

## Sample Composition

- The ASER 2012 survey was conducted in all 22 rural districts of Sindh. This covered 12,806 households in 645 villages in the province.
- Detailed information was collected on 40,488 children (58% male, 42% 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 706 schools were surveyed, out of which 621 were government (79% primary, 5% elementary, 5% high, 11% others<sup>1</sup>) and 85 were private schools (47% primary, 39% elementary, 12% high, 2% others).
- Twenty-eight percent of the government schools were boys only, 5% were girls only, and 67% were co-education schools. Four percent of the private schools were boys only, 5% were girls only, and 91% were co-education schools.

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

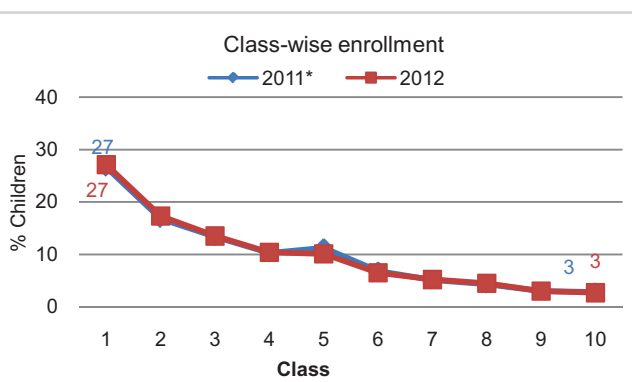
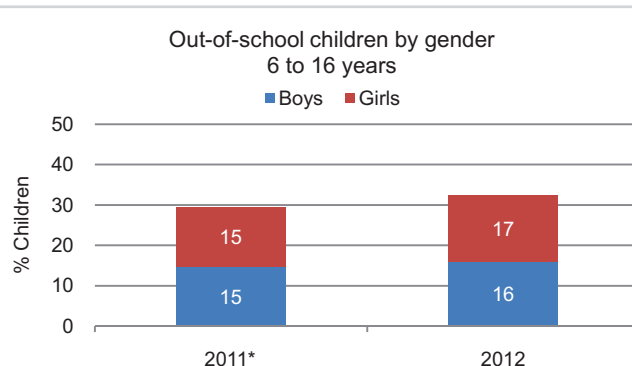
- Of all children aged 6-16 years, 68% were reported being enrolled in schools.
- Thirty-two percent of all school-aged children have either dropped out of school (8%) or have never been enrolled in a school (25%). ASER 2011 showed 30% of all children to be out-of-school in Sindh; this reflects persistent access issues for some children in rural Sindh.
- In contrast to the findings from ASER 2011, more girls than boys are reported to be out-of-school.
- For every twenty-seven children enrolled in Class 1, there are 3 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	65.3	6.9	0.6	0.3	24.0	2.9	100
11-13	59.6	5.4	0.4	0.3	23.5	10.8	100
14-16	47.5	4.0	0.1	0.2	28.6	19.7	100
6-16	60.8	6.1	0.5	0.3	24.7	7.7	100
Total	67.7				32.4		100
By type	89.9	9.0	0.7	0.4			



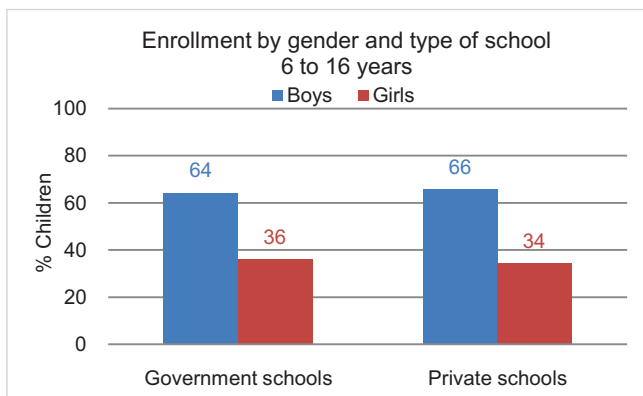
<sup>1</sup>Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-12, 5-10.

\* In 2011, 17 districts of Sindh were surveyed.



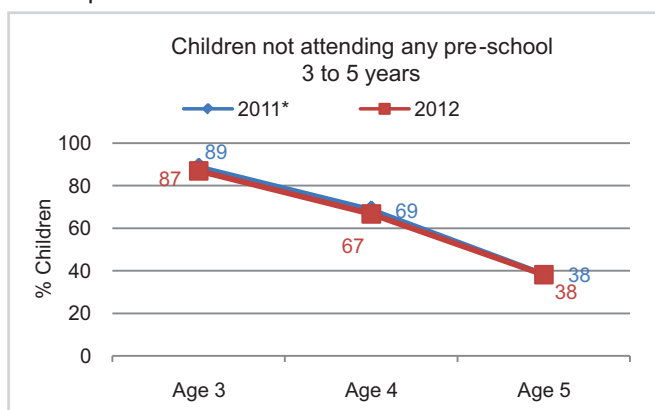
## Private schools absorb a small share of school-aged children: ten percent of all school-going children are enrolled in non-state schools in Sindh.

- Thirty-four percent of the children enrolled in private schools are girls and 66% are boys.
- Approximately 0.7% of the total school attending population attends madrasah schools and 0.4% attends non-formal institutes.



## More than half of the pre-primary age children are not attending any form of schooling.

- A total of 10,556 children of three to five age were reached during ASER 2012 survey in Sindh.
- Consistent with last year's results, 61% of children aged 3-5 did not attend any form of pre-primary education.
- Of the children who do attended pre-primary education, 90% are enrolled in public institutions and 10% 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	11.8	1.2	0.0	0.0	87.0	100
4	29.3	3.7	0.1	0.1	66.8	100
5	55.8	5.6	0.2	0.1	38.2	100
3-5	34.9	3.7	0.1	0.1	61.2	100
Total	38.8				61.2	100
By type	89.9	9.5	0.3	0.2		100



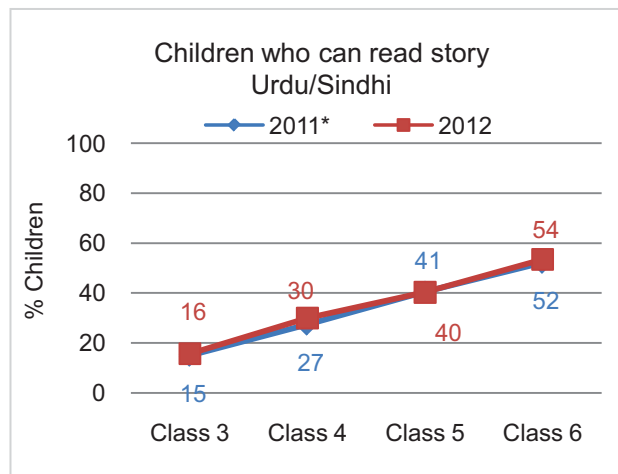
Learning levels of children are assessed through specific language and arithmetic tools<sup>2</sup>. The same assessment is given to children between the ages of 5 to 16. The literacy assessments are designed in a way that it covers up to Class 2 level text according to the national curriculum. The arithmetic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

## Learning levels remain consistently poor: sixty percent children from Class 5 cannot read Class 2 Urdu/Sindhi story.

- Analysis of reading ability shows that 34% of Class 3 students were able to read sentences while nearly 66% could not.
- In ASER 2011<sup>3</sup>, 41% of Class 5 students were reported as being able to read story compared to 40% of Class 5 students who could in 2012.

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	34.9	42.0	19.0	2.3	1.8	100
2	17.1	32.8	34.0	10.9	5.3	100
3	10.9	21.9	33.3	18.1	15.7	100
4	7.5	15.9	25.8	20.8	30.0	100
5	8.6	10.7	20.9	19.4	40.3	100
6	5.6	6.7	16.4	17.9	53.5	100
7	7.3	5.7	8.9	18.2	59.9	100
8	0.0	0.0	1.9	17.4	80.7	100
9	0.0	0.0	2.2	11.7	86.2	100
10	0.0	0.0	1.1	12.3	86.6	100

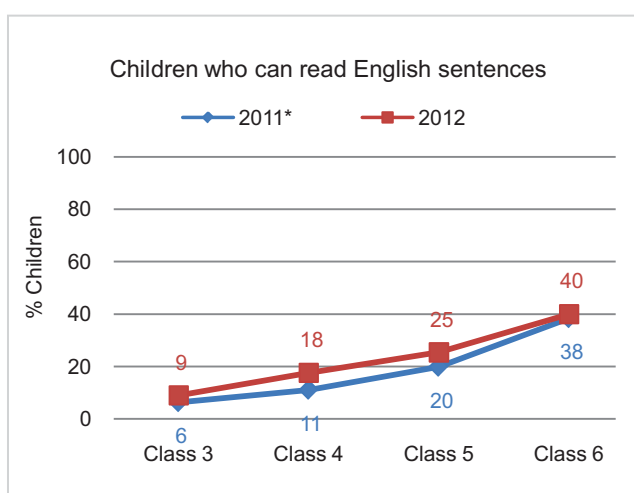
How to read: 4.1% (2.3+1.8) children of Class 1 can read sentences



## Slight improvements can be seen in English competencies over the past year: twenty-five percent of Class 5 children were able to read Class 2 level English sentences as compared to 20% last year.

- In ASER 2011, 20% of Class 5 students were reported as being able to read sentences compared to 25% of Class 5 students who can read sentences in 2012.
- Twenty-five percent of Class 5 children and 40% of Class 6 children were able to accomplish Class 2 level English sentence tasks.

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
1	61.2	22.2	12.1	2.6	1.8	100
2	41.1	25.1	21.0	9.0	3.8	100
3	31.8	20.2	23.4	15.7	9.0	100
4	21.7	17.9	23.1	19.7	17.6	100
5	19.6	13.3	20.4	21.3	25.4	100
6	10.9	7.1	16.4	25.6	40.0	100
7	9.7	6.1	10.6	22.5	51.0	100
8	0.0	0.0	3.8	24.3	71.9	100
9	0.0	0.0	2.4	19.5	78.1	100
10	0.0	0.0	0.8	15.1	84.1	100
How to read: 16.8% (12.1+4.7) 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.

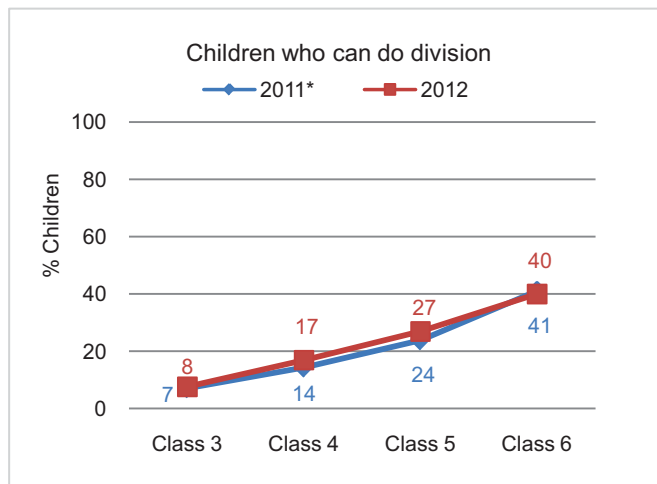
<sup>3</sup> Seventeen rural districts of Sindh were surveyed in 2011.

## Very small proportion of children in Class 5 can solve Class 3 level arithmetic problems.

- Twenty-seven percent of Class 5 students were able to do 3-digit division sums compared to 24% of students in 2011.
- Fifty-five percent of Class 7 children could not do these same Class 3 problems.

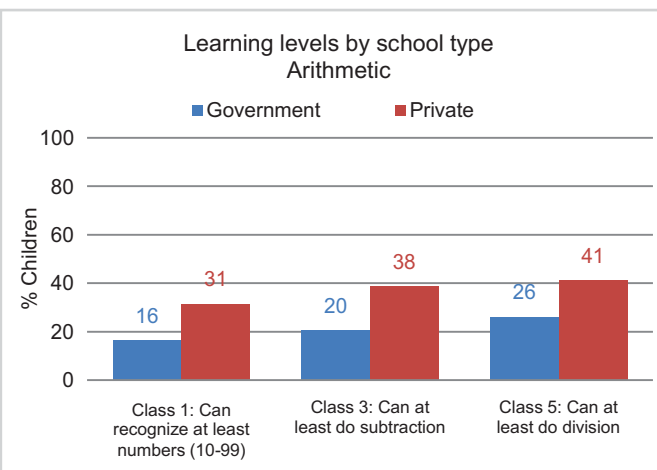
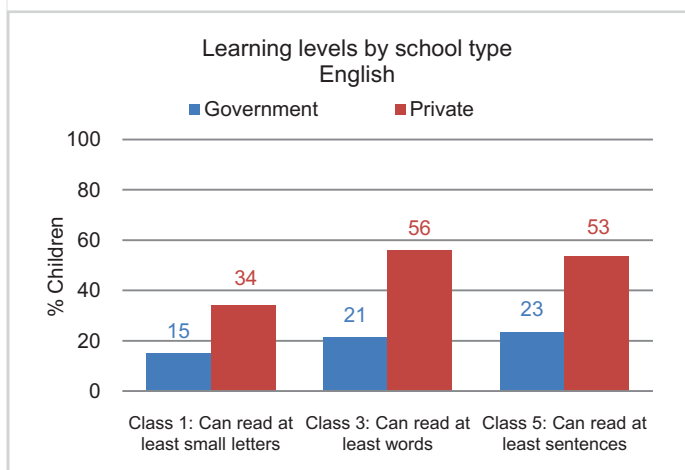
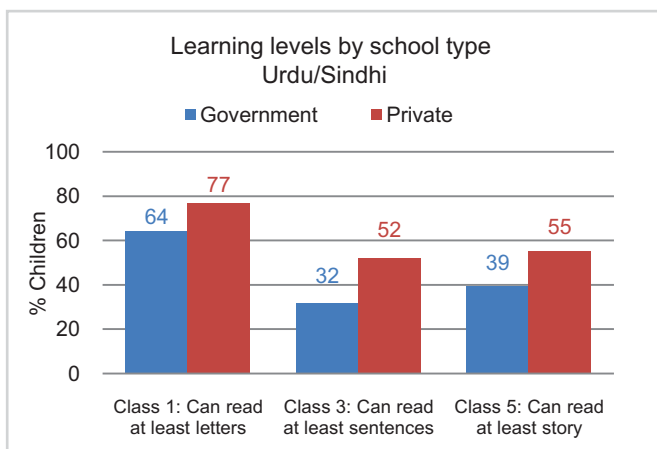
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	46.3	36.1	14.7	1.6	1.3	100
2	24.9	31.9	34.4	6.4	2.5	100
3	17.6	22.5	37.8	14.6	7.6	100
4	10.7	15.9	35.4	21.1	16.9	100
5	11.9	8.9	30.9	21.4	26.9	100
6	7.5	6.6	22.9	22.9	40.0	100
7	7.7	6.0	15.7	25.3	45.3	100
8	0.0	0.0	6.9	25.9	67.2	100
9	0.0	0.0	5.5	23.3	71.3	100
10	0.0	0.0	5.1	19.5	75.4	100

How to read: 8.8% (4.8+4.0) children of Class 1 can do subtraction



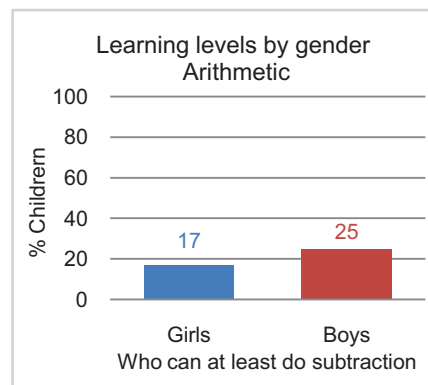
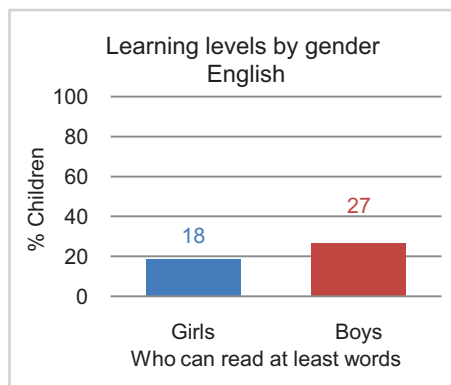
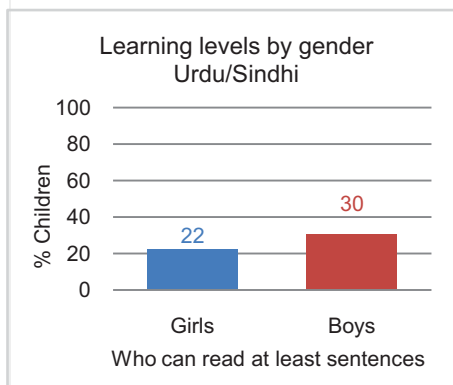
## Students in private schools outperform students in government schools.

- Thirty-nine percent of Class 5 students in government schools were able to read a story in Urdu/Sindhi (the highest level of competency tested) compared to 55% of Class 5 students in private schools.
- In English, 23% of Class 5 students in government schools were able to read sentences compared to 53% of Class 5 students in private schools.
- This pattern of better performance among private school students is also reflected in arithmetic. Forty-one percent of Class 5 private school children were able to do division problems of Class 3 (the highest competency tested) as against 26% of Class 5 government school children.



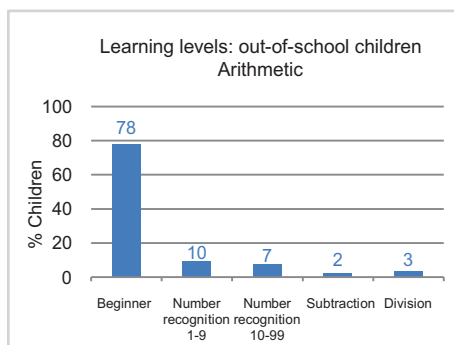
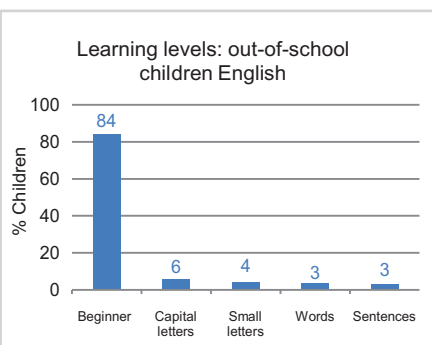
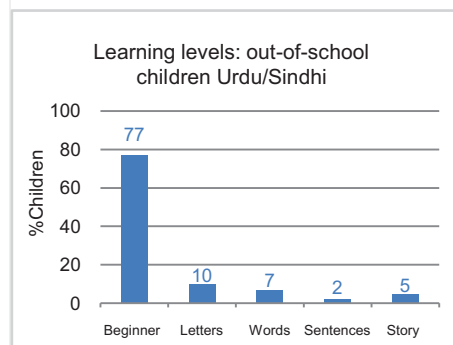
## Gender gaps in learning outcomes: significant differences between boys and girls in literacy and numeracy skills.

- Thirty percent boys and 22% girls were able to read at least Urdu/ Sindhi sentences.
- Twenty-seven percent boys and 18% girls were able to correctly read English language words and sentences.
- Similarly, 25% boys and 17% girls were able to do subtraction or division problems.



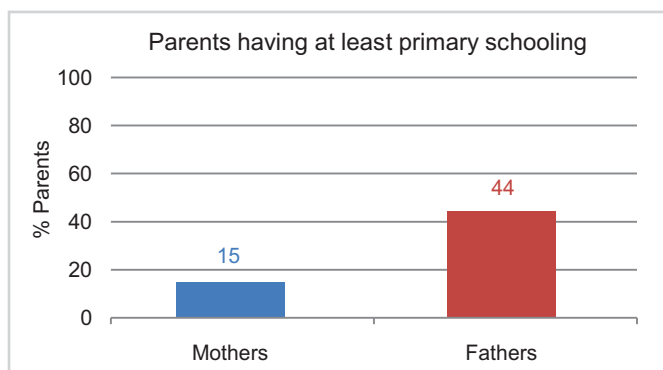
## A modest proportion of 'out-of-school' children are at more than 'beginner' competency levels.

- Data on reading ability of out-of-school children shows that 5% of out of school children could read a story in Urdu while 77% of these children were at the beginner level.
- English reading and comprehension competencies were also found in out of school children. 84% of children stood at beginners' level and 6% were able to read words and sentences.
- The arithmetic ability of out-of-school children shows that almost 3% were able to do division sums while 78% were at the beginner level.



## Only 15% of the mothers from the surveyed households had completed primary schooling.

- Out of the total mothers in the sampled households, 85% had not completed primary schooling.
- The data show that only 44% of the fathers in the sampled households had completed primary schooling.

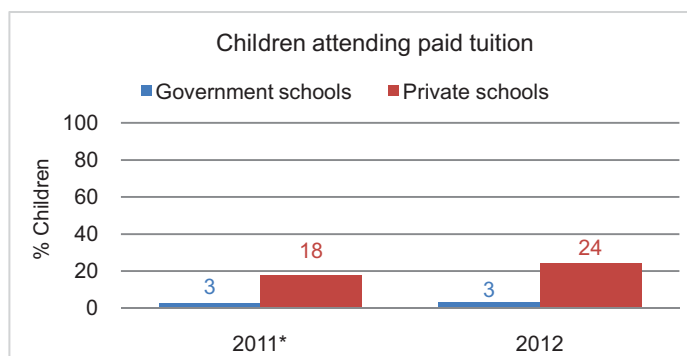




## Private tuition incidence and uptake is more prevalent among private school students as compared to their government school counterparts.

- Around 24% of all private school going children take paid tuitions with 3% of all government school children doing so.
- Children studying in all classes in private schools undertake private tuition. 19% children in private schools enrolled in Class 1 take paid tuition and about 49% children in Class 10 attend private tuition in private schools.
- In government schools, the incidence of tuition-taking increases with class-level. Six percent children in Class 10 take paid tuition as compared to 3% in Class 1.

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.5	3.1	2.3	3.1	2.7	5.0	3.9	4.0	4.8	5.5
Pvt.	19.0	18.4	27.3	25.5	29.2	31.9	31.0	38.9	35.2	48.3

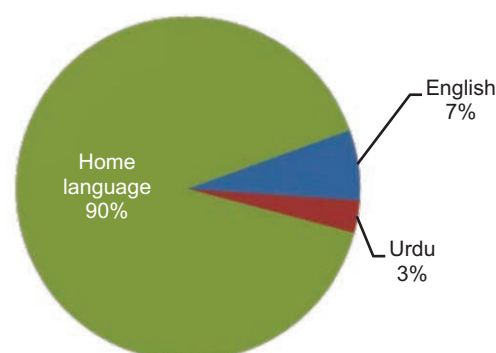


## Eighteen different languages are used in the households in Sindh.

- ASER 2012 survey findings revealed that 18 different languages were used in the surveyed households in Sindh.
- The single most commonly used language in the households was Sindhi (86%).
- Fourteen percent of the remaining households used other languages.

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

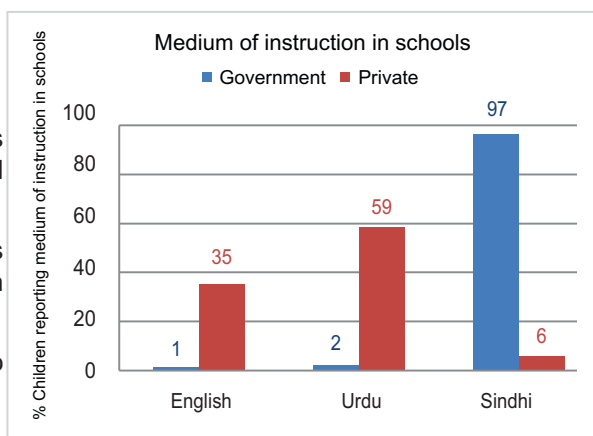
- Each household surveyed was also asked their preferred medium of instruction for their children in schools.
- Ninety percent of the households surveyed preferred Sindhi as the medium of instruction in schools.
- Urdu was preferred by 3% and 7% preferred English.



<sup>4</sup> Siraiki, Balochi, Dhatki, Urdu, Brahvi, Marwari, Punjabi, Pashto, Gujrati, Kutchi, Hindko, Marathi, Koli, English, Shina, Kashmiri, Persian

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

- Each child was also asked the medium of instruction in their respective schools.
- Thirty-five percent of the children in private schools reported English as their medium of instruction, 59% had Urdu, and 6% had Sindhi.
- Ninety-seven percent of the children in public schools reported having Sindhi as their medium of instruction whereas only 1% had English and 2% had Urdu.
- The medium of instruction for each school visited was also asked during the survey.
- One percent of the government schools surveyed in Sindh were English medium. Ninety-two percent of the government schools were Sindhi medium and 7% were Urdu medium.
- Forty-six percent of the private surveyed schools in Sindh were English medium, 49% were Sindhi medium, 4% were Urdu medium, and 1% were Hafiz-e-Quran schools.



**Forty 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 60%.
- The overall attendance in private schools is 77% 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	61.3	64.0	57.7	55.0	59.6	75.1	79.7	74.7	95.1	77.4
Teacher attendance	83.6	82.2	82.9	82.7	83.2	73.5	85.2	86.9	66.7	82.5

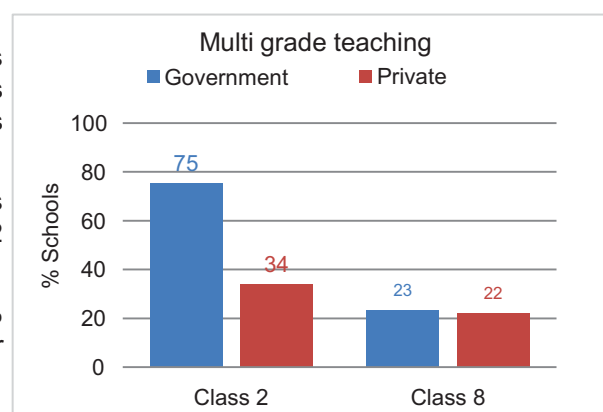
**Seventeen percent teachers in both private and government schools were found to be absent.**

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 both stood at 83%.

**Seventy-five 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 75% of the surveyed government schools and 34% of the surveyed private schools had Class 2 sitting with other classes.
- Similarly, 23% of surveyed government schools and 22% of surveyed private schools had Class 8 sitting with other classes.



## More qualified teachers in government schools.

- Forty-one percent of the teachers in government schools had post-graduate degrees, while private schools had only 22% teachers who did.
- Thirty-one 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	5.1	9.3	PTC	30.8	23.8
FA	15.4	31.5	CT	6.8	25.8
BA	37.7	36.9	B-Ed	28.9	33.1
MA or above	40.8	21.6	M-Ed or above	30.5	9.9
Others	1.0	0.7	Others	3.0	7.3

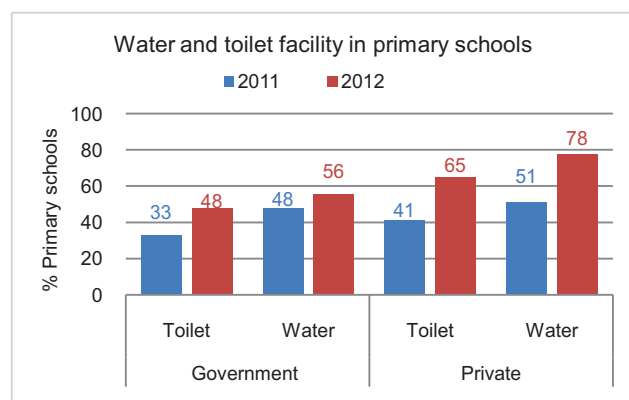
## Larger proportions of surveyed private elementary schools had computer labs and library books in their premises as compared to government elementary schools.

- Twenty-six percent of the surveyed government high schools had library books available for students to use in the school premises, while 70% of the private high schools had the same facility.
- Twenty-three percent of government high schools had computer labs as opposed to 20% private high schools.

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Library	2.0	11.1	25.9	32.3	8.1	30.0	70.0	100.0
Computer lab	0.0	7.4	23.0	16.1	7.9	30.0	20.0	100.0

## More than half of the government primary schools were without toilets and 44% were without drinking water.

- Of the total government primary schools surveyed, 56% had useable water facility and only 48% had a functional toilet.
- In ASER 2011, it was found that 48% of the government primary schools surveyed had useable water while 33% had a functional toilet.
- The percentage of private primary schools found with useable water facility was 78% and 65% were found with a functional toilet.

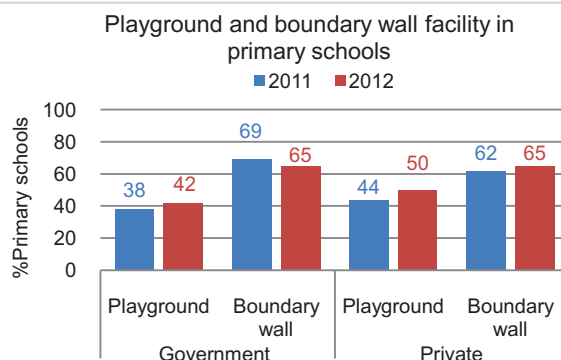


School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Useable water	55.6	62.0	82.1	74.6	77.5	96.8	80.0	100.0
Useable toilet	47.6	64.2	78.5	58.5	65.0	93.5	90.0	100.0



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

- Among the government primary schools surveyed 42% had a playground within the school premises compared to 50% of private primary schools that had a playground.
- Boundary walls were found in 65% of the surveyed government and private primary schools.
- In ASER 2011, 69% of the surveyed government primary schools and 62% 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	41.8	50.0	82.7	55.7	50.0	33.3	40.0	50.0
Boundary wall	64.6	82.7	68.9	70.5	65.0	96.7	90.0	100.0

## Six 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 3.
- 3 rooms on average were being used in government elementary schools as compared to 7 in private elementary schools.
- In case of high schools, government schools had 6 rooms on average while private schools had 13.

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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.)	2.0	3.0	5.8	5.5	2.5	7.0	12.7	2.0

## Fifty-three percent of the government primary schools had received grants in the previous year.

- In 2011, among the government schools surveyed, 258 (53%) primary schools, 18 (62%) elementary and 18 (58%) high schools had received grants.
- The proportion of schools receiving grants in 2012 (14%) (first 4 months of the fiscal year) was much less than 2011 (48%).

School Grants									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2012 <sup>5</sup>	# of schools reported receiving grants	74	7	7	10	2	0	0	0
	% of schools reported receiving grants	15.1	24.1	22.6	14.1	5.0	0.0	0.0	0.0
	Average amount of grant (Rs.)	24287	62000	64286	55730	21000	-	-	-
2011	# of schools reported receiving grants	258	18	18	38	4	1	0	1
	% of schools reported receiving grants	52.7	62.1	58.1	53.5	10.0	3.0	0.0	50.0
	Average amount of grant (Rs.)	65484	42889	86778	64745	59075	153000	-	162000

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