

**PAKISTAN PRIMARY EDUCATION:
State Delivery System and Foreign Assistance**

April 1992

**Pakistan Office
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パキスタンの初等教育振興事業 (政府の施策と外国援助)

はじめに

日本の社会セクター援助については、1990年12月の経済協力総合調査において、特に教育とプライマリー・ヘルスケアに重点を置く旨強調され、両国政府間で合意に至っています。又、1989年12月に発足された当事業団によるパキスタン国別援助研究会の最終報告(1991年2月)でも最重点援助分野を社会セクターにすることが再確認されてきました。

これらの援助方針をもとに当事業団は1991年11月に、社会セクターの具体的優良案件形成を目的とし、特に基礎医療・初等教育分野に絞り込んだプロジェクト形成調査を実施し、現在実現に向けての検討が進められています。

一方、パ政府は計画省次官を委員長とし関係各省次官からなる社会セクター一行動計画(SAP; SOCIAL ACTION PROGRAMME)委員会を設置し、計画省下の28のセクター別委員会と各州政府SAP委員会と関係を取りつつ、8次5ヶ年計画(1993-97)策定を進めてきています。他方、特に同セクターへの援助の重要性は全援助機関が強く認識しており、長期的展望に立って各機関がそれぞれの特徴と有利性を活かし発揮できるようにドナー間の調整が望まれています。当該国への第1援助国として当事業団、とりわけ在外事務所主導の優良案件発掘・形成として当パキスタン事務所に一層求められるのは、他援助機関と協議し役割分担を調整した上で総合的な援助を機能させることです。

これらを踏まえ、質の高い援助実施にはパキスタン国政府はもとより、他援助機関との情報交換・調整による連けいプロジェクトを中心に優良案件を形成することが基本となることから、同セクターにおける受益国政府の政策及び事業に加え、他援助機関の援助経験を含む基本情報の整理がまず必要であると考えます。

本報告書はパキスタン事務所が事業団内外の関係者の協力を得て、在外専門調整員制度を活用し初等教育分野の基本情報についてとりまとめたものであり、別冊の基礎医療分野(プライマリー・ヘルスケア)報告書とともに、内外の援助関係者に広く有効利用されることが望まれます。

1992年4月

国際協力事業団
パキスタン事務所
所長 御手洗 章弘

PAKISTAN PRIMARY EDUCATION

FOREWORD

With regard to the Japanese assistance for the social sector in Pakistan, the Japanese Economic Cooperation High Power Mission, in December 1990, suggested that special emphasis on a priority basis be laid on the Primary Education and Primary Health Care, and both the Governments of Japan and Pakistan mutually agreed on this approach. Furthermore, the Japan International Cooperation Agency (JICA) established a Country Study Group of Pakistan at its Headquarters and the Group reconfirmed the importance of social sector assistance to Pakistan in its final study report in February 1991.

Based on the above policy, JICA conducted a Project Formulation Survey in November 1991 in the fields of Primary Education and Primary Health Care for the purpose of promoting the formulation of aid projects. Since then, the necessary formalities and procedures have been initiated in both the countries in order to realize the project ideas which were observed and discussed during the survey.

On the other hand, the Government of Pakistan established a committee of Social Action Programme (SAP) headed by the Secretary, Ministry of Planning and Development and including Secretaries of all the related Ministries. Twenty-eight sub-committees of SAP in Federal Ministries were also formed, which coordinated their activities with the provincial SAP committees and proceeded ahead with the preparation of the 8th 5-year National Plan. Additionally, since all the donors have recognized the significance of their assistance for the social sector, a better coordination among them is desirable for providing effective and concrete programmes in which each donor could extend its characteristic facilities towards foreign aid.

I fully appreciate that exchange of views and ideas with the Government of Pakistan and the coordination with other donors are indispensable for implementing quality assistance. Therefore, as a part of this effort, JICA Pakistan Office has compiled this report on "Pakistan Primary Education, State Delivery System and Foreign Assistance" as the basic information required for the action programmes. I hope it would be of great advantage to all concerned as well as to the people of Pakistan.

April 1992

Mr. Akihiro MITARAI
Representative of JICA
Pakistan Office

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Figure 1 Primary Education State Delivery Structure 2

I

An Overview of Primary Education in Pakistan

Pakistan's education system has been involved with a perpetual "catching up" exercise in order to attain a reasonable standard of literacy and coverage of basic educational facilities. Currently with illiteracy still at 70%, the thrust towards quantitative expansion has not been sufficient to counter consistent demographic pressures. This has resulted in overlooking quality issues in the delivery services. The urban centers have been the focus of educational development whilst the rural areas inhabited by 70% of the population lag behind in both quantitative coverage and qualitative delivery.

A. The State Service Delivery Structure

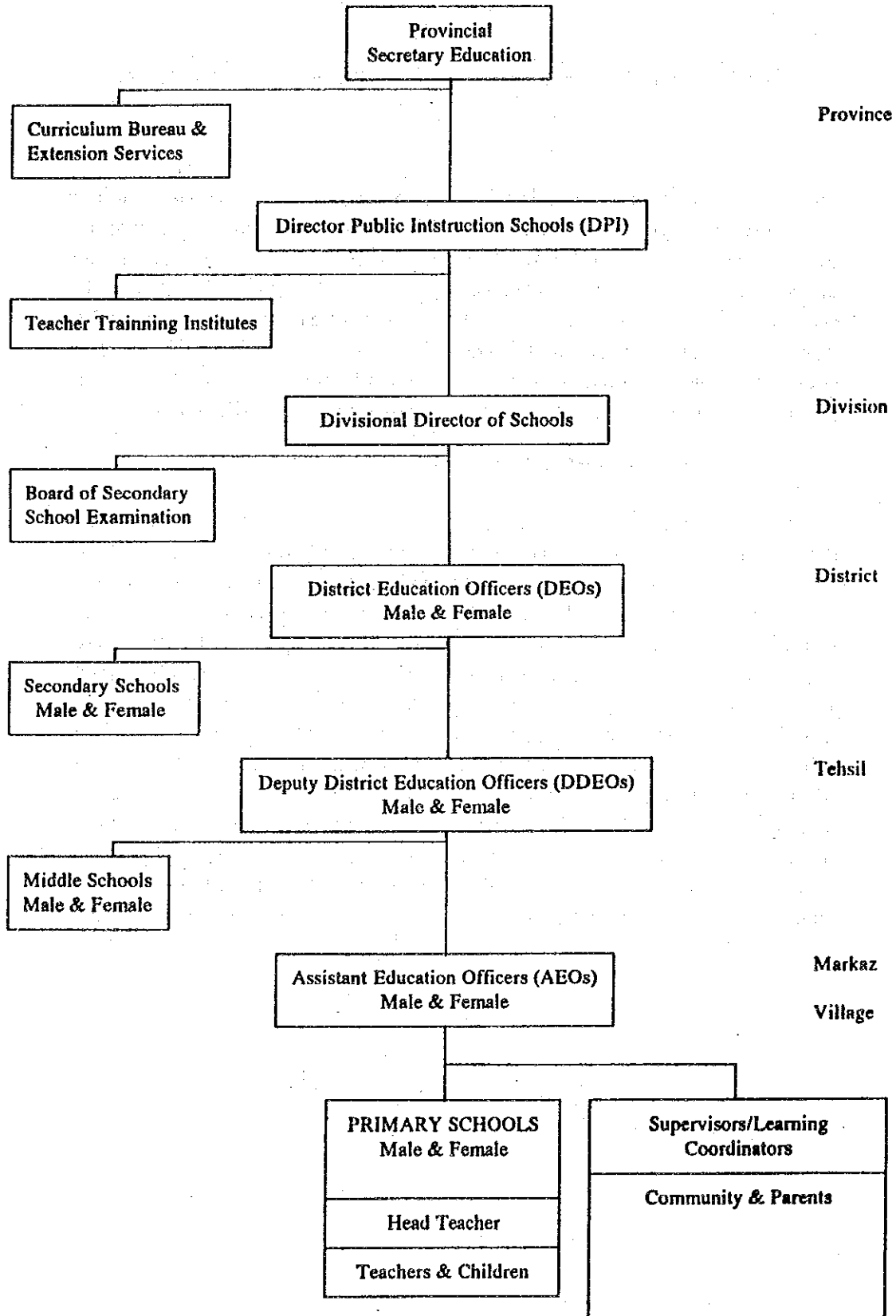
Education in Pakistan is essentially a provincial subject, but constitutionally the federal government is in charge of national policy formulation, planning, curriculum, special focus projects and management of higher, professional and technical institutes. The provinces are divided into administrative units resembling the classic pyramid structure. At the apex is the provincial capital, followed by divisions, districts and tehsils or sub-districts. Each administrative unit comes under the jurisdiction of an appropriate head whose seniority matches the size of the unit. Some of the designations given below differ in the individual provinces. However, the structure is the same (Figure 1). North West Frontier Province is the only exception where a separate Directorate for Primary Schools has been established to exclusively coordinate and administer the primary sector domain. The state primary education delivery structure described below strictly represents the primary sector. Primary education by definition does not include literacy programs.

Figure 1

PRIMARY EDUCATION STATE DELIVERY STRUCTURE

Semi Autonomous Bodies:
NEC, AEPAM, AIU

Federal Ministry of Education
Policy & Special Focus Programs



1. The Provincial Education Department

The Secretary of Education is the executive provincial head of the department of education. He manages the delivery system assisted by Additional and Deputy Secretaries along with their respective staffs to comprise the Secretariat. The two "attached" directorates, pertaining to the primary sector, reporting to him directly are:

Directorate of Public Instruction (DPI) and,

Directorate of Curriculum Bureau and Extension Services

2. The Directorate of Public Instruction - Schools

This Directorate is in charge of all schools including primary schools. The Director is strategically located with an entire line staff permeating right across all the administrative units in the province to deliver educational services. The Directorate forms the provincial apex of the primary sector's administrative chain. This tier is charged with integrating all information regarding;

- policy issues,
- developmental/infrastructural matters regarding new facilities,
- teacher training,
- preparation of annual development budgets,
- human resource management in all administrative units.

The Director is assisted by Deputy secretaries to fulfill the multi-dimensional and complex nature of this office vis a vis schools and Teacher Training Institutes.

3. The Division

At the divisional level a Director of Schools, for each region is responsible for overseeing the efficient management of his administrative unit. It is this office which becomes a central processing unit for all important information which has to be fed to the provincial level. The Divisional Director is also critical for articulating policies so that they filter right down to the village schools. His responsibilities include, ensuring quality in teaching, supervision, equipment and buildings in order to ensure pupil welfare. Boards of Examinations are also under the jurisdiction of the Director of Schools. He reports directly to the DPI.

4. The District

As the delivery system of administration and supervision funnels down to the size of a district the officer in charge is the District Education Officer. The DEO is a pivotal link in the entire delivery structure of primary schools. It is at the district level that the delivery system begins to cater for its population's sensitivity to gender separation. In all the provinces there are now separate DEOs for male and female schools. This arrangement is repeated for the tehsil/sub-divisional and the markaz levels. The DEOs (male/female) head the management of all schools: primary, middle and secondary. However, administratively the DEOs are more focused on secondary schools. Primary and middle schools are passed on to the next tier in the chain at the tehsil level.

5. The Tehsil

Male and Female Deputy District Education Officers (DDEOs) in each tehsil or sub-district, report to their respective DEOs at the district headquarters. DDEOs are in charge of all middle and primary level schools in the tehsil. However, their focus is on the middle schools. The supervisory coverage for primary schools is predominantly discharged through the next level designated in the system.

6. The Markaz

Primary schools are administered by Assistant Education Officers (AEOs). They report to the DDEOs located at the tehsil headquarter. At this level, primary schools become the only focal point of the officer in charge. The AEO has to supervise, inspect, facilitate not only the work of teachers and head teachers but also to improve the learning climate for the child in a school. To this end the AEO has the function of penetrating the local community. Promotion of community relations is done through attending meetings of union councils (comprising 7-10 villages) for improving the outlook towards education. The AEO has to supervise the operations of village level primary schools and a field force of supervisors/learning coordinators.

7. Primary Education Facilities & Staff at the Village Level

Rural Schools

The various types of primary schools operating in the rural areas are:

1. Shelterless primary schools
2. Two-room/ two teacher primary schools
3. Mosque schools housed in local mosques (These schools started in 1983 as a special focus program to increase access, which have been successively integrated into the formal primary system)
4. Normal primary schools with at least 5 class rooms.

There has been evidence of a fifth category - "ghost" schools which exist on paper but are not physically accounted for!

The most fundamental level of the education system is inefficient, amongst other factors, due to a lack of infrastructural facilities, meagre educational equipment, inappropriate curriculum focus and teacher training, "absenteeism" and under staffing.

Supervisors/ Learning Coordinators

Community integration into the primary delivery system at the individual village level is the task of Supervisors/Learning Coordinators (LCs). The LCs are an outcome of special focus programmes in primary education which facilitate quality in curriculum delivery and improved teaching practices. The male/female division is not so closely adhered to at the level of this functionary of the Education Department because of a severe shortage of staff. This tier operates from the local Union Council office. Their coverage may extend to as many as 60-70 schools, which does not enable them to be as effective as they could be.

The supervisors/LCs are supposed to focus on primary education from two perspectives;

First, to act as facilitators for improving quality of delivery inside the classrooms, by acting as guides for curriculum and teaching.

Second, to promote enrollment and prevent drop-outs by establishing good relationships with parents, the community and local councillors.

Supervisors/LCs can reach out to the community at the most significant level, where preventive measures for propagating the cause of Universal Primary Education can be instituted.

However the reality of the state delivery establishment system prevents this. Administrative preoccupations with misplaced professional priorities at all levels dilutes the integrating qualities which produce a system.

The existing state delivery system is a multi-tiered one. It has an orientation which is basically maintenance cum administrative rather than one which is geared towards implementing change in an integrated manner. However, on account of the experience of the special focus programs in education a consensus towards integrating and networking within different units or support organisation of the estate delivery system has been initiated.

B. Special Focus Programs

Special Focus Programs are categorized under donor assisted schemes to bridge the qualitative and quantitative gaps in primary education. The management hub for special focus programs is situated under the Federal Education Ministry. Specifically, the Primary Education and No-Formal Education Wing..

The Federal Education ministry is constitutionally the planning and policy making authority, and coordinates all programs which involve central/national planning.

The ministry is headed by the Minister of Education with the Secretary of Education being the executive head. The ministry has nine wings, viz, Administration, Planning and Development, Primary and Non-Formal Education, Higher Education, Federal Institutions, Sports and Welfare, Curriculum, Science and Technology and International Cooperation (Student exchange/overseas scholarships). In addition, there are attached semi-autonomous bodies like the Allama Iqbal Open University, (AIOU) National Education Council (NEC) and Academy for Educational Planning and Management (AEPAM) which assist in providing inputs for research, training, planning and development.

In the context of Special Focus Programs the ministry of Finance and Planning and Development plays a vital role.

The spatial coverage of these special focus programmes is restricted to select provinces and restricted districts, as models to be duplicated on a wider scale. However, there are some which are national, such as the National Education Management Information Systems- NEMIS (UNDP) and Primary Education Curriculum Reform Project- PECRP- Formal Primary Program (UNICEF)

Special focus program improving quality in curriculum, teacher training, hygiene, integrated approaches to learning, enhancing management capacity of the system, etc. rely heavily on networking within the different departments of the state delivery establishment system. However, the traditional conventions of the existing state institutions have been preoccupied with maintaining strict administrative procedures.

A brief look at the special focus programmes in primary education (refer to section II. B) provides one with a guide to their span. The orientation is both quantitative and qualitative.

The various quantitative components are:

- expansion of physical facilities
- a positive bias towards female access
- community oriented programmes to tap demand generation
- private sector involvement

Under the quality dimension the special focus programmes are preoccupied with areas such as:

- focused management
- skill training
- increasing management capacities for priority setting and decision making
- better and uniform information/data systems provincially and nationally
- curriculum reform
- teacher training
- training of master trainers
- strengthening research systems

C. Donor Input and Experience

Donor experience vis a vis Special Focus Programs in primary education is still very recent. However, even in a short span of just over a decade there are emergent trends.

Foreign assistance in primary education has attempted to provide:

- an insertion into the primary sector be it on the administrative side, curriculum or teacher training areas, which introduces professionalism and different ways of looking at issues.
- a consciousness towards expanding female participation
- more focused and relevant research methods for needs assessment
- technical training for personnel at different levels of the system, management, technology, curriculum development
- networking within the donor agencies to avoid duplication and utilize comparative advantages wherever they exist
- opening and inclusion of both private sector and NGOs into the formal body of the special focus programs
- encouraging efforts towards integration of delivery mechanisms to enhance program effectiveness
- stipulating to Government of Pakistan certain changes in administrative structures to improve delivery in primary education

Donor experience of the past decade can be summarized with the following lessons and findings:

- government delays in placing local professional personnel counterparts - approval and transferring of staff lags
- government bureaucratic delays in release of counterpart funding - budget approval snags
- inefficiencies of the public sector construction departments in infrastructural projects
- resistance towards private sector inclusion in these programs
- lack of coordination between donor funding and implementation agencies, producing delays in schedules and targets
- overall resistance to female entry in professional areas

On account of a diluted focus and weak linkages, the primary education sector reflects the following shortfalls

- enrollment rate currently at 63%
- drop-out rate at 50% between the grades I and II,
- female gross participation rates at 38%,
- fewer than 1 in 6 rural girls completed 5 years of education
- only 3% of rural girls were still in school by the age of twelve and fewer than 1% remained in school by the age of fourteen. (World Bank Sector Report. 1988)

The government has been trying to rethink its strategy for primary and basic education in order to make up for the above lags. It has been nurturing a goal towards Universal Primary Education since the 1959 UNESCO Conference in Karachi.

D. The Stated Government Policy

The stated education policy as laid out in 'the Seventh Five Year Plan (1988-93) explicitly expresses the need to;

- increase the literacy rate through improvement and expansion of primary education as well as to motivate the private sector to play an active role.
- broaden the resource base for education.
- universalize access to primary education.
- improve the quality of education at all levels

The stated goals for Primary Education are to:

- provide access to almost every child age 5 years and above by 1992-93
- special attention will be paid to increase the participation rate of girls
- there will be legislation for compulsory primary education up to class V for all localities where a school is available within a radius of 1.5 km

- improvement of physical as well as human resources and infrastructure by providing buildings to shelterless schools and by adding classrooms in over-crowded schools
- Municipalities/corporations will be activated to provide adequate facilities for primary and middle education
- reduce existing disparities between boys and girls
- in addition to Primary Teaching Certificate (PTC) candidates recruitment will also be opened to intermediates and graduates as primary teachers
- part-time teachers will also be recruited on contract basis and maximum age limit for recruitment will be abolished for local candidates in their localities
- improve textbooks with integrated approaches to subject matter
- improve furniture facilities in primary schools for children
- move towards incorporating an improved data collection system for reliable statistics

Latest Trends

The latest trends in the upcoming education policy which is in its draft form are as follows;

- continued thrust in primary education with improving equity on account of both access and reducing the gender bias
- a system of testing to be introduced on a national scale to evaluate whether the system is being able to deliver basic educational competencies
- bifurcating the academic and vocational streams at the beginning of secondary school with linkages to industry and manpower needs

- continued and renewed support to private sector initiatives in education through educational foundations at both provincial and national levels.

These trends have received added reinforcement on account of a new Government-Donor initiative entitled the Social Action Plan (SAP)

The Social Action Plan (SAP)

The emerging trends for the new education policy and the 8th Five Year Plan as far as education as a social sector is concerned will be drawing upon a recent World Bank document, "Towards a Social Action Program for Pakistan: Impediments to Progress and Options for Reform" (1991). This report (SAP) was the result of the Government of Pakistan's request in response to concerns within the World Bank and the donor community. The Social Action Plan is the outcome of problems that have been encountered by donors and frustration of the Government of Pakistan for being unable to achieve planned targets. SAP is a concerted effort to positively deal with the shortfalls at the level of national policy making. The areas pertaining to education highlight the need to change approaches in the following areas;

- top federal and provincial posts are currently occupied by generalist administrators
- delivery suffers from the absence of horizontal communication and coordination between different departments
- insufficient decentralized decision making, which becomes a hurdle in developmental programs
- poor teacher performance on account of shortage of skills, materials and poor career development
- shortage of primary school teachers and female primary school teachers
- poor text books/learning materials/environment leading to low level of achievements

- overemphasis on a poor quality examination system encouraging book centred/passive learning practices
- lack of consensus and balance on language and curriculum issues
- lack of prioritizing needs and effective allocation of limited resources

Therefore the Social Action Plan proposes;

- increase in budget allocations to primary education for improving quality, efficiency with in built accountability
- larger role for private sector in face of rising demand for primary education with improved information systems on where to efficiently place a school
- encourage community involvement and local financial inputs to reduce the burden at the center

The donor agencies may participate towards these efforts for preparation and implementation of SAP, especially in terms of technical assistance in sector-specific areas.

For the first time the government is incorporating the donor point of view in the formulation of its policies in education. This is an encouraging trend. Donor agencies have been most active with various special focus programmes in education. They have supplemented the Federal government's budget for developmental expenses to the provinces, in face of a very weak GNP commitment to education. The government being marooned in primary education with issues of quantity and quality realizes that it must have a more open orientation to resource mobilization. The networking between the government, donor agencies, private sector, and NGO's is a healthy trend suggesting an openness to address the problems creatively.

Constitutional Clauses, Acts and Ordinances

Constitutional provisions for Universal Primary Education have been made in both the 1962 and 1973 Constitutions.

In the 1962 Constitution, the chapter on Basic Principles of Policy states;

"Illiteracy should be eliminated and free compulsory primary education should be provided for all, as soon as possible."

Article 37 of the 1973 Constitution provides that the state shall;

"Remove illiteracy and provide free and compulsory secondary education within minimum possible period."

Legislation in the absence of provision of places for primary education has been difficult. However, the Sindh Primary Education Act of 1947 was made applicable in 1962 through an ordinance to the entire province of the, then, West Pakistan. However the sections empowering the government to sue and punish defaulting parents were rarely applied. This was simply because the government had to provide seats and facilities for children in schools before the law could be applied. With the reemergence of the provincial system the 1962 Ordinance technically remained applicable to all the provinces. However, the lack of accessibility to educational facilities keeps the Ordinance dormant.

The government in its forthcoming education policy is trying to come up with an effective and meaningful legislation on compulsory primary education.

II

Foreign Assistance to Pakistan's Primary Education Sector

A. Inventory of Ongoing, Major Past and Future Projects

Donor	Project	Region(s)	Agency(a)	Start	End	Cost (million \$)	Summary on page
1. USAID	Primary Education Development Program	NWFP Balochistan	Deptts. of Education, NWFP & Balochistan	1989	1994	77.0	17
2. World Bank	4th. Education Project (I Primary Education)	National	Ministry of Education, Provincial Education Deptts.	1979	1985	10.00	
3. World Bank	II Primary Education Development & Expansion	Sindh Balochistan NWFP	Deptts. of Education, Sindh, Balochistan, & NWFP	1985	1992	52.5	
4. World Bank (with EEC)	III Primary Education Development and Expansion Project	Punjab	Education Department, Punjab	1988	1993	252.35	18
5. World Bank (with NORAD & ODA)	Primary Education Development & Expansion Project for Sindh	Sindh	Education Department, Sindh	Five years		121.30	
6. Asian Development Bank	Girls Primary Education Development Project	National	Ministry of Education, Provincial Education Deptts.	1990	1996	80.516	19
7. UNDP	National Education Management Information System (NEMIS)	National	Ministry of Education, Central Bureau of Education,	1991	1993	2.0	20
8. UNDP	Advanced Training in Educational Planning and Management	National	Ministry of Education	1990	1995	0.416	21
9. UNDP	Academy of Educational Planning & Administration.	Islamabad	Academy of Educational Planning & Administration	1990	1994	0.489	22
10. UNDP	Hygienic Living, Safe Drinking Water and Sanitation Facilities in Rural Primary Schools of Islamabad	Islamabad	Ministry of Education	1987	1991	0.36	23
11. UNICEF	Formal Primary Education System Program	National	Ministry of Education, Provincial Deptts. of Education	1992	1996	8.025	24
12. UNICEF	Non-Formal Primary Education	National	Ministry of Education, Ministry of Local Govt., & Rural Development.	1992	1996	4.10	25
13. OPEC Fund	Primary Education Development & Expansion	AJ Kesh	Department of Education, AJK	1988	1992	3.617	

B. Foreign Assisted Primary Education Project Summaries

<p>1. Title: Primary Education Development Program</p>	<p>2. Region(s): NWFP Baluchistan</p>
<p>3. Donor: USAID</p>	<p>4. Implementing Agency(s): Departments of Education, NWFP & Balochistan</p>
<p>5. Cost: \$ 77.0 million (Reduced from \$ 280 m due to the Pressler Amendment)</p>	<p>6. Period: 1989-1994</p>
<p>7. Goal: Increase primary education rate especially for females</p>	<p>8. Purpose: to strengthen the institutional capacity of NWFP and Balochistan to formulate and implement equitable policy that improves access to primary education and its quality</p>
<p>9. Project Components:</p> <ul style="list-style-type: none"> a) Administration and Management b) Construction Planning & Supervision c) Teacher Training and Supply d) Instructional Materials and Curriculum Development e) Private Sector Involvement 	<p>10. Expected Outputs:</p> <ul style="list-style-type: none"> a) Establishment of a Directorate of Primary Education. Regular Annual Workplans instituted Improved financial management systems in place. An Education Management Information System in place. b) 3000 schools constructed Inefficiencies in location of schools removed through rational location determination capability. Enhanced Education Department Control over construction quality c) Mobile teacher training programs for females. Potential location-specific female teachers identified. Increased understanding of community responses and attitudes towards female education. d) Availability of tested community based curricula and instructional materials. e) An Education Foundation to fund private primary schools
<p>11. Beneficiaries: Primary school age girls and female teachers in rural areas</p>	
<p>12. Current Status \$ 44.0 million already disbursed</p>	
<p>13. Implementation Issues: Involvement of private sector in construction supervision meets with resistance. Government recruitment ban runs contrary to efforts for female recruitment. Entry of women into management cadres remains an issue</p>	

1. Title: III Primary Education Development and Expansion Project	2. Region(s): Punjab
3. Donor: World Bank (with \$ 17.5 m EEC participation for technical assistance)	4. Implementing Agency(s): Education Department, Punjab
5. Cost: \$ 252.35 million	6. Period: 1988-1993
7. Goal: Increase primary education enrollment	8. Purpose: Reorganization and strengthening of primary sector administrative systems, curricula and technical competence.
<p>9. Project Components:</p> <p>a) Management Improvement</p> <p>b) Curriculum Reform</p> <p>c) Teacher Training</p> <p>d) Communication/ Demand Generation</p> <p>e) School Construction and Maintenance</p>	<p>10. Expected Outputs:</p> <p>a) The creation of an Additional Directorate of Public Instruction (Primary Education). An established Management Training Unit. The establishment of a Management Information System.</p> <p>b) A new two staged primary curriculum with new text books, teachers guides and supporting educational aids introduced in all primary schools of Punjab</p> <p>c) Up-dated and improved pre- and in-service teacher training. Policies to improve the career prospects of teachers.</p> <p>d) Programs to enhance community involvement in primary education and increased enrollment.</p> <p>e) Construction of 7,100 new girls and Shelterless primary schools; and a system for maintaining them.</p>
11. Beneficiaries: Primary school children and teachers.	
12. Current Status: Operational	
13. Implementation Issues: CIDA has withdrawn original commitment to provide \$ 10.0 million worth of paper for textbooks.	

<p>1. Title: Girls Primary Education Development Project</p>	<p>2. Region(s): National</p>
<p>3. Donor: Asian Development Bank</p>	<p>4. Implementing Agency(s): Ministry of Education Provincial Departments of Education</p>
<p>5. Cost: \$ 80.516 million</p>	<p>6. Period: 1990-1996</p>
<p>7. Goal: To assist rural girls to increase their educational opportunities</p>	<p>8. Purpose: To increase participation and retention rates of girls by providing accessible and quality primary education through the establishment of Community Model Schools (CMS) in selected areas.</p>
<p>9. Project Components:</p> <ul style="list-style-type: none"> a) Instructional Materials and Library Books b) Teacher Training and Staff Development c) Sector Research d) Enrollment Demand Generation Programs e) Community Model School Sub-project f) Innovative Activities 	<p>10. Expected Outputs:</p> <ul style="list-style-type: none"> a) 800 CMSs and 22 existing Colleges of Elementary Teachers equipped with basic teaching aid kits, including books. b) Improved pre-and in-service training and professionally upgraded teacher trainers, supervisors and project management staff. c) Issues in girls primary education addressed and strategies for future projects identified. d) Parent Teacher Associations formed. Trained staff to persuade parents and a supported media campaign for enhanced enrollment. e) 800 schools constructed, equipped and furnished. f) Tested designs of innovative activities to overcome the socio-cultural constraints to the provision of primary education for girls.
<p>11. Beneficiaries: Rural girls</p>	
<p>12. Current Status:</p>	
<p>13. Implementation Issues: The project delayed by 1 1/2 years due to the government approval process. Counterpart funding constraints due to IMF Annual Development Budget ceiling on the government</p>	

<p>1. Title: National Education Management Information System (NEMIS)</p>	<p>2. Region(s): National</p>
<p>3. Donor: UNDP (with \$ 0.6 m USAID participation for equipment)</p>	<p>4. Implementing Agency(s): Ministry of Education Central Bureau of Education</p>
<p>5. Cost: \$ 2.0 million</p>	<p>6. Period: 1991-1993</p>
<p>7. Goal: To generate timely and reliable data for use by educational planners, policy makers managers at all levels of the system</p>	<p>8. Purpose: Institutionalize systematic data collection and analysis within the entire system.</p>
<p>9. Project Components:</p> <p>a) Equipment Supply and Installation</p> <p>b) Data Management Training</p>	<p>10. Expected Outputs:</p> <p>a) Micro-computer network installed at district, provincial and federal levels</p> <p>b) Trained staff and supervisors feeding and operating the system. Computer literate district, provincial and federal officials using the facility for planning and policy information.</p>
<p>11. Beneficiaries: Education department personnel</p>	
<p>12. Current Status: Hardware is delivered</p>	
<p>13. Implementation Issues:</p>	

1. Title: Advanced Training In Educational Planning and Management	2. Region(s): National
3. Donor: UNDP	4. Implementing Agency(s): Ministry of Education
5. Cost: \$ 0.416	6. Period: 1990-1995
7. Goal: Improve educational policy and management within the country	8. Purpose: To strengthen the skills of senior personnel in the federal ministry, provinces and the University Grants Commission
9. Project Components: a) Overseas Fellowship Program	10. Expected Outputs: b) 10 to 20 education managers familiarized with "state-of-the-art" planning and management concepts, including, those in primary education.
11. Beneficiaries: Education Managers and Planners	
12. Current Status	
13. Implementation Issues:	

1. Title: Academy of Educational Planning and Administration	2. Region(s): Islamabad
3. Donor: UNDP	4. Implementing Agency(s): Academy of Educational Planning and Administration (AEPAM)
5. Cost: \$ 0.489 million	6. Period: 1990 - 1994
7. Goal: To improve the planning and management of education, including primary	8. Purpose: To up-grade the training capacity of AEPAM
<p>9. Project Components:</p> <p>a) Needs Assessment</p> <p>b) Curriculum Design</p>	<p>10. Expected Outputs:</p> <p>a) A clear conception and inventory of the training needs for education administrators and planners.</p> <p>b) A well designed curriculum available with AEPAM for relevant and quality training.</p>
11. Beneficiaries: The staff and trainees at AEPAM	
12. Current Status : Focus interviews conducted country wide to design the needs assessment survey	
13. Implementation Issues:	

<p>1. Title: Hygienic Living, Safe Drinking Water, and sanitation facilities in the Rural Primary Schools of Islamabad</p>	<p>2. Region(s): Islamabad District</p>
<p>3. Donor: UNDP</p>	<p>4. Implementing Agency(s): Ministry of Education</p>
<p>5. Cost: \$ 0.36 million</p>	<p>6. Period: 1987-1991</p>
<p>7. Goal: To reduce the incidence of disease in rural areas</p>	<p>8. Purpose: To implement and test on a pilot basis for possible extension the introduction of sanitation facilities and safe drinking water with an accompanying curricula in the primary schools of one district.</p>
<p>9. Project Components:</p> <ul style="list-style-type: none"> a) The Preparation and Inclusion of Adequate Learning Modules for hygiene in the Curriculum b) Construction of Safe Drinking Water and Sanitation Facilities to Complement the Training. 	<p>10. Expected Outputs:</p> <ul style="list-style-type: none"> a) Learning modules to cover personal hygiene, water supply and sanitary disposal. b) Access within the school to safe drinking water and sanitation facilities. A proposal for extending the model.
<p>11. Beneficiaries: School children.</p>	
<p>12. Current Status: Construction still continuing.</p>	
<p>13. Implementation Issues: Public Works Department is very slow to implement the program.</p>	

1. Title: Formal Primary Education System Program	2. Region(s): National
3. Donor: UNICEF	4. Implementing Agency(s): Ministry of Health Provincial Education Departments.
5. Cost: \$ 6.025 million (\$ 1.825 still sought in Supplementary Funds).	6. Period: 1992-1996
7. Goal: Achieve universal primary education enrollment.	8. Purpose: To strengthen the existing primary education delivery capacity and infrastructure.
9. Project Components: a) Primary Education & Curriculum Reform Project (PECRP) b) Support for the National Education Management Information System (NEMIS) c) Strengthening Primary Education at Field Level.	10. Expected Outputs: a) Tested and extendable curriculum developed in ten districts of the country based on their particular environment and conditions. Graded age specific vocabulary for incorporation in text books. b) Segregation of district and sub-district data on the basis of gender in 20 selected districts to enable improved planning and management of female primary, formal and non-formal, education. c) The role of female supervisor and learning coordinator redefined to activate contacts with local communities and improved teaching- learning monitoring. Training programs for child centered approaches and detection of disabilities. Annual screening techniques for early detection of impairments incorporated in the curricula and learning materials. Mechanisms to integrate children with disabilities into the main stream. Potential site specific teachers identified through surveys. Qualitative information on causes of drop out, particularly among females.
11. Beneficiaries: Primary school age children, especially females and the impaired	
12. Current Status: Continuation of many activities from the previous program 1988-1991.	
13. Implementation Issues:	

1. Title: Non-Formal Primary Education	2. Region(s): National
3. Donor: UNICEF	4. Implementing Agency(s): Ministry of Education Ministry of Local Government and Rural Development
5. Cost: \$ 4.10 million (\$ 2.75 million sought in Supplementary Funds).	6. Period: 1992-1996
7. Goal: Achieve universal primary education enrollment.	8. Purpose: Support for traditional and new non-formal primary level teaching institutions.
<p>9. Project Components:</p> <p>a) Management Capacity.</p> <p>b) Field Level Support for Non-Formal Primary Education.</p> <p>c) Social Mobilization.</p>	<p>10. Expected Outputs:</p> <p>a) A feasible coordination mechanism for various national agencies dealing in non-formal primary education programs and a strengthening of their management capacities.</p> <p>b) Improved teaching skills in child centered approaches. Potential site specific female teachers for non-formal primary education identified.</p> <p>c) Government counterparts, NGOs, communities, private sector and all possible partners mobilized to support non-formal primary education.</p>
11. Beneficiaries: Primary school age children, especially females.	
12. Current Status:	
13. Implementation Issues:	

III

A Bibliography Related to Primary Education

This select bibliography attempts to list relevant references that are available on primary education in Pakistan. It includes existing reviews, evaluations, reports and articles on the subject. Primary sources of information have been the Ministry of Education, Planning Commission, international agencies and National Institutes. Titles of published sources are underlined. The list cannot claim to be exhaustive. References available in the provinces were not considered.

BRIDGES - Basic Research and Implementation in Developing Education Systems, is a joint venture between Harvard University and the Academy of Educational Planning and Management. BRIDGES has produced a series of studies and surveys on primary education since 1988. These and other relevant publications by the Academy of Educational Planning and Management are available in an annotated bibliography published by the Academy and referenced below.

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Annexure 1: Terms of Reference for Primary Health Care and Primary Education Sector Reviews

I. Objective

JICA as part of its assistance to Pakistan is planning the design of project interventions in the primary health and primary education sectors. As a preliminary step, JICA is interested to gather background information that can help the actual project design process in both these sectors. The present terms of reference relate to this background information gathering exercise.

II. Scope of Work

Two separate studies shall be conducted, one on Primary Health Care and the other on Primary Education. The scope of work of both will include:

1. A select bibliography

This bibliography will comprise existing reviews, evaluations, reports, articles, public legal documents, acts and ordinances on the subject. Primary sources of information will be records and libraries of respective Ministries, the Planning Commission, donor and international agencies and national institutes.

2. An inventory of all on-going donor projects as well as the major ones of the past.

The inventory will specify the various donors; the project titles; the region(s) of implementation; the implementing agency(s); cost of projects; starting year and ending years.

3. One-page format summary briefs for all projects on which documentation is accessible .

The summaries shall include the project goal, purpose, components and inputs, specific output(s) at project closure, beneficiaries, current status and implementation bottle-necks; along with the project title, donor, implementing agency etc.

4. A descriptive overview of the state's service delivery structure in the subject sectors, including special focus programs and the government's stated policy.
5. A summary assessment and analysis of the input, experience and policy of the major donors in the subject sectors.

**Summary of Discussion, October 9, 1991
Islamabad**

The Minister's Presentation

The Minister of Education, Syed Fakhar Imam made a presentation based on the Draft Education Policy 1991-2000, of his government. He is keen to finalize the policy document by the end of October, after further consultations with the provincial departments of education and planning.

The proposed policy is structured on an analysis of identified weaknesses in the present system at the primary, secondary, and the university levels. Its thrust is directed at universal primary education; enhancing literacy; designing content for rural development; improving administration and management of the delivery system; utilizing media and communication technologies for education (especially to reach women); man-power planning; nurturing education industry to manufacture teaching modules, kits and equipment; initiating a formal split between general and technical education; teacher training, relevant curricula and text-books; an emphasis on physical education, sports and games; etc.

The Ministry of Education considers the portfolio of project proposals for educational development submitted to the donors as the projectization of the Action Plan which accompanies the new policy. The minister sought the comments of those present on the portfolio.

Comments of Donors (in the order delivered)

World Bank:

The representative of the bank was of the opinion that the portfolio was a an unconnected list which does not specifically address the different problems that the minister pointed out to in his presentation. In primary education the bank will continue to support the Ministry of Education and the provinces on a series of projects. The bank recommends a dovetailing of education with its Social Action Plan, UNICEF's Structural Adjustment with a Human Face, and UNDP's Human Development Initiative.

UNDP:

UNDP identifies a convergence of interest between the donors, especially the World Bank, UNICEF, UNESCO, themselves and the Ministry of Education. UNDP is interested in six projects in the portfolio, which were however not identified. UNDP expects an enhanced level of support from the Ministry of Education on existing projects. The government is not meeting its financial and counterpart personnel commitments on these projects.

Asian Development Bank:

The ADB has increased its assistance to Universal Primary Education in Pakistan considerably. However, there is insufficient room in the Annual Development Plans of the government to absorb ADB's funding. The Bank also expects the government to reflect its stated priority for education through enhanced resource mobilization and financial allocation.

UNICEF:

UNICEF is essentially interested in the soft-ware of education development, especially female enrollment and literacy. UNICEF is concerned that proposals submitted by it to the Planning Commission are not approved. Lack of commitment of the government towards the non-formal sector is also a concern. Another disturbing factor for UNICEF is the high cost of projects which is not conducive to replicability. Community participation, cost sharing and replicability are matters for serious consideration.

Germany:

Increase in the relevance and modernization of education is important. However, the quantitative enhancement of education to the marginalized sections of the population is essential. Germany closely observes Pakistan's own budgetary allocation towards education. Frankly, they compare it with Pakistan's military spending.

USAID:

USAID associates with the comments made by the World Bank and UNDP. They are convinced of the multiplier effect of education especially demonstrated by the close association between female education, infant-mortality and fertility. AID stresses, private sector participation, increase in the provincial role, and the establishment of standards for education.

The British Council:

The Council serves as the manager for the British ODA programs in education. ODA has a set of priorities in the social sector which relate to cross-cutting issues. These include the development of sound economic policies and practices, the development of human resources, and the development of the role of women in society.

The Minister of Education

Educational Foundations are being set up at the national and provincial level which will receive two-thirds of their funds from the government and generate one-third from the private sector. Punjab has already taken the lead. The flow of funds will not remain an issue. A meeting on October 28, on this matter will be chaired by the Minister of Finance himself.

The Minister stressed that the monitoring and evaluation of the management and administration of the education system at all levels is a top priority. However, of most concern to him is the quality of the management of the delivery program at the lower end of the pyramid.

Table 1

Number of Educational Institutions by Kind, Level & Sex

Year	Primary Schools		Middle Schools		High Schools		Secondary Vocational Institutions		Arts and Science Colleges		Professional Colleges		Universities
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
1947-48	8,413	1,549	2,190	153	408	64	46	18	40	5	..	..	2
1948-49	9,073	1,564	2,174	154	411	70	49	20	42	6	19	2	2
1949-50	9,411	1,586	2,134	172	469	89	59	25	46	9	19	2	2
1954-55	14,162	2,474	1,517	196	747	148	90	40	77	19	24	1	4
1959-60	17,801	3,260	1,974	281	1,069	203	100	35	126	32	40	5	4
1960-61	20,909	4,057	1,798	275	1,172	225	109	47	131	33	42	5	4
1961-62	24,930	5,350	2,011	364	1,300	255	103	40	146	37	39	5	6
1962-63	28,338	6,715	2,023	423	1,349	275	103	41	159	39	41	5	6
1963-64	30,950	7,416	2,379	462	1,459	308	117	38	190	51	43	5	6
1964-65	32,589	8,021	2,701	589	1,622	367	145	58	225	62	45	5	6
1965-66	32,930	8,272	2,785	626	1,658	376	113	39	228	63	48	5	6
1966-67	34,678	8,535	2,970	659	1,776	423	142	62	258	76	48	5	7
1967-68	36,453	9,324	3,018	719	1,827	458	165	72	251	76	50	5	7
1968-69	38,870	10,250	3,290	790	1,910	490	180	80	270	80	58	5	7
1969-70	41,290	11,170	3,560	860	1,995	520	190	90	290	85	59	5	7
1970-71	43,710	12,097	3,822	928	2,063	529	206	97	314	87	73	6	7
1971-72	45,854	12,290	4,110	1,038	2,247	571	284	134	339	93	73	6	8
1972-73	49,580	14,437	4,406	1,163	2,498	621	391	152	334	89	76	7	8
1973-74	50,574	15,061	4,586	1,223	2,742	718	314	150	354	95	81	8	8
1974-75	51,744	15,673	4,713	1,266	2,898	770	301	141	361	96	83	8	10
1975-76	52,800	15,829	4,783	1,307	3,047	806	282	116	404	107	98	8	12
1976-77	53,162	15,941	4,990	1,352	3,214	860	231	81	433	116	98	8	12
1977-78	53,882	16,238	5,100	1,359	3,239	880	222	77	430	116	95	8	15
1978-79	55,265	16,854	5,194	1,393	3,321	898	223	76	429	119	99	8	15
1979-80	57,220	17,771	5,233	1,407	3,361	924	219	85	430	118	99	8	15
1980-81	59,168	18,595	5,205	1,412	3,479	967	231	88	433	119	99	8	19
1981-82	61,117	19,420	5,362	1,423	3,597	1,010	247	92	440	120	99	10	20
1982-83	71,358	20,245	5,432	1,435	3,715	1,052	263	98	447	124	99	10	20
1983-84	73,228	20,876	5,984	1,763	4,213	1,171	279	100	469	150	99	8	20
1984-85*	73,812	21,551	6,132	1,817	4,630	1,250	290	104	467	153	99	8	21
1985-86	77,207	22,441	6,260	1,893	4,677	1,315	293	105	528	167	100	8	22
1986-87(E)	80,757	23,367	6,422	1,973	4,727	1,382	296	106	552	171	100	8	23
1987-88(E)	84,307	24,293	6,584	2,053	4,777	1,449	299	107	581	177	101	8	23

E Estimated
.. not available.

* Partially estimated.

Source: 1. Central Bureau of Education.
2. University Grants Commission.

Annexure :III

Table 2

Enrolment in Educational Institutions by Kind, Level & Sex

Year	Primary Stage (I-V) (000 No.)		Middle Stage (VI-VIII) (000 No.)		High Stage (IX-X) (000 No.)		Secondary Vocational (000 No.)		Arts and Science Colleges (000 No.)		Professional Colleges (Number)		Universities (Number)	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1947-48	770	110	221	21	58	7	4	1	14	1	4,368	327	644	56
1948-49	830	120	225	24	59	7	4	2	17	1	4,517	349	690	64
1949-50	920	120	250	24	57	9	5	2	21	2	4,925	394	737	71
1954-55	1,550	240	332	45	109	15	11	3	43	6	8,082	833	1,998	49
1959-60	1,890	370	422	63	149	23	13	3	76	12	12,434	1,851	4,092	778
1960-61	2,060	430	449	67	160	27	15	6	71	12	12,921	1,929	5,084	1,009
1961-62	2,270	480	461	75	161	23	19	8	72	14	13,950	2,265	7,214	1,335
1962-63	2,490	530	491	82	209	38	20	8	94	18	14,906	2,470	9,464	1,679
1963-64	2,750	570	576	119	217	54	23	7	119	21	17,677	2,661	9,049	1,945
1964-65	3,050	700	624	128	222	46	21	6	127	24	17,372	2,980	13,221	2,730
1965-66	3,160	750	689	149	244	49	21	5	139	28	19,061	2,919	13,420	2,979
1966-67	3,380	790	763	169	273	55	22	7	148	32	19,840	3,121	12,807	2,522
1967-68	3,750	990	793	164	275	50	24	8	153	34	25,000	3,500	15,903	2,993
1968-69	3,830	1,010	846	170	296	56	24	8	159	40	30,081	3,899	13,087	2,665
1969-70	3,910	1,030	899	175	337	62	29	9	175	45	33,633	4,219	15,475	3,298
1970-71	3,960	1,040	933	178	336	67	35	10	199	50	37,245	4,612	17,057	3,703
1971-72	4,210	1,110	963	196	366	71	40	12	186	49	36,182	4,970	17,507	3,878
1972-73	4,450	1,270	1,041	232	390	81	59	6	186	47	37,596	6,450	18,678	4,212
1973-74	4,810	1,370	1,096	247	418	78	40	14	193	53	42,483	6,768	19,081	4,134
1974-75	4,971	1,430	1,196	279	462	100	42	14	208	58	44,734	8,086	21,396	4,500
1975-76	5,319	1,549	1,247	294	493	106	31	9	211	53	56,140	8,785	22,772	5,121
1976-77	5,611	1,591	1,298	309	509	116	29	8	223	66	56,932	9,541	37,711	8,968
1977-78	5,015	1,598	1,304	317	506	123	26	7	221	72	62,113	10,766	41,130	6,998
1978-79	5,131	1,630	1,301	327	479	124	29	7	233	75	67,296	11,986	38,623	6,000
1979-80	5,213	1,676	1,391	345	476	125	35	7	253	78	72,479	13,206	41,810	5,712
1980-81	5,474	1,782	1,412	359	509	130	40	7	270	87	55,897	8,519	42,688	7,113
1981-82	5,741	1,896	1,494	389	543	135	45	8	283	94	57,602	9,109	47,573	8,483
1982-83	6,179	2,010	1,494	389	578	141	49	8	297	101	58,587	9,219	48,912	7,651
1983-84	6,860	2,174	1,730	424	606	146	53	8	355	111	56,276	9,314	50,418	7,916
1984-85*	6,828	2,252	1,805	446	645	160	57	8	373	117	59,169	9,742	54,031	8,407
1985-86	7,049	2,365	1,910	516	667	177	59	9	400	126	68,317	13,817	59,891	8,801
1986-87(E)	7,368	2,458	2,003	545	690	185	61	10	411	130	72,317	15,817	61,319	9,573
1987-88(E)	7,687	2,551	2,096	574	713	193	63	11	425	135	77,465	17,892	65,340	9,786

E : estimated.

* Partially estimated.

Sources: 1. Central Bureau of Education
2. University Grants Commission

Source : Government of Pakistan Economic Survey 1987-88

Annexure :III

Table 3
Government Expenditure on Education by Level

(Rs. million)

Year	Total Expenditure	Primary Education	Secondary Education	Colleges Education	University Education	Technical Education	Teacher Education	Other Items (a)	Development Expenditure	Non-Development Expenditure
1947-48	30.4	11.0	5.4	(a)	1.9	(b)	8.0	4.1	..	..
1948-49	44.5	20.0	8.4	(a)	3.3	(b)	7.0	5.7	..	..
1949-50	43.9	20.8	9.6	(a)	6.5	(b)	1.3	5.7	..	..
1954-55	94.5	41.7	17.1	(a)	19.0	(b)	3.0	13.7	..	..
1959-60	163.8	60.2	34.4	17.7	15.2	4.0	7.1	25.2	48.0	115.8
1960-61	193.1	65.3	47.2	23.4	18.1	5.3	2.1	31.7	38.1	155.0
1961-62	272.6	82.2	62.8	35.0	35.1	13.4	5.2	38.9	62.4	210.2
1962-63	346.3	91.0	68.2	43.9	52.3	26.7	6.7	67.5	123.1	223.2
1963-64	399.7	117.2	59.3	31.9	40.1	39.9	10.0	101.3	142.7	257.0
1964-65	450.9	137.0	63.3	33.1	47.9	46.7	10.3	112.6	160.4	290.5
1965-66	509.2	147.2	67.3	38.2	43.1	42.2	12.7	157.9	177.6	331.7
1966-67	440.0	152.1	75.1	35.7	36.1	30.3	12.3	98.4	108.2	333.8
1967-68	513.8	161.9	75.6	43.0	40.6	40.5	13.7	138.3	160.9	352.7
1968-69	553.0	168.9	79.6	46.4	44.2	47.4	14.2	152.3	185.4	367.6
1969-70	578.7	196.8	91.8	49.6	44.7	46.7	16.5	132.6	170.1	408.6
1970-71	789.9	221.9	93.8	45.3	92.0	81.9(c)	24.4(d)	230.6	309.5	480.4
1971-72	796.8	275.3	103.7	49.8	69.3	79.8(c)	20.0(d)	198.9	201.3	595.5
1972-73	1,000.7	315.4	113.5	85.6	81.8	79.9(c)	15.9(d)	309.4	277.2	723.5
1973-74	1,269.3	399.2	189.7	168.8	107.9	152.0(c)	17.7(d)	236.0	340.6	928.7
1974-75	1,744.5	451.5	290.0	162.3	124.0	191.8(c)	29.5(d)	495.4	623.4	1,221.1
1975-76	2,482.2	767.3	431.3	249.4	174.3	326.1(c)	38.5(d)	501.3	751.1	1,731.1
1976-77	2,802.6	853.1	577.9	274.6	210.7	338.5(c)	42.2(d)	505.4	782.3	2,020.3
1977-78	3,309.7	823.6	464.7	872.4	258.0	323.1(c)	58.5(d)	700.4	855.0	2,445.7
1978-79	3,875.9	1,305.1	731.7	367.8	324.2	515.2(c)	73.3(d)	558.6	1,067.0	2,808.9
1979-80	4,153.5	1,604.4	820.4	387.5	426.2	518.7(c)	71.0(d)	325.3	1,060.2	3,093.3
1980-81	4,619.1	1,570.0	918.8	427.6	459.2	546.5(c)	57.4(f)	639.1	1,240.5	3,378.6
1981-82	5,602.0	1,820.0	986.9	493.0	611.3	748.8(c)	83.5(f)	857.9	1,687.4	3,914.6
1982-83	6,469.5	2,092.1	1,256.0	642.0	665.5	952.7(c)	100.3(f)	760.9	1,840.5	4,528.0
1983-84	7,542.3	2,544.0	1,599.0	784.3	759.3	1,003.1(c)	96.0(f)	756.6	1,715.4	5,826.9
1984-85	10,224.3	3,284.1	2,375.1	1,034.0	938.5	1,094.9(c)	302.5(f)	1,197.2	2,448.1	7,776.2
1985-86	12,644.8	3,915.9	2,770.9	1,138.9	1,159.2	1,659.8(c)	309.8(f)	1,689.3	3,255.0	9,389.8
1986-87(E)	14,880.8	4,564.1	3,406.1	1,347.9	1,317.4	1,946.3(c)	402.7(f)	1,896.1	3,712.0	11,168.8
1987-88(E)	17,512.2	5,319.6	4,107.3	1,593.9	1,497.3	2,282.2(c)	523.4(f)	2,108.5	4,233.3	13,278.9

.. not available.

E: estimated.

Sources: 1. Central Bureau of Education,
2. Ministry of Education.

Note:— Expenditure incurred on Health, Education, Agriculture, Veterinary, Forest, Industries etc. has been included under Technical and Professional education.

(a) Expenditure on college education includes under universities.

(b) Expenditure on Technical & Professional education includes under teacher specific education.

(c) The expenditure includes the expenditure on teacher training colleges.

(d) Expenditure on teacher training schools only, expenditure on teacher training colleges included in technical & professional education.

(e) Other items includes expenditure on scholarships, administration, other facilities, lumpsum provision, grant-in-aid, general and miscellaneous work etc. However expenditure on work from 1970-71 onward has been included under relevant sectors as development expenditure.

(f) Expenditure on Teacher Training also includes technical & professional education partially, break-up of which is available from budget accounts.

Source : Government of Pakistan Economic Survey 1987-88

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