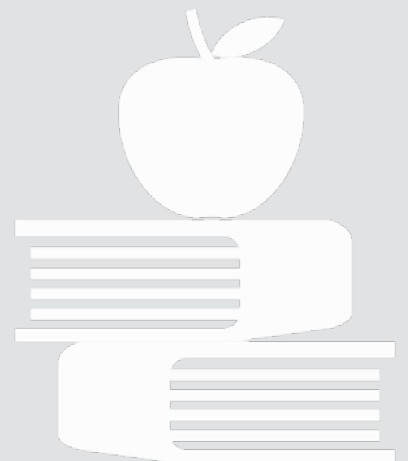


OUT OF SCHOOL CHILDREN STATISTICS

Analysing the situation in Pakistan at household level

By Natasha Amir, resident researcher at Gallup Pakistan

*Special thanks to
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While the right to education has been a part of the Pakistani constitution since 2010, the ground realities are distressing and merit immediate government action. 4.13 million households in Pakistan have children of school-going age, however education is out of their reach.

According to [UNICEF](#), 22.8 million children aged 5-16 are out of school. Our analysis of PSLM data from 2018-19 looks at this problem on a household level. The data reveals significant disparities based on geography.

To assess the gravity of the ‘out-of-school children’ problem, let us first consider the most basic question:

How many Pakistani households have children of school-going age (5-17)?

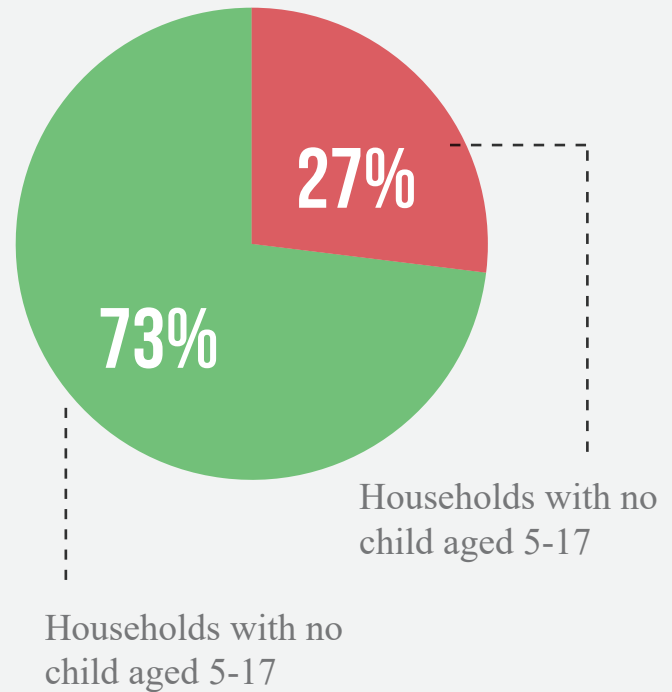
In Pakistan, 73% households (24.28 million) have children between the ages of 5 and 17 while 27% households do not have children of this age group.

Analyzing PSLM data from 2018-2019 reveals that out of the households that do have children aged 5-17, 17% report that no child attends school, 29% report that some children attend school while 54% report that all children attend school.

4.13 MILLION HOUSEHOLDS HAVE CHILDREN OF SCHOOL-GOING AGE, BUT NONE OF THOSE CHILDREN ARE ATTENDING SCHOOL!

29% Pakistani households (with children aged 5-17) are such where only some children are going to school while 17% Pakistani households report that no child is going to school. The critical figure here is 17% which amounts to roughly 4.13 million Pakistani households where there are children between the ages of 5 to 17 but they are not attending school.

HOW MANY PAKISTANI HOUSEHOLDS HAVE CHILDREN OF SCHOOL-GOING AGE (5-17)?



CATEGORIES OF HOUSEHOLDS IN PAKISTAN:

No child going to school

17% (4.13 M)

Some children going to school

29% (6.99 M)

All children going to school

54% (13.16 M)

HOUSEHOLD CATEGORIES: ASSESSING GEOGRAPHIC VARIATION

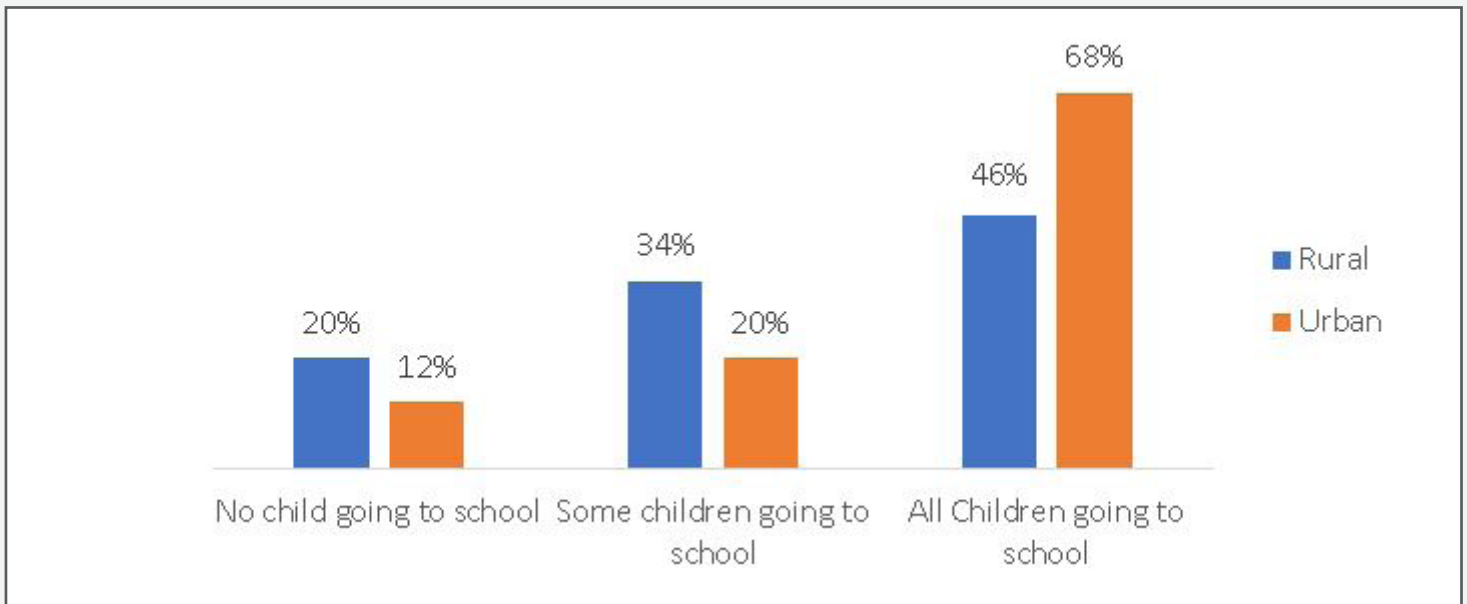
PSLM data reveals a stark and unfortunate disparity between children's school going rates. While more than half (68%) urban area households [that have children aged 5-17] reported that all children were going to school, the proportion was much less for rural areas where 46% reported that all children were going to school. There is a differential of 22% between urban and rural households in terms of 'all children going to school.'

If we consider the variable of 'some children going to school' as an indicator for inequality, then there is an 14% difference between urban and rural areas. More rural households (34%)

) report sending some children to school as compared to urban households (20%).

Perhaps the key variable that we need to consider is 'no child going to school.' Again, this figure is higher for rural areas (20%), compared to urban households (12%), indicating an 8% differential. 3.11 million rural households are not sending any child to school compared to 1.03 million urban households.

CATEGORIES OF HOUSEHOLDS IN PAKISTAN:



Applying the same analysis at a provincial level reveals some important findings.

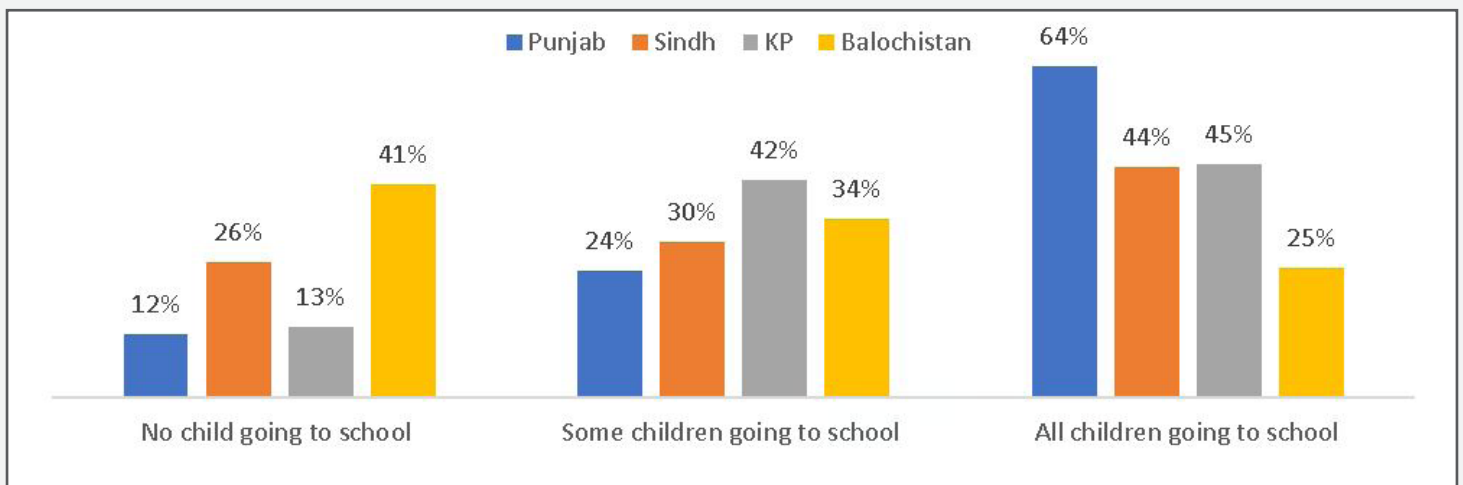
First, let's look at provincial breakdown for households where all children are going to school. This is the ideal scenario, so it is worth analyzing which province lies closest to and which lies furthest from the 'utopia.'

64% households [with children aged 5-17] in Punjab report that all children are going to school, placing Punjab at the top. This is followed by KP (45%), Sindh (44%) and Balochistan (25%).

Balochistan is lagging the most in terms of the number of households reporting that all their children go to school. The difference between Balochistan and Punjab in terms of 'all children going to school' is 39% while the difference between Balochistan and Sindh is 19%, indicating that Balochistan is facing a major lag, likely due to neglect and lack of resources. Considering solely households that reported that no child goes to school, Balochistan reports the highest figure (41%) in this regard. This is followed by Sindh (26%), KP (13%) and Punjab where just 12% households report that no child goes to school.

Interestingly, this analysis also shows that the variable 'some children going to school' which provides possible insight into discrimination levels/income-related issues, KP performs poorly where 42% households report that some children go to school and others do not.

CATEGORIES OF HOUSEHOLDS IN PAKISTAN (PROVINCIAL ANALYSIS)



Further disaggregating the data to see which areas need significant attention, we see **that rural Balochistan, and rural Sindh are severely lagging in this respect.**

In rural Balochistan, only 20% households [with children of ages between 5-17] report that all children go to school.

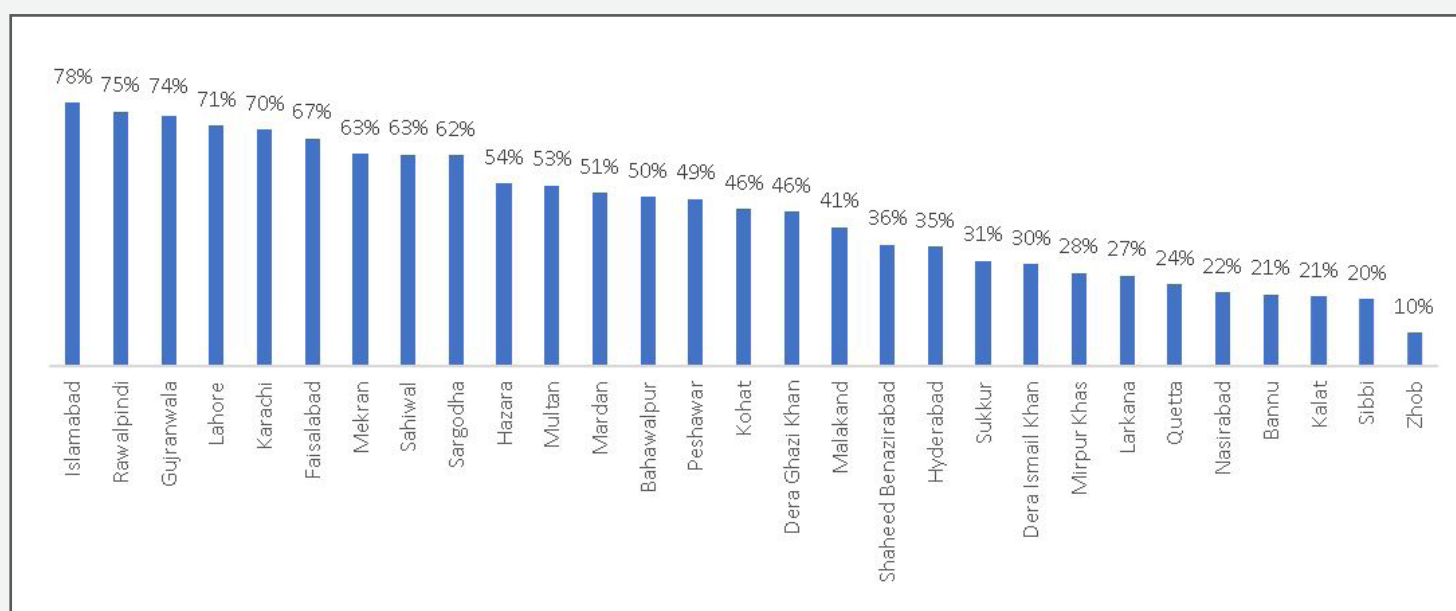
Punjab Rural	57%
Punjab Urban	75%
Sindh Rural	24%
Sindh Urban	62%
KPK Rural	42%
KPK Urban	58%
Balochistan Rural	20%
Balochistan Urban	37%

WHICH DIVISIONS ARE LAGGING?

While the provincial and regional analyses indicates that Punjab and in particular, urban Punjab, are performing better than the other provinces in terms of children going to school, disaggregating the data further will allows us to see which divisions are performing better than others.

For analysis at division-level, we will first consider the variable ‘all children going to school’ which is the best-case scenario. Islamabad, Rawalpindi, Gujranwala, Lahore and Karachi have high numbers of households which report that all children go to school whereas, Zhob, Sibbi, Kalat, Bannu have very few households where all children to school.

HOUSEHOLDS REPORTING THAT ALL CHILDREN GO TO SCHOOL (DIVISION-WISE ANALYSIS)



ZHOB AND OTHER DIVISIONS IN BALOCHISTAN HAVE THE HIGHEST PROPORTIONS OF HOUSEHOLDS REPORTING THE WORST-CASE SCENARIO WHERE NO CHILD ATTENDS SCHOOL

The worst-case scenario is one where a high percentage of households report that no child goes to school.

Division-wise analysis allows us to pinpoint those regions with the highest numbers of households reporting this worst-case scenario.

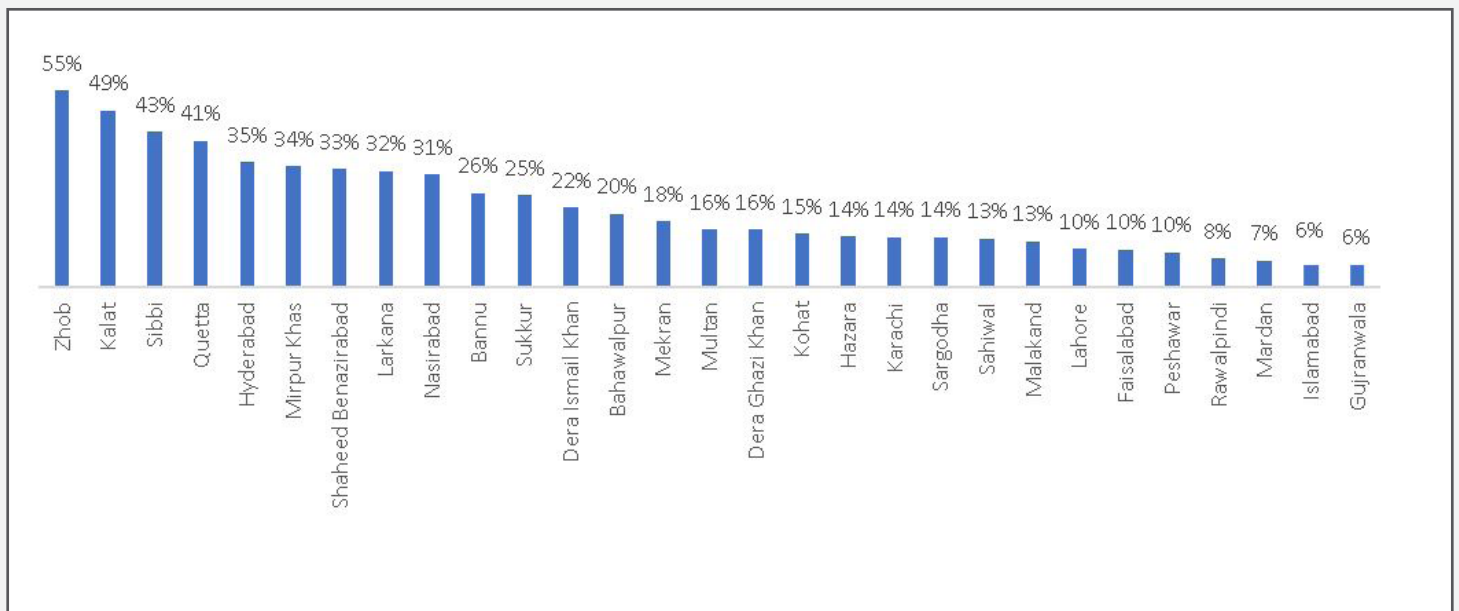
According to PSLM data, Zhob, a district in the North-West of Balochistan, has a poor rate of school-going with 90,000 (55%), which is more

than half of the households [with children aged

5-17] in the region reporting that no child goes to school. This is followed by 49% in Kalat and 43% in Sibbi, both of which are also located in Balochistan. This is followed closely by Quetta where 41% households that have children of ages 5-17, report that no child goes to school. 35% of households that have children of school-going age, in Hyderabad report that no child goes to school. This makes up about 410,000 such households in Hyderabad.

The four districts with the highest proportion of households reporting that no child goes to school are located in Balochistan. This is alarming and merits immediate action from the government.

HOUSEHOLDS REPORTING THAT NO CHILD GO TO SCHOOL (DIVISION-WISE ANALYSIS)



DISPARITY WITHIN THE SAME HOUSEHOLD: ANALYZING HOUSEHOLDS WHERE SOME CHILDREN HAVE ACCESS TO EDUCATION WHILE OTHERS DO NOT

Certain households report that some children go to school while others do not. This could possibly point towards situations where the male children are going to school while females are not [however, that remains to be analyzed.]

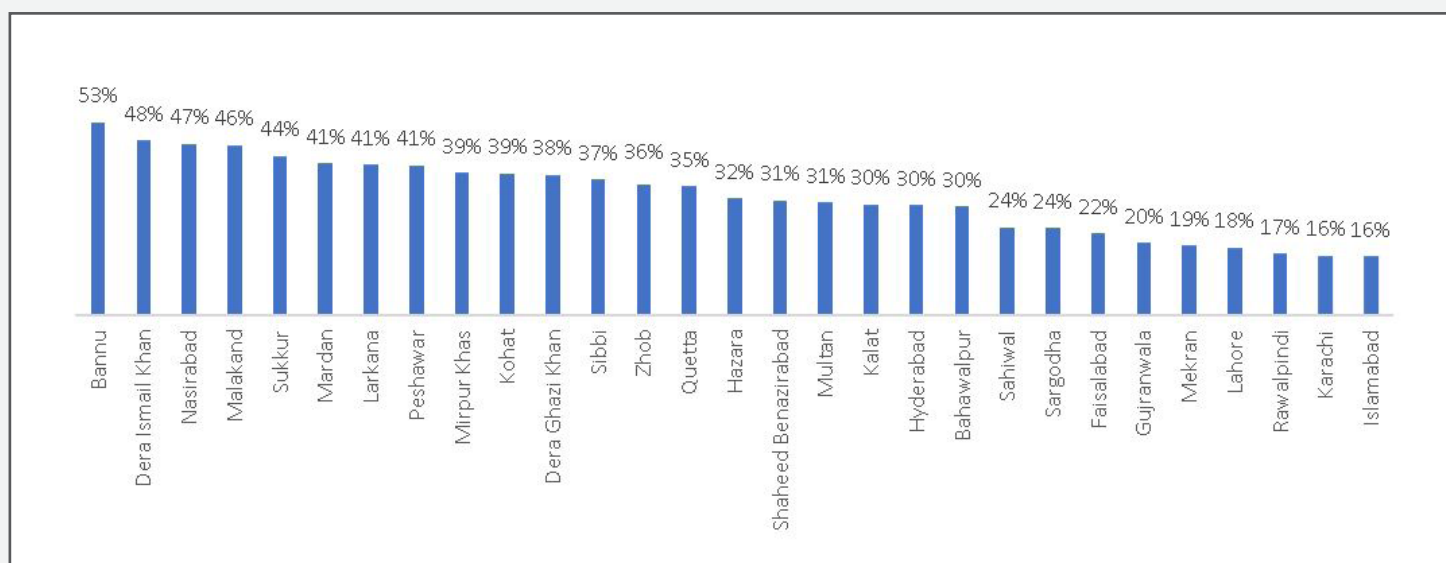
Bannu, DI Khan, Nasirabad, Malakand, Sukkur, Mardan, and Larkana are some of the divisions where this phenomenon of some children

attending school is prevalent. Alternatively, metropolitan cities of Pakistan like Islamabad, Karachi, Rawalpindi and Lahore report the lowest incidence of this phenomenon.

According to a source, among the out of school children in KP, 64% were girls while 36% were boys. Overall, there is [evidence](#) suggesting that in KP, girls face significant barriers towards education.

The phenomenon of some children from a household going to school is more common in KP and one explanation can be the gender disparity in the province.

HOUSEHOLDS REPORTING THAT SOME CHILDREN GO TO SCHOOL (DIVISION-WISE ANALYSIS)



CONCLUSION

Overall, the key is to maximize the percentage of households that are sending all children to school. It is crucial to study the problems faced in areas where the proportion of households sending no children to school is high. As seen in the data, most of these areas lie in Balochistan therefore urgent attention needs to be directed to these areas. Despite efforts towards addressing issues like poor infrastructure and prevalence of ghost teachers, these areas still appear to be lagging significantly. A renewed commitment towards ensuring that all households send all their children to school is required. Digital data and monitoring systems need to be used to make decisions that will help meet goals at a faster pace.



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