

Exploring Out of School Students: A Step towards
Education for All

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Directorate of Education Baltistan
Education Department Gilgit-Baltistan

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2. Mr. Muhammad Ibrahim DDE Ghanche
3. Mr. Muhammad Hussain DDE Skardu
4. Mr. Muhammad Nazeer DDE Kharmang
5. Mr. Muhammad Ibrahim Tabassum (Late) DDE Shigar
6. Mr. Zakir Hussain DDE (Admin) Skardu
7. Mr. Shahid Hussain ADE Directorate of Education Baltistan Skardu
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9. Miss Shakeela Batool Teacher Educator Uswa Education System Skardu (Data Analyst and Report Writer)
10. Mr. Zaheer Abbas Instructor Government Elementary College of Education Skardu (Data Analyst and Report Writer)

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EXECUTIVE SUMMARY

Education has been placed in one of the unfinished agenda in Pakistan as per Millennium Development Goals. The Government of Gilgit-Baltistan has been working hard in improving the overall status of education especially working for bringing out of school children into schools. For this noble cause, honourable Chief Minister Gilgit-Baltistan shared his vision regarding out of schools students and asked relevant institutions to work for it. Working on the agenda, Mr. Majeed Khan, former Director Education Baltistan Division initiated a door-to-door survey in 2016. The results of the survey revealed that there are 29253 (20.33%) school-going-aged children are out of schools. The survey provides significant insights into overall status of our of children in each district as well.

INTRODUCTION

Gilgit-Baltistan has its unique identity in terms of its legislation as well as constitutional status in the globe. The territory remained special from 1947 to 2009 not having any representation and locally accountable governance system. The Gilgit-Baltistan Empowerment Act 2009 helped in the establishment of a representative government. Furthermore, it also led to the status of a province with its own legislative assembly, courts and other legal institutions. With this important steps, different legal chapters, including the education were transferred to the newly established province. Since then, GB government has been working seriously to uplift the education system and its standards.

Education has been placed in one of the core unfinished components of the MDGs. According to different surveys, Pakistan has been identified as the second largest, number of out of school children (approximately 7.3 million) (as per UNESCO report 2011) and the country with the second-largest population of people with illiteracy 50 million (UNESCO 2012). Though the situation is not similar in Gilgit-Baltistan as Gilgit-Baltistan have better and improved statistics regarding the matter but still the situation is not encouraging in general. Keeping the global context in view as well as the prevailing condition of education in GB, the honourable Mr. Hafiz ur Rehman the Chief Minister of Gilgit-Baltistan shared his vision and asked the government institutions to work on the schools students' profiling including out of schools students. Though different surveys have already been done for the establishment of scores regarding the matter, however, the data sources for the surveys conducted do not depict the real picture of the situation as these sources do not provide the representative estimates of each and every district, tehsil as well as union council. In addition, the statistics are mostly based data collected in different education offices (EMIS sections) through various tools which are neither validated nor the tools are reliable.

Keeping the vision of Chief Minister of Government of Gilgit-Baltistan and the global context in view, Directorate of Education Baltistan carried out the survey to explore the out of schools students.

NATIONAL STATISTICS

Different national studies have been carried out for exploring out of school students focusing all the provinces of Pakistan including Gilgit-Baltistan. A brief overview of these assessments is given in the table.

S. No.	Districts	ASER (2015) OOSC (%)	PDHS 2012-13 (%)	NEMIS 2012-13 (%)	EMIS GB (2015-16) (%)
1	Ghanche	9.9	NA	NA	32
2	Skardu	18.7 ¹	NA	NA	18
3	Shigar	NA	NA	NA	33
4	Kharmang	NA	NA	NA	56
5	Gilgit	11.8	NA	NA	34
6	Ghizar	3.1	NA	NA	37
7	Astore	7.2	NA	NA	76
8	Diamer	52.2	NA	NA	77
9	Hunz-Nagar	2.4 ²	NA	NA	54
10	Nagar	NA	NA	NA	50
Overall		15.3	37.3	48	38

¹ District Shigar and Kharmang were the part of district Skardu so the statistics contains data of Shigar and Kharmang districts as well.

² Nagar was the part of district Hunza-Nagar so the statistics contains data of Nagar district as well

Table 1: Comparisons of OOSC

OBJECTIVES OF THE SURVEY

The survey aimed in exploring the out of school students in the context of Baltistan. However, availing the opportunity, some other variables were also included, that is, overall population, adult literacy rate, enrolment of students in different education systems (public, private and madaris) as well as reasons for students not attending the schools. The intend was also to collect data, analyse it and then improving the statistical information.

METHODOLOGY

The objective of the survey was to explore the OOSC, therefore, a door to door survey was designed and carried out in all the four districts of Baltistan Division. To collect the data a tool and designed and validated. For the development of data collection tool, each district education office of the division was given the responsibility to engage the practitioners having strong academic backgrounds for the development of a tool. The tools was then collected at Directorate of Education Baltistan for the consolidation of a single user friendly tool with the help of the four tools developed at each district education office. A group of practitioners who have experience of assessment tools development were deputed for the task. A tool was developed and validated for the collection of data. The tool is appended (Appendix A).

For the data collection, Assistant Education Officers (AEOs) of each district education office were trained so that they may further train the data collectors of their respective districts. Data collectors were recruited from each village of each union council so that the process of data collection could be reliable. A session of the orientation of the data collection tool was conducted for the data collectors. For further queries, assessment experts were made available through SMSs and telephonic calls so that quite support could directly be provided to data collectors on time. After the completion of data collection,

sufficient time was provide for review and possible corrections. This review was carried out in collaboration with AEOs and data collectors.

Meanwhile the data was being collected, a data entry template was developed by the assessment experts in Statistical Package for Social Sciences (SPSS version 21). For data entry, AEOs of each district education office were training by conducting a session at Directorate of Education Baltistan. Then, all the filled data collection tools were handed over to AEOs. District Education Offices further training data enumerators and to review the data after entry.

When the data entry was carried out, the data was assembled at Directorate of Education Baltistan Division where the assessment experts were deputed for data cleaning and its further analysis. Analysis was carried out to compute each variable mentioned in the data collection tool and data entry template. Levels for analysis were districts, tehsils and union councils.

RESULTS

Results of the survey has been arranged with respect to the variables of the survey, that is, i) Total Population, ii) Adult Literacy Rate (Age 15 and above iii) Children Population iv) Enrolment in Public, Private and Madaris, and v) Out of School Children. In each level, comparisons across districts, tehsils, union councils and gender were also made.

Total Population

Total population of Baltistan Division was explored. Table 2 presents the results.

Table 2: Total Population

<u>Total Population</u>	
<u>Total</u>	<u>332587.0</u>

According to Table 2, the total population of the Division is three lac, thirty two thousands, five hundreds and eighty seven.

Comparisons across Districts

To explore the differences in total population comparisons were made across districts. Table 3 reports the results of the analysis.

Table 3: Districts Comparisons of Total Comparisons

District	Total Population
Ghanche	120887.0
Kharmang	39982.0
Shigar	49587.0
Skardu	122078.0

Table 3 depicts that the district Skardu has the highest population with 122078 (which is 36.71 % of the total population) followed by district Ghanche 120887 (36.35 %), district Shigar 49587 (14.91 %) and district Kharmang 39982 (12.02 %).

Adult Literacy

Adult literacy was calculated on total adult population. Table 4 presents the results.

Table 4: Adult Literacy Rate

Literate Male	%	Literate Female	%	Total Literate	%	Total Adult Population
75844.0	38.2	36055.0	18.1	111899.0	56.3	198728.0

According to Table 4, adult male literacy rate is more than double (38.2%) of the adult female literacy rate (18.1%). The average adult literacy rate is 56.3% of the total adult population.

Comparisons across Districts

Adult literacy was also calculated for each district and comparisons across districts were also made. Table 5 reports the results.

Table 5: Adult Literacy Rate across Districts

District	Literate Male	%	Literate Female	%	Total Literate	%	Total Adult Population
Ghanche	27848.0	35.6	14670.0	18.8	42518.0	54.4	78202.0
Kharmang	8987.0	39.1	3888.0	16.9	12875.0	56.0	22974.0
Shigar	8014.0	30.6	3657.0	14.0	11671.0	44.5	26203.0
Skardu	30984.0	43.4	13835.0	19.4	44819.0	62.8	71313.0

Table 5 shows that the adult literacy rate of district Skardu highest (62.8%) followed by Kharmang (56.0%), Ghanche (54.4%) and Shigar (44.5%). In adult male literacy rate, district Skardu is leading (43.4%) followed by Kharmang (39.1%), Ghanche (35.6%) and Shigar (30.6%). In adult female literacy rate, a different pattern appears as district Skardu (19.4%) is followed by Ghanche (18.8%), Kharmang (16.9%) and Shigar (14.0%). Adult female literacy rate in all districts is lowest as compared to male literacy rate. In all districts, adult male literacy rate is more than double of the adult female literacy rate except in district Ghanche.

Students' Enrolment in Schools

Students' enrolment in schools in one of the indicators of the status of the education in an area. Therefore, students' enrolment was also calculated. Table 6 presents the total enrolment as well as the differences in enrolment across gender.

Table 6: Students' Enrolment

District	Total Children	Total Enrol	Enrol %
Ghanche	77256.0	51677	83.38
Kharmang	17111.0	11268	78.95
Shigar	25610.0	16512	75.96
Skardu	58062.0	35160	76.66
Total	178052.0	114617	79.67

According to Table 6, the total number of children (up to age 16 years) in is 178052. The average percentage of school going children (age 3-16 years) is 79.69% (114617) of the total school going children 143870. Districts comparisons reveal that district Ghanche (83.38%) is leading in enrolment followed by Kharmang (78.95%), Skardu (76.66%) and Shigar (75.96%).

Comparisons across Gender

Students' enrolment across gender was also calculated. Table 7 presents the results.

Table 7: Students' Enrolment Comparisons across Gender

District	SG Boys	Boys %	SG Girls	Girls %	Total Enrol
Ghanche	30585	59.18	21092	40.82	51677
Kharmang	6239	55.37	5029	44.63	11268
Shigar	8919	54.02	7593	45.98	16512
Skardu	19057	54.20	16103	45.80	35160
Total	64800	56.54	49817	43.46	114617

According to Table 7, overall, boys' enrolment is higher 56.54% (64800) as compared to girls 43.46% (49817).

Districts comparisons revealed that district Ghanche has the highest boys' enrolment (59.18%) followed by Kharmang (55.37%), Skardu (54.20%) and Shigar (54.02%). Interestingly, trend in girls' enrolment was found opposite as compared to boys in districts' comparisons. District Shigar has the highest girls' enrolment (45.98%) followed by Skardu (45.80%), Kharmang (44.63%) and Ghanche (40.82%).

Comparisons across School Systems

Comparisons of students' enrolment across different school systems were also made. Table 8 presents the results.

Table 8: Enrolment Comparisons across School Systems

Government		Total	Private		Total	Madaris		Total
Boys	Girls		Boys	Girls		Boys	Girls	
33796.0	30185.0	63981	25458.0	17507.0	42965	5549.0	2127.0	7676

According to Table 8, Government Education System is leading in enrolment 56% (63981) followed by Private Education System 37% (42965) and Madaris 7% (7676). In other words, Government Education System is the major education provider in the whole region.

Students' enrolment across gender within school systems was also explored. According to Table 8, more girls are enrolled in Government School System 30185 (26.34%) as compared to Private School System 17507 (15.27%) and Madaris 2127 (1.86%). Similar trend was also found in boys' enrolment as more boys are enrolled in Government School System 33796 (29.49%) as compared to Private School System 25458 (22.21%) and Madaris 5549 (4.84%).

Out of Schools Students

The important analysis of the study was to explore the out of school students. Table 9 reports the results.

Table 9: Out of School Students

Districts	School Going Age Children	OOSB	OOSB %	OOSG	OOSG %	Total OOSC	Total OOSC %
Ghanche	61981.0	4889.0	7.9	5415.0	8.7	10304.0	16.62
Kharmang	14272.0	1441.0	10.1	1563.0	11.0	3004.0	21.05
Shigar	21739.0	2441.0	11.2	2786.0	12.8	5227.0	24.04
Skardu	45865.0	5366.0	11.7	5339.0	11.6	10705.0	23.34
Total	143870.0	14141.0	9.8	15112.0	10.5	29253.0	20.33

Table 9, reveals that in total 29253 (20.33%) of the school going age students are out of schools. Comparisons across gender depicts that more girls 15112 (10.5%) are out of schools as compared to boys 14141 (9.8%). Districts comparisons reveals that district Ghanche has least number of out of schools

students (16.62%) followed by Kharmang (21.05), Skardu (23.34%) and Shigar (24.04%). Comparisons across Gender depicts that in all districts more girls are out of schools as compared to boys except in Skardu where, interestingly, more boys (11.7%) are out of schools as compared to girls (11.6%).

CONCLUSION AND WAY FORWARD

The report has worked out and highlighted one of the global agendas on education, that is, out of school children across the four districts of Baltistan Division. The reports provides some important insights in other areas of education as well. Exploring the out of school children could also lead the policy and practice to work for achieving the Pakistan's unfinished agenda on Education for All in the context of Baltistan Division. Some important recommendations could be as under;

1. improving infrastructure with more inclusive measures
2. minimizing home-to-school distance by the provision of more schools
3. improving security situation within and around schools
4. making schools hours more child friendly
5. making school curricula child centred
6. providing collaborative environment within schools
7. establishing Early Childhood Education (ECE) classes within schools
8. increasing schools budget
9. reducing child labour