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INCENTIVES FOR RURAL FEMALE STUDENTS
IN PAKISTAN

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PREFACE

The Government of Pakistan has made many efforts during the past several years to increase the enrolment of rural female students. These efforts have failed to a great extent for many reasons. Some educationists argue that such efforts have failed because of attitudes of parents who will not educate their daughters being a source of income or service at home.

In order to explore the policy options for present situation of the low female enrolments in rural areas, the study was carried out. ^{the main} Along the objectives of study were: to find out whether it is necessary to provide some kind of incentive to increase the enrolment of rural female students; to find out whether the parents don't send their girls to school because of forgone income or because of the direct cost or because of being helping hand to mothers; and to find out what kinds of incentives would be most likely to work, should they be in the form of cash or in some other form?

A research project of this scope, involving direct collection of data from four provinces of Pakistan and 10 districts at national level would have been impossible without the help of Basic Research in Developing Education Systems (BRIDGES) Project. Thanks to the competent authorities of both BRIDGES and Academy of Educational Planning and Management

(AEPAM) who agreed to my study design of using the sample of "Girls' Access to Schooling in Pakistan - Mosque School Study" and let me collect the data during the field work of the above-mentioned study.

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Nuzhat P. Chaudhry

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I. INTROUDCTION:

Background:

The Government of Pakistan puts literacy at 26.2% based on the 1981 census. In urban areas the figure is 47.1% and in rural 17.3%. The main thrust of the Sixth Plan, according to the 7th Five Year Plan was on expansion of primary education and reduction in illiteracy in the country. To achieve these objectives, 40,000 new mosque schools were to be opened and 15 million illiterate persons were to be imparted literacy during the plan period (1983-88). These targets could not be attained, only 17,193 new mosque schools could be opened and literacy programme could not make much progress due to the absence of an appropriate strategy for imparting mass literacy.

Among the many reasons for the low literacy rate are burgeoning school population, limited budgets, political instability, erratic planning and continuing indecision over educational philosophy and goals.

Pakistan has one of the world's higher rates of population increase and the highest in South Asia. This is due to a high birth rate and a rapid drop in the mortality rate. Governemnt has started many programmes of birth control and is even propagating the advantages of having a smaller family through mass media. But, still in the villages and even in urban areas, on an average a family has more than five children.

Rural uplift programmes have been started. Mosque and Nai Roshni Schools have been established to bring children and especially girls to schools but still the girls are not coming to school. Those who come, they drop out soon without even completing the primary school education.

There are those who argue that low female enrolment in rural areas reflect conservative attitude of parents who will not educate their daughters because of socio-cultural problems or because they value more the immediate economic return of the labour of their daughters to the ultimate value of educating a girl.

Statement of the Problem:

Question of whether girls should go to the school or not is still very much debated in the rural areas and to increase the enrolment of girls, it is argued that it is necessary to provide some kind of incentive to the parents. There is lack of extensively collected, carefully analyzed data that could provide an understanding of how important it is to provide some kind of incentive. The reasons for the low enrolment of girls in the rural schools are complex, varied and often subtle, so that any precise measurement is difficult to define. One means of obtaining insight into and understanding of the situation to investigate the situation as to find out whether there is evidence to support the assertion that female children in rural

or urban Pakistan represent a source of income or services for their parents. Do people withdraw their daughters from school early because of the foregone income or because of the cost of schooling? This study was designed to that end.

Objectives of the Study. therefore, were:

1. To find out whether it is necessary to provide some kind of incentive to increase enrollment of rural female students.
2. To find out whether the parents don't send their girls to schools because of foregone income or because of the direct cost of schooling or because of being helping hand to mothers.
3. To find out whether there is unused capacity in schools for girls and whether providing incentives would lead to increased enrollments.
4. To find out what kinds of incentives would be most likely to work, should they be in the form of cash or in some other forms?
5. To find out the class level up to which the incentives should be applied and whether that level of education is sufficient to ensure retention of literacy.

Methodology:

Three questionnaires were developed to answer the above-stated objectives. Parents (Form No.1 at Appendix-A) Community Representatives (Form No. 2 at Appendix-B) and Female District Education Officers (Form No.3 at Appendix-C) were asked to express their views during the field work of the "Girls' Access to Schooling in Pakistan - Mosque School Study" carried out by the Academy of Educational Planning and Management in collaboration with the Consultant from Harvard University under BRIDGES Project.

II. REVIEW OF LITERATURE:

Introduction:

The development of education in Pakistan is confronted with just about all the problems that can be found elsewhere in the world and perhaps by a few that are unique. In fact, when the British struck a deal and departed the Indian subcontinent in 1947, Pakistan found itself with comparatively few educational institutions, especially colleges and universities.

Moreover, repeated constitutional failures and long periods of martial law have not provided the kind of political environment needed for the smooth development of public policy in any area but especially in education.

The colonial system of education inherited by Pakistan from the British had been designed to produce literate manpower to assist the colonial masters at the lower levels of governmental and economic administration. Today literacy is found only among small minorities and even that level of proficiency is often less than adequate for the requirements of modern science, industry and technology. With limited educational resources, the high birth rate overburdens the system to such an extent that literacy is actually declining. The percentage of the population that is illiterate or semi-literate is expanding, particularly in isolated rural areas (Hays, 1987).

As literacy is one of the most important factors in the acquisition of skills and efficiency in performance, it is not

surprising that labour productivity in Pakistan is very low. Pakistan has very large resources of manpower which are not being fully utilized. Women's participation rate in the labour force is extremely low due to social and cultural factors. The same factors are the cause of discrimination against women in education. The failure to develop the manpower resources, particularly women power resources, through education and training partly explains why Pakistan is one of the under-developed countries having a very low per capita income. There is, therefore, a strong case for giving priority attention to the hitherto neglected field of education of women (Qureshi, P.47).

The literacy rates for women in the urban and rural areas of Pakistan and of the various provinces are summarised below:-

PROVINCE-WISE FEMALE LITERACY RATE
(in percentage)

	Pakistan	Baluchistan	N.W.F.P	Punjab	Sind
Total	15.99	4.32	6.40	16.81	21.64
Urban	37.27	18.54	22.88	36.72	42.23
Rural	7.33	1.75	3.82	9.38	5.21

Source: Primary Education Improvement: Desired Measures, NEC 1986

The literacy rates are very low for women in Pakistan but they are deplorable in the case of rural women which are as low as 0.8 percent in Baluchistan, 2.5 percent in N.W.F.P., 3.4 percent in Sind and not more than 7.4 percent in the Punjab (Qureshi, Page 51).

Policy and Plan Provisions:

The Government of Pakistan assigns priority to education at policy and planning level. Since the allocation of resources are not matched with the high policy goals, it impairs the outcome of each policy. The literacy, is abysmally low.

Pakistan has a population of about 95 millions (estimates as of June 30th 1985). The population is increasing at the rate of 3.0% each year. The 1981 census indicates that there are 1110 males per 1000 females.

The population of Pakistan is unevenly distributed in the four provinces of the country. More than 56% of the total population lives in Punjab which has only 1/4 of the total area. Sind has about 23% of the total population with 17.4% of area. NWFP and tribal areas have 16% of the total population and 13% of the area. Baluchistan, which is the biggest province in area (44%) has 5% population (Jatoi, page 1).

Female population of the country has been neglected for a long time. The United Nations Decade for Women (1975-85) brought an awareness and positive thinking in the planners and the seventies and early eighties saw some progress in this connection. But the problems which keep females out of schools are still serious enough to thwart Government efforts towards a better female literacy status.

The country has not given enough opportunities to women living in the rural areas to learn how to read and write and thereby improve those skills that are conventionally considered female skills. Though past performance has been quite unsatisfactory, yet a streak of light is visible which promises the female population of Pakistan a better future. Women Division's various wings have successfully, in collaboration with other government agencies and NGOs, launched a programme of imparting training as well as literacy to the females (Jatoi, 1985).

Today the figures for the villages, 72% of Pakistan's population, living in 45,000 villages, are startling: there is electricity for only 38%, portable water available to only 28%, the literacy rate is 15% (only 7% of the females are literate) only 16% of the villages are connected by all-weather roads, and the per capita income, already low for Pakistan at 350 dollars, is 34% lower in the rural areas than in the urban (figures from the Distinguished Lecture at the National Centre for Rural Development by Syed Fakhar Imam, Minister for Local Government and Rural Development on April 20, 1983) (Khan, 1985).

Review of related studies and researches:

The exploration of the researches done about women in Pakistan reveals that there are not enough studies on women in education and training sector. It is widely believed that parents donot want to send girls to schools and that women themselves do not take interest in education. Hassan

investigated these questions in her study on The Attitude Towards Female Education. Her findings, however, show that most of these misconceptions are wrong and that the rural population, both males and females have a positive attitude towards female education. Her findings are summarised below:-

- i) The total rural sample expressed positive attitude towards female education.
- ii) The total group stressed that educated females prove to be better wives and mothers and are better (than the illiterates) in skills like sewing and cutting etc.
- iii) The surveyed group felt that school education was meant for getting a job only. Since they did not visualize women taking up jobs, they thought "that there is no economic benefit in educating a girl."
- iv) Contrary to what is usually believed the group rejected the idea that educated women become less religious or disrespectful to the other members of the family.
- v) Rejecting another misconception, they denied that literate women misuse their writing skill in writing to undesirable persons.
- vi) It was not difficult to find a suitable match for an educated girl.
- vii) It is wrong to believe that young men do not like to marry educated girls.
- viii) Rural population is not suspicious of outside female teachers.
- ix) Majority wanted women to take up a job after getting education.
- x) Of the group, women were more positive about female education than men, and finally,
- xi) The group was of the view that the educated women stop working in the field.

Hamidi conducting the study: "Experiences in Women Educational Plans" at a micro-level. She studied the Community Development Education and Family Planning Project at Karachi. Her findings are given below:

- i) No educational programme of adult literacy for women, can succeed unless it is accompanied by some income generation skill.
- ii) The various agencies of the Government should collaborate in identifying the problems of women in education.
- iii) All efforts should be made to propagate the need for female education and all possible channels of media should be used for this purpose.
- iv) Special books and reading material should be written for female literacy which must include the things of female interest like her rights. It must inculcate the feeling in her that "the hand that rocks the cradle, rules the world."

In America, many studies have been done to see if the incentive programmes work or not. Foster reports that on recommendations of a District Attendance Task Force, in 1980 the Ganado School District, a Navajo Reservation District formulated an Attendance Improvement Plan which decreased the primary school's absentee rate 37% over previous years and which dramatically increased Friday attendance. The primary school targetted "high risk" chronic non-attenders and their parents to determine their perception of the relative importance of attending school and to establish goals and methods that would lead to increased student attendance. To ensure that all students were enrolled, a committee of students, staff, and teachers was formed. The committee developed, instituted, and

monitored an incentive programme that recognized individuals and/or a class for outstanding attendance. Rewards consisted of free books for perfect individual attendance in a grading quarter and of movies and/or parties for the class with the best monthly attendance. To improve Friday attendance, the class with the highest weekly attendance was allowed to raise the following week. Data indicated that the processes used were avalid for increasing attendance.

The Planar Corp. report describes results of a demonstration project carried out in four cities during 1971-72. The project aimed at exploring the feasibility and impact of two different forms of money incentives payments. In one form -- the "Teacher-Only" model -- the teachers in a school were offered a series of bonuses ranging from \$150 to \$600 per subject, depending on the amount of gain shown by their students on standardized tests of reading and math. In the "Parent-Teacher" model, the same bonus offer was made to teachers; but in addition, there were cash payments of \$12.50 to \$50 offered to each parent, depending on the mean gain shown by all of the students in their child's class. Quantitative data were collected from students, teachers, and parents at two points in time. This data included the results of questionnaires tapping attitude and behaviour information, interview results, tallies from systematic observation, and standardized achievement test results. The data were analyzed by comparing the mean of an EXP school (one which had been offered incentives) to the mean of a matched CON school in the same city. The interpretation was

restricted by problems inherent in the design and time schedule of the project. Although it is possible that results reflect factors other than the incentives offer, the achievement gains observed for students in the Parent-Teacher model were substantially greater than those of the control group. Differences in achievement gain between the Teacher-Only model and the control group were negligible. Other results from the analysis of the attitude and behaviour data also are presented and discussed, but no simple patterns were evident in these results.

James VanSciver states that most school programs designed to reduce student absenteeism rely on punitive measures, and most are aimed at kids who already have poor attendance records. He suggests that the situation should be turned around by focusing on all students (not just offenders) and by emphasizing rewards rather than consequences.

He decided to test research findings suggesting that two things encourage kids to come to school: personal contact with the principal and peer pressure. Sciver's study at Pocomoke High School was designed to determine whether a program that emphasized positive things (such as praise and rewards) would improve student attendance.

The high school for several years has had an average daily attendance record to approximately 93 percent. To analyze the effects of the positive approach, He selected for study the 1983-84 and 1984-85 sophomore classes; each had approximately 100

students. Using the 1983-84 class as the control group and the 1984-85 class as the experimental group, he collected information on student attendance from September through December, the first two marking periods of both school years. The 1983-84 students were subject to the standard approach toward school attendance, which in our school system included lowering grades and suspending kids who repeatedly skipped school. The 1984-85 students, however, received daily "positive strokes" as part of the program. These measures proved effective in promoting the goal of perfect attendance. The analysis showed, for example, that students in the control group were absent seven days (on the average) during the first two marking periods' kids in the experimental group averaged only three and one-half days. In addition, the study of ninth, eleventh, and twelfth grades indicated another facet of improvement. Attendance in most schools tends to be at its highest point in September and declines steadily through the school year. This proved true at Pocomoke High School during the two years of the study - except for the 1984-85 class, which ended its second marking period with a higher rate of perfect attendance (99 percent) than any other class.

Perhaps even more significant was the fact that students from the 1984-85 class who previously had poor attendance records showed a significantly higher rate of attendance after participating in the improvement program than did poor attenders from the 1983-84 class.

What the Pocomoke High School study suggests is that a positive approach can be more successful than a negative one. Rather than focussing attention on kids when they skip school, the program rewards them when they come to school: they are subjected to frequent, positive contact with school through their homes, peer pressure, and reinforcement from teachers, school executives, and publicity in the community.

Dwey Lipe and Steven M. Jung state that the recent stress on accountability in education (Lessinger, 1970) has also contributed to an interest in incentives. A corollary to accountability is that programs, personnel, or materials and equipment that do not contribute to desired student performance outcomes must face some kind of version, possibly elimination, while those found effective should be appropriately rewarded (Hawkrige, 1970).

Central to the emphasis on incentives is the belief that the new educational programmes of the past decade have not produced impressive results and have especially failed the so called "deprived" student. Whereas this failure has produced pessimism in some circles, other educators have thought enough of the power of currently available techniques to venture their own capital on a guaranteed-performance-or-no-pay basis. An examination of these techniques usually reveals a heavy emphasis on technological innovations and "incentives" to learners.

That so called "motivation to learn" can be developed in children by restructuring their educational environment was

demonstrated with two strikingly unmotivated groups: autistic children were trained to talk (Lovaas, 1968) and convicted delinquent adolescents with a long history of school failure improved their reading and achievement test scores (Cohen, 1968) through the use of environmental manipulation techniques.

The use of material incentives for learning has a long and vigorous history in experimental psychology. Food, in particular, has been popular because deprivation level can be easily controlled. Fruit and cookies or sandwiches were given as reinforcers to black children in an experimental preschool located in a depressed area of Kansas City (Risley & Hart, 1968). The experimenters sought to develop a correspondence between what the children said they had done and what they actually had done. Snacks given at the regular snack time but made contingent on desired behavior were successful incentives.

Chadwick and Day (1970) and Day and Chadwick (1970) used food and other material reinforcers in addition to other types of incentive in a class of 30 black and Mexican-American students who were all severe behavior problems. The school-furnished lunch was used as a reinforcer along with school store items such as candy, gum, goldfish, clothes, jewelry, etc. In conjunction with the other types of incentive, the use of these material incentives was instrumental in improving both social behavior and academic performance.

Money was used as an incentive to improve reading accuracy and speed on the Gray Oral Reading Test (Cotler, 1969).

The 96 subjects, fourth, fifth and sixth grade boys, were each given 75 cents before the experimental session. Boys in the reward and punishment experimental condition were told they might win more money or lose money depending on their reading performance. Control subjects were told that the money was simply payment for participating. The contingent reward and punishment condition yielded results that were not significantly different from the control group results (see also Prince, 1967; Smith, 1966). Alschuler (1969) went one step further and used "make-believe" money instead of real money. Each student in his study signed a contract with the teacher in which the student agreed to complete so much math for so much "make-believe" money. This so called "math game" resulted in significant improvement on standardized mathematics test scores over the period of a school year.

Arunashree Rao's study shows marvellous success of the incentives program in increasing the school attendance in primary schools. The grain programme for the 10 villages was started in September, 1983. Its source of funds was the Tribal sub-plan nucleus budget. The distinguishing features of the school incentives in the 10 specially targetted villages in Limkheda taluka are (i) a concerted effort to provide these incentives to all eligible primary school children; and, (ii) the provision of an additional input - a monthly grain package - to both girls and boys who maintain an 80 percent monthly attendance. Ten kilograms of grain (corn) was given to girls and eight to boys.

The school incentives programme in the 10 villages also included two sets of uniforms for all enrolled students in Standard I and II, as well as textbooks and slates. These incentives were derived primarily from two sources: The Tribal sub-plan Nucleus Budget and the District Education Committee. Occasionally, charitable organizations donated a few sets of uniforms to the schools.

The data provided by the author indicates that there was an increase of 100% in enrollments of male students in Standard I from 1982 to 1983 and further increase of 68% in 1984 due to the incentives program. Similarly, for females, the increase for the same standard and year was 300% and further 100% in 1984.

III. METHOD AND PROCEDURE:

Introduction:

The primary objectives of the study were to find out whether it is necessary to provide some kind of incentive to increase the enrollment of rural female students in all the four provinces of Pakistan and whether the incentives would work in the form of cash or in some other forms. This chapter describes the methodology used to address the objectives of the study on the following heads:

- (1) Sample;
- (2) Instruments;
- (3) Data collection, and
- (4) Data Analysis.

Sample:

The population for this study consisted of the selected communities and the District Education Officers of the districts of the selected communities. The population was identified by a random sample procedure. Ten percent of the districts across four provinces of Pakistan comprising of 10 districts were selected. Four rural communities were selected in each district. Two communities were selected having fewer than 100 households and two communities were selected having 175-225 households. This information was obtained from the 1981 census report and while selecting the communities, the approachable distance for the female research team members was also kept in mind. There

were 40 communities selected in this manner. Ten percent houses of the community were visited in the Province of Baluchistan. During the course of field work, however, it was found that the households were less in number than the ones recorded in the census report. In the remaining provinces, therefore, an effort was made to visit 10 houses in the smaller community and 20 houses in the bigger community. But, in those cases where the community households were less than calculated, less number of houses were visited. Total number of houses thus visited was 579. Breakdown of the houses visited in each community is as follows:

<u>Province</u>	<u>District</u>	<u>Tehsil</u>	<u>Community</u>	<u>No. of houses visited</u>
<u>PUNJAB</u>				
	Attock	Attock	Tass	10
			Cheechi	20
			Darya Sharif	10
			Mirza Qaim Shah	20
	Gujrat	Gujrat	Lala Chak	10
			Khanuwal	20
			Meuwal	20
			Chak Dhallu	10
	Faisal-abad	Faisal-abad	Chak No. 233 (Nai Abadi)	10
			Roshan Wala	20
		Jaran-wala	Tibi Jatawan	10
			Chak No. 240	20
			Istabal	
	Muzafar-Garh	Muzafar-Garh	Sadaat Colony	10
			Khanpur	
		Kot Adu	Basti Mahmood Kot	20
			Dhodhi	10
			Matwani Wala	20

SIND

Sukkur	Rohri	Gatanwari	10
		Tando Ali Abad	20
	Pano Akil	Gagnaow	20
		Saindad Jatoi	10
Hyderabad	Hyderabad	Soahal Sarmast Colony.	20
	Hala	Hayat Dahri.	10
	Tando Muhammad Khan	Bakhshoo Burdi	10
	Tando Allah Yar	Ghulam Ali Laghari	20

N.W.F.P.

Bannu	Bannu	Torka	20
		Gandli	20
		Fatma Khel	10
		Kotka Feroz Khan	10
Mardan	Mardan	Surkh Dheri	10
		Cheel Banda	10
		Chamrang	20
	Chamrang	Dundiya	20

BALUCHISTAN

Quetta	Quetta	Shaikh Manda	08
		New Balleli.	19
		Jatakabad (Kili Almas).	08
		Syedon Simly.	10
Kalat	Mastung	Ghazgi	18
		Malkharma.	10
		Killi Imam Bux (Ishkana)	16
		Karez Nath.	10

Instruments:

The research instruments used for this study consisted of three forms. Forms were developed to answer each of the

objectives identified in the study. Questions asked in the forms were developed in view of the guidelines provided for the subject paper in the meeting held at the Academy on June 20, 1988, by the Director of the BRIDGES Project Prof. Dr. Noel McGinn. Forms thus developed were named as:

Form No. 1	Parents (See Appendix A)
Form No. 2	Community Representative (See Appendix B)
Form No. 3	District Education Officer (See Appendix C)

All the three forms had a place for additional comments. It was felt that additional comments would encourage respondents to give information to this study that the forms had not covered (See Appendix D).

Data Collection:

As mentioned earlier, the data collection for the subject study was carried out during the field work of the "Girls' Access to Schooling in Pakistan - Mosque School Study." Data was collected according to the schedule listed at Appendix-E. Teams for data collection consisted of one male researcher and two female researchers from the Academy and two local teachers to accompany the female researchers for the purpose of language and easy access to households. Female researchers interviewed the District Education Officer and the families of the selected communities and collected data on Form 1 and Form 3. The male member interviewed the community representative and collected data on Form 2 of the subject study.

Data Analysis:

Editing of coding for data was done prior to the entry in the computer. All the three forms were entered separately for each community. Statistical data analysis was done using Statistical Package for Social Sciences (SPSS).

Frequency distributions were done for all variables and tables were used for graphic illustration. In descriptive analysis data was summarized by responses recorded on each form.

IV. PRESENTATION AND ANALYSIS OF DATA:

Introduction:

To draw conclusions about the objectives of the study, this section, therefore, presents the results of stated objectives in table and descriptive form. Data are summarized by responses received from parents, community representatives and the District Education Officers for each form. The purpose of this narrative form is to present the analytical results of the study. The questionnaires were developed to investigate each of the variable identified according to the objectives of the study.

Statistical Analysis:

Occupation of the families interviewed

Information was sought about the occupation of the head of the family on Question No. 2, Form 1. Information obtained is presented in Table-I.

Table-I

Occupation of the Head of the Family, By District

Province	District	No. of Household visited	*1	2	3	4	5	6	7	8	Not working
PUNJAB	Attock	60	16	25	7	8	2	-	-	1	1
	Gujrat	60	27	15	3	11	1	-	-	-	3
	Faisalabad	60	16	29	10	4	-	-	-	1	-
	Muzaffarabad	60	7	38	3	12	-	-	-	-	-
SIND	Sukkur	60	31	7	5	9	4	1	-	1	2
	Hyderabad	60	20	14	6	13	-	2	-	4	1
NWFP	Bannu	60	17	6	16	16	1	1	1	1	1
	Mardan	60	27	16	4	10	1	-	-	1	1
BALUCHIS-TAN	Quetta	45	3	16	8	2	1	11	3	1	-
	Kalat	54	20	17	2	11	-	3	-	-	-
TOTAL:	10	579	184	185	63	95	11	18	4	10	9

*1= Farmer 2= Labourer 3= Businessman 4= Government Employee
5= Retd. Govt. Employee 6= Trained Worker 7= Imam 8= Pvt. Service

Table I represents the occupation of the head of the family of the households visited of the selected communities. Labourers formed the highest percentage of 32%, slightly higher than farmers who are 31.8% against 16.4% for the government employees. Head of the families who were not working formed only 1.6% of the total responses received.

Reasons for sending girls to school

In order to find out why do parents send girls to school, the Parents, Community Representatives and the District Education Officers, all were asked this question. Answers are summarized below by different reasons given by Parents, Community Representatives and the District Education Officers:

Table-II

Reasons for sending girls to school

Reasons	Parents		Community Representative		District Education Officer	
	No.	%	No.	%	No.	%
1. To become literate	217	37.5	21	53.8	5	50.0
2. To be able to communicate	4	.7	1	2.6	2	20.0
3. To be able to manage households affectively.	31	5.4	14	36.0	2	20.0
4. To get a job	57	9.8	3	7.6	1	10.0
5. Any other.	134	23.1	-	-	1	10.0

Out of the total responses of 579 for parents, 36 did not give any answer and 134 gave other reasons than the ones listed above. Many parents chose to give more than one reason also.

Reasons for not sending girls to school

In order to investigate the reasons for not sending girls to school this question was asked to the parents in each house visited as well as from the District Education Officers. Answers obtained are summarized in Table-III on the next page.

Table-III

Reasons for not sending girls to school

Reasons	Parents		District Education Officers	
	No.	%	No.	%
1. No separate school for girls.	150	25.9	1	10.0
2. Forgone Income	7	1.2	9	20.0
3. Cost of schooling	125	21.6	3	30.0
4. Helping hands to mothers	39	6.7	2	20.0
5. Any other reasons.	57	9.8	2	20.0

Out of the total responses of 579 for parents, 30 did not give any reason and 57 gave other reasons than the ones listed above. Many parents gave more than one reason also. Parents reported that non-existence of separate school for girls was the major reason for girls' low enrollment whereas District Education Officers thought that forgone income was the major reason, parents were not sending girls to school.

Suggestions to increase enrollment of rural female students

Parents, Community Representatives as well as District Education Officers, all were asked as to what would they suggest for their government to offer so that parents could send their girls to school? Answers were recorded against the possible suggestions to be given by the respondents.

Table-IV

Suggestions for Government to increase
Enrollment of Rural Female Students

Suggestions	Parents		Community Representative		District Education Officers	
	No.	%	No.	%	No.	%
1. Separate school for girls	96	16.6	9	23.1	3	30.0
2. Free books and uniform	203	35.1	13	33.1	3	30.0
3. School should be located nearby	11	1.1	5	12.8	2	20.0
4. Any other suggestions.	9	1.6	12	31.0	2	20.0

Out of the total respondents of 579 for the parents, 63 parents i.e. 10.9% did not give any suggestions. Some of the parents gave more than one suggestion. Free books and uniform ranked highest among the incentives to be given to increase enrollment of rural female students.

Opinion about monetary incentive

In order to find out whether monetary incentive would help increase the enrollment of rural female students. Parents as well as Community Representatives and District Education Officers were asked whether parents would send girls to school if government paid scholarship for each girl. Answers obtained in yes and no form are summarized in Table-V on the next page.

Table-V
Effectiveness of Monetary Incentive to increase
Enrollment of Rural Female Students

	Total Response	Yes		No		Blank	
		N	%	N	%	N	%
Parents	579	480	82.9	16	2.8	83	14.3
Community Representative	39	33	84.6	6	15.4	-	-
DEO's	10	8	80.0	2	20.0	-	-

Above table shows that it is overwhelmingly believed by Parents, Community Representatives and DEO's that monetary incentive would certainly increase enrollment of girls in schools.

Cash amount to be given to parents as incentive.

This question was repeated in all the three forms and the Parents, Community Representatives as well as the District Education Officers were asked to suggest as to what amount of scholarship should be paid per month for each girl to the parents. Answers received are summarized below:-

Table-VI
Cash Amount to be given to Parents as Incentive

	Total No. of responses	*1		2		3		4		5		Blank	
		N	%	N	%	N	%	N	%	N	%	N	%
Parents	579	52	9.0	99	17.1	26	4.5	63	10.9	252	43.5	87	15.0
Community	39	-	-	8	20.5	8	20.5	2	5.1	15	38.5	6	15.4
DEO's	10	-	-	3	30.0	-	-	1	10.0	4	40.0	2	20.0

*1= Rs.10/- 2= Rs.20/- 3= Rs.30/- 4= Rs.40/- 5= More than Rs.40/-

Majority of the respondents in each category agreed to give more than Rs.40/- per month to the parents for each girl.

Class level up to which the cash Incentive should be applied

This question was asked from Parents as well as from the Community Representatives. The information received is summarized below:-

Table-VII

Class Level for Monetary Incentives

Respon- dents	Total No. of Respon- ses	Blank Respon- ses	CLASS LEVELS									
			II	III	V	VIII	X	XI	XII	XIV	Univer- sity.	
Parents	579	160	2	1	168	9	195	1	6	35	2	
Community Representative.	39	11	-	1	11	3	13	-	-	-	-	

Above table shows that almost one third of the respondents in the case of the parents left the question unanswered, 33.7% asked for the incentive to be provided upto 10th grade whereas 29% proposed to give incentive till 5th grade.

Among the community representatives 33.3% recommended incentive upto 10th grade whereas 28.2% proposed till 5th grade.

Level of education to ensure retention of literacy

This question was asked from parents as well as from the community representatives. Level of education thought to be sufficient to ensure the literacy of child by both categories is represented below:-

Table-VIII

Level of Education to Ensure Retention of Literacy										
Respon- dents	Total No. of Respon- ses	Blank Respon- ses	CLASS LEVELS							
			III	V	VIII	X	XII	XIV	XVI	XVII
Parents	579	108	2	274	29	138	15	10	-	3
Community Represent- ative.	39	7	1	17	-	11	1	-	2	-

Above table shows that in both cases about 18% respondents did not give any answer. More than 40% regarded 5th grades level of education to ensure retention of literacy in both cases.

Level of Education permissible for girls

Community representatives as well as District Education Officers were asked upto which class in their opinion the parents of their community or district sent girls to schools. Information obtained is summarized in Table-IX on the next page.

Table-IX

Level of Education permissible for Girls

Respon- dents	Total No. of Respon- ses	Blank Respon- ses	CLASS LEVELS							
			II	III	V	VIII	X	XII	XIV	XVI
Community Represent- atives	39	3	1	4	11	2	11	1	3	3
D.E.Os	10	1	-	-	5	-	2	1	1	-
D.E.Os *U	10	1	-	-	5	-	2	1	1	-
R	10	1	-	-	5	2	2	-	-	-

*U= Urban, R= Rural.

Above table shows that most commonly reported grade by the community representatives was 5th and 10th grade as both were reported by 28.2%. In case of the District Education Officers, they tried to differentiate by Urban and Rural areas of their district. However, 5th grade in both cases was reported as the level of education to which they thought parents send their girls to school.

Reasons for not sending girls to school after 5th and 10th grade

In order to explore further as to why parents stop sending girls to school, community representatives were asked to give reason for the class level given under the level of education permissible for girls in their community. Answers were recorded according to the following reasons:

1. Age reason.
2. Cost of Schooling.
3. Helping hands to mothers.
4. Due to marriage.
5. Any other (Please Specify)

Community representative chose more than one reason in the support of the class level thought permissible by the parents. However, 20.5%, the highest response recorded 'Age' as the major cause for stopping girls to attend the school.

Unused Capacity in Schools for Girls

** Unused Capacity*

In order to find out evidence as to whether there is unused capacity in schools, that is, that girls are not attending school where schools are available and places to receive them, D.E.Os were asked this question in Question No.6 of Form-3. Information obtained is summarized below:

Table-X

Unused Capacity in Schools for Girls				
AREA	YES		NO	
	N	%	N	%
Rural	7	70.0	3	30.0
Urban	5	50.0	5	50.0

Above table shows that 70% of the District Education Officers believed that there is unused capacity in the rural schools.

Reaction among the parents of boys on provision of incentives to the parents of girls

In order to seek opinion whether there will be reaction among the parents of young boys in the schools if the parents of girls are provided cash incentive, the District Education Officers were asked to answer in yes or no form. Answers obtained are summarized below:-

Table-XI

Reaction Among the Parents of Boys on Provision of Incentives to the Parents of Girls

Value	N	%
Blank	1	10.0
Yes	6	60.0
No	3	30.0

Above table shows that 60% of the District Education Officers were of the opinion that there will be reaction among the parents of boys on the provision of incentive for girls to the parents.

Analysis of Additional Comments:

Once asked to express opinion about the provision of incentive, the respondents felt very excited and were encouraged to make certain comments and suggestions which could work to increase enrollment of rural female students in the school. About 9% of the parents made no additional comments whereas in

the case of community representatives only 2.6% and in the case of District Education Officers 20% made no additional comments. Additional comments in all the three forms identified certain factors which may be very useful for policy makers. Following was a typical comment made by all the categories of respondents: "Government should open separate schools for girls in each village." See Appendix-D for all the Additional Comments made by Parents, Community Representatives and the District Education Officers.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS:

Summary of Findings:

Three forms were developed to answer each of the objectives identified in the study.

Findings by Objectives:

The first objective of the study was to find out whether it is necessary to provide some kind of incentive to increase enrollment of rural female students.

It was found that incentive in the form of monetary as well as non-monetary is very essential if we really want to increase the enrollment of students in rural areas.

The second objective of the study was to find out whether the parents don't send their girls to school because of foregone income or because of the direct cost of schooling or because of being helping hand to mothers.

It was found that out of the above-mentioned variables, parents generally don't send their girls to school because of direct cost of schooling.

The third objective of the study was to find out whether there is unused capacity in schools for girls and whether providing incentives would lead to increased enrollment.

It was found that there is unused capacity in schools for girls only in few rural communities. Generally it was found that girls were even going to boys schools and mosque schools if there was no girls school in the community. In Sind, it was found that in one case boys and girls' school was operating in one building. The Upper storey was being used for Girls School and Ground Floor was being used for Boys School. In Baluchistan, one community co-education was found upto 8th grade and many a schools were seen over-crowded in all the provinces.

The fourth objective of the study was to find out what kinds of incentives would be most likely to work, should they be in the form of cash or in some other forms?

It was found that provision of monetary as well non-monetary incentives is required to increase the enrollment of rural female students.

The fifth objective of the study was to find out the class level up to which the incentives should be applied and whether that level of education is sufficient to ensure retention of literacy.

It was found that mostly primary level of education was recommended for providing incentives. However, the District Education Officers objected to this very idea on the ground that more you give to the people, the more they will demand. Generally 3rd grade or 5th grade was thought to be the level of education sufficient to ensure retention of literacy.

Summary of Conclusions:

Parents, Community Representatives as well as District Education Officers were given an opportunity to make additional comments. Based on the data and the statements thus made several conclusions can be drawn from this study.

First, the evidence points over-whelmingly to the fact that low female enrollment in rural areas reflect conservative attitudes of parents who will not educate their daughters because of their traditions. Most commonly held view, therefore, that the people of rural areas value more the economic return to the labor of daughters than to the possible future return to a girl who has received some education is completely rejected. Even in those communities which were not well-off economically, the uneducated women expressed the desire that they would prefer their daughters to get education rather than work in the household or in the field like them.

Second, it is generally argued that it is necessary to provide some kind of incentive to increase the enrollment of rural female students. Whereas parents as well as community representatives or District Education Officers, all did not favour providing of cash incentive to that extent as much as they suggested to provide separate schools for girls and these schools should be opened near each village.

Third, too much stress has been placed on the fact that people of rural areas do not understand the value of education or

schooling and value more the immediate gain from their child's labour than the expected future gain. More than the economic gains, people pointed out that the girls become literate and learn to manage the household better. The most commonly expected gains from the education of their daughters were to be able to communicate, to get a job and to get a better life partner who will also be educated.

Fourth, in classifying answers by communities as urban or rural it became evident that people do not withdraw their daughters from schools early because of the opportunity costs but because of the age factor or because the school is not located nearby.

Fifth, only a relatively small number of people withdraw their daughters from school because of the direct costs, e.g. pens, ink, clothing or because of being helping hands to mothers.

Sixth, interesting finding was about the belief that girls are not attending school where schools are available and have places to receive them. In fact, this is not a common prevalent situation. It is happening only in those schools where there are male teachers such as mosque schools or the schools which are opened in communities which are inhabited by two rival tribes. This situation is most prevalent in Baluchistan or NWFP and that too in certain communities which need to be investigated.

Evidence was found to support the fact that providing incentives would in fact lead to increased enrollment. In

Baluchistan, it was told that in one community, mosque school was opened with a promise to parents that 10 rupees for each girl enrolled will be paid to the parents each month. Parents waited for six months but when they saw that government did not keep their promise, they withdrew the girl students.

In Sind, on the other hand, it was told that when pens, pencils, notebooks and sweets were distributed among the students out of the Zakat fund on the visit of District Education Officer, the enrollment of girl increased significantly.

Seventh, even though when asked about provision of cash incentive in the form of scholarship, it was over-whelmingly supported, yet, irrespective of the monetary or non-monetary incentives, the girls will come if the schools are opened with female teachers in each village.

Eight, interesting finding was about the class level upto which the incentives should be provided. People of certain communities proposed the provision even upto University level whereas generally Vth class was recommended and it was also said that primary level of education is sufficient to ensure retention of literacy.

Finally, it was clearly demonstrated that significant differences exist in Urban and Rural; Province to Province and communities within a district which need to be investigated before opening of the school.

Recommendations:

This study was limited to a few general issues in the problem area of rural female education. Other aspects such as the availability of resources, availability of teachers; availability of building, facilities and traditional barriers or statistical data about the girls in each community etc., have been excluded. These aspects can be investigated thoroughly seperately.

In the present study, a general answer was sought about different questions concerning the provision of monetary or non-monetary incentive. Study could be done on each community included in the sample seperately. This study could suggest particular incentives to be given in each community investigated. This would give a better indication of the incentives to be given and what is it that could be given up?

Analysis of the responses received, however suggest that the problem of low female enrollments in rural areas could be solved by :-

1. A nation-wide compaign using T.V, Radio and mass media like newspaper or the cover pages of the magazines should be started stressing the fact that at least primary education is very important for girls.
2. A detailed needs assessment should be carried out by the community education representative to provide the educational facilities for the girls. Thus, preference should be given to establish girl schools on the demands of community rather than on political grounds.
3. Scholarships, books should be provided to the children of poor families.

4. Uniform should not be imposed on the primary school children to cut down the expenses of parents on education of girls.
5. As per the provision of the National Education Policy (1978), books should be provided free to all the schools and the distribution of books should be followed up since it was noticed that even in the mosque schools where books were being provided, they were not being received by the students on the other end.
6. Existence of Mosque School in the community should be made known to the community. Lady teachers may also be appointed in mosque schools to teach the girls separately. This measure would increase the enrollment of rural female students tremendously.
7. Mohallah Schools in Sind are functioning under the Special Priority Project and are very successful. It would certainly help increase enrollment of rural female students if educated ladies are approached to open up Mohallah Schools.
8. Mobile Audio-Visual Teams may be deputed to impart education through modern techniques to the girl students residing in remote areas.
9. It should be publicised that the rural girls who complete 5th grade will be awarded Rs.1000/- whereas the girls who complete 8th will get Rs.2,000/-. The cash award distribution ceremony should be arranged in the community so that it could become a self-publicity arrangement motivating the other parents to get their girls educated. This will also lead to prepare local teachers of the selected communities.
10. A system of recognition for the good services rendered by teachers, parents, students and community representatives should be made.

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APPENDIX-A

FORM NO. I

(PARENTS)

1 1 1 1 1 1 1
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(For AEPAM use only)

FORM NO. 1

(PARENTS)

INCENTIVES FOR RURAL FEMALE STUDENTS

Q.No.1. Province: _____ District: _____

Village: _____ House No: _____

Q.No.2. Occupation of the head of the family:

1.	Farmer
2.	Labourer
3.	Businessman
4.	Government employee
5.	Retired Government employee
6.	Any other (Please Specify)

Q.No.3. Why do parents send girls to school?

1.	To become literate
2.	To be able to communicate
3.	To be able to manage household effectively
4.	To get a job
5.	Any other (Please Specify)

Q.No.4. Why parents don't send their girls to school?

1.	No separate school for girls
2.	Foregone Income
3.	Cost of Schooling
4.	Helping hands to mothers
5.	Any other (Please Specify)

Q.No.5. What would you suggest for your government to offer so that parents could send their girls to school?

1.	Seperate school for girls
2.	Free books and uniform
3.	School should be located nearby
5.	Any other suggestions (Please Specify)

Q.No.6. Would parents send girl to school if government paid scholarship for each girl?

1.	Yes
2.	No

Q.No.7. What amount of scholarship would you suggest to be paid per month for each girl to the parents?

1.	Rs. 10/-
2.	Rs. 20/-
3.	Rs. 30/-
4.	Rs. 40/-
5.	More than Rs.40/-

Q.No.8. What class level would you suggest up to which the cash incentive should be applied?

Class: _____

Q.No.9. What level of education do you think is sufficient to ensure the literacy of child?

Class: _____

Q.No.10. Additional Comments:

1. _____

2. _____

3. _____

4. _____

APPENDIX-B

FORM NO. 2-
(COMMUNITY REPRESENTATIVE)

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(For AEPAM use only)

INCENTIVES FOR RURAL FEMALE STUDENTS

Q.No.1. Province: _____ District: _____
Village: _____ House No: _____

Q.No.2. Name of the Community Representative:

Q.No.3. Occupation:

1.	Farmer
2.	Labourer
3.	Businessman
4.	Government employee
5.	Retired Government servant
6.	Any other (Please Specify)

Q.No.4. How long have you been residing in this community?
(Specify in years and months)

Years: _____ Months: _____

Q.No.5. Are girls of your community going to school?

1.	Yes
2.	No

Q.No.6. Why do you think the parents are sending their girls to school?

1.	To become literate
2.	To be able to communicate
3.	To be able to manage household effectively
4.	To get a job
5.	Any other (Please Specify)

Q.No.7. Up to which class do you think the parents send their girls to school?

Class: _____

Q.No.8. Why do the parents stop sending their girls to school after the above-mentioned class?

1.	Age reason
2.	Cost of Schooling
3.	Helping hand to mothers
4.	Due to Marriage
5.	Any other (Please Specify)

Q.No.9. What would you suggest for your government to offer so that parents could send their girls to school?

1.	Seperate school for girls
2.	Free books and uniform
3.	School should be located nearby
5.	Any other suggestions (Please Specify)

Q.No.10. Would you send your girls to school if government paid scholarship for each girl?

1.	Yes
2.	No

Q.No.11. What amount of scholarship would you suggest to be paid per month for each girl to the parents?

1.	Rs. 10/-
2.	Rs. 20/-
3.	Rs. 30/-
4.	Rs. 40/-
5.	More than Rs.40/-

Q.No.8. What class level would you suggest up to which the cash incentive should be applied?

Class: _____

Q.No.9. What level of education do you think is sufficient to ensure the literacy of child?

Class: _____

Q.No.10. Additional Comments:

- 1. _____

- 2. _____

- 3. _____

- 4. _____

APPENDIX-C

FORM NO. 3

(DISTRICT EDUCATION OFFICER)

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(For AEPAM use only)

FORM NO. 3

(DISTRICT EDUCATION OFFICER)

INCENTIVES FOR RURAL FEMALE STUDENTS

Q.No.1. Province: _____ District: _____

Q.No.2. Name: _____

Q.No.4. How long have you been DEO in this district? (Specify in years and months)

Years: _____ Months: _____

Q.No.5. Up to which class do you think the parents send their girls to school?

Class: _____

Q.No.6. Is there unused capacity in schools for girls?

1.	Yes
2.	No

Q.No.7. Reasons for answer to Question No.6.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

Q.No.8. Why do parents send their girls to school?

1.	To become literate
2.	To be able to communicate
3.	To be able to manage household effectively
4.	To get a job
5.	Any other (Please Specify)

Q.No.9. Why parents don't send their girls to school?

1.	No seperate school for girls
2.	Foregone Income
3.	Cost of schooling
4.	Helping hands to mothers
5.	Any other (Please Specify)

Q.No.10. Would proposals to provide incentives for rural female students lead to increased enrollment?

1.	Yes
2.	No

Q.No.11. Reasons for answer to Question No.10.

1. _____

2. _____

3. _____

4. _____

Q.No.12. What would you suggest for your government to offer so that more girls could come to school?

1.	Seperate school for girls
2.	Free books and uniform
3.	School should be located nearby
5.	Any other suggestions (Please Specify)

Q.No.13. Would parents send their girls to school if government paid scholarship for each girl?

1.	Yes
2.	No

Q.No.14. What amount of scholarship would you suggest to be paid per month for each girl to the parents?

1.	Rs. 10/-
2.	Rs. 20/-
3.	Rs. 30/-
4.	Rs. 40/-
5.	More than Rs.40/-

Q.No.15. Would there be reaction among the parents of young boys in the schools?

1.	Yes
2.	No

Q.No.16. Additional Comments:

1. _____

2. _____

3. _____

4. _____

APPENDIX-D

ADDITIONAL COMMENTS

ADDITIONAL COMMENTS

FORM-1 PARENTS:

01. Free books, uniform, scholarship and other facilities should be provided.
02. Girls' School should be near the village.
03. There should be separate schools for girls in every village.
04. Girls are not going to school for different reasons (marriage, to take care of other children).
05. Parents should be motivated to send the girls to schools.
06. It is against the customs to send girls to school.
07. Facilities like electricity, water, furniture and Medical should be provided.
08. Urdu should be enforced in schools.
09. Girls cannot attend school because of transport problems.
10. Incentives should be given after class 5th. Incentive must for girls.
11. Education should be made compulsory.
12. Security for girl student should be provided.
13. Girls should only be given religious education.
14. Education is very expensive. It should be free.
15. Demand of separate Middle and High Schools for girls.
16. Demand for lady teachers.
17. Ladies don't understand about incentives.
18. Parents want to get their girls educated but no girls' school in the village. Money does not make difference.
19. No school going girls in the house.

20. If a school is opened and people send the girls then we can think of sending the girls to school.
21. Even educated men cannot find job, why to educate women?
22. Girls should get the education, then they get good match for marriage.
23. Even if we are poor, we are sending all children to school.

FORM-2 COMMUNITY REPRESENTATIVES:

01. Maximum facilities should be provided in the Mosque Schools.
02. Seperate Girls' Schools should be established.
03. Facilities like Electricity, Water and Latrines should be provided.
04. Building of Mosque School should be constructed with boundary wall.
05. Seperate High School and Colleges for Girls should be made.
06. It is against the custom and traditions to send the girls to schools for education.
07. Every girl school should have female staff, teacher, peon, clerk and mali.
08. Transport facilities should be provided.
09. Poor people should be financially helped to educate their children.
10. Vocational schools for girls should be established.

FORM-3 DISTRICT EDUCATION OFFICER:

01. Incentive should be given to children.
02. Female staff like, teacher, clerk, peon should be appointed.

03. Furniture, Electricity, Water should be provided.
04. Seperate schools for girls should be established.
05. Parents are against the education of girls.
06. Free books, uniform, scholarship etc., should be given.
07. Schools should be nearby in every village.
08. Education standard of the female teachers is very low, it should be increased.
09. Full-time Pesh-Imams should be appointed in each Primary School.
10. Incentive in the form of cash should not be given.
11. Fee for education should be increased.
12. Lady teachers be provided.
13. Parents of the boys will object if the incentive is given to the parents of girls.
14. SDEO should be provided transportation to take teachers to the rural areas.
15. Interior allowance should be given to the teachers.
16. Female students should not be charged any fee.

APPENDIX-E

SCHEDULE OF DATA COLLECTION

SCHEDULE OF DATA COLLECTION

PROVINCE	DISTRICT	TEHSIL	COMMUNITY	DATE OF VISIT
PUNJAB:				
	Attock	Attock	Tass	Oct. 8-11, 1988.
			Cheechi	-do-
			Darya Sharif	-do-
			Mirza Qaim Shah	-do-
	Gujrat	Gujrat	Lala Chak	Oct. 12-17, 1988.
			Khanuwal	-do-
			Meuwal	-do-
			Chak Dhallu	-do-
	Faisal- abad	Faisal- abad	Chak No. 233 (Nai Abadi)	Oct. 22-26, 1988.
			Roshan Wala	-do-
		Jaran- wala	Tibi Jatawan	-do-
			Chak No. 240	-do-
			Istabal	
	Muzafar- Garh	Muzafar- Garh	Sadaat Colony	Oct. 27-31, 1988
			Khanpur	
		Kot Adu	Basti Mahmood Kot	-do-
			Dhodhi	-do-
			Matwani Wala	-do-
SIND:				
	Sukkur	Rohri	Gatanwari	August 28-Sept 2,
			Tando Ali Abad	1988
		Pano Akil	Gagnaow	-do-
			Saindad Jatoi	-do-
	Hyderabad	Hyderabad	Scahal Sarmast Colony.	Sept. 2-7, 1988.
		Hala	Hayat Dahri.	-do-
		Tando Muhammad Khan	Bakhshoo Burdi	-do-
		Tando Allah Yar	Ghulam Ali Laghari	-do-

Contd...

N.W.F.P

Bannu	Bannu	Torka	Sept. 24-29 1988.
		Gandli	-do-
		Fatma Khel	-do-
		Kotka Feroz Khan	-do-
Mardan	Mardan	Surkh Dheri	September 29 to
		Cheel Banda	October 04, 1988.
		Chamrang	-do-
	Chamrang	Dundiya	-do-

BALUCHISTAN:

Quetta	Quetta	Shaikh Manda	July 7-18, 1988.
		New Balleli.	-do-
		Jatakabad (Kili	-do-
		Almas).	-do-
		Syedani Simly.	-do-
Kalash	Mastung	Ghazgi	-do-
		Malkharma.	-do-
		Killi Imam Bux	-do-
		(Ishkana)	-do-
		Karez Nath.	-do-