DOCUMENT RESUME

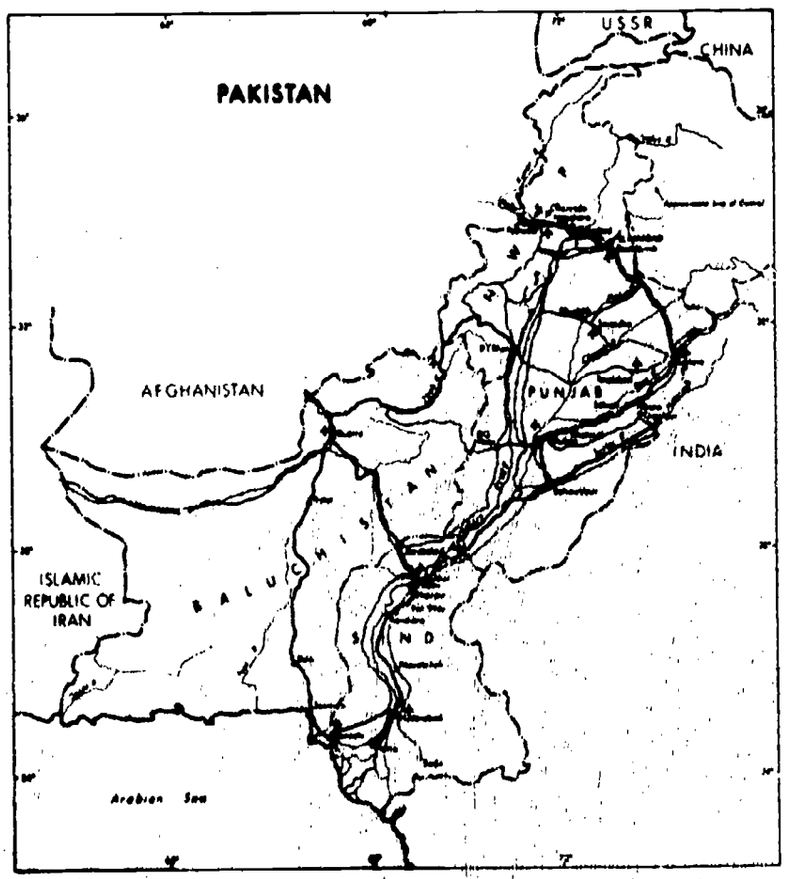
ED 329 467 SO 021 134

TITLE	Primary Education in Pakistan. Part III. Case Studies of Primary, Middle, Literacy, and Skills Education.
INSTITUTION	Development Associates, Inc., Arlington, Va.
SPONS AGENCY	Agency for International Development (IDCA), Islamabad (Pakistan).; Ministry of Education, Islamabad (Pakistan).
PUB DATE	Jul 86
NOTE	105p.; For parts 1, 2, and 4, see SO 021 132-135. Appendix A may not reproduce legibly.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Case Studies; *Developing Nations; *Educational Assessment; Educational Needs; Educational Planning; *Educational Policy; Educational Research; *Elementary Education; Foreign Countries; Foreign Culture; *International Education; Literacy Education; Questionnaires; School Effectiveness
IDENTIFIERS	*Pakistan

ABSTRACT

This document, the third part of a four-part analysis and assessment of Pakistan's system of primary education, presents findings from case studies of primary, middle, literacy, and skills education. The report's eight chapters are: (1) Introduction; (2) Study Methodology; (3) The Facilities; (4) School Personnel; (5) Instruction; (6) The Students; (7) The Communities; and (8) Summarized Conclusions and Results. Two appendices provide the case study questionnaires and a list of sample districts. Twenty-three tables are also provided. (DB)

PRIMARY EDUCATION IN PAKISTAN



PART III

CASE STUDIES OF SCHOOLS IN PAKISTAN

PART III .

CASE STUDIES OF PRIMARY, MIDDLE, LITERACY, AND SKILLS EDUCATION

Earl Jones
Jamshed Bashir
Nargis Naim
Tanveer Bashir

Submitted By:

DEVELOPMENT ASSOCIATES, INC.
2924 Columbia Pike
Arlington, Virginia 22204, USA

Submitted To:

Human Resources and Training
U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
Islamabad, Pakistan

June 1986

FIELD RESEARCHERS

PUNJAB

Supervisor: Prof. Ibrahim Khalid, Institute of Educational Research, University of the Punjab

S. Sibte Hassain
Ghulam Rasool
Mohammad Iqbal Naveed
Khawaja M. Ibrahim
Qazi Mehmood Hashmi
Mian M. Fakharuddin
Zahoor Ahmed
Mushtaq Ahmad Siddiqui
Mohammad Nawaz
Khishwar Sultana
Mohammad Wazir Khan
Mian Nazir Ahmad
Zia ul Haq
Faqir M. Naseem
Ghulam Qadir Buzdar
Mohammad Siddique
Malik Hazoor Baksh
Malik Ghulam Hassan
Qazi Qadar Baksh
Mohammad Jamil
Wajid Aziz
Mohammad Azam
Mohammad Afzal Khan
Durraya Khalid
Muhammad Amin Quirashi
Makhdoon Amjad Hafeez
Shamsa Bano Naqvi

BALUCHISTAN

Supervisor: Prof. Maqsud H. Rizvi, Department of Social Work, University of Baluchistan

Zain ud Din
Saeed Ahmad Shah
Barkat Ali Khawary
Nasim Qureshi
Amjad Hussain
Fouzia Idris
Irfan Ahmad Beg
Edward Arthur
Sufdar Majeed
Mohammad Hassan Munji
Saeed Qamar
Javed Ahmad Beg
Muhammad Akram
Mohammad Ismail Khan

NWFP, SOUTH WAZIRISTAN AND KHYBER AGENCIES

Supervisors: Profs. Fazli Hamid, Sajjad Hussain Shah, Sarah Safdar, Mohammad Mumtaz, Department of Social Work, Peshawar University

Bad Shah Khan Khattar
Mohammad Tahir
Taj Wali Khan
Hafiz Khattak
Nasrullah Khan
Liaqat Ali
Mohammad Tawab Khan
Ajaz Ahmad Karai
Mir Fayaz Khan
Aziz Ahmad
Mohammad Karim
Mian Zaheen Akbar
Iqbal Hussain
Khar Mohammad Khan
Mohammad Israr

SIND

Coordinators: Ghazala Siraj-ul-Mulk, Zafar Ali Tipu, Sultana Javed

Aftab Alam
Razi ud-Din
M. Mansoor Ahmed
Mohammad Saleem
Nazar Mohammad
Rizwana Riaz
Nazim Ali
Ghulam Sawar
Mohammad Aktar
Rai Munir Hussain
Rukhsana Parween
Rehana Saleem
Rafi Khan

ACKNOWLEDGMENTS

The case study team acknowledges the guidance and encouragement furnished by the assessment team: Robert Culbertson, Clayton Seeley, Eliodoro Robles, Stephen McLaughlin, Charles Benson, and especially Joseph Alessandro, who edited this report. Further, it thanks Mara Morgan and Lynda Hamid for their work in the preparation of the questionnaires and this report. Mohammad Shafi, who rushed the team here and there at a moment's notice, is sincerely appreciated.

Many USAID/Islamabad officers assisted materially with the orientation and the numerous activities involved in conducting a national survey and all their help is appreciated. Jon Gant, head of Human Resources and Training, and acting head, Zahid Zaheer, cheerfully bore the brunt of the burden. Financial Management, C&R, and the Motor Pool were active partners in many phases of the work.

The USAID offices in Islamabad, Peshawar, Lahore, Quetta, Karachi, and Hyderabad were called upon for the many tasks of transportation, appointments, information, and advice. Their efforts on our behalf made an unlikely schedule happen.

None of the work could have been accomplished without the complete backing of Secretary Saeed Qureshi, Education Advisor Munir Ahmed, and Deputy Education Advisor G. A. K. Niazi, all of the Ministry of Education. The Secretaries of Education in the provinces and their staffs worked hard to form the samples and facilitate entrance to the schools. Many regional, district, subdivisional, and assistant education officers cooperated with the conduct of the case studies. Their help was beyond the call of duty and is gratefully noted.

The arrangements with the staffs of the participating universities were facilitated by their administrations. The field team thanks Vice Chancellor Muniruddin Chughtai, University of the Punjab; Vice Chancellor Kashid Tahir Kheli, Peshawar University; and Registrar Mohammad Anwar, University of Baluchistan - for their kind assistance.

The different arrangements to conduct the work in tribal areas was made easy by Home Secretary Agha Aman Shah, Baluchistan; Home Secretary Shamsher Ali Khan; Assistant Director for Education, FATA, Miraj-ud-din; Commissioner Postam Shah, D. I. Khan Division; Political Agent Asif Shah; Assistant Political Agent Syed W. Shah - South Waziristan; and the Scouts that accompanied the researchers. Very special thanks go to Deputy Secretary Khumar Khan Mahsud, States and Frontier Regions Division, Ministry of Federal Territories, for encouraging the team to include tribal areas in the study; they provided important insights into the Pakistani systems.

The general and statistical information on the United Nations High Commission for Refugees schools was provided by the Islamabad program officer, Peter Shoof, who also opened the doors for interviews in the schools. The NWFP work was aided by Col. Afridi and that in South Waziristan by Mohammad Ashrif Wazir.

Finally, although the list is far too long to include, the many officials of the organizations in the sample, the administrators and teachers of the schools, were invaluable aides; without them, the study would not have been done.

TABLE OF CONTENTS

	Page
FIELD RESEARCHERS	i
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
CHAPTER I: INTRODUCTION	1
A. Education in Pakistan	1
B. School Systems in Pakistan	3
1. Provincial Schools	3
2. Municipal Corporations and Committees	4
3. Local Government/Town Councils	4
4. The Federal Government and Parastatal Systems	5
5. Private Non-Profit Schools	9
6. Private for Profit	11
7. United Nations Refugee Schools	12
CHAPTER II: STUDY METHODOLOGY	13
A. General Approach	13
B. The Case Study Strategies	14
C. The Sample	15
1. General Sample Distribution	[illegible]
2. Type of Schools	16
3. School/Program Distribution by Sex of Students	16
D. Research Instruments and Procedures	18
E. Selection and Training of Field Researchers	19
F. Tabulation	20
G. Limitations to the Study	20
CHAPTER III: THE FACILITIES	21
A. The Buildings	21
B. Sanitary Facilities	24
C. Drinking Water	25
D. Playground	26
E. School Furniture	26
F. Other Facilities	27
G. Overview Statement	27
CHAPTER IV: SCHOOL PERSONNEL	28
A. The Teachers	28
B. Class Load	31
C. Teacher Improvement	32
D. Supervision	33
E. Personnel Overview	34

CHAPTER V: INSTRUCTION 35

A. Textbooks 36
B. Languages in Instruction 37
C. Improvement of Learning 42
D. Indications of Results 43
E. Instruction Highlights 45

CHAPTER VI: THE STUDENTS 47

A. Enrollment 47
B. Attendance 49
C. Youths' Perceptions of School 50
D. Dropouts 51
E. Students and Schooling 52

CHAPTER VII: THE COMMUNITIES 54

A. Attitudes about Education 54

1. Provision of Primary Education 54
2. Drop In Schools 55
3. Literacy Classes 56
4. Skills Training 56
5. Prospects for Education 57

B. Community Help to Education 61
C. Costs of Education to Families 62
D. Community Overview 64

CHAPTER VIII: SUMMARIZED CONCLUSIONS AND RESULTS 65

APPENDICES 69

APPENDIX A: Case Study Questionnaires 70
APPENDIX B: Sample Districts 91

LIST OF TABLES

		PAGE
1.	Children by Single Age Groups in the Primary and Middle Levels, Provincial Enrollments and Percent of the Cohort Population, and Ministry of Education Enrollments and Percent, for 1984-5	2
2.	Distribution of Case Studies by Area, Urban/Rural, and School/Program Control	15
3.	Distribution of the Sample Schools/Programs by Level/Type	16
4.	Distribution of the Sample Schools/Programs by Sex of Students	18
5.	Distribution of Completed Instruments by Questionnaire and Area	19
6.	Distribution (%) of the Case Study Government School Buildings by Condition	22
7.	Percentage of Sample Schools with Sanitary Facilities, Sufficiency, and Condition by Province	24
8.	Percentage of Sample Schools by Availability of Drinking Water and Conditions of those that Have Supplies, by Area	25
9.	Number of Teachers and Percent Certified in the Sample Schools and Programs by Area	28
10.	Percentage of Headmaster/Teacher and Parent/Community Leader Ratings of the Primary Teachers by Area	29
11.	Low, High, and Average Class Enrollments in Primary, Drop In, Literacy, and Skills Training in the Sample	31
12.	Percentage of Ratings on Textbooks by Headmasters/Teachers and Parents/Community Leaders, by Area	36
13.	Percentage of Judgments about Teaching Languages in Grades 1-3 by Area	39
14.	Percentage of Judgments about Teaching Languages in Grades 4-5 by Area	41
15.	Percentage of Judgments about Teaching Languages in Grades 6-8 by Area	41
16.	Percentage of Grade Promotions for Boys and Girls in the Sample Schools, by Area	43
17.	Percentage of Boys and Girls Taking and Passing the Fifth and Eighth Grade Examinations	44
18.	Enrollments by Grade in the Sample Schools and Percentage of the Total Primary, and Enrollments in other Programs	47
19.	Respondent Estimates of Percentage Enrollment of Children of Primary Age	49
20.	Low, High, and Average Attendance as Verified on the Day of Study in the Sample Sites	50
21.	Percentage of Parent and Community Leader Judgments on How Many Years Girls Should Attend School, by Area	58
22.	Percentage of Parent and Community Judgments on How Many Years Boys Should Attend School, by Area	60

23. Low, High, and Average Rupee Costs for Basic Items at Regular Provincial/ Municipal Corporation Schools, Parastatal/Special Provincial, and Private Schools 62

FIGURE

Map of Pakistan (with sample case study districts and areas) 17

CHAPTER I.

INTRODUCTION

The US Agency for International Development and other US organizations carried out important early primary education projects with the Government of Pakistan. Other nations and the international agencies also assisted educational development through the years. In 1972, Pakistan nationalized many private and parastatal schools and much of the external assistance ceased or was greatly curtailed. The World Bank concluded a primary education project loan agreement with Pakistan and began assisting in 1979.

Pakistan announced a great concern for primary education and proposed a larger budget for educational development in its Sixth Five Year Plan, scheduled to begin in 1983, and requested financial assistance from several agencies including USAID/Pakistan. A USAID preliminary study was conducted in 1984, followed by an overall assessment in 1985. During this stage the Government of Pakistan requested that adult literacy programs be added to the study. Some of the nationalized schools were returned to their former owners beginning in 1974; that process still continues, but many are still held by government agenc ·s.

One small effort (5 schools and adjacent teacher quarters) was begun by USAID in North West Frontier Province (NWFP) under the Tribal Areas Development Project. A few schools are also being constructed in the Gadoon-Amazai region under the North West Frontier Area Development Project. The present study, Primary Education Assessment, was begun in March 1986 by Development Associates under contract to USAID/Pakistan, and in conjunction with the Government of Pakistan, to further the documentation on needs.

A. EDUCATION IN PAKISTAN*

Pakistan is reported to have the lowest literacy rate in Asia; quotations are from 15% to 29% but 26% is one of the most frequently cited. (The World Bank stated 24%.) It is commonly said also that the literacy rate has dropped some 2% during the last 20 years because the birth rate was greater than the increased enrollment in primary schools. It is because of this low rate of literacy that the present Government has decided to allocate higher sums of money to primary and literacy education. Indeed, the Government of Pakistan has set an official goal of reaching 50% literacy by 1990. That goal is admirable but will require a gigantic effort. The 1985 reports placed the primary participation rate at just under 50%

*Portions of Chapter I, Part II, are repeated herein to provide the context for the survey.

and many students do not remain in school long enough to become functional literates. Even the maintenance of the present rate is a considerable challenge. To demonstrate the enormity of the task, Table 1 compares the number of Pakistani children eligible for the first eight grades and the numbers reported as enrolled.

Table 1: Children by Single Ages in the Primary and Middle Levels, Provincial Enrollments and Percent of the Cohort Population, and Ministry of Education Enrollments and Percent, for 1984-5 (excluding the federal territories and refugees)*

Age in 84-85	Census Cohorts	Province Documents	% of Group	Ministry Documents	% of Group
5	1,689,353	1,893,280	112	2,708,814	160
6	2,820,073	1,153,596	41	1,535,573	54
7	2,770,302	939,682	34	1,229,401	44
8	2,912,063	795,865	27	1,007,882	35
9	2,843,421	667.057	23	906,534	32
Primary	13,035,212	5,449,480	42	7,388,204	57
10	3,094,741	461,352	15	723,312	23
11	2,326,874	378,650	16	586,010	23
12	3,211,900	315,844	10	495,561	15
Middle	8,633,515	1,155,846	13	1,804,883	21

* Excluded from census cohorts and enrollments

The present assessment used only those numbers for enrollment that were provided by the provinces and other areas; it made no attempt to estimate enrollments in private schools, for example, that had not been furnished. Ministry of Education enrollment numbers, however, included estimates from its study base, thus the latter are higher.

The more than 100% in both enrollment figures is, of course, not real. The potential problems with the numbers include the following:

1. The official statement on population growth is 3.1%. An examination of the numbers in the 8 cohort groups (1981 census) does not bear that out. Indeed, there is a tendency toward a decrease, not an increase. There is a question, then, about the accuracy of the census or the 3.1%.

2. The case study teams made concerted efforts to separate preschool children from those in first grade. On the whole, they were successful. The combined first and preschool (nursery, prep, Junior I) enrollment in the sample schools was 19,052, but 5,316 (28%) of these were preschool. No preschool enrollment is stated in the summary figures that exist for grade one in the federal and provincial statistics. Applying this percentage to the stated enrollments would change the picture considerably:

Province Documents	1,363,162	72%
Federal Documents	1,950,346	11.5%

This adjustment still would not explain the federal number.

3. Although the survey team did not ask for counts of over age children, there were some. The headmasters stated that promotion rates were generally about 84% and that almost all of those not promoted repeat the class. While this is not an exact measure, it might bring provincial first grade enrollment in relation to the cohort group down to 68%, which approximates the average of the respondents' estimates for their age group.

In summary, the preschool children definitely constitute a major factor in what appears to be a 104% dropout rate between first and second grade, according to federal enrollment. It still remains large even with the adjustments and is a serious problem for achieving universal literacy.

While the general numbers of enrollment in primary schools and middle schools are sufficiently alarming, those for the education of girls are far worse, especially in the rural areas. Baluchistan Province reports about 2% of the rural girls in schools. While the other provinces have higher proportions, rural enrollment for girls probably does not exceed 7%. The reality is that for the vast majority of girls, the present schools are overcrowded or there are no schools for them at all. This is a serious enough problem in its own right but when a 50% literacy rate is sought for the entire population, the task can be seen as extraordinarily difficult.

B. SCHOOL SYSTEMS IN PAKISTAN

Just as in the United States, there is no national system of education in Pakistan. Unlike the US, the federal Ministry of Education, under the direction of the Presidency and the Legislature, establishes guidelines on basic curriculum, sets a wage scale for teachers and other personnel, supplies some of the monies for the construction of educational facilities, and in some cases pays part of the recurring costs. Additionally, there are both federal and parastatal schools whose entire operation is financed through several ministries.

The provinces have departments of education and these, together with the other provincial offices, make final determinations on the implementation of curriculum, the appointment and promotion of school personnel, and through revenues, furnish the funds for most recurring costs. The provincial departments have varying supervisory duties with the private, federal and parastatal schools operating in their areas - ranging from none at all to regular inspection visits, depending on the province and on the system in question. As a generality, their work load with their own schools allows no more than cursory visits to the schools of the other entities, if any at all.

1. Provincial Schools

The schools run by the four provincial governments account for the vast majority of students enrolled. While national statistics do not break the enrollments down by the source of control, in the Punjab, for example, 84% is in provincially controlled institutions. Further, in the rural areas and small towns, the provincial facilities accommodate almost all the students. The

proportions controlled by their provincial departments are said to be somewhat less in Sind and the NWFP but even there, the estimate is at least 75%. Baluchistan is considered even higher than Punjab since there the department of education also manages the schools in the tribal areas.

2. Municipal Corporations and Committees

There are 12 municipal corporations and 118 municipal committees in the country. The corporations are in the larger cities and are headed by an elected mayor and a council. In the secondary cities, the government is via an elected council. All but one of the corporations have schools; they finance and manage the education almost entirely without federal or provincial assistance. Only about one-half of the municipal committees operate schools; most of those that do, fund and supervise them from their own resources and personnel. Both entities obtain their educational operating funds primarily from local taxation; some small supplementary monies come from school fees. (See Chapter VI in Part II for detailed amounts and sources.)

The largest of the corporations, Karachi, has 505 schools (with double and triple shifts in 240 buildings) and enrolls more than 109,000 students. The other corporations and committees in Sind Province account for another 50,000 students.

Corporations and committees are also an important part of the educational offerings in the Punjab; its largest corporation, Lahore, has 92,800 students. All the Punjab corporations and committees together enrolled 494,738 students in 1984-1985. NWFP has only one corporation and that, combined with several municipal committees, enroll about 85,000 students. In Baluchistan, the municipal corporation in Quetta has the responsibility for education and while it has only one school, which is a girls college with about 3,000 students, it adds greatly to the educational services of the city's educational system.

The estimate for the nation's corporation and committee schools (excluding town councils and others termed local government) enroll nearly one million students, approximately 70% in primary and middle grades. It is vital to note that as a generality, these are very overcrowded and getting more so every year. The revenues of the corporations and committees are severely limited and since they receive nearly no provincial or federal assistance, they face emergency situations now and in the future.

3. Local Government/Town Councils

While only 54 of these with schools were positively identified, the lack of any central organization or reporting mechanism makes estimating their contribution to education tenuous; there may be many more. Two factors have combined to keep these in educational finance and management:

- There were (and are) pressures from parents to construct and operate schools because the provincial system was insufficient or inadequate;
- Many small missionary and other private schools, during nationalization, were taken over by these bodies and, for the most part, are still controlled by local governments.

These are almost entirely primary and middle schools, and perhaps enroll as many as 100,000 students. Local taxes, donations, and fees furnish the funds; supervision varies from local council members to appointed principals and headmasters. Some of these are operated by Muslim groups, with both supervision and some funds from religious contributions. The schools are facing intense pressure to increase their enrollments and many reported severe financial straits.

4. The Federal Government and Parastatal Systems

During British times, the military and several other governmental bodies operated schools for the officers' and employees' children. The tradition continued into independent Pakistan and is still in effect today. Further, with the low investment in provincial and corporation education, the officials in other government entities, dissatisfied with the scarcity and quality of the schools, constructed and operated their own. Some of both categories were "nationalized," but in reality, the control usually was shifted from one ministry or institution to another.

Previous studies of education in Pakistan, and the orientation for the present assessment, called attention to only a few of these systems. Their discovery and sampling, then, became an additional and arduous task that was not fully accomplished within the limited time frame for the study. The present listing, therefore, is provisional.

Federal Government Educational Institutions: These schools, with a total enrollment of about 115,000 students, are those that formerly were under the control of the Cantonment Board. The administrative body was to have been civil but the Army obtained control and intended to call them the Cantonment and Garrison Schools. The headquarters is within the cantonment in Rawalpindi but the schools are located all over Pakistan where there are Army installations. The students are children of Army personnel, civilian employees, and more recently, a quota system was instituted that brought in the children of local residents, especially the poor. Many of the buildings are British built and these are well maintained and generally in better condition than provincial schools. A uniform curriculum is maintained throughout the system so that when Army personnel are transferred, their children do not suffer. The Cantonment Board is currently negotiating to have control transferred back to their jurisdiction. The budget is within that of the federal Ministry of Education.

Islamabad Federal Area: This system operates schools both in the city of Islamabad and in the villages within the Federal Area. The system is comprised of 268 primary, middle, and secondary institutions. The pertinent enrollment for this study is 4,602 preschool (Junior I), 44,015 primary, and 13,017 middle school pupils. A special federal office manages the schools with a chief education officer, and both male and female supervisors. Despite the rapid construction of schools during Islamabad's existence, most of the city schools are seriously overcrowded and even under those conditions, some parents are unable to find places for their children. As would be expected with new construction, the physical plants are in quite good condition and appear to enjoy reasonably effective maintenance.

Federally Administered Tribal Areas: Because of the internal autonomy of the tribal areas in NWFP (the Baluchistan tribal area schools are operated by the Province), a separate administration, usually abbreviated to FATA, operates the government schools in the agencies and funds them almost entirely (some contributions are made by the tribes and the land is always donated by the local authorities). A special office under the Home Secretary of NWFP administers the program and has its own supervisors.

Except for a few, the schools have been installed within the last twenty years and consist mostly of boys schools. FATA is trying to build primary schools in each village, then use area middle and high schools, but many villages and areas still lack primary school buildings. USAID is helping through school and teacher residence construction. A far greater problem in providing full education opportunities to tribal youth is the teacher situation. Despite enormous progress in the provision of schools and increased enrollments, there are still not enough tribal member teachers and many outsiders find it difficult to live in the tribal areas. The situation is more serious for girls. There are few girls middle schools and fewer secondary schools. The tribal members report that they want schools for their daughters but that outside women will not reside in the villages. The combination is a vicious circle that has not been adequately addressed.

All of the FATA schools visited were of relatively simple but adequate construction and all of them demonstrated careful attention to maintenance; indeed, as a group they were the best maintained of any system except that of private institutions. Not all of them possess satisfactory drinking water and sanitary facilities but special efforts are being made to resolve these difficulties.

While all of the outside teachers hold the appropriate teaching certificate, many of the tribal teachers do not since the urgency of the situation has caused recruitment of some with less than teacher college education. FATA conducts summer programs to help these teachers gain their teacher education and their certificates. Substantial progress is in evidence for male teachers; females, however, sometimes recruited after eighth grade, require a great deal more training. A scheme of housing teachers in a more settled area, then transporting them daily to the villages, appears to be giving good results in the few places where the experiment is being conducted.

Tribal Areas Scout Schools: These institutions, in NWFP tribal agencies, are separated from the regular FATA schools for two reasons: they are intended to provide the basic education for those likely to become Scouts, and because a high proportion of the costs is donated by the tribal leaders (70% in South Waziristan last year for the schools at Wana and Tank). The schools are under FATA supervision and that organization pays the costs not covered by the donations. The schools are solidly constructed and well maintained, and most of the teachers are certified, including many who are tribal members.

Frontier Regions: These are especially designated defense needs areas on the borders in Baluchistan and NWFP. In both, some educational opportunity is furnished by the cantonment schools in military installations. In other parts

of these regions, however, education is provided by FATA in NWFP, and is managed via the same mechanism as tribal areas. They have insufficient boys schools and a serious lack of girls schools. Many of these regions are in steep mountain areas with scant population and severe transportation problems. Furnishing education, then, is expensive since the village enrollments are often low and parents will not send their children long distances to school even when transportation is available. Transporting teachers is also being tried in the Frontier Regions. Minority languages are also reported as a stumbling block to improved education since even within a few miles, from one valley to another, the language may change. Differences among the groups also complicate the situation; sometimes they don't want their children to go to school with those of other groups. A great deal remains to be accomplished within these regions if universal primary education is to be attained.

Cadet Colleges*: These institutions, in large part commenced under the British government, are located throughout the nation. The original function was to prepare boys who would become officers in the military services but that has been expanded to include those apt for several government services. These colleges are maintained by a separate Board of Governors and are funded through the Ministry of Defence. Their total enrollment was not ascertained. An important aspect of the colleges is that when local government officials identify intelligent boys in backward and other rural areas, they may receive scholarships and thereby further their education and entry into professional life.

Defence Authority: This federal agency has schools in several defense locations. The schools are managed by a local Section in Charge within the Defence Authority and are affiliated with the Federal Board of Secondary and Intermediate Education in Islamabad. The school included in the survey was in excellent condition, well staffed; both promotions and passes on examinations were reported above 90%.

Pakistan Navy: The Navy has established a few schools along the Arabian Sea for the children of their personnel and civilian employees. They are funded and managed by Navy personnel although the teachers are all civilian. Permission to visit one of these was not granted in the allotted time for the study but it is said that they have good buildings and teachers, and that the quality of education is high.

Pakistan Air Force: Located in several parts of Pakistan, these are operated and administered by the Air Force with civilian teachers. Air Force personnel and employees' children attend. The one included as a case study was in good physical condition, the teachers were all certified and with university training, and the teachers reported that the children perform excellently on the school and national examinations.

---

*Middle, secondary, and high schools, and colleges, usually include the primary grades. The Cadel Colleges are comprised of grades 1-12 and some 1-14.

Pakistan Customs Service: These are located near the major customs houses and cater primarily to the employees of the service. None was surveyed, but secondary information proclaimed them as very good institutions. They are funded through the Customs Service budget.

Pakistan Railways: When the British built the railways in Pakistan, they also constructed housing for the employees and provided schools for the children. During nationalization, 39 of these were taken from the system but Railways still has some voice in the administration of those taken by municipal corporations and provinces since most of the students are from their employees' families. In 1986, the system operated 3 boys, 4 girls, and 2 mixed schools with a total primary enrollment of 4,864 primary and 3,609 middle, as well as specialized levels of education. An important note is that 70% of the students is female, the only system with more girls than boys. Although the buildings are old, those observed are well maintained, the teaching staff is well qualified, and the reported test performance is excellent. Overcrowding is evident in most of the schools; the employees were reported to prefer the schools directly operated by Railways.

Pakistan International Airline: A more recent addition to the school systems is that operated by PIA. As with others, they were installed to provide quality education for the employees since the overcrowding and deteriorating physical plants of many of the schools where they have offices and service centers were inadequate to their children's needs. The schools are mostly new and are reported in good condition with excellent teaching staffs.

Universities: All of the universities that offer programs in primary school education, and some that do not, operate one or more primary or primary-middle schools. In some, they provide schooling for the children of faculties and employees, but others mostly enroll local students. All are utilized for practice teaching. They are on or near the university campuses, have separate faculties, and the costs are met through university budgets and fees. Those contacted had an enrollment of about 3,000 students, all were coeducational, and most teachers were women. At least two teacher colleges also have primary laboratory schools; they reported mixed province-college funding.

Government and Other Parastatal Institutions: There are also many state and parastatal organizations that operate schools. Generally, these are termed model schools and function, in the words of two of them, both to demonstrate that quality education can be provided and to furnish schooling for their employees or a target area. Social Welfare (Ministry of Health, Special Education, and Welfare and the provincial departments), the local offices of the Ministry of Labour (mostly vocational programs including basic education), and a number of smaller parastatal and semi-government institutions are among these.

The Comprehensive Training Academy, as an example, is a new institution begun with federal assistance but that operates primarily on its own earnings. It has recently opened a primary- middle school in the industrial area of Islamabad. The school is entitled a model school and is operated to furnish quality education for federal and industrial employees' children, especially those whose land was purchased for the capital area and who are in low skills jobs. It is a part of the uplift program designed for these villagers and

their families. Funding comes from fees from those that can afford them, and from the Academy's budget. It also conducts many literacy programs in various sites in the federal area, reported to have about 3,000 adults enrolled.

The Civil Aviation Authority builds schools that are sometimes operated by a province (Baluchistan) and sometimes via its own resources. The surveyed school was nearly new and well staffed.

Social Welfare, in addition to its regular vocational programs, runs several ladies' industrial homes in urban areas, has nursery schools in many sites, and in a few, offers primary education. It carries out vocational programs for workers and the unemployed. In two of the sample programs in the case studies, the Social Welfare program was operated in conjunction with the All Pakistan Women's Association, a private organization. In both these instances, the Social Welfare operation was principally from provincial funds with some federal assistance.

Special Education: The national Ministry of Health, Special Education, and Social Welfare has relatively recently entered the field of providing education to handicapped children. It directly runs programs for the deaf, blind, and otherwise physically handicapped, and for the mentally retarded. A few orphanages also come under its jurisdiction. These include primary education.

5. Private Non-Profit Schools*

There are three important subsets of these - Christian (mostly Catholic), Muslim groups, and those operated by boards or committees purely for educational uplift of the population. Most of them charge fees, ranging from very low in the Muslim schools to very high in most of the board institutions. In addition to these three groups, other organizations offer non-profit education: the All Pakistan Women's Association, foreign governments, foundations (notably the Aga Khan Foundation), and some other philanthropic institutions. The individual schools within these groups vary so widely that they almost beg description, but some common characteristics are found.

Many, but not all, of the private non-profit schools were nationalized in 1972. Some have already been returned and provincial and federal officials are urging the groups to again take control of others. Some of the buildings were seriously damaged through abuse or lack of maintenance, thus the organizations resist the return of some without adequate compensation.

Private schools are supposed to register with the provincial governments but many do not. No one knows how many there are nor do they know much about the quality of education imparted. Punjab has made a serious effort to register them and obtain statistics on teachers and students. The Bureau of Education reported 427 private schools in the province in 1984 with 83,174 primary students and 49,993 middle school enrollees. They candidly admitted, however, those numbers were far fewer than in existence. The Karachi Region of Sind Province lists 748 private schools. They had no counts of students but it might be as many as 100,000. Again, they knew that even the number of schools

*Many private non-profit institutions provide literacy and skills training; representative types of them are described in Chapter VI, Part II.

registered was out of date. While some of these are private non-profit or claim that status, others are run principally as businesses. "Educated guesses" about private non-profit enrollments in the country place it at about 350,000 but since no adequate separation has been made between non and for profit, the number may be greater or smaller.

Christian Schools: The majority of these schools is Catholic, run by the parishes, dioceses, or orders of nuns, priests, or brothers. They are mostly in the larger cities but some smaller ones also have this source of instruction. The intended clients of the schools determine the language medium (all emphasize English, but not all teach in it). The fees charged to supplement church funding, and the level of instruction, vary widely. Some aim at the poor, especially the sweeper colonies (one of the few remaining castes), and charge nearly nothing. Others are to furnish schooling for the children of middle and upper classes and charge accordingly. Still others are to supplement the inadequate schools for girls and take in students from many economic levels.

Most try to keep classroom loads at a level that will enable quality education to take place but with the serious problem in government schools, the Catholic schools are being pressured to take more and more students, which in their judgment, is lessening quality. With the memory of nationalization still fresh, they find it difficult to resist official pressures.

There are some (number unknown) Protestant schools in existence; Seventh Day Adventist and Episcopalian were identified and one Church of Scotland was reported. None of these was available for interview.

Muslim Schools: The largest group of private non-profit schools is that operated by the several Muslim groups. They consist of two principal types - Madresa and Hadis (or Maktab). These fund their education programs from donations to the Mosques; a few receive assistance from the provinces. Almost all the Hadis are simply constructed with few amenities for imparting education. In some, the Imam and volunteers are the teachers. Almost all of these are for boys. At one time they functioned only to teach Arabic, the Quran, and the life of the Prophet but they now teach reading, writing, and arithmetic, at least, and usually a full primary school curriculum.

Some Madresa are also quite simple institutions but many were originally intended to prepare Imams and so have better buildings, equipment, libraries, and hostels. Indeed, some have progressed to full college status with an excellent curriculum. At least one, in Lahore, has recently added teacher education since so many Imams today help administer and teach in mosque schools. Still another indication of fundamental change is that the Madresa in Gujranwala is adding a full college for girls, one of he first in the nation.

Private Board Schools: Many of these are old schools begun in British times and associated with Cambridge, Oxford, or one of the other English colleges. They are called public although they are private. The ones that properly belong in this category are the non-profits, governed by a board, designed to provide very high quality education. (Care must be taken with the term "public" and alleged association with British colleges since many private

schools for profit are using these terms.) The oldest and highest regarded of these schools in Pakistan is Aitcheson College in Lahore, set up first as a chiefs college 100 years ago. It is financed by high fees and by contributions from the "old boys." There are also a good many others similar to it but with less prestige.

The Aga Khan Foundation has schools in many Muslim countries, including Pakistan. Prince Aga Khan left a sizeable fortune in investments to fund schools and hospitals, and dedicated Ismaeli Muslims have since added substantial sums to the original fund. Although built to educate Ismaeli children, they admit students of any creed. The buildings, furniture, curricula, and teachers are excellent. Most of the schools are in Sind and NWFP but there are others.

Additionally, there are other foundations, associations, factory owners and businessmen that have founded schools. Little is known about them since they represent only themselves and have no central organization or reporting system. They vary considerably but are still among the better schools in the country.

Foreign governments, usually through their embassies or consulates, also have schools in the nation. The American school is one of these. They are not registered as part of the Pakistani systems but many of the students are Pakistani. They charge fees but are also usually subsidized to some degree by home governments.

Prior to nationalization of their facilities, the All Pakistan Women's Association was a major force in providing education for girls. Only a few schools are now run by them. To continue effective work with their contributions and volunteers, that organization, abbreviated to APWA, is concentrating its efforts on literacy and skills programs. It operates some on its own, some in association with the Literacy And Mass Education Commission (LAMEC), and as joint efforts with Social Welfare, the Ministry of Labour, factories, municipal corporations, and the provinces.

Education for the Handicapped: As noted previously, the Ministry of Health, Special Education, and Social Welfare operates several specialized schools for the handicapped in Pakistan. Private non-profit institutions also work in this field; they depend mostly on donations, some from outside Pakistan, for their operating funds. The Gujranwala school for the blind and deaf, for example, receives money from the Catholic Church, the Government of the Netherlands, and local donations.

Orphanages are operated by several religious organizations, associations, and by provincial and local governments. Social Welfare has several.

6. Private for Profit

The majority of the private schools in Pakistan falls into this category. They vary from the very costly Beacon House type to simple operations in a room or rooms in a home. The quality varies widely but the public often sees them as offering better education and makes sacrifices to enter their children. The number of these schools and their students is unknown except for the indications given earlier. Too, they spring up every day, thus even just

registering them is an impossible task under the present regulations. Estimates on their enrollments range from half to a million. Since the government is encouraging private entry into education, and has imposed nearly no regulations on them, some educators see future problems that will be difficult to resolve. With the present plight of government education, however, and the enormity of the needs, the private for profit schools have a role in Pakistan.

7. United Nations Refugee Schools

Although not a part of the Pakistani educational institutions, there are large numbers of children educated by the United Nations High Commission for Refugees (UNHCR). During their five years of operation, this system has grown to the point that it operates 667 schools (most in NWFP but some in Baluchistan and a few in Punjab) with about 85,000 primary and middle school students. Most teachers are Afghanis but many Pakistanis are also employed in the work.

The program begins by conducting school in tents, then plans to progress to adobe structures, and when sufficient students and community assistance are found, construct block wall buildings. The UN provides the texts, all materials and supplies, and pays the salaries. Through other parts of its program, it furnishes health services, clothing, and food.

So far, secondary, intermediate, and university students are accommodated in the Pakistani institutions. UNHCR provides scholarships when fees are involved but in many cases, the provincial and tribal area schools admit them without extra charges.

2384H

CHAPTER II.

STUDY METHODOLOGY

USAID/Pakistan, in conjunction with the Government of Pakistan, set up the present assessment to more fully describe and quantify the several aspects of education in the country, and make recommendations for what could be done to remedy the problems. The Development Associates team of seven professionals from the United States, working in close contact with Pakistani federal, provincial, and other officials, followed a regularized set of procedures and methodologies to effect the assessment:

- The analysis of existing documentation - studies, policy statements, and statistical data;
- Indepth interviews with federal, provincial, regional, divisional, subdivisional, tehsil, and school officials, coupled with visits to many schools;
- A set of case studies of 220 schools, literacy and skills programs, and their catchment area populations: headmasters, headmistresses, principals, teachers, parents, community leaders, youth, and on site observations.

The first two approaches - document study and interviews - plus an abstract of the case studies, provided the material for Parts I and II. The present report, Part III, details the procedures and results of the case studies.

A. GENERAL APPROACH

The usual approach to a national assessment of education is to update the information and statistics from previous assessments, analyze the data in light of present policies and budgets, and formulate the new report. The previous assessments of education in Pakistan were few in number, necessarily partial because of the parameters set for them, and hampered by weaknesses in the data. The present assessment suffered from these same problems but because progress had been made in information gathering in the provinces, the available information was somewhat more complete and of better quality. Equally important, the study team worked directly with the provincial departments and many of their subordinate offices, enabling greater control.

An additional strength of the present assessment is that sufficient specialized staff was made available so that more indepth analyses could be made of each facet: policy, management, curriculum and instruction, literacy, finance, and research. The task of synthesizing the information was also enhanced by the application of specialized professional knowledge and experience to the separate fields involved.

The research specialist added three Pakistanis to form a central Islamabad team. This group helped with the preparation of the questionnaires, their pretesting, arrangements with the universities, schedules, collected general data, conducted interviews, and did the tabulations. In addition to English, they spoke Urdu Pashtu, and Panjabi, facilitating the training of the interviewers.

B. THE CASE STUDY STRATEGIES

The scope of work for the assessment included a limited survey of representative school types (primary, middle, literacy) and areas in Pakistan to provide first hand data as corroboratory evidence to the study. The final design by the team converted the survey approach to that of case studies so that not only schools, but their catchment area clientele as well, would form the basis for the primary data. Three types of information were sought:

- Direct data on the schools, personnel, enrollment, attendance, buildings, furniture, textbooks and other supplies, sanitary facilities, and drinking water; this information was collected from the headmaster.

- Opinions of school personnel, parents, community leaders, and youth on the number and quality adequacy of the above, plus reasons for absences and dropouts, and suggestions for improving these factors.

- Observation by trained researchers on the conditions of the schools, and about the communities, helped explain the other two sets of information.

Additionally, since the subject matter specialists were concerned mainly with the central parts of the system, the survey team was charged with gathering data on the many smaller educational systems in Pakistan. That information is presented in the first chapter of the present document.

C. THE SAMPLE

The sampling procedure adopted was purposive to ensure the inclusion of those areas in each province and other areas expected by federal, provincial, and university experts to have substantial differences in population, language, physical and economic conditions, and specialized education need or provision. Approximate proportions were set for urban-rural, male-female schools, and control of the schools (this latter could not be strictly maintained for those systems with relatively few schools).

1. General Sample Distribution

The number of sampled districts was NWFP 5, Baluchistan 6, Punjab 10, and Sind 7. Two failures occurred: Thatta District teachers in Sind were on strike, the other rural district interviews were increased; the weather did not permit flights to Chitral District in NWFP, and Dir District was substituted. The Islamabad Federal Area and two tribal areas in Khyber and South Waziristan Agencies were included. The final number of the school/catchment area case studies was 220. (See the distributions in Table 2, 3, and 4.)

Table 2: Distribution of Case Studies by Area, Urban/Rural, and School/Program Control

School/Program Control	PUNJAB		NWFP		SIND		BALUCHISTAN		OTHER		TOTAL
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	
Provincial Government	13	45	10	14	14	14	2	15			127
Municipal Corporation	11	1			8	1	1				22
Fed. Gov. Educational Institution (Cantt)	1										1
Pakistan Air Force			1								1
Pakistan Railways	1				1						2
Civil Aviation Authority					1						1
Social Welfare					1						1
Universities	1		4								5
FATA										8	8
Pakistan Defence (Federal Corporate Body)					1						1
Islamabad Federal Area									1	1	2
Private Non-Profit	4	3	2		4						13
Private For Profit	6		4	1	7	1	2	1	1		23
APWA, APWA/Social Welfare, APWA/LAMEC		2		1	1				1		5
SWA Scouts/FATA										1	1
LAMEC								1			1
UNHCR										5	5
Private Factory/LAMEC				1							1
Total, Rural/Urban	37	51	21	17	38	16	5	17	3	15	220
GRAND TOTAL	88		38		54		22		18		220

*Others include Islamabad Federal Area, tribal areas, and UNHCR; these are specified in the lefthand column.

Note: See Appendix B for the list of districts surveyed.

The total urban schools/programs was 104 and those in rural areas were 116. The proportion should have been slightly lower for the urban schools and programs. Two factors were involved:

1. Several literacy programs were combined with skills training, most in urban centers;

2. Most private and many of the parastatal schools are in cities.

Ensuring interviews with these schools and programs caused the small imbalance. The tabulations were divided for the two areas and they are reported separately when the results are different between them, thus the defect was remedied.

2. Types of Schools

The survey, because of the necessary emphasis on rural education, conducted interviews mostly in schools that consisted of some combination of first to fifth grades: 158. Those that combined primary with middle and higher counted 52. (One of the primary schools has sections that are ungraded for youth of any age; a primary-middle school is completely individualized and non-graded.) Another school operates both primary and literacy sections.

Table 3: Distribution of the Sample Schools/Programs by Level/Type

Level/Type	No.	Level/Type	No.
Primary Only	158	Skills and Literacy	2
Primary and Above	53	Literacy Only	5
Primary and Literacy	1	School/Literacy/Skills	1
TOTAL			220

The nine literacy programs had a variety of sponsors: All Pakistan Women's Association alone and in combination with LAMEC, and the NWFP and Punjab Social Welfare Departments; LAMEC alone and with a private factory; a private Muslim school and a Muslim society. Many others were identified but could not be interviewed. Their sponsors included the NWFP Department of Education, private businesses, the Comprehensive Training Academy, the Catholic Church, municipal corporations, and the Department of Labour, as well as the sponsors of those surveyed.

3. School/Program Distribution by Sex of Students

The federal statistics classify all schools for either boys or girls but information from the provinces showed substantial numbers of mixed (coeducational) institutions. The study therefore included this category in its sampling plan.


MAP OF PAKISTAN
(with sample case study districts and areas)
U S S R
C H I N A
FEDERAL
TERRITORIES
Kohistan
Dir
NWFP
Peshawar
A Z A D J A M M U
& K A S H M I R
Islamabad
Rawalpindi
Kirybe
Bannu
A F G H A N I S T A N
South
Waziristan
D.I.
Khan
PUNJAB
Gujranwala
Lahore
I N D I A
Leiah
Pishin
Sahiwal
Multan
Quetta
D.G.
Khan
Muzaffargarh
Sibi
Bahawalpur
Kalat
Rahimyarkhan
I R A N
BALUCHISTAN
Khuzdar
Sukkur
Panjgur
Dadu
Nawabshah
Mirpurkhas
Hyderabad
Karachi
A R A B I A N S E A
SIND

Table 4: Distribution of Sample Schools/ Programs by Sex of Students

Sex of Students	Punjab	NWFP	Sind	Baluchistan	Other*	Total	Percent
Male	40	17	12	13	10	92	42
Female	22	12	14	4	4	56	25
Mixed	26	9	28	5	4	72	33

*Other includes Islamabad Federal Area, 2 Tribal Areas, and UNHCR.

Guided by the provincial statistics, an approximate proportion was calculated among boys, girls, and mixed schools and programs. The result, however, reduced the numbers of boys and girls schools from the designations because some labeled as one or the other had become coeducational. Most of the cases were of girls attending boys schools. All of the APWA programs were for girls and women, somewhat increasing the number of female institutions.

The combination of these changes, plus the unknown number of institutions that may be modifying the enrollment, makes any conclusion about this part of the sampling tenuous at best. It is the concerted belief of the survey team, however, that the proportions are probably close to reality.

D. RESEARCH INSTRUMENTS AND PROCEDURES

The case studies were designed to provide a comprehensive set of data and descriptive information on the selected schools and the people and area they serve. Drafts of the seven instruments were prepared by the survey team from questions submitted by the professionals on the assessment team. The drafts were then submitted for review, and modifications were made. These were then field tested in Islamabad and Rawalpindi, revised as needed, and put into final form. (See Appendix A for the questionnaires.)

The strategy was to collect on site data on the education, opinions on it from school personnel, parents, community leaders, and youth, and complement these through observations. The number of completed questionnaires by area is shown in Table 5. The total number of completed instruments was 2,293, representing 2,097 respondents.

The seven instruments' contents and target interviewees were:

I Data form on school, personnel, and students: headmasters/mistresses

II Opinionnaire on schooling: headmasters/mistresses and/or teachers

III Opinionnaire on schooling: parents and community leaders

IV Optional parent/community leader opinionnaire for literacy programs when required

V Data and description form for learning coordinators

VI Opinionnaire on schooling: youth

VII Site description form: trained observors

Only minor problems were encountered with the administration of the items. In a few places the word "grade" had not been changed to "class" and the substitution was occasionally forgotten during the interview, causing some momentary confusion. The agreed upon versions in Panjabi, Urdu, Sindhi, Baluchi, Saraiki and Pashtu were done verbally; written versions would have eliminated a few translation errors and hastened the completion of the interviews.

The preferred interview timing was for a team to complete the school work during the morning and the community in the afternoon. Travel schedules, always very tight, early closures of schools, difficulties in finding parents, community leaders, and out of school youth while they were at work sometimes caused fewer questionnaires to be completed than were targeted. The returns were satisfactory for the case study approach.

Table 5: Distribution of Completed Instruments by Questionnaire and Area

	Questionnaire*					
Area	I	II	III	IV	VI	VII
Punjab	88	169	307	17	260	86
Baluchistan	22	44	87	0	85	19
North West Frontier	38	66	70	4	102	35
Sind	54	106	209	3	213	54
Tribal Areas	9	17	25	0	26	7
Islamabad	4	8	2	0	8	4
UNHCR	5	10	10	0	12	5
TOTAL	220	420	710	24	706	210

*Only 3 learning coordinators (V), all in NWFP, were interviewed.
**These were fewer than the sites because the same buildings were used for 2 programs.

E. SELECTION AND TRAINING OF FIELD RESEARCHERS

It was expected that a single subcontract could be let for the completion of the interviews. No organization was found that could mount this nationwide effort with the required quality and in the specified time. University departments with substantial research experience were approached and three resulted in worthwhile participation:

Institute of Educational Research, University of the Punjab
Department of Social Work, Peshawar University
Department of Social Work, University of Baluchistan

Professors in these collaborated as supervisors and subteam leaders to difficult areas. Masters students served as interviewers.

In Sind, appropriate arrangements could not be made and the Islamabad team recruited experienced interviewers independently. An Islamabad team member supervised during the first three days and then selected coordinators for the remainder of the time.

The Islamabad team conducted the interviews in Lahore, Rawalpindi, and Islamabad Federal Area, and were integrated into the teams for part of Karachi, Peshawar, Dir, and D.I. Khan Districts, and to the South Waziristan Tribal Agency. The early experiences helped greatly in preparing the training program for the other interviewers.

The training sessions were conducted in the provinces by two or more of the Islamabad team plus a university professor. An additional session was necessary for the Multan area of the Punjab. The training was carried out in English, Urdu, Panjabi, Saraiki, Sindhi, Pashtu, and Baluchi. The uses of examples from the early interviews aided comprehension of the tasks.

Subteams were assigned to do the interviews in a designated area. Each then reported to a supervisor or coordinator for checking and completeness. These, in turn, were checked by a member of the Islamabad team.

F. TABULATION

The tabulation was done manually to facilitate the incorporation of the most salient information into the general report. The data were always separated by province and urban/rural, and usually by general school types in order to analyze the data for important differences among these geographic entities. The tables were drawn up according to the utility of the data.

Time did not permit codification for computerization. The specifications for such coding were made so that later studies could add to the sample or be compared to it.

G. LIMITATIONS TO THE STUDY

The selection of representative districts and schools, while done carefully, no doubt left out some important variations in parts of others. The loss of a major language group, Chitrali, was regrettable. No federal territory nor frontier region was in the sample. At least one of each should be added later.

The time assigned to conduct the interviews was very limited. Some organizations required lengthy procedures for obtaining permission to visit their schools. Too, two systems were discovered when the interview period was over. All of these should be included in any later effort.

2384H

CHAPTER III.

THE FACILITIES

Government reports place emphasis on the need for school facilities in many areas and note some problems of deterioration in existing construction. The World Bank discussed the critical sanitary problems involved with the lack of toilets/latrines and potable drinking water. Preliminary visits by the assessment team raised questions about furniture and playgrounds.

The survey teams obtained information on these factors by direct observations and queried parents, community leaders, and school personnel about them. Since the case studies were conducted with schools as the central target, the survey provided no data on places where schools should exist; the main report, Part II, contains information on that subject.

A. THE BUILDINGS

The researchers had read the reports that discussed schools "in courtyards, under trees, and in dilapidated rented buildings," but seeing children trying to study under these conditions in the 110° heat of Hyderabad, rain in Sukkur, and dust in D. I. Khan is quite another matter. The US and Pakistani interviewers were shocked. The teachers, parents, and community leaders vehemently criticized the system that seemingly could do nothing to remedy the problems.

These perceptions about the poor schools, mostly of provincial governments, were heightened by visits to generally well constructed special provincial, parastatal, and private schools. Educational facilities are not invariably bad in Pakistan; the contrast is difficult to comprehend.

Table 6 contains the breakdown of the conditions of the sample government institutions. Rented facilities from individual owners (excluding nationalized school buildings) was 24% of the 183. NWFP, and especially its D. I. Khan District, had the highest incidence, 39%. Most of these were not constructed for school use, thus were inappropriately designed, and many were badly in need of repair. The reported rents seemed high: Rs 1,000 per month for an empty courtyard, Rs 1,500 for a small adobe house, Rs 2,000 for a four room structure.*

The education officers reported that the cities, even some small ones, find a serious impediment to building their own structures in one regulation: the community must provide the land. People in poverty neighborhoods and those in high priced large city sections find it extremely difficult to comply with this rule, thus renting is the only alternative.

---

*Using an exchange of Rs 16=1$, these ranged from $62.50 to $125 per month, quite substantial in Pakistani terms.

Table 6: Distribution (%) of the Case Study Goverment School Buildings by Condition

		NO BUILDING			WITH BUILDING						
Area	Rented*	No Shelter	Tents, Other Temporary	Veranda Only	Severely Damaged	Deficient Structures	Some Classes in Courtyard	Some Classes on Veranda	Overcrowded in Classroom	Satis-factory	Very Good
Baluchistan	16	5	16	0	16	42	0	5	0	16	0
NWFP	39	3	0	0	14	39	6	6	19	8	6
Sind	25	2	0	0	16	40	0	2	23	9	7
Punjab	22	5	6	11	5	53	5	5	17	5	5
Tribal Areas	0	0	11	11	0	56	0	0	0	22	0
Islamabad	0	0	0	0	33	0	0	0	0	67	0
Pakistan	24	3	4	4	10	43	3	4	16	9	4
UNHCR	0	57	0	0	0	43	0	0	0	0	0

*Excluding nationalized school buildings on which rent is being paid.

Twelve percent of the government sample had no building at all; the Punjab with 21% and one tribal area with 22% were the most affected. Severely damaged buildings were 16% of the sample in Baluchistan and Sind, and 14% in NWFP. Those placed in this category included only the ones with parts of walls or roofs collapsed or sagging. Two of these structures were rented. Deficient structures, 43% of the total sample, were those with damage but that still furnished some protection, and those with no floors or no windows.

All of the "very good" government schools were parastatals. That group also made up the majority of the satisfactory group, except in the tribal areas and Islamabad.

A separate examination of the provincial schools, combining those with no buildings and the severely damaged structures, showed most of the surveyed districts to require heavy investments in construction and major repairs: 40% or more of the schools in Dir and D.I. Khan in NWFP, Panjgur District in Baluchistan, and substantial areas of the Hyderabad Region of Sind. From 20 to 39% took in all but three of the rest of the sample districts. Even that proportion is a serious rehabilitation requirement.

The UNHCR refugee schools are almost all held in tents or adobe structures. One tent was badly damaged and most of them were overcrowded, generally with more than two teachers conducting class in the same "room."

Private schools, whether non or for profit, were in much better condition with 63% in the satisfactory or very good classifications. Only one had no building (it was under construction), nine had some structural problem. Overcrowding was evident in a few.

The structures where the literacy programs were being held were generally noted as satisfactory for that purpose; a few in schools were placed in the deficient construction category. Skills centers, usually older structures, were seen as satisfactory but frequently needing repair. As a group, they fared better than the provincial schools. There was little difference between those operated by the Departments of Social Welfare and those by the private organizations except where some new ones had been constructed more recently by the latter.

Headmaster and teacher opinions tended to closely parallel those of the trained observors. Summarizing their ratings by province: Baluchistan mostly in the very poor to fair range; Sind very poor to good; NWFP very poor to fair; Punjab ratings concentrated in the very poor group, with the rest about evenly distributed among poor, fair, and good. The majority of the personnel answered fair for Islamabad. One tribal area clearly stated very poor while the other said fair and good.

Parents and community leaders, as a group, always rated the buildings less favorably than did the school personnel. One disheartening result of the survey was that in Baluchistan and the Punjab, some parents stated that they did not know the condition of the buildings.

The interviewed youth were not asked to directly rate the buildings. When queried about what they disliked about school, the most frequent reply for both boys and girls (except in the tribal areas and in Islamabad) was the poor buildings. In the context of dropouts, girls often cited "no school available," and their second reason was inadequate facilities.

There was substantial agreement among federal, provincial, and local officials, and among parents, community leaders, and youth, that in many places, the buildings, and sometimes the lack thereof, was a major obstacle to education. There are not enough buildings, many of those that exist are in disrepair, and many others need more classrooms. Except for some small schools in rural areas, no additional children can be admitted; the provision of more classrooms would immediately raise the enrollment.

B. SANITARY FACILITIES

The central survey team took time during the training to assure that the field observors would directly assess the conditions of toilets and latrines, and specified those that could be classified as satisfactory. The central team took these special precautions because it expected from reading reports that the opinions of school personnel, parents, and community leaders would not be based on the sanitation aspect. The latter assumption was untrue. All of the respondent groups judged the facilities about alike. Apparently the campaigns on sanitation have had an effect.

That effect, however, has not yet been translated into the universal provision of sanitary toilets and latrines. Indeed, it has not provided any kind of toilet facility in far too many schools in the sample: 45% had none at all. Additionally, of those that did have, 16% had too few facilities for the number of students and in 18% of the cases, the facility was inoperative or in such bad condition that it was unsanitary.

Table 7: Percentage of Sample Schools with Sanitary Facilities, Sufficiency, and Condition, by Province

Province/ Area	Had No Facility	Possessed Facility	Insufficient Facilities	Unsanitary/ Inoperative
Baluchistan	64	36	12	25
NWFP	42	58	19	14
Sind	25	75	20	28
Punjab	53	47	12	8
Islamabad	26	74	0	33
Tribal Areas	67	33	0	33
Pakistan Sample	45	55	16	18

The tribal areas and Baluchistan led in the percentage without toilets or latrines, 67 and 64% respectively. Both also had high proportions that were inoperative. (The Islamabad percentage of inoperative conditions is high but the sample was small.)

The central team and the observors did point out a problem not mentioned by any of the other respondent groups - that of toilets and latrines emptying into open ditches and flumes coursing down the streets. There were far too many of these, and they are real hazards, not just potential. A sad commentary was when some school personnel, parents, and community leaders answered "don't know" about toilet conditions.

School personnel ratings on toilets and latrines, as noted earlier, approximated those of the observors. Those of the parents and community leaders were in the same general pattern but were more severe in their ratings. These ranged from a low of about 31% on very poor in Sind to a high of 79% in the tribal areas. If very poor and poor are combined, the percentage runs to 70% and more in all but Islamabad. The problems of unsanitary toilet conditions in schools is one of the most serious aspects chronicled in the case studies.

C. DRINKING WATER

Two important questions are involved in the provision of drinking water, the first related simply to its availability and the second to whether or not it is potable. It quickly became apparent that the second, potable, could not be adequately assessed in this type of field study; specialists would be required to make that determination. There were, of course, some obvious cases of contaminated supplies and sometimes school personnel pointed out others. The central team and the observors concurred that at least half of the supplies were strongly suspect and a quarter obviously bad.

The availability of drinking water is also complicated by the different ways in which it is provided. When porters or students carry it in tins, jars, or buckets, drinking water is available. Similarly, when a stream runs nearby and the students can go there to drink, that had to be counted even if it was not recommendable. The final determination on availability and some special conditions related to that are shown in Table 8. For the sample as a whole, those with no supply whatsoever accounted for 24%, serious enough in its own right. None reported this problem in Islamabad, the provinces clustered around 20%, and the tribal areas were highest with 56%.

Table 8: Percentage of Sample Schools by Availability of Drinking Water & Conditions of those that Have Supplies, by Area

Province/ Area	No Drinking Water	With Drinking Water	Insufficient Supply	Obviously Unpotable
Baluchistan	25	75	10	18
NWFP	20	80	35	8
Sind	27	73	21	9
Punjab	23	77	10	32
Islamabad	0	100	0	0
Tribal Areas	56	44	0	5
Pakistan Sample	24	76	36	16

School personnel opinions on drinking water varied a great deal but tended toward the same judgments as the observors. Parents and community leaders gave generally low opinions but their judgments about the supply in a school did not necessarily coincide with those of the school personnel.

D. PLAYGROUND

Playgrounds, in even the simplest sense of a leveled place where children can run around without danger, were a rare commodity in the sample schools. Private, parastatal, and a few special provincial schools have from adequate to excellent arrangements. Municipal corporation and urban provincial schools, on the other hand, frequently had no space at all unless the street is counted, which often was being used as a playground. Rural schools usually had some space but it was most often rough, sometimes with rocks and/or mud holes, and almost always littered. Courtyards seldom had room for more than a few circle games or standing around. While somewhat of an aside, the concept of physical education as a subject was almost never mentioned by headmasters and teachers when commenting on the playgrounds, which except for the privates and parastatals, was uniformly low. Parents and community leaders also rated playground space as very poor and poor.

The provision of playgrounds in most of the urban sites, with the high cost of property and the difficulty of obtaining land even for a building, would be a very difficult task, even if assistance were provided. In villages and towns, however, they can and should be included in school construction and renovation plans.

E. SCHOOL FURNITURE

The concept of what school furniture should be varied considerably among the respondent groups. In a high proportion of the cases, the school personnel, parents, community leaders, and even some of the observors felt that first through third graders could perfectly well sit cross legged on mats on the floor. And except for the usual separation of private and parastatal schools, that was what they did. And in many sites, the fourth graders - and up to eighth graders - also did. All of the groups gave the opinion that this was not satisfactory for middle schools and many expressed dissatisfaction with that arrangement for fourth and fifth graders, especially for girls.

In the overall ratings, school personnel, parents, and community leaders were in agreement that the school furniture was very poor or poor, with that combination accounting for around 50% except in NWFP and Islamabad. Furniture that did exist in primary schools was usually in need of repair and there were seldom enough chair-desk combinations for the number of pupils.

Teachers usually fared better; most of them had a table or desk and a chair. There were cases, nevertheless, where none was provided. This was especially noticeable in the UNHCR schools and in the rooms where more than one teacher conducted classes at the same time. The Primary Education Project (World Bank) schools were most likely to have teacher desks and chairs; headmasters and headmistresses always had these amenities.

The provincial and municipal corporation schools usually had a trunk and/or a steel cabinet in which supplies, books, and other valuables could be locked, but a few had not yet received these. Unfortunately, these were frequently used to safeguard science and agriculture materials that had been provided - but which were seldom used because of the inadequate space in the room and because teachers had to pay for breakage and losses.

F. OTHER FACILITIES

Middle schools were supposed to have science rooms with simple laboratory facilities. Again, except for the privileged schools, these did not exist. The best that could be hoped for in provincial schools was a few beakers and chemicals.

Agriculture was also in the curriculum but as pointed out forcefully in Chapter V of Part II, the requirement had largely been forgotten. One school garden was found. The home kitchen of the women conducting mohallah schools, all of which had been converted to for profit primary institutions, gave some opportunity for practice in home arts. The skills centers, of course, did have workroom arrangements for cooking, sewing, crafts, and sometimes secretarial classes.

Libraries, when thought of as a room with books and a place to sit down and read, were limited to the best private and parastatal schools. In some others, there may have been a few shelves of books somewhere - but in the vast majority, there wasn't one book, other than texts, in the whole school. Even the Quran was usually brought in by the teacher for the class. When the problems of teaching Urdu and English as second languages were considered, to say nothing of maintaining literacy for those children that managed a few years of primary school, the lack was untenable. Only the large cities had public libraries and these were far from most children's homes and in some, children were not allowed in except with a parent. Homes usually had a copy of the Quran in Arabic, may have had one or two books on the life of the Prophet, and some had newspapers or simple magazines. The dearth of reading material in the villages and small towns was lamentable since that could form an important part of education generally and language arts improvement specifically.

G. OVERVIEW STATEMENT

The section on buildings points out some inequities within provinces - there were some districts and regions that have received little development money and their physical facilities were in dire straits. Unfortunately, in those same areas, most of the other facilities are likely to be lacking - no toilets, poor drinking water, little or no furniture, and woefully inappropriate places for the children to play. The distribution of construction, renovation, and other investment monies is inequitable in Pakistan. Since the federal government had requested information about these conditions, and it had no doubt been supplied in many cases, the situation was difficult to comprehend. Any donor activity contemplated should assure that sizeable portions of it should go to those "have not" areas.

2384H

CHAPTER IV.

SCHOOL PERSONNEL

The case studies, with their school-catchment focus, concentrated on personnel directly affecting the administration and instruction for schools: regular teachers, untrained assistants, special Islamayat instructors, administrators, and supervisors. Most of the administrators (headmasters, headmistresses, and head teachers) were, in 58% of the sample, also teachers in the system. Principals did not teach except to substitute when teachers were absent.

The data were obtained from the school administrator. That person, plus a teacher, were interviewed to probe the contextual factors about teachers, instruction, and supervision. Collecting opinions from two sources - administrator and teacher - ran the danger of obtaining conflicting views but that rarely happened. Interviewed separately, they generally agreed; differences were primarily of degree and even that did not vary much. The opinionnaires for parents and community leaders, and that for youth, added a further significant dimension to the descriptions. Some variations in emphasis occurred between these latter groups and school personnel but there was marked agreement on most points.

A. THE TEACHERS

There were 1,554 teachers listed for the 220 schools and programs. In the Pakistani schools and programs, those certified ranged widely among the areas, from 46% in Baluchistan to 90% in the Punjab. The UNHCR refugee schools had only 9% with Pakistani teaching certificates, mostly due to the decision to use Afghanis for most teaching posts and these primarily came from mountain villages where education was scarce (Table 9). The overall proportion of certified teachers for the sample schools was 74%, considerably higher than that reported by federal and provincial officials. The difference occurred from the relatively high number of parastatal and private schools included; these generally approached 90%. The provincial schools stood at 58% and those of the municipal corporations at 64%.

Table 9: Number of Teachers and Percent Certified in the Sample Schools and Programs by Area

Area	Total Teachers	Percent Certified
Baluchistan	182	46
NWFP	288	74
Sind	506	66
Punjab	495	90
Tribal Areas	44	56
Islamabad	39	77
Sample	1554	74
UNHCR	23	9

In this sample, there were only 98 untrained teachers working as assistants; 42 of them were teaching a class by themselves, all but seven in the preschool programs. There were 50 special Islamayat teachers, 26% of whom held teaching certificates. In all the other schools and programs, Islamayat was taught by the regular teacher. The literacy and skills programs utilized certified teachers at about the same ratio as the other schools.

The proportion of women to men was high, 62%. The parastatal, most private, and almost all mixed (coeducational) classes were taught by women. Provincial and municipal corporation boys schools were all taught by men, the girls schools by women.

Table 10: Percentage of Headmaster/Teacher and Parent/Community Leader Ratings of the Primary Teachers by Area

Area	Headmaster/Teacher					Parent/Community Leader					
	Very poor	Poor	Fair	Good	Very good	Don't know	Very poor	Poor	Fair	Good	Very good
Baluchistan	2	12	34	40	12	5	5	18	48	23	1
NWFP	6	20	26	32	6	0	12	32	6	37	13
Sind	2	3	24	39	3	1	5	6	30	38	20
Punjab	13	18	18	32	9	4	13	24	24	24	11
Tribal Areas	31	20	29	20	0	0	0	48	48	4	0
Islamabad	0	0	12	75	13	0	0	0	50	50	0
Sample	12	18	23	26	21	1	8	24	30	25	12
UNHCR	0	11	11	15	33	10	0	0	20	50	20

Except in the tribal areas, the headmasters and teachers rated primary teachers, as a group, mostly in the fair and good range although there were some that said poor, very poor, and a few others very good. Sind, Islamabad Federal Area, and UNHCR rated teachers the highest; the tribal areas, the lowest. Parents and community leaders, as a generality, rated teachers better than the teachers themselves. The tribal parents gave the teachers fairly low ratings but not as low as the teachers and headmasters. A few parents confessed that they did not know about teacher quality.

The UNHCR school personnel rated the teachers high and the parents and community leaders agreed with them. Ten percent, the highest of any of the areas, did not know the teachers well enough to rate them.

Literacy and skill program teachers rated themselves high and the parents agreed with them. Skills teachers earned the highest rating by parents, a perfect 100% said very good.

It is important to state, in concluding the section on teachers, that some of the verbal and written reports about teachers, mostly negative, were not borne out in these case study schools and programs. The observors and the central team agreed that:

1. Teacher absenteeism was not nearly as prevalent in this sample as the reports suggest; almost all of the visits were unannounced and only 9 of the 1554 teachers were absent.

2. Female teachers were no more likely to be absent than men; the proportion was 3 to 6, a not unreasonable figure considering the general problems faced by the women.

3. In the cities and towns, but somewhat less frequently in villages, the female teachers were married.

4. Reports of corporal punishment were few and far between; a few youths did report some but this was a very minor reason for leaving or not liking school.

5. Mixed (coeducational) classes were all taught by women with six exceptions; since mixed schools were a third of the sample, females have carved a niche for themselves.

Finally, and most importantly, the observors and central team agreed that teacher dedication under the conditions in which many of them work, was unusually high. Holding a class under a tree, seldom with enough books for the class, or with a class teacher/pupil ratio that would cause teachers in many countries to rebel, did not deter them from their task. They were teaching as best they could in the situation. The teachers are a major asset to education in Pakistan.

B. CLASS LOADS

There were 57,937 pupils enrolled in preschool through fifth grade in this survey. Even removing the preschoolers from the first grade counts left the first grade at the highest enrollment of any, dropping steadily across the grades. (The enrollments are shown in Table 18 and proportions are discussed more fully in Chapter VI: The Students.) The variations and averages for the class loads are shown in Table 11, together with those in the literacy, drop in, and skills programs in the survey.

Eight of the schools in the sample had only one teacher, three had two, and one had three. The total enrollment in all of these was low, from 9 to 21. Three schools had just received permission to offer fourth and fifth grades, and these classes still had low enrollments - from 4 to 7. On the other end of the scale, there were class sizes up to 125 for one teacher (excluding those classes in which one teacher had one or more untrained assistants to help). Some schools had from 90 to 110 in every class in every grade. The huge numbers tended to be in the medium sized cities but a few of these occurred in large metropolitan areas and in towns. Boys schools were somewhat more likely than girls to be seriously overcrowded.

Table 11: Low, High, and Average Enrollments by Primary, Drop In, Literacy, and Skills Classes in the Sample

Class	Low	High	Average
Preschool	6	125	67
First	4	125	69
Second	12	115	56
Third	7	117	54
Fourth	9	103	51
Fifth	7	98	46
Pre to 5th	4	125	57
Drop In	16	23	20
Literacy	17	40	23
Skills	28	70	49

The average class load across the primary grades was 57, a number that is far above any in the developed countries and more than most of those still in development. Preschool and first grade, considered the cornerstones of primary education, were 67 and 69; pedagogically, these are far in excess of that considered even reasonably approaching conditions for good instruction. And when at least 90% of these enter those grades without speaking Urdu, the most common medium of instruction, the situation is compounded.

It must also be noted that in the small schools, even though the enrollment was often low, the teachers usually had to attend to more than one grade. Even in these, the instructional load was excessive.

The two drop in programs both kept their enrollments low intentionally since instruction was very intense. The pupils were expected to cover three to five grades in two years.

Literacy programs also had low enrollments, in comparison to the primary grades. Only two were above 30, usually considered to be the maximum for this type of instruction.

The skills programs all stressed that they would like to keep their admissions low but that the demand was so great, and the need even greater, that they felt obliged to accept more students. Their average of 49 is quite high for a vocational program.

Still another problem related to teachers and pupils is that of classrooms in which more than one are instructing at the same time. Thirty-one schools had this situation; the worst was in a UNHCR tent in which six teachers were teaching six classes. Quality education is very difficult to attain under these circumstances.

Class enrollments in many schools are too high for even moderate quality education. This condition should be considered as important as the lack of schools, and funds should be dedicated for the construction of additional classrooms when the site permits.

C. TEACHER IMPROVEMENT

An open ended question on "Who helps you improve your teaching?" caused a great deal of consternation among the teachers. After some thought, the most common reply was senior teachers. When prompted about whether there were others, some named the headmaster or headmistress. A few named the learning coordinator, all of these, of course, in the Primary Education Project (World Bank). Almost 40% of the respondents finally added that they went to summer school and that these refresher courses were helpful in the planning and the delivery of lessons.

Two other questions elicited indications of assistance; one was whether the teachers in the school go to some central school or other place for meetings. About 71% said that one of the items discussed at meetings was the improvement of instruction. Except for Islamabad and the tribal areas, those meetings were most likely to be held at the teacher's school; the two exceptions reported no meetings. The Baluchistan and NWFP teachers also named their district education office; the Sind teachers mentioned the regional office. The Punjab teachers go to a central school for regular meetings, in addition to those in their own schools. It must be noted, however, that when asked what was discussed at the last meeting, only a few listed instructional improvement. The topics that predominated were tests, supplies, records, reports. When asked what should be done at the meetings, more than half described some aspect of instructional improvement.

A second question centered on the affiliation of teachers with a teacher organization. The proportion was the lowest in Sind, 9%, although the association there has been militant, including strikes, during this year. The highest indicating an affiliation with a teacher organization was Islamabad Federal Area, with 75%; tribal areas were second with 53%. The work of the organization was reported by the vast majority as dealing with "teacher problems." Only a few scattered mentions were made of specific improvement.

Although treated more fully in another section, the near absence of listings of instructional improvement via the several supervisors must be pointed out. These are severely overburdened with schools to visit but even when they do visit, their time is occupied with other matters.

D. SUPERVISION

Twenty-five percent of the schools in the Islamabad Federal Area reported no supervisory visits during the past year, but 25% reported 2 visits and 50%, ten. In all the other areas, at least one visit was listed by nearly everyone. The largest percentage with only one supervisory visit was in Baluchistan, 35%. Two to four visits were noted by about 60% of the schools in the Punjab, NWFP, and the tribal areas. The other areas varied a great deal from school to school; no pattern could be discerned.

Those who come to conduct supervision are primarily the district, subdivisional, and assistant education officers from the provinces. The assistant education officer was the main supervisor visiting schools in the Punjab, the district education officer in Baluchistan, and a combination of subdivisional officers and inspectors in Sind. The FATA schools were supervised by a district supervisor and by the agency inspectors.

Private schools rarely had supervisory visits, indicating that their own administrators served as the chief supervisor. Parastatal schools all had their own agency officers but a few were also visited by provincial authorities. UNHCR schools have their own district and assistant officers and these come to schools very frequently.

When asked what the supervisory person did at the last visit, a long list of activities resulted. Only a few were frequent: 50% in Islamabad said they checked "all over the school," a third each in the UNHCR schools listed checking attendance and offering suggestions for improving instruction. All the others were small: discussed problems, checked something related to the building, listened to lessons, checked the records, various topics related to examinations, and a few in each of the provinces said "nothing."

Their replies on what the supervisory staff should do concentrated on three items: help improve instruction, document the need for texts and other supplies, and find help for the overcrowding and bad buildings. Almost no one mentioned attendance, examinations, or the other 18 things reported done in the last visit.

E. PERSONNEL OVERVIEW

Because of the wide variation among the different sets of information, there are only a few points that merit attention overall:

1. If teacher certification means anything, the provincial departments of education need to find ways to increase its provision; 58% is too low.

2. Except for the tribal areas, community perceptions of the teachers are quite favorable; the observors agreed with that judgment and found them a strong factor in education.

3. Except for the private and parastatal schools, the pupil/teacher ratios are far too high for quality education.

4. Teachers are, by and large, left to their own resources in improving their instruction; more assistance is needed.

5. Supervision varies a great deal in frequency of visits and the tasks performed during the visits can be called inspection rather than supervision; for most officers, there simply isn't enough time to make sufficient calls on schools and they appear, with some exceptions, to be more concerned with record keeping than the improvement of instruction.

The first section, on facilities, emphasized the mostly dire conditions prevailing in the schools, especially those managed by the provinces. The personnel aspect, however, was also critical. The federal and provincial governments' announced commitment to quality education will have to be backed up with close attention to both factors.

2384H

CHAPTER V.

INSTRUCTION

The interviews did not directly ask any of the respondent groups to comment on the curriculum since the pretests showed this to bring vague answers. Instead, several questions were included that allowed the analysts to obtain more secure data and therefrom, infer some common elements among the opinions. Although that approach worked well for some components, it elicited little information on mathematics and social studies, both deemed important by the federal officials.

The completed questionnaires contained a great many comments on the program of instruction. First, almost all the provincial primary schools in the first three grades concentrated on two elements: language arts and arithmetic. For the most part, social studies, arts, science and health and physical education were taught in the fourth and fifth grades. Religious studies, Islamayat, were taught in every grade. Finally, the preschool students, whether in the first grade room or separate, received language arts instruction almost entirely. While these indicators seemed to infer a simplified curriculum, the reality was that the several languages involved made headmasters and teachers feel that the instruction was very complex; in most schools, the local language was used at least for explanation and in many it was directly taught as a subject. Arabic (often called Oriental Language) was taught along with the Quran to a greater or lesser degree, most often the latter. Urdu was taught in every grade and in many schools was the medium of instruction. English was introduced at varying times during the sequence, from as low as preschool to the sixth grade of middle school.

Private and parastatal schools also differed widely in their curriculum inclusions. The private schools were the only ones that still taught in the English medium but some parastatals emphasized it beyond a period a day. Urdu has become much more common as a medium than previously. Arithmetic was included, as in the provinces, but the former expressed the opinion that their schools spent more time on mathematics than did those in the provincial schools. Social studies and science were definitely offered earlier in both the private and parastatal schools, as a generality. Health and physical education were offered almost exclusively in the private and parastatal institutions. it must be noted that within these generalizations, many municipal corporation schools were more like the parastatals than their provincial counterparts in their offerings and concentrations.

Finally, it must be emphasized that there was no uniform curriculum when viewed in terms of application. Nor was there even a uniform provincial system. The generalities are important because of their indications of direction but areas, system administrations, and individual schools make decisions that often do not coincide with what the federal Curriculum Wing officials see as a "national curriculum." (This section provides only a brief sketch about curriculum; the subject is covered in detail in Part II, Chapter V and in the Chapter V Annex in Part IV.)

A. TEXTBOOKS

Textbooks, when provided to teachers and students, gave much of the substance to curriculum, especially to its scope and sequence. The federal and provincial offices in Pakistan collaborated to set the content for the texts but with only a few exceptions, the parents bought the books. Teachers were to be given sets of books and usually they had a complete set. Poor students often did not have the books (see the section on Costs of Education in Chapter VII, Community) and relied on dictation from the teacher, materials copied from the blackboard, and looking on with others who did have the texts.

The opinions on the textbooks varied widely among the headmasters and teachers in the different areas. For the sample as a whole, fair and good accounted for 60% but very poor and poor, together, totaled 30% (Table 12). Texts elicited many comments, even from those that rated them fair and good: too sketchy, too few exercises, and uninteresting content for the language arts. "New math" was criticized as being too difficult for teachers as well as students, without sufficient explanation or exercises, and unrelated to the lives of the children. Two other complaints were frequent: the quality of the paper and binding was said to be so poor that they wouldn't last a year, and that they were far too expensive for the majority of the families.

Table 12: Percentage of Ratings on Textbooks by Headmasters/ Teachers and Parents/Community Leaders, by Area

Area	Headmasters/teachers					Parents/community leaders					
	Very poor	Poor	Fair	Good	Very good	Don't know	Very poor	Poor	Fair	Good	Very good
Tribal Areas	0	23	65	0	12	0	8	21	63	4	4
Islamabad	0	0	11	78	11	0	0	0	67	33	0
Baluchistan	6	13	40	32	9	22	7	10	29	31	1
Sind	3	26	33	30	8	3	11	16	48	18	4
NWFP	13	25	24	33	5	1	14	27	30	19	9
Punjab	14	15	36	22	13	16	10	17	31	15	11
Sample	10	20	32	28	10	11	8	17	38	19	7
UNHCR	0	11	11	67	11	22	0	11	0	56	11

The results for the general sample mask some important differences in opinion among the several areas. The Islamabad headmasters/teachers gave high marks to the texts. Those in NWFP, Sind, and Punjab gave much lower ratings. The comments from these latter areas concentrated on the Urdu language arts texts, criticizing them severely for the weak presentation of the characters in the early grades, and for advancing too rapidly, giving students insufficient time to master each part of the sequence.

Parents and community leaders, in the overall sample, gave widely varying opinions but the highest percentage, 38%, was on the fair rating, and with the tendency to pretty much agree with the headmasters and teachers. Unfortunately, 11% of the general sample said they didn't know enough about the textbooks to rate their content; Baluchistan community people were the highest in this regard, 22%, but the Punjab was not far behind with 16%. Parents had few specific comments to make about the content except "my children have difficulty with them." They were very critical of the quality of the paper and binding, and complained bitterly about the cost. (See their cost in Chapter VII.)

The UNHCR schools were supposed to have the textbooks furnished and in most cases in the survey they were. However, in one, there was only one English text for middle school, two for Urdu, and in all grades combined, there were fewer books than pupils.

There were no complaints about the literacy texts, no matter which one was being used, and there were several. Both teachers and parents appeared to be pleased with them, possibly in part a reflection of their gratitude for the opportunity to participate in the literacy program. In the skills programs, no texts were reported - they utilized sets in the classrooms and workshops instead. These were supplemented with mimeographed materials and apparently served the purpose well for they were generally given fair to very good marks.

The respondent youths did not criticize the textbooks directly although they might have been the cause of the difficulties the students encountered in learning Urdu and English. Since half the sample was still enrolled in school (and half out), they should have mentioned the books if they were seen as a major problem.

B. LANGUAGES IN INSTRUCTION

Pakistan and the schools are faced with a considerable problem in that the people speak many languages. Some headway is being made in establishing Urdu as the national language, and English is spoken to some degree by most educated persons. The problem of perhaps 90% of the students beginning school with a different home language greatly complicates the instruction.

Rather than just ask the respondents their opinions of the languages taught within the curriculum, the advice of the other professionals on the assessment team was in favor of probing the issue of how much the four major languages should be taught: local language (Saraiki, Sindhi, Baluchi, and Pashtu are directly taught in some areas), Urdu, Arabic, and English. Since the patterns were already known to differ

by grade, the opinions were sought for grades 1-3, 4-5, and 6-8, to obtain specific rather than general information. The judgments of the headmasters/teachers and of the parents/community leaders were so closely agreed that their tabulations were combined for this presentation; the few exceptions will be narrated.

Almost half the respondents (Table 13) in the overall sample were of the opinion that the local languages should not be taught in school. Islamabad (75%) was the highest in this judgment; not one tribal respondent expressed that idea. A high proportion (65%) of the interviewees in the Punjab were against teaching local language in the first three grades but that obscured a division of opinion - the Panjabi speakers were mostly opposed but the Saraiki speaking sections wanted it taught and/or used all day. The Sind Province education professionals usually were opposed to teaching local languages but the Sindhi and Saraiki speaking parents and community leaders chose teaching their local languages one period a day. The tribal area residents, whether teachers or parents, overwhelmingly chose to have Pashtu used by students and teachers all day in the early grades. The refugees were also of that same opinion.

As would be expected from the variations of opinion about local language, Urdu, the national language, also presented wide differences for grades 1-3. The highest proportion for the sample as a whole was 68% for using Urdu all day, and 30% suggested that it be taught one period a day. Again, the separate areas had their own ideas about Urdu. While very few thought it should not be taught, one period a day garnered the majority opinion in NWFP and the tribal areas. Even in Sind, one period a day was chosen by 43% of the respondents for first through third graders.

Although Arabic is the language of the Quran, taught in every school and program, there were many educators and community members that felt it should not be taught. The largest percentage, 67, was registered for the tribal areas but the others ranged from 22 to 38%. One period a day was the majority opinion in all but the tribal areas.

Teaching English in the early grades, not done in a majority of the cases, had the highest proportions of "not teach" responses of any language. The tribal areas led in this, 92%, and the Islamabad Federal Area was the lowest with not one respondent giving that opinion. The few that chose the "use all day" alternative were, for the most part, those parents/community leaders in professional life, and the educators in some private and parastatal schools.

The indications for local language in fourth and fifth grades (Table 14) gave a small shift from all day and do not teach, toward one period per day. The Pakistan sample showed an increase of from 28% to 36, drawing this amount from both the do not teach and the use all day. The most dramatic shifts were in Sind, Baluchistan, and the tribal areas (since the Punjab, with a high proportion of the total respondents, did not change, the sample percentage was modified only a small amount).

The Urdu percentages changed very little in all of the areas except in the tribal agencies (a substantial shift from one period a day toward use all day). The changes were generally reflective of the proportionate judgments between Urdu and local languages in the two school levels.

Table 13: Percentage of Judgments about Teaching Languages in Grades 1-3, by Area

Area	Local Language			Urdu			Arabic			English		
	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day
Punjab	65	17	18	1	20	79	22	73	5	66	32	2
Sind	27	53	20	4	43	53	35	65	0	34	45	21
NWFP	48	16	36	6	61	33	38	62	0	42	32	26
Baluchistan	32	18	50	0	28	72	37	63	0	45	30	25
Islamabad	75	25	0	0	25	75	29	71	0	0	75	25
Tribal Areas	0	6	94	0	86	14	67	33	0	92	8	0
Sample	48	28	24	2	30	68	33	66	1	50	36	14
UNHCR	0	20	80	0	67	33	17	83	0	33	50	17

There was an 8% shift from not to teach Arabic toward teaching it one period a day. The change was general across the provinces but Islamabad and the tribal areas did not change their stance.

English experienced the greatest change of any of the languages when viewed for fourth and fifth grades. Twenty percent was taken from the do not teach category; that judgment was now at only 30%. Most of the modification went toward one period a day but a few shifted to all day.

The United Nations Afghani schools changed in both local language and Urdu as had the other areas, increasing the one period a day opinion. There was no change regarding the frequency of teaching Arabic. English, which strangely enough had had a 17% vote for using all day in the first three grades, now totally lost that percentage. It, and some of those that had given the opinion that it should not be taught, shifted to teaching English one period a day at this upper primary level.

Substantial changes occurred for middle school, sixth through eighth grades (Table 15). The do not teach portion for local language increased substantially, drawing from both the other categories in the sample for the nation. This trend was general for all the Pakistani schools in whatever area. For some inexplicable reason, the UNHCR respondents chose to recommend local language for all day - 100% was of this opinion.

The statistics for Urdu in middle school were mystifying from an examination of the numbers alone - there was a shift from use all day to a greater proportion saying teach it one period a day. The comments, plus followup interviews, explained the change. Many felt that in the first five grades, much of the day should be devoted to the acquisition of Urdu language arts. They believed that reasonable mastery had been accomplished by the end of fifth grade and that now the students could concentrate on the subjects of social studies, science, mathematics, and English - and that it was the content of these subjects that was important, not the language in which they were taught. Not everyone agreed, of course, but those that did made a sizeable difference. Urdu was recommended by the vast majority, 83% in the national sample, to a one period a day subject.

Arabic continued to gain as a subject to be taught with 83% now assigning it the status of a one period a day subject. The refugee schools respondents were unanimous on this assignment. No previous mention has been made of the very small percentages of people that chose Arabic as a subject to be used all day; it might be thought that these came from some of the Muslim schools, but they did not. They were isolated individuals, differing among the examinations of languages by level, and none commented in any explanatory way.

The percentage opposed to teaching English continued its decline: 1-3=50, 4-5=30, and 6-8=7. Teaching English one period a day and using it all day grew roughly proportionately between grades 4-5 and 6-8. Almost two-thirds now thought it should be taught one period a day and 27% were for all day. The greatest shift occurred in Sind, largely from the Karachi region, but some movement occurred in all except the tribal areas. One hundred percent of the refugee interviewees now chose one period a day for English instruction.

Table 14 Percentage of Judgments about Teaching Languages in Grades 4-5, by Area

Area	Local Language			Urdu			Arabic			English		
	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day
Punjab	78	16	6	0	13	87	15	83	2	43	55	2
Sind	15	67	18	4	43	53	33	66	1	21	57	22
NWFP	50	16	34	11	55	34	22	78	0	28	56	16
Baluchistan	34	42	24	0	25	75	17	83	0	30	40	30
Islamabad	88	13	0	0	25	75	29	71	0	0	63	38
Tribal Areas	7	60	33	0	36	64	67	33	0	55	45	0
Sample	46	36	18	3	30	67	25	74	1	30	53	17
UNHCR	0	29	71	0	83	17	17	83	0	14	86	0

Table 15 Percentage of Judgments about Teaching Languages in Grades 6-8, by Area

Area	Local Language			Urdu			Arabic			English		
	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day	Not teach	Period per day	Use all day
Punjab	92	4	4	0	13	87	4	96	0	6	87	7
Sind	63	25	12	0	50	50	11	84	5	14	43	43
NWFP	61	10	29	14	59	27	19	76	5	8	40	52
Baluchistan	53	47	0	0	15	85	14	82	4	0	53	37
Islamabad	83	17	0	0	33	67	0	100	0	0	67	33
Tribal Areas	11	56	33	0	67	33	45	55	0	29	71	0
Sample	68	19	13	1	83	36	13	83	4	7	66	27
UNHCR	0	0	100	0	100	0	0	100	0	0	100	0

The general logic of these patterns should not be interpreted as an indication of what happens in the schools. In a high proportion of the provincial and municipal schools, three languages were being variously used and taught every day throughout the five grades plus preschool: local language, Urdu, and Arabic. English was also taught to some degree in about a third of the schools in the primary system, including preschool. The observors reported that the local language and Urdu were often mixed in the same sentence, and the general Pakistani speech pattern of including English in any language, caused some sentences to be in all three. Second, the observors also cited many instances of poorly spoken Urdu and English, and said this had been common many years ago when they were in primary school. They also stated that Arabic was frequently mispronounced, especially in explanations of the Quranic texts rather than just reciting the prayers.

Teachers and administrators were very critical of the English used by the instructors, and in many cases that was borne out in listening to the class instructor. The teachers worked hard at English but apparently their own instruction had been deficient, or they had lost a great deal of ability with that language over the years. In a later section on what is needed to improve language learning by pupils, two-thirds of the headmasters and 32% of the teachers listed the need for improvement of the teacher's English. Only a few said they needed to better their Urdu but the observors felt that in some areas many did and there were individuals everywhere that were far from fluent.

The respondent youths named both the need to study English and Urdu as reasons for not liking school and for dropping out. Their numbers aggregated to only about 15% but that is a significant proportion.

Specific mentions of the need to receive instruction on teaching Urdu as a second language occurred in only four sites, one in an APWA literacy program, two schools in the Pishin area of Baluchistan, and one in a tribal area. All of these had had some second language methods instruction. English as a second language methods were cited in more places, chiefly in the private schools in which English is the medium of instruction but one teacher in a Muslim school also asked where he could find such a course. All of these citations combined make up less than .2% of the professional interviewees, yet a high proportion had English teaching problems and many had them with Urdu. Further, the many interviews with federal, provincial, and teacher college officials rarely brought a mention of the problem. The difficulties exist and merit attention.

C. IMPROVEMENT OF LEARNING

Teachers and headmasters were asked directly what should be done to improve learning in the schools. As might be expected with such wide variations in schools and their conditions, the replies were scattered, for the most part, over a range of topics. Those, with the percentages of mentions, were:

New/renovated buildings	7	Improved teacher training	17
Models, charts, kits	9	Change the curriculum	6
Better English instruction	11	Limit student enrollment	12
Better Urdu instruction	7	Student attendance	2
Better and more texts	23	More parental concern	1
Teaching via mass media	4	Demonstrations by supervisors	1

The highest proportion of suggestions was some combination of more and better texts. The accompanying comments were much like those described in the textbook section, dealing with both content and sequence, and with the number available to students. Improved teacher training was the second most frequent and that was as likely to come from teachers as from headmasters/mistresses. Many added that the training period was too short, giving time for little study of content after the methods courses were taken. The overcrowded classrooms were seen as a real deterrent to learning by those teachers suffering from this problem. Certainly, no method will work with 100 pupils per teacher. As noted in an earlier context, English instruction was criticized strongly; Urdu instruction received fewer suggestions. Since so few classrooms had maps, charts, models, or kits, this was anticipated to be a very frequent mention by the respondents; it was important but not as common as the lack of these materials would indicate.

D. INDICATIONS OF RESULTS

Two results oriented elements were chosen for the case studies: grade promotions and examination passes. These are not as strong as achievement in the upper grades but they were of greater importance than the generalized federal descriptions of "social promotion" indicated.

Table 16: Percentage of Grade Promotions for Boys and Girls in the Sample Schools, by Area

Area	Boys	Girls
NWFP	85	87
Sind	56	77
Baluchistan	84	81
Tribal Areas	89	71
Islamabad	88	89
Punjab	87	88
Sample	84	83
UNHCR	85	99

For the Pakistan sample, there was no essential difference between the percentages of promotions for boys and girls - 84 and 83%. Boys were much less likely to be promoted in Sind than were girls but the opposite was true in the tribal areas. Girls promoted at a higher rate than boys was also the case in the refugee schools. Inquiries into the reasons for non-promotion usually centered around two aspects: the failure to acquire sufficient language skills and low attendance.

The case study teams found no evidence of "social promotion," either in the descriptions of the promotion procedures, actual promotion practices of the school, or in the records of the schools. There were examinations for promotion, and the performance on interim tests contributed to decisions relative to progression to the next grade. In a high proportion of the cases, excluding the private and some parastatal schools, there were examinations conducted with the educational officers present. Promotion was regularized and apparently supervised.

There was a general expectation that the students in all provincial and parastatal, and in some of the private schools, would take provincial examinations at the end of fifth and eighth grades. These were somewhat downplayed by some of the interviewees, saying that these were primarily for scholarship purposes. Most, however, stated that the examinations were extremely important. Youth agreed with them.

Despite those expressions of the importance, only two-thirds of the schools reported administering the fifth grade examination or sending their students elsewhere to take it. All the schools with eighth grade, except one, reported that their students took the test. (This included provincial, federal, and the so-called Cambridge or Oxford examinations.) Furthermore, not all of the students presented themselves for such examinations (Table 17). Some do take the examination later after repeating the grade or studying with tutors. No counts on these were obtained.

Table 17: Percentage of Boys and Girls Taking and Passing the Fifth and Eight Grade Examinations

Area	Boys		Girls	
	Take Exam	Pass	Take Exam	Pass
NWFP	85	79	90	95
Sind	84	73	76	69
Baluchistan	89	82	72	67
Tribal Areas	100	100	0	0
Islamabad	100	85	100	83
Punjab	97	80	96	87
Sample	92	83	88	80
UNHCR	88	68	0	0

The tribal area boys all took the examinations and were reported to have all passed. The girls in those areas, on the other hand, did not take the examination. No useful explanation was given. Islamabad and the Punjab pupils also took the tests but their pass rate was 85 and 80% respectively, for boys, and 83 and 87% for girls. Girls generally trailed the boys in the proportions that took the examination; their pass rate was below that of boys in Baluchistan and Sind but superior to the boys in NWFP and the Punjab. The UNHCR boys had the lowest pass rate in the study. The girls did not take the examinations.

Examinations are not, of course, the only criterion relative to the effectiveness of instruction; indeed, many educators would argue that they are not very important. Still, in a society in which admission to higher levels of education is competitive, and even more so for the better schools, they loom critical for many students and parents. The pass rates in the sample were probably not much different from those in many nations. They were, in fact, surprisingly high if the exams reasonably tested what had been learned.

E. INSTRUCTION HIGHLIGHTS

There was a great deal of difference in the implementation of the curriculum in the provinces, municipal corporations and committees, and among the private and parastatal schools. As a generality, the primary grade work emphasized language arts (local language in some, Urdu in all, some Arabic, and much less frequently, English) and arithmetic. Islamayat was taught in every school and program. The case studies examined those aspects of instruction from the viewpoints of administrators, teachers, parents, community leaders, and youth. The major findings include:

1. The opinions on the textbooks varied among the studied areas and the ratings differed from very poor to very good, with fair the most frequent assessment. Parents and community leaders were more favorable toward them than the school personnel, but they complained bitterly about their cost.

2. Judgments about the languages to be used and taught from first through eighth grades were similar between school personnel and community members in most areas; the general pattern recommended was:

   a. Grades 1-3: Use local language all day (except in the Punjab and Islamabad), teach Urdu and Arabic one period a day, and half said don't teach English at this level. The tribal areas (67%) were of the opinion that Arabic should not be taught at this level.

   b. Grades 4-5: Local language was less recommended for this level as an all day language; all day Urdu increased in frequency. Fewer respondents said Arabic should not be taught and more moved to one period a day. Half the respondents said teach English one period a day.

   c. Grades 6-8: Two-thirds said don't teach local language in middle school. Urdu increased its proportion in both one period a day and as an all day language. Arabic and English were mostly consigned to one period a day.

   There was almost no evidence of teacher training in Urdu and English as second languages, yet that was what they were.

3. School personnel made many suggestions for improving the learning in the classes but those mentioned most frequently were: better and more texts, improved teacher training, limit the student enrollment, and better English instruction.

4. Strict criteria, including examinations, were evidenced in every school for promotion from one grade to the next; boys and girls were promoted at about the same rate. Boy and girl promotions were lower in Sind, and girl in Baluchistan, than in the other areas.

5. The proportions of boys taking the formal fifth and eighth grade examinations averaged 92%; their average pass rate was 83%. About 88% of the girls were reported to take the examination with an 80% pass.

The general conclusion, backed by the observations of the trained researchers, was that the applications of the curriculum were reasonable in most sites when the conditions of the school and the number of pupils and teachers are taken into account. The recommendations drawn from these conclusions included:

1. Texts, at least in some areas, do not satisfy the school personnel or the parents; some revisions seem warranted, especially in the presentations of the language arts and portions of mathematics.

2. There is a substantial deficit in the number of textbooks for teacher use; these should be provided. Some consideration should be given to furnishing texts for poverty students.

3. The burden of teaching/learning so many languages, most of them as a second language, could be lightened by allowing area variations according to the judgments of the communities; that would increase acquisition of those in the instruction.

4. Teacher training should be provided in teaching Urdu, Arabic, and English as second languages.

5. The "new math" sections of arithmetic sorely need revision and the provision of more explanatory material to the teachers and practical exercises to the students. (New math has been revised to general math by the Curriculum Wing.)

6. Teacher training generally should be upgraded and more teachers should attend weekend workshops and/or summer school.

It is the judgment of the school personnel and the trained researchers that in the schools where there are no buildings and those in which the overcrowding is serious, that without attention to these problems, little can be accomplished to improve the instruction in them.

2384H

CHAPTER VI.

THE STUDENTS

Enrollment in the primary grades is variously reported from 40 to 50% of those eligible for this level of instruction. Attendance is also said to be a problem, but figures vary so widely by area, urban and rural, and sex, that it is difficult to formulate any generalization. Dropout rates are undoubtedly high and economic reasons predominate in the judgments about the causes; the lack of schools, especially facilities for girls, and the distance from home to existing schools are major problems since when they finish what schooling is available, there is often nowhere to enroll or the cost is prohibitive.

A. ENROLLMENT

Most reports show high enrollment in first grade, then a startling drop in the second, and a relatively steady decline thereafter.(See Table 1.) The primary schools in the sample showed the same pattern but with a less alarming decrease between first and second grades. The federal statistics and those of some of the provinces and areas, do not show the preschool enrollments separately from those of first grade. The study team made a determined effort to obtain their (less than 5 years old) numbers and was generally successful. Table 18 contains the primary enrollment and percentages of the primary sample with preschool listed by itself. Additional information is provided for the drop in schools, literacy programs, and the skills training programs.

Table 18: Enrollments by Grade in the Sample Schools and Percentage of the Total Primary, and Enrollments in other Programs

Grade/Program	Enrollment	Percentage
Preschool	5316	9
First	13725	24
Second	11123	19
Third	10480	18
Fourth	9401	16
Fifth	7892	14
All primary	57937	100
Drop in programs	132	-
Literacy classes	186	-
Skills training programs	198	-

The researchers accounted for some of the changes in enrollment across the sample schools: in small municipal corporation mosque schools they had only first grade; one small rural provincial school had only preschool through second grade; three rural provincial schools went only through third grade. These, totaled, would account for less than .2% of the changes between any grades. Further, since these configurations existed fairly frequently, to remove them would distort the general pattern of enrollment in the country.

Many schools had no preschool children enrolled, which accounts for much of the difference between that level and first grade. The 5% drop between first and second grades was certainly greater than would be expected in most systems; further, the decrease was somewhat distorted by the number of students repeating first grade, especially where the children come to school speaking another language and the medium of instruction is Urdu. This, too, is a Pakistani reality and no adjustment was made for it.

The relatively steady drop from second through fifth grades was less than that reported in many publications. The relatively high proportion of parastatal institutions, in which promotion was always reported to be high, was a part of the more favorable rates. Private schools usually stated they had higher rates of non-promotion and grade repetition; this indirectly affects the overall retention since additional preparation in the early grades favors later accomplishment.

Respondents were requested to estimate the percentage of enrollment of boys and girls separately in the communities. Many people, including school personnel, had difficulty in doing that. Some others gave replies that were impossible - 100% - when children could be seen in the streets and working in many places. Excluding these answers, some general ideas, from the respondent viewpoint, could be garnered about proportional enrollment (Table 19). Two generalizations could be discerned, both of which were evident in the literature and statistical reports:

1. Urban enrollments were substantially higher than rural.

2. Male enrollment was always higher than female, sometimes radically so.

There were also important differences among the provinces, as anticipated: Baluchistan, NWFP, and the tribal areas were substantially lower than in the other areas. Male enrollment was estimated at about 90% across rural and urban areas in the Islamabad Federal Area, higher than anywhere else. Male Afghani refugee rural enrollment was higher than for NWFP and the tribal areas.

Obviously, these were perceptions, not based on counts. They did represent people's thinking, however. Some of the comments were vital to the concept of universal education, primarily because they indicated that the concept had not yet become nationwide. Examples include" "Almost all of those that should be in school are." "Many of these children could not succeed in school." "Those that can afford it are enrolled." "Some children are not suitable for school." These represent a task that must be undertaken before Pakistan can hope to achieve universal primary education.

Table 19: Respondent Estimates of Percentage Enrollment of Children of Primary Age*

Area	Boys		Girls	
	Urban	Rural	Urban	Rural
Islamabad	91	89	46	41
Tribal Areas	NA	36	NA	24
Baluchistan	79	51	48	11
NWFP	46	39	38	32
Sind	87	74	84	31
Punjab	62	48	27	18
UNHCR	NA	42	NA	10

*Excluding estimates of 100% from the calculations; no Pakistan sample total was attempted because of the exclusions.

Comparison of these respondent estimates must not be made with the official estimates made by the provinces. The latter include areas in which there are no schools and the sample was based on the presence of a school. The lower female enrollments more closely match those of the provinces since in some of the sites, there were no schools for females.

The reasons given for why pupils do not enroll in school were, for the most part, those listed in the literature. Their relative importance, when calculated in percentage of mentions, was different. The single greatest factor for both boys and girls was "parental neglect," accounting for almost half those about boys and a third of those for girls. The second for both was "parents cannot afford to send them to school," rarely mentioned in reports. The third highest cause for girls was "lack of a school or that the facilities provided were unsuitable." For boys, on the other hand, "problems with teachers and subjects (always Urdu and English) ranked third. "Family transfers and other domestic disturbances" was fourth for both groups. Fifth for boys was "the need to work," but for girls it was "early engagement/marriage," much more prevalent in rural areas than in urban. This was the number two cause for the Afghani refugee girls. "Disinterest" was a close sixth to need to work for boys; all other mentions were few. No other reason was of consequence for girls other than those already ted.

B. ATTENDANCE

Since attendance had been cited as a major educational problem in Pakistan, the survey team obtained enrollment by grade and verified attendance on the day each site was studied. The site visits were all accomplished within a three week period that encompassed a host of difficulties for attendance: wheat harvest, rain in some sections, extreme heat in others, and "getting ready for exams" during the last week.

Table 20 shows the overall sample low, high, and average attendance on that day for the 220 schools and programs. ' 88% average for preschool through fifth grade was not an unreasonable figure considering the conditions.

Table 20: Low, High, and Average Attendance as Verified on the Day of Study in the Sample Sites

Grade/Program	Low	High	Average
Preschool	42	100	88
First	46	100	88
Second	57	100	92
Third	38	100	90
Fourth	26	100	89
Fifth	17	100	89
Sixth	67	100	93
Seventh	61	100	92
Eighth	67	100	92
Sample	17	100	89
Drop in	100	100	100
Literacy classes	72	100	83
Skills training programs	86	99	93

The lows listed were rare occurrences; discounting only the lowest in each grade raised that category to nearly 70%. Almost perfect attendance, however, was found in 21% of the cases. The averages did not vary much among the provinces and areas with the exception of the UNHCR schools in which the average was at 79%; all others were in the mid80s to mid90s.

The reasons for absences are those that would be anticipated with work by far the most frequent. Illness, disinterest, away from home, and home problems all together aggregated to just under 10%. It was the general opinion of school personnel that most pupils were absent only when necessary. The few cases of chronic absenteeism were said to be a prelude to dropping out and often for serious reasons such as economic difficulties. Overall, the verified attendance was quite good and although all schools reported some seasonal variation, these were said to be understandable because of inclement weather and heavy work periods in the rural areas.

C. YOUTHS' PERCEPTIONS OF SCHOOL

Three approaches were utilized to obtain the perceptions of the students and those who had left school, about their educational experience: what they liked about school, disliked about it, and what they learned that was useful. The amount of coincidence among the three sets of replies was high. As would be expected, the variation between boys and girls continued, as it did in most of the examinations. There was no appreciable difference among the several areas except for a few that will be mentioned in their contextual discussion.

The number one "like" for boys was teachers. This comprised about 43% of all the mentions made. In the tribal areas and refugee areas, teachers were second but still amounted to about 30%. The second factor for boys (first in tribal and UNHCR areas) was the chance to study, running to about 32% of the mentions. Again, this is a very favorable finding for education. Although they could name any number of aspects, they concentrated on teachers and the opportunity to study; these are significant. And when these two are combined with generally good replies without specification (11%), they total 84%. All other mentions were few: games, science, English, and band.

The factors liked by girls were in about the same order as for boys but they were more likely to name the teacher (61%) than the boys. This number, added to the chance to study and generally good, also mounted higher, just over 94%. Friends, games, and flowers made up the rest. The Islamabad girls named teachers at less than half the percentage in the other areas.

Items disliked by students were more difficult for many of them to recall; nearly 17% would not name anything. Buildings, toilets, furniture, and water supply, together as facilities, registered the highest and that was only about 22%. Urdu, the next named by both sexes, was a distant second at 11% (14% for boys but only 8% for girls). English garnered 4%. Dislikes of teachers, punishment, some "bad" students, and mathematics were all given by a small handful of students.

The question on what students and former students had learned in school that was useful concentrated on four items, in the same sequence for boys and girls: reading, writing, discipline, and mathematics. General and personality development, religious education; "everything was useful" completed the list for girls but boys added (only 21 boys in total) moral values and ethical behavior. Whatever the problems with and in the schools, the teaching of the basic subjects was solidly appreciated.

Those youths not enrolled at the time of the survey were also asked if they would like to study again and the overwhelming answer (94%) was yes. The subjects they would like to pursue were, first, "continue from where I stopped" (38%), followed by a host of specifications including how to read and write, science, mathematics, how to become a teacher, English, doctor; cooking was named by girls, and for boys: Islamayat, technical education, Pakistan studies, architecture. These added further support to the seriousness of the young people about education.

D. DROPOUTS

No examination of youth and their attitudes about education would be complete without probing the reasons for dropouts. The case studies used two different strategies: reasons given by dropouts themselves and professional educator opinions.

The boys that dropped out named economic problems most frequently; these were about evenly divided between the need to work and that their parents could not afford to send them to school. Domestic problems, a combination of the need to help at home and "disturbances in the family," was first for girls, but this was closely

followed by financial difficulties. Boys also listed some school related reasons: no school where they could go, having been expelled, failed many times, English, Urdu, no encouragement from parents, and disinterest. No school (9%) was much more important for girls; this was followed, with a few listings only, by disinterest, teaching was not good, no toilets, and failure. One item high on the list in Sind was transfer of parent to another community, named about equally by boys and girls.

School personnel were more likely to name parental neglect as the most important cause of dropouts for boys and girls. They followed this for boys with economic problems and for girls, values and customs. The latter is interesting because not a single girl ascribed dropping out to that factor. Transfer of parents was an agreed upon cause between youth and school personnel, particularly in Sind Province. One other reason given by the educators was early marriage for girls, but it was of high proportion only in the tribal and refugee areas.

One reason given in almost all the reports, and that did not occur at all in the case studies, was harsh discipline and punishment. If that happens, and no doubt it does at times, it was not held by the youth as a cause for dropping out of school.

F. STUDENTS AND SCHOOLING

The results of the several examinations about students in the sample schools support some of the generalized descriptions but they also differed quite markedly in others:

1. Enrollment, when seen as a function of retention across the grades, was higher than the general statistics suggest; a part of this difference was due to the separation of preschool children from first graders, drastically reducing the loss between first and second grades.

2. Enrollment as a function of the proportion in school as compared to those not enrolled showed a general pattern that roughly coincides with the reports but differed in degree; school personnel ascribed higher percentages of enrollment than parents.

3. The reasons for not enrolling brought one new element almost never discussed, parental neglect, cited by the youths as well as the other respondents. Insufficient family resources was second. All the other causes were those anticipated.

4. Attendance in this group of schools was high, averaging 89% from actual verifications; only a few were low, and were attributed mostly to harvests.

5. The perceptions about school, both from those enrolled and those out of school were very positive; further, the things they liked about school were almost entirely a plus for education: the teachers, the chance to study, reading, writing, and arithmetic. Their dislikes were relatively few and emphasized the lack of and poor buildings, toilets, drinking water, and furniture; a few listed English and Urdu.

6. The number one dropout cause cited by youth was parental neglect, almost never listed by parents; economic problems followed, with a combination of need to work and parents had insufficient money to send them to school. A special factor for girl dropouts in all areas was that there was no school to which they could go, and, in the tribal and refugee areas, early engagement/marriage.

A general conclusion from this entire examination of the students was that they displayed a sincere interest in education and in the usual academics especially, and that their problems were mostly due to outside forces, rather than to disinterest or strong dislikes about education. This bodes well for expanded education in Pakistan.

2384H

CHAPTER VII.

THE COMMUNITIES

The case study interviews included parents from every school and program, and community leaders from the 30 sample districts (see the map in Chapter I and the list in Appendix B). There were 130 separate cities, towns, and villages within those districts. The sample for parents and community leaders included:

Parents with a child currently enrolled	490
Community leaders with enrolled children	173
Community leaders with no enrolled children	47
Total Parents/Community Leaders	710

The community leaders were comprised of 66 businessmen, 99 religious leaders, and 55 in different levels of government, mostly counselors.

The data were analyzed separately for parents and community leaders but there was essentially no difference between the sets, not surprising since such a high proportion of the community leaders were also parents. Further, examinations of the community leaders by the type of leadership they exercized revealed no important differences. The information is therefore presented without separating them except that when some special variations occurred, they are explained in the narrative.

A. ATTITUDES ABOUT EDUCATION

The questionnaire designed for the parents and community leaders was primarily to obtain their opinions about different facets of the provision of primary, literacy, and skills programs. Incidental to that main purpose, their knowledge about some aspects of education was also collected. Finally, a broader strategy was adopted that would sound out their general attitudes about education.

1. Provision of Primary Education

The previous chapters have incorporated parents' ideas and opinions on the components of primary education. In summary, these were:

a. Parents and community leaders were very critical of the lack and bad conditions of buildings, toilets, drinking water, and playgrounds.

b. Their opinions were somewhat more favorable on textbooks than were those of the school personnel; an overwhelming majority complained about the cost of texts.

c. Parents and community leaders also rated teachers higher than did the school personnel (except in the tribal areas); their children agreed with them, listing teachers as one of the elements they most liked about school.

d. Parents and community leaders had definite ideas about the languages included in the curriculum with a majority opting for local language as the medium of instruction in the first three grades (except for Punjab and Islamabad), then moving toward Urdu through the levels. High proportions also objected to teaching Arabic and English in the first three grades; most suggested them for study in middle school.

An important aspect of all of these opinions is that they were seldom contrary to those of the school personnel but they differed in the degree of positive or negative feeling. (The data on these opinions were presented in the tables in the previous chapters.)

2. Drop In Schools

Opportunities for young people to return to primary school, and through a concentrated program complete through grade five in one to two years, has been proposed by the federal government and the provinces are considering such an addition. The expectation is that these will be run in afternoon shifts in the primary schools and that they will generally follow the primary curriculum since the idea is that they will be enabled, or at least many of them, to continue on into middle and secondary education. (The Literacy and Mass Education Commission has proposed that it operate a non-formal arrangement on an experimental basis in 9 selected districts.)

Only two such programs were located and both were surveyed. One was a Catholic school in Karachi and the other a Muslim school in Gujranwala. The Catholic program is run for youth in the immediate vicinity and parents could be interviewed; the students in the Muslim school were from all over Pakistan and no parent could be reached.

The students in both programs were very pleased with the instruction and were glad for the opportunity to study again. The two parents and two community leaders interviewed on the Karachi program were equally impressed.

This kind of program was also described to the parents and community leaders in all the sites of the case studies. As would be expected from the rarity of this type of instruction, few knew of its existence in practice. Curiously enough, some pointed out that their local schools provided such opportunities, albeit in limited numbers. The overage pupils described in a previous chapter included some of these; they were usually still of primary age and they were most often enrolled in rural schools. Some provision was made for this in several Muslim schools and in the Scout schools of South Waziristan. Parents finding difficulty in obtaining admission for their children in the area schools, and those cognizant of overcrowding, usually declared the program less desirable under present conditions, preferring more space for the regular primary children. Even when the interviewer reminded them that the program would be operated in a separate shift, many felt that the extra shift should be run for the usual primary grades.

Both parents and school personnel were of the opinion that relatively large numbers would enroll in such a program, especially boys. Their estimates varied, of course, according to the size of the community but they always indicated a promising future for drop in education. That appeared to be borne out by the enrollments in the two surveyed schools.

3. Literacy Classes

The study first asked whether or not a program was available for boys and girls, separately, in which they could learn to read, write, and do arithmetic. Only 8% replied yes for girls, 79% replied no, and the remaining 13% stated they did not know. They were more likely to know about one for boys - 15% said yes, 69% no, and 16% didn't know. The reality, however, was that in 55% of the communities, a program was available. The outreach efforts of these programs were insufficient or they had reached their maximum class load and were conducting no outreach. In whichever case, parents and community leaders, for the most part, do not know about what is being provided. Those few people who knew about the programs were very favorable toward them; only one group in Sind classified them as "not good." A few criticized the facilities as being too far away or inadequate for the classes.

In the second probe, the two hour sessions, six evenings per week, were described to the interviewees. Eighty-two percent was of the opinion that this would be a good program; 12% thought it would not and their main argument was that older youth and adults could not learn to read and write in six months; 7% declined to give an opinion.

The survey also described the proposed Community Television Centre proposal with an evening literacy program combined with an on site teacher. Most parents and community leaders were skeptical about such a venture. They usually began by saying "it sounds like a good idea" but would then point out what they perceived as problems: use of the set for viewing regular programs, distractions from non-students that would come just for the entertainment; and doubts about whether literacy could be attained via television. Many, especially in isolated villages, pointed out that electricity had not yet reached them.

Finally, parents and community leaders where literacy programs were operating and were included in the sample, answered the same questions about facilities, teachers, and texts of the program as were those of the schools. They all praised the teachers and the texts; there were complaints about the facilities. Out of school youth, as a part of community, agreed with their parents and were very appreciative of the opportunity to learn.

4. Skills Training

The parents and community leaders were much more likely to know about a place where girls could learn a job or trade than they were for boys: 26% for girls but only 17% for boys. The places named for girls included ladies' industrial homes, a few technical schools, business training, and mohallah schools. For boys, however, more than half named local businessmen and tradesmen wherein some apprenticeships could be arranged.

Ninety-four percent of those giving opinions about the quality of the instruction in the girls skills programs considered them "good." They often commented on the great need for opportunities for girls. The formal schools and centers for boys were also praised but many were of the opinion that the local apprenticeships exacted a great deal of labor from the boys in exchange for little learning.

Most of the interviewed skills students were girls and their opinions were unanimously favorable about the teachers and the programs. Their parents, and the leaders in those communities, were equally favorable. The only complaints were the distance from home and in two cases, mentions of inadequate facilities. Boys and their parents were less likely to speak positively about the programs; they appeared to expect more from such training than did the parents of girls. Community leaders were invariably favorable toward boys programs.

5. Prospects for Education

A generalized opinion of parents and community leaders was sought to give a frame of reference for the general prospects of education. After trying several approaches, asking the interviewees directly, "How many years should girls (and boys separately) go to school?" was adopted. The first reply would usually be comments on the needs for education in present day Pakistan, and often supplementing this with talk about the problems of finding suitable employment without schooling. They appeared to choose the level of schooling carefully, often changing their first declaration, almost always upward. No one refused to answer and none said "don't know." As the percentages in Table 21 and 22 demonstrate, the respondents were inclined to choose one of the major termination points: end of primary, grade 5; end of middle school, 8; end of secondary, 10; intermediate, 12; university, 14; and masters, 16. A few did give interim years.

Despite all the reports, not one parent or community leader said that girls should not go to school - even in areas in which no girls school existed. And in the tribal areas, reputed to be opposed to education for girls, the least level selected was grade six (their primary schools usually continue through sixth rather than stop at fifth). The concentrations for girls, for the sample as a whole, were: fifth, 30%, eighth, 10%; tenth, 34%; twelfth, 8%; and fourteenth, 9%. Only 3% indicated sixteenth (masters level) for girls.

There were important area variations that gave indications of differing opinions about education for girls. NWFP and Sind percentages were low until the tenth grade, where 41% and 45%, respectively, were for that level, completion of secondary education. The tribal areas had two levels of high proportions: eighth with 33% and tenth with 50%. Those in the Islamabad Federal Area split their nominations evenly between twelfth and sixteenth. Baluchistan scattered the choices from fifth through sixteenth but 23% each were at tenth and fifteenth.

Table 21:/Parent and Community Leader Judgments on How Many Years* Girls Should Attend School, by Area (Percentage of)

Area	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Baluchistan	0	1	13	2	3	6	0	23	8	6	1	11	23	23
NWFP	0	3	14	11	3	10	0	41	0	5	0	0	0	13
Sind	1	1	10	5	0	10	1	45	0	8	1	14	1	3
Punjab	2	3	29	12	7	12	1	28	2	0	0	4	0	0
Tribal Areas	0	0	0	13	0	33	0	50	0	0	0	4	0	0
Islamabad	0	0	0	0	0	0	0	0	0	50	0	0	0	50
Sample	1	1	20	6	1	10	1	33	2	8	1	9	4	3
Afghani Refugees	0	5	30	5	5	55	0	0	0	0	0	0	0	0

*No one chose 0, 1 or 2 years.

The unexpected result was that of the Punjab, which overall, suggested the lowest education for girls: 34% for primary only. The only other large Punjab grouping was tenth grade with 28%. The Punjab respondents also gave the lowest support for education above tenth: 6%. No one chose fifteenth or sixteenth. The low estimates for girls by the Panjabis also strongly influenced the overall sample results; without their 34% at the primary grades, the sample percentage for primary would have been reduced from 22% to 12%, and the upper levels increased proportionately.

The Afghani refugees (not included in the calculation for the sample) were also inclined to lower judgments. Thirty-five percent selected fourth and fifth grades, 55%, eighth; no one chose higher than that. Even those proportions, however, are better than the number of girls schools would indicate. One camp had none and the others had few opportunities for females.

The proposals for the education of boys (Table 22) were higher than for girls in every one of the sample areas. Only 15% indicated primary school and even that would have been reduced, approximately to 8%, but for the Punjab, which again gave a relatively large number of choices for that level.

The uppermost level choices were made by the tribal areas and Islamabad, noting 14th and 16th as the preferred achievement for boys (28% each for the tribal areas, and 50% each for Islamabad Federal Area). The Islamabad people discussed the many jobs and positions for educated persons in federal government and services. The tribal respondents stressed the need for professional education to assist tribal areas to progress appropriately.

The proportions for boys schooling were similar in Baluchistan, North West Frontier, and Sind Provinces, and they placed emphasis on tenth grade upward. From 19 to 25% selected the masters level, grade 16.

The Afghani refugees also raised their sights for boys. Forty percent of the interviewees named both tenth and twelfth grades; 20% said masters. Their comments were about evenly divided between the need for education in order "to make it in Pakistan" and "we will need well trained people when we return to Afghanistan."

The judgments about desirable education were not the only evidence of a felt need beyond that being presently provided. Many roundly condemned the federal and provincial governments for the few and unsatisfactory schools. They felt that the long neglect had irrevocably reduced their own and their children's chances to advance their livelihoods and lives. They expressed hope that the higher present budgets for education would make a substantial difference in its provision and quality. There were many corollary indications from other sections of the study:

a. The general approval they gave of the teachers.

b. Their concern about the languages of instruction.

Table 22:/Parent and Community Leader Judgments on How Many Years* Boys Should Attend School, by Area

Percentage of

Area	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Baluchistan	0	1	8	2	3	3	0	17	2	14	2	10	13	25
NWFP	0	1	3	12	9	4	0	15	0	10	0	15	7	24
Sind	1	0	9	4	4	4	0	24	0	13	1	21	0	19
Punjab	3	1	17	3	1	3	0	23	2	13	1	18	4	11
Tribal Areas	0	0	0	0	11	0	0	22	0	11	0	28	0	28
Islamabad	0	0	0	0	0	0	0	0	0	0	0	50	0	50
Sample	1	1	13	4	2	3	0	22	1	13	1	18	5	17
Afghani Refugees	0	0	0	0	0	0	0	40	0	40	0	0	0	20

* No one chose 0, 1, or 2 years.

c. Their condemnation of what they felt to be parental neglect in not sending children to school.

d. The pressures parents were placing on boys schools to admit girls, sometimes with success.

e. Their change from the customary separation of boys and girls in schools to the much higher proportions of mixed (coeducational) schools.

f. They were demanding second shifts to increase the opportunities for greater enrollments, especially for girls, and to relieve the overcrowding.

g. The sacrifices parents make to gain admission for their children in the better Government schools and in the private institutions.

h. The sacrifices parents make to pay for education, often far beyond their means (detailed in a later section).

Many individual cases of emotional distress about education or the lack of it were reported by the observors: a tribal member with tears in his eyes when he told of years of effort to get a girls school in his village so his daughters could attend; mothers pleaded with the researchers to try to influence Government so it would provide a school; community leaders relating their long struggle to obtain more classrooms and teachers for the local schools.

The general environment, from the parental and community leader opinions, is one in which education can be expanded rapidly if the resources are made available. Education for girls may lag somewhat but that part of the system is, in the minds of the community members, very much in need of rapid expansion.

B. COMMUNITY HELP TO EDUCATION

In some of the early visits, the assessment team became aware of communities that were contributing in several ways toward the operations of schools, including school and classroom construction. This aspect was incorporated in the queries to the community. Further, when assistance had been given, the interviewers asked what kind of help it was, whether the community would help more, and if so, what type of assistance they might provide.

The overall proportions for the Pakistan sample were not huge but the 22% that had helped the schools was making useful additions to education. The areas that had made most contributions were the tribal areas (38%), the Punjab (30%), and Baluchistan (22%). The assistance they had given included totally building schools, constructing classrooms, collecting money for or outright financing construction, donating land, making other improvements (playground, toilets, water, repairs), and helping teachers at school. In one very low income area, parents were going door to door, collecting donations of five to ten rupees (US$ .31 and .63) from poverty level families to construct a thatch roof on poles so that children in an open courtyard would have at least some protection from the sun. There was evidence that communities and members will help improve education for their children.

When asked if the communities would help more, 38% of the entire sample said yes. More than half the parents and community members in the tribal areas and the Punjab said they would; a third agreed in Baluchistan. The Islamabad Federal Area, which has benefitted more than most sections of the nation, unanimously said no, that it was the government's job to provide education. The assistance that parents and community leaders said could be offered was much like that already done: constructing schools and classrooms, doing repairs, and helping at school. In the discussions that almost always accompanied the answers, some people appeared not to have given much thought to contributions. Some said they would begin to campaign for assistance and others noted that they need help to organize the parents into action groups to achieve betterment of education. A commissioner felt that a parental organization could help secure land for the construction of a school since there was money for it, but land must be furnished by the community or some member of it. Two counselors reported that they had called meetings of parents for school improvement and that although progress was slow, some collaboration had been attained. There are limits to what poor communities can do about their schools but the results of this portion of the survey suggested that at least some help can be obtained.

C. COSTS OF EDUCATION TO FAMILIES

Parents and community leaders with a child enrolled in primary or middle school were asked to provide information on what they, the families, pay for a year's schooling of one child. Some difficulty had been anticipated with knowledge about total costs so they were broken down into the several components. Monthly costs, later aggregated by the researchers to a yearly total, helped the respondents. The analysis examined these first by Government and private institutions, then subdivided Government into general provincial and municipal corporations, and parastatals and special provincial schools.

Table 23: Low, High, and Average Rupee* Costs for Basic Items at Regular Provincial/Municipal Corporation Schools, Parastatal/Special Provincial, and Private Schools

	Regular			Special			Private		
Item	Low	High	Ave.	Low	High	Ave.	Low	High	Ave.
Fees	0	528	67	600	1800	1316	0	4800	812
Textbooks	0	300	46	230	3600	392	0	2000	219
Supplies	0	500	163	0	1200	168	0	600	140
Uniform/ Clothing	0	500	191	0**	2600	612	0	1250	401
Lab Fees	0	0	0	0	100	12	0	100	28
Furniture	0	28	1	0	800	11	0	200	8
All basic	0	1856	468	820	10100	2511	0	8950	1608

*Exchange of $1=Rs16 was used in the later paragraphs.
**Uniforms were provided by the military in one school

The ordinary provincial and municipal corporation/committee schools, for the most part, charge little or no fees and averaged Rs 67 ($4.19). A few do, especially the middle schools and some better colleges. The parastatals and the better government (mostly provincial but some federal) do charge fees and the average of Rs 1316 ($82.25) places them outside the range of possibilities for many families. The fee range for the private schools showed the widest difference and the average was below that of the special government schools; that figure, however, is a combination of the Muslim and sample Catholic schools set up specifically for the poor. Schools equal to the special government schools charged very high fees and their average would have been greater were it not for the poverty institutions.

Almost every school in the study required the parents to buy the textbooks so the zero represents only a half dozen cases. Further, many families reported that they do not buy all the textbooks but try to use those from older children, borrow from friends and neighbors, or simply do without. There were a few classrooms in the survey where from only one to a half dozen children had books. In one UNHCR school, only the teacher had an English text. The parastatal and private schools insist on the children acquiring books and most had a copy. The English medium schools had the highest book costs since these were imported from the United Kingdom.

Supplies (slates, paper, pencils, pens, rulers, exercise pads) were reported by the families to be relatively expensive. In the poorer community schools, the children used slates and chalk, washing or wiping them frequently, greatly reducing their expenses. Supplies were costly in the parastatal and private schools; again, the average of the latter was reduced due to Muslim and other schools that provide education to the poverty areas.

Uniforms and what the families termed "suitable clothing" added substantial amounts of money to even the ordinary government schools. A few children were seen in handed down clothing and some others were ragged or patched, but by and large, the children, even in the poorer schools, presented a good appearance. Since this is a fast growing stage for children, the amounts quoted did not seem unreasonable. Uniforms varied a great deal in price but generally added a considerable expense to education.

Few schools charge laboratory fees (most provincial and corporation schools have no laboratories). Furniture was in a similar category; only a dozen schools charged anything at all.

There are other costs for most of the schools. Those children that board paid from a low of Rs 400 ($25) to a high of 6000 ($375). A few families reported board at ordinary provincial schools, all of these were cases in which there was no school nearby; these and the Muslim schools charged very low amounts. Transportation is another cost borne by the parents; it varied from a low of Rs 62 ($3.88) to a neighboring village, to Rs 3600 ($225) round trip air fare to a distant city. The average was low since few families had incurred this cost: Rs 67 for provincial and Rs 290 for the other two groups. The third type of "cost" is what is called donation; in most provincial schools it was zero to Rs 20. The parastatal average was Rs 101 ($6.31) but ran as high as Rs 1200 ($75), with private schools at Rs 2000 ($125).

The average cost for the ordinary provincial and municipal corporation schools, for all the basic costs, was Rs 468 (US$ 29). That represents 10% of the average per

capita income of Rs 4592 (US$ 287*). Since many families have more than one child in school, the cost quickly becomes impossible. And, of course, more than half the families earned less than the per capita average. The fact is that there are many, many families in Pakistan that cannot afford education for their children. This was evidenced in the chapter on students when that factor was a major reason for not enrolling and for dropping out. Education is not free in Pakistan, and is rarely completely gratis in any country, but with the present goals of universal education in this nation, the task would appear insurmountable without much larger budgets than have been provided in recent years.

D. COMMUNITY OVERVIEW

The findings from the interviews with parents and community leaders give some encouraging signs and some that are difficult in the extreme. As a generality, these can be stated as:

1. Community members demonstrated an awareness of the need for education and a desire to provide it to their children.

2. Religious leaders and tribal area families, often cited as opposed to education, especially for girls, were as likely as any other group to be in favor of education.

3. On the whole, the parents and community leaders showed a favorable attitude toward teachers and the instruction, even under the present conditions; they were positive about the literacy classes and skills training programs.

4. Community people are pressuring administrators to furnish greater educational opportunities: adding another shift for more boys or for girls, converting boys schools to mixed schools; in this regard, they seemed to be ahead of many federal and provincial officials.

5. The present attitude about how long girls should go to school, centering at about tenth grade, portends a growing demand for their education; the demand for boys was even higher.

6. Many communities materially contributed to schooling; half the respondents said their communities would do more.

7. The costs of educating a child in Pakistan is high in relation to the average per capita income, even in the ordinary government schools; a high proportion of families cannot afford to send their children to school.

These represent both encouragement and a challenge to education in Pakistan. No easy total solution presented itself but opportunities for improvement were evident in the information from parents and community leaders.

---

*The Government figure for late 1985; a June 1986 Ministry of Finance report estimated $292 and calculations from IMF numbers would run to $308; the higher figures would not appreciably alter the plight of low income families.

CHAPTER VIII.

SUMMARIZED CONCLUSIONS AND RECOMMENDATIONS

The 220 case studies of school sites utilizing interviews with school personnel, parents, community leaders, youth, and via trained researcher observations, confirmed most of what is known about education in Pakistan. In some cases, the survey results contained information that was unexpected from the general reports and discussions; these were always supportive of more and better education. The last section of each results chapter contains the specific conclusions from the content; this summary chapter only highlights those and states the recommendations that could be implemented without enormous changes in budgets, although those, too, are needed.

1. There are schools operating that have no building; they are found in every province and in many districts, but more were found in Sind and NWFP than elsewhere.

   Recommendation: The teachers (the major part of recurring costs) are already there; construction at these sites should be of the highest priority.

2. There are schools that are so damaged that they represent a definite hazard for the safety of the children and teachers.

   Recommendation: This is gross neglect; those sites, too, should be placed in the top priority list for reconstruction or renovation.

3. Overcrowding is prevalent in many schools, often to the point that little learning can take place; some of these rooms have only one teacher but others have two or more.

   Recommendation: Overcrowded classrooms with more than one teacher already have the recurring costs included, thus construction of additional classrooms would involve low investment.

   Recommendation: Construction of classrooms and additional recurrent costs are sorely needed in many overcrowded schools to improve the quality of education.

   Recommendation: The present rule that communities must furnish the land seems sound but in poverty areas and where land costs are astronomical, such as for most municipal corporations, the federal and provincial governments should pay for the land.

   Recommendation: Although many schools have already adopted double shifts, and some triple, an additional shift in a well constructed and maintained building offers an immediate opportunity to relieve overcrowding; additional recurrent costs will usually be involved.

4. There are many communities in which there are insufficient places for children in the present schools; some of the low enrollment is due to this factor.

Recommendation: The previous recommendation to add an afternoon shift, while adding recurring costs, would immediately increase enrollment.

Recommendation: When there are no girls schools or they cannot accept greater enrollment, adding an afternoon shift for girls would immediately increase female enrollment.

5. Ample evidence was provided from this study that mixed (coeducational) schools are now accepted by a high proportion of the community, yet girls still suffer from the lack of educational opportunities.

   Recommendation: When boys schools currently do not have full enrollment, public meetings should be held to prepare for and then convert them to mixed schools; these would not even incur additional costs.

6. There are many schools without toilets or latrines, those and the ones in bad and inoperable conditions constitute a definite health hazard.

   Recommendation: Federal and provincial health and educational institutions should combine their efforts to remedy this condition; education will also be improved.

7. Few schools have potable drinking water and many have none at all, even in the cities with water systems.

   Recommendation: Health, education, and general government offices should cooperate in an effort to provide water and when at all possible, make it potable; health and education will benefit.

   Recommendation: While motorized, pressurized water systems are desirable, the present conditions could be improved in many sites by the installation of a well with a hand pump.

8. Only 58% of the provincial teachers hold a teaching certificate; many of those that are certified said they had received insufficient subject matter content.

   Recommendation: An expanded program of summer schools is sorely needed to help teachers at least complete the present offerings.

   Recommendation: Summer school in combination with distance education should be furnished on subject matter to raise the level of the competence of the teachers.

   Recommendation: The offerings in the present teacher colleges should be increased, especially in subject matter courses; this would entail more months of training.

9. Deficiencies in the ability to teach Urdu and English were in evidence; headmasters, teachers, and students complained of low competence.

   Recommendation: Methods and materials for teaching English as a second language are well developed; courses that combine this material with additional practice should be incorporated into teacher training.

Recommendation: Urdu as a second language appeared to be a missing subject; if the details have not been worked out, a national conference should be called to supply them; courses should then be developed and should include more practice in Urdu for those with low competence.

10. Class loads are sometimes too low for cost effective operation, and more frequently too high for achievement.

    Recommendation: In a few areas where small schools are close together, consolidation should be attempted.

    Recommendation: Although, in repetition, in those communities where no girls schools exist, low enrollment boys schools should be converted to mixed; that process is already occurring and should be hastened.

    Recommendation: Consideration of the previous recommendations on adding classrooms, constructing buildings, and adding teachers will lower the class load and enhance educational opportunities.

11. Parents and community leaders, and many school personnel as well, are of the opinion that too many languages are being introduced too fast, delaying academic progress and contributing to failures and dropouts.

    Recommendation: In those communities that want to preserve their local language, a full set of textbooks should be supplied in that language and the subject matter should be taught in it in the first three grades; Urdu should be taught one period a day; probably Arabic and English should be postponed at least until fourth grade and more wisely to sixth.

    Recommendation: For those communities that do not want instruction in the local language, teachers and texts should be prepared that will ensure the acquisition of Urdu rapidly and well.

12. There are many complaints, especially among school personnel, about the physical and content quality of the texts.

    Recommendation: The revisions now underway should be hastened; consideration for better quality paper and binding is needed.

13. Textbooks are too expensive for a high proportion of the Pakistani families.

    Recommendation: A procedure for determining which families cannot afford the books should be devised, and Government should provide them for that group.

    The Ministry of Education has considered furnishing texts to all students but the cost was prohibitive.

14. Children want to go to school and their parents want them to go.

    Recommendation: The implementation of most of the previous recommendations will provide many new positions at low cost; others will involve investment, but they will materially increase enrollment in a short time.

15. Community members have contributed to additional and better schooli g and expressed a willingness to do more.

Recommendation: A mechanism, perhaps in conjunction with Social Welfare, should be devised to increase community participation in education.

16. The costs of education are too high; many families cannot send their children to school.

Recommendation: In addition to a fund for textbooks for families that cannot afford them, the scholarship program should be expanded to furnish the fees, some clothing, and at times, transportation and board, to needy children.

Finally, the survey found evidence of serious neglect in the distribution of both federal and provincial funds to some areas, and not all of these were rural. If insufficient data are available on these, education officers could quickly provide it since they live with the deficiencies every day. Any major effort by Government, and assistance by other donors, should be predicated on the remediation of this problem.

2384H

APPENDICES

Appendix A: Case Study Questionnaires

Appendix B: Sample Dist icts

APPENDIX A: Case Study Questionnaires

ID_____ Interviewer_____
Date_____

I. GENERAL INFORMATION

A. Identification

1. Name of School/Programme_____

2. Location:

(a) Province/Territory_____
(b) District_____ (c) Tehsil_____
(d) Markaz_____ (e) Union Council_____
(f) Name of Locality_____
(g) Site is in City _____Town _____Village _____ Hamlet _____

3. Type of Facility:

(a) Primary ____ (a.1) Grades offered: 1___2___3___4___5___
(b) Primary with Middle ____(b.1) Grades offered: 1__2__3__4__5__6__7__8__
(c) Primary with Other _____ (c.1) Grades offered: 1__2__3__4__5__6__
7__8__9__10__11__12__
(d) Literacy _____ (d.1) Non-graded_____
(e) Drop In_____

4. Control of Programme:

Federal ed _____ Provincial ed _____ M.C._____ Private _____
Other (Specify)_____

5. Special Identification:

(1) Mosque School _____ (2) Mohallah _____
(3) (a) Other (Specify)_____UNHCR _____
(b) Is this a special project school?_____ WB _____
Other (Specify)_____

6. Is the School/Program Coed_____ Boys_____ Girls_____

B. Staff

1. Local Management: (a) Principal_____ (b) Headmaster/mistress _____
(c) Head Teacher_____ (d) Imam _____ (e) Other (Specify)_____

2. Supervision: Who is responsible for supervising this school/programme?
(a) Title_____
(b) Location_____

3. Teaching Personnel:

Grade	Type	Number	Certificate	Language(s) Used
PreSch	Tchr			
	Asst			
1	Tchr			
	Asst			
2	Tchr			
	Asst			
3	Tchr			
	Asst			
4	Tchr			
	Asst			
5	Tchr			
	Asst			
Islamayat (If taught by special teacher)				
Literacy: (Non-Graded)				
Accelerated (Drop In)				
Other (Specify)	Tchr			
	Asst			
Other (Specify)	Tchr			
	Asst			
Other (Specify)	Tchr			
	Asst			

C. Enrollment (If students not present, ask school personnel what is usual number attending for "Present" column below).

Grade	Enrolled		Present		Comments
	Boys	Girls	Boys	Girls	
PreSch					
1					
2					
3					
4					
5					
6					
7					
8					
TOTAL					
Literacy Non-graded					
Literacy (Drop-In)					
Other (Specify)					

D. Facilities

1. Special Conditions:

a) 1. Who/What organization owns this school?_____
2. Who/What organization built this school?_____

b) 1. Did the community contribute? Yes _____ No _____
2. If yes, what did the community contribute?_____
_____

c) 1. Is housing provided for the teacher(s)? Yes _____ No _____
2. If yes, describe:_____
_____

2. Specific Information

Kind	Number	Comments
a) Classroom		
b) Mosque		
c) Room in Home		
d) Office		
e) Other room (_____)		
f) Veranda		
g) Pupil Chairs/Benches		
h) Pupil Desks		
i) Teacher Desks/Tables		
j) Blackboard		
k) Other furniture (_____)		
l) Toilets /Latrines		
m) Drinking Water		
n) Windows		
o) Iron Trunks		
p) Steel Almirah		

q) Electricity? Yes _____ No_____

r) Playground (Describe Briefly)_____

s) Can building be locked? Yes _____ No _____

t) Are there other security arrangements? (If yes, describe)_____

ID_____/_____ Interviewer_____
Date_____

II. SCHOOL PERSONNEL

A. Identification

1. Location_____

2. Male _____ Female_____

3. Teacher_____ Headmaster/mistress_____ Imam_____
Other Specify_____

4. What is the highest grade you completed? 8 9 10 11 12 13 14

5. Do you hold a teaching certificate? Yes_____ No _____

6. How many years have you taught?_____

B. Improvements in Education

1. I will ask you about several things. Please tell me if you think they are: (D) Mark D if don't know or no answer
(1) Very poor
(2) Poor
(3) Fair
(4) Good
(5) Very Good

Item	Rating	Improvements Needed
Primary Building	D 1 2 3 4 5	
School Furniture	D 1 2 3 4 5	
Primary Teachers	D 1 2 3 4 5	
Textbooks	D 1 2 3 4 5	
School Supplies	D 1 2 3 4 5	
Place to play/exercise	D 1 2 3 4 5	
Toilets/Latrines	D 1 2 3 4 5	
Drinking Water	D 1 2 3 4 5	

2. (Interviewer: Note here comments or exceptions respondents make to above item.)_____

C. Pupil Participation in Education

1. Enrollment

a. About what percent of the children are enrolled in school?

Grade	Boys	Girls	Comment (Why?)
I			
II			
III			
IV			
V			

b. In your opinion, what could be done to increase enrollment?

---

2. Attendance

a. Please describe the attendance in different parts of the year.

---

b. What could be done to increase attendance?_____

---

3. Why do children here drop out of school?

Boys:_____

Girls:_____

---

4. A scheme is being proposed that would allow children 10 to 14 years old, who have not completed primary, to enroll in a special programme. These children would be in accelerated study so they could complete primary in 2 years.

a. In your opinion, about how many boys in this area would enroll in such a programme?_____ Comment:_____

---

b. How many girls?_____ Comment:_____

---

c. What is your opinion about such a scheme?_____
_____
_____
_____
_____

5. Two schemes are proposed for adult literacy programmes. One is a six months, two hours per evening course with a teacher. The other is to establish a community television centre and an adult literacy course would be given on the evening programmes.

a. What is your opinion of the two (2) hour evening programme with a teacher for this area?_____
_____
_____

b. What is your opinion about the television literacy programme for this area?_____
_____
_____

c. In your opinion, what else can be done about literacy for adults in this area?_____
_____
_____
_____

D. School Achievement

1. a. How would you describe the learning of the children in your class (classes)?_____
_____
_____

b. What could be done to improve the learning?_____
_____
_____

2. a. About what percent of the students are promoted each year?
Boys _____% Girls_____%

b. About what percent of those who are not promoted repeat a class?
Boys _____% Girls_____%

c. Are those who are not promoted encourage to repeat the class?
Yes_____ No_____ Comment:_____
_____

3. a. (If this is a government school) About what percent of the Class 5 students take the primary examination?
Boys _____% Girls_____%

b. About what percent pass the exam?
Boys _____% Girls_____%

c. What is your opinion about that exam?_____
_____
_____
_____

E. Languages

1. How important do you think it is to teach the following languages (by level) 1 = Should NOT be taught
2 = Taught one period per day
3 = Most of the day should be in that language

Language	1-3	4-5	6-8	Comments
Local Language				
Urdu				
Arabic				
English				

2. a. Is there another language that should be taught? Yes____ No ____

b. (If yes) What?_____

c. What classes?_____
_____

F. Assistance to Teachers

1. a. Does someone help you learn new things about teaching?
Yes_____ No_____

b. (If yes) Who (position)?_____

c. How often does that person or persons help?_____
Times per year

(If more than one person, list)_____
_____
_____

d. How do they help?_____
_____
_____

2. a. Who (position) comes from outside the school to supervise?
_____

b. How many times per year?_____

c. What did the person do during last visit?_____
_____
_____

d. What should that person do?_____
_____
_____

e. Do the teachers here go to a centre school or other place for meetings? Yes_____ No_____

f. (If yes) Where?_____

g. What was discussed in the last meeting?_____
_____
_____

G. Teacher Organization

1. Are you a member of a teacher organization? Yes_____ No_____

2. (If yes) Name of organization_____
_____

3. What does the organization do?_____
_____
_____
_____

H. Is there anything else we should know about the school in this area?
_____
_____
_____
_____
_____
_____

ID_____ Interviewer_____
Date_____

III. PARENT/COMMUNITY LEADER

A. Location_____

B. Respondent

1. Do you have a child or children presently in school? Yes_____No_____If yes, please give the following information:

Level	No.	Location	Type
Primary (1-5)			
Middle (6-8)			
Secondary (9-10)			
Intermediate			
Teacher trng center			
University			
Literacy program			

2. M____F____

3. Under 30____, 30-50____, over 50____

4. If leader, specify type: religious,____, gov't____, business____, other___

C. Costs of Education

(If parent of a child now in primary or middle school)

1 a. How much do you pay for one child per year?

ITEM	
School fees	
Textbooks	
Supplies	
Uniforms/clothing	
Furniture	
Lab Fees/Supplies	
Food at school	
Transporation	
Other	
Total	

b. Have these costs changed in the past 2 years? Yes____No____If yes, please give the following information:

Which costs, and how much?_____

_____

2. a. Do any of your children receive extra instruction or tutoring outside school hours? Yes_____No_____ If yes, please give the following information:

b. Who teaches/tutors? Regular teacher_____, Other (Specify)_____

c. What subject(s)?_____
_____

d. How much do you pay (per year)?_____

(For parents and community leaders)

3. a. Other than costs paid directly by the parents, does the community (or some people) contribute to the support of the schools? Yes_____ No_____

b. If yes, what (how) do they contribute?

Item	Yes/No	Description (Labor, Materials, etc)
Built School totally		
Built classrooms/other		
Made other improvements		
Furnish room/Food for teacher		
Transport pupils/teacher		
Help at school		
Other (Specify)		

_____
_____

c. In your opinion, would the community help (more)? Yes_____ No_____
(If yes) how would they help?_____
_____
_____

d. Comments the respondent makes on any of above items. (What, why, why not?)_____
_____
_____
_____

D. Other School Inputs

1. Does the community (or some members) have a voice in what happens at the school? Yes _____ No _____ (If yes:)

2. Who? Everyone_____, Specific person (specify)_____
_____

3. How do they give opinions? _____

4. What control do you think you and other community people should have?

E. Information about Education

1. a. We are told that some boys do not enroll in primary school. Why?

b. How about girls?

2. a. We are also told that even when boys are enrolled in primary school, they are often absent. Why?

b. How about girls?

3. a. In your opinion, how many years should boys go to school?

b. Why?

c. How many years should girls go to school?

d. Why?

4. a. If a boy wants to go to middle school, or higher, can he do so? Yes_____ No _____ Some yes, some no_____

b. What problems are there for him and his parents?_____
_____
_____
_____

c. How about girls? Yes_____ No _____ Some yes, some no _____

d. What are the problems?_____
_____
_____
_____

5. a. If an older boy didn't go to school, is there some place he can learn to read, write and do numbers? Yes ___ No ___ Don't know_____

b. (If yes) Programme and location_____
_____
_____

c. What is your opinion about that programme?_____
_____
_____
_____

d. Is there a place where older girls can learn to read, write, do numbers? Yes _____ No _____ Don't know _____

e. (If yes) Programme and location_____

f. What is your opinion about that programme?_____
_____
_____
_____

g. Is there a place where boys can learn a trade or prepare for a job? Yes __ __ No _____ Don't know_____

h. (If yes) Programme and location_____
_____
_____

i. What is your opinion about that programme?_____
_____
_____
_____
_____

j. Is there a place where girls can learn a trade or prepare for a job?
Yes _____ No _____ Don't know_____

k. (If yes) Programme and locati _____
_____
_____

l. What is your opinion about that programme?_____
_____
_____

F. Improvements in Education

1. I will ask you about several things. Please tell me if you think they are: (D) Mark D if don't know or no answer (3) Fair
(1) Very poor (4) Good
(2) Poor (5) Very Good

Item	Rating	Improvements Needed
Primary Building	D 1 2 3 4 5	
School Furniture	D 1 2 3 4 5	
Primary Teachers	D 1 2 3 4 5	
Textbooks	D 1 2 3 4 5	
School Supplies	D 1 2 3 4 5	
Place to play/exercise	D 1 2 3 4 5	
Toilets/Latrines	D 1 2 3 4 5	
Drinking Water	D 1 2 3 4 5	

2. (Interviewer: Note here comments or exceptions respondents make to above item).
_____
_____
_____
_____

G. Languages

1. Language(s) spoken in this community (in order by number of people):
1. (Most)_____ 2. _____
3. _____ 4. _____

2. Do most people of other language groups also speak Urdu? _____
Comments, if any: _____
_____

3. In your opinion, what languages should be used -- and taught -- in grades:

Level	Language Used	Language(s) Taught
1-3		
4-5		
6-8		
Literacy Programme		
Skills Programme		

ID_____/_____ Interviewer_____
Date_____

(NOTE TO INTERVIEWER: ASK THE FOLLOWING QUESTIONS ONLY IF A PROGRAMME EXISTS.)

IV. NON-FORMAL EDUCATION/PARENTS/COMMUNITY

A. Location_____

B. Drop-In Programme

1. Ratings/Improvements

Item	Rating	Improvements Needed
Place where held		
Teachers		
Texts		
Materials		

2. Comments on Programme:_____
_____
_____
_____

C. Literacy for Older Boys/Girls

1. Ratings/Improvements

Item	Rating	Improvements Needed
Place where held		
Teachers		
Texts		
Materials		

2. Comments on Programme:_____
_____
_____
_____

D. Community Viewing Centre

1. Ratings/Improvements

Item	Rating	Improvements Needed
Place where held		
Teachers		
Texts		
Materials		

2. Comments on Programme:_____
_____
_____
_____

ID_____/_____ Interviewer_____
Date_____

V. LEARNING COORDINATORS

Province_____ Division_____
District_____ Tehsil _____
Markaz_____ Union Council_____

1. How long have you been a learning coordinator?_____

2. What are your duties?_____
_____
_____
_____
_____

3. How does your role differ or duplicate that of the supervisor?_____
_____
_____
_____
_____

4. a. How many schools are you supposed to visit?_____

b. With how many teachers do you work?_____

c. Tell me about the good things that happen in your work:_____
_____
_____
_____
_____

d. What problems do you encounter?_____
_____
_____
_____
_____

5. How do you assist the teacher?_____
_____
_____
_____
_____

6. a. Do you have transportation for visiting schools? Yes_____ No _____

   b. Do you receive money or reimbursement for other travel expenses?
   Yes_____ No_____

7. a. How many times per year do you work with each teacher?_____
   _____

   b. About how many minutes each time?_____

8. What are your relationships with other supervisory officials?_____
   _____
   _____

9. How would you describe your own performance?_____
   _____
   _____
   _____
   _____

11. What do you need to improve your work as a coordinator? _____
   _____
   _____
   _____
   _____

ID_____/_____ Interviewer_____
Date_____

VI. YOUTH

A. Identification

1. Location_____
2. Male_____ Female_____
3. Approximate Age: 7-10_____ 11-14_____ 15-20_____

B. 1. Are you currently enrolled in a school or other educational programme? Yes_____ No_____
2. School/Programme Name_____
3. What class/grade are you in?_____

C. (If currently enrolled:)

1. What do you like about the school?_____
_____
_____

2. What do you NOT like about the school?_____
_____
_____

3. (If not in primary:) What changes are needed in the school where you attended primary?_____
_____
_____
_____

D. (If not now enrolled:)

1. What class did you complete in school?_____

2. Why did you leave school?_____
_____
_____

3. What did you learn in school that is useful?_____
_____
_____

4. Would you like to study again? Yes_____ No_____

5. (If yes:) What would you like to study?_____
_____
_____

E. Skills Programme for Boys

1. Ratings/Improvements

Item	Rating	Improvements Needed
Place where held		
Teachers		
Texts		
Materials		

2. Comments on Programme:_____
_____
_____
_____

F. Skills Programme for Girls

1. Ratings/Improvements

Item	Rating	Improvements Needed
Place where held		
Teachers		
Texts		
Materials		

2. Comments on Programme:_____
_____
_____
_____

ID_____/_____ Interviewer_____
Date_____

VII. SITE DESCRIPTION

A. 1. School_____

2. Location_____

B. Description of the Area

1. General Area (Village/City Area)_____

2. Economic Endeavors_____

C. Description of School Buildings/Surroundings_____

D. People (Language, Ethnic Group, Other)_____

APPENDIX B: Sample Districts

LIST OF SAMPLE DISTRICTS

PUNJAB

Bahawalpur
D. G. Khan
Gujranwala
Lahore
Layyah
Multan
Muzaffaigarh
Kahunyar Khan
Rawalpindi
Sahiwal

BALUCHISTAN

Kalat
Khuzdar
Panjgur
Pishin
Quetta
Sibi

NWFP

Bannu
D. I. Khan
Dir
Kohistan
Peshawar

SIND

Dadu
Hyderabad
Karachi East
Karachi West
Karachi North
Mirpurkhas
Nawabshah
Sukkur

TRIBAL AREAS

Khyber Agency
South Waziristan

ISLAMABAD FEDERAL AREA

UNHCR AFGHANI REFUGEE SCHOOLS