



Dialogues for Action

October 5 - 21, 2011

Popularizing the
Right to Education (RTE)
Campaign in Pakistan

Policy Brief No. 08

World Teachers' Day 2011



Annual Status of Education Report

اثر
ASER 2010
PAKISTAN
Facilitated by SAFED



دبي العطاء
Dubai Cares



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Teachers' Attendance Levels and Classwise Student Learning Levels – National and Provincial Profiles- Rural Areas (32 districts)

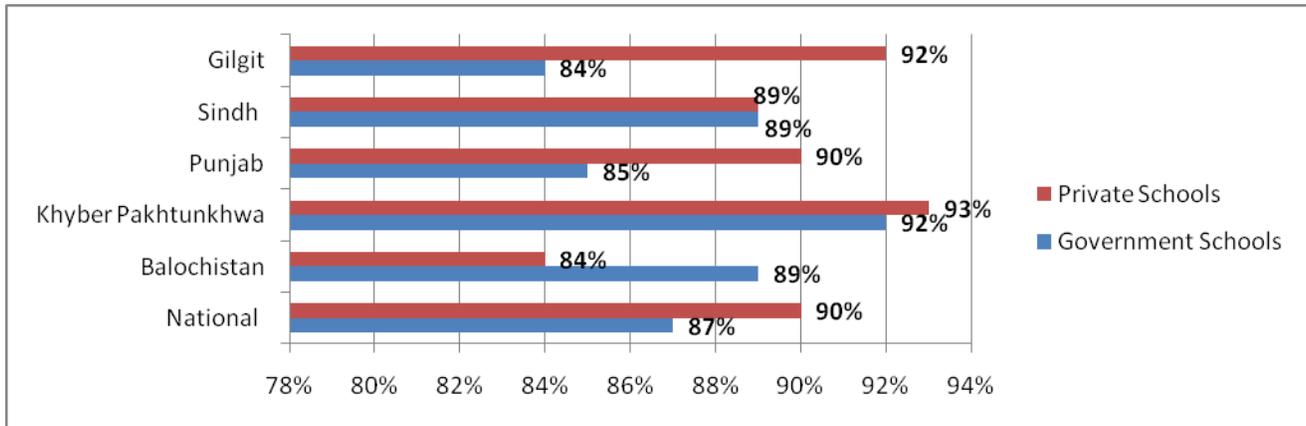


Figure 1: Teachers' Attendance (%) on the day of visit

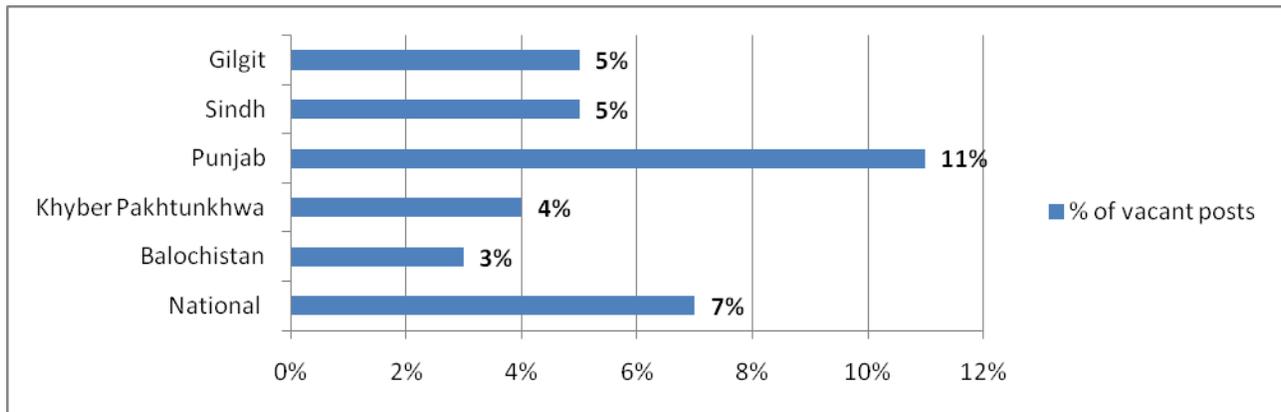


Figure 2: Percentage of vacant teaching posts in Government schools

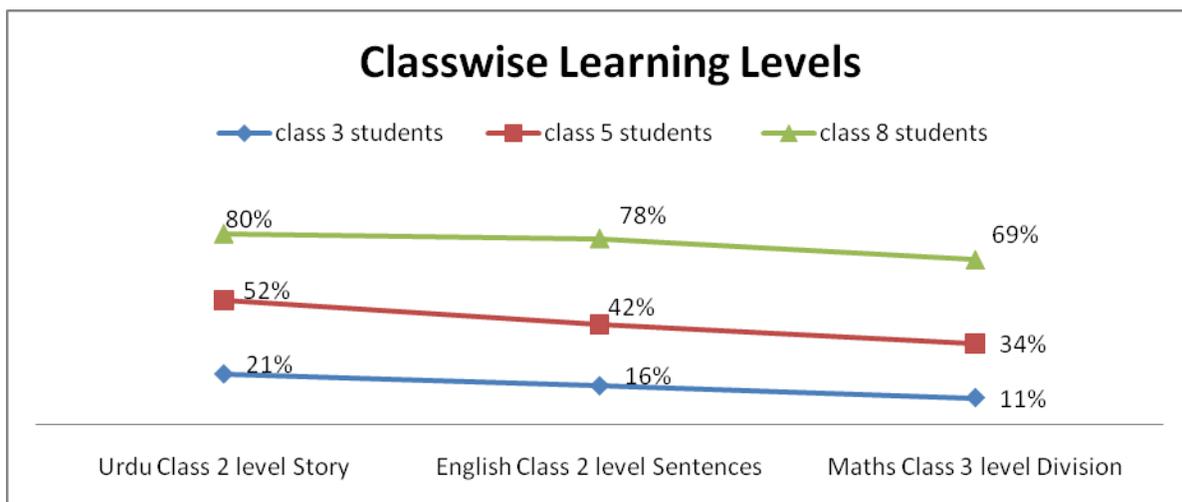


Figure 3: Percentage of students able to read class 2-3 level texts (Urdu, English and Maths)

Data Interpretation

The Annual Status of Education Report (ASER) Pakistan 2010 surveyed 852 government and 445 private schools. The rural household survey covered 54062 children (3-16 years) in 32 districts across Pakistan.

Teachers' attendance in Govt. schools was 87% and in private schools was 90% on the day of visit. 7% of the sanctioned teaching positions were vacant in the Govt. schools.

Public school teachers' salaries are much better than the private school teachers, resulting in decreasing the gap between the public and private attendance levels but the difference between the learning levels of the two types of school remains stark!

Even though the learning levels of students from private schools were relatively better than the learning achievements of students from government schools, but the results for students in both types of schools at an absolute scale were found to be very poor.

The ASER assessment tools for Urdu and English are prepared according to the class 2 curriculum requirements, while the Mathematics tool is of class 3 level. According to the ASER survey results, only 21% of class 3, 52% of class 5 and 80% of the class 8 students were able to read the Urdu story, 16% of class 3, 42% of the class 5 and 78% of the class 8 students were able to read English text, while 11% of class 3, 34% of the class 5 and 69% of the class 8 students did the division problems.

Balochistan: The survey was conducted in 110 government schools and 20 private schools.

Teachers' attendance in Govt. schools was 89% and in private schools was 89% on the day of the visit. 3% of the sanctioned teaching positions were vacant in the Govt. schools.

Khyber Pakhtunkhwa: The survey was conducted in 114 government schools and 53 private schools.

Teachers' attendance in Govt. schools was 92% and in private schools was 93%. 4% of the sanctioned teaching positions were found to be vacant in the Govt. schools.

Punjab: The survey was conducted in 387 government schools and 292 private schools.

Teachers' attendance in Govt. schools was 85%, whereas it was 90% in the private schools. ***11% of the sanctioned teaching positions were vacant in the Govt. schools.***

Sindh: The survey was conducted in 148 government schools and 17 private schools.

Teachers' attendance in Govt. schools was 89% on the day of visit, whereas it was 89% in the private schools. 5% of the sanctioned teaching positions were vacant in the Govt. schools.

Gilgit Baltistan: The survey was conducted in 29 government schools and 27 private schools.

Teachers' attendance in Govt. schools was 84% on the day of visit, whereas it was 92% in the private schools. 5% of the sanctioned teaching positions were vacant in the Govt. schools.

Key Issues:

More than half of all rural children in class 5 were at least three grade levels behind!

- **The current stock of teachers is not being able to translate their competencies into higher learning levels of children.**
- The learning levels of children are affected by large number of school days lost because of teacher absenteeism.
- 7% of the sanctioned teaching posts are vacant at the national level as per the current norms of sanctioned posts.
- The attendance levels for teachers are well below 90% in Govt. schools (85% Punjab & 84% GB).

More than 100:1 Pupil Teacher Ratio (PTR) in more than 30 villages across all the provinces, 8 villages in Punjab, 13 in Sindh, 3 in Balochistan and 2 each in KPK and AJK.

Reasons for poor learning levels: the Teachers' end

- Teachers' indifferent attitude towards children, especially girls due to preconceived notions about their capabilities and potential.
- Corporal punishment and a general unpleasant attitude towards children.
- Teachers encourage rote learning rather than development of analytical skills.
- Teachers are often positioned due to political patronage and not their qualifications or skills
- Teachers are inadequately trained on teaching methodology and attitudes.
- Lack of accountability as to what happens in the class room and schools.
- Lack of check and balance on the teachers' attendance.
- The threat of losing one's job is negligible in public schools.
- Lack of school facilities and assignment of non-teaching duties seriously hamper the job motivation of the teachers

Reasons for poor learning levels: the Students' end

- Lack of supplementary help at home.
- Schooling is often a hard choice for poor parents. They take their children to work e.g. in the fields during the harvesting/sowing period.
- Children are often not interested in the things they are taught.
- Children often run off or skip school due to essential missing facilities (toilet/drinking water), over-burdened teachers in multi-grade classrooms and demeaning attitude of the teachers.
- **High student absenteeism in government schools**

Policy Options

- Raise the norm of teachers in government primary schools 6 teachers for 6 classes (Katchi to 5) with a 10 year implementation plan
- Sanction more teachers in villages with high Pupil –Teacher- Ratio (PTR).
- Hire and train teachers from within the local community in order to fill up the vacant posts.
- Interactive learning methodology and teaching techniques should be used which students can relate to in local contexts also helping to develop their critical and analytical skills
- Better quality teacher training is the key to translating teacher competencies into better student learning levels.
- Apart from regular teacher trainings, teachers need to be groomed for positive attitudes towards their students without recourse to corporal punishment(verbal/physical/psychological).
- Stringent ways to enforce and regulate rules related to teachers’ absenteeism e.g. penalties after a set number of days absent, attendance checks through regular and surprise visits.
- Teacher selection and transfers should be free from any form of political influence.

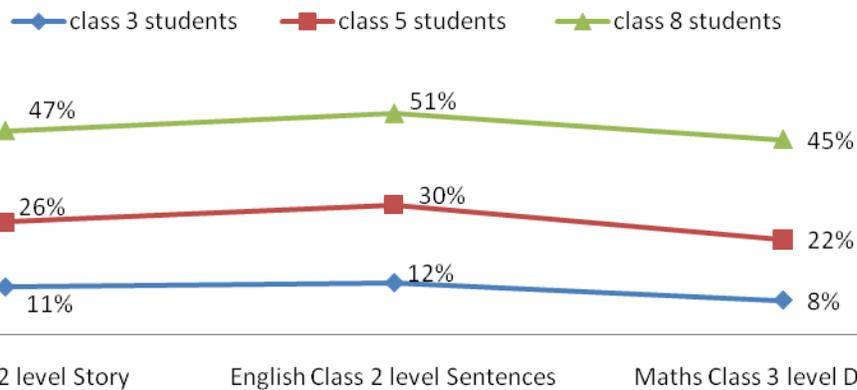
References:

Annual Status of Education Report (Rural), <http://safedafed.org/aser/home.html>

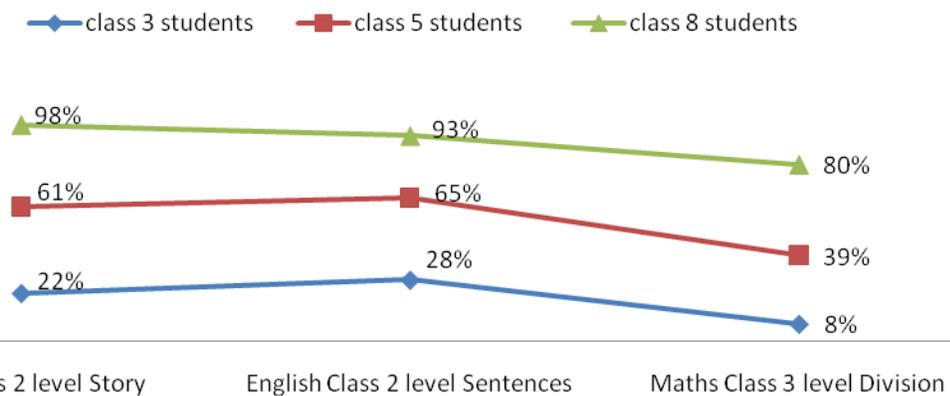
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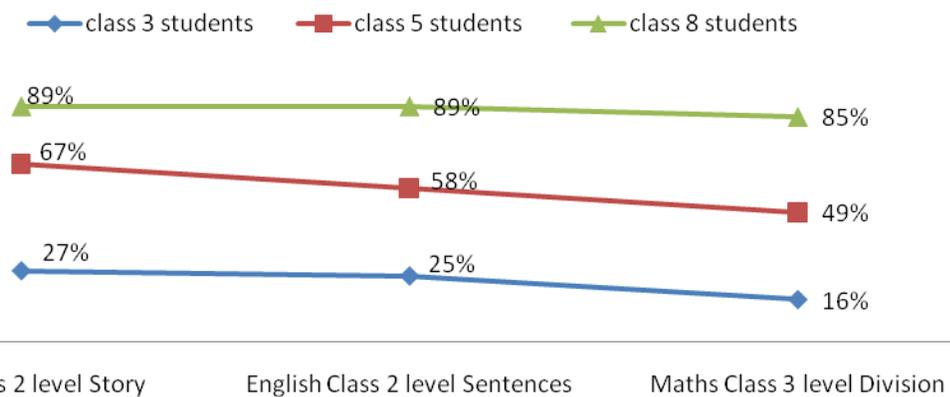
Classwise Learning Levels - Balochistan



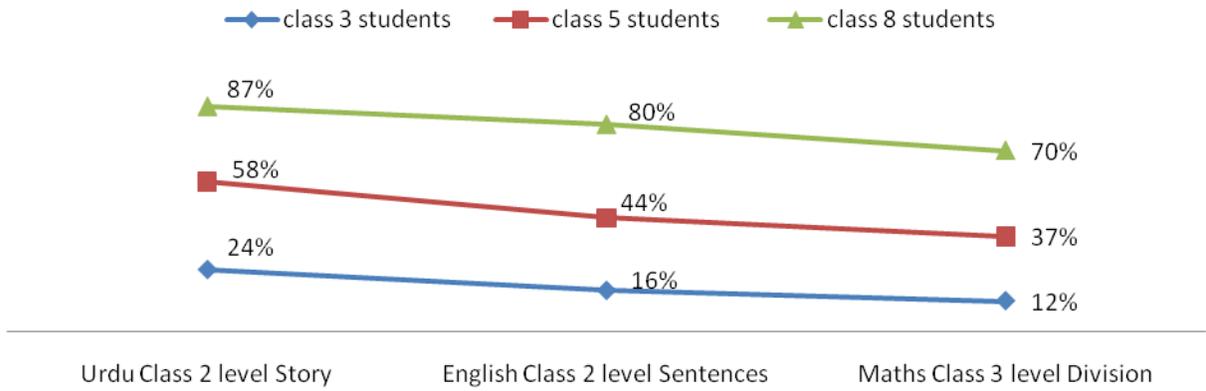
Classwise Learning Levels - Gilgit



Classwise Learning Levels - KPK



Classwise Learning Levels - Punjab



Classwise Learning Levels - Sindh

