

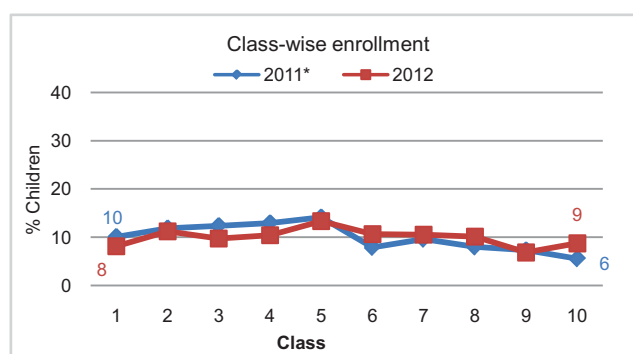
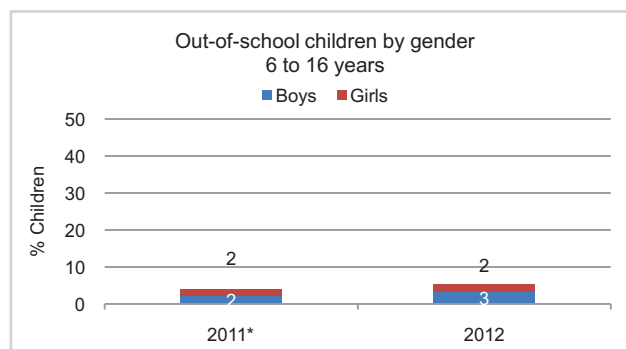
## Sample Composition

- The ASER 2012 survey was conducted in the district of Islamabad Capital Territory (ICT), which covered 27 villages and 541 households in total.
- Detailed information was collected 1,319 children (58% male, 42% female) aged 3-16 years. 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 46 schools were surveyed, out of which 27 were government (19% primary, 14% elementary, 67% high) and 19 were private schools (37% primary, 11% elementary, 52% high).
- Sixty percent of the government schools were boys only, 22% were girls only, and 18% were co-education schools. Ten percent of the private schools were boys only, and 90% were co-education schools.

## A larger percentage of children continue to be out of school as compared to 2011:

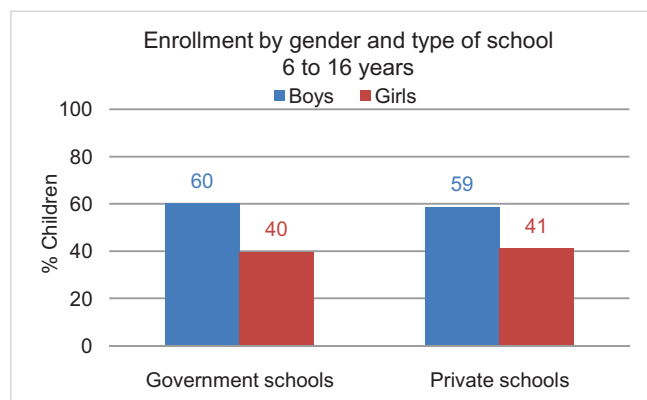
- Of all children aged 6-16 years, 95% were reported being enrolled in schools.
- Five percent of all school-aged children have either dropped out of school (3%) or have never been enrolled in a school (2%). ASER 2012 showed the slightly larger percentage of children to be out-of-school as compared to 4 % in 2011 in ICT.
- Unlike the findings from ASER 2011, more boys than girls continue to be out-of-school.
- For every 8 children in Class 1, there are 9 children in Class 10.

% 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	54.6	41.3	0.0	0.2	2.2	1.8	100
11-13	61.0	31.8	1.3	0.0	2.0	3.9	100
14-16	61.7	30.7	0.4	0.0	1.9	5.3	100
6-16	58.1	36.0	0.5	0.1	2.0	3.2	100
Total	94.7				5.2		100
By type	61.4	38.0	0.5	0.1			100



## Private schools absorb a large share of school-aged children: thirty-nine percent of all school-going children are enrolled in non-state schools in ICT.

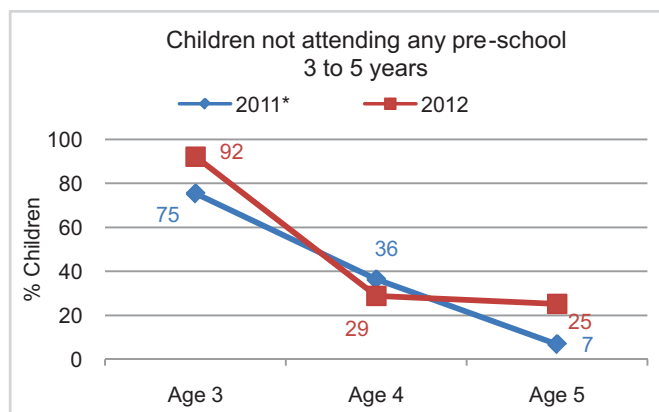
- Forty-one percent of the children enrolled in private schools are girls and 59% are boys.
- Less than 1% of the total school-attending population attends madrasah schools and other non-formal institutes.



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

- A total of 239 children aged from three to five were reached during the ASER 2012 survey in ICT.
- Consistent with last year's results, 44% of children aged 3-5 did not attend any form of pre-primary education.
- Of the children who do attend pre-primary education, 30% are enrolled in public institutions and 70% 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	0.0	7.9	0.0	0.0	92.1	100
4	21.9	49.3	0.0	0.0	28.8	100
5	23.3	51.5	0.0	0.0	25.2	100
3-5	16.7	39.3	0.0	0.0	43.9	100
Total		56.0			43.9	100
By type	29.9	70.1	0.0	0.0		100



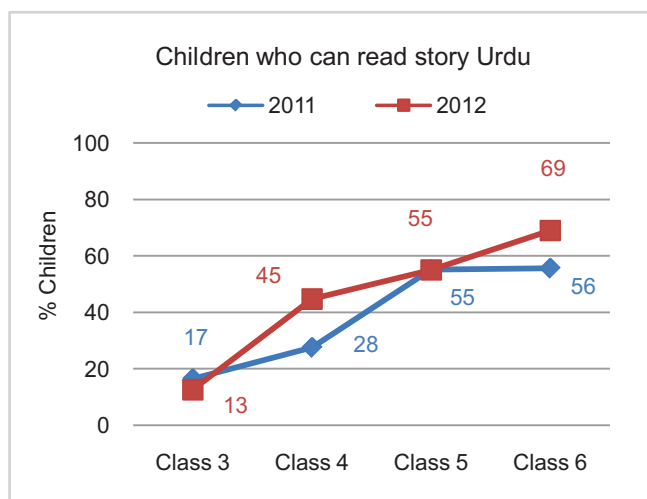
Learning levels of children are assessed through specific language and arithmetic tools<sup>1</sup>. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level according to the national curriculum. The arithmetic tool covers up to Class 3 level.

## Learning levels remain consistently poor: forty-five percent of the children from Class 5 cannot read Class 2 Urdu story.

- Analysis of reading ability shows that 66% of Class 3 students were able to read sentence and nearly 24% could not.
- Both according to ASER 2011 and 2012, 55% of Class 5 students were reported as being able to read a story.

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	33.3	23.2	30.4	8.7	4.3	100
2	3.3	7.8	46.7	31.1	11.1	100
3	3.4	2.3	28.7	52.9	12.6	100
4	0.0	0.0	9.4	45.9	44.7	100
5	0.0	4.0	9.0	32.0	55.0	100
6	0.0	0.0	6.0	25.0	69.0	100
7	0.0	2.5	2.5	17.7	77.2	100
8	0.0	0.0	0.0	25.3	74.7	100
9	0.0	0.0	2.1	4.2	93.8	100
10	0.0	0.0	0.0	3.0	97.0	100

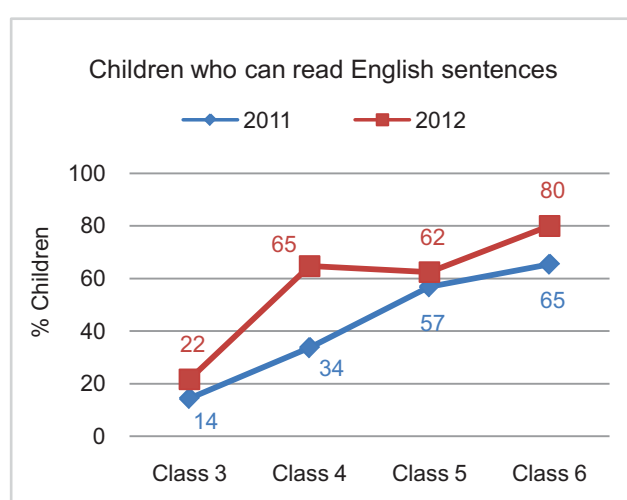
How to read: 13.0% (8.7+4.3) children of Class 1 can read sentence



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

- In ASER 2011, 57% of Class 5 students were reported as being able to read Class 2 English sentences compared to 62% of Class 5 students who could do so in 2012.
- Eighty percent of Class 6 children and 81% 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	34.8	23.2	20.3	13.0	8.7	100
2	5.5	5.5	26.4	40.7	22.0	100
3	4.5	1.1	12.5	60.2	21.6	100
4	0.0	0.0	5.9	29.4	64.7	100
5	0.0	2.0	8.9	26.7	62.4	100
6	0.0	0.0	2.4	17.6	80.0	100
7	0.0	0.0	5.0	13.8	81.3	100
8	0.0	0.0	0.0	7.6	92.4	100
9	0.0	0.0	0.0	4.2	95.8	100
10	0.0	0.0	0.0	1.5	98.5	100
How to read: 21.7% (13.0+8.7) children of Class 1 can read words						



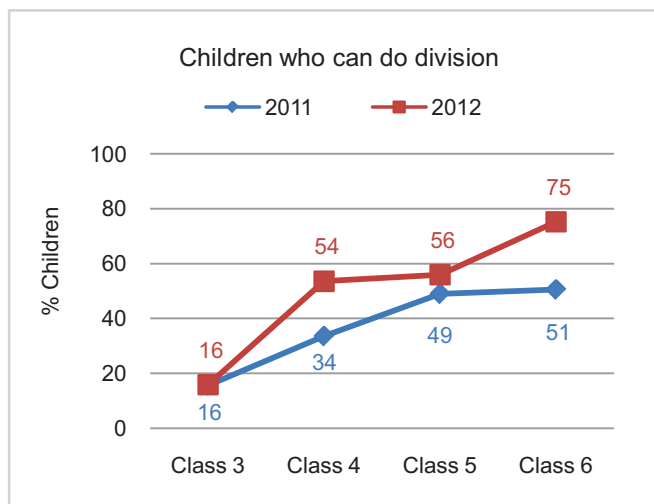
<sup>1</sup> ITA has developed detailed documents on the tools development process. The tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

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

- Fifty-six percent of Class 5 students were able to do 3-digit division sums compared to 49% in 2011.
- Twenty percent of Class 7 children could not do these same Class 3 problems.

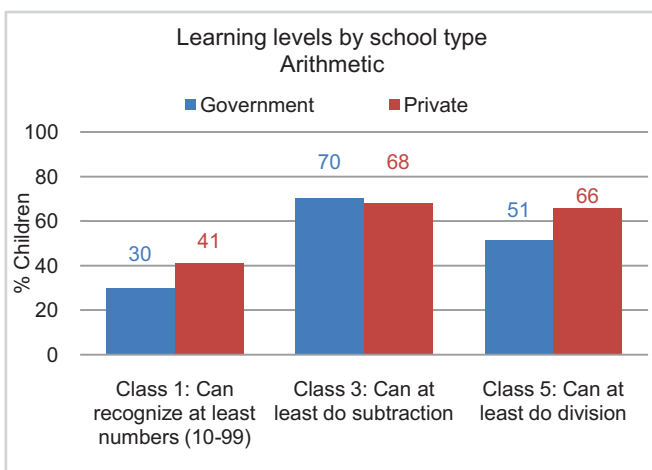
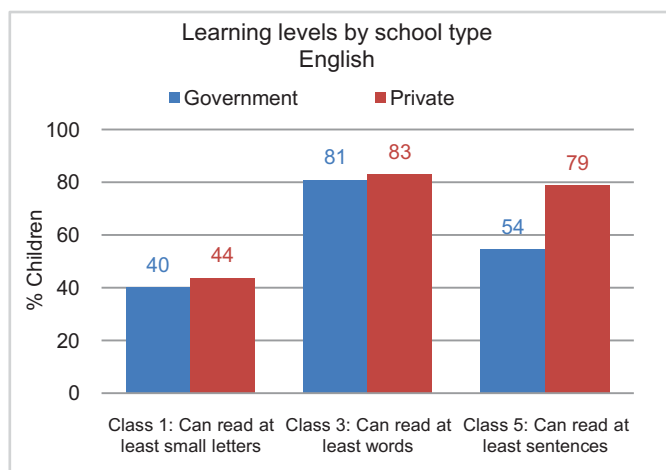
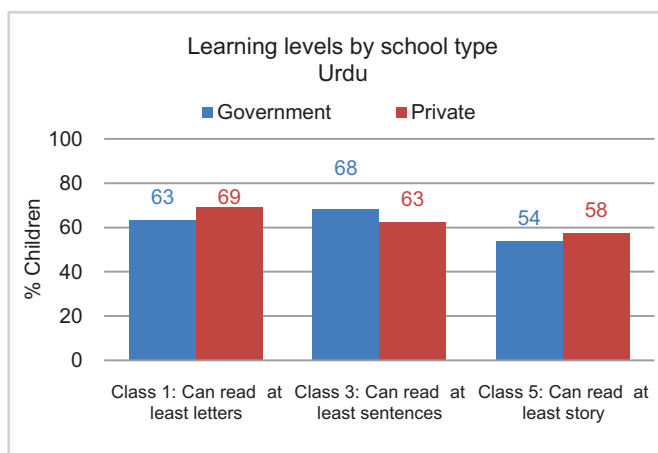
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction	Division	Total
		1-9	10-99	(2 Digits)	(3 digits)	
1	33.3	30.4	23.2	7.2	5.8	100
2	4.5	5.6	50.6	28.1	11.2	100
3	4.5	2.3	23.9	53.4	15.9	100
4	0.0	0.0	11.9	34.5	53.6	100
5	0.0	2.0	13.0	29.0	56.0	100
6	0.0	0.0	5.9	18.8	75.3	100
7	0.0	0.0	10.0	10.0	80.0	100
8	0.0	0.0	5.1	8.9	86.1	100
9	0.0	0.0	2.1	8.5	89.4	100
10	0.0	0.0	3.0	0.0	97.0	100

How to read: 13.0% (7.2+5.8) children of Class 1 can do subtraction



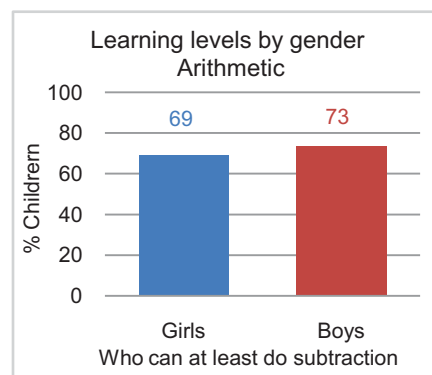
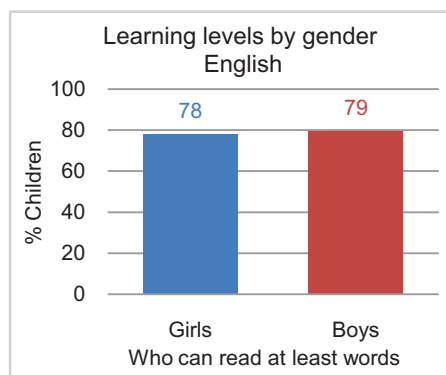
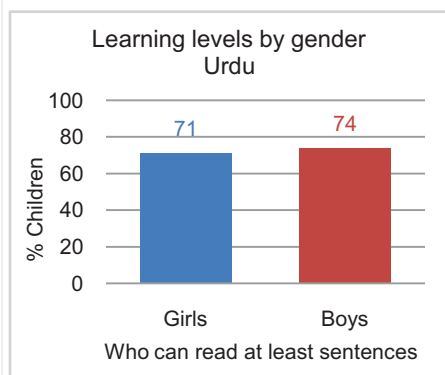
## Students in private schools outperform students in government schools.

- Fifty-four percent of Class 5 students in government schools were able to read a story in Urdu (the highest level of competency tested) compared to 58% of Class 5 students in private schools.
- In English, 54% of Class 5 students in government schools were able to read sentences compared to 79% of Class 5 students in private schools.
- This pattern of better performance among private school students is also reflected in arithmetic. Sixty-six percent of Class 5 private school children were able to do division problems of Class 3 (the highest competency tested) as against 51% of Class 5 government school children.



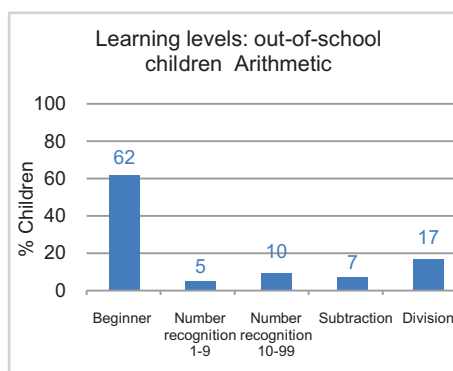
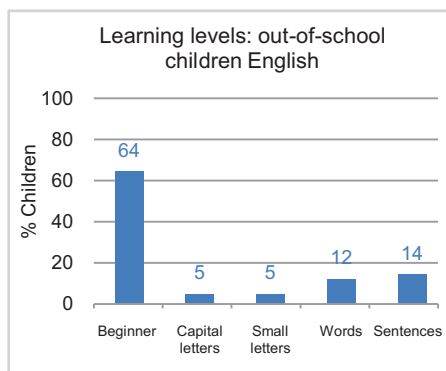
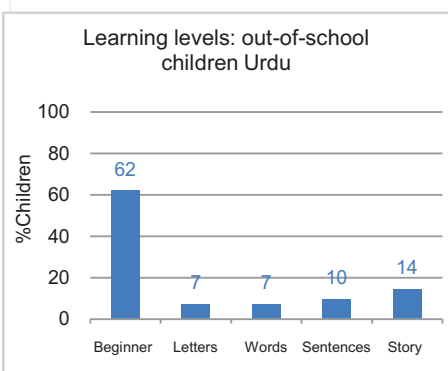
## Minimal gender gaps in learning outcomes: insignificant differences between boys and girls in literacy and numeracy skills.

- Seventy-four percent of boys and 71% of girls were able to read at least Urdu sentences.
- Seventy-nine percent of boys and 78% of girls were able to correctly read English language words and sentences.
- Similarly, 73% of boys and 69% of girls were able to do subtraction or division problems.



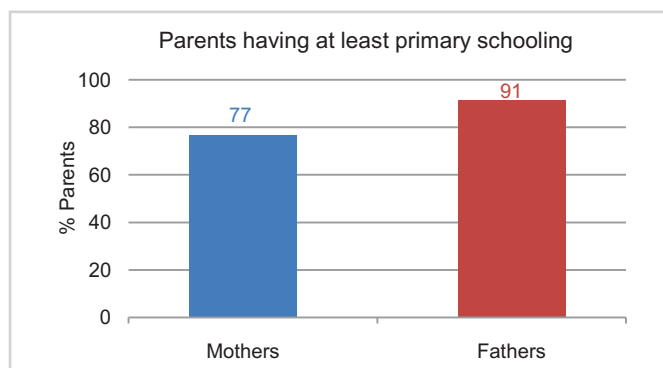
## A modest proportion of 'out-of-school' children are at more than 'beginner' competency levels.

- Data on reading ability of out-of-school children shows that 14% of out-of-school children could read a story in Urdu while 62% of these children were at the beginner level.
- English reading and comprehension competencies were also found in out-of-school children. While 64% of children were at beginners' level, 26% were able to read words and sentences.
- In arithmetic almost 17% out-of-school children shows were able to do division sums while 62% were at the beginner level.



## Seventy-seven percent of mothers in the sampled households had completed atleast primary schooling.

- Out of the total mothers in the sampled households, 23% of mothers had not completed primary schooling.
- The data shows that 91% fathers in the sampled households had completed primary schooling.

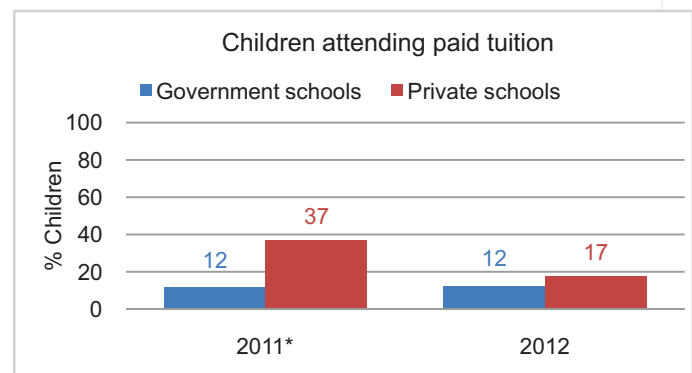




## Private tuition incidence and uptake is more prevalent among private than government school students.

- Around 17% of all private school-going children take paid tuition while 12% of all government school children do so.
- Children across all private school classes undertake private tuition. In Class 1, 16% of private school children take paid tuition and in Class 10 of private schools this percentage has risen to 19%.
- In government schools, the incidence of tuition-taking increases with class-level. Sixteen percent of children in Class 10 take paid tuition as compared to 13% in Class 1.

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	12.8	8.3	13.0	12.3	10.2	16.4	16.2	10.8	5.0	16.4
Pvt.	16.3	18.9	18.2	7.5	23.9	12.8	16.2	25.9	28.6	18.5

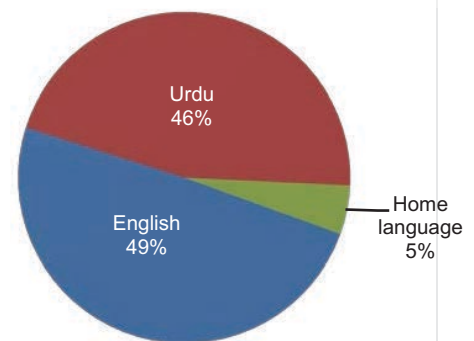


## Seven different languages are used in the households in ICT.

- ASER 2012 survey findings revealed that 7 different languages were used in the surveyed households in ICT.
- Three languages used commonly were; Urdu (47%), Punjabi (28%) and Potwari (17%).
- Eight percent of the remaining households used other languages<sup>2</sup>.

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

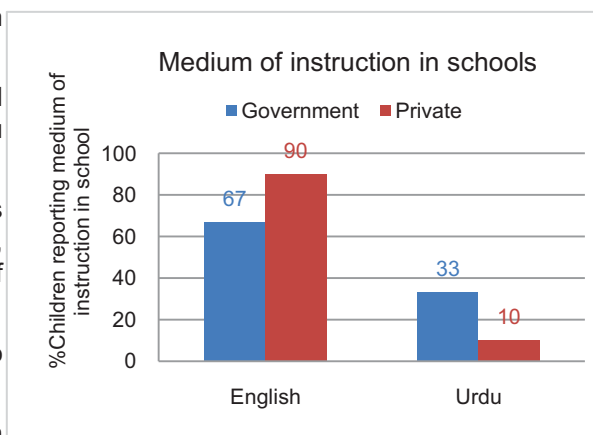
- Each household surveyed was also asked their preferred medium of instruction for their children in schools.
- Forty-nine percent of the households surveyed preferred English as the medium of instruction in schools.
- Urdu was preferred by on 46% of the surveyed household and 5% preferred home language.



<sup>2</sup> Pashto, Pathani, Hindko and English

## 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.
- Ninety percent of the children in private schools reported English as their medium of instruction and 10% had Urdu as their official medium.
- Sixty-seven percent of the children in public schools reported having English as their medium of instruction, while 33% schools had Urdu as their medium of instruction.
- The medium of instruction for each school visited was also asked during the survey.
- 70% of the government surveyed schools were English medium and 30% were Urdu medium schools.
- All private schools surveyed had English medium of instruction.



## Ten percent 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 90%.
- The overall attendance in private schools is 91% 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	87.4	93.9	90.3	-	90.4	92.1	84.7	91.1	-	90.7
Teacher attendance	66.7	89.4	94.9	0	91.8	98.5	97.4	84.2	0	89.5

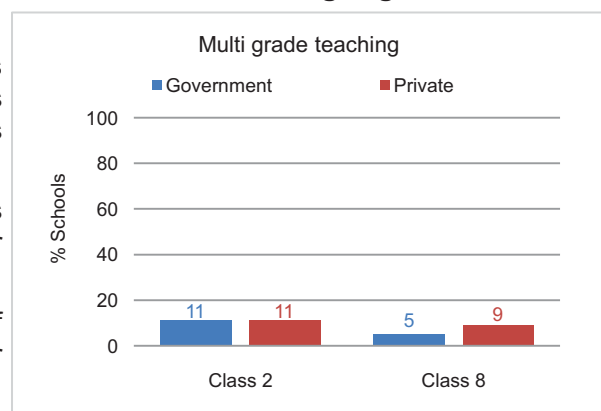
## Eight percent teachers in surveyed government schools and 10% teachers from surveyed private schools were absent.

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 92% whereas 90% teachers were present in private schools surveyed.

## Eleven 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 11% of the surveyed government schools and surveyed private schools had Class 2 sitting with other classes.
- Similarly 5% of surveyed government schools and 9% of surveyed private schools had Class 8 sitting with other classes.



## More qualified teachers in government schools.

- Forty-three percent of the teachers in government schools had post-graduate degrees, while private schools had 32% teachers who did.
- Forty-seven percent of the teachers had Masters in Education in government schools, while 39% 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	1.6	0.0	PTC	2.8	4.6
FA	2.9	1.5	CT	3.5	3.8
BA	52.9	66.2	B-Ed	47.0	53.1
MA or above	42.7	31.6	M-Ed or above	46.7	38.5
Others	0.0	0.8	Others	0.0	0.0

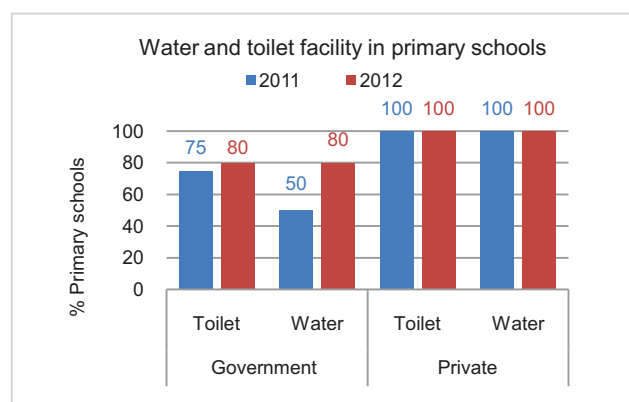
## Larger proportions of surveyed government high schools had computer labs and library books in their premises as compared to private schools.

- Eighty-nine percent of the surveyed government high schools had library books available for students to use in the school premises, while 50% of the private schools had the same facility.
- Eighty-nine percent of government high schools had computer labs as opposed to 60% private high schools.

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Library	0.0	50.0	88.8	-	85.7	100.0	50.0	-
Computer lab	0.0	25.0	88.8	-	71.4	100.0	60.0	-

## Twenty percent of the primary schools were without toilets and drinking water facilities.

- Of the total government primary schools surveyed, 80% had useable water facility and at least a functional toilet.
- In ASER 2011, it was found that 50% of the government primary schools surveyed had useable water while 75% had a functional toilet.
- All private primary schools surveyed had useable water facility and at least a functional toilet.



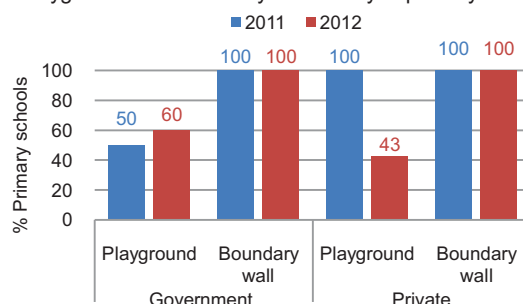
School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Useable water	80.0	100.0	94.1	-	100.0	100.0	90.0	-
Useable toilet	80.0	75.0	88.8	-	100.0	100.0	80.0	-



## Small proportion of private primary schools had playgrounds as compared to government primary schools.

- Among the government primary schools surveyed 60% had a playground within the school premises compared to 43% of private primary schools that had a playground.
- Boundary walls were found in all surveyed government and private primary schools.
- In ASER 2011 also, all surveyed government and private primary schools were found with a boundary wall.

Playground and boundary wall facility in primary schools



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Playground	60.0	0.0	77.7	-	42.8	100.0	20.0	-
Boundary wall	100.0	100.0	100.0	-	100.0	100.0	100.0	-

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

- Government primary schools had 7 rooms on average that were used for classes, while private primary schools had 9.
- Eleven rooms on average were being used in government as well as private elementary schools.
- In case of high schools, government schools had 21 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.)	7.0	10.5	20.9	-	9.1	10.5	12.9	-

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

- In 2011, among the government schools surveyed, 3 (60%) primary schools, 3 (75%) elementary and 6 (33%) high schools had received grants.
- The proportion of schools receiving grants in 2012 (30%) was less than 2011 (33%).

School Grants									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2012 <sup>3</sup>	# of schools reported receiving grants	3	1	9	-	-	-	1	-
	% of schools reported receiving grants	60.0	25.0	50.0	-	0.0	0.0	10.0	-
	Average amount of grant (Rs.)	8220	60000	174822	-	-	-	22000	-
2011	# of schools reported receiving grants	3	3	6	-	-	-	3	-
	% of schools reported receiving grants	60.0	75.0	33.3	-	0.0	0.0	30.0	-
	Average amount of grant (Rs.)	33120	25000	72233	-	-	-	35000	-

<sup>3</sup> Grants received till October 31, 2012