Pakistan (Punjab) Education Fact Sheets | 2022

Analyses for learning and equity using MICS data

MICS-EAGLE

unicef
for every child

GPE KIX
KNOWLEDGE INNOVATION EXCHANGE

Acknowledgements

The 2022 MICS-EAGLE Pakistan (Punjab) Education Fact Sheets were jointly developed by: the UNICEF Pakistan Country Office; UNICEF's South Asia Regional Office; and Suguru Mizunoya, Yixin Wang, Peggy Kelly, and Sakshi Mishra of the Education team in the Data and Analytics section, Division of Data, Analytics, Planning and Monitoring, UNICEF Headquarters, with support from many helping hands.

We would like to express our deepest gratitude to the government ministers and their representatives from Pakistan who provided inputs to the MICS-EAGLE factsheet, and without whose support this initiative could not have advanced.

This work was supported by the Global Partnership for Education Knowledge and Innovation Exchange, a joint endeavour with the International Development Research Centre, Canada.

Last but not least, the team would also like to thank Armen Antonyan for the design.

Photocredits

Cover page: © UNICEF/2018/Asad Zaidi
Page 4: © UNICEF/2018/Asad Zaidi
Page 7: © UNICEF/2018/Asad Zaidi
Page 9: © UNICEF/2018/Asad Zaidi
Page 10: © UNICEF/2018/Asad Zaidi
Page 15: © UNICEF/2018/Asad Zaidi
Page 16: © UNICEF/2018/Asad Zaidi
Page 17: © UNICEF/2018/Asad Zaidi
Page 20: © UNICEF/2018/Asad Zaidi
Page 21: © UNICEF/2018/Asad Zaidi
Page 23: © UNICEF/2018/Asad Zaidi
Page 25: © UNICEF/2018/Asad Zaidi
Page 29: © UNICEF/2018/Asad Zaidi
Page 31: © UNICEF/2018/Asad Zaidi
Page 32: © UNICEF/2018/Asad Zaidi
Page 35: © UNICEF/2018/Asad Zaidi
Page 38: © UNICEF/2018/Asad Zaidi
Page 41: © UNICEF/2018/Asad Zaidi
Page 42: © UNICEF/2018/Asad Zaidi
Page 43: © UNICEF/2018/Asad Zaidi
Page 44: © UNICEF/2018/Asad Zaidi
Page 45: © UNICEF/2018/Asad Zaidi
Page 46: © UNICEF/2018/Asad Zaidi
Page 47: © UNICEF/2018/Asad Zaidi
Page 49: © UNICEF/2018/Asad Zaidi
Page 50: © UNICEF/2018/Asad Zaidi
Page 51: © UNICEF/2018/Asad Zaidi
Page 53: © UNICEF/2018/Asad Zaidi
Page 54: © UNICEF/2018/Asad Zaidi
Page 54: © UNICEF/2018/Asad Zaidi
Page 55: © UNICEF/2018/Asad Zaidi
Page 56: © UNICEF/2018/Asad Zaidi
Page 57: © UNICEF/2018/Asad Zaidi
Page 60: © UNICEF/2018/Asad Zaidi

Table of contents


C
q

Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this). For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Primary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 12-14 years who have not completed primary education. In Pakistan (Punjab), 34 per cent of children aged between 12 and 14 have not completed primary education. Among this 34 percent who have not completed primary education, 49 per cent are males and 51 per cent are females.

MICS6 in Pakistan (Punjab)

The Pakistan (Punjab) Multiple Indicator Cluster Survey (MICS) was carried out in 2017-18 by Bureau of Statistic, Punjab, in collaboration with the United Nations Children's Fund (UNICEF), as part of the Global MICS Programme. Technical support was provided by UNICEF, with government funding and financial support of UNICEF. For all education questions, 2017-18 school year is the current school year and 2016-17 school year is the previous school year.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. The eight topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):

Access and Completion

Skills
(learning outcomes, ICT skills and literacy rate)

Inclusive Education
(with a focus on disability)

Early Learning

Out-of-School Children

Repetition and Dropouts
(internal efficiency)

Child Protection
(child labour and child marriage)

Remote Learning

Topic 1 Completion

Guiding questions

1. For which level of education is the completion rate the lowest?
2. What districts have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socioeconomic characteristics of children who do not complete each level of education?

Overview

What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary, lower secondary or upper secondary) who have completed that level of education. For example, the official age of entry into primary school in Punjab is 5 years, and primary school has 5 grades, so the intended age for the last grade of primary school is 9 years. In this case, the reference age group for calculation of the primary completion rate would be 12-14 years (9 + 3 = 12 and 9 + 5 = 14). This indicator is used to calculate SDG 4.1.2 – Completion rate (primary education, secondary education).

FIGURE 1 Overview of completion rates

	PRIMARY	MIDDLE SCHOOL	JUNIOR SECONDARY	SENIOR SECONDARY
Richest	92%	87%	72%	63%
Urban	77%	68%	51%	42%
Total	66%	56%	39%	30%
Rural	60%	49%	31%	22%
Poorest	33%	20%	10%	6%

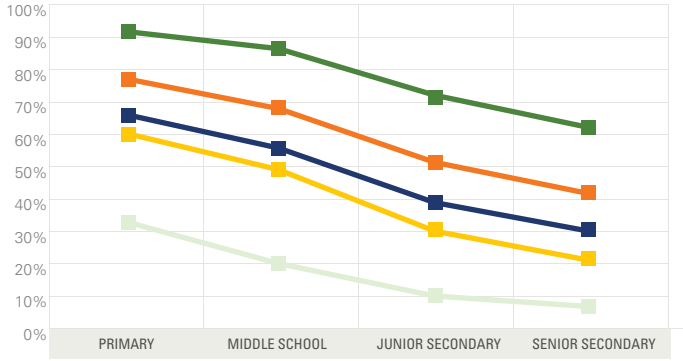


FIGURE 2 **Primary** completion rates

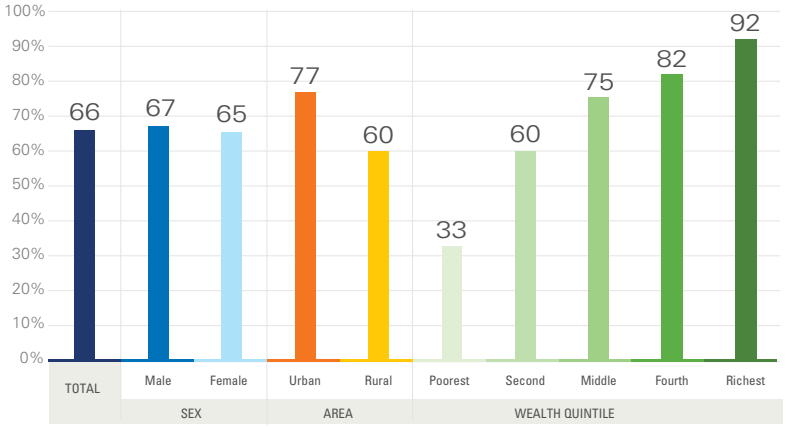


FIGURE 3 **Middle school** completion rates

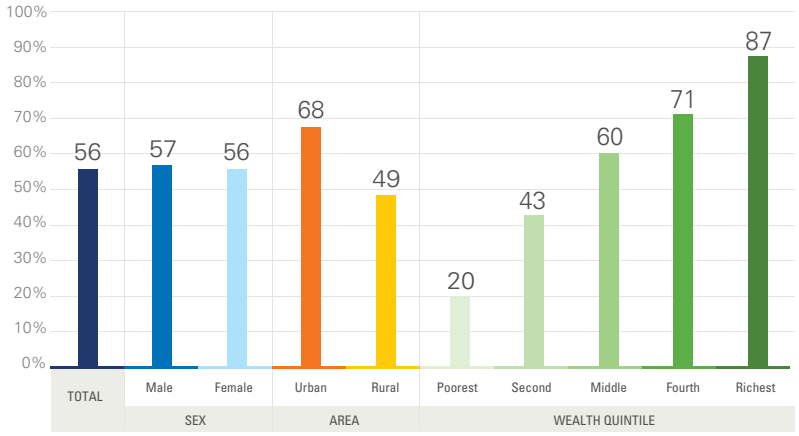


FIGURE 4 **Junior secondary** completion rates

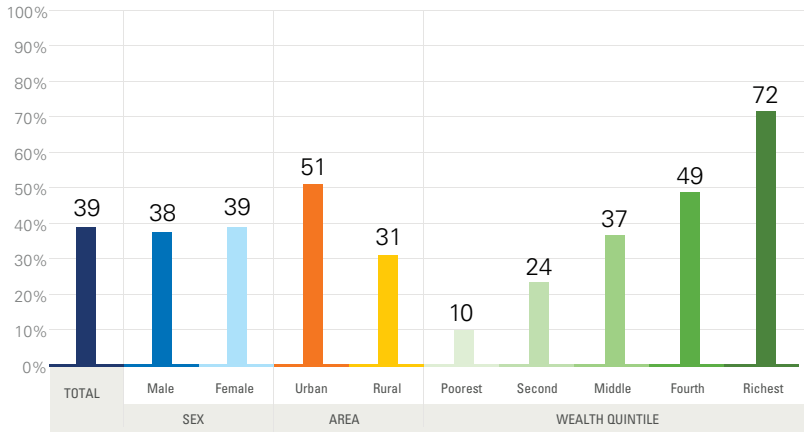
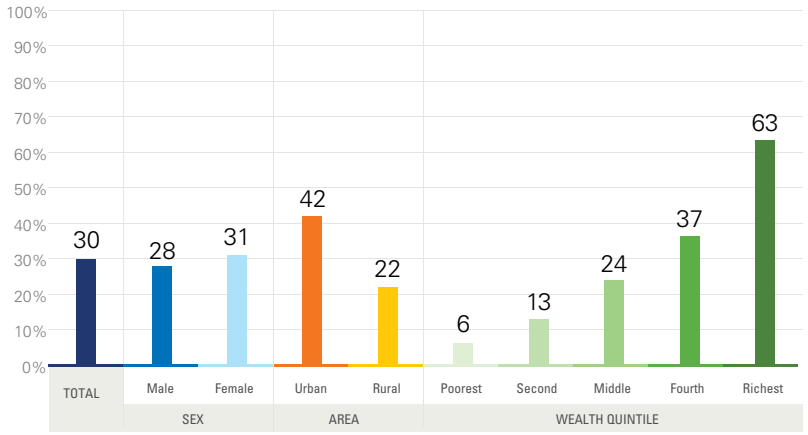


FIGURE 5 **Senior secondary** completion rates



Findings

- The primary completion rate in Punjab is 66 per cent, indicating that there is still a ways to go before achieving universal primary completion. The differences are notable by urban-rural location, as well as along socio-economic lines.
- Completion rates decline for middle school to 56 per cent, steeply for junior secondary education to just 39 per cent, and further drop to 30 per cent for senior secondary level.
- At all levels, rural and poor children have completion rates below the average for all of Punjab, whereas urban and richer children have completion rates above the average. In particular, children belonging to the poorest quintile have much lower completion rates than other groups.
- The gap between the completion rates of children from the richest and poorest wealth quintiles remains high at all levels of the education system. In primary, 92 per cent of the children from the wealthiest quintile complete their education, compared to 33 per cent from the poorest quintile. Furthermore, while 72 per cent of children from the richest quintile complete junior secondary education, only 10 per cent of children from the poorest quintile do so.

Regional disaggregation – completion rates

FIGURE 6 Primary completion rate **by district**

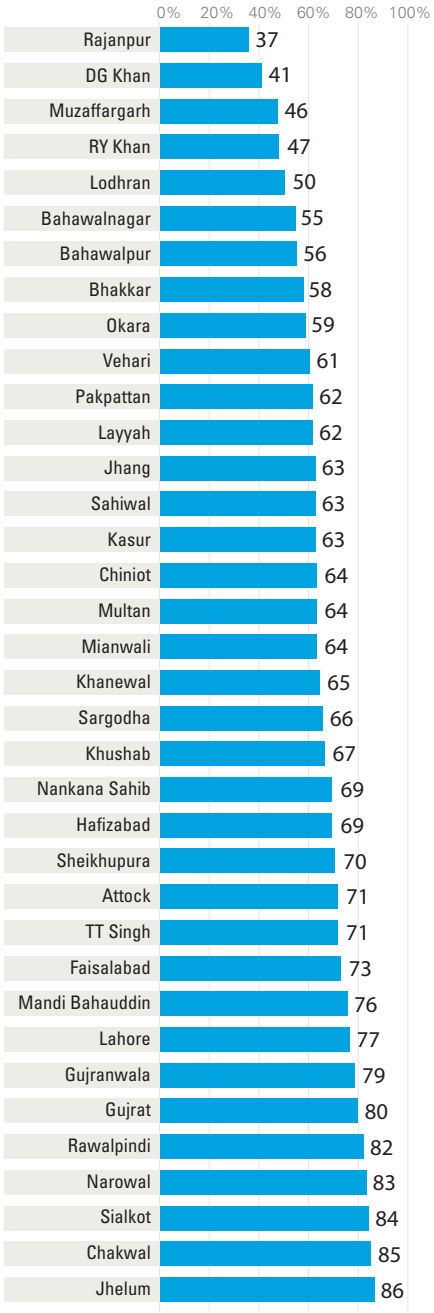


FIGURE 7 **Middle school** completion rate by district

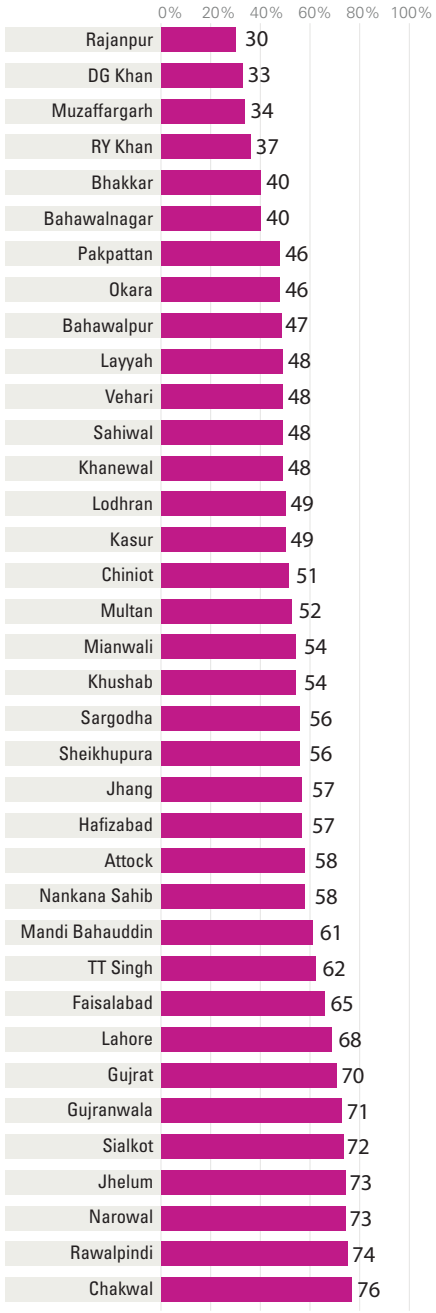


FIGURE 8 **Junior secondary** completion rate by district

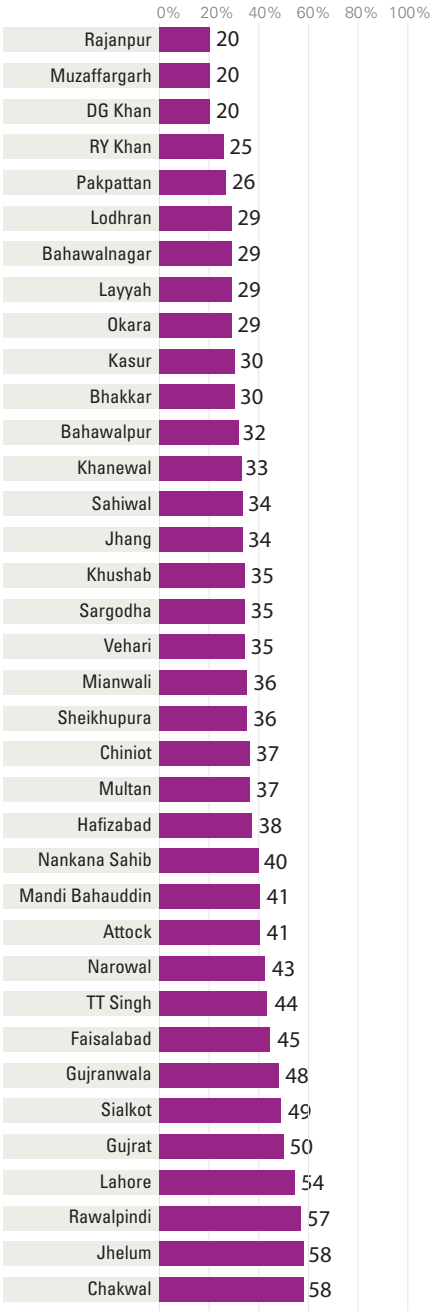
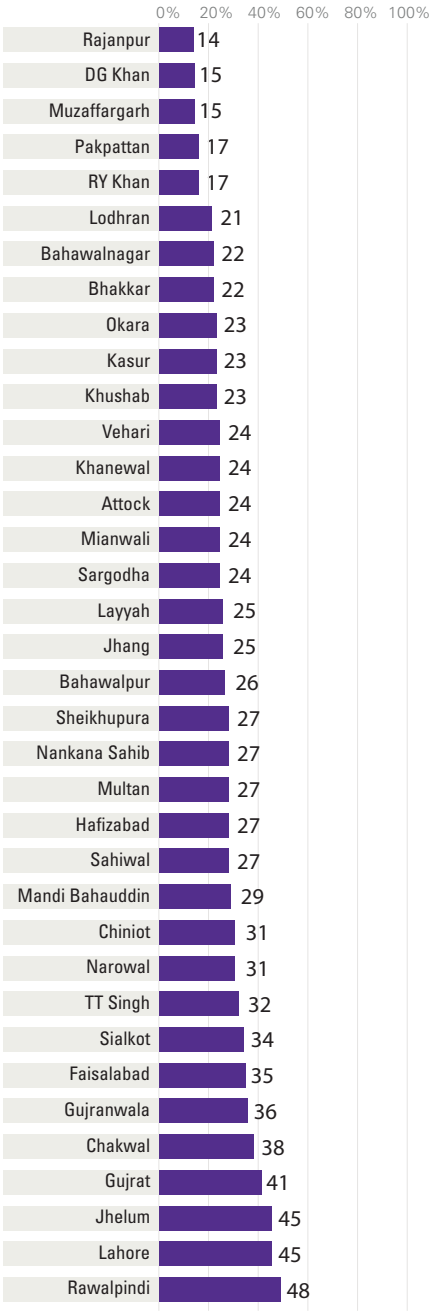


FIGURE 9 **Senior secondary** completion rate by district



Findings

- At **primary** level, completion rates vary substantially by district, with Ranjanpur having the lowest, at 37 per cent, and Jhelum having the highest at 86 per cent.
- For all districts, completion rates decline at the middle school level when compared to primary level.
- At the **middle school** level Chakwal has the highest completion rate at 76 percent and Rajanpur has the lowest completion rate at 30 per cent. Most districts experience a drop in completion rates from primary to middle school of 10 percentage points or more.
- At the **junior secondary** level, for all districts the decline in completion rate is substantial, falling at least 10 percentage points from middle school completion rates, and by more than 20 percentage points in some districts. Three districts, DG Khan, Muzaffargarh, and Rajanpur had junior secondary completion rates of 20 per cent, and Chakwal and Jhelum had the highest at 58 per cent.
- When it comes to **senior secondary** school, the completion rates continue to drop across all districts, with all districts having a lower than 50 per cent completion rate.

Profiles of children not completing school

These profiles are based on the share of children not completing each level of education in Punjab, where 34 per cent do not complete primary, 44 per cent do not complete middle school, 61 per cent do not complete junior secondary, and 70 per cent do not complete senior secondary education.

FIGURE 10 Profile of children who do not complete school, **by sex**

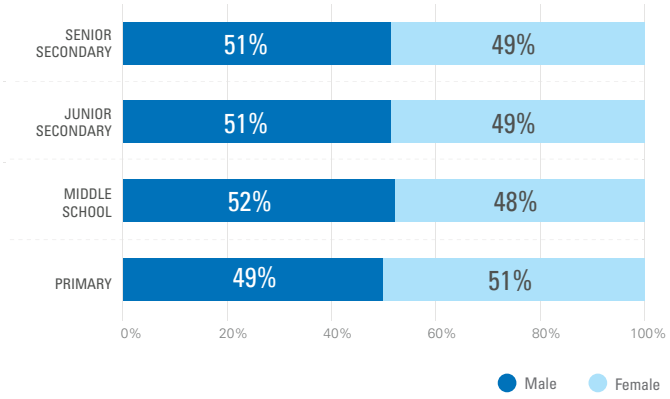


FIGURE 11 Profile of children who do not complete school, **by area**

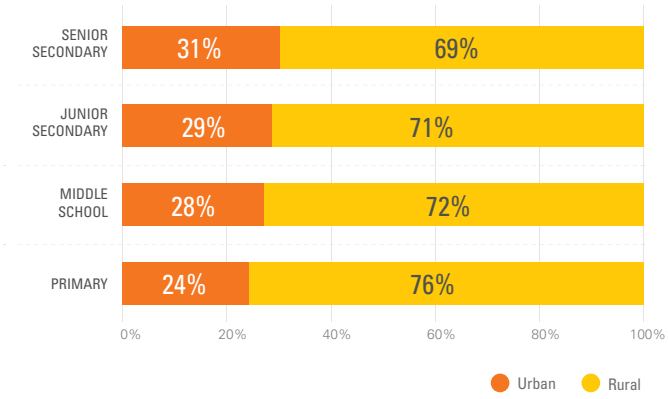
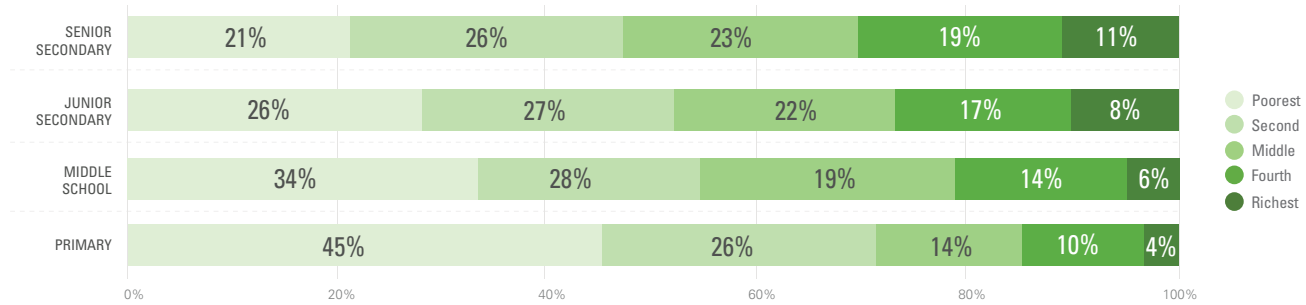


FIGURE 12 Profile of children who do not complete school, **by wealth quintile**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Among children who do not complete primary, there are a slightly higher share of girls. But at the middle school and secondary levels, the trend reverses and there are slightly more boys among those who do not complete these levels.
- Across all four levels, among children not completing the level, there more children are in rural areas.
- Children from the poorest two wealth quintiles make up more than half of those who do not complete middle school and junior secondary levels, and 71 per cent of those who do not complete the primary level.

TABLE 1. Completion

Rates & headcounts by various socioeconomic characteristics

		Completion rates (%)				Estimated number of children who did not complete			
		Primary	Middle school	Junior Secondary	Senior Secondary	Primary	Middle school	Junior Secondary	Senior Secondary
Total		**34%**	**44%**	**61%**	**70%**	**2,433,000**	**1,999,000**	**4,080,000**	**4,537,000**
Sex	Male	33 %	43 %	62 %	72 %	1,200,000	1,044,000	2,085,000	2,308,000
	Female	35 %	44 %	61 %	69 %	1,233,000	955,000	1,995,000	2,228,000
Area	Urban	23 %	32 %	49 %	58 %	595,000	556,000	1,193,000	1,410,000
	Rural	40 %	51 %	69 %	78 %	1,838,000	1,443,000	2,887,000	3,127,000
Wealth quintile	Poorest	67 %	80 %	90 %	94 %	1,091,000	674,000	1,051,000	940,000
	Second	40 %	57 %	76 %	87 %	639,000	555,000	1,116,000	1,179,000
	Middle	25 %	40 %	63 %	76 %	352,000	382,000	894,000	1,066,000
	Fourth	18 %	29 %	51 %	63 %	254,000	275,000	675,000	854,000
	Richest	8 %	13 %	28 %	37 %	97,000	113,000	344,000	499,000
District	Bahawalpur	44 %	53 %	68 %	74 %	95,000	69,000	145,000	145,000
	Bahawalnagar	45 %	60 %	71 %	78 %	90,000	74,000	141,000	142,000
	RY Khan	53 %	63 %	75 %	83 %	169,000	107,000	201,000	196,000
	DG Khan	59 %	67 %	80 %	85 %	115,000	71,000	116,000	109,000
	Layyah	38 %	52 %	71 %	75 %	50,000	41,000	72,000	78,000
	Muzaffargarh	54 %	66 %	80 %	85 %	171,000	108,000	209,000	189,000
	Rajanpur	63 %	70 %	80 %	86 %	83,000	50,000	88,000	79,000
	Faisalabad	27 %	35 %	55 %	65 %	122,000	108,000	244,000	282,000
	Chiniot	36 %	49 %	63 %	69 %	31,000	22,000	45,000	49,000
	Jhang	37 %	43 %	66 %	75 %	65,000	50,000	102,000	116,000
	TT Singh	29 %	38 %	56 %	68 %	40,000	37,000	81,000	92,000
	Gujranwala	21 %	29 %	52 %	64 %	71,000	71,000	161,000	200,000
	Gujrat	20 %	30 %	50 %	59 %	37,000	39,000	81,000	93,000
	Hafizabad	31 %	43 %	62 %	73 %	25,000	20,000	40,000	48,000
	Mandi Bahauddin	24 %	39 %	59 %	71 %	25,000	29,000	55,000	64,000
	Narowal	17 %	27 %	57 %	69 %	21,000	22,000	65,000	82,000
	Sialkot	16 %	28 %	51 %	66 %	43,000	50,000	117,000	153,000
	Lahore	23 %	32 %	46 %	55 %	149,000	145,000	303,000	370,000
	Kasur	37 %	51 %	70 %	77 %	90,000	76,000	158,000	166,000
	Nankana Sahib	31 %	42 %	60 %	73 %	25,000	22,000	43,000	52,000
	Sheikhupura	30 %	44 %	64 %	73 %	73,000	68,000	136,000	159,000
	Multan	36 %	48 %	63 %	73 %	116,000	88,000	198,000	216,000
	Khanewal	35 %	52 %	67 %	76 %	74,000	73,000	141,000	153,000
	Lodhran	50 %	51 %	71 %	79 %	56,000	31,000	72,000	75,000
	Vehari	39 %	52 %	65 %	76 %	76,000	57,000	121,000	124,000
	Rawalpindi	18 %	26 %	43 %	52 %	59,000	58,000	136,000	169,000
	Attock	29 %	42 %	59 %	76 %	33,000	34,000	63,000	87,000
	Chakwal	15 %	24 %	42 %	62 %	13,000	16,000	36,000	54,000
	Jhelum	14 %	27 %	42 %	55 %	11,000	15,000	35,000	45,000
	Sahiwal	37 %	52 %	66 %	73 %	61,000	53,000	98,000	96,000
	Okara	41 %	54 %	71 %	77 %	85,000	72,000	137,000	145,000
	Pakpattan	38 %	54 %	74 %	83 %	45,000	42,000	82,000	91,000
	Sargodha	34 %	44 %	65 %	76 %	84,000	79,000	161,000	191,000
	Bhakkar	42 %	60 %	70 %	78 %	57,000	49,000	82,000	85,000
	Khushab	33 %	46 %	65 %	77 %	32,000	23,000	52,000	63,000
	Mianwali	36 %	46 %	64 %	76 %	38,000	29,000	65,000	77,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Completion - Rates & headcounts by various socioeconomic characteristics

These charts show the number of children in various groups who did not complete their education (represented by the size of the bubble) and the non-completion rates for each group (indicated on the y-axis).

FIGURE 13 Rates of incompletion and headcounts of children who do not complete **primary**

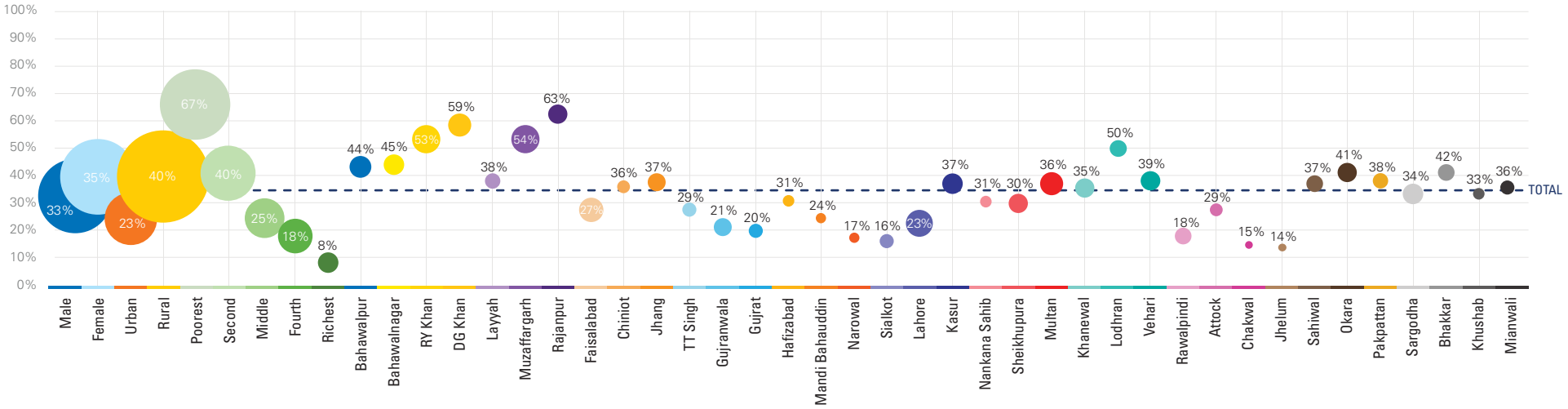


FIGURE 14 Rates of incompletion and headcounts of children who do not complete **middle school**

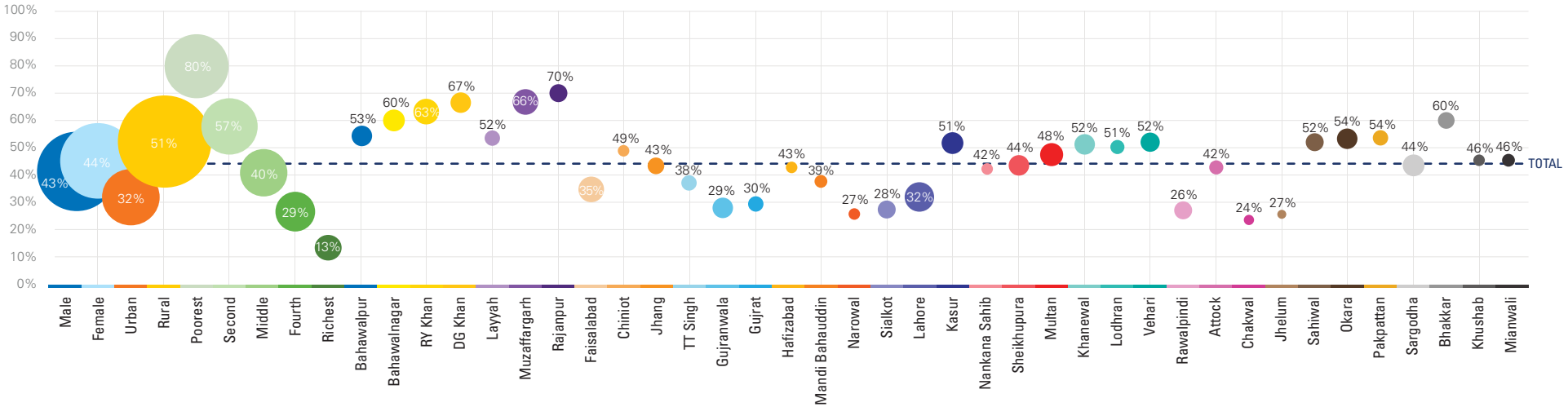


FIGURE 15 Rates of incompletion and headcounts of children who do not complete **junior secondary**

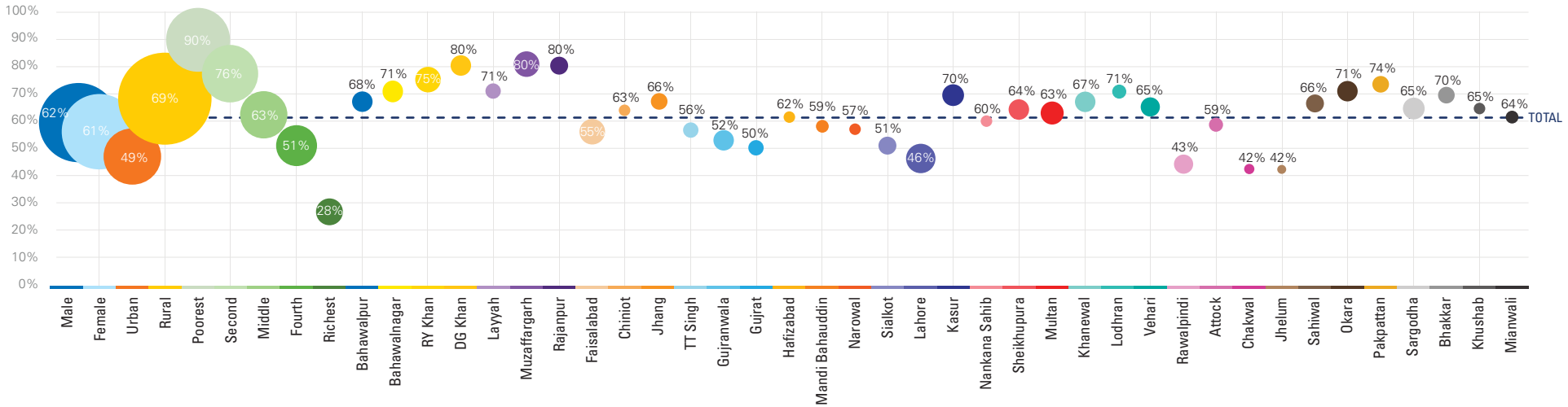
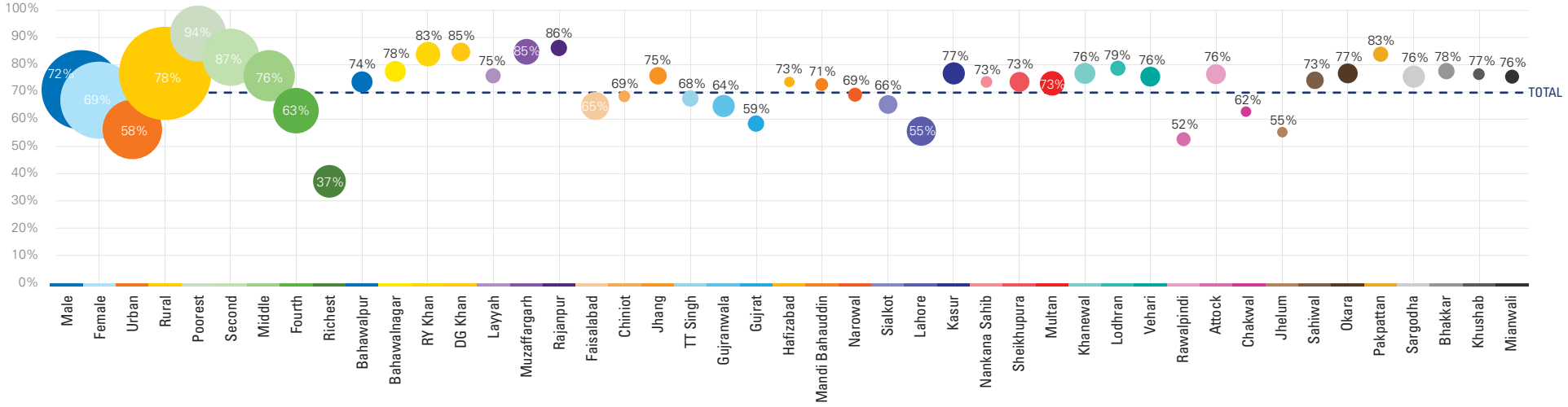


FIGURE 16 Rates of incompletion and headcounts of children who do not complete **senior secondary**



Findings

- At all four levels of schooling, there is little variation between groups by gender; however, there is substantial variation in non-completion rates by urban-rural location and socio-economic status, as rural children and poorer children have higher non-completion rates at all four levels.
- Among districts, Muzaffargarth, Lahore, and RY Khan have the largest number of children not completing primary school. These same districts, plus Faisalabad, have the highest number of children not completing middle school.
- Although inequities are present at all levels of education by wealth quintile, they become most visible at the junior and senior secondary level. While 28 per cent of the children from the richest wealth quintile did not complete junior secondary school, 90 per cent of their peers coming from the poorest household failed to complete junior secondary school. At senior secondary level, almost none of the children from the poorest household complete.
- Among districts, Lahore and Faisalabahave a headcount of more than 200,000 children not completing junior secondary school.

Topic 2 Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?
2. Which characteristics are linked to higher shares of reading and numeracy skills?
3. What share of each group of young people are literate, and what share have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills (based on contents for grades 2 and 3)

What are foundational learning skills?

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years. This data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i) reading and (ii) numeracy, by sex.

How are ICT skills measured?

ICT skills were based on the information of women and men age 15-49 about whether they carried out at least one of nine specific computer related activities in the last three months prior to the survey.

FIGURE 17 Share of children aged 7 to 14 with foundational **learning skills**

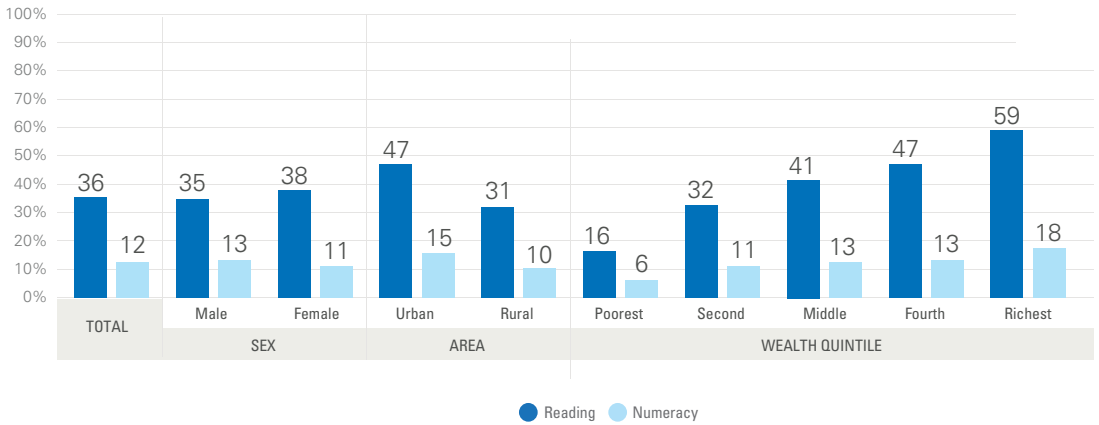
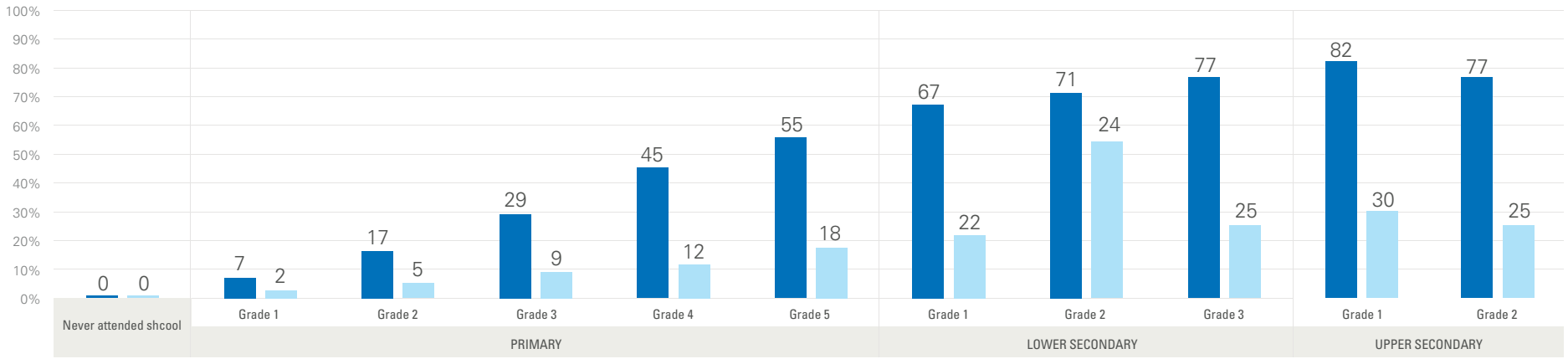


FIGURE 18 Share of children with foundational skills **by grade**

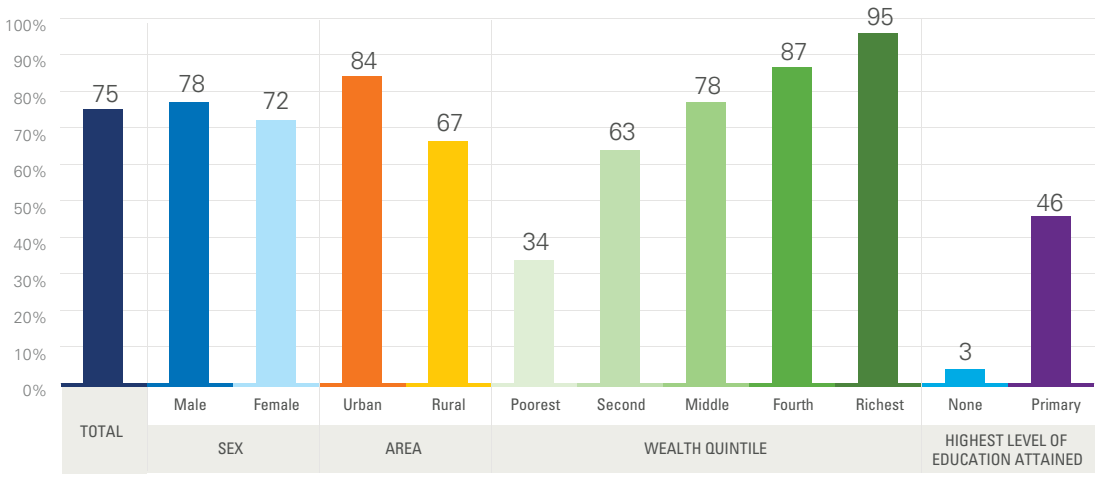


Findings

- The Foundational Learning module assesses skills at the Grade 2/3 level. 32 per cent of children who have Grade 3 as the highest grade attended have the expected reading skills for that grade, while 9 per cent of children have the expected numeracy skills.
- Data indicates that children learn by staying in school, as the share increases with each highest grade attended, until reaching grade 2 of upper secondary. Foundational skills are very low for children who never attended school.
- The share of children with Grade 2/3 level reading skills increases from 32 per cent in Grade 3 to 83 per cent in upper secondary Grade 1, whereas the share of children with numeracy skills at the Grade 2/3 level increases from 9 per cent in Grade 3 to 30 per cent in upper secondary Grade 1. It is important to note that all children are assessed based on contents of grade 2/3 and in Punjab, there are children whose highest grade is upper secondary Grade 2 who still do not have foundational skills.
- In Punjab, overall, 36 per cent of children aged 7 to 14 have foundational reading skills and 12 per cent of children aged 7 to 14 have foundational numeracy skills.
- Learning gaps along socioeconomic lines can be seen in Punjab, where a higher share of urban and wealthy children have foundational reading and numeracy skills.
- The largest learning gap is associated with household wealth: the share of children from the richest quintile with foundational reading skills is 43 percentage points higher than the share of share of children from the poorest wealth quintile. This gap is much narrower in foundational numeracy skills, where the percentage of children from the richest quintile who have foundational numeracy skills is 18 compared to 6 per cent children from poorest wealth quintile.

Literacy and ICT skills

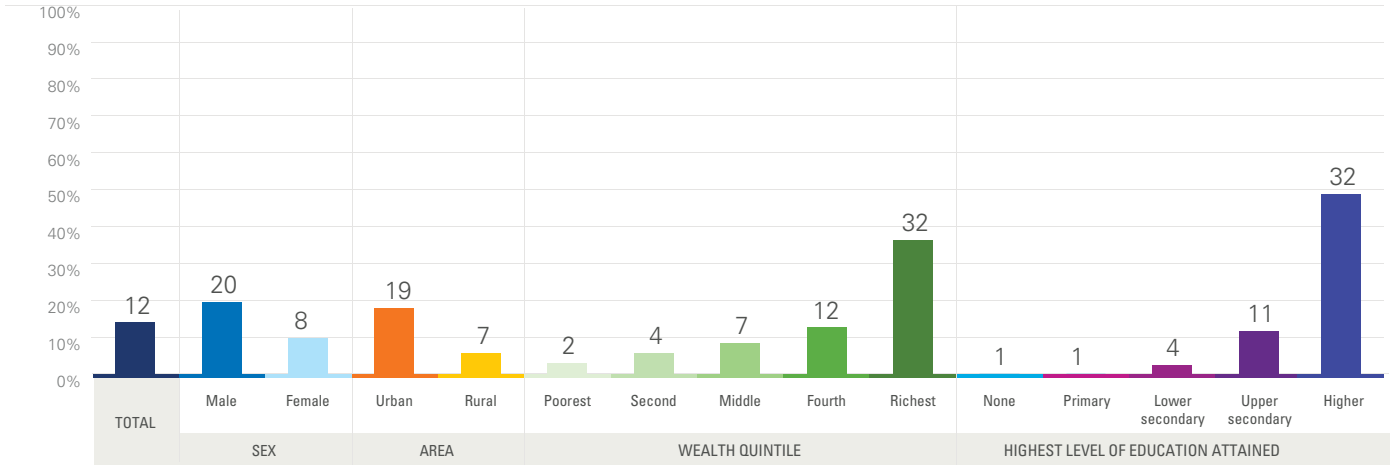
FIGURE 19 **Literacy rates** among youth aged 15 to 24 years



Findings

- 73 percent of 15 to 24 year olds in Punjab are literate. In MICS, literacy is assessed on the ability of the respondent to read a short simple statement or based on school attendance i.e. those who attended lower secondary or higher are counted as literate. However, those who only attended preschool have an extremely low literacy rate in Punjab of 3 per cent.
- Only 46 per cent of those whose highest level of education is primary were able to read a short simple statement.
- 12 per cent of 15 to 24 year olds have ICT skills in Nunjab. ICT skills is calculated based on responses to 9 ICT - related activities in MICS.
- More males and urban youth have ICT skills than females or rural youth. Strong inequities are observed in ICT skills signaling the digital divide may exist along socio-economic lines.
- The largest difference in ICT skill is observed by the highest level of education attained, with 32 per cent of youth who have higher education having ICT skills compared to 11 per cent of youth with upper secondary education.

FIGURE 20 **ICT skill** among youth aged 15 to 24 years



Profile of children not learning

These profiles are based on the 64 per cent of children in Punjab aged 7 to 14 years who do not have foundational reading skills and the 88 per cent who do not have foundational numeracy skills.

FIGURE 21 Profile of children who are not learning, **by sex**

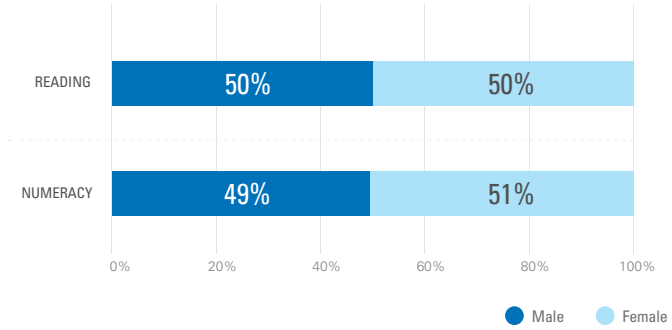


FIGURE 22 Profile of children who are not learning, **by area**

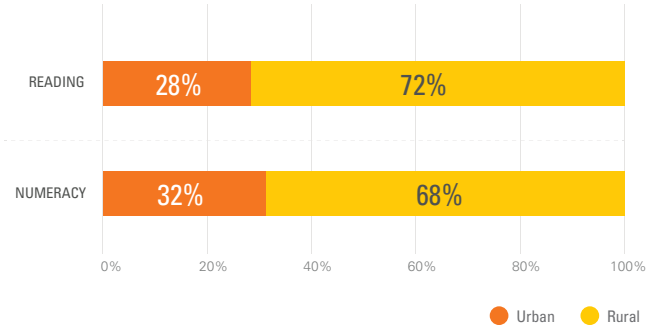
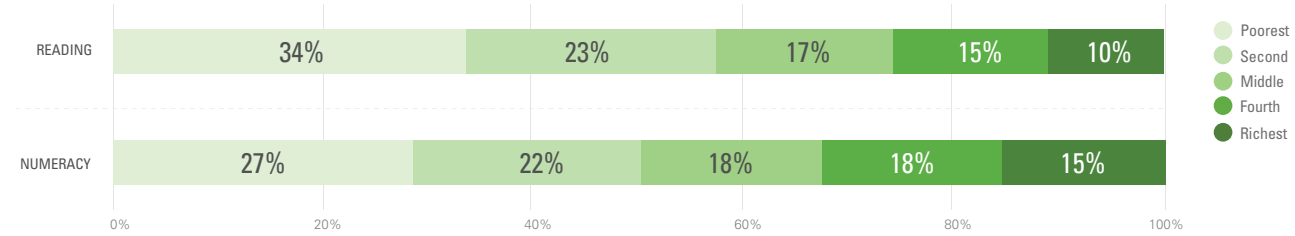


FIGURE 23 Profile of children who are not learning, **by wealth quintile**



Findings

- Equal proportions of boys and girls lack foundational reading skills, and slightly more girls lack foundational numeracy skills.
- Most children who are not learning are in rural areas.
- The majority of those not learning foundational skills are from the poorer quintiles, as 49 per cent of 7 to 14 year olds who do not have foundational numeracy skills and 57 per cent of those who do not have foundational reading skills belong to the poorest 40 per cent of the population.
- Of the children not learning. Faisalabad has the largest share of children not learning reading among the districts, and Faisalabad and Lajore both have the largest share of children not learning numeracy among the districts.

TABLE 2. Foundational skills

Shares & headcounts of children aged 7 to 14 who are not learning, by various socioeconomic characteristics

		Share (%) of children without foundational skills		Headcount of children without foundational skills	
		Reading	Numeracy	Reading	Numeracy
Total		**64%**	**88%**	**11,872,000**	**16,525,000**
Sex	Male	65 %	87 %	5,954,000	8,069,000
	Female	62 %	89 %	5,918,000	8,456,000
Area	Urban	53 %	85 %	3,315,000	5,289,000
	Rural	69 %	90 %	8,557,000	11,236,000
Wealth quintile	Poorest	84 %	94 %	4,019,000	4,499,000
	Second	68 %	89 %	2,773,000	3,611,000
	Middle	59 %	87 %	2,039,000	3,009,000
	Fourth	53 %	87 %	1,814,000	2,968,000
	Richest	41 %	82 %	1,228,000	2,437,000
District	Bahawalpur	66 %	98 %	381,000	566,000
	Bahawalnagar	68 %	98 %	319,000	457,000
	RY Khan	72 %	92 %	624,000	794,000
	DG Khan	75 %	92 %	351,000	430,000
	Layyah	57 %	85 %	227,000	339,000
	Muzaffargarh	74 %	87 %	728,000	853,000
	Rajanpur	81 %	97 %	312,000	372,000
	Faisalabad	62 %	90 %	807,000	1,162,000
	Chiniot	72 %	83 %	183,000	211,000
	Jhang	70 %	83 %	349,000	417,000
	TT Singh	62 %	88 %	235,000	334,000
	Gujranwala	61 %	95 %	403,000	629,000
	Gujrat	53 %	96 %	243,000	442,000
	Hafizabad	67 %	90 %	121,000	162,000
	Mandi Bahauddin	61 %	89 %	140,000	203,000
	Narowal	51 %	74 %	154,000	226,000
	Sialkot	56 %	86 %	349,000	539,000
	Lahore	48 %	82 %	711,000	1,211,000
	Kasur	63 %	92 %	398,000	576,000
	Nankana Sahib	70 %	94 %	185,000	248,000
	Sheikhupura	64 %	96 %	323,000	483,000
	Multan	61 %	84 %	582,000	802,000
	Khanewal	71 %	86 %	406,000	494,000
	Lodhran	71 %	87 %	244,000	298,000
	Vehari	65 %	85 %	363,000	475,000
	Rawalpindi	52 %	90 %	422,000	739,000
	Attock	76 %	98 %	198,000	255,000
	Chakwal	48 %	86 %	115,000	203,000
	Jhelum	55 %	82 %	108,000	163,000
	Sahiwal	68 %	84 %	313,000	386,000
	Okara	67 %	92 %	418,000	575,000
	Pakpattan	62 %	89 %	214,000	307,000
	Sargodha	69 %	92 %	424,000	560,000
	Bhakkar	68 %	78 %	205,000	234,000
	Khushab	71 %	91 %	169,000	216,000
	Mianwali	58 %	64 %	148,000	164,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Foundational skills Shares & headcounts of children aged 7 to 14 who are not learning, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various group who do not have foundational learning skills.

FIGURE 24 Headcounts and shares of children who do not have foundational **reading skills**

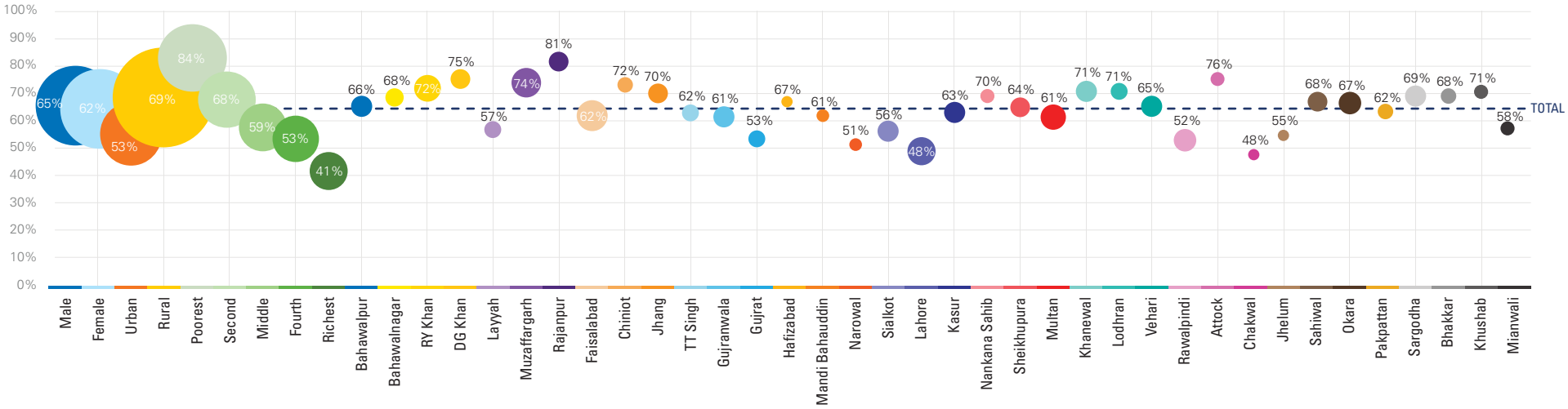
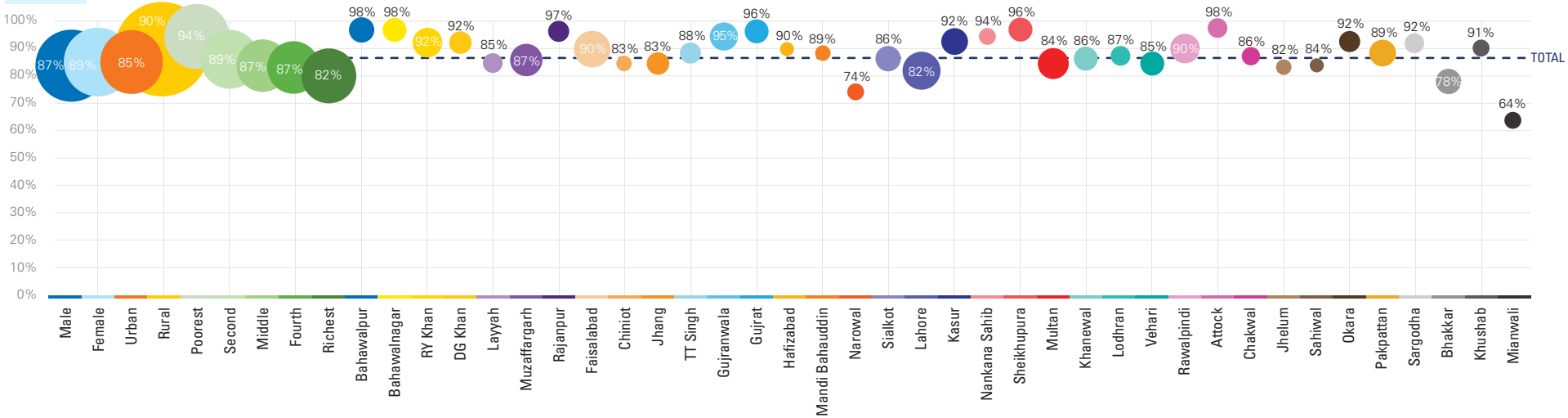


FIGURE 25 Headcounts and shares of children who do not have foundational **numeracy skills**



Findings

- In foundational reading skills, children from the poorest wealth quintile have very high rates of children not learning, at 84 per cent. By contrast, children from the richest quintile have lower shares of children who do not have foundational reading skills, at 41 per cent, and a far smaller headcount of children not learning.
- In foundational numeracy skills, a different pattern emerges, as children at all wealth quintiles have very low foundational numeracy skills, although the share of children not learning numeracy is highest for the poorest children, at 94 per cent.
- Among districts, in foundation reading skills, Rajanpur has the highest share of children who do not have the skills and Raisalabad has the largest headcount of children not having foundational reading skills. In foundational numeracy skills, Bahawalput, Bahawalnagar, and Attock have the highest share of children who do not have the skill, but Lahore has the largest headcount of children not learning foundational numeracy skills.

Topic 3 Out-of-School Children

Guiding questions

1. Which level of education has the highest rate of out-of-school children?
2. How many children are out of school?
3. Which regions have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?

Overview

Who are out-of-school children?

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 – Out-of-school rate for different levels of education, including pre-primary, primary and secondary education.

FIGURE 26 Overview of out-of-school rates

	PRIMARY	MIDDLE SCHOOL	JUNIOR SECONDARY	SENIOR SECONDARY
Richest	3%	7%	10%	19%
Urban	8%	14%	25%	37%
Total	13%	21%	34%	47%
Rural	15%	25%	39%	53%
Poorest	30%	45%	64%	77%

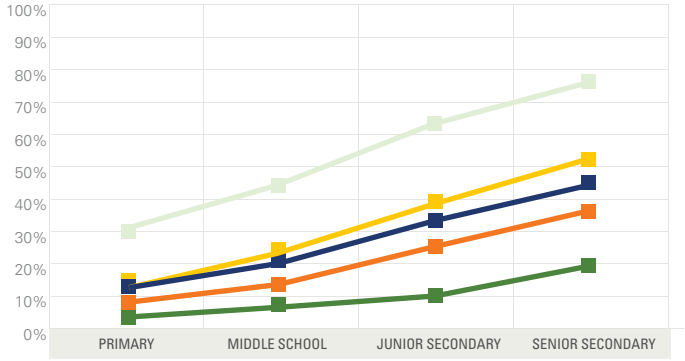
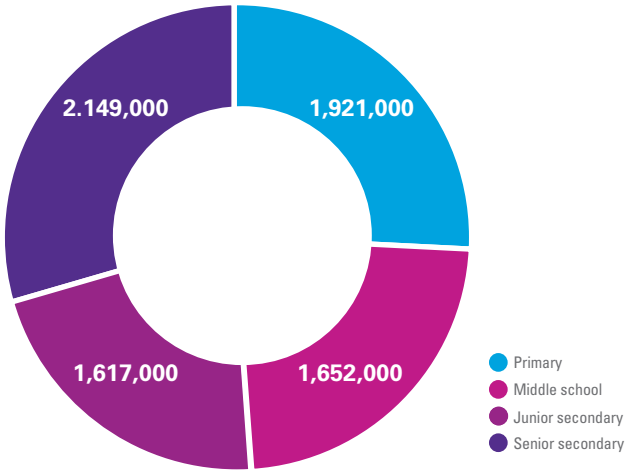


FIGURE 27 Out-of-school population (estimated headcounts)

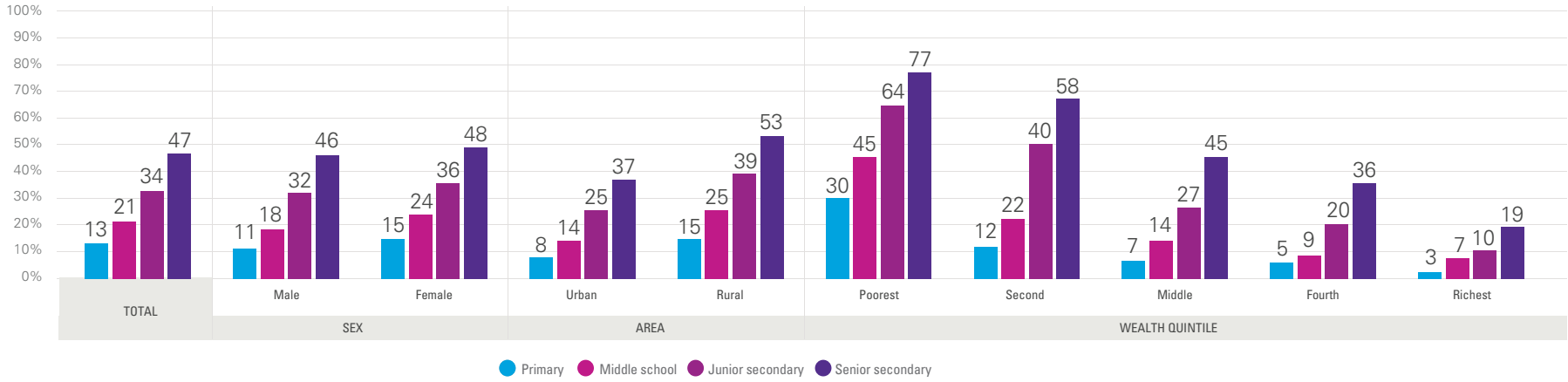


Findings

- In Punjab, 13 per cent of children of age to go to primary school are out of school. At the middle school level, the percentage of out of school children increases to 21 per cent, and at the junior and senior secondary level it increases to 34 and 47 per cent of children.
- At all levels, the poorest children have out-of-school rates that are about double the average for all of Punjab. The gap in out of school rates is extremely high between children from the poorest and richest wealth quintile, with the difference 27 percentage points, 38 percentage points, 54 percentage points, and 58 percentage points for primary, middle school, junior secondary, and senior secondary levels respectively.
- Out-of-school rates for rural children are also higher than the Punjab average at all levels of education.
- In total about 1,921,000 primary school-age children and 1,652,000 middle school-age children were out of school. At the secondary level the number of out-of-school children is 1,617,000 and 2,149,000 for junior and senior secondary.

Out-of-school children by level of education

FIGURE 28 Share of out-of-school children, **by level of education**



Findings

- 13 per cent of children of age to go to primary school are not attending any form of education. This means a fairly high share of primary aged children are not in school in Punjab.
- At the middle school level, the out-of-school rate for Punjab increases to 21 per cent, indicating that fewer children are in school as they progress through the levels.
- In all levels, data indicate substantial differences by socio-economic lines, with only 3 per cent of children belonging to the richest quintile of school at the primary level, compared to 30 per cent of the poorest children being out of school.
- At the secondary level, the out-of-school rate continues to increase, reaching 34 per cent and 47 per cent for junior and senior secondary throughout Punjab. Differences are observed along urban and rural location, with a higher share of rural children being out of school. The divide between out of school children in the highest and lowest wealth quintile is particularly stark at the secondary level.
- At all levels of education, out of school rates vary substantially by district. At the primary level, Narowal has the lowest out of school children rate at 3 per cent and Rajanpur has the largest, at 33 per cent.
- At the middle school level, out of school rates increase for all districts. Chakwali and Gujrat have the lowest rate, with 7 per cent of lower secondary age children out of school, whereas Rajanpur has 45 per cent of children who are out of school at this level.
- At the junior secondary level, out of school rates continue to increase for all districts. In particular, Rajanpur has the highest out of school rate at 64 per cent.
- The out of school rates further increase at the senior secondary level, with nearly 70 per cent of the children in Rajanpur, RY Khan, and Muzaffargarh remain being out of school.

Share of out-of-school children by district

FIGURE 29 Primary

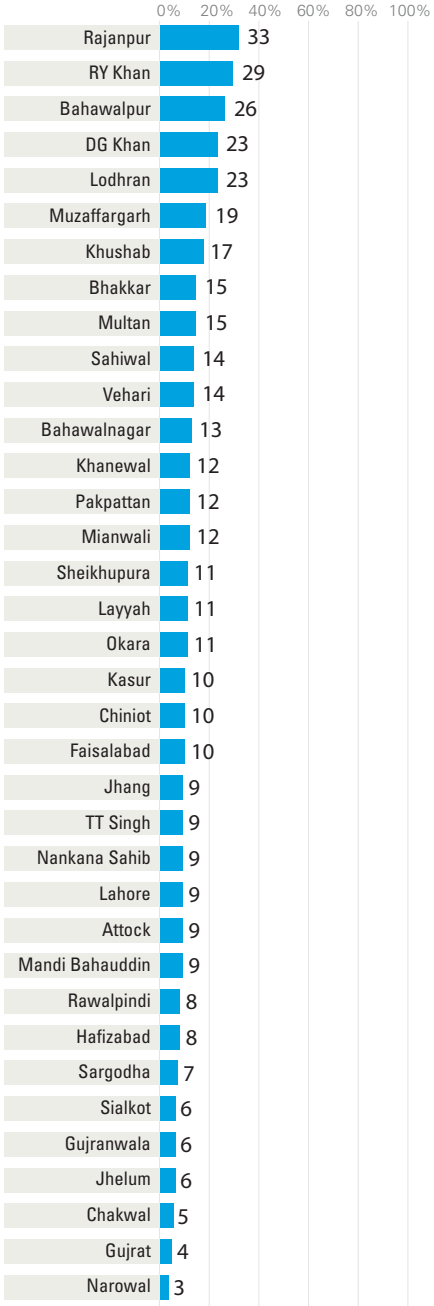


FIGURE 30 Middle school

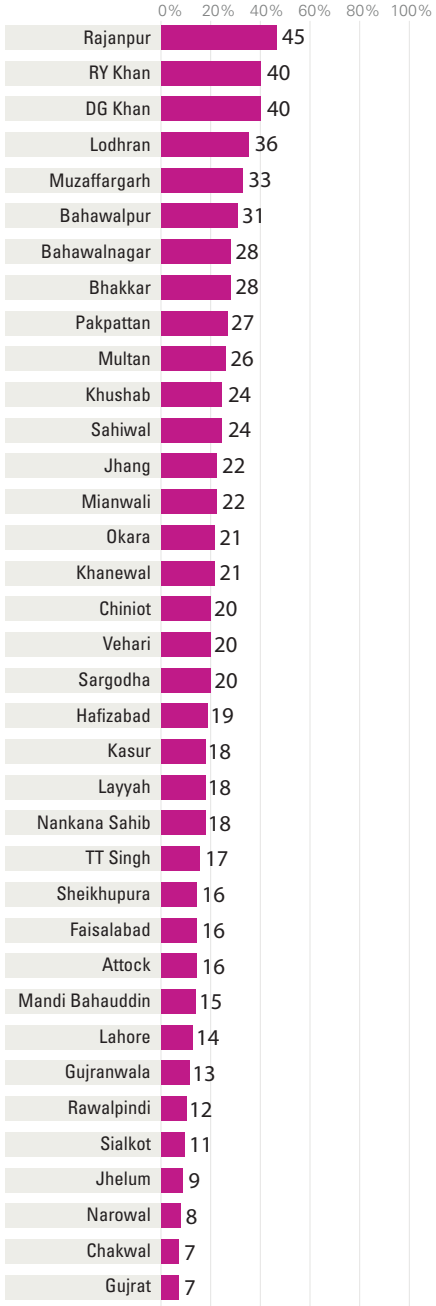


FIGURE 31 Junior secondary

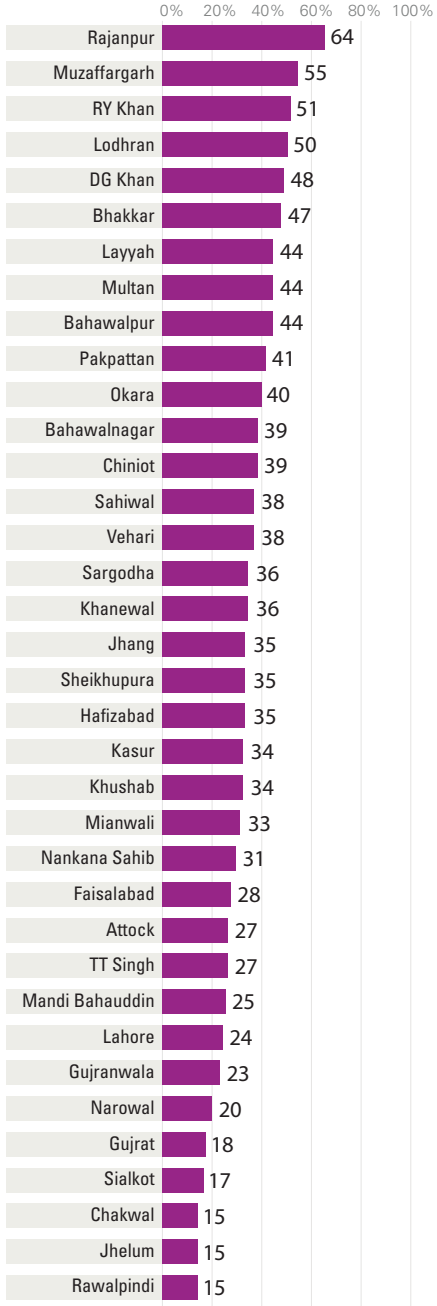
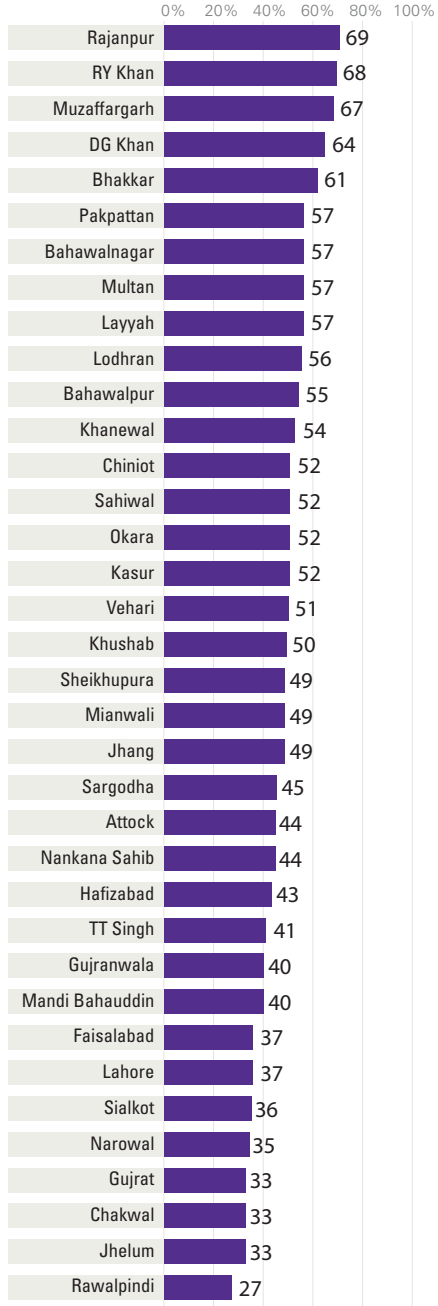


FIGURE 32 Senior secondary



Profiles of out-of-school children

These profiles are based on the share of children who are out of school in Punjab, where 13 per cent of children are out of school in primary, 21 per cent in middle school, 34 per cent in junior secondary, and 47 per cent in senior secondary.

FIGURE 33 Profile of children out of school, **by sex**

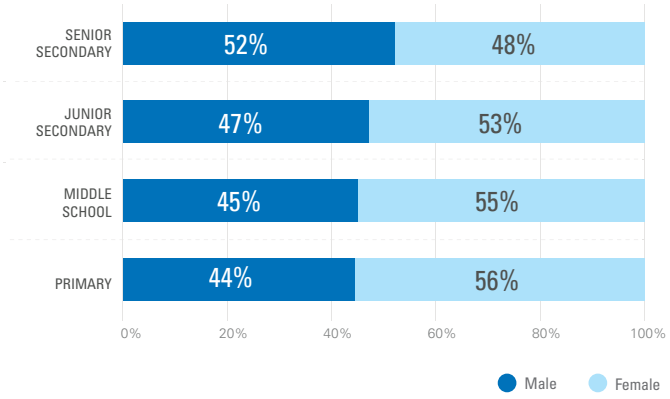


FIGURE 34 Profile of children out of school, **by area**

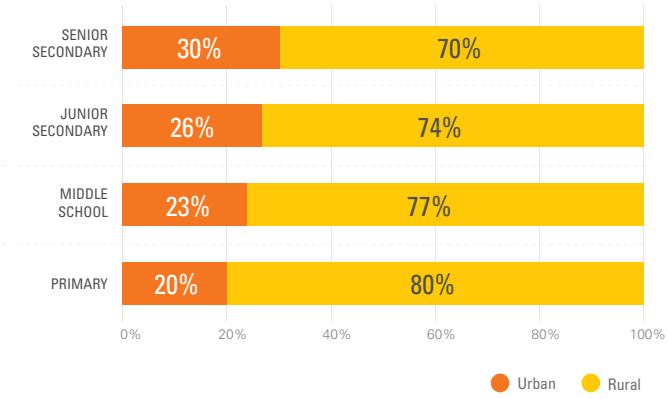
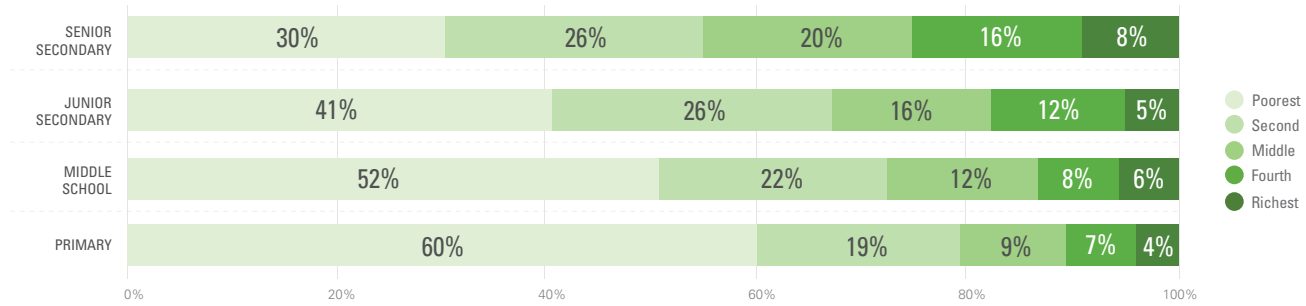


FIGURE 35 Profile of children out of school, **by wealth quintile**



Findings

- From primary to junior secondary school, the majority of out-of-school children are girls, with the proportion of girls out of school similar at each level of education.
- At all levels, at least 70 per cent of out-of-school children are in rural areas.
- Children from the poorest quintile comprise 60 per cent of out of school children in at the primary level, and 52 per cent in middle school level, 41 per cent in the junior secondary level, and 30 per cent in the senior secondary level.
- At the primary level, of the children who are out of school, the largest share are in RY Khan. At the middle school level, among children who are out of school, the largest share are in RY Khan, followed by Muzaffargarh. At the junior secondary level, the largest share of out of school children are in Muzaffargarh, Lahore, RY Khan, and Multan.

TABLE 3. Out-of-school

Shares & headcounts of out-of-school children by various socioeconomic characteristics

		Out of school rates (%)				Headcount of children out of school			
		Primary	Middle school	Junior secondary	Senior secondary	Primary	Middle school	Junior secondary	Senior secondary
Total		**13%**	**21%**	**34%**	**47%**	**1,921,000**	**1,645,000**	**1,620,000**	**2,151,000**
Sex	Male	11%	18%	32%	46%	842,000	741,000	762,000	1,110,000
	Female	15%	24%	36%	48%	1,079,000	904,000	858,000	1,041,000
Area	Urban	8%	14%	25%	37%	393,000	386,000	423,000	636,000
	Rural	15%	25%	39%	53%	1,528,000	1,259,000	1,197,000	1,515,000
Wealth quintile	Poorest	30%	45%	64%	77%	1,161,000	851,000	669,000	654,000
	Second	12%	22%	40%	58%	364,000	360,000	429,000	567,000
	Middle	7%	14%	27%	45%	181,000	202,000	253,000	432,000
	Fourth	5%	9%	20%	36%	135,000	139,000	188,000	337,000
	Richest	3%	7%	10%	19%	80,000	93,000	81,000	162,000
District	Bahawalpur	26%	31%	44%	55%	138,000	74,000	61,000	72,000
	Bahawalnagar	13%	28%	39%	57%	59,000	62,000	50,000	71,000
	RY Khan	29%	40%	51%	68%	208,000	145,000	104,000	117,000
	DG Khan	23%	40%	48%	64%	97,000	85,000	60,000	67,000
	Layyah	11%	18%	44%	57%	31,000	26,000	38,000	44,000
	Muzaffargarh	19%	33%	55%	67%	130,000	115,000	116,000	111,000
	Rajanpur	33%	45%	64%	69%	110,000	68,000	54,000	50,000
	Faisalabad	10%	16%	28%	37%	89,000	76,000	84,000	114,000
	Chiniot	10%	20%	39%	52%	20,000	19,000	23,000	24,000
	Jhang	9%	22%	35%	49%	40,000	44,000	40,000	57,000
	TT Singh	9%	17%	27%	41%	25,000	26,000	24,000	40,000
	Gujranwala	6%	13%	23%	40%	38,000	47,000	51,000	96,000
	Gujrat	4%	7%	18%	33%	14,000	13,000	23,000	43,000
	Hafizabad	8%	19%	35%	43%	13,000	16,000	18,000	20,000
	Mandi Bahauddin	9%	15%	25%	40%	18,000	17,000	18,000	30,000
	Narowal	3%	8%	20%	35%	8,000	11,000	17,000	29,000
	Sialkot	6%	11%	17%	36%	28,000	30,000	30,000	64,000
	Lahore	9%	14%	24%	37%	118,000	103,000	107,000	166,000
	Kasur	10%	18%	34%	52%	48,000	47,000	55,000	77,000
	Nankana Sahib	9%	18%	31%	44%	16,000	17,000	17,000	23,000
	Sheikhupura	11%	16%	35%	49%	47,000	39,000	55,000	76,000
	Multan	15%	26%	44%	57%	103,000	93,000	94,000	103,000
	Khanewal	12%	21%	36%	54%	53,000	49,000	49,000	77,000
	Lodhran	23%	36%	50%	56%	60,000	46,000	38,000	34,000
	Vehari	14%	20%	38%	51%	59,000	42,000	51,000	56,000
	Rawalpindi	8%	12%	15%	27%	50,000	39,000	33,000	61,000
	Attock	9%	16%	27%	44%	22,000	20,000	20,000	36,000
	Chakwal	5%	7%	15%	33%	9,000	6,000	9,000	22,000
	Jhelum	6%	9%	15%	33%	8,000	7,000	8,000	18,000
	Sahiwal	14%	24%	38%	52%	46,000	41,000	42,000	53,000
	Okara	11%	21%	40%	52%	49,000	52,000	54,000	70,000
	Pakpattan	12%	27%	41%	57%	31,000	34,000	33,000	45,000
	Sargodha	7%	20%	36%	45%	38,000	52,000	60,000	80,000
	Bhakkar	15%	28%	47%	61%	43,000	37,000	42,000	50,000
	Khushab	17%	24%	34%	50%	29,000	24,000	22,000	25,000
	Mianwali	12%	22%	33%	49%	25,000	24,000	23,000	31,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Out-of-school rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

FIGURE 36 Headcounts and shares out of school children, **primary education**

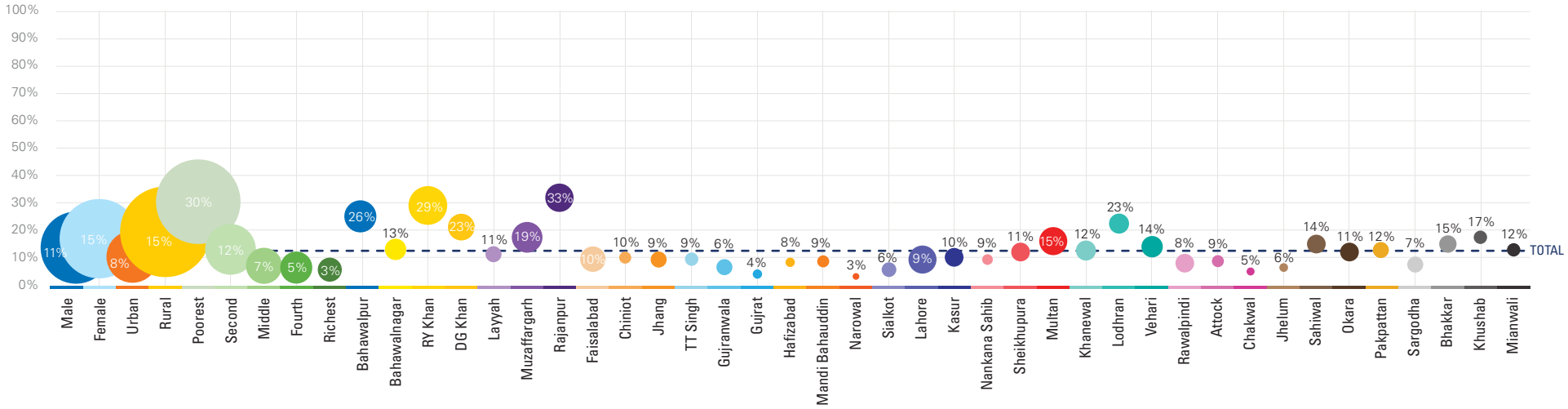


FIGURE 37 Headcounts and shares out of school children, **middle school education**

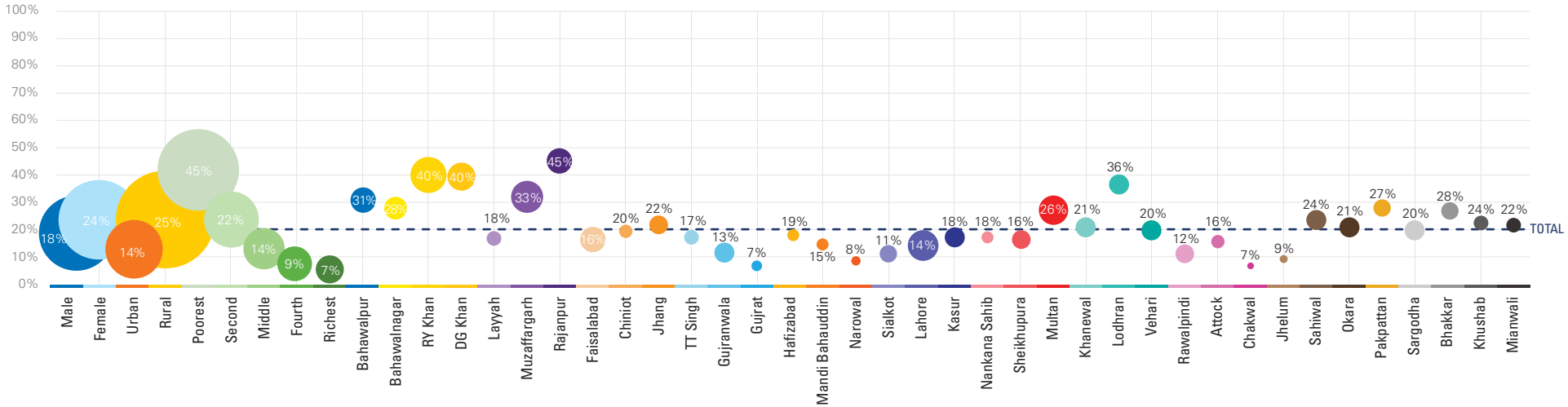


FIGURE 38 Headcounts and shares out of school children, **junior secondary education**

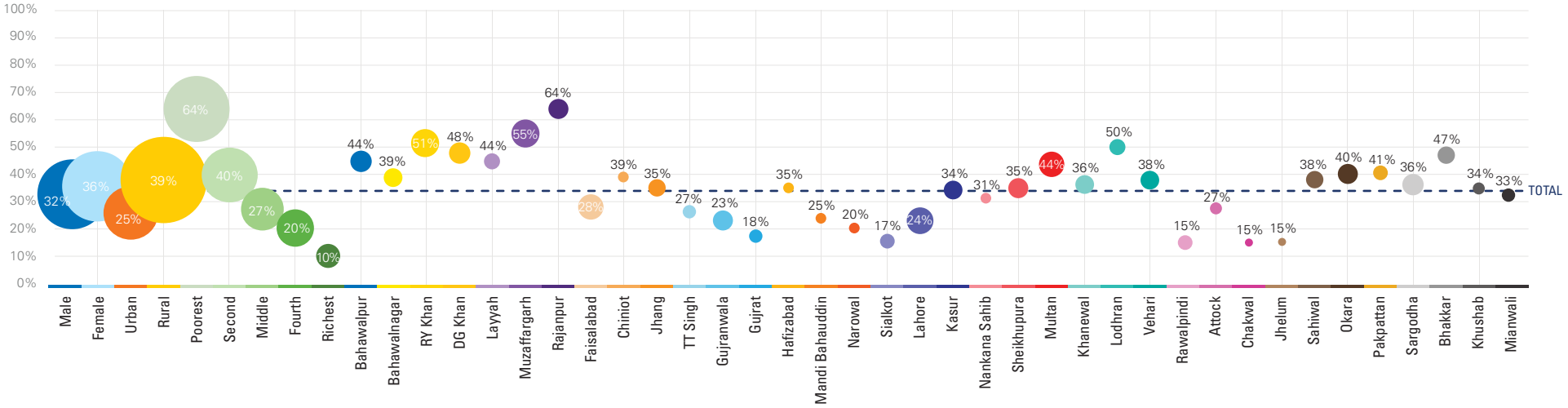
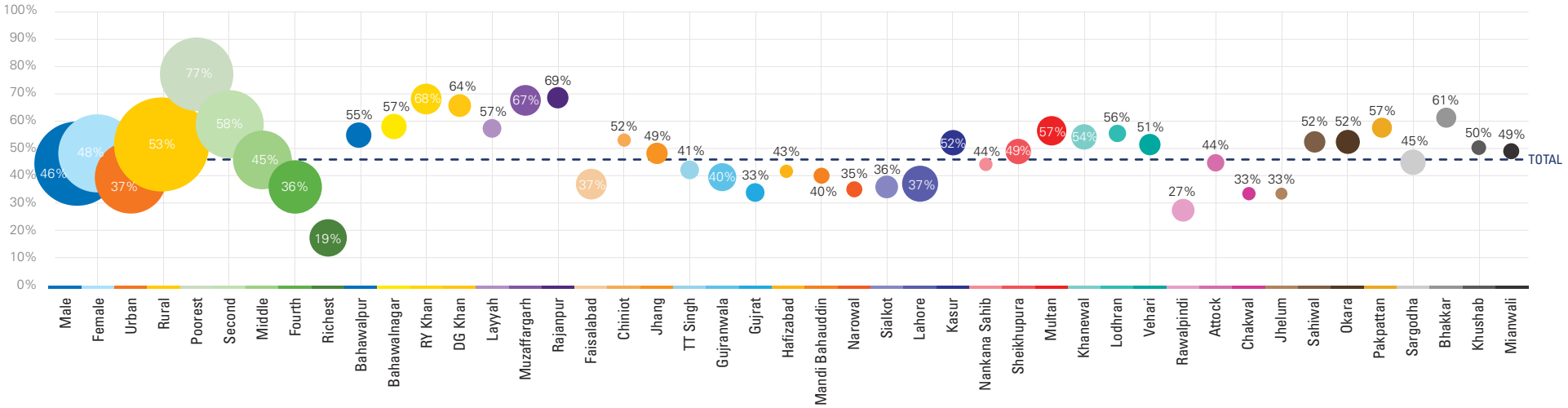


FIGURE 39 Headcounts and shares out of school children, **senior secondary education**



Findings

Primary level

- At the primary level, among the different socio-economic and demographic groups, children belonging to the richest wealth quintile have the lowest out of school rates and headcount. Among districts, children from the RY Khan have the largest headcount of out of school children and children from Rajanpur have the highest rates.

Middle school level

- At the middle school level, a trend similar to primary is observed with respect to difference along socio-economic lines. Among districts, the same is true for primary and lower secondary, with RY Khan having the highest headcount and Rajanpur having the highest rate.

Junior secondary level

- At the junior secondary level, the out of school rate and headcount of rural children is higher than for urban children. Out of school rates and the number of children who are out of school is extremely high for children from the poorest wealth quintile compared to the richest wealth quintile. Muzaffargarh has the highest headcount of out of school children and Rajanpur has the highest rate at this level.

Senior secondary level

- At the senior secondary level, children from the poorest household stay disadvantaged as they have the highest out-of-school rate across all subgroups examined. Among districts, even though the headcount of out-of-school children is similar in Rawalpindi and Khanewal, the out-of-school rate is much higher in Khanewal.


I go to school.
She cooks food.
Cow gives milk.
Cow does not give milk

Topic 4 Early learning

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending preschool?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

What is the Early Child Development Index (ECDI)?

ECDI is a 10-item module implemented in MICS6 to measure the percentage of children aged 3-4 who are developmentally on track in 4 domains, namely: literacy-numeracy, physical, social-emotional, and learning domains.

FIGURE 40 Age distribution at Grade 1 of primary education (%)

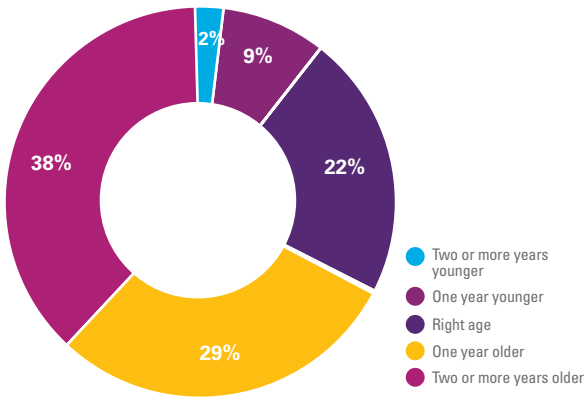


FIGURE 41 Level of education attended by age

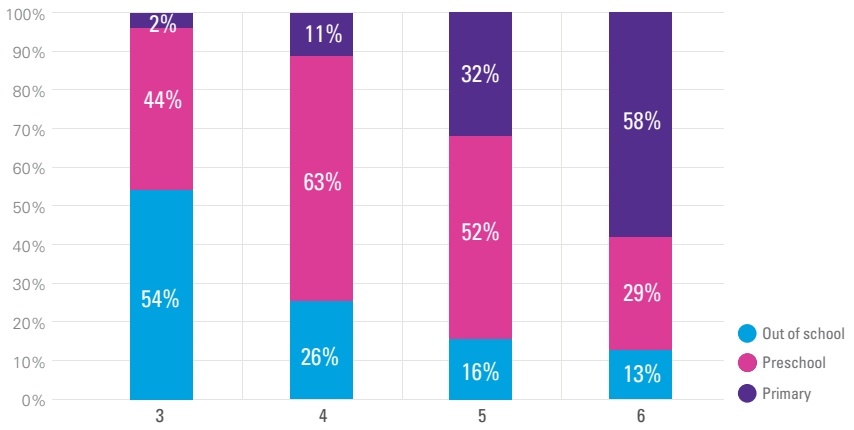


FIGURE 42 Early Childhood Development Index (ECDI) for children age 3 to 4

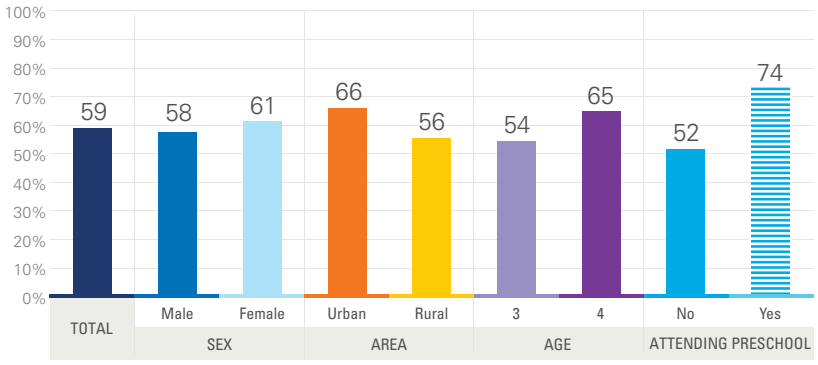
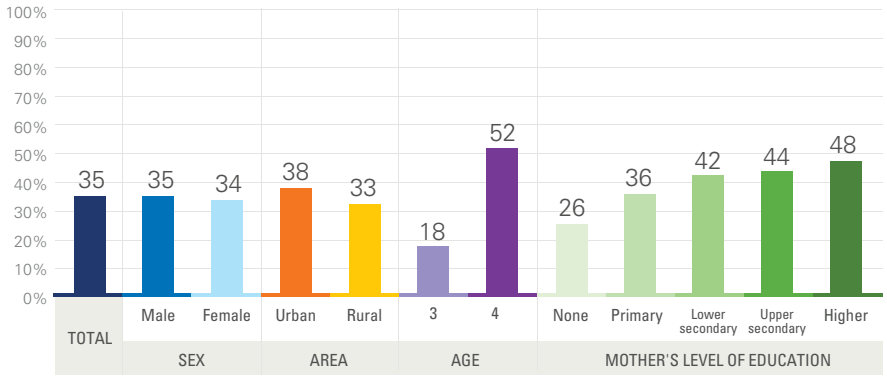


FIGURE 43 Percentage of children age 36-59 months attending early childhood education



Findings

- Around 59 per cent of Punjab's 3 to 4-year olds are developmentally on track as measured by the ECDI.
- Higher shares of urban children are developmentally on track as measured by the ECDI.
- In Punjab, 35 per cent of children aged 36 to 59 years attend preschool. Moreover, preschool attendance increases substantially with age: 18 per cent of 3-year olds attend preschool compared with 52 per cent of 4-year olds.
- Importantly, the share of children attending preschool who are developmentally on track is 22 percentage points higher than that of children not attending preschool.
- Preschool attendance is lower for children whose mothers have no education or only preschool education, at 26 per cent, compared to 48 per cent for children whose mothers have higher education.
- Among 5-year olds, which is the official primary beginning age in Punjab, 32 per cent are in primary education. Over half of 3-year olds are out of school, but the majority of 4-year old attend preschool or primary education.
- In grade 1, 22 percent of children are the right age for the grade, but 67 percent are one or more years older. 11 per cent are younger than the official starting age.

Profile of children not developmentally on track or not attending preschool

These profiles are based on 3 to 4-year olds who are not attending preschool or are not developmentally on track as measured by the ECDI.
65 per cent of Punjab's 3 to 4-year olds are not attending preschool and 41 per cent are not developmentally on track as measured by the ECDI.

FIGURE 44 Profile of young children aged 3 to 4 years not attending preschool or not developmentally on track, **by sex**

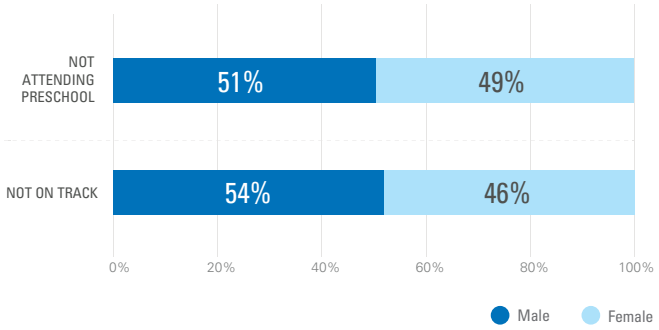


FIGURE 45 Profile of young children aged 3 to 4 years not attending preschool or not developmentally on track, **by area**

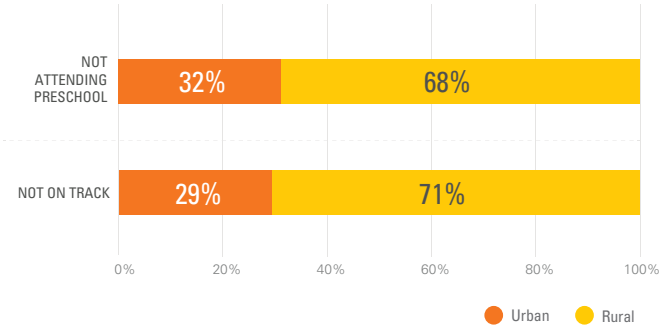
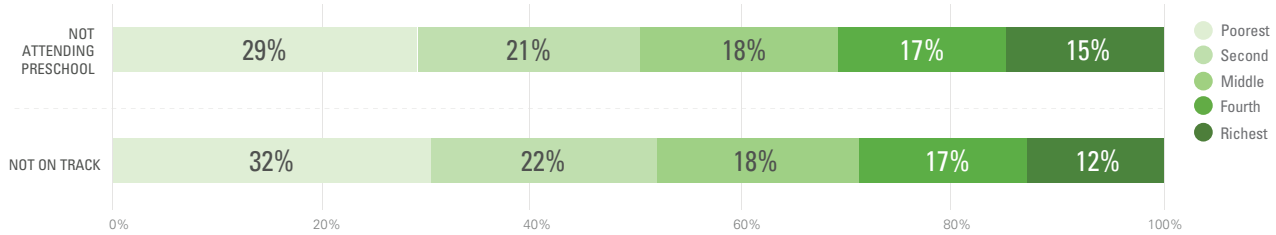


FIGURE 46 Profile of young children aged 3 to 4 years not attending preschool or not developmentally on track, **by wealth quintile**



Findings

- Slightly more boys than girls are not attending preschool and more boys than girls are not developmentally on track as measured by the ECDI.
- Rural areas are home to more than two-thirds of children who are not developmentally on track as measured by the ECDI and not attending preschool.
- Socio-economic background impacts ECDI and preschool attendance. Children from the two poorest wealth quintiles comprise half of children who are not attending preschool and 54 per cent of children who are not developmentally on track as measured by ECDI.
- Of the children who are not developmentally on track, a proportionally higher share are in Muzaffargarh and Lahore, and of the children not attending preschool, a proportionately higher share are in Lahore and Faisalabad.

TABLE 4. Early learning

Shares & headcounts by various socioeconomic characteristics

		Share (%) of children (age 3-4)		Headcount of children	
		Not on track on ECDI	Not attending Preschool	Not on track on ECDI	Not attending Preschool
Total		**41%**	**65%**	**2,473,000**	**3,964,000**
Sex	Male	42 %	65 %	1,328,000	2,027,000
	Female	39 %	66 %	1,146,000	1,937,000
Area	Urban	34 %	62 %	703,000	1,275,000
	Rural	44 %	67 %	1,770,000	2,690,000
Wealth quintile	Poorest	53 %	79 %	786,000	1,156,000
	Second	44 %	68 %	539,000	825,000
	Middle	39 %	62 %	453,000	714,000
	Fourth	35 %	59 %	413,000	696,000
	Richest	27 %	54 %	283,000	573,000
District	Bahawalpur	37 %	69 %	70,000	131,000
	Bahawalnagar	36 %	75 %	63,000	129,000
	RY Khan	44 %	78 %	125,000	220,000
	DG Khan	63 %	78 %	113,000	138,000
	Layyah	48 %	63 %	52,000	69,000
	Muzaffargarh	57 %	75 %	153,000	200,000
	Rajanpur	60 %	77 %	85,000	107,000
	Faisalabad	32 %	68 %	126,000	264,000
	Chiniot	33 %	67 %	26,000	52,000
	Jhang	47 %	67 %	80,000	114,000
	TT Singh	49 %	54 %	62,000	66,000
	Gujranwala	47 %	57 %	134,000	162,000
	Gujrat	31 %	60 %	46,000	90,000
	Hafizabad	37 %	64 %	25,000	43,000
	Mandi Bahauddin	31 %	68 %	29,000	63,000
	Narowal	39 %	48 %	39,000	48,000
	Sialkot	38 %	58 %	73,000	113,000
	Lahore	28 %	60 %	143,000	304,000
	Kasur	49 %	59 %	93,000	109,000
	Nankana Sahib	32 %	56 %	25,000	44,000
	Sheikhupura	31 %	68 %	55,000	121,000
	Multan	45 %	66 %	119,000	174,000
	Khanewal	44 %	69 %	72,000	114,000
	Lodhran	44 %	72 %	39,000	64,000
	Vehari	51 %	72 %	87,000	124,000
	Rawalpindi	30 %	57 %	81,000	155,000
	Attock	35 %	67 %	38,000	72,000
	Chakwal	30 %	56 %	23,000	42,000
	Jhelum	31 %	57 %	17,000	31,000
	Sahiwal	41 %	67 %	53,000	87,000
	Okara	38 %	65 %	74,000	128,000
	Pakpattan	37 %	65 %	39,000	68,000
	Sargodha	44 %	64 %	95,000	137,000
	Bhakkar	38 %	61 %	44,000	69,000
	Khushab	45 %	65 %	36,000	51,000
	Mianwali	45 %	69 %	39,000	60,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Early childhood attendance and development - Shares & headcounts of children aged 3 to 4 years, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not on track in terms of the ECDI (top) and not attending preschool (bottom).

FIGURE 47 Headcounts and shares of children aged 3 to 4 who are not developmentally on track

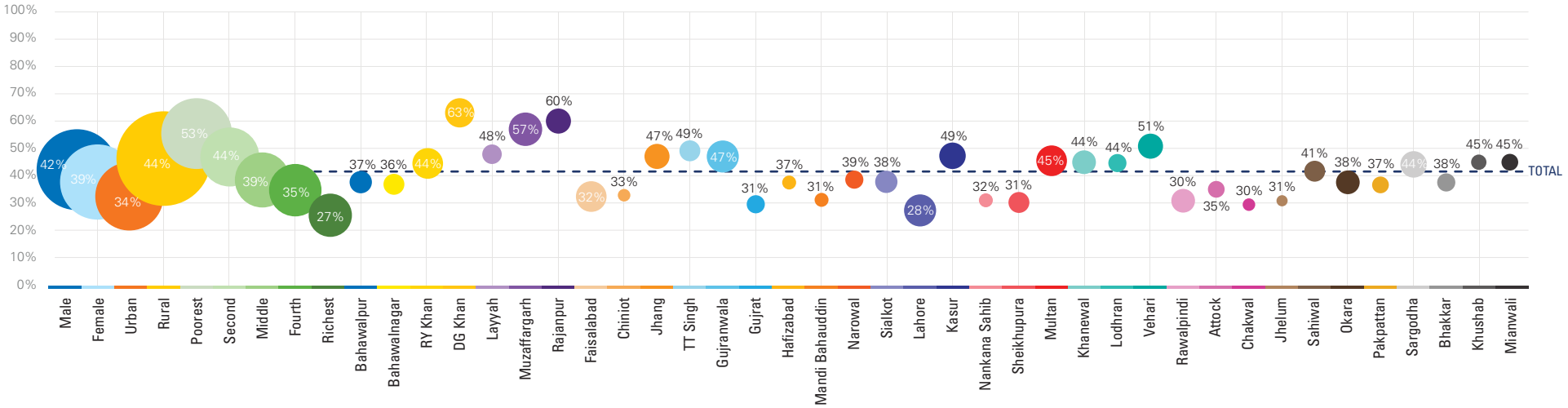
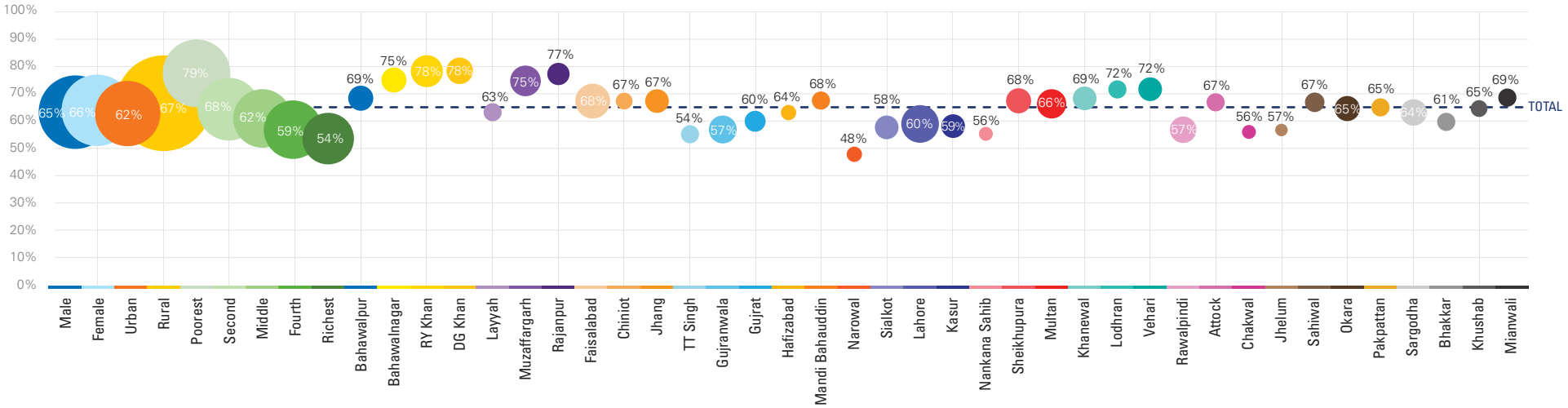


FIGURE 48 Headcounts and shares of children aged 3 to 4 who are not attending ECE



Findings

- In Punjab, 41 per cent of 3 to 4-year olds are not developmentally on track as measured by ECDI and 65 per cent of 3 to 4-year olds are not attending preschool.
- More rural children are not on track as measured by the ECDI than urban children, and about twice the share of poor children are not on track on ECDI as wealthy children. Similarly, a larger share of rural children are not attending preschool than urban children, and 79 per cent of the poorest children are not attending preschool, compared to 54 per cent of the wealthiest children.
- DG Khan has the highest share of children aged 3 to 4 who are not on track for ECDI and not attending preschool, but Muzaffargarh has the highest headcount for children not on track and Lahore has the highest headcount for children not attending preschool.

Topic 5 Repetition, Dropouts and Non-Transitions

Guiding questions

1. Which level or grade has the highest rates of repetition, dropouts and non-transitions?
2. What is the profile of children who repeat a grade?
3. What is the profile of children who drop out of school?
4. What is the profile of children who do not transition to the next level of education?

Overview

What is the repetition rate?

The repetition rate measures the share of children in a given grade in a given school year who repeated that grade as a percentage of total number of children who attended the grade in the previous year. Information provided by household head on the grade attended by child in the previous and current school year is used to calculate this indicator.

What is the dropout rate?

The dropout rate measures the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for the dropout rate.

Who is a non-transitioner?

Non-transitioners refer to those children who attended the last grade of a level but did not continue to the next level of education.

FIGURE 49 **Repetition rate** by grade

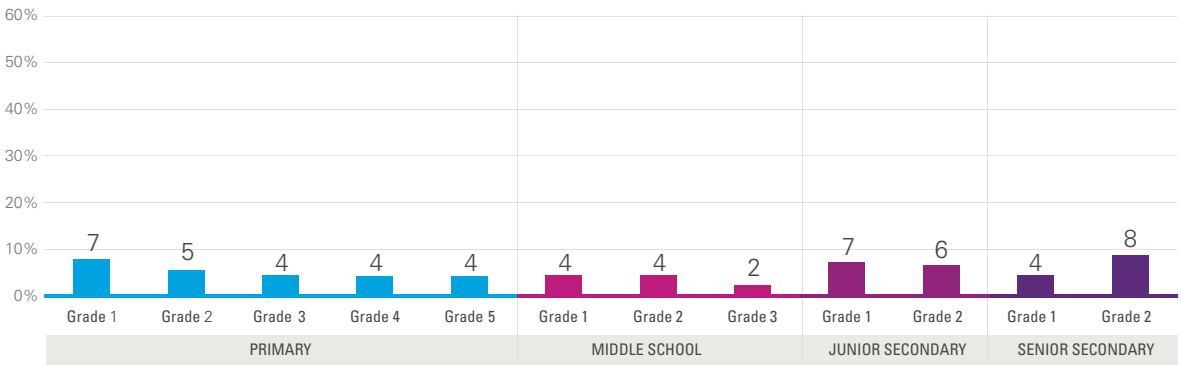


FIGURE 50 **Dropout rate** by grade

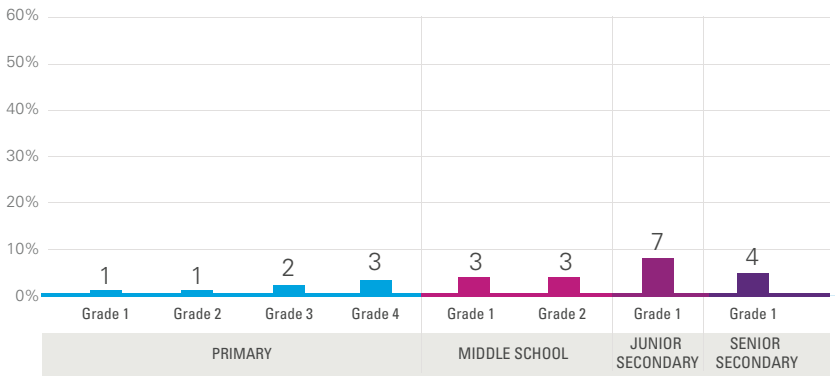


FIGURE 51 **Non-transition** by grade

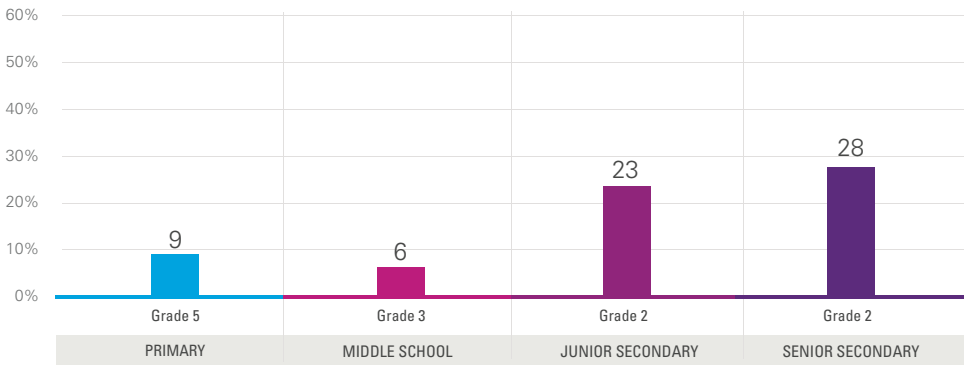
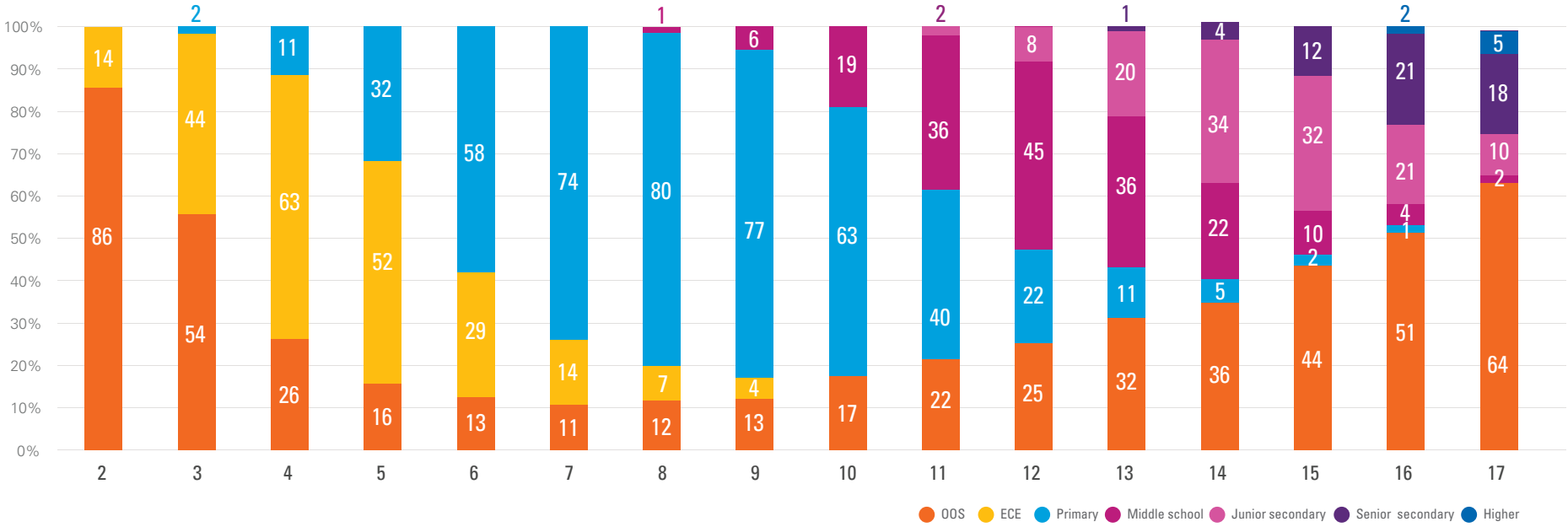


FIGURE 52 Education attendance, **by age**



Findings

- Repetition rates vary by grade in Punjab. At the primary level, they are highest for grade 1 at 7 percent. For most other grades at this level, the repetition rate is around 4 per cent.
- The lowest repetition rate is for middle school grade 3, which is 2 per cent. At the junior secondary level, repetition rates increase to 7 per cent in grade 1 and 6 per cent for grade 2. The repetition rate is the highest for the second grade of senior secondary school (8 per cent).
- Dropout rates are low in Punjab for the primary and middle school levels, but in grade 1 of the junior secondary level, the drop out increases to 7 per cent.
- Junior secondary level is a point where repetition and dropout rates increase for children in Punjab.
- Non-transitioners are students who attended the last grade of a level but did not continue to the next level of schooling. Non-transition rates in junior secondary are relatively high at 23 per cent. This means that 23 per cent of children who attended the last grade of junior secondary did not continue to senior secondary education. The non-transition rate further increase to 28 per cent at the senior secondary level.
- In primary, the non-transition rate is 9 percent. This means that these children attended the last grade of primary but did not continue to middle school.
- Education attendance by age shows the majority of children aged 4 years in preschool.
- The primary age bracket in Punjab is 5 to 9, the middle school age bracket is 10 to 12, junior secondary is age 13 to 14, and senior secondary is age 15 to 16.
- Most children of primary school age attend primary level. However, the majority of 5 year olds are in preschool, and many middle school age children continue to attend primary level. Most 10-year olds are in primary level when they should be in middle school. 11 per cent of 13-year olds, 5 per cent of 14-year olds and a small minority of 15 and 16-year olds also attend primary level.
- Starting age 10, out of school status increases, with the out of school rate reaching 64 per cent for 17-year olds.

Profiles of repeaters, dropouts and non-transitioners

These findings are based on Punjab's children who repeated, dropped out from primary to senior secondary or those who did not transition to the higher level. 5 per cent of Punjab students repeat and 4 per cent dropout overall and 2 per cent do not transition.

FIGURE 53 Profile of repeaters and dropouts, **by sex**

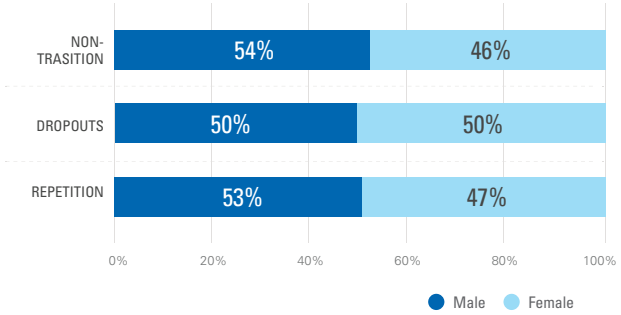


FIGURE 54 Profile of repeaters and dropouts **by area**

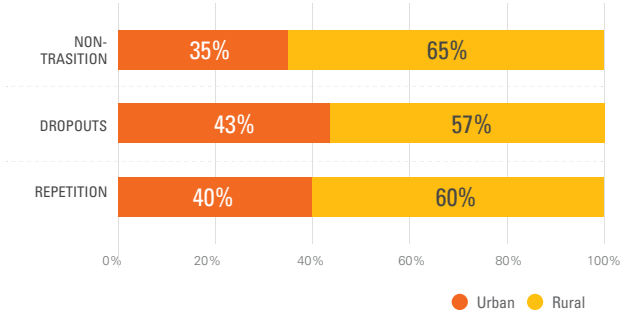


FIGURE 55 Profile of repeaters and dropouts, **by wealth quintile**

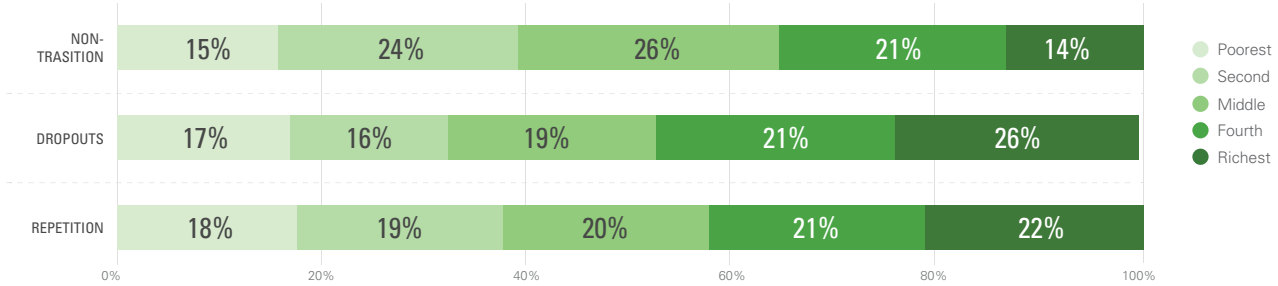
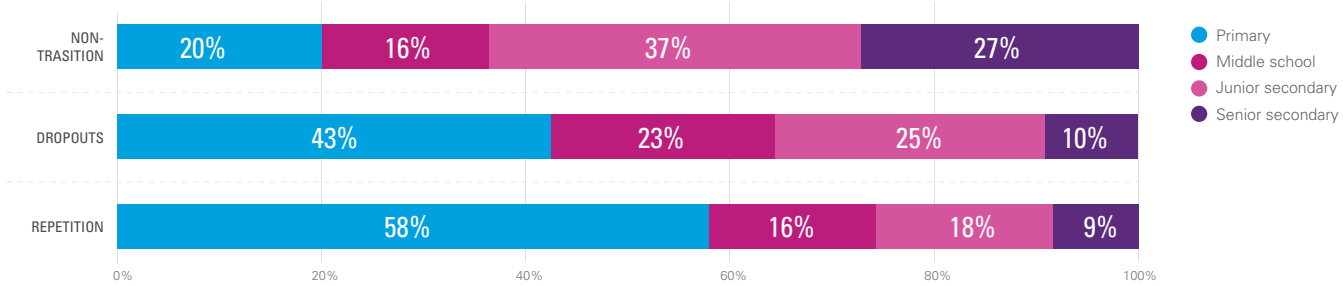


FIGURE 56 Profile of repeaters and dropouts, **by grade**



Findings

- More boys than girls repeat or do not transition to the higher level, but an equal share of boys and girls dropout.
- Among children who repeat, dropout or do not transition to the higher level, rural children form the majority.
- Of the children who repeat, dropout or do not transition to the higher level, there is no clear distinction by wealth quintile, although the share of dropouts from the richest wealth quintile is comparatively high.
- Of the repeaters, 58 per cent repeat primary level and 18 per cent repeat junior secondary. Over 40 per cent of the dropouts are in primary. Among the non-transitioners, 64 per cent are in either junior or senior secondary.

TABLE 5 Repetition, dropouts and non-transitions

Shares & headcounts by various socioeconomic characteristics

		Rate (%)			Headcount of children		
		Repetition	Dropout	Non-transition	Repetition	Dropout	Non-transition
Total		**5%**	**4%**	**2%**	**1,181,000**	**999,000**	**553,000**
Sex	Male	5%	4%	3%	613,000	501,000	298,000
	Female	5%	4%	2%	568,000	498,000	255,000
Area	Urban	6%	4%	2%	543,000	428,000	192,000
	Rural	5%	3%	3%	638,000	572,000	361,000
Wealth quintile	Poorest	5%	4%	3%	146,000	172,000	83,000
	Second	5%	3%	3%	217,000	163,000	134,000
	Middle	5%	3%	3%	236,000	194,000	145,000
	Fourth	5%	4%	2%	275,000	208,000	115,000
	Richest	6%	4%	1%	307,000	264,000	76,000
District	Bahawalpur	6%	4%	2%	36,000	27,000	10,000
	Bahawalnagar	4%	2%	2%	22,000	17,000	12,000
	RY Khan	4%	2%	2%	30,000	21,000	14,000
	DG Khan	3%	3%	2%	12,000	22,000	9,000
	Layyah	3%	3%	2%	11,000	13,000	7,000
	Muzaffargarh	3%	3%	3%	25,000	33,000	19,000
	Rajanpur	6%	6%	2%	16,000	22,000	6,000
	Faisalabad	6%	3%	3%	105,000	70,000	48,000
	Chiniot	4%	4%	3%	11,000	11,000	8,000
	Jhang	6%	4%	3%	34,000	29,000	16,000
	TT Singh	6%	4%	3%	29,000	24,000	14,000
	Gujranwala	3%	2%	2%	38,000	33,000	18,000
	Gujrat	4%	5%	2%	25,000	36,000	17,000
	Hafizabad	4%	3%	2%	11,000	11,000	6,000
	Mandi Bahauddin	10%	3%	2%	35,000	15,000	7,000
	Narowal	3%	3%	2%	16,000	18,000	8,000
	Sialkot	2%	4%	2%	22,000	35,000	19,000
	Lahore	8%	4%	2%	192,000	122,000	57,000
	Kasur	6%	4%	2%	40,000	34,000	17,000
	Nankana Sahib	3%	3%	2%	10,000	12,000	6,000
	Sheikhupura	18%	3%	2%	122,000	25,000	15,000
	Multan	2%	4%	3%	24,000	46,000	27,000
	Khanewal	4%	3%	2%	28,000	22,000	16,000
	Lodhran	2%	4%	1%	7,000	12,000	4,000
	Vehari	4%	3%	3%	26,000	23,000	18,000
	Rawalpindi	6%	4%	2%	82,000	64,000	29,000
	Attock	5%	3%	3%	20,000	14,000	11,000
	Chakwal	3%	4%	3%	12,000	14,000	11,000
	Jhelum	8%	4%	3%	23,000	15,000	10,000
	Sahiwal	3%	5%	2%	16,000	24,000	11,000
	Okara	2%	4%	3%	15,000	34,000	17,000
	Pakpattan	2%	4%	2%	5,000	14,000	6,000
	Sargodha	3%	4%	3%	28,000	40,000	24,000
	Bhakkar	4%	5%	3%	15,000	20,000	12,000
	Khushab	8%	4%	4%	21,000	14,000	10,000
	Mianwali	5%	4%	5%	15,000	13,000	16,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Repetition, dropouts and non-transitions - Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (middle) or do not transition (bottom).

FIGURE 57 Repetition rates and headcounts

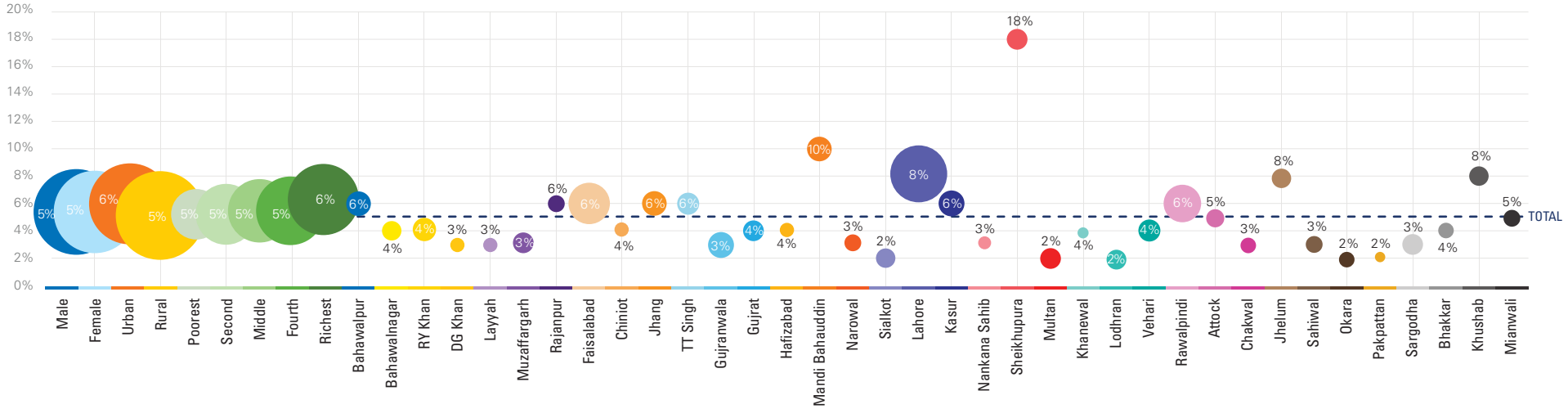


FIGURE 58 Dropout rates and headcounts

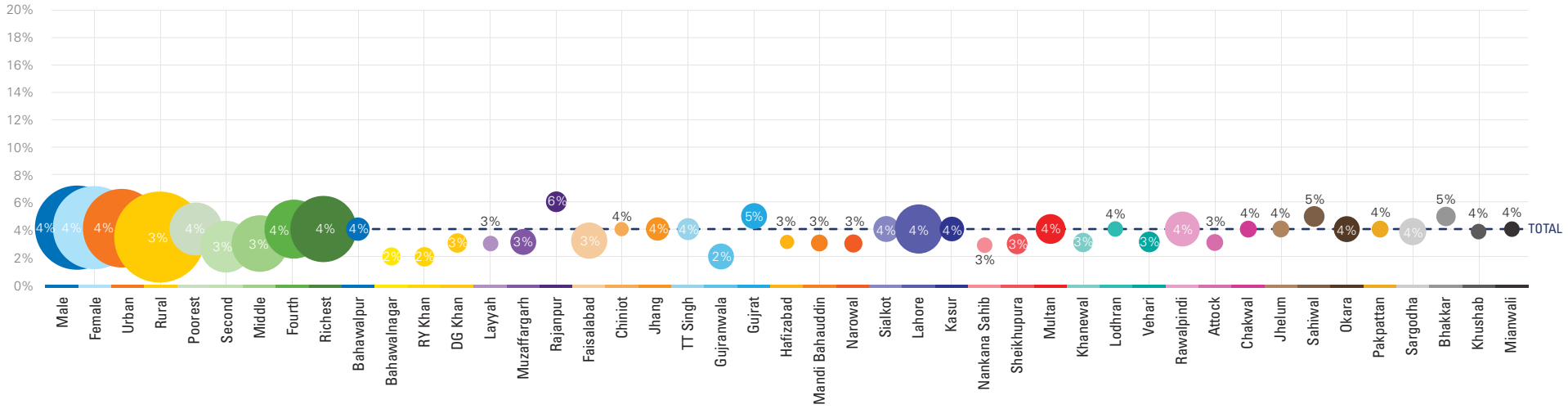
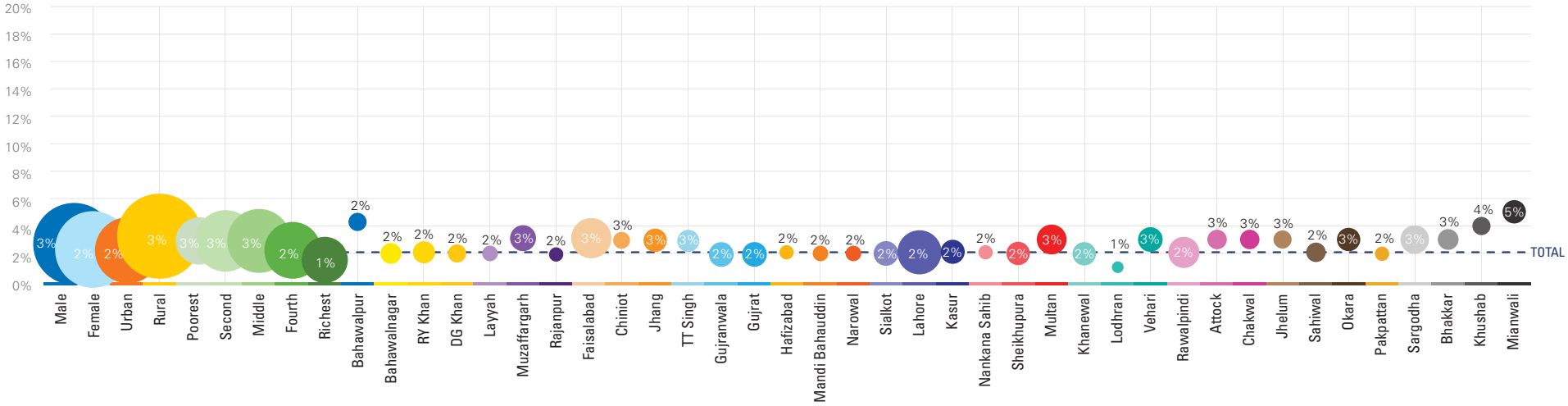
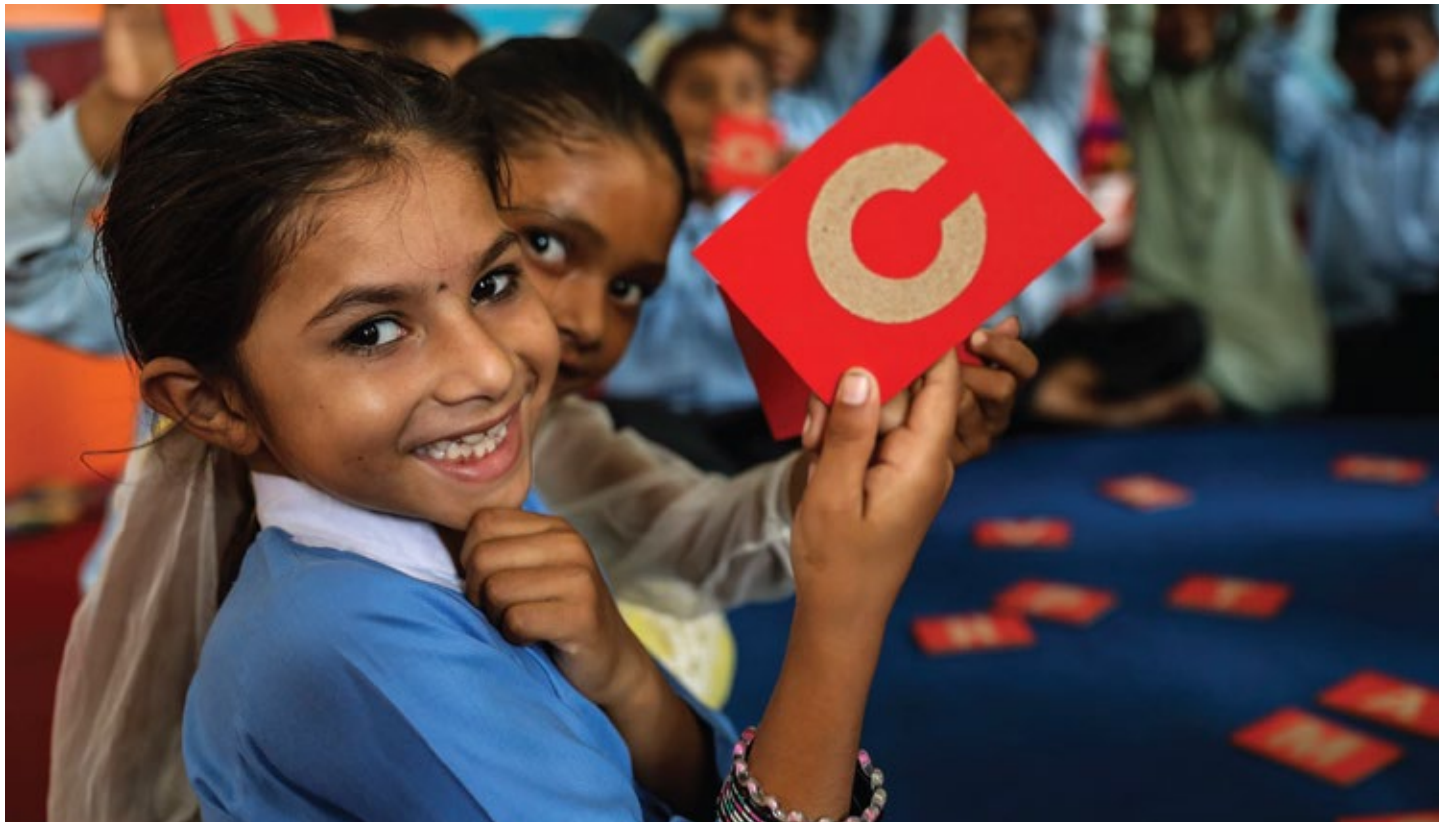


FIGURE 59 Non transition rates and headcounts



Findings

- There is little difference in repetition, dropout, and non-transition rates between girls and boy, urban and rural dwellers, and by wealth quintile. Among districts, Sheikhupura has a noticeably higher repetition rate, at 18 per cent, but Lahore has the largest headcount of children who repeat.
- Dropout rates show less variation by district than repetition rates. However, Ranjanpur has the highest dropout rate and Lahore has the highest headcount of dropouts.
- Non-transition rates are the lowest for children in the richest wealth quintile. Little district variation is observed in non-transition rates, although Mianwali has the highest rate at 5 per cent.



Topic 6 Child Protection

Guiding questions

1. Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to education attendance and foundational learning skills?
4. How does child labour explain the profile of children out of school or not learning in school?

Child marriage and education

What is child marriage?

Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

FIGURE 60 Literacy rate and ICT skills of youth age 20 to 24 by marriage status

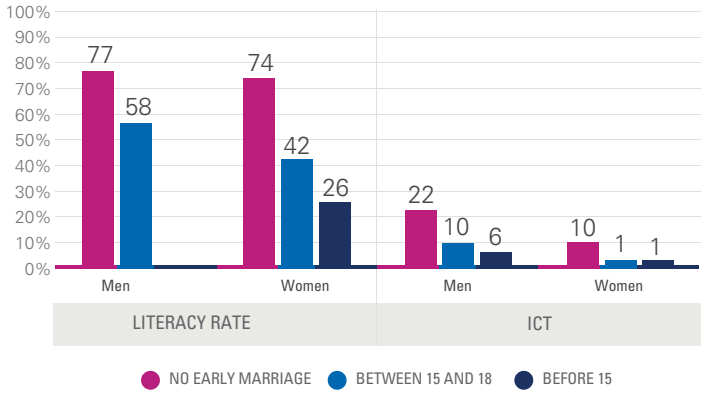
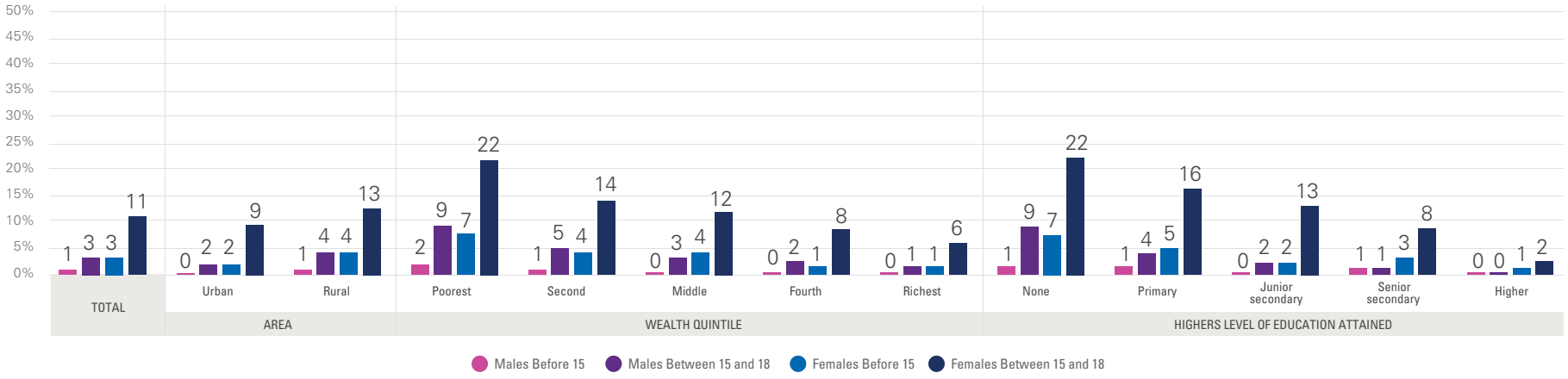


FIGURE 61 Prevalence of child marriage among youth aged 20 to 24 years-old



What is child labour?

In the MICS module, children are considered to be in child labor if they engage in at least one of two categories: economic activities and household chores. For each category, there is a time threshold based on different age groups.

FIGURE 62 ANAR per school age group, by child labor status

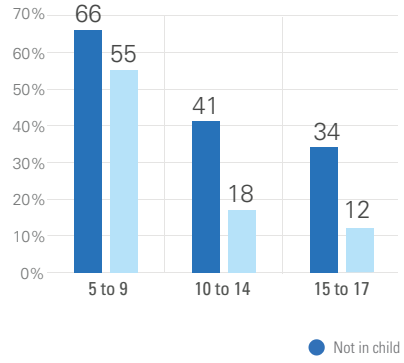


FIGURE 63 Foundational skills by child labor status (children age 7 to 14)

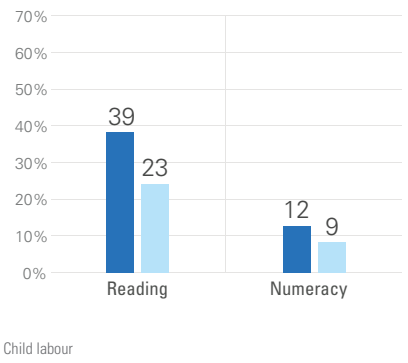
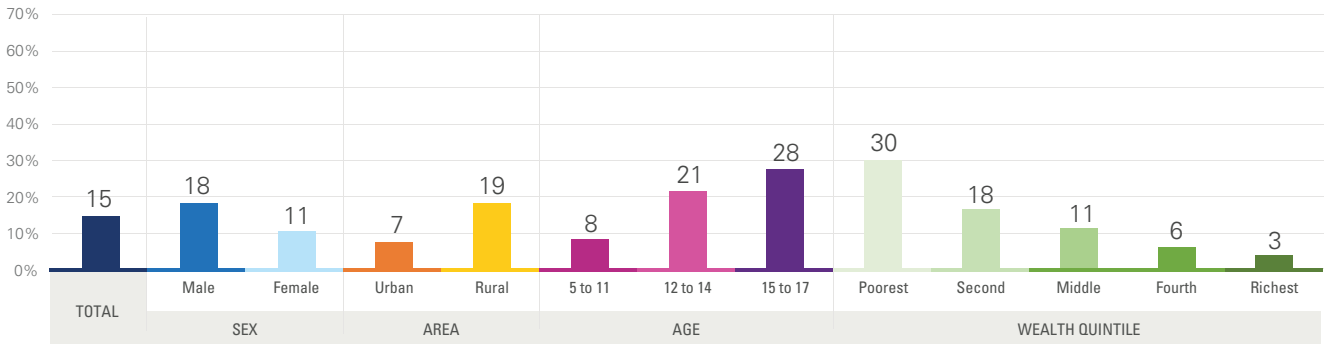


FIGURE 64 Prevalence of child labor for children age 5 to 17



Findings

- In Punjab, 15 per cent of children ages 5 to 17 are in child labour. A greater share of boys are in child labour than girls, as are more children from rural areas. Poorer children are far more likely to be in child labour than rich children.
- The prevalence of child labour increases with age. Whereas 8 per cent of children ages 5 to 11 are working, this increases to 28 per cent among 15 to 17-year olds.
- School attendance among children in child labour also declines with age and the corresponding level of schooling, as only 12 per cent of children 15 to 17, who are of upper secondary school age, attend school.
- Foundational reading and numeracy skills are lower for children who are in child labour compared to those who are not.

Profile of children not learning and out of school by child labor and uneducated or unskilled youth by early marriage

FIGURE 65 Profile of children out of school or not learning by child labor status

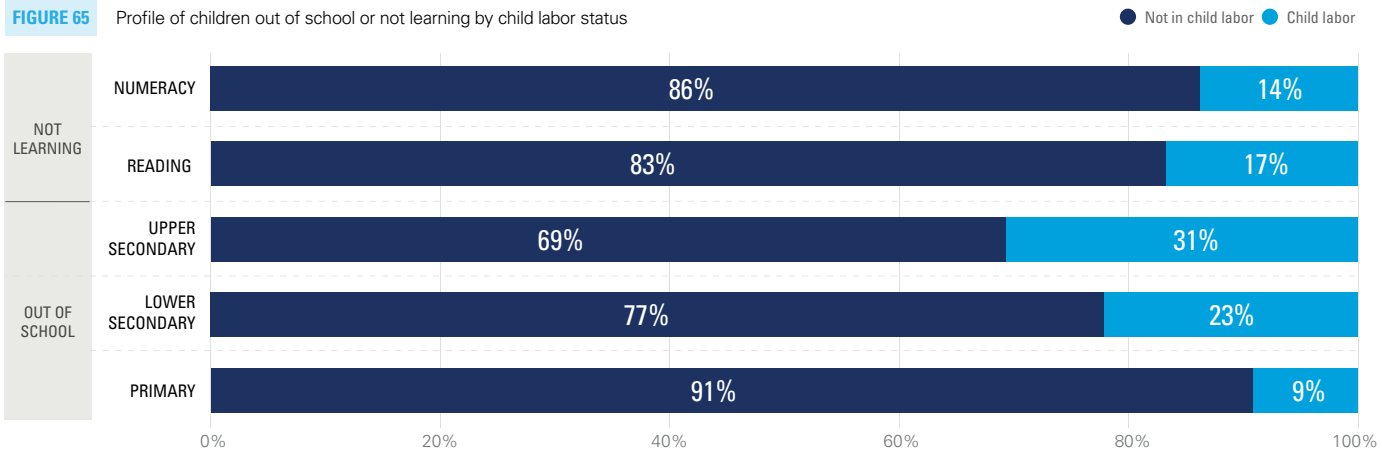
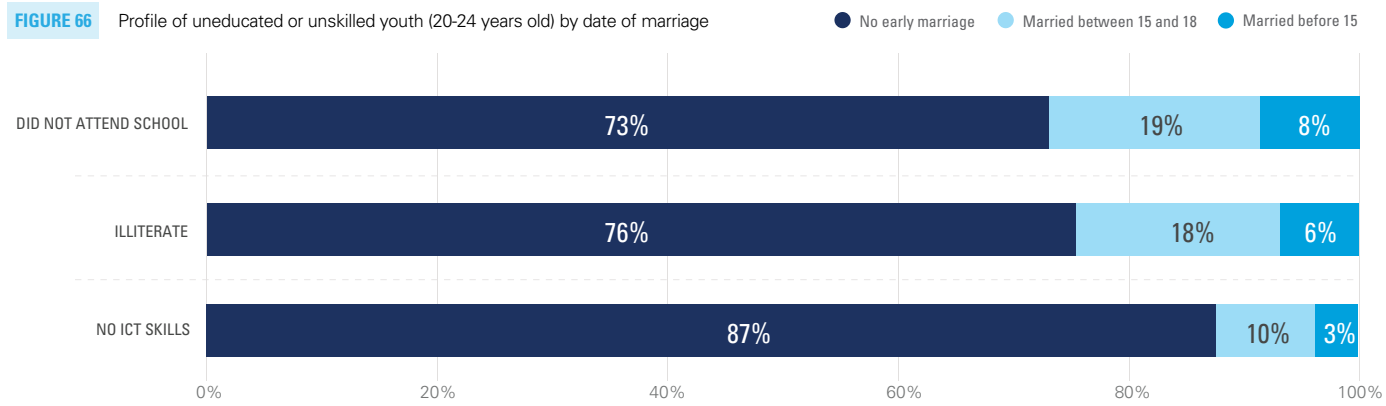


FIGURE 66 Profile of uneducated or unskilled youth (20-24 years old) by date of marriage



Findings

- The share of children in child labour who are out of school increases from primary to upper secondary. By upper secondary, 31 per cent of children out of school are in child labour.
- Of children who are not learning reading, 17 per cent are in child labour, and of children who are not learning numeracy, 14 per cent are in child labour.
- A disproportionate share of children who married between age 15 and 18 either did not attend school or are illiterate.

Topic 7 Functional difficulties

Guiding questions

1. Which groups of children have higher rates of functional difficulty?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Children with functional difficulties

What are functional difficulties?

MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5–17 years.

In the case of children under 5, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour.

For children aged 5–17 years, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).

FIGURE 67 Prevalence of functional difficulties (children age 5 to 17)

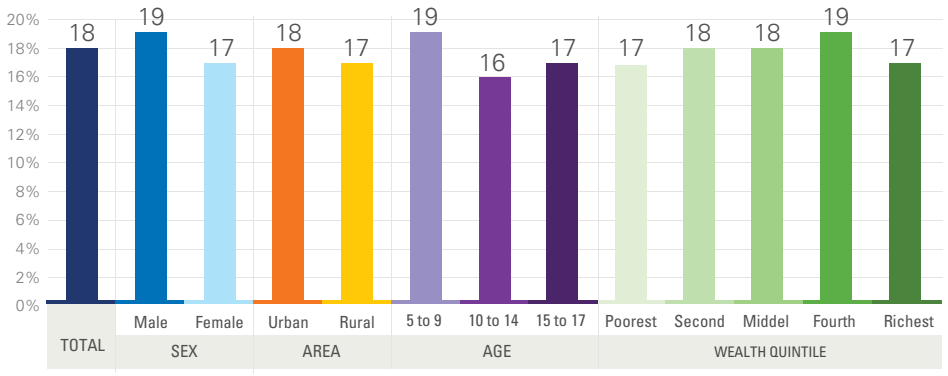


FIGURE 68 Prevalence of types of disabilities (children age 5 to 17)

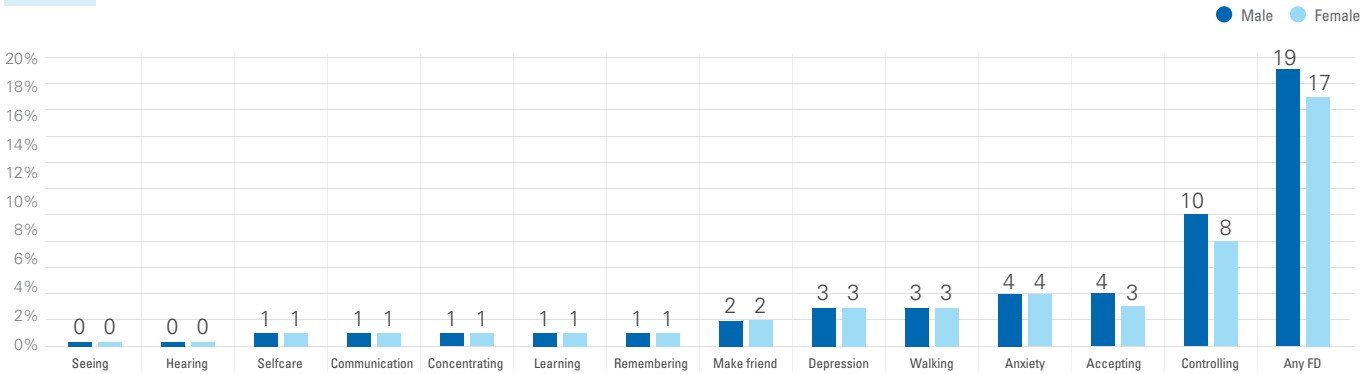
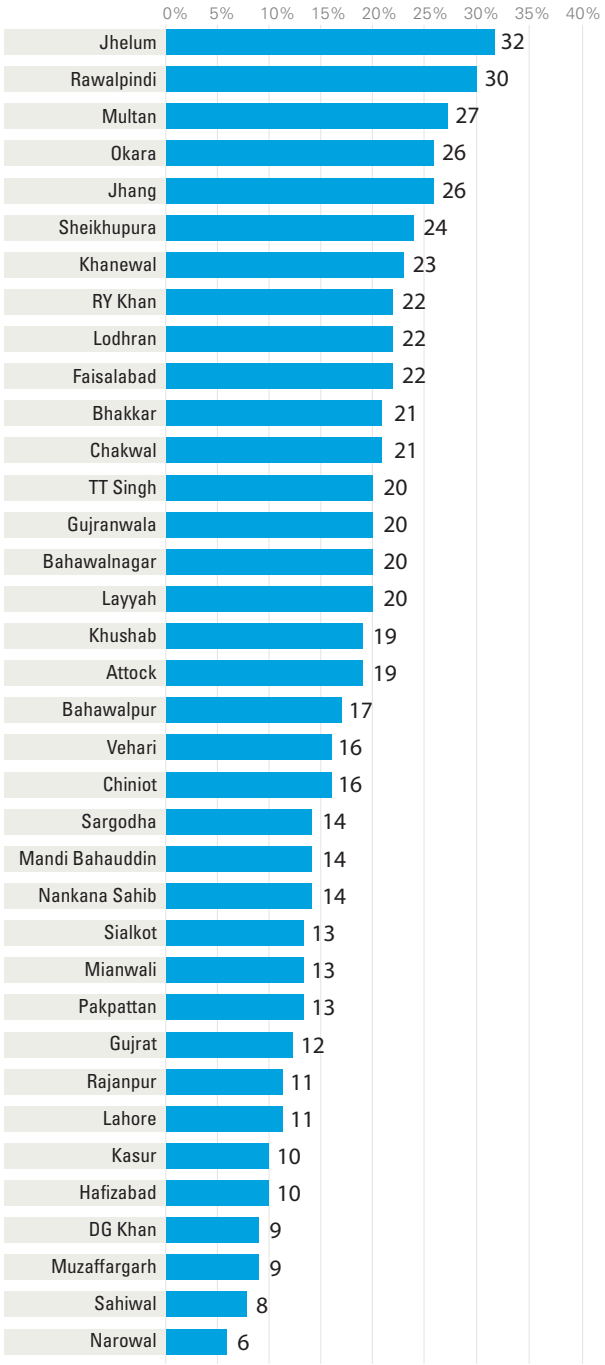


FIGURE 69 Prevalence of functional difficulties (children age 5 to 17), **by district**



Foundational learning and functional difficulties

All findings presented here are for children aged 5 to 17 and therefore use the 13 functional domains presented in the earlier section.

FIGURE 70 **Foundational reading skills** by functional difficulties

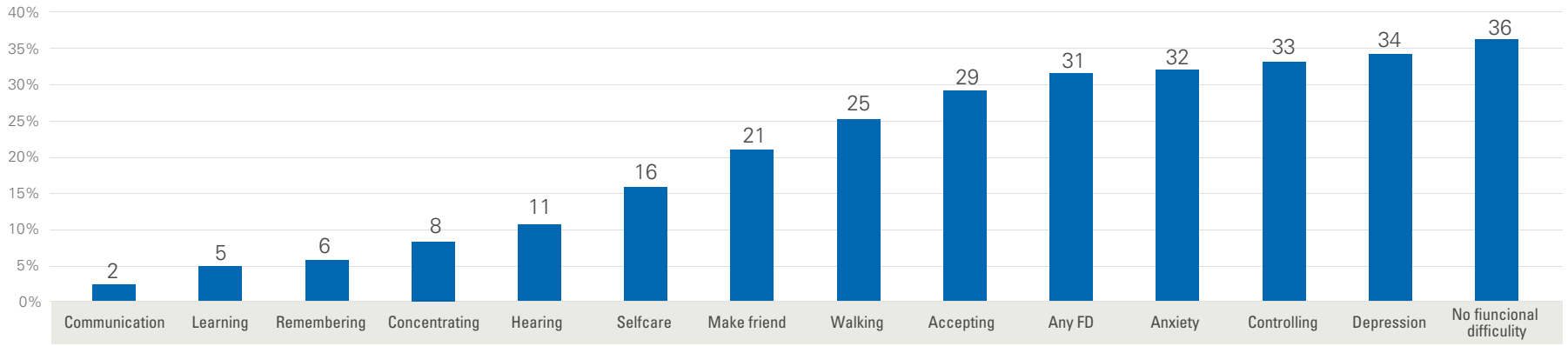
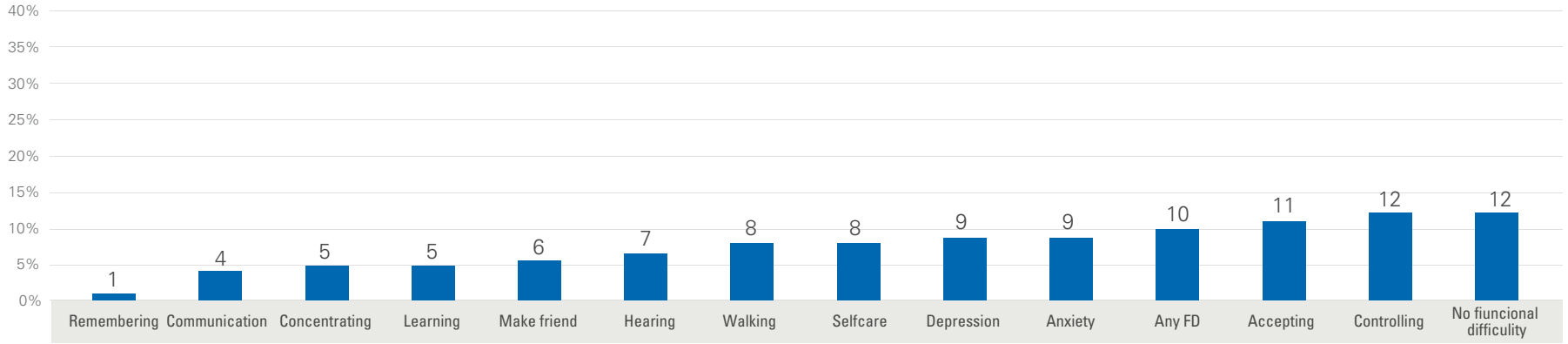


FIGURE 71 **Foundational numeracy skills** by functional difficulties



Findings

- A lower share of children with functional difficulties have foundational reading and numeracy skills than children without any functional difficulties.
- Fewer than 10 per cent of children who have difficulty communicating, learning, remembering, or concentrating have foundational reading skills, compared to 36 per cent of children without any functional difficulty.
- Children who have difficulty remembering, communicating, concentrating, and learning have especially low rates of foundational numeracy skills.
- Profiling data indicate that children with functional difficulties are out of school and not learning in about equal proportion to their representation among all children ages 5 to 17, at roughly 18 per cent.
- However, children with functional difficulties are overrepresented among children who are out of school at the primary level.

Inclusive education (5 to 17 years old)

All findings presented here are for children aged 5 to 14 and therefore use the 13 functional domains presented in the earlier section.

FIGURE 72 ANAR by type of functional difficulty

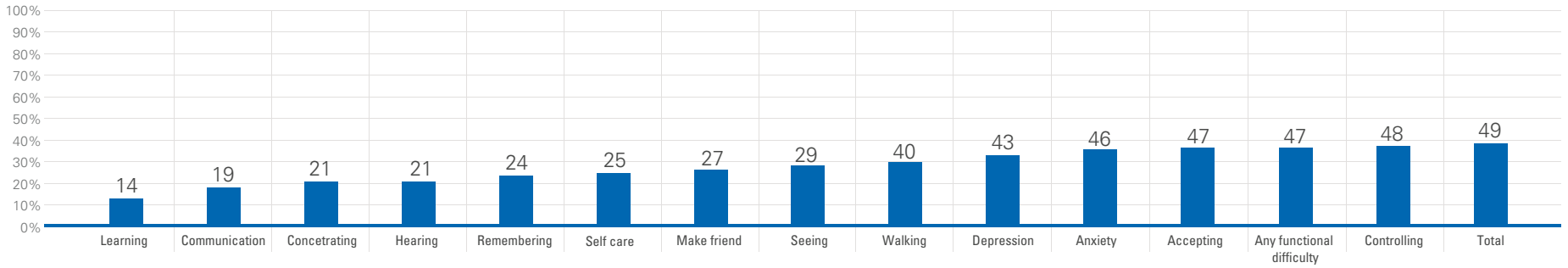


FIGURE 73 ANAR by functional difficulty status by level of education

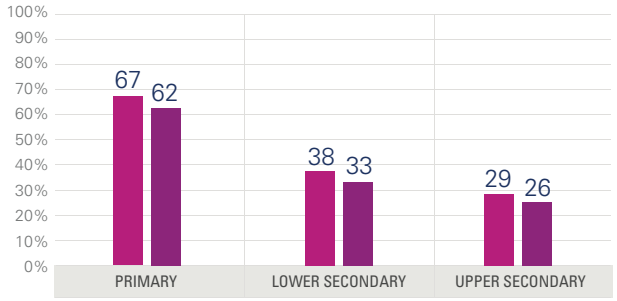


FIGURE 74 Dropout by functional difficulty status

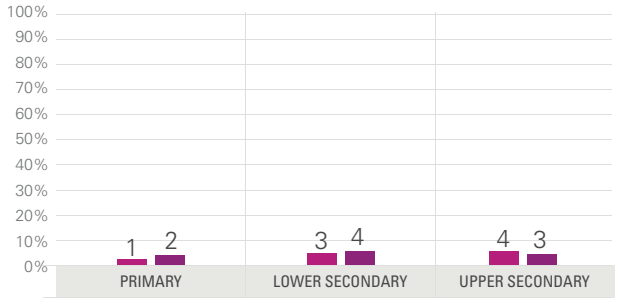
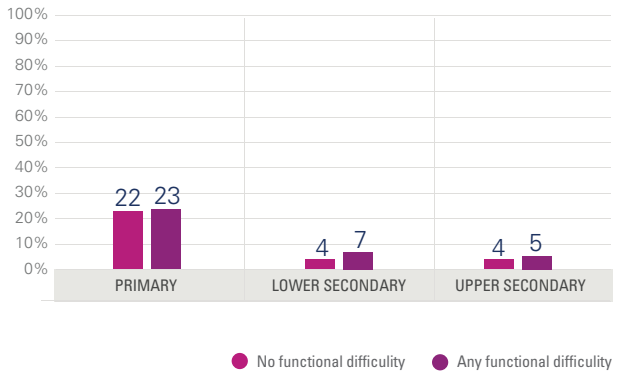


FIGURE 75 Repetition by functional difficulty status

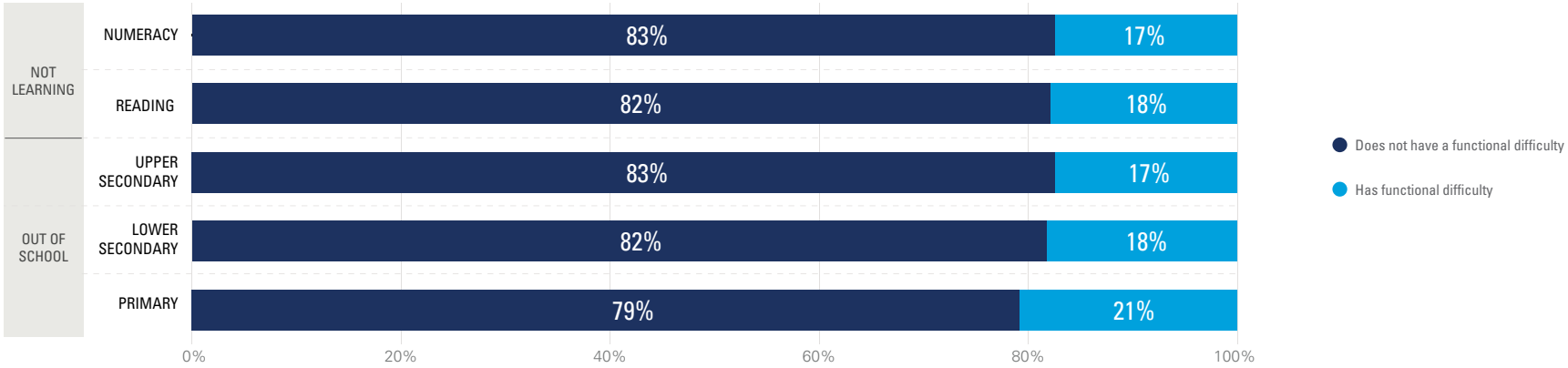


Findings

- At the primary level, lower secondary, and upper secondary level, children without any functional difficulties have higher adjusted net attendance rates (ANAR) than children with any functional difficulty.
- Current school attendance for children with different functional difficulty uses data for children who attended any level of education and disaggregates the information by functional difficulty domains.
- Current school attendance is particularly low for children who have difficulty learning and difficulty communicating. In addition, children with difficulties concentrating, hearing, remembering, making friends, and self-care also have lower current attendance compared to their counterparts with no functional difficulty. These differences are statistically significant.
- The differences in dropout and repetition by children with and without functional difficulties are not statistically significant in the primary, lower secondary, or upper secondary level.

Profile of children not learning or out of school by functional difficulty

FIGURE 76 Profile of children not learning by functional disability



Topic 8 Remote Learning

Guiding questions

1. What share of students live in households with access to remote learning tools?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have access to remote learning tools?

Overview

What are remote learning tools?

MICS collected data on the availability of tools in the household that could be used to support remote learning. These include having access to radio, television, and computers with internet. Of note, however, not all members of a given household may in fact have access to whatever devices may be present.

FIGURE 77 Share of students aged 3 to 14 years with access to remote learning tools

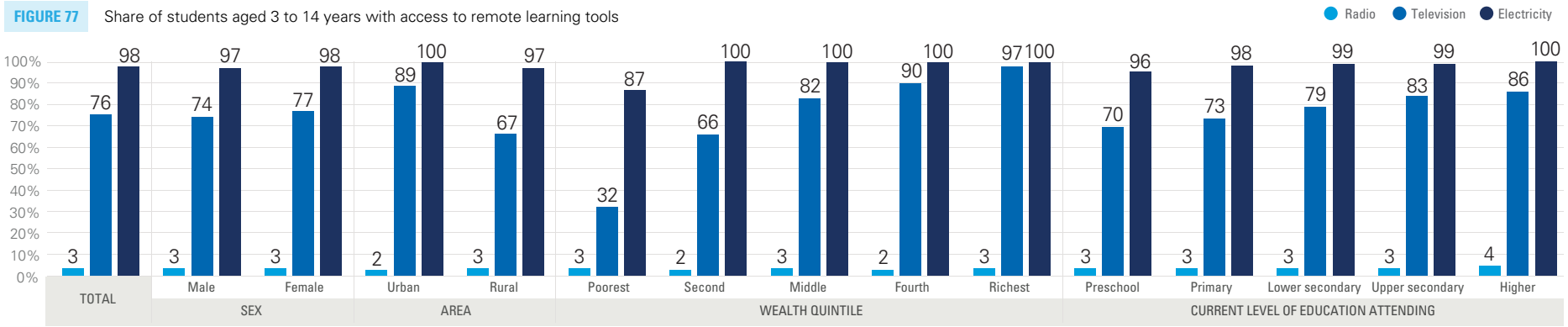
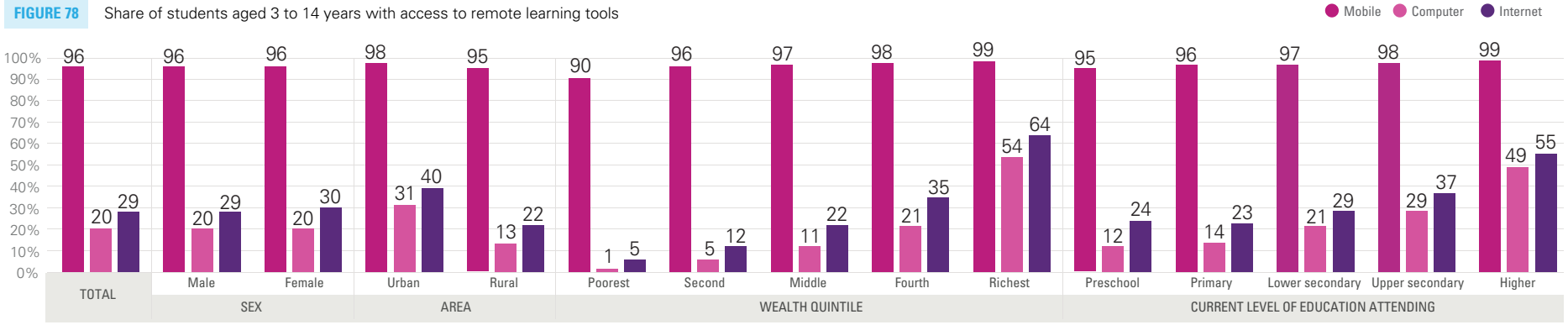


FIGURE 78 Share of students aged 3 to 14 years with access to remote learning tools



Findings

- In the period from March to August 2020, schools in Punjab were fully closed for 16 weeks, which represents 34 per cent of total instruction weeks. In addition, from September 2020 to May 2021, schools were partially closed for 22 weeks, which represents nearly half of total instructional weeks. During periods in which schools are under full or partial closure, remote learning provides students with an opportunity to continue learning. Remote learning tools examined in Punjab include radio, television, mobile devices, computers, and the internet.

- In Punjab, the remote learning tool with the highest prevalence of availability was mobile devices, as they were available to 96 per cent of students aged 3 to 14 years. Prevalence of mobile devices was high even among the poorest, at 90 per cent. Although many students may rely on mobile devices to deliver remote learning, it should be acknowledged that this is not the most effective and efficient learning platform, and should not be considered a viable substitute for other means of remote learning such as computers and the internet.

- In terms of broadcast based remote learning, far more students had access to television than radio. Given that 76 per cent of students aged 3 to 14 had access to television, compared to just 3 per cent with access to radio, television-based curriculum appears to be a more viable option.

- It is important to note that the data here only shows if a child has access to these tools as part of the household. There is no information on whether students are or will be allowed to use these tools for remote learning.

- As for digital based remote learning tools, relatively few students in Punjab have access to computers (20 per cent) or the internet (29 per cent), or both (14 per cent).

- The divides in access to remote learning tools are notable by urban-rural location, wealth quintile, and level of education. The divide is greatest with respect to wealth quintile. Whereas only 5 per cent of the poorest students have access to the internet, 64 per cent of students from the richest quintile do so. As for television, 32 per cent of students from the poorest quintile have access to television, compared to 97 per cent of students from the wealthiest quintile.

- There are also differences in access to digital based remote learning tools by current level of education attended by the student. Whereas 38 per cent of students in higher education have access to both the internet and computers, just 9 per cent of preschool and primary school children do so. This is important because while some education can be imparted using television, emulation of classroom instruction through the internet is more important, specifically in highest education where students may be engaging in more complex learning.

- This analysis reveals that while many students in Punjab could have been reached by broadcast and digital remote learning tools, some students, especially the poorest, did not have access to these tools, with the exception of mobile devices. This means they remained at least potentially unreached and aside from the use of mobile devices, would not have been able to access any education during school closures, if mitigation approaches targeting these students were not introduced.

- Foundational reading and numeracy skills among children aged 7 to 14 years are lower for those children who did not have access to remote learning tools. This is true for all remote learning tools, from the most basic tools such as mobile devices, to the more advanced of computers and the internet. The difference in foundational learning skills are particularly striking between children with and without access to computers, as well as between those with and without access to computers and the internet. The share of children with foundational reading skills is 20 percentage points higher for those with access to computers and the internet as compared to those without such access, demonstrating the important role that remote learning devices can play in learning.

Foundational skills among children aged 7 to 14 years, by access to remote learning tools

FIGURE 79 Percentage of students aged 7-14 with **foundational reading skills**, by access to remote learning tools

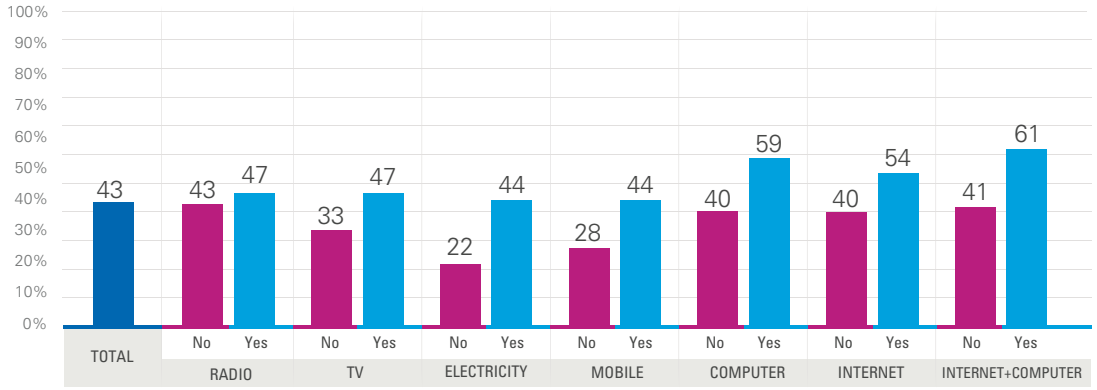
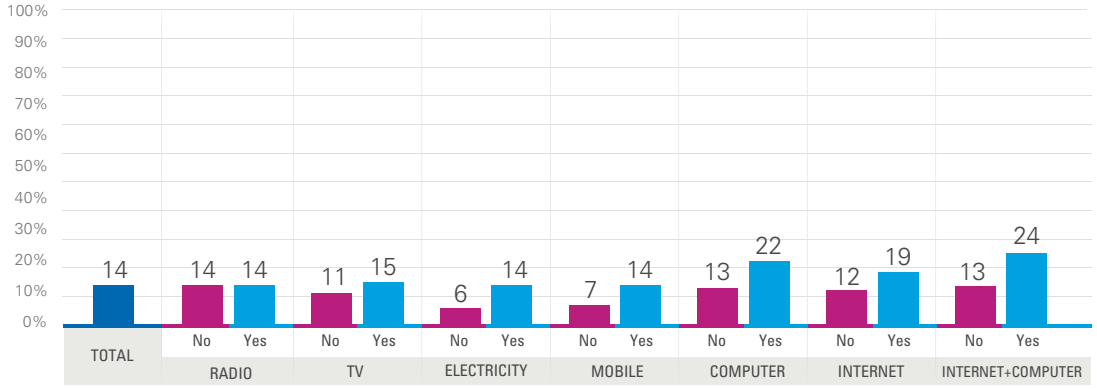


FIGURE 80 Percentage of students aged 7-14 with **foundational numeracy skills**, by access to remote learning tools



Home learning environment for children aged 7 to 14 years

FIGURE 81 Share of children with no child-oriented books in the household

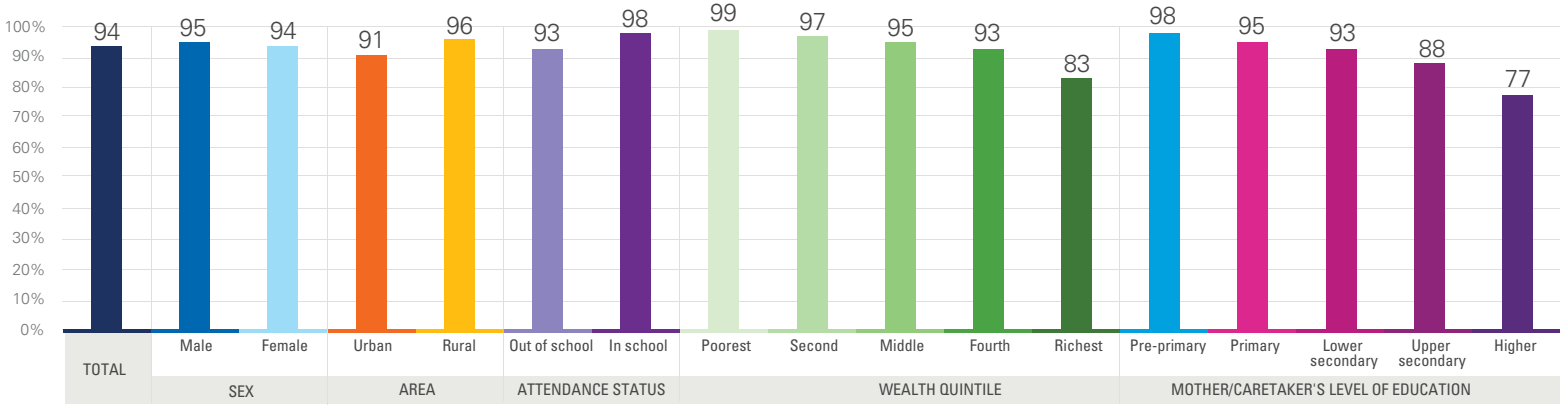
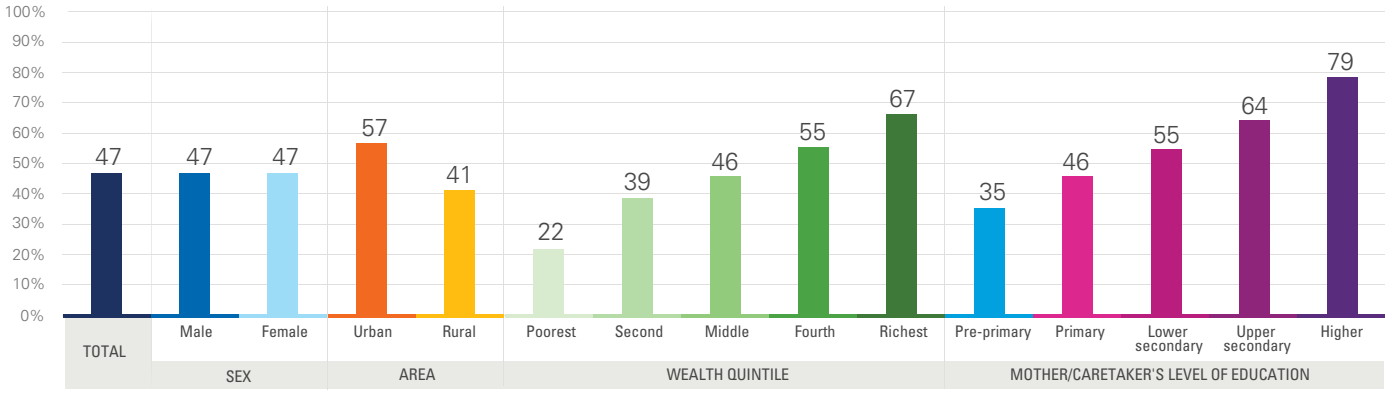


FIGURE 82 Share of students where a parent or caretaker helped child with homework



Findings

- 94 per cent of children aged 5 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.
- Access to child-oriented books varies by wealth quintile and mother's level of education. Among children in the poorest quintile 99 per cent do not have access to additional child-oriented books whereas among children from the richest quintile, it is 83 per cent.
- Mother's level of education is negatively correlated with the absence of child-oriented books in the household. 77 per cent of children whose mother has higher education do not have a child-oriented book at home; this share rises to 98 percent among children whose mother attended only preschool or has no education.
- 47 per cent of students aged 5 to 14 years receive help with homework from a parent or caretaker in Punjab. However, more than twice as many children whose mother has higher education receive help with homework as compared to children whose mother attended only preschool or has no education.

Profile of children aged 3 to 14 years with no access to remote learning tools

'These profiles are based on 71 per cent of students age 3 to 14 who do not have access to the internet, 24 per cent who do not have access to television, and 65 per cent who do not have access to either the internet or computer.

FIGURE 83 Profile of students who do not have access to remote learning tools, **by sex**

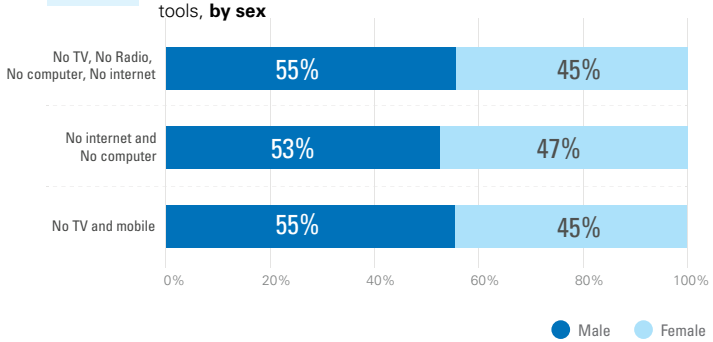


FIGURE 84 Profile of students who do not have access to remote learning tools, **by area**

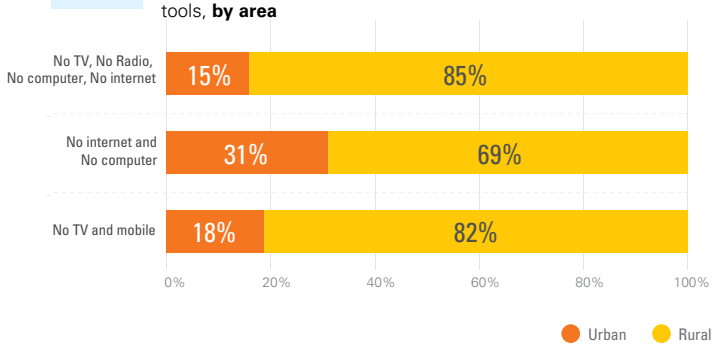


FIGURE 85 Profile of students who do not have access to remote learning tools, **by wealth quintile**

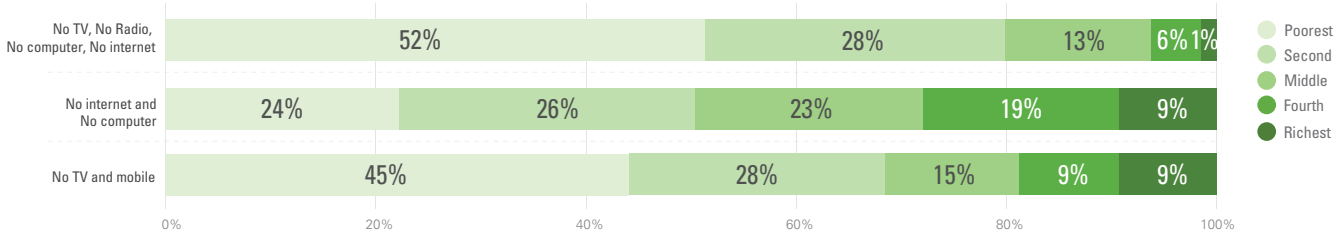
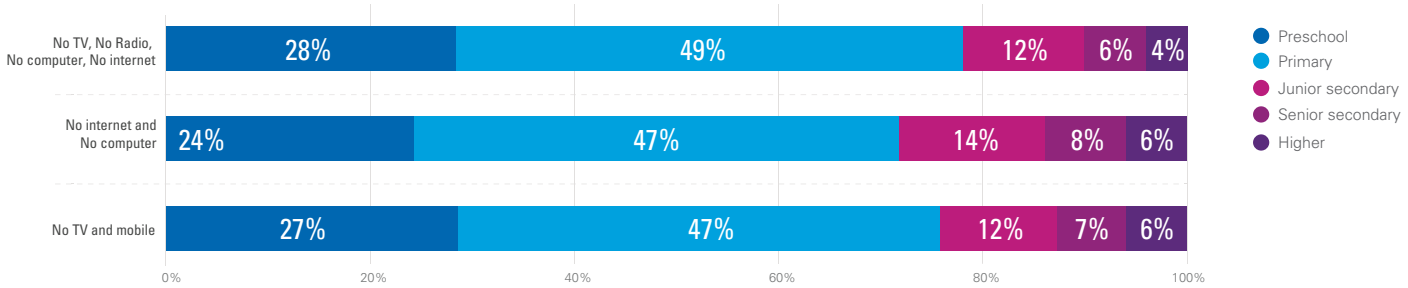


FIGURE 86 Profile of students who do not have access to remote learning tools, **by level of education**



Findings

- Among children ages 3 to 14 with no access to remote learning tools, boys are over-represented.
- Rural areas are over-represented in having no access to remote learning tools, as rural children comprise 69 per cent of those with neither internet nor computer.
- Children belonging to the poorest quintile represent 45 per cent of children who have access to neither television nor radio, whereas 3 per cent of these children are from the wealthiest quintile.
- The majority of children who do not have access to remote learning tools are either at the preschool or Primary level, although this can partly be explained by the fact that there are more children at these levels than at higher levels of schooling in Punjab.

Costing to expand access to remote learning tools

The table provides the costing (in US dollars) to ensure all children in Punjab have remote learning tools. The costing does not include other utility costs such as cost of electricity, data, batteries, or other components that may be incurred.

This costing can be expanded according to the needs of Punjab. For example, the costs of remote learning tools can change, or priority can be given to other tools.

Findings

- In Punjab, providing mobile phones to children without access can be the most cost-effective way to reach all children, but it is not the preferred method of remote learning.
- Nearly half a million children in Punjab do not have any remote learning tools.
- Providing computers to all children in Punjab who need them could cost nearly $3.5 billion.

				Increasing access by 1 percent		
	Share of students age 3 to 14 who don't have access to remote learning tools	Number of students* that do not have access to remote learning	Per unit cost (USD)	Number of students to be reached to increase access by 1 per cent	Costing to increase access by 1 per cent	Costing to increase access to all students
Radio	97	28,393,000	$20	283,930	$5,678,600	$567,860,000
Televeision	24	6,855,000	$150	68,550	$10,282,500	$1,028,250,000
Mobile phone	4	1,032,000	$20	10,320	$206,400	$20,640,000
Computer	80	23,040,000	$150	230,400	$34,560,000	$3,456,000,000
Any	2	451,000	$20	4,510	$90,200	$9,020,000

*unit costs are suggestive and can be modified based on local knowledge.

TABLE 6 Remote Learning

Shares and headcounts by various socioeconomic characteristics

		Share (%) of students age 3 to 14			Headcount students (ages 3 to 14)		
		Neither TV nor radio	Neither computer nor internet	No tv, no radio, no computer, no internet	Neither TV nor radio	Neither computer nor internet	No tv, no radio, no computer, no internet
Total		**24%**	**65%**	**20%**	**8,143,000**	**22,714,000**	**6,775,000**
Sex	Male	25%	65%	21%	4,498,000	11,935,000	3,741,000
	Female	22%	65%	18%	3,645,000	10,777,000	3,034,000
Area	Urban	11%	52%	8%	1,455,000	6,818,000	1,031,000
	Rural	32%	73%	27%	6,563,000	15,233,000	5,647,000
Wealth quintile	Poorest	66%	95%	63%	3,632,000	5,213,000	3,443,000
	Second	33%	85%	28%	2,253,000	5,816,000	1,928,000
	Middle	18%	72%	13%	1,268,000	5,151,000	906,000
	Fourth	10%	57%	6%	732,000	4,374,000	422,000
	Richest	3%	25%	1%	236,000	1,934,000	56,000
Current level of education attending	Preschool	29%	73%	26%	2,161,000	5,449,000	1,904,000
	Primary	26%	72%	23%	3,891,000	10,854,000	3,381,000
	Lower secondary	20%	64%	16%	1,013,000	3,247,000	812,000
	Upper secondary	17%	53%	12%	596,000	1,908,000	434,000
	Higher	13%	33%	7%	482,000	1,256,000	244,000
District	Bahawalpur	36%	80%	32%	334,000	749,000	297,000
	Bahawalnagar	35%	84%	33%	291,000	707,000	273,000
	RY Khan	25%	82%	22%	277,000	924,000	249,000
	DG Khan	50%	72%	44%	351,000	503,000	304,000
	Layyah	44%	74%	37%	257,000	432,000	216,000
	Muzaffargarh	46%	78%	40%	529,000	890,000	463,000
	Rajanpur	48%	78%	41%	216,000	350,000	183,000
	Faisalabad	15%	56%	11%	317,000	1,209,000	239,000
	Chiniot	32%	83%	29%	128,000	331,000	113,000
	Jhang	45%	72%	40%	390,000	614,000	342,000
	TT Singh	21%	55%	16%	139,000	376,000	111,000
	Gujranwala	14%	68%	11%	243,000	1,159,000	186,000
	Gujrat	13%	46%	10%	124,000	442,000	91,000
	Hafizabad	25%	61%	20%	94,000	232,000	75,000
	Mandi Bahauddin	18%	60%	14%	87,000	284,000	65,000
	Narowal	21%	59%	17%	137,000	379,000	109,000
	Sialkot	11%	44%	6%	130,000	560,000	78,000
	Lahore	8%	54%	6%	254,000	1,767,000	198,000
	Kasur	36%	82%	32%	377,000	875,000	340,000
	Nankana Sahib	22%	69%	18%	89,000	280,000	74,000
	Sheikhupura	14%	64%	11%	137,000	659,000	112,000
	Multan	20%	61%	16%	268,000	826,000	222,000
	Khanewal	35%	62%	26%	317,000	557,000	233,000
	Lodhran	39%	75%	33%	170,000	327,000	144,000
	Vehari	28%	72%	23%	238,000	618,000	199,000
	Rawalpindi	11%	45%	8%	191,000	808,000	136,000
	Attock	22%	59%	17%	124,000	324,000	94,000
	Chakwal	19%	66%	15%	84,000	299,000	69,000
	Jhelum	11%	65%	10%	44,000	261,000	38,000
	Sahiwal	21%	68%	19%	142,000	458,000	127,000
	Okara	30%	80%	27%	287,000	763,000	256,000
	Pakpattan	29%	82%	27%	142,000	406,000	135,000
	Sargodha	24%	61%	17%	280,000	700,000	198,000
	Bhakkar	41%	68%	34%	226,000	377,000	190,000
	Khushab	29%	69%	26%	107,000	252,000	94,000
	Mianwali	24%	73%	22%	108,000	330,000	97,000

*Question for current school attendance is asked to the age group 3 to 24 years

Remote learning - Shares and headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who lack access to broadcast based (television and radio (top)), digital based (computer and internet (middle)), and both broadcast based and digital based remote learning tools (bottom).

FIGURE 87 Headcounts and shares of students who lack access to broadcast based remote learning tools (No tv and no radio)

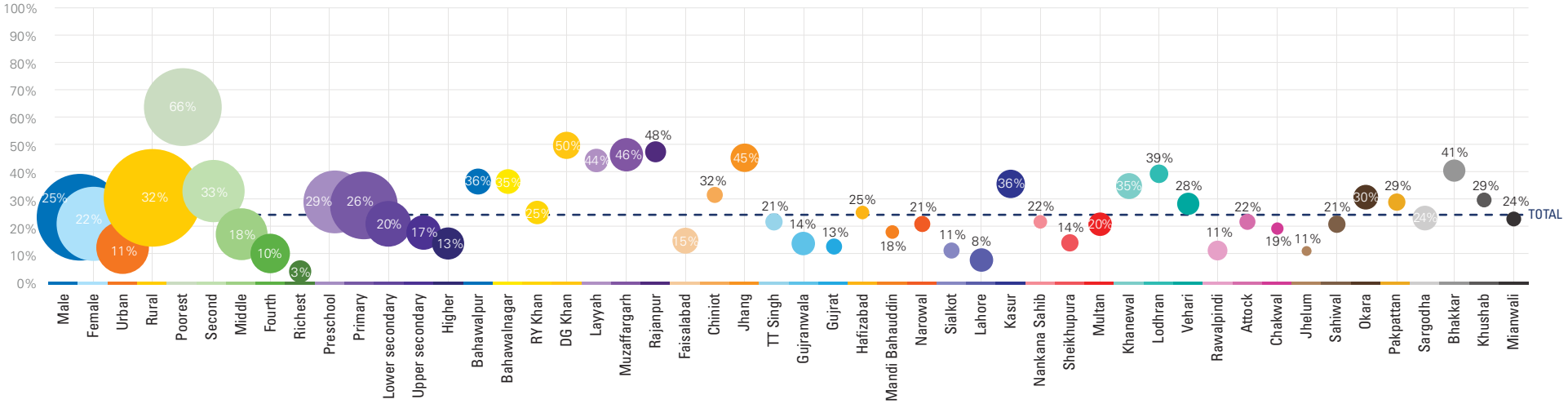


FIGURE 88 Headcounts and shares of students who lack access to digital based remote learning tools (No computer and no internet)

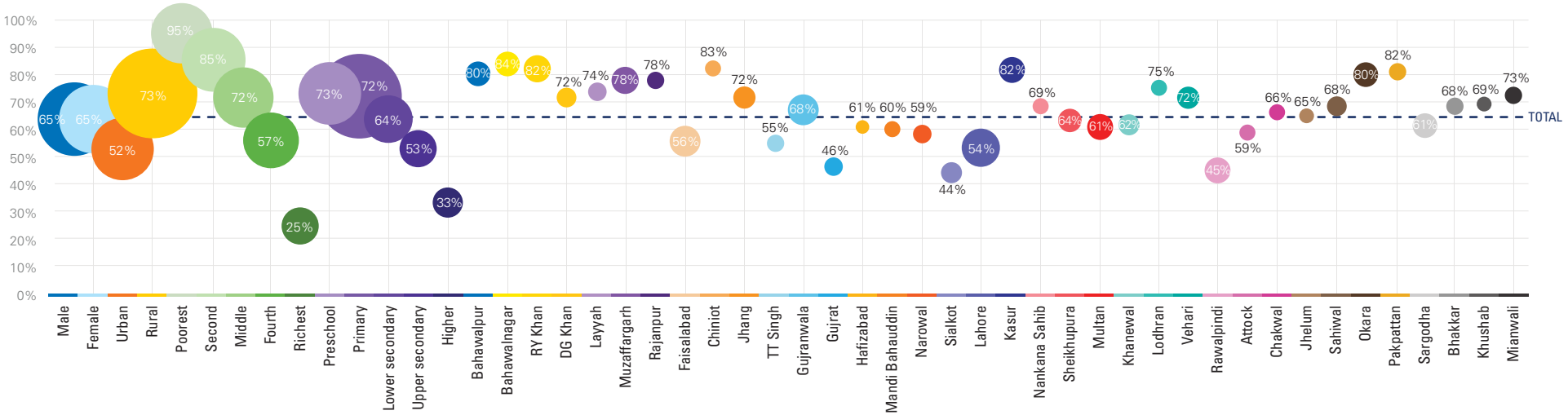
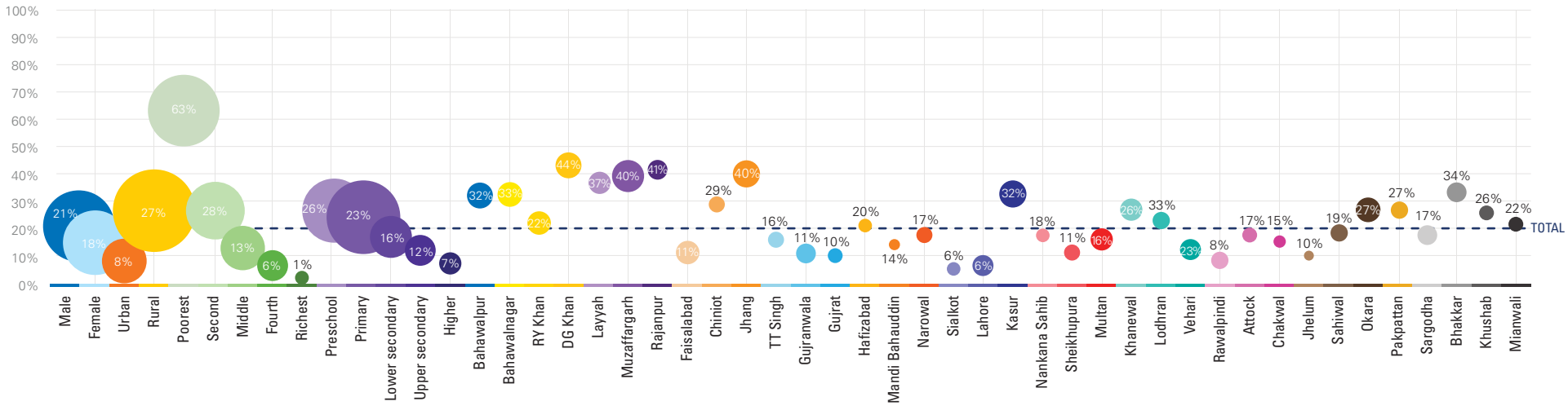


FIGURE 89 Headcounts and shares of students who lack access to both broadcast based and digital based remote learning tools



Findings

- There is little difference in access to either broadcast based, digital based, or both remote learning tools between girls and boy, although a larger share of rural dwellers, poorer children, and students in lower levels of education lack access to these remote learning tools.
- Among students age 3 to 14 without access to television, radio, computer or the internet, there are substantial differences by wealth quintile. Whereas 63 per cent of the poorest students lack access to any of these remote learning tools, just 1 per cent of the richest students lack this access.

UNICEF Pakistan