

## Sample Composition

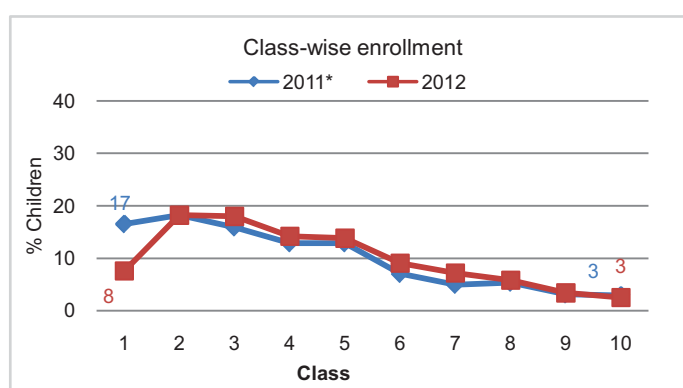
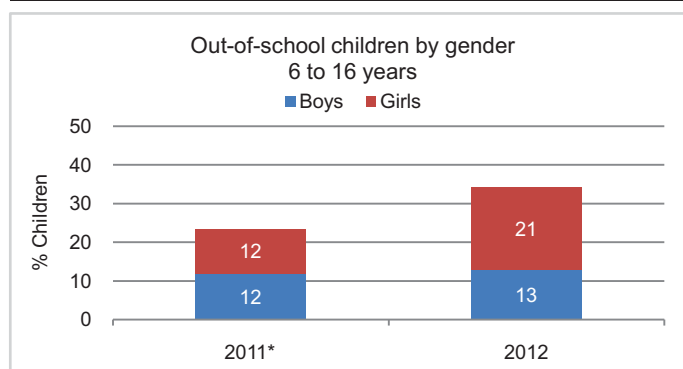
- The ASER 2012 survey was conducted in 28 out of 30 districts of Balochistan. This covered 16,304 households in 825 villages in the province.
- Detailed information was collected on 56,375 children (59% male, 41% female) aged 3-16 years. Out of these, children aged 5-16 were tested for language and arithmetic competencies.
- School information on both public and private schools was collected. A total of 854 schools were surveyed, out of which 800 were government (71% primary, 14% elementary, 15% high<sup>1</sup>) and 54 were private schools (39% primary, 37% elementary, 22% high, 2% others).
- Seventy-four percent of the government schools were boys only, 12% were girls only, and 14% were co-education schools. Thirty percent of the private schools were boys only, 3% were girls only, and 67% were co-education schools.

## A large number of children continue to be out of school: thirty-four percent of all school-aged children in Balochistan are out of school.

- Of all children aged 6-16 years, 66% reported being enrolled in schools.
- Thirty four percent of all school-aged children have either dropped out of school (1%) or have never been enrolled in a school (33%).
- Unlike the findings from ASER 2011, more girls than boys were found to be out-of-school.
- For every eight children in Class 1, there are only three children enrolled in class ten.



% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	59.0	1.9	4.7	0.1	33.8	0.6	100
11-13	58.6	2.6	6.9	0.1	30.5	1.2	100
14-16	51.7	4.4	7.0	0.2	33.8	2.9	100
6-16	57.7	2.5	5.6	0.1	33.0	1.1	100
Total	65.9				34.1		100
By type	87.6	3.8	8.5	0.1			

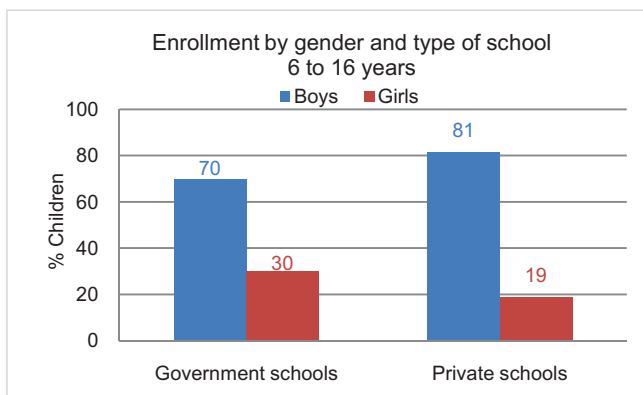


<sup>1</sup> Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-12, 5-10.

\* In 2011, 15 districts of Balochistan were surveyed.

## Madrasahs absorb a substantial share of school-aged children: Twelve percent of all school-going children are enrolled in non-state schools in Balochistan.

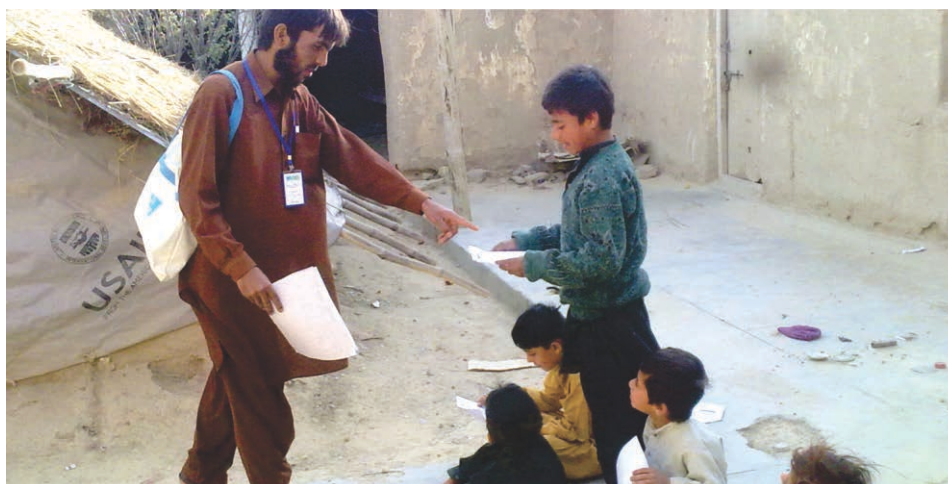
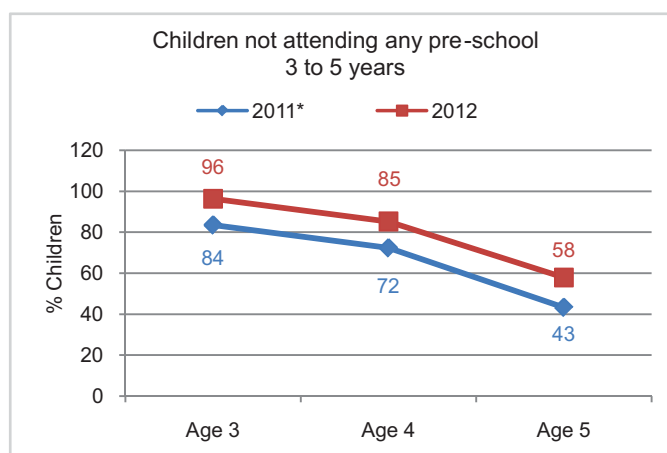
- Approximately 9% of the total school-attending population attends madrasahs and less than 1% attends non-formal institutes.
- Nineteen percent of the children enrolled in private schools are girls and 81% are boys.



## Seventy-Eight percent of the pre-primary aged children are not attending any form of schooling.

- A total of 14, 174 children of age three to five were reached during ASER 2012 survey in Balochistan.
- This year 22% of children aged 3-5 were found to be attending pre-primary.
- Of the children who do attend pre-primary education, 94% are enrolled in public institutions. The private sector covers 6% of all children enrolled in pre-primary education.

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	3.2	0.1	0.3	0.0	96.4	100
4	13.8	0.6	0.3	0.0	85.3	100
5	39.8	1.0	1.3	0.0	57.9	100
3-5	21.0	0.6	0.7	0.0	77.7	100
Total	22.3				77.7	100
By type	94.1	2.7	3.2	0.0		



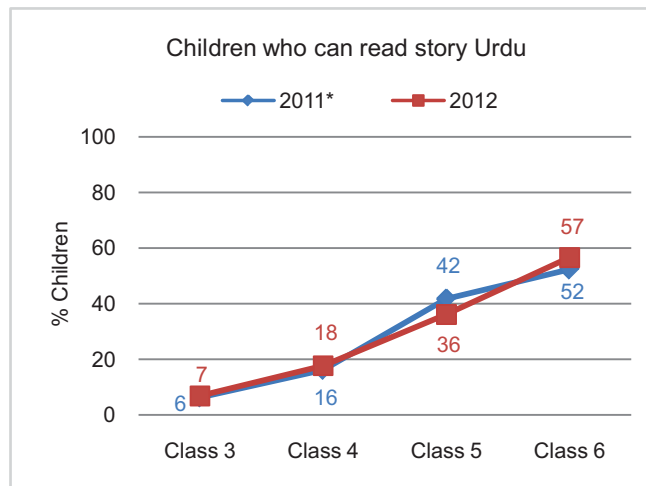
Learning levels of children are assessed through specific language and arithmetic tools<sup>2</sup>. The same assessment is given to children between the ages of 5 to 16. The literacy assessments are designed in a way that it covers up to Class 2 level text according to the national curriculum. The arithmetic tool covers up to Class 3 level text.

**Learning levels remain consistently poor: Sixty-four percent of the children from Class 5 cannot read a Class 2 level Urdu story.**

- Analysis of reading ability shows that 22% of Class 3 students were able to read sentences and nearly 78% could not.
- In ASER 2011<sup>3</sup>, 42% of Class 5 students were reported as being able to read story compared to 36% of Class 5 students who could read a story in 2012.

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	36.6	41.6	17.8	3.0	1.1	100
2	13.2	34.1	40.2	9.3	3.1	100
3	10.5	15.1	52.1	15.5	6.8	100
4	3.6	7.1	38.0	33.6	17.7	100
5	3.4	2.4	21.8	36.3	36.1	100
6	2.4	1.3	13.3	26.3	56.6	100
7	1.9	0.7	8.5	23.7	65.1	100
8	0.0	0.0	2.6	15.3	82.1	100
9	0.0	0.0	0.9	9.3	89.8	100
10	0.0	0.0	0.5	6.6	93.0	100

How to read: 4.1% (3.0+1.1) children of Class 1 can read sentences

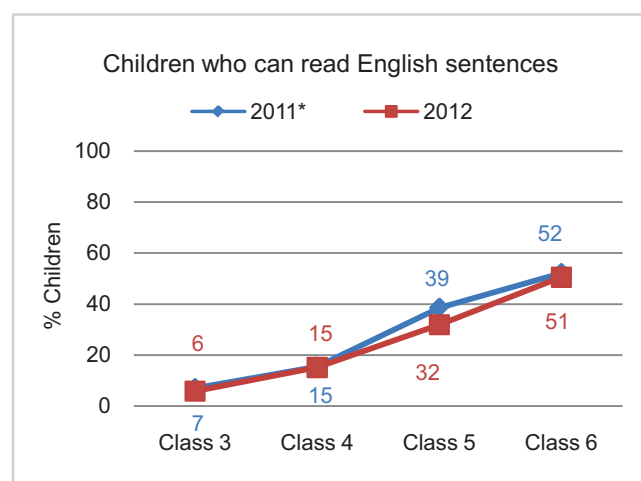


**Decline can be seen in English competencies over the past year.**

- In ASER 2011, 39% of Class 5 students were reported as being able to read Class 2 English sentences compared to 32% of Class 5 students who could do so in 2012.
- Only 51 percent of Class 6 children and 59% of Class 7 children were able to accomplish Class 2 English sentence tasks.

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
1	40.4	35.8	18.1	4.5	1.1	100
2	19.2	28.6	37.6	12.2	2.4	100
3	14.1	12.2	48.2	19.7	5.8	100
4	4.8	6.5	32.0	41.6	15.1	100
5	3.8	3.4	19.1	41.9	31.9	100
6	3.0	1.5	11.7	33.3	50.5	100
7	2.4	0.7	7.2	30.6	59.1	100
8	0.0	0.0	1.2	21.9	76.8	100
9	0.0	0.0	0.2	10.9	89.0	100
10	0.0	0.0	0.2	6.8	93.0	100

How to read: 5.6% (4.5+1.1) children of Class 1 can read words



<sup>2</sup>ITA has detailed documents on the tools development process. 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.

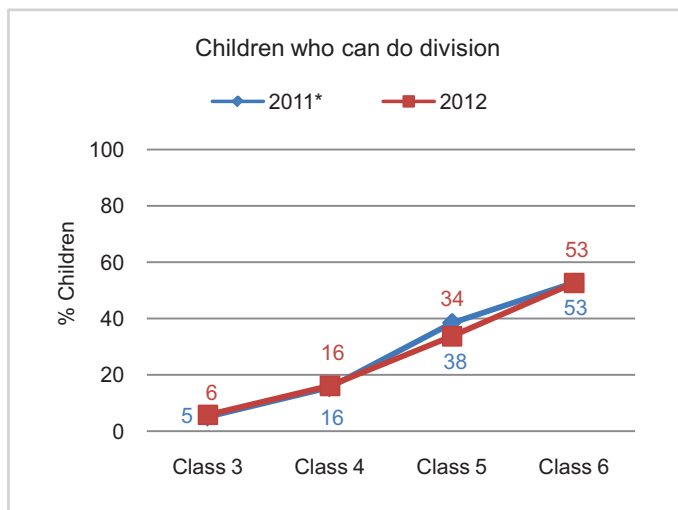
<sup>3</sup>Five rural districts of Balochistan were surveyed in 2010 as compared to 15 rural districts in 2011.

## Learning levels remain poor in 2012: thirty-four percent of children in Class 5 can solve Class 3 arithmetic problems in 2012 as compared to 38% in 2011.

- Thirty-four percent of Class 5 students were able to do 3-digit division sums compared to 38% of children in 2011.
- Forty percent of Class 7 children could not do these same Class 3 problems.

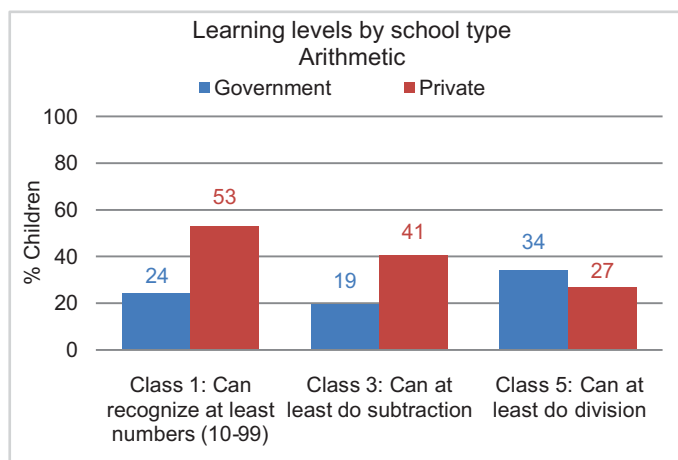
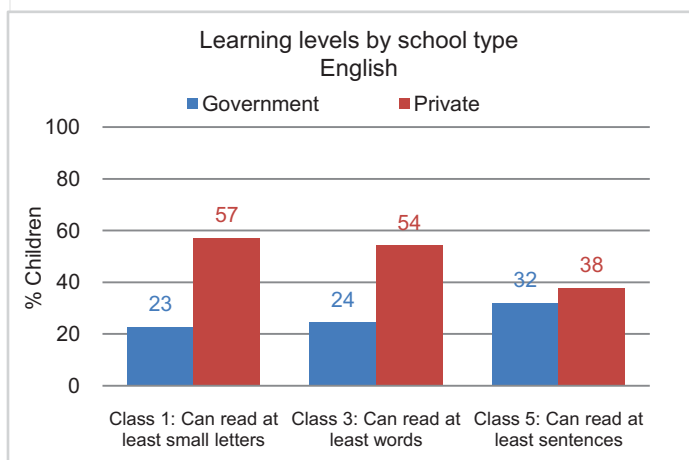
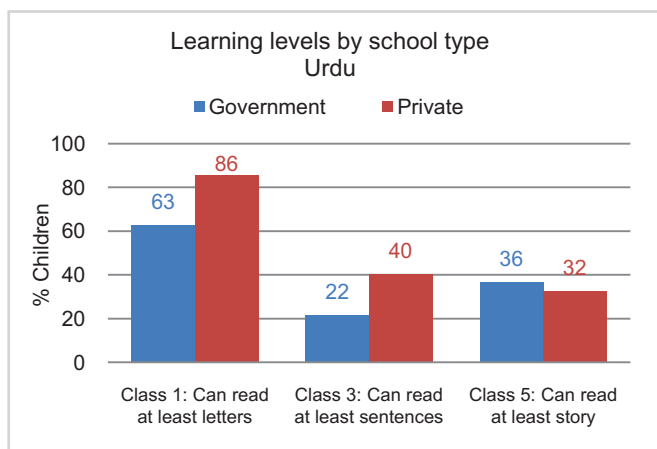
Class	Nothing	Class-wise % children who can do		Subtraction (2 Digits)	Division (3 digits)	Total
		Number recognition 1-9	10-99			
1	36.7	38.0	22.4	2.2	0.7	100
2	13.9	28.5	46.7	8.4	2.5	100
3	10.6	10.7	58.4	14.5	5.8	100
4	3.8	5.3	41.5	33.3	16.1	100
5	3.3	2.4	23.0	37.6	33.7	100
6	2.9	1.4	15.0	28.1	52.6	100
7	2.0	0.7	9.7	27.9	59.8	100
8	0.0	0.0	2.5	20.3	77.2	100
9	0.0	0.0	2.3	11.9	85.8	100
10	0.0	0.0	0.7	9.5	89.8	100

How to read: 2.9% (2.2+0.7) children of Class 1 can do subtraction



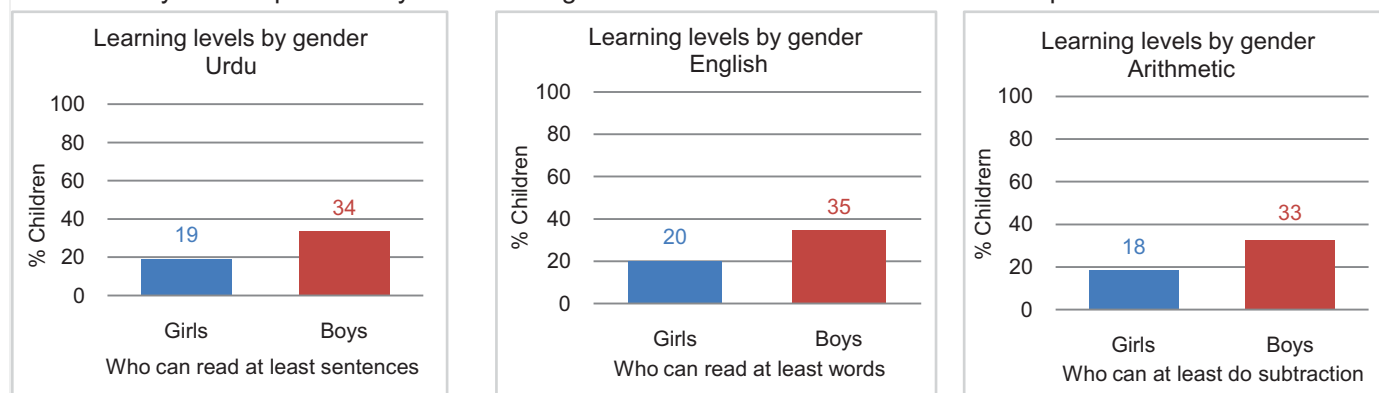
## Students in government schools outperform students in private schools.

- 36% of Class 5 students in government schools were able to read a story in Urdu (the highest level of competency tested) compared to 32% of Class 5 students in private schools.
- In English only, the students of private school performed better than students of government school. 38% of Class 5 students in private schools were able to read sentences compared to 32% of Class 5 students in government schools.
- The pattern of better performance among government school students is also reflected in arithmetic. Thirty-four percent of Class 5 government school children were able to do division problems of Class 3 (the highest competency tested) as against 27% of Class 5 private school children.



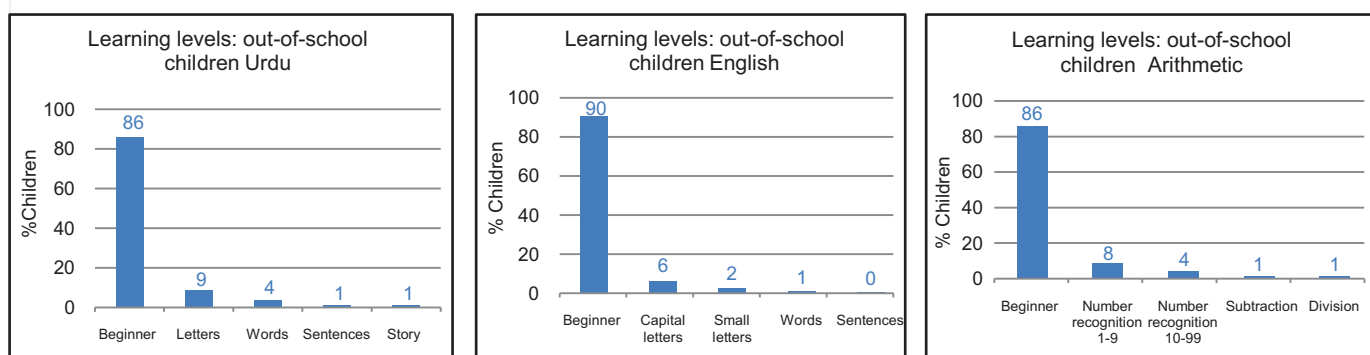
## Gender gaps in learning outcomes: significant differences between boys and girls in literacy and numeracy skills.

- Thirty-four percent of boys were able to read at least Urdu sentences but only 19% girls were able to perform the same task.
- Similarly, 35% of boys and 20% of girls were able to correctly read English language words and sentences.
- Thirty-three percent of boys and 18% of girls were able to do subtraction or division problems.



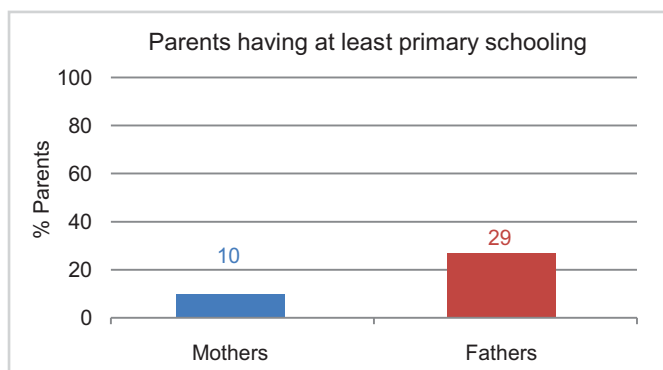
## A small proportion of 'out-of-school' children are at more than 'beginner' competency levels.

- Data on reading ability of out-of-school children shows that 9% of them could read letters in Urdu and 86% of these children were at the beginner level.
- English reading and comprehension competencies were also found in out of school children. While 90% of children stood at beginners' level, 8% were able to read capital or small letters.
- The arithmetic ability of out-of-school children shows that 12% were able to recognize numbers from 1-9 and 10-99 respectively and 86% were at beginner level.



## Ten percent of the mothers in the sampled households had completed at least primary schooling.

- Of the total mothers in the sampled households, 90% had not completed primary schooling.
- Only 29% of fathers in the sampled households had completed primary schooling.

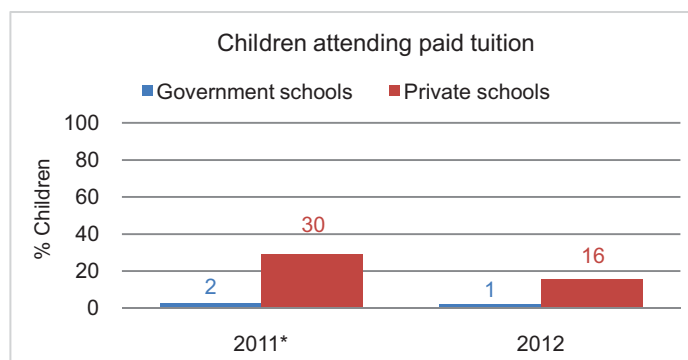




## Private tuition incidence and uptake is more prevalent among private school students than their government school counterparts.

- Around 16% of all private school going children take paid tuition while only 1% of government school children do so.
- Children across all private school classes undertake private tuition. In Class 1, 19% of private school children take paid tuition and in Class 10 this percentage has risen to 22%.
- In government schools, the incidence of tuition-taking increases with class-level. Four percent of children in Class 10 take paid tuition as compared to 1% in Class 1.

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.2	1.5	1.6	1.1	1.4	1.5	1.7	1.9	2.3	4.2
Pvt.	18.5	13.7	14.8	20.0	19.2	15.9	16.0	12.4	15.1	21.9

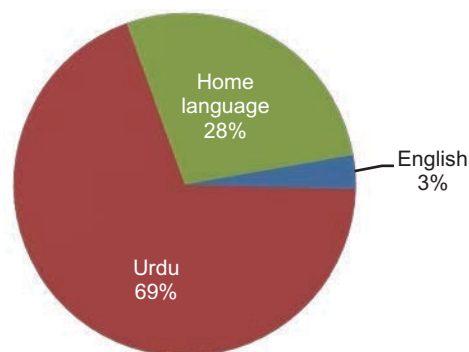


## Nineteen different languages are used in the households in Balochistan.

- ASER 2012 survey findings revealed that 19 different languages were used in the households in Balochistan.
- Four languages used commonly were; Balochi (44%), Pashto (34%), Brahvi (15%) and Sindhi (6%).
- Four percent of the remaining households used other languages<sup>4</sup>.

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

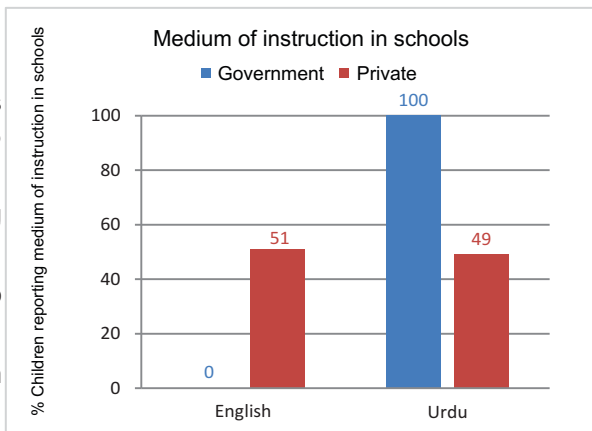
- Each household surveyed was asked their preferred medium of instruction for their children in schools.
- Sixty-nine percent of the households surveyed preferred Urdu as the medium of instruction in schools.
- Home language was preferred by 28% out of the households and 3% preferred English.



<sup>4</sup> Siraiki, Punjabi, Urdu, Bolari, Rakhshani, Khetrani, Darkhan, Kohistani, Ridkhan, Hindko, Balti, Kutchi, Dhatki, Persion, Potwari

## The official medium of instruction of the schools attended by surveyed children was English or Urdu.

- Each child was also asked the medium of instruction in their respective schools.
- Fifty-one percent of the children in private schools reported English as their medium of instruction and 49% had Urdu.
- All the children attending public schools reported having Urdu as their medium of instruction.
- The medium of instruction for each school visited was also asked during the survey.
- Amongst the surveyed government schools, 100% of them were Urdu medium.
- Ninety-two percent of the private schools surveyed had English medium of instruction and 8% were Urdu medium schools.



## Twenty 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 80%.
- The overall attendance in private schools is 90% 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	76.3	80.0	84.7	-	80.4	87.5	90.0	90.7	100	89.8
Teacher attendance	89.7	82.3	87.0	0	86.6	92.0	88.7	97.1	92.9	92.2

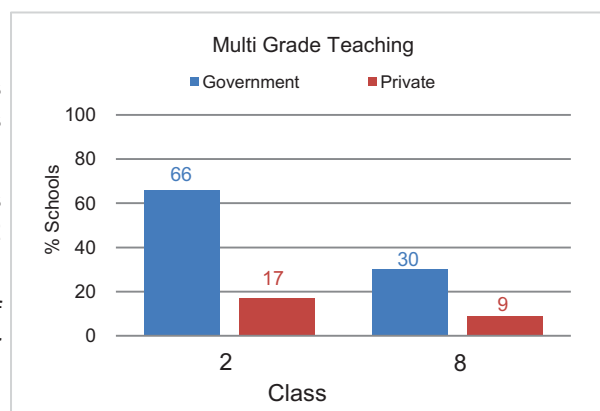
## Thirteen percent teachers in government schools and 8% teachers in private schools were found to be absent.

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 and private schools stood at 87% and 92% respectively.

## Sixty-six percent of government schools surveyed had Class 2 students sitting together 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 66% of the surveyed government schools and 17% of the surveyed private schools had Class 2 sitting with other classes.
- Similarly, 30% of surveyed government schools and 9% of surveyed private schools had Class 8 sitting with other classes.



## Private and government schools have similar proportions of post-graduate teachers.

- Eighteen percent of the teachers had post-graduate degrees in both private and government schools.
- Thirteen percent of the teachers had Masters in Education in private schools, while 9% of the teachers in government schools had the same degree.

Teacher qualification - general (% of teachers)			Teacher qualification - professional (% of teachers)		
	Government schools	Private schools		Government schools	Private schools
Matriculation	17.2	9.3	PTC	40.4	39.2
FA	31.2	41.3	CT	16.1	6.5
BA	32.4	31.1	B-Ed	31.9	41.0
MA or above	18.0	18.1	M-Ed or above	8.9	13.4
Others	1.2	0.2	Others	2.7	-

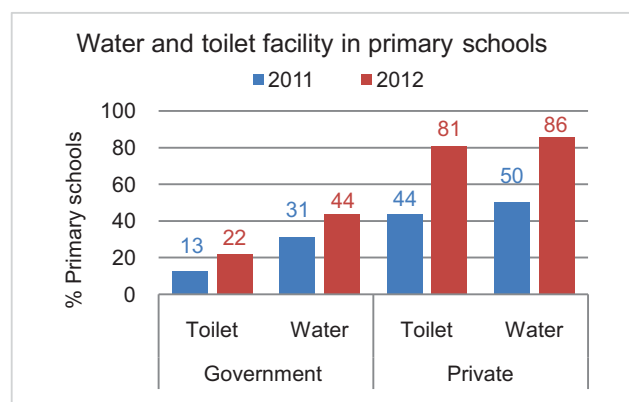
## Larger proportions of surveyed private schools had computer labs and library books in their premises as compared to government schools.

- Thirteen percent of the surveyed government high schools had library books available for students to use in the school premises, while 42% of the private schools had the same facility.
- Ten percent of government high schools had computer labs as opposed to 58% private high schools.

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Library	1.9	3.8	12.9	-	4.76	30.0	41.6	100.0
Computer lab	0.0	2.8	9.6	-	9.5	5.0	58.3	100.0

## Seventy-eight percent of the surveyed government primary schools were without toilets and 56% were without drinking water.

- Of the total government primary schools surveyed, 44% had useable water facility and only 22% had a functional toilet.
- In ASER 2011, it was found that 31% of the government primary schools surveyed had useable water while 13% had a functional toilet.
- The percentage of private primary schools having useable water facility was 86% and 81% were found with a functional toilet in 2012.

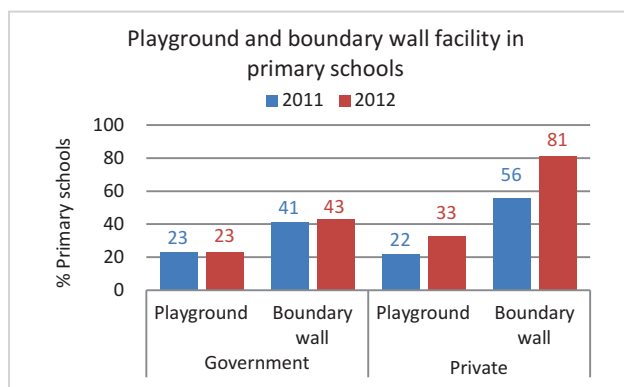


School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Useable water	43.8	53.7	58.8	-	85.7	85.0	100.0	100.0
Useable toilet	21.7	37.4	48.3	-	80.9	75.0	91.6	100.0



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

- Among the government primary schools surveyed 23% had a playground within the school premises compared to 33% of private primary schools that had a playground.
- Boundary walls were found in 43% of the surveyed government primary schools and 81% of the surveyed private primary schools.
- In ASER 2011, 41% of the surveyed government primary schools and 56% 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	23.0	39.6	50.8	-	33.3	45.0	66.7	100.0
Boundary wall	43.1	64.8	75.6	-	80.9	75.0	91.6	100.0

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

- Government primary schools had 1 room on average that was used for classes, while private primary schools had 4.
- Six rooms on average were being used in government and private elementary schools.
- In case of high schools, government schools had 10 rooms on average while private schools had 13.

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.)	1.4	5.7	9.9	-	4.3	5.7	12.8	10.0

## Only 3% percent of the government primary schools had received grants in the previous year.

- In 2011, among the government schools surveyed, 15 (3%) primary schools, 6 (5%) elementary and 10 (8%) high schools had received grants.
- The proportion of schools receiving grants (5%) in 2012 (first 4 months of the fiscal year) was less than the grants (6%) received in 2011.

School Grants									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2012 <sup>5</sup>	# of schools reported receiving grants	16	3	5	-	-	1	1	-
	% of schools reported receiving grants	2.8	2.7	4.1	0.0	0.0	5.0	8.3	0.0
	Average amount of grant (Rs.)	307750	210500	474600	-	-	20000	13000	-
2011	# of schools reported receiving grants	15	6	10	-	1	1	1	-
	% of schools reported receiving grants	2.7	5.4	8.2	0.0	4.8	5.0	8.3	0.0
	Average amount of grant (Rs.)	453000	136715	302800	-	10000	20000	70000	-

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