Paper Title: Whose Learning Should be Prioritized: Evidence from Pakistan

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Abstract: Since 2000, major advances have been made in the education sector in both the developed and the underdeveloped countries. While growth is noticeable, it has not kept pace with the MDGs and EFA targets; constrained by trends in demography, urbanization, conflict, migration, health, economic and shifting global realities. GMR 2012 reveals that at least 250 million primary school aged children around the world are still not able to meet the minimum learning standards. Large scale citizen and learning assessments including Annual Status of Education Report (Pakistan & India) paint a dismal picture of consistently low levels of achievement. This is coupled with widespread social and gender disparities in educational outcomes that undermine substantive equity at structural and functional levels. The aim of this paper is therefore to highlight the emerging disparities in learning and teaching with respect to access, public private provision, gender and wealth highlighted powerfully in the ASER Pakistan Reports. By juxtaposing the evidence of learning against wealth, the paper discusses whether the role of education is acting as key for “sustained development” and explore whether the educational apparatus is actually not sensitive by putting those children to disadvantage who belong to socially and economically marginalized sections of society. The paper also highlights the contribution being made by the citizen led assessments in shaping the learning oriented education reforms at national and international level.
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INTRODUCTION

Over the past decade, the major focus of the global education community has been on increasing school enrollment. As a result of this global focus, 89% of primary-age children are now enrolled in school (UNESCO, 2012). Free, compulsory primary education is recognized as a fundamental human right (United Nations 1948), and primary education is compulsory in almost every country, according to the UNESCO Institute for Statistics (UIS 2012). Though it is clear that considerable progress has been made since the establishment of the EFA and Millennium Development Goals, the goals have yet to be achieved. More than 57 million children continue to be denied their right to primary education. Access to education falls woefully short of the need in many countries and especially amongst nomadic populations, geographically remote groups, and the socially and economically disadvantaged (EFA Global Monitoring Report, 2012).

According to the analysis of household survey data carried out by The Global Initiative on Out-of-School Children, 23.8 million primary and 15.6 million secondary-age children are out of school in Bangladesh, India, Pakistan and Sri Lanka (UIS and UNICEF, 2010). The total number of out-of-school children in these countries is 39.4 million. 53% of these children are girls (UNESCO, 2010).

Thus, while there is no doubt that EFA and MDG have had a positive impact on worldwide educational outcomes, the sad reality is that the achievements have been uneven. Gender inequalities and socioeconomic disparities persist (EFA Agenda for South Asia, 2013). Children and adolescents from the poorest households are at least three times more likely to be out of school than children from the richest households. Girls are more likely to be out of school than boys amongst both primary and lower secondary age groups. This gap holds true even for girls living in the richest households (MDG Report, 2013).

Where economic and gender disparities are preventing millions of girls and boys from even attending school, those who are attending often leave both primary and secondary levels without acquiring the basic knowledge, skills, and competencies. Many of those in school are not learning, with little improvement visible in the past few years (Andrabi et al., 2007; ASER, 2010, 2014; PEC, 2014-15; SAT 2014; Rose and Alcott, 2015).

In Pakistan, large disparities in learning achievement exist and are heavily influenced by the type of school students attend and their family backgrounds (Economic Survey of Pakistan, 2014). Pakistani society has become largely fragmented and segregated on various socio-economic lines since the last couple of years. The inequality in income and wealth not only continues to grow with every passing year but also has triggered disparities in education. Although the real national income of Pakistan, on an average, is revealed to be increasing each year from the past 25 years, the concentration of income in the hands of a few has also

taken a leap. According to figures revealed by the Federal Bureau of Statistics, the reported income of the richest 20 percent of households has been almost 7 percent higher than the poorest 20 percent households over the last 25 years.

The propagation of private schooling system has further intensified the disparities resulting in polarization of education along socio-economic lines2. People falling in lower-middle income group remain deprived of quality education provided by private schools due to exorbitant fees charged by them while the government schools fail to come up at par in terms of quality of education. ASER (The Annual Status of Education Report) data reflects such inequalities very clearly. Shocking results from ASER Pakistan (2012,2013, 2014 and 2015) have shown that the vast majority of pupils between 5-16 years old have not even achieved what is expected of a grade 2 student in language and mathematics. Data also pointed out the dismal performance of government schools as compared to private ones in language and arithmetic assessments. 67% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi/Pashto as compared to 52% class 5 children enrolled in government schools (ASER Pakistan, 2015).

Therefore, while the global community is getting together to finalize the framework for action and targets to be monitored for the upcoming sustainable development goals, it is important that the unfinished agenda is not left behind and emerging disparities in learning outcomes with respect to wealth are addressed and emphasized.

This paper will thus use evidence generated from another model of assessment – one that is led by citizens rather than governments, conducted in households rather than in schools and that measures whether or not children have mastered the fundamental building blocks for learning – to fill existing gaps by providing information on growing inequalities with respect to gender and wealth. Citizen-led assessments in South Asian and sub-Saharan African countries since the last 5 years have been providing an invaluable resource to understand the extent of the learning crisis, and to give a focus on what needs to be done. Importantly, these data enable an identification of the groups who need particular support to ensure they are not left behind. The aim of this paper is therefore to highlight the education inequalities in Pakistan by providing a snapshot of the extent of inequality in learning levels across wealth distribution illustrated powerfully through ASER report of both the regions. Gender disaggregated data set of 2014 and 2015 gathered from Pakistan through ASER Survey is used to identify the relationship between students’ performance, the enrollment level and the disadvantages they face because of their home background and differences in gender. The household indicators tapped during the survey are used as a baseline to determine the wealth status of households. By juxtaposing the evidence of learning against wealth, the paper discusses whether the role of education is acting as key for “sustained development” and explore whether the educational apparatus is actually not sensitive by putting those children to disadvantage who belong to socially and economically marginalized sections of society. The paper also highlights the contribution being made by the citizen led assessments in shaping the learning oriented education reforms at national and international level.

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Such analysis on patterns of inequality in learning outcomes will bring the attention of the policy makers to formulate policies that empower children from poor backgrounds to beat the odds. The imbalances if not checked will push the inequities in the education sector further down the abyss. Providing equal opportunities in schooling along with strengthening quality of education can serve as a benchmark for bringing a change in social and economic outcomes. An equitable distribution of educational opportunities will allow the poor to gain from the benefits of economic growth and contribute towards higher growth rates. Whereas, depriving the poor from educational opportunities will result in lower economic growth and amplification of income inequality^3.

**BACKGROUND**

The UN’s 2013 Millennium Development Goal report highlights the gains made so far in achieving the MDGs as well as describing the major challenges that remain. As the report notes, the world is not on track to reach the goal of universal primary education by 2015. Despite a significant reduction in the number of out-of-school children – from 102 million in 2000 to 57 million in 2011 – progress has slowed in the last few years and inequalities remain high (Pauline Rose, World Education Blog)^4.

According to the latest data from the UNESCO Institute for Statistics (UIS), 61 million primary-school age children were out of school in 2010 (GMR, Policy Paper 04)^5. Furthermore, of those children enrolled in school, millions are repeating grades and dropping out early accompanied with low learning levels. Dropout rates from primary education in Pakistan, Nepal and Bangladesh were over 30 per cent in 2009 (EFA Global Monitoring Report, 2012).

While there is regular collection of data regarding pupils attending school, much less is known about out-of-school children, who are not always visible in traditional education statistics. Sample surveys of households help to provide information on the characteristics of out-of-school children, but even these sources of data often miss the most disadvantaged children (GMR, Policy Paper, 09)^6.

Over the past decade, international and national education agencies have begun to emphasize the improvement of the quality (rather than quantity) of education in developing countries. This trend has been paralleled by a significant increase in the use of educational assessments to measure gains and losses in quality of learning. As interest in assessment has grown, low-income countries have begun to adopt and adapt international and other large scale national assessments for a variety of uses, including comparing national quality with other countries, improving ways of measuring reading achievement, and furthering attempts to reach marginalized populations within a country (Wagner, 2012).

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^4 World Education Blog, UN 2013 MDG Report: Despite major progress, greater efforts are needed by Pauline Rose.
Major national and international large-scale assessments currently being conducted include Annual Status of Education Report (ASER)\(^7\), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA) and the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) (Lockheed, 2012).

The results of the assessments conducted over the past three years portray a bleak picture. In India, national surveys reveal that only about one-third of children in grade 5 can perform long division, and one-third cannot perform two-digit subtraction. Nearly one-half of grade 5 students cannot read a grade 2 text and one in five cannot follow a grade 1 text. Sixty percent of Indian children enrolled in grade 8 cannot use a ruler to measure a pencil. Only 27 percent of Indian children who complete primary school can read a simple passage, perform division, tell time, and handle money (ASER, 2014).

Similar findings have emerged elsewhere. In Togo, only 60 percent of adults who reached grade 5 could read and write with ease when tested (Terryn, undated). Only one-quarter of surveyed 15- to 19-year-olds in Ghana could answer more than half of a set of math questions that involved four one-digit arithmetic questions, where questions and answers both involved only cardinal numbers between 1 and 10 (such as “5 – 2 =?”) and four two-digit problems (such as “17 X 3 =?”) (Filmer, Hasan, and Pritchett 2006).

In Kenya, Tanzania and Uganda, Uwezo surveys reveal that less than half of all 10- to 16-year-olds possess even basic literacy or numeracy skills (Uwezo, 2012). Using several sources of recent data from India, Lant Pritchett\(^8\) examined the number of repeat questions that fourth, sixth, and eighth graders answered correctly. For language, the percentage climbs from 51 to 57 percent between fourth and eighth grades. For math, it climbs from 36 to 53 percent (ASER, 2010).

At higher levels, results are perhaps even more worrying. Internationally comparable mathematics tests under the Trends in International Mathematics and Science Study (TIMSS) suggest that the test scores of the average eighth grader in Ghana would place her in the bottom 0.2 percent of US students. The learning gap is large even in considerably richer developing countries: based on TIMSS scores, the average Chilean student would be in the bottom 6.4 percent of US students (Pritchett Forthcoming)\(^9\).

Within developing countries, the performance of disadvantaged groups is even worse than these averages suggest. Scores on the Program for International Student Assessment (PISA)

\(^7\) The largest household based learning assessment implemented in seven Asian and African countries Pakistan, Tanzania, Kenya, Uganda, India, Mali and Senegal.


reveal a gap of greater than 100 points, or one standard deviation, between students in the richest and poorest quintiles (Amanda Beatty and Lant Pritchett, 2012).

The ASER Pakistan (2012 & 2013) data set also illustrates the appalling access and gender disparities created by differences in wealth status. Learning levels of children in all three subjects (English, Local Language and Arithmetic) increase along the wealth index towards the richest quintile. The poorest quintile has the lowest learning levels (16% Urdu/Sindhi/Pashto, 15% English, and 14% Math) while the richest quintile has the highest learning levels (42% Urdu/Sindhi/Pashto, 42% English, and 38% Math). These results corroborate those of the World Inequality Database on Education (WIDE) produced by the EFA Global Monitoring Report Team at UNESCO and also confirm the findings of the 2009 PISA survey that established: “the higher the quartile of the socio economic index to which a student belonged, the better the performance, with a similar pattern for boys and girls” (EFA Global Monitoring Report, 2012).

Furthermore, a number of other studies (e.g. Verger et al., 2012; UNESCO, 2012; Lewin, 2009; Mundy et al, 2010; Beyond 2015, 2013), portrayed particular concerns about equity and mentioned that the aggregate increases in enrolment and progression, partly driven by the MDGs target must be met along with other developments.

Achieving the SDGs and EFA goals with respect to enrolment and retention will be meaningless if children do not learn. The quality of pre-primary and basic education is a concern for all South Asian countries. With so many countries at different points on the path to development, expansion of the available assessment options can only help to serve the needs of the most disadvantaged. Assessments that generate action are urgently needed to ensure that the true promise of education: “that all children learn” is given due attention in the EFA goals (Gove, A., and P. Cvelich. 2011).

METHODS

THE ASER PAKISTAN SURVEY:

The data used for this paper is from 2015 round of Pakistan’s Annual Status of education report (ASER 2015). The ASER data has two major components:

a. A country-wide household based survey carried out across all rural districts of Pakistan i.e. 146 respectively. The household survey is mainly focused on collecting schooling information of children 3 to 16 years of age. The children between the age band of 5 to 16 years are then assessed on their levels of skills in literacy (Urdu and English) and numeracy. The assessment is done regardless of whether a child attends

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10 Sahar Saeed & Huma Zia. Disparities in Education Along Socio Economic Lines in Pakistan. ASER 2012
11 Amongst learning assessments, PISA has done the most comprehensive coverage and surveyed 74 countries: all the OECD countries and forty other countries. The survey assessed the performance of 15 year olds and in addition collected data on parental occupation and education, selected home characteristics such as availability of books.
schools or not. Children from all types of school are assessed using the same assessment tools. A total of 86,328 households were visited during the survey, with assessment results from 219,609 children aged 5 to 16 years were collected during the process.

b. A school survey, both government and private, is also conducted in the villages where the household survey is also carried out. The school survey mainly focuses on the state of school infrastructure and resources available within the school premise to the students.

ASER - The Annual Status of Education Report (ASER) is the largest citizen led; household based initiative that aims to fill a gap in learning outcomes and provide reliable estimates on the schooling status of children aged 3-16 years residing in the rural districts of Pakistan. A Pakistan based non-government organization (NGO); Idara-e-Taleem-o-Aagahi (ITA) has been coordinating the survey under the auspices of the South Asian Forum for Education Development (SAFED) since 2008.

ASER seeks to improve the status of education nationwide by providing a reliable set of data on an annual basis about what children learn, how they learn, where they learn, education status of their mothers etc. By using an innovative citizen driven approach, ASER intends to mobilize policy makers as well as ordinary citizens- parents, students, local communities and the public at large – to become aware of actual levels of children’s literacy and numeracy, and build on that awareness to stimulate practical community and policy change across Pakistan.

Although the best possible results can be obtained from a fully random sample, however this is neither cost effective nor practically viable due to various geographical and technical difficulties. Therefore, according to the ASER model, the target is to survey a representative 600 households; 20 households in each of the 30 villages selected in each district and the target in 2013 round of survey was close to being achieved with a total of 80,209 households being covered.

The villages are selected from the latest available national census data. The techniques used for the village selection is the probability-proportional-to-size sampling technique. Further on, for sampling households within each village, the enumerators adopt an approach of first dividing each village into four sections. Then, in each section a central household is selected by the enumerator as the first to be surveyed. After the first household, every fifth household in a circular pattern is selected for the survey until five households are chosen in that particular section. In the case of larger villages, a larger interval is used depending on the approximate population of the village. The same procedure is adopted in the remaining three sections of the village to yield a total of 20 households. Dividing up the villages into sections is beneficial as it covers all parts of the village, even the peripheral. The above sampling technique has remained the same during the past ASER surveys and is identified as the ASER sampling model. The questionnaire and tools are attached as Annexure 1.
ASER WEALTH INDEX

In order to determine the socio economic background of households, an ASER wealth is constructed by using factor analysis with the help of the statistical software STATA. The questionnaire and tools used for data collection are attached as Annexure 1.

ASER composite wealth index has been constructed by integrating all the households indicators mentioned in the survey form. These indicators measure the economic potential and achieved levels of income and wealth of a household. The table representing the variables used to create the wealth index is described below.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Description</th>
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<tbody>
<tr>
<td>Type of house</td>
<td>Type of house is a categorical variable with kutchha given the value 1, semi-pucca equals 2, and pucca equals 3.</td>
</tr>
<tr>
<td>House owned</td>
<td>Dummy equaling 1 if the house is owned, 0 otherwise.</td>
</tr>
<tr>
<td>Electricity connection</td>
<td>Dummy equaling 1 if the house had electricity (visible wires and fittings), 0 otherwise.</td>
</tr>
<tr>
<td>Toilet</td>
<td>Dummy equaling 1 if the household had a toilet, 0 otherwise.</td>
</tr>
<tr>
<td>Mobile</td>
<td>Dummy equaling 1 if anyone in the house has a mobile, 0 otherwise.</td>
</tr>
<tr>
<td>Television</td>
<td>Dummy equaling 1 if the household has a television, 0 otherwise.</td>
</tr>
</tbody>
</table>

ASER wealth index has been developed by using STATA factor analysis procedure. It factorizes variables in a way such that it creates weighted combination of the input variables in the following manner e.g.

\[ F1 = a11X1 + a12X2 + \ldots \]

In order to select factors, eigen values from a principal component analysis are used and the factor coefficient scores are created. Further, the indicator values are multiplied by the coefficient scores and added to come up with the wealth index.

For tabular analysis purposes, the data set has been divided into four quartiles – poorest, poorer, richer, and richest. Using the above mentioned method of creating quintiles, ASER 2012 data has been divided into four categories/quintiles (i.e. poorest, poorer, richer, and richest) which represent the entire population of Pakistan in a socio-economic context.
RESULTS

Evidence of Disparities in Education: The Case of Pakistan

Using this methodology stated earlier, ASER 2015 national data (146 rural districts of Pakistan) has been divided into 4 categories/quartiles (i.e. poorest, poorer, richer, and richest) thereby representing the entire population of Pakistan in a socio-economic context.

ACCESS:

The results depicted by ASER Wealth Index (2013, 2014 and 2015) are no different. The results reveal that the richest quartile has the highest percentage of children enrolled (80%) whereas the poorest quartile has the lowest enrollment rate (61%). A strong correlation between wealth and enrollment is established as we move along the wealth index. Moreover, socio-economic background is also found to be influencing gender inequity. The males and females belonging to the poorest quartile are particularly disadvantaged as depicted by the lowest enrollment rates. The highest enrollment of males and females is again in the richest quartile (84% and 76% respectively). The most alarming trend is that of female’s enrollment which not only decreases across all quartiles but also is lower than the enrollment rate of male population. This same patterns is also observed in other provinces of Pakistan where poorest females are most disadvantaged and do not have equal opportunity of getting enrolled in a school.
CHOICE OF SCHOOL:

On the other hand, the richest quartile has the highest number of children enrolled in private schools (38%) and the lowest percentage of children in government schools (61%). It is evident from the figures that enrollment in government schools falls and for that of private school increases as we move along the wealth index towards the richest.

LEARNING LEVELS:

Given the bleak picture portrayed by the disparities in enrollment according to types of schools, a similar image comes to light when the “learning levels” according to wealth status are taken into account. The graph clearly indicates that the learning levels of children are directly related to their wealth status. The learning level of children in all three subjects increases as we move along the wealth index towards the richest quartile. Poorest have the lowest learning levels (20% Urdu/Sindhi/Pashto, 17% English, and 18% Math) and richest have the highest learning levels (42% Urdu/Sindhi/Pashto, 40% English, and 38% Math). The households with better wealth status are able to spend significantly more on their children’s education improving their opportunities for better quality schooling as reflected by the enrollment figures mentioned above.
Following the overall national trends, a gender-wise analysis was also conducted in order to determine the differences in learning levels of males and females. Males and females falling in the richest income group are better able to perform the language and numeracy tasks than children falling in low income groups. However, the learning levels of the females are lower when compared to the learning levels of males across all quartiles in both language and arithmetic competencies. 14% of the poorest females can read a story in Urdu/Sindhi/Pashto as compared to 23% poorest males. Similarly, 12% poorest females can do two-digit division sums and 12% can read sentences in English whereas 19% of the poorest males can read sentences in English and 21% can do two-digit division sums. Similarly, 39% of the richest females can read a story in Urdu/Sindhi/Pashto, 38% can read sentences in English and 35% can do two-digit division sums whereas 43% richest males can read a story in Urdu/Sindhi/Pashto, 42% can read sentences in English and 39% can do two-digit division sums.
DISCUSSION

The current education status of Pakistan as demonstrated by ASER 2015 clearly sheds light on how disparities created by differences in wealth status are jeopardizing the future of millions of children. The disaggregated data set of ASER Pakistan highlights that there has been little progress for children belonging to the lowest socio-economic groups. The learning levels are visibly low and they have not benefitted from various social development initiatives as illustrated by the wealth quintiles. Moreover, the inequalities are further deepened and startling results come to knowledge when analyzed with respect to gender. It is most acute for girls who are experiencing exclusions associated with discrimination leading to unmet learning needs and low learning levels.

The results of ASER Pakistan suggest that education targets should not be just limited to universal primary education but also should take low learning levels as a consequence of disparities into account. It must be remembered that children carry the burden of non-achievement from one level to the next. The low-literate young people of today were the children who dropped out or completed primary education without learning over the last decade. Thus, the achievement of the post 2015 development goals in South Asia is contingent on acknowledging and addressing this unfinished agenda simultaneously.

If our objective is to educate all children, we need to challenge the existing differences and divisions in order to provide equal set of opportunities to all children of the society. Failure to address such structural disparities linked to wealth, gender, ethnicity, language, disability and other markers of disadvantage will hold back our progress towards SDG’s and fuelling wider processes of social exclusion.

The SDGs represent a critical opportunity to move our collective focus toward learning, which is the cornerstone of meaningful education. It is thereby imperative to measure learning for children early in their schooling career through a meaningful, child-friendly, participatory approach, as depicted by the model of citizen led assessments. There is a dire need to work on the use of metrics that go beyond standard income measures so that all countries converge not only in living standards but also in their global responsibilities to sustainable development.

CONCLUSION

There are gains and losses with regard to the MDG targets and indicators in education. The study sheds lights on some new accountability tools emerging from and south and stress upon different aspects that require vital attention in the Framework for SDG’s. Despite effective actions regarding increasing enrolment, the focus on UPE has not generated equivalent actions linked to enhancing learning, addressing equity, deepening participation in decision-making or expanding an education vision beyond the primary level to take in secondary and tertiary levels and lifelong learning.
The need of the hour is to utilize the evidence generated from these large scale assessments and invest on eliminating gender disparities and inequalities along with socioeconomic ones. This can be achieved if countries in this region expand the meaning and scope of girls and women’s education to women’s empowerment and gender equity – thereby giving women an opportunity to make informed decisions about their own and their children’s’ wellbeing. This has to be made the central focus and implies that countries work simultaneously on several fronts – at home, in society and in school - in order to address the factors that inhibit or come in the way of girls’ (and boys’) education. This is particularly important in several areas of the region where traditional, cultural and social norms act as barriers against girls’ education, and women’s literacy and employment (Unterhalter, 2013)12.

A systemic change in the education system coupled with large-scale holistic interventions that address multiple barriers to schooling simultaneously is vital. Cross-sectoral efforts at scale aiming to remove emerging disparities and posing questions regarding what is gained by having technically adequate data and robust systems of validation, and what is lost in not having wide public understanding of measurement, the choice of indicators, and the locus of responsibility etc. are also needed (Unterhalter and Dorward, 2013). There is also a need to develop learner-centered assessments, and ensure that the targets selected drive action for substantial government investments in education, and learning, not just in literacy and numeracy, but also in critical skills, non-discrimination, and global citizenship (Beyond 2015, 2013). There is a dire need to include the use of metrics that go beyond standard income measures so that all countries converge not only in living standards but also in their global responsibilities to sustainable development.

RECOMMENDATIONS

- The availability of information has improved during the implementation of the Millennium Development Goals. Still, there is an urgent need to further improve data collection, access and dissemination, analysis and above all action. Better baseline data and statistics are needed, especially if the post-2015 development agenda has to involve measuring a broader range of indicators that include transitions from one stage to another; new and disaggregated data sets to capture gaps within and between population groups. Citizens’ engagement for greater responsibility towards ‘learning’ is the best form of active citizenship done through nationwide efforts- the story of ASER, Jugando, Uwezo, Beekongo is a testimony to the emerging citizen state relationships demonstrated by the South –South initiative.

- Government of Pakistan, India and/or governments of other developing countries should prioritize the learning gaps in children from early grades through high school

12 Elaine Unterhalter, Education targets, indicators and a post-2015 development agenda: Education for All, the MDGs, and human development, 2013.
beyond the age and grade frameworks- the child must be measured and assisted at her/his baseline. Frequent affordable assessments should be conducted at the international, national, provincial, district, and school level in order to gauge the problems children are facing in learning (despite being enrolled in government or private schools). The culture of assessments ‘without fear’ should be inculcated in households, communities and schools. Furthermore, in order to improve the quality of education within the respective country, not only should assessments be regularly conducted but its results should be shared with the public for an understanding of the value added by schooling as well as the sources of variation in learning outcomes across schools and socioeconomic groups.

- The socio-economic gaps in Pakistan affecting education can be reduced with the help of implementation of the Article 25-A, which states that “The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.” If the Article 25-A is implemented in all provinces of the country, not only the enrollment rates will improve but it will also increase the overall literacy rate of the country. This will enable children to learn by ensuring that schools are inclusive spaces where there is no discrimination of any kind (based on sex, socio-economic status, ethnicity, language spoken, ability-disability, health status), that teachers and the education system welcome diversity and treat all children with respect and dignity, and that there is no corporal punishment.

- In order to promote equality at all levels in Pakistan, it is important to invest more in children most excluded with specific programs and come up with a systematic change in the system of education to address the factors hindering the development of such groups; the low hanging fruit to show results with few interventions, but often hardest to reach.

- While discussing the learning gaps, we cannot ignore the role of teachers who hold the key to the education system. There should be focus on providing the required number of teachers in all schools, and ensure sufficient guidance, supervision, accountability mechanisms and learning for teachers as self-paced learners and many enabled by low cost technologies.

- Finally, we must endorse the efforts underway to frame the upcoming SDG’s, initiated by UNESCO that will definitely frame the development agenda. It is clear that an overall focus on learning rather than years of schooling is the correct approach for any such goal. A learning goal might spur improved data on educational outcomes, from basic literacy and numeracy to more advanced competencies needed for successful and critical participation in an increasingly globalized society and economy.
BIBLIOGRAPHY


ANNEXURE

Government School Observation Sheet
**Private School Observation Sheet**

### Instructions
- Visit any private school, first preference to High School then Middles and then Primary. Meet Head Master (in absence of the HM, meet the senior most teacher of the school).
- Documents required: Enrollment/Attendance register.

### Columns
- **Name of School**
- **Whose/Block**
- **Taluka/Block**
- **District/Franchise**
- **Province**
- **From which Class to which Class**
- **Type of School**
- **School Established Year**
- **Date of visit**
- **Actual Time of Visit**
- **Day of Visit**
- **Departure Time**
- **Medium of School**
- **Girl**
- **Boy**
- **Special Classes**
- **Other**
- **Score Board / Notice Board**
- **School Fee (Per Month)**
- **No. of Qualified Teaching Staff**
- **Facilities in the School**
- **Comments**

### Observations
- **Observation Notes**
  - Classroom
  - Outdoor
- **Teaching Staff**
  - Head Teacher
  - Regular Teachers
  - Community/Part Time Teachers

### Additional Details
- **School Fund Information**
- **Name of Department/ Organization**
- **No. of Qualified Teaching Staff**
- **Education**
  - Primary
  - Higher Primary
  - High School
  - Other

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### Example Observations
- **Children's Enrollment & Attendance**
- **Children's Accommodation**
- **School Fee Per Month**
- **No. of Qualified Teaching Staff**
- **Facilities in the School**
- **Comments**

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### Notes
- Observations should be noted in the relevant boxes.
- Any ‘No’ answers should be accompanied by notes in the ‘Comments’ section.
- If ‘Yes’ answers are given, additional details should be noted in the ‘Comments’ section.

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1. **Primary School:**
   - **Observation Notes:**
     - Classroom: Desks, Chairs, Blackboard, Furnishings.
     - Outdoor: Play Area, Playground, Sports Equipment.
   - **Teaching Staff:**
     - Head Teacher: Present, Teaching.
     - Regular Teachers: Present, Teaching.
     - Community/Part Time Teachers: Not Present.
   - **School Fund Information:**
     - Donations: Received from, Details.
   - **Facilities in the School:**
     - Laboratory: Available, Equipment.
   - **Comments:**
     - Good ambiance, Excellent teaching.

---

2. **Secondary School:**
   - **Observation Notes:**
     - Classroom: Desks, Chairs, Computers, Interactive Boards.
     - Outdoor: Play Area, Gymnasium, Sports Equipment.
   - **Teaching Staff:**
     - Head Teacher: Present, Teaching.
     - Regular Teachers: Present, Teaching.
     - Community/Part Time Teachers: Not Present.
   - **School Fund Information:**
     - Donations: Received from, Details.
   - **Facilities in the School:**
     - Laboratory: Available, Equipment.
   - **Comments:**
     - Good ambiance, Excellent teaching.
### Household Sheet

#### Child Information

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Age</th>
<th>Total No. of Children</th>
<th>Name of Child (7-15 years or applicable)</th>
<th>Gender</th>
<th>Grade</th>
<th>District Type</th>
<th>Distance Type</th>
<th>Distance</th>
<th>Current Schooling Status (Age 7-15)</th>
<th>Basic Learning Levels (for 5-10 age group)</th>
<th>Arithmetic Levels (for 5-10 age group)</th>
<th>English (5-10 age group)</th>
<th>General Knowledge Questionnaire</th>
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#### Child’s Father Information

<table>
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#### Household Indicators

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### Math Tools

#### Sample 1

<table>
<thead>
<tr>
<th>Number Recognition 1-9</th>
<th>Number Recognition 10-99</th>
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<td>8 3</td>
<td>17 74</td>
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<tr>
<td>4 7</td>
<td>38 59</td>
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<td>2 6</td>
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<td>5 9</td>
<td>46 65</td>
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**Subtraction**

<table>
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<th>52 76 52 + 3</th>
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<tbody>
<tr>
<td>68 35 65 + 5</td>
</tr>
<tr>
<td>86 48 84 + 7</td>
</tr>
<tr>
<td>94 54 56 + 2</td>
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</tbody>
</table>

**Division**

**Ask any 5 from the child, out of which it must be correct.**

**Ask any 5 from the child, out of which it must be correct.**

---

#### Sample 2

<table>
<thead>
<tr>
<th>Number Recognition 1-9</th>
<th>Number Recognition 10-99</th>
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</thead>
<tbody>
<tr>
<td>6 1</td>
<td>18 53</td>
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<tr>
<td>3 5</td>
<td>25 78</td>
</tr>
<tr>
<td>9 2</td>
<td>36 51</td>
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<tr>
<td>4 6</td>
<td>94 47</td>
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</tbody>
</table>

**Subtraction**

<table>
<thead>
<tr>
<th>41 64 48 + 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 73 75 + 5</td>
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<tr>
<td>53 36 58 + 2</td>
</tr>
<tr>
<td>49 82 91 + 7</td>
</tr>
</tbody>
</table>

**Division**

**Ask any 5 from the child, out of which it must be correct.**

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Kindly fold the paper.