Policy Brief No. 07

Out of School Children
Quality and Equity

Annual Status of Education Report 2010

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Out of School Children – National and Provincial Learning Profiles by Gender

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

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

Figure 3: Out of School Learning Levels by Gender (Arithmetic-Subtraction)
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Data Interpretation
A total of 19,006 households were surveyed in 960 villages across 32 rural districts of Pakistan. Out of the surveyed population of 54,062 children, 20% were found to be out of school. Among the out of school children, 50.1% were girls. Statistics below show the learning levels of out of school children both at the national and provincial level.

National
34% of the out of school children could read a sentence in their own language. Out of which 50% were female.
20% of the out of school children could read a sentence in English. Out of which 41% were female and 59% male.
13% of the out of school children could do subtraction. Out of which 44% were female and 56% male.

Balochistan
26% of the out of school children could read a sentence in their own language. Out of which 24% were female and 76% male.
17% of the out of school children could read a sentence in English. Out of which 27% were female and 73% male.
12% of the out of school children could do subtraction. Out of which 31% were female and 69% male.

Astonishingly learning levels of in school children are less than out of school children in Balochistan. Only 20% of in school children could read a sentence in their own language.

Gilgit
62% of the out of school children could read a sentence in their own language. Out of which 48% were female and 52% male.
47% of the out of school children could read a sentence in English. Out of which 39% were female and 61% male.
17% of the out of school children could do subtraction. Out of which 37% were female and 63% male.

Khyber Pakhtunkhwa
45% of the out of school children could read a sentence in their own language. Out of which 44% were female and 56% male.
28% of the out of school children could read a sentence in English. Out of which 54% were female and 46% male.
17% of the out of school children could do subtraction. Out of which 48% were female and 52% male.
Punjab
42% of the out of school children could read a sentence in their own language. Out of which 38% were female and 62% male.
23% of the out of school children could read a sentence in English. Out of which 43% were female and 57% male.
16% of the out of school children could do subtraction. Out of which 45% were female and 55% male.

Sindh
42% of the out of school children could read a sentence in their own language. Out of which 38% were female and 62% male.
23% of the out of school children could read a sentence in English. Out of which 43% were female and 57% male.
16% of the out of school children could do subtraction. Out of which 45% were female and 55% male.

Key Issues
• These out of school children have enormous learning potential and hence need to be eased back into the mainstream education system.
• Children in schools who not learning well are at risk of dropping out throughout the school cycle which will then add to the pool of out of school children.

Suggested Actions
• Expansion of non-formal learning options is critical for out of school children. They need to be provided catch up/ second chance programs and mainstreamed to schools when ready.
• Allow flexible study schedules to accommodate their work responsibilities.
• Allow short term courses after the completion of which they can be awarded certificates of completion of their respective learning achievement (primary or elementary) which they can then use to get admission to vocational training institutes.
• Improve school facilities (drinking water, useable toilets, furniture, boundary walls) to ensure that students do not drop out due to unfavorable school condition.
• Strengthen, monitor and make school system accountable for actions detrimental to access and continued existence of children in schools.

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