Are our children actually learning in school? What is the quality of education being imparted in public schools for our children?

Students with eight years of schooling on average scored less than 50% in Urdu writing and mathematics. Students fared slightly better in Urdu reading with a mean score just above 50%.

Balochistan, Sindh, KP, FATA and GB on average scored below 50% in all three subjects.

The Punjab scored the highest in Urdu reading, however, it had one of the lowest scores in Urdu writing.

On the contrary, Balochistan had the lowest Urdu reading score but one of the highest Urdu writing scores (more than twice as that of the Punjab).
Students with four years of schooling on average scored below 50% in all three subjects. The lowest mean score was reported for English writing, reflecting a particular weakness in the education system.

KP and the Punjab are the only two provinces to report mean scores above 50% in any of the three subjects. Sindh was the only province with the most consistent scores in all three subjects.

The Punjab scored the highest in English reading and science. Ironically the Punjab continues to score the highest in reading languages but one of the lowest in writing, pointing out where the focus needs to be when improving quality in the province.

**LEARNING OUTCOMES**

- 44% of all children with five years of schooling cannot read a story in Urdu meant for class 2 students.
- 48% of all children with five years of schooling cannot read a sentence in English meant for class 2.
- 49% of all children with five years of schooling cannot do a two-digit division meant for class 2.

*Note: Figures represent the weighted average of learning outcomes in rural and urban areas.
PUNJAB

- Punjab Examination Commission conducts exams to assess the performance of students of class 5 and 8 in the province.
- An analysis of the examination results 2015 suggests that on average, the performance of all the schools in the province needs improvement.

In Sindh, a Standardized Achievement Test (SAT) is conducted to test students in language, mathematics and science.

Average scores attained by students of class 5 and class 8 are well below 50% for language, mathematics and science.

Punjab is the only province that carries out standardised testing in a certain percentage of private schools.

SINDH

- In Sindh, a Standardized Achievement Test (SAT) is conducted to test students in language, mathematics and science.
- In mathematics, the average scores of class 5 and class 8 are as low as 18%.

Students scored the highest mean scores in Islamiat.

The worst performing subject was science with mean scores as low as 45% and 47% for class 5 and 8 respectively.

Students equally struggled in mathematics with mean scores as low as 50%.

Unfortunately, Sindh and the Punjab are the only provinces, which test learning levels through standardised tests. Additionally the

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class 5</th>
<th>Class 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urdu</td>
<td>61%</td>
<td>68%</td>
</tr>
<tr>
<td>English</td>
<td>49%</td>
<td>57%</td>
</tr>
<tr>
<td>Science</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Islamiat</td>
<td>68%</td>
<td>76%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class 5</th>
<th>Class 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>33%</td>
<td>40%</td>
</tr>
<tr>
<td>1+2</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Science</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>Overall</td>
<td>22%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Average scores attained by students of class 5 and class 8 are well below 50% for language, mathematics and science.
Do private schools produce better learning outcomes compared to their counterparts in the government sector?

- It is difficult to compare government schools with private schools because there is almost no standardised testing in the private sector. However, the ASER (Annual Status of Education Report) survey suggests that learning outcomes of students in private schools are better across the board, compared to government schools.

Are private school teachers more qualified than government school teachers?

- 45% of all government school teachers at least have a bachelor's degree. On the other hand, only 23% of private school teachers have the same qualification.

- As many as 28% of all government school teachers have at least a B.Ed degree which is much higher compared to only 6% of private school teachers that have the same degree.
Despite their qualifications on paper, are government school teachers equipped to teach our children?

Students despite their dismal performance scored higher than teachers that were given the same test for Urdu reading and mathematics.

### Percentage Scores of Students and Teachers for Class 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Score of Teachers</th>
<th>Percentage Score of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urdu reading</td>
<td>15%</td>
<td>49%</td>
</tr>
<tr>
<td>Urdu writing</td>
<td>18%</td>
<td>87%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10%</td>
<td>27%</td>
</tr>
</tbody>
</table>

*The percentage scores of teachers were not published in the report as the number of teachers was less compared to students.*

Are lack of teachers and multi-grade teaching some of the reasons why our children are not learning in schools?

- The national teacher-student ratio in government primary schools is 1 teacher for 37 students, with the highest regional ratio reported at 1 teacher for 45 students in KP.
- For government primary schools, the teacher-school ratio is two teachers per one school. An average government primary school has 6 grades (including katchi).
- However in certain districts, 1 teacher is teaching students from katchi all the way to class 5.
INFRASTRUCTURE

Is the lack of basic facilities preventing our children from learning? Does the lack of basic facilities affect the ability of teachers to do their jobs properly?

- Almost half of all government schools operate out of buildings that are in an unsatisfactory condition.
- One third of all government schools have no latrine or boundary wall.
- The absence of latrines and boundary walls are major factors preventing girls from attending school.

Note: The graph demonstrates the availability of facilities in primary schools.

AVAILABILITY OF FACILITIES IN PROVINCES (%)

Note: The graph demonstrates the availability of facilities in primary schools.