Policy Brief No. 03

Learning Levels By Gender

Annual Status of Education Report

ASER 2010
Facilitated by SAFED

www.safedafed.org
Policy Brief Learning Levels by Gender

Figure 1: Learning Levels by Gender (Urdu/Sindhi -Sentences)

Figure 2: Learning Levels by Gender (English-Sentences)

Figure 3: Learning Levels by Gender (Arithmetic-Subtraction)
Data Interpretation

The Annual Status of Education Report (ASER) Pakistan 2010 surveyed 32 rural districts of Pakistan and collected information on 54,062 children (58% male, 42% female) for 3-16 years age group from 19,006 households in 960 villages.

National
49% of the surveyed children could read a sentence in their own language. Out of which 37% were female and 63% male.
32% of the surveyed children could read a sentence in English. Out of which 39% were female and 61% male.
19% of the surveyed children could do subtraction. Out of which 39% were female and 61% male.

Balochistan
30% of the surveyed children could read a sentence in their own language. Out of which 25% were female and 75% male.
19% of the surveyed children could read a sentence in English. Out of which 28% were female and 72% male.
14% of the surveyed children could do subtraction. Out of which 29% were female and 71% male.

Gilgit
61% of the surveyed children could read a sentence in their own language. Out of which 42% were female and 58% male.
49% of the surveyed children could read a sentence in English. Out of which 42% were female and 58% male.
23% of the surveyed children could do subtraction. Out of which 39% were female and 61% male.

Khyber Pakhtunkhwa
61% of the surveyed children could read a sentence in their own language. Out of which 36% were female and 64% male.
44% of the surveyed children could read a sentence in English. Out of which 34% were female and 66% male.
22% of the surveyed children could do subtraction. Out of which 37% were female and 63% male.

Punjab
54% of the surveyed children could read a sentence in their own language. Out of which 40% were female and 60% male.
33% of the surveyed children could read a sentence in English. Out of which 41% were female and 59% male.
21% of the surveyed children could do subtraction. Out of which 41% were female and 59% male.

Sindh
33% of the surveyed children could read a sentence in their own language. Out of which 35% were female and 65% male.
17% of the surveyed children could read a sentence in English. Out of which 34% were female and 66% male.
14% of the surveyed children could do subtraction. Out of which 35% were female and 65% male.
Key Issue

- Girls’ performance in learning levels is consistently substantially lower than the boys at the national as well as the provincial levels.

Reasons for underachievement by girls

- Parents’ aspirations for girls and boys differ in terms of returns to education. Due this there is lack of support and interest at home for girls’ educational achievements.
- The differential treatment of girls in the intra-household allocation of resources deteriorates girls’ achievement in schools.
- Teachers’ indifferent attitude towards girls’ performance levels due to preconceived notions about their capabilities and potential.
- Unattractive learning environments for girls such as school facilities and teaching/learning process in schools.
- Absence of female role models in displays, text books and teaching aids.
- Girls are burdened with household chores particularly sibling care hence unable to make time for school work. This also accounts for their high absenteeism.
- The sheltered upbringing of girls leaves them shy and introverted and hence they refrain from participating actively in class especially in front of a male teacher.

Suggested Actions

- Compensatory investments that bring girls up to the same level as boys or better through preschool, after school, summer school programs and special assignments. Also introduce scholarships and prizes for good performance by girls.
- Promote the employment of more female teachers in the rural areas, where they are most needed to serve as role models and to assist in mentoring girls.
- Develop technical capacity of schools and teachers’ pedagogical skills to create girl-friendly school environments that enhances the participation of girls and improves learning outcomes.
- Insate a gender focal person in schools with coeducation, who can ensure gender equity across the school policies, structures, distribution of resources and processes.
- Establish a “girls’ club” in each school where teachers can bring all girl students together and do activities to build their self-confidence and personalities.
- Extensive awareness campaigns that highlight the importance of women’s education to encourage parents to take interest in their daughters’ education.
- Include family life education (for example, basic principles in health, hygiene, nutrition, and child care) in the curriculum to overcome the initial parental indifference towards girls’ education.
- Give women a prominent role in all educational materials so that female students have role models to look up to.
- Provide more girls’ only schools where appropriate, and improve facilities (including access to safe water and separate toilets for girls) and instructional materials for the promotion of quality education.