

AEPAM Research Study No.187

**PROFESSIONAL REQUIREMENTS
OF
EDUCATION MANAGERS
UNDER
DEVOLUTION PLAN**

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PREFACE

Academy of Educational Planning and Management is a national academic organization for capacity building of Education Managers, Policy-makers and Planners at grass root level. For professional growth and enhancement it is pre-requisite to have first hand information regarding their professional responsibilities and job requirements of Education Managers, so that capacity building courses can be designed according to their job requirements for efficient working and optimal use of resources. The present government promulgated devolution plan in August 2001. The major purpose of Devolution plan was to decentralize power at grass-root level. Simultaneously ESR program was launched by the Government of Pakistan focusing on Universal Primary Education (UPE), Adult Literacy, Improving Quality of Education, Mainstreaming Madrasahs, Vocationalization of general education at Secondary Level, and Public Private Partnership, which obviously demand professional growth of personnel for successful accomplishment.

After devolution plan the role of Education Manager becomes made more challenging than in the past. Considering the importance of the role of Education Managers, AEPAM conducted study on "Professional Requirements of Education Managers under Devolution Plan". The study investigated those factors which influence the professional requirements of Education Managers.

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EXECUTIVE SUMMARY

This study was designed to evaluate the implementation status of education policies and to assess the professional requirements of education managers under devolution plan for capacity building in educational planning and management. In this context the study aimed to give particular attention to important changes that occurred in the education sector since after devolution plan 2001. On the basis of socio-economic indicators, district index for each province was developed. The low female literacy among the districts was used as main criteria for selection of sample districts. In this regard total fourteen districts, including FANA/FATA and AJK were taken as sample. Pilot testing of research instrument was made in district Lahore and Sargodha. Respondents of those districts have also been included in final report. The purpose for adaptation of these criteria for selection of sample was to have a true representative sample at national level. Moreover, Karachi being the biggest city of Pakistan was also included. The Education Managers who visited AEPAM during the training workshop from January to June 2005 were requested to fill the questionnaire of this study. In this way it can be said that sample of this study was true representative at national level. District wise detail of the respondents is given below:

S.No.	District	Education Managers/Administrators
1.	Islamabad	1
2.	Multan	20
3.	Attock	9
4.	Bhakkar	12
5.	Lahore	33
6.	Sargodha	36
7.	Karachi	60
8.	Thatta	2
9.	Khairpur	8
10.	Khuzdar	2
11.	Zhob	4
12.	D.I. Khan	12
13.	Kohistan	10
14.	Khyber Agency	6
15.	F.R. Kohat	9
16.	Gilgit	10
17.	Rawalakot	12
18.	Focus Group	63
Total		309

The major findings were: It was found that Devolution Plan has been effective in Planning, Policy Implementation, Monitoring, Evaluation and many other aspects of education system at district level. Data indicated that 65% Education Managers were familiar with the components of ESR program, whereas 29% Managers had not

knowledge about ESR program. As far as thrust areas of ESR program were concerned, according to 43% Education Managers, universal primary education was their concern, 28% managers gave their opinion that adult literacy campaign was related with them, 44% Managers told that quality of education was not related with them. It was observed that 50% respondents did not bother to answer the questions. For 45% Education Managers, the targets of ESR were realistic but 20% Education Managers were of the opinion that targets of ESR were ambitious. 46% Managers reported that universal primary education had been achieved. As far as quality of education is concerned, 48% managers told that this component has been partially achieved. The other components of ESR, i.e. Mainstreaming Madrasahs, introduction of technical stream and public-private partnership were concerned targets of these could not be achieved.

According to 80% Managers, Schools had School Councils/SMC in their institutions. As far as meeting of SMC/PTAs was concerned, 52% Managers told that S.M.C. had monthly meeting whereas 29% Education Managers indicated that these councils had quarterly meeting. Data show that 67% schools had S.M.Cs. whereas 31% had P.T.A in their schools.

Effectiveness of PTA/SMC was also investigated. According to 77% Managers S.M.C/PTA can be used for enhancing the enrolment, whereas 74% Managers had opinion that SMC/PTA can be used to ensure the attendance of students and teachers in schools. 70% Managers were of the opinion that SMC can be used for decreasing the dropout rate at primary level; 69% Managers told that S.M.C/PTAs are important for generating resources for school and 68% thought that S.M.C/PTAs are important for improving physical facilities at school level.

It was deplorable to note that 50% Managers told that they had shortage of supporting staff and 44% Education Managers said that teaching staff was short in their districts. Data indicated that 72% Managers recommended to provide professional training to AEOs; whereas 66% Managers recommended inclusion of Headmaster/Headmistress in training. Managers also recommended for professional training of DEOs and Deputy DEOs for enhancing professional capabilities. 65% managers told that they had enough time for in-service training. 50% Managers gave their opinion in favor of two week duration of training whereas 39% thought that training may be for one week.

Education Managers emphasized and gave high priority to the management skills for capacity building. It was found, that 84% Managers voted for teaching of Management System, 80% emphasized for training of in-service rules and regulations; 79% Managers gave high priority to motivational technique and decision making skills. Similarly, 78% emphasized the need for training in delegation of powers. 77% voted for training in preparation of job-training; 76% told that performance Evaluation should be included in capacity building training. 79% opted for the need for training in decision making, and 74% felt the need for training in Devolution of Powers.

It was also found that 83% Managers gave high priority to identification of problems, whereas 82% Managers emphasized for monitoring/Evaluation of projects. Similarly, 78% felt the need for training in short-term and long-term planning; 75% Manager emphasized for training in project development and setting priorities. Training need in the Development of P.C. forms and development of indicators was also given priorities.

Financial Management is a very crucial issue in the district management data indicates that 79% managers placed high priority to maintenance of accounts, expenditure, book keeping, whereas 78% thought that financial management concept, scope and audit rules were important for managers; 77% Managers emphasized that general budgeting techniques, financial rules, transfer of funds and expenditure statements, TA/DA bills may be included in financial management training.

Data illustrates the supervision skills required for Education Managers; 82% managers gave high priority to supervision, inspection and monitoring techniques, whereas for 79% managers, the skills in reporting progress and quality Education are very important. According to 76% Managers interpersonal communication and student examination system was important for capacity building training.

It was found that 82% respondents attached high priority to establishment of linkages between community and schools, whereas 80% managers gave priority to SMC. It was interesting to note that 73% respondents told teachers' involvement in PTA as priority area of community participation. Similarly 69% Managers told that role of local government in SMCs as important area of management training for professional development of managers.

Data indicated that 84% managers told that use of computer in planning was their job requirement, whereas 80% attached high priority to the use of computer in management. Similarly 75% showed interest in data analysis and MS Word/MS Excel programs for training.

Education Managers may be provided training in:

- a) Management skills, Management system, Leadership skills, Motivational techniques, Personal management, Delegation of powers, Job description, Performance evaluation, Service rules and regulations, Decision making, Devolution of powers.
- b) Planning skills, Project development, Data collection, Development of indicators, Identification of problems, Setting priorities, Monitoring of projects, Short and long-term planning, Preparation of PCs,

- c) **Financial Management Skills.** Financial management; concept and scope, Maintenance of accounts expenditure, book keeping, general budgeting techniques, Financial rules and regulations, Audit rules: Internal and external, performance audit, Expenditure statements TADA bills, etc., Financial rules and regulations, Transfer of funds, Local resource generation.
- d) **Supervision Skills.** Supervision, inspection, monitoring, Interpersonal communication in institution, School-based evaluation, Student examination system, Reporting progress and results, Quality Education.
- e) **Community Participation Skills.** Linkages between community and schools, Role of local government in PTA (formal/informal), Teachers involvement in PTA, SMC (School Management Committee), Role of local government in SMC.
- f) **Computer Skills.** Use of computer in planning, Use of computer in management, Data analysis, MS Word/ MS Excel, Email/Internet.

CHAPTER ONE

1 INTRODUCTION

This study was designed to evaluate the implementation status of policies under devolution plan at district level and to assess the professional requirements of district government personnel for capacity building in educational planning and management. In this context the study aimed to give particular attention to important changes that occurred in the education sector since after devolution plan 2001. On the basis of socio-economic indicators, district index for each province was developed. The low female literacy among the district was used as main criteria for selection of sample districts. In this regard total fourteen districts, including FANA/FATA and AJK were taken as sample. The purpose for adaptation of these criteria for selection of sample was to have a true representative sample at national level. Moreover, pilot testing of Research instrument was made at Lahore and Sargodha. The instrument was found correct in final report respondents of these two districts were also included. Moreover, Karachi being the biggest city of Pakistan was also included. The Education Managers who visited AEPAM during the training workshop from January to June 2005 were requested to fill the questionnaire of this study. In this way it can be said that sample of this study was true representative at national level.

1.1 District Education Management

Education management plays vital role in the quantitative expansion and qualitative improvement of education system in the country. Effective management is pre-requisite for bringing the education system to meet the challenges of modern era of information technology which made the role of education manager more complex than ever before. Education manager has to meet the challenges of constant changing scenario not only within the country but in global village. In order to enhancing efficiency of the system, government has introduced various reforms in education system. In this regard decentralization was made through devolution plan in August 2001. After devolution, district governments have been empowered to look after the affairs of education in respective districts.

District government is responsible for planning, organizing, leading and controlling the human, physical, financial and information resources of education for development of education at district level. For achieving the pre-determined objectives, district management unites the resources to increase the internal and external efficiency of education system in an effective and efficient manner. When district governments were established in 2001, responsibilities were imposed on education managers, whereas, professional training was not provided to them for smooth functioning of affairs of district government.

Management training of the district education managers is necessary for preparing them to handle educational matters in their respective districts. AEPAM provides management-training facility for capacity building of education managers.

policy-makers and planners across the country. District education managers are responsible to monitor the activities, establish accountability system and to work for professional development of the administrators and teachers for enhancing efficiency of the system. They are also supposed to maintain good relations with communities, national and international agencies. District education managers are expected to play the role of top-level managers to implement government policies and bring innovations to cater the needs of society. Considering the needs of managerial training of district education managers, the management of the Academy of Educational Planning and Management decided to assess the needs of management training of district education managers so that desired training could be designed.

1.2 Statement of the Problem

The study was aimed to assess the professional requirements of educational managers under devolution plan for capacity building.

1.3 Objectives of the Study

The objectives of the study were as under:

1. To analyze perception of educational managers at district level about devolution plan.
2. To assess the competencies of educational managers at district level
3. To evaluate the implementation of policies under devolution plan at district level.
4. To identify the needs of district government personnel for their capacity building in educational planning and management.

1.4 Significance of the Study

The research was designed to study the prevalent education management systems, its effectiveness and internal efficiency of the education system at district level. The findings of this report would enhance the insight of the Education Managers to understand problems at district level and smooth running of the district with different constraints. The advantages and disadvantages of devolution plan, ESR programs' benefits have been investigated in this report. This is a comprehensive research study which covers all aspects of district education system even at school level, with focus of thrust areas of ESR program. Moreover, major functions of education managers have been included for investigating professional requirements.

The report would be significant for policy makers in understanding present management system at district level and designing pragmatic policies for development of education, with consideration of capacity building training needs of district managers. Moreover, Management of the AEPAM would be able to design the training courses for Education Managers according to their job requirements.

1.5 Delimitations of the Study

This study was delimited to only seventeen districts of Pakistan due to financial and time constraints.

1.6 Limitations of the Study

It was decided to collect data from all district education managers from sample Districts; But during field visits research team found most of education managers either were not available in district due to official assignment or positions were vacant. Therefore research team collected data only from available respondents at the time of field visits.

CHAPTER TWO

2 REVIEW OF LITERATURE

2.1 Management

Management is the process of attaining organizational goals by effective and efficient planning, organizing, leading, and controlling the organization's human, physical, financial, and information resources. According to Bovee, et al. (1993 p.5) "Management is the process of achieving organizational goals in an effective and efficient manner. Management establishes strong monitoring and evaluation system to ensure optimal utilization of available resources.

According to (Wehrich & Knontz, 1993 p.4). Management is the process of designing and maintaining an environment in which individuals working together in groups efficiently accomplish selected aims". However, Shah (1999) said, "Education system should try to achieve maximum internal efficiency through the management, allocation, and use of resources available for increasing the quantity, and improving the quality of education" (Shah, 1999 p.16). It is also obvious that for effective management, training of the managers is very essential. Unfortunately, in Pakistan, until now, the government could not develop any standardized training system for education managers. That is why the performance of education managers is not satisfactory.

The Commission on National Education (1959 p.268) emphasized that "administrative staff, inspectors, headmasters, and subject specialists for multi-purpose schools should receive in-service training through the education extension centers" In National Education policy (1997 p.72) it has been accepted that management has failed to produce desired outputs. The policy stated, "our system of educational management and supervision is a legacy of the past and is not equipped to cope with the increasing and changing demands of education in the country". The existing educational management system was adopted instead of designing new one to fulfill the requirements. UNESCO, 1980, emphasized on the South East Asian countries to prepare "principals, heads of schools, administrators and key-personnel, who could introduce and implement innovations in education". (Shah, 1999 p.15):

It also stated "(Hayes, 1987 p.78-97). That "inadequate management, lack of familiarity with the task and dearth of trained management personnel were among the causes of deteriorating academic standards and failure of education reforms. Similarly "99.1% teachers had negative attitude towards financial management of the administrators". (Hussain, 2002 p.106). These findings of different studies clearly indicate that management training of Education Manger is a crucial problem that needs to be considered seriously.

2.2 Management Functions

Management has to play the following four main functions.

- a) **Planning:** The process of formulating goals and developing ways to achieve them.
- b) **Organizing:** The process of creating a framework for developing and assigning tasks, obtaining and allocating resources, and co-coordinating work activities to achieve goals.
- c) **Leading:** The process of using influence to motivate others to work toward accomplishing goals.
- d) **Controlling:** The process of monitoring and regulating the organization's progress toward achieving goals.

2.3 Effective Management

Management has to perform some major functions in order to optimally utilize the resources. In this regard management has to take manifold decisions, which have multi-dimensional effects on the internal and external efficiency. Educational management has to accomplish the task of providing skilled, trained and qualified personnel for the economic development of the country. The World Bank's education policy paper suggested that education system should try to achieve maximum internal efficiency through the management, allocation and use of resources available for increasing the quantity and improving the quality of education.

2.4 Educational Management

By the mid-seventies, the government had begun to realize the economic realities and the after-effects of quantitative expansion of higher education mentioned above. Criticism from within the country and from the foreign funding bodies resulted in a shift in the government policy, emphasizing the role of education in developing man-power for different levels of the economy and the role of institutional managers in achieving these objectives.

Although, the need for management development on educational site has been recognized much earlier (Report of the National: 1959), it received emphasis from the 1980s onwards. In 1980, a UNESCO meeting of the educational administrators and key personnel from eleven south East Asian countries was held at Seoul to discuss innovations in education. The major emphasis was on preparation of principals, heads of schools, administrators and key-personnel who could introduce and implement those innovations. This reflected an understanding of the fact that without developing the skills of the people immediately responsible for delivering education, improvements

and desired aims could not be achieved. This meeting was in fact the first formal acceptance of the importance of institutional management and the need to develop it. In-depth discussions were undertaken to identify the issues and to prepare guidelines for the training of key-personnel (UNESCO Report:1981"). The signals from the World Bank that "money is not and will not for a long time to be available for everything" (Hultin:1986:12) increased the demand for effective management. Hultin mentions World Bank's education policy paper for 1980 which suggested along with other things that: "education system should try to achieve maximum internal efficiency through the management allocation, and use of resources available for increasing the quantity, and improving the quality of education" (1986:2).

Such observations directed focus on educational management which were further reinforced by the findings that inadequate management, lack of familiarity with the task and dearth of trained management personnel (Hayes: 1987:78-97) were among the causes of deteriorating academic standards and failure of educational reforms.

Educational development to a considerable extent depends on the capabilities of the administrative heads to execute and support the developmental and implementation phases. Hence the preparation and development of educational managers with this perspective was quite important. In spite of a large expansion of educational institutions, the situation in Pakistan was summed up as:

- An increase in unemployment, particularly among unemployed graduates;
- Non-exploitation of national resources;
- A general decline in the quality of education;
- A large shortfall in the availability of scientific man-power; and
- Absence of an integrated information system to co-ordinate higher education with national man power requirements (Faraj: 1988).

Such findings unveiled the disparities between policy-making and implementation in Pakistan. Policy making and planning worked in linear process, from top to bottom, and those planning at the top were mostly not aware of the realities of the actual educational situation, or of the implications involved in implementation of educational changes (Iqbal:1981; Hayes:1987). They noted the symptoms but could not cure as they were not the specialists, and also because they were not the people with experience of work in education. Changes in the educational context, resulting from political and socio-economic forces active at micro and macro levels, gradually changed the concepts within management and shifted the focus towards the institutional managers. A major development initiating from this shift of focus was realization of the need for management development and training of institutional heads as a pre-requisite to make their involvement active and effective.

In implementation, the practice of imposing a policy or situation, without preparing the key personnel responsible for managing it, meant that even the best plans could not attain the desired goals. In addition to that, political changes, power-play, and corruption, coupled with socio-cultural pressures made management a hard task in

itself. In these circumstances, it can be argued that professional competence and development of management skills might improve the ability and effectiveness of the college heads, adding to strength and confidence to manipulate these interferences in a effective way to achieve the target goals. Moreover, the world wide economic recession imposed restraints on budgets. The country could hardly afford to put huge amounts of money into education as it did in the seventies, without some quality assurance and making education responsive to economic needs.

Duties Assigned to District Education Officer:

1. To look after the educational affairs of the concerned districts, to hold inquiries and to solve the problems of the teachers.
2. To act as controlling officer.
3. Supervision and guidance of primary, middle and high schools.
4. To write the ACRs of the heads of the high schools, Dy. DEOs and AEOs etc.
5. Controlling the budget allocation and maintenance of accounts.
6. Submission of budget estimates/list of excess and surrenders/income and expenditure statements regarding schools and offices in the district to EDO Education.
7. Implementation of ADP in the district.
8. To look after the scouting and annual school tournaments.
9. Preparation of working papers regarding audit observation of the schools and the offices.
10. To attend all the meetings at district level convened by the D.C. or Chairman of District Council.
11. Award of Selection Grade and settlement of other relevant service matters.
12. Supervision all of the schools, functioning in the district
13. Proper coordination at various levels through Dy. DEOs/AEOs/Headmasters' Association and Resource persons.

14. Provision of guidance to primary, middle and high school teachers and organizing refresher courses for all levels of the officers, AEOs and the Resource persons.

2.5 Decentralization of Education in the Context of Educational Policies

Pakistan had a weak educational setup at the time of independence. Most of the people were illiterate and number of educational institutions was insufficient for educating people. Pakistan inherited administrative setup from British in 1947 and since then the system had been improved to some extent through a number of administrative reforms but revamping of administrative structures did not take place. In Pakistan, usually educational administration had been practiced through centralized system. The constitution of Pakistan calls for encouragement of local government, but the structure and functions of local government had not been enshrined in the constitution. Provincial governments have delegated some functions to the local councils through ordinances. The system of local government before Devolution Plan was established in 1979.

It was realized that highly centralized system of education was greatly hampering the efficiency and effectiveness of delivery service at the grass-root level. Successive governments addressed this problem in their policies and plans. A brief review of education policies in respect of decentralization of education is given below:

In 1959, the "Report of the Commission on National Education" proposed the creation of separate sections with considerable autonomy within their spheres of responsibility which introduced a concept of the devolution of authority but it did not receive much appreciation in educational administration.

National Education Policy 1970 also proposed the introduction of decentralization of educational administration to ensure academic freedom and financial autonomy required for the healthy and effective growth of educational institutions at various levels.

National Education Policy 1979 stated that educational administration would be decentralized for effective supervision and management of education through providing more powers and facilities to educational management at lower levels.

National Education Policy 1992 emphasized that the process of decision-making will be decentralized. Educational development plans shall be effectively coordinated and monitored. Management of district level education will be improved by associating the local community. (Jatoi, 1998)

The National Education Policy 1998-2010 proposed the following provisions for decentralization in education:

- Management and supervision shall be improved through greater decentralization and accountability.
- District Education Officers (DEOs), Assistant District Education Officers (ADEOs), Learning Coordinator and Village Education Committees (VECs) shall be imparted training in management and VEC organization so as to improve the quality of administration and teaching in the school.
- Selected management functions and elementary education shall be decentralized towards the district, the school and community, while helping communities and local bodies to organize their efforts more effectively.
- Good Governance in educational institutions will be achieved by imparting intensive training in management and supervision through Provincial Institute of Teacher Education (PITE) to all headmasters/headmistresses and personnel of supervisory cadre.
- District Education Authorities and School Management Committees (SMCs) will be set up for implementation, monitoring and evaluation of the National Education Policy, 1998.

2.6 Federal Role under Devolution of Power (DOP)

The Federal Government is responsible for setting teacher pay levels, defining required teacher credentials, setting the national core curriculum, and assessing student performance through a national examination. Through the allocation of funds, it also plays a shared role in ensuring equity in education. However, its role in the new system to ensure access of school to disadvantaged children is still not defined.

2.7 Provincial Role under Devolution of Power (DOP)

The provincial governments have much more restricted role under devolution than was pre-devolution. They retain primary responsibility for pre-service teacher training and share responsibility for in-service training with the district governments. Potentially they have an important role to play in ensuring equity, access to schooling, and they can play other important roles in influencing curriculum and ensuring quality (Winkler et al, 2002).

2.8 District Role under Devolution of Power (DOP)

The district governments have acquired significantly greater responsibilities under devolution. Presently the responsibility for paying and managing teachers lies at district level, even though teacher pay levels and teacher educational requirements are set nationally. This is a significant change from the pre-devolution arrangement where provincial governments managed and paid teachers.

Financing of Education is another key Area under devolution that lies with the district government. The source of revenues from Federal revenues that are transferred to the provinces. The provinces retransfer the revenues to the districts as per formula set by Provincial Finance Commission. Now it is the district management that will decide how much to spend on education as compared to other public services for which district government is responsible.

Finally, the district governments acquired lead to responsibilities in deciding where to locate new schools and how to finance construction and inspection of schools. It ensured the carrying out the annual evaluation of teachers and headmasters. Sub-district community organizations called Community Development Boards (CDBs) may, also, play an important role in determining the location and timing of new school facilities, however, their precise role is still undefined (Winkler et al, 2002).

2.9 The structural changes after devolution of power

In education, the new district structures have been evolved further and are more settled than in the health sector. This is probably because, prior to devolution, provincial education departments were already a long way down the road of decentralization and appropriate management structures had been established at the sub-provincial level. The sector has seen considerable experimentation at the district level – thus, although in all districts the basic structure of the District Education Officer is in place, below that level a variety of education department structures are emerging to meet district –specific circumstances.

Important variations among provinces and districts characterize the devolution of education management. The structure of the Departments of Education in Punjab and NWFP include three directorates – Primary, Secondary and High – while Balochistan initially merged them into one but subsequently created a separate directorate for colleges. At the district level, Punjab has created separate departments for education and literacy, while the other provinces have opted for single departments for both sectors. In Karachi, the district government has not yet achieved uniformity in managing its own schools and those that were formerly under the tehsils. Procedures for tehsil schools – such as procurement rules – are still in place and so although schools are all now nominally under the Karachi Education Department, different rules and procedures allow former tehsil schools latitude denied to district schools. These parallel service delivery arrangements have resulted in jurisdictional conflicts and overlapping and confusion among the concerned stakeholders in local government.

2.10 Financial Matters at District Level

In majority of cases, the District Coordinating Officer (DCO) is a Category I officer and the Executive District Officer (Education) is a Category II Officer. The Executive District Officer (EDO) and District Coordinating Officer (DCO) can only be transferred by the provincial government, and the authority for

transfer is linked to grade levels. Different rules apply for different grades, and for intra and inter district transfers.

Generally speaking, if the present District Coordinating Officer (DCO) is equated with the previous DC and the Executive District Officer (Education) with the old District Education Officer (DEO), in most cases, the financial powers at the district level have been divided between the District Coordinating Officer (DCO) and the Executive District Officer (Education) with the latter having less authority. Before devolution, the District Education Officer was the major authority at the district level and reported directly to the provincial Department of Education. Although the District Education Officer's post has not been abolished so far, it has lost its financial authority with the current incumbent functioning as a rubber stamp. In this situation it is questionable where devolution has occurred, the financial powers have devolved to the administrative head i.e. the District Coordinating Officer and not the Executive District Officer (Education). In fact, financial powers appear to have moved up at the district level.

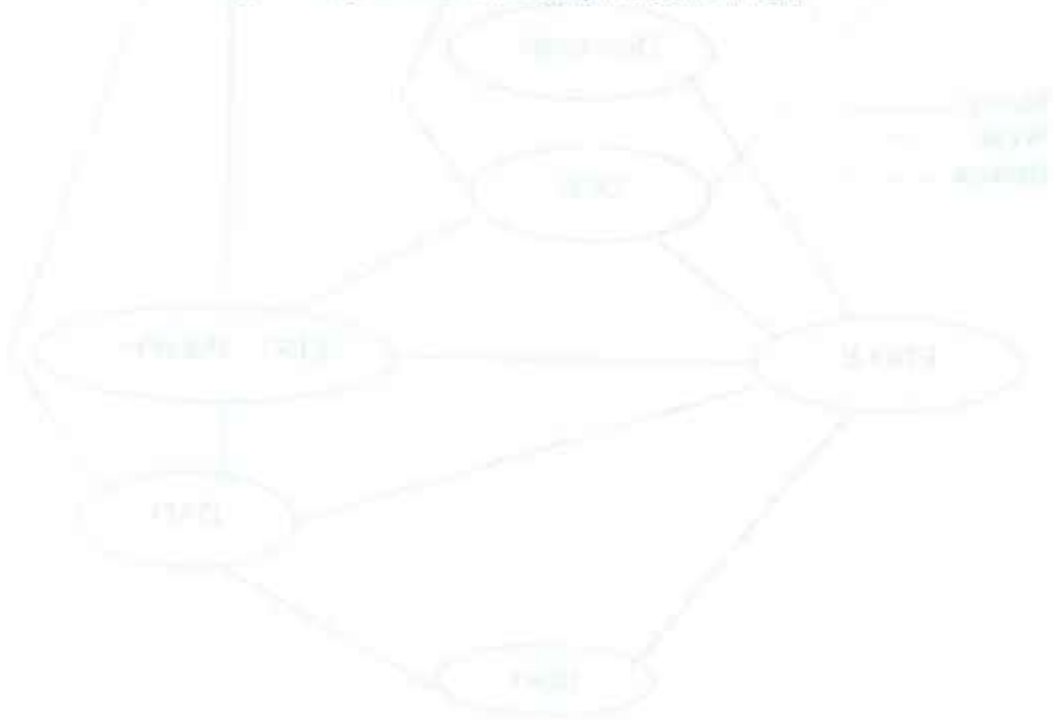
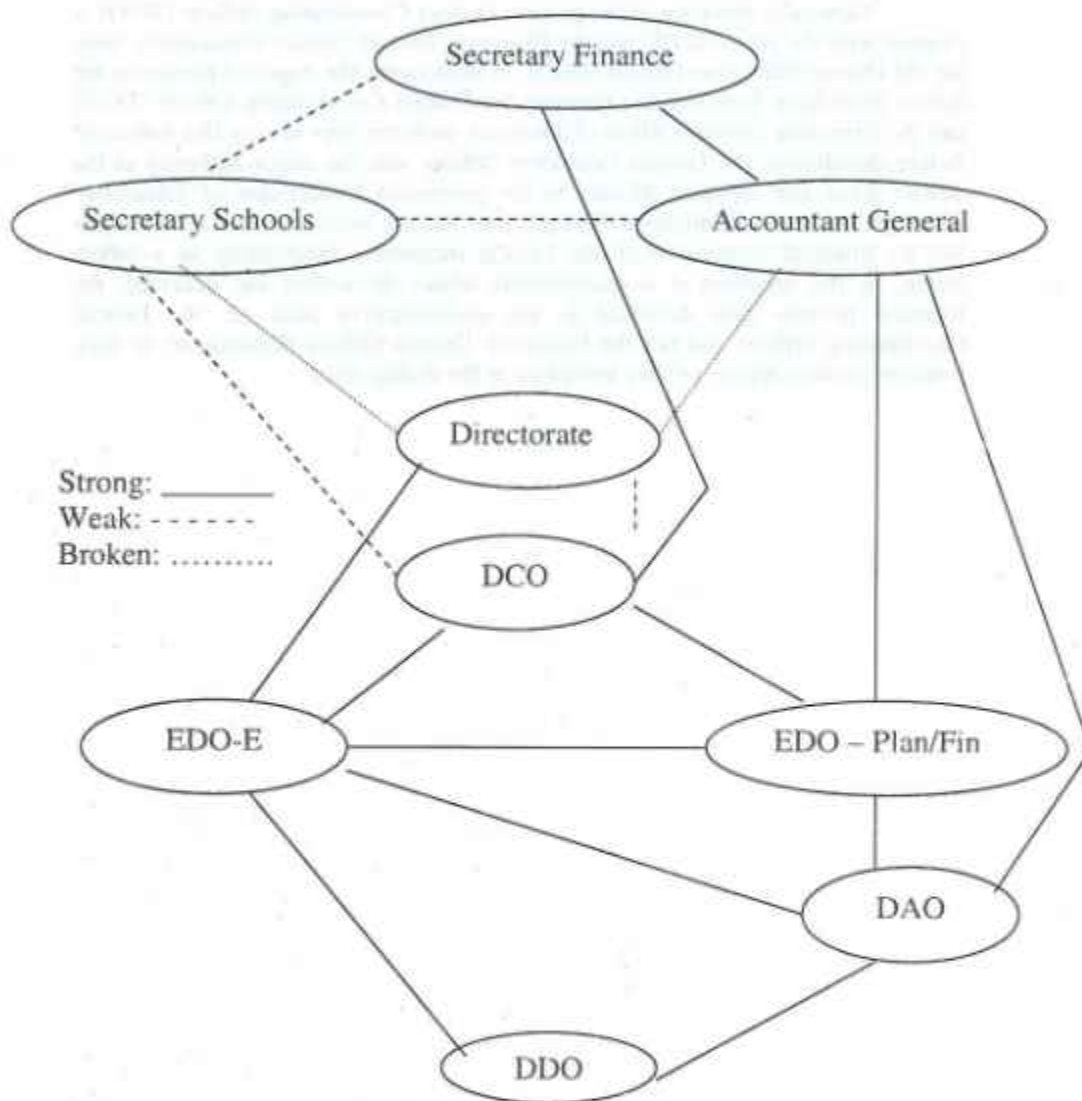


Figure 3: Strong, Weak & Broken Links in Financial Matters



Source: UNESCO unit-EFA Wing, Ministry of Education Fiscal Devolution in Education

2.11 The Key Challenges facing Devolution

- Completing devolution is not seen to be inevitable. Although the abandonment of the reforms is unlikely, especially now that local governments are protected under the Sixth Schedule of the Constitution, there is some hope that it might be frozen at its current stage. There is also a widely held view that its completion is tied to the sustainability of the Musharraf government.
- Vertical programs undermine planning and budgeting in local government and reduce the commitment of senior staff. Vertical programs have largely but not entirely outlived their usefulness. Given pressure to improve service delivery and the perception that central control is required to overcome local governance problems, federal governments and donors alike have favored vertical programs. That approach, however, represents an outdated mindset that held central control to be feasible, a view refuted by very strong evidence that such top-down management causes as many problems as it solves.

Political Conflict

- Senior staff and politicians from the provincial governments feel devalued. Devolution was seen as a zero-sum game in which any gains for local government were inevitably losses for the provinces. This problem is clearly evident in the jurisdictional conflicts outlined in detail in the second volume particularly the problem of politicians in higher levels of government claiming credit for the efforts of local governments. This verdict will not change without some credible signals being sent about the future role of the provinces and, very particularly, without the transfer of functions from federal to provincial governments along with at least the medium term prospect of reducing the chronic vertical fiscal imbalances.

Senior staff and politicians from the local government consider themselves to be under threat from the provinces. Many feel that the provincial governments will seek ways to undermine their performance however determined their efforts. This feeling is certainly justified in districts that are politically opposed to the province (for example, Killa Saifullah and Khairpur), where the province can use its administrative control over senior district staff, such as the DCO, to influence the flow of funds and the implementation of local development schemes. Mirroring the federal-provincial relationships, some credible signals of future intentions are necessary; they need to include further transfer of some functions such as PHED to local authorities and the prospect of some tax reassignments and debt-for-performance swaps. Certain weaknesses that have emerged in the implementation of the LGO concerning sanctioning powers in local government, the monitoring committee and the weak oversight offered by the Local Government Commission also need to be addressed.

- Senior staff and politicians from local governments have not yet realized the degree to which they are in charge of their own affairs. For example, as

discussed in the second volume, local governments remain heavily reliant on provincial revenue transfers and, while noting that the taxes assigned to them lack buoyancy and potency, they have not fully utilized user charges as potential sources of own source revenue increases. The past has, of course, shaped the present, and despite the large numbers of new councilors, a legacy of dependency and of waiting for instruction hangs on. Local governments are now in a position to reduce the development throw – forward, to increase the coverage of user charges and to improve inter-jurisdiction planning and coordination.

- Federal and provincial governments do not perceive many alternatives to vertical programs. The debate has been cast in terms of either seeking, ineffectively, to over-determine the behavior of sub-national governments through vertical programs, or abandoning both the programs and any prospects for communicating the PRSP goals from the federal to the provincial and then to the local level. The potential use of conditional grants as an interim measure to achieve service-delivery and poverty – reduction goals have not yet won the full accord of federal and provincial governments. The range of such grants available to federal and provincial governments can be increased through negotiations with the donors and by improving the range and quality of social-indicator data available.
- District governments do not employ their own staff. As noted earlier, and elaborated in the second volume, local governments have little de facto control over the APT authorities of local staff, and especially little control over the DCO and DPO. The ambiguities in the present arrangements and the reality that, for many district staff, there is no pressing reason to follow the instructions or the policy direction set the nazim or the council will only be overcome through the creation of a district, local-government, career service. Accountability also requires the provincialization of accounts as a first step toward complete preparation by districts and the maintenance of their own accounts.
- The separation of judicial and executive powers is incomplete. The reporting arrangements between the District Police Officer and the nazim are uncertain and the transfer of all non-adjudicatory powers to the courts have combined to lower confidence in the police and judiciary even further. Nazimeen have little control over the police and as a result the enforcement of regulations has suffered, there has been some decline in prosecutions, and there is a widespread perception that corruption has risen.

CHAPTER THREE

3 METHODOLOGY

The study was planned to launch at national level with following methodology.

3.1 Population

All district Education Managers working in the country served as population.

3.2 Procedure for sample district selection

The selection of sample districts was done on the basis of language, geographical situation and literacy rate. The map of Pakistan was divided into various pockets considering provincial representation and the districts from each province/region were selected in view of the above parameters. Socio-economic indicators i.e. language, population, literacy rate, female literacy rate, availability of water, electricity, Radio, TV, medical facilities and other civic facilities of each district were used as a criteria for the preparation of district index. On the basis of these socio-economic indicators district index for each province was developed. The low female literacy among the districts was used as main criteria for selection of sample districts. In this regard total fourteen districts, with the lowest female literacy rate in each province, including FANA, FATA and AJK were included in the sample. The main purpose for adaptation of the above criteria for selection of sample was to have a representative sample at national level. The pilot testing was done in Lahore and Sargodah districts. During pilot-testing it was found that Lahore and Karachi have been turned in City Government. Therefore, it was decided to take Karachi for case study. In this way total seventeen districts were included in this study for data collection.

3.3 Focus Group

Academy provides training to Education Managers across the country. The participants attending these workshops from February to June 2005 were requested to fill in our research instrument. For this study, responses of the participants of these workshops has been shown as focus group. District-wise detail of the respondent is given below:

S.No.	District	Education Managers/Administrators
1.	Islamabad	1
2.	Multan	20
3.	Attock	9
4.	Bhakkar	12
5.	Lahore	33
6.	Sargodha	36
7.	Karachi	60
8.	Thatta	2
9.	Khairpur	8
10.	Khuzdar	2
11.	Zhob	4
12.	D.I. Khan	12
13.	Kohistan	10
14.	Khyber Agency	6
15.	F.R. Kohat	9
16.	Gilgit	10
17.	Rawalakot	12
18.	Focus Group	63
Total		309

3.4 Research Instrument

One questionnaire was designed for District education managers in order to get their opinions.

3.5 Pilots testing of research instruments

Pilot testing was made in two districts of Lahore and Sargodha. Necessary changes have been made in the research instruments; however, instruments were found valid for conducting the study.

3.6 Field observations

Research team had some field observations that have been reported in chapter four.

3.7 Data Collection

Research team personally visited the sample districts. Research team visited the offices of the Executive Districts Education officers and requested for formal meetings. The information was collected from DEOs, DDEOs and AEOs. Discussion was also held with the officers concerned.

3.8 Interpretations and Analysis of Data

Coded questionnaires were entered in the computer and data were tabulated, while considering objectives of the study.

3.9 Findings, Conclusion, Summary and Recommendations

On the basis of the data analysis, the findings were written. Conclusions were drawn from the findings of the study with the consideration of the objectives of the study. Recommendations were made on the basis of findings and conclusions of the study.

CHAPTER FOUR

4. FIELD OBSERVATION/FINDINGS

4.1 Management and Supervision

The present procedures of supervision are authoritarian and based on mistrust in the teachers, which is adversely affecting performance of the teachers. Supervision is the effort to stimulate, coordinate and guide the continual growth of professional knowledge of the teacher. In fact the role of supervision is to improve teaching-learning situation. It is the dire need of the modern supervision to provide specific help to the teachers in the professional problems and to develop a sound working relationship in which teachers feel secure and accepted. The supervision is a cooperative enterprise in which all the teachers participate to solve the common problems of the pupils. We should adopt the dynamic supervisory attitude and techniques appropriate to the conditions to improve the instruction.

4.2 DEO as Controlling Officer

Supervision of schools is not at all attended to in the least befitting manner because of the manifold duties of the District Education Officers. As a result of this he/she fails to do justice with most important aspect of his/her duty due to engagement in other related matters of education.

Due to the enormous expansion in the field of primary, middle and secondary education, the present supervisory staff is inadequate to answer the full needs of the DEOs. Hence, some of the emerging problems along with suggestions regarding management and supervision are put forth.

It was assumed by the officials of education department that the position of District Education officer is a powerful position. Hence during field visits (i) It was observed that this position is over-burdened. The concerned officer is not in a position to do justice with the management/administrative responsibilities. The DEO's have to deal with more than five hundred schools of different categories, situated in the far-flung areas. It is not possible for District Education Officer to visit all the schools even once a year. Consequently the actual task of inspection/supervision is being ignored. Lack of supervision creates a number of problems in the schools. Teachers do not take interest in performing their duties, because there is no accountability. There are other factors negatively effecting DEO duties as well.

4.3 Political Interference

The education system is not functioning properly because of political interference. The district officer has to oblige the politicians, in order to protect their

service, appointments, transfers, posting and leave is granted on the basis of political affiliations.

4.4 Litigation

The district education officer is responsible to appear before the court in connection with courts cases. The wide ranging litigation involves termination, promotion, pension delays and even suspension. Most of the time is spent to meet the requirements of court.

4.5 Links with other agencies

Education department is an integral part of the social structure of the country. District management has to coordinate with other donor agencies, which launch social developmental activities in the respective district. A lot of time of District Management is spent in maintaining good relationship with these agencies, consequently actual responsibilities of district officers are ignored.

4.6 Incompetent Officers

The positions of Deputy DEOs and AEOs are very important. It was observed by the research team that incompetent officers are working on these positions. Most of them do not take interest in performing their official duties.

4.7 Office Record

During the field visits it was observed that office record in terms of budget, postings, number of institutions, number of teachers is not maintained properly which creates embarrassment of district management while providing data at the required time.

4.8 Accountability of Teachers

Most of the District Education officers were of the view that there was no accountability of teachers, due to a number of internal and external pressures on the management. Whenever, action was proposed to be taken against teachers that was not implemented by the competent authority, due to external pressure.

4.9 Other Observations

4.9.1 School Building

- School buildings are not provided according to the requirement of classes. For example in primary schools there are seven classes whereas only two teachers are posted and primary schools, consisted of two or three rooms.

4.9.2 Preference of parents

- Parents give preference to private schools because in the private schools, physical facilities are available and quality education is provided to their children.

4.9.3. Monitoring System

- In private sector monitoring system is strong, whereas in public sector no monitoring system is available.

4.9.4 Quality of Education

During field visits it was observed that quality of education is deteriorating due to non-availability of required training of teachers.

- If we want to improve quality of education then teacher training should be designed according to the practical requirements of the teachers.

4.9.5 Views of teachers about in-service training

- UNICEF provided training to primary school teachers. This training was very useful. Government should provide training as the pattern of UNICEF. Some primary school teachers told that UNICEF arranged training in Islamabad in the month of August 2004. This training was very interesting, which helped in improving quality of education.
- New talent should be inducted in the education department. The old-teachers only pass time in schools. They are conservative and change is not acceptable to them.

4.9.6 Suggestions given by different people for improvement

a) Access can be enhanced by providing.

- Free books
- Attraction in the school
- Physical facilities
- Uniforms
- Incentives for girls students

b) Gender wise equity can be established by:

- Imparting education to parents
- Affective campaign for awareness among the masses
- Changing methodology of teaching

c) For enhancing quality of education:

- Refresher courses should be designed
- Practical work should be given
- Participating techniques should be adopted
- Curricula should be changed according to the modern requirements
- Computer based method of teaching should be adopted for creating interest in the students.
- Students should be allowed to ask questions in the class.

d) Quality Indicators are:

- Teacher training + content knowledge
- Language obstacles in the field
- Physical facilities
- Communication skills
- Community participations
- Child-centered method of teaching
- Teachers absenteeism
- High moral of teachers
- Incentives for teachers for increasing moral of teachers
- Appreciation for talented students
- Corporal punishment/physical punishment
- Continued assessment

e) For Management Training there should be:

- Coordination between different organization
- Financial – Budgeting & Accounts
- Personal Management
- Human Resource Management
- Quality Control Management
- Decision making

4.9.7 Major Problems indicated:

- Long distance and less officers
- In-effective curricula
- Idealistic/theoretical books
- Community and government is not involved for increasing educational facilities.
- No visible change in behavior

4.9.8 Areas/Actions Proposed for Immediate attention

- Increased and timely availability of financial resources
- Increasing the share of the development budget
- Provision of teachers especially in mathematics, science, English, computers
- Provision of school textbooks at the start of the school year
- Provision of classroom teaching/learning books and materials
- Ensuring participation of civil society and making it mandatory for government to involve experienced and reputable NGOs, while at the same time ensuring that newly created NGOs by Nazims, MNAs/MPAs do not divert resources
- Strengthening the role of the PTSMCs/SCs by increasing their decision making powers
- Information regarding devolution/decentralization and role of EDOs and other officials of the district education department (DED) needs to be communicated to each and every school.
- Clarification of role and responsibilities of EDO-E and DEO
- Training of school head/teachers in making school budgets, account keeping, etc.
- Minimizing the role of the clerical staff
- Decentralization of quality assurance components, including teacher training

CHAPTER FIVE

5 DATA ANALYSIS AND INTERPRETATION

The data analysis was done in view of the laid down objectives of the study. This is important to mention that the questionnaires were developed to interface the objectives so that appropriate and relevant data could be collected from the field. Data analysis is made under the following headings.

5.1 Devolution Plan

The respondents were requested to provide information about devolution plan. The opinion of the Education Managers is given in table-1.

Table-1 Devolution Plan

S#	Devolution Plan	Yes	Partially	No	Missing	Total
1.	Decentralized at District level	33	30	28	9	100
2.	Empowered at District Educational Managers	34	27	26	13	100
3.	Planned at District level	45	27	19	9	100
4.	Effective in Policy implementation at district level	43	27	19	11	100
5.	Effective in Monitoring and Evaluation at district level	47	27	16	10	100
6.	Allocated Financial Powers	34	26	30	10	100
7.	Authorized Powers for re-allocation of funds	32	24	33	11	100
8.	Given authority to appoint regular staff	32	23	38	7	100
9.	Given authority to appoint staff on contract basis	28	24	38	10	100
10	Given authority to make temporary arrangement	27	23	39	11	100
11	Using effective Supervision Mechanism	40	32	17	11	100
12	Arranging district based EMIS and planning for policy makers	39	28	23	10	100
13	Coordinating the offices at District/ Provincial level	42	29	17	12	100
14	Empowering Head teachers	38	22	32	8	100
15	Involving Community at school level	39	29	15	17	100

Table-1 shows that under the devolution plan, the District Education System has been changed. Sixty three (63%) Education Managers told that District Education System had been decentralized. The Devolution Plan has empowered district educational managers upto 61%. Similarly, the devolution plan has been effective in planning, policy implementation, monitoring and evaluation and many other aspects of education system at district level.

5.2 Familiarity with ESR

During the pilot testing program it was found that some managers were unaware about ESR that is why familiarity with the components of Education Sector Reform (ESR) was also investigated. Responses are given in table-2.

Table-2 Familiarity with ESR

Yes	No	Missing	Total
65	29	6	100

Table-2 indicates that 65% Education Managers were familiar with the components of ESR whereas 29% Education Managers were un-familiar.

5.3 Thrust Areas of ESR Program

ESR program was launched in different thrust areas; The Education managers were asked to provide information about the relevance of ESR program. Their responses are presentation table-3.

Table-3 Thrust Areas of ESR Program

S#	Thrust areas of ESR Program	No	Yes	Missing	Total
1.	Universal Primary Education (UPE)	43	30	27	100
2.	Adult Literacy - National Literacy Campaign	28	28	44	100
3.	Improving the Quality of Education	30	44	26	100
4.	Mainstreaming Madrasahs Education	28	26	46	100
5.	Technical Stream at Secondary Level	30	27	43	100
6.	Public Private Partnership	24	33	43	100

Table-3 shows that 43% managers told that universal primary education was related with them, 28% managers gave their opinion in favour of adult literacy campaign. 44% Managers told that quality of education as not related with them. Similarly 30% Manger showed concern for technical stream at secondary level.

5.4 Target of ESR

Efforts were made to collect information about targets of ESR program. Managers were asked about the targets of ESR program.

Table-4 Target of ESR

Realistic	Ambitious	Do not know	Missing	Total
45	20	24	11	100

Table-4 illustrates that for managers, the 45% target of ESR were realistic and for 20%, targets of ESR were ambitious.

5.5 Achievements of ESR Targets

The achievements of ESR targets were investigated and responses are presented in table-5

Table-5 Target of ESR achieved

S#	Thrust areas of ESR Program	Fully Achieved	Partially achieved	Not achieved	Missing	Total
1.	Universal Primary Education (UPE)	12	46	17	25	100
2.	Adult Literacy - National Literacy Campaign	3	20	37	40	100
3.	Improving the Quality of Education	13	48	19	20	100
4.	Mainstreaming Madrasahs Education	3	16	35	46	100
5.	Technical Stream at Secondary Level	5	21	31	43	100
6.	Public Private Partnership	6	27	28	39	100

Table-5 depicts that 46% Managers thought that universal primary education have been partially achieved and 12% managers told that UPE have been fully achieved. As far as quality of education was concerned, 48% managers told that this component of ESR have been partially achieved and 13% Managers were of the opinion that this component has been fully achieved. The table also shows that the achievement in the areas of Adult Literacy, Main streaming of Madrasahs, technical stream at secondary level and public private partnership was negligible.

5.6 School Management Committee

Public-private partnership is very important for development of Education. The responses are presented in table-6.

Table-6 S.M.C.

Yes	No	Missing	Total
80	12	8	100

Table-6 illustrates that 80% schools had School Councils/SMCs in their institutions.

5.7 Meeting of S.M.C.

Mere existence is not sufficient, unless these committees meet regularly. Responses are given in table-7.

Table-7 Meeting of S.M.C.

Monthly	Quarterly	Annually	Missing	Total
52	29	4	15	100

Table-7 describes that 52% Managers told that S.M.C. had monthly meeting whereas 29% Manager responded that SMC had quarterly meeting. Four percent of SMCs had annual meetings.

5.8 School Councils/PTA/SMC

There are many committees which are formulated for providing educational facilities. Respondents were requested for providing information in this regard. Responses are given in the following table.

Table-8 School Councils/PTA.SMC

S #	Availability of School Councils	Yes	No	Missing	Total
1	Parents teacher association (PTA)	31	28	41	100
2	School management Committee (SMC)	67	11	22	100
3	Any other	15	18	67	100

Data shows that 67% schools had S.M.C. whereas 31% had P.T.A in their schools.

5.9 Effectiveness of PTA/SMC

To what extent these school councils (PTAs and SMCs) are effective with respect to the following:

Table-9 Effectiveness of PTA/SMC

S #	School Councils be made active for	Very important	Important	Less important	Do not know	Missing	Total
1	Enhancing the enrolment in schools	44	33	6	0	17	100
2	Decreasing the children dropout rate	37	33	8	3	19	100
3	Generating resources for school from community	39	30	8	3	20	100
4	Ensuring the attendance of students and teachers in schools	48	26	9	0	17	100
5	Improving the physical facilities in schools	37	31	9	4	19	100

Table-9 shows that 77% Managers thought that S.M.C. could be used for enhancing the enrolment in schools, whereas 74% Managers had opinion that SMC/PTA will ensure the attendance of students and teachers in schools. 70% Managers were of the opinion that SMC could be used for decreasing the dropout rate. Similarly 69% Managers told that S.M.C. was important for generating resources for school and 68% thought that S.M.C. was important for improving physical facilities at school level.

5.10 Staff Position

Education Managers were requested for providing information about sufficient manpower to run educational affairs in the districts. The responses are given in the following table-7.

Table-10 Staff Position

S #	Staff Position	Yes	No	Missing	Total
1	Teaching Staff	44	48	8	100
2	Supporting Staff	33	50	17	100

It is deplorable to note that 50% Managers told that they had shortage of supporting staff and 48% said that teaching staff was short at district level.

5.11 Interest of Managers in Professional Training

Interest of Education Managers was explored for enhancing professional capacity through training. Their responses are presented in following table.

Table-11 Professional Training

Yes	No	Missing	Total
87	5	8	100

Data shows that 87% Managers showed interest in enhancing professional training.

5.12 Recommendation about training of functionaries at district level

Recommendations about the most relevant functionaries of district for whom training may be designed were investigated. Responses are presented in following table-12

Table-12 Recommendation about Training

S #	Position	Yes	No	Missing	Total
1.	Executive District Officer (EDO)	54	18	28	100
2.	District Officer Elementary	56	18	26	100
3.	District Officer Secondary	51	8	41	100
4.	District Officer Planning & EMIS	52	5	43	100
5.	Dy. District Officer Elementary (Male)	55	6	39	100
6.	Dy. District Officer Elementary (Female)	50	7	43	100
7.	Dy. District Officer Secondary (Male)	43	9	48	100
8.	Dy. District Officer Secondary (Female)	45	9	46	100
9.	Dy. District Officer Planning & EMIS	43	7	50	100
10.	Dy. District Officer Headquarter	45	10	45	100
11.	Assistant Education Officers	72	8	20	100
12.	Headmaster/Headmistress	66	8	26	100
13.	Others (Specify)	38	7	55	100

Data indicates that 72% Managers recommended that AEOs may be given professional training, whereas 66% Managers told that Headmaster/Headmistress may be included in training. Managers also recommended for professional training of DEOs and Deputy DEOs for enhancing professional capabilities.

5.13 In-Service Training

It was observed during field visits that education managers had not enough time for in-service training. Therefore managers were requested to provide information about time, which can be spared for in-service training. The responses are given in the following table.

Table-13 In-Service Training

S.No.	Yes	No.	Missing	Total
1.	65	27	8	100

Data in above table shows that 65% managers have enough time for in-service training.

5.14 Duration of Training

Academy provides training to the Education Managers. The duration is usually one week, which is not sufficient. The opinion of managers was sought in this regard. The responses are given in the table below:

Table-14 Duration of Training

S.No.	One week	Two	Missing	Total
1.	39	50	11	100

Table-14 shows that 50% Managers gave their opinion in favor of two week duration of training whereas 39% thought that training may be for one week.

5.15 Method of Data Collection

Are you satisfied with the current methods used for data collection by provinces & AEPAM.

Table-15 Method of Data Collection

S#	Yes	No	Missing	Total
1	72	17	11	100

Table- indicates that 72% managers considered that the methods used for data collection adopted by the provinces and AEPAM as correct.

5.16 Professional Training Requirements of Education Managers

The study was designed to assess the training needs of management for Education Managers. The major functions of Education Managers were included in the closed form of questionnaire and respondents were requested to tick them in order of priority. Function-wise responses are presented in the following tables.

5.16.1 Management Needs

Table-16 Management Skills

S#	Management Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Management System	68	16	1	2	13	100
2	Leadership Skills	56	18	5	5	16	100
3	Motivational Techniques	54	25	6	3	12	100
4	Personal Management	54	21	7	2	16	100
5	Delegation Of Powers	59	19	6	2	14	100
6	Preparing job description	43	34	6	1	16	100
7	Performance Evaluation	55	21	5	2	17	100
8	Service rules and regulations	67	13	5	1	14	100
9	Decision making	67	12	4	2	15	100
10	Devolution of Power	59	15	6	3	17	100

The table-16 shows the areas of Management for which the Education Managers need training for capacity building. According to the data responses were such as:

- For 84% Managers Management System should be taught
- 80% emphasized the training need for service rules and regulations
- 79% Managers gave high priority to motivational techniques and decision making skills for training
- Similarly, 78% emphasized the need for training in delegation of powers; 77%, voted for training in preparation of job-training; 76% pressurized for training in performance Evaluation.
- 79% opted for the need for training in decision making, and 74% felt the need for training in Devolution of Powers.

5.16.2 Planning Needs

Planning is a very important function of management, therefore planning techniques were also included in the questionnaire. The responses are given in below table.

Table-17 Planning Skills

S#	Planning Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Project development	54	21	3	6	16	100
2	Data collection	58	23	4	3	12	100
3	Development of Indicators	43	27	9	4	17	100
4	Identification of Problems	63	20	2	2	13	100
5	Setting Priorities	55	20	4	4	17	100
6	Monitoring / Evaluation of Projects	60	22	3	2	13	100
7	Short and Long term Planning	53	25	3	3	16	100
8	Pc-I, II, III, IV & V	56	15	6	3	20	100

The table-17 indicates that 83% Managers gave high priority to identification of problems, whereas 82% and 81% Managers emphasized for monitoring/Evaluation of projects. Similarly, 78% felt the need for training in short and long term planning; 75% Manager emphasized for training in project development and setting priorities. Training need in the Development of P.C. forms and development of indicators was also given priorities.

5.16.3 Financial Management Needs

Financial management is a very crucial issue in the district management. Responses of the Managers are given in table-18.

Table-18 Financial Management Skills

S#	Financial Management Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Financial management, concept and scope	65	13	1	5	16	100
2	Maintenance of accounts: expenditure, book keeping	71	8	3	5	13	100
3	General budgeting techniques	56	21	4	4	15	100
4	Financial rules and regulations	66	11	3	4	16	100
5	Audit rules, Internal and external, performance audit	60	18	3	3	16	100
6	Expenditure statements TA/DA bills, etc.	58	18	6	4	14	100
7	Transfer of funds	54	23	3	5	15	100
8	Local resource generation	44	22	7	7	20	100

The table-18 shows that 79% managers placed high priority to maintenance of accounts, expenditure, book keeping, whereas 78% thought that financial management concept, scope and audit rules were important for managers. 77% Managers emphasized that general budgeting techniques, financial rules, transfer of funds and expenditure statements, TA/DA bills may be included in financial management training.

5.16.4 Supervision Needs

Table-19 Supervision Skills

S#	Supervision Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Supervision, Inspection, Monitoring	74	8	1	1	16	100
2	Interpersonal Communication in institution	47	29	3	2	19	100
3	School-based Evaluation	50	25	6	1	18	100
4	Student Examination System	57	19	6	3	15	100
5	Reporting progress and results	52	27	2	1	18	100
6	Quality Education	67	12	3	1	17	100

Data presented in the table-19 illustrates the supervision skills required for Education Managers. It can be seen in the above table that 82% managers gave high priority to supervision, inspection and monitoring techniques, whereas for 79% managers, the skills in reporting progress and quality education are very important. According to 76% Managers interpersonal communication and student examination system was important for capacity building training. These are different supervision skills for which need for training of Education Managers was felt.

5.16.5 Community Participation Needs

Community plays vital role in development of education, that is why interaction with community members is very important. The respondents were requested to provide information in this regard. Their responses are given in table-20.

Table-20 Community Participation Skills

S#	Topic	High	Middle	Average	Irrelevant	Missing	Total
1	Linkages between community and schools	66	16	4	1	13	100
2	Role of local government in PTA	40	28	9	6	17	100
3	Teachers involvement in PTA	49	24	6	3	18	100
4	SMC	62	18	3	2	15	100
5	Role of local government in SMC	47	22	9	7	15	100

The table-20 indicates that 82% respondents attached high priority to establishment of linkages between community and schools, whereas 80% managers gave priority to SMC. It was interesting to note that 73% respondents told teachers' involvement in PTA as priority area of community participation. Similarly 69% Managers told that role of local government in SMCs as important area of management training for professional development of managers. Role of SMCs was also very significant (80%).

5.16.6 Computer Needs

Table-21 Computer Skills

S#	Computer Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Use of computer in planning	75	9	1	4	11	100
2	Use of computer in management	69	11	2	5	13	100
3	Data Analysis	67	8	4	5	16	100
4	MS Word/ MS Excel	57	17	3	6	17	100
5	Email/ Internet	49	15	7	2	27	100

The data in table-21 indicates that 84% managers told that use of computer in planning was their job requirement, whereas 80% attached high priority to the use of computer in management. Similarly 75% showed interest in data analysis and MS Word/MS Excel programs for training. These were different training needs for Education Managers as identified through this data.

Chapter 6

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

As a result of data collection and data analysis, following were the major findings:

6.1 Devolution Plan

It was found that devolution plan has been effective in planning, policy implementation, monitoring, evaluation and many other aspects of education system at district level.

6.2 ESR Program

- a) Data indicated that 65% Education Managers were familiar with the components of ESR program, whereas 29% Manager had not knowledge about ESR program. As far as thrust areas of ESR program were concerned, according to 43% Education Managers, universal primary education was related with them. 28% managers gave their opinion that adult literacy campaign was related with them; 44% Managers told that quality of education was not related with them. It was observed that 50% respondents did not bother to answer this question.
- b) For 45% Education Managers, the targets of ESR were realistic and only 20% Education Managers were of the opinion that target of ESR were ambitious. 46% Managers reported that universal primary education had been achieved. As far as quality of education is concerned, 48% managers told that this component has been partially achieved. The other components of ESR, i.e. Mainstreaming Madrasahs, introduction of technical stream and public-private partnership was concerned target of these could not be achieved.

6.3 School Management Committee

- i) According to 80% Manager Schools had School Councils/SMC in their institutions. As far as meeting of SMC/PTAs was concerned 52% Managers told that S.M.C. had monthly meeting whereas 29% Education Managers indicated that these councils had quarterly meeting. Data shows that 67% schools had S.M.C. whereas 31% had P.T.A in their schools.
- ii) Effectiveness of PTA/SMC was also investigated. According to 77% Managers S.M.C/PTA can be used for enhancing the enrolment, whereas 74% Managers had opinion that SMC/PTA can be used to ensure the attendance of

students and teachers in schools. 70% Managers were of the opinion that SMC can be used for decreasing the dropout rate at primary level. 69% Managers told that S.M.C/PTAs are important for generating resources for school and 68% thought that S.M.C/PTAs are important for improving physical facilities at school level.

6.4 Staff Position

It was deplorable to note that 50% Managers told that they had shortage of supporting staff and 44% Education Managers said that teaching staff was short in their districts.

6.5 Training of functionaries at district level

Data indicates that 72% Managers recommended that AEOs may be given professional training, whereas 66% Managers told that Headmaster/Headmistress may be included in training. Managers also recommended for professional training of DEOs and Deputy DEOs for enhancing professional capabilities.

6.6 In-Service Training and Duration of Training

Data shows that 65% managers have enough time for in-service training. 50% Managers gave their opinion in favor of two week duration of training whereas 39% thought that training may be for one week.

6.7 Training Requirements of Education Managers

6.7.1 Management Needs

Education Managers emphasized and gave high priority to the management skills for capacity building of education managers it was found. For 84% Managers Management System should be taught, 80% emphasized the training need for service rules and regulations, 79% Managers gave high priority to motivational technique and decision making skills for training. Similarly, 78% emphasized the need for training in delegation of powers; 77%, voted for training in preparation of job-training; 76% pressurized for training in performance Evaluation, 79% opted for the need for training in decision making, and 74% felt the need for training in Devolution of Powers.

6.7.2 Planning Needs

It was found indicates that 83% Managers gave high priority to identification of problems, whereas 82% and 81% Managers emphasized for monitoring/Evaluatin of projects. Similarly, 78% felt the need for training in short and long term planning; 75% Manager emphasized for training in project development and setting priorities. Training

need in the Development of P.C. forms and development of indicators was also given priority.

6.7.3 Financial Management Needs

Financial Management is a very crucial issue in the district management that 79% managers placed high priority to maintenance of accounts, expenditure, book keeping, whereas 78% thought that financial management concept, scope and audit rules were important for managers. 77% Managers emphasized that general budgeting techniques, financial rules, transfer of funds and expenditure statements, TA/DA bills may be included in financial management training.

6.7.4 Supervision Needs

Data illustrates the supervision skills required for Education Managers, that 82% managers gave high priority to supervision, inspection and monitoring techniques, whereas for 79% managers, the skills in reporting progress and quality Education are very important. According to 76% Managers interpersonal communication and student examination system was important for capacity building training.

6.7.5 Community Participation Needs

It was found that 82% respondents attached high priority to establishment of linkages between community and schools, whereas 80% managers gave priority to SMC. It was interesting to note that 73% respondents told teachers' involvement in PTA as priority area of community participation. Similarly 69% Managers told that role of local government in SMCs as important area of Management Training for professional development of managers.

6.7.6 Computer Needs

Data indicated that 84% managers told that use of computer in planning was their job requirement, whereas 80% attached high priority to the use of computer in management. Similarly 75% showed interest in data analysis and MS Word/MS Excel programs for training.

Conclusions

On the basis of findings, following conclusions were drawn:

- i) Devolution Plan had been effective in Planning, Policy making, Implementation at District level.
- ii) Devolution plan had been centralized at district level.
- iii) Education Managers were familiar with components of ESR Program.
- iv) Targets of ESR program were realistic
- v) SMCs & PTAs could be used for enhancing enrolment and for generating resources.
- vi) There was shortage of staff at district level.
- vii) Education Managers at district level need training in:
 - a) Management skills
 - b) Planning skills
 - c) Financial Management skills
 - d) Supervision skills
 - e) Community participation skills
 - f) Computer skills

Recommendation about training of functionaries at district level

- 1) Educational Managers i.e. headmaster/headmistress may be provided professional training.
- 2) Educational Managers may be provided training in:
 - a) Management skills
 - i) Management system
 - ii) Leadership skills
 - iii) Motivational techniques
 - iv) Personal management
 - v) Delegation of powers
 - vi) Job description
 - vii) Performance evaluation
 - viii) Service rules and regulations
 - ix) Decision making
 - x) Devolution of powers
 - b) Planning skills
 - i) Project development
 - ii) Data collection

- iii) Development of indicators
- iv) Identification of problems
- v) Setting priorities
- vi) Monitoring of projects
- vii) Short-term and long-term planning
- viii) Preparation of PCs

c) Financial Management Skills

- 1. Financial management; concept and scope
- 2. Maintenance of accounts expenditure, book keeping
- 3. General budgeting techniques
- 4. Financial rules and regulations
- 5. Audit rules: Internal and external, performance audit
- 6. Expenditure statements TA/DA bills, etc.
- 7. Transfer of funds
- 8. Local resource generation

d) Supervision Skills

- 1. Supervision, inspection and monitoring
- 2. Interpersonal communication in institution
- 3. School-based evaluation
- 4. Student examination system
- 5. Reporting progress and results
- 6. Quality Education

e) Community Participation Skills

- 1. Linkages between community and schools
- 2. Role of local government in PTA (formal/informal)
- 3. Teachers involvement in PTA
- 4. SMC (School Management Committee)
- 5. Role of local government in SMC

f) Computer Skills

- 1. Use of computer in planning
- 2. Use of computer in management
- 3. Data analysis
- 4. MS Word/ MS Excel
- 5. Email/Internet

On the basis of this research, AEPAM may be recommended to arrange one week/two weeks training for Education Managers at district level in different required skills.

Category	Item	Frequency
Category 1	Item 1.1	1
	Item 1.2	1
	Item 1.3	1
	Item 1.4	1
	Item 1.5	1
Category 2	Item 2.1	1
	Item 2.2	1
	Item 2.3	1
	Item 2.4	1
	Item 2.5	1
Category 3	Item 3.1	1
	Item 3.2	1
	Item 3.3	1
	Item 3.4	1
	Item 3.5	1
Category 4	Item 4.1	1
	Item 4.2	1
	Item 4.3	1
	Item 4.4	1
	Item 4.5	1

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(CASE STUDY
Of
KARACHI CITY GOVERNMENT)

1. SITUATION ANALYSIS:

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

Table-1: Enrolment 2004-2005

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

Table-2: Number of Teachers 2004 - 2005

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

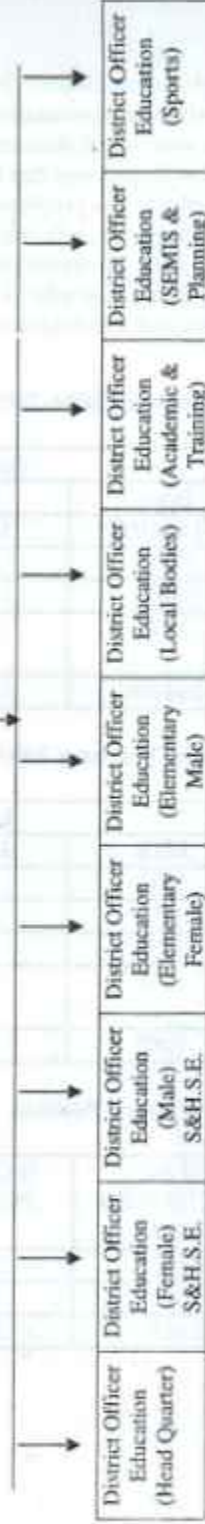
Table-3: Vacancy Position

S.No.	CADRE	TOTAL SANCTIONED POSTS	WORKING POSITION	VACANT
1.	Teaching (35)	32471	29025	3446
2.	Non-Teaching (10)	901	8738	282
	TOTAL 45 CADRES	41483	37763	3728

2. ORGANIZATIONAL STRUCTURE

ORGANIZATION CHART OF EDUCATION SYSTEM UNDER CITY DISTRICT GOVERNMENT KARACHI

EXECUTIVE DISTRICT OFFICER EDUCATION



Name of Towns:

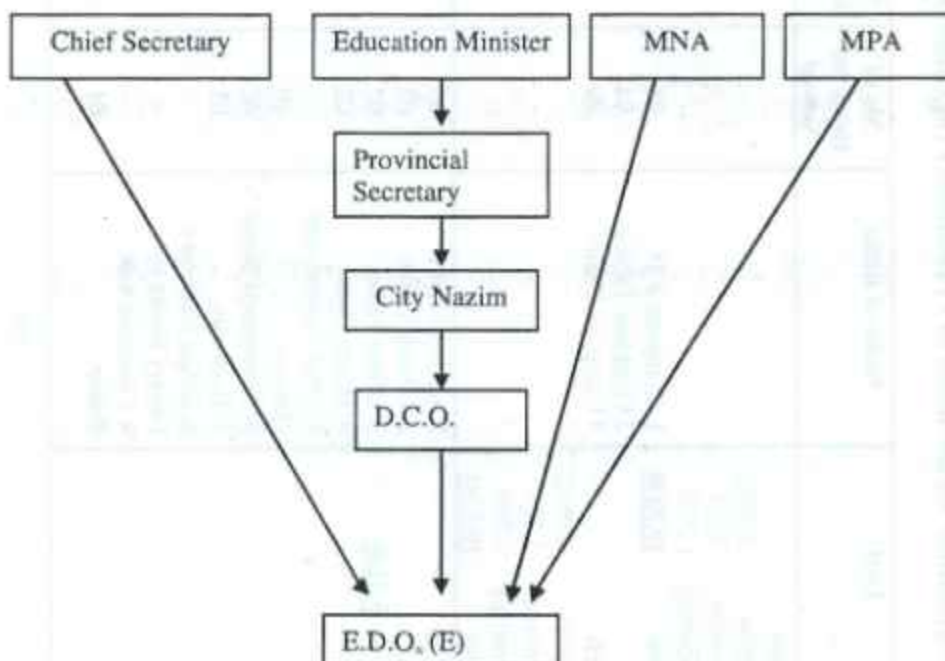
- | | | | | | |
|----------------------------|--------------------|----------------|-----------------|------------|-----|
| 1. Kimari Saddar | 2. Site | 3. Baldia | 4. Orangi | 5. Lyari | 6. |
| 7. Jamshed colony Kwarangi | 8. Gulshan-e-Iqbal | 9. Shah Faisal | 10. Gulberg | 11. Landhi | 12. |
| 12.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

3. FINANCIAL POSITION OF CITY GOVERNMENT (DISTRICT)

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

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

4. CONFLICT OF POWERS AMONG IMMEDIATE OFFICERS



Education managers told the research team that before D.O.P, Karachi was divided into 5 Districts. After devolution of power, it has become City Government district under city Nazim and district coordinating officer. Now it has been centralized. There are 18 Towns in Karachi. If any officer wants to avail leave, the Head master concerned forwards it to Assistant District Officer, which is then forwarded to DOE, then EDO who only can forward to DCO. DCO sends it to city Nazim who forwards to provincial secretary. In this situation we can say that powers have been centralized after devolution.

5. IMPLEMENTATION OF ESR PROGRAM

Table-5: Education Sector Reform / President Programme 2001-2002

S. No.	Name of Scheme	Cost	Name of Items	No. of Items per School	No. of Schools	Total Items	Remarks
1.	Introduction of Technical Stream in the existing Secondary Schools (9-Boys, 9-Girls) 18 Units	Boys Capital: 6.0932 Revenue: 3.231 Recurring: 1.2004 Total 10,5246 Girls Capital: 6.0932 Revenue: 3.231 Recurring: 1.2004 Total 10,5246	1. Computer P-IV 2. Computer Tables 3. Computer Chairs	08 04 49	18	144 72 882	Articles have been supplied to the Schools
2.	Establishment of Teachers' Resource Centers (9-Boys, 9-Girls) 18 Units	5,2146	1. Library Chairs 2. Library Tables 3. Office Tables 4. Office Chairs 5. Steel Almirah with Glasses 6. Newspapers Stands 7. Rostrums 8. Office Stationary, Library Books etc. 9. Computer with Printer	30 02 02 02 - 10 02 01 - - - 01	18	540 36 36 36 - 180 36 18 - - - 36	1) Articles have been supplied to the Centers. 2) Payment of Books is pending with A.G. Sindh

3.	Re-arranging of Science Education Facilities at Secondary Level under Education Sector Reform (ESR)/ President Programme	<u>5.56</u>	<p>PHYSICS LAB</p> <ol style="list-style-type: none"> 1. Science Equipment 2. Practical Tables 3. Lab Stools 4. Black Boards 5. Lab Cupboards 6. Ceiling Fans 7. Tube Lights <p>CHEMISTRY LAB</p> <ol style="list-style-type: none"> 1. Science Equipment 2. Practical Tables with Tubs 3. Lab Stools 4. Black Boards 5. Lab Cupboards 6. Ceiling Fans <p>BIOLOGY LAB</p> <ol style="list-style-type: none"> 1. Science Equipment 2. Practical Tables 3. Lab Stools 4. Lab Cupboards 5. Ceiling Fans 	<p>-</p> <p>-</p> <p>05</p> <p>20</p> <p>20</p> <p>02</p> <p>06</p> <p>06</p>	<p>-</p> <p>-</p> <p>110</p> <p>440</p> <p>440</p> <p>44</p> <p>132</p> <p>132</p>	<p>-</p> <p>-</p> <p>22</p>	<p>Articles have been supplied to the Schools</p>
4.	To start the Montessori Classes in (Eight-08) existing Primary Schools	0.704	<ol style="list-style-type: none"> 1. Montessori Tables with Boxes 2. Montessori Chairs 	<p>-</p> <p>05</p> <p>25</p>	<p>-</p> <p>40</p> <p>200</p>		

	under Education Sector Reform (ESR)/ President Programme.		3. Racks 4. Teachers' Tables 5. Teachers' Chairs 6. Montessori Equipment /Almirah 7. Montessori Lunch Box Racks 8. Montessori Sticks Racks 9. Pin Tower Racks 10. Carpet 11. Learning Material 12. Montessori Apparatus	01 01 01 - 01 - 01 - 01 01 01 01 - -	<u>08</u>	08 08 08 - 08 - 08 - 08 08 08 - -	Articles have been supplied to the Schools
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Table-6: Progress Report of Education Sector Reform Programme 2001-2002

S.No.	Name of Schemes	No. of Units	Estimated Cost			Remarks
			Capital	Revenue	Total	
1	2 EDUCATION SECTOR REFORMS (ESR)/ PRESIDENT PGORAMME	3	4	5	6	7
1.	Establishment of Teachers Resource Centers	18	-	5.2146	5.2146	12 Months
2.	To start the Montessori Classes in 08 existing Primary Schools.	08	-	0.704	0.704	12 Month
3.	Introduction of Technical Stream at selected Secondary Schools	18	12.186	6.462 Rec. 2.408	21.056	18 Months
4.	Re-Arranging of Science Education Facilities at Secondary Schools	22	-	5.56	5.56	12 Month
5.	Rehabilitation of existing Primary/ Elementary Schools.	353	15.534	-	15.534	24 Month
6.	Provision of Toilet Facilities for existing Elementary Girls Schools.	557	19.550	-	19.550	24 Month
7.	Provision of Drinking Water Facilities and Boundary Walls for existing Primary / Elementary Schools	498	18.600	-	18.600	24 Month
8.	Provision of Electric facilities for existing primary / Elementary Schools.	532	16.494	-	16.494	24 Month
9.	Provision of Drinking Water Facilities for existing Primary & Elementary Schools.	636	19.100	-	19.100	24 Month
	Grand Total:		101.464	20.3486	121.8126	

6. PUBLIC PRIVATE PARTNERSHIP

Table-7: Adoption of Schools

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

Table-8: Funds Released to the School Management Committee

S.No.	Name of office	Funds released (in million)		
		2001-02	2002-03	2003-04
1.	D.O.E. (Local Bodies)	Rs. 151 Million were released but Rs. 84 Million distributed by DCO directly to SMCs.	30.730	1.108
2.	D.O.E. (Elem.) Male		31.629	0.246
3.	D.O.E. (Elem.) Female		15.255	0.190
Total		84.000	77.614	1.544
Amount being released		-	-	64.854

7. PROBLEMS IN RELEASE OF ESR

Information Regarding utilization of funds under e.s.r.

Executive District Officer Education Karachi

- Budget released for 2001-02' 1st) 22-03-2002 Rs. 66.588 (M)
- By Finance Department 2nd) 29-05-2002 Rs. 66.588 (M)
- Total Releases (M) Rs. 133.176

- Tender Called 15-06-2002
- Award of contract 18-12-2002

- Budget transferred in Revenue Component from Capital side. 30-12-2003

- Bill submitted in A.G. Sindh 10-01-2004
- Budget Revalidated by the Finance Department 03-03-2004

8. INTERVIEW OF EDUCATION MANAGERS

Research team during the field visit conducted interview of EDO (Education) and DOE (Elementary & Secondary) Education. Some of the important answers of the questions are reported here in this section. Whereas detailed analysis have also been made in the data analysis of research instruments.

a) Interview of E.D.O. (Education)

Q.1: Under the devolution plan you are head of education department at district level. Are you satisfied about the limitation of devolution plan?

Ans: Devolution plan has many advantages but it has not been fully implemented in Karachi as devolution was made for decentralization but after devolution it has been centralized. Before devolution Karachi was divided into five districts whereas now it became city government district under the supervision of D.C.O. and City Nazim.

Q.2: What are the major advantages of DOP?

Ans: We can develop various developmental schemes at district level. According to the requirements of the area, we can provide educational facilities to the people. If we have good relation with local community, community participation may help in increasing enrolment as well as teacher absenteeism might be reduced. Most of the decisions are taken at district level.

Q.3: What are the major disadvantages of DOP?

Ans: As far as disadvantages are concerned, EDO Education is answerable to many officers, DCO, Secretary and Nazim. There is no clear line who is immediate officer of the EDO.

Q.4: Do you have sufficient manpower?

Ans: No, when district government was established positions, had not been created according to the requirements of the district government. Education department is suffering acute shortage of manpower. The following positions should be created at district level:

1. Financial Officer/Account Officer
2. Planning and Development Officer
3. Communication Officer
4. Litigation Officer

Q.5: Do you have sufficient resources?

Ans: No, I have scarcity of resources.

Q.6: Do you have sufficient financial power to allocate funds?

Ans: No, only DCO can re-allocate the resources.

Q.7: Federal Government started Education Sector Reform Program and fund was provided to the district government. Did you get any money from ESR Program?

Ans: Yes, we have started many activities under ESR Program. We will provide you list of schemes, which have been started after getting the funds.

Q.8: Do you think targets set under ESR Program were realistic or ambitious?

Ans: The targets were realistic but there were problems of release of funds and the activities could not be started on time. It is recommended that fund should be given direct to the EDO (Education) instead of Provincial Government or District Nazim. So that activities can be started on time and monitoring can be made.

Q.9: Do you think that there is a need of management training of District Managers who are working under your supervision?

Ans: Yes, they must be provided training facility for capacity building.

Q.10: What are the major areas in which training is required? Would you like to specify?

Ans: Computer literacy, financial management, leadership qualities, community participation and rules and regulations particularly service rule. The most important is motivational techniques so that quality of education can be improved. It is also recommend that Research Wing may be established at district level so that identification of problems could be made and on the basis of research, training courses should be designed.

b) Interview of DOE (Elementary & Secondary)

Research team conducted interview of DOE (Elementary & Secondary Education) during the field visit. Some of the important answers are reported:

Q.1: Under the devolution plan you are playing vital role at district level for development of education. Do you have sufficient powers?

Ans: After devolution of power, Karachi District has been centralized. We do not have powers to do each and every thing in our district. We only supervise the activities.

Q.2: What are the major functions of DOE after devolution?

1. Overall supervision
2. Monitoring, inspection
3. Look after quality of Education
4. Ensure staff availability

Q. Staff arrangement is your responsibility. Do you make any appointments to ensure staff availability in your district?

Ans: DOE cannot even transfer the peon, whereas appointment is a big task. This is a powerless position. Transfer is made on recommendation under political pressure.

Q. Do you think that there is need of management training of district education managers who are working under your supervision?

Ans: Training should be given according to the requirements of the officer concerned. However, following areas are very important:

- o Management skills
- o Leadership skills/qualities
- o Financial Management
- o Implementation of rules and utilization of funds.

Q. What are the Major demerits of DOP?

Ans: There is no clarity of power in local government ordinance, to some extent, it is clear but practically DOE is powerless. Powers should be given to officers according to local government ordinance, considering real spirit of devolution of power at grass root level. In education department powers should be decentralized

Q. What are major Problems and Bottleneck

- Transfers/detainments on non-administrative basis
- Shortage of non-teaching staff
- Shortage of school buildings due to denationalization policy
- Curtailment of teaching / non-teaching staff from SNEs by the government of Sindh.

Second Shift Problem

- Problems related to IInd Shift in Primary/Secondary (Boys) schools.
- Short Timings of 1st Shift Schools
- School Timings on Fridays

Would you like to suggest measures for improvement?

9. Immediate training needs of district Karachi in:

- Professional Skill Development
- Teachers' Motivation
- Personality Development
- High Class Research Facilities

10. Training Courses

- Development of Courses with the help of National & International Institutions
- Discussion with Members of the European Commission Delegation on 04/12/2004 who showed positive response.
- Possible affiliation with International Institutes like Oxford or Cambridge etc.
- Round the year, Training Courses for constant follow-up.
- Pre-Primary / Early Childhood Education Courses for Teachers.

11. Broad area for Research

- Selected/ Dedicated Teachers would be assigned this task on permanent basis to perform following tasks.
- To prepare a solid Data Base of Teachers, Schools and Students. This will be computerized and all Data regarding Transfers, Postings, Promotions and Retirements etc. would be maintained with the Centralized Computer Data Base.
- Constant monitoring and evaluation of results of Trainings provided for Teachers as well as Students.
- To evaluate the standard of Education in Government Schools on the basis of research and suggest measures for further improvement.
- To study various models of teaching around the world and evaluate their applicability and suggest any changes.
- To suggest changes / modifications in teaching Courses for Teachers in the light of their research.
- Selection of Examination Centers by the Board of Intermediate and Secondary Education, Karachi should be done in consultation with the Executive District Officer Education (Schools). City Nazim may take up the matter with the Boards.

- The funds collected by Board of Intermediate and Secondary Education Karachi on account of Sports, Scouts, Girl Guides and for examination fee should be transferred to the Executive District Officer Education (Schools) for proper utilization.
- Establishment of a proper Professional Training Institute for Teaching and Non-Teaching Staff.
- Feedback on ongoing schemes to be streamlined and strengthened.
- Shortage of Sports Teachers may be overcome and adequate funding for Sports/ Cultural activities be provided.
- For recruitment of teaching staff, female candidates may be given preference; Shortage of non-teaching staff may be met on urgent basis.
- In the ongoing recruitment process, preference may be given to Science and English teachers to fulfill the existing shortage.

12. Training requirements of District Managers Karachi

12.1 Management Needs

Table-9 Management Skills

S#	Management Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Management System	76	12	2	0	10	100
2	Leadership Skills	68	8	7	2	15	100
3	Motivational Techniques	67	10	7	1	15	100
4	Personal Management	60	15	7	0	18	100
5	Delegation Of Powers	72	3	8	0	17	100
6	Preparing job description	50	28	4	0	18	100
7	Performance Evaluation	68	7	3	0	22	100
8	Service rules and regulations	79	3	3	0	15	100
9	Decision making	75	2	3	2	18	100
10	Devolution of Power	70	1	7	2	20	100

The table-9 reveals that Education manager emphasized and have given high priority to following management skills for which the education managers need training. According to the data responses were such as:-

- For 88% Manager's management system should be taught.
- 82% emphasized as service rules and regulations very important.
- 78% Managers has given high priority to leadership skills and preparation of job description
- 77% Managers said that motivational techniques and decision making techniques were the job requirements of manager
- For 75% Managers, personal management, delegation of power and performance evaluation were job requirements of the managers

12.2 Planning Needs

Table-10: Planning Skills

S#	Planning Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Project development	62	17	5	1	15	100
2	Data collection	67	20	3	0	10	100
3	Development of Indicators	55	23	2	0	20	100
4	Identification of Problems	72	12	3	0	13	100
5	Setting Priorities	57	18	3	0	22	100
6	Monitoring / Evaluation of Projects	70	14	2	0	14	100
7	Short and Long term Planning	65	16	2	0	17	100
8	Pe-I, II, III, IV & V	60	10	5	0	25	100

According to 87% managers, data collection was the most important requirement of their job whereas 84% have gave high priority to identification of problems and monitoring/ evaluation of projects. Similarly, 79% respondents indicated project development, 78% pointed out to development of indicators and 75% to setting priorities as major planning skills necessary for Education Managers..

12.3 Financial Management Needs

Table-11: Financial Management Skills

S#	Financial Management Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Financial management, concept and scope	77	7	0	1	15	100
2	Maintenance of accounts expenditure, book keeping	82	0	2	1	15	100
3	General budgeting techniques	62	20	0	1	17	100
4	Financial rules and regulations	80	2	2	1	15	100
5	Audit rules, Internal and external, performance audit	70	12	0	2	16	100
6	Expenditure statements TADA bills, etc.	72	8	5	0	15	100
7	Financial rules and regulations	78	0	5	2	15	100
8	Transfer of funds	68	10	2	2	18	100
9	Local resource generation	64	10	3	3	20	100

The table shows that 84% Managers placed high priority to financial Management, Concept and scope; whereas 82% thought that maintenance of accounts, expenditure, book keeping, budgeting techniques, rules and regulations and audit rules were very crucial for Education Managers. Whereas 78% considered financial rules and transfer of funds as important area of financial management for their job requirements.

12.4 Supervision Needs

Table-12: Supervision Skills

S#	Supervision Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Supervision, Inspection, Monitoring	77	5	0	0	18	100
2	Interpersonal Communication in institution	60	18	2	0	20	100
3	School-based Evaluation	67	12	3	0	18	100
4	Student Examination System	72	10	1	0	17	100
5	Reporting progress and results	77	7	0	0	16	100
6	Quality Education	77	2	3	0	18	100

Data presented in table illustrates the supervision skills required for education managers. It can be seen in the above table that 84% managers gave high priority to reporting, progress and results whereas 82% told that supervision, inspection, monitoring and student examination system as job requirement for education managers very important. According to 79% managers, school based evaluation and quality of education was important. Similarly 78% thought interpersonal communication as important skills required for education managers.

12.5 Community Participation Needs

Table-13: Community Participation Skills

S#	Community participation skills	High	Middle	Average	Irrelevant	Missing	Total
1	Linkages between community and schools	72	12	2	1	13	100
2	Role of local government in PTA	60	15	7	3	15	100
3	Teachers involvement in PTA	67	13	3	2	15	100
4	SMC	75	10	2	2	11	100
5	Role of local government in SMC	73	10	3	2	12	100

The table shows that 85% respondents attached high priority to SMC, whereas 84% managers told that linkage between community and schools as very important requirements of their job. 83% emphasized on the role of local government in SMC as high priority area of community participation skills. It was important to note that 80% manager considered that teachers involvement in PTA as priority area of participation skills for the job requirement of education managers.

12.6 Computer Requirements

Table-14: Computer Skills

S#	Computer Skills	High	Middle	Average	Irrelevant	Missing	Total
1	Use of computer in planning	78	7	0	3	12	100
2	Use of computer in management	76	3	3	3	15	100
3	Data Analysis	77	2	1	3	17	100
4	MS Word/ MS Excel	68	7	2	3	20	100
5	Email/ Internet	63	10	2	3	22	100

The above indicates that for 85% manager, the use of computer in planning as their job requirement, whereas 79% thought that use of computer in management and data analysis as high priority area of their job. Similarly 78% showed interest in Email/ Internet training.

Conclusions:

The following conclusions were drawn.

1. Devolution plan had been effective in planning, policy making and implementation at district level. Hence, after devolution Karachi has been centralized.
2. Education Sector Reforms program have very positive impact in the development of education in Karachi.
3. Immediate training needs of district Karachi in: professional skills development, Teachers' motivation personality development and Research facilities may be provided at district level.