

SURVEY REPORT

for a
**BETTER
WORLD**



A Survey Report of Low-cost
Schools for Christians in
Pakistan

2016



**STARFISH
PAKISTAN**

giving hope to the children of Pakistan



Starfish Pakistan & Idara-e-Taleem-o-Aagahi

For a Better World

A Survey Report of Low-cost schools for Christians in Pakistan

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For a Better World

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CONTENTS

INTRODUCTIONS.....	3
A MESSAGE FROM THE DIRECTOR OF STARFISH PAKISTAN	3
A MESSAGE THE FROM THE DIRECTOR OF STARFISH ASIA (UK).....	5
INTRODUCTION TO STARFISH ASIA and STARFISH PAKISTAN	6
INTRODUCTION TO ITA	7
AN APPEAL: FOR A BETTER WORLD	8
METHODOLOGY OF THE CHRISTIAN SCHOOLS SURVEY	10
DISTRICTS COVERED.....	12
THE SURVEY FORM.....	13
FINDINGS - NATIONAL.....	14
APPENDIX: PERSONAL RESPONSES	27



A MESSAGE FROM THE DIRECTOR OF STARFISH PAKISTAN

For a Better World

The Christian Schools Survey

Anser Javed

Starfish Pakistan, Director

My father worked in the sanitary department of the Karachi Metropolitan Corporation and my mother was a sweeper. Nevertheless I am proud of my parents, because, even though they were not educated, they wanted me to study. We had few privileges or opportunities and my childhood was overshadowed by poverty and tragedy. After my father died in an accident at work I was brought up in an orphanage. As a member of a minority community, we expected and received few privileges.



My early years and the grace of God gave me a foundation of concern for the millions in our country who are born into poverty and deprivation. Thanks to my parents, the commitment of my guardians and a personal determination to succeed, I gained an education that prepared and equipped me for a life of dignity and service in society.

In 2000 I joined the staff of a school for the Christian community in north Karachi. The school grew from 200 to 600 students during the 8 years my wife and I served there as Administrator and Principal. It was supported by Starfish Asia, whose funding saved it from closing. Without that provision hundreds of young people from the New Mianwali community would have returned to the streets and remained illiterate servants and labourers. With support from Starfish Asia, those young people now have the confidence of secure jobs, are earning good salaries and contributing to the future of the country.

In 2011 my wife and I joined Starfish Pakistan as Director and Academic Co-ordinator. We were convinced of the urgency and necessity of supporting education, especially for the least privileged and most downtrodden in our minority Christian community.

The Survey of Christian Schools – a call to action

Starfish Pakistan commissioned the Christian Schools Survey because we are passionate in our belief that without education our community – and consequently the nation – will remain poor and unproductive. We are convinced of the importance of Pakistan’s Constitutional guarantee (Article 25-A) that ensures “**free and compulsory education to all children of aged five to sixteen years.**” Without the extraordinary initiatives of the Private Sector many thousands of Pakistan’s children will still remain illiterate and marginalized.

We are passionate in our belief that without education our community and the nation will remain poor and unproductive.

The Christian Schools Survey carries an urgency that cries out for the attention of educationalists, philanthropists and donor agencies, and gives insight into a deprived world that many Pakistanis, let alone other authorities, are unaware of. It tells the stories of dedicated entrepreneurs struggling to work against huge odds to give their marginalized communities a hope that has been denied to them for too long. It shines a unique light into a dark area of our society that has until now been largely undocumented. It presents facts and figures to disturb and stimulate every person of conscience who hopes for a better world.

Starfish Pakistan's Christian Schools Survey could not have been carried out without the co-operation of Sanjha, a network of teams committed to search for, and record data from, hundreds of private schools, many run by Christians with initiative and concern for their own deprived communities. Nor could it have been accomplished without the professional expertise of Idara-e-Taleem-o-Aagahi (ITA).

Last but not the least, I appreciate the tireless work of Mr. Majid Masih, coordinator for the Survey Project, and thank him and the Coordination Team that includes Pastor Asif Feroze, Naeem Dean, Zafar Daniel, Jahanzaib Ghouri and Pastor Shamshad Luka – not forgetting the constant support and encouragement of my wife, Kashi.



A MESSAGE FROM THE DIRECTOR OF STARFISH ASIA (UK)

Restoring Confidence, Building Hope

Mike Wakely

Executive Trustee, Starfish Asia (UK)

In March 2014 I attended a seminar at the Serena Hotel in Islamabad on the subject of funding for low-cost private schools. It was a theme that interested us as we also work to provide funding for the education of the poor. In preparation a survey had been conducted into 300 low-cost schools. Two things impressed me in this seminar:

1. The importance of reliable and accurate data.

No population census has been conducted in Pakistan since 1998, so many statistics rely on guesswork. In the absence of accurate data it is estimated that there are about 5 million Christians. One million Christians should be in school, based on the estimate that 22% of the population today is aged between 6 and 16 – school-going age. Reliable data on the state of accessible education for Pakistan’s minorities was clearly urgently required.

2. The reality of poverty and the lack of hope.

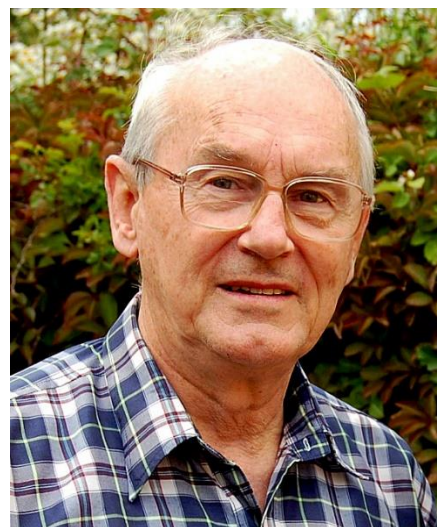
The Government announced in April 2016 that 60 million Pakistanis are living below the poverty line, posing a challenge for the ruling party (DAWN, 8 April 2016). “In monetary terms,” said the Minister for Planning, Development and Reforms in April, “the poverty line stands at Rs.3,000 (US\$30 or £22) per adult equivalent per month.”

The truly poor cannot afford to attend expensive private schools. Though no fees are charged in Government schools, it is well known that they are under-funded, poorly managed and inadequate to meet the needs of an exploding population. Discrimination against minority communities prevents many children from attending public schools.

Our Survey reveals a community struggling for survival. While the Government has failed to provide schools that welcome its citizens – and while the Churches have often failed to provide schools that its people can afford – local entrepreneurs have had to fill the gap.

The Survey reveals an army of men and women with initiative, drive and passion to do something for their own people. We admire these courageous entrepreneurs. Without qualified teachers, they have employed unqualified teachers. When they could not afford adequate facilities, they have used inadequate facilities. When they had no books, they taught without books. It is a community that is showing extraordinary courage and determination to build a future for their children.

We believe our Survey is an opportunity and a call to action.



INTRODUCTION TO STARFISH ASIA and STARFISH PAKISTAN

Starfish Asia was founded as a response to the crisis facing Pakistan's Christians. It responded to the appeal for help from Pakistani Christian leaders, especially in the area of education for their children. It was registered in the UK as a Charitable Trust (no.1099672) in 2003.



Starfish Pakistan is the national partner organisation within Pakistan (regd. 2004), operating from a permanent office in Lahore, which carries responsibility for the oversight, maintenance of standards and accountability of all projects.

We are now helping 35 schools serving 7,500 children from communities with little other access to schooling. We also support seven homes and centres for disabled and orphaned children. We work with partners to raise standards of education through donation of textbooks, school furniture, material upgrade and school transport. We have worked with ITA (SASI) in school quality assessments and the current Survey of Christian Schools. We have also conducted head teacher training in collaboration with ITA-IPL and multiple workshops for Primary and Secondary School teachers, using our own staff and expatriate professionals. Starfish Pakistan also provides scholarships to about 150 needy and deserving students to pursue higher academic degrees and vocational training courses.

Starfish Pakistan focuses on Christians

We focus our concern on Pakistan's Christian community, which forms a sizeable minority enjoying equal constitutional rights with the rest of the population, yet living on the fringes of society, marginalised from the mainstream and often deprived of basic social provisions. Christians are often treated as an outcast or "sweeper" community and subject to severe discrimination that alienates many from acceptable access to education, health care and justice.

Starfish Pakistan focuses on education

Half of Pakistan's population is illiterate, yet the Constitution guarantees free education for every child to the age of 16. For Christians accessibility to school is a particular problem due to religious and social prejudice. In Government schools Christians are often treated as second-class citizens or subjected to abuse and pressure to change their religion. The religious and political bias in school text books is well documented (* see footnote).

***"Only education,
education and
education can save and
secure the future of
our community."***

A senior Pakistani Christian
educationalist

Starfish Pakistan focuses on the poor

Due to widespread poverty even "low-cost" schools are too expensive for many of the poorest. Church schools often charge fees beyond the ability of the poor to pay. The Survey reveals a wide variety of educational provision for some of the most deprived communities in Pakistan.

* 'Teaching Intolerance in Pakistan; Religious Bias in Public School Textbooks', Peace and Education Foundation, Islamabad 2016, sponsored by US Commission on International Religious Freedom.

INTRODUCTION TO ITA

Established in 2000, Idara-e-Taleem-o-Aagahi (ITA), also known as the Centre of Education and Consciousness, is a response to the profound crisis of education present across Pakistan. ITA aims to remove the barriers causing this education challenge and create a vibrant learning environment where each individual is given equal rights and opportunities throughout their learning years. ITA is a tax exempted nonprofit organization, registered under the Registration Act 1860 in 2000, the Societies Act in 2006, and is certified by the Pakistan Centre for Philanthropy since September 2006. ITA is also registered and is in compliance with NGOssource that ensures that we are equivalent to a U.S. public charity.



Mission Statement

To actively pursue universal access and standard setting in education as a comprehensive learning experience for human evolution and consciousness by creating contemporary education systems for all children, youth and adults without discrimination due to gender, class, age, religion, color and ethnicity and, to address bottlenecks through timely resource mobilization and influencing of public policy.

“Idara-e-Taleem-o-Aagahi is a Public Trust, dedicated to promoting education as a comprehensive process for human and social transformation.”

The objectives of the Trust are to:

- Create appropriate institutional arrangements to explore, experiment, research and implement quality alternatives committed to educational excellence in a global setting.
- Expand the landscape from education and learning to education, skills, livelihoods and entitlements; *skills encompass both vocational and higher education*
- Establish an institute for professional learning for educators, for crafting new knowledge, pedagogies, assessments and standards of practice as part of ITA’s eco system.
- Undertake institutional strengthening of public, not for profit private sector and community-based organizations for managing change providing quality education services through area-based approaches.
- Promote enabled learning based on principles and practices of education for global citizenship and sustainable development (ESD).
- Alleviate resource bottlenecks which prevent individuals and organizations from maximizing potential for benefiting society.
- Develop and promote information and communications system to access latest local and global evidence on education trends for influencing practice, policy and reforms.
- Document, network and organize inter-cultural exchanges with like-minded organizations locally, regionally and globally for sharing best practices, validating the work of the Trust as a global institution to promote the mission of Idara-e-Taleem-o-Aagahi.
- Cultivate norms of citizenship and democracy through redesigned education processes based on: respect for diversity, heritage, universal human rights and tolerance.

AN APPEAL: FOR A BETTER WORLD

The Christian Schools Survey is not merely an academic exercise. Starfish Pakistan, working with our partners in Starfish Asia, ITA and Sanjha, have uncovered a world of opportunity in a community that appeals for help. We launched this initiative unsure of what we would discover and now we are compelled to draw the conclusions and determine to make a difference.

We have been moved with admiration for the directors of the 604 schools surveyed, who are struggling with inadequate resources and determination to help their deprived communities. We admire the 4,218 teachers who serve in these schools. Having visited many such schools ourselves, we understand the difficulties they face. And yet we believe that they – the teachers – are the true leaders of Pakistan’s next generation, as they share their knowledge and set the example that their students will follow.

Here in brief outline, are some of the challenges and opportunities we have drawn from the charts and statistics that follow in this Survey Report:

- **The urgency of training for teachers.**
Only 39% of the teachers in these 604 schools have a Bachelors or Masters degree, which means that the other 61% have only studied to Intermediate level or below. 3,374 teachers in these schools have no professional teaching qualifications. Teacher training is therefore an absolute priority for this community. See graph 2.4.
- **Rewards and motivation for teachers**
Teachers need to be rewarded for their hard work and yet some teachers are working for less than Rs.2,000 (US\$19 / £15) a month. The average salary for teachers with a Degree is well below the Government’s minimum wage for unskilled workers. See the details in graph 2.5. Better remuneration is essential to preserve and improve teacher quality.
- **Student absenteeism**
Of the 85,135 children registered as students in the 604 surveyed schools only just over half were present in school on the day the survey was carried out. See table 4. Student absenteeism is a very serious issue. Reasons given in the informal telephone survey (see the Appendix on pages 27-28) highlight lack of parental motivation as the most prominent reason.
- **Text books and school facilities**
It is alarming to note that 24% of the children in surveyed schools had no text books, and only 14% of schools have any electricity backup. Other infrastructure shortages are highlighted in table 5.3.

For us in Starfish Pakistan this Survey is a Call to Action. We hope that many in Government, Church, NGO and personal capacity, both in Pakistan and internationally, will join us in grasping the opportunity to create a Better World for the poor in Pakistan.

For a Better World

The survey



METHODOLOGY OF THE CHRISTIAN SCHOOLS SURVEY

How was it done?

ITA produces the Annual State of Education Report for Pakistan (ASER), so it has considerable credibility and experience in surveying Pakistan’s schools. That is why Starfish Asia chose to use ITA’s own survey questionnaires as a starting point for this survey, with their help adapting them to suit our own particular needs and interests.

The field work was carried out by Sanjha, a Christian association with a huge network of contacts throughout Pakistan. No previous information existed as to the location of Christian schools, but Sanjha had contacts with the knowledge to locate the ones in their local area. The Sanjha teams received training in how to conduct the survey from ITA. They arrived at the school unannounced. They were paid by the number of schools they found and surveyed, to give them an incentive to find as many as they could. To ensure the real existence of all the schools surveyed, they were required to provide a completed form, including contact details.



The Starfish Pakistan office subsequently followed up the visit by phoning the school and verifying key details on the form as well as conducting an additional, less formal, qualitative survey some of which has been incorporated in the Appendix, under the heading ‘Personal Responses’.

In addition to government schools, Pakistan has a vast array of schools and quasi-schools. The standard of education varies considerably – from prestigious and expensive private schools to Church and religious schools and informal meetings of children which are little more than educational clubs or Sunday schools. We wanted to restrict this survey to low-cost Christian schools and therefore defined these as follows:

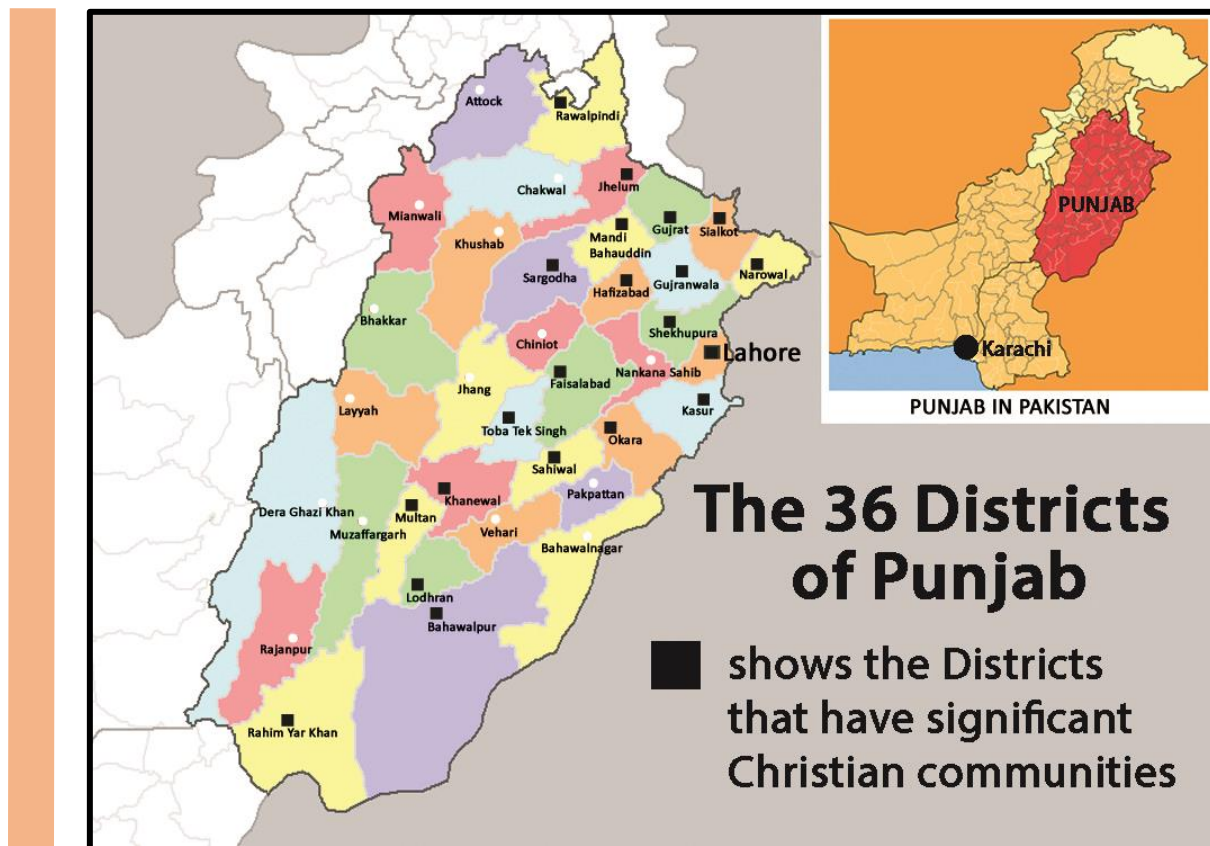
1. **The School Director and Principal should be Christian**
2. **Fees, if charged, should be less than Rs.500 (US\$5 or £3.50) monthly**
3. **They should be open and accessible to the Christian minority. At least 50% of the student body should be drawn from the Christian community.**
4. **Schools should have at least four classes teaching to either Primary or Secondary level (not one-room schools or nurseries, or “informal” schools teaching just one or two years).**

Which regions?

Another main question was how big to make the survey, bearing in mind the limitations of our resources. Together with Sanjha, we decided to focus on districts where we knew there were sizeable Christian communities, and we decided to restrict ourselves to the Punjab, with the addition of Islamabad Capital Territory and Karachi. Other provinces (Khyber-Pakhtunkhwa, Sindh outside of Karachi, and Balochistan) and territories (the Tribal belt, Gilgit–Baltistan and Kashmir) were not covered, although they undoubtedly contain many more similar schools.

There must also be some that were missed within the areas we did cover. Sanjha estimate that they could probably find the same number of schools again as were found in this survey, although they might be in remoter areas, and so even more needy.

When the Sanjha teams began their task, we expected to find fewer than 500 schools within these parameters. By the time they finished, they provided us with a list of more than 700 schools, but only 604 of the forms submitted met the standards required by ITA – either because they were inadequately filled in or because the schools did not meet the inclusion criteria.



DISTRICTS COVERED


The area covered was mainly the eastern districts of Punjab Province, where there are sizeable Christian communities, and Karachi. Our survey is not comprehensive and we estimate that across the country there are many more similar schools, located in church buildings, private homes and villages.

The Christian Schools Survey was carried out in 23 districts: six districts from the southern region of Punjab Province (Bahawalpur, Khanewal, Layyah, Multan, Muzaffargarh and Rahim Yar Khan), 12 districts from the northern region of Punjab Province (Faisalabad, Gujranwala, Gujrat, Jhang, Kasur, Lahore, Nankana Sahib, Narowal, Sargodha, Sheikhpura, Sialkot and Toba Tek Singh), 4 districts from Sindh (Karachi Central, Karachi East, Karachi North and Karachi South) and the capital city Islamabad.


The 604 schools surveyed comprised: 551 (91%) schools from Punjab province (including 26 (4%) schools from the southern region and 525 (87%) from the northern region), 45 (8%) schools from Karachi and 8 (1%) schools from Islamabad. The total 604 schools comprise 40% primary, 30% middle and 30% high schools. Detailed sample size is given below:

	Province	Region	Sr#	District	Schools by levels			Total (100%)	
					Primary (40%)	Middle (30%)	High (30%)		
National	Punjab (91%)	Punjab South Region (4%)	1	BAHAWALPUR	1	0	2	3	26 (4%)
			2	KHANEWAL	5	4	6	15	
			3	LAYYAH	0	2	1	3	
			4	MULTAN	0	2	0	2	
			5	MUZAFFARGARH	0	1	1	2	
			6	RAHIM YAR KHAN	1	0	0	1	
		Punjab North Region (87%)	1	FAISALABAD	70	28	19	117	525 (87%)
			2	GUJRANWALA	35	36	39	110	
			3	GUJRAT	1	1	2	4	
			4	JHANG	1	1	1	3	
			5	KASUR	11	4	3	18	
			6	LAHORE	37	25	32	94	
			7	NANKANA SAHIB	2	2	7	11	
			8	NAROWAL	6	4	4	14	
			9	SARGODHA	2	5	2	9	
			10	SHEIKHUPURA	38	29	20	87	
			11	SIALKOT	4	15	9	28	
			12	TT.SINGH	16	8	6	30	
	Karachi (8%)	1	KARACHI CENTRAL	2	2	6	10	45 (8%)	
2		KARACHI EAST	2	5	14	21			
3		KARACHI NORTH	1	0	0	1			
4		KARACHI SOUTH	4	4	5	13			
ICT-Islamabad (1%)					2	3	3	8 (1%)	
Grand Total (100%)					241 (40%)	181 (30%)	182 (30%)	604 (100%)	

THE SURVEY FORM




Community School Observation Sheet




STARFISH PAKISTAN
FORM-1 Page: 1

giving hope to the children of Pakistan

Name of Surveyor 1		Name of surveyor 2		Date of Survey		FORM #									
General Information Mapping															
Name of School						Contact No									
Full Address						UC Name & No:									
Province		District		Tehsil		Markaz/ beat (if applicable):									
City/ Town/ Village						Contact No:									
Head Teacher / Principal Name															
School Profile															
School Status:	Government []	Private []	Community []	Level of school (tick in relevant block)		Katcha to Primary (up to 5th) []	Middle (1-5) []								
School Type:	Boys []	Girls []	Co-Education []	Established Year	School Location:		Rural []	Urban []							
Building Status:	Privately Owned []	Rented []	Owned by Trust, Church, NGO []	Name: _____	Medium of School:	English []	Urdu []	Other []							
Total area of the school	Sq/Ft []	Marks []	Covered Area	Sq/Ft []	School Associated with (Name of Group) e.g. Catholic, Church of Pakistan, Baptist, etc.										
(I) Funding Information															
Is the School a FEE school or a FREE School?	Free School []		FEE School []		Fee Range	If the school is a FEE school, what was the % collection last month? _____ %									
Do you receive funding from?	Government []	Church []	NGO []	If yes, specify the name of the organization		Funds received since?	Year: _____								
(II) Enrollment & Attendance Status															
	ECE/Nursery	Prep / Pakkd	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Total Boys	Total Girls	Total Christian Students
Children's Enrollment (take from previous month)															
Children's Attendance Today* (Best Case)															
School Fee Per Month															



Classroom Observation



STARFISH PAKISTAN
FORM-2 Page: 2

giving hope to the children of Pakistan

School Name: _____ District: _____ FORM #: _____

Area of Checking	Class 2		Class 4		Class 6		Class 8					
	Yes	No	Yes	No	Yes	No	Yes	No				
Are children of this class sitting with children of any other class?												
If yes, sitting with which class?												
Is there a usable blackboard/white board in this class?												
Apart from the textbook, did you see any other supplementary material? (e.g. charts on the wall, board games etc)												
Where were the children seated	Classroom											
	Veranda											
	Outdoor											
Measuring scale	25% or less	26-50%	51-75%	76-100%	25% or less	26-50%	51-75%	76-100%				
% of children with textbooks												
% of children with copies												
% of children with stationary												
% of children with bags												
% of children sitting on chair/bench												
% of children sitting on desk & bench and/or chair with a writing space												
% of children in uniform												
% of children in boots/shoes												
School Observation Section												
Facilities (for the entire school)	Katcha / Pre primary Classroom	Primary Classrooms (1-5)	Elementary Classrooms (6-8)	High Classrooms (9-10/12)	H.T Office	Other Rooms (Store, Lab, etc)	Total Black/Green/White Boards	Toilet/Latrine for Children	Separate Toilet/Latrine for Staff	IT (Information Technology) Lab	Computers for children's use in IT Lab	Computers for Staff use
Total Number												
Functional	صرف تعداد لکھیں											
Facilities (for the entire school)	Usable Drinking Water Facility for Children	Complete boundary wall	Does the school have a main gate?	Is there a playground in the school?	Does the school have an electricity connection?	Does the school have a UPS?	Does the school have a generator?	Does the school have solar panel/s/energy?	Are there facilities for science experiment?	Does the school have internet?	Does the school have library books/box?	Can you see the library?
Yes												
No												
Submitted by:												
Verified By:	Name: _____ Date: _____											

FINDINGS - NATIONAL

The findings are presented here by theme, describing general information in Theme 1 and proceeding to facilities, teacher qualification, enrollment, and attendance.

1-Schools

1.1- Number of Surveyed Schools

Foundation Assisted Schools				
Type/Level of School	Primary	Middle	High	Total
Girls	0	0	1	1
Boys	2	0	1	3
Co-Education	6	7	9	22
Total	8	7	11	26

Community Assisted Schools				
Type/Level of School	Primary	Middle	High	Total
Girls	5	4	2	11
Boys	1	3	5	9
Co-Education	227	167	164	558
Total	233	174	171	578

Grand Total	241	181	182	604
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A total of 604 schools were surveyed.

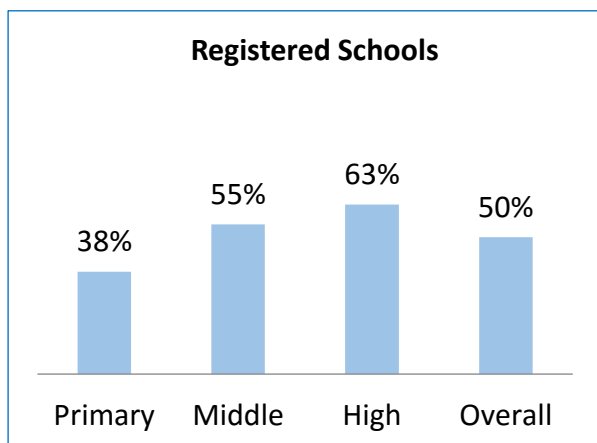
- **26** were foundation assisted schools (schools receiving subsidy grants from Government or other educational foundation sources)
- **578** were community assisted schools (supported either privately or by a Church or other Christian community source).

NOTE that in Pakistan schools are normally defined in this way:

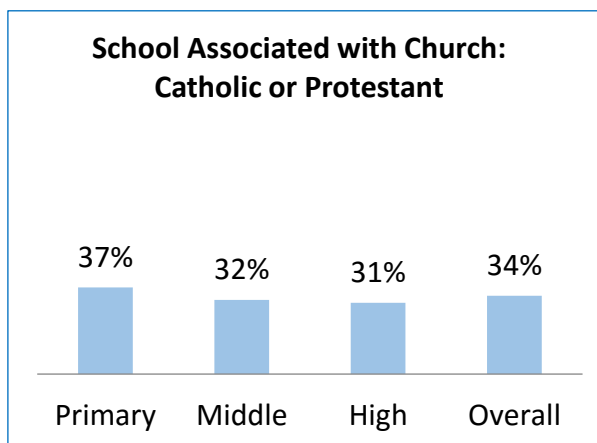
- **Primary schools** (from pre-primary up to class 5).
- **Middle schools** (from pre-primary to Class 8).
- **High schools** (or secondary schools, from pre-primary up to Class 10).

In this survey of 604 schools primary schools were in the majority with 241 schools. Most of the surveyed schools (580 schools) were found to be co-educational and only 24 to be for boys or girls only.

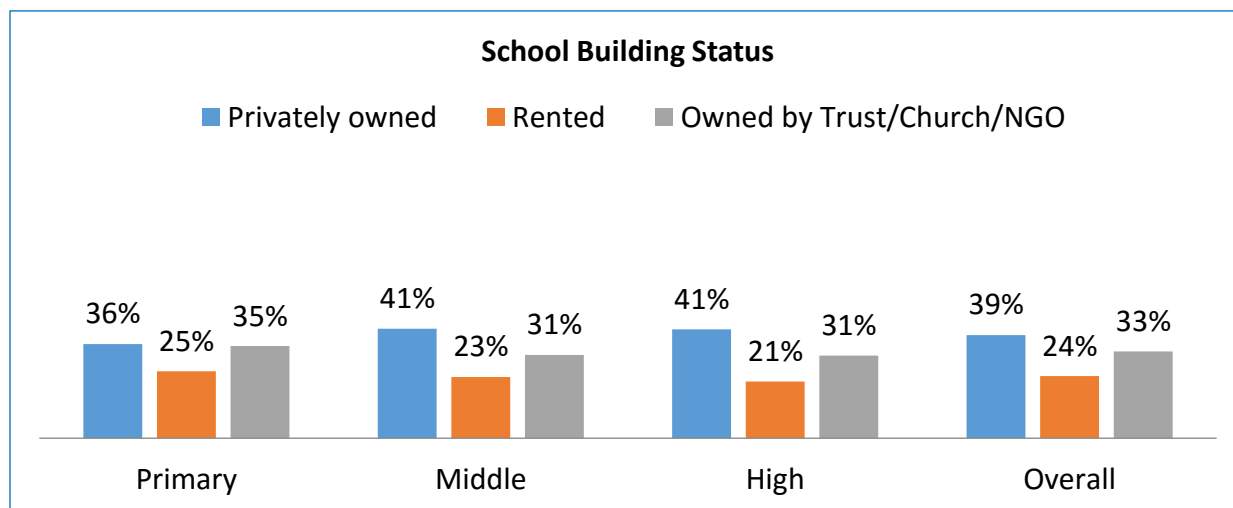
1.2-Registered Schools



1.3-Associated with Church



1.4-School Building Status

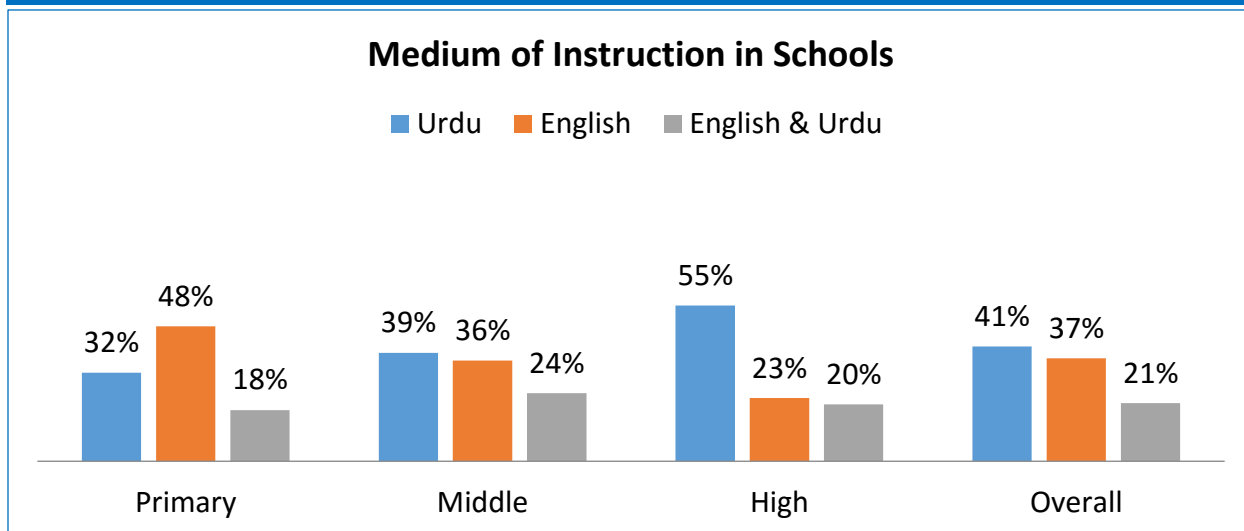


Out of the total schools surveyed, overall 50% are registered with the Special Education Department of the Government.

34% are associated with a Church, whether Catholic or Protestant.

33% are owned by a Church, Trust or other NGO and 24% of schools occupy rented buildings.

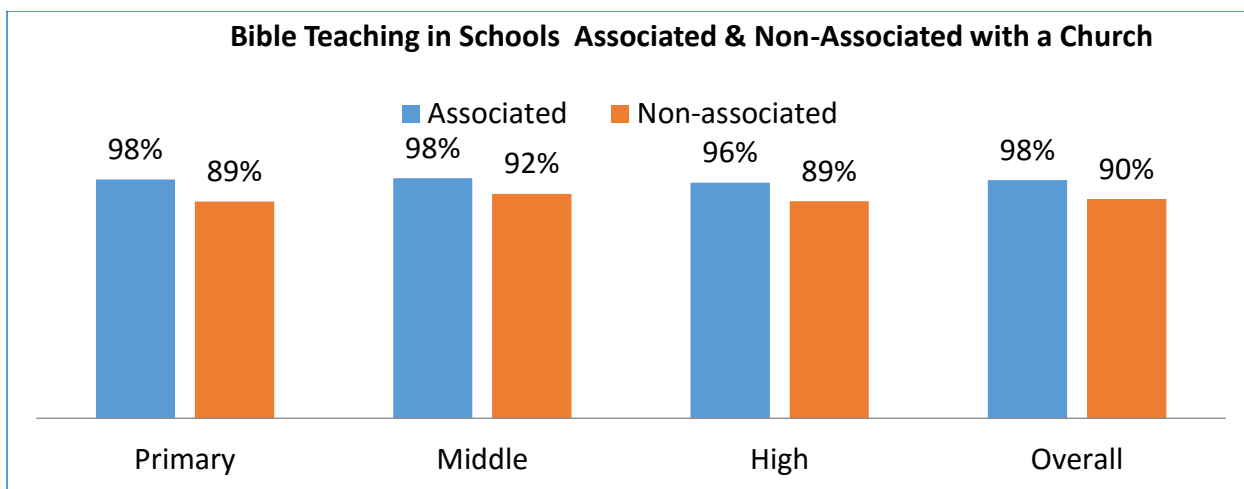
1.5-Medium of Instruction in Schools



37% of the schools surveyed use English as the principal medium of instruction, the highest proportion (48%) being at primary school level.

41% overall use Urdu as principal medium of instruction, though a further 21% mix English and Urdu. A higher proportion are using Urdu as principal medium of instruction in high schools (55%).

1.6-Bible Teaching in Schools



Most of the schools surveyed incorporate Bible teaching into their curriculum. Those associated with a Church of any denomination are slightly more likely to be teaching the Bible than those that are non-associated. Overall more than 93% of the schools have some form of Bible or religious instruction in school.

2-Teachers

2.1 - Number of Teachers

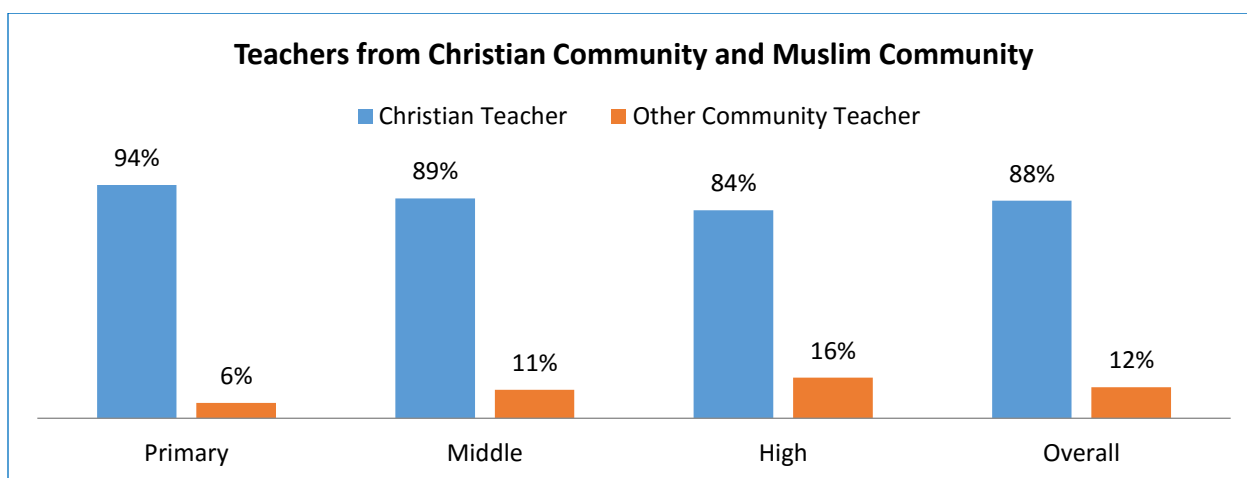
Number of Teachers in Schools

	Primary	Middle	High	Total
Total Teachers	1,022	1,209	1,987	4,218
Average number of teachers per school	4.2	6.7	10.9	7.0

2.2- Percentage of Teachers from Christian and Muslim Communities

		Primary	Middle	High	Overall
Christian Teacher	Head Teacher	23%	15%	9%	14%
	Regular Teacher	70%	73%	74%	72%
	Community Teacher	1%	1%	1%	1%
	Overall	94%	89%	84%	88%
Muslim Teacher	Head Teacher	0%	0%	0%	0%
	Regular Teacher	6%	11%	16%	12%
	Community Teacher	0%	0%	0%	0%
	Overall	6%	11%	16%	12%
Total	Head Teacher	23%	15%	9%	14%
	Regular Teacher	76%	84%	90%	84%
	Community Teacher	1%	1%	1%	1%
	Overall	100%	100%	100%	100%

2.2- Number of Teachers from the Christian Community and other Communities



A total of 4,218 teachers were found in all types of surveyed schools – an average of one teacher for each 20 students. High schools were reported to have the highest number of teachers (1,987).

Head teacher refers to the Director, Principal or Senior Teacher. Community Teacher refers to part-time teachers, such as Bible teachers or visiting staff.

94% of teachers in primary schools are Christian, compared to 89% in middle schools and 84% in high schools. Overall only 12% come from other communities.

2.4- Teachers' General Qualifications

Teachers' Highest Academic Qualification				
	Primary	Middle	High	Overall
Below Matric	2%	2%	2%	2%
Matric	37%	26%	15%	23%
Intermediate	39%	37%	34%	36%
Bachelor	18%	29%	37%	30%
Master	4%	6%	12%	8%
Other	0%	0%	0%	0%

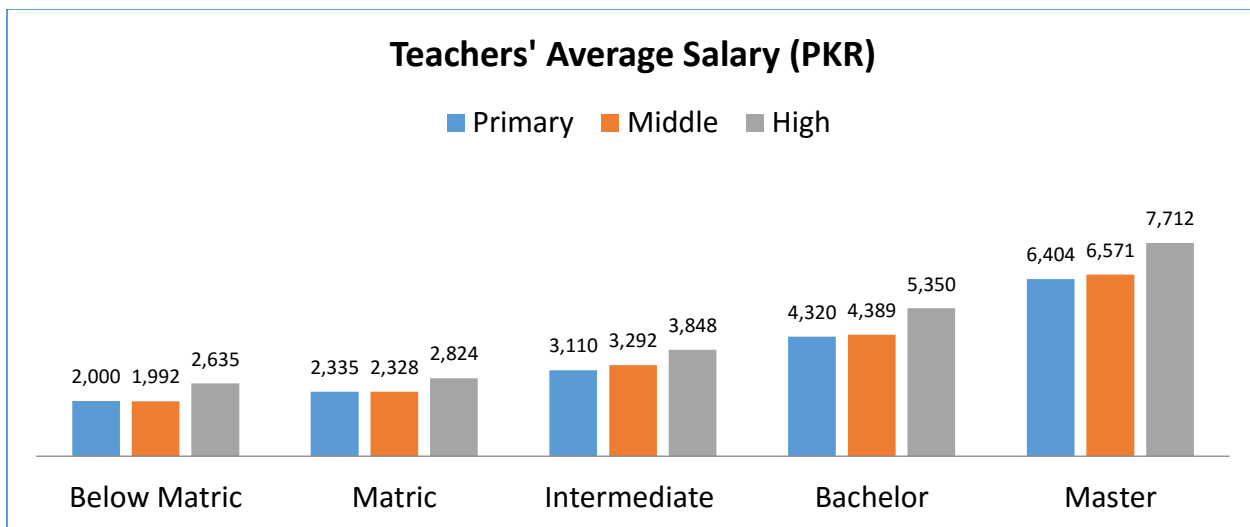
2.4- Teachers' Professional Qualifications

Teachers' Professional Qualifications				
	Primary	Middle	High	Overall
None	87%	83%	75%	80%
CT (Certificate of Teaching)	3%	3%	4%	4%
PTC (Primary Teaching Certificate)	4%	3%	5%	4%
B.Ed	5%	9%	13%	10%
M.Ed	1%	1%	2%	2%
Other	0%	0%	0%	0%

Of the 4,218 teachers in surveyed schools, of whom 88% (3,712) are from the Christian community, 970 (23%) have only studied up to the Class 10 matric exam. Only 1,603 (38%) have a Bachelors or Masters degree.

Overall, one third of the teachers amongst the surveyed schools were found to have not studied beyond their Intermediate qualification (36%). Just less than a quarter have only studied up to Matriculation. Another one third have a Bachelor's degree (30%). Only 8% reported to have a Master's degree. 80% of teachers in surveyed schools were found to have no professional teaching qualification.

2.5- Teachers' Average Salary per Month (PKR)



The teachers teaching in high schools and with the highest qualification, i.e. Masters, were found to be receiving the highest salaries. The teachers who were least qualified were earning the least. Average monthly salaries range from Rs.2,000 to Rs.7,712 (US\$20 - \$74 / £15 - £57) depending on qualifications and school type.

In Pakistan the Government recommended minimum monthly wage for unskilled workers was raised to Rs.14,000/ (US\$135 / £104) in July 2016. However, in the 604 surveyed schools for Christians, even teachers with a Masters degree are receiving on average only Rs.6,900 (US\$66 / £51) each month.

Those with Intermediate qualifications receive Rs.3,400 (US\$33 / £25) monthly. Those with only Matric pass grades receive Rs.2,500 (US\$24 / £19), both well below the US\$1.90 per day (Rs.5,900 per month) World Bank international poverty line.

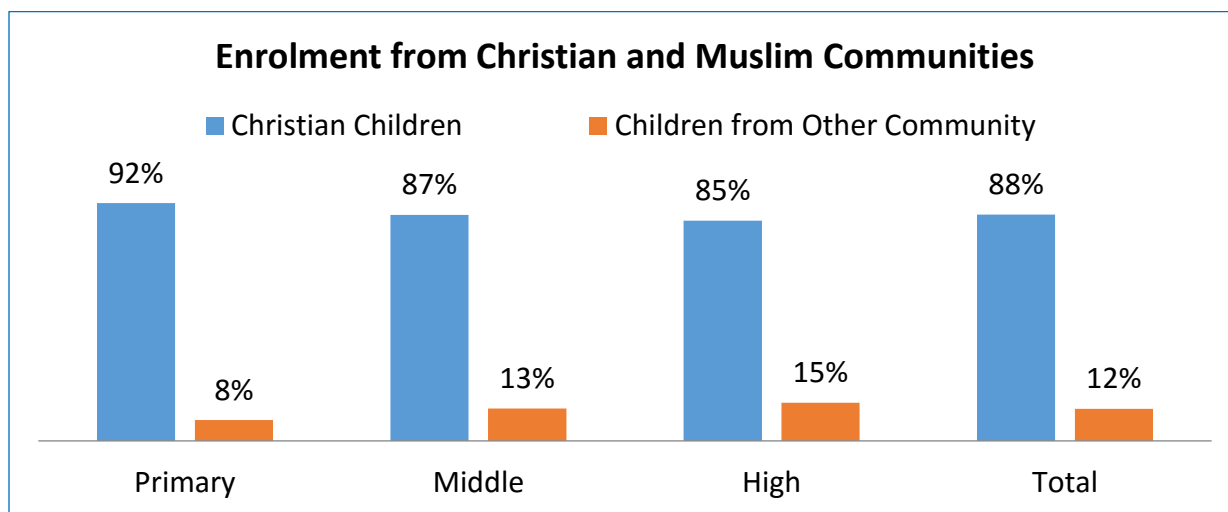


3-Enrolment

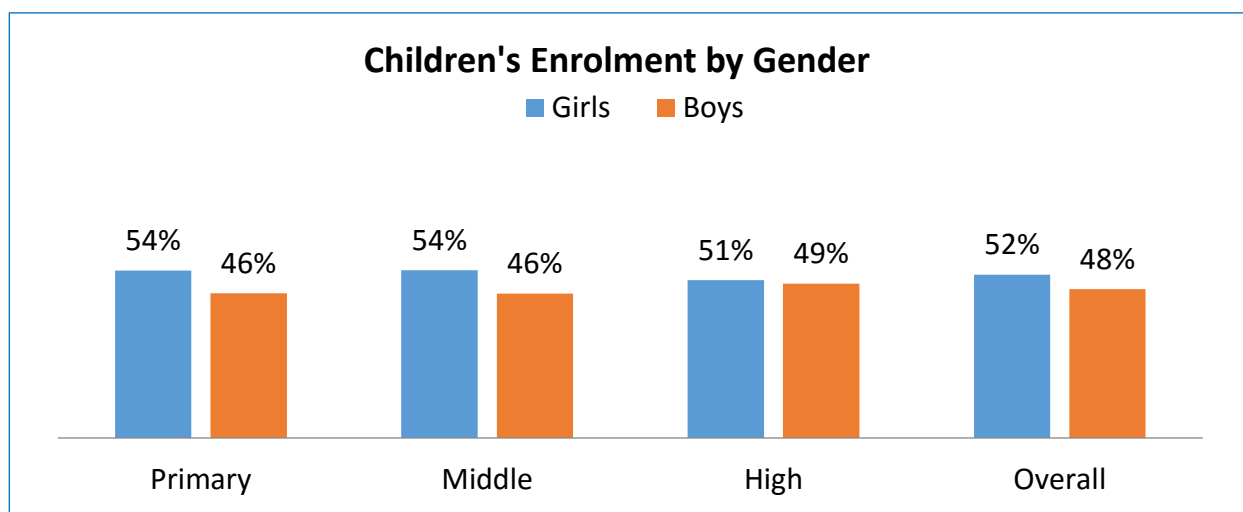
3.1- Number of Enrolled Children

Number of Enrolled Children				
	Primary	Middle	High	Total
Enrollment	22,254	23,209	39,672	85,135

3.2- Enrolled Children from Christian Community and other Communities



3.2- Enrolment by Gender

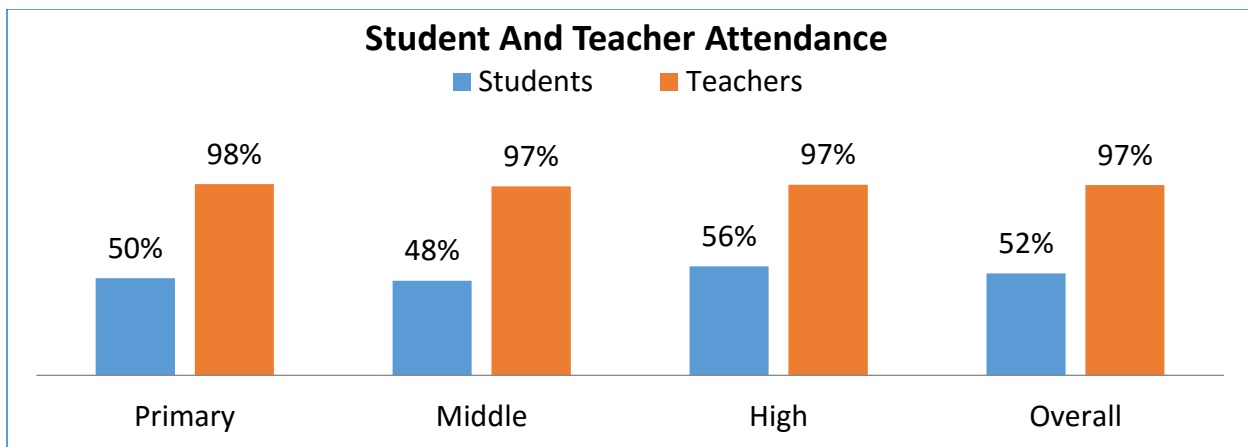


A total of 85,135 children were found to be enrolled in all surveyed schools. High schools had the highest number of children enrolled (39,672).

Amongst all the schools surveyed, the proportion of enrolled children who are Christian was highest in primary schools (92%) as compared to middle schools (87%) and high schools (85%). Overall, 12% of children were found to be from other communities and 88% were Christian. Across all schools, particularly at lower levels, more girls were enrolled than boys.



4-Attendance of Teachers and Students



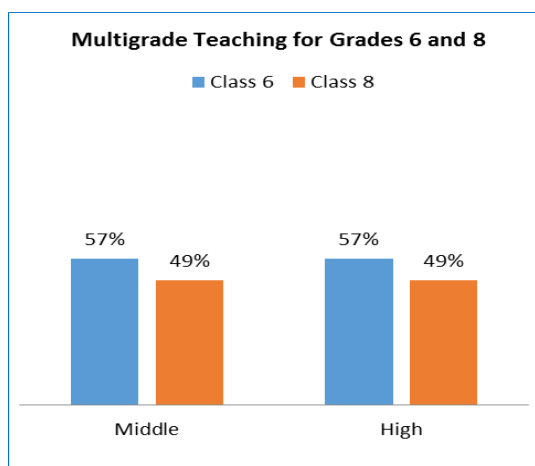
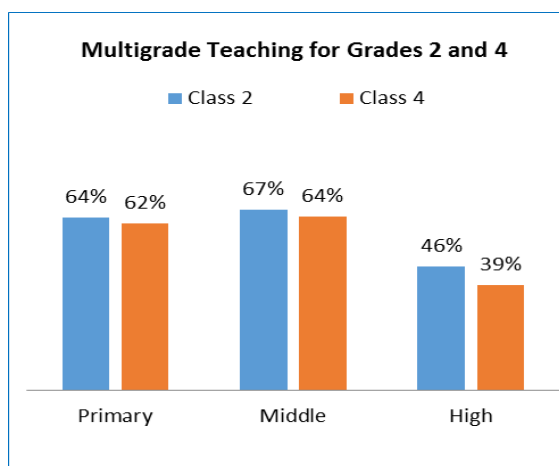
The attendance rate among teachers was found to be extremely high, whereas student attendance was very poor. Children’s attendance ranged from 48 to 56% while average teacher attendance stood at 98%.

In the 604 surveyed schools, with a total student enrolment of 85,135, student attendance (on the date the survey was taken) lay at 52% which means that 40,864 children were absent from school.

5-Facilities

The surveyors were asked to observe if each of Classes 2, 4, 6, and 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade at a time. It was found that multi-grade teaching is most common in grade 2 (av. 59%) and least common in grade 8 (av. 37%). In the lower grades over half of schools employ multi-grade teaching.

5.1-Multigrade Teaching



5.2-Classroom Observations

Measuring Scale	Class 2	Class 4	Class 6	Class 8
Children with textbooks	76%	77%	83%	90%
Children with exercise books / notebooks	69%	71%	78%	85%
Children with writing implements	69%	71%	79%	86%
Children with bags	62%	64%	69%	76%
Children sitting on chair/bench	61%	62%	70%	77%
Children in uniform	61%	65%	69%	74%
Children in boots/shoes	55%	60%	63%	68%

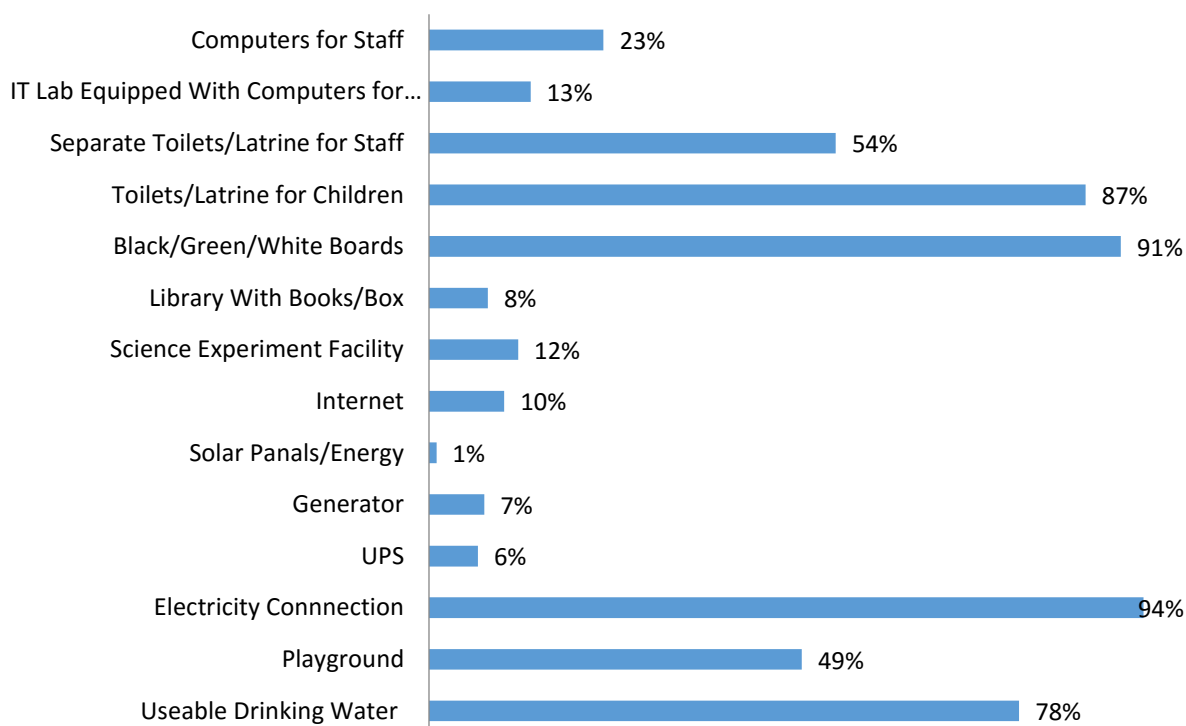
Information collected through classroom observations in surveyed schools showed that a quarter (24%) of children in Class 2 have no textbooks, and a third (31%) have no exercise books, pens or pencils. 39% have no chair or bench to sit on and no uniform to wear. 45% in Class 2 are not wearing shoes.

Equipment is consistently better in higher classes, though even in Class 8 10% have no textbooks, 15% have no exercise books and 14% do not have a pen or pencil.

5.3-School Facilities

	Primary	Middle	High
Useable Drinking Water	76%	75%	84%
Playground	46%	41%	62%
Electricity Connection	96%	95%	91%
UPS	3%	2%	15%
Generator	2%	9%	12%
Solar Panels/Energy	0%	1%	3%
Internet	2%	7%	23%
Science Experiment Facility	1%	4%	33%
Library With Books/Box	4%	5%	15%
Black/Green/White Boards	91%	93%	90%
Toilets/Latrine for Children	82%	90%	90%
Separate Toilets/Latrine for Staff	44%	51%	69%
IT Lab Equipped With Computers for Children	5%	11%	27%
Computers for Staff	8%	22%	44%

School Facilities for all schools



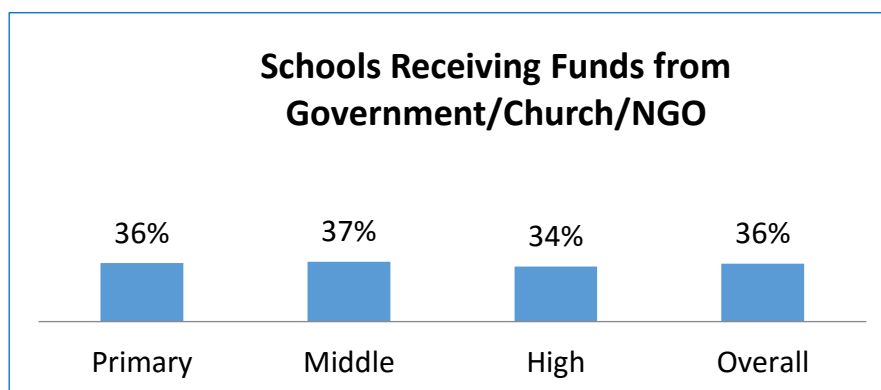
Of the 182 surveyed high schools 123 (67%) have no science lab, and 133 (73%) have no IT lab. 155 high schools (85%) have no library.

More than 78% of the schools have useable drinking water and toilets for children while 94% of the schools have electricity connection. It is nevertheless important to note that due to power shortage and constant load shedding, the power is off for up to 50% of the time. Only 85 (14%) of the surveyed schools have any form of power back-up (Uninterrupted Power Supply, generator or solar panels), which means that the vast majority, 519 schools, have no fallback when the electricity is cut – no fans or lights until power is restored.

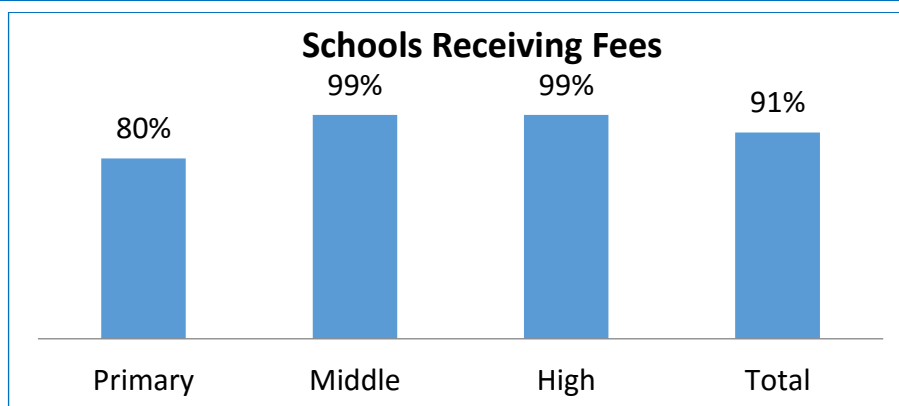
78 schools (13%) have no toilets for the children; 54 schools (9%) have no blackboards; and 133 schools (22%) have no access to useable drinking water.

6-Funds

6.1-Schools Receiving Funds from Government/Church/NGO



6.2-Schools Receiving Fees from Students

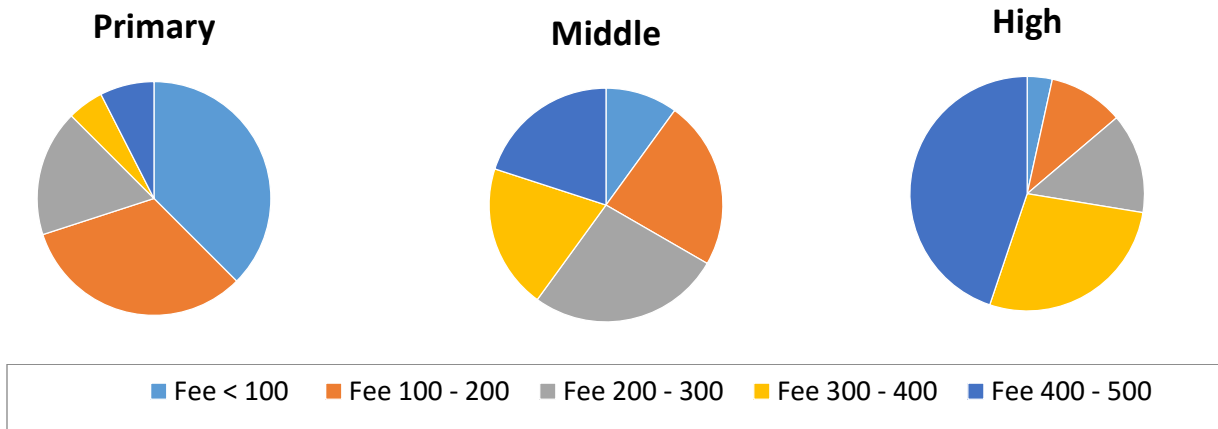


Important note: The following graphs indicate the amount *charged* by those schools that charge fees. They do not indicate how much is *collected* in fees each month. It is evident that few if any of the surveyed schools receive fees from 100% of their students. Experience and informal surveys reveal that most low-income Christian schools receive fees from about 30% of their students – in many cases much less. Actual amounts received were not included in the current Survey.

	Primary	Middle	High
Average Total Monthly Fee Charged by Schools (PKR)	18,248	32,526	73,161
Minimum Average Fee charged Per Student Per Month (PKR)	131	180	243
Maximum Average Fee Charged Per Student Per Month (PKR)	224	337	465

	ECE/ Nursery	Prep	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10
Avg. Monthly Fee Charged Per Student (PKR)	183	187	205	226	245	262	284	345	365	389	471	490

Fees charged by Primary, Middle and High Schools Per Student Per Month (PKR)



Schools Charging Fees Per students Per Month (PKR)	All schools
Fee < 100	19%
Fee 100 - 200	23%
Fee 200 - 300	19%
Fee 300 - 400	17%
Fee 400 - 500	22%

Criteria for schools included in the Survey was a charge of less than Rs.500 per month fee (US\$5 / £3.50). The graph indicates that 19% of surveyed schools are charging less than Rs.100 per month. A similar percentage of schools charge between Rs.100 and 500. This does not indicate that all students pay even the lowest fee. 54 schools are charging no fees.

Overall, only 218 of the surveyed schools (36%) are receiving subsidy funding from government, churches or other NGOs. That indicates that 386 schools are completely dependent on school fees or other sources for their running costs, rent and salaries.



APPENDIX: PERSONAL RESPONSES

Other questions

As the Sanjha teams discovered and surveyed schools, they fed the information back to the Starfish Pakistan central office in Lahore. Then each school Principal or Director was contacted by telephone to ask a few more questions. This did not provide the accuracy or detail required by a professional survey, but it gives a further impression of the state of education in the Christian community.

These are some of the questions:

1. Why did you start this school? What inspires you to continue to run the school?

Answers were varied and inspiring. Here is a small sample:

- “I had a vision to educate street children. Therefore I started the school.”
- “I am living in a village that is very far from the city. No school was in our area. God gave me a vision to start a school for my community.”
- “Reducing religious discrimination faced by Christians is only possible by educating them.”
- “In our community children and parents are poor and vulnerable. The Church decided to construct a school on a self-supporting basis so that children can be educated.”
- “A Christian school was demanded by our community, where children could have a Christian education.”
- “Due to poverty our children are going to waste. We started a school to educate them.”
- “We started the school so that Christians would be aware of their rights. Then their future would be secure and they would be able to support their parents in their old age.”
- “People are brick kiln labourers and are not aware of the importance of education. We motivate them to educate their children for a bright future.”
- “The Christian community is deprived and the children are ignored. We want to provide them educational facilities, even if they can’t afford them.”
- “Christian students faced difficulties getting admission into Muslim schools.”
- “Child labour is a trend in this area. Parents cannot afford fees. We started a school for these people, so that they can educate their children.”

2. Why do your students choose your school rather than other schools?

Reasons given were quite varied, but there were some clear main themes. By far the most common reason given was:

- “We are teaching the Bible on a regular basis.”
- “We teach basic religious Christian education along with secular education.”

The next most common reason given was:

- “We do not force children to pay fees.”
- “We charge low fees.”

The third most common reason given:

- “We have qualified professionally trained teachers and good facilities.”
- “We treat the children well... have an individual focus, and do not cheat with the future of the children.”

Several other reasons were given:

- “We provide a good environment for students.” “Good atmosphere.”
- “We do not punish our students.”
- “We also started a Sunday School, therefore children and parents prefer our school.”
- “Activity-based learning”
- “Parent satisfaction.”
- ”We give books and uniforms.”

3. Why do students drop out of school?

The drop-out rate from Primary School is extremely high. These are the main reasons given by school heads:

1. Lack of parental motivation (by far the most common reason): 72%
2. Lack of student motivation: 48%
3. Poor school facilities: 28%
4. Children need to work to support the family: 28%

4. What are the main challenges and concerns you face in running a school for Christian students in your area?

The most prominent problem faced by almost all schools is the lack of space, furniture, books and other basic facilities. Many schools refer to the problem of serving a very poor community that cannot afford the low fees. Many ask for help to pay better salaries to their teachers.

- “Our area is a backward community and not aware of the need for education. Children are not ready to come to school, but we force them.”
- “People are not able to pay fees regularly. There is a problem in providing free books. They can’t afford them.”
- “People of our area are very poor. We want to improve the conditions of the school but it is difficult.”
- “Poor families are not able to provide books, uniform or stationery to their children.”
- “Our school is Primary; there is no Middle or High school near us.”
- “It is very difficult to handle the fee issue. If we stress the need to pay fees they leave the school.”
- “Parents don’t care about their children. I motivate them to educate their children.”
- “People have no respect for the Christian community. They denigrate us by using disrespectful words.”
- “We are getting very low fees. We are always facing problems with salaries.”
- “Communities are vulnerable. They cannot afford fees because they are not skilled labourers.”



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