Research Report

Main Root Causes of Illiteracy in Rural Areas of District Multan.

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By:

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Acknowledgement

In the beginning, I pay the greatest gratitude of my Allah who is most merciful and beneficial for all mankind. Peace and blessing of Allah be upon Hazrat Muhammad (PBUH) the great social reformer, and who is the former source of knowledge. All respect for the Holy Prophet Hazrat Muhammad (PBUH) who is the symbol of guidance, foundation of knowledge.

I humbly and respectfully thanks to Madam, Ulfat Kazmi for supervise the team and support them in reporting.

Cordial thanks to all internees who took initiative for research and give valuable report to Roshni organization.

Finally I would like to thank my colleagues for accommodate internees in conduction research. Thanks to field staff for accompany them.

Zaib Sehrish
## INDEX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>04</td>
</tr>
<tr>
<td>Process</td>
<td>05</td>
</tr>
<tr>
<td>Target UCs.</td>
<td>05</td>
</tr>
<tr>
<td>Team</td>
<td>07</td>
</tr>
<tr>
<td>Main Purpose</td>
<td>07</td>
</tr>
<tr>
<td>Methodology</td>
<td>07</td>
</tr>
<tr>
<td>Population Stratification</td>
<td>07</td>
</tr>
<tr>
<td>Gender wise stratification</td>
<td>08</td>
</tr>
<tr>
<td>Instrument &amp; development</td>
<td>09</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>09</td>
</tr>
<tr>
<td>Community behavior</td>
<td>10</td>
</tr>
<tr>
<td>FGD</td>
<td>10</td>
</tr>
<tr>
<td>Distance of School</td>
<td>12</td>
</tr>
<tr>
<td>In-Depth Interview</td>
<td>13</td>
</tr>
<tr>
<td>Willing for education.</td>
<td>13</td>
</tr>
<tr>
<td>Conclusion</td>
<td>14</td>
</tr>
<tr>
<td>Suggestions</td>
<td>14</td>
</tr>
<tr>
<td>Refrences</td>
<td>15</td>
</tr>
<tr>
<td>Annex -</td>
<td>16-22</td>
</tr>
</tbody>
</table>
Main Root Causes of Illiteracy in Rural Areas of District Multan.

Introduction/ background

Due to population explosion and swiftly increasing demand for education even developed countries are unable to overcome the prevailing challenges through formal system of education. Most of the developing countries are in miserable situation regarding level of education and literacy. Attacking poverty has become an international concern for placing in the paradigm of ‘education and learning for sustainable development’ in consideration of the reality that almost half of the world’s population live in poverty. Pakistan is the sixth populous country in the world and unfortunately, more than half of the population is living below the poverty line. Educated and well off urban population lives not so very differently from their counterparts in other countries of similar income range, or even of their counterparts in Western countries. However, the poor and rural inhabitants of Pakistan are being left behind (World Bank, 2002). Due to scarce resources and financial constraints developing countries are unable to deal with the radical demand for education and consequently non-formal education (NFE) seems blessing to meet this challenge of poverty alleviation.

Education, as a fundamental human right, is considered very important and strategic for developing their human resources. The right to education imposes an obligation upon countries to ensure that all children and citizens have opportunities to meet their basic learning needs. Pakistan, the second largest country in South Asia, is sixth most populous country in the world with a population of 186 million, of which approximately 61 percent lives in rural areas.
Literacy rate of Pakistan is nearly 54 percent: 65.25% for men, and 41.75% for women. While the rural (44% overall, 58% for men, and 29% for women) literacy rate indicates the alarming situation of the rural population. Embarrassing situation of literacy especially in rural areas of Pakistan is the result of low financial priority to education as well as ill-conceived non-consistent policies in the past.

**Processing**

The first process was to identify the target areas where the research should be conducted. Keeping in view that these areas selected randomly techniques. The areas which was identified that’s detail is given below.

- **Targeted Union Councils.**

5 union councils of Bosan Town were selected in this research which’s mentioned below.

1. Binda Sandeela
2. Saley Mahey
3. Buch Khusru Abad
4. Lutf Abad
5. Qasim Bela
5 areas from each union councils were selected during research which detail has been mentioned.

Blue line shows Bosan Town boundary. Areas.

Red line shows targeted union councils.

10 teams by Roshni organization moved to data collection in these areas to investigate the main root cause of illiteracy in rural areas of District Multan. Team`s details are below.
Teams

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Amir Faheem</th>
<th>Asia Bano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 2</td>
<td>Farooq Iqbal</td>
<td>Abida Hussain</td>
</tr>
<tr>
<td>Team 3</td>
<td>Muhammad Tahir</td>
<td>Aliya Batool</td>
</tr>
<tr>
<td>Team 4</td>
<td>Farhan Qadeer</td>
<td>Muazma Jamshed</td>
</tr>
<tr>
<td>Team 5</td>
<td>Abid Hussain</td>
<td>Asia Kanwal</td>
</tr>
<tr>
<td>Team 6</td>
<td>Shahzad Ahmad</td>
<td>Angina Kousar</td>
</tr>
<tr>
<td>Team 7</td>
<td>Moaid Ali</td>
<td>Fatima Fida</td>
</tr>
<tr>
<td>Team 8</td>
<td>Ali Razain</td>
<td>Fozia Akram</td>
</tr>
<tr>
<td>Team 9</td>
<td>Muhammad Asim</td>
<td>Shaista Qaiser</td>
</tr>
<tr>
<td>Team 10</td>
<td>Mazhar Abbas</td>
<td>Tahira Parveen</td>
</tr>
</tbody>
</table>

MAIN PURPOSE

1. To identify the main hurdle in the way of education especially girls education in rural areas.
2. To ensure the provision of quality education for all children especially girls at their door step in secure manner.

RESEARCH METHODOLOGY

The study used survey approach of the descriptive research to find out the opinion of various personnel (students, teachers and Community) in 5 union councils of Multan.

Population and Sampling

The population consisted of 75 students, 15 teachers of Formal & nonformal schools were selected to investigate the education status. Over all 350 community members of above mentioned U/Cs selected during the research through random sampling.
Teachers = 25
Students = 75
Community person = 350

Gender Wise Stratification;
Roshni focus both gender in research. Male and female equally responsible to arrangement of education for their children. In research total respondents were 350. 200 female respondent and 150 male respondents.
➢ **instruments and Their Development**

To draw the opinions of the particular respondents, three questionnaires were developed for different respondents.

1. Questionnaire for students.
2. Questionnaire for teachers.
3. Questionnaire for Community

➢ **Data Analysis**

In close ended statement regarding problems and issues of education 99% students opines that schools are not situated in their areas. 83% are of the view that teachers are not available in nearby schools. The major problem of student’s parents was that their earnings are not sufficient to pay the fee. 87% students said that Teachers of formal schools are not briefed about their duties and responsibilities and orientation workshops are not arranged for them. 7% opined that non availability of class rooms is another problem for them. Timings of formal schools were not suitable.

![Graph: Reasons of illiteracy](image-url)
Community behavior regarding Education;

Research team also probed about community behavior regarding education. In responses various type of response received. 81% said education is important. 34% education think it is good but not compulsory. 63% think it will helpful for boys not for girls. 23% think only for religious education.

![Importance of Education Graph]

Focus Group Discussion:

10 focus groups discussions were conducted. 5 FGDs with male and 5 with female. 2 FGDs in each union council. Participants were belonging to different caste, age, occupation. Total participant in each group were 9-14. Major following questions were asked to participants in each FGDs.

1. What is main hurdle in education especially female?
2. What is literacy rate of male and female?
3. Which areas of union council is uncovered?
4. What is distance of uncovered areas from school?

Pair wise ranking method was applied and find following result.
<table>
<thead>
<tr>
<th>S. #</th>
<th>Areas Name</th>
<th>Union Council</th>
<th>Reason of Illiteracy</th>
<th>Literacy rate</th>
<th>Distance from School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>Binda Sandeela</td>
<td>Pati Kalroo</td>
<td>Unavailability of School. Cultural barriers.</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Binda Mulana</td>
<td>Cultural barriers.</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>Qasim Bela</td>
<td>Hamroot</td>
<td>Unavailability of School. Cultural barriers.</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baghan Khan wala</td>
<td>Cultural barriers.</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>Old Grey Wala</td>
<td>M.Pur Ghota</td>
<td>Cultural barriers.</td>
<td>17%</td>
<td>9%</td>
</tr>
<tr>
<td>4</td>
<td>Lakshmi Narain</td>
<td>Jalalbad</td>
<td>Illiteracy. Unawareness.</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Akber Pur</td>
<td>Khairpur</td>
<td>Illiteracy. Unawareness.</td>
<td>22%</td>
<td>8%</td>
</tr>
<tr>
<td>1</td>
<td>Qasim Bela</td>
<td>Hamroot</td>
<td>Unavailability of School. Cultural barriers.</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>2</td>
<td>Baghan Khan wala</td>
<td>Cultural barriers.</td>
<td>21%</td>
<td>11%</td>
<td>8 KM</td>
</tr>
<tr>
<td>3</td>
<td>M.Pur Ghota</td>
<td>Jalalbad</td>
<td>Cultural barriers.</td>
<td>17%</td>
<td>9%</td>
</tr>
<tr>
<td>4</td>
<td>Akber Pur</td>
<td>Khairpur</td>
<td>Cultural barriers.</td>
<td>22%</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>Qasim Bela</td>
<td>Hamroot</td>
<td>Unavailability of School. Cultural barriers.</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baghan Khan wala</td>
<td>Cultural barriers.</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>Old Grey Wala</td>
<td>M.Pur Ghota</td>
<td>Cultural barriers.</td>
<td>17%</td>
<td>9%</td>
</tr>
<tr>
<td>4</td>
<td>Lakshmi Narain</td>
<td>Jalalbad</td>
<td>Cultural barriers.</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Akber Pur</td>
<td>Khairpur</td>
<td>Cultural barriers.</td>
<td>22%</td>
<td>8%</td>
</tr>
</tbody>
</table>
The following reasons were the main root causes of illiteracy. The stratification is given below

<table>
<thead>
<tr>
<th>S. No</th>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unavailability of School.</td>
<td>83 %</td>
</tr>
<tr>
<td>2</td>
<td>Cultural barriers.</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Poverty.</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>Illiteracy.</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>Unawareness.</td>
<td>40%</td>
</tr>
</tbody>
</table>

Distance of Formal Schools:

In target union council there are some far flung areas where there is no school exist. Research team has list of existing school. It gave only name of Govt. schools exist in these union council. Then from Local Govt. A.D.L.G. office Roshni research team got moza wise population and compared school distance from these areas.
In depth Interview:

Research team conducted in depth interview with Mr. Khalid Jamal Urban Planner/ head of NESPAK Multan office. NESPAK conducted survey for plan of 2008-2028. In his interview he discussed that NESPAK has prepared existing situation report of different sectors of education, health, industry, housing and Katch abadies, recreational facilities for preparation of Multan master plan (2008 – 2028). In this report different schools of rural areas of Bosan Town were visited and backlog in educational facilities were calculated, and establishment of new primary schools were proposed for education sector. during situation analysis it was found that no public and private schools were existing in far flung areas of the UCs.

Willingness for Education:

In response 93% people are willing to get education. 2% are not willing and 5% are response mix type. Said may be or not.
 ➢ **Conclusion.**

There are no educational facilities in far flung areas of District Multan. Govt. and private schools are exist more than 10 KM from these areas. Owing to following reason people do not send their children to schools.

1. Due to security reason they avoid to send their child away from their local areas.
2. People are rigged and they do not give importance of girls education.
3. They can not afford fee of private schools.
4. They have no proper conveyance for pick and drop of their children from schools.
5. They are unaware about the importance of education.
6. There are also cultural barrier in the way of getting education.
7. 

➢ **Suggestions.**

- Establish child centered community schools in these far flung areas.
- Formed VECs in these areas where no school exist.
• Social Mobilization campaign should be launched for community mobilization.
• Non-formals schools are backbone for our country so it’s compulsory to establish more schools for better society.
• Provide conveyance to students for streamline and higher education.
• Trained local teachers through modern methodology and teaching techniques.
• To provide the basic education to orphans, poor and low income students families through non-formal education.
• Create spaces at schools and community level for extensive debates on basis education, its nature and delivery.
• The following areas are strongly recommended for establish community schools.
Pati Kalroo, Binda Mulana, Old Grey Wala, Hamroot, Baghan Khan wala, M.Pur Ghota, Faiz Abad, Basti Ghanta Ghar, Basti Luck wala, Arooka, Baghawan Pur, Buchan wala, Basti Gamoon Wala, Basti Gheedar Wala, Pipli wal

Reference:
Existing Situation Report (2008 -2028) submitted to CDGM.

Annex:
• Questionnaire of research report.
• Letter by NESPAK Urban Planner. (Khalid Jamal cell. #. 03017478797)
• Contents of the report with title page of existing situation report.
<table>
<thead>
<tr>
<th>شمارہ</th>
<th>افراد کا نام</th>
<th>ایم</th>
<th>شën</th>
<th>سن</th>
<th>رقم</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>7</td>
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<tr>
<td>8</td>
<td></td>
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</tr>
</tbody>
</table>
طالب/ طالبہ تحقیقی فرم

نام، نامrod اور ذرائع

1. آپ کی چھوٹی تعلیم کا کیا تعلیمی گردش?
2. آپ کے مادر کا نام ہے?
3. آپ کے والد کا نام ہے?
4. آپ کی آبادی کی طرف دیکھنے کا کبھی ایک دور کیا؟
5. آپ نے کس معلم کے ساتھ اسکول میں تعلیم حاصل کی؟
6. کیا آپ اپنی تعلیم میں تمام موضوعات پاس کر چکے ہیں؟

کام معلومات ویڈیہ

ویڈیو میں فرم کا نئی آردو ادارہ
To Whom it may concern


i. Inception report
ii. Base Maps
iii. Existing situation report 2008
iv. Final master plan (2008-2028)

According to the existing situation report 2008, in situation analysis of education, the area of Bosan Town was surveyed and need for establishment of primary schools were proposed in action plan for education sector. Literacy rate found in rural areas was below 10% for female and 20% for male. Schools were not present at distance of 7-11 KM in many rural UCs of Bosan Town (Bosan, Alam Pur, Binda Sandeela, Matital, Lutafabad, Qasim bela, Qdir Pur, Saleh Mahey, Buch Khusroab, Jahangirabad)

Khalid Jamal
Urban Planner/Head
NESPAK, Multan Master Plan Project
Office, MDA Multan

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P.O.Box: 1351 Lahore
E-mail: <archaesg@wol.net.pk>, <info@nespak.com.pk>
Web site: www.nespak.com.pk
CHAPTER 4: HOUSING AND KATCI ABADIS

4.1 THE NATIONAL CONTEXT
4.1.1 National Housing Policy
4.1.2 Other Initiatives at National Level
4.1.3 Steps taken by the Banking and Finance Sector

4.2 THE PROVINCIAL CONTEXT

4.3 SITUATIONAL ANALYSIS IN MULTAN
4.3.1 Housing Stock
4.3.2 Housing Indicators

4.4 HOUSING BACKLOG, DEMAND AND SUPPLY
4.4.1 Backlog
4.4.2 Housing Demand
4.4.3 Housing Supply
4.4.4 Private Site Development Schemes (Regulations) Rules 2005

4.5 KATCI ABADIS

CHAPTER 5: HEALTH

5.1 THE NATIONAL CONTEXT
5.1.1 National Health Policy
5.1.2 On-Going Initiatives at National Level

5.2 THE PROVINCIAL CONTEXT
5.2.1 Punjab Health Sector Reforms Program
5.2.2 Strengthening of Expanded Program on Immunization (EPI)

5.3 SITUATIONAL ANALYSIS IN MDA AREA
5.3.1 Current Health Indicators and MDGs
5.3.2 Health Institutions in MDA Area
5.3.3 Spatial Spread
5.3.4 Number of Beds

5.4 SITUATIONAL ANALYSIS IN CITY DISTRICT
5.4.1 Health Institutions
5.4.2 Spatial Spread
5.4.3 Number of Beds
Annexure 5.1: Location of Health Institutions in MDA Area

CHAPTER 6: EDUCATION

6.1 THE NATIONAL CONTEXT
6.1.1 National Educational Policy
6.1.2 On-Going Initiatives at National Level

6.2 THE PROVINCIAL CONTEXT

6.3 CURRENT EDUCATIONAL INDICATORS AND MDGS

6.4 SITUATIONAL ANALYSIS IN MULTAN
6.4.1 Net Primary Enrolment Ratios
6.4.2 Literacy Rate

6.5 SITUATIONAL ANALYSIS IN CITY DISTRICT AREA
6.5.1 Enrolment Ratios in Primary Education
6.5.2 Literacy Rate
6.5.3 Girls to Boys Enrolment Ratios
6.5.4 Student-Teacher Ratio

6.6 NUMBER AND TYPE OF INSTITUTIONS IN CITY
CHAPTER 7: INDUSTRY & COMMERCE

INDUSTRY
7.1 Type of Industries and Year of Establishment
7.1.1
7.1.2 Industrial Growth
7.1.3 Spatial Spread of Industries
7.1.4 Categorization and Type of Industries
7.1.5 Power Looms and Cottage Industry
7.1.6 Negative Areas for Establishment of Industries

COMMERCE AND TRADE
7.2 Multan Central Business District
7.2.1
7.2.2 Wholesale Markets
7.2.3 Specialized Markets
7.2.4 Highway Oriented Ribsode
7.2.5 Sunday Bazar & Other Occasional Markets
7.2.6 The Up-Markets
7.2.7 The Shopping Plazas
7.2.8 Local Retail Markes
7.2.9 Spatial Distribution of Shopping Centres

CHAPTER 8: COMMUNITY FACILITIES

RECREATIONAL FACILITIES
8.1 Parks and Open Spaces
8.1.1
8.1.2 Stadiums and Play Grounds
8.1.3
8.1.4 Multan Zoo & Amusement Park
8.1.5 Cinemas
8.1.6 Spatial Distribution of Recreational Facilities
8.2 POLICE STATIONS
8.3 GRAVEYARDS
8.3.1 Areas under Graveyards
8.3.2 Spatial Distribution/Location
8.4 OTHER COMMUNITY FACILITIES

CHAPTER 9: TRANSPORTATION

INTRODUCTION
9.1
9.2 REVIEW OF PREVIOUS STUDIES IN TRANSPORT SECTOR
9.2.1 Master Plan for Greater Multan 1970
9.2.2 Multan Master Plan 1987
9.2.3 Multan Structure Plan 1996
9.2.4 (Multan Development Studies and Pilot Projects)
9.3 EXISTING ROAD NETWORK
9.3.1 Present Status of Existing Network
9.4 REGISTERED VEHICLES