

An Evaluation Study on the Role of CDSS Infaq Foundation on Girl's Education and Women Empowerment

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Abstract

Education for girls has a profound effect on society. A well-educated girl has a greater chance of growing up healthy, secure, and empowered to shape her own life and future. Women's empowerment can be defined as promoting women's self-esteem, their capacity to make their own choices, and their right to influence social change for themselves and others. Education plays a critical role in empowering people. After completing their education, educated girls can pursue meaningful work and contribute to their country's economy. Economic growth, political stability, and social transformation are all dependent on empowerment of girls. The purpose of this study is to assess the CDSS INFAQ Foundation's role in the education of girls and women empowerment in Karachi. The researcher concentrated on the background, services, socioeconomic problems, and challenges confronting CDSS INFAQ Foundation over the course of their 40-year existence. Additionally, the researcher examined the effect of CDSS INFAQ Foundation's Girls Education and Vocational Training Programs on the lives and personalities of trainees and students. The study included a review of pertinent literature, beginning with definitions and concepts of Girls' Education and Women Empowerment, as well as an examination of the Islamic perspective on Girls' Education and Women Empowerment. Following that, the status of women in Islam and in Pakistani society is discussed, as well as the current state of women empowerment in neighboring countries and throughout the world. The history of women empowerment in Pakistan is also discussed in order to familiarize readers with the policies implemented by the government to empower women to achieve their goals and contribute to the country's development. The exploratory research approach was used to conduct this study. This study utilizes case studies, in-depth interviews, and focus groups with the Coordinators and In-Charge of the CDSS INFAQ Foundation. To validate the hypothesis, the Pearson Chi-square test is used. It has been established that the area's literacy rate has increased as a result of IETC's high-quality education. Additionally, career opportunities for trainees have been expanded as a result of ICTLC's career counseling.

Keywords: Infaq foundation, girl child education, woman empowerment, vocational training

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1. Introduction

Education is the most effective weapon we have for transforming the world and achieving self-enlightenment. This is because a high-quality education prepares students with the capacity to correctly evaluate information and apply it to real-world situations. Quality education encompasses the following elements: learning resources, technology, program enrollment, modules completed, lecturing methodology, attachments, qualifications, co-curricular activities, and performance awards, as well as the students' and lecturers' perspectives on the institution's operation management and their attitudes and evaluations toward education ([Darling-Hammond & Lieberman, 2013](#)).

The objective of education has always been and will always be to empower and transmit skills and knowledge to students, and as such, it is critical that the education received is of a specific standard. Education must be of high quality, as what a person learns has an impact on their philosophy, or mind-set. Thus, education has an impact on an individual's daily life by influencing their lifestyle and daily decisions. Psychologically, learning occurs when a subject's behavior changes, implying that the subject becomes used to the material being taught ([Zawahir et al., 2013](#)).

People benefit from education in numerous ways. For instance, it enlightens the intellect and thought processes of a person. It helps understudies in making arrangements for business or further review subsequent to finishing their college degree. Training in a field empowers individuals to think, feel, and lead in manners that add to their prosperity and improve their own pleasure, yet in addition their local area. Furthermore, training encourages the improvement of a singular's character, contemplations, and connections with others, as well as gets ready people for life occasions. It elevates individuals' stature within their own community and throughout the world in which they live. Everyone, has the right to an education from cradle to death. There are numerous advantages to schooling, including a successful career, a favorable social status, and self-confidence ([Shah and shah, 2012](#)).

According to a well-known African proverb, "educating a man educates an individual; however, educating a woman educates an entire family nation" ([Suen, 2013](#)).

Education is one strategy for breaking the tragic cycle of women's abuse, poverty, and oppression. Education empowers women, educates them about their rights, and equips them with the tools necessary to maintain excellent health and nurture healthy children and families. Education has a substantial impact on society's evolution ([Noreen & Khalid, 2012](#)).

The dominant philosophy of empowerment is that it is necessary to increase the power of a low-power group in order to equalize it with that of a high-power group. Empowerment is the interpersonal process of giving others with the necessary tools, resources, and environment in order to create, develop, and enhance their capacity and effectiveness in setting and achieving personal goals. Women's empowerment is described in the field of development economics as the process by which women acquire the capacity to make strategic life choices in circumstances where they previously lacked this capacity ([Kabeer, 2000](#)).

2. Review of Literature

This study's conceptual framework is centered on female education and empowerment. Numerous groups have worked on education and women empowerment in Pakistan since the country's independence. However, work on educating girls and empowering women has increased significantly during the previous two decades. The researcher's primary objective in this research is to ascertain the services and outcomes provided by CDSS Infaq Foundation to female students and trainees enrolled in the institute's education and vocational training programs ([Unterhalter, 2005](#)).

Definitions

Educating Girls

Education is the most effective weapon we have for transforming the world and achieving self-enlightenment. This is because a high-quality education prepares students with the capacity to correctly evaluate information and apply it to real-world situations. Quality education encompasses the following factors: learning resources, technology, programme enrollment, modules completed, lecturing methodology, attachments, qualifications, co-curricular activities, performance awards, students' and lecturers' perspectives on the institution's operation management, as well as their opinions and appraisals toward education ([Hamdan, 2005](#)).

Education is the process of preparing a person to achieve his or her potential as a member of society by fully using all of his or her abilities ([Aristotle, 1984](#)).

The objective of education has always been and will always be to empower and transmit skills and knowledge to students, and as such, it is critical that the education received is of a specific standard. Education must be of high quality, as what a person learns has an impact on their philosophy, or mind-set. Thus, education has an impact on an individual's daily life by influencing their lifestyle and daily decisions. Psychologically, learning occurs when a subject's behavior changes, implying that the subject becomes used to the material being taught ([Peters, 2010](#)).

Education is critical to a person's well-being. It is necessary for future success and a life filled with opportunity. People benefit from education in numerous ways. For instance, it enlightens the intellect and thought processes of a person. It helps understudies in anticipating work or further review in the wake of finishing their college degree. Schooling in a field empowers individuals to think, feel, and lead in manners that add to their prosperity and upgrade their own pleasure, yet in addition their local area. Furthermore, instruction cultivates the advancement of a singular's character, considerations, and connections with others, as well as gets ready people for life occasions. It elevates individuals' stature within their own community and throughout the world in which they live. Everyone, I believe, has the right to an education "from cradle to death." There are numerous advantages to schooling, including a successful career, a favorable social status, and self-confidence ([Parpart, Rai, & Staudt, 2002](#)).

Female education is a catch-all word for a complex set of concerns and controversies concerning education for girls and women (basic school, secondary education, tertiary education, and health education in particular). Girls' education or women's education are widely used terms interchangeably. It covers topics such as gender equality and education access ([Kelley, 2006](#)).

Women education encompasses all forms of education aimed at enhancing women and girls' knowledge and abilities. It encompasses primary and secondary education, vocational and technical education, professional education, and health education, among other things. Women's education is divided into two categories: literary and non-literary ([Hamdan, 2005](#)).

Women who are educated have the potential to affect socioeconomic change. Almost every democratic country, including India, has a constitution that guarantees men and women equal rights. The right to an elementary education has been elevated to a constitutional right. When a woman's (or a girl's) rights are protected, the broader society's sustainability is secured ([Bradley, 2000](#)). Recognizing the critical nature of female education, the government and other non-governmental groups have undertaken numerous efforts to promote female education. Women are gaining access to literacy initiatives ([Becker, Hubbard, & Murphy, 2010](#)).

Young ladies' schooling envelops more than enrolment. It is likewise about guaranteeing that young ladies learn and have a fit for wellbeing in school; that they have the conceivable chance to finish all degrees of planning, getting the information and limits fundamental for the fight to come in the work market; that they make the socio-energized and urgent limits indispensable to examine and change as per a propelling world; that they can settle on their own life decisions; and that they add to their associations and the world ([Estler, 1975](#)).

Empowering Females

Empowerment as a concept derives from American community psychology and is related with social scientist Julian Rappaport (1981). Empowerment is a method of resource-based intervention used in social work.

Robert Adams (2003) highlights the limitations of any one definition of 'empowerment' and the possibility that academic or specialist definitions may appropriate the term and associated actions from the very people to whom they are intended. He does, however, provide a brief description of the term. "Empowerment" refers to an individual's, group's, or community's capacity to exert control over their circumstances, exercise power, and accomplish their own goals, as well as the process by which they can help themselves and others maximize the quality of their lives individually and collectively.

Ladies' strengthening (or female strengthening) can be portrayed in an assortment of ways, including regarding ladies' points of view or effectively looking for them, and raising ladies' status through schooling, mindfulness, proficiency, and preparing. Ladies' strengthening engages and empowers ladies to settle on extraordinary decisions because of society's different worries. They might have the option to rework orientation standards or other such jobs, permitting them more noteworthy opportunity to seek after wanted objectives. According to ([Keller & Mbeve, 1991](#)), as referenced in ([Rowlands, 1995](#)), a process through which women develop the capacity to organize themselves in order to improve their self-reliance, assert their autonomous right to make decisions, and exercise control over resources, all of which contribute to challenging and ultimately eradicating their own subordination. ([Todaro, 2000](#)) Women's empowerment is the belief that providing women control over their economic, social, and reproductive choices will elevate their status, encourage development, and slow population growth.

Woman Education and Woman Empowerment Theories

Feminist theory seeks to comprehend the mechanics and causes of gender disparity in education, as well as the societal consequences. As is the case with many other institutions of society, educational systems are marked by gender disparities in treatment and opportunity. Women account for about two-thirds of the world's 862 million illiterate persons, and the illiteracy rate among women is predicted to rise in a number of regions, most notably in several African and Asian countries ([de la UNESCO, 2005](#); [Organization, 2007](#)).

Women were admitted to the public university system in the United States rather late historically. Indeed, it was not until 1972, when Title IX of the Education Amendments was enacted, that discrimination on the basis of sex became prohibited in US educational systems. Additionally, there is a wage disparity between male and female college graduates in the United States. According to a May 2011 survey, men earned more than \$5,000 per year on average than women who graduated from college between 2006 and 2010. Men earned an average of \$33,150 in their first year of employment; women earned an average of \$28,000 in their first year of employment ([Godofsky, Zukin, & Van Horn, 2011](#)). Similar tendencies may be observed in practically all industries when it comes to professional pay.

When women experience a lack of educational possibilities, their capacity to obtain equal rights, especially financial independence, is harmed. Feminist theory advocates for women's rights to equal education (and the associated advantages) worldwide ([Burke & Redmond, 2002](#)).

Women's Emancipation Theories

Apparently, Plato was the first major proponent of gender equality. Women would have the same rights and responsibilities as men in his ideal state, as well as equal educational possibilities. This was the doctrine of Platonism. Plato granted women the same rights as men in all occupations, including the highest, that of ruler ship. Men are physically stronger than women, and this is the sole difference between the sexes that needs to be recognized occupationally. One person is suited for one form of vacation, while another is suited for another. While Plato recognized the essential value of childbearing, he noticed that a woman does not need to devote her entire life to child rearing. Every woman should have the opportunity to grow personally. Women who demonstrate an exceptional aptitude for public service should apply ([Gill, 1985](#)).

According to Aristotle, the female is a female due to a lack of specific characteristics; we should view the female nature as associated with inherent defects ([Robb, 1943](#)).

In response to Rousseau and others who denigrated women's roles in society, English author Mary ([Wollstonecraft, 2014](#)) wrote a defense of women's rights. Wollstonecraft argued in this work that while women, like men, are originally rational, their poorer education frequently teaches them to be foolish and emotional. She believed that education should foster girls' innate reasoning abilities. Additionally, she asserted that the best

marriages are those in which husband and wife are friends in addition to legal partners. According to Wollstonecraft, marriage equality would be possible only if education were equal (Ford, 2009).

Womanhood, he asserts, is the defining characteristic of humanity. (Comte, 1858) was always convinced that women should be provided with all available opportunities to develop their personalities. Their advancement is directly proportional to the advancement of civilization and thus of humanity. To accomplish this purpose, women must be educated and their economic circumstances improved to alleviate their material concerns. Comte was unable of escaping the patriarchal family's reasoning. He did, however, credit women with being superior to males in spontaneous displays of sympathetic sociality, despite their weaker ability to comprehend and reason (Comte, 1858).

Sir William Blackstone, an 18th-century English legal expert, summarized the marriage laws by declaring that the very being or legal existence of women is suspended or merged into that of the husband during the marriage. English colonists brought their legal history to North America, and the United States and Canada's common law recognized women's legal impairments. A married woman may lose many of the legal rights she enjoyed prior to marriage as a result of covertures. For instance, when a single woman acquires property, she forfeits her ownership rights. The fortune of the bride was transferred to her husband (Chatterjee, 2010).

(Sumner, 2000) was anti-equality of sexes. The neural system of a man is more stable than that of a female. Women were schooled in prehistoric times to conform to the stronger sex and to win development charms in which her comparative weakness rendered her defenseless. Thus, women learned the qualities of resignation and endurance (Sumner, 2000).

Feminism, according to (Galton, 1975), was originally defined as the development of the sex's feminine characteristics. It now refers to the complete abolition of heterosexuality. It would close the gap between women and men. Because it downplays the significance of women entering heavy occupation, they will become more manlike, their effectiveness as mothers of the race will dwindle, and the race will suffer. Because she was created from an Adam's supernumerary bone, Thomas considered woman to be an imperfect man (Allen, 1889).

Although John Stuart Mill (1961) was a leading proponent of utilitarianism in the nineteenth century, he recognized that utilitarianism was flawed because it failed to account for people's emotions. He became an outspoken advocate for women's equality, an unpopular cause at the time. His essay on women's subjection (1869) aimed to change the law and public perception in order to liberate women from what was effectively slavery and allows them to live as individuals.

Frame work conceptual

The conceptual framework is the set of variables that the researcher uses to select and describe the independent and dependent variables in the study. The conceptual framework for this study is provided below, along with a breakdown of the independent and dependent variables.

The Study's Variables

Variables Independent

- Education of High Standards
- Training in Vocational Skills
- Counseling on Careers

Variables Dependent

- Amount of Literacy
- Prospects for future employment

The Research's Objectives

The following are the goals of the current study:

- The researcher is interested in learning more about the CDSS Infaq Foundation's role in female education and empowerment.
- The researcher is interested in the effect that formal education has on the personalities, personal lives, and society of girls.
- The researcher is interested in the effects of vocational training on the lives of women, their socioeconomic condition, and the role of women in general.
- The researcher is interested in learning about the difficulties and impediments encountered by the management and personnel of CDSS Infaq Foundation in offering formal education and vocational training in Karachi.

Hypotheses

A hypothesis (plural hypotheses) is a precise, testable prediction about the outcome of the study made by the researcher(s). The study begins with this statement.

This often entails suggesting a relationship between two variables: the independent variable (what the researcher modifies) and the dependent variable (what the researcher does) (what the research measures).

The following are the research hypotheses:

- The CDSS Infaq Foundation's ideal formal education for girls has resulted in an increase in female literacy.
- Women now have more professional choices due to the CDSS Infaq Foundation's excellent vocational training and career advice.

3. Methodology

To conduct this research, an evaluation method was used because (Barker & Rayens, 2003), (R. J. Engel & Schutt, 2014), (R. Engel & Schutt, 2013), (Monette, Bigras, & Guay, 2011), and (Royse et al., 2010) state that evaluation research is concerned with program evaluation or practise evaluation and seeks to determine the effects of social policies and the impact of programs and interventions in a systematic manner—detailing the clients who use a particular program, Data processing is a sequence of operations or procedures conducted on data in order to validate, organize, transform, integrate, and extract data in an acceptable output format for further use. To ensure the data's utility and integrity, all processing methods must be properly documented. While data analysis entails actions and methods applied to data that aid in the description of facts, the detection of patterns, the development of explanations, and the testing of hypotheses. This include data quality assurance, statistical data analysis, model development, and result interpretation.

From January 19 through January 27, 2022, the researcher collected data in days. Due to the fact that COVID-19 posed a barrier to data collection, the researcher was forced to collect data from available students and trainees within that time period. The researcher was not permitted to photograph trainees due to their family obligations, which the researcher understands completely. However, the researcher was permitted to photograph the college section's students.

Tabulation is a technical procedure used in statistical data analysis; it is the act of arranging data in an orderly fashion into a sequence of rows and columns that can be read in two dimensions.

To analyze the data, the researcher employed the statistical Pearson's Chi-squared Test after finishing the tabulation in a straightforward manner. Tables were created to classify the supplied data. The Chi-squared 2 test is sometimes referred to as the Test of Independence. It determines if the row classifications (of the independent variable) are related to or influenced by the various column classification levels (the dependent variable). It does not assess the strength of the association between the variables, but rather if there is any relationship between them at all, indicating that the variation is not random (Jamal, 2004)

Population

The population for this study consists of 25 trainees from Crafts Training and Adult Literacy Center and one staff member, as well as 25 students from Infaq Education and Training Center and two staff members, both of which are located in Korangi Township.

According to the researcher's findings, the CDSS INFAQ Foundation's Education and Vocational Training Program instills awareness in the community's girls and women. They fortify them physically and psychologically so that they can overcome the obstacles they face. They are educated and equipped to assist their families with financial concerns. CDSS assist individuals in overcoming insecurities and self-doubts in order to accomplish their goals and serve as a symbol of sagacity for society.

4. Statistical Data Analysis

Hypothesis No 1

Alternative Hypothesis H₁: IETC CDSS INFAQ Foundation Quality of Education has improved Literacy Rate.

Null Hypothesis H₀: IETC CDSS INFAQ Foundation Quality of Education has not improved Literacy Rate.

Formula:

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Decision Rule:

If the value of χ^2 is greater than 0.102, Null Hypothesis is rejected.

Step 1: The Contingency Table

		Literacy Rate is getting better		Total
		Strongly Agreed	Agree	
Quality Education	Very Satisfied	10	3	13
	Satisfied	10	2	12
Total		20	5	25

Step 2: Computing F_e

$$x^2 = \frac{13 \times 20}{25} = 10.4$$

$$x^2 = \frac{13 \times 5}{25} = 2.6$$

$$x^2 = \frac{12 \times 20}{25} = 9.6$$

$$x^2 = \frac{12 \times 5}{25} = 2.4$$

Step 3: Find $\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$ of each contingency table

		Literacy Rate is getting better		Total
		Strongly Agreed	Agree	
Quality Education	Very Satisfied	10(10.4)	3(2.6)	13
	Satisfied	10(9.6)	2(2.4)	12
Total		20	5	25

$$x^2 = \frac{(10 - 10.4)^2}{10.4} + \frac{(10 - 9.6)^2}{9.6} + \frac{(3 - 2.6)^2}{2.6} + \frac{(2 - 2.4)^2}{2.4}$$

$$x^2 = 0.015 + 0.016 + 0.061 + 0.066$$

$$x^2 = 0.157$$

Step 4: Putting Values in Formula

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

$$\chi^2 = 0.157$$

Step 5: Degree of Freedom (df):

$$df = (\text{Row} - 1) (\text{Column} - 1)$$

$$= (2 - 1) (2 - 1)$$

$$= (1) (1)$$

$$df = 1$$

Step 6: Conclusion

Referring the table x^2 , we observe that the processed value of $x^2 = 0.157$ is More than the calculated value of $x^2 = 0.102$ with $df = 1$, $\alpha = 0.75$. Therefore, Null Hypothesis (H_0) is rejected and concluded that IETC CDSS INFAQ Foundation Quality Education has improved Literacy Rate in area.

Hypothesis No 2

Alternative Hypothesis H_1 : ICTLC CDSS INFAQ Foundation career counseling brings career opportunities in future.

Null Hypothesis H_0 : ICTLC CDSS INFAQ Foundation career counseling does not bring career opportunities in future.

Formula:

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Decision Rule:

If the value of x^2 is greater than 2.71, Null Hypothesis is rejected.

Step 1: The Contingency Table

		After completing session, Career Opportunity will increase		Total
		Yes	Maybe	
Institute provides Career Counseling	Yes	16	2	18
	No	4	3	7
Total		20	5	25

Step 2: Computing F_e

$$x^2 = \frac{18 \times 20}{25} = 14.4$$

$$x^2 = \frac{18 \times 5}{25} = 3.6$$

$$x^2 = \frac{7 \times 20}{25} = 5.6$$

$$x^2 = \frac{7 \times 5}{25} = 1.4$$

Step 3: Find $\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$ of each contingency table

		After completing session, Career Opportunity will increase		Total
		Yes	No	
Institute provides Career Counseling	Yes	16(14.4)	2(3.6)	18
	No	4(5.6)	3(1.4)	7
Total		20	5	25

$$x^2 = \frac{(16 - 14.4)^2}{14.4} + \frac{(4 - 5.6)^2}{5.6} + \frac{(2 - 3.6)^2}{3.6} + \frac{(3 - 1.4)^2}{1.4}$$

$$x^2 = 0.177 + 0.457 + 0.711 + 1.828$$

$$x^2 = 3.173$$

Step 4: Putting Values in Formula

$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

$$\chi^2 = 3.173$$

Step 5: Degree of Freedom (df):

$$df = (\text{Row} - 1) (\text{Column} - 1)$$

$$= (2 - 1) (2 - 1)$$

$$= (1) (1)$$

$$df = 1$$

Step 6: Conclusion

Referring the table x^2 , we observed that the computed value of $x^2=3.173$ is more than the caksukatedvalue of $x^2=2.71$ with $df=1$, $\alpha = 0.10$. Therefore, Null Hypothesis (H_0) is rejected and concluded that ICTLC CDSS INFAQ Foundation career counseling brings career opportunities in future.

Discussion

In today's society, women and young girls face numerous issues. They are malnourished, sexually abused, denied their rights, and marginalized as a result of society's stereotypical beliefs. Women were historically denied education; while this situation has improved significantly in recent years, there are still many societies throughout the world that still view women and girls as a burden or a weakness. Nowadays, Girls' Education and Women Empowerment are widely discussed issues, with numerous non-governmental organizations (NGOs) and the United Nations (UN) working on them. The CDSS INFAQ Foundation's mission is to provide the highest quality education and vocational training to women and girls in order for them to overcome obstacles and contribute to society's development. Women and girls from surrounding areas approach CDSS INFAQ Foundation seeking access to high-quality education and vocational training. Previously, there have been numerous researchers focusing on Girls Education and Women Empowerment in Pakistan, as the issue has a long history; in fact, some aspects of Women Empowerment can be traced all the way back to Pakistan's partition. Since the partition, one of the most well-known non-governmental organizations in Pakistan has been working on women empowerment, but there has been no study specifically on the Center for Development of Social Sciences (CDSS) INFAQ Foundation.

The researcher discovered that, despite limited resources, CDSS is making strenuous efforts to achieve the Sustainable Development Goals, namely with a holistic approach, no one is left behind. The researcher conducted this study in order to raise awareness of CDSS, an organization that assists vulnerable members of society but receives little recognition throughout the city. The researcher surveyed only respondents who lived within the CDSS boundary, not the entire town, due to COVID-19 pandemic precautions.

5. Conclusion

In a nutshell, after conducting scientific research and analyzing the results, we can conclude that, as a result of the CDSS INFAQ Foundation, many individuals are receiving a high-quality education, are aware of their basic needs, and are capable of addressing their problems wisely. The literacy rate has increased as a result of the high-quality education provided at no cost to students.

Recommendations

- The researcher would like to make the following recommendations based on the findings and observations of his or her research:
- The organization's leadership should make it clear to the community how much money is spent on development by government-funded non-governmental organizations. Policymakers should ensure that citizens are informed about all programmes currently being implemented in their communities.
- The government should actively promote and support girls' education and women's development projects, as appropriate, by providing information, expertise, guidance, and other resources.
- It is also the state's responsibility to have a check and balance system in place in this area to ensure transparency regarding which NGOs and NPOs are truly committed to improving society's standard of living.
- Additionally, this study recommends that government departments and non-governmental organizations (NGOs) organize various types of programs to educate and raise public awareness about girls' education and women empowerment programs, as a large proportion of the population is unaware of the programs' existence and significance. They must gain an understanding of their obligations in the process of women empowerment.
- Additionally, multiservice centers should be established in low-income urban and rural areas.
- The centers should provide mother and child care units, vocational training programs for youth and women, extension services for the disabled, educational and literacy services, reading rooms and libraries, sports and recreational activities, health and family planning clinics, cooperative stores, and any other specific services required by the respective communities.

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