(AEPAM Study No. 162)

IMPACT STUDY ON CONTRIBUTION OF PRIVATE SECTOR TOWARDS HUMAN RESOURCE DEVELOPMENT IN ISLAMABAD CAPITAL TERRITORY (ICT)

National Education Management Information System (NEMIS) Project

Academy of Educational Planning and Management
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Habib Khan, Dawood Shah and Akhtar Tatla.

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Private sector is contributing significantly for the expansion and promotion of education in the country. Unfortunately, information about private schools is not available due to which real situations in respect of their contribution in the development and promotion of education at national level is not known. It is imperative to have accurate and reliable data on private schools at national level in order to ascertain the real contribution of private sector.

The Academy of Educational Planning and Management conducted this survey to collect information from privately run educational institutions as well as Skill Development Centre in ICT. The main purpose of the survey was: (i) to compile basic information including enrolment, number of teachers, available facilities, equipment etc in private schools. (ii) to identify and compile the information about skill development programmes in ICT.

The data from the private institutions was collected by the Data Collection Team of the Academy comprising Mr. Muhammad Aslam Bhatti, Deputy Director; Mr. Mahmood Hussain Shah, Stenographer; Mr. Muhammad Farooq, Stenographer; Ms. Fehmida Khanum, Research Assistant; Mr. Akhtar Tatla, Research Assistant; Mr. Muhammad Iqbal, Research Assistant. The data collection team worked under the supervision of Mr. Dawood Shah, Joint Director who worked as Coordinator for this study. He was assigned the responsibility of over all coordinating supervision of the field activities as well as production of comprehensive report. Mr. Amir Rashid, computer programmer did all the computer analytical work for this study. Mr. Mahmood Hussain Shah did all the typing work for this study. I wish to express my heartfelt gratitude and appreciation to those who were involved for conducting and accomplishment of this study.

Dr. Habib Khan

1. Research Team

I.	Habib Khan, PhD (Harvard)	Principal Investigator/ Chief Researcher
II.	Dawood Shah, Joint Director	Coordinator/Member
III.	Akhtar Tatla, Research Assistant	Member

2. Data Collection Team

I. Muhammad Aslam Bhatti, Deputy Director
II. Mahmood Hussain Shah, Stenographer
III. Muhammad Farooq, Stenographer
IV. Fehmida Khanum, Research Assistant
V. Akhtar Tatla, Research Assistant
VI. Muhammad Iqbal, Research Assistant

CONTENTS

Summary of Inferences

1. Majority of both public and primary schools were located in rural areas providing education at primary level. In private sector most of the schools were co-education whereas most of the public schools had predominantly male enrolment.

2. Total enrolment of classes 1-12 in both public and private schools was 2,19,385. Enrolment in private schools was 53,139, which was almost 25% of the total enrolment.

3. Most of the teachers in both public and private sectors were highly qualified as per their academic qualifications. Majority of teachers in public sector were trained, whereas in private sector majority of them were untrained. It would be interesting to investigate the impact of training on qualitative aspects of delivery system and the output of these institutions.

4. Majority of public schools had their own buildings; whereas most of the private schools were functioning in rented buildings.

5. Majority of the public and private educational institutions were having facilities such as electricity, drinking water, latrine and boundary wall.

6. Most of the private schools (73%) were owned and managed by individuals. Majority of private schools (94%) were unregistered. Majority of private schools (73%) were using English as medium of instruction.

Skill Development Centers

1. There were 127-skill development centers providing skill-oriented training in different areas such as: computer software and hardware, tailoring, needle embroidery, computer diploma BCS and MCS, and other related cadres in ICT. Out of total, 89(70%) institutions were in urban areas and 38(30%) institutions were in rural area. Majority of institutions (98) were run by individuals/NGOs.

2. Total enrolment in the skill development centers was 9,849, out of which 7,736(78%) were male students and 2,213(22%) were female students. It was also observed that out of the total enrolment, 4096(42%) students were enrolled in computer software/hardware and information technology; 810(8.14%) students in BCS/BBA; 2,403(24.15%) students in MCS/MBA; 1,181(11.87%) students in tailoring, and the remaining students enrolled in other skills.

3. Total number of employees working in these institutions was 976, out of which 688(70%) were instructors and 288(30%) were administrative/supporting staff. Out of the total teaching staff, 517(75%) were male and 171(25%) were female. Out of the total teaching staff, 601(87%) teaching staff was working in urban institutions whereas 87(13%) teaching staff was working in rural institutions. Majority of male instructors of these institutions were Master degree holders whereas most of the female instructors were FA/F.Sc. Most of the instructors were having diploma or certificate in the respective fields.

4. Majority of private institutions were functioning in rented buildings and most of the institutions were having electricity, drinking water, and latrine for students, boundary wall, and workshop/equipment.

CHAPTER 1

Introduction

1.1. Background

1.1.1. Generally education is the concern of the Government in most countries of the world. Based on wishes and aspirations of the people; their cultural heritage; political ideologies, etc, the governments of the respective countries, whether democratic or totalitarian, education policies are formulated and implemented with active participation of the people. Pakistan is not an exception. Both government and private sectors have established educational institutions, which are in competition with each other in terms of delivery of services to the masses. On the emergence of Pakistan both public and private schools were functioning in the country. As the government schools could not accommodate all the specific age group children in the school system, it was considered essential that the communities should also share the responsibility of opening private schools. This provided an opportunity to certain individual to convert educational institutions into commercial units. Whatever the reasons may be, it is a healthy attitude to open new schools in private sector relieving public sector of gigantic task of educational development to provide educational facilities to all the specific age group children in the country.

1.1.2. Besides education, skill development of the youth of the country is also essential for the economic development as well as to meet the demand of job market for skilled manpower. As a developing nation of the world, Pakistan needs skilled manpower in various sectors of economy particularly in small industrial sub-sector. Various departments/agencies both in public and private sectors have been involved in providing skill oriented training in different disciplines to the people, especially to rural women. It can be further improved through partnership of public and private sectors by formulating such training programs suited to the individuals and the employers. These training programmes would have dual impact (i) empowering the poor to uplift their living standards and (ii) contributing towards the economic development of the country.

1.2. Rationale

1.2.1. Private sector is contributing significantly for the expansion and development of education in the country. Unfortunately, data on the privately managed institutions was not available due to which real situation towards their contribution in the development and promotion of education in the country was not clear. Without accurate and reliable statistics on the privately managed educational institutions, educational indicators for both private and public educational institutions could not be developed. The indicators based on only public sector educational institutions would be misleading and likely to distort the real situation. It is imperative to have accurate and reliable data on privately managed educational institutions at national level. There is a Federal Bureau of Statistics under Statistics Division, which is responsible for conducting such surveys at national level. The AEPAM has restricted itself to survey of private educational institutions functioning in ICT. This is just a pilot survey, which may be replicated in other Federally Administered areas and Territories depending on the availability of resources.

1.2.2. The Academy of Educational Planning and Management is responsible to collect data of educational institutions from the Federal Areas (FATA, FANA, AJK and ICT) under the NEMIS Project. Federal Educational Management Information Systems FedEMIS Project Phase-I was launched during 1990-1993, with the assistance of UNESCO/UNDP and USAID. Central Bureau of Education implemented phase-I of the project. After abolition of Central Bureau of Education, the project was shifted to the Academy in view of its professional and technical expertise. Phase-II of the project was launched during 1994-97 by the Academy with the assistance of the World Bank. The project was renamed as National Education Management Information System (NEMIS) during 1998. The duration of project was three years (1998-2001). The project is being implemented by Academy and financed under SAP-II component of education. The main objectives of the Project were to establish the infrastructure for EMIS and develop the mechanism for collecting educational data/statistics particularly from the Federal Areas (Federally Administered Tribal Areas, i.e. FATA, Federally Administered Northern Areas i.e. FANA Azad Jammu and Kashmir i.e. AJK, and Islamabad Capital Territory, i.e. (ICT). Further, provincial EMISs will transmit data to the AEPAM for consolidation and development of viable indicators to monitor the progress under SAP-II

1.2.3. The purpose of this survey was to collect information from privately run educational institutions (Individuals, NGOs, and Private Organizations) and skill

development centers functioning in ICT. All private schools (registered-un-registered, urban-rural and male-female) run by individuals, NGOs and Private Organizations were included in the survey.

1.3. Objectives

1.3.1 The main objectives of this survey were to collect information from the private educational institutions functioning in ICT and to collect information from those organization/institutions imparting skill development training in the context of basic education to rural females. The specific objectives of the study were as under:

i. To compile basic information including enrolment, number of teachers, available facilities, equipment etc in private schools.

ii. To identify and compile the information about skill development programmes in ICT.

CHAPTER 2

2. Review of Education policies regarding Involvement of Private Sector in Education

2.1. Side by side with the Public Schools established by the government, private schools are contributing significantly towards human resource development of the country. From 1947 to 1971 private sector contributed substantially in the education sector. In 1972, the government decided to take over all the privately run educational institutions. During that period about 19,432 privately managed educational institutions were nationalized.

2.2. The National Education Policy 1979 examined the effects of nationalization and concluded that government alone cannot carry out the burden of the whole education process. The policy proposed that, private enterprise would be allowed to open education institutions provided that the administration of these institutions ensure availability of suitable physical facilities like buildings, playgrounds, laboratories, libraries and adoption of prescribed standards of qualification and scales of pay for teachers. The policy provided safeguards against nationalization and assurances to such private institutions, which abide by the rules and regulations prescribed by the Government and maintain standards of education.

2.3. In pursuance of National Education Policy 1979, the Punjab Private Educational Institutions (Promotion and Regulation) ordinance was promulgated in 1984, which allowed the private sector to open new institutions The government of NWFP and Sindh adopted similar ordinances but no such rules and regulations were adopted in Balochistan and Federal Areas including FATA, FANA and AJK.

2.4. National Education Policy 1992 proposed that new incentives would be provided to private sector for participation in educational development at all levels. The major thrust of private participation was to be directed towards the rural areas and women education especially accelerating the pace of educational development at primary level, promotion of literacy, technical and vocational education. For this purpose a system of matching grants and loans was to be devised to provide financial support to private sector organizations. Local communities at village level were to be involved in developing, managing and supervising elementary education through public fund. A scheme for progressive disinvestments of higher education

institutions was to be introduced. The rights and privileges of private organizations running educational institutions would be protected through legislation.

2.5. National Education Policy 1998-2010 proposed the following policy provisions/ implementation strategy in respect of involvement of private sector in education:

- There shall be regulatory bodies at the national and provincial levels to regulate activities and smooth functioning of privately managed schools and institutions of higher education through proper rules and regulations.
- A reasonable tax rebate shall be granted on the expenditure incurred on the setting-up of educational facilities by the private sector. Grants-in-aid for specific purposes shall be provided to private institutions. Setting up of private technical institutions shall be encouraged.
- Matching grants shall be provided for establishing educational institutions by the private sector in the rural areas or poor urban areas through Education Foundations.
- Existing institutions of higher learning shall be allowed to negotiate for financial assistance with donor agencies in collaboration with the Ministry of Education.
- Educational institutions to be set up in the private sector shall be provided (a) plots in residential schemes on reserve prices, and (b) rebate on income tax, like industry.
- In rural areas, schools shall be established through public-private partnership schemes. The government shall not only provide free land to build the school but shall also bear a reasonable proportion of the cost of construction and management.
- Companies, with a paid-up capital of Rs.100 million or more, shall be required under the law to establish and run educational institutions up to secondary level with funds provided by them.

- Liberal loan facilities shall be extended to private educational institutions by financial institutions.

- The private sector institutions at all levels shall be allowed to collaborate with international institutions of repute for achieving common academic objectives, subject to laws to be framed in this context.

- Schools running on non-profit basis shall be exempted from all taxes.

- Privately managed institutions shall be bound under law to admit, free of charge, at least 10% of the talented students belonging to the low-income groups.

- Curricula of private institutions must conform to the principles laid down in the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976.

- The fee structure shall be developed in consultation with the government.

- Selective de-nationalization of nationalized institutions shall be initiated.

- The law pertaining to the setting-up of degree-awarding higher educational institutions and specialized institutes shall be liberalized. The institutions so established shall be placed under the University Grants Commission for monitoring the academic programs and the award of degrees (NEP 1998-2010, pp. 107-112).

CHAPTER 3

3. Methodology

The data was collected from the privately managed educational institutions functioning in Islamabad Capital Territory (ICT). To collect data from these institutions, two types of questionnaires were prepared: one for general education and the other for professional/skills development institutions. The lists of private educational institutions indicating name of the institutions and addresses were obtained from Federal Deteriorate of Education, CDA, and Rural Private Schools Association. Two data collection teams of the AEPAM collected the data by visiting each institution included in the list. In addition, the data collection team identified institutions other than mentioned in these lists both in urban and rural areas and collected data. The following information was collected from these institutions on the prescribed proformas:

1. Name and address of the schools
2. Number of schools by level/location/gender
3. Number of students (enrollment)
4. Number of teachers
5. Availability of physical facilities in schools

The information was also collected from the government and private agencies providing skills oriented training programs in ICT. Information from various institutions/ organizations/centers providing skills and basic education to rural females was also collected.

3.1. Instruments

Two questionnaires were developed: one for private educational institutions and the other for skill development centers/programs. These questionnaires were pilot tested and changes were made accordingly. Copies of questionnaires can be seen at Annex-I & II.

3.2. Data Collection

The data collection team of the Academy collected data by visiting each private educational institution and other organizations/institutions, which are providing skill development programmes in ICT. Data was collected on the prescribed questionnaires through interview from the head of the institutions during April and May 2000.

3.3. Data Coding, Entry and Analysis

Data was cleaned, coded and entered into computer. Data base package MS-Access was used for storage and analysis. The institutions alongwith enrolment and teachers were classified by type, level, gender and location. The enrollment of skill development programs was classified by type of trades/skills provided by the vocational/trade centers.

CHAPTER 4

4. Findings Related to Private Schools

4.1. This study was conducted to collect information regarding enrolment of students in various educational institutions; number of teachers; administrative and supporting staff; school status, location, level and physical facilities from the private educational institutions in ICT. Information regarding financial matter such as fees, salaries of staff, rent of buildings and other related expenditures was avoided deliberately with the apprehension that these institutions might not provide such information with the fear of taxes or any other adverse effects on their institutions.

4.2. There were 455 private education institutions in ICT. The data collection team visited all these institutions of which 438 institutions provided required information. Out of 438 private education institutions, 266 (60%) institutions were located in rural areas and 172 (40%) in urban areas. Out of the total institutions, 198 (45%) were primary schools, 89 (20%) middle schools, 103 (24%) high schools, 29 (7%) higher secondary institutions and 19 (4%) other institutions. It was noted that there were 410 (94%) co-education institutions, 15(3%) male institutions and 13 (3%) female institutions.

4.3. It was revealed that 73% institutions were owned and managed by the individuals themselves, 14% by NGOs and only 4% by community. It was noted that 73% schools were English medium, (15%) were Urdu medium, (10%) both used English and Urdu as medium of instruction and only (2%) used others languages such as: Arabic, Persian as medium of instruction. It was observed that 94% schools were unregistered and only 6% schools were registered.

4.4. It was observed that total enrolment in these institutions was 53,139 out of which 30,745 (58%) were male students and 22,394 (42%) were female students, which indicated the high enrolment of male students as compared with female students. It was also noted that 24,990 (47%) students enrolled in urban institutions and 28,149 (58%) enrolled in rural institutions. It was also noticed that 40,675 (76%) students enrolled at primary level including nursery and prep, 6,748 (13%) students at middle level, 3,274 (6%) students at secondary including O level, 1,552 (3%) students at higher secondary level including A level and 890 (2%) students in others.

4.5. It was noted that total employees in these institutions were 5,453, out of which 3,844 (70%) were teaching staff, 682 (13%) administrative staff, and 927(17%) supporting staff. It was further noticed that out of the total teaching staff, 2,231(58%) teachers working in urban areas and 1,613(42%) teachers working in rural areas. It was found that 702 (18%) were male teachers and 3142 (82%) were female teachers. Taking into account the total number of employees, 1,635 (30%) were male whereas 3,818 (70%) were female.

4.6. There were total 702 male teachers. Taking into account the academic qualifications of the male teachers, it was observed that out of the total, 23 (3%) were matric, 83 (12%) were FA/F.Sc; 281(40%) were BA/B.Sc.; 256(37%) were MA/M.Sc.; and 59(8%) were others (PhD, M.Phil, Hafiz-e-Quran, Nazira, Aalim fazil etc). It was also observed that majority of male 384 (55%) were untrained whereas 318 (44%) were trained.

4.7. It was observed that there were total 3142 female teachers out of which, 497 (16%) were matric, 690 (22%) FA/F.Sc, 1326 (42%) BA/B.Sc., 546 (17%) MA/M.Sc. and 83 (3%) others (Ph.D., M.Phil, Hafiz-e-Quran, Nazira, Aalim fazil etc). It was also observed that majority of male 1736 (55%) were untrained whereas 1406 (45%) were trained.

4.8. It was noticed that out of the total schools, 351(80%) were functioning in rented buildings and only 64 (15%) institutions were having their own buildings and the remaining 23 (5%) institutions were functioning in others i.e. mosques and donated by community/individuals.

4.9. It was observed that majority of the institutions were having facilities such as electricity, drinking water, latrine and boundary wall. It was found that out of total 438 institutions; about 420 were having electricity, drinking water and latrine for students, and boundary wall. Only 79(18%) institutions were having science laboratory, 219(50%) institutions having library, 29(7%) institutions having playground, 109(25%) institutions having computers and 56(13%) institutions having other facilities such as transport, canteen, playing toys etc.

Statistical Tables

In order to comprehend findings of this survey, statistical tables covering following aspects have been listed in the succeeding pages:-

TABLES

Table No. 4.1
Number of Educational Institutions by Level, Gender and Location

Level	URBAN				RURAL				G. Total
	Co-Edu.	M	F	T	Co-Edu.	M	F	T	
Primary	85	1	1	87	110	1	-	111	198
Middle	20	-	-	20	69	-	-	69	89
High	28	4	1	33	63	3	4	70	103
Higher	18	1	1	20	5	2	2	9	29
Others	9	1	2	12	3	2	2	7	19
Total	160	7	5	172	250	8	8	266	438

Table No. 4.2

Enrolment by grades, location and gender in private schools

Class	Male			Female			G. Total
	U	R	T	U	R	T	
Nurs. Prep	4246	5100	9346	3247	3466	6713	16059
1	1710	2421	4131	1072	1692	2764	6895
2	1392	2032	3424	788	1437	2225	5649
3	1105	1641	2746	703	1227	1930	4676
4	1019	1292	2311	601	996	1597	3908
5	934	1082	2016	572	900	1472	3488
6	787	720	1507	520	653	1173	2680
7	747	469	1216	451	472	923	2139
8	682	366	1048	414	467	881	1929
9	407	228	635	189	348	537	1172
10	395	163	558	228	270	498	1056
11	112	78	190	63	90	153	343
12	99	81	180	49	62	111	291
O level	658	12	670	373	3	376	1046
A level	490	122	612	306	0	306	918
Others	110	45	155	521	214	735	890
Total	14893	15852	30745	10097	12297	22394	53139

Table No. 4. 3

Status of Governing Bodies of Educational Institutions

Governing body	No. of Schools
Individuals	318 (73%)
NGOs	62 (14%)
Others	42 (10%)
Community	16 (4%)
Total	438

Table No. 4.4

Registration Status of Educational Institution by location and gender

Status	Urban				Rural				G. Total
	Co-Ed.	M	F	T	Co-Ed.	M	F	T	
Regis.	16	2	3	21(12%)	3	1	2	6 (3%)	27 (11%)
Un-reg.	144	5	2	151(88%)	247	7	6	260 (97%)	411 (89%)
Total	160	7	5	172	250	8	8	266	238

Table No. 4.5

Classification of institutions by medium of instructions

	Urban	Rural	Total
English	156	166	322 (74%)
Urdu	6	61	67 (15%)
Both English & Urdu	7	33	40 (9%)
Others	3	6	9 (2%)
Total	172	266	438

Table No. 4.10

Availability of basic physical facilities

Name of facility	Available			Not available			Total
	U	R	T	U	R	T	
Electricity	163	257	420 (96%)	9	9	18 (4%)	438
Drinking Water	169	248	417 (95%)	3	18	21 (5%)	438
Latrine for Students	169	250	419 (96%)	3	16	19 (4%)	438
Boundary Wall	165	253	418 (95%)	7	13	20 (5%)	438
Science Laboratory	58	21	79 (18%)	114	245	359 (82%)	438
Library	118	101	219 (50%)	54	165	219 (50%)	438
Playground	9	20	29 (7%)	163	246	409 (93%)	438
Computers	68	41	109 (25%)	104	225	325 (75%)	438
Others	40	16	56 (13%)	132	250	382 (87%)	438

CHAPTER 5

5. Findings Related to Skill Development Programs

5.1. Information was also collected from the government and private agencies related to skills development programs in ICT. Information from various institutions/organizations/centers providing skills and basic education to rural females was also collected. Successive paragraphs present findings related to various aspects of skills development programs.

5.2. Information was collected from 127 skill development centers like computer software and hardware training, tailoring, needle embroidery, computer diploma, BCS and MCS, and other related cadres. It was found that 89(70%) institutions were located in urban areas and 38(30%) institutions were located in rural area. It was noticed that majority of skill development institutions 98(77%) were run by the individuals and by NGOs, whereas only 8(6%) were run by government which indicated a greater contribution of private sector in the skills development programs.

5.3. It was observed that 44(35%) institutions were functioning under formal set up, 51(40%) institutions under non-formal set up and 32(25%) were others type including computer, tailoring and needle embroidery conducting certificate courses. It indicated that majority of the institutions were formal. It was also noticed that 81(64%) institutions were providing skills only, 43(34%) institutions were providing both education and skills and 2(2%) institutions providing only basic education. It was revealed that majority of the institutions were providing various skills.

5.4. Total enrolment in the skill development centers was 9,849. Out of the total enrolment, 1,181(11.87%) students were enrolled in tailoring, 74(0.74%) students in handmade and needle embroidery, 21(0.2%) in readymade garments, 9(0.1%) wool knitting, 4(0.04%) in poultry farming, 24(0.24%) in glass & fabric painting, 54(0.54%) technicians and mechanics, 127(1.28%) in language, 63(0.63%) in short hand and typing, 3,887(39.10%), 155(1.56%), 54(0.54%) in computer software, hardware training, internet and information technology respectively, 810(8.14%) in BCS/BBA and 2403(24.15%) in MCS/MBA. It was observed that majority of students were enrolled in computer related skills. It was further noticed that out of the total enrolment, 7,736(78%) were male students and 2,213(22%) female students.

It was also noted that 8279(83%) students were in urban areas and 1670(17%) in rural areas. The enrolment of rural female was 879(9%).

5.5. As far as employment is concerned there were total 976 employees working in these institutions. Out of total strength, 688 were teaching staff and the remaining 288 were administrative/supporting staff. Out of the total teaching staff, 517(75%) were male and 171(25%) were female which indicated that majority of the teaching staff was male. It was also revealed that 601(87%) teaching staff working in urban institutions and 87(13%) teaching staff working in rural institutions.

5.6. It was noticed that majority of male instructors of these institutions were Master degree holders. Out of total 517 male instructors, 320(62%) instructors were MA/M.Sc, 105(20%) were BA/B.Sc, 24(5%) were FA/F.Sc., 9 were Matric and 59 were having other academic qualifications such as Ph.D., M.Phil, BCS, MCS etc. It was observed that 228(44%) instructors were having diploma, 192(37%) instructors were having certificate; whereas 97 (19%) instructors were without any professional qualifications.

5.7. It was revealed that out of total 171 female instructors, 36(21%) instructors were MA/M.Sc, 22(13%) were BA/B.Sc, 19(11%) were FA/F.Sc., 36(21%) were Metric and 58(34%) were having other academic qualifications such as Ph.D., M.Phil, BCS, MCS etc. It was also observed that 62(36%) instructors were having diploma, 67(39%) instructors were having certificate whereas 42 (25%) instructors were without any professional qualifications.

5.8. It was noticed that 95(75%) institutions were functioning in rented building, 14(11%) institutions were having their own buildings and the remaining 18 (14%) institutions were functioning in others i.e. donated by community and individuals, mosques, provided by societies etc. It was observed that majority of private institutions were functioning in rented buildings.

5.9. It was observed that all institutions were having electricity, 120(94%) were having drinking water, 113(89%) were having latrine for students, 116(91%) were having boundary wall, 81(64%) were having workshop/equipment and 46(36%) institutions were having other facilities such as transport, playgrounds, library, laboratory etc. Findings of the survey on various aspects of private Skill Development Institutions/Centres are reported in Statistical Tables on succeeding pages.

TABLES

Table No. 5.1

Number of Skill Development Institutions by Location

Urban	Rural	Total
89(70%)	38(30%)	127

Table No. 5.2

Status of Governing Bodies of Skill Development Institutions.

Governing body	Govt.	Individual	Community	NGOs	Others	Total
No. of Institutions	8 (6%)	68 (54%)	4 (3%)	30 (24%)	17 (13%)	127

Table No. 5.3

Number of Skill Development Institutions by Type and Location.

Type	Formal			Non-Formal			Others			
No. of Institutions	U	R	T	U	R	T	U	R	T	T
	35	9	44	37	14	51	17	15	32	127

Table No. 5.4

Number of Institutions by levels.

Levels	Basic Education	Skill only	Both Edu. and Skills	Total
Primary	-	2	-	2 (2%)
High	-	3	2	5 (4%)
Others	2	76	41	119 (94%)
Total	2 (2%)	81 (64%)	43 (34%)	127

functioning in ICT. It was observed that majority of the private institutions 322 (74%) have been using English as a medium of instruction, 67 (15%) institutions using Urdu as a medium of instruction and 40(9%) institutions using both Urdu and English as a medium of instruction. Only 9 (2%) institutions were using other languages such as: Arabic and Persian as medium of instruction. It was concluded that majority of the institutions were: run by individuals, unregistered and using English as a medium of instruction. Most of the private institutions use English as medium of instruction to attract the parents to send their children into these institutions

6.1.5. The total enrolment in private institutions was 53,139. Out of the total enrolment, 30,745 (58%) were male students and 22,394 (42%) were female students, which indicated the high enrolment of male students as compared with female students. The enrolment in urban institutions was 24,990 (47%) and the enrolment in rural institutions was 28149(58%), which indicate high enrolment in rural areas. It was also observed that 40,675 (76%) students were enrolled at primary level including nursery and prep, 6,748 (13%) students were enrolled at middle level, 3274 (6%) students were enrolled at secondary including O level, 1552 (3%) students were enrolled at higher secondary level including A level and 890 (2%) students in others which indicted that majority of the students were enrolled at primary level.

6.1.6. In public sector the total enrolment from class-1 to 12 was 166,246. Out of the total enrolment, 92,733(55%) were boys and 73,513 (45%) were girls. The enrolment in urban institutions was 94,954 (57%) and the enrolment in rural institutions was 71,292(43%), which indicated the high enrolment in urban areas. It was also observed that the enrolment at primary level was 91,103(55%), at middle level it was 42,538(26%), at secondary level it was 21,629(13%) and higher secondary level it was 10,976(7%), which indicted that majority of the students were enrolled at primary level. It was concluded that majority of students enrolled in class 1-12 were boys, most of the students enrolled at primary level, and high enrolment in urban areas.

6.1.7. It was inferred that the total enrolment for classes 1-12 in both public and private schools were 219,385 that indicated one-fourth enrolment of students was in private schools. It was concluded that private sector is playing crucial role in expansion and development of education in ICT. The number of schools in both public and private sector were about the same but there was a great difference in the enrolment so the public sector schools were overcrowded. Other explanation may be

that some public model schools were having evening shifts; whereas the private sector schools are single shift.

6.1.8. It was found that there were total 5,453 employees working in private institutions. Out of total employees, 3,818(70%) were female and 1635(30%) were male which indicated that majority of the staff was female. It was further observed that out of total, 3,844 (70%) were teaching staff and remaining 1611(30%) were administrative/supporting staff. Out of the total teaching staff, 2,231(58%) teachers have been working in urban areas and 1,613(42%) teachers working in rural areas; 702 (18%) were male teachers and 3142 (82%) were female teachers, which indicated that majority of the teaching staff was female.

6.1.9. It was found that there were total 702 male teachers working in the private institutions of which, 23 (3%) were matric, 83 (12%) FA/F.Sc, 281 (40%) BA/B.Sc., 256 (37%) MA/M.Sc., and 59 (8%) others (PhD, M.Phil, Hafiz-e-Quran, Nazira, Aalim fazil etc). It was also observed that majority of male teachers 384 (55%) were untrained whereas 318 (44%) teachers were trained. Majority of the male teachers working in these institutions were highly qualified i.e. BA/B.Sc., 281(40%) and MA/M.Sc. 256 (37%).

6.1.10. It was also observed that there were 3089 female teachers in the private institutions of which, 497 (16%) were matric, 690 (22%) FA/F.Sc, 1326 (42%)BA/B.Sc., 546 (17%)MA/M.Sc. and 83 (3%) others (PhD, M.Phil, Hafiz-e-Quran, Nazira, Aalim fazil etc). It was found that majority of female teachers 1736 (55%) were untrained whereas 1406 (45%) were trained. Majority of the female teachers working in these institutions were highly qualified i.e. BA/B.Sc., 1326 (42%) and MA/M.Sc. 546 (17%).

6.1.11. It was observed that total number of teachers in public schools was 6,524, of which 2,318(35%) were male teachers and 4, 206(65%) female teachers. Out of the total, 2,531(39%) teachers were in rural areas and 3,993(61%) teachers were in urban areas. It was also noticed that 1204 (321 male & 883 female) teachers were matric, 1241 (374 male & 867 female) teachers were FA/F.Sc, 2206 (635 male & 1571 female) teachers BA/B.Sc, 1687 (928 male & 729 female) teachers were MA/M.Sc and the remaining teachers 186 were having other qualifications. Majority of teachers 6,198 (2,176 male & 4022 female) working in the public education institutions were trained and only 326 (142 male & 184 female) teachers were untrained. It was concluded that majority of teachers working in public schools were

female, most of the teachers were in urban schools and most of the teachers were highly qualified and trained.

6.1.12. The preceding findings lead us to the conclusion that both in public and private sectors most of the teachers were: female, working in urban areas, and highly qualified. Most of the teachers of public schools were trained, whereas majority of teachers of private schools was untrained. The impact of teacher's training on the quality of education needs to be explored between private and public educational institutions.

6.1.13. It was noticed that out of the total private educational institutions, 351(80%) were functioning in rented building, 64 (15%) institutions were having owned building and the remaining 23 (5%) institutions were functioning in others i.e. donated by community and individuals, mosques, provided by societies etc which indicated that majority of private institutions were functioning in rented buildings.

6.1.14. It was noted that out of the total 428 public schools, 383(89%) schools were having their own building 9(2%) schools were functioning in rented building, and the remaining 36(8%) schools were functioning in others. It was concluded that majority of public schools were having their own buildings.

6.1.15. From the preceding findings it was inferred that most of the schools in private sector were functioning in rented buildings; whereas most of the public schools were having their own building.

6.1.16. It was observed that majority of the private educational institutions were having facilities such as electricity, drinking water, latrine and boundary wall. It was found that only 79(18%) institutions were having science laboratory, 219(50%) institutions having library, 29(7%) institutions having playground, 109(25%) institutions having computers and 56(13%) institutions having other facilities such as transport, canteen, playing toys etc.

6.1.17. It was noticed that out of 428 public schools, 360 schools were having electricity, 348 schools having drinking water facility, 319 schools having latrine for students and 316 having boundary wall. It was concluded that majority of the public schools were having the physical facilities.

6.1.18. It was concluded that majority of schools both in public and private sector were having physical facilities such as electricity, drinking water, latrine and boundary wall.

6.2. Skill Development Programs

6.2.1. It was observed that there were 127-skill development centers providing skill-oriented training in different areas such as: computer software and hardware, tailoring, needle embroidery, computer diploma BCS and MCS, and other related cadres in ICT. It was noticed that 89(70%) institutions were located in urban areas and 38(30%) institutions were located in rural areas which indicated that majority of the centers were in urban area of ICT. It was noted that majority of skill development institutions 98(77%) were run by the individuals/NGOs, whereas only 8(6%) were run by government which indicated a greater contribution of private sector in the skills development programs in ICT. Conclusion: Majority of the institutions located in urban areas, and majority of skill development institutions were run by the individuals/NGOs.

6.2.2. It was noticed that 44(35%) institutions were functioning under formal set up, 51(40%) institutions under non-formal set up and 32(25%) were others type including Computer, Tailoring and needle embroidery conducting certificate courses. It indicated that majority of the institutions were formal. It was found that 81(64%) institutions were providing skills only, 43(34%) institutions were providing both education & skills and 2(2%) institutions providing only basic education. It was revealed that majority of the institutions were providing various skills.

6.2.3. It was noted that total enrolment in the skill development centers were 9,849, out of which 7,736(78%) were male and 2,213(22%) were female students, which indicated that majority of students enrolled in these institutions were male. It was also observed that out of the total enrolment, 4,096(42%) students were enrolled in computer software/hardware and information technology; 810(8.14%) students in BCS/BBA; 2,403(24.15%) students in MCS/MBA; 1,181(11.87%) students in tailoring, and the remaining students enrolled in other skills. It was found that majority of students enrolled in computer related skills. It was also noted that 8,279(83%) students were in urban areas whereas 1,670(17%) in rural areas.

6.2.4. It was observed that the total number of employees was 976, of which 688(70%) were instructors and 288(30%) were administrative/supporting staff in these institutions. Out of the total teaching staff, 517(75%) were male and 171(25%) were female which indicated that majority of the teaching staff was male. It was also revealed that out of the total staff, 601(87%) teaching staff was working in urban institutions whereas 87(13%) teaching staff was working in rural institutions.

6.2.5. It was noticed that majority of male instructors of these institutions were Master degree holders. Out of total 528 male instructors, 320(62%) instructors were MA/M.Sc, 105(20%) were BA/B.Sc, 24(5%) were FA/F.Sc., 9 were Matric and 63 were having other academic qualifications such as Ph.D., M.Phil, BCS, MCS etc. It was observed that 228(44%) instructors were having diploma, 192(37%) instructors were having certificate whereas 108 (19%) instructors were without any professional qualifications.

6.2.6. It was revealed that out of total 171 female instructors, 36(21%) instructors were MA/M.Sc, 22(13%) were BA/B.Sc, 19(11%) were FA/F.Sc., 36(21%) were Matric and 58(34%) were having other academic qualifications such as Ph.D., M.Phil, BCS, MCS etc. It was also observed that 62(36%) instructors were having diploma, 67(39%) instructors were having certificate whereas 42(25%) instructors were without any professional qualifications.

6.2.7. It was noticed that 95(75%) institutions were functioning in rented building whereas only 14(11%) institutions were having their own building and the remaining 18 (14%) institutions were functioning in others i.e. donated by community and individuals, mosques, provided by societies etc. It was observed that majority of private institutions were functioning in rented buildings.

6.2.8. It was observed that most of the institutions were having electricity, drinking water, and latrine for students, boundary wall, and workshop/equipment. About 36% institutions were having other facilities such as transport, playgrounds, library, laboratory etc.

CHAPTER 7

7. Observations/Conclusions/Recommendations

7.1. Observations/Conclusions

7.1.1. It was observed that majority of private educational institutions select their own curriculum/textbooks, which is not in conformity with public schools. Usually each school selects it own syllabus and there is no agency to check irrelevant textbooks being taught in these schools. Irrespective of quality of education most schools were "English Medium" particularly at the primary level. The main reason of having English as medium of instruction is to attract the parents for sending their children to these institutions.

7.1.2. It was also observed that majority of parents admit their children in Nursery to prepare them to get admission in good government and Private institutions, therefore, the enrolment at primary was higher than the other levels. It was noticed that most of the institutions either did not have rules and regulations or they did not follow the rules particularly in selection of teaching and supporting staff.

7.1.3. It was found that majority of schools were headed by women either as an owner or employee. It was also observed that most of schools did not have good facilities particularly the space in buildings was not enough to accommodate all the students, therefore, schools were overcrowded.

7.1.4. It was found that majority of the schools were charging high fee from the students whereas very few schools were providing free education to poor students and some of the schools relaxed fifty percent fee to the poor deserving students.

7.1.5. It was observed that there was no regulatory body for registration of private education Institutions in ICT. Most of the institutions functioning in ICT were unregistered. Therefore they are not observing any criteria for selection of textbooks, teachers and provision of facilities.

7.1.6. It was observed that in most cases the certificates issued by private schools were not recognized by the public schools; therefore most of the students who graduated from the private institutions are unable to get admission in the public institutions.

7.1.7. The government was charging utilities bills on Commercial basis from the private institutions.

7.1.8. Small private institutions were facing financial problems for functioning of these Institutions.

7.1.9. Most of the private institutions were functioning in rented buildings. Due to non-existence of any law to protect the rights of tenants the landlord can vacate buildings any time.

7.1.10. Based attitude of the Federal Board towards the private institutions, particularly the regular students of the private institutions, are declared by the board as private candidates.

7.1.11. Most of the heads of the private institutions showed apprehensions towards the negative attitude of Capital Development Authority for shifting the private education institutions from residential area.

7.2. Recommendations

7.2.1 It is recommended that a regulatory body should be established at federal level. The body should take care of registration and to devise criteria for curriculum/textbooks, fee structure and physical facilities etc.

7.2.2. A separate cell should be established in the Federal Directorate of Education to deal with administrative and professional matters of the private institutions. The Directorate should collect all the information from the private institutions on yearly basis.

7.2.3. The public schools should recognize the certificate issued by the private registered schools.

7.2.4. The students of the registered private institutions at various levels should be treated by the Federal Board as regular candidates and there should be a separate cell to deal with the examination affairs of these institutions.

7.2.5. The government should charge the utilities bills from these institutions on domestic basis not on commercial basis.

7.2.6. The private institutions should be safeguarded through law to function in the residential areas.

7.2.7. There should be liaison between the private and public institutions for training of teachers/managers and development of teaching learning material etc.

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Annexure – I

National Survey of Private Schools (1999-2000)

School ID # _____

1. **Name and address of Schools:**

_____

_____

District: _____ Province: _____

2. **School Location:**

1.	Urban	2.	Rural

3. **Type of School**

1	Boys	2	Girls	3	Co-education

4. **Level of School**

1	Primary	2	Middle	3	High	4	Higher	5	Others

5. **School governed by:-**

1	Individual	2	Community	3	NGO	4	Others (Pl. Specify)

6. **School Status**

1	Registered	2	Un-registered

7. **Medium of Instructions**

1	Urdu	2	English	3	Others (Pl. Specify)

Annexure – II

National Survey of Skill Development Programmes (1999-2000)

Institution ID #	

1. **Name and address of Institution:**

_____

_____

District: _____ Province: _____

2. **Location:**

1	Urban	2	Rural

3. **Type of Institution**

1	Formal	2	Non-Formal	3	Others

4. **Level of Institution**

1	Primary	2	Middle	3	High	4	Others

5. **Institution governed and sponsored by:-**

1	Govt	2	Individual	3	Community	4	NGO	5	Others

6. **Are you giving both, Basic Education and Skills**

1	Basic Education	2	Skills only	3	Both Education & Skills

7. **Please tick (✓) the names of skills being learned in your Institution.**

Sr. #	Name of Skills
1.	Tailoring (Sewing and Cutting Clothes)
2.	Decorative Items
3.	Hand made toys and dolls
4.	Needle embroidery
5.	Chair Weaving
6.	Wool knitting
7.	Kitchen gardening
8.	Kettle farming
9.	Poultry farming
10.	Dairy products
11.	Ready made Garments
12.	Azar band and Pranda making
13.	Others (Pl. specify)

8. Skill wise Enrolment in your institution

Name of Skills	Males	Females	Total

9. Staff Positions:

Categories	Male	Female	Total
No. of Instructors			
Administrative/ Supporting staff			
Total			

10. Academic and Professional Qualifications of Instructors

A) Male Instructors

Quali-fications	Diploma	Certificate	without certificate/ diploma	Total
Matric				
F.A/F.Sc				
B.A/B.Sc				
M. A/ M.Sc				
Others				
Total				

B) Female Instructors

Quali-fications	Diploma	Certificate	without certificate/ diploma	Total
Matric				
F.A/F.Sc				
B.A/B.Sc				
M. A/ M.Sc				
Others				
Total				

11. The Institution is housed in:

1	Own Building	2	Rented Building	3	Others (Pl. Specify)

12. Basic Facilities available

S. #	Name of Facility	Yes	No	Condition
1.	Electricity			
2.	Drinking water			
3.	Latrine for Students			
4.	Boundary wall			
5.	Workshop/Equipment			
6.	Any other (Pl. Specify)			