2. EDUCATION

2.1 Introduction

Literacy and primary school enrolment rates in Pakistan are low as compared to the countries of the region. A number of studies of the education system in Pakistan have revealed that the quality of education being provided by government primary schools is poor. Many schools do not have adequate teachers and resources. Basic objective of Poverty Reduction Strategy Program (PRSP) is to expand and improve the quality of publicly provided primary education. Education commands a large share of the overall PRSP budget. The PRSP strategy for the sector includes, improving the functioning, utilisation of existing school, improving the quality of education, increasing enrolment, improving access to education and expanding the primary education system. MDGs indicators on education which are to be tracked through PSLM Survey are Primary enrolment rates, Survival rate to grade 5, and Literacy rate.

This chapter will cover key indicators on school attendance, enrolment rates, and expenditure on education, early leavers and non attendance, literacy etc.

2.2 School attendance

More than one half of the population of ten years and older i.e. 56 percent in 2005-06 as compared to 55 percent in 2004-05 has ever attended school (Table 2.1). This proportion is much higher in urban areas than in rural areas and much higher in men than in women. No significant change has been observed due to smaller gap between the two PSLM surveys. Punjab and NWFP Province have shown slight improvement wherever Sindh is at the same level of 2004-05; however, there is slight decline in Balochistan. The proportion of 10-14 year olds population who ever attended school have increased from 70 percent reported in 2001-02 PIHS to 75 percent in 2005-06 PSLM, whereas the age group 15-19 year old has increased from 67 percent to 72 percent (Table 2.2).

There is a positive relationship between school attendance and quintiles in every province and region; the better off the household, the more likely that its members are to have ever attended school (Table 2.3). The weakest relationship between income and education has been observed for women in rural Balochistan. There, even in the wealthiest households only 25 percent of women have ever been to school. Whereas it is significant in Punjab and in NWFP. However in urban areas, all the four provinces show significant difference between the first quintile and the richest last quintile. Regarding Males all the four provinces has shown the similar increasing trend from first quintile to fifth quintile.

There is marginal change from 44% in 2004-05 to 43% in 2005-06 in the proportion of the population 10 years and over that has completed primary level or higher education. The two figures are statistically same and the marginal difference may be due

to adoption of 77000 sampled households in 2004-05 and 15000 in 2005-06. The proportion is highest in Sindh (46 per cent) and lowest in Balochistan (25 per cent) are same as for the year 2004-05.Lowest trend for females is observed in rural Balochistan, (Table 2.4), where only 6 percent of females have completed primary school.

2.3 Primary Enrolment rates

The GER, sometimes referred to as the participation rate, is the number of children attending primary school divided by the number of children with the specific age group who ought to be attending. The GERs are presented in this report in two different ways: excluding and including the katchi class and for different age groups.

Table 2.6 (A) shows the gross primary level enrolment rates excluding katchi for the age group 5-9 years and Table 2.6 (B) for age 6-10 years. The GER shows an increase over the period, from 86 to 87 percent and 85 to 87 respectively for the two age groups. Punjab , Sindh and NWFP provinces have shown increase whereas, in Balochistan province it has slightly declined.

The over all gross enrolment rate has changed to 86 percent in 2005-06 from 82 percent in 2004-05 when katchi is also included and the children of age 4 are also added in the age group 5-9 to calculate by the age group 4-9 years (Table 2.7). Punjab has highest enrolment rate as compared to other provinces.

The PSLM 2005-06 collects information on enrolment in all types of school, not just the government sector. Table 2.8 shows the gross enrolment rate in government primary schools. It is calculated as the number of children enrolled in government primary schools divided by the number of children of primary school age. One of the main strategies of the Government of Pakistan is to expand public provision of primary education and this measure can be used to assess whether government schools have increased their coverage of the population, by increasing enrolments faster than the growth in population. But the PSLM shows decline in this measure, over the period meaning that the coverage of the public school system has decreased in 2005-06 compared to 2004-05 i.e. (from 62 percent to 57 percent).

The NER at primary level refers to the number of students enrolled in primary school of required primary school age divided by the number of children in the age group for that level of education. In other words, for Pakistan, the primary NER is the number of children aged 5 to 9 years attending primary level divided by the number of children aged 5 to 9 years.

The NER for Pakistan as a whole in 2005-06 is 53 percent for age 5-9 years in (Table 2.9 A) and 60 for age 6-10 years in (Table 2.9 B).There are marginal variations in Punjab , Sindh and NWFP Province but Balochistan Province has shown decline in 2005-06.

Net enrolment is highest in the Punjab and lowest in Balochistan. Girls have a lower enrolment rate than boys and the difference is markedly larger in rural areas than in urban areas. Sex differences are largest in rural NWFP and Balochistan. When katchi class is included, the NER went up 57 percent in 2005-06 compared to 55 percent in 2004-05, (Table 2.10).

Table 2.11 shows the NER for government primary schools. This is the number of children aged 5-9 years enrolled in government primary schools divided by the total number of children aged 5-9. Like the gross enrolment rate for government schools, it measures the extent to which publicly provided education is reaching to its target group excluding overage children who are enrolled in primary school. The NER is 32% in 2005-06 as compared to 37% in 2004-05 which correspondence to decrease in GER in government schools.

The reason for the large difference between the GER and the NER is the significant number of over-age children who attend primary school. Table 2.12 gives a good picture of this situation. Whilst only 46 per cent of 5 year old boys attend primary school, but there are significant number of overage children i.e. age 11 year (58 percent),12 years (41 percent) and 13 years (21 percent) are still in Primary schools. At every age, a higher percentage of girls than boys are not attending school.

Another way of looking at female enrolment at primary level is to express it as a percentage of total enrolment; both male and female (Table 2.13). Overall, this ratio by excluding katchi class enrolment has shown decline between 2001-02 and 2005-06.However this ratio including katchi class enrolment has increased from 42 percent to 45 percent which may be due to excessive campaign by the government to enrol females.

In Tables 2.14, 2.15 and 2.16, the gross and net primary enrolment rates have been estimated quintile-wise. They show a strong positive relationship between household income and primary enrolment in both urban and rural areas i.e enrolment is higher in the highest quintiles compared to lower quintiles.

The percentage of primary school students who are enrolled in government schools is shown in Table 2.17. The government share of primary enrolment has fallen over the period, from 72 percent in 2004-05 to 65 percent in 2005-06. This suggests that there is substantial demand for education, but government schools are failing to provide an acceptable service. Hence parents turn to the private education sector.

As might be expected, it is the better-off households who are more able to send their children to private primary schools. Table 2.18 shows that the percentage of school children enrolled in government schools falls as income rises in both urban and rural areas. However, in urban Punjab and Sindh, even a considerable proportion of the poor manages to educate their children outside the government sector. The percentage of primary students who are in private schools rises steeply with income except in Balochistan (Table 2.19).

2.4 Expenditure on education

Households spend, on average, Rupees 1637 per year on each primary school student. Urban households spend more than thrice as much as rural households on each primary school student. Those students attending private primary schools spend, on average, seven times as much as those attending government primary schools (Table 2.20). The increase in the private sector share of enrolments, despite these large differences in the costs, suggests that parents perceive a large difference in quality between the government and private schools.

2.5 Early leavers and non-attendance

Drop-out from primary schools is a problem. Looking at the 10-18 year old age group who have attended primary school at some point in the past, some 12 per cent left before completing primary school in 2005-06), has declined from 15 percent in 2004-05. All provinces with the exception of Balochistan have shown declining trend. A larger proportion of drops out in rural areas than in urban areas. Girls are slightly more likely to leave early than are boys in rural areas; and vice verse in urban areas, (Table 2.21).

Table 2.22 shows a similar measure for children aged 15-19. In this table, the percentage of children that left before completing each class has been calculated, for children who have been to primary school at some point in the past. It is easier to interpret this measure because it will exclude fewer over-age children who are still enrolled in primary school (as it covers 15-19 year olds instead of 10-18 year olds). It shows that, overall, about 21.6 percent of children in 2005-06 who have enrolled in primary school drop out before completing primary (class 5) which has declined from 28.5 percent in 2001-02. However, the largest drop out is at the end of primary, with 25 percent dropping out before reaching the end of class six. Most of the dropping out will be children failing to make the transition from primary to middle school.

Parents often explained their child's drop out from school by the child's lack of motivation this was cited as the reason for 44 per cent of boys and 30 per cent of girls. Where as in rural NWFP and Balochistan the other major reason for leaving school is reported "Parents did not allow"(33 percent and 57 percent respectively).Other common explanations were cost particularly in urban areas and that the parents did not want the child to continue. This later reason was given much more commonly for girls than for boys, (Table 2.23).

Reasons for never attending school show somewhat different patterns (Table 2.24). Child not wanting is cited as a major reason; particularly in urban areas which are obviously not a convincing reason as Child cannot make decision himself. For girls, the parents not wanting the child to enrol in school was the most common single reason. For boys, the Cost was also reported in about one quarter of cases.

2.6 Literacy

Literacy is an important indicator of education because its improvement is likely to have an impact, in the longer run on other important indicators of welfare. The literacy rate for population 10 years and above has slightly increased from 53 percent in 2004-05 to 54 percent in 2005-06. Literacy remains much higher in urban areas than rural areas and much higher in men than women (Table 2.25). There is a strong association between literacy and age, with younger cohorts having much higher literacy levels. This pattern has been observed both in urban and rural areas.(Table 2.26). Literacy is strongly associated with household income. Thirty one percent of the poorest individuals are literate compared to 75 percent in the highest income group. Only 15 percent of rural women in the poorest quintile are literate and this is as low as 9 percent in Balochistan (Table 2.27).

2.7 Katchi class

Although katchi class is intended for four to five year old but the children of a much higher ages are also enrolled in this class. More than half of all children enrolled in katchi are aged 6 years and older (63 per cent), and four year olds make up 22 per cent of katchi enrolments which has increased from 15 percent in 2001-02 (Table 2.28). Late entry to katchi is more a feature of rural than urban areas. Punjab is the province with the highest proportion of students enrolled in katchi class, with 18 percent followed by NWFP 15 percent, Sindh 9 percent and the lowest is Balochistan with only 3 per cent (Table 2.29b).

2.8 Enrolment in Government Schools

Enrolment in Government Schools has declined from 73 percent in 2001-02 to 64 percent in 2004-05.The pattern is same at levels i.e. Primary, Middle and Secondary. Consequently private enrolment has increased from 26 percent (2001-02) to 35 percent (2005-06). A slightly higher percentage of children are enrolled in government schools at middle (class 6-8) and matric (9-10) than in primary level (Table 2.30) in 2005-06 but they are declined in 2005-06 compared to 2001-02.

2.9 Middle and Matric Enrolment Rates

Gross and net enrolment rates for the middle level are presented in Tables 2.31(A) and 2.32(A). These rates are calculated using 10-12 year olds as the appropriate age range. The gross enrolment rate for the middle level, for Pakistan as a whole, is 49 percent compared to 46% in 2004-05. Female and male gross enrolment rates have increased slightly over the period, from 40 to 42 percent and 51 to 55 percent respectively. There is large gap between urban areas and rural areas, which are 68 and 40 percent respectively. Tables 2.31(B) and 2.32(B) have been added for GER & NER

respectively for middle level by changing age group from 10-12 years to 11-13 years . The changing age group also follows the same trend as observed for the age group 10-12 years.

Net enrolment rates at the middle level are much lower than gross enrolment rates (Table 2.32A). The NER has remained the same between 2004-05 and 2005-06 i.e. 18 percent. All the provinces followed more or less same pattern. However in urban areas there is slight increase and in rural areas there is slight decline. This is due to the large number of overage children that are enrolled in these classes. Positive relationship has been observed between the income and gross enrolment and net enrolment rate at the middle level i.e. lower quintiles have lower enrolment rate compared to higher quintiles. The similar pattern is obtained for all the four provinces and also in urban and rural areas. However female enrolment rates for poor households in rural areas are very low (Table 2.33 and Table 2.34).

At matric level, gross enrolment stands at 44 percent and net enrolment rate at 10 percent (Tables 2.35 A and 2.36 A) which are almost at the same level between 2004-05 and 2005-06.The gap between boys and girls enrolment in rural areas is even wider at this level. Tables 2.35(B) and 2.36(B) have been added for GER & NER respectively for matric level by changing age group from 13-14 to 14-15. Like primary and middle level, the same relationship between enrolment and household income exist when rates are given in quintiles (Tables 2.37 and 2.38).