“ANNUAL STATUS OF EDUCATION REPORT"

National ASER launch 2015

Final Print Media Coverage Report

Dec 18-19 & 20, 2015
“ANNUAL STATUS OF EDUCATION REPORT"

National ASER launch 2015

Day – 1

Final Print Media Coverage Report

Dec 18, 2015
20pc of children still out of school, survey finds

By Kashif Abbasi

ISLAMABAD: Despite increasing the education budget and making several national and international commitments, the federal and provincial governments have failed to bring about major breakthroughs in bringing out-of-school children in school. Pakistan has the second highest concentration of out-of-school children in the world after Nigeria.

The country has failed to deliver even an exact figure of out-of-school children, and there are conflicting figures ranging between six and 25 million. According to the Annual Status of Education Report-ASER 2015 national survey, 20 per cent of children between six and 16 are out-of-school across the country. The survey also showed that the remaining 80 per cent of enrolled children in the same age bracket are learning much.

It stated that just over half the children enrolled in fifth grade can read stories in Urdu, Sindhi or Punjabi; 55 per cent cannot read sentences in English, and 50 per cent cannot do two digit division.

The report, which was launched on Thursday, stated that the proportion of out-of-school children has decreased slightly as compared to 2014. This year, 20 per cent of children were reported to be out-of-school, which is a decrease from 25 per cent in 2014.

In addition, 14 per cent of children between six and 16 have never been enrolled in school and six per cent have dropped out.

At the launch, State Minister for Education Naeem ul Haq said the report is encouraging improvement in the education sector.

"Until we are introspective we cannot progress," he said. He added that significant improvement had been made in the sector, and efforts for further improvement were ongoing. He said that 6.1 million children were out-of-school, which he said was a matter of concern.

National Party president Mir Hazil Rizvi said that poor children who could not afford school educations had instead resorted to religious seminaries, and emphasized the need for an increase in the education budget.

The survey revealed that 35 per cent of surveyed public sector

Continued from Page 17

20pc of children still out of school...

primary schools do not have drinking water facilities, while 48 per cent do not have toilet facilities. In addition, 37 per cent of primary schools are reportedly functioning without boundary walls.

ASER’s findings also revealed an interesting trend this year—the 2013 results had shown a considerable number of students enrolling in public schools as compared to private schools. According to the survey, 76 per cent of children (between six and 16) were enrolled in public schools, an increase from 70 per cent in 2013.

The survey was conducted by 10,000 volunteers managed by Edna-e-Telephonic Apna (ETA) and other civil society and stakeholder organizations, including the National Commission for Human Development (NCHD), Society for Education Foundation (SEF), Democratic Commission for Human Development (DCHD) and other organizations across Pakistan.

Its findings are based on information about 250,000 children between five and 16 years of age. The information came from volunteers who personally visited 15,755 homes in 3,217 villages from 156 rural districts and 21 urban areas across the country.

Continued from Page 19

20pc of children stil
20% children aged 6-16 still remain out of school

Arbab S. Khan

Despite the recent focus of the federal and provincial governments on enrolment drives, 206 of Pakistan’s children, aged 6-16, still remain out of school, according to the Annual Status of Education Report – ASER Pakistan National Survey 2015. The results of the study were released on Thursday.

The survey has been conducted by a team of 10,000 volunteer citizen-servant citizen-educators managed by Iqra-e-Taleem-e-Anjani (ITA) across Pakistan’s 180 rural districts and 21 urban administrative areas in the country, whereas 5-15-year-old children (210,000 children were tested for English language, 140,000 children for Urdu/Sindhi/Pashto) were tested for English language, 140,000 children for Urdu/Sindhi/Pashto, and Arithmetic competencies. Urban findings will be released after a year.

The report aims to inform the progress or lack thereof with respect to Section A of the Constitution making education a fundamental right for 5-15-year-old children in 2015. To date, the implementation has yet to take place as both laws and rules remain in abeyance. In spite of public demand, the state response has let down citizens. The Pakistan Human Rights Commission and Human Rights Organization made commitments to hold accountable all public officials, but they must walk the talk.

According to the survey results, 68% of children from Class V cannot read Class II textbook in Urdu/Sindhi/Pashto. In English, only 40% of the surveyed Class V students could read sentences which should ideally be read by students from the second grade. A similar trend has been observed in Arithmetic capabilities of children where only 50% of Class V students could do a 2-digit division, something that is expected in second grade curriculum.

The ASER survey also finds that children enrolled in private schools are performing better compared to those studying in government schools. 67% of children enrolled in private schools were able to read a story in Urdu/Sindhi/Pashto compared to 32% in Class V. The survey also finds that children from public schools are more likely to make decisions on their own and to ask questions.

The survey further examines the reasons why children drop out of school, with the most common reason being poverty, followed by lack of interest, and then distance from school. The survey also identifies the importance of teacher-student interaction in improving learning outcomes.

In conclusion, the ASER survey highlights the need for focused efforts to improve educational outcomes and increase enrollment rates, particularly among girls and children from marginalized communities. The survey calls for a multi-stakeholder approach involving policymakers, educators, parents, and civil society organizations to address the challenges faced by children in accessing quality education.
Gender disparity still evident in school enrolment

The report reveals that girls are not being given the same quality of education.

The report says that about 39 per cent of children aged 6-10 are out of school, while 11 per cent are girls. Of the total girls enrolled, around 45 per cent in rural Pakistan can read and write in Urdu, Sindhi and Pashto from grade one to grade five, while 22 per cent of children in Islamabad Capital Territory are enrolled in school.

Despite the recent focus of the federal and provincial governments on enrollment drives, the Gender Parity Index (GPI), a measure of gender parity in primary education, shows that enrolment has been declining in recent years. According to the GPI, the enrolment rate for girls is lower than that for boys in most provinces, with the exception of Balochistan.

The report also highlights the challenges faced by girls in accessing education, such as the lack of safe and secure learning environments, the high cost of education materials, and the cultural and social norms that discourage girls from attending school. The report calls for increased investment in girls' education, including the provision of scholarships and other forms of financial assistance, to ensure that girls have equal access to education opportunities.

The report calls for increased investment in girls' education, including the provision of scholarships and other forms of financial assistance, to ensure that girls have equal access to education opportunities. It also calls for a greater focus on the provision of quality education, including the provision of safe and secure learning environments, to ensure that girls are able to achieve their full potential.

The report notes that the government has taken some steps to address the gender disparity in education, including the implementation of the Female Education (Compulsory and Promotion) Ordinance 2019, which provides for the appointment of female teachers in all primary schools.

The report concludes that while progress has been made, more needs to be done to ensure that girls have equal access to education opportunities. It calls for continued investment in girls' education, including the provision of scholarships and other forms of financial assistance, to ensure that girls have equal access to education opportunities.
20pc Pakistani kids still out of schools: Survey

The Sixth Annual Status of Education Report considers the number of children going to private schools this year as compared to public sector schools. According to the report, student competitiveness most school children enrolled in class IV as compared to students in class V boys and girls in terms of literacy and numeracy skills. Further, this survey explains that boys are outperforming girls in almost all subjects. Boys from fourth grade to class II perform better than girls in terms of literacy and numeracy skills.

The survey also highlights that 60 to 100 percent of students have access to basic educational materials and resources. It was found that the percentage of children who cannot read or write in English, only 49 percent of girls in fourth grade to class II perform better than girls in mathematics, 49 percent of girls in fourth grade to class II perform better than girls in mathematics. However, the trend has changed as the survey shows that girls are now outperforming boys in mathematics and other subjects.

The survey also shows that the proportion of children who are out of school has decreased from 21 percent in 2014 to 15 percent in 2015, which is a significant improvement. However, the report highlights that 15 percent of children are still out of school, mainly due to poverty and lack of access to education.

The Sixth Annual Status of Education Report was conducted by the National Commission for Human Development (NCHD) and the Pakistan Institute of Education Research (PIER). The report covers the educational achievements of children in Pakistan across different regions and provides a comprehensive analysis of the educational system in the country.
Govt institutions received 29pc, private 2pc of state grants

NUZHAT NAZAR

ISLAMABAD: The government institutions received 29 percent of the government grants/funds as compared to private institutions which only got 2 percent of the government funds as per Annual Status of Education Survey (ASER) report 2015.

The funds have been allocated to upgrade the education structure and provide facilities to schools.

Moreover, the survey report states that Islamabad Capital Territory has the highest percentage of children (6-16 years) enrollment in the schools where as Balochistan and Sindh are still at the bottom line.

As per (ASER) survey report 2015, Islamabad has 98 percent of student enrollment in the school whereas Azad Jammu Kashmir (AJK) has 93 percent, Khyber Pakhtunkhwa (KP) 87 percent, Punjab and Gilgit and Baltistan 85 percent, PATA 79 percent, and Balochistan has 71 percent of student enrollment in 2015.

The sixth ASER for 2015, formally launched Thursday, started off in 114 rural districts and 21 urban administrative areas across the country to assess the status of learning, access and quality of education being imparted to students.

Minister of State for Federal Education and professional Training Engr. Muhammad Balighur Rehman, State Minister for Capital Administration and Development Division (CADD) Dr. Tariq Faraz Chaudhry, Senator President National Party Mir Hasil Khan Bizenjo and provincial education ministers graced the occasion.

The ASER 2015 has been conducted by 10,000 volunteers managed by Idara-e-Taleem-o-Aagahi (ITA) along with many key civil society/semi autonomous that include the National Commission for Human Development (NCHD), Sindh Education Foundation (SEF), and Democratic Commission for Human Development (DCHD), HANDS, NRSP and several other civil society organizations.

The ASER survey findings have been based on the information of 258,021 children of age 3-15 years including 41 percent girls by 10,000 volunteer citizens, who personally visited 83,755 households in 4,217 villages blocks.

For the year 2015, the ASER rural survey has been conducted in 146 rural districts and 21 urban administrative areas wherein 5-16 years age cohort 219,609 children were tested for English, Language (Urdu/Sindhi/Pashto) and Arithmetic competencies. However, urban findings will be released afterwards at the provincial launches.

Furthermore, the survey explains that boys are outperforming girls in literacy and numeric skills in rural Pakistan. The proportion of out of school children has decreased as compared to 2014.

In 2013, 20 percent of children were reported to be out of school which has decreased as compared to previous year 21 percent.
ISLAMABAD: Engineer Muhammad Ballighur Rehman, Minister of State for Education and professional training formally launched ASER 2015 at Planning Commission. **INP**
ZUBAIR QURESHI

ISLAMABAD—Despite the recent focus of the federal and provincial governments on enrolment drive on Article 25-A, 20pc of Pakistan’s children aged 6-16 are still out of school.

These startling revelations have been made in the Annual Status of Education Report – ASER 2015 National survey. The remaining 80pc of the same age group are not learning much either, the report further says.

According to the report 2015 — the 6th of its kind launched in Islamabad Thursday — the survey was conducted by 10,000 volunteers managed by Idara-e-Taleem-o-Aagahi (ITA) along with many key civil society/semi-autonomous that include the National Commission for Human Development (NCHD), Sindh Education Foundation (SEF), Democratic Commission for Human Development (DCHD), HANDS, NRSP and several civil society organizations across Pakistan.

The survey findings have been based on the information of 258,021 children of age 3-16 years (including 41 per cent girls) by 10,000 volunteer citizens, who personally visited 83,755 households in 4,217 villages/blocks.
سکول نجذبی و دیپلم شروع شد یک نمایندگی

اسلام، (نام مجری) با حمایت شرکت (نام شرکت) برای اجرای تبلیغاتی در منطقه (نام منطقه) به شما می‌آید. این تبلیغات به منظور آگاهی و جذب مشتریان جدید است. ما کمک‌هایی در برگزاری رویدادهای اجتماعی و تبلیغاتی می‌کنیم.

در این پروژه، ما به شما اجازه می‌دهیم تا بهتری از منابع موجود برای موفقیت در بازار نهادی که شما در آن مشارکت می‌کنید، بهره‌مند شوید. ما به شما امکان می‌دهیم تا بهتری در بازار نهادی که شما در آن مشارکت می‌کنید، بهره‌مند شوید.

با تشکر،
(نام مجری)
کورسٹ ایمپرویمز کول اسے خطرناک پیش کرنے سکتے ہیں، وزیر مملکت پیغمبر ع ранان

کورسٹ ایمپرویز میں کل مارچ 16 سے 16 مارچ تک کے مابین نوجوان شرکت کرے گا کرتے ہیں، کورسٹ ایمپرویز کی انسداد ان کے راستے ہے۔

کورسٹ ایمپرویز کو دریا 20 لکھ کے ساتھ مانگیا گیا جس کا مکمل منصوبہ مکمل ہے۔

گورنمنٹ اف ہائیکورسٹ ایمپرویز کول اسے 31 مارچ کو تعمیر کیے جائیں گے۔
18-12-2015
“ANNUAL STATUS OF EDUCATION REPORT"

National ASER launch 2015

Day – 2

Final Print Media Coverage Report

Dec 19, 2015
Education crisis

ANY of Balochistan's social indicators are not encouraging, and the situation in the education sector appears to be particularly troubling. Speaking in Quetta recently, the adviser to the Balochistan chief minister made some frank and worrying admissions about the state of education in the province. Sardar Raza Barrech said that 1.6 million children were out of school in the province; two-thirds of these unfortunate youngsters were girls. The official also observed that there was a shortage of schools, while the ones that existed lacked facilities. Such figures are routinely quoted by education activists and NGOs. While the latest version of the Annual Status of Education Report shows a slight improvement in enrolment figures as well as learning outcomes in Balochistan's rural districts as compared to last year, there is still much ground to cover in the province. It is welcome that a government functionary can realise and admit to the scale of the problem. Yet simply stating the problem will not be enough; thorough action is needed to remedy the situation.

While such a vast number of children out of school is problematic, it is just as unfortunate that school-going children are apparently not learning very much. For example, discussing learning levels, the 2015 Aser survey says that 60pc of class five students could not read class two-level sentences in English. On the other hand, 55pc of the surveyed class five children could not read a class two-level Urdu story. This small window into the state of education in Balochistan shows that matters still need massive improvement. While public education in Pakistan overall is mostly below par, in Balochistan (as well as in Sindh) the situation is particularly bad. Teacher absenteeism is a problem, as is the menace of 'ghost' schools. So whether it is out-of-school children or poor learning outcomes, unless there is a complete overhaul of the education system in Balochistan the outlook will remain bleak. A generation of illiterate or poorly educated children will have adverse socioeconomic and sociopolitical consequences for the province, which already lags behind in most fields. Both the provincial administration and the centre must realise that while Balochistan's law and order and political problems are indeed major and require full attention, the state of education is no less alarming and requires equal focus. The state has promised to fight illiteracy in response to the Army Public School tragedy. Balochistan must not be left behind in this endeavour.
‘Educational standards can only be improved by trained teachers’

ISLAMABAD: Education standards in Pakistan can only be improved by using trained and qualified teachers, said leading educationists and field experts.

Educationists and field experts while addressing a dialogue session held on Friday to discuss the findings of this year’s annual status of education report discussed about improving education standards in the country.

This year the theme of the ASER policy dialogue was “Improving Learning Outcome - Teacher Effectiveness and its impact on student achievements”. The data from the 6th edition of the annual status of education report is indeed encouraging with enrolments rates increasing in nearly all the provinces.

However, a great deal still needs to be done especially when it comes to learning levels. The aim of this Policy dialogue is to build a narrative as to what measures must be undertaken to ensure quality education for all in the country. Teachers lie at the heart of the learning enterprise and quality education for all that cannot be possible without teacher effectiveness.

Representatives of provincial education ministry, education experts, teachers and parents as stakeholders of the educational sector and with the interest to contribute insights to the upcoming education policy for 2016 attended the policy dialogue.

The event was divided into two sessions. The first session talked about the financial, technical and political barriers to teacher effectiveness where PAIS Advisor Jamil Najam as a panelist said, “Compulsory education has no campaign, no protests”.

The session was chaired by AIOU Vice Chancellor Dr Shabih Siddiqi who concluded the session by saying that today we did not just talk about problems but also initiatives that are working.

The second session moderated by Baela Raza Jamil was based on the national education policies as these policies triggers for effective teaching and learning. Dr Sajid Ali from the Agha Khan University said, “Policies can influence teacher effectiveness at a global scale”.

Nargis Sultana from the Open Society Foundation shed light on teacher’s capabilities and their immediate needs to be addressed at higher levels. She said that only a trained and qualified teacher could enhance the students learning standards.

Khyber Pakhtunkhwa Elementary and Secondary Education Department Deputy Secretary Abid Ullah Kakakhel stated, “We are planning to recruit 25,000 more teachers on merit through an independent agency for schools in KP.”

Baela gave recommendations where it was concluded that policy reforms are essential to ensure teacher effectiveness as quality teachers form the basis of any viable and sustainable education system.

Article 25A and Pakistan’s commitment to SDG 4 cannot be realised without well educated and trained teachers.
Bring school-less children into schools

Despite tall claims about focus of the Federal and Provincial Governments on enrolling each and every child in school, a latest survey reveals that 20% children aged 6-16 still remain out of school. The Annual Status of Education Report 2015 also shows that the remaining 80% of the same age bracket who are enrolled in schools are not learning much either.

Education is a key to progress and development but unfortunately we paid lip service to its promotion and as a consequence we are lagging much behind many of the comparable countries on the index of socio-economic development. One shudders to imagine the future of this nation if 20% of the children are still out of school and if no serious efforts are made to ensure 100% enrolment. There are reasons to believe that most of them would end up becoming helpers in workshops, beggars and some of them might even fall into the trap of criminals and terrorists. Then there are issues of poor quality of education as highlighted by the survey that majority of the students enrolled in primary schools are unable to read and write Urdu and English besides their poor comprehension of mathematics. Under these circumstances, the Governments - both Federal and Provincial - need to launch aggressive campaigns for enrolment of children and improving quality of education by way of teachers’ training and provision of labs in schools. This should not be a problem in Punjab, at least, where highly qualified teachers are recruited and they can deliver if properly trained and monitored. We would also urge energetic Maryam Nawaz, who has a knack for promotion of education, to play a leading role. She is already active at the Federal level but she can do a lot in motivating the Provinces to follow the suit as she has the capacity, guts and necessary influence to promote this objective. She can also motivate industrialists and philanthropists to set up educational institutions especially in under-served areas to bring about a real change.
EDUCATIONAL STANDARDS CAN ONLY BE IMPROVED BY TRAINED TEACHERS: EXPERTS

ISLAMABAD
STAFF REPORT

Country's education standards can only be improved by using trained and qualified teachers, said leading educators and field experts while addressing a dialogue session held here Friday to discuss the findings of this year's Annual Status of Education Report.

This year, the theme of the ASER Policy dialogue was "Improving Learning Outcomes - Teacher Effectiveness and its impact on student achievements". The data from the 6th edition of the annual status of education report was indeed encouraging with enrollment rates increasing in nearly all provinces. However, a great deal still needs to be done especially when it comes to learning levels. The aim of this Policy dialogue was to build a narrative as to what measures must be undertaken to ensure quality education for all in Pakistan. Teachers lie at the heart of the learning enterprise and quality education for all cannot be possible without teacher effectiveness.

The policy dialogue was attended by provincial education ministry representatives, education experts, teachers and parents as stakeholders of the educational sector and with the interest to contribute insights to the policy for 2016.

The event was divided into two sessions. The first session talked about the financial, technical and political barriers to teacher effectiveness where Advisor PAS, Jamil Najam said, as a panelist: "Compulsory education has no campaign, no protests".

This session was chaired by Dr. Shahid Siddiqui, VC AIOU who concluded the session by saying: "Today we did not just talk about problems but also initiatives that are working". The second session, moderated by Ms. Baela Raza Jaffri, was based on the National Education Policy and whether it serves as triggers for effective teaching and learning.

Dr. Sajid Ali from the Aga Khan University, IDEC said: "Policies can influence teacher effectiveness on a global scale".

Also in attendance was Ms. Nargis Sultana from the Open Society Foundation who shed light on teacher's capabilities and their immediate needs to be addressed at higher levels. She said that only a trained and qualified teacher can enhance the student's learning standards.

The Deputy Secretary Elementary and Secondary Education Department KPK, Mr. Abidullah Kalamshol stated that "We plan to recruit 25,000 more teachers on merit, through an independent agency for schools in KP."

Overall recommendations were given by Ms. Baela, it was concluded that policy reform is essential to ensure teacher effectiveness as quality teachers form the basis of any viable and sustainable education systems. Article 25A and Pakistan’s commitment to SDG 4 cannot be realized without well rounded and trained teachers.
The sad state of education

Ignoring the future

This is not the only depressing report about the state on education in Pakistan. The Annual Status of Education Report-ASER 2015 is, however, the latest study that underlines the malaise with more startling statistics. Notwithstanding the ruling party’s claims education remains as neglected as it was under previous administrations. Despite a marginal increase in budgetary allocation several national and international commitments to bring out-of-school children to school remain unfulfilled.

20 per cent of children between six and 16 are out-of-school across the country. The survey also shows that the remaining 80 per cent, who are enrolled in the same age bracket, are not learning much. For many living below poverty line education for children provides no guarantee for an assured income. Poor families living from hand to mouth often send their children for cattle grazing or working at brick kilns. In cities, small trades thrive on child labour. Children from poor background work at puncture shops, canteens and even in hazardous trades. Unless education is seen to be a step towards a fruitful career, it will fail to attract children from indigent families.

The funds allocated for education are not commensurate with the communities’ needs. In Pakistan it is the old choice between the guns and butter. The physical condition of government schools often discourages students. 16 per cent of surveyed public sector primary schools do not have drinking water facilities, while 48 per cent do not have toilets. In addition, 37 per cent of primary schools are reportedly functioning without boundary walls. As adviser to CM Balochistan has pointed out 1.6 million children, two thirds of them girls, are out of school in the province because of a dire shortage of schools and wherever these exist they lack facilities.

Pakistan has a large youthful population which can be turned into an asset by imparting good education and proper skills. With negligence on the part of the government the disgruntled section of the youth become tools in the hands of terrorists.
Educational standards can only be improved by trained teachers: Experts

ISLAMABAD (INP): Country’s education standards can only be improved by using trained and qualified teachers, said leading educationists and field experts while addressing a dialogue session held here Friday to discuss the findings of this year’s Annual Status of Education Report.

This Year, the theme of the ASER Policy dialogue was “Improving Learning Outcome - Teacher Effectiveness and its Impact on student achievements.” The data from the 6th edition of the annual status of education report was indeed encouraging with enrollment rates increasing in nearly all provinces. However, a great deal still needs to be done especially when it comes to learning levels.

The aim of this Policy dialogue was to build a narrative as to what measures must be undertaken to ensure quality education for all in Pakistan. Teachers lie at the heart of the learning enterprise and quality education for all cannot be possible without teacher effectiveness.

The Policy Dialogue was attended by provincial education ministry representatives, education experts, teachers and parents as stakeholders of the educational sector and with the interest to contribute insights to the upcoming policy for 2016.

The event was divided into two sessions. The first session talked about the Financial, Technical and Political barriers to teacher effectiveness where Advisor PAIS, Mr. Jamil Najam said, as a panelist: “Compulsory Education has no campaigns, no protests.”

This session was chaired by Dr. Shahid Siddiqui, Vice chancellor AIOU who concluded the session by saying: “Today we did not just talk about problems but also initiatives that are working.”
19-12-2015
پیغام

کیا شے مل لئے خطرناک اخبار کی؟ نہیں اور زندگی

ارچین

پیج نمبر: 09
تاریخ: 19-12-2015
تکلیفی تربطی کی میں اپنی کی سفر کے لیے بھی اپنی ماں

19-12-2015
لطفاً می‌خواهیم بدانیم که این مقاله در زبان اردو نوشته شده است.
“ANNUAL STATUS OF EDUCATION REPORT"

National ASER launch 2015

Final Print Media Coverage Report

Dec 20, 2015
Educational standards ‘can only be improved by trained teachers’

Afshan S. Khan
Islamabad

Country’s education standards can only be improved by using trained and qualified teachers, said leading educationists and field experts while addressing a dialogue session held here on Friday in Islamabad to discuss the findings of this year’s Annual Status of Education Report.

This year, the theme of the ASER policy dialogue was “Improving Learning Outcome – Teacher Effectiveness and its Impact on Student Achievements.” The data from the 6th edition of the annual status of education report was indeed encouraging with enrollment rates increasing in nearly all provinces. However, a great deal still needs to be done especially when it comes to learning levels. The aim of this Policy dialogue was to build a narrative as to what measures must be undertaken to ensure quality education for all in Pakistan. Teachers lie at the heart of the learning enterprise and quality education for all cannot be possible without teacher effectiveness.

The Policy Dialogue was attended by various provincial education, ministry representatives, education experts, teachers and parents as stakeholders of the educational sector and with the interest to contribute insights to the upcoming policy for 2018.

The event was divided into two sessions. The first session talked about the financial, technical and political barriers to teacher effectiveness where Advisor FAS, Janalil Naajia said, as a panelist: “Compulsory Education has no campaigns, no protests.”

The second session, moderated by Bashir Rana Jarrill, was based on the National Education Policies and whether they serve as triggers for effective teaching and learning. Dr. Sajid Ali from the Aga Khan University, IID said “Policies can influence teacher effectiveness on a global scale.”

Also in attendance was Nazia Sultana from the Open Society Foundation who shed light on teacher’s capabilities and their immediate needs to be addressed at higher levels. She said that only a trained and qualified teacher can enhance the students’ learning standards.

The Deputy Secretary Elementary and Secondary Education Department, KPE, Mr. Abdul Ulah Kukkhel stated that “We plan to recruit 25,000 more teachers on merit through an independent agency for schools in KP.”

Overall recommendations were given by Ms. Baela where it was concluded that policy reform is essential to ensure teacher effectiveness as quality teachers form the basis of any viable and sustainable education systems. Articles 28A and Pakistan’s commitment to SDG 4 cannot be realized without well rounded and trained teachers.
Long way to go

Dropout rate nearly doubles in capital’s rural areas

Education report reveals retention rate decreased in grade 10 from 73.7 per cent in 2014 to 47.1 per cent in 2015

Absence

Children’s absenteeism was found 36 per cent higher in government schools, which was 30 per cent in private institutions. Interestingly, overall student attendance in government sector stood at 72 per cent whereas it was 65 per cent in private institutions. The teachers’ attendance was way higher in public sector compared to private sector as about nine per cent teachers in government and 67 per cent were absent in private schools. Overall teacher attendance in surveyed government schools stood at 95 per cent whereas it was 93 per cent in private ones.

The dropout percentage suggests that proportion of out-of-school children has increased by one per cent as according to the report around 39 per cent of all school-aged children were enrolled in these areas.

Paid tuition

The culture of paid tuition too has witnessed surge compared to last year. In 2015, 3.4 per cent grade one students in private sector were attending paid tuition while in 2014 it has jumped to 7.1 per cent in the same grade. Similarly, the paid tuition in government schools also saw upsurge trend in 2015 as it is 7.5 per cent in the same grade which was 1.5 per cent in last year. The number increases to 35.9 per cent in grade 10 for the ongoing year which was earlier only seven per cent for private sector.

The ups

Some good outcomes have also been reported. In the analysis with this year 67 per cent of class these students could not read story in Urdu. In comparison to 89 per cent in the previous year. Similarly, 45 per cent of grade one children cannot write letters in Urdu compared to 33 per cent in 2014. Likewise, English learning levels also show improvement, with 70 per cent children unable to read grade two level sentences, compared with 87 per cent in 2014. Similarly, arithmetic learning levels also show positive results figures as around 39 per cent children of grade one could not do two digit division compared to 60% in 2014.