Reflection of Voices of Out of School Children: Implications for Education Policy

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ABSTRACT

This study was aimed to explore and document the voices of out of school children in order to identify some implications for education policy. Using a qualitative thematic analysis with some frequency counts, 216 interviews were conducted from those children who never attend any school. The researcher also conducted a focus group discussion of 7 parents in a supportive context to strengthen the viewpoint of children. Video recordings of interviews and discussion were transcribed and thematically coded. Four themes emerged from data. These were cultural factors, demographic factors, psychological factors, and socioeconomic factors that make unable children go to school. Poor design and implementation of education policies may limit literacy. Overall, the findings of study revealed that jobless fathers', fear of sexual harassment, long-distance and incidents of girl child rape, parents tend to marry their children at early age, large size families, low income with no savings, low parental motivation, financial problems and domestic conflicts, high inflation rate were the main causes for being out of school. Furthermore, on the base of results, some implications were suggested for education policy.

Keywords: *Reflection, voices, out of school children, implications, education policy*

Introduction

According to the 18th Constitutional Amendment of Pakistan, Article 38 (d), Article 37 (b), and Article 25-A explored that it is the responsibility of state to provide all necessities of a life including free and compulsory education without the difference of creeds and caste (Pildat Back Ground Paper, 2011), but universalization of primary education is not achieved due to the poverty, less awareness about the value of education among people of Pakistan and cultural values (Khan, 2010) and number of OOSC is nearly three times larger than previous in Pakistan (UNICEF, 2015a; NEMIS, 2013). At the beginning of the 21st century, in the world primary aged Out of School Children were 67 million. However, other children are in schools, but receiving an abysmal quality of education due to those classrooms which are overcrowded, without textbooks and taught by untrained teachers (Brown,

2011) and after Nigeria, Pakistan is the second world largest country with out of school children (UNICEF, 2012a). Poor urban areas showed that probability of out of school children is increased in the presence of illiterate women at home and poor economic conditions (Kakoli & Sayeed, 2013) but enrollment can be increased with the help of more funds, involvement of community, and parent's demand of quality education (Habib, 2013). UNICEF and UIS (2011) initiated global initiatives in different countries of the world to know the problems of children being out of school. Primary education is free in Bosnia and Herzegovina but all children have not the equal opportunity of getting an education to complete primary education (MDG Achievement Fund, 2011). In addition to this country progress report of South Africa showed the marvellous effects of education on individuals and societies in such a way that women and girls

empowerment was increased and they had been contributed in improving baby and mom survival and health, preparing people to combat with HIV/AIDS, fighting against poverty and encouraging to participate in economic development, and giving a support for constructing peace (Department of Basic Education, 2013). 5DE conceptual and methodological framework was employed in three educational levels with two groups of children. The first group of children as those who were actually out of school and other group of children was those who were at risk of dropping out of school (UNICEF, 2012b, 2013a, 2014; Ababa, 2012). Operational manual of UNICEF (2015) categorized OOSC (Out of School Children) in term of out of school children in formal education and also described most popular model, i.e.

The Five Dimensions of Exclusion Model and a Visibility Model that reflects the data gapes in the profiles of out of school children and suggests some ways to resolve these problems. It also showed some reasons for being out of school on the base of four domains, i.e. enabling environment, supply, demand and quality. UNICEF (2014) also showed the relationship among 5DE and 6Zones of Exclusion. Why children have never attended school? The reasons behind this are that children needed to work/help at home, school is too far away, children are not interested in attending school, they do not want, they are physically or mentally disabled, unsafe to travel to school, family trend, school graduates cannot find good jobs, got Married, schooling is not important, would not be able to find a permanent job, work at home such as cooking, cleaning, fetching water or wood,

etc., became pregnant, tend animals, or work on the family farm or in the family business, sexual harassment, poor parenting, poverty, and domestic violence. Other categories of out of school children are conflict affected areas' children, poor rural areas', and household's girls (Mpyangu et al., 2014; and Millennium Development Goals Report, 2014). Other than these reasons, some were accountable for out of school children in Karnataka, India such as physical disability, migration, street child or rag picker, puberty, runaway children, and death (Kulkarni, 2014). Andrew and Orodho (2014) concluded that socioeconomic factors such as parents' educational level, income of family, and school's physical facilities which enhance teaching and learning process affect the access to school.

In the country studies such as Sri Lanka, Ethiopia, Keneya, Kyrgyzstan, Liberia, Eastern and Southern Africa, Philippine, Ghana, and Nigeria the main focus was on the demand side socio cultural and economic barriers, supply side barriers and the reasons related to the Governance, Capacity, and Financing of Government for not attending school (UNICEF, 2012; 2012a; 2012b; 2012c; 2012d; 2013; 2014; Ababa, 2012; The Assessment Capacities Project, 2012). In a country study of South Africa, Department of Basic Education (2013) focused on reasons for not attending school for 7 to 18 years old children. These are no money for a fee, education is useless, unable to perform at school, family commitment, work at home, complete education, pregnancy, illness, disability, failed exams, not accepted for enrollment, too old/young, too busy, got married,

education at home, difficulties to get to school, school is too far, and violence at school. This study reflected the voices of out of school children regarding the problems which become hindrance against their education. For this purpose Government of Punjab, Pakistan (2013) identified in NEMIS data for 2012-13 that 25 million (42%) school age children are not enrolled in schools. So the Government of Pakistan (2013) explained some reasons of never attending school in the National Plan of Action 2013-16, e.g. parents didn't allow, too expensive, too far, education not useful, help at work, help at home, child not willing, others and leaving school before completion, e.g. parents didn't allow, too expensive, too far, education not useful, help at work, help at home, completed desired education, child not willing, and others. Bajwa (2011) linked number of out of school children in Sindh, Pakistan with religion, earnings of people, migration and displacement, poverty, language of instruction, cultural clashes, caste, child labor, natural disasters, disability, ethnicity, gender, and location.

At the end UNICEF (2013b) expressed the main reasons of being out of school in its study of out-of-School children in the Balochistan, Khyber Pakhtunkhwa, Punjab and Sindh provinces of Pakistan. These are gender biases, low income and poverty, child labour, inadequacies in the supply of schools and teachers, especially in rural and remote areas, lack of infrastructure and school facilities, especially for girls, deficiencies in the teaching-learning process, problems with the processes of devolution and decentralization, incapacities in school management committees, weak coordination between the public, private and non-profit sectors, inadequate budget allocations, and inadequate resource distribution. Stromquist (2014) identified reasons for being out of school for girls. He told that cultural norms, poverty, gender and ethnicity, orphan children, living in conflict and post conflict areas, street children, disability, and school climate are the root causes for out of school girls. Vayachuta et al (2016) recognized three main problems for being out of school were low quality of life, lack of life and social skills and likeness to be engaged in illegal and risky activities.

The Current Study

In this study qualitative thematic analysis was used to document the voices of those out of school children who never attended a school and also elicited their ideas as themes in order to find out some implications for education policy. The process included collection of data, organization of data, giving meaning to data and writing coherent story, help others to grasp meaning which is actually required and might influence out comes (Braun, & Clarke, 2013a). The responses obtained through the interviews of out of school children were analyzed by NVivo 11 plus, where as demographic variables were analysed with SPSS. The researcher used thematic analysis in inductive, semantic and realistic way for coding and theme development (Alholjailan, 2012; Maguire, & Delahunt, 2017; and Nowell, et al., 2017). Codes were the labels assigned to important information given by interviewees (Delaney, et al., 2011; Davies, et al., 2014; Stead, et al., 2016; and Cassol, et al. 2018). Themes and sub themes emerged from matching and reviewing codes and a thematic map was

developed (Vaismoradi, et al., 2013; Costa, et al.; Javadi, & Zarea,; and Vaismoradi, et al., 2016). Focus group discussion explored those themes in supportive context which might not be generated in interviews.

Method

Participants--The Researcher premise was to find out those invisible barriers that affects out of school children's lives in term of their own perceptions. The methodology of this research was exploratory in nature. As participants of this research came from different perspectives, so researchers found several perceptions about one thing from different participants that distracted the researcher. In this regard researcher's subjectivity during step by step method of theme development enhanced the validity of this research. Thematic maps developed by NVivo 11 plus help researcher in more analytical interpretation of the perceptions of children and parents. Dropout children are mainly the focus of previous studies; whenever these used the word out of school, it means these studies were considering only dropouts (Ananga, 2011; Bongani, 2014; Kalinga, 2013; Moore, 2017; & Wagle, 2012). This study focuses only those out of school children who never attended any school and to strengthen their viewpoints, researcher also collected data from focus group discussion of parents. This research documents the voices of illiterate, ignorant and unaware people who can't be able to interpret their perceptions, so in order to enhance the trustworthiness and quality of this research, researcher had conducted the interviews of large sample, i.e. 216 which was selected on the base of multistage sampling technique (Figure 1). On stage I

researcher preferred simple random sampling technique for the selection of Districts from each Division of Punjab, i.e. 9. From these Districts researcher selected one Tehsil by random sampling at stage II. At stage III two rural and one urban union council was selected with the help of a simple random technique. The researcher used this pattern as the possibility of out of school children is more in rural areas. At last in stage IV researcher used the convenient sampling technique for the selection of out of school children from rural and urban union councils of these Tehsils. A semi structured interview schedule on the base of literature review for assessing the feelings and attitudes of out of school children was developed. The interview schedules prepared for thematic analysis through a process of transcription which was followed by transliteration (Regmi et al. 2010). It is a process of rephrasing, and changing or harmonizing the meanings of words in one language with the meanings of words in another language. All children of many families were out of school, but not available in home during the conduction of interviews. So, researcher conducted the interviews of available children.

Scenario of the Study

As interviewees may provide personal and confidential information which they cannot provide in writing on paper and interviews are the most extensively used media that involves direct verbal communication among interviewee and interviewer (Braun, Clarke, & Rance, 2014). The scheduled interviews had a directive framework which helped the out of school children to give their views about their problems. These problems relate to the socioeconomic factors which

are responsible for keeping children out of schools, cultural and psychological factors that affect the psyche of out of school children and the demographic factors which reduce the access to education. UNICEF and UIS (2011) 5DE (Five Dimensions of Exclusion) model showed five different groups of children for 3 levels of education, i.e. pre-primary, primary and lower secondary with two different population groups i.e. children who were out of school, and those who attended school but dropped out, but in this study the interview schedule had only one type of statements for those children who never went to school in order to find out the reasons of non enrollment. King et al (2015) measured the determinants of non enrollment and absenteeism. These determinants are financial reasons, guardians don't value education, careless guardians, health reasons, children unwilling, peer influence, and alcoholic guardians. A strategic program for the reduction of out of school children was developed by the researcher.

Focus Group Discussion of Parents

A focus group discussion held to gather the views of out of school children's parents. A group of parents had 07 participants. The main question for the patents focus group was "Why your children don't go to school"? The interviewer kept the discussion to revolve around the main objectives of the study and was found many views towards being out of school for their children. The researcher made video recordings of participants. During discussion follow up prompts were designed to push them to answer. Such as "Does your child work?" and "The situation in which you are now, do you think you will be like this in the next year or not?" After discussing with parents the researcher found that Parents of focus group also identified some problems different than interviews.

Results

Two methods were used for this reflection of voices of out of school children. Firstly, 216 semi structured interviews of out of school children. Secondly, in order to support the voices of out of school children who never went to any school a focus group discussions were conducted from seven parents. Illustration of qualitative results was drawn with the help of NVivo 11 plus while frequency counts of the interviews were calculated with the help of SPSS. After identifying and highlighting the "Patterns" and "Sequence" in the interviews of out of school children the researcher found some themes and sub themes regarding the reasons of being out of schools. According to the results of the children interviews regarding out of school children, themes emerged from the analysis of data were "Socioeconomic Factors", "Cultural Factors", "Demographic Factors" and "Psychological Factors" that restrain children from school.

Cultural Factors-- The theme "Culture Factors" had three sub themes. These were "Area's Environment", "Literacy", and "Female Problems". The sub theme "Area's Environment" emerged from some codes. These codes were children of my caste, sexual harassment, send their mentally retarded children to school, and people in my area are poor. Out of school child 130 said that *"I am not in school because of puberty and sexual harassment on the way to school. People of my area are dangerous for young and lonely children".* The sub theme "Female

Problems" emerged from the codes that were different attitude towards boys and girls, grown up girl, early marriage of girls, give preference to boys, and negative attitude towards girls' education. Out of school child 124 explained that *"My parents and relatives show negative attitude towards girls' education, but people of my caste and area are sending mentally or physically retarded children to school".* The sub theme "Literacy" emerged from the codes that were father is illiterate, parents are illiterate and I am illiterate. . Out of school child 40 elucidated that *"My parents never went to school. I did not go to school, but my greatest desire is that I want to go to school".*

Demographic Factors

The theme "Demographic Factors" had three sub themes. These were "Family Size", "Living Area's Status" and "Distance". The sub theme "Family size" emerged from some codes. These codes were large family, siblings, and each of us busy in earning. Out of school child 102 identified that *"We are fifteen in the family. I have eleven siblings. None of us go to school. We are very poor and my family income is seven thousand".* The sub theme "distance" emerged from the codes that were money for transport, and does not drop me to school. Out of school child 86 said that *"We also can't afford any kind of transport for my education".* The sub theme "Living Area's Status" emerged from the codes that were rich area, green area, disaster area and poor area. Out of school child 116 told that *"We are living in green area, but we have not land and money".*

Psychological Factors

The next theme "Psychological Factors" had four sub themes. These were "Adjustment Problems", "Parents and Children's Relationship", "Personal Problems", and "Future Dreams". The sub theme "Adjustment Problems" emerged from some codes, i.e. can't adjust and divide household work. Out of school child 1 explored that *"If my school was near to my home and if there was no any other problem, then I can't go to school, as I am grown up and I can't be able to adjust among small children of class".* The sub theme "Parents and Children's Relationship" emerged from the codes that were does not bother about my education, and parents are busy in house chores. Out of school child 141 said that *"My father doesn't bother about my education. He does not drop me to school. I contribute in my family".* The sub theme "Personal Problems" emerged from the codes that were likes to go to school, likes to study in my mother tongue, can't go to school and puberty. Out of school child 16 explored that *"No one likes to go to school in our family. I think my mother did not go to school. I have never gone to school, as we can't afford school. But, I like to go to school".* The sub theme "Future Dreams" emerged from some codes, i.e. can't think about my future, don't think to become anything in future, successful person, my strongest wish is to study, doctor, my dream will never come true, teacher, police officer, and my wish is only a wish. Out of school child 2 elucidated that *"If I studied then my wish is to become doctor in future. But we are poor and my wish is only a wish".*

Socioeconomic Factors

The last theme of interviews of out of school children was "Socio Economic

Factors". It had five sub themes. These were "Poverty", "Occupation", "Unemployment", "Family Problems", and "Help in Family". The "Poverty" sub theme had emerged from twelve codes that were got relative help, can't afford school, no money for admission, no money for purchasing copies and books, not a single penny for buying a uniform, worried about our poverty, worse condition of living, my parents can't afford stationary and books, teachers will send me back to home if I have not uniform, can't afford any kind of transport, have not land and money, and no fee, stationery, uniform, shoes and transport. According to out of school child 58 *"I also have never gone to school, but I like to go to school. I am not in school due to no Fee. I don't have money for purchasing copies and books too. I also don't have money for uniform and shoes. I don't have money for this stuff so I don't have money for transport and no one to drop. I contribute in earning with my family".* The sub theme "Occupation" emerged from the codes that were father is a labourer, mother is a house wife, father has a cart and he sells homemade drinks, works in a shop on daily wages, father works in a shop, father sells homemade toys, and parents are working with a constructor. According to the out of school child 200 *"My father has a cart and sells homemade drinks and my mother is a house wife".* The next sub theme was "Unemployment". This sub theme emerged from he is unemployed, contribute in my family, wandering for earning, family income, father does nothing as he is ill, and want to get an education for job. Out of school child 14 said that *"My father is an unemployed person. My mother is working in a factory.*

She spends most of her time outside the home". The sub theme "Family Problems" had some codes that had been extracted from interviews of out of school children. Such as my uncle is our guardian, my father do nothing and takes drugs, parents worried about our food not our marriage, my mother died, parents quarrel with each other, and no one will do house chores in my absence. Out of school child 21 explored that *"My father died. My mother is working in different houses to wash utensils and clothes and help in family earning. No one likes to go to school in our family".* The last sub theme was "Help in Family". The codes of this sub theme extracted from labeling were I work for money, help in house chores, cut grass for animals, help my parents in earning money, help my mother in making food and clean home and wash utensils. Out of school child 87 told that *"I don't help my parents in earning money but I do the household work. My parents are busy in earning, and my siblings are little no one will do my house chores, if I will start study".*

Frequencies of Out of School Children

There were three Union Councils selected from each Tehsil. For instance, UC 139, UC 138 and UC Haloki were the selected Union Councils of Tehsil Nistar Town, District Lahore. In all Tehsils 1st Union Council was urban while the other two were rural. So, UC 139 is urban and UC 138 and UC Haloki are rural. The greatest numbers of Out of School Children were chosen from UC 139, Nishtar Town Tehsil, Lahore District and the least number of Out of School Children was selected from the Allu Wali Union Council of Piplan Tehsil, Mianwali District. It also identified that 74 children were selected

from urban union councils while 142 were selected from rural union councils. There were 131 male and 85 female Out of School Children among all the 216 Out of School Children. Only one child was of six year old. 12 were about 16 years old and maximum numbers, i.e. 44 of Out of School Children were about 10 years old. So, the mean is 11.65, median is 12.00 and mode is 10. The distance to school of mostly 120 out of school children was about 2 to 3 km from their homes. Only one out of school child said that the school was situated 7 to 9 km from his home. So, the mean is 1.76, median is 2.00 and mode is 2.

Parents' Focus Group Discussion

Common labels to patterns, attributes, ideas and interests of out of school children's parents in a focus group were generated common codes by thematic analysis in NVivo 11 plus. And these codes identified some themes of "Daily wages", "education", "proper uniform", "schools", "Poverty", "Occupation", "Person", "Teachers' behavior", "Girls", "House", and "work". According to the parents' point of view they could not send their girls to school because of sexual harassment, afraid of bad happening with girls, current time and situations are not good for girls, and threatening about our girls kidnapping. Parents told that many times teachers' behaviour stops education of their children by frightening behaviour of teachers, teachers send children back to home, teachers abused, and teachers scold children. House problems such as house rent, electricity bill, feeds animals, and house chores are the major problems for the poor. Out of school children's parents' occupations such as making bricks and labourer did not support them to educate

their children. The codes reflected poverty in parents' focus group discussion were food for one time, less food, poor, no stationary, don't have copies, scarf, and shoes, no resources, getting insult, rent a vehicle for our girls' schooling, can't afford the study, difficult to change our position, eat bread with red chilies and salt, and poor become poorer and die. The codes emerged from out of school children's parents point of views were private schools, government schools, and want lunch in schools for the theme "school". The theme of "work" was identified from the focus group discussion as child work, labour, work, work to fulfill family necessities, wife works in different houses, no free time for playing, and daughters help in cooking. Proper uniform is the basic requirement for school children. Those who have not proper and neat uniform are disliked in class. In this discussion the theme of "person" was originated from two codes, i.e. illiterate person, and poor person. The theme "education" generated from codes getting education, good education, want our daughters to become bold and confident, education is important, illiterate person, good jobs are not for illiterates, know about their selves, and literate speaks thoroughly in the focus group discussion of out of school children's parents. The last theme of this discussion was "daily wages" and it emerged from some codes as don't know to find work next time, daily wages, and tired after working all the day.
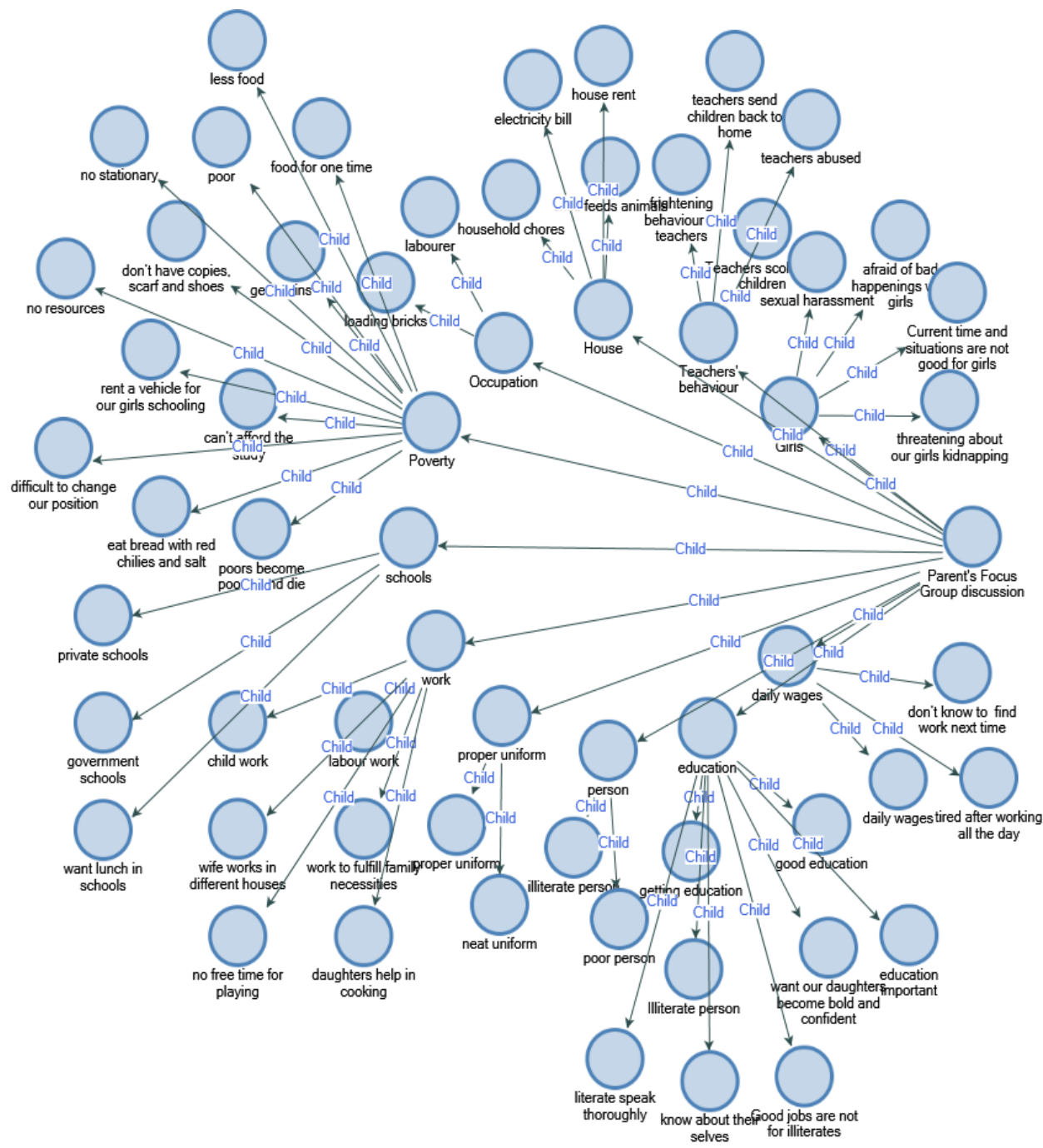
Figure 1: Hierarchy of Identified Detailed Themes Map of Thematic Analysis in NVivo11 for Out of School Children's Parents Focus Group.

Discussion
Interviews of Out of School Children
Present study reflected the interviews of 216 out of school children. Interviews are an open ended questions which generates indetail responses of people regarding their acquaintance, sentiments, believes, experiences and insights. Informations regarding this has wordy quotes and enough content context to be interpretable (Patton, 2002). The basic emphasis on the voices of out of school children is providing the in depth insight into the understating and interpretation of them and

also illuminates the actual problems of out of school children. Regardless of their basic right to education many children are unable to exercise this right due to several obstructions and hurdles. This study focused about the perceptions of out of school children towards main questions, i.e.

1. What reasons the out of school children attach to the condition being out of school?
2. What socioeconomic causes are responsible for keeping children out of schools especially girls?
3. What cultural factors affect the psyche of out of school children?
4. What are the demographic factors, which may reduce the access to education?
5. In what way the education policy can be improved to expand the access to education?

Out of school children agreed upon the point that mind set up originate any culture and cultural problems. Habitual performances of people in areas' where the ratio of out of school children was high showed that these people send their mentally retarded children to school to some extent. In Pakistan each caste has its own culture and poor have only one caste i.e. poverty. Many times their children feel sexual harassment. Out of school children told that the people of their area are poor while parents told that they find no labour work in their village. Knowledge blooms the good qualities of any culture. In any family where no one goes to school, there is no progress. That family has not its own culture; they adopt ideas, interests and habits of others. Mostly, the interviews of both children and parents reflected that all family members were illiterate. Girls'

education always faces opposition all around the World. Stromquist (2014) identified reasons for being out of school for girls. He told that cultural norms, poverty, gender and ethnicity, orphan children, living in conflict and post conflict areas, street children, disability, and school climate are the root causes for out of school girls. Out of school children probe question of different attitude towards boys and girls, early marriage of girls, preference for boys and negative attitude toward girls' education. Children also informed that their families don't like to send their grown up girls to school and these grown up girls also don't like to go to school as they can't adjust in class among young boys while parents told that girls of their family do not go to school and they can't send their daughters to school due to long distance. Family size, distance and living area's status affect the education of children demographically. Reflection of family size in interviews of Out of School Children can be seen as a large family, many siblings, big digit of children and all family members are busy in earning to fulfill the necessities of the whole family. Family size is a prominent reason for being out of school. Education of not only poor, but average income families also suppressed due to the heavy necessities of a large family. Another important factor which hinders the education of children is distance to school. Most parents of Out of School children don't like to send their children to school due to daily long travelling or school was situated in the neighbouring village. Parents have no money for transport and no time to drop their children to school as they are busy in their earning. Parents don't like to send their daughters to school

lonely; on the other hand they can't afford their travelling. So, the result is that, most girls are in homes not in schools. This distance becomes more long for disable children as their schools were situated upto 12Km distance in Pakistan (Manzoor et al. 2016). Living area many times reflects the living status and education of people of that area. Poor, disaster and area is not prosperous explored that people of that area hardly earn their livings, but rich and green areas are better for living. In interviews children told that their area is better for living, but they don't have land and money. This study revealed those psychological problems of Out of School Children that were related to children's adjustment problems, personal problems, their future dreams and parents and children's relationship. Out of school children think that they lost the actual admission time and now it will be difficult for them to adjust in class with small children. Many of the out of school children belong to poor and large families and everyone is busy in earning for their survival, so they have divided their household works. Out of School Children can't adjust in society in a normal way. As, these families are not interested in getting educated, so poor remained as poor generation after generation. Vayachuta et al (2016) recognized that low quality of life, lack of life and social skills and likeness to be engaged in illegal and risky activities were responsible for being out of school. We can't stop anyone to see the dream. Rich, poor, elder, younger and even a little child has a right to see dreams. So, Out of School Children also have some dreams as described in their interviews. They become optimistic when they said they want to become teachers, doctor,

police officer, successful person, to get jobs, lawyer, and to get education. On the other hand, many children showed their pessimistic approach by saying that they can't think about their future, don't think to become anything in future, my dream will never come true, my wish is only wish, can't see a dream, told nothing to their parents about their future, and told to their parents that dream is nothing. Personal problems again stand ahead of Out of School Children's education. These may be related to their interests, behavior, and attitude. Out of School Children explored that children like to get an education in their mother tongue, sometime their puberty stop them to get an education, sometimes they like and sometimes they don't like to go to school. Family conflicts spoiled the education of a child. Children identified some problems related to their relationships with their parents. Many Out of School Children were not satisfied about their relationships with their parents. They think that their parents were busy in house chores and work, and did not bother about their education. MDG Achievement Fund (2011) found different reasons of non enrollment in Bosnia and Herzegovina. It mentioned that poor financial standing of the family, lack of parental support and the distance from the school, marriage or common-law marriage, dysfunctional family, bad company, conduct and poor academic achievement, family situation, need for additional income, lack of interest, and inadequate approach of the school were the main causes of non enrollment. Impacts of socioeconomic conditions of any one are long lasting on the education of that one. Socioeconomic barriers are at the top of all the barriers of

being out of school. This study revealed that poverty, occupation, unemployment, help in family and family problems were the main socioeconomic factors discussed by out of school children. All parents of Out of School Children adopted low salary occupations. Parents may be labourer, work in a shop, sell homemade toys, work with a constructor, sell vegetables or drinks on cart, wash clothes and utensils of people, mother is a house wife, etc. or teacher in a private school; where school owners buy the dreams of teachers with little bit amount. These low salaried parents can't be able to purchase the dreams of their children. Unemployment increases the rate of out of school children. Families where unemployment is prevailing are forced to work on daily wages, or they move from place to place for their earning but their income is very low. Many times sickness of main family member becomes the cause of unemployment and their children become involved in child labour. These out of school children help their family in earning with their will or forcefully. They also help in house chores, for example, cut grass for animals and make food for family. All out of school children said that the main reason of being out of school is poverty. Their words and appearance both showed their poor condition. Some children said loudly and some hopelessly about their miserable condition of poverty. Out of School Children informed that they can't afford the educational expenses and get economical help from their relatives. Children worried about their living conditions and thought that if they go to school without educational accessories like uniform, books, copies and shoes; teachers will send them back to home. Mostly, they

have no land and money. They lived on rent, and worried about house rent and electricity bill. Parents said that poverty engulfs us and we can only eat not study. There is less increase in their salaries after year, while inflation rates increase day by day. Parents' death always ruins the life of children. Parental death affects the education of boys and maternal death affects the education of girls. King et al (2015) measured the determinants of non enrollment and absenteeism. These determinants are financial reasons, guardians don't value education, careless guardians, health reasons, children unwilling, peer influence, and alcoholic guardians. Children of divorced parents have economical and psychological issues. In our country earning is the responsibility of the father, and if the father takes drugs then we can think about the miserable condition of children. Many times these children live with their relatives and some other social and cultural issues can be generated. UNESCO (2018) South Sudan country study elucidated some environmental, supply side, demand side and quality side barrier for Out of School Children. These barriers were legislation and policy, budget and expenditure, management and coordination, high Pupil-Teacher Ratios (PTRs), lack of learning spaces during emergencies, shortage of textbooks and learning materials, distance to school, prevalence of incomplete, poorly constructed, or congested schools, poor nutrition and hunger, lack of support services for children with disabilities, unsafe schools, opportunity costs and support for household subsistence, psychological Trauma, socio-cultural traditions; pregnancy, marriage, and domestic responsibilities, pastoralist

traditions, teacher qualifications, teacher absenteeism, curriculum and language of instruction.

Focus Group Discussion

A focus group of out of school children's parents reinforces the viewpoints of children in interviews. The thematic analysis of parent focus group highlighted some reasons of being out of school. These reasons are their low income as they work on daily wages, child's likeness or dislikeness towards education and school, they can't afford a proper uniform, their least attractive jobs, teacher's behavior toward their children, they want to send their girls to school but can't afford, types of works they and their children do, their house rent, electricity bill and etc. Parents discussed that they want to send their girls to school but due to the fear of sexual harassment and bad happening with girls they don't do this. They said that current time and situations are not good for girls. One of them said that we are threatened by a landlord about our girl's kidnapping that why we don't send our girls to school. Khatoon et al (2016) revealed the most underlying factors for Out of School Children belonging to marginalized communities. According to the parents' point of view quality of government school is not good. So, they like to send their children into street private schools but can't afford. They also want a free lunch in schools. They are poor and poverty is reflected in their words as they have only one time food or less food, they make bricks on furnace. Their children like to get an education, but they can't afford stationary, copies, scarf and shoes. They have no vehicle and other resources for their girls. They are so poor that it becomes too difficult to change their

position. One mother said that they eat bread with red chilies and salt, then how it can be possible for them to send their children to school. They said poor becomes poorer day by day. The whole family works for food and living. Their work, their children work, their wife work and their daughter work and after that they can only buy food. They are illiterate and poor people so can't buy neat and proper uniforms for children. Their children always wish to get a good education. They think that literates speak thoroughly, know about their selves, get good jobs, become bold and confident. So, according to them education is important for human beings.

Conclusion

Overall, the findings of this study reveal that girls face more problems in coming to school than boys. The girls complain that their education is not valued at home. The possible reason of this attitude may be illiteracy and poverty. Fathers are jobless and they can hardly afford burden of education, especially for their daughters where return is not visible or delayed. The fear of sexual harassment seems quite widespread and probably because of long distance and incidents of girl child rape. Moreover, the state looks quite helpless in providing protected free transport to girl child. In order to overcome this fear, parents tend to marry their girls at early age, which eventually eliminates all possibilities of attending schools. Moreover, unfriendly environment of teacher threaten children desire to engage in their studies in an unfriendly place. Data reflects that it is difficult for poor large size families to send their children to school due to low income with no savings after meeting other needs such as food and health care. In some cases whole family is

busy in earning for their survival so they cannot afford to spare even a child to leave for education. In these families, children are compelled to support their parents in earning and households. Most of the participants of this study come of vulnerable and disadvantaged family background. People general perceptions show that people who live in barren or less prosperous areas can't afford the education of their children. However, those who live in green areas, even with vulnerable and disadvantaged background, can afford the education of their children because of better opportunities for earnings. Long distance discourages children to join school for their education, especially in rural areas where people live in small scattered communities and school is situated 2 to 3 Km away from their homes. Children are particularly scared of corporal punishment for going school late because of long distance.

The likelihood of out of school children to attend school becomes lesser with increase in their age as it becomes difficult for grown up children to adjust with younger children. Some attitudinal problems are also seen in these children, e.g. they quarrel with their peers in school and with their siblings at home. As a result, they leave or dropout from school. Low social value of education, economic condition, and parental low motivation end up in optimistic or pessimistic attitudes among out of school children. So, these children thought dream to become an educated and successful person in future, but fail to act accordingly due their circumstances. Many times children dropped out due to other language as medium of instruction than their mother tongue. They feel difficulty in the development of cognition because of a different language. Parents have no time to provide additional instructional support for their children's education. Moreover, they require their children's participation in family earning. As a result of this language difficulty and less educational support from parents, these children tend to lose their interest in education and drop out immaturely.

Data indicate that financial problems and domestic conflicts greatly affect the life of out of school children. Low income families cannot resilient the fluctuation of income and sudden external economical stress. Parents cannot afford the burden of educational accessories if they want to send their children to school or to continue to support their studies. Due to high inflation rate their economic condition become worse day by day and they only live hand to mouth. So they borrow money on high interest rate, which in turn worsen their financial condition. For better earnings people tend to migrate from their place of living, which on the other hand, becomes the cause of additional financial stress and increases the risk of being out of school or drop out. Parental attitudes, poverty and natural catastrophic increase the liability of out of school children in earning for house chores. Parents' sudden death, drugs, separation, abuses and less income emotionally distress the children and they think about their survival rather than for their education. Provision of economic relief from state in household and in school stimulate the motivation of out of school children for getting education, but data reflect that state initiatives to spread literacy have not been effective (Govt. of Punjab, 2014a). Parents require

compensation for their children engaged in family earning. Parents think that child's education is not a profitable investment. On the other hand, this attitude violates the educational rights of children in article 25A as articulated in the Constitution of Pakistan. So, hopeless and uneducated parent expect that government should step forward for the education of their wards in school and out of school. Data showed that participants wish to get education in order to become a better human being, want to read, calculate and write, become bold and confident, know about their selves, and speak thoroughly if government provide financial and quality child-friendly education in school.

Implications for Education Policy

The new National Education Policy (Government of Pakistan, 2017) has been designed to solve the educational problem of society. On the other hand, this policy is not designed to stop the strength of out of school children. Government full focus is only on to find out of school children not to decrease the ratio of out of school children. A strategic program for the reduction of out of school children was developed by researcher on the base of thematic analysis of interviews, and parents' focus group discussion. The below table 1 arranged the core results and their corresponding policy implications.

Table 1

Results and Policy Implications

Results		Policy Implications
Cultural Factors	Area's environment	Encourage the community voice and participation
		District's Child Development Committees should be organized
		Mobile schools (For orverage childrens)
	Literacy rate of that area	Catch-up program
		Identify hard-to-reach groups of Out of School Children
		Distance learning programs
		Develop tracking databases for Out of School Children
		Publications and brochures
	Female problems	Social protection strategies
		Programs aimed to discourage early marriage
		Gender disparity reduction program
Demographic Factors	Family size	Development of a coherent population policy
		Birth control programs for matching family size to household income
	Living area status	Development of a program to cope with seasonal needs for labour during harvest
	Distance to school	School mapping to identify needy areas
Psychological Factors	Adjustment problems	Adopting teaching and learning methods that take into account the diverse ages and abilities of pupils.
		Alternative tutoring programmes for children significantly overage
		Schools should be able to adjust their individual calendars to meet the requirements of localized seasonal economic activities.
		Accelerated Learning Program for overage children
	Future dreams	Encourage traditional family and community support systems for orphans
		Future counseling at local level
	Parents and children's relationship	Education of parents who could then transfer their new understanding to their children
	Personal Problems	Counseling therapy
		Centers for social work at local level
Socioeconomic	Poverty	Financial provision should be increased to seven percent of GDP to

Factors		support access to education
		Making crafts or other related activities
	Unemployment	Mobilize support from the private sector, philanthropists, and donor organizations
		Development of employment promotion program at District level
		Vocational guidance programmes
	Family problems	Proactive measures to raise awareness among parents
	Parents' occupation	Labour legislation
		Social insurance scheme
	Help in family	Part-time education for children
Other Factors	Work on daily wages	Conditional and unconditional cash transfer to parents strategies
	Wish to get education	Develop advocacy campaign for parents to enroll their children in school
	House chores	Develop incentives for encouraging parents to participate in early or prompt registration of children
	Involvement of other persons	Regulation of video cinemas with possible heavy fines for violators of education
		Political, religious and community leaders should work closely
	Parents' behavior	Provide continuing education for parents through the alternative learning systems (ALS).

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