



# **Islamabad ICT**

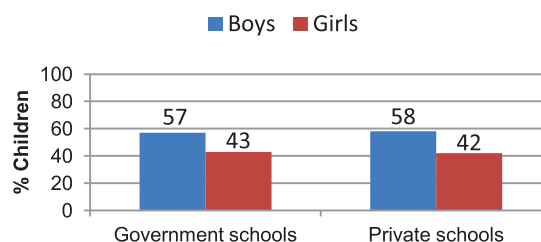


## School enrollment and out-of-school children

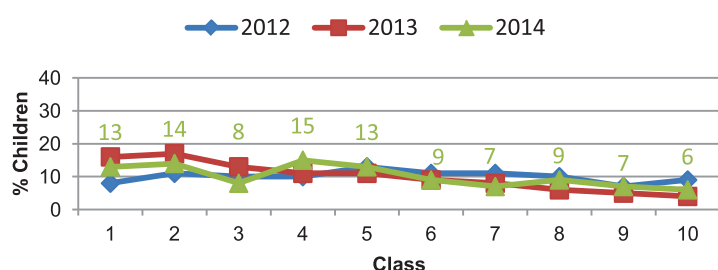
% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	44.8	54.2	0.0	0.0	1.0	0.0	100
11 - 13	55.3	43.2	1.1	0.0	0.5	0.0	100
14 - 16	70.3	29.7	0.0	0.0	0.0	0.0	100
<b>6 - 16</b>	<b>52.7</b>	<b>46.3</b>	<b>0.3</b>	<b>0.0</b>	<b>0.7</b>	<b>0.0</b>	<b>100</b>
<b>Total</b>		<b>99.3</b>			<b>0.7</b>		<b>100</b>
<b>By Type</b>	<b>53.1</b>	<b>46.6</b>	<b>0.3</b>	<b>0.0</b>			

How to read: 99% (44.8+54.2+0+0) children of age group 6-10 are enrolled

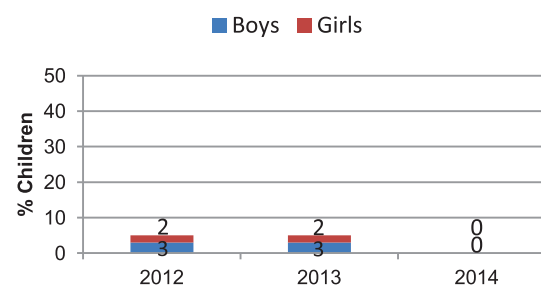
### Enrollment by gender and type of school 6 to 16 years



### Class-wise enrollment



### Out-of-school children by gender 6 to 16 years

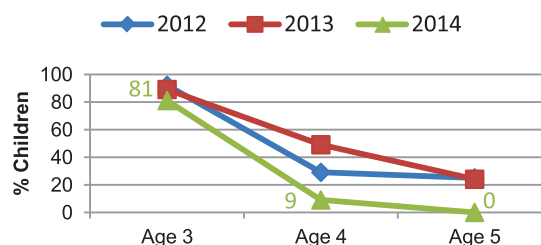


## Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	0.0	19.2	0.0	0.0	80.8	100
4	1.1	89.8	0.0	0.0	9.1	100
5	34.3	65.7	0.0	0.0	0.0	100
<b>3 - 5</b>	<b>11.6</b>	<b>64.3</b>	<b>0.0</b>	<b>0.0</b>	<b>24.2</b>	<b>100</b>
<b>Total</b>		<b>75.8</b>			<b>24.2</b>	<b>100</b>
<b>By Type</b>	<b>15.3</b>	<b>84.7</b>	<b>0.0</b>	<b>0.0</b>		

How to read: 19.2 % (0+19.2+0+0) children of age 3 are enrolled

### Children not attending any pre-school 3 to 5 years



## Age Class Composition

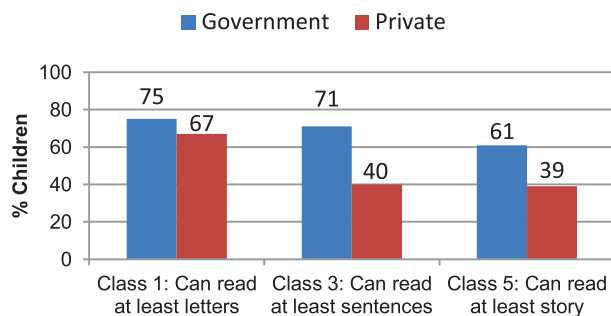
Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1		96.7	44.2	11.4	3.4	0.0	2.2	8.2						12.5
2		3.3	55.8	67.0	11.9	4.8			11.1	1.5	5.8	6.1	7.9	13.7
3				20.5	37.3	16.9	3.3							8.0
4					47.5	51.8	32.2	6.6						14.6
5						26.5	48.9	26.2	22.2					13.1
6		0.0	0.0				12.2	42.6	38.1	6.2				8.7
7				1.1	0.0			16.4	20.6	32.3	9.6			6.8
8						0.0			7.9	56.9	36.5	12.2		9.2
9							1.1	0.0		3.1	46.2	40.8	18.4	7.0
10									0.0	0.0	1.9	40.8	73.7	6.4
Total		100	100	100	100	100	100	100	100	100	100	100	100	100

## Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	29.8	20.2	34.5	13.1	2.4	100
2	5.5	7.7	42.9	39.6	4.4	100
3	15.4	0.0	34.6	34.6	15.4	100
4	0.0	6.9	18.6	47.1	27.5	100
5	0.0	0.0	23.1	27.5	49.5	100
6	3.3	11.7	13.3	10.0	61.7	100
7	0.0	4.4	17.8	15.6	62.2	100
8	0.0	7.7	13.8	6.2	72.3	100
9	0.0	8.2	8.2	10.2	73.5	100
10	0.0	4.4	2.2	0.0	93.3	100

How to read: 15.5 % (13.1+2.4) children of class 1 can read sentences

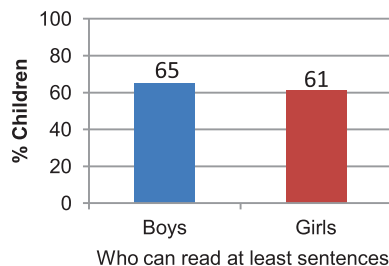
### Learning levels by school type Urdu



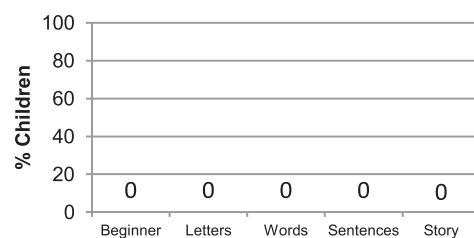
### Children who can read story Urdu



### Learning levels by gender Urdu



### Learning levels: out-of-school children Urdu

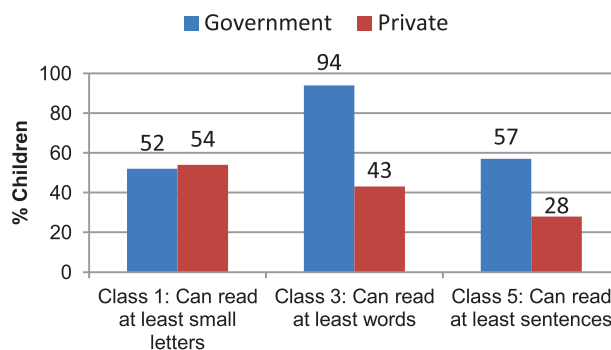


## Learning levels (English)

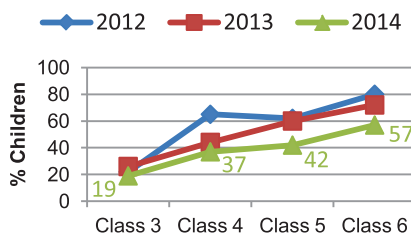
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	17.6	29.4	29.4	20.0	3.5	100
2	1.1	15.6	22.2	54.4	6.7	100
3	0.0	26.4	13.2	41.5	18.9	100
4	0.0	5.8	12.6	44.7	36.9	100
5	0.0	2.2	9.9	46.2	41.8	100
6	3.3	8.3	1.7	30.0	56.7	100
7	0.0	0.0	2.1	27.7	70.2	100
8	1.5	0.0	0.0	21.5	76.9	100
9	0.0	0.0	2.0	14.3	83.7	100
10	0.0	0.0	0.0	4.4	95.6	100

How to read: 23.5 % (20+3.5) children of class 1 can read words

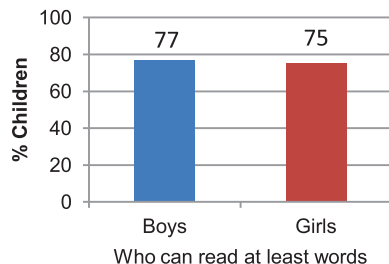
### Learning levels by school type English



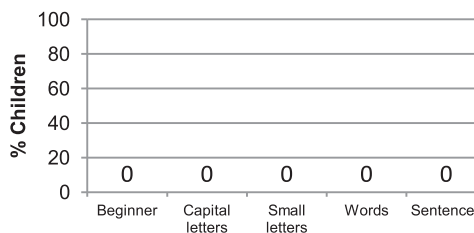
### Children who can read English sentences



### Learning levels by gender English



### Learning levels: out-of-school children English

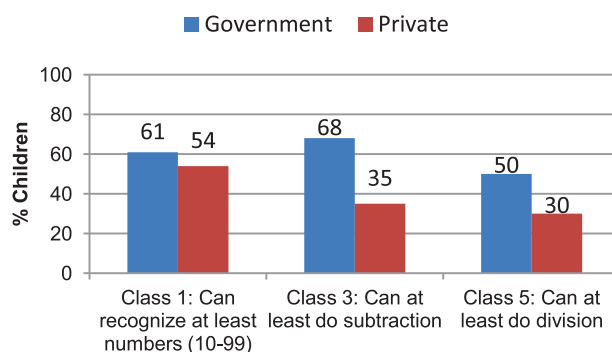


## Learning levels (Arithmetic)

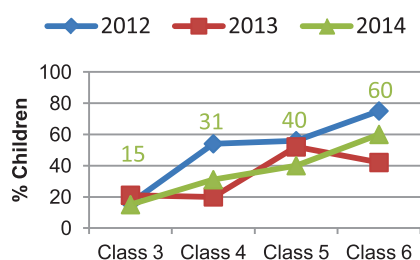
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	18.8	24.7	42.4	11.8	2.4	100
2	0.0	9.9	41.8	46.2	2.2	100
3	0.0	5.7	47.2	32.1	15.1	100
4	0.0	1.9	23.3	43.7	31.1	100
5	0.0	3.3	19.8	37.4	39.6	100
6	3.3	0.0	16.7	20.0	60.0	100
7	0.0	0.0	12.8	34.0	53.2	100
8	0.0	1.5	1.5	21.5	75.4	100
9	0.0	0.0	4.1	16.3	79.6	100
10	0.0	0.0	2.2	2.2	95.6	100

How to read: 14.2 % (11.8+2.4) children of class 1 can do subtraction

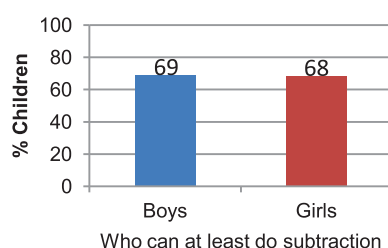
### Learning levels by school type Arithmetic



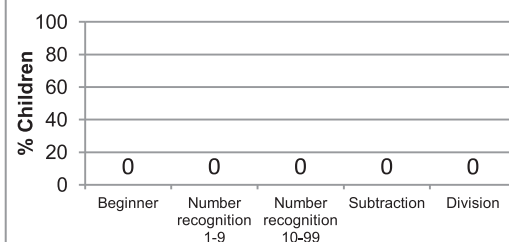
### Children who can do division



### Learning levels by gender Arithmetic

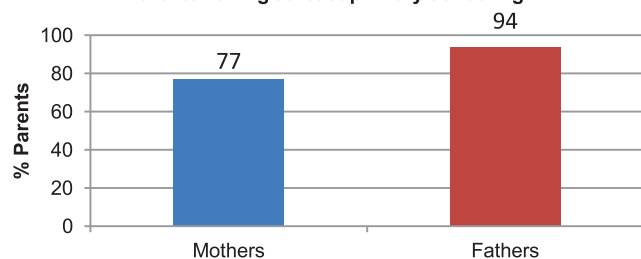


### Learning levels: out-of-school children Arithmetic



## Parental education

### Parents having at least primary schooling

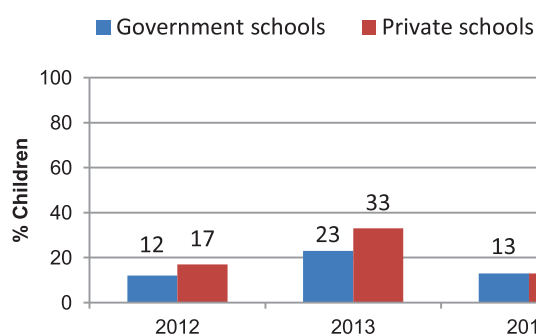


## Paid Tuition

### Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	5.4	4.7	20.8	15.9	12.0	15.8	12.9	17.5	23.5	5.7
Pvt.	18.0	6.6	21.6	20.8	20.4	3.6	10.0	20.0	15.8	7.1

### Children attending paid tuition





# Islamabad - ICT School Report Card

Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	1	1	7	9	0	0	9	9
Elementary	1	0	2	3	0	0	4	4
High	5	0	2	7	0	0	4	4
Others	0	0	0	0	0	0	0	0
Total	7	1	11	19	0	0	17	17

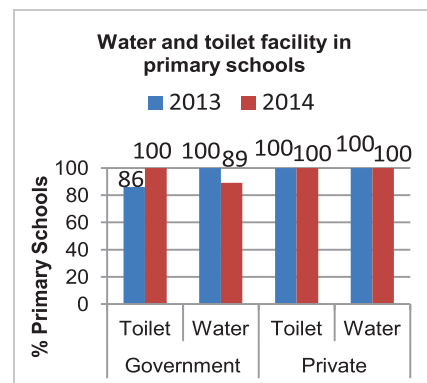
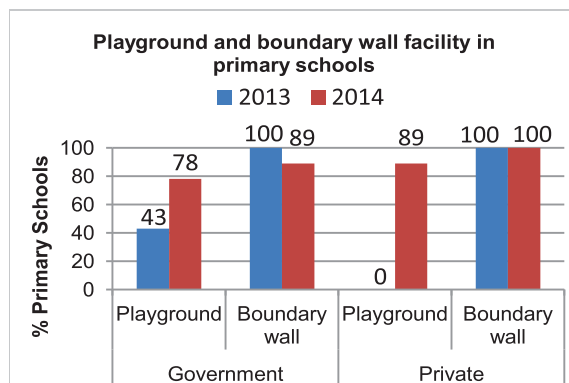
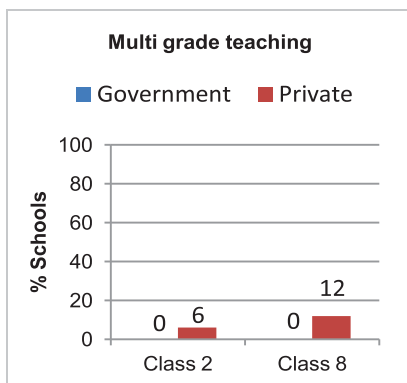
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	93.5	90.8	90.1	-	91.4	91.7	90.9	93.5	-	92.1
Teacher attendance	95.0	66.7	89.7	-	87.4	97.8	98.3	87.2	-	95.7

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.4	0.0
Matriculation	2.0	3.0
FA	4.1	13.3
BA	46.7	44.2
MA or above	46.3	39.4
Others	0.4	0.0

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	0.0	6.4
PTC	5.3	0.9
CT	4.1	1.8
B-Ed	56.5	50.5
M-Ed or above	33.5	38.5
Others	0.6	1.8

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	9.4	13.3	10.1	-	9.7	9.0	6.0	-
Useable water	88.9	100.0	100.0	-	100.0	100.0	100.0	-
Useable toilet	100.0	100.0	85.7	-	100.0	100.0	100.0	-
Playground	77.8	100.0	85.7	-	88.9	75.0	50.0	-
Boundary wall	88.9	100.0	85.7	-	100.0	100.0	100.0	-
Library	55.6	66.7	71.4	-	66.7	75.0	50.0	-
Computer lab	0.0	33.3	100.0	-	22.2	50.0	75.0	-
Electricity Connection	100.0	100.0	100.0	-	100.0	100.0	100.0	-

Grants								
2013	# of schools reported receiving grants	0	0	4	0	0	0	0
	% of schools reported receiving grants	0.0	0.0	57.1	-	0.0	0.0	-
	Average amount of grant (Rs.)	-	-	109000	-	-	-	-
2014*	# of schools reported receiving grants	0	0	0	0	0	0	0
	% of schools reported receiving grants	0.0	0.0	0.0	-	0.0	0.0	-
	Average amount of grant (Rs.)	0	0	4	0	0	0	0



\*Grants received till October 31, 2014

\*\* "0" and "-" represents insufficient data

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt.& Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		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
Islamabad - ICT	75.8	0.7	0.3	46.6	13.3	50.0	60.4	47.2	49.5	41.8	39.6



## Sample Composition

- ASER 2014 survey was conducted in 1 rural district. This covered 380 households in 19 villages across Islamabad Capital Territory - ICT.
- Detailed information was collected on 924 children (57% males, 43% females) aged 3-16 years. Out of these 705 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 19 government schools (47% primary, 16% elementary, 37% high, 0% others<sup>1</sup>) and 17 private schools (52% primary, 24% elementary, 24% high, 0% others) were surveyed.
- 37% of the government schools were boys only, 5% were girls only, and 58% were coeducation schools. In case of private schools, 0% was boys only, 0% were girls only and 100% was coeducation schools.

## THEME 1: ACCESS

### Proportion of out-of-school children (age 6-16) has decreased as compared to that of 2013.

- In 2014, 1% of children (age 6-16) were reported to be out-of-school which decreased as compared to previous year (5%). 1% children have never been enrolled in a school and 0% have dropped out of school for various reasons.
- 99% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 53% of children were enrolled in government schools whereas 47% of children were going to non-state institutions (46% private schools, 1% Madrassah, 0% others).
- 99% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 45% of children were enrolled in government schools whereas 54% of children were going to non-state institutions (54% private schools, 0% Madrassah, 0% others).

- Amongst the enrolled students (6-16) in government schools, 43% were girls and 57% were boys whereas in private schools 58% enrolled children were boys and 42% were girls.
- The percentage of out of school children (boys and girls) has reduced as compared to that of 2013.

## THEME 2: EARLY CHILDHOOD EDUCATION

### Proportion of enrolled children has increased as compared to 2013.

- 76% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 51% in 2013.
- 24% 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<sup>2</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 competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.*

### Learning levels of children have deteriorated: 50% class 5 children could not read a class 2 story in Urdu compared to 39% in 2013.

- Analysis shows that 85% of class 3 children could not read story in Urdu in 2014 as compared to 67% in 2013.
- Similarly, 30% of class 1 children cannot read letters in Urdu as compared to 29% in 2013.

### Deterioration can be seen in English competencies over the past year: 58% class 5 children could not read sentences (class 2 level) compared to 40% in 2013.

- ASER 2014 reveals that 81% class 3 children could not read class 2 level sentences as compared to 74% in the previous year.
- 18% children enrolled in class 1 cannot read capital letters as compared to 27% in 2013.

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

<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.



**Arithmetic learning levels have worsened: 60% class 5 children could not do two digit division as compared to 48% in 2013.**

- 85% children enrolled in class 3 could not do two digit division in 2014 as compared to 79% in 2013.
- 19% of class 1 children could not do number recognition (1-9) in 2014 as compared to 25% in 2013.

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

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

- 39% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 61% of class 5 children enrolled in government schools.
- English learning levels of public schools children were better than private schools. 28% private school children can read at least sentences in class 5 whereas only 57% government school children can do the same.
- Similarly, in arithmetic, 30% children enrolled in private schools (class 5) were able to do division when compared to 50% 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.**

- 65% of boys could read at least sentences in Urdu as compared to 61% of girls.
- 77% boys could read at least English words while 75% of girls can do the same.
- Similarly, 69% of boys were able to do at least subtraction whereas only 68% girls could do it.

## **THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN**

- Note: Less than 1% children were out of school in ICT.

## **THEME 7: PARENTAL EDUCATION**

**77% of mothers and 94% of fathers in the sampled households had completed at least primary education.**

- Out of the total mothers in the sampled households, 23% had not completed even primary education.
- 6% of the fathers had not even completed at least primary level education.

## **THEME 8: PAID TUITIONS**

**Private tuition incidence is equivalent in private and government school students.**

- The incidence of private tuition remains equal in private and 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, 5% children enrolled in class 1 take private tuition whereas 6% children in class 10 take tuition.

## **THEME 9: MULTI-GRADE TEACHING**

**0% of surveyed government schools and 6% of surveyed private 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 0% of the surveyed government schools and 6% of the surveyed private schools had Class 2 sitting with other classes.
- 0% of surveyed government schools and 12% of surveyed private schools had Class 8 sitting with other classes.

## **THEME 10: TEACHER & STUDENT ABSEENTISM**

**9% children in surveyed government schools and 8% in surveyed private 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 surveyed government schools stood at 91% whereas it was 92% in surveyed private schools.

**13% teachers in surveyed government schools and 4% teachers in 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 surveyed government schools stood at 87% whereas it was 96% in surveyed private schools.

## THEME 11: TEACHERS' QUALIFICATION

**More qualified teachers in surveyed government schools as compared to surveyed private schools**

- 47% teachers of surveyed government schools have done graduation as compared to 44% teachers of surveyed private schools.
- In terms of professional qualification, 57% of surveyed government school teachers had Bachelors in Education degrees as compared to 54% teachers of surveyed private schools.

## THEME 12: SCHOOL FACILITIES

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

- 100% of surveyed government high schools had computer labs and 71% had library books in their premises as compared to surveyed private high schools where 75% had computer labs and 50% had library books.

**0% surveyed government primary schools were without toilets and 11% were without drinking water.**

- 0% of the surveyed government primary schools did not have toilets in 2014 as compared to 14% in 2013. Similarly, 0% surveyed private primary schools were missing toilet facility in 2014 and 2013.
- 11% of the surveyed government primary schools did not have drinking water in 2014 as compared to 0% in 2013. Similarly, 0% of the surveyed private primary schools did not have drinking water facility in 2014 and 2013.

**11% of the surveyed government primary schools were without complete boundary walls and 22% were without playgrounds.**

- Amongst the surveyed government primary schools, only 89% had complete boundary walls as compared to 100% in 2013.
- In 2014, 0% of the surveyed private primary schools did not have complete boundary walls similar to 2013.
- 78% of surveyed government primary schools had playgrounds in 2014 while 89% surveyed private primary schools had playgrounds.

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

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools as compared to 11 in 2013.
- In 2014, surveyed private high schools had 6 classrooms on average being used for classroom activities as compared to 12 in 2013.

## THEME 13: SCHOOL GRANTS/FUNDS

**0% of the government primary schools and 0% private primary schools received grants.**

- 0 surveyed private and government primary schools are receiving grants in 2014.
- The proportion of government primary schools receiving grants has remained the same since last year. 57% surveyed government primary schools were receiving grants in 2012, 0% in 2013, and 0% received in 2014.