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AEPAM Research Study No.23.

PRIMARY EDUCATION IN PAKISTAN
AND OTHER ASIAN COUNTRIES

BY
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P R E F A C E

The sector of Primary Education started with a very low base in 1947. Several efforts have been made since then to bring maximum number of Primary school age children within the ambit of Educational system and enhance access to schools. Since independence number of primary institutions as well as the enrolment have increased more than ten times. Nevertheless, the demographic pressures have kept the overall participation rate at about 54% of the children of the relevant age group. It is not only the access which poses problems, but also the drop-out at primary level has also caused depressed enrolments. The significant attempts to improve the school environment through better physical facilities, trained teachers and enhanced supervision have been made yet the number of schools and their geographical distribution thwart large scale qualitative improvements. Still large proportion of children drop-out before the completion of Five Years of primary schooling, generally because of poor school environments. In addition there are large scale disparities between regions, rural and urban areas, males and females both interm of provision of educational facilities as well as quality of education.

Primary Education has been given higher priority by the Government of Pakistan which is manifest from the

(ii)

allocation of Rs. 7000/- million (US\$ 437.8 million) for the Sixth Five Year Plan (1983-88) as compared to Rs.1413/- million (US\$ 88 million) provided in the previous plan (1978-83)

Recognizing the importance of primary stage, Federal Ministry of Education decided to launch a national study on Primary Education so as to identify strategies for quantitative expansion as well as qualitative improvement at this level. Attempts have been made to undertake this study in a comprehensive manner and provide a comparative analysis of some Asian countries in the sector of Primary Education.

Dr. Sarfraz Khawaja of the Academy Co-ordinated the relevant activities and completed this study under the guidance of a committee constituted by the Ministry of Education. The leadership provided by the committee members and the hard-work done by Dr. Khawaja deserves special acknowledgement.

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Term of Reference for the study:

The Seventh Meeting of National Development Group held under the chairmanship of Federal Education Secretary decided that the Academy of Educational Planning and Management should undertake a comparative study of Primary Education in Pakistan. A Committee comprising representatives from the Provincial Governments, AJK and the Academy was constituted to assist the Academy in the conduct of the study. (Details in chapter II). On the basis of the guidance provided by the Committee and discussions with various authorities in the Provinces and Federal Governments, it was decided to cover the following areas in the study.

- (1) Quantitative Aspects
- (A)
 - (i) Total population of the Province (Rural, Urban and Male, Female)
 - (ii) Primary School Specific age group population (5-9)
 - (iii) Population Enrolled in Grade 1 to 5
 - (iv) Out of school population (relevant age group)
 - (v) Number of Primary Schools
- (B)
 - (i) Number of Primary school teachers
trained/untrained
 - (ii) Physical facilities for Teachers/Students/
Supervisors such as:
 - Building
 - Equipment
 - Furniture
 - Latrines
 - Drinking Water

(2) Qualitative Aspects

Information on the following:

- i) Curriculum
- ii) Text Books
- iii) Examination/Evaluation
- iv) Administration/Supervision
- v) Planning
- vi) Research
- vii) Data collection
- viii) Sports/Co-curricular Activities
- ix) Teacher Training

(3) Financial Aspects

Developmental

Recurring

- i) Total Provincial Budget
- ii) Total Education Budget
- iii) Total Primary Education Budget
- iv) Total Primary Education expenditure
- v) Unit cost - per student

(4) Drop outs

(5) Socio-Economic-Cultural-Political considerations

- i) Community participation
- ii) Female Education
- iii) Role of the Local Councils vis-a-vis primary Education
- iv) Acceptability of alternative sub-systems
 - Mosque schools
 - Mohalla schools
 - Maktab schools

(6) Any other Alternative Strategies for the Promotion of Education at primary level

CHAPTER I

Introduction

1.1. The Islamic Republic of Pakistan is a federation of four Provinces as well as Federally administered areas. The provinces for administrative purposes have been divided into Divisions, Districts and Tehsil as has been demonstrated from the following table:

<u>Province</u>	<u>Population</u> (000)	<u>Divisions</u>	<u>Districts</u>	<u>Tehsils</u>	<u>Villages</u>
Punjab	47,116	3	23	84	25000
Sind	18,966	3	15	74	5760
MFP	10,885	5	13	58	7442
Baluchistan	4,305	4	17	44	5761
Federally Administered Area	N.A.	N.A.	10	46	N.A.

According to 1981 census 70% of the total population lives in villages 90% of which is engaged in the agriculture profession. About 35% of the agriculture land is irrigated by the largest canal irrigation system in the world.

The major crops are wheat rice, cotton and sugar cane. The social system and cultural pattern mostly revolves round modes of agricultural economy where traditions and rituals play decisive role in decision making at village level. The enlightenment of Islam has provided rationalization for rapid development in all the sectors of national importance which includes politics, Economy, culture and above all the greatest good for the greatest number.

The other important sector of economy is manufacturing which extends from a small unit of production in a cottage to the establishment of Pakistan Steel Mills at Karachi. The biggest production in industrial sector are textiles and mining. In the public and private efforts to boost industrial production there has been a limited success but one clear impact of industrialization is migration from rural to urban areas for economic reasons. It has shown some inclination to move from tradition to Modernization but nowhere closer to the pattern of market economy. The per capita income is US \$ 300 which is quite low even compared to developing countries of Asia.

In spite of many efforts on the part of government nearly 30% of the population lives below poverty level and further 40% of those living in rural areas live at a subsistence level. The relative differences between rich and poor have been widened.

The crucial issue is underdevelopment which has been aggravated by a high population growth rate of 3.1% per annum which neutralises all attempts to ameliorate the existing conditions.

1.2. In the given set up Education does not figure high among the masses which was clearly reflected by a literacy ratio of 26.2% at National level. The details regarding the condition of literacy are

given below:

Literacy Ratio

Sex	Pakistan	N.V.F.P.	FATA	Punjab	Sind	Baluchis- tan	Islam- abad
1. Both Sexes	26.17	16.70	6.38	27.42	31.45	10.32	51.75
Rural	17.33	13.18	6.38	20.01	15.56	6.18	33.94
Urban	47.12	35.77	-	46.72	50.77	32.16	63.31
2. Male	35.05	25.85	10.93	36.82	39.74	15.20	67.13
Rural	26.24	21.73	10.93	29.56	24.54	9.82	49.53
Urban	55.32	46.96	-	55.23	57.77	42.42	71.28
3. Female	15.99	6.48	0.79	16.81	21.64	4.32	37.48
Rural	7.33	3.82	0.79	9.36	5.21	1.75	15.88
Urban	37.27	21.80	-	36.72	42.23	18.54	52.67

Source : Main Findings of 1981 Population Census

1.3 The government of Pakistan had been consistently striving since its inception in 1947 to improve the conditions of Primary Education through the announcements of Five Year Plans National Education Policies, Enactments and constitutions.

The first Educational conference was held in November, 1947 and the father of the Nation, Quaid-i-Azam Mohammad Ali Jinnah stated the task before the country in the following words.

"The importance of education and the right type of education, cannot be over-emphasised. Under foreign rule for over a century,

sufficient attention has not been paid to the education of our people and if we are to make a real, speedy and substantial progress we must earnestly tackle this question and bring our education policy programme on the lines suited to the genius of the people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world".

"There is no doubt that the future of our State will and must greatly depend on the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and, particularly, well-planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction".

"At the same time, we have to build up the character of our future generation. We should try, by sound education, to instil into them the highest sense of honour, integrity, responsibility and selfless service to the nation. We have to see that they are fully qualified and equipped to play their part in the various branches of national life in a manner which will do honour to Pakistan".

The first Conference dealt with practically all aspects of education. Among its major recommendations were the following:

- (a) The educational system should be inspired by the Islamic ideology, emphasising among many of its characteristics those of universal brotherhood, tolerance and justice.

- (b) Free and compulsory education should be introduced for a period of five years, which should be gradually raised to eight years.
- (c) Primary schools could be co-educational or otherwise according to local needs.
- (d) A comprehensive scheme should be prepared for the re-organisation of technical education suited to the economic needs of the country and the peculiar genius of our people.

The deliberations and recommendations of the Conference served to stimulate and guide the task of rebuilding education in the country. The basic policies enunciated by the Conference were accepted by the Central, Provincial and State Governments. ~~Thereafter the Central and Provincial and State Governments~~ Thereafter the Central and Provincial Governments soon set up committees of experts to review, modify and revise Primary and middle school Syllabi.

The Policy makers and Educational planners made following endeavours for the development of Primary Education.

1.4. Five Year Plans

- i) The first Five Year Plan (1955-60) had envisaged to pave the way for making primary education free and compulsory by the year 1975, but only 20% of the total funds earmarked for Education were allocated for Primary Education. Still more deplorable was the fact that even out of the meagre allocation of Rs. 50 million only Rs. 18.3 million i.e. 37% of the amount, could be utilized and spent on primary education. The lapsed funds were probably transferred to other sectors of economy.
- ii) In the second Five Year Plan (1960-65) the target for achieving the goal of compulsory Primary Education for children of the 6-10 years age group within 10 years time was fixed. It was planned to bring 56% of the primary school age children on the rolls of the schools during the plan period. For this purpose Rs. 65.4 million were allocated for primary education out of the total allocation of Rs. 395.5 million for the sector of education. However only Rs. 17.7 million i.e. 27% of the allocation was spent on primary education, the rest was transferred to secondary, higher and technical education, showing disregard for the primary stage of education.

- iii) The third Five Year Plan (1965-70) was prepared with a view to achieving the goal of universalization free and compulsory primary education by 1980. Rs. 68.5 million were provided for primary education.
- iv) During the period from 1970-1978 there was no plan as the fourth Five Year Plan (1970-75) was abandoned due to disturbed conditions in the country. But total amount of Rs. 444 million was spent through ADPs during 8 years period.
- v) In the Fifth Five Year Plan (1978-83) an amount of Rs. 1413 million was spent on primary education out of the total allocation of Rs. 5944 for the sector of Education, but the target of universal Free Primary Education had remained elusive.
- vi) In the latest i.e. Sixth Five Year Plan (1983-88) total allocation for primary education is to the tune of Rs. 7000/- million which is quite a substantial amount keeping in view the overall resources of the country. The number of schools including Mosque and Mohallah Schools will rise to 1,15,408 and the participation rate will rise to 75% of the Primary school age children. Universal free primary education is expected to be achieved for boys by 1988 and for girls by 1992.

1.5. National Education Policies

- a) First Educational Conference was convened in Karachi in November 1947 by the Quaid-i-Azam Mohammad Ali Jinnah. The conference made a number of recommendations. Thus it gave birth to what may now be termed as the first frame-work of an educational policy. The conference, inter-alia, made the following recommendations for the reformation of education at the primary level:
 - i) Education system should provide Islamic principles of brotherhood, tolerance and justice.
 - ii) Primary education should be made free and compulsory. The duration of primary education should be fixed as 5 years, later it should be extended to 8 years
- b) The Commission on National Education (1959) in its comprehensive report, published in 1960, in chapter 5 on primary education, Section II captioned "Introducing compulsory education" has remarked:- "Compulsory education at the elementary stage is indispensable for skilled manpower and intelligent citizenship. For this purpose at least 8 years schooling is required. The target should be to achieve five years compulsory schooling within a period of 15 years."

- c) In the report of the Commission on students Problems and Welfare published in 1966, we find the following remarks about compulsory education in chapter 3 on primary education? " We are satisfied that Government has accepted it in principle that as soon as possible compulsory, free, primary education will be introduced in the prospective plan period."
- d) The Education reforms embodied in the "Proposals for a new Education Policy (1969) recommended "Education Policy should attach a high priority to elementary education" and to emphasize,
- decentralization
 - literacy camps
- e) In the Education Policy 1972-80 (March 1972) Chapter-I on Free and Universal Education contains the following decision:
- Education will be made free and universal upto class X for all children throughout the country. However, due to our limited resources, this will be achieved in two phases.
 - In the first phase, from 1st October, 1972 education upto Class VII will be made free for boys and girls in both Government and privately managed schools. Private schools will be suitably supported for the loss of fees incurred by them.
 - In the second phase starting from 1st October, 1974 free education will be extended to Class IX and X in all schools.
 - Depending on the response and reciprocity, it is anticipated that primary education upto Class V will become universal for boys by 1979 and for girls by 1984. In a further period of three years, it is anticipated that elementary education will become universal upto Class VIII, that is for boys by 1982 and for girls by 1987.

Compulsory Education

Whether education should be made compulsory and, if so, upto what stage and in what manner, are questions of a serious nature: Compulsion places a direct responsibility on parents to send their children to school on pain of punishment. Simultaneously, it entails an immediate obligation on the part of the Government to provide facilities for their schooling. On account of its far-reaching implications in the socio economic structure as constituted today, this issue is left for debate and decision by the Assemblies.

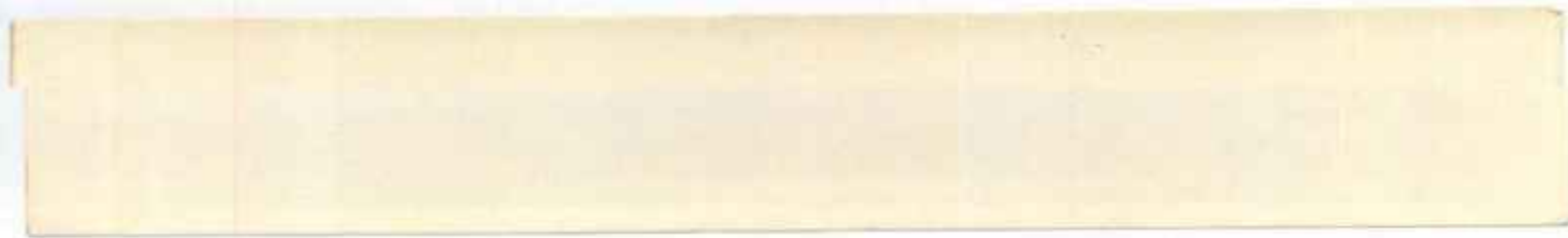
- f) A National Education Policy was again formulated in 1979 and was published under the title "National Education Policy and Implementation Programme". ~~Subsequent~~ ~~policy and implementation programme~~ In the policy statement under the chapter on Primary Education it has been said, "Primary School enrolment of boys will be attained by 1986-87. In the case of girls universalization will be achieved by 1992".

Funds earmarked on Primary Education have been made non-transferable to other heads of education. Realizing that introduction of Compulsory Primary Education has certain pre-requisite steps to be taken by the Government, first the formulators of the 1979 National Education Policy did not say anything on the subject of compulsory education.

1.6 Enactments and Constitutions:

No enactment on compulsory or universal primary education existed at Federal level, at the time of the establishment of Pakistan in 1947. The British Government of the day, had completely conceded provincial jurisdiction over the subject of education. Incidentally it also meant low status of education in the constitutional scheme of the British Government in the Indo-Pakistan Sub-continent. Some Provinces had passed enactment on primary education. In the province, now forming Pakistan, legislation existed only in two of them i.e. the Punjab and Sind.

Punjab Primary Education Act, 1919 and Sind Primary Education Act 1947 provided for compulsory education in only a few comparatively more developed districts of the provinces. Later on the Sind Primary Education Act was made applicable to the entire province of West Pakistan, through an ordinance of the Governor in June, 1962,. After the break up of the one Unit into 4 provinces in 1969, the jurisdiction of the ordinance reverted to the four provinces.



1.7 The results of various efforts have witnessed a significant change and sizeable expansion of the Educational opportunities offered to the people of Pakistan. The enrolment has increased from a little less than 1 million in 1947 to over 6 million in 1984. The national profile is as follows.

TABLE I GROWTH OF PRIMARY EDUCATION IN PAKISTAN
1947-48 to 1983-84

<u>Year</u>	<u>Primary Schools</u>	<u>Total Enrolment ('000)</u>	<u>Female Enrolment ('000)</u>	<u>Teachers ('000)</u>
1947-48	6,413	770	110	17.8
1959-60	17,901	1,890	370	44.8
1969-70	41,290	3,910	1,030	992.0
1974-75	51,744	4,980	1,430	125.5
1977-78	53,853	5,015	1,661	135.3
1978-79	54,544	5,131	1,730	137.3
1979-80	55,235	5,213	1,800	139.3
1983-84	74,000	6,701	2,146	176.0

Source: Ministry of Education, Pakistan Education Statistics (1947-1979), Islamabad, 1980, pp. 2-4; Government of Pakistan Pakistan Statistical year book 1980, Statistics Division, Karachi, 1981, pp. 153-5

1.8. STRUCTURE

The structure from entry level upto admission in a University is 5+5+2 and has been amplified in the diagram at Annex I.

In primary education, the organizational structure, the management of resources and the employment of teaching and related

personnel are all the responsibilities of the entirely independent primary education. The Federal Government is importantly involved in establishing overall policy, goals, setting curriculum, gathering statistics and conducting research activities. In addition, the Federal Government helps the Provinces in meeting their developmental funds. An organigram of one province is given in Annexures 2 & 3 as an example. The Directorates of Education are responsible for pre-service education of teachers for primary classes. The in-service training is the responsibility of the Education Extension Centres. However, for a massive programme of an in-service course the facilities and personnel as available with the Directorate of Education are utilized. Thus the two institutions do not work in isolation. Indeed there is always much collaboration between the two. Curriculum Research and Development Centre is responsible for translating the common curriculum into educational experiences appropriate to the conditions of the Provinces. This centre is always responsible for evaluating and over-viewing the text books while their development, production and distribution is the responsibility of the Text book Boards. The Boards of Secondary Education evaluate students and are responsible for conducting the first public examination at the end of grade X. The professional support services are provided by the District Education Offices which function separately for boys and girls.

1.9. Participation Rate

The following table depicts the growth in this sector since 1959-60. The enrolment ratio of females, as may be noted, in 1959-60 was around 9% as compared to 42% for males; the overall ratio being 26%.

Primary Education: Participation Rates

	1959-60	1964-65	1969-70	1977-78	1982-83	1987-88 (Projected)
Total	26	28	40	54	48	75
Male	42	44	60	73	63	90
Female	9	11	19	33	32	60

(Source: Chapter 18: Sixth Five Year Plan)

1.10: Sixth Targets

The Sixth Plan approaches primary education with the earnest and urgency it has always deserved. The plan envisages serious efforts to institute Universal education by ensuring that all boys and girls of the relevant age group get enrolled in class-I latest by the terminal year of the plan. The plan has set forth following quantitative targets in the primary education sector.

	1982	1987-88	Absolute increase	% increase
A. Enrolment (In Million)				
Total	6.8	12.3	5.5	81
Rural	4.1	8.3	4.2	102
Urban	2.7	4.0	1.3	48
Boys (Total)	4.6	7.7	3.1	67
Rural	3.2	5.6	2.4	75
Urban	1.4	2.1	0.7	50
Girls (Total)	2.2	4.6	2.4	100
Rural	1.0	2.7	1.7	170
Urban	1.2	1.9	0.7	58

B.	Participation Rate		Literacy Rate	
	1982-83	1987-88	1982-83	1987-88

B. Participation and Literacy Rates (%)

Total	48	75	23.5	48
Rural	40	70	15.0	42
Urban	72	95	43.6	62
Boys (Total)	63	90	32.0	49
Rural	58	88	23.3	43
Urban	77	98	51.7	61
Girls (Total)	32	60	13.9	47
Rural	20	50	5.7	40
Urban	68	93	33.9	63

1.11. Achievements of Five Year Plans

Physical Achievements

During Past Plans

	Unit	First Plan (1955-60)	Second Plan (1960-65)	Third Plan (1965-70)	Non-Plan Period (1970-78)	Fifth Plan (1978-83)	Sixth Plan Tqts. (1983-88).
A. Primary Education:							
No. of Primary Schools in the last year of Plan.	Number	17900	32589	40600	55502	73782 (including 8200 mosque schools)	114,137 (including 40,000 mosque schools)
During the Plan period primary schools opened.	Number	2442	18000	5000	15212	18106 (including 8200 mosque schools)	44,198
During the Plan period primary schools improved.	Number	-	1600	7750	19060	10682	24850
Enrolment in class-V in the last year of the plan.	T (in 000)	1950	3100	3820	5455	6754	12354
	M	1600	2400	2800	3766	4608	7712
	F	350	700	1020	1689	2146	4642
Additional enrolment classes 1-V by the end of Plan period.	Number (in 000)	285	1250	720	1655	1299	5600
Participation rate in the last year of the Plan.	T	26	28	40	50	48	75
	M	42	44	60	66	63	90
	F	9	11	19	32	32	60

FINANCIAL OUTLAYS

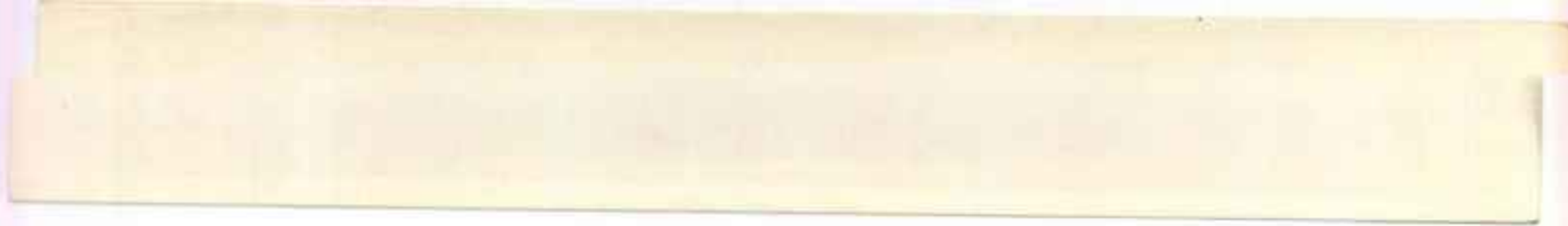
(Million Rupees)

23	19	25	444	1413	7000
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1:12: Actual and Projected Achievements

The Actual and projected physical Achievements
in Primary sector are as follows:

	Unit	1977-78	1982-83	1987-88 Projected	Annual increa- se in 1978-83	Annual increa- se in 1983-88
A Primary Education						
Number of primary schools.	Number	55,502 (including 8,2000 mosque schools)	73,782 (including 40,000 mosque schools)	1,14,173	5.9	9.1
Opening of new primary schools.	Number	1,209	9,976 (6,99 Mosque schools)	2,500	52.5	(-)24.2
Consolidation and Improvement of primary schools	Number	3,347	11,923	2,500	29	(-)26.8
Construction of building of Primary schools.	Number	821	1,030	2,000	4.6	14.2
Enrolment in classes I-V	(in 000)	5,455	6,754	12,354	4.4	11.9
Participation rate.	(percent)	54	48	75	-	8.7



CHAPTER 2

METHODOLOGY

COMMITTEE

2.1. The National development group of the Ministry of Education, Government of Pakistan allocated "A study of Primary Education in Pakistan" to the Academy of Educational Planning and Management. It was decided to constitute the following committee to undertake the study:

- | | | | |
|------|----------------------------|--|--------|
| i. | Dr. Sarfraz Khawaja | (COORDINATOR AND REPORT WRITER) | |
| | | Academy of Educational Planning and Management | |
| ii. | Mr. Mohammad Idrees | (NFP) | Member |
| iii. | Mr. Manzoor Ahmad | Punjab | " |
| iv. | Mr. Ghaffar Siddiqui | Sind | " |
| v. | Mr. Malik Fjazz Ahmad | Baluchistan | " |
| vi. | Mr. Khalid Mahmood Qureshi | AJK | " |

2.2. The above mentioned committee visited the various provinces on different dates for the following purposes:-

- i. To collect basic information pertaining to Primary Education from all the provinces.
- ii. To carry out Province-wise situation analysis based on the information collected.
- iii. To visit the offices of Education Secretaries/ Directorates of Public Instructions, other policy makers and implementors responsible for the Administration of Primary Education.
- iv. To exchange experiences and views with the Middle Level Administrators i.e. District Education Officers, ASDEO's etc. who have been directly responsible for the supervision and administration of the Primary Education.

- v. To visit ~~few~~ Primary Schools in each province ~~in different areas~~ in different areas so as to find out the state of art and existing facilities available to the schools.
- vi. To visit teacher training institutions where pre-service and in-service training to Primary school teachers is provided through long and short term courses.
- vii. To informally discuss the issues and bottlenecks in the field of Primary Education which have hindered the progress of Primary Education in the country and make recommendations so as to achieve our targets of Universalization of Education at the Primary Level;

2.3. The committee interviewed several people in the Provinces and asked questions relating to following areas:

- i. Planning
- ii. Data collection
- iii. Research
- iv. Curriculum
- v. Text-books
- vi. Examination and evaluation
- vii. Administration and Supervision
- viii. Sports and Co-curricular activities
- ix. Teacher Training
- x. School plants
- xi. Equipment
- xii. Furniture
- xiii. Latrines
- xiv. Drinking water/.
- xv. Community participation
- xvi. Female Education
- xvii. Mosque Schools
- xviii. Drop-outs

2.4. MODALITIES

These interviews were not structured and deliberately were left open ended so as to extrapolate maximum information

from the people at gross-roots level directly concerned with Primary Education.

A detailed proforma was developed to collect quantitative information from different provinces. The proforma can be seen at Annex 4. The quantitative information collected from the Provinces through their representatives was compiled and consolidated for the purposes of analysis in the report.

The officers of the planning agencies related to Primary Education in the Provincial Governments, the personnel for the execution of those plans and others concerned informally met the committee several times during each visit and their experiences were incorporated in the findings as well as in the recommendations of the report.

2.5. LIMITATIONS

The present report is thus based on the information as supplied by various agencies, on the perceptions of the field-officers and on the analysis of the issues as undertaken by the top managers of the education sector.

The committee tried to cover major aspects of the Primary Education but it certainly could not cover all the areas in the field of Primary Education. This limitation was due to several factors which include financial and time constraints and the variation in

objective conditions from place to place. The data collected through the study was also limited in nature but provided some indications to the problems at Primary level, but this data cannot be generalised for the study covered only few schools in the whole country and such a sample is far too small. The committee constituted for the study did not intend to gather data from the field in such a way which can become the part of the study. Similarly there were a few other indicators such as planning and research which were not originally included in the design of the study. However, later they were rated so important during the visits that they were also included in the general discussions. Other broader areas such as political and sociological factors were also incorporated in the study.

In spite of the limitation attempt has been made to it make it fairly factual and analytical in its approach.

CHAPTER 3

PRESENTATION OF DATA*

3.1. At the time of independence in 1947 Pakistan inherited a small educational system built on a very narrow base. The system as such was incapable of serving the needs of a free country. Substantial resources had to be allocated for its expansion as well as other development. Compared to 1947 the infrastructure of the education sector is fairly elaborate. The following statistics give a glimpse of the existing situation at the first level. There is no denying the fact that the existing infrasture is fairly uneven. Inter-provincial differences are large. Significant differences exist between urban and rural locations. Even intra provincial variation has been the subject of debate and criticism at many forums. Efforts have been made to remain as objective as possible. However, gathering of statistics of such a big system is a time and energy consuming task and difficult to manipulate manually.

* Figures presented in chapter III have been collected from the Provincial Education Departments by the Committee through visit to various provinces.

TABLE I

3.2.

TOTAL POPULATION OF THE PROVINCES/
REGIONS (1983-84) (IN MILLIONS)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	47.116	34.119	12.998	17.819	16.299	6.919	6.079
Sind	18.966	10.761	8.205	5.537	5.224	4.404	3.801
WFP	10.835	9.231	1.654	4.770	4.461	0.890	0.764
Baluchis- tan	4.3	3.928	0.372	1.964	1.964	0.186	0.186
A.J.K.	2.145	1.964	0.1804	1.020	0.955	0.097	0.0832

The diversity in terms of population across the provinces varies from 47 million in Punjab to 4.3 million in Baluchistan. The rural population for females in Punjab is 16 million almost one third of the total population whereas in Baluchistan it is about 1.964 million which is more than one third but less than one half of the total population of the region.

TABLE II

PROVINCE-WISE/REGION-WISE PRIMARY SCHOOL
AGE POPULATION 1983-84 (IN MILLION)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	7.327	5.386	1.941	2.829	2.557	1.003	0.938
Sind	3.101	1.760	1.342	0.905	0.854	0.720	0.621
NWP	1.8948	1.637	0.258	0.860	0.777	0.133	0.125
Balu- chis- tan	0.859	0.743	0.116	0.384	0.359	0.06	0.056
A.J.K.	0.307	0.282	0.025	0.145	0.137	0.0134	0.012

The primary school age population ranges between 7 to 0.307 million in different regions. The population of rural Female in Punjab is close to three times as compared to urban Female population. But in the case of Sind the difference is very little if compared to other provinces of the country.

TABLE III
 PROVINCE WISE/REGION WISE ENROLMENT
 AT PRIMARY LEVEL (1983-84)
 (IN MILLIONS)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	3.498	2.28	1.218	1.614	.666	0.6	0.618
Sind	1.681	0.716	0.965	0.606	0.110	0.580	0.385
N.W.F.P.	0.657	0.528	0.129	0.450	0.078	0.084	0.044
Balu- chis- tan	0.213	0.171	0.042	0.141	0.030	0.030	0.012
A.J.K.	0.241	0.222	0.019	0.114	0.108	0.010	0.009

The figures indicate that rural female enrolment and urban female enrolment at primary levels are close, whereas the female rural population will be about 3 times of urban female population.

TABLE IV

PROVINCE WISE/REGION WISE ENROLMENT RATIO AT
PRIMARY LEVEL (1983 - 1984)

	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	39.5%	60%	54%	25%	57%	63%
Sind	34.9%	65%		18.9%	63.7%	35.4%
MFP	23.3%	49.9%	52.3%	10.03%	63.7%	35.4%
Balu- chis- tan	20.7%	32.3%	38.3%	7.2%	43.9%	19.5%
A.J.K.	7%	73%	7%	7%	73%	73%

From the above table, it appears that Punjab has some what better enrolment ratio in respect of urban females where as for other provinces the situation is not very happy.

TABLE V

PROVINCE-WISE/REGION WISE TOTAL NO: OF PRIMARY SCHOOLS
(1983-84)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	38181 =	34676	3505	20910	13766	2190	1315
Sind	13636 =	10686	2950	9118	1568	2111	839
WFP	9412 =	8737	675	6762	1975	405	270
Balu- chistan	2947 =	2889	58	1453	436	34	24
A.J.K.	2355 =	2231	124	1337	894	55	69

The number of rural female schools in the largest Province of Pakistan, Punjab, population wise is 13766 whereas in the largest province of the country, Baluchistan areawise the number of urban female schools is only 69. The ratio of difference is almost 1:199. The province of Baluchistan is in great need to have more female primary schools.

TABLE VI

PROVINCE WISE/REGION WISE TOTAL NO: OF
PRIMARY SCHOOL TEACHERS (1983 - 1984)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	86104	62143	23961	41026	21117	12829	11132
Sind	48447	28985	19462	19400	9585	12970	6492
NWFP	22658	19319	3339	14983	4336	1828	1511
Balu- chis- tan	8417	8011	406	6882	1129	168	238
A.J.K.	5482	5217	265	3122	2095	128	137

The problem of availability of female teachers is common in all the provinces but it is more acute in the province of Baluchistan where even the untrained teachers are not available in rural areas. The province of Punjab though have 21,117 teachers in rural areas but the dearth is no less serious as compared with other provinces.

TABLE VII

PROVINCE WISE/REGION WISE NO. OF ONE-ROOM
SCHOOL AT PRIMARY LEVEL (1983-1984)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	15009	14931	78	8301	6630	44	34
Sind	7502	7000	502		2500		85
NWFP	199	164	35	111	53	20	15
Balu- chistan	289	289	-	153	136	-	-
AJK	932	881	51	712	169	27	24

The lack of physical facilities particularly the accommodation in schools is quite evident. This phenomena is more prevalent in rural areas. The province of NWFP has the smallest number of one room schools in rural areas and Baluchistan has none in urban area. This does not mean that urban areas have sufficient accommodation. They rather suffer from over crowding inspite of the fact that the school has more accommodation than one room. The urbanisation and the migration trend towards cities has created the problem of over crowding.

TABLE VIII

CHART SHOWING NO: OF SHELTERLESS SCHOOLS PROVINCE-
WISE/REGION-WISE AT PRIMARY SCHOOL
(1983-84)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	12092	12092	-	7131	4961	-	-
Sind	2258	2000	258		758		70
NWFP	238	232	6	217	-	15	6
Baluchis- tan	1041	1000	41	-	-	-	-
AJK	1423	1350	73	625	725	28	45

The problem of shelterless schools is both a rural and urban phenomena but with varying intensity. The province of Baluchistan which is otherwise developing socially and economically has no shelterless schools for females. The situation is very encouraging for NWFP where there only six shelterless schools for females in both rural and urban areas.

TABLE IX

PROVINCE-WISE/REGION-WISE SINGLE TEACHER
SCHOOLS AT PRIMARY LEVEL (1983- 1984)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	840	840	-	380	460	-	-
Sind	7631	6200	1431	-	1487	-	50
NWFP	2569	2430	139	1850	580	119	20
Balu- chistan	2000	2000	-	-	-	-	-
A.J.K.	1863	1795	68	856	839	19	49

TABLE X

PROVINCE-WISE/REGION WISE TWO TEACHER SCHOOLS
AT PRIMARY LEVEL (1983 - 1984)

	Total	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	12206	12206	-	5100	7106	-	-
Sind	3096	2780	316	-	1482	-	135
NWFP	4612	4294	318	3215	1079	213	105
Baluchis- tan	616	553	58	453	100	34	24
AJK	401	357	44	343	14	27	17

The two teacher schools, with the exception of Punjab urban areas is a national phenomena. The Province of Punjab has 7106 two teacher schools only in rural areas. The province of NWFP though quite ahead in Primary Education as compared to other provinces has the second largest number of two teacher schools in rural areas.

TABLE XI

PROVINCE-WISE/REGION-WISE SURVIVAL RATE TO
COMPLETE FIVE YEAR CYCLE (1983-1984)

	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	51.0%	82.0%	58.0%	44.0%	88.0%	76.0%
Sind	25.0%	60.0%	23.0%	2.0%	60.0%	50.0%
WFP	28.6%	37%	30.0%	21.6%	40.4%	31.1%
Baluchistan	20.7%	32.3%	33.3%	7.2%	43.9%	19.5%
A.J.K.	65.0%	73.0%	66.0%	62.0%	73.0%	71.0%

This crucial indicator of the performance of Primary Education varies from 76% in the urban areas of Punjab to 2% in rural areas of Sind. But in the Sind urban areas the figure for females is 50% which is encouraging. The performance of Baluchistan in rural areas is better than sind, as regards females.

TABLE XII

PROVINCE-WISE/REGION-WISE DROPOUT RATE
AT PRIMARY LEVEL (1983-84)

	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	49%	18%	42%	56%	12%	24%
Sind	75%	40%	77%	89.2%	40%	50%
WFP	71.4%	63%	70%	73.4%	59.6%	69.9%
Baluchistan	79.3%	67.7%	66.7%	92.8%	56%	80%
A.J.K.	35%	27%	34%	38%	27%	29%

The high drop-out has been consuming lot of resources being spent at the primary education sector. The 98% drop-out in the province of Sind in rural areas is an extreme but the other extreme which can be called the best is 24% in the province of Punjab for urban areas. In the Province of Baluchistan the figures are quite discouraging because at best the drop out rate is 80%. There is a great deal to be done in this area. It is not only the question of physical facilities but also the teacher training, curriculum, social environment and economic compulsions, which have to be only considered.

TABLE XIII

TEACHER/PUPIL RATIO PROVINCE WISE/
REGION WISE AT PRIMARY LEVEL (1983-84)

	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	1:37	1:58	1:39	1:31	1:47	1:55
Sind	1:38	1:60	-	1:31	-	1:49
NWFP	1:40	1:49	1:44	1:30	1:58	1:38
Baluchistan	1:15	1:40	1:27	1:33	1:100	1:46
A.J.K.	1:43	1:70	1:37	1:52	1:78	1:63

If we look at the table, on average the teacher is not overworked because the highest number of student for a teacher to look after is 55 in urban areas of Punjab and the lowest is 33 students per teacher in rural areas of NWFP. Nevertheless because of the fact that in single teacher schools, one teacher has to look after five grades, the advantage of reasonable pupil/teacher ratio is offset.

TABLE XIV

SUPERVISOR/TEACHER RATIO PROVINCE WISE
AT PRIMARY LEVEL (1983-1984)

	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	1:161	1:177	1:170	1:147	1:166	1:191
Sind	1:70	1:70	1:70	1:70	1:70	1:70
NWFP	!	!	!	!	!	!
Baluchistan	1:120	1:120	1:120	1:120	1:120	1:120
A.J.K.	$\left\{ \begin{array}{l} \text{Male (R+U)} = \frac{1332}{15} = 1:89 \text{ Approx} \\ \text{Female (Rural+Urban)} = \frac{1022}{15} = \text{Approx} \end{array} \right.$					

In the urban areas of Punjab supervision is less effective because of the large number of teachers, 191, to be supervised by one person. In the province of Sind the ratio is only 1:70 but this does not necessarily ensure any better results because terrain and approach may be so difficult even to supervise relatively smaller numbers of teachers.

TABLE XV

CHART SHOWING PROVINCE WISE/REGION WISE
SUPERVISOR'S VISITS PER SCHOOL IN A YEAR
AT PRIMARY LEVEL (1983-84)

	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Punjab	0.88	1.30	0.96	0.81	1.51	1.27
Sind	Four visit					
NFP	Two per year one surprize and one annual					
Baluchistan	12	12	12	12	12	12
A.J.K.	About 90 to 135 visits per male and Female Supervisor/A.					

The supervisor in Punjab is relatively over-burden with 81 school visits per year if compared to the province of Baluchistan which is only 12 schools. In Baluchistan the access to the majority of rural schools is extremely difficult that is why the number is so small.

TABLE XVI
FINANCIAL ASPECTS

PROVINCE WISE/REGION WISE EXPENDITURE ON EDUCATION AT PRIMARY LEVEL.
(1983 - 1984)

	Total Education Budget	Allocation to Primary Education	Expenditure on Primary Education of total allocation Budget and %	Expenditure per pupil per year.
Punjab	Dev: Rs. 4389.00 Lac; Non. Dev: Rs. 25175.00 Lac;	Dev: Rs. 843.32 Lac;	Dev: 97.20 Non. Dev: 98.7%	Dev: Rs. 24.24 Non. Dev: Rs. 399.89
Baluchistan	Non. Rs. 265.517 Lac; Dev: Dev: Rs. 89.824 Lac;	Non. Rs. 128.599 Lac. Dev: Dev: Rs. 24.740 Lac.	100.0% 1-0.0%	Rs. 719-00
A.J.K.	Non. Rs. 1674.72 Lac. Dev.	Non. Rs. 500.00 Lac. Dev.	30% approx.	Rs. 208 Approx.
N.W.F.P.	Non. Rs. 6481.55 Lac. Dev: Dev: Rs. 2705.59 Lac.	Non. Rs. 3062.95 Lacs Dev. Dev. Rs. 1237.64 Lacs		Non. Rs. 348/- Dev: Dev: Rs. 140/-
Sind	Dev: Rs. 2295.85 Lac. Non. Dev: Rs. 13865.56 Lacs.	Dev: Rs. 617.77 Lac. Non. Rs. 5917.49 Lacs. Dev:	100% 90%	Non. Rs. 382/- Dev: Dev: Rs. 273/-

CHAPTER 4

I N A D E Q U A C I E S
I N T H E S Y S T E M

4.1. Ineffective Research

Educational research in a country like Pakistan, is generally undertaken by Institutions of Educational Research and Colleges of Education. Traditions of research are very new and mostly restricted to the theoretical problems. The graduates of these institutions by and large, are not supposed to work in a primary school except in the capacity of a supervisor after a long stay in some secondary school. Thus problems of primary education enjoy a low priority with these research institutions. However, certain studies on drop-outs at the primary level and parental and community attitudes towards primary education have been under-taken. The methodology adopted in these studies is fairly sophisticated, the instruments are quite reliable, administration is somewhat questionable. The interpretation of the data collected is generally sketchy and poor. The end result is that even research does not enhance in enlarging our understanding. While interpreting and even at the stage of developing instruments the existing elitist educational model is usually not questioned. Probably it is thought sacrosanct. Alongwith the acceptance of this model goes the acceptance of the sociological framework implied within the model. The imported elitist educational model alongwith its concomitant sociological framework constraints our thinking and our interpretation of reality from the available data.

Thus even research is failing us. We are the victims of our traditional conventions and in so far as we do not question them even partial modernization in one or the other aspect of education is not going to take us far.

4.2. ISSUES OF ADOPTING FOREIGN MODELS

The sociological parameters as exist in developing countries are dialectically different from those prevailing in the developed countries. This explains as to why a large number of foreign consultants and experts fail to render any real service when assigned to work within the third world. They fail to grasp the dynamics of our situation. Almost the entire third world has been able to usher in a political revolution and arrange for the emancipation of the mass of people within these countries. They have yet failed to bring about, in a vast majority of these countries, the concomitant revolution against the local vestiges of international imperialism. The yoke of imperialism has been cast off, the shackles still persist, sapping all the energy at creative behaviour. The renaissance - the freedom from absolutism is yet to dawn. There is little wonder that such a highly complex under transition socio-political situation has resulted in the fragmentation of culture in most of the countries of the third world. Such a state of affairs creates customers within advantaged sections of communities who tend to support an educational model-indigenous or even imported,. The course of action does not cut a the state of under-development of a country. It, on the other hand, intensifies its ripening objective conditions for some sort of radical transformation.

The substance of what has been indicated above is that since universalization of education is basically a problem of the disadvantaged section (Rural and Female) of our country who do not exercise much influence, the political commitments have not been adequately matched by resource flows and physical achievement. The type of educational experience, provided to the children in the school's setting has little appeal for disadvantaged sections. All that goes on under the umbrella of formal system is largely irrelevant to the masses. They have least attraction for it.

However, it is high time to realise two important points. The first is that however advantageous such a situation may appear; relatively speaking, in the ultimate analysis it is a potent cause of destabilisation. The second is that the elitist model is not serving well even the children of the privileged desires. The system fails to raise comprehension levels of students, relying more on memory and use of foreign language.

It is often realised that the structures and curricula suited to urban centers and to children with different cultural and family background is imposed in rural settings where the environment and family culture is substantial/different. Whereas the system operative in other centers is largely elitist in character and has been historically attracting more resources and support from those who matter, it has worked to the detriment to the large section of society belonging to underprivileged section and has tended to perpetuate inequities.

4.3. PHYSICAL FACILITIES

A. Buildings and class-rooms

There are about 11.5 million school-going age children at primary level. only 6 million have an access to school and the remaining 50% do not have any school buildings available to them.

In a very few cases schools are available but there are not enough class rooms in the school that can accommodate primary school children. As primary education is the birth right of every child and literacy is the sine qua non for any kind of development, some strategy needs to be adopted to create access to school for all the children as early as possible.

Nearly one third of primary schools in urban areas are over crowded. The space norms imply 12 Sq.ft covered for a child. In most of the schools it is as small as 5 Sq.Ft.

In Punjab the situation of buildings is quite depressing. It is believed that there are more than 20,000 shelterless schools in rural areas. In addition, quite a large number of school buildings are in shambles and need to be repaired to provide proper accommodation to the children. In urban areas over-crowding in class rooms is a serious*
*problem which needs consideration by higher authorities if a substantial change is to be brought about in streamlining the Primary Education.

In Sind, most of the Primary Schools are without buildings particularly in rural areas. About 45% of Primary Schools have buildings but not as per specifications and measurements. Some of these are in dilapidated conditions and few of the schools are running in either rented buildings or places provided by communities rent free. In Urban areas the available buildings have inadequate accommodation not spacious enough to cater to the needs of the present enrolment. Moreover the teachers and supervisors have not been provided with residential accommodation.

In N.W.F.P. there are 50% Government owned buildings, only 3% schools are without building and 27% Primary School buildings are constructed by Union Councils. Most of these buildings are reported to be in a fairly good condition. No residential facility is available for supervisors and male teachers. At the end of financial year 1982-83, 341 residential quarters for female teachers were constructed in far flung places in rural area, but these have not been used properly. The female teachers belonging to urban areas feel unsafe to stay in these quarters due to non provision of Chowkidar and female attendants. Some of these are used as classrooms in places where enrolment is a bit large but most of these are lying vacant without a caretaker and some of them are being damaged by the villagers, or used as grain/hay store by the doner of the land.

In Baluchistan the situation is better than Punjab but it still needs more attention to provide necessary school buildings in the province. About 30 per-cent schools need massive repairs and in certain cases a proper shelter. The Government has been trying on experimental

basis to provide boundary walls to Female Primary Schools to encourage those students who desired strict purdah during school hours.

In AJK the situation is perhaps most promising when compared to other regions of the country. The school buildings are mostly KACEA but the condition is quite acceptable for parents to send their wards to school.

B. Equipment

In N.W.F.P. the Primary Schools through out the Province are reported to be sufficiently equipped with jute mats, furniture for the teaching staff, an instructional material such as charts and maps. The Provincial Government is allocating a handsome amount every year to fully equip the schools. Teaching kits are available in nearly 5954 schools both boys and girls. It is feared that the same have not been extensively used unless the existing instructional model is radically transformed. Attempts are being made in this respect to evolve a strategy by the Bureau of Curriculum and Development and extension centers at Abbottabad with teacher educators through the collaboration of UNDP/UNESCO. In the Province of Sind it is felt that teaching kit is neither adequate to serve the purpose, nor it has been provided to all the Primary Schools. Moreover the Primary Schools have not been provided with instructional equipment and material for the teaching of Science, Maths and Social Studies. Besides, most of the Primary Schools are running without furniture.

In Punjab there is an extreme dearth of Equipment in Primary schools especially in rural areas. Because of the lack of school building/

shelter it is not possible to provide much furniture to schools. In addition, whatever equipment was provided has not been used properly. An example of teaching kit is quite relevant in this context. It was found out that the kit was not used by the teacher because of the lack of training to the teacher, fear of breakage and lack of replenishment.

In Baluchistan free textbooks have been provided to encourage the parents to send their children to schools.

In Azad Jammu and Kashmir the regional authorities are trying hard to provide necessary equipment to schools.

C. Furniture

Furniture has upto now remained an apology in the Primary Schools particularly in the rural areas. A small amount of Rs. 2000/- is provided at the time of opening a new primary school which is by no means sufficient and can hardly purchase needed items. The provincial governments by and large do not provide any amount of money to replenish the worn out furniture in rural areas where over-crowding has created the dearth of furniture as well as space.

D. Drinking Water and Latrines

Basic facilities such as drinking water and toilets are far from satisfactory in the Primary Schools for rural areas in all the Provinces. There is no proper system of providing drinking water, neither there is an

attendant, paid, to fetch water from nearby water source which could be stored in pitchers scantily provided to schools. It was felt that no contingency grants are provided to fulfill this need. In urban areas the facility of drinking water is available in very few schools.

In N.V.P.P. however for a nominal amount of Rs. 50/- P.M., an attendant is engaged in schools both for cleanliness of the premises and for doing other petty jobs. Such a state of affairs further aggravate the physical conditions of the school thus making the school atmosphere not only unhealthy, unhygienic but also unattractive to the children.

4.4. CURRICULUM MANAGEMENT

A) Dimension of Quality

Issues related to quality and efficiency are being sorted out through a substantial programme of teacher training under a U.N.D.P. Project of "Strengthening Educational Institution in the Province". It is a five years Project attempting to provide teaching/learning situation in the local context for purposes of modeling by teachers alongwith enhancing the level of their awareness. The project was completed in 1984. The traditional instructional model with over-emphasis on texts and drill is under attack and the search for a viable model appropriate to the objective conditions of Pakistan is being searched. Likewise attempts are under foot to have a better understanding of the cognitive development style of Pakistani children. The question of relevance has not been taken up so far. However, there are indications that the same is the next on the agenda and in a really substantial way. Science as a combination of major disciplines forms a sizeable component of the existing curricula. Linkage between education and culture apart from emphasis on religious education, is rather perfunctory.

Research undertaken with a view to helping decision-making in the area of universalization of education is a very recent development and the one which would need time in order to generate tradition and focus in order to be looked upon as a way of approach. The support services are undergoing the first cycle of reorganization through the adoption of better financial data gathering and analysis techniques.

like electronic data processing. The area of interlinking formal and non-formal education has not been accorded the priority that it deserved. The reason is perhaps, the low profile of the formal system in the eyes of the consumers and lack of essential skills required for non-formal education worth its salt.

The curricula in force now were introduced starting with grades I & II during 1973 and the process was completed by 1975. The bases for the introduction of new curricula were the realization regarding the process of cognitive development amongst children as well as concepts such as the importance of learning how to learn and that education is a life long process. In the curriculum on Mathematics element of modern maths like set notation has been brought in and has been restructured to bring out clearly the logic underlying operation rather than just its mechanics. Similarly the curriculum in Science has adopted the process approach and emphasis has been shifted to activities and observation by children rather than learning by rote. Again activity has been made the cornerstone for effective learning in social studies while look and say has been adopted as the viable technique in language development for children. The new curricula have been delegated to the Provinces to incorporate the differences which do exist in such a big country as Pakistan. However, since large scale effective in-service training of teachers could not be managed nor were con-comitant reforms in evaluation procedures implemented the result has been that a new curriculum is being taught utilizing the old conventional practices. As the teachers are largely ignorant of the rationale lying behind improvements in curricula, they are extra critical. In fact some of them feel threatened by the new

approaches. Some of the parents who now find difficult to help their wards also do resent the new changes.

In the light of the experience that educators had since the introduction of existing curricula the intentions are to review the entire curricula and textbooks to cater to national cohesion and integration through enhancing the level of awareness about Islam and Islamic ideology. Also to avoid overloading and overlapping, integrated curricula and textbooks will be introduced. Again intentions are to give more weight to practical work and creative activities so that children could gain attitudes and skills.

B) Text-Books

There is a curriculum wing at the Federal level which is a part of the Ministry of Education while there are Bureaux of Curriculum Development within the Provinces and their main function is to develop curricula which are common for the whole of the country. These curricula are then translated into text-books and teacher's guide-books - an activity undertaken by the provinces under the guidance and with the support of the Curriculum Wing. The Instructional materials developed at the provincial level are invariably reviewed by National Committees created for the specific purpose. The procedure adopted for the development of manuscripts varies from one province to another. In some provinces a panel of authors is commissioned to develop a text and the team contains a content specialist, a curriculum specialist, working teachers and a language specialist while in other drafts of textbooks are invited

through open competition and then some synthesis of the best three is attempted. Each method has its strong and weak points.

C) Instructional technology:

The importance of mass media as an instrument in the service of teaching/learning process has been realised and increasingly radio programmes are being developed and beamed during school as well as non-school hours. Transistor Radios are available practically with every family and radio coverage is almost 100%. Radio sets are provided to the school system and some of the schools have started to make ample use of the opportunity so provided. Similarly there are some ETV programmes meant for school children. Pakistan Television is conducting a feasibility study for developing an entire television channel to education - both formal as well as nonformal. There is a possibility that mass media as a resource for learning will become a tradition in Pakistan.

D) Examination and Evaluation:

There is no standardized system of evaluation at primary level. Although the education policy of 1979 mentioned that automatic system of promotion at Primary level should be introduced. But the provinces have evolved their own system of assessment keeping in view the Provincial and regional variation. In the case of Punjab and NWFP annual examinations are held for the purpose of promotion to the next grade whereas in Sind and Baluchistan the promotion is automatic.

It was felt however that an appropriate and scientific system of Evaluation should be taught to teacher in the training institutions.

4.5. Administration/Supervision

Supervision of Primary schools is relatively a weak link in the Management structure. On average one Supervisor has to supervise 60 to 90 schools usually without transport facilities. The far flung areas where no transport and pucca roads are available some of the supervisors are given Motorcycles but they had some difficulty to get ~~unreliable~~ POL charges which were not initially provided for the Motor-cycles. The large number of schools under one supervisor in difficult terrains/villages with a meager or no transport clearly posed a problem which the committee felt was acute. A visit to school by District Education Officer is a rare phenomena which may happen only once in a year in few selected schools. The ASDEO's visit to Primary School areas was also not found from the Inspection register placed in the schools. The dearth of Supervisory staff has certainly posed a problem but the lack of motivation on the part of Supervisor to fulfil his obligation to visit the school has been considered more serious by the committee.

In spite of several efforts made by the Education Departments the Supervision at Primary school level is not effective. The reasons are not far to seek i.e. resource constraints but there are also peculiar problems which had been identified by the committee during its visit to different provinces.

The lack of job description for the personnel working in the supervisory cadre has posed a major problem. This has led to confusion and uncertainty in performing the duties of Supervisory staff. This also leads to Centralisation of powers by the personnel, working at provincial level. It was brought to the notice of the Committee that a serious effort was made by the authorities to improve and streamline the supervision through different administrative orders. The thrust of the order was several visits to schools by different personnel starting from District Education Officer down to supervisor. Apparently the efforts can be appreciated but in practice it did not work because of the lack of transport facilities. In addition the supervisory staff was so overburdened with day to day office work that there was little time to go out and supervise the schools. During the committee's visit it was found that an ADO has to spend several days in a month in a court for different litigation cases.

4.6. Sports and Co-curricular Activities

In most of the Provinces this aspect is not receiving due attention. Little or no funds for sports are placed at the disposal of local authorities for the promotion of games. There are no play grounds available in several cases and where there is a facility the slides, swings, skipping ropes and balls for the children are not provided. It has been reported that the Government of N.W.F.P. has started giving due importance to it recently and at the establishment of a new Primary school an amount of Rs. 327/- for each school is provided for this purpose in ADP. The children, however, are encouraged to take part in

activities like scouting, Girl-Guides in urban areas and tree plantation, vegetable and flower growing in rural areas. In this regard, there is a need to improve the situation by providing increased financial allocations.

4.7. Teachers.

A: The national figures for student teacher ratio at the primary level are 27:1. However, the situation varies from place to place. In cities there are sections containing more than ninety students while in under-developed areas the figure may be less than 20 for all the five classes. The availability of male trained teachers by and large is not a problem in most of the provinces. The tendency in their case has been to accept a job in the first instance in the rural area and then to bear some political pressure for transfer to a city school or to a place easily accessible from a city. In the event of losing hopes of a transfer they usually resort to absenteeism. However, recruitment of female teachers has been a real problem. The societal conditions in the rural areas are such that the female teacher not belonging to the local community hardly can plan to reside there and they have no option but to commute between home and the place of duty. This is becoming easier with the improved and increased means of transportation and more and more villages are now becoming accessible. There are some really difficult areas where female teachers tend not to go for job. The pay structure and service conditions are such that very few teachers are attached to the profession. They are by and large less motivated and it is difficult for innovation to take roots until and unless their lot is made better.

The additional number of teachers required to effect universalization of education would be round 20,000 per year. Arrangements exist for the training of 15,000 per annum and additional facilities for 5000 shall have to be created. The Government of Pakistan has been alive to the problem and has been seeking aid from IDA to extend the facilities.

B) Teacher's Training:

Teacher's training plays a vital role in improving the quality of instruction at any level of Educational system. The training equips the teachers with methodology of teaching to carry the instructional work effectively. Presently in every province Teachers Training colleges/colleges for Elementary teachers both for male and female are functioning. These institutions impart pre-service training, (P.T.C.) and also conduct in-service training courses. Most of the candidates from Urban area enjoy the privilege of getting training whereas a rural candidate who due to the requisite qualifications often, is deprived of the boon, with the result that our rural schools are deprived of trained teachers.

The training (P.T.C.) is of one year duration which is considered short and less comprehensive. It has been desired that the period of training should be extended and courses offered at the institution be made more comprehensive and field based to tune the needs of urban and rural children so as to make education more meaningful, interesting and attractive to the children. Since a great number of

untrained teachers are working in the system, hence it has been desired that the facilities of in-service training courses and on the spot training be extensively provided and made compulsory for the untrained teachers. The sandwiched programme during the vacations is recommended.

The services of Allama Iqbal Open University are appreciated in this respect. The courses offered to untrained teachers are useful but can further improve if offered into simpler and easily understood language. Services of Bureau of Curriculum and Development are also being made in every province who are rendering and providing useful in-service training and conducting reorientation courses.

4.8. Planning

A) The committee felt that by and large Educational planning is centralised in nature which is partly defective and does not yield appropriate results. The planning process is cumbersome and the decision making is not normally based on surveys or properly undertaken research. The planning is done usually on ad-hoc basis which does not provide proper direction to implementors at the District and Sub-district levels. Although the people at Middle and lower level are committed to execute the directions and policies of their superiors but there is a feeling that the bottlenecks to execute the decisions are not properly removed to achieve the desired result. It was also felt that lack of coordination in the planning process is a considerable hindrance which leads to unrealistic resource allocation and unnecessary delays.

In spite of these problems a success is visible in the planning and implementation of Mosque schools in the country, through which more than 9,000 schools were opened in two years (1983-84) and have boosted enrolment specially in rural areas.

B) Research facilities

Limited research facilities is one of the constraints to undertake necessary surveys and action oriented research. The problem in this category is not financial or physical facilities but that of trained manpower at middle level. The Bureau of Curriculum and Extension Centre, Boards of Intermediate and Secondary Education, Directorates of Education (schools) and Directorate of Primary Education are conducting surveys on primary education to some extent but in a very limited way. In addition, the staff of these agencies is so busy in doing day to day office work and related activities that the necessary thinking and environments desired for research are lacking.

C) Data Collection

The data relating to primary education is collected by the Directorate of schools and consolidated at Provincial level. The process of data collection is not scientific and there is no mechanised way of compilation and storage of data. The analysis of data is poor. There are indication that attention is being given to streamline the data collection, compilation and analysis. Several agencies dealing with planning and

management of Primary education have acquired small computers to store and analyse necessary data to support decision making.

CHAPTER 5

WASTAGES AT PRIMARY LEVEL

5.1. Problems of Drop-outs

Despite of several efforts we have not been able to make much head way in this regard. We are still lagging far behind as compared to other Asian countries as far as the literacy is concerned. Plans have been prepared from time to time and funds are allocated for the expansion of education but the targets remained unachieved and the participation rate of the age group 5-9 is very low and drop-out rates alarmingly high. Participation rates at Primary level for both sexes for the year 83-84 had been 55%. In Sind it was 57% (30% for males and 6% in case of females). In N.W.F.P. it was 59% and 16% for males and females respectively. The situation is no better in Punjab. The most successful region in this respect is AJK. Like-wise about 66% students drop-out at the Primary level in Sind. It means if 100 children are enrolled in class I only 33 children complete the cycle of 5 years. In Baluchistan the drop-out rate varies from district to district and it comes to 61% to 86% for males and females, whereas in N.W.F.P. it is 60% for males and 75% females.

5.2. Resumé

The situation reflects that the wastage in student years is enormous. In spite of limited access to Primary Education, We have not been able to hold 50% children in schools and high dropout is attributed to a number of out of school and in school factors, which has been dealt in the following pages.

Several studies had already been undertaken on Drop-out hence it was felt necessary that some of the important studies among those may be analysed and used.

A brief resume of following studies on drop-out are presented.

- i) An Analysis of School-level enrolments, Drop-outs and out-out in Pakistan: Supply and Demand side considerations (1970/71-1982/83). Pakistan Institute of Development Economics, Islamabad.
- ii) Educational Wastage in the primary schools. Institute of Education and Research Punjab University, Lahore.
- iii) Drop-out and class-wise Movement of children in Primary stage. National Institute of Psychology Quaid-i-Azam University, Islamabad
- iv) Primary Education, Bureau of Educational Planning, Ministry of Education, Islamabad and United States Agency of International Development, Islamabad.
- v) Report on Advanced level workshop on Universalization of Education at primary level; Academy of Educational Planning and Management, Islamabad.

5.3. The study undertaken by the PIDE is divided into four main sections. The first section reviews the structure of enrolments and their change over the last decade. Secondly the study historically examines the supply constraint and concentrates only on the availability of facilities to see if the problem is on the demand side. The third section deals mainly with dropout and analysis dropout patterns over-time and sorts out the demand and supply side influences using multiple regression analysis. This analysis was intended to help in explaining the absolute levels of enrolments in the first section. This section also appraises output patterns over-time and by provinces. Finally the study reviews the educational planning process in order to examine its fiscal soundness and to contribute some helpful suggestions in the light of findings from other sections.

Over all the study is comprehensive in nature and uses sophisticated techniques for analysis.

5.4. The study emphasized mostly on wastage in education at primary level in Punjab. Drop-out was taken as only one of the factors in the domain of wastage. The study intended to explore following issues.

- A) Extent of Dropouts in Primary Schools
- B) Relationship between school facilities and drop-out rate
- C) Relationship between Pupil-teacher ratio and dropout rate.
- D) Significant difference in drop-out between boys and girls.
- E) Remedial measures to check wastage in Education.

This study was conducted in 24 villages of the Punjab. The parents, teachers and pupils were interviewed about the causes of drop-outs in their villages. The instruments for the study were prepared while keeping in view the previous studies. The observation method and visits to schools and villages were thoroughly undertaken.

The study mentioned that 70% drop-outs came from low socio-economic status group which include the children of farmers and unskilled workers. Also the highest drop-out rate of 17.5% was in the month of October followed by 14.6% in May and 11.8% in November.

- i) Related to School
 - a) Inadequate School Building
 - b) Unsuitable school programme
 - c) Incompetent teachers
 - d) Harsh Treatment of Teachers
 - e) Teachers transfer

ii) Related to Parents

- a) Family, Poverty
- b) Childs help needed at home
- c) Attitude of the parents

iii) Related to Individual

- a) Illness and Physical Handicap
- b) Disinterest in School
- c) Peer's influence
- d) Incompetency

5.5. The study undertaken by National Institute of Psychology followed the school record approach.

- a) To analyse class-wise movement of two cohort groups (1977-82 & 1978-83) in selected educational areas through the 5 years period in terms of promotion, Failures, drop-outs, unknowns and migrated cases.
- b) To get primary school enrolment in selected sample of schools in rural Federal area for the year 1983.
- c) To compare data of these two kinds in relation to drop-out phenomenon.

The findings of the ^{study} based on the analysis of data of the two cohort groups is that the behaviour of teacher should be changed to bring any substantial change to decrease dropout ^{at} primary level. The study recommended strongly, that emphasis should be laid on improved teachers training and to provide them facilities when working under less attractive conditions particularly rural areas. This suggestion has also been stressed by Mr. Michael Shayer a UNESCO Consultant to National Institute of Psychology in 1982.

5.6. The most comprehensive study on primary Education was undertaken by Bureau of Educational Planning in collaboration with United States

A.I.D., in 1976. The study was intended to explore issues relating to different aspects of Primary Education including drop-out. Several factors of drop outs were found out of which number one was poverty. Following are the rank order causes of drop-out.

- Poverty,
- parents negative attitude
- Lost Interest
- Illness
- Unemployment
- Parents ignorance
- Inadequate buildings
- Purdah
- Lack of good teachers
- Harvest at exam time
- Home work
- Unsatisfactory Curriculum
- Edu-considered irrelevant
- Pupil failure
- Religious reasons
- Distance to school.

5.7. The Academy of Educational Planning and Management organised UNESCO on an Advanced level workshop in collaboration with Universalization of Education at Primary Level. The major theme of the workshop was on drop-outs. The report of the workshop dealt with quantitative and qualitative dimensions of Primary Education at Provincial/Regional level. The diagnosis of dropout problems were reviewed and following major recommendations were made to arrest the problem of drop-out

1. Institute free and compulsory Universal Education through appropriate enactment; in selected areas.

2. Managing a minimum standard of Physical facilities to be made available to each school;
3. Merging boys and girls schools into single institutions and appointing only female teachers;
4. Increasing the pre-service duration of teacher training and by recruiting teachers of better qualifications;
5. Assuring optimum professional support to the teachers through strengthened tiers of supervisors and checking absenteeism on the part of teachers;
6. School calendar may be adjusted according to cropping pattern;
7. Launching motivation campaigns through Educational Films and other media, within communities and thereby urging the demand for schooling amongst the disadvantaged sections. Parents day may also be observed through the establishment of village committees.
8. Transport facilities to teachers and supervisory staff may be provided on loan basis.
9. Sandwiched training programmes for untrained teachers in Summer/Winter vacations.
10. Establishing Book Banks in the villages as well as Village Libraries.
11. Curriculum may be simplified and made more attractive and relevant to the needs of students.
12. More incentive to be provided to students in remote areas to discourage child labour.
13. Upper and lower age limit and qualifications may be relaxed for teachers in rural areas where the teachers are not available.
14. Separate Directorates of Primary Education may be established.

CHAPTER 6

EDUCATIONAL INNOVATIONS AT PRIMARY LEVEL

6.1. The existing system of education has been developed after incorporating a number of innovations so as to suite the national requirements. Some of the innovations introduced at primary level are listed below:

- A. Experimental Pilot project Integrating Education with Rural Development (EPIIRD) was introduced in collaboration with UNFSCO, UNICEF at a limited scale in the Islamabad Federal Territory which is now called Rural Education and Development (READ);
- B. Expansion of Primary Education through Mosque Schools under the Special Priority Development programme.
- C. Qualitative improvement of Primary Education through improved supervision (learning coordinators) undertaken through a World Bank Project on Primary Education;
- D. Establishment of an Open University for distant learning - an innovative step to introduce non-formal system of education and training primary school teachers.
- E. Introduction of teaching kits in the primary schools to improve comprehension.
- F. Establishment of National Institute of communication education.

The above list indicates that there has been continuous search for innovative ventures to improve the quality of education. Some of the important innovations related to primary education are given in some more details in subsequent portions.

6.2. EPPIED/READ

The formal education system has not been in a position to respond to the challenges posed by increasing number of illiterates and children falling in the primary school going age group. Experimental Pilot Project Integrating Education in Rural Development (EPPIED) was launched by the Ministry of Education in collaboration with UNESCO. The overall aim of the project is to develop effective methods of assisting children, young people and adults in the rural areas to prepare them for effective integration into the economic, social and cultural development of Pakistan. Educational and functional programmes closely related to the realities of rural life were introduced through the use of indigenous institutions like Mosque schools ; Mohallah Schools; Women's education centres; and Village Workshops.

A package of five components viz Mosque School, Women Education Centre, Village Workshop and Community Viewing Centre/Adult Literacy Centre has been introduced in the Project area. The components of the package programme are supervised by the Village Education Committees constituted in each village. The success or otherwise of the pilot project would determine its further multiplication.

Village Workshops:

To provide for the skill training of village youth and untrained manpower 20 village Workshops for wood work, masonry and metal work are provided. A skilled mistry (Craftsman) has been appointed to conduct the training of participants in one of the trades. A kit of necessary tools and some consumable materials is provided. The workshops are expected to generate funds from the sale of their products.

Women Education Centres:

For out of schools girls and underemployed rural women the Women Education Centres are envisaged to provide training in the income generating skills like sewing, knitting, embroidery and poultry farming. A locally available qualified and experienced female teacher is appointed at the centre at a fixed salary of Rs. 300/- per month. These centres are provided with equipment i.e., sewing machines and knitting machines etc. in accordance with the requirements of each centre.

Community Viewing Centres:

Community Viewing Centres were opened and a TV set was supplied at each centre to benefit from the Adult Functional Literacy Programme of Ministry of Education in collaboration with the Pakistan Television Corporation. These centres are now being operated by the Literacy and Mass Education Commission (LAMEC).

Adult Literacy Centres:

In order to increase literacy of the rural masses adult literacy centres have been opened for both males and females of the project areas. An instructor imparts the skills of reading, writing and numeracy to the participants of the course. The duration of the course is six months. Necessary instructional material is provided free of cost by the project. The teacher is paid an honorarium.

Mohallah Schools:

Mohallah Schools are opened in those villages where there are no facilities for Primary Education or the schools are at considerable distance from the village. These schools are envisaged mainly to impart education to women. These schools are operated in private houses where accommodation is provided by the lady teacher who is paid an honorarium or a fixed salary. The accommodation is approved by the Village Education Committee.

Mosque Schools:

To utilise Mosques (places of Muslim Worship) for imparting Primary and religious education to the children, Mosque Schools are opened in those villages where Primary Schools are not available or are at a considerable distance from the village. These schools are provided with black boards, teaching material etc. The teaching is undertaken by the Imams (Leaders) of the Mosques who are paid an honorarium. Where ^{are} the enrolment justifies additional teachers were also appointed. Generally, these teachers are matric/middle pass having an adequate teaching

experience. A Special Development Programme was launched for the purpose.

6.3. Primary Education Project - World Bank

As already indicated, that though there has been tremendous emphasis on the quantitative expansion of the primary education system, there has been inadequate qualitative improvement of primary education especially in the rural areas of the country. After preliminary studies carried out by the Ministry of Education, certain inputs were identified as that of crucial importance for qualitative improvement of primary education.

The following inputs were thought to be appropriate to overcome the constraints as posed by the factors mentioned elsewhere, responsible for low performance of primary sector.

A-physical Facilities

- Construction of class rooms;
- Construction of boundary walls in the case of female schools;
- Construction of residences for female teachers; and
- Classroom furniture.

B- Instructional Materials

- Supply of textbook teachers guide books and library books;
- Supply of classroom equipment like teaching kit or agricultural kit; and
- Supply of sports items for children.

C- Strengthened Supervision

- Provision of Supervisors and a new tier of Learning Coordinators; and
- Provision of mobility for Supervisors and Learning Coordinators.

D- Added Support to Teachers

- Appointment of Assistant Teachers;
- Establishment of Centre Schools;
- Provision of District Resource Centres; and
- Provision for recurrent type in-service teachers training, . .

6.4. N.I.C.E.

The National Institute of Communication in Education is a new organization recently ^{established} / by the Government of Pakistan. The purpose of the institute is to determine as to how best communication media can support community development. Communication is a tremendous force if used effectively.

The following are the objectives of the Institute:

a. To develop, produce, distribute and evaluate:

- Self learning packages.
- Religious education programmes for Pakistanis abroad.
- Enrichment programmes for the formal system.

- b. To develop communication strategies and to produce campaign oriented public education programmes on:
 - Literacy.
 - Health and Nutrition
 - Agriculture
 - Population Planning
 - Rural development.
- c. To develop and produce learning materials for the neo-literate
- d. To promote an increased awareness of the contribution of science and technology to the quality of life in society to-day.
- e. To assist in improvement of the quality of text-books particularly in the area of illustrations, graphs, diagrams etc.

The Institute visualizes the use of communication technology in the efficient and effective dissemination of information as an essential factor in any effort designed to mobilize the whole of the community.

CHAPTER 7

PRIMARY EDUCATION IN ASIA

A COMPARISON

7.1. Asia is the biggest continent in the world with diversified cultures, several dozen languages and hundreds of dialects. The variety of political system ranges from Monarchy to Semi and quasi Military dictatorships. The rapid growth of population is another unique phenomena of the region which has resulted into poverty, illiterary and diseases. These problems have been hampering the progress of the continent. In spite of these factors the Continent is one of the richest in its cultural traditions. It has been either the birth place of all major religions in the world or provided a conducive atmosphere for the spread of these religions.

7.2. The education system in most of the Asian countries was inherited from European imperialist which ruled the countries of the region at one time or the other. The system of education was introduced in the later quarter of the 19th century or early decades of the present century in most of the countries to achieve the objectives set forth by the colonial rulers. In the post world war II period the geo-political situation changed and the philosophy of nationalism overtook all the priorities set forth by the rulers. The logical result was the emergence of nation states as independent entities in the comity of nations. The very independence provided an opportunity to these states to re-set their priorities in the social sector. The Education did not figure very high in the 1940's but in 1950's soon a realization emerged that

the best investment could be made on education sector though the gestation period was a little longer. In 1960's and 1970's the due emphasis was given on primary Education as well as adult Education. The role of UNESCO was commendable to create awareness about the necessity of Primary Education preferably its Universalization by all the nations of Asia.

7.3. The present study was intended to look at and analyse the situation of Primary Education in Pakistan and also provide some comparison with a few of the Asian countries*. The study has adequately dealt with the primary Education in Pakistan and what now follows is a comparative analysis with the region. It is quite obvious that all the Asian countries cannot be covered but an adequate representative sample will be taken for the purpose of generalization. This comparison will take into account following quantitative indicators of primary education at the first stretch.

- i) Teachers, schools etc.
- ii) Participation
- iii) Supervision
- iv) Expenditure.

* Source: Country Report presented at the Regional Workshop on Universalization of Education at Primary level., at UNESCO Regional Office, Bangkok 1982 and other Reports.

Table I

A) Teachers, Schools, Multi-grade Teaching

Country	Total no. of schools	Total no. of teachers	Number of Single-teacher schools	Number of two-teacher schools
Afghanistan	4,375	51,022	-	-
Bangladesh	45,666	179,000	-	-
China	894,000	5,580,100*	-	-
India	474,600	2,000,000	164,900	129,500
Indonesia	105,500	665,000	-	-
Malaysia	6,416	68,356	-	-
Nepal	10,628	29,134	-	-
Pakistan	62,000	1,500,00	10,000	25,000
Philippines	30,272	255,343	4,256	5,072
Thailand	33,178	369,496		<u>4,071</u>

India has the largest number of single teacher schools (164,900) and when the teacher is absent through illness or for some other reason, education suffers. China has between 50 and 60 per cent of its schools in mountainous areas, and these are one-or two-teacher schools. Thailand has 4,000 such schools. Such schools are essential for universalization but supervisory problems relating to quality are a major problem for them as well.

Table II

B) Participation

Participation covers length of primary school stage, age of admission, population for age - cohort, enrolment in the whole stage, last grade and percentage successfully completing and joining next level of education.

Table 2: Primary education structures, and participation in targets.

Country	Grades in Primary school	Age group in primary school	Primary school age population	Country target year for universalization of primary Education
Afghanistan	I-VIII	6-13	4,573,000	N.A.
Bangladesh	IV	5-9	12,645,000 ²	90% by 1987
China	I-VI	7-12	120,130,000	nearly 100% by 1990
India	I-V	6-11	95,500,000	100% by 1990
Indonesia	I-VI	7-12	26,500,000	100% by 1986
Malaysia	I-VI	6-11	2,145,000	Universalization at the primary level achieved
Neopal	I-V	6-10	2,121,968	75% by 1985
Pakistan	I-V	5-9	13,800,000	100% for boys by 1987 for girls by 1982
Philippines	I-VI	7-12	9,000,000	100% by 1998
Socialist Republic of Viet Nam	I-V	6-10	12,067,000	100% by 1990
Thailand	I-VI	7-12	7,353,000	100 % by 1986

(* magnitude of the task, however, varies considerably from China's mammoth 120 million school-age children down to Nepal's 2,121,968

It will be seen that the countries have adopted a five- or a six-year programme of primary or first level of education. The official age of entry ranges between 5 years and 7 years. (*

C. Enrolment ratio, survival and transition rates

Country	Enrolment (1982)	Enrolment ratios %	Survival rate to the final grade of primary education (1982) %	Transition rate from primary to general secondary education (1982) %
Afghanistan	1,563,741	22	65	N.A.
Bangladesh	9,300,000	65	25	N.A.
China	143,328,000	93	70	68.3
India	84,000,000	78	40	73.8
Indonesia	22,500,000	84.7	95	
Malaysia	2,053,192	94	90	83
Nepal	1,388,001	69	31	85.4
Pakistan	6,900,000	54	50	60
Philippines	8,112,536	98	92	53
Socialist Republic of Viet Nam	-	-	-	-
Thailand	6,955,623	82	85.5	43

Table 3 gives current enrolments expressed as a per-centage of the current school-age population in the country, as well as the retention/completion rate and the transition rate to the next level of education. The retention/completion is posed as to whether universalization of primary education means only access to schools and enrolment in grade 1, or whether it means enrolment through all grades of primary school. There is a wide variation in survival rates to the final grade of primary education: Bangladesh has only 25 per cent, India 40 per cent, Pakistan 50 per cent.

Most countries have a problem which needs to be tackled very seriously.

A second problem is that of repeaters. Nepal also has 40 per cent of pupils in primary school ^{who} are repeating grades. Repeaters inflate apparent enrolment and mask the real magnitude of non-enrolment.

Some countries e.g. Thailand, India and Malaysia have a high transition rate, from the primary to the next stage of education. They are able to consider universalizing the next stage as well and lengthen the duration of the first level of education.

Table 4

D: Supervision

country	Present			Targets		
	Teacher/ pupil ratio	Supervisor/ Teacher ratio	School visits per super- visor in a year	Teacher/ pupil ratio	Super- visor/ teacher ratio	schools visits per supervisor in a year
Afghanistan	1:65	-	-	1:35	-	-
Bangladesh	1:40	1:100	6		1:80	9
China	1:26					
India	1:41	1:50 schools	3	1:40	50 schools	3
Indonesia	1:32	-	-	-	-	-
Malaysia	1:29	-	-	-	-	-
Nepal	1:40	1:25	2	1:32	25	3
Pakistan	1:37	1:50-300	1	1:27	1:50	2
Philippines	1:31	1:153	-	1:38	1:125	10
Socialist Republic of Viet Nam	1:43	-	-	-	-	-
Thailand	1:21	-	-	-	-	-

Teacher-pupil ratios vary over a wide range, from the high ratio in Afghanistan to a surprisingly low one in Thailand.

The area of supervision has not been recorded very well. Such information as is available seems to suggest that supervisory machinery is thinly spread and is not too strong generally. In some countries, special attention is now being given to strengthening supervision.

Table 5

E. Public expenditure on education

Country	Year	Amount	As % of GNP	Primary education allocation (%) of Education Budget	Per pupil expenditure for primary education
Bangladesh	1979	-	1.8	49	TK 76 (\$3.5)
China	1982	-	9.39	28	Rmb 26 (\$13.5 excluding capital expenditure)
India	1979	Rs.43.45 billion- \$ 5 billion	2.9	30	Rs. 150 (\$16)
Malaysia	1982	-	5.3	54	Rs. 540 (\$238)
Nepal	1979	Rs.568,896,000	1.6	29	Rs. 125 (\$9.26)
Pakistan	1979	-	1.5	40	Rs. 18
Philippines	1983	\$ 7.8 billion (\$8.5 million)	2.0	58	P 413 (\$45)
Thailand	1982	\$ 27,768 million	3.1	59	\$ 2,420 (\$109)

Educational expenditure-

Information is not available under all specific sub-indicators mentioned below:-

- i. Teachers' salary
- ii. Facilities; building, equipment, furniture;
- iii. Planning, administration and supervision, monitoring, etc.; and
- iv. Other items as may be detailed in budget.

Information on teachers' salaries, which is available for most countries, shows that this item accounts for 80 to 90 per cent of the total expenditure on primary education.

Throughout the region the major amount of the money spent on primary education is for teachers' salaries. The teachers overall receive a salary equal to that of other civil servants.

Table 5 shows that the percentage of budget or of GNP given to education varies tremendously from 1.5 per cent of GNP in Pakistan to 5.3 per cent in Malaysia. The amount of the education budget that is spent on primary education varies from 58 per cent in the Philippines to 30 per cent in India and Nepal. The Philippines also has a special Bureau just for primary education which indicates the serious attention this country is giving to universalization of primary education.

The per capita cost for every primary school child is difficult to compare. As it consists mainly of a teacher salary component the cost of living in the country concerned is of vital importance. What is obvious is that there is not very much money available for such things as textbooks. It should also be noted that costs cannot be compared across countries, for it has not been stated how the per capita cost was arrived at. It does appear that different countries have used vastly different methods of calculating this cost.

7.4. Some qualitative indicators have also been considered for comparison.

- i) Teachers' Training
- ii) Curriculum Development
- iii) Changes in structure
- iv) Research facilities
- v) Data collection

7.5 TEACHERS TRAINING

Most of the countries continue regular evaluation of the curricula in their teacher training centres. Many of the projects and programmes have teacher education components linked closely with the universalization of primary education.

Bangladesh and Nepal are actively engaged in increasing the number of females coming to their centres for teacher training, as they realize this will help to bring many more girls into their primary schools.

Pre-service teacher education has been extended to three years in Malaysia. Pakistan is increasing the number of places available for pre-service training and the Philippines, since 1957, has required all its pre-service teachers to obtain a bachelor's degree.

China is conducting in-service courses to improve multi-grade teaching methods and techniques. As only one-third of its teaching staff are trained, Nepal has a massive in-service training need and is using radio, among other things, in its programme.

The Philippines has restructured its scholarship programme for teachers and has instituted teacher development centres and resource centres as well as a training centre for principals, district supervisors and superintendents offering both graduate and under-graduate courses. Thailand is another country with a training centre for principals, teacher educators and holds courses to train inspectors and supervisors.

Bangladesh has recently established its Academy for Fundamental Education for the professional training of its training instructors and school supervisory staff. It also helps run in-service courses for teachers.

Under India's project 'Comprehensive Access to Primary Education', all teacher trainees learn how to develop curriculum material. The curriculum in all teacher training institutes has been amended to provide for this input which introduces an element of research work.

Pakistan has recently established an Academy of Educational Planning and Management which provides training to Educational planners and Administrators. In addition the Academy undertakes research studies and organises workshops and seminars. In these programmes primary Education enjoys a high priority in terms of financial allocation as well as other related activities i.e. researches, studies, workshops.

7.6 Curriculum Development

The region is very active indeed in curriculum development. The main aim is to ensure the relevance of curriculum to the needs of the children. All countries have their curriculum development centres helping in the quality or achievement aspect of universalization of primary education. It should be noted that many of the programmes and projects being carried out are heavily curriculum oriented.

The countries in the region, through their curriculum development centres, are developing syllabi, schemes of work, teachers' handbooks, pupils' learning materials, textbooks and audio-visual aids for primary education. They also discover and circulate information on innovations in curriculum and teaching methods, Curriculum officers seem to be much involved in in-service training of teachers as well.

7.7. Cheques in organizational structures

In India some states are setting up separate directorates of elementary education or beginning to appoint separate Ministers for Primary Education. In non-formal education for out-of-school children separate field-level structures are also being developed, though still within the one directorate.

In Pakistan a separate wing of primary and Non-Formal Education has been established under the Ministry of Education. There is also a demand to establish separate Directorates of Primary Education in the Provinces.

The Philippines is now developing a structure lodged in its Bureau of Elementary Education to take up the responsibility of evaluating learning rationale to ensure the attainment of the 2 per cent annual increase in pupils achievement levels described earlier.

In Thailand, Primary Education has been decentralized down to the District level with a separate primary Education Commission at Federal level.

Bangladesh has recently created a separate directorate for primary education. Local primary education authorities have also been established for the organization, management and supervision of primary education. New District Primary Education Authorities will very shortly be constituted, and new supervisory positions at the district level are also being created to help develop primary education. In Malaysia the State Education Department was re-organized when the 53 District Education Offices were created in 1982.

7.8 Research facilities

Research is considered an important areas in all the regional countries. Viet Nam, for example, has the Department of Training and Fostering, the Section of Pedagogical Reform, the National Institute of Educational Science and the Department of Ethnic Education. All these conduct research relevant to their various functions.

India has an Educational Research and Innovations Committee within the National Council for Educational Research and Training to plan, identify, organize and support basic research as well as innovations both within and outside the organization. It is mostly concerned with elementary education, which includes primary. NCERT conducts research at the state level and Ministry funds applied research on subjects of topical interest, including the primary level of education.

Indonesia has the Office of Educational and Cultural Research and Development, a research and planning institution in the Ministry of Education and Research. Primary Education is one of the research programme areas, in both qualitative and quantitative aspects.

Pakistan has a number of institutions all engaged in part in teaching and research. These include colleges of education, educational extension centres, the Institutes of Education and Research (almost all universities have such an institute) and the Bureau of Curriculum and Development, as well as the Academy of Educational Planning and Management.

Nepal has its Institute of Education which provides different types of teacher training and conducts workshops and seminars. It also has the Research Centre for Educational Innovation and Development (CERID) for evaluative studies and research. Dacca University in Bangladesh has an Institute of Education and Research, while the Teachers' Training College of Mymensingh also carries out research studies in primary education. Its Academy for Fundamental Education is involved in similar /

Malaysia carries out research projects within the Ministry. The National Staff Training Centre has research activities for professional educational administrators and managers. All five universities have research centres as well.

In the Philippines a body has been established to serve as a clearing house for research on primary education. It will also provide direction for such research. China has a Central Educational Science Research Institution and also provincial research centres.

7.9. Data collection

All countries are involved in collecting statistical data to some degree. These usually cover school enrolments, teacher information and physical facilities. Most countries have a central organization, usually part of the Ministry of Education to collect data. In Thailand the maps prepared by the Bureau of Mapping show population per village ~~and~~ and list the services supplied. These maps help tremendously in planning for universalization. Training of provincial educational planners includes training in statistical data collection.

The Statistics Division at the Federal Level in Pakistan and the various Bureaux of Statistics at the Provincial level collect all required data. The Primary and Non-Formal wing of the Ministry as well as Academy of Educational Planning and Management have procured small computers for the storage, retrieval and analyses of data. The Academy intends to provide training relating to data analysis to different

personnel working at National and Provincial levels.

India has arrangements for data collection at several levels. Directorates of Education at the state levels are involved in collection of data to supplement the range and type of information collected by the Directorates of Employment and Statistics. The Ministry has a Statistics Division to collect data on Academic, administrative, physical and financial aspects. NCERT also has a well established Survey Data Processing and Documentation Department. This Council also trains staff of the statistics units of State Governments. The Ministry has a 'High Level Statistics Committee' as well as reviews progress, promotes co-ordination and decides facilities in the whole area of statistical data collection.

Many countries are not yet satisfied with their statistical data collection process. Some of the problems that have to be faced are:

- a) Lack of awareness about the importance and necessity of data collection;
- b) Lack of expertise in data collection; and
- c) Lack of training given in data collection.

CHAPTER 8

FINDINGS

8.1. Community participation

A) In a developing country like Pakistan, where financial resources in the public sector are limited and population has a high growth rate, the rural community is not fully aware of the kind of contribution they can make for the expansion and improvement of Primary Education. A segment of people in the rural areas who could lend financial support are not attuned to development of female education. ~~Imparted~~ is considered by them more liberalized which may lead to undesirable attitudes not compatible with their cultural norms, amongst the females.

B) Some other factors connected with community are also responsible for the low level of primary education coverage and efficiency in rural areas. Important among these are the general poverty of families, the use of children to supplement family income, infant malnutrition, social and cultural norms, the high morbidity and mortality levels of children. The illiteracy of the parents, relatives and the remoteness of area of educational establishment all add to the complexity of the situation. In rural areas the school education has not acquired the needed attraction and credibility for females with the results that either the primary school going age girls do not attend the school or leave early. The limitations of language employed in the educational process creates a gap between the community and the school. This does not promote community activities and the school fails to integrate its programmes with the environmental needs as may be desired.

They are apprehensive because the type of education.

C) If the school is designed and administered in a manner that it provides enlightenment and service to the community by participating in welfare programmes, there will definitely be a reciprocal response from the community to provide assistance to the school. As mentioned earlier, schools fail to display relevance and attractiveness resulting in only marginal support from the community.

3.2. School locations

The study covered mostly rural areas with back-ward economic structure and where most of the parents were illiterate. The location of sample schools visited, were far away from the point of view of administrative control as well as accessibility. Only about one third of girls primary schools in rural areas are located within one mile of a particular village. Hardly one fourth villages are within one mile of the nearest bus stop. The public transport of any kind was rare. In many cases, the school buildings were in unsatisfactory condition.

8.3. Parental Attitude

A) Educational patterns follow closely and reflect the dominant Socio-political stratifications and power structures in every society. Whereas we intend to use education as tool for change and social mobility, the educational systems are, by and large, designed to perpetuate existing value systems and inbuilt privileges and disparities of socio-cultural environment. Pakistan is no exception to this generality. Accordingly massive efforts are often needed to bring about perceptible long ranging changes.

B) The population of Pakistan lives pre-dominantly in the rural areas. Majority of the rural people are poor and illiterate. The poverty factor has been identified as a major economic barrier to achieve our objectives of universalization of primary education more so for females. The girls usefully help the mother to look after the small kids and do other house hold chores and relieve the mother to work in the field or do some other jobs.

C) The parental attitude towards education for females at primary level is not necessarily negative but is based on ignorance. Many of the social attitudes are gradually changing due to a wide range of exposure of the village people through mass media, and public transport, to better life style and enlightenment. The governmental efforts to persuade rural parents to send their children to schools is changing the atmosphere.

3.4 . Motivation

A) It is necessary that motivation campaigns in the rural areas should be launched to provide a proper and useful perspective of education to the community and more specific roles for the community leaders. There is also a need to streamline and modify the existing rural infrastructure which should provide a closer liason between the government functionaries and the community at the grass roots level. Also the utilization of idigenous social organization and leadership should also be involved fully for the promotion of education at primary level. It is well known that though a majority of rural people, may not be highly educated, yet they have elementary wisdom about their living conditions and the needs to improve them.

B) If we are able to motivate and involve the community effectively the chances are that primary education in general and female education in particular may see a quantum jump in its enrolment as well as quality. The programme of Mosque school system which was initiated by the Federal Government all over the country has yielded very useful results because the enrolments increased at a greater rate. This was due mostly to the credibility of the mosque as an institution of learning and acceptibility by the rural masses to send their daughters to mosque even there was co-education and the Imam-Masjid, who is a male, is a teacher.

C) Use of education in family and community life and in enhancing income and productivity requires to be highlighted through

motivational campaigns regularly launched through mass media particular such as Radio and cassettes which can be used without electricity. The television is also an effective media but for limited audience due to lack of electricity in many of the rural areas.

8. 5. Text Books and Curriculum

A) The continuous Five Year cycle for Primary education is considered too long keeping in view the drop-out and retention problem. In addition the general poverty of the people does not permit them to keep their wards for five years at a stretch with likelihood of failures. Since for each year a child spends in school, the parents loose finances and time without gaining any apparent benefit, it is desirable that Primary education cycle may be reviewed with a view to bifurcating it so that majority of children could atleast cover first three grades or so. Normally if the three years are productively utilized, the basic literacy requirements can be easily met. In the first stage the promotion should be automatic to avoid large scale wastages. This has been enunciated in the Education policy document of the Pakistan Government but is not uniformly applied.

B) Since the major cause of dropout at Primary level particularly in rural female schools is the poverty of parents, it is necessary that as far as possible text-books be provided to girl students free of cost. The requirement of text books and stationery items to be purchased by the students should be minimized through appropriate curriculum reviews. The low cost or no cost learning material should also be devised and provided to create better teaching learning environment. Whenever the provision of school facilities are considered the priority should be given to rural and backward areas. The teaching and curriculum should be more of applied nature which are more attractive and can be used by female students to eventually use those skills to generate financial resources and improve the lot of family as well as the village.

C) One can not deny the need for periodic revision of curricula and text books. It is necessary that such revisions should not be only inspired by models of developed countries. Our curricula must reflect the objective conditions prevailing around the schools particularly those located in rural areas and should include these contents and methods which are relevant to the learning style of the clientele. Steps must be taken to ensure that the revision of curricula and text books particularly at the lower level should not result in unnecessary extra financial burden on parents who in most of the cases are already impoverished.

8.6. Non-Formal Education

A. Education should be made free and compulsory through a legislation. This should only be done if access to education for all could be provided. The formal system of Education has not been able to cope with the problem of population growth of 3% per annum which adds each year half a million children of primary school going age to our population. To cope with such huge numbers, the non-Formal and informal system of Education has to be greatly developed to provide support to the achievement of universalization targets. Non-formal/ In-formal education should be fostered on priority basis and necessary manpower be trained to formulate, implement, monitor and evaluate such forms of education. Education should be seen in a broader context and need not be considered only possible through structured programmes within four walls of a school. In addition the Education system should be integrated with the community needs through orientation of curricular and co-curricular activities towards the local needs.

B. The use of existing school buildings, which are practically used for not more than four hours on working days, should be extended through the adoption of multiple shifts in as many schools as is possible and wherever necessary.

C) There is also a serious dearth of Female Supervisory staff for Primary level of education particularly in rural areas. The supervisory visits are extremely limited in number and non-professional in nature that no tangible results have been achieved either to check absenteeism or to provide professional guidance to the teachers.

D) The scope and speed of various activities being undertaken in the sector of education is so large that present day procedures and managerial structures are grossly inadequate to cope with them. This is quite evident from the fact that the number of schools per supervisor are unmanageable and the present lack of accessibility to most of the rural institutions, if taken into account, can be well imagined that howfar the effective supervision will be possible. The need is not only to increase supervisory cadres but also to introduce innovational techniques of management incorporating some concepts being used by commercial and industrial enterprises.

E) In primary education sector the problems of formulating well conceived plans and ensuring satisfactory implementation are much more complex than any other sector because of the large spread of locations all over the country, diverse behaviours and cultural backgrounds of the clientele, inadequate accessibility, poor communications, difficulties in recruiting qualified teachers in much larger number and above all insufficient and outdated supervisory procedures and structures. This situation warrants not only the creation of a reliable data and research support to the planning process but also a good deal of decentralisation both in identification of needs and in the implementation of programmes.

8.7. Management & Supervision

A) It has been strongly felt that relatively the weaker link in our educational system at primary level is the poor management. The dearth of trained female teachers has further complicated this problem. The inadequate staff, lack of specialized staff and the shortage of existing facilities to train educational administrators are extremely lacking. The training of educational administrators is necessary because they have to perform a difficult and complex task as well as to orient them to the programme of educational expansion and improvement. It is also necessary to impart certain skills to management personnel which are considered to be pre-requisites to efficiently run a system as well as to improve and modify as and when desired. Most of the educational administrators at primary level, male or female are old working teachers. They are not properly trained or even expose to manage different aspect of education. Sometime they have also been asked to manage innovative programme. This usually results into failure inspite of the best efforts put by those responsible for the programme. The problem is easily traceable at the management level. It has been well recognized that innovative programmes and projects need management of innovative type. The Provincial and the Federal Institutions meant for management training need to co-ordinate and strengthen their programmes to meet common objectives.

B) The Universalization of primary education is not a routine problem and has assumed difficult proportions. Accordingly it needs innovative programmes which can be managed with new and effective techniques.

The present procedures are by and large centralised and are not duly supported by adequate data/information. In primary education there is a great need to take the planning process to grass roots level particularly by involving the local community leaders and mustering the community support.

F. As already pointed out the existing supervisory pattern exhibit a larger scale diversity in different regions of the country. The number of schools to be supervised by the concerned officer vary from 70 to 190. Sometime it is impossible for the supervisors to visit all schools within reasonable time interval. Further supervision in more or less on traditional patterns where the effort is to find faults rather than to provide professional guidance and remedial measures.

CHAPTER 9

STRATEGIES FOR ACTION

The study reviewed and analysed the situation of Primary Education prevailing in different provinces of the country and come up with strategies some of which can be applied at National level and others at local level keeping in view the objective conditions and regional disparities.

Following strategic areas can be covered for pragmatic planning, effective implementation and efficient Management:

- i) Participation and retention
- ii) Mobilization and participation of the community
- iii) Curriculum relevance and quality of instruction
- iv) Teaching methods
- v) Quality of instructions
- vi) Teacher recruitment training and retention
- vii) Management
- viii) Research

9.1. Participation and Retention

A) Planning and location of schools

The major objective of this strategy is to improve the access of education from the perspective of greater availability of facilities within convenient reach of disadvantage areas. Implicit in this strategy are the principles of decentralization and micro-level

planning and identification of the specific needs and constraints specially related to girls in rural areas.

The planning process will thus be restructured to provide for:

- i) Decentralization of power and responsibility - financial, management, supervision and administration - to local units;
- ii) More participation of women in the decision-making process;
- iii) Use of existing/new educational planning committees at sub-district and other levels to engage in school mapping exercises in order to:
 - a) Identify underserved and unserved locations, and particularly, areas in which the enrolment of girls is very low;
 - b) Select locations for new schools/education centres in these areas within easy walking distance of homes, particularly in rural and remote areas;
 - c) Establish norms for the provision of basic facilities such as furniture, sanitation, water, security;
- iv) Provision of in-service training for personnel engaged in planning and locating schools;
- v) Identification, harnessing and development of under-utilized and unutilized resources in the local community for the provision of school facilities;
- vi) Co-operation between the committees, educational authorities and the community in creating a greater demand for the education at local level.
- vii) Increasing the supply of personnel and training them to meet additional demands and requirements.

B) Complementary structures/alternative models for primary education

Constraints to the participation necessitate the development of innovative strategies and structures to complement the facilities provided by the formal school system:

- i) It is to be noted that in view of the economically disadvantaged status of the majority of families of

non-school going children specific incentives such as free tuition, scholarships, books, welfare benefits, and where relevant, residential facilities must be built into the strategies and structures.

- ii) It would be necessary in view of the low aspirations of parents for the education of the disadvantaged section, that these structures and models also provide for access to further education in formal institutions or in non-formal vocational education.

The planning and implementation of these strategies must necessarily be adapted to the specific needs of provinces.

c) Needs survey

A preliminary activity in developing complementary structures is the identification of target groups, and assessing the specific educational needs of these groups, and the resources available in the community, on the basis of a micro-level needs survey undertaken with the active participation of the community.

d) Non-formal part-time primary education programmes

The following strategies were identified, in this category:

- i) The organization of part-time primary education programmes in primary schools (after school hours), community buildings or even private homes according to the convenience of out-of-school girls.
- ii) The organization of such programmes at times suited to the daily work schedule of out-of-school children (e.g. early morning, evening).
- iii) Development of curriculum and materials by:
 - condensing the existing primary school programme to accelerate progress within the time available.
 - revising existing materials according to local needs.
 - developing new packages on the basis of minimum level competencies in core subjects.

- iv) Use of local primary school teachers who will be paid an additional allowance for this purpose or involving local personnel who will receive training in teaching in primary schools.
- v) Utilizing the existing machinery in educational administration at national, district and sub-district levels to manage, supervise and monitor these programmes.
- vi) Involving community and in particular, women's groups in monitoring programmes.
- vii) Mobilizing resources allocated for educational provision as well as community resources for organizing these programmes.

B) Feeder schools, indigenous and religious institutions, homebased centres

This strategy is aimed at using available physical facilities in the community and even individual resources to provide access to at least the early years of primary education in locations where existing facilities are not within easy reach of girls.

- i) organizing 'feeder schools' in religious institutions such as mosques, community buildings or homes so that grades one, two and even three can be conducted in these 'schools' during regular school hours.
- ii) Using the curriculum and educational materials used in the formal primary school.
- iii) Appointing full time primary school teachers, or where there is a shortage of teachers, suitable local personnel who can be trained in primary school teaching methods.
- iv) Utilizing the existing educational machinery for administration and supervision.
- v) Enlisting the co-operation of religious leaders, community leaders, and women's groups in implementing and monitoring the programme.
- vi) Using the resources already allocated for the provision and management of schools and mobilizing the resources of the community.

F) Mobile teachers and schools

In very disadvantaged areas in which dispersed population groups in difficult terrain or migratory patterns of living make it

virtually impossible to provide regular formal schools, there is need to adopt one of the following strategies.

- i) Employment of "itinerant" teachers who will visit the homes or groups of houses forming a neighbourhood group to teach girls of primary school age who do not have any access to education.
- ii) Organization of mobile education centres using primary school teachers or trained local personnel who will accompany migrant groups and teach boys and girls, using and adapting the primary school curriculum according to their needs.

These strategies involve the close co-operation of education authorities in the area and the communities.

9.2. Mobilization and participation of the community

The strategies outlined are expected to promote more positive attitudes among parents and to identify the community and women's groups in particular as facilitators of programmes for increasing the participation of girls.

- a) Consciousness raising at national, district and local community levels
 - i) organizing orientation seminars or workshops for policy makers, political leaders, administrators, educators and community leaders to motivate them to initiate and support programmes designed to extend equal educational opportunity for disadvantaged sections
 - ii) Conducting motivational campaigns for parents and the community at large to create awareness of the importance of educating girls.
 - iii) Utilizing existing adult education and development programmes such as in functional literacy, health and nutrition education, and agricultural extension, to increase awareness of the benefits of educating girls, their families and the community.

- iv) Using the media and developing media materials that will focus on changing negative values and attitudes that adversely affect the participation of girls which may include:
- posters, pictorial booklets, cartoons
 - puppetry and drama
 - documentary films
 - mobile audio-visual units
 - radio, television and newspapers where feasible.

These media campaigns will be a component of programmes of public meetings, developmental activities and religious and cultural festivals.

- B) Promoting community participation in the planning, implementation and monitoring of education programmes for girls
- i) Encouraging community personnel to function as facilitators by providing them with the necessary training and support.
 - ii) Using local human and material resources in improving physical and instructional facilities where such facilities are in-adequate as a result of resource constraints.
 - iii) Motivating non-governmental agencies in the community and members of community to organize and monitor non-formal education programmes for out-of-school girls.
 - iv) Encouraging the community to establish pre-school centres/early childhood care and education centres so that school-age girls can be released from child care responsibilities to participate in education programmes.
 - v) Creating an incentive mechanism in the form of awards of recognition for community personnel who make a significant contribution to the promotion of education for girls.

9.3 Curriculum relevance and quality of instruction

- A) Curriculum development to promote relevance to the needs and problems of Primary Education

Strategies envisaged include review and revision of existing curricula and preparation of additional relevant curriculum materials

with emphasis on:

- a) Review of existing curricula to
 - identify content and materials which is relevant to the needs.
 - identify content and materials which exacerbate socio-economic differences by disproportionately utilizing examples and experiences in educational materials from higher socio-economic/urban life styles.
- b) Revision of materials where necessary to minimize socio-economic disparities.
- c) Preparation of new materials that can be incorporated in existing curricula to
 - improve the self-confidence and self-concepts of girls.
 - reduce unnecessary role differences.
 - confirm the importance of rural areas in materials developed and provide people in rural areas with appropriate technological methods which will enhance the quality of production.
- d) introducing skill programmes which encourage the development of spatial skills in girls, creative expression of ideas, leadership and active participation in all activities within and outside the classroom.
- e) providing instruction in basic technology in areas such as agriculture, household maintenance, nutrition and health for both boys and girls.
- f) introducing in the core curriculum, concepts of partnership, sharing, co-operation, mutual self-respect and support in the home, school, employment and society.

9.4. Teaching methods

- i) Making teachers aware of the potential of primary school age going children and their multiple roles.
- ii) Equipping teachers with classroom interaction and management skills and questioning techniques which encourage active participation and improve self-concepts of all children.
- iii) Providing teachers with skills in remedial teaching

9.5. Quality of instruction

The quality of instruction in primary schools can be improved through curriculum development and organization, and teacher training.

- i) Establishing basic minimum level competencies in core subjects.
- ii) Providing for remediation for weaker students.
- iii) Developing supplementary community based teaching-learning materials to enrich the curriculum.
- iv) Promoting the versatile use of local resources and classroom management techniques.
- v) Providing technological skill development based on existing roles - e.g. teaching how to fix the sewing machine.
- vi) Liaising with non-formal agencies to provide skills and continuing education, and encouraging community participation and support.

These strategies in curriculum development and improving teaching methods and interactions in classroom and extra-curricular activities need to be implemented through:

- i) Curriculum development workshops at national and District levels;
- ii) Workshops conducted for teacher educators;
- iii) In-service training of teachers (cluster and school-based); and
- iv) Utilization of support networks established at local level including non-governmental organizations, community centres and development agent personnel in health, industry, etc.

9.6. Teacher recruitment, training and retention

A) Curriculum and instruction: Pre-service education

- i) Hold consultative meetings between teacher educators and proponents of the education of girls where the problems of girls' education will be discussed and the co-operation of teacher educators elicited.

- ii) Identify the knowledge/competencies that should be developed among teachers to help them deal better with the problems of primary education. Such proficiencies may be:
 - Understanding psychology of children patterns of growth and development
 - Identifying special problems of girls
 - Promoting equal participation of girls and boys
 - Appreciating role of women in domestic life particularly rural areas.
 - Fostering the self-concept/self-esteem
 - Improving income generating skills
 - Improving knowledge of household technologies
 - Using community resources
 - Fostering parent-teacher interaction
 - iii) Create a task force composed of people in the different curricular areas in teacher education to examine their syllabi and determine in which courses the knowledge and competencies may properly be included and developed.
 - iv) Prepare supplementary syllabi or curriculum materials to include knowledge and competencies vital to the promotion of primary education.
- B) Using creative instructional strategies to help develop teachers' leadership and motivational roles.
- i) Identify competencies/skills each teacher trainee should be able to demonstrate in order to assume effective leadership and motivational roles.
 - ii) Prepare practicum sessions where participants brainstorm the problems of primary education and possible approaches to alleviate the problems
 - iii) Conduct field visits to study the type of roles they have to perform.
 - iv) Simulate conditions/problems and role play approaches to the problems.
 - v) Provide practical training by making the trainees engage in field projects built around field situations for more intensive training.
 - vi) Monitor and discuss feedback in debriefing sessions.

- C) Sensitizing teacher trainers to the promotion of girls' education.
- i) Determine if there is a need to sensitize teacher trainers to the cause of girls' education by fielding simple survey instruments to detect gender bias among them or negative attitudes towards girls' education. An institution engaged in such kind of work may be commissioned to do the job.
 - ii) Identify institutions that could conduct sensitivity training for trainers.
 - iii) Conduct training workshops for trainers.
- D) Preparation of supplementary curriculum materials in modular forms or pamphlets about emerging concepts in Primary education.
- i) Conduct curriculum writing workshops and identify topics/concepts/concerns to promote primary education and prepare curriculum materials.
 - ii) Determine entry points in the existing teacher training curriculum where concepts can be properly integrated
 - iii) Train pilot teachers to use the materials.
 - iv) Try-out materials on a pilot basis in training institutions and in a few general courses e.g. psychology, Methods of Teaching, Sociology, English.
 - v) Based on feedback, revise/finalize the curriculum materials.
 - vi) Disseminate the materials to interested institutions for integration in existing courses.
- E) Curriculum and instruction: In-service education
1. Institutionalize school-based in-service training
 - i) Identify centre schools and headmasters in a district who can serve as facilitators and guides in discussions.
 - ii) Prepare training materials on topics such as Equality and Complementarity of Roles of Man and Women, The Teacher as a Change Agent, Understanding Girls and their Growth Patterns, Pupil-Teacher Patterns of Interaction, etc.
 - iii) Teachers meet with discussion leaders at appointed time in the centre school to discuss topics or witness demonstration lessons to increase their repertoire of methods/procedures of teaching.

- iv) Build sufficient capabilities through more sessions until teachers can identify their own needs and areas of concern and can initiate their own discussions.
- F) In-service training through a roving pool of trainers
 - i) Develop training materials with a repertoire of topics on girls education.
 - ii) Train a pool of trainers who could be relieved of their teaching/administrative duties to visit in-service training centres to conduct training centres to conduct training.
- G) Information dissemination of success stories on girls' education through
 - i) the mass media
 - ii) exchange of Newsletters and other print media.
- H) Recruitment, retention of more female teachers for rural areas.

Some of the strategies are mentioned below:

1. Recruiting young girls at 6th or 7th grade level for eventual teacher training.
 - i) Recruits are to be selected from rural and disadvantaged areas where there is a lack of women teachers.
 - ii) Recruits are to be sent to feeder hostels attached to secondary schools.
 - iii) Government should provide recruits with stipends, free textbooks and free uniforms until they finish secondary school.
 - iv) Recruits are sent to teacher training institutions to be trained as teachers.
 - v) Graduates are given preference to appointments in existing teaching positions preferably in their own villages.
 - vi) Giving preference to girls in rural/disadvantaged areas for enrolment in teacher training institution
 - vii) Provision of more incentives for female teachers to accept teaching positions in the rural areas

Make rural assignments more attractive through rent-free housing, service subsidies in the form of regular salary increases, hazard allowances when

assigned in remote areas and other incentives which a particular Province can afford to support.

To reduce security problems for single female teachers in the rural areas, provide common housing for them and other female government workers. This will also help overcome strict social norms which require single girls to be with their parents.

- I) Provision of reforms in some outdated procedures on hiring and rehiring of employees.

Relaxation of age limits for entry to the government service where such restrictions exist to allow elderly ladies to go into teaching.

Permission of re-entry of female teachers to the teaching service if for some reasons they left the service earlier.

From the economic point of view, teaching is not attractive.

Teachers are one of the lowest paid government employees. While incentives in the form of salary increases and other subsidies like cost of living allowance, clothing and medical allowances may help raise the level of perception for the profession, much more need to be done from within the profession itself. Some of these measures could emphasize on:

- J) Raising the professional status of teaching from the point of view of society through:
- i) Media exposures extolling the role and the value of teachers to the society.
 - ii) Periodic meetings, e.g. forums, public meetings, informal gathering where teachers take active leadership roles.
- K) Providing teachers more opportunity for professional advancement through:
- i) Study leave on official time to improve professional qualifications.
 - ii) Scholarship programmes.
 - iii) Non-conventional methods like distance learning, Open University, radio-assisted instructions.

- iv) Active involvement in instructional materials preparation, curriculum development efforts.
3. Opening all channels for promotion to supervisory or administrative positions or professional advancement in the teaching line but with higher emoluments.

9.7. Management

The strategies that are herein proposed may in some form produce a reform in the procedures and open more chances for other educational personnel to promote Primary education.

- A. Decentralization of administrative and supervisory functions
 1. Creation of governing bodies at grassroots level and delegating substantial financial and administrative powers to them.
 2. Creation of school management committees with representatives from the school, the village and the women's organization.
 3. Endowment of school management committees with administrative powers such as mobilization of resources and facilitation of school-community interaction following a set of guidelines.
 4. Granting school management committees financial power to disburse funds allocated for operation of the school following certain accounting procedures.
 5. Maintaining strong working liaison with the management committees for proper co-ordination of activities.
- B. Sensitizing supervisory/administrative personnel on the needs for the education of girls.
 1. Conduct needs assessment studies to determine training needs of supervisors/administrators and other school personnel.
 2. Identify competencies that need to be developed among educational personnel.
 3. Prepare training episodes or training modules on the basis of the identified competencies.

4. Create mechanisms whereby small groups of supervisors/administrators can meet at designated times under the guidance of a facilitator
- C. Opening new channels of communication between policy-makers and policy implementors.
1. Ensure a system of exchange of information through committees/seminars/conferences/meetings.
 2. Involve implementors in the process of policy-making.
- D. Monitoring and evaluation.
1. Institutionalization of a system of self-evaluation in which local school officials are trained to assess its own operations and programmes for improving Primary Education.
 - i) Institutional planning to set up goals of the programme for girls' education and identification of indicators of access, participation, retention and achievement of girls.
 - ii) Prepare simple proforma/instruments for assessing extent of success in quantitative terms for the different indicators identified, by comparing actual performance with planned targets.
 - iii) Identify strengths and weaknesses of approaches and instituting some remedial measures.
 - iv) Matching success as revealed by self-evaluation with a system of rewards to serve as incentive, e.g. making new resources available to the school.

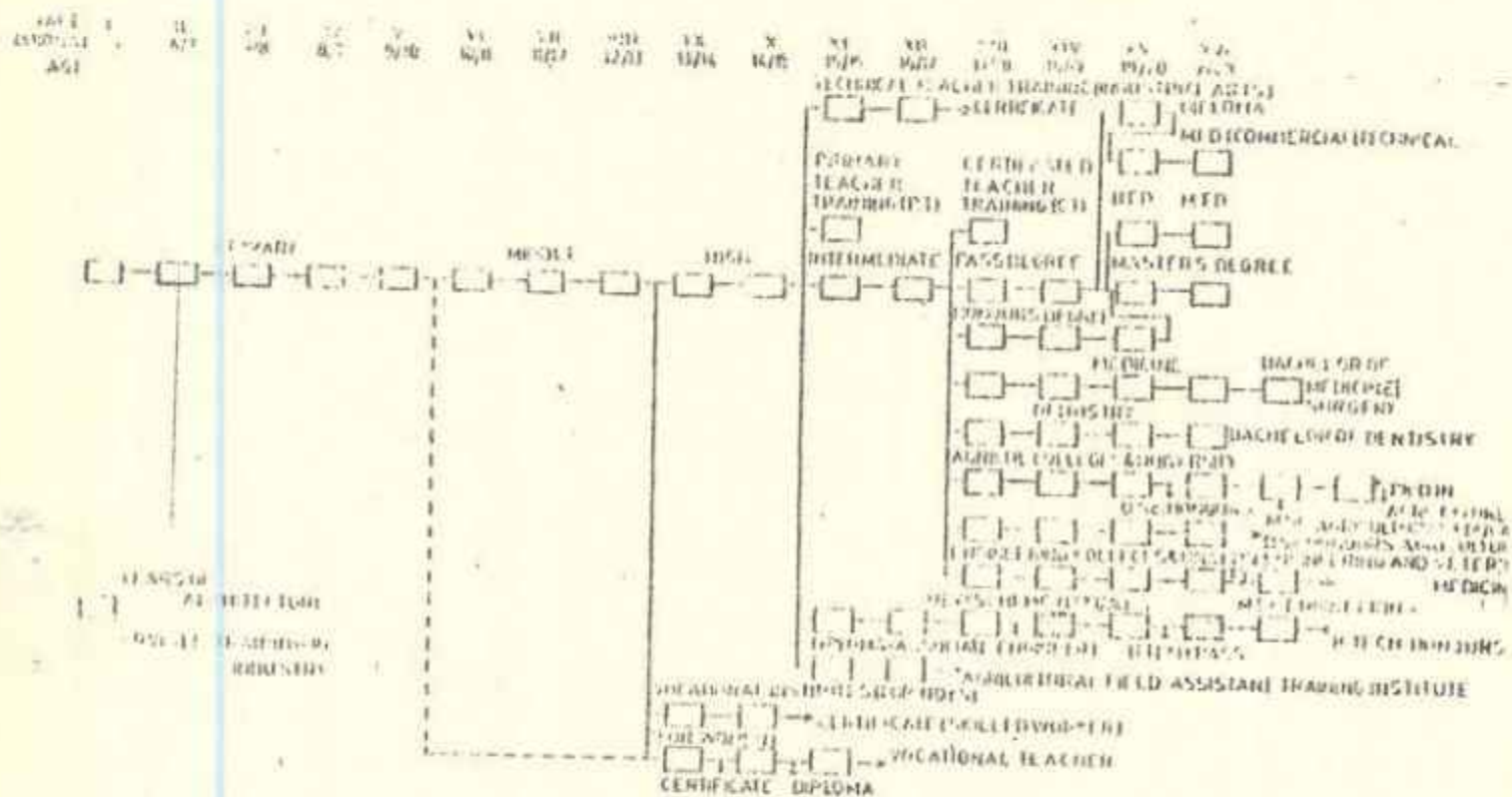
9.8. Research

A) National and provincial studies on the promotion of primary education have been carried out and results have influenced many of the policies and programmes that were instituted to promote the cause. However, most of the problems that were identified persist to the present with varying degrees of improvement in different provinces.

Researches conducted by experts on the national level still have to find effective solutions to the problems of primary Education.

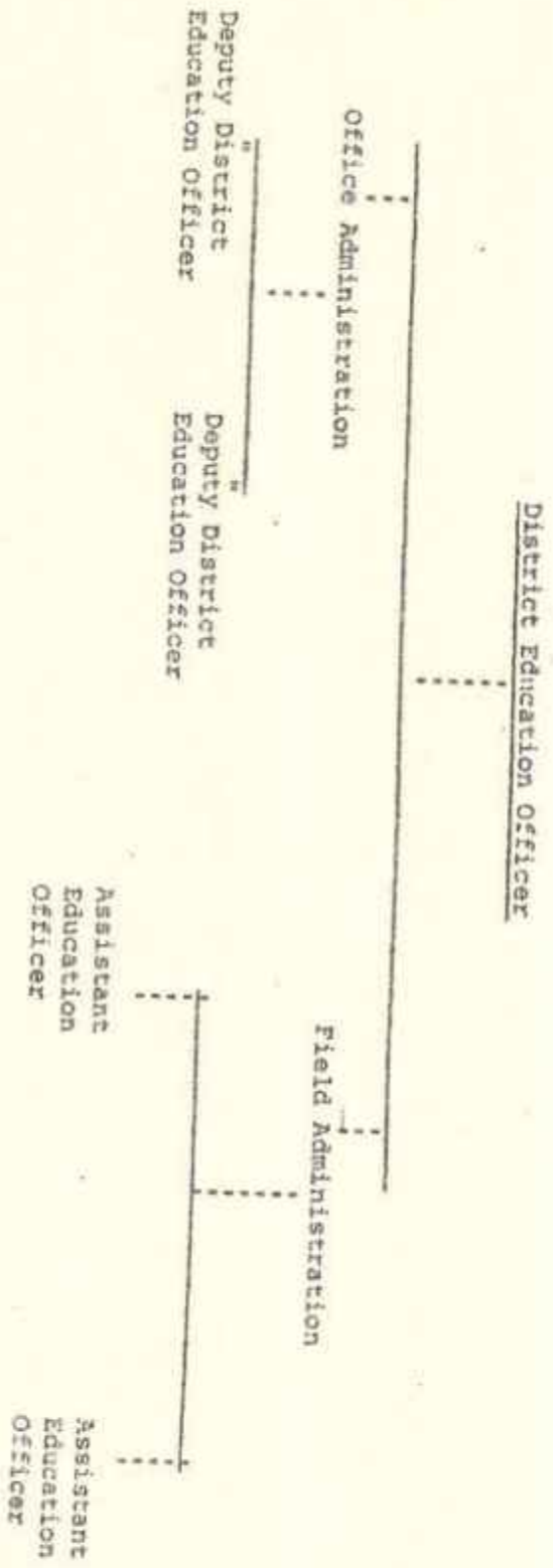
B) The Primary education can also benefit from small scale research studies conducted by teachers themselves. Such researches may be action oriented and could deal with the whys and hows of the problems of girls' education. Researches may be focused on concerns directly related to schools at the local level so that data generated will have immediate bearing and impact. These type of researches also become necessary in view of the fact that in Provinces , socio-cultural and economic conditions vary. Causes and solutions to problems may also vary due to differences in ethnic background and diversity in cultural norms and practices.

STRUCTURE OF THE EDUCATIONAL SYSTEM (Formal only)



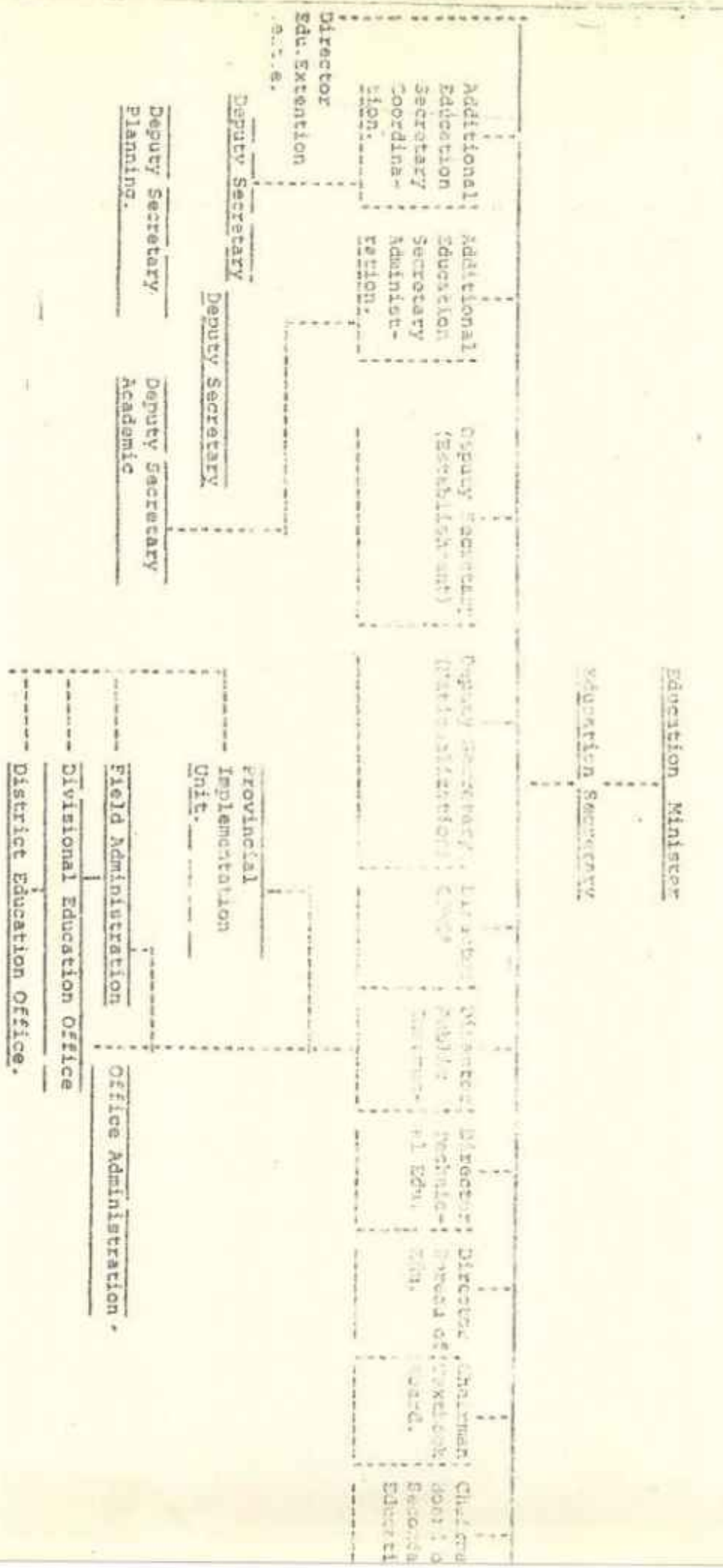
ORGANIZATION OF DISTRICT EDUCATION OFFICE

ANNEXURE 2



ORGANIZATIONAL CHART OF EDUCATION
DEPARTMENT OF PUNJAB

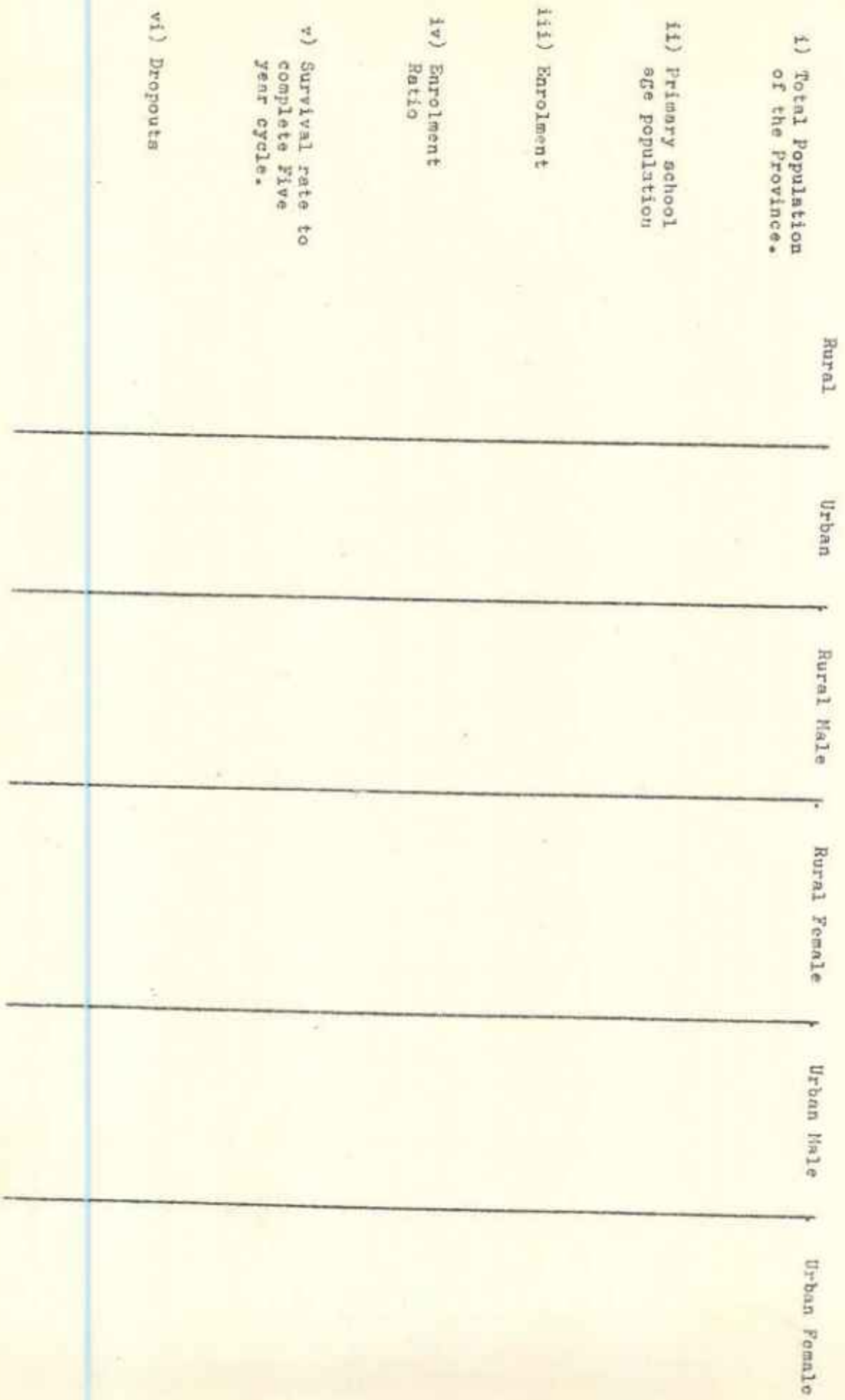
ANNEXURE 3



* Curriculum Development Research Center.

	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
i) Total No. of Schools.						
ii) Total No. of Teachers						
iii) Number of Single Teacher Schools.						
iv) Number of Two Teacher Schools.						
v) Number of one room schools.						
vi) Shelterless Schools.						

Enrolment Ratio, Survival 1983-84



i) Total Population of the Province.

ii) Primary school age population

iii) Enrolment

iv) Enrolment Ratio

v) Survival rate to complete five year cycle.

vi) Dropouts

Teacher/ Pupillation	Rural	Urban	Rural Male	Rural Female	Urban Male	Urban Female
Supervisor/ Teacher ratio						
School Visit Per supervisor in a year.						

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ADMINISTRATIVE STRUCTURE
FOR PRIMARY EDUCATION.

Province-wise list of the individuals who were interviewed during the visits made by the committee:

1) PUNJAB

- (i) Mian Muhammad Sharif,
Director
Public Instruction Punjab, (Schools)
- (ii) District Education Officer (Male)
Lahore.
- (iii) District Education Officer (Female)
Lahore
- (iv) Headmistress Girls Pilot High School
Wahdat Colony,
Lahore
- (v) Headmistress Girls Junior Model School
Wahdat Colony,
Lahore

2) BALUCHISTAN

- (i) Syed Mazaffar Ali Shah
Secretary Education
Baluchistan
- (ii) Mirza Nasrullah Khan
Director Fourth Project
Baluchistan
- (iii) Mr. Rashid Ahmad Khan,
Director Education,
Baluchistan
- (iv) Mr. Anwarullah Siddiqui,
District Education Officer,
Quetta
- (v) Mr. Hifazat Khan,
Deputy Distt. Education Officer,
Quetta
- (vi) Miss Masarat,
Assistant District Education Officer, (Female)
Quetta.

- (vii) Headmistress Girls Middle School
Areegation Colony
Quetta
- (viii) Mrs. Nussat Shah
Learning Coordinator
Quetta

3) SIND

- (i) Mr. Ali Muhammad Maher,
Director Education Hyderabad Region
Hyderabad
- (ii) Pir Khalid Saeed Jan Sarhindi
Chairman
District Council Hyderabad.
- (iii) Mr. Kamaluddin Memon
District Co-ordinator Hyderabad.
- (iv) Mr. Basar-ud-Din
Accounts Officer,
Office of the
Chief Co-ordinator