TREND-ANALYSIS REGARDING TRANSITION OF PRIMARY-PASS GIRLS INTO ELEMENTARY CLASSES IN DISTRICT NANKANA SAHIB

CREATING THE DUE HORIZONS REQUIRED FOR PAKISTANI GIRLS WHERE THEY ARE THEIR OWN CATALYST.

TREND-ANALYSIS REGARDING TRANSITION OF PRIMARY-PASS GIRLS INTO ELEMENTARY CLASSES IN DISTRICT NANKANA SAHIB

GIRLS: THE CATALYST

Abstract

Half of the "Nation-Shapers" (girls) are out of school. The purpose of this study was to explore the prevailing social trends regarding girls' education and their transition from primary to elementary/ middle grades under continuing education phenomenon. Survey-method Design was adopted to conduct this study. In line with study objectives, five types of respondents were selected using purposive-sampling method. Respondents included Primary-pass girls, their mothers, teachers, educational personnel and elected representative from the area selected for research. Independent research tools were developed and administered to each of the respondents' category. Results from the study revealed multiple barriers that kept girls away from schools, especially after grade five. Social restrictions stood at top in this regard, however, cultural complexities and system-related failures also came out as major hindering factors. Recommendations derived from these results include cultural shift regarding the perceptions of girls' education, facilitating the girls' friendly education and social environment, and strengthening the education system with regard to unique needs of adolescent girls.

ACRONYMS AND ABBREVIATIONS

Department of Education	DoE
House-Hold	HH
International Non-Governmental Organizations	INGOS
Non-Governmental Organizations	NGOS
Out-of-School	OOS
Out-of-School Children	OOSC
Union Councils	UCs

1. INTRODUCTION

Every person in the world has right to education by law, cultural and religious implications, irrespective of gender, age, ethnicity, financial status, or any other discriminating factor. In Pakistan, religion and law do not discriminate on gender-basis, however, there are some factors which sometimes emerge under the umbrella of culture, and sometimes just individual-level factors which deny this basic right to girls, mostly in rural settings.

The status of girls' education in Pakistan is inter-connected to the general scenario of education in the country, where 22.6 million children are out of school[i]. Pakistan has the second-highest number of out-of-school children (OOSC) in the world[ii]. For those children who are enrolled in schools, the quality of learning is far from satisfactory. In addition, the transition rate from primary schools to the secondary level and then to higher education is significantly low, particularly for girls.

According to Pakistan Education Statistics (2015-16) report, 22.6 million 5-16 years aged girls and boys are out-of-school (OOS) [iii]. Further analysis unleashes the fact that girls are more vulnerable in this regard as 12.1 million (53.5%) girls, across the country, are out-of-school, as compared to 10.5 million (46.5%) boys. The report reveals that the Punjab has come out as the major contributor to OOSC as it is housing 9.92 (43.8%) of total out-of-school children (OOSC) in the country. When it comes to girls: boys OOSC ratio, the situation in the Punjab is slightly better as there 50.7% girls are out-of-school, leaving the rest (49.3%) contribution to boys. The worst side of the picture is that the proportion of OOSC increases as the level of age rises. At an average, around 16% children aging 5-9 are OOS, while the ratio raises up-to 27.7% for 10-12, and 56% for 13-16 age-cohorts.

When it comes to the reasons behind this bulk of OOSC, it is sad to observe, Alif Ailaan report (2014) says, that the majority of girls are out-of-school because their parents or other family members do not allow them to study, however, the majority of out-of-school boys is not in the school just because they are not willing to study. Another issue causing such a huge number of OOSC is poverty. The same report unpacks the fact telling that the number of OOSC decreases as the financial status of the family raises. The poorest families have the highest percentage of OOSC, i.e. 57%, while the percentage decreases to 10 when it comes to rich families. The decrease is gradual from poorest to poor (37%), middle (26%), upper middle (16%) and the rich with 10%, as mentioned above[iv].

1.1 PURPOSE OF THE STUDY

The purpose of this study was to explore the prevailing social trends regarding girls' education beyond Grade 5 and to workout viable solutions for existing issues and hurdles.

1.2 STUDY OBJECTIVES

1. To explore major trends of girls' education after primary education in Nankana Sahib district
2. To investigate hurdles and issues regarding girl's education, especially beyond Grade 5
3. To scrutinize / determine feasible solutions for the researched issues

2. METHODOLOGY

Keeping the scope of this study "survey-method" was chosen as the research design for current study. The population of this study included the 25 Girls Primary Schools from four target Union Councils (UCs) of said district, where Sanjh Preet Organization is implementing the project "Empowering Girls from Marginalized Rural Families for Continuing Education in District Nankana Sahib". To identify the respondents of the study purposive-sampling method was adopted. Research participants were needed to be identified under three categories, i.e. a) the girls who appeared in 5th class final examinations in 2018, b) mothers of the respondent girls, and c) teachers of the class 5th, educational personnel and elected representative from the same localities. There were five tools developed to obtain the required data suiting to each category of the respondents. A closed-ended questionnaire was developed to obtain required data from students (girls). The questionnaire consisted of 5 questions, each with several pre-determined response-keys for the convenience of respondents. The second questionnaire was formed for mothers/ parents, containing again five (5) questions, on the same pattern as of tool 1. However, a couple of questions varied in accordance to research needs. Third tool was devised for teachers. This closed-ended questionnaire too, contained 5 question, with pre-determined response-keys. An open-ended Questionnaire was devised for the Department of Education (DoE) personnel and another open-ended Questionnaire was developed for the Political representative. These last two tools were administered in the form of open-ended questions (the description of the

questions was same as for teachers), suiting to their roles. Obtained data was arranged, examined and analyzed in order to get clear and interpretable results. In the light of data results, research implications and viable recommendations are made.

3. DATA ANALYSIS & INTERPRETATION

3.1 STUDENTS

3.1.1 The Decision Makers for the Continuation of Girls' Education

Responses from students (girls) show the prevailing trends regarding the decision-making authorities at home who decide whether the children in general and girls in particular will get education, to what level or not at all. Thirty-five (35) percent of the cases reported the "father" as the decision-making authority in this regard, while only nine (9) percent mentioned "mother" as the decision-maker. Situation, in this regard felt calming as thirty-four (34) percent respondents told that mother took part in such decisions along-with father. Grand-parents seemed to have less stake in such matters as only one (1) percent grand-father and six (6) percent grand-mothers could make such decisions in the family. Another category "Other/s" was also reported having its share in this sort of decision-making as thirteen (13) percent cases mentioned "brother, uncle and aunty also the part of design-making for children's education. Under this category the share of these relatives is mentioned here with regard to their contribution under the category "Other/s". In gender-context, the data clearly depicted that overall contribution of females in such decision-making was less than males in the family.
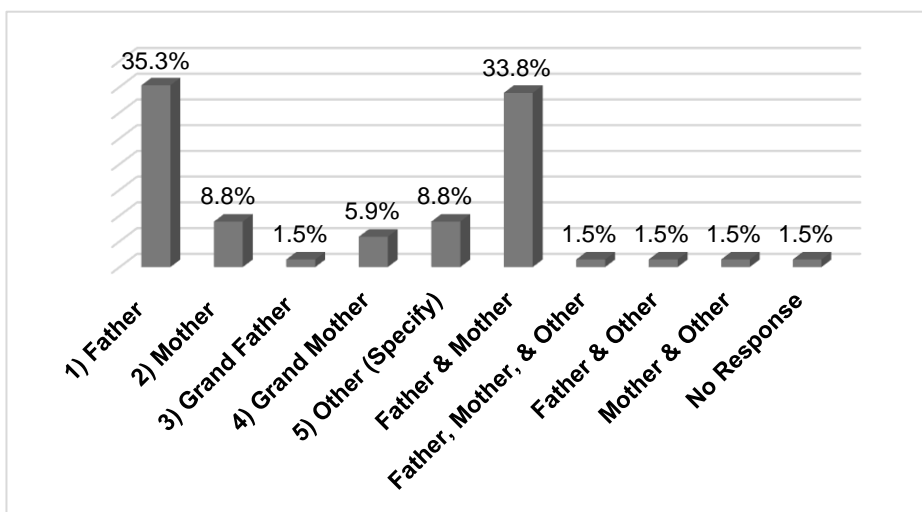

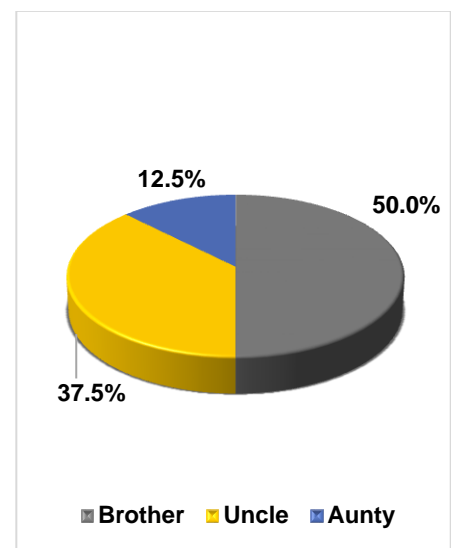*Figure 1: Decision Makers for Continuation of Girls' Education*   *Figure 2: Others*

3.1.2 Girls' Aspiration for the Education Continuation

As far girls' own aspiration regarding continuing the education after grade 5 is concerned, ninety (90) percent of the girls exclaimed that they wanted to continue their education beyond grade 5. Only a couple of respondents (3%) told that they would not continue after completing grade 5. There were some (7%) respondents who did not give their stance on that question. The data implies that girls themselves are not only aware of the benefits of education for them, but also keen on getting further education, if they had such a chance.
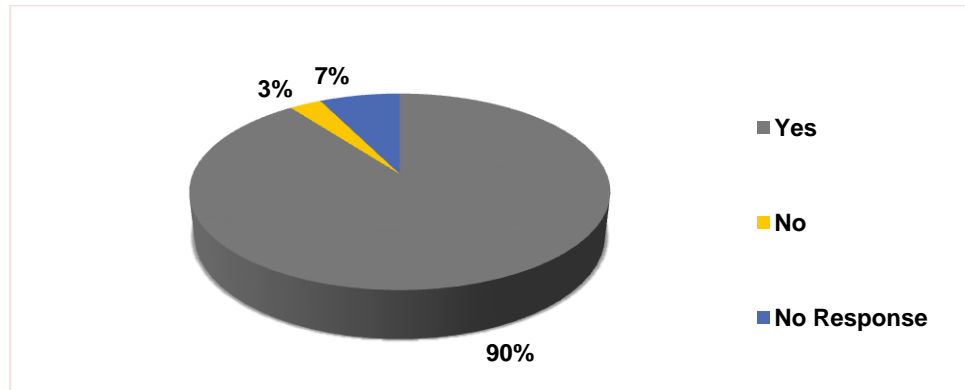
Figure 3: Girls' Aspiration for the Education Continuation

3.1.3 Girls' Future Dreams

Supporting girls' aspiration towards continuing their education beyond grade 5, answers to this question also revealed high aspirations of those blossoming hearts for their future, if that would be in their hands. More than a quarter (28%) of the respondents wished to be a doctor, if they got the chance to that level of education. Around a-half (41%) of the respondents showed the passion to be a teacher, if they could get such education. There were some who wanted to be the soldier (6%) and doing some office-job (6%). Under the category "Other/s" there were some instances of wishes to be either a nurse, a health-worker, pilot, or joining the police force. There was just one instance, where a student mentioned that she would like to stay at home, performing her domesticity. However, nine percent (9%) of the respondents didn't respond to this question. Again, the data make it crystal-clear that girls are not in favor of just staying at home, performing their domestic responsibilities, instead they are keen on getting education and developing their professional careers.
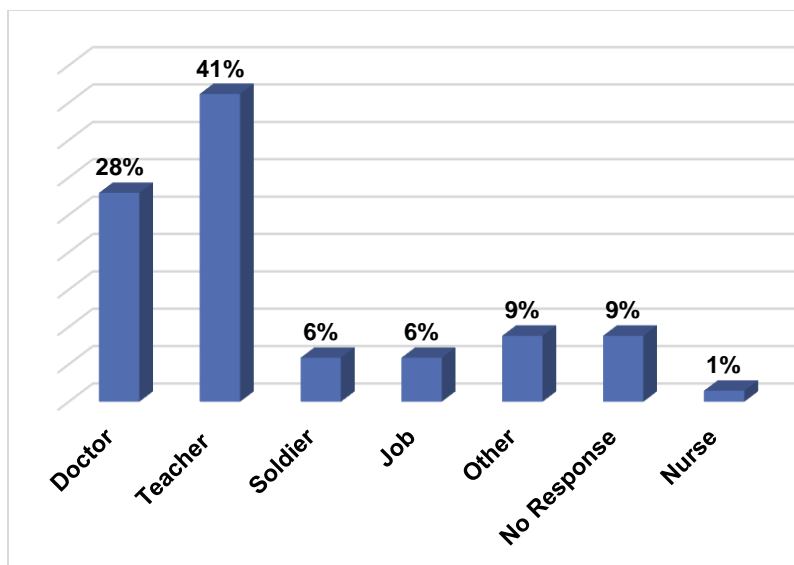
Figure 4: Girls' Future Dreams
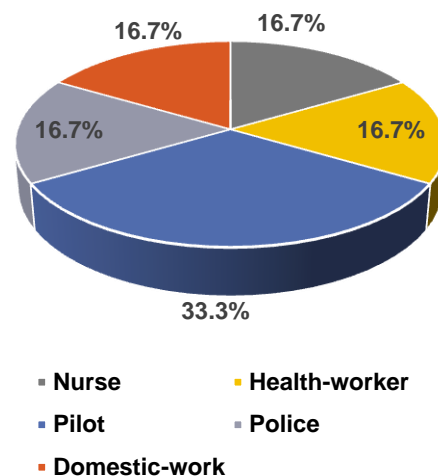
Figure 5: Others

3.1.4 Family's Permission for Girls' Education Beyond Grade 5

Through this question, respondents were asked whether they had the permission from their families to continue their education beyond grade 5. The responses present though a ray of hope as more than half (63%) replied in affirmative. However, it wasn't the time to celebrate as still the future of the rest 37% was not hopeful in that regard, as twenty-nine percent (29%) told that they were not allowed to study further, after grade 5. A fraction (6%) mentioned that decision was not made till then and one of the respondents didn't reply to this question.
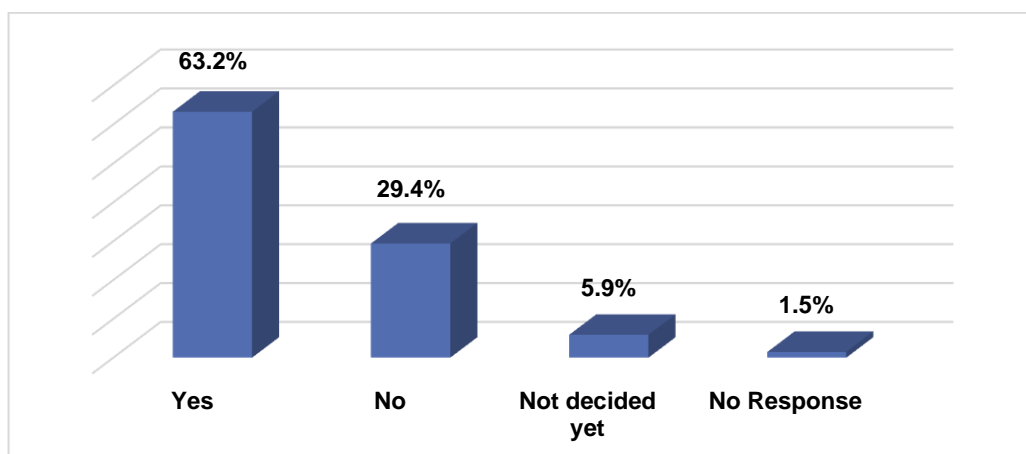
Figure 6: Family Permission for Girls' Education Beyond Grade 5

3.1.5 Reasons Keeping Girls from Continuing Education

Twenty-nine (29) percent respondents who reported as not to be allowed to continue their education after grade five, were further enquired to know the reasons behind family's such decision. Among the reasons "school distance" secured the highest place (40%) in the hierarchy of hurdles keeping girls from continuing education after grade 5. Bit less was the general trend of engaging girls in domestic chores which was reported by thirty-five (35) percent of the learners as a reason for which they were not allowed to continue their education after grade 5. Poverty kept a quarter (25%) of the students from carrying their education on beyond grade 5. It is sad to mention that parents (25% fathers and 20% mothers) were also reported as generally holding students from carrying education after the said level. Then, there came some other factors in that regard such as social norms like baradri not allowing (reported by 15% of) the girls to join the school beyond primary level. There were some other issues too which were reported to be keeping girls off from chasing their dreams through education such as non-availability of conveyance (10%), learners were engaged in labor (10%), grand-parents not allowing (5%), teacher's behavioral issues (5%), and child's marriage (5%). Categorizing broadly, the data results imply that around a half of the burden of keeping girls' from getting education is upon education system-related issues such as non-availability of school or conveyance services and teachers' behavior. The rest-half can be categorized as social/ cultural issue including family-members not allowing, early-age marriage, poverty and labor, etc.
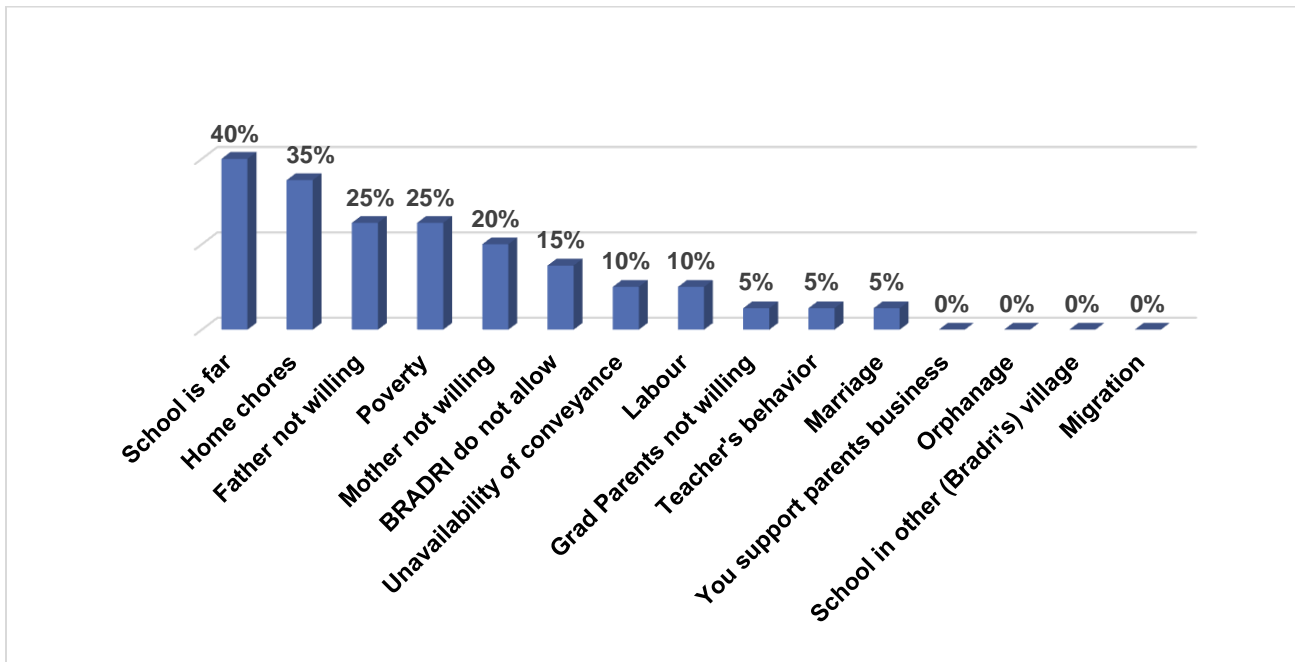
Figure 7: Reasons Keeping Girls from Continuing Education

3.2 MOTHERS

3.2.1 Number of Children They Have

First question from mothers/fathers asked was about the number of children; how many boys and girls, they had. The responses were clubbed into three categories i.e. families having the number of children between 1-4, 5-7, and 8-10. The data represented that majority of the families fell under the second category, with 5-7 children, forming 57.1%. While, the categories 1-4 and 8-10 constituted 21.4% and 14.3% respectively. Overall, the researched families had thirty boys while 44 girls accumulating to 74 children in total. This figure clearly tells that the ratio of girls: boys in the researched area is 3:2 respectively. These facts imply that keeping girls from getting education will result in two-third uneducated population. The trends regarding number of children in target areas show that 5-7 (middle category of) children in a family is a common trend.
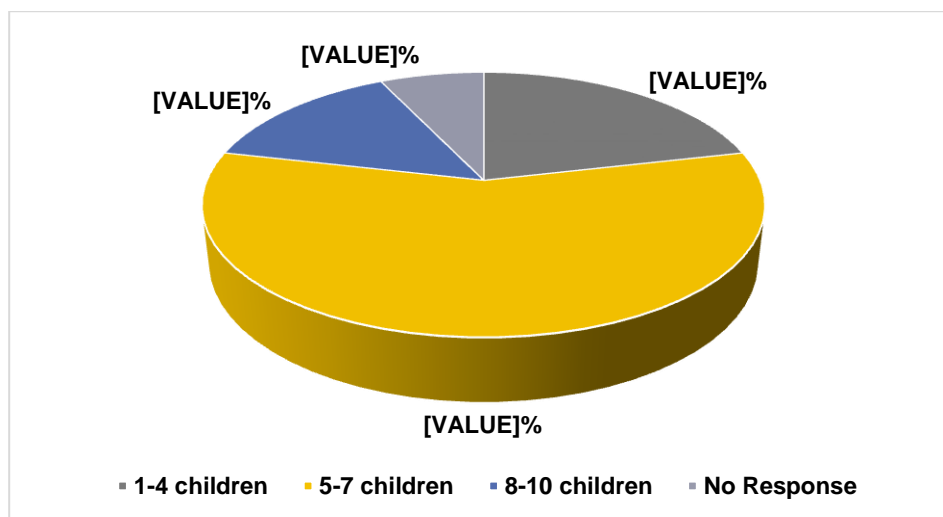
Figure 8: No. of Children in a Family

3.2.2 The Trends Regarding Children's Education

On enquiring whether all children of selected families go to school/ getting education, half of the respondents replied in affirmative, while thirty-six (36) percent told that all of their children did not go to get education. There were fourteen (14) percent respondents who kept quite at this enquiry. Responses to this question present a grim situation implying that half of the child-populace is out-of-school. The data verifies the national figures, in general.
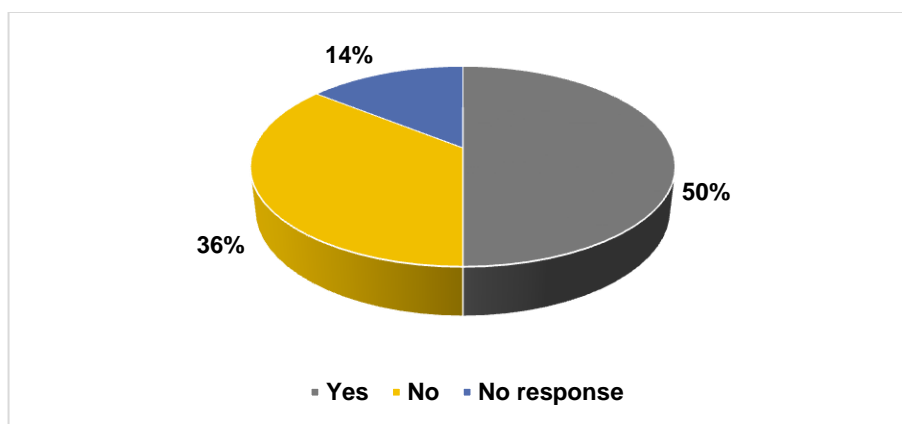
Figure 9: Trends Regarding Children's Education

3.2.3 Reasons for Not Educating Girls Beyond Grade 5

The thirty-six (36) percent respondents who reported that all of their children were not going to school, were further asked to explain the reason that why their children are not in schools. The respondents described multiple reasons which are explained here individually. The biggest reason described in that context was labor. That was the reason which formed sixty (60) percent of out-of-school children. This ratio is almost the same as mentioned by the girls in response to reasons for not continuing education after grade five. Co-education and school-distance held the second place in this line as they were reported to keep forty (40) percent of the out-of-school children. Twenty (20) percent parents also mentioned male-teacher as a reason they were not ready to send their girls to school. Thus, a big reason for girls to discontinue their education is a result of social trends, or better to call it social barriers, e.g. co-education, male-teacher and school distance, which all imply security threats to girls' safety. Lack of awareness among families and community regarding girls' education was also counted as a reason by forty (40) percent of the mothers.
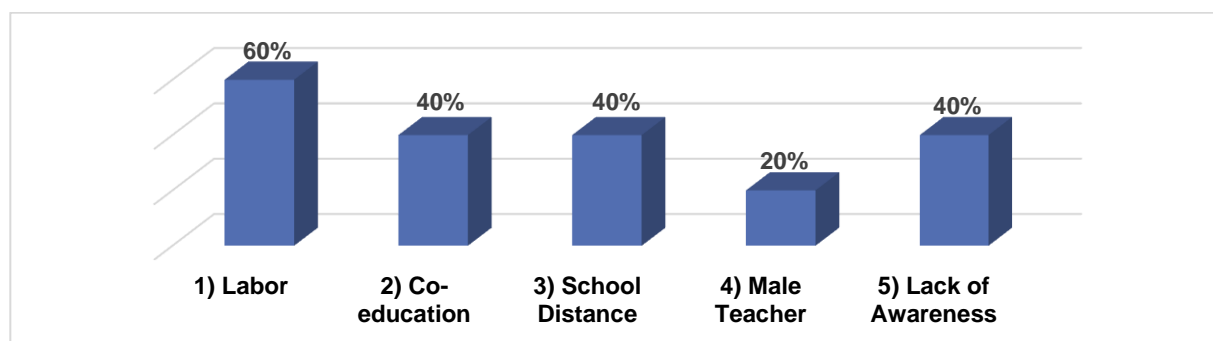
Figure 10: Reasons for Not Educating Girls Beyond Grade 5

3.2.4 The Decision Makers for the Continuation of Education of the Girls

Data regarding the Education-related decision-making power trends told clearly that in thirty-six (36%) percent of the families that power laid with the father of the children only, while around the half (43%) of the families were reported to had trend of involving both the parents in such decisions. While mother alone or grand-parents were told to have no authority in that regard. However, almost a quarter (21%) of the respondents didn't serve any reply in response to this question. Ratios of fathers' or mothers' involvement in such decision-making are in line with the responses from girls/ students.
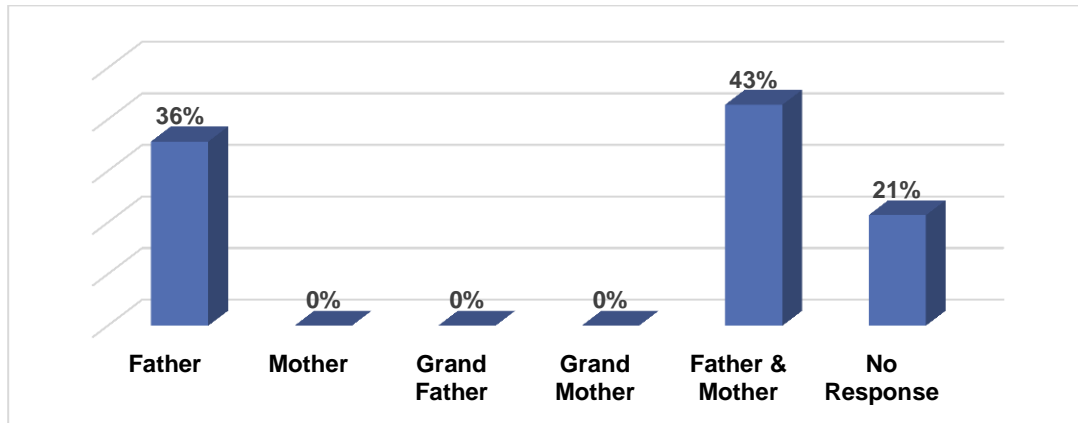
Figure 11: Decision Makers for the Continuation of Education of Girls

3.2.5 Trends Regarding the Continuation of Education of Children Among Parents

When the parents/mothers were asked whether they would let their sons and daughters continue their education after grade 5, 71% of mothers responded in affirmative for their boys. It is sad to mention that a lesser number of the mothers, 64% responded the same for their girls, just the same ratio as reported by the students. Thus, fourteen (14) percent refused to let their boys continue their education after primary and twenty-one (21) percent expressed the same intention for girls. A fraction (14% regarding boys and 7% about girls) didn't reply to this question. Responses to this question present though not very comforting, however, a hopeful picture of education future for the children in researched area. Regardless of internal (family-level) and external (Education-system related and societal) issues, majority of the parents is inclined to let their children study further after grade 5.
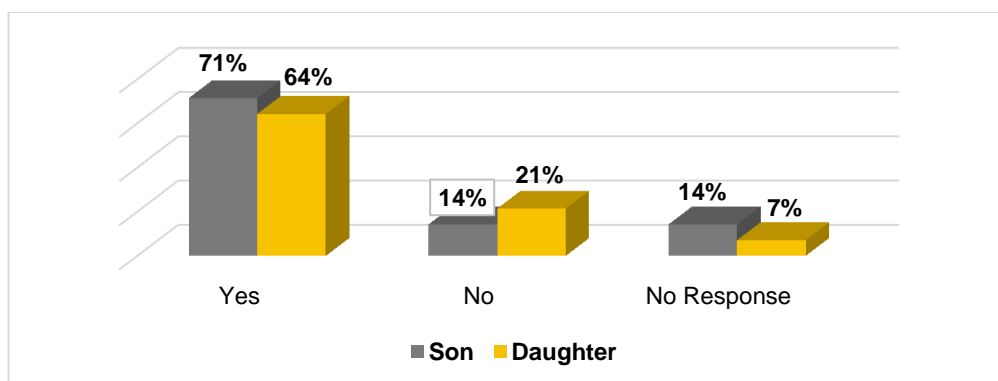
Figure 12: Trends Regarding the Continuation of Education of Children Among Parents

Fourteen (14) percent mothers who didn't intend to let their boys study after grade 5 reported a) environment, & b) inability of the child as the withholding reasons. However, mothers (7%) elaborated a list of reasons owing to which they were not ready to make their girls go to school after grade 5. The reasons are as mentioned below.

Daughters

1) Father is not willing   7) Teacher's behaviour

3) Support parents work/business   8) Home chores

4) BRADRI do not allow   9) Poverty

5) Grand Parents are not willing   10) Labour

6) School is far   11) Want to learn stitching

Broadly speaking, there are two main sorts of issue keeping girls from continuing their education: a) social barriers such as family-members and society not allowing, domestic-work or other girls' safety-related matters, and b) poverty / labor, etc. School distance falls under both the categories as it causes security threat and also financial burden or barrier.

3.3 TEACHERS, ELECTED REPRESENTATIVE AND DEPARTMENT OF EDUCATION REPRESENTATIVE

As the nature of data collected from these three types of respondents was same thus, the data from those respondents were analyzed under the same heads.

3.3.1 Trends of Education in the Selected Areas

The very first question asked from the selected teachers in this research was regarding the existing trends of education of girls particularly in their areas. There were eleven (11) predetermined response- keys, formed assuming the scope of the phenomenon under research.

As far the responses from the respondents were concerned 28% agreed upon the key # 5. stating that girls themselves were the most interested in getting education more than just primary-level. On the contrary, seventeen (17) percent of the respondents mentioned that girls themselves were less interested in getting education beyond primary. The same number of respondents mentioned that in their area both the levels of education, i.e. primary and middle, are in trend explaining that both sorts of likeliness was prevailing regarding girls' education. There were eleven (11) percent respondents who pointed out that environment was not education-friendly for girls in their areas. A fraction of the respondents, that is- the six (6) percent of the respondents voted for the positive trends regarding the researched phenomenon, voting for keys 3, 6, 9 stating that people and girls were interested/ fond of girls' education, and that people were aware of the importance of girls' education. On the contrary, the same ratio, six (6) percent of the respondents highlighted some negative trends in that regard, voting for negative keys, telling that education trends were not good there, and girls were not interested getting education beyond primary, and also that society at large wasn't in favor of girls' education beyond primary.
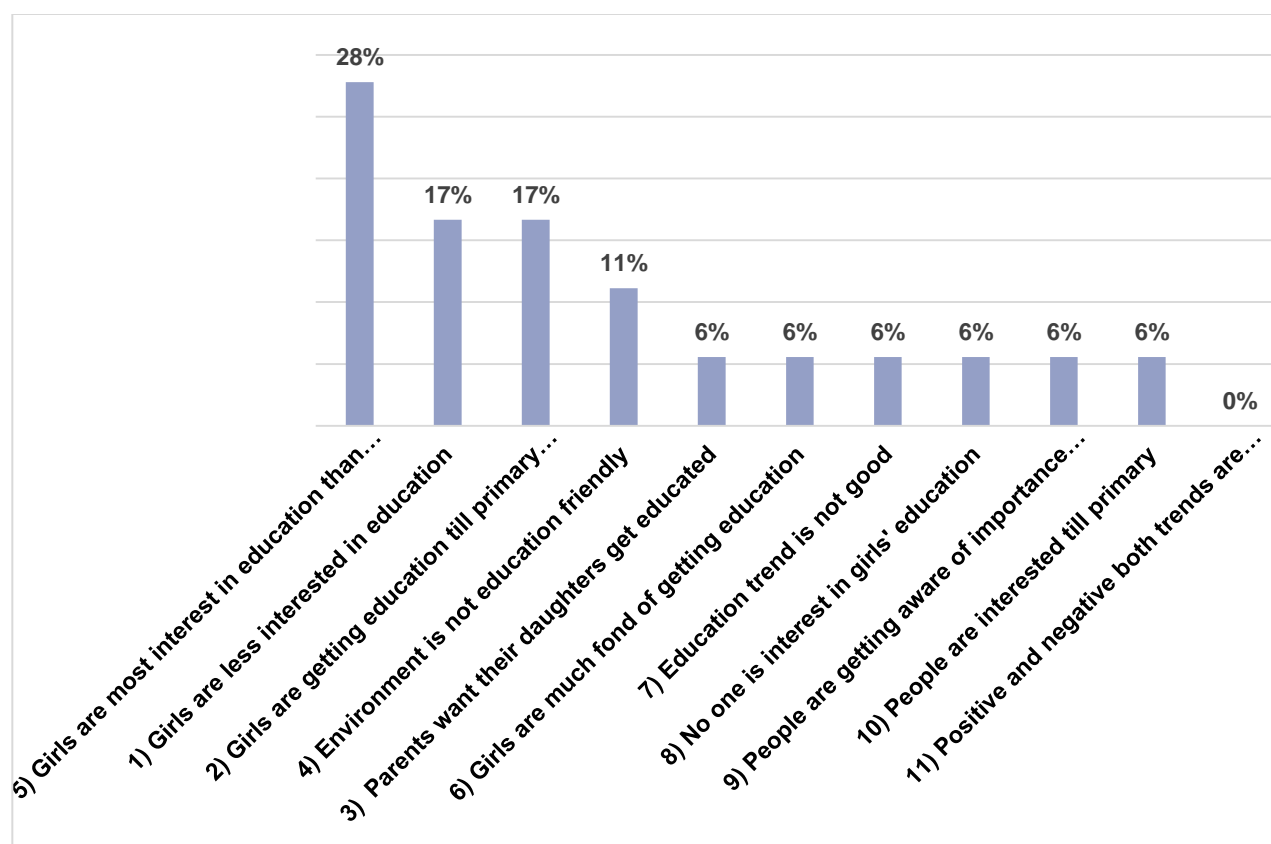
Figure 13: Trends of Education

In response to the same question, DoE representative mentioned that parents are not aware of the importance of girls' education. Lack of educational facilities is another prevailing condition in education systems, he added further. Almost the same response was served by the elected representative with a focus on the lack of middle schools for girls.

3.3.2 Issues and Hurdles of Girls Education Beyond Primary

The enquiry about the issues and hurdles for girls to continue education after primary resulted in a long list elaborating the scope of issue in the research-areas. Around a half of the respondents (44%) told that "absence of middle school" is the greatest reason keeping girls from continuing their education beyond primary-level. "Poverty" held the second place in that ladder as the thirty-nine (39) percent of respondents counted that as the biggest hurdle keeping girls from getting education. Around a quarter (28%) of the respondents mentioned that "lack of awareness" regarding the importance of girls' education among parents and community at large was a big reason owing to which girls might not be allowed or facilitated to get education after passing primary-level. A bit less than a quarter (22%) of the mothers revealed that "early-age marriages" were also the reason for which girls were unable to carry

their education after grade 5. According to seventeen (17) percent respondents a major hurdle for girls' education was "backward mindset" of the community and "uneducated parents". School distance was described by eleven (11) percent respondents as a reason keeping girls getting education higher than primary-level. Rest of the indicators including "People don't understand the importance of education",

Rest of the options didn't come-out as issues or hurdles keeping girls away from gaining education higher than primary-level.
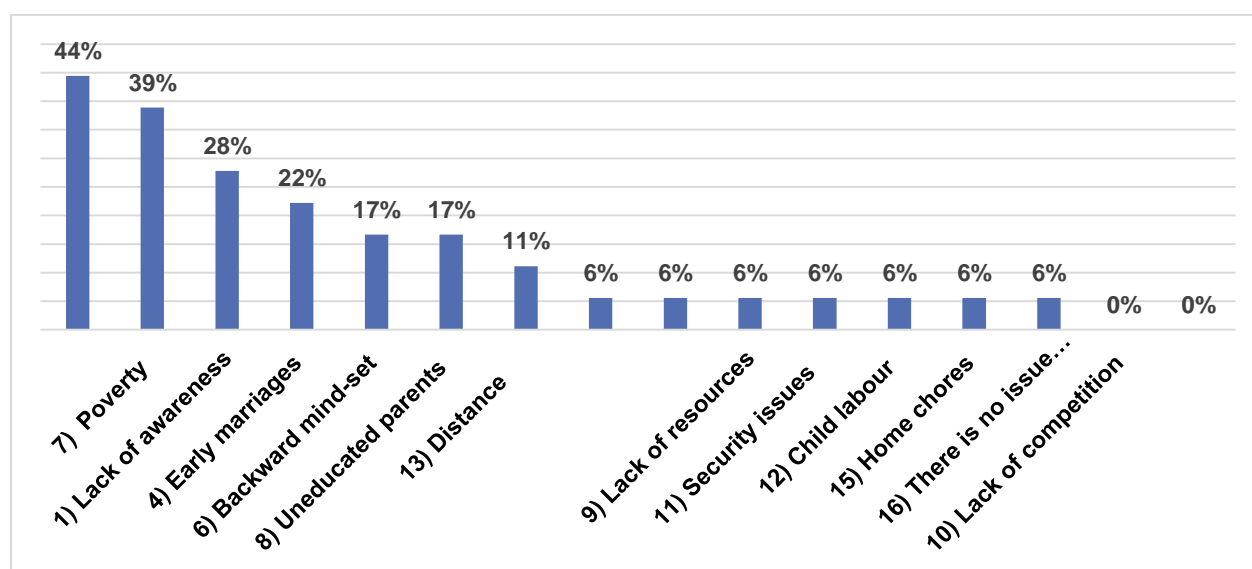
Figure 14: Issues and Hurdles of Girls Education Beyond Primary

On enquiry regarding prevailing issues and hurdles for girls' education, especially further to primary level, the DoE representative mentioned the issues, broadly speaking, related to education system as well as social hindrances, such as lack of schools and access related issues at one hand, and lack of awareness and poverty on the other. All the same aspects were counted by the elected representative in response to this question.

3.3.3 Suggested Solutions

After exploring the existing issues and hurdles in girls' education, the teachers were asked to suggest the solutions to resolve those issues and remove the hurdles. For response, 13 pre-determined response keys were offered. First response-key "awareness sessions" got the maximum vote as thirty-nine (39) percent of the respondents mentioned that awareness sessions should be arranged for relevant stakeholders. "Development of schools within the village" and/ or "upgrading the existing schools" were suggested as solution by thirty-three (33) percent teachers. Bit less number of respondents, i.e. twenty-two (22) percent said that "meeting with parents" and starting "second-shift classes" would also be a

workable approach to resolve the existing issues. Launch of "scholarship programs", other "financial support", arranging for "non-formal education", seeking "support from NGOs", and "hiring new staff" were the solutions presented by eleven (11) percent of the research respondents. While only a six (6) percent mentioned that "effective law-making" and provision of "transportation" would also prove helpful in that regard. There were also respondents (6%) who told that "there were no issues regarding girls' education".
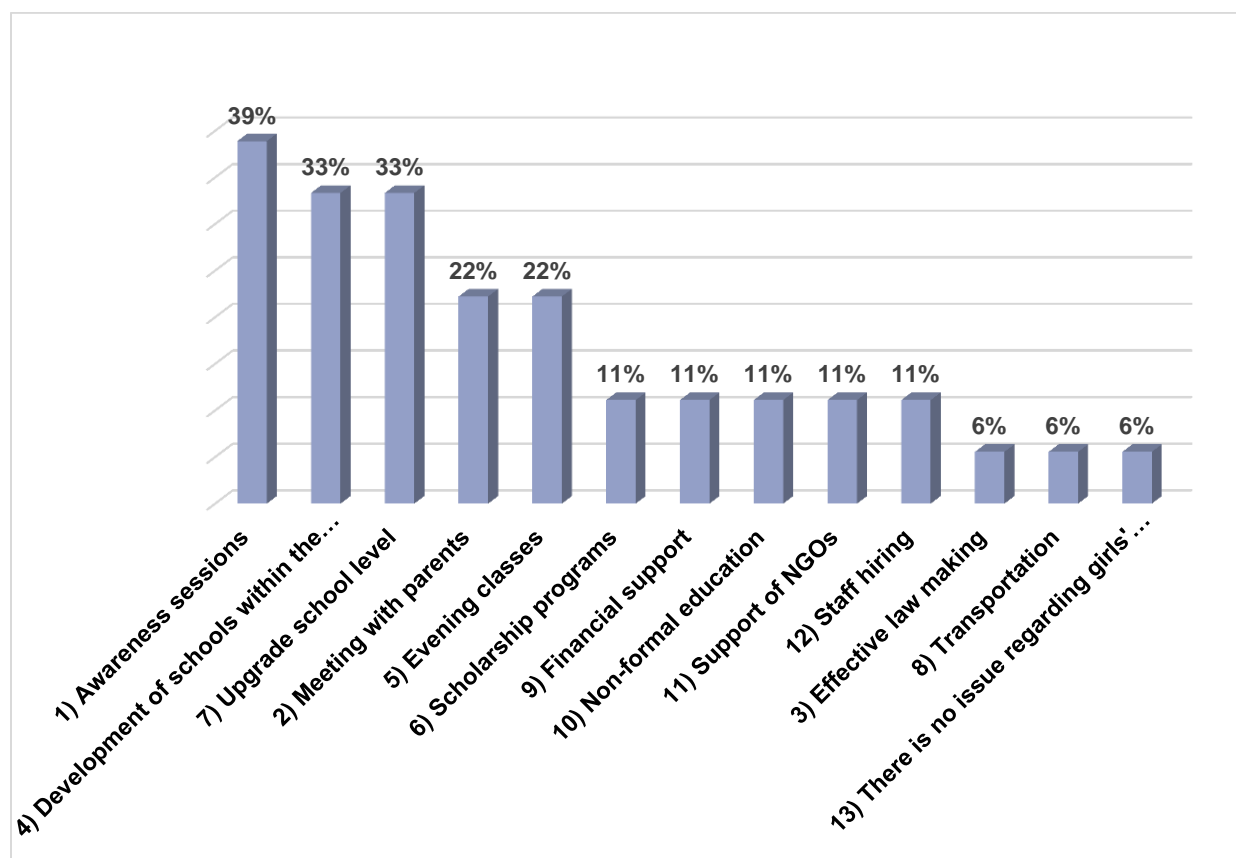
Figure 15: Suggested Solutions

DoE representative suggested that upgradation of existing schools, launching 2nd shift schools, and the involvement of NGOs and Literacy Department could prove fruitful in this regard. However, the elected representative focused increasing allocation of educational budget, establishing High-school at every 5000 household (HH)/ 1 UC as well as Middle-school at every 3000 HH, along-with upgradation of existing schools.

3.3.4 Respondents' Past/ Current Efforts

Subsequently, teachers were asked about their past/ present efforts for the cause of promoting girls' education beyond primary level, providing eleven (11) response-keys. Around a quarter (28%) of the respondents mentioned that they had been focusing "explaining the importance of girls' education to parents". Just seventeen (17) percent of the respondents mentioned "awareness walk" as their major step in that regard. Even lesser participants, i.e. eleven (11) percent of the respondents told that they provided "financial support" and run "enrollment campaign" to address the issues regarding girls' education in the selected areas. Just a fraction (only 6%) of the respondents mentioned rest of the keys as measures taken by them in that regard.
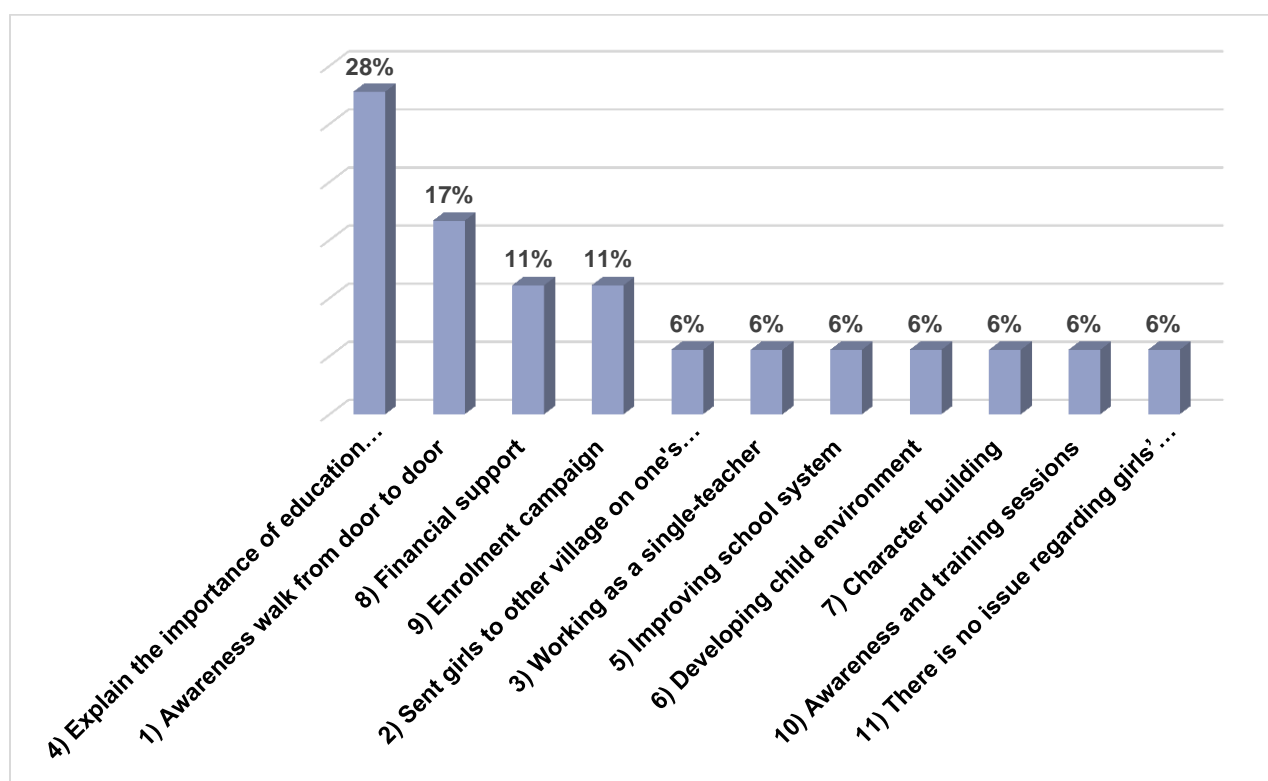
Figure 16: Respondents' Past/ Current Efforts

DoE representative shared that he had been involved in enrollment campaign and also posting female teachers in male schools. In response to the same question, elected representative stated that he had been facilitating the provision of basic school facilities and also got sanction for Girls Degree College in Bucheki.

3.3.5 Respondents' Future Plans/ Suggestions

At the end, respondents were asked to share their future plans, if they had any, for the promotion of girls' education in their area/s. Again eleven (11) response-keys were provided. Half of the respondents (50%) showed enthusiasm regarding "development of upgraded schools" in their area. While only eleven (11) percent shared that they intend to generate "financial support" for that cause. Merely a fraction, i.e. six (6) percent of the respondents opted for all other measures such as "try to upgrade education standards", launch "awareness programs for parents, teachers and students", conduct or arrange for "evening classes", "encourage female staff", focus "character building" of girls, effort for building "school within the town area", launch "enrolment campaign", ensure "child friendly environment within the school", and "teach children at one's own school".
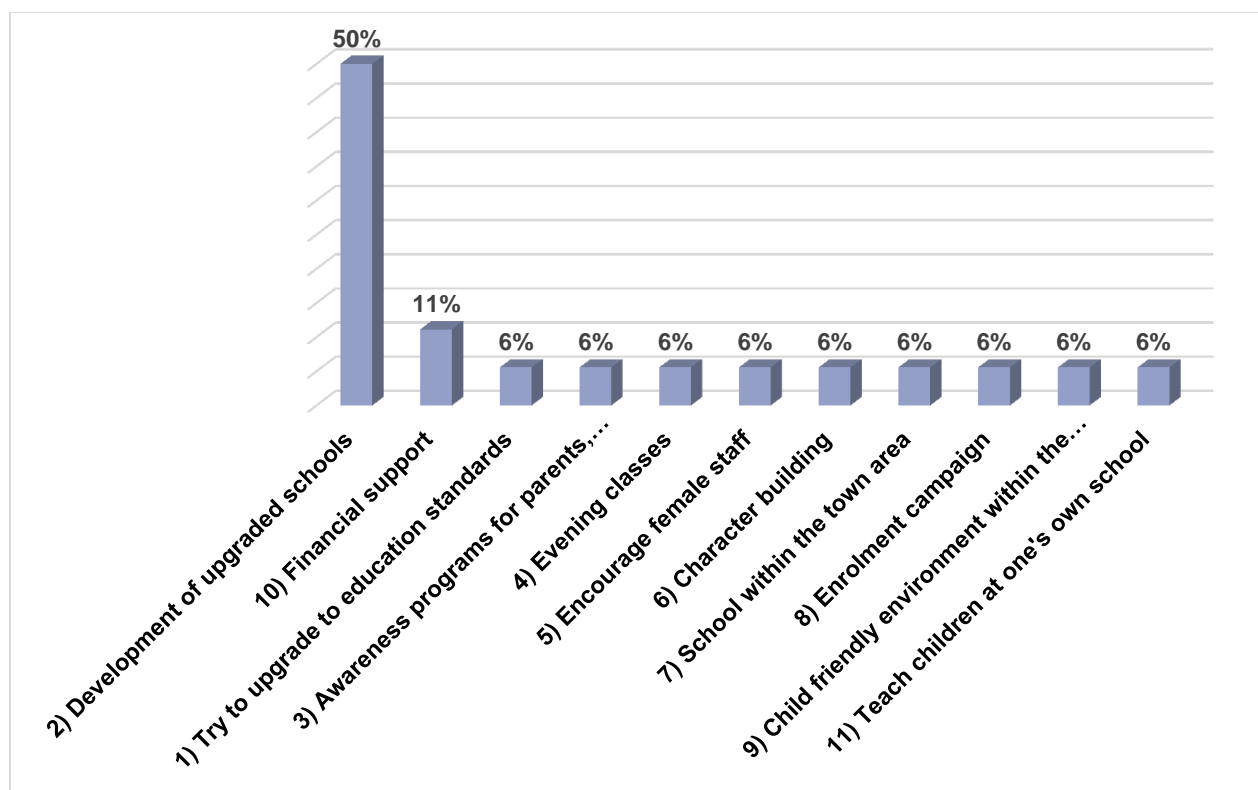
Figure 17: Respondents' Future Plans/ Suggestions

Upgradation of existing schools, better schooling opportunities for working children and financial aid for poor children were mentioned as the priority activities among the future plans of DoE representative. More or less the same plans were shared by the elected representative with additional focus on improving environment for girls' education, increase in budget and further efforts for awareness raising among parents and communities.

4. RESULTS AND DISCUSSION

A deeper analysis of the above data suggests that a series of challenges and issues persist in the existing system and overall environment. Structural complexities, social influences and underperformance of the education system do exist, especially in girls' education context. Broadly categorizing, there are two major dimensions of prevailing issues and hurdles in girls' education, a) the culture, traditions and social conservatism of families and communities, and b) the fundamental structural and system related issues.

Drawing upon the existing understanding from the study in hand, we can consider some options to accelerate work on improving the situation of girls' education. In this regard, the "cultural shift" is needed to be recognized, in relation to parents and communities in tribal societies, rural areas, urban centres and even in financial context. As a result, it is essential to focus on the transition from the primary level towards secondary education where unique barriers for the education of adolescent girls still persist.

As a starting point, building a significant knowledge base about the above-mentioned multi-dimensional issues can prove a practical approach facilitating the identification of evidence-based solutions. This can be the torch-bearing step to pursue any efforts to promote and improve the status of girls' education in Pakistan.

However, while designing interventions, we need to be conscious about adopting a linear and one-dimensional approach to consider the cultural resistance for female education as the core barrier. The issues of safety, female mobility, health and hygiene, livelihoods and family finances are inextricably tied with the education of adolescent girls. In order to initiate a programme that could bring about a significant improvement in the status of female education, it is important to define the expected outcomes clearly and realistically. In a programme that seeks to make girls confident, active, productive, and empowered citizens of the country, putting girls in schools will not be enough. The initiative will need to include contextually relevant, culturally sensitive and outcome-focused interventions. Efforts must also be taken to activate key catalysts for the empowerment of girls at schools and homes and stimulate positive examples from the policy context. Steps must also be taken to ensure their accountability.

To conclude, efforts to boost the education of girls must be adopted within the complex social, political, cultural and economic context of our country. This multidimensional agenda should be implemented ensuring that the voices of girls are assumed centre-stage and allowing them to actively

participate in these efforts. While weaving these multiple threads into effective, relevant and acceptable patterns in education, the pivot should be the girls themselves.

5. IMPLICATIONS AND RECOMMENDATIONS

5.1 BREAKING SOCIAL TABOOS

❖ Conduct awareness sessions for parents, community and other social actors regarding the importance of girls' education

❖ Arrange meetings / counselling sessions for parents to orientate them to their crucially important role for girls' development and empowerment

❖ Engaged mothers and male members of families, particularly fathers, uncles and brothers, to ensure the family's support for a girl's right to education and making choices in life

❖ Launch door-to-door enrollment campaigns for maximum girls' enrollment

5.2 FACILITATING THE EDUCATIONAL ENVIRONMENT

❖ Arrange teacher-trainings based on gender-sensitive agenda

❖ Create opportunities for teacher-parents collaboration for creating safe /female-friendly environment for girls-students

❖ Arrange for safe transportation opportunities for girls

❖ Create scholarship opportunities for needy girls-students

5.3 STRENGTHENING THE EDUCATION SYSTEM AND SUPPLIES

❖ Effective law-making addressing girls' specific needs

❖ Promote a firm approach on technical assistance to strengthen the capacity for policy implementation and the accountability processes, focusing gender equity elements in the existing government policy frameworks

❖ Extra budget allocations

❖ Building new Middle and High schools, upgrading existing to higher levels

❖ Arranging second-shift schools for working students

❖ Appointing new, particularly female teachers

❖ Engaging NGOs, INGOs, Literacy and Non-Formal Education Departments and other governing bodies to facilitate the cause

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ANNEXURES

ANNEXTURE # 1. RESEARCH TOOLS

TOOL # 1.

<u>طالبہ کا سوالنامہ</u>

	نام طالبہ
	ولدیت
	<u>سکول</u>
	<u>گاؤں</u>
	<u>یونین کونسل</u>

سوال نمبر 1- آپ کی تعلیم یا مزید تعلیم کا فیصلہ گھر میں کون کرتا ہے؟

☐ والد

☐ والدہ

☐ دادا

☐ دادی

☐ خاندان کا کوئی اور فرد

سوال نمبر 2- کیا آپ پانچویں تک پڑھیں گی یا مزید تعلیم بھی حاصل کرنا چاہتی ہیں؟

☐ پانچویں تک پڑھنا چاہتی ہوں

☐ آگے پڑھنا چاہتی ہوں

اگر پانچویں سے آگے نہیں پڑھنا چاہتی تو اسکی

وجوہات--

سوال نمبر 3 کیا آپ کو پانچویں سے آگے پڑھنے کے اجازت ہے؟

ہاں-------------------------------

نہیں --------------------

سوال نمبر 4 - آپ بڑی ہو کر کیا بننا چاہتی ہیں؟

ڈاکٹر، ٹیچر، یا کچھ اور-------------------------

سوال نمبر5 ۔ اگر اجازت نہیں ہے تو اسکی وجہ/وجوہات

گھر کے کام کاج	سواری نہ ہونے کی وجہ سے	سکول دور ہے	برادری نہیں چاہتی	والد نہیں چاہتی
غربت	سکول دوسری برادری کے گاؤں میں ہے	شادی کی وجہ سے	دادا، دادی نہیں چاہتے	والدہ نہیں چاہتی
مزوری	نقل مکانی/ہجرت	ماں باپ کی موت	استاد کا رویہ	ماں باپ کے پیشے میں مدد کرنا مثلاً بھٹہ مزدور
				دیگر----

دستخط-----------------------------------

<u>والدہ کا سوالنامہ</u>

	نام
	ولدیت
	<u>گاؤں</u>
	<u>یونین کونسل</u>

سوال نمبر 1- آپ کے کتنے بچے ہیں؟

سوال نمبر 2- کیا آپ کے سب بیٹے اور بیٹیاں پڑھ رہے ہیں؟ ہاں   یا نہیں

سوال نمبر 3- اگر نہیں پڑھ رہے تو اس کی وجوہات

سوال نمبر 4- آپ کے بچوں کی مزید تعلیم کا فیصلہ گھر میں کون کرتا ہے؟

والد   ☐
والدہ   ☐
دادا   ☐
دادی   ☐
خاندان کا کوئی اور فرد   ☐

سوال نمبر 5- کیا آپ اپنے بیٹوں کو پڑھا نا چاہتی ہیں؟ ہاں   نہیں---------وجوہات---------------------

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سوال نمبر 6- کیا آپ اپنی بیٹیوں کو پڑھانا چاہتی ہیں؟ ہاں   نہیں

سوال نمبر 7- اگر اجازت نہیں ہے تو اسکی وجہ/وجوہات؟

گھر کے کام کاج	سواری نہ ہونے کی وجہ سے	سکول دور ہے	برادری نہیں چاہتی	والد نہیں چاہتے
غربت	سکول دوسری برادری کے گاؤں میں ہے	شادی کی وجہ سے	دادا، دادی نہیں چاہتے	والدہ نہیں چاہتی
مزدوری	نقل مکانی/ہجرت	ماں/ باپ کی موت	استاد کا رویہ	ماں/ باپ کے پیشے میں مدد کرنا مثلا بھٹہ مزدور
دیگر				

دستخط   -----------------------------

TOOL # 3.

<u>سوالنامہ برائے محکمہ تعلیم افسران/ہیڈمسٹرس/ استانی</u>

	نام
	ولدیت
	<u>سکول</u>
	<u>گاؤں</u>
	<u>یونین کونسل</u>

سوال- آپ کے متعلقہ علاقہ میں لڑکیوں کی تعلیم کا کیا رجحان ہے؟

سوال-آپ کے علاقہ میں لڑکیوں کو پانچویں سے آگے پڑھنے میں کون سی رکاوٹوں/ مسائل کا سامنا کرنا پڑتا ہے؟وجوہات کیا ہیں

سوال- آپ کی نظر میں ان مسائل کا حل کیا ہے؟

سوال- بطورسرکاری افسر محکمہ تعلیم آپ لڑکیوں کی تعلیم کے لیے کیا کر رہے ہیں؟

سوال- بطور سرکاری افسر محکمہ تعلیم آپ لڑکیوں کی تعلیم کے فروغ کے لئے مستقبل میں کیا کر سکتے ہیں؟

دستخط ----------------------------

عوامی نمائندہ سوانامہ یونین کونسل ناظم/ چیئرمین/ عوامی نمائندہ

	نام /ولدیت
	عہدہ
	گاؤں
	یونین کونسل

سوال۔ آپ کے علاقے میں لڑکیوں کی تعلیم کا کیا رجحان ہے؟

سوال۔ کیا لڑکیوں کو پانچویں سے آگے پڑھنا چاہئے۔ ہاں/نہیں
اگر نہیں تو کیوں؟---

سوال۔ لڑکیوں کو پانچویں سے آگے پڑھنے میں کون سی رکاوٹوں/ مسائل کا سامنا کرنا پڑتا ہے؟وجوہات کیا ہیں

سوال۔ آپ کی نظر میں ان مسائل کا حل کیا ہے؟

سوال۔ بطورعوامی نمائندے آپ لڑکیوں کی تعلیم کے لیے کیا کر رہے ہیں؟

سوال۔ بطور عوامی نمائندہ آپ لڑکیوں کی تعلیم کے فروغ کے لئے مستقبل میں کیا کر سکتے ہیں؟

دستخط   --------------------

TOOL # 5.

<div dir="rtl">

عوامی نمائندہ فوکس گروپ ڈسکشن   سوال نامہ
</div>

MNA/MPA/ District Nazim or Chairman

<div dir="rtl">

	نام
	عہدہ
	گاؤں
	یونین کونسل

سوال۔ آپ کے حلقئہ انتخاب / ضلع میں لڑکیوں کی تعلیم کا کیا رجحان ہے؟

سوال۔ کیا لڑکیوں کو پانچویں سے آگے پڑھنا چاہئے- ہاں/نہیں
اگر نہیں تو کیوں؟

سوال۔ لڑکیوں کو پانچویں سے آگے پڑھنے میں کون سی رکاوٹوں/ مسائل کا سامنا کرنا پڑتا ہے؟وجوہات کیا ہیں

سوال۔ آپ کی نظر میں ان مسائل کا حل کیا ہے؟

سوال۔ بطور عوامی نمائندے آپ لڑکیوں کی تعلیم کے لیے کیا کر رہے ہیں؟

سوال۔ بطور عوامی نمائندہ آپ لڑکیوں کی تعلیم کے فروغ کے لئے مستقبل میں کیا کر سکتےہیں؟ یا آپکی سیاسی پارٹی کیا کر سکتی ہے؟

دستخط   ------------------------
</div>

ANNEXURE # 2. LISTS OF RESEARCH PARTICIPANTS