

ISSUES AND PROBLEMS OF CHILD SCHOOLING IN SLUMS OF ISLAMABAD



Submitted by

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CERTIFICATE

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Dedication

This thesis is dedicated to my family, friends, and academics.

Abstract

Rapid urbanization and increasing migration from rural areas have led to the growth of slums in every city/town, not only in Pakistan but elsewhere in the world. One of the issues of large cities, in general, and Islamabad, in particular, are slums. Since poverty is a multidimensional phenomenon deprivation in education, especially in urban slums, is not caused by one factor alone, but is rather stitched to various other related factors such as family structure, quality of school and government negligence. Education is now recognized to be the only key to moral, cultural and socio-economic development in any country around the world. This thesis aims to study the issues and problems in the schooling of children living in slum areas. The data was collected with stratified random sampling and purposive sampling technique. This is achieved by conducting qualitative semi-structured interviews of parents, teachers and community members. Each slum area has its own issues and problems. There are major constraints being faced by the slums e.g. population explosion, resources constraints, low financial allocation, low participation and high dropouts, low literacy, lack of teacher's motivation, lack of political commitment, disparities in respect of gender and class, weak quality of education and Good Governance. The demand for access to education has been continuously increasing and directly proportional to population growth. This challenge requires the opening of new schools. The government, being aware of the gaps and weaknesses in the existing system, should devise strategies for promoting basic education on priority.

Keywords: Slums, Urbanization, Issues, Problems, Child Schooling

Chapter 1

1.1 Introduction

Overall the 20th-century urban population has seen tremendous growth. This growth, however, is not uniform as can be seen in the contrasting growth rates in developing and developed countries. The growth rate of the urban population in developing regions stands at 2% annually while that of the developed world is 0.5%. This fashion is expected to sustain itself in future in developing regions, thus forcing them to challenge to absorb the burgeoning population (United Nations, 2015a). Urbanization is a serious issue for developing countries because they have poor infrastructure and civic services (e.g., water, drainage, sanitation, education and healthcare) required to accommodate the increasing population (Cohen, 2006; Montgomery, 2008). It is in wake of this failure of urban centers to accommodate citizens and their housing needs that slums are emerged everywhere therein and continues to propagate. Presently population of slum is around 1 billion, with 30% of this size in less developed countries (United Nations, 2015a). As per estimations, it is proposed that this size will reach 3 billion in the next 20 years if the current trend is not interrupted (UN-Habitat, 2010). The persistence of urban slums has implications, both global and regional ones, impacting civic services such as educational facilities, healthcare, infant mortality rate, sanitation and drainage systems thus resulting in political and social exclusion (UN-Habitat, 2003).

In the 19th century urban population accounted only for 3% of the world population. By 2014, this number has ballooned to 54 percent of the world population (Global Health

Observatory, 2015). As per estimates, the urban population is projected to increment at a rate of approximately 1.84 percent each year from 2015 to 2020 (Global Health Observatory, 2015). This points to the fact that presently more than three billion people live in or around urban centers. In other words, the population growth is being concentrated heavily within the urban centers and peripheries, the slums.

Rapid urbanization coupled with massive economic and structural changes, industrialization, insufficient infrastructure and lack of employment opportunities in rural areas, has led to mass rural-urban migrations. All the developing countries of Sub-Saharan, Latin America, and Southeast Asia have experienced similar phenomenal changes (Muggah, 2012). However, urban centers are not equipped to take in the massive influx of population vis-a-vis housing, schooling, and healthcare facilities. This inability of urban centers results in urban poverty. Urban poverty is a subjective term and is defined differently depending upon the context notwithstanding, generally it is described by the absence of housing or presence of insecure and unhealthy housing facilities. All these events of urban crowding have led to drastic increase in the density of slums globally. Slums are the pictorial representation of urban poverty and governance failure (Baker, 2008).

Modernization theorists, such as Glaeser (2011), posit that the growth of slums is an inevitable transitory phase in the process of modernization and development. Under this theme, the popular discourse states that slums are a characteristic of fast-growing economies and will eventually pave the way for formally developed settlements as the benefits of modernization and a growing economy will trickle down (Einem, 2013). However, the latest developments in this field contradict this claim and propose the

persistence of slums. Around eight hundred and sixty million people worldwide reside in slums, and this number is incrementing at a rate of six million yearly from 2000 to 2010 (Unhabitat, 2013).

1.2 Background

In the background study, the researcher searched the different events in researches held with respect to the issues and problems of child schooling not only in Pakistan but overall in the world. This part of the study also gives a brief detail about the dimension of this research.

1.2.1 Slums expansion in the wake of urban growth

The dilemma of slums is one of the important concerns for urban development. Urban population growth occurs at a fast pace primarily in developing countries in wake of population rural-urban migration. As per UN-HABITAT (2003), approximately 32% of the world's total urban population resides in slums; around 43% of the urban population of all developing region live in slums; 78% of the urban population in the least developed nations resides in slums; 6% of the urban population in developed regions live in slum-like conditions'. The total magnitude of slum dwellers around the world jumped by about 36 percent during the 1990s, and in the next 30 years, these statistics of slum inhabitants will boost to about two billion if no concerted action to tackle the challenge of slums is taken.

United Nations predicts the world's population will cross 8 billion by 2030, an accumulation of over 2 billion people to the current population. Almost all of this increment will be evidenced in developing countries, and the urban centers will host the vast majority. In nutshell, the developing countries will transition from rural (over 80% rural in 1950) to

urban (projected to be 2/3 urban by 2030). As per the population scholars, poverty will no longer be limited to farmlands and agriculture but will shift to the urban centers especially in squalid shelters and slums (United Nations Human Settlements Programme 2003).

1.2.2 Urbanization and Slums in Pakistan

Pakistan is the rapidly urbanizing country in the South Asian region – with an urbanization rate of 3 percent annually, where the urban population stood at 17 percent in 1951 and in 2015 this has hiked to 38.8 percent of the total population. The United Nations Population Division project that by the year 2025, half of Pakistan’s population will be residing in cities. Other estimates which employ a different approach and also include the “peri-urban” areas which lie on the formal boundaries of the urban areas, state that Pakistan has already reached the 50 percent mark (Hussain, 2014).

Pakistan is considered a developing country with a rapidly increasing population since its inception in 1947. With increasing population, rural-urban migration and urbanization, slums are observed to spread steadily throughout the timeline from the creation of this south Asian country. If we narrowed our scope along a timeline, it can be evidenced that during the last 27 years starting from 1976, the population has seen an increase of 50.13% coupled with a 35.68% leap in slum households. Almost one-fourth of the population falls below poverty line. Karachi, the largest metropolitan and economic center in the country, hosts 50% of its population in unlivable squatters as per 1998 census. Next comes Lahore, the second-largest city in the plains of Punjab and known as city of slums has an exacerbated environment owing to the shortage of housing units in wake of rapidly increasing slums (Zafar, 2009).

Increasing population growth and rural-urban migration are the major factors responsible for urbanization in Pakistan. A prominent aspect of this urbanization is that it is unevenly distributed with cities divided into highly posh areas with the presence of contrasting areas of slums with poor civic amenities. Another important feature is the extraordinary growth of unregulated housing societies.

Such communities can be easily seen in every sector of Islamabad, the capital of Pakistan. As per Population Census 1998 of Pakistan, there are nine slums situated in Islamabad. These include Dheri Qila, Sumbal Korak, Sectors G-7/1, G-7/2, G-8/1, F-7/4, F-6/2, and I-11. The total population of these slums was 34412. Geographically speaking, these slums were situated in urban centers on the banks of nullahs, sewage channels, in various sectors of the city. The city administration of Islamabad, Capital Development Authority (CDA) has struggled several times to remove these slums from the urban centers and shift them to some other locations but in vain. However, there was limited success in the case of demolishing I-11 slums in August 2015 (Dawn News Islamabad). It is important to highlight that CDA established a colony, Farash Town dedicated to slum dwellers but rather than settling there sold the plots and returned back to their previous locality (Sattar & Zhang, 2017).

Karachi has 21.7 percent of the overall urban population of the country, whereas Lahore hosts 12.7 percent. These two, along with the other seven bigger cities (Rawalpindi, Peshawar, Multan, Quetta, Faisalabad, Hyderabad, and Gujranwala) comprise 54.6 percent of Pakistan's total urban population (Jan, Iqbal, & Iftikharuddin, 2008).

1.3 Education for Weaker Sections

The purpose of education is that it should be imparted to all segments of society without any discrimination (Prensky, 2014). Education is defined as a systematic approach for adapting to scientific ways of living. Education along with social enlightenment also contributed to economic prosperity. Modern times advocate for access of all socio, politico and economic groups to education. Going along this advocacy theme, weaker sections, downtrodden and oppressed groups such as schedule caste, schedule tribe, women, backward classes, etc. cannot be kept at bay from the education resources. It might be helpful to elaborate on the weaker section. It refers to groups that are being historically, socially, economically and politically exploited for a long time by powerful section of society. A modern education system is thus a tool for undermining this discrimination between stronger and weaker segments of society or in other words it paves the way for an egalitarian society (Malik, 2016).

1.4 Role of schooling

The role of schooling in a child's life is extremely important. Schools deliver organized education and endorse a child's psychological and physiological growth. Apart from learning academics, a child also acquires other essential life abilities such as solidarity, good behavior, harmony, sharing, and responsibilities. Children are similar to sponges, absorb nearly everything that is trained to them. Giving them a chance to acquire in a school background in their youth boarding, they can be shaped into good, responsible and meticulous wellbeing. The role of schooling in child growth starts as quick as pre-school and may be used to enable children to develop their self-concept and in order to survive within the modern world of globalization.

1.5 Problems of slum children

Children raised in slums have a childhood that goes against the advocacy of child rights activists. Children are nurtured in areas that are characterized by the absence of proper hygiene, safe drinking water, and waste management. These areas have congested houses wherein there is limited devoted space for children. In public areas too, there are no parks and playgrounds for children. Based on the aforementioned environment of slums it cannot be inferred that children of slums have no childhood, but only a different kind of childhood which is characterized by playing in streets and on dumps, taking on multiple roles, and sharing tasks with their adults in private and public places (Malik, 2016).

Research on education and schooling suggests 100 % of school enrollment is still a challenging job for the policymakers of many developing countries through the provision of free educational opportunities to neglected segments (UNESCO 2015). However, there are few people who have similar underprivileged standards of living e.g. lack of healthy nutrition, clean clothing, social security, etc. yet they equip their children with education by sending them to school. They have the realization of the fact that education can be a source of social and economic vertical mobility.

Upon viewing the development trajectory of developed countries one can infer that education played a prominent role in tackling the social, economic and political challenges. Education along skills impartment has numerous advantages- job creation, poverty alleviation, and economic growth. It is owing to education that political, social and economic barriers are eroded and egalitarian society is formed in the most developed countries. It is due to these benefits of education that the United Nations is struggling to

make countries impart equitable and inclusive public education which equips citizens to face lifelong challenges (sustainable development goal 4).

Education infrastructure and resources are discouraging in remote localities of urban areas where a large population of nomads lives without basic facilities. They are usually unable to meet their daily needs of food, shelter, and sanitation system. Here people live in tent houses and their main enterprise is domestic garbage collection. Children of these localities go house to house and collect reusable discarded materials and later sell them to feed their families. Deploying children in these activities deprive them of their rights to go to school and get an education.

1.6 Statement of the problem

Thousands of children are living the lives of misery and unending poverty in the slums of Islamabad. They are deprived of the basic needs of education and healthcare. They are the most neglected segment of society. These children are involved in meager labor in domestic activities or outside. Owing to lack of access to public resources and never-ending miseries, these children when grown get involved in crimes like pickpocketing, drug dealing, and addiction and, become part of gangs.

Slum children even if employed in drudgery works are getting abused by employers. These children do not have any support nor negotiating capacity. Parents of these children are often uninformed and uneducated and therefore of limited help to their children. It is, therefore, crucial to bringing to light the miseries of these children so that government and non-government organizations make efforts for their alleviation.

The purpose of this study is to analyze the issues and problems of children schooling in the slums of Islamabad and realize the importance of education for poverty alleviation.

1.7 Key terms

There are some terms in the study which need the following elaboration.

Urbanization

Urbanization is a holistic change of the entire form of social life, brought about by the economic growth and technological developments. It has an effect on parts of society. During this process, the boundaries of urban centers are expanded and new urban centers are also formed (McGranahan & Satterthwaite, 2014).

Slums

Slums are illegal centers in urban areas having a thick population with no or limited access to civic amenities. Dwellers of these areas having poor, inadequate and unhygienic living conditions and living standards are identified as the worst ones. Furthermore, these areas are characterized by substandard and over-congested housing facilities with inhabitants having no tenure security and property rights (Marx et al., 2013).

Unhabitat (2003) defines any area, locality or even an entire city as a slum if at least half total households live in squalid conditions identified with lack of access to hygienic food and water, adequate living space and housing, drainage, sanitation, and tenure insecurity.

Major characteristics of Slum Areas

Following are some common features of slum areas:

Social Status: The inhabitants of the slum are uneducated and ill-equipped with skills and therefore have no or little choice in the work. They are mostly employed in drudgery or low paid works on daily wages with little compensation. With little paycheck, they hardly afford the living expenses and live hand to mouth. Most of the inhabitants of slums are the result of rural-urban migration.

Physical Status: Since slums are unregulated areas with no planning on the part of the government, hence these areas are deprived of civic amenities and infrastructure- drainage, roads, sanitation, schools and health centers. In these areas, there is also the absence of property rights, land tenure and ownership.

Legal Status: Since people are emigrants and live illegally in unregulated areas, hence they cannot build their permanent houses. They start to live on any piece of land either vacant government or public place or the railway's setback that is a marginal piece of land.

Problem: A situation, person, or thing that needs attention and needs to be dealt with or solved (Cambridge English Dictionary, 2019)

Or

A question raised for inquiry, consideration, or solution (Merriam-Webster dictionary, 2019).

Issues: An issue is an important subject that people are arguing about or discussing (Collins dictionary, 2019).

Or

Problems or difficulties, especially with a service or facility (Oxford dictionary, 2019).

Child: A person who is below the age of puberty or below the legal age of majority (Oxford dictionary, 2019).

Schooling: Schooling is education that children receive at school (Collins dictionary, 2019).

1.8 Research questions

1. What is the socioeconomic status of slum children?
2. What is the enrollment rate of slum children in schools?
3. What are the obstacles other than poverty that prevent schooling of slum children?
4. How education permanent or long-lasting solution transforms the lives of slums?
5. What are the gender differences in the schooling of slum children?

1.9 Objectives of the Study

1. To find out the schooling issues and problems faced by slum children.
2. What role schools can play in improving the lives of slum children?
3. To study how the government and non-government interventions improve the educational facilities in slum dwellers.

The rationale behind the first objective is to figure the reasons behind out-of-schools children and the problems faced by them. The second objective is an attempt to explain how schooling can help slum children in acquiring skills and in socializing with children from non-slum areas. The third objective is to know about how government and non-government organizations are actively working for resolving the problems of schooling in slums of Islamabad.

1.10 Limitations of the study

Since it is an M.Phil. dissertation and is time-limited, therefore it dilated only on the slums of Islamabad and tried to find the factors for the low enrollment rate of children. It is important to confess that for studying the holistic reasons behind out of school children, low enrollment rate and high dropout ratio of slum children, there is a need for studying and analyzing the slums of the whole country. A comprehensive case study on slums is required to dilate on their culture and mindsets with regard to minimum schooling of their children and figure out factors which decline the opportunities to female for education. This study did not take into account variables such as culture and traditions and differences of school enrollment among legal and illegal slums, Christian and Muslim slums which can be focused further. Surveys are usually surficial and do not take into account enough information on informal settlements. They also do under-representation of slums population due to the difficulty of access, identification and interviewing (Carr-Hill, 2013). Data on slums usually have very low time as it gets obsolete very quickly owing to rapidly changing population, and migration. (Carr-Hill 2013); and Lucci and Bhatkal (2014).

1.11 Significance of the study

School enrollment drives around the world failed to attain 100% participation of children in schools by 2015. It shows that interventions are still inefficient in tackling this challenge. Although there are many attributes that can prove to be hurdles to children's education and particularly the problems of slums, it is a problem here. This study will be helpful to global and local policymakers and practitioners in the area of education to meet the challenge of universal coverage of education. It can be maintained that Millennium

Development Goals (MDGs) and its associated programs by government and non-Government Organizations did not achieve its goal of 100% enrollment at primary schools.

The main purpose of this study is to gather information about the problems in child schooling faced by the slums of Islamabad and to suggest strategies and interventions resolve them. Under these circumstances, it is felt that this type of study would be more useful for policy formulation for the well-being of the slum children in general and that of those residing in urban settings of Islamabad in particular.

Chapter 2

2. Review of literature

Keeping in mind the objectives of this research, the following review of literature is directed towards understanding the issues and problems of child schooling in slums of Islamabad.

2.1 Defining slums and informal settlements

Since long, the marginalized section of society has been residing in slums subject to their financial, social and legal status in a country. Academic debates on slums have been carried out in the early 20th century (e.g., Booth, 1903). To live in a low-standard condition among the grime has been the etymology of the word ‘slum’. Alliance (2006) in a brief definition, defines a slum as ‘neglected parts of cities where housing and living conditions are appallingly poor’. Considering this, a number of scholars have argued about certain factors and reasons prevailed behind the excessive growth of slums. Some are of the view that abrupt migration from rural to urban areas (Davis, 2004), while some designated the colonization and segregation (Obudho & Aduwo, 1989) and few are of the stance that economic stagnation, depression, high unemployment and poverty are the evident reasons behind slums generation and growth. (Un-Habitat, 2004).Becker(2004) similarly assist that informal economic conditions are reason for slums, while poor planning, politics, natural disasters and social conflicts and language is also argued as solid factor behind slums and their uncontrolled growth (Gilbert, 2007).

2.2 Urbanization and Slums in the World

Swift urbanization, in the last five decades, is considered as one of the greatest socio-economic changes, has caused the burgeoning of new kinds of slums, the growth of squatter and informal housing all around the rapidly expanding cities of the developing world. During these fifty years, the population has witnessed serious maximization. Embarking on the same, it is presumed that in the coming thirty years or so, besides the existing populace in the civic areas, the population from rural areas will move to cities in search of better lifestyles and privileges. The carrying capacity in cities to accommodate the current human resource in the employment sector is already touching its peak values. Such circumstances lead the incoming migrants from rural to urban areas to live therein substandard or slums. The report of United Nations hereafter UN, IN 2003, depicts similar statistics. In 2001, it has been reported that 31.6 of the world's urban population or 924 million persons lived in these slums. Developing countries shared 43 percent of their urban population as compared to 6 percent of developed regions. In the continent of Asia alone, 60 percent of total slum dwellers existed back in 2001, representing the 554 million peoples. The inside picture of Asia poses some of the devastating figures with having 80 percent of dwellers in Eastern and Southern sub-regions. Only the Southern region of Asia, half of the slum dwellers are living their miserable life. India and China are the frontiers in having these slums along with their prominence as more populated countries on global arena.

2.3 Slums in the capital

For large cities like Islamabad and Karachi, slums (Kachi Abadis) are considered a major issue. According to Capital Development Authority hereafter CDA, there are about 52 kachi abadis in Islamabad, out of which it recognizes only 10. The population of these slums exceeds 100,000(Shah, 2016).

The history of the formation of these slums goes back to the early 60s of twentieth century, during the construction phase of this city as new capital of the Islamic Republic of Pakistan. During the early stages, there were only two such settlements in the areas of G-8/3 and others in Bari Imam or also called Muslim colony. Soon after completion of capital development phase, CDA being stakeholder, started to eradicate these slums which faced some serious resistance from the inhabitants living thereby, particularly from the area of G-8. Having some humanitarian, sectarian and social reasons, CDA accepted the existence of these colonies and permitted these people to live in these slums. Doing so, lead to expansion of these slums. It is worthwhile to quote here the example of Christian laborers (consisting mostly of sanitation workers) were settled in G-7, G-8, F-7 and F-6 (to serve the upper-class population of these sectors), while Kashmiri/Hazara laborers were located around Muslim colony, and Pakhtoon laborers were settled in the outskirts, I-11, H-11 and I-10 sectors (Shah,2016).

Going by the figures of CDA, there are 52 slums in the capital, but only 10 out of them are being recognized by this authority. More than 10 million people are residing in these slums. Among these, 35 percent are Punjabi Christian minority, 26 percent of them are native Punjabi or Pothohari, Pakhtoon representation is 20 percent while 10 percent of

them are from Kashmir and Hazara. Most of these populations are working as daily waged labor, sanitation and sewage workers, home servants and few are lower-ranked government employees. The slum residents provide a steady, local source of labor for jobs and services crucial to Islamabad's development and maintenance (Shah, 2016).

It is estimated that about 30% of the population of Islamabad lives in the slums. It all started with the huge labor demand in the development of the city from its beginnings. This encouraged laborers to migrate from villages and small cities to Islamabad. However, the housing for the workers and laborers was kept in mind neither by the planners nor by the government. It was resolved on an ad-hoc basis when workers occupied the 'unoccupied land' in Islamabad usually near the rainwater drains. However, CDA allotted 100, 66 and 48 Quarters (three different communities) in sector G-7 and F-6 for the lower-income staff, mainly the sanitary workers (Akhter Hameed Khan Resource Center, 2007).

2.4 Slums schooling issues and problems

Tsujita (2013) examined the factors that prevent slum kids from accessing schools considering urban poverty and rural-urban migration. The outcome of the study demonstrated a bias against gender and caste. Oketch, Mutisya, and Sagwe (2012) identified that parents dwelling slum areas possess less motivation for their children's schooling as compared to those dwelling non-slum areas.

Mugisha (2006) reported that a Kenyan slum child's access to schooling diminishes as he or she ages. The study further revealed that the key contributor to such a situation was poor household financial conditions. Walque, (2005) further highlighted that the

education of boys was influenced by fathers' education and the education of girls by mothers' education.

Al-Samarrai and Peasgood, (1998) findings revealed that children's educational attainment is associated to a great degree with parental education levels and to the household socio-economic profile. They further found that gender bias in schooling decisions still prevails.

Mangione and Speth, (2008) explored that earning and socio-economic status of a household, including its educational status, have been known for a long time to be a consistent predictor of children's educational attainment. Husain (2005) indicated that education was equally important for both girls and boys among Muslim slum dwellers. However, the low-income affected literacy rate among Muslim dwellers in Kolkata.

Handa and Simler (2004) concluded that a child's age and family income are significant indicators of schooling, the gender of the child plays a key role in rural areas; girls have lower enrollment in schools than boys.

Aggarwal and Chugh, (2003) have given recommendations to ease the schooling attainment of underprivileged children living in slum localities. Deininger (2003) indicated that factors such as creating awareness and involvement of parents in their children's education were also crucial. Kaul (2001) identified interlinks among the illiteracy, deprivation, poverty, low-income levels, and caste and gender divide in society.

Rukmini Banerji (2000) holds the supposition that why youngsters are not at school or why they are not learning has more to do with the idea of schools as opposed to the economic conditions of their families. As opposed to the observation that family unit

economic powers are 'pulling' youngsters out of school, school variables might be progressively significant in 'pushing' kids from the school. Consequently, the need for great importance is inventive and reliable strategies to manage youngsters who are falling behind academically. The noteworthy inequalities existing among schools as far as teaching-learning conditions are to a great extent disregarded. Profoundly populated schools are challenging spots for teaching or learning. Teachers of the viable territories are neither offered help nor assets nor do they get the reward for their compelling administrations. Municipal school systems don't have the basic decision-taking control at a nearby level to take care of instant issues. Joyful learning is being proposed as an answer to the issue of low accomplishment. Teacher/school responsibility is must in order to create a good environment and effective strategies. More prominent transparent and elastic methodologies are fundamental for the universalization of necessary primary education. Without flexible methodology the attainment of primary universal education is difficult to attain as well as coping the schooling issues of the poor slum children.

Rana (2003) in his study finds that birth order exists and it has a strong association with both the schooling and labor decision of children. The birth order of a child shows that the younger child (boy or girl) has a lower probability to go to school due to deficient resources effect, the first school enrollment of child is also delayed. The present study finds gender discrimination in favor of the male children that they are more likely to go to school as compared to female children. Which provides the confirmation of results by Durrant (1998); Sawada and Lokshin (2000); Burki and Shahnaz (2001), Ray (2001). There are several possible reasons for the distinct gender gap. E.g., lack of female schools in rural areas, intra-household discrimination, seclusion of women etc. whereas boys are found to

be more prone to combine school with work as compared to girls. Boys are also more likely to be in work-only category than girls. The current number of years of education of children decreases the probability of work but increase the probability to combine school with work. The head of the household (father and mother of the household) of school-going children has a much higher level of education as compared to the other three categories of children (combining school and work, work-only, and no-school, no-work). Those parents who have at least some years of education have children less prone to child labor as compared to other groups of children. Those families have higher level of income whose children are school going as compared to those whose children are related to other categories. Whereas the family whose children are involved in child labor have lower income than the household having children with other categories. A large family size lessens the likelihood for the kids to go to class. Population control is an effective tool for increasing admissions.

Ngware, M. W., Oketch, M., Ezeh, A. C., and Mutisya, M. (2013) Overall, the outcomes demonstrate that FPE (free primary education) reduced late first-grade access to schools, and affirms the findings of different investigations in other developing nations - that is, lessening cost hindrances to tutoring decreases late school entries. From the examination, it might be deduced that following the presentation of FPE, families were less inclined to enlist their youngsters late. It was discovered that (1) families headed by more youthful people, (2) family heads with moderately low degrees of training, (3) less rich families and (4) family units situated in ghetto settlements enlisted their youngsters in first grade at a later age. This affirms discoveries saw in Ethiopia and South Africa (Weir 2000; Fleisch and Woolman 2004).

Montgomery, Grant, Mensch and Roushdy (2008) the educational attainment of poor children can depend not only on the principles of living of their own families but also on the economic procedure of their local environments. In our view, policy-makers should pay special consideration to the heterogeneity that is present within urban slums, which could have reflective inferences for the efficiency of directing government educational funds on a spatial basis. In mixed slum groups, a substantial portion of the benefits of public education investments could be taken by wealthy families. There are also possible welfares stemming from heterogeneity. When they live in mixed-income groups in which other families provide protests of the payments to schools, poor families may find themselves more motivated to further their children's education than they would be in uniformly poor communities.

Nath, Mait, and Halder (2013) It was found that migration, health, nature of livelihood of the family, mother's level of education, per-capita income of the family, living conditions, home, and surrounding environment, school infrastructure has a progressive influence on a child's education. Children faces problem in understanding what is being educated in school. However, they cannot definite these problems because the language spoken at home is dissimilar from the medium of teaching followed in schools.

Swati (2014) The role of NGOs is very vital in this respect and the additional educational programs by the NGOs can be a great help to decrease illiteracy as well as gender difference in education among the female slum dwellers. The introduction of night schools and more adult literacy schools can be very obliging too in this regard. Most of all, alterations in the mentality of slum population concerning girl child's education and

understanding its importance can decrease the inequality and discrimination against the girl child to some level.

Pawar and Mane (2013) pointed out that education, occupation are the most significant element in the study of the social-economic status of the population. Besides these basics age, caste is also taken into deliberation. Due to poverty, economic status is lower, so the education level is also low, unskilled or low skills, so the socioeconomic status of slum dwellers is less.

Husain (2008) the opportunity costs of education in the form of the inevitable income from child labor or the inevitable usefulness of services from the child at home can be predictable to be important factor causal education-related decisions.

Kumar, Upadhyaya, Adeeb, and Chaturvedi (2007) poverty is the most important reason. Guardians can't have enough cash for the immediate and aberrant expenses of tutoring. Direct expenses incorporate costs, for example, the cost of course readings, private educational costs, transportation to class, the extra cost of garbs and cost of stationary. Aberrant expenses incorporate kid work and other family duties like looking after children and cooking. Worried about education is a kid's essential and basic right. The inability to access education denies young of the way to verify their different rights. Far-reaching insufficiency and uncalled for social practices consolidate to put youngsters, especially the young girls at mindful trouble that seizes origination and stretches out through her life. Sexual orientation imbalance is uncovered in every aspect of dispossession from training, sustenance, nourishment, sanitation offices, or safe drinking water, to safe house and proof. The issue is additionally exacerbated by class, standing, sexual orientation and religious observations.

Smita (2008) intermittent migrations in the country due to drought, lack of work in the villages overlap with the annual school calendars. The efforts made so far by government and NGOs to statement these problems through substitute schooling and offer references for state and central governments in terms of policy and program interferences.

Lavasani (2013) the national media would be wise to take action of projects that will assist this group with their examination issues, and besides the projects should be founded on a positive strategy for education. One ought to obviously not affront the situation of educators in this field. The other issue about the slum under examination is that it comes up short on the essential security, and is the focal point of purchasing and selling drugs.

Gouda and Sekhar (2014) the sexual orientation differentials still continued on in-school training. The way of life record likewise uncovers that kids having a place with lower families were bound to drop out. Parental attributes likewise assume a significant job in deciding school training. The dropouts among the kids having a place with unskilled guardians were multiple times more prominent than that of the proficient guardians. The multivariate investigation showed that the family unit size, number of living youngsters, and parental instruction were the most significant forecasters of school dropouts in India. The significant clarifications referenced by the families for the dropout were, youngsters were not mindful of studies, the cost was a lot of kids were required for family work and furthermore to work outside to give to family salary. About 6 percent of the young ladies dropped out of school when they got hitched. School-related issues, similar to poor foundation, absence of educators, and so forth was contributing to dropout.

Badgujar and Puri (2007) concluded that these people were not able to overcome the obstacles to seek education, due to the lack of enough capital and consciousness. They don't have access to schools in their close proximity and the government schools that exist are already flooded with students. Moreover, limited financial resources and huge family responsibilities force young children to drop out of school.

Hira (2011) critically analyzes the Challenges and hurdles to Free and Compulsory Education. Her findings suggest that the majority of first-generation learners lose attention in a study challenging a dissimilar type of attentiveness. They are used to pay while watching movies and doing household work, it also requires an appropriate surrounding, motivation, and encouragement, when these children cannot preserve peace with classmates, the class, they lose interest. Additionally, the financial contribution of these children to their families makes it difficult for the concerned authorities to get them admitted to schools.

Debi (2001) Slum kids of 6-14 years age group face numerous difficulties in achieving elementary education. The ones noteworthy are; large family size, poor living and health conditions, substandard accommodation and harmful environment. Furthermore, regional relocations, language barriers, fluctuating economic conditions, poor parental education, are the biggest challenges in their life. A large family size implies a higher dependency ratio. In a nuclear family unit having a sole bread earning father; serving in an unorganized sector with limited and fluctuating income, a mother and three or four children of school-going age, and they all are economically dependent on the father. Henceforth, attaining the fundamental necessities of life becomes quite a tough job. In such a situation the prospect of providing quality education to their children or even financing

their future studies gets affected. The study conducted by Debi (2001) also suggests that the higher the birth rates, the lower is the percentage of children being enrolled or dropped out early from schools.

A large population of slum children is first-generation learners and even if the parents are educated, they hardly help their children in studies. Slum-dwellers also believe that their children will not be able to get education from schools alone, they need additional support from the private tutors. This adds to the economic burden on parents. On top of that, the private tuition that they get access to is of inferior quality and as a consequence, it hardly makes any difference in their educational achievement by Nath, Maiti, & HalderY, (2015).

Pratichi Trust (2002) elaborated that accommodating the needs of children for private tuition seems to become an inevitable necessity for parents. The findings of this study also state that a larger proportion (81.47%) of children had private tutors. Surprisingly, it was also found that the level of the father's educational attainment has less impact on the children's educational status as compared to the mother's level of educational attainment.

Srivastava (1997) and Montgomery et al (1999) studies also support the above-mentioned findings. They suggest that the school enrolment of children is greatly influenced by the education of mothers. Whereas, education of both parents has a positive and statistically noteworthy impact on school enrolment decisions (Duraisamy, P. 2001).

Chaudhry (2016) reported that the statistics of student enrolment as; 62 percent of children get enrolled but only 20 percent of these attain higher education. Moreover, 47

percent of the children population of age 5 to 15 are out of school and 18 million children have never attended any school. Likewise, there also exists gender discrepancy in school enrolments; boys' rate of getting enrolled in a school is higher as compared to girls.

Ali et al. (2012) examined the factors influencing child labor at automobiles workshops in Sargodha city and concluded that the children are forced to work due to four reasons; impoverishment, illiteracy, unemployment and low educational level of parents. He analyzed that there is a positive relationship between parent education and child schooling and the inverse relation between the earning of the family and child labor.

Siddiqui (2017) the opportunities and access to education are not equal to all the children in Pakistan. Different schooling types exist which prevents equal access to all classes. One of the important areas to concern is discrimination in the education sector. It affects social justice and equity and increases the gap between the upper and lower classes. This will also have an adverse effect on poor to get in contact with the improved life and better opportunities.

2.5 Theoretical framework

2.5.1 Poverty

According to (Odhiambo and Manda, 2003 cited in Mistruelli and Heffernan, 2012:12) urban poverty is a multidimensional phenomenon generally associated with a number of deprivations that make the working, living and social conditions of the poor extremely insecure.

In the urban context, the experience of 'urban poverty' is highlighted as unique in several ways from its rural counterpart (UNESCO, 2007; Tsujita, 2009; Baker, 2008). Firstly, large city poverty is significantly worse due to crowding, pollution, violence, crime (De La Rocha, 2006). Welfare outcomes are poorer though standards of living may be higher than before (material possessions) to make use of those possessions needs capabilities that create barriers to escaping poverty (Sen, 1999:88-89). Secondly, the urban poor does not work in the formal labor market. Thirdly, incomes in the urban informal sector are increasingly low and irregular, as an increasing number of the urban poor have to rely on this option (Zaidi, 2011; Awan et.al, 2010). A greater degree of commercialization in urban areas is a necessary condition in wake of marginal expenditures related acquisition of basic human necessities such as house rent, food, water and fuel. Having a regular sustainable wage or income is very difficult for people without savings or salable capital assets as they are very much susceptible to changes in the demand for labor (Tvedten and Nangulah, 1999). Fourthly, plurality in society and fragmentation is typically seen as a special aspect of urban poverty. Urban areas attract people with different ethnic, cultural and linguistic origins. Finally, due to overcrowded dwelling conditions, the urban poor is particularly prone to health risks associated with unhygienic environment and inadequate living conditions. In addition, in case of any ailment, accessibility to health services is easier in urban areas but more expensive as well, due to which, poor people are stuck in the vicious circle of poverty (Haq, 2005). In sum, poverty is understood as inadequacy of capability as an effect of social relationships and structural deficits; resulting in social marginalization of urban poor and reproduction of traditional institutions that are not complementary to the urban modern life.

According to Sen (1999) 'poverty' is not merely the low income, rather it must be seen as deprivation from a set of capabilities. Lack of those capabilities makes the circle of poverty more vicious. If people suffering from the state of poverty, realizing those capabilities can act as a driving force for getting them out of the state of 'un-freedom. On the contrary, freedom means having space to acquire capabilities and using them as one would want to. In turn, the capability is influenced by economic opportunities, political liberties and social powers; health conditions and education level; encouragement, motivation and initiatives (Sen 1999:87-91). According to the author, the capability approach categorically recognizes that there will be variations among people in conversion of resources into productive use and capabilities. Personal or socio-environmental factors are responsible for these variations specifically. In a similar manner the concept of poverty alleviation tethered to material and economic causation is challenged by Green and Hulme (2005:867) by arguing that "it is not a state into which people fall from which they can be lifted if their incomes increase". Rather, it is an 'effect' of 'social relationships' that are structurally produced through social class, dependency, social exclusion and lack of entitlement (Spicker, 2007:4-5).

2.5.2 Education

For Foucault, knowledge is power (Foucault, 1980). Foucault has tried to produce a shift in thought so that things can really change. The goal of Foucault's philosophical studies is to show how different domains of modern knowledge restrain human action, and how they can be transformed by alternative forms of knowledge in service of human freedom.

Roger Deacon in his paper titled “Michael Foucault on education: a preliminary theoretical overview” shows how Foucault’s work may articulate with different themes of education. By theorizing the connections between knowledge, truth, and power, Foucault links education with various models of power necessarily including the wellbeing of the poor (Deacon, 2006) For Foucault, people don’t have power explicitly, and power is technique or action which individuals can engage in. As of (Best, 1996), “Power is not possessed; it is exercised”. Foucault observes that the power relationships are governed by the knowledge processes.

Deacon further argues that Foucault analyses schools with the lens of “Moral Orthopedics” (Deacon, 2006). This means the role of schools has changed drastically. Initially, the schools’ role was framed negatively. Educational institutions were supposed to protect the children from various dangers like disease, ignorance, immorality and adult sexuality. With the passage of time, the need for a positive role was felt and then the role of educational institutions was framed in a positive sense. So then, educational institutes were supposed to positively strengthen children, by developing them physically, psychologically, morally and intellectually.

Pierre Bourdieu observes that the role of the school is very important in shaping the character, habits and social life of the students. The type of schooling a child has an immense influence on his future life. Schooling shapes the consciousness of the students and this is an ongoing process (Bourdieu, 1984).

Cultural bias in schools is a core element of Bourdieu’s thesis of social production. Different studies have found a relationship between a family’s socio-economic status and children’s educational achievements. Here Bourdieu talks about different forms of capital

that eventually determine the class of people. For him, capital can be divided into three categories namely economic capital, social capital, and cultural capital. Economic capital refers to an individual's financial status and state. In Bourdieu's own words, "cultural capital can be seen in three forms: in the embodied state-the disposition of body and mind that is how one acts and looks; in the objectified form- in the form of valued cultural goods; and institutionalized state- in the form of educational qualifications/credentials" (Bourdieu, 1979, p. 114). The social capital means an individual's social network or relationship with other people that allow the individual to maximize his/her opportunities to gain and trade other forms of capital. Economic capital for Bourdieu is not the only factor for perpetuating the social class inequalities. For him, social and cultural capital is equally important for creation and perpetuation of inequality. Bourdieu's sociology of knowledge constitutes a fundamental part of his sociological theory. He successfully revisited the relationship between knowledge and society while relating it with educational processes and different forms of capital.

2.5.3 Durkheim's Perspective on Education

Functionalist sociologist Emile Durkheim saw education as performing two major functions in advanced industrial societies – transmitting the shared values of society and simultaneously teaching the specialized skills for an economy based on a specialized division of labor. Durkheim, a French sociologist, believed that schools were the institutions uniquely which assist with the transition from conventional society, to an advanced society.

2.5.3.1 Education and the Transmission of Shared Values

According to Durkheim a specific degree of homogeneity is necessary for the survival of a society and education is an essential factor that can lead to harmonize and homogenizes a society through early training of a child for better chances of survival as well as it also leads to the advancement of society. (Durkheim, quoted in Haralambos 2013).

For achieving the prior mentioned goals, education is used to instill a sense of solidarity, a sense of commitment towards working for achieving the communal goals and a feeling that the society is more important than the individual. Durkheim (quoted in Haralambos 2013) is of the opinion that a child must be imparted with the feeling which is powerful and one that dominates the person.

Education and especially teachings of history hints this link between the individual and society. If taught effectively, history ‘comes alive’ for children, after which they are able to link it to the present social conditions and they will be able to draw a sense of commitment to work for the achievement of communal goals.

2.5.3.2 Education and Social Rules

According to Durkheim’s argument, school serves an indispensable role in a child’s development and this role cannot be justly played by any of the institutions such as parents, friends and other kinship because that is based on personal choice, whereas, in schools, they are given the sense to work in groups and for groups.

School is the only institution that has incorporated the traits of a miniature society. Those traits include the preparation of children for becoming the members of a wider society which is beyond one's personal circle and extends to the whole of the community.

According to Durkheim social sciences such as sociology also play a vital role in making the rational basis of social rules clear to children. A child learns to respect rules in general by learning to respect the school rules. He develops the habit of self-discipline and restraint simply because he should do so. It is the first step towards the seriousness of duty (Durkheim, Quoted in Haralambos, 2013).

2.5.3.3 Education and the Division of Labour

Durkheim links the second crucial function for education in advanced industrial economies and that is the teaching of specialized skills required for a complex division of labor.

In his view, in traditional, pre-industrialized societies, skills could be passed on through the family, or through direct apprenticeships, meaning formal education in school was not necessary. However, factory-based production in modern industrial society it is necessary to go through a series of proper schooling and technical and vocational training to get the true sense of the modern division labor. In this way, a student will be able to compete in society and hence may be able to avoid getting into the vicious circle of poverty.

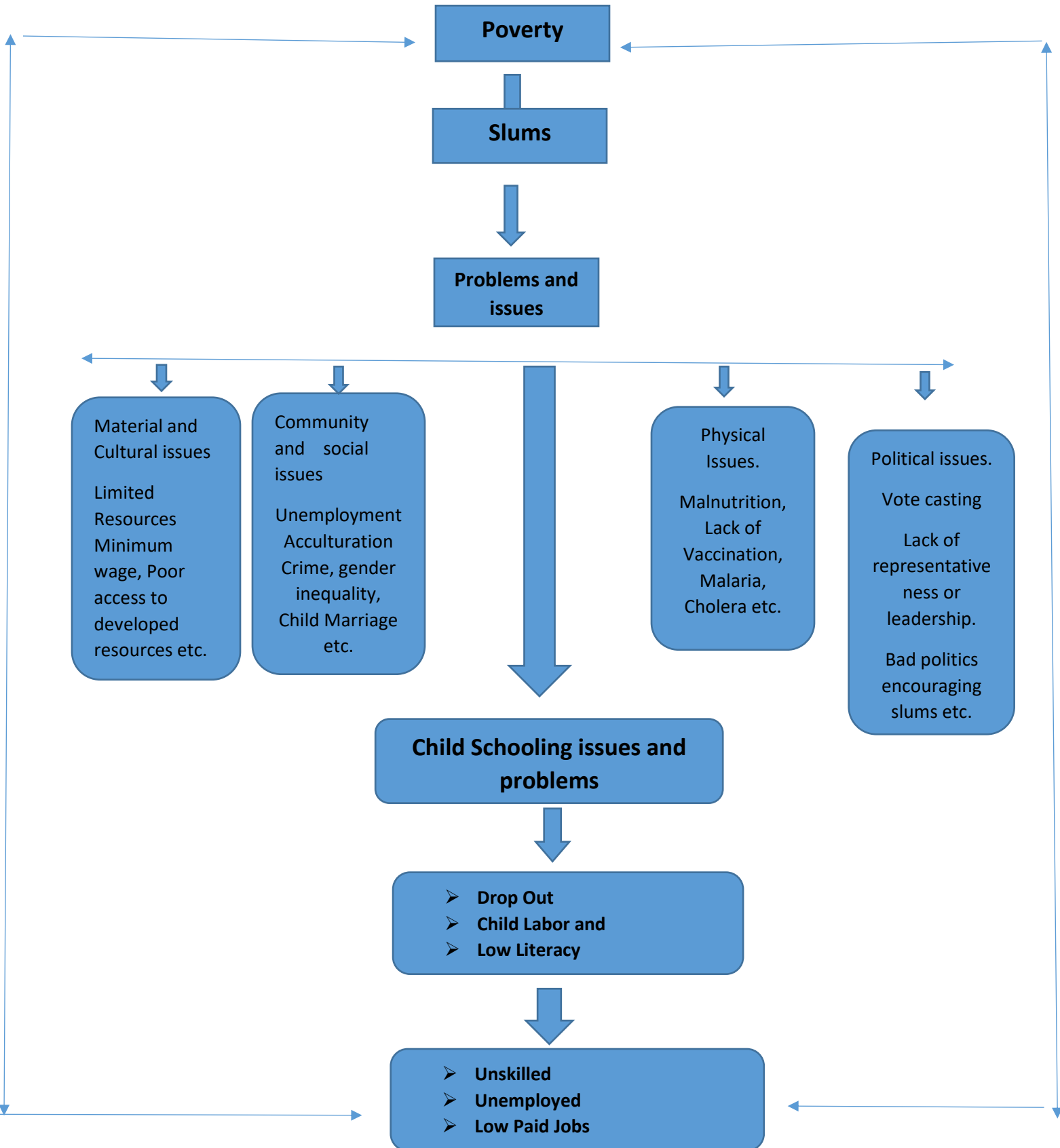
Taking the above two points together, Durkheim holds that schools do provide the necessary coherence for the social survival, necessary diversity for social co-operation and in turn, these factors will lead to the overall wellbeing of the individuals as well the society. This proves the role of education in catering the devouring beast that poverty is.

Other authors in this regard term education as a process of facilitating learning. Through it, knowledge, habits, skills, beliefs, and values are imparted which are necessary for the wellbeing of an individual and society (Dewey, 1916). Moreover, Article 26 of the 1948 Universal Declaration of Human Rights states, “everyone has the right to education”. Hence, most of the states today agree upon the importance of education for all. That means everybody has a right to get educated whatever class, gender, color or creed he or she belongs to. This fact notwithstanding, in a lot of countries this is not happening in reality. “Social class is the division of society based on social and economic status” (Jones R. J., 2001, p. 161). For Marx, the class structure of a society comprises two main classes, the Bourgeoisie and the Proletariat. The former controls most of the factors of production, the latter being the non-propertied and working-class that provides labor to the former at the cost of their own economic interests. This, as argued by Marx, results in the economic inequality and oppression of the have-nots by the haves. The haves, being the dominant economic class also control the political institutions of the society and use those according to their own interests (Andrew, 1983). My assertion here is that the hierarchical and exploitative relationship between haves and have-nots in the larger society is also manifested in pluralistic educational system. The bourgeoisie owns private schools and runs the same to make profit and thus perpetuates their superior position in society.

Another voice in the scholarship in terms of class structure is that of Max Weber. He considers class position as determined by education and skills rather than the ownership of means of production (Weber in Jones, 1997). According to Weber, the provision of equal opportunities to all in society can harmonize society and make it fairer.

Cornel Ronald West, the American philosopher, and academician have also addressed this issue (West, 2000). He voices concern over the unchecked faith in the privatization of education that makes educational structure pluralistic. He points out that the pluralistic educational system has turned the quality of education into a privilege rather than a right. Thus, it is making the poor more vulnerable to illiteracy, marginalization and oppression.

2.6 Conceptual Framework



Keeping in mind the literature review, the study draws upon the concepts of poverty, slums, and education. However, the primary focus of the study remains on the concept of issues and problems of child schooling in slums of Islamabad. Above is the pictographic representation.

This study is focused on finding out the issues and problems of child schooling in the slums of Islamabad. We established our conceptual framework based on the previous literature and theoretical framework that due to the rapid urbanization, the rate of migration from rural to urban increased. People moved to the cities seeking better work opportunities and an easier lifestyle. However, the cities did not have the capacity to sustain the massively growing urban population. Hence, slums or illegal settlements became a reality and are considered an ugly reflection of urban poverty and the failure of local governments. Poverty, the root cause of the existence of slums or settlement colonies in urban areas has a great impact on almost all aspects of the life of the urban poor, especially the children. Due to inequalities and material and cultural deprivation they are confronted by several issues and problems in schooling. Lack of education and the continued cycle of illiteracy is not letting the slums to change their status in society. Barriers other than poverty are also the important determinants or factors behind the lower school enrollments in these slum settlements. These barriers restrain slum children to get proper schooling. As a result, they have limited future opportunities, remain unskilled, low paid jobs and unemployed in the future.

Chapter 3

Methods and Methodology

3.1 Research Methodology

The methodology includes the utilization of specific systems and strategies for the gathering of information. "Methodology signifies "the rationale being used" associated with choosing specific observation strategies, evaluating their yield of information and relating the information to hypothetical recommendations." (Pelto, 1978). Methodology itself is a combination of two words, method and logy, a method is about the techniques of the research and logy means to study, the combination of these two words is about the creation of new knowledge in academia. Whereas the techniques employed for collecting and analyzing data are called research method.

3.2 Qualitative Research as a Research Strategy

Qualitative research is described by its purpose, which identify with seeing some part of societal activity, and its strategies which (overall) create words, instead of numbers, as information for examination. (Patton, February,2007)

In the present study there is being used the qualitative research strategy in which the researcher has conducted semi-structured in-depth interviews. The secondary data were analyzed from the existing literature and the primary data was collected from the field. Moreover, this research is descriptive in its nature that's why the researcher focused upon the qualitative study analyses for the discussion.

3.3 Research Design

The research design of the present study is descriptive in nature. Descriptive research means to visualize a phenomenon in its original reality and in its specific time. Descriptive research is concerned with conditions, practices and structures, dissimilarities of relationship that exists (Malik, 2016). As the proposed study is a qualitative approach. This research is based on descriptive research design to answer the objectives and questions of the study as I am describing as well as explaining my objectives related to specific group of people.

3.4 Positionality

The idea of qualitative research sets the researcher as the information accumulation tool. It is sensible to anticipate that the researcher's convictions, political position, socio-cultural background (sexual orientation, race, class, financial status, educational foundation, and background) are significant factors that may influence the research procedure. (Bourke, 2014). There is no clarification without Positionality. One has to place themselves somewhere in order to say anything at all (Bourke, 2014).

The researcher is aware of her position as a female university student. She enters the field with academic values and research ethics. Before entering the field the researcher confirms the social codes of the slum area. She is outsider to the community living in slum especially to the Christian community. She kept in mind the religious code of conduct while entering the Christian community slums because she herself belongs to a Muslim community. Acceptable behavior, speech and dressing according to the context of each slum area was adopted by the researcher to avoid any impact on the interaction between

the researcher and the respondents. Multiple languages were used by the researcher such as Urdu and Pashto according to the convenience of the ethnic groups. Urdu with the Christian slum interviewee and Pashto with the afghan and Pashtoon slums. The reason behind it was to create a feeling of being one of 'them'. Slum respondents have no issue with being recorded, they became very comfortable and began to tell their issues and problems without any hesitation. In this the researcher actually aims to identify the issues and problems faced by the slum children in their schooling.

3.5 Reflexivity

Reflexivity relates to the "systematic thoughtfulness regarding the researcher's role in qualitative research". It is both an idea and a procedure as an idea; it alludes to a specific degree of consciousness. Reflexivity involves mindfulness, which means being effectively associated with the research procedure (Erlinda C. Palaganas, 2017).

The researcher was reflexive throughout the process. A researcher was also aware of her conscious thoughts that not to allow her feelings to get involved while collecting and interpreting the data. She judged the issues and problems according to the existing conditions of each area without any personal biases. The population was studied by the lenses of researcher. To avoid the self-serving bias the questions were asked again and again in different ways to confirm the reliability of the information or data obtained and it helps to check the mismatch information. The researcher was aware that there is a possibility of overstating and understating of facts. All these factors have been taken into consideration to gather the balanced and authentic observed data.

3.6 Units of Data Collection (UDC)

There are five units of data collection. These five units of data collection help out to answer the questions of the research in present study.

UDC 1: Slum dwellers (parents, children, and siblings, civil society etc)

UDC 2: Schools (Teachers, principals, and other staff)

UDC 3: Capital Development Authority (slums dealing resource person)

UDC 4: NGOs (dealing with slums)

UDC 5: Government official (ministry of education)

UDC1 is chosen for collecting information from parents, children to know about the issues and problems they face in schooling. UDC2 will help in knowing about the problems from the teacher's perspective and other information like enrollment rate etc. UDC3 will help us in finding the locations of slum dwellers. UDC4 is selected for gathering information that what interventions are taken by Non-government organizations in improving child schooling among slum dwellers. UDC5 will help us in knowing the government interventions for improving the educational particularly the schooling problems and issues in child schooling in slum dwellers.

3.7 Methods of Data Collection

For this thesis implementation two types of data will be collected:

- i. Secondary Data
- ii. Primary Data

The primary data will be collected from the head of the households, schools, children, NGOs, CDA and government officials. The secondary data will be collected from guides, articles, journals, magazines, books, statistical reports, newspapers, and published and unpublished documents and commonly from internet sources.

Through my fieldwork, I will use various approaches to acquire data and building rapport with slums and for collecting data related to issues and problems of child schooling. These techniques consist of participant observation, semi-structured interviews, informal chats, group and focus group discussions, unstructured interviews interview guides and field notes. Whereas the secondary data will help me in more understanding of the issue I am investigating and finding the gap in the previous researches.

Participant Observation

According to sarantakos (1993), the participant observation is a method in which the observer or researcher observes the social surroundings, interact, and communicate with people in an unstructured way, build social veracities through observations of different social settings, situations and contexts and functions in the natural environment without bringing any change in these. This research method was helpful throughout the research and helped a lot in gathering data.

Rapport Building:

Rapport building refers to the relationship that the researcher makes with the people while conducting the research in the field in order to get the required data. It concerns with building an appropriate relationship in a short period of time. The association between the researcher and the researched ease the access process the most, prescribed by berg (2001).

Rapport building plays a vital role in successful communication. Once rapport is built successfully, it helps in developing trust, mutual understanding and respect (Youell & Youell, 2011). The communication will be more effective and better understanding. This will benefit the study by generating in-depth meaningful data. I have used this research method throughout my fieldwork to assist participant observation.

Interviews

One of the conventional sources to elicit data by employing verbal questions as the principle source of data is known as interview. Interviews are carried out in a systematic way. It is based on well-defined questions and objectives and also controlled by the researcher to avoid biases (Sarantakos, 1993). According to Bauer and Gaskell (2002) the types of interviews are the following; narrative, problem-centered, episodic, focus group discussion and Delphi. Bryman (2012) classifies these types under the umbrella of semi-structured and unstructured interviews. These are less structured interviews than the interviews used in the survey research.

Unstructured Interviews

The difference between structured and unstructured interviews was explained by Sarantakos (1993) according to which a highly structured interview guide and the rigid structure for the operationalization of interviews are followed in the structured interviews. Whereas in unstructured interviews sequence of questions and procedural restrictions are not followed while framing the questions. The interviewee is allowed to respond without restrictions and freely and the interviewer partially replies to ideas that are relevant or he/she finds worthy of being followed up, stated by Bryman (2012).

Semi-Structured Interviews

Semi-structured interviews are simple conversations. There are set of questions covering the areas of investigation and in which a researcher knows what he/she wants to find out. But the conversation is free to vary without restrictions in order to generate more in-depth information. Semi-structured interviews are great for finding out why rather than how many and how much. A semi-structured interview is a versatile mean of collecting data (Fylan, 2005).

Focus Group Discussion

In focus group discussion, the group of people is selected and assembled by the researcher to share their personal experience, to discuss and comment about the topic that is the research of the subject (Powell & single, 1996).

3.8 Sampling Technique

One of the necessary steps in conducting any study is the sampling which is use in identifying the quality of inferences proposed by the researcher that results from underlying findings. (Collins et al, 2002)

In social researches, two types of sampling are used for gathering information; probability and non-probability sampling. For this research I have used both probability and non-probability sampling. In non-probability sampling the subjects from the population have an equal chance to be selected as a representative sample. On the other hand in probability sampling we know which individual from the population will be selected as a sample. In the following text I have explained the types of probability and

non-probability sampling which have been used in this study. I have used stratified random sampling, purposive sampling and convenience sampling.

Stratified Random Sampling

When the information or data is divided into some sub-groups on the basis of similar qualities like education, age, salary, race, ethnicity and sex. This type of sampling is called stratified random sampling. The random sample is taken from each sub-group (strata) (Acharya, Prakash, Saxena, & Nigam, 2013). This reduces cost and improves efficiency. Members in each of these groups should be distinct so that every member of all groups get equal opportunity to be selected using simple probability. The stratified random sampling will be used to collect data from UDC1; slum dwellers which include parents, children, civil society and other related subjects from which information can be collected.

Purposive Sampling

Whereas purposive sampling was used to collect data from schools, non-government organizations, capital development authority, and government officials (ministry of education) dealing with slum dwellers. Which includes the UDC2, UDC3, UDC4 and UDC5. Purposive sampling methods are likewise alluded to as non-probability sampling or purposeful sampling or "qualitative sampling". It includes choosing certain units or cases "in view of a particular reason as opposed to randomly" (Tashakkori and Teddlie, 2003: 713).

Convenience Sampling

In convenience sampling the respondents were selected according to the ease of the researcher. The accessibility of data is easily available. (Bryman, 2012, p. 201). I have used convenience sampling in selection of slum localities. The data was collected from those slum areas which were nearly located and easily accessible. It is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand.

Sample Size

The sample size taken for every research unit was different. Eighty-five interviews were conducted from slum areas. The other data units were purposive and some interviews were taken from other UDC's in order to get the required information as well. But the main focus was on slum area including parents, community members and children. There were no specific criteria regarding age of the slum children, those children were included in the sample that was enrolled from one to tenth class. The reason behind this type of sampling was that there were many students who were above the age according to their class.

Chapter 4

Locale of Study

Islamabad Capital Territory with the estimated population of two million people is a beta-world city. It consisted of an upper and middle-class community where social environment is quite liberal. It is considered as the most developed urban area of Pakistan with very progressive Human Development Index. The locale which is selected to conduct this research consisted of multiple sectors of Islamabad. For this purpose the urban slums from different areas of Islamabad were selected. These slums include the residents from G-7, I-9, I-10, I-11, H-9 and F-7 areas. Each area has slums related to different ethnic groups. The selection criteria behind these locales were that they are well-known slums and located around the main important areas of the city. It is estimated that about 30% of the population of Islamabad lives in the slums. It all started with the huge labor demand in the development of the city from its beginnings. This encouraged laborer's to migrate from villages and small cities to Islamabad. However, the housing for the workers and laborers was kept in mind neither by the planners nor by the government. It was resolved on ad-hoc basis when workers occupied the 'unoccupied land' in Islamabad usually near the rainwater drains. However, CDA allotted 100, 66 and 48 Quarters (three different communities) in sector G-7 and F-6 for the lower income staff, mainly the sanitary workers (Akhter Hameed Khan Resource Center, 2007).

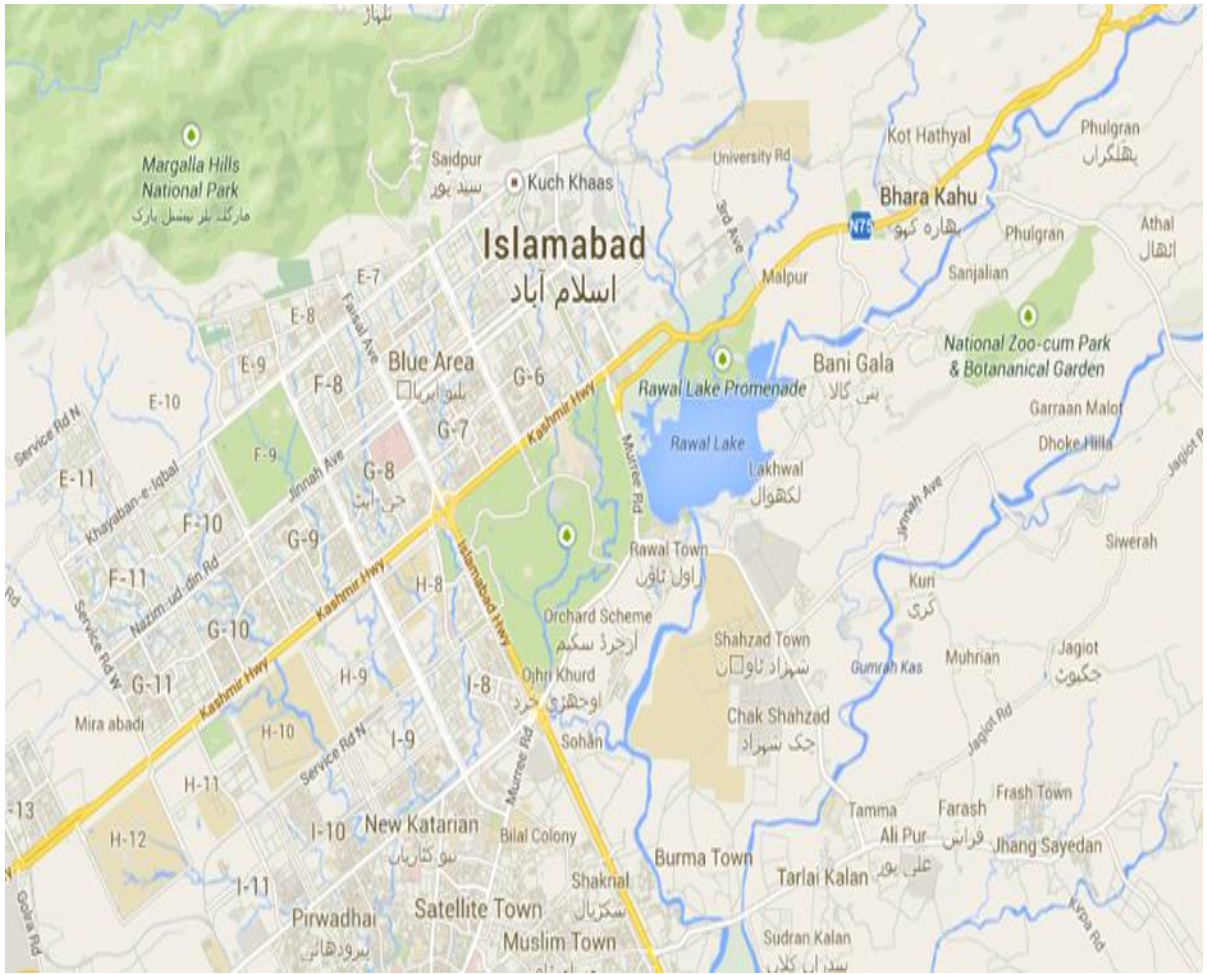


Figure 1 (Source: Google Maps).

Chapter 5

Data Analysis and Discussion

This chap is divided into different themes to discuss the main findings of the research and each theme is in accordance with the research questions. The chapter will, first of all, give an overview of the socio-economic condition of the slum household. It will explain the schooling issue and problems in slum children and the reasons behind them. It will further describe the government and non-government organization's role in slum children's schooling. Most of the data collected during fieldwork from the different slum areas of Islamabad was overlapping. So the common problems and issues are discussed collectively in this chapter.

5.1 Socio-Economic Status of Slum Area

The poor living condition of slums is a big challenge while living in the cost luxurious city of Islamabad. Their condition is not changing since partition they are facing these issues and majority of them are the poor Christian community, and Muslims are also living in these areas. Mostly slums living in Islamabad have low salaries and sanitation workers. Females are also working as maid and serving middle and elite classes. Each household in slum consists of mostly six or seven members in nuclear family system whereas the number increase in joint family system.

Generally, the socio-economic status of the slum dwellers is pathetic. Lack of basic amenities like drinking water, electricity, gas, health care units, proper sewerage systems, proper ventilation and quality education is not the fate of these dwellers. The social profile

of these is also not good enough as they are the neglected, deprived and marginalized segment of the society. Their economic condition is also low. They are engaged in low economic occupations like retail shopkeepers, home servants, sweepers, auto drivers, thela pullers, laborer etc. mostly are illiterate and cannot read and write. And this is the main reason they usually don't get a decent job. Thus the economic condition of these slum dwellers is poor and not helping them in improving their lives. It became difficult to manage the basic services of everyday lives.

I visited different slum localities in Islamabad which include G-7, I-9, I-10, I-11, H-9 and F-7 and each area's problem varies with respect to the other area. Some areas did have electricity, some were suffering from the unavailability of clean drinking water, some were complaining about the smelly polluted streams near their residence which were causing health issues, so the government should keep in mind while implementing any plan in that area according to the needs of the people living in that area. Each locality has specific issues and problems. But the schooling and educational problems were most common in each area.

Their financial status was not allowing them to educate their children. So they were out of school and supporting their families in order to lower their burden. Getting an education is costly for them in terms of time and money as they cannot support their family if they will get an education. Education is necessary but they have other surviving needs to fulfill first. If they do not have food to eat, clothes to wear and shelter to live then how the thought of education will come in their mind? Children are supporting their families because they have responsibility to help their poor parents and family in times of need.

Muslims and Christians are living together in some slum areas and they don't have an issue with each other. Whereas there are some areas with only Christian or only Muslim communities. We are oppressed by the upper class in many cases but we cannot stand for our rights because the party on the other side is strong.

5.2 Schooling in Slum Areas

The slum population and its areas are always at its worst conditions throughout the world and it was also seen in the present slum locale of Islamabad. They were in extremely poor conditions both in familial and in societal lives. Conditions of education were also in its worst conditions because government schools are not providing proper conditions for education to the slum children. The detail of this discussion is being described in the proceeding paragraphs in separate themes. These themes will provide a detailed idea about the educational and particularly the schooling setup of the slum population who are residing in Islamabad. It will also disclose the issues and problems in the schooling of these poor children.

5.3 Enrollment of slum children in Schools

A respondent stated: As like in other formal settlements in which every child is school going, the case is different in our community. Here the rate of enrollment is very low because we have many issues in the admissions of our children.

It was found that the enrollment rate of slums was low as compared to other children belonging from middle and upper classes. Many reasons lie behind this problem. The attendance of slum children is also low as compared to children from other classes. Because

of the socio-economic status of the slum dwellers they have more problems to face than the people living in the formal settlements.

5.4 Financial Constrains

One student explains her efforts: My family is financially weak. They need support and cannot afford my schooling. I am studying privately and supporting my family too. And sometimes it becomes difficult to manage both studies especially in days of exams and work together. But the hope that one day my all sufferings will yield fruit for me. I am happy at least I am studying.

A respondent who was a student and was doing matric from private institutions also mentioned that she is studying as well as working as a maid. She really wants to get education. But her father cannot afford her schooling. Her father is a painter and his salary is not enough to bear my educational expenditure. His job is seasonal. On rainy days it becomes very hard even to fulfill other basic needs because people don't prefer to paint. But she is very committed to her studies. She wanted to study regularly but because of financial issue she chooses private institutions and takes admission to art subjects. Because in this private institution she only has to go to examination at the end of the year. And can also save herself from daily transport expenses. She works to manage her fee, help her father and study at home. But the issue is the environment outside the home is not safe for girls. We are harassed and abuse along the way to our workplace and sometimes at the workplace.

Another respondent stated that she is a widow and working with some NGO. She has three children all are school going. They are in private school and their fee was not

affordable for me so I requested the principal for fee concession as I cannot manage. I prefer private school as compared to government schools where there is no fee issue because the quality of education in private schools are better as compared to the government. So my children will not suffer in higher studies when they will have strong base.

5.5 Cost of Schooling

On asking them why your children out of school when the government is providing free of cost schooling to your children. The respondent answered:

You can see government is giving free schooling to our children so we have no fee issue now, but can't u see the other charges they are taking in guise of paper fund, photocopies, shortage of books in the start of each new year and we have to buy them from stationaries, school uniforms, etc. there are many other expenses we have to bear. If our child is studying in a private school they demand more than the government school.

The respondents explained the reasons behind this issue that they cannot bear the expenses of schooling. Teachers demand money for different purposes for exam papers, for photocopies, etc. books are not provided on time in government schools and sometimes few books are missing so we have to buy them from book stores. Whereas in the case of private schools it becomes more difficult to manage. Parents prefer to enroll their children in private schools. The reason is low quality of education in government school so most children drop out without completing their schooling.

5.6 Obstacles other than poverty that prevent schooling

5.6.1 Missing Documents

Another interviewee told: Sometimes on the base of a single document missing they make an issue and do not enroll our children. And thus admission of our child is delayed. When we come to know about the need for a document for the enrollment, it becomes too late because the document formation is a time taking process. The admission closes and we have to wait till next year to try our luck again.

Sometimes the absence of any document ceases them to enroll their children in schools. Because the documents making process from government offices require more money and timing so they cannot manage. They are not educated and guided due to this misfortune they face more trouble and hardships. The government officers are not dealing with them appropriately in their offices as compared to how they deal with the elite class. They are ignored and given least priority and their work is delayed for this reason.

5.6.2 Need for more consideration

Our children are weak in studies in some cases because they do not have a strong base and we cannot afford the tuition fee. Our illiteracy is also not allowing us to help them in their academic work. While those parents who are educated to some extent cannot teach their children at home as well because the courses are updated every year. Teachers themselves are not well trained and updated with new knowledge and courses. First teachers need to be trained. They need pedagogy training.

As their children have a poor base so teachers are not giving them special attention so the drop out in many cases as they cannot compete with other children who are supported by their educated parents and tuitions. We cannot afford their tuition fee and we are not educated enough to guide our children and help them in studies at home. We just make sure that they are attending school.

The books are updated each year and most parents also not aware of new concepts that cannot help their children in studies. Lack of education is not allowing parents to help their children with homework. They need tuitions for that but financial condition of slums is not allowing them for extra charges. Another need of tuitions is because the teachers are also not qualified enough and mostly have old knowledge. They are not trained and aware of the upcoming concepts. They cannot clear student's concepts. Another reason is slum children need more attention and time.

5.6.3 Discrimination and Bullying

One of the respondents stated: my child was teased by his class fellows who belong to middle-class families for not having the new shoe at the start of the new class. He came and complained but my budget was not enough to buy him this year. So this disappointment led him to avoid going to school and hide from the situation. I was informed by the teacher about his absence from so many days and I was so worried.

Children also avoid going to school because they are teased by other students and in fear of punishment. It also affects their psychological health that they are deprived that's why they are suffering. So they hide from schools instead go to parks and markets and waste time there in order to avoid the situations they will face in school. Even though if

they are good in education their poverty is realizing them they are not good enough to survive in this world.

5.6.4 School Infrastructure

One interviewee revealed: look at the school building, is it looking like a school? Look at the paint of the walls and the condition inside the schools is more severe, broken furniture and no proper facilities. Nothing is attractive enough to capture the children to their school. The environment provided overall is not fair enough in slum areas particularly as it is provided in other schools for elite children.

The government schools in slum localities are not attractive for children, old infrastructure, old broken furniture, and no canteens and clean drinking water. Polluted streams also affect their health in some cases which might be another reason for absence from school. The renovation of schools each year is necessary which is not provided by the government instead of from years no construction work is done in schools near many slum localities.

5.6.5 Responsibilities on little shoulders

The elder brother of the school-going child said: I was very fond of education and always took good grades in the class. I was appreciated by my teachers and family. But time came my father died in an accident and I had to left studies. I started working in local shop. I would have never left studies if I had other options than working and supporting my family. Life is so tough when you are poor.

This revealed that as their age increases the responsibilities also increases especially if they are the first child in birth order and now they have to support their family and education of younger siblings as well. Respondent himself left school and now working as a shopkeeper to support his father.

5.6.6 Transport Issues

One interviewee explained: the schools are far away from our settlement and we have transport issues. We do not own cars. Children cannot walk a long distance and we are conscious too as the environment outside is not safe for children these days. We are working parents and cannot afford to pick and drop our children from schools daily.

A respondent also opens another issue that schools are far away from our colonies so because of the distance issue we cannot send our children to schools. Children with small age cannot walk that much, secondly, the environment is not safe enough and third mostly slums cannot afford the transport expenses. Though government charges no fee for schooling what if we are paying double or triple cost for the transport of our children. It's not helping us. Some manage these expenses when both parents are earning but in case of single-parent earning it's very difficult to manage these payments. There were no schools near slum localities so they admit their children in a school run by some Non-government organization but teachers were mostly absent in schools. So 2, 3 years of their children got wasted because of this reason.

5.6.7 Over Aging and Delaying the Admissions

Another stated: we face many other obstacles while enrolling in our children. My girl's child is not going to school and the reason is that she is over-aged. She left school

because we didn't afford at that time. But now I am earning enough and she was good at studies and want to continue again. But the financial constraints were not allowing us.

Respondent exposed that the children do not take admission due to financial reasons. Thus the admission is delayed and when they get stable, the schools refuse to admit their children. And the reason is that their age is more than the required age. I myself interviewed many children some left schools for their own reasons and some were not enrolled at all. According to them, schools are not giving us admissions because we are over age. We want to study but this reason is not allowing us.

5.6.8 Limited Capacity

Other interviews exposed: There are limited seats in each class and when they get fill the other students left are without admission. School authorities excuse us mostly that we cannot afford more students and do not have a further capacity. Last year exactly happen with me and my child. And we waited for one year and this year I will try again.

And in some cases, the admission is not given to the students by the schools because the seats are filled so they excuse by saying go and get an education somewhere else or come next year. In all this another year without enrollment and next year when we go to enroll they again make another excuse of age, seats are filled, other documents etc.

5.6.9 Parent's Behavior

Respondent stated: Our duty was to get our children admission in schools now it's their responsibility to focus on their studies and maintain their attendance. What we can do

if our child is not interested in getting an education. We are not educated so we cannot teach them at home and cannot afford tuition.

Parent's awareness about education is very low and I myself as a researcher also noticed this alarming situation in some slum localities. Especially the parents who were not educated. According to parents our duty was to get their child admission in schools now it's their responsibility to focus on their studies and maintain their attendance. What we can do if our child is not interested in getting education. We are not educated so we cannot teach them at home and cannot afford tuition. Their irresponsible behavior was very clear during the interview. At this age children are not responsible and mature enough to know what is good and bad for them. So whose responsibility is to take them on the right track was a question.

5.6.10 First Generation Learner

Respondent also mentioned: My children are first school going in our family from generations. I was tired of my illiteracy and the problems I had to face because of that; I cannot even read and write. And that's why I do not have a decent job. But I decided to enroll my children and to get rid of the filthy legacy of illiteracy which is from generations. But my children face difficulties as I cannot guide them in their studies.

Data also revealed that it becomes very difficult for first-generation learners to get an education. They have to suffer more and in many cases they drop out and do not get proper guidance. Their parents are illiterate and have no awareness of schooling related issues. They are experiencing it for the first time. Thus it causes problems for first-generation learners to continue their schooling.

5.6.11 School Enrollment test

Respondent highlighted another important issue: These government schools administer entry tests before giving admissions to our children. If they get failed they will not be enrolled in schools. Our children do not have pre-schooling. So they get fail in these tests. The tests are very difficult for first-grade children. Why there is a test when your child is going to start learning.

An interviewee revealed a very important information that admission tests are the main issue while taking admission in any government school. Most of the parents who are not educated cannot prepare their children for tests. There is no pre-schooling of slum children so when they appear in the test they mostly fail the exam. Respondent asks me why there is test when your child is going to start learning. This hindrance is not allowing slum children to get admission in school.

5.6.12 Pre-Schooling

An interviewee mentioned that the parents who are educated enough can guide their children as well as prepare their children before getting them admission to the school. They send their children to academies where they are prepared for entry tests for first grades. So their children get admission easily. We also prepare them at home. But the parents not educated enough and financially weak suffer and face more issues than us. That's the reason mostly delayed their children's education and then face further problems. Life here is most tuff especially for the uneducated and unaware parents and children suffer too.

5.6.13 Discrimination by School Authorities

My research shows that school authorities are biased with us. They prefer to enroll children from formal settlements. We are ignored and first priority is given to those children who belong to well-settled families. There is discrimination everywhere with us.

Moreover, it was also disclosed that some schools don't prefer to enroll children belonging from slums. They don't want to spoil the reputation of their school. The reason is slum children are weak and get fail if proper attention and time are not given by parents and teachers. They prefer children of educated slums to get enrolled in their schools. Because educated parents are more responsible and keep a check on their daily studies. But parents who are not educated are not liable in most cases. And their children do not compete with other classmates.

5.6.14 Child Labour

The cases of child labor were also witnessed by the researcher. Many children were working in the workshops, tea stalls, local markets, vegetable markets, Sunday bazaars, etc. The control on child labor is still lacking and it showed the negligence of the authorities responsible for dealing with these issues. Some parents justified that their child is earning because we have no other source and they are the only breadwinner and supporter in the family.

5.6.15 Dysfunctional Families

Other than external issues slums also have many internal issues in their communities. Respondent stated that: we are living in areas that are not suitable for living

normal lives. Due to these deprivations we have dysfunctional families with physical as well as psychological issues and surrounded by environment which is not suitable for our young growing children because they are the most affected one.

A respondent who is a government servant revealed a home environment for slum children is also not good enough. Sometimes domestic violence, extramarital affairs of parents, overcrowding, lack of nutrition and many other reasons affect both the psychological and physical health of slum children. They mostly have dysfunctional families. To escape from these problems they mostly spend time out of the home and engage with criminal acts and also become drug addicts. Bad companies of friends also spoil them thus they start losing interest in studies.

5.6.16 Juvenile Delinquency

Poor school attendance, poor education standards, socio-economic factors, lack of moral guidance, violence at home and social circles, peer pressure, lack of communication, ignorance, lack of social and moral training all these factors are resulting in juvenile delinquency among the children of the slums. The researcher herself noticed while observing the slum children and the environment surrounding them. Juvenile delinquency is a problem in society but it especially prevails in slum children. According to Albert Cohen's theory of subculture given in 1955; juveniles do not meet the social standards so they look for support from a subculture. And this subculture is formed by other juveniles who also do not meet the societal criteria.

5.6.17 Psychological Issues

Slums children are also suffering from psychological issues. Cultural deprivation, Non-notified status and social exclusion from the rest of the city. But no attention is paid to the mental health of the children.

5.6.18 Seasonal Migrations

There are seasonal migrations in slum settlements. Few families are seasonal migrants. The researcher found that these families migrate to cold areas in summer and come back to cities in winter whereas others migrate to cities in winter when the weather in their area is extremely cool. The schooling of these children get effected and mostly are not enrolled. But the number of families is limited who are seasonal migrants.

5.6.19 Quality Teachers

There are so many reasons that the children in the slum are not getting the proper education and one is the shortage of teachers in the densely populated schools. To cope with this problem the quantity is increase but for meeting this requirement it results in decreasing the quality of teachers.

5.6.20 Densely Populated Schools

The researcher also experiences the overloaded population in the schools. Each class is so overcrowded that each student is not getting the proper attention from teachers. Teachers are not aware of all the students in the class what they are doing particularly the backbenchers. Which further give birth to other issues like:

- Teachers cannot give proper attention to each student in the class.
- Overpopulation rises classroom discipline issues.
- Struggling schoolchildren collapse further behind.
- Standardized test scores suffer.
- The overall noise level is increased.

5.6.21 Language Problem

Children enrolling from slum communities belong from different ethnicities. And they speak different languages. Especially those who migrate recently face difficulty in understanding the language if they belong to different ethnicity. Whereas those who are living in the area from birth face fewer issues in understanding the local language in the schools. This cause the communication gap between the teacher and the slum children.

5.7 Transforming Slum Lives by Education

5.7.1 Education as Life Changer

One respondent told that: one of our neighbors shifted from slum area and their life changes when their son got a government job. Now they are living in near formal settlement. Their social and economic conditions changed. They are not slums anymore. But most prefer to live with their community. They do not move but improve their living conditions while within the community.

In seeking to investigate the educational importance in slums one of the respondents revealed that education has changed the life of some slum dwellers here. Those who have Secondary School certificates can get a job easily as compare to illiterate slums and their life improved in many cases. Most of them are in police department and other government,

semi-government and private jobs, health departments, governmental hospital and even the armed forces on low scales. They are not at least jobless and earn to support their families. These jobs are respectable and decent. The community people also respect them more, seek advice and help from them.

5.7.2 Education Yield Opportunities

Another interviewee explained who has higher secondary school certificate and working as a staff nurse. He is performing duties in different hospitals. He is very thankful to God for being educated enough that his life is going well and he experience less issues and problems as compared to other uneducated members of his community. In his view he is blessed with knowledge. He also guides others to peruse education as he did and transforms their lives too. If every child in slum is enrolled it will definitely change our lives.

I have SSC certificate and I am doing job in government institution. My pay is less than my needs but I have to manage somehow. Thank God at least I am not jobless and suffer like other youngsters in our community because they are not literate enough. I didn't study further because after this certificate I thought I can find a suitable job.

Mostly educated respondents were with SSC and HSSC certificates. There were very few with bachelor and graduation degrees according to respondents. The educational level is low among slum dwellers. After SSC degree they start the search for jobs. There is less interest in higher studies and one of the main reasons is their financial conditions and admission issues. In these slum dwellers the people with these degrees among them are the most educated because their overall education ratio is very low.

As a respondent, associated with the area since 40 years mentioned: I am government servant and have four children. Two of them are doing jobs in police department. And other two are studying school. I have done intermediate in faculty of arts. I was always committed to my studies and at that time intermediate was considered more than enough to get a good job. So I decided that I will educate my children enough so they can get a respectable job instead of sweeper and home servants as many members of our community are performing these jobs due to lack of education and illiteracy. Most of them do not have other options. Being sweeper is blessing for them than having no job at all.

5.8 Gender Differences in Schooling

5.8.1 Gender gap in Christian Communities

An interviewee from Christian community stated that: There is no gender difference in our community. We do not prefer boys over girls. To us both are equal and if we can we educate both of our children. The gender gap is very low and very rarely found in our slum community.

Seeking information about the gender differences in the schooling of slum children revealed that in Christian minorities there is no such gender gap. They educate both boy and girl child if they get the opportunity. They do not discriminate between boys and girls. If both are interested and they are financially well then they enroll both children in school. In very rare cases if they cannot afford the schooling of both then they prefer boy schooling. The reason is when boys will get a job they can support their family. Whereas in case of girl they will get married and their husband will take care of her affairs. But this is very rare case in our community and link to the slums who are financially very weak.

5.8.2 Gender Gap in Muslim Communities

In slums from Muslim community, respondents revealed that: Our financial condition is not allowing us to educate our children. We cannot even educate our boy child and you are asking about girls. Boys are working in near vegetable bazar. Whereas toddlers are playing and have no schooling.

In the case of Muslim communities the gap is wider especially in slums belonging to Pashtoon tribal areas. They have parda system and they prefer to keep their girls at home where they are safe and help in household chores. It is less accepted by their culture. Instead they have other embroidery skills from their mothers. Whereas other Muslim girls are housemaids who are not from tribal areas. Whereas those who are aware of importance of education for girls but they cannot afford the schooling expenses due to the financial crises in their life. So the researcher observed different settlements and thus have different experiences of people belonging to different ethnicities.

5.9 Government Role

One interviewee revealed that the government is not providing us even with basic needs. We running out of essential living amenities. When we don't have clean drinking water, sui gas, tenure security, how could we think about education? We have so many other issues to resolve. These problems are not letting us invest and think about our children's education. Aren't we the citizens of Pakistan? The government is not giving us facilities as they are providing to other formal settlements.

Children cannot manage education when they do not have their basic needs. They are struggling in this fast-growing development era to fulfill their basic needs and to

survive in these harsh conditions. They become hopeless as neither the government authorities nor the elites with power are willing to take them out of this salvation period but instead everyone is working for their own motives. As per the Constitution, it is duty of the state to give asylum and essential necessities to every citizen of the state, as Clause 38-D of Article 9 of the Constitution guarantees right to life and social and monetary prosperity of individuals without any bias of colour, caste or religions."

Another disclosed: Parties came before and made promises but for the sake of votes. After the election they disappear like ghosts. We are tired of them and after 5 years we choose another party with hope that they will change our condition but all in vain.

Political parties come before elections and do commitments and promises for the sake of votes but after elections, they disappear and do not fulfill their promises. There is no as such representative from our community to represent the needs of our areas. We cannot invest in our child's education because we are in fear that CDA or other government can come any time and will displace us because we are living here illegally and have no tenure security. We are living here for more than forty years and now we don't want to go anywhere. We are settled here now and have jobs family and community here but always have fear of losing our homes.

5.10 Non-government Organizations Participation

On asking about the role of NGO's they stated: very few NGOs came but didn't do as such work. We are not denying that they never came at all but rumors have not as such reality as it seems. NGO's are not working here that much how they are claiming. Few NGOs came before but they alone were not able to take us out of this salvation. NGOs

come with great enthusiasm but when they realize the condition is more severe and they lack enough funds so after some time they disappear too.

5.11 Discussion

The overall pictures from the finding reveal that the living conditions, especially with regard to government utilities, child schooling and overall education level, are low in slums as compared to those living in formal settlements. Slum-dwellers are marginalized and ignore by the other segments of the society. Both the federal and local governments are not facilitating them.

The issues and problems in child schooling are the hindrances that is not allowing slum children to get education. Schools are not at walking distance from their colonies so without managing the transport children are not able to go to school. The government schools are not providing quality education. Slum-dwellers cannot afford the fees of private schools. The issue of having no pre-schooling among children is not allowing them to get enroll in government schools as they mostly fail the entry tests taken by the authorities to get admission in the first grade and it is compulsory to pass that exam.

Many children are first generation learner. Parents are not literate so these children are suffering more as compared to the children who have literate parents. It is quite alarming that there are still people who are illiterate from generations as well as good that at least now they are aware of education and its importance.

School infrastructure is old in many localities. Lack of clean drinking water and unhygienic food is affecting the health of children and thus their attendance rate is low.

Many children in slum settlements are not getting admission. Schools refuse to give them admissions by excusing that seats are filled so try next year. Limited seats and the fear of school authorities that slum children are weak and they will not compete with children in formal settlements and will affect the reputation of their school. Another excuse which usually is given by school authorities is the cases of slum children being overage. Whereas I don't think so there is any age for education. This lame excuse by educated people is not understood by the slum dwellers. Children whose education was delayed due to some financial reasons and now they come with hope to get enroll and be a useful citizen of the society are demotivated by our educational institutions.

In government schools, books are not provided on time and some books are missing throughout the year. No fees in government schools but they charge for papers in exams, photocopies etc. Teachers are not well trained and do not know how to communicate with every child according to their needs especially the slum children who are deprived of many aspects and need more love, care, attention and counseling from their spiritual parents. Teachers can both brighten up and vitiate the children's future. The environment at their home and surrounding is not letting them concentrate on education so teacher's guidance is like a lamp in the darkness. Instead of punishing they should help them to get out of their deprivation and bring positive change in their lives by education.

The overall educational level of slum dwellers is low. Mostly have done matriculation and intermediate and doing jobs in different government, private and semi-government organizations. These jobs are decent and respectable than the job of sweepers and home maids. This level of education is more than enough to them when they are

suffering from financial crises and their families need support. This led them to quit their studies on this level of education.

Those slum dwellers who are literate to some extent are also aware of the importance of education. They are investing in their children and working hard to enroll all the children in school. They are with hope that if education has made them survive less as compared to those who are illiterate so it will definitely transform the lives of our children. With this faith they are guiding and making it sure that their children are studying in school, communicate with teachers as well as keep check on their children's activities.

Child schooling is also influenced by the environment at home. Being culturally deprived these children and their families are also suffering from other issues that have impact on physical and psychological health of slum children.

Lack of parent awareness is also a serious issue in slum settlements. Some took for granted the schooling of their children whereas some are not guiding their children.

Gender differences in Christian minorities are very rare. Slum-dwellers of Christian community is good in this perspective. They are more aware of the importance of schooling for both boys and girls and equity of education. Educated mother has impact on the entire upcoming generation. That's why schooling of girls is equally important as schooling of boy.

But the case was different in Muslim slum dwellers. The level of awareness was less. The issue of gender discrimination still prevails in those localities where Muslim slum dwellers have residence. And this issue is highlighted by the female members especially. They are housemaids and cannot do other jobs as they are not literate. Our generations are

suffering from illiteracy. And now the children will suffer too the consequences of our illiteracy. Worldwide, 65 million girls never start school; 100 million do not complete primary education; more than 542 million women are illiterate (Aikman & Unterhalter, 2005, p. 1). Education is compulsory for both girls and boys.

From the above findings and discussion, it is concluded that children of slum dwellers face different issues and problems not only because of financial deprivation but many other factors are also contributing. So there are multiple indicators influencing the schooling decision of children as well as their parents. Furthermore negligence from federal and local government and ill policy-making decisions according to the need for each slum locality is also challenging.

Chapter 6

6.1 Conclusion

The slum has been a part of Islamabad since before it was declared the capital of Pakistan. This research aimed to explain the issues and problems faced by the slum children living in the different areas of the capital, the Islamabad. First of all the socio-economic status of the slum was studied and it revealed their sufferings. The thesis aimed to explore the enrollment rate of slum children in schools and also what are the gender differences in schooling of these slum children. Another purpose of the study was to find out the obstacles other than poverty which is preventing the schooling of slum children. Furthermore thesis also aimed to see the positive impacts of education on the slums. For this purpose the urban slums from different areas of Islamabad were selected. These slums include the residents from G-7, I-9, I-10, I-11, H-9 and F-7 areas. Each area has slums related to different ethnic groups.

The research was qualitative in nature so it was conducted using semi-structured interviews and observations in the field study. The socio-economic condition of slums is not allowing them to attain education. The children who are over age are out of school and they are refused by schools due to this reason that their age is not in accordance with their class. School admission tests for first-grade children are so difficult that most slum children are not able to clear the test. The reason is illiterate parents and no pre-schooling. This further delayed the enrollment of slum children. Distance issues from schools to home, low quality of education in schools, untrained teachers, lack of basic necessities like drinking

water and hygienic food, old infrastructure of schools, shortage of books, and fees of private schools were also the issues of slum residents.

Findings revealed there are many other factors than poverty which are creating problems in the schooling of slum children. The enrollment rate of the slum children is low than the children living in the formal settlements. Different mindsets were seen about gender differences in each ethnic group in different slum areas.

Some slums have improved their living standards by achieving education and finding decent jobs but most are still in the struggling phase. Furthermore, the findings also revealed the negligence of the federal and local governments. The deprivation and marginalization of the slum dwellers are due to the ignorance of the authorities in power. The income of household, their education level and awareness, school authorities, non-government organizations, government officials all are collectively contributing and deciding the schooling decisions of children living in the slum residence. The situation is more alarming in those urban localities who are living without basic infrastructures and are illegal.

It is concluded from the above findings that only half of the slum children are going to school. Many drop out and over age cases were observed in these settlements. Late admission is the reason behind overage children. Both the parents as well as the government are responsible for this negligence. A non-government organization claiming that they are working in these areas for the welfare of poor people has no reality. The presence of schools at distance is not the only issue that children of slum are not enrolled but they have other economic issues. In slum localities quality and quantity of education in government schools is still a challenge. These government schools are the only choice for

poor slum children. Slum children attending near fee-paying private schools dropped out. Of course the government has made all sorts of promises but as we all know, actions speak louder than words.

This research will help inform government, NGOs and the public at large in improving the living and schooling conditions of slum children. It will further give insight for future research as well as in policy formulation according to the need and issues of each slum area.

6.2 Recommendations

- Government officials should formulate policies according to the need of each slum settlement.
- The government should start relief projects for supporting slums overall so they can invest in their children's education by relieving themselves from other basic necessities and particularly for the educational assistance of slum children.
- The establishment of help centers or complain cells is very important in these areas. From where poor illiterate can get information, help and guidance in resolving issues of their areas.
- Cooperation between different actors; government, communities, the non-government organizations, and other stakeholders have many benefits of working in partnership.
- Another important issue related is tenure security because the fear of eviction is not allowing the slum dwellers to invest in their children's education.

- Schooling awareness campaigns should be started in these slum residents to aware of them how education is the solution to many of their sufferings and can bring positive change in their lives.
- Child labor the other important problem of slum residents should be controlled by strictly punishing the parents as well as the areas where these children are working.
- Another important recommendation is the role of these peoples in enlightening their own conditions. Lack of coordination is responsible for further weakening of their position in society.
- The government should have proper monitoring procedures for the non-government organizations which include the funding's to them from local and international people, their registration and work in progress.
- If any child drops out of the school, the community members and the school authorities should instantly interact with parents to figure out the reason. 90% of the parents want to educate their children.
- A holistic approach should be introduced which instigates vocational and technical education and training in the formal and non-formal schools located particularly in the slum areas.
- It is suggested that training sessions should be given by the teachers and community members to parents and children. These sessions will guide them about the importance of education as well as how to cope with the issues.
- Lastly, it is suggested that establishment of community consisting of Federal of education, Ministry of human rights, representatives of social welfare department

etc all should come on one platform. To find out the reasons, suggest solutions and implement plans to mainstream the out of school children.

6.3 Research Ethics

As a researcher, the following research ethics were followed.

- I took permission from the respondents.
- I paid attention to keep a non- hierarchical relation between us.
- I used the local language with them in order to make them comfortable.
- The name of the subject/ participants was remained hidden.

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Annexure

Questionnaire for data collection in slums

- 1) What is your name?
- 2) Cast?
- 3) Religion?
- 4) From when are you living here?
- 5) Occupation or Source of income? Any property etc.....
- 6) How many members in your family?
- 7) How many children?
- 8) How many schools going?
- 9) If not going, why not? (working or any other reason)
- 10) What are the schooling issues?
- 11) Any school nearby or not?
- 12) NGO's helping you or not especially in your child education?
- 13) Educated members in your community? Did their life improved or not?
- 14) How educated children in slums are better than the uneducated one?
- 15) What are other reasons for money which prevents your child from going to school?
- 16) Do you want your children to be educated and change their and your lives?
- 17) Boys and girls both are school going?
- 18) If children attending school do both genders have the same opportunity?
- 19) Which child would you prefer to go to school girl or boy if you get a chance to educate any one of them?
- 20) Would you prefer earning or educating your child?
- 21) If you get financial support from the government or NGO's would you send your child to school?
- 22) What do you expect from government?
- 23) Any complaint from teachers and school environments?
- 24) Parents are educated or not?

- 25) What is the enrollment rate of slum children in schools?
- 26) What are the obstacles other than poverty that prevent schooling of slum children?
- 27) What are the gender differences in the schooling of slum children?
- 28) What are the issues faced by students and why they leave or do not enroll at all according to teachers' perspective?
- 29) What are the difficulties for teachers in dealing with slum children?
- 30) Is the government supporting them properly?
- 31) What improvements are needed from the government side?
- 32) Are teachers themselves supportive enough to slum dweller's children?
- 33) Response from parents in case if a child is not performing satisfactorily in school?
- 34) Are slum children attending school regularly? Or absentees?
- 35) How slum child is different in studies as compared to a child from normal families? Do they need more attention and time?
- 36) What do teachers think that how can we improve their enrollment? Any suggestions?
- 37) In which age you got admission in school? (From child)
- 38) Is boy education is better than girl's education? If yes then why? (From parents)
- 39) How much money do you spend on children's education? (From parents)
- 40) Are there children in your community involved in child labor? (From parents)
- 41) In which age girls marry in your community? And what is its impact on their education?
(From both)
- 42) What kind of education is better for girls/boys, Islamic or modern? And why?