



QUALITY OF PRIMARY EDUCATION IN PAKISTAN

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ACRONYMS

ADB	Asian Development Bank
ADO	Assistant District Officer
BPEP	Balochistan Primary Education Project
CMC	Community Model School
CRDC	Curriculum Research and Development Centre
CSP	Community Support Process
CT	Certificate of Teaching
DEO	District Education Officer
EFA	Education For All
FDE	Federal Directorate of Education
HSC	Higher School Certificate
ICT	Information and Communication Technology
INSET	In-Service Education of Teachers
IT	Information Technology
LC	Learning Coordinator
LTRC	Local Training and Resource Centre
MFTTP	Mobile Female Teacher Training Programme
MSU	Multi-Donor Support Unit
NEAS	National Education Assessment System
NEEC	National Education Equipment Centre
NWFP	North West Frontier Province
PEAC	Provincial Education Assessment Centre
PEC	Parent Education Committee
PEP	Primary Education Project
PEQIP	Primary Education Quality Improvement Project
PTA	Parent Teacher Association
PTB	Punjab Textbook Board
PTC	Primary Teaching Certificate
PTSMC	Parent Teacher School Management Committee
SAP	Social Action Programme
SCPEB	Society for Community Support of Primary Education in Baluchistan
SPEDP	Sindh Primary Education Development Project
TTMDC	Teacher Training and Material Development Cell
UPE	Universal Primary Education
VEC	Village Education Committee
WVEC	Women Village Education Committee

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EXECUTIVE SUMMARY

Strengthening the quality of education has become a global agenda at all educational levels and more so at the primary level. The quality of basic education is important not only for preparing individuals for the subsequent educational levels but to equip them with the requisite basic life skills. Quality education also ensures increased access and equality and it is mainly due to these reasons that various international Forums and Declarations have pledged improvements in quality of education. National commitment towards quality education has become significantly visible since the late eighties. From then onwards, the government has experimented a number of initiatives and interventions for improving quality with national and foreign funding.

More than twenty experiences of quality education improvement from the provinces were reviewed. Empirical evidence of improved quality of students learning in terms of their enhanced achievement scores was available only in the case of three projects, i.e. Primary Teaching Kit, Supplementary Readers, and Primary Education Project-Improved Learning Environment (PEP-ILE). The impact of other projects was evident in the form of improved classroom teaching learning strategies and motivated communities for establishing, managing and improving the schools.

After a careful review and analysis it was found that the experiences with one or more of the following characteristics were the most successful:

1. Interventions reaching directly to the classrooms and students. Examples are the Primary Teaching Kit, Supplementary Readers, and other learning material.
2. Experiences developed with the community and parents' support. Such strategies proved as catalyst for the development of the project into a programme owned and managed by the community. Examples are Community Support Process in Balochistan, Sindh and NWFP and Fellowship School Programme in Balochistan and Sindh.
3. Scientifically developed learning materials and teacher guides can change the classroom teaching-learning environment and infuse confidence among teachers. Examples are PEP-ILE and Curriculum Reform Project.
4. Provision of training facilities near the teachers' homes/posting places under decentralized cascade training model are very effective for in-service continuous teacher training. PEP-ILE is a good case.
5. Follow-up, monitoring and support has been very effective to intensify teacher training and to ensure its application in the classrooms. The conclusion is drawn from PEP-ILE and some other experiences not included in the text of the report.

On the basis of findings it is considered that the following experiences can be replicated cost effectively with certain modifications:

1. **Teaching Kit:** Updated Teaching Kit with provisions of replacement and necessary teacher training at center school level. The preparation cost per Teaching Kit is Rs. 3000/-.
2. **Supplementary Readers:** A library of 100 titles with five copies of each can be established at a cost of Rs. 4000/- only. Additional cost may be required for providing a cupboard for the readers.
3. **Improved Learning Environment (PEP-ILE):** A coherent decentralized plan of continuous teacher training, monitoring and evaluation can be established at the pattern of PEP-ILE in other provinces.
4. **Scientific Preparation of Textbooks and Teacher Guides:** Books should be tested before scale implementation. The programme be linked with teacher training and follow-up in the classrooms.
5. **The National Education Assessment System** should be developed for the purpose of monitoring learning achievement and providing feedback on various elements of the educational system and process.
6. **Fellowship School Programme** It has special value for remote areas which do not have a school. For four years, the government funds a subsidy of Rs. 2,500 per student; and subsequently the school is handed over to the community.
7. **School Community Participation:** Programmes and formal structures involving community and parents such as PTAs, School Councils, Village Education Committees, Women Village Education Committees, Parent Education Councils etc. can be established according to the local needs and context.

A STUDY ON QUALITY OF PRIMARY EDUCATION

BACKGROUND AND RATIONALE

At the sub-regional meeting of South Asian Ministers in Kathmandu in April 2001, Quality Education was unanimously identified as a priority area from the regional perspective. The ministers and all participants were in agreement that there was an urgency to seek remedies for bottlenecks faced in these areas to meet the intermediate targets and EFA goals by 2015. In the context of quality education, the discussions highlighted, that in spite of concerted efforts and resources devoted to quality, the results have been neither satisfactory nor sustainable. Why is this so? If drop out rate is any indicator of quality, the picture is not a promising one. The region cannot afford high internal inefficiencies within the education system and the leakage must be addressed comprehensively. Failing standards reveal poor service delivery, leading in turn to low levels of interest; and improvement in quality is a key element that could ensure equity for learners through substantive entitlements in terms of capabilities for improving human well-being.

Several international and regional meetings have reiterated the need for Quality EFA. In this context, the Dakar Framework of Action refers to quality both within the six goals and the accompanying strategies:

<p>Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills</p>

Goal 6: Dakar Framework of Action, 2000.

Strengthening the quality of education has become a concern of paramount importance in discussions on education. The concern is shared equally by all the stakeholders at all levels of education including the primary education. The Universal Declaration of Human Rights (1948) declared primary education as the basic human right of all people. Accordingly, all nations prioritized universal access to education. The developed, and many developing, nations have attained universal or near universal access to primary education. Now the focus is on the quality of students' learning. The concern is valid not only for nations who have attained the quantitative targets, it is also valid for nations still striving for expansion of educational access. It has been established that access and quality are not sequential elements. Quality is rather considered, in the light of growing evidence, a means for achieving the universal access and equity of education regardless of gender, location, race, religion, and social class (Hoy, et al, 2000). The World Bank (1997) in one of its reports on elementary education in Pakistan has also laid equal emphasis on the expansion of access and quality as the quality has been visualized instrumental in improving access. The report states:

"The best way to improve access is to improve quality which would make coming to school or staying in school a more attractive option from the perspective of parents as well as children. Moreover, effort to improve quality will tend to increase the efficiency of the public

expenditure and will encourage parents to contribute to children education."

Quality of education also means setting standards which make a pavement for assessment of standards, comparability of programs, and accountability for meeting the targets.

International Declarations on Quality of Basic Education

1. The Jomtien Declaration of EFA, 1990: A landmark document for the promotion of basic education emphasized that 'the focus of education must, therefore, be on actual learning outcomes rather than exclusively on enrolment'.
2. The World Education Forum, Dakar Framework of Action 2000: Emphasis on quality of education is included as one of the six goals:

"Improving all aspects of the quality of education, and ensuring their excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills" (Article 7(vi))

The Expanded Commentary on the Dakar Framework of Action includes following two articles on quality:

- i) Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality (Article 43).
 - ii) Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, health, location, language, or ethnic origin (Article 44).
3. The Recife Declaration of UNESCO E-9 project (Education for All in the nine most populous developing countries), of January 2000, reaffirms commitment to the enhancement of quality of basic education through adopting several measures.
 4. The Beijing Declaration of the E-9 Project on ICT¹ and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT), and better training of teachers and administrators.

Quality Concerns and Commitments by the Government of Pakistan

¹ Information, Communication and Technology

Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum: Dakar Framework for Action 2000, the Recife Declaration of E-9 Countries 2000 and the Beijing Declaration of E-9 Countries on ICT and EFA 2001. But Pakistan, despite policy statements and target setting in various education policies and five-year plans is still far below universal primary education access and retention.

The priority is thus, still on the expansion of basic educational opportunity to all. However, with the emerging international agenda of quality education, Pakistan has also readdressed the educational target setting by adopting a two-pronged approach based on quantitative expansion along with quality enhancement, particularly since the 7th Five Year Plan. The National Education Policy 1998 has included many elements and strategies for improving quality at elementary level. The central message of SAP-II and EFA beyond DAKAR is Quality Education and that the access is not sustainable without quality (Govt. of Pakistan, 2000). The important policy statements and strategies are listed below:

The National Education Policy 1992 recognized that the quality aspect of primary education has been compromised and required urgent examination of the measures needed for its raising. The policy has mentioned several strategies for the purpose including teachers' training; updating "primary kit"; provision of books; etc.

The National Education Policy 1998-2010 had also included among its objectives the improvement of elementary education. The policy gives a comprehensive list of quality inputs such as merit-based recruitment of teachers; pre-service and in-service training of teachers; improving the quality and availability of books; etc..

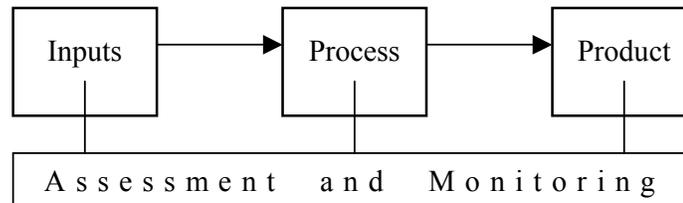
Education Sector Reforms: Action Plan 2001-2005 based on National Educational Policy 1998-2010 among its nine sectors includes a cross-cutting thrust area of quality assurance in education including upgraded teacher training, textbooks and curricula, and assessment system.

The National Plan of Action (NPA) for Education for All also addresses the issue of quality education. The major quality inputs suggested include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult), textbook development and teachers' training. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) will also be introduced. Besides, early childhood education programmes will be initiated as part of efforts to improve the achievement of pupils at primary education level.

Defining Quality

Despite the growing concern about the quality of education, its crystallized definition is somewhat difficult (Aspin & Chapman, 1994), largely due to a wide array of stakeholders and consumers along with the complexities of teaching-learning process which need to be unfolded continuously. Terms like effectiveness, efficiency, equity, equality and quality are often used interchangeably (Adams, 1993). Most of the people view quality of education as the learning outcomes of students which is the

primary concern of all stakeholders. But to achieve the desired quality the antecedents, that is the input and process should also have quality in terms of efficiency, effectiveness, excellence, and social justice. The quality education output can be achieved only if quality is ensured at each level of the educational process from standard setting, learning environment, teacher training, teacher-learning process, assessment and monitoring. A sketchy model of quality can be plotted as under:



Model of Quality Control in Education

Adams (1993) included six elements of quality i.e. reputation of the institution, resources and inputs, process, content, output and outcomes, and value added. Since the concept of quality control and quality management have come from industrial and management sciences, the models of quality control are essentially based on the same philosophy. The industrial models were later on applied and adapted to the educational settings. The educational planners have been defining the quality out-put and have been searching for educational quality correlates. The quality out-put is defined in terms of learning achievement in three domains i.e. cognitive, affective and psychomotoric. Other indicators of quality output are decreasing rates of dropout and increasing rates of stay-ins, number who complete the program cycle and, gender and social equality.

The literature on the determinants of quality education output is not only scanty it provides varied rather divergent findings on many of the inputs. Lockheed and Verspoor (1991) in a study of developing countries have identified various input and process determinants of educational output. These include orderly school environment, academic emphasis in the form of clearly defined learning outcomes and standards, curriculum, particularly the “implemented curriculum” (textbooks, other learning materials), time for learning, effective use of school time, qualified teachers and healthy children. The developed countries show the similar results with a varying level of quality inputs. For example literature on Educational Reforms in the United States describes that standards of education can be improved through redefining basic curricula, and setting performance standards required from students at the completion of the program (Paliakoff and Schwartzbeck, 2001). Farguson, as cited in Paliakoff and Schwartzbeck (2001), after his examination of student achievement in 900 Texas school districts concluded that the quality of teachers is the most critical aspect of schooling and that it has a direct impact on student learning. Similarly the TIMMS study suggests that teaching practices constitute a part of the difference in student achievement in Mathematics and Science. Moreover, the curricula is also important in raising the student achievement.

A report "US about Initiative on Education for All, 2002" enlists teacher training, improved curriculum, management system, parent and community involvement and accountability as the major required educational reforms. The USAID has thus laid down the same parameters for funding basic education programmes i.e. accountability, qualified teachers in every classroom, locally managed schools, and participation of community.

Definition of Quality in the Context of EFA

The Dakar Framework of Action 2000 defined quality of education in terms of recognized and measurable learning outcomes especially in literacy, numeracy and essential life skills. Article 42 of the Expanded Commentary on the Dakar Framework of Action further elaborates that 'a quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living.

The measures to attain the required quality were suggested as under:

1. Healthy, well nourished and motivated students.
2. Adequate facilities and learning materials.
3. A relevant curriculum.
4. Environment that encourages learning.
5. Clear definition of learning outcomes.
6. Accurate assessment of learning outcomes.
7. Participatory governance and management.
8. Engaging local communities.

The Recife Declaration of the E-9 project (2000) reaffirmed almost all the above declared goals of education. It has also mentioned the use of modern technology in all aspects of education.

The Beijing Declaration of the E-9 project on ICT and EFA (2001) further expressed its commitment to:

1. using ICT for distance basic education.
2. funding comprehensive training of teachers, administrators and others in the use of ICT.
3. raising the quality of teachers' professional development.
4. meeting requirements of female teachers and of teachers in disadvantaged and rural areas.

Pakistan policy makers have drawn guidelines for the enhancement of quality of education from the international knowledge, Declaration on EFA, and indigenous situation analysis. The National Education Policy, 1992, in the context of primary education, clearly mentions the plan to adopt special measures for improving the quality of education. These measures include proper training of teachers, update 'primary kit' provision of computers, books of general knowledge, science and mathematics and raising the number of teachers to five per school over a period of ten years. The National Education Policy 1998-2010 had also emphasized the

improvement of elementary education. The policy gives a comprehensive list of quality inputs i.e. merit based recruitment of teachers, pre-service and in-service training, provision of career structure and system of awards and incentives; introducing learner centered instruction, improving the quality and availability of textbooks and other learning materials, improvement of curriculum, capacity building of various bodies in management and supervision of education, and reforms in examinations and assessment system. In the ESR Action Plan 2001-2005 the strategies for quality improvement and assurance at all levels have been outlined as under:

1. Benchmarking competencies.
2. Continuous improvement of curricula.
3. Staff development, teacher education and training, and professional development of planners, managers and staff at all levels.
4. Establishment of National Educational Assessment System (NEAS).
5. Strengthening the Teacher Training institutions.
6. Setting Academic Audit through linkage of grants/incentives with quality.
7. Increase of non-salary budget for provision of conducive educational environmental.
8. District based educational planning and implementation under the Devolution Plan.
9. Public-private partnership and community participation.

The correlates of quality education identified by international studies and the above mentioned strategies and targets can be classified under three categories i.e. the inputs and processes and output standards to be gauged by assessment of learning outcomes and through academic audit.

Input, Process and Output Indicators in Quality Learning Model

Inputs

1. Policy administration
 - 1.1 Aims and objectives
 - 1.2 Administrative bodies/administrative authorities
 - 1.3 Delegation of authority and responsibility/decentralization
2. Support Inputs
 - 2.1 Building and physical facilities
 - 2.2 Curriculum and textbooks
 - 2.3 Library instructional materials
 - 2.4 Equipment
3. Teachers
 - 3.1 Academic and professional qualifications
 - 3.2 Terms and conditions and career ladder
 - 3.3 In-service training and professional development
4. Accessibility and fee structure, gender, racial and other equity

Processes

1. School climate/psycho-social environment
2. Teachers

- 2.1 Job assignment of teachers - compatibility with qualifications and workload
- 2.2 Work environment and relations
- 3. Teaching-learning process
 - 3.1 Teaching learning strategies
 - 3.2 Examinations and assessment
 - 3.3 Student feedback system
 - 3.4 Character building activities
 - 3.5 Individualized/remedial instruction activities
- 4. Parent-school/community relationship

Quality Output

- 1. Participation, retention, and completion rates
- 2. Academic achievement: knowledge, skills and attitudes measured against set standards linked to national goals.
- 3. Personality and other traits
 - 3.1 Healthy and well nourished
 - 3.2 Happy and confident
 - 3.3 Curious and creative
- 4. Student perception of school
- 5. Community's perception of school

Quality of Education in Pakistan

Quality Output: All quality inputs converge to yield quality learning of students. Student achievement as an indicator of quality output received global recognition when the International Consultative Forum on EFA listed it as one of the indicators to be used for the year 2000 EFA Assessment. The commitment was further spelled out in the form of sixth goal of the Dakar Framework of Action for EFA as under:

"Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all."

In Pakistan, the system of National or Provincial Assessment has yet not been established. Standardized data on student learning over years or over repeated measurements is non-existent. However, the realization of a coherent National Assessment has been emerging since mid eighties of the last century. Resultantly a number, nearly two dozens, isolated studies on student learning have been conducted by different agencies and organizations since 1984 and more so during the last decade. Some of the studies have been conducted at national level, whilst other focused on provinces and still some other had a very narrow focus and limited sample. The parameters, methodologies and rigour of the studies also vary. The tests used were generally curriculum and textbook bound. Some small-scale studies used competencies as the standards for testing.

A compilation and analysis of various studies has been done and it has been concluded that on the average students do not achieve competency on more than half the material in the 5th grade curriculum (Benoliel, 1999 in UNESCO, 2001). BRIDGES (1989) observed that students of grade 4th and 5th attained scores of 29 and 33 in science and 25 and 26 in mathematics. A study by Mirza and Hameed (1995) in

Punjab shows that students of grade I, II, III, IV and V attained mean scores of 62%, 70%, 53%, 51% and 46%, respectively. In grade IV and V the lowest scores were observed in mathematics. Baseline survey of Sindh (2000) reported a mean score of 8 in mathematics. Studies further show that students performed better on items measuring rote learning and poorly on items requiring comprehension, problem solving and life skills. Pervez (1995) also found over 60% children at the end of grade 5 competent in rote learning whilst only 18 - 27% could write a letter, read with comprehension and demonstrate life skill knowledge.

Quality Inputs: Quality learning cannot be expected without quality inputs. But the context of public primary education in Pakistan is very difficult. About 71% schools are located in rural areas. A general picture of inputs in schools can be portrayed as under:

- Provisions in primary schools particularly the rural primary schools are very poor.
- Nearly $\frac{1}{6}$ th of the primary schools are shelterless.
- The schools with building have insufficient accommodation - 2 rooms and a veranda.
- Students mostly sit on mats/tat.
- Per school average number of teachers is 2.35.
- In mosque schools the average number of teachers is 1.3 per school.
- Textbooks for teachers: Never provided.
- Teaching Kit: Supplied in mid seventies. Never updated or repaired. Teachers hesitate to use it due to fear of breakage.
- Copy of curriculum: Never provided.
- Resource Materials: Never provided.
- Community support is at the very low, but is being sought through various modes.

Teachers at Primary Level: The importance of teacher as key figure in the education process has always been recognized. The most recent National Education Policy 1998-2010 also recognizes that the teacher is considered the most crucial factor in implementing all educational reforms at the grass-root level.

The World Declaration on Education for All emphasized the role of teacher as under:

"The pre-eminent role of teachers as well as of other educational personnel in providing quality education needs to be recognized and developed to optimize their contributionimprove their working conditions and status notably in respect to the recruitment, initial and in-service training, remuneration and career development possibilities." (Article 1.6 para 33, p. 58).

The Dakar Framework of Action for EFA, 2000 also states as under:

"Enhance the status, morale and professionalism of teachers" (Article 8-ix)

The quality of public primary school is a matter of concern both in terms of number of teachers provided and their qualifications. The figures show that on the average only 2.35 teachers have been provided to a school. The mosque schools have an average

of 1.3 teachers per school. The qualifications of teacher are generally matriculate/HSC + PTC/CT. In some of the areas even the condition of matriculate has to be relaxed. The teachers have hardly any opportunity for systematic in-service training. On-the-job training, monitoring and guidance is nearly non-existent.

A teacher with such a profile has to teach almost three to six grades simultaneously in a difficult context, an environment of least facilities and support.

Quality Improvement Initiatives and Projects

Although the commitment to quality of education has emerged explicitly only recently, a visible concern for enhancing quality of education has been observed since the late eighties. Several inputs through various donor-driven projects have been made. Some of the projects have been successful and have emerged as regular programmes, some other have been successful but phased out with the project closure and some other could not make any impact even during the project period. Several initiatives and interventions of quality education were reviewed to identify the most successful practices which have high feasibility of cost effective replication.

Successful Experiences of Quality Education Selected for the Study

Criteria for the Selection of Successful Projects/Cases

Following criteria was used for the selection of successful cases.

1. Has empirical evidence for enhancing student learning in the form of improved scores.
2. The project should have stayed in the field for at least about two years.
3. The programme should be sustainable/replicable/feasible.
4. Programme should have institutional set up.
5. It should have optimum resource utilization/should be economic.
6. The positive impact had remained visible for some time.
7. Should be in the public sector or have public-private partnership.

Additional Criteria

8. Has enhanced the enrolment rate in the catchment area.
9. Shows evidence of gender equality.
10. Reach the disadvantaged.
11. Has participation of the community.
12. Has a high perception value in the community.

Effort was made to include cases of different sectoral inputs. Therefore not more than two similar cases have been included in the study.

Procedure/Methodology

Information/Data Collection:

As a first step, information was sought from the provincial/area focal persons identified by UNESCO for the study. The focal persons provided a summary of the projects/experiences perceived as “best practices” by them in the context of improving the quality of education.

Selection of Relevant Projects

As all projects/experiences received from the provinces were not relevant to basic/primary education therefore, after a review by the study's Technical Committee (constituted by UNESCO), the relevant projects/experiences were identified. After obtaining additional information on each of the project/experience chosen, the Technical Committee, in a subsequent meeting, finalized the selected "best practices".

The projects/experiences selected for the study are as follows:

1. National Teaching Kit for Primary Classes: Experience relates to all provinces of Pakistan.
2. Supplementary Readers in Punjab.
3. Primary Education Programme - Improvement of the Learning Environment (PEP-ILE), NWFP.
4. Community Support Process, Balochistan. Application of the CSP model in Sindh is also discussed.
5. Fellowship School Programme in Balochistan and Sindh
6. Parent Teacher Associations with Special Reference to Federal Area. Related experiences from NWFP, Balochistan and Sindh are also mentioned.
7. Curriculum Reform Project under PEP-II Project.
8. Provincial Education Assessment System in NWFP.

Presentation

The experiences selected have been described briefly. To give a holistic picture of the intervention, similar experiences from other provinces have also been included. The inputs, processes, output and impact of the project have been highlighted. Feasibility of replication along with estimated cost, wherever available, has also been mentioned.

1. National Level Experience: National Teaching Kit for Primary Classes

Quality Input Indicators

- Library and instructional material.
- Equipment.
- Teaching learning strategies.

Quality Output Indicators

- High perception among teachers.
- Better learning of students particularly in science and mathematics.
- Recognition of Kit as a useful input in subsequent education policies.
- Revival of Kit in ADB sponsored community model schools in Baluchistan in recent years.
- Extension of Kit in middle schools.
- Cost effective feasibility of replication.

One of the most significant quality input was the National Teaching Kit for primary classes. The project was launched in accordance with the Education Policy 1972-80. It remained in use with varying degree over the years. Its importance has been realized again and revival of the Kit is visible in Balochistan. The input was planned and provided based on the theory that at ages 5 - 9 learning can be enhanced through concrete experiences. The objective was to improve the quality of classroom teaching learning process helping students to give practical experience, identify problems, seek their solutions, acquire understanding of basic principles, develop skills of observation, experimentation and exploring. It was designed to help students understand the processes rather than memorizing facts. This unique innovation aimed at the total development of the personality of the learner through the effective involvement of senses in observation, exploration and understanding of the natural as well as social environment through inquiry and open ended activities which children can perform at home, at school, or even under a tree with the help of a self-contained, self-sufficient package of essential items and activities without any need of proper laboratory facilities.

Sponsoring and Implementation Agencies

The Teaching Kit was prepared by the National Education Equipment Centre, Lahore under the directions and approval of a National Committee of the Curriculum Wing, Ministry of Education. It includes 100 items of instructional material covering all primary class subjects particularly Science, Mathematics, Social Studies and Urdu; tools and instruments to enable teacher to develop low cost instructional aids using indigenous materials and teacher's manual.

The Kit was provided to 65,000 schools through the National Education Equipment Centre (NEEC) Lahore in a phased manner from 1975 - 77. The cost of the project was Rs. 80 million with major funding from UNICEF.

While designing the kit, the following points were kept in mind:

- a) Suitability for the ages 5 - 10 years.
- b) Provision of concrete experiences at early stage of schooling and gradually move to abstract experiences.
- c) Relevance to the curriculum objectives.
- d) Use locally available material.
- e) Achieve the maximum instructional values at a minimum cost.
- f) Inter disciplinary use of different items.

Impact of Teaching Kit

In Sindh it is claimed that the Teaching Kit items were reported to be useful in teaching of Science, Mathematics, Social Studies and Language. Most of the teachers reported that the Teaching Kit items were in accordance with the syllabus. The Teaching Kit items approved to be interesting to students. Students took active part in using the Kit items. The use of Kit promoted participatory approach. The teaching learning process became attractive and concrete. It was very useful for a one-teacher school.

Another four studies have been conducted in various districts of Punjab and NWFP on the use of Teaching Kit (Ch. Saeeda and Parveen Zahida, 1988; Ali, Zafar and Al-Rehman M. 1993; Akram Muhammad, 1981; Begum Surriya, 1979). The findings of the studies can be summarized as under:

1. All sampled schools had the Teaching Kit. Material of the Teaching Kit was considered relevant to the subjects and curricula of primary schools.
2. The teaching materials were according to the mental level of the students and helpful in the teaching-learning process.
3. The use of Teaching Kit developed interest among students.
4. The use of Teaching Kit was common in District Haripur as compared with the three selected districts of Punjab.

Syed Kamal-ud-Din (1996) conducted a comparative study on the use of Teaching Kit in the primary and Community Model Schools of Balochistan. Community Model Schools were funded by the Asian Development Bank and have been reported in the

study as advantageous schools. Approximately 90% of the teachers of Community Model Schools had received training in the use of Teaching Kit whilst a very low percentage of primary school teachers had received such training. The Kit was being used in approximately 15% government primary schools whilst 50% of the Community Model Schools were using the Kit. As a result the students' performance was much higher in Community Model Schools as compared with that in Government primary schools particularly in science and mathematics.

Problems and Difficulties in Use of the Teaching Kit

1. Teachers generally hesitate to use the kit for fear of breakage of the material. There is no provision of replacement of the items/materials by the Education Department. It was only a one-time provision.
2. Improvement, addition/deletion has not been made in the Kit with the changing curricula and textbooks.
3. Teachers and supervisory/monitoring staff have not been given and are not given any training in the use of Kit materials.
4. Teachers have a feeling that the use of Teaching Kit and participative teaching learning styles regress the coverage of the syllabus for which the teachers are accountable. Therefore teachers refrain from its frequent use.
5. The material is provided in a steel trunk (Box). There is no proper place/arrangement for keeping the material in easy access and use.

Present Status and Possibility of Scale Revival of the Teaching Kit

Continuity Impact of Teaching Kit: The intervention was appreciated by all concerned and was considered useful in improving the quality of teaching-learning process. The National Education Policy 1992 included the updating of Primary Teaching Kit. Similarly the National Education Policy 1998 mentions the provision of improved instructional material. Recently the provision of Science Teaching Kit to elementary schools shows the acknowledgement of the effectiveness of such an intervention. The Primary Teaching Kit is still available in many schools and was in use at least in 15% of the primary schools. Recently the Kit has been provided to Community Model Schools sponsored under Asian Development Bank in NWFP and Balochistan.

Present Cost: NEEC informed that preparation cost of 'Kit' is only Rs. 3,000/-. It is one of the few interventions having a research-based feedback about its usefulness. The present cost is very low i.e. Rs. 3,000/-. The evidence suggests that it has a good potential of large-scale revival and renewal of use with the following changes:

1. The items and materials in the Kit should be revisited and additions/deletion be made according to the changing curricula.
2. As far as possible the equipment should be prepared locally using indigenous materials.

3. Fear of breakage of items must be removed from teachers and students.
4. To encourage the use of Kit the items of the Kit should also be separately available. Reasonable estimates of maintenance be prepared and replacement of items be provided annually to the schools.
5. As an alternative the individual items should be made available in the market and regular funds be provided to schools for purchasing low cost material and replace such items.
6. Teachers, learning coordinators and other supervisory/monitoring staff should be given training in the use of Kit.
7. Responsibility to prepare and repair Teaching Kit may be given to the provinces to ensure local and quick replacement.

2. **Supplementary Readers in Punjab**

Quality Input Indicators

- Library and Instructional Materials.
- In-service training and professional development.
- Teaching learning strategies.
- In-school psycho-social environment.

Quality Output Indicators

- Increased reading comprehension
- Increased interest for reading
- Motivated private sector to publish more children literature
- Punjab Textbook Board published twenty Supplementary Reader and venturing on more
- Project shaping into a programme.
- A cost effective input.

It is a well-established assumption that students who have wider reading opportunities develop better attitude towards reading resulting in enhanced learning. The importance of Supplementary Readers provided in the schools is considered more valid in developing countries than in developed and industrialized countries where children have access and opportunity to additional reading at home. The need for such material at primary and elementary levels has also been well expressed in Pakistan National Education Policy 1998. Its chapter on Elementary Education states that "availability and use of supplementary reading materials, library books and children literature shall be ensured." (p. 32)

It was under this assumption that 80 supplementary readers titles were introduced in middle classes (6 - 8) of elementary schools under the Punjab Middle Schooling Project, 1996-99. Later on, 52 titles were provided for classes Kachi to class II. It was for the first time that an intervention was made to reach the students directly and to introduce the reading culture which has been missing since ever in our schools.

Supplementary Readers for grades Kachi to VIII were provided to all, 6000, middle/ elementary schools of Punjab. Studies were conducted into the use of Supplementary Readers (Mirza, 1998) and Impact of Supplementary Readers on Urdu Reading Comprehension of Middle Grade Students (Mirza, 1999).

Fifty-two titles of Supplementary Readers for classes Kachi to II were also provided to 1500 primary schools in three Universal Primary Education (UPE) districts namely, Sialkot, Bahawalpur, and Rawalpindi. Training was given to the teachers of these schools in the use of Supplementary Readers.

Output Indicators/Impact

Curriculum Research and Development Centre (CRDC) selected 100 schools for a monitoring study (CRDC, 2001). The study reports that the Supplementary Readers were welcomed by the teachers and students and girls were more responsive to the intervention as compared with boys. Students took interest and demanded more reading material. Students (80%) read the books and then narrated stories to other students. Some of the teachers used these materials as support material to the textbooks. The majority of teachers (60%) were of the opinion that students vocabulary was enriched through the use of Supplementary Readers. The materials were significantly helpful in developing self-confidence among students and provide opportunity to express themselves.

More systematic studies by Mirza (1998, 1999) also support such findings. Mirza (1999) found a significant improvement in reading comprehension of Urdu material among students of grades 6th to 8th. Both the boys' and girls' scores in reading comprehension improved for the study period (1997-99). The girls scored higher than the boys. The study also mentioned the increasing awareness among the private sector writers to produce more children literature.

Some of the shortcomings include lack of interest among teachers and lack of funds to replace and add new books. The supervisory staff was found indifferent to the implementations and use of the Supplementary Readers. The teachers' activities remained mostly traditional and activity based teaching was not adopted.

Continuity Impact

The empirical evidence of the effectiveness of supplementary readers in schools of other countries and especially in Pakistan has created awareness among policy planners and educationalists about their importance. The private publishers are now providing more children literature in the market. The Punjab Textbook Board has developed twenty Supplementary Readers and has made those available in the market.

Feasibility of Large Scale Implementation

Provision of Supplementary Readers was a full-scale intervention in elementary schools and at a fairly large scale in the primary schools. It is one of the very few interventions with research-based evidence of enhanced student learning (reading comprehension), increased interest in reading and improved personality. The impact in production generation by the Punjab Textbook Board and the private publisher has turned the project into a programme.

Cost: The Punjab Textbook Board has published twenty Supplementary Readers. The cost of a book varies from Rs. 5 to Rs. 12 with an average per book cost of Rs. 7.42. In order to provide 100 titles in five sets to each school (500 books) the total required amount will be Rs. 3710 per school with a replacement/addition budget provision of Rs. 200 per year.

The practice has exhibited sufficient grounds for further strengthening and development of reading materials for students. The following measures are needed for establishing libraries of relevant supplementary readers in primary schools:

1. Government should encourage the production and publication of children literature.
2. Graded Urdu vocabulary to be achieved by students in each grade should be developed.
3. Supplementary Readers be developed in a scientific manner using graded vocabulary.
4. Funds/books should be provided as part of recurring budget to each school.
5. Training to teachers should be given in using activity based teaching-learning methods particularly for encouraging supplementary reading. The practice would then transfer to the regular classroom teaching.

3. Primary Education Programme-Improvement of the Learning Environment (PEP-ILE) NWFP

Quality Input Indicators

- Textbooks and Instructional Material.
- In-service training of teachers.
- Monitoring and evaluation of teachers' performance.

Quality Output Indicators

- Improved learning achievements of students.
- Better quality classroom teaching.
- Increased self-esteem of teachers and head teachers.
- Increased enrolment, especially of girls.

PEP-ILE is a quality improvement component of PEP funded by the German and Dutch governments and implemented by the GTZ with counterpart funding from the Govt. of NWFP (with IDA inputs). It became operational in November 1996 and extended to all the 24 districts of the province in a phased manner, by 2000. PEP-ILE has worked through the Teacher Training and Material Development Cell (TTMDC) of the Directorate of Primary Education.

Textbooks and other Teaching-Learning Materials

Textbooks, workbooks and teacher guides have been prepared for Urdu, Pushto and Mathematics for grades 1 - 5 and science for grades 4 - 5. The material have been designed for an activity based, child-centered teaching and learning approach.

Teacher In-service Training

In-service Teacher Training Programme was prepared to enable teachers to create a conducive environment for the child and carry out child oriented and activity based

teaching. The training course spreads over 16 - 18 days divided into three parts, one 8 - 10 days course at the beginning of the years and two 3 - 4 days workshops through the rest of the year.

A variety of training and teaching techniques were offered in the training i.e., group work, questioning, learning games, observations, dealing with objects, telling stories, introducing topics properly, and assessing pupil achievement. The training was completed in four years by selecting 5 - 6 districts each year. Each teacher who received the training has been provided a free set of students book, teacher guide and work book.

The important features of the training were:

- i) **The Train and Visit Model: A District Based Approach.** A three level training cascade was prepared and training was imparted. The first level was TTMDc where the materials were prepared; second level was at the district level where Learning Coordinators (LCs) and Assistant District Education Officers (ADEOs) were trained who then at the third level, trained the teachers at Local Training and Resource Centers (LTRCs). The PEP-ILE kept a close contact with the LCs and district staff and provided them training in supervision skills. There were monthly review meetings at the district level.
- ii) **Monitoring and Evaluation:** An extensive system of monitoring teacher attendance in the training, performance in training and behaviour in classroom was done through supervision sheets and lesson observation sheets. Training was taken to the classrooms of teachers.
- iii) **Province wide cluster structure:** To keep the travel costs and necessities low and to keep the teacher in his/her environment, Local Training and Resource Centers (LTRC) were established in easily accessible Government primary schools. 771 LTRCs were established. A cluster/LTRC serves 25 - 35 schools. Three to four LTRCs form a circle to be looked after by an Assistant District Officer (ADO). Government of NWFP has notified 150 such circles. Monthly review meetings of ADOs are still encouraged and quarterly meeting of EDO and their staff is organized with PEP-ILE. The structure supported the implementation of decentralized education system.

Impact of Training and Materials

- Books for grade 1 - 5 have been prepared and provided.
- 107968 teachers have been trained.
- Systematic impact study: To study the impact of new books and teacher training on student learning, studies were conducted at three grade levels i.e. Kachi, Pakki and Grade 2 in three sample districts (Nowshera, Bannu and Chitral) in 1999, 2000 and 2001. Classroom teaching behaviour of teachers was also studied. A general improvement of students' achievement was found in Urdu, and Mathematics for the grades Kachi, Pakki and Grade 2 for both sexes. The pedagogical quality of lessons and teacher performance had significantly improved after training in the three selected districts.

(Provincial Institute of Teacher Education NWFP, 2002;
Voss-Lengnik, 20000; Shah, 2002; PEP-ILE)

Continuity in NWFP and Feasibility of Replication in Other Provinces

The project was a scale project having a good potential for continuity in NWFP and other provinces. In NWFP:

- A permanent INSET system should be established with the elements stated above i.e. LTRCs, circles and districts.
- With the devolution, the posts of Learning Coordinators have been abolished. Some substitute of LC such as Center School Headteacher may be assigned the role of supervision of schools in the cluster.
- The improvement of student learning has occurred from a very low baseline. There is a big proximal zone of learning. The deficiencies need to be identified and training of teachers should be further improved.
- The same experience can be replicated in other provinces easily.

4. Community Support Process, Balochistan

Quality Inputs Indicators

- Accessibility: Gender, social and other equity
- Parent-school-community partnership:

Quality Output Indicators

- Motivated communities for facilitating education.
- Motivated women for community education.
- Exhibited community-Government participation.
- Attracting female teachers.
- Opened 1500 schools in Balochistan enrolling 70,000 girls.
- Opened 95 schools in Sindh enrolling 3125 children.

In Balochistan the Community Support Process is a means by which the government and communities assisted by an NGO develop a partnership (formal) through which girls' schools are established and effectively operated in rural and far-flung areas.

The first Community Support Process (CSP) pilot programme began with 27 villages in Loralai district in 1992 as a part of the Mobile Female Teachers Training Programme (MFTTP). Following an initial 14 step model, the CSP developed partnerships between girls' parents in the communities and the government through the local DEO to support the opening of the new school. Parents were helped with the formation of Village Education Committees (VEC) and received training in school management. After the VEC established a temporary school, which they usually constructed themselves for which land was provided by a community member free of rent. Government formally appointed a local female teacher and provided supplies to the school. The requisite qualification for teacher's appointment had been relaxed to middle level education. After completing a three months probationary period, the CSP School is formally taken over by government.

Impact of the Project

The CSP has been evaluated as one of the most successful initiatives in girls' education in South Asia. The success of the programme has become possible with the support of various donors. CSP has facilitated the opening of about 1,500 girls' primary schools with more than 70,000 girls enrolled and with local female teachers. These 1500 schools include nearly 1000 established under the Balochistan Primary Education Program (BPEP) and 360 schools established by NGOs, through the Netherlands supported Primary Education Quality Improvement Project (PEQIP) programme (1996-99).

Continuity Impact in Balochistan

Currently, NGOs and education field officers are opening CSP schools with AusAid support through UNICEF. Parents have been helped in organizing Village Education Committees (VECs) which enter into the partnership of schools with government education officials. They have been regularly trained to manage the schools and support the teachers. Women's Committees, or Women Village Education Committees (WVECs) have been established for nearly all CSP Schools.

The programme has brought confidence in decision making at the government, community and NGO level, provided gender sensitive environment in schools much needed in conservative areas, have mobilized community for education of girls and broken the myth that people do not want their daughters to get education.

Application of CSP Model in Sindh: The model was recognized for its effectiveness and success and was adopted in Sindh by Sindh Education Foundation (SEF) in 1999. The project focuses on localities with no school. The SEF in partnership with NGOs works in the need areas. The community motivated by NGOs provides accommodation for the school, pays students' fees and monitors the school in its development period generally for three months. In some cases Government may allocate some unused school building to such schools. The school can be for boys, girls or a co-education. Similarly, the teacher could be a male or a female. By 2002 a total number of 95 community support schools had been established in Sindh with an enrolment of 3125 children.

The Increasing Primary School Participation for Girls, Balochistan (IPSPG) is also a programme developed on the similar theoretical foundations i.e. to use school-community participation for achieving gender equity in access to education.

Feasibility of Large Scale Replication

The project has potential of replication in other districts of Baluchistan and Sindh. Similarly, such schools can be established in NWFP and Northern areas where conditions and circumstances are more or less similar. Replication is also possible in Punjab. Some projects in other fields like Farmers' Organizations indicate that the community can be motivated to work together for a mutual cause such as education. The experience in three UPE districts in Punjab also indicates the possibility of using them in educational quality enhancement.

5. Fellowship School Programme in Balochistan with Replication in Sindh

Quality Input Indicators

- Government subsidy to open a school.
- Participation of various bodies in the establishment, administration and monitoring of school.

Quality Output Indicators

- Developed human resources for school management (PEC).
- Better financial management.
- Quality education.
- Informal education to community through monthly/quarterly/annual meetings.
- Established schools.

The Fellowship School Programme, an important and innovative component of Balochistan Primary Education Project (BPEP) programme, was conceived and initiated by the Directorate of Primary Education as part of its efforts to concentrate on increasing the access and equality of female education across the province. The programme started in 1994 and continued up to 1998. The programme demonstrated much stronger and wider capacity in building partnership of the government with the parents.

The schools were provided subsidy. The subsidy is the monetary assistance offered to the schools for acquiring school material and paying teachers salaries etc. It covers maximum four years and is paid to each qualified school on a decreasing basis. At the end of three years the school is expected to be able to operate on a self-sustaining basis. The subsidy is divided into following three broad forms to monitor its effective use:

1. Facilities and Materials (FM): Rs. 200 per registered girl up to a maximum 50 girls in case of rural and 100 girls in urban schools annually. It is paid before school year.
2. Enrollment Subsidy (ES): Rs. 100 monthly per registered girl up to a maximum of 50 girls for rural and 100 girls for urban schools. It is paid at the beginning of each quarter.
3. Attendance Bonus (AB): Rs. 50 monthly per registered girl with 90% attendance up to a maximum 50 girls for rural and for 100 girls in case of urban. It is paid at the end of each quarter after the certification.

Objectives of Fellowship School Programme

1. Serve the villages/urban slums currently not covered by the Directorate of Primary Education's regular policy for establishment of the primary school under Community Support Programme (CSP).
2. Give people an option and opportunity to develop, operate and manage their own schools on partnership basis with the government through Parents Education Committees.
3. Test and prove the motivation and capacity of the parents to pay fee for the girl child's education.
4. Help establish a model to demonstrate how government can play its role as facilitator and supporter rather than implementer and controller of education process in Balochistan.

The Programme has two components:

1. **Rural Fellowship Programme:** The Rural Fellowship programme is meant to serve the villages that could not be covered under CSP programme as CSP requires the availability of female candidate (middle/matriculate) from the village. Females/males from the nearby towns or males from the village can be teacher if acceptable to the community in the Rural Fellowship Programme.

At least 40 not school going girls (aged 5 - 10) are required in the village to start a school. The parents are required to pay fee and increase it annually. The Village Education Committee is responsible for the management and operation of the school. This Committee is re-elected on annual basis.

2. **Urban Fellowship Programme:** This programme serves the low-income, underprivileged areas of the towns across the province. At least 50 girls aged 4 - 8 are required to start a school. The parents are required to pay the fee and increase it annually in proportion to the decrease in subsidy.

The Parents Education Committee is responsible to select a school principal for the day-to-day management of the schools. The PEC is re-elected annually.

The VEC/PEC hires matriculate male/female teachers on contract basis either from or outside the village/target area.

The community provides or rents school building in the middle of the village/ target area. The government only provides the subsidy and recognizes the school.

Profile of Target Area

1. The area should have a minimum 300 school age girls (age 4-8) and 250 girls already not admitted in the schools.
2. The average income population residing i.e. the population shouldn't be too poor to sustain and not too rich to be entitled.
3. Should not be a military (cantonment)/commercial area or a government/ industrial/residential colony.

4. The government primary school (if exists) must be at least one km away from the area.

The Partners of the Programme

Directorate of Primary Education - Balochistan approved villages/areas identified by the Society for Community Support for Primary Education Balochistan (SCSPEB) and Balochistan Education Foundation (BEF) and provides subsidy to the potential schools.

The Balochistan Education Foundation (BEF) provided the academic technical side of the Fellowship programme.

The Society for Community Support for Primary Education in Balochistan (SCSPEB) ensures the community participation and strengthening of the VEC/PECs for the sustainability of the schools.

The Education Committee is the organization formed from amongst the target community (parents of the students) to manage the school for sustainable quality of education.

Process of Establishing Fellowship Schools in Rural/Urban Areas

1. Identification of villages and selection of villages for clustering/selection of target area.
2. Conducting scanning survey.
3. Sharing of results with the target population.
4. Conducting household survey.
5. Formation of Community Education Council/mini groups.
6. Formation of Village Education Committee/Parent Education Committee.
7. Formation of Women Village Education Committee (in rural area schools only).
8. Schools planning and establishment.
9. Regular Performance Reviews Cycle (RPRC): Monthly, quarterly and annual performance reviews.

PEC/VEC² Strengthening Activities

1. APR/QPR - Annual/Quarterly Performance Review
2. CRAMT - Contract Reviewing Management Training
3. PSE - Problem Solving Exercise
4. PB - Partnership Building

PEC/VEC Capacity Indicators

- Develop quarterly work plan and work accordingly.
- Preparing quarterly and annual reports.

² PEC: Parents Education Committee/VEC: Village Education Committee

- Preparing the invoice themselves.
- Maintenance of the financial, administrative and activities record.
- Making decisions.
- Monitoring the schools.
- Conducting meetings.
- Bank dealing.

Achievements/Outcomes

- 26 rural and 33 urban Fellowship schools operational.
- Employment to 169 females and 27 males teachers.
- Enrolment of 4,861 girls, 527 boys.
- 100% involvement of the communities in the establishment and operation of the schools.
- Excellent government/communities partnership.
- Private education in villages.
- Communities becoming part of educational system.
- Accessibility/quality/accountability.
- No government recurrent costs and staff appointments.

Problems/Bottlenecks

- Limited capacity of community for school management.
- Unsatisfactory fee collection.
- Insufficient subsidy.
- Difficulty in getting buildings for schools in urban areas

Adaptation of Fellowship School Programme in Sindh

The Fellowship School Programme was adapted in Sindh from Balochistan in 1997 when Sindh Education Foundation undertook a pilot project to establish 20 fellowship schools in two districts with funding from DFID. In 1998, the scheme was extended to another four districts through the funding available under Sindh Primary Education Development Project (SPEDP). One hundred schools, 40 in urban and 60 in rural areas were opened.

The adaptation in Sindh included the boys up to 25% of the total enrolment, but these students do not count towards subsidy. So far sixty of the 120 Fellowship Schools have been handed over by the NGOs to the SEF and are being independently managed by the community with need-based support from SEF.

Cost: One year cost per student	Rs. 2,500
Four year cost per student	Rs. 10, 000

Feasibility of Replication in other Provinces/Areas

The programme can be replicated in other regions of the country. The cost per student is nearly the same as in other government schools. But it provides extended

access, equality and quality of education to the children of people who can afford the cost of education. The added value is a better educated community which can own the school and monitor its performance.

6. Parent Teacher Associations (PTAs) with Special Reference to Federal Area

Quality Input Indicators

- Parent-school-community participation.
- Community perception of school.
- Conducive learning environment

Quality Output Indicators

- Increased enrolment and retention.
- Improved quality of learning.

In today's world education is universally accepted as a widely participatory process. It is of prime importance that both the teachers and parents play their appropriate roles in the wholesome education of the children.

One step in this direction is to directly involve parents in the learning experiences of their children. Being the main stakeholders, most of the parents are aware of the difficulties faced by the institution where their children spend a good part of their day. When organized into community-oriented bodies the parents and teachers are assumed to make meaningful contribution to the provision of quality education.

Keeping in view the welfare and interest of the students, parents, teachers and society in general, the Federal Directorate of Education had felt the need for a vibrant and effective Parent Teacher Association in every educational institution functioning under the administrative control of the Federal Directorate. In collaboration with the then Multi-Donor Support Unit (MSU) of the World Bank it launched a fresh concept of PTA. PTA has been installed in every educational institution including the remotest primary school.

The Association works on a non-profit basis for improving the quality and access to education in the community. It is a non-political forum where parents, teachers and community representatives can provide an effective representation of the community. The difference between the earlier concepts of PTAs is that parents of all students are members and the membership on the Executive Committee is mostly of parents with the President (a parent) elected by the General Body through majority vote.

Aims and Objectives

The Association assesses the shortfalls in the educational environment and assist their alleviation besides promoting a learning-conducive environment. The detailed objectives of the Association are:

1. to work for the well being of every student of the institution in the home, the institution and society.
2. to enhance awareness and understanding of parents that they have a vital role to play in the provision of quality education.
3. to encourage active involvement of parents in improving the standard of the institution.
4. to create awareness among the people involved that optimum use should be made of the educational facilities being offered by the government, and avail expertise of the community members.
5. to motivate the parents especially in the rural areas to send their children to school.
6. to consider ways and means to decrease dropout ratio and teacher absenteeism in the institution.
7. to develop a congenial and harmonious relationship between parents and teachers avoiding bureaucratic rigidity on both sides.
8. to mobilize community resources for improvement of the institution and benefit of the students.

Achievements

PTAs were established in phased manner as under:

- | | |
|-----------|---|
| Phase-I | One-day workshop involving parents, teachers, students and community leaders held, findings/recommendation supplemented designing of a unanimous Constitution of PTA. |
| Phase-II | Election in all the 396 institutions completed and PTAs installed in each and every institution, even in one-room primary school in the remotest of the Federal Area. |
| Phase-III | Training of elected members of PTAs upto secondary level institutions, including elementary level has been conducted in collaboration with MSU-World Bank and NGOs. |
| Phase-IV | A Cell is being established in FDE for monitoring and evaluation of activities of PTAs. |

Parent-Teacher Associations in other Provinces

PTAs have been established in other provinces as well. But the concept of PTAs in other provinces is close to the Village Education Committee/SMC/School Council where the membership is of varied nature including influential members of the community and Government officials. Some of the experiences are briefly stated in this section:

a) Parent-Teachers Association (PTAs), NWFP

NWFP was the first province to initiate the formation of a Parent Teacher Association in 1993 (initially known as Village Education Committees). About 17,000 PTAs have been formed to date. A PTA comprises eight members, the school's head teacher, five elected representatives of parents/community (one of them elected as chairperson) one retired government official, and one village elder. The Community Participation Cell, trained the social organizers of NGOs and education staff for imparting training to the PTAs. The Community Participation Cell is also supposed to monitor the training all over the province.

b) Parent Teacher Associations (PTAs), Sindh

Similar to other provinces, by virtue of notification by the government, PTAs in government schools came into being in 1994. Realizing the potential of the concept, donors supported the development of strategies to restructure and reorient the PTAs. Sindh Education Foundation (SEF) and NGOs took the lead role under the supervision of the Directorate of Primary Education in Sindh. An operational manual, including a handbook and guide for PTAs, was developed by focusing on strengthening the PTAs. Thus far 27,000 PTAs have been formed, out of which 22% have been trained. The partners for the initiative in Sindh include UNICEF, DFID, Sindh Primary Education Development Project (SPEDP), Teacher Resource Centre (TRC), communities, teachers and school heads.

Each PTA has a "General Body" represented by all the school teachers, all the parents, NGOs, prominent educationists, community leaders, and social workers. The PTA is managed by an executive committee (EC) of 11 members. The chairperson of the EC is a parents' representative, co-chairperson is the school head teacher. Three members are teachers of whom one is selected as general secretary/treasurer, and there are six other members from parents, community leaders, social workers, and/or NGO's representatives.

c) Parent Teacher School Management Committees (PTSMC), Balochistan

With the idea to build on the successes of the Community Support Process and the School Fellowship Projects, the Government of Balochistan (GoB) decided to form PTSMCs in all the existing government schools of the province from December, 1995. The GoB allocated an amount of Rs. 66.34m to mobilize the communities for their involvement in school management. The Directorate of Primary Education, NGOs, UNICEF and Royal Netherlands Embassy (RNE) remained active partners in the implementation of the project and extended their efforts to build the capacities of PTSMC members. During 1995 - 98, about 10,000 PTSMC were constituted, 2083 were trained and validated by NGOs and 4676 PTSMCs opened bank accounts to receive funds. A PTSMC comprises one head teacher or teacher, three parents, and one education field official. Since the program was implemented in haste, it could not achieve the desired impact. However, the involvement of education field officers in the implementation of the project, especially for community mobilization, demonstrated a potential change in strategy for these communities under BPEP and Primary Education Quality Improvement Project (PEQIP) initiatives.

Feasibility of Replication/Continuity

Almost all initiatives focussing at the participation of parents for school establishment, management and monitoring have yielded positive results to a varying degree. The initiative should be continued at scale by providing more systematic support to develop human resource for sustainability of quality improvement efforts.

7. Curriculum Reforms Project under PEP-II Project

Quality Input Indicators

- Revise the curriculum and textbooks.
- Textbooks and teacher guides

Quality Output Indicators

- Integrated curriculum grades I-III to reduce the bag load and revised curriculum for class IV-V.
- Revised textbooks.
- Teacher guides

PEP-II was a heavily funded project in the primary education. It included significant civil work, provision of vehicles to the supervisory staff, girls scholarships, other material inputs, and teacher training. One of the most important component was the Curriculum Reforms Project primarily funded by UNICEF. Under this project the Integrated Curriculum was developed for classes I - III and curriculum of grades IV - V was also revised. For textbooks and teachers manual writing the applications of writers/teachers were invited through advertisement and were selected on merit. Textbooks were written by teams comprising experts, subject specialists, teachers and other educationists. Books were written in accordance with the revised curricula. Detailed teachers manual were prepared separately for each book. The manual included the curriculum outline, the syllabus, teaching strategies for each lesson followed by classroom assessment questions and exercises. It was for the first time that before scale implementation, all the books were experimented in four selected districts of Punjab. The same textbooks are still in use in the public schools of Punjab.

The integrated curriculum has resulted in the reduced 'school bag load' of children. A study conducted by CRDC, Punjab (1999) shows that most of the teachers and parents have welcomed the reduced book number. The teachers can now take time to complete the syllabi and focus on the character building of students. The teachers were however, not well familiar with the concept of integrated curriculum. They consider that instead of five subjects now they have to teach only three subjects i.e. Urdu (in Punjab), Mathematics and Science. They have not conceptualized that in fact the Urdu book also includes the contents of Social Studies and Islamiat and should be taught adopting different teaching methods in accordance with the spirit of integrated curriculum.

It has been observed that teachers' manuals which were prepared in the experimental phase were neither produced at large scale nor were provided to the teachers due to which desired quality implementation of the curriculum has not been achieved.

Replication and Improvement

Further improvement in the textbooks is needed. The teachers' guides which include the curriculum outlines and syllabus may be produced at large scale and be provided to the teachers. The guide books and manuals can meet the need of on-job training of teachers.

Teacher and supervisory staff should be given training in adopting and using teaching methods suitable to integrated curriculum needs.

Summary of Selected Successful Experiences in Quality Education at Primary Level

S. No	Practice	Implementing and Sponsoring Agency	Duration	Areas of Focus	Key Features and Achievements	Major Reasons for Success	Conditions for Replication
1.	National Teaching Kit.	Curriculum Wing, MoE with Funding from UNICEF. Prepared and distributed to schools through NEEC	1975 - 77 Still in use in schools at varying levels. Has emerged in CMS of Balochistan	All primary schools of Pakistan – almost 65,000. Now community model schools of Balochistan	Audio-visual aids and basic equipment relevant to the teaching of Science, Math, Social Studies and Urdu. Tools and instruments to prepare low cost A.V.Aids using indigenous materials; Teachers Guide. Effective in teaching all subjects. Help teachers in preparing low-cost materials Enhanced students achievement in science and mathematics.	<ul style="list-style-type: none"> • Provided to all schools. • Easy to use. • Relevant to Textbooks. • Could be used in and outside classroom. 	Present Per Kit cost is Rs. 3000. Can be replicated with provision for replacement on annual basis by the Department. As an alternative some funds at the disposal of the school to purchase the missing/worn out items. Kit items be updated with revision of curriculum.
2.	Supplementary Readers (SRs) for Classes Kachi to II.	Govt. of Pakistan under PMSP mainly funded by DFID.	1997-99 By PTB since 2002	All (6000) middle schools and 1500 primary schools in 3 UPE districts. Now SRs by PTB available in market.	80 titles for grades 6-8 and 52 titles in multiple copies for Kachi to II were prepared, published and provided. Teacher Training in activity based teaching of SRs. Provision for SR in timetable in many schools. Teachers particularly students welcomed the intervention. Reading culture in the form of group reading, story narration started. Students vocabulary improved. Reading comprehension improved in middle grades. PTB and private sector continue to publish SRs.	<ul style="list-style-type: none"> • The intervention directly reached the students. • It was relevant to the needs of students. • Teachers were given training. • Students reading and comprehension benefited. • Appealing to creative abilities of students. 	<ul style="list-style-type: none"> • Provision of funds. Average per book cost only Rs. 7.42 library in Rs. 4,000 • Encourage private sector to create children literature.

S. No	Practice	Implementing and Sponsoring Agency	Duration	Areas of Focus	Key Features and Achievements	Major Reasons for Success	Conditions for Replication
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3.	NWFP Primary Education Programme Improvement of Learning Environment PEP-ILE	NWFP Education Department through Directorate Primary Education NWFP supported by GTZ, NEDA, IDA	April 1996 to June 2002 (IDA July 1998 to June 2000)	<ul style="list-style-type: none"> • Provision of new improved learning and teaching material and teacher in-service training to all government primary schools in NWFP approx. 22500. • Building sustainable district resource for quality education. • Strengthening of the district education administration for decentralization. 	<ul style="list-style-type: none"> • Development of new textbooks, workbooks and teacher guides for all primary grades. • Teacher in-service training through "Train and Visit" model. • Parent Teacher Relations (PTR) a successful input. • Impact analysis carried out systematically. • LTRCs and LCOs established throughout the province. • Students' achievements improved. • Improved teachers performance. 	<ul style="list-style-type: none"> • Effective involvement of the Directorate of Primary Education NWFP and the District Education Officers. • Cluster based approach via LTRCs. • Proper follow-up. • Training linked to classroom visits. • New and improved learning and teaching material. • Training design and delivery acknowledged as good quality. 	<ul style="list-style-type: none"> • Replicable throughout the country. • Decentral approach required. • Sufficient supervisory staff should be in place. • Required financial support.
4.	Community Support Process (CSP), Balochistan	Education Department, Govt. of Balochistan, TVO, RNE and UNICEF through SCSPEB.	1992-99 in Balochistan 1999 to present in Sindh	Establishment of girls primary schools Sindh: Girls and boys schools	1500 girls primary schools enrolling 70,000 girls established by community support prominent impact on literacy rate with great access to schooling facility. Sindh: 95 schools enrolling 3125 children. Parents trained to manage schools WVECs established Partnership built between community and govt. in education.	Community was mobilized and involved in the process of school establishment and the ownership of school belonged to community.	<ul style="list-style-type: none"> • Replicable nationally and internationally. • Requires strong advocacy and social mobilization along with financial investment.
S.	Practice	Implementing and Sponsoring Agency	Duration	Areas of Focus	Key Features and Achievements	Major Reasons for Success	Conditions for Replication

No							
5.	Fellowship Girls Primary School (FGPS) in Balochistan Sindh: Fellowship primary schools	Directorate of Primary Education and Balochistan Education Foundation (BEF) through SCSPEB. In Sindh, Sindh Education Foundation through SPEDP	1994-98 in Balochistan 1997 to present in Sindh	Develop, operate and manage schools on partnership basis through Parents Education Committee After 4 years school owned and operated by PEC	Balochistan: - 26 rural and 33 urban fellowship schools established. - Employment to 169 females and 27 males teachers. - Enrolment of 4,861 girls, 527 boys. - Improved accessibility, quality & accountability - Involved community participation Sindh: - 60 urban and 60 rural schools enrolling 15,000 girls and 3,000 boys.	<ul style="list-style-type: none"> - 100% involvement of the communities in the establishment and operation of the schools. - Accessibility/ quality/ accountability. - No government recurrent costs and staff appointments. - Excellent government/ community partnership. 	<ul style="list-style-type: none"> - Replicated in other provinces. - Requires sufficient financial investment. - Per student per year cost is Rs. 2,500 with gradual decrease of Govt. subsidy.
6.	Parent Teacher Association Federal Directorate of Education Islamabad Other provinces	Federal Directorate of Education with funding from MSU, World Bank.	2000 onwards NWFP: 1993 onwards Sindh: 1994 onwards Balochistan: '95 onwards	All primary schools	Parents motivated to send their children to school; Community resources mobilized for uplift of educational institutions. Academic standards improved.	<ul style="list-style-type: none"> • Proper constitution • Wide publicity and campaign. • Structure modified to context 	Easily replicable.
7.	Curriculum Reforms Project under PEP-II	Education Department and UNICEF Cost not available	1993-96	Curriculum and Textbooks of primary schools	Development of integrated curriculum particularly textbook writing and teacher guide writing, piloting before scale implementation.	<ul style="list-style-type: none"> • Textbook writing teams selected on merit basis. • Opportunity to work in teams provided • Testing before implementation. • Teacher guides 	Possible under Textbook Boards without any additional cost. More planning and transparent implementation.

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