



## **PUBLIC VS PRIVATE QUALITY EDUCATION AT PRIMARY LEVEL IN PAKISTAN**

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### **ABSTRACT**

Pakistan is an ethnically and religiously diverse country of over 190 million people. There are 22.6 million boys and girls out of school that's nearly half (44%) of all children in the country. This study was designed to assess comparative quality measures of primary level education at both public and private institutions of Pakistan. This study based on secondary data specially focused on ASER Pakistan Survey Report 2015 that was conducted in 146 rural districts of Pakistan, covering 83,755 households in 4,217 villages throughout the country. Detailed information was collected on 258,021 children (59% males, 41% females) aged 3-16 years. Out of these 219,609 children aged 5-16 years were tested for language and arithmetic competencies. It was found that Public schools lacking with trained teaching staff, well equipped classrooms and good policy and administration. While the other hand private schools deficient of well-educated staff, good infrastructure and self-motivation. It was recommended that the Government needs to realize this situation and to equalize the standards of public and private sector to achieve vigorous quality education at this level.

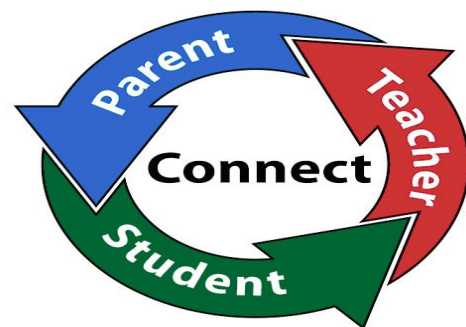
**Key words:** Primary education, Quality measures, Public vs private, Realize situation, vigorous education

### **INTRODUCTION**

Pakistan, officially known as the Islamic Republic of Pakistan appeared on the map of the world on 14 August 1947. It covers an area of about 796,096 km<sup>2</sup> and shares its borders with China, India, Iran and Afghanistan.

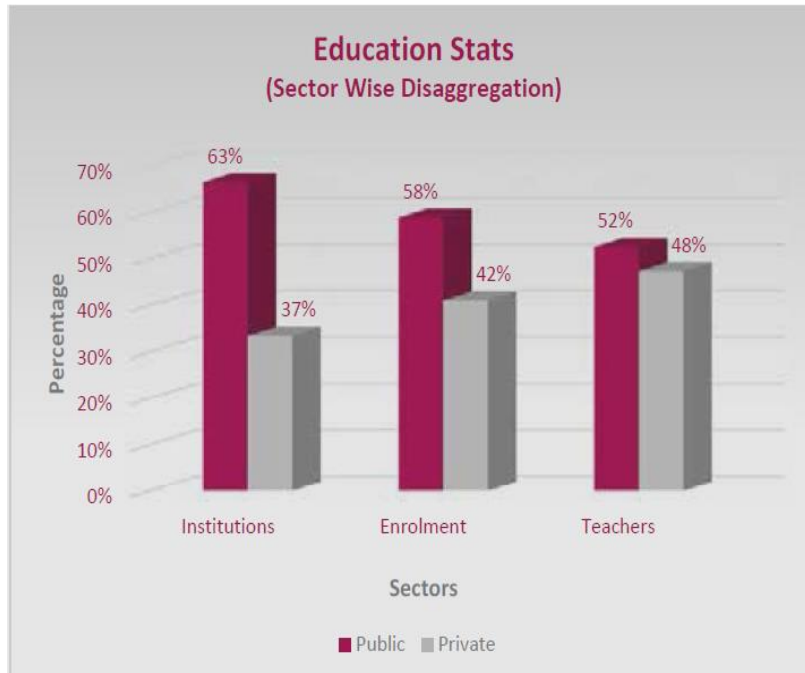
The Location of Pakistan is of vital importance in South Asia. It connects the Eastern world with the West. It has friendly and trade relations with China, a growing economic and tech giant, in its north. Afghanistan in its west. India, which shares long historical and cultural relations with Pakistan, lies in its East. It has a coastal belt of about 700 km, which connects it to the Middle East and provides a trade route through the Arabia Sea.

Currently Pakistan is on the sixth number with respect to world population. Its man-power is another one of its resources. People who are daring and passionate make up to about 18.5 million of this country. Primary education is most important first stage of compulsory education, coming between early childhood education and secondary education. Primary education usually takes place in a primary school or elementary school. In some countries, primary education is followed by middle school, an educational stage which exists in some countries, and takes place between primary school and high school. According to (Sabil and YuanTong Kai 2017) "In addition to being a right, basic primary education underpins the success of society. Every year of primary education increases a person's productivity and reduces their dependence on social resources. The goal of education is to enable children to learn, realize their full potential, and participate meaningfully in society. In spite of increasing enrolment rates, too many children are learning far less than what they are taught about or what they ought to learn in school" According to (NCHD-National Commission for Human Development) In Pakistan, the situation of primary education is very grief as there are 19 million primary school age children. Out of which almost





half are still out of school. According to an estimate, gross enrollment rate in schools is 70% but almost 50% children get dropout of schools before reaching the fifth class. Only one third of the 50% survivors pass the primary education.



Quality of school, geographical condition, and fees structure is main factors which affect the poor households to decide their children send to government school, private school, or no school. Many studies shows that most of the households shows interests for private schools and not more agree to send their children to the Government schools. Lowering private school fees or distance or raising measured quality raises private school enrollments, partly by transfers from government schools and partly from enrollments of children who otherwise would not have gone to school. The strong demand for private schools is consistent with evidence of greater

mathematics and language achievement in private schools than in government schools. These results strongly support an increased role for private delivery of schooling services to poor households in developing countries.

In Pakistan there are different types of institutions available like private and public institutions, technical institutions, and madrasas (religious institutions). These institutes are having the triangle of three main pillars; consisted of Teachers, Students, and parents. Our study focused on two main types of schools in Pakistan that is public and private school system. Now a days private schools are becoming more favorite and attractive for majority of the students due to their better education systems, test criteria and knowledge creation and evaluation standards, which comparatively very cheap but inefficient are losing their attraction. Parents prefer to send their children in private schools and avoid public schools. The main objective of this study is to investigate why people prefer high charging private schools over free public schools (That charge nothing)? We use secondary data collected by ASER Pakistan through survey method applied from the target respondents of private and public schools in random regions of Pakistan. The results show that five main factors emerge as important determinants of private school choice. These include the socioeconomic status of the household, the degree of a school's accessibility, the cost of schooling, parents' perceptions of school quality, and their perceptions of the available employment opportunities in the region. As we move forward towards the recently adopted Sustainable Development Goals (SDGs) 2030, this study is very important to highlight the comparative issues in these two sectors to take the remedial measures for ensuring quality education in the country.

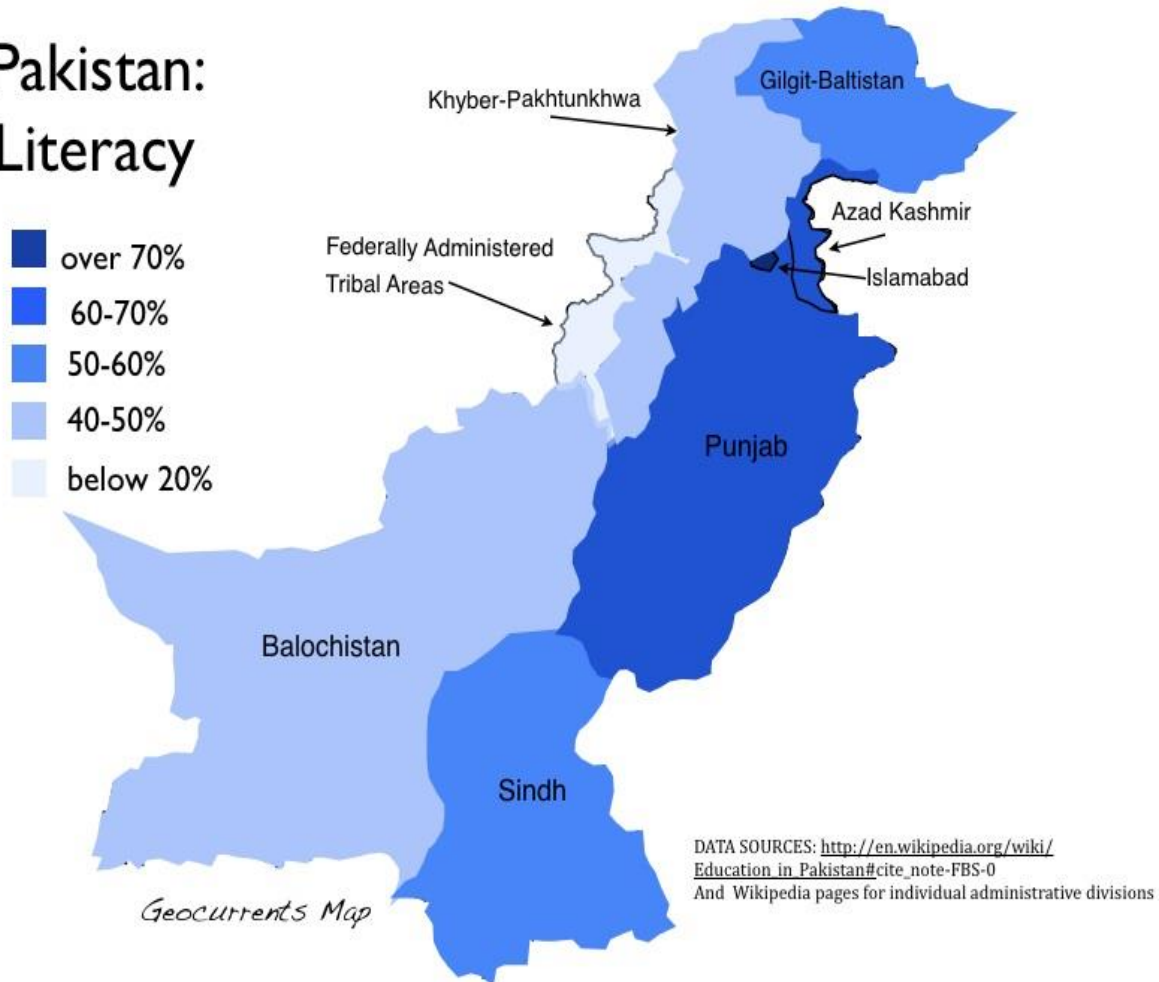
## LITERATURE REVIEW

“Strengthening the quality of education has become a global agenda at all educational levels and more so at the primary level. The quality of basic education is important not only for preparing individuals for the



subsequent educational levels but to equip them with the requisite basic life skills. Quality education also ensures increased access and equality and it is mainly due to these reasons that various international Forums and Declarations have pledged improvements in quality of education (Ministry of Education, Government of Pakistan Report 2013)". Strengthening the quality of education has become a concern of paramount importance in education. The Universal Declaration of Human Rights (1948) declared primary education as the basic human right of all people. Accordingly, all nations prioritized universal access to

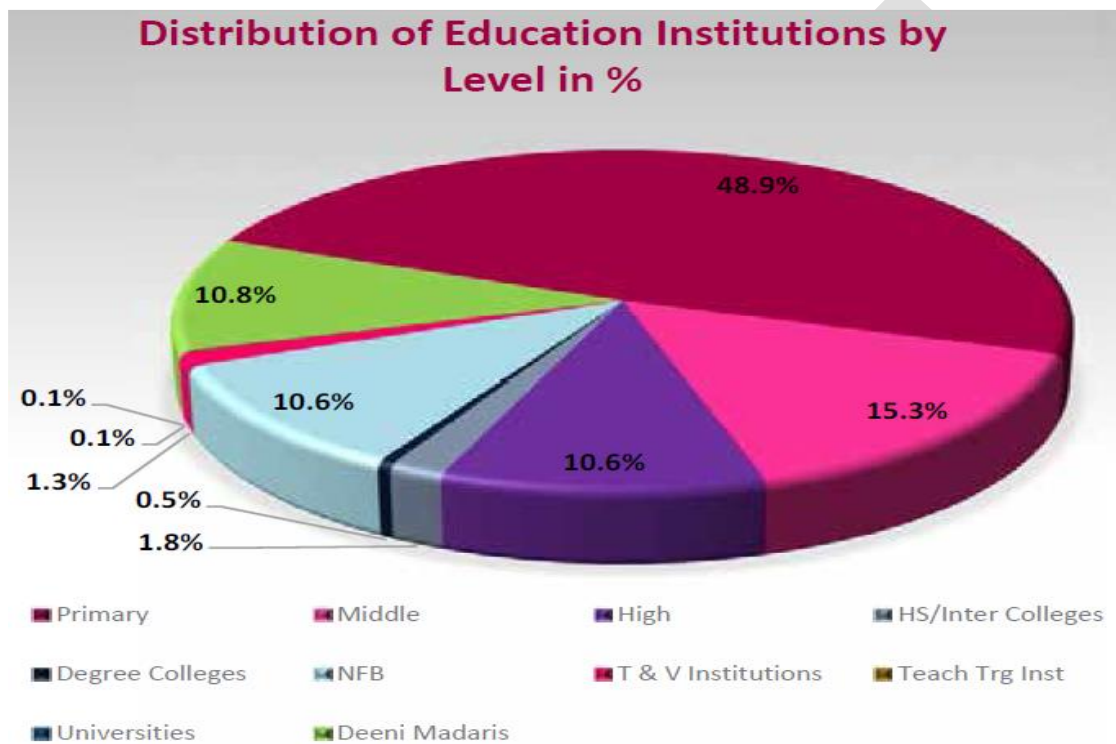
## Pakistan: Literacy



education. The developed, and many developing, nations have attained universal or near universal access to primary education. Now the focus is on the quality of students' learning. The concern is valid not only for nations who have attained the quantitative targets, it is also valid for nations still striving for expansion of educational access. It has been established that access and quality are not sequential elements. Quality is rather considered, in the light of growing evidence, a means for achieving the universal access and equity of education regardless of gender, location, race, religion, and social class (Hoy, et al, 2000). Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum: Dakar Framework for Action 2000, the Recife Declaration of E-9 Countries 2000 and the Beijing Declaration of E-9 Countries on ICT and EFA 2001 till Millennium Development Goals (MDGs) 2015.



But Pakistan, despite policy statements and target setting in various education policies and five-year plans is still far below universal primary education access and retention. The priority is thus, still on the expansion of basic educational opportunity to all. However, with the emerging international agenda of quality education, Pakistan has also readdressed the educational target setting by adopting a two-pronged approach based on quantitative expansion along with quality enhancement, particularly since the 7th Five Year Plan. The National Education Policy 1998 has included many elements and strategies for improving quality at elementary level. The central message of SAP-II and EFA beyond DAKAR is Quality Education and that the access is not sustainable without quality (Govt. of Pakistan, 2000).



### What is ASER (Annual Status of Education Report?)

ASER - The Annual Status of Education Report is the largest citizen led; household based initiative that aims to provide reliable estimates on the schooling status of children aged 3-16 years residing in all rural and few urban districts of Pakistan.

### Education system of Pakistan:

The Constitution of Islamic Republic of Pakistan, 1973 lays down that “State shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time” (Article 37-B, 1973 Constitution of Pakistan)

The article 25A – Right to Education – of the Constitution says that: “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.”

The education system of Pakistan is comprised of 303,446 institutions and is facilitating 47,491,260 students with the help of 1,723,790 teachers. The system is composed of 191,065 public institutions and 112,38



1 private institutions. The public sector is serving 27.69 million students to complete their education while the remaining 19.80 million students are in private sector of education. 37% of private educational institutions are serving or facilitating 42% of students which hints at a slightly higher per-institution enrollment ratio in the private sector compared to the public sector. In the last decade, we have witnessed increased public interest and trust in the private sector, with the result that the share of private sector is increasing gradually.

Pakistan among other countries of world has signed the Sustainable Development Goals Agenda. Goal 4 of SDGs relates to quality education and lifelong learning. Various levels and dimensions of monitoring frameworks have been defined to better monitor the SDG-4 at national and global levels. The monitoring system that provides in-depth specifics of education system provide greater opportunities to policy makers for their unique circumstances and development priorities. As Pakistan was unable to achieve the Education for All (EFA) agenda by 2015, the pounding significance and unfinished business of EFA would be integral part of new agenda.

On the EFA Development Index (EDI) published in EFA Global Monitoring Report 2015, Pakistan lies at the bottom with Bangladesh, in the region, and is considerably below in comparison to Sri Lanka. A similar picture is painted by the gross enrolment ratios that combine all education sectors, and by the adult literacy rate measures.

The Global Competitiveness Index (GCI) shows, Pakistan's performance is weak, on the health and education related elements of competitiveness, when compared with other countries in the region like India, China, Bangladesh, Sri Lanka and Malaysia. The distribution of education institutions in percentage according to above mentioned categories is shown in forthcoming figure.

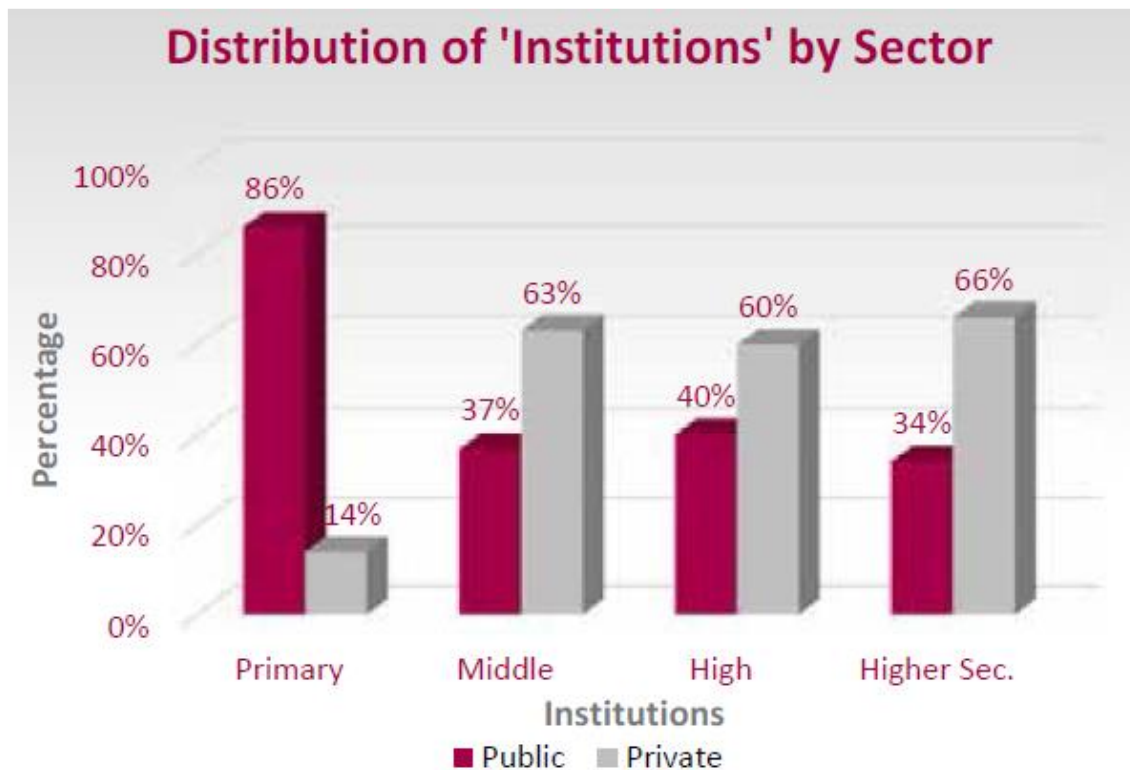
There are no separate preprimary institutions in public sector. The figure reflects that the major part of our education system, that is 49%, is shared by primary schools. The universities have the least share in education system i.e., 0.05%. There are only 163 universities in Pakistan. According to a Report released by ASER in 2015 "A review of education system of Pakistan" is comprised of 260,903 institutions and is facilitating 41,018,384 students with the help of 1,535,461 teachers. The system includes 180,846 public institutions and 80,057 private institutions. Hence 31% educational institutes are run by private sector while 69% are public institutes. Pakistan has expressed its commitment to promote education and literacy in the country by education policies at domestic level and getting involved into international commitments on education. In this regard national education policies are the visions which suggest strategies to increase literacy rate, capacity building, and enhance facilities in the schools and educational institutes. MDGs and EFA programmes are global commitments of Pakistan for the promotion of literacy. A review of the education system of Pakistan suggests that there has been little change in Pakistan's schools since 2010, when the 18th Amendment enshrined education as a fundamental human right in the constitution. Problems of access, quality, infrastructure and inequality of opportunity, remain endemic.

## **Formal System of Education at Government Level in Pakistan Pre-Primary**

In formal education system, there are a number of stages. Pre Primary Schooling: Pre-primary education is functional and managed in schools throughout country. Public schools provide pre-primary education as part of socialization process. The students attending pre-primary class are called Kachi. National Education EFA Action Plan Policy, 1998-2010 provided recognition to Kachi class as proxy for early childhood education. According to National Education Policy, 1998-2010, the Kachi class will be introduced as formal class in the primary schools. The age group for pre-primary is <3>5. In Pakistan



there are no separate institute in public sector. The total enrollment at pre-primary stage is 8.748 million. Public sector has an enrollment of 4.532 million (52%) whereas the private sector has 4.212 million (48%) enrollment. Since there is no separate allocation of teacher to the primary level in the public sector, their number is not reported. Whereas the private sector has separate teacher for this level of education and their number are 2.785 in the private sector.



### **Primary Schooling:**

This stage consists of five classes' I-V and enrolls children of age 5-9 years. Since independence, the policy makers pronounced to make primary education free and compulsory. According to Pakistan Integrated Household Survey (PIHS) 1998-99, the gross participation rate was 71 percent in 1999, for male it was 80 percent and for female it was 61 percent. For urban female it was 92 and for rural it was 50 percent. The lowest participation rate observed for rural female in Sindh Province that was 33 percent. The net enrolment rate was 42 percent, for urban male it was 47 percent and 37 percent for rural female.

### **Middle Schooling:**

The middle schooling is of three years duration and comprised of class VI, VII and VIII. The age group is 10-12 years. The participation rate at middle school was about 34 percent during 2000-2001. Males were 36 percent and females were 33 percent.

### **High Schooling:**

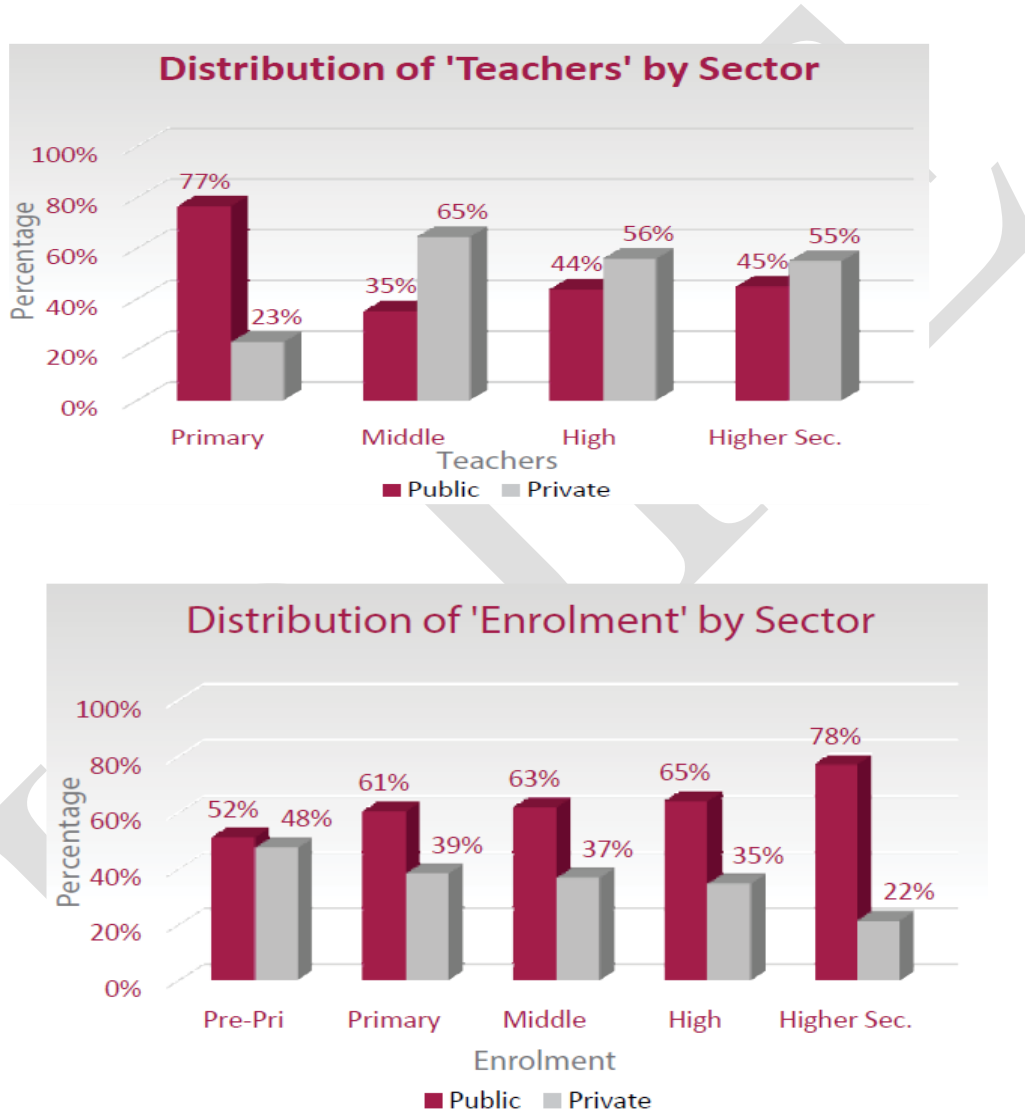
The high school children stay for two years in classes IX and X. The Board of Intermediate and Secondary Education conducts the examination. A certificate of secondary school is awarded to the successful candidates. The participation rate at high school was about 22 percent in 2000-2001 of which, 24 percent were males and 20 percent were females. Vocational Education is normally offered in high



schooling. There are varieties of trades offered to the students and after completion of the course they get jobs as carpenters, masons, mechanics, welders, electrician, refrigeration and similar other trades. There are 498 vocational institutions with an enrolment of about 88 thousand in 2001-2002.

### Higher Secondary Education:

The higher secondary stage is also called the “intermediate stage” and is considered a part of college education. Higher Secondary Education consists of classes XI to XII.



During two years stay in this cycle of In Pakistan there are a total of 145,829 primary schools, out of these 125,573 (86%) are in the public sector, whereas, 20,256 (14%) are in the private sector. The primary stage of education in Pakistan enrolls 18.751 million learners/students. Out of which 11.461 million (61%) are in public sector and 7.290 million (39%) are in private sector. Out of the total enrolment at primary stage, 10.471 million (55%) are boys and 8.280 million (45%) are girls. The total number of primary teachers are 422,797 of which 324,561 (77%) are in public sector, whereas 98,236 (23%) are in private sector

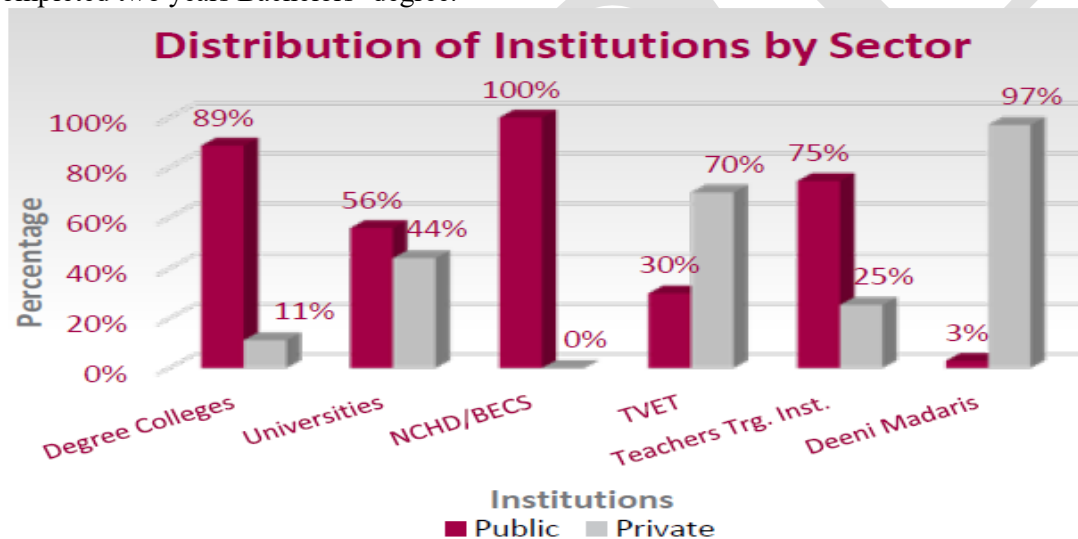


education, a student at the age of 16 years in this stage can opt for general education, professional education or technical education.

The Board of Intermediate and Secondary Education (BISE) conducts the examination and awards a Certificate of Higher Secondary School Education (HSSC). According to 1979 Education Policy, all schools were to be upgraded to higher Secondary Schools. Middle sections of high schools were to be linked with primary schools (designating elementary education). This system has limited success and some problems were experienced. Keeping in view the problems this system is being introduced gradually.

### Higher Education:

To obtain a degree, 4 years of higher education after 10 years of primary and secondary schooling is required. Students who pass their first-degree stage are awarded a Bachelor’s degree in arts or science, typically at the age of 19 years. In order to complete an honors course at Bachelor’s degree level an additional one year’s study is required. Further, a two years course is required for Master’s degree who have completed two years Bachelors’ degree.

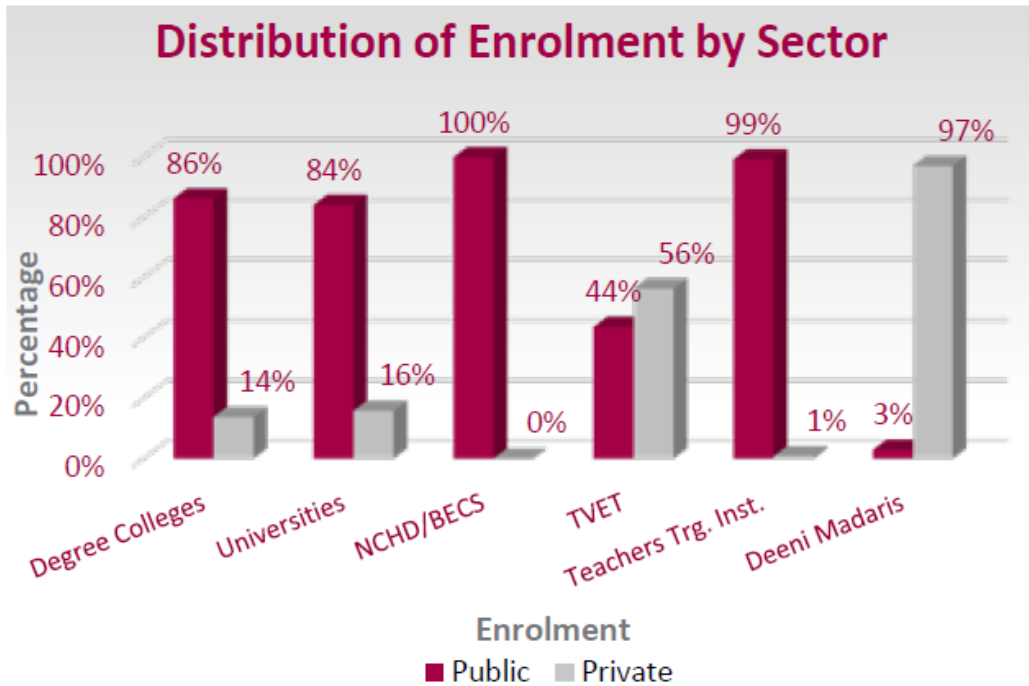


A doctoral degree requires normally 3 years of study after the completion of a master’s degree course.

### Professional and Technical Education:

The duration of post-secondary education varies in technical and professional fields. The polytechnic diploma is a three-year course. A bachelor’s degree in medicine (MBBS) requires 5 years of study after intermediate stage (12 years of schooling).





Similarly, a bachelor’s degree course both in engineering and veterinary medicine is of 4 years’ duration after the intermediate examination.

**Madrasa’s Education:**

Side by side with modern education system there is also religious education system, which provides Islamic education. These institutions have their own management system without interference from either the provincial or federal governments. However, grants-in-aid are provided to these institutions by the government. During 2000 there were 6761 religious institutions with an enrollment of 934,000, of which 132,000 were female students in 448 institutions (Khan, 2002). Efforts have been made by the present government to bring the Madrasa’s in the mainstream under Education Sector Reforms. The main purpose of mainstreaming Madrasa’s is to enlarge employment opportunities for their graduates. Pakistan Madrasa’s Education Boards are established to regulate the Madras activities.

**Non-formal Education:**

There are millions of people in Pakistan who have no access to formal education system. It is not possible for the formal system to meet educational needs of the rapidly growing population. Non-formal Basic Education School scheme has been introduced for those who have no access to formal education. This scheme is very cost-effective. Under this scheme primary education course is taught in forty months. Non-formal schools are opened in those areas where formal schools are not available. Government provides teacher’s salary and teaching material whereas community provides school building/room. There are 6371 NFBE schools functioning in the country.

**Examinations:**

Examinations are usually held annually, which are the main criterion to promote the students to higher classes or to retain them in the same class. However, recently a system of automatic promotion up-to grade-III has been introduced in some schools. In the primary classes, examinations are conducted by the



respective schools. However, at the end of the fifth year of the primary stage a public examination is held by the education department for promotion to the next grade. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similarly, the examination in Middle Schools is held by the individual schools but there is a public examination at the end of grade VIII conducted by the Education Department for awarding of scholarships. The Board of Intermediate and Secondary Education (BISE) conducts the examinations of Secondary and Higher Secondary. The degree level examinations are conducted by the respective universities.

### **Teachers' Training:**

In Pakistan, there are 90 Colleges of Elementary Education which offer teachers' training programs for Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) to primary school teachers. For secondary school teachers, there are 16 Colleges of Education, offering graduate degrees in education and there are departments of education in 9 universities which train teachers at the master's level. There are only 4 institutions which offer in-service teachers' training. Besides these, the Allama Iqbal Open University, Islamabad, offers a very comprehensive teachers' training program based on distance learning; its total enrolment is about 10,000 per annum of which 7,000 complete various courses every year.

### **Private Education System:**

Private sector involvement in education is encouraging. The Federal Bureau of Statistics survey (1999-2000) indicates that there are 36,096 private educational institutions in Pakistan. About 61 percent of the institutions are in urban areas and 39 percent in rural areas. The percentage share of private sector in enrollment is 18 percent at primary school level, 16 percent at middle school level and 14 percent at high school level.

It has been observed that most of the private schools select their own curricula and textbooks, which are not in conformity with public schools. Majority of the schools are "English Medium" which attracts the parents for sending their children to these schools. Most of the schools are overcrowded and do not have adequate physical facilities. These schools are usually charging high fees from the students. Most of the schools are unregistered; therefore, in most cases the certificates issued by these institutions are not recognized by public schools. Majority of these institutions are functioning in the rented buildings. The National Education Policy 1998-2010 proposed that there shall be regulatory bodies at the national and provincial levels to regulate activities and smooth functioning of privately managed schools and institutions of higher education through proper rules and regulations. A reasonable tax rebate shall be granted on the expenditure incurred on the setting up of educational facilities by the private sector. Grants-in-Aid for specific purposes shall be provided to private institutions. Setting up of private technical institutions shall be encouraged. Matching grants shall be provided for establishing educational institutions by the private sector in the rural areas or poor urban areas through Education Foundation. In rural areas, schools shall be established through public-private partnership schemes. The government shall not only provide free land to build the school but also bear a reasonable proportion of the cost of construction and management. Liberal loan facilities shall be extended to private educational institutions by financial institutions.

Despite all shortcomings of private education mentioned above, PIHS survey indicates that enrolment rates in public schools have declined since 1995-96 particularly a large decline has been observed in rural areas. It is generally perceived by parents that quality of education in private schools are better than the public schools, therefore, those parents who can afford prefer to send their children to private schools. These trends indicate that the public education system is unable to meet public demand for providing quality education in the country.



## **Quality Education**

Quality education is global agenda at all educational levels and especially at primary level. It's not only important for preparing individuals for the succeeding educational levels but to train them with the mandatory basic life skills. Quality education focuses increased access and equality and it is mainly due to these reasons that various international Forums and Declarations have guaranteed improvements in quality of education. National commitment towards quality education has become significantly visible since the late eighties. From then onwards, the government has experimented a number of initiatives and interventions for improving quality with national and international funding. Enhancing the quality in education demands well equipped educational systems that are unified and impressive for children's learning. Quality education focus to equalize gender and other inequalities; children's health and nutrition; issues of parental and community involvement; and the management of the education system itself. The benefits and impact of quality education also make invaluable contributions to all areas of human development, improving the status of women and helping to alleviate and eventually eradicate poverty.

“The Convention on the Rights of the Child (CRC) recognizes the right of every child to education and requires States to provide free and compulsory basic education (article 28). It further calls on governments to ensure that education leads to the fullest possible development of each child's ability, and to respect children's parents' cultural identity and for human rights (article 29). The CRC obligates both national governments and the international community to promote cooperation and ensure that the rights of children are met. The World Conference on Education for All in Jomtien Thailand sponsored by UNDP, UNESCO, UNICEF and the World Bank marked a significant shift in the world's collective approach to education, broadening notions of quality in basic education and understanding its delivery focusing special attention on the world's poorest citizens (Quality Primary Report 2013)”.

## ***Current Quality Education Status in Pakistan***

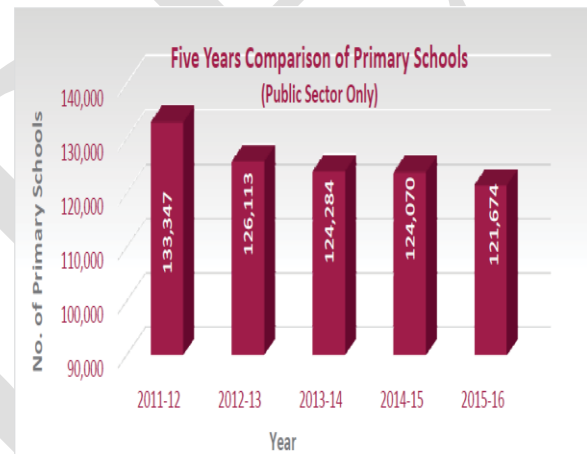
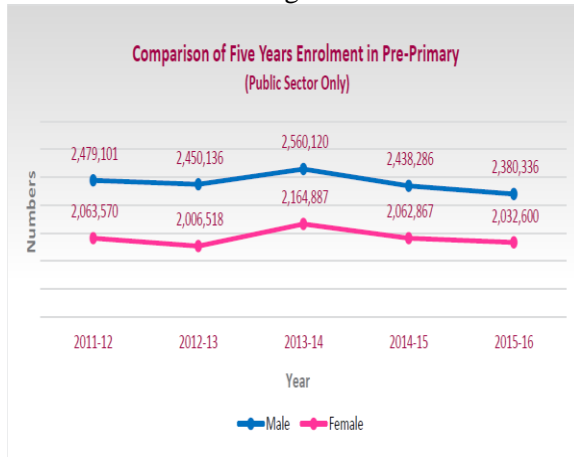
“Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum: Dakar Framework for Action 2000, the Recife Declaration of E-9 Countries 2000 and the Beijing Declaration of E-9 Countries on ICT and EFA 2001-2015. But Pakistan, despite policy statements and target setting in various education policies and five-year plans is still far below universal primary education access and retention (Ministerial Meeting of South Asia EFA Forum 21-23 May, 2003)”.

Awan (2014) says that education plays a pivotal role in the rise and fall of nations especially in 21st century. It is mainly due to the emergence of global competition in education and technology. This competitive environment is the core need for progress of any country. Awan (2011) argues that all countries including Pakistan have different school systems but when we divide them we find two major categories of school systems: private and public schools. In Pakistan private schools are getting mass acceptance today to ensure sustained progress of the country. Therefore, the main objective of this paper is to analyze the quality of education introduced in private schools. The quality of education is assessed by education levels of teachers, method of teaching, curriculum, and study environment. During 1990s and 2000s private sector was emerged as a key provider of education services in Pakistan both in absolute terms and relative to the public sector. One piece of evidence relates to the number of private schools, which increased by 69%, as compared to mere 8% increase in number of schools. In 2000 private sector was catering the educational needs of about 6 million children. This number increased to 12 million in 2007-08 – equivalent to 34 percent of total enrolment. The number of teachers also doubled in private educational institutions during this period. Awan and Saeed (2014) plead that private educational institutions are playing key role not only in eradicating illiteracy but also enhancing the level of students

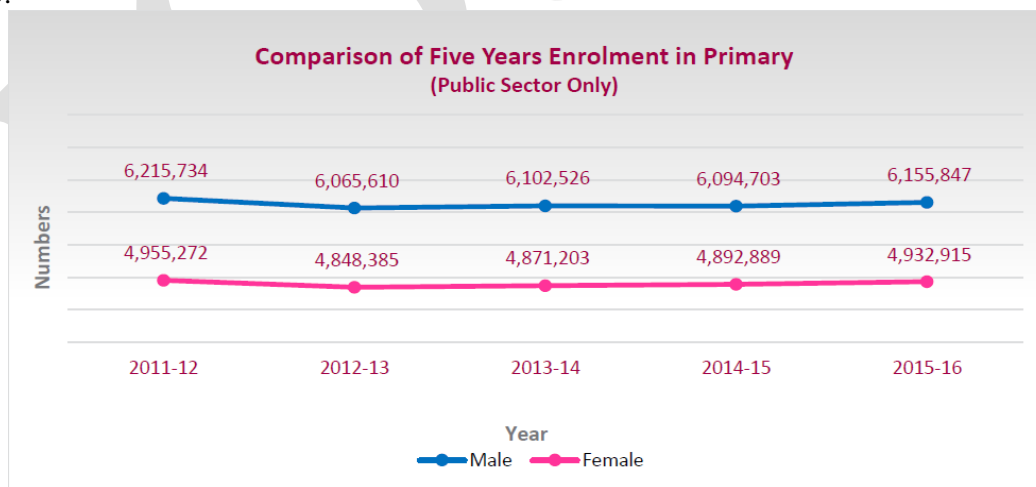


as well as teachers by providing better academic environment. Awan (2012) disclosed that private sector contributed significantly in eradicating illiteracy in the emerging economies. If private school properly managed they can uplift educational standard in Pakistan as well. Awan (2012) revealed that educational system was completely shattered in the Soviet Union after its disintegration in the late 1990s due to non-existence of private educational institutions. When the Soviet Union was collapsed its public school system was also collapsed.

If we compare the data of primary schools gathered over the period of five years, a decline of about 10% is observed. There are multiple reasons of this decline: Up-gradation of primary schools to higher levels closing of non-functional schools, as per rationalization policy Merger of schools, due to non-availability of teachers or lack of enrolment it is pleasing to note that, despite decline in number of primary schools, increase in enrolment is seen. At pre-primary stage of education, a decrease of about 2.0% and 1.0% has been observed against 2014-15 in boys and girls enrolment respectively.



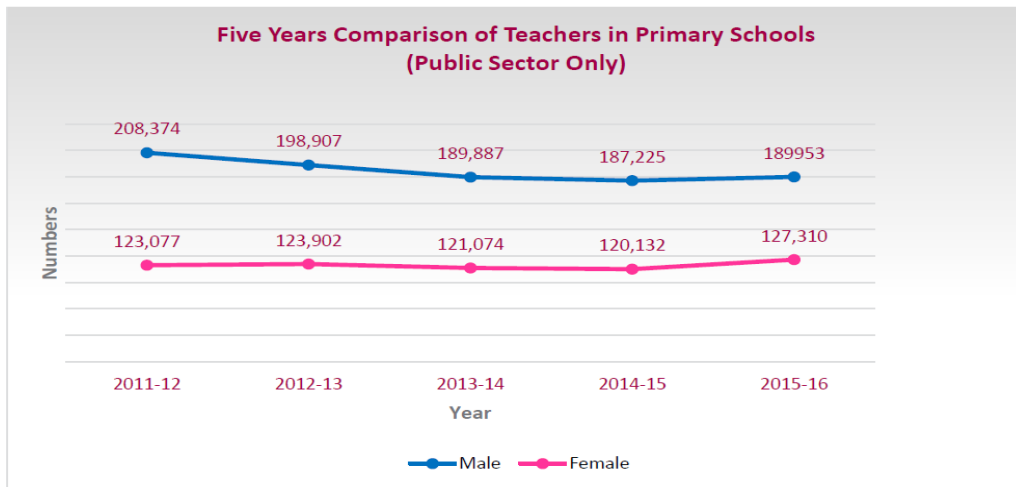
At pre-primary stage of education, an increase of about 1.0% for boys and girls has been observed against 2014-15.



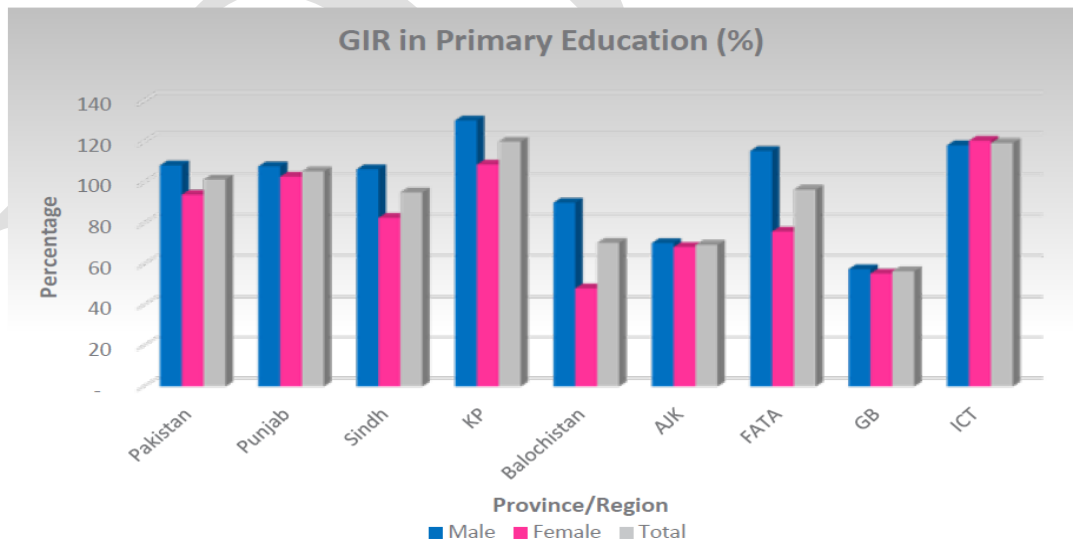
Currently, the overall public sector education system is using services of 0.72 million teachers while five years earlier the system had the services of 0.67 million teachers, indicating that over this time period, 6.0% more teachers are added to the system. We have observed a declining trend in the number of



primary level institutions in previous section of this chapter; the same trend is also reflected in teachers' data over the period of time except 2015- 16. In 2014-15 an increase of 1.5% and 6.0% has been observed in male and female teachers respectively. Gross Intake Rate (GIR) Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.



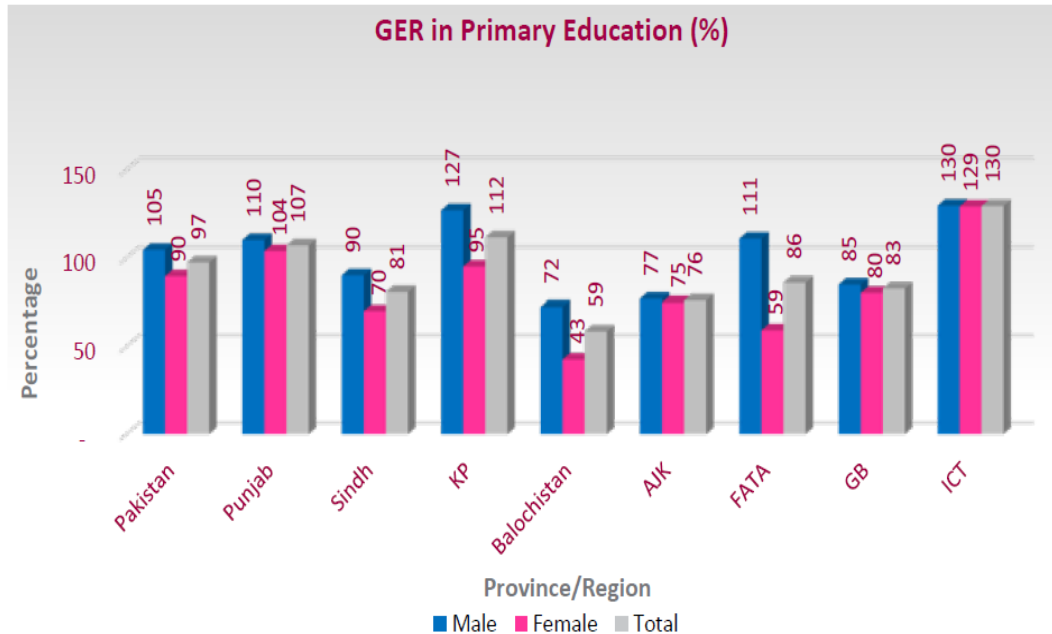
A high GIR indicates in general a high degree of access to primary education. As this calculation includes all new entrants to first grade, including over-aged and under-aged children entering primary school for the first time, the GIR can be more than 100 percent.



Gross Enrolment Ratio (GER) The GER is the most commonly used indicator to measure coverage. It shows the overall coverage of an education system in relation to the population eligible for participation in the system. It is useful for those who are interested in the overall participation of the school-age



population in a particular education level. It can be used for comparing different districts, provinces, regions, urban and rural provinces, boys and girls, etc.



### Statement of Purpose

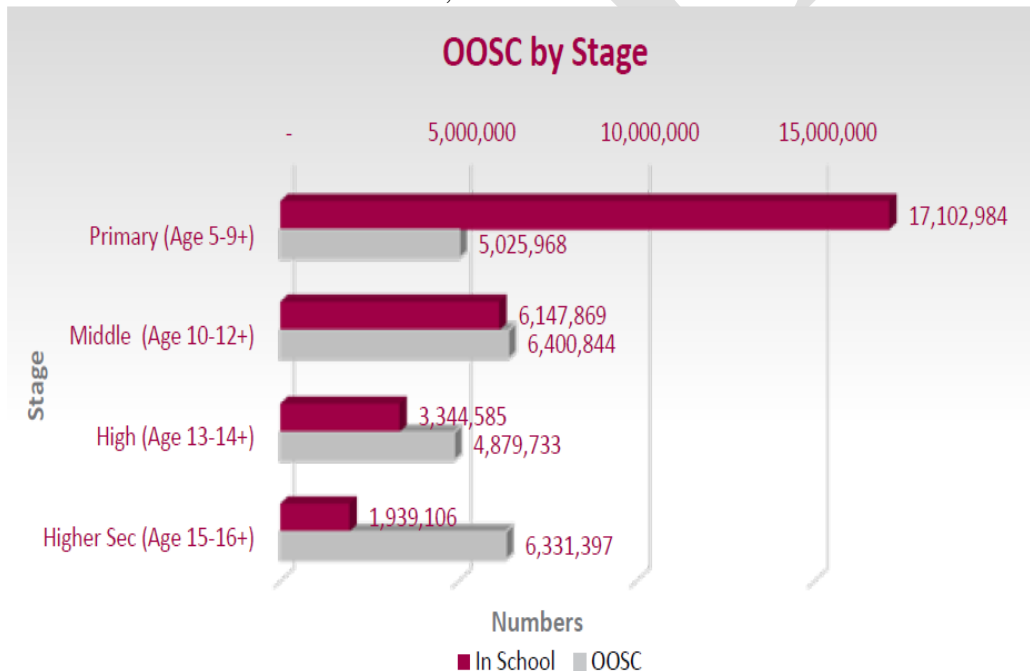
Education around the globe is considered as the defining feature of economic and social development. Primary education play a prominent role in this contribution which need to be based on quality standards. Awan (2011) argues that all countries including Pakistan have different school systems but when we divide them we find two major categories of school systems: private and public schools. In Pakistan private schools are getting mass acceptance today to ensure sustained progress of the country. Therefore, the main objective of this paper is to analyze the quality of primary education at public vs private sector. The quality of education is assessed by education levels of teachers, method of teaching, curriculum, and study environment. In ASER 2015 we not only see a modestly improved enrolment of 6-16 years from 79% to 80.5%, but after many years the public private enrolment proportion records highest shift of 6% points in favor of public sector and drop in private sector size including madrassah enrolment that reveals a modest declining trend from 2.7 in 2012 to 2.0% in 2015. For many years research on public and private trends (ASER/LEAPS) reported that learning outcomes in private sector is better than government so converse affect the enrollment on public sector. Attendance rate of teachers across the two sectors has been more or less bridged (public 89.2% and private 91%); teachers' presence was the one big factor to account for differences in learning outcomes across public and private schools. Missing facilities in public sector schools have also witnessed an overall increase in provision as recorded by ASER 2015 data. According to this study the researcher attempt to find what is the comparison of quality between public and private sector at primary level in Pakistan and this study also helps to find out the quality affecting aspects in these two sectors for recommending better solutions for quality improvement actions.



### Three year comparison of Enrolment\*

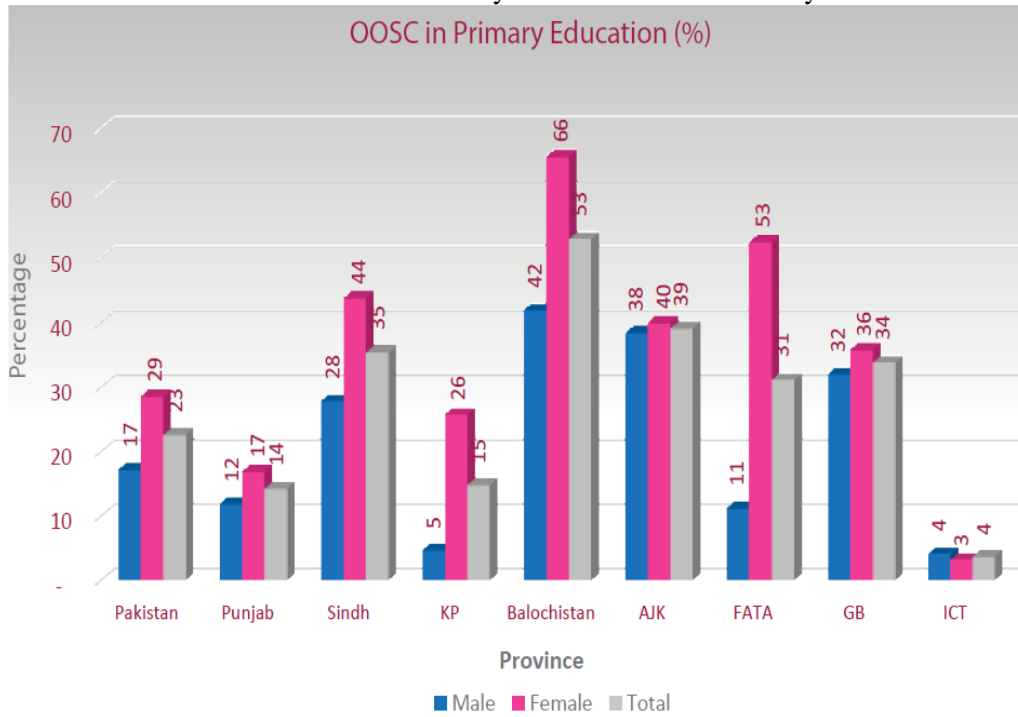
| Stage        | Sector       | 2013-14           | 2014-15           | 2015-16           |
|--------------|--------------|-------------------|-------------------|-------------------|
| Pre- Primary | Public       | 4,725,007         | 4,501,153         | 4,412,936         |
|              | Other Public | 116,489           | 118,150           | 119,607           |
|              | Private      | 3,716,470         | 4,016,511         | 4,212,560         |
|              | <b>Total</b> | <b>8,557,966</b>  | <b>8,635,814</b>  | <b>8,745,103</b>  |
| Primary      | Public       | 10,973,729        | 10,987,592        | 11,088,762        |
|              | Other Public | 360,145           | 369,307           | 372,314           |
|              | Private      | 6,535,985         | 7,011,911         | 7,290,919         |
|              | <b>Total</b> | <b>17,869,859</b> | <b>18,368,810</b> | <b>18,751,995</b> |

Out of School Children NEMIS gives a complete picture of net enrolment and out-of-school children for all provinces and federating units in both the public sector (formal and non-formal) and private sector. According to NIPS projections, there are currently 51.17 million children in Pakistan between the ages of 5 and 16. Among this group, only 28.53 million children attend an educational institution (government or private), leaving 22.64 million children out of school. There are currently 5.03 million children of primary-school-going age out of school. At the middle, high and higher secondary level the out of school children are 6.40 million, 4.88 million and 6.33 million respectively.

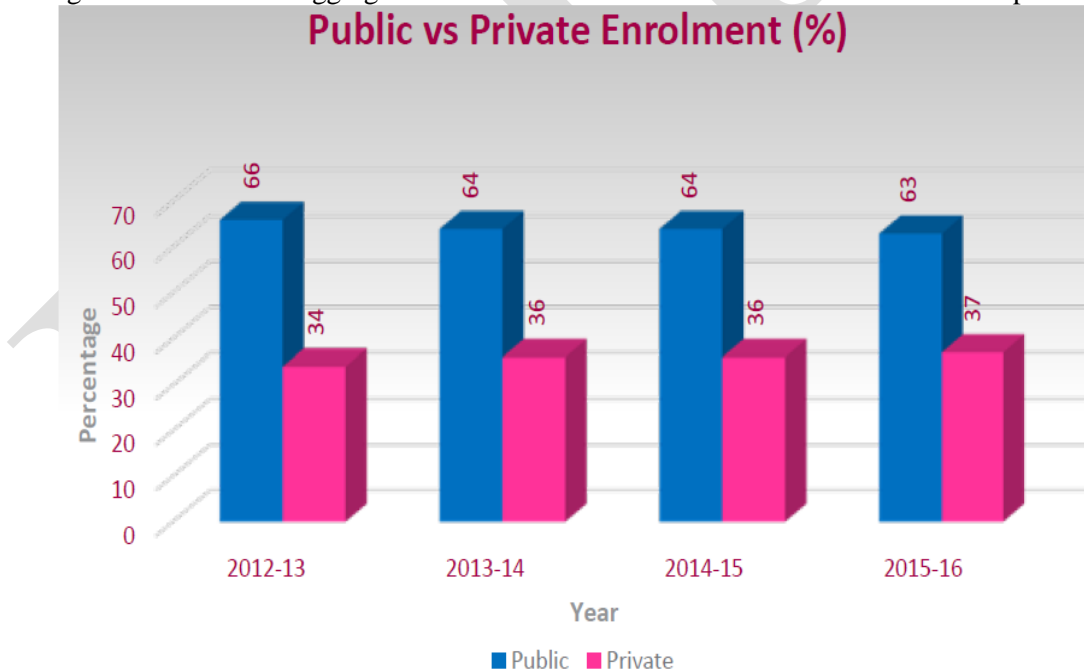




Out of School Children in Primary Education show below by Province:



Percentage of Enrolment disaggregation in Public and Private Sector show below for the past four years:

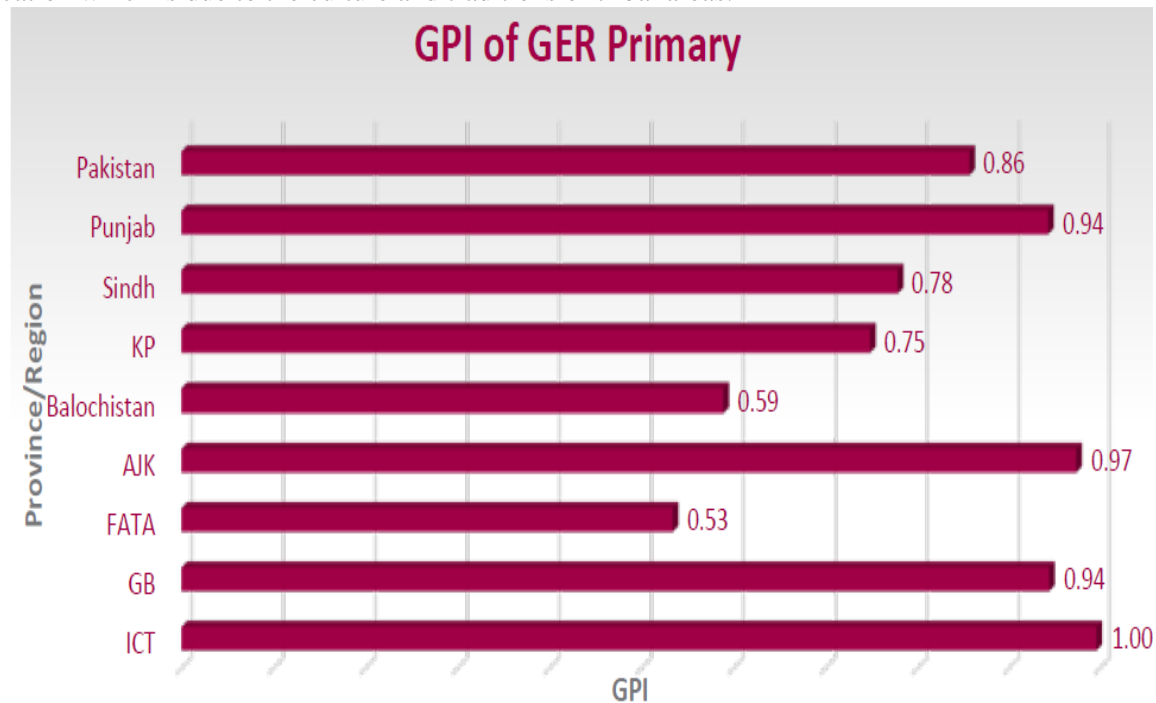


GPI for Enrolment Ratios in Primary Education The gender differences in gross and net enrolment ratios in primary level of education are shown in following figures; this picture is mirrored in the provincial data. It is slightly below 1 in most provinces which is signifying fairly equal proportions of boys and girls, with





slightly higher enrolment ratios for boys. FATA shows the worst condition of GPI for GER in primary education which is due to the culture and traditions of tribal areas.



### Objectives of Study

The main objectives of study as follows:

- I. To find out the major quality dimensions of public and sector schools at primary level.
- II. Comparative analysis of common quality approached in students 'teachers and parents.
- III. To measure the effectiveness of each quality dimension of primary education in Pakistan context.
- IV. To find out the main key quality affecting factors in these two sector for recommending solutions.

### Operationalization of the Objectives:

1. To find out and measure the quality dimensions of public and private sector schools at primary level.
  - Students well engagement in class
  - Curriculum and pedagogy
  - Assessment of student learning
  - Classroom environment and culture
  - Practice-oriented staff development
2. Comparative analysis of common quality approached in students, teachers and parents.
  - Problem solving approach with respect
  - Good relationship bond approach
  - Not need to brag at any side
  - Productive climate and culture
  - Like and dislike approach Remember how you liked (or disliked) your teachers
3. To find out the main key quality affecting factors for recommending solutions.
  - Guaranteed and viable curriculum
  - Challenging goals with effective management
  - Parent and community involvement



- Frequent monitoring of student progress
- Concentration on teaching and learning

## RESEARCH METHODOLOGY

This study was designed to compare the quality of public versus private education system in Pakistan at primary level, centering on student teachers and parents common approaches about quality of education. To accrue the information regarding these approaches, independently collect the data and analyze this data according to different performance indicators to check the significance. The researched use secondary data with special focus of ASER Survey Report 2015 to find out quality dimensions approaches. Finally concluded the results and recommending solutions after verdict quality effecting factors in these two sectors for better quality education.

## COMPARISON OF QUALITY EDUCATION

In this study stratified sampling technique was used to select the sample. A total of 50 *teachers, 100 parents and 300 students* were chosen randomly participated in the study. The detail of the sample is given in tables 1 below:

## CONCLUSION

Quality education is still an important target as government's endorsement of *Education for All (EFA)* in 1990, same the repetition of this commitment by signing up to achieve Millennium Development Goals (MDGs) in 2001, and the recent declaration of education from age 5 to 16 as a basis and immutable human right in 2010, many observers remain doubtful of the capacity of the state to deliver on these commitments (United Nations 2009). Despite two decades of efforts involving the multilateral and bilateral aid agencies, government, civil society organizations and the for-profit private sector, Pakistan is nowhere close to creating an equitable education system (Burki 2005). The recently launched ASER Report 2015 is a testament to civil society evidence-based activism that has drawn irreversible attention to the crisis of learning, both locally and globally. As we move forward towards the recently adopted Sustainable Development Goals (SDGs), carries a sector wide, ambitious and aspirational approach for ensuring all children and young people, regardless of their background, acquire relevant learning outcomes by 2030. The data provided by the ASER Report thus serves as an invaluable resource for setting the ground and understanding the extent of the learning crisis in order to meet the planned targets. The ASER 2015 survey was conducted in 146 rural districts of Pakistan, covering 83,755 households in 4,217 villages throughout the country. Detailed information was collected on 258,021 children (59% males, 41% females) aged 3-16 years. Out of these 219,609 children aged 5-16 years were tested for language and arithmetic competencies.

National rural findings revealed that 45% enrolled in class 5 still were not able to read a class two level story in their local language i.e. Urdu/Sindhi/Pashto. The situation is even direr for English and Math. 51% of class 5 children could not read sentences in English (class 2 level) while 50% could not solve two digit division sums. Moreover, children enrolled in private schools were found to be performing better than those who were going to their government counterparts. But students studying in private schools were also observed to be taking more tuition when compared to government schools students.

The ASER 2015 data set also highlights the appalling access and gender disparities created in terms of enrollment and learning levels because of differences in wealth status. The indicators captured through household questionnaire measures the economic potential and achieved levels of income /wealth of a household. The results reveal that the richest quartile has the highest percentage of children enrolled (80%)



whereas the poorest quartile has the lowest enrollment rate (61%). A strong correlation between wealth and enrollment is established as we move along the wealth index. Moreover, socio-economic background is also found to be influencing gender inequity. The males and females belonging to the poorest quartile are particularly disadvantaged as depicted by the lowest enrollment rates. The most alarming trend is that of female's enrollment which not only decreases across all quartiles but is also lower than the enrollment rate of males across all quartiles. Not only enrollment, but also the learning levels of all three competencies i.e. Urdu/Sindhi/Pashto, English and Math are found to be affected by the wealth of a household. The poorest have the lowest learning levels (20% Urdu/Sindhi/Pashto, 17% English, and 18% Math) and the richest have the highest learning levels (42% Urdu/Sindhi/Pashto, 40% English, and 38% Math). The households with a better wealth status are able to spend significantly more on their children's education improving their opportunities for better quality schooling as reflected by the enrollment figures mentioned above.

The analysis illustrates the long way to go to ensure all children even achieve one of the most modest of the sustainable development targets. In particular, it puts the spotlight on the need for reforms to start in the early years of pre-primary and primary schooling when learning gaps begin to form. It also highlights the importance of focusing attention on the poorest who have the furthest distance to travel if they are all to be able to achieve even the most basic skills by 2030.

In ASER 2015 we not only see a modestly improved enrolment of 6-16 years from 79% to 80.5%, but after many years the public private enrolment proportion records highest shift of 6% points in favor of public sector and drop in private sector size including madrassah enrolment that reveals a modest declining trend from 2.7 in 2012 to 2.0% in 2015. Is this good news or a cause for concern? For many years research on public and private trends (ASER/LEAPS) reported headlines about higher learning outcomes in private sector even when controlled for differences. There has been an exaggerated bias in our conversations on 'what is happening right in private sector' and exploring aggressive policy options that support a popular interpretation of the state as a 'financier enabler' and not a preferred provider of education services. However, it is refreshing to see that in provinces backed by active political champions and political will. There is a push for a better performing public sector pushing for implementation of sector plans, targets and stocktaking. According to ASER 2015 attendance rate of teachers across the two sectors has been more or less bridged (public 89.2% and private 91%); teachers' presence was the one big factor to account for differences across learning outcomes across public and private schools. Missing facilities in public sector schools have also witnessed an overall increase in provision as recorded by ASER 2015 data. The students' attendance rate (primary) has improved (public sector 84% private 90%), but what continues to drag this indicator in public sector schools is students abstaining from attendance in Sindh schools.

Their attendance rate has dropped further from 68% in 2014 to 65% in 2015. Similarly, from 41% of children enrolled in ECE classes in 2013 the number has slipped to 37% in 2015. Can Pakistan afford this lack of investment and attention to its youngest for sustained improvement at primary and post primary levels? This can only be reversed with improved confidence of parents and children in the quality of public sector services right at the outset. Looking at access, affordability and enrolment, public sector still remains the largest education service provider in rural areas and this emerging trend can act as a key

Performance indicator to accelerate public sector efforts, morale and political will to improve its services. Therefore public sector provision needs to be strengthened and better resourced focusing on improvement in quality of learning through partnerships and innovative approaches that teach at the right level; recruitment of sufficient and trained teachers and higher number of learning contact hours in these



schools. This comprehensive whole school and systems based approach combined with prioritizing districts/sub-districts, collaboration with BISP and intermediary partners and above all with communities most in need will produce even higher outcomes and boost confidence in public sector provision committed to ALL children in schools, learning better and staying longer.

## **FINDINGS**

According to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey FY2015,

- The literacy rate of the population (10 years and above) is 60 percent as compared to 58 percent in FY2014.
- The data shows that literacy rate is higher in urban areas (76 percent) than in rural areas (51 percent).
- Province wise data suggests that Punjab leads with 63 percent followed by Sindh with 60 percent, Khyber Pakhtunkhwa with 53 percent and Baluchistan with 44 percent.
- GER at the primary level excluding Katchi (prep) for the age group 5-9 years at national level during FY2015 recorded at 89.0 percent as compared to 90 percent in FY2014.
- The decrease in overall GER in Pakistan is mainly due to decline in Punjab GER to 97 percent in FY2015 from 100 percent in FY2014. Sindh showed improvement to 79 percent in FY2015 against 76 percent in FY2014 and Khyber Pakhtunkhwa also improved to 90 percent in FY2015 against 89 percent in FY2014 while Baluchistan GER witnessed significant improvement to 71 percent in FY2015 as compared to 67 percent in FY2014.
- NER at the national level during FY2015 remained stable at 57 percent compared to last year. Province wise comparison reveals that Punjab NER declined to 61 percent in FY2015 as compared to 64 percent in FY2014. Sindh NER improved to 51 percent in FY2015 as compared to 48 percent in FY2014; while NER of Khyber Pakhtunkhwa witnessed a slight improvement at 56 percent in FY2015 as compared to 54 percent in FY2014. Baluchistan also witnessed a significant improvement at 46 percent in FY2015 as compared to 39 percent in FY2014.
- At national level, the total number of enrolments during FY2015 was recorded at 43.95 million as compared to 42.09 million during the same period last year. This indicates an increase of 4.4 percent and it is estimated to increase to 45.17 million during FY2016.
- The total number of institutes stood at 252.56 thousands during FY2015 as compared to 241.61 thousands during last year, showing an increase of 4.5 percent. However, the number of institutes is estimated to increase to 257.47 thousands during FY2016.
- The total number of teachers during FY2015 was recorded at 1.59 million as compared to 1.53 million during last year showing an increase of 3.9 percent. This number of teachers is estimated to increase further to 1.62 million during the year FY2016. Public Expenditure on Education as percentage to GDP is estimated at 2.2 percentage in FY2015 as compared to 2.1 percentage of GDP in FY2014 showing an increase of 4.8 percent.
- HEC is also contributing to play its role in running different scholarships programme to enhance academic qualification at various levels on merit basis in line with specific criteria. During FY 2016, overall 42,963 scholarships were awarded under different programmes of HEC.
- Prime Minister's Fee Reimbursement Scheme for less developed areas (selected regions) was successfully executed, and is continued for FY 2016. Reimbursement to around 23,458 students of less developed areas is being carried out this year.
- PSDP allocation for HEC was Rs.19.985 billion in FY2016 for 144 (87 on-going & 57 new unapproved) development projects being executed in Public Sector. During July 2015 to March 2016, the government has released Rs.14.053 billion (which is 70% of the revised allocation) for the execution of development projects reflected under PSDP 2015-16. (Pakistan Economic Survey 2015-16... Economic Adviser's Wing, Finance Division, Government of Pakistan, Islamabad)



## RECOMMENDATIONS

In light of above conclusion the study recommended some imperative factors inside and outside school that contribute for the quality of academic performance with influence the student's achievement scores in both sectors schools quality. The key aspect for the educators is to educate their students effectively so that they may be able to show quality performance in their academics. To achieve this objective it is necessary for the educators to understand better about the factors that may contribute in the academic success of students. In the light of above discussion the researcher extent the following recommendations some proposed for Government policy side and the others at general child centered sanctions as follows:-

- At Government part they should proper implement the policies as per plan and proper monitor the government sector school to improve the performance and quality.
- Government should also monitor the private schools to formally recognize their performance and to regularize the government rules in private sectors
- Government should also need to harmonize the infrastructure, curriculum, faculty, and education and training requirements in these two sectors.
- Government should centralized the school opening process with formal procedure and fulfilment of each and every requirement for both sectors.
- For the improvement of curriculum the teachers' guides should include the curriculum outlines and syllabus may be produced at large scale and be provided to the teachers. The guide books and manuals can meet the need of on-job training of teachers.
- Teacher and supervisory staff should be given training in adopting and using teaching methods suitable to integrated curriculum needs.
- Increase the public sector budget and need to provide AV Aids and also required introduced new teaching techniques to divert the parent's attention to low cost public schools enrollment.
- Need to extents studies for exploring potential of both side schools to actively engage with parents on quality participations for overall MDG,s achievements.
- Frequent Two-way communication between families and schools is necessary for students' success. Research shows that the more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student achieve academically. It should be in shape of parent's conference, Parent-teacher organizations or school community councils, Weekly or monthly folders of student work sent home for parent review and comment, Phone calls, E-mail or school website
- Adults should make contact soon after a problem has been identified, so a timely solution can be found. Waiting too long can create new problems, possibly through the frustration of those involved.
- Follow-up Consistency and frequency should be needed, Parents need frequent, ongoing feedback about how their children are performing with homework.
- Clarity and usefulness of communication must be needed, Parents and teachers should have the information they need to help students, and in a form and language that makes sense to them.
- To ensure the eminence in education Students should well engaged in class activities and performance.
- Curriculum and pedagogy should be equalized for both sectors to measure the national quality scale.
- Weekly base Assessment of student learning is necessary to reach the quality standard.
- Need to shape very effective Classroom environment and culture for better teaching and learning.
- Except from report writing and fake commitments a Practice-oriented staff development needed to ensure quality.



- Treat the teacher-parent-child relationship with the respective way. Create a problem-solving partnership, instead of confronting a teacher immediately with what's wrong. "Meet with a teacher to brainstorm and collaborate ways to help your child, instead of delivering a lecture.
- Good relationship bond approach is needed because: "This is one of the first relationships with an adult your child may have outside the family unit. "For young children, the teacher-child relationship is a love relationship," adds Michael Thompson, Ph.D. "In fact, it may be their first love relationship after their parents and it can be pretty powerful and wonderful."
- Not need to brag at any side but need to give courage in positive way to the child to Successful accomplishments.
- Effective instructional arrangement and implementation is needed. The Child need Productive climate and culture from both sides is must to teach and learn better for excellent quality.
- It is very important approach that Like and dislike approach Remember how you liked (or disliked) your teachers. "It's important to leave your own baggage at the door, so you can talk about your child with the teacher (and not about you!)" adds Michael Thompson, Ph.D.
- To ensure good quality Guaranteed and viable curriculum these factors can be a big influence on student outcomes.
- To cater the quality needs challenging goals should be set with effective management approaches in light of effective feedback in both public and private sectors.
- Parent and community involvement should be formalize in shape of PTA (parents teachers associations) and register with government to effective working and progress in schools.
- Frequent monitoring of student progress should be needed from three sides as: government on schools, teachers on child and parents on child.
- Research and development is very important part to measure quality at every stage. So concentration on teaching and learning with research and development and trainings should be carry on for effective progress.

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