## Azad Jammu \& Kashmir (Rural)



## Azad Jammu \& Kashmir (Rural)

## Children in Pre School

(Age 3-5 years)

Province/Territory wise map showing \% children


## Azad Jammu \& Kashmir (Rural)

Out of School Children
(Age 6-16 years)
Province/Territory wise map showing \% children

\% Children (6-16 years)
who are not in school

| $\square$ | Above 30 |
| :--- | :--- |
| $21-30$ |  |
| $11-20$ |  |
|  | $6-10$ |
| $3-5$ |  |
| Below 3 |  |
|  |  |
|  |  |

## Azad Jammu \& Kashmir (Rural)

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing \% children

\% Children (6-16 years)
enrolled in private schools


## Azad Jammu \& Kashmir (Rural)

## Reading Language Urdu

(Class 5)

Province/Territory wise map showing \% children who can read story level (Class 2) text or more.

\% Children in class 5 who can read story or more

|  | Below 33 |
| :--- | :--- |
|  | $33-40$ |
|  | $41-50$ |
|  | $51-60$ |
|  | $61-70$ |
|  | Above 70 |

## Azad Jammu \& Kashmir (Rural)

## Reading English

(Class 5)

Province/Territory wise map showing \% children who can read sentences level (Class 2) text or more.

\% Children in class 5 who can read sentences or more


Maps may not be accurate or to scale. These are mere representations.

## Azad Jammu \& Kashmir (Rural)

## Math

(Class 5)

Province/Territory wise map showing \% children who can do division (Class 3) sums or more.

\% Children in class 5 who can do division or more


## Azad Jammu \& Kashmir (Rural)

School enrollment and out-of-school children

| \% Children in different types of schools |  |  |  |  |  |  |  |  | \% Out-of-school |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Age <br> group | Govt. | Non-state providers |  |  | Never <br> enrolled | Drop- <br> out | Total |  |  |  |  |
| $6-10$ | 54.0 | 42.0 | 0.7 | 0.2 | 2.4 | 0.5 | 100 |  |  |  |  |
| $11-13$ | 62.6 | 31.3 | 1.0 | 0.2 | 2.1 | 2.7 | 100 |  |  |  |  |
| $14-16$ | 62.5 | 25.2 | 1.3 | 0.1 | 3.5 | 7.5 | 100 |  |  |  |  |
| $\mathbf{6 - 1 6}$ | $\mathbf{5 8 . 2}$ | $\mathbf{3 5 . 4}$ | $\mathbf{0 . 9}$ | $\mathbf{0 . 2}$ | $\mathbf{2 . 6}$ | $\mathbf{2 . 7}$ | $\mathbf{1 0 0}$ |  |  |  |  |
| Total |  |  | $\mathbf{9 4 . 8}$ |  |  | $\mathbf{5 . 2}$ | $\mathbf{1 0 0}$ |  |  |  |  |
| By Type | $\mathbf{6 1 . 4}$ | $\mathbf{3 7 . 4}$ | $\mathbf{1 . 0}$ | $\mathbf{0 . 2}$ |  |  |  |  |  |  |  |





| Age Class Composition |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class Age | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total |
| 1 | 78.8 | 63.2 | 32.6 | 12.8 | 3.7 |  |  |  |  |  |  |  | 12.8 |
| 2 | 21.2 | 28.9 | 42.1 | 33.2 | 14.0 | 9.1 | 8.9 |  |  |  |  |  | 13.0 |
| 3 |  |  | 17.8 | 32.7 | 31.1 | 15.3 |  | 1.1 | 13.2 |  |  |  | 11.6 |
| 4 |  |  |  | 14.4 | 31.6 | 29.6 | 13.6 |  |  | 3.6 | 12.4 | 7.9 | 10.9 |
| 5 |  |  |  |  | 14.8 | 33.9 | 30.7 | 17.0 |  |  |  | 9 | 11.7 |
| 6 | 0.0 | 7.8 |  |  |  | 12.1 | 25.0 | 30.6 | 18.0 |  |  |  | 9.6 |
| 7 | 0.0 | 7.8 | 7.4 | 7.0 |  |  | 14.8 | 26.6 | 28.9 | 19.6 |  |  | 8.7 |
| 8 |  |  |  | 7.0 | 4.7 | 0.0 |  | 10.4 | 26.6 | 34.1 | 18.6 |  | 8.5 |
| 9 |  |  |  |  |  | 0.0 | 6.9 | 4.3 | 8.6 | 26.0 | 39.7 | 21.9 | 7.1 |
| 10 |  |  |  |  |  |  |  | 4.3 | 4.8 | 6.7 | 29.3 | 60.2 | 6.1 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

How to read: $78.8 \%$ children of age 5 years are enrolled in class 1.

## Early years schooling (Pre-schooling)

| \% Children who attend different types of pre-schools |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Age <br> group | Govt. | Non-state providers |  |  | Out-of-school | Total |
| 3 | 4.7 | 10.1 | 0.1 | 0.2 | 85.0 | 100 |
| 4 | 20.9 | 28.5 | 0.1 | 0.3 | 50.2 | 100 |
| 5 | 44.6 | 45.8 | 0.5 | 0.1 | 9.0 | 100 |
| $\mathbf{3 - 5}$ | $\mathbf{2 6 . 5}$ | $\mathbf{3 0 . 7}$ | $\mathbf{0 . 3}$ | $\mathbf{0 . 2}$ | $\mathbf{4 2 . 3}$ | $\mathbf{1 0 0}$ |
| Total |  |  | $\mathbf{5 7 . 7}$ |  | $\mathbf{4 2 . 3}$ | $\mathbf{1 0 0}$ |
| By Type | $\mathbf{4 5 . 9}$ | $\mathbf{5 3 . 3}$ | $\mathbf{0 . 5}$ | $\mathbf{0 . 4}$ |  |  |



## Azad Jammu \& Kashmir (Rural)

## Learning levels (Urdu)

| Class-wise \% children who can read |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class | Nothing | Letters | Words | Sentences | Story | Total |
| 1 | 14.1 | 38.7 | 34.4 | 9.4 | 3.5 | 100 |
| 2 | 6.6 | 21.4 | 36.6 | 21.1 | 14.4 | 100 |
| 3 | 2.2 | 9.7 | 28.0 | 33.8 | 26.2 | 100 |
| 4 | 1.8 | 4.1 | 16.9 | 30.2 | 46.9 | 100 |
| 5 | 0.7 | 2.5 | 9.2 | 26.2 | 61.4 | 100 |
| 6 | 0.5 | 0.4 | 5.1 | 15.2 | 78.9 | 100 |
| 7 | 0.4 | 1.6 | 2.6 | 12.1 | 83.3 | 100 |
| 8 | 0.6 | 0.9 | 2.4 | 5.6 | 90.4 | 100 |
| 9 | 0.5 | 0.5 | 1.1 | 3.3 | 94.6 | 100 |
| 10 | 0.4 | 1.8 | 1.0 | 1.5 | 95.3 | 100 |
| How to read: $12.9 \%$ | $(9.4+3.5)$ | children of class 1 can read sentences |  |  |  |  |






## Learning levels (English)

| Class-wise \% children who can read |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class | Nothing | Letters |  | Words | Sentences | Total |
|  |  | Capital | Small |  |  |  |
| 1 | 13.6 | 22.8 | 39.7 | 21.2 | 2.7 | 100 |
| 2 | 6.8 | 14.8 | 30.6 | 34.4 | 13.4 | 100 |
| 3 | 2.7 | 8.0 | 19.3 | 44.4 | 25.6 | 100 |
| 4 | 2.2 | 3.8 | 12.3 | 36.7 | 45.0 | 100 |
| 5 | 1.0 | 2.3 | 7.8 | 31.1 | 57.8 | 100 |
| 6 | 0.8 | 0.8 | 3.0 | 17.5 | 77.8 | 100 |
| 7 | 1.1 | 1.2 | 1.9 | 13.6 | 82.2 | 100 |
| 8 | 0.7 | 0.8 | 1.3 | 9.2 | 88.0 | 100 |
| 9 | 0.9 | 0.6 | 0.8 | 5.7 | 92.0 | 100 |
| 10 | 0.7 | 1.3 | 1.6 | 3.9 | 92.4 | 100 |
| How to read: $23.9 \%(21.2+2.7)$ | children of class 1 can read words |  |  |  |  |  |




## Azad Jammu \& Kashmir (Rural)

## Learning levels (Arithmetic)

| Class-wise \% children who can do |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class | Nothing | Numb | cognition | Subtraction | Division | Total |
|  |  | 1-9 | 10-99 | (2 Digits) | (2 digits) |  |
| 1 | 13.3 | 28.6 | 48.0 | 8.2 | 2.0 | 100 |
| 2 | 6.2 | 17.8 | 44.1 | 23.9 | 7.9 | 100 |
| 3 | 2.4 | 8.9 | 30.8 | 40.0 | 18.0 | 100 |
| 4 | 1.6 | 4.7 | 18.1 | 38.6 | 37.0 | 100 |
| 5 | 1.0 | 2.3 | 11.8 | 34.5 | 50.5 | 100 |
| 6 | 0.5 | 1.4 | 5.5 | 21.7 | 70.9 | 100 |
| 7 | 0.4 | 1.9 | 4.1 | 18.0 | 75.6 | 100 |
| 8 | 0.4 | 0.6 | 3.0 | 12.3 | 83.6 | 100 |
| 9 | 0.4 | 0.1 | 2.1 | 7.7 | 89.6 | 100 |
| 10 | 0.1 | 1.6 | 2.2 | 4.8 | 91.2 | 100 |
| How to read: 10.2 \% (8.2+2) children of class 1 can do subtractio |  |  |  |  |  |  |







| Paid Tuition |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class-wise \% children attending paid tuition |  |  |  |  |  |  |  |  |  |  |
| Type | 1 | II | III | IV | v | VI | VII | VIII | IX | x |
| Govt. | 3.3 | 3.0 | 2.9 | 4.6 | 5.0 | 4.4 | 4.3 | 4.3 | 6.6 | 7.8 |
| Pvt. | 11.4 | 12.2 | 12.1 | 12.7 | 13.8 | 12.6 | 14.3 | 11.1 | 17.2 | 15.2 |



## Azad Jammu \& Kashmir (Rural)

| Number of surveyed schools by type |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Government schools |  |  |  |  | Private schools |  |  |  |  |
|  | Boys | Girls | Boys \& girls |  | Total | Boys | Girls | Boys \& girls |  | Total |
| Primary | 39 | 25 |  | 35 | 99 | 1 | 0 | 77 |  | 78 |
| Elementary | 53 | 32 |  | 19 | 104 | 2 | 2 | 8 |  | 91 |
| High | 48 | 24 |  | 14 | 86 | 3 | 0 | 56 |  | 59 |
| Others | 3 | 2 |  | 0 | 5 | 0 | 0 | 12 |  | 12 |
| Total | 143 | 83 |  | 68 | 294 | 6 | 2 | 23 |  | 240 |
| Attendance (\%) on the day of visit |  |  |  |  |  |  |  |  |  |  |
|  | Government schools |  |  |  |  | Private schools |  |  |  |  |
|  | Primary | Elementary | High | h Others | Overall | Primary | Elementary | High | Others | Overall |
| Children attendance | 84.3 | 88.2 | 91.1 | \| 91.4 | 89.1 | 90.3 | 91.5 | 90.0 | 95.1 | 90.8 |
| Teacher attendance | 82.8 | 91.0 | 87.3 | - 86.6 | 88.0 | 94.6 | 93.0 | 94.8 | 91.0 | 94.0 |


| Teacher qualification - general (\% of teachers) |  |  | Teacher qualification - professional (\% of teachers) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Government schools | Private schools |  | Government schools | Private schools |
| Matriculation | 9.2 | 7.0 | PTC | 17.5 | 20.7 |
| FA | 18.3 | 28.2 | CT | 19.3 | 23.1 |
| BA | 45.0 | 44.0 | B-Ed | 49.5 | 44.2 |
| MA or above | 26.4 | 20.5 | M-Ed or above | 10.7 | 7.5 |
| Others | 1.0 | 0.3 | Others | 2.9 | 4.5 |


| School facilities (\% schools) |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Government schools |  |  |  | Private schools |  |  |  |
|  | Primary | Elementary | High | Others | Primary | Elementary | High | Others |
| Rooms used for classes (avg.) | 1.8 | 4.7 | 8.1 | 9.6 | 3.3 | 6.2 | 10.8 | 5.8 |
| Useable water | 52.5 | 70.2 | 75.6 | 80.0 | 80.8 | 68.1 | 71.2 | 58.3 |
| Useable toilet | 30.3 | 50.0 | 53.5 | 60.0 | 56.4 | 69.2 | 79.7 | 33.3 |
| Playground | 23.2 | 28.8 | 46.5 | 60.0 | 44.9 | 45.1 | 55.9 | 41.7 |
| Boundary wall | 28.3 | 48.1 | 43.0 | 40.0 | 25.6 | 36.3 | 49.2 | 25.0 |
| Library | 6.1 | 16.3 | 37.2 | 40.0 | 11.5 | 28.6 | 59.3 | 16.7 |
| Computer lab | 0.0 | 3.8 | 33.7 | 60.0 | 5.1 | 17.6 | 50.8 | 16.7 |
|  | Grants |  |  |  |  |  |  |  |
| \# of schools reported receiving grants | 0 | 2 | 6 | 0 | 5 | 4 | 3 | 0 |
| $\begin{array}{\|l\|l\|} \stackrel{\sim}{\sim} \\ \stackrel{\sim}{N} & \text { \% of schools reported } \\ \text { receiving grants } \end{array}$ | 0.0 | 1.9 | 7.1 | 0.0 | 6.4 | 4.4 | 5.1 | 0.0 |
| Average amount of grant (Rs.) | 0 | 409 | 24893 | 0 | 6890 | 25000 | 172000 | 0 |
| \# of schools reported receiving grants | 1 | 4 | 6 | 0 | 4 | 4 | 2 | 0 |
| $\begin{array}{l\|l} \text { N of schools reported } \\ \text { \% } \\ \text { receiving grants } \end{array}$ | 1.0 | 3.8 | 7.1 | 0.0 | 5.1 | 4.4 | 3.4 | 0.0 |
| Average amount of grant (Rs.) | 5000 | 131697 | 55502 | 0 | 6087 | 25000 | 146000 | 0 |



## Azad Jammu and Kashmir (Rural)

Findings (Summary)

|  |  |  |  |  |  | \% Childr |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Acces |  |  |  |  | Qua |  |  |  |
|  | (Age 3-5) |  | (Age 6-1 |  |  |  | Class 3 |  |  | Class 5 |  |
| Territory | In Preschool | Out-ofschool (AII) | Out-ofschool (Girls) | *Non-state providers | paid tuition (Govt. \& Pvt. schools) | Who can read sentence (Urdu) | Who can read word (English) | Who can do subtraction | Who can read story (Urdu) | Who can read sentence (English) | Who can do division |
| Azad Jammu and K | 57.7 | 5.2 | 2.7 | 38.6 | 7.5 | 60 | 70 | 57.9 | 61.4 | 57.8 | 50.5 |
| Bagh | 55.9 | 2.3 | 1.3 | 46.9 | 1.8 | 79.2 | 86.8 | 80.6 | 83.8 | 70.5 | 72.1 |
| Bhimber | 53.4 | 7.6 | 2.4 | 43.8 | 1.7 | 38.4 | 59.2 | 42.4 | 39.8 | 43.2 | 33 |
| Hattian | 57.5 | 4.6 | 2.5 | 27.5 | 11.2 | 71.4 | 75.2 | 56.8 | 82.7 | 69.9 | 64.1 |
| Haveli | 58.4 | 6.9 | 3 | 23.5 | 6.9 | 55.3 | 63.6 | 47.9 | 45.9 | 40.4 | 32.2 |
| Kotli | 66.7 | 5.5 | 3.3 | 44.2 | 10.1 | 70.2 | 84.9 | 66.9 | 64.3 | 61.9 | 56.3 |
| Mirpur | 57.2 | 3.1 | 1.4 | 32.6 | 5.7 | 56 | 59.6 | 55 | 56.9 | 54.2 | 37.8 |
| Muzaffarabad | 53.1 | 5.3 | 2.9 | 47.9 | 6.2 | 49 | 61.6 | 42.1 | 56.7 | 54.7 | 32.6 |
| Neelum | 66.8 | 7.5 | 4.4 | 45.2 | 5.7 | 51.9 | 69.9 | 60.5 | 62.2 | 63.6 | 62.7 |
| Poonch | 56.8 | 4.2 | 2 | 38.8 | 16.2 | 69.7 | 69.1 | 69.1 | 70.4 | 60.6 | 61.7 |
| Sudhnati | 51.3 | 5.7 | 3 | 38.8 | 6.7 | 52.3 | 67.7 | 52.8 | 47.6 | 60.7 | 56.1 |

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.


## Azad Jammu \& Kashmir (Rural)

## Sample Composition

- ASER 2013 survey was conducted in 10 rural districts of Azad Jammu \& Kashmir. This covered 5,925 households in 298 villages throughout the province.
- Detailed information was collected on 16,754 children (54\% males, 46\% females) aged 3-16 years. Out of these 14,789 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 294 government schools (34\% primary, $35 \%$ elementary, $29 \%$ high, $2 \%$ others $^{1}$ ) and 240 private schools (33\% primary, 38\% elementary, 25\% high, $5 \%$ others) were surveyed.
- Forty-nine percent of the government schools were boys only, $28 \%$ were girls only, and $23 \%$ were coeducation schools. In case of private schools, $3 \%$ were boys only, $1 \%$ were girls only and $97 \%$ were coeducation schools.


## THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2012.

- In 2013, 5\% of children were reported to be out-ofschool which has decreased as compared to previous year (7\%). Three percent children have never been enrolled in a school and 3\% have dropped out of school for various reasons.
- Ninety-five percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, $61 \%$ of children were enrolled in government schools whereas $38 \%$ of children were going to non-state institutions (37\% private schools, 1\% Madrassah, 0\% others).
- Amongst the enrolled students in government schools, $46 \%$ were girls and $54 \%$ were boys whereas in private schools $56 \%$ enrolled children were boys and $44 \%$ were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2012.

[^0]
## THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Fifty-eight percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 47\% in 2012.
- Forty-two percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.


## THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools ${ }^{2}$. 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 competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children still remain poor: 39\% class 5 children could not read a class 2 story in Urdu compared to 35\% in 2012.

- Analysis shows that $40 \%$ of class 3 children could not read sentences in Urdu compared to 48\% in the previous year.
- Similarly, $14 \%$ of class 1 children cannot read letters in Urdu as compared to $13 \%$ in $2012^{3}$.

English learning levels remain the same over the years: 58\% class 5 children could read sentences (class 2 level) in 2012 and 2013.

- ASER 2013 reveals that $26 \%$ class 3 children can read class 2 level sentences as compared to $22 \%$ in 2012 and 26\% in 2011.
- Fourteen percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to $16 \%$ in 2012.

Arithmetic learning levels show improvement: 50\% class 5 children can do division as compared to 44\% in 2012.

- Fifty percent children enrolled in class 5 can do two digit division in 2013 compared to $44 \%$ in 2012 and $44 \%$ in 2011. Slight improvements can be seen over the years.
- Twenty-four percent of class 7 children could not do the two-digit division in 2013 whereas $29 \%$ could not do so in 2012.


## Azad Jammu \& Kashmir (Rural)

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT Vs PRIVATE)
Children enrolled in private schools are performing better compared to their government counterparts.

- Sixty-six percent children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to $59 \%$ class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Sixty-nine percent private school children can read at least sentences in class 5 whereas only $52 \%$ government school children can do the same.
- Similarly, in arithmetic, 57\% children enrolled in private schools (class 5) were able to do division when compared to only $47 \%$ class 5 children who were enrolled in government schools.


## THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in English reading and numeracy skills.

- Same percentage of boys and girls (63\%) could read at least sentences in Urdu.
- Sixty-eight percent boys could read at least English words while $67 \%$ of girls can do the same.
- Similarly, $62 \%$ of boys were able to do at least subtraction whereas only $60 \%$ girls could do it.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN
More than 60\% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 34\% of out-of-school children could read story in Urdu, 29\% could read sentences in English, and $25 \%$ children were able to do two-digit division.


## THEME 7: PARENTALEDUCATION

Fifty-one percent of mothers and $75 \%$ of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, $49 \%$ had not completed even primary education.
- Twenty-five percent of the fathers had not even completed at least primary level education.


## THEME 8: PAID TUITIONS

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 3\% children enrolled in class 1 take private tuition whereas $8 \%$ children in class 10 take tuition.


## THEME 9: MULTI-GRADE TEACHIN

Fifty-two percent of surveyed government schools 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 $52 \%$ of the surveyed government schools and $34 \%$ of the surveyed private schools had Class 2 sitting with other classes.
- Twenty-three percent of surveyed government schools and $33 \%$ of surveyed private schools had Class 8 sitting with other classes.


## THEME 10: TEACHER \& STUDENT ABSENTEEISM

Eleven percent children in government schools were absent
Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in government schools stood at $89 \%$ whereas it was $91 \%$ in private schools.

Twelve percent teachers in government schools and 6\% teachers in 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 $88 \%$ and $94 \%$ in private school.


## Azad Jammu \& Kashmir (Rural)

## THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in government schools as compared to private schools

- Forty-five percent teachers of government schools have done graduation as compared to 44\% teachers of private schools.
- Fifty percent of government school teachers had Bachelors in Education degrees as compared to 44\% teachers of private school.


## THEME 12: SCHOOL FACILITIES

A larger proportion of surveyed private high schools had computer labs and library books than surveyed government high schools.

- Thirty-four percent of surveyed government high schools had computer labs and 37\% had library books in their premises as compared to surveyed private high schools where 51\% had computer labs and 59\% had library books.

Seventy percent surveyed government primary schools were without toilets and $47 \%$ were without drinking water.

- Seventy percent of the surveyed government primary schools did not have toilets in 2013 as compared to 64\% in 2012; while $44 \%$ surveyed private primary schools were missing toilet facility in 2013 as compared to 43\% in 2012.
- Forty-seven percent of the surveyed government primary schools did not have drinking water in 2013 when compared to $43 \%$ in 2012. Similarly, $19 \%$ of the surveyed private primary schools did not have drinking water facility in 2013 and 2012 both.

Seventy-two percent of the surveyed government primary schools were without complete boundary walls and 77\% were without playgrounds.

- Among the government primary schools surveyed, only $28 \%$ had complete boundary walls and $72 \%$ were missing complete boundary walls as compared to $66 \%$ in 2012.
- In 2013, 74\% of the surveyed private primary schools did not have complete boundary walls as compared to $62 \%$ in 2012.
- Twenty-three percent of government primary schools being surveyed had playgrounds in 2013 while 45\% surveyed private primary schools had playgrounds.

Eight rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 8 rooms were being used for classroom activities in the surveyed government high schools as compared to 7 in 2012.
- In 2013, surveyed private high schools had 11 classrooms on average that were used for classroom activities. A decrease of 3 average points from the previous year.


## THEME 13: SCHOOL GRANTS/FUNDS

None of the government primary schools and 6\% private primary schools received grants.

- A higher number of surveyed private schools are receiving grants as compared to the surveyed government schools in 2013.
- Average amount of fund received is higher for surveyed private schools in comparison to the average grant amount received by surveyed government schools.
- The proportion of government primary schools receiving grants has decreased since last year. One percent government primary schools were receiving grants in 2011, 1\% in 2012, and no funds were received in 2013.



[^0]:    ${ }_{2}^{1}$ Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.
    ${ }^{2}$ 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.
    ${ }^{3}$ Ten rural districts of Azad Jammu \& Kashmir were surveyed in 2012.

