

**ACCESS AND EQUITY  
IN  
BASIC EDUCATION IN PAKISTAN**

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## PREFACE

Academy of Educational Planning and Management (AEPAM) has been entrusted the task of monitoring and generating information about educational programs and projects of Ministry of Education. Accordingly the AEPAM initiated a longitudinal study on access and equity in basic education. First study was conducted under NEMIS project in 2003-04 and second in 2004-05. This report pertains to the third study in the series focusing on major factors directly relating to the access and equity as perceived in Education Sector Reforms (ESR) and effects of interventions from time to time.

Present government is implementing Education Sector Reforms (ESR) action plan with emphasis on universalization of primary education, literacy and improving quality of education alongwith addressing access and equity. This study investigated the extent of availability of access to primary education, reasons of repetition, dropout and other related issues of access and equity in basic education, which lead to the assessment the implementation of Education Sector Reforms. The study covered eight districts of Pakistan, and the findings reflect general picture of the entire country. It hoped that this information would help the educational planners, managers and decision makers.

I would like to express my gratitude to Khawaja Sabir Hussain, Deputy Director (Research) AEPAM for managing, analyzing and reporting the study. I am thankful to the data collection team including Mr. Tahir Taj, Mr. Akhtar Tatla, Mr. Muhammad Sohail Ajmal, Mr. Muhammad Siab, Research Assistants, and Mr. Muhammad Akram, Muhammad Sial, Stenographers. I also appreciate the services of Mr. Ikhtisar Ali, Programmer for providing assistance in data analysis.

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## CONTENTS

<b>Preface</b>	iii
<b>Executive Summary</b>	vi
<b>Chapter 1 Introduction</b>	1
1.1 Introduction	1
1.2 Education for All (EFA) perspective	1
1.3 Objectives of the study	3
1.4 Significance of the study	4
1.5 Delimitation & Limitation of the study	4
<b>Chapter 2 Review of Literature</b>	5
2.1 Access to elementary education	5
2.2 The Constitution of 1973	6
2.3 Basic Education	6
2.4 Review of National Education Policies since 1990	7
2.5 Physical targets of National Education Policy (1998-2010)	8
2.6 Education Sector Reform (ESR)	8
2.7 Education Sector Reforms (Objectives)	9
2.8 Cause of low enrolment	10
2.9 Cause of low enrolment of girls	11
<b>Chapter 3 Methods and Procedures</b>	15
3.1 Methods and Procedures	15
3.2 Procedure for sample district selection	15
3.3 Sample selection/sample size	15
3.4 Research instruments	16
3.5 Procedure of data collection	16
3.6 Analysis and interpretation of data	16
<b>Chapter 4 Data Analysis and Interpretation</b>	17
4.1 Total children under eleven years	17
4.2 Parents' views about not sending their children to school	18
4.3 Teachers' views about not enrolling children in schools	20
4.4 Distance from home to school	21
4.5 Annual Expenses	21
4.6 Travelling expenses	22
4.7 Available physical facilities in primary schools	22
4.8 Availability of teachers in the primary schools according to qualification, location and gender	23
4.9 Professional qualification	24
4.10 Parents' views about reasons of repeating a class in case of boys	25
4.11 Teachers opinions about students' absenteeism	27
4.12 Reasons given by parents for leaving the school at primary/elementary level	28
4.13 Reasons offered by teachers about boys students leaving the schools	29



- 4.14 Parental reasons for sending children to schools 30
- 4.15 Measures to be taken by government of Pakistan for making basic education accessible to all school age children 31

**Chapter 5 Findings, Conclusions and Recommendations 33**

**Bibliography**

Sl. No.	Name of the Author	Title of the Book	Year
1	...	...	...
2	...	...	...
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## Executive Summary

The longitudinal study was designed to investigate the access and equity in basic education in Pakistan. The major task for conducting of this study was to select sample districts, which should be true representative at national level. For selection of the districts, criteria were developed. Human Development Indicators (HDI) such as literacy ratio, enrollment, immunization ratio, infant survival ratio, real GDP per capita, educational attainment index, health index and income index. On the basis of these indicators, eight districts (two from each province; one with the highest HID indicators and one with the lowest) were selected as sample of the study. Sample distribution is given below:

S. No	District	Parents	Head Teacher	Teacher	
				Male	Female
1.	Hyderabad	104	11	4	8
2.	Mirpur Khas	99	12	6	6
3.	Haripur	119	12	6	6
4.	Kohat	98	11	4	8
5.	Jhelum	105	12	5	6
6.	Narowal	106	12	5	7
7.	Quetta	110	12	6	6
8.	Ziarat	106	12	8	4
<b>Total</b>		<b>847</b>	<b>94</b>	<b>44</b>	<b>51</b>

The major findings of the study are presented below:

Access to primary school was determined by assessing the extent of availability of primary school for boys and girls. In all the eight districts of sample, 84% children had access to schooling whereas 16% children were out of school and had not access to school facility at primary level. Overall 87% boys and 80% girls had access to primary schools. In the region wise perspective the highest percentage of 37% children in Mirpur Khas were found out of school followed by Narowal (22%), Kohat (19%) Ziarat 17% and Jhelum (16%). As far as equity (equal chances of enrolling boys and girls in schools) was concerned, it was found that there were some districts where more boys had been enrolled in schools as compared to girls, i.e. Hyderabad, Mirpur Khas, Kohat, Jhelum, Narowal, and Ziarat. Data reveals that, in Ziarat 87% boys and 78% girls had been enrolled in schools. In Mirpur Khas 70% boys had been enrolled as compared to 57% girls. 94% boys and only 72% girls in Kohat had been enrolled in schools and Jhelum had 91% boys and 72% girls in schools.

There seemed to be many reasons for not enrolling children in the schools. Some of the main reasons were: for 74% parents, children were not interested in getting education; for 73%, parents education was too expensive; for 70% long distance from home to school was hindrance; for 69% respondents, children provided help at home; for 67% earning for family; for 66% parents it was non-availability of school; for 64%



respondents, there were not opportunities for further education and harsh behavior of the teachers were reasons of not enrolling children in schools. 61% parent thought that, teachers' absenteeism and child sickness were hindrance for not enrolling children in schools.

Reasons offered by the teachers for not enrolling children in the schools included as; for 72% teachers non-availability of schools was an important factor for not enrolling children in the schools. According to 68% teachers, the children had to help their parents and had no further opportunity to obtain education, so they could not be enrolled in the schools; other major hindrances for not enrolling the children in schools included: teacher's discouraging behavior, long distance of school from home, non-availability of physical facilities and security problems of children etc.

The equity can be assessed by examining availability of equal numbers of qualified teachers in both boys and girls institutions and by distance to school from home. Data about distance from home to school: It was found that 95% public and 91% private student had to travel 1-3 km daily to reach their schools. It was noted that 3% public and 5% private students travelled daily more than 3-6 Km for their schools. Majority of children walked to school. It was found that 89% parents had to spend Rs. 500/- per month in the public schools as compared to 81% in private school. On the contrary 10% parents in private school and 5% in public schools spent more than Rs.2000/- per month. On the average co-educational institution and girls schools had more physical facilities than boys in both rural and urban areas. Moreover, urban girls schools had more physical facilities than rural girls schools. It was found that 94% girls schools had drinking water as compared to 88% boys schools in urban area. Whereas 88% girls and boys schools in urban area had electricity. It was interesting to note that 100% girls schools had boundary wall and Main gate but 100% boys school had main gate only in urban area. As far as rural area was concerned, the data indicates that 83% girls schools had drinking water and 67% had electricity whereas 69% boys school had same facilities in rural area. 87% girls schools had boundary wall as compared to 85% boys schools in rural area. It was noted that 92% girls schools had main gate as compared to 85% boys schools in rural area.

As far as teachers academic and professional qualification was concerned, it was found that 15% male teachers were matriculate in urban boys schools as compared to 13% female teachers in girls schools. 16% female and 7% male teachers were found with intermediate level education in boys and girls schools. 52% female teachers had graduation as compared to 44% male teachers. It was noted that 33% male teachers and 19% female teachers were master degree holders in urban area. Only 30% female teachers and 24% male teachers were matriculate in rural area. 29% male and 10% female teachers were intermediate, and 45% female and 29% male teachers had bachelor degree. Similarly 18% male and 15% female teachers were found with master degree. Data about professional qualification reveals that in urban area 45% female teachers and 41% male teachers had PTC certificate, 38% male teachers and only 28% female teachers had C.T qualification. 19% male and 16% female teachers had B.Ed degrees. On the contrary 27% male teachers and 33% female teachers had M.Ed degree



in boys and girls schools respectively. However, in rural area 6% male teachers had PTC as compared to 9% female teachers; 41% male and 21% female teachers were C.T; 18% male and 46 female teachers had B.Ed. degree. There were 35% male and 25% female teachers in rural area master degree holders.

Repetition is a very important concern for policy makers. The parents were requested to explain reasons of repetition in a class. There were many reasons of repeating a class offered by parents; 84% parents said that lack of guidance at home was very important reason for repeating a class; for 80% parents, lack of students' interest was a reason for repeating a class; 76% parents said that students' absenteeism and child sickness was important reasons of repetition; 72% parents thought that students' weakness in study was important reason of repeating a class; for 69% parents, difficult syllabus was an important reason for children to repeat a class and 68% parents considered less qualified teachers as a reason for their children to repeat a class; 67% parents thought teachers' absenteeism from school was an important reason of repetition.

Teachers are the best evaluators of students achievements. They described their opinion about why students repeat a class. Their responses are reported as: According to 83% teachers' students repeat a class due to lack of guidance at home; 80% teachers considered child weakness and lack of students' interest in study as major reasons of repeating a class; 73% teachers considered students absenteeism an important reason for repeating a class; 61% non-availability of teachers as major reasons for repeating a class. 60% teachers thought lack of qualified teachers; 54% teachers thought difficult syllabus as an important cause for repetition. Teachers also presented their views about students' absenteeism from the schools; 82% lack of guidance at home were important factor of students absenteeism; 73% teachers told that parent's discouraging attitude; 70% teachers thought that lack of student interest in studies and sickness of child were important reasons of students' absenteeism; 61% teachers considered difficult syllabus and non-availability of teachers as important factor as a reason for students' absenteeism; 60% teachers considered that financial support to family was an important factor of absenteeism.

The reasons of high drop out rate were investigated from parents, teachers and administrators. It was found that lack of guidance and too expensive education were very important reasons of high drop out rate; 77% parents thought lack of interest of parents was main reason of leaving school; 72% parents thought that the expensive education as a reason of leaving the school; 70% of parents considered the repeated failures in school were an important factor for children to leave the school; 68% parents thought helping at home as an important reason of school leaving for children. Similarly 63% parents thought that their family size was large and lack of good teacher as important reason of leaving the school; 61% people reported that security problem was an important reason of leaving the school.

Teachers also described reasons of leaving school during the academic session. 78% teachers took lack of interest of parents as important reason of leaving the school; 72% teachers considered large family size of children as an important reason for students to leave the school; 51% teachers had the opinion that expensive education was an important reason for children to leave the school; for 50% teachers, it was unwillingness of children an important reason of leaving the school.

**Conclusions:** On the basis of findings, following conclusions were drawn about access to primary schools: In all the eight districts included in the sample, 84% children had access to primary schools and 16% had no school facility in year 2005-06. It was further concluded that majority of small children had to travel 1-3km to reach their school and majority of the children walked to school. Majority of boys and girls could not be enrolled in the schools because of: children (boys and girls) had to provide help at home; schools were not available; schools were at long distances from the children's residence; children were not interested in studies; there was no opportunity for further education; teachers harsh behaviour; no physical facilities; expensive education; children's sickness.

As far as equity for boys and girls was concerned, the conclusion drawn were: The equity can be assessed by examining numbers of schools, qualified teachers in both boys and girls schools and availability of physical facilities. It was found that on the average co-education institutions of rural and urban areas had more physical facilities as compared to boys and girls schools. It was also found that urban girls schools had more physical facilities than rural schools.

Reasons of repetition, dropout and completion rates were: There was no guidance available at home, overall lack of interest of student in studies, students' absenteeism, children's sickness, difficult syllabus, less qualified teachers, teachers absenteeism, and physical punishment. Teachers' narrated different reasons of children's absenteeism. These included: a) Lack of guidance at home, lack of interest of students in studies, different syllabus, providing help at home, non-availability of qualified teachers. b) Parents and teachers also discussed different reasons of school leaving such as: Lack of interest of parents, expensive education, providing help at home, teachers harsh behaviour and non-availability of teachers, lack of interest in studies, non-availability of physical facilities especially, toilets in girls schools, large family size and no security for girls. c) On the contrary there were many reasons for sending children to schools such as: Education might secure the future of the children, the children might help the family in general and parents in particular, in old age education creates general awareness and may secure their future, girls may prove better mothers and bring up their children in a better way.

**Recommendations:** It was recommended that more primary schools are to be established for reducing distance from home to school for small children particularly in rural areas. Moreover, maximum physical facilities may be provided; it was recommended that measures should be taken to reduce gender disparity in district Hyderabad, Mirpur Khas, Kohat, Jehlum, Narowal and Ziarat; syllabus may be revised

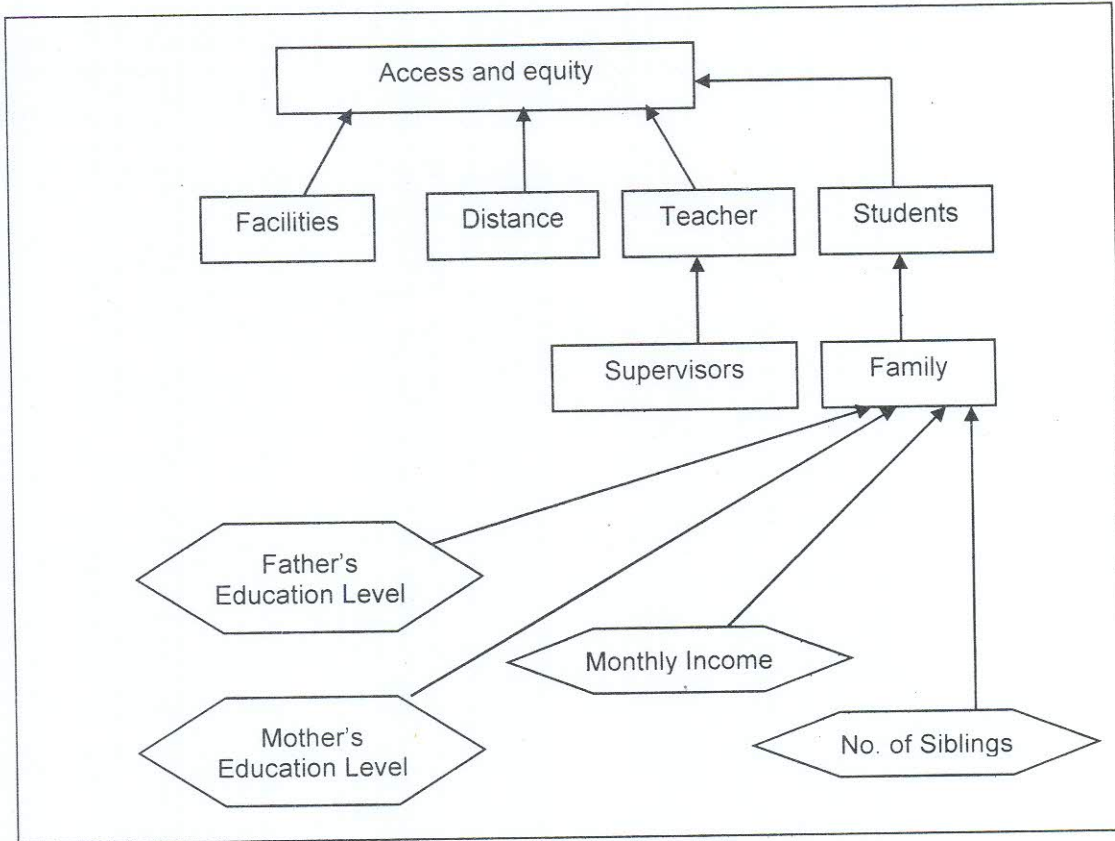


and developed according to the mental level and requirements of the students, so that they take interest in studies; trained/qualified teachers may be appointed wherever needed. The training should include the dealing with small children with decent and encouraging behaviors; it was also recommended that study needs to be undertaken regularly on annual basis or after two years, so that policy measures can be taken for providing educational facilities in the country.



# CONCEPTUAL FRAMEWORK

## ACCESS AND EQUITY IN BASIC EDUCATION



# COGNITIVE FRAMEWORK

THEORY AND PRACTICE IN A POST-STRUCTURALIST PERSPECTIVE



100

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## Chapter 1

### 1.1 Introduction

This was third study under NEMIS project conducted to assess the extent of availability of primary education facilities for boys and girls and equity in basic education. The first study was conducted in 2003-04 in fourteen districts including AJK, FATA and FANA in which reasons of drop out rate were explored. Second study was also conducted in the same districts. For the present study efforts have been made to analyze and review all national education policies, plans, strategies which were designed for providing education in the country. The study investigated all factors which have direct influence in providing basic education so that reader would be able to get crux of the situation. Therefore, a lot of information is available in this study for policy makers, planners and education managers for decision-making in designing future strategies.

The study was divided into five chapters. The first chapter comprises of introduction of report, with the objectives of the study, significance of study, limitations and delimitations of the study, whereas the second chapter explains review of literature. In the third chapter, methodology has been explained and fourth chapter consists of data analysis and interpretation. The last chapter describes findings, conclusions and recommendations for policy formulation.

### 1.2 Education for All (EFA) perspective

Discussing the significance of education, Bhatia (1985) cited that Aristotle viewed as "educated men are as much superior to uneducated as the living are to the dead". It is universally accepted that education is a concomitant of all human societies. Considering the importance of education for mankind, a world forum consisting of UN agencies, World Bank and NGOs joined hands and a World Conference on Education for All was held in Jomtien, Thailand, in March 1990. All the nations of the world adopted a world declaration on "Education for All." The declaration included that "education is a fundamental right for all people' women and men of all ages, throughout our world" (World Conference on Education for All, 1990). It declared that every one, irrespective of religion, race and gender, has a right to get education. The following six goals of EFA (1990) were framed and agreed upon by the nations of the world.

- i) Expansion of early childhood care and developmental activities... especially for poor, disadvantaged and disabled children.
- ii) Universal access to, and completion of primary education (or whatever higher level of education is considered as "basic") by the year 2000.



- iii) Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement.
- iv) Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half of its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates.
- v) Increased acquisition, by individuals and families of the knowledge, skills and values required for better living and sound sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioral change.

Since 1990, UNESCO assumed a leading role to facilitate governments of a number of developing countries to move forward to achieve EFA goals. In April 2000, world Education Forum organized EFA assessment conference in Dakar, Senegal. The targets achieved over the decade were reviewed and shortfalls were analyzed. Nations of the world were reminded and reiterated their commitment to EFA.

According to World Education Forum Dakar (2000) "Education is a fundamental human right". It is the key to sustainable development, peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals may not be postponed any more. The basic learning needs of all can and must be met as a matter of urgency" (The Dakar Framework for Action, 2000).

The forum reiterated that everyone has a fundamental right to get education. Education is prerequisite for sustainable development of countries. Education is indispensable that cannot be avoided; educational facilities should be provided to all, otherwise globalization would be vulnerable. All representatives of the participating countries committed themselves to the attainment of the following six goals:

- i) Expanding and improving comprehensive early childcare and education, especially for the most vulnerable and disadvantaged children.
- ii) Ensure that by 2015 all children, particularly girls in difficult circumstances and those belonging to ethnic minorities have access to compulsory primary education of good quality.

- iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skill programmes.
- iv) Achieving 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
- v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- vi) Improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The goals determined in the Dakar Declaration 2000, are very important and challenging. Stressing the provisions for Early Child Care Education, universal free and compulsory primary education, adult literacy, eliminating gender disparity, the declaration required improvements in the quality of education. There are many aspects of quality of education related to school teachers, textbooks, curriculum, teacher training and family factors.

The study was designed to explore the problems and issues of access and equity in case of basic education. Massive expansion of educational facilities during the last two decades has resulted tremendous increase in enrolment in schools (public, private and non-formal/NGO, basic education centers). In spite of the expansion, a number of primary age children are still out of school, especially girls. The increase in the number of illiterates suggests that a number of children especially girls do not have access to school and those who get enrolled in school, drop out before completing primary cycle. The issue of equity in terms of the quality of education such as physical facilities in schools, academic and professional qualification of teaching staff and teaching and learning materials has been a matter of concern for the policy makers and planners.

### 1.3 Objectives of the study

- To assess the extent of availability of primary level schools (both Public and private sectors) in the country
- To explore whether available education facilities are equally accessible to boys and girls in private and public schools in the sample districts
- To investigate the reasons of repetition and dropout rates at primary level.



#### 1.4 Significance of the study

This study has immense importance for district Education Managers and Planners to understand the problems, which are being faced in providing access and equity in basic education. Moreover, a lot of information is available in this report which is important for policy formulation. The study investigated reasons of repetition and dropout at primary level; these are crucial issues which need to be addressed in policy making for the future. In addition to this public private partnership/community participation are important factors for providing educational facilities at grass-roots level. In this way, this study has manifold advantages for the readers.

#### 1.5 Delimitation & Limitations of the study

Keeping in view the limited time and resources constraints, the study was delimited to only eight districts of Pakistan. It was decided that from each district at least 10 parents and 12 head teachers would be included in the sample. But during field visits, it was not possible to collect data from all required respondents due to many unforeseen difficulties. Therefore only available respondents in sample district at the time of data collection were requested to fill in the questionnaires.



## Chapter 2

### REVIEW OF LITERATURE

This chapter covers constitutional responsibility, importance of education, basic education, and reviews of National Education Policies. In addition, factors, which have direct influence on access and equity in basic education, have been discussed. Moreover, the findings of previous research studies have been included in literature review.

#### 2.1 Access to Elementary Education

##### a) Access

Access means reach, a passage, an entrance or a doorway to education. It has two-way role:

- i) Physical approach,
- ii) Utilization of existing facilities: It is not only essential to provide education facilities but it is equally important that these facilities are utilized. The utilization is measured by various rates like: SLE, RA, GER, NER, GAR, NAR, AAR, and ASER etc.

##### b) Equity

Equity means equitable access and participation in all management and program functions regardless of gender, race, colour, nationality, origin, disability and age.

##### c) Gender

Gender refers to the physical and social differences and relations between men and women, which are learned, very widely among societies and cultures, and changes over time. The term gender does not replace the term sex, which refers exclusively to biological difference between men and women. For example, statistical data are broken down by sex. The term gender is used to analyze the roles, responsibilities, constraints and needs of women and men in all areas and in any given social context.

##### d) Gender Equality

Equality between men and women entails the concepts that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender biases and prejudices. Gender equality means that the different behaviors, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not

depend on whether they are born male or female; Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

## 2.2 The Constitution of 1973

The Constitution of 1973 is the first basic document, which took into consideration the lessons of the past experience and the traumatic division of the country in 1971. The separation of East Pakistan and the contribution of educational institutions to Bengali nationalism were the recent factors in the minds of the framers of the Constitution. There was therefore general realization that the Central Government has to play some constitutional role. The Constitution of 1973 is thus more refined and clear in terms of educational provisions and stressed the importance of education for the first time. The Constitution lies down the Principles of Policy that the State shall:

- i) promote, with special care, the educational and economic interests of backward classes or areas {Article 37 (a)};
- ii) remove illiteracy and provide free and compulsory secondary education within the minimum possible period {Article 37 (b)};
- iii) make technical and professional education generally available and higher education equally accessible to all on the basis of merit {Article 37 (c)};
- iv) to enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all forms of national activities, including employment in the services of Pakistan {37 (f)}.
- v) to provide basic necessities of life, such as, food, clothing, housing, education and medical relief, for all such citizens, irrespective of sex, caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment [38 (d)].

## 2.3 Basic Education

The concept of basic education is a new concept in the literature of education. Most of the international organizations have advocated this concept in recent years. The major aim of basic education is to provide an individual the basic skills of learning. These skills include the ability to read and write and some numerical literacy. Iqbal (1989) stated that, "In Pakistan, basic education is tagged to five years of primary education to elementary education up to eighth class".

The concept of Basic Education, leads to the two major types of efforts carried out under the titles of Universal Primary Education and the Non-Formal Education in all the countries of the region. Ahmad (1989) described Basic Education as, "Different people have different perceptions about basic education. Some regard primary education as Basic Education while other considers literacy as basic education". Khalid (1989) explained the concept of basic education as:

*"Basic education embraces a large number of informal, formal and non-formal educational activities, which differ according to local conditions, from one country and region to the next. Basic education encompasses all activities that provide individuals with certain minimum level of education considered indispensable and possible for the society concerned at a given moment."*

Education intended to meet basic learning needs; it includes instruction at the first or foundation level, on which subsequent learning can be based; it encompasses early childhood and primary (elementary) education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into secondary education in some countries.

#### **2.4 Review of National Education Policies since 1990**

Since 1990 democratic elected governments announced two education policies:

- i) The National Education Policy of 1992, and
- ii) The National Education Policy of 1998-2010.
- iii) In addition to these policies, the Social Action Program (SAP) supported by government of Pakistan as well as by international donors laid emphasis on expansion and promotion of primary education.

The main focus of National Education Policy (1992) was on:

- i) Achieving universal primary education, eliminating drop-out and fulfilling the basic learning needs by the year 2002,
- ii) Promotion of women education,
- iii) Raising the quality of public instruction through an in-service extensive teachers-training program,
- iv) Diversification of vocational streams, along with expansion of Graduate and postgraduate level courses,



- v) Reforming of examination system,
- vi) Introducing computer education at school level, and
- vii) Encouraging the participation of private sector in education.

National Education Policy (1998-2010) proposed the following:

- 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.
- The role of the family, school, community, non-governmental organizations and media in the provision of elementary education shall be maximized.
- Disparities and imbalances 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.

## **2.5 Physical targets of National Education Policy (1998-2010)**

In order to increase the access and improve the quality of elementary education, the following physical targets were fixed:

- 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 elementary level from 46% to 65% by 2002-3 and 85% by 2010.
- To reduce the existing disparities to half by the year 2010.

## **2.6 Education Sector Reforms (ESR)**

Education Sector Reforms (ESR) program was built on the long term perspective of National Education Policy (1998-2010) and ten year perspective development plan 2001-2011. ESR is the comprehensive sector wise program to address

the issues of low educational attainment, lack of access to schooling, and educational inequities by gender and location.

### 2.6.1 Targets and Achievements

Comparison between targets and achievements is presented in table.

**Comparison between Targets and Achievements**

S. #	Description	Targets of ESR Program	Total Achievements	Achievements Percentage
1.	Establishment/ strengthening of Adult Literacy Centers	2,70,000	6,169	2.28%
2.	Establishment of Early Childhood Education Centers	1100	2,307	-
3.	Introduction of Technical Stream at Secondary level	1,100	529	48%
5.	Revamping of Science Education	3,350	1,293	38.6%
6.	Re-habilitation facilities at elementary level	41,000	13,047	31.8%
7.	Establishment/ renovation of Teacher Training Resource Centers	600	540	90%
8.	Teachers Trained	6,25,647	3,77,299	60.3%
9.	Public, private partnership	16,000	7966	50%

*(Source: Ministry of Education yearbook 2004-05)*

The table depicts that early childhood education centres were established more than the targets across the country whereas other targets could not be achieved. It is encouraging to note that 90% targets of renovation of teachers training resource centres was achieved, and 60% teachers were trained against the target. Only 3% of target of establishment of adult literacy centres was achieved.

### 2.7 Education Sector Reforms Objectives

- Universalization of primary education and adult literacy.

- Strengthening the quality of education through better teachers, upgraded training options, curriculum & textbook reforms, and competency based examination system.

**Education Sector Reforms targets for each sub-sector during 2001-2005 are:**

<u>Sub-Sector</u>		<u>Bench Mark 2001</u>		<u>Target 2005</u>
Literacy	from	49 %	to	60 %
Gross Primary Enrolment	from	83 %	to	100 %
Net Primary Enrolment	from	66 %	to	76 %
Middle School Enrolment	from	47.5 %	to	55 %

More than half a dozen Education Policies have been designed since the inception of Pakistan. The targets fixed by the policies make an interesting study because of shifting target dates to longer periods. More-over no consistent strategies were adopted to achieve the U.P.E. National Education Commission (1959) changed the strategy by emphasizing compulsory religious education. The New Education Policy (1970) shifted the strategy towards the attraction of the schools so that dropout rate could be reduced.

## **2.8 Causes of low enrolment**

### **Major factors affecting enrolment in primary schools**

The Pakistan Integrated Household Survey (PIHS), 1998 highlighted the following main factors that adversely affect the primary school enrolment rate, thus contributing to the problem of non-attendance and low participation rate.

#### **a) Distance and access to primary school**

A boys' primary school was located within 1 km of the 77 per cent of the Primary Sampling Units (PSUs)/villages/settlements in the country, whereas a girls' primary school was located within 1 km in 69 per cent of the PSUs. In urban areas, both government and private schools appear to be equally accessible, and approximately four-fifths of all PSUs had each of these types of school within 1 km. In rural areas, however, access to private primary schools was markedly poorer, and less than one private school out of every 5 PSUs is situated within 1 km.

Boys' access to primary school was similar across all provinces of the country. Girls' access to primary school in rural Sindh, however, was markedly poorer than in other parts of the country. Only 31 per cent of PSUs in Sindh had a school located within 1 km, compared to 60 per cent for the country as a whole.



## b) **Income of Household**

Household incomes are an important factor in determining whether or not children in a particular household attend school. The lower income of a particular household, the less chances to pay tuition fees and other schooling related expenses. The chances of attending a school increase as the income of the household increases. Research indicated that there is a close relationship between the income of parents and more years of schooling of their children. The major findings of the research in this regard were as under:

- Poverty is the main problem, which does not permit children of poor families to either join or continue education.
- Children of literate parents have more interest in education. The families where father or mother is literate; children's enthusiasm for education is greater.
- Illiterate parents are found conservative, sticking to their traditional values. Their conservatism has a strong negative effect on female education.

## 2.9 **Causes of low enrolment of girls**

Following is a list of the basic causes of low enrolment of girls at all levels of education, and continuing gender gaps in literacy and participation rates, as identified by different research studies.

1. Poverty, illiteracy and conservatism of the parents are generating negative attitudes against the education of girls.
2. Low base level of female education at the time of independence and the persistent obsession of parents, planners and community leaders that the first available educational facility must be reserved for boys.
3. Demand for separate girls schools and lack of adequate financial support.
4. Non-availability of qualified and experienced female school teachers and neglect of basic physical facilities for girls schools.
5. Lack of incentives for girls to attend schools and for teachers to take up teaching duties with commitment and devotion.
6. Irrelevant curricula and ineffective teaching methodology for multi-grade teaching in schools where two teachers teach five classes in one or two rooms.

7. Inhibiting role of uneducated mothers and severe attitudinal barriers to girls' education in the rural and tribal areas.
8. Non-existence of girls' primary schools or non-availability of schools at an accessible distance.
9. Heavy population growth-rate and the burden of household work falling on young girls.
10. Absence of essential facilities like drinking water, mats for squatting or benches for sitting, urinals and space for playing in existing girls schools.
11. Apathy of the community and an ineffective supervisory system.
12. Poor impact of non-governmental organizations on the motivation of parents and girls.

Butt (2002) conducted a study on "the factors of low enrolment Ratio of girls in Elementary schools of Rawalakot". This study found that:

- i) The enrolment in rural girls middle school was 1.8 times less than boys. This indicated that the glaring inequalities existed between boys and girls.
- ii) The study found out that poverty was the main problem which did not permit children of poor families either to join or continue education (Butt 2002, pp.185-188).

Habib et.al (2004) conducted research study on "Access and Equity in Basic Education". This study included:

1. **Access to primary schools:** In all the fourteen districts included in the sample, 54% children had access to primary schools and 46% had no school facility. In Kohistan district, 69% children were out of school. Majority of boys and girls could not be enrolled in the schools because of: Expensive education, Non-availability of schools, Remote schools, No facility for further education, providing help at home, Teachers' harsh behavior, Less conveyance to remote schools.
2. **As far as equity for boys & girls** was concerned, the conclusions drawn were:

In Islamabad district, there are more chances for enrolling girls as compared to boys. Whereas in districts of Multan, Attock, Bhakkar, Khairpur

and Rawalakot, boys & girls have almost equal chances and facilities. But there is great disparity in the enrolment of boys & girls in districts of Thatta, Khuzdar, Zhob, D.I.Khan, Kohistan, Khyber Agency, F.R Kohat and Gilgit. There are more physical facilities available at co-education institutions in rural as well as in urban areas. Furthermore maximum numbers of male & female teachers in primary school were graduates with PTC and /or B.Ed. degrees:

3. As far as the **reasons of repetition, dropout and completion rates** were concerned, following were the conclusions drawn from the findings:

**Reasons for repeating a class work:** Lack of available guidance at home, Lack of students' interest, Students' absenteeism, difficult syllabus, General weakness in studies.

**Reasons of absenteeism of children from school were:** Parents' discouraging attitude towards education, Lack of guidance at home, Lack of students' interest.

**The reasons for leaving school during the academic year were:** Expensive education, Lack of parents' interest, large family size, Remote schools, and security problem.

4. **On the contrary there were many reasons for sending the children to school such as:** Education might secure the future of the children, The children might help the family in general and parents in old age in particular, Education creates general awareness and may secure their future, Girls may prove better mothers and bring up their children in a better way.
5. **The reasons of drop out were:** Lack of parents' interest, large family size, Expensive education, Non-availability of good teachers.
6. **Some parents liked private schools because of:** Teachers being regular, Good behaviour of teachers, Quality of education.
7. **While some parents preferred government schools because of:** Less fee, qualified teachers are available, Teachers are regular.

Shami P.A et.al. (2005) conducted a study on Access & Equity in Basic Education. The conclusions of this study were as under;

1. On the basis of findings, following conclusions were drawn about **access to primary schools:** In all the fourteen district included in the sample, 54% children had access to primary schools and 46% had no school facility in year 2003-04. On the contrary in the same districts only 36% children had access and 64% children had not access to schooling. It was further concluded that majority of small children had to travel 1-2km to reach their school. Majority of boys and girls could not be enrolled in



the schools because of: Children (boys and girls) have to provide help at home, Schools are not available, Schools are at long distance from the children's residence, Children are not interested in studies, There is no opportunity for further education, No security for girls, Teachers harsh behaviour, No physical facilities, Expensive education, Children's sickness.

2. **As far as equity for boys and girls was concerned**, the conclusion drawn were: The equity can be assessed by examining numbers of schools, qualified teachers in both boys and girls schools and availability of physical facilities. In both studies it was found that on average co-education institutions of rural and urban areas had more physical facilities as compared to boys and girls schools. Moreover, in study 2004-05, it was also found that urban girls school had more physical facilities than rural schools. The findings of both studies showed that both boys and girls had almost equal chances and educational facilities but there was great disparity in districts Kohistan, Khyber agency & Rawalakot.

It was further concluded that female teachers were found highly qualified both academically and professionally than male teachers.

3. **Reasons of repetition, dropout and completion rates were:** there was no guidance available at home, overall lack of interest in studies, Students' absenteeism, Children's sickness, Difficult syllabus, Less qualified teachers, Teachers absenteeism Physical punishment.

4. Teachers narrated different reasons of children's absenteeism. These included: Discouragement from parents, Lack of interest of students in studies, Difficult syllabus, Providing help at home, Parents and teachers also discussed different reasons of school leaving such as: Expensive education, Large family size, Providing help at home, Teachers harsh behaviour, Lack of interest in studies, Non-availability of physical facilities especially, toilets in girls schools, No security for girls.

## Chapter 3

### 3.1 Methods and Procedures

This chapter describes methods and procedures adopted for conducting the study. The study was designed to investigate the access and equity in basic education. The following methods and procedures were adopted to carry out this study.

### 3.2 Procedure for sample district selection

The major task for conducting of this study was to select sample districts, which should be true representative at national level. For selection of the districts, criteria were developed. Human Development Indicators (HDI) such as literacy ratio, enrollment, immunization ratio, infant survival ratio, real GDP per capita, educational attainment index, health index and income index. On the basis of these indicators, eight districts (two from each province; one with the highest HID indicators and one with lowest) were selected as sample of the study.

### 3.3 Sample Selection / Sample Size

According to Best and Kahn (1996) "the sample should represent the population. There is no fixed number or percentage of subjects that determines the size of an adequate sample". Serious efforts were made to select a sample of reasonable size representing the over all population.

The main purpose for adaptation of the above criteria for selection of sample was to have a representative sample at national level. It is important to note that 847 parents of the children, 94 head teachers, and 95 teachers (male and female) were included in the sample. The district wise sample distribution is given below:

S. No	District	Parents	Head Teacher	Teacher	
				Male	Female
1.	Hyderabad	104	11	4	8
2.	Mirpur Khas	99	12	6	6
3.	Haripur	119	12	6	6
4.	Kohat	98	11	4	8
5.	Jehlum	105	12	5	6
6.	Narowal	106	12	5	7
7.	Quetta	110	12	6	6
8.	Ziarat	106	12	8	4
<b>Total</b>		<b>847</b>	<b>94</b>	<b>44</b>	<b>51</b>

### **3.4 Research instruments**

The following research instruments were developed for data collection;

- i. Local community and parents of the children are important stakeholders and the direct beneficiary of education system. Therefore, their opinion about access and equity is critically important. The required information from them was collected through comprehensive structured questionnaire.
- ii. Head teachers and teachers play a vital role for expansion and promotion of basic education. Therefore, their opinion about access and equity of basic education was solicited through separate structured questionnaires.

### **3.5 Procedure of data collection**

AEPAM's research team collected the data by visiting each sample district. The research team met the District Education Managers for conducting interviews. With the help of district management, the team identified schools and localities for inclusion in the sample. After selection of schools and localities, the research team visited each sample school and conducted interviews with head teachers and teachers. The team also conducted interviews with the community members and parents of the children.

### **3.6 Analysis and interpretation of data**

Data collected from the field through different questionnaires was fed into database. It was analyzed using Statistical Package for Social Sciences (SPSS). Frequencies, percentages, and other indicators were calculated.



## DATA ANALYSIS AND INTERPRETATION

The data analysis was done in view of the objectives of the study. It is important to mention that the questionnaires were developed realizing the objectives of the study.

The first objective of this research was. *“To assess the extent of availability of primary level schools for boys and girls in the country”*.

The availability of primary schools can be confirmed by knowing total number of children under 11 years and the children enrolled in primary schools. The study included all the factors that confirm the availability of schools; such as distance from home to school, mode of traveling, monthly traveling expenses, etc. The data gathered from the field is presented here.

#### 4.1 Total Children Under Eleven Years

Data were collected from the eight districts of Pakistan. The data indicated that there were 1314 children. Over all 1100 were enrolled in schools whereas 214 were out of school. It was found that 84% children had access to schooling in these districts and remaining 16% children were out of school and had no access to schooling. The detailed data are presented in the following table-1.

Table-1

District wise number of children under 11 years

District	Under 11 boys			Under 11 girls			Total	School Going children	%	Out of School Children	
	Total	Total	%	Total	Total	%				Total	%
Hyderabad	88	75	85	81	73	90	169	148	88	21	12
Mirpur Khas	66	46	70	70	40	57	136	86	63	50	37
Haripur	82	78	95	81	75	93	163	153	94	10	6
Kohat	64	60	94	89	64	72	153	124	81	29	19
Jehlum	115	105	91	65	47	72	180	152	84	28	16
Narowal	113	86	76	75	61	81	188	147	78	41	22
Quetta	93	89	96	79	74	94	172	163	95	9	5
Ziarat	89	77	87	64	50	78	153	127	83	26	17
<b>National</b>	<b>710</b>	<b>616</b>	<b>87</b>	<b>604</b>	<b>484</b>	<b>80</b>	<b>1314</b>	<b>1100</b>	<b>84</b>	<b>214</b>	<b>16</b>

Table-1 indicates that in some districts, boys and girls had equal opportunities for education except in districts of Hyderabad, Mirpur Khas, Kohat, Jehlum, Narowal,

and Ziarat. It was observed that majority of children under age 11 i.e. 37% in Mirpur Khas followed by Narowal (22%) and Kohat (19%) were out of school.

As far as equity (equal chances of enrolling boys and girls in schools) was concerned the data showed that: There were some districts where more boys had been enrolled in schools as compared to girls. Data reveals that in Ziarat 87% boys and 78% girls had been enrolled in school. 70% boys had been enrolled in Mirpur Khas as compared to 57% girls. 94% boys and only 72% girls in Kohat had been enrolled in schools. Jehlum had 91% boys and 72% girls in schools.

#### 4.2 Parents' views about not sending their children to school

Basic education provides foundation for achieving further education. It is also pre-requisite for sustainable socio-economic development of the country. Successive governments have made efforts to provide basic education to the children since the inception of Pakistan. But universal primary education could not be achieved so far. Access to education depends upon availability of functional schools. To explore the causes of out of school children, the data are presented in the table-2.

Table-2

Reasons given by parents for not enrolling children in school

S. No	Reasons for not enrolling Children	Children					Percentage
		Very Important	Important	Less Important	I don't know	No response	
1	Non-availability of school	36	30	20	4	10	100
2	Education too expensive	42	31	18	3	6	100
3	Distance from home	30	40	18	4	8	100
4	Provide help at home	36	33	19	3	9	100
5	Making earning for family	35	32	18	5	10	100
6	Education is not useful	30	26	25	9	10	100
7	Security problem	26	33	24	7	10	100
8	Child sickness/ Handicapped	23	30	24	11	11	100
9	Child not willing	44	30	12	4	10	100

10	Lack of documents (B.Form etc)	21	36	24	8	11	100
11	Teachers' Absenteeism	23	38	21	7	11	100
12	No opportunities for further education	32	32	19	6	11	100
13	Teachers' harsh behavior	24	40	19	6	11	100
14	Non-availability of electricity	25	30	27	7	11	100
15	Non-availability of drinking water	26	29	28	6	11	100
16	Non-availability of toilets for students	25	30	26	7	12	100

The table-2 reveals the reasons offered by parents for not enrolling their children in schools such as:

- for 74% parents children were not interested in getting education;
- for 73% Education was too expensive
- for 70% Long distance from home to school was hindrance
- for 69% respondents children provide help at home;
- for 67% earning for family
- for 66% parents it was non-availability of school;
- for 64% respondents, no opportunities for further education and teachers behavior were reasons of not enrolling children.
- 61% parent's, teachers' absenteeism and child sickness were hindrance for not enrolling children in schools.

Many other reasons for not enrolling the children in primary schools included useless education and security problems etc.



#### 4.3 Teachers' views about not enrolling children in schools

Teachers are considered as the main pillar of education system of any country. In view of important role of teachers in promotion of basic education, their views were solicited in respect of not enrolling school age children in schools. Their views are presented in the following table.

Table-3

##### Reasons offered by teacher for not enrolling children

S. No	Reasons for not enrolling children	Very Imp.	Imp.	Less Imp.	No Response	Missing	Percentage
1	Non-availability of school	46	26	19	5	4	100
2	Education too expensive	34	21	37	5	3	100
3	Providing help at home	36	32	23	6	3	100
4	Security problem of child	22	25	36	14	3	100
5	Distance from home	24	39	31	3	3	100
6	Child sickness/handicapped	20	31	39	7	3	100
7	Making earning for family	29	38	25	7	1	100
8	Non-availability of drinking water	27	27	34	7	5	100
9	Non-availability of toilets for students	28	32	28	7	5	100
10	Non-availability of electricity	31	20	35	8	6	100
11	Child not willing	17	38	32	8	5	100
12	Lack of documents (B. Form etc)	22	28	34	12	4	100
13	Teachers' absenteeism	20	37	31	7	5	100
14	No opportunities for further education	33	35	21	8	3	100
15	Teacher behavior	30	33	26	8	3	100
16	Education is not useful	19	33	29	14	5	100

It is observed from the above table-3 that first factor i.e. Non-availability of schools were rated by 72% teachers as an important factors for not enrolling children in the schools. Similarly, according to 68% teachers, the children had to help their parents

and had no further opportunity to obtain education and so could not be enrolled in the schools. Other major hindrances for not enrolling the children in school were: teacher's discouraging behavior and distance of school from home, non-availability of physical facilities and security problem of children etc.

#### 4.4 Distance from home to school

Distance of school from home is very crucial factor to ensure regularity and punctuality of students in school. Parents were asked about the distance their children had to travel to schools daily. Their responses are presented in table-4.

Table-4

#### Distance from home to school

Distance in Km	Government School		Private School	
	Frequency	Percentage	Frequency	Percentage
0-3	799	95	768	91
3-6	30	3	42	5
6-9	8	1	27	3
9-12	2	0	2	0
12+	8	1	8	1
<b>Total</b>	<b>847</b>	<b>100</b>	<b>847</b>	<b>100</b>

Table-4 illustrates that 95% students of public and 91% students of private schools had to travel 1-3 km daily to reach their schools. It was noted that 3% of public and 5% of private students traveled daily more than 3-6 Km for their schools.

#### 4.5 Annual Expenses

Parents were requested to provide information about annual expenses of a child while studying in public and private school. The information is presented in table-5.

Table-5

#### Overall Annual expenses

Amount in Rs.	Government		Private	
	Frequency	Percentage	Frequency	Percentage
250-1000	321	38	453	54
1000-2000	118	14	6	1
2000-4000	101	12	13	1
4000-5000	63	7	20	2
Above 5000	244	29	355	42
<b>Total</b>	<b>847</b>	<b>100</b>	<b>847</b>	<b>100</b>

#### 4.6 Traveling expenses

Monthly traveling expenses have vital role in access to school because poor parents cannot afford traveling expenses for their children. The responses of the parents about monthly traveling expenses for their children to school are shown in table-6.

Table-6

#### Monthly traveling expenses

Amount in Rs.	Government		Private	
	Frequency	Percentage	Frequency	Percentage
0-500	759	89	684	81
500-1000	9	1	29	3
1000-1500	30	4	32	4
1500-2000	6	1	13	1
Above 2000	43	5	89	10
<b>Total</b>	<b>847</b>	<b>100</b>	<b>847</b>	<b>100</b>

The data reveals that 89% parents of Government schools students and 81% parents of private school had to spend Rs.500/- per month as travelling to schools. On the contrary, 10% parents of private school children & 5% parents of Government school children spend more than Rs.2000/- per month of travelling expenses for their children.

Educational mapping is pre-requisite for ensuring equal opportunity not only to boys and girls students, but also essential for reducing rural, urban and gender disparity.

The second objective of this research was *"To explore whether available education facilities are equally accessible to boys and girls of the serving area"*.

The equity is assessed by examining the available physical facilities and number of qualified teachers in the primary schools by location and gender.

#### 4.7 Available physical facilities in the primary schools

Physical facilities are provided for enhancing teaching learning process so as to improve quality of education in the country. The equity in the availability of these physical facilities is essential for providing equal opportunity to boys and girls. The data gathered about physical facilities are shown in table-7.



Table-7

Physical facilities in the primary schools (% age)

Facilities	Urban			Rural		
	Boys	Girls	Co. Edu	Boys	Girls	Co. Edu
Drinking Water	88	94	96	69	83	89
Electricity	88	88	93	69	67	100
Boundary Wall	94	100	96	85	87	89
Main Gate	100	100	100	85	92	89
Toilet	94	88	100	69	75	78
Furniture	88	76	89	54	58	67
Dispensary	19	29	57	23	17	23
Play Ground	31	59	75	23	42	56
Library	31	24	61	23	17	22

Table-7 shows that co-educational institutions and girls schools had more physical facilities than boys in both rural and urban areas. Moreover, urban girls schools had more physical facilities than rural girls schools. It was found that 94% girls schools had drinking water as compared to 88% boys schools in urban area. Whereas 88% girls and boys schools in urban area had electricity. It was interesting to note that 100% girls schools had boundary wall and Main gate. Similarly 100% boys school had main gate in urban area.

As far as rural area was concerned. The data indicates that 83% girls school had drinking water and 67% had electricity whereas 69% boys school had same facilities in rural area. 87% girls schools had boundary wall as compared to 85% boys schools in rural area. It was interested to not that 92% girls schools had main gate as compared to 85% boys schools in rural area.

4.8 Availability of teachers in the primary schools according to qualification, location and gender

Table-8

Teachers' academic qualification

Qualification	Urban (%)		Rural (%)	
	Male	Female	Male	Female
Matric	15	13	24	30
Intermediate	7	16	29	10
Graduation	44	52	29	45
Masters	33	19	18	15
Any Other	0	0	0	0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

The above table-8 illustrates that 15% male teachers were matriculate in urban boys schools as compared to 13% female teachers in girls schools. 16% female and 7% male teachers were found with intermediate level education in boys and girls schools. 52% female teachers had graduation as compared to 44% male teachers. It was noted that 33% male teachers and 19% female teachers were master degree holders in urban area.

Only 30% female teachers and 24% male teachers were matriculate in rural area. 29% male and 10% female teachers were intermediate, and 45% female and 29% male teachers had Bachelor degree. Similarly 18% male and 15% female teachers were found with master degree.

#### 4.9 Professional qualification

Professional qualification is very important for the teachers for improving teaching learning capabilities. Professional training of the teachers is necessary to equip teachers with good communication skills to ensure effective teaching.

**Table-9**  
**Teachers' professional qualification**

Professional Qualification	Urban (%)		Rural (%)	
	Male	Female	Male	Female
PTC	41	45	82	60
CT	22	0	0	10
B.Ed	18	23	12	20
M.Ed	4	10	6	5
No Response	15	22	0	5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

The above table-9 explains that in urban area 45% female teachers and 41% male teachers had PTC certificate; 38% male teachers and only 28% female teachers had C.T qualification. 19% male and 16% female teachers had B.Ed degrees. On the contrary 27% male teachers and 33% female teachers had M.Ed degree in boys and girls schools respectively. However, in rural area 6% male teachers had PTC as compared to 9% female teachers; 41% male and 21% female teachers were C.T; 18% male and 46% female teachers had B.Ed. degree. There were 35% male and 25% female teachers in rural area master degree holders.

The third objective of this study was *"To compare the reasons of repetitions, drop out and completion rates at primary level"*. The data gathered regarding this important objective are presented in this section;

#### 4.10 Parents' views about reasons of repeating a class.

To educate a child is ultimate desire of every parent. But everyone cannot do this due to many reasons. Parents were asked to tell reasons why their children repeat a class. Their responses are presented in table-10.

Table-10

##### Reasons for repeating a class

S. No	Reasons for repeating the class	Children					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Child sickness	29	36	19	5	11	100
2	Lack of guidance at home	56	28	7	2	7	100
3	Child's absenteeism	36	40	12	3	9	100
4	Lack of student interest	50	30	9	2	9	100
5	Difficult syllabus	33	36	17	4	10	100
6	Lack of qualified teachers	28	40	17	5	10	100
7	Teachers absenteeism	26	41	17	5	11	100
8	Physical punishment/ saza	21	33	29	6	11	100
9	Weakness in studies	36	36	12	6	10	100

The data in table-10 indicates that the highest percentage of 84% people said that lack of guidance at home was very important reasons for repeating a class. For 80% parents, lack of students' interest was a reason for repeating a class. It was important to note that 76% people thought students' absenteeism and child sickness whereas 72% parents considered student's weakness in study as important reason of repeating a class.

Similarly for 69% parents, difficult syllabus was an important reason for children to repeat a class and 68% parents considered less qualified teachers as a reason for their children to repeat a class, 67% parents thought teachers' absenteeism from school as an important reason of repetition.



Table-11

## Teachers' views about reasons for repeating a class

S. No	Reasons for repeating the class	Children					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Child sickness	22	39	26	8	5	100
2	Lack of guidance at home	44	39	7	7	3	100
3	Child absenteeism	24	49	15	6	6	100
4	Weakness in studies	46	34	13	4	3	100
5	Lack of students interest	38	42	11	6	3	100
6	Lack of qualified teachers	33	27	28	7	5	100
7	Teachers' availability	24	37	22	11	6	100
8	Difficult syllabus	14	40	24	14	8	100
9	Physical punishment/ Saza	2	1	1	34	62	100

According to 83% teachers' opinion, students repeat a class due to lack of guidance at home and 80% teachers considered child weakness and lack of guidance at home as major reasons of repeating a class. 73% teachers considered child absenteeism an important reason for repeating a class. 60% teachers thought lack of qualified teachers and for 61% non-availability of teachers as major reasons for repeating a class. Whereas, 54% teachers thought difficult syllabus as an important cause for repetition.

#### 4.11 Teachers opinions about students' absenteeism

Teachers interact with their students that is why their opinions about students' absenteeism were sought. The responses on the five-point scale are presented in table-12.

Table-12

#### Reasons given by teachers for students regarding absenteeism

S. No	Reason of students absenteeism	Students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Parents' attitude towards education	41	32	20	6	1	100
2	Sickness of child	29	31	31	4	5	100
3	Lack of students interest in studies	34	36	23	5	2	100
4	Lack of guidance at home	47	35	13	3	2	100
5	Making earning	22	38	24	8	7	100
6	Difficult syllabus	26	35	25	9	5	100
7	Teachers' availability	26	35	26	8	5	100
8	Non-availability of drinking water	27	19	35	13	6	100
9	Non-availability of students toilets	22	25	35	12	6	100
10	Non-availability of electricity	26	23	34	11	6	100

Data presented in table-12, illustrates the reasons regarding students' absenteeism. It can be seen in the above table that for 82% teachers, lack of guidance at home were important factors of student absenteeism. 73% teachers told that parents' discouraging attitude and 70% teachers thought that lack of student interest in studies and for 60% teachers, sickness of child were important reasons of students of absenteeism. The data also indicates that 61% teachers considered difficult syllabus and non availability of teachers as important factor as a reason for students' absenteeism. 60% teachers considered that financial support to family was an important factor of absenteeism. Lack of physical facilities such as water, electricity and toilets were also important factors, which led the students' towards absenteeism.



#### 4.12 Reasons given by parents for leaving the school at primary/elementary level

Parents were asked for providing information about the reasons of leaving the school. Responses are presented in table-13.

**Table-13**

#### Reasons offered by parents about leaving school

S. No	Reasons of leaving the school at primary	Students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Education too expensive	40	32	17	4	7	100
2	Distance from home to school	33	36	18	5	9	100
3	Repeated failures	30	40	17	6	8	100
4	Teacher's harsh behavior	28	36	20	4	10	100
5	Help in domestic work	34	34	18	3	10	100
6	Lack of interest of parents	49	28	11	6	9	100
7	Large family size	27	36	21	6	10	100
8	Security problems	28	33	21	6	12	100
9	Non-availability of toilets	25	31	27	6	11	100
10	Lack of good teachers	29	34	20	6	11	100
11	Difficult syllabus	28	35	21	6	10	100
12	Physical punishment/saza	21	30	31	7	11	100
13	Because of marriage	21	30	27	11	11	100

The table-13 mentions that 77% parents thought lack of interest of parents was main reason of leaving school. 72% parents thought that expensive education as a reason of leaving the school. 70% of parents considered repeated failures in school as an important factor for children to leave the school. 68% parents thought helping at home important reason of school leaving for boys. Similarly 63% parents thought that their family size was large and also, lack of good teacher as important reasons of leaving the school.



Similarly 61% people reported that security problem was an important reason of leaving the school. Other important reasons of leaving school included difficult syllabus, physical punishment and early marriages.

#### 4.13 Reasons offered by teachers about students leaving the schools

Teachers are usually expected to have good understanding of the behavior of the students. The views of the teachers are very important about students leaving the school. Their responses are presented in table-14.

Table-14

#### Reasons offered by teachers about students leaving the schools

S. No	Reasons for leaving school	Students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Education too Expensive	35	16	37	7	5	100
2	Lack of interest of parents	45	33	14	5	3	100
3	Large family size	34	38	22	5	1	100
4	Distance from home to school	21	32	36	5	6	100
5	Security problem of male child	16	19	45	12	7	100
6	Repeated failures	20	33	35	7	5	100
7	Teachers' harsh Behaviour	25	28	33	9	5	100
8	Child not willing	25	25	32	13	5	100
9	Excessive home work	24	29	34	8	5	100
10	Non-availability of drinking water	24	17	41	12	6	100
11	Non-availability of students toilets	25	20	36	13	6	100
12	Non-availability of Electricity	22	25	38	8	7	100
13	Lack of good teachers	29	32	27	6	6	100
14	Difficult syllabus	22	32	32	8	6	100
15	Physical punishment/ Saza	20	21	42	11	6	100
16	Because of marriage of boy/girl	13	29	36	16	6	100

It is evident from the above table-14 that 78% teachers took lack of interest of parents as important reason of leaving the school. 72% teachers considered large family size as an important reason for students to leave the school. 51% teachers had the opinion that expensive education was an important reason for children to leave the school. Similarly, for 50% teachers, it was unwillingness of children.

Many other reasons of school leaving included long distance of school, teacher's harshness, security problems, difficult syllabus, marriage of boys/girl, non-availability of drinking water and toilets etc.

#### 4.14 Parental reasons for sending children to schools

Table-15

Reasons given by parents for sending boys to school

S. No	Reasons	Very Imp.	Imp.	Less Imp.	Don't know	No response	Percentage
1	Son has to support the family	51	27	7	2	13	100
2	Son has to help parents financially in old age	52	31	6	2	9	100
3	To secure the future of son	74	17	1	1	7	100
4	Education develops awareness among boys	72	19	1	1	7	100

The data given in table-15 mentions that 91% parents sent their boys to school to secure future of son because education creates awareness among boys. 83% parents hoped to be financed in the old age, whereas 78% parents sent their sons in the hope that they will support their family.

Table-16

## Reasons offered by parents for sending girls to school

S. No	Reasons	Very Imp.	Imp.	Less Imp.	Don't know	No response	Percentage
1	Educated girl proves to be a good mother	68	21	2	1	8	100
2	Educating the girl means educating the whole family	65	23	4	1	7	100
3	Education develops awareness among girls	61	26	4	1	8	100
4	To secure the future of daughters	60	24	6	2	8	100

It is observed from the table-16, that 89% parents were of the view that educated girls proved to be good mothers whereas 88% parents said that educating a girl means educating the whole family; 87% parents had the opinion that education develops awareness among girls and 84% parents sent the girls to school in the desire to secure future.

#### 4.15 Measures to be taken by government of Pakistan for making basic education accessible to all school age children

Table-17

S. No	Measures for making education accessible	Very Imp	Imp	Less Imp	I don't know	No response	Percentage
1	Opening of new schools near the cluster of homes	42	39	9	6	4	100
2	Improvement in existing schools	46	36	6	8	4	100
3	Construction of more class rooms in over-crowded schools	51	34	8	4	3	100
4	Provision of basic physical facilities	46	34	11	3	6	100
5	To provide incentives for teachers	38	42	11	5	4	100



6	Uniform curriculum for public and private schools	39	26	20	9	6	100
7	To provide free and compulsory education	46	37	9	4	4	100
8	To provide incentives for students	39	36	15	5	5	100
9	To appoint female staff in schools	27	40	16	11	6	100
10	To make schools more skill- oriented	35	41	12	5	7	100
11	To make school more need- oriented	27	45	11	9	7	100

Data in table-17 shows suggestions given by the teachers for improvement in existing schools and providing the access of schooling. 85% suggested for construction of additional class rooms; 83% favored for providing free & compulsory education; 81% teachers suggested for opening of new schools; 67% voted for appointment of female teachers in school. 80% responses were in favor of providing physical facilities and the same number favored to provide incentives to teachers.

Further suggestions were the provision of uniform curricula for private and government schools; and provision of incentives to students.

## Chapter 5

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

1. In all the eight districts of sample, 84% children had access to schooling whereas 16% children were out of school and had not access to school facility at primary level. Overall 87% boys and 80% girls had access to primary schools. In the region wise perspective the highest percentage of 37% children in Mirpur Khas were found out of school followed by Narowal (22%), Kohat (19%), Ziarat 17% and Jehlum (16%). As far as equity (equal chances of enrolling boys and girls in schools) was concerned. It was found that: there are some districts where more boys had been enrolled in schools as compared to girls, i.e. Hyderabad, Mirpur Khas, Kohat, Jehlum, Narowal, and Ziarat. Data reveals that, in Ziarat 87% boys and 78% girls had been enrolled in school. Mirpur Khas 70% boys had been enrolled as compared to 57% girls. 94% boys and only 72% girls in Kohat had been enrolled in schools. Jehlum had 91% boys and 72% girls in schools.
2. There were many reasons for not enrolling children in the schools. Some of the main reasons were:
  - for 74% parents children were not interested in getting education;
  - for 73%, Education was too expensive
  - for 70%, Long distance from home to school was hindrance
  - for 69% respondents children provide help at home;
  - for 67%, earning for family
  - for 66%, parents it was non-availability of school;
  - 64% respondents, there were not opportunities for further education and harsh behavior of the teachers was a reason of not enrolling children in schools.
  - 61% parent thought that, teachers' absenteeism and child sickness were hindrance for not enrolling children in schools.
3. Reasons offered by the teachers for not enrolling children in the schools included as;
  - i. For 72% teachers, non-availability of schools was an important factor for not enrolling children in the schools.

- ii. According to 68% teachers, the children had to help their parents and had no further opportunity to obtain education and so could not be enrolled in the schools.
  - iii. Other major hindrances for not enrolling the children in school were: teacher's discouraging behavior and distance of school from home, non-availability of physical facilities and security problem of children etc.
4. Data about distance from home to school: It was found that 95% public and 91% private students had to travel 1-3 km daily to reach their schools. It was noted that 3% public and 5% private students travelled daily more than 3-6 Km for their schools.
  5. Majority of children walked to school.
  6. It was found that 89% parents had to spend Rs. 500/- per month in the public schools as compared to 81% in private school. On the contrary 10% parents of private students and 5% of government schools had to spend more than Rs.2000/- per month for their children on traveling to schools.
  7. On the average co-educational institution and girls schools had more physical facilities than boys in both rural and urban areas. Moreover, urban girls schools had more physical facilities than rural girls schools. It was found that 94% girls schools had drinking water as compared to 88% boys schools in urban area. Whereas 88% girls and boys schools in urban area had electricity. It was interesting to note that 100% girls schools had boundary wall and Main gate whereas 100% boys schools had main gate only in urban area.

As far as rural area was concerned, the data indicates that 83% girls schools had drinking water and 67% had electricity whereas 69% boys schools had same facilities in rural area. 87% girls schools had boundary wall as compared to 85% boys schools in rural area. It was interested to not that 92% girls school shad main gate as compared to 85% boys schools in rural area.

8. As far as teachers academic and professional qualification was concerned, it was found that 15% male teachers were matriculate in urban boys schools as compared to 13% female teachers in girls schools. 16% female and 7% male teachers were found with intermediate level education in boys and girls schools. 52% female teachers had graduation as compared to 44% male teachers. It was noted that 33% male teachers and 19% female teachers were master degree holders in urban area.

Only 30% female teachers and 24% male teachers were matriculate in rural area. 29% male and 10% female teachers were intermediate, and 45% female



and 29% male teachers had Bachelor degree. Similarly 18% male and 15% female teachers were found with master degree.

Data about professional qualification reveals that in urban area 45% female teachers and 41% male teachers had PTC certificate 38% male teachers and only 28% female teachers had C.T qualification. 19% male and 16% female teachers had B.Ed degrees. On the contrary 27% male teachers and 33% female teachers had M.Ed degree in boys and girls schools respectively. However, in rural area 6% male teachers had PTC as compared to 9% female teachers; 41% male and 21% female teachers were C.T; 18% male and 46 female teachers had B.Ed. degree. There were 35% male and 25% female teachers in rural area master degree holders.

9. There were many reasons of repeating a class offered by parents
  - i. 84% parents said that lack of guidance at home was very important reasons for repeating a class.
  - ii. For 80% parents, lack of students' interest was a reason for repeating a class.
  - iii. 76% parents said that students' absenteeism and child sickness were important reasons of repetition
  - iv. 72% parents thought that students' weakness in study was important reason of repeating a class.
  - v. for 69% parents, difficult syllabus was an important reason for children to repeat a class and
  - vi. 68% parents considered less qualified teachers as a reason for their children to repeat a class
  - vii. 67% parents thought teachers' absenteeism from school was an important reason of repetition.
  
10. Teachers are the best evaluators of students achievements. They described their opinion about why students repeat a class. Their responses are reported as:
  - i. According to 83% teachers, students repeat a class due to lack of guidance at home.
  - ii. 80% teachers considered child weakness and lack of students' interest in study as major reasons of repeating a class.
  - iii. 73% teachers considered students absenteeism an important reason for repeating a class.

- iv. for 61%, non-availability of teachers as major reason for repeating a class and 60% teachers thought lack of qualified teachers
  - v. 54% teachers thought difficult syllabus as an important cause for repetition.
11. Teachers also presented their views about students' absenteeism from the schools.
- i. 82% lack of guidance at home was an important factor of students' absenteeism.
  - ii. 73% teachers told parent's discouraging attitude as a factor.
  - iii. 70% teachers thought that lack of student interest in studies and sickness of child were important reasons of students' absenteeism.
  - vi. 61% teachers considered difficult syllabus and non-availability of teachers as important factor as a reason for students' absenteeism.
  - v. 60% teachers considered that financial support to family was an important factor of absenteeism.
12. School leaving during the year is also a major problem in education. Parents commented such as:
- i. 77% parents thought lack of interest of parents as a main reason of leaving school.
  - ii. 72% parents thought that expensive education as a reasons of leaving the school.
  - iii. 70% of parents considered the repeated failures in school were an important factor for children to leave the school.
  - iv. 68% parents thought helping at home as an important reason of school leaving for boys.
  - v. Similarly, 63% parents thought that their family size was large and also, lack of good teacher as important reason of leaving the school.
  - vi. 61% parents reported that security problem was an important reason of leaving the school.
13. Teachers also described reasons of leaving school during the academic session. As far as boys are concerned, the following could be the reasons.
- i. 78% teachers took lack of interest of parents as important reason of leaving the school.

- ii. 72% teachers considered large family size of children as an important reason for students to leave the school.
- iii. 51% teachers had the opinion that expensive education was an important reason for children to leave the school.
- iv. For 50% teachers, it was unwillingness of children which proved to be an important reason of leaving the school



## CONCLUSIONS

1. On the basis of findings, following conclusions were drawn about **access to primary schools**: In all the eight districts included in the sample, 84% children had access to primary schools and 16% had no school facility in year 2005-06. It was further concluded that majority of small children had to travel 1-3km to reach their school and majority of the children walked to school. Majority of boys and girls could not be enrolled in the schools because of:

- a. Children (boys and girls) had to provide help at home.
- b. Schools were not available.
- c. Schools were at long distance from the children's residence.
- a. Children were not interested in studies.
- e. There were no opportunities for further education.
- g. Teachers harsh behaviour.
- h. No physical facilities.
- b. Expensive education.
- j. Children's sickness.

2. **As far as equity for boys and girls was concerned**, the conclusions drawn were: The equity can be assessed by examining numbers of schools, qualified teachers in both boys and girls schools and availability of physical facilities. It was found that on the average, co-education institutions of rural and urban areas had more physical facilities as compared to boys and girls schools. It was also found that urban girls schools had more physical facilities than rural schools.

3. **Reasons of repetition, dropout and low completion rates** were:

- a) No guidance available at home.
- b) Overall lack of interest in studies
- c) Students' absenteeism
- d) Children's sickness
- e) Difficult syllabus
- f) Less qualified teachers
- g) Teachers absenteeism
- h) Physical punishment

- a) Teachers' narrated different reasons of children's absenteeism. These included:
- i) Lack of guidance at home
  - ii) Lack of interest of students in studies
  - iii) Difficult syllabus
  - iv) Providing help at home
  - v) Non-availability of qualified teachers.
- b) Parents and teachers also discussed different reasons of school leaving such as:
- i. Lack of interest of parents
  - ii. Expensive education
  - iii. Providing help at home
  - iv. Teachers harsh behaviour and non-availability of teachers
  - v. Lack of interest in studies
  - vi. Non-availability of physical facilities especially toilets in girls schools.
  - vii. Large family size, and no security for girls
- c) On the contrary there were many reasons for sending children to schools such as:
- i) Education might secure the future of the children
  - ii) The children might help the family in general and particularly, parents in old age in particular
  - iii) Education creates general awareness and may secure their future
  - vi) Girls might prove better mothers and bring up their children in a better way.

## RECOMMENDATIONS

- i) It was recommended that more primary schools may be established for reducing distance from home to school for small children particularly in rural areas. Moreover, maximum physical facilities may be provided.
- ii) It was recommended that measures should be taken to reduce gender disparity in district Hyderabad, Mirpur Khas, Kohat, Jehlum, Narowal and Ziarat.
- iii) Syllabus may be revised and developed according to the mental level and requirements of the students, so that they take interest in studies.
- iv) Trained/qualified teachers may be appointed wherever needed. The training should include the dealing with small children with decent and encouraging behaviors.
- v) It was also recommended that study needs to be undertaken regularly on annual basis or after two years, so that policy measures can be taken for providing educational facilities in the country.



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