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**Summary Report**  
**SR-PK-rwlp1-97**

**Pakistan**

***Gender gap in primary education: Rawalpindi district***

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## EDUCATION FOR ALL IN RAWALPINDI DISTRICT KEY FINDINGS OF THE 1997 BASELINE SURVEY

### ***ACTION SUMMARY***

- Educate fathers and mothers
- Promote *active* PTAs or NGOs with a similar function
- Extend the SAP programme
- Get the disabled children to school
- Improve parental satisfaction with the teacher
- Introduce playgrounds to
- Reduce child labour -- household chores and full time jobs

A programme to **educate fathers and mothers** can be expected to produce the highest gains in primary school enrolment in Rawalpindi in 1997. Educating all currently illiterate mothers can be expected to yield 43 new enrolments per 1000 children; educating all currently illiterate fathers can be expected to yield 35 new enrolments per 1000 children. Those most in need of this programme are those who can least afford the time for it; new programmatic initiatives are required.

**The SAP programme** has not yet reached all the in Rawalpindi. Where it has reached, it demonstrates a sizeable impact on girls' enrolment. Extending it further can be expected to have positive effect on female enrolment. There is a negative interaction between the SAP programme and PTAs: it is possible the availability of extra funds makes PTAs more inward looking and they do not promote additional enrolment in primary school. Fine-tuning of the implementation of the SAP programme can deal with this.

Promoting **active PTAs or NGOs** with a similar function can decrease drop out, increase enrolment and parental satisfaction. Only 19 of the 83 schools had active PTAs. Care is required in constitution of these organisations: the design groups warned emphatically against "paper PTAs" constituted in name but without real involvement of parents. In some circumstances, particularly where there are additional funds available, PTAs do not promote enrolment and may have the opposite effect. This probably a question of the strategy taken to promote community voice through PTAs.

**Disabled children** are much less likely to enrol than other children. There is currently little encouragement for children with physical deformities, hearing and visual defects to attend school. With slight modifications of teaching style, international experience is that these children can do well in normal classes; only a small proportion need special schooling.

**Satisfaction of parents** with the teachers is a powerful factor in both enrolment and drop-out. In part this has to do with teacher recruitment policies, which came under fire from PTAs and teachers alike. There is also a strong link between activity of a PTA and satisfaction of the parents with the teachers, even in those settings where the parents do not know of the existence of a PTA.

**Introduction of playgrounds** in primary schools will yield a dividend in increased enrolment of boys. One child in two currently lives in a community without a school playground.

**Child labour** is intimately linked to non-enrolment and increased drop out in Rawalpindi. For girls, household chores that take up more than two hours per day reduce enrolment. For boys, it is formal employment. Primarily a function of poverty, most families do not see any alternative to this and innovative programme solutions are required to approach the issue.

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