Education for Development in Northern Pakistan
Opportunities and Constraints for Rural Households

ANDREAS BENZ
## Contents

_Acknowledgements_ xi
_List of Tables_ xv
_List of Figures_ xix
_List of Abbreviations_ xxiii
_Abstract_ xxvii

**Introduction: The Sparkle in the Mountains**

1. **Theoretical Perspectives on Education and Development**
   1.1 Education and Development Theories
      1.1.1 Education and Modernization Theory
      1.1.2 Education and Dependency Theory
   1.2 Economics of Education and Human Capital Approach
   1.3 Sociology of Education
      1.3.1 Functionalist Approach
      1.3.2 Theories of Social Reproduction
   1.4 Synopsis: A Dialectical Perspective on Education for Development

2. **Research Design**
   2.1 Conceptual Framing
      2.1.1 Framework for Poverty-related Interventions
      2.1.2 Sustainable Livelihoods Approach
      2.1.3 Concept of the Household
      2.1.4 Research Questions
      2.1.5 Analytical Framework
   2.2 Methodology
   2.3 Structure of Secondary Sources on Education in Gilgit–Baltistan
3. **Introduction to the Research Region**

3.1 Dynamics of Livelihood Change in Gilgit–Baltistan  
3.2 Introduction to the Case Study Villages

3.2.1 Eidgah  
3.2.2 Shigar  
3.2.3 Singal

4. **The Education System in Pakistan and Gilgit-Baltistan**

4.1 The Challenges of Education in Pakistan  
4.2 The Rise of Non-Elitist Private Schools  
4.3 A Short History of Educational Expansion in Gilgit–Baltistan

4.3.1 From the First Primary School to the First University in Gilgit–Baltistan  
4.3.2 Educational Expansion in Eidgah, Shigar, and Singal

5. **The State of Education in Gilgit-Baltistan in Regional and Historical Perspective**

5.1 Regional Disparities in the Levels of Education in Gilgit–Baltistan  
5.2 Regional Disparities in Enrolment in Gilgit–Baltistan  
5.3 Gilgit–Baltistan's Rising Education Levels in Historical Perspective  
5.4 From Illiteracy to Master Degrees: The Heterogeneous Intra-Household Education Structures

6. **Livelihood Strategies on Education**

6.1 Rationales and Motives for Educational Behaviour and Expectations of Future Education Outcomes  
6.2 ‘Housework for Girls, Education for Boys? Gendered Education Rationales  
6.3 Parents' Considerations on the 'Right Type of Education' and their School Preferences  
6.4 School Changes for Students between Government, Private, and Religious Institutions  
6.5 Opening the Black Box: Intra-Household Decision-Making, Gender Roles, and the Division of Labour

6.5.1 Intra-Household Status Hierarchies and Unequal Power in Decision-Making  
6.5.2 Mobilization of Household Resources for Education Strategies—Who Takes on the Burdens and Costs of Education?
CONTENTS ix

6.5.3 Intra-Household Resource Allocation for Educational Investments 244
6.5.4 Intra-Household Disparities of Educational Opportunities 248
6.5.5 Views and Attitudes Regarding the Preference of Boys and Girls in Education 249
6.5.6 The Enrolment Decision 252
6.5.7 Educational Expenditure Disparities 254

6.6 Relevance of Parents' Education Level for Children's Education 267
6.7 Education Migration: Ways to Higher Education 275
6.8 Alternative Ways to Obtain Higher Education—Distance Education, Home Learning, and Coaching Classes 288

7. Educational Outcomes 297

7.1 Participation in Formal Sector Employment and Business Activities 297
7.2 Education and Income 310
7.3 Labour Migration: Between Brain-Drain and Beneficial Remittances 315
7.4 Political Participation and Civil Society 330
7.5 Female Education and Empowerment—Changing Gender Roles in the Household and the Community 334
7.6 Education and Changing Prospects in the 'Marriage Market' 340

8. Conclusion 349

References 362
Annex 379
Annex A: Household Questionnaire and Interview Guidelines 381
Annex B: Questionnaire for School Survey 391
Annex C: Composition of Household Samples—Relational Structure 397
Annex C.1: Structural Composition of Biographical Data Set, Case Study Eidgah 397
Annex C.2: Structural Composition of Biographical Data Set, Case Study Shigar 398
Annex C.3: Structural Composition of Biographical Data Set, Case Study Singal 399
Annex D: Household Wealth Group Classification Method 400
Annex E: List of Expert Interviews 403
Annex F: Statistical Tables 405
Annex F.1: District-wise Gross Enrolment Rates in Gilgit—Baltistan 2005–06 405
Annex F.2: Enrolment in Gilgit—Baltistan by District and School Type (as proportion of total enrolment) 406
Annex F.3: Enrolment in Eidgah, Shigar, and Singal

407

Annex G: Intra-Household Educational Structures in the
Surveyed Households of the Eidgah, Shigar, and Singal Case Study

410

Index

427