Measuring Gender and Education Quality – The Need for Social Outcomes

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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 MDG and EFA targets; constrained by trends in demography, urbanization, conflict, migration, health, economic and shifting global realities. Global Monitoring Report (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 The Annual Status of Education Reports from Pakistan and India (2012 and 2013) 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 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 Pakistan. Gender disaggregated data set of 2012 & 2013 will be used to identify the relationship between students’ performance, the enrollment level and the disadvantages they face because of their home background. By juxtaposing the evidence of learning against wealth, the paper will discuss whether the role of education is acting as key for “sustained development” and explore whether the educational apparatus in Pakistan is actually not sensitive by putting those children to disadvantage who belong to socially and economically marginalized sections of society.
INTRODUCTION

Education has always been considered central for swift and substantial progress. The future of a state rests upon the type of education provided to its citizens on the grounds of its holding a direct correlation with economic progress and social evolution. Education enhances productivity and efficiency of the people leading to sustainable economic growth. Also a well educated nation possess a well aware society where national rights, duties, laws are recognized by every individual thereby bringing political constancy. Nowadays where governments and international agencies are working on the construction and development of educational frameworks to address the realities of 2015 and beyond, Pakistan is going down the drain with its poor education system organized along class lines. Consistent state policies that established a societal order based upon hierarchy and elitism; widened the gaps between the rich and the poor. This inequality has further entrenched itself by creating disparities in education.

Today where due to rapid globalization, economic activity is becoming increasingly knowledge based and education has gained importance more than ever, the education system of Pakistan continues to stay ineffective and unproductive. The vital role and significance of education is largely mistreated and ignored in Pakistan. Moreover, the provision of educational opportunities is unfortunately determined and made available on the basis of regional disparities, rural-urban location, gender, types of schools, income and wealth of parents etc. The UNDP’s 2010 HDI reveals that, when adjusted for inequality, the values calculated for education in Pakistan would slip by 46.4 percent. There are only five countries (four sub-Saharan states and Yemen) which have education sectors that are more unequal than Pakistan’s.

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.

The propagation of private schooling system has further intensified the disparities resulting in polarization of education along socio-economic lines. 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

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clearly. ASER 2012 and 2013 pointed out the dismal performance of government schools as compared to private ones in language and arithmetic assessments.

ASER data can further be used to identify the relationship between students’ performance and the disadvantages they face because of their home background. The household indicators tapped during the survey can be used as a baseline to determine the wealth status of households. A comparison of wealth status of households with the learning levels of children can provide a snapshot of the extent of inequality in learning levels across wealth distribution.

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.

Hence, equitable access and learning is a key to “sustained development”. This research appraises education inequalities in Pakistan with the help of ASER data (covering 136 rural districts of Pakistan in 2012 and 138 rural districts in 2013) and investigates if the children from the lower income groups are worse off.

LITERATURE REVIEW

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).

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). Furthermore, of those children enrolled in school, millions are repeating grades and dropping out early accompanied

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5 World Education Blog, UN 2013 MDG Report: Despite major progress, greater efforts are needed by Pauline Rose.
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)\(^7\).

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).

Major national and international large-scale assessments currently being conducted include Annual Status of Education Report (ASER)\(^8\), 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, 2010).

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

\(^7\) Schooling for Millions of Children jeopardized by reductions in aid, GMR Policy Paper, 2013  
\(^8\) The largest household based learning assessment implemented in seven Asian and African countries Pakistan, Tanzania, Kenya, Uganda, India, Mali and Senegal
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\(^9\) 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)\(^10\).

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

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 education MDGs 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).


METHODOLOGY

The paper uses gender disaggregated data set of Annual Status of Education Report Pakistan 2012 and 2013 to create a wealth index using factor analysis with the help of the statistical software STATA. The questionnaire and tools used for data collection are attached as Appendix 1.

CONSTRUCTION OF ASER WEALTH INDEX

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>
</tr>
</thead>
<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:

\[ F_1 = a_{11}X_1 + a_{12}X_2 + \ldots \]

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 2012/3 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.
ANALYSIS

DISPARITIES IN EDUCATION BY GENDER AND WEALTH

This section uses the Annual Status of Education Report Pakistan 2012/3 dataset to reflect the gender and wealth inequalities in education across both regions. It attempts to determine the performance of the student against the disadvantages they face because of their family background. The household indicators of ASER are used as the baseline to determine the status of wealth of households. A comparison of wealth status of households with the learning levels of children can provide a snapshot of the extent of inequality in learning levels across wealth distribution.

EVIDENCE OF DISPARITIES IN EDUCATION

ASER Pakistan 2012 data has been divided into four quartiles (i.e. poorest, poorer, richer, and richest) which represent the entire population of Pakistan in a socio-economic context. The results reveal that the poorest quartile has the highest level of children enrolled in government schools (91%) whereas the remaining 9% of the children are enrolled in the private sector schools.

The second quintile, which is poorer, has 82% children enrolled in government schools and 18% children enrolled in private schools. The third quintile, richer, has 75% children enrolled in government schools and 25% in private schools. The richest quintile has the highest number of children enrolled in private schools (40%) and the lowest percentage of children in government schools (60%). It is evident from the figures that enrollment in government schools falls and that of private schools increases as we move along the wealth index towards the richest. A strong correlation between wealth and enrollment in private schools is established. Though a number of low fee private schools exist in the country, they are still more expensive than their public counterparts and thus are not affordable for all income quintiles.\(^\text{11}\)

A large proportion of households are not able to send their children to schools at all because of poverty. The ASER 2012 results reveal the percentage of out-of-school children to be highest in the poorest quintile (46%) as compared to other quintiles.

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 quintile. Poorest have the lowest learning levels (16% Urdu/Sindhi/Pashto, 15% English, and 14% Math) and richest have the highest learning levels (42% Urdu/Sindhi/Pashto, 42% 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.

The status of wealth was also found to be influencing gender inequity. The males and females of the lowest quintiles are particularly disadvantaged as only a limited set of educational opportunities is available to them. The percentage of males and females enrolled in schools goes up as we move along the wealth index towards the richest. Inadequate public expenditure in rural areas, limited number of schools, obsolete teaching methodology etc. might be the reasons leading towards restricted access to basic education which further transforms into learning gaps across different income groups.
The differences in learning levels for both males and females across different quintiles present an alarming picture. Learning levels of males and females improve as we move from the poorest quintile to the richest quintile. Highest learning levels of females are seen in the richest quintile across the three competency levels (41% Urdu/Sindhi/Pashto, 40% English, and 36% Mathematics). Similarly males falling in the richest income group are better able to perform the language and numeracy tasks than children falling in low income groups.

In order to further strengthen the stance of inequality in education with respect to gender and wealth, a comprehensive analysis was done taking students enrolled in grade 4 and 5, and children of age 10 years (most of who are enrolled in grade 4) and 11 years (most of who are enrolled in grade 5). The first part caters to students enrolled in schools whereas the later deals with children of that particular age who should be in class 4 or 5 accordingly. This section includes out-of-school children (never enrolled and drop outs) providing a base for comparison for access and learning. Furthermore, the entire population is divided into male and female categories to highlight the gender inequality in Pakistan.
Table 2: Table 2 shows the percentage of students (grade 4 and 5) and children (age 10 and 11) who are able to read Urdu/Sindhi/Pashto, do two-digit subtraction, and division.

<table>
<thead>
<tr>
<th>Pakistan National</th>
<th>Percentage of students able to</th>
<th>Percentage of children able to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students in Grade 4</td>
<td>Students in Grade 5</td>
</tr>
<tr>
<td></td>
<td>Read Urdu/Sindhi/Pashto text</td>
<td>Do two-digit subtraction</td>
</tr>
<tr>
<td>Total</td>
<td>36.1</td>
<td>60.7</td>
</tr>
<tr>
<td>Female</td>
<td>39.6</td>
<td>61.8</td>
</tr>
<tr>
<td>Male</td>
<td>34.3</td>
<td>60.1</td>
</tr>
<tr>
<td>Poorest</td>
<td>27.3</td>
<td>52.9</td>
</tr>
<tr>
<td>Poorer</td>
<td>34.1</td>
<td>59.7</td>
</tr>
<tr>
<td>Richer</td>
<td>37.0</td>
<td>61.5</td>
</tr>
<tr>
<td>Richest</td>
<td>47.8</td>
<td>71.4</td>
</tr>
<tr>
<td>Poorest Females</td>
<td>30.2</td>
<td>52.8</td>
</tr>
<tr>
<td>Poorer Females</td>
<td>37.1</td>
<td>58.8</td>
</tr>
<tr>
<td>Richer Females</td>
<td>39.6</td>
<td>63.5</td>
</tr>
<tr>
<td>Richest Females</td>
<td>50.1</td>
<td>71.4</td>
</tr>
<tr>
<td>Poorest Males</td>
<td>26.2</td>
<td>52.9</td>
</tr>
<tr>
<td>Poorer Males</td>
<td>32.7</td>
<td>60.1</td>
</tr>
<tr>
<td>Richer Males</td>
<td>35.5</td>
<td>60.4</td>
</tr>
<tr>
<td>Richest Males</td>
<td>46.2</td>
<td>71.4</td>
</tr>
</tbody>
</table>

The results clearly indicate that females are at a disadvantage due to the issue of access in Pakistan. The low rate of enrollment for females leads to even lower learning levels for females at all age levels (shown for age 10 & 11). As shown in the table above, the poorest females are the most disadvantaged as only 15.7% can read Urdu/Sindhi/Pashto story whereas 19.3% of the poorest males can do the same. This pattern continues for the arithmetic subtraction and division sums as well. Learning levels improve as we move along the wealth index towards the richest, but they continue to remain low for females. 40.8% of richest females can do division (age 10)
whereas 42.1% of richest males can do the same. Similar pattern follows for children aged 11 and so on.

On the other hand, if we take a look at the ‘students’ enrolled in class 4, the wealth dilemma continues. Highest learning levels are of the richest students in both the subjects whereas the lowest learning levels are attached to the poorest students. However, one interesting factor that has been highlighted in the analysis is that amongst the wealth quartiles, where males were dominating the females in terms of learning levels when comparing age brackets, females are dominating males when compared in terms of grade (class-level). For example, 39.3% of the poorest females of grade 5 can do division whereas only 35.1% of the poorest males can do the same. Although the gap almost vanishes as we move along the wealth index towards the richest male and female quartiles such as 53.5% of richest females of grade 5 can do division and 53.3% of the richest males can do the same.

**DISCUSSION**

The disaggregated data set of ASER Pakistan powerfully 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.

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**EMERGING DISPARITIES RESULTING FROM DIFFERENCES IN**

<table>
<thead>
<tr>
<th>PUBLIC SCHOOLING</th>
<th>Vs</th>
<th>PRIVATE SCHOOLING</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING LEVELS OF CHILDREN TAKING TUITION</td>
<td>Vs</td>
<td>LEARNING LEVELS OF CHILDREN NOT TAKING TUITION</td>
</tr>
<tr>
<td>LEARNING LEVELS OF POOR (&amp; RICH) FEMALES</td>
<td>Vs</td>
<td>LEARNING LEVELS OF POOR (&amp; RICH) MALES</td>
</tr>
</tbody>
</table>

**EVIDENCE FROM ASER INDIA & PAKISTAN (2012)**
The MDGs, are hence not sufficiently addressing the problem of intersecting inequalities. The results of ASER 2012 (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.

The ability of the region to achieve the EFA goals depends on how much work is done to eliminate gender disparities and inequalities on the one hand, and socioeconomic inequalities on the other – it is important to acknowledge that the two are inter-related. This can be done 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).

The intermeshing of social, economic and gender identities and contested visions is particularly important when it comes to education and overall child development. Existing inequalities can only be broken down and development goals - including those to be set post-2015 - can only be achieved through targeted interventions and progressive non-linear investment across the education sub-sectors, pre-primary, primary and post primary levels. 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).

12 Elaine Unterhalter, Education targets, indicators and a post-2015 development agenda: Education for All, the MDGs, and human development, 2013.
CONCLUSION
The current state as demonstrated by ASER 2012 clearly illustrates the appalling access and gender disparity created by differences in wealth status. This also corroborates with the results of World Inequality Database on Education (WIDE) produced by EFA Global Monitoring Report Team at UNESCO. The WIDE Database has provided figures for over 50 countries to allow for comparison in disparities across countries and to identify which groups are most disadvantaged within these countries on the basis of gender, wealth and location.

Class driven educational system can never lead to economic development. Article 25A embedded in the 1973 constitution of Pakistan that promises free and compulsory education for all children aged five to sixteen appears to be meaningless in a country where the education system is fragmented and inequality persists to such an extent. 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. Existing inequalities can only be broken down and development goals—including those to be set post-2015—can only be achieved through targeted interventions and progressive investment. A systemic change in the education system coupled with large-scale holistic interventions that address multiple barriers to schooling simultaneously is vital. The cross-sectoral impact of education on all other macro-economic indicators should be acknowledged. Quality based education and learning and goals that link education targets to skills, youth employment and economic growth should receive more attention. Initiatives such as improvement of public sector schools to cut the power base of elitist private schools, establishment of affordable schools in remote areas, change in the obsolete teaching methods, income support programs for specific provinces (for e.g. Benazir income support program, stipends for poor children who are not able to go to school, provision of facilities in public schools) etc will not only remove the flaws present in our education system but also will turn Pakistan into a true democratic, egalitarian, tolerant and liberal society in the coming years.

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 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.

- Initiatives such as improvement of public sector schools to cut the power base of elitist private schools, establishment of affordable schools in remote areas, change in obsolete teaching methods, income support programs for specific provinces (e.g. Benazir income support program), stipends for poor children who are not able to go to school, provision of facilities in public schools etc will not only remove the flaws present in our education system but also will turn Pakistan into a true democratic, egalitarian, tolerant and liberal society in the coming years.

- 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 India and 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.
BIBLIOGRAPHY


Appendix

Government School Observation Sheet

The form contains various sections for data collection on different aspects of a government school. It includes fields for the school's name, location, attendance, teaching staff, room observations, and comments. The form is designed to be filled out by an observer to assess the state of the school and its facilities.

The form includes sections for:
- **Name of School**
- **Village**
- **Team/Taluka**
- **District/Agency**
- **Province**

**Classroom Observations**: Details about the classroom setup, teacher availability, and learning materials.

**Facilities in the School (From Observation)**: Includes aspects like availability of toilets, drinking water, and learning aids.

**SMC/SC/FFA Information**: Details on the school's financial resources.

**Amount in Bank**: Information on the school's financial status.

The form is designed to provide a comprehensive overview of the school's condition and can be used by educators, policymakers, and other stakeholders to make informed decisions.
## Private School Observation Sheet

### Name of School

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Village</th>
<th>Tehsil/Taluka</th>
<th>District/Agency</th>
<th>Province</th>
</tr>
</thead>
</table>

### From which Class to which Class (Tick any one)

- [ ] 1 to 5
- [ ] 6 to 10
- [ ] 11 to 10

### Type of School (Tick any one)

- [ ] Private
- [ ] Government
- [ ] NGO

### School Established Year

Date of visit: ___________  
Day of visit: ___________

### Arrival Time / Departure Time

- [ ] 08:00 AM / 05:00 PM
- [ ] 09:00 AM / 06:00 PM
- [ ] 10:00 AM / 07:00 PM

### Medium of School

- [ ] English
- [ ] Urdu
- [ ] Other

### Any NGO/Foundation affiliated with School

- [ ] Yes
- [ ] No

### Children's Enrollment & Attendance

#### (I) School's FUND Information (Ask Headmaster this section, if absent, indicate who answered the section)

- Who answered this section? (Tick relevant)
  - Head Master: [ ]
  - Teacher: [ ]
  - Other: [ ]

- Did you get any FUNDs from Government/Private individuals/households?
  - Yes: [ ]
  - No: [ ]

- If yes, what was the amount of this FUND (Annual)?
  - Yes: [ ]
  - No: [ ]

- In which month was this FUND received?
  - Name of Department/Organization:

### School Fee (Per Month)

Note: Take a headcount of children in the room. If merged groups, ask the children of each class to raise their hands separately and then count accordingly.

#### (II) Teachers

- Number Appointed
- Number Present (On the day of the survey)
- Number of teachers registered at this village

- Comments

### Class Room Observations

- Is there a visible blackboard/white board for this class?
- Are the children of this class sitting with children from any other class?
- If yes, then with which class?

### Class Room Environment

- Classroom
- Ventilated
- Outdoor

- Are there any supplementary materials (e.g., Books, Charts on the wall, Board Games etc.) available in the room?

- Did most of the children (75%) have reading textbooks?
- Ask the children to show you their language textbooks and assess accordingly.

- Apart from text books, did you see any other supplementary material (e.g., Books, Charts on the wall, Board Games etc.) available in the room?
Testing Tools: Urdu, English & Arithmetic
**English Task**

- **A**, **X**, **F**
- **D**, **R**
- **N**, **O**, **W**
- **Y**, **L**

**Boys**
- **Ink**
- **Leg**
- **Hand**
- **Table**
- **Mat**
- **Cup**
- **Van**
- **Play**
- **Toy**

**Example:**

- **I go to school.**
- **My uniform is white.**
- **My shoes are black.**
- **I love to read books.**

- **This is my bag.**
- **It is a small bag.**
- **It has two pockets.**
- **I keep books in it.**

**Math Tools**

**Number Recognition**

<table>
<thead>
<tr>
<th>Number Recognition 1-9</th>
<th>Number Recognition 10-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

**Subtraction**

- 87 - 69 = 18
- 92 - 37 = 55
- 27 - 18 = 9
- 52 - 46 = 6

**Division**

- 348 ÷ 4 = 87
- 644 ÷ 7 = 92
- 210 ÷ 6 = 35
- 376 ÷ 8 = 47

**BONUS TOOL**

- **Pencil Bag** 50 Rs.
- **Ball** 80 Rs.
- **Pencil Case** 95 Rs.