## Federally Administrated Tribal Areas (FATA) (Rural)



# Federally Administrated Tribal Areas (Rural) 2013 

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing \% children

\% Children (3-5 years) attending pre school

Below 30
30-40
41-50
51-60
61-70
Above 70

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

# Federally Administrated Tribal Areas (Rural) 2013 

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing \% children

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

Above 30
21-30
11-20
6-10
3-5
Below 3

# Federally Administrated Tribal Areas (Rural) 2013 

## Private Schooling

(Age 6-16 years)

Province/Territory wise map showing \% children

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

$\square$

## Reading Language Urdu/Pashto <br> (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 |

## Not surveyed

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

## 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


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


## Federally Administrated Tribal Areas (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 | 61.9 | 17.1 | 2.2 | 0.6 | 16.6 | 1.6 | 100 |  |  |  |  |
| $11-13$ | 56.7 | 19.1 | 2.5 | 0.3 | 15.2 | 6.2 | 100 |  |  |  |  |
| $\mathbf{1 4 - 1 6}$ | 45.2 | 19.2 | 2.3 | 0.0 | 18.2 | 15.0 | 100 |  |  |  |  |
| $\mathbf{6 - 1 6}$ | $\mathbf{5 8 . 0}$ | $\mathbf{1 7 . 9}$ | $\mathbf{2 . 3}$ | $\mathbf{0 . 5}$ | $\mathbf{1 6 . 6}$ | $\mathbf{4 . 8}$ | $\mathbf{1 0 0}$ |  |  |  |  |
| Total |  |  | $\mathbf{7 8 . 6}$ |  |  | $\mathbf{2 1 . 4}$ | $\mathbf{1 0 0}$ |  |  |  |  |
| By Type | $\mathbf{7 3 . 8}$ | $\mathbf{2 2 . 7}$ | $\mathbf{2 . 9}$ | $\mathbf{0 . 6}$ |  |  |  |  |  |  |  |





| Age Class Composition |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class Age | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Total |
| 1 | 73.1 | 66.3 | 32.2 | 13.0 | 5.4 | 11.5 |  |  |  |  |  |  | 16.8 |
| 2 | 20.5 | 25.6 | 46.1 | 32.6 | 14.5 |  | 13.2 | 0.7 |  |  |  |  | 17.1 |
| 3 | 6.4 | 8.1 | 16.2 | 38.1 | 28.9 | 14.0 |  |  | 20.9 | 22. |  |  | 14.8 |
| 4 |  |  | 5.5 | 11.6 | 39.8 | 32.3 | 15.0 |  |  |  | 21.3 | 25.1 | 13.5 |
| 5 |  |  |  | 4.7 | 8.0 | 35.6 | 35.1 | 19.6 |  |  |  |  | 11.7 |
| 6 |  |  |  |  | 3.4 | 6.6 | 23.1 | 33.9 | 16.7 |  |  |  | 7.8 |
| 7 |  |  |  |  |  | 0.0 | 9.5 | 18.1 | 30.9 | 18.7 |  |  | 5.9 |
| 8 |  |  |  |  |  |  | 4.1 | 6.5 | 23.4 | 33.7 | 19.0 |  | 5.4 |
| 9 |  |  |  |  |  |  |  | 2.2 | 4.1 | 20.4 | 32.8 | 20.2 | 3.6 |
| 10 |  |  |  |  |  |  |  |  | 3.9 | 4.7 | 26.9 | 54.7 | 3.4 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

How to read: $73.1 \%$ 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 | 5.0 | 1.9 | 0.3 | 0.0 | 92.8 | 100 |
| 4 | 22.9 | 6.7 | 1.0 | 0.2 | 69.3 | 100 |
| 5 | 49.1 | 15.3 | 3.6 | 1.0 | 31.1 | 100 |
| $\mathbf{3 - 5}$ | $\mathbf{2 8 . 2}$ | $\mathbf{8 . 8}$ | $\mathbf{1 . 8}$ | $\mathbf{0 . 5}$ | $\mathbf{6 0 . 7}$ | $\mathbf{1 0 0}$ |
| Total |  |  | $\mathbf{3 9 . 3}$ |  | $\mathbf{6 0 . 7}$ | $\mathbf{1 0 0}$ |
| By Type | $\mathbf{7 1 . 8}$ | $\mathbf{2 2 . 4}$ | $\mathbf{4 . 6}$ | $\mathbf{1 . 2}$ |  |  |



## Federally Administrated Tribal Areas (Rural) <br> mistan

## Learning levels (Urdu/Pashto)

| Class-wise \% children who can read |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class | Nothing | Letters | Words | Sentences | Story | Total |  |
| 1 | 23.3 | 34.6 | 32.7 | 6.1 | 3.4 | 100 |  |
| 2 | 9.6 | 21.0 | 47.6 | 14.0 | 7.8 | 100 |  |
| 3 | 8.2 | 12.9 | 42.5 | 23.5 | 12.9 | 100 |  |
| 4 | 7.3 | 7.6 | 31.0 | 29.4 | 24.8 | 100 |  |
| 5 | 8.2 | 6.9 | 30.6 | 24.1 | 30.2 | 100 |  |
| 6 | 2.4 | 6.5 | 18.9 | 22.6 | 49.6 | 100 |  |
| 7 | 2.4 | 5.0 | 12.2 | 21.3 | 59.1 | 100 |  |
| 8 | 2.2 | 2.6 | 11.0 | 12.7 | 71.5 | 100 |  |
| 9 | 0.3 | 4.3 | 6.4 | 10.7 | 78.4 | 100 |  |
| 10 | 1.2 | 8.1 | 4.4 | 6.5 | 79.8 | 100 |  |
| How to read: $9.5 \%(6.1+3.4)$ children of class 1 can read sentences |  |  |  |  |  |  |  |




Learning levels by gender Urdu/Pashto

Who can read at least sentences


| Class-wise \% children who can read |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
|  |  | Capital | Small |  |  |  |
| 1 | 24.9 | 29.9 | 27.2 | 14.4 | 3.6 | 100 |
| 2 | 9.6 | 20.0 | 35.8 | 27.5 | 7.2 | 100 |
| 3 | 7.2 | 12.2 | 28.4 | 38.5 | 13.7 | 100 |
| 4 | 6.4 | 5.5 | 22.0 | 44.7 | 21.4 | 100 |
| 5 | 8.2 | 3.6 | 18.1 | 42.3 | 27.9 | 100 |
| 6 | 2.8 | 2.5 | 12.9 | 31.8 | 49.9 | 100 |
| 7 | 3.5 | 2.1 | 8.8 | 26.3 | 59.3 | 100 |
| 8 | 2.2 | 2.0 | 9.1 | 17.2 | 69.4 | 100 |
| 9 | 1.8 | 1.2 | 7.4 | 10.8 | 78.8 | 100 |
| 10 | 3.1 | 1.9 | 5.0 | 6.0 | 84.0 | 100 |
| How to read: 18 \% (14.4+3.6) children of class 1 can read words |  |  |  |  |  |  |




## Federally Administrated Tribal Areas (Rural) <br> Arsian

Learning levels (Arithmetic)

| Class-wise \% children who can do |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class | Nothing | Number recognition | Subtraction <br> (2 Digits) | Division <br> $(2$ digits) $)$ | Total |  |
| 1 | 16.7 | 34.7 | 36.9 | 6.8 | 4.9 | 100 |
| 2 | 5.4 | 16.5 | 51.8 | 17.1 | 9.2 | 100 |
| 3 | 3.1 | 12.1 | 39.3 | 28.8 | 16.7 | 100 |
| 4 | 1.7 | 4.7 | 28.8 | 34.9 | 29.9 | 100 |
| 5 | 2.3 | 4.3 | 26.7 | 29.3 | 37.4 | 100 |
| 6 | 1.4 | 1.7 | 14.4 | 26.9 | 55.6 | 100 |
| 7 | 1.3 | 2.0 | 11.9 | 21.5 | 63.3 | 100 |
| 8 | 1.4 | 1.4 | 5.3 | 17.8 | 74.1 | 100 |
| 9 | 0.6 | 0.6 | 4.0 | 9.0 | 85.7 | 100 |
| 10 | 0.0 | 2.5 | 4.7 | 8.9 | 83.9 | 100 |
| How to read: $11.7 \%$ | $(6.8+4.9)$ children of class 1 can do subtraction |  |  |  |  |  |







| Paid Tuition |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class-wise \% children attending paid tuition |  |  |  |  |  |  |  |  |  |  |
| Type | 1 | 11 | III | IV | V | VI | VII | VIII | IX | X |
| Govt. | 0.8 | 0.5 | 0.5 | 0.6 | 1.3 | 1.2 | 0.7 | 2.0 | 3.6 | 1.7 |
| Pvt. | 22.7 | 23.7 | 25.5 | 25.7 | 27.5 | 25.5 | 31.1 | 30.6 | 34.2 | 32.0 |




## Federally Administrated Tribal Areas (Rural) School Report Card






## Federally Administrated Tribal Areas (Rural) 2013

| Findings (Summary) |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Children |  |  |  |  |  |  |  |  |  |  |
|  | Access |  |  |  |  | Quality |  |  |  |  |  |
|  | (Age 3-5) | (Age 6-16) |  |  | Attending paid tuition (Govt. \& Pvt. schools) | Class 3 |  |  | Class 5 |  |  |
| Territory | In Preschool | Out-ofschool (AII) | Out-ofschool (Girls) | *Non-state providers |  | Who can read sentence (Urdu /Pashto) | Who can read word (English) | Who can do subtraction | Who can read story (Urdu /Pashto) | Who can read sentence (English) | Who can do division |
| FATA | 39.3 | 21.4 | 13 | 26.2 | 6.7 | 36.4 | 52.1 | 45.5 | 30.2 | 27.9 | 37.4 |
| Bajaur Agency | 28.6 | 24.9 | 13.6 | 22.4 | 6.6 | 45.6 | 46.5 | 32.7 | 72.6 | 53 | 58.3 |
| F.R. - Bannu | 37.9 | 28.2 | 23.6 | 26.1 | 7.8 | 44 | 49 | 41.6 | 10.7 | 27.8 | 25.7 |
| F.R. - D.I. Khan | 37.9 | 16.6 | 9.9 | 6.2 | 0.6 | 22.3 | 19 | 44.7 | 8.3 | 4.4 | 45.3 |
| F.R. - Lakki Marwat | 19.8 | 32.3 | 18 | 35.8 | 17.6 | 12.2 | 37.5 | 33.3 | 20.9 | 19.3 | 41 |
| F.R. - Peshawar | 43.9 | 15.2 | 12.4 | 17.9 | 12.2 | 29.7 | 43.8 | 39.6 | 41.7 | 10.2 | 13 |
| F.R. - Tank | 36.4 | 23.6 | 9.9 | 2.7 | 4.2 | 3.7 | 79.1 | 23.4 | 0.7 | 3.7 | 0.8 |
| Khyber Agency | 55.3 | 9.7 | 6.9 | 56.3 | 7.3 | 44 | 57 | 49.4 | 34.9 | 41.4 | 42.2 |
| Mohmand Agency | 23.2 | 36.5 | 20 | 19.2 | 2.1 | 46.4 | 58.6 | 60.6 | 57.4 | 45.5 | 52.5 |
| Orakzai Agency | 57.3 | 13.9 | 9.3 | 19.5 | 4.5 | 68.9 | 79.7 | 77.2 | 49.4 | 64.3 | 60.2 |

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


## Federally Administrated Tribal Areas (Rural) 2013

## Sample Composition

- ASER 2013 survey was conducted in 9 rural districts of FATA. This covered 5,271 households in 265 villages throughout the region.
- Detailed information was collected on 18,672 children ( $65 \%$ males, $35 \%$ females) aged 3-16 years. Out of these 15,841 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 265 government schools (77\% primary, $9 \%$ elementary, $13 \%$ high, $1 \%$ others $^{1}$ ) and 46 private schools (24\% primary, 28\% elementary, 41\% high, $7 \%$ others) were surveyed.
- Seventy-three percent of the government schools were boys only, $11 \%$ were girls only, and $17 \%$ were coeducation schools. In case of private schools, $26 \%$ were boys only, $2 \%$ were girls only and $72 \%$ were coeducation schools.


## THEME 1: ACCESS

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

- In 2013, 21\% of children were reported to be out-ofschool which has decreased as compared to previous year (25\%). Seventeen percent children have never been enrolled in a school and 5\% have dropped out of school for various reasons.
- Seventy-nine percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, $74 \%$ of children were enrolled in government schools whereas $26 \%$ of children were going to non-state institutions (23\% private schools, 3\% Madrassah, 0\% others).
- Amongst the enrolled students in government schools, $26 \%$ were girls and $74 \%$ were boys whereas in private schools $89 \%$ enrolled children were boys and $11 \%$ were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2012.


## THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Forty prcent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 34\% in 2012.
- Sixty-one 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: 70\% class 5 children could not read a class 2 story in Urdu/Pashto compared to 54\% in 2012.

- Analysis shows that $64 \%$ of class 3 children could not read sentences in Urdu/Pashto compared to 58\% in the previous year.
- Similarly, 23\% of class 1 children cannot read letters in Urdu/Pashto as compared to $22 \%$ in $2012^{3}$.

Deterioration can be seen in English competencies over the past year: 28\% class 5 children could read sentences (class 2 level) in 2013 as compared to 50\% in 2012.

- ASER 2013 reveals that $14 \%$ class 3 children can read class 2 level sentences as compared to $21 \%$ in 2012 and 12\% in 2011.
- Twenty-five percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 27\% in 2012.

Deterioration can be seen in Arithmetic learning levels over the past year: $37 \%$ class 5 children can do division as compared to 42\% in 2012.

- Thirty-seven percent children enrolled in class 5 can do two digit division in 2013 compared to $42 \%$ in 2012 and 28\% in 2011.

[^0]${ }^{2}$ 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.
${ }^{3}$ Nine F.R. / agencies (Rural) of FATA were surveyed in 2012.

## Federally Administrated Tribal Areas (Rural) 2013

- Thirty-seven percent of class 7 children could not do the two-digit division in 2013 whereas $35 \%$ could not do so in 2012. There is a slight decline in the arithmetic learning of children.


## THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- Forty-nine percent children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to $24 \%$ class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Fifty-four percent private school children can read at least sentences in class 5 whereas only $20 \%$ government school children can do the same.
- Similarly, in arithmetic, 54\% children enrolled in private schools (class 5) were able to do division when compared to only $32 \%$ class 5 children who were enrolled in government schools.


## THEME 5: GENDER GAP

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

- Forty-three percent of boys could read at least sentences in Urdu/Pashto as compared to 23\% of girls.
- Fifty-two percent boys could read at least English words while $29 \%$ of girls can do the same.
- Similarly, $49 \%$ of boys were able to do at least subtraction whereas only $26 \%$ girls could do it.


## THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN <br> More than 30\% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 7\% of out-of-school children could read story in Urdu/Pashto, 5\% could read sentences in English, and 8\% children were able to do two-digit division.


## THEME 7: PARENTALEDUCATION

Only 4\% of mothers and 38\% of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, $96 \%$ had not completed even primary education.
- Sixty-two percent of the fathers had not even completed at least primary level education.


## THEME 8: PAID TUITION

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, 1\% children enrolled in class 1 take private tuition whereas $2 \%$ children in class 10 take tuitions.


## THEME 9: MULTI-GRADE TEACHING

Fifty-one 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 $51 \%$ of the surveyed government schools and $26 \%$ of the surveyed private schools had Class 2 sitting with other classes.
- Fifteen percent of surveyed government schools and $24 \%$ of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER \& STUDENT ABSENTEEISM
Fourteen 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 $86 \%$ whereas it was $90 \%$ in private schools.


## Federally Administrated Tribal Areas (Rural) / 2013

Thirteen percent teachers in government schools and 12\% 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 $87 \%$ and $88 \%$ in private school.


## THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in private schools as compared to government schools

- Twenty-four percent teachers of government schools have done graduation as compared to $36 \%$ teachers of private schools.
- Twenty-five percent of government school teachers had Bachelors in Education degrees as compared to 38\% teachers of private school.


## THEME 12: SCHOOL FACILITIES

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

- Twenty-seven percent of surveyed government high schools had computer labs and 29\% had library books in their premises as compared to surveyed private high schools where only $16 \%$ had computer labs and $37 \%$ had library books.

Seventy-nine percent surveyed government primary schools were without toilets and $43 \%$ were without drinking water.

- Seventy-nine percent of the surveyed government primary schools did not have toilets in 2013 as compared to $67 \%$ in 2012; while $45 \%$ surveyed private primary schools were missing toilet facility in 2013 as compared to 60\% in 2012.
- Forty-three percent of the surveyed government primary schools did not have drinking water in 2013 when compared to $55 \%$ in 2012. Similarly, $18 \%$ of the surveyed private primary schools in 2013 did not have drinking water facility as compared to 33\% in 2012.

Thirty-nine percent of the surveyed government primary schools were without complete boundary walls and 84\% were without playgrounds.

- Among the government primary schools surveyed, only $61 \%$ had complete boundary walls and $39 \%$ were missing complete boundary walls as compared to $40 \%$ in 2012.
- In 2013, 27\% of the surveyed private primary schools did not have complete boundary walls as compared to 40\% in 2012.
- Sixteen percent of government primary schools being surveyed had playgrounds in 2013 while 9\% surveyed private schools had playgrounds.

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

- On average, 7 rooms were being used for classroom activities in the surveyed government high schools as compared to 10 in 2012.
- In 2013, surveyed private high schools had 12 classrooms on average that were used for classroom activities. A decrease of 1 average points from the previous year.


## THEME 13: SCHOOL GRANTS/FUNDS

Three percent government primary schools and 9\% 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 government schools in comparison to the average grant amount received by surveyed private schools.


[^0]:    Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

