through better teachers, upgraded training options, curriculum & textbook reforms, and competency based examination system for promoting Pakistan as a knowledge-based society.
- Introducing a third stream of gender and area specific technical and vocational education at secondary level with innovative approaches for students' counseling.
- Empowerment to district education authorities
- Promote Public-Private Partnerships.
- Diversification of General Education.

2.4 Education Sector Reforms Indicators

The ESR Action Plan targets are iterative and incremental, aligned to emerging national reforms and priorities. The seven thrust areas have been identified for their improvements. The ESR targets for each Sub-Sector 2001-02 – 2005-06 are given below:

SUB-SECTOR	BENCH MARK 2001		TARGET 2005	
Literacy	from	49%	to	60%
Gross Primary Enrolment	from	83%	to	100%
Net Primary Enrolment	from	66%	to	76%
Middle School Enrolment	from	47.5%	to	55%
Secondary School Enrolment	from	29.5%	to	40%
Technical Stream Schools	from	100	to	1100
Polytechnics/mono-techniques	from	77	to	160
Madaris Mainstreaming	from	148	to	8000
Public-Private Partnerships	from	200	to	26000
Higher Education Enrolment	from	2.6%	to	05%
Quality Assurance Equivalence of all sub-sectors to international levels				

(Source: ESR Action Plan 2001-02 – 2005-06)

ESR Targets

Adult Literacy Centers 2,70,000

Rehabilitation facilities:

- | | |
|---|-------|
| a) Construction of building for shelterless schools | 18030 |
| b) Provision of Electricity to existing school | 95979 |
| c) Provision of Water supply to existing schools | 56455 |
| d) Provision of Toilets to existing schools | 79342 |
| e) Provision of Boundary walls to existing schools | 64973 |
| f) Construction of building for New Schools | 8503 |

TOTAL: 323283

Establishment of Early Childhood Education Centers 1100 Schools

Introduction of Technical Steam at Secondary level 1100 Schools

Construction/Strengthening of Science Laboratories 2100 Schools
 Teacher Training Resource Centers 550

(Source: ESR Section Project Wing, Ministry of Education, Islamabad)

Financial Requirements for ESR Action Plan 2001-02-2005-06

(Rs. in Billion)

Programs	2001-02	2002-03	2003-04	2004-05	2005-06	Total	%
Elementary Education	2.300	0.398	0.450	15.45	15.450	34.0	34.0
Literacy Campaign	0.200	0.130	0.100	3.935	3.935	8.3	8.3
Mainstreaming Madaris	-	0.225	0.375	6.700	6.700	14.0	14.0
Secondary Education	0.100	0.225	-	4.837	4.837	10.0	10.0
Technical Education	0.400	0.222	0.300	7.039	7.039	15.0	15.0
College/Higher Education	-	0.006	-	4.997	4.997	10.0	10.0
Quality Assurance	0.350	0.019	0.100	3.765	3.765	8.0	8.0
Public-Private Partnership	0.074	-	-	0.345	0.349	0.7	0.7
Total	3.424	1.225	1.325	47.069	47.069	100*	100

* Figure has been rounded

(Source: Education Sector Reforms Action Plan 2001-02-2005-06, Ministry of Education, Islamabad)

2.5 Principal Characteristics of Education Sector Reforms and major initiatives

The Education Sector Reforms (ESR) 2001 originate from National Education Policy (1998-2010) and focuses on the development of human resources in Pakistan as pre-requisite for global peace, progress and prosperity. It has three fold purposes: quality education enabling all citizens to reach their maximum potential; produce responsible, enlightened and skilled population and integrate Pakistan into the global framework of human-centered economic development. It suggests following strategies:

1. Sector-wise reforms based on efficiency and equity;
2. Political will to boost education as the anchor for economic revival;
3. Poverty reduction strategy program
4. Resource mobilization from all channels;
5. Decentralization through Devolution Plan ensuring grass-root level participation in educational planning and implementation;
6. Encouraging and supporting Government- Private Sector partnership to meet the challenges;
7. EFA Action Plan and Ordinance for compulsory Primary Education; and
8. Outcome based planning, budgeting and auditing.

Following are the major thrust areas of the Education Sector Reforms (ESR):

2.5.1 Universal Primary Education (UPE)

The education for all emphasizes quality universal primary education through ensuring access and increasing participation rate to 100%; reducing gender disparity and enhancing completion rate 70%. In order to achieve the targets the reform implies:

- i. Promulgation of Compulsory Primary Education Ordinance;
- ii. Improving infrastructure in existing primary schools;
- iii. Initiation of Early Childhood Education stage in schools;
- iv. Construction of new schools;
- v. Community Based Education Schools; and
- vi. Free textbooks for children and free Braille books to the visually handicapped children.

2.5.2 Vocationalization of General Secondary Education

To make education meaningful and work oriented technical stream has been introduced at secondary school level. The Reforms imply that the existing scheme of studies will be revised to accommodate a new technical stream along with Science and Humanities streams, introduction of 34 trades selected against specific criteria, development of teaching learning resource materials, construction of workshops in schools and increasing enrolment from 7% to 50%. First phase of the program has been completed.

2.5.3 Revamping of Science Education

The Reforms aim at improving quality of science education by providing updated science equipment, professional growth of teachers and facilities. It implies construction of science laboratories, establishment of mathematic resource rooms, provision of equipment and consumables, development of video textbooks, training of head teachers, managers, master trainers and teachers.

2.5.4 Promotion of Technical Education

The Reforms focus qualitative and quantitative improvement of technical education. It implies establishment of one polytechnic at each district headquarter for boys and one polytechnic for girls at each divisional headquarter. It also entails development of textbooks and manuals, construction of workshops, training of teachers, revision of curricula and introduction of emerging new technologies.

2.5.5 Quality Assurance

The Reforms have major target to improve quality of education. The related Reforms encompass revision of curricula for classes I-XII, harmonization of teacher training programs, introduction of multiple textbook scheme, professional development of planners, managers, teacher educators, teachers at all levels, setting up of professional cadre for planning and management of education, strengthening of teacher training institutions, examination reforms and setting up of examination boards in private sector, establishment of national education assessment system, system of academic audit, increase in financial support, etc.

As per Reforms curricula of all school subjects has been revised and new textbooks have been produced. Extensive teacher training programs have been organized through out the country and 175,000 master teacher trainers and teachers have been trained. Diploma in Education has been launched to upgrade teacher qualifications to 12+1 ½ years replacing PTC/CT courses. National Educational Assessment System has been established with provincial network in all provinces. Examination reforms as planned have been introduced through out the country.

Initiatives:

- Improvement in provision of infrastructure and human resources for primary education.
- Provision of improved curriculum and teaching-learning materials to improve the quality of teaching-learning process.
- Attention to continuous professional development of teachers.
- Establishment of Educational Assessment System.
- Strengthening and up-gradation of Teacher Training institutions.
- Setting-up Academic Audit through linkage of cash awards/ incentives with quality.
- Developing a National Strategy for Information Communication Technologies (ICTs).
- Setting up Examination Board in private sector.

2.5.6 Mainstreaming of Madrassahs

To streamline the religious education in the country and making it compatible with the emerging needs the Reforms intend to review and revise curricula of religious education. Pakistan Madrassah Education Board has been established to look after the affairs of schools. Incentive program have been launched to facilitate teaching of general education subjects like English, Math, Science, Computer Science, Economics, Social Studies, etc.

To evolve an integrated system of national education by Bringing Deeni Madaris and modern schools closer to mainstream especially in curriculum and the scheme of studies

Initiatives:

- Plan developed for introduction of formal subjects in Deeni Madaris:
- English, Maths, Social/Pakistan Studies and Computer Science to be introduced in all Madaris.

- Madaris will be mainstreamed through provision of grants for salaries to teachers, cost of textbooks, teacher training and equipment.
- Madarassah Education Board set up to regulate curriculum and examination of the Madaris.

2.5.7 Public Private Partnership

The Reforms aim at improved service delivery through public private partnership by offering incentive package for private sector; involvement of private sector in the management of under utilized public sector institutions; facilitating grants and soft loans for the development of education; introduction of Adopt School program; maximizing utilization of public school buildings by school up gradation in the afternoon shifts from primary to higher secondary levels through community participation project; introduction of information technology courses in schools through public private partnership; etc.

Initiatives:

- Public policy has been amended to mobilize the private sector and civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan.
- The Community Supported Rural Schools Program (CSRSP) encourages education in rural areas. Currently, 610 schools are run with an enrolment of 23,300 students.
- 70 schools have been adopted by the corporate sector.
- 10,000 teachers trained in IT by INTEL Corporation
- Building ICT lab infrastructures for teachers' training by Microsoft.
- Other modes of Public Private Partnership
 - Adopt a school
 - Scholarship Scheme
 - Food-Aid Program
 - Grant-in-Aid program to private schools
- National Commission for Human Development (NCHD) set up in July 2002 to implement a variety of human development objectives in collaboration with NGOs including UPE and mass literacy.

2.5.8 Higher Education

The reforms advocate shift towards human resource development through qualitative and quantitative improvements of higher education. The major aspects of the Reforms include strengthening of research in institutions of higher learning, professional development of teachers, increasing access to higher education, increasing enrolment, encouragement for private sector universities, increasing financial allocations, up gradation of science and social science programs, introduction of IT education, etc. For better governance and management of higher education Commission has been established and University Ordinance has been promulgated.

Targets and Achievements of ESR

The Federal Government in collaboration with provincial governments launched ESR program.

The analysis of data i.e. the targets and achievements at national level has been presented in this chapter.

3.1 Province-Wise Utilization of Fund

The federal government provided funds to the provincial governments. Province-wise utilization of funds is presented in table-1.

Table-1
Province-wise/Area-wise Utilization of ESR Funds 2001-2005

Rs. In million

Name of Area	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	Total	Utilization	% Utilization
Punjab	1,462.68	464.58	401.03	371.66	534.26	2,699.96	1,851.30	68.56
Sindh	611.03	192.06	165.79	153.64	220.86	1,122.53	727.10	64.77
NWFP	528.58	156.96	135.49	125.56	180.50	946.60	454.30	47.99
Balochistan	330.41	86.40	111.36	69.12	99.36	597.30	458.27	76.72
FATA	113.03	41.00	35.39	32.80	47.15	222.22	205.82	92.62
AJK	84.97	38.00	32.80	30.40	43.70	186.17	120.66	64.80
FANA	46.66	11.00	9.49	8.80	12.65	75.96	60.40	79.52
ICT	92.09	8.70	7.63	7.00	11.5	115.42	115.42	100.00
Federal Agencies	154.50	1.30	1.00	1.00	0	157.80	146.50	92.83
Total	3,424	1,000	900	800	1,150	6,124	4,148.85	67.74%

(Source: Ministry of Education yearbook 2004-05)

The above table-1 shows that 100% available funds have been utilized in Islamabad capital territory, whereas 92% in FATA and Federal agencies, and FANA utilized 79% funds. As far as provinces are concerned Balochistan utilized 76%, Punjab 68%, Sindh 64% and NWFP utilized 48%, ESR funds.

3.2 Province-Wise Physical Achievements

Province-wise physical achievements during 2001-05 are presented in table-2

Table-2
Area-wise Physical Achievements during 2001-2005

S. #	Description	Punjab	Sindh	NWFP	Balochistan	FATA	FANA	AJK	ICT	Total	Targets
1.	Establishment/ Strengthening of Adult Literacy Centers	3,226	757	874	500	169	65	111	467	6169	270,000
2.	Establishment of Early Childhood Education Centers	1,700	71	164	61	179	2	40	100	2,307	1100
3.	Introduction of Technical Stream at Secondary level	206	107	64	117	10	10	5	10	529	1100
5.	Revamping of Science Education	316	164	253	25	20	178	247	111	1,293	3350
6.	Re-habilitation facilities at elementary level	4,799	3,256	2,624	1,104	447	167	532	118	13,047	41000
7.	Establishment/ renovation of Teacher Training Resource Centers	233	112	37	123	1	13	1	20	540	600
8.	Teachers Trained	3,23,515	6,071	17,740	7,812	3,330	1,993	13,250	3,500	3,77,299	6,25,647
9.	Public, private partnership	-	-	-	-	-	-	-	-	7966	16,000

(Source: Ministry of Education yearbook 2004-05)

The table-2 reveals that target of 1100 establishment of early childhood education centre was fixed. Whereas, 2,307 early childhood education centres were established. The all-remaining targets could not be achieved. As 2,70,000 adult literacy centres were to be established but only 6,169 could be made. The target of introduction of technical stream was 1100 whereas achievement was 529. The target of revamping of Science Education was 3,350

but 1,293 schools could benefit of this scheme. Re-habilitation facilities could only be provided in 13,047 schools. The target of renovation of teacher training resource centre was 600 but achievement remained 540 at national level. As far as teachers training was concerned only 3,77,299 teachers could be trained against the target of 6,25,647.

3.3 Comparison Between Targets and Achievements

Comparison between targets and achievements is presented in table-3

Table-3
Comparison Between Targets and Achievements

S. #	Description	Targets of ESR Program	Total Achievements	Achievements Percentage
1.	Establishment/ strengthening of Adult Literacy Centers	2,70,000	6,169	2.28%
2.	Establishment of Early Childhood Education Centers	1100	2,307	-
3.	Introduction of Technical Stream at Secondary level	1100	529	48%
5.	Revamping of Science Education	3,350	1,293	38.6%
6.	Re-habilitation facilities at elementary level	41,000	13,047	31.8%
7.	Establishment/ renovation of Teacher Training Resource Centers	600	540	90%
8.	Teachers Trained	6,25,647	3,77,299	60.3%
9.	Public, private partnership	16,000	7966	50%

(Source: Ministry of Education yearbook 2004-05)

The table-3 depicts that early childhood education centres were established more than the targets across the country whereas other targets could not be achieved. It is encouraging to note that 90% targets of renovation of teachers training resource centres was achieved, and 60% teacher were trained against the target. Only 3% of target of establishment of adult literacy centres was achieved.

but 1,199 schools could benefit of this scheme. Re-labouring facilities could only be provided in 13,947 schools. The target of renovation of teacher training resource centre was 600 and achievement remained 540 at national level. As far as teachers training was concerned only 3,77,299 teachers could be trained against the target of 6,72,647.

7.3 Comparison Between Targets and Achievements

Comparison between targets and achievements is provided in table 1

Table-1
Comparison Between Targets and Achievements

S. No.	Description	Targets of EBR Program	Total Achievements	Achievements Percentage
1.	Establishment/ strengthening of Adult literacy Centre	2,20,000	2,189	1.00%
2.	Establishment of Early Childhood Education Centres	100	1,377	-
3.	Introduction of Technical Skills at Secondary level	100	328	328%
4.	Revisiting of Science Education	1,750	1,331	76.0%
5.	Re-labouring facilities at elementary level	11,900	12,047	101.24%
6.	Establishment/ renovation of Teacher Training Resource Centre	600	540	90%
7.	Teachers Trained	6,72,647	3,77,299	56.1%
8.	Public-private partnership	18,000	1,904	10.6%

(Source: Ministry of Education, Government of India)

The table-1 depicts that early childhood education centres were established more than the targets across the country whereas other targets could not be achieved. It is encouraging to note that 90% target of renovation of teacher training resource centre was achieved, and 10% teacher were trained against the target. Only 3% of target of establishment of adult literacy centre was achieved.

**CASE STUDY
OF
KARACHI CITY
(GOVERNMENT)**

CASE STUDY
OF
KARACHI CITY
(GOVERNMENT)

4.1 Situation Analysis

Karachi is the biggest city of Pakistan. Before devolution of power -2001 Karachi was divided into five districts. After implementation of devolution of power at grass roots level city district government was established under City Nazim. Under the direct supervision of City Nazim, education department has been divided into two wings i.e. government and local body wing (which was previously functioning under KMC). This local body wing was to be merged in education department but due to administrative problems this could not be done. However, the head of district education department is Executive District Officer (Education) who is answerable to City Nazim. Details of number of institutions, teachers and enrolment are presented in the following tables.

Table-1
Enrolment 2004-2005

S. No.	School Level	Enrolment		
		Boys	Girls	Total
1.	Primary	140936	161070	302006
2.	Elementary	23787	31410	55197
3.	Secondary	71902	113519	185421
4.	Secondary & Higher Secondary	7691	12900	20591
	Total	244316	318899	563215

Table-2
Number of Teachers 2004 - 2005

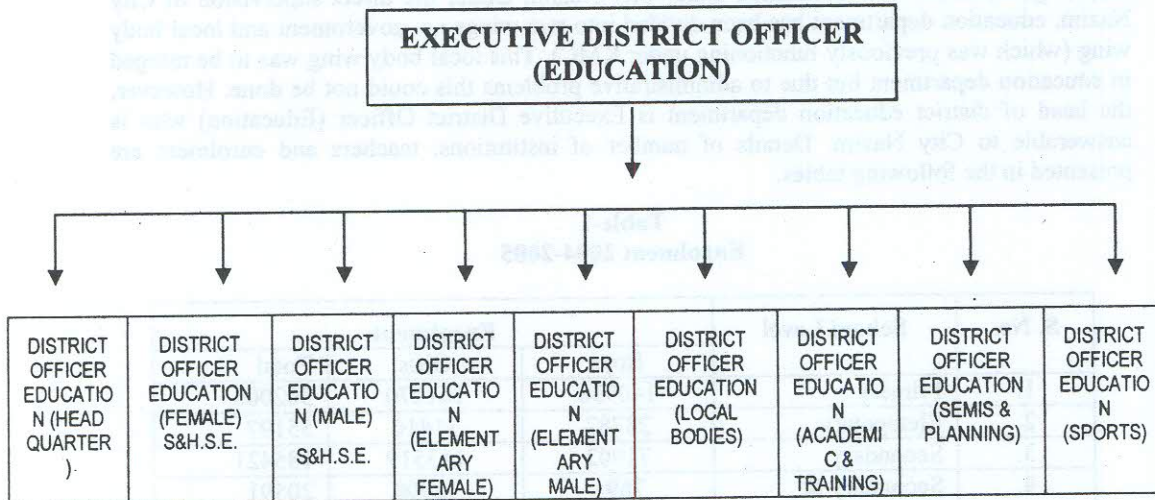
S. No.	School Level	Teachers		
		Male	Female	Total
1.	Primary	5447	9990	15437
2.	Elementary	977	2537	3514
3.	Secondary	3059	6676	9735
4.	Secondary & Higher Secondary	419	443	862
	Total	9902	19646	29548

Table-3
Vacancy Position

S. No.	Cadre	Total Sanctioned Posts	Working Position	Vacant
1.	Teaching (35)	32471	29025	3446
2.	Non-Teaching (10)	901	8738	282
	TOTAL 45 CADRES	33372	37763	3728

4.2 Organizational Structure

ORGANIZATIONAL CHART OF EDUCATION SYSTEM UNDER CITY DISTRICT GOVERNMENT KARACHI



Karachi city has been divided into eighteen towns. Names of Towns are given below:

- | | | | |
|-----------------|-------------|-------------------|---------------------|
| 1. Kimari | 2. Site | 3. Baldia | 4. Orangi |
| 5. Lyari | 6. Saddar | 7. Jamshed colony | 8. Gulshan-Iqbal |
| 9. Shah Faisal | 10. Landhi | 11. Korangi | 12. North Nazimabad |
| 13. New Karachi | 14. Gulberg | 15. Liaqatabad | 16. Malir |
| 17. Bin Qasim | 18. Gadap | | |

4.3 Financial Position of City Government (District)

**Table-4
Salary & Non-Salary Budget 2004-2005**

S. No.	Head of Accounts	Budget Estimates (in million)	Budget Release (in million)
1.	Salary	3,995.496	1,927.108
2.	Non-Salary	44.826	6.031
Total		4,040.322	1,933.139

4.4 Implementation of ESR Program

Table -5
Progress Report of Education Sector Reform Programme 2001-2005

S #	Name of Schemes	No. of units	Remarks
1.	EDUCATION SECTOR REFORMS (ESR)/ Establishment of Teachers Resource Centers	18	12 Months
2.	Montessori Classes in 08 existing Primary Schools.	08	12 Month
3	Introduction of Technical Stream at selected Secondary Schools	18	18 Months
4	Revamping of Science Education Facilities at Secondary Schools	22	12 Month
5	Rehabilitation of existing Primary/ Elementary Schools.	353	24 Month
6	Provision of Toilet Facilities for existing Elementary Girls Schools.	557	24 Month
7.	Provision of Drinking Water Facilities and Boundary Walls for existing Primary / Elementary Schools	498	24 Month
8.	Provision of Electric facilities for existing primary / Elementary Schools.	532	24 Month
9.	Provision of Drinking Water Facilities for existing Primary & Elementary Schools.	636	24 Month

Table-5 reveals that Montessori classes were established in 8 schools. Technical stream was introduced in 18 schools whereas, revamping of Science Education was made in 22 schools. Provision of physical facilities i.e. Toilet facilities were provided in 557 existing elementary girls schools. Drinking water facility was provided in 636 primary and elementary schools, whereas electricity was made available in 532 schools.

4.4.1 Establishment /Strengthening of Adult Literacy Centers

Executive District Officer (Literacy) supervises three departments namely: Literacy Campaign, Vocational Education and continuing education. According to the statement of EDO (Literacy) fund under ESR Program were provided in three phases. Detail is as under:

**Table –6
Establishment of Adult Literacy Centre**

Phase	Allocation	Utilization
Phase-I	11.94 (million)	11.94 (million)
Phase-II	7.2 (million)	7.2 (million)
Phase-III	2.78 (million)	2.78 (million)

4.4.2 Achievements of Adult Literacy Component

Total 400 literacy centers were established and 25 students per center were made literate. The duration of this course was six month and total 18 months program of adult literacy was launched under the ESR Program

4.4.3 Further Proposal

According to the statement of DEO (Literacy) PC-I Form is under consideration for the establishment of 250 Adult Literacy Centers in Karachi District.

4.4.4 Major Problems

It is deplorable to note that department was a hang as stated by the EDO (Literacy). He was of the view that there is no budget available for launching the adult literacy program. EDO (Literacy) was borrowed from legal department whereas DEO was hired from Revenue Department. Both of the officer stated that they had no educational background. How they can work according to the requirements of the department.

4.4.5 Suggestions For Improvement

The EDO (Literacy) was of the view that a Consultant may be hired for literacy department who will be skillful person for handling and smooth functioning of literacy department. Both the concerned officers were of the view that there were three departments which are working for adult literacy i.e. NCHD, Literacy Department under City Government and Directorate of Literacy and Non-formal Education. There is need to merge these departments into one department in order to take integrated efforts for the improvement of adult literacy. It is very interesting to note that government provides funds to these three departments. Curricula is different, methods of launching literacy program are different, monthly salary of the teachers is different and there is also variation in the time of functioning adult literacy program. Therefore it is rational that integrated efforts may be made for launching adult literacy center in Karachi.

4.5 Introduction of Technical Stream at Secondary Level

Under this component computers have been provided to different schools in 18 Towns of Karachi City. Total 9 boys and 9 girls schools were provided computers for the establishment of computer labs and computer classes in these schools. Computers Assistant Programmers were also appointed for teaching computer in these schools. However, there is no training program for teachers of these schools under ESR Program. They were of the opinion that teacher-training programmes in computer operation may also be launched under ESR Program.

Table-7
Technical Stream at Secondary Level 2001-2005

Name of Scheme	Name of Items	No. of Items/ School	No. of Schools
Introduction of Technical Stream in the existing Secondary Schools (9-Boys, 9-Girls) 18 Units	1.Computer P-IV	08	<u>18</u>
	2.Computer Tables	04	
	3.Computer Chairs	49	

Table-7 shows that technical stream could be introduced in total 18 schools with equal ratio of boys and girls.

4.6 Establishment of Early Childhood Center

District Officer Education (Elementary) female was dealing officer of this component. According to her statement 8 early childhood centers were established under ESR Program during 2001-2005 and a proposal of 100 early childhood centers has been submitted for approval. However, detail provided about schools is given below:

Table-8
Establishment of Childhood 2001-2005

Name of Scheme	Name of Items	No. of Items/ School	No. of Schools
Montessori Classes in (Eight-08) existing Primary Schools.	1. Montessori Tables with Boxes	05	<u>08</u>
	2. Montessori Chairs	25	
	3. Racks	01	
	4. Teachers' Tables	01	
	5. Teachers' Chairs	01	
	6. Montessori Equipment Almirah	-	
	7. Montessori Lunch Box Racks	01	
	8. Montessori Sticks Racks	-	
	9. Pin Tower Racks	01	
	10. Carpet	-	
	11. Learning Material	01	
	12. Montessori Apparatus	01	

Table-8 reveals that Montessori classes were started in 8 existing primary schools.

4.7 Revamping of Science Education

Under this component of ESR Program furniture for Physics, Chemistry and Biology labs were provided to a number of schools in Karachi District. Detail is presented in table-9.

Table- 9
Science Education 2001-2005

Name of Scheme	Name of Items	No. of Items per School	No. of Schools
Re-arranging of Science Education Facilities at Secondary Level.	PHYSICS LAB	-	<u>22</u>
	1. Science Equipment	-	
	2. Practical Tables	05	
	3. Lab Stools	20	
	4. Black Boards	20	
	5. Lab Cupboards	02	
	6. Ceiling Fans	06	
	7. Tube Lights	06	
	CHEMISTRY LAB	-	
	1. Science Equipment	-	
	2. Practical Tables with Tubs	-	
	3. Lab Stools	05	
	4. Black Boards	20	
	5. Lab Cupboards	06	
	6. Ceiling Fans	01	
	BIOLOGY LAB	-	
	1. Science Equipment	-	
	2. Practical Tables	01	
	3. Lab Stools	19	
	4. Lab Cupboards	01	
	5. Ceiling Fans	02	

Table-9 shows that Science Education facilities were provided in 22 secondary schools.

4.8 Rehabilitation Facilities at Elementary Level

Detail of rehabilitation facilities is presented in the following tables.

Table-10
Rehabilitation Facilities at Elementary Level 2001-2002

S #	Name of Schemes	No. of Schools
1	Rehabilitation of existing Primary/ Elementary Schools.	353
2	Provision of Toilet Facilities for existing Elementary Girls Schools.	557
3.	Provision of Drinking Water Facilities and Boundary Walls for existing Primary / Elementary Schools	498
4.	Provision of Electric facilities for existing primary / Elementary Schools.	532
5.	Provision of Drinking Water Facilities for existing Primary & Elementary Schools.	636

Table-10 reveals that drinking water facility was provided in 636 elementary schools, whereas drinking water and boundary walls were made available in 498 existing primary/elementary schools. As far as electricity was concerned it was provided in 532 schools whereas, rehabilitation of facilities were made in 353 schools.

4.9 Establishment/Renovation of Teacher Training Center

The training component was launched in collaboration with NGO namely: The Education Foundation. According to the record total 250 teachers were trained under the ESR Program. Training program for 1035 teacher was being organized at the time of data collection.

Table-11
Renovation of Teacher Training Centre

Name of Scheme	Name of Items	No. of Items	No. of Centers	Total Items
Establishment of Teachers' Resource Centers (9-Boys, 9-Girls) 18 Units	1. Library Chairs	30	<u>18</u>	540
	2. Library Tables	02		36
	3. Office Tables	02		36
	4. Office Chairs	02		36
	5. Steel Almirah with Glasses	10		180
	6. Newspapers Stands	02		36
	7. Rostrums	01		18
	8. Office Stationary, Library Books etc.	-		-
	9. Computer with Printer	01		36

Table-11 explains that renovation of teachers training centres was made in 18 centres with equal ratio of boys and girls.

4.10 Public-Private Partnership

Sindh Education Foundation was involved to deal this component of ESR program. The detailed procedure for adopting a school is presented here. Through adoption of schools, the Sindh Education Foundation strives to establish sustainable public-private partnership for government school improvement. SEF encourages individuals/ organizations to adopt government schools and guides them to ensure government school revival.

4.10.1 Method of Adopting a School

Every individual with a keen interest in government school revitalization can be an adopter.

4.10.2 Help in Reviving a Government School

The following factors are identified at the time of adopting a government school

- Identify the need for supervisors, teachers, head teachers and SMC training
- Provide teaching aids to the school
- Provide supplementary reading material
- Improve the infrastructure of the school
- Introduce co-curricular activities
- Monitoring and supervision of school
- Develop linkages with parents, community and SMCs
- Teach voluntarily in the school
- Provide technical and financial support to the school

4.10.3 Rights of an Adopter

Government school adopter is a caregiver, and a friend to the school and the community. Adopter will be provided a lot of support from the Sindh Education Foundation and the Department of Education to preserve and protect the investment of time and money in the school. Adopter must, however, keep in consideration that the actual rights belong to the parents, teachers and community members.

4.10.5 Pre Approval Phase

- Program guidelines are provided to the individual/ organization upon request.
- Identification of school based on the preference of the individual/organization.
- Meeting with the school administration and needs analysis of the school.
- Submission of report to the City District Government by the Sindh Education Foundation for approval of adoption.

4.10.5 Post Approval Phase

- An initial meeting of all stakeholders (including the adopter, School Administration and the Sindh Education Foundation).
- Signing of registration forms/agreement for adoption.
- Introduction of adopters with the School Management Committee (SMC) and the community.
- Development of linkages with the Department of Education and Concerned departments for school improvement.

4.10.6 Implementation Phase

After adoption you can work towards

- Improving school environment and facilities.
- Initiating co-curricular activities.
- Involving School Management Committee and school staff towards school improvement.
- Improving and supporting the monitoring of schools (activities & Personnel)

Details of adopted schools is given below:

Table-12
Adoption of Schools

S. No.	No. of Schools Adopted	No. of Adopters
1.	120	46

Table-12 reveals that 46 adopters adopted 120 schools.

4.18.2 Post Approval Phase

- An initial meeting of all stakeholders (including the school, school administrator and the South Education Department)
- Signing of education management agreement for duration
- Introduction of support with the School Management Committee (SMC) and its functioning
- Collaboration in progress with the Department of Education and C.A. school representative for school improvement

4.18.3 Implementation Phase

- After signing the agreement
- Implementing school improvement and learning
- Initiating co-ordinating activities
- Localizing School Management Committee and school staff towards school improvement
- Implementing and reporting the functioning of schools (activities & financial)

Function of school activities in detail below

Table-12
Activities of Schools

Year	# of Schools	No. of Activities
1	130	45

Table 12 reports the # of activities across 130 schools

**CASE STUDY
OF
RAWALPINDI CITY
(GOVERNMENT)**

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CASE STUDY
OF
HAWAIIAN CITY
GOVERNMENT

5.1 Situation Analysis

Rawalpindi is one of the biggest city of Punjab Province. According to the latest census report (1998), the total population of less than 5 years age group in 2002 was 1,91,868. male Population was 99,777 and female was 98,397. The number of primary schools was 1776 (male 782 and female 994) in 2003-04, whereas 279 (male 126 and female 153) middle schools were functioning in Rawalpindi district. Further detail about enrolment is as under:

Table-1
Enrolment 2004-2005

S. No.	School Level	Enrolment		
		Boys	Girls	Total
1.	Primary	85369	75790	161159
2.	Elementary	10684	33471	44155
3.	Secondary	73783	60730	134513
4.	Secondary & Higher Secondary	1207	1154	2361
	Total	171,043	171,145	342,188

Table-2
Number of Teachers 2004 - 2005

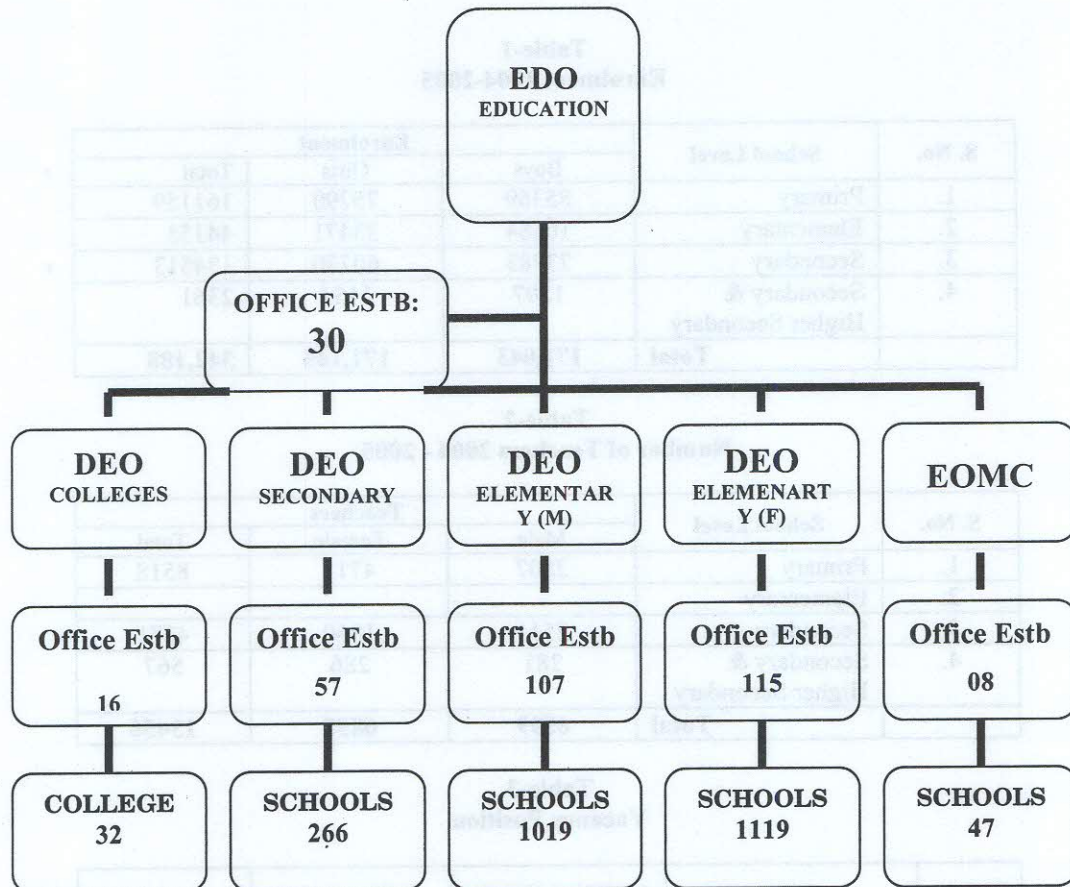
S. No.	School Level	Teachers		
		Male	Female	Total
1.	Primary	3807	4711	8518
2.	Elementary	-	-	-
3.	Secondary	2511	1860	4371
4.	Secondary & Higher Secondary	281	286	567
	Total	6599	6857	13456

Table-3
Vacancy Position

S. No.	Cadre	Total Sanctioned Posts	Working Position	Vacant
1.	Teaching	15715	13356	2359
2.	Non-Teaching	3043	2632	411
	Total	18758	15988	2770

5.2 Organizational Structure

DISTRICT EDUCATION DEPARTMENT



5.3 Adult Literacy Centres (ALC)

1st Phase Completed
Period One year (7+5)

Total No. of ALC Sanctioned	248
Under ESR & ADP	(124+124)
Period (Duration)	During 204-05

Table-4
Adult Literacy Centres

Tehsil Wise Detail	
Rawalpindi	69
Gujar Khan	40
Kotli Sattian	25
Kahuta	42
Taxila	45
Murree	28
Total	248

The table-4 shows that there were 248 literacy centres. There were 69 accounts in Rawalpindi tehsil in Gujar Khan 40, in Kotli Sattian 25 in Kahuta 42, in Taxila 45 and in Murree tehsil 28 literacy centres established under ESR Program.

5.4 Vocational Centres

Total No. of AVC Sanctioned	248
Under ESR & ADP	(124+124)
Period (Duration)	01-01-05 to 30-05-05

Some AVC started w.e.f 01-03-05 due to weather conditions.

5.5 Introduction of Technical Stream at Secondary Level

Under this component total 3 boys and 2 girls schools were provided facilities for introduction of technical stream at secondary level.

Table-5
Technical Stream at Secondary Level 2001-2005

Name of Scheme	Boys School	Girls School	Total
Introduction of Technical Stream in the existing Secondary Schools 18 Units	03	02	<u>05</u>

Table-5 shows that technical stream could be introduced in total 05 schools (03 boys and 02 girls schools).

5.6 Establishment of Early Childhood Centre

The district management was requested to provide information about establishment of early childhood centres. The obtained information is presented in following table:

Table-6
Establishment of Early Childhood Centre

S. No.	Tehsil	No.of Centres
1.	Gujar Khan	13
2.	Rawalpindi	10
3.	Taxila	04
4.	Kahuta	03
5.	Kallar Syedian	02
6.	Murree	04
7.	Kotli Sattian	03
	Total	39

The table-6 reveals that 13 centres were established in tehsil Gugar Khan, 10 in Rawalpindi, in Taxila 04, in Kahuta 03, in Kallar Syedian 02, in Murree 04 and in Kotli Sattian 03 centre have been established.

5.7 Revamping of Science Education

Under this component of ESR Program of science education facilities was re-arranged. The collected information is presented in table-7:

Table- 7
Science Education 2001-2005

Name of scheme	Boys School	Girls school	Total
Re-arranging of Science Education Facilities at Secondary Level.	<u>04</u>	03	07

Table-7 shows that Science Education facilities were provided in 07 secondary schools.

5.8 Rehabilitation Facilities

Table-8
Missing Facilities 2003-04

S. No.	Name of Scheme	No. of Schemes
1.	Dangerous Buildings	24
2.	Additional C / Room	73
3.	Major Repair	27
4.	Building required/ Shelter less Building	12
5.	Drinking Water and Toilet	69
6.	Provision of Hand pump / Drinking water	88
7.	Provision of Toilets	89
8.	Construction of B/Wall	45
9.	Provision of Electricity	132
10.	Provision of Furniture and etc.	33
	TOTAL	592

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