

## Sample Composition

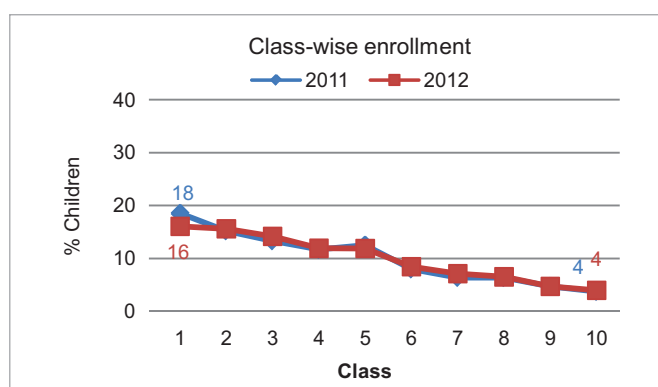
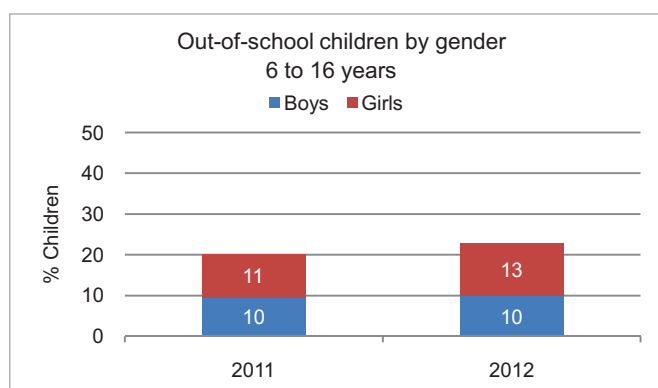
- The ASER 2012 survey was conducted in 136 out of 145 districts of Pakistan. This covered 80,209 households in 4,033 villages in the country.
- Detailed information was collected on 244,477 children (59% male, 41% female) aged 3-16 years. Out of these, children aged 5-16 were also tested for language and arithmetic competencies.
- School information on both public and private schools was collected. A total of 5,594 schools were surveyed, out of which 3,934 were government (60% primary, 16% elementary, 18% high, 6% others<sup>1</sup>) and 1,660 were private schools (29% primary, 42% elementary, 26% high, 3% others).
- Fifty-four percent of the government schools were boys only, 16% were girls only, and 30% were co-education schools. Nine percent of the private schools were boys only, 3% were girls only, and 88% were co-education schools.

## A large number of children continue to be out of school: twenty-three percent of all school-aged children in Pakistan are out of school.

- Of all children aged 6-16 years, 77% were reported being enrolled in schools.
- Twenty-three percent of all school-aged children have either dropped out of school (5%) or have never been enrolled in a school (18%).
- ASER 2011 showed 21% (11% + 10%) out-of-school children.
- In line with the findings from ASER 2011, more girls than boys continue to be out-of-school.
- For every sixteen children in Class 1, there are only four children in Class 10.



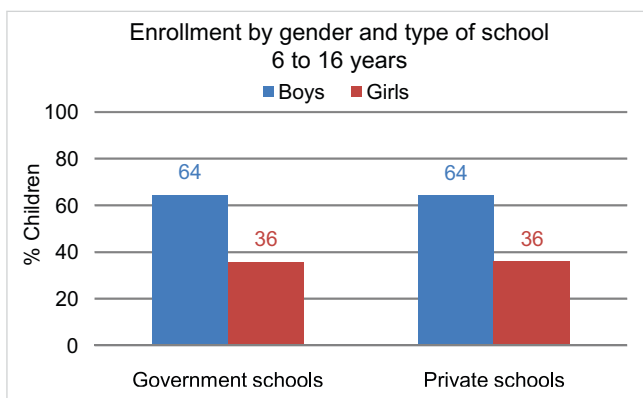
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	58.7	18.4	2.0	0.5	18.8	1.6	100
11-13	58.4	17.0	2.5	0.4	16.0	5.7	100
14-16	51.6	15.2	2.0	0.3	18.5	12.3	100
6-16	57.2	17.4	2.1	0.4	18.1	4.7	100
Total	77.1				22.8		100
By type	74.1	22.6	2.7	0.6			



<sup>1</sup>Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-12, 5-10.

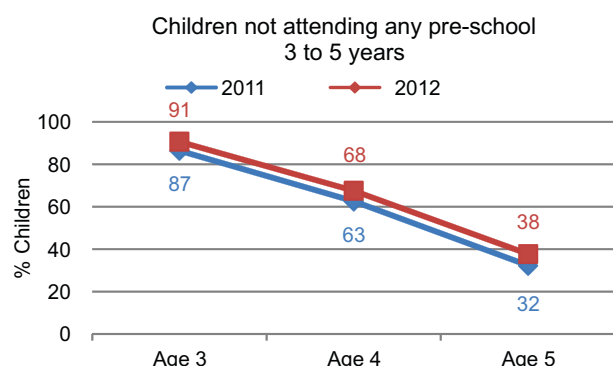
## Private schools absorb a large share of school-aged children: twenty-six percent of all school-going children are enrolled in non-state schools in rural Pakistan.

- Twenty-three percent children are in private schools.
- Thirty-six percent of the children enrolled in the private schools are girls and 64% are boys.
- Approximately 3% of the total school-attending population attends madrasah schools and 1% attends non-formal institutes.



## Sixty-three percent of the pre-primary age children are not attending any form of schooling.

- A total of 57,503 children aged from three to five were reached during the ASER 2012 survey in rural areas of the country.
- Consistent with last year's results, 63% of children aged 3-5 did not attend any form of pre-primary education.
- Of the children who do attend pre-primary education, 71% are enrolled in public institutions and 29% in private institutions.



% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	6.0	2.9	0.3	0.1	90.7	100
4	21.2	10.3	0.6	0.3	67.6	100
5	45.5	15.4	0.9	0.4	37.8	100
3-5	26.2	10.0	0.6	0.3	62.9	100
Total	37.1				62.9	100
By type	70.5	27.0	1.7	0.7		



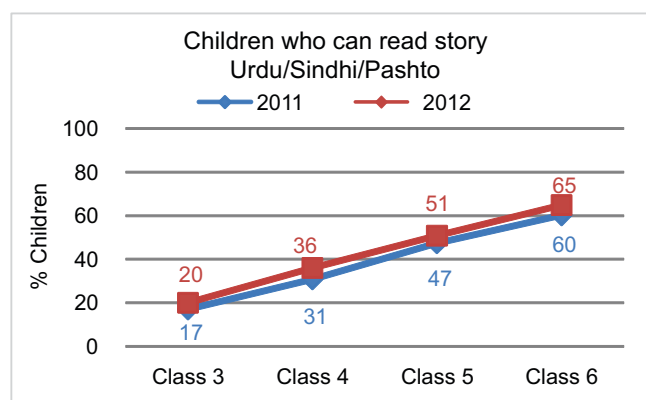
Learning levels of children are assessed through specific language and arithmetic tools<sup>2</sup>. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level according to the national curriculum. The arithmetic tool covers up to Class 3 level.

## Learning levels have improved since last year but still remain poor: Half of the children from Class 5 still cannot read Class 2 Urdu/Sindhi/Pashto story.

- Analysis of reading ability shows that 43% of Class 3 students were able to read Class 2 sentence and nearly 57% could not.
- In ASER 2011<sup>3</sup>, 47% of Class 5 students were reported as being able to read a story compared to 51% of Class 5 students who could do so in 2012.

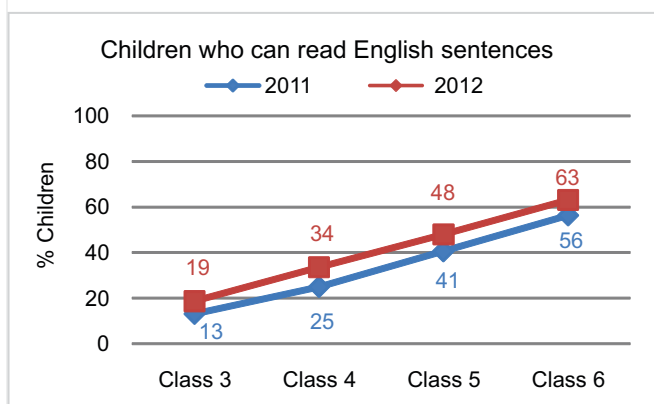
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.6	38.4	25.9	4.5	3.7	100
2	11.6	25.4	41.1	13.3	8.6	100
3	7.2	13.0	37.2	22.5	20.1	100
4	3.9	7.3	25.3	27.3	36.1	100
5	3.9	4.0	16.8	24.4	50.9	100
6	3.3	2.5	10.2	19.1	64.9	100
7	3.5	1.7	6.3	15.9	72.6	100
8	0.0	0.0	1.5	11.7	86.8	100
9	0.0	0.0	0.8	6.9	92.3	100
10	0.0	0.0	0.7	6.1	93.2	100

How to read: 8.2% (4.5+3.7) children of Class 1 can read sentence



## Improvements can be seen in English competencies over the past year.

- In ASER 2011, 41% of Class 5 students were reported as being able to read Class 2 English sentences compared to 48% of Class 5 students who could do so in 2012.
- Sixty-three percent of Class 6 children and 72% of Class 7 children were able to accomplish Class 2 English tasks.



Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Total	
1	36.5	25.3	24.2	10.2	3.7	100
2	18.0	18.8	32.6	22.3	8.3	100
3	11.7	10.4	28.7	30.5	18.7	100
4	6.6	6.6	19.1	34.0	33.6	100
5	5.7	4.0	13.0	29.4	48.0	100
6	4.2	2.0	8.1	22.5	63.1	100
7	4.0	1.5	5.3	17.1	72.1	100
8	0.0	0.0	0.9	12.5	86.6	100
9	0.0	0.0	0.6	7.4	92.0	100
10	0.0	0.0	0.3	5.6	94.1	100

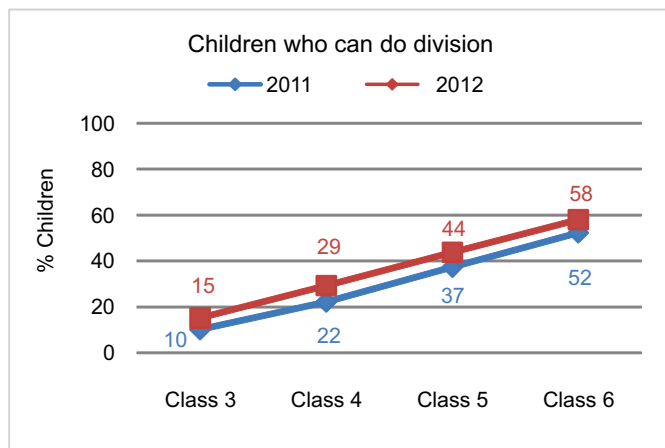
How to read: 13.9% (10.2+3.7) children of Class 1 can read words

<sup>2</sup> ITA has developed detailed documents on the tools development process. The tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

<sup>3</sup> Thirty-two rural districts of Pakistan were surveyed in 2010 as compared to 84 rural districts in 2011.

## A larger proportion of children in Class 5 can solve Class 3 level arithmetic problems in 2012 as compared to 2011.

- Forty-four percent of Class 5 students were able to do 3-digit division sums compared to 37% of children in 2011.
- Thirty-three percent of Class 7 children could not do these same Class 3 problems.

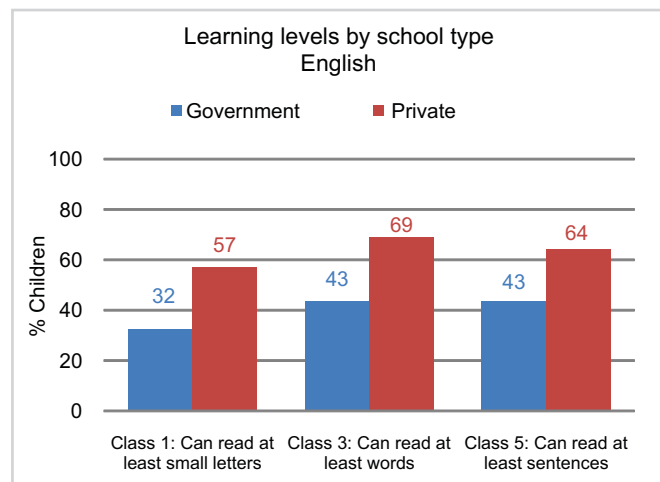
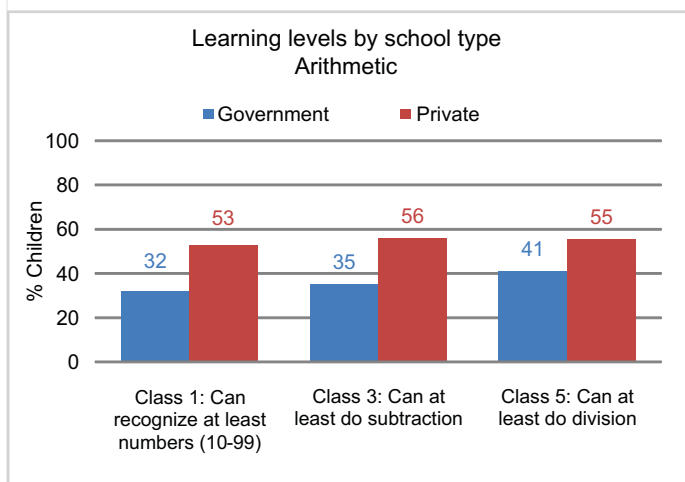
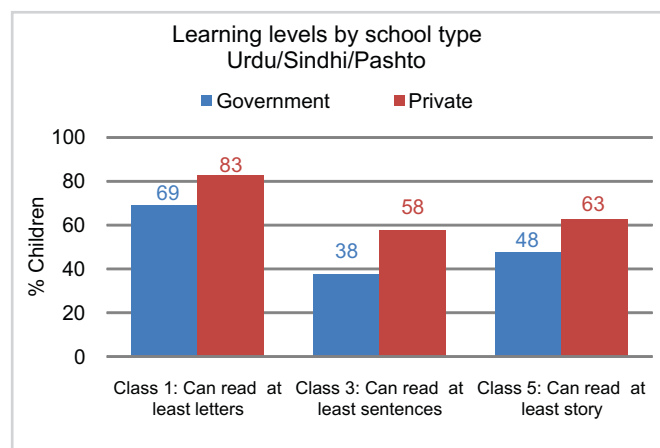


Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction	Division	Total
		1-9	10-99	(2 Digits)	(3 digits)	
1	30.0	33.0	29.6	4.2	3.2	100
2	13.0	20.7	46.9	13.1	6.4	100
3	8.2	10.4	41.6	24.7	15.1	100
4	4.4	6.2	28.7	31.4	29.3	100
5	4.2	3.3	18.7	29.9	43.8	100
6	3.6	2.2	12.0	24.2	58.1	100
7	3.6	1.5	8.3	19.2	67.4	100
8	0.0	0.0	2.4	15.2	82.4	100
9	0.0	0.0	1.7	10.3	87.9	100
10	0.0	0.0	1.5	8.5	90.0	100

How to read: 7.4% (4.2+3.2) children of Class 1 can do subtraction

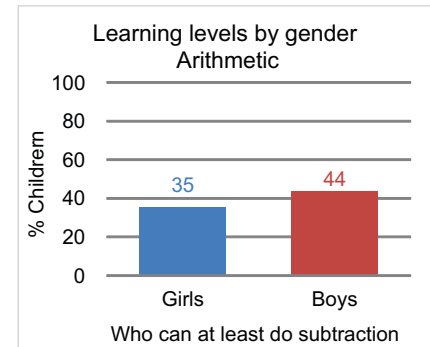
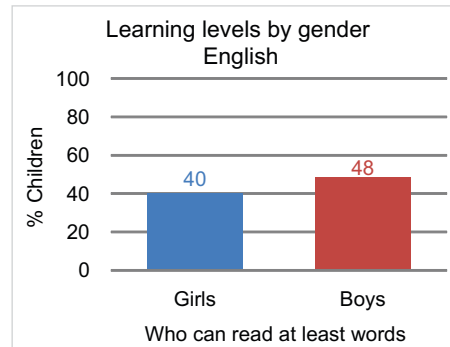
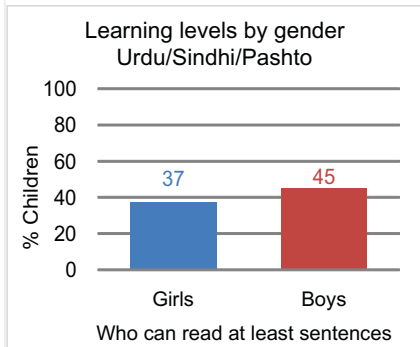
## Students in private schools outperform students in government schools.

- Forty-eight percent of Class 5 students in government schools were able to read a story in Urdu/Sindhi/Pashto (the highest level of competency tested) compared to 63% of Class 5 students in private schools.
- In English, 43% of Class 5 students in government schools were able to read sentences compared to 64% of Class 5 students in private schools.
- This pattern of better performance among private school students is also reflected in arithmetic. Fifty-five percent of Class 5 private school children were able to do division problems of Class 3 (the highest competency tested) as against 41% of Class 5 government school children.



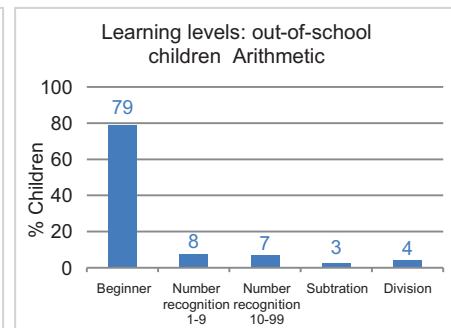
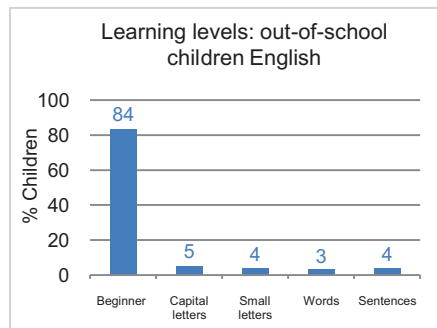
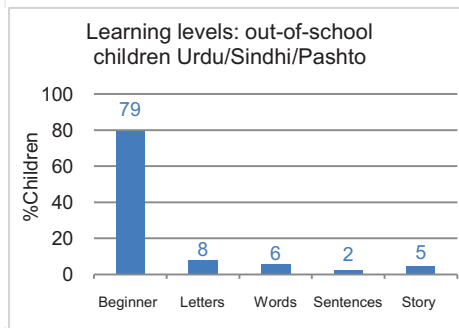
## Gender gaps in learning outcomes: significant differences between boys and girls in literacy and numeracy skills.

- Forty-five percent of boys and 37% of girls were able to read at least Urdu/Sindhi/Pashto sentences.
- Forty-eight percent of boys and 40% of girls were able to correctly read English language words and sentences.
- Similarly, 44% of boys and 35% of girls were able to do subtraction or division problems.



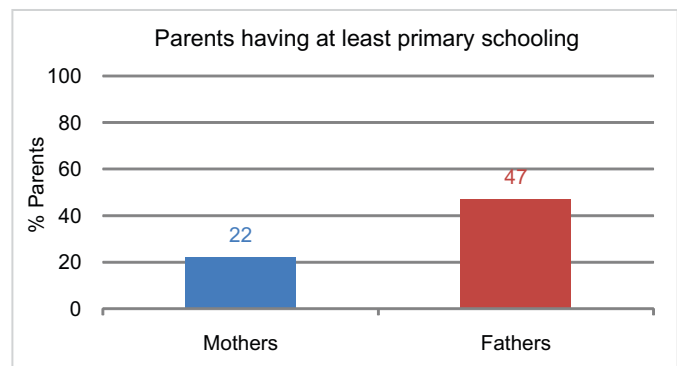
## A modest proportion of 'out-of-school' children are at more than 'beginner' competency levels.

- Data on reading ability of out-of-school children shows that 5% of out-of-school children could read a story in Urdu/Sindhi/Pashto while 79% of these children were at the beginner level.
- English reading and comprehension competencies were also found in out-of-school children. While 84% of children were at beginners' level, 7% were able to read words and sentences.
- In arithmetic almost 4% out-of-school children were able to do division sums while 79% were at the beginner level.



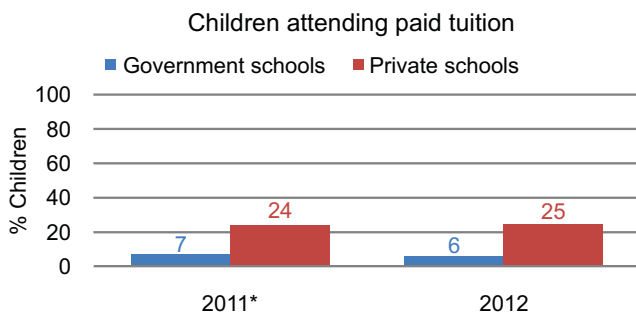
## Only 22% of mothers in the sampled households had completed at least primary schooling.

- Out of the total mothers in the sampled households, 78% of them had not completed primary schooling.
- However, the data shows that 47% of fathers in the sampled households had completed primary schooling.



## Private tuition incidence and uptake is more prevalent among private than government school students.

- Around 25% of all private school-going children take paid tuition while 6% of all government school children do so.
- Children across all private school classes undertake private tuition. In Class 1, 24% of private school children take paid tuition and in Class 10 of private schools this percentage rises to 29%.
- In government schools, the incidence of tuition-taking increases with class-level. Thirteen percent of children in Class 10 take paid tuition as compared to 5% in Class 1.



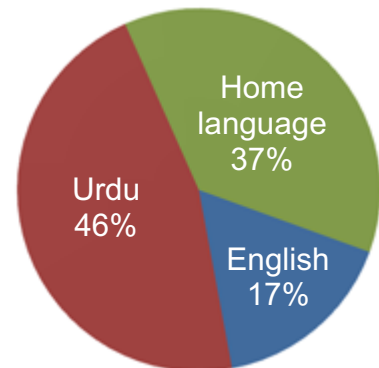
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.8	5.2	5.1	6.4	6.6	8.1	8.1	9.5	13.0	12.5
Pvt.	24.3	25.5	25.1	24.9	26.0	25.4	25.8	26.0	29.3	28.5

## The national language, Urdu was used in only 4% of the households surveyed.

- ASER 2012 survey findings reveal that 41 different languages were used in the surveyed households throughout Pakistan.
- The 5 languages used commonly were; Pashto (27%), Punjabi (19%), Sindhi (16%), Balochi (10%) and Siraiki (7%).
- Twenty-one percent of the remaining households used other languages<sup>4</sup>.

## The most preferred language for medium of instruction was Urdu.

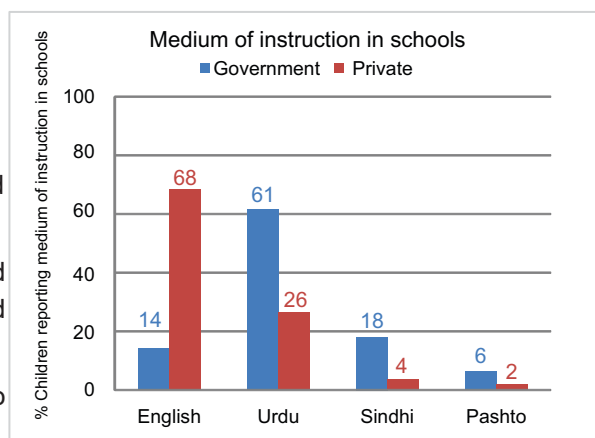
- Each household surveyed was also asked their preferred medium of instruction for their children in schools.
- Forty-six percent of all the households surveyed preferred Urdu as the medium of instruction in schools.
- Home language was preferred by a major proportion of 37% of all households and 17% surveyed households preferred English.



<sup>4</sup> Urdu, Brahvi, Shina, Balti, Burushaski, Chitrali, Potwari, Gujarati, Khowar, Dhatki, Kashmiri, Bolari, English, Pahari, Rakhshani, Kutchi, Kohistani, Baltistan, Khetrani, Rachnavi, Wakhi, Rangri, Torwali, Yatgha, Myuti, Ridkhan, Mewati, Koli Muhajri, Hindko, Marathi, Marwari, Darkhan, Persian,

**The official medium of instruction of the schools attended by surveyed children was English, Urdu, Sindhi or Pashto.**

- Each child was also asked the medium of instruction in their respective schools.
- Sixty-eight percent of the children in private schools reported English as their medium of instruction, 26% had Urdu, 4% Sindhi and 2% had Pashto.
- Sixty-one percent of the children in public schools reported having Urdu as their medium of instruction, 18% had Sindhi, 14% English and 6% had Pashto.
- The medium of instruction for each school visited was also asked during the survey.
- Of all the surveyed government schools in Pakistan, 60% were Urdu medium schools, 21% were English medium, 15% were Sindhi medium, 3% were Pashto medium schools and less than one percent was other mediums.
- Seventy-seven percent of the private schools surveyed were English medium, 18% were Urdu medium, 3% were Sindhi, 2% were other mediums, Pashto and Hifaz-e-Quran accounted for less than one percent each.



**Eighteen percent of the children in government schools were absent.**

Student attendance is recorded by taking a head count of all students present in schools on the day of visit.

- Overall student attendance in government schools stood at 82%.
- The overall attendance in private schools is 86% as per the headcount.

Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	79.1	84.3	85.5	79.0	82.4	85.5	86.2	86.8	82.5	86.2
Teacher attendance	87.3	86.2	88.0	84.4	87.0	85.9	88.3	87.7	86.0	87.6

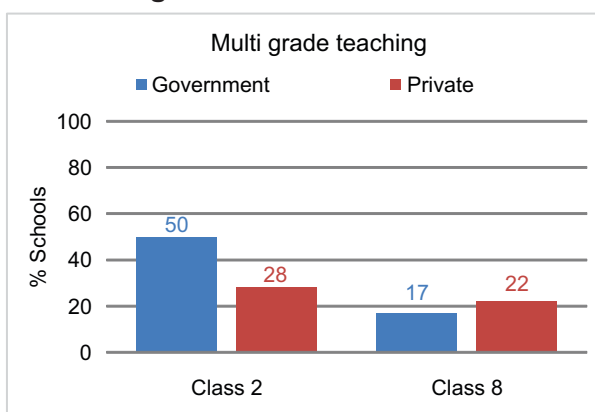
**Thirteen percent and 12% teachers in government and private schools respectively were absent.**

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in government schools was 87%.
- The overall attendance in private schools is 88% as per the register.

**Half of all government schools surveyed had Class 2 students sitting with other classes.**

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 50% of the surveyed government schools and 28% of the surveyed private schools had Class 2 sitting with other classes.
- Seventeen percent of surveyed government schools and 22% of surveyed private schools had Class 8 sitting with other classes.



## More qualified teachers in government schools.

- Thirty-four percent of the teachers in government schools had post-graduate degrees, while private schools had only 21% teachers who did.
- Sixteen percent of the teachers had Masters in Education in government schools, while only 10% of the teachers in private schools had the same degree.

Teacher qualification - general (% of teachers)			Teacher qualification - professional (% of teachers)		
	Government schools	Private schools		Government schools	Private schools
Matriculation	13.3	10.6	PTC	28.2	24.0
FA	18.4	28.6	CT	16.1	18.7
BA	33.1	39.1	B-Ed	36.1	43.5
MA or above	34.3	21.0	M-Ed or above	16.1	9.6
Others	1.0	0.6	Others	3.5	4.2

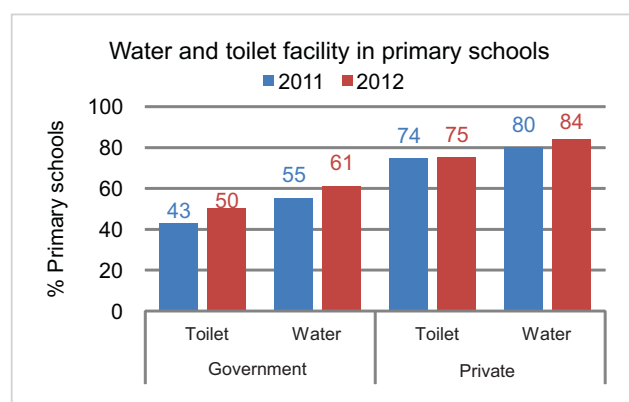
## Larger proportions of surveyed government high schools had computer labs and library books in their premises as compared to private schools.

- Fifty-seven percent of the surveyed government high schools had library books available for students to use in the school premises, while 53% of the private schools had the same facility.
- Forty-six percent of government high schools had computer labs as opposed to 38% private high schools.

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Library	10.0	33.7	56.7	54.3	20.0	34.7	53.4	31.8
Computer lab	0.0	4.4	46.0	26.1	12.1	21.1	38.0	24.4

## Fifty percent of the surveyed government primary schools did not have toilets and 39% did not have drinking water in the school premises.

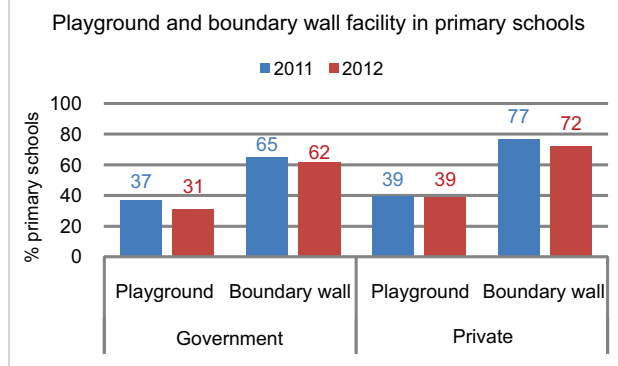
- Of the total government primary schools surveyed, 61% had useable water facility and 50% had a functional toilet.
- In ASER 2011, it was found that 55% of the government primary schools surveyed had useable water while 43% had a functional toilet.
- The percentage of private primary schools with useable water facility was 84% and 75% were found with a functional toilet in 2012.



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Useable water	60.6	74.7	80.5	74.5	83.6	91.0	92.0	97.8
Useable toilet	49.6	69.6	75.8	64.2	74.7	87.0	93.0	95.7

## Larger proportion of private primary schools had playgrounds and boundary walls as compared to government primary schools.

- Among the government primary schools surveyed 31% had a playground within the school premises compared to 39% of private primary schools that had a playground.
- Boundary walls were found in 62% of the surveyed government and 72% in private primary schools.
- In ASER 2011, 65% of the surveyed government primary schools and 77% of the surveyed private schools were found with a boundary wall.



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Playground	30.9	51.8	63.9	54.3	38.9	45.5	56.5	63.0
Boundary wall	61.8	70.9	76.7	72.9	71.9	85.5	87.4	97.8

## Ten rooms on average were being used for classroom activities in surveyed government high schools.

- Government primary schools had 2 rooms on average that were used for classes, while private primary schools had 4.
- Six rooms on average were being used in government elementary schools and 7 rooms in private elementary schools.
- In case of high schools, government schools had 10 rooms and private schools had 11 rooms on average for classroom activity.

School facilities – Average number of rooms used for classes								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.3	5.9	9.9	6.7	4.1	7.0	11.1	7.6

## Forty percent of the government primary schools had received grants in the previous year.

- In 2011, among the government schools surveyed, 949 (40%) primary schools, 322 (52%) elementary and 333 (47%) high schools had received grants.
- The proportion of schools receiving grants in 2012 (23%) was less than 2011 (33%).

School Grants									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2012 <sup>5</sup>	# of schools reported receiving grants	626	226	265	79	17	36	19	4
	% of schools reported receiving grants	26.6	36.9	37.6	30.3	3.5	5.2	4.4	8.7
	Average amount of grant (Rs.)	29764	44104	73410	90597	176018	702825	1217272	75500
2011	# of schools reported receiving grants	949	322	333	150	26	38	29	4
	% of schools reported receiving grants	39.5	52.3	47.2	57.5	5.3	5.4	6.7	8.7
	Average amount of grant (Rs.)	52179	92552	414972	123010	55035	708515	1159860	106750

<sup>5</sup> Grants received till October 31, 2012

## Article: 25-A Right to Education

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.



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