School enrollment and out-of-school children

| \% Children in different types of schools |  |  |  |  | \% Out-of-school |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Age group | Govt. | Non-state providers |  |  | Never enrolled | Dropout |  |
|  |  | Pvt. | Madrasah | Others |  |  |  |
| 6-10 | 52.8 | 13.8 | 5.5 | 0.4 | 21.0 | 6.4 | 100 |
| 11-13 | 42.8 | 11.4 | 4.5 | 1.5 | 21.6 | 18.2 | 100 |
| 14-16 | 31.8 | 11.1 | 2.8 | 0.0 | 27.2 | 27.2 | 100 |
| 6-16 | 46.9 | 12.8 | 4.8 | 0.6 | 22.2 | 12.6 | 100 |
| Total | 65.1 |  |  |  | 34.8 |  | 100 |
| By type | 72.1 | 19.6 | 7.4 | 0.9 |  |  |  |





## Early years schooling (Pre-schooling)

| \% Children who attend different types of pre-schools |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Age group | Govt. | Non-state providers |  |  |  |  |
|  | Pvt. | Madrasah | Others | Out-of-school | Total |  |
| 3 | 15.6 | 4.7 | 3.1 | 0.0 | 76.6 | 100 |
| 4 | 35.8 | 4.4 | 5.1 | 0.7 | 54.0 | 100 |
| 5 | 47.5 | 13.7 | 6.0 | 0.5 | 32.2 | 100 |
| $3-5$ | 34.8 | 8.3 | $\mathbf{4 . 9}$ | $\mathbf{0 . 4}$ | $\mathbf{5 1 . 6}$ | 100 |
| Total |  |  | $\mathbf{4 8 . 4}$ |  | 51.6 | 100 |
| By type | 71.9 | $\mathbf{1 7 . 1}$ | $\mathbf{1 0 . 1}$ | $\mathbf{0 . 9}$ |  |  |




Learning levels (Urdu)

| Class-wise \% children who can read |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class | Nothing | Letters | Words | Sentences | Story | Total |  |
| 1 | 52.1 | 33.7 | 9.8 | 2.5 | 1.8 | 100 |  |
| 2 | 21.8 | 25.0 | 33.1 | 9.7 | 10.5 | 100 |  |
| 3 | 12.1 | 18.7 | 30.8 | 14.3 | 24.2 | 100 |  |
| 4 | 8.6 | 4.3 | 8.6 | 24.3 | 54.3 | 100 |  |
| 5 | 6.8 | 1.7 | 13.6 | 10.2 | 67.8 | 100 |  |
| 6 | 6.1 | 6.1 | 6.1 | 6.1 | 75.8 | 100 |  |
| 7 | 10.7 | 0.0 | 0.0 | 7.1 | 82.1 | 100 |  |
| 8 | 0.0 | 0.0 | 3.1 | 0.0 | 96.9 | 100 |  |
| 9 | 0.0 | 0.0 | 0.0 | 4.8 | 95.2 | 100 |  |
| 10 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100 |  |

Learning levels by school type
Urdu
■Government $\quad$ ■Private


Class 1: Can read at Class 3: Can read at Class 5: Can read at least letters least sentences least story

How to read: $4.3 \%(2.5+1.8)$ children of class 1 can read sentences




## Learning levels (English)

| Class-wise \% children who can read |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class | Nothing | Letters <br> Capital | Small | Words | Sentences | Total |
| 1 | 52.8 | 16.0 | 24.5 | 4.3 | 2.5 | 100 |
| 2 | 16.3 | 19.5 | 40.7 | 15.4 | 8.1 | 100 |
| 3 | 9.8 | 9.8 | 34.8 | 30.4 | 15.2 | 100 |
| 4 | 9.7 | 2.8 | 13.9 | 22.2 | 51.4 | 100 |
| 5 | 3.4 | 0.0 | 12.1 | 22.4 | 62.1 | 100 |
| 6 | 9.4 | 0.0 | 12.5 | 18.8 | 59.4 | 100 |
| 7 | 10.3 | 0.0 | 0.0 | 6.9 | 82.8 | 100 |
| 8 | 0.0 | 0.0 | 0.0 | 9.4 | 90.6 | 100 |
| 9 | 0.0 | 0.0 | 0.0 | 4.8 | 95.2 | 100 |
| 10 | 0.0 | 0.0 | 0.0 | 7.7 | 92.3 | 100 |
| How to read: $6.8 \%(4.3+2.5)$ children of class 1 can read words |  |  |  |  |  |  |



| Children who can read English sentences$\longrightarrow 2011 \rightarrow 2012$ |  |
| :---: | :---: |
| 100 |  |
|  |  |
|  | Class 3 Class 4 Class 5 Class 6 |




## Rahim Yar Khan

Learning levels (Arithmetic)

| Class-wise \% children who can do |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class | Nothing | Number recognition | Subtraction <br> (2 Digits) | Division <br> (3 digits) | Total |  |  |
| 1 | 47.2 | 23.3 | 27.0 | 1.8 | 0.6 | 100 |  |
| 2 | 17.7 | 20.2 | 53.2 | 4.8 | 4.0 | 100 |  |
| 3 | 9.8 | 5.4 | 50.0 | 20.7 | 14.1 | 100 |  |
| 4 | 8.3 | 1.4 | 26.4 | 26.4 | 37.5 | 100 |  |
| 5 | 3.4 | 0.0 | 27.1 | 16.9 | 52.5 | 100 |  |
| 6 | 6.1 | 0.0 | 12.1 | 24.2 | 57.6 | 100 |  |
| 7 | 11.1 | 0.0 | 0.0 | 7.4 | 81.5 | 100 |  |
| 8 | 0.0 | 0.0 | 0.0 | 6.3 | 93.8 | 100 |  |
| 9 | 0.0 | 0.0 | 0.0 | 9.5 | 90.5 | 100 |  |
| 10 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100 |  |
| How to read: $2.4 \%$ | (1.8+0.6) children of class 1 can do subtraction |  |  |  |  |  |  |





Parental education
Parents having at least primary schooling


Households' preferred medium of instruction in school




