

EPPSL Educational Planning, Policy
Studies and Leadership

DEVELOPMENT EDUCATION I

Code No: 8236

Unit: 1-9



**ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD**

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PREFACE

The concept of modernization of education connotes adjustment to the changing world of education and implies re-adjustment of the roles of the teacher, the planner, and the educational administrator to the changing educational needs of the society in the global context of the world. The situation demands a redefinition of the role of education in the society. The concept of 'Development Education' which is a development of the recent past, is a natural outcome of the changing role of education in the world today.

By definition, 'Development Education' embodies a system of education which is concurrently linked with the overall development of the individual and the society, and in which education and development go together so that each contributes to the other.

Introduction of the course on Development Education as part of M.A. Educational Planning and Management Programme of the Allama Iqbal Open University, aims to:-

- (a) acquaint students with the background, meaning and scope of development education,
- (b) develop among students cognizance of fundamentals of development education,
- (c) provide students of educational planning and management a development education perspective to their jobs as educational planners and administrators,
- (d) make educational planning and administration development oriented.
- (e) Identify the problems of human resource development in Pakistan and to suggest corrective measures
- (f) Review different education projects launched by UNESCO and Government of Pakistan.

Dr. Hamid Khan Niazi

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Dr. Hamid Khan Niazi

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UNIT No. 1

WHAT IS DEVELOPMENT EDUCATION

Written by
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OBJECTIVES

On completion of this unit you should be able to:-

- (a) Elaborate the concept of development education ;
- (b) Differentiate between development education and other similar concepts;
- (c) Discuss 'development' in broader perspective;
- (d) Apply the concept of the developmental education in educational planning and administration

INTRODUCTION

The concept of "Development Education" as a system of education which establishes a linkage between educational practices of the school and socio-economic development of a community is not new. Its traces are visible in the famous Wardha Scheme of the British India also. However, as a discipline, the idea of "Development Education" owes its origin to the growing concern of the nations of the world for developing the under developed countries and regions of the world. As it happens in cases of all new disciplines, the Development Education is also in the process of definition and redefinition of its nature, scope and role in education.

Evolution of the Concept of Development Education:

The evolution of the concept of Development Education (DE) is linked closely to the way in which its two components evolved during the last thirty years, in particular the 'Development' part. The term also has different meanings depending on the ideological, political or cultural references of the institutions or countries where it is used. We could almost say that there are as many concepts of DE as possible activities

The concept of Development Education is often confused with what is commonly known as 'education development' and 'development for education'. In fact Development Education, in its scope, is broader than the educational development and the education for development; it includes both of them and a little more.

The term 'educational development' is generally used to denote developments which take place within or in relation to educational institutions and systems. Students, teachers, curriculum, educational facilities, public and private expenditure on education and the like, are the areas of specific concern to educational development.

'Education for development' is another term which is sometimes used as synonymous to Development Education. There are authors who consider 'education for development' and 'development education' as the same and use the two terms interchangeably in their writings and talks. They tend to emphasize the education of individuals in a way that they contribute to the development of mankind as citizens of a particular country and as citizens of the world at large. Education for development in this sense connotes a generalistic point of view and is open to all persons regardless of their professions or occupations.

Of course, the difference between the two terms education for development and development education is so subtle that it is not easily discernable. But as we are using the term development education which refers to a certain discipline it should be defined clearly and unambiguously. So let us discuss the two terms in some detail.

Education for Development

When used in the context of development, the whole system and process of education becomes subjected to the community or the society. Education in this position is used as a means of producing manpower and citizenry required for economic and socio-cultural development of the society. Role of education as an institution, in this situation, becomes limited. As shown in figure 1, formal schooling of an individual ends and where he enters the practical life and engages himself in the developmental activities.

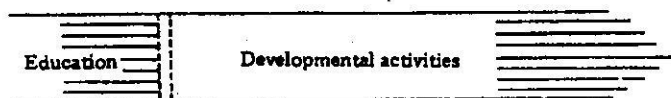


Figure-1

Or in other words, an individual's developmental activities begin only when he completes his schooling i.e. education. In any case a line of demarcation can be drawn between education and development. This is not what development education means.

Development Education: a generalistic point of view

As pointed out earlier, a generalistic point of view of development education refers to the education or training of a person as a citizen of a particular state and the world. This person may be any body, and may have any place in the society, and may do just anything to promote the development of mankind as member of a community, citizen of a state or the world. But, as it is in the case of education for development, this individual first prepares himself for a developer's role and the engages himself in developmental activities,

Beside the education for development there are a number of other terms which are sometimes considered as synonymous with development education. However, as explained below, each of them has a limited scope and relates to a specific aspect of development.

Comparative Education

The concept of comparative education represents a field of study or research which emphasizes the use of comparative approach. Logically, comparative education hardly represents an area of action to develop anything, except to find truth. Development education does make use of the comparative technique where and when this technique is suitable for the research problem under consideration. And other techniques such as survey, the experiment, the participant observation, the unobstrusive, (technique not in vogue) the regression (technique of tracing a development backward) the ethnographic (a historical approach) etc; are also used, depending on the nature of the research problem at hand. But the main emphasis of development education is beyond the

establishment of truth. It is the creation of development. Thus, research study comprises only a first step which is instrumental toward action in the concept of development education.

International Education

Originally, the concept of international education was created in American schools after World War II, aiming at teaching American children to understand the way of life of other peoples in the world. Explicitly, the reason was that such an international understanding by the Americans and by other peoples over the planet will help mankind avoid a next world war. But also implicitly perhaps that future Americans need to watch their global interests in which case they need to understand the world. Later, with the growth of American Aid Programmes to other countries, the aid given to other nations in the field of education was also called "International Education". In fact this should have been "international aid in education". Still later, exchange activity in education such as exchange of students, or teachers was also called international education. Note that there now exists an Institute of International Education (IIE), whose main function is in the last two activities just mentioned.

International education, therefore, represents the scope of activities, involving more than one nation—but not emphasizing the achievement of development goal—as such, except for the original concept which assumes international understanding and peace as the development goal and thus sharing the common interest with development education.

Global Education

The concept of global education is well within the concept of development education but different in scope of operation. The purpose of global education is to encourage educational practices in the countries of the world to prepare youth to be world citizen, broad-minded and ready to join efforts with other peoples in achieving global goals such as world peace, the new economic orders, etc.

International Development Education

This concept includes the concepts of development education as we have defined international education and global education. It emphasizes both research study and action programmes. Normally the term is used in post graduate study programmes in American Universities, for example at Stanford University, University of Pittsburg, Florida State University, etc.

Community Development Education and Functional Education

These two concepts owed mainly to the efforts of UNESCO in helping less developed countries mobilize their rural population through education. Thus, the essence of the concepts is in line with that of development education. To

differentiate between the two, "Community Development Education" aims at development of rural life which includes occupation, health, cooperativeness, and responsibility to the national security programme. "Functional Education" emphasizes the choice of teaching and learning and learning activities that would yield functional or useful results. Such a choice was important because there tend to be too many things to learn and to teach in the school curriculum, yet the graduates are not adequately equipped with functional knowledge and skill to live a happy life.

Development Education

As stated earlier the scope of development education is broader than that of educational development, education for development and other similar concepts. The idea of development education is, in fact, formulation of a system of education which is concurrently linked with the overall development of the individual and the society, and in which education and development go together, and each contributes to the other. Consider the following examples:-



Figure-2

Example 1

One of the student of Educational Planning and Management course, Miss Sheila Keane, who is an Irish Missionary and Principal of a local Girls' High School in Rawalpindi, was expressing her anxiety over the fate of the girls who for any reason drop out of school before completing even high school education. What worried her most was her experience that such girls get married at an early age, and that the fertility rate among them is so high that during the productive period of their lives they tend to give birth to five, six or more babies. For her it was not simply the matter of a girl's leaving the school, getting married and becoming mother of a number of children. She looked at its implication for the whole society, and related the situation to the population growth and the resulting problems. She said, "just by checking dropout rate in girls schools and prolonging the schooling period of the girls lives we can certainly contribute to checking, at least to some extent, the problems of population growth and its unbecoming effects in the country.

Miss Keane has started special classes and education courses for her school dropouts; she has launched a campaign to bring the school dropout girls back to school; she has increased her contacts with the parents of her students, and lately she reported that quite a good number of dropout girls have returned to school.

Explanation:— In this situation two things are quite apparent. One that an effort is being made to check dropout at schools and making education meaningful to the girl students—this is an educational development activity. Two, that prolonging the period of girls schooling as said earlier, is having immediate effects on population statistics of the country. The effects may not be visible at this stage but something is happening.

Example 2

Mr. Aslam a student of the University's Educational Planning and Management Programme is associated with a high school in a town. He is concerned with achievement of national goals of education. For him it is very essential that students in his school receive quality education; develop individual potentialities; have sense of achievement in what they do in the school and participate in such activities and exercises which develop in them habits of manual work and pride in service to the society. During a tree plantation week Mr. Aslam organized a group of fifty students to plant trees on the open space of the school. This exercise he used for teaching students about tree plantation, forests, care of trees and their role in national economy. The school was also to have fifty shady trees as a result of this venture.

Explanation:— This activity exemplifies an instance of combining education with development in a way that each one contributes to the other.

Example 3

Mr. Malik is Headmaster of a village Middle School. He participated with his students, in a public works project of the local council. The project aimed to build brick laid streets and open drainage in the village. Groups of students voluntarily assisted masons and brick layers in the work. While they worked on the project they learned beside other things respect for labourers, and hard work, size and quality of bricks, leveling of street, and importance of the considerations for levels of drains etc.

Explanation:— This exemplifies a situation in which while students benefited educationally they also contributed several hundreds of man-hours labour to the Local Council, which meant a substantial saving in the expenditure of money which could be used for other developmental purposes in the village.

Example 4

Some Universities of the United State have a student work-study scheme. Under this scheme two students join together to study at the University and work outside in a factory or some business organization in such a way that one student attends University for one week and shares his learning

experiences with the other student who works fulltime outside the university. The assignment of the students is reversed next week and the student who attended the university the previous week goes to work.

Explanation: Under this scheme while a student is in the school he also continues to work productively for society and saves to some extent that what is called, opportunity cost of schooling.

Note: In Pakistan this scheme has not been institutionalized as yet. But it has great development education potential in it.

From the four examples cited above you are sure to be in a position to visualize many other similar examples of development education from your own experiences.

From what you have read so far you must have formed a clear idea of what Development Education is. You should be in a position, now, to understand and remember the definition of the term Development Education which is restated as follows:-

It (development Education) embodies a system of education which is concurrently linked with the over all development of the individual and the society and in which education and development go together so that each contributes to the other.

Although we can now define development education in more or less operational terms it is still necessary that we know what is meant by the term "Development" in this context.

What is Development?

In your previous courses of Educational Planning and Management you have already seen a working definition of the term development. You know that, development is a function of Planning and Management or as algebraically formulated $D=f(P+M)$. But, did you ever stop to think for a moment as to what the term development actually means to you when you engage yourself in an academic exercise or a real task of an educational planner or administrator? People usually do not care about the definition and explanation of such commonly used terms as "development" is. The individuals or the organizations using the term development give it so varied meanings that it is, difficult to synthesize or list them all. In the following pages are listed various concepts of development:-

- (1) Educationists
- (2) International Organizations
- (3) Politicians
- (4) National Government

- (5) Technologically advanced countries.

Now let us see what development means to each of them.

Educationists

The major concern of the educationists is the child. Their thinking is focused on the child and their main interest is in the maximum development of the personality or all the potentials of the child in a desired direction. To achieve this goal to development of the personality of the child the educationists concern themselves with the development of educational facilities; opportunities of education; development of curriculum; enrolment of students; teacher effectiveness; student-teacher ratio; public and private expenditure on education; extra curricular activities in the educational institutions; planning, management and supervision of education; use of educational technology and a most of similar things which pertain to education of the child.

An educationist's concept of development is formulation of the needs and aspirations of the society and the individual and their demands from the school or the education system at large. It is often implied in the goals of education and in the development plans of the country. Need for national development and areas or sectors of development are conceived in the context of the society and the individual, whereas in education development of the society and the persons are visualized with reference to national and sectoral development. Because, all developments contribute in one way or the other to the development of persons, who in turn causes development to happen.

International Organizations

Until recently the term development was used to signify economic growth in general. It was in the 60's that the concept of development emerged in particular reference to the under-developed countries of the world. It was the notion of world and national development, and development centered on man.¹

The former presents development as an integrated process characterized by the achievement of both economic social objectives; the latter gives an idea of the development of individual not the development of things. Related to these concepts but specially concerned with the developing countries of the world is the concept of "Endogenous Development." The concept highlights the following:-

- (a) These countries cannot follow blindly the same path that was taken by countries that are developed today. In this respect, the concept of endogenous development replaces the theory of the stages of growth and the model of 'catch-up' development. Every country has the right to

¹ Different theories and practices of development, United Nations Educational, Scientific and Cultural Organisation, Paris 1982

choose its own development model and the socio-economic system it considers most appropriate in its own case.

- (b) Not only does the concept of endogenous development condemn 'catch-up' development; it is also directed against the dependence of Third World countries of capitalist industrialized countries. As long as dependence exists the development of the Third World countries cannot really be endogenous.
- (c) Development strategy must be based on respect for internal social structures and the traditions and cultural values inherited from the national past.
- (d) Development must be oriented, not towards an unlimited increase in production, but, towards the satisfaction of the essential needs of the whole population.
- (e) Development must be based on the maximum use of internal resources; it presupposes a rational policy for conserving these resources.
- (f) In the strategy of endogenous development, particular importance should be ascribed to the special intermediate technology that provides for the use of the local resources, material and human, of the developing countries and takes account of the population level of education and technological training.

Global Development

Associated with the new concept of development is the concept of "global development". Development education aims to raise awareness and understanding of how global issues affect the everyday lives of individuals, communities and societies and how all of us can influence the global development.

The objectives and problems of global development are determined with relation to world problems and reflect the general nature of development. The society in which development is taking place is not isolated, but forms part of the network of relations and forces that cover the entire world, including the most economically advanced societies as well as those which, from the economic point of view, are the most deprived.

Development Education has 4 Key Elements:

- i) Attitudes and values – about oneself and other, about social responsibilities, about learning, behaviour, beliefs, subject knowledge and about society here in Ireland and internationally.
- ii) Knowledge, ideas and understanding – factual information about the shape of our world, ideas about why it is shaped the way it is, about

connections between wealth and poverty, progress and inequality, about relationships internationally etc.

- iii) Skills and capabilities -- skills that help us understand and engage with our world -- analytical and communication skills, interpersonal and social skills, the ability to link knowledge and understanding with action etc.
- iv) Behaviour, experiences and action -- social relationships, personal behaviour, opportunities to participate meaningfully, competence at carrying out tasks, fulfilling potential, linking ideas, action and behaviour.

The concept of development described above represents the notion of development in United Nation's system. However, the development programmes and projects for the developing countries which the United Nations sponsors all over the world give an idea of what development means in practice to international organizations and agencies.

Technologically Developed Countries

A country may be rich in natural resources, GNP, and *per capita* income, but may not be recognized as a developed country. Many OPEC countries can be named. What is it then that labels a country as 'developed'. Certainly it is the technological advancement of a country and its capability to produce, possess and use of technology.

It seems that the idea that use of modern technology is essential for a country's development is being propagated more by the technologically advanced countries, whose commercial interests rest on the export of their technologies and technical know-how. The place where they could be more needed are the developing countries, or the countries of the Third World. Often you would see that the technologically developed countries show great generosity in helping the developing countries with their technology and technical know-how. Of Course, in today's world use of technology has become a condition to development that one cannot think of developing of a country without things like atomic reactors, computers, machines and industries.

Politicians

Politicians do not necessarily describe what they mean by development. But, there are implications for development in their party manifestos and programmes. See the following manifestos and programmes of some political parties.

Programme of the political party "A" reads as follows:

The party would strive for the creation of a "Welfare Republican State based on the principles of Islamic Democracy." Civil liberties of all kinds were to be zealously protected. Repressive measures should be enacted only in time of

actual war; prisoners in detention or under arrest under any such laws must be brought to trial or freed. All "Constitutional decencies" must be observed. For national defense the party recommended the introduction of a two-year course of compulsory military training, and such development of industrial potential as to allow for internal production of all implements of war. "The real ownership of land belongs to Allah, the Supreme Sovereign, and the so called present owners are only trustees who hold the land subject to the needs and requirements of the State as the symbol and expression of Allah's sovereignty." *Jagirdari* and landlordism must be abolished; no person could hold or own more than 250 acres of canal, irrigated land. The party's aim was an "independent foreign policy".

The political party "B" presented the following manifesto:

The party aimed at securing for all citizens "safe, settled and dignified living." Refugees were to be rehabilitated, civil liberties to be protected, free and fair elections to be guaranteed, local bodies to be strengthened, and administration of justice to be made fair, prompt and in expensive. The party pledged itself to the creation of a welfare state. All sources of national wealth were to be devoted to the common good. All efforts would be made to regulate the system of ownership, management and exploitation of all natural resources. Idle assets, in the form of undeveloped land, plants, capital and other sources of production, would be mobilized for national use. Relationship between landlord and *tenant*, employer and employee, industrialist and worker, and State and private owner, would be justly regulated, in accordance with the "twin demands of national welfare and justice." Unjust exploitation and glaring inequality would disappear. Through education, literature and other media, the party would try to foster the "attitude of mind" which reflects true Islamic virtues and to propagate Islamic values. To "disburse happiness" the party would revive, promote, protect and patronize all indigenous arts and crafts, foster cultural activities, look after the interests of artists and cultural workers and pay due attention to the progress of physical sports and games. In the international field the party was pledged to peace. It sought to promote friendship and understanding between Pakistan and all other countries. All "colonial peoples" fighting for freedom were to be supported. The party pleaded for the settlement of all international disputes through the peaceful methods of negotiation, mediation or arbitration, and opposed all attempts to resort to force.

The Political party "C" issued an election manifesto according to which;

It wanted to introduce constitutional reforms with a view to enforcing separate electorates, abrogating all unreasonable restrictions on fundamental rights, restricting the power to declare martial law and pass indemnity legislation, and providing for an appeal against sentences issued by martial law courts in the Supreme Courts. In the agrarian field, the document called for abolishing without

compensation all estates comprising more than 200 acres of irrigated or 400 acres of un-irrigated land, provided that it was proved that their owners had acquired them in an "un-Islamic way." It promised a 42-hour week to the labourer, with a day and half off at the week end; gradually the workers were to be made partners in the ownership of the industrial units in which they worked. Restrictions were to be placed on the profits of the industrialists and foreign investments were to be allowed only on the condition that no political strings were attached. Interest in all forms was to be abolished and all "un-Islamic" taxes were to disappear. In the educational sphere co-education was to be done away with, teaching of Arabic was to be made compulsory, and instruction up to the middle standard was to be made free. Administrative reforms envisaged included eradication of corruption, nepotism and bribery; introduction of religious and moral instruction in the institutions for the training of public services personnel; and a ban on European dress in Government offices and at State functions. Maximum autonomy for provinces was favoured and so was the merger of Frontier States in the West Pakistan. In international affairs, the party believed in friendly relations with all countries provided that friendship and cooperation did not involve an "ideological clash."

National Government

How the national Government of Pakistan conceives development reflected in its Economic Survey 2005-2006. According to this official document,

A broad based economic recovery, further strengthening of macroeconomic stability and a near elimination of external account vulnerability has been the major successes of the outgoing fiscal year 2005-06. These successes include: a sharp pick-up in growth, aided by stellar growth in manufacturing and a robust recovery in agriculture; double-digit growth per capita income, low inflation, highly conducive interest rates environment, tax collection remaining on track, fiscal deficit reduction, exports and imports registering impressive growth, workers' remittances touching new heights, surplus in current account further increased, added to the country's foreign exchange reserves, stable value of currency and decline in both domestic and external debt, substantial rise in foreign direct investment, stock market creating new history and lastly the credit rating in international capital markets has improved. These achievements must be viewed in the backdrop of several downside risks that prevailed on the international and national economic scenes.

Fiscal year 2005-06 has been a frustrating year for global economic recovery. After the significant downturn in late 2001 precipitated by the events of 9/11 and subsequent developments, the world economy was showing signs of recovery during the first half of 2002. The optimism for global economic recovery largely dissipated during the second half of the year owing to a series of adverse development unfolded the international economic scene. These

developments included several major corporate scandals and bankruptcies in the United States resulting in bursting of the equity market bubble, rising uncertainties in the run up to war in Iraq causing oil prices to rise sharply and a recent outbreak of Severe Acute Respiratory Syndrome (SARS) virus badly affecting business environment in Asia and likely to hurt growth in the region. As a result of these developments the world economic outlook remained subdued and global trade remained sluggish during fiscal year 2002-03.

Economic growth remained somewhat weaker in the major growth poles of the world economy. Growth in the United States remained weak and has continued to be disappointing in the Euro Area as a result of subdued domestic demand. Deflation in Japan continues and survey evidence suggests that deflationary expectations are becoming more widespread and persistent. Weaker outlook in advanced countries and higher oil prices have adversely affected the pace of economic recovery in developing countries.

Moving forward, uncertainties surrounding the conflict in Iraq are broadly resolved with little spillover outside the region. The end of the war in Iraq has removed some of this uncertainty and most importantly, the assumption of a massive rise in oil prices in the wake of war has not materialized. There are expectations that global economic recovery would gradually reassert itself during the second half of the year 2006. The major growth poles of the world economy are likely to perform better than last year and accordingly the growth outlook for developing countries appears encouraging. Pakistan is likely to benefit from a modest recovery in the global economy.

On the domestic front, the travails of water shortage for irrigation continued, though with relatively lesser intensity. Short supply of canal irrigation water in the early *kharif* season resulted in decline in area under cotton crop as compared with the last year. Another development on the domestic front has been the country's smooth transition towards democracy. As result of the general election on October 10, 2002 a democratically elected government took charge of the country's state of affairs. The newly elected government in its policy statement announced the continuation of economic policies and structural reform program of the previous government. As a result of such pronouncement, market sentiments remained buoyant.

Notwithstanding these uncertainties that prevailed during the fiscal year 2005-06, Pakistan's economy has not only displayed greater resilience but its economic fundamentals have further been strengthened. Almost all economic indicators have either met their respective targets or, in most cases, exceeded their targets by wide margins. Three and a half years of stabilization policies and the implementation of wide-ranging structural reforms have now started paying dividends. These policies and reforms have enhanced the capacity of the economy the withstand the adverse effects of exogenous shocks and uncertainties. Pakistan's overall economic performance has been relatively much

stronger in 2005-06 when compared with the performance of other developing countries within and outside the region. Despite improvements in almost all economic indicators some challenges still exist which will be requiring government's attention during the next fiscal year. Major developments that took place on the economic front during 2005-06 along with the identification of challenges are summarized in the ensuing pages.

In the national development plans, Education is treated as one of the sectors of national development. The objectives of education outlined in the national education policy documents of the country which form the core of educational planning and management are also limited. It was in the *National Education Policy, 1998-2010*, that the objectives of education included something beyond the child and the school. The policy aims "to promote and propagate scientific and technological training and research in the country and to use this knowledge for socio-economic growth and development thereby ensuring a self-reliant and secure future for the nation". The process of education viewed as an activity directly related and contributing to other sectoral developments would widen the scope of educational planning and management and would help the profession of educational planning and management rise to the highest position of responsibility in national development. To realize this ideal, the role of educational planner and manager in the world of education will have to be re-defined and re-stated.

Upto this point we have considered various viewpoints of development. Now we are in position to evolve a working definition of development as it could be adopted by educational planners and administrators. The foregoing discussion leads to the definition of development which includes the following:

- (a) Individual is the centre of all developmental activities,
- (b) Individual is an essential element in the process of development – both as a means as well as an end.
- (c) Development connotes psycho-physical, social, cultural and economic development of man.
- (d) Development in Education sector has its impact on the development of other sectors and vice versa.

EDUCATION AND DEVELOPMENT

Education in a broad sense has been a process of preparing an individual to know his environment and adjust himself to it. A conjecture of stone age life would show you a father teaching his son, the arts of tool making, hunting, and self-defense; about his environment, animals, plants, seasons and his fellow-men, friends and foes. With the advance of civilization the responsibilities and environment of Person also expanded. The world which he inhabited in Stone Age disappeared and he/she had to live in a world which was larger and

extremely complex. It was due to his instinct of gregariousness or sheer necessity, that he had to be a member of and responsible for a hierarchy of social organizations— family, community and the nation in which he had to assume a role which was very complex as compared with earlier ages of human civilization.

As it is true to any organization, its coming into existence is the manifestation of the fact that a group of individuals organize themselves voluntarily or perforce, with the purpose of achieving certain goals attainment of which would not be possible otherwise. As a member, each individual has to play his definite role in the organization and contribute to the attainment of the goals for which it came into existence. Depending upon his contribution his/her place— high or low— is determined in the organization. Same is true to a Man's being a member of a society or a nation. The only difference which we see between a small organization – a business organization for instance – and a society or a nation is that roles of individuals in a small organization are synonymized in a nation by occupations, professions and institutions.

It is in this sense, that in today's world of education we visualize a changed role of the profession of educational planning and management. In this connection it is essential that as a development educator you know:

- (1) the ideology which led to the creation of Pakistan,
- (2) programmes and processes being used to realize the nation's ideals,
- (3) role and scope of educational planning and management in the realization of the nation's ideals.

Let us now discuss each of the above with reference to Pakistan:

- (1) Pakistan idealizes the desire of Muslims of the South Asia for acquiring a homeland and establishing a society in which they could live according to the injunctions of the Quran and Sunnah. Ever since the creation of Pakistan in 1947, this has been the guiding principle of our national policies and thoughts, and will continue to provide direction to our activities in the days to come.
- (2) Pakistan as a homeland of Muslim Ummah, and an Islamic society is characterized by a harmonious function of the following:
 - (a) a social system based on the Quranic concept of Justice,
 - (b) a cultural identity which represents a way of life of which, "Deen-e-Islam" is a Quranic formulation, and
 - (c) and economic order which provides equal opportunities and subsistence to all.

The Islamic social system, cultural identity and economic order are marked by a progression whose ultimate end is the development of an individual. In other words it could be stated that the development of a person is dependent upon a balanced social, cultural and economic development of the society.

- (3) Programmes and processes used for realizing the nation's ideals are reflected in the country's development Plans. But as observed elsewhere, the national development plans are basically the plans of economic development.

Of all the sectors of national development, education is the only one which is exclusively concerned with the "development of persons". Development as stated earlier is dependent upon the development of other sectors. But in turn the a person also influences them. This relationship between the human and the, sectoral development could be exploited through education and the process of educational planning and management could link the development of Individual with sectoral developments and *vice versa*. Examples of such linkages have been cited earlier in this unit. Linking development with education would require the following on the part of the educational planners and administrators:

- (a) *Ingenuity in educational planning and management:*— There is no formula, principles or techniques which an educational planner or an educational administrator can use to link education with national development. It depends solely upon the ingenuity and resourcefulness of educational planners and administrators to discover and exploit the relationship between education and other sectoral developments.
- (b) *A global viewpoint of development:*— What a person would like to do in a given situation depends mainly upon how he/she perceives it. As discussed in this unit, different agencies and institutions hold different views of development. If you examine them critically you will see that each one of them is limited in its scope, and has to be complemented by others to be comprehensive. A development educator has to combine them all and develop a global concept of development which encompasses and integrates all the notions of development.
- (c) *Acquaintance with the national development programmes and projects:*— It is possible for an educational planner and an administration to discover a relationship between education and development of other sectors only if he is acquainted with the programmes and projects of national development. It would be essential in this connection that educational planners and administrators are in contact with such programmes and projects in the area of their jurisdiction and maintain a liaison between education and the developmental activities of the area.

- (d) *Knowledge of the socio-cultural and economic conditions of the locality, region, province and the nation:*— A developmental activity cannot produce the desired results unless it emerges out of the need of the people, and conforms to the socio-cultural and economic conditions of the locality, region, province or the country for which it is planned and where it is being implemented. It is, therefore, imperative that not only within the sector of education, but even outside it – in other sectors of national development — persons concerned with planning and implementation of development projects must have the knowledge of socio-cultural and economic conditions of the area of their concern.
- (e) *Awareness of the international situation:*— Today we are living in a big multinational society. It has therefore, been observed that things which, otherwise seem happening outside our national boundaries, have an influence on our own national programmes also. Similarly, what happens in this country may have its influences else-where in the world. Sometimes the influences of international events or activities are so strong that they force us to review our own development and other plans. The present day situation therefore, demands that the planners and administrators must keep themselves posted with the current international situation and give them due consideration in their planning and administrative activities.

The Course units which follow include information and detailed discussions on what the student of this course must know to be a development educator. However, as the subject matter of this course is so general there is so much that student can learn from his own experiences and the knowledge of the world around him.

IMPORTANT

The following activities are suggested for implementing a development education programme:

Project Director: An educational planner or an administrator might function at local, regional, provincial or national level. In order for him to establish a linkage between education and other development sectors, it would be useful to prepare a directory of on – going and proposed developmental programmes and projects in the area of one's concern.

Seminars: A local, regional, provincial or national seminar would be helpful in bringing together information essential for affecting a linkage between educational and other sectoral development

Participatory planning: While planning for education it would help to associate persons from other development sectors, and explore the possibilities of linking education with other sectoral developments.

Action Research: Once a linkage of some sort has been established between education and other sectoral developments, it is essential that effectiveness of such linkage is evaluated from time to time. In case such linkage is not producing desired results, alternative strategies must immediately be tried to improve the situation.

SELF-ASSESSMENT QUESTIONS

Before going over to the next unit, make sure that you can answer the following questions:

- (1) What are the meanings and scope of development education?
- (2) What is the implication of development education for educational planning and management?
- (3) How does development education differ from comparative education, international education, global education, international developmental education and community development education?
- (4) What are the various views about development?
- (5) What does development mean to a development educator?
- (6) What should educational planners and administrators do to make education 'development education' oriented?

UNIT No 2

CURRICULUM AND DEVELOPMENT EDUCATION

Dr. M. Athar Khan
Revised by
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OBJECTIVES

After studying this unit the student should be able to:-

- (a) Explain the role of development education in curriculum planning, implementation and instruction.
- (b) Identify the specific roles of educational planners, administrators and teachers in making the curriculum development education oriented.
- (c) Analyze the elements of curriculum (objectives, content, method and evaluation) and determine their scope for development education.

CURRICULUM AND DEVELOPMENT EDUCATION

Having read Unit-1 of this course, it is hoped that you have formed a clear idea of what the Development Education is about and what it aims to achieve. Also you must have know what, 'development' means to a development educator. However, read the following and see how best you understand and can visualize it for use in a practical situation.

Development Education embodies a system of education which is concurrently linked with the over-all development of the individual and the society, and in which education and development go together so that each contributes to the other.

In this course, one word which is of paramount importance to the development educator is *Development*. In a layman's terms development means improvement in or from a given situation. But, for a development educator the term development has a very wide connotation which is perhaps easy to imagine but difficult to describe. So while the term development poses a problem of definition it also broadens the scope of activities for the development educator. In this and the following units we will concern ourselves mainly with ascertaining the role of (1) curriculum (2) educational administration and (3) educational planning in development education.

WHAT IS CURRICULUM

Although it is difficult to reach a consensus on any single definition of the term 'curriculum' but by studying the definitions which have been put forward we may become more aware of the various perspectives from which a curriculum can be viewed, and thus may be in a better position to judge what it ought to consist of.

Literally, 'curriculum' is a course of study at a school or a university. The Oxford Dictionary defines the term thus:

"Having a form, structure or arrangement which follows, or in reducible to, some rule or principle, characterized by harmony or proper correspondence between the various parts of elements; marked by steadiness or uniformity of action, procedure; conformable to some accepted or adopted rule or standard".

Basically, the curriculum is what happens to children in school as a result of what teachers do. It includes all the experiences, which the school accepts to provide to children. According to this view a curriculum is the programme used by the school as a means to accomplish its processes.

Many writers use the term 'curriculum' loosely as being synonymous with "syllabus" "course of study" "subjects" or even "timetable". In some educational institutions the word curriculum, by tradition, is associated with narrowly conceived short courses, which deal mainly with content. The selection of definitions presented below should illustrate that the concepts, as used by curriculum theorists is much more offered. Consider them closely, noting their differences and similarities; and try to decide which come closest to your own viewpoint the meaning and nature of curriculum. According to various theorists 'curriculum' may be defined as:

- a. "The planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their abilities" (Neagley and Evans, p.2)
- b. "The planned composite of any school to any school to guide pupil learning towards predetermined learning outcomes". (Inlow, p.7)
- c. "The means by which the experiences of attempting to put an educational proposal into practice is made publicly available. It involves both content and method and in its widest application takes account of the problems of implementation in the institution of the educational system". (Stenhouse, pp.4-5)
- d. "A design of a social group for the educational experiences of their children in school. (Beaucham, p.34)

- e. "All the learning, which is planned and guided by the school, whether it is carried on in the group or individually, inside the school or outside it". (Kerr, pp.16-18)

Although the definitions appear to be different but the elements of curriculum remain unchanged in a definition. These elements are the following:

- (1) Objectives
- (2) Content
- (3) Methods
- (4) Evaluation

Let us briefly discuss each of the elements of curriculum separately in relation to the development education.

Objectives

Objectives of a level of education (elementary, secondary, tertiary etc) or a particular class or a subject are derived from the national goals usually included in the national educational policies and plans. The goals of education have economic, psychological, social, cultural, religious, ideological and similar other foundations and reflect the peoples' collective ideas and aspirations at a given time.

In Pakistan the present goals/objectives have been laid down on the basis of national education document known as the National Education Policy 1998-2010. The objectives are the following:

Objectives

- 2.5.1 To make the Quranic principles and Islamic practices as an integral part of "curricula" so that the message of the Holy Quran could be disseminated in the process of education as well as training. To educate and train the future generation of Pakistan as true practicing Muslims who would be able to enter the next millennium with courage, confidence, wisdom and tolerance.
- 2.5.2 To achieve universal primary education by using formal and non-formal approaches to provide a second opportunity to school drop-outs by establishing basic education community schools all over the country.
- 2.5.3 To meet the basic learning needs of children in terms of learning tools and contents.
- 2.5.4 To expand basic education qualitatively and quantitatively by providing the maximum opportunities for free access to every child. The imbalances and disparities in the system will be removed to enhance access by increasing the number of middle and secondary schools.

- 2.5.5 To ensure that all the boys and girls, desirous of entering secondary educator get access to schools.
- 2.5.6 To lay emphasis on diversification so as to transform the system from supply oriented to demand-oriented. To attract the educated youth to the world of work and various educational levels so that they may become productive and useful citizens and contribute positively as members of society.
- 2.5.7 To make curriculum development a continuous process and to make arrangements for developing a uniform system of education.
- 2.5.8 To prepare the students for the pursuit of professional and specialized education.
- 2.5.9 To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-degree levels.
- 2.5.10 To develop a viable framework for policy, planning and development of teacher training programs, both in-services and pre-service.
- 2.5.11 To develop technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry.
- 2.5.12 To improve the quality of technical education so as to enhance the chances of employment of Technical and Vocational Education (TVE) graduates by moving from static, supply-based system to a demand-driven system.
- 2.5.13 To popularize information technology among children of all ages and prepare for the next century. To emphasize different functions of computers as a learning in the classroom. To employ information technology in planning and monitoring of national programs.
- 2.5.14 To encourage the private sector to take a percentage of poor students for free education.
- 2.5.15 To institutionalize the process of monitoring and evaluation at all levels. To identify indicators of quality and to adopt correct measures during the process of implementation.
- 2.5.16 To achieve excellence in different fields of higher education by introducing new disciplines/emerging sciences in the universities, and transform selected disciplines into courses of advanced studies, research and extension.

2.5.17 To upgrade the quality of higher education by bringing teaching, learning and research process in line with international standards.

These development objectives should specifically be related to levels of education (i.e. primary-classes (I-V, middle-classes VI-VIII, secondary-classes IX-X; higher secondary classes XI-XII etc.) classes and subjects. In view of the ages and mental and physical potentials of students at a given level or class, the objectives must be specific to students ages and levels of education.

Content

In the process of planning the curriculum, the content selection follows the formulation of the objectives. The content of a course or a subject includes all the activities which are prescribed for students for achievement of the objectives of education. Depending upon the level or course of education or the subject of study the content may include all or some of the following:

- (a) study of text books
- (b) additional instructional material
- (c) exercises—exercises usually consist of application or recapitulation of what is learnt through books.
- (d) practical work
- (e) experiments
- (f) educational visits
- (g) special educational sessions—film shows, radio and TV programmes etc.
- (h) occasional celebrations
- (i) social and community service programmes
- (j) physical training including games and sports
- (k) educational contents
- (l) students self-help activities
- (m) scouting and girl guide activities.

The content, as you see, include a wide range of student activities. These activities primarily aim at the development of the personality of the child or in other words the man in the child. But they also show a development educator the areas of the content which could be used for development education purposes. However, as pointed out earlier, much depends upon the ingenuity of the development educator (in his capacity as a teacher, educational planner or administrator).

As it relates to the student the development is both internal and external, and together the two types of developments form the core of the development education, with the condition that the two contribute to each other.

Internal development refers to the psycho-physical development of the student and until displayed through observable behaviour, it is known to him or her alone. A student's vocabulary, knowledge of things and events, abilities to solve problems, physical strength and stamina, attitudes, interest etc, are few of the examples of internal development. In the perspective of development education the external development could be seen in terms of the transfer of the benefits of a developmental activity to the community or the nation.

Now let us take each of the student activities listed earlier in reference to the content. (However, you should always remember that the development education orientation of the student activities given below are only examples and their purpose is to guide to think of more such situations. They must not be taken in any way as the only development education orientation of a content activity).

<i>Activity</i>	<i>Development Education Orientation</i>
(a) Study of text books	The skill of reading or the knowledge gained through the study of a text-book could be shared with illiterate children and adults – (a contribution to adult literacy programme).
(b) Additional and extensive reading	Expansion of library services, encouragement to writers and publishers; expansion of knowledge.
(c) Exercises	Application of certain lessons or portions of the text books especially at school levels, have reference with community or family development programmes: health hygiene; celebration of important days and events; campaigns against superstition and social taboos etc.
(d) Practical Work	Practical work of students may have a wide variety, in agriculture, public work, social service, civil defence etc.
(e) Experiments	Experiments which could be conducted outside the school and college rooms may be organized in areas of agriculture, horticulture, energy resources etc.
(f) Educational visits	Educational visits of students could be used for promoting national integrity and tourism in the country.
(g) Special educational Sessions.	Varied developmental activities, depending upon the nature of a session.

- | | |
|---|---|
| (h) Occasional celebrations | National days and important events to be celebrated by students or students may assist the community in organizing such celebration. |
| (i) Social and community services programmes. | Regularly organized social and community services programmes may contribute to various social sector developments. |
| (j) Physical Training | On occasions physical training programmes may be organized to engages students in jobs demanding physical labour <i>e.g.</i> assisting in farm work or public works programmes. |
| (k) Educational contests | Areas of community and social sciences, national development sectoral activities (tree plantation, rural development programmes etc.) |
| (l) Students self-help activities. | Fund raising for repair or construction of school/college rooms community centres, building of institutional and public facilities of water-rooms, toilets etc. |
| (m)Scouting and girl guide activities. | Programmes of social and community services: national and local emergencies. |

Methods

The 'content' in the curriculum, you know, comprises the activities which are prescribed for achievement of the objectives of education. In other words the contents are the 'means' to achieving the objectives of education. How these means (contents) are used, is dealt with under the methods.

Recall your own school days for a moment, and imagine your-self as a student engaged in school activities listed in reference to the content. Take the reading of a text book for instance. You read it loudly or silently. You heard your teacher and your fellow students reading it to you and to your class. The teacher explained it and asked you to do exercises on it, work on it, memories it and do a host of other things in this connection.

Also, while studying the textbook, beside the book, there was a teacher, a classroom, a black board, perhaps some audio-visual aids and all of them helped you with the study of your textbook lessons. All of this and even more (depending upon the subject you studied and the level of your education) constitute Methods in curriculum. In short the methods include the strategy used for teaching and learning a course or subject and the facilities available and used in this connection. Methods, as you see can be defined easily but describing it in terms of what they comprise is a difficult job. Because, so much is included in how teachers teach, their training, experience, principles and methods they use, resources and facilities they utilize, administration of school/college, examinations, school time table, building, workshops, laboratories, curricular and

extra-curricular activities student-teacher-parent relationships, that it is not possible to list them all.

This problem of listing, what is included in the methods, is to the maximum advantage of the development educator. Because it provides the development educator a wide range of possibilities for making the curriculum development education oriented.

In the foregoing pages a mention has been made to the relative development education orientation of the activities listed under the content of a curriculum. It will help you understand this section better, if you go back to the content activity and its development education orientation. An examples of methods which could be used for linking education and development, as defined earlier, is given as under (You should, however, note that these methods are not the only ones nor the best ones. Depending upon your own ingenuity, resourcefulness, the students and the situation, you may use or prescribe the best methods known to you).

EXAMPLE

Activity (Content)

Study of textbooks.

Method

Student volunteer groups may be formed to organize community education centres where they help community people learn to read and write or prepare themselves for certain examination. Also in these centres students may provide voluntary services for reading and writing letters, filling up various forms and writing other notes, reading news papers and other material to illiterate and the blind people, coach students of equal or lower levels of education.

Resulting Development

A. *Internal Development :—*

1. Development of students' own abilities.
2. Relationship with community people and involvement in community service programme.
3. A leisure-time activity which gives students a feeling of worth whileness.

B. *External Development : —*

1. An aid to community literacy programme.
2. Community development.

3. A social service to the community.
4. Development of relationship between educational institutions and the community.

This example may also be used to prepare a blue print for planning methods of development education and to identify the development objectives in terms of resulting developments as stated above.

Evaluation

In curricula, "evaluation" refers to (a) measuring the level of achievement of the objectives of the curriculum, (b) determining the relevance of the content of curriculum with the objectives, quality and suitability of the content for the class and the students, and (c) assessing the appropriateness of methods used and facilities available for teaching the content.

The conventional method of evaluation used in our educational institutions usually have a restricted application. It is used, as a matter of principle, for assessing students' achievements. The development education approach to evaluation has a comparatively wider scope for evaluation and provides answers to the following question:

- (a) Are the objective realistic, related to life, and attainable?
- (b) Are the content relevant with the objectives of curriculum?
- (c) Are the methods and facilities appropriate for teaching the content?
- (d) How effective has the teaching-learning process been?

Without reference to a certain curriculum if we consider in general terms, as given in the previous pages under "Methods", and take the "Resulting Development" for instance we see that "development of students' own abilities—reading, writing, communicating, transferring acquired skills and knowledge in practical situations"—are clearly and objectively observable in the development education activity. At a higher level they may be seen in relation to the goals of education activity. At a higher level they may be seen in relation to the goals of education from which the objectives of curriculum are derived.

In Pakistan, as a matter of practice, curriculum for classes 1 to 12, is planned by the Curriculum Wing, of the Federal Ministry of Education. The provincial bureaus of curriculum are responsible for the development of curriculum, whereas, the job of the implementation of curriculum rests with divisional/regional, district and institutional administrators and the teachers.

We see that the following three levels of personnel are involved in the processes of curriculum planning and implementation;

- (a) Planning and Development

(b) Implementation, and

(c) Instruction

Each of the three levels of the personnel have their distinctive roles in making curriculum, development education oriented. Following are the strategies suggested for development education personnel:

Strategies

(a) *Planning and Development:—*

- i. *Formulation of the objectives of curriculum.*—Objectives of a level of education—primary, middle, secondary, tertiary—class and subject ought to be derived from the national educational and development goals.
- ii. Objectives of a level of education- a class and a subject —should be stated in specific developmental terms and their linkages with internal and external developments should be clearly stated.
- iii. Content, as far as possible, should have a definite development foundation.
- iv. Teachers' guides suggesting methods of instruction which are appropriate for achieving the development education goals and objectives should be prepared and provided to teachers.

(b) *Implementation:—* The personnel who are responsible for the implementation of curriculum are the educational administrators and supervisors. They should:

- (i) identify and set development targets to be achieved by school districts, individual institutions and classes,
- (ii) evaluate students and staff performance on the basis of their development activities and achievements,
- (iii) organize student, and institutional/competition teacher training, seminars and conferences on development education,
- (iv) develop contacts with national sectoral development authorities and organizations and establish linkages between education and development programmes and projects,
- (v) encourage participation of educational institutions in rural and community development projects,
- (vi) provide for out of institution developmental activities in the timetables of schools and colleges.

(c) *Instruction:*— Although, so much depends on planning and development and implementation of curriculum to make education development oriented, it is the institution where the programme of development education has to be operational. It is therefore, the teacher who can ensure that the concept of development education is woven into the instructional programme of the institution. The teachers should:

- (i) expand the scope of classroom activities to the community.
- (ii) design students' exercise and practical work in such a way that they should contribute to developments in the community by students' direct participation in a developmental activity or by facilitating developmental tasks of the people.
- (iii) determine the scope for the development education activities by contacting parents of individual students, community leaders and local organizations,
- (iv) form groups of student to undertake development education activities.

As it has been said elsewhere the scope of development education is so broad that a teacher can never be short of developmental activities. The examples of development education given in Unit-1 of this course provide guidance to teachers for selecting various activities.

SELF-ASSESSMENT QUESTIONS

Before you turn to the next pages it is essential that you know answers to the following questions:

- (1) What are the elements of a curriculum?
- (2) What are the sources and foundations of the objective of a curriculum?
- (3) What is included in the content, and methods of curriculum?
- (4) How would you use evaluation to promote the role of development education in curriculum?
- (5) What strategies would you suggest for making curriculum planning and development, implementation and instruction development education oriented?

UNIT No. 3

COMPARATIVE DEVELOPMENT INDICATORS

(Dr. Tun Lwin)
Revised and updated by
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OBJECTIVES

Upon completion of this unit you should be able to:-

1. Use various indicators for inter-country comparison of development for given countries.
2. Form judgment as regards the relative level of development and
3. Identify certain factors, both positive and negative, which are significant in determining the level as well as the pace of development of a country.

COMPARATIVE DEVELOPMENT INDICATORS

Introduction

The term 'Development Education' is beginning to gain increasing acceptance among training institutions/programmes in educational planning and management. It seems to follow the same pattern as 'Population Education', 'Environment Education', and 'Moral Education'. Indeed, it embraces broader dimensions of development including social, economic, political, cultural, environmental, and technological aspects.

Development is a dynamic process in which various factors interact with one another leading to change. The role of 'Development Education' would be not only to create awareness among the educators and learners of this dynamic process but also to equip them with necessary skills and to motivate them to make positive contribution in this process.

In order to perform this role 'Development Education' should expose various theories of economic development and social change, development planning, and comparative socio-economic systems and their performances.

Development strategies

One of the major concerns in development economics, and planning is the choice of a development strategy.

The state of low-income equilibrium is often attributed to the fact that in most of the developing countries, income is low because investment is low and savings are low because income is low. The crucial question is whether there is any possible breakthrough from this vicious circle? Will such breakthrough be made through external inputs or mobilization of internal resources? Both strategies have important social political cultural or sometimes military implications. External inputs include not only foreign economic or financial assistance but also transfer of technology where education component could be quite significant. In the mobilization of internal resources, particularly human resources, education has a key role to play. 'Development Education' therefore has much to offer by way of understanding the processes and strategies of economic development and their social, political and cultural implications and also by way of preparing and motivating people to participate and play a useful role in the development process.

COMPARATIVE SOCIO-ECONOMIC SYSTEMS AND THEIR PERFORMANCES

'Development Education', has to provide a knowledge base as to the salient features of different socio-economic systems and their relative performances. As 'development' is a complex phenomenon and a number of factors are at work leading to change in the phenomenon, a single indicator such as per capita GNP will not suffice to reflect the relative performances. A number of indicators are needed to reflect various aspects of the phenomenon and the process of change. Some of the commonly used indicators are given below in Table 1.

DEVELOPING MEMBER COUNTRIES

KEY INDICATORS

Table 1

DMC	Area (1000 Sq. Km.)	Cropped Land (1000 Ha) 1978	Irrigated Area (1000 Ha) 1978	Population (Mn) Mid- 1980	Density (Persons per Sq. Km.) 1980
Afghanistan	647.5	8050	2600	15.94	25
Bangladesh	144.0	9127	1450	90.47	628
Burma	678.0	1000	981	33.63	50
Combodia	181.0	3046	89	8.87	49
China Rep. of	36.0	923	567	17.61	489
Cook Islands	0.2	6	n.a.	0.02	85
Fiji	18.3	234	1	0.63	34
Hong king	1.0	8	4	5.07	4828
India	3287.6	168500	335500	663.60	202
Indonesia	1904.3	16368	5304	147.38	77
Kiribati	0.7	36	n.a.	0.06	83
Korea, Rep of	99.0	2220	1122	38.21	386
Lao P.D.R.	236.8	865	78	3.64	15
Malaysia	329.7	6480	340	14.01	42
Maldives	0.3	3	n.a.		603
Nepal	140.8	2319	210	14.01	100
Pakistan	803.9	19990	14000	81.45	101
Papua New Guinea	462.8	359	n.a.	3.00	6
Philippines	300.0	8100	1113	47.91	160
Singapore	0.6	8	n.a.	2.43	3945
Islands	28.5	54	n.a.	0.23	8
Sri Lanka	65.6	2145	536	14.74	225
Thailand	542.4	17500	2600	47.17	87
Tonga	0.7	53	n.a.	0.10	134
Viet Nam. Soc. Rep.of	329.6	5855	1450	52.30	159
Western Samoa	2.8	120	n.a.	0.16	56
Pakistan					
Jul-98				130.58 M	
2002				145.96 M	
2003-04				148.72 M	
2005-06	796096	n.a.	103.5	156.77 M	186

COUNTRIES

Annual Population growth rate (%) 1971 – 80	Employed Persons 1980	Percent Employed in menu- culture 1980	Percent Employed in manufacturing 1980	Per capita GNP (US\$) 1979	Annual Growth Rate of Real GDP % 1971 – 80
2.6	2.70	77.8	14.8	170	4.7
2.9	19.20	67.7	7.3	100	6.5
2.2	13.21	67.1	7.6	160	3.9
2.2	n.a.	n.a.	n.a.	n.a.	8.6
1.9	6.70	19.2	33.1	1800	9.6
2.0	0.004	n.a.	11.4	n.a.	n.a
1.9	0.08	3.2	17.8	1690	4.9
2.5	2.20	2.1	42.5	4000	9.2
2.1	n.a.	n.a.	n.a.	190	3.2
2.4	51.78	60.9	7.4	380	7.5
2.0	n.a.	n.a.	n.a.	670	n.a.
1.7	14.38	36.6	20.6	1500	8.7
2.3	n.a.	n.a.	n.a.	90	n.a.
2.7	4.66	43.0	14.0	1320	8.1
5.2	n.a.	n.a.	n.a.	200	n.a
2.1	n.a	n.a	n.a.	130	2.2
3.0	23.27	54.8	13.6	270	4.5
2.1	n.a	n.a	n.a.	650	1.0
2.6	15.95	47.5	12.3	600	6.1
1.6	1.00	1.5	29.5	3800	9.1
3.4	0.02	31.5	9.4	470	n.a
1.7	4.80	50.4	9.6	230	4.0
2.6	19.89	74.2	6.4	590	7.0
1.2	0.02	n.a	n.a.	460	n.a.
2.3	n.a	n.a	n.a.	170	n.a.
0.7	0.04	61.3	1.8	350\$	n.a
2.6	35.42	44.10	11.20	369\$	3.1
2.69	38.29			443\$	4.8
1.90	41.32			500\$	6.4
				736\$	8.6
				(2005)	(2004-05)
1.90	44.1M	18.2	15.6	847\$	6.6

DMC		Exchange Rate (National Currency) Per US \$) End 1980 or latest month	Exports (FOB) (US \$ Mn.) 1980 or latest year	Imports (CIF) (US \$ Mn.) 1980 or latest year	Trade Balance (US \$ Mn.) 1980 or latest year	Exports as % of GDP 1980 or latest year
Afghanistan	..	44.50	494	387	107	18.9
Bangladesh	..	16.25	632	1426	794	6.7
Burma	..	6.76	408	537	129	5.9
Cambodia	..	n.a.	6	65	59	1.5
China Rep. of	..	36.01	19701	20168	467	48.9
Cook Islands	..	1.04	4	20	16	14.6
Fiji	..	0.79	374	580	206	21.0
Hong king	..	5.14	19743	22438	2695	92.6
India	..	7.93	5849	12591	6742	4.2
Indonesia	..	626.75	21351	9912	11439	32.0
Kiribati	..	0.85	26	19	7	54.9
Korea, Rep of	..	659.90	17517	22012	4495	29.6
Lao P.D.R.	..	16	22	88	66	2.4
Malaysia	..	2.22	13117	10344	2773	54.4
Maldives	..	7.55	5	20	15	n.a.
Nepal	..	12.00	96	295	199	4.8
Pakistan	..	9.90	2518	5420	2902	10.3
Papua New Guinea	..	64	1204	903	301	42.4
Philippines	..	7.59	5715	8280	2565	16.0
Singapore	..	2.09	19359	23980	4621	184.7
Solomon Islands	..	0.85	67	69	2	5.5
Sri Lanka	..	18.00	964	1909	945	25.1
Thailand	..	20.63	6483	9215	2732	19.4
Tonga	..	0.90	8	33	25	19.9
Viet Nam. Soc. Rep. of	..	2.17	927	858	69	n.a.
Western Samoa	..	0.91	18	70	52	15.3
Pakistan (2005-06)	..	60.45	12073M	14446M	4696\$	34

Imports as % of GDP 1980 or latest year	Annual Growth Rate of Exports (%) 1971 – 80 or latest year	Annual Growth Rate of Imports (%) 1971 – 80 or latest year	Oil Imports as % of Total Imports 1980 or latest year	Per Capita Energy Consumpti on (Kg. of Coal Equi.) 1978	Expectati- on of life at Birth (years) latest year	Infant Mortality Rate (Per 1000 live births) latest year
16.2	22.1	17.8	15.3	45	41	185
15.0	29.1	38.8	9.7	45	47	139
10.2	15.4	15.4	n.a.	65	53	50
14.8	n.a.	n.a.	n.a.	5	48	120
50.1	28.6	30.1	20.3	2000	74	11
106.9	15.5	16.6	10.0	865	65	33
37.9	19.0	17.0	23.0	465	62	29
105.2	21.5	21.1	6.8	1655	74	13
9.1	12.5	20.2	41.0	180	52	131
14.8	37.3	26.4	15.0	280	48	110
40.3	11.8	16.0	10.4	315	52	87
37.7	36.4	28.1	27.6	1360	63	32
15.2	37.9	20.8	10.9	60	42	123
42.9	21.0	19.5	12.8	715	68	28
n.a.	3.0	27.0	9.2	n.a.	n.a.	106
14.8	12.4	19.7	11.5	10	45	104
20.4	28.8	30.1	22.9	170	52	115
34.6	26.3	9.4	13.7	290	54	79
23.2	19.7	23.0	29.4	340	64	88
228.8	25.5	21.9	29.0	2460	68	13
49.9	26.8	20.4	12.8	-	54	56
49.7	26.4	36.0	23.3	110	66	42
27.5	25.4	24.2	31.1	325	61	26
74.4	15.6	19.5	14.6	170	58	60
n.a.	n.a.	n.a.	n.a.	125	62	n.a.
66.2	16.1	25.9	9.4	185	63	40
64.5	5.0	43.2	64.5	382	63/64	74

DMC		Literacy Rate (%) latest year	Primary School Enrolment Rate (%)	Protein per capita per Day (Gram) 1978 or latest year
Afghanistan	..	11	28	59
Bangladesh	..	26	81	40
Burma	..	67	80	57
Cambodia	..	42	38	42
China Rep. of	..	86	100	78
Cook Islands	..	75	90	n.a.
Fiji	..	78	96	61
Hong king	..	83	100	87
India	..	34	83	50
Indonesia	..	90	85	46
Kiribati	..	90	100	42
Korea, Rep of	..	93	98	75
Lao P.D.R.	..	53	85	47
Malaysia	..	60	93	59
Maldives	..	n.a.	n.a.	71
Nepal	..	19	88	47
Pakistan	..	46	77	59
Papua New Guinea	..	32	31	50
Philippines	..	87	105	51
Singapore	..	78	84	81
Solomon Islands	..	13	73	49
Sri Lanka	..	78	80	47
Thailand	..	84	83	42
Tonga	..	93	77	69
Viet Nam. Soc. Rep.of	..	87	77	51
Western Samoa	..	98	80	53
Pakistan	..	53	4.318M (2004-05)	

Calorie Per Capita Per Day (Cal) 1978 or latest year	Per Capita Electricity Production (KWh) 1979 or latest year	Telephones Per 100 Persons latest year	TVs Per 1000 Persons latest year
1891	57	0.2	n.a.
1852	24	0.1	0.3
2199	31	0.1	n.a.
1769	18	n.a.	4.2
2800	2318	5.7	186
n.a.	700	6.4	n.a.
2716	486	6.1	n.a.
2797	2496	25.5	191
2038	157	0.3	0.5
2237	48	0.3	6.5
2208	74	0.9	n.a.
2821	974	5.4	159
1735	214	0.2	n.a.
2631	598	3.0	73
1771	23	n.a.	n.a.
1954	17	n.a.	n.a.
2237	164	0.3	4.8
2312	405	1.3	n.a.
2288	317	1.3	18
3065	2856	26.5	157
2174	71	9.6	n.a.
2069	105	0.4	n.a.
1929	313	0.8	18
3090	95	1.4	n.a.
2040	63	0.1	n.a.
2327	203	23.2	1.2
2534	19400 MW	5.00	
		10.50	
		(Mobile)	

COUNTRY SPECIFIC ANALYSIS

Each country is unique in the sense that different geographical, historical, social, political, cultural and economic factors shape the course of its development. An important role of "Development Education" would be to identify which are the key factors which largely determine the course of development at a particular stage. In order to explain the process of development or change as mentioned earlier, identification of factors does not suffice; it is an analysis of the interaction of these factors which will throw significant light. In other words, an analytical framework is needed. The analytical framework may be the saving-investment-income interrelationship; the theory/scheme of accumulation and reproduction; the lead sector generating transformation of economic structures; the diffusion of technological developments and adaptation/adoption of modern technology in production and so on. In every case, again, the socio-economic and cultural context of development cannot be overemphasized.

THE ROLE OF 'DEVELOPMENT EDUCATION'

First focus on the role of education in the development process should be sharpened. Should education be considered as investment contributory to production in the long run or consumption comprising personal development and satisfaction?

If education is to be viewed as both investment and consumption what should be the relative emphasis? 'Development Education' should sensitize the role of education in the development process, motivate the learners to make positive contributions to the development process, and equip the learners with necessary skills to make such contributions.

Development is a complex phenomenon and encompasses different dimensions including social, political, economic, cultural, historical and geographical aspects. Various attempts are continually made to understand the phenomenon in a more systematic and analytical framework.

The *level* of development of a country at a particular point in time is the result of the interplay of the various forces or factors mentioned above. There is no single composite indicator which can fully reflect all the dimensions of development; therefore, multiple indicators have to be used. Some aspects lend themselves more readily than others for quantitative measurement in the form of

indicators. We shall present in this Unit some of such indicators, examine the method of their construction, analysis and interpretation.

THE INDICATORS

1. ***Geographical area arable Land and Irrigated area.*** – Land is the basic, natural resource endowment of any country and forms one of the principal factors of production. Some countries are more fortunate than others for having not only more land but also land that is cultivable (arable). Other countries make available land more cultivable through irrigation. Thus the following indicators can be constructed:-

$$(a) \quad \frac{\text{Arable Land}}{\text{Total area}} \times 100$$

This ratio will reflect the proportion or percentage of cultivable (arable) land to the total land area of the country. The higher this ratio or proportion, the more favorable the condition for agricultural production

$$(b) \quad \frac{\text{Irrigated Land}}{\text{Arable Land}} \times 100$$

Some land might have been arable (cultivable) as a result of irrigation. This ratio will reflect the proportion or percentage of irrigated area to arable land. The higher this ratio or proportion, the less favourable the condition because land becomes arable largely through irrigation.

2. ***Total Population, Density and Annual Population Growth Rate.*** – A rough indication of population density is reflected in the ratio:-

$$(a) \quad \frac{\text{Total Population}}{\text{Total Area}}$$

This ratio, however, may not clearly reflect the concentration of population in specific human settlement areas. A more refined measure, therefore, is the population density of cities, towns, villages, etc. A high density of population reflects urbanization with its associated advantages and disadvantages. The advantages are, among others, better infrastructural development and service facilities. The disadvantages are, among others, social violence, delinquencies, environmental pollution etc.

$$(b) \quad \frac{P_t - P_0}{P_0} = r$$

Whereas r = rate of growth of population
 P_0 = Population in the base year
 P_t = population in the succeeding year

The growth in population has to be considered in relation to resource endowment and possibilities for production. A high growth rate in population is not necessarily bad (*provided marginal productivity of additional person to the community is greater than marginal consumption of the person*). In general, however, the resource endowment and production possibilities are such that population growth hinders rather than help improve the level of development and the quality of life. Some deliberate attempts are made, in some instances, to control the rate of growth of population through family planning and other measures.

3. **Total Employment, Percentage Employment in Agriculture, Manufacturing, Services, etc.**— The structure of employment also reflects, to some extent, the level of productivity/output, and the state of underdevelopment is often characterized by the preponderance of employment in agriculture. *Per capita* production in agriculture is generally lower than in manufacturing and other industries or services. The process of industrialization is normally accompanied by structural transformation of production with corresponding changes in the structure of employment. Countries with higher level of development are/often associated with higher proportion of employment in manufacturing or service sectors.

4. **Annual Growth Rate of GDP (in real terms), Per Capita GNP etc.**— The economists have devised a way of measuring the rate of economic growth, namely GDP or GNP. The GDP refers to what is produced within the country by various sectors of the economy while GNP comprises the total of what is produced by national factors of production both inside and outside the boundaries of the country. In other words, the GNP is derived by adjustments made to GDP in terms of exports, imports and other external income and payments for services. Thus the following indicators may be constructed:—

$$(a) \quad \frac{\text{GDP}}{\text{Population}} = \text{Per capita GDP}$$

$$(b) \quad \frac{\text{GNP}}{\text{Population}} = \text{Per capita GNP}$$

One further qualification is important. The GDP/GNP are of necessity expressed in monetary terms. In order to ascertain the rate of growth in GDP/GNP, these have to be expressed in real terms, that is to say, the effect of the increase in the indicators due to inflation has to be removed through the use of constant prices.

5. Gross Capital Formation as Percentage of GDP:–

$$\frac{\text{GCF}}{\text{GDP}} \times 100$$

Gross Capital Formation is accumulation of productive assets including inventories. It is “gross” because adjustments for the depreciation of the productive assets have not been made. After such adjustments are made it is called Net Capital Formation. Capital Formation is very important as a means of reproduction and a measure of ascertaining the rate of growth.

6. Gross Domestic Savings as Percentage of GDP:–

$$\frac{\text{GDS}}{\text{GDP}} \times 100$$

Gross Domestic Savings provide financial means for capital formation. It is “gross” because adjustments for external transactions have not been made. After such adjustments are made it becomes net National Savings or dissavings (debt).

7. Resources Gap as Percentage of GDP:–

$$\frac{\text{GCF} - \text{GDS}}{\text{GDP}}$$

It is a measure of the difference between gross capital formation and Gross Domestic Savings (expressed as a percentage of GDP). It indicates the gaps which have to be filled by external sources of financing.

8. Net Flow of Financial Resources:–

This indicator shows how the resources gap is filled. Its composition may be further analysed in terms of :-

- (a) Net Private flows from the economically advanced/ developed countries.
- (b) Net official flows from the economically advanced/ development countries.
- (c) Net flow from multi-lateral agencies.

9. External Public Debt Outstanding:–

As a result of accumulated net flow of financial resources a country may have some amount of External Public Debt Outstanding at a given point in time. This indicator reflects such outstanding, debts.

10. Debt Service Ratio:-

It indicates the ability of a country to repay the outstanding external debt in a given year. It is expressed as :-

$$\frac{\text{Repayment of debt during the year}}{\text{Outstanding debt at the beginning of the year}} \times 100$$

The higher the percentage, the better the ability to repay the debt.

11. International Resources:-

There are accumulated balances in the form of convertible currencies (foreign exchange). These reserves are very essential for facilitating the external trade transactions of a country, (Imports & Exports). The level of these reserves is constantly adjusted through the balance of trade and balance of payments as well as net flow of financial resources.

12. Exports as Percentage of GDP:-

The capacity to earn foreign exchange is reflected in this indicator. In a way it also indicates the external dependency of a country. The indicator is expressed as :-

$$\frac{\text{Exports}}{\text{GDP}} \times 100$$

The higher the percentage, the higher the relative capacity to earn foreign exchange.

13. Annual Growth Rate of Exports:-

This indicator shows the improvement or otherwise in the ability of a country to earn foreign exchange. It may be expressed as:-

$$\frac{E_{t_1} - E_{t_0}}{E_{t_0}} \times r$$

where $r =$ rate of growth of export
 $E_{t_0} =$ Export in base year
 $E_{t_1} =$ Export in succeeding year.

14. Imports as percentage of GDP:-

The external dependency of a country in terms of supply of consumer goods, raw materials, capital equipment etc. is reflected in this indicator. It is expressed as:-

$$\frac{\text{Imports}}{\text{GDP}} \times 100$$

The higher the percentage, the greater the external dependency of the economy.

15. Annual Growth Rate of Imports:—

This indicator shows the increasing or decreasing degree of external dependency of an economy. It may be expressed as:—

$$\frac{M_{t_1} - M_{t_0}}{M_{t_0}}$$

$$= r$$

where r

M_{t_0} = rate of growth of imports

M_{t_0} = Import in the base year

M_{t_1} = Import in the succeeding year.

16. International Tourist Arrivals:—

Apart from exports international tourism has become an important source of foreign exchange earnings. This indicator reflects the extent of interaction of the economy with external world as well as a source of foreign exchange from such interaction.

17. Annual Increase in Consumer Prices:—

This indicator reflects the degree of inflation which effects consumer welfare. In a way it also shows the consumer purchasing power for a given amount of income. Obviously, the higher the rate of annual increase in consumer prices, the more consumer welfare is adversely affected.

18. Literacy Rate:—

This is a well-known indicator as to the spread of literacy among the masses at large. Obviously, the higher the rate, the more widespread literacy among the population.

19. Primary School Enrolment Ratio:—

This reflects the proportion of children enrolled to the corresponding school-going age group. The higher this ratio, the greater the proportion of children having access to primary education.

20. Protein Per Capita Per Day:—

It is an indicator of nutrition for health for the average citizen of a country.

21. Calorie Per Capita Per Day:—

It is also an indicator of nutrition for health for the average citizen.

22. Per Capita Electricity Production:—

It shows the extent of electrification in the country and the accessibility of the public to electricity.

23. Telephones/TV Sets/Radios per 100/1000 persons:—

These are also indicators of consumer welfare reflecting important aspects of standard of living.

INTER-COUNTRY COMPARISON OF DEVELOPMENT INDICATORS

In 1980 report of the Asian Development Bank on basic facts with regard to the Developing Member Countries in Asia and the Pacific region some key indicators have been enlisted. (See Annex-I). Based on selected indicators the relative developmental phenomenon of countries may be examined. We shall do so by ranking countries as related to each of the selected indicators. The latest development indicators of Pakistan have been incorporated in the following tables.

(a) *Arable Land as percentage of Total Area (1977) :*

Country				Percentage
1.	Bangladesh	..	..	61.8
2.	India	..	..	50.2
3.	Thailand	..	..	29.1
4.	Pakistan	21.8 Million Hectors (1999-2000)		21.8
5.	Korea, Republic of	..	..	21.9

(b) *Irrigated Area as Percentage of Arable Land :*

Country				Percentage
1.	Pakistan	..	..	68.8
2.	China, Republic of	..	..	61.4
3.	Korea, Republic of	..	..	52.3
4.	Afghanistan	..	..	31.4
5.	Philippines	..	..	21.2

(c) *Population Density :*

Country				persons per sq.k.m.
1.	Hong Kong	..	..	4667
2.	Singapore	..	..	3831
3.	Bangladesh	..	..	610
4.	Maldives	..	..	503
5.	China, Republic of	..	..	479
6.	Pakistan	..	..	166

(d) *Annual growth rate of employment in Agriculture*

Country				Percentage
1.	Solomon Islands	..	..	3.5
2.	Pakistan (in 2005-06)	..	..	7.5
3.	Bangladesh	..	..	2.9
4.	Philippines	..	..	2.8
5.	Papua New Guinea	..	..	2.8
6.	Pakistan (2007-08)	..	..	0.61

(e) *Percentage of Employment in Agriculture :*

Country				Percentage
1.	Afghanistan	..	..	77.8
2.	Thailand	..	..	74.6
3.	Bangladesh	..	..	67.7
4.	Burma	..	..	67.2
5.	Western Samoa	..	..	61.4
6.	Pakistan (2000)	..	..	48.42
	(2005-06)	..	..	43.5
	(2007-08)	..	..	43.61

(f) *Percentage of Employment in Manufacturing :*

Country				Percentage
1.	Hong Kong	..	..	39.6
2.	China, Republic of	..	..	32.3
3.	Singapore	..	..	28.8
4.	Korea, Republic of	..	..	21.6
5.	Malaysia	..	..	14.0
6.	Pakistan (in 2002)	..	..	11.55
	(2005-06)	..	..	18.45
	(2007-08)	..	..	13.54

(g) *Per Capita GNP: (1999)*

Country				U.S. Dollars
1.	Singapore	..	..	29230
2.	Hong Kong	..	..	24380
3.	Indonesia	..	..	3390
4.	China, Republic of	..	..	3070
5.	Korea, Republic of	..	..	24400
6.	Pakistan (2005)	..	..	736
	(2005-06)	..	..	847
	(2007-08)	..	..	1085

(h) *Annual Growth Rate of GDP :*

Country				Percentage
1.	China, Republic of	..	..	9.9
2.	Korea, Republic of	..	..	9.9
3.	Singapore	..	..	9.5
4.	Hong Kong	..	..	9.1
5.	Indonesia	..	..	8.5
6.	Pakistan (2003)	..	..	4.8
	(2004)	..	..	6.4
	(2006)	..	..	6.4
	(2007-08)	..	..	5.8

(i) *Gross Capital Formation as Percentage of GDP :*

Country				Percentage
1.	Singapore	..	..	38.7
2.	Korea, Republic of	..	..	35.6
3.	China, Republic of	..	..	33.0
4.	Hong Kong	..	..	28.2
5.	Philippines	..	..	29.2
6.	Pakistan	..	..	48.42

(j) *Gross Domestic Savings as Percentage of GDP :*

Country				Percentage
1.	China, Republic of	..	..	32.8
2.	Korea, Republic of	..	..	27.9
3.	Malaysia	..	..	27.8
4.	Hong Kong	..	..	27.7
5.	Singapore	..	..	26.7
6.	Pakistan (in 2000)	..	..	14.0

(k) *External Public Debt Outstanding :*

Country				Min U.S Dollars
1.	India	..	..	15332
2.	Indonesia	..	..	12788
3.	Korea, Republic of	..	..	11992
4.	Philippines	..	..	4064
5.	Pakistan (2003)	..	..	35 Billion
	(2004-05)	..	..	36.6 Billion

(l) *Debt Service Rates (1978 or latest year) :*

Country				Percentage
1.	Cambodia	..	..	52.1
2.	Lao P.D.R.	..	..	31.3
3.	Western Samoa	..	..	21.8
4.	Pakistan (2000-2001)	..	..	30.4
5.	Burma	..	..	18.1

(m) *International Resources :*

Country				Min U.S. Dollars
1.	India	..	..	7717.0
2.	Korea, Republic of	..	..	5691
3.	Singapore	..	..	6526
4.	Malaysia	..	..	4225.0
5.	Indonesia	..	..	4167.0
6.	Pakistan (1994-2000)	..	..	663.6

(n) *Exports as Percentage of GDP:*

Country				Percentage
1.	Singapore	..	..	157.9
2.	Hong Kong	..	..	86.9
3.	Malaysia	..	..	54.5
4.	China, Republic of	..	..	50.1
5.	Kiribati	..	..	46.0
6.	Pakistan (2001-2002)	..	..	15.5
	(2005-06)	..	..	14.5
	(2007-08)	..	..	12.9

(o) *Annual Growth Rate of Exports (1970 – 79) or latest year):*

Country				Growth Rate
1.	Korea, Republic of	..	..	37.6
2.	Indonesia	..	..	33.8
3.	Pakistan	..	..	31.7
4.	China, Republic of	..	..	30.8
5.	Solomon Islands	..	..	26.8
6.	Pakistan (2001-2002)	..	..	16.6
	(2005-06)	..	..	11.3
	(2007-08)	..	..	-4.00

(p) *Imports as Percentage of GDP :*

Country				Percentage
1.	Singapore	..	..	195.7
2.	Cook Islands	..	..	106.9
3.	Hong Kong	..	..	98.3
4.	Western Samoa	..	..	61.5
5.	Kiribati	..	..	48.7
6.	Pakistan (2001-2002)	..	..	16.0
	(2002-2003)	..	..	13.7
	(2005-2006)	..	..	37.8
	(2007-08)	..	..	28.3

(q) *Annual Growth Rate of Imports (1970 – 79 or latest year):*

Country				Percentage
1.	Pakistan	..	..	32.1
2.	Bangladesh	..	..	31.8
3.	Korea, Republic of	..	..	29.1
4.	China, Republic of	..	..	28.6
5.	Sri Lanka	..	..	28.8
6.	Pakistan (2002-03)	..	..	21.9
	(2003-04)	..	..	18.7
	(2005-06)	..	..	7.1
	(2007-08)	..	..	5.9

(r) *Literacy Rate (latest year) :*

Country				Percentage
1.	Western Samoa	..	..	98
2.	Tonga	..	..	93
3.	Korea, Republic of	..	..	92
4.	Philippines	..	..	87
5.	Viet Nam, Soc. Republic	..	..	87
6.	Pakistan (2003)	..	..	51.60
	(2004)	..	..	52.00
	(2006)	..	..	53.00
	(2007)	..	..	54.00

(s) *Primary School Enrolment Ratio (Gross, latest year) :*

Country				Percentage
1.	Philippines	..	..	105
2.	China, Republic of	..	..	100
3.	Hong Kong	..	..	100
4.	Kiribati	..	..	100
5.	Korea, Republic of	..	..	98
6.	Pakistan (2001)	..	..	83
	(2006)	..	..	86
	(2007)	..	..	83.2

(t) *Protein Per Capita Per Day:*

Country				Gram
1.	Hong Kong	..	..	85.5
2.	Singapore	..	..	89.1
3.	China, Republic of	..	..	78.0
4.	Korea, Republic of	..	..	72.9
5.	Pakistan	..	..	62.8

(u) *Calorie Per Capita Per Day:*

Country				Cal
1.	Egypt	..	..	127
2.	Indonesia	..	..	120
3.	India	..	..	94
4.	Pakistan	..	..	92

(v) *Per Capita Electricity Production (1979 or latest year) :*

Country				KWH
1.	Singapore	..	..	2732
2.	Hong Kong	..	..	2325
3.	China, Republic of	..	..	2199
4.	Korea, Republic of	..	..	947
5.	Malaysia	..	..	557
6.	Pakistan	..	..	177.1

(w) *Telephones, Number Per 100 Persons (latest year) :*

Country				Set
1.	Hong Kong	..	..	25.5
2.	Singapore	..	..	17.1
3.	Fiji	..	..	5.5
4.	China, Republic of	..	..	5.5
5.	Korea, Republic of	..	..	5.4
6.	Pakistan (2002-2003)	..	..	4.60
	(2005-06)	..	..	5.00
				10.5 mobile

(x) *T.V. Sets, Number Per 1000 Persons (latest year) :*

Country				Set
1.	Hong Kong	..	..	191
2.	China, Republic of	..	..	146
3.	Singapore	..	..	129
4.	Korea, Republic of	..	..	84
5.	Malaysia	..	..	45
6.	Pakistan (1999)	..	..	119
	(2005-06)	..	..	n.a

INTER-TEMPORAL COMPARISON

The use of the development indicators is of course, not confined to inter-country comparison, it is equally applicable for inter-province or inter-city comparisons also.

Taking a country or a geographical unit, inter-temporal comparison of development can be made also. That is the development over a number of years by way of a time series. Judgment may be made or conclusions drawn with regard to the changes in the level/pattern of development over time.

SELF ASSESSMENT QUESTIONS

1. Survey developmental processes of some of the countries in the region which have demonstrated high levels of economic performance. In your view which key factors have been largely responsible for such high levels of performance.
2. Using an appropriate analytical scheme/tool explain the process of economic development in your country? Identify key variables which in your view will accelerate the process. What are some of the social, political and cultural implications for such acceleration?
3. Please refer to Annex I. Select five indicators which, in your opinion, are most crucial in reflecting the developmental process in Pakistan. Explain how these indicators will reflect the results of policy or planning measures taken to accelerate the developmental process in the country.

UNIT No. 4

EDUCATION POLICIES OF PAKISTAN 1947-79

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OBJECTIVES

This unit consists of the salient features of the educational policies published between 1947 and 1972 in the form of policies or reports. After studying this unit, the student should be able to:-

1. Compare and evaluate the following:-
 - (i) Report of the Pakistan Educational Conference 1947
 - (ii) Six Year National Plan of Educational Development for Pakistan 1951
 - (iii) Report of the Commission on National Education 1959
 - (iv) A New Education Policy for Pakistan, 1969
 - (v) The Education Policy (1972-80), and
 - (vi) National Education Policy 1979
2. Explain the developmental trends in the goals of education which contributed to shaping the present world of education in the country.
3. Identify the linkage between various policies.
4. List the objectives of our education which continued to guide the process of education policy-making.
5. Ascertain the relevance of our educational policies with one another.

1. PAKISTAN EDUCATIONAL CONFERENCE 1947

Immediately after the independence, Quaid-e-Azam, the father of nation demonstrated his concern for education of the people of Pakistan by calling Pakistan Educational Conference on 27th Nov, to 1st Dec. 1947. It showed the deepest concern and the crucial importance of education felt by the great leader. The conference dealt with various aspects of education at great length and laid down its recommendation for the Govt: to implement the same. Besides many other recommendations the very important message of Quaid-e-Azam still remind us our responsibility:

He said,

1. "You know that the importance of Education and the right type of education, cannot be over-emphasized. Under foreign rule for over a country, sufficient attention has not been paid to the education for our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and bring our educational policy and programme on the lines suited to the genius of our people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world.

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

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

- 1.2 The above monumental message of the Quaid-e-Azam to the ¹Pakistan Educational Conference held at Karachi from 27th November to 1st December, 1947, has ever since served as the fundamental guiding principle for the Education Policy formulation of the country. The goal

¹ Proceeding of the Pakistan Educational Conference held at Karachi from 27th November to 1st December 1947, Government of Pakistan, Ministry of Interior (Education Division).

which was set by the founder of the nation has always served as a guiding light for the national education.

- 1.3 At the same Conference, in his inaugural address, the then Education Minister, Mr. Fazal-ur-Rehman emphatically said:

"We are determined that it (the problem of rehabilitation and resettlement of refugees) should not obscure from our view the long-term objectives of national development of which education is one of the most important. It is, therefore, a matter of profound satisfaction to me, as it must be to you, that we have now before us the opportunity of reorientating our entire educational policy that corresponds closely to the needs of the times and to reflect the ideals for which Pakistan as an Islamic State stands".

- 1.4 A number of sub-committees were formed to consider the report on the relevant items of the agenda which included:

- i. Scientific Research and Technical Education Committee;
- ii. Adult Education Committee;
- iii. University Education Committee;
- iv. Primary and Secondary Education Committee;
- v. Joint Committee of University, Primary and Secondary Education;
- vi. Women Education Committee;
- vii. Committee for Schedule Caste and Backward Classes Education; and
- viii. Cultural Relations Committee.

The University Education Committee

- 1.5 The University Education Committee recommended that :

- (i) the educational system in Pakistan should be inspired by Islamic Ideology;
- (ii) religious instructions should be compulsory for Muslim students in schools and colleges. Similar facilities should be provided for other communities should they so desire;
- (iii) compulsory physical training at all stages and compulsory military training in the Universities and Colleges may be provided.

The committee strongly felt that we should without delay lay the foundations of our educational system a new and urge that Government and University should take immediate action towards that need.

Primary and Secondary Education Committee

- 1.7 The Primary and Secondary Education Committee suggested the following stages of primary and secondary education :

Pre-Primary	3 to 6 years
Primary	6-11 years
Middle	11 to 14 years
Secondary	14 to 17 years

- 1.8 The Committee laid down the following guiding principles for educational ideals:

- (i) education should be based on the Islamic conception of universal brotherhood of man, social democracy and social justice.
- (ii) it should be compulsory for students to learn the fundamental principles of their religion.
- (iii) there should be proper inauguration of spiritual, social and vocational elements in education.

Women's Education Committee

- 1.9 The Committee constituted for Women's Education recommended that;

- (i) The Education Departments of the various Provinces in Pakistan be requested to survey and collect all factual statistical information about the present facilities available for various grades of women's education in their respective Province.
- (ii) the primary schools could be co-educational or otherwise according to the local needs.
- (iii) separate schools for girls be provided at the secondary stages and domestic science and home nursing may be introduced as compulsory subjects in the curriculum.
- (iv) the first-aid and home-nursing be made compulsory in the higher stages of secondary education.
- (v) as far as practicable, separates colleges be established for girls.
- (vi) two women's medical colleges, one in the Eastern and one in Western Pakistan, be started immediately.
- (vii) more educational facilities in the form of scholarships, properly equipped boarding houses and conveyances be provided for women students.

- (viii) the Provinces be left free to take their decision in the matter of choosing the medium of instruction and examination but Urdu must be made a compulsory subject after the primary stage.
- (ix) the governments of the various provinces of Pakistan should make an all-out effort to enlist the active help and cooperation of the public and especially of the industrialists, businessmen, and the *zamindars* in establishing adult literacy centres for women both in towns as well as in the rural areas and they should also be persuaded to earmark a certain percentage of their profit towards the establishment and maintenance of such centres for their women employees and tenants.
- (x) the free use of teaching aids like cinema, radio, circulating libraries be greatly encouraged for adult literacy campaign.
- (xi) adult Literacy Campaign Boards be established and maintained in each province and their financial liabilities be borne by the respective governments.
- (xii) 50% of the amount allotted for adult education be spent on adult literacy centres for women.
- (xiii) the Government should grant liberal stipends and scholarships for girls desiring to take up courses and subject like nursing, commerce, radio engineering etc. and thereby encourage vocational educational training among women.
- (xiv) sufficient number of first-rate Teacher Training Institutes for women be established by the Government at the various educational centres in Pakistan for imparting special training in the teaching of nursery and primary classes.
- (xv) all the nursery and the pre-primary schools be staffed entirely with properly trained women teachers.
- (xvi) the Government should encourage the establishment of industrial homes where women could receive training in the various types of vocations to enable themselves to earn livelihood.
- (xvii) a Committee of experts be appointed to draw up syllabus for secondary and high school classes.
- (xviii) the ideological bases of education be the Islamic conception of universal brotherhood of man, social democracy, social justice, and the cultivation of democratic virtues, i.e. tolerance, self-help, self-sacrifice, human kindness, etc. and the consciousness of common citizenship as opposed to provincial exclusiveness.

- (xix) instruction in the fundamentals of religion be imparted in schools.
- (xx) the integration of spiritual, social and vocational elements of education is essential.
- (xxi) physical training be made compulsory at all stages of women's education.
- (xxii) according to the aptitude of the students they, may be selected and advised to pursue the type of education for which they may be found suitable.

2. REPORT OF THE COMMISSION ON NATIONAL EDUCATION (1959)

2.1 In 1959 a report of the Commission on National Education presented a detailed plan for national education. The report covered the areas of higher education, professional education, secondary education, technical and vocational education, primary education, adult education, religious education, military training, the role of education in building a characters, dignity of labour, equilisation of educational opportunities, guidance, medium of instruction and the teaching of language, text books and scripts. The reports covered the following areas:

- (i) Higher Education ;
- (ii) Professional Education ;
- (iii) Secondary Education ;
- (iv) Technical and Vocational Education ;
- (v) Primary Education ;
- (vi) Women's Education: Adult Education; Physical Education; Sport and Games ;
- (vii) Religious us Education ;
- (viii) Military Training in Educational Institutions ;
- (ix) The Art and Our Cultural Heritage ;
- (x) Education through Films ;
- (xi) The Role of Education in the building of character ;
- (xii) Dignity of Labour ;
- (xiii) Equilisation of educational opportunities and Search for Talent ;
- (xiv) Education of handicapped children ;
- (xv) The use of guidance in the educational system ;

- (xvi) Training and conditions of service of teachers ;
- (xvii) Provision of specialised staff and training ;
- (xviii) Maktabas and Madrassah education ;
- (xix) Medium of instruction ;
- (xx) Textbooks ;
- (xxi) Question of script ;
- (xxii) Administration;
- (xxiii) Utilization of space and equipment ;
- (xxiv) Accommodation of staff and students ;
- (xxv) Financing educational development .

The commission outlined the following objectives of our educational system ;

- (i) training of manpower, educated citizens and competent leadership required for the country ;
- (ii) to meet the individual and collective needs and aspirations of the people of the country ;
- (iii) to provide individuals full opportunities to develop their skills and for the development of all the vocational abilities needed for the creation of a progressive and democratic society ;
- (iv) preservations of the ideals which led to the creation of Pakistan and strengthening the concept of it with a unified nation ;
- (v) to create a sense of unity and of nationhood among the people of Pakistan;
- (vi) creation of a social welfare state ;
- (vii) training of leadership group in engineering, the skills of government and commercial development ;
- (viii) training of scientists engineers and technicians ;
- (ix) availability of the benefits and opportunities of education to all citizens of Pakistan.
- (x) development of intellectual abilities and building of the character of the individuals ;
- (xi) to create among the people a sense of dignity of labour ;
- (xii) to inculcate spiritual and moral values.

The Commission proposed a policy of education through which it may be possible to achieve the objectives listed above.

2.2 Higher Education

2.2.1 *Duration of the Degree Course and Pre-University Education:—*

- (a) Higher education should be recognized as a distinct stage and the present intermediate classes should be transferred from the jurisdiction of the universities to that of the Boards of Secondary Education. Such Boards should be established immediately where they do not already exist.
- (b) The courses of study for the Bachelor's Degree in Arts and Science should be extended from two to three years.

2.2.2 *Areas of Special Emphasis:—*

- (a) Courses and curricula should be revised and improved so as to bring them up-to date, and to provide for the growing needs of the country particularly in the sphere of scientific and technical studies.
- (b) New subjects like sociology, home economics, public and business administration and journalism, which have acquired special importance recently, should be developed.
- (c) An Institute of Modern Languages should be established for the specialized training of high-grade linguists to meet the needs of trade and industry and various civil and defense services of the country.

2.2.3 *Research:—*

- (a) Each university should establish a committee for advanced studies to consider programmes in the field of teaching and research and their promotion and coordination within the university.
- (b) The universities should, through the committee of Vice Chancellors, coordinate the programme of advanced studies and research and award junior and senior fellowships.

2.2.4 *The Teacher:—*

- (a) The proper functions of teachers in colleges and universities include teaching students through lectures, tutorials and laboratory work ; research ; personal study; and contact with students through personal guidance and the supervision of extra-curricular activities.

- (b) Their total work-load exclusive of vacations, holidays, leave and examinations should not be less than 1,500 hours during an academic year.
- (c) The existing system of casual leave should be abolished and teachers should be given emergency leave of not more than five days per year.

2.2.5 *Facilities:*— To enable teachers to discharge their duties adequately the following facilities should be provided by the universities and colleges :
 (i) private rooms for study and for the guidance of students ; (ii) well-stocked libraries with the necessary professional journals ; (iii) laboratories and equipment for research and (iv) cafeterias where they may take their meals at a reasonable price.

2.2.6 *Salaries and other facilities:*— College and university teachers should have salary scale commensurate with their qualifications and calculated to ensure them a reasonable standards of living ; a contributory provident fund, medical care for themselves and their families ; and opportunities for periodic leave study and research when their performance has indicated that such leave will be utilized well.

2.2.7 *Selection and promotion:*—

- (a) The selection of professors should be made by a Committee consisting of the vice-chancellor and four other members appointed by the Chancellor, two of whom should be experts in the subject.
- (b) Increments and promotions should be given in recognition of achievement and should not be awarded automatically on the basis of seniority only.
- (c) Evaluation committees should be appointed as outlined in the commission's report to assess annually the work of professors and teachers.

2.2.8 *Student welfare and discipline:*—

- (a) An organized programme of counseling and guidance should be developed through which each teacher would be responsible for a small group of students.
- (b) Each college and university should provide adequate playing fields for outdoor sports and games ; opportunities and accommodation for a variety of activities; and cafeterias for inexpensive meals under sanitary conditions.

- (c) The integrity of colleges and universities should be maintained and they should not be permitted to become an area for partisan politics.

2.2.9 *Affiliation: —*

- (a) Universities should lay down definite rules governing the affiliation of colleges and it should be their duty to enforce these rules strictly.
- (b) Government grant-in-aid should not be automatic. It should be given only after considering the programme of work, the qualifications of the staff, and the reputation that college has built up.

2.2.10 *The Functions of Universities:—*

- (a) The number of colleges affiliated to the universities should be restricted.
- (b) Potential university centres in East and West Pakistan should be developed, so that eventually they may be raised to the status of universities with their own programmes of teaching and research.
- (c) The administrative structure of an organization should be so designed as to facilitate the performance of its principal functions.

2.2.11 *Coordination in Higher Education:—*

- (a) For developing higher education on sound lines and for coordinating the programmes of universities and colleges, a Universities Grants Commission should be established.
- (b) This Commission should study the whole programme and development of higher education in the country and make it effective at the national level. The examination system should be revised so that (i) public examinations conducted by the universities and the boards of secondary education carry 75% of the student's total marks ; (ii) the student's record in periodic tests and class work carry 25% of his total marks ; and (iii) the student obtains pass marks in both areas separately to be eligible for a degree or a certificate.

Certificates issued by the universities for examinations taken at the degree level should show the name of the institution from which the candidate appeared and give separately his marks in the university examination and those obtained in class tests.

At the secondary level separate examinations called "external examinations" should be conducted for candidates who do not attend a regular course in a recognized institution.

At the university stage the present concessions for private candidates for the pass degree in arts subject should be continued for five years but the examination should be a separate external examination.

2.2.12 *Engineering:—*

- (a) A clear distinction should be made between the function of an engineer and that of a technical and the educational programmes for each should be developed accordingly.

In addition to Civil, Mechanical, and Electrical Engineering now taught in the engineering colleges. Chemical and Mining Engineering should also be included. Further, new courses should be introduced in fields of great promise for Pakistan, such as Metallurgy, Mineralogy, Ceramics, Petroleum, and particularly, those, which deal with the exploitation of local resources.

Post-graduate courses are an essential element of higher education in engineering as another disciplines. These should be started in selected engineering colleges as soon as possible.

Engineering colleges should undertake research in projects which may lie on the border line between fundamental and applied research, in industrial processes, and in construction and in the materials used in them.

2.2.13 *Agriculture and animal husbandry:—*

- (a) Admission qualifications should be the matriculation.
- (b) The duration of the course should be five years after Matriculation.

An agricultural university should be established both in West and East Pakistan with facilities or departments in the following ; (i) agriculture (ii) animal husbandry ; (iii) agricultural economics ; (iv) agricultural engineering ; and (v) the basic sciences.

2.2.14 *Commercial education:—* School curricula should be diversified so that pupils may take up in accordance with their aptitudes a few elective subjects in the field of technical agriculture and commercial studies in addition to the core of compulsory subjects.

In cooperation with professional organisations, the commercial institutions should also devise courses in special fields such as insurance, banking, accountancy, secretarial work, advertising and salesmanship, personnel management, transport, textiles and government office practice. Commercial institutes offering professional courses should be established.

The course for a bachelor's degree should last for three years. The master's degree course should cover two years. Advanced courses should also be conducted for the doctorate thesis for which should make a significant contribution to the industrial and commercial life of the community.

Evening classes should be organized in commercial institutes and other educational institutions for the benefit of workers of industrial and commercial firms and for students preparing for the examinations of the professional organizations.

2.2.15 *Legal education:*—

- (a) The minimum qualifications for admission in the law college should be a bachelor's degree from any faculty.
- (b) The duration of the LL.B. Course should be extended from two to three years, two years for Part I and one year for Part II, with a university examination at the end of each year.
- (c) Provision should be made for advanced courses leading to a Master's degree of two years' duration and a doctoral programme of three years in at least one university.

2.2.16 *Medical education:*— Admission to medical colleges should be after 12 years of successful study and by merit on the result of the F.Sc Examination (medical group) and suitably evolved aptitude and oral tests.

The main effort should be directed towards improving the standard of the existing institutions. Arrangements should also be made for the post-graduate training of specialists of the highest standard.

2.3 Secondary Education

2.3.1 *Secondary education as a distinct stage:*— Secondary education should be recognized as a complete stage in itself and organized as a separate academic and administrative unit, demarcated in all respects from university education.

The regulation and control of secondary education should be entrusted to Boards of Secondary Education.

2.3.2 *The Secondary school curriculum:*— The curriculum at the secondary stage must be based on two principles. First, it must provide a compulsory core of subject such as mathematics, science, the national languages, English, etc., to give every pupil the knowledge he needs to live a useful and happy life. Secondly, it should provide opportunities for students to take up, in accordance with their aptitudes and interests, a few elective subjects in the fields of technical, agricultural, and commercial studies to prepare them for a definite vocational career.

Every child should acquire a preliminary understanding of some 10 to 12 subjects by the time he has completed high schools.

2.3.3 *Recognition of schools:*— The educational authorities should rigidly enforce rules of recognition.

2.3.4 *Financing of secondary education:*— The income of a school should be raised from three sources ; (i) fees, (ii) the contribution of the management, and (iii) the grant from government. The appropriate proportion would be approximately 60% from fees, 20% from the management and 20% from government.

Schools maintaining better standards in equipment and staff should be regarded as “special schools” and their grants fixed on a separate basis.

Residential schools should be given financial support to enable them to reduce their fees. They should be treated as “special schools” for the purpose of grants.

Talented and poor students should receive scholarships.

2.3.5 *Commercially operated schools:*— Every school should be registered and provided adequate facilities in respect of teachers, building and equipment.

2.3.6 *The future development of secondary education:*—

- (a) Rehabilitation of secondary schools will require enormous funds. The educational authorities should, therefore, set the immediate target for developing one-half of the existing schools.
- (b) Some of the schools should be developed into better type schools.
- (c) The value of schools of the residential type should be recognized and every encouragement given to their development.

2.4 Technical and Vocational Education

- (a) Technical education should be an integral part of the educational system.
- (b) Polytechnics and technical institutes should be established to produce technical personnel of the supervisory cadre in a variety of areas.

2.5 Primary Education

2.5.1 *Compulsory education:*—

- (a) Compulsory education at the elementary stage is indispensable for skilled manpower and intelligent citizenship. For this at least eight years' schooling is required.

- (b) The targets should be to achieve five years compulsory schooling within a period of ten years and eight years compulsory schooling within a total period of fifteen years.

2.5.2 *Finance:—*

- (a) Funds required for compulsory primary education are so large that special efforts by government as well as the community will be needed to raise them. They should be raised as follows:
 - (i) 50% by a special tax on a district basis in West Pakistan and on a sub-divisional basis in East Pakistan and
 - (ii) 50% from the general revenues of the provincial government. The grant to each district or sub-division should be fixed after taking into consideration its means, the requirements of backward and poor localities being given due weightage.

2.5.3 *Administration of primary education:—*

- (a) The administration of primary education should not be entrusted to local bodies. It should be organized on a district basis.
- (b) The district/sub-division should be further divided into areas 10—15 thousand population with an area or union committee consisting of three members nominated by the deputy commissioner/sub-divisional officer, to which certain powers, such as the transfer of teachers, should be delegated.

2.6 **Adult Education**

- (a) The development of a literate population must be the immediate primary objective of adult education in Pakistan.
- (b) The programme to eliminate illiteracy must be based upon economic motivation, carried out by teachers specially trained in the teaching of illiterates; and provided with sufficient pertinent literature both for teaching and for use of the newly literate.

The Ministry of Education should establish pilot projects to experiment with the possibility of; (a) using school children to make their parents literate; (b) using undergraduate college students as part-time literacy workers; and (c) using literate adults in a programme of each one teach one. These experiments should be reviewed subsequently to determine the feasibility of instituting them on a large scale.

2.7 **Religious Education**

The teaching of religion should have three clear-cut stages :

- (a) the compulsory stage,
- (b) The optional stage, and

- (c) The research stage.
 - (i) Islamiyat should be compulsory subject of study for all Muslim students for the first eight years. i.e., in the primary and middle classes.
 - (ii) It should be an optional subject in classes IX and X.
 - (iii) In Intermediate classes it should become a component part of Islamic Studies which should be offered as an optional subject.
- (d) At the university stage Islamic Studies should be an optional subject.

2.8 Military Training

- (a) A National Cadet Corps, on the lines of the scheme already prepared by the Ministry of Defense, should be established.
- (b) It should be organized on a voluntary basis with an initial strength of 20,000 cadets, and gradually expanded.
- (c) It should have separate wings for the Army, Navy and Air Force and should include separate divisions for boys and girls. The Army Wing should absorb the present UOTC to Junior Cadet Corps.

2.9 The Role of Education in the Building of Character

- (a) Each school day should begin with a formal ceremony including the singing of the national anthem and appropriate readings emphasizing the concept of the Pakistan nationhood.
- (b) The contents of appropriate primers, readers and workbooks should include important national events and biographical material on leading patriots so as to keep before the students the nation's ideals and the contributions that others have made to achieve them.
- (c) At every level of education there should be extensive programmes of sports and games so that the team spirit may be fully developed.

2.10 The Dignity of Labour

- (a) All students at the primary and secondary stage should engage in some form of physical labour through a regular programme provided for in the time-table.
- (b) At the college level students should engage in a programme of organized summer work for a total of three months spread over two or three years.
- (c) Women students at the college level should participate in organized programmes either in nursing and adult education or in training for civil defence.

2.11 The Equalization of Educational Opportunity

- (a) The nation must be assured that students with exceptional talent are identified at an early age and receive the training necessary for them to take the maximum contribution to the country's improvement.
- (b) A comprehensive scholarship programme should be instituted at all levels beyond the stage of free compulsory primary education with awards given to the best students at the completion of classes V, VIII, IX, XII and at the college and university level.

2.12 Guidance

- (a) Appropriate tests should be administered and proper counseling given to students at those critical stages where a choice must be made from among alternative educational possibilities, *i.e.*, at the completion of Class VIII, X and XII and those points in diversified school programmes where students must select an area of specialization.
- (b) Tests and other evaluative instruments indigenous to the culture and environment of Pakistani students should be designed to measure a variety of general and special aptitudes.

2.13 The Medium of Instruction and the Teaching of Language

3.13.1 School Education:— In West Pakistan Urdu is the medium of instruction from class I to Class V except in the regions of the former NWFP and Sindh. Urdu should be made a compulsory subject of study in these areas from Class III on words.

- (a) The national languages should gradually and progressively replace English as the medium of instruction at higher education levels.
- (b) Vigorous steps should be taken to develop the national language to a point where they can serve effectively as the medium of instruction.

As English is replaced gradually and progressively by the national languages as medium of instruction, it should be studied as a compulsory language from Class IV to degree standard. It should be taught as a functional language rather than as literature, except for those who wish to specialize in English language and literature.

2.14 Text Books

- (a) Text-books should be prescribed in all subjects up to Class XII.
- (b) The appropriate education authorities should under-take the preparation of textbooks and acquire their copyright.

- (c) The Ministry of Education should set up a Text-book Board to realize the national objectives of education laid down in this report.
- (d) The publication, printing, and sale of notes and "key-books" should be a penal offence.

3. A NEW EDUCATIONAL POLICY FOR PAKISTAN (1969)

- 3.1 Following the end of Ayub Regime, a *New Education Policy for Pakistan* was proposed in June, 1969. Although the Policy could not be implemented in the country but it did two things. One, it was a declaration, at the Government level, to the fact that there was "something basically wrong with our education system", which the previous policies based on the report of the Commission on National Education (1959) had failed to mend. Second, it paved the path for the formulation of the *Education Policy* (1972-80). The authors of the *New Educational Policy* (1969) had described the situation and problems of education in the country as follows:
- 3.2. The student unrest, the riots and the turmoil which toppled the Ayub Government have clearly demonstrated that there is something basically wrong with our educational system. While, on the one hand, we suffer the shame of being one of the most illiterate countries of Asia with an illiteracy rate of 80%, on the other, we witness the paradox of unemployment of thousands of our educated young men and women in East and West Pakistan. The gravity of the education crisis and the complexity of the factors that have contributed to the very explosive situation in the country may be gauged from the following:
- (i) Illiteracy in Pakistan is among the highest of the developing countries of the developing countries of Asia. It is about 80 %.
 - (ii) Out of a total population of 20 million children of the primary school-going age (5—10 years), only 9 million (45%) are enrolled (1969-70). The schools are so shabby, so over-crowded and staffed by such ill-paid teachers that nearly 65% of them drop out by the time the fifth Class is reached.
 - (iii) Of those pursuing higher education, more than 80% take to general education and less than 20% to engineering, agriculture and medicine combined.
 - (iv) The total number of students in the vocational and technical schools, at the Secondary level in 1968, was only 8,000 in West Pakistan and only 3,500 in East Pakistan. The basic cause of unemployment and unrest is this imbalance between the general

and the technical education and the non-availability of skilled manpower.

- (v) Although there are 2,50,000 elementary school teachers (Class I to VIII) in Pakistan controlling the destiny of millions of children, they are the most illpaid and under-privilege members of our society. A primary school teacher gets a basic salary ranging from Rs. 45 to Rs. 130 p.m. in East Pakistan and from Rs. 100 to Rs. 215 p.m. in West Pakistan depending on qualification. These are less than the emoluments of a clerk in a government office.
- (vi) During the last 20 years of our existence as an independent nation, we have never spent more than 2% of our GNP on education.
- (vii) Most of the students who spear-headed the movement against the previous government came from colleges and universities where the facilities for higher education continue to be too meager to cope with the demand for higher education. There are 500 colleges in the country which cater to the needs of 300,000 students and 7 universities which have an enrolment of 17,000. Yet the expenditure on universities in the year 1967-68 was Rs. 7 crores compared to Rs. 6 crores on colleges. The *per capita* cost on students in the general universities is Rs. 4,000 and in colleges only Rs. 200.
- (viii) The administrative set-up in education is so highly centralized and bureaucratic that it has become totally impersonal, rigid and unresponsive to the demands of the students, the teachers and the parents. There is no representation of the students and teachers in the affairs of their educational institutions.

Aimless in character, unsound in structure and starved of funds, the present educational system has to be completely overhauled if the simmering discontent among the intelligentsia and the youth is not allowed to boil off again with consequences too horrible to contemplate. On the soundness of the educational system depends the very survival of Pakistan as an entity.

3.3. *Aims of the New Policy:*— The new educational policy had the following aims:

1. That all children:— should have the opportunity of receiving elementary education upto the age of 13 years, comprising 5 years of primary school education in classes I to V (from the age of 5 to 10 years) and 3 years of middle school education in classes VI to VIII (from the age of 10—13 years).
2. That the above goal should be achieved by 1980.

3. That, in the primary school, there should be emphasis on the teaching of 4 "Rs." —Reading, Writing, Arithmetic and Religion. The medium of instruction at the primary stage should be the mother tongue of the child. Every primary school should have interesting models, charts and other visual aids to make education interesting and exciting.
4. That there should be no examination in the first two classes. Promotions up to class II should be automatic. There should, however, be an objective test or examination at the end of class III but no child should be failed. The final examination should be at the terminal stage of the primary school in class V.
5. That, at the middle stage, after class VI, practical lessons in some vocation based on material locally available like clay, wood straw, bamboo, cloth, paper etc., should be compulsory so that the aptitude of children begins to develop.
6. That the Arabic numerals 1, 2, 3, 10 which are a heritage left by Muslim mathematicians to us, should be adopted throughout the country at all educational levels. If we cannot have one national language, let us at least have one set of numerals.
7. The children up to the elementary stage of education should learn to salute and respect the national flag and sing the national anthem.

For this purpose it is necessary to recompose the Anthem in simple words which are common to Bengali and Urdu without altering the tune which has become familiar to millions at home and abroad.

8. That after the elementary education stage, there should be two broad streams, one for general and the other for vocational and technical education. On the basis of national aptitude test of all children at the end of class VIII, when they reach the age of 13 + years, those found fit for academic education should go into the general stream and the others in the vocational system. The vocational stream will have two sub-streams one for farming and agriculture and other for crafts and industry. Nearly 60% of those going into the vocational stream will be diverted into farm schools and colleges and the balance of 40% into vocational and technical schools and colleges.
9. That those who go into the general stream can do their Matric Inter, B.A/B.Sc; M.A/M.Sc; LL.B. etc. Similarly those who go into the vocational stream can do the Matric (Tech.), Inter (Tech.) and B. (Tech.) in a particular vocation like Agriculture and

Farming, Plumbing, Electronics, Engineering, Metal or Wood Working, Tailoring, Hair-dressing, Food Technology, Fibre Technology, etc. The award of a high school certificate, intermediate diploma and bachelor's degree in vocations and technologies parallel to those available to students in the general stream will give prestige and a status symbol which is at present denied to the technicians.

10. That for higher professional university degree in medicine, agriculture or engineering the student's from the general stream be eligible after Inter Science and those from the vocational stream after Inter Technical.
11. That all the existing polytechnics should be converted into colleges of technology or technical colleges with one terminal point after 2 years for inter Tech. and the last terminal point after 1 year for B. Tech.
12. That all general high schools, inter colleges and universities should introduce subjects like. Business Administration and Management, Banking, Insurance, Commerce, Accountancy, Typing and Stenography, Advertising, Commercial Arts, etc.

3.4 General changes

For the proper achievement of the twelve aims in the pattern of the educational institution, defined above certain general changes have to be brought about which are briefly outlined below :

- 3.4.1 *Teacher's pay and emoluments:*— A person entering the teaching profession should know the minimum and the maximum salary to which he can aspire as a teacher with certain qualification and experience.

The integrated pay scale will introduce mobility of teachers from one institution to the other and attract better talent. There should be no bar to a teacher earning money from his writings or other creative work, but no teacher should be permitted to undertake private tuition for financial consideration.

- 3.4.2 *Private schools and colleges* — It is proposed that legislation should be passed compelling the management of all the private educational institutions to adhere to educational standards prescribed by government and to frame the Service Rules and Regulations governing the qualifications, pay and other emoluments of teachers to be employed in such institutions which should be identical to those prescribed in similar institutions run entirely by government.

- 3.4.3 *Foreign missionary schools and colleges:*— All schools/colleges run by private foreign missions should be immediately nationalized and

arrangements for the take-over by the education departments of the provincial governments finalized.

- 3.4.4 *Pre-primary and kindergarten schools:*— All pre-primary and Kindergarten schools should be required to be registered under the proposed legislation for private schools and colleges. In no case should such schools be allowed to teach in English. The medium of instruction must be one of the national languages.
- 3.4.5 *Religious Madrassahs:*— In West Pakistan, there are no statistics and no control on religious Madrassahs. A board on the lines of the Board constituted in East Pakistan may be established and identical legislation passed to regulate their working and ultimate integration in the streams of our new educational system. A high powered committee should be appointed by the central government to consider the desirability of nationalizing the Madrassahs and running them as government institutions.
- 3.4.6 *Cadet schools:*— As there is no justification for such schools for the Army, their name should be changed to Public Schools and steps should be taken to convert them into centres of academic excellence where admission should be only on the basis of merit after the middle school and all those who are successful should be provided with free education.
- 3.4.7 *Fees:*— No fees should be charged from children in the primary schools. At the middle stage (Class VI to VIII), girls should not pay any fee.
- 3.4.8 *Examination:*—
- (a) The number of stages which public examinations should be held are the VIIth Class, the Xth Class, and XIIth Class and the Degree Class. The present system should be supplemented by objective tests, personality evaluation, and progress reports from the institution where the student has carried on studies.
 - (b) Divisions and classes should be abolished.
 - (c) Those who fail in the terminal examination should be allowed only one more chance as a regular student.
- 3.4.9 *Courses and syllabi:*— With a uniform national structure of education, from the elementary level to the university, it should be possible to standardise the syllabi and courses for each class for adoption throughout the country with variations allowed for regional and local colour.
- 3.4.10 *Participation of students in the management of Institutions:*— Students may be given seats in the governing bodies of the schools and colleges

and the syndicates of the universities and 5 seats in a senate of 100 members of a university.

3.4.11 *Vacations*:— All educational institutions be closed for vacations at the same time for the same time and for the same duration.

Administrative and Structural Changes

3.4.12 *Decentralization*:— It is necessary to organize five separate and autonomous administrative establishments at the provincial level outside the government secretariat for :

- (i) School Education.
- (ii) Adult Education.
- (iii) College Education.
- (iv) University Education, and
- (v) Vocational and Technical Education.

3.4.13 *School education*: — School education should comprise classes I to X and be organized into elementary schools (Classes I to VIII) and high schools (Classes IX to X).

It is essential to decentralize the administration by creating statutory district school authorities with an autonomous character.

To coordinate the work of the district school authorities, keep a watch over the implementation of policies and distribute funds made available by government amongst the district school authorities in each region.

At the provincial headquarters, there should be a provincial school authority under the charge of a Director who should be *ex-officio Secretary* to the provincial government. Besides dealing with all policy issues and coordinating the work of regional education authorities, he will determine the financial needs of regional/district school authorities and procure necessary funds from the governments, formulate and periodically review long-term plans and approve development schemes and programmes sponsored by regional/district school authorities.

At the national level, there should be a wing for school education in the national council for education.

3.4.14 *National adult literacy programme*:— The National Adult Literacy Programme will be integrated into the programme of continuing adult education, its aim will be not only to impart the essential knowledge and skills required by an individual for effective functioning in his group, vocation and community, but also to introduce new ideas and new

attitudes to the present generation of cultivators, producers, labourers and consumer.

The content of the adult education programme will be adapted to the main streams of interstates of daily life, and will, as far as possible, reflect new scientific discoveries and research Teaching methods and materials will be adapted to the special interests and psychology of adults falling under specific groups.

The drive for literacy will initially be concentrated on three principal sectors :

- (a) the urban manufacturing sector,
- (b) the vicinity of "big project" areas in advance of the commencement of such projects.
- (c) in the rural areas, to cover the drop-outs from the elementary school system and those who have not been able to go to school and are still below 20 years of age.

At the provincial level, adult literacy programmes will be the responsibility of the provincial adult education authority under the charge of a director, with the rank of Secretary to the provincial government.

3.4.15 *National literacy corps*:— To combat illiteracy among crores of adults and children of the elementary education age-group (5—13 years), it is proposed to conscript all young men who have at least passed the Intermediate Examination and young women who have passed Matriculation Examination and who fall in the age-group of 18—22 years. These young men and women will be required to serve for a period of 2 years as members of the national literacy corps. They will be disciplined and drilled by army personnel for 3 months and given a condensed course of teachers training for another 3 months.

3.4.16 *College education*:— No new government college should be opened nor any private college be allowed to start. Efforts should be made to expand and consolidate the existing colleges by providing more buildings, better equipment, workshop and laboratories, etc.

- a) *Decentralization*:— In line with the new policy, the administration of all colleges should be decentralized and each college should be considered is an autonomous institution under a governing body of 9 members.
- b) *Provincialization of private colleges*:— The affairs of colleges, private and government, should be looked after by a provincial statutory autonomous authority for college education.

3.4.17 *University education*:— The government should legislate for the full measure of university autonomy, more specifically, in the following fields:

- (a) Financial autonomy
- (b) Administrative autonomy
- (c) Streamlining of the internal administration of the university

Government funds for the development and maintenance of universities should be channeled exclusively through separate autonomous university grants commission. These commission should be statutory bodies responsible for the following functions ;

- (a) Determination of the financial needs of the universities ;
- (b) Allocation and disbursement of grants to universities for maintenance and development out of the funds maintained it ;
- (c) Inspection and visitation with a view to evaluating the performance of university teaching departments ;
- (d) Determination of the feasibility of university development plans both of physical and academic nature ; and
- (e) Formulation of advice for government on the establishment of new universities or on proposals concerning the expansion of the existing ones.

3.4.18 *New universities*:— Some of the existing universities should be freed from the burden of affiliation over large areas by establishing purely affiliating at various places.

3.4.19 *Medical universities*:— Medical colleges should be upgraded to the status of independent medical universities.

3.4.20 *Agricultural universities*:— *Admission requirements*:— The minimum qualifications for admission to agricultural universities should be raised to inter (Science) and Inter (Tech.).

3.4.21 *New agricultural universities*:— The agricultural college at Peshawar and Tandojam should be converted into full-fledged universities.

3.4.22 *New engineering university at Karachi*:— It is proposed to establish a full-fledged engineering university at Karachi with the present N.E.D Engineering College.

3.4.23 *Central universities*:— The Charter of Islamabad Universities should provide for residential and unitary type of a university with enrolment of

under and post graduates in all the faculties which the universities may choose to establish.

The PINSTECH should be considered to be the post-graduate science faculty of the Islamabad University.

3.4.24 *Teachers:*— The nomenclature of the university teachers should be simplified to Professors, Associate Professors and Assistant Professors.

There should be a generous provision for study leave on full pay for higher studies, research and academic accomplishment.

University teachers should be free to do creative work, write and publish without any restrictions.

There should be a system of establishing a limited number of national professorships filled by scholars of outstanding and acknowledged merit, particularly in the field of research.

3.4.25. *Students union:*— Every University should have fully representative student union run on democratic principles including elections.

3.4.26 *Vocational and Technical Education:*— In accordance with the aims of the new educational policy in regard to the vocational and technical education, projection may show that by 1980 there will be :

- (a) 922 agricultural schools with an enrolment of 664,000 capable of earning a Matric (Tech.) certificate.
- (b) 60 agricultural colleges with an enrolment of 120,000 capable of earning an Inter (Tech.) diploma after two years and B. Tech. Degree after another two years.
- (c) 613 technical schools with an enrolment of 442,000 capable of earning an Inter (Tech.) certificate after two years.
- (d) 40 technical colleges with an enrolment of 80,000 capable of earning Inter (Tech.) diploma after two years and B. Tech. Degree after four years.

3.4.27 *Ministry of education and its agencies:*— The Ministry of Education and Scientific Research should be headed by a Secretary to the Central Government.

3.4.28 *National Council for education:*— The council should have the following functions :

- (i) to be responsible for the proper execution of the New Education Policy in all sectors through the agency of provincial governments and their organizations ;

- (ii) to anticipate the problems of students and teachers and suggest measures for tackling them;
- (iii) to suggest ways and means for the general welfare of students and the teachers ;
- (iv) to identify problems in the induction of reforms and qualitative improvement of education —at all levels and undertake or promote special studies through the council secretariat, Ministry of Education, provincial education departments, institutes of education and research and committees or panels of experts and consultants;
- (v) to undertake comparative studies of qualitative and quantitative development of education at all levels of education in various countries of the world and keep the central and provincial educational authorities informed of significant developments and trends ; and
- (vi) to arrange on a continuing basis, meetings of teachers, experts, seminars, symposia and conferences for the exchange of information and ideas amongst the teachers, educational administrators and others interested in the field of education and literacy.

3.4.29 *Pakistan education foundation*:— The function of the Foundation should be :

- (a) to render career advice to students;
- (b) to provide educational information to foreign agencies, governments and students;
- (c) to operate as main instrument for awarding all scholarships for studies abroad either under bilateral or international technical assistance programme; and
- (d) to arrange loans for those who wish to establish an enterprise of their own and possess technical, vocational and professional qualifications such as doctors for dispensaries in rural areas, engineers for workshops and agriculturists to farm industries.

3.4.30 *National academy of letters and humanities*:— The functions of the academy should be:

- (a) to reorganize and undertake the work of collection and preservation of national archives ;
- (b) to set up libraries of national importance, ensure that they are properly stocked and a healthy library movement is built up ;
- (c) to unearth and conserve archaeological wealth of Pakistan and organize museums exhibiting objects of national interest ;

- (d) to arrange for the protection of the copyright of the various writers and ensure that the writers are not exploited by the publishers ; it should also arrange to keep the copy right law in line with the international obligations ;
- (e) to promote scholarship and learning in all subjects at special institutes, colleges, universities and other establishments and to enroll members and fellows in the academy from among the outstanding scholars in humanities ; and
- (f) to liaise with national academies and learned bodies in other countries and to promote, affiliate and finance the activities of learned bodies and associations engaged in literacy and humanistic activities.

3.4.31 *National academy of arts and culture*:— The functions of the Academy should be:

- (a) to work towards the evolution of a well-synthesized pattern of national cultural in tune with Pakistan's history, tradition and religious ethos, to promote culture as an activity of thought, and, to this end, direct and coordinate the activities of organizations dealing with these and other related aspects of national life ;
- (b) to foster and encourage the development of fine arts and crafts, drama and music, and to promote the study and appreciation thereof by exhibitions, lectures, demonstrations, conferences, the production of plays and by concerts and publications ;
- (c) to organize and establish arts centres, art galleries, theatres and libraries ;
- (d) to publish art journals ; books and pamphlets for the advancement of fine arts and performing arts,
- (e) to provide technical help and render advice to the artists ;
- (f) to cooperate with organizations having similar aims or with individuals interested in art elsewhere ;
- (g) to encourage folk art and other means of amusements in the rural areas ;
- (h) to construct auditoria, national theatres and Music halls etc; and
- (i) to advise the Ministry of Education on matters relating to promotion of arts and culture.

3.4.32 *National academy of science*:— The functions of the Academy should be as following:

- (a) to encourage the study of science by setting up professional bodies directly under the academy and encouraging such institutions ;

- (b) to set up institutes for basic scientific research ;
- (c) to set up science museums, planetaria and herbaria ;
- (d) to encourage formation of associations by the scientists for protecting their professional interests ;
- (e) to maintain and promote liaison with learned bodies and associations all over the world ;
- (f) to enroll members and fellows of the academy from among the outstanding scientists and technologists ; and
- (g) to collaborate with the national science council and to advise the Ministry of Education and Scientific Research in all respects with particular reference to the evolution of a sound national scientific policy.

3.4.33 *National sports board*:— The functions of the Board should be:

- (a) to promote and develop standards of national fitness as well as standards of competition comparable to the international standard ;
- (b) to make the public sports—conscious and to encourage their participation in national and international sporting events ;
- (c) to encourage training and coaching of national teams for international matches ;
- (d) to undertake programmes of physical education ;
- (e) to encourage specified indigenous sports and to develop standards of codes, rules and regulations for the conduct of such sports ; and
- (f) to contract stadia, sports fields, arenas, courts, etc.

4. THE EDUCATION POLICY (1972—80)

5.1 In 1972, *The Education Policy 1972—80*, was brought out and officially implemented. As it is evident from the objectives of the Policy it was a target oriented Policy and was meant for a limited period of time. The following were the objectives of the Policy ;

1. Ensuring the preservation, promotion and practice of the basic ideology of Pakistan and making it a code of individual and national life.
2. Building up national cohesion by promoting social and cultural harmony compatible with our basic ideology through the conscious use of the educational process.
3. Building up and nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality, an individual able to

comprehend fully the nature of technical and social change and having deep concern for improvement of society.

4. Mobilising the youth for leadership roles through participation in programmes of social services and environmental improvement, and by inculcating in them the dignity of labour.
5. Eradicating illiteracy within the shortest possible time through universalization of elementary education and a massive adult education programme.
6. Equalizing access to education through provision of special facilities for women, under-privileged groups and mentally-retarded and physically-handicapped children and adults in all areas in general and the backward areas in particular.
7. Designing curricula relevant to the nation's changing social and economic needs compatible with our basic ideology and providing a massive shift from general education to more purposeful agro-technical education.
8. Providing a comprehensive programme of studies through the integration of general and technical education and by keeping options open for transfer from one course of study to another.
9. Providing academic freedom and due autonomy to educational institutions within the framework of national objectives and requirements.
10. Ensuring active participation of teachers, students and representatives of parents and the community at large in educational affairs.
11. Generally promoting the welfare, dignity, and sense of responsibility of teachers and students.

Following were the main decisions of the Policy:

4.2 Free and universal education

- (a) Education will be made free and universal up to Class X for all children throughout the country.
- (b) In the first phase from 1st October, 1972 education upto class VIII will be made free for boys and girls in both government and privately managed schools.
- (c) In the 2nd phase starting from 1st October, 1974 free education will be extended to Class IX and X in all schools.
- (d) Primary education up to Class V will become universal for boys by 1979 and for girls by 1984 in a further period of three years, it

is anticipated that elementary education will become universal upto Class VIII, that is, for boys by 1982 and for girls by 1987.

4.3 Elementary Education

- 4.3.1. *Buildings*:— 38,000 additional classrooms for primary classes will be constructed to provide schools within easy walking distance from the children's homes. In addition approximately 23,000 additional classrooms will be constructed for pupils in classes VI to VIII.
- 4.3.2. *Teachers*:— The universalization of elementary education will require about 225 lakh additional teachers. The existing teacher training institutions will turn out about 75,000 teachers during the eight year period ending 1980, 75,000 teachers will become available from the general stream of education. 75,000 teachers will be provided by the establishment of a national literacy corps drawn from:
- (a) locally available unemployed persons, retired civil servants, ex-servicemen, etc.
 - (b) university and college students through the proposed national service corps.
- 4.3.3. *Textbooks and instructional aids*:— Textbooks and writing materials will be provided free to primary school children according to a phased programme.
- 4.3.4. Dignity of labour will be emphasised and school studies will be made relevant to individual and social needs. Workshops will be provided progressively in all middle schools so that pupils may engage in activities such as weaving, book-binding, wood-work, black-smithy, leather-work, food-preservation, child-care, home management, etc, related to the local agricultural/industrial environment.

4.4 Secondary and intermediate education

The proposed programme provides for an increase in total enrolment in classes IX to XII from 5.6 lakhs to an estimated 12 lakhs.

Education must be closely related to employment opportunities.

- 4.4.1 *Shift towards science and technology*:— The new programme will provide for progressive integration of general and technical education.
- 4.4.2 *Integration of general and technical education*:— Vocational training of teachers will be conducted in institutions of general education.
- 4.4.3 *Integrated science course*:— An integrated science course, including mathematics, biological and physical sciences, will be introduced at the High School and Intermediate stages.

- 4.4.4 *Teachers*: To meet the immediate needs during the first three or four years, specially developed, short in-service science and technical teacher training programmes will be launched during summer vacations.
- 4.4.5 *Special education*:— Handicapped children's education committee will be established by the education councils in each province. They will be responsible for the education, protection, institutional care, rehabilitation and employment of the physically and mentally handicapped.

4.5 Higher education

To improve the current position of higher education 100,000 additional places will be created in institutions of higher education by 1980. This will cover 3 per cent of the age-group.

- 4.5.1. *New universities*:—New universities will be established progressively to cover all parts of the country.
- 4.5.2. *University grants commission*:—In order to coordinate the programme of universities and develop their facilities without unnecessary duplication and wast, a university grants commission will be established.
- 4.5.3. *University Ordinances*:— University ordinances will be replaced by enlightened and progressive legislation that will democratise the working of the universities and ensure full participation by the representatives of teachers, students and parents in their affairs.
- 4.5.4. *Professional councils*:—To lay down minimum standards of education in various professional fields, and to maintain uniformity among them, professional councils along the lines of the Pakistan Medical Council will be established for agriculture, law, engineering, etc.
- 4.5.5. *Centres of excellence*:— Centres of excellence will be established in the universities, in various fields of chemistry, physics, mathematics, oil and gas, soil science, salinity, water-logging, irrigation, drainage, fisheries, fertilizers, pesticides, tropical architecture, etc.
- 4.5.6. *Area study centres*:— Area study centres for research and advanced studies of contemporary societies, particularly those of special interest to Pakistan, will be established in general universities.
- 4.5.7. *Pakistan study centres*:— For research and postgraduate studies of the language, literature and culture of the people of Pakistan, and for national cohesion, a National Institute of Pakistan Studies will be established at Islamabad University.
- 4.5.8. *Shift towards Science and Technology*:—A science education stream will be added in degree colleges wherever it is not available at present.

4.5.9. *National professorships*:— A programme of national professorships will be instituted so that highly qualified scholars and scientists may continue as teachers and research workers. This will raise the quality of teaching and research.

4.5.10. *National Research Follows*:— National research fellowships will be instituted and universities and other appropriate institutions will be financially supported so that they are able to provide physical and other facilities for the work of these outstanding scholars.

4.6 Technical education

4.6.1 *Technical Colleges*:— Polytechnics will be converted into technical colleges. The technical colleges will also provide a variety of programmes covering new areas of technology which require urgent attention for modernisation and development.

4.7 Privately-managed educational institutions

4.7.1 *Nationalization*:— As from the first day of September, 1972, all privately-managed colleges shall be nationalized. Privately-managed schools will, however, be nationalized in a phased manner within a period of two years beginning from 1st October, 1972.

4.7.2 *Schools for the gifted*:— Educational institutions, generally known as public schools will be taken over by the government and converted into schools for the gifted.

These schools, in future, will provide an enriched programme of studies, entirely free, to gifted children drawn from all over the county without reference to their financial status or social background.

4.7.3 *Schools for Talented*:—

The existing comprehensive schools will be converted into schools for talented children.

4.8 Adult and continuing education

4.8.1. *Eradicating illiteracy*:— Literacy centres will be established all over the country in the schools, factories, farms, union council hall, and other community places.

In addition to the use of traditional approaches extensive use will be made of new educational technology.

4.8.2. *Continuing education*:— The vast growth in knowledge the new technologies and skills that are constantly being developed and the need for continuous retraining of all workers demand. That the process of

education must be continued as a life-long activity. For this purpose, institutional arrangements will be made for a massive, coordinated, nation-wide programme of nonformal and life-long education. The targets of establishing adult and continuing education will be achieved by the years 1980.

To provide education and being to people who cannot Leave their homes and jobs for full time studies.

- 4.8.3. *People's Open University*:— To provide education to people who can not leave their homes and jobs for full time studies, people Open University will be established to provide part time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television, radio broadcasts, and other mass communication media.

4.9 Teachers and teacher education

To meet the additional manpower requirements for trained teachers, the study of Education, as a subject, will be introduced in secondary schools and in general colleges. The students completing this subject will be qualify as Teacher.

Basic academic and training requirements for women teachers will, where required, be relaxed so as to enable a large number of women to qualify as teachers.

- 4.9.1 *Teacher's salary scales*:— By and large, the scales of pay of teachers are now almost at par with their opposite members in others government cadre.

To enable teachers to pursue further studies within the country, sabbatical leave with full pay will be granted liberally to them.

- 4.9.2 *Residential accommodation for teachers*:— The construction of rent-free houses for teachers on quite a large scale will be undertaken in the future.

- 4.9.3. *Recruitment of Teachers*:— Separate recruitment committees for non – gazetted teachers will be constituted at district-headquarters, in consultation with the District Education Councils.

Two additional members, preferable drawn from the education cadre, will, therefore, be added to the Public Service Commission in the larger provinces to expedite the appointment and promotion of teaching staff.

An academy for teachers and educational planners/administrators will be set up on the lines of similar academics existing for the civil service and the finance service.

4.10 Student welfare

- 4.10.1 *Scholarships*:— The merit scholarship programme will revised to rationalise it and maximise its benefits to deserving students.

- 4.10.2 *Students loans*:— With the help of banking system interest-free loans will be provided to talented students unable to fulfil their ambition for higher education because of poverty.
- 4.10.3 *Book banks*:— To enable universities and colleges to establish book bands, special grants will be provided by the university grants commission.
- 4.10.4 *Transport facilities*:— Adequate transport facilities will be provided for students at low cost. Facilities for free periodical medical check-up will be provided for all students.
- 4.10.5 *School uniforms*:— Ways and means will be devised to standardize school uniforms up to Class VIII and prescribe a simple and inexpensive quality of cloth for them.

4.11 Curricula, Book Production, Libraries and Instructional technology.

- 4.11.1 *National curriculum bureau*:— To review and update the curricula for all stages of education, including technical and vocational education, to keep them constantly under review and to revise and modernise them at regular intervals the national curriculum bureau will be strengthened and recognized and curriculum centres will be established and/or developed in each province.
- 4.11.2 *Teacher training courses*:— All teacher training courses will be revised and re-formulated. In addition teachers guidebooks handbooks and resource materials will be prepared and published.
- 4.11.3 *National foundation for book production*:— Steps will be taken to strengthen our national production of books and reading material so that locally produced books will not only be able to compete effectively with similar foreign material but also successfully counter rising tide of foreign propaganda. For this propose a National foundation for book production with be established.
- 4.11.4 *Libraries*:— Adequate provisions will be made for well equipped libraries to be established in all educational institutions.

In addition, a public library system will be established throughout the country. Under this programme, 50,000 people oriented libraries will be established in villages and city wards.
- 4.11.5 *Instructional technology*:— Potentialities of the modern instructional technology will be fully exploited to improve and expand both formal and non-formal education.
- 4.11.6 *Use of radio and television*:— By 1980, about 150,000 radio and 10,000 television sets will be distributed to schools and adult continuing education centres.

Separate radio and television channels will be established for broadcasting educational Programmes to schools and adult literacy centers.

- 4.11.7. *Educational equipment*:— Educational equipment, Technical Assistance Centre, Lahore, will be strengthened.

4.12 Examinations

- 4.12.1 *Annual examinations*:— To make the education system fruitful, it is essential to alter radically the present examination system. There will, therefore, be no annual examinations, in the existing sense, up to class IX.
- 4.12.2 *Cumulative records*:— In place of single annual examinations, a system of continuous evaluation of the progress aptitudes and problems of students by the class teachers will be introduced.

4.13. Physical education games and sports

- 4.13.1 *Physical education*:— Physical education will have parity with other disciplines in all schools and colleges.
- 4.13.2. *Playing fields*:— Steps will be taken to acquire open spaces and other common playgrounds and attach them to schools and colleges. Special sports and recreation centres will be established for women.

4.14 National service corps : military training

- 4.14.1 *National service corps*:— A national service corps will be created. All youth between the age of 17 and 23 will be encouraged to serve in the corps for a total period of one year after passing the Intermediate examination.
- 4.14.2 *Military training*:—Military training will be progressively introduced for all students between the age of 13 to 17 years (classes IX-XII)

4.15 Religious education

The study of Islamiyat will be compulsory for Muslim students up to Class X.

4.16. Educational policy and administration

The entire educational policy will be kept under constant review and evaluation by the education councils and will be developed further and in the light of practical experience gained in the course of its implementation.

To assist in the formulation, implementation and evaluation of education policies and practices, consultative and policy planning education councils will be set up at the national, provincial district and institution levels.

The functions of these councils will, *inter-alia* include the following:

- to formulate and recommend changes and developments in educational policy.
- to oversee the implementation of the policies adopted from time to time;
- to assess and evaluate overall education progress in their respective spheres;
- to initiate and support educational research and disseminate its findings;
- to harness and mobilise latest education techniques and resources for the improvement of education.

4.17 Cost and financing

By 1980, the total expenditure on education will represent about 4 per cent of the GNP. This conforms to the target recommended by UNESCO for education in developing countries.

To meet the additional expenditure on education, community resources of all types, including cash and kind, will be mobilised.

NATIONAL EDUCATION POLICY 1979

1. AIMS OF EDUCATION

Aims of education are guideposts which provide purpose and direction to the educational system. Obviously they should be consistent with our faith, national ideology and aspirations. Since aims have to provide clear cut framework, selection of the same need to be made boldly and with clarity of thought in order to provide a sound and meaningful base to the educational effort in the country. Consequently the Government have decided to adopt the following aims of education for the nation:

- i. To foster in the hearts and minds of the people of Pakistan in general, and the students in particular a deep and abiding loyalty to Islam and a living consciousness of Muslim nationhood, thereby strengthening the unity of the outlook of the people living in various provinces and the minorities on the basis of justice and fair play.
- ii. To create awareness in every student that he, as a member of Pakistani nation is also a part of the universal Muslim Ummah and that it is expected of him to make a contribution towards the welfare of the fellow Muslims inhabiting the globe on the one hand and to help spread the message of Islam throughout the world on the other.
- iii. To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim through effective elimination of gaps, and contradiction between the professing and practice of Islam
- iv. To impart quality education and to develop fully according to his capacity, each individual's potentialities training and retraining and to liberate the creative and innovative energies of the people with a view to build their capability to effectively manage social, natural and productive forces, consistent with the value system of Islam.
- v. To provide a minimum acceptable level of functional literacy and fundamental education to all citizens of the country particularly the young, irrespective of their faith, caste and creed in order to enable them to participate productively in the total national effort.
- vi. To create interest and love for learning and discipline among the youth and to ensure that every student is imbued with the realization that education is a continuous and a life-long process.
- vii. To promote and propagate scientific and technological training and research in the country and to use this knowledge for socio-economic growth development thereby ensuring a self-reliant and secure future for the nation.

- viii. To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development enabling them to effectively participate in overall national efforts.
- ix. To develop and inculcate with Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.

2. PRIMARY EDUCATION

- 2.1 The Policy provides that primary school enrolment will be so increased that all boys of Class I age-group are enrolled by 1982-83. Universal enrolment for boys will be attained by 1986-87. In the case of girls, universalization will be achieved by 1992. Nearly thirteen thousand new primary schools will be opened during the next five years mainly in the rural areas. Adequate number of residential units particularly for the female teachers will be constructed in rural areas. Efforts will be made to improve the quality of primary education. This will involve substantial provision of teaching aids, strengthening of pre-and in-services programmes of teachers, and improvement of physical facilities. A number of non-formal means will also be used to achieve universalization. Opening of nearly five thousand mosque schools is a step in this direction.

3. MOSQUE SCHOOLS

- 3.1 The Mosques has traditionally been a centre of learning in a Muslim society. It is an institution which the community owns, supports and in which it reposes faith and confidence. Generally, both boys and girls go there to study the Holy Quran and Islamiyat. Unfortunately for a couple of centuries these centres of learning suffered from suppression and mutation by the colonial rulers who intended to strangle our indigenous educational system which drew its strength from the genius of the people.
- 3.2 It has been decided to revitalize this institution which has immense potential of educating the masses. The mosque will be used as a place of learning for the children, for out-of school youth and for adults. In addition to the traditional curricula of Islamiyat, the children will also study the modern curricula for primary school and the time-table will be of a shorter duration. In order to teach modern subjects a primary schools teacher will be appointed in such schools, who, in cooperation with the Imam, will teach schools children and adults at hours convenient to the community. Free books and teaching aids would be supplied to children going to mosque schools. This will ensure rational utilization of the mosque and re-establish its traditional role of spreading the light of

knowledge in the community. About 5000 mosque schools will be initially established.

4. MOHALLA SCHOOLS

- 4.1 There is another institution in our communities which, in spite of being relegated to neglect, continues to survive. Pardah observing respectable ladies who can read and write but do not go out teach the Holy Quran, Islamiyat and a few skills of home management such as embroidery etc, in the Mohallah. Timings are arranged according to the mutual convenience of the learners and the teacher. The policy intends to recognize, institutionalize and strengthen this arrangement. It is intended to open five thousand such schools during the next five years. Free books, teaching aids and suitable remuneration to such ladies will be provided on a regular basis so that this institution receives the recognition and support which it rightly deserves.

5. VILLAGE WORKSHOP SCHOOLS

- 5.1 At present there is no arrangement for the proper training of primary schools drop-outs or those who cannot go to secondary schools. With the establishment of mosque schools the output at primary level will further increase. Therefore, to impart useful skills in order to convert these boys into productive members of the society, Village Workshop Schools will be established under a phased programme. To begin with 1000 schools will be established. Each workshop school will be equipped with a small improvised workshop. One specially trained teacher will be appointed in each such school. Assistance from the local craftsmen will also be utilized for imparting training to the boys. Emphasis will be placed on indigenous agro-based trades and skills. The duration of the training will be one year. It is hoped that these schools will go a long way in improving the economic conditions of villages as it will help in providing them with additional income. The output of these schools will also be eligible for admission to vocational institutes for further training provided they fulfill the admission requirements.

6. EDUCATION OF THE FEMALE

- 6.1 Despite the fact that Islam provides equal opportunities for the education of men and women, female education in Pakistan has been grossly neglected. Considering that females form nearly 50 per cent of our population and their education has tremendous multiplying potential, high priority will be given to the rapid expansion of female education at primary level. Enrolment of girls at this stage will increase at the rate of 10 per cent per annum as against 7 per cent for boys. About 30,000 female teachers will be recruited for primary schools during the next five

years. To achieve this target, education as a subject will be introduced in sufficient number of intermediate girls colleges.

- 6.2 Enrolment of girls at the secondary stage will be increased from the present bench-mark of 400,000 to 650,000 during the next five years. 6,000 female teacher residences mostly in the rural areas will be constructed to attract the female teachers to the teaching profession.
- 6.3 For higher education of the female post-graduate classes will be introduced in the selected girls colleges of the country. The scope of the post-graduate courses particularly in the field of Home Economics will be expanded. Science laboratories, hostel seats and books will be provided in adequate numbers.

7. ADULT AND NON-FORMAL EDUCATION

- 7.1 Pakistan is among the countries of the world having the lowest rate of literacy. This has hampered the overall progress of the country. Providing access to education is considered as a divine duty for every Muslim, and therefore, it cannot be ignored. Unfortunately, there is little provision in the formal system of education for those who want to acquire knowledge and skill by entering the system at an advanced age. Moreover formal system of education alone cannot meet this challenge due to the limited financial resources and other pressing demands of the country.
- 7.2 Unutilized local resources will be mobilized by engaging teachers from local communities for individualized and personalized adult literacy programme. Suitable arrangements will be made for the improvement of skill vocations relevant to specific needs of the area. Teaching of "Quran Nazira", will be promoted in mosque schools. In Mohallah schools, where elderly ladies teach "Quran Nazira", home economics oriented skills will be imparted to the girls. In order to supervise and coordinate activities relating to adult literacy programmes, a National Council on Adult Education with its nucleus at Allama Iqbal Open University will be established.

8. EDUCATION OF THE HANDICAPPED

- 8.1 Education, treatment, institutional care and rehabilitation of the disabled and the handicapped is one of our moral and religious obligations. Very little attention has been paid to the education of this unfortunate segment of our population which is estimated to be nearly 4% of the total population of our country. Besides the fact that this is a negation of the principles of Islam, it tends to force the disabled and the handicapped to various forms of degradation and degeneration such as beggary. The present policy envisages the formation of a National Coordinating

Committee for Education of the Handicapped and Disabled and expert committees for the following four major disabilities.

- (a) The Physically Handicapped.
- (b) The Deaf and Dumb.
- (c) The Mentally Retarded
- (d) The Blind.

- 8.2 Four pilot demonstration projects will be developed by the Federal Government. It is intended to introduce productive skills in such projects so that the students are able to get gainful employment and become self-reliant. Funds will be provided to support existing institutions for the disabled and the handicapped run by private and voluntary benevolent organizations. This, it is hoped, will provide a thrust to efforts in the field of Education of the Handicapped in the country. An effective rehabilitation programme for the handicapped will also be prepared and pursued.

9. EDUCATION OF THE CITIZENS

- 9.1 The efforts that go into the development and welfare programmes of the government are seldom appreciated by the masses. It is, therefore, imperative that a serious and concerted attempt be made to provide a regular flow of information to the masses for correcting the harmful effects of ignorance of individuals and the society. A system of citizen education will be evolved to ensure continuous learning by all sectors of the citizenry. Emphasis will be laid on programmes which correctly depict the genesis of Pakistan and the glorious history of Islam.
- 9.2 The motivational campaign will involve all necessary media including radio, television, newspapers, national centres, cinemas, posters, and the pulpits of the mosques. These programmes will aim at exposing the people of Pakistan to the modern advantages of science and technology. For effective launching of this programme, special educational programmes will be started from television and radio and all the cinema houses will occasionally show short educational films. Mobile units will be operated to carry the latest information to the door-steps of the masses of people throughout the country. The multi media delivery system of the Allam Iqbal Open University will also be used for this purpose.

10. SECONDARY EDUCATION

- 10.1 In the present educational structure, secondary education plays a very crucial role. It is both a terminal stage for the majority of students and is also a significant determinant of quality of higher and professional education. The present four tier system of education namely, primary, secondary, college and university will be replaced by a three-tier system

of elementary, secondary and university, in a phased manner. Classes IX and X will be added to all the intermediate colleges while classes XI and XII will be added to selected high schools.

- 10.2 One thousand middle schools will be upgraded to high stage and 200 new secondary schools will be opened. This will bring about an increase of enrolment from 18 lacs at present to about 28 lacs during the next five years. Physical facilities such as science laboratories, teaching and audio-visual aids and hostels will be provided to the secondary schools, particularly in Mufassil areas to bring them *at par* with the facilities available in the institutions of urban areas.
- 10.3 A wide range of curriculum offerings will be introduced at the secondary stage for greater diversification according to the aptitude of the students.

11. SCIENCE EDUCATION

- 11.1 Among the factors that influence growth and development, science education is by far the most important. Science education provides a sound base for scientific research and techno-logical development. In view of the vital role that science education plays in national development it has been decided that a National Centre for Science Education will be established to promote and popularize science and technology among masses through science fairs, museums, films etc. and to improve science teaching through research and innovations. National Education Equipment Centre will be further strengthened in order to improve the quality and supply of equipment to school laboratories. Science equipment will be supplied to the existing laboratories in the schools and new science laboratories will be added to schools where they do not exist.

12. TECHNICAL AND VOCATIONAL EDUCATION

- 12.1 In spite of several efforts in the past the technical and vocational education is still not job-oriented. Moreover, there are hardly any arrangements for identifying the needs and providing training to 80% rural population to make them more productive in order to strengthen this large sector of our economy. In order to improve technical vocational education it has been decided to introduce production oriented curriculum related to the market requirements in all technical vocational institutes. Advisory committees having representatives of trade and industry will be constituted to keep the training responsive to the changing market requirements.
- 12.2 All the technical vocational institutes will be encouraged to generate funds for supplementing their resources by producing saleable goods during training. Small production units will be established with technical vocational institutes under a phased programme. Evening programmes

will be introduced in technical vocational institutes for the benefit of the community, wherever needed. Separate vocational schools for drop-outs of the school system will also be established. Equipment needed for various levels of technical vocational institutes will be standardized. A mechanism for standardizing, testing and certification of technical vocational skills required through formal, non-formal or traditional system of training in consultation with trade, industry and other users of the output of these institutions will be introduced.

- 12.3. Practical on-the-job supervised training for diploma and B. Tech. students will be made compulsory and suitable legislation for providing this training in industrial organizations and undertakings will be enacted. In order to provide close liaison with industry the teachers of polytechnics and technical colleges will be encouraged to provide consultancy and advisory services to the industry. Personnel from industry would also be invited to advise these institutions on production methods. A teacher training college for the training of teachers of technical vocational institutes will be established at national level.

13. MADRASAH EDUCATION

- 13.1 Two parallel systems of education are prevalent in the country. Madrasahs, Maktabas and Darul-Uloom being the traditional institutes aim at the dissemination of Islamic thought mainly through Quran, Hadith and Tafsir. These institutions have immensely contributed to the growth of education at all times. It is unfortunate that proper efforts were never made to make use of the potential available in these institutions. Since the spirit of Islam permeates throughout this policy, it has been ensured that Maktabas, Madrasahs and Darul-Uloom do not remain neglected any more.
- 13.2 Full government recognition will be given to these institutions. All the facilities and concessions which are otherwise available to the students of other institutions will be extended to the pupils of Madrasahs, Maktabas and Darul-Ulooms.
- 13.3 Recognition of the " Sanads " and facilities for affiliation with the Boards will be examined by a high powered national committee comprising Ulema, eminent scholars and educationists. In order to enable the graduates of these institutions to pursue higher and professional education and make them eligible for horizontal mobility integrated curricula will be devised in consultation with the Ulema with a view to streamlining their programme. Scholar ships and loans will be provided to the deserving and meritorious students so that they feel pride in acquiring knowledge in these institutions.

14. ISLAMIYAT AND ARABIC

- 14.1. True understanding of the religion can only be achieved if the principles of Islamic ideology are given due importance in the teaching of Islamiyat and promotion of Arabic Language. To achieve this objective, all the educational institutions will be required to play an important role in the preservation and inculcation of Islamic values through the teaching of Islamiyat. Islamiyat will be made compulsory for all streams of education. Islamiyat curriculum and textbooks will be common for all Muslim students upto Class X. In consultation with the religious scholars the present curriculum of Islamiyat will be revised so as to inculcate in the students greater sense of commitment towards Islam. Religious leaders will be invited to deliver lectures in the educational institutions to increase their motivation towards Islam and Islamic ideology.
- 14.2. A full-fledged Faculty of Shariah will be established at the Quaid-i-Azam University, Islamabad. Its programmes will be developed in consultation with the Council of Islamic Ideology. With a view to educate an adequate number of persons in Islamic Shariah, Muslim jurisprudence, and law, various departments of Islamia University, Bahawalpur, will be strengthened.
- 14.3. Allama Iqbal Open University will strengthen its programmes for the teaching of Arabic at various levels. In order to promote Arabic Language in the country and to facilitate its teaching 30 Arabic Language Centres will be set up in the country under the umbrella of the Allama Iqbal Open University in the existing educational institutions in major urban centres, to provide face-to-face teaching component for the University's multi-media courses in Arabic in addition to regular evening classes at different levels. Facilities for Arabic teaching will be extended to all high schools and colleges. Radio and television will also transmit regular programmes for the teaching of Arabic.

15. STANDARDIZATION OF SCHOOL UNIFORMS

- 15.1. In order to create discipline and a feeling of common identity and integration among students it is essential that all students wear the same uniform irrespective of their economic and cultural background. To achieve this important objective it has been decided that a uniform will be introduced in all the schools from 1979-80. Shalwar and Kameez will be used as uniform for boys. It would be made of Militia cloth. Option of colour will be allowed due to climatic variations in different parts of the country. Head dress and footwear will be made optional. Light blue shirt, white shalwar and coloured Dopatta will be the uniform for girls. The colour of the Dopatta will be optional. Each institution will prescribe

some kind of marks of distinction like badges, scarfs, collars or shoulders for the purpose of identification.

16. PHYSICAL EDUCATION, SPORTS AND CULTURAL ACTIVITIES.

- 16.1. Beside the general school and collage education, Physical education, sports and cultural activities are recognized as an important factor in the all round development of an individual's personality. It is a strong means of development of democratic leadership, discipline, national integration, patriotism and international understanding. A separate Institute of Sports and Culture will be established to promote indigenous games, folk songs and folk dances ensuring that elements of obscenity or anti-Islamic values do not creep in these dances and songs. Adequate facilities for physical education and sports including play-grounds and gymnasias will be provided in educational institutions. All colleges will provide two periods a week for physical training. Further, to encourage sports, Annual Presidential Awards will be given to the best players from educational institutions.

17. CURRICULUM AND TEXT BOOKS

- 17.1. The hard core of this policy pertains to the qualitative improvement of the educational process. The entire curricula and textbooks will, therefore, be reviewed to ensure that adequate content on Islam and the Ideology of Pakistan is included and due coverage is given to materials aimed at promotion of national cohesion and integration. In order to avoid overlapping and over-loading integrated curricula and textbooks will be introduced in Classes I and II from the year 1979-80. At the primary stage, more weightage will be given to the practical work and creative activities so that the children could gain desired attitudes and skills.
- 17.2. Textbooks of all levels will be revised to ensure that Islamic ideology is protected and high academic standards are maintained. A National Textbook Review Committee will be constituted to review the existing textbooks for improvement. The in-time availability of textbooks has recently seized the attention of all sectors of the society. Textbook Boards will be reorganized to improve their efficiency so that timely printing of textbooks and improvement of their quality is ensured.

18. MEDIUM OF INSTRUCTION

- 18.1. The Constitution of Pakistan provides a specific framework for the introduction of Urdu as the national language. According to this framework:

- (i) The National Language of Pakistan is Urdu and arrangements should be made for its being used for official and other purposes within 15 years from the commencing day.
 - (ii) Subject to Clause (1) the English language may be used for official purpose until arrangements are made for its replacement by Urdu.
 - (iii) Without prejudice to the status of National language, a Provincial Assembly may by law prescribe measures for the use and teaching of provincial language in addition to the National language.
- 18.2. This Policy stresses the need for the development of unison of thought by integrating different streams of education into a single, unified and coherent system of education. The continued existence of English medium schools in the country as a legacy of the colonial era negates this principle. It has, therefore, been decided that, 'to start with, all government-sponsored English Medium Schools throughout Pakistan will be required to adopt Urdu or an approved provincial language as the medium of instruction. Admission to these institutions will be based purely on merit.
- 18.3. In order to promote Urdu as the medium of instruction at higher levels, the scientific and professional terminology will also be standardized and introduced in a phased manner. Writing of Urdu books in scientific, professional and technical subjects will be encouraged. Selected books in various crucial subjects will be translated for adoption in our colleges and universities.

19. TEACHER EDUCATION

- 19.1. Teacher is the pivot of the entire education system. Effective teaching demands that besides possessing adequate knowledge of the subject matter and techniques of teaching our teachers must also exhibit full commitment to the Ideology of Pakistan. Candidates admitted to the teacher education institutions will be required to possess strong commitment to the ideology of Pakistan. In order to ensure continuous professional growth all teachers will be required to undergo at least one in-service training course during every five years.
- 19.2. The Allama Iqbal Open University has already launched a comprehensive programme for the training of teachers. This programme will be further strengthened to orientate the massive number of teachers of all levels. In order to promote pre-service teacher education, all the Primary Teacher Training Institutions and Normal Schools will be upgraded to Colleges of Elementary Teachers. The Academy of Higher Education of the University Grants Commission will provide pre-service and at least one

in-service training opportunity to all the University and College teachers every five years. At present no arrangements exist for training of educational administrators, supervisors and other key personnel in the techniques of management and supervision. An Academy of Educational Planning and Management will be established to provide opportunities of training to vast numbers of our administrators and supervisors working at different levels of the educational system.

20. EVALUATION AND EXAMINATIONS

- 20.1. It has constantly been observed that one of the fundamental reasons for the deterioration of educational standards is the perpetual continuation of an obsolete system of external examinations which encourages learning by rote and subjects the students to various stresses and strains. Efforts will, therefore, be made to improve the public system of examinations at the end of class X and XII. Public examination at the end of class X will be gradually substituted by internal system of evaluation. The progress of students will be determined on the basis of *period-cum-annual* examinations and continuous assessment of the students' achievement, general behavior and attitudes. During the transition period, however, the grades obtained in various subjects in internal evaluation will be shown side by side with the results of the external public examinations.
- 20.2. The admission policies to higher education institutions and professional colleges will be substantially improved. Besides the marks of the public examinations, the marks obtained in internal evaluation along with the results of the aptitude and admission tests will also be given adequate weight age at the time of admission. The improvement of examination system will entail a substantial change in the role of the Boards of Intermediate and Secondary Education from merely examining bodies to research-oriented professional organizations primarily concerned with the development and standardization of achievement, aptitude and admission tests. Close liaison will be established with the Institute of Education, College of Education, National Institute of Educational Research, National Institute of Psychology, University Grants Commission and public examining bodies to review the policies and practices of internal and external examination for their improvement.

21. GUIDANCE, COUNSELLING AND PLACEMENT

- 21.1. There is at present inadequate provision of educational and vocational guidance facilities in the education system to promote the teaching-learning process among normal, exceptional and gifted children in the pursuit of their studies and to lead towards gainful employment. This situation will be corrected. The National Institute of Psychology will be commissioned to devise, validate and standardize tests, inventories,

training manuals and vocational information booklets for use in schools and colleges in close collaboration with the Institutes of Education and Research of various provinces. To implement this programme a post of a guidance counselor will be created in every high school.

22. EDUCATIONAL MANAGEMENT AND SUPERVISION

- 22.1. Proper implementation of policies and plans hinges on the strength and efficiency of the implementing agencies. Our system of educational management and supervision is a legacy of the past and is not equipped to cope with the increasing and changing demands of education in the country.
- 22.2. The existing institutions, structures and modes of operation cannot accommodate effective implementation of policies. The Federal Ministry of Education and the Provincial Departments of Education, the Directorates of Education and other agencies under them will, therefore, be reorganized to eliminate wastage and to ensure operational efficiency in terms of policy objectives. As a matter of principle, all key posts in educational management from top to bottom will be manned by qualified and experienced educators. Educational administration will be further decentralized for effective supervision and management of education. The Education Code which has seldom been revised since independence will now be suitably improved to ensure more rational administration of educational institutions at the grass roots level.
- 22.3. In order to decentralize the process of decision making, it is necessary to provide more powers and facilities for educational management at lower levels of education. To fulfill this objective, District School Education Authorities with sufficient powers and funds will be constituted in every district to oversee and administer school education upto secondary stage. The policy recognizes the need to motivate the primary school teacher to undertake his work more effectively. Opportunities for his vertical mobility will be provided. Moreover, while making new appointments of secondary school teachers the first preference will be given to the promotion of those primary school teachers who fulfill the necessary requirements.

23. COLLEGE EDUCATION

- 23.1. Probably the most critical stage in our system is college education. As such, the importance of college education cannot be over-emphasized. The colleges should provide healthy conditions to prepare students for higher and professional education. It is unfortunate that most of the colleges in the country do not have proper physical facilities. Some colleges are housed in rented buildings which are devoid of any

educational character; others suffer from inadequacy of class rooms, furniture, laboratories, equipment, standard books, reference materials and hostel facilities. For improving the existing conditions of college education, it has been decided that buildings for 100 Intermediate Colleges (67 for boys and 33 for girls) and 12 degree colleges (9 for boys and 3 for girls) will be reconstructed and renovated during the next five years. Adequate educational and scientific equipment, furniture, library and laboratory facilities will be provided to remove existing deficiencies. Book banks in the colleges will be strengthened and availability of textbooks at cheap rates will be ensured.

- 23.2. Students in the rural areas are generally placed in a disadvantageous situation for pursuing college education due to the lack of residential accommodation. About 3000 hostel seats will, therefore, be added during the next five years in addition to improving the conditions of the existing hostels. Sports and cultural activities of the colleges will be strengthened. Adequate funds will be provided to enable regular publication of college magazines. Collegiate and inter-collegiate debates, sport moots and other cultural activities will be promoted. Guidance and Counseling will be introduced in the colleges to assist the students in the selection of subjects. Placement Centres will also be established to facilitate them in getting suitable employment after graduation.

24. UNIVERSITY EDUCATION

- 24.1. Educational progress and economic uplift of a country is determined by the quality of teaching in its institutions of higher learning. There has been a rapid growth in university education in the past few years. There is, therefore, an imperative need for its consolidation and improvement. It is also desirable that in a poor country like Pakistan, universities take on their new responsibility of providing leadership in national development.
- 24.2. All the universities are facing financial crisis because the provinces do not have enough resources to meet their expenditure. It has, therefore, been decided that the Federal Government will meet the entire expenditure (recurring and developmental) of the universities. The funds will be routed through the University Grants Commission. The universities will not be federalized. Funds saved by the Provinces on account of Federal funding of the universities will be diverted to primary education.
- 24.3. The University Grants Commission will be strengthened and expanded to enable it to coordinate and regulate the research and teaching programmes of all the Universities. Certain Departments of universities possessing necessary research potential will be developed as Centres of Advanced Studies for doctoral and post-doctoral programmes for teachers from the entire country. Libraries and laboratories will be improved through

provision of books, journals and equipment in order to improve the quality of research and teaching.

- 24.4. Steps will be taken to facilitate tripartite mobility of qualified staff among the Universities, Research Organizations and Government. The rules and regulations governing such mobility will be revised to protect the service conditions of such employees.
- 24.5. The benefits of higher knowledge and expertise from universities do not reach the community. The universities will therefore, be required to undertake extension services in the fields of their specialization.
- 24.6. Exchange of goodwill missions of students and teachers between the universities will be introduced to promote national integration. Scholarships will be provided for higher studies to outstanding university teachers and students. The admission to universities will be made selective and restricted as far as possible to those who have the necessary aptitude and ability to profit from higher education. Universities will be encouraged to generate additional funds through establishment of production units and contractual and consultancy services. Study leave will be allowed to university teachers for higher studies within the country as well as abroad.

25. PROFESSIONAL EDUCATION

- 25.1. Professional education is always costlier than the general education and it affects the economic development of a country directly because the quality and quantity of production is dependent on the quality of professional education. The education and training in the professional institutions must be closely linked with the world-of-work. However, except in medicine and chartered accountancy etc. no on-the-job training is provided to other professional graduates before the award of the degree. Another weakness of professional education system in the country is that benefits of professional education do not flow directly to the community at large. It has therefore, been decided that in future all institutions providing professional education will arrange on-the-job training for their graduates. All professional institutions will keep a close liaison with industry or the field of their specialty and provide consultancy and advisory services in their fields. Close collaboration will be established between the professional institutions and the employers by constituting Advisory Committees in all institutions. Employers' representatives will also be included in the Curriculum Committees and the Academic Councils in order to achieve relevance of training to the job requirements. All professional institutions will also be required to provide extension services in their fields.

- 25.2. Physical facilities like libraries, laboratories and workshops etc. will be improved in all the professional institutions in order to improve the quality of professional education. Emphasis will be laid on improvement and consolidation but limited expansion will be allowed in accordance with the manpower requirements and as a result of the introduction of new disciplines like Electronics, Computer, Engineering, Ship Building, Aeronautical Engineering, Business and Industrial Management etc.

26. RESEARCH IN EDUCATION

- 26.1. Research in education is still in its early stages of development in the country. In view of the great significance of educational research, a National Institute of Educational Research will be set up. This Institute will be responsible for conducting research on significant issues and problems such as :

- i. Educational policies and programmes.
- ii. Impact of the new educational policies and programmes.
- iii. Identification of major national issues, needs and problems in education.
- iv. Problems of national integration and cohesion and of measures best calculated to protect the mainsprings of ideological inspiration and development.
- v. Comparative educational systems of selected countries.
- vi. Integrated approach to education from the primary up to the post-graduate level.
- vii. Effectiveness of teaching-learning process and instructional supervision.
- viii. Guidance and Counseling.
- ix. Identification of manpower requirements in vital national interest areas.
- x. Diversification of academic programmes with reference to manpower needs of the country.

- 26.2. Provincial Institutes of Education and Research will be strengthened. The dissemination of research findings will be regulated by the publication of research journals and bulletins.

27. EDUCATIONAL INNOVATION

- 27.1. The major strategy of this policy, to achieve its objectives as explained earlier, is to look for identity, revive and strengthen the traditional structures and institutions that lie dormant or hidden in the community for purposes of educational growth. This is necessary because, with the limited resources and time we cannot solve the innumerable educational problems of quantitative expansion and qualitative improvement through conventional methods which have already failed us during the past three decades. We will, of necessity, have to involve community participation, encourage private enterprise, improvise new structures, initiate new approaches, and intensify innovative efforts to accomplish this task; hence the need for educational innovation linked to development. Innovation in this context means identification of the hidden resources of men and material and drawing on the rich experiences and wisdom of the masses accumulated over several centuries for their proper utilization in educational growth. A number of innovative projects are going on in isolated settings and the present policy intends to support such ventures and disseminate information about them and promote exchange of experiences amongst such projects within the country.

28. TEACHER MOTIVATION

- 28.1. This policy stresses the crucial role which the teachers have to play in the promotion of education at all levels. The present criteria for the selection of teachers will therefore be reviewed incorporating greater weight-age to teachers' understanding of and commitment to the Pakistan ideology, and dedication to the teaching profession. In order to properly motivate teachers for their dynamic role they will be encouraged to participate in national and international seminars, workshops and courses. The rules and regulations governing their participation in professional activities will be simplified. A code of ethics will be evolved and enforced for teachers of all levels. A comprehensive system of accountability and evaluation of teachers and administrators will be introduced to ensure effective teaching and institutional discipline.
- 28.2. Efforts will be made to provide facilities, particularly housing and other facilities to teaching community to ensure that they devote their time to the profession whole-heartedly. Number of scholarships for teachers to pursue their studies within the country and abroad will be suitably increased. Educational visits of teachers from one university and province will be arranged to institutions in other provinces and universities. Study leave will be allowed to teachers of all levels to pursue higher studies within the country and abroad. Meritorious teachers will be given national awards every year for creative work and dedication to the profession.

29. STUDENT WELFARE

- 29.1. Youth of the country are an invaluable asset. Their energies can be fruitfully utilized for national development if they are given good academic and social work programmes coupled with strong tutorial system and motivational activities. Comprehensive programmes will be launched for the welfare of students, both within and outside the educational institutions.
- 29.2. Adequate student hostel seats for boys and girls at college and university campuses will be provided. Existing facility of concessional bus fare available to the students will be improved. Locally reprinted foreign textbooks will be supplied at cheap rates. Foreign textbooks required in large numbers will be made available to the students at subsidized rates. Students who cannot purchase even the subsidized books will be catered through the book banks already established in the colleges. The book banks will be further strengthened.
- 29.3. Interest free loans will be provided to talented students for enabling them to fulfill their ambition for higher education. Schemes of indigenous and overseas scholarships will be expanded to cover at least double the number of students. Seats will be reserved in selected educational professional institutions in each province for students from other provinces. The expenditure on education of such students will be borne by the Federal Government.
- 29.4. Ample sports facilities will be made available to the educational institutions. Efforts will be made for the development of greater understanding and cooperation between the various groups and communities of students. To bring about national integration and cohesion frequent inter-provincial meetings and get-togethers of students will be arranged and opportunities provided to them to live with their counterparts in other universities. To promote integration sufficient funds will be provided for reviving various cultural societies in the educational institutions which have remained dormant and ineffective. Inter university competitions in the fields of poetry, music, painting, drama etc. will be organized. A combined group of the best artists will be constituted to give performances at national level at different places of the country. Students will be encouraged to take part in social welfare programmes. Agitational politics will be discouraged to create an academic atmosphere at the campuses. Healthy departmental activities leading to professional competence and academic pursuit will be promoted.
- 29.5. Students will be allowed to improve third division in the same university so that it does not become a stumbling block in their future career. However, no student will be allowed to join the same university for a

second and third M.A./M.Sc. to ensure that enough places and facilities are available for the new comers.

- 29.6. A National Students Centre will be established. The Centre will provide the necessary research base in solving student problems. It will *inter alia* study the existing facilities provided to the student community in various institutions of higher education in the country and identify deficiencies and shortcomings for the consideration of the government.

30. NATIONAL EDUCATION COUNCIL

- 30.1. Education is a basic right of every citizen. Consequently, its dissemination, planning and programming must remain under constant scrutiny by its beneficiaries. In any democratic set up, public evaluation of governmental programmes is one of the most important elements. In civilized societies such evaluation is usually done by an independent, autonomous, non-governmental body composed of outstanding scholars, distinguished educationists and highly experienced educators. In line with these trends, there is an urgent need for such a body in the country for reviewing government policies and programmes in the field of education and training. It has, therefore, been decided to set up a National Education Council with the following objectives :

- (i) To evaluate performance and achievements in the field of education in Pakistan.
- (ii) To serve as a brain trust think tank on education for consultation on various educational problems and issues.
- (iii) To advise the Government on changes in educational programmes consistent with changing needs and aspirations.
- (iv) To carry out a nationwide survey on curriculum and in the light of the findings, to make recommendations to the Government.

- 30.2. The Council shall be a non-government, autonomous, self-governing body with consultative functions. The chairman and members will be non-salaried persons. Tenure of the office of the chairman and non-official members will be five years.

- 30.3. Considering the need for establishment of similar councils in the provinces, it has been decided to set up a provincial education council in each province with similar functions. The chairmen of the provincial education councils, who should be eminent educationists, shall be the members of the national education council for effective coordination of the work of these councils.

SELF-ASSESSMENT QUESTIONS

At the end of this unit, you may like to see if you can answer the following questions:

1. Do the recommendations of the Pakistan Educational conference of 1947 differ from the Educational Policies of 1959, 1972 and 1979.
2. Which of the recommendations of the Pakistan Educational Conference of 1947 continued to form the bases of the educational Policies of the following years?
3. What are the development trends in education of the country? Which are reflected in this unit?
4. Other than political changes in the country what factors would have necessitated changes in the educational policies of the country?
5. What were the developments and changes suggested in each of the four educational policies contained in this unit, in the following areas?
 - i. Primary Education.
 - ii. Secondary Education.
 - iii. Higher Education.
 - iv. Adult Education.
 - v. Technical Education.
6. Which of the policy statements of this unit have direct relevance with the "Aims of Education " of the Policy ?
7. Identify policy statements or parts thereof, which should first be implemented only on experimental basis ? Give reasons to support your judgment.

UNIT No. 5

**NATIONAL EDUCATIONAL POLICY,
1998-2000 AND
EDUCATION SECTOR REFORMS**

**Compiled and adopted by
S. Manzoor Hussain Shah**

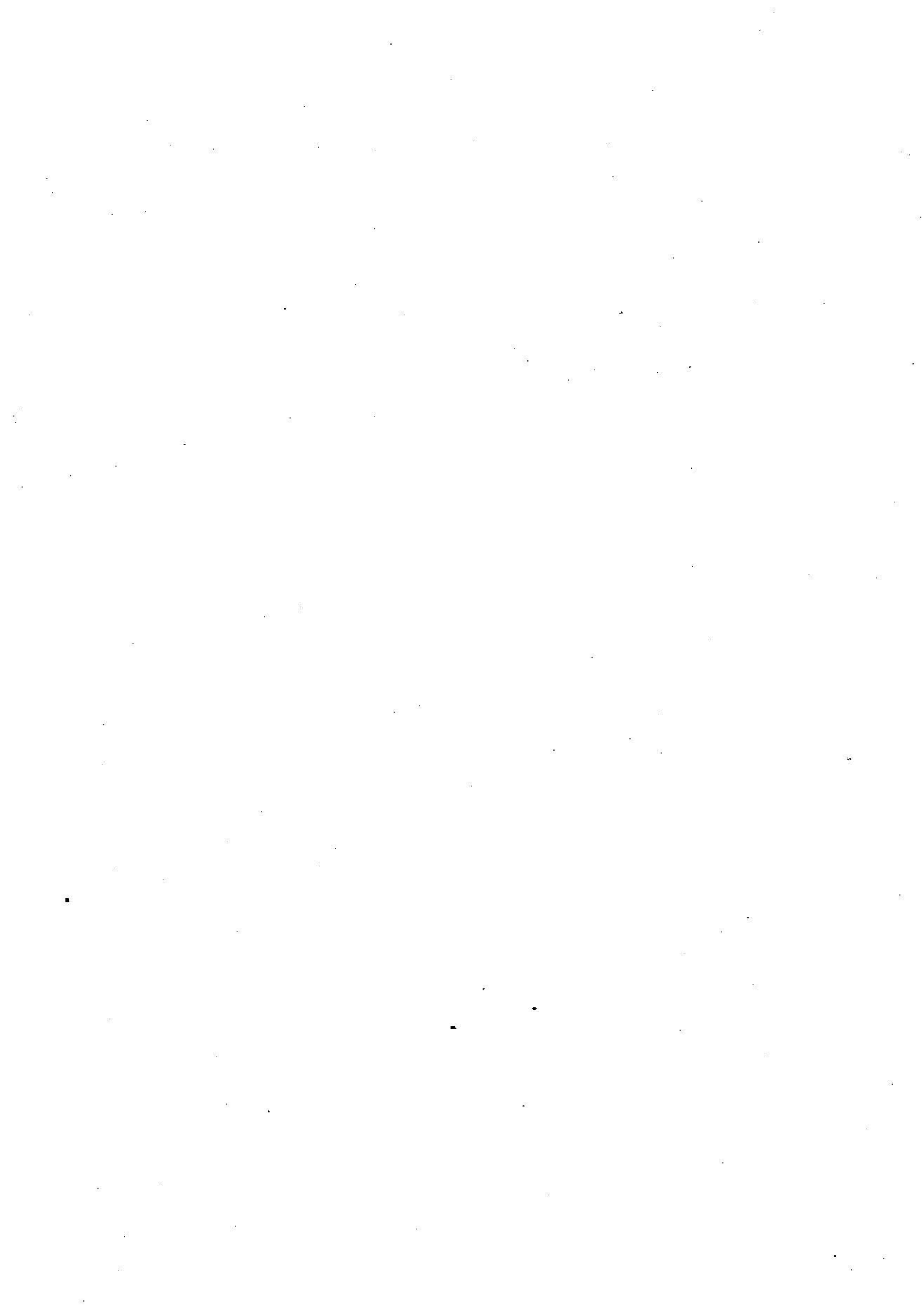
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A WORD TO THE STUDENT

This unit is on National Education Policy (1998-2010) and presents in its original form the provisions of policy in different level and type of education. This policy is currently in vogue. From the study of this unit you should have inferred that aims and objectives of education reflect different aspects of education and also the changing conditions of the country. Having the background of other educational policies and plans of Pakistan, you are expected to understand the present education policy in a better way.

The Ministry of Education has also brought out an Education Sector Reform for the period from 2001 to 2004 by shifting different targets of this policy for allocation of 1998-2010 and Education Sector Reform are available in the libraries and concerned education departments. You are expected to go through these documents in detail. This will supplement your reading material.



OBJECTIVES

After you have studied this unit, you are expected to:

1. List the aims of National Education Policy, 1998-2010.
2. Identify the salient features of the present National Education Policy.
3. Be able to analyze the policy statements laid in the unit.
4. Be able to analyse the measure and targets of the policy according to the ESR.

1. AIMS AND OBJECTIVES OF NATIONAL EDUCATION POLICY 1998-2010

The Education policy 199-2010 is the latest policy. Its vision is to transform the Pakistanis nation into an integrated cohesive entity according to the challenges of 21st century. The policy is formulated to realize the vision of our educationally well developed, possibility united, economically prosperous, normally sound and spiritually exhausted nation. The government has decided the following objectives for the nation.

- (i) To make the Quranic principles and Islamic practices as an integral part of curricula so that the message of the Holy Quran could be disseminated in the process of education as well as well as training. To educate and train the future generation of Pakistan as true practicing Muslims who would be able to enter the next millennium with courage, confidence, wisdom and tolerance.
- (ii) To achieve universal primary education using formal and non-formal approaches to provide a second opportunity to school drop-outs by establishing basic education community school all over the country.
- (iii) To expand basic education qualitatively and quantitatively by providing the maximum opportunities for free access to every child. The imbalances and disparities in the system will be removed to enhance access by increasing the number of middle and secondary schools.
- (iv) To ensure that all the boys and girls, desirous of entering secondary education, get access to school.
- (v) To lay emphasis on diversification so as to transform the system from supply oriented to demand-oriented. To attract the educated youth to the world of work at various educational levels so that they may become productive and useful citizens and contribute positively as members of society.
- (vi) To make curriculum development a continuous process and to make arrangements for developing a uniform system of education.
- (vii) To prepare the students for the pursuit of professional and specialized education.
- (viii) To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators. To upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-degree levels.

- (ix) To develop a viable framework for policy, planning and development of teacher training programs, both in-service and pre-service.
- (x) To develop technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry.
- (xi) To improve the quality of technical education so as to enhance the chances of employment of Technical and Vocational Education (TVE) graduates by moving from a static supply-based system to a demand-driven system.
- (xii) To popularize information technology among children of all ages and prepare them for the next century. To emphasize different functions of computers as a learning tool in the classroom. To employ information technology in planning and monitoring of educational programs.
- (xiii) To encourage the private sector to take a percentage of poor students for free education.
- (xiv) To institutionalize the process of monitoring and evaluation at all level. To identify indicators of quality and to adopt corrective measures during the process of implementation.
- (xv) To achieve excellence in different fields of higher education by introducing new disciplines/emerging science in the universities, and transform selected disciplines into centres of advanced studies, research and extension.
- (xvi) To upgrade the quality of higher education by bringing teaching, learning and research process in line with international standards.

2. ISLAMIC EDUCATION

2.1 Objectives

- To fulfill the requirements of the Objectives Resolution and Article 31 of the Constitution of the Islamic Republic of Pakistan saying that education and training should enable the citizens of Pakistan to lead their lives according to the teachings of Islam as laid down in the Quran and Sunnah.
- To evolve an integrated systems of national education by bringing *Deeni Madaris* and modern schools closer to each stream in curriculum an the contents of education.
- To educate and train the future generation of Pakistan as a true practicing Muslim.

2.2 Policy Provisions

- Teaching the Holy Quran with translation shall be introduced from Class VI and will be completed by Class XII.
- The basic teachings of the Holy Quran shall be included in all courses of studies.
- Pre-service and in-service training programs for Islamiat and Arabic teachers will be ensured. They shall be given due respect and status among the teaching community.
- To bridge the existing gulf between the formal education and *Deeni Madaris* shall be upgraded and improved to enhance the prospects of employment.
- Degrees/*asnad* awarded by *Deeni Madaris* shall be equated will the formal degrees/certificates at all levels.
- Recognition shall be given to these institutions by the government.
- In terms of the Constitution, promotion and practice of the basic ideology of Pakistan, making Islam as an integral part of individual and national life with the purpose of reformation and development of society on the principles of the Quran and Sunnah, shall be ensured.
- Valuable and rare books on Islam shall be reprinted and distributed among *Deeni Madaris* for research and reference.
- Curricula and textbooks of all the subjects shall be revised so as to exclude and expunge any material repugnant to Islamic teachings, information, history, heroes, moral values etc. relevant to the subject and level of education concerned.

- Ideology of Pakistan and teachings of Islam must be made an integral part of all training programs (pre-service and in-service etc), including Pakistan Administrative Staff College, National Institute Administration, Armed Forces Academies and Staff Colleges etc.

3. LITERACY AND NON FORMAL EDUCATION

3.1 Objectives

- To achieve the global objective of Education for All for Education.
- To complements and supplement the formal system to achieve the target of Universal Primary Education (UPE) through community involvement in the shortest possible time.
- To impart functional literacy for adolescents (10-14) who missed out the chance of primary education.
- To provide lasting functional literacy and income generation skills for rural women of 15 to 25 age group.
- To provide the basic educational facilities to working children and reduce child labor.
- To expand the facilities and services of middle level education through community involvement and non-formal means.

3.2 Policy Provisions

- The policy envisages democratization of education through the expansion of elementary education including formal and non-formal methods and expands programs of adult education, literacy and functional literacy programs, as a basic requirements for economic development, modernization of social structure and for providing equality of opportunity for all citizens.
- Pakistan's international commitment to double the rate of literacy by the year 2000 cannot be accomplished without achieving universal primary education (UPE). This will be achieved by complementing the formal primary school system with a strong non-formal basic education initiative.
- A passive Non-formal Basic Education Program on a war footing will be launched to provide access economically and expeditiously to all the 5.5 million primary school age (5-9 year old) children who are at present out-of-school. The 10-14 year old adolescents and youth who have missed primary education will be given a second chance through a crash condensed course to enable them to complete primary education cycle in 2-3 year time.

- The Asian Development Bank sponsored pilot project for 15-25 year old rural women on successful completion shall be replicated nationwide.
- Attainment of literacy, social and occupational skill training programs will equip the beneficiaries with appropriate income generation skills to ensure socio-economic development of Pakistan. Educated unemployed adults will also be able to benefit from these skill training programs.
- Additional strategies, such as the tested Quranic literacy program and other methods in collaboration with the other sectors, will be used to achieve universal literacy.
- A Literacy Fund will be created to finance the literacy movement in the country.

4. ELEMENTARY EDUCATION

4.1 Issue and Challenges

Major issues and challenges of elementary education are as under:

- i. More than 5.5 million primary school age (5-9) children are left-outs.
- ii. Approximately 45% children drop-out of school at primary level.
- iii. Teacher absenteeism is a common malady in school, specially in the rural areas. Teacher lack commitment and motivation.
- iv. Instructional supervision is weak at elementary level.
- v. About one-fourth of primary school teachers are untrained: However, the present training infrastructure does not appear to improve the quality of instruction.
- vi. Learning materials are inadequate and of poor quality. Teaching method are harsh and uncongenial for learning and motivating pupils.
- vii. Above all, character-building, which is the basic and fundamental objective of education and training, is neglected creating serious problems both for the individual and the nation.

4.2 Objectives of Elementary Education

- To integrate primary and middle level education into elementary education (I-VIII)
- To enhance gross participation rate at primary level from existing 71% to 90% by the year 2002-3 and 105% by 2010.
- To increase participation rate at middle level from 46% to 65% by 2002-3 and 85% by 2010.

- To enhance retention and completion of primary education cycle up to 90% students (both boys and girls) by the year 2010.
- To ensure achievement of minimum level of learning, up to 90% primary education students by the year 2010.
- To expand and strengthen the base for secondary education.
- To meet the basic learning needs of the child in terms of essential learning tools as well as the basic learning contents.
- To reduce the existing disparities to half by the year 2010.

4.3 Policy Provisions

- Quality of elementary education shall be improved.
- Access to elementary education shall be increased through effective and optimum utilization of existing facilities and services as well as provision of new facilities and services.
- Character-building, oriented towards humanism, tolerance and moral-build-up on Islamic lines at elementary level shall be assigned top priority.
- Teachers competence shall be improved and the relevance of training programs for teachers shall be ensured.
- Kachi class at primary level shall be introduced as a part of the effort to improve the achievement of pupils.
- The role of the family, school, community, non-governmental organization and the media in the provision of elementary education shall be maximized.
- Disparities and imbalance of all types shall be eliminated so as to promote equity.
- High priority shall be accorded to the provision of elementary education to the out-of-school children.
- Financial resource base of elementary education shall be diversified.
- Non-formal system shall be adopted as complementary to formal system.
- A monitoring system shall be developed to obtain timely and reliable information on enrolment, retention, completion and achievement. In addition, qualitative monitoring of achievement shall be introduced.
- Management and supervision shall be improved through greater decentralization and accountability.

5. SECONDARY EDUCATION

5.1 Objectives

- To prepare the students for the world of work, as well as pursuit of professional and specialized education.
- To develop the personality of students as enlightened citizens of an Islamic State and peace, loving citizens of the world at large.
- To ensure that all boys and girls, who are desirous of entering secondary education, are not deprived of their basic right because of non-availability of the schools.
- To design a system of recruitment, training and selection of teachers in such a way that well-qualified and trained teachers are available for all subjects offered at secondary level.
- To prepare and make available such teaching-learning material which makes learning rewarding and attractive.
- To introduce a system of evaluation which emphasizes learning of concepts and discourages rote memorization.
- To remove ambiguities and contradictions in the operation of 3-tier system of education and design rules, regulations and practices that ensure smooth functioning of the system.
- To adopt a balanced approach towards integration of technical/vocational education and evolve a system, which is cost-effective and practicable.

5.2 Policy Provisions

- Setting up one model secondary school initially at each district level.
- Introduction of a definite vocation or a career at secondary level.
- Revision of curriculum for secondary and higher secondary levels will be initiated.
- Multiple textbooks shall be introduced at secondary school level.
- The present rigidly compartmentalized scheme of studies at the Secondary School Certificate (SSC)/Higher Secondary School Certificate (HSSC) level will be replaced by a flexible system where a student would be free to choose any subject from a comprehensive list of subjects required.
- Appointments in the Examination Boards should be on merit basis and the efficiency of the Boards shall be enhanced by introducing the improved system of terminal examinations.

- A comprehensive in-service and pre-service teacher training program shall be launched in the area of assessment and evaluation for the improvement of public examination.
- Project method of teaching shall be initiated at the secondary level of education by emphasizing learning by doing.
- The Education Service Commission will be established for the recruitment of teachers.
- Private and foreign investment shall be explored in the field of education and homework of incentives/encouragement to such entrepreneurs shall be provided.
- Education Card shall be provided to the needy students.
- Guidance centres shall be established on the pattern and in collaboration with such centres in the universities to provide guidance and counseling services.

6. TEACHER EDUCATION & TRAINING OF MANAGEMENT

6.1 Objectives

- To create a matching relationship between demand and supply of teachers.
- To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators.
- To upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-degree levels.
- To make the teaching profession attractive for the young talented graduates by institutionalizing a package of incentives.
- To develop a viable framework for policy, planning and development of teacher education programs, both in-service and pre-service.
- To provide for management training of educational administrators at various levels.

6.2 Policy Provisions

- The annual requirement of teachers in each province shall be worked out on short and long-term basis. The teacher training institution shall be required to restrict their admissions accordingly.
- Administrators during the coming years, departments of education administration and management offering M.Ed. and B.Ed. degrees shall be opened. The Academy of Educational Planning and Management shall

develop specialized training programs for in-service educational administrators.

- Effective measures shall be taken to strengthen in-service institution for providing regular and quality in-service training to the existing corps of educational administrators.
- Both formal and non-formal means shall be used to provide increased opportunities of in-service training to the working teachers, preferably at least once in five years.
- Special arrangements shall be made for the training of teacher educators by using the National Institute of Teachers Education and its affiliated centers.
- The curriculum and methods of instruction in teacher training institutions shall be reviewed and revised for bringing them in line with the requirements of modern trends in this field.
- On the pattern of B.S.Ed, being offered in only two institutions in Punjab, FA/F.S.Ed and B.A. Ed shall be introduced.
- Special incentives shall be provided to attract and retain talented students in the teaching profession.
- A special package of incentives package shall be provided to rural females to join the teaching profession.
- A new stream of vocational and technical training shall be introduced in pre-service teacher training institutions, initially at post-degree level.
- A new cadre of teacher educators shall be created.
- In order to make the integration of secondary and higher secondary level possible pre-service training shall be made compulsory for those teaching at the higher secondary level.
- Academy of Higher Education in the University Grants Commission shall be strengthened to provide in-service training programs to the degree and post-degree teachers.

7. TECHNICAL & VOCATIONAL EDUCATION

7.1 Objective

- To develop opportunities for technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry and economic development goals.
- To improve quality of technical education to enhance the employability of TVE graduates.

- To design the program of technical and vocational education in such a way that dual purpose of self-employment and availability of trained manpower for industry is served simultaneously.
- To develop technical skills and desirable work ethic among the students.
- To establish an evaluation system which emphasizes relevant skills and project orientation.
- To promote institution – industry linkages to enhance relevance of training to the orientation.
- To impart employable skills to reduce unemployment among the educated youth.

7.2 Policy Provisions

- A national Council for Technical Education shall be established to regulate the technical education and to coordinate efforts of various departments/organizations in this field .
- Revision and updating of curricula shall be made a continuing activity to keep pace with changing needs of the job market and for accommodating the new developments. Development of technical competence, communication skills, safety and health measures and entrepreneurial skills etc. shall be reflected in the curricula.
- Institution-industry linkages shall be strengthened to enhance the relevance of training to the requirements of the job market .
- The funding of institutions for the purchase of raw materials and maintenance of equipment and machinery, shall be need-based.
- An element of self – reliance shall be introduced to reduce burden on public exchequer. For this purpose, private sector participation in the promotion of technical and vocational education shall be encouraged.
- Evaluation and accreditation systems shall be improved.
- In service shall be provided to improve quality of existing teachers and a pre-service teacher training program of B.ED.(Technology) shall be introduced to provide trained instructors for polytechnics and vocational institutes .
- New institutions shall be established to improve spatial coverage and access to TVE. Evening shifts shall be started in the existing institutions where demand exists.
- Access to TVE shall be further increased through distance education and other non-formal modes.

- Emerging technologies e.g. telecommunication, computer, electronics, automation, petroleum, garments, food preservation, printing and graphics, textile, sugar technology, etc. (greatly in demand in the job market) shall be introduced in selected polytechnics.
- Computer education shall be made a compulsory component of the curriculum of technical education and computer laboratories with related facilities shall be established in all the polytechnic institutes and colleges of technology.
- Institutional capacity for planning and development for technical-vocational education shall be enhanced.
- Continuing education programs based on modular approach shall be introduced in different institutions.
- To overcome acute shortage of textual material the prospective authors, selected from amongst senior teachers of TVE will be motivated through financial incentives to develop teaching learning resource material.
- Liberal in-service training facilities shall be provided to the TVE teachers to enhance the quality of instruction.
- Opportunity for further education shall be provided to the graduates of polytechnic institutes/colleges of technology.
- The programs of instruction in commercial training institutes shall be modernized and a diploma program in "Office Management and Commercial Practices" shall be introduced.
- The base for technical and vocational education shall be broadened through introduction of a stream of Matric (Technical) on pilot basis and establishment of vocational high schools.
- In order to provide conducive teaching learning environment, laboratories and shops shall be refurnished and modernized.

8. HIGHER EDUCATION

8.1 Objectives of Higher Education

- The objectives of higher education are multi-dimensional and may be termed as personal, social, economic and cultural. In the context of Pakistan, it has ideological meanings attached to its purposes as well. Pakistan, as an ideological State, cannot ignore its ideological moorings, national unity, individual and economic development and the needs of modern society for building a competitive nation whose individuals are scientifically trained persons and make their contribution to the socio-economic development of the country.
- Education, particularly higher education, cannot be divorced from its milieu and social context. Religious, moral, historical and cultural ethos permeate through the fabric of the educational system of a country. The context of higher education in Pakistan, therefore, is to be within the Islamic ideology which is the genesis of Pakistan and its cultural and religious traditions. This context is enshrined in the Constitution of Pakistan and in the Objectives Resolution. Thus, the underlying purpose of the vision of higher education would be guided by the Holy Qur'an and the Sunnah through inculcation of Islamic ideology and moral values and preservation of our religious and Cultural heritage. The purpose of higher education is thus to meet the socio-cultural and educational needs of the country. Therefore, we need to produce individuals who are morally sound, share the aspirations of the nation and are capable of performing multifarious roles in society.
- Education is the medium and vehicle for the preservation, transmission and promotion of cultural values and provides the means to realize the objective; through the process of curricula, teaching and learning. This policy document takes the view that fostering national aims and objectives is the basic underlying philosophy of education. To realize the vision of a developed nation, we need to enhance the level of skills of its population and to produce highly educated and technically skilled manpower. Such an endeavor would need large spending and a commitment which will be reflected not words but in deeds.
- Technological advancements, rapidly changing pattern developments and the need for acquiring new skills have introduced the concept of lifelong learning in the modern world. Therefore, the individuals have to continuously update their education, training and knowledge. The purpose of higher education also should take into account this aspect as well. Thus, the objectives of the higher education would be:

- To inculcate Islamic ideology, moral values and preservation of our religious and cultural heritage.
- To equip the individuals with the latest knowledge and technology.
- To provide sufficient base of scientific knowledge to every student and to enable him to contribute towards nation building efforts.
- To promote intellectual faculties and develop capabilities of individual, so that they are able to play their role effectively in society
- To produce highly educated and technically skilled manpower in sufficient number as required by society.
- To increase access to higher education to advance learning and generate knowledge.

8.2 Policy Provisions

Access

- The access to higher education shall be expanded to at least 5% of the age group 17-23 by the year 2010.
- Merit shall be the only criterion for entry into higher education. Access to higher education, therefore, shall be based on entrance tests.
- New disciplines/emerging sciences shall be introduced in the public sector universities.
- Public sector universities shall be encouraged to enlarge their intake by establishing additional campuses, ensuring all necessary academic, administrative and financial infrastructure.
- Through the provision of adequate student support services, better teachers and good management, the present wastage rate shall be drastically reduced.

8.3 Professional Education

- Selected disciplines at major institutions shall be transformed into "Centers of Advanced Studies and Research. These centers will function as growth points for quality education and research.
- The client organizations shall be adequately represented at the policy management levels.
- Allocation of resources to professional education shall be enhanced to ensure its functioning at an optimum level.

- Institutions of professional education shall be encouraged to generate internal resources. Financial management procedures shall be modified to facilitate this process.
- Provincial agriculture research institutes working independently shall be merged with respective agriculture universities to boost research activities.

8.4 College Education

- To bring our degrees at par with international standards and yet not disturb the existing academic structure, the following measures shall be adopted:
 - (i) B.A./B.Sc. shall continue as at present;
 - (ii) One year B.A./B.Sc. (Honors) course after B.A./B.Sc. shall be launched in all the colleges;
 - (iii) Students with honour degrees shall be given preference for entrance to universities.
- Government recruitment policy shall be reviewed at an appropriate time to replace B.A./B.Sc. by B.A./B.Sc. Honors degree as minimum qualification for entry into different jobs.
- Reputed degree colleges shall be given autonomy and degree awarding status so that they are able to pursue their own courses of reading and also serve their surrounding areas.
- Degree colleges shall have the option to affiliate with any recognized Pakistani universities or degree awarding institution for examination and award of degrees.
- Funds shall be provided to improve buildings, libraries laboratories and student support facilities of the degree colleges. Adequate educational equipment shall be provided to all colleges.

Faculty Development

- Local M.Phil. and Ph.D. programs shall be launched, on a large scale in the centers of Excellence (CoEs) and other university departments. Adequate inputs will be provided for strengthening their laboratory and library facilities.

- Split Ph.D. programs shall be launched in collaboration with reputed foreign universities, whereby the teachers will undertake a part of their degree program in local institutions, while completing their studies abroad for the rest of the period. At the minimum, 100 scholars shall be annually trained under this arrangement.
- Linkage programs with foreign universities shall be developed to promote international cooperation and academic ability. Through these linkages, programs like research collaboration, short-term and long-term visits of faculty members and exchange of material will be developed.
- The system of assessment of the teachers performance shall be introduced for improvement of teaching learning process. Methods of self-assessment by teachers be introduced. The mechanism and assessment proforma shall be designed with the help of Vice-Chancellors Committee.
- A Teachers Service Training Academy shall be established for imparting intensive in-service training in the fields, such as educational management (admin. and financial), curriculum development, research methodology and teaching methods.
- There shall be strong linkages between the universities and the communities in which they are located. The universities must play the role of agents of change in their jurisdiction.
- Along with the present tenure system, a contractual system of appointment for teachers shall be introduced in the universities and colleges.
- Initial appointment of a university lecturer shall be in grade 18 and a university professor shall be placed in grade 21 and meritorious professors in grade 22.
- Goal-oriented quality research of applied nature related to pressing problems of socio-economic and industrial significance shall be supported on priority basis.
 - i. The areas of research shall be prioritized and ranked in accordance with their usefulness for economic development of the country alongside development of human resources.
 - ii. Universities shall be required to register graduate students against research projects.
- In universities, the balance between teaching and research should be shifted in favour of research. University budgets should be reconstructed

to support relevant research programs. At least 10% of annual recurring budget of each university shall be allocated for research.

- Dissemination of research activities and results will be institutionalized, and all researchers would submit their programs and progress for critical appraisal through seminars and conferences.

Funding

- The funding of education shall be raised from the present 2.2% to 4% of GNP with enhanced allocations for universities.
- Universities shall be encouraged to generate internal funds through contract research, internships, consultant services and through other resources.
- Import of educational equipment shall be exempted from all types of taxes.
- Universities and institutions of higher education shall be encouraged to admit students under self-financing scheme.
- Poor and meritorious students shall be given waiver of fees subject to continuous good academic performance. Portions of Ushr and Zakat accumulations shall be used for needy students.
- A federal government educational loan scheme coordinated with local banks shall be established. Deserving full-time degree students shall be given interest-free loan. After one year of entering into service/trade, the loonies shall be under obligation to pay it back.

Discipline on the Campus

- A Dean of Students Affairs shall be appointed in each educational campus for promoting and regulating the co-curricular activities of students. He will also act as Ombudsman to deal with the complaints of students.
- Extensive guidance and counselling services shall be provided through teachers for promoting the welfare of students.
- Placement services shall be established on each campus for providing information and guidance related to job opportunities and career planning.
- A code of ethics shall be enforced to regulate the corporate life of students and teachers on the campus. Carrying of arms and ammunition of any type within the premises of the campus shall be banned and dealt with as a penal offence.

- Teachers shall be vested with powers to deal with acts of hooliganism and impose penalties on culprits.
- All students shall be assigned community work during summer vacation.
- All quota/reserve seats shall be eliminated. Students from backward areas, who clear entry tests, would compete amongst themselves.
- Rules regarding attendance of students shall be implemented.
- Universities shall develop an academic calendar of activities.
- In order to eliminate violence, all political activities on the campus shall be banned.
- A "Grievance Committee" shall be constituted to look into the genuine needs and problems of the teachers, employees and students.

National, Council for Academic Awards and Accreditation (NCAAA)

- The federal government shall constitute the National Council for Academic Awards and Accreditation (NCAAA) under the University Grants Commission. NCAAA shall accredit and grant degree awarding status to institutions of higher learning, both in the public and private sectors. In addition, it shall regulate the establishment and operation of institutions of higher education as well as affiliation/collaboration of local Institutes with foreign universities.

9. INFORMATION TECHNOLOGY EDUCATION

9.1 Objectives

- To modernize education in Pakistan via the application of information technology at all levels.
- To emphasize the different roles of computers as a learning tool in the classroom.
- To provide access to libraries through the Internet.
- To popularize information technology among children of all ages and prepare them for the next century.
- To employ satellites and related communication technologies for the training of teachers and other educational activities.

9.2 Policy Provisions

- Computer literacy (computeracy) shall be spread among all educational planners and managers and will be made an integral part

of all management training courses conducted at federal and provincial levels.

- Computers shall be introduced in secondary schools.
- School curricula shall be revised to include recent developments in information technology, such as software development, the Information Super Highway designing Web Pages, etc.
- Educational institutions shall be provided Internet facilities.
- The subject of computer education shall be introduced at higher secondary and degree levels in a phased manner.
- A crash program for the training of teacher shall be launched with the assistance of computer science departments in the universities.
- Computer education shall be made a compulsory component for all training programs in the education sector.
- Satellite (Pak Sat-2) when functional, shall be used where mass education and training efforts are involved, such as teacher training.
- Application of multi-media at various levels of education shall be introduced.
- Software development competitions shall be launched at the national level for all students.
- Incentives in the form of matching grants shall be provided to the private sector to open high quality training and research institutes in computers and electronics.
- Amateur Computer Clubs shall be encouraged in collaboration with enterprises.
- A Cyber-Institute will be established in Islamabad. This will provide access to the Internet, thus making it available to those who would like to augment their knowledge from within their homes. Course materials will be developed using hypertext, and multi-media technologies and placed in a Server (computer) for instant access. Students in Pakistan and in other countries can automatically enroll in different courses. Assignments of multiple choice can be retrieved by the student for instant evaluation.
- The facilities Of e-mail via Internet will be provided to all institutions of higher learning.
- Centres of advanced computer sciences and information technology shall be established in all universities.

10. LIBRARY AND DOCUMENTS SERVICES

10.1 Objective

- To develop reading habits among the masses and provide information and research opportunities through libraries.

- To strengthen the existing educational system quantitatively and qualitatively by improving the services and access to the latest information sources.
- To establish multimedia libraries and information resource centres at grass-root levels.
- To promote national integration and tolerance among various classes, at regional as well as national level through knowledge-based activities. This will also help to discourage sectarianism in the country.
- To extend knowledge-based activities among the people by providing ample opportunities through libraries for better understanding of the democratic values and socialization.
- To carry out assessment surveys/evaluative studies for different types of libraries to identify their weaknesses and strengths.
- To standardize and improve library and documentation services through proper legislation.
- To encourage the open shelf (open access) system in the libraries for easy access and quick retrieval of information for user/readers.
- To train professionally competent librarians who would promote the library movement.
- To formulate a comprehensive and workable service structure for all types of library professionals.
- To popularize library and information science by introducing it as a discipline from schools to university level.

10.2 Policy Provisions

- A well-integrated network of public libraries shall be established at grass-root level with the financial support of local bodies in the country, to promote literacy by providing opportunities for self-education and inculcating reading habits among the masses.
- School, college and university libraries shall be equipped with the latest reading materials/services. Internet connection with computer shall be given to each library.
- The use of latest information technology, library automation, computers, databases and CD-ROM technology, etc., in libraries shall be encouraged.
- Mobile library services for semi-urban and remote rural areas shall be introduced.

- More funds shall be allocated for development and extensive use of library facilities in the country.
- Library standards for different types of libraries i.e. Public Libraries, Special Libraries, University Libraries, School and College Libraries shall be developed to ensure the provision of better and effective library services.
- Open shelf (open access) system shall be encouraged in libraries to facilitate the clientele.
- A cadre of librarians shall be created to make their job more professional.
- Library and information science shall be introduced as a discipline in high schools/colleges. M.Phil and Ph.D. programs in library science shall also be introduced.
- The administrators of schools and colleges shall be motivated to introduce a library period for developing reading habits among the students.
- For the proper growth and development of libraries as systems in the country, library services and facilities shall be improved, expanded and strengthened so as to make them at par with international standards.
- Five model public libraries will be established one at each provincial capital and at Islamabad to meet the information needs of the citizens.
- A full-fledged Federal Library Foundation on the Pattern of Punjab Library Foundation (1985) shall be established for effective supervision and implementation of policy targets.
- Adequate finances will be provided for systematic growth and sustainable development of libraries.

11. PHYSICAL EDUCATION

11.1 Objectives

- To promote sports and games from the grassroots to all the tiers of the education system.
- To develop infrastructure for linking educational institutions with the Provincial and Federal Sports Board/Departments.
- To inculcate the spirit of sportsmanship and other higher values.

11.2 Policy Provisions

- Special syllabus about character-building shall be made an integral part of all the teacher's training institutions in Pakistan.

- Two periods a week shall be devoted for co-curricular activities in schools.
- Competitions shall be arranged where groups from different schools would compete in programs aimed at bringing out the finest qualities of human character.
- Schools shall develop outdoor programs. in which groups will be made to live outside their normal environment to develop awareness of the values that improve the society. These outdoor programs can include adventures, sports activities and collective mental toughness exercises.
- Television shall telecast programs, especially in the morning hours during holidays, emphasizing Islamic values of honesty and morality, etc.
- Parents-teachers meetings in schools shall be institutionalized on scientific lines instead of making them a social get together.
- Retired senior officials shall be involved in the programs to create awareness in society regarding obligations towards children and the future of the country. These senior citizens would be extended proper cooperation by educational institutions and the parents.
- The institution of family clubs with elementary recreational and socializing facilities shall be introduced on a large scale.

11.3 Implementation Strategy

- Scientific sports programming and specialization in at least two disciplines will be made an integral part of the syllabus of all those institutions which produce physical education teachers of various types and colleges of physical education all over the country.
- Preferably those students will be enrolled in physical education colleges who have a strong background and studied physical education in their higher secondary school system.
- At least one-third of the total time in colleges of physical education or universities, etc, will be earmarked for practical training. This will include a compulsory stint with National Sports Federations during national events to provide up-to-date knowhow in planning and execution of sport events.
- Career openings will be made at par with the main teaching cadre in order to attract dedicated people who are genuinely interested in sports and physical education.
- In the absence of playing fields in educational institutions. A program of jogging and hiking shall be initiated.

- Inter-school sports competitions in various disciplines including indigenous games, would be regularly held at tehsil, district and divisional levels, culminating in a youth sports festival.
- Regular summer camps in various sports would be held during the summer vacations, especially in hockey, football, athletics, boxing, basketball, volleyball, tennis, badminton and wrestling. The summer camps would be supervised by qualified coaches, preferably from abroad, as no scientific cadre of coaches on such a large scale is available in Pakistan.
- Coordination between the Ministry of Sports, Culture and Tourism and the Ministry of Education will be strengthened.
- Certain schools would be earmarked for specialization in which boys who excel in certain sports would be given free admission and exemption from tuition fees.
- Heads of institutions whose students produce outstanding results in sports would be rewarded.
- In order to streamline sports activities in educational institutions all over Pakistan and to draw up a realistic program, a Steering Committee will be constituted, comprising of representatives from Education, Sports and Culture at Federal and Provincial levels.

12. PRIVATE SECTOR IN EDUCATION

12.1 Policy Objectives

- To strengthen the delivery of educational services through greater involvement of the private sector including the NGOs.
- Private Sector in Education to accelerate the human resource development of the country through partnership among NGOs, private and public sectors.
- To restructure and reorganize the National and Provincial Education Foundations in their targeting and resource mechanism in support of low fee private sector and NGOs initiative in needy areas.

Policy Provisions/Implementation Strategy

- There shall be regulatory bodies at the national and provincial levels to regulate activities and smooth functioning of privately-managed schools and institutions of higher education through proper rules and regulations.
- To a reasonable tax rebate shall be granted on the expenditure incurred on the setting-up of educational facilities by the private sector. Grants-in-aid

for specific purposes shall be provided to private institutions. Setting up of private technical institutions shall be encouraged.

- Matching grants shall be provided for establishing educational institutions by the private sector in the rural areas or poor urban areas through Education Foundations.
- Existing institutions of higher learning shall be allowed to negotiate for financial assistance with donor agencies in collaboration with the Ministry of Education.
- Educational institutions to be set up in the private sector shall be provided (a) plots in residential schemes on reserve prices, and (b) rebate on income tax, like industry.
- In rural areas, schools shall be established through public-private partnership schemes. The government shall not only provide free land to build the school but shall also bear a reasonable proportion of the cost of construction and management.
- Companies, with a paid-up capital of Rs.100 million or more, shall be required under the law to establish and run educational institutions up to Secondary level with funds provided by them.
- Liberal loan facilities shall be extended to private educational institutions by financial institution
- The private sector institutions at all levels shall be allowed to collaborate with international institutions of repute for achieving common academic objectives, subject to laws to be framed in this context.
- Schools running on non-profit basis shall be exempted from all taxes.
- Privately-managed institutions shall be bound under law to admit, free of charge, at least 10% of the talented students belonging to the low-income groups.
- Curricula of private institutions must conform to the principles laid down in the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976.
- The fee structure shall be developed in consultation with the government. Selective de-nationalization of nationalized institutions shall be initiated.
- The law pertaining to the setting-up degree-awarding higher educational institutions and specialized institutes shall be liberalized. The institutions so established shall be placed under

the University Grants Commission for monitoring the academic programs and the award of degrees.

13. INNOVATIVE PROGRAM

Various levels of education have been discussed in the previous chapters and a number of policy provisions identified. This chapter, specifically describes some of the programs, innovative in nature that have been repeatedly endorsed by a cross section of population. These programs relate to important facets of education and pertain to important features of educational developments, such as, equity, character building, self-reliance, improvement in the quality of educational standards and implementation. Though these programs are described in the policy, yet these are grouped together for ready reference as under:

1. Political Commitment
2. Implementation, Monitoring and Evaluation Mechanism
3. Incentive scheme for Primary School Teachers
4. Education Card
5. National Education Testing Service
6. Utilization of Pakistani Talent Abroad
7. New Stream of Technical Education at School Level (Matric Technical)

13.1 Political Commitment

- Political commitment at the highest level is a unique feature of this policy. The policy has basically originated from the Prime Minister's ardent desire to retrieve Pakistan from the present status of a back-benchers in the comity of nations and bring it to the frontline of the international fraternity in the realm of development in the social sectors, particularly in the field of education.
- It is hoped that this political commitment will help the country in attaining its proper place, keeping in view the size of its population, availability of resources, quality of manpower and steady economic growth of 5-6 % over decades. The Prime Minister, while launching the draft policy on the 21st February, 1998, declared education as the first priority of the government.
- For the first time, political chiefs at the provincial level have been actively involved in the implementation and monitoring of the policy in an institutionalized form. It is also envisaged that the President, the Prime Minister, Chief Ministers and Ministers during their official

tours will invariably visit educational institutions, specially primary schools so as to impress upon every one that education is the key concern of the government.

13.2 Implementation, Monitoring and Evaluation

- The development of educational facilities both to expand access as well as to improve quality, has remained at a low ebb, despite repeated pronouncements, several Educational policies and the five-year Development Plans. This has been generally due to the peripheral existence of a monitoring evaluation mechanism. As result of this, the utilization rate remained around 50% except in the 7th Plan period.
- In the wake of this background, a multi-tier monitoring mechanism has been proposed in the policy and constitutes an essential ingredient. The monitoring mechanism has the following key distinctive features:
 - i. A National Council for Education Development is proposed at the national level, which will be chaired by the Prime Minister. At the provincial level, such bodies will be headed by the Chief Ministers and at district level by all eminent citizen.
 - ii. The monitoring tiers are representative of key stake-holders in the process of implementation.
 - iii. A time-frame is provided for all the tiers to meet regularly and review the progress.
 - iv. The monitoring framework is comprehensive and covers all the tiers of society, starting from the national level and going down to the village level. It also dwells oil a stronger cohesion and prompt interaction of the federal and provincial authorities far more frequently, than ever envisaged before.

13.3 Incentive Scheme For Primary/Elementary School Teachers

- Empirical studies have shown that primary education yields higher social and economic returns as compared to secondary and higher levels of education. Governments in the past have tried to expand primary education by establishing primary school, but its qualitative improvement, a pre-requisite for social and economic progress of the country, has been ignored. The neglect of the qualitative aspect is the main cause of high dropout rate, resulting in the wastage of scarce resources.

- There is a widespread feeling that the standards of education are falling. A variety of schemes and models were introduced in the past under the label of educational reforms but without much success. The reason of these repeated failures was that the primary school teacher, the central element of system of the education, was not fully involved in improving the quality, at this historic juncture, on the threshold of the 21st Century, it is imperative to gear up the latent potential of primary school teachers and channelize their energies in proper direction for national development. Besides being low paid, the status of primary school teachers is not duly recognized and acknowledged in society. As primary education is the foundation of the education system, the teacher likewise, is the focal point in the teaching-learning process.
- The government has accorded high priority to quality education. It recognizes the importance of the teachers who play a pivotal role in promoting and expanding education in the country. To recognize and acknowledge their meritorious services and also to encourage them, an incentive scheme for primary school teachers shall be launched throughout Pakistan starting from grass-roots level. Under this scheme, a conference of primary school teachers will be organized every year at the district, divisional, and national levels, where the teachers will be awarded merit certificates and cash prizes. They will, also, be provided a forum to discuss issues pertaining to primary education and to suggest remedies. Under the scheme, primary teachers, both rural and urban, who are adjudged the best on the basis of results of Class-V examination would be invited to attend Primary School Teachers Conferences. This annual exercise would not only encourage the teachers, but also enable the planners and policy makers to obtain useful and practical suggestions for the improvement of primary education. The objectives of this program are listed below:
 - i. To enhance the status/prestige of primary school teachers in society;
 - ii. To identify the training and professional needs of primary school teachers with particular reference to multi-grade teaching;
 - iii. To provide a common platform to teachers for an exchange of knowledge and experiences at various levels;
 - iv. To identify and discuss the bottlenecks hampering promotion and expansion of primary education and solicit

recommendations for improvement in the quality of primary education.

- v. To identify shortcomings in instructional material which leads to learning difficulties among students; and
- vi. To provide incentives to good teachers through healthy competition and replication.

13.3.1 Criteria for the selection of teachers for participation in the conference(s)

- i. Only those teachers shall be selected who have exhibited outstanding performance measured in terms of earning the maximum number of scholarships by their students in Class-V examination during the academic year in their respective tehsil/district/division.
- ii. In case, there is no scholarship examination in vogue in any province/area, then those teachers shall be nominated by the Education Department concerned who are adjudged most devoted and hardworking. Under the scheme, a series of conferences for primary school teachers will be organized at three different levels:

a. District level

To provide incentives to primary school teachers working even in remote rural areas and to involve them in the process of promotion and expansion of primary education, district level conferences for primary school teachers will be held. Four primary school teachers/head teachers (two male and two female from urban/rural areas of each tehsil) will be invited to attend these conferences. The best teachers of each tehsil as per above referred criteria will be invited to participate in the conferences and deliberate on different issues. Public representatives of National/Provisional Assemblies will preside over these conferences.

b. Divisional level

To provide a broader canvas to primary school teachers, teachers conferences at divisional level will also be organized. Provincial Education Departments will be responsible for holding these conferences. Four best teachers (two male and two female

rural/urban of each district) as per above referred criteria will be invited to attend these conferences.

c. National level

- i. For a broader spectrum, a national teachers conference will also be organized annually at Islamabad under the auspices of the Federal Ministry for Education four best teachers (two male and two female from each division) will be invited to Islamabad to participate in the deliberations of the national conference. The President/Prime Minister of Pakistan will also be invited to chair the annual conference of primary school teachers.
- ii. Merit certificates/cash awards will be given to the teachers. The best teacher at tehsil level will be awarded merit certificate and cash prize of Rs. 500/-, while the best teacher at district and divisional level will be awarded merit certificate plus cash prize of Rs. 1000/- and Rs. 1500/- respectively.

13.4 Education Card

- Despite Islamic injunctions which make the acquisition of knowledge obligatory for the Muslims, unfortunately our educational status as a nation is disappointing. Our literacy rate is approximately 39%. About 25% of our children are not enrolled in primary schools and 50 % of those enrolled, dropout before completing primary schools. The participation rate at the middle and high school levels is 46% and 31% respectively. Pakistan ranks at number 31 out of 35 Muslim countries.
- Lack of awareness of the importance of education, poverty among the masses and many other reasons have been identified as the contributing factors to this dismal state. Many children do not enroll themselves because their parents cannot afford the expenditure of their education. The majority are withdrawn from schools to join hands with their parents to earn a livelihood. Such children usually end up as labourers and ultimately add to illiterate unskilled labour force which, in the long-run neither helps the families of these children nor positively contributes to the economy.
- Taking cognizance of this fact, an Education Card Scheme will be launched. The main objectives of the Scheme are:
 - i. To extend financial assistance to the deserving students who cannot afford to pay for their education,

- ii. To provide incentive for the children who have not yet been enrolled in the formal school system for economic reasons.
 - iii. To decrease the drop-out rate, specially at primary and middle school levels;
 - iv. To increase literacy rate in the long run; and
 - v. To reduce unemployment through the promotion of technical and vocational education.
- The ultimate objective of the Education Card Scheme is to provide financial support to all poor students to pursue their education. The underlying principle of Education Card Scheme is two-fold: firstly, to improve the quality and accessibility to education for deserving and talented children, and secondly, to inculcate in them national spirit and patriotism.
 - The Scheme will be applicable to all the levels of education from primary to university, including professional education i.e. technical, vocational, agriculture and medicine, etc. Children of both genders from urban and rural areas will be eligible to benefit from the Scheme.
 - Under the Education Card Scheme the cost are based on moderate criterion. It provides for two sets of uniforms, a pair. of shoes, books, stationery, a fee allowance and a small stipend to meet other expenses. Per unit cost ranges from Rs. 1700/- per annum at primary level to Rs. 25000/- per annum for boarders of professional Colleges/Universities. Total expenditures on Education Card Scheme works out approximately to Rs.4.0 billion per annum. The Scheme will be administered by the Education Card Cells to be established at the provincial headquarters. The Education Card Cells shall operate through the District Education Authorities.
 - In order to meet the expenses of Education Card Scheme, a number of sources shall be tapped. Some of the potential sources include Zakat Fund, Usher Fund, Bait-ul-Mall, endowments to be created by the Federal and Provincial Government, Iqra Surcharge funds and donations from philanthropists. The beneficiaries will be required to repay a part of their stipend in easy installments after they are gainfully employed.

13.5 National Education Testing Service

- In the Education Policy 1992, an Educational Testing Service was conceived for holding entry examinations to professional colleges and

universities. This was necessitated due to rampant malpractices that had crept into the examination system, particularly at the higher secondary level. Accordingly, the Ministry of Education developed the notion of a National Education Testing Service (NETS). The objective was to maintain a uniformity of scores among various Examination Boards through scientifically validated tests and raise the standards of education.

- This basic work on NETS started in 1993. At the outset, NETS has been located in the Institute of Business Administration (IBA) Karachi, as the private sector did not come forward to shoulder the responsibility.
- NETS developed test items in physics, chemistry, mathematics, biology and English at higher secondary level. These have been prepared by experts and a curriculum-based.
- The draft legislation for the establishment of NETS has been prepared and the Law Division has vetted it. Approval of Provincial Assemblies has also been obtained. The legislation has now been tabled in the National Assembly. The National Assembly Standing Committee on Education has recommended the bill for adoption.
- Salient features of NETS are as follow:
 - i. It will come into operation from the academic year 1998.
 - ii. It will be supervised by an independent Board of Governors, and shall have advisory, technical and expert committees.
 - iii. Failure to qualify NETS test will render a student ineligible for admission.

13.6 Utilization of Pakistani Talent Abroad

- A large number of Pakistanis are working as scientists and engineers in reputed educational and research institutions in the developed countries. These patriotic Pakistanis are eager to contribute to the development of Pakistan by sharing their experience. They form a very valuable human resource that should be utilized by Pakistan for national development. UNDP has initiated a program through which expatriate Pakistanis visit Pakistan and work in various institutions. However, due to the limited scope of this Scheme, its impact is negligible.
- Considering the fact that Pakistani engineers and scientists hold key positions in major western universities and R&D institutions, a scheme shall be initiated through which such experts will be regularly invited to Pakistan for brief periods. They will be engaged in delivering lectures,

conducting workshops in specific fields in the national interest and be involved in collaborative exchange program in higher education.

- Visits by such eminent scientists would not only be highly beneficial from an academic point of view but would also be cost-effective. For example, 100 experts visiting Pakistan very year in various public and private universities will cost approximately Rs. 170.0 million over a period of 5-year as per following details.

Air-fares for 100 scientists per year for 5-year (500 Rs. 30.0 million visits over 5-year period) at Rs. 60,000/- per air-fare.

Living expenses in Pakistan on the pattern of the Rs. 140.0 million UNDP TOKEN program i.e. daily allowance at an average cost of US \$ 100 per day, 60 days per visit, 500 visits during the Plan Period.

Total (over 5-year period)

Rs. 170.0 million

- An added advantage of launching such a scheme will be in the form of close linkages between the university where the scientist is working abroad and the host universities in Pakistan which he/she will be visiting. Moreover, the scientists, by using his/her academic connection, will also be in a position to help students and counterpart teachers to visit foreign universities and donate equipment at no cost to the government of Pakistan.
- New Stream of Technical Education at School Level Matric (Technical)
- The provision for vocational education at secondary level is essential as only 31% of the age group is enrolled at Matric level and there is a major drop-out at this stage. Out of 31%, on 30-40% complete this level of education. Thus, the failure rate is more than 60% and only 11.4% of the age group register for higher secondary education.
- To overcome this massive attrition rate, the quality and supervision at Matric level will be improved by better teachers, improved libraries, well equipped laboratories and trained management cadres. Besides, promoting creativity, initiative and the emphasis on general life-skills will also be emphasized. Simultaneously, to those, who will opt for vocational education so as to have an employable skill by the terminal level, a new stream viz, technical stream at Matric level will be introduced apart from the existing science, arts streams. Registration will be optional. It will ensure that the students in this stream acquire specific vocational skill

which facilitates self-employment, public employment as well as enable them to get seed grant/small loan for self-employment. Such students will be preferred in their entry into polytechnics.

- In implementing this program, all necessary precautions, such as trained teachers, relevant textbooks, good laboratories/workshops, project-oriented approach, etc. will be adopted, apart from the fact that this stage will be examinable and determine eligibility for higher technical stream.

14. IMPLEMENTATION, MONITORING AND EVALUATION

14.1 Objectives

- i. To enhance and improve the delivery of educational services.
- ii. To identify indicators for different components of policy, in terms of quality and quantity.
- iii. To determine the acceptable ranges for behaviour and variation of these indicators.
- iv. To institutionalize the process of monitoring and evaluation from the lowest to the highest level.
- v. To make provision for adopting corrective measures during the process of implementation.

14.2 Policy Provisions

The following frame work for implementation monitoring and evaluation of the policy has been proposed:

- i. To establish Pakistan Education Service Cadre.
- ii. National Council for Education Development to be chaired by Prime Minister.
- iii. Federal Monitoring and Evaluation Committee to be chaired by the Federal Minister for Education.
- iv. Provincial Councils for Educational Development to be chaired by the Chief Minister of the Provinces.
- v. Provincial Policy Implementation Committees to be chaired by Provincial Education Ministers.
- vi. District Education Authorities meetings to be chaired by persons nominated by the provincial governments.
- vii. School Management Committees at the village level.

14.3 National Council for Educational Development

- The Council will be chaired by the Prime Minister and will meet on quarterly basis, to review implementation, monitoring and evaluation of the National Education Policy provisions. The composition of the Council is at Annex-I. The council will have sub-committees relating to broad areas of education and will be provided with valid information/feedback by the Academy of Education Planning and Management (AEPAM) through the Education Management Information System (EMIS) and qualitative studies. The council will *inter alia* consider recommendations for formulating strategic measures and develop a framework to improve the situation and ensure achievement of targets, every quarter.

14.4 Federal Monitoring and Evaluation Committee under the Chairmanship of the Federal Minister for Education

- This Committee will meet every second month under the chairmanship of the Education Minister and will conduct detailed policy implementation reviews, as the prime source to feed the National Council on Educational Development. The composition of the Committee is at Annex-I. This Committee will also be provided all the relevant information and feedback through AEPAM which will be directly linked with all the provinces as well as district headquarters. The review will *inter alia* include, achievement of physical targets, financial utilization and qualitative aspects, etc.

14.5 Provincial Council for Educational Development

- The Council will be chaired by the Chief Minister of a respective province and will include representatives of Planning, Finance, three prominent educationists and the Education Secretary as the Member-Secretary. The committee will meet after every quarter and will serve as a precursor to the National Council on Educational Development. It will undertake a comprehensive review of quarterly targets envisaged under the policy including both the physical and qualitative aspects.

14.6 Provincial Policy Implementation committee

- 14.6.1** This Committee will be chaired by the Minister for Education, and will have senior representatives of Finance, Planning, Chairman of the National Assembly Standing Committee on Education. The Education Secretary will serve as the Member-Secretary of this Committee. This body will meet after every two months, and review implementation, physical and financial targets, quality, manpower development and other critical issues. The committee will provide feedback to the Provincial Council for Educational Development.

14.7 District Education Authority

14.7.1 A District Education Authority will be set up in each district. A nominee of the provincial government will chair the Authority. It will meet regularly to review implementation of the policy at the district level. It will be assisted by EMIS set-up at the District Headquarter. Those districts, which yet do not have such facilities, will be provided the same at the earliest. The major fieldwork will be undertaken by the DEOs (male and female) at the district level. The Authority will be responsible for the following:

- Identification of school sites.
- Construction and maintenance of school building.
- Community mobilization.
- Appointment, posting and transfer of school teachers.
- Generating financial resources for literacy and educational development.

14.8. School Management Committees at the Village Level

- At the village level, the chairman of the School Management Committee, who will be an elected person, shall constantly review educational development in the area of his/her jurisdiction and ensure implementation of key policy provisions. The chairperson will also remain in constant touch with education authorities of the area and serve as the key supplier of information through supervisor as well as the Assistant District Education Officer.
- Existing EMIS at Federal and Provincial levels shall be strengthened to make them responsive to the need of Monitoring and Evaluation System (MES).
- The Academy of Educational Planning and Management (AEPAM) shall be strengthened and tuned up to meet the emerging demands of MES and its obligations at national and provincial levels.
- Data collected through Provincial EMISs and collated by AEPAM through National Educational Management Information System (NEMIS) shall be recognized as one source for planning, management, monitoring and evaluation purposes to avoid disparities and confusion.
- Databases of critical indicators on qualitative aspects of educational growth shall be developed and maintained by AEPAM for developing sustainable indicators of progress, based on more reliable and valid data to facilitate planning, implementation and follow-up.

- Geographical Information Systems (GIS), developed by NWFP and Baluchistan, shall be popularized and introduced for strengthening spatial and MES in other Provinces.
- To collect educational statistics for all educational institutions in the country, a legislation shall be passed to require all private educational institutions to supply school data to their respective EMIS centers.
- A school census day shall be fixed for collecting data from all over the country.

PHYSICAL FINANCIAL TARGETS FOR LITERACY & ELEMANTRY EDUCATION 1995-97 TO 2003 & 2010

Table 1

		1996-97	1997-98	1998-99	199-2000 Actual	2000-2001 Estimated	2001-2002	Targets 2002-2003	Targets 2010
1.	Literacy (Percentage)								
	Male	50.00	52.00	55.60	59.20	62.80	66.40	70.00	85.00
	Female	25.00	27.00	29.60	32.20	34.80	37.40	40.00	55.00
	Total	38.90	40.00	43.00	46.00	49.00	52.00	55.00	70.00
2.	Primary (5-9) Year								
a.	Population (000)								
	Male	9839.00	10252.00	10518.00	10784.00	11051.20	11317.60	11584.00	13196.00
	Female	9384.00	9712.00	9946.00	10180.80	10415.20	10649.60	10884.00	11337.00
	Total	19223.00	19964.00	20464.80	20965.60	21466.40	21967.20	22468.00	24533.00
b.	Enrolment (000), Classes (I-V)								
	Male	8324.00	9250.00	9707.00	10164.00	10621.00	11078.00	11535.00	14500.00
	Female	5400.00	5800.00	6372.80	6945.60	7518.40	8091.20	8664.00	11300.00
	Total	13724.00	15050.00	16080	17110.00	18140.00	19170.00	20200.00	25800.00
c.	Participation Rate (%)								
	Male	84.60	90.23	92.29	94.24	96.11	97.88	100.00	110.00
	Female	57.54	59.72	64.07	68.22	72.19	75.98	80.00	100.00
	Total	71.39	75.39	78.57	81.61	84.50	87.27	90.00	105.00
								162.00	190.00
d.	No of Schools (000)	145.00	150.00	152.00	155.00	157.20	159.60		
e.	No of Teachers (000)							205.70	301.00
	Male	221.90	220.50	218.50	216.30	213.40	209.90	176.50	226.00
	Female	117.60	125.80	134.70	144.00	154.10	164.90	382.20	527.00
	Total	339.50	346.30	353.20	360.30	367.50	374.80		
3.	Middle (10 - 12) Years.								
a.	Population (000)								
	Male	47830.00	4896.00	5115.40	5334.80	5554.20	5773.60	5993.00	7075.00
	Female	4720.00	4832.00	5010.20	5188.40	5366.60	5544.80	5723.00	6661.00
	Total	9503.00	9728.00	10125.60	10523.20	10920.80	11317.40	11716.00	13736.00
b.	Enrolment (000), Classes (VI-VIII)								
	Male	2700.00	3050.00	3394.00	3738.00	4082.00	4426.00	4770.00	7050.00
	Female	1650.00	1740.00	1960.00	2180.00	2400.00	2620.00	2840.00	4650.00
	Total	4350.00	4790.00	5354.00	5918.00	6482.00	7046.00	7610.00	11740.00
c.	Participation Rate (%)								
	Male	56.45	62.30	66.35	70.07	73.49	76.66	80.00	100.00
	Female	34.96	36.01	39.12	42.02	44.72	47.25	50.00	70.00
	Total	45.78	49.24	52.88	56.24	59.35	62.25	65.00	85.00
d.	No of School (000)	14.60	15.90	18.80	21.60	24.40	27.20	30.00	60.00
e.	No of Teachers (000)								
	Male	57.10	60.50	69.80	78.80	87.80	96.80	105.80	185.80
	Female	38.70	40.00	46.00	52.00	58.00	64.00	70.00	130.00
	Total	95.80	100.80	115.80	130.80	145.80	160.80	175.80	325.80

Source: 1. Planning and Development Division (Education Section)
2. Economic survey, 1996-97
3. Academy of Educational Planning and Management Islamabad.

PHYSICAL & FINANCIAL TARGETS FOR SECONDARY, HIGHER SECONDARY AND VACATIONAL LEVELS EDUCATION

Table 2

199.2000 2000.2001 2001.2002				1996-97	1997-98	1998-99	Targets 2002-2003	Targets 2010
				Actual	Estimated			
4.	Higher (13 - 14) Years							
a.	Population (000)							
	Male	3189.00	3264.00	3410.40	3556.80	3703.20	3849.60	3996.00
	Female	3147.00	3222.00	3340.60	3459.20	3577.80	3696.40	3815.00
	Total	6336.00	6486.00	3340.60	3459.20	3577.80	3696.40	7800.00
b.	Enrolment (000). Classes (IX-X)							
	Male	1270.00	1300.00	1516.00	1732.00	1948.00	2164.00	2380.00
	Female	680.00	750.00	867.00	984.00	1101.00	1218.00	1335.00
	Total	4950.00	2050.00	2383.00	2716.00	3049.00	3382.00	3715.00
c.	Participation Rate (%)							
	Male	39.82	39.83	44.45	48.70	52.60	56.21	59.56
	Female	21.61	23.28	25.95	28.45	30.77	32.95	34.99
	Total	30.78	31.61	35.30	38.71	41.88	44.82	47.56
d.	No of Schools (000)	11.00	11.00	12.40	13.80	15.20	16.60	18.00
e.	No of Teachers (000)							
	Male	111.00	111.00	118.70	125.80	133.90	141.10	149.00
	Female	49.50	49.70	53.00	57.00	60.00	64.00	67.00
	Total	160.50	160.70	171.70	182.80	193.90	205.10	216.00
5.	Higherr scendary (15-16) Years							
a.	Population (000)			5470.00	5705.00	5860.40	6015.80	6171.70
b.	Enrolment (000)							
	Classes (XI-XII)	600.00	650.00	690.00	730.00	770.00	810.00	850.00
c.	Participation Rate (%)			11.00	11.40	11.80	12.10	12.50
d.	No of Schools	350.00	350.00	410.00	470.00	530.00	590.00	650.00
e.	No of Teachers (000)			10.40	11.00	11.60	12.20	12.80
							13.40	
6.	Secondary Vocational/Commercial							
a.	Enrolment (000)			32.10	33.90	35.70	37.50	39.30
b.	No of Institutions			410.00	435.00	460.00	485.00	510.00
c.	No of Teachers (000)			3.30	3.50	3.70	3.90	3.90
							4.10	
7.	Mono/Polytechnic							
a.	Enrolment (000)			42.12	45.40	48.70	52.10	55.40
b.	No of Institutions			84.00	94.00	102.20	110.00	119.00
c.	No of Teachers (000)			2.14	2.24	2.35	2.46	2.58
							2.69	

Source: 1 Planning and development division (Education Section)
2. Economic Survey. 1996-97
3. Academy of educational Planning and Management, Islamabad.

PHYSICAL & FINANCIAL TARGETS FOR HIGHER EDUCATION LEVEL

Table 3

		1996-97	1997-98	1997-99	199-2000 Actual	2000-2001 Estimated	2001-2002		
8.	Degree Colleges (Arts & Science)								
a.	Enrolment (000)	256.00	360.00	368.00	376.00	381.00	392.00	400.00	650.00
b.	No of Institution	523.00	535.00	545.00	555.00	565.00	575.00	585.00	700.00
c.	No of Teachers	20907.00	20970.00	21033.00	21096.00	21159.00	21223.00	21286.00	21737.00
9.	Degree Colleges (Professional)								
a.	Enrolment (000)	151.00	160.00	164.00	169.00	173.00	178.00	182.00	200.00
b.	No of Institution	204.00	205.00	206.00	207.00	208.00	209.00		
c.	No of Teachers	6173.00	6296.00	6422.00	6551.00	6682.00	6815.00	210.00	25.00
								6952.00	7986.00
10.	No of Institutions								
i.	General (including degree awarding institutions)								
a.	Enrolment (000)	72.00	73.00	78.00	84.00	89.20	94.60	100.00	150.00
b.	No of Institution	42.00	42.00	43.00	44.00	45.00	45.00	45.00	50.00
ii.	Engineering								
a.	Enrolment (000)	19.00	19.00	21.00	23.00	24.00	26.00	28.00	50.00
b.	No of Institution	15.00	15.00	15.00	16.00	16.00	16.00	17.00	20.00
ii.	Engineering								
a.	Enrolment (000)	10.00	10.00	11.00	12.00	13.00	14.00	25.00	25.00
b.	No of Institution	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00

Source: 1. Planning and development division (Education Section)
2. Economic Survey, 1996-97
3. Academy of educational Planning and Management, Islamabad.

15. IMPLEMENTATION STRATEGIES OF EDUCATION SECTOR REFORMS (ESR)

The Education Sector Reforms are accompanied by specific strategies to ensure their implementation. The Action Plan 2001-2004 is based on the National Education Policy 1998-2010, which is taken as an approved framework for developing specific strategies. A review was undertaken of all previous policies, plans, building on existing initiatives, for a sharper focus on the Delivery Gap.

Mobilization of Political Will

The process of formulating the Education Sector Reforms was launched and overseen by the Chief Executive/President of Pakistan. President is also heading the Task Force on Human Development Pakistan. The Federal Minister for Education steered all meetings at the national and provincial levels. In addition, there has been:

- Participation of Governors and Education Ministers in all provincial and federal consultations.
- Ministerial support beyond the education sector, particularly from Finance Minister and Chairman Planning Commission and their counterparts at the provincial level.
- Consultation with the National Reconstruction Bureau on devolution and education
- Strong civil society presence to reposition education as a key political agenda in the emergent governance structures
- A major policy decision has been taken spearheaded by the Ministry of Finance to transfer funds for ESR implementation through grant-in-aid instruments.

Making Education as the Number One priority on the National Agenda for a stronger and more enlightened Pakistan. On December 26, 2001 the President reminded Pakistanis that Quaid-e-Azam prioritised Education, Economy and Defence respectively as the three pillars which go to make a nation.

Demand Based Education

A key implementation strategy under ESR is recognition of demand-based education rather than a supply-side orientation in education planning and implementation. There is enough evidence on the basis of the survey conducted by the Federal Bureau of Statistics (2001) on the private sector, of both excess demand and differentiated demand. Recognizing this reality, the GOP has embarked on a strategy whereby its role is that of an enabler and facilitator, rather

than a provider and sole producer. The public sector institutions will be encouraged to offer demand-based cost –shared education options and the receipts will be retained and utilized by the institution to bridge the gap between income and expenditure.

Public Private Partnerships

A key element of the Education Sector Reforms agenda is the development of partnerships between the private and public sectors and with NGOs. Thus each sub sector, i.e. elementary, Secondary/technical, Higher have included a strategic role for private sector.

The proposed package of incentives for private sector, particularly in rural areas and also urban slums includes:

- Provision of land free of cost/and or at concessional rates in rural areas
- Utilities such as electricity, suigas, etc. to be assessed at non-commercial rates
- Liberal grant of charter
- Exemption of custom duties on import of educational equipment
- Exemption of 50%income tax to private sector institution for faculty, management and support staff
- Private sector and NGO institutions are to be integrated in EMIS at national and provincial levels.
- A special cell is to be established at the MOE to facilitate support extended by expatriate Pakistanis.
- Private Sector/NGOs will be encouraged to set up self-financed Private Sector Cells at provincial and /or district levels to facilitate registration, regulation and meeting standards.
- Simplification of school registration procedures is to be instituted for private sector at district level.
- Long leases to private sector will be extended for utilization of vacant un-utilized school buildings.
- Private sector regulation and monitoring to be conducted by professional private sector groups themselves.
- Legal cover and accreditation to be provided to private sector institutions engaged in pre-service and in-service teacher training.

- Restructuring and making the Education Foundations effective autonomous bodies for providing support to private sector and effective outreach.
- Extension of matching grants by the Education Foundations for establishing rural schools.
- Adoption of dysfunctional public sector schools by the private sector as co-managers is to be facilitated
- Improvement and strengthening the management and utilization of public sector institutions in partnership with the private sector will be undertaken.
- Introduction of Computer Studies in all government high schools/ colleges with public-private partnership. In Punjab, Intermediate in Computer Science (ICS) has been introduced in 312 colleges with Public – Private Sector collaboration.

Good Governance & Devolution

The Education Sector Reforms Action Plan 2001-2004 is located within the macro level initiative towards devolution and an inclusive position for mobilizing all partners to meet the ESR targets. The interpretation of decentralization spans delegation; decentralization; devolution and privatization. Devolution and privatization have been accommodated within the ESR to take account of the nation-wide institutional-legal shift towards local governance and mobilization of Public Private Partnerships (PPP) for improved service delivery.

Institutional arrangements for implementation of the ESR thrust areas have to be negotiated within the recently installed Devolution Plan. District governments have been in operation since August 14, 2001 and are currently undergoing a transition phase; adjusting to new and emerging rules of business for provincial, district, tehsil and union councils tiers. The Local Government Plan 2000 is a design to address issues of good governance at a systemic level. It addresses five fundamentals viz. Devolution of political power, decentralization of administrative authority, decentralization of management functions, diffusion of power-authority nexus and distribution of resources to the district level. A coherent integration of these principles and application in various sectors is a major challenge (Local Government Plan, 2000)

In all provinces education up to the higher secondary level has been devolved to the district level. In the case of NWFP and Punjab, this has been extended to the degree colleges level. ESR programs pertaining to sub-sectors up to higher secondary and college level have to be finalized through district government mechanisms. This is a radical shift from the previous arrangements, which had become increasingly centralized at the provincial headquarters. The

implications for building skills for taking decisions at district and sub-district levels through an informed and logical process are immense. Within the ESR an innovative project on Good Governance and Decentralization in Education has been included for this purpose to reflect government's commitment to this key activity in the post devolution period.

The MOE, cognizant of the critical need to decentralize education, approached the National Reconstruction Bureau (NRB) in December 2000 to discuss implications of devolution for education in general, and for ESR Action Plan, in particular. It is well-known that in the education sector, over 75% of the people use government facilities as that is the only affordable option, compared to health where, only 30% use public sector options. Six workshops on devolution were held at the provincial and federal levels to work out administrative options under the new system.

Governance and management issues in education are to be addressed through:

- Initiating programs for decentralization of education at the district level
- Redefining the role of federal, provincial, district and local level education structures for learner-centered, rights-based and service oriented systems.
- Ensure community participation through effective PTA, SMCs and local School Board programs with a legal backing
- Capacity building at all levels
- Adequate institutional mechanisms for ensuring resource availability at local levels
- Setting up an independent monitoring and research programmes to track decentralization for policy formulation and practice
- Efficient and timely fiscal transfer mechanisms from federal to provincial and district levels to ensure resource availability at local levels
- Provide block grants for capacity building in planning and systems development, to lead districts implementing decentralization and/or devolution

Poverty Reduction Strategies in the Education Sector

The Education Sector Reforms recognize the close linkages between poverty and illiteracy and are a response to the principle of Equity as Entitlements. The ESR Action Plan has been integrated into the Interim-Poverty Reduction Strategy Paper (2001-2004) under the section of Improving Human Development, whereby all the targets and benchmarks have been included for

monitoring and resourcing. Poverty is multi-dimensional in nature. Poverty is strongly related to lack of basic needs, especially the education. The I-PRSP also endorses that 'Education is the most important factor which distinguishes the poor from the non-poor. The percentage of literate household heads is 27 in poor households, while for non-poor households it is 52' (I-PRSP:6) in addition to integrating ESR components covering literacy, UPE and technical education, the I-PRSP's social safety net programmes for Reducing Vulnerability to Shocks such as Zakat for student stipends and rehabilitation of schools under the Khushal Pakistan Program fall under ESR areas.

The sector wide approach has been further strengthened through linkages with broader country initiatives on poverty alleviation. This has been achieved through a process of collaborative planning between the Ministry of Finance, Planning Commission and the Ministry of Education, integrating education targets with the country poverty reduction strategies.

The national goals of education are derived from the foundations of education which in turn serve as land marks for planning and management of development where education is a key. Since the goals of national education are set at the highest policy making level the development education has to spell out and incorporate wider connotation of development within the stated goals of national educationist and their foundations.

Since the process of curriculum planning begins with the foundations and statement of the objectives it is essential that the objectives of curriculum are stated in developmental terms and they are emphatically related with education and national sectoral and sub-sectoral development plans and policies. For example, economic goals laid down in any National education Policy may be first related with the national development sector identified in the related five year plan – Agriculture, Industry, Minerals, energy, Irrigation, Housing etc. Similarly we take other goals of education and elaborate them in relation other sectors of national development.

SELF ASSESSMENT QUESTIONS

Since you have gone through this unit, you are required to answer the following questions.

1. What are the salient features of National Education Policy (1998-2010) Discuss.
2. How does the National Education Policy (1998-2010) differ from other education policies of the past.?
3. Identify and prioritize the policy statement or part thereof for early implementation. Give reasons to support your judgement.
4. What measures and targets are proposed for higher education in different areas. What strategy should be development for their implementation.?
5. Critically analyse the implementation strategies of Education Sector Reform (ESR) in different areas.

UNIT No. 6

FUTURE, CHANGE AND EDUCATION

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OBJECTIVES

After the completion of the Unit you Should be able to :

1. Appreciate the nature of socio- economic changes which are fast taking place in the developing countries, particularly those in the Asian region.
2. Identify the element of future changes in the world and the problems they are likely to create for the less developed countries.
3. Outline the emerging discipline of futurology with particular reference to the problems which are likely to be confronted by Pakistan in the years to come.
4. Enumerate various implications of future changes for education.
5. Describe in detail new educational approaches which are being undertaken by the Asian countries.

SECTION I

NATURE OF SOCIO-ECONOMIC CHANGES*

The countries of the region present varied patterns of socio-economic development. This variety is particularly evident in economic development. Although it is difficult to categorize, but one could arrange these countries on a sliding scale. At one end of the scale would be the most highly industrialized nations on down to the least industrialized countries where effort at infrastructure development has only recently been initiated.

Such categorization is nevertheless misleading. For one thing, it assumes that nations are either uniformly developed or, developing. This is not the case. Within a country substantial disparity prevails in the level of development. For instance, in many countries highly industrialized areas exist side by side with localities categorized by mass poverty and deprivation. In fact, as in the case of countries, regions within a country can be arranged on a continuum of economic development.

Although culturally different, and also different in the levels of economic development, the nature of socio-economic changes which are taking place in countries of this region, is remarkably similar—pointing significantly to the fact that change is universal and overtakes people and countries with considerable rapidity.

To predict change and therefore, to prepare for it is not always possible. For one thing, certain changes take place at such a slow pace as to be imperceptible; for another, appropriate mechanisms to monitor change and its rate are not yet available.

And since a myriad of individual and institutional decisions and choice is involved, even planned change may lead to unforeseen consequences. The national studies commissioned by the Unesco Regional Office, and the discussions among the participants, have nevertheless revealed that in many countries of this region problems of social concern are identical—although there may be considerable variation in their nature and intensity. This section of the report discuss some of the concerns and efforts that are on their way to meeting are contemplated to meet, the problems that have arisen

Wherever countries of the region may be in terms of economic development there is a growing conviction that models of growth with emphasis on gross national product and its rate of increase, which have governed the investment policy, have failed to ameliorate deprivation which characterizes a large segment of their population. These models, often advocating investment in

* Reproduced from New Personnel Profiles :-(in relation to changes in society and educational system ; Report of Regional Seminar, APEID, Unesco Regional Office for Education in Asia and Pacific, Bangkok, 1980 (pp. 5 – 8).

capital-intensive industry and picking up growth centres for their supposed radiation effect, have neither helped in making a dent on the *endemic* problems of unemployment and under-employment nor reduce large-scale disparities that have come to prevail. In fact, disparities have been accentuated.

The fruits of development have not percolated to the bulk of the people in many of the countries. In many cases economic power— and consequently social and political power—have come to be concentrated in such hands as these of big landowners and large business houses, many of which continue to be controlled by multi-national corporations. Since the bulk of the people have not benefited from the massive development effort, their commitment to and stake in the political, social and economic systems is gradually eroding. The forces of disruption, although dormant, are already visible and management of conflict of increased trade union activity, of agrarian unrest, and of student agitation has emerged as a major activity of the political system.

Industrial growth, concentrated either in a few selected centres, or dispersed, has resulted in the emergence of problems associated with unplanned urbanization, fast depletion of nonrenewable resources and environmental pollution. One of the national studies has forcefully, albeit poetically, pointed to the growth of metropolitan cities resulting in “blue skies, bright sunshine, the fresh green of forests and the babble of brooks (being) buried in the dust of sprawling cities”. What is true of Tokyo in Japan is true of Calcutta in India, Seoul in the Republic of Korea, Kuala Lumpur in Malaysia, Karachi in Pakistan and Bangkok in Thailand. Although somewhat less intense in other countries of this region, major cities like Kathmandu in Nepal, Kabul in Afghanistan and Dacca in Bangladesh are fast exercising gravitational pull for people from the countryside in search of gainful employment and excitement that cities are perceived to offer.

The unplanned growth of cities has placed virtually insurmountable difficulties in the way of providing basic services and amenities of the requisite standard to a large segment of the inhabitants. In countries where jobs are scarce, the continuous *trek* to urban centres in search of gainful employment has not only created slums but also resulted in stripping the countryside of its experienced people without whom many programmes of community development are becoming difficult to undertake.

Values and life patterns have tended to disappear without being replaced by a new set of values which would give stability to relationships. Many present day city dwellers seem to live a purposeless and fragmentary existence. Commenting upon the implications of rapid transition from a traditional to a modern industrial type of society, one of the country studies states :

“By implication, there are certain forces at work that are rendering previous social arrangements continually unworkable creating ‘strains’ in the

articulation and working of the systems, presenting crucial alternatives to participants or an individual, group or institutional level. All of these mean change, and change involves the family and broadly the society. Most of these forces are automatic processes let loose by world-wide shifts, largely western in origin and summed up by related concepts such as urbanization, industrialization, differentiation or specialization of societal parts of functions. These trends impose new imperatives for the social system and its culture and suggest adjustments needed in the educational system”

The philosophy of consumerism, coupled with a lack of concern as to the consequences of the application of newer technologies to production processes, is posing a serious threat to the very survival of mankind. Depletion of non-renewable resources and the pollution of the atmosphere and rivers have emerged as major social concerns of the century. In many countries where pollution of the physical environment is accompanied by — depravity and destitution for instance — the need for creative responses has become a matter of great urgency.

Many of the economic and social problems can eventually be traced to unchecked population growth. The countries of this region may be broadly categorized into those where pressure of population is confined to selected metropolitan areas and those where such a pressure is universally characteristic of the socio-economic situation. For instance, while in some countries population — related problems are confined to urban and industrial centres, in others, population continues to grow much faster than the means of meeting even the essential needs of this growing population. With growth heavily loaded towards economic development without concern for fair distribution of benefits, it is no wonder that a large mass of the people continue to live below the poverty line. Since growth of population makes it necessary to provide basic essential needs, even at a sub-standard level, capital investments leading to further growth are difficult to come by. Thus, many of the developing countries are caught in the vicious cycle of low investment, low growth rates and reduced capacity to save for investment for production purposes.

In many countries of the region unemployment and under-employment have been endemic, resulting from over population and scarce resources, and the resulting in-capacity to create gainful employment for all those who enter the labour force.

In some countries, reliance on capital intensity and automation has thrown many people out of work. In, at least one country where various forms of financial assistance are available, many a young person finds it more advantageous to remain unemployed. In the absence of retraining facilities many people although willing to work, now possess skills which are obsolete and no longer in demand.

In countries ravaged by war the crucial problems are those related to reconstruction and infrastructure development. In them, as in others, national integration and development of a national identity have become a major social and political concerns. This is also to a substantial extent true in the case of countries where ethnic religious and linguistic plurality prevails. Whereas the question of national integration has assumed importance, there is also an incessant effort to develop mechanisms which could establish a universal brotherhood and solidarity of mankind.

The advantage in scientific and technological knowledge have been considerable and all-pervading. While the application of new knowledge and techniques without concern for consequences has resulted in environmental pollution it has opened up new vistas for mankind : indeed mankind now has the technological capability of solving many of the problems besetting it. The revolution in communication technology has made it possible to reach vast numbers, particularly those who may be living in isolated communities. Integration of these people with the main stream of national life has become possible, and their meaningful participation in national affairs is now no longer left to the sporadic efforts of political parties.

The emergence of potent means of mass communication has also created an awareness among people and raised their aspirations for improvement in social status. Although creating short-run problems in meeting demands of new groups in a situation of large-scale scarcities, these expectations have nevertheless created a motivation for self improvement. The questioning of existing social and economic arrangements which have led to islands of plenty amidst seas of poverty, has highlighted the need for more equitable distribution of economic and social gains. This is an enormous and urgent-task.

An important development in this region is the increased participation of women in national life. Although the rates vary among the countries, and although this may be a result of the economic necessity of augmenting this may be a result of the economic necessity of augmenting family resources, there is a growing pressure for according an equal status to women. This has resulted in a great fillip to the effort to promote education of women. The statement that 'if you educate a woman you educate the family' has assumed great significance. It has led to suitable policy and programme formulation.

(Note) The socio-economic changes discussed above have largely occurred over time. However, there are also numerous instances which have occurred more rapidly in response to political events).

SECTION II

GLOBAL FUTURE: THE EMERGING SCENARIO

One of the most remarkable development of the post-Second World War period has been the increased understanding in the world of the aspirations of different people belonging to different countries and regions.

This has manifested itself not merely through the setting up of the United Nations and its auxiliary agencies but also by increased bilateral and multi-lateral aid, trade, agreements of cooperation between different countries in the field of culture, science and technology.

Additionally, in spite of the fact that since 1945 there have been many instances of localised conflicts and wars in different regions of this globe, international effort continues unabated to keep the international dialogue for increased global amity and cooperation.

The second most significant development has been the transportation and communications revolution which has shrunk the world, considerably, leading to a special kind of closeness, socio-cultural awareness and even togetherness for economic development amongst the people in this planet.

The third important factor consists of numerous extraordinary feats achieved in the field of science and technology : for instance, the landing of the man on the moon is a significant step, in as much as, it has on the one hand given to the man an opportunity to fulfill a dream which the Homo-sapiens have cherished for centuries and on the other hand it has also shattered many 'beliefs' and 'values' which mankind had held irrespective of where they were born and brought up including even their private or public views on matters spiritual and divine.

*Fourthly, there is also a negative development, which too arises from the advancements in the field of science and technology, in the form of the vast acquisition of sophisticated arms including highly destructive nuclear capability. It is negative in as much as that some of the super powers now possess destructive potential to destroy this world several times over. Of course, we cannot neglect the fact that nuclear power also holds vast potential to serve the ends of social economic development.

Fifthly, to the above achievement in science and technology one can also add developments in the field of genetic research and engineering on the one hand, which unravels the mystery of genetic code of a cell — the recombinant D.N.A. —and on the other hand if this knowledge is misused, some nation can create problems on this planet causing incalculable harm to the human life.

* Reproduced from workshop papers circulated by Dr. S.C. Seth ,(a leading futurologist of India). At the regional Meeting on preparation of Personnel Profiles at Unesco Regional Office, Bangkok ,from 26th July, 1982 to 3rd August ,1982 .

We thus stand on a strange threshold where the future of our globe stands precariously perched a top across road wherefrom commence one path towards total destruction and the second path which can unleash a golden ear of prosperity for the entire mankind.

Looking at the emerging scenario, it now looks that what constituted fiction a few years ago is becoming a grim –and at times –even a terrible reality of today and tomorrow. For example, a long time back, George Orwell, wrote the famous book, entitled, “1984”. In that book he had conceived the world as divided in to three super powers and had made approximately 137 prognostications of various kinds. It so happens that many of these bizarre predictions have since come true. Prof. David Goodman has analysed the Orwellian predictions, such as :

“The government of Oceania monitors party members by means of remote sensor of human heartbeat. The sensors are located in the two-way telescreens built into every lodging, government office, and public square in Oceania. By turning in on a certain person, government police can detect when he is lying or engaging in subversive activity. Prof. Goodman remarks: I am particularly interested in these sensors because I invented such a device and thus unwittingly helped to make one of Orwell’s predictions come true.

I was shocked to realise that I could be an inadvertent collaborator with Big Brother. I continued reading until 1984 and soon resolved to identify the predictions Orwell had made in the book and find out how many had come true. Several months later, with my colleagues Gary Swift and William Sparks, I counted the predictions that Orwell makes in 1984. We identified 137 specific predictions, which we divided into two categories – (1) scientific and technological predictions, and (2) social and political predictions. We found that about 80 of Orwell’s predictions had already (in 1972) been realised. In 1978 I retruned to the list of 137 Orwellian predictions that we had compiled six years earlier. This time I found that over 100 of the predictions had come true. There is now no doubt in my mind that 1984 describes a future that is clearly possible”.

Future threats

The concern and study of the global futures has engaged the attention of world’s statesmen, scientists, creative thinkers, spritual leaders and futurists –all of whom after careful scanning of the emerging trends, have shown their anxiety, amongst; others with respect to the following seven major global dangers that deserve international attention. These are :

1. Food shortage in several parts of the world ;
2. High cost of energy and depletion of renewable sources of energy;
3. Mineral resources (Their exploitation and transfer);
4. The degradation of environment;
5. Nuclear war (The probability of unclear war is one it is not zero);

6. Likely accentuation of international terrorism and the piracy at sea and in the space ;and
7. Increased social fragmentation, youth unrest and value crisis and universally people being subjected to the cultural and the technological shocks.

Scientific analysis for searching likely global futures

The efforts of the futurists in developing global models, in order to give to mankind several alternatives/options for national and international policies and programmes, have thrown up many important scenarios captioning world trends and which do recognise the above mentioned likely events but also suggest how the citizens of the “Global Village” can realize several positive opportunities at points of fulfilment.

Futures research indicates need for institutional surgery

Futurology or futures Research in the context of accumulated body of knowledge, is apparently a recent phenomenon going back to 20 to 30 years. Undoubtedly, concern for future has been expressed by individuals and visionaries from time to time in different societies and cultures. But looking at future in a scientific way not on a hunch or a rule of thumb basis but making assessment or estimate of the unknown scientifically to the extent it is possible is essentially a rational and knowledge based process.

Anticipatory know- how could be deliberately arrived at and specifically stated based on information, data foresight and the use of forecasting techniques such as extrapolative approaches, the Delphi system, the morphological analysis, the statistical calculations and the generation of alternative technological routes arrived through scenario building exercises and tested through technological analysis.

Notwithstanding these possibilities a general cynicism prevails against forecasting and futuristic analysis. A part of this is notable caused by the conditioning of the past and frustration and dissatisfaction with day-to-day problems of the present which makes people, by and large, look away from future. They generally express disappointment with those in authority, our public policies, conditions of work, and total purposelessness of the life and the lack of direction to pursue relevant national goals responsible for current day mess which leaves little scope to reflect on future.

All this naturally leads to non-thinking and rejection for concern of future and futuristic consideration. This can be seen by the very fact that very fact that the well-off section of our society today stands aloof and could care less if more than 400 million people of this country experience non-fulfillment of their basic needs in terms of food, water, shelter, health, energy, etc.

A simplified reaction to this state of affair would be to generate greater consciousness and awareness both of the current day- to day life and of the numerous

crisis and opportunities that future holds for us. It is not easy to give a single theory or formula whereby people can be exhorted and motivated not to be fearful of change but seek change consciously. Concern of future does not seek theoretical responses. Concern for future is a concern for preparedness, of providing valuable policy inputs. Future after all consist of two kinds of events. Events which we could like to see happen (food for all, 100% literacy)and events we would like to see not happen (famine, widespread mal –nutrition, resources scarcity, etc). After all future is something on which hopefully, we have some power, it is something there at a distance which, if we are precautionous enough, we could influence. In fact, one can invent future. The real impact of futuristic thinking apparently demands certain new parallel developments, among others, at least, in four major systems. These are:

1. Socio-cultural system;
2. Educational system;
3. Management –technological system; and
4. The policy and political system;

Relevance of futuristic thinking for socio-economic change

The relevance of futuristic studies essentially lies in our deliberate attempt to look ‘beyond our nose’ to study numerous known and unknown limits to growth, to establish systems which will help build a new society based on a philosophy of development which goes beyond the concept of ‘business as usual’. Any single view or a combination of different views of future that we may foresee does, however, imply that action on them should commence now. In this sense one can aptly say that what shall happen if future begins today. Thus a concern for prognostics is not entirely an utopian exercise. It is intimately tied to a nation’s efforts for ‘preparedness’.

What is the message of futures

The message of future lies in offering a challenge to mankind, to explore the character of uncertainty that characterises it .Future consists of two kinds of events: Events one would like to see happen and events which we would like to see not happen. Thus the additional challenge for us is to so plan the national life that we are able to realize the ‘Futures’ that we prefer. In so far as the global and national futures go, three things are certain. These are:

1. Future of every nation is intimately linked and will directly correspond to its advancements in the field of science and technology. It is through science and technology alone that poverty can be eradicated; ill- health conquered and a quality of life ensured. Therefore, it will be an erroneous step to have an ambivalent attitude towards ‘science and technology’.
2. Secondly, future lies with those individuals, organizations and nations which are heavily drawing upon information which promotes a knowledge-based society and which has trained manpower. Human

resource on the one hand and a vast pool of information on the other, will definitely help any nation to meet the future with ease. Apparently, therefore, heavy investments in the field of data collection, information retrieval and information processing for current day decision making process will go a long way to safeguard our future interest.

3. The third message of future is that the future lies with the strong, be it an individual, an organization or a nation. Weakness has no place in the life of a society. The strength, however does not indicate possession of an arsenal or armaments. The strength of a society emerges from its social resilience to change. If we have an adaptive and participative culture and, if we are an open society, we then definitely have a bright future.

The threat inventory: an illustrative list

There are many apparent threats that we face but five of these are significant indeed and deserve attention:

1. *Biological decay.*— First in terms of futuristic thinking the future of our children stands heavily compromised and scientific evidence exists to suggest that the present state of nutrition available to the vulnerable section of society could, by the turn of century, bring forth majority of population as that of mentally retarded people. It could usher a genetic loss.
2. *The energy crisis.*— Second is the energy crisis. It has to be seen both in terms of escalation of the price of oil and the scarce availability of the middle distillates like kerosene and diesel; and secondly, it has to be looked at, in terms of the non-availability of the domestic fuel, particularly, for the vulnerable sections of society. This can cripple our industry and precipitate civil disorder.
3. *Institutional redundancy:*— The third crises forms the mismatch of 20th century institutions to the 21st century challenge. Many of our institutions today, which were good enough to serve the interest of a few, seems redundant when it comes to place on them the demand and interests of many. With the present working style, these institutions, cannot serve the interests of the millions of people. They serve, for instance, only 30 per cent of our population. Such institutions have thus become stagnant and do not promote creativity and change. Their management style only support the 'process' and not the 'substance' Most of them are anyhow elitist in character. These institutions, if not drastically overhauled, will fail to bring about better 'social futures' for the society.
4. *Non-participative culture:*— Pakistan has still a non-participative culture and its organized sector is feudalistic in character. Without people's participation, the effort made by the Government today cannot reach, with the fruits of welfare, to millions of the countrymen. People's participation takes many forms, it involves community action and joint participation of

the people with the governmental programme. In the industrial sector it takes the shape of participative management and industrial democracy. This is an area which deserves an innovative look. Failure to serve people and to introduce participative element will cripple our administration and managerial efforts.

5. *Short—term planning and lack of anticipatory management culture:—* Short term planning leads to short range decision and yield merely short— range results. Resources once committed , investment once made, all these spring from decisions which are irreversible in character. Our planning should accommodate future needs today. Thus without taking recourse to long-range planning we would be steadily compromising our financial investments and fail to cope with the demands of future.

SECTION III

PERSPECTIVES OF EDUCATION IN PAKISTAN

Investing in people*

For those politicians who promise universal literacy by the end of the century, here are some depressing statistics: to give primary education to all Pakistani Millennium development Goal (MDG) needs increase of 47% more literacy by 2015 to reach 100 % literacy rate in Pakistan. At present there are 6 million and at the current rate of increase, there will be a shortfall of over 10 million places in twenty years. At the same time, education continues to be assigned an extremely low priority : currently, only 2 per cent of Pakistan's resources are spent of it (2). Of this higher education consumes a disproportionately large chunk. In contrast, the average expenditure on education by other countries in Pakistan's income bracket is about 3 per cent of their GNP.(3)

*Even these facts do not reveal the reality of congested classrooms, poor teaching standards and non-availability of teaching aid. The curriculum at the primary stage seems solely designed to equip students to obtain a secondary education which in turn aims only to produce entrants into colleges, and makes no attempt to impart relevant skills and information, specially in the rural areas. The high dropout rate is another strain on the over-stretched educational resources: Out of 100 children joining the first grade, only 56% complete fifth grade and 20% their tenth grade (4).

Part of the reason is that farmers' children are required to help out during the harvests but so far, this reality is not reflected in the timing of school or college vacations.

At the other end of the educational spectrum, universities continue to churn out graduates in increasing numbers while the economy is not growing fast enough to absorb them. Most of them find employment well below their qualifications. -

Expectations, in areas completely divorced from their fields of specialization, apart from generating intense frustration. It is a system that is highly wasteful since it costs the taxpayer more than Rs. 50,000 to produce one graduate (5). By making meaningful employment conditional on holding a degree, the true meaning of a university degree has been lost sight of by educationists and students alike. The pursuit of knowledge and the spirit of free enquiry are completely ignored in the scramble for diplomas and jobs. Obviously, teachers produced by such a system only perpetuate intensify this trend. Similarly, bureaucrats and business executives who graduate from Pakistani

* Pakistan A.D .2001,Family Planning Association of Pakistan, Lahore, 1982, PP.63-69: 79-82.

colleges and universities are conditioned to unquestioningly accept the sub-standard education they get.

The need for having more Pakistani girls in classrooms goes beyond the fundamental human right of every individual to an education: there is a definite correlation between female education and lower birth rates. At present only 37 per cent go to school, and out of these few, a mere 6 per cent finish their secondary level (6). If these appallingly low figures are to be raised significantly, a massive investment will have to be made, both to create the necessary infrastructure and change the prevailing attitude.

To achieve the goal of universal literacy, in the context of a burgeoning population, a huge injection of physical resources is needed in the socio-economic development of Pakistan. Hundreds of thousands of well trained teachers will have to be deployed across the country to man the classrooms. Clearly, they will need more material incentives so that teachers take pride in belonging to a respected profession, socially and materially, so that it can compete with other jobs and attract brighter and more gifted people in greater quantity than it has done so far. In the rural areas, emphasis will have to be placed on teaching young boys the rudiments of agro-technology, and girls of basic home economics. In urban areas, students will need to be instructed in practical skills which will equip them for jobs without forcing them all to spend four useless and expensive years at college. And equally important: high priority should be assigned to the acquisition of effective modern aids that technology has produced for education. Vocational institutions must be strengthened and increased so that practical training is imparted to candidates not wishing or able to gain admission to Universities.

University education will have to be rationalized to provide instruction in areas meaningful to the economy and society. More places should be created in departments directly relevant to the socio-economic system, while seats in other departments should be curtailed. Entrance should be strictly on the basis of admission tests devised to establish the candidates aptitude and ability. Presently, the bulk of the country's graduates find employment as clerks. Those who cannot get other jobs frequently find themselves before the blackboard and the semi-educated go on educating the uneducated.

But whatever option is finally selected, it is obvious that it will require a complete reorientation of priorities. This can be done in accordance with the goals of social justice stressed by Islam. Educating the people about them should ensure their acceptance without any diversions that may effect the nation's progress towards these egalitarian objectives.

Medical welfare is another item receiving extremely low priority: less than one per cent of GNP is spent by the state on this vital service (7): for obvious reasons, the bulk of private investment in medicine is restricted to urban areas and the imbalance is reflected by the fact that 81 per cent of all hospital

beds are available in the major cities and there are nine doctors and eleven nurses in urban areas to one each in the rural areas (8).

Despite the success in eradicating or reducing the incidence of several fatal and contagious diseases, a host of debilitating illnesses remain, largely due to the germ loaded water supply, poor sewage and malnutrition. The latter takes a heavy toll of children and mothers in particular (9). This prevalence of disease assumes more dangerous proportions when viewed in the context of Pakistan's intensity of medical services which is amongst the lowest in the world (10). There are only 13,000 doctors and 4,300 nurses for a population of 78 million (11). The fact that 9,000 Pakistani doctors, whose training cost the taxpayer Rs. 1,080 million are working abroad takes on added significance against this backdrop (12).

The quantitative and qualitative paucity of supporting medical staff is specially alarming: Pakistan is one of the very few nations with more doctors than nurses. This imbalance between the number of doctors and supporting paramedical staff has resulted in the concentration of limited resources in curative rather than preventive medicine. Facilities at government hospitals and clinics are stretched far beyond their capacity and poor patients, in particular, get little more than impatience and indifference in return for their long wait.

It is clear that Pakistan does not have the resources to provide even the sketchiest medical coverage to the majority of its growing population in the next 20 years. Rather than spreading existing benefits even thinner over a doubled population, it would make far more sense to concentrate on preventing disease. At present, around 80 per cent of the total expenditure on medicine benefits only 20 per cent of the population (13).

This option entails a concerted effort to ensure a safe and clean water supply to all the population. According to a World Health Organization study, 80 per cent of all contagious diseases can be prevented through the supply of pure drinking water. Better sewage and basic instruction in hygiene are other investments which would also go a long way in improving health and productivity. But this can only be done if there is a sufficiently large cadre of para-medical staff properly motivate and rewarded— available to spearhead this effort. The recent proposal for a Basic Health Scheme, while similar in concept, does not even begin to scratch the surface. A major change in thinking and priorities, along the lines suggested at the Alma Ata Conference in primary health care (14), will have to be achieved before such an undertaking can make any impact.

The other alternative is to stick to existing priorities but this will need a very high investment in buildings, equipment and trained personnel. Congestion in towns and villages will cause the present inadequate sewage system to collapse and the physical proximity of people will result in quicker transmission of communicable diseases. At the same time, malnutrition can only be expected to

increase. These factors in conjunction could well lead to a further decline in general health.

No short cuts

If the outlook is grim, it is not yet hopeless.

But to infuse any optimism in Pakistan's chances, certain hard decisions need to be taken now. It is unfortunate that there has been very little public recognition by politicians, in or out of government, of the catastrophe that faces the next generation. To them, it is politics as usual and not even the glimmer of a national consensus on key issues is in sight.

This brief review has indicated the magnitude of the population problem and its impact on virtually every aspect of life in Pakistan. No sector is free from the ramifications of a three per cent annual population growth.

This massive population increase cannot be swept under the carpet indefinitely: The issue must be faced squarely and a clear policy evolved. For instance, if it is decided that the state should not try to influence the birth rate in any way, this should be recognized and reflected in policy-making. The present attitude of sitting back and hoping that the birth rate will decline suddenly on its own, and not providing adequately for the rising population is an ostrich-like approach, least conducive to sound planning. But if, on the other hand, it is agreed that the extremely high rate of increase will have disastrous consequences and that it is the duty of the state to reduce it to manageable proportions, a renascent start can be made at working out the modalities.

The surprising thing is that despite all the mis-management, corruption and lack of direction, considerable progress has been made over the last three decades. Roads, schools, hospitals, housing and factories have sprung up in areas which had been the most neglected and backward parts of undivided India. Over and beyond this purely physical progress, the number of literate people has increased and the mortality rate has fallen significantly. In a static situation, all these changes would have led to an absolute improvement in the quality of life. But unfortunately, the situation in Pakistan has been far from static-with population growing at three per cent annually, any increase in the physical and social infrastructure is bound to be wiped out by the tidal wave of people.

For instance, the number of hospital beds has more than doubled between 1951 and 1975 (from 14,741 to 37,642). But due to the rapid population growth, the availability of hospital beds has not increased anywhere in proportion (1:2540 to 1:1820). Had the population remained frozen at the 1951 level of approximately 33 million, the ratio would have been 1:896.

These statistics are indicative of the extremely slow improvement in the quality of life which is in stark contrast with the rapid rise in expectations. This uneven parallel growth is due largely to the constant increase in population.

The population problem is one that cannot be solved by throwing money at it. If it is to be tackled more effectively, a tremendous amount of dedication and commitment will have to be focused on it over a considerable period of time. Pakistan's experience in this field has been a dismal one so far: despite sizeable inputs of money and manpower, the growth rate in population has been relatively stable at three per cent for the last 18 years. What has been lacking is consistency and support as government after government has taken the path of least resistance. They seem to have perceived a population planning programme as essential to creating an environment most conducive to obtaining aid in a population-conscious world, but have shied away from taking positive steps that might generate political opposition.

The challenge, then is not simply to allocate sufficient resources: it is one of will and imagination. So far, little effort has been made to fully understand the phenomenon of the high birth rate, and until this understanding is reached, no coherent and meaningful programme can be designed to reduce it. It is precisely this paralysis of the will that has led to so many of Pakistan's problems, reducing planning to series of *ad-hoc* measures aimed largely at maintaining the *status quo*. Pakistan's socio-economic goals will have to be clearly defined and priorities and resources allocated with a view to reducing the vast disparities that currently characterise and divide society. The cost of failure has already been spelt out.

The notion that there is any instant panacea, either ideological or physical, must be exercised from the public imagination. When faced with seemingly insurmountable difficulties, there is a strong temptation to take refuge behind the self-created hope of striking oil tomorrow. Individuals can indulge in this optimistic daydream; nations do so at their own peril. A surprisingly large number of educated people are of the firm view that a major oil strike would solve Pakistan's economic problems overnight. They have constructed this delusion from the rapid physical progress made by neighbouring oil-rich countries. Unfortunately, they fail to realize that the populations, and fuel requirements, of these countries are very small compared to Pakistan's. even if a major oil reserve is discovered, the time lag between finding a series of gushers and developing them into an economic bonanza will be considerable. Pakistan's own energy requirements are substantial, and it seems unlikely that any exportable surplus would be available. However, even if oil imports are eliminated, the foreign exchange burden will only be lessened. Other mineral deposits also require heavy investments in time and foreign money before they can be exploited usefully.

Industry, due to its inefficiency and consumer-goods orientation, does not hold out much promise of becoming the lead sector. Since so many of its requirements have to be imported, it is highly unlikely that Pakistani manufactured goods will be able to compete effectively in the world market for any significant rise in exports.

It is in agriculture that any hope for a breakthrough must lie despite all the problems that beset it. With existing technology and resources, much higher yields can be achieved. The catch, however, lies in the urgent need of rationalizing existing production relationships. Without a major restructuring of the ownership pattern of land, Pakistan's ability to feed 154 million people two decades from now is doubtful at best. And it would be futile also to expect any dramatic increase in production but self-sufficiency in wheat combined with rice exports would go a long way in reducing the trade imbalance. However, even this modest goal will prove elusive without a massive institutional effort.

Politicians, planners and the public will have to face the unpalatable that there are no short cuts to economic development. It is a hard road made even harder by a three per cent birth rate and the lack of a clear cut direction.

There is no technological blood transfusion that will suddenly propel Pakistan into the twentieth century: no magic wand to transform the country overnight. Unless basic issues like population, social and economic injustice and mismanagement are resolved, the grim, grey lives of one generation will become the next generation's birthright.

SECTION IV

EMERGING EDUCATIONAL CONTEXT

In order to make educational programme and educational personnel serve any society well, it is imperative that their competency and 'profile' must change with the times. These changes can be judged against pedagogical, social and even political compulsions of different societies. Whereas much of such profile changes are profession specific, yet some of these changes are bound to be culture and society specific.

This point has been rightly stated by Dr. Minda C. Sutra in that a study of educational personnel profile, "ineluctably drawn from the system which influences them"—the supra-system that is "a given society" and secondly the "educational system"—and that they are "interrelated". Notwithstanding these three systems interrelated—and their influence over each other, it is submitted in this paper, that all these are further governed by an important overall factor namely the imperatives of the "future".

Secondly, it is further submitted that on this count, a need exists to determine broad guidelines that can help reformulate the training and orientation programmes to facilitate and accelerate the emergence of a profile of the educational personnel relevant and in consonance with the implications of future to a given society.

The key stand taken here is, therefore, simply that understanding of the implications of the future i.e. the logic of technology need of redesigning of social organizations and timely adaptation to innovative management practices in the field of education, do hold some clues for determining most-if-not-all features of these emerging and much needed changed educational personnel profile.

Future: Concept and Message

Notwithstanding the fact that very few people are interested or care for future or that they consider it something illusive, in more than one sense, there does exist in the world today a very strong academic body of knowledge, and administrative and managerial opinion which strongly suggests that future should be handled independently through meaningful judgments for a given long-range time-frame. Scholars who belong to such a school of thought believe that, if we can exercise any control whatsoever it can only be in trying to shape and hopefully influence things that lie ahead in the future. They argue that it is not merely a belief confined to planners and policy makers but it is as much important for the educationists, simply because it is through a teacher that, world-over, we are trying to help shape and influence the future of millions of our

*S. C. Seth, op. cit. pp. 1 — 10

children and the youth – and that, teachers personnel profile thus has to display deep etchings of futurism and future commitment.

The mature societies have thus recognized that if future is characterized by catastrophe or opportunity then we must train the young people to learn to foresee them in order to cope with them well and survive. It is further argued that it is necessary to gain a clear conception of what does-and-can lie ahead in time. There are now a number of anticipatory techniques available to the educationists and others with which they can improve 'anticipation' and 'remodel' the syllabus accordingly. In fact, the prime aim of futures research is to endeavour towards a fuller comprehension of things come, leading to better plans and take more appropriate action to reshape current day decision, judgment option and advice and even "pedagogical instruction." There is thus tremendous scope here for each professional, be they sociologists, anthropologists, planners or teachers to improve upon the methodologies whereby the techniques of exploring the future can enable our teachers to become vitally alive to the need to discover in integrated view of the future and, enrich their repertoire, of ways and means to confront it constructively and creatively.

The knowledge of the scanning of the future or how to map out at least some, if not all, features of "uncertainty" that characterizes future can be done either through extrapolative methods with education; manpower, resources, content, etc. could be studied in terms of their implications over a specific period of time that lies ahead.

Alternatively, the teachers can also learn the normative approach whereby they can stimulate in the minds of the young people, how they can think of a 'perspective' or a 'vision' or a 'preferred future' in a given sector besides setting up for themselves normative goals for better education and teachers training to imbibe and acquire a new profile. Such a normative approach helps augment and sharpen a creative and innovative outlook.

It has to be realized that future basically consists of events. These events can be of two types ; Events we would like to see happen over a time such as, 100% literacy, 100% employment, international peace, food and energy for all, etc. Future can also hold in its bosom events that we would not like to see happen, such as, falling of educational standard, mass illiteracy, unemployment, war, famine and social tensions, student and youth unrest, breakup of family system decline in morals, etc. An educator, if he is alive to future and its implications can help prepare the educational system in advance so as to cope with such eventualities.

The message of future briefly can be glimpsed in the following propositions, such as:

- Future matters socially, politically and educationally.

- Future is where things can happen.
- Future is change.
- Future is concern for the needs of the coming generation.
- Future, even though it is a state of uncertainty, embraces both crisis and opportunities. Let us prepare for both.
- Future is imagineering and generation of new alternatives ideas.
- Future indicates that social reality is that today life is changing too fast than was the case in the past. Are we ready for it?
- It indicates that most societies, in their own context, are going to be a large human system.
- It indicates that present day educational system is too *status quo oriented*. It is based on the 19th century wisdom, and is, there for, ill-equipped to prepare children for the challenges of 21st century.
- Both message of education and the concept of future are powerful organizational concepts for change.
- The message of education is the establishment of the image both of the social reality and the future
- The gap between the social reality of today and tomorrow can be bridged up by a future-oriented education which would require the following :
 - (a) Change curricula;
 - (b) Change the internal structure of educational institutes; and
 - (c) Link education to external community environment,

From such a change effort, it is submitted, shall emerge numerous facets of the new educational profile. What is required, therefore, is that since future oriented education holds the key to adaptivity and, since education cannot be divorced from the aspirations, needs and motivations of the learner, since they have to develop abilities to live and cope with and grow towards a high change society. We should:

- (a) reassess social values (society is the end and the ultimate thing - education is only a means and intervention);
- (b) restore to educational system its rightful place in order to overcome the gradual loss of its legitimacy in many societies, though due to diverse causes.
- (c) Search:
 - (a) New educational structures;
 - (b) New educational methodologies;

(c) New modes of organization of knowledge.

In order to serve society the new educational profile, *inter-alia* can also be found in enhancing and inculcating in the educational personnel, through training programmes and orientation, such qualities, which can enable them to first seek a better educational policy that could be conducive, in a given societal context, to serve the four key clients of education:

- (i) The individual student ;
- (ii) Individuals, teachers, educators, administrators, planners, technologists, policy makers etc.;
- (iii) The institution of education ; and
- (iv) The society as a whole.

The Societal Considerations

It may necessary to once again analyze the key societal considerations which can be helpful to assess and define the emerging educational profile. This paper submits that hereafter no teacher, whether in the field of humanities or in the field of physical sciences can afford not to understand his society – the great system – and the globe around – the total system of humanity.

We are living through times where things are happening so fast that simultaneously two contradictory possibilities envelop around us. One arises from the fact that today we have ever increasing social awareness and understanding and even a symbiosis of values, mores, life styles amongst different cultures and societies.

On the other hand, simultaneously, in each society there is an ongoing process-both visible as well as invisible of ever increasing social fragmentation. Whereas educational endeavours have a significance of their own yet they cannot be run through institutions and educational functionaries who may remain socially unresponsive, inflexible, rigid to societal flux.

Educational syllabus at all levels has necessarily to respond to both the demands of knowledge as well as the needs of the society meaningfully understanding and coping with trends of societal rejection of the educational system. Today, we have available too much knowledge. The increase in the body of knowledge in each discipline poses an important challenge on how to encapsulate such enhanced knowledge in a meaningful manner so that it can be shared and transmitted to students at different age group and at different educational (or comprehension) levels. We have, however, yet to find the right kind of knowledge-mix.

Secondly, we cannot ignore the fact that in many societies there is a visible collapse of teachers' authority. Teacher is no more the sole source of

information through whom knowledge or information or skills comes to their pupils.

The developing societies too now do not offer merely 3-4 kinds of employment opportunities. Social plurality has led to several new career openings. Each society has thus so much opened up that social and vocational plurality demands educational plurality, choices and options and freedom to its client to obtain it through flexible systems and sometimes on the client's own-time basis.

Today and tomorrow's youth would want a great deal of freedom to learn, to do things in different areas without help subjected to a rigid syllabus. In fact, he wants to choose his subjects. He wants to experiment, innovate, explore the real life problems. He seeks avenues where the rebel confined in him finds socially harmless outlets.

In fact the majority of our young people stands at a cross-road where education is not automatically leading them to place in society; he is being subjected to the duality of reaction towards education in terms of part fascination and part disenchantment leading to repeated show even "educational", 'systems rejection'.

The third significant fact worth noting is that notwithstanding the fault on the part of educational system or on the educational personnel performance in many societies there is a visible neglect of those who are educated and visible promotion (self promotion or socio-political promotion) of those who never bothered to partake in the educational process. This is a social condition where intelligentsia, apparently, appears to have socially irrelevant and redundant. The youth, therefore, rightly asks: If illiteracy can triumph over literacy and education then something is radically wrong here. Why do we need it?

The point that is being stressed here is that the emerging educational profile indicates the need for educational functionaries to come grips with numerous visible and invisible social forces to developments, in short, to display total understanding of the long-range societal implications even if they do not directly stem out of the pedagogical realm. The educational apparatus and its functions can ill afford to become its silent observer.

Of course, it could be argued that much of this falls in the realm of political judgment and educational functionaries do not always help define the goals of society. On the other hand it can also be argued that education functionaries cannot remain immune to it. All educational personnel have to understand how he or she can meaningfully and positively interpret the societal trends to the young. Every teacher, hereafter, will have to answer questions of where does our future lie and how does one create conditions that at least, in a visible time frame of 20 or 25 years, help usher knowledge-based society; an information based society; a democratic society with participative culture a society with complex long-range kinds of issues; a society which preserves its

national heritage yet generates a learning atmosphere where creativity, innovation and experimentation is encouraged and honoured. Education is to build a citizenry for a forward looking society, a change-oriented society, and a society imbued with managerial culture which is not reactive but is anticipatory and proactive. After all, as Alvin Toffler has remarked, "All education springs from images of future and all education creates the images of future."

SECTION V

NEW EDUCATIONAL APPROACHES*

The diversity of socio-economic development and the rapidity with which some of them have taken place have led to rethinking of the development strategy and a reappraisal of the educational approaches. In most of the developing countries of the region there is disenchantment with the old models of economic development. A growing disillusionment with a large-scale use of technological processes without concern for their consequences has become visible. The new approaches and strategies that can be adopted to ensure the continuing survival of mankind and to provide a minimum quality of life for those vast masses whose lives have remained untouched by economic growth have also come to be increasingly debated. Although many of these approaches are outside the purview of the education system, as they have implications for educational approaches to be adopted, brief discussion of them is in order.

A shift in the overall development strategy is being advocated in many of the countries of this region. The sixth five year plan (1978-83) of country had provided an illustration of this shift. Realizing that past models of economic growth have not been adequate to reduce mass poverty, unemployment and under-employment, and imbalances among regions and groups, the plan visualizes a restructuring of the pattern of investment in favour of rural areas, agriculture and supporting services and small scale and cottage industries. A number of articles of daily use have been reserved for manufacture in small-sector establishments. District industries' centres have been established to promote district-based industrial development so that gainful employment opportunities are created at levels where they can be taken advantage of.

Integrated rural development has emerged as a major goal of governmental effort in most countries. In one of the countries, one-third of the districts have been identified for special assistance. The satisfaction of basic minimum needs, particularly of the rural poor, has emerged as a major goal of the development effort. Agrarian reforms conferring ownership rights to the tillers of the land are being pursued with vigour. The involvement of people in the decision-making process has led to a change in planning methodologies. Instead of being centralized, the effort now is in the direction of involving people at the grassroots level in the planning processes. It is expected that their participation will not only help the formulation of programmes which meet the urgent needs of the people but will also ensure the implementation of the development plans.

* New Personnel Profiles (in relation to changes in society and educational system, Report of Regional Seminar, APEID, UNESCO Regional Office for Education in Asia and Pacific, Bangkok, 1980, pp 9-15.

Although somewhat belatedly, education has begun to respond to the emerging socio-economic changes. The concern about 'relevant' education stems from the realization of the instrumental value of education in providing knowledge, promoting attitudes and developing skills which the present and the future generations will require to cope with the present and the emerging situations. Education for the sake of education, although *still valid* is gradually being supplanted by education incorporating productive work.

An important realization in education circles is that education is a life long process rather than being a 'single-shot' affair. Four principal factors account for this: (a) the realization that the complexities of the modern world will not allow an educational institution to produce a finished man within a short span, (b) that knowledge and skills now tend to become obsolete almost as soon as they are learnt. (c) that the nature of problems that an individual is likely to face tomorrow likely be different from that of problems to be faced today and (d) that knowledge is growing at a faster rate and it will never be possible for anyone to gather more than a part of it in an educational or training institution. A national study succinctly points out that it is "impossible to provide the necessary knowledge for a whole lifetime in the limited period of school education". The study therefore, emphasizes the need for guaranteeing lifelong education "by means of national policy and the opportunity for all citizens to study and learn throughout their life".

The essential need for organizing lifelong education, at least to remove obsolescence, for equipping the future generations for a world characterized by rapid change and the difficulty of keeping up with advances in knowledge have led in most countries to an evaluation of what educational institutions should aim at. Instead of bloating the curriculum with a view to providing information, the trend is towards "providing basic concepts and principles" and the development in students of the capability to learn on their own. The emphasis advocated, for instance, in a national study is 'with ways and means of making individuals more discerning in their perceptions and reception of information so that they will be able to sieve the grain from the chaff' for, "the need for rational and discriminative thinking will become increasingly important" particularly "as the techniques of behaviour modification and mass persuasion become more sophisticated".

Partially in response to the increasing concern with distributional justice and partially in response to rising expectations among the people, the equalization of educational opportunities has emerged as a major programme in developing countries where, so far, large segments of the population have remained outside the reach of education. The response to the education of the hitherto neglected areas and under-privileged sections of the population has been manifold. First, large scale expansion of the education system, particularly for the first level has taken place or is planned for. This is a facet of educational

development which has been well documented in national and international studies.

Second, and more importantly, expansion plans have led to a critical appraisal of the formal system which does not seem to respond adequately to the motivations and needs of a large number of non-attending children. In countries where, for socio-economic reasons, children of school-going ages have to engage in economic activities or domestic chores in order to free their parents to work, non-formal part-time education, provided at a time convenient to children and parents, has emerged as a major strategy to equalize educational opportunity.

One of the country studies provides a major illustration of this approach. Of the 32 million more children of the age-group 6-14 to be brought within the fold of education during 1978-83, half – or 16 million – were to be covered under non-formal education programmes. Since the clientele is diverse in educational attainment, age cohorts and motivations (for instance, those having dropped out of the system after first or second grade or those who have never been to school or girls whose motivation for education may be different), a variety of models are being implemented in to country. Under one of them, the five year school curriculum has been condensed, by emphasizing the essentials, so as to help the child receive “five years” schooling” in two years. In the integrated child development services, the approach, suitable particularly for the girls, advocates building of content around skills required for baby care, nutrition, family planning, home craft and so on. In another model, which has been developed around a carpet weaving industry, education is provided in relation to the occupation in which the child and his family are engaged.

A major problem, particularly in respect of the condensed courses model, which aims at helping the child to enter the formal system after two years of education, is the one arising from the equivalence of the educational programme of the non-formal centre with that undergone by a student in the formal system. To ensure equivalence, the entry requirements of the formal system are being modified to allow multi-point entry on the basis of competency tests. The experience so far, although very limited, is that students, coming from the non-formal, perform in the formal system as well as the full-time students.

Non-formal education of adults, both as a support to universal elementary education as well as providing for the occupational and other needs of adults has also been developed as an alternative strategy in most countries of the region. In so far as non-formal education is organized within a framework, it is distinct and different from informal education which is incidental and directed to no specific purposes. In countries with a large illiterate population, the teaching of basic skills of reading, writing and counting forms the major concern of adult education activities. To ensure the adults' motivation for education, their occupational and social concerns provide the foci round which the programmes of adult education centres are built.

Democratization of education has brought to the education system a clientele whose expectations of the system are qualitatively different from the roles that education has traditionally been expected to perform. Education for them is not an intellect-sharpening exercise but, rather, utilitarian. Instead of asking what education will make of them, they are asking how education can help them in functioning as productive members of the society. The movement emphasizing 'relevant' education has its genesis partly in the failure of the system to meet the differing needs of different groups and partly due to mismatch between the supply of and demand for educated and trained people. In many of the countries, the education system has been producing students with few skills or with skills for which demand does not exist.

The response of the education system to the problems of providing 'relevant' education has been two-fold: decentralization of the development of curriculum in relation to the need of specific communities and the emphasis on work oriented education. Although they continue to be centrally determined, efforts are under way to develop mechanisms and procedures for the decentralized development of curricula which suit students of varying socio-economic backgrounds. The UNICEF-assisted experimental project in one country aims at "curriculum renewal in relation to the environment of the learner and the developmental needs of the community". The project is still in its experimental phase although experience so far warrants its further will help in adoption of this process on world wide scale is, however, yet to be seen.

While it is agreed that it should be developed in relation to the requirements of individuals and specific communities, uniformity in curriculum is considered to be essential from the point of view of promoting national integration and consciousness of national identity. The trend to develop a core curriculum, allowing at the same time local variations, is an illustration of this concern. In response to these requirements, syllabi and textbooks are undergoing substantial review and revision and new instructional materials are being developed. In some countries the government provides assistance to universities to develop reading material in the language of the country.

An innovative approach being considered and developed in some of the countries, particularly in view of the need for individualizing learning, is that of developing a curricular programme which meets the minimum learning needs of the students. This effort in one of the countries is characterized by what is termed as "return to the basics," emphasizing (a) mastery of basic learning to learn skills or the traditional three R's, (b) emphasis on learnings which are requisite to the mastery of complex learning, and (c) all learning, especially values, necessary for effective participation in the basic social processes." In another country, instead of specifying learning "in terms of syllabi and subject, an attempt has been made to identify the minimum learning competencies that elementary school should help children to develop". These competencies provide a common basis for

developing a variety of local specific curricula to suit the needs of diverse groups of children living in various parts of the country.

Curricular revision in most of the countries also reflects the social concerns which have emerged. These include, among other things, concern with unchecked population growth, problems posed by pollution of the environment, incorporation of materials which are likely to develop value orientations among students, and so on. Instead of developing specific courses, the strategy generally has been modification of the existing syllabi and courses. For instance, the courses in Social Sciences now include materials which inform students of the adverse effects that over-population has on the consumption levels and general welfare of the people. Similarly, courses in Biology provide for information on the desirability and methods of regulating fertility. In the area of value orientation attempts are being made to identify a cluster of values which need to be inculcated within the context of the socio-cultural milieu.

The increasing participation of women in economic and social life in general and in the education system in particular has led to an appraisal of the curricular and co-curricular programmes of educational institutions. Efforts are under way to develop special disciplines which are expected to meet the specific roles that women are expected to perform as mothers. They include, among others, home craft, nutrition education, child care and so on. The demand for equal status of women has also led to a more critical scrutiny of the syllabi and text books in vogue in educational institutions. In countries where social prejudices prevent girls' attendance in mixed educational institution, after they reach a certain age, girls' schools and colleges are being established in increasing numbers. Special efforts are also underway to augment the supply of women teachers. These and other measures are gradually helping to remove the obstacles which have prevented girls from continuing education for careers.

The need to relate education to the requirements of economic development, either in the form of developing useful skills on the part of the people or in training high level manpower, has come to be increasingly stressed. In addition to developing specific skills effort is under way to make some form of productive work as an integral part of the curriculum.

In one country, the students along with the staff of the schools, undertake socially useful productive work as an integral part of their curriculum. This is one form of linking the school with the community: the school is able to identify itself with community while contributing to its developmental efforts.

In another country, there is increased emphasis on the development of productive or employable skills through work oriented curricula. There is "more stress on its food production programme which is tied up with its nutrition programme, and given a boost to its Earn-While-You-Learn scheme at all levels including non formal education.

In the context of its integrated rural development, in one of the countries the planners are considering whether at the local community level where it provides the only institutional infrastructure, elementary (primary) school will not provide the institutional mechanism for launching a multi-pronged effort for all-sided development. The village school could be thought of and developed as the focal point for promoting development in agriculture, local crafts, nutrition, health and environmental sanitation. This could be done if the development departments with extension wings could "think of the local school as a viable and important medium through which improved practices could be demonstrated.

Vocationalization of education, aiming at the provision of vocational training as an integral part of the general system of education, has been launched in one country as a major ingredient of the package of educational reforms. Vocational courses, of varying duration, are being organized on the basis of surveys of skills required in existing and emerging occupations. The primary purpose is to train students as middle level personnel in areas where training facilities are either non-existent or inadequate. A large number of occupational areas have been identified and course organized for training students who have completed ten years of general education. With the restructuring of investment in favour of agriculture and district-based industrial development, these courses are being related to new job opportunities that are expected to be created.

Since the number of job-seekers entering the labour market is likely to be so large that, despite large investments, the organized sector will be able to provide gainful employment to all of them it is realized that the educated would have to think increasingly in terms of self-employment. The main concern of the educational planner at the moment is to design programmes which will not only provide relevant knowledge and training but also build attitudes that are essential for self-employment. The experience of entrepreneurial development programmes, implemented as part of the special employment scheme undertaken in the country, is being evaluated to develop worthwhile programmes.

The programme of vocationalization is also being introduced at the third level of education. Courses like journalism, commercial practice or insurance have been introduced, on an experimental basis, in a few institutions of higher education. The objective here is to provide training to college students so that they are able, on graduation, to earn their living rather than remain unemployed for a long stretch of time.

In most countries of the region, systematic effort to harness mass media of communication for educational purposes has yet to be made. There is, however, concern about the "rapid invasion of school education by educational technology as a result of the strong initiative of the educational machinery industry." The inherent limitation of the school system to compete with mass media in provision of information have been brought out in a national study thus:-

In the case of television, the knowledge of specialists in all relevant fields is collected, the programme to be produced is carefully considered by staff personnel over a long period of time, and all necessary materials, data and visual aids can be easily provided. This can hardly be expected of the school teachers, and to make matters worse, the instructors appearing on educational television programmes are often more competent than the typical school teacher.

In one the developing countries, experimentation with educational broadcasts and telecasts and satellite instructional television (SITE) have demonstrated that these media can be profitably used for providing useful information. In the SITE experiment, information on health, agriculture and other problems of concern to the rural areas was provided *via* the satellite to 2,400 villages, representing a diversity of socio-economic characteristics, and it was demonstrated that it would be possible to educate large numbers without necessarily depending upon traditional modes of teaching. As part of this experiment 24,000 teachers were provided in service training by using a multi-media strategy including television and radio- lessons, explanations by teacher educators and correspondence lessons.

The country studies and the discussions revealed a growing concern with the quality of education that is being made available. A country study reported that "there is solid basis for the claim that the number of students unable to complete all the materials in required courses accounts for 30 per cent in elementary schools, 50 per cent in junior high school and 70 per cent in high school." There is, therefore, the concern with "thriving schools, perishing education." In developing countries the holding power of the school is sub-optimal ; a large proportion of the children drop out of the system before completing basic minimum education which would provide them with knowledge and skills for productive citizenship. While resources constraints may be important, relevant approaches for enhancing the quality of education are being worked out.

SELF ASSESSMENT QUESTIONS

1. Describe in detail the socio-economic scene of the world and discuss its implications for overall development in Pakistan.
2. What are the future threats for mankind? How far these threats are likely to affect our country in the years to come?
3. What are some of the crucial problems which Pakistan is likely to face in the year to come in the following aspects of our life :-
 - (i) Population growth (urban and rural),
 - (ii) Economic development,
 - (iii) Agriculture,
 - (iv) Political science.
4. How will the future changes in world affect the systems of education?
5. Describe the new educational approaches and discuss their implications for education in Pakistan.

UNIT No. 7

**DEMOGRAPHIC SITUATION IN
PAKISTAN:
ITS IMPLICATIONS FOR SOCIO-
ECONOMIC
DEVELOPMENT OF THE COUNTRY**

Dr. Abdul Razzaque Rukanuddin.

Revised by

Dr. Hamid Khan Niazi

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OBJECTIVES

On completion of this unit, you are expected to be able to:

1. Describe the demographic situation and population characteristics in Pakistan.
2. Evaluate the problem of universalization of education and elimination of illiteracy from the country as it relates to the growth rate of population in Pakistan.
3. List the socio-economic and demographic implications of population growth.
4. Examine the consideration of demographic factors in planning for education.

1. INTRODUCTION

- 1.1 The study of population has been a subject of interest among all those who wish to understand the basic needs, problems and welfare of human beings. The demographic situation in a country relates to population size, age and sex structure of the population, level of fertility and mortality, distribution and redistribution of population, rate of growth of population and changes which are occurring therein over time.
- 1.2 These characteristics of population play a vital role in socio-economic and political development of a country and are one of the main determinants of overall policy formulation. Thus the various demographic variables are closely linked with socio-economic developmental policies and have been identified as basic factors influencing socio-economic development of a country. Further the nature of current socio-economic problems have also led to a closer understanding of the interrelationships of demographic and socio-economic variables. The concern of population growth in relation to the availability of resources has received a serious consideration during the recent years mainly as a result of unprecedented increase in the population size experienced in many of the developing countries including Pakistan.
- 1.3 The size of population and its growth, fertility and mortality level, age and sex composition marital status and age at marriage of the population are discussed in section one. Section two of the paper discusses literacy and educational attainments, labour force participation in the country. Section three presents information on housing, health, food and nutritional levels prevalent in the country. The section four discusses the socio-economic and demographic implications of population growth in Pakistan. While the last section deals with concluding remarks.

SECTION 1

Size and growth of population in Pakistan during 1901- 1980

- size and growth of population
- fertility and mortality levels
- sex composition
- age composition
- dependency burden
- marital status and female age at marriage

In this section look for the answer to the following questions:

1. What is the demographic structure of the country?
2. How does Pakistan compare with some other selected countries of the world in demographic characteristics?

2. SIZE AND GROWTH OF POPULATION IN PAKISTAN DURING 1901 – 2000

Pakistan with a population of 83.78 million (as on March, 1981) is the ninth largest populated country of the world (Table 1). The population has increased nearly five-fold during the past 80 years. Since independence the population has increased two and a half times from 32.5 million in 1947 to approximately 84 million in 1981. The first doubling of the population took almost 50 years whereas the next doubling took about 20 – 23 years (Table 2 and Figur1). The high growth rate of population has reduced the doubling time in the country. If the same trend continues the present population will again double itself in about 20 – 25 years, that is around the year 2000. Whereas the world population as a whole will double in 41 years, and in the developed countries' it will take 111 years. The developing countries' population will double in size in 34 years and Asian countries' population will take 39 years to double compared to Pakistan which will take about 20 – 25 years to double its present population (Table 3).

Table 1: Ten largest populated countries of the world in rank order, population Growth rate and ranks in per capita income, 1981

Rank according to population size in the world	Country	Population (in million 1999)	Rate of growth 1995-2000)	Per capita GNP (in US \$) 1999
1	2	3	5	6
I	China	1266.8	0.91	3070
II	India	998.1	1.6	1660
III	UK	58.7	0.2	20710
IV	USA	276.2	0.8	29080
V	Indonesia	209.3	1.4	3390
VI	Brazil	168.0	1.3	6350
VII	Pakistan 2002	145.96	2.69	443
VIII	Japan	126.5	0.2	24400
IX	Bangladesh	126.9	1.7	1090
X	Pakistan	130.5	2.4	1580
XI	Nigeria	108.9	2.4	860

Source: 21

- 2.2. The population growth rate in Pakistan has increased from almost 1 per cent in early 1920s to a 3 per cent at present level. Since independence of the country, the population has grown on an yearly average growth rate of 2.83 per cent. The present high rate of population growth in Pakistan is primarily due to a precipitous decline in mortality over a relatively short time in the post Second World war period while the fertility has not declined. This has been due to exogenous factors, such as, better public health facilities and recent advances and innovations in medical sciences. Large scale deaths from epidemics have been eliminated. Concomitant with the mortality decline fertility has not yet declined and as a result of this, the rate of growth of population has been very high since independence of the country.
- 2.3. Pakistan has the highest rate of growth among the first ten populous countries of the world.(Table1). It is even higher than the overall average of the developing countries as well as Asian countries where the growth rate is recorded 2.0 per cent and 1.8 per cent, respectively (Table 3). The country has already replaced Nigeria from ninth to tenth position. If the

present trend of population growth continues it may even excel Bangladesh and Japan in the next 2-3 decades placing the country in not an enviable position.

3. FERTILITY AND MORTALITY LEVELS

- 3.1 The Crude Birth Rate (CBR) of Pakistan for the mid-1981 is estimated to be 42.6 per thousand population compared to 16 for developed countries, 32 for developing countries and 28 for Asian countries (Table 3). According to the Pakistan Fertility Survey (PFS) conducted, in 1975 the Marital Total Fertility Rate (MTFR) in the country was 8.0 and Marital Gross Reproduction Rate (MGRR) was 3.9 and Marital Net Reproduction Rate (MNRR) was about 2.6 with peak of fertility observed in the age group 25 – 29 years. These rates suggest that on the basis of the 1975 fertility schedule on completion of her reproductive span each married Pakistani woman produced 8 children of which almost 4 were girls. After taking into account the female mortality, one Pakistani married woman at the end of her reproductive period is replaced by 2.6 women, on the average. To attain a stationary size of total population at NRR of 1.0 is required but our fertility schedule is far in excess of the placement level.

Table 2: Population size and rate of Growth of population, in Pakistan, 1901- 1998

Census Year	Population (in 000s)	Average intercensal Rate of growth per annum
1901	16576	0.6
1911	19382	0.76
1921	21109	0.7
1931	23542	1.1
1941	28282	1.8
1951	66740c	1.8
1961	42880d	2.4
1972	65309	3.0
1981	83782	
1998 (Census Report)	130579	2.4

- Note :** a. Excluding population of frontier regions.
- b. Based on population excluding 1922 thousand persons of frontier region in 1911.
- c. Including 13 thousand persons (estimated) of Gwadar not part of Pakistan in 1951 and 24 thousand persons (estimated) in frontier regions who were not included in the 1951 Census published data.
- d. The Planning Commission has estimated that there was under-enumeration in the 1961 census of the tune of 7.50 per cent. As such the 1961 population figures used for various economic indicators is taken to be 46,200 thousand.
- e. The inter-censal population growth rate between 1961 and 1972 is 3.6 per cent if the 1961 population is taken without adjustment and 3.0 per cent after adjustment for 7.5 percent under enumeration in the 1961 Census.

Source: 5,6,7,

3.2 The survey further indicates that currently married women who had more than 25 years of married life had given 7.7 live births out of which 5.2 children survived. It indicates that such women had lost one-third of their children during their married life. The relationships between male and female mortality in Pakistan is peculiar and unique as life expectancy at birth is about 2 years higher for males than females. This tendency is also observable in India, Bangladesh and Nepal, and could be ascribed to socio-cultural pattern prevalent in these countries,

3.3 The Crude Death Rate (CDR) is estimated to be 13 per thousand population compared to 9 in developed countries, in developing countries all in Asian countries. The expectation of life at birth is estimated to be around 55 years compared to 72 years achieved in developed countries, 57 years in developing countries and 58 years in Asian counties (Table3).

Table 3: Selected demographic characteristics of Pakistan and regions of the world population

Mid Year (End June)	Popu- lation (min)	Labour force participation Rate(%)	Civilian Labour Force (min)	Employed Total (min)	Crude Birth Rate Per 1000 persons	Crude Death Rate Per 1000 persons	Infant Mortality Rate Per 1000 persons	Compound growth rate
1981	85.09	30.30	25.78	24.70	-	-	-	-
1991	112.61	27.22	30.99	29.04	39.50	9.80	102.40	3.06
1992	115.54	27.64	31.94	30.07	39.30	10.10	100.90	2.54
1993	118.50	27.38	32.45	30.92	38.90	10.10	101.80	2.52
1994	121.48	27.40	33.29	31.68	37.60	9.90	100.40	2.51
1995	124.49	26.99	33.60	31.80	36.60	9.20	94.60	2.49
1996	127.51	27.00	34.43	32.58	35.20	8.80	85.50	2.47
1997	130.56	28.22	36.84	34.59	33.80	8.90	84.40	2.42
1998	133.61	28.92	38.64	36.36	-	-	-	2.69
1999	136.69	28.91	39.52	37.19	30.50	8.60	82.90	2.69
2000	139.76	28.51	39.84	36.72	-	-	-	2.69
2001	142.86	28.48	40.69	37.50	-	-	-	2.69
2002	145.96	28.48	40.69	37.50	-	-	-	2.69
2003 (p)	149.03	29.00	42.75	39.41	27.30	8.00	83.00	2.69

- 3.4 In Pakistan infant and child mortality is very high and nearly half of all married women, who became mothers, experienced a loss of at least one child. At present the infant mortality rate is estimated to be 115 per thousand live births which indicates that almost every ninth child born alive, dies before attaining his/her first birthday. The corresponding infant mortality rate is 20 in developed countries. 110 in developing countries and 103 in Asian countries (Table 3). The contribution of infant mortality in the overall number of deaths being nearly 35- 40 per cent, a reduction in infant mortality alone would contribute substantially to the lowering of the death rate of the country. In addition, the reduction in infant mortality would also contribute to some lowering of the fertility.

4. AGE AND SEX COMPOSITION OF POPULATION

Sex composition.

- 4.1 The sex composition of the population of Pakistan indicates more males than females. The sex ratio of the population has consistently improved from 1223 per 1000 females recorded in 1921 census to 1129 males per thousand females recorded in 1972.
- 4.2 The unusually high sex ratio in Pakistan may be attributed to a number of factors such as (i) higher number of male than female births take place in Pakistan and also throughout the world which is biological phenomenon (ii) in censuses males are better covered than females and (iii) there is higher female mortality than males particularly beyond infancy and adulthood.

Age composition.

- 4.3 The age distribution of a population is a major outcome of a fertility schedule. High fertility connotes a high proportion of children in the population. The age distribution of the population of Pakistan is shown in Table 4. In Pakistan 4 out of 9 persons are children under 15 years of age. The 1972 Census reported that 44 per cent of the population was under 15 years of age, 52 per cent comprised of productive population in the age group 15- 64 years while 4 per cent comprised of old persons i.e. 65 years and above. Pakistan has one of the highest proportion of child population when compared to developed and developing countries. For example, the said proportion is about 22 per cent in the United States ;24 per cent in Japan ; 21 per cent in Sweden ; 24 per cent in European countries and in developed countries ; 39 per cent in developing countries and 37 per cent in Asian countries. The proportion of children under 15 years of age increased from 39 per cent in 1901 Census to 42 per cent in 1941 Census and to 44 per cent in 1972 Census.

- 4.4 This indicates that the age distribution of Pakistan is heavily weighted towards younger unproductive ages. With the existing high percentage of children to total population, a high fertility will further produce a high proportion of children which is clearly observed from the pyramids of population of three Censuses of Pakistan. It indicates that a huge amount of national income has to be spent on these non-productive dependents. This would compel the diversion of investment funds to immediate consumption and less productive uses.

Table 4: POPULATION BY AGE, SEX URBAN/RURAL AREAS 1998 CENSUS

Age (in years)	Total			Rural			Urban		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
1998 Census*									
All ages	129.176	67.222	61.954	86.225	44.516	41.709	42.951	22.705	20.245
0-4	19.118	9.761	9.357	13.534	6.907	6.627	5.594	2.854	2.730
5-9	20.215	10.571	9.644	14.211	7.466	6.745	6.004	3.105	2.899
10-14	16.732	8.909	7.822	11.106	5.973	5.132	5.625	2.935	2.690
15-19	13.400	6.909	6.490	8.553	4.396	4.157	4.846	2.513	2.333
20-24	11.588	5.815	5.773	7.402	3.610	3.791	4.186	2.205	1.981
25-29	9.521	4.878	4.643	6.092	3.024	3.067	3.429	1.854	1.575
30-34	8.040	4.232	3.808	5.083	2.604	2.479	2.956	1.628	1.328
35-39	6.166	3.254	2.913	3.846	1.984	1.862	2.320	1.270	1.050
40-44	5.745	2.931	2.814	3.669	1.812	1.848	2.086	1.119	967
45-49	4.563	2.360	2.203	2.995	1.512	1.483	1.568	848	720
50-54	4.148	2.200	1.948	2.776	1.458	1.318	1.372	742	630
55-59	2.777	1.505	1.272	3.886	1.001	867	909	504	405
60-64	2.637	1.418	1.219	1.838	987	851	799	431	368
65-69	1.554	850	704	1.076	585	491	478	265	213
70-74	1.408	778	631	1.022	564	458	386	214	172
75 and above	1.563	849	714	1.162	632	530	400	217	183

*Figures regarding FATA not included.

Source: Population Census Organization

Dependency burden

- 4.5 The children the under 15 years of age and persons 65 years and over are considered as dependents and can be regarded as high consuming, low productive age groups, where as persons in the age groups 15- 64 years are considered to be working or productive population and may be classified as supporters. A higher population of (a) children 15 years of age plus old population of 65 years and over and (b) a lower proportion of persons in the working age population i.e. 15 -64 make the dependency ratio defined as (a) times 100 over (b) extremely unfavorable for a high fertility population like Pakistan relative to low fertility population.

$$\frac{(\text{children upto 5 years} + \text{old persons 65 and above} \times 100)}{\text{working age population of 15} + 64}$$

Dependency ratio -----

working age population of 15 + 64

The dependency ratio for Pakistan is 97 compared to 54 for developed countries, 75 for developing countries, 69 for Asian countries, 49 for USA and 56 for Sweden. Another important factor affecting dependency ratio in Pakistan is the low female participation in the labour force which further aggravates the dependency burden in the country.

Marital status and female age at marriage

- 4.6 The social and cultural norms prevalent in Pakistan favour universality of marriage and early marriage for females. In the last 3 censuses above 98 per cent of the women were reported married before 50 years of age. According to the Housing, Economic and Demographic (HED) Survey of 1973; 62 per cent of the females aged 10 years and above were currently married compared to the 67 per cent of the females in 1961 Census. In 1972 Census 75 per cent of the females were married by the age of 22 years in the country. In 1961 Census, 10 per cent of the females in the age group 10- 14 were married, whereas the corresponding proportion in 1972 declined to 2 per cent. In 1972 Census two-third of the women in age group 15 -19 were still single as compared to slightly more than half in 1961 Census. The increase in proportion of singles between 1961 and 1972 is quite marked.
- 4.7 The age at marriage is a crucial variable which influences fertility pattern of a population. The progressive increase in age at marriage has been observed from the census data as well as from demographic surveys. The PPS data shows a gradual rise in female age at marriage from 14.3 years in 1945- 50 to 16.5 years in 1970- 75. It appears that the socio-economic changes which are taking place in Pakistan will lead to the increase in

female age at marriage which will serve as a factor in reducing fertility in the future.

SECTION 2

- Literacy and educational attainment
- labour force

Before proceeding on to read this unit, consider the following points:

1. What is actually the distribution of literate population of Pakistan?
2. What is the labour participation in Pakistan as compared with other countries of the world?

5. LITERACY AND EDUCATIONAL ATTAINMENT

In 2002 the overall literacy rate is 50.5% i.e. 63% in males and 38% in females. This is still well below than the developing countries. Moreover, it is very discouraging if we compare this with that of South Asian countries like Bangladesh (75%), India (77%) and Sri Lanka (100%). These figures are still very below.

- 5.1 The literacy rate in the country has been continuously rising due to gradual expansion in educational facilities and the overall socio-economic development in the country. The literacy rate for 10 years and above population had risen from 16 per cent in 1961 Census to 22 per cent in 1972 Census. The male and female literacy rate has been 30 per cent and 12 per cent respectively. The literacy rate in urban and rural areas has been recorded as 42 per cent and 15 per cent respectively.

Table 5: Enrolment in educational institutions by kind, level and sex.

Year	Primary Schools (In thousand)		Middle Schools (In thousand)		Secondary Schools (In thousand)	
	Total	Female	Total	Female	Total	Female
1990-91	10837	3675	2821	842	1094	304
1991-92	10736	3714	2981	858	1169	316
1992-93	12726	4596	3040	994	1261	381
1993-94	13288	5055	3305	1123	1399	439
1994-95	14264	5638	3816	1347	1611	529
1995-96	14527	5702	3605	1270	1530	494
1996-97	15395	6156	3726	1357	1610	535
1997-98	17063	6997	4032	1532	1746	623
1998-99 (P)	18731	7838	4338	1707	1883	708
1999-2000(P)	20399	8679	4644	1882	2020	793

Year	Arts & Science Colleges (In thousand)		Professional Colleges (Nos)		Universities (Nos)	
	Total	Female	Total	Female	Total	Female
1990-91	630	211	75786	18902	61857	11667
1991-92	679	232	76249	19003	65944	12727
1992-93	703	251	76726	19125	68301	14856
1993-94	675	249	99197	25705	77119	19342
1994-95	704	276	100969	27715	80651	21174
1995-96	734	299	128621	33403	82955	23105
1996-97	762	319	140503	36082	91883	25050
1997-98	796	335	162239	40659	93780	24848
1998-99 (P)	796	335	162239	40659	91637	25469
1999-2000(P)	796	335	162239	40659	114010 a	27369 a

Note:

- (i) Students in mosque schools are included in primary school.
- (ii) Secondary schools include enrolment in high schools and secondary vocational institutions.
- (iii) Number of students in Secondary schools decreased in 1995-96 due to ban on PTC classes in Punjab.

P = Provisional

A = Actual

Source:

- (i) Central Bureau of Education.
- (ii) Provincial Bureau of Statistics.
- (iii) Academy for Educational Planning and Management.

5.2 It is further noted that in Pakistan 65% of the children between 6-11 years of age were enrolled in schools. The concept of literacy is context specific. The parameters of literacy may vary from one geographical area/region to another, and from one era to another. Literacy has multiple meaning from simple ability to read and write, to interpreting and implementing ideas, knowledge and skills that a person may have acquired.

In Pakistan, the definition of literacy has evolved and improved since the first census in 1951. according latest census i.e.1998 the literacy is defined as follows:

“One who can read news paper and write a simple letter, in any language”.

The proportion of children attending secondary school (12-17 years) was 13.6 per cent for both sexes, 21.1 per cent for males and 6.6 per cent for females. The net enrolment ratio of school-going children at each

level(i.e. primary, secondary and college) is very low in Pakistan when compared to developing and developed countries and also with Philippines and even with India (Table 5) the differences are quite marked for female population.

- 5.3 It may also be pointed out that the student-teacher ratio in primary level has consistently deteriorated. In 1960 this ratio was 3.9. In 1970 it increased to 41 and in 1978 it further increased to 43 indicating a widening gap between supply and demand of facilities. This ratio might have also increased for secondary and higher levels. Moreover, the expansion in educational facilities may be at the cost of quality of education.

Labour force

- 5.4 The size of civilian labour force has progressively increased from 10.4 million in 1951 to 13.9 million in 1961 and to 13.42 million in 2002. The mid -1980 estimates indicate that there are 24.0 million persons in the labour force with an addition of 0.7 million persons entering the labour force every year.
- 5.5 In the mid of 2002 HED, survey the total population 10 years and above was estimated 145.96 million out of which 41.54 million are economically active. This indicated that 28.45 per cent population (10 years and above) was economically active of the total labour force which was economically active, 67.69% belonged to rural areas of the country. The labour force participation rate is a function of age and sex distribution, literacy and educational level and availability of job opportunities. The labour force participation rate of the total population has been 30 per cent in Pakistan compared to 42 per cent for the world, 45 per cent for industrial countries, 41 per cent for developing countries and 38 per cent for South Asian countries. The male participation rate has been 29 per cent of the total population and 52 per cent of the male population. The participation rate for females has been 9.3 per cent of the total population.
- 5.6 It may be noted that population already born will have no effect on the size of the labour force for at least 10 years from now. If the labour force growth rate of 3 per cent remains constant in the year 2002 about 22 million additional jobs would have to be created even at the presently low level of participation. This will be in addition to the currently 41.54 people forming the labour force.

SECTION 3

Housing

- (a) housing
- (b) health
- (c) food and nutrition

This units deals with the following questions :

1. What is the situation relating to the following facilities in the country?
 - a. housing
 - b. health
 - c. food and nutrition

6. HOUSING

- 6.1 The 1978 HED survey reported the availability of 10.9 million houses in the country compared to 7.8 million reported in 1960 Housing Census . It shows that the rate of growth of housing during 1960 -73 has been 2.7 percent per annum compared to 3.0 percent of population growth. As a result of this , the habitation density increased from 5.5 persons in 1960 to 6.2 persons in 1973 indicating a deterioration in the living conditions in Pakistan . Of the total housing units 90 percent houses have only three rooms or less whereas in slightly less than two-third of the houses (63 percent)the number of persons living in a house is five or more . Taking 1960 level of crowding as base it is estimated that there was a shortage of 1.45 million houses in the country.

Table 6
Housing units by Tenure (In millions)

Tenure	Census 1998		
	All Areas	Rural	Urban
(i) All types	19.3 (100)	13.1 (100)	6.2 (100)
(ii) Owned	15.6 (80.8)	11.4 (87.1)	4.2 (67.6)
(iii) Rented	1.7 (9.0)	0.3 (2.3)	1.4 (23.2)
(iv) Rent Free	2.0 (10.2)	1.4 (10.6)	0.6 (9.2)

Note: The figures in parenthesis are percent shares.

Source : Population and Housing Census 1998.

- 6.2 It is to be noted that slightly less than two- third (63 percent) of the houses in the country were kutchas. As regards facilities it was observed that only 18 per cent houses had access to electricity, 16 per cent had access to piped water. Twenty-nine per cent had latrine facility while 22 per cent had independent bath facilities. The housing conditions in terms

of structure and facilities have been deplorable in rural areas of the country which is quite clear from Table 6. It is further observed that access to safe water supply and excreta disposal services are very poor in Pakistan when compared to developing countries like Philippines, Malaysia, Turkey, Iraq, Tanzania and India (Table 7).

- 6.2 It may be concluded that the majority of the existing stock of housing comprised of kutcha housing units, which lacked essential facilities like electricity, piped water, kitchens, bath rooms and toilets. The higher population density coupled with the absence of basic service amenities in kutcha housing units, as compared to pucca-kutcha and pucca housing units have further deteriorated the overall housing and living conditions thereby contributing to the prevalence of ill health and high incidence of morbidity in the country. In brief, the problem of housing in Pakistan emerges as one of the greatest concern and its major cause, evidently, seems to be the population measure stemming from rapid population growth. Moreover, in this regard other factors such as rapid urbanization which has created permanent slums and overcrowding in the cities along with escalating construction costs, income inequalities and inadequacy of government finances have further complicated the housing problems.

Table 7. Health Facilities

Health Manpower	Upto 2000-01	Upto 2001-02	Upto 2002-03
Registered doctors	91,823	96,248	101,635
Registered dentists	4,175	4,622	5,068
Registered nurses	37,528	40,019	44,520
Population per Doctor	1,529	1,516	1,466
Population per Dentist	33,629	31,579	29,405
Population per Nurse	3,732	3,639	3,347

Source: Ministry of Health

7. HEALTH

- 7.1 Rapid growth of population, low *per capita* income, inadequate nutrition, crowded and insanitary living conditions are the root of the high incidence of morbidity and other problems in the country. In spite of the progress achieved in the recent past, the health allocation and expenditure, and health facilities in the country are still quite low compared to many of the developing and developed countries. Moreover the public health facilities are particularly inadequate in rural areas. For example, more than four-fifth (81 per cent) of hospital beds are available in urban areas and almost half (48 per cent) of the dispensaries/MCH centers/basic health units are located in urban areas. This indicates that the existing public health facilities which are already inadequate in rural areas will not be able to cope with the rapidly growing population. According to the Economic Survey 2002-2003 health facilities in Pakistan from 2000 to 20003 are depicted in Table 8

8. FOOD AND NUTRITION

- 8.1 The bulk of the diet of the people in Pakistan consist of cereals. Wheat is the dominant component which constitutes 83 per cent of the total cereal intake. The consumption of protective food such as meat, fish, eggs, fruits, vegetables and dairy products etc. is quite meager compared to developed countries and falls short of the requirements of a balanced diet recommended by FAO. The *per capita* calorie intake per day is 2218 ; of this 81 per cent is derived from carbohydrate foods such as cereals, starchy roots and sugar, compared to 57 per cent in the developed regions of the world. The *per capita* in take of annual proteins in Pakistan is about 9 grams. This figure is substantially lower compared to 42 grams for Europe, 64 grams for USA and Canada, 17 grams for Japan and the world average of 24 grams.

Table 8: Physical Targets and Achievements During 2002-03

Sub-Sector	Targets (Nos)	Estimated Achievements (Nos)	Achievements (%)
1. Rural Health Programme			
(i) New Basic Health Units (BHUs)	40	25	63
(ii) New Rural Health Centers (BHCs)	8	5	63
(iii) Upgradation of existing RHCs	20	15	75
(iv) Upgradation of existing BHUs	30	25	83
2. Beds in Hospitals/RHCs/BHUs	1600	1400	88
3. Health Manpower Development			
(i) Doctors	3700	3500	95
(ii) Dentists	250	200	80
(iii) Nurses	2300	2000	89
(iv) Paramedics	5000	4500	90
(v) Training of TBAs	500	480	96
(vi) Training of LHWs	17000	17000	100
4. Preventive Programme	8.0	7.5	93
(i) Immunization (Million Nos)	19.00	18.00	95
(ii) Oral Rehydration Salt (ORS) (Million packets)			

Source: Planning of Development Division

The findings of two nutrition surveys have shown that the poor quality nutritional diets are mainly responsible for severe malnutrition among children and adults particularly among females in the form of specific deficiency diseases like anemia conjunctiva Polio dryness, keratomalacia, rickets and ostemalacia. It has been estimated that about half of the individuals of the Nutrition survey did not meet their full recommended dietary allowance for calories, with one-fourth of them consuming even less than 70 per cent of the recommended dietary allowance. It is further observed that the incidence of anemia is almost twice as

common among pregnant and lactating women as compared to the rest of the female population. The prevalence of goiter is more than twice as high among this group of women than for the population as a whole.

SECTION 4

SOCIO-ECONOMIC AND DEMOGRAPHIC IMPLICATION OF POPULATION GROWTH

- socio-economic and demographic implications of population growth
- demographic implications of population growth
- socio-economic implications of population growth
- implications of population growth on availability of goods and services
 - the gross national product and investment requirements
 - food grain requirements
 - clothing, housing, health, education and energy requirements

While reading this section of the unit relate the socio-economic and demographic implications of population growth in Pakistan to:

- (a) planning for universal primary education.
- (b) planning for qualitative improvement of education.
- (c) planning for national curricula of general and vocational education.

9. SOCIO-ECONOMIC AND DEMOGRAPHIC IMPLICATIONS OF POPULATION GROWTH

- 9.1 In the light of the demographic situation of *Pakistan viz-a-viz*, other socio-economic and demographic implications of a fast growing population are discussed as under :

Demographic implications of population growth

- 9.2 In a closed population where international migration is negligible, the age distribution of a population is primarily determined by the level of fertility. In Pakistan persistently high level of fertility has been mainly responsible for the rapid increase in population. This high rate of population growth not only increases the absolute number but it also produces an age distribution which is broad-based toward younger ages with a high proportion of population under 15 years of age compared to low proportion in the productive ages 15-64 years culminating in a high child-dependency ratio in Pakistan. This age structure together with the low participation of women in economically productive activities has further produced a very high dependency burden for the working population.
- 9.3 In a population where fertility is declining, compared to that where it is constant, the number of persons under 1 year will be smaller in the first year of fertility decline. So that numbers under 2 years will be smaller in

the second year of fertility decline. Similarly children under 5 years will be smaller in the fifth year of fertility decline and the process will be continued. Thus during the first fifteen years of fertility decline the number of persons under 15 years will be substantially lower than the corresponding population where fertility has been constant, although the number of persons in the working age i.e. 15-64 years in the two populations will remain the same. After fifteenth year of fertility reduction, there will be only slight and then ultimately widening differences in the number of labour force aging 15-64 in the two populations. It will take 65 years before the number of persons aging 64 will be different in the two populations.

- 9.4 The illustration of this explanation can be clearly observed from Table 4 which presents the population projections of Pakistan. Mortality is assumed to be declining in all the three population projections until 1980-85 but remaining constant thereafter. Projection I is a case of unchecked fertility where fertility remains constant at its 1960-65 level of 3.86 GRR. Projection II is termed as moderately declining fertility where fertility remains constant until 1970; but declines 30 per cent linearly until 1985 and remains constant thereafter. Projection III is called as fast declining fertility projection where fertility declines 50 per cent linearly between 1965 and 1985 and remains constant thereafter. The dependency ratio under unchanging fertility (Assumption I) increase from 94 in the 1st year (i.e. 1960) to 111 in the 35th year (i.e. year 2000), indicating that 111 children were to be supported by 100 persons aged 15-64. The corresponding dependency ratio under moderate fertility declining population (Assumption II) is 85 under the fast declining fertility projections (Assumption III) only 66 such children were to be supported by 100 persons of the working age groups 15-64 in the year 2000 (Table 9)

Table 9 Projected Dependency Ratio of Pakistan Under Different Fertility Assumptions, 1960—2000.

Three different fertility assumptions	Year								
	1960	1965	1970	1975	1980	1985	1985	1990	2000
Assumption I	94	99	99	101	105	109	110	111	111
Assumption II	94	99	99	97	93	86	84	84	85
Assumption III	94	99	94	87	78	70	66	65	65

- 9.5 It may be concluded from Table 9 that a decline in fertility from a sustained high fertility level will first reduce the proportion of children and ultimately will shape the age distribution to make it more compatible to economic growth. The dependency burden relative to working age population will slightly decrease at first but a sharp decline will appear over a period of 20- 25 years period the declining fertility population, compared to high fertility population, will not only have a smaller number of persons to divide the total national income resulting in higher *per capita* income but it will also produce a viable age distribution which will further help to increase the level of savings and investment.

10. SOCIO-ECONOMIC IMPLICATIONS OF POPULATION GROWTH

- 10.1 A higher dependency ratio implies that a huge proportion of national income is to be spent on the rearing and care of children and up-keep of the old population than would be required with a lower dependency ratio. Families with larger number of children will find it difficult to save, volume of savings would be less and the level of net investment for augmenting the productive capacity of the economy will be low.
- 10.2 The ascending number of children under 15 would impose tremendous burden on their parents and on the country's educational system. Higher dependency burden will force the young population to work and the child labour may increase to supplement the family income. Further high fertility will also diminish the ability of the government to raise funds through taxation. It will also create social pressure on Government to spend more on the welfare of the people so as to maintain a minimum standard of consumption.
- 10.3 Higher food consumption requirements would necessitate a switch from cash crops to food grains which may deprive the country of the benefits and advantages of cash crop. Both at individual and national level it may be hard to save and invest which ultimately have adverse long term effects on the increase in number of job opportunities and production requirements. Thus a higher rate of population growth creates more problems in raising the level of living than a low rate of population growth. It is usually maintained that the percentage of the national income that need to be invested to prevent *per capita* income from falling is roughly three times the yearly rate of growth of population or the growth of labour force. If the yearly rate of growth of population is 3 per cent, the required level of investment must be 9 per cent just to keep the productivity per worker from falling and to keep the same level of *per capita* income. It is maintained that at a respectable level of investment of 15 per cent, the growth of *per capita* income in a fast growing population will be substantial. The per capita income growth in a three per cent growth population will be only 2 per cent. It is assumed that the stock of capital is roughly three times the national income i.e. capital output ratio is 3 : 1.

- 10.4 The accelerated increase in population has diluted the impact of development efforts in the country which can be clearly observed from the rate of increase of gross national product (GNP) in the country. In the past 3 decades the real GNP has increased at varying rates from less than 2.5 per cent per annum during 1950s, 7 per cent per annum in the 1960s, 3.1 per cent per year during 1970- 77. This shows an average increase of slightly more than 4 per cent over the past 30 years showing a bare margin of 1 per cent increase in *per capita* income over the rate of population growth that continues to threaten the efforts in economic development, which shows that the growth of the economy could not have sufficient impact in improving the standard of living of the masses. Although in the Fifth Five Year Plan (1978 - 83) it is expected that the rate of gross domestic product will be doubled from 4 per cent to 8 per cent with the primary aim of improving the quality of life of the people in the country. These goals, however, will become even more difficult to achieve with the faster rate of growth of population. As the requirements for fast growing population in terms of food, other consumptions goods as well as for housing, health, education etc. will be much greater than for a relatively smaller sized population achieved through declining growth rate.

11. IMPLICATIONS OF POPULATION GROWTH ON AVAILABILITY OF GOODS AND SERVICES

- 11.1 The implications of high and low rate of population growth on the availability of goods and services required for the year 1990 have been worked out. The requirements for GNP, savings and investment, various food items, housing, education, health and energy have been worked out on the basis of the following assumptions:
- (a) that the population will continue to grow at the present rate of growth of 3 per cent per annum and the population will reach 109.5 million in the year 1990 (Assumption I)
 - (b) that the population growth rate will decline from 3.0 per cent to 2.42 per cent by 1990 and the population will reach 103.4 million in the year 1990, (Assumption II)
- 11.2 These requirements for the year 1990 have been worked out to maintain the same level of per capita availability of goods and services as prevalent in 1980 and the results are presented in Table 10.

Table 10: Projections of the requirements of GNP, investment, food items, clothing, housing and other selected items under constant and declining rate of growth of population, Pakistan 1980

Requirement by 1990					
S. No. Selected overheads.	Availability of selected Items in 1980	Current 3 per cent growth rate of population	Declining Population Growth Rate reaching to 2.4% by 1990	Net Saving If population growth Rate Declines from 3% to 2.4% by 1990	
1	2	3	4	5	6
1. Population (in million)		81.5	109.5	103.4	601
2. Gross National Product.. (in million Rs.)per capita in Rs.		227617	300652	293346	17305
3. Investment (in million Rs.) Per capita output ratio (3:1)		—	2491.2	197187	51915
4. Food items (in million tones)					
(a) Wheat		10.0	13.44	12.69	0.75
(b)Rice		2.2	2.96	2.79	0.17
© Pulses		0.7	0.94	0.89	0.05
(d) Vegetable oil ..		0.5	0.67	0.63	0.04
(e) Milk		4.9	6.58	6.21	0.37
(f) Meat		0.8	1.07	1.01	0.06
(g) Vegetables		2.7	3.62	3.42	0.20
5. Cloth (in million meter)		1079	1450	1369	81
6. House (in million) ..		14.8	19.90	18.80	1.10
7. Hospital beds (in 000) ..		46.3	62.20	58.70	3.50
8. Primary schools(in 000) ..		59.9	76.40	72.20	4.20
9. Middle Schools .. (in 000)		5.29	7.11	6.71	0.40
10. Energy supply (in billion kilo joule)		503385	676327	638650	37677

Source: Economic survey 2001-20002 Social Indicators.

(a) *The Gross National Product and investment requirements*

- 11.3 The *per capita* income of Pakistan for the year 1979-8 is estimated at Rs. 2837. In order to maintain the same *per capita* income an additional GNP of Rs. 83 billion has to be generated by the year 1990 under the constant growth rate of population (Assumption I) as against Rs. 65.7 billion under the declining growth rate (Assumption II). This will imply a saving of Rs. 17.3 billion if growth rate of population declines by 1990. For generating the corresponding increase in GNP an investment of Rs. 249 billion

would be required under assumption I compared to Rs. 197 billion under assumption II. This shows that in case of declining growth rate of population (assumption II), the needed investment will be Rs. 52 billion less compared to assumption 10.*

(b) Food grain requirements

- 11.4 The implications of population growth on future food requirements need special attention. For the last few years the country has been heavily dependent on the import of various food items such as wheat, sugar, edible oil, butter, milk, (1) etc, Unless there is a phenomenal decrease in the rate of population growth the overall agricultural production will be urgently needed just to hold the line, otherwise a continuous increase in the import of food items will seriously aggravate along with already precarious a balance of payment position. It may be pointed out that the *per capita* availability of cultivated land has already fallen from 0.45 hectares in 1951 to 0.25 hectares in 1979-80. This ratio will be further halved around the year 2000 when the population will again double.
- 11.5 The requirement of various items of food, calculated under the above mentioned assumption to maintain the 1979-80 *per capita* availability of food grains are presented in Table 10. Any increase in caloric intake and improvement in nutritional level would have to be separately accounted for. The requirements of various items of food grains will be less in case of reduced growth rate of population. For example, the requirements of cereals will be less by 0.9 million tones.

(c) Clothing, housing, health, education and energy requirements

- 11.6 The requirement of clothing, housing, hospital beds, schools and energy would also be less in case of reduced growth rate of population. It is estimated that about 81 million meter less cloth, 1.1 million o less housing structures, 3.5 thousand less hospital beds, 4.2 thousand less primary schools and 37677 billion kilo joule less energy would be required under the declining rate of growth of population compared to unchanging growth rate of population.
- 11.7 The above estimates of various food items and other socio-economic indicators have been prepared with a view to indicating roughly the relative differences of requirements of various items discussed above under the two different assumptions of population growth, with the underlying assumption that 1980 standard of living will at least be maintained. However, in Fifth Five Year Plan, it is envisaged that quality of life of the people will be improved and level of living of the masses

* The import bill of grains, pulses and flours for 1974-75, 1975-76 1976- 77, 1977-78, 1978-79, and 1979-80 has been Rs.2570,1792,665,1339,3507 and 840 million, respectively

will be raised in the country. If we make allowances for the rising level of living, the requirements in respect of the above mentioned goods should be much more than what has been anticipated in Table 10.

12. CONCLUDING REMARKS

- 12.1 The present level of population as a result of high growth rate are causing enormous pressure on land and other resources of the country. This population resource ratio is rather high for attaining a decent living for the people. The low *per capita* income has created a vicious circle of poverty, low savings, low investments, unemployment, under-employment, inadequate and poor diet, inadequate housing and poor health. This in turn has resulted in low working efficiency, low productivity and retardation of economic growth. In spite of governmental efforts to raise the standard of living of the masses, the high rate of population growth had an adverse impact on social, economic and political conditions in Pakistan. The reduction in growth rate of population is inevitable to increase the *per capita* income and to eliminate abject poverty, illiteracy, unemployment, hunger, malnutrition and disease from the country.
- 12.2 Let us imagine what will be the scenario around the year 2025 when about 263 million people will be living in the country and almost half of them will be living in urban areas. The urban environment would be heavily over crowded with cities having sprawling suburbs. A large number of families would be living in far- flung areas in small flats. There would be long commuting distances requiring long hours in transit to and from work resulting in traffic jams etc. In urban areas particularly in large cities the conservancy and sanitation services would be under serious strain. Increasing school-age population will require many more educational institutions and may also need introducing double shifts in most of schools, raise student- teacher ratio and ultimately adversely affect the quality of education which already leaves much to be desired. Spreading slums and squalors in urban areas and shanty towns along with sky-rocketing prices of real estates and construction cost and price escalation will further aggravate the living conditions.
- 12.3 In rural areas, the man-land ratio would further deteriorate. With rising cost of agricultural inputs and high dependency burden, the peasants would desperately try to supplement and increase their income from subsistence land holding, which with the passage of time will be becoming smaller and smaller. All this is likely to result in a marked increase in the cost of providing the basic necessities of life unless the skills are improved and substantial improvements in agriculture productivity is attained.

- 12.4 On the basis of present trend of economic development, the economy is hardly capable of supporting such a huge population (163 million) and bringing about an improvement in the quality of life of the masses. If the rate of population growth is not reduced it would further aggravate the problems of unemployment /underemployment, malnutrition, housing, health, etc.
- 12.5 We sincerely hope that the visualized scenario does not come true. Through the concerted efforts of the government with the active participation of the public improvements in living standards can be achieved. The improvements in socio- economic conditions i.e. education, health, nutrition, reduction in infant child mortality, changing role of women and with implementation of population welfare programme, it is hoped, will ultimately tend to moderate the fertility levels in the country.

The examples of china, Japan and Korea, where the growth rate of population has been significantly reduced and substantial improvements in the living standards achieved in a short period of time offers a ray of hope. However, this has been made possible only with dedicated and concerted efforts on the part of individuals and government. If we want to achieve similar result, we will have to emulate the discipline , dedication, commitment and hard work of such nations whose efforts have been crowned with success.

SELF-ASSESSMENT QUESTIONS

Now see if you can answer the following questions. If you have any difficulty read the unit again before turning the pages of the next unit.

1. What implications do the demographic characteristics of a country have for educational planners?
2. In view of the existing demographic structure and population trends in the country what demographic considerations are essential to plan for universal primary education of boys and girls?
3. What implications do the knowledge of demography of the country have for success or failure of a national education policy?
4. What will be the population scenario of the country in the year 2000?

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UNIT No. 8

**DEVELOPMENT FROM WITHIN:
TRADITION AND CHANGE**

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OBJECTIVES

On completion of this unit, you are expected to be able to:-

1. Identify the relationship between culture and development.
2. Examine the effects of traditional leadership on development.
3. Enumerate traditional communication systems for the developmental efforts.

INTRODUCTION

The processes of national culture formation on the one hand, and development on the other present a central problem of insuring cultural continuity and socio-psychological stability within the broader process of political and economic change. The predominant 'development' strategy has been to promote economic growth at the expense of social development. This strategy often assumes that there are no viable institutions within the local environment and indigenous culture and that new ones must, therefore, be created. Furthermore, in the past development agents have assumed that peasant knowledge is backward, their economic behaviour non-rational, and their values generally resistant to innovation. This perception has tended to reinforce the view that where indigenous institutions, roles, processes and technologies did exist, they acted as constraints on the development process. Development strategies based on these assumptions have typically been ethnocentric, discriminatory, and limited in impact over time.

More recently, social scientists have assailed these past beliefs about peasants with evidence demonstrating that: traditional knowledge and technology is usually much better suited to local ecological, socio-economic, and, political conditions: peasants make internally rational decisions but the use of productive assets, the organization of labour, marketing, savings and investment: agricultural experimentation and willingness to take risks are not uncommon among peasants; and peasant societies are not static when given an access to new information and ideas.

To date, economists have dominated the development scene. They have in general, focused on structural changes such as increased financial opportunities and incentives, assuming that externally defined rational reactions to such interventions would result in appropriate behavioural change. Conversely, social scientists (especially educators) have tended to focus on changing the underlying values and beliefs as a prerequisite to the adoption of innovations and the resultant behavioural change.

Rather than the preceding either/or dichotomy, conditions of behavioural change can be placed along a continuum. At one end, there are situations where appropriate behavioural change can be instigated through structural transformation (by improving access to information, credit, and other services; by changing such institutional arrangements as land tenure; and by providing incentives as wages or other reward systems) within the existing cultural framework. At the other end of the continuum, are those situations which require the changes in social values (through educational and training programmes, adult re-socialization activities, and other means) before structural transformation can affect change in human behaviour toward internally defined development goal. In

the middle of the continuum are those situations where interaction and complementarity between structural and culture change strategies exist.

The middle range of the change continuum is particularly important for development because neither of the above extreme approaches is sufficient; the lag between structural and cultural change, or *vice versa*, may lead only to short term gains. In order to ensure that behavioural change is sustained, cultural and structural changes would be mutually supportive. Designers or development programme need to conceptualize interventions from a "holistic" framework, using the community, rather than the individual, as the prime unit of intervention. This includes understanding traditional values, indigenous roles and leadership patterns, local organizations and other informal associations, and the flow of influence and information between these elements as well as the linkages between these sub-systems and other social systems. To close the gap between structural and cultural change, local culture-values, roles, institutions and processes – can be adapted and modified to gain the consensual base necessary for sustained socio-economic development. Unless development strategies build on existing ecological, socio-cultural, and techno-economic systems which represent effective ways of controlling access to productive assets, organization of production, risk aversion and capital formation sustained development is unlikely.

The Relationship Between Culture and Development

In many previous development programmes, the necessity to take culture into account may have been under-estimated (thus the confusion between the above two poles). Cultural factors have often been considered very difficult or too abstract to measure, and so they have been largely ignored in development programmes. While structural change is important, culture may be particularly critical in non-formal educational development programmes, where the benefits of structural changes may be neither highly visible nor immediate. In some cases the existing culture, particularly some of its value orientations, is viewed as a constraint on the ability of the poor to take advantage of new conditions. While it has been shown that education, or the (re) socialization of appropriate behavioural pre-dispositions, may play a critical role in bringing about other structural changes (nutrition education for dietary change), in other areas, traditional values may form the basis for introducing change (communal values toward shared labour).

All too often culture is seen as a bulwark of conservation rather than recognized as a tool for positive change. While anthropologists have documented the conflict between development and culture, they have been less helpful in applying anthropological principles to discover the positive relationships between them. Anthropologists should be at the forefront of development by leading the discovery of how-long-established cultural pathways of interaction, established

roles, institutions, and value-incentive systems might be employed as levers for positive change. The study of culture as an object for intellectual curiosity versus its use as a viable process for enhancing human survival must be balanced.

In this structural-functional framework, existing cultural structures can be identified and used to carry development messages and mobilized to encourage mass participation in the development process through the sensitive modification and adaptation of their multiple functions. In this manner, culture can be used as a foundation for, rather than as a barrier to, change.

The premise underlying such a strategy is that culture is a living entity. To survive it must not only functionally adapt to changing conditions but it must also be at the vanguard of such change. In discussing missing variables in diffusion research and innovation strategies. Byrnes (1968) lists "utilization, of the traditional culture" among the four "influence sets" within the innovator category which rank highest in correlation with development processes.

Indigenous Socio-Cultural Forms as a Basis for Development

Early development efforts which concentrated on the manipulation of macro-economic variables such as investment rates did not always induce, behavioural change in, or even reach, the poorest segments of the population. These efforts often failed to meet stated objectives or provide anticipated benefits because they did not effectively work within, or build upon, existing conditions and indigenous cultural patterns which are culturally embedded forms of "risk insurance", e.g., local associations, for the poor. In fact, development theorists often did not recognize that indigenous institutions and organizations existed at all, much less that they could provide important resources for the successful adoption of introduced change.

This "empty vessels fallacy" often caused development administrators to overlook the potential of using traditional or indigenous forms of social/cultural organizations in their development programmes. However, analysis of how change is introduced into existing social systems and settings has demonstrated that ignoring the influence of, or failing to use, indigenous cultural patterns and local environmental settings may lead to the rejection and consequent failure of development programmes. For example, in their content analysis of over 200 case studies of village development programmes, Niehoff and Anderson (1964) found that many failures resulted from the fact that planners and implementers did not become aware of indigenous factors until they acted as barriers to the acceptance of an introduced innovation. When this occurred, planners often saw traditional culture as a negative force which had to be uprooted and replaced before meaningful development could occur.

When a new institutional service is provided to people in a developing nation it usually replaces and/or supplements a previously existing form. When the existing form is treated as if it were non-existent the indigenous leaders

responsible for that previous form are likely to view the new institutional form as threatening and resist it. An illustration of the importance of utilizing traditional leadership roles in development programmes is provided by Niehoff's (1964) study of the introduction of deep wells in Laotian villages. When the village well was drilled on *wat* grounds, the Buddhist monks took responsibility for its maintenance; otherwise, the wells were broken and unused within a year because of the lack of a local social organization to support the innovation. This illustration suggests that traditional leadership roles are one aspect of indigenous culture which could be utilized by development officials.

Many who have taken up the banner of culturally rooted development strategies have focused on the use of folk arts as a medium for development. However, the entire range of folk culture can form the accessible building blocks for improving the human condition. These forms may include indigenous models of socio-economic organization, through legal-political systems and patterns of leadership and consensus, to local material technologies and associated artisan roles, folk art, and dramatic forms.

In terms of development programmes, any indigenous social/cultural element may be classified as positive, neutral, or negative. Some indigenous forms offer a means by which technological innovations may be introduced to a user system with greater success because the traditional element aids people in viewing new ideas within the context of their traditions.

As an example of this process several national family planning programmes in Asian nations (e.g. India and Pakistan) in the 1960's at first ignored traditional birth attendants. Because of this perceived slight, these midwives resisted family planning and often started negative rumours about the modern contraceptive methods that were being introduced. On the other hand during the 1970's national family programmes in Thailand, Malaysia, the Philippines, and Indonesia began to work through the traditional system of birth-attendants. By providing training, recognition, and in some cases, financial incentives to reward the traditional midwives for their family planning efforts, an important contribution toward the success of these family planning programmes especially in rural areas and with the urban poor, resulted. The general lesson derived from these experiences is that it is better to use traditional leaders in development programmes than to ignore them and incur their active resistance.

In some cases, a particular social/cultural form does not affect the performance of a development programme one way or another. It is neutral in the introduction of a technological innovation. For example, almost every traditional culture has a "hot-cold" classification of all foods and drinks (this taxonomy has nothing to do with the actual temperature of the food at the time of its consumption). Research and development programme experience has shown that in most cases, the hot-cold complex in an indigenous culture does not affect the acceptance or rejection of nutritional food supplement.

"Certain types of indigenous social/cultural forms can be harmful or have negative consequences: these must be altered substantially or replaced by human resource development programmes. An example is the food taboos for pregnant women found in many cultures. In Malawi, this taboo prohibits pregnant women from eating meat, sugar, or milk because it is feared that consuming these foods will transfer animal traits to the child (Sattilos-Rothschild, 1980). At the time when pregnant most need these protein rich foods, these taboos prevent their consumption.

The unsanitary methods of birth-delivery utilized by traditional midwives, such as cutting the umbilical cord of the newborn with a sharpened thumbnail or a rusty razor blade, could be viewed as a negative indigenous form. However, experience in several Asian nations has shown that when traditional midwives are trained in more sanitary methods of delivery, they usually change their procedures (Rogers and Solomon, 1975).

The central thesis of this unit is that a culture-based non-formal education development strategy enables new knowledge, skills, and attitudes to be introduced within the framework of existing knowledge, cultural patterns, institutions, values, and human resources. That the indigenous culture is the fabric within which development can best be woven is based upon three assumptions (1) indigenous elements have traditional legitimacy for participants in development programmes (2) these elements contain symbols that express and identify various valid perceptions of reality (3) and they serve multiple function – they can involve, entertain, instruct and inform.

The ensuing pages discuss the following indigenous social/cultural forms: (i) traditional leadership and functional roles. (ii) traditional communication systems, (iii) indigenous organizational forms, (iv) indigenous social-economic processes, (v) indigenous knowledge systems. (vi) traditional etiology, and belief system; and (vii) indigenous technologies.

Traditional Leadership and Other Functional Roles

The nature of irrigated farming requires a certain degree of local social organization. There must be some means of making decisions about the priority of who will receive irrigation water; these decisions must be implemented by some type of leader who is respected and trusted by his neighbours ; and certain individuals must be responsible for maintaining the irrigation facilities. On the basis of his research in Laos, Coward (1975) concluded that the indigenous leadership roles among framers with previous irrigation experience can form an important linkage between users and government officials who are responsible for the introduction of a centrally-administered irrigation project. Often in the past, however, when a large scale irrigation project is mounted in a local area, the existing indigenous social organization has been ignored, usually to the detriment of the new irrigation project. Deuwal and Sartono's (1980) recent work on Java

in this text reinforces the important organizational role that indigenous water user associations and the traditional role of water manager play in irrigation development, operation and maintenance.

In another case, the use of traditional religious leadership in a hook-worm treatment campaign in Ceylon made the critical difference between success and failure. After months of user resistance, Buddhist priests, Muslim leaders, and folk-healers were recognized and enlisted in the campaign. This led to its ultimate legitimization because users accepted treatment upon their recommendation (Philips, 1955). Today, in what is now Sri Lanka, Buddhist priests are being recruited and trained as community organizers facilitators of village development efforts among the poor. Here the emphasis is on reaffirming their traditional role as managers of water resources in an effort to rehabilitate Sri Lanka's ancient tank system or irrigation (Hew age, 1976).

As further illustrated in this volume in Khayam's study of the *pesantren*, an Islamic Institution concerned with community development has become an instrument of non-formal education and rural development in contemporary Java.

The contribution of indigenous leadership roles to development programmes seems to be especially important among the client audiences that are the most traditional, the least educated, and the lowest in income. An important reason for the success of the rural health programme in the People's Republic of China during the 1970's was the role of "barefoot doctors", paraprofessional health workers who served their peers in production brigades. In fact today all barefoot doctors in China practice unique combination of traditional (Chinese) and scientific (Western) medicine. This integration of indigenous and modern medicine in China is one reason for the rapid acceptance of the barefoot-doctor-based health system in rural areas, especially by the poorest peasants. (Rogers and Chen, 1979).

Other examples of the use of traditional leadership come to mind. In Indonesia, traditional midwives, or *Dukun*, now perform a related task of spreading family planning messages to rural people (Muncle, 1972). The distribution of condoms and other family planning devices have become part of traditional commercial system like herbal medicine distribution networks, the *Jamu* (Piet and Hendrata, 1974). Informal religious leaders and clan societies are helping to disseminate agricultural information in Sumatra (Esmara, 1974).

As Ranganath (1980) demonstrates in his article, there are numerous traditional roles such as those of barber, toddy dealer, and money changer, which can potentially be mobilized for non-formal education programmes.

However, although informal leaders and other important community functionaries may be an effective communication channel to the masses, they often lack the technical knowledge and content necessary for development. This suggests the need for a close connection between the technical expertise of

government development agents and the communication skills of indigenous resource persons. This could come about through joint training, workshops, or other activities which provide a climate for mutual understanding and cooperation toward common development objectives.

Traditional Communication Systems

Long before modern *mass media*, including radio, print, film and television, began to penetrate villages and urban poor audiences, indigenous communication systems existed. These included community information and warning systems such as balladeers, town-criers, gongs, and drums; and traditional entertainment such as puppet shows, song-and-dance teams, and shadow theatre. In Indonesia traditional drama such as the *Wayang* (shadow puppets) and the *Ludruk* (folk theatre), was used in the independence struggle as a means of rallying villagers, and is now being used to carry messages of health care, family planning, and child care (Crawford and Adhikarya, 1972; Peacock, 1968). In Bali the traditional clowns of the masked *Topeng* typically incorporate contemporary issues, such as the potential effects of tourism on the culture, into their performances thus serving to educate while entertaining (Jenkins, 1980).

In each village or community throughout the developing countries, there are indigenous forums of social exchange. Political debates, exchange of ideas and information, and other related activities take place in traditional gathering-places like small village restaurants, market squares barber shops, traditional community culture centres, and around churches, mosques, temples and other religious compounds which serve as centres of interest to many villagers. These forums of social exchange could profitably be used to serve other development functions or incorporated into development efforts.

If ignored, such indigenous communication systems can transmit messages which oppose and undermine development programmes. For example, in India, Pakistan, and Indonesia, such traditional communication channels have, in the past, frequently carried negative rumours about the side-effects of family planning methods, sometimes leading to the outright rejection of the contraceptives being introduced.

On a more positive note, in many developing nations, messages on such contemporary topics as agricultural techniques, modern health practices, and family planning are reaching rural people through traditional communication systems. The forms vary from nation to nation but the strategy is similar: adapt development information to the form that have been accepted in rural villages for generations. In this manner, culture becomes a foundation for, rather than a barrier to, change.

Modern media such as print can readily be interfaced with indigenous modes of political and economic organization as a basis for development. In Mali, the rural newspaper *Kibaru* in the Bombara language is a means of

expression and communication for neoliterates through its link with traditional political structures. Each village chief had (and still has in most cases) his spokesman, consequently each group of neoliterates choose its own communicator who remains in constant contact with the edition team of the Kibaru. As a result, an important part of the paper is made up by contributions from its own reader who quite naturally send in traditional tales, riddles, and proverbs. Thus, the rural paper becomes a means of mutual education using and enlarging the traditional role of village assemblies (Brunswic, 1975).

Indigenous Organizational Forms

Indigenous organizational forms can be implementing mechanisms for certain development programmes. These intermediate or "middle rung" institutions which have grown up within the peasant social structure can provide viable links between the past and the future; the central government and the village; the donor agency and the user group. They are mediating institutions which are familiar and acceptable within the traditional system, yet they can serve as educational and distributional mechanisms for development programmes. This is not to say that existing institutions are immutable or should not be changed, rather it is to acknowledge that such organization persist because they are legitimate, proven ways of organization peasants interests and meeting their needs. New organizational forms will be accepted to the degree that they can better serve such functions.

In a recent African conference on training rural development workers, participants spent considerable time discussing a variety of traditional organizational and institutional resources such as the *Goknolor* in Madagascar, the clan and other collective or communal forms, and processes of organized socioeconomic life. They called for those working in rural development in Africa to learn about, and from, these traditional forms in order to treat them as a potential resource base for development (FFHCAD Workshop, 1977).

In providing an excellent example of how traditional organizational forms are being utilized for development purposes, Peel (1976) states that:

An organizational form, distinctive of a particular culture may be important less as an end in itself than as a convenient means for attaining some more universalist goal –but a means which, coming to shape a new emergent order, is not just a means. Thus the Senegalese economy today is permeated by the operations of the gated, it is true, but mostly only from an interest in their role as legitimating charters (significantly, a viewpoint which reduces them to being the effect of structural pressures). Other aspects of culture-social roles, moral preferences, cosmological ideas, the local distribution of power and resources so far as these are culturally shaped – have all been looked at for

their bearing on development. But if people are to be regarded as the subjects, rather than the objects, of development processes, any proposal for their future must be adequately related to what the perceive of their past.

These institutions can take many organizational forms :self-help groups, village assemblies , or death aid societies . The rotating credit associations which are found in many developing countries specially among rural peasants and urban villagers , are such institutions.

Rotating credit institutions basically help members build up a sizeable sum with which they can take larger purchases than would otherwise be possible, Geertz (1962) argued that the rotating credit association is also an educational mechanism through which peasants learn to be traders and hold modern monetary values. Ardener (1953) found that the *Mba-ise* an Ibo group of Nigeria, have made the transition from a mainly agricultural to a predominantly trading economy successfully due, to a large extent, to the growth and development of rotating credit associations. In addition, the group's increased sense of economic calculation is accompanied by more diffuse social, solidarity providing aspects of the institution: When a member is sick, he is visited in the hospital: if he dies, his family is given a contribution towards the cost of his funeral.

Rotating credit associations also reflects a movement towards an increased segregation of economic activities from non-economic ones while maintaining the dominance of traditional values over developing economic activities. According to Geertz (1962), the associations are, in many cases able to balance these contradictory forces in such a way that some disturbances of social equilibrium are avoided even in situations of fairly rapid social change.

The rotating credit institutions have shown that it is possible to integrate traditional attitudes with modern functions in such a way that the former supports, rather than hinders, the latter. It can be argued that it is this pattern of integrating modern economic functions with the indigenous social structure and values that could help sustain development in many poor countries.

Exactly how rotating credit associations might be functionally utilized in human resource development programmes can best be illustrated by *kaes* in Korea, Inmost Korean villages, the *kaes* were practically the only existing organizational form in which women were allowed to participate. In 1968, Government family planning workers converted the *kaes* to 18,000 mothers' clubs and connected them to the national family planning movement (Rogers and Kincaid, in press). Through the *kaes* monthly meetings township family planning workers could reach large numbers of eligible women to distribute oral contraceptive supplies, to discuss family planning methods and their possible side-effects, and to counteract negative rumours about contraceptives. Not surprising, the *kaes* mothers's clubs continued their money-raising functions, but these capital-accumulation functions were channeled in to their community

development activities, including greater female equality. In additions, when the *Saemout Undong* (new village movement) was initiated as a national rural development programme in the 1970's, the mothers' clubs often took the lead in mobilizing community action for improved housing better nutrition, and increased agricultural productivity.

In Korea, as in some other nations, rotating credit associations provided an existing organizational form onto which a government-directed self-help movement could be grafted. When such rotating credit associations are not strong, as is generally the case in Latin America, there may be other indigenous organizational forms which could serve a similar function.

The rotating credit association is merely one of many such intermediate "socializing" institutions which spring up in societies undergoing social and cultural change. There are many others not only in economic but also in political religious and other spheres of the social system. This family of mediating institutions, roles, and processes should be a critical object of study and use in development programmes.

Changing the functional balance of traditional institutions from social expressive to technical instrumental is important for the use of such institutions in economic endeavours. The latent strength of traditional groups is their power to socialize or their ability to teach new behaviours in traditional structures. The traditional structures themselves are ultimately transformed and thus inadvertently facilitate social change. The simplicity and readily mobilized, nature of existing associations and networks may substantially reduce the administrative costs and bureaucratization of the poor often associated with the formation of expansion of development delivery systems (Esman and Montgomery, 1980).

However, there are limitations to the scale and complexity of activities which such a nonformal education delivery can support. At some point increasing legal and economic complexity, e.g. contracts, record-keeping, management, etc., will necessitate the replacement of these traditional associations by banks, cooperatives, and the like. However, self-sustaining cultural change takes place in gradual steps: In the transitional stages, traditional associations can perform the valuable function of forming a bridge between traditional and modern economic values, meanings, and activities in a harmonious, evolutionary manner. The building of "middle rungs" between traditional society and more modern forms of social organization seems to be a characteristic activity of people caught up in the processes of social transformation (Geertz, 1962). As Wharton (1969) observed, such institutions are maintained as one form of "risk insurance" for the poor in the broader social change process; they should be recognized as such and be treated as complementary to any new insurance system whenever possible. Peter Marris (1974), refers to this approach as the , "traditionality of modernity,". That is, even where radically new forms are introduced, the old forms need to continue

in the interim to allow individuals to see the "structure of oppositions" in exploring and adapting new forms.

When this evolutionary process does not occur, destruction or termination of indigenous institutions without adequate replacement is especially disruptive for the poor who are usually the most dependent upon indigenous institutions. For example, national ministries of health in several Asian and Latin American nations have tried to outlaw traditional birth-attendants and indigenous healers, without providing a primary health system of doctors, nurses, and clinics that offered equivalent access and coverage. Similarly, land reform led to the disappearance of both sharecropping and the landlords' sense of personal responsibility for the welfare of peasant farmers in Turkish villages. In this case, the poor suffered because equivalent socio-economic security system could not be provided (Kiray, 1968). Further, although national family planning programmes have tried to persuade eligible couples that having several male children is no longer necessary as a means of old-age security for the parents, the national government's social security programmes has not been able to assume the function previously provided by male children.

Perhaps the most notable illustration of utilizing indigenous social organization as a mechanism for motivating behaviour change as part of a development programme has occurred in the Indonesian province of Bali. Here, the traditional form of community structure called *banjar* has been harnessed by Indonesian development officials for the promotion of family planning.

Organized local groups also play an especially important role in political education, agricultural development, public health, and family (or "birth") planning in the People's Republic of China. Almost every adult belongs to a "study group" of 10 to 20 members, led by a trained leader. At the weekly meetings of these study groups, the members are informed of political events and development activities: through study, discussion, and criticism. Such study groups have played an especially crucial role in changing contraceptive and fertility behaviour in rural areas during the 1970's so that today China may have one of the most successful family planning programmes in the developing world (Rogers and Chess, 1979).

What can we conclude about local social organizations and development? Particularly for human resource development programmes, local organizations provide one means for collective action on the community's perceived needs. The poor are numerous among the membership of user-systems and this numerical strength may be converted into social action for poverty-alleviation through the adaptation of both formal and informal organizations and associations to provide important vehicles for demand creation and use. Such organizations among lower strata of the society may be one of the few means for expressing community solidarity and efficacy in a generally resource scarce context.

Indigenous Socioeconomic Processes

The total amount of resources needed for rapid development in most countries is so massive that a significant proportion must be mobilized outside the conventional financial system. Without additional inputs rural development is too costly for most national governments to afford. Community self-help approaches can provide a way to mobilize additional resources for development. Self-help is also important because when villagers work together in groups they gain a sense of power over their lives.

The critical features of self-help movements incorporate local initiative, locally-mobilized resources, and indigenous leadership to solve problems identified by the local community. In most countries, the concept of self-help is rooted in traditional work arrangements. Community self-help approaches are given a variety of names in different nations: *Shrumdan* in Nepal, *gowng royong* in Indonesia, *harambee*, in Kenya, *ujamaa* in Tanzania. *Shramudana* in Sri Lanka, *bayananin* in the Philippines, *multirae* in Brazil, and *saemoul undong* in Korea.

The Sarvodaya Shramadana movement in Sri Lanka, a non-profit, non-governmental self-help movement now in operation in over 3,000 villages, is a typical example. Once the village's most pressing problem has been identified by the local people, a Sarvodaya field worker organizes a weekend *shramudana* work camp in which local resources are mobilized to cope with the problem. Physical work is combined with education and discussion in order to enlighten the villages to the power of collective action and give them a sense of control over their environment (Colletta, 1979).

Self-help development activities can complement limited government budgets for development programmes. For instance, in Tanzania in the mid-1970's, the contribution of self-help labour equaled about 10 per cent of the total development budget (Meerman, 1980). In these self-help projects, the Tanzanian government typically furnished construction materials (like cement) and the local community provided the labour. Most self-help projects are relatively small-scale; for instance, in Kenya about 1,300 such projects were completed in 1972, but the value per self-help project was only a few thousand dollars (Kenya Government, 1977, p. 220). The trend in Kenya, and in several other nations, is toward fewer but larger self-help projects.

One of the main problems in the self-help approach to development is the "free-rider", or the individual who benefits from the self-help accomplishments without contributing labour, funds, or other resources to the self-help efforts. The free rider may feel that he can obtain the benefits of the collective action without contributing to it (Olsen, 1972; Popkin, 1979). One cause of free riders may be distrust and suspicion among members of self-help communities: effective collective actions rest on a feeling of community cooperation. In order to prevent free riders, some nations exclude them from utilizing the services provided by

self-help activities. Or the free rider problem may be prevented by strong community pressures on an individual who is not contributing to a self-help project. For example, in Kenya some communities require donations to the self-help activity and prevent free riders from utilizing the services until they pay their share of the costs. However, there has recently been some public criticism of the coercive pressures that communities apply to free riders.

In focusing on *gotong royong* in Indonesia, Sartono's paper in this text gives us an inside view of the nature and functioning of communal processes of labour exchange in the rural world of Java.

Indigenous Knowledge Systems.

Unlike traditional roles and social organizations, indigenous knowledge systems are seldom visible to development planners: consequently, they may be overlooked in terms of their potential contributions to development programmes aimed at poverty alleviation. Recently, however, the positive potential of indigenous knowledge systems to development programmes has been reported in the research literature. Many examples are found in the field of agriculture, but their implications may extend to other development programmes.

Indigenous knowledge may have implications for scientific research and development. For example, in the Puebla Project in Mexico, local farmers insisted that their open-pollinated corn varieties would outperform the new hybrid corn seed being introduced from CIMMYT, the international corn and wheat research centre at Chapingo, Mexico. Field tests conducted by farmers and supervised by extension workers showed that the hybrid varieties were indeed inferior: consequently, the agronomists shifted their research attention to improving the yields of open-pollinated corn (Gladwin, 1976).

Furthermore, the Mexican farmers were able to convince the agronomists that the inter-planting of corn and beans was superior to planting either crop alone. Previously, the agricultural scientists had claimed that such inter-planting greatly complicated the task of insect control. Nevertheless, their field plots showed that net income from the corn-bean association was about double that when either corn or beans were planted alone. When these experimental results became evident in 1971, the experts belatedly realized that their original opposition to inter-planting was incorrect and their recommendations to farmers were countermanded to favour intercropping.

The Human Reproduction Unit of the World Health Organization (WHO) directs one of the world's largest-scale research programme aimed at developing new contraceptives. This research and development programme is guided in part by "acceptability" studies carried out by anthropologists and other social scientists who seek to determine which contraceptive methods would be accepted by eligible couples in Latin America, Africa and Asia. For instance, the WHO acceptability researchers determined that traditional contraceptives rarely involve

genital manipulation. The biomedical programme at WHO is accordingly working on contraceptives that do not require the user to touch the genital area. Here, as in the case of agriculture, we see how indigenous knowledge can provide some guidelines for scientific research.

Generally, however, indigenous knowledge systems have been ignored by development researchers and planners. "Those with formal education and training believe that their knowledge and skills are superior and that uneducated and untrained people must, by definition, be ignorant and unskilled" (Chambers, 1979). Only in relatively rare cases have the unique advantages of indigenous knowledge been realized, yet often indigenous knowledge is more holistic than scientific knowledge because it is free of "disciplinary blinkers." The advantage of such an holistic approach is illustrated by the case of a cassave eating grasshopper in Nigeria: an external observer, such as a pest-eradication expert, might not take an holistic view of the local eco-system. In contrast, one with indigenous technical knowledge would not overlook the important fact that because the insects were eaten they contributed to the nutrition of the children (Howes, 1979).

A similar point is made by the fact that the International Rice Research Institute (IRRI) in the Philippines did not originally breed its rice varieties for taste. Though the first of the "miracle" rice strains, like IR-8 and IR-20, outyielded indigenous varieties by two or three times, they were not accepted by subsistence farmers in many parts of Asia because they did not like the taste. Later, this problem was overcome, but it suggests that the IRRI plant breeders were less holistic in their perceptions of rice breeding than were Asian villagers, who considered taste important, along with yield, pest-resistance, and lodging, susceptibility.

Many development officials are gradually coming to accept the conclusions similar to Bell's (1979), who after reviewing research on indigenous knowledge systems found that scientific knowledge systems are the main basis for alleviating poverty through development programmes, but they may do a slightly better job if they use bits and pieces of indigenous knowledge.

By no means is indigenous knowledge always correct or complete; it often requires some revision or addition. An illustration is provided by Richards' (1979) study of Sierra Leone farmers' perceptions of legume seeds. They saw the brightly-colored seeds of *Arbus preceteriusas* as useful for gambling chips and children's playthings. These seeds are highly poisonous, a fact that was not known by the farmers, and which certainly raises some questions about their use as children's playthings. Here scientific knowledge could contribute in an important way to indigenous knowledge. By knowing that the poisonous seeds were utilized as playthings, development planners could encourage farmers to grow a different legume.

Traditional Etiology and Belief Systems

Indigenous systems of thinking, especially regarding cause-effect relationships, influence almost every type of human resource development programme. Such traditional biology has been rarely used by development programmes to change the behaviour of the poor, but considerable potential may exist.

In India, a tetanus inoculation campaign was greatly resisted where the rationale for delivering the shots was based upon Western cause-effect logic. While the villagers attributed tetanus to an invisible flying insect called a *Jam*, the various midwives attempted to introduce the Western logic that tetanus results from unhygienic conditions. When these attempts to provide logical (Western) explanation were abandoned and the midwives continued to associate curing tetanus with the mollification *jam*, the infections were readily accepted by the villagers' bodies. The midwives were then able to continue their longer term efforts at hygienic education (Luchinsky, 1963).

The "moon phase" study in Pakistan in the mid 1960's provides another illustration of the use of indigenous etiology. Oral contraceptives were being introduced to village women but government officials were concerned that the women, who were often illiterate and could not count, would misuse the pill, which was to be taken in 28-day cycles. In the moon-phase project, village women were instructed to take one pill each day, starting with the first day of the new moon. In essence, the lunar system (which was closely followed in Pakistani villages as a kind of calendar) was utilized to mark off the 28-day cycles in the human oestrus cycles. Results of the moon-phase project may have helped convince government officials that literacy was not an important prerequisite for the adoption of oral contraceptives in Pakistan, but local beliefs were.

Belief systems, typically manifested in the religious aspects of a culture are an essential avenue for development. In Sri Lanka, for example, ancient religious symbols are used to develop thinking on numbering processes, and the many ways of bilateral and rotating symmetry displayed by mural paintings and sculptures in Buddhist temples are being used to teach geometry (Brunswic, 1975). In Thailand, Kowit's (1975) *khit pen* man utilizes Thai Buddhist philosophy as an educational basis for rural adult education. The use of other indigenous religious institutions and priestly roles for development purposes, such as the Buddhist temples of Sri Lanka, Koptic churches in Ethiopia and Koranic schools in Malaysia, offer other significant examples.

It may be argued that using traditional roles, institutions, and processes to change the very values of which they are often guardians might, in fact, lead to the further entrenchment and reinforcement of dysfunctional traditional values. However efforts can be made within existing cultural ideology to link modernization to traditional values by "symbolically" assigning indigenous institutions and processes to the ideology which is consonant with the latter.

Recognizing this, Indonesia President Sukarno effectively built on the traditional principles and process of *gotong royong* (mutual cooperation) to symbolically introduce his principle of "guided democracy."

The alternative is to go against the moral foundations of society and thus make the modernization process culturally discontinuous by using a coercive rather than a normative emphasis. This approach destroys traditional structures and forcibly substitutes elite preferences for societal predispositions.

Indigenous Technology and Transfer

Material culture can also be a crucial resource in development. The manufacture of educational materials from local resources, i.e., making globes from large calabashes of clay or writing implements from bamboo reeds, is essential when educating in conditions of economic hardship and resource scarcity. Here one gets into the issue of "appropriate" educational technologies for development.

In Tanzania, the Arusha Appropriate Technology Centre has focused on identifying indigenous village technologies, such as hand pumps, and improving their efficiency. In addition, they have gone a step further and promoted the horizontal diffusion of such existing technologies between villages thus serving as a catalyst in bringing villagers and their technologies together.

While numerous indigenous technologies – from the rice thatch roofing of South East Asia to the clay brick walls made from the salt pans of the Kalahari and bamboo piping for Tube wells in West Africa – abound, a critical element is the transmission of the skills related to such material technologies. The indigenous apprenticeship system of Nigeria described in Calloway's (1968) writings and King's (1978) recent work on the informal artisan sector in Kenya attest to the weight and importance of modern as well as traditional technologies and their rich indigenously based systems of transmission.

Later in this section, Byram's (1980) study of the Botswana Oddiweavers demonstrates the powerful blend of material culture (e.g. weavings) as organization tool, productive instrument and educational process.

Recapitulation

In the preceding section, a variety of social cultural forms have been identified and analyzed as to their impact upon poverty oriented development programmes. Each form (traditional leadership, communication system, organizations, etc.) may have either a positive, neutral, or negative influence on development programmes, depending upon whether the indigenous form is recognized or ignored; and whether it is adapted to fit the objectives and activities of the development programme.

Indigenous social/cultural forms may be more valued by, and therefore more particularly important for, the absolute poor. Less-educated and lower-

income members of the user system often give greater credence to indigenous social cultural leadership roles, communication channels, organizational forms, technologies, knowledge systems, and etiologies. On the other hand, such traditional forms are not always readily apparent to development programme designers and implementers, and, consequently, often have not been understood or appropriately modified so as to contribute to development programmes.

It is clear that a bridge is needed between development agents and rural people to facilitate the transfer of information, skills and attitude-sets relevant to village development. Development agents often operate at a different conceptual level and in a different framework from the villagers they purport to serve so that the poorest remain on the fringes of development. As a Javaneese farmer remarked to me, "there are no people's programmes here, only government programmes." That indigenous culture can provide such a bridge is stressed in the writing of Goulet (1971):

To conclude from largely unchallenged evidence that development is incompatible with 'traditional' value systems is not only inhuman but foolish, even on the grounds of pure efficiency. One practical consequence of this error is that few planners tailor development's potentially attractive benefits to the dimensions of traditional existence rationalities. Perceptive students of development have long known, of course, that certain traditional values are consonant with innovation.

The crux of the culture-development dilemma is to discover the most efficient and effective means of introducing skills, knowledge, and attitudes within existing cultural patterns, institutions, values and human resources so that economic development is optimized and socio cultural change occurs in a meaningful, harmonious fashion.

General Issues in the Development of a Culture-Based Development Strategy

The principles set forth thus far hinge on a central issue in development; "directionality". Is it better to start at the top of a national structure and direct efforts down? Is it better to start at the bottom and direct the necessary information upward? Or is there some middle ground where national development policies which truly respond to regional and local needs, problems, and conditions can be enacted? The present international development strategy may be striving for a decentralized development effort but so far successful mechanisms and methods have been difficult to find and use. All too often it has been easier to use clear-cut bureaucratic channels to apply homogeneous, national solutions to the problems of heterogeneous, localized population. Development by "command" through external channels of communication has led to "lip service" acceptance, waste, and corruption at the village level. A middle ground strategy is advocated in this paper.

This middle-ground strategy uses traditional culture to mediate between government development agents and the people. This strategy advocates moving away from attempts to answer development problems by imposing external solutions and increasing staffing and funding and toward using local cultural institutions, processes, and roles as the media for development. In order to be meaningful and lasting, development problems and the solutions for them must be identified by the "underdevelopment" communities themselves. External agents must help the local community to generate internal solutions that mobilize internal resources in a self-reliant way. The best that external agents can do is to facilitate or catalyze this process at key junctures possibly using mechanisms and methods suggested above.

The strategy embodied in this paper is by no means foolproof: it is a strategy whose merits have yet to be systematically tested.

Problems abound:

What are the ethics of tempering with traditional cultural forms?

If one tilts the functions of an indigenous medium too far is there a risk of destroying the medium itself?

What is the best way to discover which elements of a folk culture can be adapted to specific sets of development problems?

What is the best way to discover which elements of a folk culture can be adapted to specific sets of development problems?

What kind of local participation is necessary for folk media to be an active agent of change?

Who stands to gain or lose by using culture-based institutions?

What is the entire range of cultural norms and motivational resources that can be mobilized for development?

What are the cost-benefits of such a strategy in financial as well as social-psychological terms?

What are the limitations of such a strategy?

One response to the above issues is that traditional cultural forms are already being affected and modified, frequently in a negative, haphazard manner, as a result of a non-interventionist position. Clearly, understanding and sensitivity needed to balance structure and function with any of the cultural modalities are illustrated in this paper. Such a strategy should not be undertaken lightly but should be combined with efforts of social scientists, national planners, and, most importantly, the communities to be affected. Since the consequences of such a strategy can never really be known until it is tried, this paper advocates experimenting with small-scale, controlled projects before embarking on wholesale national programmes.

There are other problems areas to be considered as well. The medium-message dichotomy could become a substantial barrier. As Soemarajan (1966) observed, "In matters of social innovation, which is in effect the essence of community development, reactions of people in the rural areas (of Indonesia) generally are more influenced by the personality of the innovator and his approach (person and form) than by ultimate goals (content) that will materialize only after the process is finished." If the audience's tendency is to tune into the form, while losing sight of the content, what will be gained in the development process? If they are captured by the process and structure of a game or activity, while the message fails to strike a chord, does this constitute development?

A possible answer to these questions is two-fold: first, the particular message must be united with the right medium: and second, this strategy should be used in conjunction with other reinforcing approaches. For example, providing a market exhibition on family planning is useless unless there is an adequate mechanism for distributing birth control devices in support of this effort. The core development issue this problem represents is that of the challenge in employing the culture-based strategy for development. The solution lies not so much in the innovation of a specific medium for connecting discrete pieces of the community puzzle, but rather in seeing the pieces in relation to one another in a mutually supportive, interdependent manner: e.g... promoting literacy with attendant reading materials: providing tools with skill training: and insuring opportunities to utilize what is learned. Thus, as Bowers (1969) suggests, "a system approach is obviously desirable, so that messages are communicated through a variety of sensory inlets and a range of media, each supporting and complementing one another."

The decentralization of certain aspects of the implementation of development programmes by using indigenous cultural forms at the community level presents other potential problem:

- (a) Existing formal organizations at the local level, if they are utilized in development programmes, may largely exclude the landless poor from membership. If so, considerable effort by development field workers may be necessary to organize new groups among the poorest of the poor.
- (b) The development programme may be captured by local elites, so that relatively little poverty-alleviation actually occurs.
- (c) By empowering the poor with the perceived ability to control their future, local groups may have disruptive consequences. When the poor's newly-raised expectations are not met, they may feel severe dissatisfaction which could in turn lead to political instability, social disorganization, and intensified hostilities (Jonassen, 1974).

SELF ASSESSMENT QUESTIONS

- Q.1** What is the relationship between Culture and Development?
- Q.2** How does traditional leadership affect development?
- Q.3** Discuss traditional communication system in the context of Pakistan?
- Q.4** How does indigenous organizational form affect the development process of a country?
- Q.5** What is meant by indigenous socio-economic process and indigenous knowledge systems?
- Q.6** Discuss the main issues in the development of a cultural-based development strategy.

UNIT No. 9

WOMEN AND NATIONAL DEVELOPMENT

Dr. Sabeeha Hafeez

Revised by

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OBJECTIVES

After having studied this unit you should be able to :

- (1) narrate the history of women participation in national development in Pakistan.
- (2) highlight the women's developmental activities and achievements in Pakistan.
- (3) specify women's role in the national programmes and activities.
- (4) to guide the students to develop an insight for women's potential and their contribution for national development.

INTRODUCTION

In this paper an attempt is made to trace opportunities planned for induction of women in national development from 1947 to 1982, analyse the role of women as beneficiaries and agents of development in various levels in cities, towns and villages, discuss the issues involved in the effective execution of women's role as agents for development and draw inferences from the discussions concerning the level of women's active participation in the development of Pakistan.

The challenge to rehabilitate scores of refugees soon after the emergence of Pakistan became the catalyst agent which produced considerable changes in the attitudes towards the status of women. Men crumbled their restrictions over the movements of women outside house as they permitted their women to work in the refugee camps. This was the beginning of national development by women through social welfare activities. Over the years, the shift has occurred in the policies from the predominant concern with the welfare of handicapped, distressed and poor women to the preparation of women as change agents and beneficiaries of development. At present social plans and projects are coalesced with the programmes in education, health, income generation schemes and population planning. Planning for women is both a component of general policies and is separately systemized in an organization structure (Women's Division). The rationale behind these measures is that women are valuable human resources like men for the socio-economic development of a society and need equal opportunities of skill development/employment and education in order improve the quality of their lives and their nation.

In Pakistan, opportunities are more or less egalitarian for the induction of women in national development. Bias or discrimination exists on conventional level. Legislations in various fields have been proposed and implemented to protect women against such discrimination.

Policy measures from 1947

In the late 40's and the 50's while the educated women worked for the society's rehabilitation, they gained consciousness to secure legal and constitutional safeguards against all sorts of exploitation in their newly created homeland. The Government felt the same way, Women's participation was sought in political and legal matters.

the First Five Year Plan 1955-60 proposed expansion of education and training services for boys and girls and staffing of primary schools with women teachers with appropriate training.

In the 60's the women leaders and the Government strengthened and organized efforts in the social welfare sector for women. The Voluntary Social Welfare Agencies (Registration and Control) Ordinance 1961 came into being at

that time. The Directorate of Social Welfare was established in 1964 and since then it has been sponsoring urban and rural community development programmes.

In the 70's there occurred gradual shift in the policies from the predominant concern with the welfare of poor women to preparation of women as change agents and beneficiaries of development. The Third Five Year plan (1965-70) and the Fourth Five Year Plan (1970-75) covered issues like assessment and realization of low rate of women's education at various levels including literacy.

Some broad based measures were proposed for inducting women in development as stated in the Fifth Five Year Plan (1978-83) are :

- (a) Attainment of universal enrolment for boys of ages 5-9 group by 1968-87 and for girls of the same age brackets by 1992.
- (b) Reduction of the school dropout rate (being greater among females than males) from 50% to 40%.
- (c) Opening of mosque schools and an increase in the vocational and technical training and employment possibilities for women and girls.

The Women's Division which came into existence in January 1979 in the Cabinet Secretariat under the direct supervision of the President has the following functions :

1. To formulate public policies and laws to meet the special needs of women.
2. To undertake and promote projects for providing special facilities for women.
3. To undertake and promote research on the conditions and problems of women.
4. To represents the country in international organizations dealing with problems of women and bilateral contacts with other countries.
5. To ensure that women's interests and needs are adequately represented in public policy formulation by various organs of Government.
6. To ensure equality of opportunity in education and employment and the fuller participation of women in all spheres of national life.

The development oriented strategy which continues to serve as guidelines for the Division include:-

1. Reaching the rural and poor urban segments of the women population and girls with lower levels of education.

2. Provision of funds for programmes which have already shown their utility but where expansion has not taken place at the desired pace because of resource constraints.
3. Which have shown an potential for growth and where administrative experience is available but there has been little growth.
4. The existing structures of Government in each province should be used for the funding and implementation of the programmes and no parallel hierarchy should be set up.
5. Each Government department should be encouraged to design its own women's programmes and to expand it with the funds being provided to it.

Following programmes have been sponsored by Women's Division all over the country :

1. Literacy centres in the villages.
2. Industrial homes in rural areas.
3. Pilot Women's Centres at rural development marakiz.
4. Introduction of new trades in vocational institutions (repair and servicing of domestic appliances, commercial tailoring and dress making and embroidery).
5. Handicraft development centres in rural areas.
6. Women's Centres through community organizations.
7. Multipurpose centres for women.
8. Special programmes for primary school girls (health and nutrition education, community organization).
9. Introduction of economic activities for women at IRD Marakiz.
10. Construction of women's hostel in Turbat, Sibi. Quetta.
11. Construction of community halls for women in Quetta.
12. Establishment of secretariat training courses.
13. Assistance for women's projects in local governments for rural areas.
14. Assistance in Dai (local midwife) training programmes for rural areas.
15. Grant-in-aid to women's voluntary organizations.
16. Setting up of polytechniques for women.

A directive issued by the President of Pakistan requiring Government organizations to ensure greater participation of women was given wide circulation:-

The president has directed the Ministries/Divisions to give due representation to the qualified women for recruitment to various posts. The directive has been issued in view of the general feeling among the qualified women candidates that they were not given due representation to various appointments in the Ministries/Divisions.

The Government has launched a campaign to stop the sparing exploitation of the women for boosting the sales of commercial goods. Plans are under way to protect the dignity of women in public places particularly at bus stops. Special Police Squads have been installed at the bus stops to apprehend activities of the professional/stray teasers, mostly in bewildered youth.

A process for developing a National Plan of Action (NPA) for women, was initiated by the Ministry of Women's Development (MoWD), and supported and facilitated by Donors. This was a key follow up of the Platform for Action (PFA) adopted by Pakistan, at the Fourth World Conference on Women (FWCW), held in Beijing, in September 95. This process was a first, as prior to this there had never been concerted follow up to major world conferences on women.

This participatory process stretched across several stages of preparation :

- i. Beginning November 95, the MoWD organized a series of provincial and national meetings, which were primarily aimed at sustaining collaboration between government and NGOs, as well as on achieving national level consensus on setting up of mechanisms for post Beijing follow up activities in Pakistan. Initially, these meeting focussed on creating an awareness on the 12 areas of concern highlighted in the PFA and in Pakistan's National Report (NATREP).
- ii. By June 96, a consensus was reached on setting up of mechanisms for formulating a National Plan of Action and for monitoring its implementation. The methodology of formulating the NPA was proposed and agreed in several meetings held between MoWD, national and provincial core groups NGOs and experts.
- iii. In November 1996, a draft national plan was formulated at a national level workshop, organised by MOWD. Representatives from the Federal/Provincial Ministries/Departments, including the newly formed Women's Development Recommendations pertaining to each area of critical concern as highlighted in NATREP were incorporated in to the draft NPA.

- iv. Throughout 1997 and up to August '98, a review/revision of the draft was carried out at national/provincial level.
- v. The final draft has been re-formatted as per the tabular methodology suggested in an earlier meeting; and the editors have taken care to keep the substance of the recommendations as made by different groups.

The Ministry of Women's Development acknowledges with gratitude the unstinting efforts of all persons involved in the preparation of this document, Core Group members, NGOs, individual experts.

The ministry recognises and appreciates the support provided by donors in particular by UNICEF. It is also cognisant of the efforts coordinated the Beijing Follow up Units at Federal/Provincial level, which efficiently coordinated the entire process.

The National Plan of Action (NPA) for women establishes a set of priority actions formulated to help achieve the agenda for the empowerment of women in Pakistan. Prepared on the basis of a national participatory process, involving Federal and Provincial governments, NGOs, women organizations and individual experts, the NPA aims to facilitate women's participation in all spheres of life besides ensuring protection of women's rights within the family and the society.

This implies that the principle of shared power and responsibility should be established between women and men at home, in the work place and in the community. Equality between women and men is matter of human rights and a condition for social justice and is also a necessary and fundamental pre-requisite for equality, development and peace and for the promotion of people-centred sustainable development.

Social customs and traditions, illiteracy, limited facilities of technical and vocational training and lack of employment opportunities have historically hampered the integration of women in the mainstream of development activities in Pakistan. Despite the convincing evidence of strong links between women's progress and national development, successive governments did little for improving the status of women in society.

For most of the five decades, women's development suffered mostly due to a lack of political commitment as well as to growth-oriented, rather than equity-oriented, economic policies coupled with the implementation of a set of laws, highly discriminatory against women. The UN Human Development Index, along with indicators of gender inequality, have highlighted the need to focus upon provision of opportunities for Pakistan women in all spheres of life, and the creation of a just and secure environment in terms of legal and human rights of woman.

At the global level, Pakistan has signed several international commitments to protect basic human rights and ensure gender equality. These include the United Nations Universal Declaration of Human Rights (UDHR); the Forward-Looking Strategies for the Advancement of Women (FLSAW; Nairobi, 1985); the Programme of Action agreed at the International Conference on Population and Development (ICPD; Cairo, 1994); Education for All (Jomtien: 1990, and Delhi: 1993); UNCED (Rio: 1992); World Summit on Social Development (WSSD: Copenhagen, 1995); and the platform for Action signed at the Fourth World Conference on Women (FWCW: Beijing, 1995). More importantly, Pakistan has acceded to the Convention on the Elimination of Discrimination Against Women (CEDAW) and to the Convention on the Rights of the Child (CRC).

In the past few years, some advances have been made in this direction. The Social Action Programme (SAP) launched by the Government of Pakistan achieved progress in increasing female literacy and health, promoting populations planning and improving rural water supply and sanitation. However, such efforts need to be further strengthened under the Ninth Five-Year Plan (1998-2003). Major initiatives are needed to effect change in the legal and socio-cultural systems, presently discriminatory against women. Further, affirmative action is also required to urgently address the special needs of the disabled girls and women. Without this, Pakistan will not be able to achieve its goal of providing better quality of life for all Pakistan women and men and a sustainable level of development.

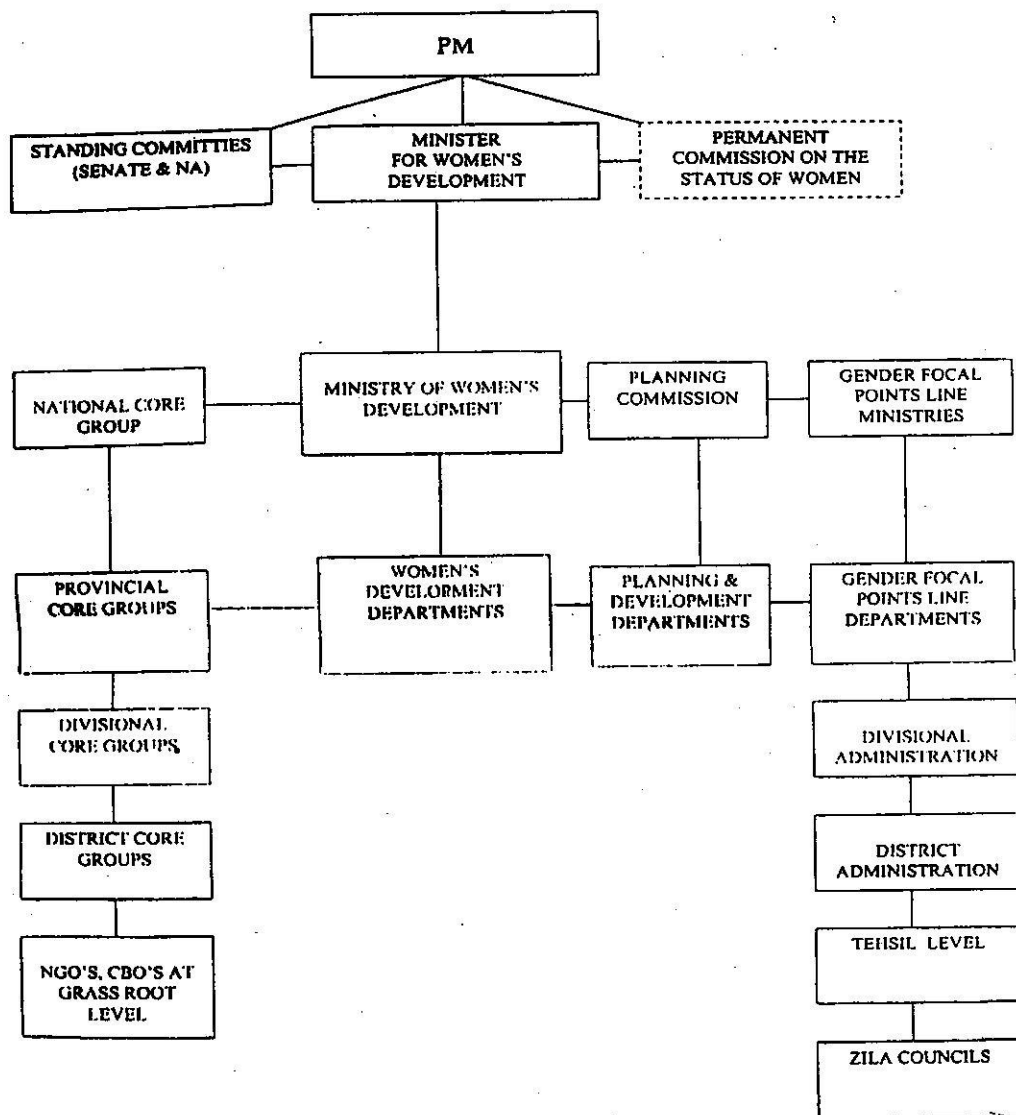


Fig: 1

NPA Implementation: Roles and Responsibilities

NPA implementation is a national responsibility. There are specific roles for key institutions/bodies, in a multi-dimensional approach, which have to be recognized, for NPA objectives to be effectively achieved. The Government has the primary responsibility for implementing the NPA, hence stated commitment at the highest political level is essential for its successful implementation. Non-government organizations, the private sector, civil society, all have their

respective roles towards NPA implementation. These nation-wide efforts need to be complementary, collaborative, and systematically coordinated. Where necessary, the support of the international community could be enlisted, including resources and technical assistance.

While roles for specific activities have been highlighted in each of the sectoral chapters of the NPA, there are some overriding imperatives for its implementation by key institutions. The organogram in Figure 1 depicts the flow of responsibility at all levels, and highlights the relationships and interaction between the various entities.

It is strongly reiterated that the establishment of a permanent and independent Pakistan Commission on the Status of Women, with clearly defined powers, authority and autonomy, is critical for effective NPA implementation, as well as other measures pertaining to women.

The key tasks, roles and responsibilities for NPA implementation are detailed below.

1. Ministry of Women's Development

The Ministry of Women's Development (MoWD), as the national machinery for the Government of Pakistan (GoP), has the primary responsibility for integrated and comprehensive implementation of the National Plan of Action (NPA). It also takes the lead role in coordinating, monitoring, and evaluating progress in the advancement of women.

Specific functions of the MoWD, relating to NPA implementation, include the following:

- i. Formulate supporting policy; translate and incorporate it into the planning and programming mechanisms, and promote NPA implementation through the Government machinery, both vertically and horizontally, and through various bodies and institutions of the private and NGO sectors.
- ii. Ensure that the Federal Line Ministries initiate their respective sector activities for which they have been assigned a lead role, in collaboration with related public, private, NGO entities.
- iii. Ensure that the NPA recommendations, included as an integral component of the 9th Five-Years Plan, are followed through, as well as in subsequent Five-Year Plans.
- iv. Ensure funding for NPA through federal and provincial ADPs, for eventual sustainability and institutionalization.
- v. Ensure that PC-1s of all Government programs and projects include gender impact analysis, which is to be institutionalized.

- vi. Act as a catalyst in planning programs in those areas of the NPA that are not covered by existing institutions on the advancement of women, through vertical and horizontal linkages.
- vii. Integrate and relate NPA implementation to that of all other national and international commitments on the advancement of women, through vertical and horizontal linkages.
- viii. Develop and implement effective monitoring and evaluation mechanisms for the NPA, from the national to grass-root levels and vice-versa, through an efficient Gender and Development (GAD) Management Information System (MIS).

2. Women's Development Departments

As the provincial arms of the MoWD, the Women's Development Departments (WDDs) are to operationalize the NPA at the provincial level. This includes all the above-mentioned responsibilities. The WDDs will also ensure further decentralization of the national machinery's role to the divisional district, tehsil, and local institution level. The WDDs will coordinate inter-sectoral linkages through regular multi-sectoral progress reviews and joint activities.

3. Core Groups/Beijing Follow-up Units

To facilitate the MoWD for Beijing follow up activities, in particular NPA implementation, mechanisms were set up at national and provincial levels. These included Core Groups and Beijing Follow-up Units (BFUs). Core Groups are voluntary bodies comprising Government and NGO representatives. BFUs are donor-funded secretariats, set up within the MoWD and the WDDs for facilitating all Beijing follow-up activities.

Core Groups were established at National/Provincial levels (1996/97). These have been extended to the divisional and district levels in two provinces in 1998. They include:

- **A National Core Group**
- **Four Provincial Core Groups** (and one each in AJK and the Northern Areas)
- **Divisional Core Groups** (currently in Punjab and Sindh only)
- **District Core Groups** (currently in Punjab and Sindh only)

The specific responsibilities of the Core Groups, as by their terms of reference, are as follows:

3a. National Core Group (NCG)

1. Policy Formulation:
 - Policy setting role
 - Determine national priorities based, inter alia, on provincial priorities
 - Facilitate national level research/documentation on issues for policy making
2. Planning and Programming:
 - Prepare and approve workplan based on NPA
3. Implementation:
 - Facilitate effective implementation of the NPA by Government, NGOs and private sector
 - Coordinate between federal and provincial levels, formal and informal bodies, and inter- sectoral agencies.
4. Advocacy and Lobbying:
 - Disseminate information on processes and issues relating to women, especially to policy makers, legislators, judiciary, and other groups.
 - Ensure availability of funding for Provincial Core Group activities
 - Organize national level working groups on thematic issues
 - Act as lobbyist and pressure group
5. Review and Monitoring
 - Undertake regular reviews of NPA implementation processes
 - Supervise the provincial core groups
 - Monitor and evaluate progress of activities

3b. Provincial Core Group (PCGs)

The Provincial Core Groups have similar roles and responsibilities as the NCG, adapted at provincial level.

3c & d. Divisional and District Core Groups:

Divisional and District Core Groups also have the above-mentioned responsibilities at their respective levels. They will work closely with the divisional and district administrations, as well as with the LGRDDs and elected local bodies, facilitating and assisting wherever necessary. Monitoring and

reporting mechanisms at these levels will be critical, and have to be strictly followed through the proposed GADMIS.

4. FEDERAL Line Ministries/Provincial Line Departments

Fine Ministries/Departments will take the lead role in integrating gender issues and initiating activities in their respective sectors, as highlighted in the NPA. They will ensure budgetary allocation at provincial level through the ADPs, for institutionalization. They will implement NPA in collaboration with related institutions in the public, private and NGO sectors. Designated Gender Focal Points within these Ministries/Departments will continuously monitor the progress of their respective activities, and report on them regularly to the MWD (as outlined in the section on monitoring and evaluation).

The following Ministries/Departments have the lead role for each of the twelve areas of concern in the NPA (for some areas more than one ministry may be involved, however, the primary responsibility rests with the first mentioned):

- | | |
|------------------------------|---|
| 1. Poverty: | Commission/Planning & Development Departments (Ministry of Agriculture/Agriculture Departments) |
| 2. Education and Training: | Ministry of Education/Education Departments (in collaboration with the Ministry of Labour & Manpower Departments of Labour & Manpower). |
| 3. Health: | Ministry of Health/Health Departments (in collaboration with Ministry of Population Welfare/Departments of Population Welfare) |
| 4. Violence against Women: | Ministry of Interior |
| 5. Armed Conflict: | Ministry of Defence (in collaboration with Ministry of Interior) |
| 6. Economy: | Planning Commission/Planning & Development Departments |
| 7. Power and Decision-Making | Ministry of Law, Justice and Human Rights |
| 8. Institutional Mechanisms: | Ministry of Women's Developments, Social Welfare & Special Education/ WDDs |
| 9. Human Rights: | Ministry of Law, Justice, & Human Rights |
| 10 Environment: | Ministry of Environment /Environment Departments |
| 11. Girl Child: | Ministry of Women's Development .Social Welfare & Special Education (NCCWD). |
| 12 Media: | Ministry of Information & Media Development |

5. Monitoring And Evaluation Mechanisms

To ensure effective operationalization and eventual institutionalization of the NPA, it is critical to develop efficient monitoring and evaluation mechanisms. Guidelines and procedures for monitoring and reporting will be instituted within all implementing bodies. A national Gender and Development Management Information system (GADMIS) will be established along the lines of the existing Education MIS and Health MIS.

Monitoring and reporting schedules will be as follows:

There will be mid -year and annual progress review meetings, based on quarterly, half- yearly and annual progress reports. These reports will be prepared by respective ministries/ departments and submitted to the MoWD/WDD. Review meetings will take place at all levels of NPA implementation: national, provincial, divisional, district, tehsil and local bodies. Reports will be submitted, according to established formats, at all the above-mentioned levels, by each sectoral ministry/department, incorporating the efforts of the entities involved.

Interim evaluations will be carried out every three years, by external (nonpublic sector)independent bodies.

An Impact evaluation will be conducted every five years, towards the end of each national five -year plan period.

6. Cross-Cutting Themes

The NPA includes several generic activities that are not sector-specific, but cut across all twelve areas of concern, and therefore, need to be undertaken under a comprehensive approach. Sector-specific activities will be implemented separately within each sector.

i. Gender Training:

The MoWD will take the lead role for institutionalization of Gender Training in Pakistan (refer to section H-8). Donor Agencies, which have been assisting gender training activities in Pakistan over the last decade, can play key role towards its institutionalization and integration into all sectors of development.

ii. Research and Documentation:

Dearth of data on women in Pakistan has led to this action emerging as another key, recurring crosscutting theme. It is essential to have baseline

data disaggregated by gender, for every sector, before effective programming and activities can be undertaken.

While the Federal Bureau of Statistics will take the lead role in gender disaggregated data collection, subsequent in-depth analysis and research studies will be carried out by academic, public (in particular the five Women's Studies Centres), private and NGO research organizations. Once research studies have been conducted, their findings must be published and disseminated widely. It is also essential to coordinate research activities in order to avoid unnecessary duplication of effort.

iii. Lobbying and Advocacy

Within the Government, at the highest policy level, MoWD be responsible for lobbying and advocacy on women's issues. However, NGOs, activists, lobby groups will continue to build pressure and raise general awareness on priority issues pertaining to women.

iv. Information Dissemination

As highlighted in the section on responsibilities for Government Ministries/Departments, the Ministry of Information will take the lead role in widely disseminating information on women's issues, especially through the state-owned electronic media. The print media will be encouraged to carry out mobilization of public opinion and awareness raising through accurate reporting and analysis of women's issues. Information, publication, and resource-based organizations, whether public, private, NGOs need to expand their IEC activities through their existing channels, especially for rural outreach.

v. Capacity Building

While capacity building, through training and skill development, is a crosscutting theme, it will be undertaken sectorally, by the lead Government entity responsible, together with the related private/NGO sector entities.

vi. Service Delivery

The respective groups in each sector will also undertake collaborative and mutually supportive activities related to service delivery, which is another important crosscutting theme.

BENEFICIARIES OF DEVELOPMENT

Education

Accelerated expansion in the literacy programmes for women over the years particularly in the 80's by the government suggests an increase in the size of female literates since 1947. The percentage of literate women has more than doubled in the country since its creation in 1947. But the trend in literacy between the decades cannot be conclusively assessed because of shifts in the concept of a literate person and discrepancies between data sources. About 13% of all females age 10 and above were defined as literate in 1973 compared with 38% literate males. The literacy rates for females has gone up from about 8% in 1951 to 13% in 1973. The male-female differential in literacy levels between urban and rural areas is consistently glaring. In 1973 fifty-seven per cent of the urban males were literate compared with 32% of urban females, corresponding figures for rural areas were 30% and 6%. Recently the government has set up Literacy and Mass Education Commission to accelerate this rate. The Women's Division is running about 6,000 adult literacy centers all over the country for women.

In the last ten years, enrolment in the educational institutions for female population is estimated to have increased by 89.6%. The share of enrolment of female students in the total enrolment has also risen from 24.5% in 1971 to 28.4% in 1980-81. Still, only 33% female children are enrolled in primary schools. Participation of female students in secondary vocational institutes is increasing gradually and they constitute nearly 35% of the total enrolment in the institutions. The enrolment ratio of female students is about 27% at the college level, about 23% in the professional educational institutions, and 24% in universities.

Most of the broad based measures intended during the Fifth Five Year Plan (1978-83) included attainment of universal enrolment of girls in primary schools by 1992. With a view to expanding teaching facilities rapidly, Mosque schools have been introduced where, formal education is also imparted along with religious instruction. So far nearly 2,000 Mosque schools have been established since 1979. A similar institution known as Moqalla schools has also been revitalized wherein a literate woman of the locality is required to conduct classes for girls to equip them with different skills and elementary education at her own premises. There are nearly 500 such schools in existence. Seven polytechnic institutes for women have been approved to increase facilities of technical education in the fields of electronics, architecture, textile designing, etc. Three women polytechnic institutes are already functioning and have attracted considerable interest and great popularity. Others are in the process of being established.

Employment

Until recently labour force participation of Pakistan women was very low. The programmes on education, health and population welfare have contributed positively to the increased employment of women.

The apparently low participation rate of women is partly due to the fact that the role of a farm or wage earning woman often goes un-noticed in rural areas whereas in urban areas many working women are not enumerated. It is anticipated that the rapid growth planned for the agriculture sector during the Fifth Five Year Plan will allow greater appreciation of women's level of work activity in rural areas. In urban areas where there are indications that participation of younger women is increasing in contrast to the general trend, the Government proposes to encourage their contribution to the national economy particularly in the services sector, including public sector employment.

No conclusive statement can be made about the exact number of women workers in labour force due to under-reporting. Shifts in the definition of labour force makes it difficult to assess the trend of female employment over the decades. The available statistics are 10 years old. With these limitations in view, it may be said that between 1951-1961 change in the labour force participation of women of age 10 and above occurred from 3% to 9% and from 1961 to 1973 change occurred from 9% to 5%. Thus, labour force participation notes for women ranged from 5% to 9%. The rates of women's participation in labour force doubled that of 1961 census in NIS (National Impact Survey) - 1968-1969.

Pakistani women are visible now in diverse occupations. They are engaged in nursing, law, engineering, architecture, chartered accountancy, bands, advertising companies, journalism, pharmacy, mass media, hotel management, teaching, and administration. They earn their livelihood as steno typists, clerks, telephone operators and air hostesses. As many as 25% of the professional workers in major scientific establishments in the country are women. The largest number of women is employed, however in the teaching and medical professions. They constitute about one third of the teachers at the school level and one fourth at college and university level. Nearly 25% of the registered doctors are women. A number of 1,847 women at various levels is found in the banks. Of these most are clerks.

In the Government Ministries/Departments there are 3,980 women employees who are about 3.56% of the total civil servants. Of them 548 are officers of grade 16 and above. 3,557 i.e. 89.37% of them are employed in Subordinate offices, 284 i.e. 7.13% of them are employed in Attached Departments and remaining 132 i.e. 3.31% are employed in the Secretariat.

The Departments and Divisions employing women below 5 are: Agrarian Management (4), Commerce (4), Port and Shipping Wing of

Communication (3), Defence Production (1), Law Division (2)*, Scientific and Technology Research (3), Social Welfare, Local Government and Rural Development (3), Tourism Division (2), President Secretariat (Public) (3), President Secretariat (Personnel) (1).

The Developments and Divisions employing women workers between 5 to 10 are: Combinet-Main (9), Economic Affairs (6), Industries (7), labour and Local Bodies (5), Livestock Division (7), Works and other (9).

The Divisions and Organizations employing women workers between 11 and 15 in number are : Shipping (11), Printing and Developing (11), works (12).

The Divisions/Organizations employing women workers between 16 and 20 are : Foreign Affairs (16)** , Manpower (18).

In Pakistan Railways 500 women are employed as ACO/AYO, doctors, teachers, nurses, telephone operators, announcers and clerical staff.

What facilitates women's entry to the government service i.e. family background or sex? That is, are the sons and daughters or the relatives of the civil servants attracted to the government service just because of their family background? Is it easier for them to enter this profession or are the women motivated for pursuing the government jobs? What factors would explain the variation in the percentage of women workers in various Ministries and Divisions? Why is there discrimination by grade in certain Ministries, and not in others? *e.g.* Why in the Ministries of Education and Health higher percentage of women is employed in all grades? (These are the Ministries where the highest percentage of women is available in grade 16 and above i.e. (37.26%) and in grade 1-15 and others (30.82%). Why in Information and Broadcasting a higher percentage of women is found in grade 16 and above (5.45%) than in grade 1-15 and others (0.95)? What stops women to enter in grades 1-15 and others in this Ministry? Why is in Finance a higher percentage found in grades 1-5 and others (1.09%) than in grade 16 and above (0.88%). What is interesting to note is that discrimination for women both in high and low grades exist. Women are not just discriminated against high grades they are discriminated against low grades as well as in certain government departments and ministries.

* The number in this Division has gone upto 10-11 in the Law Division and in the Parliamentary Affairs Division. They are in grades 5-12 senior-junior translators, stenographers, senior-junior proof readers, assistants, and L.D.C.

** The Ministry of Foreign Affairs have taken 24 women officers through lateral entry and competitive examinations in the foreign affairs group.

Source: Fifth Triennial Census of Federal Government Civil Servants, Establishment Division, Public Administration, Research Centre, Government of Pakistan, Islamabad.

INVISIBLE AGENTS FOR DEVELOPMENT

The women who directly benefit from the above mentioned measures make visible contributions to national development. The others who make invisible contribution are housewives and rural women. Their contributions to national development are neither explicitly recognized in policies nor counted in the national censuses and surveys. The existing national income estimates cover some, but not all, the activities of the house wives. A house-wife makes contributions to the household income. This contribution is very substantial but is not fully understood and appreciated. National surveys are needed for generating information on this aspect thus improving the national income estimates. A pilot study was initiated by the Pakistan Institute of Development Economics a few years ago (1976) to estimate the contributions of the housewife to the national income in the urban and rural areas of Lahore. One significant finding of this study is : the value of total household production in the urban areas was about 448.79 rupees per month, raising the total household income from Re.1,180.32 to Rs. 1,629.09 per month. If the value of household production was included in the GNP, it would increase from Rs. 121,298.0 million to Rs.163,170.07 annually. That is to say, the value of production would be about 35% of GNP. Detailed national surveys are needed to generate information on:

1. The average percentage contribution of the housewife to the total household income.
2. The average value of the housewife's time in different activities.
3. Optimum utilization of the housewife's time with view to maximizing her contribution to household income.
4. Policies and measures proposed to facilitate the above optimum utilization of housewife's time.
5. Scope for increasing the housewife's productivity in her various activities through appropriate government policies and measures.
6. The average length of the working day of the housewife.
7. Scope for reducing the length of her working day and increasing her leisure and recreation through appropriate government policies and measures.
8. Scope for reducing the drudgery, to which a housewife is normally subject, by appropriate government policies.
9. Discriminations to which a housewife is subject by virtue of her being a female.
10. Appropriate government policies and measures for improving, or at least minimizing, such discriminations.

The housewives will continue to act as invisible agents for development till the measures of above mentioned factors are developed and enforced.

Rural Women

Much greater number of rural women is employed in diverse activities of which no account is taken. Agriculture the oldest industry of Pakistan comprises the highest percentage of working women (78.9) who in the censuses are counted as unpaid family workers. 9.6% women own all land tilled, 12% women own part and rent part. 0.3% own part, rent part and also work for hire, 36% women are landless agricultural labourers (1974).

All rural women make some contribution towards agricultural productivity. They fetch water, gather fuel, do seasonal work on the fields during sowing and harvesting, grinding, pounding as well as kitchen gardening, raising poultry and attending to other domestic animals. The latter involves many activities like fodder collection, milching and churning.

The nature of farm activity and the time spent by women in farming tend to vary with the regions to which they belong. In Sind few women are found to be working for wages. Two or 3 percent are found to be engaged in agriculture, trade, commerce and industry (Household Income Survey, Sind, 1976). In Abbasi's study (1980) more than 50% of the females in rural areas of Sind are found to be working nearly 6 hours daily for looking after children, preparing three time meals, washing clothes and cleaning the house. In addition to these nearly 4 to 16 percent women spend 2 to 4 hours a day carrying water which is considered to be a serious problem in the rural areas of Sind. In Qadri's study (1982) of two villages in Sind it was found that out of a 540.78 manday schedule of women's activities in a year, 44.6 per cent of the total time or 241.4 manday per annum are spent in agricultural activities. The visible crop activities (land preparation, cleaning and treating of seed, sowing and planting, transplanting, fertilizer application, weeding/hoeing, harvesting, stripping sugarcane leaves, pesticide application, threshing, cotton picking, winnowing grain picking of wheat, farm produce (bringing in and removing of cotton sticks) consume 6.2 per cent of the total time (33.9 mandays). The invisible crop activities such as carrying meals/tea/lassi to farm, kitchen, gardening, care of crops by jhar method, making clay bins, cleaning/drying for storage, storing, milling of grains and cleaning of farm take up 9.7 per cent of the time. (52.92 mandays) and the livestock activities take up the maximum amount of 28.5 per cent of the time i.e. 154.5 mandays. The study found that in terms of productivity women's labour is solely responsible for 25 per cent production of the major crops. In terms of money, her contribution is about Rs. 375 per acre. Similarly, women are found to be active participants in all farm operations in the villages of Punjab. In a study of women's farm activities in four villages in Punjab Saeed found 84% of the women in these villages engaged in cleaning of grains during harvesting seasons

and about half of them spent more than four hours a day in this task. 43% of the women participated in wheat clotting, 78% participated in the binding of sheaves and 67% participated in the threshing of wheat. Their participation in these activities decreased slightly with education and size of landholding but still remained very high. Participation rates also vary with caste.

In the North West Frontier Province which is considered one of the most conservative on the participation of women in farming at least 60 to 80 per cent of the rural families use the help of their women for this activity. Handling of grains for food and seed has important implications for crop improvement and farm income (Malik Ashraf 1977). In the villages of Peshawar district some women with their families harvest and husk crops. Within the confines of the countryside they, along with their other family members, clean seeds, dry grain, feed livestock, milk dairy animals and shell cabs. In other regions of NWFP, Mansehra, Abbottabad and Haripur women, with their families, thin and weed crops. Few sell grains in Hazara Division. In a study on the villages in the Peshawar district the social traditions of purdah stipulate that women, in either self-cultivation or tenant families, may not engage in any form of outside work i.e. women's activities are confined to such activities as may be carried out in closed courtyards. Such activities are essentially home work or livestock tending.

In Baluchistan women who live near the forests collect wood and fuel. In certain instances they may have to walk a mile or so to collect water from the springs. They take the animals out for grazing in the jungles.

In certain villages of Pakistan some women exclusively direct the household management and provide for their families. Particularly in NWFP and Jhelum where men migrate to urban centres or emigrate to the Middle East or U.K. or join the army, women are heads of the household and do all the work. They are gradually taking the responsibility to participate and manage the craft business. They run their vegetable shops. Those who live with their bread earners sell honey and eggs to make their own pocket money.

In addition to framework rural women in Sind, Punjab, NWFP and Baluchistan indulge in home based income generating activities such as embroider, needlework. A woman's participation in her husband's work enables him to fulfill the requirements of his profession. A baker or barber could not participate in his craft unless he married a woman of his caste who from early childhood had acquired the skills necessary for that craft by being the daughter of a baker or a barber e.g. a cobbler's wife embroiders the leather from which the cobbler stitches the native shoes. Some rich rural women adjudicate the cases of abducted women, divorced women and eloped women. They help to retrieve the abductees.

VISIBLE AGENTS FOR DEVELOPMENT

Voluntary organizations are one category of visible agents. Volunteer work by women in Pakistan inherits a tradition of dedication and sacrifice. History stands witness to the fact that any threat to their community was felt more by women than by their men.

Soon after the First World War the Muslim women of the subcontinent were led to the political struggle under Bi-Amma, the mother of Ali brothers, because of the imprisonment of the leader of the Khilafat Movement. As a result these women opened up many madrassas (primary schools) for girls despite strong opposition heralded by the parents at this bold venture.

The women after death of Bi-Amma expanded their political struggle to protect the rights and interests of the Muslim community and Muslim women. The case of women's rights was presented by Begum Shahnawaz at international level in 1931 when she was invited to attend the League of Nations Session in Genva and later at the International Labour Organization Conference in 1935. By 1940 the many women were out working in the women's committees of the Muslim League for national liberation under the guidance of the Quaid-i-Azam and his sister Miss Fatima Jinnah. Eventually their struggle along with men found destination in the birth of Pakistan.

Immediately after the emergence of Pakistan, women's struggle entered a new phase where their fighting spirit was transformed into organized social welfare activities mainly for the rehabilitation of the multitudes of refugees from India.

Anjuman-i-Himayat-i-Islam, YWCA and Hospital Welfare Societies were some of the major voluntary organizations whose women members had been working for the welfare of women since pre-independence time. The All Pakistan Women's Association (APWA) was founded in 1949 by Begum Liaquat Ali Khan, the wife of the first Prime Minister of Pakistan. Soon, some more voluntary welfare agencies sprang up all over the country. These were; Family Planning Association (1952), council of Child Welfare (1957), Blind Welfare Association (1957) and Conferences of Social Work (1956).

From the very beginning women leaders were present as potential agents for promoting the welfare of women and their families. This was a scarce resource for development as leadership gaps existed in many other areas of life in 1947. What rural development would have missed without the voluntary contributions women leaders and their organizations poses a research question.

Leadership: Present Status

At present the overall number of registered voluntary organizations of women in Pakistan is 2,863. The active organizations with definite improvement

programmes are only 90. Definite statistics on the rate of participation of women in voluntary organizations at national level is not available. Some small scale studies bring out this rate as very low. Greater cohesiveness and coordination amongst women organization is required to bargain understanding and resources from the men in influential positions.

Does the existing number of organizations or the volume of their activity in any way manifest impact on development? If yes, how? How can performance of organizations be assessed? How can performance of organizations be made more effective as agents for development? How well have these organizations been integrated in to various development programmes and services? What is the quality and magnitude of their inputs in the execution of varied infrastructural services such as literacy, income generating schemes, family planning and health coverage? What is the proportion of their inputs i.e. programmes to outputs i.e. impact on development? These are some questions the answers to which would probably yield recommendations which the organizations can take on or which the Government might undertake to exploit voluntary women leadership for their welfare and their utilization for different development schemes.

Increase in the number of women leaders is needed at various levels to increase the number of women beneficiaries of education, literacy, health and income generating schemes. Realizing this, the Government has given representation to women in local government and Majlis-i-Shoora.

For the first time in Pakistan's history there are at present 4,000 elected women local councillors who are in an influential position from where they can effect the changes in their communities towards betterment. What gives them power is the fact that the Government is determined to seek their support and participation in the development activities. They are at present the most viable agents who can coordinate the needs of the people with the plans of the Government. Women councillors by virtue of these responsibilities are in a position to involve more and more women in the development activities and welfare programmes. The more successfully they involve the women in the development of their communities, the stronger base they will be preparing for women leadership at grass-roots.

Correct and satisfying training of women councillors is a necessary precondition for realizing these expectations. Training to women councillors can be imparted in three phases. Firstly they need to be enlightened about the extent of their powers and the mechanism of executing those powers as envisaged under different local government rules/ordinance.

This information may be provided in the local languages at the training institutes of local government (the local government ordinances have been translated in all the provincial languages).

In certain cases, this information needs to be combined with literacy and non-formal education as quite a few women councilors are uneducated. After these women have learned and understood the local government ordinances of their respective provinces, they may then be involved in short seminars at the training institutes of the local government, where through discussion they may find answers to three main questions: (1) How best the local government ordinances can be implemented (2) What difficulties would they encounter in the implementation process? (3) In what ways these difficulties can be overcome. When women develop somewhat explicit understanding of these questions, only then they can be made to participate in small workshops where they will actively prepare one or two development schemes for implementation purposes. For instance how to collect capital for setting up production units at the level of 10 villages? How to attract women to the production units? Where to sell things produced in these units?

The local government body is platform where women can protest against their negligible participation in various development programmes at village level. Women and their organizations should formulate specific projects for women in the areas of education, health and income generating schemes and exert pressures on women representatives for introducing such projects in the villages.

The female members of Majlis-i-Shoora are most viable agents to represent voices of women to the concerned Government Departments and Ministries. Despite all these efforts at various levels there exist many gaps in what is implemented for women and what is attained by them. These gaps can be explained in terms of historically evolved customs and traditions which are contrary to Islamic teachings. These traditions must be substituted with Islamic norms. In a national conference of women held in Islamabad, President, General Muhammad Zia-ul-Haq pointed out the necessity of seeking answers to a question: which are un-Islamic customs and traditions which militate against the rights of women and steps can be taken to do away with them? The success with which the question can be answered will depend upon the extent to which women are prepared to interpret the Quran to understand their rights. Feminine interpretation of Shariat is very much needed. Women will need training in socio linguistics, logic, Arabic language, jurisprudence and contemporary knowledge of social sciences and philosophy to prepare themselves for this task.

ISSUES

Three interrelated issues are involved in "Women and National Development".

- (1) Accelerated expansion of women's access to benefits of development: education, health and income generating schemes.
- (2) Facilitation of smooth transition of women from the role of beneficiaries to their role of development agents.
- (3) Improvement in the quality of the role of women as agents for development.

A beneficiary is a student of adult literacy class, a student in primary school, middle school, high school, a trainee in industrial home, carpet centre, or in cottage industry or a recipient of health service. In short as a beneficiary she is a recipient of training, orientation, education or service. A development agent is a teacher at any level. She is an office bearer of voluntary organization, a councillor. The role of women as beneficiaries and agents for development are inseparable. Beneficiaries and development agents are to be viewed as phases of the development process. Observation and experience has shown that drop out at the beneficiary level is high. For instance, according to one analysis in Punjab during sever years (1972-79) 1,40,000 women have been trained in embroidery, and knitting. Of these only 15,000 were able to earn, that too on part time basis. In Sind during my trips to several villages in 1979 relating to one of my projects I noticed paucity of service caterers like health visitors, teachers, trained midwives in the presence of education women in the villages.

How, women who have access to development programmes, draw indirectly benefits of development? A literate mother is quick to provide treatment to her sick children. She in general supports female education. Her children dropout less from school. But the women who reap the benefits of development seldom function as active agents for development. This is the major impediment in the expansion of services to women. It is necessary to overcome this impediment the causes of which are listed below:

- (a) The locals are not trained to serve the villages.
- (b) The outsiders for lack of accommodation and ease do not get to stay long in the villages. This particularly holds true in the case of women teachers and health visitors e.g. In one village in Punjab a health visitor (whose manner of dress generated grooming among the rural women) was cheesed off by the accosting of young sturdy males. So she left the village. Since then the villages remained deprived of health service. On this, upon asking one active woman from the landlord's family commented: "It is difficult to bring urban women to the village for any

sort of work. I am not certain that the accommodation facility in villages would attract them. They won't come".

- (c) By convention the landlords or the affluent are mainly responsible for resolving the legal problems of their people (adjudication the cases of abducted women, retrieving them and settling the matters of divorce, marriage, separation and property). They neither have time to provide educational and health services to their people nor do their people expect them (landlords) to offer them such services.
- (d) The outsiders exploit the locals, some of them in the name of service e.g. in one village in Sind one woman school teacher is living almost like an absentee landlord. Every month she makes trips to a village from a nearby town where she makes her home, to collect the false attendance of girls whom she is supposed to teach. But she does not teach nor does the village have a school where she can show up. Yet in another village in the Punjab a male doctor could not get to stay because many could not survive the surgeries he performed. The result: a fine hospital building still awaits a doctor.

The above few cases may not be sufficient to generalize about the difficulties involved in making change agents available in the village. Nevertheless these do suggest that a cadre of professionals or service providers can best be generated from amongst the locals? How can this be accomplished? This possible in more than one ways: (1) supplementing education with training for rural people, (2) evolving existing group activities gradually into multipurpose service centres, (3) and using the available educated or even literate people to the optimum level (see Figure 1). Each of these recommendations is briefly discussed below:

1. Supplementing Education with Training for Rural People

The education for the villagers can be supplemented with training by:

- (a) Incorporating practical exercises in social studies in villages schools.
- (b) Introducing boy scouts and girl guide schemes in rural schools.
- (c) Organizing boy scouts and girl guide camps in those villages in which virtually there are not schools or other social services.
- (d) Commencing short compulsory development and welfare work for university students and colleges.
- (e) Granting merit scholarships to boys and girls in training for medical, paramedical staff with a condition that they would return to their village to serve.

FIGURE 1

A FIGURE SHOWING THE STRTEGIES FOR GENERATING SERVICE PROVIDERS IN OUR VILLGES

Rural Population

Service Providers

School Teachers

Adult Literacy Teachers.

Health Visitors

Nursing and Paramedical Staff

Doctors

1. Supplement education with training :

- (a) Practical exercise in social studies in village schools.
- (b) Boy scouts + girl guide schemes in schools closest to village from where the children come.
- (c) Compulsory development and welfare work for university students and college students.
- (d) Merit scholarship for boys and girls in paramedical training by the government with a condition that they would return to their villages to serve at least for some time.
- (e) Organize boy scouts and girls guide camps in those villages in which virtually there are no schools or other social services.

2. Evolve the existing group activity i.e. industrial homes, adult literacy classes into multipurpose service centers on a continued basis. That is adding and substracting activities depending upon the needs of the people.

3. Explore and develop the available skills, talents and education levels to the optimum level.

Let us pause for a moment and elaborate each one of these strategies:

- (a) Incorporate practical exercises in social studies in village schools.

Seemingly formal schooling for rural children can easily be combined with training. Since rural children live in close knit community, they can easily apply their book leaning to day-to-day living just like children in the urban centres can apply it to the problems and realities of their neighborhoods.

The planning for the instruction in the social studies courses include exercises for the students from class 1 to class 5 in observation and practical work. *Some of these exercises may be designed in such a way as to generate in students an awareness of certain training or services necessary for the development of their villages and to guide them as to where to go for taking advantage of the training facilities organized by the government and other voluntary organizations.* In the contents of social studies courses for classes 1-5

some provision is made for practical exercises.¹ But these *exercises at best if performed can imbibe some level of awareness of life in villages in the students. That's all. These exercises do not necessarily give them a planning for their careers.* Let me give you some specific examples from class II syllabus. It is suggested in *one place to understand the importance of the village, the students may be asked to go to the house of a teacher or the shop to buy a book or a pencil following instruction.*

This sore of activity will only help the little ones as to how to be on their own in the villages. Such an exercise may be replaced by something like this: instructing the children to visit the friend's house who does not attend school or abstains from school frequently to bring him/her back to classes. This instruction may be given on the ground that the villages develop when the children attend schools. Let's take another example where to know the resources of the villages, the activity recommended in the curriculum is making models of some vegetables out of clay and then painting them with colours. This activity may be supplemented with taking the children on tour of the village to show the service resources—schools for their sisters and brothers, dispensary, industrial home, adult literacy class. If such services do not exist, then demonstrate the significance of presence of the services for welfare through the day models. Hopefully such exercises will assist the students in shaping their aspirations for the type of jobs/services required for their villages.

Again to develop the spirit of service, dusting the mats and desks is suggested in the curriculum. This will develop cleanliness habit among the students. It is necessary. For experiencing the spirit of service, children may be further asked to teach each other particularly those class mates who have been absent from their classes for various reasons, or the boys may be asked to teach their sisters who do not attend schools. These are just some recommendations to revise the social studies curriculum for the rural children. A committee comprising to social scientists, village school teachers and an administrator from the provincial education department at each province may be set up to review the curriculum *or a continued basis.*

The training in formal schooling can be built in through changes in the contents of the social studies text books e.g. In discussing occupations in one social studies book for the third class, it is stated:

¹ Elementary social studies curriculum for classes I-V National Bureau of Curriculum and Textbooks, Ministry of Education and Provincial Coordination (Education Division). Government of Pakistan, Islamabad 1973.

ملازمت۔ ہمارے ضلع میں جو لوگ تعلیم حاصل کرتے ہیں وہ سرکاری ملازمت اختیار کرتے ہیں۔ ضلع میں مختلف سرکاری دفتر ہیں جن میں تعلیم یافتہ لوگ ملازم ہیں۔ بعض لوگ دوسری ملازمتیں بھی کرتے ہیں۔

Employment: "In our district those who acquire education take up jobs with the government. In the district there are several offices where the educated people are employed. Some people take up other jobs".

This material presented in the school text will familiarize the students with the existing practice of people to enter various occupations after they have completed their education. It does not necessarily implant in them any norm. For informing them on what occupations are desirable for their villages districts additional contents may be added e.g.

ملازمت۔ ہمارے دیہاتوں میں جو لوگ تعلیم حاصل کرتے ہیں۔ وہ ضلع کی خدمت کیلئے نرس، ڈاکٹر، استاد، کمپونڈرز بن سکتے ہیں۔ ایسے لوگوں کی ہمارے ضلع کو بہت ضرورت ہے۔

Employment: "In our village those who acquire education can serve the district by becoming the doctors, the nurses, the teachers and the compounders, Such people are badly needed for our district".

When the school texts are changed in this way the students will gradually develop a desire for occupations needed for their villages and motivation to acquire training for these. The committee recommended for (a) may also consider the revision of the contents of social studies texts.

(b) Introduce Girls Guides and Boy Scouts Schemes in Rural Schools.

In arranging the services of our villages the problem is not of the presence of duty service providers but of dedicated service providers. How to discover the dedicated service providers is another problem. The girl guides and the scouts are available service providers. They have a good record of humanitarian services. The organization of the girl guides and the scouts are available services. The organization of the girl guides and the scouts will help in germinating a sense of service in the youth for their villages.

(c) Organize by scouts and girl guide camps in those villages in which there are virtually no services.

Not even schools but one or two mosques exist which can easily be transformed into schools by the young boys particularly in present time when the madresa schools are being opened. In many villages in Sind the children walk several miles from their villages to reap the benefits of the government schools.

2. *Evolve the existing group activity gradually into multipurpose service centres.* The group activities in the villages usually include industrial homes for women and adult literacy classes. In the industrial homes the women who learn crafts may be trained with the aid of puppet shows, films and slides in the nutrition, mother and child care, health and hygiene, home management, planning, kitchen gardening, hosiery and carpet weaving. The objectives of this training would be:-

1. To induce women to take advantage of the training organized by various organizations governmental or non-governmental.
2. To impart information that is related to the daily lives of the women so that they can improve the quality of their living.²
3. To induce awareness among the local women whereby they can take an active part in community development programmes.
4. To offer job options to women as nurses, health visitors and teachers. Since the women in the industrial homes come for income generating activities they can be easily exposed to other options for earning their incomes.

When the training in health and other areas will be imparted in the industrial homes with these objectives in mind the industrial homes will make a beginning for developing into multipurpose service centres. But the basic problem will be having the trainers or the teachers for the multitudinous activities in the industrial homes.

Thus the question will remain: how to train industrial teachers for providing training in health and other related areas to their people? This can be done in several ways. *First, by organizing training workshops for the industrial home teachers on district level second by introducing mobile training services where the major trainers can give training both to the teachers in the industrial homes and to the women themselves. The major trainers for this purpose can be recruited from the nursing homes, vocational institutes, training institutes, educational institutes and the unemployed youth-men and women who have training in the fields in which information to the locals need to be imparted.*

² 2. Visits to some industrial home projects in certain villages suggest that most women after acquiring certificates from industrial homes want jobs-definite employment. A certificate to them is a "passport" to career. They want to use it. The main job available to them is a job of teacher in another industrial home. Since more women get training than are needed a large number of certificate holders in crafts cannot be absorbed as teachers of the industrial homes. What can be done with this newly emerged class of the "unemployed rural women?" One industrial home somewhere in Punjab has stopped giving the certificates to the women as a way to stop them from demanding the employment. Would this technique lead women somewhere for their development or welfare? In any sense, all this suggests the need for systematic evaluation of industrial home projects: What difference has these projects been making in the lives of the women? Do we need to encourage and plan other income generating activities for rural women?

Other than industrial homes adult literacy classes are other prevalently existing group activity in our villages. The adult literacy classes can be used to create an awareness among the realities of the significance of health, family planning and other civic values needed for evolving a sense of responsibility to serving and developing their communities. A tentative outline of adult literacy content is presented in the appendix which when developed can be used for creating an awareness of a sense of responsibility or sensitivity for a sense of responsibility for the welfare of their villages and for using the available training services in health and education. In interpreting this material content for adult literacy classes, the instructor may take the following steps:

1. The instructor will teach each letter of the alphabet and then introduce some word with socio-economic or cultural content relevant to village life beginning with the alphabet e.g. for health صحت
2. The instructor may then expand the meaning of each of the word by "association method."

ذات کی صحت	<i>Self health</i>
خاندان کی صحت	<i>Family health</i>
گاؤں کی صحت	<i>Village health</i>
ملک کی صحت	<i>Country's health</i>
سماجی صحت	<i>Social health</i>
اخلاقی صحت	<i>Moral health</i>
طبعی صحت	<i>Physical health</i>

3. In expanding the meaning e.g. of each of these forms of health the instructor may illustrate the meanings of the word, its relevance to their welfare and development with stories e.g. The word family health (خاندان کی صحت) can easily be linked with the problem of family planning.

معاشرتی علوم (صحت لورائی) تیسری جماعت کیلئے۔ اقبال سیشزری مارٹ جناح روڈ کوئٹہ
برائے ٹیکسٹ بک بورڈ۔ کوئٹہ صفحہ نمبر 19

4. *Explore and develop the available skills and talents and education levels to the optimum level.*—It would be over simplified assumption to hold that all villagers are illiterate therefore they are good for nothing. Education has penetrated into villages. Small and scattered projects may be initiated to tap the education human power in the villages. Adult literates may be goaded into positions of teachers for adult literacy classes or they may be provided with schools to go on with their education. Those with primary education may be

hired as teachers for adult literacy and those with middle or matriculation may be trained to become school teachers, nurses or other members of paramedical staff e.g. In Umer Chak in Gujrat (a village with 2,000 population) approximately sixty women are primary passed and more are expected to pass this level of education as a primary school for girls exists in the village. These 60 women can be trained and hired as teachers for adult literacy classes. Similarly in the same village many boys matriculate or middle passed seem to be doing nothing much in the village. These boys can be induced and guided for training in health and education to become compounders, health visitors and teachers for serving their villages or adjacent villages.

The graduates of:

- Adult Literacy can become Teachers of adult literacy
- Primary school can become Teachers of adult literacy
- Middle school can become primary school teachers
- Matriculation can become Primary school teachers

Nurses, paramedical staff:

Let us expose our rural people to all the above mentioned methods of training and educating them for service providers watch their reactions to these, and capture, their reactions sensitively to know their needs.

The major realities in villages pertaining to the available literate or educated human power are as follows:

- A. All women and all men are illiterate.
- B. Some men and some women are literate.
- C. Some men and some women are primary passed.
- D. Some men and some women are middle passed.
- E. Some men and some women are matriculates.
- F. Some men and some women have education above matriculation.

Some suggestions for the development of human powers in each of the above situation are in order:—

- A. *All men and women are illiterate.*—Introduce more and more adult literacy centres. From where to acquire the teachers for the adult literacy classes will remain an important question. These can be made available through:
 - the mobile training service.
 - the teachers from the nearby villages.

- the successful candidates of adult literacy class (this technique can have snowball effect on the extension of adult literacy in the villages.)
- (a) *Some men the women and literate.*— select some and train them as teachers of adult literacy classes. The younger men and women (under 25) may be encouraged to complete the primary schooling in the hope of training them as adult literacy teachers in the advance level where they can add development or welfare contents to the words they teacher.
- (b) *Some men and women are primary passed.*— Train these as teachers of adult literacy.
- (c) *Some men and women are middle passed.*— Train there as primary school teachers.
Absorb them in the nearby villages in case the schools exist in the villages.
- (d) *Some men and women are matriculates.*— Train these compounders, health visitors, nurses. The trainers can teach them through the mobile training service or arrange for their training in the cities.
- (e) *Some men and women have education above matriculation.* Train these as major trainers for training the rural population as adult literacy teachers, primary school teachers and middle school teachers. Some of these can be hired in the mobile training service.

Improvement in the quality of the role of women as agents for development

There is no limit to which the quality of the role of women as developers can be improved. Of course, through training and orientation sessions the beneficiaries can be gradually developed into agents for development. It is not sufficient. Women volunteers working in a slum of Karachi are found to be ambiguous, powerless but committed. This finding though on a small scale suggests the need for adequate representation of women in varied decision making bodies and effective organization of women at various levels. Women must work towards entering influential positions to initiate improvement programmes but they must organize first and assist each other to attain this objective. Some suggestions are in order:

Adequate Representation of women in varied decision making bodies

- (a) Representation of women in the National and Provincial legislature should be increased.
- (b) In order to enable the women to participate in the functions of Local Government Institutions, it should be provided by law that at least 20% of

the total membership of each Local Government Institution should be reserved for women.

- (c) Women must be given more representation in judicial courts at all levels to decide cases concerning problems of women. Local Ulema and Municipal representation should also be included.¹
- (d) Delegations of writers should include young talented women writers and artists.²
- (e) Due representation should be given to women in all government, semi-government and autonomous bodies.³
- (f) Women should be appointed/employed at all levels in different spheres, especially as judges in family civil session and High Courts as well the Shariat Bench.⁴
- (g) Women should be included in all commissions, committees and bodies at the decision making level.⁵
- (h) Women should be provided 30 per cent representation in employment in government, semi-government and autonomous organizations.
- (i) Women should be provided 30% representation in all delegations at national and international forums.⁶
- (j) To remove the tendency of crime in women and children, the women councillors should be appointed as Inspection Officers and be authorized to visit such women and children in jails to solve their problems and assist in their rehabilitation.⁷
- (k) Local Government Ordinances of Federal and Provincial Governments and other areas, be amended to ensure representation of women for special seats in Union Councils and Town Committees, wherever the local conditions permit the women representation should be considered through direct elections.¹

¹ national Conference of Muslim Women, 27-30 October, 1980.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ The Role of Women Councillors for effective participation in Local Government, 18-23 June, 1980 Islamabad.

¹ Ibid.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

- (l) Adequate representation (at least 15%) should be given to women in all local councils.²
- (m) Women councillors should be given at least 15% representation in the Federal and Provincial Cabinets.³
- (n) Adequate (at least 2%) budget of local councils be specifically reserved for the Women's Programmes and the women councillors should be fully authorized for distribution and expenditure of this amount.⁴
- (o) Women councillors should be made members of the Divisional and the District coordination Committees.⁵
- (p) Women councillors should be given representation in different government departments in policy making and their implementation.⁶
- (q) Representation of women in the Bait-ul-Mal at District level should be made compulsory.⁸
- (r) As far as possible two vacancies of Qazis should be kept in courts of Shariat for women⁹
- (s) At least one women should be given representation in a Panchayat set up in each local council.¹⁰
- (t) Women councillors who have been given representation in the Provincial Councils should not be represented in the Federal Councils. There are other educated and capable women in the country who may be allowed representation on such councils.¹
- (u) The women councillors from cantonment Boards should be given representation in the Federal and the Provincial Councils.²
- (v) Local Zakat Committees should also be headed by well-meaning pious, polished ladies, committed to the cause of social work, because, they would know better which family really needed financial aid. It shall also save the exploitation of women by male members.

Organization of women

Purdah clubs for providing recreational activities, holding seminars, meetings and discussions and other activities may be utilized as informational desks.

⁶ Ibid.

⁷ Ibid.

⁸ The Role of Women Councillors for effective participation in the Local Government, 18-23 Jund, 1980, Islamabad.

⁹ Ibid.

¹ Ibid.

² Ibid.

Organization of *vigilance committees* to look into the welfare of the women employees and other conditions for the constant promotion of women's contribution to national affairs.

There is a need to include women workers in *spearhead teams* sent to villages for organization through formation of *cooperative societies* or for any other socio-economic activities.

Involvement of women in Local Government affairs in the rural areas could be secured by constituting committees of women in Union Councils. Such committees may be nominated by union councils concerned and be responsible for them. These committees may formulate projects and plans for women and put them to the union council for assistance.

Special cells be set up in each province to process women cases expeditiously and to suggest ways and means for employment.

Voluntary corps should be established to motivate people in favour of inducting women in development. These corps should actually strategize to induct women in development activities.

Voluntary corps of educated housewives should be formed at mohalla level so as to promote social welfare and developmental activities.

Women's advice bureaus should be set up as part of the community centres to make available to women legal advice and counselling in various fields of nation building programme. They need to be provided guidance/encouragement in this regard.

To take stock continuously and where necessary remedial measures, regarding the condition of women, there should be a *permanent commission* to look into the economic, religious, political and social status of women. Efforts are being made by the Women's Division towards the same direction.

Voluntary organizations of women councillors should be set up at the federal, provincial and local level and the women councillors should maintain close liaison with the organization of their own areas.

Committees on the rights of women should be set up at the level of each local council. These committees would supervise the following in particular:

- (a) Rights of inheritance.
- (b) Rights of Khula.
- (c) Rights of guardianship.
- (d) Safeguard of other basic rights and eradication of out-moded customs. To ensure the effectiveness of law for the restoration of their rights, it is essential that all the government departments should cooperate with these

committees whenever any problem of the rights of the women arises, these should approach the Shariat courts.

Thus, many more invisible agents contribute to national development than visible agents. Contributions of invisible agents to *national development* awaits measurement. Contribution of visible agents to national development need accelerated expansion for which optimum utilization of trained women power is suggested, particularly in the villages. Adequate representation of women in diverse decision making positions and affective organization of women at all levels are recommended as two measures for improving the quality of the role of women as agents for national development.

SELF-ASSESSMENT QUESTIONS

Having gone through this unit, now see, if you can answer the following questions:

1. What policy measures have been adopted in the country to promote women's participation in the national development?
2. What are issues relating to the women's role in developmental activities?
3. Who are the female invisible agents of development?
4. What specific roles are women playing as visible agents of national development?
5. What measures do you suggest to promote women's developmental roles in social-cultural and economic development of rural Pakistan?

