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FEMALE EDUCATION IN PAKISTAN

BY

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TABEL OF CONTENTS

<u>Section (A)</u>	<u>Page</u>
I. <u>Introduction</u>	1
1. Population : Sex Composition and Distribution	1
2. School age-population	2
3. Literacy and Educational Attainment	2
II. <u>Summary/Overview</u>	
1. <u>The State of Education</u>	3
1.1 Adult Literacy and Non-Formal Education	3
✓ 1.2 <u>Primary Education</u>	7
✓ 1.3 <u>Rural Education and Development</u>	8
1.4 <u>Secondary Education</u>	8
1.5 College and Higher Education	12
✓ 1.6 <u>Technical/Vocational Education and Training</u>	13
1.7 <u>Commercial Training and Education</u>	13
✓ 1.8 <u>Teacher Training</u>	14
2. <u>Additional Facilities</u>	15
2.1 Scholarships	15
2.2 Libraries	15
2.3 Educational Guidance and Placement Services	15
2.4 Books and Reading Material	16
3. <u>Policy Issues.</u>	16
4. <u>Financial Allocation</u>	17

III.	<u>The Historical Trends and Performance of the Sector.</u>	<u>Page</u>
	1. Financial Outlays	19
	2. Physical Achievements	20
	3. Adult Literacy	23
	✓ 4. Female Education and Training	24
	5. Review of the Fifth Five Year Plan	25
	6. Further changes as envisaged in Sixth Five Year Plan.	25

Section (B)

I.	<u>The Implication for Women</u>	28
	1. <u>Research Studies</u>	28
	2. <u>The Implications</u>	32
	✓ 2.1 Female Literacy	32
	2.2 Primary Education	32
	2.3 Secondary Education	33
	2.4 Higher Education	33
	2.5 Vocational and Training Education	34
	2.6 Teachers Training	35
	2.7 Service Conditions	36

Section (C)

1. Bibliography
2. Annexures

PREFACE

The economic performance during the 5th Five Year Plan was quite encouraging. However, the achievements in the economic field did not have corresponding effects either by increasing literacy levels and enhancing school participation rates or controlling population growth. The primary school enrolments has barely kept pace with the population growth which has resulted the low literacy level of 26.2%. The situation is even worse when the literacy and school participation rates for girls and women are considered. The male literacy is estimated at 35%, whereas the female literacy rate is estimated at 16%. Inequities in educational opportunities for girls as compared to boys and disparities in rural urban areas have been accentuated rather than lessened during this period due to social, economic, religious and cultural constraints. This has happened particularly in the case of girls and women at all ages.

In this study Mrs. Haroona Jatoi has compiled the relevant statistics for women and girls education in Pakistan. She has discussed the opportunities available to girls and women in the field of education and also tried to identify the constraints on female education. The study will be of interest for the researchers interested in the education of women in Pakistan.

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SECTION (A)

I. INTRODUCTION

The Government of Pakistan assigns priority to education at policy and planning level. Since the allocation of resources are not matched with the high policy goals, it impairs the outcome of each policy. The literacy index, therefore, inspite of all the efforts to eliminate illiteracy, is abysmally low. Thus mere recognition of this fact is not enough. Realistic approach is needed rather than an ambitious one. This study looks into the Education Sector with two-fold objective. First, to study the over-all situation of the sector, highlighting the achievements, neglected areas and also looking into the expected changes in objectives and policy shifts in the future. Secondly, this study will discuss the implications of education sectors on Female Education.

1. Population: Sex Composition and Distribution.

1.1 Pakistan has a population of about 95 millions (estimates as of June 30th 1985). (The population is increasing at the rate of 3.0% each year. The 1981 census indicates that there are 1110 males per 1000 females.)

1.2 The population of Pakistan is unevenly distributed in the four provinces of the country. More than 56% of the total population lives in Punjab which has only 1/4 of the total area. Sind has about 23% of the total population with 17.4% of area. NWFP and tribal areas have 16% of the total population and 13% of the area. Baluchistan, which is the biggest province in area (44%) has 5% population. The distribution of population by sex & geographic area is given below in Table-I.

TABLE-I

Population of Pakistan, by Province and Area (in thousands) 1981.

	Male	Female	Total	Proportion	Annual Compound Growth rate
Pakistan	43,953	39,828	83,781	100	0.03
<u>Province/Area</u>					
Punjab	24,753	22,363	47,116	56	
Sind	9,954	9,012	18,966	23	
N.W.F.P.	5,659	5,225	10,884	13	
Baluchistan	2,276	2,029	4,305	05	
F.A.T.A.	1,129	1,046	2,175	03	
Federal Capital Area.	182	153	335		

Rural/Urban distribution of population is further creating disparities in terms of access of educational opportunities. There is a continuing trend of migration from the rural to urban areas which has consequently affected the growth rate of urban population. According to 1981 census, the growth rate of urban population was 4.4%. The urban population constituted 28% of the total population.

2. School Age Population.

2.1 School age population (6-17 years of age) is estimated to be 32% of the total population. Half of this group is classified as primary school age group (6-11), and the other half belongs to the secondary school age. 28

3. Literacy and Educational Attainment.

Pakistan's literacy rate is one of the lowest in the world,

i.e. 26.2% (1981). Other countries in Asia have made more progress. Sri Lanka has a literacy rate of 85%; Thailand 84%; Phillipines 80%; Indonesia 62%; and India 36%. Similarly participation in primary schools is only 50% of the specific age group (5-9); where as it is 62% in Bangladesh; 67% in India; 84% in Burma; 91% in Nepal; and 96% in Thailand. Participation rate at the secondary level is 19% against 31% in India; 30% in Thailand; 44% in Iran; 63% in Phillipines; 85% in South Korea; and 91% in Japan.

3.1 Pakistan's rural areas where more than 70% of the total population lives have not been provided adequate educational facilities. This situation is even worse when we look at the low levels of female education. The female literacy in Rural areas is 7.3% and Baluchistan has the lowest literacy rate of only 1.8%. The low level of literacy among the population in general and females in particular is attributable to low level of investment in Education Sector. Pakistan's expenditures on education are to the tune of 2.0% of the G.N.P. whereas other countries of the Region like Nepal spends 1.9%; India 3.0%; Phillipines 1.9%; Thailand 4.0%; and Malaysia 7.0% of their G.N.P. on education. As percentage of the budget, the educational expenditure is 6% in Pakistan against 9% in Nepal; 11.2% in India; 15% in Phillipines; 10% in Thailand; 20% in Bangladesh; and 26% in Malaysia.)

SUMMARY/OVERVIEW.

✓
1. The State of Education

1.1 Adult Literacy and Non-Formal Education.

1.1.1 The details of the Government programmes for adult

addition to reading and ^{and} understanding was also included. The new definition showed the literacy rate at 26.2 percent of the total population. In terms of rural/urban literacy, the figures are 17.3% for the 70% of the total population living in the rural areas against 47.1% of the urban population. Male/Female ratio shows further disparities are estimated as 16.0%. Table II shows the literacy level by age group and sex.

TABLE-II
(Please see next page)

1.1.4 The Sixth Five Year Plan seeks to improve the literacy level by accelerated expansion of primary education and by launching of functional literacy programmes. It proposes to adopt a selective approach in education. The illiterates of the age group 10-24 years under.

* Action Plan of Ministry of Education.

TABLE-II

LITERACY LEVEL, BY AGE GROUP, BY SEX, (1981) PERCENT LITERATES

Age Group	Male	Female	Both Sexes	Urban		Both Sexes	Rural		Both Sexes
				M	F		N	F	
10 Years & above	31.8	13.7	23.3	51.5	33.7	43.4	23.1	5.5	14.8
10-14	26.8	16.7	22.2	41.9	38.0	40.1	20.6	7.5	14.6
15-19	42.5	24.4	34.1	60.5	51.3	56.2	33.6	11.3	23.3
20-24	43.0	20.2	32.1	62.4	44.6	54.4	32.3	8.7	20.6
25-29	38.9	15.4	27.5	60.1	37.4	49.6	28.6	6.0	17.4
30-34	35.7	11.8	24.0	57.8	30.7	45.2	25.4	4.3	14.9
35-39	34.0	10.2	22.4	55.5	26.9	42.2	24.0	3.4	13.8
40-44	29.8	7.7	19.2	50.2	21.5	37.4	20.6	2.5	11.7
45-49	27.5	6.6	17.6	47.9	19.3	35.4	18.6	2.0	10.6
50-55	21.0	4.9	13.8	39.6	14.8	29.0	13.6	1.5	8.2
55-59	23.8	4.1	14.6	45.1	13.6	31.5	15.3	1.1	8.6
60 Years & above	14.8	2.3	9.5	30.7	7.4	20.8	10.0	0.7	6.0

(Source: Population Census of Pakistan, 1981)

the later approach. The number to be covered through both these means is 15 million (6 million males and 9 million females). **

1.1.5 The literacy and Mass Education Commission plans to impart literacy to 10.8 million adults (against 15 million in the Sixth Plan) with the target groups identified in the following Table:

TABLE-III

<u>Target Group</u>	<u>Millions</u>	
	<u>Male</u>	<u>Female</u>
Urban	1.8	2.0
Rural	3.0	4.0
Total:	4.8	6.0

Source: Action Plan of Ministry of Education.

1.1.6 It is proposed that this target will be met by using all possible strategies of imparting literacy. The Sixth Plan identifies some proposed actions; Face to face teaching and distant teaching; with audio-visual aids; drafting all matriculates for literacy work for one year; involvement of non-governmental agencies and local governments; girls guides, boy-scouts, armed forces, and welfare agencies to be harnessed for this purpose.

1.1.7 Incentives for imparting and acquiring literacy include " literacy as a precondition for driving licence, remission in prison sentences for literate convicts, financial support for non-governmental organizations (NGOs) undertaking this work, and provisions of amenities

** Sixth Five Year Plan, Planning Commission, Islamabad.

like a road, a dispensary or a community center for villages achieving 30 percent literacy ". This also include Arms licence, obtaining passport, except for Haj) Government employment. (Action Plan for Educational Development).

1.1.8 Non-formal education is being imparted through distant learning by Allama Iqbal Open University, Islamabad since 1979. The target groups identified in 1979 are: Rural Population, Women, Drop-outs, unemployed, Youth, Adult Illiterates and the Handicapped.

1.2 Primary Education

1.2.1 Primary Education plays a key role in the development of man resources. The significance of this factor has been recognized by the Government. As is evident in Table-IV the increase in the number of schools since 1947 is 8 fold (from 8413 schools in 1947 to 75532 schools in 1985). The increase in the enrollment of 5-9 age-group population is most 9-fold (0.77 million in 1947 to 6.75 million in 1983).

1.2.2 Although participation rate has increased from 17 percent (in 1947) to 48 percent (in 1983), yet the disparities between rural and urban areas and male and female enrolment present no substantial gains. Male participation is estimated at 63 percent with 77 percent urban against 58 percent rural. Similarly female participation which is estimated at 32 percent is further sub-divided into 68 percent urban and 32 percent rural. Out of these only 50 percent reach class 5.

1.2.3 The condition of most of these primary schools (number given in Table 2.1) is far from satisfactory. Most of the schools are under-staffed, without adequate furniture and in certain cases do not have proper premises. In many cases the classes are held under trees or any other place where the students

and teachers can find shelter.

1.3 Rural Education and Development (READ)

The Government has started this programme for rural areas which consists of five components, i.e. Mosque Schools, Mohallah Schools, Women Education Centres, Village Workshop and Community Viewing Centres/Adult Literacy Centres. These components are supervised by a Village Education Committee constituted in each village.

1.4 Secondary Education

1.4.1 At present, there are over 75,000 primary schools in the rural areas, while the number of secondary schools, most of which teach upto class-VIII is even less than 6,000 the rural areas. In other words, only one out of ten students who completes the primary education, has any chance of studying beyond class-V. Table-IV shows the total number of schools by level, sex and province.

TABLE-IV

(Please see next page)

These statistics reveal inadequacy as well as discrepancy between male and female educational institutions. The lesser number of schools for females exist in Baluchistan, FANA and NWFP.

1.4.2 There is a lack of reliable information about the actual number of students enrolled in these programmes. The Central Bureau of Education, however, has published some estimates which indicate a low number of female students seeking admission in the Middle High Schools.

Table-IV

NUMBER OF SCHOOLS BY LEVEL, SEX AND PROVINCE AT ALL LEVELS
1982-83

Province/ Area.	PRIMARY LEVEL				MIDDLE LEVEL				HIGH				TOTAL		
	Male	Female	Male & Female	Total	Male	Female	Male & Female	Total	Male	Female	Male & Female	Total	Male	Female	Male & Female
Punjab.	28189	15427	42616	2339	1216	3555	1432	661	2093	30960	17304	48264	28189	15427	42616
Sind.	13287	2452	15739	974	190	1164	612	252	864	14873	2894	17767	13287	2452	15739
N.W.F.P.	6128	1851	7979	478	112	590	526	103	629	7132	2066	9198	6128	1851	7979
Baluchistan.	2665	447	3112	310	43	353	128	43	171	3103	513	3636	2665	447	3112
P.A.T.A.	1106	154	1259	191	11	202	94	8	102	1390	173	1563	1106	154	1259
F.A.N.A.	377	47	424	57	5	62	29	4	23	463	56	519	377	47	424
Federal Area.	72	89	161	19	9	28	25	15	46	116	113	229	72	89	161
Pakistan.	50851	20507	71358	4384	1595	5979	3925	1122	4037	59160	23224	82384	50851	20507	71358
1984-85.	53482	22050	75532	4573	1656	6229	2800	1474	4274	60855	25180	86035	53482	22050	75532

(Source: Central Bureau of Education)

School enrolment by level and sex is given below in Table-V.

TABLE-V
at primary
SCHOOL ENROLMENT BY LEVEL AND SEX (1983-84)*

<u>Level</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Primary	4158,000 (4450,000)	2043,000 (2195,000)	6201,000 (6645,000)
Middle	1228,000 (1287,000)	424,000 (451,000)	1652,000 (1738,000)
High	864,000 (423,000)	176,000 (145,000)	1042,000 (568,000)

1.4.3 Province wise data of enrolment for the current or the previous year is not available. However the data collected by the Central Bureau of Education for the year 1981-82 is reproduced below. The level of education very clearly shows the state of development of each province. The less developed province has low female enrolment as shown in the information in Table-VI.

at primary TABLE-VI
PARTICIPATION RATES BY LEVEL OF EDUCATION, SEX AND PROVINCE, 1981-82 **

	<u>Percentage</u>			
<u>Primary</u>	<u>Punjab</u>	<u>Sind</u>	<u>NWFP</u>	<u>Baluchistan</u>
<i>Females</i>	58	57	59	32
males	36	30	16	06
<u>Secondary</u>				
Female	28	26	22	09
males	10	17	04	03

* ** Source: Central Bureau of Education
Note: Figures in parenthesis shows the number of pupils for the year 1984-85.

1.4.4 Table-VIII gives proportion of schools by level, sex, and province. These figures present the picture of secondary school education compared with the primary schools. As is evident from the percentages of Middle and High schools, there is a very big margin between the number of primary schools and the number of schools providing higher education. Table-VII gives statistics of the number of Primary and Middle schools provided in the rural areas of Pakistan according to sex. The number of villages without female schools is quite low. This area needs a special attention because even in the case of Punjab, almost 42 percent villages do not have any schools for girls, this number reaches to 91 percent in case of Baluchistan.

TABLE-VII
at the time of 1982-83
PROPORTION OF SCHOOLS BY-LEVEL, SEX AND PROVINCE (1982-83)

Level	(Percentage of schools in each level)			
	Primary	Middle	High	Total
<u>Male</u>				
Punjab	88	8	4	100
Sind	89	7	4	100
WFP	86	7	7	100
Baluchistan	86	10	4	100
PATA	79	14	7	100
PANA	81	13	6	100
Islamabad	62	16	2	100
Pakistan	86	7	7	100
<u>Female</u>				
Punjab	89	7	4	100
Sind	85	7	9	100
WFP	90	5	5	100
Baluchistan	84	8	8	100
PATA	89	6	5	100
PANA	84	9	7	100
Islamabad	79	8	13	100
Pakistan	88	7	5	100

Source: Central Bureau of Education. ✓

1.5 College and Higher Education

1.5.1 The Intermediate level (XI-XII) education is a part of a majority of Degree Colleges whereas some Intermediate Colleges established usually at the Tehsil level are devoted exclusively to the instruction for Class XI to XII. There are 320 tehsils in the country. Out of this number, 87 tehsils are located in the district headquarters where facilities for Degree & Intermediate level education is imparted. The Sixth Plan proposes to achieve a target of 324 Intermediate level institutions (including the existing institutions).

1.5.2 At present, there are 278 Degree Colleges and 15 general Universities. In addition, there are 4 Engineering Universities, and a University of Biomedical Sciences (in the private sector). The plan proposes to open a Women's University. During the first Five Year Plan period (1955-60), there were only 79 Degree Colleges and 3 Universities corresponding to the increase in the number of institutions, the enrolment has increased at first degree level from 12,000 to 80,000 upto 1983. At the University level, the number has increased from 1.662 to 17,000 (1983).

1.5.3 There has been a major shift in emphasis from Humanities and Social Sciences to the study of Science subjects; the female participation has also increased. A sizeable number of College and University Teachers are being trained under various programmes initiated by the University Grants Commission in collaboration with the Centres of Excellence. Training abroad is provided under the Central Overseas Training Scheme, the merit scholarship and the exchange programmes with foreign countries.

1.5.4 In order to raise the standard of research and teaching the Centres of Excellence and Area Study Centres in the various Universities

have been established. In order to ease the financial situation of the Universities, the Federal Government took over the funding of all the Universities in 1977.

✓1.5.5 Despite these advancements in numbers and the establishment of new centres, the research and education and training has not shown much improvement. This is largely because of poor academic environment at the academic institutions, which neither provide any incentives nor leadership. In addition to these, ill equipped libraries inadequate research funds, out dated equipments in the laboratories hamper the quality of research in Social Sciences and Natural Sciences.

1.6 Technical and Vocational Education and Training.

Technical and vocational education is provided through a large variety of technical and vocational training and education and training is provided in the Engineering Universities and Colleges, Polytechnics, Monotechnics, Colleges of Technology, Technical Training Centres and Vocational Technical and Commercial Institutes of various categories. The private sector provides training through apprenticeship and on the job training programmes.

Commercial Training and Education: Training in commerce is provided at the post matric level in the fields of secretarial training, commerce, banking and insurance. With the expansion in industrial, agricultural, banking and commercial fields, the demand for skilled workers is increasing. Private sector is looking after the training of these workers and the institutions providing such training are located mostly in the big cities of Pakistan. The Government has made provisions for establishing 29 new commercial institutes in those areas where there is no private initiative. Of these 10 institutes will be set up for women.

1.7 Teacher Training

1.7.1 At present, ^{WtFL} there are 71 institutions which impart training to primary and undergraduate secondary school teachers. Graduate teachers who are mostly employed by high schools are trained in 14 colleges and four university departments. Institute of Education and Research of the Universities of Punjab, Sind and Peshawar and a few training colleges offer courses in Master of Education. These institutions have the means to train about 120 thousand primary and 50 thousand secondary school teachers. This capacity is considered adequate to meet the requirement of the existing educational institutions.

1.7.2 One of the most serious problems that the country's school system is facing is the shortage of teachers both for primary and secondary schools. The total number of teachers at various levels and by sex are given in Table-VIII.

TABLE-VIII

PROVINCE-WISE NUMBER OF TEACHERS BY LEVEL AND SEX AS ON JUNE 1983.

Province	Primary Schools		Middle Schools		Secondary Schools		Inter Colleges		Degree Colle	
	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
Punjab	33271	95997	12524	37153	12565	41677	680	1596	1739	5781
Sind	15602	48447	2634	6211	7069	16591	186	541	1060	3271
W.P.	4571	18669	1336	6984	1511	11345	53	230	184	984
Baluchistan	1155	6529	460	3460	656	3122	24	159	59	397
General Area	1795	7079	429	2822	1636	5832	65	285	361	855
Pakistan	56394	176721	17383	56630	23437	78567	1008	2811	3403	11252
1984-85	59600	214500	19400	59600	25000	84000	--	--	--	--

Source: Central Bureau of Education, Islamabad.

This number hardly meets the requirement of a good student teacher ratio. In some areas like Baluchistan, females teachers are not available whereas in Punjab, male teachers are becoming difficult to find. So much so that training institutions for male teachers are functioning at about 20-30 percent of their capacity. This gap is filled by employing untrained matriculates as primary school teachers.

2. Additional Facilities

2.1 Scholarships are good incentives for all involved in the process of education. A National Scholarship Coordination Committee headed by Federal Secretary of Education and members from Finance, Planning Commission and the Provincial Governments is to be set up for proper utilization of this programme. In addition to this, a National Scholarships Foundation will be set up to offer scholarships to children and youth of backward areas.

2.2 Libraries: Libraries are a very important factor in educational facilities. In Pakistan, we have very serious problem of lack of trained librarian because of which the books and reading material do not get proper care. Less number of trained librarians is because of lack of training facilities in Library Science.

2.3 Educational Guidance and Placement Services.

No Educational Institution extends this service. The Sixth Five Year Plan proposes to initiate the following:-

- i) making necessary preparation for establishing guidance services on experimental basis in 450 secondary schools. The selection will be made in such a manner that 6 schools including at least 2 girls' school are to be taken from each district;

- ii) Placement services will be established in all Universities.

2.4 Books and Reading Material

Availability of books and reading material is one of the problems. Federal Ministry of Education approves the book upto Class-XII prepared by Provincial Textbook Boards and books for higher education is the responsibility of University Grants Commission as well as the Universities. The books for medical and engineering are usually imported.

3. Policy Issues

The Sixth Five Year Plan outlines the following three main issues which have a major bearing on the country's education programme:-

- i) First is "involvement of local bodies in planning, management and maintenance of educational facilities. This delegation is considered necessary for the sake of financial contribution and for the purpose of motivating families to send children to school, improving the quality of school facilities and keeping pressure on the relevance as well as quality of instruction received by the students. The Provincial Governments should consider various local bodies and adopt measures that suit most the local conditions. It must be assured that teachers are paid salaries by the Provincial Governments and that grants in aid are provided depending upon the efforts made by each local body and the state of poverty in the areas.
- ii) The second important issue is the charges paid by the persons who are utilizing the educational facilities. It is proposed to raise the fees which applies to all

levels of education; the additional costs will be utilised for expansion in the education base and qualitative improvement at higher level scholarship programme will be expanded to maximise the enrolment in educational institutions.

iii) The third issue is that of the role of the private sector. The nearly comprehensive nationalization of educational institutions and the accompanying policy of free education ten years ago had at least two problems, as the Government was landed with a large financial burden which restricted it from expanding education. And many of the schools of higher quality, some of them run by education conscious communities, lost their excellence under the public control. Thus in both quantity and quality, the policy was counter-productive. The private sector has now been allowed to open schools.

4. Financial Allocations

4.1 In the Sixth Plan a sum of Rs. 19850 million has been allocated for the development programmes in the sector of Education and Manpower. It is estimated that implementation and maintenance of the proposed programme will involve a recurring expenditure amounting to Rs. 31900 million required for meeting the recurring cost of maintaining the education programmes existing in 1982-83. Thus the total amount required for meeting the recurring cost during the plan period will be * approximately Rs. 40400 million. In the past non-availability of sufficient funds in the revenue budgets of executing agencies has been one of the most important bottlenecks in the success of educational programmes specially those of primary education. Implementation of the proposed programmes will thus greatly depend on the availability of adequate amount in the revenue budgets for meeting recurring expenditure both of existing and new programmes.

* Sixth Five Year Plan, Planning Commission, Islamabad.

4.2 During the Sixth Plan period education facilities are designed to expand at an accelerated pace. This is indicated by the fact the total expenditure in the public sector would increase from Rs. 6380 million in 1982-83 to Rs. 14700 million in 1987-88, an increase of 130 percent. In terms of the proportion of GNP, expenditure on education will rise from 1.5 percent to 2.0 percent.

4.3 In addition to the increased efforts in the public sector special monetary and non-monetary measures will be adopted to motivate and encourage the private sector to fully participate in the development of education facilities in the country. It may be clearly recognised that, after the decision of the government in 1977 to allow opening of private educational institutions, private sector has been playing a perceptible role in providing education facilities in the urban areas, without any support or encouragement from the Government. In the Sixth Plan, funds have been earmarked for extending grants in aid for supporting private effort in establishing educational facilities. It is estimated that during the Sixth Plan period an investment of over Rs. 1000 million may be made in the private sector. With the coming into existence of local government it will also be possible to generate additional resources for establishing education facilities both in rural and urban areas. What is required more is the recognition of the importance of education and the will to educate children than the financial resources which can always be found if the programmes are considered of high priority.

4.4 The essence of the Sixth Plan education strategy is to ensure a quantum jump in the spread of primary education, and consolidation and restructuring of higher education to improve quality. In this, the plan is guided by the desire to create a literate society and to train high level scientific, technical and professional manpower

capable of meeting the requirements of economic development.

III. The Historical Trends and Performance of the Sector.

Financial Outlays.

There is a big gap between projected achievements and actual accomplishments in the Education and Training Sector. The figures shown below depict the percentage of revenue budget spent on education and training in the past.

TABLE-IX

Plan Period	Percentage devoted to Education
First Plan (1955-60)	4.8
Second Plan (1960-65)	4.4
Third Plan (1965-70)	4.3
Non-Plan Period (1970-78)	4.6
Fifth Plan (1978-83)	3.7

Source: Action Plan for Educational Development, Ministry of Education, Islamabad, 1984.

Table-X shows more details of expenditure on various types of educational institutions. These figures, when compared with the past performance seem impressive but in actual terms, these are deficient, moreover, because of inflation, they do not portray the actual value of the previous spendings vis-a-vis new allocation.

TABLE-X
FINANCIAL OUTLAYS

	(Rupees in Million)					
	First Plan 1955-60	Second Plan 1960-65	Third Plan 1965-70	Non-Plan Period 1970-78	Fifth Plan 1978-83	Sixth Plan 1983-88
Primary	23	19	25	444	1413	7000
Secondary	46	95	129	542	1090	4125
Teacher	5	18	15	114	290	305
i) Programmes under Education	7	79	105	314	465	1315
ii) Programmes under Manpower & Labour	6	7	26	166	286	1020
Colleges	31	68	64	374	537	1300
Universities	40	59	59	399	687	2100
Scholarships	2	49	77	299	350	660
Mass Literacy	-	-	-	-	50	750
Social & Cultural Activities	18	14	11	365	**	**
Miscellaneous	54	55	52	425	476	1275
Total:	232	463	563	3442	5644	19850

3.2 Physical Achievements.

Table-XI shows progress in education sector since 1947. It gives information only about two aspects; i.e. one, the number of institutions, and the trends in enrolment or participation in these programmes.

* Includes Rs.400 million of Engineering Universities which was shown under Technical Education in the past.

** A new sector called " Culture and Sports " has been created and the expenditure shown under the section.

(Source: Action Plan for Educational Development)

As is evident from the figures, the number of Primary Schools increased 8.8 times, Middle Schools 3 times, High Schools 10.3 times, Colleges 12.8 times, and Universities 10.0 times. Similarly enrolment in various levels of education has shown a corresponding increase, the highest being college enrolment.

TABLE-XI

PROGRESS SINCE INDEPENDENCE

Population	1947-48 32M*	1982-83 88M	Population Growth 2.75 times
<u>A. No. of Institutions</u>			
1. Primary	8413	73782	8.8 Times
2. Middle	2190	5402	3 "
3. High	408	4221	10.3 "
4. Colleges	40	514	12.8 "
5. Universities	2	20	10.0 "
<u>B. Enrolment</u>			
1. Primary	0.77 M	6.754 M	8.8 "
2. Middle	0.21 M	1.723 M	8.2 "
3. High	0.05 M	0.638 M	13.8 "
4. Colleges	0.0135	0.387 M	28.6 "
5. General Universities	644	17000	26.0 "

M is for Million

(Source: The Sixth Five Year Plan 1983-88 and Pakistan Economic Survey 1982-83).

These figures show the following results:-

- i) Though the number of a primary schools have increased, there is no indication that this policy was adopted for increasing the educational attainment of the people or simply to add a few more to the already impoverished institutions;
- ii) Increase in the male participation has been steady where as female participation seem to have risen more in the seventies and early eighties;
- iii) Male participation increase from 42 percent to 63 percent whereas female participation increased from 9 percent to 32 percent;
- iv) Female enrolment in the Secondary Schools has increased from 2 percent in 1955 to 9 percent in 30 years;
- v) Teacher Training Institutions have increased from 44 in 1955 to 71 in 1983 but the capacity of training has increased almost 5 times;
- vi) Technical education at higher level have received no special treatment but the number of Polytechnics and Morotechnics have shown a major increase. There were only 4 such institutes in 1955 but in 1983, their number was 34 including 5 Polytechnics exclusively for women;
- vii) Enrolment level of students in technical education has experienced a substantial increase. From 722 in 1955, now the number is 17320 (1983);
- viii) Higher educational institutions have increased. The country had only 3 Universities in 1955, now there are 15 general universities. The number of students have increased from 1662 (1955) to 17000 (1983).

- ix) Before 1977, the Universities (except those which were located in the Capital) used to receive their financial grants from the provincial governments but this practice led the Universities in deep financial trouble. In 1977, it was decided that all Universities will receive funding from the Federal Government.

3.3 Adult Literacy.

One of the major changes brought during the last decade in adult literacy programmes is that the Government realized the situation where about 3/4 of its population is illiterate. Literacy and Mass Education Commission was established. The details pertaining to this aspect have already been discussed in "The review of the Sector".

3.4 Female Education

3.4.1 Female population of the country has been neglected for a long time. The United Nations Decade for Women (1975-85) brought an awareness and positive thinking in the planners and the seventies and early eighties saw some progress in this connection. But the problems which keep females out of schools are still serious enough to thwart Government efforts towards a better female literacy status.

3.4.2 The country has not given enough opportunities to women living in the rural areas to learn how to read and write and thereby improve those skills that are conventionally considered female skills. Though past performance has been quite unsatisfactory, yet a streak of light is visible which promises the female population of Pakistan a better future. Women's Division's various wings have successfully, in collaboration with other government agencies and NGOs, launched a programme of imparting training as well as literacy to the females.

3.5. Review of the Fifth Five Year Plan

3.5.1 The Fifth Plan had earmarked Rs. 9.6 billion (7.5 percent of the public sector outlays) to spend on the Education and Training Sector. The actual expenditure, however, did not go beyond Rs.5.6 billion.

3.5.2 The Action Plan for Educational Development gives the following review of the Fifth Plan: "... in the primary sector: we desired to raise the enrolment of girls by 0.99 million from a benchmark of 1,708 million in 1977-78. What are realized was only 31% and that also when the benchmark of 1.7 million in 1977-78 was revised to 1.69 million in 1982. We set an enrolment target of 5.90 million for boys and we ended up with 4.82 million; we wished to raise the participation rate for boys from 73 (1978 data) to 90, and for girls from 33 (1978 data) to 45. What we obtained is not even a marginal improvement from 1977-78 (i.e. 63 and 32, for boys and girls respectively in 1982-83). We chose to provide at least one teaching kit to each primary school, and more to those schools with higher enrolment. It was done. But by and large, the kits were not put to appropriate use. Result: an excellent innovation lost to the inefficiency of the system. We had envisaged supply to the schools, the supplementary readers produced by the National Book Foundation. The books are piled up in the warehouses of the National Book Foundation; another good programme dissipated by the leakage of the delivery structure."

3.5.3 Despite higher investment and realization of 80 percent of the target of opening new schools (excluding mosque schools), the enrolment increased only marginally. On the contrary, the participation rate actually declined from 54 percent in 1977-78 to 48 percent in 1982-83. The female participation rate decreased even below average. It was

partly because of the inadequate spending but mostly the problem emanated from the absence of a suitable machinery for delivery of funds, proper planning and supervision. The share of government expenditure on education as a proportion of the GNP also declined from 1.8 percent in 1977-78 to 1.5 percent in 1982-83.

3.5.4 New institutions of higher education was opened at the expense of the primary education. The plan originally provided no new university but ended up establishing 4 new universities. "Nothing could portray the upside-down Plan experience - the co-existence of the quantitative expansion of the consumptive higher education and the falling participation rates of primary education ". (Sixth Five Year Plan).

3.6 Further Changes as Envisaged in the Sixth Five Year Plan.

3.6.1 The Sixth Plan proposed an allocation of Rs. 19.85 billion in the Education Sector. This is considerably higher than the actual fifth plan allocation of Rs. 5.6 billion. With increased outlay for each sub-sector of education, the plan strategy is linked with the quantitative expansion, at the primary level, and qualitative improvement at higher levels. The following is a brief outline of major priorities of the Government of Pakistan in the Education and Training Sector as they are outlined in the 6th Five Year Plan (1983-88).

Overall priorities are:-

- To increase the quality and quantity of primary education;
- To consolidate and restructure higher education;
- To provide high quality technical and professional training.

Primary Education:

- Universal education through grade 5 will be available by the end of 1988. ✓
- Mass literacy programmes with special emphasis on females in rural area will be achieved.
- Primary school curriculum will be made relevant.

Secondary Education:

- Universal education is to be increased to grade 8 and eventually to grades 10 and 12.
- Enrolment in secondary education will increase.
- The quality of secondary education will increase and will be related to professional education later on.
- Improvements will be made in physical facilities, laboratories, science apparatus, books and qualified staff.
- Provisions of trade/technical schools and vocational institutes will increase.

Teacher Training:

- Special curriculum will be designed to serve the needs of less qualified teachers in rural area.
- Short intensive training programs will be held for less qualified teachers.
- Programmes of teacher training will be revised.

Technical Education:

- The quality and numbers of training programmes for all categories of trained human power will increase in engineering, technology, skilled and commercial work.

Higher Education and Research:

- Quality will be improved with some shift towards science and technical subjects but little expansion will be made.

- Specialized institutes will be created and the capabilities of existing research and training institutes will be strengthened.
- Science teaching will be improved through better laboratories, textbooks, equipment and improved teacher competence.

Degree Level:

- Quality of admission tests will be improved along with better libraries, improved physical facilities for teachers and arrangements for inservice teacher training.

Post Graduate Education and Research:

- Existing campuses will be completed.
- Admission tests will be improved.
- Selected departments will be developed into centres of excellence.
- Scholarships will be made available for talented students.

Scholarships:

- Coordination of National Scholarships will be established.
- Scholarships will be provided for children from low income families through ZAKAT.

Mass Literacy:

- Primary education will be expanded through financing mass literacy programmes. Targets are 6 million males and 9 million females in the age category of 10-24. Higher priority will be given to females in rural areas.

Vocational Literacy Programmes for females through the Women's Division:

Library Services:

- The public library system will be developed throughout the country.

Preparation, production, publication and supply of books:

Education will be developed in Special Areas (AJK, FATA and FANA).

OF high priority is the involvement of Local Bodies in Planning, Management and Maintenance of Educational Facilities.

SECTION (B)

I. The Implication for Women.

1.1 Research Studies.

1.1.1 There are not enough studies on women in education and training sector inspite of the fact that this sector has more potential than any other to provide women more opportunities for a better and active role in development. It can hardly be denied that an educated women is a better asset to the national development than man. She, in addition to performing her role as an individual, is responsible for producing and rearing the generations of mankind. Her role, therefore, is two-fold, i.e. to utilize all her capabilities to contribute in the nation's development, and to ensure a healthy and proper upbringing of children. Education provides that light which washes away the dark spots of ignorance whereas training further sharpens human skill.

1.1.2 There are many misconceptions about female education in Pakistan. It is often argued that parents do not want to send their children especially the females to schools and that women themselves are responsible for their backwardness and illiteracy. Dr. Iftikhar N. Hasan investigates these hypothetical questions in her study on The Attitude of Rural Population Towards Female Education (National Institute of Psychology, Islamabad). Her findings, however, show that most of these misconceptions are wrong and that the rural population, both males and females have a positive attitude towards female education. Her findings are summarised below:-

- i) The total rural sample expressed positive attitude towards female education.
- ii) The total group stressed that educated females prove to be better wives and mothers and are better (than the illiterates) in skills like sewing and cutting etc.
- iii) The surveyed group felt that school education was meant for getting a job only. Since they did not visualize women taking up jobs, they thought " that there is no economic benefit in educating a girl ".
- iv) Contrary to what is usually believed the group rejected the idea that educated women become less religious or disrespectful to the other members of the family.
- v) Rejecting another misconception, they denied that literate women misuse their writing skill in writing to undesirable persons.
- vi) It was not difficult to find a suitable match for an educated girl.
- vii) It is a wrong to believe that young men do not like to marry educated girls.
- viii) Rural population is not suspicious of outside female teachers.
- ix) Majority wanted women to take up a job after getting education.
- x) Of the group, women were more positive about female education than men, and finally,
- xi) The group was of the view that the educated women stop working in the field.

The last point needs more attention than the others. It is a very sound reflection on our education system which alienates the educated people from the socio-economic structure of the society. If education is planned keeping in view our economic infra-structure, no student or graduate would be reluctant to work in the fields. Our educational system does not offer any instruction in those professions which the majority of our population (rural) have.

1.1.3 It is commonly believed that the country has enough Teacher Training Institutes. Dr. M.M. Alam Bukhari's study "Demand and Supply of Primary and Middle School Female Teachers in Pakistan (for the period 1-90) (Ministry of Education, Islamabad, 1984) analyses in depth the situation of demand and supply of female teachers in Pakistan highlighting facilities of training etc. His conclusion is:

" It can be safely concluded that there is heavy demand of primary and middle school level female teachers in Pakistan, in case the bare minimum and realistic targets of getting 25 percent and 75 percent participation rates of girls at primary and middle level of education respectively are to be achieved by 1990-91 and in case the teacher pupil ration of 1:40 and 1:25 are to be achieved in primary and middle classes respectively during the plan period. The present number of Teacher Training Institutions for the preparation of female primary and middle school teachers is hardly sufficient to meet these additional teacher requirements by the year 1985-86 and there will be a growing need to establish new Teacher Training Institutions after 1986."

1.1.4 Naushin Mahmood's paper " Some observations on Women's participation in Education: Pakistan" provides some insights into the status of female literacy and educational attainment in Pakistan. Her conclusions are that women's educational level is very low and shows even more depressing picture when the urban and rural female literacy and education is compared. The rural female population has lowest possible level of education. Problems like family responsibilities, social taboos, relatively young marriage, poverty of parents, lack of interest in education among girls, and high drop out rates are pointed out as the major hurdles in the female education. One could argue with the author on some points like lack of interest in education among girls, but the fact remains that it is the socio-economic

milieu which sets forth the principal guidelines and since this system in Pakistan is controlled by men, it is not very difficult to see that the same milieu does not put restrictions on the male population.

1.1.5 Mrs. R. Hamidi's study: " Experiences in Women Educational Plans" was conducted at a micro-level . She studies a Community Development Education and Family Planning Project at Karachi. Her findings are given below:

- i) No educational programme of adult literacy for women, can succeed unless it is accompanied by some income generating skill.
- ii) The various agencies of the Government should collaborate in identifying the problems of women in education.
- iii) All efforts should be made to propagate the need for female education and all possible channels of media should be used for this purpose.
- iv) Special books and reading material should be written for female literacy which must include the things of female interest like her rights. It must inculcate the feeling in her that " the hand that rocks the cradle, rule the world."

1.1.6 Women's Division organized a National Conference on Critical Issues Concerning Women in Education in 1980. Prominent educationists and other women in the field of education participated. These papers cover a,most all the topics related with the issue of female participation in education and training. Selected papers are mentioned in the Bibliography.

1.1.7 Women's Division, Government of Pakistan has sponsored the following studies on women and education/training related issues:-

- i) An Investigation into patterns and Problems of Improving Skills of Rural Women;

- ii) Content Analysis of Mass Media appealing to Women.
- iii) Images of Male and Female Roles in Textbooks.
- iv) Performance of Female Teachers in Punjab.
- v) Psychological Profile of Rural Women.
- vi) Training of Rural Women in Daudzai.

1.2 The Implications

فائدہ کے اثرات

1. Female Literacy plays a very crucial role in the economic development of a nation. In a country like Pakistan where dependency ration is highest in the world, about half of the population is deprived of education and training and therefore, cannot fully utilize their capabilities in the development activities. At present, the female literacy is 16 percent compared to the national level of 26.2% in rural areas. it is only 7.3 percent. During the last decade, female literacy was identified as below:-

- i) Discouraging attitude of the males towards female education.
- ii) Non-availability of aggregated schools for girls in the rural areas.
- iii) Female assistance in maintaining home.
- iv) Early marriage.
- v) Discrimination against girls.
- vi) Irrelevance of school education to female interest.

وجہ

2. Primary Education

The last ten years have witnessed a change in the number of primary schools for girls. The number increased from 15,829 (1975-76) to 22,050 in 1984-85. The enrolment figures are 1,549 thousand (1975-76) to 2,195 thousand in 1984-85. This increase, however, has not brought even half of the school age females to the primary schools. A Special Development Programme for primary education has been launched to provide access for universalization of primary education.

3. Secondary Education

The secondary education for girls has experienced the following changes during the decade of 1975-76 to 1984-85.

- i) The number of middle schools has increased from 1307 to 1656.
- ii) Increase in high schools from 806 to 1474.
- iii) Increase in enrolment in middle schools from 294,000 to 451,000.
- iv) Increase in enrolment in high schools from 106,000 to 145,000.
- v) Increase in enrolment in secondary schools from 9,000 to 10,000.

The increase in the number of schools and enrolments are by no means adequate to educate the required number of females. In some institutions such as Vocational Centres, their enrolment has declined from 29.03 percent (in 1975-76) to 71 percent (1983-84)

4. Higher Education.

Female higher education presents a better picture. Following figures show the changes in female enrolment at various levels of education during 1975-76 to 1984-85:

- i) Increase in Arts and Sciences Colleges
53,000 to 1,41,000.
- ii) Increase in Professional Colleges from
8,785 to 19,000.
- iii) Increase in Universities from 5,121 to 8,500.

This increase shows a positive trend in the female education but since most of these institutions are located in urban areas, the figures

quoted above are essentially of the urban population with a very small majority from rural areas. It is a privilege of the already privileged sections of our society.

5. Vocational and Technical Education.

About 60 Vocational Institutions for Women with an approximate enrolment of 4,700 provide training of different duration and various skills related to home science in 1977-78. The number of technical and professional colleges was 88 in 1975-76 out of which only 9 were for females. There were no Agricultural or Engineering Colleges for Women. Of the 14 Medical Colleges, there were two for girls. All the 11 Commerce Colleges were for men. There were 14 Law Colleges where admission was allowed to women but there was no separate institution for them. Four Home Economics Colleges catered the needs of women. Four out of the total 18 College of Educations were Women Colleges. There was no Tibbia and Homeopathic College for Women.

Women did not have much choice in the selection of a profession in the past. Either she would become doctor or a teacher. Now the situation has changed. Women are entering labour market as industrial labour, clerks in banks, packers in pharmaceutical firms, telephone operators, typists, journalists, civil servants, engineers architects and lawyers.

For training of girls from Matric to B.Sc. level, there are a number of institutions: 48 Commercial Training Centres, 3 readymade garment training centres, 19 midwifery schools, 11 nursing schools and 12 primary teacher's training schools.

In addition to these institutions, there are seven polytechnics. They are attracting the female participants and because of their popularity, more institutions are in the process of being established. The Women's

Division has set up these Centres in collaboration with the Directorate of Technical Education of the Provinces. Training in the fields of electronics, textile designing and architectural craftsmanship is provided. This is a major breakthrough because traditionally these skills were considered a male monopoly.

6. Teachers Training.

The number of female teachers has also increase at all levels during the last decade. The following Table shows the increase by level.

TABLE

Level	Number		
	1975-76	1984-85	
Primary	46.6	56.6	(Thousands)
Middle	13.6	19.4	"
High School	16.6	25.0	"
Professional College	472	544	
Colleges	2087	4869	
Universities	296	407	

(Source: 6th Year Plan, Planning Commission)

About 70 institutions provide training for primary and under-graduate secondary school teachers. Graduate teachers are training in 12 colleges and 3 universities.

Training institutions devoted exclusively to the training of female teachers are estimated to be inadequate to meet the demand of the future trainees. This area provides ample opportunities for female recruitment. Attempts should be made to employ female teachers for all types of primary schools even those for boys.

7. The establishment of a separate university for women in the process of being established. The idea is to provide opportunities of higher education to those women who do not wish to study in co-educational institutions.

8. Some special programmes have been planned for imparting literacy to women with special stress on childbearing mothers. Under this programme 10 million women will be covered against 5 million men. The emphasis on imparting literacy to women with children is expected to help literacy in two ways: one, they will become literate and secondly, they will be motivated to send their children to schools.

9. Service Conditions ✓

There are a number of factors which influence both women's education as well as employment. The condition of unemployed educated men militate against women's employment. There are social constraints on activities requiring work during late hours, traditional and assigned role of women as mother and housewife.

Female representation in policy-making, planning, and administration of education is almost negligible. One could point out, without any exaggeration that none of the positions which matter in education policy making, administration and planning, are held by women inspite of the fact that there is no dearth of qualified women for such jobs.

10. To sum up, there are a host of socio-cultural constraints and economic factors that influence the female participation in education and training. The basic question that an illiterate farmer would ask when told to send her girl to school would be: "Education for girls? what for?" His query seems crude but conveys a very serious message. Our educational

system cannot flourish by producing clerks and office secretaries. The education has to tend to the needs of the community even if it means basic training in sowing, harvesting and the preparation of natural manure for the fields.

11. The people of rural areas have long been neglected. They are not only in majority but their contribution in economic development of the country is much more than the urban people. In all fairness to what they do for the rest of the country, these people need help and no help at any stage is better than awareness, which comes with education. Furthermore, of the rural population the most oppressed and under-compensated are women. They work harder but if we could educate them keeping in view their interest, their role in development activities will enhance, they will cross the poverty line and the country will receive twice as much educated and training people as it has now.

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EDUCATION AND MANPOWER
(FINANCIAL ALLOCATIONS: 1983-1988)

		(Million Rupees)						
S.NO.	Sub Sector	Federal	Provin- cial.	Punjab	Sind	NWFP	Balu- chis- tan	Total (Col.3&4)
1	2	3	4	5	6	7	8	9
	Primary Education	3980	3020	1320	770	740	190	7000
	i) Under executing agencies.	(480)	(3020)	(1320)	(770)	(740)	(190)	(3500)
	ii) Special Pro-grammes.	(3500)	(-)	(-)	(-)	(-)	(-)	(3500)
	Secondary Education	945	3180	1615	750	570	245	4125
	Teacher Education	60	245	80	80	60	25	305
	Technical Education	1155	1180	700	180	180	120	2335
	a) Deptt. of Education	(505)	(810)	(450)	(150)	(130)	(80)	(1315)
	b) Deptt. of Labour	(650)*	(370)	(250)	(30)	(50)	(40)	(1020)
	College Education	370	930	430	240	190	70	1300
	University Education	2100	(1358)	(471)	(431)	(310)	(126)	2100
	Scholarships	395	265	170	35	60	50**	-
	Mass Literach	750	-	-	-	-	-	750
	Dev. of Public Library System.	300	155	80	25	30	20	455
	Miscellaneous	145	425	330***	40	30	25	570
	Programmes of Estab-lishment Div.	250	-	-	-	-	-	250
	Total:	10450	9400	4725	2120	1860	695	19850

(Source: The Sixth Five Year Plan)

* For programmes under Ministry of Labour, Manpower and Overseas Pakistanis.

To be funded by the Ministry of Education.

** Provided in the Revenue budget.

*** Including Rs.180 million for deferred maintenance of buildings.

PHYSICAL TARGETS

A. Primary Education

1.	No. of primary schools in the last year of plan	Number	1,14,173 (Including 40,000 mosque schools)
2.	Primary schools opened during the plan period.	Number	44,198 (Including 40,000 mosque schools)
3.	Primary schools improved during the plan period.	Number	24,850
4.	Enrolment in class I-V in the last year of the plan.	(In 000)	T 12,354 M 7,712 F 4,642
5.	Additional Enrolment in class I-V by the end of plan period.	"	5,600
5.	Participation Rate in the last year of the plan.	T	75
		M	90
		F	60

Secondary Education

1.	No. of middle schools in the last year of the plan.	Number	10,209
2.	No. of High schools in the last year of the plan.	Number	5,530
3.	During the plan period up-gradation of:		
	i) Primary schools	Number	4,880
	ii) Middle schools	Number	1,073
	iii) Opening of New High schools.	Number	236

4.

During the plan period
improvement of:

i) Middle schools	Number	2,000
ii) High schools	Number	1,000

Enrolment in last year of
the plan:

1. (a) Class VI-VIII	(In 000)	T	2,508
		M	1,807
		F	701
(b) Participation rate	(Percent)	T	31
		M	41
		F	19
(a) Classes IX-X.	(In000)	T	919
		M	651
		F	268
(b) Participation rate	(Percent)	T	18
		M	24
		F	12
(a) Classes VI-X	(In000)	T	3,427
		M	2,458
		F	969
(b) Participation rate	(Percent)	T	26
		M	35
		F	16

Additional enrolment during the
plan period:

i) Classes VI-VIII	(In000)	795
ii) Classes IX-X	"	236
iii) Classes VI-X	"	1,031

Teacher Education

1. No. of Primary teacher training institutions.	No.	71
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2.	Training Capacity of primary teacher training institutions	Nos.	21,000
3.	No. of institutions for training of Secondary schools teacher	Nos.	17 (Including Deptt. of Education at Universities)

3.	Training capacity of secondary school teacher training institutions.	Nos.	4,500
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D. Technical Education:

1.	Engg. Universities	Nos.	6
2.	Engg. Colleges	"	3
3.	Poly/Monotechnic	"	63
4.	Trade Schools	"	200
5.	In-take Capacity of:		
	a) B.Sc. Engg. Course	No.	5,000
	b) Poly-technical Mono-technic	"	7,425
	c) Trade Schools	"	4,000
6.	6. Enrolment of:		
	i) Engineering Graduates	Nos.	15,500
	ii) Diploma classes in:		
	a) Engg. Colleges	Nos.	20/50
	b) Poly-technical/Mono-technic	"	4,000
	iii) Trade schools		
7.	Annual out-put of:		
	i) Engg. graduates	Nos.	3,550
	ii) Diploma Holders	"	4,776
	iii) Trade Schools	"	4,000
8.	Opening of Engg. Colleges	Nos.	
	Poly/Mono/Technic	"	29
	Trade Schools	"	200

E. College Education:

i) Intermediate	Nos.	324
ii) Degree	"	277

I. Enrolment in Classes:

i) XI-XII	(In000)	335
ii) XIII-XIV	"	90
2. No. of general Universities	No.	15
3. Enrolment in general uni- versities.	No.	18,500

Annexure IIIBENCHMARKS AND TARGETS

The following Table indicates the benchmarks for 1982-83 and the targets to be achieved in the last year (1987-88) of the Sixth Plan (data based on Sixth Five Year Plan):

1	2	3	4
Sub-Sector	Unit	Benchmark (1982-83) ^a	Sixth Plan Target (1987-88)
<u>A: Primary Education</u>			
-	Number of Primary Schools	Number	73,782* 1,14,137**
-	Enrolment in Classes I-V	(in 000) T	6,754 12,354
		M	4,608 7,712
		F	2,146 4,624
-	Participation Rate	Percent T	48 75
		M	63 90
		F	32 60
<u>B: Literacy</u>			
-	Special programme for adult Literacy	(Million)	- 15
-	Literacy Rate	Percent	27.2 50

C: Secondary Education

-	Number of Middle Schools	Number	6,402	10,209 +
-	Enrolment in Class VI-VIII (in 000)	T	1,713	2,508
		M	1,954	1,807
		F	459	701
-	Participation Rate in Classes VI-VIII	Percent T	26	31
		M	35	41
		F	14	19
-	Number of high schools	Number	4,221	5,530
-	Enrolment in Class IX-X (in 000)	T	683	919
		M	500	651
		F	183	268
-	Participation Rate in Classes IX-X.	Percent T	16	18
		M	21	24
		F	9	12
-	Enrolment in Classes VI-X (in 000)	T	2,396	3,427
		M	1,761	2,458
		F	635	969
-	Participation rate in Classes VI-X.	Percent T	21	26
		M	29	35
		F	12	16

-	Engineering Colleges	Number	1	3
-	Poly/Mono-technics	Number	34*	63**
-	Trade Schools	Number	-	278
-	Intake capacity of:			
	a) B.Sc. Engg. courses	Number	3,650	5,000
	b) Polytechnic/Mono-technics	Number	5,950	7,425
	c) Trade Schools	Number	-	4,000
-	Enrolment in B.Sc. Engg. Classes	Number	12,800	15,500
-	Enrolment in Diploma Classes Polytechnic/ Mono-technic/	Number	17,320	20,950
-	Enrolment in Trade Schools	Number	-	4,000

* Including 5 polytechnics for women and 6 mono-technics

**Including 12 polytechnics for women and 16 mono-technics

Annual Output of:

i) Engineering graduates	Number	2,360	3,550
ii) Diploma Holders	Number	3,973	4,996
iii) Certificate Holders	Number	-	4,000

F. College Education

Intermediate colleges	Number	236	324
Degree Colleges	Number	277	277
Enrolment in Classes XI-XII	(000's)	251	335
Enrolment in Classes XI-XIV	(000's)	89	90
Number of general universities	Number	15	15
Enrolment in general Universities.	Number	17,000	18,500