

**ACCESS AND EQUITY
IN
BASIC EDUCATION**

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Islamabad**

2005

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Cataloguing in Publication Data

Main entry under Authors:

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Study on access and equity in basic education: under National Education Management Information System (NEMIS)-Islamabad: AEPAM, 2005 (AEPAM/NEMIS Research Study No.188)

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| 1. <i>Basic Education</i> | 2. <i>Access to education</i> |
| 3. <i>Education for All</i> | 4. <i>Parent School Relationship</i> |
| 5. <i>Equity in Education</i> | |

372.5491

ISBN: 969-444-123-4

PREFACE

The AEPAM initiated a longitudinal study on access and equity in basic education. First study was conducted under NEMIS project in 2003-04. This report pertains to the second study in the series focusing on the investigation of major factors directly relating to the access and equity in link with Education Sector Reform (ESR) and effects of interventions. The sample of the study was drawn from fourteen districts of the country.

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 primary education; reasons of repetition and dropout, which are essential to assess the implementation of Education Sector Reforms. The study covered fourteen districts of Pakistan, (including FATA, FANA and A.J.K) and the findings of this study provide general view of the entire country. The study facilitates information related to the access and equity in the basic education in Pakistan.

I would like to express my gratitude to Khawaja Sabir Hussain, Deputy Director (Research) AEPAM for managing, analysis and reporting the study. I am thankful to data collection team including Mr. Aslam Bhatti, Deputy Director (R) and Mr. Tahir Taj, Research Officer. I admire the services of Mr. Ikhtisar Ali, Programmer and Mr. Numair, Internee for providing assistance of computer in data analysis. The services of Mr. Muhammad Akram, Stenographer are also appreciated for typing & composing the report.

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Executive Summary

The longitudinal study was designed to investigate the access and equity in basic education in Pakistan. Fourteen districts were included in sample on the basis of socio-economic indicators i.e. language, population, total literacy rate, female literacy rate, availability of water, electricity, Radio, TV, medical facilities and other civic facilities. Islamabad district was included in the sample as a model district of Pakistan. Sample distribution is given below:

S. No	District	Parents	Adminis-trators	Head Teacher	Teacher	
					Male	Female
1.	Islamabad	80	0	12	3	9
2.	Multan	98	25	12	4	8
3.	Attock	94	9	12	1	11
4.	Bhakkar	96	11	12	4	8
5.	Thatta	83	0	12	4	8
6.	Khairpur	92	8	12	4	8
7.	Khuzdar	57	3	11	3	8
8.	Zhob	87	4	11	8	3
9.	D.I. Khan	116	12	12	5	7
10.	Kohistan	85	9	10	6	4
11.	Khyber Agency	108	10	11	7	5
12.	F.R. Kohat	90	4	11	5	6
13.	Gilgit	126	2	12	4	8
14.	Rawalakot	98	11	10	2	7
Total		1310	108	160	60	100

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 fourteen districts of sample, 36% children had access to schools whereas 64% children were out of school or had no access to school facility at primary level. When compared, 39% boys and 32% girls had access to primary schools. In the region wise perspective the highest percentage of 71% children in Kohistan were found out of school followed by D.I.Khan (51%), Khuzdar (48%) and Zhob (41%). In Islamabad only 37% children under the age of 10 were out of school. As far as equity (equal chances of enrolling boys and girls in schools) is concerned the data show that: There are some districts where more boys had been enrolled in schools as compared to girls. Data reveals that in Multan and Rawalakot 64% boys had been enrolled as compared to 49% girls. Whereas (33% boys and only 8% girls) in Kohistan and in Gilgit (42% boys and 27% girls) had been enrolled in schools. Khyber Agency had (36% boys and 26% girls) in schools. Hence, in Khairpur (46% boys and 36% girls) had been enrolled in school. On the contrary in F.R Kohat (15% boys and 22% girls) had access to primary school. In districts of Islamabad (27%

boys and 23% girls). Attock (25% boys and 38% girls), Bhakkar (51% boys and 55% girls), Thatta (40% boys 36% girls), Khuzdar (36% boys and 37% girls), Zhob (30% boys and 26% girls), D.I. Khan (49% boys and 48% girls), had been enrolled in school.

There appeared to be many reasons for not enrolling boys in the schools. Some of the main reasons were: in the opinion of 65% parents, earning hard for family was an important reason of not enrolling boys in school. According to 62% parents their children were not interested in getting education. 60% parents thought that their children provide help at home. 59% parent considered non-availability of school. 57% parents considered distance of school as hindrance. 54% respondents thought that there were not opportunities for further education. 53% parent's told that teacher's absenteeism and child sickness are hurdles for not enrolling children in schools. The reasons offered by the parents for not enrolling the girls in schools were: 74% parents considered that distance from home and help required at home; 66% parents complained non-availability of schools. 64% parents said girls insecurity. 61% parents told that child did not have will to attend schools whereas. 57% parents considered child sickness important reason of not enrolling girl in school and 55% respondents thought that there were not further opportunities of studies for girls.

Reasons offered by the teachers for not enrolling children in the schools included as: 70% teachers considered non-availability of schools and 61% teachers thought expensive education as important factors of not enrolling children in schools. Moreover, according to 60% teachers, the children had to help their parents and so could not be enrolled in the schools.

The equity can also 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 indicated that 72% boys and girls had to travel 1-2 km daily to reach their schools. It was noted that 6% boys and 5% girls traveled daily more than 6 Km for their schools. On average co-education institutions and girls schools had better physical facilities than boys in both rural and urban areas. Moreover, urban girls schools had more physical facilities than rural girls schools. As far as rural area is concerned, it was observed that co-education institutions had more facilities than both boys and girls primary schools. At primary level the maximum number of male and female teachers in urban and rural areas were graduates. It was found that in urban area 15% male teachers and 19% female teachers had PTC certificate; 38% male teachers and 28% female teachers had C.T qualification; 19% male and 16% female teachers had B.Ed degrees. On the contrary 27% male teacher 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 having master degree.

Repetition is a very important concern for policy makers. The parents were requested to explain reasons of repetition in a class. Parents explained many reasons of repeating a class in case of boys such as, 83% said lack of guidance at home; 77%

parents told lack of students' interest; 73% parents said students' absenteeism was important reason of repeating a class. On the other hand 64% parents considered less qualified teachers as a reason for their children to repeat a class; 68% parents thought child weakness in studies. 65% parents considered child sickness; 58% parents, thought difficult syllabus; 58% parents thought teachers' absenteeism from school as important reason of repetition. In case of girls, major reason, of repeating a class were: 85% parents told that girls failed due to lack of guidance at home; 72% parents considered girls' absenteeism main reason to repeat; 76% parents thought lack of interest of girls in studies; 67% parents described general weakness in studies; 63% parents thought lack of qualified teachers as one reason; 61% Parents placed girl's sickness as important factor for repeating a class; 57% parents considered difficult syllabus and teacher absenteeism as reasons for repeating a class.

Teachers also described their opinion about why students repeat a class. According to the 71% teacher's opinion, boys students repeat a class due to lack of guidance at home; 70% teachers considered boys absenteeism; 68% teachers thought boys' weakness in studies was an important factor of repetition. Whereas 68% teachers considered lack of student interest; 56% teachers thought boys sickness; 50% teachers thought difficult syllabus as an important cause for repetition. Similarly female teachers presented their opinion about repeating a class. In case of girls students such as 63% teachers had the view that girls' sickness was an important factor to repeat a class; 80% teachers thought lack of guidance at home was also an important factor for girls for repetition. According to 74% teachers, girls repeated a class because of absenteeism; 75% teachers opinion was that girls failed in a class because they are generally weak in studies; 73% reported that lack of interest in studies was an important factor for girls to repeat a class; 55% teachers took lack of qualified teachers as one reason of failure for girls whereas 58% took non-availability of teachers as another factor and 51% teachers reported difficult syllabus as reason of failure for girls.

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; 66% parents thought that the expensive education and lack of interest of parents were important reasons of boys' leaving the school; 62% parents thought that their family size was large and that's why their boys/children had to discontinue their education; 60% parents thought child helps at home; 53% parents responded as lack of good teachers and improper behavior of teacher being reasons of leaving school. Parents also commented why the girls had to leave the schools during the academic session. Their comments are reported as: 76% parents viewed long distance from home to school; 67% parents said that it was expensive education and lack of interest of parents; 55% parents told teachers' harsh behavior; 65% parents responded involvement of girls in domestic work and 66% parents took lack of interest of parents as main reason for leaving the school.

Teachers also described reasons of leaving school during the academic session. As far as boys are concerned: 78% teachers took lack of interest of parents as important reason of leaving the school; 68% teachers considered large family size as an

important reason for boys students to leave the school; 55% teachers had the opinion that expensive education was an important reason for boys to leave the school; for 52% teachers, it was unwillingness of children. 78% teachers took lack of interest of parents as one reason for girls to leave the school; 75% teachers considered large family size as one of the reasons for girls to stop education; 64% teachers responded that girls students left school because of expensive education; 58% teachers stated that the girls had to discontinue education because of security problem and non-availability of good teachers.

The administrators explained reasons of drop out at primary level. 85% administrators thought that lack of interest of parents was one reason of drop out at primary level. for 48% administrators, expensive education was another reason; For 72% administrators large family size of the child might be a reason; 78% responded that lack of good teachers might be a reason; 69% total that difficult syllabus was a reason of dropout; 41% administrators said that long distance of school might be reason for leaving the school; 71% administrators considered non-availability of drinking water and 77% responded that teachers' harsh behavior as important reason of repetition.

Conclusions: On the basis of findings, following conclusions were drawn about access to primary schools: 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 no 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: (i) Children (boys and girls) have to provide help at home. (ii) Schools are not available. (iii) Schools are at long distance from the children's residence. (iv) Children are not interested in studies. (v) There is no opportunity for further education. (vi) No security for girls. (vii) Teachers harsh behaviour. (viii) No physical facilities. (ix) Expensive education. (x) Children's sickness.

As far as equity for boys and girls is concerned, the conclusion draw were: The equity was 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 show that both boys and girls had almost equal chances and educational facilities but there was great disparity in districts Kohistan, Khyber agency, Rawalakot. It is further concluded that female teachers were found highly qualified both academically and professionally than male teachers.

Reasons of repetition, dropout and completion rates: There is no guidance available at home. Overall lack of interest in studies, Students' absenteeism, Children's sickness, difficult syllabus, less qualified teachers, Teachers absenteeism, and Physical punishment approved to be the major causes.

Parents and teachers also revealed different reasons of school leaving such as: Expensive education, large family size, providing help at home, Teachers harsh behavior, Lack of interest in studies, Non-availability of physical facilities especially, toilets in girls schools and No security for girls.

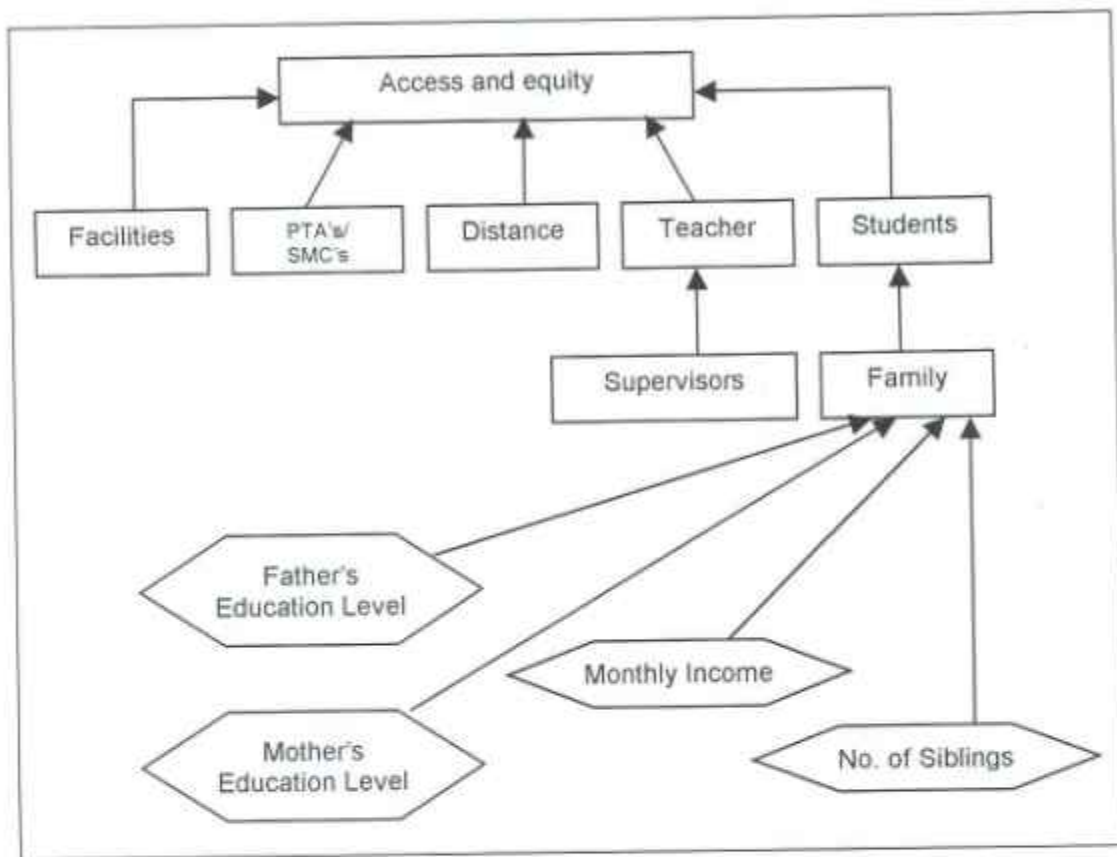
Administrators commented on the reasons for drop out in schools. These included: Lack of interest of children in studies, Lack of good/qualified teachers, Teachers harsh behavior, Large family size, Non-availability of physical facilities, Difficult syllabus, Expensive education, Long distances of schools, Establishment of PTAs & SMCs can decrease dropout.

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.

Recommendations: (i) It is recommended that more primary schools are to be established for reducing distance from home to school for small children particularly in rural area. Moreover, maximum physical facilities may be provided. (ii) It is recommended that measures should be taken to reduce gender disparity in districts Kohistan, Khyber Agency and Rawalakot. (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) Awareness about the blessings of small family may be provided to the parents, teachers and even to the children. (v) Education may be made cheap/free. (vi) Free medical treatment may be provided at primary school level. (vii) Security arrangement may be provided for girls. (viii) Trained/qualified teachers may be appointed wherever needed. The training should include the dealing with small children with decent and encouraging behaviors. (ix) PTAs & SMCs may be made active at school level. (x) It is also recommended that study needs to be undertaken either regularly on annual basis or after two years, so that policy measures can be taken for providing educational services in the country.

Conceptual frame work

Access and equity in basic education



Chapter 1

1.1 Introduction

This was second study under NEMIS project conducted to assess the extent of availability of primary 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. 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 literatures. 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 number of adult illiterates in the country was about 43 million in 1981 with 26% literacy rate; the absolute number of illiterates was around 53 million in 1998 with 45% literacy rate (an increase of 10 million illiterates). 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 compare the reasons of repetition and dropout rates among boys and girls at primary level.
- To understand the view of administrators, teachers and community members regarding access and equity in basic education

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 gross root 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 resource constraints, the study was delimited to only fourteen districts of Pakistan including FATA, FANA and AJK. It was decided that from each district at least 10 parents, 15-20 administrators, and 12 head teachers would be included in the sample. But during field visit, 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 were included in literature review.

2.1 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 (d)}.
- 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)].

2.2 Importance of Education

Education is a process of socialization according to the social needs for adequate adjustment in the society (Good 1987 and Cole & Bruce 1996). Education brings change in the behavior of individuals and empowers them to learn to live with dignity and freedom. In other words, through the process of education, human beings develop abilities, skills and attitudes that help them to modify their behavior according to social, economic and political demands of their environment. Education and training is usually considered the most important way of human capital formation, which is prerequisite for sustaining the development of a nation.

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 service extensive in-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.

2.7 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 the income of a particular household, the less likely it is able to afford to pay tuition fees and other schooling related expenses. The likelihood that a child has ever attended school increases as the income of the household increases. Therefore it appears plausible that a child's likelihood of attending school will be inversely related to the number of other children in the household as, holding household income and other relevant factors constant, the greater the number of children in a given household, the less money will be available for each child's schooling, thus lowering the chance that the child ever attends school. 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.

2.10 Research studies

Ghafoor et al (1990) study on "relationship between five year schooling and literacy status of parent's reported that

- i) Poverty is the main problem, which does not permit children of poor families either to join or continue education.
- ii) Children of literate parents have more interest in education. The families where fathers or mothers are literate, children's enthusiasm for education is greater.
- iii) Illiterate parents are found to be conservative; sticking to their traditional values. Their conservatism has a strong negative effect on female education. (Ghafoor, et al 1990, pp. 42).

According to Chaudhary et al (1988) study on Incentives for Rural Female Students in Pakistan states that:

- (i) Incentive in the form of monetary as well as non- monetary is very essential if we really want to increase the enrolment of students in rural areas.
- (ii) Parents generally don't send their girls to school because of direct cost of schooling.
- (iii) The girls were going to boys schools and mosque schools if there was no girls school in the community. The study reported functioning of two schools in one building: one for boys and other for girls: the upper portion was used as girls' school and ground floor was used as boys' school. (Chaudhary, et al 1988, pp. 43-35).

BRIDGES study McGinn, et al (1989) indicated that the difference in opportunity to enroll in school was very high in Balochistan, where there were 3 schools for boys and 1 for girls. The study further reported availability of 3 schools for

boys for every 2 girls schools in NWFP and about 6 schools for boys for every 4 for girls school in Punjab and Sindh. In Islamabad district, there is same number of schools for boys and for girls that is, the ratio is 1 to 1. Sindh has the largest proportion of "mixed" schools (45.6%), and NWFP the least (only 1%). (McGinn, et al, 1989, pp.3-4)

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:

- i) Expensive education
- ii) Non-availability of schools
- iii) Remote schools
- iv) No facility for further education
- v) Providing help at home
- vi) Teachers' harsh behaviour
- vii) Less conveyance to remote schools

2. **As far as equity for boys & girls** is 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 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 are concerned, following are 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

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 selection of sample districts was done on the basis of language, geographical situation and literacy rate. The map of Pakistan was divided into various pockets considering provincial representation and the districts from each province/region were selected in view of the above parameters. Socio-economic indicators i.e. language, population, literacy rate, female literacy rate, availability of water, electricity, Radio, TV, medical facilities and other civic facilities of each district were used as a criteria for the preparation of district index. On the basis of these socio-economic indicators district index for each province was developed. The low female literacy among the districts was used as main criteria for selection of sample districts. In this regard total fourteen districts, with the lowest female literacy rate in each province, including FANA, FATA and AJK were included in the sample. 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 1310 parents of the children, 108 administrators, 160 head teachers, and 160 teachers (male 60 and female 100) were included in the sample. The district wise sample distribution is given below:

S. No	District	Parents	Adminis- trators	Head Teacher	Teacher	
					Male	Female
1.	Islamabad	80	0	12	3	9
2.	Multan	98	25	12	4	8
3.	Attock	94	9	12	1	11
4.	Bhakkar	96	11	12	4	8
5.	Thatta	83	0	12	4	8
6.	Khairpur	92	8	12	4	8
7.	Khuzdar	57	3	11	3	8
8.	Zhob	87	4	11	8	3
9.	D.I. Khan	116	12	12	5	7
10.	Kohistan	85	9	10	6	4
11.	Khyber Agency	108	10	11	7	5
12.	F.R. Kohat	90	4	11	5	6
13.	Gilgit	126	2	12	4	8
14.	Rawalakot	98	11	10	2	7
Total		1310	108	160	60	100

3.3 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. The district managers, under the devolution of power, play very important role in the development of education in respective district. A questionnaire was designed for EDOs, DEOs, DDEOs and AEOs to get their opinion/views about access and equity in basic education in their respective districts.
- iii. 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.

3.4 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.

3.5 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.

3.6 Findings, conclusions and recommendations

Data analysis was made according to the objectives of the study. On the basis of data, findings were written, conclusions were drawn and finally, recommendations were framed on the basis of findings and conclusions for future policy formulation.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

The data analysis has been done in view of four 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 10 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 fourteen years

Data were collected from the fourteen districts of Pakistan. The data indicated that there were 3237 children. Over all 1159 were enrolled in schools whereas 2078 were out of school. It was found that 36% children had access to schooling in these districts and remaining 64% 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 10 years

District	Under 10 boys		School Going Boys		Under 10 girls		School Going Girls		Total children	Out of School Children	
	Total	%	Total	%	Total	%	Total	%		Total	%
Islamabad	66	18	27	64	15	23	130	33	25	48	37
Multan	92	59	64	78	38	49	170	97	57	52	31
Attock	72	18	25	53	20	38	125	38	30	35	28
Bhakker	112	57	51	106	58	55	218	115	53	72	33
Thatta	89	36	40	53	19	36	142	55	39	55	39
Khairpur	132	61	46	123	44	36	255	105	41	98	38
Khuzdar	83	30	36	91	34	37	174	64	37	83	48
Zhob	213	64	30	183	47	26	396	111	28	161	41
D.I.Khan	134	66	49	88	42	48	222	108	49	114	51
Kohistan	188	62	33	142	11	8	330	73	22	233	71
Khyber Agency	201	72	36	159	42	26	360	114	32	116	32
FR Kohat	149	23	15	103	23	22	252	46	18	88	35
Gilgit	162	68	42	131	35	27	293	103	35	88	30
Rawlakot	92	59	64	78	38	49	170	97	57	52	31
Total	1785	693	39	1452	466	32	3237	1159	36	2078	64

Table-1 indicates that in most districts, boys and girls had almost equal opportunities for education except in districts of Kohistan, Khyber Agency, Rawalakot, Gilgit and Multan. It also reveals that girls in above-mentioned districts had less access to education.

It was observed that majority of children under age 10 i.e. 71% are out of school in Kohistan followed by D.I.Khan (51%), Khuzdar (48%) and Zhob (41%). In Islamabad only 37% children under the age of 10 were out of school.

As far as equity (equal chances of enrolling boys and girls in schools) is concerned the data show that:

- i) There are some districts where more boys had been enrolled in schools as compared to girls. Data reveals that in Multan and Rawalakot 64% boys had been enrolled as compared to 49% girls. Whereas (33% boys and only 8% girls) in Kohistan and in Gilgit (42% boys and 27% girls) had been enrolled in schools. Khyber Agency had (36% boys and 26% girls) in schools. Hence, in Khairpur (46% boys and 36% girls) had been enrolled in school. On the

contrary in F.R Kohat (15% boys and 22% girls) had access to primary school.

- ii) In districts of Islamabad (27% boys and 23% girls), Attock (25% boys and 38% girls), Bhakkar (51% boys and 55% girls), Thatta (40% boys 36% girls), Khuzdar (36% boys and 37% girls), Zhob (30% boys and 26% girls), D.I. Khan (49% boys and 48% girls), had been enrolled in school.

4.2 Parents' views about not sending their children to school

Basic education is the base for socio-economic development of the country. It is the responsibility of the government to provide basic education to the children. 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 boys in school

S. No	Reasons for not enrolling boys	Boys					Percentage
		Very Important	Important	Less Important	I don't know	No response	
1	Availability of school	49	10	18	8	15	100
2	Education too expensive	30	13	29	12	17	100
3	Distance from home	40	17	23	7	12	100
4	Provide help at home	40	20	21	8	11	100
5	Making earning for family	40	25	20	5	10	100
6	Education is not useful	22	15	34	12	17	100
7	Security problem	32	17	28	9		100
8	Child sickness/ Handicapped	37	16	20	10	17	100
9	Child not willing	43	19	16	7	15	100
10	Lack of documents (B.Form etc)	24	16	30	13	17	100
11	Teachers' Absentecism	38	15	23	8	16	100
12	Opportunities for further education	40	14	21	9	16	100
13	Teacher behavior	35	15	24	9	17	100
14	Availability of electricity	28	15	29	11	17	100
15	Availability of drinking water	30	15	28	10	17	100
16	Availability of toilets for students	31	15	27	9	18	100

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

- for 65% parents, earning for family was more important;
- for 62% parents, children were not interested in getting education;

- for 60% respondents boys provide help at home:
- for 59% parents it was non-availability of school:
- 57% parents. long distance of school was a hindrance:
- 54% respondents, there were not opportunities for further education.
- 53% parent's, teachers' absenteeism and child sickness were hindrance for not enrolling boys in schools.

Many other reasons for not enrolling the boys in primary schools included useless education, security problems, teachers' absenteeism, teacher's behavior and non-availability of physical facilities in schools.

4.3 Parents' views about not enrolling girls in the school

Gender disparity is a crucial problem in Pakistan: In order to understand this issue, the parents were asked to identify main factors, which prevented them to send their daughters to school. The responses given by parents are mentioned in the table-3.

Table-3

Reasons offered by parents for not enrolling girls in schools

S. No	Reasons for not enrolling girls	Girls					Percentage
		Very Imp.	Important	Less Imp.	I don't know	No response	
1	Availability of school	56	10	11	7	16	100
2	Education too expensive	31	13	26	12	18	100
3	Distance from home	60	14	11	6	9	100
4	Provide help at home	52	22	12	6	8	100
5	Making earning for family	34	19	19	11	17	100
6	Education is not useful	25	15	29	11	20	100
7	Security problem	47	17	14	7	15	100
8	Child sickness/Handicapped	39	18	16	9	18	100
9	Child not willing	43	18	15	8	16	100
10	Lack of documents (B.Form etc)	26	17	28	11	18	100
11	Teachers' Absenteeism	37	14	23	8	18	100
12	Opportunities for further education	41	14	20	8	17	100
13	Teacher behavior	36	13	23	9	18	100
14	Availability of electricity	29	15	28	10	18	100
15	Availability of drinking waster	30	16	28	9	17	100
16	Availability of toilets for students	36	15	22	8	19	100

The data in the above table-3 indicates the reasons given by the parents for not enrolling girls in schools such as: 74% parents considered that distance of school from home, and help provided by girls at home were hindrances. On the contrary 66% parents complained non-availability of schools; 64% parents did not allow their girls to go to school because of security reasons; 61% parents told that girl child did not have will to attend schools whereas 57% parents considered child sickness important reason of not enrolling in school. Similarly, 55% respondents thought that there were not opportunities for further education.

Many more reasons for not enrolling the girls in the schools included earning for the family, useless education, unwillingness of the children, teacher's absenteeism, improper behavior, and non-availability of physical facilities etc.

4.4 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- 4

Reasons offered by teacher for not enrolling children

S. No	Reasons for not enrolling	Very Imp.	Imp.	Less Imp.	No Response	Missing	Percentage
1	Availability of school	58	12	14	2	14	100
2	Education too expensive	43	18	22	1	16	100
3	Provide help at home	38	22	22	4	14	100
4	Security problem of child	32	13	34	3	18	100
5	Distance from home	31	23	30	3	13	100
6	Child sickness/handicapped	28	21	25	6	20	100
7	Making earning for family	36	24	23	3	14	100
8	Availability of drinking water	29	13	38	3	17	100
9	Availability of toilets for students	26	13	40	4	17	100
10	Availability of electricity	25	17	38	3	17	100
11	Child not willing	24	24	29	5	18	100
12	Lack of documents (B. Form etc)	18	14	28	8	32	100
13	Teachers' absenteeism	26	16	32	4	22	100
14	Opportunities for further education	37	22	14	4	23	100
15	Teacher behavior	39	18	21	6	16	100
16	Education is not useful	23	12	33	4	28	100

It is observed from the above table-4 that first two factors i.e. availability of schools and too expensive education were rated by 70% and 61% teachers as important factors for not enrolling children in the schools. Similarly, according to 60% teachers, the children had to help their parents 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 no opportunities for further education, teachers' improper behavior, distance of school from home, non-availability of physical facilities and security problem of children etc.

4.5 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-5.

Table-5

Distance from home to school

Distance in Km	School Going Boys		School Going Girls	
	Frequency	Percentage	Frequency	Percentage
1-2	498	72	337	72
2-4	96	14	65	15
4-6	56	8	39	8
6+	43	6	25	5
Total	693	100	466	100

Table-5 illustrates that 72% boys and girls had to travel 1-2 km daily to reach their schools. It was noted that 6% boys and 5% girls traveled daily more than 6 Km for their schools.

4.6 Mode of traveling

Mode of traveling makes the journey comfortable. The Parents of the school going children were asked to provide information about mode of traveling of their children to school. The responses of parents are given below:

Table-6

Mode of traveling

Mode of Traveling	Frequency	Percentage
No Response	22	2
Walking	888	68
Tanga	16	1
Bicycle	209	16
Bus/Van	47	4
Personal Car	89	7
Other	39	3
Total	1310	100

Table-6 mentions that 68% children walked to schools and 4% used bus/van for reaching their schools, 16% bicycle and 7% personal car as a mode of transportation for reaching schools.

4.7 Traveling expenses

Monthly traveling expenses have significant impact on access to school because poor parents can not afford traveling expenses for their children. The responses of the parents about monthly traveling expenses for their children to school are shown in table-7.

Table-7

Monthly traveling expenses

Amount in Rs.	Frequency	Percentage
No Response	587	45
100-250	188	14
250-300	204	16
Above-500	331	25
Total	1310	100

The data reveals that 45% parents had not responded about traveling expenses perhaps their children walk to schools. Whereas 30% parents spent Rs.100 to 300 per month on traveling of their children. Further more 25% parents had to bear more than rupees five hundred on traveling of their children.

4.8 Educational institutions at 30 minutes walking distance from home

Availability of educational facility at walking distance is very important factor for quantitative expansion of education system in the country. Parents were asked to provide information in respect of educational institutions which were about 30 minutes walking distance from home. The details are given below:

Table-8
Educational institutions

Institution	Frequency	Percentage
No Response	527	40
Primary	312	24
Middle	395	30
Secondary	76	6
Total	1310	100

It was found that 30% middle schools and 24% primary schools were located at 30 minutes walking distance from the residence of the children. Whereas according to 6% responses secondary schools were situated at a distance of 30 minutes walking distance.

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.

4.9 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-9.

Table-9**Physical facilities in the primary schools (% age)**

Facilities	Urban			Rural		
	Boys	Girls	Co. Edu	Boys	Girls	Co. Edu
Drinking Water	78	88	100	79	84	91
Electricity	70	75	100	76	77	100
Boundary Wall	32	43	85	42	39	35
Main Gate	30	40	67	38	38	44
Toilet	27	43	66	30	40	57
Furniture	35	43	67	38	41	55
Dispensary	57	67	75	67	56	64
Play Ground	50	83	83	47	36	68
Library	17	67	50	36	18	54

Table-9 shows that 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 88% girls schools had drinking water as compared to 78% boys schools. Whereas 75% girls schools in urban area had electricity as compared to 70% boys schools. It was interesting to note that 83% girls schools had play ground as compared to 50% boys schools in urban area. On the contrary 67% girls schools had dispensary/first aid as compared to 57% boys schools. Other facilities such as boundary wall, main gate, toilet and furniture was found more in girls schools than boys schools.

As far as rural area is concerned. The data indicates that 84% girls school had drinking water and 77% had electricity whereas 79% and 77% boys school had same facilities in rural area. 67% boys school had dispensary/first aid as compared to 56% girls school in rural area. On the contrary 47% boys schools had play ground as compared to 36% girls schools.

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

Table-10

Teachers' academic qualification

Qualification	Urban		Rural	
	Male	Female	Male	Female
Matric	12	14	15	9
Intermediate	23	23	29	21
Graduation	31	37	35	46
Masters	15	26	18	25
Any Other	19	0	3	0
Total	100	100	100	100

The above table-10 illustrates that 12% male teachers were matriculate in urban boys schools as compared to 14% female teachers in girls schools. 23% male and female teachers were found with intermediate level education in boys and girls schools. 37% female teachers had graduation as compared to 31% male teachers. It was noted that 15% male teachers and 26% female teachers were master degree holders in urban area.

Only 9% female teachers and 15% male teachers were matriculate in rural area. 29% male and 21% female teachers were intermediate, and 46% female and 35% male teachers had Bachelor degree. Similarly 25% female and 18% male teachers were found with master degree.

4.11 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-11

Teachers' professional qualification

Professional Qualification	Urban		Rural	
	Male	Female	Male	Female
PTC	15	19	6	9
CT	38	28	41	21
B.Ed	19	16	18	46
M.Ed	27	33	35	25
No Response	0	5	0	0
	100	100	100	100

The above table-11 explains that in urban area 15% male teachers and 19% female 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 among boys and girls at primary level"*. The data gathered regarding this important objective are presented in this section:

4.12 Parents' views about reasons of repeating a class in case of boys

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-12.

Table 12

Reasons for repeating a class in case of boys

S. No	Reasons for repeating the class	Boys					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Boys sickness	49	16	18	6	11	100
2	Lack of guidance at home	59	24	7	3	7	100
3	Child's absenteeism	48	25	11	6	10	100
4	Lack of student interest	53	24	7	5	11	100
5	Difficult syllabus	39	19	22	7	13	100
6	Lack of qualified teachers	46	18	17	7	12	100
7	Teachers absenteeism	37	21	22	7	13	100
8	Beating the student/ saza	29	20	19	8	24	100
9	Weakness in studies	46	22	12	6	14	100

The data in table-12 indicates that the highest percentage of 83% people said that lack of guidance at home was very important reasons for repeating a class. For 77% parents, lack of students' interest was a reason for repeating a class. It was important to note that 73% people said that students' absenteeism was important reason of repeating a class.

Similarly 64% parents considered less qualified teachers as a reason for their children to repeat a class; 68% parents thought child's weakness in studies and 65% parents considered child sickness as important causes of repeating the class. For 58% parents, difficult syllabus was an important reason for children to repeat a class and 58% parents thought teachers' absenteeism from school was an important reason of repetition.

4.13 Reasons of repeating a class in case of girls students

Parents mentioned reasons why their girls repeat a class. The data about reasons are mentioned in table-13.

Table-13

Parents views about reasons of repeating a class in case of girls students

S. No	Reasons for repeating the class	Girls Students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Girls sickness	46	15	17	7	14	100
2	Lack of guidance at home	64	21	5	3	7	100
3	Child's absenteeism	39	33	12	6	10	100
4	Lack of student interest	52	24	9	7	9	100
5	Difficult syllabus	34	23	20	8	15	100
6	Lack of qualified teachers	44	19	18	8	11	100
7	Teachers absenteeism	38	19	22	7	14	100
8	Beating the student/saza	28	19	30	7	16	100
9	Weakness in studies	43	24	12	7	14	100

The table-13 shows that 85% parents told that girls failed due to lack of guidance at home. Seventy two percents parents considered girls' absenteeism main reason to repeat; 76% parents thought lack of interest of girls in studies as basic reason of repetition; 67% parents described general weakness in studies that caused girls for repeating a class; 63% parents thought lack of qualified teachers as one reason for repeating a class in case of girl students; 61% Parents of the daughters placed girl's sickness as important factor for repeating a class. Similarly 57% parents considered difficult syllabus and teacher absenteeism as reasons for repeating a class in case of girls students.

Table-14

Teachers' views about reasons for repeating a class in case of boys

S. No	Reasons for repeating the class	Boys students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Boys' sickness	34	22	17	3	24	100
2	Lack of guidance at home	50	21	6	2	21	100
3	Child absenteeism	47	23	4	4	22	100
4	Weakness in studies	43	25	5	2	25	100
5	Lack of students interest	44	23	6	2	25	100
6	Lack of qualified teachers	39	17	18	1	25	100
7	Teachers' availability	30	24	16	2	28	100
8	Difficult syllabus	26	24	20	2	28	100
9	Beating the students/Saza	24	16	30	3	27	100

According to the 71% teachers' opinion, boys students repeat a class due to lack of guidance at home. 70% teachers considered boys absenteeism an important reason for repeating a class. Similarly in the view of 68% teachers, boys' weakness in studies was an important factor for repetition, 67% teachers considered lack of student's interest and 56% teachers thought lack of qualified teachers as major reasons for repeating a class. Whereas, 50% teachers thought difficult syllabus as an important cause for repetition.

Table-15

Reasons presented by teachers for girls students' in repeating a class

S. No	Reasons for repeating the class	Girls students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Girls sickness	46	17	14	4	19	100
2	Lack of guidance at home	52	28	4	3	13	100
3	Child absenteeism	54	20	7	3	16	100
4	Weakness in studies	49	26	6	2	17	100
5	Lack of students interest	41	32	6	2	19	100
6	Lack of qualified teachers	36	19	23	4	18	100
7	Teachers' availability	39	19	19	2	21	100
8	Difficult syllabus	29	22	28	3	18	100
9	Beating the students/Saza	24	13	36	6	21	100

The data in table-15 reveal that:

- i. 80% teachers thought lack of guidance at home was an important factor for girls' repetition.
- ii. 75% teachers' opinion was that girls failed in a class because they were generally weak in studies.
- iii. According to 74% teachers, girls repeated a class because of their absenteeism.
- iv. 73% reported that lack of interest in studies was an important factor for girls to repeat a class.
- v. 63% teachers had the view that girls' sickness was an important factor to repeat a class.
- vi. 55% teachers took lack of qualified teachers as one reason of failure for girls whereas 58% took non-availability of teachers as another factor.
- vii. 51% Teachers reported difficult syllabus as one reason of failure for girls.

- viii. According to 37% teachers, physical punishment was also an important reason for girls to repeat a class.

4.14 Teachers opinions about students' absenteeism

Teachers interact with their students that are why their opinions about students' absenteeism were sought. The responses on the five-point scale are presented in table-16.

Table-16

Reasons given by teachers for boys students regarding absenteeism

S. No	Reason of students absenteeism	Boys students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Parents attitude towards education	63	11	9	1	16	100
2	Sickness of boy	35	26	18	2	19	100
3	Lack of students interest in studies	43	24	12	1	20	100
4	Lack of guidance at home	58	16	7	3	16	100
5	Making earning	25	35	15	3	22	100
6	Difficult syllabus	24	21	33	2	20	100
7	Teachers' availability	36	16	24	3	21	100
8	Availability of drinking water	28	13	36	3	20	100
9	Availability of students toilets	28	12	37	3	20	100
10	Availability of electricity	24	9	39	3	25	100

Data presented in table-16, illustrates the reasons regarding boys students' absenteeism. It can be seen in the above table that the 74% teachers told that parent's discouraging attitude and lack of guidance at home were important factors of student absenteeism. 67% and 61% teachers thought that lack of student interest in studies and sickness of boys were important reasons of students of absenteeism. The data also indicates that 45% teachers considered difficult syllabus as important factor as a reason for boys students' absenteeism. 60% teachers considered that financial support to family was an important factor of boys' absenteeism. Lack of physical facilities such as water, electricity and toilets were also important factors, which led the students' towards absenteeism.

The girls' absenteeism is considered a major cause of high drop out rate at primary level. Teachers' opinions in this regard are shown in table-17.

Table-17

Teachers' opinion about girls students' absenteeism

S. No	Reason of students absenteeism	Girls students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Parents attitude towards education	55	16	9	2	18	100
2	Sickness of girls	34	23	18	2	23	100
3	Lack of students interest in studies	33	22	19	2	24	100
4	Lack of guidance at home	49	17	13	3	18	100
5	Making earning	22	22	26	4	26	100
6	Difficult syllabus	25	18	28	3	26	100
7	Teachers' availability	32	19	24	2	23	100
8	Availability of Drinking water	23	16	34	3	24	100
9	Availability of Students toilets	25	14	34	3	24	100
10	Availability of Electricity	21	13	38	2	26	100

Table-17 describes that 71% teachers said that parents' attitude towards education was very important element which led to girls' absenteeism. 66% teachers considered lack of guidance at home, 65% teachers took lack of students' interest in studies. However, girls' sickness, in the opinion of 57% teachers, was crucial factor which encouraged absenteeism. 51% teachers thought non-availability of teachers as important factors for students' absenteeism respectively. Other reasons, as teachers considered, included non-availability of physical facilities and difficult syllabus as major factors for girls absenteeism from school.

4.15 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-18.

Table-18

Reasons offered by parents about leaving school in case of boys

S. No	Reasons of leaving the school at primary	Boys student					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Education too expensive	58	8	18	5	11	100
2	Distance from home to school	45	12	22	8	13	100
3	Repeated failures	40	28	14	7	11	100
4	Teacher's harsh behavior	38	15	23	8	16	100
5	Help in domestic work	39	21	20	7	13	100
6	Lack of interest of parents	48	18	15	6	13	100
7	Large family size	40	22	16	8	14	100
8	Security problems	37	14	29	9	15	100
9	Availability of toilets	28	15	31	9	17	100
10	Lack of good teachers	37	16	22	9	16	100
11	Difficult syllabus	32	17	25	11	16	100
12	Beating of the student/ saza	30	13	32	9	16	100
13	Because of marriage	32	15	29	10	14	100

The table-18 mentions that 68% of parents considered the repeated failures in school were an important factor for boys to leave the school. 66% parents thought that the expensive education and lack of interest of parents were important reasons of boys leaving the school. Similarly 62% parents thought that their family size was large, that's why their boys/children had to discontinue their education. Further more, 60% parents thought helping at home important reason of school leaving for boys. For 53% parents, another reason of leaving school for boys was lack of good teachers and improper behavior of teachers.

Similarly 51% 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.

Table-19

Reasons stated by parents for leaving school in case of girls

S. No	Reasons of leaving the school at primary Level	Girls student					Percentage
		Very Imp.	Imp.	Less Imp	I don't know	No response	
1	Education too expensive	55	12	16	7	11	100
2	Distance from home to school	59	17	8	7	9	100
3	Repeated failures	38	23	17	8	14	100
4	Teacher's harsh behavior	35	17	23	8	17	100
5	Help in domestic work	41	24	14	7	15	100
6	Lack of interest of parents	48	19	13	6	14	100
7	Large family size	42	21	13	8	16	100
8	Security problems	50	16	12	8	14	100
9	Availability of toilets	36	17	22	8	17	100
10	Lack of good teachers	39	17	20	8	16	100
11	Difficult syllabus	29	23	22	10	16	100 *
12	Beating of the student/saza	32	14	28	9	18	100
13	Because of marriage	44	13	20	8	15	100

The table-19 indicates 76% parents viewed distance from home to school as a reason and 67% parents said that expensive education was an important reason of leaving the schools. For 66% parents, security problems of girls; for 67% Parents, lack of interest of parents, for 63% parents large family size; whereas 55% parents told teachers' harsh behavior was another important reason for leaving the school. 65% parents, involvement of girls in domestic work, for 53% parents, non-availability of toilets, for 56% parents, lack of good teachers, for 52% parents, difficult syllabus, for 46% parents, physical punishment and for 57% parents, early marriage of girls were other important reasons for girls to leave the school.

4.16 Reasons offered by teachers about boys students leaving the schools

Teachers teach in the classroom, they are usually expected to have good understanding of the behaviour of the students. The views of the teacher are very important about students leaving the school. Their responses are presented in table-20.

Table-20

Reasons offered by teachers about boys students leaving the schools

S. No	Reasons for leaving school	Boys students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Education too expensive	40	15	26	3	16	100
2	Lack of interest of parents	52	26	6	1	16	100
3	Large family size	44	24	14	1	17	100
4	Distance from home to school	24	14	43	1	18	100
5	Security problem of male child	25	12	38	4	22	100
6	Repeated failures	28	24	26	3	21	100
7	Teachers' harsh behaviour	24	16	35	4	21	100
8	Child not willing	26	26	24	4	20	100
9	Excessive home work	17	25	33	3	23	100
10	Availability of drinking water	24	16	38	3	19	100
11	Availability of students toilets	26	13	38	3	21	100
12	Availability of Electricity	28	10	39	3	21	100
13	Lack of good teachers	40	16	20	3	21	100
14	Difficult syllabus	21	25	28	4	23	100
15	Beating the student/ Saza	24	12	39	4	22	100
16	Because of marriage of boy	18	8	40	7	28	100

It is evident from the above table-20 that 78% teachers took lack of interest of parents as important reason of leaving the school. 68% teachers considered large family

size as an important reason for boys students to leave the school. 55% teachers had the opinion that expensive education was an important reason for boys to leave the school. Similarly, for 52% 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, non-availability of drinking water and toilets etc.

Teachers also gave their opinion about girls' students for leaving the school which is presented in table-21.

Table-21

Reasons given by teachers about girls' students leaving the school

S. No	Reasons for leaving school	Girls students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Education too expensive	46	18	19	3	14	100
2	Lack of interest of parents	53	25	9	2	11	100
3	Large family size	47	28	9	3	14	100
4	Distance from home to school	38	17	28	2	15	100
5	Security problem of girls	37	21	25	1	16	100
6	Repeated failures	30	23	27	3	17	100
7	Teachers' harsh behaviour	24	20	37	3	16	100
8	Child not willing	29	23	26	4	18	100
9	Excessive home work	18	22	38	4	18	100
10	Availability of drinking water	24	16	38	6	14	100
11	Availability of students toilets	30	16	34	6	14	100
12	Availability of electricity	24	20	33	6	17	100
13	Lack of good teachers	37	21	21	3	18	100
14	Difficult syllabus	28	20	28	4	20	100
15	Beating the student/ Saza	26	19	33	4	18	100
16	Because of marriage of girls	30	15	30	4	21	100

The table-21 illustrates that according to 78% teachers took lack of interest of parents as one reason for girls to leave the school; 75% teachers considered large family size as one of the reasons for girls to stop education. According to 64% teachers, girls students left school because of expensive education. Similarly, for 58% teachers, the girls had to discontinue education because of security problem and non-availability of

good teachers. Among many other reasons for girls to discontinue school were teacher's harsh behavior, unwillingness of girls towards education, excessive home work, non-availability of drinking water and toilets, electricity, lack of good teachers, difficult syllabus and physical punishment given by teachers in the school.

4.17 Parental reasons for sending children to schools

Table-22

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	49	18	9	8	17	100
2	Son has to help parents financially in old age	46	24	7	6	17	100
3	To secure the future of son	70	14	2	5	9	100
4	Education develops awareness among boys	64	14	3	6	13	100

The data given in table-22 mentions that 84% parents sent their boys to school to secure future of son and 74% parents thought that education creates awareness among boys. 70% parents hoped to be financed in the old age, whereas 67% parents sent their sons in the hope that they will support their family.

Table-23

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	66	11	5	4	14	100
2	Educating the girl means educating the whole family	67	15	2	3	13	100
3	Education develops awareness among girls	64	17	2	2	15	100
4	To secure the future of daughters	56	17	6	3	18	100

It is observed from the table-23, that 82% parents said that educating a girl means educating the whole family; 81% parents had the opinion that education develops

awareness among girls 77% parents were of the view that educated girls proved to be good mothers and 73% parents sent the girls to school in the desire of secure future.

4.18 Reasons presented by teachers for sending children to schools

Table-24

Reasons presented by teachers 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	61	17	6	1	15	100
2	Son has to help parents financially in old age	55	21	4	1	19	100
3	To secure the future of son	68	14	4	1	13	100
4	Education develops awareness among boys	44	24	12	3	17	100

It can be observed from table-24 that 82% teachers had the opinion that parents sent their children to school so that their future might be secured. 78% teachers said that the parents sent their sons to school because they had to support their families. Similarly, according to 76% teachers, boys are sent to school because they are considered to support their parents in old age. Whereas 68% teachers said that boys are sent to the schools so that they might develop general awareness.

In order to point out gender disparity, teachers were also requested to rate their opinion on the five-point scale, about girls why parents send them to school. Their responses are presented in table-25.

Table-25

Teacher's opinion about sending girls to school

S. No	Reasons	Very Imp.	Imp.	Less Imp.	Don't know	No response	Percentage
1	Educated girl proves to be good mother	69	15	4	1	11	100
2	Educating the girl means educating the whole family	65	18	4	0	13	100
3	Education develops awareness among girls	60	19	7	1	13	100
4	To secure the future of daughters	57	20	6	1	16	100

Data in table-25 shows that 84% teachers said that educated girls might prove as good mothers after getting education; 83% teachers considered that educating girl means educating the whole family. 77% teachers described that education may secure the future of the girls. Similarly 79% teachers had the opinion that education might develop general awareness in the girls.

4.19 Administrators views about education of the children

The fourth objective of this study was "to understand the views of administrators, teachers and community members regarding access and equity in basic education". The views of the teachers and community have already been discussed earlier. The views of the administrators are presented in this section.

4.20 Family related factors for not enrolling children in school

Table-26

Family related factors for children not enrolling in school

S. No	Family related Factors	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Education too expensive	22	37	29	12	100
2	Had to help at home	31	48	15	6	100
3	Security problem	26	7	56	11	100
4	Distance of school from home	22	18	51	9	100
5	Sick child/handicapped	13	23	51	13	100
6	Hand to help with work	22	47	16	15	100
7	Child not willing	8	28	54	10	100
8	Lack of documents	10	6	70	14	100
9	Others	22	2	6	70	100

The above table mentions that 79% administrators told that the children had to help their parents that are why they do not go to school. 33% respondents said that security problem was one of the reason is not enrolling the children in schools; 40% respondent considered distance of school from home as one obstacle; 69% administrators had the opinion that children had to help in the work of the father. 59% administrators considered expensive education as one important factor for not enrolling the children in the schools. Similarly, other hindrances in getting education were unwillingness of the children and lack of documents etc.

4.21 School related factors of less enrolment

Table-27

The school-related factors for not enrolling children in school

S. No	School related factors for not enrolling children in school	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Proper school building	62	25	12	1	100
2	Boundary wall	49	23	26	2	100
3	Non-availability of drinking water	52	33	12	3	100
4	Non-availability of toilets for students	45	32	18	5	100
5	Non-availability of Electricity	37	31	30	2	100
6	Difficult syllabus	31	41	25	3	100
7	Availability of female staff	35	29	33	3	100
8	Availability of male staff	41	23	31	5	100
9	Teachers behavior	62	9	18	11	100

The table-27 describes the school-related factors due to which children could not enroll in the school as under:

1. For 87% respondents it was non-availability of proper school building.
2. 85% respondents said non-availability of drinking water as one reason.
3. For 79% respondents it was non-availability of toilets.
4. 72% thought difficult syllabus and no boundary wall were important factors of less enrollment in school.
5. According to 71% responses, teachers' behavior was one main reason for not enrolling the children in the schools.

Among many other reasons, were non-availability of electricity, non-availability of female teachers, and less qualified teachers.

High drop out of primary students is a crucial problem in Pakistan: various policies have been formulated in this regard, but there has been no satisfactory achievement. The education administrators were asked for the reasons of leaving the schools. Their responses have been recorded in table-28.

4.22 Reasons of dropout at primary level

Table-28

Reasons of student's leaving the school at primary/ elementary level

S. No	Reasons of leaving the school	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Education too expensive	33	15	44	8	100
2	Lack of interest of parents	53	32	10	5	100
3	Large family size	18	54	22	6	100
4	Distance from home to school	25	16	53	47	100
5	Security problem	22	11	6	61	100
6	Repeated failures	22	40	30	8	100
7	Teachers harsh behavior	57	20	17	6	100
8	Student not willing	15	55	23	7	100
9	Excessive home work	19	14	62	5	100
10	Non-availability of drinking water	43	28	22	7	100
11	Non-availability of toilets for students	44	23	28	5	100
12	Non-availability of electricity	39	31	26	4	100
13	Lack of good teachers	52	26	17	5	100
14	Difficult syllabus	27	42	27	4	100
15	Beating the student/Saza	43	25	25	7	100

The above data illustrates many reasons for drop out at primary level such as:

- i) For 85% administrators, lack of interest of parents was one reason;
- ii) For 78% respondents, lack of good teachers might be a reason;
- iii) For 77% respondents' teachers' harsh behavior, was another reason.
- iv) For 72% administrators large family size of the child might be a reason;
- v) For 69% respondents, difficult syllabus was a reason of dropout;
- vi) For 48% administrators, expensive education was another reason;
- vii) For 41% administrators long distance of school might be reason for leaving the school;

viii) 71% administrators considered non-availability of drinking water.

Many other reasons of drop out included security problem, repeated failures, teachers harsh behavior, students' unwillingness, non-availability of physical facilities, and physical punishment.

4.23 Parents' preference to send their children in government or private schools

The administrators were requested to give their opinions, whether parents prefer to send their children in private schools. The responses are presented in table-29.

Table-29

Parents prefer private schools

S. No	Reasons of Preference	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Availability of private schools	13	9	43	35	100
2	Effective Management	31	25	11	33	100
3	Quality of education in private Schools is better.	36	23	10	31	100
4	Teachers are regular	58	10	2	30	100
5	Physicals facilities are available	41	23	5	31	100
6	Less distance from home	17	34	18	31	100
7	No physical punishment	34	29	6	31	100
8	Good teachers behavior	47	20	3	30	100
9	Female teaching staff	34	16	18	32	100
10	Male teaching staff	25	21	20	34	100
11	Outstanding Curricula	28	33	6	33	100

According to the data 68% respondents described that teachers in private schools were regular, 67% administrators narrated that parents liked private schools because of teachers good behavior, 64% responded in favor of private schools because of available physical facilities. Whereas 61% reported that outstanding curricula was cause of preference of private schools, 56% administrators responded that parents liked private schools because of good quality of education and 56% administrators said that the private school had effective management that is why the parents liked to send their children to private schools.

Furthermore, parents liked private schools because the schools were very near, there is no physical punishment, and they have female teachers.

Table-30

Parent's preference of government schools

S. No	Reasons of Preference	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Availability of govt. schools	40	3	38	19	100
2	Effective Management	32	23	28	17	100
3	Quality of education in govt. schools is better.	38	41	4	17	100
4	Teachers are regular	36	25	20	19	100
5	Physicals facilities are available	25	31	24	20	100
6	Less distance from home	58	18	6	18	100
7	Teachers are well qualified	44	32	6	18	100
8	Female teaching staff	47	8	24	21	100
9	Male teaching staff	38	17	25	20	100
10	Fee is less	68	9	6	17	100
11	Effective Curricula	46	16	14	24	100

Similarly, some parents liked govt. schools. The reasons given by the administrators of the schools were:

- According to 79% respondents, the quality of education in govt. school was better.
- For 77% respondents, fee in govt. schools was less.
- For 76% respondents, teachers were qualified and less distance from home.
- For 61% respondents, teachers were regular.
- 62% respondents, it was effective curricula.

The other reasons of preferring government schools included effective management, availability of physical facilities, and female staff.

4.24 Activeness of school councils (parent-teacher associations and school management committees)

Parent-teacher association plays vital role in the quantitative expansion and qualitative improvement of the education system in the country. The administrators were asked to rate their opinions on four-point scale regarding the PTAs and SMCs' role so that these associations can be made more effective. The responses are shown in table-31.

Table-31

S. No	School Councils be made active	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Enhancing the enrolment in schools	73	19	4	4	100
2	Decreasing the children dropout rate	71	22	2	5	100
3	Management of resources for school from the community	56	37	2	5	100
4	Developing action plan for school development	51	44	1	4	100
5	Ensuring the attendance of students and teachers in schools	75	19	1	5	100
6	Improving the physical facilities in schools	51	31	5	5	100
7	Providing Volunteer teaching facilities	39	35	20	6	100
8	Playing role in improving the quality of education	40	43	11	6	100

The table describes as under:

- 95% respondents told that PTAs could develop action plan effectively
- 94% respondents favored PTAs because they could ensure teachers attendance.
- 93% said that PTAs could decrease the dropout and could manage community resources in a better way.
- 92% responded that school councils can enhance the enrolment
- 90% responses were in favor of PTAs because these associations could improve the physical facilities.

Further more, 83% respondents said that PTAs could improve the quality of education and 74% favored because PTAs, in their opinion, could offer teaching voluntarily.

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

Table-32

S. No	Measures for making basic education accessible	Yes	No	Percentage
1	Opening of new schools near the cluster of homes	71	29	100
2	Improvement in existing schools	24	76	100
3	Construction of more class rooms in over-crowded schools	29	71	100
4	Provision of basic physical facilities	35	65	100
5	To provide incentives for teachers	35	65	100
6	Uniform curriculum for public and private schools	45	55	100
7	To provide free and compulsory education	27	73	100
8	To provide incentives for students	38	62	100
9	To appoint female staff in schools	56	44	100

Data in table-32 shows suggestions given by the administrators for improvement in existing schools and providing the access of schooling. 91% suggested for construction of additional class rooms; 71% administrators suggested for opening of new schools; 56% voted for appointment of female staff in school. 35% favored for providing free & compulsory education; 35% responses were in favor of providing physical facilities and the same number favored to provide incentives to teachers. Similarly 45% considered to use PTA for providing uniform curricula for public and private schools.

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

4.26 Comparison and discussion on findings of AEPAM studies

Academy under the NEMIS project conducted research study on access and equity in basic education in Pakistan in year 2003-2004. Under the same project this study was again undertaken in 2004-05. In order to compare the findings of these studies. In this section a comparison was made and findings have been discussed.

1. According to collected data from fourteen districts of Pakistan in 2003-04 under 14 years children show that there were 5625 children. Overall

3060 were enrolled in schools whereas 2565 were out of school. Only 54% children had access to schooling in these districts and remaining 46% children were out of school and had not access to schooling.

On the contrary data collected from same fourteen districts show that under 10 years children were 3237. Overall 1159 were out of schools. It indicates that 36% children had access to schooling in these district and remaining 64% children were out of schools. This indicates that majority of children had no access to schooling.

2. Distance from home to school is crucial factor for access to schooling for small children. In fourteen sample districts distance from home to school was investigated in the research study of 2003-04. It was found that 84% boys and 81% girls had to travel 1-2km to reach the school, whereas in present study in 2004-05 again situation is deplorable because 72% boys and girls had to travel same distance daily to reach their school. Percentage of 1-2 km traveling students has been reduced. Hence, it is still too much distance for small children. Similarly in 2003-04, 5% boys and 4% girls traveled more than 6km and in 2004-05 the same distance was traveled by 6% boys and 5% girls. Data indicate that majority of the students both boys and girls still have to bear traveling hardships for reaching their schools. It can be said that more primary schools are to be established for reducing distance from home to school for small children.

3. According to data collected in 2003-2004, 82% parents reported that expensive education was an important factor because of which boys and girls could not be enrolled in school. But according to the data collected in 2004-05, 65% parents said that their sons could not be enrolled because they had to curm for their families; 74% parents told that their girls/daughters could not be enrolled in the school because of long distance of school from home and because the girls had to provide help at home. This shows that reasons of not enrolling children have been changed. Perhaps this is due to government reforms such as free books, and incentives for enhancing girls' enrollment at primary level.

In 2003-04, more than 62% parents complained for non-availability of schools for boys and girls; In 2003-2004, 63% parents had the opinion that the girls had to provide help at home which kept them away from school. Among many other problems due to which children could not be enrolled in schools included security problem and child's un-willingness. These findings indicate that there are many reasons of not enrolling children in schools which need to be addressed only providing free books is not as effective as it was expected by government. The major reason is poverty and non-availability of schools, at reachable distance.

4. 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 show that both boys and girls had almost equal chances and educational facilities but there was great disparity in districts Kohistan, Khyber agency, Rawalakot. These both studies investigated availabilities of teachers in the primary schools according to qualification, location and gender-wise. A comparison is presented as under:-

Table-33

Teachers' academic qualification

Academic Qualification	2003-04				2004-05			
	Urban		Rural		Urban		Rural	
	Male	Female	Male	Female	Male	Female	Male	Female
Matric	8	19	12	14	12	14	15	9
Intermediate	26	19	22	28	23	23	29	21
Graduate	47	37	42	43	31	37	35	46
Master	18	22	24	15	15	26	18	25

Data in above table indicates that in urban area female teachers were found highly qualified than male teachers in both studies. This is perhaps that in urban area, Private schools perhaps prefer to appoint female teachers. In some districts during field visits it was found that female teachers were posted in boys primary schools. However, in both studies it was observed that female teachers' are well-qualified, than male teachers.

Table-34

Teachers' professional qualification

Professional qualification	2003-04				2004-05			
	Urban		Rural		Urban		Rural	
	Male	Female	Male	Female	Male	Female	Male	Female
PTC	36	41	32	42	15	19	6	9
CT	17	10	25	18	38	28	41	21
B.ED	20	25	29	18	19	16	18	46
M.ED	1	8	1	4	27	33	35	25

The comparison presented in above table shows that in 2003-04 in urban area more female teachers had PTC and B.ED qualification than male teachers, whereas in

the same period more number of male teachers had C.T and B.ED degrees in rural area. On the contrary 38% male teachers in urban area and 41% in rural area had C.T degree in 2004-2005. More number of female teachers had B.ED and M.ED degrees. It is concluded that female teachers are highly qualified than male teachers.

Table-35

Parent's view about reasons of repeating a class

S.No.	Reasons of Repetition	2003-04		2004-05	
		Boys	Girls	Boys	Girls
1	Girls sickness	63	65	65	61
2	Lack of guidance at home	85	86	77	72
3	Child absenteeism	74	72	72	70
4	Weakness in studies	73	74	76	78
5	Lack of students interest	59	60	58	57
6	Lack of qualified teachers	66	66	64	63
7	Teachers' availability	62	60	58	54
8	Difficult syllabus	68	49		50
9	Beating the students/Saza	52	67	68	67

Data indicates that parents explained the reasons of repetition almost same, which were described in 2003-04. It can be observed from above table that lack of guidance at home, child absenteeism were major factors of repeating the class.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

1. In all the fourteen districts of sample, 36% children had access to schools whereas 64% children were out of school and had not access to schools facility at primary level. Overall 39% boys and 32% girls had access to primary schools. In the region wise perspective the highest percentage of 71% children in Kohistan were found out of school followed by D.I.Khan (51%), Khuzdar (48%) and Zhob (41%). In Islamabad only 37% children under the age of 10 were out of school. As far as equity (equal chances of enrolling boys and girls in schools) is concerned the data show that: There are some districts where more boys had been enrolled in schools as compared to girls. Data reveals that in Multan and Rawalakot 64% boys had been enrolled as compared to 49% girls. Whereas (33% boys and only 8% girls) in Kohistan and in Gilgit (42% boys and 27% girls) had been enrolled in schools. Khyber Agency had (36% boys and 26% girls) in schools. Hence, in Khairpur (46% boys and 36% girls) had been enrolled in school. On the contrary in F.R Kohat (15% boys and 22% girls) had access to primary school. In districts of Islamabad (27% boys and 23% girls), Attock (25% boys and 38% girls), Bhakkar (51% boys and 55% girls), Thatta (40% boys 36% girls), Khuzdar (36% boys and 37% girls), Zhob (30% boys and 26% girls), D.I. Khan (49% boys and 48% girls), had been enrolled in school.
2. There were many reasons for not enrolling boys in the schools. Some of the main reasons were:
 - i) In opinion of 65% parents, earning for family was important reason of not enrolling boys in school.
 - ii) According to 62% parents their children were not interested in getting education;
 - iii) 60% parents thought that boys provide help at home;
 - iv) 59% parents reported non-availability of school;
 - v) 57% parents considered distance of school as hindrance;
 - vi) 54% respondents, there were not opportunities for further education;

- vii) 53% parent's told that teachers' absenteeism and child sickness are hindrance for not enrolling boys in schools.

3. The reasons offered by the parents for not enrolling the girls in schools were as under:

- i) 74% parents considered distance from home and girls providing help at homes hindrance;
- ii) 66% parents complained non-availability of schools;
- iii) 64% parents complained for girls security;
- iv) 61% parents told that child did not have will to attend schools;
- v) 57% parents considered child sickness important reason of not enrolling in school;
- vi) 55% respondents thought that there were not opportunities for further education.

4. Reasons offered by the teachers for not enrolling children in the schools included as

- i) 70% teachers considered non-availability of schools;
- ii) 61% teachers thought expensive education as important factor for not enrolling children in the schools;
- iii) 60% teachers reported that the children had to help their parents and so could not be enrolled in the schools.
- iv) Other major hindrances for not enrolling the children in school were teacher's discouraging behavior, no opportunities for further education, teachers' undue behavior, distance of school from home, non-availability of physical facilities and security problem of children etc.

5. Data distance from home to school:

Data indicated that 72% boys and girls had to travel 1-2 km daily to reach their schools. It was noted that 6% boys and 5% girls traveled daily more than 6 Km for their schools.

6. Majority of children walked to school.

7. Thirty percent parents spent Rs.100 to 300 per month on traveling of their children and 25% parents had to bear more than rupees five hundred on traveling of their children.
8. According to 24% parents, primary schools and according to 30% parents, told that middle schools were located at 30 minutes walking distance from the residence of the children. Whereas 6% responded that secondary school was situated at a distance of 30 minutes walking distance.
9. On the average, co-education 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. As far as rural area is concerned, it was observed that co-education institutions had more facilities than both boys and girls primary schools.
10. At primary level (of the sample) the maximum numbers of male and female teachers in urban and rural areas were graduate.
11. It was found that in fourteen sample districts, in urban areas 15% male teachers and 19% female 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 teacher 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 areas with master degree.
12. There were many reasons of repeating a class in case of boys such as:
 - i) 83% parents said, that lack of guidance at home as one reason;
 - ii) 77% parents took lack of students' interest another reason;
 - iii) 73% parents said students' absentecism was important reason of repeating a class;
 - iv) 64% parents considered less qualified teachers as a reason for their children to repeat a class;
 - v) 68% parents thought child weakness in studies;
 - vi) 65% parents considered child sickness as an important cause of repeating the class;
 - vii) 58% parents blamed difficult syllabus repeat a class;

- viii) 58% parents thought that teachers' absenteeism from school was an important reason of repetition.
13. In case of girls, major reasons of repeating a class as stated by parents were:
- i) According to 85% parents, it was lack of guidance at home;
 - ii) 72% parents it was girls' absenteeism main reason to repeat;
 - iii) 76% parents it might be lack of interest of girls in studies;
 - iv) 67% parents described general weakness in studies;
 - v) 63% parents thought lack of qualified teachers as one reason for repeating a class;
 - vi) 61% Parents placed girl's sickness as important factor for repeating a class;
 - vii) 57% parents considered difficult syllabus and teacher absenteeism as reasons for repeating a class in case of girls students.
14. 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 the 71% teachers opinion, boys students repeat a class due to lack of guidance at home;
 - ii) 70% teachers considered boys absenteeism an important reason for repeating a class;
 - iii) 68% teachers said that boys' weakness in studies was an important factor for repetition. 68% teachers considered lacks of student interest;
 - iv) 56% teachers thought boys sickness as major reasons for repeating a class;
 - v) 50% teachers thought difficult syllabus as an important cause for repetition.

15. Similarly teachers presented their opinion about repeating a class in case of girls students were:

- i) 80% teachers thought lack of guidance at home was an important factor for girls for repetition;
- ii) According to 74% teachers, girls repeated a class because of absenteeism;
- iii) 75% teachers opinion was that girls failed in a class because they are generally weak in studies;
- iv) 73% reported that lack of interest in studies was an important factor for girls to repeat a class;
- v) 63% teachers had the view that girls' sickness was an important factor to repeat a class;
- vi) 55% teachers took lack of qualified teachers as one reason of failure for girls whereas 58% took non-availability of teachers as another factor;
- vii) 51% Teachers reported difficult syllabus as one reason of failure for girls;
- viii) According to 37% teachers, physical punishment was also an important reason for girls to repeat a class.

16. Teachers also presented their views about boys students' absenteeism from the schools. Their views are given under:

- i) 74% teachers told that parent's discouraging attitude and lack of guidance at home as important factors of student absenteeism;
- ii) 67% and 61% teachers thought that lack of student interest in studies and sickness of boys important reasons of students' as another factor of absenteeism. The data also indicates that;
- iii) 45% teachers considered difficult syllabus as important factor as a reason for boys students' absenteeism;
- iv) 60% teachers considered that financial support to family was an important factor of boys' absenteeism. Lack of physical facilities such as water, electricity and toilets were also important factors, which led the students' towards absenteeism;

17. As far as teachers' opinion about girls' absenteeism was concerned they stated:
- i) 71% teachers said that parents' attitude towards education was very important element which affected girls' absenteeism;
 - ii) 66% teachers considered lack of guidance at home;
 - iii) 65% teachers took lack of students' interest in studies;
 - iv) 51% teachers thought non-availability of teachers as important factors for students' absenteeism respectively.
18. School leaving during the year is also a major problem in education. Parents commented such as:
- i) 68% of parents considered the repeated failures in school was an important factor for boys to leave the school;
 - ii) 66% parents thought that the expensive education and lack of interest of parents were important reasons of boys leaving the school;
 - iii) 62% parents thought that their family size was large and that's why their boys/children had to discontinue their education;
 - iv) 60% parents thought child helps at home and it was an important reason of school leaving for boys;
 - v) 53% parents stated another reasons of leaving school for boys was lack of good teachers and improper behavior of teacher.
19. Parents also commented why the girls had to leave the schools during the academic session. Their comments are reported here as:
- i) 76% parents viewed distance from home to school as an hindrance;
 - ii) 67% parents said that expensive education and lack of interest of parents were important reasons of leaving the schools;
 - iii) 65% parents, involvement of girls in domestic work;
 - iv) 66% parents, lack of interest of parents;

- v) for 63% parents large family size;
 - vi) for 66% parents, security problems of girls;
 - vii) for 56% parents, lack of good teachers;
 - viii) 55% parents took teachers' harsh behavior;
 - ix) for 53% parents, non-availability of toilets.
20. 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) 68% teachers considered large family size as an important reason for boys students to leave the school.
 - iii) 55% teachers had the opinion that expensive education was an important reason for boys to leave the school.
 - iv) For 52% teachers, it was unwillingness of children;
 - v) For 56% teachers, it was lack of good teacher.
21. When asked about girls why they left the schools, teachers answered that:
- i) 78% teachers took lack of interest of parents as one reason;
 - ii) 75% teachers considered large family size as another reasons;
 - iii) 64% teachers, it might be expensive education;
 - iv) 58% teachers, the girls had to discontinue education because of security problem and non-availability of good teachers.
22. Parents were asked the reasons for sending their children to school. Their responses were:
- i) 84% parents sent their boys to school to secure future of son;
 - ii) 74% parents thought education as tool for creating awareness among boys;
 - iii) 70% parents hoped to be financed in the old age;

- iv) 67% parents sent their sons in the hope that they will support their family.

In case of girls the reasons included:

- i) 82% said that educating a girl means educating the whole family;
- ii) 81% parents had the opinion that education develops awareness among girls;
- iii) 77% parents were of the view that educated girls proved to be good mothers;
- iv) 73% parents sent the girls to school in the desire of secure future.

23. Teachers offered their views about sending the children to school. Their views regarding sending boys to schools are stated as under:

- i) 82% teachers had the opinion that parents sent their children to school so that their future might be secured;
- ii) 78% teachers said that the parents sent their sons to school because they had to support their families;
- iii) 76% teachers reported that boys are sent to school because they are considered to support their parents in old age;
- iv) 68% teachers said that boys are sent to the schools so that they might develop general awareness.

24. Teachers' responses regarding sending girls to schools were:

- i) 84% teachers said that educated girls might prove a good mothers;
- ii) 83% teachers considered that educating girl means educating the whole family;
- iii) 77% teachers described that education a may secure the future of the girls;
- iv) 79% teachers had the opinion that education might develop general awareness in the girls;

25. The administrators were also involved for exploring the factors, which were responsible for not enrolling the children in the school. They stated as:
- i) 79% administrators told that the children had to help their parents that is why they do not go to school;
 - ii) 69% administrators had the opinion that children had to help in the work of the father;
 - iii) 59% administrators considered expensive education as one important factor for not enrolling the children in the schools;
 - iv) 40% respondent considered distance of school from home as one obstacle;
 - v) 33% respondents said that security problem was one of the reasons for not enrolling the children in schools;
26. Parents opinion about not enrolling children in schools:
- i) 71% responded that teachers' behavior was not favorable;
 - ii) For 87% respondents it was non-availability of proper school building;
 - iii) For 79% respondents it was non-availability of toilets;
 - iv) 85% respondents told about said non-availability of drinking water;
 - v) 72% thought difficult syllabus and no boundary wall were important factors of less enrollment in school.
27. The administrators were asked about the reasons of drop out at primary level:
- i) For 85% administrators, lack of interest of parents was one reason;
 - ii) For 78% respondents, lack of good teachers might be a reason;
 - iii) For 77% respondents, teachers' harsh behavior;
 - iv) For 72% administrators large family size of the child might be a reason;
 - v) 71% administrators considered non-availability of drinking water;
 - vi) For 69% respondents, difficult syllabus was a reason of dropout;

- vii) For 48% administrators, expensive education was another reason;
 - viii) For 41% administrator's long distance of school might be reason for leaving the school.
28. When asked about the preference of public or private schools, the administrators put up many reasons. Their responses were: 68% respondents described that teachers in private schools were regular. 67% administrators narrated that parents liked private schools because of teachers good behavior: According to the data 56% administrators said that the private school had effective management that is why the parents liked to send their children to private schools. 59% administrators responded that parents liked private schools because of good quality of education and 64% responded in favor of private schools because of available physical facilities.
29. Some parents also preferred government schools as compared to private schools. The reasons given by the administrators of the schools were:
- i) According to 79% respondents, the quality of education in govt. school was better;
 - ii) For 61% respondents, teachers were regular;
 - iii) For 76% responses, teachers were qualified and school were near the residence;
 - iv) For 77% respondents, fee in govt. schools was less;
 - v) 62% responded as effective curricula be a reason.
30. The administrators recommended the establishment and activation of PTAs & SMCs. These associations could be used for different purposes such as:
- i) 95% respondents told that PTAs could develop action plan effectively;
 - ii) 94% respondents favored PTAs because they could ensure teachers attendance;
 - iii) 93% said that PTAs could decrease the dropout and manage community resources in a better way;
 - iv) 92% responded that school councils can enhance the enrolment;

- v) 90% responses were in favor of PTAs because these associations could improve the physical facilities;
 - vi) Further more, 83% respondents said that PTAs could improve the quality of education and 74% favored because PTAs, in their opinion, could offer teaching voluntarily.
31. When asked, the administrators put forward a number of suggestions. They proposed the following measures:
- i) 91% suggested for construction of additional class rooms;
 - ii) 71% administrators suggested for opening of new schools;
 - iii) 56% recommended for appointment of female staff in school;
 - iv) 35% favoured for providing free & compulsory education; in favor of providing physical facilities and the same number favored to provide incentives to teachers;
 - v) 45% considered to use PTA for providing uniform curricula for public and private schools,
 - vi) 24% responded for the improvement of existing schools.

CONCLUSIONS

1. On the basis of findings, following conclusions were drawn about access to primary schools are: 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:

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

2. As far a equity for boys and girls is concerned, the conclusion draw 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 show that both boys and girls had almost equal chances and educational facilities but there was great disparity in districts Kohistan, Khyber agency, Rawalakot.

It is 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:
- a) There is no guidance available at home.
 - b) Overall lack of interest of 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. They included:
- i) Discouragement from parents
 - ii) Lack of interest of students in studies
 - iii) Different syllabus
 - iv) Providing help at home
- b) Parents and teachers also discussed different reasons of school leaving such as:
- iv) Expensive education
 - v) Large family size
 - vi) Providing help at home
 - vii) Teachers harsh behaviour
 - viii) Lack of interest in studies
 - ix) Non-availability of physical facilities especially, toilets in girls schools.
 - x) No security for girls

- c) On the contrary there were many reasons for sending such as:
- i) Education might secure the future of the children
 - ii) The children might help the family in general and parents in old age in particular
 - iii) Education creates general awareness and may secure their future
 - iii) Girls may prove better mothers and bring up their children in a better way.
- d) Administrators commented on the reasons for drop out in schools. These included:
- i) Lack of interest of children in studies
 - ii) Lack of good/qualified teachers
 - iii) Teachers harsh behaviour
 - iv) Large family size
 - v) Non-availability of physical facilities
 - vi) Difficult syllabus
 - vii) Expensive education
 - viii) Long distances of schools
 - ix) Establishment of PTAs & SMCs can decrease dropout.

RECOMEMNDATIONS

- i) It is recommended that more primary schools are to be established for reducing distance from home to school for small children particularly in rural area. Moreover, maximum physical facilities may be provided.
- ii) It is recommended that measures should be taken to reduce gender disparity in districts Kohistan, Khyber Agency and Rawalakot.
- 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) Awareness about the blessings of small family may be provided to the parents, teachers and even to the children.
- v) Education may be made cheap/free.
- vi) Free medical treatment may be provided at primary school level.
- vii) Security arrangement may be provided for girls.
- viii) Trained/qualified teachers may be appointed wherever needed. The training should include the dealing with small children with decent and encouraging behaviors.
- ix) PTAs & SMCs may be made active at school level.
- x) It is also recommended that study needs to be undertaken either regularly on annual basis or after two years, so that policy measures can be taken for providing educational facility in the country.

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