Chapter 3

Literacy and Education

"The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."[36]

The National Education Policy (2009), developed prior to devolution, is currently the framework accepted by all provinces. After the passage of the 18th Amendment, education has devolved to the provinces, which are now responsible for curriculum and syllabus, centers of excellence, standards of education up to intermediate level (Grade 12) and Islamic education. Planning, policy, and standards of education beyond Grade 12, included in the Federal Legislative List are the responsibility of the Federal Government. The National Policy emphasizes universal primary education, upgrading primary schools to elementary schools and integrating *katchi* (pre-primary) classes, achieving regional and gender parity especially at elementary levels, and improving the quality of education. The inclusion of Article 25 a in the Constitution guarantees the right to free and compulsory education for all children ages 5-16 years. There have been improvements in both literacy rates and enrollment figures since 2009, for girls and boys, though figures in some districts remain low. Social and geographic access to formal and non-formal education, and inadequate resource allocations by successive federal and provincial governments have hindered raising literacy and school enrollment and completion rates.

The National Education Foundation, and its provincial counterparts run a network of home schools through the Non-Formal basic Education (NFBE) program. Public- private initiatives have also been encouraged, but, as the next sections show, the burden of educating the children of Pakistan rests squarely on the government of Pakistan and its formal public school system. The factors that impinge on efforts to improve literacy and education rates and the various initiatives of government, and non-government, and private sectors are discussed briefly in the following paragraphs.

Public Expenditure on education has remained a paltry 2% of GDP for most of the period from 2005 to 2009-10.[37] The provincial expenditure on education as a percentage of total provincial expenditure has risen marginally from 24% in 2009-10 to 27% in 2011-12, but this increase is quite inadequate given the 1.6% of GDP allocated to all social sector expenditures for the nine months of the 2011-2012 budget year.[38] Needless to say the effect of these expenditures on education is nominal, especially on the quality of education, oft cited as the reason why parents are loathe to send their children to public schools.

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36   The Constitution of The Islamic Republic of Pakistan, 5th Edition 2010, National Assembly of Pakistan

37   Social Indicators of Pakistan-2011. PBS
38   Social Development in Pakistan. Annual Review 2011-12. SPDC Karachi. The figures for 2011-12 are from July 2011 to March 2012- hence it may well be larger

Table 3.0 : % Children (Ages 6-16) by Type of School-Rural Areas

Region	Government schools	Private schools	Madrassas	Others
Punjab	57	25	1.3	0.9
Sindh	61	6	0.5	0.3
KP	58	25	1.3	0.2
Balochistan	58	2.5	5.6	0.1
AJK	59	32	0.6	0.2
Gilgit-Baltistan	45	35	2	2
FATA	56	18	1.3	0.1

Source: ASER 2012

Twenty six percent of all school age children (ages 6-16) are enrolled in non-state schools in rural Pakistan; approximately 53% in urban Pakistan. Though staff and site issues handicap some of these private schools, their students outperform students of government schools consistently.[39] Yet the onus of providing education especially in rural areas, falls on the provincial governments, as the majority of children (ages 6-16) in rural areas of all the provinces go to public schools (Table 3.0). FATA presents a similar picture, with 56% of children enrolled in government schools.

In urban Pakistan, more children attend private schools - 51% in Punjab, 60% in Sindh, 75% in Khyber Pakhtunkhwa, and 44% in Balochistan. Even so, the public school system remains responsible for providing an education to the children of the poorest urban households. However, the lack of public schools, especially in remote areas and difficult terrains, translates into a staggering 7 million out-of-school children who should have been in school.[40] Pakistan has the highest number of out of school primary age girls and boys amongst its South Asian neighbors.

39   ASER Pakistan 2012

40   UNESCO. 2011. *Regional Overview South And West Asia Education For All Global Monitoring Report* http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2011-conflict/

Getting children to school is one issue, retaining them another. School retention rates are quite low. In FATA alone, where recent government and donor spending on education has been generous, the dropout rates in primary schools (public sector) was 69% for boys and 77% for girls,[41] all of which cannot be explained solely by the militancy and attendant crises.

Corporal punishment compounds the poor quality of education imparted by under-resourced and under-trained teachers; the absence of water and toilets within school premises and distances to school are reasons for dropping out. Where schools do exist in close proximity to communities, they end up as stores or guestrooms for influential locals. Non-functional and "ghost" schools add to keeping children out of school. 36% of school going children (ages 5-16) listed shortage of teachers as the main issue faced by them, 19% thought the education was substandard, and 19% rated distance to school as an issue, followed by 15% who felt education is costly (PSLM 2010-11).

Poverty deprives children of their basic right to education. According to recent estimations, 40% of the population of Pakistan lives in poverty. In FATA it is estimated that 60% of the population lives below the poverty line.[42] Even when they are in paid work, parents in most households are in vulnerable, low waged and insecure employment. As the PSLM data and Multiple Cluster Indicators Survey (MICS) show, the lowest income quintiles are the least likely to access education, health or any other social services. High dependency ratios and the preponderance of low or unpaid labor mean that children often drop out of school to help supplement the family income. Girls are most at risk since they become the caretakers of younger siblings as mothers take up work. 49% of the poorest children ages 7-16 were out of school in 2007, compared to only 5% of children from the wealthiest households. The confluence of poverty, gender and region deprives poor rural girls, who were 21 times less likely to be in school than boys from well-off urban households were.[43]

Public sector primary schooling is free, but the cost of uniforms and schoolbooks, in addition to the opportunity costs related to keeping a child out of school compels parents to never enroll children or pull them out of school. In the absence of safe, reliable public transport, arranging to send children particularly girls, to distant middle and high schools is a costly burden that poor households can ill afford.

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41   UNICEF. 2012. *Situation Analysis of Women and Children in Pakistan* Islamabad

42   Cited in Community Appraisal and Motivation Programme (CAMP) 2012. *Understanding FATA Vol V-2011.* pg.3

43   UNESCO. 2011. *Regional Overview South And West Asia Education For All Global Monitoring Report*

Socio-cultural factors, especially discriminatory practices and gender norms that restrict women's access to education are well documented. 27% of the out-of-school girls (ages 5-16) listed "parents do not permit" as their primary reason for not attending school and 11% had to help with domestic chores.[44] Poor households may send boys to school instead of girls, seeing it as an investment that is likely to bring higher returns.

Yet, times are changing and more parents are eager to send their daughters and their sons to school. Parental education significantly improves girl's access to education. Is there an unmet need in education? Even in FATA, 44% respondents of a survey in 2011 noted "education/ schools" as a missing essential service, almost the same number who mentioned "security" as the most pressing need.[45] There was a gender differential as only 27% of those surveyed wanted education for girls, compared to the 62% for males.

Parents claim they would send children to school if the distance from the place of residence was less, and importantly for girls, if it was safe to walk or take public transport to school. If the school is half an hour away and requires transport to reach, safe and reliable transport may not be available or affordable. Given the "honor" codes prevalent in especially rural and tribal Pakistan, and the impunity afforded to perpetrators of gender based violence, the perceived risks of sending girls to school far outweighs any benefits that may accrue. These issues are exacerbated in rural and remote areas, and in militancy hit locations such as in FATA and parts of Balochistan. In the aforementioned survey in FATA, 14% of respondents wanted "more security" for their girls in contrast to the 8% who saw it as important for boys.

Political Context has had an impact on enrollment and dropout rates, particularly in areas affected by the 2010 floods and the militancy that has ravaged areas of Khyber Pakhtunkhwa, FATA and parts of Balochistan. In 2009 almost 0.6 million children from just three districts in Khyber Pakhtunkhwa reported missing a year or more of school due to displacement. In the IDP camps girls are less likely to enroll in primary classes than boys — about four girls for every ten boys.[46] The FATA Disaster Management Authority (FDMA) estimates that in Jan 2012, as many as 0.3 million families had been displaced due to sectarian conflicts or militancy. Threats to female teachers and the targeted destruction of schools by militants have further weakened the infrastructure.

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44   PSLM 2010-11
45   CAMP. 2012. *Understanding FATA Vol V-2011*

46   UNESCO. 2011. *Regional Overview South And West Asia Education For All Global Monitoring Report*

The militants have their own misguided motives, but globally and in Pakistan, the use of schools by the military marks them as targets, in addition to displacing the students.[47]

The political context also impinges on the equitable distribution of funds to schools, compounding the inefficiencies in education planning and obstructing effective and targeted allocation of funds to the districts that show the lowest literacy and completion rates (or the highest out of school and dropout rates). Political interference has been held responsible for the less than desired outcomes of programs that offered incentives for increasing girl's enrollment such as the *Tawana Pakistan* program. Under the Benazir Income Support Program, a pilot program *Waseela-e-Taleem* launched at the end of 2012 aims to provide conditional cash transfers to BISP's beneficiary families for the primary education of the children aged 5-12 years. BISP's poverty scorecard survey shows that over 71% children of its beneficiaries have never attended a school.[48] Without the political will, especially of provincial governments to increase education allocations as a percentage of the total budgets, and to direct funds to the most underserved districts, the educational needs of children and youth of Pakistan will remain unfulfilled.

The data for the status of women and men in literacy and in education is drawn mainly from PSLM 2010-11, supplemented with data from other secondary sources such as the Pakistan Education Statistics 2010-11[49], the Pakistan Economic Survey 2011-12[50] and the latest Annual Status of Education Reports (ASER).

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47   Ibid
48   BISP website

49   AEPAM. 2011. *Pakistan Education Statistics: An Analysis of Educational Indicators of Pakistan – 2011 by NEMIS- (Publication No 244)*, Islamabad, Pakistan. http://www.aepam.edu.pk/Index.asp
50   Downloaded from http://www.finance.gov.pk/survey_1112.html

Literacy

Figure 3.1: Literacy Rates (Ages 10+) in Pakistan in Various Decades

Source: Pakistan Economic Survey 2011-12
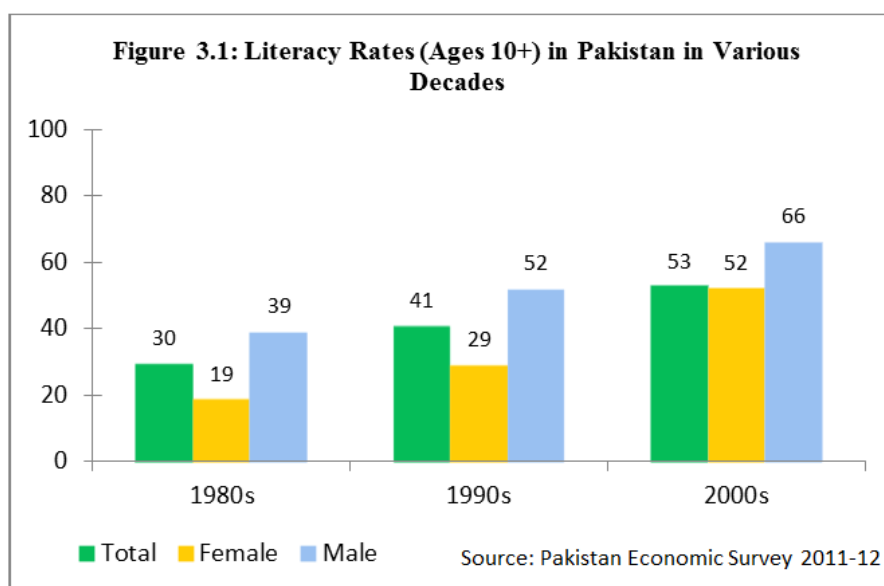
The upward trend in literacy rates for the population ages ten and above (Fig 3.1) have not improved at the same pace for women and men. Female literacy received a boost in beginning in the 1990s, possibly because of the increased attention paid to girl's primary education and the support received from international donors and the World Bank. It jumped from 29% at the end of the 1990s to 41% between 2000 and 2004. Though twenty three percentage points behind male literacy in 2010, female literacy has been inching upwards and stands at 46%. (Fig 3.2). Regional and provincial variations are present.

Figure 3.2: Literacy Rates in Pakistan, 2004-2010

Source: Pakistan Economic Survey 2011-12

Youth Literacy Rates

Fig 3.3: Youth Literacy Rate (Ages 15-24) 2010-11- Gender Parity Index

Source: PSLM 2010-11
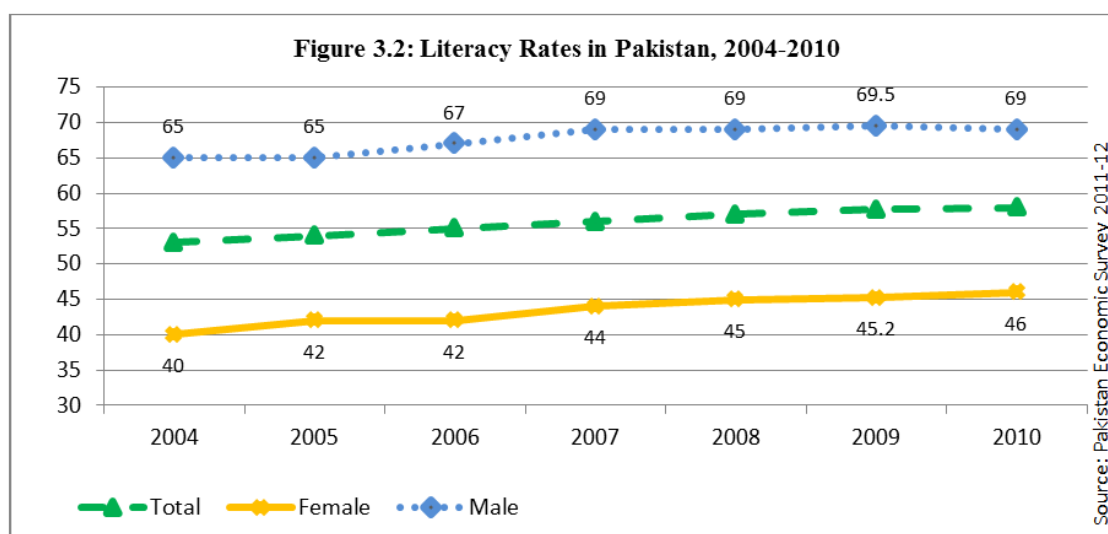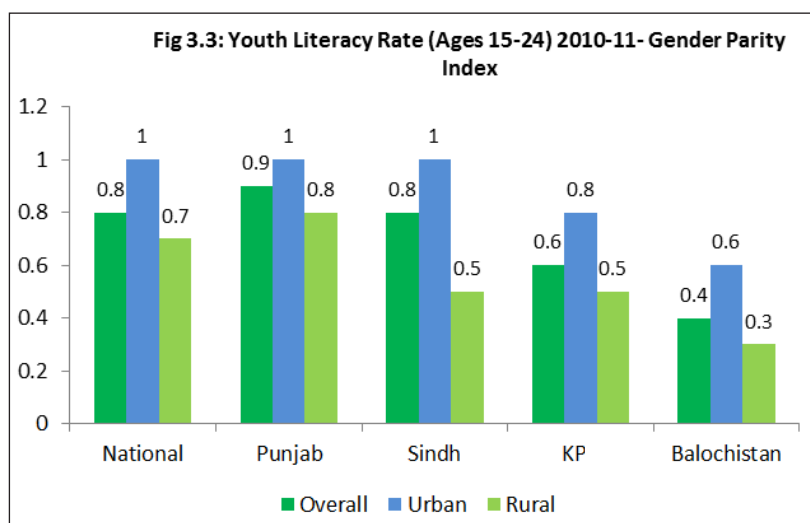
The gender parity index (GPI) in literacy is the ratio of female literacy to male literacy. Gender differentials in youth literacy rates are slightly better than for the population ten years and above. Punjab and Sindh have achieved gender parity in urban literacy rates for youth

Balochistan has the lowest literacy rates for young women, 55% in urban and only 18% in rural areas.

Khyber Pakhtunkhwa and Balochistan need more resources and attention if gender parity is to be achieved. Rural areas in all the provinces require more resources to increase the overall rates and reduce the gender gap in literacy rates. Language, geography and culture impede efforts to increase literacy, but primarily the low expenditures on education keep literacy and education levels low, especially for girls.

In FATA the youth literacy rate is 31%, higher among urban youth at 62%, quite low for rural youth at 20%. Literacy rates for women are only 12%, falling to as low as 3% -7% in the different agencies of FATA.[51]

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51   Multiple Indicators cluster Survey (MICS), FATA 2007, Unicef . Downloaded http://fata.gov.pk/files/MICS.pdf

School Enrollment

The minimum primary school age is taken as 6 years in line with advocates who propose that, given the high never enrolled and drop-out rates at one year of schooling, a distinction be made between primary and *katchi* or pre-primary ages of 3-5 years. Teachers specialized in early childhood education can provide a positive first experience and lay the foundation for future education, one that that multi-age primary classrooms are unable to ensure.

Fig. 3.4: Net Enrollment Rate (NER)-Primary level Ages 6-10
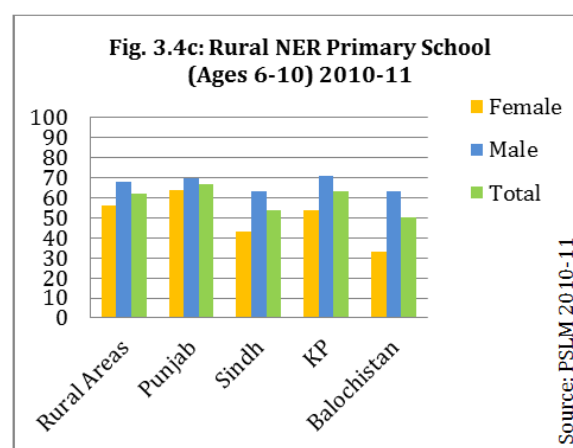
Source: PSLM 2010-11 Report
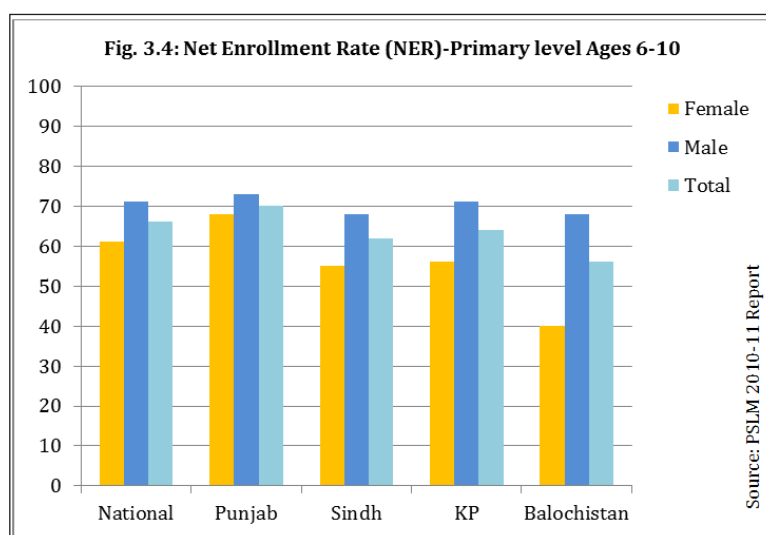
Net Enrollment rates (NER) for grades1-5 is on the rise in all the provinces (Annex 1 Table 3.1) Urban NER is almost similar for girls and boys, except for Balochistan and Khyber Pakhtunkhwa. Rural NER shows a larger gap between girls and boys, especially in Sindh and Balochistan where 34% of all children ages 6-10 have never been enrolled in school.[52] NER in FATA is 28% for ages 6-10. There are rural-urban inequities, as urban NER is higher at 58% and rural NER is only 27%. NER is only 17% for girls, and 40% for boys.[53] Nationwide girl's enrollment lags behind boys, in all probability because only 39% of primary schools are for girls only.[54]

Fig 3.4b: Urban NER Primary School (Ages 6-10) 2010-11

Source: PSLM 2010-11

Fig. 3.4c: Rural NER Primary School (Ages 6-10) 2010-11

Source: PSLM 2010-11

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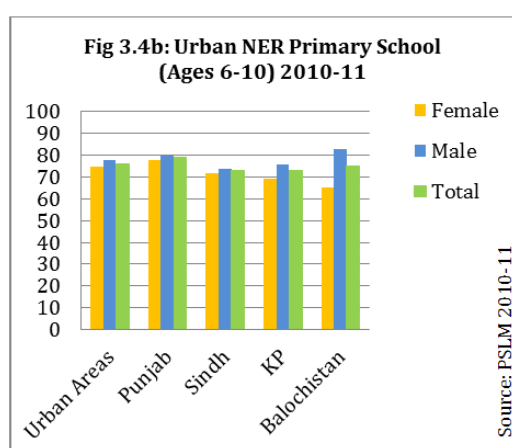
52   ASER report 2012
53   Figures not shown in charts
54   Pakistan Economic Survey 2011-12. However this figure also includes pre-primary schools.

Middle School Enrollments

Fig. 3.5: Net Enrollment Rate, Middle School (Ages 11-13) 2010-11

Source: PSLM 2010-11 Report
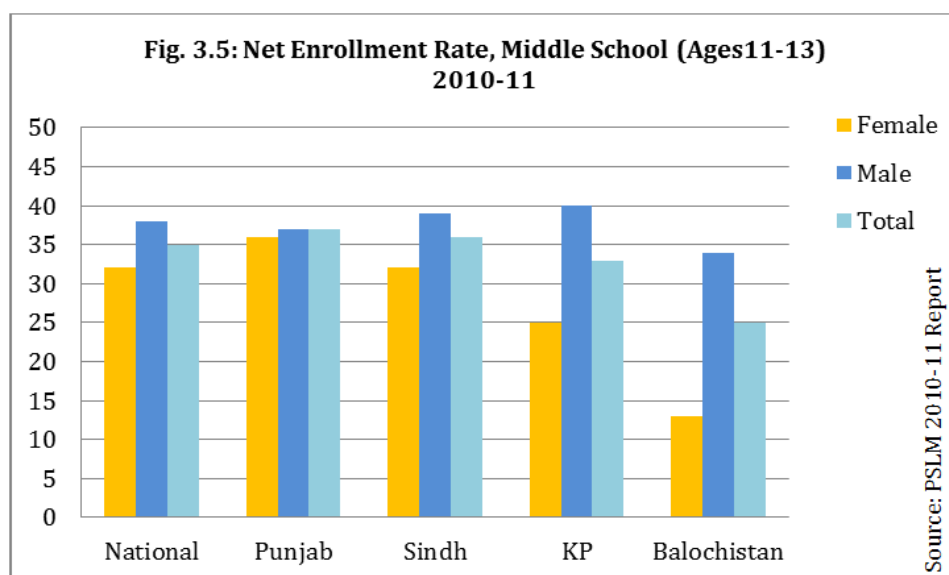
The number of middle schools for girls and boys is about the same, but only half as many girls enroll in middle school (ages 11-13) as in primary school (ages 6-8).

In addition to the issues of distance to school, restrictive gender norms, and affordability, middle schools for girls are more likely to be understaffed or have high teacher absenteeism.

High School (Matric) Enrollments

Fig. 3.6: Net Enrollment Rate, Matric (Ages 14-15) 2010-11

Source: PSLM 2010-11 Report

Fig.3.6b: Urban NER Matric (Ages 14-15) 2010-11

Source: PSLM 2010-11

Fig. 3.6c: Rural NER Matric (Ages 14-15) 2010-11

Source: PSLM 2010-11 Report
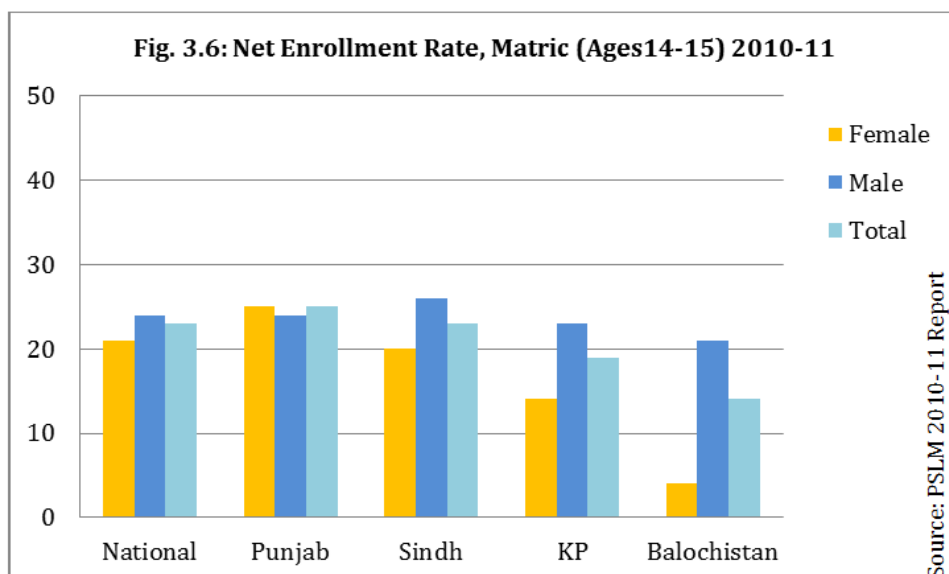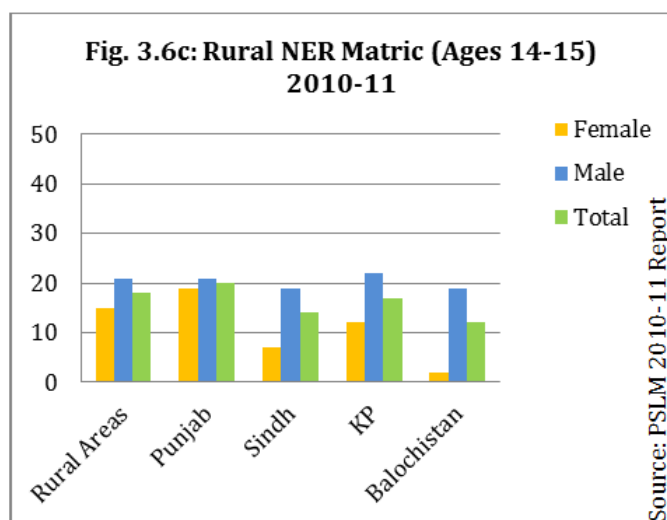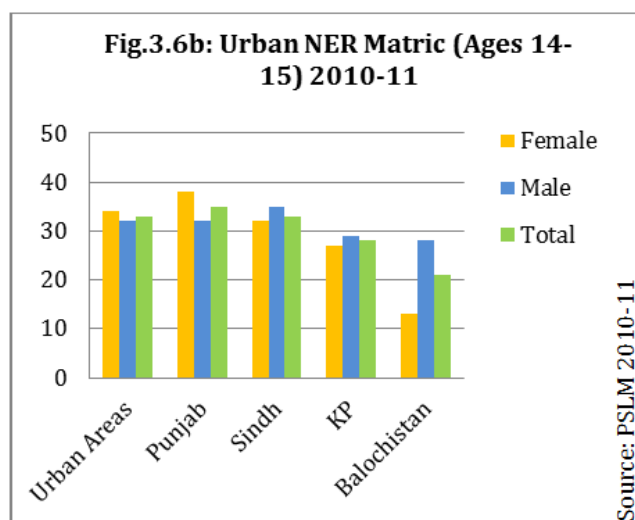
High School (ages 14-15) NER for girls slips to 21%, far less for rural girls at 15%. Of the total number of high schools, 43% are only for girls.

Girls enrollment lags behind at each level of schooling and in each of the provinces, but the contrast is starker in Khyber Pakhtunkhwa and Balochistan. Girls enrollment also declines quite dramatically in these two provinces, and in rural areas across the country, as they move from primary to middle and by high school the gender differential is very high (Annex 1 Table 3.1). NER at all levels in Balochistan is particularly low, with only 13% urban and 2% rural female enrollment at Matric level (ages 14-15), while that of boys is 28% urban and 19% rural enrollment in Matric.

Nationwide, girl's enrollment rate is 61% in primary, 32% in middle and only 21% by the time they reach Matric. Boys do not fare much better—the national primary

school NER is 71% for boys, which falls to 38% in middle school and to 24% in high school.

Within provinces, there are wide gaps in enrollments, and the rural -urban divide is an indicator of where and how the inadequate education budget is distributed. Urban enrollment differential for both boys and girls at each level of schooling is nominal, while rural gender differentials run from twelve percentage points for ages 6-10 at primary level, to six percentage points at high school level. The gender differential is lower at higher grades possibly because those rural children who make it past middle school are less likely to drop out.

Gender Parity Index

Fig. 3.7: Gender Parity Index by Educational Level 2010-11

Source: Pakistan Economic Survey 2010-11
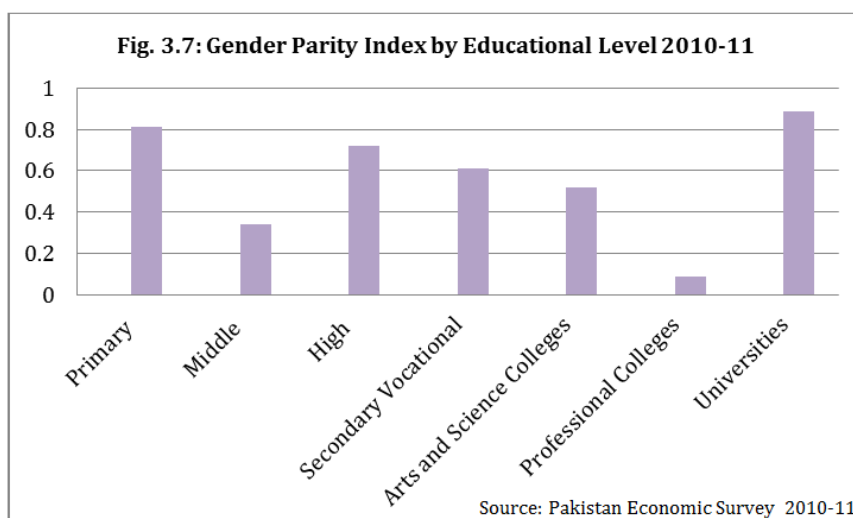
The Gender Parity Index (GPI) is the ratio of female enrolment to the male enrolment. A GPI of more than one indicates that, in proportion, for every male in the school, there is more than one female. GPI has been steady since 2005, except for a very large decline noted at the college and professional college level from 1.0 and 1.4 respectively in 2006-7 to only 0.5 and 0.1 in 2009-10 (Annex 2 Table 3.2). There are several possible explanations for this anomaly. First, there may be some errors in data reporting and collection;[55] second, the deteriorating law and order situation in the country may have led to a drop in female enrollments. Interestingly the gender parity in terms of institutions catering to females and males remained steady between these years.[56]

Fig 3.8: Educational Institutions for Females and Males (%)

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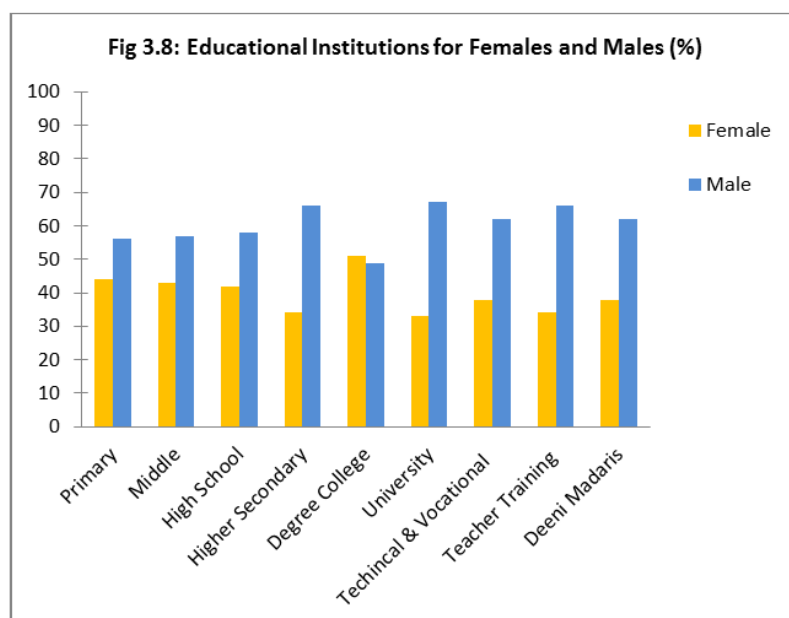
55   Data for this Table has been drawn from a number of sources, including NEMIS. See Annex 2 Table 3.2

56   AEPAM. 2011. *Pakistan Education Statistics: An Analysis Of Educational Indicators Of Pakistan – 2011 NEMIS- (Publication No 244)*. Islamabad, Pakistan

Completing School

Fig 3.9: Distribution of Children (ages 6-16) by Maximum Achieved Class but Dropped Out (%)

Source: PSLM 2010-11
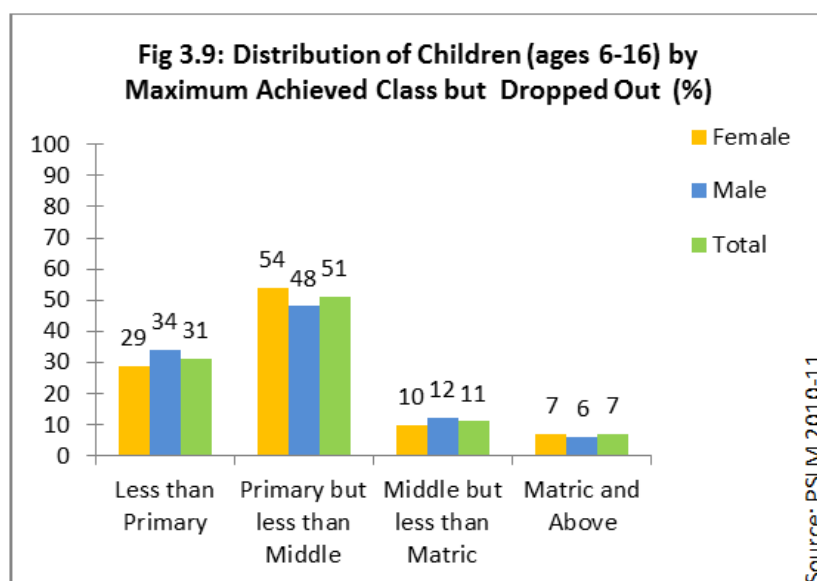
The high dropout rates at each level (Fig 3.9) are nominally different for girls and boys. A small percentage of girls and boys make it through Matric. 21% of girls and 13% of boys (ages 6-16) are out-of-school. [57]

The sharp rise in dropouts (more visible in Fig 3.9b), before completion of middle school for both boys and girls requires attention. Slightly more girls drop out at this stage with socio-cultural reasons and a preference for boy's education. However, the dropout rates for boys are high as well, possibly to work and supplement the family income.

Fig 3.9b: Distribution of Children (ages 6-16) by Maximum Achieved Class but Dropped Out (%)

Source: PSLM 2010-11

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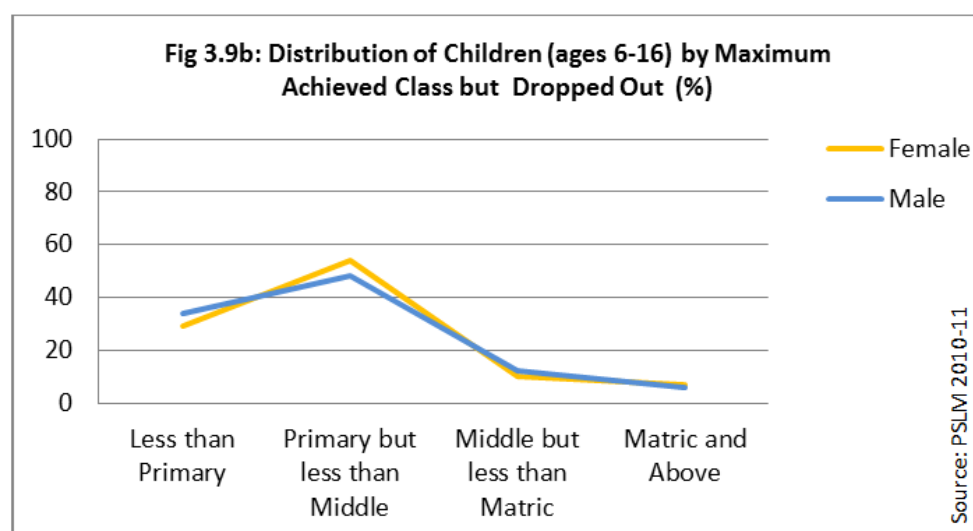
57   ASER 2012

Youth (ages 14-25) Completing Middle School and Matric

Fig 3.10 : Percentage of Youth age 14-25 who Completed Middle and Matric

Source: PSLM 2010-11
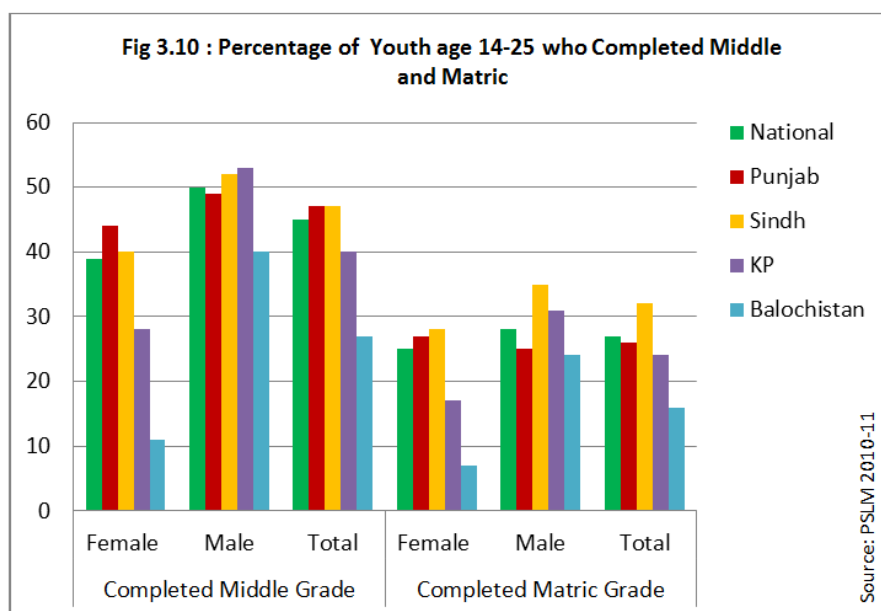
A focus on youth who have completed middle school or high school (matric) reveals the gender and rural/urban inequities (Figures 3.10, 3.10b and 3.10c).[58]

Fewer girls and boys go on to achieve matriculation after their middle school. The low figures for Balochistan and Khyber Pakhtunkhwa attest to the low female completion rates as compared to that of boys.

The rural-urban inequities are even more glaring. Completion rates in urban Sindh are relatively better for girls at 62% for middle school and 45% for Matric. Only 13% of girls in rural Sindh completed their middle school and only 7% made it through Matric. Rural Balochistan stands at 4% and 2% for girls middle and matric completion rates. Only 17% of rural boys had completed their Matric.

The low rural rates for both males and females indicate that economic and political factors may also be in play as gender inequities in education cannot be explained completely by discriminatory socio-cultural practices. Fewer schools, fewer teachers and high absenteeism as well as the failure of law enforcement to eliminate the ever-present threat of sexual harassment and violence in public spaces are likely causes.

Fig 3.10b : Percentage of Urban Youth age 14-25 who Completed Middle and Matric

Source: PSLM 2010-11

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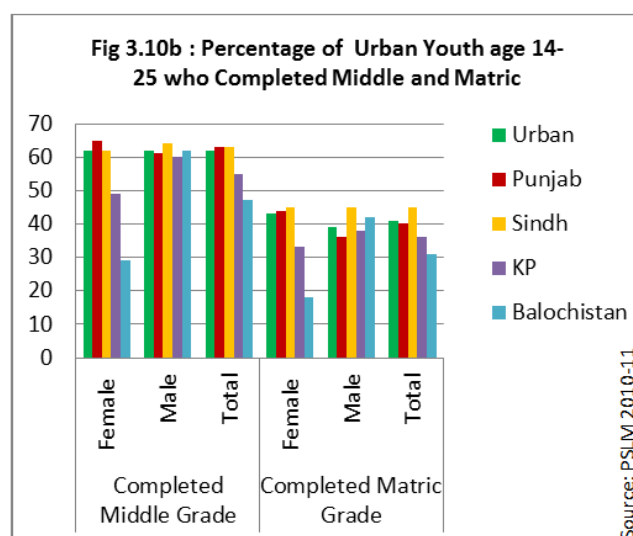
58   See Annex 6, Table 3.5 for details

Fig 3.10c : Percentage of Rural Youth ages 14-25 who Completed Middle and Matric

Source: PSLM 2010-11
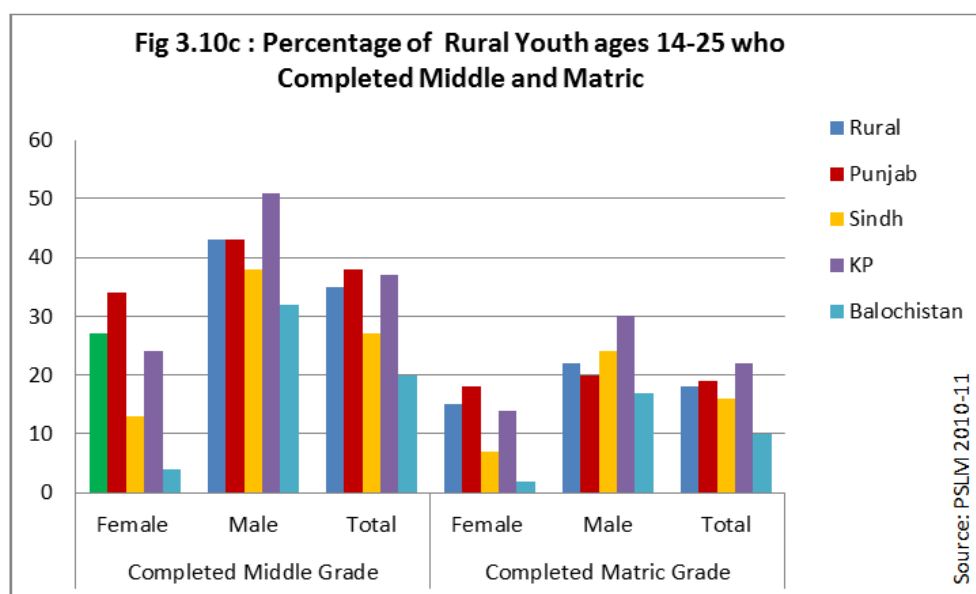
Amongst young women ages 14-25[59]:

- 44% who completed middle school are married, compared to the 17% who completed Matric.
- 40% of women in paid work completed middle school education, and 34% have completed Matric.
- 42% of women who are not working have completed middle school, and 26% have completed Matric
- 32% who completed Middle had illiterate mothers and 23% had illiterate fathers.
- 89% who completed Middle had mothers with education of grades 9-10, and 69% had fathers with a similar level of education.

- 18% of daughters with illiterate mothers completed Matric and only 12% daughters of illiterate fathers
- 64% of daughters of mothers with education levels of grades 9-10 completed Matric as did 45% with fathers having similar education levels.

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59   See Annex 7 Table 3.6.

Social Determinants of School Enrollment

Student enrollment (ages 5-16) using currently enrolled students as the reference category shows some interesting results when regressed (using a multinomial logistic regression) against household and parental characteristics of students. The first model (Annex 4 Table 3.4) looked at whether students were currently enrolled or not, while the second model (Annex 5 Table 3.4b) took the analysis deeper by unpacking the not-enrolled status to make visible children who never enrolled and students who dropped out of school.

Sex and Age
Unsurprisingly gender plays an important role in determining the enrollment status of children. Girls are significantly more likely to be never-enrolled and to dropout from school as compared to boys who are currently enrolled.

Age has a significant impact on the enrollment status of children—each additional year significantly decreases the likelihood of being in school and increases the probability of dropping out of school by approximately 60%, slightly lower for girls than for boys.

Parent's Education
Educational attainment of both fathers and mothers significantly increases the likelihood that their children will be enrolled in school and not drop out.

Educated fathers exert a strong influence on enrollments. Children of fathers with minimal education of primary or less are 81% more likely to enroll in school, and with an increase in his education level, the probability of children's enrolment rises dramatically. Daughters are 73% more likely to be enrolled when the father has a primary or below education as compared to daughters of illiterate fathers, but they are also 13% more likely to drop out of school.

The effects of mother's education at all levels are far stronger overall, but it is on girls' education that it has the most effect. The effect of father's education on boys is stronger than that of mother's education, and the reverse is true for girls.

Parent's Work Status
Daughters of fathers in paid work are 23% more likely to be in school compared to daughters of fathers who are not working, and significantly less likely to drop out or never enroll. Similarly, sons of fathers in paid work are 21% more likely enrolled in school. Father's unpaid work does not affect children's enrollment, but sons are less likely to drop out.

Surprisingly the work status of the mother, paid or unpaid has no effect on keeping children in school. In fact, if the mother is in unpaid work, daughters are 16% more likely to never-enroll and 11% more likely to drop out of school. There is no such significant correlation between mothers paid work and daughters enrollment. However, sons of mothers in paid work are 7% more likely to never-enroll.

Overall, it seems that the paid or unpaid work of mothers raises the probability of children never enrolling in school by approximately 8%. This implies that

mothers are in unpaid/ paid labor because of strained economic circumstances and these households are less likely to send children to school, as compared to households where women are not working. The majority of working women are unpaid "contributing family workers" or in low waged employment that does not lift the family out of the poverty trap.

Household size

Enrollment is also determined by the number of children ages less than seventeen in the household. Each additional child raises the probability of children never enrolling in school by 3% and for dropping out by 6%. The effect is almost the same for boys and girls, but girls are slightly more likely to be never-enrolled than boys are.

Asset ownership

Ownership of residence exerts a positive influence on school enrollments, as the probability of girls being currently enrolled increases by 25% and of boys by 33%. These enrolled children are significantly less likely to drop out of school.

Having a television in the house, all other factors held constant, raises the probability of being currently enrolled by 79% for girls and 64% for boys. It also significantly decreases the possibility of their dropping out of school. It appears that the mass media has a positive effect on enrollment status of girls in particular.

Where you live matters

The likelihood of not being in school is significantly increased if the distance to school is more than 14 minutes. 78% of girls and 62% of boys will not enroll if the distance to school is between 15-29 minutes. Interestingly, the probability of boys never enrolling is much higher, almost double that for girls if the school is between 30-44 minutes away when compared to a school that is within fourteen minutes distant. The probability of dropping out of a school that is 45 minutes or more away is approximately the same for both boys and girls—40% and 36% respectively.

Urban based girls and boys are significantly less likely to be out of school. The probability of being currently enrolled increases by as much as 94% for girls, far higher than the 16% for boys. Girls are also significantly less likely to drop out to school than girls in rural areas are.

As compared to Punjab, both boys and girls are significantly less likely to be in school in Sindh and Balochistan. The probability of girls never being enrolled or dropping out of school is extremely high in Sindh and Balochistan as compared to girls in Punjab. Surprisingly, girls in Khyber Pakhtunkhwa are less likely to drop out of school as compared to their counterparts in Punjab.

The probability of boys being currently enrolled is almost 45% higher in Khyber Pakhtunkhwa than for boys in Punjab. Boys are significantly less likely to drop out of schools in all the provinces than in Punjab, where retention is lower. This has serious implications for the largest and most populated province of Pakistan.

ANNEXES TO CHAPTER 3

Annex 1

Table 3.1: Net Enrollment Rates 2010-11

	Primary			Middle			Matric		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
National	**61**	**71**	**66**	**32**	**38**	**35**	**21**	**24**	**23**
Punjab	68	73	70	36	37	37	25	24	25
Sindh	55	68	62	32	39	36	20	26	23
KP	56	71	64	25	40	33	14	23	19
Balochistan	40	68	56	13	34	25	4	21	14
Urban Areas	**75**	**78**	**76**	**49**	**46**	**48**	**34**	**32**	**33**
Punjab	78	80	79	51	46	48	38	32	35
Sindh	72	74	73	50	46	48	32	35	33
KP	69	76	73	38	50	44	27	29	28
Balochistan	65	83	75	35	47	42	13	28	21
Rural Areas	**56**	**68**	**62**	**24**	**34**	**29**	**15**	**21**	**18**
Punjab	64	70	67	29	34	31	19	21	20
Sindh	43	63	54	14	34	26	7	19	14
KP	54	71	63	22	38	30	12	22	17
Balochistan	33	63	50	7	30	21	2	19	12

Source: PSLM 2010-11

Annex 2

Table 3.2: GPI Index for Various level of Educations

Year	Primary stage	Middle Stage	High Stage	Secondary Vocational	Arts and Science Colleges	Professional Colleges	Universities
1970s	0.4	0.1	0.3	0.4	0.4	0.2	0.2
1980s	0.5	0.1	0.4	0.3	0.5	0.3	0.2
1990s	0.6	0.2	0.5	0.3	0.7	0.7	0.4
2000s	0.8	0.3	0.7	0.5	0.9	1.0	0.7
2004-05	0.7	0.3	0.7	0.2	0.9	0.9	0.7
2006-07	0.8	0.3	0.7	0.6	1.0	1.4	0.7
2008-09	0.8	0.3	0.7	0.6	0.9	1.4	0.8
2010-11	0.8	0.3	0.7	0.6	0.5	0.1	0.9
2011-12 (e)	0.8	0.4	0.7	0.6	0.4	0.1	1.0

GPI (female/male)*100

Note: figures for arts and science colleges and professional colleges for 2010 and 2011 seem inaccurate. Might be a data problem as data was collected from multiple sources.
Source: Pakistan Economic Survey 2011-12
http://finance.gov.pk/survey/chapter_12/10-Education.pdf

Note:
1. The data include Public & Private Sector data.
2. Data of 2011-12 is based on estimation
3. Data of enrollment of Deeni Madaris is included

Annex 3

Table 3.3: Enrollment Status of Children (Ages 6-16) and Household Characteristics

Character-istics	For Both			Female			Male		
	Never enrolled	Drop out	Currently enrolled	Never enrolled	Drop out	Currently enrolled	Never enrolled	Drop out	Currently enrolled
All Sample	26	7	67	32	7	61	21	7	73
Region									
Urban	14	6	80	16	6	78	13	6	81
Rural	31	7	62	38	8	53	24	7	69
Province									
Punjab	20	8	72	24	8	68	17	8	75
Sindh	34	6	60	41	7	52	28	6	67
KP	28	5	67	39	7	55	18	4	78
Balochistan	44	5	51	61	5	35	31	6	63
Age of child (in categories)									
5-10	25	1	74	30	1	69	20	1	79
11-13	21	7	72	28	8	64	14	7	79
14-16	24	21	55	31	21	47	18	21	62
Number of children in home (below 17 years of age)									
1-2	21	10	70	25	11	64	17	9	74
3-4	23	6	70	28	7	65	19	6	75
5-6	29	6	64	36	7	58	24	6	70
7 +	33	7	60	42	7	51	24	6	69
Father Education									
Illiterate	42	8	50	51	8	41	34	8	57
Grade 1-5	25	7	66	33	10	57	19	8	73
Grade 6-8	15	6	79	19	7	75	11	6	83
Grade 9-10	12	5	83	15	6	80	9	4	87
Grade 11+	8	2	89	10	4	86	6	2	92
Work status of Father									
No work	26	11	64	32	11	57	20	11	70
Unpaid working	33	3	65	39	3	58	28	3	70
Paid work	27	7	66	33	7	60	21	6	72

Table 3.3: Enrollment Status of Children (Ages 6-16) and Household Characteristics

Character-istics	For Both			Female			Male		
	Never enrolled	Drop out	Currently enrolled	Never enrolled	Drop out	Currently enrolled	Never enrolled	Drop out	Currently enrolled
Mother's Education									
Illiterate	34	8	59	42	8	50	26	7	66
Grade 1-5	8	6	86	9	6	85	7	6	87
Grade 6-8	6	4	91	6	3	91	6	4	91
Grade 9-10	4	2	94	4	2	94	4	2	93
Grade 11+	3	1	96	3	1	96	3	1	96
Work status of Mother									
No work	24	6	70	29	7	64	19	6	75
Unpaid working	39	8	54	49	8	43	30	7	62
Paid work	28	8	65	33	8	58	22	7	71
Household Size									
Upto 4	22	7	71	27	7	66	18	7	75
5-7	24	6	70	29	7	64	20	6	74
8-9	28	8	64	35	8	57	22	7	71
10+	29	7	64	36	7	56	22	7	71
Dependency Ratio									
Low	20	13	67	25	13	61	16	12	72
Medium	26	8	66	32	8	60	21	7	72
High	28	5	67	35	5	60	23	4	73
Presence of TV									
No	39	7	54	49	7	44	31	7	62
Yes	15	7	78	19	8	74	12	6	81
Live in Own House									
No	28	7	65	33	6	60	24	7	69
Yes	26	7	67	32	7	61	20	7	73
Distance to Primary School (in Minutes)									
0-14	22	7	70	28	8	65	18	7	76
15-29	41	6	53	52	6	42	32	7	62
30-44	56	6	39	65	6	29	49	6	45
45+	60	5	35	72	4	24	50	6	45
Mode of transport to Primary School									
On foot	25	7	68	31	7	61	20	7	73
Non-mechanical	48	7	46	59	6	35	37	8	55
Mechanical	48	5	47	50	5	45	47	4	49

Source: PSLM 2010-11

Annex 4

Table 3.4: The Determinants of Currently Enrolled children (age 5-16) – Results of a Multinomial Logistic Regression Model

Correlates	Overall		Grils		Boys	
	Odd Ratios	Z-stat	Odd Ratios	Z-stat	Odd Ratios	Z-stat
Gender (male=1)	2.509***	73.84	-	-	-	-
Age of children (years)	0.976***	-13.43	0.934***	-25.45	1.010***	3.84
Father education (illiterate as ref.)						
Grade 1-5	1.808***	35.78	1.729***	22.21	1.949***	29.1
Grade 6-8	2.439***	40.52	2.413***	28.29	2.553***	29.48
Grade 9-10	2.920***	51.04	2.898***	35.95	3.089***	36.9
Grade 11 and above	4.125***	57.08	4.014***	40.65	4.638***	40.66
Work status of father (not working as ref.,)						
Unpaid working	0.959	-0.84	0.933	-0.93	0.970	-0.46
Paid working	1.215***	6.43	1.231***	4.74	1.204***	4.34
Mother education (illiterate as ref.,)						
Grade 1-5	2.310***	31.49	2.885***	28.39	1.776***	15.26
Grade 6-8	2.881***	23.07	3.584***	19.55	2.129***	11.82
Grade 9-10	3.657***	26.25	4.890***	21.9	2.440***	13.31
Grade 11 and above	4.609***	22.97	5.871***	18.54	3.160***	12.42

Table 3.4: The Determinants of Currently Enrolled children (age 5-16) – Results of a Multinomial Logistic Regression Model

Correlates	Overall		Grils		Boys	
	Odd Ratios	Z-stat	Odd Ratios	Z-stat	Odd Ratios	Z-stat
Work status of mother (not working as ref.,)						
Unpaid working	0.944***	-2.95	0.876***	-4.44	1.006	0.21
Paid working	0.952**	-1.98	0.965	-1.01	0.963	-1.08
Number of children in home (below 17 age)	0.975***	-8.59	0.956***	-10.34	0.989***	-2.6
Personal residence (yes=1)	1.287***	12.87	1.251***	7.7	1.332***	10.77
TV (yes=1)	1.694***	39.11	1.792***	29.7	1.640***	26.22
Distance to school (0-14 minute as ref.)						
15-29	0.649***	-23.19	0.610***	-17	0.665***	-16.42
30-44	0.416***	-27.94	0.431***	-15.95	0.391***	-23.77
45 and above	0.444***	-18.28	0.507***	-9.28	0.387***	-16.89
Region (urban =1)	1.480***	24.78	1.939***	29.3	1.154***	6.41
Province (Punjab as ref.)						
Sindh	0.439***	-50.31	0.332***	-45.72	0.563***	-25.76
KP	1.025	1.28	0.745***	-10.78	1.445***	13.22
Balochistan	0.489***	-39.69	0.270***	-47.43	0.774***	-10.44
Constant	0.615***	-10.77	1.239***	3.28	0.830***	-2.99
Log likelihood	-79533.836		-44497.547		-42200.93	
LR chi2	38688.23 (24)		23210.35 (23)		13751.07 (23)	
Pseudo R2	0.1956		0.2427		0.1401	
N	150212		-36217.593		80777	

***pvalue<0.01 ** pvalue <0.05
Source: PSLM 2010-11

Annex 5

Table 3.4b: The Determinants of Enrollment Status of children (Ages 5-16)- Multinomial Logistic Regression Model

Correlates	Overall				Girls				Boys			
	Never enroll		Drop out		Never enroll		Drop out		Never enroll		Drop out	
	RRR	Z-stat	RRR	Z-stat	RRR	Z-stat	RRR	Z-stat	RRR	Z-stat	RRR	Z-stat
Gender (male=1)	0.354***	-76.43	0.635***	-19.18	-	-	-	-	-	-	-	-
	0.935***	-32.3	1.595***	88.88	0.996	-1.38	1.584***	63.72	0.885***	-41.47	1.626***	63.83
Father education (illiterate as ref.)												
Grade 1-5	0.473***	-41.2	0.984	-0.51	0.505***	-26.07	1.125***	2.59	0.429***	-32.46	0.878***	-3.04
Grade 6-8	0.350***	-42.35	0.719***	-8.09	0.363***	-29.92	0.807***	-3.66	0.328***	-29.98	0.634***	-7.93
Grade 9-10	0.295***	-51.92	0.576***	-13.7	0.292***	-38.04	0.735***	-5.56	0.292***	-35.41	0.423***	-14.25
Grade 11 and above	0.208***	-56.51	0.443***	-16.88	0.201***	-42.46	0.678***	-6.22	0.209***	-37.42	0.225***	-17.91
Work status of father (not working as ref.,)												
Unpaid working	1.051	0.054	0.709***	-2.78	1.100	1.21	0.809	-1.22	1.068	0.88	0.577***	-3.1
Age of children (years)	0.848***	0.034	0.837***	-3.59	0.818***	-4.24	0.828***	-2.67	0.829***	-3.77	0.930	-1.04
Mother education (illiterate as ref.,)												
Grade 1-5	0.340***	-33.12	0.725***	-7.45	0.268***	-29.03	0.596***	-8.68	0.455***	-16.93	0.896**	-1.75
Grade 6-8	0.315***	-20.96	0.428***	-10.77	0.258***	-17.45	0.307***	-10.47	0.424***	-11.1	0.622***	-4.27
Grade 9-10	0.271***	-22.74	0.279***	-13.78	0.213***	-18.62	0.163***	-12.89	0.388***	-12.03	0.527***	-5.15
Grade 11 and above	0.218***	-19.82	0.215***	-11.92	0.184***	-15.53	0.127***	-11.03	0.292***	-11.4	0.444***	-4.55

Table 3.4b: The Determinants of Enrollment Status of children (Ages 5-16)- Multinomial Logistic Regression Model

Correlates	Overall				Girls				Boys			
	Never enroll		Drop out		Never enroll		Drop out		Never enroll		Drop out	
	RRR	Z-stat	RRR	Z-stat	RRR	Z-stat	RRR	Z-stat	RRR	Z-stat	RRR	Z-stat
Work status of mother (not working as ref.,)												
Unpaid working	1.086***	3.95	1.020	0.52	1.159***	4.72	1.112**	1.87	1.024	0.83	0.967	-0.66
Paid working	1.079***	2.8	1.059	1.25	1.045	1.15	1.092	1.36	1.066**	1.66	1.064	0.95
Number of children in home (below 17 age)	1.030***	5.07	1.05***	-5.01	1.054***	11.25	1.053***	6.59	1.011***	2.32	1.057***	7.08
Personal residence (yes=1)	0.744***	-13.89	0.915***	-2.32	0.771***	-8.42	0.973	-0.48	0.720***	-11.18	0.848***	-3.18
TV (yes=1)	0.534***	-42.53	0.844***	-6.53	0.501***	-33.15	0.927***	-2.03	0.574***	-26.29	0.726***	-8.81
Distance to school (0-14 minute as ref.)												
15-29	1.668***	25.98	1.049	1.22	1.779***	19.12	0.942	-0.97	1.621***	17.96	1.144***	2.64
30-44	2.735***	30.81	1.102	1.38	2.544***	17.22	1.037	0.32	3.036***	26.71	1.116	1.23
45 and above	2.373***	18.85	1.424***	3.68	1.975***	9.13	1.358**	1.95	2.889***	18.07	1.398***	2.73
Region (urban =1)	0.645***	-24.82	0.762***	-9.41	0.499***	-28.31	0.574***	-13.53	0.834***	-7.15	0.950	-1.26
Province (Punjab as ref.)												
Sindh	2.866***	58.14	1.052**	1.66	3.607***	49.3	1.486***	9.04	2.309***	33.04	0.796***	-5.36
KP	1.155***	6.8	0.567***	-15.03	1.542***	14.83	0.824***	-3.69	0.846***	-5.35	0.388***	-17.11
Balochistan	2.509***	46.8	1.030	0.83	4.449***	51.22	1.602***	8.69	1.557***	16.05	0.806***	-4.59
Constant	3.027***	21.81	0.001***	-68.01	1.351***	4.29	0.001***	-50.52	2.622***	13.62	0.000***	-53.2
Log likelihood	-94306.443				-44497.547				-48380.089			
LR chi2	59413.18 (48)				32604.30 (46)				25398.85 (46)			
Pseudo R2	0.2395				0.2681				0.2079			
N	150212				69435				80777			

Note: Currently Enrolled as base outcome

***pvalue<0.01 ** pvalue <0.05

Source: PSLM 2010-11

Annex 6

Table 3.5: Percentage of Youth age 14-25 who Completed Middle and Matric

	Completed Middle Grade			Completed Matric Grade		
	Female	Male	Total	Female	Male	Total
National	39	50	45	25	28	27
Punjab	44	49	47	27	25	26
Sindh	40	52	47	28	35	32
KP	28	53	40	17	31	24
Balochistan	11	40	27	7	24	16
Urban Areas	62	62	62	43	39	41
Punjab	65	61	63	44	36	40
Sindh	62	64	63	45	45	45
KP	49	60	55	33	38	36
Balochistan	29	62	47	18	42	31
Rural Areas	27	43	35	15	22	18
Punjab	34	43	38	18	20	19
Sindh	13	38	27	7	24	16
KP	24	51	37	14	30	22
Balochistan	4	32	20	2	17	10

Source: PSLM 2010-11

Annex 7

Table 3.6: Socio-demographic Characteristics of Youth (Ages 14-25) who Completed Middle and Matric

	Completed Middle Grade			Completed Matric Grade		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
All Sample	39	50	45	25	28	27
N	16,144,444	16,878,167	33,022,611	16,144,444	16,878,167	33,022,611
Age (in categories)						
14-17	35	41	38	12	11	11
18-21	44	56	50	33	38	35
22-26	40	55	47	32	40	36
Marital status						
Unmarried	46	51	49	28	29	29
Married	24	40	29	17	25	19
Widow/divorced	24	32	27	15	12	14
Work status						
Not working	42	62	49	26	34	29
Unpaid working	11	37	30	5	22	17
Paid working	40	41	41	34	25	26
Father Education						
Illiterate	23	32	29	12	15	14
1-5	39	48	44	20	24	23
6-8	56	60	59	33	32	32
9-10	69	73	72	45	45	45
11 and above	79	85	82	56	61	59
Mother Education						
Illiterate	32	43	39	18	23	21
1-5	70	68	69	44	38	41
6-8	80	77	79	54	48	51
9-10	89	86	87	64	60	62
11 and above	91	89	90	65	66	66
Distance to School (in Minutes)						
0-14	51	57	54	36	35	36
15-29	26	44	35	18	25	21
30-44	17	36	27	9	18	14
45 and above	15	31	23	6	16	11

Note: middle school distance was taken for middle completion status and high school distance was taken for high school completion status

Source: PSLM 2010-11