Education as a fundamental Human Right to Ensure Girls´ Participation and Quality of Education in Government Schools in Punjab, Pakistan

A Comparative Mixed Method Research of Primary and Secondary Schools

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II

IV

v

Abstract:

The study focuses on analyzing a reform programme implemented in the Punjab province in Pakistan. The reform was implemented to improve school education system. The study fings corroborate that the reform programme has made a notable effort to make education provisions available, accessible, acceptable and adaptable by improving access, quality and governance in the government schools of the Lahore district. There have been improvements in the school education system since the reform programme is implemented. Despite all the efforts made by the people in the core and in periphery, and these improvements, the school education system still needs to be improved. Especially the primary schools need immediate attention to remove issues related to different reform provisions.

The study made an attempt to study education policies and reforms from the inception of Pakistan. The purpose was to analyze the improvements in the education system as well as the reasons for its failure. The reform program studied specifically for the study has helped provide many education provisions at different levels of schooling. As a result of these efforts, the overall teaching/learning environment in the schools is improved. There are more students studying in the schools and graduating from schools to contribute to society and national economy effectively.

However, there are still many areas that can be improved at different levels of schooling especially primary education. Primary education provides the very basis to the entire learning experience in schools and it is still in need of improvement. The primary schools need to improve girls´ access, providing facilities, qualified human resources, cleanliness in schools, and a child-centered and child-friendly teaching-learning environment. The individual attention can help improve their learning. For the medium of instructions in primary school, the school management needs to hire qualified teachers' form within the community, so that they are better able to communicate with the students in their mother tongue. Such issues allow girls students to drop out early and affect the learning of all students in primary schools.

There are many good practices occurring in schools as a result of the reform programme but the government need to enhance these practices in schools. So that the overall impact of the reform improve school education experience by engaging students in innovative activities, such as, providing them computer literacy, arranging international competitive exams for the

students, participating in debates, science project competitions at provincial and national level and cultural activities. Such activities have improved the learning experience of students. But the issues related to these activities and learning experience in primary schools needs to be improved. Therefore, the students can contribute to society as effective individuals.

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Table of Contents

List of Figures, and Tables

Figures   **page no.**

Tables

List of Acronyms:

CIDA Canadian International Development Authority

CPS Country Partnership Strategy

DFID Department for International Development

DLIs Disbursement Link Indicators

DRC District Review Committee

EDI EFA Development Index

EFA Education for All

ESR Education Sector Reform

FTBs Free Text Books

FTI Fast Track Initiative

GAD Gender and Development

GAP Global Action Program

GDP Gross Domestic Product

GER Gross Enrollment Rate

GoP Government of Pakistan

GoPunjab Government of Punjab

GPI Gender Parity Index

ICCPR International Covenant for Civil and Political Rights

ICESCR International Covenant for Economic Social and Cultural Rights

ICT Islamabad Capital Territory

IDA International Development Assistance

IFI International Financial Institutions

MDGs Millennium Development Goals

MoE Ministry of Education

MTEF Mid-Term Expenditure Framework

NER Net Enrollment Rate

PC Public Commission

PEF Punjab Education Foundation

PESRP Punjab Education Sector Reform Program

PESP Punjab Education Sector Project

PMIU Program Monitoring and Implementation Unit

PRSP Poverty Reduction Strategy Paper

PSLM Pakistan Social and Living Standard Measurement

PTR Pupil/teacher ratio

SAP Social Action Programme

SED School Education Department

UNESCO United Nations Economic, Social and Cultural Organization

UPE Universal Primary Education

WB The World Bank

Part one   Introduction

Key concepts: Education for All (EFA), Dakar goals, Millennium Development Goals, Gender inequality, Education quality, Research rationale.

1.1 Contextualizing Education for All, Dakar and Millennium Development Goals

Education For All (EFA), Dakar Forum and Millennium Development Goals (MDGs) have served as a springboard of setting goals and targets to achieve universal right to education for all in order to attain development. The right to education for all people was first acknowledged in the Universal Declaration of Human Rights (UDHR) in 1948. It was reemphasized by EFA goals, set in Jomtien (1990). These goals were reaffirmed and expanded in Dakar (2000). Improving gender parity (Goal 5) and quality of education (Goal 6) are two of the six major goals specified at the Forum to realize the overall objective these efforts worldwide. These goals aim to eliminate gender disparity in primary and secondary school education and improving all aspects of the quality of education and ensuring excellence of all (UNESCO, 2002).

MDGS adopted two of these wide-ranging EFA goals, achieving Universal Primary Education (UPE) and promoting gender equality in 2000, considered central to the progressive realization of human rights (Khoo, 2005). For gender equality the target was set to eliminate gender disparity in primary and secondary education, preferably by 2005 and in other levels of education no later than 2015 (UNESCO, 2002).

The goals of Education For All are of enormous significance. To accomplish the enormity of the task, the key is to achieve these goals in communion, where governments and civil society working together for national commitments. International agencies also pledged that no country would be prevented from achieving their commitments by a lack of resources. As a result, by 2002, all member countries prepared a comprehensive National EFA Action Plans in order to provide basis for dialogue with international agencies for enhanced levels of funding. In addition, the Dakar Framework for Action expanded EFA focus in to wider education sector, poverty reduction, and development planning by specifying a set of time-bound actions and creating a climate of accountability. Poverty Reduction Strategy Papers (PRSPs) took increased charge of overall national development policy and planning in the world's poorest countries. For this reason, EFA Global Monitoring Report as an effective

monitoring tool was developed to help secure greater accountability for the implementation of these pledges (Ibid.).

Among many international organizations, the World Bank has given priority to universal primary education (UPE) but undertakes technical and project work on other EFA-related goals. Its work is informed primarily by the Millennium Development Goals. But, it has invested in financing and management strategies that are important for quality primary education for all (Mundy, 2007). Among bilateral agencies, United Kingdom's Department for International Development (DFID), prioritize MDGs for education, arguing that planning for the realization of UPE and gender equality in poverty reduction is the key. Canadian CIDA sets planning for EFA with in a broad social and human development framework (UNESCO, 2002).

The Global Monitoring Report (2015) estimates there has been a tremendous progress regarding aforementioned two goals since 2000. The number of children and adolescents who were out of school has fallen by almost half since 2000. An estimated 34 million more children will have attended schools. The greatest progress has been achieved in gender parity, particularly in primary education. Governments have also utilized different national and international assessments to measure learning outcomes through national and international assessments and ensure that all children receive quality education (p. i).

Despite all the efforts by governments, civil society and international community, the world has not achieved Education For All. Globally, there are still 58 million children out of school and there are around 100 million children who do not complete primary education. Inequality in education has increased with the increase in the poorest and most disadvantaged children. The poor quality of learning at primary level still has millions of children graduating schools without basic skills. Education remains under-financed. Many governments fall short of allocating the recommended 20% needed to bridge funding gaps. The donors after an initial boost in aid budgets have reduced aid to education since 2010 and not prioritizing those countries most in need (Ibid).

South and West Asia is one of five EFA regions. Pakistan is one of the nine countries in the region and has developed EFA draft plans for the period 2000-2015. It is defined as an integral part of Pakistan's Education Sector Reforms: 2001-2004. In the draft EFA plan, it is estimated that the government can fund 40% of an enlarged budget but that external funding

will be required to fill the financing gap (UNESCO, 2002:103). Education in Pakistan receives a small percentage of the government budget but primary education is clearly a priority (Ibid: 114).

1.2 Defining Gender inequality

Dakar goal 5 specifies to eliminate gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with focus on ensuring girls´ full and equal access to (and achievement in) basic education of good quality (UNESCO, 2005: 28).

The study views gender as a noun that means the uneven presence and absence of girls and boys in schools (Unterhalter, 2007) and focuses particularly on girls' access to education. The aforementioned time-bound targets are set to remove this inequality in education. Moreover, the gender equality in education requires not only that girls and boys to have an equal chance to enter and stay in school, but also that they have equal opportunity in learning (UNESCO, 2012

After UDHR, International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) provided legal basis to protect and deliver this right. The two more recent conventions, the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979) and the Convention Rights of the child (CRC, 1989) contain the most comprehensive sets of legally enforceable commitments concerning both right to education and gender equality (Ibid).

Targets for the elimination of gender disparities are measured quantitatively in terms of enrollment. The measures are Gross Enrollment Rate (GER), Net Enrollment Rate (NER) and Gender Parity Enrollment Index (GPI). They depict progress towards gender parity (UNESCO, 2002).

1.3 Defining Education Quality

EFA Dakar goal 6 specifies that improving all aspects of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO, 2005: 28).

According to UNESCO Global Monitoring Report (2005), quality in education is defined as two principles; the first identifies learners´ cognitive development as a major explicit objective of all education systems. Accordingly, the success with which systems achieve this is one indicator of their quality. The second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. The achievement of these objectives is more difficult to assess and compare across countries (p. 17). Hence, quality is a multifaceted concept. It encompasses how learning is organized and managed, what the content of learning is, what level of learning is achieved, what it leads to in terms of outcomes and what goes on in the learning environment. Defining the quality of education is not so easy (UNESCO, 2002: 80).

The EFA conference identified quality as a prerequisite for achieving the fundamental goal of equity and emphasize on children's cognitive development. The Dakar Framework for Action declared that access to quality education is the right of every child and it was a fundamental determinant of enrolment, retention and achievement. The quantitative aspect of education has become the main focus of attention in recent years for policy makers. Again, these two declarations focusing on education gave some importance to its qualitative dimension and the quality of education was recognized as a prime determinant of whether or not Education for All is able to deliver on its goals (UNESCO, 2005).

In order to understand the concept of education quality in the study, a conceptual framework work is given below (figure 2.1). It presents a relationship between the core (National/provincial Government) and the periphery (schools). It is a cyclic process where the decisions made at the core level affect the system and people at periphery level. The core, National and Provincial governments jointly make decisions and administers the whole process. The periphery level includes three-step process. It is inputs (government inputs and student/parents characteristics), processes (teaching and learning) and outcomes (learning achievements, skills, values, and social benefits). The quantitative measures used to assess education quality are student learning achievements, pupil/teacher ratio, system efficiency survival rate and system efficiency repetition rate.

Figure 1.1: A framework for understanding of education quality.

Context (The Core level, The National/Provincial governments)

National Education Policy, Macro-economic-fiscal policies, Political Stability, Educational Expenditure, Governance, decentralization, Privatization, Civil society, International Commitments, National/Provincial goals and standards, Curriculum formulation, Labour market demands, Sources of funding

Inputs

Learner Characteristics

Aptitude, Perseverance, School readiness, Prior knowledge, Barriers to learning

Enabling Inputs

Learning material, Physical facilities, Human resources, school governance, Parent/community support.

Process

Teaching and learning

Learning time, Teaching methods, Assessment,-feedback,-incentives, Class size, Appropriate language

Learning material, Physical facilities, Huaman resources, school governance

Outcomes

Literacy, Numeracy and life skills, Creative and emotional skills, Values, Social benefits

Household/comm unity characteristics

Parental attitudes, Household income, Community economic and labour market conditions, Cultural/religious factors

The Periphery (schools)

Source: EFA Global Monitoring Reports, 2002, 2005.

5

1.4 Aim of the study

The study aims to examine how education as a fundamental right attempts to guarantee girls´ participation and education quality of government schools in eastern Punjab province of Pakistan. In so doing, the study aims to analyze an education reform effort in Punjab (Pakistan), implemented to achieve 100% school participation, and students learning achievements through enhancing governance in the province.

The article 25-A of the Constitution of Pakistan states,

"The state shall provide free and compulsory education to all children of age 5-16 years in such manners as may be determined by law" (The National Constitution of Pakistan, 1973).

The government of Pakistan accepts education as one of the fundamental human right of citizens as well as commits itself to provide access to quality education for all. The Constitution of Pakistan affirms an egalitarian view of education based on values responding to the requirements of economic growth. The Government believes that in order to address the modern era challenges of globalization, information technology and competitiveness, it is imperative that every person gets education without any discrimination on the basis of age, sex, creed etc (The Constitution of Pakistan).

Hussain (2012) states that Pakistan is a signatory to international human rights declarations and commitments since 1990 (Education for All (EFA), Dakar Forum, and Millennium Development Goals (MDG). Despite these commitments and efforts, the state of education is poor in Pakistan and the sad fact is, every 10th child in the world who does not attend school is from Pakistan. Pakistan has agreed to eliminate illiteracy and that all children must attend school. However, there is big gap between theory and reality.

Pakistan is ranked 145 out of 187 countries in the UNDP Human Development Index. What pulls down its rank in the index are its education levels in particular (Project Appraisal Document, 2012, p. 1). According to Naseem (2010), Pakistan as an independent nation state, has come a long way in many respects, developing a number of key economic and social sectors from scratch, since its inception in 1947. But the same cannot be said for education. This sector has seen few gains and many losses. Ahmed (2013) says that the education system has been unable to enroll all the school-age children. In Pakistan and particularly in Punjab, there were many success and failure stories related to the public education system. Despite 68

years of independence, there are still major issues of access (especially in case of girls) and quality of education. The public education system in Pakistan is the dominant provider of education services.

The education policies, plan, and programmes in Pakistan are focused to improve school education. There has been a lot of progress in enrollments, number of institutions, teacher education and student learning achievements at all levels of school education, but girls are still less privileged than boys and all these efforts have failed to bring a major breakthrough. Habib (2013) states that the Punjab province however, has a better education system because it has taken several education reform initiatives to improve education outcomes. But, about a quarter of school age children are still not attending school either because they never enrolled or because they dropped out early. Therefore, the aim is to analyze an education reform to draw lessons to not only improve education system with in the province but other provinces as well.

Education is considered as a key to change and progress and it helps develop social, cultural and political behavior of nations. It further helps to alleviate poverty, improves the quality of life of the individuals. Hence, the problems in education provisions need to be addressed at all schools levels of schooling in order to improve the overall performance of the education system at the provincially and national level.

1.5 Research Questions

The following research questions shall guide the study,

1.   *How is the right to girls' education and quality education expressed in the reform provisions in government schools?*

2.   *What are the improvements to girls′ participation and student learning in primary and secondary level of education?*

3.   *How do the barriers to ensuring these rights to education affect student abilities and overall national development?*

1.6 Structure of the study

The study has been organized into six chapters. Following this introduction, **Part two** contextualizes the issue related to education in Pakistan. **Part three** introduces the analytical framework, which has three conceptual elements: Rights-based approach, Human capital and education for development. In **Part four**, the research strategy is presented with emphasis on how the data were collected in the field and their validity. In **Part Five**, the main findings from the fieldwork are presented for the six different schools according to the rights-based approach to education. The quarterly government census of study variable was compared with the qualitative data. The findings are discussed in **Part six** that also contain the wider perspectives of the study and makes some suggestions for further research.

Part Two   Contextualizing Education in Pakistan

Key concepts: Education system in Pakistan, Education policies and plans, Punjab education system, School Reform Road Map initiative.

2.1 The Contemporary Pakistan

The Islamic Republic of Pakistan is a sovereign state in South Asia. Geographically, it is located at a strategically important location, land area of 796, 095 square kilometers bordering China and India in the East and North-East, Afghanistan and Iran in the West and Northwest, and the Arabian Sea in the South (Figure 2.1). Pakistan gained independence from over a century of British colonial rule on 14 August 1947. It was divided into two parts-East and West Pakistan, until 1971 when the eastern wing separated to become Bangladesh (Ali, 2013). Pakistan has a federal structure with four provinces and federally administered areas governments. The four provinces are Sindh, Balochistan, Khyber Pakhtunkhwa (KPK), Punjab and the federally administered areas include Gilgit-Baltistan, Azad Jammu and Kashmir Federally Administered Tribal Areas (FATA), and Islamabad Capital Territory (ICT). The national language is Urdu and the provinces and federally administered autonomous regions are mostly multi-ethnic and multi-lingual (Goraya, 2010).

Figure 2.1: The Map of Pakistan
Source: (Ibid. p.26).

Pakistan is the sixth most populous country in the world with an estimated 187 million people in 2011. It is a lower-middle income country with a per capita gross national income of US$ 1,050 in 2010 (Project Appraisal Document, 2012: 1). Around 60 percent of its population is within the range of 15-65 years (Ali, 2013, p. 164). The GDP growth rate in the country in 2012 was 3.7 as compared to 3.0 in 2011 (Economic Survey of Pakistan, 2011-2012: 3). Ahmed (2013) describes Pakistan as a semi-industrial economy, which is the 27th largest in the world in terms of purchasing power and 47th largest in terms of nominal GDP (p. xvii).

Pakistan saw significant economic development during 2000-2006, which was followed by a sharp decline as a result of natural disasters (earthquake in 2005 and floods in 2010) along with increased volatility in fiscal, macroeconomic, political, and security conditions (Ibid.). Ali (2013) states that Pakistan has experienced various forms of government throughout its history, whereby almost half of the time since independence it has been controlled by direct or indirect military regimes. The current government came in to power through democratic elections in 2013 and presently, the country is facing challenging problems, including terrorism, poverty, illiteracy and corruption. Such issues adversely affect all aspects of life, be it social, economic, or political.

2.2 The Status and Structure of Education in Pakistan

There was some progress in education during the British colonial period in the Indian subcontinent. However, after the partition, this progress was mostly limited to what emerged as India. The regions that comprised Pakistan were literally backward in all respects including education. At the inception of Pakistan, 85 percent of its population was illiterate. In more remote regions of the country, the literacy rate was even lower, with rural women virtually at zero literacy rate (Bengali, 1999, p.1). It had weak infrastructure and rudimentary industrial sector comprised only 4 percent of the economy. There was an acute shortage of trained teaching staff, adequate infrastructure, teaching aids, and the curriculum had little relevance to present day needs (Iqbal, 2011). According to Jalil (as cited in Farah & Shera, 2007), the gross enrollment rate for primary and secondary education in the years 1949-50 was 16 percent and 9 percent respectively. These figures were even lower for female participation, 4% at primary and 3% at secondary level. Hence, it was realized that the task of nation building would not be achieved without an educated and skilled manpower (p. 3).

The first National Education Conference (1947) recommended that the goal of UPE should be achieved with in a period of 20 years. The education policy and parallel five-year development plans in Pakistan have remained focused on increasing access, removing inequities, and improving the quality of education since then (Ahmed, 2013). The current education policy (2009), also declares the achievement of universal primary education for all. The recommended strategies to meet the target are, formal and informal mode of delivery, increased provision of primary and secondary school facilities, utilization of multiple resources including community, NGO's, private sector and decentralized management of public schools. The quality of education is another major issue, which adversely affects the entire system and girls' participation in particular. The current policy has recommended improving quality through better teacher education and improved curricula. The education policies and development plans are described more in detail in the next section (The National Education Policy-2009).

Education is on the concurrent list[1] of subjects under the constitution of Pakistan. Hence, the responsibility for education has been divided between the federal government and the four provincial governments (Naseem, 2010, p. 37). Under the 18th constitutional amendment, control and management of the education sector has been devolved to the provinces. They are now responsible for the key areas of the education sector i.e. curriculum and syllabus, centers of excellence, standards of education up to intermediate level (Grade 12) and Islamic education. Planning and policy and standards of education beyond Grade 12 are covered under federal legislative list (Economic Survey of Pakistan, 2011-2012: 137).

McClure (2009) explains that each province in Pakistan has its own Ministry of Education and bureau of curriculum. The latter is responsible for teacher training. Textbook boards at the provincial level publish and disseminate textbooks to institutions after receiving approval from the Federal Ministry of Education. The Federal Ministry of Education, through the Federal Curriculum Wing, assists with curriculum development, assessment and policy-making.

The system of education is divided into five stages, primary, middle, secondary, higher secondary, and tertiary. Generally, primary education refers to grades from one to five, middle schooling comprises grades six through eight and secondary education includes grades

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[1] Jointly administered both by the federal and provincial governments.

nine through ten, higher secondary education comprises intermediate grades 11 and 12, which leads to tertiary education, four years of bachelor's degree (Ibid.).

Iqbal (2011) says that the education system in Pakistan is diverse and rich and enumerates various kinds of institutions. They are imparting education to the masses. They range from government institutions[2], federal government institutions[3], Madrassahs (religious schools)[4], public schools[5], missionary schools[6], garrison institutes[7], cadet colleges[8], and privately owned institutions[9] (Iqbal, 2011). The following table (2.1) shows the total number of government institutions, enrollment and teachers by primary, middle and high level in 2011-2012.

Table 2.1: Number of Government Institutions, Enrollment and Teachers by Level

School Level	Year 2011-2012 (Thousands)		
	Enrollment	**Institutions**	**Teachers**
Primary	19571.0	154.6	435.5
Middle	5717.5	42.6	342.6
High	2725.1	25.8	463.9
Total	280 13.6	223	1242

Source: Economic Survey of Pakistan, 2011-2012.

The values are estimated in hundred thousands.

2.3 An Overview of Education Policies and Plans in Pakistan

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[2] They are the major education providing institutes in the country (school, colleges and universities).

[3] Federal government institutions are mainly in Federal capital Islamabad, Northern Areas, and FATA.

[4] Madrassahs impart Islamic oriented education and there are 12153 religious institutions in the country.

[5] An independent governing board runs public schools and commissioner of the division is the chairman of the governing board.

[6] Missionary schools are run by missionary organizations by the European Christians and are located in major cities of Pakistan.

[7] Garrison school and colleges are run by armed forces, namely Pakistan Army, Pakistan Air Force and Pakistan Navy and are located in garrison areas.

[8] Cadet school and colleges are situated in some cities and admit children at the age of 13+ years and train them for military purposes.

[9] Privately owned schools are extremely expensive and fewer in number serving a small elite section of the population.

The sense of urgency stretched globally across nations to meet the EFA goals and its targets. In so doing, Pakistan is no exception. Most of the policies, development plans from the beginning were targeted to achieve UPE but unluckily, it has not been achieved so far. Some gains have been made in the enrollment rate of children, especially girls, but while addressing the issues of access and enrollment to achieve universal primary education, the government has neglected issues of quality in school education (Qureshi and Rarieya, 2007).

In order to understand both issues, this section makes an attempt understand the educational policy context of Pakistan and refers to the official educational policy documents (1970, 1972-1980, 1992-2002, 1998-2010, 2009) issued by the Ministry of Education; b) the eight five-year development plans prepared by the Planning Commission; and c) reports of educational conference (1947), and commission reports (1947, 1951, 1959). More emphasis is given to the new policies that have been implemented to accelerate efforts to achieve EFA. It includes the Education Sector Reforms, Action Plan (ESR 2001-2004); the Poverty Reduction Strategy 2001-2004 (mainly prepared to foster economic development); and the National Plan of Action on Education for All 2001-2015.

These policies are presented in the next two sub sections, divided into two phases. Phase one covers the education policies and five-year development plans during 1947-1990 and the second phase is from 1990-Present. The purpose of dividing it in to two phases is that the second phase after 1990 marks the world wide emphasis on Education for All, which was significantly apparent in Pakistani education policies, and provides an overall analysis of policies from the perspective of access and quality.

2.3.1 Phase-one (1947-1990) Appendix-II indicates the quantitative expansion of financial resources, enrollments and institutions for primary, secondary and teacher education institutions through five-year development plans during 1947-1993. Appendix-III provides a qualitative dimension of education policies and plans during the same period. It gives major policy recommendations for girls' access and quality in education during this phase and their outcomes. It suggests that major thrust of policies during this period was to achieve UPE and there was a notable increase in enrollments; number of institutions, and financial allocation but it was not enough.

There have been eight Five-year development plans that have helped to improve education provisions quantitatively (Appendix-2) but the targets envisaged for each plan were generally

13

not achieved except the second five-tear plan (Hathaway, 2005: 107). Literacy increased from 16% in 1951 to 55% in 2012. The number of primary and secondary schools has increased from 8000 during 1951 to 155530 (1997) and 6096 in 1955-60 to 11685 in 1998-93 respectively. The enrollment in these institutions rose from .077 million to 95% (Table 1.1).

The reasons of why policies and plans failed to achieve their desired goals for school education are too many to enumerate. Literacy was to reach 100% by 1975 but it is much less than the stated goal even today. The students' knowledge of all subjects was very sketchy and they generally memorized the information in their textbooks (Rahman, 2004, p. 11-12).

2.3.2 Phase-2 1990-Present

The phase-1 analysis of education policies and plans indicates that since its independence, the policies and development plans in Pakistan were simultaneously implemented and correlated to educate its masses in order to contribute to its development. It is similar for the second phase (1990-Present). During this phase, three formal education policies (1992-2002, 1998-2010, 2009); one five-year development plan (1993.1998); a National Plan of Action for Women 1996-2002: 10-years Prospective Development Plans; an Education Sector Reform (ESR) Action Plan (2001-2004); and Poverty Reduction Strategy Papers were proposed.

An increased number of social development projects were also launched (Social Action Plan 1992-2002). They were initiated with the aid provided by donor agencies. These policies were different from their predecessors because every policy followed the patterns laid by the previous policy. They were all focused on the concerns to meet the targets of EFA as spelled out at Jomtien and Dakar by recommending different strategies. The National Education Policy (1992-2002) recognized primary education as a right of all children and proposed to achieve UPE by 2000 (Qureshi and Rareiya, 2007, p.7). The 1992 education policy estimated that at that time, the participation rate was 66.3 per cent, which will hopefully be extended to 99.1 per cent by 2000 (Ali, 2013. p. 169).

Later, the Eighth Five-Year Development Plan (1993-1998); the National plan of Action for Women (1996-2002) and the National Education Policy (1998-2010) followed the pattern laid by previous policies, analyzed the future needs and recommended strategies to improve girls´ participation and education quality. These recommendations include special incentives to improve girls´ participation, improve physical infrastructure and the quality of education,

removing gender stereotype from the education curricula, encouraging public, private, NGOs and community school partnership to promote girls' education, decentralized management of schools, increased provision of primary and secondary school facilities, preferably for girls, relax age limit and provide incentives for female teachers (Qureshi and Rareiya, 2007).

Instead of five-year plans, the government initiated the "Ten-Year Prospective Development Plan" (2001-11), detailing a long-term development strategy. The education section of the plan proposed to increase the participation rate for males to 102 percent in 2003-04 and for females to 101 percent in 2011. Along with this long-term strategy; the government also initiated ESR Ation Plan (2001-2004). It adopted a sector-wide approach in addition to health poverty reduction, women development, political decentralization and international commitments to meet UPE, EFA and MGDs (Ibid.).

The ESR set out to achieve 100 percent gross enrollment by 2006 and improve the transition to middle level by increasing middle school enrollment to 55 percent during the same time period. The decentralization of education was a good step to make districts the hub of educational activities. It improved the governance system. During 1990-2000 the targets for UPE was set out in various policies. Educational budget remained the same despite high targets. Although the government claimed raising allocation budget to 4% of the GDP but this actually did not happen (Ali, 2013, p. 171-172).

Hathaway (2005) explains that Pakistan places its education reform agenda into the broader context of development. Therefore, the PRSPs and the National Plan of Action (2001-1015) for education works simultaneously. The former plans to achieve MDGs target and the later plans to achieve EFA and Dakar goals through effective provision of education. The PRSPs are participatory and consider the views of parliament, line ministries, development partners, civil society and especially the poor themselves. The PRSPs are comprehensive and recognize the nature and causes of poverty and highlight the strategies to alleviate it. It aims to create crucial link between national public actions, achievements of socio-economic outcomes, and assistance from development partners to attain United Nations MDGS, which are centered on halving poverty till 2015. PRSP-I was successfully completed its three years of implementation in 2006. PRSP-II draws lesson from its predecessor and takes in to account recent political, economic and social events, both national and international, which have considerable development impacts for Pakistan (Government of Pakistan-Finance department).

The National Plan of Action for education is estimated to cost about $7.2 billion over the period 2001-2015 (Kronstadt, 2004: 3). The main objectives of the plan are,

1. to reach the disadvantaged population groups in the rural and urban areas with emphasis on out of school girls and illiterate girls and women,

2. To promote community participation and ownership of basic education programmes at the grassroots, and

3. To improve relevance and quality of basic education through enhancing learning achievements of children, youth, and adults.

The current education policy (2009) is quite different from its predecessors because they had sectoral approach and proposed policy guidelines under the heads of primary education, secondary education, tertiary education and so on. The key themes are access, quality and education governance. The policy reaffirmed that 100 percent enrolment will be achieved by 2015 (p. 28). Improving the physical environment of schools and also the provision of food will increase the enrollment. The policy recognizes that government lacks the resources to meet the policy objectives and seeks support from private sector and donor agencies (The National Education Policy, 2009).

2.4 The progress related to girls´ access and education quality in Pakistan

There had been improvement in different parameters regarding girls' participation and education quality in Pakistan. They are given in the following table

Table: 2.2 An Overview of the Quantitative Progress of gender equality and education quality during 2002-2012 in Pakistan.

indicators to evaluate gender equality and education quality of the education system in Pakistan	Global Monitoring Reports Data				
	Year 2002 (Most data for the Year 1999)	Year 2003/04 (Most data for the year 2000)	Year 2005 (Most data for the Year 2001	Year 2008 (Most data for the Year 2005)	Year 2012 (Most data for the Year 2005-2010)
Total Population (Thousands)	137 556	141 256	146 277	157 935	179 951

Adult literacy rate (Age 15 & above)	T M F 43.2 57.4 27.9 (Data for Year 2000)	T M 43.2 57.4 27.9 (F)	T M 41.5 53.4 28.5 (F) (Year-2000/04)	T M F 50 64 35 (Year-2004)	T M F 55 69 40
Adult Illiterates (Age 15 and above)	T M 46702 17980 28871 (F) (Data for Year 2000)	T %F 46702 61.8	T %F 51 536 60 (Year-2000/04)	T %F 48597 63 (Year 2004)	T %F 49507 65
Youth literacy rate (age 15-24)	T M 57.0 71.1 41.9 (F) (Year 2000)	—	T M 53.9 65.5 42.0 (F) (Year-2000/04)	T M F 65 77 53 (year 2004)	T M F 71 79 61
GER in primary education (Age 5-9)	T M 81.5 39.0 60.7(F)	T M 94.9 108.5 80.5 (F)	T M F 73.2 83.7 62.0 (F)	T M F 87 99 75	T M F 95 104 85
GPI in primary education (F/M)	0.48%	0.74	0.74	0.76	0.82
GER in secondary education (age 10-14)	T M 22.7 29.8 14.8 (F)	T M 25.3 33.7 16.2 (F) (Year-1990)	T M 23.9 28.6 18.9 (F)	T M F 27 31 23	T M F 34 39 29
GPI in secondary education	0.50	0.48 (Year-1990)	0.66	0.74	0.76
Pupil/Teacher ratio _(Primary)	1990/91 1999 43 55 34.7% (Female teachers)	T teach-329.8 F% - 37.1 (Data for Year-2001)	44	38	40
Pupil/teacher ratio (Secondary)	1990/91 1999 27 23 37.6% (Female teachers)	–	–	T (Tech) %F 197 51	–
System efficiency-repetition rate	—	—	—	T M F 3.1 3.3 2.7	T M F 4.3 4.5 4.1
System efficiency-survival rate (%)	T M F 4.7 6.1 3.2	—	—	T M F 70 68 72	T M F 62 64 59 (Data for the Year-2009)
Education Finance (total public expenditure as % of GNP)	2.7	1.8	1.8	2.4	2.3

Source: Global Monitoring Reports (2002, 2003/04, 2005, 2008, and 2012).

T-Total, **M**-Male, **F**-Female, **Tech**-Teachers.

__ means data not available.

Appendix-1 describes various numerical terms used in the table.

As a result of many policies, plans and reform initiatives, the overall system of education is on the road to progress in Pakistan, the gross enrolment ratios for girls in primary and secondary schools improved during the last decade (1999-2010) as indicate in the table above. They rose from 60.7 to 85 (primary) and 14.8 to 29 (secondary) during this period. The GPI also improved from 0.48 to 0.82 (primary) and 0.50 to 0.76 (secondary). As the GPI in 2010 was still below 0.90 for both primary and secondary schools that according to Global Monitoring Report 2012, was still a severe disadvantage (p. 108).

According to Pakistan Social and Living Standard Measurement survey (2011-2012), the gross enrollment ratio for age 6-10 years was 92% in 2011-2012 as compared to 91% in 2010-2011. Whereas for students of 10 years and older, 61% in 2011-2012 as compared to 62% in 2010-2011 have attended school. The proportion is higher for boys than for girls, 73% and 49% respectively. Girls have a lower enrollment rate than boys in all four provinces and also both in urban and rural areas (p. 22). In terms of GPI in primary education has increased from 088 in 2010-11 to 0.9 in 2011-12 and the GPI for secondary education almost remain stagnant at 0.8 (p. 27). The dropout rates have declined in all four provinces in both urban and rural areas for both sexes (p. 25).

2.5 The Punjab Province

Punjab is the most populous province and the estimated population of the province is 90.51 million. Its population exceeds the aggregates of the other three provinces. The total area of the province is 205344 square Kilometer. Around 48.4% (43.77 million) population of Punjab province comprises females. The province consists of 36 districts (Figure, 2.2). Lahore is the capital district of the province. (Malik, 2011: p. 1).

Figure 2.2 The Map of Punjab Province showing all Districts

Source: Malik, 2011.

2.6 The Structure and Status of Education system in Punjab

The education administration in Punjab establishes a three-tier local government system comprising districts[10], tehsils[11] and markaz[12]. Each tier of local government has its elected council and administration, and is headed by an elected Nazim[13]. The purpose of new local government system is to take decision-making closer to the people. It ensures that planning and development are carried out in accordance with local needs. It ensures better service delivery and poverty alleviation (Project Appraisal Document, 2012: 3).

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[10] There are 36 districts, 144 sub-districts, and 584 centers in Punjab.
[11] Tehsil is called as sub-district and is the second administrative division in a district.
[12] Markaz is called union
[13] Nazim means regent

The provincial Government of Punjab (GOPunjab) has largely been responsible for policy formulation, sector financing, program design and implementation through School Education Department (SED) and its sub departments the Program Management and Implementation Unit (PMIU). The provincial administration presently covers 58,187 functional government schools, which offer free schooling. There are roughly 8.4 million children enrolled in grades 1+ and over 309, 000 teachers. The Government of Punjab (GoPunjab) also supports roughly 1.1 million children enrolled in 2, 233 low-cost private schools free of cost under school subsidy and student voucher programs administered by the Punjab Education Foundation (PEF) (Ibid.).

Punjab province leads with an overall literacy rate of 60 percent (male 70% and females 51%). Out of the total population 38.11% people are still illiterate. There are 20.20 million children aged 5-16 and among them 6.50 million are illiterate. (Literacy and Non-formal Basic Education Department). In Punjab, more than 90% households have public schools within a radius of two kilometers, including 91% in rural and 96% in urban areas (Malik, 2011. p. 2). The Figure 2.3 indicates that literacy rate of Lahore is the second highest among other districts. Rawalpindi district lead with 82% literacy.

Figure: 2.3 The Map of Punjab Province Indicating District Wise Literacy Rates

Literacy Map of Punjab

Source: PSLM 2013
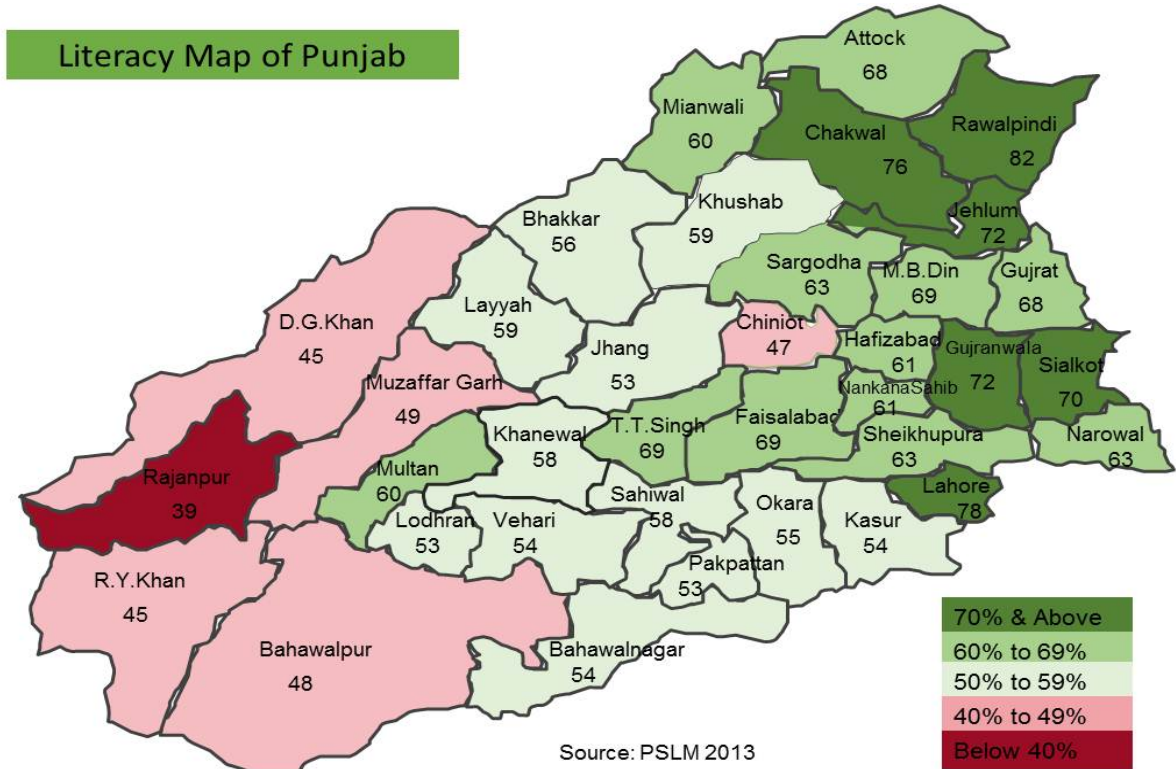
Source: Punjab Literacy and Non-formal Basic Education Website.

In Punjab, the girls' participation is 61 percent. It is 10 percentage points lower than boys' participation (The World Bank Report: p. 15) but the province has the highest primary enrollment rate as compared to other provinces both for boys and girls in urban as well as in rural areas (Pakistan Social and Living Standard Measurement Survey, 2011-2012: p. 22). The Gender Parity Index (GPI) showing rates obtained from net enrollment for primary schools is 0.98, indicating that more boys attend primary schools than girls. The indicator drops slightly to 0.94 for middle/secondary level education indicating that there are 94 girls for every 100 boys attending secondary schools. The disadvantage of girls is slightly less pronounced in major cities and more pronounced in rural areas. The GPI sharply improves with mother's education and wealth index. GPI for primary schools is more than one for many districts in the province including Lahore, having a striking GPI of 1.12 and it is similar for secondary schools in Lahore district (Malik, 2011. p. 2).

In Punjab, 84% of children of grade 5 can solve a two-digit subtraction sum. The presence of female teachers improves girls' enrollment and student achievements, especially in more conservative settings where the movement and life choices of girls are more restricted. In Punjab province, girls' standardized test scores were higher if they had a female teacher

21

(UNESCO, 2013. p. 235). But shortfalls still persist in school participation, and learning achievement in the Punjab province (Iqbal, 2011).

Despite a lot of improvement, Habib (2013) describes that about a quarter of school age children are still not attending schools either because they never enrolled or because they dropped out early. Low transition to secondary education are of special concern. Moreover, recent assessments have shown that students´ knowledge and comprehension of basic subjects remains sadly low. There is a need to still improve learning in schools in Punjab.

2.7 Punjab Education Action Plan

In order to meet constitutional requirements (Article 25A) and international commitments (EFA goals/MDGs tasrgets), the National Education Policy (2009) is owned jointly as a national document by all provinces. As a result, the Punjab province has prepared an Action Plan and appropriately raises allocations along with setting priorities according to provincial needs of access, quality, equity and governance (Malik, 2011).

Figure 2.4 The Process of Education Policy Implementation in Pakistan

IPEM	Provinces/ Areas	Provinces/ Areas	Provinces/ Areas
National Education Policy Reviewed & Revised	Plans of Action for reforms prepared	Implementation of Reforms	Identification of New Issues

Provinces/Areas Federal

Progress, Monitoring and Feddback
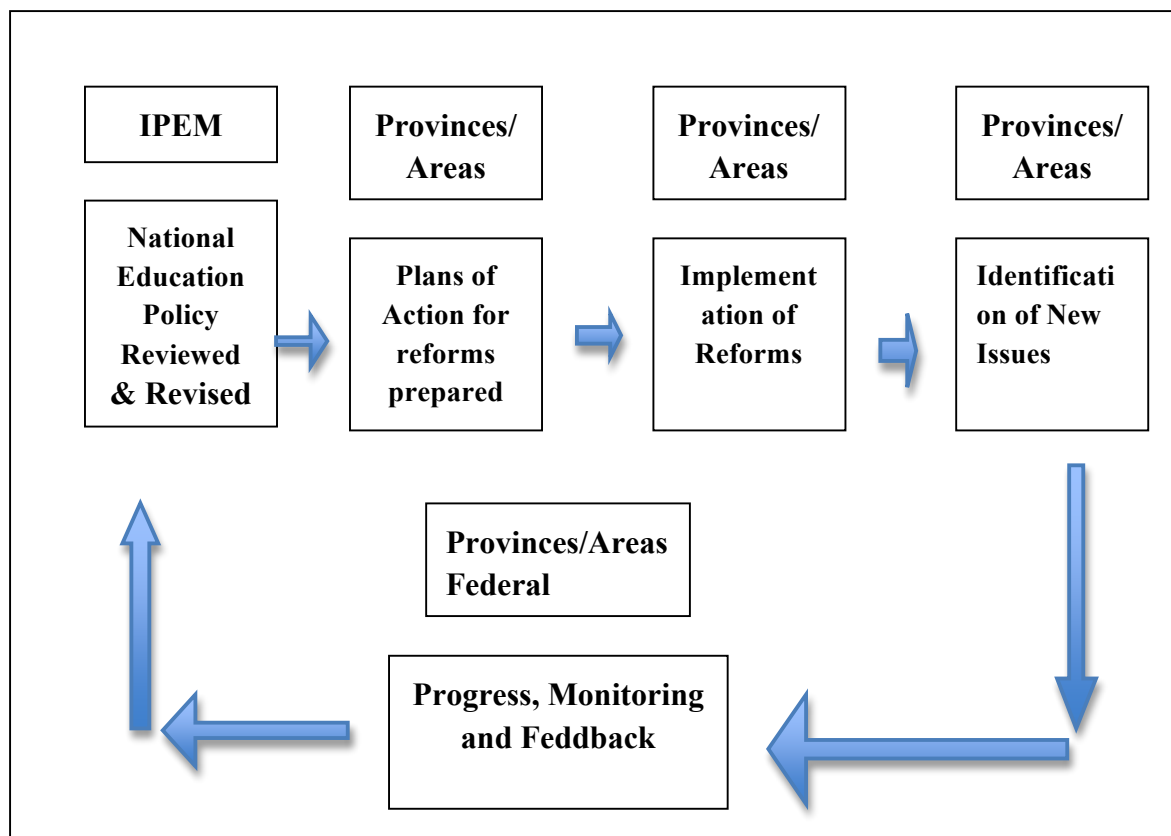
Source: The National Education Policy, 2009.

IPEM means Inter-provincial Education Ministries.

Areas mean Federal areas.

The figure 2.4 indicates the visual presentation of policy implementation process in Pakistan. It defines how reforms are incorporated in the process of policy implementation. The Action plan prepared For Punjab province promoted many initiatives and the Punjab Education Sector Reform Project (PESRP) is one of the initiatives that aimed at improving the overall condition of education and its service delivery. It was launched in 2003. All foreign funded programs are encompassed by PESRP. It has received financial and technical support from the World Bank. The program is also supported by the United Kingdom Department for International Development (DFID) and the Canadian International Development Agency (CIDA) (Project Appraisal Document, 2012).

PESRP is a multifaceted sector reform program, which mainly supports public education at the primary and secondary levels (up to grade 10). This program has received financial and technical support from the World Bank through four development policy credits (2004-2007) and an on-going result-based specific investment credit (2009) named the Punjab Education Sector Project (PESP) (The Project Appraisal Document, 2012).

Under PESRP, the Government of Punjab has focused on developing administrative systems (e.g. regular measurement of student achievement via universal testing), improving the provision and quality of inputs (e.g. text book delivery, school infrastructure development, teachers via merit based recruitment, school funds via school councils and the development of interventions that strengthen incentives and accountability for service delivery performance (e.g. teacher performance pay, achievement and enrollment-tied subsidy payments to low-cost private schools) (The World Bank website).

The PESRP came to an end in 2012. The Government of Punjab developed its next medium–term reform program for primary and secondary education. The Second Punjab Education Sector Reform Program (PESRP II) now aimed to increase child participation and student achievement. It has envisioned to achieve these goals via strengthening systems, capacity, government, and accountability for improved service delivery performance (Project Appraisal Document, 2012).

The participation is expected to be measured by the NER at three levels of schooling (primary 1-5, middle 6-8, and matriculate 9-10). The student assessment will be measured using annual student assessment designed for students in grade 4 and grade 5, in a reasonably sized representative sample of the government schools and publicly supported low-cost private schools in the province. The assessments will be conducted annually over the project implementation period and is compared to baseline assessment conducted in the academic year 2012-2013 (Ibid.).

The project beneficiaries include all the students in the public and low-cost private schools. Information on beneficiaries (gender-wise) is obtained from Annual School Census carried out by the School Education Department, which gathers information from all government schools annually. The gender-wise information in low-cost private schools is calculated by Punjab Education Foundation (PEF) (Malik, 2011).

The scope of the project is outlined through 23 legal covenants obligating the Punjab government to outline a plan of action indicating how the project goals (Ten Disbursement Link Indicators-DLIs) can be fulfilled within the projected time period. Therefore, the project is supporting the Punjab government actions to introduce, strengthen, and ensure the running of educational institutions and systems. The program includes supply-side interventions to upgrade schools and filling teacher vacancies and demand-side measures such as stipends to

girls, provision of free text books, subsidies to low fee private school, and more effective school councils (capacity support to 54,000 school councils). In parallel, a number of reforms in teachers' recruitment and professional development, textbook production, and the examination system are also implemented (The Project Appraisal Document, 2012).

Following are the ten PESRPP DLIs, which address girls´ participation and learning achievement in government schools. Among them, eight directly address the quality in education whereas the rest indicates how to improve girls´ access to education. The following table describes these goals in detail.

Table 2.3 The Ten PESRP DLIs to Address Girls Participation and Achievement of Students.

Goals to improve learning achievement	Girls Participation in Education
1. Strengthen the system of field-based advisory support to teachers in schools and target the support at achievement poor schools	1. Offer tuition-replacement vouchers to girl students.
2. Test-based recruitment of teachers	2. Offering attendance-tied supplemental cash transfers to promote girl's attendance in participation-poor districts.
3. Fixing teacher posts according to school needs	
4. Allocating school-specific non-salary budget to student enrollment and basic school operations and classroom needs.	
5. Decentralize administrative and finance management powers to schools.	
6. Tying teacher compensation more closely to school performance in terms of student achievement.	
7. Increasing the authority, autonomy, and capacity of school councils to support and	

monitor school performance.	
8. Regular collection of credible information on school, teachers, and student performance (teacher absence, teacher on-task, student achievement).	

Source: Project Appraisal Document, 2012.

2.8 Punjab School Reform Roadmap

Punjab School Reform Roadmap is an initiative undertaken in April 2011 under PESRP-II to strengthen government schools performance and expand the role of PEF. It is assumed that PEF will support greater number of children soon by achieving its setout targets and ensuring quality. It adopts a strategy for 100% enrollment of school-going-age children and their 100% retention by providing free, compulsory and internationally competitive education for all. The provisions to achieve these objectives are merit based recruitment of teachers, and provide incentives for better results (Punjab School Education Department).

It declares "Education Emergency" in the province. It aims to ensure good governance, equity, access and quality of education. The objectives of the road map are,

1.   Every child enrolls in school.

2.   Every child is retained in school.

3.   Every child learns and makes progress.

The aim is to achieve these objectives by improving access, quality and governance in the province. It also attempts to focus the provisional leadership's attention on dramatically improving schooling outcomes through holding delivery agents accountable for performance (Malik, 2011. p. 4).

 It was made effective on 5th April 2011. The reform is premised on an experience of driving delivery. It is a systematic approach to deliver improved results in education. It is described as "deliverology", thus, making it an underlying theme of the Roadmap in order to achieve goals. The Roadmap not only outlines its own specific objectives but also undertakes

objectives of the overall PERSP-II with a sense of urgency to accelerate efforts to achieve progress (The Project Appraisal Document, 2012).

It implements 18th constitutional amendment to ensure access to free and compulsory education of all children (age 5-16). The strategy helps to enforce it as a law and ensures 100% enrollment of school-going age children and their retention. It dispels some myths that children in poor families do not attend schools, financial constraints is the main obstacle and with more money system would improve, innovative strategies are needed to get children in schools (Punjab School Education Department).

The School Education Department in Lahore was responsible to implement the reform in collaboration with the World Bank, Department for International Development (DFID) and Canadian International Development Agency. In order to implement it, the department functions to maintain schools in the province, legislate, formulate education policy, curriculum, syllabi for classes 1-7 and produce and publish textbooks accordingly. It also monitors the distribution of free textbooks, presence of teaching and non-teaching staff, and redress public complaints (Ibid.).

The School Reform Roadmap translates PESRP II and PESP II development objectives through legal covenants to achieve greater participation and better quality of education (The Project Appraisal Document, 2012). The reform envisioned that every child in the province is in school and learning and comply with the Country Partnership strategy (CPS). Hence, these efforts altogether contribute to implement the CPS fourth pillar of improving human development (The World Bank). Appendix-IV discusses the implementation strategy for the roadmap. It will be further discussed in section five of the study.

2.9 The Issues hampering girls´ access and education quality in Pakistan

The literature review identified many issues regarding girls' access and student learning that resulted due to poor planning and of implementation, political commitments to policies and plans in Pakistan. At the current rate of progress, Pakistan is unlikely to meet the MDG targets by 2015. Statistics of poverty reduction over the past decade are impressive but are difficult to sustain. The gender disparities persist in education; as a result Pakistan has one of the lowest female labor forces in the region. Therefore, the Bank is actively progressing

growth in human development through educational reforms, which is a key underpinning of sustained economic development (The World Bank).

Various studies indicate that Pakistan has the world's second highest out-of-school population (7 million) and 2/3 of them are girls. It ranks 113 out of 120 countries in the Education for All indexes and it has generally performed worse than other countries in South Asia and similar developing countries. Both girls' access and quality of education are major issues. Girls from poor families and other traditionally-disadvantage social group have very low enrollment rates. Standardized tests suggest that student achievement is very low. A sizable share of school leavers does not achieve even minimum mastery of mathematics, reading, and language, as defined by the government (The World Bank Report, p. 15).

Major issues emerged right from the inception of Pakistan, which have continued to plague its education reform agenda. Some of the critical issues that hamper progress in terms of education have to deal with the planning and executing education reform, structural issues in provision of education and socio-economic and cultural factors.

2.9.1 Challenges in planning and executing education reform

a. Decades of neglect and apathetic attitude of successive governments. The government allocates approximately 2% of its GDP for education, which is often not fully disbursed. The allocation for educational expenditure is too little. Planning does not go in accordance with the needs and plans are poorly implemented (Rehman & Sewani, 2013; Ghazi et.el. 2010; Hathaway, 2005; Ali 2013; Bano, cited in Rashid & Mukhtar 2012).

b. Lack of coordination between various levels of government at federal, provincial and local level (Rehman & Sewani, 2013). The impact of various education reforms is uneven, and coupled with the trend of privatization, there is no consistency in following up the targets set in education reforms. "The public-private partnerships encourage private participation to support public education for certain components of education services and do not want increase in public budget. Therefore, cutting down on government budgets while demanding increased education investment consequently lead to private involvement in educational services provision. The private education is no longer means "elite education". The new range of private

schools from most elite to an educational facility working on bare minimum have emerged" (Ibid. p. 251). Furthermore, the impact of decentralization under the 18th Amendment, has produced mixed results for education reform. The insufficient capacity of educational managers at the district level raised doubts about the benefits of decentralization.

c. The quality of indigenous research work on relevant contextual issues such as gender and quality of education is poor and much of the documented work on both issues in education by donor agencies (Qureshi and Rareiya, 2007; Naseem, 2010). Memon (2007) attributes this to lack of funding and inadequate facilities allocated to education reform. But Ali (2013) states that even the donor-funded projects, which were supposed to be better financed and better supported technically, failed to uplift the education sector substantially. It is a sorry state for Pakistan that despite so many policies plans and donor-supported programmes, the overall performance of education sector is still very poor.

2.9.2 Challenges pertaining to provision of education services:

a. Increasingly the provision of education is witnessing a class-based system, where there are high quality private schools for elites, low cost private and government schools for the poor, and madrassa schools for the poorest of the poor (Rehman & Sewani, 2013).

b. Some of the structural challenges are low quality of education and high dropout rates, lack of a conducive learning environment and of competent teachers, low enrollment rates at the primary level, wide disparities between regions and gender, deficiency of proper teaching material, over-crowded class rooms, cheating in examinations, ineffective curriculum, and depleted school buildings. It is due to the low level of public investment, low levels of efficiency for implementation of programs, and poor quality of management, monitoring, supervision, lack of political will and corruption Memon (2007).

c. The curriculum and the combination of courses have lost their motivational value for lack of relevance and are unable to inspire students and improve the development

needs of the country. The delivery of school curricula, that is, textbooks, teacher training and examinations suffer from several distortions. For example, the textbooks do not properly reflect the spirit and intentions of the school curricula. They are generally of poor quality and contain material, which is unnecessarily repetitive. The language is defective as is the presentation of concepts, which does not correspond to the learning understanding capacity of eth children (Ghazi et.el. 2010). Also the teachers are not adequately oriented and trained in accordance with the needs of the curriculum. The examinations are hardly designed to measure the competencies required to be inculcated in students. All these efforts promote rote learning (Iqbal, 2011).

d. Mismanagement and corruption is evident through the existence of ghost schools, where schools exist on paper and money allocated for these schools goes to corrupt local officials (Curtis, 2007).

2.9.3 Socio-economic and cultural challenges:

a. Naseem (2010) explains that Pakistanis hold education system responsible for increasing violence and inequality in the society. Almost all problems, increasing population, corruption, political instability, technological backwardness, feudalism, lack of human rights, are blamed on lack of education. This distrust in the education system among ordinary people breeds their apathy towards attaining education targets such as enrollment in schools.

b. Shafa (2011) states that the social and cultural context of Pakistani society is mostly patriarchal. Traditionally, females have been largely confined within the four walls of the house, giving birth to and nurturing their children along with attending numerous household chores. Lee (2004: 6) explains that gender inequality is strongly associated with human poverty, a maxim that is relevant to the situation in Pakistan.

c. Another worrying trend is rising security risk in certain parts of the country, especially for girl going to school. Religious extremists have been blowing up schools, especially for girls and this has also had a huge negative impact on achieving EFA goals (Curtis 2007).

In short, the education system has been unable to enroll all the school-age children despite the constitutional commitment, which should ensure provision of free primary education to all as the right of every child. According to the UNESCO (2013) at the primary level, Pakistan has high gender disparities, with 82 girls for every 100 boys (p. 77). Despite maintaining a relatively strong pace, Pakistan is still unlikely to achieve the primary enrolment target of at least 95% by 2015, and the likelihood of achieving gender parity is even slower and moving away from the target. Consequently, Pakistan stands among those countries, which will fail the targets of the Millennium Development Goals (MDGs) set out for 2015.

Education is said to be the cheapest and tangible defense mechanism for a nation on the social, political and economic fronts. But the poor condition of education in Pakistan states the fact that it is unable to defend its own sector. Over the span of 68 years, the nation has been given the 23 education policies and plans, but it did not benefit the education system. There was ample spending on education during the first half of the last decade under an indirect military regime. Later, the economic situation in the country deteriorated under the democratic government. Girls' education has been of central significance to the development of human society (Noureen & Awan, 2011). Education is a critical input in human resource development and is essential for the country´s economic growth. Goel (cited in Noureen and Awan (2011) states that the recognition of this fact has created awareness on the need to focus upon literacy and elementary education programme, not simply as a matter of social justice but more to foster economic growth, social well-being and social stability (p. 80). It can, thus, be surmised that Pakistani government needs to invest in education, especially education for girls, and in education quality, in order to meet its human development challenges.

Part Three Developing Human Capital for National Development through Ensuring Right to Education

Key concepts: Rights based approach, Human Capital Theory, Education as Development

The study aims to investigate the role of education as a fundamental human right to ensure girls´ access and education quality of government schools in the eastern province of Punjab in Pakistan. In so doing, it analyzes School Reform Roadmap that was envisioned to get children in schools, to assist their learning and help them progress through education. Hence, in view of reform objective, this section incorporates the concepts of human rights; human capital and education as development (Figure 3.1) in order to develop a conceptual understanding to guide the study.

The study examines and compares how the School Reform Roadmap addressed students´ right to education by examining the improvements and challenges of reform provisions at different education levels in schools. The analysis used to understand this administrative process is two level hierarchies. Its main focus is the educational institutions situated at the periphery level. As the decisions at the core level directly affects the entire process of guaranteeing student rights at the centre, therefore the two hierarchies will be analyzed simultaneously (Simon, 2011).

Figure 3.1 The Conceptual Framework

32
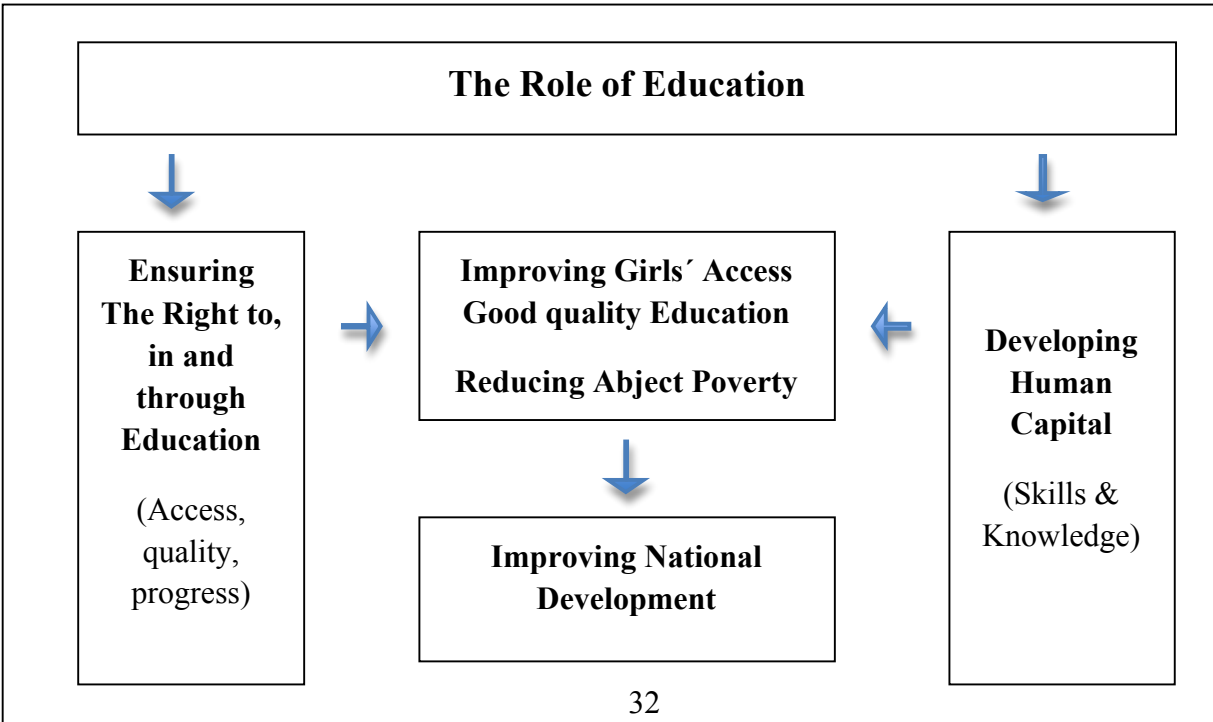
3.1 The Right-Based Approach to Education

The rights based approach fosters the idea that education is a universal entitled and everyone should get access to an education of good quality because it will bring benefit to the economy and the nation (Robeyns, 2006). The objective of the study is to identify improvements and challenges in the education process of ensuring such fundamental human rights, which can help children develop skills and knowledge to contribute to overall national development.

The right to education model, at the policy level, is directly associated with the EFA movement. Education For All means what it states. In recent decades, this approach was formally proposed through international goals and targets set by EFA, Dakar and these conventions and conferences have established time-bound gender equality goals to which all states are committed. States formulate outcome related reforms, monitor progress, identify policy gaps and understand where international assistance is needed most (UNESCO, 2003/4). Therefore, the intention to analyze School Reform Roadmap is to understand the process of ensuring education rights to student by meeting international goals and targets.

So as a basic human right, it is asserted that education should be free and no child is left out of school (Tomasevski, 2004). Making such provision available in Pakistan can improve access of all children to education. The reform programme envisions that free and compulsory education up to 16 years is a fundamental and enforceable right of every child including girls.

The educational inequality is a major violation of the right of women and girls, and it is also an important barrier to social and economic development. Despite significant progress, they are still less educated and more likely to be illiterates than men in many countries (UNESCO, 2003/04). Human Rights as a normative account help to design educational policies with special attention to gender issues. It prioritizes the intrinsic importance of education that all humans are equal (Robeyns, 2006). Therefore, it elaborates the argument stating the intrinsic importance of gender equality in education. A powerful developmental case for achieving gender equality in education is clearly a private and social interest. Because it bears immense personal and social benefits i.e. livelihoods are improved, families are healthier, and better nourished, education is valued, and civic responsibility is enhanced. Hence, it is an affordable investment with high pay-offs (UNESCO. 2003-04). Knowing the value of girls´ education and comparing it to the situation of girls´ education in Pakistan, there is a need to necessitate their right to education, so they can equally contribute to national economy.

Human rights present a multi-dimensional and comprehensive model and prioritize the intrinsic importance of education that it is an object of right in its own, which can promote personal development (Robeyns, 2006). Hence, as the right of every child, the state plays a fundamental role in making good quality school education a right and a reality for every citizen. It must create an enabling environment to promote such education by mobilizing its resources needed to offer a good quality education.

3.1.1 4A-Scheme

The rights-based approach will used be to analyze the education provided in schools after the implementation of the reform programme. It refers to Tomasevski 4A-Scheme (see Appendix-V), and the objective is to examine how the reform provisions in government schools ensure the right to education of all students. The approach implies a right to, in and through education linking the role of education to its wider economic, social and cultural implications for the learners and to the goverment obligations towards their citizens (Tomasevski, 2006). Therefore, this approach will help to analyze how education is made available, accessible, acceptable, and adaptable for all students. Furthermore, the approach can help examine the role of education to help students' gain skills and knowledge to progress through education and can eventually contribute to economy effectively.

In order to see how the reform effort ensures the girls´ participation in schools and quality in education, Tomasevski´s 4A-Scheme will be used. Tomasevski (2003) explains that no right could exist without corresponding government obligations and how they are put into practice. A comprehensive 4-A scheme was proposed as a result to help identify how government obligations regarding the School Reform Roadmap initiative make education meaningful for all children. The framework of government obligations will help outline core contents of each right through 4-A´s scheme and how they are included in the Roadmap initiative. Therefore, governments are obliged to make education available, accessible, acceptable, and adaptable. Appendix V in the study discusses these obligations more in detail to ensure access, quality and help the children progress through education.

The role of different international treaties legally binds states into corresponding government obligations. These obligations relate to human rights as a whole, involving the need to act and react, pursue special conduct and achieve a particular result. As Pakistan is a signatory to EFA, Dakar and MDGs, hence it attempts to interpret these international commitments into its

policies and provide provisions to obligate the right to, in and through educaion. Thus, this study attempts to analyze the policy actions related to School Reform Roadmap in terms of their scope and their effectiveness ensuring rights of all students to quality education.

3.2 Developing Human Capital through Education

This approach conceptualizes education as human capital (Unterhalter, 2007). It considers education relevant to creating skills and helps to acquire knowledge that serves as an investment in the productivity of the human beings for economic growth. The knowledge and skills, acquired through education, are an important part of a person's income-generating abilities. It benefits most to people living in severe poverty (Robeyns, 2006). This approach was selected because it views human beings act for economic reasons only. As Pakistan is an under developed country, it urgently requires to develop its effective income generating human capital.

The underlying assumption of the approach is that the schooling is instrumental for development and especially the girls´ education is instrumental to enhance social benefits in relation how women are positioned to access these benefits. The term capital offers a way and means related to material and other resources, which contribute in development. It recommends a favorable environment for social progress and human inclination to pursue education as an investment. Education is viewed as a catalyst for the multiplication of both individual and societal wealth. It develops a direct and functional relationship between education and development. It suggests planning education programmes and instructions corresponding with the needs of the work force (Kubnow & Fossum, 2007).

 It views the state as a discrete and vital focus of analysis and attributing economic underdevelopment to factors with in the society. It pursues measurability by seeking to account for all the factors that might contribute to economic growth and connects schooling with the preparation of qualified work force. In doing so, it proposes that educational expenditure on education should normally be justifiable. It envisions a strong correspondence between investment in schooling and desirable development outcomes (Ibid.). Unluckily, the investment in education has not been in relation to the growing population. Table 2.2 in the last section indicates that the population in the country rose from 137 556 in 1999 to 179 951 in 2010. But the educational expenditure dropped even further from 2.7 to 2.3 during the same period.

Lawrence Summers, Chief Economist at the World Bank put an instrumental approach to gender and schooling in 1993. It is as follows,

"Recent research and concrete calculations show that educating females yield far-reaching benefits for girls and women themselves, their families and the societies in which they live. Indeed, during my tenure as chief economist of the World Bank, I have become convinced that once all the benefits are recognized, investment in the education of girls may well be the highest return investment available in the developing world" (Unterhalter, 2007: p. 41).

It highlights the instrumental importance of investment in humans through formal education or on the job training that increases the rate of return on these investments for men and women alike. The rate of return on schooling differed by gender, which might relate to gender differences in pay and the differences in costs entailed in educating girls and boys. It supports that if women are highly educated, it conversely reduces the fertility rate child mortality. It places injunctions to reduce gender gap in education and requiring governments, researchers and international agencies to pay attention to allocating resources to it (Ibid.)

The approach puts emphasis on the overall improvement of education and emphasize that the "highest return investment in the developing world" needs not to be affected by the quality of the school, the knowledge and professional expertise of the teachers. Benefits of better quality education for both men and women will offset the cost of schooling and also helps to reduce population growth and improve children health.

3.3 Education as Development Regime

Mundy (2007) states that the idea of universal right to education (the initial meaning of the term "education for all") has an undertone for development. It focuses on education, as a requirement for economic development. Several United Nations organizations those promoting EFA goals have taken up the notion that education can be used as an important tool in national development. Hence, the regime professed that more education is equal to more development.

As a result of this approach to education, rich country aid for educational development grew quickly. Southern governments were recipients of the regime. On the whole, educational development was seen as the job of national governments, supported by funding and expertise

from bilateral donors and international organizations (Ibid.). Acoording to UNESCO (2002), the overall challenge of EFA is greatest among the high-risk group of countries that include Pakistan. In Pakistani society, poverty is the major factor in the denial of schooling to girls. Unterhalter (2007) states that the poorest parents want to educate their daughters but are unable to do so due to many reasons including, non-availability of schools in the poorest communities, school fees and cost associated with schooling, low quality of learning and teaching in schools etc. Hence, the need to improve girls' access and quality of education is high. So that it can produce effective citizens, those can contribute to overall national development.

Therein (as cite din Mundy, 2007) states that one more important feature of emergence of "Education for All" as a foundation for new development compact, is the importance, it gives to basic education. Within the international community it is exceptional in terms of scope, density and consistency. As a result, flow of aid has increased. It was also realized that in order to deal with global inequality and poverty, education, particularly primary education, plays a central part. This is reflected not only in the priority given to education within the Millennium Development goals, but also the attention that the World Bank and the IMF now pay to the achievement of universal access to basic education in their country programs and Poverty Reduction Strategy Framework (p. 7) The education goals were explicitly incorporated in 15 of the 16 full PRSPs. Unless the optimistic growth and revenue projections in sixteen PRSPs are met, the education goals will be difficult to finance and UPE is clearly delineated in fifteen of the sixteen PRSPs.

Part Four The Research Strategy and Methods

Key Concepts: Convergent parallel mixed methods design, Interviews, Observation, Document analysis, Research Site, Ethics, Validity, study limitations.

This section discusses the research strategy and methods used to study the social phenomena of the study from different perspectives. The study employs a mixed method research strategy to attain a more complete understanding of the research problem and questions. The blended approach can be more effective to understand the quantitative and qualitative nature of girls´ access and education quality. The intention is to overcome the inappropriateness and ineffectiveness of a single method to study these phenomena as their nature can be measured and analyzed both quantitatively and qualitatively. The reason is to liberally draw data that is mutually illuminating (Bryman, 2008). The QUAl and QUAN capitalization in this form of research puts a priority on the quantitative or qualitative data, analysis and interpretation in the study, it means that both forms of data can be emphasized or one may be more emphasized than the other (Creswell, 2014).

The nature of the reality for the study is pragmatic and realistic using pluralistic approaches and implies a worldview arises out of action, situations, and consequences rather than antecedent conditions (Creswell, 2003). More reasons to adopt this approach to study the problem is that, the study attempts to analyze the consequences of a reform effort trying to ensure education rights to children in the province. The data available for girls´ access and education quality is mostly quantitative both presented internationally in Global Monitoring Reports and nationally in education consensus reports and other parallel statistical measuring tools. Therefore, as being pragmatic, there is a freedom of choice to not only adopt different worldviews and assumptions but can also use diverse methods and techniques that satisfies the study needs and purposes. It also offers to utilize a postmodern theoretical lens that is reflective of social justice and political aims. It also corresponds with the aim of the study to see how national and provincial governments jointly propose and implement national education policy by planning reforms. And how these reforms convert the national education policy aims of ensuring the right to good quality education to all children in the province equitably (Creswell, 2014).

4.1 Research Design

The design provides a framework for the collection and analysis of data. The design used for the study is convergent parallel mixed methods design. The design helps to converge quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In so doing, it offers to collect both quantitative and qualitative data, analyze them separately, and then compares the results to see if the findings confirm or disconfirm each other. The underlying assumption is, as both types of data provides different types of information, detailed views of participants qualitatively and the girls´ enrollment and student learning achievements quantitatively will be compared, and see if the results they yield are same. It helps to analyze contradictions or incongruent findings are explained. Therefore, the situation regarding girls´ participation and education quality were explored both quantitatively and qualitatively to see if the two data set support each other or draw contradictions (Ibid.).

This design will help to analyze girls' participation and the test scores as a measure to assess students´ learning gains anticipated in Schools Reform Roadmap. The literature review indicates that the study variables quantifies in terms of GER, Net Enrollment Rate (NER), GPI, dropout rates (survival rate), student teacher ratio, teacher training institutions, etc. it was found that there was little information on the qualitative reasons of gender inequality and education quality. Therefore, it was planned to analyze a reform program using this research design to examine girls´ participation and student learning achievement in the province.

Figure 4.1 The Procedures in the research design
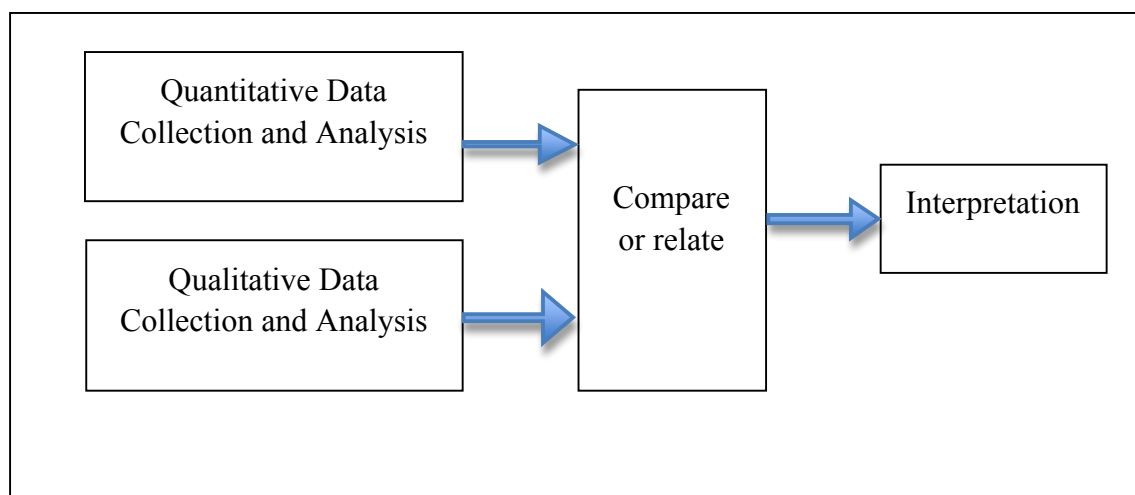
Source: Creswell, 2014.

Hence, employing such a strategy can benefit to evaluate girls' participation and student learning evaluations numerically as well as qualitatively all together to have more comprehensive analysis of the research questions.

Figure 4.2 present visual processes involved in the study following the sequential collection of both quantitative and qualitative data. The inquiry is based on the assumption that collecting the diverse types of data best provides a complete understanding of quantitative and qualitative details for the problem. The initial structured interviews and observation will help understand the implementation of reform provisions, focusing and analyzing the girls' enrollment, the student leaning achievement in order to generalize results to a population. The second phase focuses on qualitative, open-ended, semi-structured interviews, and observations to collect detailed views from participants to help explain the initial quantitative inquiry.

4.2 Data Collection Methods

In order to answer the formulated research questions, the study used three methods to collect data. Due to the nature of data (being quantitative and qualitative) and involvement of various informants, different quantitative and qualitative research methods were used. They include interviews, observations, and document analysis. Where, the structured interview helps to aggregate the replies of the informants to reliably analyze the actions of the reform program and the structured observation helps to establish explicitly formulated rules to observe and record behaviour of informants in response to these actions in the schools (Bryman, 2008). The interviews and observation schedule were structured to some extent in order to understand the outcomes of the Reform program. Both data tools employed were partially structured and unstructured. The purpose was to collect both forms of data. The open-ended questions targeted at the overall situation regarding gender participation and education quality. Whereas, the close-ended questions explore the success particularly related to the objectives and targets of the Reform program.

4.2.1 Sampling

The research site and interviewees were selected via purposive sampling which helps to do with the selection of units (which may be people, organizations, documents, departments etc. with direct reference to the research questions being asked (Bryman, 2008: p. 375). It was

chosen to select relevant government departments, schools, principals, teachers and parents to find answers to intended research questions.

There are different approaches to determine sample size and the approach used for the study does not consider an unequal sample size a problem. The intension of the study is to get an in-depth perspective as well as to generalize to a population while understanding the reform process ensuring to improve study variables. The sample of qualitative participants will be included in the larger quantitative sample in order to draw a comparison between the two databases. The size of the sample was reasonably more or less equal in order to collect both forms of data. Both forms of data were derived from some government officials, principals in selected schools, teachers and parents. Later both forms of data were compared to interpret findings.

Lahore was chosen as it offers a geographical distribution of different types of schools for different education levels in the district. A comparative study requires a base for comparison. As indicated in literature review, the structure of school education in Pakistan is divided in to three stages, namely primary, middle and secondary. They include primary schools (Classes pre-primary-5) and secondary schools starting from middle level education to secondary level (classes 6-10). A comparison was done between three primary and three secondary school in the district. Primary schools in the district are co-education. Whereas, there are different secondary schools for girls and boys, so two girls and a boy secondary schools were selected. They are all government schools accept one primary school that is a low-cost private school (runs under the auspices of a NGO) intended to provide better quality education facilities. These schools were selected according to their location i.e. all six schools were selected in different urban sections of the district. The Fieldwork lasted approximately six weeks from during September to October 2012.

Appendix-VI explains the characteristics of the selected primary and secondary schools. The total number of students in primary schools was 465 and it was 6882 for secondary schools. The total number of teachers in primary school was 22 and it was 230 for secondary schools.

4.2.2 Interviews

Data is gathered from government officials, school heads, teachers, and parents in order to understand how the Schools Reform Roadmap is implemented, functions and what are the

improvements and challenges. As the study is premised on collecting both forms of data, therefore, structured and semi-structured interviews (Appendix VI, VII) were conducted to collect both forms of data at the core and at the periphery. They were verbally administered questionnaires and had a series of closed-ended and open-ended questions that are in the general form of an interview schedule where open-ended questions can vary the sequence of the questions. It allows researcher to ask further questions in response to what are seen as significant replies (Ibid. p. 194).

The questions at the government officials and principals were aimed at gaining a better understanding of the school reform and its provisions to improve girls´ participation and education quality in government schools. The teachers were asked questions aimed to gain understanding of their commitment to the reform objectives. The questions for the parents were designed to understand their satisfaction of the education their children is getting in schools. (Appendix VII)

At the core level, one official from each of the three different government departments was interviewed. Not all the principals from all six selected schools were interviewed due to their work commitments and I was able to interview two principals in primary schools and one principal in secondary schools. Similarly two teachers from each school were also selected for the interview (12 total teachers). Student parents were also interviewed (four parents). All the interviews were conducted just once.

4.2.3 Structured and Participant Observation

In addition to the interviews, two types of observations were conducted. According to Bryman (2008), Structured observation is allows the researcher to employ explicitly formulated rules for the observation and recording of behavior. These rules help to guide researcher what to look for and how to record behavior (p. 257). Whereas, participant observation is associated with qualitative research and implies prolong immersion of the researcher in the field but in the case of this study, it was done only once in each school. The structured observation helped to see different reform provisions and the teaching/learning experience in schools with the help of a structured checklist (Appendix VIII). The checklist helped to observe school infrastructure, and the learning experience. It was mainly non-participant and teachers were observed during the class. Participant observation was done to understand the learning abilities of the students and how actively they involve themselves in

lessons. The lessons were planned following instructions in teacher guides. The lessons were taught both in primary and secondary schools. The teachers and school coordinators were also interested and offered me to teach few lessons and analyze the learning abilities of students.

Participant observation was not taken in all schools but was taken in two primary schools and one girl's secondary school. It was because there was a cultural event happening in the district and students form all government schools were participating in it. Most of the time, the students and teachers were away rehearsing for the event.

4.2.4 Document Analysis

The third method used to collect data in the field, is document analysis. It was used to understand the reform process. There was no formal document for the reform programme but it was pronounced in Punjab Education Sector Program (PESP) document prepared by the World Bank. The documents not only help draw essential qualitative data for the research but it also help to analyze quantitative data regarding two study variables. Many quantitative analysis (Table: 1.1, Table: 2.1, Table: 2.2 and Appendix II) in the study have already presented to understand the situation and set the foundation to analyze a policy actions (the reform in focus). A number of the policies, plans, their outcomes, number of student learning achievement survey reports, project appraisal documents were analyzed to understand the situation of girls´ access and student learning in the province.

4.3 Data analysis & interpretation

According to Creswell (2014), the challenge for this research design is how to actually merge the data. From a description of this design, it was clear that the two databases are analyzed separately and then brought together. The approach used by the study to merge data is called side-by-side comparison. It helped to first report the quantitative statistical results and then discuss the qualitative findings (e.g. themes) that either confirm or disconfirm the statistical results. The study makes the comparison within a discussion, presenting first one set of findings and then the other.

The data from three methods were first collected. The analysis of quarterly statistics regarding study variables were analyzed along with the student learning achievement surveys. The aggregate total was then compared with the qualitative findings in order to see the improvement in the school system.

It is done more in detail in the next section of the study. The discussion section includes a report comparing the results from the two databases and notes whether there is convergence or divergence between the two sources of information.

4.4 Ethics

Before conducting interviews, interviewees received a copy of the letter of content (Appendix IX). A permission letter (Appendix X) was also presented to the principal of the schools before teaching some classes in primary and secondary schools. An interview schedule was also prepared but was less utilized due to the work commitments of the government officials, principals and teachers.

All information gathered during the interviews was treated confidentially and name of all participants were kept confidential. The names of the schools are also kept confidential on the request of the principals. I am keeping this information safe in my computer in order to answer any questions that may arise in review of this thesis.

4.5 Validity of the research

According to Bryman (2008), validity is an important part of the study and is the integrity of the conclusions that are generated from a piece of research (p. 32). The criterion to measure validity using the convergent approach is based on establishing both quantitative validity (e.g. construct) and qualitative validity (e.g. triangulation) for each database (Creswell, 2014. p. 223).

The construct validity of the quantitative data was difficult to establish. Because the nature of data collected was in total percentage points and was not gender specific. The student learning achievements were also difficult to analyze from the data. Only one quarterly assessment report provided the mean score of students in Mathematics, English, Science, and Urdu. But the data collected from six selected schools indicates that secondary schools are performing better in many respects and student learning is improved (Table: 5.1).

Moreover, the research approach may enable the triangulation of the two data sets thus providing a more holistic understanding and picture of the findings. Therefore, it is believed that the quantitative and qualitative data sets together serve the purpose of addressing research objectives and questions of the thesis. The collection of qualitative findings in the study of the

social phenomena (girls´ participation and education quality), crosscheck the quantitative findings and supported the improvement of some reform obligations and related issues were also identified.

4.6 **Study Limitations**

There were many challenges during the fieldwork. They have posed limits to collecting both forms of data and therefore affect the overall analysis. They relate particularly in finding quantitative and qualitative data and selecting a sample that represent best to the study intentions and interviewing participants.

There are many districts in Punjab province having low overall literacy rate. The School Reform Roadmap was uniformly implemented in all districts of Punjab to improve their performance in providing education. It can be seen in Figure 2.3 above showing a map of all districts in the Punjab province with their respective literacy rates. Lahore is the second highest among all districts regarding its literacy rate. Selecting a district with lowest literacy rate could provide a better understanding of the reform provisions but it was not possible to select a district with lowest literacy rate. The reason is the personal health issues, and security issues in the country, which restrict my focus only to my home district Lahore. But it was intended that to understand the Lahore district with higher literacy rate could yield results and help analyzed the best reform practices that can be applied to other districts in order to improve their education status.

The intention of the study was to interview people both working at the core (government officials responsible for the implementation of School Reform Roadmap) and in periphery (Teachers, Students and Parents) in order to understand the Reform process and its implementation in schools. It was not possible to interview all relevant people in authority (Core level) due to their work commitments. But the few managers were interviewed and guided about the reform process and provided quarterly quantitative data accumulated by relevant departments, regarding the reform provisions. The data was collected liberally at the periphery level to understand the implementation and effectiveness of the reform practices.

At periphery level, there were problems getting data from al schools. Because there was a cultural event in the province and due to the rehearsals for this event, it was not possible to interview most teachers. Most of the time, teacher and students were away for the practice.

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Part Five   The School Reform Roadmap provisions at Primary and Secondary Schools

Key Concepts: Quantitative analysis of reform provisions, Qualitative analysis of reform provisions.

This section discusses the findings related to School Reform Roadmap provisions to improve service delivery in school education. The reform program made a notable attempt to effectively deliver its objectives. The following analysis focuses on how the reform action fulfilled its objectives, particularly to girls´ access and education quality. The reform provisions are analyzed according to Tomasevski´s 4A-Scheme and it forms the basis of the analysis that will be presented by comparing primary and secondary schools. Following the research design, this section will first present the quantitative gains of the reform programme.

5.1 Quantitative analysis of the reform provisions

The initial quantitative data collected for six schools are presented in the Table 5.1. The data indicates the reform provisions at both levels of schooling. Primary schools had fewer students and also had fewer girls enrolled in schools whereas; the secondary schools had large population of students. The total number of students in primary schools was 465 and the total number of students in the selected secondary schools was 6,882. The total number of teachers in selected primary schools was 22 and 230 total teachers for secondary schools. The students learning has improved and it is better in secondary schools as compared to students poor learning results in primary schools. The overall impact of the reform effort on selected schools has been better but primary schools still need to be improved. The following table 5.1 indicates the initial findings in the six different schools.

Table 5.1 The Data collected for six selected primary and secondary schools

Number of parameters observed	School A (Primary preprimary -5)	School B (Primary 1-5)	School C (Primary 1-5)	School X (Secondary-girls 1-10)	School Y (Secondary-boys 6-10)	School Z (Secondary-girls, 6-12)
Total number of Teachers, and their absence ratio (2 days monthly leave allowed)	6 total teachers, regular presence	5 total teachers, 1 teacher absent per day	11 total teachers, 2 teachers absent per day)	85 total teachers, 6% absence	47 teachers, 4% absence	98 teachers, 7% absence
Total number of students and their absence ratio	170 total students with 5% absent ratio per day 120-boys 50-girls	85 students wih 20% absence ratio 65-boys 20-girls	210 students, 9% absence ratio 150-boys 60-girls	2800 students, 70-80 students absent per day	1382 students, 10% absent per day	2700 students, 130-160 student absent per day
Total number of non-teaching staff and their absence ratio	3, regular prsence	2, regular presence	6 regular presence	18, regular presence	11, regular presence	16, regular presence
District Administration Officers visits	EDO, DCO, DET, MEAs visit twice weekly	EDO, DCO, DET, MEAs visit twice weekly	EDO, DCO, DTE, MEAs visit twice weekly	EDO, DCO, DTE visit twice weekly	EDO, DCO, DTE visit twice weekly	DCO, EDO visit twice weekly
School facilities (building, play ground, classrooms, and furniture etc	No proper building, poor condition of classes and furniture, no play ground	No proper building, poor condition of classes and furniture, no play ground	No proper building, poor condition of classes and furniture, no play ground	Less Class rooms, White boards	Proper building infrastructure, with playing grounds, library, toilets etc.	None

Category						
Utilities (Electricity, drinking water, and toilets	Dirty toilets	Poor condition of drinking facility	Dirty toilets	Present and clean	Present and clean	Present and clean
School Fee and School Council Funds	20 rupees per month, SC funds managed by Government	20 rupees per month, SC funds managed by Government	20 rupees per month, SC funds managed by Government	20 rupees per month, SC funds managed by Government	20 rupees per month, SC funds managed by Government	20 rupees per month, SC funds managed by Government
Students and school cleanliness (Buiding, play ground, lawns)	Children uniforms very dirty, poor cleanliness of school	Poor cleanliness of School	Poor cleanliness of classes and School	Proper cleanliness	Proper clealiness	Proper clealiness
Free textbooks	available	available	available	available	available	available
Stipends for girls students	Not available	Not avaiable	Not avaiable	Not avaiable	Not avaiable	Not avaiable
Use of teacher's guide and Teacher training	Regular use of teacher's guide for all subjects to design daily lesson plans. Regular training of teachers	Regular use of teacher's guide for all subjects to design daily lesson plans. Regular training of teachers	Regular use of teacher's guide for all subjects to design daily lesson plans. Regular training of teachers	Regular use of teacher's guide for all subjects to design daily lesson plans. Regular training of teachers, 45 or 20 days program and more for primary teachers	Regular use of teacher's guide for all subjects to design daily lesson plans. Regular training of teachers, English and a Mathematics teacher were on training courses.	Regular use of teacher's guide for all subjects to design daily lesson plans, Regular training of teachers, an English teacher was on 1 week training.
Examination results for grade 5, 8 and Matric	Poor performance in 5th grade exam	Poor performance in 5th grade exam	Average performance	Positive results, students earned positions	Average performance	Positive results, students earned 3rd position
Overall Impact of the Road Map on student learning	Poor	Poor	Average	Above Average	Average	Above average

Source: Research findings during fieldwork using structured observation and interview in schools.

EDO stands for Executive District Officer

DCO means District Coordination Officer

DTE stands for District Teacher Educator

MEAs means for Monitoring and Evaluation Assistants

SC means School council

The quantitative data collected during the fieldwork to assess the reform provisions and especially the girl's participation and education quality, was reported quarterly and annually. The district wise quarterly assessments (May, September and December (2011), and March and May 2012) were obtained during the fieldwork. The data was collected from one of the government departments responsible to implement the reform and record performances related to different indicators of access, quality and governance. The nature of the data in these quarterly assessments is in the form of overall percentages indicating improvements regarding different quarterly assessed indicators.

Based on the collected data, the overall improvement in the Lahore district was satisfactory. In September 2011 assessment the baseline was 83.18% and target was 84.38. In May 2011 it was 82.14, so the overall achievement since May assessment was 1.04. The following table (5.2) indicates different indicators and their respective ratios in different quarterly assessment between September 2011 and this comparison is among all districts in Punjab.

Table: 5.2 The Quarterly Assessment Reports of School Reform Roadmap for Lahore District

Quarterly Indicators	Quarterly Assessments of School Reform Roadmap between May, 2011 and May, 2012				
	May, 2011 (used indicators- 11)	September 2011 (Used indicators- 12)	December 2011	March 2012	May 2012

Overall District Ranking (Lahore)		55	63	78	74	94
Access indicators (Right to education)	**Teacher presence**	T C TS 42 82 Nil	T C TS 72 83 59	T C TS 93 88 99	T C TS 93 88 99	T C TS 94 90 99
	Student attendance	T C TS 42 83 Nil	TS C TS 38 72 Nil	T C TS 94 89 99	T C TS 42 85 Nil	T C TS 94 88 99
	Missing facilities/fund utilization	49%	66%	18%	63%	83%
	Provision of (Free Text Books) (FTBs)	97%	99%	99%	99%	97%
	Up-gradation- Funds Utilizations	49%	23%	2% (lowest among all districts)		
Quality Indicators (Right in and through education)	**Use of teacher guide**	__	69%	94%	96%	96%
	DTE Visits	__	__	__	__	__
	DSD Assessment	__	__	__	__	__
	School inspections by EDO and his staff (90% was the	22%	42%	66%	86%	93%

Governance (Right to, in and through education)	target)	22%	42%	66%	86%	93%
	District Review Committee Meetings (DRC) Meetings (October-December)	100%	99% July-September-2011)	99% (October-December-2011)	99%	99%
	Curtailing illegal fee/funds	100%	99%	99%	99%	99%
	Functioning of facilities	T C TS 96 90 100	T C TS 98 94 99	T C TS 99 98 99	T C TS 99 98 99	T C TS 99 98 99
	School cleanliness	T C TS 50 72 29	T C TS 80 78 81	T C TS 84 81 89	T C TS 93 85 99	T C TS 95 89 99
	Non-teaching staff presence	T C TS 93 88 100	T C TS 90 84 96	T C TS 94 89 99	T C TS 95 88 99	T C TS 83 88 79

Source: District Quarterly Assessment Report (May, 2011, September, 2011, December, 2011, March, 2012, May2012).

__ means data not available.

DSD means Directorate of Staff Development

DTE means District Teacher Educators

EDO means Executive District Officer

FTBs means Free Text Books

T stands for Trajectory score, **C** stands for Comparative score, and **TS** stands for target specific.

As the values provided in Table 5.2 present a lot of improvement in school education system regarding many indicators. It provides a partial understanding of the improvement regarding study variables (girls´ participation and student learning achievements). In order to have a more comprehensive understanding of the improved status of the study variables can be understood from the indicators calculated in annual assessments. They include public/private enrolments (5-9) and mean scores of students in examination results. The mean score of students are calculated for four subjects mainly. They include Mathematics, Science, English, and Urdu. Unluckily, the data regarding these indicators were not provided during the fieldwork because it was in the process of compilation. Other parallel government assessment data tools in the province do not provide information on following indicators. Thus, the partial inferences may be drawn from the six schools selected during the fieldwork. Based on the data in table 5.1, it can be generalized that girls' participation was poor in primary schools compared to better participation in secondary level and the students learning improved more in secondary schools compared to primary schools.

Now, the table 5.3 presents the reform overall progress made by the reform provisions to primary and secondary schools in the district. It is based on an assessment report on the reform programme, published in 2013. The table presents that Lahore district was able to achieve most of its targets except the target for monitoring visits. This overall assessment is done collectively assessing all school performances in the Lahore district.

Table: 5.3 The Assessment of the School Reform Roadmap in 2013 and Progress made by Schools in Lahore District.

Indicators	Performance	Target
Student attendance	93.4%	90
Teacher presence	91.2%	90
School facilities	98.9% (highest among all districts)	92
Administrator visits	96.2%	90
Monitoring visits	91%	Missed target by one

		percent.
Girls enrollment (5-9)	95% (Urban)	

Source: Barber, (2013).

By comparing the two tables above, it is apparent that there was improvement in government schools as a result of the School Reform Roadmap provisions. The access, quality and governance indicators in Table 5.2 correlate with the assessment results in table 5.3. Therefore, girls´ (5-9) urban enrollment is improved to 95%. Comparing all three tables (5.1, 5.2, 5.3), the progress related to different indicators showed that it improved the participation, retention and learning of the students studying in government school in Lahore.

5.2 Qualitative Analysis of the Reform Provisions

The section provides qualitative analysis of the research findings. It will be done according to Tomasevski 4A-Scheme. First, it will discuss the right to education in view of the core concepts of availability and accessibility. As it appears in Appendix V, the right to education focuses on a number of obligations. They are enlisted in Table 5.4. Availability implies "Education as a social and economic right requires governments to ensure that free and compulsory education is available to all school-age children; education as cultural right requires respect of diversity, expressed in particular through minority and indigenous rights" (Tomasevski, 2004: p. 7).

Acceptability relates to "practical elimination of gender and racial discrimination and ensures the equal enjoyment of all human rights" (Ibid.). These core concepts are used for the comparative analysis of the data collected from six different schools during the fieldwork. The analysis is between three primary and three secondary schools. The data on these core concepts was collected through interviews with the government officials and principals, teachers and parents, structured observation and documents. The following table explains these core concepts.

Table 5.4 Government Obligations to Ensure Right to Education in selected Primary and Secondary Schools

Areas	School A (primary	School B (primary)	School C (primary	School X (secondary)	School Y (secondary)	School Z (secondary)
Elimination of Financial obstacles	NC	NC	NC	NC	NC	NC
Criteria for teacher rights and recruitment	Y	Y	Y	Y	Y	Y
Public funding for private schools	Y	Y	Y	Y	Y	Y
Academic Freedom	Y	Y	Y	Y	Y	Y
Elimination of legal and administrative barriers-. Establish schools	NC	NC	NC	NC	NC	NC
Schools matching school-aged children	N	N	N	Y	Y	Y
Identification and elimination of discrimination	N	N	N	Y	Y	Y
Elimination of obstacles to schooling (fee, distance)	NC	NC	NC	Y	Y	Y
All encompassing	NC	NC	NC	NC	NC	NC

Assured attendance	NC	NC	NC	Y	Y	Y

Note: Y-Present, NC-Not completely, N=absent.

5.2.1 Elimination of financial obstacles

According to Tomasveski (2006) education cannot be universalized and made compulsory unless it is free. Direct, and indirect costs preclude access to education for many children. Thus, all international human rights instruments require compulsory education to be free. The underlying logic is to provide free and compulsory education to eliminate all fiscal obstacles (p. 24).

In relation to the reform provisions in Punjab, It was found that education is not completely free at all levels of schooling, primary and secondary. Students have to pay a nominal fee of rupees 20 per month. It is collected and used as a school fund. It was being utilized in the schools for different administrative purposes.

The parents of children studying in primary schools criticized this school fee because they were too poor to pay the fee. They also complained about more school funds collected from their children every month besides the school fee. They said that it was already difficult for them to pay for the school uniform and stationary used for school purposes and hence, it got more difficult if they had to pay school fee and school funds.

 Some principals and teachers also corroborated that sometimes more funds were needed but this fund was used for students and missing facilities in the school. Some teachers paid the school fee for the students who were unable to pay it because they were academically doing well in studies. It was the case in two primary schools. However, the quantitative data in table 5.2 above indicates 98-99% of government efforts to successfully curtailed illegal fee and funds and 83% government efforts to provide missing facilities in schools.

5.2.2 Criteria for Teacher rights and Recruitment

Another criteria to improve student's access to education is to have qualified teaching force. The government of Punjab had promised to regularized 109, 000 contract teachers. Teacher's

incentives included upgraded pay scales (primary from grade 7-9 and elementary from grade 9 to 14). There was upward mobility in primary and secondary school teachers' grades. The primary teacher-upward mobility was 15% in grade 14, 35% in grade 12, 50% in grade 9. Secondary schools teachers-upward mobility was 15% in grade 18, 35% in grade 17, and 50%in grade 16. There was 100% increase in charge allowance of head teachers and incentives of Rupees one billion were proposed for best performance of teachers. 1000 cash prize of Rupees 50,000 were suggested for primary teachers with qualifications from matriculations to bachelors (School Education Department). The teachers' selection was based on merit recruitment having 14 years of education for primary schools and 16 year of education for secondary schools. The secondary teachers recruitment required previous experience of teaching and a Master's degree in the subject they want to teach.

Primary schools

The teachers in primary and secondary schools were mostly qualified. However, some teachers in primary schools neither had 14 years of education nor had proper teaching certificates. They were only trained by the Department of Staff Development (DSD) established for in-service training of the school teachers.

Secondary schools

The teachers in secondary schools were more educated and experienced. They had 16 years of education with compulsory teaching certificate and diploma qualifications. They looked confident and their skills and knowledge of teaching were much better than teachers in primary schools.

5.2.3 Public Funding for Private Schools

Tomasevski (2004) says that education as a civil and political right requires government to permit the establishment of schools respecting freedom of and in education (p. 7). The obligations to make education available are frequently in practice by providing government provisions of education through state or subsidize a range of private schools. The government of Punjab realizes the need for more schools with fast growing population. Therefore, it initiated an effort to provide subsidy to low-cost private schools of good quality. A government department (PEF) was established as an autonomous statutory body that promoted education, especially encouraging and supporting the efforts of the private sector in

providing education to the poor, through public/private partnership. It operated on non-profit basis. Such schools were believed to provide quality education.

There were also schools supported by non-government organizations (NGO). One of the primary schools selected was running by a NGO. But the quality of education in the school was same as it was in other selected government primary schools. The building of the school was inappropriate. It was without any playing ground for young children. The furniture was broken and overall cleanliness was poor as well. It was a makeshift school, using an old, small and congested residential house as a school. With the strength of 185 students, the children did not have much room to play. The classroom size was reasonable but there was just a small verandah adjacent to five classrooms. The teachers in the school did not have 14 years of education but government department trained them for two to three weeks teaching courses. The teaching learning process was not any different from that in government schools.

5.2.4 Academic Freedom

Tomasevski (2004) explains that academic freedom has to do with education and it also respects parental freedom of choice to decide the kind of education they would like for their child. It can also include flexibility given to teachers and institutions regarding the education, which is to be provided to the students.

Parents had the choice to decide the kind of education they can afford for their children. They also exercised their choice whether the boys should get educated or girls. But most of them were willing to get both boys and girls in school, provided if the schooling is free and of good quality. They explained that need of the time is to get both boys and girls get good quality education for their futures.

The teachers have academic freedom. They prepared lesson plans using different activities. Both teachers in primary and secondary schools were provided teacher guides relevant to their subject areas by the government. The guidebooks had lessons and various ways as how to teach children using innovative activities. They planned lessons following procedures in the teacher guidebooks. They exercised flexibility planning the lessons, using individual or group activities and utilizing other teaching methods (asking questions, preparing quiz, brain storming students etc.). Teachers planned their lessons daily and keep the record of these lesson plans. District officers check these lesson plans during their weekly visits to schools.

Some teachers were in favor of using these guidebooks at both levels of schooling. However, most teachers in both primary and secondary schools complained that lesson planning took a lot of their time, and this time can be utilized to teach children more effectively. They consider it a burden or an extra task to do along with teaching.

5.2.5 Elimination of Legal and Administrative barriers

Tomasevski (2004) explains that in a number of countries, the right to education is progressively realized and international cooperation is facilitating such practices in these countries (p. 15). In Pakistan, the 18th Constitutional Amendment has included Article 25A that guarantees every child's (age 5-16) right to education as may be determined by law. The Punjab province did not enact any law to realize this right to all children by 2012 but had accelerated reform efforts to provide education to all children. The Punjab Free and Compulsory Education Ordinance was promulgated in 2014 (The Institute of Social and Policy Science and Alif Ailaan Report, 2014: p. 4).

Education administration in Punjab was very efficient to deliver the reform provisions. The district managers were trained by the government to execute the reform provisions. Managers were monitoring the provisions and evaluating their affect simultaneously. Not only they improved the administrative process but they also regularly visited to both primary and secondary schools under their jurisdiction. They evaluated the lesson plans prepared by teachers, teaching process, the use of teachers guide and building infrastructure needs. They also arranged training sessions for the teachers to improve their skills and knowledge regarding a subject area. This training process was similar for both primary and secondary schools. So that these needs should be addressed soon and did not affect the teaching learning process. The reform provisions were well coordinated between all government departments responsible to implement the reform.

However, there are discrepancies between theory and practice. The interview with one of the government officials revealed that 100% enrollment was just a target for all schools in the province. As soon as the school achieved its target and enrollment for desired number of children was achieved, the schools stopped admitting more students. Interview with one of the principals and teachers in a primary school revealed that the teachers made an effort to go door by door every day, in the community where the school was situated, and requested the parents to send their kids to school. According to these teachers the attendance in morning

was too low everyday (only 40 students) but after going in the community; it went up to 85 students by the end of the day. In secondary schools the attendance is regular and much better for both boys and girls.

According to the parents, the government did not make any effort to survey out-of-school children especially girls in order to achieve 100% enrollment for all school-going-aged children. The government and the schools did not make any effort to understand the problems and reasons why these children are not in schools. They said only teachers came every day to request to send children to school in order to meet their school enrollment targets. They also pointed out that they had raised this issue many times in parent/teacher meetings but no action had been taken as yet.

5.2.6 Identification and elimination of discrimination

According to Tomasevski (2004), the internationally prohibited grounds of discrimination are race, sex, colour, language, religion, economic status, minority and disability etc. The process of outlawing discrimination is ongoing and there are forms that have not yet been globally outlawed (24).

Primary Schools

In reference to education in government primary schools in Punjab, there was no such discrimination of any kind as far as race, color and religion is concerned. Students from different ethnic groups studied together in harmony. But number of girls' students was fewer in primary schools. The principals and teachers said that the girls left school too early right from grade one. Most of them abandoned school by grade three and only fewer girls progressed to next level of education. The reasons were many; the quality of education was poor; Girls were unable to understand instructions during the class other than their mother tongue (Pushtu). The language of instruction is Urdu in all government schools. One of the primary schools in a Pushtoon[14] community was unable to retain its girl students because the teachers and the students were unable to understand each other because of language. Hence, the students' dropped out of school too early. Most of the girls from poor households were not sent to schools. Economic status was a major reason of girls not being enrolled both in primary. Some parents those who were poor and had big families, wanted their children to

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[14] People in the community are from the Khyber Pukhtoon Khawa province and their mother language is Pushto.

earn a daily wage and contributed to family financial resources. They also did not want their daughters to get educated in schools and keep them home to care for their younger siblings and to help in daily chores. For cultural reasons some families did not want their daughters to get more education after primary, therefore, girl students mostly left school during and after primary schooling.

Secondary Schools

In reference to education in government secondary schools in Punjab, there was no such discrimination of any kind as far as race, color, sex, religion and language is concerned. There were more girls in secondary schools. Students from different ethnic groups and religions were studying together. The secondary schools had less dropout rate. There were some issues of language in secondary schools as well. But those students were given extra time to understand the language and instructions in order to be able to merge them with the mainstream. Economic status was also a major reason not only for girls' students but also boys leave secondary schools without completion.

5.2.7 Elimination of obstacles to schooling (Fee, distance)

The primary and secondary schools both provided students with a safe and secure learning environment. More than 90% of households had public schools within a radius of 2km (Malik, 2011. p. 2). The schools had children in attendance who were living in close vicinity of the school. Therefore, it was very safe to even walk to the school in groups. To further ensure their safety, security personnel guarded the school campus. The buildings for all schools were very safe. Electricity was available in every school. Sanitation facilities were provided in every school and they were gender segregated. Every school had its first aid kit to treat students in case of emergency. The secondary schools however, also have a separate sick room. There were annual visits to both primary and secondary schools by the health supervisor. The student and staff tended to arrive at school at 8am. They had little prayer in the form of morning assembly time before the lessons start. Students brought their own meals.

Primary Schools

It was students and their parents' responsibility to commute to school every day. As most of the students lived in the vicinity, hence it was not a major issue. On daily basis, students had 45 minutes long lessons. The total number of lessons was seven per day. The primary schools

gave student two half breaks for breakfast and lunch. One break is after the third lesson and other one is after fifth lesson. Whereas; students in secondary schools only get one break.

The primary schools did not have co-curricular activities, but teachers engaged students in lessons by using different teaching techniques. They were more responsive during the activity then in usual lectures. But due to time constraint, the teachers employed lecture method more often. The parents were not satisfied with the teaching instructions provided and the quality of education was poor especially in primary schools.

Secondary schools

The students in secondary schools only got one break during the lessons. Every secondary school was given a target to participate in co-curricular activities and it was made compulsory by the government. The students in secondary schools had classes for extracurricular activities and the students enjoyed this time. They also participated in competitions and projects. It provided them hands-on learning experience improving their learning. The students in secondary schools had won many competitions and prizes for their schools and prizes. It developed their interest more in learning and they performed better. Table 5.1 indicates that students earned positions (good grades) as a result of participating in co-curricular activities. During the fieldwork, the students in secondary schools were preparing for a cultural event. They were practicing for the event daily. It raised enthusiasm among them to participate altogether and perform really well. The teachers said that such activities helped them learn better.

The teachers were also in favor of such activities because mostly these activities resulted in better learning achievements of students. But some teachers complained that these activities took a lot of time for planning, preparation and executing the project. This time can be utilized more effectively teaching the lessons. It not only burdened teacher responsibilities but adversely affect some student learning as well.

5.2.8 Summary

The primary and secondary school ensure right to education of all children by making education available and accessible. Following the reform provisions both institutions obligate many practices in order to improve schooling experience, making it all-encompassing for all children including girls. While doing so, it improves girls´ participation and student learning.

These practices include making education free and compulsory, removing legal and administrative barriers, proposing criteria for teachers recruitment and training, Improved infrastructure, provision of teacher guides free text books for students, engaging students in hands-on activities etc. These practices had a positive impact on students learning achievement.

However, there are still problem areas that need immediate attention. For example, problems like small school fee and funds, the enrollment of girls in primary schools, nominal school fee, the language of instruction, and economic status of students parents were hindering access to both levels of schooling. These problems are more related to primary schools. Therefore these obstacles need to be removed in order to improve girls' access and their learning experience in primary schools. So they can be retained in the school system and progress through education.

5.3 The right in and through education Acceptability and Availability

The concepts of acceptability and adaptability address the right in and through education. According to Tomasevski (2004), the concept of acceptability requires minimum guarantees regarding the quality of education, health and safety, indigenous and minority rights, and transform methods of instruction. The concept of Adaptability requires schools to respond to the needs of each individual child.

The government of Punjab attempted to make education acceptable and adaptable for their students in government schools, but there are still improvements that need to be made. Furthermore, the commitment of teachers in the sampled schools especially at the primary level to increase student attendance is commendable. The table 5.5 list the key areas identified by Tomasevski for these concepts, which form the basis of the comparative analysis between primary and secondary schools. Some of the key ideas are already discussed in the above section.

Table 5.5 The Government Obligations to Ensure the Right in and through Education in Government Schools

Key Areas	School A	School B Primary	School C Primary	School X Secondary	School Y Secondary	School Z Secondary

	Primary					
Language of Instruction	N	N	N	Y	Y	Y
Respect for diversity	N	N	N	Y	Y	Y
School discipline	N	N	N	N	N	N
Orientation of contents	Y	Y	Y	Y	Y	Y
Minimum standards	NC	NC	NC	Y	Y	Y
Methods of instruction	N	N	N	N	N	N
Teacher rights	Y	Y	Y	Y	Y	Y
Rights of learners	NC	NC	NC	Y	Y	Y
Elimination of gender disparities	N	N	N	Y	Y	Y
Minority Children	N	N	N	Y	Y	Y
Flexible Education	N	N	N	N	N	N

Note: Y=Present, N=absent, and NC= not completely.

5.3.1 Respect for Diversity

The Convention on the rights of the Child (CRC) asserts that education must be designed and implemented with the best interests of each child, and it necessitates identifying and eliminating factors that impede the child´s learning. Besides language of instruction, it includes curriculum that is ill suited to the age of the child (Tomasevski, 2004).

Primary Schools

The Punjab government prepares the curriculum for primary schools.. It is formulated to meet the needs of primary students. The teacher's guides are relevant to the lessons and helps them to prepare lessons effectively in order to address the diverse needs of students.

However, during the observation in primary schools, it was observed that teachers prepared lessons following the instructions given in teacher guides. But they did not teach the lesson as they planned it for the class. While delivering the lesson, the teacher made little effort to engage those who were less attentive and only encouraged those participating in the lesson. The ones who were quiet and not participating were not asked whether they understood the idea. As a result, there were over-aged students studying in lower grades who were unable to pass the exam for many years.

Secondary Schools

The government of Punjab also prepared the curriculum for secondary schools. It is also formulated to meet the needs of secondary students. The teachers' guides are relevant to the curriculum and assist in preparing lessons effectively addressing the diverse needs of students.

The teachers used individual and group activities, motivating students to prepare for the international competitive exams, engage them in project competitions etc. But the teaching /learning process was not any different from primary schools. Besides preparing lessons innovatively, the teachers used only lecture method to deliver the lesson in secondary schools as well. The backbenchers were given no attention during the class. The teachers in secondary schools were more concerned to deliver the lecture and did not involve students in learning and did not ask any questions. The teacher explained the concept on board and asked students to copy it to their class work copies. In this process slow pace students were left behind and were not given proper attention.

While teaching some lessons in primary and secondary schools, it was observed that by involving backbenchers and the ones who did not participate in class were actively participating upon asking questions repeatedly. They were answering questions and asking questions if they were unable to understand anything. They showed their eagerness to learn and kept bringing their work to me for corrections.

Parents had their concerns that teachers did not attempt to pay individual attention. Hence, if their children were weak in understanding instructions, they were unable to keep pace and left behind and eventually left the school. They were interested that school education should address individual needs of their children. The Pushtoon parents also made an effort to help their kids understand Urdu language in order to help them understand instructions in schools.

5.3.2 School discipline

According to Tomasevski (2004), "Methods of teaching that use the threat of physical punishment as motivation to conform have been found incompatible with the core objectives and purposes of education" (p. 38).

In relation to the study, the principals told me that the rule was to not hit students but they paid a fine if someone behavior was unacceptable. Students were cooperative and they maintained discipline in schools. Any act of misbehavior was both handled by the principal and the school coordinator. The teachers also told that they try not to hit students but they did not learn or remained awake in class they were physically disciplined[15]. It was only used when students were not cooperating and mentally absent during the lecture.

However, it was observed during the lectures that corporal punishment was used both in primary and secondary schools when a student was unable to answer the question during the lecture. It was observed in one of the primary schools that the students who did not participate during the class, they were beaten with the teacher guide books in their heads for not being able to reply to a question. Similarly, in secondary schools the backbenchers were physically disciplined during the class if they were unable to follow the instructions given during the lecture.

5.3.3 Minimum Standards

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[15] The nature of physical disciplined includes slapping and hitting students with a stick and hitting on their heads with a book (teacher guides).

In the context of this study refers to enforcing quality, health safety, and environmental health. The people from the government departments, school administration and teachers helped to maintain standards of quality in schools. The officials from government departments were checking building infrastructure and its immediate requirements during their weekly visits. They also observed teaching and learning process during these visits and assessed the needs of the teachers and how the learning process can be improved. They recommended in-service two to three weeks teaching courses to teachers The principals also made an effort to analyze daily lesson plans prepared by teachers and also observed them during the lectures. Teachers prepared lessons according to the instructions in teacher guides.

The sampled secondary schools were clean, safe and environmentally friendly to all students. The presence of non-teaching staff made sure to keep student away from any hazards. They checked the school building everyday before student arrives. They cleaned the building and did the safety checks. However, the primary schools were not meeting the standards in terms of cleanliness. The students sat on broken furniture. The classrooms and washrooms were dirty (Table 5.1). The secondary schools were very well maintained with big playing grounds proper computer and science labs. The building was very safe and clean.

5.3.4 Methods of instruction

According to Tomasevski (2004), there is often huge gulf between formal commitments to education that aim to teach children how to learn and educational practices that go no further than helping children to memorize and accurately repeat facts under exam conditions. A similar gap can be seen between the growing number of child-centered and child-friendly experimental teaching and learning projects on the one hand and the many critical assessments of most school children's learning experience on the other, experiences which are often confined to rote learning (37).

The teachers were fulfilling their teaching commitments by preparing the lesson plans daily in both primary and secondary schools. However, there were discrepancies regarding method of instruction in the schools during the school observations. The teachers were not teaching the students according to the planned lessons and students were taught mostly by lecture method. The teachers in primary school asked questions to the students during the class, but in secondary schools teachers solved the sums on board and asked students to copy it. The teacher did not brain storm students about the idea as to how to solve the sum but asked them

to copy it. Students were not so pleased with the teachers in the primary school and looked rather scared. Hence, their participation during the lesson was minimal.

5.3.5 Orientation of Contents

According to Tomasevski (2004), "International human rights law treats education as an end in itself as well as means for attaining all other human rights" (p. 36). Through the contents of education, more rights can hopefully be acknowledged. The contents of education at all levels of schooling generally contain Mathematics, Science, English, Urdu, Pakistan studies, and Islamic education in primary school education and from sixth grade onwards the more subjects like history, geography, home economics are added in classes 6-8, at higher level more advance subjects are added with physics, biology, chemistry. Computer classes are also held in schools from grades 6-10.

Final examination were organized for class five and eight and also high school exams for grades 9 and 10. Compulsory external examination based on best international assessment practices is organized for grade 5 and grade 8. These exams intend to train the students according to internationals assessment methods. Monthly class and term tests are also organized by teachers and assessed by the government managers during their weekly visits to schools in order to assess students learning achievements.

The primary schools performance regarding these exams was weak. Many reasons for this poor performance have been outlined above. Secondary schools have performed relatively better on these exams and students earned position (Table 5.1).

5.3.6 Rights of learners

A rights-based education acknowledges the importance of education for the future life of the learners. According to Tomasevski (2004), "through integrated and all-encompassing strategies education becomes associated with all other human rights and fundamental freedoms, such as the right to work, which plays an important role in poverty eradication, the right to marry and raise a family which has an impact on demographic changes and the right to political participation, which highlights the importance of education for building all-inclusive societies" (p. 6).

Both primary and secondary schools attempted to ensure the right of their students to education. The students are given free textbooks up to class 10. Stipends were offered to girl students in 15 districts but not in Lahore district to help them retain in the schools. Other incentives to students include special cash prizes for position holders, foreign visits for top position holders, scholarships for brilliant students through government, debate competitions etc. These incentives motivate students to take more interest in their education, learn more and provide them a comprehensive learning experience. As a result, students work hard, keep progressing through education, and accomplish their educational responsibilities. The cash prizes were given to secondary school best performers in final exams and in project competitions. The teachers described that these students felt a sense of accomplishment and worked even harder to attain better results.

5.3.7 Elimination of Gender Disparities

According to Tomasevski (2004), the reason why the elimination of gender disparities is often hard to sustain routinely point to factors outside schools and the education sector in general. Therefore, the principle of the divisibility of human rights provides helpful guidance as it requires the examination of the entire legal status of girls and women in society, as well as the sources which determine that status (p. 43).

The primary and secondary schools focused on the elimination of gender discrimination and disparities and allowed to enroll both boys and girls in equal numbers. Many reasons for the dropout of girl students have already outlined above. In addition, the government offers stipends to girl students in order to keep them in primary and secondary schools. But this issue is starker in primary schools. The government did not provide primary schools any specific percentage targets of girls' enrollment. However, the presence of female teachers in all primary schools is a positive factor to keep girl students stay longer in schools.

5.3.8 Flexible Education

According to Tomasevski (2004), the varying definitions of primary and/or basic education, as well as differing lengths and levels of enforcement of compulsory schooling, make age-related categorization all the more important. This kind of information is useful in the elimination of intolerable forms of child labour and provisions of education to working

children (p. 41). The issue of child labour was discussed with the government officials, principals, teachers and parents.

The government officials initiate administrative and social measures to improve the status and conditions of children in the society. But the schools do not accommodate children who work during the day and earn a living for themselves. According to principals and teachers, the most important reason for lower enrollment and attendance of both girls and boys in primary schools is that the children help their families earning a daily wage. The parents demand that the evening classes should be arranged for their children those work in morning. They are poor families and want their kids to contribute to the household expenses. But there is no government action to fulfill their demand.

5.3.9 Summary

The primary and secondary school ensure right in and through education of all children by making education acceptable and adaptable. Following the reform provisions both primary and secondary schools obligate many practices in order to improve overall schooling experience by making it all-encompassing for all children including girls. These practices include providing education that addresses diverse needs of students through relevant curricula; maintains school discipline; ensuring minimum guarantees for health, safety and cleanliness; providing market driven subjects of learning along with computer education; provides incentives to be motivated and work hard for better understanding of concepts; and eliminating gender disparities by providing stipends. These practices had a positive impact to keep girl students in schools to some extent and at the same time they have improved students learning achievement.

However, there are still problem areas that need immediate attention. For example, problems like ineffective use of teacher guides, corporal punishment, broken furniture, dirty classrooms and poor sanitary conditions, the poor enrollment of girls in schools, the dropout of students from schools and their choice to earn a daily wage to contribute to their family finances all contribute to hinder students rights in education. These problems are more pronounced in primary schools. Therefore, these obstacles need to be removed in order to improve girls' access and the learning experience of students right from primary schools. So they can be retained in the school system and progress through education**.**

5.4 Comparing the quantitative and qualitative findings and interpretation

The primary and secondary schools in Lahore district recognized their students right to education by making education available, accessible, acceptable and adaptable. The government of Punjab did it by implementing a reform programme to improve the access to and quality in school education. The reform provisions incorporated many government obligations related to these four core concepts. These obligations improved the overall school education and addressed matters related to students' access especially girls, and providing good quality education to help them retain in schools so they can gradually progress through education. These provisions include nominal school fees, free textbooks, the teacher guides, better physical facilities, and stipends for girl students etc.

The quantitative data findings in the study provided overall percentage of different quarterly indicators. Most of the reform provisions presented satisfactory results (table 5.2, 5.3) besides the up gradation of schools, and monitoring visits target was missed by just one percent. Presence of non-teaching staff also declined between May 2011 and May 2012 quarterly assessment. But the table 5.1 for six selected schools indicates that the presence of non-teaching staff in schools was regular during the fieldwork.

The qualitative data findings were examined in the light of Tomasevski 4A-Scheme. It provided in-depth understanding of each reform provision with respect to data collected during the fieldwork. This understanding explained the improvements made in the government schools and the issues related to different reform provisions. These issues were related to all the key concepts in Appendix V, and table 5.4 and 5.5 and therefore, these issues hinder progressive realization of the rights of all students to school education.

By comparing the two findings, it is evident that the total percentages of different indicators depict the occurrence of the reform provisions in different government schools of the district. It indicates that more than 90% of teachers and students are present in schools regularly. For instance, according to table 5.3, the student and teacher attendance in schools is 93.4% and 91.2% respectively. However, the purpose of the study is to analyze girls´ access to schools and quality in education. The girls' enrollment (5-9) improved to 95% in primary schools (Table 5.3). The girls' attendance in selected six schools was quite satisfactory (Table 5.1). It was made possible by improving indicators like teacher presence, student presence, providing missing facilities in schools, free textbooks, and up gradation of schools. The quantitative data

does not particularly address the learning achievements of the students. But the quarterly indicators indicated how the reform provisions of teacher guides, the professional in-service training of teachers by Directorate of Staff Development (DSD), and regular visits of District Teacher Educator (DTE) to schools improved quality in education. Table 5.2 did not have assessments for DSD training and DTE visits to schools but it was found during the fieldwork that DTE visited schools weekly and teachers were going for regular teacher training for two to three weeks. In fact many teachers were on training in different primary and secondary schools. The governance in the Lahore district also helped to implement reform provisions by increasing District Executive Officer (EDO) schools visits from 22% in May 2011 to 93% in May 2012, arranging District Review Committees (DRC) meeting from 100% to 99%, Curtailing illegal fee and funds from 100% to 99%, functioning of facilities in schools from 100% to 99%, and school cleanliness from 29% to 99% during the same period.

The qualitative data analysis is comprehensive and gives an in depth understanding of all reform provisions with respect to improvements made by these provisions. It also highlights the issues related to these reform provisions. Some of the improvements identified in qualitative data analysis of right to in and through education are public funding for private sector, the effectiveness of administrative setup, the training of district education managers, training courses for school heads and teachers, the regular evaluation of teaching/learning process, elimination of discrimination with respect to race, color, and religion, elimination of barriers to schooling (distance), provision of teacher guides, free textbooks, scholarship for high achievers, and stipends for girl students to help them continue their education in schools. However, there are many issues related to reform provisions that need to be addressed soon in order to the effectiveness of these reform provisions to school education. They include, girls access to education, poor learning achievement of students in primary schools, nominal school fee, no compulsory education, no survey of out-of-school children, 100% enrollment is just a school target to achieve, less qualified teachers in NGO run primary schools, the burden of planning daily lessons, language of instruction, corporal punishment, unavailability of flexible school timings, the poor school infrastructure, poor cleanliness etc.

In general, it was a step forward by the reform effort to place government obligations to ensure rights of students to school education in the district. However, there were many issues related to reform provisions. These issues were more related to primary schools. The secondary schools were performing better but they also had issues regarding different reform

provisions. Merging two data sets, it can be deduced that the reform provisions were creating a difference in educational services in access to, the learning outcomes and to improve overall school facilities in government schools of Lahore district. This progress was slow and there were some deficiencies in the system that need to be addressed soon in order to have an overall improved status of education in all levels of schooling. Many issues were related to primary schools. Primary education provides a formidable base for the entire school learning experience. Therefore, these issues need to be addressed and resolved to improve the system. It will help students retain in the system and progress through learning. The improvement in secondary schools is pointless if issues in primary school are not resolved. The students were unable to get access to primary education. They were unable to complete primary education and did not have better understanding of the concepts. Hence, they dropped out of school too early.

As the reform provision was in its initial stage and it can be hoped that with consistent follow-up by government managers and improving the core ideas of availability, accessibility, acceptability and adaptability altogether by government managers, principals, teachers, students and their parents can improve the overall district literacy results up to 100%. It is already on the road to progress. More concerted efforts can ensure the right to, in and through education of all children in schools. Hence, it can contribute to students to gain knowledge and skills to contribute to national progress towards development.

5.5 The Analysis of the Framework of Understanding Education Quality and reform provisions in Lahore district

The study proposed a framework to understand the quality of education in the schools. It is presented in figure 1.1. The following concepts of the framework are analyzed by comparing them with the School Reform Roadmap efforts in the district.

The Core Level (Context)

The National/provincial education policy translates the fundamental human rights of children as enshrined in the Constitution of Pakistan, by promising education opportunities to all children. The budgetary allocations are inadequate not fulfilling the international requirements of 4% of the GDP and the sources of international funding for the reform programme was provided by the World Bank, Department for International Development

(DFID) and Canadian International Development Agency (CIDA), they provided 20% of the total cost of the reform provisions, the 80% budgetary cost was provided by the government of Punjab (Project Appraisal Document, 2012: i), Education is decentralized for better service delivery. Private, low-cost private and NGO schools provide education to different strata of population. International commitments are translated in National Education Policy goals. The issues are related to political instability in the country, outdated curriculum, which has lost its motivational value.

The periphery level-Inputs (the Learner and the Households/Community characteristics)

The teaching of some classes in primary and secondary schools revealed that students have aptitude for learning. They were eager to learn when individual attention was provided, they have prior knowledge of some concepts, but are unable to understand the medium of instruction (Urdu). The households of students were mostly poor in primary schools and also in secondary schools. The economic, cultural and religious factors of these households prevent schooling for most girls.

Enabling inputs/Process

The physical facilities in schools are improved but need more attention in primary schools. More qualified human resources for primary schools are required, Class rooms include learning materials for instance, charts portrays important concepts, free text books are provided, teacher guides are available, school governance is improved by weekly visits by government officials, the class size is appropriate at all levels of schooling, however teaching/learning experience require a lot of improvements by effective use of teacher guides and the teaching aides both in primary and secondary schools, Primary schools have less students in grade four and five because most students leave schools by grade three especially girls, the language is inappropriate for the students in primary schools.

Outcomes

The primary schools more students can read, solve an addition sum and explain concepts. But some students of grade four and five were unable to explain some concepts, unable to read properly and were unable to solve a simple addition sum. However, some students in secondary schools are high performers.

Based on this analysis, it is clear that processes at core and periphery levels are helping to improve quality of education. But some areas need attention. The reform programme has created the base for an effective delivery system. Therefore, following these patterns can help improve the education system in the district and its quality.

Part Six   Discussion and conclusion

This study has analyzed School Reform Roadmap initiative that was proposed by Punjab government to ensure the right to girls' education and education quality by improving service delivery in school education system. It was aimed to achieve 100% school enrollment of all school-going-age children, facilitate their learning in schools and help them progress in learning. It includes whether the reform effort has contributed to secure their rights, and helped them realize their potential in order to be effective human resources for the country. Based on the data presented in the previous chapter, the research questions will be revisited in light of the analytical framework – in particular the human rights based approach to education, and reviewed literature before some suggestions for future investigations are put forward. Furthermore, there is a lack of literature pertaining to girls' participation and especially education quality. Therefore, the major value of this study is to contribute to filling that gap of knowledge (Qureshi and Rarieya, 2007).

Having said that, the overall aggregate values are satisfactory for Lahore district but there are challenges related to schools in the district. The district has not been able to enroll all the school-age children and it is due to several inequities in terms of socioeconomic class. According to Ali 2013, the educational opportunities in both rural and urban areas are linked to the income class, whereby higher income groups is more likely to have attended school. It reveals another challenge to quality of education that is imparted at different schools situated in different socioeconomic levels is also uneven.

The government needs to pay more attention to these inequalities in the provision of education facilities and try to maintain a uniform education system for all levels of schooling. As it was mentioned in part one that while meeting Dakar, EFA and MDGs targets and goals, Pakistan places its reform agenda in broader context of development. Therefore, the government needs to increase budget allocations for all levels of schooling, so that it can resolve issues associated with primary and secondary education.

According to Shah (2012), for Pakistan, it makes huge economic sense to make educating our girls a high priority. We have to think of girls' education not as a right, or a privilege (though it is both, and so much more), but as a sound economic investment in the future of the country. As far as quality is concerned, the teaching style is authoritarian; punishment is common; and memorization is crucial. The main contributing factors include poor teacher

quality and performance includes weak governance and accountability in the public education system. Only less than eight percent of the teaching workforce has received formal training.

6.1 The School Reform Roadmap Provisions at Primary and Secondary Schools

Tomasevski Framework on the right to, in, and through education played a major role in the comparative analysis. Under the 4-A scheme, education is to be made available, accessible, acceptable, and adaptable (Tomasevski, 2001, 2004, 2006). The data presented in the previous chapter analyzed a reform effort in order to understand how the children right to education were expressed in government schools. Six different primary and secondary schools were selected to collect data relevant to the reform effort. The analysis identified both improvements and barriers to ensuring education rights of children in primary and secondary schools.

6.1.1 Primary and Secondary schools

The reform provisions made an attempt to make education available, accessible, acceptable and adaptable, and several areas related to the right to, in and through education were observed in the field. The study asserts that both primary and secondary education make effort to ensure rights of all students by implementing these obligations. But many shortcomings do not help to fully realize these rights. The primary schools are more in need of attention. They have issues related to school fee and funds, less qualified teachers, language of instruction, poor school building and facilities etc. which allow students especially girls to drop out of school early. These issues also affect the learning abilities of students. The poor quality of primary schools is another major issue affecting students to leave schools early in search of earning a daily wage.

The secondary schools were quite better in performance as compared to primary schools. they have better school infrastructure and facilities, more trained teachers, different co curricular opportunities to learn better, hands-on learning experience. These activities allow students to develop interest, enjoy learning and help them progress through education. But secondary schools are no exception. They also face issues that need to be addressed. The method of instruction (lecture method), physical discipline, and socio economic factors which are causing students to lose interest in education and drop out of school. The education facilities at both levels of schooling should facilitate students learning experience. It can help them

retain in the system and make progress and learn more. The education facilities across both level of schooling needs to be uniform, and coordinated in order to fully realize the rights of all students at different levels of schooling.

6.2 Future prospects

Education is a fundamental human right and every child is entitled to it in Pakistan. It is critical to our development as individuals and as societies, and it helps cover the way to a successful and productive future. When we ensure that children have access to a quality education that is rooted in gender equality, we create better opportunity that can impact many generations. Unfortunately, education is one of the deprived fields of the country and unable to get due attention by past governments. Historically, the education of all children has been the responsibility of the state because it is seen as a vital investment in a country's economic future. It is the need of the time that the education system in Pakistan should be an effective tool to attract the brightest youth to step forward and take part in the active development of themselves and in return to the country. There is no doubt in accepting the fact that education is the backbone for the development of the nation (School Education Department).

Having said that, the study offers many challenges related to school education. The study made an attempt to analyze the policy actions implemented in the country right from its inception. It was observed that evaluation for most of policies and plans till 1990s was quantitative. It was in the form of numbers indication the increase in enrollments, number of schools and teacher training institutions. It was hard to find any qualitative aspect of inquiry related to these policy efforts. Even after 1990s, with the emergence of EFA goals and streamlining the national policy goals in line with it, the most evaluations of the policies were again in numbers concerned with enrollments, addition of school buildings, and number of teachers and their training institutions. The need was felt to see how these reform efforts attempt to meet policy goals qualitatively. Because there had been many policies, plans and reform efforts but the education in Pakistan is still deprived and needs to be improved. Through it all, the common feature related to this deprived state of education in Pakistan is greatly linked to minimal amount of budgetary allocations to education. It is evident from table 2.2 stating the progress made by Pakistan between 1999-2010. The global Monitoring Reports indicated that the total population increased from 137 556 in 1999 to 179 951 in 2010 but the budgetary allocations to education were 2.7 percent of the total GDP to 2.3 during the same period. With poor political commitment to meet educational requirements, it seems

impossible to meet national as well as international goals and targets to provide universal access to education.

Many issues have been highlighted in part two of the study already which hinder progress to realize the rights of all children to education. Some of these for instance, poor political commitments, poor implementation, management of the reforms, corruption in the system, and apathy of government officials and teachers to name a few in addition to the issues identified during the study can worsen the situation if are not resolved or sorted out soon.

6.3 Concluding remarks

Incorporating the concept of rights based-approach to education in the study to analyze the School Reform Roadmap provisions helps understand the needs and requirements of school education in the district. It was observed that the education provided in the province cannot help students develop knowledge and skills unless the issues related to all reform efforts are addressed and removed in school education system. Therefore, the students can benefit themselves completely from such efforts and progress in to society as effective citizens.

Pakistan is a developing country and the importance to make its education system effective and efficient becomes more prominent for the overall development of the country. The necessary first step to progress is a positive mindset. A belief that eventually we can, and will, overcome problems, no matter how great. The School Reform Roadmap made a promising effort to improve school education system. I studied also from a government school. Looking back how the things were, the schools now are much improved and offer students a lot of facilities. But there were issues in school education then and they are also present now that hinder the teaching/learning experience in schools. Therefore, the need is to evaluate our education efforts and keep improving the provisions at all levels of schooling in order to have an effective school education. Such efforts may help realize the right to education of all children. The notable efforts in the country need to be collaboratively implemented in other parts of the country to have a uniform education system producing knowledgeable individuals contributing to national economy.

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Appendix-I

Describing Numerical Terms

GER Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the relevant official age group. Note that GER can be higher than 100% as a result of grade repetition and entry at younger and older ages than the typical grade level age.

GPI Ratio of female-to-male value of a given indicator. A GPI of 1 indicates parity between sexes; a GPI that varies between 0 and 1 means a disparity in favor of boys; a GPI greater than one indicates a disparity in favor of girls.

GDP The monetary value of all the finished goods and services produced within a country's borders in a specific time period. It is usually calculated on an annual basis.

Youth literacy/illiteracy rate (estimated) the number of literate/illiterate young adults aged 15-24 years expressed as a percentage of the total youth population aged 15-24 years. A person is considered literate/illiterate if he/she can/cannot read and write with understanding a simple statement related to his/her life.

Survival rate Percentage of a cohort of pupils who enrolled in the first grade of an education cycle in a given grade of an education cycle in a given school year who reach a given grade either with or without repeating a grade.

Repetition rate by grade Proportion of pupils enrolled in a given grade in a given school year who study in the same grade the following school year.

Pupil/teacher ratio (PTR) Average number of pupils per teacher at the level of education specified in a given school year. When data are available the calculation of the pupils/teacher ratio is based on teacher and pupils expressed in full-time equivalent.

Appendix-II

The Quantitative Analysis of Education Policies and Five-year Plans during 1947-1990

Expansion of Education Sector		Quantitative Expansion of Education during Eight Five-Year Plans								
		Prior to First Five-Year Plan	1st Plan 1955-60	2nd Plan 1960-65	Third Plan 1965-70	Fourth Plan 1970-75	Fifth Plan 1978-83	Sixth Plan 1983-88	Seventh Plan 1988-93	Eighth Plan 1993-97
Financial Allocations (% of expenditure)	Pri.	60 million (total)	18.00	14.7	13.6	14.6	24.5	35.3	43.8	47.3
	Sec.	26 million (total)	26.7	16.7	20.8	18.4	33.9	20.8	28.3	23.93
	T.Edu	_	6.6	4.7	3.5	4	4.5	1.5	1.3	4.9
Enrollments	Pri.	4338000	4728277	6576503	3910000	3990000	6179000	7959000	12726000	17063000
	Sec.	904000	1442868	2127928	1264000	3735000	6270000	8340000	12610000	17480000
	T.E	8500	9511	23003	12911	17653	14844	39422	38723	30021

					(1971 data)					
du										
Number of Institutions	Pri.	41862	44484	60064	14290	43710	71358	105884	130596	156318
	Sec.	5743	6096	8157	5745	2269	5432	6052	9326	11685
	T.Edu	218	102	144	79	80	112	241	227	124

Sources: Fifty Years of Pakistan Volume-I, II. Iqbal, 2011

These figures for the pre and post-1972 periods pertain to Western wing of the country only.

Appendix-III

The Qualitative Analysis of Policies and Five-year plans during 1947-1990

Policy	Recommendations (improving girls' participation and quality for better learning achievements)	Outcomes
The first Educational Conference in 1947	Five years free and compulsory primary education for all, Special attention paid to girls' education, Separate schools for girls', provide teacher training and improve quality in education.	Enrollments increased since displaced people arrived from India after the partition, expansion was achieved at the cost of quality as over half of school teachers were untrained, classrooms over-crowded and equipment highly depleted.
1951-57 National Plan of Educational Development	As above, and opening new schools, providing teaching aids.	Failed to serve as a concrete plan of action.
First Five-Year Plan (1955-1960)	As above with more emphasis on qualitative improvement through curriculum development and employing female teachers for primary schools.	No increase in Primary enrollment (actual enrollment-440,000 and anticipated enrollment-one million), lack of proper teacher training and curriculum development.
National Commission on Education 1959	Compulsory primary education of eight years to make a "child functionally literate", Followed preceding plan in provision of	Few of the recommendations were actually implemented either due to the lack of resources or over-ambitious

	educational facilities, Curriculum reform to develop basic skills in reading, writing and arithmetic.	targets.
Second Five-Year Plan (1960-1965)	Viewed education as national investment for socio-economic development, out of 4.7 million children attending primary schools only 1.1 million were girls therefore, more emphasis on girls' enrolment and provision of educational facilities.	Satisfactory implementation of plan, physical targets were achieved, qualitative improvement but due to lack of funds, appropriate number of school teachers could not be trained, no significant change in girls' enrollment.
Third Five-Year Plan (1965-1970)	Followed the recommendations of the National Commission on Education (1959) and the Second Five-Year Plan but allocated more funds to achieve targets.	Shortfall in financial terms due to war with India in 1965, slow progress in primary education, better progress in secondary level, Funds were skewed towards secondary and higher education.
Education Policy 1970	Decentralization of educational institutions for better administration. Free and universal enrollment up to class five by 1980, more emphasis on girls' access, provision of educational facilities.	This policy and the subsequent Fourth Five-Year plan were never implemented on account of the war with India, succession of East Pakistan and collapse of the military government.
Education Policy 1972-1980	Free and universal access up to secondary school and to remove the existing gender gap in participation, followed recommendations of previous policy and free text books were	The hallmark of the policy was the nationalization of private institutions. Although it was intended to provide equitable access to education, it adversely affected the quality of education

	given.	and blocked the chances of private investment in the education sector.
Education policy 1979	Islamization of curriculum, mohallas (neighborhood) schools to improve girls' access to education.	The Plan was proposed one year after the announcement of policy, and followed the policy guidelines. Despite the financial increase, the physical target in the subsector could not be achieved in terms of girls' participation rate. Therefore, the plan could not record an efficient performance.
Fifth Five-Year Plan (1978-83)	Fundamental reordering of national priorities in favour of primary education, augments physical facilities, and reduce drop-out rate. Improve quality of teaching, examination system and supervision. Fund allocation for primary and secondary education was the highest as compared to earlier efforts, 24.5% and 33.9% of the total budget respectively	
Sixth Five-Year Plan 1983-88	Universal primary education. Primary Education Projects for each province to enhance the girls' enrollment decrease the drop-out rate, improve the quality of education.	Due to economic instability and devaluation of the rupee in relation to dollar, it was difficult to achieve the original target during the plan.
Seventh Five-Year Plan 1988-93	Increase the literacy rate through enhancement of primary education, encourage private sector to play an active role, increase participation rate of girls. Education up to class 5 was made compulsory to decrease the drop-out rate	Substantial increase in the rate of enrollment was achieved, universal primary education was not realized, every child in the age group of 5 to 9 shall have access to a school within a radius of 1.5 kilometers by 1992-93, relatively more

94

		95	schools were built during Sixth Five-Year Plan, but more enrollments were achieved during the Seventh Plan.

Sources: Ali (2013), Iqbal, (2011), Qureshi and Rareiya (2007), Memon (2007), Bengali (1999), Khan (1997), Ghafoor (1987).

Appendix-IV

The following implementation strategy for the Roadmap was chalked out.

1. **Chief Minister Secretariet**:
    a. Ensure that education reform is a priority.
    b. Manage the CM´s interactions with the system.
    c. Help to unblock any obstacles to progress.

2. **Secretary schools**
    a. Takes overall responsibility for school reform.
    b. Design programs and support districts in implementation.

3. **District managers**
    a. Takes responsibility for achievement of district targets.
    b. Implement centrally designed programs.

4. **PMIU and PEC**
    a. Monitor progress in implementing the roadmap.
    b. Monitor schools for quality of inputs and outcomes and provide data for student achievement
    c. Share data reports with the system.

5. **External Partners**
    a. Provide technical support and international knowledge to the province and districts in th eform of advice, coaching, and formal training. The roadmap targeted to achieve the following objectives,
    1. Set targets and build routine to minitor progress.
    2. Improve district effectiveness.
    3. Provide high quality teacher training and teaching guides.
    4. Expand th eimpact of the PEF.
    5. Critical supporting actions are merging boys and girls schools, improving teacher transfer system, increasing th ereliability and regularity of data, communicating the reform agenda, and improving school leadership.

(Adopted from, Malik, 2011. p. 5).

Conceptual Framework for 4A- Scheme

Right to Education	**Availabilty** (School and teachers**)**	Eliminating obstacles to Fiscal allocations
		Criteria for teacher recruitment
		Public funding for private schools
		Academic freedom
		Schools matching school-age children
	Accessibility (Compulsory-post-compulsory**)**	Elimination of legal and administrative barriers
		Identification and elimination of discrimination.
		Elimination of obstacles to compulsory schooling (fee, distance)
		All encompassing
		Criteria for admission
		Assured attendance
Rights in Education	**Acceptability** Regulations and Supervision	Respect of diversity
		Prohibtion of corporal punishment.
		Methods of Instruction
		Enforcing, quality, safety, environmental health.
		Language of instruction
		Rights of learners,
		Teachers rights.
	Adaptability (Special needs and out of school education)	Flexible education (adopt to needs of students).
		Eliminate Social disharmony
Rights through		Minority children

Education		Indigenous children
		Working children
		Children with disabilities
		Eliminating child labour
		Transmission of core values.

Source: Tomasevski, 2001, 2004, 2006.

Appendix-VI

Interview Questiond for Government Officials, Principals, and School Teachers.

For Government Officials

1. How are the School reform Roadmap provisions implemented in the province?
2. Does the reform progranmme ensure right to education of all children?
3. How does it ensure this right to education of all children?
4. What are the improvements made by the reform programme?
5. How do the school reform provisions address 100% enrollment?
6. Have the reform efforts improved enrollmnet in schools?
7. What provisions of the reform help students progress in studies?
8. How do the goverment finds out the number out of school children?
9. How do the reform provisions satisfy girls participation in schools?
10. How do the reform provisions satisfy learning achievements of the students.
11. What are your views about School Reform Roadmap results in schools?

For school heads:

1. Name of school:

2. Sex:

3. How many children study in your school?

4. How many teachers are in the school?

5. What is the absence ratio of students and teachers in the school?

6. What is the gender ratio among students in school?

7. What is the girls dropout ratio in the school?

8. How is the Roadmap Initiative implemented?

9. Does it ensure the right to education of all children?

10. How is student enrollment increased in the province

11. How is the student learning improved by the Initiative?

12. Is the access to education (Girls access) improved?

13. What does the school do to improve girls´ access?

14. Is the quality of education improved in schools?

15. What does the school do to improve the quality of education?

16. What are the positive experiences of the reform initiative?

17 What are the negative experiences of the Roadmap Initiative?

18. What are the reasons for not achieving desired results?

19. What could be done to improve the program?

For Teachers:

Name

Sex:

1. How long have you been teaching?

2. Which classes/Subjects do you teach?

3. Do you use Teacher guide to plan lessons?

4. Have you attended DSD teacher training ?

5. Does the DSD training affect your teaching?

5. How competent do you feel after the training?

6. Do students perform well in Punjab Examination Commission exams?

7. How do you play your role to help retain girl students in school?

8. How do you play your role to improve the quality of education?

9. What are the positive experiences of the reform initiative?

10. What are the negative experiences of the Roadmap Initiative?

11. What are the reasons for not achieving desired results?

12. What could be done to improve the program?

The interview questions for the parents.

Name

Place of residence

Occupation or source of livelihood

Number of children, girls/boys

Level of education of mother/ father

1. Do all your children go to school?

2. Why did you decide that your children would go/ not go to school?

3. What is good/ not good about school?

4. What level of education do you want for your sons and daughters? Why?

5. What is the highest level of education in your family?

6. What do you see as the advantages of educating your daughters? And your sons?

7. Are there different needs for educating boys and girls?

8. Do you see any barriers to educating children, and particularly girls?

9. How much money do you have to spend on schooling of your children?

10, Have you heard about the School Reforms Road Map Initiative?

I11. n your opinion, did she have any problems in school prior to this?

12. Have you seen any change in her performance in school?

13. Is there anything else that could improve your daughter's performance in school?

14. Is she being encourage continuing her education by teachers?

15. Is your son/daughter learning improved after the implementation of the initiative?

16. What is your general impression of the Road Map Program?

17. What else do you think could be done to improve the program?

Appendix VIII
The Observation Schedule

Indicators	School A	School B	School B	School X	School Y	School Z
The School building						
Availability of classes						
Number of Teachers						
Total number of students						
Number of girl students						
Free tuition						
Stipends for girls						
Teacher guide						
FTBs						
Presence of non-teaching staff						
Administrator visits						
Health and Safety						
Functioning of school facilities						
Punjab						

Examination Commission results			103			

Appendix IX

Letter of Consent

Hello! My name is Umme Ammarah and I am a second year Master student studying Comparative and international Education at Oslo University in Oslo, Norway. I am here in Punjab for six weeks to explore and examine a reform programme implemented to improve school education in the province. The purpose of my study is to obtain information regarding the reform provisions in Lahore district. The main objective is to analyze how the reform provisions satisfy 100% enrollment of all school-going-age children in schools and the learning achievements of students in the schools.

I intend to gather information through conducting interviews and shall kept the information strictly confidential. I shall record the information on papers and keep it as a record for future reference. I shall promise not to use, distribute, or make any information available which the respondents do not want me to include in the final thesis.

Through out this project, I will receive guidance by my academic supervisors. This study is carried out as a requirement for the Masters of Philosophy from the Department of Education at Oslo University.

Thank you very much for your cooperation,

Sincerely,

Umme Ammarah.

Appendix X

Letter of Permission

Hello! My name is Umme Ammarah and I am a student doing Masters in Comparative and International Education from the University of Oslo. I have been in the schools in Lahore to interview head teachers and teachers about the reform provisions implemented in schools. It has been a great learning experience and it seems hopeful by looking at the scale of improvement in schools. I have interviewed few teachers. As the requirement of my study to observe the teaching process in order to access the learning achievements of students, I kindly request you to please allow me to observe classes as well as to teach some classes.

I promise to keep all information confidential and only use it for the purpose of my study. The study is carried out as a requirement for the Masters of Philosophy from the Department of Education at Oslo University.

Thank you for your help,

Sincerely,

Umme Ammarah.