

Barriers to Girls' Education: Bahawalpur, Multan & Muzaffargarh Districts of the Punjab



Identification of Barriers to Girls Education in Targeted Districts of the Punjab

SPARC is Pakistan's leading child rights organization. It works on a broad range of child rights issues, addressing the overall system and policy framework, with added focus on specific thematic areas of special importance to children. our work is guided by international human rights principles and standards which are integrated at policy and program level. The main guiding documents include the United Nations Convention on the Rights of the Child (UNCRC) and relevant ILO Conventions.

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**Our Children Need to be Taught How to Think,
Not What to Think**

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Acronyms

AEO	Assistant Education Officer
ASER	Annual Statistical Report
CPU	Child Protection Unit
DDEO	Deputy District Education Officer
DEO	District Education Officer
EFA	Education for All
ECE	Early Childhood Education
FGD	Focused Group Discussion
FTF	Farooq-e-Taleem Funds
HT	Head Teachers
IDI	In-depth Interview
MDG	Millennium Development Goals
NSB	Non Salary Budget
NRSP	National Rural Support Program
OOS	Out of School
OOSC	Out of School Children
SMC	School Management Council
SPARC	Society for the Protection of the Rights of the Child
UNCRC	United Nations Convention on the Rights of the Child

Foreword

In a country of strict cultural practices where girls are one of the most affected and marginalized groups in society, capturing the scope of barriers to girls' education is an onerous task. Yet it has been proved by several other developing countries that this not an impossible mission once the obstacles are exactly identified and removed from the grass root level. Despite several efforts being made at different levels and with different capacities, the challenge of enrolling and retaining girls in school at least until the completion of 16 years of education still seems a farfetched dream.

This research is a structured approach to exploring the social, economic, cultural and behavioral factors constituting the barriers to girls' education in general. Despite constraints in acquiring accurate data, this study has aimed to elicit as much accurate information through qualitative data analysis as possible to provide an insight into the matter.

We acknowledge the contribution of the co-author, Farzana Ahmad of this report who has provided technical support in designing the data collection tools and analysis of the findings to the author, Ms. Sadia Hussain, Executive Director SPARC.

We also acknowledge and deeply appreciate the time and feedback shared by the representatives of Response Fund by AAWAZ - DAI, specially Miss Safiya Aftab and the SPARC team with the special contribution of Mr. Anees Jillani, former Executive Director SPARC in providing advisory support and peer-reviewing the report. We also appreciate the co-operation of the officials of the District Education Department and the school staff who extended full and unconditional support during data collection.

Sadia Hussain
Executive Director-SPARC
November 2015

Executive Summary

Article 25 A of the Constitution of Pakistan obligates the government to make the necessary arrangements for the provision of free and compulsory education. It does not differentiate between the genders in imparting education. However, the dismal condition of girls' enrolment, retention in school and the alarming dropout rate has been recurring despite a number of efforts being made by the government at district, provincial and national level. Due to this lack of education at the initial level, women, especially those from rural areas are continuously at a great risk of remaining illiterate. This in turn has a long-term negative impact on the economic conditions of the marginalized section of society who are then unable to provide the resources for further investment in education (Pakistan Education Atlas, 2015). Thus the vicious cycle of poverty and suffering continues.

This study conducted with the support of Response Fund administered by AAWAZ, attempts to highlight all the issues that impede the educational development of young girls. Our analysis reveals that girls from the poorest section of community are most likely to be out of school, thus validating the relation between poverty and literacy that has been tested over time. This relation is more prevalent in rural areas where the dropout rate is high, with low enrolment and retention rates for girls. The study also sheds light on the reasons for dropping out once the admission is obtained and on the relation between illiteracy of parents and girls dropping out or never getting enrolled. The girls are most likely to stay in school despite financial or security challenges if their mothers are literate.

There is a sudden dropout rate observed after grade 3 in rural as well as urban locations. There are at least three times more children enrolled in nursery as compared to grades 4 or 5. This difference further widens in middle and elementary schools preventing girls from taking advantage of any opportunities to obtain higher educational attainment that has the potential of pulling millions of people out of the cycle of poverty. One of the major reasons of dropout reported by the parents comes from the girls themselves. However, interestingly this willingness to dropout is found to be independent of their attitude towards education; rather it is directly affected by issues of school quality in terms of teaching, basic facilities and infrastructure. On the contrary, most of the accounts from the analysis of the data and case studies suggest that in general, girls are extremely interested in studying at school. The mismanagement at school, safety and security concerns within the community, cultural insecurity and pressures mostly result in low enrolment at school.

The study along with a detailed analysis on micro and macro issues includes possible and practical suggestions and recommendations in the local context. These recommendations are presented according to the concerned departments which have the relevant authority and capacity to bring about the required change. Thus, this study if used in a proper context may result in solving decades-old issues of our educational landscape. Its analyzed comprehensive findings are expected to be used nationwide as a reference point wherever similar barriers to girls' education are identified.

We hope that the districts of Multan, Bahawalpur and Muzaffargarh will respond to the data and findings presented in this report and we expect that these responses will be made with the same zest and zeal with which we worked in preparing this study report so that we together can catalyze the change needed to promote the education of every young Pakistani girl.

I. Introduction

A. Background and Context

From its inception in 1992, Society for the Protection of the Rights of the Child (SPARC), has initiated numerous research and advocacy projects that have played a pivotal role in policy-making and community mobilization at district, provincial and national levels. Drawing inspiration from the United Nations Convention on the Rights of the Child (UNCRC), Article 25 A of the Constitution of Pakistan an ever-increasing focus on girls' school enrolment and literacy rates, SPARC planned to conduct comprehensive research on identifying the current barriers to girls' education. The project, in collaboration with DAI-AAWAZ Response Fund, aimed to create a knowledge base about barriers to girls' education in three targeted districts of South Punjab, Pakistan, namely Multan, Bahawalpur, and Muzaffargarh.

Article 25-A of the Constitution of Pakistan. Right to education

“The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law”.

Though the above clause is equally applicable to both girls and boys of the country, there are still so many extreme hurdles in the way of girls' education across the country that somehow girls (who make up one half of the population of the country) do not enjoy the same educational opportunities as do boys. Pakistan is unfortunately among the few countries worldwide which failed to meet their overall commitment to Education for All (EFA). This is true even more so with regard to gender disparities, as more than half of all out-of-school children (OOSC) are girls (50% of 25.02 million). This bleak picture of girls' enrolment and literacy demands immediate and urgent action from all the stakeholders and from all platforms.

Although, Punjab has managed to increase enrolment and literacy rates more than any other part of the country up till now (Pakistan Bureau of Statistics 2014), the situation of girls' enrolment is not too different from the rest of the country. Thus this study aims to encompass as many indicators as possible that may directly or indirectly influence 5 to 16 year old girls' enrolment in school, retention in school, dropout from school, and their completion of the compulsory education in three selected districts of Bahawalpur, Multan and Muzaffargarh, since the Province's target is indeed complete and compulsory education for the age group of 5 to 16 years. The indicators have been selected through literature review of similar studies conducted in developing countries. This study has been done by collecting data against a wide variety of such indicators of girls' education, including quality of teaching and learning, basic school facilities, infrastructure, economic status of girls' families, physical treatment of girls at school, safety and security concerns and the role of the Education Department in dealing with the emergency of enrolling and retaining girls as well.

The nature and level of the obstacles to girls' education in the targeted districts were found to be controversial due to several reasons including a strong culture of unaccountability at the administrative level. To overcome this challenge, this research study included the community in the form of parents (both mothers and fathers), the girls themselves, teachers, head teachers (HTs) and the government officials at both district and provincial levels. All these stakeholders are aware of the fact that there are intentional and some unintentional barriers prevalent in the society of every province, although National Plan of Action (2013) demands all the provinces to achieve enrolment rate of 91% by 2016 (Alif Ailan.2014. 25 Million broken promises. Pg. x).

The government of the Punjab has introduced several forms of initiatives like, introducing Non Salary Budget (NSB) funds in the schools besides already existing SMC funds, which HTs can utilize to encourage enrolment e.g., by arranging uniform and stationery for needy students, a monthly or quarterly cash allowances to students called the stipend program in some schools, fee waivers and free text books for all to focus exclusively on increasing enrolment rate (<http://wsip.itacec.org/#>). However, despite several measures which have been taken at provincial or district level, the marginalization of girls from their basic right to education has still been an unsolved mystery. Thus to achieve targets, especially after the passing of the deadline of MDGs, there is a dire need to go an extra mile through research and advocacy for girls' education irrespective of the nature of the problem being micro or macro at any level.

Unfortunately, there has not been any comprehensive recent study on the barriers to girls' education along with identification of the exact number of out-of-school girls (Alif Ailan.2014. 25 Million Broken Promises. pg 3). Therefore, this study is an attempt to stimulate debate at the district and provincial level by highlighting the failure of South Punjab Education Department to act on the issue, to challenge the culture of complacency, and to change the attitudes and practices of all the stakeholders, including parents, thus affecting girl child enrolment, retention and safety, awareness levels of child rights and child protection, in the shortest possible time.

B. Objectives of the Research Study

The main objective of the study is to create a knowledge base and stimulate debate at national level on the barriers to girls' education in three targeted districts of the Punjab, by examining the following parameters:

Current situation of the selected schools in terms of girls' enrolment, retention and dropout rates;

Internal and external factors that create hurdles for the education of young girls up to the age of 16 or less, especially for the ones belonging to marginalized sections of the society;

Quality of education provided in public sector schools coupled with institutional capacity;

Case studies taken by conducting interviews with girls who have faced discrimination in educational pursuits.

II. Area Profile



The three districts of Bahawalpur, Multan and Muzaffargarh are located in the southern part of the province Punjab. Multan is an ancient city known for its “Sufi heritage” with rich, agricultural and industrial center, connected with country’s industrial hub.

Bahawalpur was a princely state which is now a part of South Punjab, stretching along the southern bank of river Sutlaj and Indus.

Muzaffargarh is located on the bank of river Chenab. The enrolment and literacy rate and quality indicators of this district are quite low as compared to the other two districts.

Area	Multan	Bahawalpur	Muzaffargarh
Urban Population	1,314,748 (42.18 %)	665,304 (27.34 %)	341,345 (12.95 %)
Rural Population	1,802,103 (57.82 %)	1,767,787 (72.66 %)	2,294,558 (87.05 %)
Literacy Ratio (10+)	43.4%	35.0%	28.5%
Male	53.25 %	44.86 %	40.87 %
Female	32.28%	23.95%	14.77%
Housing Units having Electricity	301,527 (69.58 %)	176,982 (49.94 %)	183,554 (51.25 %)
Housing Units having Water	93,825 (21.65 %)	56,860 (16.04 %)	21,362 (5.96 %)
Administrative Units Union Councils	124	108	93

Source: Pakistan National Bureau of Statistics

District	Enrolment rate (5 to 16 years)	Out of school 5 to 16 years (boys)	Out of school for 5 to 16 years (girls)
Multan	51%	51%	49%
Bahawalpur	55%	36.9%	45.5%
Muzaffargarh	46%	29.6%	34.4%

Source: ASER, 2015, 25 Million Broken Promises, 2015



III. Methodology

A. Primary Research Questions

The research report includes a detailed qualitative analysis of important factors for the project and aims to answer the following primary research questions:

- I. What are the factors contributing to low enrolment and high dropout rates of girls from school?
- II. What measures for the community can be taken that would make going to school easier or more attractive for young girls?
- III. What infrastructure, enacted policies and safety/security measures are schools taking to encourage girls to stay in school?
- IV. What professional development mechanisms are already in place and what value addition is required to facilitate raising the girl student literacy rate?

B. Research Approach

To obtain insight on the aforementioned research questions, qualitative data collection tools were employed, including focus group discussions (“FGDs”), in-depth interviews (“IDIs”) and case studies, in order to gather information and identify factors inhibiting the educational development of young girls. All FGDs and IDIs were audio recorded and transcribed verbatim in Urdu and local languages wherever required to avoid any confusion of interpretation. This enabled all the survey participants to respond effectively. The transcripts were then manually collated according to geographical division of districts and respondents’ categories corresponding with the research variables to underline the main trends and patterns emerging from the data. The main themes that emerged from the coded data are mentioned in the following table:

Table 1. Emerging Themes of Barriers to Girls' Education

Family and Background Characteristics	Economic Factors	Cultural Factors	Psychological Factors	School Environment	Role of Government in Facilitating Girls' Education
<ul style="list-style-type: none"> - Level of education of parents - Number of children 	<ul style="list-style-type: none"> - Nature of earning - Range of earning - Financial viability 	<ul style="list-style-type: none"> - Role of parents - Role of other family members - Role of community - Early marriage 	<ul style="list-style-type: none"> - Fear - Negative attitude 	<ul style="list-style-type: none"> - Basic facilities - Safety concerns - Teaching quality - Role of schools in facilitating girls' education 	<ul style="list-style-type: none"> - Incentives - Monitoring

The themes were incorporated in the design of each of the survey tools wherever possible by thorough literature review of similar studies across the globe, including several pieces of research of UNICEF and Global Citizen in developing countries such as India, Ghana, Nigeria, and Bangladesh etc. The IDIs were used for district and provincial education department officials, for teachers and for HTs from each of the schools, while for enrolled girls and parents, participatory FGD technique was used. Besides these tools, an important component of the findings was supported through case studies of the affected girls of the three districts. The detailed structure and design of the research tools used in the study is as follows:

1. Participatory Focused Group Discussion with Parents

The parents' FGD was divided into different themes as mentioned in Table 1 of section B of Research Approach, after orchestrating the questions to elicit information from three different types of parents: parents of enrolled, parents of never-enrolled and parents of dropout girls. The same tool was adjusted to be used for these three different types of parent participants. Annexure 1 is the questionnaire that was used for parents of enrolled girls to identify the issues at school and Annexure 2 was designed exclusively for the parent of never enrolled and dropped-out girls. The FGDs were created for assessing parents' perception on factors influencing girls' education in terms of basic facilities, cultural/religious issues, economic factors, teaching and learning. The questionnaires also included questions that probed into parents' awareness on child rights and the importance of girls' education. Open-ended and semi-structured questions were included in these questionnaires to gather rich data concerning the themes as mentioned above in Table 1, section B (Annexure 1 & 2).

2. Participatory FGD with Girl Students

A set of open-ended, semi-structured indicative questions was prepared to carry out Focus Group Discussions with the students. The questions were mapped against the key areas and themes to have a deep insight into the core issues pertaining to the barriers to girls' education (Annexure 3). This approach was also designed to assist in triangulating responses obtained on similar themes from parents, teachers, HTs and Education authority representatives.

3. IDI Questionnaire for Head Teachers and Teachers

A semi-structured, open-ended questionnaire was developed to gather teachers' and Head Teachers' responses on the status of girls' education. This tool was adapted from similar studies conducted in other parts of the world, especially in Africa and South Asia. Questions were revised and redundancy was removed. The aim of this tool was to assess training needs, awareness level on incentives to promote girls' education, attendance and retention, the situation of basic facilities, extra-curricular activities, fees structures, and general level of teaching and learning. (Annexure 4 and 5)

4. IDI Questionnaire for DEO/ADEO and Provincial Official

A desk review of policy documents was carried out for preparing this tool. The nature of responsibilities was analysed by consulting policy documentation on the roles and responsibilities of AEOs. The aim of this tool was to assess the level of support provided to schools and community in facilitating girls' education and safety. Thus a mix of open-ended and semi-structured questions was included (Annexure. 6a & 6b)

5. Case Studies

Literature shows that the case study provides more realistic responses than purely statistical surveys. Hence, in order to get deeper insights into particular situations that pose barriers to girls' education, four case studies per district were conducted, four from each geographical location, with girls who have faced discrimination in educational pursuits. In this regard, school Head-Teachers, teachers, students and parents were helpful to identify girls who had stopped attending school. Those girls and their parents were approached and interviewed for the case studies.

Source: Inception Report. Barriers to Girls' Education. SPARC/MSA, 2015

C. Sampling and Sample Size

The aim of the research study was the qualitative analysis of the impediments to girls' education in the targeted districts. Thus the sample size for each tool was pre-calculated by SPARC in such a manner that the sample size was significantly representative of geographical classification of urban and rural areas of the three districts. The collection of data was planned according to the same sample size as suggested by SPARC that



indicated the selection of ten schools in each district. These ten schools were further classified into five schools in each urban and rural location to obtain the geographical influence on the data collected and its analysis.

One HT and one teacher was interviewed in each of the schools, making a total of 60 of each, while one FGD for enrolled girls was carried out in each school, making a total of 30 FGDs across 30 schools of the three districts. Each FGD included five to eight girls of grade 3 onwards for active participation, expression of views and responses during the discussions. These girls were selected with the help of school staff.



As far as FGDs of parents are concerned, two were conducted in each district with the parents of enrolled girls, three with the parents of dropped-out and five with the parents of never-enrolled girls. Thus altogether a total of 10 FGDs were conducted in each district, making a total of 30 across the three districts. Every FGD engaged five to eight parents with mothers and fathers in separate sessions.

Considering the complexity of stakeholders involved in the education of young children, it was important to include the views of the Education Department officials. For these purpose two representatives from each district, one male and one female officer were selected for the in-depth interviews. The representatives included DEO, DDEO and AEO from the districts. Moreover, to include the feedback from the provincial level in order to assess the effectiveness of top-down strategies, a provincial-level section officer was approached and interviewed as well. The following matrix summarizes the details of the sample size against each relevant tool:

Table 2: Sample Size Detail

Participant	Tool	Quantity
Parents	FGD	60 FGDs (30 for fathers, 30 for mothers) 10 FGDs in each district: 5 with the parents of girls never enrolled, 3 with parents of dropped out girls, 2 with parents of enrolled girl students
Students	FGD	30 (1 FGD in each school)
HT	IDI	30 (1 IDI in each school)
School Teacher	IDI	30 (1 IDI in each school)
Education Dept Representative (DEO/ADEO)	IDI	2 IDIs in each district (1 male, 1 female) 1 IDI with Section Officer in Provincial Office
Girls	Case Studies	4 from each district

D. Research Team

The core research team comprised six field enumerators, two consultants (including one lead and one senior) and also a Monitoring and Evaluation Expert to ensure the compliance of field activities with the procedures set forth. The field activities were also supervised by the research manager of SPARC.

Field enumerators were divided into three teams. Each team comprised two members who mostly covered two schools in a day. The three teams moved to each district simultaneously for better coordination and communication.

E. Data Collection Training

Prior to data collection in the field, a one-day training session for all the field enumerators and SPARC field research manager was held. A comprehensive guide on conducting effective FGDs was prepared to guide the field enumerators. The training manual included a step by step guide on asking questions and eliciting required information from all the survey participants of FGDs (Ref. Inception Report MSA/SPARC Aug 2015). The data collection training was immediately followed by a day of pre-testing of all the survey tools in a school of similar dynamics. The necessary changes were made accordingly.

IV. Data Analysis & Key Findings

A. Current Status of Enrolment, Retention and Dropout

The complete picture of girls' enrolment in each grade of the schools visited can be seen from the table in Annexure 7. Besides enrolment, the table also shows the geographical classification of the participating schools, the district they belong to, the total number of students in the school and the average number of students absent per day in each grade. Quite a number of significant findings can be made from the analysis of this data. It is evident that the trend of difference of student strength between early and higher primary or middle grades is almost the same across all the three districts. There is a constant decline in girls' enrolment from nursery to grade 5 and above. As a result, the enrolment in the highest grade available in the school is almost one fourth of the strength of enrolment in nursery. This implies that in schools where there are grades beyond primary level, i.e. in middle or elementary schools, the decline in the number of girl students continues except in few exceptional schools. Following is an example of this scenario taken from the complete data of all the schools available in Annexure 7. The example in Table 3a below shows that 47% of the nursery class were girls compared with only 27% of the grade 5 class were girls (a comparable number to the boys). It dropped to just three girl students in grade 5 as compared to eight boys in the same grade level.

Table 3a: Enrolment Status

School Name	Type of School	District	Total Number of Teachers	Total Number of Students	Number of Students in each Grade		Number of Students Absent per Day per Grade
					Male	Female	
Government Girls Primary School 10B/c	Rural	Bahawalpur	5	Nur = 68 1=13 2=20 3=14 4=15 5=11	36 06 06 11 08 08	32 07 14 05 07 03	4 to 5

This certain trend in the reduction of girl student strength was observed irrespective of the geographical location, implying that the situation of urban is no better than rural schools or vice versa in terms of enrolment and retentions. The findings about drastic reduction in enrolment are also validated through a secondary data review of Pakistan Education Atlas, 2015, which suggests the same difference of enrolment between primary and middle or secondary grade levels for the

targeted districts. The following matrix clearly indicates largest difference of girls' enrolment in primary as compared to secondary and middle level classes in district Muzaffargarh, while enrolment is reduced to less than 50% in middle and secondary grade levels for all the three districts:

District	Primary Level	Middle and Secondary Level
Bahawalpur	88,650	30,099
Multan	117,093	43,392
Muzaffargar	139,875	25,404

Source: Pakistan education Atlas, 2015

Besides this low retention commonly seen in the schools from Table 3a, absenteeism is also clearly observable even though some of the classes are already small. There is also a significant number of schools in which the enrolment of girls in higher grades was not as low as one fourth but a little better, say almost half of the strength in nursery. An example of this is shown below in Table 3b. Such data is highlighted green in table in Annexure 7 as well for easy identification of schools with strength in higher grades as half of the strength in nursery.

Table 3b: Enrolment Status

School Name	Type of School	District	Total Number of Teachers	Total Number of Students	Number of Students in each Grade		Number of Students Absent per Day per Grade
					Male	Female	
Government Girls Elementry School Dera Masti	Rural	Bahawalpur	11	Nur =85	27	58	2 to 3
				1=50	10	40	
				2=48	08	40	
				3=33	01	32	
				4=33	01	32	
				5=21	01	20	
				6=15	0	15	
				7 =11	0	11	
				8 =22	0	22	

Nur-Nursery



Besides schools with low enrolment, the table shows some of the schools with a negligible difference between the strength of nursery and higher grades. In fact, there are some schools in which the enrolment in higher grades is higher than that of nursery. The following Table 3c shows an example of such schools taken from the table in Annexure 7, where the total female population in nursery is 5 and 20 in grade 5. Such schools, although small in number, are those with which girl students have shown their satisfaction in terms of quality of teaching, basic facilities, infrastructure, availability of water, safe route to school, and safety at school. The detailed account of girls' feedback is given in section D of Girls' FGD analysis. Thus absenteeism is also low and retention is found to be high in such schools.

Table 3c. Enrolment Status

School Name	Type of School	District	Total Number of Teachers	Total Number of Students	Number of Students in each Grade	Number of Students in each grade	Number of Students Absent per Day per Grade
					Male	Female	
Government Girls Primary School Gajju Hatta (U)	Urban	Multan	2	Nur = 5 1=9 2=9 3=17 4=30 5=36	- 02 - 02 17 16	5 7 9 15 13 20	1 to 2

B. FGD with Parents

The FGDs with parents were primarily divided into three categories: parents of never-enrolled, dropout and enrolled girls. The data obtained through this tool is divided into the following components which may influence the current status of out-of-school girls:

- Family characteristics and education level of parents
- Cultural factors and community attitude towards girls' education
- School quality
- Future aspirations
- Support from Government

The data gathered through these FGDs reflect ground realities about the status of girls' education in the targeted districts. The following section presents the key findings and insights into the factors contributing to low enrolment and high dropout rates of girls through the tool of FGD against each of the above components.

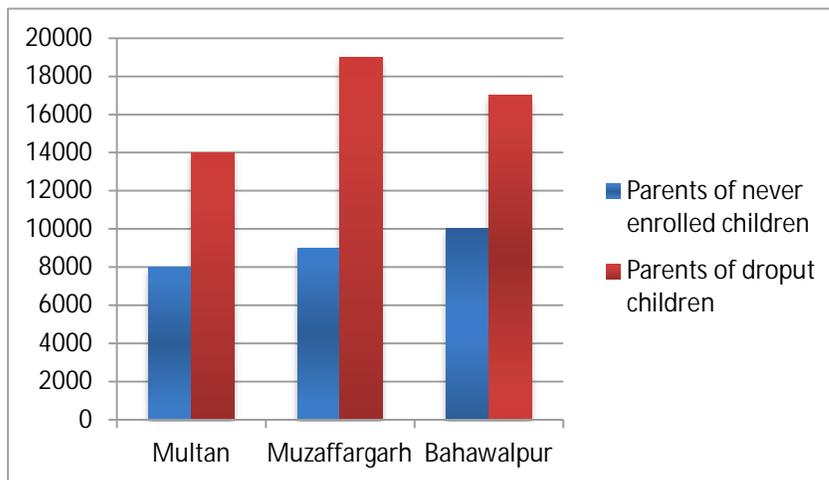
1. Family Characteristics and Education Level of Parents of Out-of-School Children

Family Characteristics

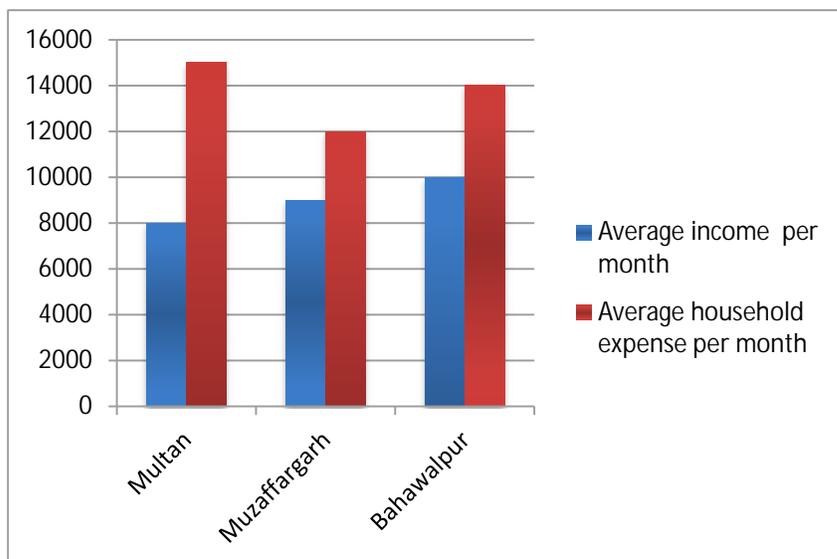
The table in Annexure 8a summarizes the information on family characteristics of out of school girls. It shows that the average number of children per family of never enrolled and dropout girls participating in the FGDs across the targeted districts ranged from 8 to 10 including both girls and boys.

The average household income of these families ranged between Rs. 8,000 to around Rs. 17,000 per month. During the analysis, it was found that the average household income of parents of never-enrolled children was noticeably less when compared to that of parents of dropped-out children (Figure 2).

Figure 1: Comparison of average income of parents of OOS girls across selected districts



The data also reveals that the average household expense of these families is much higher as compared to their earnings (Figure 3). Therefore, in order to survive the economic crunch, families frequently either borrow money from their landlords, relatives or friends. Moreover, all the family members of age more than 7 years, including girls, work to contribute towards generating some household income and towards paying off the interests incurred on loans taken.

Figure 2: Comparison of average income and expenses of households of OOS girls


Most of the girls belonging to the category of dropout children are involved in skilled work like embroidery or they work as domestic servants in high-income families. On the other hand, never-enrolled girls are mostly involved in making bricks at kilns, cotton-picking, working in wheat fields, or helping their mothers in looking after young children at home and carrying out routine household chores. The responses also uncover the deplorable revelation that some of the parents of never-enrolled children even involve their girls in begging for money on the streets, main roads and in markets. Table 4 below summarizes the activities that daughters of these two types of parents are involved in. It is evident that girls belonging to the never-enrolled category are involved in more child labour-related activities that impede their access to education.

Table 4: Consolidated Parents' Responses on Out-of-School Girls' Daily Tasks

Responses of Parents of Dropout Girls	Responses of Parents of Never Enrolled Children
Doing household chores, Looking after younger siblings, Household work in nearby high income families, Embroidery Creating arts and crafts for sale	Doing household chores, Looking after younger siblings, Litter-picking from the streets, Begging for money in the streets, markets and main roads, Working in fields, Cotton-picking, doing embroidery work, brick-making, cutting/gathering wood and bushes for making fire, Tending goats and cows

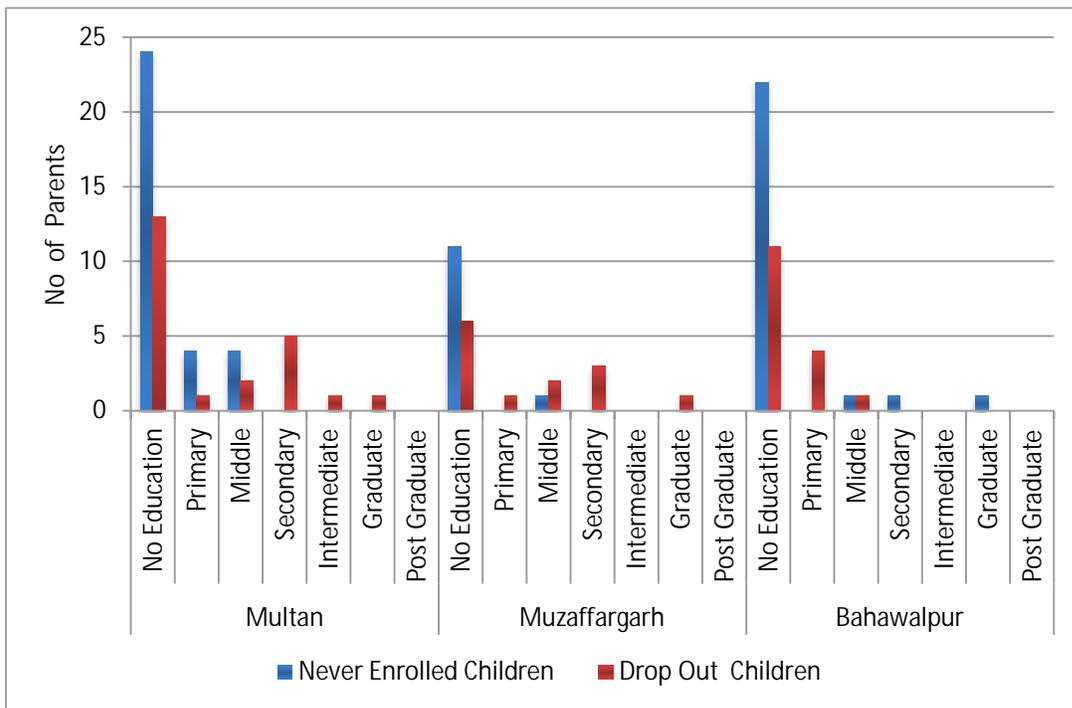
As far as information on family characteristics and education level of parents of enrolled girls is concerned, Table in Annexure 8b reveals the details. It can be seen that the average number of children in each family ranges from five to nine, with Multan having the highest average number of children, both in rural and urban areas.

It is also evident from the table that the average household income of families in urban areas is higher than in the rural areas. However, girls of both the geographical locations of enrolled category are involved in the same activities as that of girls who dropped out of school as mentioned in Table 4 above, after school hours.

Education Level

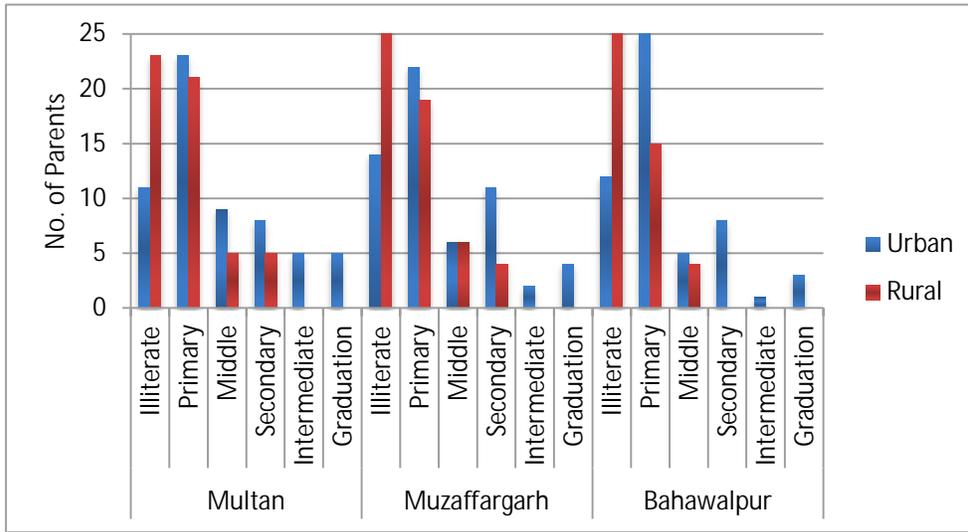
It is apparent from the table in Annexure 8a that the education or literacy level of parents of never-enrolled children is much lower than that of the parents of dropout girls. The same finding is represented in Figure 4 below. Although most of the parents of dropout children are illiterate, the number of those who possess some qualification ranging from primary to secondary to graduation levels is still higher as compared to the parents of never-enrolled girls. This trend suggests that educated parents tend to send their girls more to schools, as compared to illiterate parents who do not do so.

Figure 3: Education level of parents of out of school children across selected districts



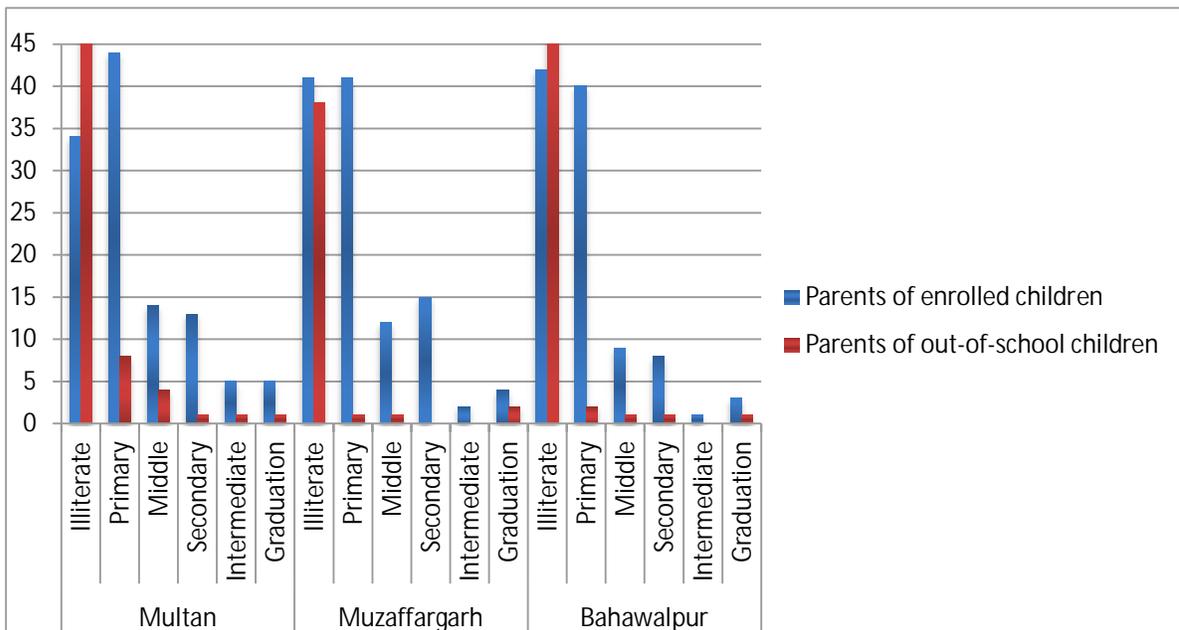
As far as the education level of parents of enrolled girls is concerned, the data was divided into two geographical categories of urban and rural to study the effects in detail. The education level of the parents in urban areas is found to be slightly better than that of parents belonging to rural areas (Figure 5).

Figure 4: Education level of parents of enrolled girls across target districts



However, if compared with the education level of parents of out-of-school children, the overall education level of parents of enrolled girls is still higher, regardless of urban or rural classification, with fewer illiterate parents (Figure 6).

Figure 5: Comparison of education level of parents of enrolled and OOS girls across target districts

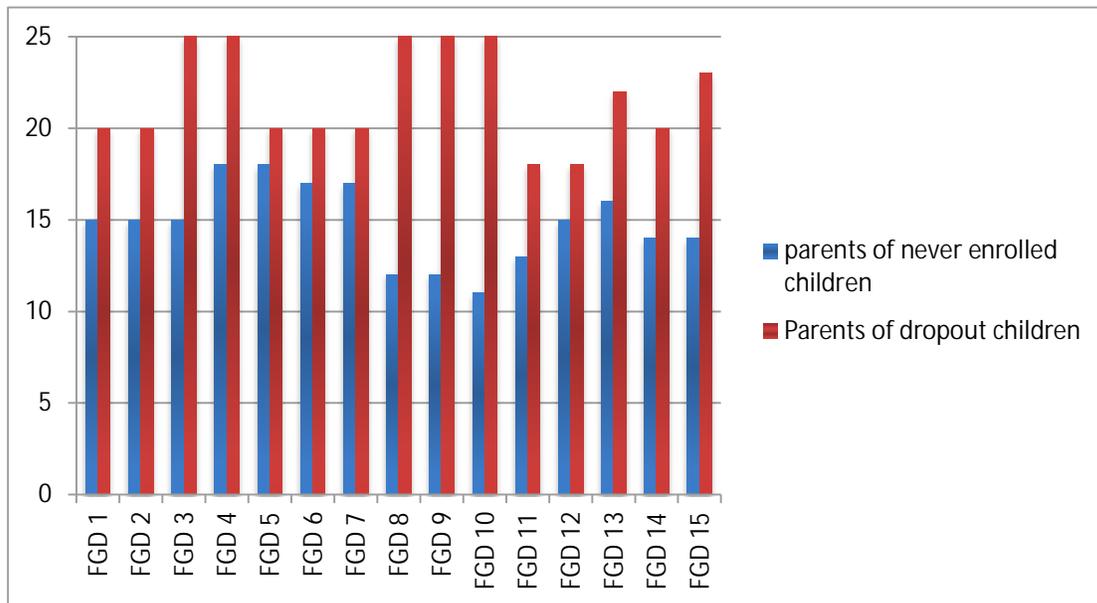


2. Cultural Factors and Community Attitude towards Girls' Education

Although there were few parents who had shared concerns pertinent to local culture and tradition, the data obtained against the cultural indicators influencing girls' education highlights some typical responses from each of the three types of parents. The parents and families of never-enrolled girls are mostly illiterate. For generations, no-one in their community has ever gone to school. They are unable to understand any value in educating their girls. They are of the view that if primary or even secondary education cannot ensure any good employment or source of income generation in future for girls, there is no benefit in investing in their education in any form. They also expressed the fact that due to cultural pressures girls have to marry at an early age and have to just take care of the household chores; therefore education after primary level is not possible at all, moreover, it would not bring any returns after their marriage. These thoughts were shared by the parents of dropped-out girls as well but with much less intensity and frequency.

The responses obtained through FGDs also highlight the age of girls' marriage in the communities of out of school girls. Figure 7 below compares the ages considered appropriate for girls' marriage by parents of never-enrolled children and parents of dropout children. It is evident from the figure that the majority of parents of never-enrolled children prefer marrying their girls at an early age as soon as they reach puberty (around 11 to 12 years). However, the trend is different in parents of dropout and enrolled girls, who consider an age of 18 to 25 years as more appropriate for marriage when girls are mature enough to start their own families. These two groups of parents prefer to have girls work and contribute to the household income rather than marrying them off at an early age.

Figure 6: Parents' perception on the appropriate age for girls' marriage



The majority of parents of never-enrolled children face no psychological pressure for not educating their girls. They are living the way their elders have always lived and therefore run into the same old vicious cycle of poverty without taking any additional measures to change their circumstances. As a

cultural obligation, they tend to obey the elders of their community, and in some cases their landlords, to not educate their children and force them to work as under-paid wage labourers. Since they are living the way their community asks them to live, they do not face any confrontation against girls' education from their community or family members.

On the other hand, parents of dropout children report some concerns and psychological pressures for being unable to send their children to school. However, most of these parents value the importance of education and consider it to be a way forward to improve their financial circumstances, but they feel that their present circumstances do not allow them to change the situation.

The parents of enrolled girls reported to have faced similar issues in the past as mentioned above for out-of-school girls' parents. However, this group of parents have managed to confront the community members and adults having negative opinions about girls' education. According to them, girls' grandparents, other influential community elders and sometimes fathers are not in favour of girls' education; however, the majority of these parents have realized the importance of education despite local cultural pressures and have consistently convinced the elders about the benefits of education to improve the girls' future.

3. School Quality

This component was only discussed with the parents of dropout and currently enrolled girls to get insights into the main issues at school level that act as barriers to girls' education.

The data analysis shows that the majority of parents of dropout and enrolled girls are not satisfied with the quality of teaching and learning standards and infrastructure in government schools. Those who were able to afford the tuition fees have now enrolled their children in low-cost private schools, whereas those who could not afford the fees have simply removed the girls from schools and employed them as household workers or labourers in nearby establishments.

The following section gives an account of the indicators set for assessing school quality from the parents' perspectives.

a) Basic Facilities

With regard to basic facilities, the majority of parents reported a lack of basic facilities, which may have a negative impact on their daughters' education. Non-availability of drinking water, toilets, electricity, boundary wall, playgrounds, etc., are some of the facilities lacking in most of the schools. Amongst all these, having no toilets in schools or no water supply in washrooms is the main factor that de-motivates girl students, especially adolescents, to attend school. In order to respond to the call of nature, some of these girls have to travel a distance on their own to reach home, which poses a security threat for them as it is not safe for girls to travel alone. This would eventually contribute to the low enrolment rate in the higher grades.

It has also been reported by parents that most of the school buildings are ramshackle and pose a safety threat to the innocent lives of young children. The situation of over-crowded classrooms with more than one grade sitting together under the supervision of one teacher also acts as a disincentive for some children as the quality of education inevitably suffers.

Another major concern raised by some of the parents was lack of security measures at school. Most of the schools do not have a security guard, which makes school a vulnerable place where entry of unauthorized persons can jeopardize the safety of girls. The parents referred to a few incidents of abduction and rape which had happened in the area.

b) *Quality of teaching and learning*

Mixed responses were obtained with regard to the quality of teaching and learning at schools. A few parents of enrolled girls seemed satisfied with the quality of teaching at schools, whereas the majority were not, due to a number of reasons including the practice of corporal punishment, and involving students in irrelevant tasks other than learning. Some parents reported that their girls have been asked to carry out teachers' personal chores like mopping and washing dishes at teachers' houses, fetching items from markets, etc.

Another reason that contributes towards the poor quality of teaching is the low qualification of teachers. According to the parents, teachers are unable to teach the curriculum, especially in English language. Subjects like Science and Math need thorough guidance to remove common misconceptions, whereas the teachers do not guide students on difficult questions, instead expecting students to practice those at home or seek guidance from someone else. Although not all parents are illiterate, the majority of them have completed just the primary or secondary level of education, which is insufficient to effectively guide their children in the modern-day syllabus.

One more aspect that was highlighted during the data analysis was the general attitude of teachers towards teaching and learning. Most of the parents have reported teachers' bad behaviour, use of foul language, and giving corporal punishment for minor misbehaviour such as not completing homework. The data also highlights the lack of teachers' attention in the classrooms, as some of the teachers were found to be texting or talking on their mobile phones during the lessons.

It is also reported that the curriculum has no relevance to real-life situations. This leads to the parents' conception that education does not help their girls to prepare for life. Therefore, as mentioned earlier as well, after a certain age or after completing a few years at school, they prefer their girls to stay at home and acquire a skill that would benefit them in their future.

As mentioned earlier, two FGDs for parents of enrolled girls were conducted in each district. One such FGD in each district indicated that parents are paying school fees of Rs.20/month per child. This trend suggests that although education is declared free in public schools, a nominal fee is still charged in some schools. Considering the substandard quality of teaching and lack of parental support at home, several parents also need to send their children to private tuition centres for extra coaching, which costs them another Rs.200 to 300 per month for each child. . The data also reveals that parents seem to invest more in boys' tuition as compared to girls', which suggests boys' education is given more importance over that of girls.

c) *School Distance*

As noted earlier in the FGDs from parents of out-of-school children, among other concerns, distance of the school from home also plays a major role in increased dropouts. It is evident from the data that parents are more comfortable in sending girls to schools that are situated closer to their homes, preferably at a walking distance. Some of the parents of enrolled girls use public transport or

taxis/rickshaws to get the girls to school; however, they have reported absences from school in case they do not have the transport fare. It is worth noting that despite the lack of basic facilities and unsatisfactory quality of teaching, parents are still willing to send girls to school provided they are situated at a reasonable distance from home.

4. Future Aspirations

Though most of the parents of never-enrolled and some of that of dropped-out girls were found to be bound by their cultural and financial impediments, it was encouraging to see that the majority of the parents of enrolled and dropped out girls were of the view that education plays an important role in bringing awareness about leading a better life. They want their daughters to be well-educated. They aspire to see their girls as doctors, engineers, and teachers so that one day they may be able to provide financial support to their parents. The same parents would prefer their girls to marry at an age of 20 to 25 years so they may have some time to reap the benefit of their investment in the girls' education.

In case of parents of never-enrolled children, besides intense cultural and financial burdens, many of them still desire their girls to get an education and be able to make independent informed decisions to lead a happy and contented life. It is evident from their responses that many of these parents have realised that education is the way forward to come out of the vicious cycle of poverty.

Since it is considered essential in our society to pay a dowry at a girl's wedding as a clear message of pride and dignity, responses on the influence of girls' education on dowry were also collected. In studying the relationship of dowry with girls' education, it was found that most of the parents of never-enrolled and dropped-out girls prefer saving money for the dowry rather than investing in their education. However, the majority parents of enrolled girls think educating girls will enable them to save for their own dowry once they are able to get a job.

5. Support from Government

Literature suggests that school improvements occur more in areas where the government actively provides support to affected families. The data reveals that the majority of the parents belonging to both the categories of never-enrolled and dropped-out girls are unaware of any support or incentive schemes that the government is using to facilitate reduction of illiteracy and dropout rates of girls in targeted districts. This suggests that either such schemes are not equally available across the locations of the three districts or the government is unable to reach out or to spread awareness to these parents about its current Education Policy, 2015. Since the major cause of girls' dropout and their never getting enrolled in schools is poverty, the majority of parents have insisted on the necessity of monetary support in the form of stipends ranging from Rs. 1,000-5000 per month for each child. These amounts are much higher than those the government is already offering in these districts as a stipend in schools (Ref. <http://wsip.itacec.org/#>). However, the parents were of the view that in the current scenario of economic hardship, at least this amount is required to meet household expenses and to keep the girls at school rather than sending them out to work.

The factor that encouraged parents to enrol girls at schools was the incentives schools were offering in the form of free books and cash. However, it was noted from parents' feedback that these

incentives vary from school to school. The majority of the students are receiving free books and a cash stipend per month; however there are a few who do not receive any kind of incentives. Some of the schools offer free books and uniform to high achievers (position holders) only, whereas a few schools offer incentives in the form of a cash allowance of Rs.200/month only to needy children. This information indicates that despite the varying degree of availability of incentives, some parents have realised the importance of education and are willing to educate their girls even if there are no incentives. However, there are several families whose financial conditions would make it impossible to educate their children, especially girls, if there were a cut in the current incentives offered by schools.

The government has established Child Protection Units in each district to ensure safety and security of children; however it is evident from parents' responses that such units are unheard of by almost all the parents. This suggests that neither the government nor the school administration have ever taken a measure to introduce the function of such units to the parents.

The analysis above reveals several barriers to girls' education which are summarized in the following Table 5 from the perspective of parents of never-enrolled and dropped-out girls separately.

Table 5: Consolidated Responses of Parents on the reasons for Dropping Out or Never Enrolling Girls in Schools

Responses of Parents of Dropout Children	Responses of Parents of Never Enrolled Children
<p>Teaching quality was not good, girls were not learning anything at school so we had taken them out of school</p> <p>Teachers practiced corporal punishment. Also teaching quality was not good; therefore we took our children out of school. We cannot afford fees for a private school, so now our children do not go to school</p> <p>Basic facilities like toilets and drinking water were missing from school. Adolescent girls need toilets and water for hygiene. When the girls were young, they attended school regularly, but now they do not feel comfortable going to school with a lack of basic facilities.</p> <p>School is situated at a distance of about 3 km from our home. There is no proper road and bus service to the school. We cannot afford the rickshaw fare, neither have we a conveyance to drop children at school. There have been incidents of kidnapping and rape on the way to school; therefore, we do not want to take a risk in sending girls on their own.</p> <p>Going to school was a waste of time as there were only a few teachers for the whole school. They used to involve children in their personal chores or cleaning classrooms. Quality of teaching was poor. We have now enrolled our children at a nearby private school but it is difficult to manage the tuition fee, uniform, books and stationery.</p>	<p>We are poor and cannot afford to send girls to school. We cannot fulfil the expense of education.</p> <p>Our girls also help us in earning money, therefore, we send girls to work not for education</p> <p>For generations no-one in our family has gone to school.</p> <p>Our elders are not in favour of sending girls to school.</p> <p>Our communities and localities are not safe for girls to go out alone.</p> <p>Our brick kilns landlords are against girls' education; they want our girls to work for them as young girls can work on low wages.</p> <p>All the family members including girls have to work in the fields of landlord to pay off a big amount of interest on loans taken</p>

C. FGDs with Enrolled Girls

FGDs with girls currently enrolled in schools were conducted across the three targeted districts for the age group of 9 to 16 years. These girls belong to various levels ranging from grade 3 to grade 8. The aim was to study the perception of enrolled girls about teaching and learning at school so as to validate and cross-check the findings obtained through other tools employed for this study. The responses were grouped and analysed under the following categories:

- Attitude towards schools
- Future Aspirations
- Curriculum and Private Tuition
- School Environment
- Factors outside school



1. Attitude towards School

The responses provided the insight that students enjoy being at schools that are equipped with basic facilities, such as classrooms decorated with colourful chart papers, and playgrounds where children can play during break time. It was also observed that a friendly attitude of teachers and the opportunity for involvement in extra-curricular activities along with an offer of incentives in the form of cash, free text books or free stationery have a positive impact on their attitude towards schools. Like parents, girls' feedback also indicated that incentives offered vary from school to school; however, girls are still motivated to attend school even without the offer of any incentives.

It was also observed that despite the approval of their parents for attending school, these girls face quite a lot of criticism from other family members including grandparents, uncles, aunts and neighbours against getting an education. However, this opposition has not been successful in demotivating girl students.

2. Future Aspirations

The majority of girls have high aspirations of becoming doctors, engineers and teachers. They demonstrate an understanding of how education will help them in achieving better standards of life and how an educated woman can contribute towards maintaining higher standards of living for her family. Responses also show that these girls do not feel intimidated by boys and consider themselves to be equally competent in all aspects as compared to them. Table 6 below summarizes practical future aspirations of young girls against four indicators:

Table 6: Consolidated Responses on Future Aspirations

Items	Responses of Girls
What level of qualification do you want to gain?	Want to become doctors, engineers and teachers Want to attend college so we can get a job afterwards Want to open my own beauty salon
Do you think you can perform as well in schools as boys?	Yes we can perform better than boys We are more punctual and disciplined as compared to boys. Therefore we perform better than boys Boys spend more time playing in the streets while we study at home.
What will you do after completing education?	We will get a job and help our parents with the household income
Do you think education will help you after marriage?	Yes, it will help us in getting a job and help our husbands in paying household bills We will be able to educate our own children

3. Curriculum and Private Tuition

Responses obtained for this category show that most of the students in every FGD feel that curriculum will help them later in life in some way. However, a few girls in a total of three of the FGDs are of the view that the existing curriculum will not help them in their future life as it does not teach them any life skill. The following responses were collected on this aspect:

Table 7: Girls' Views on Curriculum

Items	Responses of Girls
Do you feel the subjects you are learning will help you later in life?	Yes, especially English, Math and Science in doing business when we grow up. Yes, these subjects will help us in providing coaching to our younger siblings and even our own children after marriage Islamic studies helps us in becoming a good Muslim and a good human being No we do not think any of these subjects will help us. Because, firstly we may not be able to complete education due to the cultural trend of early marriage. Secondly, we are not learning any skill that will help us in our married life.

The data also reveals that most of these girls need academic support at home equally across two distinct geographical locations of all the three selected districts, as they feel they are unable to complete homework without help. Some of these girls receive such support from their parents and elder siblings; a few who are able to afford to do so go to the private tuition centres. According to them extra coaching helps them in completing homework on time and to incur fewer punishments from their teachers. However, only those children go to tuition centres whose parents are able to afford an extra Rs.300 to 500 per month for private tuition. The majority of the girls do not have any support at home either due to the reason that both parents work or they cannot afford any private tutoring.

4. School Environment

Basic facilities

Overall, the responses of girls about the general condition of schools match those of the parents of enrolled girls. Although most of the schools are equipped with some facilities, the majority of them lack the most crucial facilities in schools including a lack of toilets and water. Most of the girls reported non-functional toilets in their schools, which may act as the biggest barrier towards the dropout of girls at the age of adolescence. The majority of girls stated that they are absent for at least seven days in a month during their menstruation cycle due to lack of washing and hygiene facilities at school. Classroom sizes are also reported to be small, so they get congested due to multiple grade children sharing the same space and teachers. Girls shared that in hot weather it becomes unbearable for them to stay inside classrooms. Weather in these three districts stays extremely hot and humid for several days with temperature rising up to 42°F (Ref. https://en.wikipedia.org/wiki/Climate_of_Multan). The following table consolidates these findings:

Table 8: Girls' Consolidated Responses on Basic Facilities Status

Items	Responses of Girls
Is there enough space for all students in the class?	Yes, but it gets too stuffy when there is no electricity No, classroom size is small and it gets congested when most of the children are present or when children of two grades sit in one classroom Not sufficient furniture for everyone in the class
What facilities are missing?	We do not have enough toilets. Sometimes we have to go home to use toilets No cold drinking water No locks in toilet doors. During break time children tease each other and open the toilet door when someone is inside Our school lacks furniture No playgrounds and library in our school

Quality of Teaching and Learning

Girls who could not achieve the pass criteria in exams tend to discontinue their education more frequently as compared to others. Failure of these girls is also attributed to substandard quality of teaching and learning. Lack of good teachers also contributes towards the increased dropout rate. Girls tend to leave school as soon as good teachers are transferred or leave school for some reason.

Corporal punishment is banned by the government. However responses obtained from parents and girls both confirm that teachers at schools are still practicing corporal punishment. This is also evident in the table below which consolidates girls' responses against the indicators of school environment.

Table 9: Consolidated Responses on School and Classroom Environment

Items	Responses of Girls
Are you allowed to ask questions in class?	Yes, we do ask questions It depends on our teacher's mood. If she is in a good mood, she will allow us to ask questions She does not like us asking questions again and again. She becomes angry if we ask questions
How do you feel when your teacher asks a question?	We feel a bit of a hesitation We feel comfortable if we know the answer She is strict; we are scared of her. She hits us if we give the wrong answer
What happens if you fail to complete homework?	She beats us with a stick She shouts at us, asks us to stand outside all day, and sometimes hits us if we fail to do our homework If we give a genuine reason for not completing the homework, she asks us to complete it during break time

5. Factors outside of School

Distance of School from Home

The responses show that girls who attend schools live in the close vicinity where they can reach school on their own within half an hour on foot. Particularly in rural areas, girls who have to travel more than 2 km on foot tend to drop out early as compared to others. In every FGD, girls shared that they hear frequently of girls dropping out in higher grades of 7 onwards when schools are situated far from the towns or communities. They also reported incidents of boys chasing them when they are travelling to or from school on their own. This occurs in both geographical locations of the districts which makes girls vulnerable to abduction.

Cultural Issues

Most of the girls stop attending school after class 7 or 8 since at that age their grandparents or fathers would not approve of their going to school. There is a tradition of early marriage of girls in the target districts, especially in the rural areas, due to which the majority of girls stop attending school at the age of 12 to 13 years.

Safety Concerns

Girls in every FGD shared that they were chased now and then by street boys and strangers during their commute to and from school. This has been mentioned earlier as well, that the likelihood of such chases increases the farther the schools from homes. When parents hear of these incidents, in several cases, they stop their girls from going to school. Sometimes, girls do not share this issue with their family members at home in fear of being stopped from going to school.

D. IDI with HTs

While analyzing the HT's IDIs of the three targeted districts, it was noticed that the three districts showed some differences in issues of concern, challenges, needs or conditions of the schools or their attached communities while for some schools these factors were found to be similar across the two geographical classifications. For this reason, all the data collected through the tool of HT's IDI was analyzed collectively for all the three districts. The nine factors into which the data was categorized to identify the barriers to girls' education are listed as follows:

- Training/Qualification
- Incentives for girls
- School quality
- Private tutoring
- Attendance
- Girls' Education/Curriculum
- Retention of girls
- Physical condition of school
- Support from government

Training and Qualification

The trend that emerged in the context of the training HTs receive as part of their professional development in each district is shown in the following matrix. The same matrix also indicates the salary each teacher receives, the basic qualification and the geographical location in which the school is situated. The details of teacher training, qualification and salaries of all the survey teachers across the three districts is provided in Annexure 9, in detail. However, the following table presents a few examples from each of the districts with geographical representation:

Table 10: HTs' Training and Qualification

District	School Reference Number	Geographical Classification	Qualification	Trainings received		Salaries
				Pre-Service	In-Service	
Multan	1	Urban	Matriculation	PTC	Refresher courses	38,000
	2	Urban	Matriculation	PTC	Math teaching courses and PD day	41,000
	3	Rural	BA, B.Ed	Nil	Refresher courses	30,000
Muzaffargarh	1	Urban	BA BEd	PTC	CT	29,500
	2	Rural	FA	CT	Nil	39,000
	3	Urban	BA BEd	Nil	Nil	35,000
Bahawalpur	1	Urban	BA	PTC	Refresher course and training on SMC and NSB funds	35,000
	2	Rural	BA	CT	Nil	30,000
	3	Urban	MA English, Med.	Nil	Refresher course on teaching, NSB funds and SMC trainings.	

It is shown in the above table that five out of ten HTs have attended pre-service training of PTC, or CT. Another factor that emerges from the above summarized information is that a maximum of two of the ten HTs in each district have attended pre- or in-service administrative training. The rest have not. However, all the HTs indicated that they would like to attend training and professional development courses related to school management. One of the HTs shared an opinion that record-keeping training should be given to every HT; there is a lot of record keeping involved while managing a school as a head but unfortunately the majority of the HTs do not have any knowledge about that. A couple of HTs asked for training on lesson planning as they are responsible for guiding teachers on this on a regular basis. Thus refresher courses on this will be helpful for them.

Besides some of refresher courses about teaching methodology, there are training sessions on NSB funds management and SMC meeting conduct which are given to the majority of the HTs during their work in each targeted district. These training sessions were found to have been delivered more frequently in Bahawalpur district as compared to the other two districts of Multan and Muzaffargarh. With the training on NSB funds, teachers are able to use this to budget for needy girls' school expenses such as books, uniforms and stationery. However none of the HTs have attended any gender-based training. Additionally, almost all of them showed that they had no knowledge about gender-related matters.

The refresher courses that are conducted as part of in-service trainings also focus on teaching methodologies. However, almost all the HTs showed immense desire for school management and administrative training.

Another significant finding that can be made from the table above is that salaries are not dependent on the qualification or professional development level. Instead, as reported by the teachers, it depends on the number of years of experience.

2. Incentives for Girls' Education

The account of incentives being offered in 30 public schools across the targeted three districts varies greatly. A few primary schools offer incentives in the form of allowances of Rs 200 to Rs 300 per month. However, most of the primary school girls are not offered any incentive in the form of cash; the cash incentive being offered only in the middle and elementary schools. Some schools have text books available free of cost for all the students, while uniform and stationery is provided only for the needy students. The aforementioned NSB funds are used for this purpose.

In most of the schools, the incentives are offered unconditionally. However it was found in only three schools in each district that 70 to 75% attendance was mandatory in order to be eligible for the cash incentive. In some of the schools, the tuition fee was waived only for the very poor students. These incentives have been found to be helpful in increasing the enrolment to a certain extent; however, overcrowding is reported only in one school in Muzaffargarh, two in Bahawalpur and Multan. Table 11 below shows the number of schools in each district offering the amount of cash and other forms of incentives:

Table 11: Responses on Forms of Incentives

District	Number of Schools			
	Cash Incentives	Free text books only	Waived off fees for only needy students	Uniform and stationery for all
Multan	6	all	5	3
Bahawalpur	5	8	6	2
Muzaffargarh	4	7	5	3

Concerning HTs' self initiatives and special planning in order to impact girls' enrolment and make school comfortable for the girls, five main actions were reported across all the schools:

- Visiting and meeting with parents of non-regular, and dropped-out girls,
- Free uniform, stationery and gifts giveaways,
- Painting and decoration of schools by the HT to make them more attractive for the students.
- Separate seating arrangement for girls in case of co-educational school
- Holding activities that girls like e.g. Naat, speech or drawing competitions

HTs use the above strategies to increase the enrolment and they reported that these have worked for their schools to some extent. However, convincing parents is not that easy. Many parents listen to the HTs' or teachers' suggestions about the benefits of girls' education, but there are many who do not and simply ignore them. The common issues that HTs or other school staff members face in convincing parents are mostly related to financial constraints or security hazards for the girls.

In every school, it was reported that there is a constant opposition from the community and parents regarding sending girls to school and for their retention. The possible excuses of parents for not enrolling daughters in school across the selected three districts are summarized in the following matrix:



Table 12: Issues from Parents

	Issues	Number of schools facing the issue from parents	Total
1	Fathers are against girl's education due to financial constraints	Multan= 1 U, 3 R Bahawalpur= 3 R, 1 Urban Muzaffargarh= 3 R, 3 U	14
2	Mothers are against daughters' education due to help needed in household chores	Multan= 1 R, 1U Bahawalpur= 2 R, Muzaffargarh= 2 R, 2 U	8
3	Girls have to work in the fields	Multan= 2 R, Bahawalpur= 2 R, 1 U Muzaffargarh=3 R, 2 U	10
4	Practice of early marriages	Multan= 1 R Bahawalpur= 1 U, 1 R Muzaffargarh= 3 R, 3 U	5
5	Unsafe environment for girls	Multan= 2 R, Bahawalpur= 2 R, 2 U Muzaffargarh= 3 R, 2 U	11
6	False propaganda by politically influential people of the community	Multan= 1 R Bahawalpur= 3 R, 1 U Muzaffargarh= 3 R, 1 U	9
9	When parents are divorced or separated	Multan= 1 U Bahawalpur= 1 U 1 R Muzaffargarh= 2 U, 1 R	6

U=Urban, R=Rural

It is evident from the data in the above matrix that most of the parents are unable to send their daughters to school due to financial constraints. In many instances, girls contribute financially to the family earnings in some form. They either work in the wealthy households or fields or sell things in the market.

The figures in the above data are indicative of the findings that almost equal numbers of schools in each district are facing the problem of girls not being enrolled due to extreme poverty and financial crisis. These figures are highest in the district of Muzaffargarh.

The second most prevalent issue is that of an insecure environment for the girls when they go out of their homes. There is no distinct difference found between the data of the two geographic categories of urban and rural. Some HTs involve SMCs to reach out to the parents of such girls and convince them by telling them about the benefits of education and that it is the only possible way of coming out of the poverty cycle.

3. School Quality

In all the schools the time devoted to instruction ranges from 5 to 6 hrs with an hour for assembly and break. This is standard school day duration in terms of hours. All the primary schools are co-ed. However, middle and elementary schools are separate for girls and boys. The findings show that most of the HTs have reported that even in the co-educational schools girls participate actively either more than or equally in the class as compared to the boys. The possible reasons shared were that girls are more responsible, hardworking and as they do not go out of their house as frequently as boys do, they are able to spend more time on their homework as compared to the boys of their age. Only one

school in each district has reported that girls are shy than boys in the class and the possible reason is the effect of culture on them.

The girls are reported to be more active in extra-curricular activities as well such as Naat, speech competition, literature events and drawing competitions. However, most of them are hesitant to participate in sports such as running, racing, or football in the co-educational primary schools due to cultural influences.

The teaching aids used in class are similar in every school. The majority of the teachers stated that they use a blackboard and charts as teaching aids. Some stated that they use low-cost or no-cost teaching aids like flash cards and some audio and visual poems and stories.

The relevance of the subjects taught was also discussed during the IDI with HTs. It was revealed that HTs generally do not find that the subjects taught have any relevance to the girls and do not equip them with the skills required for employment in the local community after girls finish school, as no vocational skills are taught in schools. However, a few HTs were of the opinion that Islamiyat can help the girls in opening up their own religious school (Madrassah), basic math can help them do household budgeting and that with English language skills they can learn computer skills more easily. The following Table 13 shows the responses of HTs when this relevance was elicited from them through a question statement.

Table 13: Relevance of Subjects

	Number of HTs' responses	District	Total
There is some relevance of subjects taught with local employment opportunity	2 U, 1 R 2 U, 2 R 1 R, 2 U	Bahawalpur Muzaffargarh Multan	8
No relevance exists	3 U, 4 R 3 U, 3 R 4 R, 3 U	Bahawalpur Muzaffargarh Multan	20

U=Urban, R=Rural

4. Private Tutoring/ Support/ Coaching

All the HTs reported that extra time is given to struggling students either during the break or in any free period. However, there is no other structured program in place to help students overcome the challenge of failing their class. There is not any special coaching program in place at schools for boys only, as both boys and girls are treated equally by the school staff. However when asked if private tutoring was important for the students, some of the HTs seemed to be in strong favour of this. Simultaneously, when asked if boys have more opportunities for private tutoring than girls, most of them responded in the affirmative. This was reported to occur due to the reason of the greater importance placed on boys' education over that of girls. The following table shows the number of HTs' responses against or in favour of the importance of tutoring and also the number of communities where boys are sent more frequently to private tutoring after school as compared to girls. As reported by the HTs, this trend is the result of a culturally preferred practice of investing more in boys than in girls because boys supposedly stay with and support the family financially later while girls cannot, once they are married. The decision of providing private tutoring is sometimes

that of parents' and sometimes it is that of the teachers' when the student is struggling at school. Following table indicates the different opinions and number of responses:

Table 14: Responses on Private Tutoring

Opinion	Number of HTs' responses	District	Total
Tutoring is important	U=1, R=2 U=2, R=3 U=1, R=2	Multan Muzaffargarh Bahawalpur	11
Tutoring is not important	U=4, R=3 U=3, R=2 U=4, R=3	Multan Muzaffargarh Bahawalpur	19
Boys have more opportunities of private tutoring than girls	U=1, R=1 U=2, R=2 U=2, R=2	Multan Muzaffargarh Bahawalpur	10
Boys and girls have equal opportunity of private tutoring	U=, R=1 U=1, R=1	Multan Muzaffargarh	3

U=Urban, R=Rural

5. Attendance

All the HTs have reported that parents of frequently absent students are approached either by calling them to school or by visiting them. Sometimes the issue is resolved by convincing the parents or by solving their problems through the community. The HTs reported that at times it is difficult to convince the parents to send their children to school.

As far as absenteeism is concerned, a similar trend is observed across all the three districts. Four out of every ten school HTs reported that boys are more frequently absent than girls. However, the majority informed that girls are more frequently absent than the boys. On average, 4 to 5 students are absent every day in each class across the three districts. The following table indicates how many teachers report that girls are more frequently absent than boys or vice versa:

Table 15: Frequency of Absenteeism

Opinion	Number of HTs' responses					
	In Multan		In Muzaffargarh		In Bahawalpur	
	Urban	Rural	Urban	Rural	Urban	Rural
Girls are more frequently absent	1	1	1	2	2	1
Boys are more frequently absent	3	4	4	3	3	4
Boys and girls are absent equally	1		Nil		Nil	

Further research on absenteeism revealed the common causes of girls' absenteeism, regardless of the geographical division, to be as follows:

Girls are absent:

- In harvesting season because they are needed to work in the fields
 - When parents have a domestic fight, fathers stop the daughters from going to school in frustration
 - When any one is sick in the family, daughters are made to stay home to take care of them.
 - When the mother is unable to go to work as a household servant, daughters are asked to go to work in her place.
 - Whenever there is any task to be done at home.
- After every scheduled holiday because it takes time for them to get back to a regular routine.

6. Girls' Education/Curriculum

Every HT has stated that girls generally study better in class as compared to boys due to the reason that they are hardworking and more responsible than boys. When HTs were asked for their opinion on the need for a specific curriculum for girls' education at school, the majority of them shared that there should be a specific subject or curriculum in schools for girls. However, a few HTs were found to be of the opinion that the current syllabus is appropriate for the girls as well as for boys. Six HTs in Muzaffargarh, eight in Multan and seven in Bahawalpur suggested that there should be some specific subjects or curriculum for girls in school. The specific subjects suggested by the HTs include the following:

- Home economics
- Tailoring, embroidery
- Home Management and cooking
- Awareness on gender sensitive issues

7. Retention of Girls

The findings from the responses about retention of girls at school indicate that all the HTs are aware of the importance of girls' education and its significance for the society and community. The HTs were of the opinion that teaching girls can affect the future of the whole family and the community. Also they posited that since a girl has to run the whole family when she grows up, it is important to educate girls.

The findings show that in the HTs' opinion it is easier to retain girl students if the school stays in touch with the parents and reaches out to them on a regular basis. Also, offering incentives is found to be helpful in retaining the girls. Thus a general suggestion that emerged from the collected data of HTs' interviews indicates that besides providing the basic facilities suggested in Table 15 at school, the government needs to provide incentives on a regular basis to retain the girl students. Providing school transport for girls was also one of the main suggestions made by the HTs for facilitating the girls' commute.

8. Physical Condition of Schools

The findings about the distance of a school from the community, it serves, show a wide range. The following table shows the number of schools in each district that are far, at walking distance, at safe or at unsafe locations.

Table 16: Distances from School

District	Number of Schools			
	Far	Close to town or community	Safe	Unsafe
Multan	1	8	9	1
Bahawalpur	3	7	7	3
Muzaffargarh	4	6	5	5

The data shows that there are more unsafe and far away schools in district Muzaffargarh. District Multan was found to be the one which has the most schools close to the community or population they serve. The findings also show that six out of every ten schools in each district are either located far from the community they serve; are located at an unsafe place; or the way to school is not safe for girls. One HT in each district also reported that sometimes school locations are selected based on political influence without even considering students' safety concerns. The schools were classed as unsafe if they had any of the following issues on all the possible routes to the school from the catchment area:

- Chasing by street boys and drug addicts on the way to school
- Crossing a quiet orchard or field on the way to school
- Crossing an area that has stray dogs and other wild animals on the way to school

The teachers also complained about intrusion by street boys and male strangers by jumping over the school boundary wall.

The following data sheds light on the percentage of girl students who do not attend school due to safety concerns of one form or another.

Table 17: Dropout Percentage

% of girls who dropped out of school due to safety concerns	Number of Schools in which the Dropouts Occur		
	In Multan	In Muzaffargarh	In Bahawalpur
10 to 15 %	2	2	1
25 to 30 %	1	3	2
30% to 45% and above	None	1	1

Concerning the provision of washrooms with water, door lock system, and dustbins, the majority of the HTs reported that they have proper washrooms with water provided either on tap or in buckets. However one school in each district reported that they neither had washrooms nor water supply. Almost half of the HTs have arranged for an electric water pump and have had a water tank constructed for their schools to manage any water crisis.

When information was taken about the facilities that cannot be ignored in girls' school as incentives to parents and girls, but may be ignored in boys' to some extent, the following responses were gathered:

Table 18: Responses on Necessary Facilities

	Facilities	Number of Responses from HTs in favour of the Facility		
		Multan	Muzaffargarh	Bahawalpur
1	Guard	5	8	7
2	Boundary wall	1	5	3
3	Gate with lock	10	10	10
4	Aya (Maid/helper for cleaning)	4	6	8
5	Separate girls' washrooms with regular water supply	5	7	8
6	Trash cans	3	5	4
7	Neat and clean environment	4	4	7

The above table indicates that according to the HTs' views and opinions, the two most important facilities that cannot be ignored in girls' schools are the boundary wall and washrooms with water.

9. Support from Government

The nature and extent of support from the government for the schools was gauged by collecting information on the forms of funds received, incentives for girls, and the existence of any child protection authority and its support. Unfortunately, none of the schools reported that they had heard of a Child Protection Unit or authority in their area or district. They also showed complete ignorance about any complaints being made to any government authority regarding child abuse or sexual harassment. The main reason for this was found to be the cultural pressure to not expose such cases. The following matrix summarizes the details of the type of incentives each school receives from the government and the visits of an Education Department team for monitoring the enrolment and retention rate of girl students:

Table 19: Type of Incentives

	Opinion	District	Urban	Rural	Total
1	Education Department team visits	Multan	3	3	16
		Muzaffargarh	2	2	
		Bahawalpur	3	3	
2	No-one visits	Multan	2	2	14
		Muzaffargarh	3	3	
		Bahawalpur	2	2	

The findings and HTs' feedback indicated that even if regular visits are made by an Education Department team, all they do is give orders without offering any real support for solving the issues that cause low enrolment or dropout.

E. IDI with Teachers

Like the IDIs of HTs from each school across the three targeted districts, teachers' interviews were also conducted in each school. The interview tool was divided into the same nine categories used for the HTs' interviews so that the findings could be validated and cross-checked. As was observed from the analysis of HTs' interviews, the findings from the teachers' interviews show similar trends. These findings are described under those nine categories in the following sections:

1. Training/Qualification

The first section of the IDI tool for HTs and teachers sheds light on the status of training and qualification of the teachers, which can directly influence the quality of teaching and learning. Data was also collected about their current salary so that any relevance of this to the quality of girls' education provided could be analyzed. The detailed account of this information is provided in Annexure 10.

The following data in Table 20 is an excerpt from the complete information on Teachers training and qualification in Annexure 10. From the following data, it is evident that the salary, qualification and training status is quite similar across rural and urban schools. There is no connection seen between the salary and the basic qualification or any professional development achievement. However, the salaries seem to be influenced by the number of years in the service.

The status of training is also quite similar to what was seen in the HTs' IDI analysis, i.e., none of the teachers have attended any gender-based professional training. Thus most probably, this is the reason that teachers are completely unaware of what gender issues mean. However, it is evident from the following matrix that refresher courses are offered to all the school teachers across the three districts on a regular basis pertinent to teaching methodologies and lesson planning. Almost all the teachers have attended PTC as part of their pre-service training

Table 20: Teachers Training Data

District	School No.	Geographical Category	Qualification	Trainings received		Salaries
				Pre-Service	In-Service	
Muzaffargarh	1	Urban	BA, Bed	PTC	Nil	29,500
	2	Rural		CT	Nil	39,000
Bahawalpur	1	Urban	BA	PTC	Refresher	35,000
	2	Rural	BA	CT	Refresher	30,000
Multan	1	Urban	Matric	PTC	Refresher	38,000
	2	Urban	Matric	PTC	Refresher	41,000

2. Incentives for Girls

The teachers' feedback on the availability of incentives for girls in various forms validates what was reflected from the analysis of data gathered from the HTs. The data gives an account of similar forms of incentives mentioned by the HTs. These include incentives in the forms of cash on a monthly or quarterly basis, free text books, stationery and uniform. However, in some schools these incentives are offered unconditionally whereas in some NSB funds are utilized to provide the school-related necessary items to certain identified needy girls. These findings also suggest that teachers, even if not fully aware about the details of incentives being offered to the girl students, still have a general idea about the types of incentives available to the girls of their schools. The following table gives information about the forms of incentives available in the schools of the three targeted districts along with the number of schools offering each of these incentives:

Table 21: Incentives for Girls.

s. No.	Form of Incentives	District	Number of Schools		
			Urban	Rural	Total
1	Only free text books and admission for all	Muzaffargarh	2		8
		Multan	1	1	
		Bahawalpur	2	2	
2	Uniform, books and stationery only for the needy students and textbooks for all	Muzaffargarh		4	12
		Multan	1	3	
		Bahawalpur	2	2	
3	Free text books for all and cash prizes for high achievers in the annual exam	Muzaffargarh			1
		Multan	1		
		Bahawalpur			
4	Free uniform and cash allowance	Muzaffargarh		1	2
		Multan	1		
		Bahawalpur			
5	Only cash allowance	Muzaffargarh	2		4
		Multan	1		
		Bahawalpur	1		
5	No incentives	Muzaffargarh	1		3
		Multan	1		
		Bahawalpur		1	

It is quite evident from the above table that the incentive of free uniform and stationery for the needy students is being offered in more rural schools than urban ones. The green highlighted number represents this value while the number highlighted in yellow indicates the incentives offered least in the schools, implying that cash prizes for the high achievers are being offered only in one urban school of Multan. Moreover, one school teacher in each district also reported that there were no incentives of any kind offered to girl students in their schools. This is quite contrary to what was described by all the other teachers.

Almost every school teacher reported that provision of incentives had increased enrolment as well as retention in schools for girls. However, two teachers in each district, both in rural areas, believed that incentives do help in increasing the enrolment, but once these incentives are received, many girls then drop out as well. The findings also reveal that like HTs, teachers also meet mothers, contact them over the phone or call them to schools to convince them to enrol and keep their daughters in schools.

3 School Quality

The average instruction time is the same as that reported by the HTs in their interviews, i.e., 5 and a half hour to 6 hours per day, a standard duration in Pakistan. During the lessons, girls are observed to be more active and responsible than boys. They are also allowed to ask questions and participate in

giving answers as much as boys are. Teachers also reported that the traditional gender biases are observed only at home by the parents and community members. While girls are in co-education schools, they are treated equally with boys.

Some schools, especially in rural areas, were found to have a shortage of teachers, as indicated in the teachers' interviews and highlighted yellow in the table below. In these cases, one teacher was supposed to teach more than one class at a time, which causes the quality of teaching and learning to suffer, as reported by the teachers. Although this shortage is not frequently observed in the urban areas, as shown in the table below, there are still some urban schools across the three districts showing a shortage of teachers.

Table 22: Shortage of Teachers

Opinion	Number of Teachers' Responses						
	In Multan		In Muzaffargarh		In Bahawalpur		Total
	Urban	Rural	Urban	Rural	Urban	Rural	
There is a shortage of teachers	2	1	2	3	1	3	12
Teachers are sufficient	3	4	3	2	4	2	18

The total against each of the two types of opinions indicates that though there are more schools with sufficient teachers, there are still a significant number of schools with a shortage of teachers. This shortage is reported to range from one teacher short to several in one school.

Although teachers were interviewed separately from the HTs, as mentioned before, their responses were found to be quite similar in nature. For example, when they were asked about the suitability of the current curriculum for girls in the context of the local employment and needs, many teachers expressed that they did not see any relevance as all general subjects are taught at the primary and middle level, which they believe are not helpful in any kind of paid employment. The following table indicates the number of ways in which the current curriculum could be helpful in future employment, according to the teachers. It also indicates the number of teachers who were of the opinion that the current curriculum might be able to help in securing future employment. However, this number is quite low as compared to the number of responses against the opinion of no connection found between the subject taught and the local market needs:

Table 23: Subject Relevance

	Relevance of subject taught to local employment opportunity	District	Number of teachers' responses	
			Urban	Rural
1	English and Urdu will be helpful in any future work	Multan Muzaffargarh Bahawalpur	2	2 1
2	Even basic math will enable them to do trade or any other business.	Multan Muzaffargarh Bahawalpur	2 1	
3	No relevance found	Multan Muzaffargarh Bahawalpur	3 5 4	3 4 5

Since textbooks are given for free in all the schools, as indicated in Table 27 , all students possess these. For other teaching aids, the teachers' feedback shows that the majority uses regular items such as markers, charts, flash cards, colors, teacher guides etc. For extracurricular activities, teachers reported that national day celebrations, naat, speech competitions and sports events are held. However mostly girls were reported to be shy in participating in sport as opposed to being confident and active inside the classroom.

In response to the things that girls in particular find difficult, the following kinds of views were gathered from the teachers:

- Combined seating arrangement with boys in co-education in primary section
- Common playground with boys
- No canteen
- Sometimes no water in washrooms
- Sewerage problem in schools
- School is far for some students
- Unavailability of aya (maid/helper/female janitor in the school)

4. Private Tutoring

For the weak and failing students, teachers claimed that they try to give extra time either during break or after school time. However, generally girls need less time to catch up on their studies as compared to boys, according to the teachers. Thus in this context, boys and girls sometimes get a different amount of teachers' attention.

Private tutoring was suggested to be unnecessary by the majority of the teachers. However, two to three teachers from each district shared that private tutoring after school is important, and all of such responses were obtained from the primary schools where teachers were of the opinion that boys waste their time after school by wandering in the streets increasing the risk of getting involved in inappropriate activities. Thus teachers suggested that it is better to have them occupied in private tutoring after school hours. Also, every teacher shared that the opportunities of private tutoring are not the same for boys and girls. Parents mostly send boys to tutoring for two reasons: one is the same reason of boys not doing homework at home unless there is any supervision. Since most of the parents in rural areas are illiterate, they cannot help the boys at home. Secondly, both urban and rural parents who can afford to do so usually send their boys to tutoring, as they are ready to invest more in boys as compared to girls, a result of cultural norms.

5. Attendance and Retention of Girls

To address the problems of irregular attendance and retaining girls, most of the teachers are found to be using the same strategy of visiting and meeting parents or asking the HT to involve the SMC members to convince and guide the parents. These parents are briefed by sharing the implications and importance of giving an education to their girls.

To find out whether girls are absent more frequently as compared to boys or vice versa, the following table was used for this analysis, which shows that not very many schools have girls absent more than boys; however more absenteeism for girls can be seen in the rural than in the urban schools.

Table 24: Teachers' Responses on Girls' Attendance

Opinion	Number of HTs' Responses						
	In Multan		In Muzaffargarh		In Bahawalpur		Total
	Urban	Rural	Urban	Rural	Urban	Rural	
Girls are more frequently absent	1	3	1	2	1	2	10
Boys are more frequently absent	3	2	3	3	3	2	16
Boys and girls are absent equally	1		1		1	1	4

The possible reasons shared for higher absenteeism in rural areas are the girls' engagement in harvesting season or in some kind of domestic employment due to the prevalent poverty issue in rural areas. Teachers also gave feedback that by arranging the following facilities in school, the absenteeism could be lowered even if parents have their own reasons to not send their daughters to school:

- Separate spacious play ground for girls
- Computer lab
- Library
- Swings
- Class activities using teaching aids
- Sufficient seating arrangements
- Safe location of school
- Proper building of school
- No co-education
- A fee of Rs 20/month in some schools should be waived off.

As far as teachers' attendance is concerned, the teachers' attendance registers show that teachers are usually not absent for more than two days in a month (the permitted leave) unless it is inevitable for some genuine reasons as reported by the teachers.

6. Girls' Education/Curriculum

The opinions of teachers were mixed on the need for a specific curriculum for girls in school in one form or the other across rural and urban and also across the three districts. The following table indicates these findings clearly, that some teachers are of the opinion that some subjects specifically suitable for girls should be introduced in order to retain them and some think there is no need. The number of responses in one geographical category is no different from the others. There is also no significant difference across the districts. However, considering the total number of responses

against each type of opinion, it is evident that two thirds of all the teachers interviewed think that introducing subjects specifically of interest to girls' and catering to their needs will make girls and parents more interested and happier in school.

Table 25. Opinion on Specific Curriculum for Girls

	Opinion	District	Urban	Rural	Total
1	There is a need for specific subjects for girls	Multan	3	4	20
		Muzaffargarh	3	3	
		Bahawalpur	4	3	
2	There is no need for specific subjects for girls	Multan	2	1	10
		Muzaffargarh	3	1	
		Bahawalpur	1	2	

The variety of specific/supplementary subject categories suggested by the teachers is the same as that by the HTs, as follows:

- Home economics
- Tailoring, embroidery
- Home management
- Cooking
- Computer studies
- Awareness on gender sensitive issues

7. Physical Condition of Schools

The account of the schools' distance from the town and communities they serve and safety issues related to the school and commute is not widely differently from the HTs' data. The total number of responses from school teachers against each opinion is also not very different from what was observed from the HTs' data. The schools at safe locations and near the town/community are bigger in number but the ones that are far and not situated at safe places or for which the way to school is unsafe are also in significant numbers, as is evident from the table below:

Table 26: Teachers' Responses on Distances of Schools

Opinion	Number of Teachers' Responses						
	In Multan		In Muzaffargarh		In Bahawalpur		Total
	Urban	Rural	Urban	Rural	Urban	Rural	
Schools are far	1	3	1	2	1	2	10
Schools are near the community/town	3	4	3	4	4	2	20
Schools are at safe location	4	3	4	3	4	3	21
Schools are at unsafe location	1	2	1	2	1	2	9

In all the three districts there are more schools farther in rural areas as compared to those in urban areas. Similarly, there are more rural schools that are either not at a safe location or the way to such schools is difficult/unsafe than the urban such schools. As far as the condition of washrooms and

water supply in the school is concerned, only two schools in each district were identified as not having washrooms or having washrooms without water. The rest were reported to have washrooms with water.

8. Support from Government

Not a single teacher reported ever having heard about child protection units in their district. Neither have they witnessed any complaints being made by girls' parents or guardians to any authority regarding any form of child abuse.. At the same time, the teachers seem to be aware of the visits of the team from the District Education Department. They reported that either the DEO or AEO visits their schools to monitor the enrolment or dropout rates and that they ask the school staff to work on the two issues. However this response is found to be equally distributed across the three districts in both the geographical categories. The total number of schools visited is a little higher than that of those not visited. The following table gives an account of these findings:

Table 27: Opinion on Monitoring

	Opinion	District	Urban	Rural	Total
1	Education Department team visits	Multan	3	4	18
		Muzaffargarh	2	3	
		Bahawalpur	3	3	
2	No-one visits	Multan	2	1	12
		Muzaffargarh	3	2	
		Bahawalpur	2	2	

F. IDI with Education Department Representatives

As mentioned in the analysis section, the IDI of representatives from the Education Department was conducted with two personnel from each district: one female and one male. Also a Section Officer from the provincial office of education was briefly interviewed using the tool attached in Annexure 9 and 10. The Section Officer was asked about the effectiveness and the role of PMIU in monitoring the schools of the province. According to his account, the PMIU is working actively; at the same time, he agreed that there is a need to make more effort to ensure that once girls are enrolled, they do not drop out and that if they do, HTs and teachers need to be made directly accountable. He further shared that allocation and disbursement of funds is quicker as compared to in the past. The following list shows the positions of District Education Department personnel with whom the interviews were taken:

Position of Education Department Representative	Gender	District
DDEO	female	Bahawalpur
AEO	male	Bahawalpur
AEO	female	Muzaffargarh
DEO Elementary	male	Muzaffargarh
DDEO, Senior Head Master	male	Multan
AEO	female	Multan

Like all other research tools, the IDI for the Education Department Representative was also designed and categorized into the following elements that may affect girls' education:

- Training and Qualification
- Reasons for low enrolment
- Community Attitude about school
- Future Aspiration
- School Quality
- Tuition Fee
- Attendance
- Curriculum
- Girls Education
- Physical condition and environment of school
- Retention of girls
- Child rights and protection

The responses and feedback were taken from the representative against each of these elements through a set of questions for each. The data gathered through this tool was indicative of the status of girls' education in the three targeted districts from the perspective of the Education Department's personnel. The following section will shed light on the findings gathered from the analysis of this tool against each of the categories.

1. Training and Qualification

The findings from the responses of the department personnel show that both the personnel from Muzaffargarh district and DDEO from Multan had attended either a lecture or some form of training on gender awareness and gender sensitization. However this training according to them was conducted by an NGO and not by the Directorate.

All six representatives expressed the view that there should be some workshops or training sessions held for the Education Department team in order for them to be able to handle gender-related issues effectively. One of the representatives was of the opinion that awareness should be raised about the needs of girls at every developmental stage so that this awareness is spread in schools and communities, which can help in girls' education and solving their safety issues.

2. Reasons for Low Enrolment

The reasons that emerged from the findings of the Education Department personnel displayed similarities with those found in the data collected from the other stakeholders' survey. The consolidated opinions of the six personnel interviewed on the matter of low enrolment highlight the following reasons:

- Girls have to work as domestic servants in households to support the usually extended and large families along with other family members due to extreme poverty and financial crisis.
- A tradition of early marriages, especially in rural areas, due to an unsafe environment for young girls.
- Unsafe commutes and long distances of schools from the community they serve.
- Illiteracy of parents. When parents are illiterate they do not realize the importance of being educated and keep their children uneducated too.
- Political influence. In some areas politically influential figures misguide communities and force them not to send children, especially their girls, to school to keep the community suppressed.

3. Community Attitude about Schools

The Education Department personnel were of the opinion that the attitude of some of the communities is changing for the better. However, this change is slow. This change in parents' attitude is mainly due to increased coordination between schools and the communities. SMCs and school staff are more involved in visiting and convincing parents to send their daughters to school. The prohibition of corporal punishment in schools has resulted in a more positive attitude of parents towards sending their children to school.

4. Future Aspiration

The representatives collectively think that change is coming in terms of girls' student enrolment and dropout rate. They believe that with continued and increased effort, the target of enrolling all the girls in primary school and decreasing the dropout rate after grade five can be achieved in a few years.

5. School Quality

As far as the feedback on curriculum is concerned, five out of six representatives across the three districts were of the view that there should be some specific subject introduced for girls, which may include home economics and awareness on gender-sensitive issues. One of them also suggested that the text books should be free from gender discrimination.

The findings from the personnel's feedback indicate that besides taking the measures of increased teacher training, giving free uniforms, text books and stationery, and extra-curricular activities introduced at the school level, incentives in the form of cash impact the enrolment the most. According to their observation, the incentives need to be introduced at all levels of the schools.

6. Tuition Fee

In some of the schools a fee of Rs. 20 is charged. In Bahawalpur, some schools were found to be charging a fee and some not, indicating that the fee charging is not standardized across all the schools. However, feedback indicates that NSB funds are allocated to all the schools to provide all the necessary school items to the needy girls. The cash incentive varies between Rs. 200 per month

to Rs. 600 per quarter in some schools. The findings show suggestions from all the personnel that cash incentives need to be introduced in every school, as wherever these are in place, they are helping in improving the enrolment rate to a significant extent.

7. Attendance and Retention of Girls

A common strategy for ensuring attendance is visiting parents when the girls are frequently absent and stop coming to school. Some of the schools are visited by the Education Department team and attendance is checked on a regular basis as part of the mechanism of ensuring attendance and retention of girls. Some schools also reported to be promoting and advertising their good results and extra-curricular activities in the community they serve in order to motivate girls and their parents to send them to school. Some schools also give away awards, gifts or certificates for punctuality.

Besides school management initiatives, some of the schools have been found to be supported by an NGO NRSP in setting up ECE centres/corners in the school. The schools in which these centres are set up have reported an increase in enrolment according to the Education Department's personnel.

8. Physical Condition and Environment of School

Except for one representative, all others indicated that at least a few schools were certainly situated at unsafe locations. Moreover all the representatives were of the view that the basic facilities like separate and good condition washrooms with a regular supply of water are required to be supplied in the schools. As indicated in the following table, one person reported that there had never been any case of dropping out due to an unsafe or difficult route to school. However, four expressed that it occurs quite frequently while one shared that it does happen but seldom.

9. Child Rights and Protection

The feedback from both the personnel of Multan Education Department indicates that there was no CPU or any other such authority in existence in the district. However, the personnel from the other two districts reported that there was some such authority but that it was not active. All of them were of the common opinion that this department needs to be actively involved in spreading awareness about gender related issues. This Unit should also be helpful in providing legal support to parents when they need help for child abuse or sexual harassment cases. If these departments are operational, parents will be empowered and consequently girls' enrolment will increase. All the above findings are also summarized in the following matrix:

Table 28: Consilidated Feedback of District Education Representatives

Education Department Personnel	District	Any training attended on gender issues?	What are the main reasons of low enrolment in girls' schools?	Is there any need to introduce some specific curriculum for girls?	How many of your schools at safe locations?
DDEO	Bahawalpur	No training attended and there is no need of such training as everyone is aware of these issues.	Due to poverty, girls have to work too.	No need	All the schools
AEO	Bahawalpur	Have not attended any training. Some training should be conducted	Due to long commute to the school, and extreme poverty	Home economics can be introduced	Approximately 90%
AEO	Muzaffargarh	Attended some lectures on gender issues	Due to illiteracy of parents. Influence and pressure from local political figures and landlords	Subjects <i>on</i> awareness of gender issues can be introduced	Approximately 80%
DEO	Muzaffargarh	Attended a training session through an NGO	Poverty and illiteracy of parents	Home economics can be introduced	Approximately 90%
AEO	Multan	Not attended any but there should some training on this issue	Poverty and illiteracy of parents	Home economics can be introduced	Approximately 90%
AEO	Multan	Have not attended any but there should some training on this issue	Poverty and illiteracy of parents Early Marriages	Home economics can be introduced	Approximately 90%

V. Case Studies

Case Study: 1

District: Bahawalpur

Girl's Name: Sidra Noor

Father's Name: Imran

Mother's Name: Shaista

Age: 9 years

Siblings: 5 sisters, 5 brothers

Number of years school attended: 6

Am I Ever Going to Become a Teacher?

Parents send their children to school with the hope that, once educated, their children will have better lives and will be more financially secure. Sidra's parents had sent her to the Government Girls Primary School Baqir Pur with the same hope. However, soon their dreams were shattered. They already knew that the educational standard at the school was low and to that extent their expectations were low. However, to their astonishment they found out that the girls at school were sent out daily by the teachers to get their grocery items. It was unsafe for the girls to go out un-chaperoned. They knew of cases of child abuse and rape in the district. Without wasting any time, they decided to withdraw Sidra from school as they had no other choice and the safety of their daughters was paramount.

Sidra was enrolled in grade 5 when she dropped out of school. She was an able student and used to work on her assignments on her own. Belonging to a family of 11 children, she enjoyed teaching her younger siblings after school. She wanted to become a teacher. Seeing Sidra's passion for learning, her parents are trying hard to save some money to enrol her in a nearby private school. But Sidra's precious years are being wasted in this wait. If the quality of education and standards had been maintained in her previous school, she could easily have fulfilled her dreams of becoming a teacher.

Case Study: 2

District: Bahawalpur

Girl's Name: Sharjeela

Father's Name: Saleem

Mother's Name: Batool

Age: 16 years

Siblings: 5 sisters, 6 brothers

Number of years school attended: None

The Country Missed a Soldier

Sharjeela comes from a family of 11 siblings. Her father is a daily wage labourer. The only school in her town is so distantly situated that she cannot walk all by herself to the school. As in many of the rural and semi-urban areas of the country, Sharjeela also belongs to a community where it is neither safe nor is it considered appropriate for a young girl to be seen outside. Her parents live with an everyday fear that if any of their daughters go out, they might become a victim of some kind of abuse or ruin their reputation.

Since Sharjeela's father has to leave for work every day, he cannot drop his daughter or pick her up from school. Neither can he afford to send her by rickshaw, which is the only means of transport in the town. In a situation of helplessness, the family decided not to send any of their children to school.

Sharjeela desperately wanted to attend school. Her dream was to become a soldier and serve in the national army. She is now 16 years old and unfortunately hasn't even finished her primary schooling. None of her siblings are attending school. Insecure atmosphere for females, extreme poverty and distant school, all these factors have contributed in this case of not attending school.

Case Study: 3

District: Bahawalpur

Girl's Name: Laila Batool

Father's Name: Amjad

Mother's Name: Habiba

Age: 15 years

Siblings: 5 sisters, 7 brothers

Number of years school attended: 6

Pupil or Servant?

Laila was a student at GGPS Sadi. But her parents worried that their daughter was not only deprived of a learning environment at school, she was also being mistreated there. She had narrated horrible accounts of her school. Instead of studying, the girls were used as maids by the teachers all day to clean and dust furniture, broom floors and wash teachers' common room kitchen ware. They even had to make tea several times a day for the teachers. Besides these chores, students faced corporal punishment if they were slow or refused to perform these tasks. Consequently her parents pulled her out of school.

Moreover, the commute to and from school was also unsafe for the kids as the route was not frequented by very many people. It was risky to take the lonely path, and there was no alternate path

either. Keeping in view the unpleasant experiences at school and on the way to school, Laila's parents thought it was much better to have Laila stay at home to take care of her younger siblings and help her mother with the housework. They saw no good reason to have her continue at school.

Laila is 15 years old now. While she has completed the primary school, she will not be able to continue her education. Her parents, even while being illiterate and poor, had believed in their children's education and had enrolled them in the school but sadly they were not supported in their effort.

Case Study 4

District: Bahawalpur

Girl's Name: Perveen

Father's Name: Sajid Manzoor

Mother's Name: Amna

Age: 16 years

Siblings: 8 brothers and 3 sisters

Number of years stayed in school: 9 years

I Feel Better at Private School Now

Perveen was a student of Government Girls High School, Multani Gate. The school was situated at a distance of three kilometres from her residence and she had to travel this distance on foot. Her parents were concerned for her safety as there was neither paved road nor a bus service to facilitate students who were enrolled in the school. Moreover, Perveen's poor household circumstances would not allow her to hire a rickshaw to reach the school. Also, the school lacked basic facilities like proper sanitation and water. She reported that most of the girls remain absent from the school when they are menstruating, as it is difficult to remain in the school for longer hours without proper sanitation facilities.

Apart from accessibility issues, the quality of teaching at Perveen's school was also substandard. Perveen was extremely dissatisfied with her school as the teachers did not teach properly and often involved the children in cleaning classrooms or other tasks, which should have been the responsibility of the support staff.

In these circumstances, considering Perveen's interest in education, her parents decided to enrol her in a private school, Zikriya Misali Science Secondary School near their home. She and her parents are satisfied with the quality of teaching at school. Also, now they do not have to worry about her safety as Perveen accompanies other girls from the same community to go to school. Perveen aspires to become a doctor one day, and therefore, despite the hardships, she aims to continue her education to achieve her future goals.

Now, Perveen is studying in class 9. However to contribute towards her own tuition fees, she has to work in the evening. She does some embroidery work. Perveen says it is difficult to take out time for her home work in the evening because of the embroidery job but she is trying hard to cope with it otherwise she may not be able to continue her studies at a private school.

District: Multan

Case Study: 1

Girl's Name: Bushra

Father's Name: Saldeer

Mother's Name: Masooma

Age: 8 years

Siblings: 4 sisters, 5 brothers

Number of years school attended: None

I Wish I Could Go to School Someday.

Bushra, an eight-year-old, is one of the many unfortunate young girls of the country who are struck by extreme poverty. Bushra's whole family is struggling for survival. One can imagine how desperate the life of such a family can be in an underprivileged community if the head of the family is deceased and there is no literate adult to support them financially.

Bushra's father died few years back leaving five daughters and five sons, all of young ages. Though Bushra is not the eldest, she supports and accompanies her mother every day in the nearby market while selling bed sheets and blankets which her mother and her elder sisters stitch at home. Every day Bushra and her family fight against poverty and try hard to make both ends meet.

During the heartbreaking conversation with Bushra and her mother, Bushra shared that she had never been to school all her life and the biggest dream of her life was to study at school and become a doctor. She said that she might never be able to go to school because if she does, no one will be able to help her mother in selling the bed sheets and her siblings might not be able to get food anymore. With this, Bushra and her mother burst into tears. Her mom, sobbing, shared that every morning Bushra watched neighbourhood children going to school. If ever given a chance, she would send all her children to school, especially Bushra, as she knew that Bushra had an urge to learn and to study. She paused and did not utter a word after this but one could see her eyes filled with tears and slowly roll down her cheeks.

Like every other child, Bushra is born with an urge and love for learning. The economic barrier is however is so strong in her case that all the doors to education seem to stay closed until this barrier is removed, and the family is financially supported so that Bushra along with her siblings can aim for the most important thing at this point in time for them - Education!

District: Multan
Case Study: 2
Girl's Name: Chandni
Father's Name: Aurangzeb
Mother's Name: Perveen
Age: 9 years
Siblings: 4 sisters, 3 brothers
Number of years school attended: None

Why is there no Public School in My Town?

Had there been a public primary school in Chandni's 'Mohallah', she could have been in grade 4 by now. Chandni is a 9 year old girl famous in her neighborhood for her intelligence. If this ingenuity had had a chance to further grow in formal education, a world of opportunities could have opened in her life.

Unfortunately, Chandni comes from a poor family with many siblings, and her father sells 'papar' (snacks) to feed his family. With the meager daily wage he earns that is not even sufficient to satiate the hunger of his children, how can he even imagine sending Chandni and other children to the only private school located in his hometown? It's not every day that the family is able to have two full meals. In spite of all the hardships of life, Chandni's father says that he would have sent Chandni and all his other children to school if there were a public school in the locality. It is obvious that he cannot afford the tuition fee of the private school. Neither can he afford the transport cost to send the kids to a distant public school.

When Chandni was asked if she wanted to go to school, her eyes started to glow with excitement and enthusiasm. She jumped from the 'charpai' (bed) and went outside announcing to her neighbourhood friends that she was going to go to school. If Chandni were given an opportunity to attend school, nothing could give her more real happiness. Her father grew even more depressed seeing his daughter jumping around with joy as he knew that Chandni's dream was not to come true yet.

District: Multan
Case Study: 3
Girl's Name: Sadia
Father's Name: Yaqoob
Mother's Name: Masooma
Age: 14 years
Siblings: 2 sisters, 1 brother
Number of years school attended: 5 years

Free Education is My Basic Right but it is not Accessible!

The lack of safety and security in the country has taken its toll on everything. Education is among the elements that are affected the most. In a male-dominated society, girl students often have to suffer more due to an insecure atmosphere and male chauvinism in their community. Sadia is one of the victims of such scenarios who had to compromise on her studies.

Sadia left her school, Government Girls Elementary School-Multan when she was attending grade 4. The school was almost 6 km away from her home in Rehman Pura town and she had to walk everyday due to the unavailability of safe and affordable transport for girls. Once, while going to school, she was chased and harassed by a group of street boys. She shared this incident with her family when she reached home. Her parents had no idea how to fight back or to stop this harassment. They felt helpless as the government school was distantly situated. They could not afford any means of transport that could safely take their daughter to school. That incident scared them to the extent that they decided to have Sadia quit her school. After all, they did not have any other option and that was all they could do to save their young daughter from any worse incident.

If the school had been close to Sadia's house she would have been able to continue her schooling without fear. She wanted to become a teacher but her dreams could not materialize. She went into depression. Her mother shared that she was not the same Sadia anymore. Sadia had to stay home for two years until luckily a private school, Rehman English Public School, opened in her home town which was hardly at a five minute walking distance from her house. Sadia's family is living hand-to-mouth. However, seeing her passion for learning, her family has enrolled her in that private school.

Although Sadia had to waste 2 years of her schooldays, finally she is happy and hopefully can make her dream of becoming a teacher come true soon. The only concern is how long her family will be able to bear the burden of her private schooling. After all she has three other siblings too. Had there been a public school near her home, and had there been a safe and secured environment in the community for girls, perhaps Sadia's parents would not have had to worry about any of their children's education.

District: Multan

Case Study: 4

Girl's Name: Tayyaba

Father's Name: Aftab

Mother's Name: Zainab

Age: 14 years

Siblings: 3 sisters, 2 brothers

Number of years school attended: 5 years

A Victim of Inhumane Treatment

Tayyaba was attending Government Girls Elementary School-Multan till grade 4. The quality of teaching was not good at the school. Teachers were mostly busy gossiping with each other and neglected the students. No proper attention was given to them in the school. Teachers used to give them loads of homework to cover the syllabus. One day Tayyaba could not finish her home work. Her teacher made her stand in the scorching sun for hours. Poor Tayyaba could not stand the heat and fainted.

When Tayyaba reached home, her parents found her in a weak condition. She was distressed. The punishment had taken a toll on her physically, mentally and emotionally. Upon her parents' insistence, she narrated what had she had gone through at school. Her parents were angry but dismayed. They felt that given the lackadaisical culture in the school, complaining to the teacher or the HT would not do any good. After thinking through it for several days and worrying about Tayyaba's condition, they finally decided to stop her from going to school.

Poor Tayyaba, who wanted to become a doctor and was quite an able student, could not continue her studies because of the inhumane treatment from her teacher. Her parents would get depressed when Tayyaba asked them, every day, when she would start attending school again. Seeing her worried, her parents saved some money and decided to send her to a nearby private school.

Tayyaba was admitted to grade 5 at the new private school. She is happy now. The teachers are good and helpful. They give proper attention and time to students. There are no punishments. The whole atmosphere is pleasant. However, unfortunately, Tayyaba's parents cannot afford the tuition fee anymore. They have enrolled her in the private school for a short duration because of Tayyaba's insistence. Soon she will have to be pulled out of school once again, and this time, for good. However, if things were improved at the government school she was attending earlier where she did not have to pay a fee, she could surely have completed her schooling.

Case study 1

District: Muzaffargarh

Case Study 1

Girl's Name: Shaheen Sadiq

Father's Name: Muhammad Sadiq

Mother's Name: Gul Naz

Age: 12 years

Siblings: 2 brothers and 3 sisters

Number of years school attended: 6 years

Please Send Me back to School!

Shaheen is 12 years old and the youngest of all her siblings. She has two brothers and three sisters. Two of her brothers and one sister are married. Shaheen completed her primary schooling at Government Primary School Jatoi, Muzaffargarh in 2012 with good grades and then dropped out of school by her parents' will.

Shaheen's father is a poor old man of ill health who usually drives a donkey cart in the town to get some work. Most of the time, his poor health does not allow him to work on regular basis. Shaheen's mother is also a middle-aged lady who works as a domestic maid in the high-income households in the neighbourhood and earns a meagre wage of Rs.1500 per month. Shaheen's elder sister also contributes to the family income by doing some embroidery work.

Due to depleted financial conditions, Shaheen's parents want her to work as a domestic labourer in nearby high-income households and contribute to the family income. Shaheen faced aggression and violence from her parents when she resisted and was forced to leave school. She was then involuntarily made to work as a domestic maid in other people's houses in order to contribute to her ramshackle home.

Shaheen had been a bright student who took a great interest in learning. Her teachers tried to convince her parents and explained the benefits of getting educated, but they did not listen to them and stopped her from going to school.

Now Shaheen goes with her mother to do household chores in an upper middle class neighbourhood and earns about Rs.1,000 per month. She has accepted her fate despite it being her dream to become a good teacher and teach one day. However she is still hopeful and waiting for a miracle to happen that by Allah's will and perhaps with someone's help, one day she might get an education and pursue her dreams.

District: Muzaffargarh

Case Study 2

Name: Batool Bibi

Father's Name: Abdul Rafiq

Mother's Name: Rana

Age: 10 years

Siblings: 1 brother

Number of years school attended: 5 years

A 10 Year Old Bread Winning Girl

Batool Bibi is a bright 10 year old girl who used to study in class 4 at Government Girls Primary School, Bari Basti Arain. She belonged to a poor family. Her father was a hawker selling sweets at the road side near the bus stop. Her mother worked as a domestic maid in the nearby upper middle class households. They were trying to work hard to provide their daughter with a good education.

Batool used to travel a distance of three kilometres on foot to reach her school. Her parents were concerned for her safety while she was travelling to and from school. Despite all this, they were willing to get her a good education.

Unfortunately sometime ago, Batool's father was in an accident with a motorbike and lost his leg. He stayed in hospital for quite some time. The expense of hospital care and medicines with no regular income further regressed their financial condition. In these circumstances, Batool endeavoured to look after her father's business worth Rs. 3,000 per month and gave up on her studies. She now sells sweets by the side of the road all day to bring the money home.

Batool's parents say that if their financial condition had been stable, they would never have let Batool leave school.

District: Muzaffargarh

Case Study 3

Girl's Name: Rabia

Father's Name: Fida Hussain

Mother's Name: Jahan Ara

Age: 10 years

Siblings: 3 sisters and 3 brothers

Number of years school attended: half a year (6 months)

Finally I am in School!

Rabia is the youngest of all her siblings and belongs to a poor family in Muzaffargarh district. Her father is visually impaired and drives a donkey cart in the town to transport bricks or other construction material from one place to another. They live in a small rented house in a colony near Jatoi Police Station.

There is a Government Girls High School situated close to Rabia's house, but due to her family's bleak financial conditions, until recently she was not allowed to attend school. Instead she was forced by her parents to work as a domestic servant in upper middle class households along with her mother.

Rabia used to envy girls who go to school every day and with every passing day her desire to go to school got stronger and stronger in her heart. She persistently asked her parents to let her go to school. Now that she is 10 years old, her parents have finally agreed to let her attend school on one condition that she would go to school in the morning and continue to work in the evening.

Ten year-old Rabia has now been enrolled in nursery class in Muslim Public School Jatoi for six months. She has turned out to be a studious pupil who goes to school every morning and works every evening, thus earning around Rs. 500 per month. Five precious years of her school life have been wasted. Had she been enrolled at the right age, she would have been in grade 4 by now.

District: Muzaffargarh

Case Study: 4

Girl's Name: Ramsha Bibi

Father's Name: Saleem

Mother's Name: Hajra

Age: 10 years

Siblings: 2 brothers and 1 sister

Number of years school attended: 4 years

A Victim of Indifferent Treatment

Ramsha Bibi was studying in class 4 of Government Girls Primary school, Bari Basti Arain. Her father works as a wage labourer in a brick kiln while her mother is a housewife and looks after her younger siblings at home.

Ramsha left school before even completing class 4. She was not happy with the teaching staff in her school, as they did not give the required attention and respect to the students. She reported that

teachers were not in the least interested in students' learning and discipline. Shouting in the class and fighting with each other was the common environment of every classroom. Once Ramsha's younger brother became a victim of such fights in the school and got his head badly injured when a fellow student hit him hard with a brick. Ramsha's parents took this matter to the teachers, who neither took any action against that child, nor did they develop any strategy to ensure the safety of children at school. Then the parents spoke to the principal who also ignored their complaints and overlooked the matter because of the fact that the other child was the son of an influential person from the community, whereas, Ramsha's brother was the son of a brick kiln wage labourer. Constant complaints with no action from the teachers and administration, in addition to the poor quality of teaching invoked frustration and dissatisfaction in Ramsha's parents towards their children's schooling. Therefore, they opted to take their children out of school. Since Ramsha's father was just a brick kiln wage labourer and had no other source of income, they could not afford to enrol their children into a private school nearby.

Poor quality of teaching, inadequate support from the school administration over safety concerns, and underprivileged socio-economic status deprived Ramsha and her brother from their basic right to education.

A. Case Studies -Analysis

It is evident from almost all the case studies that lack of funds is the prevalent problem faced by almost every family. The girls belonging to such families in all the three targeted districts who were never enrolled or dropped out of school were engaged in some kind of child labour. They were either working as household servants, or selling some goods in the market to contribute to their family's survival. Sending children to school would mean losing a bread-winner for the family. The fathers of such girls were mostly daily wagers who were unable to provide more than one meal to the family members most of the times. This scenario can be observed in the cases of Chandni from Multan 1 and Shaheen, Batool and Rabia from Muzaffargarh 1, 2 and 3. In addition, some girls who were able to go to school had to take on paid work in the evenings, thus affecting their ability to complete their homework properly.

Extreme poverty for many families also means that they are unable to send their daughters to an alternative private school which may be closer, safer or better quality than the government school option. Therefore, the girl stays at home as in the case of Bahawalpur 1, Multan 2, & 4 and Muzaffargarh 4. In the cases of the local government school being too far for the girls to walk there safely, many families cannot afford to pay for transport such as a rickshaw, and simply have to keep their daughters at home. This challenge was faced by the girls of case studies Multan 2 and 3 and Bahawalpur 4. While little can be done at a local level to help families whose daughters have to work in order for the family to survive, other families could benefit from having more government schools built closer to their homes, and also from a school bus service which would safely bring the girls to and from school free of cost to the families, or at a much lower cost than a rickshaw.

In the cases of Bahawalpur, Multan and Muzaffargarh 4 the girls, Perveen, Tayyab and Ramsha respectively, were found to be victims of poor teaching quality at school and/or a culture of indifference on the part of the head teacher and authorities. In these cases, it was found that the teachers did not teach the pupils but relied on homework to finish the syllabus so that they were answerable to the education department local authority. In several schools, girls are reported to have been used for menial tasks such as cleaning, getting groceries, and making tea for the teachers, instead of studying their lessons (Reference Bahawalpur 1, 3 and 4). Inhumane punishments and a poor learning environment in the classroom were also prevalent and made parents withdraw their daughters from school. A lack of trust and communication between parents and teachers also seems to have contributed to the parents' decision to remove their daughter from school instead of trying to address the problem within the school framework. Finally, one girl reported that most girls at her school stay at home during their menstruation due to poor sanitation facilities at the school, thus missing out over the months on a great deal of lessons (Bahawalpur 4).

These school level problems could be greatly improved by a thorough teacher training and monitoring system, including the head teacher in the program. A framework of parent-teacher councils could also be set up to assist in building levels of trust and communication within the communities. It is imperative that girls are provided with proper, hygienic, girls'-only toilet facilities at every school to enable them to continue attending throughout the school year.

Besides financial constraints and school-level problems, another main problem prevailing in the communities of never enrolled or dropped out girls is the challenge posed by their own community or neighbourhood. Some of the communities were found to be unsafe for the girls to commute to school on foot as they were harassed by street boys or faced negative comments from the community members for going out of their homes even if it was for the sake of education (Cases Bahawalpur 1, 3 and 4, and Multan 3). The problem multiplied when the schools were situated distantly as it added to the risk to the girls' well being due to an unsafe route to the school. Thus even if the government schools were free of cost, safe transportation such as a rickshaw was not affordable for the parents, which resulted in not sending girls to the schools. In such cases, even if there were private schools situated in the close vicinity, girls were still not attending school due to the aforementioned socio-economical challenges. While it is difficult to address these widespread social attitudes, a school bus system could be employed to reduce some of the problems girls face in getting to and from school.

Anecdotal evidence from several families and students suggests that private schools are better than government schools – a better atmosphere of learning, teachers care about teaching the students, there are no cruel punishments, and so on. It should be a priority to improve the quality of education at government schools so that it is at least equal to that in private schools, through teacher training and monitoring programs as suggested above.

Given the severe barriers these girls face in getting an education, it is encouraging that what is not an issue is lack of interest or studiousness on the part of the girls. The girls interviewed seem eager to go to school and work hard once they are able to attend. Most parents also wish to get their girls

educated. Many of the poor families even manage to scrape together the money to pay for private schooling for their daughters. It seems clear that, given a better quality of government schools, some assistance with transport, and continued monitoring of conditions at the schools, many girls from poor families would be able to attend school and stay there for the duration of the school system. The following table shows the barriers identified through the case studies across the three targeted districts mapped with their possible solutions as recommendations along with the respective case study numbers:

Table 29 Consolidated Casies Study Analysis

	Barriers/Problems	Case Study Number	Possible Solution
1	Teachers use girl students for menial tasks - getting groceries, cleaning, making tea for teachers, etc	Bahawalpur 1, Bahawalpur 3, Bahawalpur 4	Teacher training and monitoring
2	Unsafe for girls to walk to school - abuse, harrassment, rape, etc	Bahawalpur 1, Bahawalpur 3, Multan 3, Bahawalpur 4	School bus service
3	Not enough money to send girls to alternative private school	Bahawalpur 1, Multan 2, Multan 4, Muzaffargarh 4	Improve the government school, have more of them
4	Not enough money to pay for rickshaw or transport	Multan 2, Multan 3, Bahawalpur 4	School bus service
5	Lack of money means girl has to work	Multan 1, Muzaffargarh 1, Muz- affargarh 2, Muz affargarh 3	Economic empowerment of the community, more opportunities of employment
6	Government school is too far	Bahawalpur 2, Multan 2, Multan 3, Bahawalpur 4	more schools, school bus service
7	Socially unacceptable for girls to walk to school alone or go out of the home	Bahawalpur 2	School bus service
8	Poor quality of teaching - teachers do not bother to teach or maintain suitable classroom learning environment	Multan 4, Bahawalpur 4, Muz- affargarh 4	Teacher training and monitoring
9	Inhumane punishments	Multan 4	Teacher training and monitoring
10	Culture of indifference at head teacher level	Multan 4, Muzaffargarh 4	Teacher training and monitoring
11	Poor parent -teacher relations, lack of trust	Multan 4	Parent - teacher councils
12	Lack of sanitation facilities at school	Bahawalpur 4	Proper facilities required at all schools

VI. Conclusion

The most important finding that has emerged from an insight of the whole research study is that impediments to girls' education involve complex issues consisting of several themes, concepts and stake holders. Removing these barriers would need a structured mechanism that can address multiple problems at the same time. It should include revamping several procedures that are currently in place but surely do not seem to work as effectively as needed. The efforts are being made but much remains to be done at all levels.

School Quality

The enrolment and retention of girls in schools is found to be directly proportional to the overall quality of school. The quality of school is dependent on several influencing factors that include the infrastructure, the provision of basic facilities, functional washrooms, water supply, teaching quality, community participation and a safe and secure environment for girls inside and outside the school. Though all the stakeholders were involved in the survey, the most significant findings have been made from the data gathered from parents and girls. These two kinds of participants are the direct beneficiaries and the most affected class of all the participants. The analysis of data gathered from parents' FGDs provides more information than any other source. The barriers identified from the data of school staff and education officials do not indicate all the barriers and their intensity, perhaps reflecting their less intimate knowledge of the problems inherent in the lives of the poverty-stricken communities they serve. Girls were also found to be a little hesitant of talking openly about their own school and teachers. Parents, however, had no reluctance to express their concerns.

Though teachers are paid well, their quality of teaching does not seem to be influenced by this factor. The basic qualification of many teachers is only matriculation or FA and parents felt it to be the main cause of bad teaching quality. Despite the introduction of policies prohibiting corporal punishment, some teachers are still using this obsolete technique of disciplining students. There have been cases reported in which the dropout has occurred due to maltreatment by teachers, especially when girls fail to do their assignment for some reason. The teacher-student ratio is also low in many schools due to an insufficient number of teachers available, resulting in poor quality of teaching.

Multiple barriers pose multiple threats and challenges to young girls. They are found to be affected not only by the quality of teaching but the infrastructure as well. The most important facility at school is that of functional washrooms with a regular water supply. However, problems have been identified with these two necessities. Many schools have no washroom, have washrooms which are unusable for girls due to lack of water, lack of secure locks, lack of separate girls' washrooms, or the washrooms are simply kept locked at all times for unknown reasons. Girls reported that as the

washrooms cannot be locked from inside, boys tend to sneak when girls are using the washrooms. Due to these issues, the majority of adolescent girls are absent at least seven days a month during their menstruation period. All these problems related to washrooms are found to be the major demotivating factors for the enrolled girls. Girls who live close by have to go home to use the toilet, but sometimes they do not come back and miss the classes. Not all the students can go home due to long distances and sometimes it may be dangerous too, not only when going home to use the toilet, but also when commuting to and from school each day. Parents reported that in some areas there is always a threat of child abduction or rape once young children travel to and from the schools.

Another infrastructure-related issue that emerged from the research is that of school buildings. In several cases, there are school buildings with no sufficient rooms, no furniture and no teaching material, or the buildings are in such a dilapidated condition that they pose a life threat to the students. Even when parents send their daughters to such schools, they are in constant fear of having their daughters hurt. Insufficient classroom space acts as a severe deterrent to the girls attending school. When many grades are squeezed together in one room, often with one teacher for all the grades at once, not only does the quality of teaching and learning inevitably suffer greatly, but in the summer months it becomes intolerably hot and stuffy in the room. The alternative which schools may resort to is to hold classes outside in the open air.

The parents who can afford the higher costs and who are the victims of poor school quality are being attracted to private schools. Their voices are also heard there; however they are not heard at the public school from which they have removed their children. This is the result of unaccountability of teachers and the officials. Many parents felt helpless and disappointed when they faced challenges and problems relating to their daughters' education.

Economic Barrier

The most prevalent and influencing barrier identified during the whole study is the economic obstacle of extreme poverty found in most of the parts of the districts covered. Parents are forced to either not send their daughters to school at all or to remove them from school after a while when feeding the family for survival is the priority for all the family members. Girls are made to work in child labour to either feed a generally large family of 8 to 14 siblings or they have to support their parents in paying off a never-ending loan taken from the local landlord of the area.

Unsafe Environment

There are drug addicts found frequently in low income areas who are a big threat to young girls while they are commuting for school. They have been found to jump over the school boundary as well, frightening the girls and the school staff. Such security issues constitute another major barrier to girls' education, as parents obviously want to keep their daughters physically safe and also protect their reputations so as not to adversely affect their entire future lives. There were also several reports of schools not having a boundary wall at all, forming yet another deficiency in the basic school environment.

Effects of Parents' Background

In order to study different emerging trends in terms of girls' enrolment, parent participants were divided into three categories; parents of enrolled, never-enrolled and dropped out girls. It was revealed that daughters of illiterate parents are most likely to be never enrolled or that once enrolled, these have tendency to drop out. On the other hand, those girls are more enrolled and less likely to drop out if their parents are literate to some level. This influence affects the likelihood of early marriages as well. Parents with higher levels of education were more likely to prefer their daughters to get married at an older age than illiterate parents. This difference was related to the poverty level of the families as well. Being trapped in the vicious cycle of poverty, illiterate parents are always struggling for basic life necessities, thus compromising on their daughters' education.

Effects of Incentives

Besides all the barriers and challenges for girls at school and community level, incentives have been found to be effective in increasing enrolment and retention rates at schools. The government officials, school staff and parents, have noticed the positive effect of offering incentives. However, these incentives are not standard everywhere. Some schools offer cash incentives; while some do not. Stationery items are also free in some schools. The cash allowance is given on monthly basis and at some places it is on a quarterly basis, creating frustration in parents of a low income group because they need money on a monthly basis rather than after three months time. There is also a provision of NSB fund which is sometimes utilized for the necessities of needy girls in terms of uniform and stationery. However, this initiative was not taken by all the school to encourage girls' enrolment.

Although all the officials and school staff agreed that the text books were provided free of cost to all, that was not the case when parents' opinion was taken on this issue: there were many schools in which free books were not available. Almost one third of all the parents interviewed, complained that books were never available. As a result parents have to purchase these books which are again an added financial burden on them.

Parents' and Girls' Attitude towards Education

One astonishing finding was that there seemed to be little resistance from the parents to sending their daughters to school. The awareness level of parents has risen as compared to the past. While the elder generation and grandparents often oppose the girls' education, now many parents, including fathers, aspire to send their girls to schools provided all the difficulties are removed. Similarly, the girls themselves reported that they enjoy school and wish to attend, and teachers claimed that they are good and hardworking students. Every survey participants' feedback has suggested that girls are more responsible in studies, and are more fond of studying in school and at home. Thus there would appear to be no barrier due to any negative attitude from the girls which may adversely affect their education.

Though there are a lot of discrepancies found among the data gathered from parents, girls, school staff and government officials, there is one aspect on which all these types of survey participants have given a similar opinion. For enhancing the quality of education at school and to address the economic and financial issues at the same time, all of them have asked for introducing some skills-

based training or home economics as a subject in girls' schools. Many parents did not consider the standard curriculum offered any future benefits because according to them, this is not enough for their children to be financial viable in future and they do not see any value in acquiring such knowledge which is of no use to the girls or their families once they finish school. To fight extreme poverty, they demanded to have their children furnished with some skill that can obtain them gainful employment.

Girls' schools are facing challenges in general. These challenges require a close monitoring procedure on the part of the Education Department officials. However, visits by the Department team are not a standardized practice for all the schools, i.e., not all the schools are paid visits to monitor the enrolment, retention or any possible dropouts. Many schools were identified where visits are never paid, and enrolment, retention and dropout rates are not monitored regularly.

VII. Recommendations

At the Community and SMC Level

There is a dire need to empower and mobilize communities to support girls' education. The awareness level among parents about their girls' education is increasing. This is an ideal time to further boost this awareness. Parents need to be empowered in such a way that they are able to raise complaints whenever they face disappointment at the hands of school officials. Girls face numerous problems in the community and neighbourhood as well. It should be the community adults' and SMC's responsibilities to remove such hurdles themselves as much as possible. Commuting on foot is a major issue for girls for long or unsafe distances. A concept of 'Walking Bus' can be introduced by the SMCs in the communities, where any senior adult is given voluntary responsibility to accompany girls on their way to and from the schools. These can be assigned on a turn-by-turn basis to avoid a burden on just one person every day. Moreover, for schools where there is a problem of multi-grade teaching, SMCs should convince local human resource especially educated youth for voluntary services of teaching when ever required. This will in turn improve the quality of learning. The Committee can also identify champions of girls' education from within the community who can assist in advocacy for the cause.

Communities need to work in teams to address the issues at school and at the district education level. They need to be aware of all the procedures of referral, redressal and fund allocation at the district level so that they are able to monitor the funds and their right utilization. At the same time, politically and socially influential community members should use their influence to spread awareness about girls' education and try to make their communities safe from all the threats and risks. They can also facilitate in funds allocation.

At the School Level

Any improvement in the education system is most unlikely to occur if responsibilities are not felt and measures are not taken at the school level. HTs and teachers need to increase their accountability towards providing services. Several forms of funds are available these days. It is the HTs' responsibility to utilize these funds where they are targeted. For example, the funds available for maintaining washrooms should be consumed in repairing and maintaining clean washrooms. HTs need to be continuously involved in the monitoring and supervision of their teaching staff. In cases of a low teacher-student ratio, specific training on multi-grade teaching needs to be conducted to tackle the challenge of teaching more than one class at the same time. As far as introducing girls'-interest-related subjects is concerned, even if there are no formal initiatives from the government in the near future, HTs themselves can take this initiative and introduce a period on home economics, embroidery, or tailoring on a weekly basis. They may even utilize SMC and NSB funds for this purpose.

A lack of learning material is seen in almost all the schools. Teachers need to introduce interactive teaching and learning material to make learning an enjoyable experience for the girls. These do not necessarily have to be expensive material. Teachers need to explore ways of using low-cost and no-cost teaching aids. Besides all other responsibilities as teachers, they need to remind themselves that corporal punishment has been banned and in no way can this be used as a disciplining tool.

Keeping hygiene and sanitation is a real issue prevalent in every school. HTs need to give special attention to this area of concern. The biggest reason of girls' dropout in higher grades is the unavailability of operational washrooms and proper disposal of sanitary napkins. This should be a priority in facilitating older girls in every possible way to remain at the school and complete their education. For this purpose, HTs and teachers need to stay in close contact with the parents of at-risk children. They should not wait for the child to drop out. Instead, they need to keep their attention on such students and reach out to their parents, whether themselves or through SMCs, to avoid possible dropout. Besides visiting parents, another effective way of staying in touch with them is to invite them over to schools for frequently-held special extracurricular events. This will create a lasting bond between the parent community and school staff and will build trust between the two parties.

At the Education Department Level

The foremost action that Education Departments at both district and provincial levels need to take is the overhauling of the monitoring, evaluation and supervision mechanism. In an atmosphere of high intensity challenges, there should not be a single school left unmonitored for addressing the enrolment, retention and dropout issues. A concern raised by many teachers about the monitoring team's visit was that it passes orders rather than guiding the school staff in how to address the issues of enrolment. These issues are of a complex nature, as are the problems at the school. There are many teachers who, when faced with such hurdles, genuinely try to solve the problems as much as possible. However, such de-motivating visits may lower their morale, resulting in the poor performance and ultimately affecting the overall quality of school.

In order to facilitate parents and communities in becoming partners in girls' education promotion, the Department is recommended to set up a one-window solution strategy so that parents do not face frustration due to delays in official procedures. Parents should be able to bring their grievances directly to the district office. This will ensure accountability at the HT and teachers level.

In view of the urgent improvement required, the education emergency in the country and pressure from the international community to increase girls' enrolment and retention, many forms of funds such as NSB, SMC and FTF have been introduced (*Ref. <http://wsip.itacec.org/#>*). However, officials need to properly monitor the disbursement of these funds and HTs need to be well-trained in the disbursement of these funds at the right place and right time. The incentives need to be offered on a monthly rather than a quarterly basis as the wait for three months is most difficult for the low-income or poor families which are most in need of the financial assistance. Also, tuition fee needs to be completely waived off in view of the Constitutional obligation of the State to provide free education to all children up to the age of 16 years.

In relation to distribution of free text books, concerned officials need to investigate that if the government has allocated funds for the provision of free text books for all the students, what are the reasons that one third of the students do not receive all the text books? The Education Department should also seriously look into the provision of skills-based training for girls so that parents see more

value in sending their daughters to the schools and so that in the shortest possible time, girls become skilled and are able participate in uplifting the economic condition of their community and of themselves.

In the longer term, serious consideration should be given to providing more classrooms, more schools and more teachers with high-quality training. In this way, every community would have a school close by with appropriate teacher student ratio, thus avoiding a long and potentially unsafe commute to school, and multiple grade classes would be avoided. The communities where there are no nearby middle or elementary schools, the existing primary schools should be upgrade to facilitate higher education for girls after they finish their primary schooling.

To address the problem of long and unsafe distances to the school, the government can provide cheap means of locally available transport free of cost, such as mini vans and pickups to facilitate the commute of girls to and from the school. This provision will reduce parents' and communities' concerns over security and taking out time to pick up and drop off the girls.

At Other Government Departments Level

The problems identified in the study prove that the solutions are multi-faceted. While the district and provincial governments and schools need to be actively involved in fulfilling their responsibilities, other government domains also need to be pro-active. In the light of this suggestion, the Health Department needs to contribute to the process. It can spread awareness on the health hazards of early marriages. It can also at the very least distribute free sanitary napkin disposal bags to schools, as well as ensure the provision of proper washrooms in each school, to facilitate girls to continue attending school without any hesitation even during their menstruation.

Since the data strongly indicated that the school staff and department officials have not attended training on gender-related issues, neither have they any necessary knowledge about these concerns, it is imperative to arrange for such training in the near future. The presence of Child Protection Units or Centres in the districts is a big question mark. These Units need to be highly active considering the intensity of sexual harassment cases and parents' concerns. The mechanism of referral and redressal should be hassle- and hesitation-free for girls' parents or guardians so that complaints about such issues are addressed swiftly and thus a safe environment for girls is created everywhere.

The concerned departments such as those of police and security should also take notice of drug addicts wandering on the way to school. The routes to schools should be completely free from such elements and should be made safe. The Education Directorate should also avoid building schools at unsafe locations due to political influences. Moreover, the Building Control Authority can pay regular visits to schools to check the condition of infrastructure and it can repair the damages as soon as possible to avoid any casualties.

For Future Research and Advocacy

Analysis of data gathered from different participants and stakeholders suggests that future research needs to be independently conducted. The feedback from school staff and government may contain biases which can hinder in analyzing the correct picture of the problem. The information obtained from parents and girls is different in nature and emotional intensity from that obtained from HTs,

teachers and government officials. The future research may include direct observation by an independent field researcher so that the study is not affected by any biases.

There is a dire need to orchestrate a comprehensive advocacy program at all levels which may include community mobilization and awareness programs, adult literacy programs, and close coordination with the district, provincial and national offices to contribute to policy making and capacity building. For early marriages, advocacy should reach out to the policy makers for the enactment of a law prohibiting early marriages after determining the minimum appropriate age of getting married by health experts.

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Annexure

Annexure 1. FGD Tool for Parents of Enrolled Girl Students

Personal /Family Characteristics

How many daughters and sons do you have?
How many of daughters and sons go to schools?
How old is your daughter who attends the school? Which grade?
What level of schooling did you complete?
What level of schooling did your spouse complete?
How would you describe your financial conditions over the course of any given month (Financially solvent, break-even, occasional crisis, repeated crisis)
Was/Is there anyone in the family or community who says it's not good for the girls to attend schools? Why do you think they say it?
How did you overcome the confrontation?

Reasons for Enrolment

Does your daughter receive any incentives to attend school? If yes please explain.
Would you have sent your daughter to school with or without the incentive?
If those incentives are stopped, would you still send your daughter to school?
Is education as important for girls as it is for boys? Why or why not?
What are the main reasons that you enrolled your daughter at school?
Why do you feel it is beneficial to educate your daughter? How does your spouse feel about it?

Future Aspirations

What are your aspirations for your daughter?
When would you like your daughter to marry? Do you expect to pay dowry?
How will educating your daughter affect the dowry you expect to pay?
What level of schooling do you want your daughter to complete? Attend college, university

School Quality

Do you feel the school environment supports your daughter's achievement? Provide reasons
Are you satisfied with the quality of teaching at school?
Do you help your daughters in completing homework at school?
How do teachers treat your daughters if they have not completed their homework?
Do you feel that the subjects your daughter is learning are practical? How will they help her later in life?
Are you happy with the quality of teaching your daughter receives at schools? Why or why not?
Is there enough space in the classroom for all students?
Are you satisfied with the basic facilities at school e.g. classroom furniture, toilets, drinking water, boundary wall, teachers, etc?
What facilities are lacking at schools? Do these have any impact on your daughter's education?

Is there enough space in the classroom for all the students?
Are you satisfied with the quality of teaching at school?
How far is the school from your home? How much distance does your daughter travel to school?
How do they travel to school?
Are there any problems of management and administration at school? What kind?
Are there any parent-teacher meetings held at school?
Do you attend the parent-teacher meeting? Does your spouse attend such meetings?
Are you involved with decisions and activities at the school?

Fee/Tutoring

Does the school charge you any types of fees for your daughter's education? How much do you pay in a year?
Do you pay for private tutoring for your daughter? If so, how much per month?
Do you have a son currently attending secondary school or who has completed secondary school? How much did you pay for his private tuition per month?
(If there are differences between two previous answers, facilitators to ask why)

Attendance

What type of household chores does your daughter do in addition to attending school?
Do you feel that your daughter's time is better spent in school or doing other activities to help the family?
How often per month does your daughter miss school? For what reasons?
Are there things that would make going to school easier or more enjoyable for your daughter?
Is there anything about school that your daughter finds difficult?

Reservations

Do you have any reservations in about sending your daughter to school?
Do you have safety concerns about your daughter attending school?
How close is the school to your home?
Are the incentive requirements (e.g Stipends in few areas assuming 75% attendance, 45% marks and remaining unmarried) difficult for your daughter to meet? If yes, why?
Could the school do anything to alleviate any difficulties you have in sending your daughters to school?
Do you think school could do anything to encourage girls to stay in schools?

Do you know any families whose girls were enrolled in schools but stopped attending? Why did they stop?

Support from Government

Do you know any support that Government provides for facilitating girls' enrolment?
Have you heard of child protection units?
Have you ever seen anyone making complaint about girl child abuse to any government department?
Does anyone come to you or to your community from any government department to convince for increasing girl-child enrolment?

Annexure 2: FGD Tool for Parents of Out of School Girls

FGDs with Parents of Out-of-School Girls

Personal /Family Characteristics

How many daughters and sons do you have?
How many of your daughters and sons go to schools?
How old is your daughter who attends the school? Which grade?
What level of schooling did you complete?
What level of schooling did your spouse complete?
How would you describe your financial conditions over the course of any given month (Financially solvent, break-even, occasional crisis, repeated crisis)
Was/Is there anyone in the family or community who says it's not good for the girls to attend schools? Why do you think they say it?
How did you overcome the confrontation if you ever admitted your daughters to school?
How do you feel when community members tease you for sending your daughters to school?
Do you feel any psychological pressure when your daughters are/are not going to school? How would you describe it?
Although you don't send your daughter to school, you still think education is as important for girls as it is for boys? Why or why not?
How does your spouse feel about not sending your daughter to school?
What do your daughters do at home while they don't go to school?
Do you feel that your daughter's time is better spent in school or doing other activities to help the family?
What do you think is the right age for girls to get married?

Reasons for dropping out/not sending daughters to schools

Did your daughter receive any incentives when she was going to school? Or would you send her if she receives any incentives? Pls explain what kind of incentives would help this? (e.g. how much money or other school material or may be food item?)
What are the main reasons that your daughter/daughters don't go to school? Or they quit school?

Future Aspirations

What are your aspirations for your daughter?
At what age would you like your daughter to get married? Do you expect to pay dowry?
Do you think educating your daughters may affect the dowry you will have to give to your daughter when she marries? How?
What level of schooling do you want your daughter to complete? Attend college, university (Ask only if he wants to send the daughter in future)
After getting education, how do you think it will affect her future?

School Quality

Do you think the school will provide quality education if you ever wanted to send your daughter to school?
Did you put your daughter to private school when dropped out of public school? Why?
Do you feel that the subjects your daughter will learn at school (if admitted) will help her become successful woman when she grows up or gets married?

Ask the following only those whose daughters were dropped out of school?

Were you happy with the quality of teaching your daughter received at schools? Why or why not?

Was there enough space in the classroom for all students?

Were you satisfied with the basic facilities at school e.g. classroom furniture, toilets, drinking water, boundary wall, teachers, etc?

What facilities were lacking at schools? Did these have any impact on your daughter's education?

Was there enough space in the classroom for all the students to sit comfortably?

Were you satisfied or not with the quality of teaching at school? Why?

How far was the school from your home? How much distance did your daughter travel to school?

How did they travel to school?

Were there any problems of management and administration at school? What kind?

Are you involved with decisions and activities at community level?

If things are made available at school that would make going to school easy or enjoyable for your daughter, would you re-enrol them?

Fee/Tutoring

Ask the following only those whose daughters were dropped out of school?

Did the school charge you any types of fees for your daughter's education? How much did you pay in a year?

Did you pay for private tutoring for your daughter? If so, how much per month?

Do you have a son currently attending secondary school or who has completed secondary school?

If you paid private tuition for him, how much did you pay for his private tuition per month?

(If there are differences between two previous answers, facilitators to ask why)

Reservations

Do you have any reservations about sending your daughter to school?

Do you have safety concerns about your daughter attending school? What are those?

How close is the school to your home?

Are the incentive requirements (e.g Stipends in few areas assuming 75% attendance, 45% marks and remaining unmarried) difficult for your daughter to meet? If yes, why?

Could the school do anything to alleviate any difficulties you have in sending your daughters to school?

Do you have a fear that educating your daughters may create issues with her husband after she's married? How it can affect their relationship?

Do you have a fear that after educating your daughters, she may become so daring that she would demand her share in your belongings?

Support from Government

Do you know any support that Government provides for facilitating girls' enrolment?

Have you heard of child protection units-CPU or CPB (Child Protection Bureau)?

Have you ever seen anyone making complaint about girl child abuse to any government department?

Does anyone come to you or to your community from any government department to convince for your daughters' admission? What do they say to convince you?

Annexure 3: FGD Tool for Enrolled Girls

Attitude about schools

What are your ages and what grades are you in?
What do you enjoy about school?
Why did you want to attend schools?
How do your parents feel about you attending school? Did they encourage you? Do both your parents feel the same way? If not, why?
Was/Is there anyone in the family or community who says it's not good for the girls to attend schools? Why do you think they say it?
Do you receive any incentive for school girls? If yes please explain
Do you think you would attend school with the incentive?
Are there any criteria to meet the incentive (e.g. 75% attendance 45% marks, remaining unmarried, etc) difficult for you to meet? If yes, why?

Future Aspirations

Up till what level do you want to study? Why or why not?
Do you want to attend college or university? Why or why not?
Do you think you can do as well in schools as boys?
What are your aspirations? What do you hope to do when you leave school?
When you get married, do you think it will be important to do a job to earn money in addition to your husband?
If you get married and have kids, what do you think your education will help in raising your children?
How do you think education will make your life better?

Curriculum/Private tuition

Do you feel that the subjects you are learning will help you later in life? If yes, how?
Do you receive help in education at home, If yes, who helps you at home?
Do you go to tuition centre? How often do you attend tutoring sessions per month?
How does this help with your studies?

School Environment

Are you allowed to ask questions in class? How often do you ask questions?
If your teacher asks a question to the class, do you feel comfortable to answer?
Is there enough space for all students in the class?
What basic facilities do you have at school?
What basic facilities are missing at your school?
What happens if you fail to complete homework?
Is your teacher often absent from school? How many times in a month?
What kind of extra curricular activities does your school have? Do you participate in extra-curricular activities?
How many of you have been physically punished for discipline?

Attendance

Other than attending school, what household chores do you perform?
How do you get to school in the morning? Is it difficult? How far is the school from your home? How do you travel to school?
How often do you miss school in a month? For what reasons?

Retention of girls

- Is there anything about school that you find difficult?
- Are there things that would make going to school easier or more enjoyable for you?
- Do you feel that education is as important for girls as for boys?
- Do you believe that girls can succeed in school? Do you feel that you can?
- Do you know any girls who stopped attending school? Why did they stop coming?
- Do you think the school could do anything to encourage girls to stay in schools?

Annexure 4: IDI Tool for HT

Training /Qualifications

- What is the highest level of education you completed?
- What kind of pre-service training for school management and administration, if any, did you receive prior to starting your post as a HT?
- What kind of in-service training for school management, if any, do you receive?
- Have you received gender-sensitive training? What do “gender issues” mean to you?
- As a HT of a girls' school, what in your opinion should be part of the professional development courses

Incentives for girls' education

- Are there any incentives offered to girls to attend school? If yes, what are these?
- Are the requirements (e.g. 75% attendance, 45% marks and remaining unmarried) difficult for girls to meet? How so?
- Has it caused any other issues like overcrowding, etc?
- Have you taken some initiatives yourself to increase girls' enrolment? What are they?
- Do you plan specially to make girl students comfortable in your school? How?
- In your opinion, how should an ideal girls' school look like?
- Was/Is there anyone in the girls' family or community who says it's not good for the girls to attend schools? Why do you think they say it? How did you address it

School Quality

- How many students are there per class? Are boys and girls taught together?
- How much time is devoted to instruction per day?
- Do girls participate in class as much as boys? Ask/answer questions if allowed?
- How do the subjects you teach relate to rural conditions and to employment?
- What kind of teaching materials do you use?
- Do all students have textbooks?
- What kinds of extra-curricular activities does the school offer? Do girls participate as much as boys do?
- Do you think there is anything about the school that girls find difficult in particular?
- How many female teachers are there in the school?
- What are your views on increasing the number of teachers?

Private Tutoring/Support/Coaching

Does the school provide any special coaching to students who are failing?
Does the school provide any special coaching to help students pass exams? Is it different for girls and boys?
How important is private tutoring to pass exams?
Would you say both boys and girls receive private tutoring equally?

Attendance

Have you ever spoken to a parent whose child is missing classes in order to encourage attendance?
Do you ever miss school in a month? How often? For what reasons?
On average, what percentage of students is absent per day? For what reasons?
Are girls absent more frequently than boys?
What are the possible reasons of girls' absenteeism?

Girls' Education

Do girls perform well in schools as boys? Why or why not?
Do you think there should be more specific curriculum for girls?
How do you feel about girls attending school?
Is schooling as important for girls as boys? Why or why not?

Retention of Girls

Are there things that can make school easier/manageable and more enjoyable for girls?
Do you worry about your female students achieving academic results required by the incentive (e.g. stipend) program, if any?
Do you think school could do something to encourage girls to stay in school? If yes, please explain.

Physical condition of school

How far is your school from the community that it caters to?
Any incident in the past that has happened during child's commute to school?
Have you explored any expedited ways to address the issues of water availability and washroom maintenance?
Do you think, your school is situated at a safe place?
How many girls do you know in your community that do not come to school due to difficult access and security issues?
What is the situation of the washrooms here at school (in terms of water supply, door with proper locking or latching system, dustbins, soap, privacy)
What things in your opinion can be ignored when it is all boys school but can't be overlooked in case of girls' school

Support from Government

Do you know any support that Government provides for facilitating girls' enrolment?
Have you heard of child protection units in your district?
Have you ever heard anyone making complaint about girl child abuse to any government department?
Does anyone come to you or to your school community from any government department to convince for increasing girl-child enrolment?

Annex 5: IDI Tool for Teachers

Training /Qualifications

What is the highest level of education you completed?
What kind of pre-service training, if any, did you receive prior to starting your post as a teacher?
What kind of in-service training, if any, do you receive?
Have you received gender-sensitive training? What do "women's issues" mean to you?

Incentives for girls' education

Are there any incentive offered to girls to attend school? If yes, what are these?
Are the requirements (e.g. 75% attendance, 45% marks and remaining unmarried) difficult for girls to meet?
How so?
Has it caused any other issues like overcrowding, etc?
If you hear that someone in the family of girl students is discouraging their schooling due to religious or cultural issues, how do you address it with your class girl students or the community?

School Quality

How many students are there per class? Are boys and girls taught together?
What are your views on increasing the number of teachers?
How much time is devoted to instruction per day?
Do girls participate in class as much as boys? Ask/answer questions if allowed?
How do the subjects you teach relate to rural conditions and to employment?
What kind of teaching materials do you use?
Do all students have textbooks?
What kinds of extra-curricular activities does the school offer? Do girls participate as much as boys do?
Do you think there is anything about the school that girls find difficult in particular?

Private Tutoring/Support/Coaching

Does the school provide any special coaching to students who are failing?
Does the school provide any special coaching to help students pass exams? Is it different for girls and boys?
How important is private tutoring to pass exams?
Would you say both boys and girls receive private tutoring equally?

Attendance

Have you ever spoken to a parent whose child is missing classes in order to encourage attendance?
Do you ever miss school in a month? How often? For what reasons?
On average, what percentage of students is absent per day? For what reasons?
Are girls absent more frequently than boys?

Girls' Education/Curriculum

Do girls perform well in schools as boys? Why or why not?
Do you think there should be more specific curriculum for girls?

Retention of Girls

How do you feel about girls attending school?

Is schooling as important for girls as boys? Why or why not?

Are there things that can make school easier/manageable and more enjoyable for girls?

Do you worry about your female students achieving academic results required by the incentive (e.g. stipend) program, if any?

Do you think school could do something to encourage girls to stay in school? If yes, please explain.

Physical condition of school

How far is your school from the community that it caters to?

Any incident in the past that has happened during child's commute to school?

Do you think, your school is situated at a safe place?

How many girls do you know in your community that do not come to school due to difficult access and security issues?

What is the situation of the washrooms here at school (in terms of water supply, door with proper locking or latching system, dustbins, soap, privacy)

How many female teachers are there in the school?

What are your views on increasing the number of teachers?

Support from Government

Do you know any support that Government provides for facilitating girls' enrolment?

Have you heard of child protection units in your district?

Have you ever heard anyone making complaint about girl child abuse to any government department?

Does anyone come to you or to your school community from any government department to convince for increasing girl-child enrolment?

Annexure 6a: IDI Tool for Education Representative at District Level

Your designation and district
Years of Experience
Training/Qualification Are you offered any professional development opportunities to handle gender issues? What kinds of other trainings should be introduced to provide knowledge about gender issues?
Reasons for Low Enrolment In your opinion, what are the reasons of low girl student enrolment? What if you hear that some communities are not allowing girls due to religious or cultural issues, how you or your team address this issue?
Attitudes about Schools What kind of a change in parents' or community attitude do you notice over a period of time?
School Quality What changes at school level should be brought to facilitate girls' enrolment in terms of school curriculum school based activities some specific teacher trainings and other incentives
Tuition Is there any special fee structure or tutoring facilities offered to promote girls enrolment. If yes what kind of and if not what kind can be introduced in your opinion?
Attendance What mechanism is in place to ensure students' regular attendance? Are there special procedures involved for girls attendance in your district? Retention of Girls What strategies do you use to retain girl students in your district schools? Have you heard of any school using some special strategies to ensure girl enrolment?
Curriculum/Girls' Education If there are some special topics included in the curriculum or text books to promote girls' enrolment, what would you suggest?
Physical condition of schools In your opinion how the physical conditions of school such as washrooms, broken boundary wall or availability of water, can affect girl enrolment?
School Environment How many schools in your district are located in completely safe environment or surroundings? How often do you hear in a year that a girl child has left school due to commute through a difficult or unsafe track? (very frequently, seldom, never)
Child rights and protection Is Child Protection Unit working in your district? If yes, how actively it is involved in pursuing girls' education? If you do not have any, do you think its presence will make any difference in terms of increasing girl enrolment?

Annexure 6b: Interview Tool for Educational Representative at Provincial Level

1. How effective is PMIU in monitoring the issues at district level?
2. How often is provincial office involved in monitoring girls' enrolment at district level?
3. What measures is provincial government taking to control the dropout of girls in the three districts?

Annexure 7: School-wise Enrolment Data

School Name	Type of school	Dist	Total no. of teachers	Total no. of students	No. of students in each grade Male	No. of students in each grade Female	No. of students absent per day per grade
Gov Girls Primary School Darzian	R	B	4	Nur = 40 1=20 2=17 3=10 4=09 5=06	21 04 05 03 04 01	19 16 12 10 05 05	4 to 5
Gov Girls Primary School 10B/c	R	B	5	Nur = 68 1=13 2=20 3=14 4=15 5=11	36 06 11 08 08	06 32 14 05 07 03	4 to 5
Gov Girls Primary School 8 B/c	R	B	3	Nur = 63 1=18 2=22 3=15 4=12 5=08	33 06 10 07 07 0	30 12 08 05 08	3
Gov Girls Primary School Maqbool Colony Uc Bahawalpur (U)	U	B	5	Nur = 34 1=15 2=16 3=0 4=05 5=07	15 07 0 01 01	05 19 10 09 00 04 06	2
Gov Girls Primary School Hamitiyan Uc Bahawalpur (U)	U	B	5	Nur = 65 1=12 2=14 3=13 4=07 5=07	35 03 02 02 06 05	30 15 12 11 01 02	4 to 5
Gov Girls Primary Khanowali	U	B	2	Nur =21 1=18 2=10 3=08 4=03 5=06	05 - - - 01	02 16 16 10 08 03 05	3
Gov Girls Elementry School Dera Masti	R	B	11	Nur =85 1=50 2=48 3=33 4=33 5=21 6=15 7 =11 8 =22	27 08 01 01 01 0 0 0	10 58 40 40 32 32 20 15 11	2 to 3
Gov Girls Elementry School Rama	U	B	11	Nur =44 1=28 2=26 3=29 4=11 5=09 6=06 7 =03 8 =02	19 08 19 03 0 0 0 0	09 25 19 18 10 08 09 06 03 02	3
Gov Girls Elementry School Medical colony BWP	U	B	19	Nursery=72 1=25 2=30 3=32 4=10 5=14 6=11	32 11 08 04 02 0 0	10 40 15 19 24 06 12 11	5

Identification of Barriers to Girls' Education in Targeted Districts of the Punjab

School Name	Type of school	Dist	Total no. of teachers	Total no. of students	No. of students in each grade Male	No. of students in each grade Female	No. of students absent per day per grade
				7 =10 8 =18		10 18	
Gov Girls Elementary School Basti Rida	R	B	13	Nur =63 1=53 2=72 3=50 4=52 5=54 6=50 7 =53 8 =50	0 0 0 0 0 0 0 0 0	63 53 72 50 52 50 54 50 53 50	2 to 3
Gov Girls Elementary School Talari	R	Muz	11	Nursery=63 1=53 2=72 3=50 4=52 5=54 6=50 7 =53 8 =50	0 0 0 0 0 0 0 0 0	Nursery=63 1=53 2=72 3=50 4=52 5=54 6=50 7 =53 8 =50	2 to 3
Gov Girls Elementary School Bhutta Pur	R	Muz	9	Nur = 58 1= 50 2=44 3=39 4=42 5= 53 6= 24 7 = 10 8 = 11	0 0 0 0 0 0 0 0 0	Nur = 58 1= 50 2=44 3=39 4=42 5= 53 6= 24 7 = 10 8 = 11	2
Gov Girls Elementary School Ali Pur Shumali	R	Muz	11	Nur = 33 1= 52 2= 35 3=22 4=19 5= 10 6= 5 7 = 7 8 = 3	0 0 0 0 0 0 0 0 0	Nur = 33 1= 52 2= 35 3=22 4=19 5= 10 6= 5 7 = 7 8 = 3	3
Gov Girls Primary School Yara daha	R	Muz	2	Nur = 22 1=10 2=4 3=16 4=11 5=5	Nur = 12 1=6 2=1 3=10 4=6 5=3	Nur = 8 1=4 2=3 3=6 4=5 5=2	2
Gov Girls Primary School Mango wala	U	Muz	3	Nur = 8 1=20 2=16 3=11 4=10 5=09	05 14 02 - - -	13 06 14 11 10 09	1 to 2
Gov Girls Middle School Basti Daragh (U)	U	Muz	3	Nur = 33 1=35 2=29 3=21 4=13 5=11	18 19 11 09 - -	15 16 18 12 13 11	3
Gov Girls Middle School Ahli wala	U	Muz	3	Nur = 44 1=17 2=05 3=04 4=04 5=04	10 03 01 01 - -	34 14 04 03 04 04	3
Gov Girls	U	Muz	3	Nur = 49 1=18	19 06	30 12	2 to 3

Identification of Barriers to Girls' Education in Targeted Districts of the Punjab

School Name	Type of school	Dist	Total no. of teachers	Total no. of students	No. of students in each grade Male	No. of students in each grade Female	No. of students absent per day per grade
Primary School Arabi wala				2=13 3=8 4=8 5=4	07 0 0 0	06 08 08 04	
Gov Girls Primary School sheikh wala	U	Muz	2	Nur = 22 1= 11 2=5 3=4 4=8 5=4	8 5 2 2 5 3	14 6 3 2 3 1	4 to 5
Gov Girls P/S School Bhadoo wala	R	Muz	4	Nur = 25 1=27 2=23 3=16 4=18 5=13	10 16 10 - - -	15 11 13 16 18 13	2
Government Girls Primary School Railway Station (U)	U	Mul	3	Nur = 43 1=26 2=48 3=35 4=13 5=31	13 4 09 03 01 01	30 22 39 32 12 30	2
Gov Girls Primary School Gajju Hatta (U)	U	Mul	2	Nur = 5 1=9 2=9 3=17 4=30 5=36	- 02 - 02 17 16	5 7 9 15 13 20	1 to 2
Gov Girls Primary School Ghala Mandi (U)	U	Mul	3	Nur = 20 1=25 2=25 3=17 4=12 5=18	12 13 12 09 10 7	8 12 13 8 2 11	1
Gov Girls Primary School Tal Koat (U)	U	Mul	3	Nur = 21 1=14 2=15 3=18 4=07 5=05	01 02 - - 02 01	20 12 15 18 05 04	2
Gov Girls Primary School Tibbi Wala (U)	U	Mul	2	Nur = 38 1=14 2=12 3=9 4=4 5=2	30 8 6 5 0 0	8 6 6 4 4 2	1
Gov Girls Primary School Chak Sardar Pur (R)	R	Mul	4	Nur =52 1=38 2=22 3=15 4=8 5=3	40 15 8 11 4 1	12 23 14 4 4 2	2
Gov Girls Primary School Ibrahim wala (R)	R	Mul	3	Nur = 63 1=38 2=25 3=16 4=12 5=5	32 18 15 8 4 3	31 20 10 8 8 2	2
Gov Girls Primary School Manzora abad # 1 (R)	R	Mul	4	Nur = 52 1=60 2=40 3=16 4=23 5=11	13 15 02 01 - -	39 45 38 15 23 11	3 to 4

Identification of Barriers to Girls' Education in Targeted Districts of the Punjab

School Name	Type of school	Dist	Total no. of teachers	Total no. of students	No. of students in each grade Male	No. of students in each grade Female	No. of students absent per day per grade
Gov Girls Primary School Basti Malkana (R)	R	Mul	3	Nur = 72 1=20 2=16 3=08 4=11 5=08	35 06 06 03 04 02	37 14 10 05 07 06	3 to 4
Gov girls Primary School Wahī Bakkar (R)	R	Mul	2	Nur = 30 1=70 2=60 3=36 4=27 5=17	15 35 35 24 20 11	15 35 25 12 07 06	2 to 3

R= Rural

U=Urban

Nur=Nursery

B=Bahawalpur

Muz=Muzaffargarh

Mul=Multan

Annexure 8 a: Family Characteristics and Education Level of Out-of-School Girls

Category	Characteristics	Multan	Muzaffargarh	Bahawalpur
Family characteristics of Never-Enrolled Children	Parents' level of Education	Illiterate = 46 Primary Level= 8 Middle level = 4	Illiterate = 28 Primary level= 1 Middle Level= 1	Illiterate= 46 Primary= 2 Middle level= 1 Secondary level= 1 Graduation level= 1
	Average number of Children	8 (including girls & boys)	9 (including girls & boys)	10 (including girls & boys)
	Average income per month	Rs. 8,000	Rs. 9,000	Rs. 10,000
	Average household expense per month	Rs. 15,000	Rs. 12,000	Rs. 14,000
Family characteristics of Dropout Children	Parents' level of Education	Illiterate = 22 Primary =3 Middle = 2 Secondary =5 Intermediate = 1 Graduation = 1	Illiterate = 10 Primary =4 Middle = 4 Secondary = 5 Graduation = 1	Illiterate = 25 Primary = 6 Middle = 1
	Average No. of Children(including girls & boys)	6	7	7
	Average income per month	Rs. 14,000	Rs.19,000	Rs. 17,000
	Average household expense per month	Rs.30,000	Rs. 25,000	Rs. 25,000

Annexure 8b: Family characteristics and Parents' Education Level of Enrolled Girls

Geographical Category	Characteristics	Multan	Muzaffargarh	Bahawalpur
Urban	Parents' level of Education	Illiterate = 11 Primary Level= 23 Middle level = 9 Secondary =8 Intermediate = 5 Graduation =5	Illiterate = 14 Primary Level= 22 Middle level = 6 Secondary =11 Intermediate = 2 Graduation = 4	Illiterate = 12 PrimaryLevel = 25 Middle level = 5 Secondary = 8 Intermediate = 1 Graduation = 3
	Average number of Children (including girls & boys)	9	5	5
	Average income per month	Rs. 25,000 to 30,000	Rs. 25,000 to 35,000	Rs. 22,000 to 30,000
Rural	Parent' level of Education	Illiterate = 23 Primary = 21 Middle = 5 Secondary =5	Illiterate = 27 Primary = 19 Middle = 6 Secondary = 4	Illiterate = 30 Primary = 15 Middle = 4
	Average number of Children	6 (including girls & boys)	7 (including girls & boys)	7 (including girls & boys)
	Average income per month	Rs. 13,000 to 15,000	Rs. 10,000 to 14,000	Rs. 11,000 to 15,000

Annexure 9: Head Teachers' Training and Qualification Data

District	School No.	Geographical Category	Qualification	Trainings received		Salaries
				Pre-Service	In-Service	
Muzaffargarh	1	Urban	BA, Bed	PTC, CT	Nil	29500
	2	Rural		CT	Nil	39000
	3	Urban	BA, Bed	Nil	Nil	42000
	4	Rural	MA, MEd	Nil	Nil	38000
	5	Rural	MA, MEd	Refresher course in School Administration	Nil	32000
	6	Rural	BA, Bed	Administrative training	Nil	38000
	7	Urban	MA, MEd	Education Policy Refresher course	Nil	33000
	8	Urban	Matric	PTC/Refresher course	Nil	25000
	9	Urban	MEd	NSB, SMC training	Nil	20000
	10	Rural	BA, Bed	PTC	Nil	29000
Bahawalpur	1	Urban	BA	PTC	Refresher	35000
	2	Rural	BA	CT	Refresher	30000
	3	Urban	MA, MEd	Nil	Refresher	40000
	4	Rural	MA	CT	Refresher	60000
	5	Urban	MA, MEd	Nil	Refresher	20000
	6	Urban	MA MEd	Nil	Refresher	69500
	7	Urban	Bed	Nil	SMC	39000
	8	Rural	Bed	Nil	SMC	43000
	9	Rural	Bed	Nil	SMC	52000
	10	Rural	Bed	Nil	SMC	61000
Multan	1	Urban	Matric	PTC	Refresher	38000
	2	Urban	Matric	PTC	Refresher	41000
	3	Urban	Matric	PTC	Refresher	30000
	4	Urban	Matric	PTC	Refresher	31000
	5	Urban	BA Bed	Nil	Nil	25000
	6	Rural	MA Eng	Nil	Nil	31000
	7	Rural	MA Eng	Nil	Nil	33000
	8	Rural	BA Bed	PTC	Nil	30000
	9	Rural	Matric	CT	Refresher course	28000
	10		BA	CT	Refreshers course	

Annexure 10: Teachers' Training and Qualification

District	School Reference No.	Demographic Category	Qualification	Trainings Received		Salaries (PkR.)
				Pre -Service	In-Service	
Multan	1	Urban	F.A	PTC	Refresher courses	37000
	2	Urban	F.A	PTC	Refresher courses	32000
	3	Urban	F.A	PTC	Refresher courses	
	4	Urban	Matric	PTC	Refresher courses	42000
	5	Rural	B.A	-	Methods of Instructions Lesson Planning	
	6	Rural	F.A	PTC	Refresher courses	26000
	7	Urban	M.A	PTC, C.T, B.Ed	Refresher Courses	29000
	8	Rural	F.A	PTC	Refresher Courses	
	9	Rural	Matric	PTC	Refresher Courses	
	10	Rural	Matric	PTC	Refresher Courses	
Bahawalpur	1	Urban	BA	PTC		
	2	Rural	BA BEd	Nil	Refresher courses on teaching methodology	28000
	3	Urban	BA BEd	Nil	Refresher courses	25000
	4	Rural	MA, B.Ed,	Nil	Refresher courses	22000
	5	Urban	Matric	PTC, CT	Refresher Course	28000
	6	Urban	MA Med P.St	PTC,CT	Subject specific training	30000
	7					
	8	Urban	B.A	CT	Refresher Courses	38000
	9	Rural	Matric	PTC	Refresher Courses	29500
	10	Urban	Matric	PTC	Refresher Courses	35000
Muzaffargarh	1	Urban	F.A	PTC	-	27000
	2	Rural	Tripple M.A	B.Ed, PTC CT	Refresher Courses	
	3	Urban	Matric	PTC	Refresher Courses	26000
	4	Rural	M.A Islamiat M.Ed	PTC	Refresher Courses	24000
	5	Rural	M.Sc, M.Ed	Nil	Refresher Courses	25000
	6	Rural	M.A , M.Ed	Nil	Refresher	30000

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					Courses	
	7	Rural	M.A	Nil	Refresher Courses	31000
	8	Urban	BA Bed.	Nil	Refresher Courses	35000
	9	Urban	BA Bed.	PTC	Refresher Courses	25000
	10	Urban	BA Bed.	CT	Refresher Courses	22000



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