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Gallup Pakistan Analysis of AESR-Pakistan 2025
Multigrade Facilities

PRESS RELEASE

Gallup Pakistan Analysis of AESR-Pakistan 2025

30% Government Schools Report Multigrade Classrooms vs 20% Private; Basic Facilities Lag by 10–14 Percentage Points

Islamabad, June 19th, 2026

Multigrade teaching and gaps in basic school facilities continue to define structural inequalities in Pakistan's education system. While access to schooling has improved, the quality of the learning environment—particularly in government schools—remains uneven. Analysis of the Annual Status of Education Report (ASER) 2025, a nationally representative survey conducted by Idara-e-Taleem-o-Aagahi (ITA) in collaboration with the Pakistan Bureau of Statistics, reveals that government schools are significantly more likely to operate under resource constraints, reflected in higher rates of multigrade teaching and lower availability of basic and technological facilities.

What is the Big Data Analysis Series by Gallup?

Gallup Pakistan's Big Data series was initiated by Bilal I. Gilani, Executive Director of Gallup Pakistan. As he explains: *"Pakistan does not suffer from a lack of data, but from limited accessibility and weak translation of numbers into understanding. Gallup Pakistan bridges this gap by analyzing large, often under-used datasets — from PSLM and Labour Force Surveys to Economic Surveys and National Census data — so these statistics can meaningfully inform policy and public discourse."*

What data points this current edition covers:

Data Source: ASER Pakistan 2025 (National – Rural-Urban). Indicators Used:

- Multigrade teaching prevalence
- Basic school facilities (boundary wall, toilets, playground, drinking water)
- Technology facilities (computer labs, science labs, internet, smart boards)

Breakdown:

- Government vs Private schools

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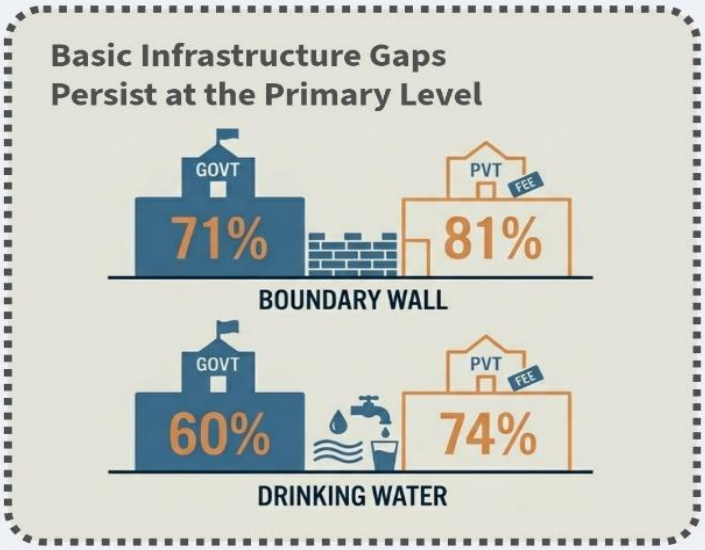
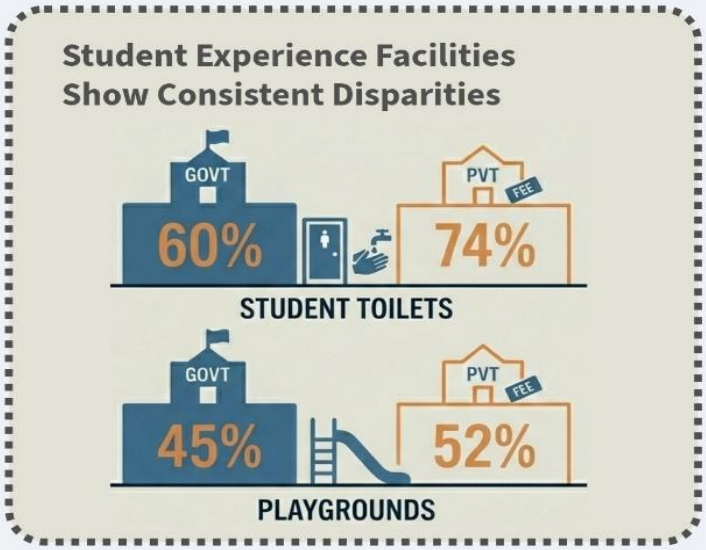
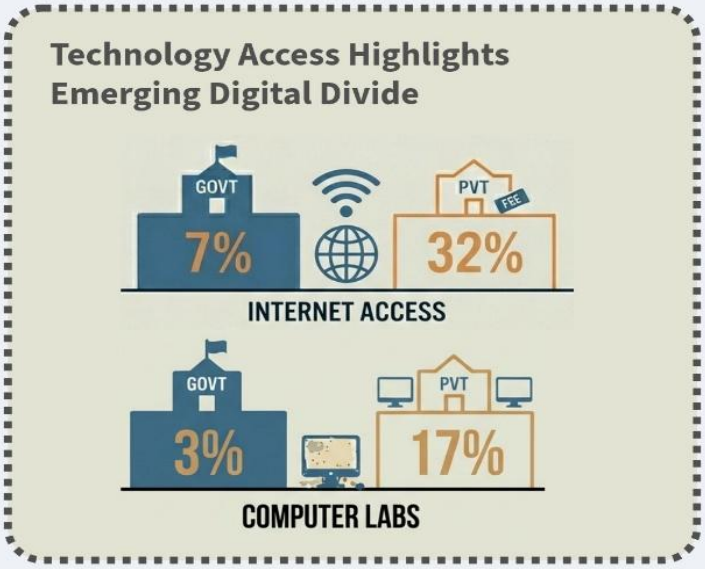
30% Government Schools Report Multigrade Classrooms vs 20% Private; Basic Facilities Lag by 10–14 Percentage Points







Multigrade teaching is substantially higher in government schools, with **30%** reporting multigrade classrooms compared to **20%** in private schools, indicating greater teacher and classroom shortages in the public sector.

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Source: ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).

Key Findings:

1. Multigrade teaching is substantially higher in government schools, with 30% reporting multigrade classrooms compared to 20% in private schools, indicating greater teacher and classroom shortages in the public sector.
2. Basic infrastructure gaps persist at the primary level, with boundary walls present in 71% of government schools versus 81% in private schools, and drinking water available in 60% vs 74% respectively.
3. Student-facing facilities such as toilets and playgrounds show consistent disparities, with student toilets available in 60% of government schools compared to 74% in private schools, and playgrounds in 45% vs 52%.
4. Technology access remains limited overall but is significantly higher in private schools, with internet access at 7% in government schools compared to 32% in private schools.
5. Computer lab availability is critically low in government schools, with only 3% having labs compared to 17% in private schools, reflecting major digital infrastructure gaps.
6. Smart boards and science labs also show disparities, though at low overall levels, indicating that technology-enabled learning remains limited across both sectors.

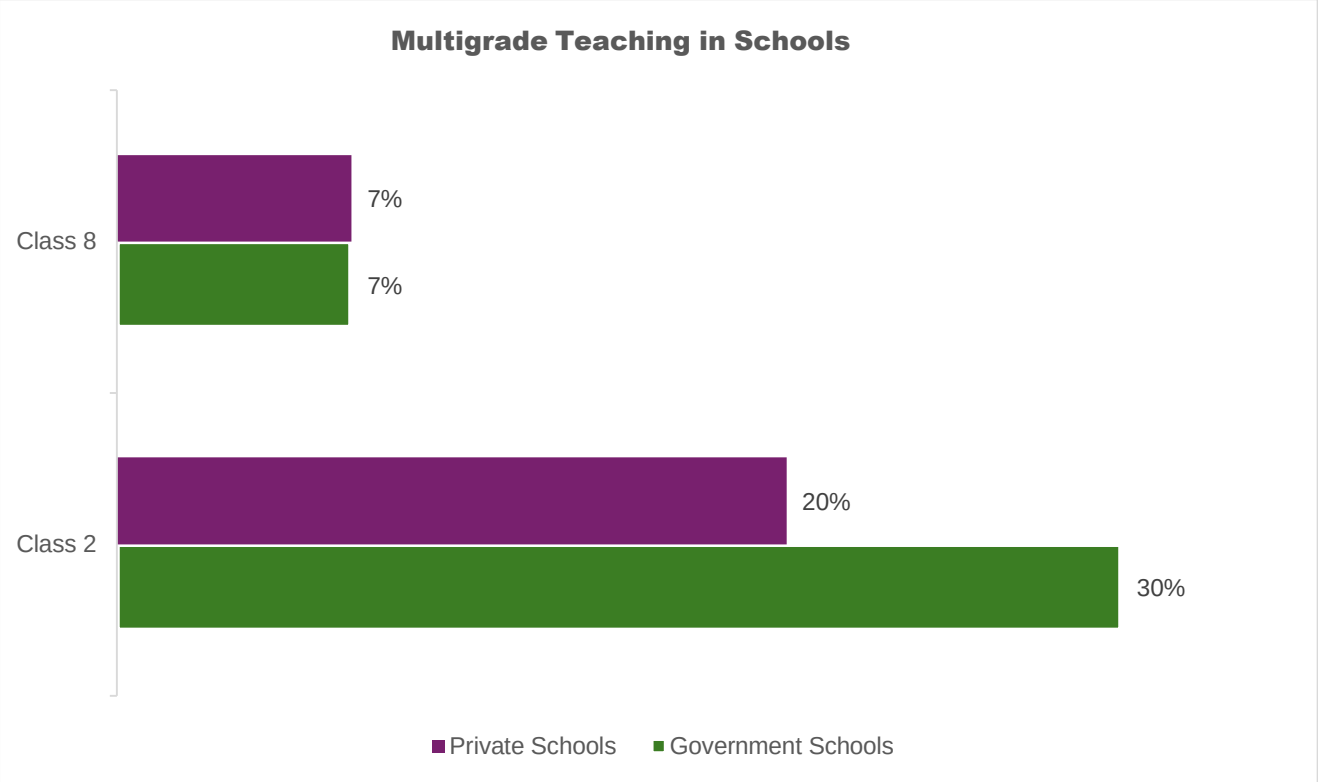
1. Multigrade Teaching Reflects Structural Resource Constraints

Multigrade teaching remains a defining feature of government schools, with 30% reporting multigrade classrooms compared to 20% in private schools. This gap is not merely operational—it reflects deeper systemic constraints within the public education system, particularly around teacher availability, school density, and infrastructure planning.

In multigrade settings, teachers must simultaneously manage students across different grade levels, often with varying learning needs and curricula. This significantly dilutes instructional effectiveness, as teaching time is divided across groups rather than focused on a single cohort. As a result, lesson pacing slows, curriculum coverage becomes uneven, and weaker students are more likely to fall behind.

The higher prevalence in government schools suggests that multigrade teaching is less a pedagogical choice and more a structural necessity driven by resource limitations. In contrast, the relatively lower incidence in private schools indicates tighter alignment between enrollment, staffing, and classroom capacity.

Over time, this structural difference can contribute to cumulative learning gaps. Students in multigrade environments may experience fragmented instruction early on, which affects foundational literacy and numeracy—key determinants of later educational outcomes.



Source: *ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).*

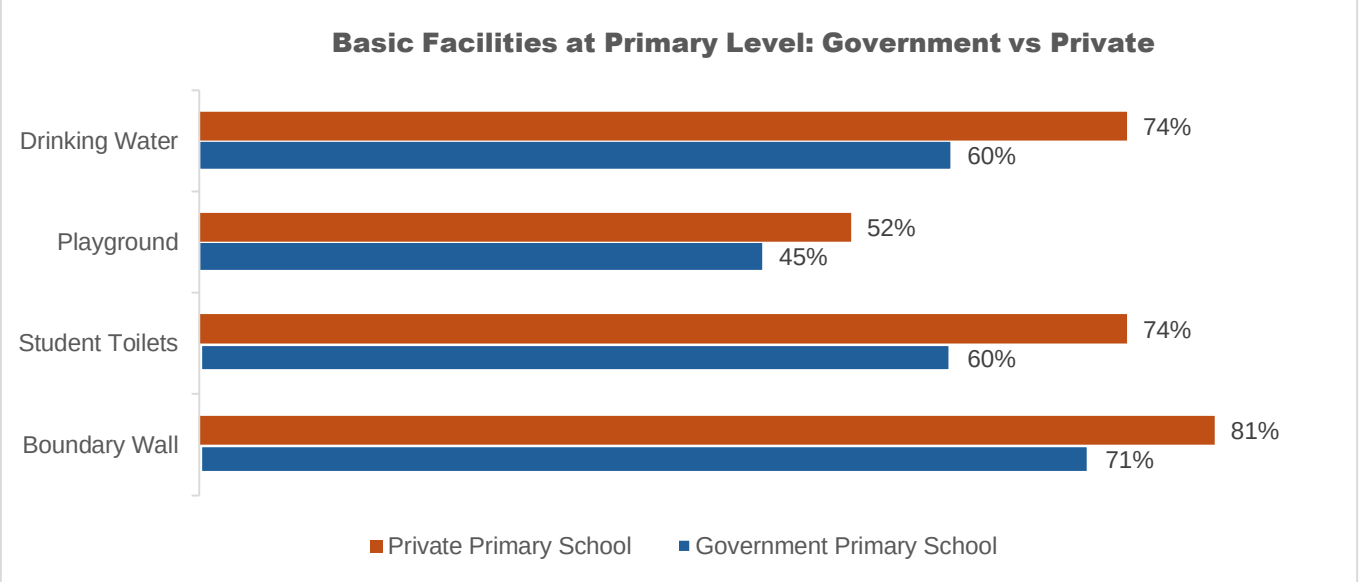
2. Basic Infrastructure Gaps Persist at the Primary Level

Even at the most foundational level, disparities in basic facilities remain pronounced. Boundary walls exist in 71% of government schools compared to 81% in private schools, while drinking water availability stands at 60% versus 74%, and student toilets at 60% versus 74%, respectively.

These gaps highlight that infrastructure deficits are not marginal but systemic. Boundary walls, for example, are directly linked to school safety and parental perceptions of security—factors that strongly influence enrollment decisions, particularly for girls. Similarly, the absence of functional toilets and clean drinking water can affect both attendance and student health.

From an institutional perspective, these deficits indicate uneven investment in maintaining minimum operational standards. Schools lacking basic facilities often struggle to create an environment conducive to sustained learning, which can reduce time-on-task and increase absenteeism.

Importantly, these disparities emerge at the primary level—the stage where foundational skills are developed. This suggests that inequalities in learning conditions are embedded early in the education trajectory, making them harder to reverse in later years.



Source: *ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).*

3. Student Experience Facilities Show Consistent Disparities

Facilities that shape the broader student experience—such as playgrounds—also reveal consistent gaps, with 45% of government schools having playgrounds compared to 52% of private schools. While these differences may appear modest, they signal broader disparities in how educational environments are structured.

Playgrounds and similar facilities are not merely supplementary; they contribute to physical development, social interaction, and cognitive engagement. Schools that provide space for recreation tend to foster higher levels of student participation and well-being, which indirectly supports academic outcomes.

The lower availability in government schools suggests that infrastructure planning remains heavily focused on basic provisioning rather than holistic development. This may reflect budget constraints or prioritization challenges, where limited resources are directed toward essential services at the expense of broader student needs. Over time, such differences can influence school attractiveness, retention rates, and overall student engagement, reinforcing the perception gap between public and private education systems.

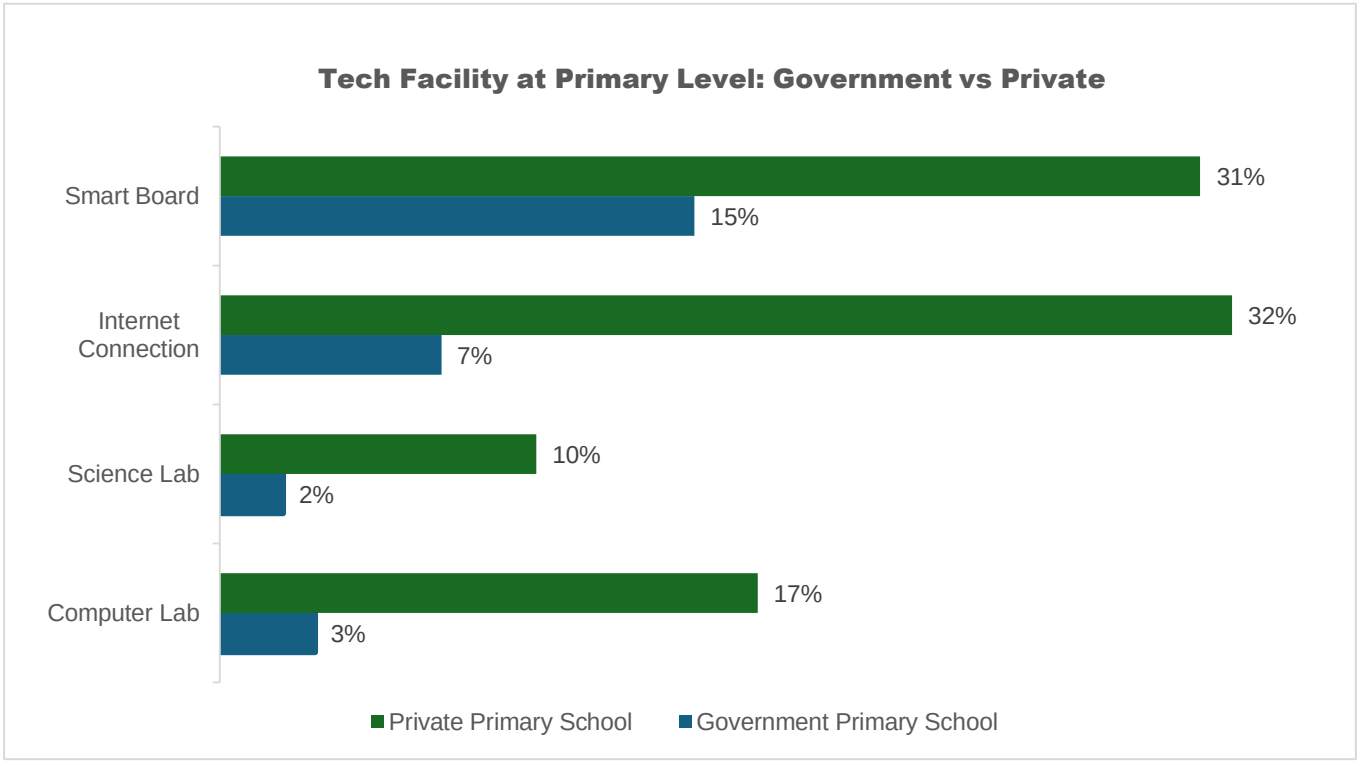
4. Technology Access Highlights Emerging Digital Divide

Technology infrastructure remains limited across both sectors but shows a sharp divide. Only 3% of government schools have computer labs compared to 17% of private schools, while internet access stands at 7% versus 32%, respectively. Science labs and smart boards follow similar patterns, though at low levels overall.

These disparities are particularly significant in the context of evolving education systems, where digital tools are increasingly integral to teaching and learning. Limited access to technology in government schools restricts exposure to digital content, reduces opportunities for interactive learning, and limits the development of essential digital skills.

The gap also reflects broader structural differences in funding models. Private schools, often operating on fee-based systems, may have greater flexibility to invest in technology upgrades, while government schools rely on centralized budget allocations that may not prioritize digital infrastructure.

As education systems globally move toward blended and technology-enabled learning models, this divide risks translating into long-term skill disparities. Students without early exposure to digital tools may face disadvantages not only in education but also in the labor market.



Source: *ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).*

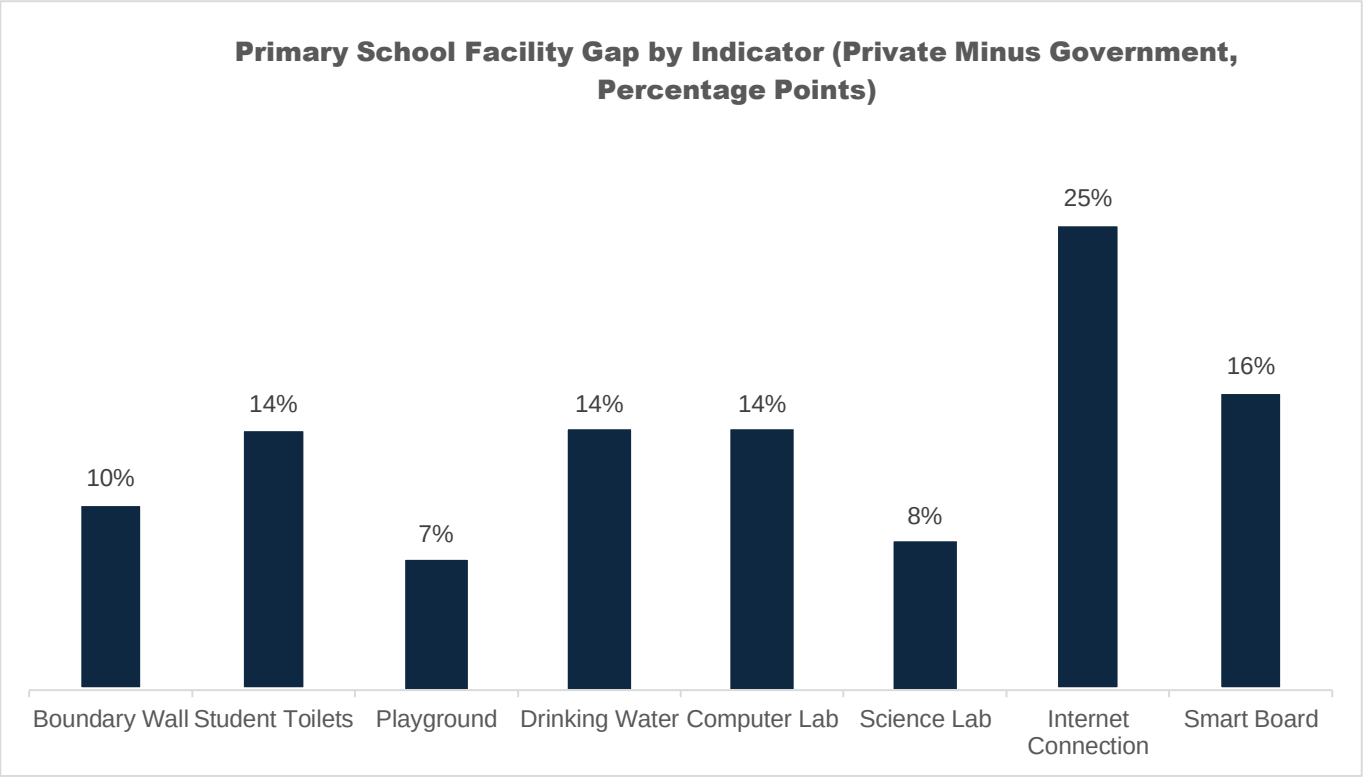
5. Early Infrastructure Inequalities Set the Stage for Long-Term Gaps

The combined evidence suggests that inequalities in school infrastructure are both early-stage and cumulative. From basic facilities like toilets and drinking water to advanced inputs such as internet access and computer labs, government schools consistently lag behind private institutions across multiple dimensions.

These differences are not isolated—they interact and reinforce one another. For example, schools with inadequate infrastructure are more likely to face teacher shortages, higher absenteeism, and lower student engagement, all of which contribute to weaker learning outcomes.

Crucially, these disparities emerge at the beginning of the education cycle and persist across levels, indicating that students in government schools are more likely to experience constrained learning environments throughout their schooling years.

From a policy perspective, this underscores that improving education outcomes requires more than expanding access. Addressing infrastructure gaps—both basic and advanced—is essential to ensuring that increased enrollment translates into meaningful and equitable learning outcomes across the system.



Source: *ASER Pakistan 2025, National (Rural-Urban), School Survey Data, Idara-e-Taleem-o-Aagahi (ITA).*

About the ASER Pakistan 2025 Report

The Annual Status of Education Report (ASER) Pakistan 2025 is a nationally representative, citizen-led household survey that assesses children's schooling status and foundational learning outcomes across Pakistan. The survey covers all children aged 3–16 in sampled households, administering basic reading and arithmetic assessments to children aged 5–16.

ASER 2025 marks a significant methodological milestone. For the first time, the survey has transitioned to a census-based, nationally representative sampling framework, developed in technical collaboration with the Pakistan Bureau of Statistics (PBS) and drawing on Enumeration Blocks from the 2023 Population and Housing Census. Using a stratified, two-stage sampling design with defined probabilities and weights, the survey now produces estimates representative at the district, provincial, and national levels within a unified framework. In 2025, 95% of data were collected digitally via a dedicated mobile application, enabling real-time entry and automated consistency checks.

Due to this methodological shift, ASER 2025 results are not directly comparable with previous rounds. The 2025 dataset should be treated as a new baseline for rigorous, long-term trend analysis.

The report was published on March 26, 2026, by Idara-e-Taleem-o-Aagahi (ITA) with support from the Foreign, Commonwealth & Development Office (FCDO), the National Rural Support Programme (NRSP), and a network of civil society partner organizations across Pakistan.

For the full report, visit: www.aserpakistan.org

Wish to Contribute to Gallup Big Data Analysis?

Gallup Pakistan is looking for collaboration with researchers to expand the Big Data Analysis project. If you have any ideas, please write to Bilal I Gilani, Project Director, Big Data Analysis at Gallup Pakistan.

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