Annual Status of Education Report
اثر ASER 2018
PAKISTAN
Facilitated by SAFED

Annual Status of Education Report
ASER-PAKISTAN 2018

NATIONAL

Provisional
February 19, 2019

ASER Pakistan 2018
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Supporters of ASER 2018

- Department for International Development (DFID)
- UNICEF, United Nations Children's Fund
- Idara-e-Taleem-o-Aagahi (ITA)

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- AZAT Foundation
- BAKAR
- Center for Education and Development (CED)
- Community Motivation and Development Organization (CMDO)
- Community Research and Development Organization (CRDO)
- Democratic Commission for Human Development (DCHD)
- Development Alternatives (DA)
- Development Concerns (DC)
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- Governance Assistance through Gender Mainstreaming and Social Restructuring (G & GS)
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- Sawera Development Organization (SWO)
- Shadow CHBC Project
- Society for Human Development (SHD)
- Youth for Democracy for Development (YDD)

Message from Local Partners

Annual Status of Education Report (ASER) is a citizen-led, household-based survey. It was conducted in 2018 across 154 rural and 21 urban districts of Pakistan assessing the learning outcomes of children aged 5-16. The survey gives an overview of the learning competencies (grades 2/3-lower primary) of Pakistan's children whether in-school or out of school. This is achieved by mobilizing partners (27) and volunteers to conduct the survey. This citizen-led initiative trains and mobilizes mainly youth volunteers as enumerators, holding the education system accountable. The volunteers/ enumerators are mobilized who have at least a graduate degree, have a mobile phone and a passion to highlight the challenges of the education sector as active citizens. In ASER 2018, 11,000 educated enumerators were provided three days of rigorous field based training, to conduct the oral one-to-one assessment in homes, triangulated by information from households and visits to local schools.

Through this training and experience, ASER enables our ordinary-extraordinary citizens every year to assess the quality of education in Pakistan through a large body of open source evidence. We as local partners, who take part every year, reach out to randomly selected distant communities and households, have gained confidence to knock on doors to ask about a fundamental constitutional right under article 25 a. We take immense pride in becoming a part of this accountability initiative, which is also fed into the Right to Education (RTE) Campaigns and SDGs 2030/SDG 4 tracking led by Idara-e-Taleem-o-Aagahi (ITA) and many civil society organizations in Pakistan. Citizen Led Assessments undertaken in 14 countries as a South-South initiative are now formally part of the UNESCO Institute of Statistics (UIS) Catalogue of Assessment. These assessments have contributed to the global up-gradation of the SDG 4.2.1 a or lower primary indicator from a tier III classification to tier II that will ensure that children's learning challenges get addressed early.

ASER Pakistan has been an important instrument in the past in impacting education polices and sector plans at the federal as well as the provincial levels. The government of Pakistan recognizes ASER and the data collected, making ASER Pakistan a credible and authentic source of data, especially on the learning metrics combining equity and inclusion. We take pride in ensuring that the assessment leads to actions as well. ITA's learning and equity initiatives that use ASER findings in different regions of the country, ensure that the learning crises can be mitigated through different interventions. These accelerated learning programs for never enrolled, drop outs and at risk in schools take cue from ASER, such as Chalo Parho Barho-CPB (let's read and grow), Right to Education, Siyani Sahelian (second chance program for adolescent girls) are large service delivery programs impacting inclusively the twin crisis of learning and access-making 12 years of education a possibility for both girls and boys. The education crisis in Pakistan, can only be resolved if evidence-based data gathered, can be put to use by designing programs that aim to provide targeted solutions. It is important to realize that ASER Pakistan does not only collect data to highlight education challenges in Pakistan, it helps us identify the most under-privileged areas and people within Pakistan, surviving under extreme poverty. This information helps the government to target, plan and spend better with measurable positive outcomes.

The Education Sector Plans under preparation as well as all evaluations, program proposals cite ASER findings widely in all provinces of Pakistan Sindh, Balochistan, Punjab, and Khyber Pakhtunkhwa. The tools are also being used to assess learning outcomes of children by organizations/ practitioners such as Oxford Policy Management, SABAQ, The Citizens Foundation etc. It is important to realize that ASER is a huge data source, accessible to all as a public good, used extensively by government, non-government organizations, universities and development partners alike to advance planning, research and timely actions for better education outcomes. We, as local partners appreciate the ASER model and the way it has created an eco-system to mobilize the youth/citizens of Pakistan for furthering education targets/goals. ASER's strength lies in its volunteerism and the citizen-led effort. ASER/ITA is part of the largest citizen led movement called the People's Action for Learning (PAL) network working in Latin America, Africa and Asia on both assessment and action strands. We believe, that ASER /ITA Pakistan, through solid partnerships has the capacity to bring a meaningful and positive impact for education in Pakistan in the years to come as an entitlement for each child, adolescent and youth; and we will always be there as believers and activists for such a citizen led movement -from assessment to action !

Message from Development Partners

Pakistan faces a critical education access and learning challenge. At present, about 22.5 million children are out of school and those that go to school often do not achieve even basic learning levels. In this context, the Annual Status of Education Report (ASER), provides a platform to assess where Pakistan's children lie on the basic learning levels' spectrum. ASER is a citizen-led household based survey that assesses the literacy and numeracy levels of children aged 5-16 years, from all over Pakistan. Led by Idara-e-Taleem-o-Aagahi (ITA), ASER was prepared this year with the help of 27 partners, having nationwide presence and mobilizing as many as 11,000 educated volunteer/enumerators. Volunteer enumerators received three days of field-based training to conduct the oral one-to-one assessment in homes, triangulated by information from the households and visits to local schools.

As development partners supporting ASER Pakistan, we are highly invested in promoting inclusive and equitable education and help improve education in Pakistan. Data and evidence on learning is critical to improve education quality, and we commend ASER for producing this very important report.

ASER's approach is bottom-up and inclusive and brings multiple stakeholders together in the education sphere. ASER Pakistan this year has made the survey more inclusive, by introducing a section on children with disabilities. ASER assessment tools are also being translated into PSL and Braille so that children with disabilities can be tested. This will help towards achieving the goal of inclusive education in Goal 4 of the SDGs and provide a snapshot of the complexities in bringing education to children with disabilities. It is also heartening that the assessment tools have been finalized by all assessment bodies as critical stakeholders for validity of the instruments.

ASER is not only impacting the local but also the global sphere of education. Citizen-led household-based surveys on learning levels are conducted in more than 14 countries. These come together in the People's Action for Learning (PAL) network, a consortium to share knowledge and advocate to achieve a global impact of the ASER country findings. Goal 4 of the SDGs - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – and especially the focus in SDG 4.1 on relevant and effective learning outcomes, lies at the heart of ASER. It is this focus on learning outcomes that makes ASER extremely important and relevant. The ASER tool is mapped to lower primary competencies of grades 2-3 or SDG 4.1.1a; this indicator has been recently upgraded (Nov. 2018) by the GAML and UIS from being a tier three to tier two indicator as many more countries are beginning to report on this learning level as evidence for urgent actions to improve quality.

ASER Pakistan has made a significant contribution to the national and provincial debate about Article 25-A - the right to education - and has led to many policy-dialogues, bringing various stakeholders together at the same platform. ASER Pakistan is also part of the Voluntary National Review (VNR) process at the federal and the provincial level for the SDGs, to be held at the UN High Level Political Forum in July 2019. We are pleased that provincial and national governments and other education stakeholders recognize and value ASER data, and that the ASER data are often quoted. We hope the findings of the current report will also inform policy debate and reform to improve education quality.

Finally, we would like to recognize the efforts of ASER volunteers and the affiliated youth, the civil society and ITA for conducting ASER and disseminating the ASER data and findings. The advocacy campaigns and interventions that will follow, are one step towards making Education for All possible in Pakistan.

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NOTES ON ASER

IMPROVING EDUCATION PERFORMANCE AND STANDARDS IN PAKISTAN

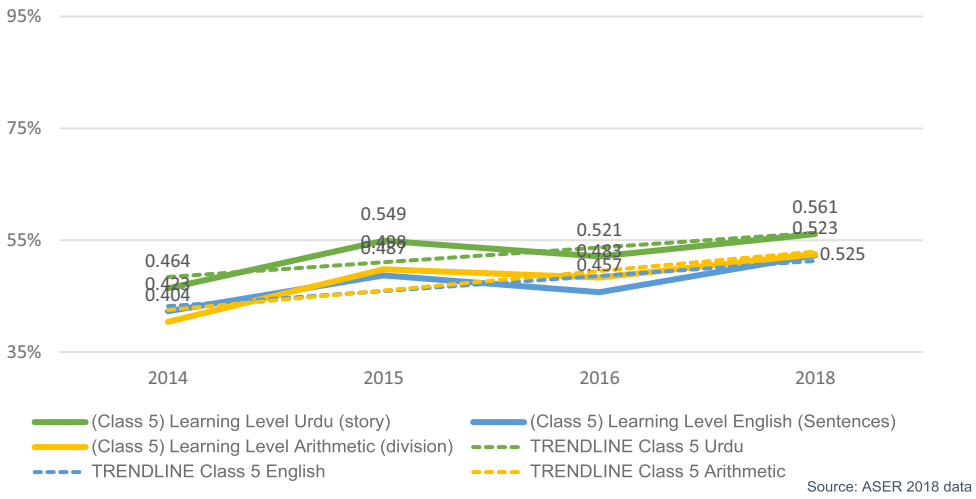
Edward Davis & James O'Donoghue
DFID Pakistan

Once again ITA has completed a remarkable feat in conducting the ASER survey, compiling the data and analysing it in the report. The data set represents the only time series national data that captures learning and other trends in Pakistan. As valuable and essential as ASER is, more data on the performance of the education system and how much learning it is actually producing is essential to drive progress.

There are four areas critical to improving education performance and standards in Pakistan.

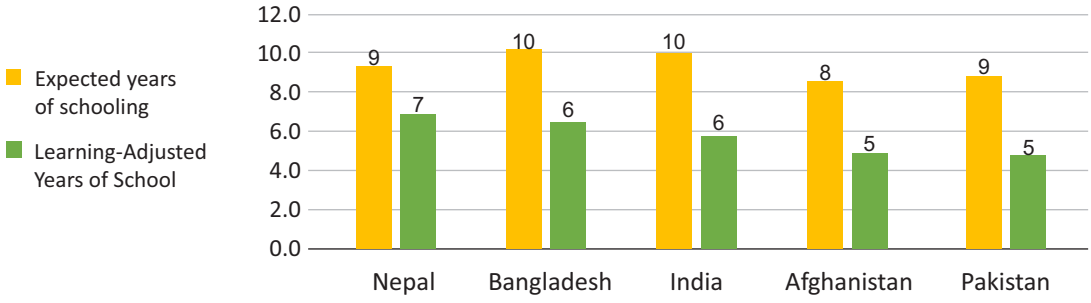
Learning is improving but not fast enough. Trends in the ASER data from 2014 to 2018 for Grade 5 are showing upward trends at the national level in Urdu, mathematics and English.

Figure 1: Gradual Upward Trend in Learning Levels Still Low



However, each year children in Pakistan are learning too little and too slowly. ASER tests all children of age 5-16 on what they should have learnt in Grade 2. In 2018, ASER reports that around half of the children of Grade 5 age have not reached Grade 2 levels of learning. Other data support this picture of upward progress but a big gap remains between what students have learned and what they should have learned. As the graph below shows, although children in Pakistan are expected to achieve nearly 9 years of schooling, this equates to only 4.8 years of actual learning: behind Pakistan's regional neighbours.

Figure 2: Expected Years of Schooling Vs Expected Years of Learning



What can be done? **Teaching is what drives learning.** A year of good teaching will have the most significant impact on how much a child learns. There are good teachers in Pakistan

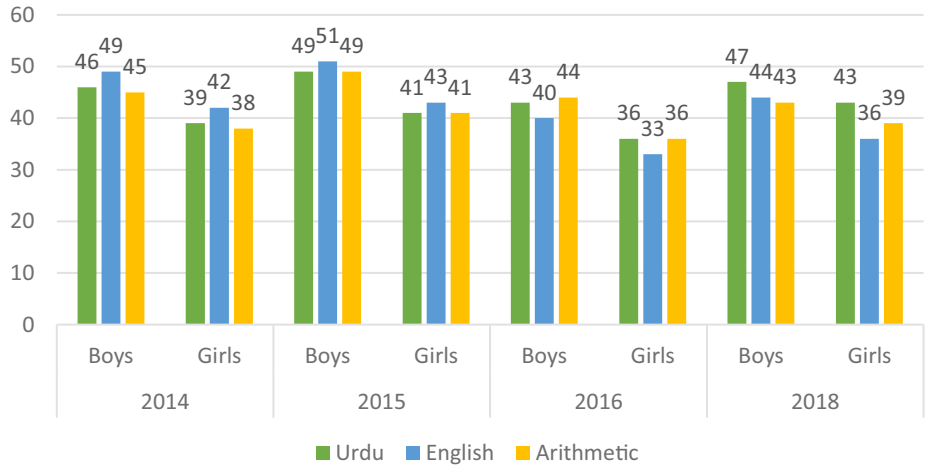
who teach well; transferring their good practice to every classroom is what is needed. Counter-intuitively, this does not necessarily mean more traditional teacher training outside the classroom. It means supporting teachers to teach more effectively in their own classroom. For example, detailed scripted lessons have worked in Punjab to significantly improve literacy and numeracy for Grade 3 children. One intervention alone will not raise standards in teaching across Pakistan; a range of tools and approaches that support better teaching are required. Good teaching is intrinsically linked with good school leadership, which applies and monitors standards and targets. Defining what good teaching is, setting targets for learning, supporting teachers to improve what they do in the classroom, and monitoring progress at the student and school level set the foundation to increase the pace of improvement.

To set targets and monitor progress, **more and better-quality data on how well children are learning is needed** - and it needs to be used effectively at the right levels to drive learning. Learning data should be used summatively to track progress but also formatively to improve teaching. School leaders and teachers need to track children's progress using this data in the classroom and at school level. If the old adage that 'what gets measured gets managed' is true, then performance in teaching and learning needs to be tracked at critical points in a child's education and at critical points in the academic year. If the data shows some children have not mastered the required learning, then this needs to be addressed through adapting teaching before they move to the next step in their learning. The Citizens Foundation has demonstrated how this can be done effectively in Pakistan.

So, what to do to get this learning data? The ASER survey fills an important gap but more is needed. In 2019, Pakistan is scheduled to take part in its first international assessment of learning outcomes for Grade 4 and Grade 8 children. This will enable standards in Pakistan to be compared to those in similar countries. More frequent assessment of learning at school, provincial and national levels is needed to measure performance against targets and standards. This doesn't mean more school-based testing. It means standardised assessments against expected standards to replace the plethora of ad hoc school-based tests that take up too much teaching time.

More and better data enables better decision-making, from the classroom to national budgeting. This is vital for improvements in school effectiveness, efficiency of scarce resources and equality of educational equality.

Figure 3: Persistent Gender Gap in Learning Levels

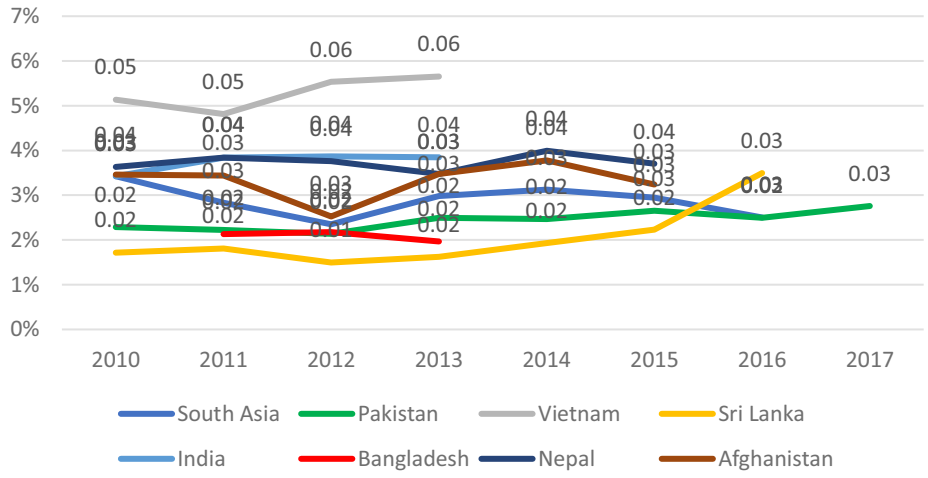


Source: ASER 2018 data

It matters for your education in Pakistan if you are born male or female, in an urban or rural area, in AJK or Balochistan, rich or poor, disabled or able bodied.

If the Pakistan education system is fair, none of these things should matter. However, we know this is not the case – and business as usual in the way financial, human and physical resources are allocated will not make the education system fairer. More financing is certainly needed: countries that are more successful educationally than Pakistan spend more of their national wealth on education, spend it on nursery, primary and secondary education and spend more per student.

Figure 4: % GDP Spent on Education



Source: World Bank (latest data available per country)

More finance alone will not result in improvement in education standards. The task is not just to spend more, but to use data to spend on what improves learning, in a more targeted and equitable way. The best teaching, more financial resources, and learning resources like reading books need to be targeted to where the need is the greatest. We need the data to identify need; a fair formula which is used to allocate resources based on need; and the data that tracks the progress in learning and school completion for disadvantaged groups, so closing the gaps to make the system fairer can be managed.

Lastly, we need to ensure that improvement applies to the whole system and all children within it, regardless of what type of school they are in, public or private. Pakistan has led the world in developing public private partnerships that enable free access to privately-provided education. Extending standardised assessments and data practices to the private sector, with fair and effective regulation of private schools that focuses on common standards of teaching and learning, will ensure learning standards also continue to improve for children in every school. Building on the success of PPPs in this way, while also expanding government provision, will be an essential tool if Pakistan is to get all children in school and learning to minimum standards.

In summary, to double the pace of learning in Pakistan, teachers must be supported to improve their teaching in the classroom. The data on performance in learning, teaching and school effectiveness must be collected and used. Good school leaders equipped with learning data and monitoring tools are needed. Data like that produced by ASER must be used to make spending decisions and target resources on improving learning and on the children and schools where the data show the need is greatest.

TRANSFORMATIVE GAINS THROUGH INVESTING IN THE EARLY YEARS? THE CASE FOR FOCUSING ON EARLY CHILDHOOD DEVELOPMENT

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Idara-e-Taleem-o-Aagahi

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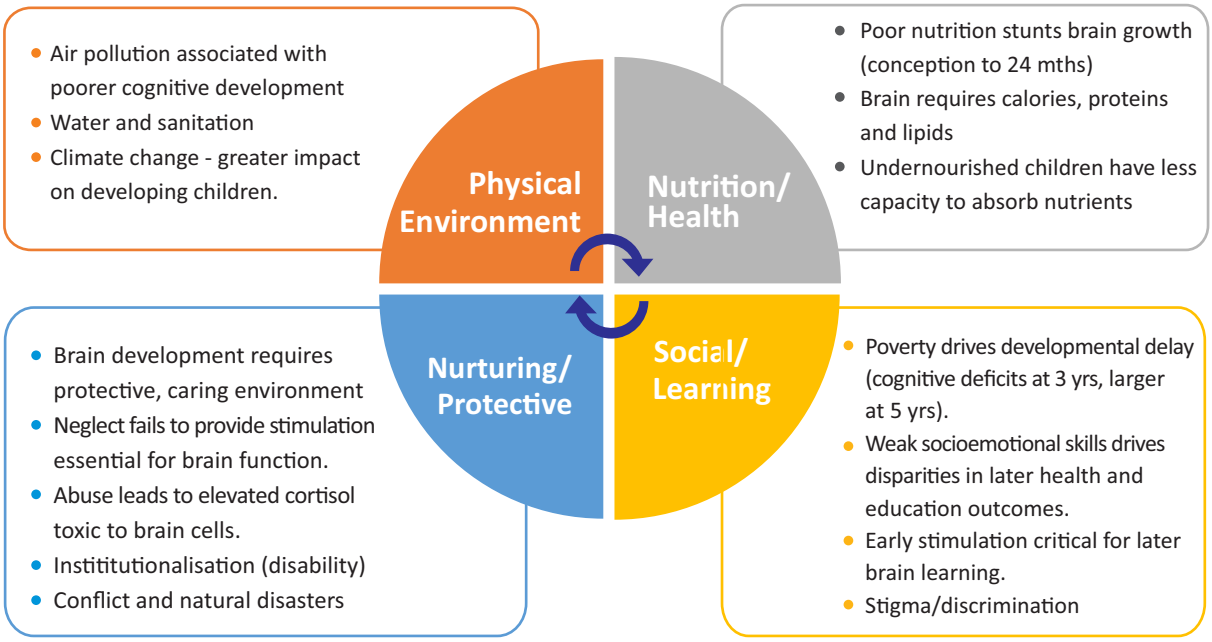
There is a strong case to be made for investing in a child's early years. The period from pre-conception to 8 years[1] in particular is a period of intense brain functioning and development. The foundations for lifelong learning and development are laid in these years of a child's life. Investing in this period can, therefore, not only be transformative in terms of the outcomes achieved but also cost-effective from a policy perspective.

However, child 'development' is influenced by multiple factors: healthy brain development needs good nutrition; protection from conflict and violence; a protective and caring environment and stimulation to encourage learning (see Figure 1 below which illustrates some of these factors). Children living in poverty or conflict settings, or those in poorly resourced environments are more at risk of facing multiple disadvantages with respect to of all of these aspects. Most importantly, a child's developmental journey is both sequential (in that nutrition needs potentially override stimulation at birth as compared to later in life) and cumulative (i.e. a strong foundation results in further improvements and concurrently, poor investments in a child's development and well-being may result in a vicious cycle of perpetuating disadvantage).

Figure 1: Factors Impacting a Child's Development in the Early Years



1. Early childhood is formally defined by the UN Committee on the Rights of the Child as "the period below the ages of 8 years". Recognising that critical influences begin even before the child is born, the early childhood period typically constitutes the period from conception until birth as well.

Providing early learning opportunities and preparing children for school is a worthwhile strategy…

Learning and stimulation form a core element of a child's development experience. The benefits of providing learning in the early years take shape not just in the development of cognitive skills but also in the improvement in mental health and psychosocial skills (Woodhead et al. 2014). International evidence points to some of these benefits: children who attended pre-school prior to enrolment in grade 1 in a selectin of Low and Middle Income Countries were found to have higher pass rates into second grade, have higher attendance and better learning outcomes in primary school, have lower dropout rates and higher retention rates and are less likely to need special or remedial education (Engle et al. 2011)[2].

Investing in early learning can also prove beneficial for the entire education system. Like many developing countries, Pakistan has made huge strides in increasing provision and access across the education system and this is reflected in higher enrolment figures as compared to a few decades ago. However, whilst enrolments have increased, many of these children are entering into poorly resourced and ill-functioning systems resulting in high drop-outs, grade repetition and absenteeism particularly at the primary level. Providing children with the relevant cognitive support in the early years and primary years can, therefore, be seen as cost-effective strategy to reduce drop-outs, repetition, and other inefficiencies that place huge burdens on government systems and also influence the life and economic outcomes of millions who 'stumble at the first step' (Crouch and Merseth 2017).

There are a variety of means through which early learning opportunities can be provided to children in these critical years. These can take the form of pre-schools (e.g. kindergartens or pre-primary classes in schools/centres), conditional cash transfer programmes or accelerated school-readiness programmes. Their provision can be community-based, centre-based or home-based. They could be provided solely by the government or by a mix of non-state and private providers (such as faith-based organisations or NGOs) or through public-private partnerships between the government

2. Engle, Patrice L, Lia CH Fernald, Harold Alderman, Jere Behrman, Chloe O'Gara, Aisha Yousafzai, Meena Cabral de Mello, Melissa Hidrobo, Nurper Ulkuer, and Ilgi Ertem. 2011. "Strategies for Reducing Inequalities and Improving Developmental Outcomes for Young Children in Low-Income and Middle-Income Countries." The Lancet 378(9799): 1339-53, OECD 2011 Does participation in pre primary education translate into better learning outcomes at school? Paris: PISA In Focus.

3. Zaman, S.S, Khanom,F., Rahman, N.F., Parvin, W., Begum, T., Khatun, R., Tofail, F. (2015), Effects of a Center Based Comprehensive Child Development Program (CCDP) on Early Child Development at Community Level in Rural Bangladesh, Research Report.

and non-state providers. However, as with all levels of education, the quality of provision remains of critical importance (with some evidence suggesting that quality centre-based programmes are most beneficial to disadvantaged children)[3]. This point is especially pertinent in contexts where education provision through the non-state sector is booming – Pakistan being a case in point with 36% of children aged 5-16 years enrolled in some form of non-state provision according to ASER 2018 data. In this context, the non-state sector can be an important player in expanding early learning but with a firm policy focus on maintaining the quality of this provision.

Winds of change: the policy environment in Pakistan is giving increasing importance to early childhood learning…

Clearly, ECE in Pakistan has increasingly been made one of the priority areas in national and provincial sector laws, policies, plans and now increasingly in financing. The National Education Policy (2009) provisioned for a formal early childhood education across all

primary schools and shifted the age band of primary education from 5 to 6 years, institutionalizing one year of pre-primary schooling.[4] This was reinforced by the Education Sector Reforms Action Plan (ESR 2001 – 2005) which guaranteed resource allocations for all provinces to successfully implement ECE via a strategic framework and plan of action. Soon after the 18th Amendment to the Constitution in 2011 when education planning, policy and curriculum decision were completely devolved to the provinces, ECE began to be hugely emphasized as one of the priority areas of each provincial Education Sector Plans (2013/2014-2018) highlighting the development of an ECE policy and minimum standards as the first objective.

Sindh was the first province to develop a holistic ECCE policy in 2015 which was formally notified in 2017. The Sindh ECCE Policy is focused towards establishing developmentally appropriate pre-primary ECCE that will support learning preparedness for primary

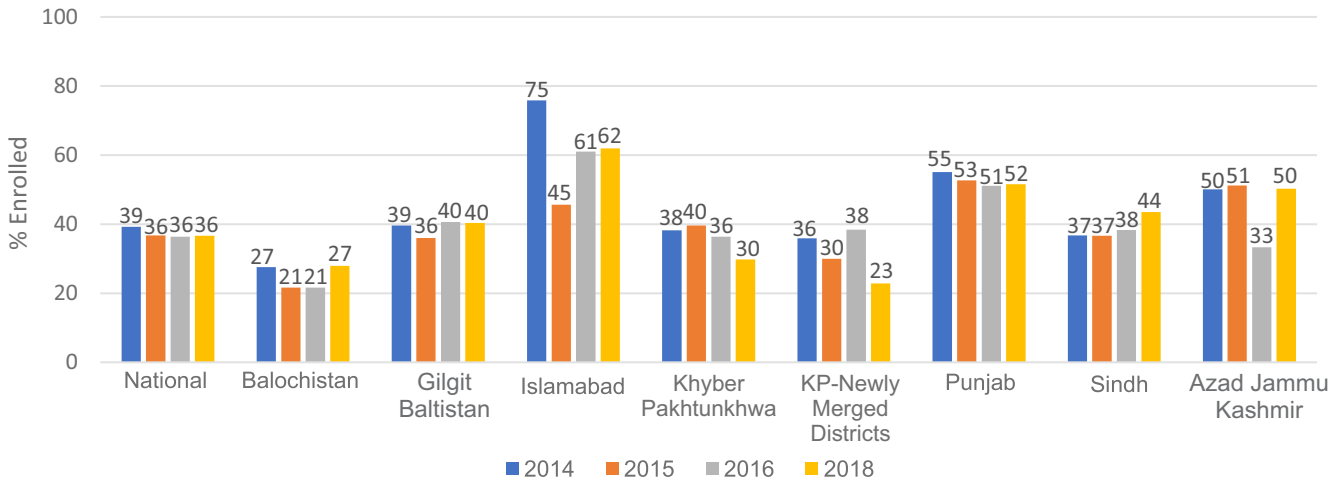
4. http://unesdoc.unesco.org/images/0014/001472/147222e.pdf

schools to improve child outcomes in Sindh. Balochistan created a policy framework in 2015 and then Punjab became the second province to develop an ECE Policy in 2017 launched last year by the School Education Department. ECE Policy for Punjab (2017) reports data that adds interesting insights. The report notes that currently early childhood education is being offered by both government and private providers and is mainly centre-based and formal. According to Private School Census Data (2016-2017) reported in the Policy Document, 54,000 private providers in the Punjab offer early education through pre-nursery, nursery and prep. The public sector offers two main services: 1) traditional pre-primary classes/Katchi and 2) an ECE classroom or converted Katchi class which is similar to formal centre-based ECE provision that encourages play based learning through trained ECE teachers/caregivers. Traditional pre-primary classes or Katchi are being offered in 51,155 out of the total 52,819 schools in the province The Policy Document reports that according to Annual School Census Data (2016-17), Katchi enrolment in public schools is 2,246,358, compared to 684,564 in Pre-Nursery, 1,364,791 in Nursery, and 1,122,680 in Prep classes in private schools. The second type of structure is offered in more than 3,000 primary schools across 36 districts in the province (with 900 or so classrooms having been established with UNICEF support and 343 with support from Plan International). The document additionally notes that the aim is to achieve a target of 10,000 ECE classrooms by April 2018. It notes that the shift from play-based learning in ECE to book-based learning in grades 1-3 continues to be a challenging transition for children.

Findings from ASER 2018 data

In the ASER data set, pre-primary class level encompasses everything before grade 1 and is referred to using multiple names – ECE (Early Childhood Education), katchi, kindergarten, nursery, paki, playgroup and prep. Information on enrolment (% children reported as being enrolled in pre-primary) has been collected since inception in the ASER report. Figure 1 illustrates ECE enrolment rates from 2014-2018 by location in rural Pakistan. A few patterns are very clear from this figure: i) at the national level, enrolment rates in the pre-primary level have remained fairly static over this 4 year period ranging from 39.2% in 2014 to 36.6% in 2018; 2) there is substantial disparity in enrolment by region with the highest rates observed in Islamabad (declining from 75.8% in 2014 to 61.9% in 2018) and some of the lowest in Balochistan (27.6% in 2014 and 27.9% in 2018) and in KP-Newly Merged Districts (declining from almost close to the national average in 2014 of 35.9% to a reported low of 22.8% in 2018).

Figure 2: ECE Enrollment (2014-2018), by Location



The government has been a key provider of early learning opportunities through pre-primary provision in the country. Figures 2 and 3 report ECE enrolment in government schools and private schools respectively (in 2014 and 2018 to provide a comparison over the 4 year period). Focusing first on Figure 2, it is clear that across the board, enrolment has increased in government pre-primary classes, in some instances very strikingly so. At the national level, for example, enrolment in government schools has increased from 51.1% in 2014 to 71.1% (a 20 percentage point increase over the 4 year period). Within Pakistan, the largest increases in enrolment over the four year period are seen in KP-Newly Merged Districts (an increase of 40.9 percentage points) followed by GB (a percentage increase of 33.9 percentage points). Correspondingly, enrolment in the non-state sector at this level has shown a substantial decline over this period (Figure 3) with the largest enrolment decline in the non-state sector observed in KP-Newly Merged Districts and GB.

Figure 3: ECE Enrollment in Government Schools 2014 vs. 2018

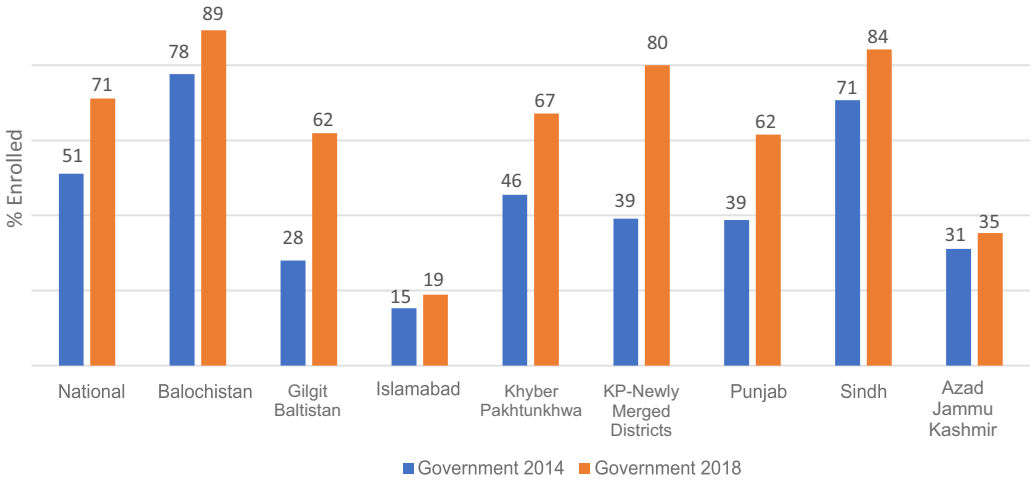
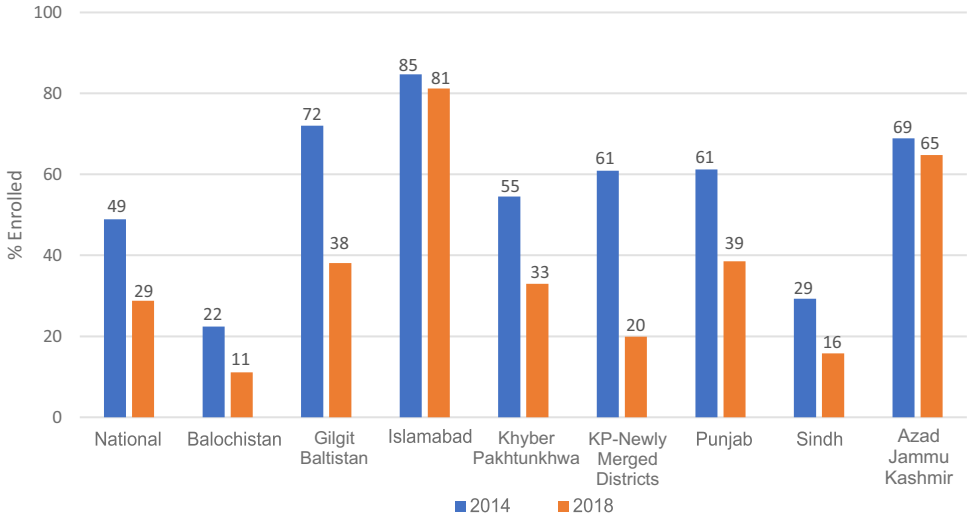


Figure 4: ECE Enrollment in Non-State Schools 2014 vs. 2018



In fact, Table 1 calculates the difference in enrolment at the pre-primary level across the four year period and it appears that the decline in enrolments in the non-state sector over this period maps directly onto the enrolment spike seen in government schools suggesting that children have 'moved' from the private to the government sector.

Table 1: Percentage Change in Enrolment in Government and Private Schools (2014-2018)

Location	% change G	% change P
National	20	-20.1
Balochistan	11.7	-11.3
GB	33.9	-33.9
ISB	3.6	-3.5
KP	21.6	-21.5
KP-Newly Merged Districts	40.9	-41
Punjab	22.7	-22.7
Sindh	13.5	-13.5
AJK	4.2	-4.1

Conclusions and key recommendations

Because we know that early disadvantages can persist, intervening early should form an important aspect of policy. However, achieving large-scale provision of a suitable quality requires multiple factors: a cognizant policy environment sensitive to the needs of children in the early years as well as appropriate infrastructure to ensure policies can be effectively implemented. This includes, and is not limited to, the availability of a suitable, well-trained teaching cadre, facilities and curriculum targeting this age group.

HOW PREPARED ARE OUR CHILDREN FOR PRIMARY SCHOOL? EVIDENCE FROM ASER PAKISTAN 2012-2018

Rastee Chaudhry,
Research Associate, Idara-e-Taleem-o-Aagahi

The promise of Early Childhood Education

Children do not get to choose the socioeconomic class to which they are born, so why does socioeconomic class get to determine the child's success in school and beyond? Research shows that children born to disadvantaged families are already at a disadvantage in their education, even before they set foot in the classroom for the first time.[1] These gaps only widen once children start school, with disadvantaged children attending low-resource schools and advantaged students attending the 'best' schools. This cycle is exacerbated by initial preparedness for school: children from disadvantaged backgrounds are less prepared for school than children from more advantaged backgrounds, where the former are likely born to families that cannot teach their children basic competencies such as learning the alphabet or counting numbers and cannot afford to invest in preparing their child for school.

Early Childhood Education (ECE) works to rectify this situation. According to the World Development Report (WDR) 2018 on Learning, early childhood development and ECE "can launch children on higher learning trajectories" by teaching them the basic skills they might not be able to learn at home.[2] Early childhood is also especially important and an area largely emphasized in international discussion recently due to it being a "critical time" for the development of cognitive and character skills for the child (especially in a cost-effective manner, with a 7-10% annual social return on investment)[3].[4] ECE thus promises to reduce inequalities amongst children from poor and rich backgrounds by ensuring the former is just as prepared for school and is given a chance to develop their cognitive and character abilities to the same level so they can thrive at school and beyond.

The promise of ECE can only be realized if universal access to quality ECE is given. This is especially important in a country like Pakistan, where net enrolment ratios[5] are 77% at primary school, 49% at middle school and 31% at high school; one out of three children don't reach Grade 5;[6] and those that remain in school are barely learning.[7] The good news is that Pakistan, among 193 other nation states,[8] is a signatory to the United Nations' Sustainable Development Goals (SDGs)[9]; among the goals all member states have vowed to achieve by 2030 is SDG 4 on education and, most relevant to this discussion, SDG 4.2:

> *"By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education"* [10]

1 Lee, Valerie E & Burkam, David T. (2002), "Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School," Economic Policy Institute.
2 The World Bank (2018), "LEARNING to Realize Education's Promise," World Development Report 2018 (WDR 2018), pp. 79.
3 Heckman, Moon, Pinto, Savelyev & Yavitza (2010), "The Rate of Return to the High/Scope Perry Preschool Program," J Public Econ. vol. 94(1-2), pp. 114–128.
4 The Heckman Equation, "Four Big Benefits of Investing in Early Childhood Development," available at https://heckmanequation.org/resource/4-big-benefits-of-investing-in-early-childhood-development/.
5 Net Enrolment Ratio: "Total number of pupils of the official primary school age group who are enrolled at primary or secondary education, expressed as a percentage of the corresponding population." (Government of Pakistan, Pakistan Education Statistics 2016-17, pp. 176).
6 Government of Pakistan, Pakistan Education Statistics 2016-17, pp. 38.
7 The Economist (2018), "Pakistan is home to the most frenetic education reforms in the world," available at https://www.economist.com/briefing/2018/01/04/pakistan-is-home-to-the-most-frenetic-education-reforms-in-the-world.
8 UNDP (2015), "World leaders adopt Sustainable Development Goals," available at http://www.undp.org/content/undp/en/home/news-centre/news/2015/09/24/undp-welcomes-adoption-of-sustainable-development-goals-by-world-leaders.html.
9 As part of the United Nations' 2030 Agenda for Sustainable Development
10 United Nations' Sustainable Development Goal 4.2, available at https://sustainabledevelopment.un.org/sdg4.

Pakistan has thus pledged to provide all girls and boys access to quality ECE by 2030, a promise that can pay vast dividends if achieved. It has been just over 3 years since countries began implementing this agenda, making it important to track if any initial progress has been made to preparing our children for school. This note studies the 'quality' component of ECE provision, with 'access' being covered in the preceding note by Aslam and Saeed (2019).

Have we made any progress?

The national and provincial governments of Pakistan have demonstrated their commitment towards achieving SDG 4.2, making significant progress in their work on ECE in recent years. Most notable are the National Early Childhood Care and Education (ECCE) Curriculum (2017), ECCE Policy (2015) in Sindh and the ECE Policy (2017) in Punjab. With the framework for ECE starting to take shape, where do we stand nationally in terms of quality?

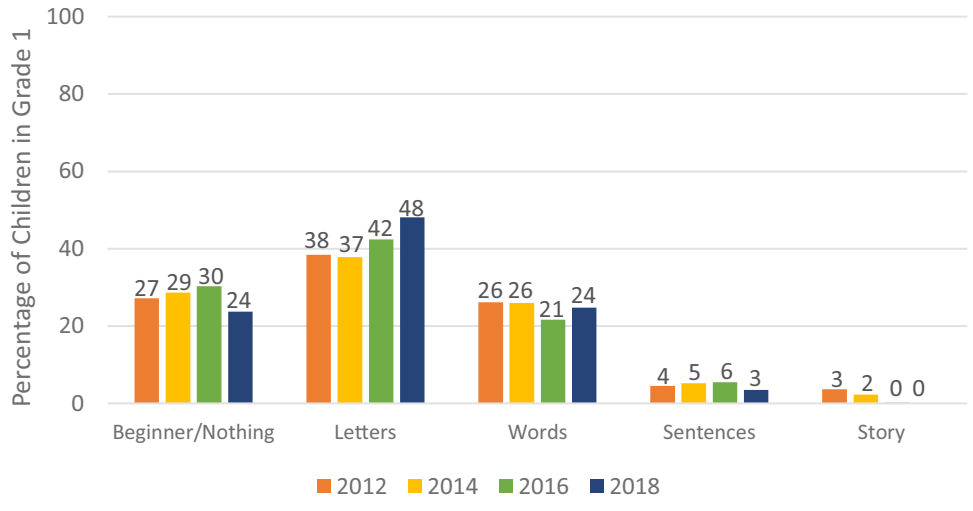
The quality of early learning and ECE can be assessed by looking at child learning levels in Grade 1 to see the child's level of preparedness for primary school. The Annual Status of Education Report (ASER) Pakistan is the largest citizen-led survey in Pakistan and collects data on more than a quarter million children[11] from across Pakistan annually. Among the data collected is the learning levels of children aged 3-16 using carefully designed tools to gauge reading skills in the local language as well as English (as a second language) and to assess arithmetic skills. ASER Pakistan thus provides a reliable dataset with which to determine child preparation for primary school by analyzing child learning levels in the first grade.

Local Language Reading Skills

The Pakistan National Curriculum for Urdu (2006) states that among the competencies children should have by the end of Grade 1 is the ability to read and understand basic sentences. In 2012 however, 27% of children enrolled in Grade 1 could not even identify letters in their local language and 38% could only identify letters (refer to Figure 1). These figures saw little movement in the following years, with the percentage of children being able to read basic words (a prerequisite for learning to read sentences by the end of the year) hovering around 25%. ASER Pakistan 2018 shows some improvement on this front with a fewer proportion of

Figure 1: Grade 1 Learning Levels

Local Language (Urdu/Sindhi/Pashto) Reading Skills



11 From a comparison of ASER Pakistan 2012 to 2018.

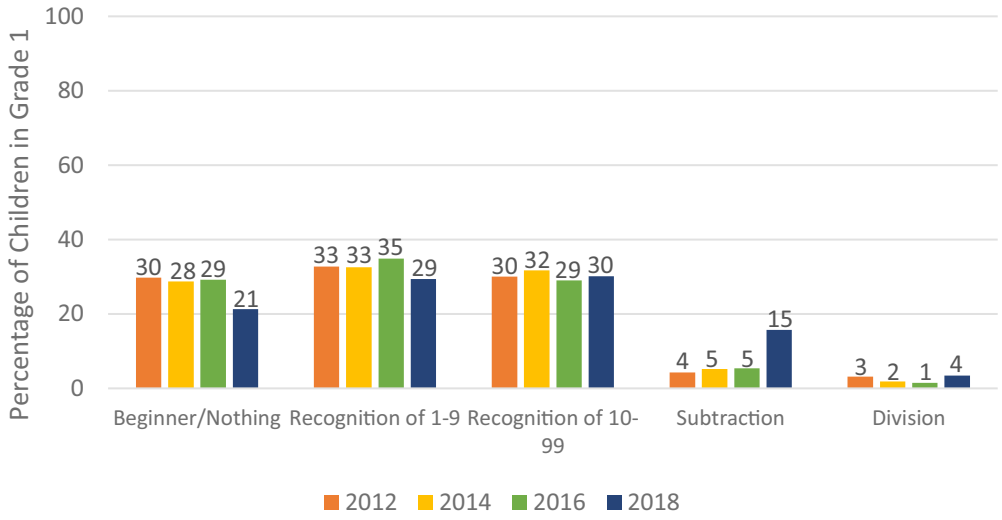
children not being able to even identify letters (24%), more children being able to identify letters (48%) and words (25%), however fewer children being able to read simple sentences (3%) and a story (0%). That being said, the data shows that there has been a deterioration in learning levels for the mean child over the 6-year period, with learning levels being higher for the mean child in 2012 than in 2018 (statistically significant at a 99% confidence level).

Arithmetic Skills

According to the Pakistan National Curriculum for Mathematics (2006), by the end of Grade 1 students should be able to work with numbers up to 100, add and subtract two-digit numbers, work with abstract concepts such as currency, time and date, and learn to identify basic shapes and patterns. With that in mind, 30% of children in Grade 1 in 2012 could not even recognize single-digit numbers, 33% could only identify single-digit numbers and 30% could just identify two-digit numbers (refer to Figure 2). Again, the proportions saw little movement in the proceeding years until 2018. In 2018, 9% less children could not even identify single-digit numbers (now 21%) and 4% less children could only identify single-digit numbers (29%). Further, 12% more children could now perform basic subtractions (16% compared to 4% in 2012). This improvement in learning levels over the 6-year period for the mean child is statistically significant at a 99% confidence level, assuring us that improvement is actually taking place.

Figure 2: Grade 1 Learning Levels

Arithmetic Skills

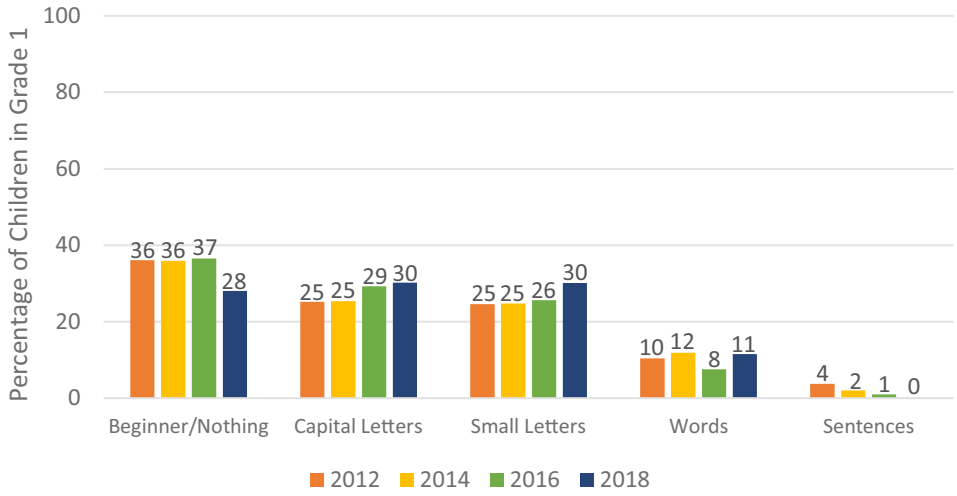


English Reading Skills

Among the reading competencies for the first-grade student in the Pakistan National Curriculum for English Language (2006) is the ability to read a short story (comprising of a few sentences) that the student is familiar with. From 2012-2016 however, we see around 36% of students being unable to even identify capital letters, 25% only being able to identify capital letters (29% in 2016), and 25% being able to identify small letters (refer to Figure 3). 2018 appears to be promising in the move towards primary school readiness in English, with 8% less children not being able to even identify capital letters, 5% more children being able to

identify capital letters (1% increase since 2016) and 5% more children being able to identify small letters. The proportion of children at the higher end of the spectrum, however, is not much higher in 2018 for those who can read words and actually lower for those who can read basic sentences. A statistical significance test to check for the change in mean learning levels is not particularly meaningful in this case as the mean values are too close to signify any reasonable improvement or deterioration.

Figure 3: Grade 1 Learning Levels
English Reading Skills



Next Steps

The promise of ECE as a tool for levelling the playing field between children from different backgrounds, increasing learning and producing a productive population with strong cognitive skills is evident. It is also clear that Pakistan's policymakers and politicians are cognizant of the importance of ECE and are making commitments at both national and provincial levels. Why, then, do we not see solid progress? As discussed above, there has been a deterioration in the local language reading skills and little change in English reading skills since 2012 for Grade 1 students. On the other hand, there has been a solid improvement in arithmetic learning levels since 2012 for Grade 1 students. That being said, there are still large numbers of children who do not even have the most basic competencies in any of the three subjects (24% in local language reading, 21% in arithmetic and 28% in English reading in 2018). It is therefore crucial to ensure that all children are provided access to quality ECE that particularly focuses on all three competencies, placing an added emphasis on the languages (especially English) where children are especially struggling.

GENDER IN ASER FOR LEARNING & WELL BEING
THE ASER 2018 RESULTS

Baela Raza Jamil
CEO, Idara-e-Taleem-o-Aagahi (ITA)

ASER 2018 is a milestone survey in Pakistan. It is well known for generating time series data on education quality and equity. This year's report comes at a critical time when a new government has stepped into office in August 2018 with ambitious resolve, public declarations, policy frameworks and plans announced after 100 days in office to positively tackle the challenges of education equity and quality. All ears, heads and hearts were abuzz when the newly elected Prime Minister of Pakistan in his maiden speech to the nation mentioned education 14 times! Against this opportune backdrop, ASER rural 2018 collected evidence nationwide covering 154 districts to inform policy, planning, financing and accelerated implementation for out of school children, but more importantly also those enrolled in schools but not always learning. ASER reaches out annually to almost 290,000 girls/ boys all genders (5-16 years), one on one from the poorest to richest in 89,966 households understanding at close proximity issues of gender justice on account of wealth, geography and disability (Washington Group short survey conducted in 2018 in KP and KP-Newly Merged Districts, ICT and Punjab). The ASER tool is mapped to lower primary competencies of grades 2-3 or indicator SDG 4.1.1a. This indicator is now a recognized indicator for tracking SDG 4. ASER actively informs implementation of Article 25 A as a fundamental constitutional right for 12 years of schooling for ALL.

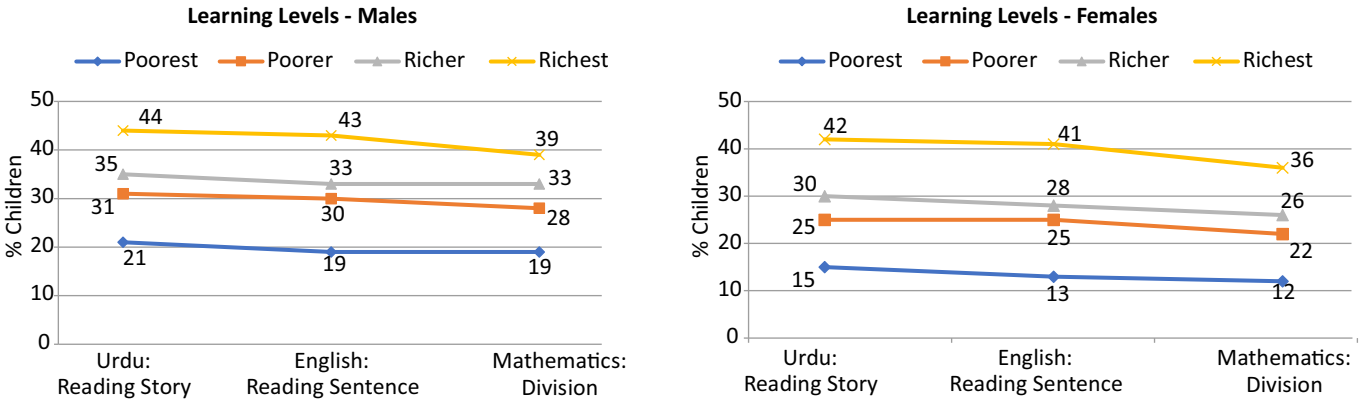
ASER produces data that is gender disaggregated for enrolment, learning, teachers and facilities by grade and age across Pakistan. It is led by Idara-e-Taleem-o-Aagahi (ITA) through partners' mobilization (27) and with assistance of 11,000 educated and trained volunteer-enumerators to conduct the oral one-to-one assessment in homes triangulated by information from the households and visits to the local schools. The learning tool is simple covering up to grade 2 competencies of all children aged 5-16 to assess foundational learning of (girls and boys).

As national and global advocacy escalates, demanding 12 years of schooling to implement Article 25 A for ALL 5-16 year olds, and SDGs 2030/SDG 4 on education, ASER is well aligned to track trends by gender (5-16) for a universal entitlement of 'Learning for ALL'. Of the 22.8 million children out of school in Pakistan as quoted by the government (AEPAM 2016-17), 12.2.million are girls (10.6 million boys)[1]. Pakistan remains a significant contributor to the 130 million out of school girls globally. The government is firmly committed to reverse this tragedy.

The number of out of school girls and boys matters but what ASER and all citizen led assessments are iconic for drawing attention to most is an even bigger crisis of those children in school, but not necessarily learning.

1. http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202016-17.pdf

Figure 1: Learning –Wealth and Gender Matters



Following the overall national trends, a gender-wise analysis reveals differences in learning levels of males and females across all wealth groups. Males and females falling in the richest income group are better able to perform the language and numeracy tasks than children falling in low income groups. However, the learning levels of females are lower when compared to the learning levels of males across all income quartiles in both language and arithmetic competencies. Fifteen percent of the poorest females can read a story in Urdu/Sindhi/Pashto as compared to 21% poorest males. Similarly, 12% poorest females can do two-digit division sums and 13% can read sentences in English whereas 19% of the poorest males can read sentences in English and do two-digit division sums respectively.

In the richest quartile 42% females can read a story in Urdu/Sindhi/Pashto, 41% can read sentences in English and 36% can do two-digit division sums whereas 44% richest males can read a story in Urdu/Sindhi/Pashto, 43% can read sentences in English and 39% can do two-digit division sums. Clearly there is a minor gap in learning among males and females of the richest income groups than among their counterparts in the poorest income quartile, but inequality matters across income groups and gender.

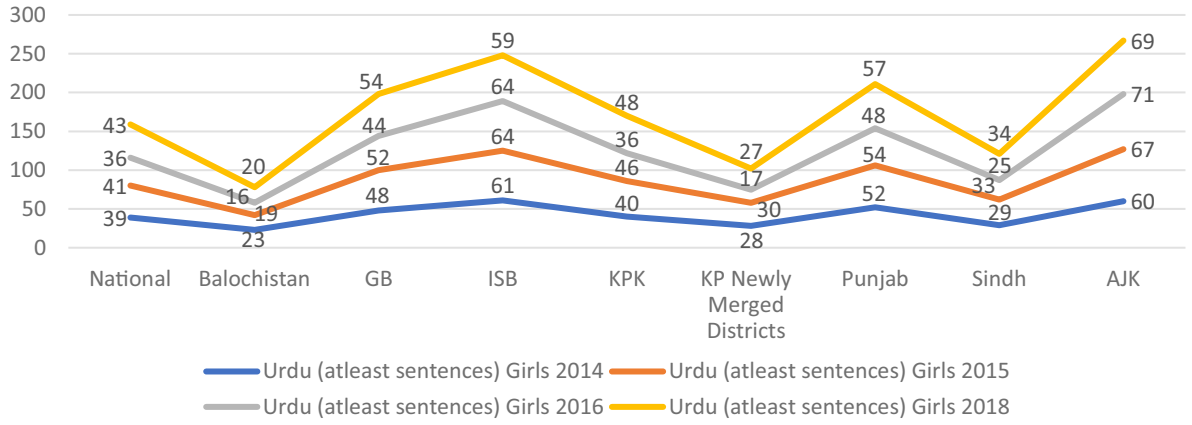
Inequalities remain entrenched intersecting along multiple dimensions. The ambition of 12 years of right to education when faced with disadvantages lead to exclusions from school, inability to compete education and poor levels of learning. ASER 2018 Pakistan highlights these exclusions starkly across provinces, across districts that affects girls disproportionately as corroborated by many. As quoted by some studies, in 'Sindh only 16% of the poorest girls and 30% of the poorest boys complete primary school, compared with 75% of the richest children' (Alcott and Rose (2017)[2]

Learning for girls, however remains 'stuck' with unsettled improvement trends over four years in all provinces /areas (2014-2018). There is a critical challenge for sustained learning gains.

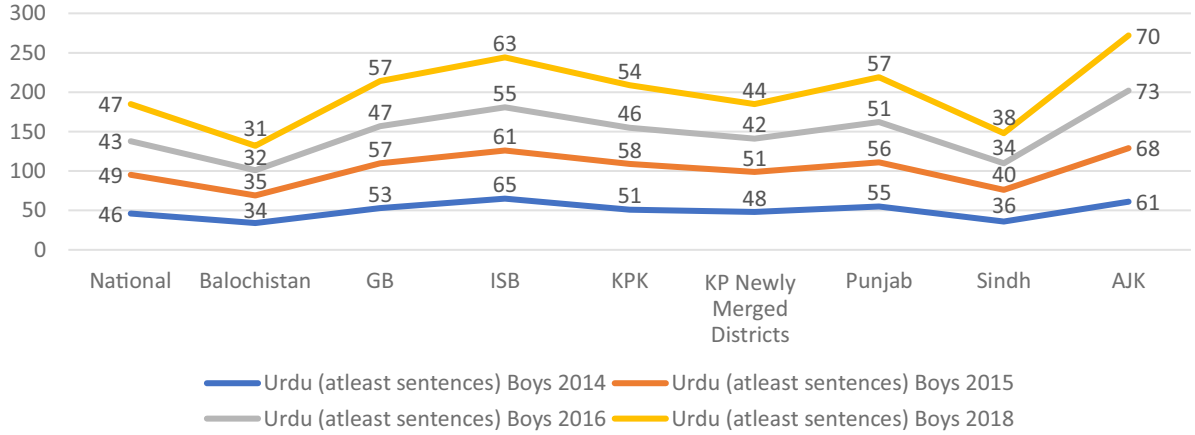
2 Alcott, B., & Rose, P. (2017). Learning in India's primary schools: How do disparities widen across the grades? International Journal of Educational Development, 56, 42-51.

Figure 2: Learning Gains Over the Years

Learning Level-Girls, Urdu (Sentences)



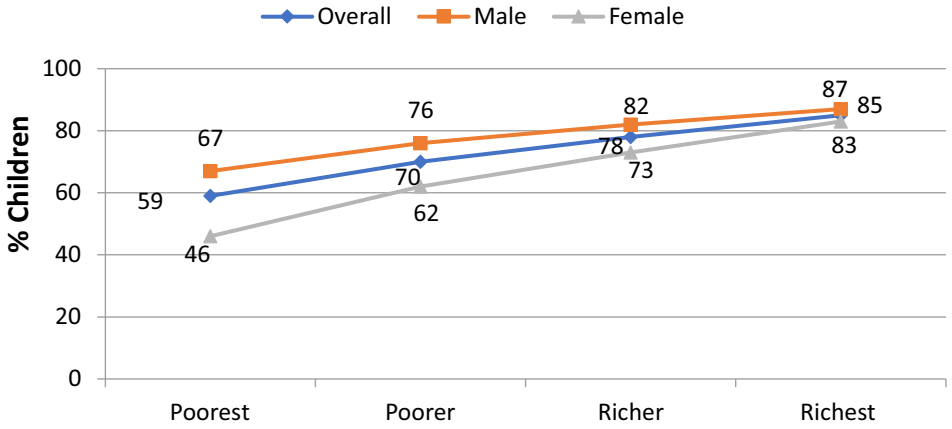
Learning Levels-Boys, Urdu (Sentences)



There is good news in ASER 2018: national enrolment for 5-16 has risen from 81% in 2016 to 83% in 2018 with gender gaps gradually narrowing. Mothers completing primary education has also steadily increased from 24% in 2014 to 33% in 2018! There is a positive trend of higher enrolments concurrent with narrowing of gender gaps in learning outcomes over years (2014-2018) between girls and boys and government and private schools in some regions. These include Punjab, Azad Jammu & Kashmir (AJK), Gilgit Baltistan (GB) and Islamabad Capital Territory (ICT). How can these trends be accelerated for all provinces?

Gender challenges are well illustrated across wealth, enrolment and learning. ASER 2018 reveals that girls in poorest households are likely to suffer lower enrolment than their male counterparts in the poorest income strata by 21% (46% girls vs. 67% boys). The gap between enrolment of poorest girls (46%) and richest boys (87%) is 41%. These are unacceptable mounting equity gaps in Pakistan that need to urgent actions. Female enrolment remains depressed across all income quartiles and is consistently lower than the enrollment rate of male counterparts.

Figure 3: Enrollment by Gender & Wealth



The business case for urgency of girls' education and that of the most marginalized is well illustrated above. The reasons for gender gaps could be many ranging from lack of facilities, security, poverty, son preference and other customary codes/practices.

There is an overarching imperative to expand educational opportunities for both girls and boys for all income groups but especially targeting the poorest/poorer quartiles to achieve the target of 12 years of schooling (25 A and SDG 4). The recently released report 12 Years of Quality Education for All Girls: A Commonwealth Perspective (2019)[3] for the Platform for Girls' Education of the UK Foreign Commonwealth Office (FCO) examined data trends in 53 commonwealth countries' including Pakistan. The report highlights that girls remain particularly disadvantaged and there is a compelling case for targeted efforts to support them. 'Not only is this the right thing to do, it is also one of the smartest investments for fair and resilient societies' as…educated girls marry later, earn more, and have healthier families'. The report suggests 12 holistic doable recommendations around three thematic policy and action strands to reach 12 years of schooling for life-long learning 'leaving no girl behind'. There is an urgency to embed these recommendations in Pakistan's policies and education sector plans for 2019-2023.

A. Leadership and financing

1. Visible high-level political commitment backed up with resources.
2. Grassroots leadership increasing awareness about the value of girls' education.
3. Formula funding targeting resources at those most at risk of being left behind.
4. Use of data to inform policy change.

B. Targeted approaches

5. Prioritizing early childhood education and early learning.
6. Addressing multifaceted challenges that girls face when they reach puberty.
7. Eliminating cost barriers.
8. Tackling disadvantages that intersect with gender, such as disability, location, poverty.

C. Tackling discrimination

9. School environments that are safe spaces.
10. Gender-sensitive teaching practices and materials.
11. Promoting women's economic empowerment and providing pathways to productive work.
12. Tackling access and learning simultaneously, with sufficient resources.

(ibid. 2019)

3. https://www.educ.cam.ac.uk/centres/real/downloads/Platform%20for%20Girls/REAL%2012%20Years%20of%20Quality%20Education%20for%20All%20Girls%20FULL%2084pp.pdf

District level results (2018) reveal stark challenges of access at primary and post primary levels due to paucity of schools /especially for girls. There are emerging good practices and disruptive innovations being tested successfully within Pakistan. Some of these tackle transport to cover distance to school through vouchers and bicycles and second shift schools (STRIDE) in KP and Punjab; others demonstrate through accelerated learning programs, Chalo Parho Barho (also known as teaching at the right level) for out of school girls and boys (6-12) showing positive results in enhanced learning and access in just 60 days for more than 60,000 girls/boys in KP. CPB's contents are mapped to the National Curriculum 2006, and pedagogies are pitched to each child's own level through rigorous routines with baseline, midline and end line tracking. Tech enabled learning gains with evidence is gaining ground in Pakistan at all levels of education in an environment that is encouraging innovative learning and governance, solutions. Some of these good practices are beginning to be scaled up for both girls and boys but more resources are needed for innovations to be adopted nationwide.

Citizen led ASER 2018 is all about Assessment for Action. In essence, ASER Pakistan builds a strong evidence based narrative for gender justice. It calls for collaborative efforts by multiple ministries /departments including conditional cash transfers / social safety net programs for quality pre-primary/ECE, primary and post primary education, especially for girls. There is an urgency for action as girls cannot wait – they hold half the sky as generational catalysts for societal well-being and economic growth; and Pakistan needs both!

EDUCATING THE MARGINALIZED: INSIGHTS FROM ASER PAKISTAN 2018

M. Afzan Munir
Senior Research Analyst, Idara-e-Taleem-o-Aagahi

The introduction of Sustainable Development Goals in 2015 and a subsequent increased political will has led to an ever increasing focus on the education sector of the country in general and on every child's right to get quality education in particular. Consequently, serious steps have been taken by both the public and private entities to facilitate the learning of children. Some of these steps include rigorous enrollment drives, awareness campaigns, meritocracy in recruitment processes and provision of free education and textbooks, among others. However, there is still much left to be done in this regard. Education has always been thought of as an equalizing force which has the potential to blur economic inequalities. However, the correlation between economic well-being and educational attainment (and learning outcomes) means that it is a two-way traffic: where education has the potential to reduce inequalities, economic inequalities can also prove to be a hurdle in the attainment of education. According to the economic theory, all else being constant, an increase in economic inequality will lead to an increase in inequality of educational attainment. The aforementioned proposition is clearly manifested in the widening educational achievement gap between the children of the wealthiest and the children of the rest of the population with the continuous growth of economic inequality in Pakistan, as documented in ASER 2012, 2013, 2014, 2015 and 2016.

With SDG 4 highlighting the importance of education for sustainable development and Pakistan's Right to Education Act (Article 25A) in place, the stage is set for all of the stakeholders to work collectively towards the provision of this fundamental right. While frameworks and sector plans are important components of the overall policy making process, a data-driven approach in policy formulation is essential for impactful, relevant and long-lasting strategies catering to the needs of the marginalized communities. Understanding the need to fill the existing gaps in data, ASER Pakistan provides us with the much-needed statistics and information on several indicators which are relevant to marginalized communities.

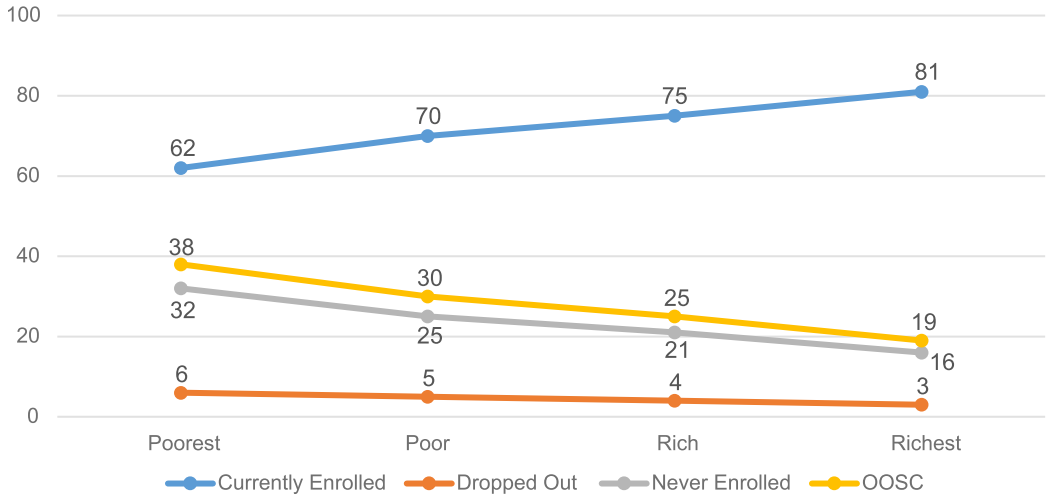
To understand the variation in learning levels arising due to economic inequalities, an assets-based ASER composite wealth index has been constructed by integrating multiple household indicators. These indicators measure the assets possession and wealth status of a household.

Table 1: Household Indicators

Sr. No.	Variable Name	Type	Description
1	House Type	Categorical	Kutcha (Mud) = 1 Semi-Pucca (Partially Cemented/Bricked) = 2 Pucca (Cemented/Bricked) = 3
2	House Owned	Binary	1 if the house is owned, 0 otherwise
3	Electricity	Binary	1 if the household has electricity connection, 0 otherwise
4	Television	Binary	1 if household has a television, 0 otherwise
5	Mobile Phone	Binary	1 if household has a mobile phone, 0 otherwise
6	Computer	Binary	1 if household has a computer/laptop/tablet, 0 otherwise
7	Motor Vehicle	Binary	1 if household owns at least 1 motor vehicle (car/motorcycle), 0 otherwise

ASER wealth index has been developed by using Factor Analysis method. Through this methodology, ASER 2018 national level data (154 rural districts of Pakistan) has been divided into 4 quartiles (poorest, poor, rich and richest, thereby representing the entire population of Pakistan in a socio-economic context.

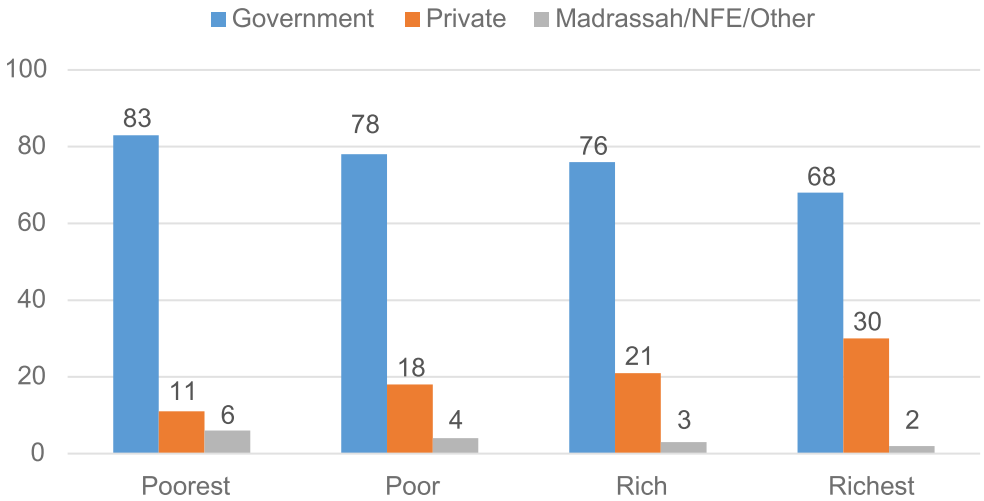
Figure 1: Enrollment Status (%)



The results depicted in Figure 1 show that the richest quartile has the highest percentage of children enrolled (81%) whereas the poorest quartile has the lowest enrollment rate (62%). A strong correlation between wealth and enrollment is established as we move along the wealth index. Similarly, the percentage of out-of-school children (OOSC), which is the sum of dropped out and never enrolled children, also decreases as we move from the lower end of the wealth index to the higher one. Thus, the proposed hypothesis is further strengthened.

Moreover, the findings from national data also highlight the difference in the types of institute which the children from the four quartiles are currently attending.

Figure 2: Enrollment by Institute Type (%)

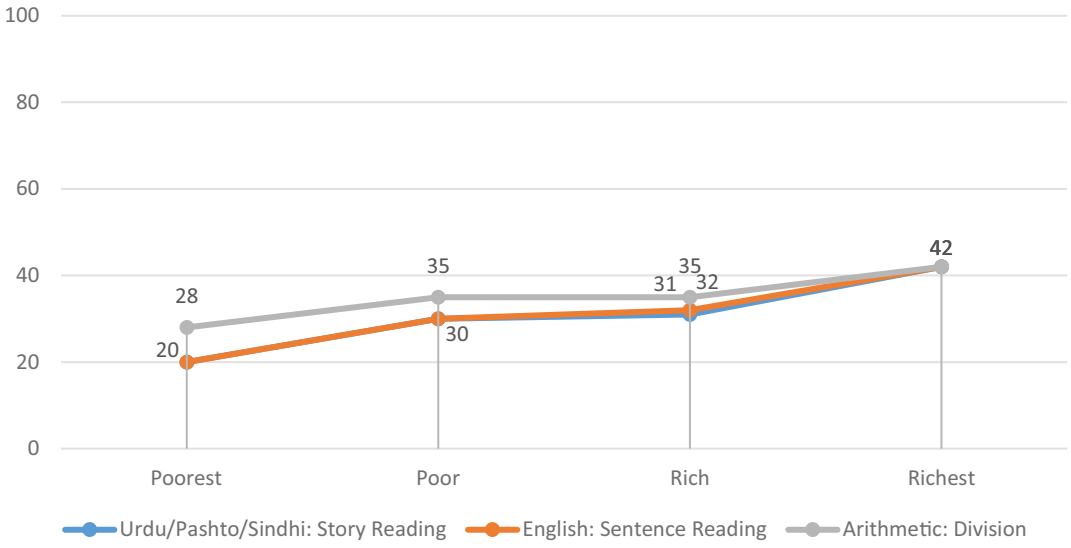


Majority of children (83%) from the poorest quartile are enrolled in the government

schools while the remaining are divided between private, madrassah, non-formal education (NFE) and other types of schools. There is a gradual decrease in the percentage of children who go to government schools as we move from the lowest quartile to the highest quartile. This decrease accommodates for an increase in the share of private school, thus implying that wealthier parents prefer to send their children to private schools rather than government ones or of any other type.

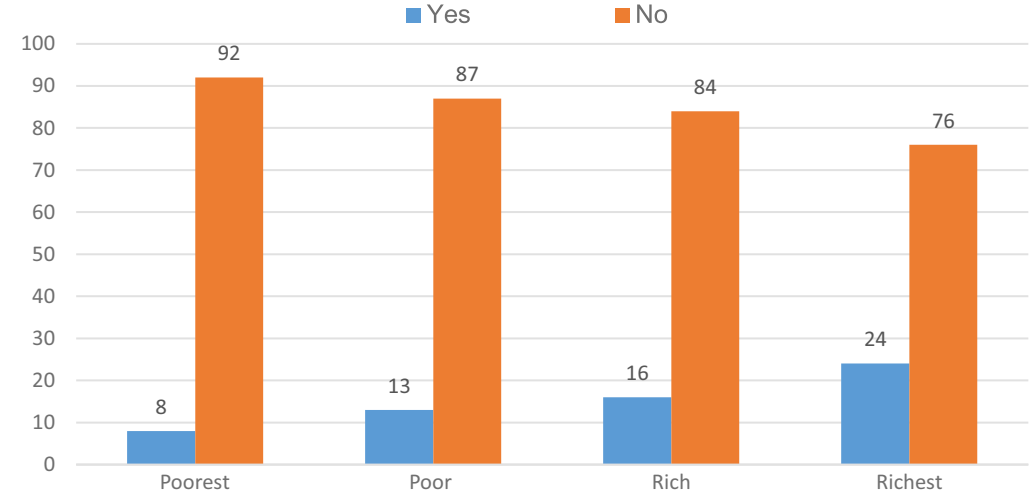
The economic disparities also influence the learning outcomes of children as shown in the following figure. There is almost a perfect overlap between the percentage of children whose learning levels are at the highest competency level in Urdu and English within each of the quartile. More children have achieved the highest competency level in all three subject areas in the richest quartile when compared with children from any other quartile. Similarly, the percentage of children who have the highest learning levels in the richest quartile is almost the same across the three subjects.

Figure 3: Learning Levels Highest Competency (%)



While the relationship between enrollment rates/learning levels and wealth status has always been of interest to the researchers and policy makers, it is also important to explore other potential factors that contribute to the education differentials.

Figure 4: Paid Tuition (%)



Parents/Primary Caregivers of those children who were currently enrolled in a school were asked if their child was taking any paid tuition in addition to the school. The responses to the question have been captured in Figure 4. As expected, children in the fourth quartile (richest) tend to opt more for paid tuition than other children. This also partially explains why the educational achievement of the affluent children is greater than those from relatively less affluent families since the wealthier children have additional resources such as paid tuition at their disposal which they can use to enhance their learning skills. Likewise, other factors such as parents' education, age and number of siblings may also influence whether a child is going to get an education or not. Table 2 shows that, everything else held constant, parents who have attended school tend to enroll their children into school more than those who have not. This highlights the trickle-down effect that parents' education can possibly have on the educational attainment of younger generations.

Table 2: Parents' Schooling vs. Child's Enrollment Status

Parents Ever Attended School	**Enrollment Status of Children**		
	Never Enrolled (%)	Dropped Out (%)	Currently Enrolled (%)
Both Parents Never Attended School	28	7	65
Either Father or Mother Attended School	22	5	73
Both Parents Attended School	17	2	81

Furthermore, parents' age also plays a role in the decision on the enrollment of their children. It appears that younger parents (aged 35 years or less) tend to enroll their children lesser (66%) than those who are above 35 years of age (74%). When looking at the impact of number of siblings on the enrollment status of children, we found that there is a fluctuation in the enrollment status across the number of siblings. Therefore, the evidence that we have in this regard is inconclusive.

In conclusion, ASER 2018 provides us with pertinent insights regarding the negative impact that socio-economic disparities can have on the educational achievement of children and how there is a need for focused policy-making which is targeted not only at improving enrollment rates and learning levels but also at minimizing the economic inequalities which are prevalent in the society.

Annual Status of Education Report

ASER 2018

PAKISTAN

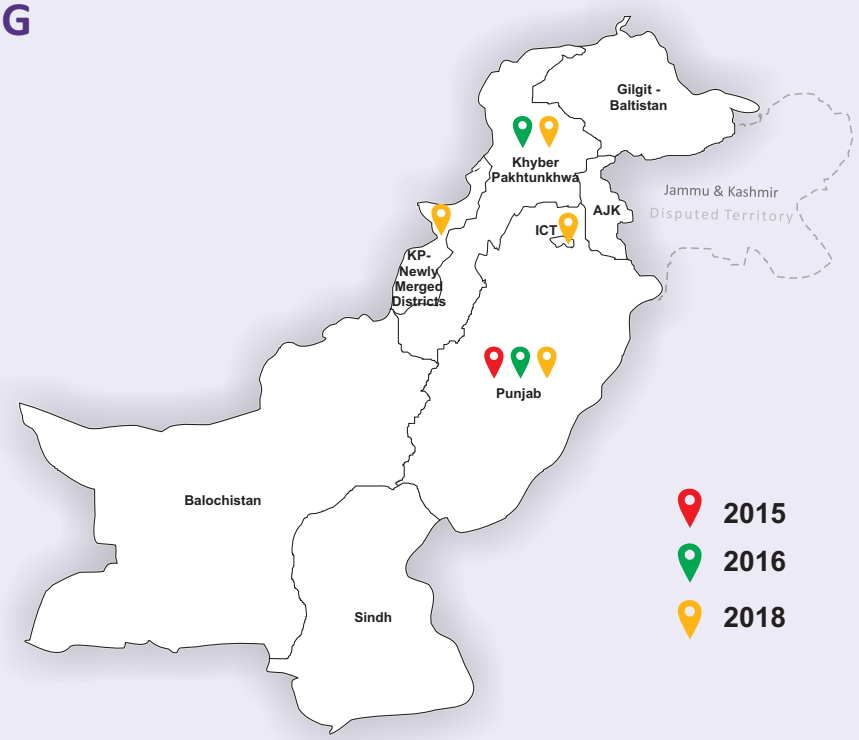
Facilitated by SAFED

FINDINGS ON DISABILITY / HEALTH FUNCTIONING

SCALE AND SCOPE OF ASER SURVEY ON HEALTH AND FUNCTIONING

ASER Pakistan, for the first time in the year 2014, took the initiative to capture data on the status of disability prevalence in Pakistan. To achieve this objective, research expertise from academics based at the University of Cambridge was used to devise seven key questions on disability and health and functioning.

As a pilot, the questionnaire was piloted in 2014, administered by ASER volunteers in 9 districts (some rural and urban areas): **Quetta Rural, Quetta Urban, Shikarpur Urban, Bajaur Agency Rural, Peshawar Urban, Lahore Rural, Lahore Urban, Multan Rural, Multan Urban.** In the year 2015, ASER Pakistan took a step forward and collected information from all districts of Punjab (i.e. 36 in total). Followed in the year 2016, ASER Pakistan not only collected information from Punjab but also from Khyber Pakhtunkhwa. This year in 2018, the information on disability prevalence has been collected not only from Punjab and Khyber Pakhtunkhwa, but also from KP- Newly Merged Districts (FATA) and Islamabad-ICT. The results are presented in the note.



ASER learning tools, for the first time, are also being adapted in Pakistan Sign Language and Braille in collaboration with Sightsavers and Family Education Services Foundation (FESF). The results will be shared by ASER team in March 2019.

Annual Status of Education Report ASER 2018 facilitated by SAFED

HOUSEHOLD SURVEY SHEET

HH ID:

Province	
District/Agency	
Tehsil	

Union Council	
Village/ Block	

VI) Health and Functioning

Child Serial No	Name of child (Children of 3-16 age group regularly living in the household)	1) Does your child have difficulty seeing, even if wearing glasses?				2) Does your child have difficulty hearing, even if wearing hearing aids?				3) Does your child have difficulty walking, compared with children of the same age?				4) Does your child have difficulty with self care such as feeding or dressing him/herself, compared with children of the same age?				5) Does your child have difficulty in being understood by others using customary/usual language, compared with children of the same age,?				6) Does your child have difficulty in remembering things that he/she has learned, compared with children of the same age?				7) Does your child use any aids and appliances (tick as many as applicable)			
		No difficulty in seeing	Yes – some difficulty	Yes – a lot of difficulty	Cannot see at all	No difficulty in hearing	Yes – some difficulty	Yes – a lot of difficulty	Cannot hear at all	No difficulty in walking	Yes – some difficulty	Yes – a lot of difficulty	Cannot walk at all	No difficulty in self care	Yes – some difficulty	Yes – a lot of difficulty	Cannot take care of self at all	No difficulty in being understood by others	Yes – some difficulty	Yes – a lot of difficulty	Cannot be understood by others at all	No difficulty in remembering things	Yes – some difficulty	Yes – a lot of difficulty	Cannot remember things at all	Glasses	Hearing aids	Mobility aids (such as crutches, wheel chair etc)	others

SCHOOLING STATUS AND LEARNING OUTCOMES FOR CHILDREN WITH DISABILITIES

Ricardo Sabates & Nidhi Singal
Faculty of Education, University of Cambridge

with support from
Afzan Munir
Senior Research Analyst, Idara-e-Taleem-o-Aagahi

For the last three years, ASER has been including information on children with disabilities, thus providing some useful insights into issues such as prevalence, school enrolment and learning outcomes. In the ASER 2018 survey, information on disability was collected for children living in Punjab, KP (including KP- Newly Merged Districts) and Islamabad (ICT). Information on the disability module was collected therefore for little over 119,400 children aged 3 to 16. In this brief note we focus on the number of children who were identified as having any difficulty/disability and the school enrolment status across the different groups, while highlighting some interesting regional variations.

Table 1 shows the proportion of children with difficulties in each of the six functioning's assessed. Less than 1% of children aged 3 to 16 (with information on difficulties) reported difficulties with seeing, hearing, walking, self-care, understanding or remembering. It is useful to note that the questions on disability used in all three rounds of ASER have drawn on the set of questions developed by the Washington Group Survey on Disability Statistics. The questions used are primarily those from the Adult Short Set, with some modifications to make them child appropriate. All questions are asked of the primary care giver of the child.

Table 1: Proportion of Children with Difficulties in Different Functioning domains

	Seeing	Hearing	Walking	Caring	Understanding	Remembering
No difficulty	98.93	99.49	99.55	99.48	99.59	99.4
Mild	0.75	0.36	0.3	0.37	0.31	0.53
Moderate	0.16	0.13	0.14	0.14	0.08	0.07
Severe	0.16	0.02	0.02	0.01	0.02	0.01
	119,403	119,394	119,391	119,389	119,385	119,389

Table 2 provides the same disaggregation, highlighting regional variations. Again, a small proportion of children reported having difficulties with seeing, hearing, walking, self-care, understanding or remembering.

Table 2: Level of difficulty and regional variations

Federally Administrated Tribal Areas						
	Seeing	Hearing	Walking	Self-care	Understanding	Remembering
	pct	pct	pct	pct	pct	pct
No Difficulty	98.68865	99.34902	99.41656	99.61904	99.67692	99.27197
Mild	1.089577	.515961	.4484305	.2845156	.2845019	.6846343
Moderate	.1832032	.1109075	.1012585	.0819791	.0289324	.0433923
Severe	.0385691	.0241103	.0337528	.0144669	.0096441	
Total	100	100	100	100	100	100
ISLAMABAD						
	pct	pct	pct	pct	pct	pct
No Difficulty	97.27541	99.55817	99.55817	98.96907	98.2327	98.30633
Mild	2.57732	.4418262	.3681885	.5891016	.736377	1.178203
Moderate	.0736377		.0736377	.2209131	.0736377	.4418262
Severe	.0736377			.2209131	.9572901	.0736377
Total	100	100	100	100	100	100
Khyber Pakhtunkhwa						
	pct	pct	pct	pct	pct	pct
No Difficulty	98.89942	99.37065	99.29645	99.35581	99.43474	99.26206
Mild	.8488797	.3529296	.3801624	.3356699	.3529818	.6145417
Moderate	.1900109	.256676	.2962305	.2986474	.1974724	.1159978
Severe	.0616918	.0197443	.0271545	.0098726	.0148104	.0074041
Total	100	100	100	100	100	100
PUNJAB						
	pct	pct	pct	pct	pct	pct
No Difficulty	99.06671	99.63411	99.76847	99.52804	99.69596	99.57042
Mild	.5161382	.3093239	.1855779	.4189278	.2898961	.3942228
Moderate	.1290345	.0459567	.0353482	.0406554	.010606	.0318207
Severe	.2881182	.0106054	.0106045	.0123734	.0035353	.0035356
Total	100	100	100	100	100	100

In Table 3, all information on the different dimensions of difficulties was combined to obtain an indicator for the proportion of children who reported any of the above difficulties, regardless of the severity of the difficulty. The table shows the proportion of children who reported any of these difficulties, regardless of whether it is mild, moderate of severe. Further, the table shows that 4,251 children in the sample reported some form of difficulty, which corresponds to 3.56% of all children aged 3 to 16. By gender a slightly higher percentage of girls reported having any difficulty (3.66%); this is statistically significant at 5% level than for boys (3.43%).

Table 3: Difficulties as reported by Gender

Any Difficulty	Male	Female	Total
No	49,527	65,620	115,147
	96.57	96.34	96.44
Yes	1,760	2,491	4,251
	3.43	3.66	3.56
Total	51,287	68,111	119,398

Table 4 further disaggregates this data to show the proportion of boys and girls with any difficulty in each of the different Provinces. Here strong regional differences are evident. In Islamabad a higher proportion of children were reported to have difficulties, while the lowest proportion was in Punjab.

Table 4: Data disaggregated by Gender and Region

	Tribal Areas		Islamabad		KP		Punjab	
	b	colpct	b	colpct	b	colpct	b	colpct
Male								
No	7733	96.21749	565	92.32026	16546	95.87993	24593	97.24012
Yes	304	3.782506	47	7.679739	711	4.120067	698	2.759875
Total	8037	100	612	100	17257	100	25291	100
Female								
No	12184	95.89925	683	91.55496	22202	95.4268	30436	97.3049
Yes	521	4.100748	63	8.44504	1064	4.573197	843	2.695099
Total	12705	100	746	100	23266	100	31279	100
Total								
No	19917	96.02256	1248	91.89985	38748	95.61977	55029	97.27594
Yes	825	3.977437	110	8.100147	1775	4.380229	1541	2.724059
Total	20742	100	1358	100	40523	100	56570	100

By education status, results (Table 5) show that around three-quarters of children are enrolled in school (74.12%), while the rest (21.83%) have never been enrolled and 4.05% have dropped out. For the children with any difficulty, 4.63% have dropped out compared to 4.03% of children who do not have any difficulty. However, a slightly lower proportion of children who have any difficulty have never been enrolled (20.7%) compared to children who do not have any difficulty (21.87%). These differences are statistically significant, in particular with respect to children who have dropped out, those currently enrolled and those never enrolled.

Table 5: Reported difficulties and Education Status

	Any Difficulty		
Education Status	No	Yes	Total
Never Enrolled	25,189	880	26,069
	21.87	20.7	21.83
Dropped Out	4,641	197	4,838
	4.03	4.63	4.05
Currently Enrolled	85,322	3,174	88,496
	74.1	74.66	74.12
Total	115,152	4,251	119,403

Again, with respect to the values above, we find large regional variations, as reported in Table 6. In KP-Newly Merged Districts, for instance, only 57.8% of children without difficulties are currently enrolled, but 68.7% of children with a difficulty are enrolled. In Islamabad, the pattern is the opposite, with 86.4% of children with no difficulties enrolled in school and 64.5% of children with a difficulty not enrolled. For KP and Punjab there are no differences between the proportion of children who are enrolled according to whether they were reported as having any difficulties or not.

Table 6. Reported difficulties, education status and regional variation

	Tribal Areas		Islamabad		KP		Punjab	
	b	colpct	b	colpct	b	colpct	b	colpct
NO Difficulties								
Never Enrolled	7577	38.04288	135	10.81731	9335	24.09094	8088	14.69664
Dropped Out	822	4.127128	34	2.724359	1459	3.765258	2315	4.206567
Currently Enrolled	11518	57.82999	1079	86.45833	27955	72.1438	44630	81.0968
Total	19917	100	1248	100	38749	100	55033	100
A DIFFICULTY								
Never Enrolled	210	25.45455	24	21.81818	442	24.90141	204	13.23816
Dropped Out	48	5.818182	15	13.63636	43	2.422535	91	5.905256
Currently Enrolled	567	68.72727	71	64.54545	1290	72.67606	1246	80.85659
Total	825	100	110	100	1775	100	1541	100
TOTAL								
Never Enrolled	7787	37.54218	159	11.70839	9777	24.12644	8292	14.65691
Dropped Out	870	4.194388	49	3.608247	1502	3.706446	2406	4.252837
Currently Enrolled	12085	58.26343	1150	84.68336	29245	72.16711	45876	81.09025
Total	20742	100	1358	100	40524	100	56574	100

By the severity of the difficulty, we are not just interested if children had any difficulty, but whether this was mild, moderate or severe. In order to get better analytical power, the moderate and severe categories were merged into one. Table 7 shows the proportion of boys and girls with mild difficulties and moderate/severe difficulties. 470 boys (0.92%) and 654 girls (0.96%) were reported as having moderate/severe difficulties interestingly, while the proportion of girls with difficulties continues to be slightly higher, these differences are not statistically significant.

Table 7: Severity of difficulty and gender distribution

Severity of Difficulty	Male	Female	Total
No	49,527	65,620	115,147
	96.57	96.34	96.44
Mild	1,290	1,837	3,127
	2.52	2.7	2.62
Moderate/ Severe	470	654	1,124
	0.92	0.96	0.94
Total	51,287	68,111	119,398

Again, previously noted regional patterns are visible (Table 8). Islamabad reported a higher incidence of difficulties for boys and girls than other provinces. Importantly, girls in Islamabad reported higher incidence of moderate to severe difficulties (2.54%) than boys in this region (1.79%), and also in relation to any girls in other regions (1.53% in KP, for example).

Table 8: Severity of difficulty, gender and regional variation

	Tribal Areas		Islamabad		KP		Punjab	
	b	colpct	b	colpct	b	colpct	b	colpct
Male								
No	7733	96.21749	565	92.32026	16546	95.87993	24593	97.24012
Mild	252	3.135498	36	5.882353	463	2.682969	539	2.131193
Moderate/Severe	52	.6470076	11	1.797386	248	1.437098	159	.6286821
Total	8037	100	612	100	17257	100	25291	100
Female								
No	12184	95.89925	683	91.55496	22202	95.4268	30436	97.3049
Mild	434	3.415978	44	5.898123	706	3.034471	653	2.087663
Moderate/Severe	87	.6847698	19	2.546917	358	1.538726	190	.6074363
Total	12705	100	746	100	23266	100	31279	100
Total								
No	19917	96.02256	1248	91.89985	38748	95.61977	55029	97.27594
Mild	686	3.307299	80	5.891016	1169	2.884781	1192	2.107124
Moderate/Severe	139	.6701379	30	2.209131	606	1.495447	349	.6169348
Total	20742	100	1358	100	40523	100	56570	100

School enrolment by the severity of difficulty shows that little over one quarter (25.44%) of children with moderate/severe difficulties have never been to school (see Table 9). This compares with 21.87% of children with no difficulties who have never been to school. In terms of dropout, 4.18% of children with moderate/severe difficulties have dropped out, 4.8% of children with mild difficulties have dropped out and 4.03% of children with no difficulties have dropped out. Finally, 70% of children with moderate/severe difficulties are enrolled, in contrast to 76.21% of children with mild difficulties and 74.1 % of children with no difficulties. These differences are statistically significant.

Table 9: Severity of disability and educational status

	Severity of Difficulty		
Educational Status	No	Mild	Moderate/ Severe
Never Enrolled	25,189	594	286
	21.87	19	25.44
Dropped Out	4,641	150	47
	4.03	4.8	4.18
Currently Enrolled	85,322	2,383	791
	74.1	76.21	70.37
Total	115,152	3,127	1,124
	100	100	100

Children with moderate/severe difficulties in Islamabad, KP and Punjab are less likely to be enrolled and more likely to having never been enrolled than children with no difficulties (Table 10). In Islamabad and Punjab, children with moderate/severe difficulties are more likely to drop out than children with no difficulties (and the drop out estimate is substantially larger). In KP-Newly Merged Districts, children with difficulties, whether mild or moderate/severe, are more likely to be enrolled in school than children with no difficulties, which highlights an interesting contrast in relation to other regions.

Table 10: Regional variations in enrolment and dropout rates

	Tribal Areas		Islamabad		KP		Punjab	
	b	colpct	b	colpct	b	colpct	b	colpct
No								
Never Enrolled	7577	38.04288	135	10.81731	9335	24.09094	8088	14.69664
Dropped Out	822	4.127128	34	2.724359	1459	3.765258	2315	4.206567
Currently Enrolled	11518	57.82999	1079	86.45833	27955	72.1438	44630	81.0968
Total	19917	100	1248	100	38749	100	55033	100
Mild								
Never Enrolled	167	24.34402	15	18.75	266	22.75449	146	12.24832
Dropped Out	45	6.559767	11	13.75	31	2.651839	63	5.285235
Currently Enrolled	474	69.09621	54	67.5	872	74.59367	983	82.46644
Total	686	100	80	100	1169	100	1192	100
Moderate/Severe								
Never Enrolled	43	30.93525	9	30	176	29.0429	58	16.61891
Dropped Out	3	2.158273	4	13.33333	12	1.980198	28	8.022923
Currently Enrolled	93	66.90647	17	56.66667	418	68.9769	263	75.35817
Total	139	100	30	100	606	100	349	100
Total								
Never Enrolled	7787	37.54218	159	11.70839	9777	24.12644	8292	14.65691
Dropped Out	870	4.194388	49	3.608247	1502	3.706446	2406	4.252837
Currently Enrolled	12085	58.26343	1150	84.68336	29245	72.16711	45876	81.09025
Total	20742	100	1358	100	40524	100	56574	100

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اثر ASER PAKISTAN 2018

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STORIES FROM THE FIELD

Dukki, Balochistan
Syed Tanzeem

In a small village of Dukki (a newly emerged district of Balochistan) alongside the unpaved paths and in between the steep slopes of the plateaus, I went to conduct the ASER survey. As I proceeded with the survey exercise, I had the opportunity to meet some amazing people and encounter pleasant experiences. After knocking several times at a door, a man with a sturdy frame came to greet us. After learning who we are and our intention for assessing all the children present in the household, he got past his initial reluctance to let us assess his children and readily supported us through the process.

Amina was 10 years old and was really excited to be a part of the assessment. She read the story without any mistakes and was able to answer both questions pertaining to the story correctly. I asked her which school she goes to, to which she replied that she does not attend any school because there is no school for girls nearby, but her father lets her to go to the boys' school often with her brothers. I immediately told Amina's father, that a bright girl like her needs to be admitted to a proper school where she can continue her studies. He replied, "I do not want to put my daughter's life at risk. I really wanted her to pursue education but this area is quite underdeveloped, with very poor educational facilities leaving us with no choice. But I still ensure that her brothers share their school lessons with her and teach her to read and write as it's her basic right."

Feeling sorry for the child, I left the house with a very heavy heart thinking there must be at least one school for girls in every village to encourage them to acquire education. Amina's father was nevertheless an inspiration, to witness that in such a remote area, he is still supporting her daughter in every way possible for a bright future!

Muzaffargarh, Punjab
Roha Batool

We were in "Laal Wah", a distant village of Multan, to monitor ASER survey exercise. Our first step was to go and see a government primary school which was just a building with two classrooms and a veranda with no boundary walls or a playground. There we met 26-year old Rukhsana Begum who was the only government teacher appointed to teach children from class one to five. When we introduced ASER and shared the purpose of our visit, she expressed, "It's the first time that somebody has visited this school to conduct a survey".

She mentioned that she has been teaching in the school for the last three years. In the beginning, she noticed that parents were uninterested in sending their children to school. Due to the poor infrastructure, they did not feel comfortable and safe. She struggled hard to get the children to the school by visiting the community and convincing parents door to door. She not only worked on increasing enrollment but also worked really hard to improve the learning levels of children. She took us to the classrooms and we found children properly seated reading their books. They also sang a beautiful poem for us. These children, without even any kind of facility, were there to study because of the dedication of Rukhsana Begum who did everything to make the school functional.

Rukhsana Begum is serving as a beacon of light for all the teachers who are striving hard to make a difference in their community. We left the school hoping that teachers like her will definitely bring a change in the years to come. We will surely have children bearing good qualities such as honesty and dedication (like their teacher) along with good learning levels.

Thatta, Sindh
Hafsa Alvi

On a Sunday morning, my colleagues and I went to monitor ASER trainings in Thatta, which is 2 hours from Karachi city. I have always loved Thatta for its historical significance and beautiful lakes. It was my first month as a Research Associate at ITA and I was excited to go on my first monitoring trip. It was a group of 5 people, two representatives from our partner organization and three representatives from ITA attended this monitoring session.

Given that we were only two hours away from Karachi, I imagined the village to have all the facilities of a little town, including water, electricity, gas and infrastructure. To my surprise, the first village we visited looked similar to what a remote village in Pakistan looks like, devoid of all such facilities. It was hard to believe that this was located just a few kilometers from Karachi city, which was brimming with all basic necessities. We started walking in the village, and the first thing I noticed was the school building; it was the size of a standard classroom, with the bathroom in shambles. The door was locked and there was no sign around the facility to indicate that it was a school, just the name written on the wall with faint handwriting which was fading away. There were makeshift houses in the villages, with only some houses made of mud and cement.

Our team gathered at the first house, where all the women from the village came to welcome us. We sat on a mat on the floor and asked them about their life and their normal routine. They told us that their life was extremely difficult, in both summers and winters, since access to water was limited and there was no electricity. They also informed us that many politicians had made many promises about providing basic facilities but all of them had failed to deliver. We told them about ASER and why we were there, and then began our basic assessment. We monitored two assessments in this village. It was disheartening to see that students from this village did not know basic alphabets or number counting.

The Sindh Right to Education Act guarantees quality education to all children, whereas the Early Childhood Education Policy has been designed to cater to younger students from the beginning. If children in villages which are so close to Karachi city are being denied such facilities, then what can we expect from students in villages that are remote? The province of Sindh always takes the lead in implementing plans and acts, but when it comes to actual implementation, it normally takes a back seat and fails to deliver. It is time that the Sindh Government focuses on not only creating policies but also solid implementation plans so it can reach children like the ones in Thatta City.

Muzaffarabad, AJK
Wajiha Saqib

In the heart of the valley of Kashmir, surrounded by beautiful mountains, with the Neelum river flowing alongside the city, one falls in love with Muzaffarabad at first sight. That is exactly what I felt when I visited Muzaffarabad for the first time in my life, for conducting ASER provincial training. There was something about that city which mesmerized me, from the mountain tops to the love and affection of the people. But more than anything, it was the innocent souls in the school that I met during my field visit who made me realize how, we as a nation, have failed them.

The primary school I visited with my team of master trainers was surrounded by mountains and greenery. With so much beauty around, the place which should have been a hub for growth and happiness for these children, told another story. It was painful to see that in the chilly fall weather, these innocent children were wearing torn uniforms. The basic infrastructure was in place, yet the diligent administrators of the school with high ambitions for their students, had a different story to tell. A story that was bleak, that demanded the authorities to help them and the students to achieve better.

We, as a nation, have made laws which make education the basic right of every student, yet we have failed to implement these laws. From laws to the realities of the classroom, we have been unable to deliver. This is what the primary school made me realize. Every day, the students, against all odds, hike up to the school to learn but the learning environment is not conducive for these children to reach their potential. There were no heating facilities. The walls of the classrooms were safe, and there was basic furniture, yet it was too cold to sit in those rooms and have a meaningful learning experience. There were basic toilet facilities but the water was cold. Many students did not have books and stationery.

As the master trainers conducted the survey with the students in the school, it could be seen that the children responded well, yet there was a lot of room for improvement. With limited facilities, it was difficult for these students to excel.

Muzaffarabad's primary school is a snapshot of what many schools face in Pakistan. Schools in far flung areas are hard to access and those who get access to it seldom get the facilities that are conducive to a sustainable learning environment. This is the sad reality of primary education in Pakistan. As we completed the survey training, and left the school, I realized that the purpose of ASER is to make the voices of these schools (with shabby facilities), these innocent students (with dreams of a better future), and these administrators (with determination to work for their communities) to be heard. I felt a duty towards these students, a duty towards this nation and a duty towards all such localities that need attention.

Education is a basic human right according to our constitution and it is our responsibility to ensure that every child gets this right. As I left Muzaffarabad, my commitment to my work was stronger and I had a new mission. For me, ASER was no longer just a survey, but a promise for a new and prosperous future for the children of Pakistan.

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ASER PAKISTAN 2018

Facilitated by SAFED

ABOUT THE SURVEY

SAMPLING METHODOLOGY: RURAL DISTRICTS

This year, the villages have been selected using the provisional village directory of the 2017 census. This has led to addition of some new districts (Balochistan and Gilgit-Baltistan) as well as villages. Earlier the villages were selected from village directory of 1998 census. This might explain the variation in the results for this year when compared to the results of previous years. The below sampling is only for 154 rural districts and does not contain information on urban. This year information has been collected on 21 urban districts and Pakistan Bureau of Statistics has provided technical assistance on urban sampling. The sampling note on urban and its results can be found in a separate report which is only for Urban districts. ASER 2018 has also collected information on disability prevalence with the help of a separate questionnaire designed by Real Centre, Cambridge University. The information on disability has only been gathered from Punjab, Islamabad-ICT, Khyber Pakhtunkhwa and KP-Newly Merged Districts. Results of that can be found in a separate note included in the beginning of the report.

Total Population: The total population of this survey consists of 154 rural districts of Pakistan.

Sampling Frame: Each district is provided with

A village list.

Data from the Population Census 2017 on the total number of households.

Total population of each village in the list.

Sample size and its Allocation:

Keeping in view the variability of the key variables, population distribution and field resources, a total sample of 600 households pertaining to 20 households from each village is being used.

Sample primary sampling units (PSUs) have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence.

The detailed allocation plan is shown below:

Number of Districts	Number of Villages per District	Number of Households per Village
154	30	20

Sample Design: A two stage sample design was adopted:

First stage: 30 villages selected using the provisional village directory of the 2017 census.

Second stage: 20 households are selected in each of the 30 selected villages.

Selection of Primary Sampling Units (PSUs): Villages of districts have been taken as PSUs:

Sample PSUs have been selected using probability proportional to size (PPS) method.

Every year, 20 villages from the previous year are retained and 10 new villages are added. Ten villages are dropped from the previous year's list and 10 new villages are added from the population census village directory. The 10 new villages are also chosen using PPS.

The 20 old villages and the 10 new villages give us a "rotating panel" of villages, which generates better estimates of changes.

Selection of Secondary Sampling Units (SSUs): Households have been treated as secondary sampling units (SSUs).

Based on actual households in each sample PSUs, 20 households have been selected.

We divide the village into four parts:

- In each of the four parts starting from the central location, every 5th household on the left hand-side is selected in a circular fashion till 5 households are selected from each part.

Selection of School

- 1 government school from each selected village (Mandatory)
- 1 private school from each selected village (Optional)

SURVEY METHODOLOGY

WHAT TO DO IN THE VILLAGE

Contact Village Elder: Introduce yourself to the village elder, councilor and/or other senior members of the Panchayat. As you walk to reach the village elder, Panchayat or Councilor, talk to different people and ask about the village. Tell them about ASER. This initial walking and talking may take more than an hour. Get the approximate number of households in the village from the Councilor.

HOW TO INTRODUCE ASER

It is important that ASER is introduced clearly and simply to the villagers. Following is a suggested way of explaining your purpose of visiting the village and the ASER survey:

Our team is doing a survey on quality of education in Pakistan called Annual Status of Education Report (ASER). We want to know if the children of age 3-16 are learning anything in the school or outside of it i.e. at home. We are conducting this research in more than 4,500 villages and in 154 districts of Pakistan and your village has been selected as one of them. We will also go to one government school here and one private school (if there is one in the area) to assess their standard. We will select 20 households in your village and ask children to read and do mathematic sums etc. This way you will also know the standard of education, and as we ask the government, the village should also come together to improve educational standards.

The next step is to identify the households:

- Talk to people: How many different hamlets/sections are in the village? Where are they lo cated? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? How many government and private schools are in the village? Tell them about ASER.

It is often helpful to first draw all the roads or paths coming into the village and going out of the village. It helps to first draw a rough sketch on the ground so that people around you can see what is being done. Mark hamlets, schools, households etc. with landmarks. With the help of the community members, identify different hamlets and their center point.

HOW TO SELECT HOUSEHOLDS

In the entire village, information will be collected for 20 randomly selected households.

Go to each hamlet/section. Try to find the central point in that habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 1st house, 6th house, 11th house, etc). Get information about the household and children following instructions in the next section.

- House Closed: If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as "House Closed". This household DOES NOT count as a surveyed household. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.

- No Response: If a household refuses to participate, note that down on your compilation sheet as "No Response". However, as above, this household DOES NOT count as a surveyed household. Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.

- No Children: If there are no children or no children in the age group of 3–16 years in a household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take all the relevant information like the name of the family head, age and education related information of the mothers, if any. Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.

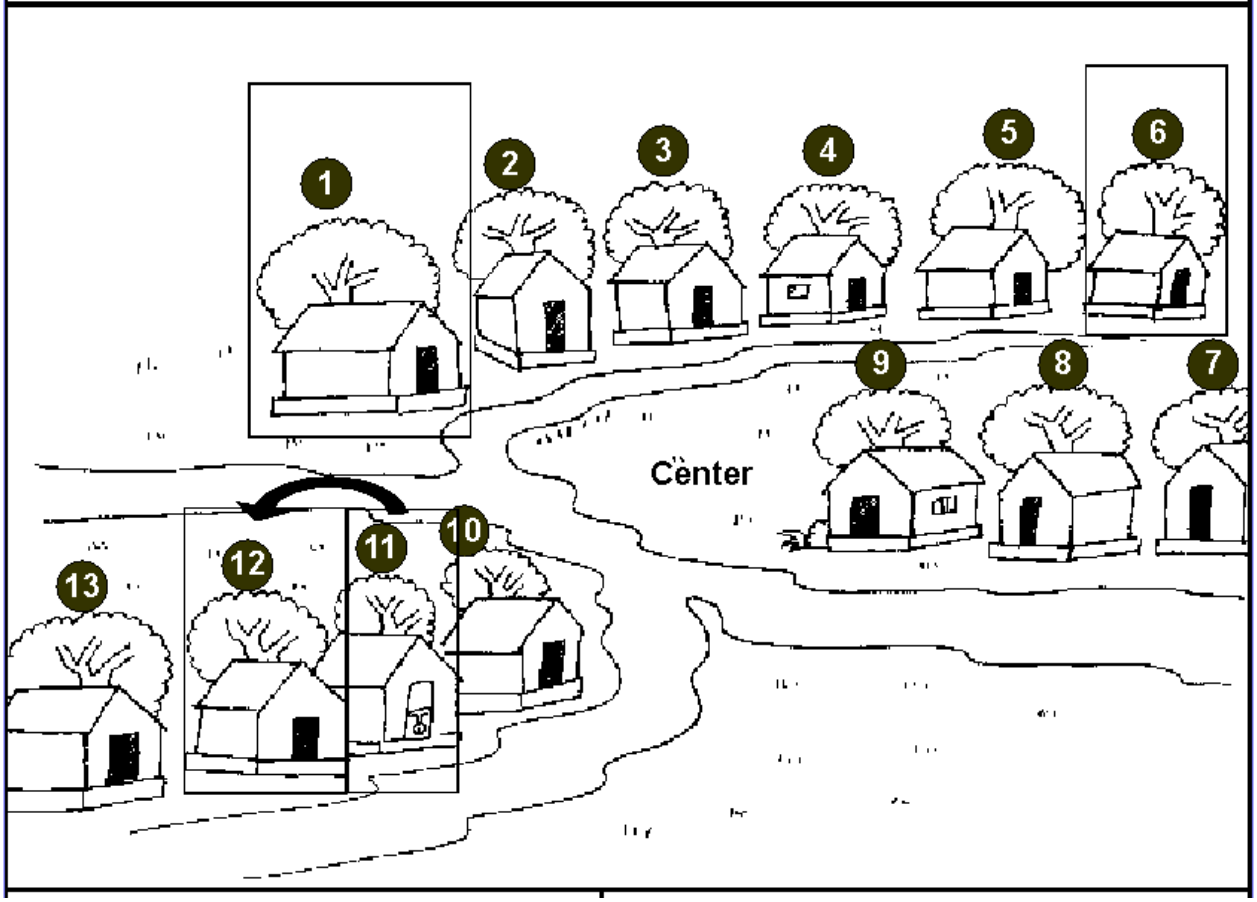
Stop after you have completed 5 households in each hamlet/section. If you have reached the end of the section before 5 households are sampled, go around again using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue the survey till you have 5 households in the section.

Now move to the next selected hamlet/section. Follow the same process.

Make sure that you go to households ONLY WHEN children are likely to be at home. This means that the day of the household survey should be a Sunday or a holiday.

If every house is turning out to be a No Response house, think about your team and strategy. It may be because there are two male members going to the houses hence refused permission (as per local customs).

How to sample households in a hamlet in a village



Instructions:

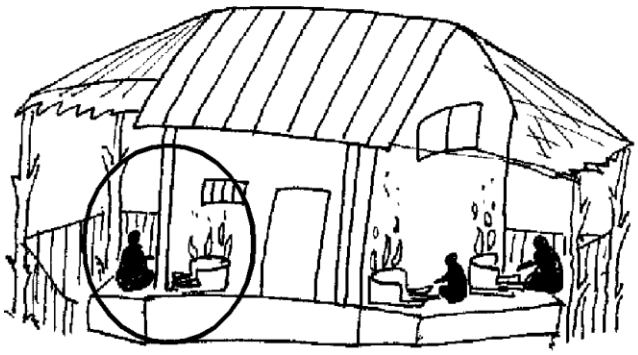
1. Find central point in a hamlet. Stand facing the dwellings.

2. Survey every **5th HH** (household) occurring on the **Left Hand Side**.

3. In case of a locked HH or if there is nobody at home, note that down as '**House Closed**' and move to the next open house.

4. If a HH refuses to participate, note that down as '**No Response**' and move to the next HH.

5.If there are no children or no children in the



In the 5th HH ask how many 'chulhas/kitchens' are there? If there are more than 1, then randomly select any one of the 'chulhas/kitchens'. After completing survey in this house proceed to the next 5th HH.

age group of 3 -16 years in a HH but there are inhabitants, include that HH. **6.** If you reach the end of the hamlet before five (5) HHs are sampled, go around again using the "every 5th HH rule".	

WHAT TO DO IN EACH HOUSEHOLD

Basics of the household sheet: Following is some basic information required to be filled in the household sheet before the start of the survey.

Household ID: Write the household number (e.g. 1, 2, 3,……..20)

Name of Family: Write down the name of **Family head.**

Total household members: Write down the **number of male and female members** eating from the same kitchen. This should also include children.

Date and Time: Write down the date, day, start & end time on the day of the survey visit.

Surveyors: Write down the names of the surveyors.

Village identification: Carefully fill out the relevant name of the village, tehsil/taluka, district and province.

In Each Sampled Household: We will note information about the household and all the children (3-16 years), their mother and father who live in the household on a regular basis.

Household with multiple kitchens: If there is more than one kitchen (chulhas) in the selected household, then randomly select any one of the kitchens in the household and record the total number of family members who eat from that chosen kitchen.

Children 3 to 4: On the household sheet, note down child's name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**

- Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.
- Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
- Also ask the enrolled children if they go to the specific school which you have/will be surveying.

Children 5 to 16: On the Household sheet, note down child's name, age, gender and all other details.

- Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
- If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.

- Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).

- Also ask the enrolled children if they go to the specific school which you have/will be surveying.
- **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

- **Parents' Education: Following information regarding parents education will also be recorded**
    - Total number of Children (0-16) and (17 and above)
    - Whether mother and/or father have gone to school
    - Mother and/or father's education (highest class completed)
    - Do not take information if the father is deceased.

Out of school children (drop outs and never enrolled children)

- Ask for the last class that the dropped out child passed and the reason for dropping out (such as law and order, poverty, flood, school building shifted by government or others).

- Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

OTHER THINGS TO REMEMBER:

- **Non-resident children**: Do not survey children who are visiting their relatives and friends in the sampled village.

- **Older children**: Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like "children".

- **Children out of the village:** If there are children in the family but who are not present in the village during the survey, do not take their details.

- **Mothers under or 16 years of age**: Often in villages, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age of 5 to 16 years, and they will also be tested in all three assessments.

*Many children may come up to you and want to be included in the process out of curiosity. Do not discourage these children. You can interact with them. But concentrate on the fact that data must be noted down **ONLY** for children from households that have been randomly selected.*

Household Indicators: All information on household indicators is to be recorded based, as much as possible, on observation and evidence. However, if for some reason you cannot observe it note down what is reported by the household. This information is being collected in order to link education status of the child with household economic conditions.

Type of house the child lives in: Types of houses are defined as follows:

Kutcha House: The walls and/or roof of which are made of material other than those mentioned here, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
Semi - Pucca house: A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.
Pucca House: A pucca house is one, which has walls and roof made of the following material.
Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc. Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.

House Ownership: Mark yes or no regarding the ownership of the house.

Electricity Connection: Mark yes or no by observing if the household has wires/electric meters and fittings or not.

Television (TV) in the household: Mark yes if the household has a TV set otherwise mark No.

Computer/Tablet/Laptop: Mark yes if the household has Computer/Tablet/Laptop otherwise mark No.

Mobile/Smart Phone in the household: Mark yes if the household has a mobile/smart phone. We are only collecting information on functional mobile/smart phones and not looking at PTCL telephone, landline or V-phones.

Do you use: Mark yes if the household is using SMS or WhatsApp services and no if otherwise.

Solar Panel: Mark yes if the household has a solar panel otherwise mark no.

Vehicle owned by the households (mention in numbers): Mention the number under the label “car” and “motorbike” if it is owned by the household.

Perception to be potential hindrances to achieve educational goals: Mark any three options opted by the children aged 6-16 years.

HOW TO TEST READING?

Start Here

Sentences

Ask the child to read any paragraph. Listen carefully as to how s/he reads. S/he may read slowly.

However, as long as the child reads the text like a sentence and not like a string of words, mark her/him as a 'sentence' level child.

If the child stops very often while reading the sentence or has difficulty with more than 4 words in the sentence or reads it as a string of words than show her/him the list of words.

If the child reads the sentences fluently and with ease, then ask her/him to read the story.

Words

Ask the child to read any 5 words from the word list. Let the child choose the words themselves. If s/he does not choose, then point out words to her/him.

If s/he can correctly read at least 4 out of 5 words with ease, then ask her/him to try to read the paragraph again.

S/he will be marked at the 'words' level if s/he can correctly read words but is still struggling with the paragraph.

Story

Show the child the story. If s/he can read fluently and with ease, then mark her/him as a child who can read a story. The child who has been able to read a story, should be asked two questions about the story and be marked accordingly.

If she is unable to read the story fluently and stops a lot, mark her/him as a child who is at the sentence level.

If s/he cannot correctly read at least 4 out of 5 words she chooses, then show her/him the list of letters.

Letters

Ask the child to read any 5 letters from the list. Let her/him choose the letters. If s/he does not choose then point out letters to her/him.

If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again.

If s/he can read 4 out of 5 letters but cannot read words, then mark her/him as a child who 'can read letters'.

If s/he cannot read 4 out of 5 letters correctly, then mark her as a child as a 'beginner'.

How to test Arithmetic?

Start Here

Subtraction

Show the child the subtraction problems. S/he can choose, if not you can point.

Ask her/him to write and solve the problems. Observe to see if s/he does it in the correct written numerical form.

Ask her/him to do a second one.

If s/he cannot do both subtraction problems, then give her/him the number recognition (100-200) task.

Number Recognition (100-200)

Point one by one to at least 5 numbers. Child can also choose.

Ask her/him to identify the numbers.

If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 100-200.

If s/he cannot recognize 4 out of 5 numbers from 100-200, then give her/him the number recognition 10-99 task.

Number Recognition (10-99)

Point one by one to at least 5 numbers. Child can also choose.

Ask her/him to identify the numbers.

If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 10-99.

If s/he cannot recognize 4 out of 5 numbers from 10-99,then give her/him the number recognition 1-9 task.

Number Recognition (1-9)

Point one by one to at least 5 numbers. Child can also choose.

Ask her/him to identify numbers.

If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 1-9'

If not then mark her/him at the level 'nothing'.

If s/he does both the subtraction problems correctly, ask her/him to do a division problem.

Division (2 digit by 1 digit)

Show the child the division problems. S/he can choose one out of the rest.

Ask her/him to write and solve the problem.

Observe and see if s/he is able to correctly solve the problem, and then mark her/him as a child who can do 'division'.

If s/he is unable to solve a division problem correctly, mark her/him as a child who can do 'subtraction'.

How to test English?

Start Here

Capital Letters

Point one by one to at least 5 letters. Ask the child to identify the letters.

If s/he correctly recognizes 4 out of 5 capital letters then show her/him the list of small letters.
If s/he reads capital letters but is struggling with identifying small letters, then mark her/him as a child who can read 'capital letters'.

If s/he is unable to recognize 4 out of 5 capital letters from the list, then mark her/him under the category 'nothing'.

Small Letters

Point one by one to at least 5 letters. Ask her/him to identify the letters.

If s/he can recognize 4 out of 5 small letters with ease, then show her/him the list of words.

If s/he reads small letters but is struggling with words, then mark her/him as a child who can read 'small letters'

Words

Point one by one to at least 5 words. Ask her/him to identify words.

If s/he correctly reads 4 out of 5 words, then show her/him the list of sentences.

If s/he reads words but is struggling with reading sentences, then mark her/him as 'word' level child.

Sentences

Ask her/him to read the 4 sentences. If s/he reads all 4 correctly, then mark her/him at the 'sentence level'.

Bonus Questions

Meaning of the words are only to be asked from children who are at word or sentence level. If the child is able to tell the meanings of 4 out of 5 words he has read, mark the child as "yes" ; if not, mark as "no".

Meaning of the sentences should only be asked from children who are at sentence level. If the child can read at least 2 out of the 4 sentences fluently, than ask the child to translate the sentence into his/her local language. If the child can translate the sentences, mark him/her as a "yes", otherwise mark him/her as a "no" child.

How to test General Knowledge?

ENGLISH

This section should only be asked from children who are at "Word" level on English Tool. This assesses students for their cognitive level of knowledge and understanding skills.

a) Ask the child to see the picture and then ask two questions from the child. Mark "yes" if the child answer correctly, otherwise mark as "no".

b) Ask the child to complete the sentences by identifying the picture of the items drawn on the sample. If a child answers any two correctly, mark him/her "yes", otherwise "no".

ARITHMETIC

Ask all children aging 5-16 to attempt the "Math" section of the General Knowledge tool. The child should be asked to pick the largest number in question 1.

In question 2 and 3, ask the child to solve the word problems. The surveyor can read the questions to the child.

If a child attempts the questions correctly, mark him/her as a "yes" child, otherwise mark as "no".

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS:

Mention the name of the Target Village on the top.

Visit any **government school** in the village with classes from Class 1 to 10 or High School. If there is no High school in the village, then go to a middle school. In case middle school is not available then go to a primary school. In the top box of the Observation Sheet, tick according to the school type. If there is no government school in the village, **then go to the nearest Government School located in a nearby village.**

If a village has a Boy's High School and a Girl's High School, preference should be given to the girl's school.

Meet the Head Master/Head Mistress (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and take the following information:

Record the name of the School, name of the village, name of Tehsil/Taluka, District/Agency and the Province.

Tick the respective box for type of school i.e. High, Middle, Primary or Others.

Tick type of school (by enrollment):

- Boys and Girls School
- Boys only School
- Girls only School

Tick Medium of School

- English
- Urdu
- Pashto
- Sindhi
- Or any other medium

EMIS/BEMIS/SEMIS Code: write the EMIS/BEMIS/SEMIS code of the school.

Write down school since (Establishment Year).

If it is a private school, as if the school is affiliated with any NGO.

Note the **Time of Entry** into the school and **Time of Exit** from School.

Date of visit: write the date of survey

Day of visit: write the day of survey

Name of surveyors: write the names of both surveyors

Does the school have special children enrolled? By special we refer to those children who have some sort of disability such as of sight, hearing, walking, speaking etc. Tick the Yes or No box accordingly.

If there are any special children enrolled in the school, mention if there are any special facilities for those children.

When at the school, ask the Head Master/Mistress for the **enrollment register** or any official document on enrollment in that school.

What to do in Government/Private School?

Children's Enrollment & Attendance: *(Section I)*

1. ASK for the registers of all the Classes and fill in the **enrollment. If there is more than one section for same class,** add the enrollment of all the sections and write accordingly.
2. Make sure the HM has introduced you to the teacher. If not, introduce yourself and ASER. Request for his/her permission to collect information on the classroom.
3. MOVE AROUND the class/area where children are seated and take down their attendance **class-wise** by **counting** them YOURSELF. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class-wise. Please note that you should **only** COUNT those children who are physically present in the class.
4. You can fill this information after you have collected all information from school records and registers. But make sure you do the head count of children enrolled in the school yourself also.
5. Ask head teacher about school fee, separately for each class and record it in the relevant box.

Class Room Observations (Observe and Ask if required): (Section II)

1. This section is to be filled for Class 2 and Class 8 only (in case of a primary school, do class 2 only). If there is more than one section for a class, then randomly choose any one. Write down the Class with whom these classes are sitting.
2. Is there a usable black/white board in the class? Yes/No – write yourself on the black/white board to find out.
3. OBSERVE if children have their textbooks at least of one subject, ask the children to show English textbook or that of Urdu to make a correct assessment.
4. Apart from the textbooks, OBSERVE if there is any other supplementary material (e.g. books, charts on the wall, board games, etc.) in the room. Mark accordingly for each class you observe.
5. OBSERVE where the Class is sitting (room, verandah, outdoor) and fill accordingly.

General Comments: (Section III Govt. School Sheet & Section IV Pvt. School Sheet)

Write any general comments/observations that you noted while observing the school. Use back side of sheet for more comments/observations.

Teachers: (Section IV – Govt. School Sheet & Section III –Pvt. School Sheet)

1. Request the Head Teacher to provide you with information on teachers in the school. Collect and note down information on:

    a. Number of sanctioned teaching posts *(Only for Government school).*
    b. Number of teachers appointed.
    c. Regular/Government teachers (do not include the Head Master/Mistress).
    d. Contract/Para teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), NGO etc. mark that separately.
    e. Number of Teachers present on the day of the survey.
    f. Number of Teachers living in this village, if applicable.

g. Also ask each category of teachers (Head Teacher, regular teachers, para-teachers) whether they reside in the village or a neighboring village. Count the number of teachers residing in the same visited village and write this number in the observation sheet.

No. of Qualified Teaching Staff: (Section V – Govt. School Sheet & Section VI - Pvt. School Sheet)

Qualifications of teachers should be incorporated separately in the form of their:

- Educational Levels i.e. Below Matric, Matric, FA/F.Sc, BA, B.Sc, MA/M.Sc, M.Phil or any other. Count teachers for their respective highest educational level and mention the count in the respective boxes.
- Professional Qualification i.e. none, CT, PTC, B.Ed, M.Ed, Others etc. Count teachers for their respective professional qualifications and mention the count in the respective boxes.

Note: Total numbers of teachers must be equal to total number of appointed teachers.

No. of Teachers who got training in the last year (July 2017 – To Date): (Section VI – Govt. School Sheet)

This requires you to enlist number of teachers who got any training in the previous year. See the date mentioned above to count what is meant by one year. If yes, determine the time period for the training e.g. None, less than 15 days, 15-30 days, and more than 30 days.

Facilities in the School: (Section VII – Govt. School Sheet & Pvt. School Sheet)

Count yourself and write down:

Total numbers of rooms in the school
Number of rooms used for classes

Tick the relevant:

Drinking facility available and being used by children
Is there a complete school boundary wall/fence?
Toilet available and being used by children. You need to check the functionality and also observe if children are using the toilet present in the school or are they using staff toilet or one available in the mosque for example. Ask children.
Does the school have library books?
Can you see the library books?
Is there any playground?
Does the school have an electricity connection?
Is there a science Laboratory available in the school?
Is there a computer lab for students?
Does the school have internet?
Does the school have smart boards?
Does the school have solar panels?

Page No 2 (Only for Government School Sheet)

Record Name of the School, name of the village, name of Tehsil/Taluka, District/Agency and the Province.
Record Name of Head Teacher/Principal, School phone number and Head Teacher/Principal mobile number.
The Head Master should be requested to provide information for this section. In the absence of the Head Master, ask Senior Most teacher OR the person who is in charge of the school to provide information for this section.

SMC/SC/PTA Information:(Section VIII– Govt. School Sheet)

Is SMC/SC/PTA/PTC/PTSMC active? Yes or No
Write the total number of members.
Write the number of active members.
Write amount in bank
Write last meeting date

School Fund Information:(Section IX – Govt. School Sheet)

1. For this section, note down information from July 2017 to June 2018.
2. Get funds information for **SMC/SC/PTA/PTC/PTSMC FUNDS, FAAROG-E-TALEEM FUND, TUCK SHOP FUND, RENT FOR CYCLE STAND, AND SCHOOL CONSTRUCTION.** You can write down the name of other source of funds in the additional space given if there are any**.**
3. Ask if the school got a fund. If yes, then note down the amount and when this fund was received, write down the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the fund in the future, then mark "no".
4. If the fund was received ask if the school has spent the entire fund. Yes, No, Do not know.
5. There are instructions under this section asking where the school fund was spent. Mark which is relevant.
6. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

School Fund Information: (Section X – Govt. School Sheet)

This section is similar to section IX other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2018 to date of survey.

School Fund Information:(Section XI and Section XII – Govt. School Sheet)

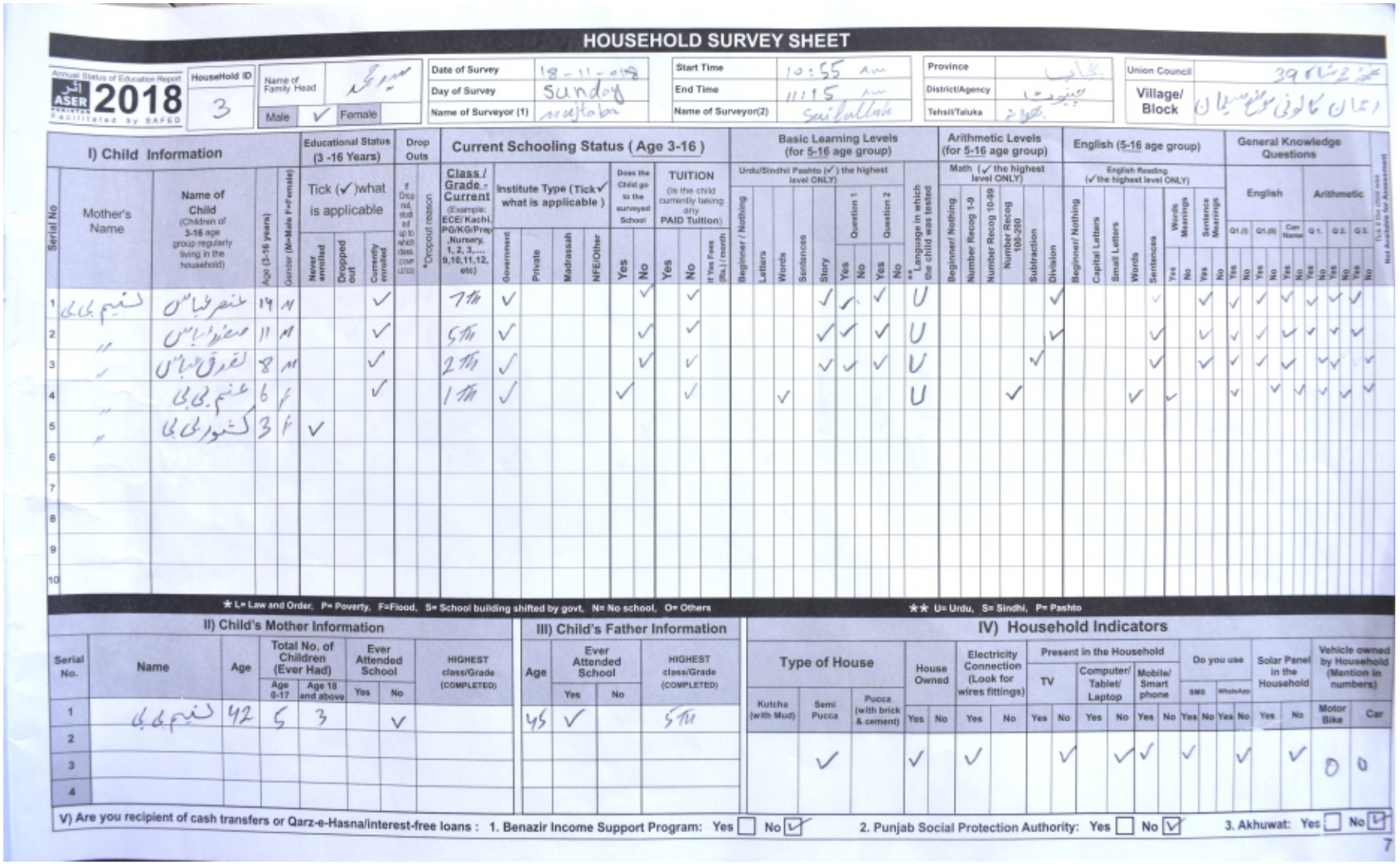
Below the fund section, also mark the relevant fields that inquire whether the fund was spend on utilities such as class room construction, school uniform, repair of computer etc.

Only for Private School Sheet

School Fund Information: (Section V – Pvt. School Sheet)

1. For this section, note down information for July 2017 to June 2018 and July 2018 to date.
2. Write down the name of the person who provided the information.
3. If the school gets any funds from Government/ Private Individual/NGO, mark yes or no accordingly.
4. If the school got a fund, then note down the **amount** and when this fundwas received, write down the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the Fund in the future, then mark "no". Also write the name of the Department/Organization giving the fund.
5. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

   Note the **time of exit** from the school.



HOUSEHOLD SURVEY SHEET

Annual Status of Education Report — ASER PAKISTAN 2018 — Facilitated by SAFED

HouseHold ID: 3

Name of Family Head: [illegible] — Male ✓ / Female

Date of Survey: 18-11-2018 | Day of Survey: Sunday | Name of Surveyor (1): Mujtaba

Start Time: 10:55 AM | End Time: 11:15 AM | Name of Surveyor(2): Saifullah

Province: [illegible] | District/Agency: [illegible] | Tehsil/Taluka: [illegible]

Union Council: [illegible] | Village/Block: [illegible]

I) Child Information

Serial No	Mother's Name	Name of Child (Children of 3-16 age group regularly living in the household)	Age (3-16 years)	Gender (M=Male F=Female)	Educational Status (3 -16 Years) Tick (✓) what is applicable: Never enrolled	Dropped out	Currently enrolled	Drop Outs: If Dropped out, studied up to which class (COMPLETED)	*Dropout reason	Current Schooling Status (Age 3-16): Class / Grade - Current (Example: ECE/ Kachi, PG/KG/Prep, Nursery, 1, 2, 3,.... 9,10,11,12, etc)	Institute Type (Tick ✓ what is applicable): Government	Private	Madrassah	NFE/Other	Does the Child go to the surveyed School: Yes	No	TUITION (Is the child currently taking any PAID Tuition): Yes	No	If Yes Fees (Rs.) / month
1	[illegible]	[illegible]	14	M			✓			7th	✓					✓		✓	
2	〃	[illegible]	11	M			✓			5th	✓					✓		✓	
3	〃	[illegible]	8	M			✓			2nd	✓					✓		✓	
4	〃	[illegible]	6	F			✓			1st	✓				✓			✓	
5	〃	[illegible]	3	F	✓														
6																			
7																			
8																			
9																			
10																			

Serial No	Basic Learning Levels (for 5-16 age group) Urdu/Sindhi/ Pashto (✓) the highest level ONLY: Beginner / Nothing	Letters	Words	Sentences	Story	Question 1: Yes	No	Question 2: Yes	No	**Language in which the child was tested	Arithmetic Levels (for 5-16 age group) Math (✓ the highest level ONLY): Beginner/ Nothing	Number Recog 1-9	Number Recog 10-99	Number Recog 100-200	Subtraction	Division	English (5-16 age group) English Reading (✓ the highest level ONLY): Beginner/ Nothing	Capital Letters	Small Letters	Words	Sentences	Words Meanings: Yes	No	Sentence Meanings: Yes	No	General Knowledge Questions: English Q1.(i) Yes	No	Q1.(ii) Yes	No	Can Name Yes	No	Arithmetic Q 1. Yes	No	Q 2. Yes	No	Q 3. Yes	No	Tick if the child was Not Available for Assessment
1					✓	✓		✓		U						✓					✓		✓		✓		✓		✓		✓		✓		✓		
2					✓	✓		✓		U						✓					✓		✓		✓		✓		✓		✓		✓		✓		
3					✓	✓		✓		U					✓						✓		✓		✓		✓		✓		✓		✓		✓		
4			✓							U				✓						✓	✓			✓		✓		✓		✓		✓		✓		
5																																						
6																																						
7																																						
8																																						
9																																						
10																																						

★ L= Law and Order, P= Poverty, F=Flood, S= School building shifted by govt, N= No school, O= Others

★★ U= Urdu, S= Sindhi, P= Pashto

II) Child's Mother Information

Serial No.	Name	Age	Total No. of Children (Ever Had) Age 0-17	Age 18 and above	Ever Attended School Yes	No	HIGHEST class/Grade (COMPLETED)
1	[illegible]	42	5	3		✓	
2							
3							
4							

III) Child's Father Information

Age	Ever Attended School Yes	No	HIGHEST class/Grade (COMPLETED)
45	✓		5th

IV) Household Indicators

Type of House: Kutcha (with Mud)	Semi Pucca	Pucca (with brick & cement)	House Owned: Yes	No	Electricity Connection (Look for wires fittings): Yes	No	Present in the Household: TV Yes	No	Computer/ Tablet/ Laptop Yes	No	Mobile/ Smart phone Yes	No	Do you use: SMS Yes	No	WhatsApp Yes	No	Solar Panel in the Household: Yes	No	Vehicle owned by Household (Mention in numbers): Motor Bike	Car
	✓		✓		✓			✓		✓	✓		✓			✓		✓		0	0

V) Are you recipient of cash transfers or Qarz-e-Hasna/interest-free loans : 1. Benazir Income Support Program: Yes ☐ No ☑ 2. Punjab Social Protection Authority: Yes ☐ No ☑ 3. Akhuwat: Yes ☐ No ☑

7

Government School Observation Sheet

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ASER Pakistan 2018
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GOVERNMENT SCHOOL OBSERVATION SHEET

Instructions: Visit any government school first preference to High School then Middle and then Primary. If there is no government school in the village, then visit nearest Government School. Meet Head Master (In absence of the HM, meet the senior most teacher of the school). Documents required: Enrollment/ Attendance register.

Target Village: موضع سیلمان

Name of School: گورنمنٹ گرلز ایلیمنٹری سکول موضع سیلمان | Village/Block: موضع سیلمان | Tehsil/Taluka: Chowana | District/Agency: Chiniot | Province: Punjab

From which Class to which Class. (Tick any one): Class 1 to 5 | Class 1 to 8 ✓ | Class 1 to 10 | Others

Type of School (Tick any one): Boys & Girls School | Boys Only School | Girls Only School

Medium of School (Tick any one): English Medium | Urdu Medium ✓ | Pashto Medium | Sindhi Medium | Other

EMIS/BEMIS/SEMIS Code: 334010579

School Established Year: 1988

Date of visit: 17-11-2018 | Day of visit: Saturday | Arrival Time: 11:30am | Departure Time: 1:00pm | Surveyor (1): Mujtaba | Surveyor (2): Saifullah

Does the school have special children enrolled? Yes ☐ No ✓ | If yes, are there any special facilities for those children?

(I) Children's Enrollment & Attendance	ECE/Class Kachi (When Relevant)	Class Paki (When Relevant)	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Total Boys	Total Girls
Children's enrollment (Take from register yourself)	41		40	28	32	27	13	11	10	13				215
Children's attendance Today*(Head Count)	32		32	22	27	23	13	8	10	11				178
School Fee (Per Month)	20		20	20	20	20	20	20	20	20				

*Note: Take a headcount of children in the room. If merged groups, ask the children of each class to raise their hands separately and then count accordingly.

(IV) Teachers	No. of Sanctioned posts	No. of Appointed Teachers	No. of Teachers Present Today (On the day of survey Physically)	No. of Teachers residents of THIS Villages
Head Teacher	1	1	1	
Regular Govt. Teachers (Doesn't include Head Teacher)	9	7	6	
Para/Contract teachers (appointed by Panchayat or VEC/PTA/SMC/SC)				

(V) No. of Qualified Teaching Staff

Education	Below Matric	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
			1	1	6		

Professional	None	PTC	CT	B.Ed	M.Ed	Other
			1	6	1	

(VI) No. of Teachers who got training with in last year (July 2018 - Till date)

None	Less then 15 days	15-30 days	More then 30 days
✓			

(II) Class Room Observations
(Observe yourself) If the class has many sections, choose any one.

Observe and tick the relevant box.	Class 2 Yes	Class 2 No	Class 8 Yes	Class 8 No
Are the children of this class sitting with children from any other class?		✓		✓
If yes, then with which class? (write)				
Is there a useable blackboard/white board for this class?	✓		✓	
Did most of the children (75%) have reading textbooks? (Ask children to show you their language textbooks and assess accordingly)	✓		✓	
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?	✓		✓	
Where were they seated (tick one) — Classroom	✓		✓	
Where were they seated (tick one) — Verandah				
Where were they seated (tick one) — Outdoor				

(III) Comments

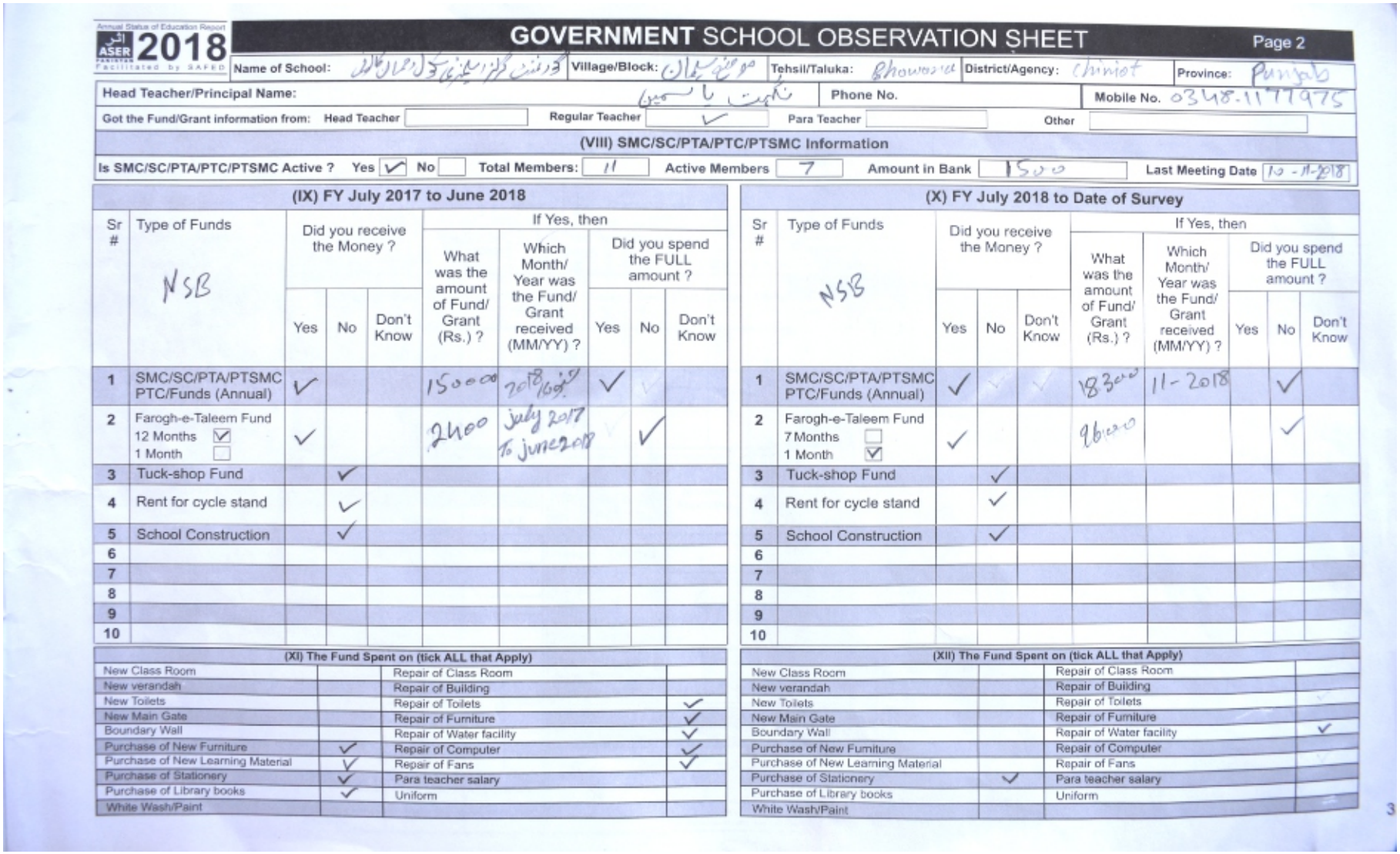
The school condition is very best totaly rooms are and All facilities available in school. The teachers were not well trained.

For more comments use the back side of the page.

(VII) Facilities in the School (From Observation)

	Yes	No
Total number of rooms in the school (count yourself).	10	
Total number of Class rooms in the school being currently used by the children (count yourself)	8	
Tick where relevant		
Is there a useable drinking water facility for the children in the school?	✓	
Is there complete boundary wall/fence?	✓	
Is there a useable toilet / latrine for the children?	✓	
Does the school have any library books?	✓	
Is there a playground in the school?		✓
Does the school has an electricity connection?	✓	
Is there a science laboratory?		✓
Is there a computer lab?	✓	
Does the school has an internet connection?	✓	
Does the school have smart boards?	✓	
Does the school have solar panels?		✓

2



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GOVERNMENT SCHOOL OBSERVATION SHEET

Page 2

Name of School: [illegible] | Village/Block: [illegible] | Tehsil/Taluka: Bhowana | District/Agency: Chiniot | Province: Punjab

Head Teacher/Principal Name: [illegible] | Phone No. | Mobile No. 0348-1177975

Got the Fund/Grant information from: Head Teacher [ ] Regular Teacher [✓] Para Teacher [ ] Other [ ]

(VIII) SMC/SC/PTA/PTC/PTSMC Information

Is SMC/SC/PTA/PTC/PTSMC Active ? Yes [✓] No [ ] Total Members: 11 Active Members 7 Amount in Bank 1500 Last Meeting Date 10-11-2018

(IX) FY July 2017 to June 2018

Sr #	Type of Funds	Did you receive the Money?			If Yes, then				
	NSB	Yes	No	Don't Know	What was the amount of Fund/ Grant (Rs.) ?	Which Month/ Year was the Fund/ Grant received (MM/YY) ?	Did you spend the FULL amount ? Yes	No	Don't Know
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	✓			15000	2018 16th	✓		
2	Farogh-e-Taleem Fund 12 Months [✓] 1 Month [ ]	✓			2400	July 2017 To June 2018		✓	
3	Tuck-shop Fund		✓						
4	Rent for cycle stand		✓						
5	School Construction		✓						
6									
7									
8									
9									
10									

(X) FY July 2018 to Date of Survey

Sr #	Type of Funds	Did you receive the Money?			If Yes, then				
	NSB	Yes	No	Don't Know	What was the amount of Fund/ Grant (Rs.) ?	Which Month/ Year was the Fund/ Grant received (MM/YY) ?	Did you spend the FULL amount ? Yes	No	Don't Know
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	✓			18300	11-2018		✓	
2	Farogh-e-Taleem Fund 7 Months [ ] 1 Month [✓]	✓			9600			✓	
3	Tuck-shop Fund		✓						
4	Rent for cycle stand		✓						
5	School Construction		✓						
6									
7									
8									
9									
10									

(XI) The Fund Spent on (tick ALL that Apply)

New Class Room		Repair of Class Room	
New verandah		Repair of Building	
New Toilets		Repair of Toilets	✓
New Main Gate		Repair of Furniture	✓
Boundary Wall		Repair of Water facility	✓
Purchase of New Furniture	✓	Repair of Computer	✓
Purchase of New Learning Material	✓	Repair of Fans	✓
Purchase of Stationery	✓	Para teacher salary	
Purchase of Library books	✓	Uniform	
White Wash/Paint			

(XII) The Fund Spent on (tick ALL that Apply)

New Class Room		Repair of Class Room	
New verandah		Repair of Building	
New Toilets		Repair of Toilets	
New Main Gate		Repair of Furniture	
Boundary Wall		Repair of Water facility	✓
Purchase of New Furniture		Repair of Computer	
Purchase of New Learning Material		Repair of Fans	
Purchase of Stationery	✓	Para teacher salary	
Purchase of Library books		Uniform	
White Wash/Paint			

3

Annual Status of Education Report
ASER 2018
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PRIVATE SCHOOL OBSERVATION SHEET

Instructions :Visit any private School, first preference to High School then Middle and then Primary, Meet Head Master (In absence of the HM, meet the senior most teacher of the school).
Documents required: Enrollment/ Attendance register.

Name of School:	**Village/Block:**	**Tehsil/Taluka:**	**District/Agency:**	**Province:**	

From which Class to which Class. (Tick any one): Class 1 to 5 ✓ | Class 1 to 8 | Class 1 to 10 | Others

Type of School (Tick any one): Boys & Girls School ✓ | Boys Only School | Girls Only School

School Established Year 2017

Date of visit 17-11-2018 **Day of visit** Saturday **Arrival Time** 2:00 **Departure Time** 3:30

Medium of School: English Medium | Urdu Medium ✓ | Pashto Medium | Sindhi Medium | Hafiz Quran+ General schooling | Other

Name of Surveyors (1) Mujtaba **Name of Surveyors (2)** Saifullah

Any NGO/Foundation affiliated with School ? Yes ☑ No ☐ **If "Yes" mention name:** PEF **Since (Year)** 2017

Does the school have special children enrolled ? Yes ☐ No ☑ If yes, are there any special facilities for those children ?

(I) Children's Enrollment & Attendance	Nursery/ LKG	Prep/ UKG	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Total Boys	Total Girls
Children's enrollment (Take from register yourself)	35	66	37	12	10	0	13						96	77
Children's attendance Today*(Head Count)		54	34	8	10		12						73	45
School Fee (Per Month)	~~550~~ 200	550	450	450	450		450							

*Note: Take a headcount of children in the room. If merged groups, ask the children of each class to raise their hands separately and then count accordingly.

(II) Class Room Observations

(Observe yourself) If the class has many sections, choose any one.

Observe and tick the relevant box.	Class 2 Yes	Class 2 No	Class 8 Yes	Class 8 No
Are the children of this class sitting with children from any other class?	✓			
If yes, then with which class? (write)	3			
Is there a useable blackboard/white board for this class?	✓			
Did most of the children (75%) have reading textbooks? (Ask children to show you their language textbooks and assess accordingly)	✓			
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?	✓			
Where were they seated (tick one) — Classroom	✓			
Verandah				
Outdoor				

(III) Teachers

	Number Appointed	Number Present Today (On the day of survey)	Number of teachers residents of THIS Village
Head Teacher	1	1	1
Regular Teachers (Doesn't include Head Teacher)	5	3	5
Community/ Part Time Teachers			

(IV) Comments

The condition of school is so bad.

For more comments use the back side of the page

(V) School FUND Information (Ask Headmaster this section. If absent, indicate who answered the section)

Who answered this section?(✓Tick relevant) Head Master ☑ Teacher ☐ Other ☐

	Jul 2017-Jun 2018 Yes	Jul 2017-Jun 2018 No	Jul 2018 - Till date Yes	Jul 2018 - Till date No
Did you get any FUNDS from Government/ Private individuals/NGO?	✓			✓
If Yes, what was the amount of this FUND (Annual) ?	897600			
In which month was this FUND received?	June 2018			
Name of Department/Organization	PEF			

(VI) No. of Qualified Teaching Staff

Education	Below Matric	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
		3	3				

Professional	None	PTC	CT	B.Ed	M.Ed	Other
	✓					

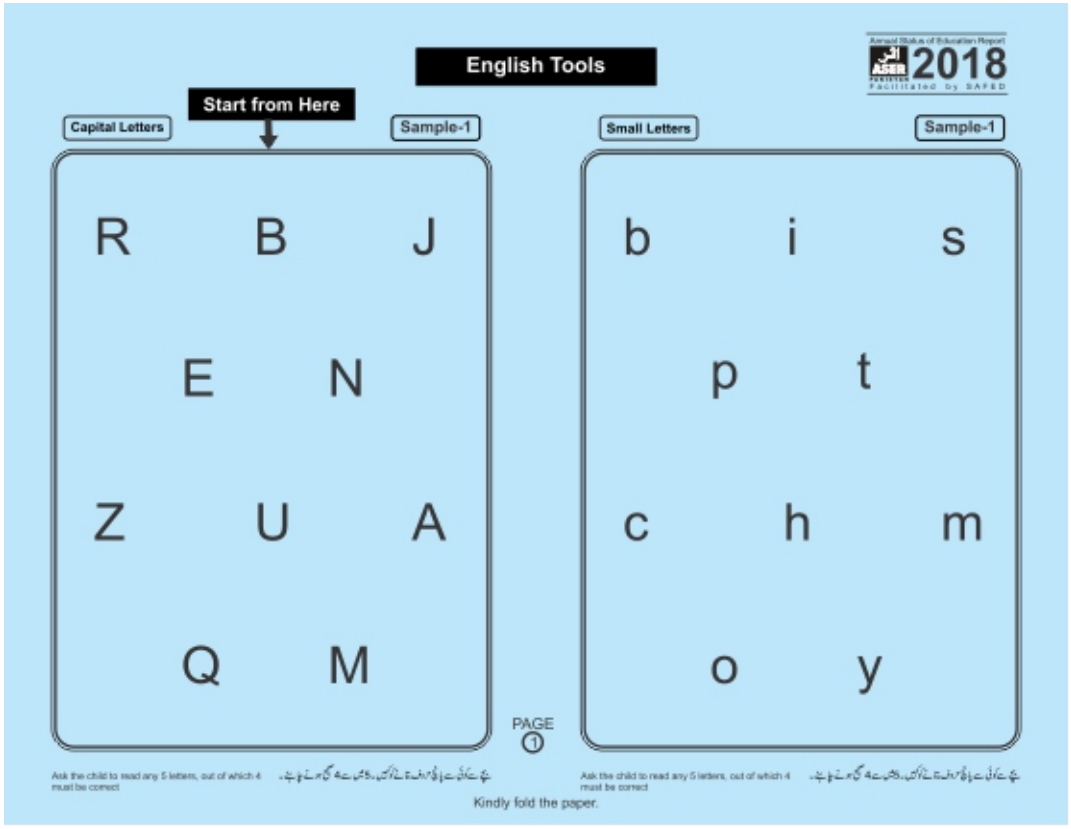
(VII) Facilities in the School (From Observation)

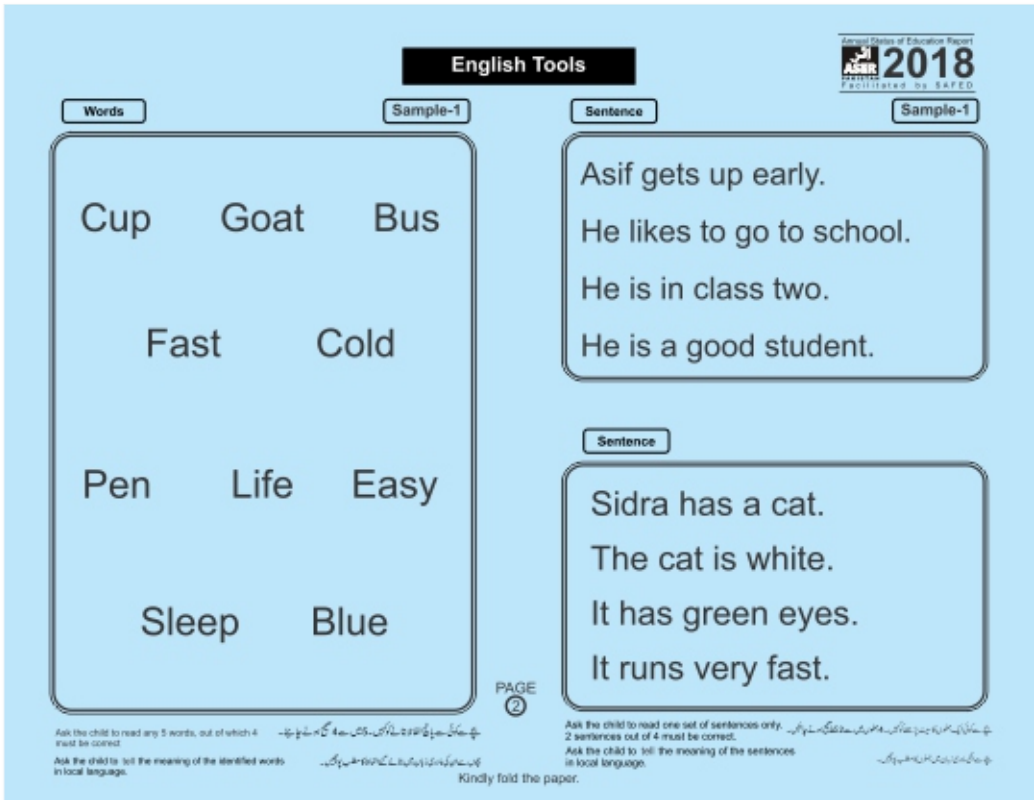
Total number of rooms in the school (count yourself).	6
Total number of Class rooms in the school being currently used by the children (count yourself)	4

Tick where relevant	Yes	No
Is there a useable drinking water facility for the children in the school ?	✓	
Is there complete boundary wall/fence?	✓	
Is there a useable toilet / latrine for the children?	✓	
Does the school have any library books?		✓
Is there a playground in the school?		✓
Does the school has an electricity connection?	✓	
Is there a science laboratory?		✓
Is there a computer lab?		✓
Does the school has an internet connection ?		✓
Does the school have smart boards?		✓
Does the school have solar panels?		✓

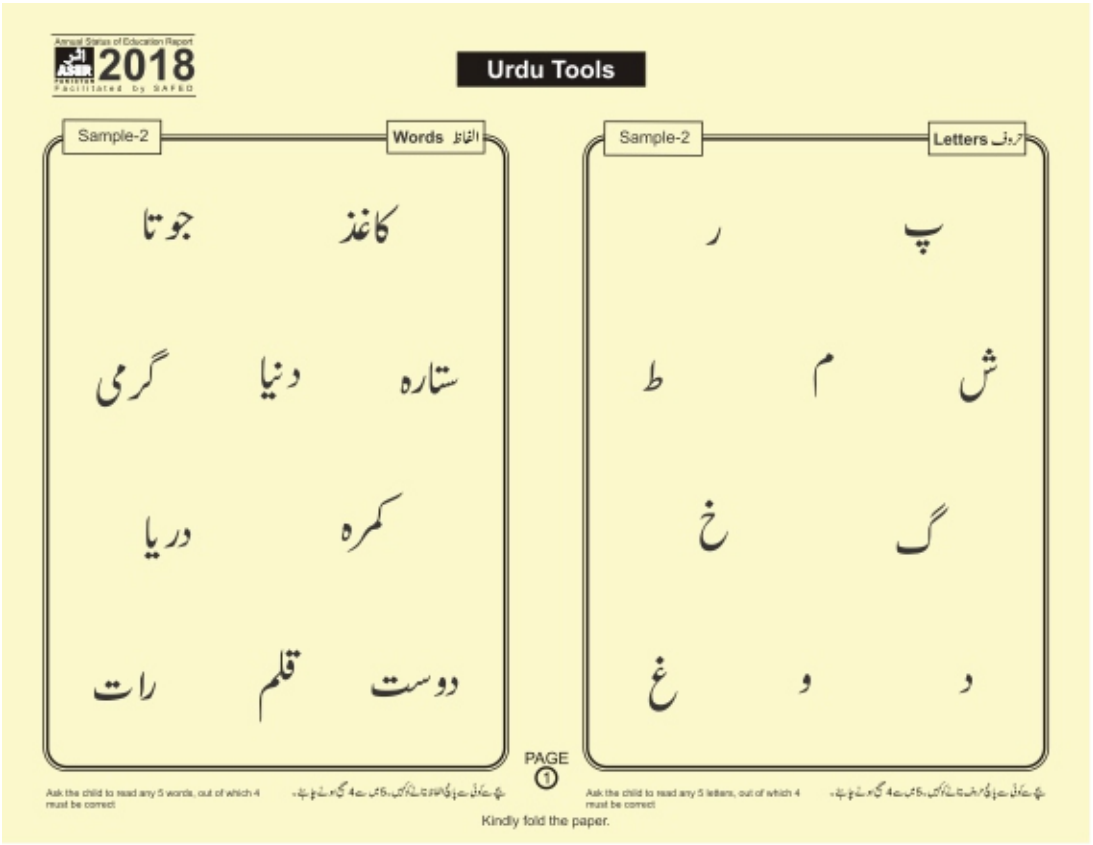
4

English Tools





Urdu Tools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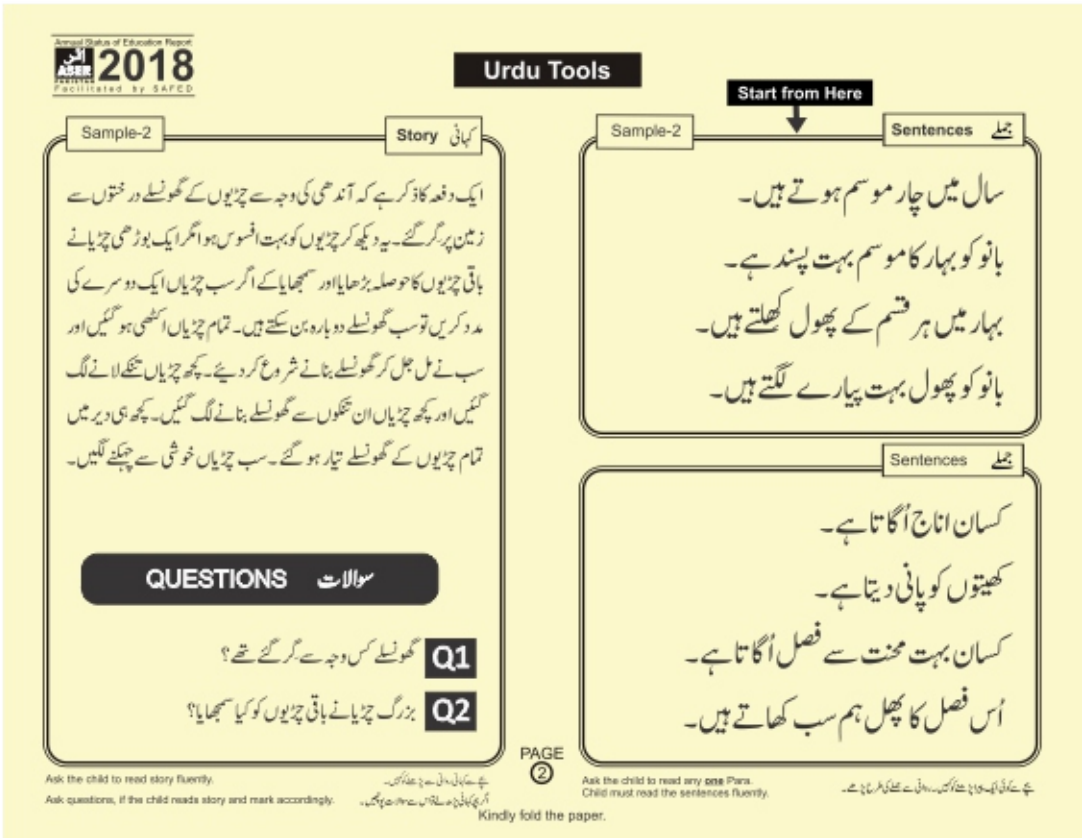
Urdu Tools
Sample-2
Words الفاظ
جوتا
کاغذ
گرمی
دنیا
ستارہ
دریا
کمرہ
رات
قلم
دوست
Ask the child to read any 5 words, out of which 4 must be correct
Sample-2
Letters حروف
پ
ر
ش
م
ط
گ
خ
د
و
غ
Ask the child to read any 5 letters, out of which 4 must be correct
PAGE 1
Kindly fold the paper.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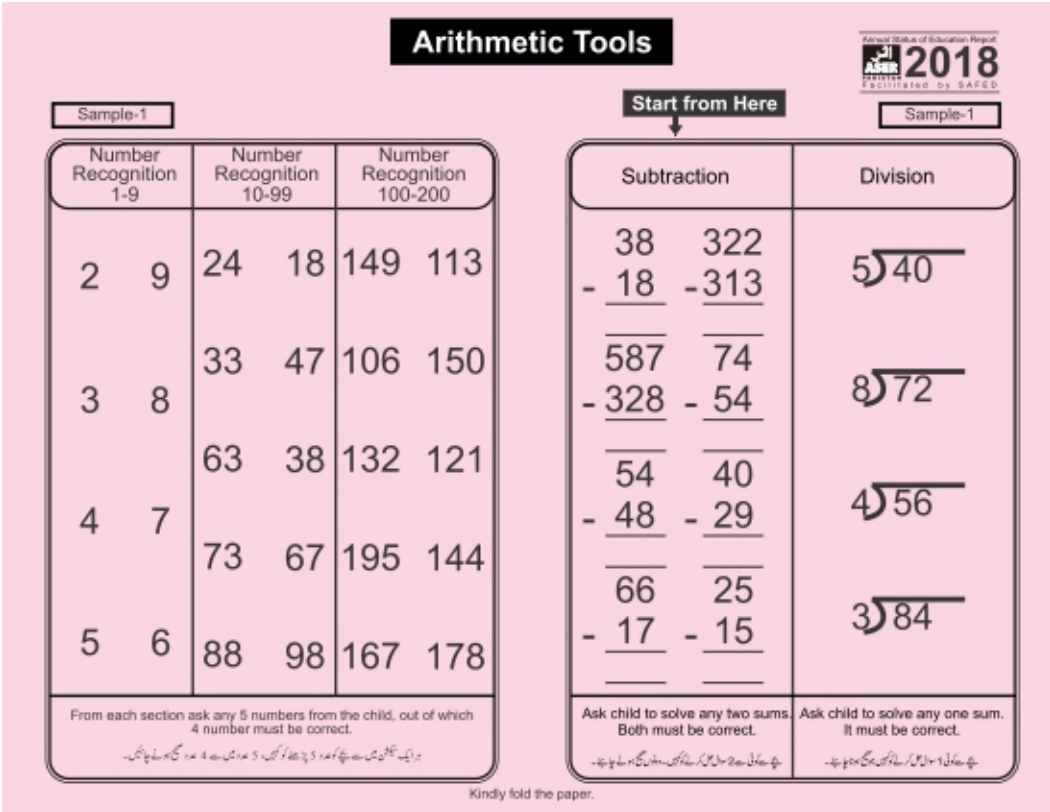
Urdu Tools
Start from Here
Sample-2
Story کہانی
ایک دفعہ کا ذکر ہے کہ آندھی کی وجہ سے چڑیوں کے گھونسلے درختوں سے زمین پر گر گئے۔ یہ دیکھ کر چڑیوں کو بہت افسوس ہوا مگر ایک بوڑھی چڑیا نے باقی چڑیوں کا حوصلہ بڑھایا اور سمجھایا کے اگر سب چڑیاں ایک دوسرے کی مدد کریں تو سب گھونسلے دوبارہ بن سکتے ہیں۔ تمام چڑیاں اکٹھی ہو گئیں اور سب نے مل جل کر گھونسلے بنانے شروع کر دیے۔ کچھ چڑیاں تنکے لانے لگ گئیں اور کچھ چڑیاں ان تنکوں سے گھونسلے بنانے لگ گئیں۔ کچھ ہی دیر میں تمام چڑیوں کے گھونسلے تیار ہو گئے۔ سب چڑیاں خوشی سے چہکنے لگیں۔
QUESTIONS سوالات
Q1 گھونسلے کس وجہ سے گر گئے تھے؟
Q2 بزرگ چڑیا نے باقی چڑیوں کو کیا سمجھایا؟
Ask the child to read story fluently.
Ask questions, if the child reads story and mark accordingly.
Sample-2
Sentences جملے
سال میں چار موسم ہوتے ہیں۔
بانو کو بہار کا موسم بہت پسند ہے۔
بہار میں ہر قسم کے پھول کھلتے ہیں۔
بانو کو پھول بہت پیارے لگتے ہیں۔
Sentences جملے
کسان اناج اُگاتا ہے۔
کھیتوں کو پانی دیتا ہے۔
کسان بہت محنت سے فصل اُگاتا ہے۔
اُس فصل کا پھل ہم سب کھاتے ہیں۔
Ask the child to read any one Para.
Child must read the sentences fluently.
PAGE 2
Kindly fold the paper.

Math Tool



Arithmetic Tools

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Sample-1

Start from Here

Sample-1

Number Recognition 1-9		Number Recognition 10-99		Number Recognition 100-200	
2	9	24	18	149	113
3	8	33	47	106	150
4	7	63	38	132	121
5	6	73	67	195	144
		88	98	167	178

From each section ask any 5 numbers from the child, out of which 4 number must be correct.

ہر ایک سیکشن میں سے بچے کو 5 پڑھنے کو کہیں، 5 عدد میں سے 4 عدد صحیح ہونے چاہئیں۔

Subtraction		Division
38	322	5)40
- 18	- 313	
587	74	8)72
- 328	- 54	
54	40	4)56
- 48	- 29	
66	25	3)84
- 17	- 15	

Ask child to solve any two sums. Both must be correct.

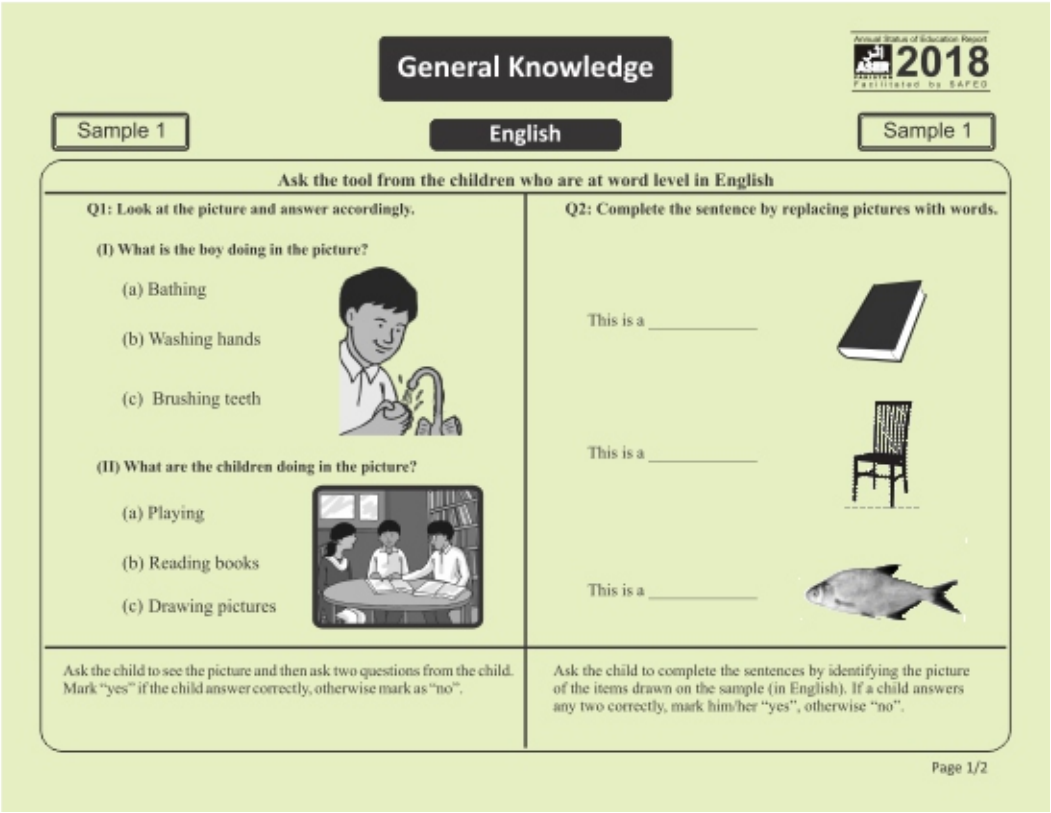
بچے سے کوئی 2 سوال حل کرنے کو کہیں۔ دونوں صحیح ہونے چاہئے۔

Ask child to solve any one sum. It must be correct.

بچے سے کوئی 1 سوال حل کرنے کو کہیں جو صحیح ہونا چاہئے۔

Kindly fold the paper.

General Knowledge Tool



General Knowledge

Annual Status of Education Report 2018 Facilitated by SAFED

Sample 1

English

Sample 1

Ask the tool from the children who are at word level in English

Q1: Look at the picture and answer accordingly.

(I) What is the boy doing in the picture?

(a) Bathing

(b) Washing hands

(c) Brushing teeth

(II) What are the children doing in the picture?

(a) Playing

(b) Reading books

(c) Drawing pictures

Ask the child to see the picture and then ask two questions from the child. Mark "yes" if the child answer correctly, otherwise mark as "no".

Q2: Complete the sentence by replacing pictures with words.

This is a _____

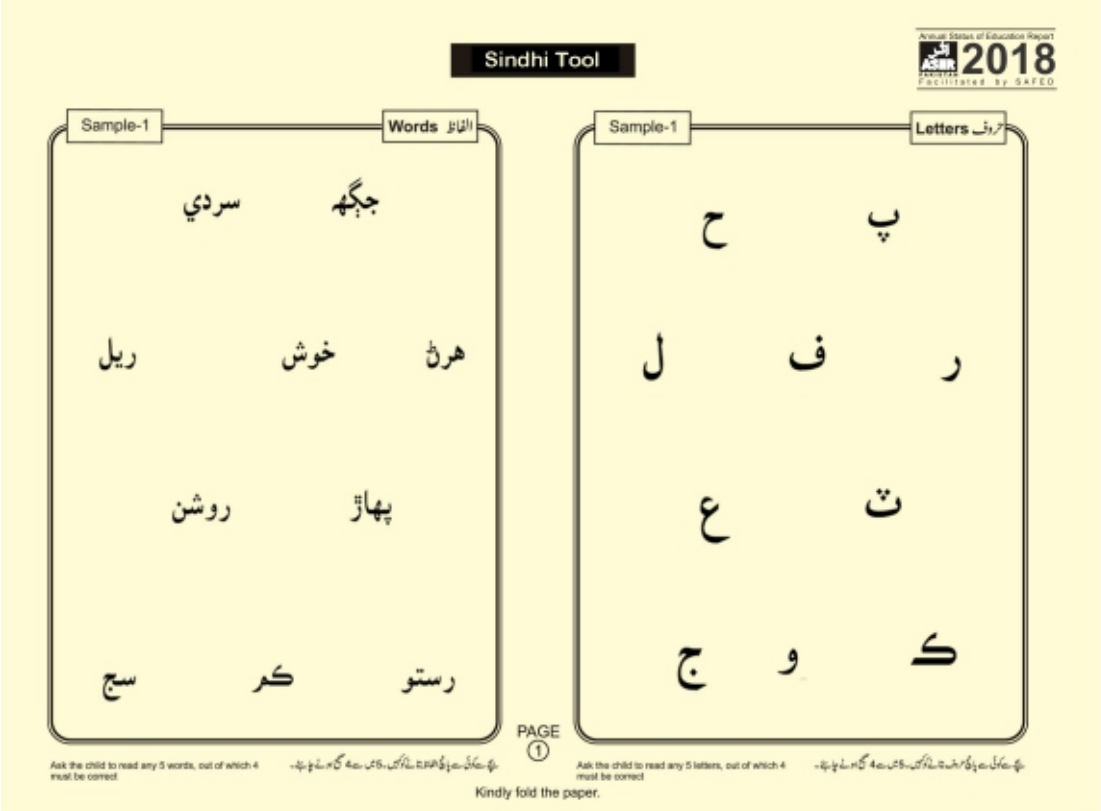
This is a _____

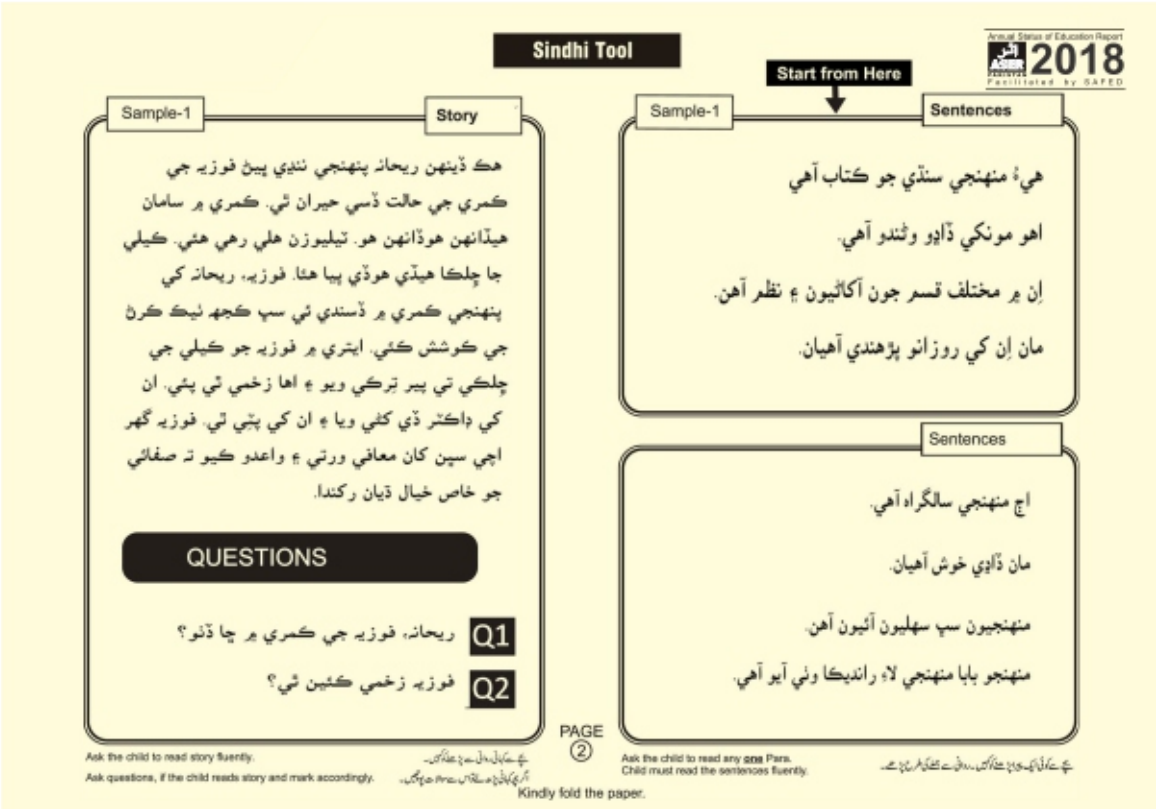
This is a _____

Ask the child to complete the sentences by identifying the picture of the items drawn on the sample (in English). If a child answers any two correctly, mark him/her "yes", otherwise "no".

Page 1/2

Sindhi Tool


Sindhi Tool
Annual Status of Education Report
ASER 2018
Facilitated by SAFED
Sample-1
Words الفاظ
جڳهه
سردي
هرڻ
خوش
ريل
پهاڙ
روشن
رستو
ڪم
سج
Sample-1
Letters حروف
پ
ح
ف
ل
ر
ٿ
ع
ڪ
و
ج
PAGE
①
Ask the child to read any 5 words, out of which 4 must be correct
Ask the child to read any 5 letters, out of which 4 must be correct
Kindly fold the paper.


Sindhi Tool
Annual Status of Education Report
ASER 2018
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Start from Here
Sample-1
Story
هڪ ڏينهن ريحانہ پنهنجي ننڍي پيڻ فوزيہ جي ڪمري جي حالت ڏسي حيران ٿي. ڪمري ۾ سامان هيڏانهن هوڏانهن هو. ٽيليوزن هلي رهي هئي. ڪيلي جا ڇلڪا هيڏي هوڏي پيا هئا. فوزيہ، ريحانہ کي پنهنجي ڪمري ۾ ڏسندي ئي سڀ ڪجهہ ٽيڪ ڪرڻ جي ڪوشش ڪئي. ايتري ۾ فوزيہ جو ڪيلي جي ڇلڪي تي پير ٽرڪي ويو ۽ اها زخمي ٿي پئي. ان کي ڊاڪٽر ڏي کڻي ويا ۽ ان کي پٽي ٿي. فوزيہ گهر اچي سڀن کان معافي ورتي ۽ واعدو ڪيو تہ صفائي جو خاص خيال ڏيان رکندا.
QUESTIONS
Q1
ريحانہ، فوزيہ جي ڪمري ۾ ڇا ڏٺو؟
Q2
فوزيہ زخمي ڪٿين ٿي؟
Sample-1
Sentences
هي، منهنجي سنڌي جو ڪتاب آهي
اهو مونکي ڏاڏو وٺندو آهي.
اِن ۾ مختلف قسم جون آڪائيون ۽ نظر آهن.
مان اِن کي روزانو پڙهندي آهيان.
Sentences
اڄ منهنجي سالگراه آهي.
مان ڏاڏي خوش آهيان.
منهنجيون سڀ سهليون آئيون آهن.
منهنجو بابا منهنجي لاءِ راندڪا ولي آيو آهي.
PAGE
②
Ask the child to read story fluently.
Ask questions, if the child reads story and mark accordingly.
Ask the child to read any one Para.
Child must read the sentences fluently.
Kindly fold the paper.

DISTRICT
TRAINING
WORKSHOP
ASER
2018

Annual Status of Education Report

اثر ASER 2018

PAKISTAN

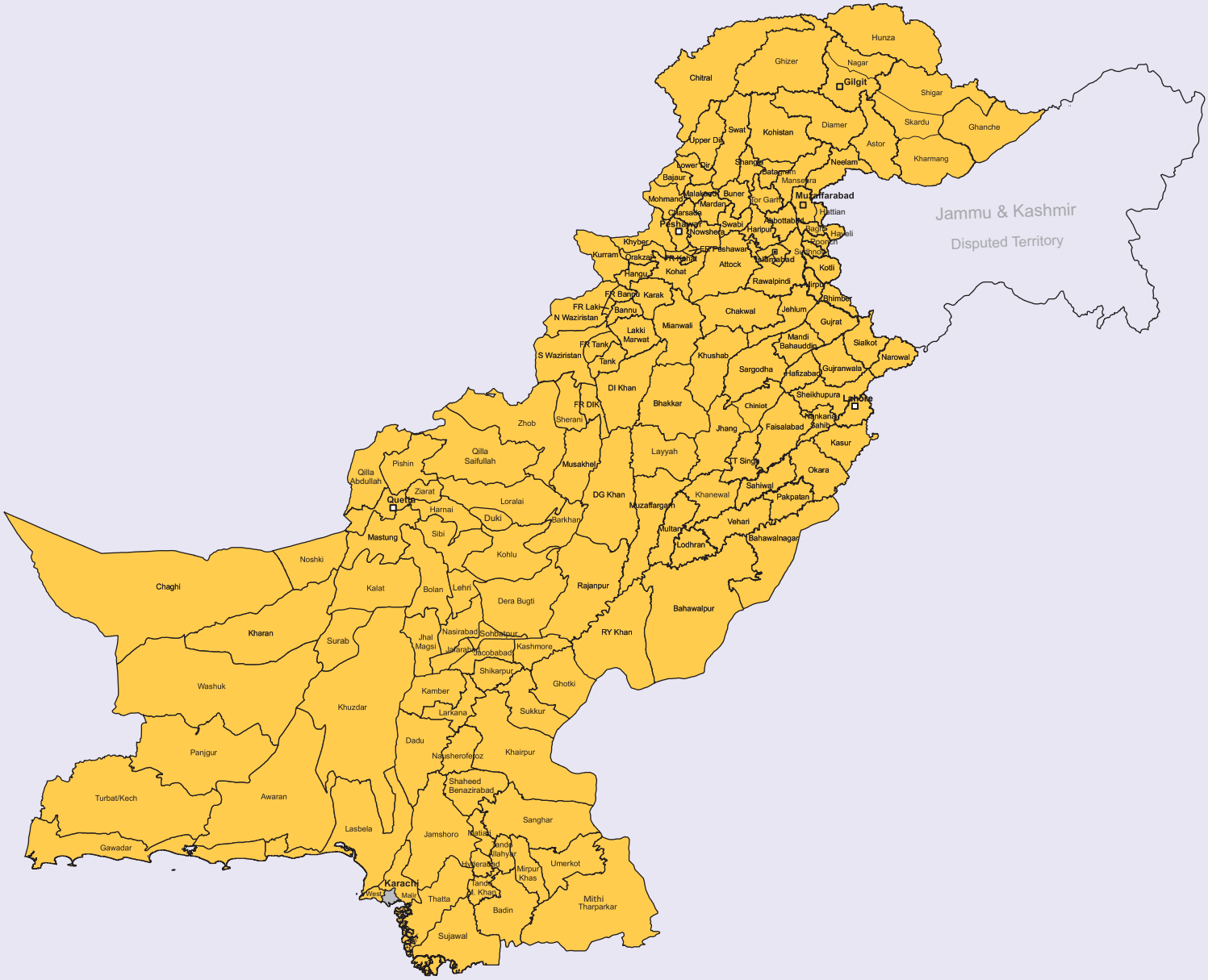
Facilitated by SAFED

FINDINGS NATIONAL (RURAL)

Scale and Scope

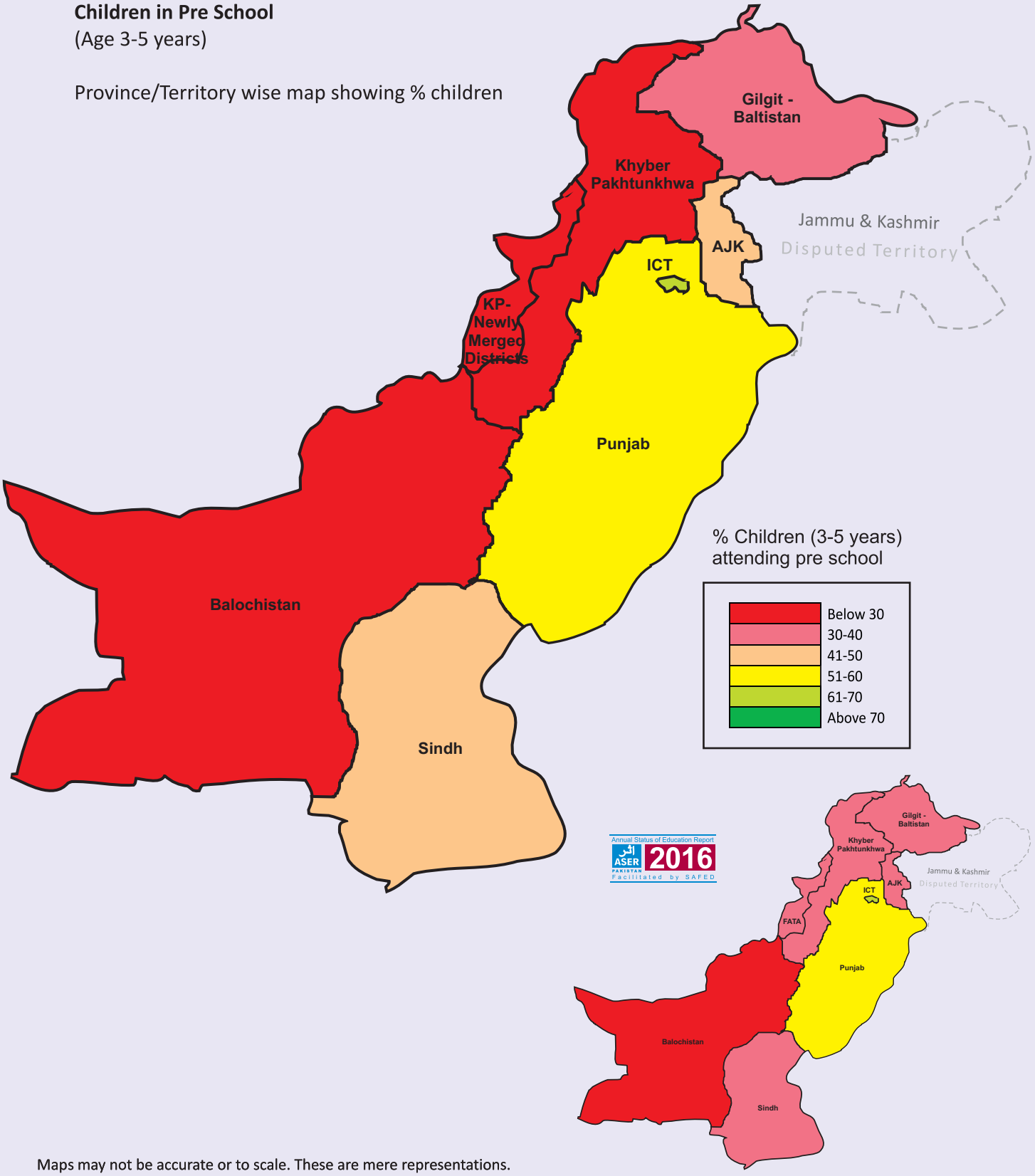
ASER 2018 conducted across 154 rural districts of Pakistan along with 21 urban centres.

Results on urban survey are presented in a separate report



Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children



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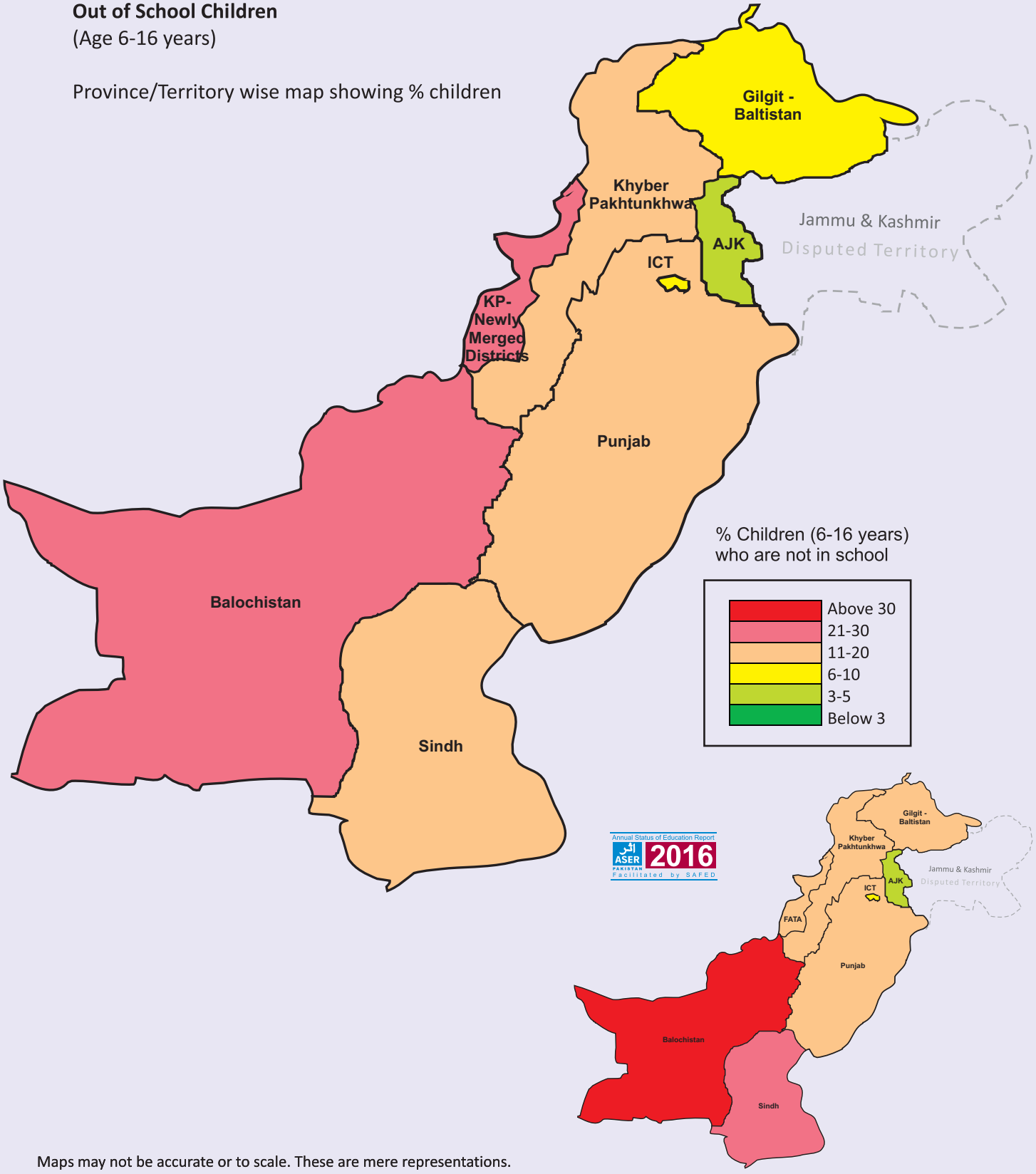
Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children



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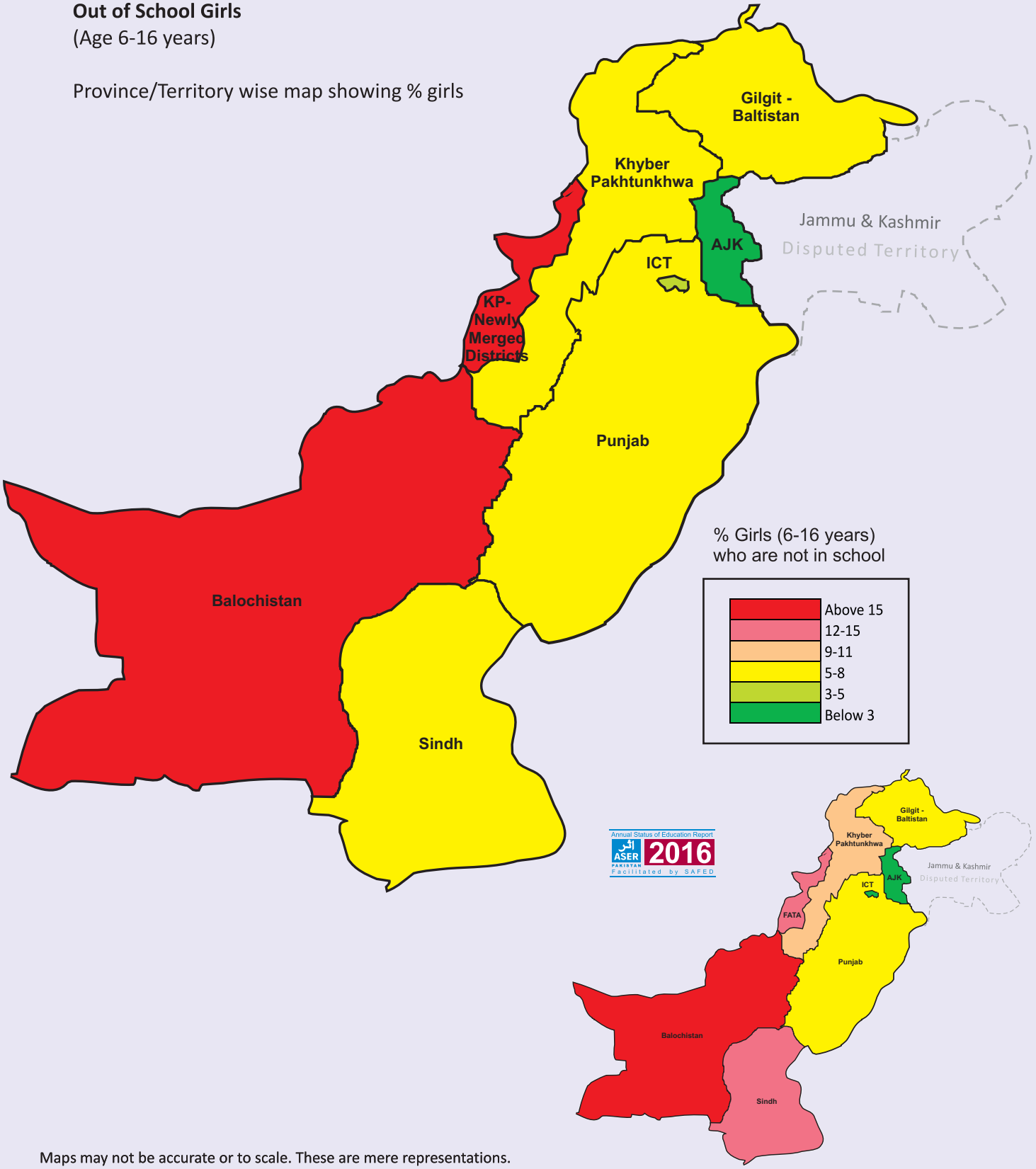
Out of School Girls
(Age 6-16 years)

Province/Territory wise map showing % girls



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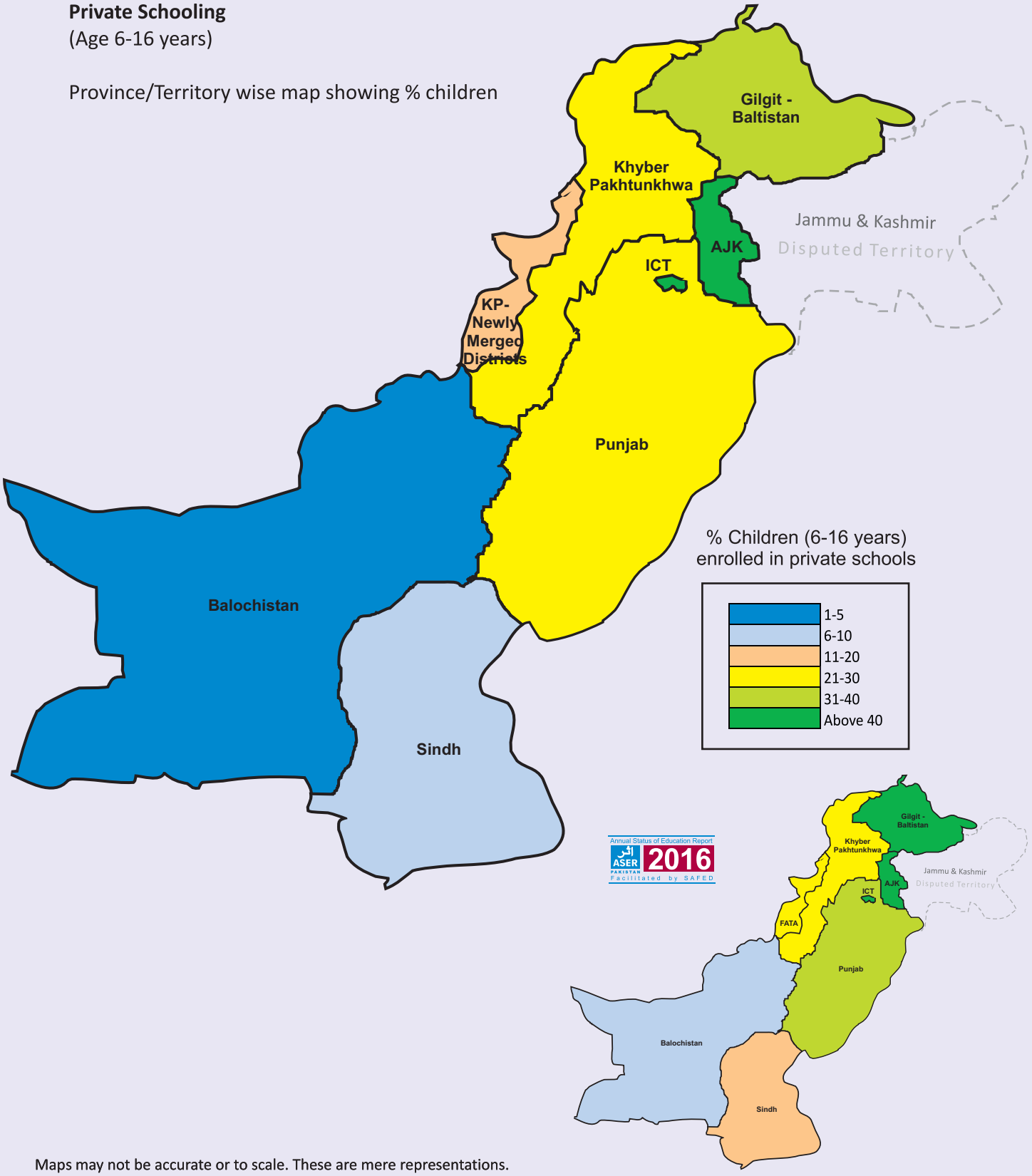
Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



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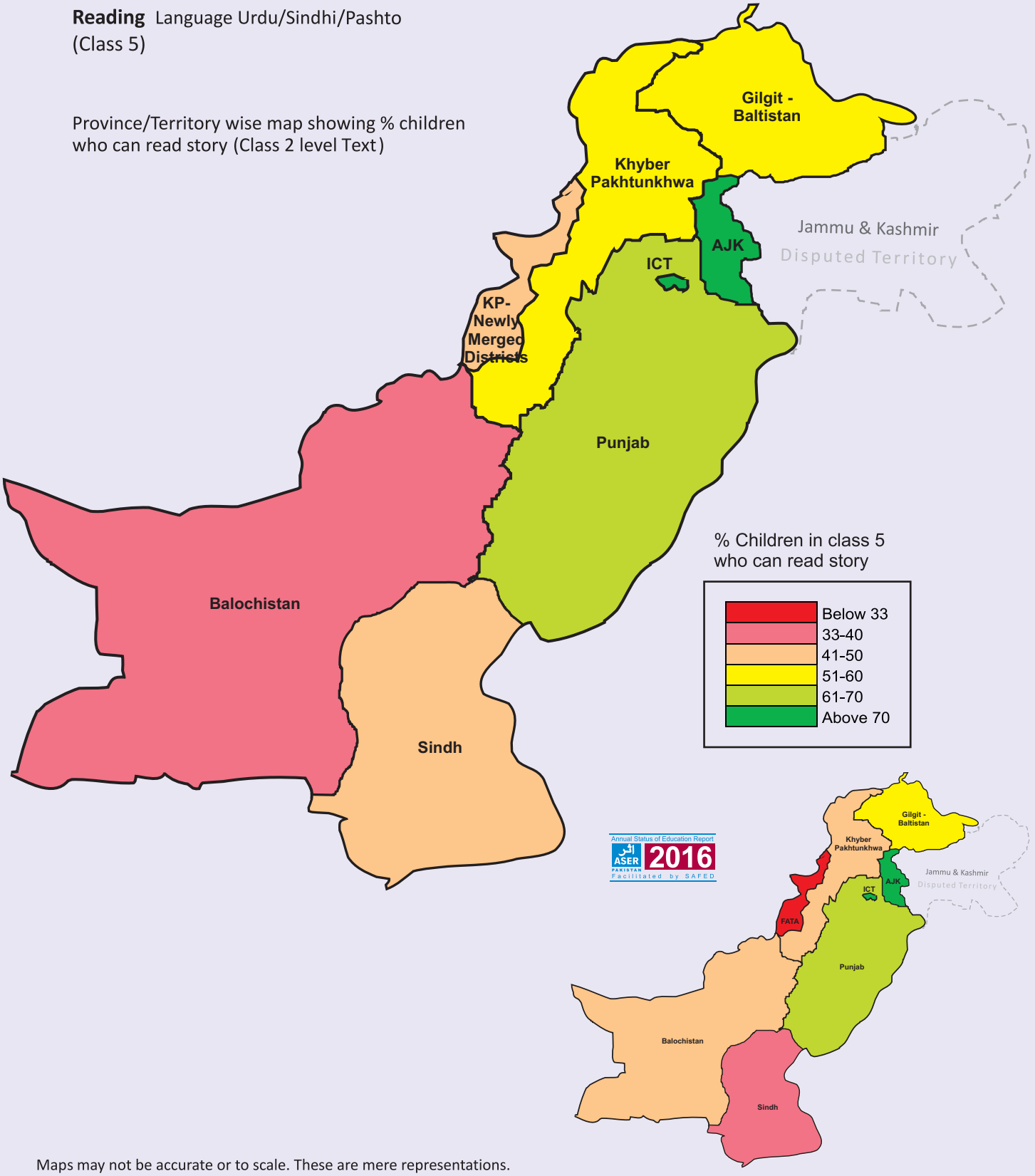
Reading Language Urdu/Sindhi/Pashto (Class 5)

Province/Territory wise map showing % children who can read story (Class 2 level Text)



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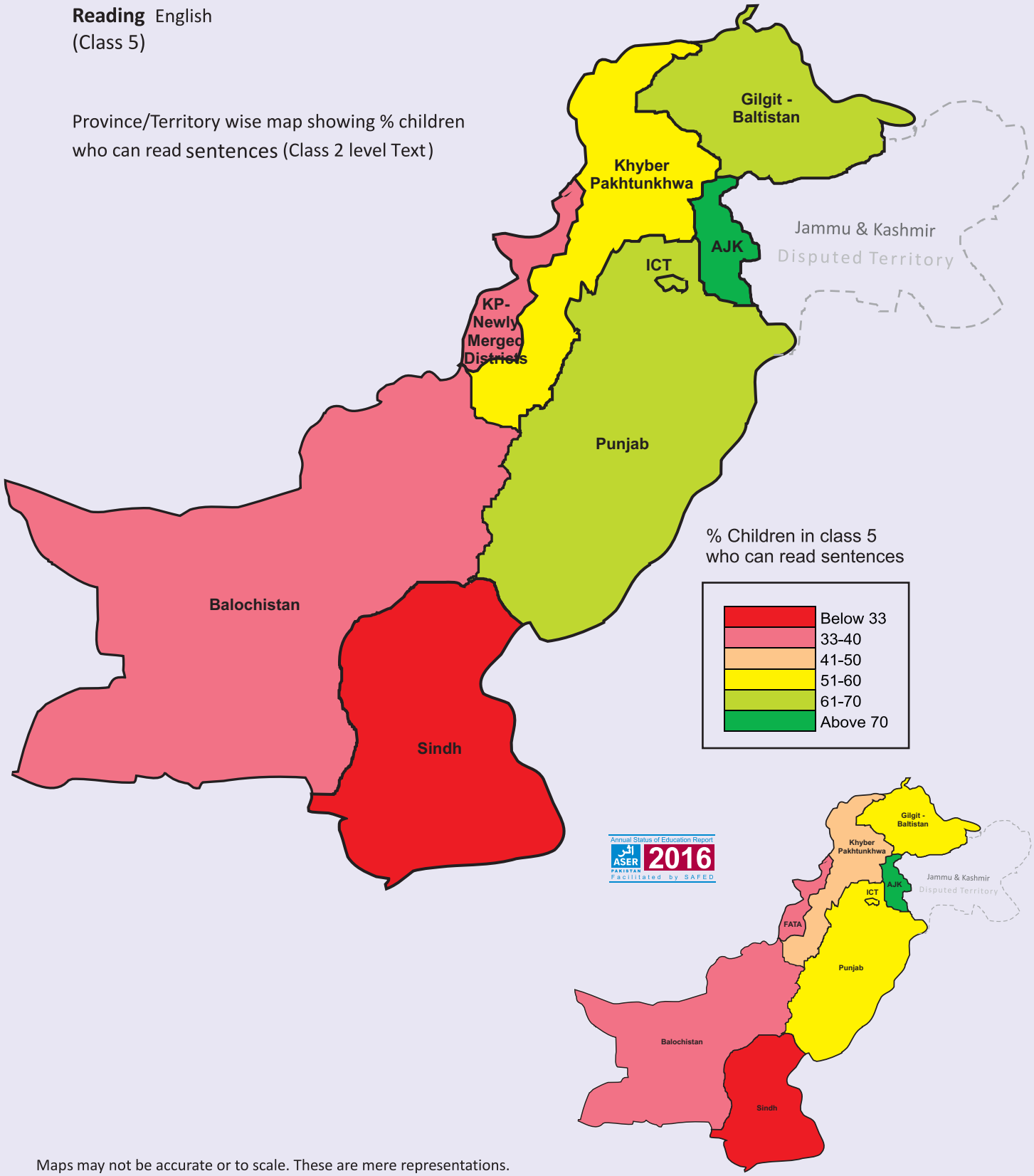
Reading English
(Class 5)

Province/Territory wise map showing % children who can read sentences (Class 2 level Text)



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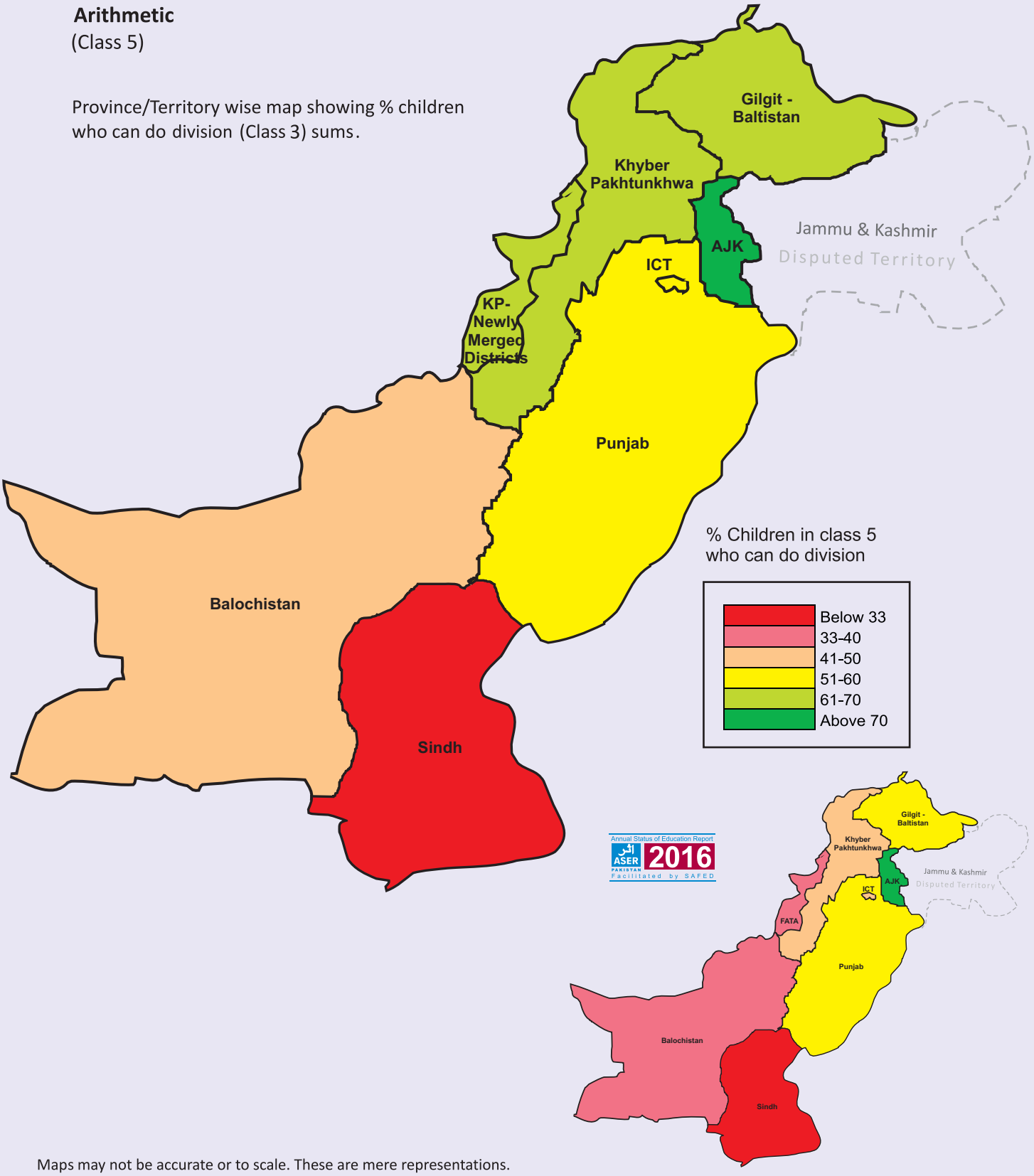
Arithmetic
(Class 5)

Province/Territory wise map showing % children who can do division (Class 3) sums.



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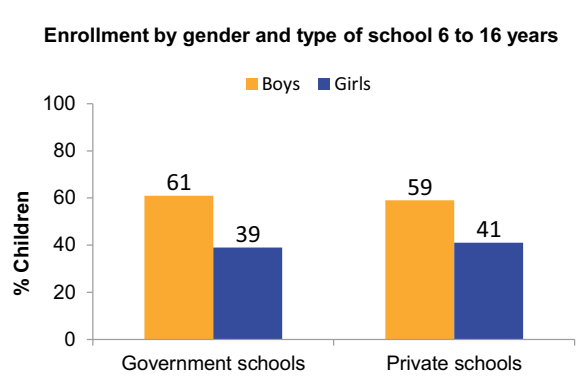
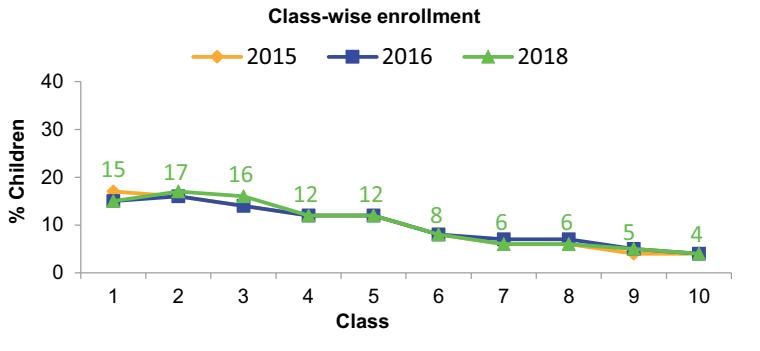
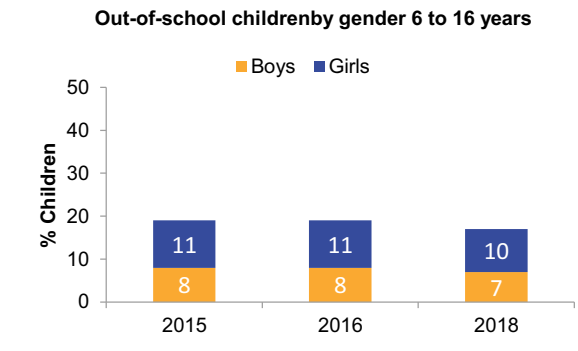
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	66.7	16.8	2.5	0.6	10.8	2.6	100
11 - 13	64.2	16.1	2.6	0.4	8.5	8.3	100
14 - 16	54.5	15.6	2.6	0.2	11.5	15.6	100
6 - 16	**63.8**	**16.4**	**2.5**	**0.5**	**10.4**	**6.4**	**100**
Total	**83.2**				**16.8**		**100**
By Type	76.7	19.7	3.0	0.6			

How to read: 86.6% (66.7+16.8+2.5+0.6) children of age group 6-10 are enrolled



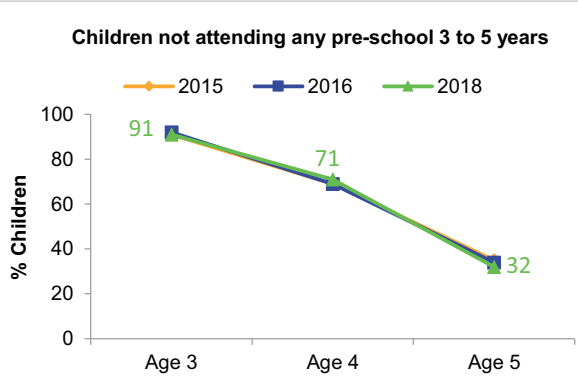




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	5.9	2.5	0.2	0.1	91.2	100
4	18.7	8.5	0.9	0.3	71.6	100
5	49.5	15.5	2.0	0.7	32.4	100
3 - 5	**26.0**	**9.1**	**1.1**	**0.4**	**63.4**	**100**
Total	**36.6**				**63.4**	**100**
By Type	**71.1**	**24.9**	**2.9**	**1.0**		

How to read: 8.7% (5.9+2.5+0.2+0.1) children of age 3 are enrolled



Age Class Composition

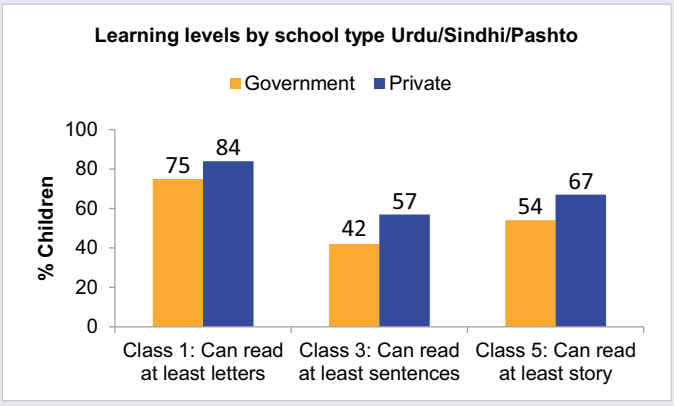
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	82.2	63.4	32.4	11.8	10.0	14.4	18.3	23.4	26.5	23.8	22.8	26.5	14.7
2	17.8	29.5	48.6	33.3	19.1								16.7
3	0.0	7.1	15.4	41.3	31.4	18.9							15.6
4		7.1	3.6	10.9	27.1	27.5	18.6						11.9
5			3.6	2.6	9.9	32.5	30.5	19.3					11.9
6				2.6	2.4	6.7	23.9	28.6	17.1				7.8
7					2.4	0.0	6.4	21.1	26.7	17.0			6.2
8						0.0	2.2	7.6	24.7	32.9	18.2		6.4
9							2.2	0.0	5.1	20.9	36.0	20.7	4.6
10								0.0	0.0	5.4	23.0	52.7	4.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

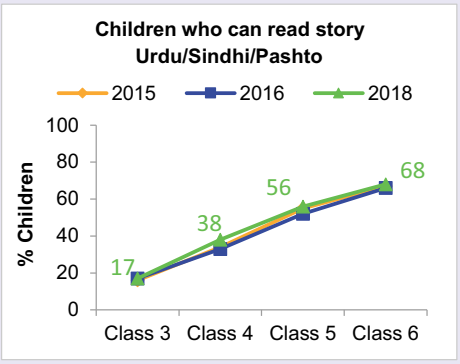
Learning levels (Urdu/Sindhi/Pashto)

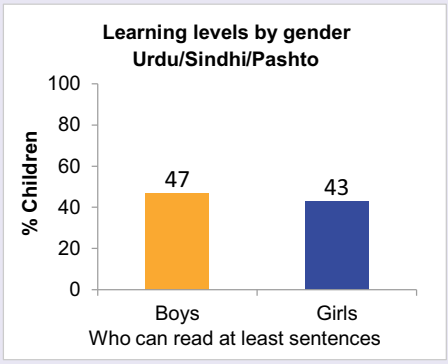
Class-wise % children who can read

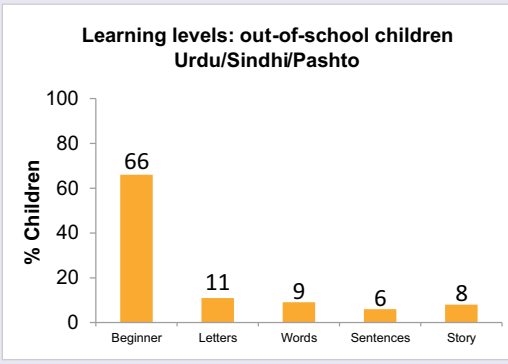
Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.7	48.1	24.8	3.4	0.0	100
2	7.4	30.5	40.5	14.5	7.2	100
3	4.0	11.3	40.3	27.2	17.1	100
4	2.6	4.7	23.0	31.6	38.0	100
5	2.0	3.3	13.2	25.4	56.1	100
6	1.7	2.0	7.4	21.2	67.8	100
7	1.5	1.3	4.1	14.2	78.9	100
8	1.5	1.3	2.6	10.1	84.5	100
9	1.2	1.1	1.5	5.1	91.0	100
10	1.2	0.8	1.3	3.5	93.1	100

How to read: 3.4 % (3.4+0) children of class 1 can read sentences







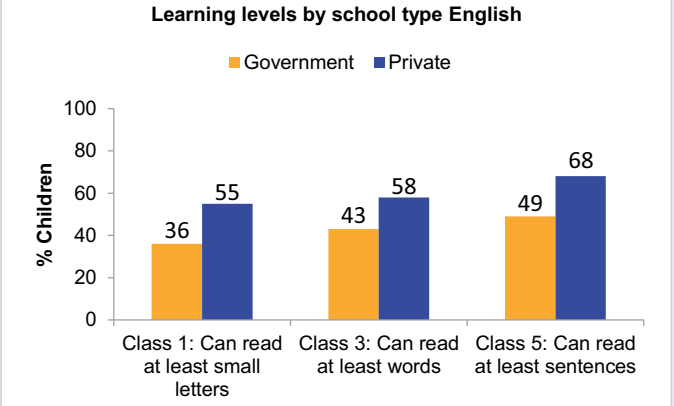


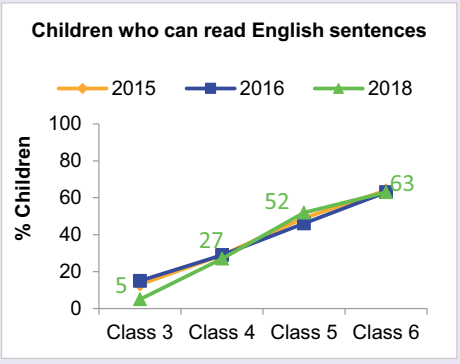
Learning levels (English)

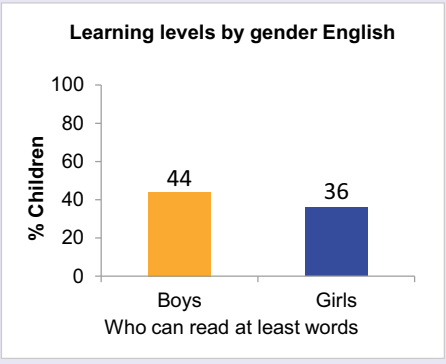
Class-wise % children who can read

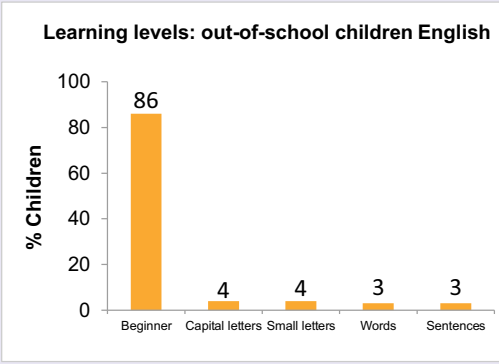
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	31.9	28.6	28.6	10.9	0.0	100
2	15.9	25.8	31.2	25.8	1.3	100
3	12.7	12.8	29.4	40.3	4.8	100
4	12.5	5.5	16.0	38.5	27.4	100
5	9.6	3.5	9.4	25.2	52.3	100
6	11.2	1.6	4.5	19.3	63.4	100
7	10.6	1.0	2.4	13.7	72.2	100
8	10.7	0.9	1.6	8.8	78.0	100
9	10.6	0.8	1.0	4.8	82.8	100
10	10.7	0.6	0.7	3.3	84.6	100

How to read: 10.9 % (10.9+0) children of class 1 can read words









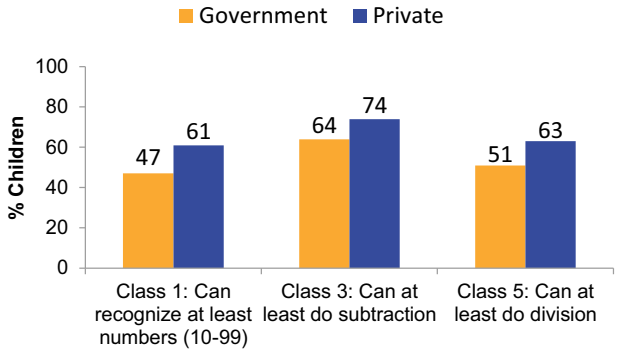
Learning levels (Arithmetic)

Class-wise % children who can do

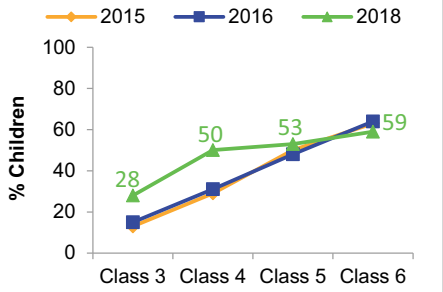
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	21.3	29.4	30.2	15.7	3.4	100
2	7.6	19.1	29.4	29.8	14.0	100
3	4.7	7.7	22.4	36.9	28.3	100
4	4.1	3.6	13.2	29.4	49.7	100
5	4.7	3.8	12.2	26.7	52.5	100
6	5.0	2.4	9.8	24.1	58.7	100
7	5.7	2.6	6.4	19.8	65.6	100
8	8.3	4.2	7.9	18.1	61.5	100
9	9.9	3.9	6.5	14.4	65.3	100
10	10.1	3.5	7.4	14.7	64.2	100

How to read: 19.1 % (15.7+3.4) children of class 1 can do subtraction

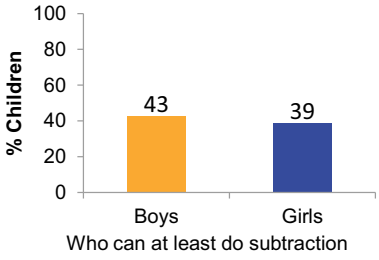
Learning levels by school type Arithmetic



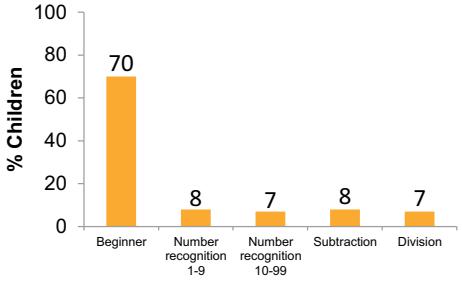
Children who can do division



Learning levels by gender Arithmetic

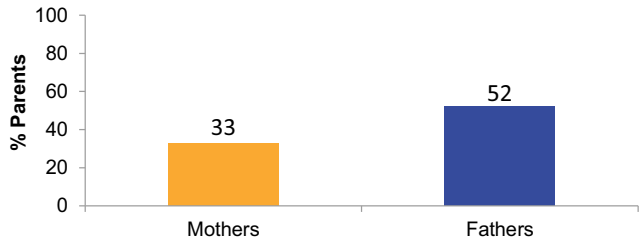


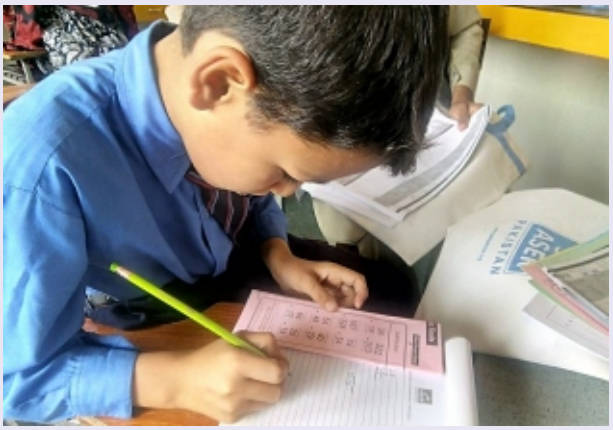
Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling



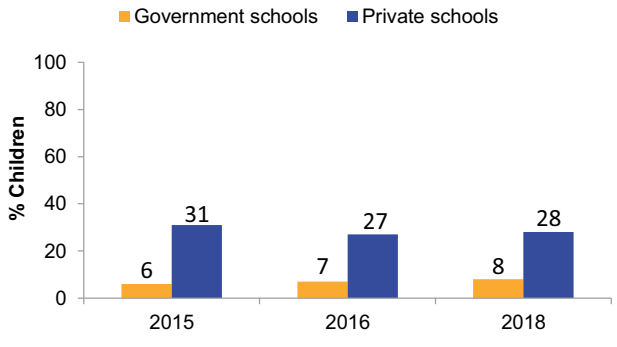


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.6	5.5	5.7	7.1	8.6	9.8	10.5	12.8	16.9	18.1
Pvt.	24.7	26.6	25.7	28.6	30.7	31.4	35.2	35.5	41.7	39.6

Children attending paid tuition



NATIONAL - RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	1442	388	1006	2836	51	26	350	427
Elementary	269	136	178	583	37	5	375	417
High	400	186	112	698	38	14	253	305
Others	99	33	35	167	2	2	18	22
Total	**2210**	**743**	**1331**	**4284**	**128**	**47**	**996**	**1171**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	81.2	84.5	86.9	85.1	83.9	87.3	87.6	88.9	91.2	88.1
Teacher attendance	87.7	87.4	87.2	85.1	87.4	87.7	89.8	91.8	95.7	89.4

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	5.2	5.5
FA	16.7	21.8
BA	35.7	42.4
MA or above	41.9	30.0
Others	0.6	0.3

Teacher qualification - professional (% of teachers)

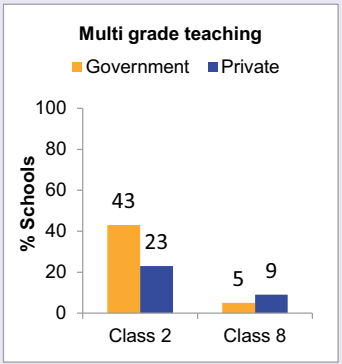
	Government schools	Private schools
PTC	20.5	9.4
CT	11.6	17.1
B-Ed	44.8	54.4
M-Ed or above	19.8	17.3
Others	3.3	1.8

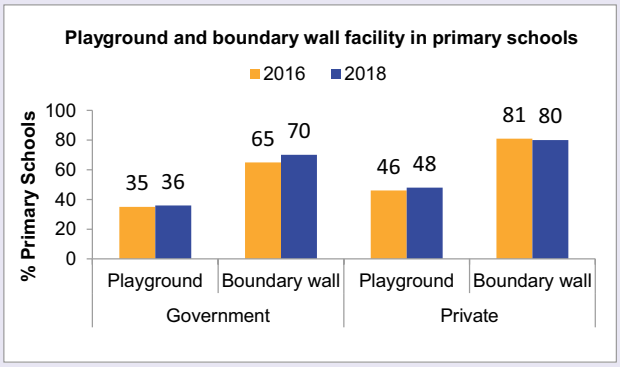
School facilities (% schools)

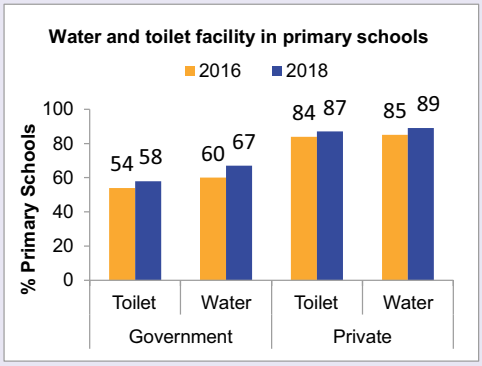
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3	6	10	9	4	7	11	7
Useable water	67.5	74.6	83.7	83.2	88.5	89.7	96.7	81.8
Useable toilet	57.5	71.7	81.5	82.6	87.4	90.9	94.4	81.8
Playground	36.2	50.6	62.2	63.5	47.8	60.9	66.6	72.7
Boundary wall	70.3	79.9	86.1	88.0	79.6	82.0	87.5	72.7
Library	0.0	23.0	53.0	55.1	0.0	38.6	59.3	59.1
Computer lab	0.0	8.9	44.8	49.1	0.0	20.1	52.5	22.7

School Grants

2018**	**# of schools reported receiving grants**	1156	208	278	0*	15	18	7	0*
	% of schools reported receiving grants	46.7	40.5	44.6	-	3.5	4.3	2.3	-
	Average amount of grant (Rs.)	110,278.6	146,185.1	294,061.1	-	153,787.1	375,922.2	189,678.6	-
2017	**# of schools reported receiving grants**	569	101	149	0*	10	9	7	0*
	% of schools reported receiving grants	23.0	19.7	23.9	-	2.3	2.2	2.3	-
	Average amount of grant (Rs.)	62,574.4	94,229.9	132,031.1	-	306,642.6	366,572.2	38,714.3	-







*0 and "- "represents insufficient data
**Grants received till October 31, 2018

Findings Summary

Territory	% Children											
	Access					Quality						
	(Age 3-5)	(Age 6-16)				Class 3			Class 5			
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu /Sindhi /Pashto)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu /Sindhi /Pashto)	Who can read sentence (English)	Who can do division
Azad Jammu and Kashmir	50.3	4.8	2.5	49.7	27.4	62.1	65.2	81.5	78.0	91.7	72.8
Balochistan	27.9	27.8	16.9	3.9	4.1	28.3	30.0	59.9	40.1	34.2	43.2
Gilgit-Baltistan	40.3	9.2	5.5	32.7	12.4	52.4	56.8	80.1	57.7	62.6	63.1
Islamabad - ICT	61.7	9.5	4.5	45.8	39.1	71.3	60.2	64.4	74.5	63.2	56.8
Khyber Pakhtunkhwa	29.8	13.5	8.4	23.8	7.4	54.6	57.0	80.4	57.9	54.9	69.3
KP - Newly Merged Districts	22.8	27.6	17.4	15.9	6.4	44.9	51.5	72.1	45.7	36.0	60.8
Punjab	51.6	10.6	5.2	24.8	20.4	56.6	53.4	69.5	68.6	64.5	60.0
Sindh	43.5	14.0	7.6	9.2	7.2	32.3	36.0	44.0	42.7	25.0	31.8
National-Rural	**36.6**	**16.8**	**9.8**	**19.7**	**12.0**	**44.4**	**45.1**	**65.2**	**56.1**	**52.3**	**52.5**

FINDINGS GENERAL KNOWLEDGE

Class	Arithmetic (Word Problem) *						English**	
	Question 1[1]		Question 2[2]		Question 3[2]		Can Name[3]	
	Male	Female	Male	Female	Male	Female	Male	Female
1	25.3	23.3	18.9	17.1	17.4	15.4	44.0	41.0
2	39.9	39.6	29.5	29.0	27.7	26.8	45.1	40.9
3	49.9	48.7	40.0	40.1	37.4	37.5	49.1	48.7
4	62.5	59.5	55.6	53.6	52.4	51.5	53.0	51.5
5	69.7	66.5	64.4	62.3	62.1	60.6	50.7	52.0
6	74.9	69.0	70.8	66.0	68.4	64.5	54.4	45.8
7	77.9	73.2	74.4	70.2	72.2	68.8	61.6	60.8
8	80.3	76.8	78.8	74.9	77.2	73.4	55.2	59.6
9	82.4	78.4	80.8	76.7	79.6	75.7	68.9	53.8
10	83.3	82.8	81.9	81.3	81.1	80.7	67.0	73.2

Child Age	Arithmetic (Word Problem) *						English**	
	Question 1[1]		Question 2[2]		Question 3[2]		Can Name[3]	
	Male	Female	Male	Female	Male	Female	Male	Female
10	16.7	6.4	15.3	5.2	14.9	4.8	50.0	26.0
11	22.1	5.2	20.6	3.9	18.1	3.5	48.8	30.3
12	23.4	7.9	19.3	7.2	17.5	7.0	57.7	31.3
13	20.8	8.7	19.8	8.0	18.0	8.0	62.5	35.6
14	21.1	7.9	18.7	7.4	17.3	7.3	50.0	47.3
15	21.7	11.7	20.1	10.4	17.1	10.1	48.4	36.9
16	23.2	10.6	21.3	10.6	19.2	9.7	50.0	46.9

* Children aged 5-16 were tested for the Arithmetic section of General Knowledge tool.
** Children who were at atleast "word level" in English were asked to attempt English General Knowledge tool
1. Smaller and greater number recognition in 1-digit and 2-digit numbers
2. 1-digit and 2-digit addition and subtraction word problems
3. Picture recognition with name

Sample Composition

- ASER 2018 survey was conducted in 154 rural districts of Pakistan. This covered 89,966 households in 4527 villages across the country.
- Detailed information was collected on 260,069 children (56% males, 44% females) aged 3-16 years. Out of these 196,253 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 4,284 government schools (66% primary, 14% elementary, 16% high, 4% others) and 1,171 private schools (36% primary, 36% elementary, 26% high, 2% others) were surveyed.
- 52% of the government schools were boys only, 17% were girls only, and 31% were coeducation schools. In case of private schools, 11% were boys only, 4% were girls only and 85% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2016.

- In 2018, 17% of children were reported to be out-of-school which has decreased compared to previous year (19%).10% children have never been enrolled in a school and 7% have dropped out of school for various reasons.
- 83% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 77% of children were enrolled in government schools whereas 23% of children were going to non-state institutions (20% private schools, 3% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 39% were girls and 61% were boys whereas in private schools 59% enrolled children were boys and 41% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased in 2018 as compared to 2016.

- 37% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 36% in 2016.
- 63% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children (in class 5) have improved: 44% class 5 children could not read a class 2 level story in Urdu/Sindhi/Pashto compared to 48% in 2016.

- Analysis shows that 83% of class 3 children could not read story in Urdu/Sindhi/Pashto same as in 2016.

English learning levels (in class 5) have improved: 48% class 5 children could not read sentences (class 2 level) compared to 54% in 2016.

- ASER 2018 reveals that 95% class 3 children could not read class 2 level sentences as compared to 85% in 2016.

Arithmetic learning levels (in class 5) have improved: 47% class 5 children could not do two digit division as compared to 42% in 2016.

- 72% children enrolled in class 3 could not do two digit division in 2018 as compared to 85% in 2016.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

- 67% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi/Pashto as compared to 54% class 5 children enrolled in government schools.

- English learning levels of private schools children were better than public schools. 68% private school children can read at least sentences in class 5 whereas only 49% government school children can do the same.

- Arithmetic learning levels of private schools children were better than public schools.63% children enrolled in private schools (class 5) were able to do division when compared to only 51% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in literacy and numeracy skills.

- 47% of boys and 43% of girls could read at least sentences in Urdu/Sindhi/Pashto.

- 44% boys could read at least English words while 36% of girls can do the same.

- Similarly, 43% of boys were able to do at least subtraction compared to 39% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 10% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 8% of out-of-school children could read story in Urdu/Sindhi/Pashto, 3% could read sentences in English, and 7% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

33% of mothers and 52% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 67% had not completed primary education.
- 48% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall paid tuition students in private schools is 28% compared to 8% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 5% children enrolled in class 1 take private tuition whereas 18% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

43% of surveyed government schools and 23% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.

- It was found that 43% of the surveyed government schools and 23% of the surveyed private schools had Class 2 sitting with other classes.

- 5% of surveyed government schools and 9% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

16% children in surveyed government schools and 12% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at 84% whereas it was 88% in surveyed private schools.

13% teachers in surveyed government schools and 11% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 87% whereas it was 89% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

- 36% teachers of surveyed government schools have done graduation as compared to 42% teachers of surveyed private schools.

- 45% of surveyed government school teachers had Bachelors in Education degrees as compared to 54% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

A larger proportion of surveyed private high schools had computer labs than surveyed government high schools.

- 45% of surveyed government high schools had computer labs and 53% had a library as compared to surveyed private high schools where 53% had computer labs and 59% had a library.

42% surveyed government primary schools were without toilets and 32% were without drinking water.

- 42% of the surveyed government primary schools did not have toilets in 2018 as compared to 46% in 2016. 13% of the surveyed private primary schools were missing toilet facility in 2018 as compared to 16% in 2016.

- 32% of the surveyed government primary schools did not have drinking water in 2018 as compared to 40% in 2016. Similarly, 11% of the surveyed private primary schools did not have drinking water facility in 2018 as compared to 15% in 2016.

30% of the surveyed government primary schools were without complete boundary walls and 64% were without playgrounds.

- Amongst the surveyed government primary schools, 70% had complete boundary walls compared to 65% in 2016.

- In 2018, 80% of the surveyed private primary schools have complete boundary walls as compared to 81% in 2016.

- 36% of surveyed government primary schools had playgrounds in 2018 while 48% surveyed private primary schools had playgrounds.

10 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools, same as in 2016.

- In 2018, surveyed private high schools had 11 classrooms on average being used for classroom activities same as in 2016.

THEME 13: SCHOOL GRANTS/FUNDS

47% of the government primary schools and 4% private primary schools received grants.

- 1156 surveyed government primary schools were receiving grants in 2018 as compared to 15 surveyed private primary schools.

- The proportion of government primary schools receiving grants has increased since last year. 47% government primary schools received grants in 2018 as compared to 37% in 2016.

Annual Status of Education Report ASER 2018 PAKISTAN Facilitated by SAFED

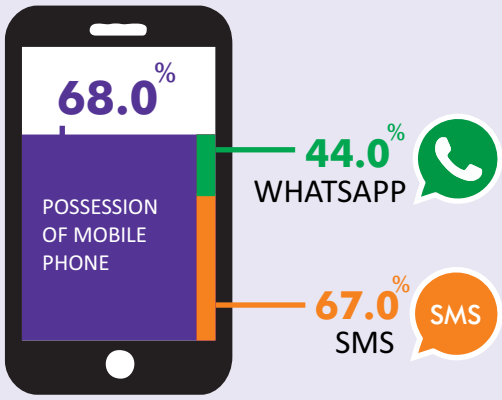
Information & Communication Technology

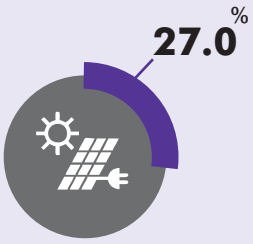
- **68%** of households across all rural districts of Pakistan have mobile phones.
- Amongst mobile users, **44%** use Whatsapp service for communication.
- Amongst mobile users, **67%** use SMS facility for communication.
- **18%** of households have computers/laptops

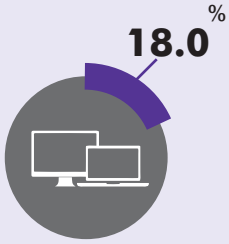
Alternate Energy

- Across all rural districts of Pakistan, **27%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD

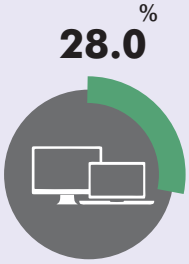


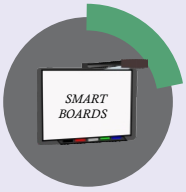




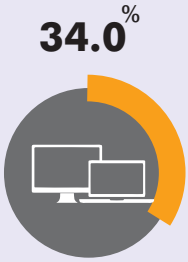
SCHOOLS

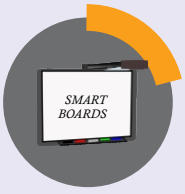
GOVT. SCHOOLS





PVT. SCHOOLS





*Only for Primary, Middle and High Schools **Only for High Schools ***Only for High Schools

Annual Status of Education Report

اثر ASER 2018

PAKISTAN

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FINDINGS PROVINCIAL (RURAL)

Annual Status of Education Report

ASER PAKISTAN 2018

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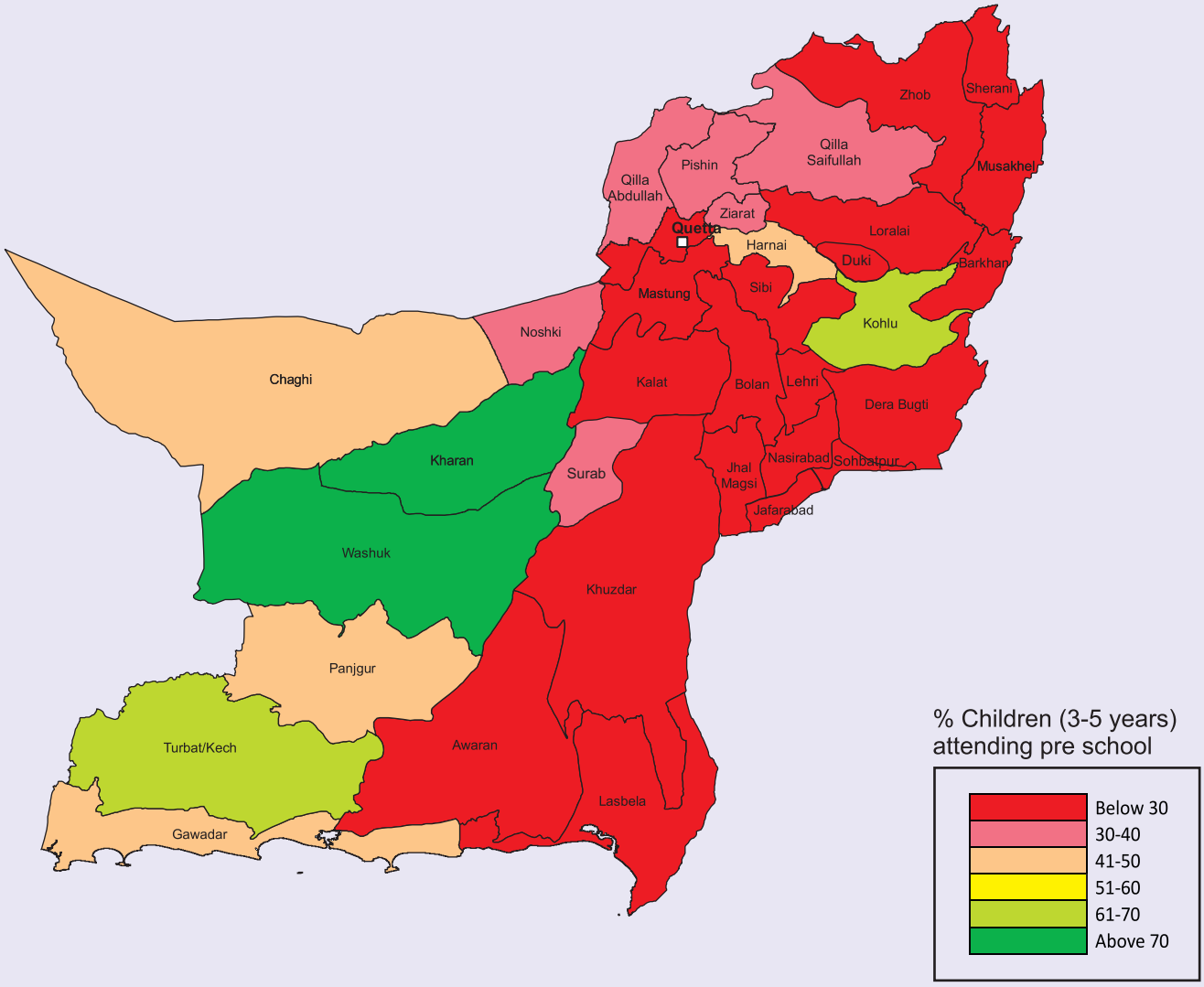
BALOCHISTAN
(RURAL)

Children in Pre School
(Age 3-5 years)

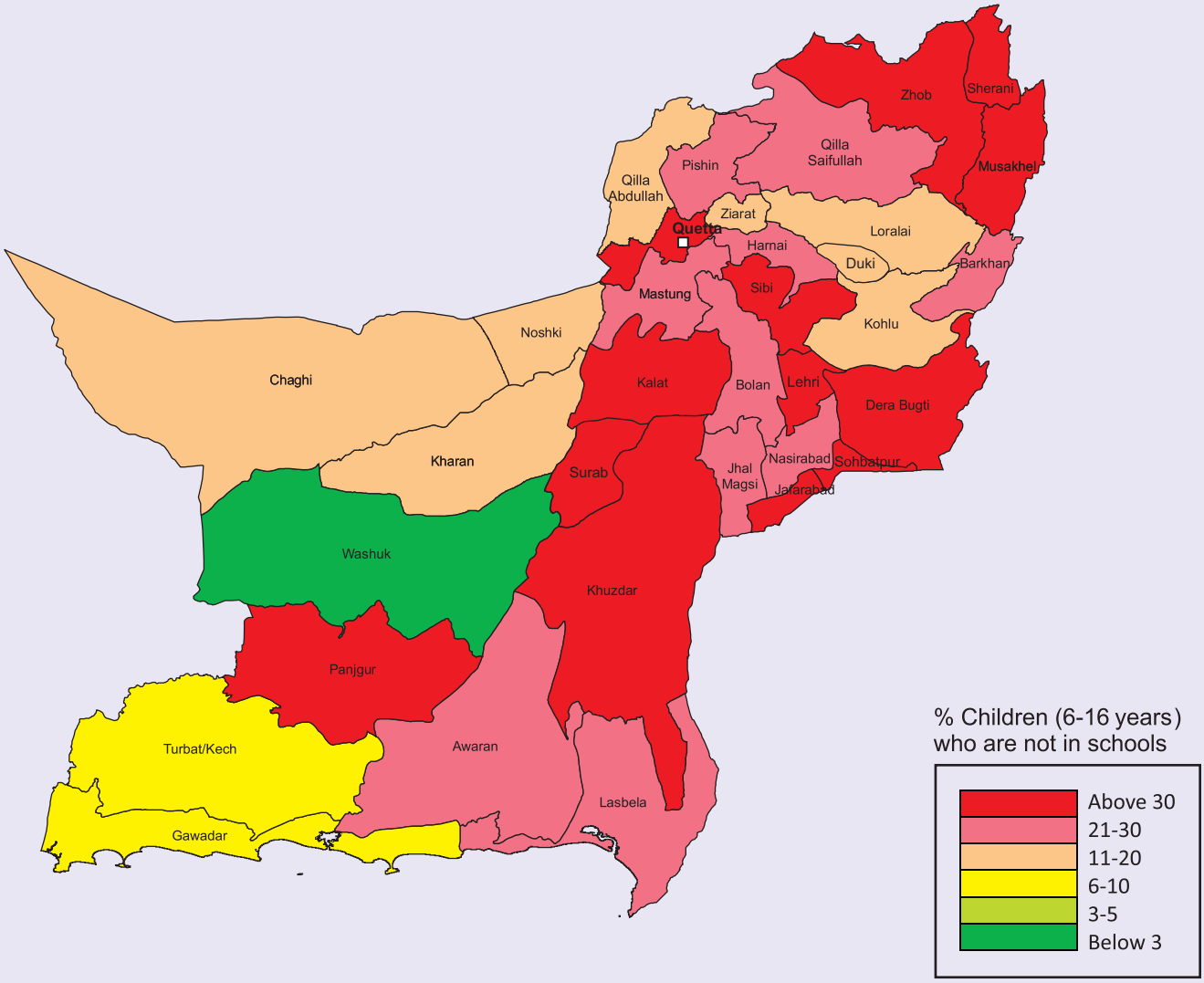
District wise map showing % children



Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

District wise map showing % children



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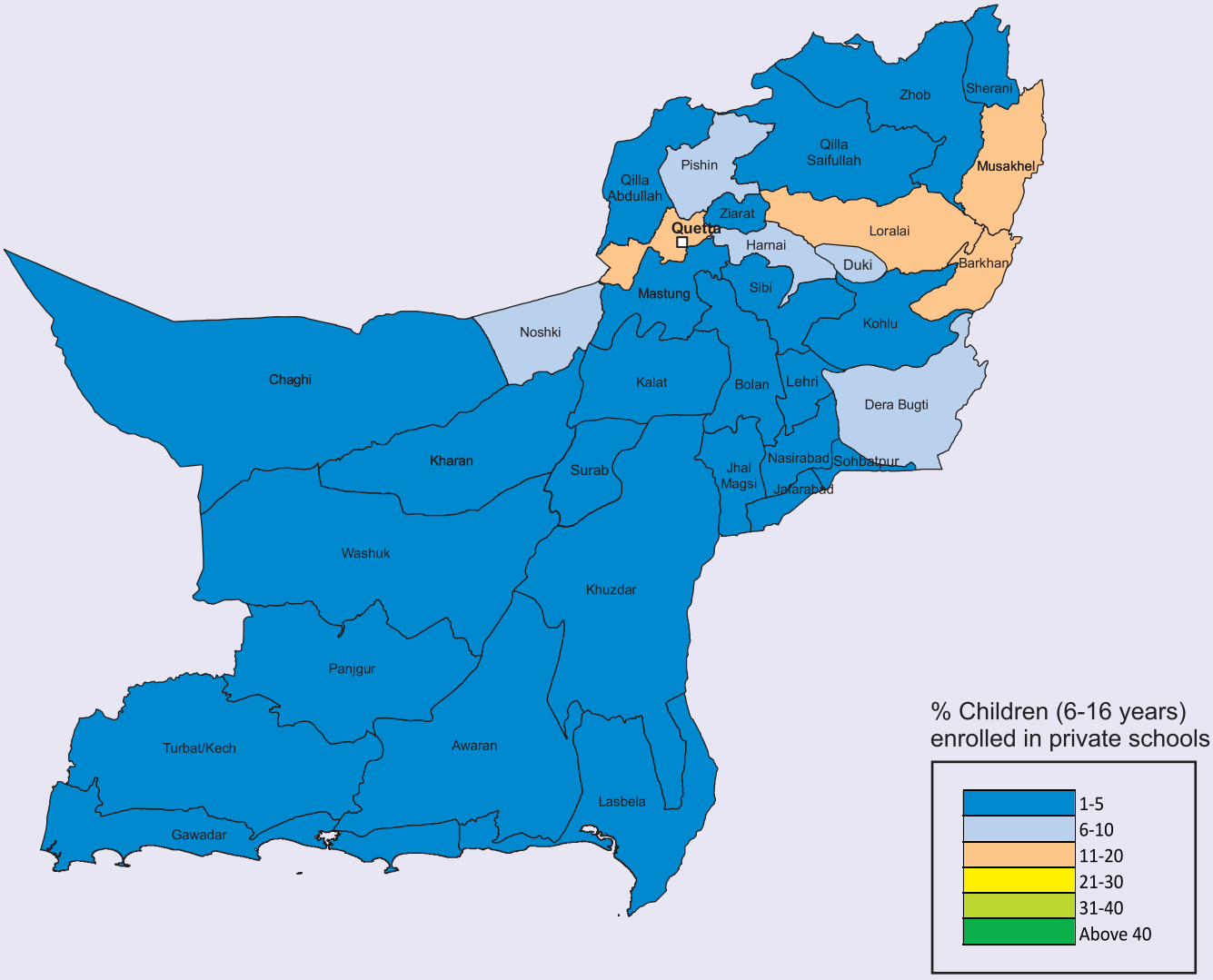
Private Schooling
(Age 6-16 years)

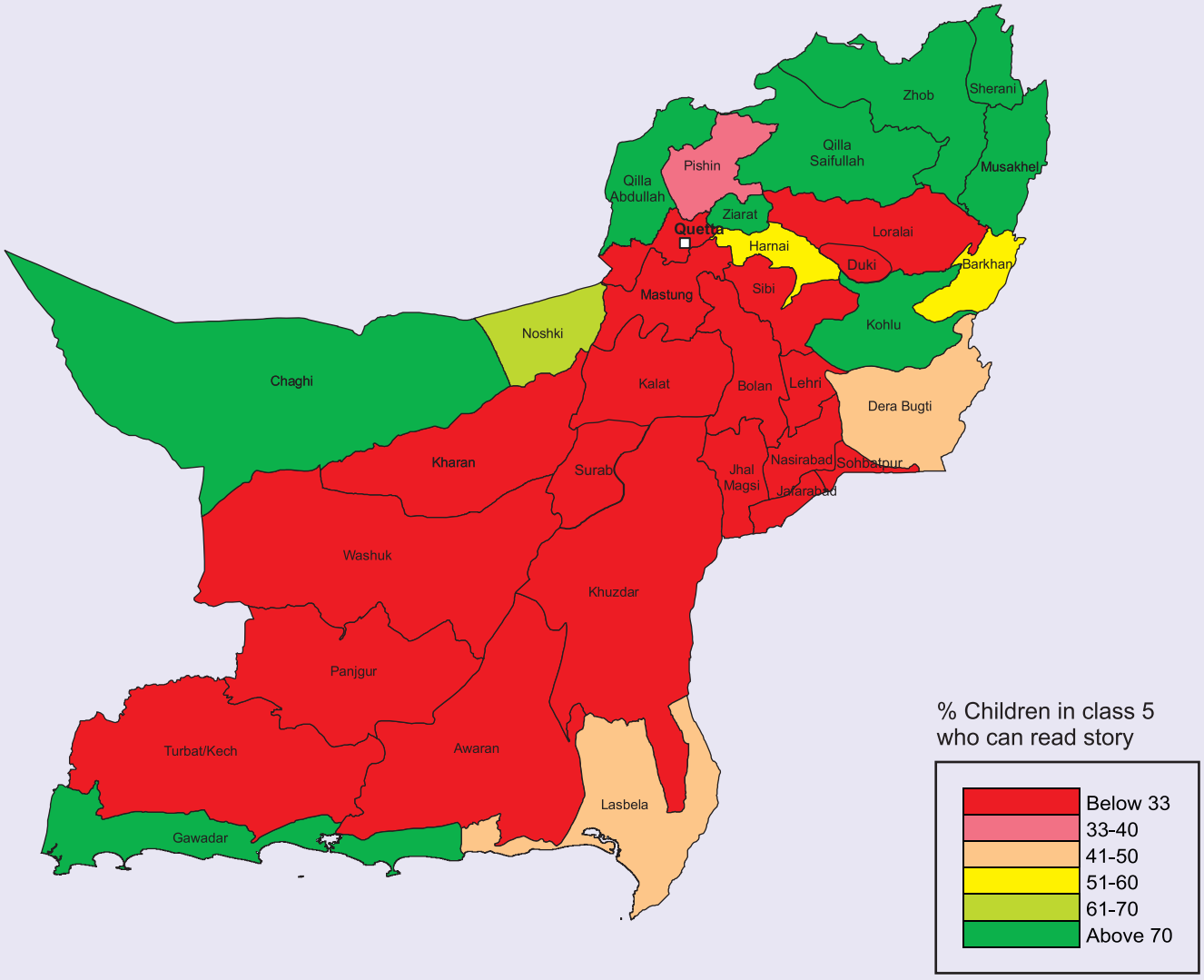
District wise map showing % children



Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu
(Class 5)

District wise map showing % children who can read story (Class 2 level Text)



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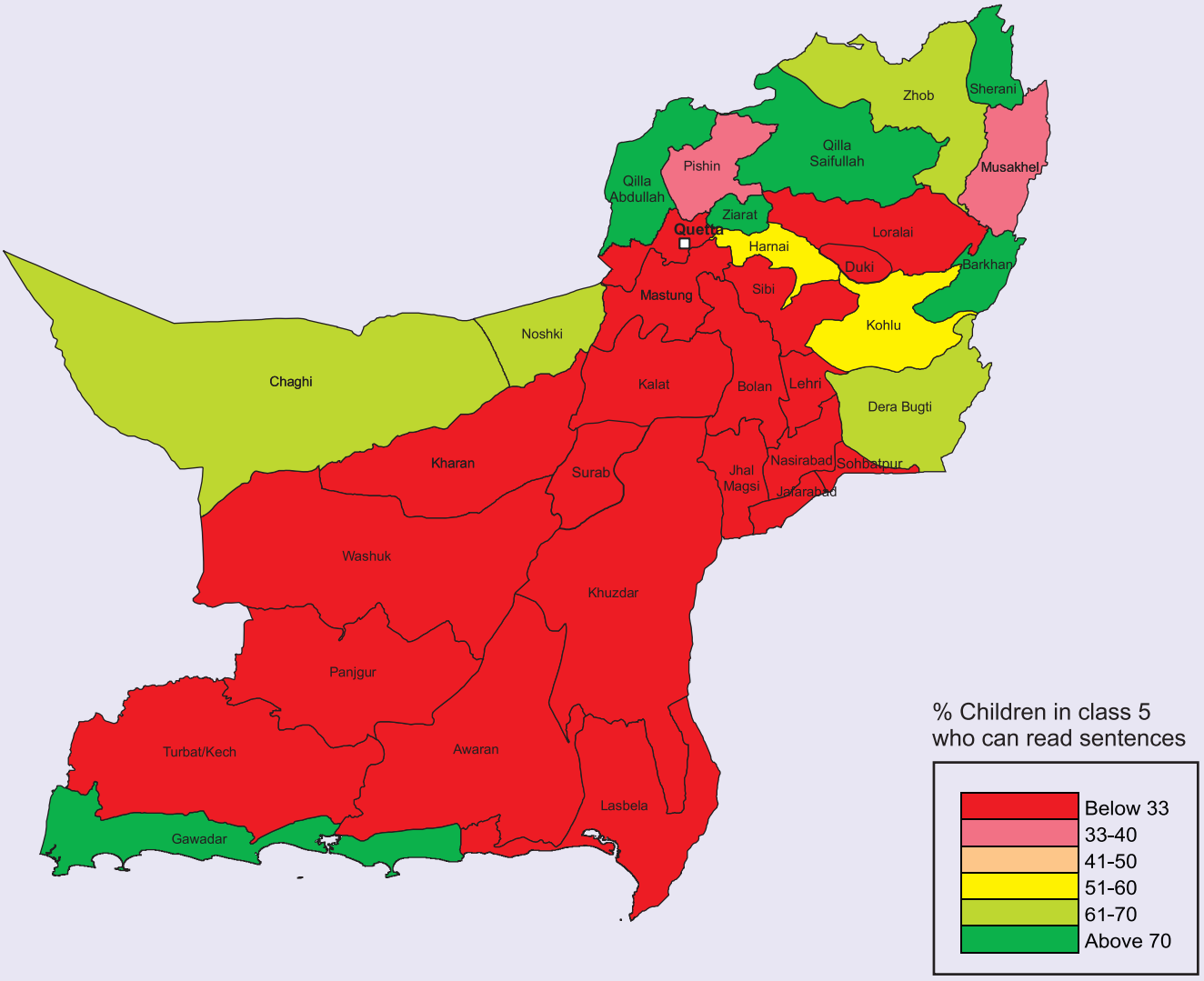
Reading English
(Class 5)

District wise map showing % children who can read sentences (Class 2 level Text)



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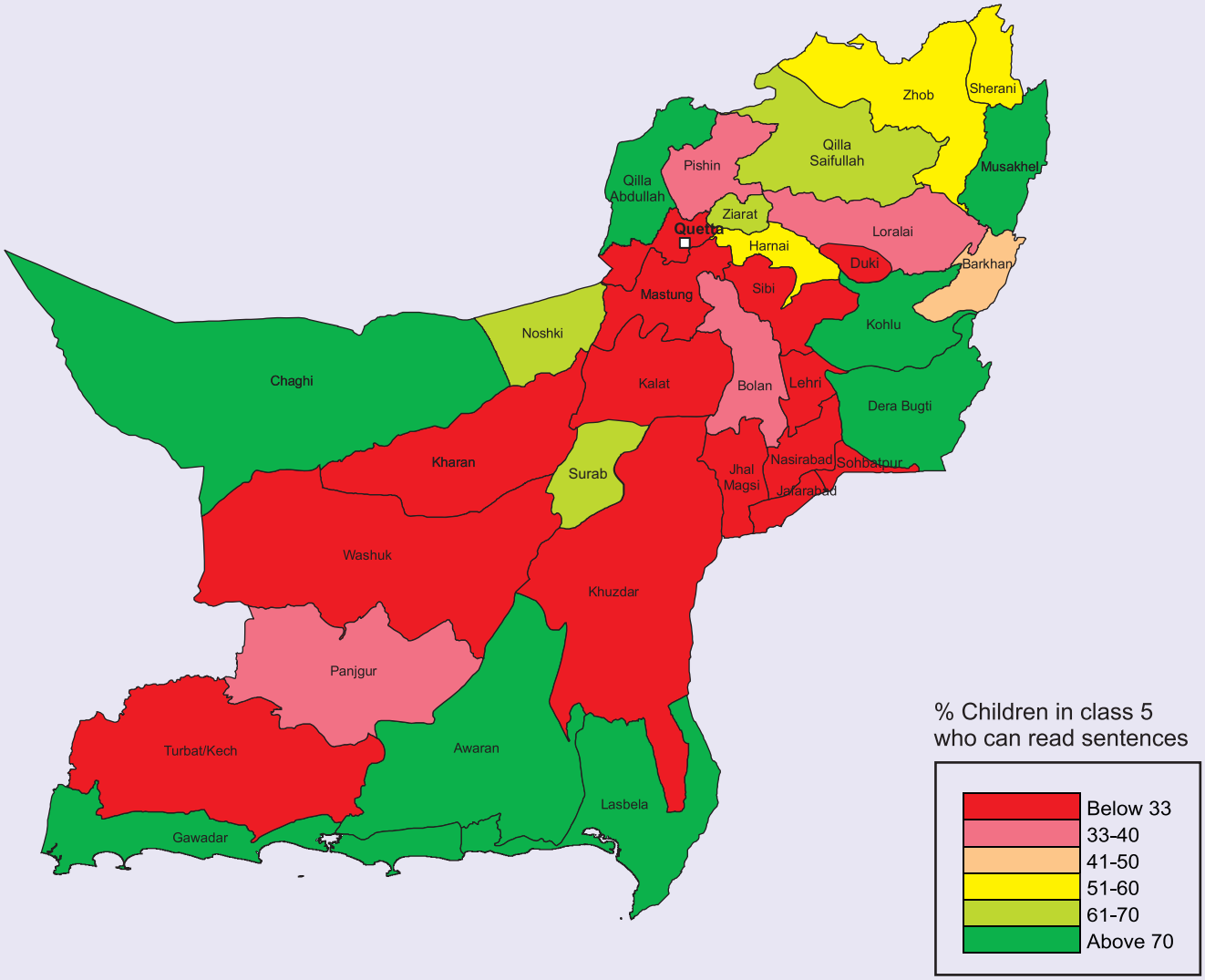
Arithmetic
(Class 5)

District wise map showing % children who can do division (Class 3) sums



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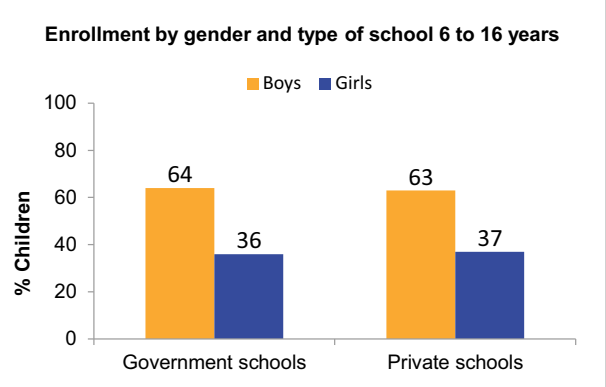
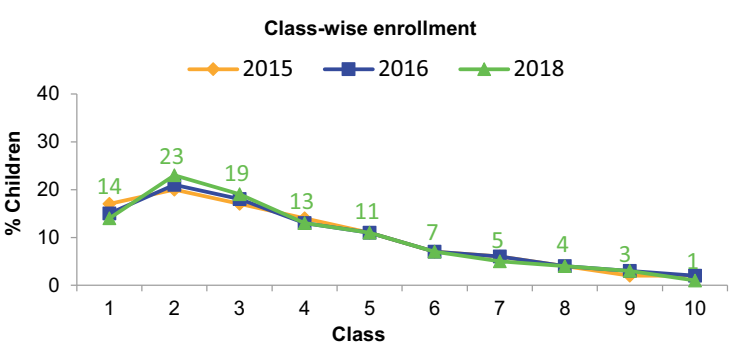
BALOCHISTAN - RURAL

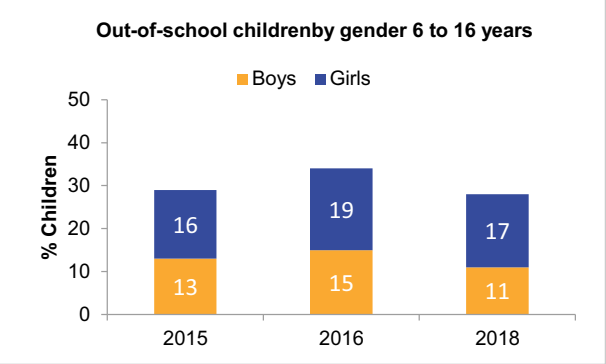
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	70.8	2.7	4.9	0.4	16.3	4.9	100
11 - 13	63.1	3.0	5.0	0.2	12.4	16.3	100
14 - 16	44.1	2.9	4.9	0.1	18.3	29.7	100
6 - 16	**64.2**	**2.8**	**4.9**	**0.3**	**15.8**	**11.9**	**100**
Total	**72.2**				**27.8**		**100**
By Type	89.0	3.9	6.8	0.4			

How to read: 78.8% (70.8+2.7+4.9+0.4) children of age group 6-10 are enrolled



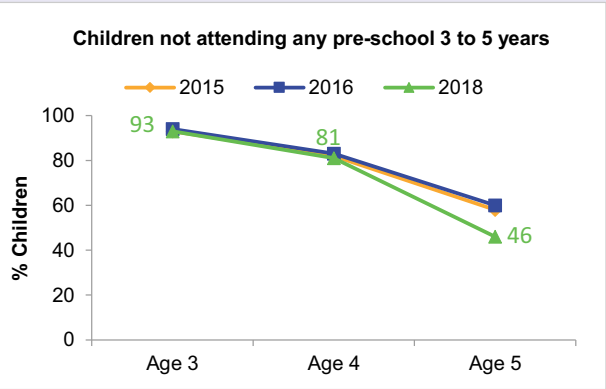




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	6.8	0.2	0.2	0.0	92.8	100
4	16.9	0.7	1.6	0.1	80.7	100
5	47.8	1.8	3.8	0.2	46.4	100
3 - 5	**24.9**	**0.9**	**2.0**	**0.1**	**72.1**	**100**
Total	**27.9**				**72.1**	**100**
By Type	**89.3**	**3.4**	**7.0**	**0.3**		

How to read: 7.2% (6.8+0.2+0.2+0.0) children of age 3 are enrolled



Age Class Composition

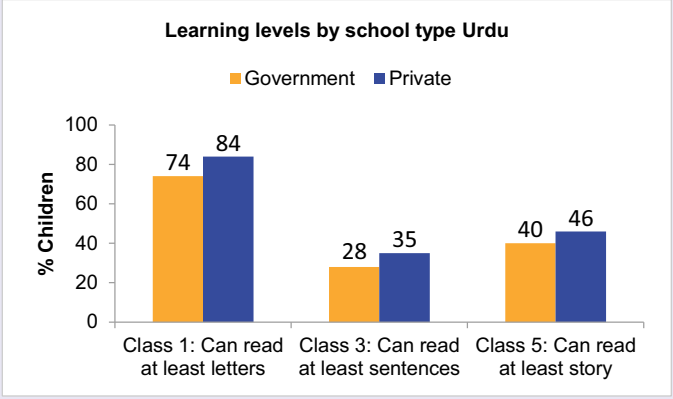
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	65.1	61.0	35.9	14.2	20.7	24.6	36.5	41.6	51.5	44.7	45.5	55.3	13.6
2	34.9	29.0	50.0	48.8	29.3								22.8
3	0.0	10.0	11.0	30.4	30.5	31.8							19.5
4		10.0	3.1	5.4	14.4	25.5	26.2						13.1
5			3.1	1.2	3.8	15.7	23.2	23.4					11.0
6				1.2	1.4	2.4	9.2	24.3	21.7				6.9
7					1.4	0.0	3.3	7.8	15.7	27.7			4.9
8						0.0	1.7	2.9	9.3	17.3	25.9		4.2
9							1.7	0.0	1.9	8.2	17.5	25.3	2.5
10								0.0	0.0	2.1	11.2	19.4	1.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

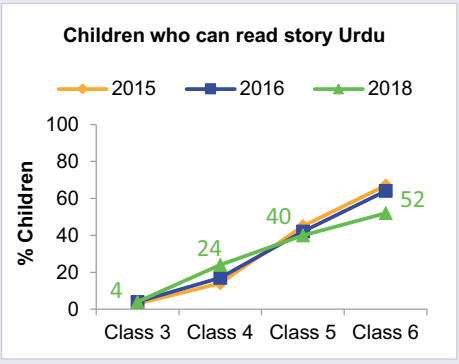
Learning levels (Urdu)

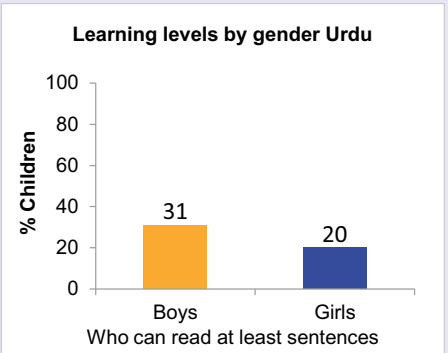
Class-wise % children who can read

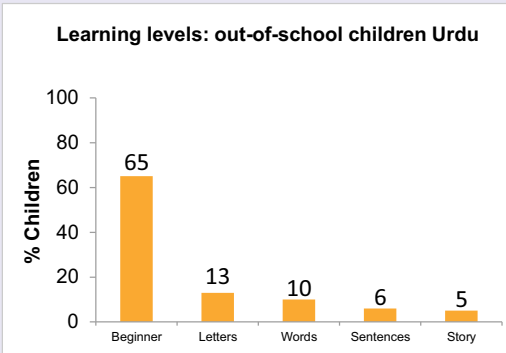
Class	Nothing	Letters	Words	Sentences	Story	Total
1	25.3	61.4	12.5	0.9	0.0	100
2	6.4	51.1	35.8	6.0	0.8	100
3	3.3	12.0	56.3	24.3	4.0	100
4	2.0	6.4	31.0	36.2	24.4	100
5	1.2	3.8	15.3	39.6	40.1	100
6	1.3	3.4	8.8	34.5	52.0	100
7	1.4	2.2	4.1	21.4	70.9	100
8	1.0	2.5	3.7	14.0	78.9	100
9	0.2	2.6	2.3	3.8	91.1	100
10	1.3	4.0	3.2	6.1	85.5	100

How to read: 0.9 % (0.9+0) children of class 1 can read sentences







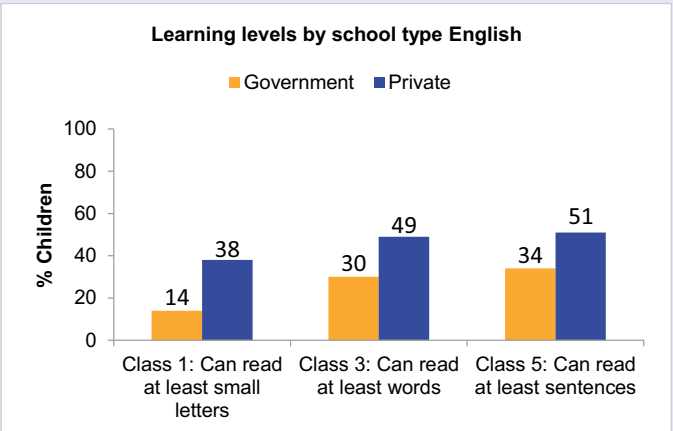


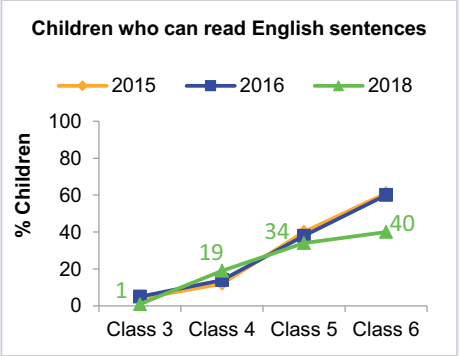
Learning levels (English)

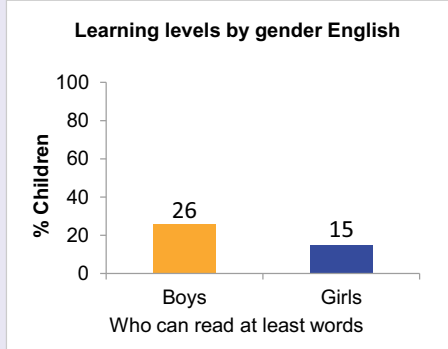
Class-wise % children who can read

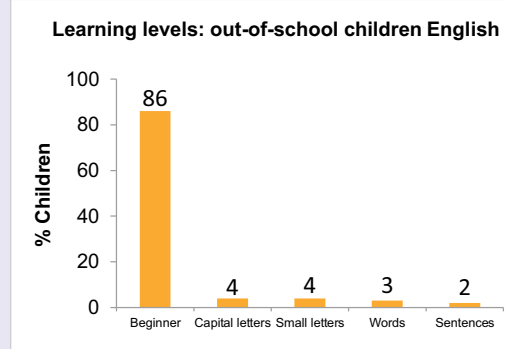
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	35.9	48.7	13.6	1.8	0.0	100
2	14.3	45.2	31.4	8.9	0.2	100
3	10.9	14.1	45.0	28.7	1.3	100
4	12.7	7.2	26.4	34.6	19.1	100
5	12.6	4.6	17.1	31.5	34.2	100
6	20.9	2.7	7.5	29.0	39.9	100
7	19.1	1.5	3.7	22.8	52.9	100
8	17.0	1.9	3.0	13.9	64.2	100
9	16.5	2.0	1.1	7.4	72.9	100
10	12.7	1.9	2.9	6.7	75.8	100

How to read: 1.8 % (1.8+0) children of class 1 can read words









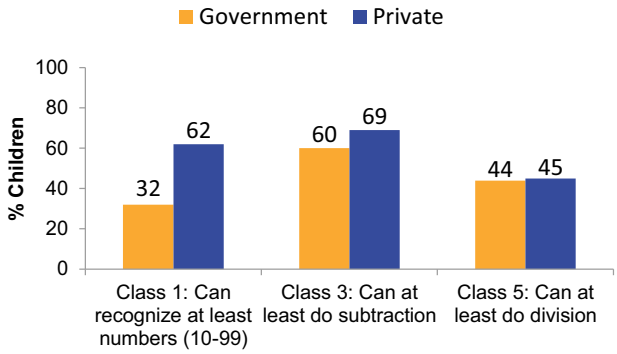
BALOCHISTAN - RURAL

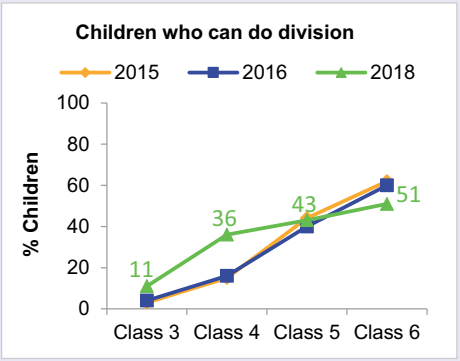
Learning levels (Arithmetic)

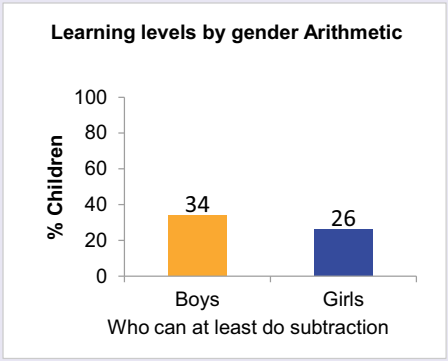
Class-wise % children who can do

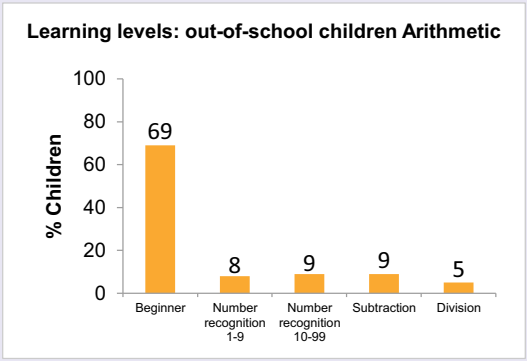
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	17.3	49.2	23.9	9.0	0.6	100
2	4.4	31.6	40.2	20.1	3.7	100
3	2.4	6.5	31.2	48.5	11.4	100
4	1.7	4.0	16.4	41.4	36.5	100
5	2.1	2.8	12.3	39.7	43.2	100
6	2.1	2.7	12.7	31.3	51.2	100
7	2.3	2.6	7.9	22.6	64.6	100
8	3.1	6.8	13.5	20.0	56.6	100
9	2.7	3.4	8.2	18.4	67.3	100
10	2.3	9.2	13.8	29.9	44.8	100

How to read: 9.6 % (9+0.6) children of class 1 can do subtraction

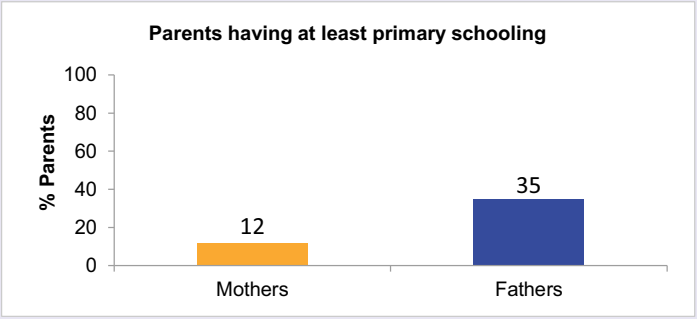








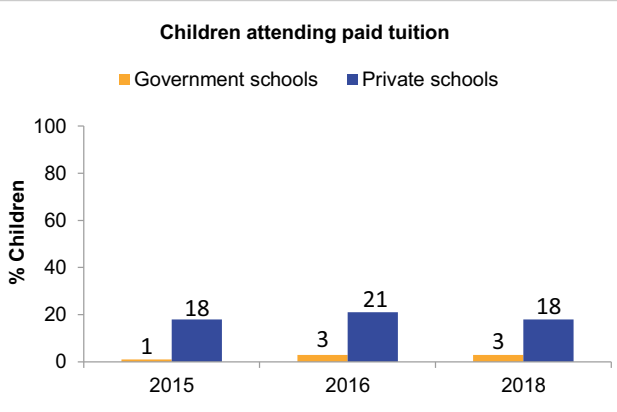
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.7	3.5	4.7	5.1	3.6	3.7	3.6	3.8	6.0	5.4
Pvt.	19.2	21.3	19.3	22.0	10.4	20.2	16.9	14.5	5.6	23.1



BALOCHISTAN - RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	364	55	269	688	3	1	19	23
Elementary	75	15	43	133	3	0	17	20
High	99	26	24	149	4	0	12	16
Others	2	0	4	6	0	0	0	0
Total	**540**	**96**	**340**	**976**	**10**	**1**	**48**	**59**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	79.1	75.4	81.0	73.2	79.1	88.4	87.0	90.2	-	88.8
Teacher attendance	92.5	84.8	82.7	100	88.8	95.9	86.0	92.1	-	92.0

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	9.1	23.7
FA	42.0	21.1
BA	31.6	44.7
MA or above	16.7	10.5
Others	0.6	0*

Teacher qualification - professional (% of teachers)

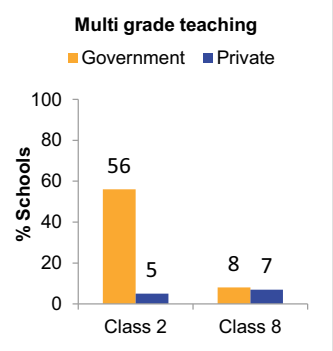
	Government schools	Private schools
PTC	49.2	43.1
CT	7.6	4.2
B-Ed	29.4	36.1
M-Ed or above	12.0	6.9
Others	1.8	9.7

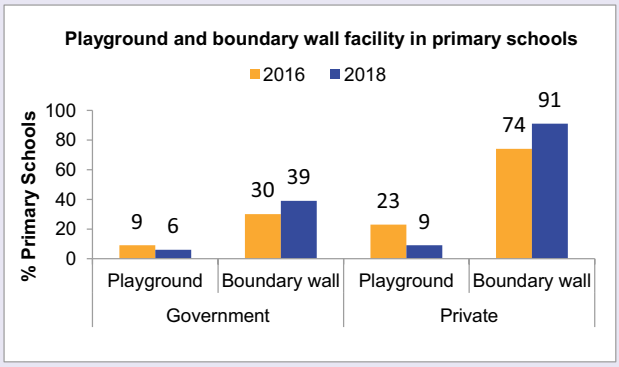
School facilities (% schools)

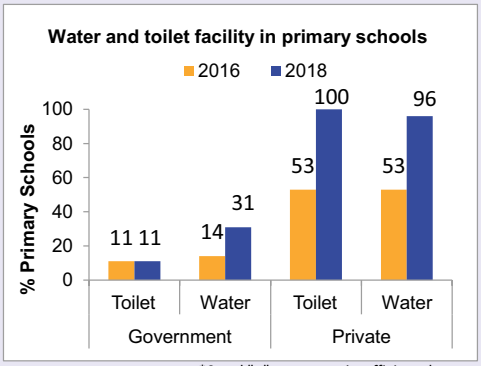
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2	6	10	2	5	8	11	-
Useable water	30.5	44.4	63.1	0*	95.7	90.0	93.8	-
Useable toilet	11.3	35.3	55.7	0*	100	90.0	93.8	-
Playground	5.8	14.3	33.6	0*	8.7	35.0	68.8	-
Boundary wall	39.4	72.2	77.9	16.7	91.3	90.0	93.8	-
Library	0.0	3.8	22.8	0*	0.0	25.0	37.5	-
Computer lab	0.0	0*	6.0	0*	0.0	15.0	31.2	-

School Grants

2018**	**# of schools reported receiving grants**	10	3	3	0*	0*	0*	0*	0*
	% of schools reported receiving grants	1.9	3.2	2.6	-	-	-	-	-
	Average amount of grant (Rs.)	1,652.5	13,433.3	3,333.3	-	-	-	-	-
2017	**# of schools reported receiving grants**	31	10	22	0*	0*	0*	0*	0*
	% of schools reported receiving grants	6.0	10.6	18.8	-	-	-	-	-
	Average amount of grant (Rs.)	3,775.9	31,301.4	26,459.5	-	-	-	-	-







*0 and "- "represents insufficient data
**Grants received till October 31, 2018

BALOCHISTAN - RURAL

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Total	**27.9**	**27.8**	**16.9**	**3.9**	**4.1**	**28.3**	**30.0**	**59.9**	**40.1**	**34.2**	**43.2**
Awaran	13.0	24.6	13.2	0.1	0.8	21.2	10.3	84.2	16.3	5.3	83.9
Barkhan	7.8	22.1	12.8	18.2	4.9	23.4	67.9	81.9	55.8	75.3	50.0
Bolan	5.7	28.2	19.0	0.0	1.2	2.1	1.8	44.0	11.9	1.1	39.0
Chaghi	43.6	17.7	12.7	0.4	0.4	66.1	50.2	85.8	75.7	69.9	90.9
Dera Bugti	11.6	33.0	15.3	6.1	2.6	30.3	75.0	94.9	42.9	61.1	92.0
Duki	0.2	16.1	8.5	7.9	1.5	2.2	0.0	34.8	0.0	0.0	30.0
Gwadar	43.4	10.3	4.4	1.4	1.2	45.6	63.8	83.0	81.8	80.0	72.7
Harnai	41.4	28.8	16.9	9.7	0.8	59.2	37.1	80.5	58.7	50.5	58.5
Jafarabad	5.4	32.3	22.1	0.0	0.1	0.0	1.8	43.4	0.0	0.0	5.9
Jhal Magsi	6.9	27.7	20.5	0.4	0.2	1.7	0.7	59.1	6.2	0.0	29.7
Kallat	2.1	36.9	23.2	3.3	2.3	9.1	5.2	26.3	18.2	4.7	30.0
Kech (Turbat)	70.4	7.7	4.2	1.0	1.5	23.8	36.4	42.1	13.5	16.1	32.3
Kharan	87.7	10.7	6.7	2.9	1.1	3.5	3.5	26.7	8.1	0.0	5.4
Khuzdar	5.6	31.1	21.8	0.5	0.0	0.9	2.4	42.7	5.4	0.0	25.0
Kohlu	61.9	20.0	15.9	1.4	9.6	12.0	8.6	50.5	85.9	50.6	79.4
Lasbela	15.2	26.9	21.8	0.6	0.0	4.8	3.8	76.0	43.5	6.8	80.0
Lehri	24.3	46.1	23.3	2.5	1.8	18.9	7.6	24.9	25.0	7.4	3.8
Loralai	10.0	11.2	8.2	12.9	6.6	6.4	20.2	52.3	9.3	15.6	38.1
Mastung	10.0	28.2	19.9	0.3	1.7	4.6	2.6	36.9	2.0	1.3	18.4
Musakhel	23.0	48.5	25.3	11.8	3.5	64.7	39.4	78.1	78.8	38.9	75.0
Nasirabad	6.0	24.1	17.0	0.1	2.7	0.7	0.5	54.4	4.7	2.9	21.4
Nushki	37.0	10.7	6.3	5.9	6.8	69.1	80.6	75.4	70.1	63.2	65.1
Panjgur	41.6	30.6	14.6	3.8	6.2	32.5	35.7	56.9	25.3	26.1	36.6
Pishin	36.7	27.4	15.2	9.4	2.1	32.4	27.7	48.3	35.5	35.4	34.9
Qilla Abdullah	33.8	19.7	16.1	1.2	6.3	55.9	61.9	81.0	84.8	79.8	79.5
Qilla Saifullah	33.4	21.1	13.5	1.7	20.4	39.5	56.4	74.2	84.1	82.0	65.4
Quetta	25.1	32.5	20.6	11.3	10.7	20.3	25.8	51.6	22.3	18.4	26.5
Sherani	15.1	52.5	25.6	2.2	2.1	76.5	63.8	83.6	83.7	75.0	60.0
Sibi	20.6	31.0	19.9	5.0	4.2	22.3	24.5	30.0	13.0	17.8	4.3
Sohbatpur	5.6	33.5	25.1	0.1	0.9	1.1	1.0	49.4	3.5	0.0	19.3
Surab	33.7	35.6	26.0	0.0	0.5	16.8	12.1	64.4	31.2	20.7	63.9
Washuk	99.3	0.3	0.2	3.2	0.0	4.7	1.2	11.6	0.0	0.0	9.1
Zhob	7.2	78.6	35.2	2.3	5.1	90.0	68.3	94.7	100	66.7	60.0
Ziarat	30.7	17.2	11.2	0.2	13.3	40.0	50.2	68.8	91.1	90.3	64.3

Sample Composition

- ASER 2018 survey was conducted in 34 rural districts of Balochistan. This covered 19,991 households in 1007 villages throughout the province.
- Detailed information was collected on 67,818 children (56% males, 44% females) aged 3-16 years. Out of these 47,325 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 976 government schools (70% primary, 14% elementary, 15% high, 1% others) and 59 private schools (39% primary, 34% elementary, 27% high, 0% others) were surveyed.
- 55% of the government schools were boys only, 10% were girls only, and 35% were coeducation schools. In case of private schools, 17% were boys only, 2% were girls only and 81% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2016.

- In 2018, 28% of children were reported to be out-of-school which has decreased compared to previous year (35%). 16% children have never been enrolled in a school and 12% have dropped out of school for various reasons.
- 72% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 89% of children were enrolled in government schools whereas 11% of children were going to non-state institutions (4% private schools, 7% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 36% were girls and 64% were boys whereas in private schools 63% enrolled children were boys and 37% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased in 2018 as compared to 2016.

- 28% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 22% in 2016.
- 72% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children (in class 5) have decreased slightly: 60% class 5 children could not read a class 2 level story in Urdu compared to 58% in 2016.

- Analysis shows that 96% of class 3 children could not read story in Urdu the same as in 2016.

English learning levels (in class 5) have deteriorated: 66% class 5 children could not read sentences (class 2 level) compared to 62% in 2016.

- ASER 2018 reveals that 99% class 3 children could not read class 2 level sentences as compared to 95% in 2016.

Arithmetic learning levels (in class 5) have improved: 57% class 5 children could not do two digit division as compared to 60% in 2016.

- 89% children enrolled in class 3 could not do two digit division in 2018 as compared to 96% in 2016.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 46% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 40% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 51% private school children can read at least sentences in class 5 whereas only 34% government school children can do the same.
- Arithmetic learning levels of private schools children were better than public schools. 45% children enrolled in private schools (class 5) were able to do division when compared to only 44% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in literacy and numeracy skills.

- 31% of boys and 20% of girls could read at least sentences in Urdu.
- 26% boys could read at least English words while 15% of girls can do the same.
- Similarly, 34% of boys were able to do at least subtraction compared to 26% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 10% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 5% of out-of-school children could read story in Urdu, 2% could read sentences in English, and 5% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

12% of mothers and 35% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 88% had not completed primary education.
- 65% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall paid tuition students in private schools is 18% compared to 3% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 2% children enrolled in class 1 take private tuition whereas 5% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

56% of surveyed government schools and 5% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.
- It was found that 56% of the surveyed government schools and 5% of the surveyed private schools had Class 2 sitting with other classes.
- 8% of surveyed government schools and 7% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

21% children in surveyed government schools and 11% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at 79% whereas it was 89% in surveyed private schools.

11% teachers in surveyed government schools and 8% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 89% whereas it was 92% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

- 32% teachers of surveyed government schools have done graduation as compared to 45% teachers of surveyed private schools.

- 29% of surveyed government school teachers had Bachelors in Education degrees as compared to 36% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

A larger proportion of surveyed private high schools had computer labs than surveyed government high schools.

- 6% of surveyed government high schools had computer labs and 23% had a library as compared to surveyed private high schools where 31% had computer labs and 38% had a library.

89% surveyed government primary schools were without toilets and 69% were without drinking water.

- 89% of the surveyed government primary schools did not have toilets in 2018 similar to 2016. None of the surveyed private primary schools were missing toilet facility in 2018 as compared to 47% in 2016.

- 69% of the surveyed government primary schools did not have drinking water in 2018 as compared to 86% in 2016. Similarly, 4% of the surveyed private primary schools did not have drinking water facility in 2018 as compared to 47% in 2016.

61% of the surveyed government primary schools were without complete boundary walls and 94% were without playgrounds.

- Amongst the surveyed government primary schools, only 39% had complete boundary walls as compared to 30% in 2016.

- In 2018, 9% of the surveyed private primary schools did not have complete boundary walls as compared to 26% in 2016.

- 6% of surveyed government primary schools had playgrounds in 2018 while 9% surveyed private primary schools had playgrounds.

10 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools as compared to 9 rooms in 2016.

- In 2018, surveyed private high schools had 11 classrooms on average being used for classroom activities as compared to 7 in 2016.

THEME 13: SCHOOL GRANTS/FUNDS

2% of the government primary schools and 0% private primary schools received grants.

- 10 surveyed government primary schools are receiving grants in 2018 as compared to 0 surveyed private primary schools.

- The proportion of government primary schools receiving grants has decreased since last year. 2% government primary schools received grants in 2018 as compared to 3% in 2016.

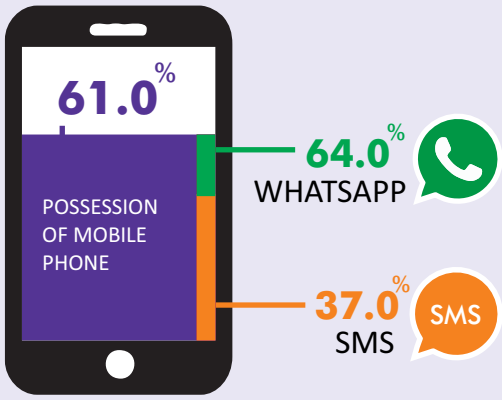
Information & Communication Technology

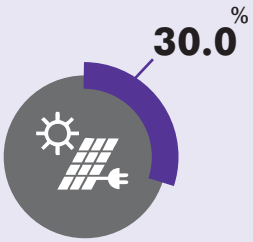
- **61%** of households across all rural districts of Balochistan have mobile phones.
- Amongst mobile users, **37%** use Whatsapp service for communication.
- Amongst mobile users, **64%** use SMS facility for communication.
- **11%** of households have computers/laptops

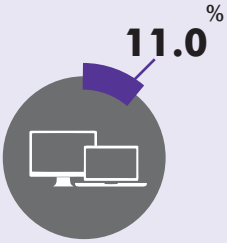
Alternate Energy

- Across all rural districts of Balochistan, **30%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD

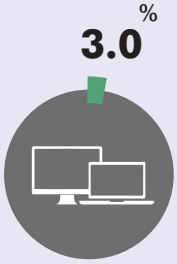


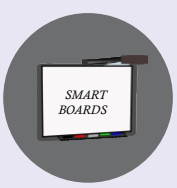




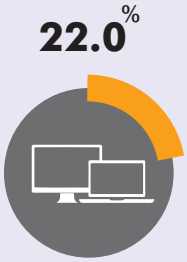
SCHOOLS

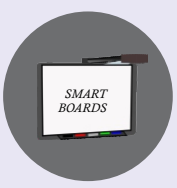
GOVT. SCHOOLS



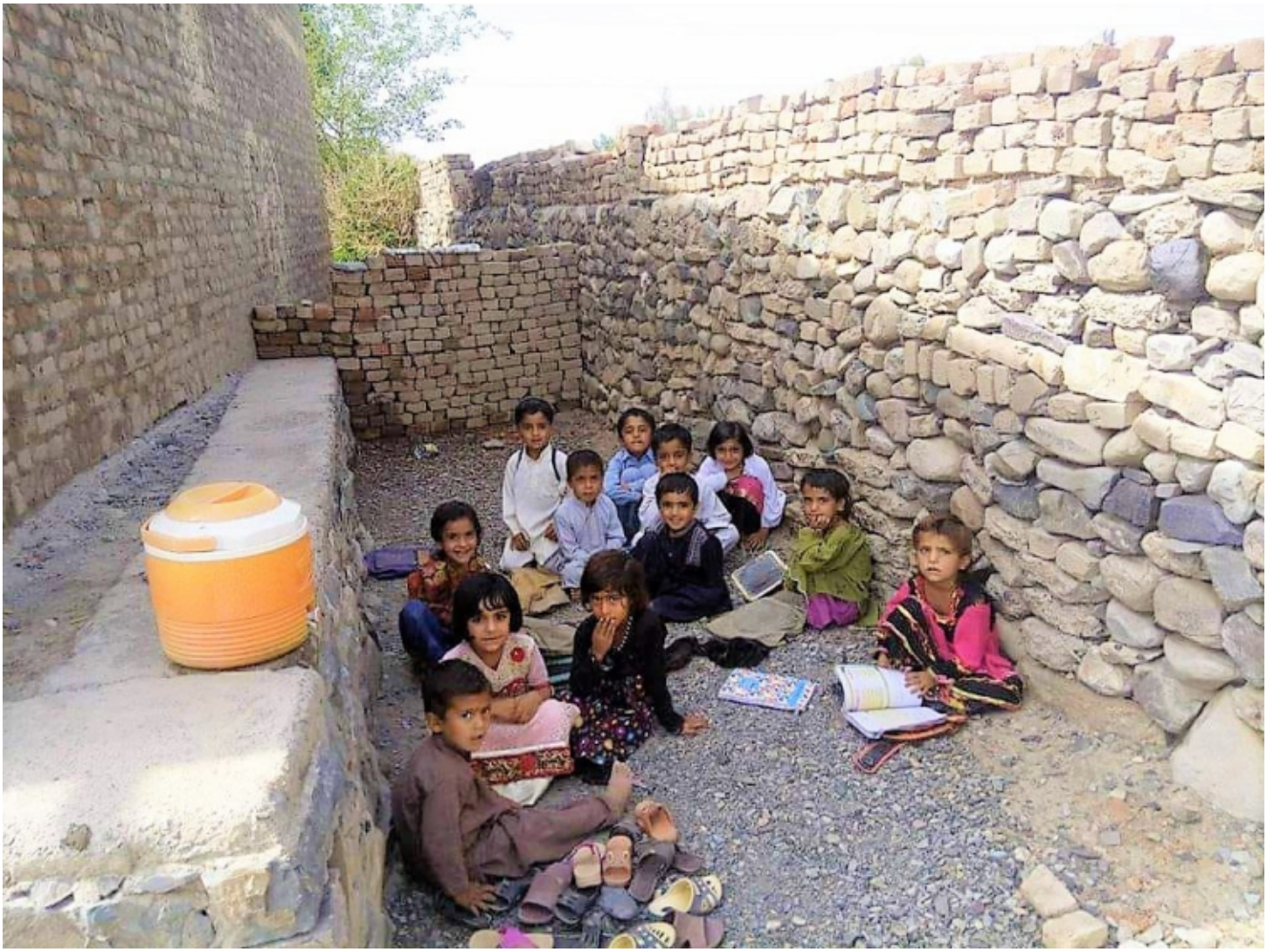


PVT. SCHOOLS





*Insufficient Data **Only for Primary, Middle and High Schools ***Only for High Schools ****Only for High Schools



Annual Status of Education Report

ASER PAKISTAN 2018

Facilitated by SAFED

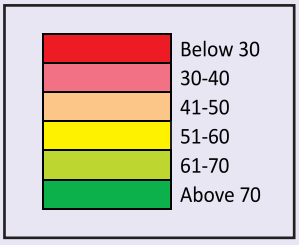
GILGIT-BALTISTAN (RURAL)

ASER
PAKISTAN

Children in Pre School
(Age 3-5 years)

District wise map showing % children

% Children (3-5 years) attending pre school

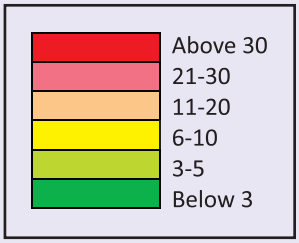


Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

District wise map showing % children

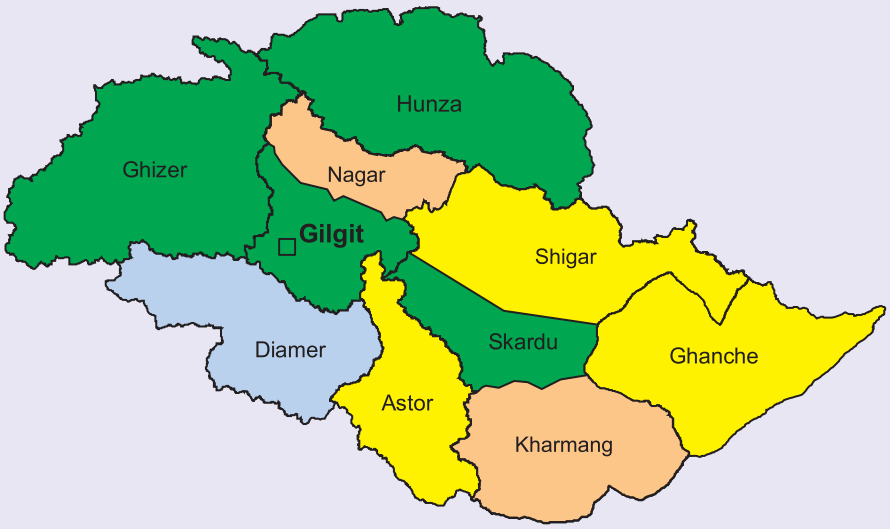
% Children (6-16 years) who are not in schools



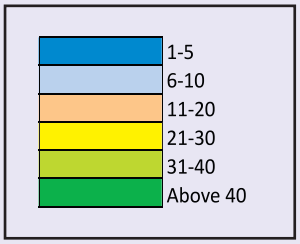
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

District wise map showing % children



% Children (6-16 years) enrolled in private schools



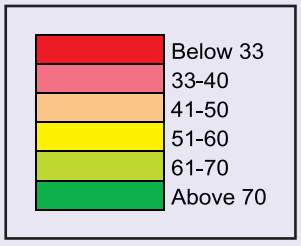
Maps may not be accurate or to scale. These are mere representations.

Annual Status of Education Report 2018
ASER PAKISTAN
Facilitated by SAFED

Reading Language Urdu
(Class 5)

District wise map showing % children who can read story (Class 2 level Text)

% Children in class 5 who can read story

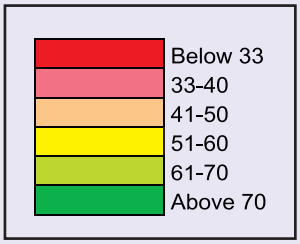


Maps may not be accurate or to scale. These are mere representations.

Reading English
(Class 5)

District wise map showing % children who can read sentences (Class 2 level Text)

% Children in class 5 who can read sentences

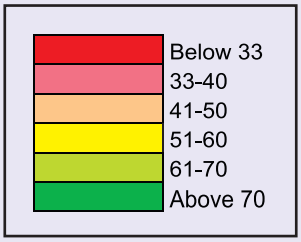


Maps may not be accurate or to scale. These are mere representations.

Arithmetic
(Class 5)

District wise map showing % children who can do division (Class 3) sums

% Children in class 5 who can do division



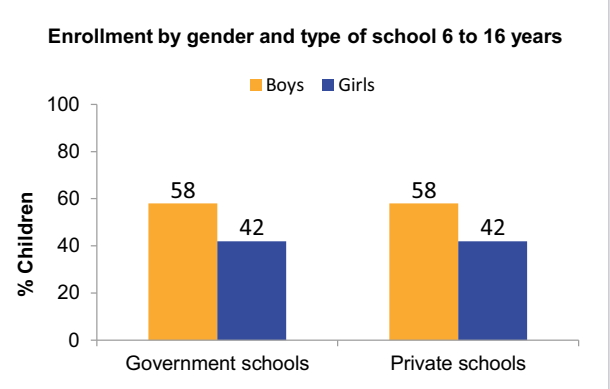
Maps may not be accurate or to scale. These are mere representations.

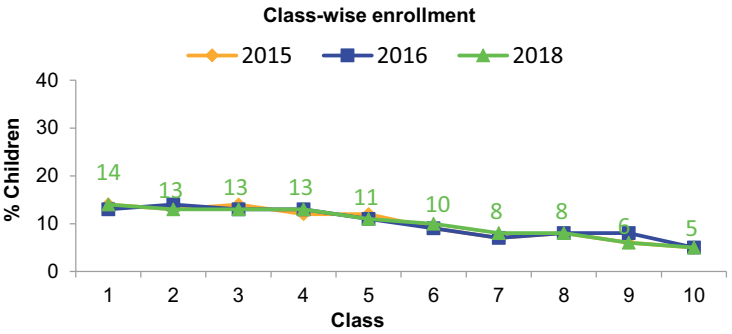
GILGIT-BALTISTAN - RURAL

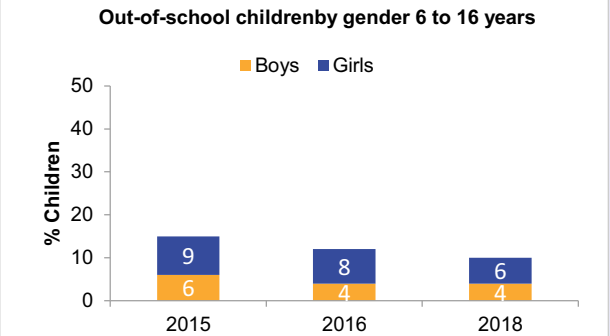
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	57.6	30.7	1.2	1.5	7.9	1.0	100
11 - 13	61.2	30.0	1.1	0.5	5.1	2.1	100
14 - 16	60.3	27.2	0.7	0.2	5.7	5.9	100
6 - 16	**59.2**	**29.7**	**1.0**	**0.9**	**6.7**	**2.5**	**100**
Total	**90.8**				**9.2**		**100**
By Type	65.2	32.7	1.1	1.0			

How to read: 91.0% (57.6+30.7+1.2+1.5) children of age group 6-10 are enrolled



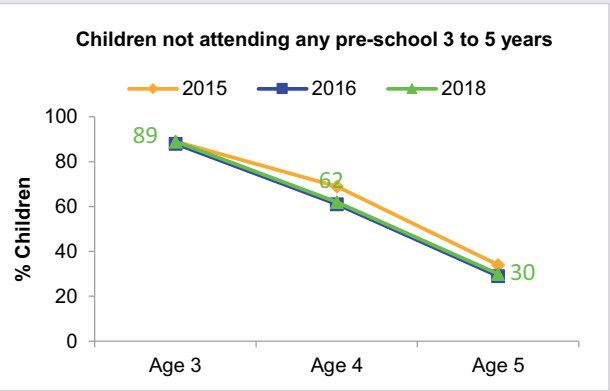




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	7.4	3.3	0.1	0.2	89.1	100
4	22.5	12.7	1.0	1.4	62.5	100
5	43.4	23.6	1.1	2.0	30.0	100
3 - 5	**25.0**	**13.5**	**0.7**	**1.2**	**59.7**	**100**
Total	**40.3**				**59.7**	**100**
By Type	**61.9**	**33.4**	**1.8**	**3.0**		

How to read: 11.0% (7.4+3.3+0.1+0.2) children of age 3 are enrolled



Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	81.8	56.5	43.2	20.4	10.5	18.2	23.9	28.2	28.8	28.8	29.3	34.3	13.0
2	18.2	29.6	31.1	34.6	21.2								12.8
3	0.0	13.9	18.6	27.1	29.2	21.8							13.1
4		13.9	7.0	13.2	19.9	31.7	23.3						12.7
5			7.0	4.7	14.7	19.6	24.9	20.9					11.6
6				4.7	4.5	8.7	16.3	26.5	21.9				9.8
7					4.5	0.0	8.7	15.7	23.9	17.9			7.6
8						0.0	2.7	8.7	17.5	25.3	20.7		7.8
9							2.7	0.0	7.9	19.5	27.7	25.9	6.4
10								0.0	0.0	8.5	22.3	39.8	5.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

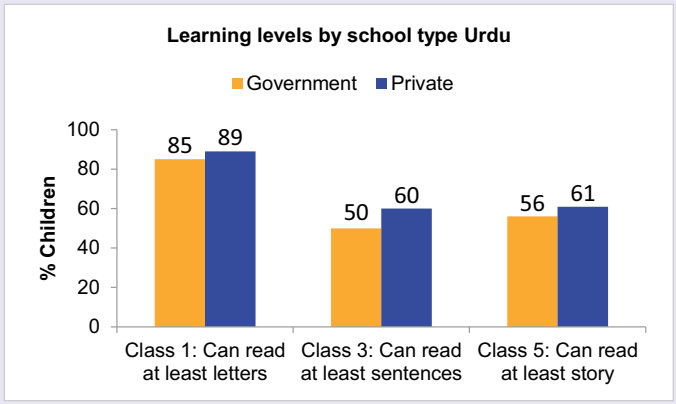
GILGIT-BALTISTAN - RURAL

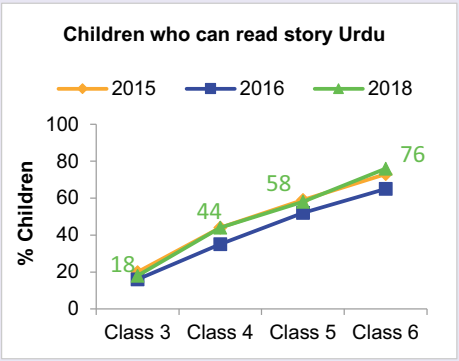
Learning levels (Urdu)

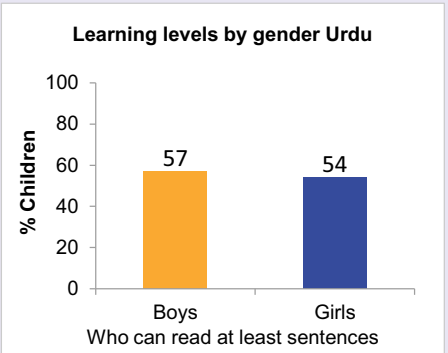
Class-wise % children who can read

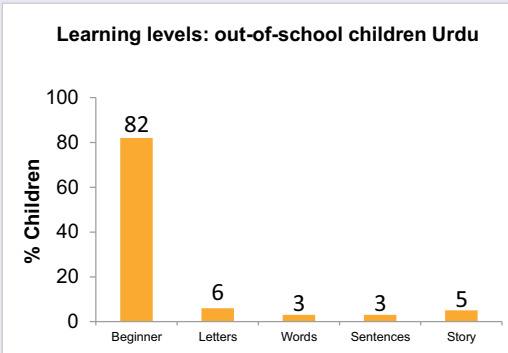
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.9	53.6	29.3	3.2	0.0	100
2	4.1	23.2	49.7	16.6	6.4	100
3	2.3	9.2	36.1	34.2	18.1	100
4	1.2	3.5	17.5	33.3	44.4	100
5	1.5	2.6	9.9	28.3	57.7	100
6	0.7	1.2	3.2	18.8	76.1	100
7	0.3	0.8	3.2	14.0	81.7	100
8	0.5	0.7	2.4	8.9	87.5	100
9	0.5	0.2	1.6	4.3	93.4	100
10	0.0	0.0	0.4	4.5	95.1	100

How to read: 3.2 % (3.2+0) children of class 1 can read sentences







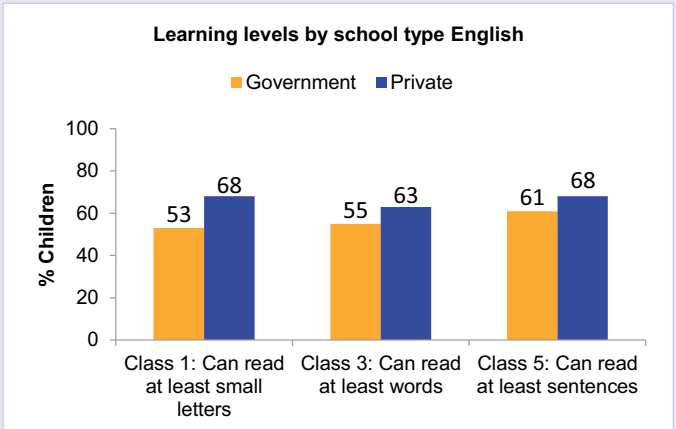


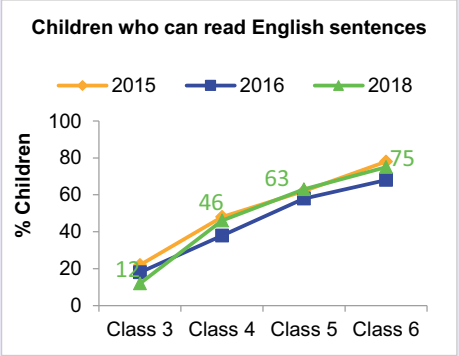
Learning levels (English)

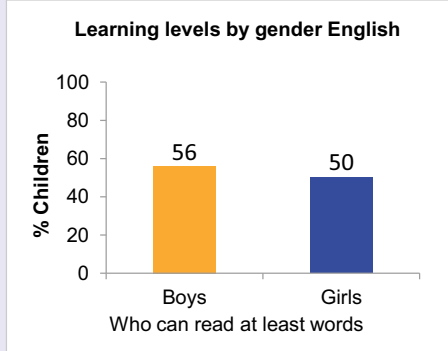
Class-wise % children who can read

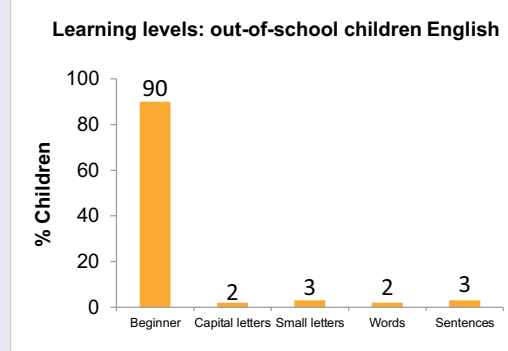
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	20.4	22.6	38.3	18.8	0.0	100
2	12.3	8.7	37.9	38.2	2.9	100
3	12.1	5.1	26.0	44.9	11.9	100
4	12.1	1.9	11.2	28.6	46.1	100
5	11.8	1.0	5.3	19.3	62.6	100
6	9.7	0.4	3.3	11.7	75.0	100
7	11.5	0.2	2.0	9.6	76.6	100
8	13.2	0.1	1.4	5.5	79.8	100
9	12.2	0.3	0.7	2.8	83.9	100
10	16.8	0.0	0.0	3.4	79.7	100

How to read: 18.8 % (18.8+0) children of class 1 can read words









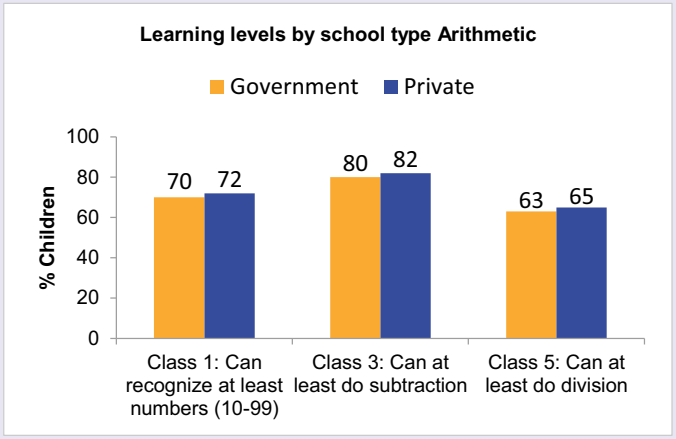
GILGIT-BALTISTAN - RURAL

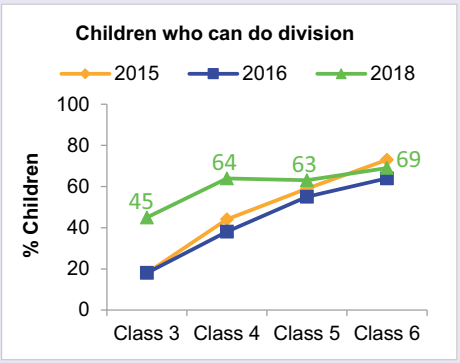
Learning levels (Arithmetic)

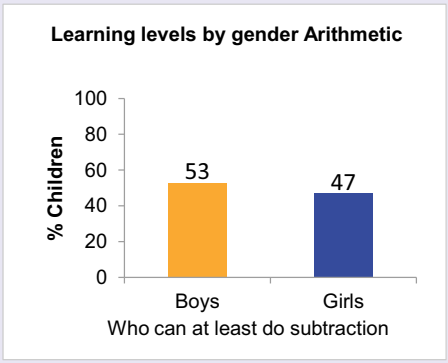
Class-wise % children who can do

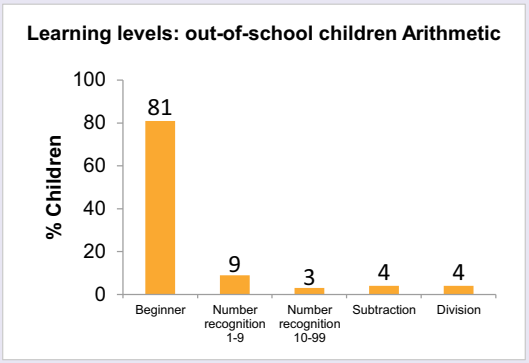
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	11.1	18.8	44.8	21.0	4.4	100
2	3.5	8.1	24.7	42.8	21.0	100
3	2.8	3.5	13.6	34.7	45.4	100
4	1.9	1.8	7.8	24.3	64.2	100
5	5.5	1.9	4.9	24.5	63.1	100
6	3.2	0.0	3.6	24.6	68.5	100
7	4.2	1.2	1.2	21.1	72.3	100
8	6.5	1.6	2.4	17.9	71.5	100
9	3.9	3.9	2.6	11.7	77.9	100
10	0.0	0.0	0.0	13.6	86.4	100

How to read: 25.4 % (21+4.4) children of class 1 can do subtraction

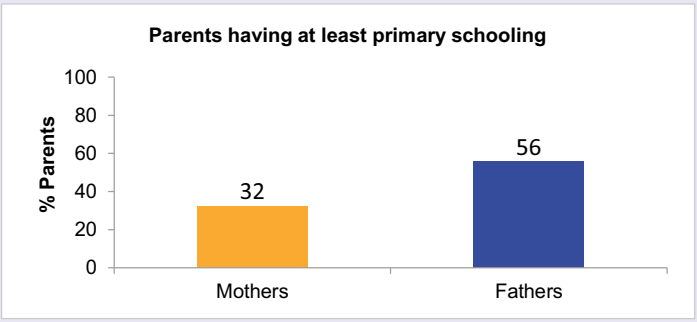








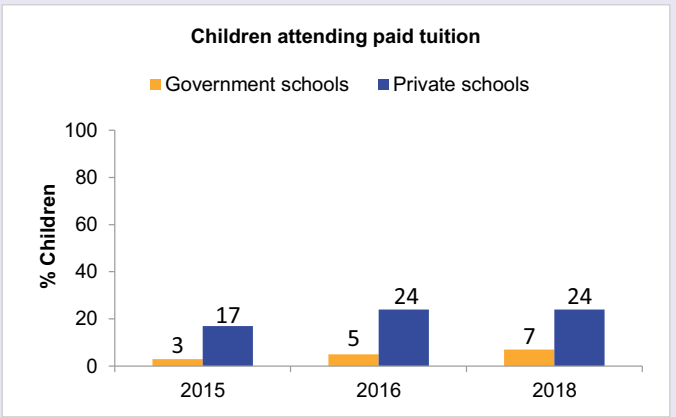
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	5.2	6.9	4.3	5.6	7.0	6.4	8.1	7.9	10.9	10.4
Pvt.	17.0	24.6	22.4	22.8	21.3	26.9	30.2	31.1	34.6	28.1



GILGIT-BALTISTAN - RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	41	16	63	120	6	7	45	58
Elementary	15	12	43	70	3	0	39	42
High	28	24	21	73	1	1	44	46
Others	11	8	13	32	1	0	8	9
Total	**95**	**60**	**140**	**295**	**11**	**8**	**136**	**155**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	89.8	92.9	90.4	92.6	91.2	90.1	89.6	90.2	83.5	89.7
Teacher attendance	87.8	89.5	87.6	82.9	87.7	91.4	90.8	91.2	96.3	91.3

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	4.3	2.5
FA	14.3	21.7
BA	44.0	50.3
MA or above	37.4	25.5
Others	0.0	0.0

Teacher qualification - professional (% of teachers)

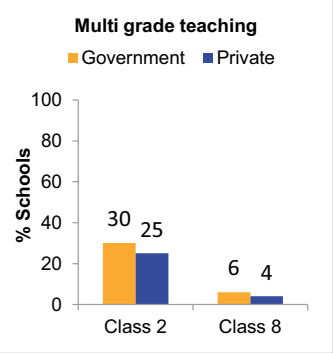
	Government schools	Private schools
PTC	3.7	4.2
CT	10.6	24.7
B-Ed	63.7	58.6
M-Ed or above	21.5	11.0
Others	0.5	1.5

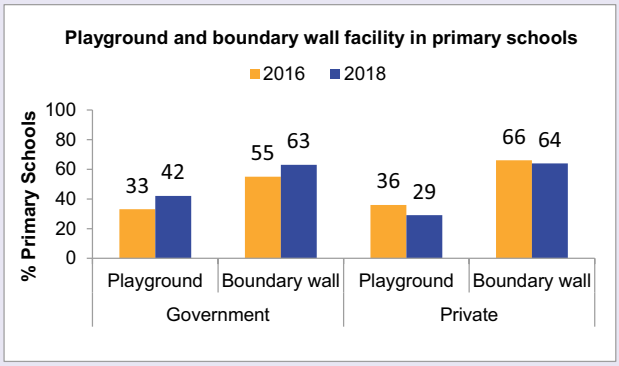
School facilities (% schools)

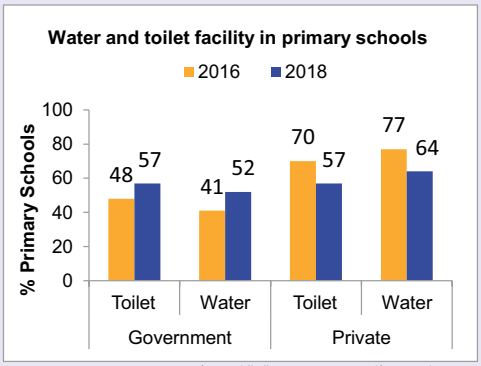
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3	7	10	8	4	8	11	7
Useable water	52.5	72.9	82.2	75.0	63.8	76.2	100	55.6
Useable toilet	56.7	71.4	79.5	65.6	56.9	90.5	100	55.6
Playground	41.7	62.9	80.8	62.5	29.3	66.7	69.6	77.8
Boundary wall	63.3	78.6	78.1	81.2	63.8	78.6	84.8	55.6
Library	0.0	22.9	53.4	40.6	0.0	38.1	80.4	44.4
Computer lab	0.0	7.1	39.7	43.8	0.0	26.2	63.0	33.3

School Grants

2018**	**# of schools reported receiving grants**	29	4	10	0*	0*	0*	0*	0*
	% of schools reported receiving grants	24.4	5.7	13.7	-	-	-	-	-
	Average amount of grant (Rs.)	44,403.4	40,000.0	150,700.0	-	-	-	-	-
2017	**# of schools reported receiving grants**	43	21	26	0*	0*	0*	0*	0*
	% of schools reported receiving grants	36.1	30.0	35.6	-	-	-	-	-
	Average amount of grant (Rs.)	18,747.9	37,154.8	112,347.7	-	-	-	-	-







*0 and "- "represents insufficient data
**Grants received till October 31, 2018

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Total	**40.3**	**9.2**	**5.5**	**32.7**	**12.4**	**52.4**	**56.8**	**80.1**	**57.7**	**62.6**	**63.1**
Astore	51.4	4.1	2.2	25.0	11.5	43.1	51.3	65.8	49.6	51.4	43.3
Diamer	25.3	42.6	28.6	7.1	3.0	48.1	25.8	95.9	46.8	40.8	56.8
Ghanche	35.0	6.0	4.1	28.5	16.6	20.5	26.4	59.3	42.3	36.5	56.6
Ghizer	56.9	0.5	0.2	62.0	7.7	72.9	62.1	70.5	65.7	72.3	65.7
Gilgit	49.2	8.6	3.2	41.2	5.0	76.1	68.4	87.9	78.3	78.4	70.0
Hunza	80.6	0.6	0.2	57.9	27.2	64.9	77.1	91.1	52.5	79.1	77.4
Kharmang	26.2	5.7	3.3	12.4	12.0	41.3	70.7	79.6	43.8	60.3	70.7
Nagar	62.3	3.0	1.1	15.3	11.6	60.9	62.5	96.9	94.8	88.3	100.0
Shigar	25.7	6.9	4.2	25.6	8.7	52.4	64.4	77.4	57.7	57.6	64.9
Skardu	28.8	5.2	2.6	47.4	16.7	46.8	67.6	81.6	48.2	56.1	65.4

Sample Composition

- ASER 2018 survey was conducted in 10 rural districts of Gilgit-Baltistan. This covered 5,862 households in 299 villages throughout the region.
- Detailed information was collected on 16,979 children (55% males, 45% females) aged 3-16 years. Out of these 13,003 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 295 government schools (41% primary, 24% elementary, 25% high, 11% others) and 155 private schools (37% primary, 27% elementary, 30% high, 6% others) were surveyed.
- 32% of the government schools were boys only, 20% were girls only, and 47% were coeducation schools. In case of private schools, 7% were boys only, 5% were girls only and 88% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2016.

- In 2018, 9% of children were reported to be out-of-school which has decreased compared to 2016 (13%). 7% children have never been enrolled in a school and 2% have dropped out of school for various reasons.
- 91% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 65% of children were enrolled in government schools whereas 35% of children were going to non-state institutions (33% private schools, 1% Madrassah, 1% others).
- Amongst the enrolled students in both government and private schools, 58% were girls and 42% were boys.
- The percentage of out of school children (boys and girls) has decreased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2016.

- 40% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 41% in 2016.
- 60% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have improved: 42% class 5 children could not read a class 2 level story in Urdu compared to 47% in 2016.

- Analysis shows that 82% of class 3 children could not read story in Urdu compared to 84% in the 2016.

English learning levels have improved: 37% class 5 children could not read sentences (class 2 level) compared to 42% in 2016.

- ASER 2018 reveals that 88% class 3 children could not read class 2 level sentences as compared to 82% in the 2016.

Arithmetic learning levels have improved: 37% class 5 children could not do two digit division as compared to 45% in 2016.

- 55% children enrolled in class 3 could not do two digit division in 2018 as compared to 82% in 2016.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

- 61% children enrolled in class 5 in a private school were able to read at least story in Urdu as compare d to 56% class 5 children enrolled in government schools.

- English learning levels of private schools children were better than public schools. 68% private school children can read at least sentences in class 5 whereas only 61% government school children can do the same.

- In arithmetic, 65% children enrolled in private schools (class 5) were able to do division when compared to 63% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in literacy and numeracy skills.

- 57% of boys and 54% of girls could read at least sentences in Urdu.

- 56% boys could read at least English words while 50% of girls can do the same.

- Similarly, 53% of boys were able to do at least subtraction compared to 47% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 10% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 5% of out-of-school children could read story in Urdu, 3% could read sentences in English, and 4% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION
32% of mothers and 56% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 68% had not completed primary education.

- 44% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS
Private tuition incidence is greater for private school students. Overall tuition in private schools is 24% compared to 7% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies with class-level. For example, in government schools, 5% children enrolled in class 1 take private tuition whereas 10% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING
30% of surveyed government schools and 25% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.

- It was found that 30% of the surveyed government schools and 25% of the surveyed private schools had Class 2 sitting with other classes.

- 6% of surveyed government schools and 4% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM
9% children in surveyed government schools and 10% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at 91% same as in surveyed private schools (90%)

12% teachers in surveyed government schools and 9% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 88% whereas it was 91% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in surveyed private schools as compared to surveyed government schools.

- 44% teachers of surveyed government schools have done graduation as compared to 50% teachers of surveyed private schools.

- 64% of surveyed government school teachers had Bachelors in Education degrees as compared to 59% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

A larger proportion of surveyed private high schools had library books than surveyed government high schools.

- 40% of surveyed government high schools had computer labs and 53% had a library as compared to surveyed private high schools where 63% had computer labs and 80% had a library.

43% surveyed government primary schools were without toilets and 48% were without drinking water.

- 43% of the surveyed government primary schools did not have toilets in 2018 as compared to 52% in 2016. Similarly, 43% surveyed private primary schools were missing toilet facility in 2018 as compared to 30% in 2016.

- 48% of the surveyed government primary schools did not have drinking water in 2018 as compared to 59% in 2016. Similarly, 37% of the surveyed private primary schools did not have drinking water facility in 2018 as compared to 23% in 2016.

37% of the surveyed government primary schools were without complete boundary walls and 58% were without playgrounds.

- Amongst the surveyed government primary schools, 63% had complete boundary walls as compared to 55% in 2016.

- In 2018, 36% of the surveyed private primary schools did not have complete boundary walls as compared to 34% in 2016.

- 42% of surveyed government primary schools had playgrounds in 2018 while 29% surveyed private primary schools had playgrounds.

10 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools as compared to 11 in 2016.

- In 2018, surveyed private high schools had 11 classrooms on average being used for classroom activities same as in 2016 (11).

THEME 13: SCHOOL GRANTS/FUNDS

24% of the government primary schools and 0% private primary schools received grants.

- 29 surveyed government primary schools are receiving grants in 2018 as compared to 0 surveyed private primary schools.

- The proportion of government primary schools receiving grants has decreased since last year. 24% government primary school received grants in 2018 as compared to 36% in 2016.

GILGIT BALTISTAN - RURAL

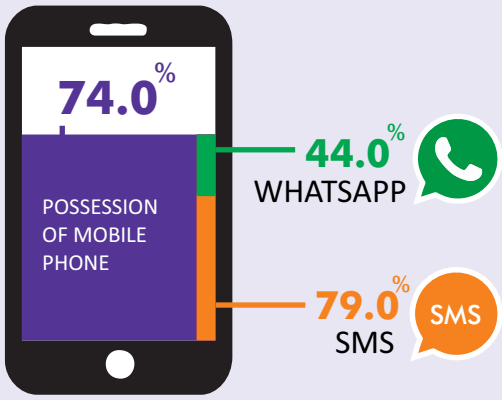
Information & Communication Technology

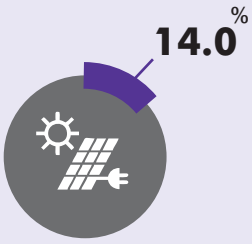
- **74%** of households across all rural districts of Gilgit-Baltistan have mobile phones.
- Amongst mobile users, **44%** use Whatsapp service for communication.
- Amongst mobile users, **79%** use SMS facility for communication.
- **23%** of households have computers/laptops

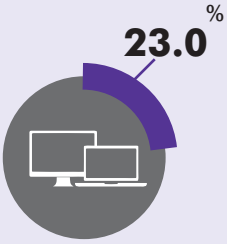
Alternate Energy

- Across all rural districts of Gilgit-Baltistan, **14%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD

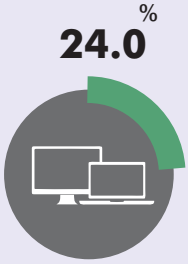


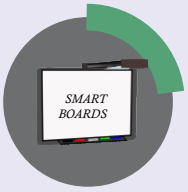




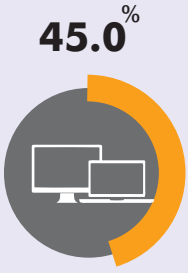
SCHOOLS

GOVT. SCHOOLS





PVT. SCHOOLS



*Insufficient Data **Only for Primary, Middle and High Schools ***Only for High Schools ****Only for High Schools

Annual Status of Education Report

ASER PAKISTAN 2018

Facilitated by SAFED

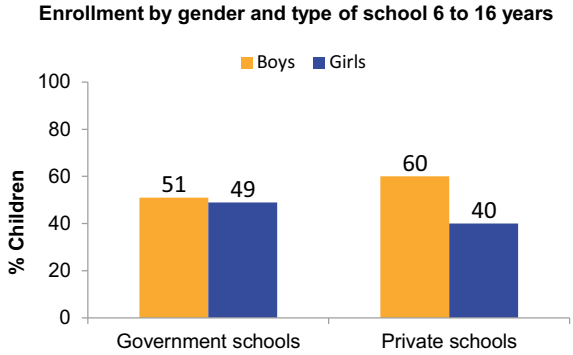
ISLAMABAD-ICT (RURAL)

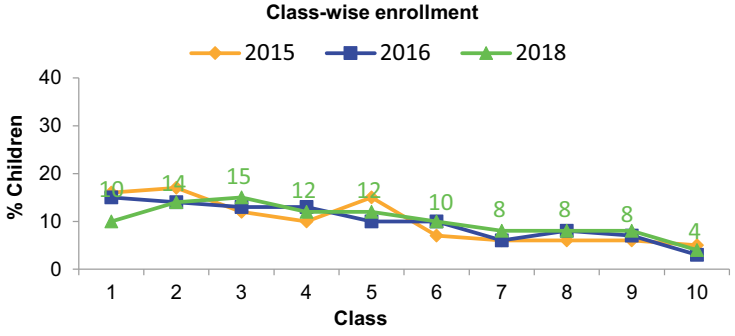
ISLAMABAD (ICT) - RURAL

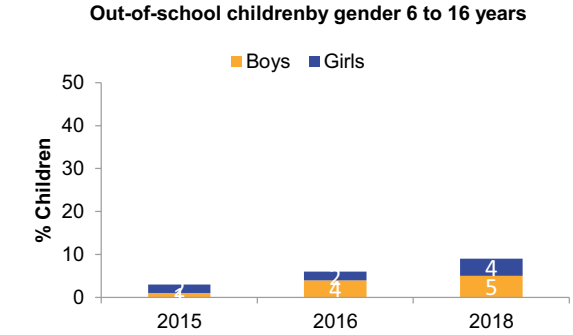
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	47.1	43.5	0.5	0.7	6.0	2.2	100
11 - 13	45.6	44.8	1.6	0.4	2.4	5.2	100
14 - 16	52.3	32.3	0.5	0.0	5.9	9.1	100
6 - 16	**47.8**	**41.4**	**0.8**	**0.5**	**5.1**	**4.4**	**100**
Total	**90.5**				**9.5**		**100**
By Type	52.8	45.8	0.8	0.5			

How to read: 91.8% (47.1+43.5+0.5+0.7) children of age group 6-10 are enrolled



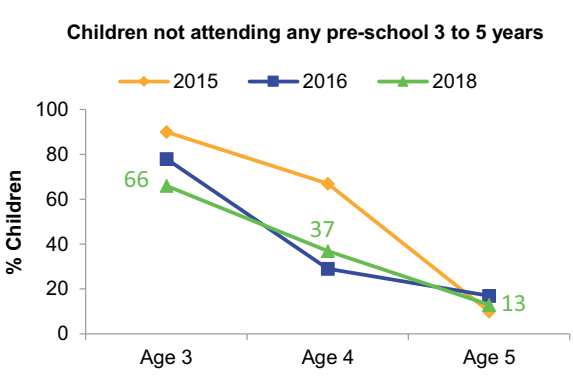




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	2.2	31.1	0.0	1.1	65.6	100
4	12.0	50.9	0.0	0.0	37.0	100
5	20.7	65.2	1.1	0.0	13.0	100
3 - 5	**11.7**	**49.3**	**0.3**	**0.3**	**38.3**	**100**
Total	**61.7**				**38.3**	**100**
By Type	**19.0**	**79.9**	**0.6**	**0.6**		

How to read: 34.4% (2.2+31.1+0.0+1.1) children of age 3 are enrolled



Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	66.7	54.5	27.8	9.4	5.1	7.0	15.2	12.9	12.5	12.1	17.9	16.3	9.7
2	33.3	32.7	37.8	40.6	13.9								14.1
3	0.0	12.7	30.0	34.9	31.6	20.2							15.0
4		12.7	4.4	9.4	36.7	33.3	16.7						11.9
5			4.4	5.7	10.1	31.0	34.8	18.8					11.8
6				5.7	2.5	8.5	24.2	36.6	22.5				10.2
7					2.5	0.0	6.1	22.8	35.0	16.7			7.6
8						0.0	3.0	8.9	25.0	37.9	20.9		8.3
9							3.0	0.0	5.0	30.3	34.3	55.8	7.8
10								0.0	0.0	3.0	26.9	27.9	3.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

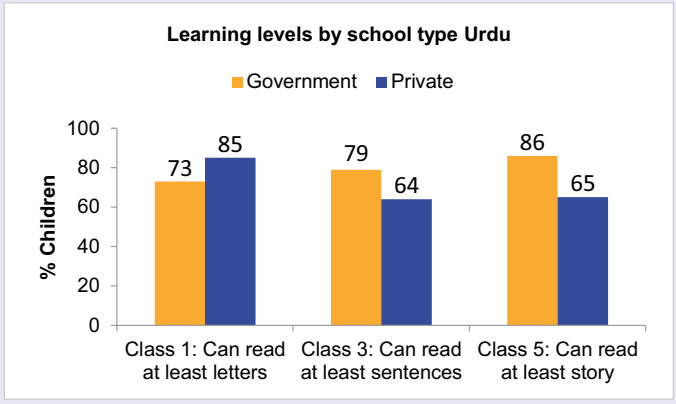
ISLAMABAD (ICT) - RURAL

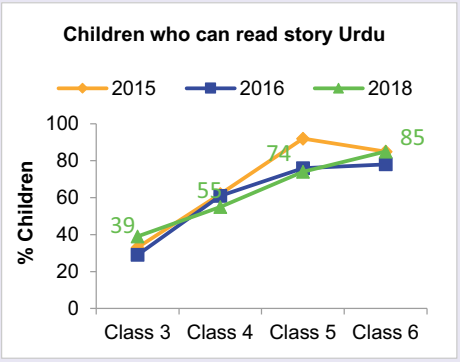
Learning levels (Urdu)

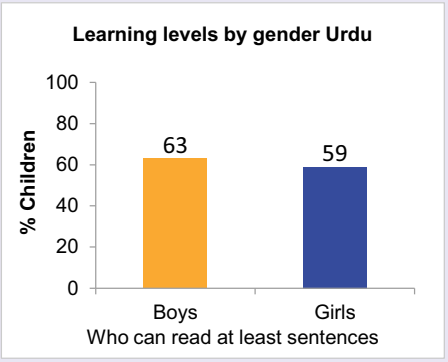
Class-wise % children who can read

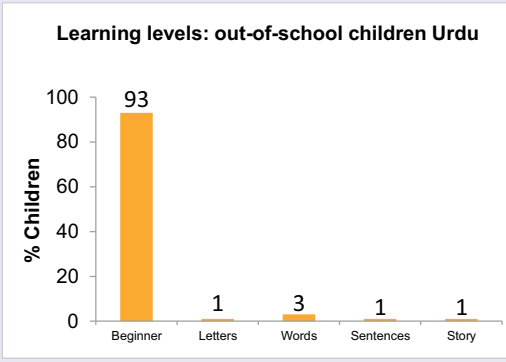
Class	Nothing	Letters	Words	Sentences	Story	Total
1	20.0	20.0	47.7	12.3	0.0	100
2	14.7	8.3	27.5	27.5	22.0	100
3	9.0	5.7	13.9	32.0	39.3	100
4	9.4	4.2	12.5	18.8	55.2	100
5	6.4	2.1	1.1	16.0	74.5	100
6	11.1	0.0	2.5	1.2	85.2	100
7	10.0	0.0	0.0	6.7	83.3	100
8	5.6	0.0	0.0	7.0	87.3	100
9	10.8	0.0	0.0	1.5	87.7	100
10	7.4	0.0	0.0	0.0	92.6	100

How to read: 12.3 % (12.3+0) children of class 1 can read sentences







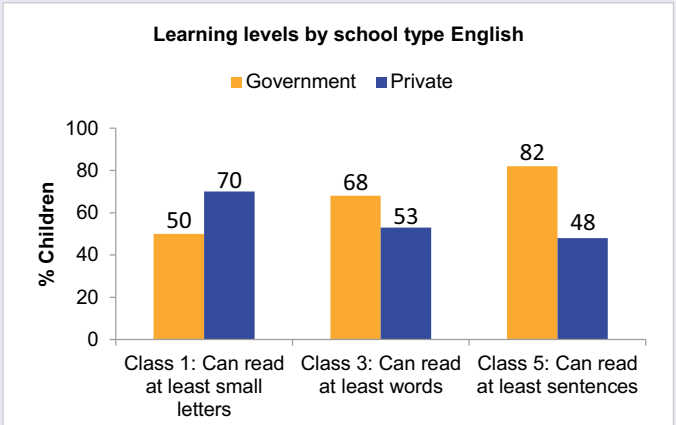


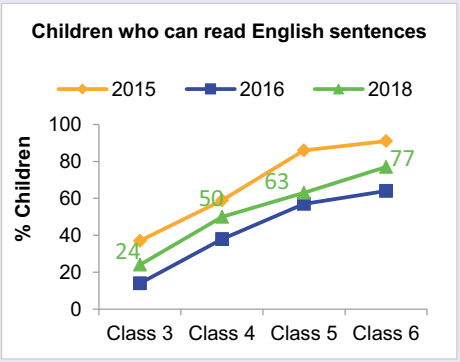
Learning levels (English)

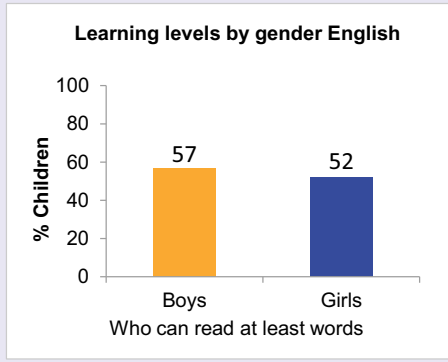
Class-wise % children who can read

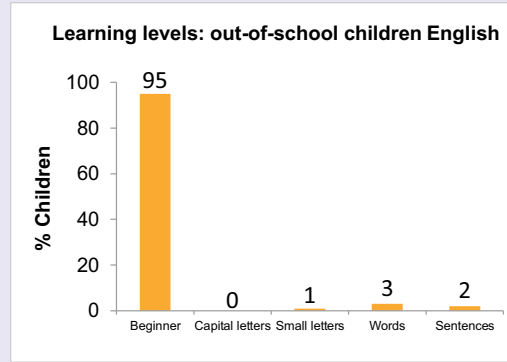
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	32.9	5.3	22.4	39.5	0.0	100
2	34.7	5.0	8.9	47.5	4.0	100
3	27.7	3.6	8.4	36.1	24.1	100
4	27.5	1.2	5.0	16.2	50.0	100
5	5.3	2.6	0.0	28.9	63.2	100
6	19.8	1.1	0.0	2.2	76.9	100
7	20.3	0.0	0.0	5.8	73.9	100
8	9.3	0.0	0.0	0.0	90.7	100
9	16.9	0.0	0.0	1.4	81.7	100
10	18.8	0.0	0.0	0.0	81.2	100

How to read: 39.5 % (39.5+0) children of class 1 can read words









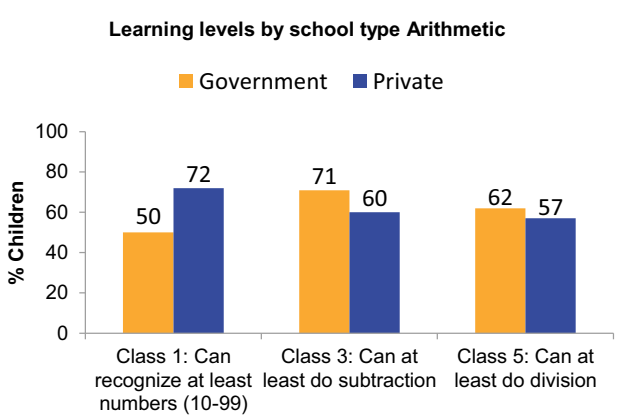
ISLAMABAD (ICT) - RURAL

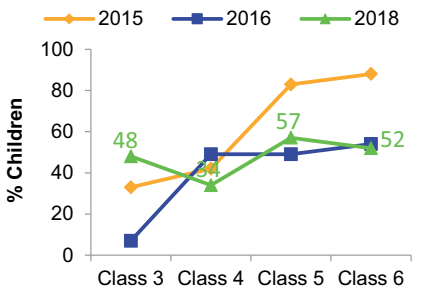
Learning levels (Arithmetic)

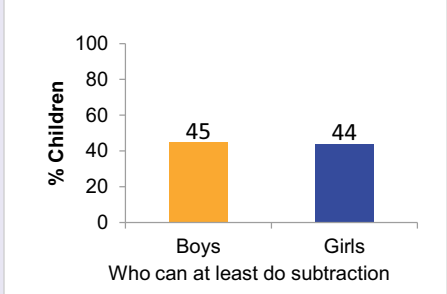
Class-wise % children who can do

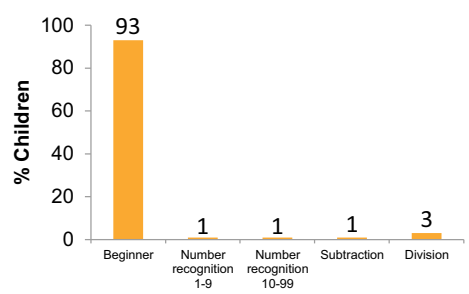
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	21.5	15.4	29.2	29.2	4.6	100
2	19.3	9.1	6.8	33.0	31.8	100
3	15.1	8.2	12.3	16.4	47.9	100
4	25.0	0.0	13.6	27.3	34.1	100
5	13.5	0.0	13.5	16.2	56.8	100
6	43.5	0.0	4.3	0.0	52.2	100
7	30.4	0.0	4.3	4.3	60.9	100
8	20.0	0.0	5.0	5.0	70.0	100
9	41.2	0.0	11.8	0.0	47.1	100
10	28.6	0.0	0.0	0.0	71.4	100

How to read: 33.8 % (29.2+4.6) children of class 1 can do subtraction

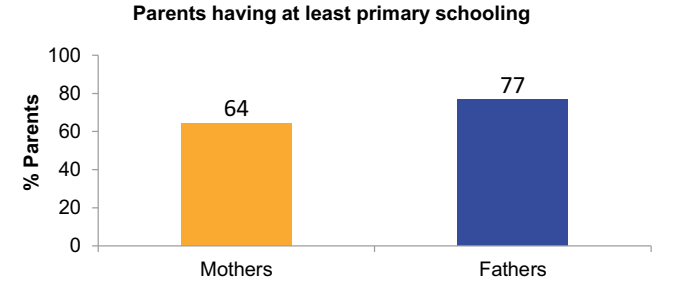








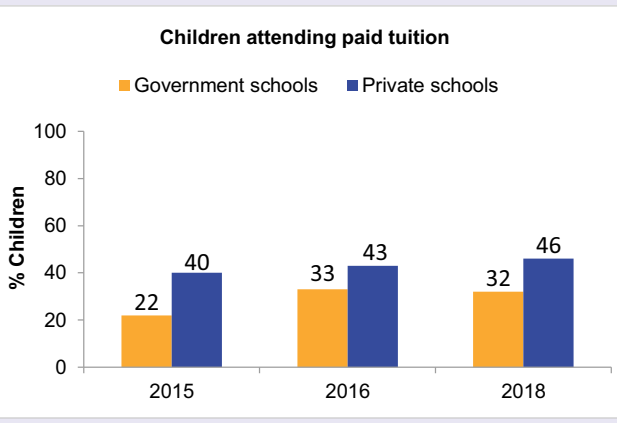
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	26.3	31.9	33.3	37.9	43.5	40.0	35.9	32.4	23.8	13.3
Pvt.	30.9	41.1	48.6	44.7	56.4	51.4	48.0	66.7	72.0	71.4



ISLAMABAD (ICT) - RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	0	2	2	4	0	0	4	4
Elementary	1	3	1	5	0	0	6	6
High	2	4	0	6	0	0	7	7
Others	0	2	0	2	0	0	2	2
Total	**3**	**11**	**3**	**17**	**0**	**0**	**19**	**19**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.2	87.8	89.2	86.0	88.3	89.8	88.6	75.4	94.0	82.6
Teacher attendance	78.8	91.1	66.7	100	82.0	56.7	66.7	85.7	100	70.3

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	1.9	0.0
FA	0.9	21.9
BA	23.6	65.6
MA or above	71.7	12.5
Others	1.9	0.0

Teacher qualification - professional (% of teachers)

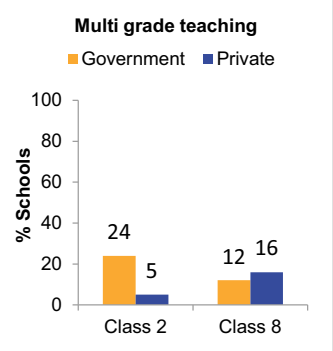
	Government schools	Private schools
PTC	2.7	2.6
CT	1.4	12.8
B-Ed	83.8	66.7
M-Ed or above	12.2	17.9
Others	0.0	0.0

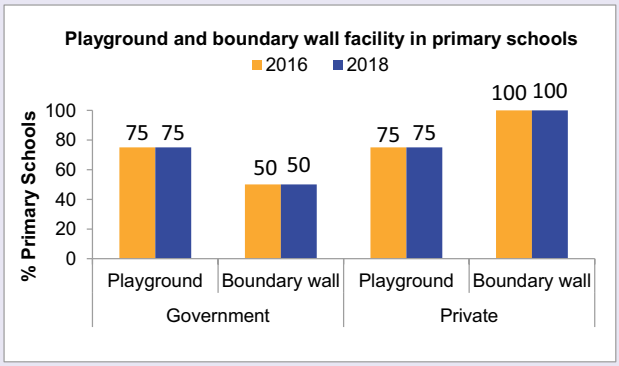
School facilities (% schools)

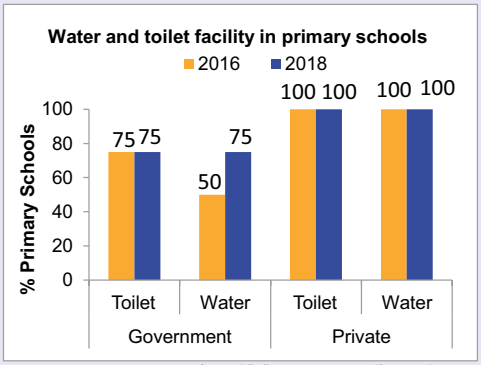
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	4	10	14	8	6	7	14	6
Useable water	75.0	60.0	83.3	100	100	100	100	100
Useable toilet	75.0	100	100	100	100	100	100	100
Playground	75.0	40.0	50.0	50.0	75.0	83.3	71.4	100
Boundary wall	50.0	60.0	83.3	100	100	100	100	100
Library	0.0	40.0	16.7	100	0.0	33.3	14.3	100
Computer lab	0.0	20.0	50.0	0.0	0.0	66.7	71.4	0.0

School Grants

2018**	**# of schools reported receiving grants**	0*	0*	0*	0*	1	0*	0*	0*
	% of schools reported receiving grants	0*	0*	0*	-	25.0	0*	0*	-
	Average amount of grant (Rs.)	-	-	-	-	30,000.0	-	-	-
2017	**# of schools reported receiving grants**	1	0*	0*	0*	1	0*	0*	0*
	% of schools reported receiving grants	25.0	0*	0*	-	25.0	0*	0*	-
	Average amount of grant (Rs.)	55,000.0	-	-	-	30,000.0	-	-	-







*0 and "- "represents insufficient data
**Grants received till October 31, 2018

ISLAMABAD (ICT) - RURAL

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Islamabad	61.7	9.5	4.5	45.8	39.1	71.3	60.2	64.4	74.5	63.2	56.8

Sample Composition

- ASER 2018 survey was conducted in the rural areas of Islamabad Capital Territory (ICT). This covered 590 households in 30 villages throughout the territory.
- Detailed information was collected on 1,392 children (55% males, 45% females) aged 3-16 years. Out of these 1,052 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 17 government schools (24% primary, 29% elementary, 35% high, 12% others) and 19 private schools (21% primary, 32% elementary, 37% high, 11% others) were surveyed.
- 18% of the government schools were boys only, 65% were girls only, and 18% were coeducation schools. In case of private schools, 0% were boys only, 0% were girls only and 100% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has increased as compared to 2016.

- In 2018, 10% of children were reported to be out-of-school which has increased compared to 2016 (6%). 5% children have never been enrolled in a school and 5% have dropped out of school for various reasons.
- 90% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 53% of children were enrolled in government schools whereas 47% of children were going to non-state institutions (46% private schools, 1% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 49% were girls and 51% were boys whereas in private schools (60% enrolled children were boys and 40% were girls).
- The percentage of out of school children (boys and girls) has increased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2016.

- 62% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 61% in 2016.
- 39% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have deteriorated slightly: 25% class 5 children could not read a class 2 level story in Urdu compared to 24% in 2016.

- Analysis shows that 61% of class 3 children could not read story in Urdu compared to 71% in 2016.

English learning levels have improved: 37% class 5 children could not read sentences (class 2 level) compared to 43% in 2016.

- ASER 2018 reveals that 76% class 3 children could not read class 2 level sentences as compared to 86% in 2016.

Arithmetic learning levels have improved: 43% class 5 children could not do two digit division as compared to 51% in 2016.

- 52% children enrolled in class 3 could not do two digit division in 2018 as compared to 93% in 2016.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in government schools are performing better compared to their private counterparts.

- 65% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 86% class 5 children enrolled in government schools.
- 48% private school children can read at least sentences in class 5 whereas 82% government school children can do the same.
- Similarly, in arithmetic, 57% children enrolled in private schools (class 5) were able to do division when compared to 62% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in language and numeracy skills.

- 63% of boys and 59% of girls could read at least sentences in Urdu.
- 57% boys could read at least English words while 52% of girls can do the same.
- Similarly, 45% of boys were able to do at least subtraction compared to 44% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 5% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that 3% of out-of-school children could read words in Urdu, 1% could read small letters in English, 1% could do number recognition (10-99).

THEME 7: PARENTAL EDUCATION

64% of mothers and 77% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 36% had not completed primary education.
- 23% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall tuition in private schools is 46% compared to 32% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition varies with class-level. For example, in private schools, 31% children enrolled in class 1 take private tuition whereas 71% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

24% of surveyed government schools and 5% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.
- It was found that 24% of the surveyed government schools and 5% of the surveyed private schools had Class 2 sitting with other classes.
- 12% of surveyed government schools and 16% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

12% children in surveyed government schools and 17% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at 88% whereas it was 83% in surveyed private schools.

18% teachers in surveyed government schools and 30% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 82% whereas it was 70% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in surveyed private schools as compared to surveyed government schools.

- 24% teachers of surveyed government schools have done graduation as compared to 66% teachers of surveyed private schools.
- 84% of surveyed government school teachers had Bachelors in Education degrees as compared to 67% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

A larger proportion of surveyed government high schools had a library than surveyed private high schools.

- 50% of surveyed government high schools had computer labs and 17% had a library as compared to surveyed private high schools where 71% had computer labs and 14% had a library.

25% surveyed government primary schools were without toilets and 25% were without drinking water.

- 25% of the surveyed government primary schools did not have toilets in 2018 same as in 2016. 0% surveyed private primary schools were missing toilet facility in 2018 similar to 0% in 2016.
- 25% of the surveyed government primary schools did not have drinking water in 2018 as compared to 50% in 2016. 0% of the surveyed private primary schools did not have drinking water facility in 2018 similar to 0% in 2016.

50% of the surveyed government primary schools were without complete boundary walls and 25% were without playgrounds.

- Amongst the surveyed government primary schools, only 50% had complete boundary walls same as 50% in 2016.
- 75% of surveyed government primary schools had playgrounds in 2018.

14 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 14 rooms were being used for classroom activities in the surveyed government high schools as compared to 25 in 2016.
- In 2018, surveyed private high schools had 14 classrooms on average being used for classroom activities as compared to 16 in 2016.

THEME 13: SCHOOL GRANTS/FUNDS

0% of the government primary schools and 0% private primary schools received grants.

- 0 surveyed government and private primary school is receiving grants in 2018.
- The proportion of government primary schools receiving grants has decreased from 25% to 0 % from 2016 to 2018.

ISLAMABAD (ICT) - RURAL

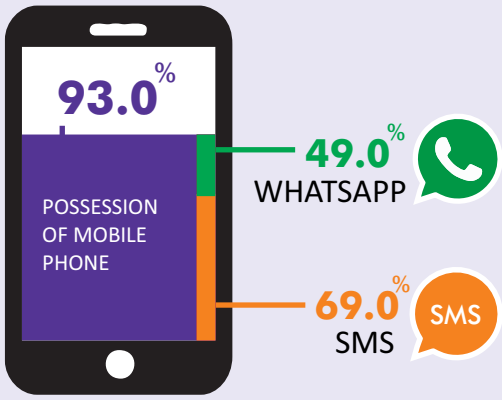
Information & Communication Technology

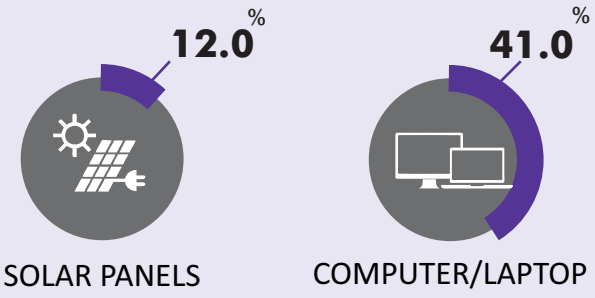
- **93%** of households across all rural Islamabad have mobile phones.
- Amongst mobile users, **49%** use Whatsapp service for communication.
- Amongst mobile users, **69%** use SMS facility for communication.
- **41%** of households have computers/laptops

Alternate Energy

- Across all rural Islamabad, **12%** of the sampled households use solar panels as an alternate energy resource.

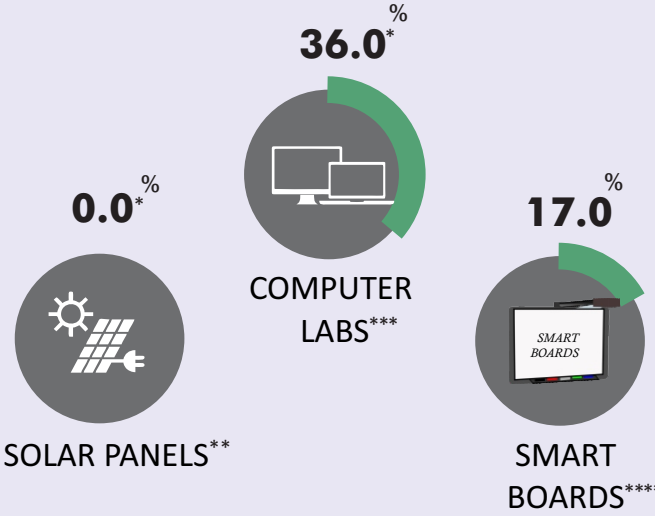
HOUSEHOLD



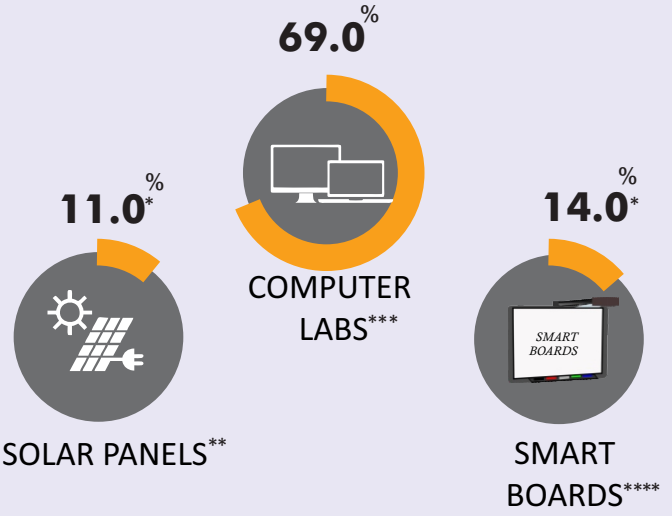


SCHOOLS

GOVT. SCHOOLS



PVT. SCHOOLS



*Insufficient Data **Only for Primary, Middle and High Schools ***Only for High Schools ****Only for High Schools

Annual Status of Education Report

ASER PAKISTAN 2018

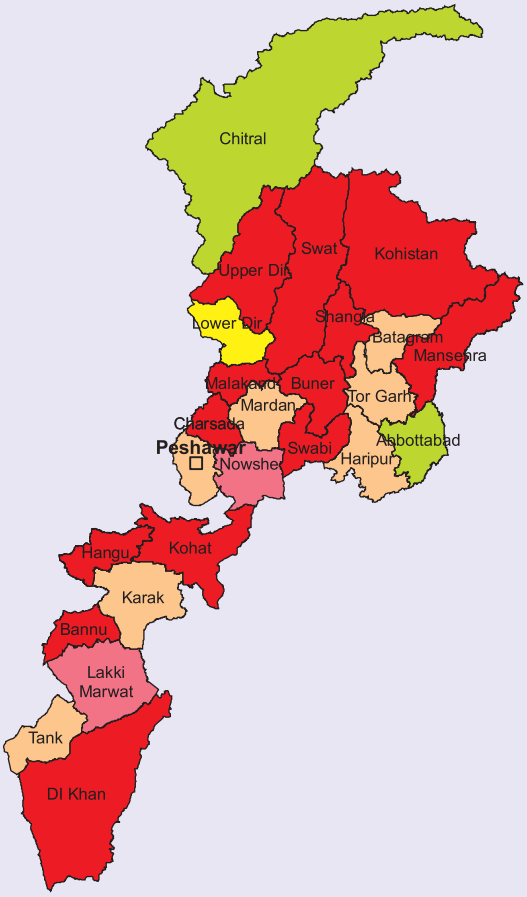
Facilitated by SAFED

KHYBER PAKHTUNKHWA (RURAL)

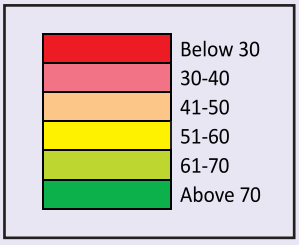
ASER
PAKISTAN

Children in Pre School
(Age 3-5 years)

District wise map showing % children



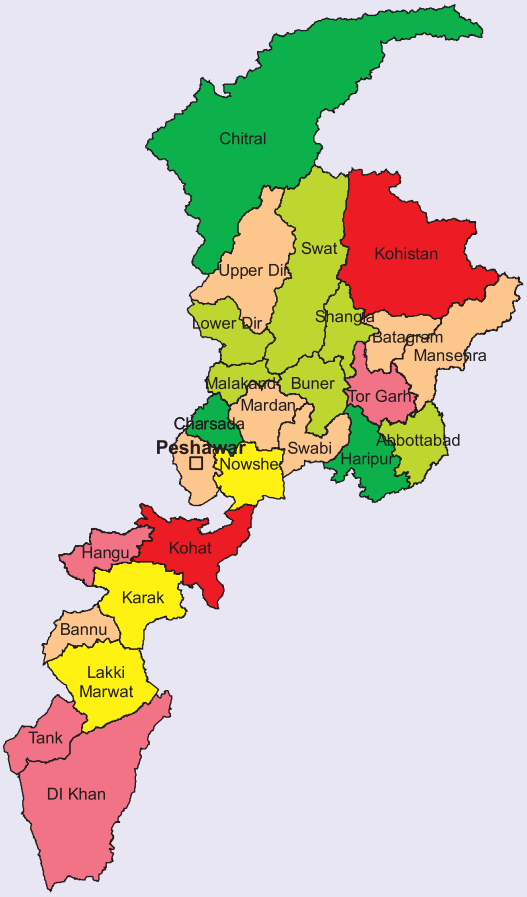
% Children (3-5 years) attending pre school



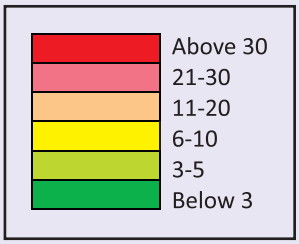
Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

District wise map showing % children



% Children (6-16 years) who are not in schools



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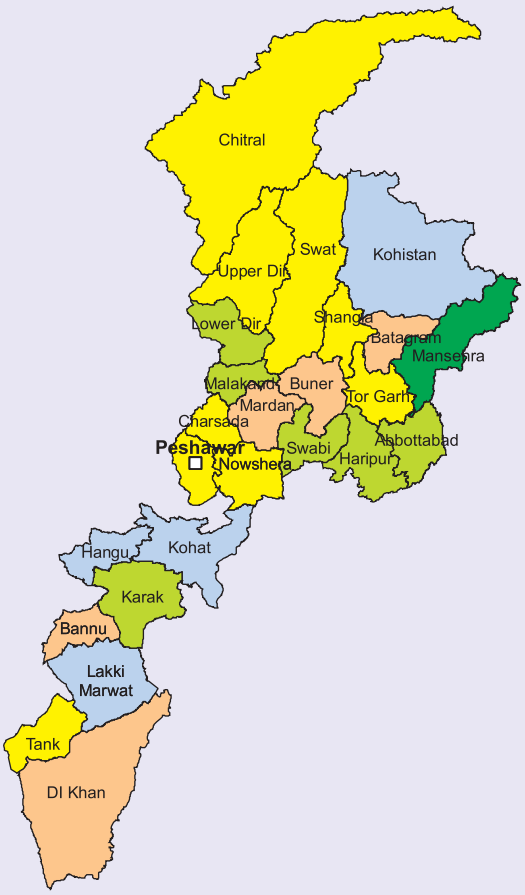
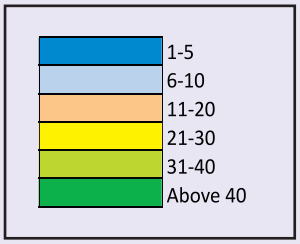
Private Schooling
(Age 6-16 years)

District wise map showing % children



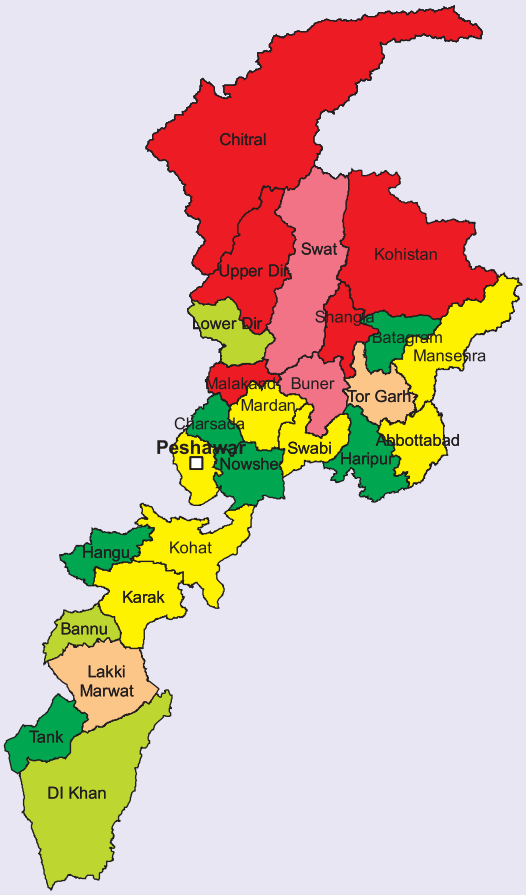
% Children (6-16 years) enrolled in private schools



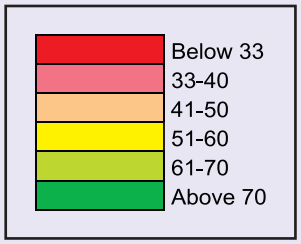
Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu/Pashto
(Class 5)

District wise map showing % children who can read story (Class 2 level Text)



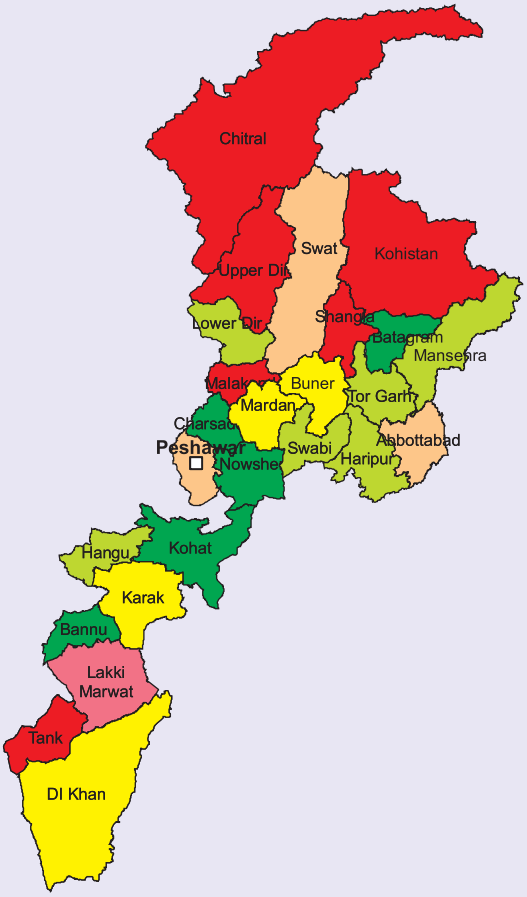
% Children in class 5 who can read story



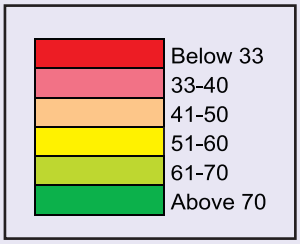
Maps may not be accurate or to scale. These are mere representations.

Reading English
(Class 5)

District wise map showing % children who can read sentences (Class 2 level Text)



% Children in class 5 who can read sentences



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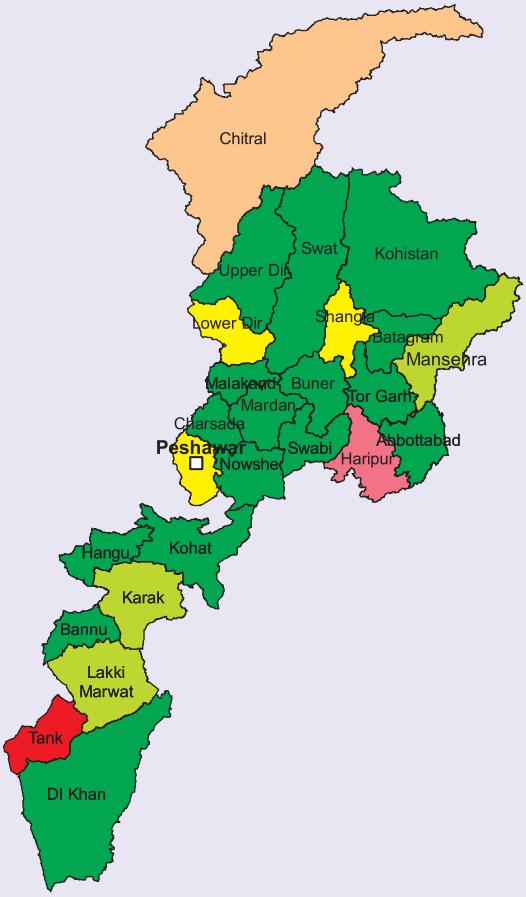
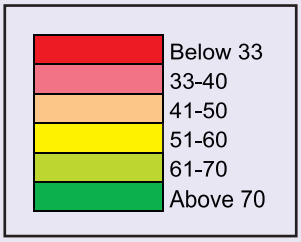
Arithmetic
(Class 5)

District wise map showing % children who can do division (Class 3) sums



% Children in class 5 who can do division



Maps may not be accurate or to scale. These are mere representations.

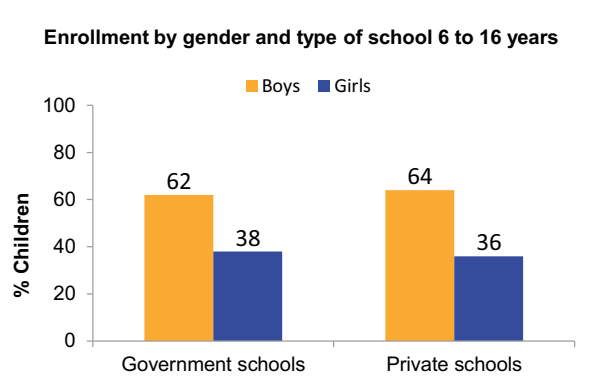
KHYBER PAKHTUNKHWA - RURAL

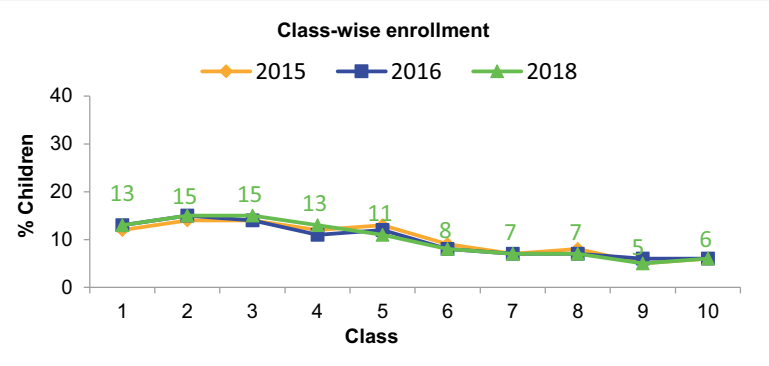
Annual Status of Education Report 2018 ASER PAKISTAN Facilitated by SAFED

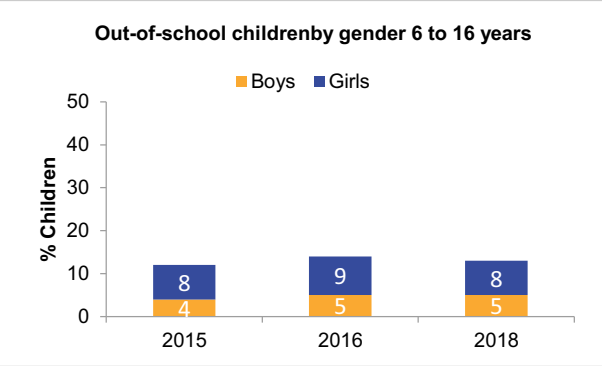
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	65.9	21.2	1.6	0.2	9.0	2.1	100
11 - 13	63.7	19.7	1.9	0.2	6.7	7.9	100
14 - 16	57.9	20.0	2.0	0.2	9.2	10.7	100
6 - 16	**64.0**	**20.6**	**1.7**	**0.2**	**8.5**	**5.0**	**100**
Total	**86.5**				**13.5**		**100**
By Type	73.9	23.8	2.0	0.2			

How to read: 88.9% (65.9+21.2+1.6+0.2) children of age group 6-10 are enrolled



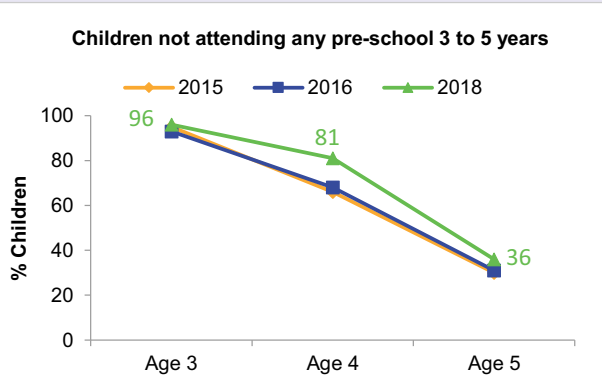




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	2.7	1.4	0.1	0.0	95.8	100
4	12.5	6.0	0.2	0.0	81.3	100
5	43.2	19.8	0.9	0.4	35.7	100
3 - 5	**20.0**	**9.3**	**0.4**	**0.1**	**70.2**	**100**
Total	**29.8**				**70.2**	**100**
By Type	**67.1**	**31.1**	**1.4**	**0.5**		

How to read: 4.2% (2.7+1.4+0.1+0.0) children of age 3 are enrolled



Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	83.8	74.9	35.1	11.8	3.6	7.2	8.2	11.7	14.0	13.2	11.1	9.6	13.0
2	16.2	21.1	53.2	31.5	15.9								15.1
3	0.0	4.1	10.1	47.9	34.8	15.9							15.2
4		4.1	1.7	7.8	38.8	33.8	16.9						12.6
5			1.7	1.1	5.7	37.6	37.4	17.5					11.2
6				1.1	1.2	5.5	30.3	36.0	18.6				8.0
7					1.2	0.1	6.1	28.2	33.6	13.1			6.6
8						0.1	1.0	6.6	30.3	44.4	14.2		6.9
9							1.0	0.0	3.6	25.6	45.9	15.8	5.2
10								0.0	0.0	3.7	28.8	74.6	6.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

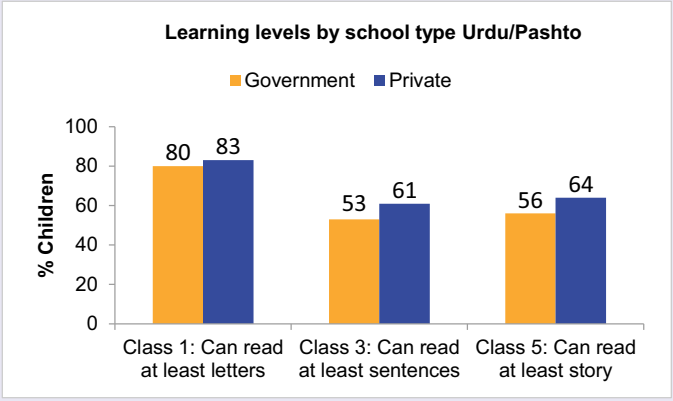
KHYBER PAKHTUNKHWA - RURAL

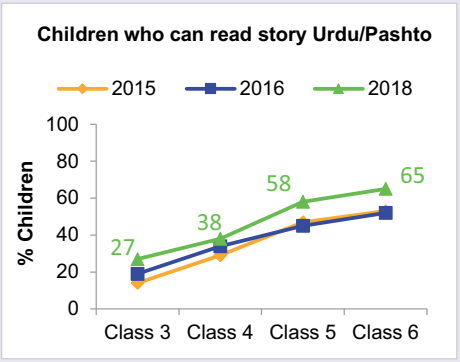
Learning levels (Urdu/Pashto)

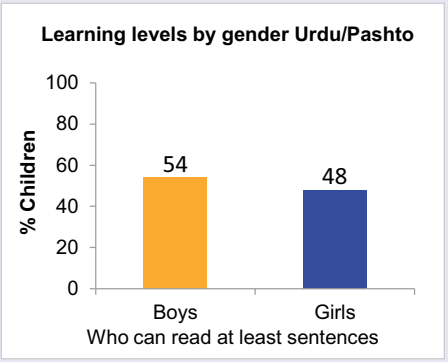
Class-wise % children who can read

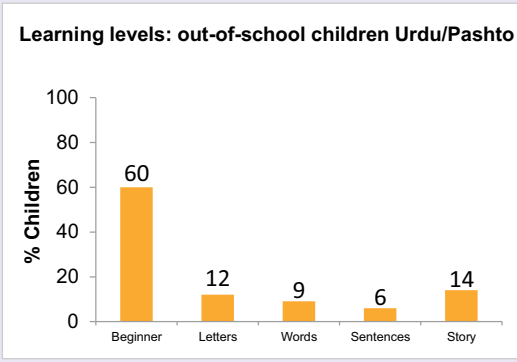
Class	Nothing	Letters	Words	Sentences	Story	Total
1	19.1	46.4	30.2	4.3	0.1	100
2	4.3	21.8	44.9	16.8	12.2	100
3	1.7	8.9	34.8	28.0	26.6	100
4	1.0	4.1	24.8	31.7	38.4	100
5	1.3	2.4	12.4	26.0	57.9	100
6	0.6	1.9	8.1	24.7	64.6	100
7	1.0	1.1	4.6	14.9	78.4	100
8	1.0	0.7	2.0	9.8	86.4	100
9	1.3	0.6	1.4	5.3	91.4	100
10	1.1	0.1	0.8	2.2	95.9	100

How to read: 4.4 % (4.3+0.1) children of class 1 can read sentences







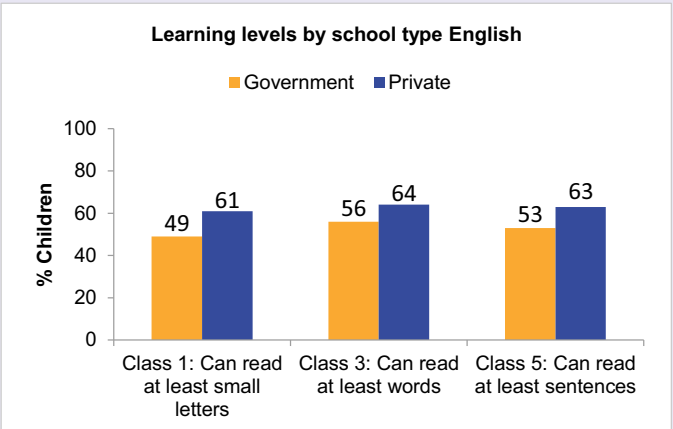


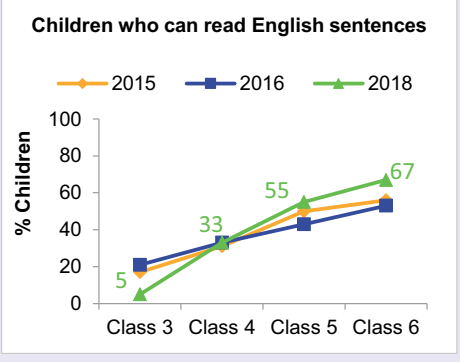
Learning levels (English)

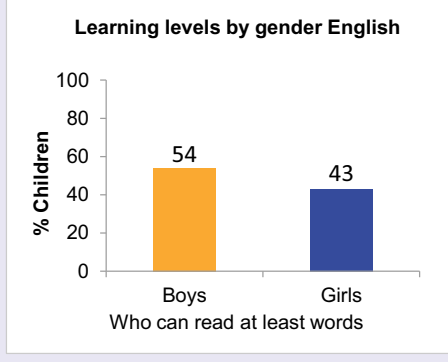
Class-wise % children who can read

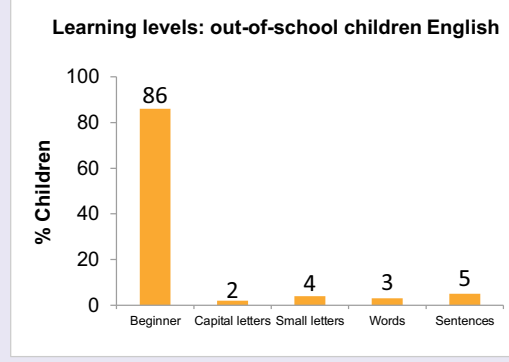
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	24.2	24.5	37.4	13.9	0.0	100
2	9.3	14.8	40.0	34.9	1.0	100
3	7.8	9.6	25.5	51.7	5.3	100
4	7.8	3.9	8.4	47.1	32.8	100
5	7.1	2.7	4.4	30.9	54.9	100
6	7.5	1.2	3.0	21.3	67.1	100
7	8.3	0.8	2.2	15.4	73.4	100
8	7.9	0.7	1.3	7.3	82.8	100
9	9.0	0.6	0.9	4.3	85.2	100
10	10.0	0.1	0.5	4.0	85.4	100

How to read: 13.9 % (13.9+0) children of class 1 can read words









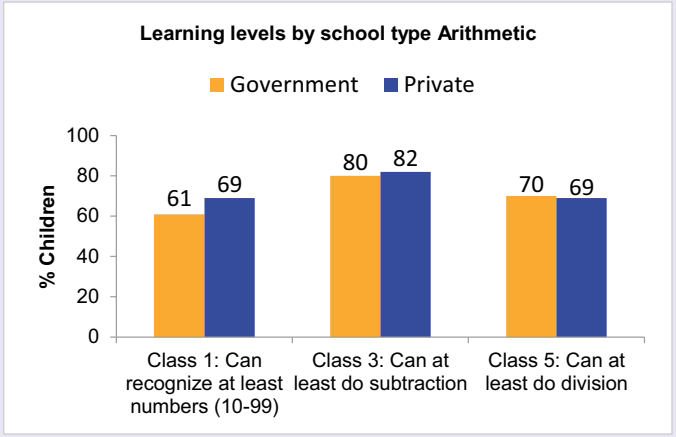
KHYBER PAKHTUNKHWA - RURAL

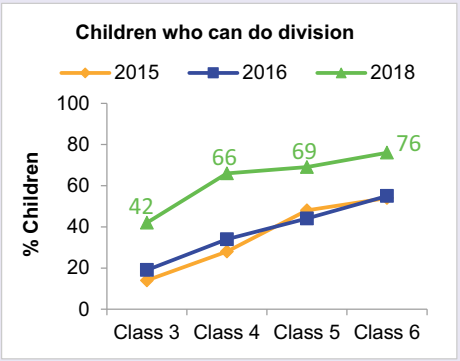
Learning levels (Arithmetic)

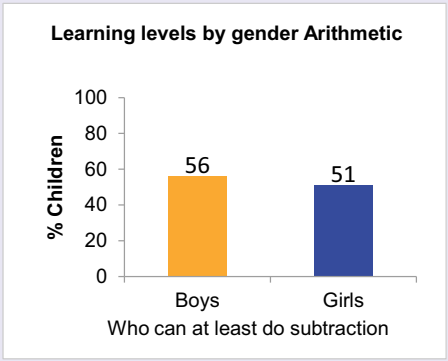
Class-wise % children who can do

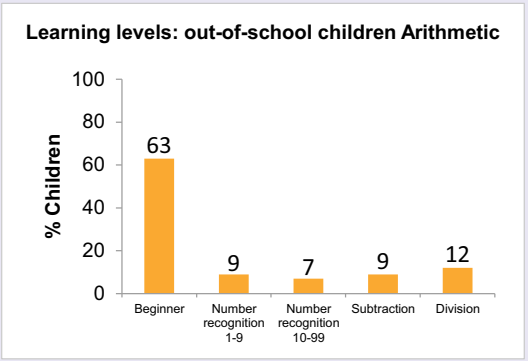
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	16.9	20.3	32.9	23.4	6.4	100
2	3.7	7.8	26.1	42.1	20.3	100
3	1.9	3.1	14.7	38.6	41.8	100
4	1.7	1.8	9.2	21.7	65.6	100
5	2.1	2.6	8.4	17.6	69.3	100
6	2.7	1.0	4.0	16.7	75.6	100
7	2.9	1.3	6.1	12.0	77.6	100
8	7.9	1.7	7.9	11.4	71.2	100
9	9.4	3.1	5.0	10.0	72.5	100
10	11.0	0.8	4.7	7.9	75.6	100

How to read: 29.8 % (23.4+6.4) children of class 1 can do subtraction

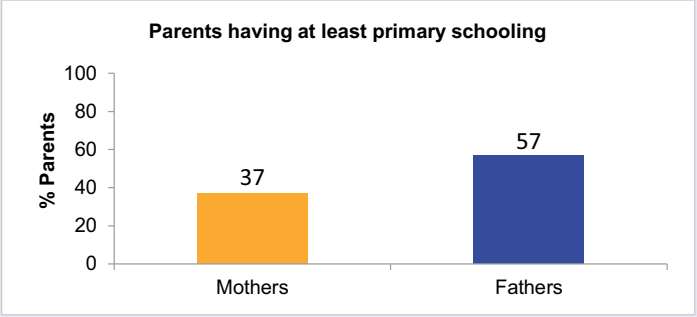








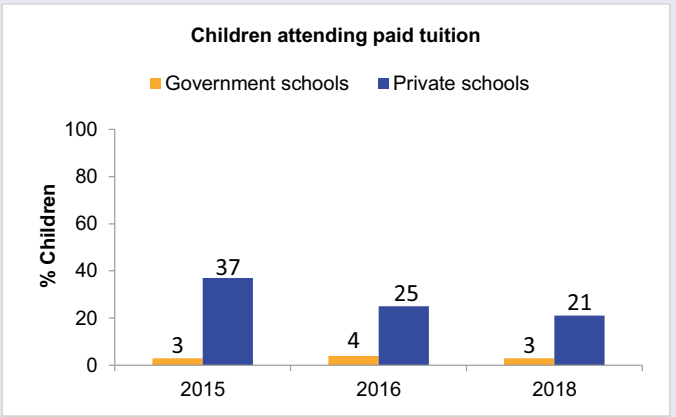
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.5	1.7	2.2	2.3	2.9	3.0	3.2	4.6	6.5	7.7
Pvt.	17.1	19.4	17.7	17.8	19.0	22.4	30.0	25.2	33.1	30.7



KHYBER PAKHTUNKHWA - RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	328	47	138	513	18	0	39	57
Elementary	30	4	3	37	5	0	30	35
High	63	8	5	76	10	1	33	44
Others	46	10	6	62	0	0	0	0
Total	**467**	**69**	**152**	**688**	**33**	**1**	**102**	**136**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	84.2	81.3	92.1	82.9	85.3	90.1	82.6	86.7	-	86.7
Teacher attendance	88.3	91.9	96.2	77.1	88.6	84.7	81.0	92.4	-	85.6

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	3.7	3.7
FA	12.1	19.4
BA	24.9	39.2
MA or above	57.3	36.4
Others	1.9	1.4

Teacher qualification - professional (% of teachers)

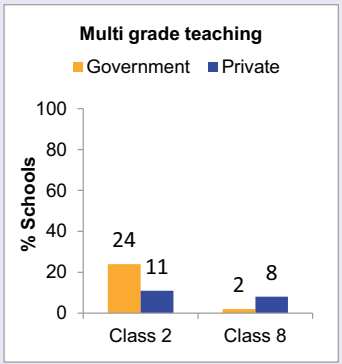
	Government schools	Private schools
PTC	19.8	26.6
CT	17.8	25.0
B-Ed	30.3	33.1
M-Ed or above	22.8	10.5
Others	9.3	4.8

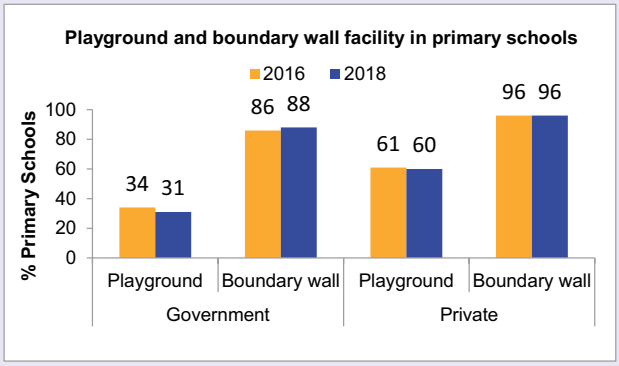
School facilities (% schools)

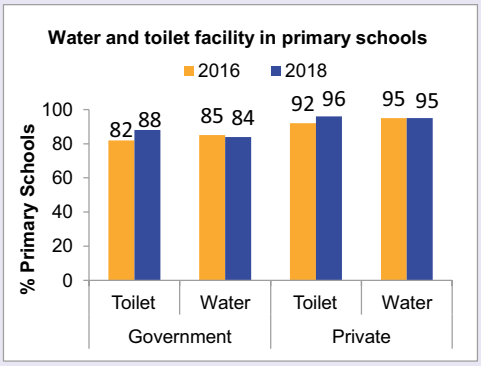
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	4	3	4	8	5	8	10	-
Useable water	84.0	94.6	92.1	91.9	94.7	97.1	93.2	-
Useable toilet	88.1	100	98.7	96.8	96.5	100	95.5	-
Playground	31.2	24.3	27.6	66.1	59.6	65.7	75.0	-
Boundary wall	88.3	94.6	97.4	96.8	96.5	97.1	100	-
Library	0.0	10.8	82.9	64.5	0.0	51.4	65.9	-
Computer lab	0.0	5.4	42.1	51.6	0.0	22.9	54.5	-

School Grants

2018**	**# of schools reported receiving grants**	98	6	13	0*	0*	0*	0*	0*
	% of schools reported receiving grants	20.2	17.1	18.1	-	-	-	-	-
	Average amount of grant (Rs.)	110,033.4	162,573.7	190,579.3	-	-	-	-	-
2017	**# of schools reported receiving grants**	346	20	51	0*	0*	0*	0*	0*
	% of schools reported receiving grants	71.2	57.1	70.8	-	-	-	-	-
	Average amount of grant (Rs.)	176,342.6	119,737.5	344,497.6	-	-	-	-	-







*0 and "- "represents insufficient data
**Grants received till October 31, 2018

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu//Pashto)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu/Pashto)	Who can read sentence (English)	Who can do division
Total	**29.8**	**13.5**	**8.4**	**23.8**	**7.4**	**54.6**	**57.0**	**80.4**	**57.9**	**54.9**	**69.3**
Abbottabad	62.1	4.0	1.8	35.4	11.2	44.7	62.8	80.4	60.4	50.0	82.8
Bannu	13.4	16.2	9.0	16.4	1.2	76.8	86.0	97.6	68.2	73.0	95.3
Battagram	41.1	17.9	15.7	11.4	1.1	80.6	77.8	95.3	88.4	88.5	90.0
Buner	17.3	4.4	2.4	20.1	5.2	25.7	57.0	93.1	39.1	54.3	93.8
Charsadda	10.9	2.6	1.7	23.3	2.1	96.2	70.1	98.8	90.0	74.7	87.2
Chitral	65.7	2.8	1.5	30.0	24.6	38.4	44.0	81.0	27.8	23.8	41.8
Dera Ismail Khan	26.4	28.1	15.9	12.0	5.4	55.6	55.9	81.5	65.2	55.7	86.0
Hangu	8.7	29.4	15.6	5.8	1.3	49.7	65.3	97.1	96.2	65.8	83.3
Haripur	49.4	1.5	0.8	31.1	10.7	68.5	74.0	73.3	71.2	67.9	37.8
Karak	40.7	6.6	4.9	35.3	20.4	42.5	43.0	64.5	53.2	57.9	64.3
Kohat	8.2	39.6	23.4	7.7	3.2	48.5	56.7	98.3	56.5	73.9	93.8
Kohistan	14.6	43.7	29.1	9.8	2.1	40.5	66.1	80.0	26.5	27.9	75.4
Lakki Marwat	36.2	9.3	7.6	6.3	4.5	78.7	28.4	55.0	50.4	37.2	70.1
Lower Dir	54.1	4.7	3.1	33.8	10.3	68.4	50.9	58.0	66.1	63.5	52.4
Malakand	15.5	3.0	1.5	32.0	6.8	20.2	48.8	82.8	23.4	31.2	71.0
Mansehra	28.9	19.7	10.9	43.7	10.3	44.2	73.5	78.6	54.7	69.2	63.6
Mardan	46.2	12.2	7.3	19.5	6.8	48.7	51.5	76.1	55.5	50.8	73.8
Nowshera	32.9	9.8	4.6	24.1	9.0	89.0	72.6	91.2	92.9	76.5	84.8
Peshawar	45.4	15.2	10.6	25.9	2.1	48.9	38.5	66.1	51.6	50.4	54.8
Shangla	20.7	3.8	2.1	29.7	15.8	14.8	45.9	69.7	18.0	31.1	55.1
Swabi	28.6	20.4	10.8	37.2	5.0	56.7	62.7	80.0	53.4	63.0	79.5
Swat	23.5	3.9	1.4	27.9	9.8	19.1	53.6	78.4	34.9	48.7	75.3
Tank	43.6	24.2	13.3	23.0	5.7	67.0	29.1	47.6	83.8	10.0	7.9
Tor Ghar	47.9	22.3	19.5	16.2	0.8	43.2	85.8	98.5	45.2	62.8	94.1
Upper Dir	16.9	11.5	7.2	27.0	2.3	11.9	60.2	82.7	13.2	27.0	71.0

Sample Composition

- ASER 2018 survey was conducted in 25 rural districts of Khyber Pakhtunkhwa. This covered 14,583 households in 733 villages throughout the province.
- Detailed information was collected on 41,912 children (57% males, 43% females) aged 3-16 years. Out of these 31,189 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 688 government schools (75% primary, 5% elementary, 11% high, 9% others) and 136 private schools (42% primary, 26% elementary, 32% high, 0% others) were surveyed.
- 68% of the government schools were boys only, 10% were girls only, and 22% were coeducation schools. In case of private schools, 24% were boys only, 1% were girls only and 75% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased.

- In 2018, 13% of children were reported to be out-of-school as compared to 14% in 2016. 8% children have never been enrolled in a school and 5% have dropped out of school for various reasons.
- 87% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 74% of children were enrolled in government schools whereas 26% of children were going to non-state institutions (24% private schools, 2% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 38% were girls and 62% were boys whereas in private schools 64% enrolled children were boys and 36% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2016.

- 30% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 36% in 2016.
- 70% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have improved: 42% class 5 children could not read a class 2 level story in Urdu/Pashto compared to 55% in 2016.

- Analysis shows that 73% of class 3 children could not read story in Urdu/Pashto compared to 81% in the 2016.

English learning levels have improved: 45% class 5 children could not read sentences (class 2 level) compared to 57% in 2016.

- ASER 2018 reveals that 95% class 3 children could not read class 2 level sentences as compared to 79% in the 2016.

Arithmetic learning levels have improved: 31% class 5 children could not do two digit division as compared to 56% in 2016.

- 58% children enrolled in class 3 could not do two digit division in 2018 as compared to 81% in 2016.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

- 64% children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 56% class 5 children enrolled in government schools.

- English learning levels of private schools children were better than public schools. 63% private school children can read at least sentences in class 5 whereas only 53% government school children can do the same.

- In arithmetic, 69% children enrolled in private schools (class 5) were able to do division when compared to 70% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in literacy and numeracy skills.

- 54% of boys and 48% of girls could read at least sentences in Urdu/Pashto.

- 54% boys could read at least English words while 43% of girls can do the same.

- Similarly, 56% of boys were able to do at least subtraction compared to 51% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 10% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 14% of out-of-school children could read story in Urdu/Pashto, 5% could read sentences in English, and 12% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

37% of mothers and 57% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 63% had not completed primary education.

- 43% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall tuition in private schools is 21% compared to 3% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies with class-level. For example, in government schools, 2% children enrolled in class 1 take private tuition whereas 8% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

24% of surveyed government schools and 11% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.

- It was found that 24% of the surveyed government schools and 11% of the surveyed private schools had Class 2 sitting with other classes.

- 2% of surveyed government schools and 4% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

15% children in surveyed government schools and 13% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at 85% whereas it was 87% in surveyed private schools.

11% teachers in surveyed government schools and 14% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 89% whereas it was 86% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in surveyed private schools as compared to surveyed government schools.

- 25% teachers of surveyed government schools have done graduation as compared to 39% teachers of surveyed private schools.

- 30% of surveyed government school teachers had Bachelors in Education degrees as compared to 33% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

A larger proportion of surveyed government high schools had library books than surveyed private high schools.

- 42% of surveyed government high schools had computer labs and 83% had a library as compared to surveyed private high schools where 55% had computer labs and 66% had a library.

12% surveyed government primary schools were without toilets and 16% were without drinking water.

- 12% of the surveyed government primary schools did not have toilets in 2018 as compared to 18% in 2016. Similarly, 4% surveyed private primary schools were missing toilet facility in 2018 as compared to 8% in 2016.

- 16% of the surveyed government primary schools did not have drinking water in 2018 as compared to 15% in 2016. Similarly, 5% of the surveyed private primary schools did not have drinking water facility in 2018 and same as in 2016.

12% of the surveyed government primary schools were without complete boundary walls and 69% were without playgrounds.

- Amongst the surveyed government primary schools, 88% had complete boundary walls as compared to 86% in 2016.

- In 2018, 4% of the surveyed private primary schools did not have complete boundary walls same as in 2016.

- 31% of surveyed government primary schools had playgrounds in 2018 while 34% surveyed private primary schools had playgrounds.

4 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 4 rooms were being used for classroom activities in the surveyed government high schools as compared to 8 in 2016.

- In 2018, surveyed private high schools had 10 classrooms on average being used for classroom activities as compared to 15 in 2016.

THEME 13: SCHOOL GRANTS/FUNDS

20% of the government primary schools and 0% private primary schools received grants.

- 98 surveyed government primary schools are receiving grants in 2018 as compared to 0 surveyed private primary schools.

- The proportion of government primary schools receiving grants has decreased since last year. 20% government primary school received grants in 2018 as compared to 63% in 2016.

KHYBER PAKHTUNKHWA - RURAL

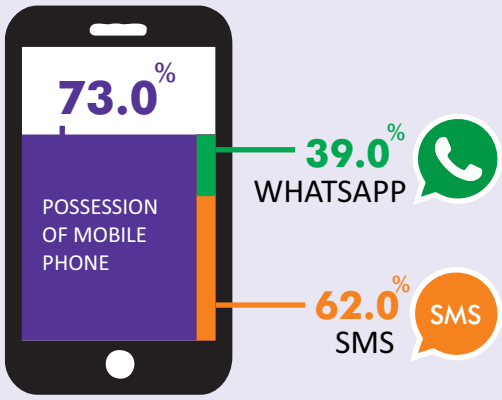
Information & Communication Technology

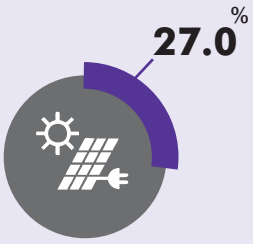
- **73%** of households across all rural districts of Khyber Pakhtunkhwa have mobile phones.
- Amongst mobile users, **39%** use Whatsapp service for communication.
- Amongst mobile users, **62%** use SMS facility for communication.
- **20%** of households have computers/laptops

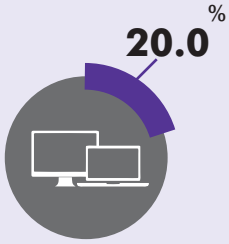
Alternate Energy

- Across all rural districts of Khyber Pakhtunkhwa, **27%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD

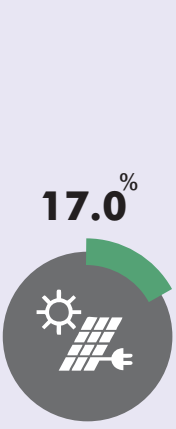


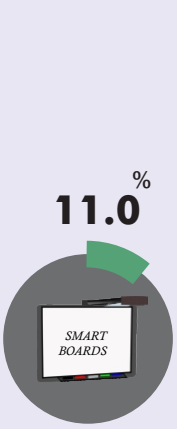




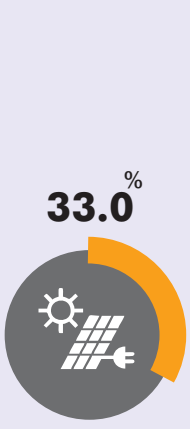
SCHOOLS

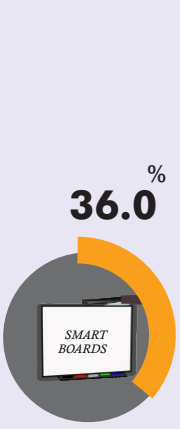
GOVT. SCHOOLS





PVT. SCHOOLS





*Only for Primary, Middle and High Schools **Only for High Schools ***Only for High Schools

ASER

Annual Status of Education Report

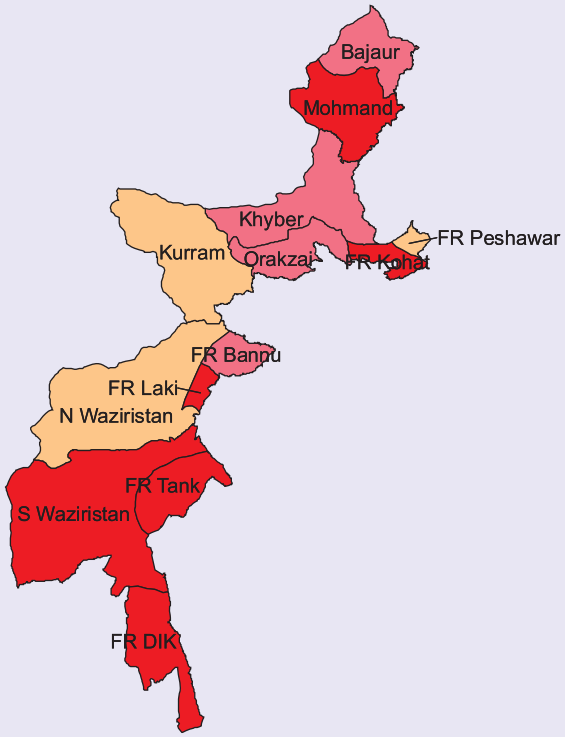
ASER PAKISTAN 2018

Facilitated by SAFED

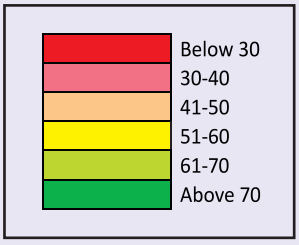
KHYBER PAKHTUNKHWA NEWLY MERGED DISTRICTS (RURAL)

Children in Pre School
(Age 3-5 years)

District wise map showing % children



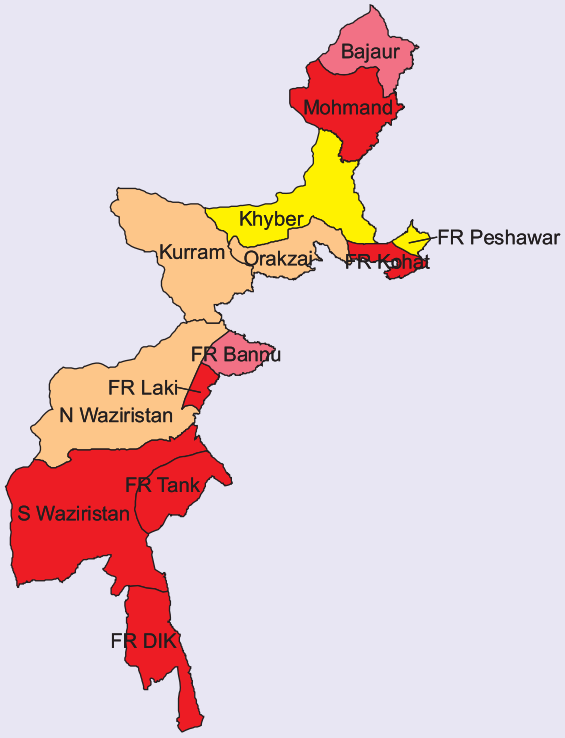
% Children (3-5 years) attending pre school



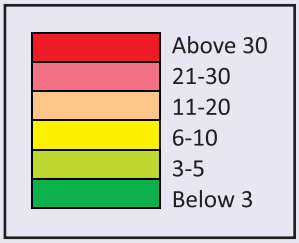
Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

District wise map showing % children



% Children (6-16 years) who are not in schools



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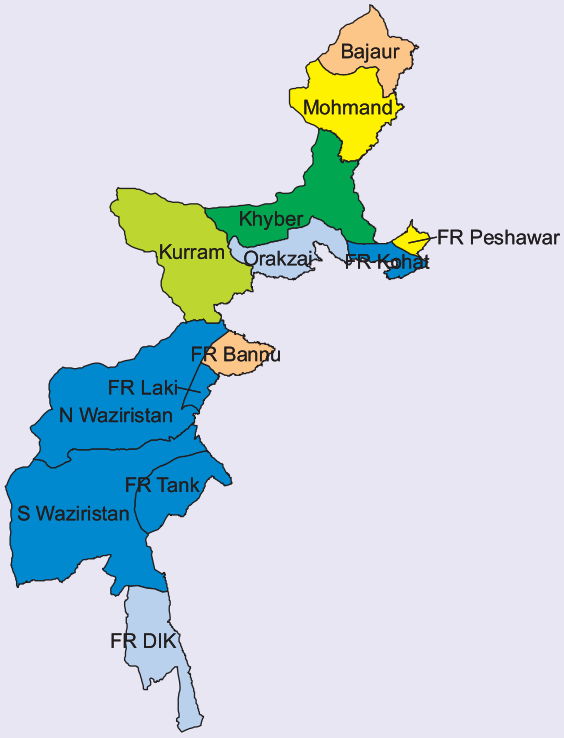
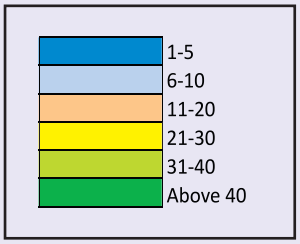
Private Schooling
(Age 6-16 years)

District wise map showing % children



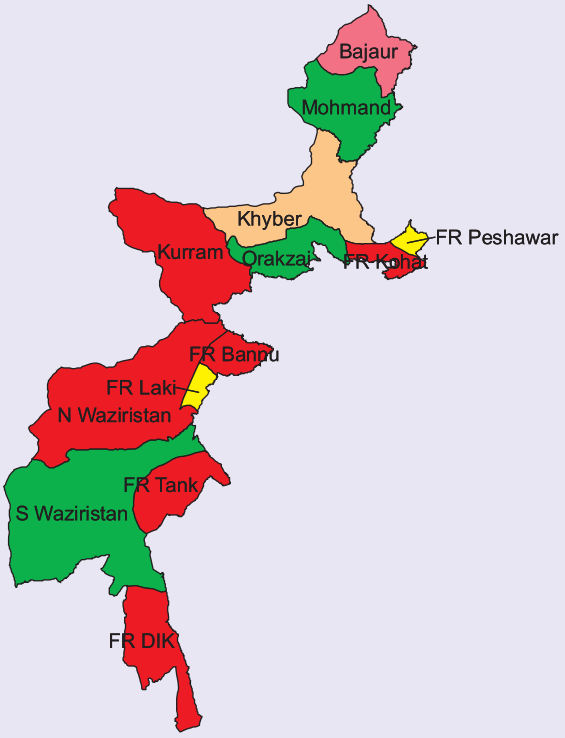
% Children (6-16 years) enrolled in private schools



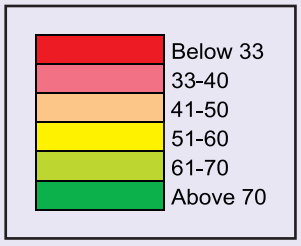
Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu/Pashto
(Class 5)

District wise map showing % children who can read story (Class 2 level Text)



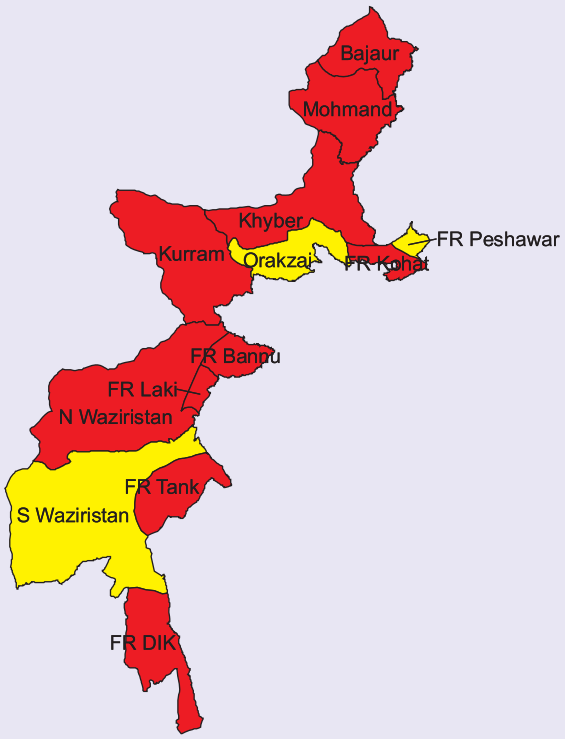
% Children in class 5 who can read story



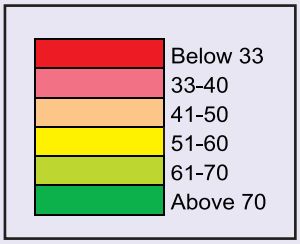
Maps may not be accurate or to scale. These are mere representations.

Reading English
(Class 5)

District wise map showing % children who can read sentences (Class 2 level Text)



% Children in class 5 who can read sentences



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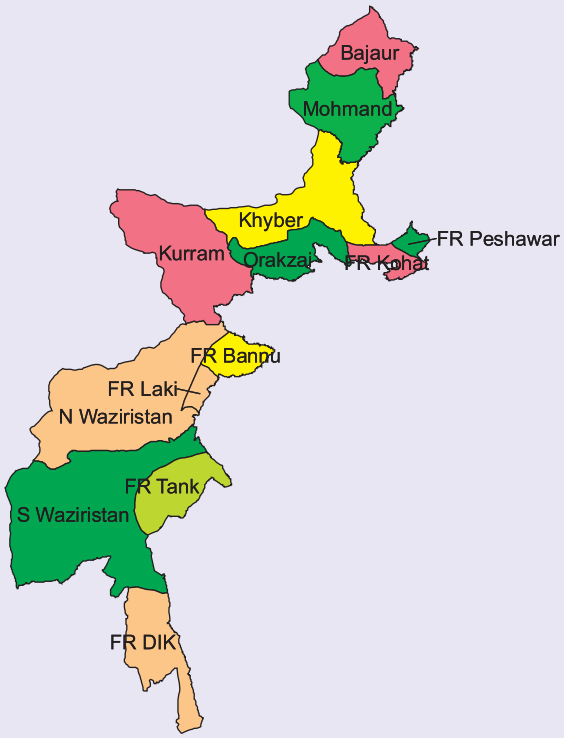
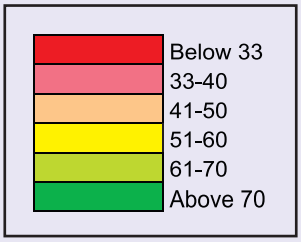
Arithmetic
(Class 5)

District wise map showing % children who can do division (Class 3) sums



% Children in class 5 who can do division



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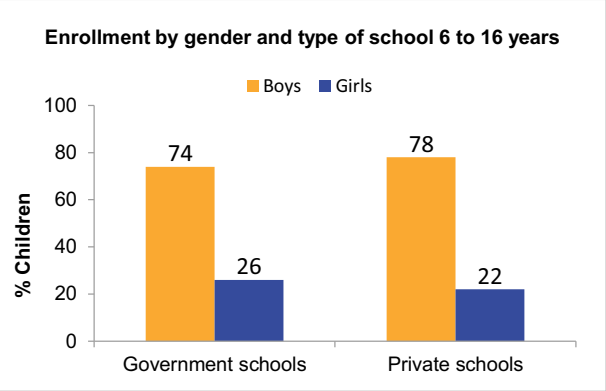
KP-NEWLY MERGED DISTRICTS - RURAL

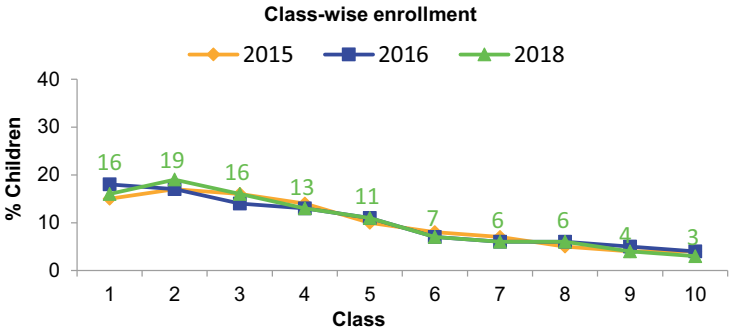
Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

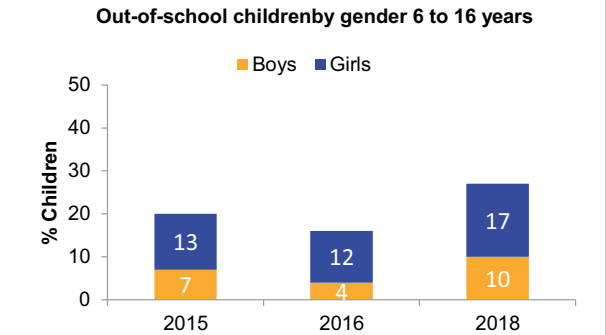
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	59.7	10.5	3.2	0.1	23.9	2.6	100
11 - 13	57.2	13.1	3.1	0.1	17.0	9.6	100
14 - 16	48.8	13.5	3.5	0.0	19.1	15.0	100
6 - 16	**57.6**	**11.5**	**3.2**	**0.1**	**21.7**	**5.9**	**100**
Total	**72.4**				**27.6**		**100**
By Type	79.5	15.9	4.5	0.1			

How to read: 73.5% (59.7+10.5+3.2+0.1) children of age group 6-10 are enrolled



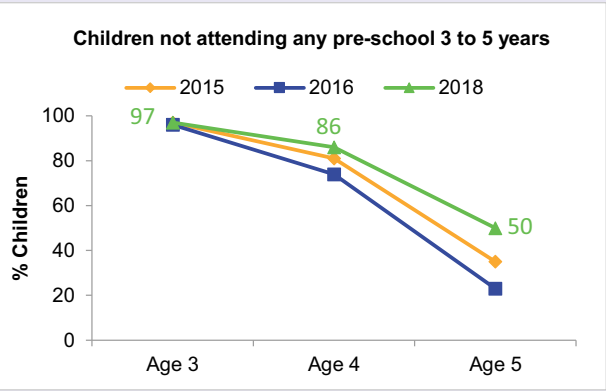




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	2.5	0.5	0.2	0.0	96.8	100
4	11.6	1.8	0.6	0.0	86.0	100
5	39.9	7.6	2.8	0.1	49.7	100
3 - 5	**18.3**	**3.3**	**1.2**	**0.0**	**77.2**	**100**
Total	**22.8**				**77.2**	**100**
By Type	**80.0**	**14.6**	**5.2**	**0.1**		

How to read: 3.2% (2.5+0.5+0.2+0.0) children of age 3 are enrolled



Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	79.8	62.6	30.1	9.4	4.0	15.0	15.2	26.5	23.2	24.5	24.1	28.1	15.3
2	20.2	31.3	50.0	32.4	15.7								19.1
3	0.0	6.1	16.5	42.9	29.1	17.1							16.4
4		6.1	3.4	12.4	35.1	25.1	14.4						12.7
5			3.4	2.9	12.9	34.3	30.0	16.9					11.5
6				2.9	3.3	8.5	25.9	24.6	12.7				7.1
7					3.3	0.0	11.2	22.7	30.7	14.7			5.8
8						0.0	3.3	9.2	24.9	34.5	22.5		5.8
9							3.3	0.0	8.5	18.5	33.2	23.8	3.6
10								0.0	0.0	7.8	20.2	48.0	2.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

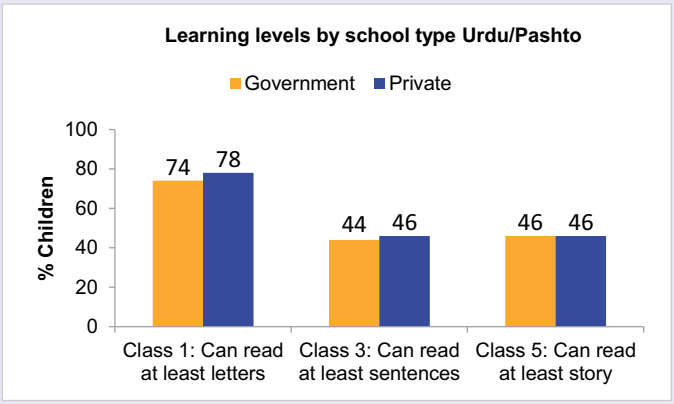
KP-NEWLY MERGED DISTRICTS - RURAL

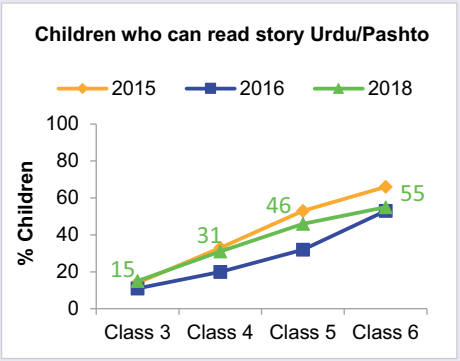
Learning levels (Urdu/Pashto)

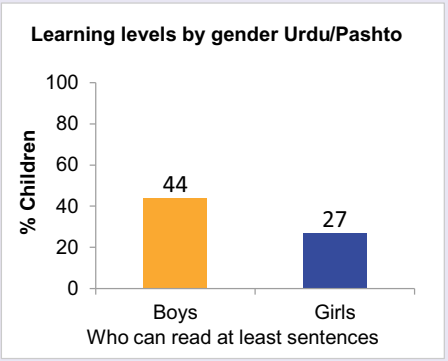
Class-wise % children who can read

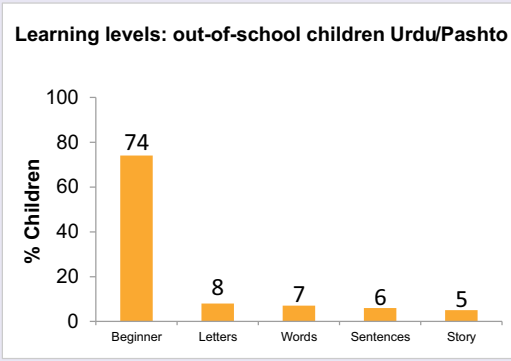
Class	Nothing	Letters	Words	Sentences	Story	Total
1	25.7	41.5	28.7	4.2	0.0	100
2	13.1	17.7	43.7	19.5	6.0	100
3	7.9	9.7	37.6	29.7	15.2	100
4	7.2	5.4	26.2	30.7	30.6	100
5	3.6	3.7	15.6	31.5	45.7	100
6	3.2	2.1	12.5	26.7	55.4	100
7	0.9	2.6	6.7	19.6	70.1	100
8	2.9	1.1	5.3	16.7	74.0	100
9	1.9	1.6	3.7	10.3	82.6	100
10	3.0	1.3	5.5	8.4	81.9	100

How to read: 4.2 % (4.2+0) children of class 1 can read sentences







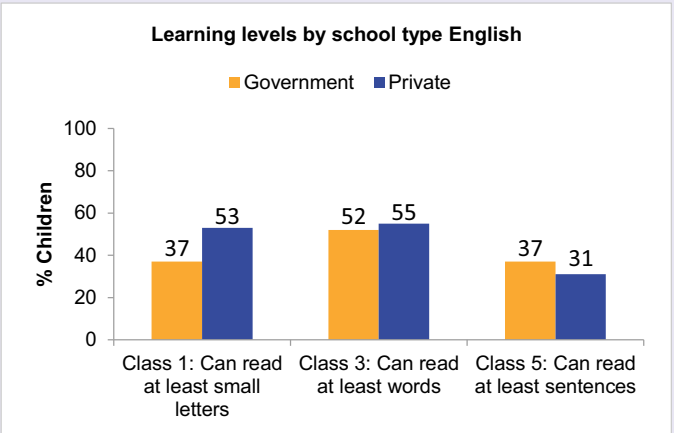


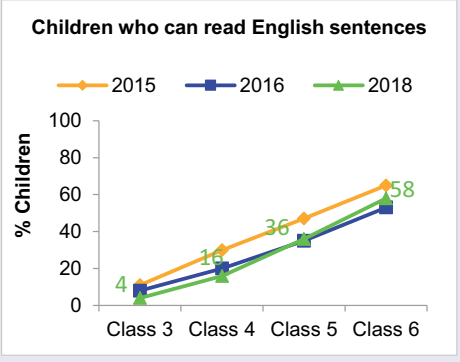
Learning levels (English)

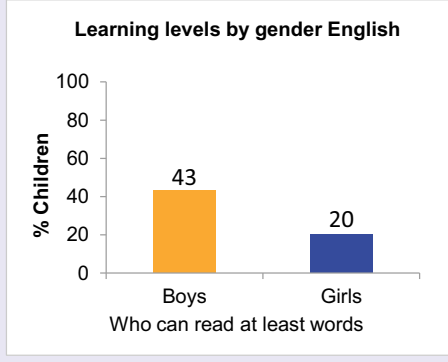
Class-wise % children who can read

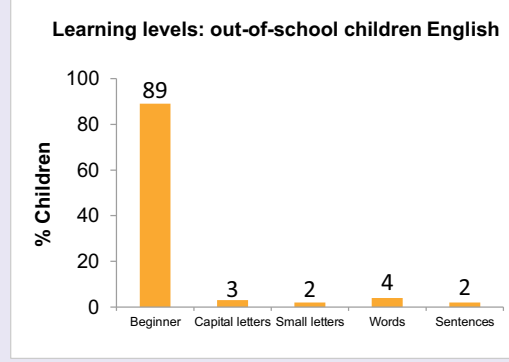
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	33.7	28.0	24.3	14.0	0.0	100
2	19.1	18.6	26.9	33.7	1.7	100
3	14.8	13.3	20.5	47.5	4.0	100
4	15.8	5.6	11.7	50.8	16.1	100
5	17.1	4.3	8.4	34.3	36.0	100
6	13.7	2.4	3.9	22.3	57.8	100
7	11.4	1.9	2.4	14.5	69.9	100
8	15.4	0.8	1.5	11.7	70.6	100
9	13.4	0.8	1.9	9.6	74.3	100
10	15.9	2.6	1.5	7.4	72.7	100

How to read: 14 % (14+0) children of class 1 can read words









KP-NEWLY MERGED DISTRICTS - RURAL

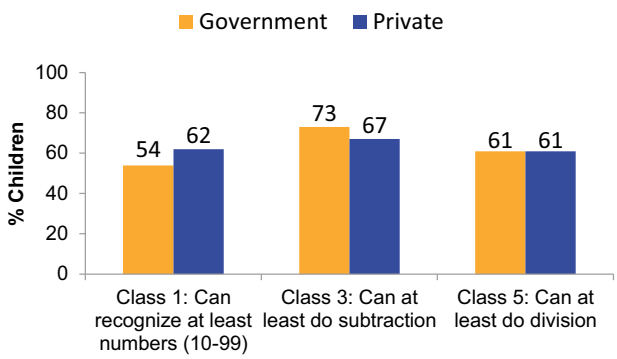
Learning levels (Arithmetic)

Class-wise % children who can do

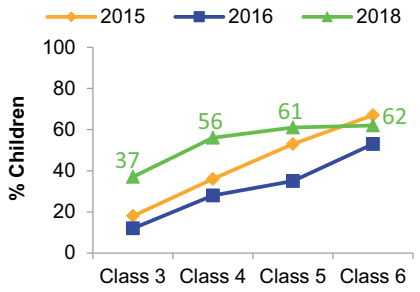
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	23.1	21.9	31.6	17.5	6.0	100
2	11.4	11.7	22.1	31.2	23.6	100
3	8.1	5.1	14.7	34.6	37.5	100
4	8.8	2.0	8.6	24.8	55.8	100
5	8.0	3.0	7.0	21.2	60.8	100
6	7.0	1.7	11.1	18.5	61.7	100
7	4.3	2.5	2.5	20.2	70.6	100
8	14.0	5.0	6.6	16.5	57.9	100
9	10.9	3.6	9.1	12.7	63.6	100
10	14.0	4.0	10.0	18.0	54.0	100

How to read: 23.5 % (17.5+6) children of class 1 can do subtraction

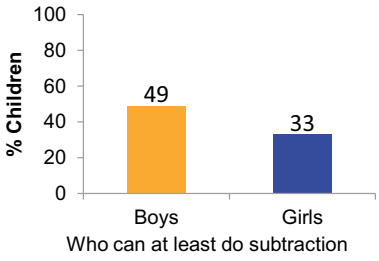
Learning levels by school type Arithmetic



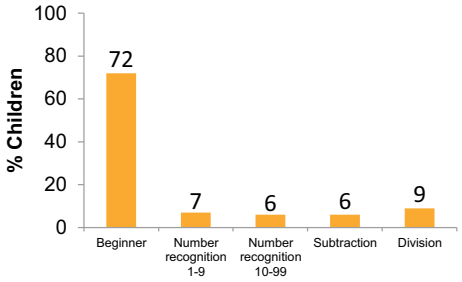
Children who can do division



Learning levels by gender Arithmetic

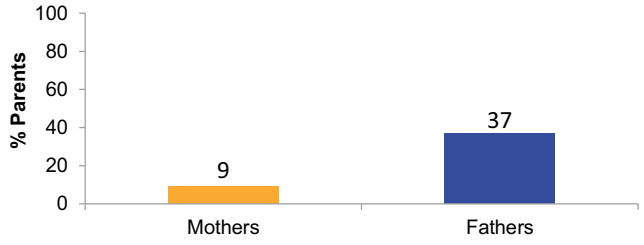


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

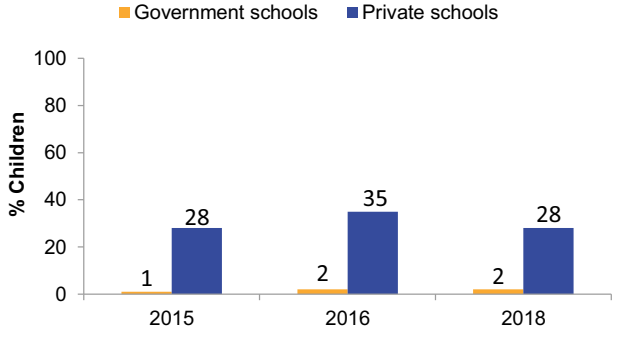


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.1	1.5	1.7	1.8	2.4	3.0	4.2	1.5	2.4	8.3
Pvt.	24.9	21.4	26.6	31.1	34.6	27.2	28.7	34.7	33.8	25.5

Children attending paid tuition



KP-NEWLY MERGED DISTRICTS - RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	188	42	30	260	3	1	9	13
Elementary	31	5	7	43	2	0	6	8
High	40	4	2	46	8	1	12	21
Others	8	2	0	10	0	1	0	1
Total	**267**	**53**	**39**	**359**	**13**	**3**	**27**	**43**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	79.0	78.7	84.4	93.6	80.9	81.7	95.9	91.7	95.8	91.6
Teacher attendance	85.7	81.5	93.7	86	86.1	67.9	95.5	90.7	100	78.9

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	8.5	2.6
FA	22.9	23.4
BA	31.9	22.1
MA or above	35.1	51.9
Others	1.6	0.0

Teacher qualification - professional (% of teachers)

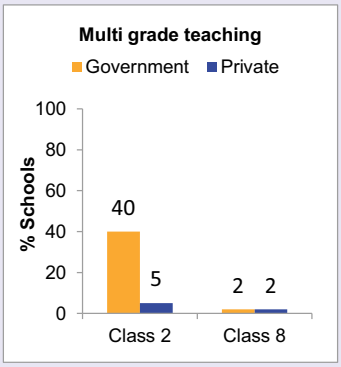
	Government schools	Private schools
PTC	39.7	24.1
CT	20.0	38.9
B-Ed	23.1	29.6
M-Ed or above	10.7	7.4
Others	6.6	0.0

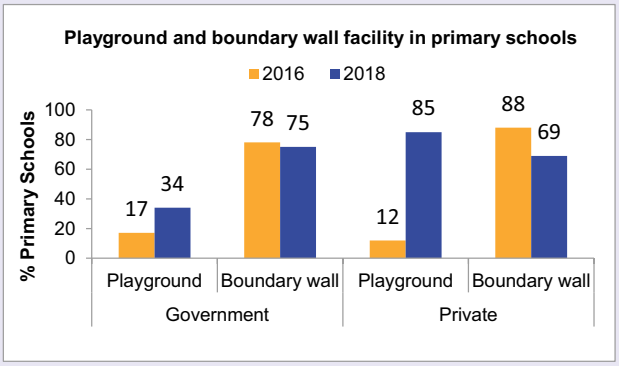
School facilities (% schools)

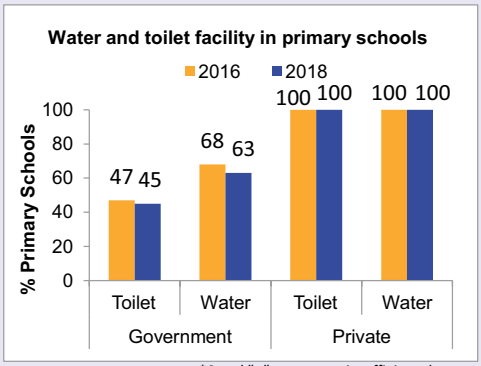
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3	5	9	10	3	5	10	15
Useable water	62.7	72.1	71.7	60.0	100	100	85.7	100
Useable toilet	45.4	53.5	54.3	70.0	100	100	85.7	100
Playground	34.2	55.8	52.2	30.0	84.6	62.5	57.1	0.0
Boundary wall	75.4	83.7	89.1	80.0	69.2	87.5	85.7	100
Library	0.0	25.6	21.7	20.0	0.0	37.5	19.0	0.0
Computer lab	0.0	14.0	23.9	30.0	0.0	25.0	14.3	0.0

School Grants

2018**	**# of schools reported receiving grants**	7	4	3	0*	0*	0*	0*	0*
	% of schools reported receiving grants	3.3	11.1	8.1	-	-	-	-	-
	Average amount of grant (Rs.)	151,000.0	38,750.0	13,566.7	-	-	-	-	-
2017	**# of schools reported receiving grants**	29	10	3	0*	0*	0*	0*	0*
	% of schools reported receiving grants	13.9	27.8	8.1	-	-	-	-	-
	Average amount of grant (Rs.)	61,051.7	131,180.0	40,666.7	-	-	-	-	-







*0 and "- "represents insufficient data
**Grants received till October 31, 2018

KP-NEWLY MERGED DISTRICTS - RURAL

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu/Pashto)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu/Pashto)	Who can read sentence (English)	Who can do division
Total	**22.8**	**27.6**	**17.4**	**15.9**	**6.4**	**44.9**	**51.5**	**72.1**	**45.7**	**36.0**	**60.8**
Bajaur Agency	32.9	24.2	12.0	15.3	4.2	31.5	47.4	58.3	34.5	30.0	35.8
F.R. - Bannu	32.9	22.7	12.9	10.9	4.5	37.0	38.9	69.5	26.2	31.7	51.0
F.R. - D.I. Khan	13.8	48.2	30.8	10.0	0.6	52.6	58.2	86.0	14.9	18.8	58.3
F.R. - Kohat	20.3	43.9	33.9	4.1	6.7	17.5	28.2	56.0	20.6	21.7	36.8
F.R. - Lakki Marwat	4.4	44.3	16.0	2.3	3.1	54.4	53.3	67.2	52.9	30.0	42.9
F.R. - Peshawar	45.2	10.7	6.8	23.3	5.2	41.0	61.6	81.7	57.9	52.4	80.9
F.R. - Tank	8.6	49.7	36.5	0.0	0.5	19.7	67.2	90.9	17.2	28.6	70.0
Khyber Agency	30.5	9.7	5.6	41.3	28.8	49.2	43.9	67.4	44.3	23.3	53.8
Kurram Agency	40.8	14.6	8.5	36.6	10.2	32.6	45.2	41.8	30.3	18.8	40.3
Mohmand Agency	11.2	33.1	19.8	21.7	5.4	90.1	73.9	92.7	74.4	22.7	87.1
North Waziristan	42.6	18.4	15.3	3.2	1.6	24.2	25.6	54.1	25.5	26.0	44.6
Orakzai Agency	33.7	16.2	13.8	8.5	2.4	74.8	72.3	98.7	84.5	59.2	100
South Waziristan	9.9	41.7	27.7	0.0	0.0	47.1	59.2	92.0	74.5	58.1	93.1

Sample Composition

- ASER 2018 survey was conducted in 13 rural territories/regions of KP-Newly Merged Districts. This covered 7,395 households in 373 villages throughout the region.
- Detailed information was collected on 22,276 children (62% males, 38% females) aged 3-16 years. Out of these 15,965 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 359 government schools (72% primary, 12% elementary, 13% high, 3% others) and 43 private schools (30% primary, 19% elementary, 49% high, 2% others) were surveyed.
- 74% of the government schools were boys only, 15% were girls only, and 11% were coeducation schools. In case of private schools, 30% were boys only, 7% were girls only and 63% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has increased as compared to 2016.

- In 2018, 28% of children were reported to be out-of-school which has increased compared to 2016 (16%). 22% children have never been enrolled in a school and 6% have dropped out of school for various reasons.
- 72% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 79% of children were enrolled in government schools whereas 21% of children were going to non-state institutions (16% private schools, 5% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 26% were girls and 74% were boys whereas in private schools 78% enrolled children were boys and 22% were girls.
- The percentage of out of school children (boys and girls) has increased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2016.

- 23% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 38% in 2016.
- 77% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have improved: 54% class 5 children could not read a class 2 level story in Urdu/Pashto compared to 68% in 2016.

- Analysis shows that 85% of class 3 children could not read story in Urdu/Pashto compared to 89% in 2016.

English learning levels have slightly improved: 64% class 5 children could not read sentences (class 2 level) compared to 65% in 2016.

- ASER 2018 reveals that 96% class 3 children could not read class 2 level sentences as compared to 92% in 2016.

Arithmetic learning levels show improvement: 39% class 5 children could not do two digit division as compared to 65% in 2016.

- 62% children enrolled in class 3 could not do two digit division in 2018 as compared to 88% in 2016.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing almost the same as students in government schools.

- 46% children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto which is similar to the percentage of class 5 children enrolled in government schools.
- 31% private school children can read at least sentences in class 5 whereas 37% government school children can do the same.
- In arithmetic, 61% children enrolled in private schools (class 5) were able to do division similar (61%) to those enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in literacy and numeracy skills.

- 44% of boys and 27% of girls could read at least sentences in Urdu/Pashto.
- 43% boys could read at least English words while 20% of girls can do the same.
- Similarly, 49% of boys were able to do at least subtraction compared to 33% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 10% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 5% of out-of-school children could read story in Urdu/Pashto, 2% could read sentences in English, and 9% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

9% of mothers and 37% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 91% had not completed primary education.
- 63% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall tuition in private schools is 28% compared to 2% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition varies with class-level. For example, in government schools, 1% children enrolled in class 1 take private tuition whereas 8% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

40% of surveyed government schools and 5% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.
- It was found that 40% of the surveyed government schools and 5% of the surveyed private schools had Class 2 sitting with other classes.
- 2% of surveyed government schools and 2% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

19% children in surveyed government schools and 8% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at 81% whereas it was 92% in surveyed private schools.

14% teachers in surveyed government schools and 21% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 86% whereas it was 79% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in surveyed government schools as compared to surveyed private schools.

- 32% teachers of surveyed government schools have done graduation as compared to 22% teachers of surveyed private schools.
- 23% of surveyed government school teachers had Bachelors in Education degrees as compared to 30% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

A higher proportion of surveyed government high schools had library books than surveyed private high schools.

- 24% of surveyed government high schools had computer labs and 22% had a library as compared to surveyed private high schools where 14% had computer labs and 19% had a library.

55% surveyed government primary schools were without toilets and 37% were without drinking water.

- 55% of the surveyed government primary schools did not have toilets in 2018 as compared to 53% in 2016. Similarly, 0% surveyed private primary schools were missing toilet facility in 2018 same as in 2016.
- 37% of the surveyed government primary schools did not have drinking water in 2018 as compared to 32% in 2016. Similarly, 0% of the surveyed private primary schools did not have drinking water facility in 2018 same as in 2016.

25% of the surveyed government primary schools were without complete boundary walls and 66% were without playgrounds.

- Amongst the surveyed government primary schools, 75% had complete boundary walls as compared to 78% in 2016.
- In 2018, 31% of the surveyed private primary schools did not have complete boundary walls as compared to 12% in 2016.
- 34% of surveyed government primary schools had playgrounds in 2018 while 85% surveyed private primary schools had playgrounds.

9 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 9 rooms were being used for classroom activities in the surveyed government high schools which was the same as in 2016.
- In 2018, surveyed private high schools had 10 classrooms on average being used for classroom activities as compared to 9 in 2016.

THEME 13: SCHOOL GRANTS/FUNDS

3% of the government primary schools and 0% private primary schools received grants.

- 7 surveyed government primary schools are receiving grants in 2018 as compared to 0 surveyed private primary school.
- The proportion of government primary schools receiving grants has decreased since last year. 3% government primary schools received grants in 2018 as compared to 11% in 2016.

KP-NEWLY MERGED DISTRICTS - RURAL

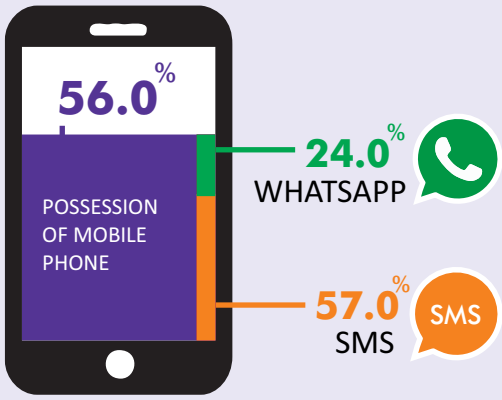
Information & Communication Technology

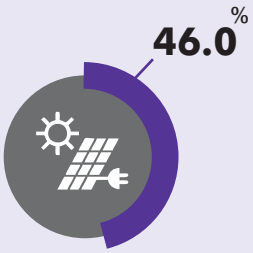
- **56%** of households across all rural KP-Newly merged districts have mobile phones.
- Amongst mobile users, **24%** use Whatsapp service for communication.
- Amongst mobile users, **57%** use SMS facility for communication.
- **9%** of households have computers/laptops

Alternate Energy

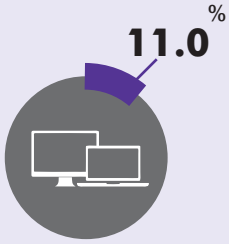
- Across all rural KP-Newly merged districts, **46%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD





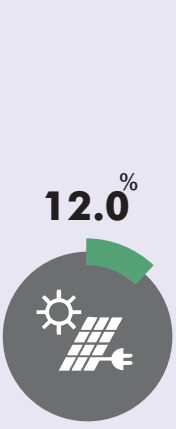
SOLAR PANELS



COMPUTER/LAPTOP

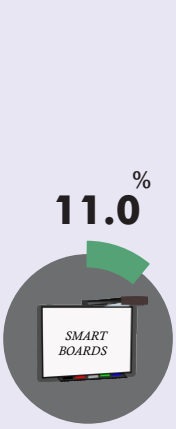
SCHOOLS

GOVT. SCHOOLS



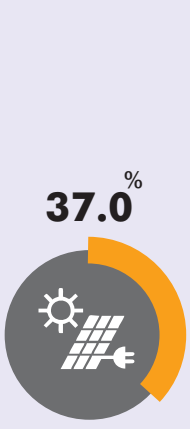
SOLAR PANELS*

COMPUTER LABS**



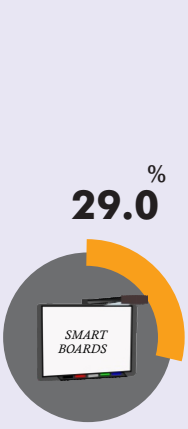
SMART BOARDS***

PVT. SCHOOLS



SOLAR PANELS*

COMPUTER LABS**



SMART BOARDS***

*Only for Primary, Middle and High Schools **Only for High Schools ***Only for High Schools

BROOKLYN
ASER
PAKISTAN

Annual Status of Education Report

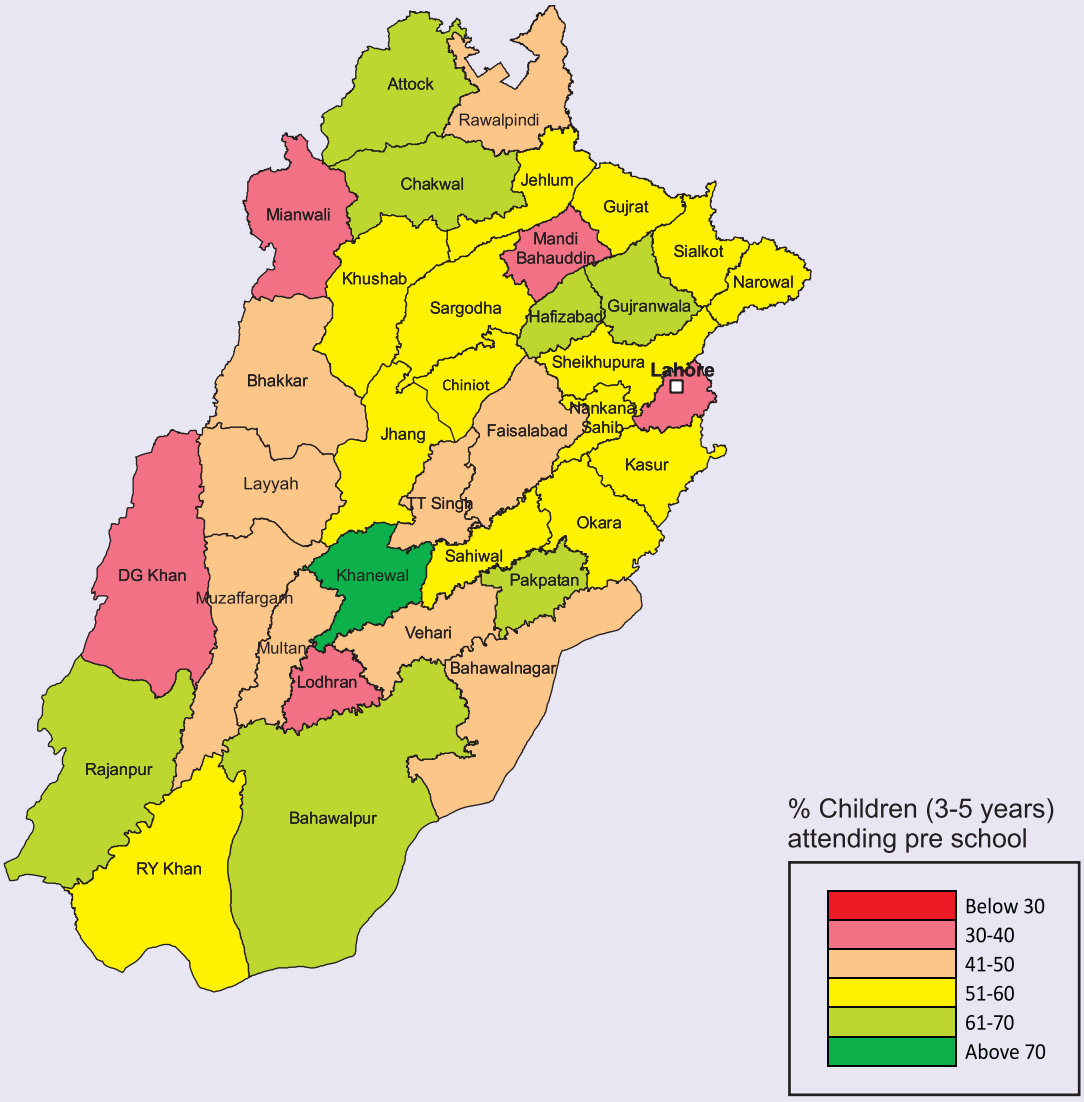
ASER PAKISTAN 2018

Facilitated by SAFED

PUNJAB
(RURAL)

Children in Pre School
(Age 3-5 years)

District wise map showing % children

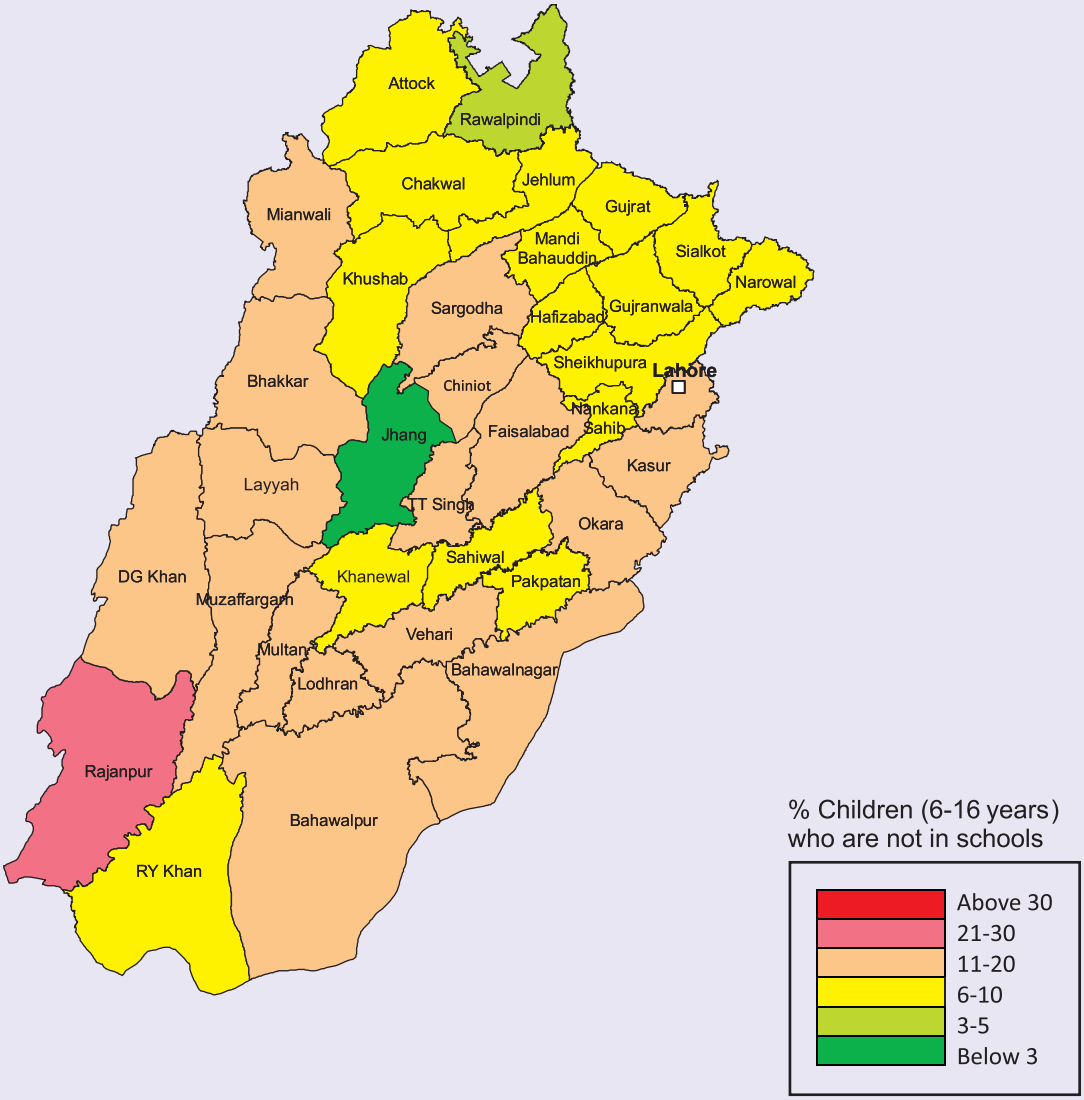


Not surveyed

Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

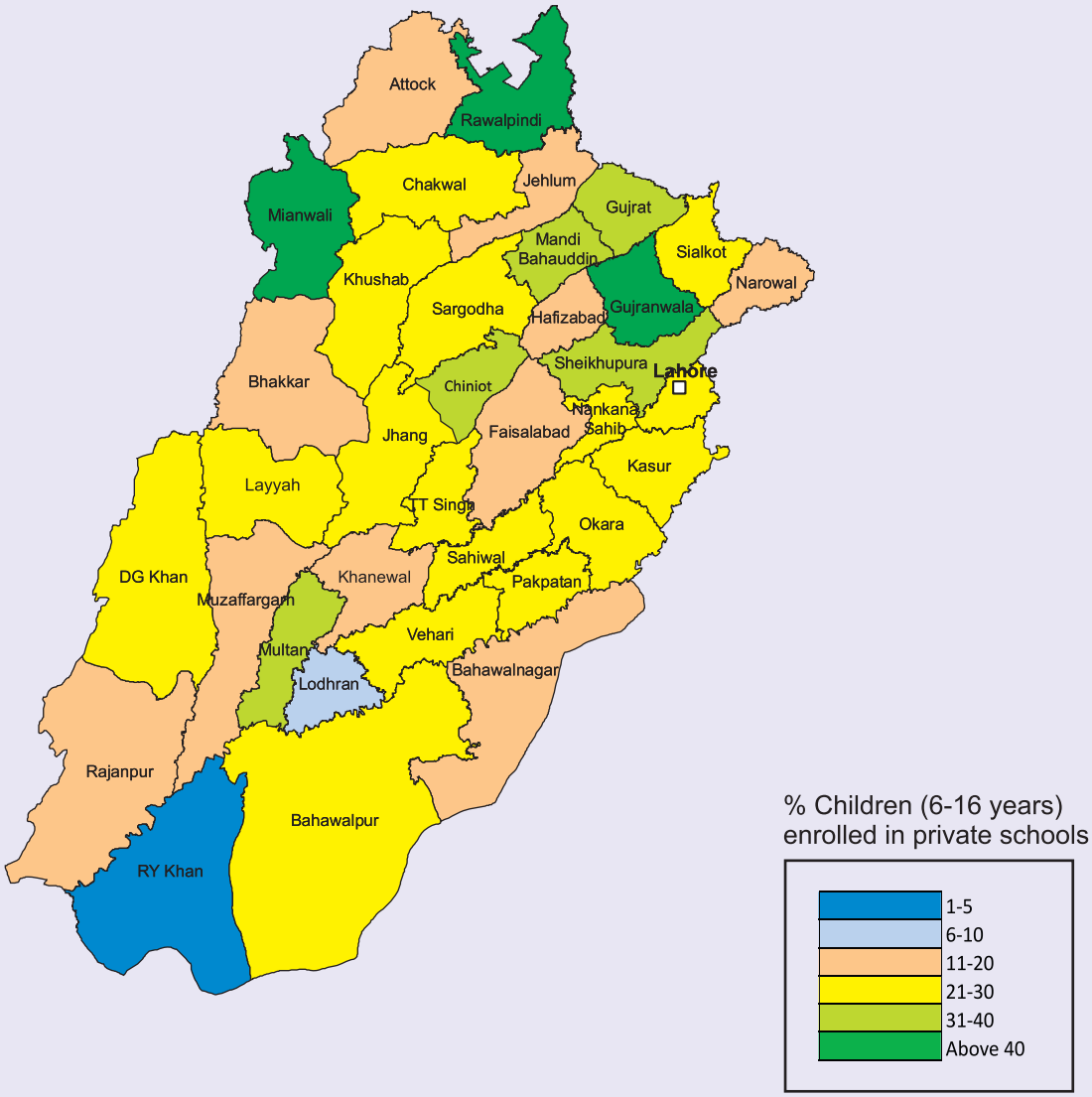
District wise map showing % children



Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

District wise map showing % children

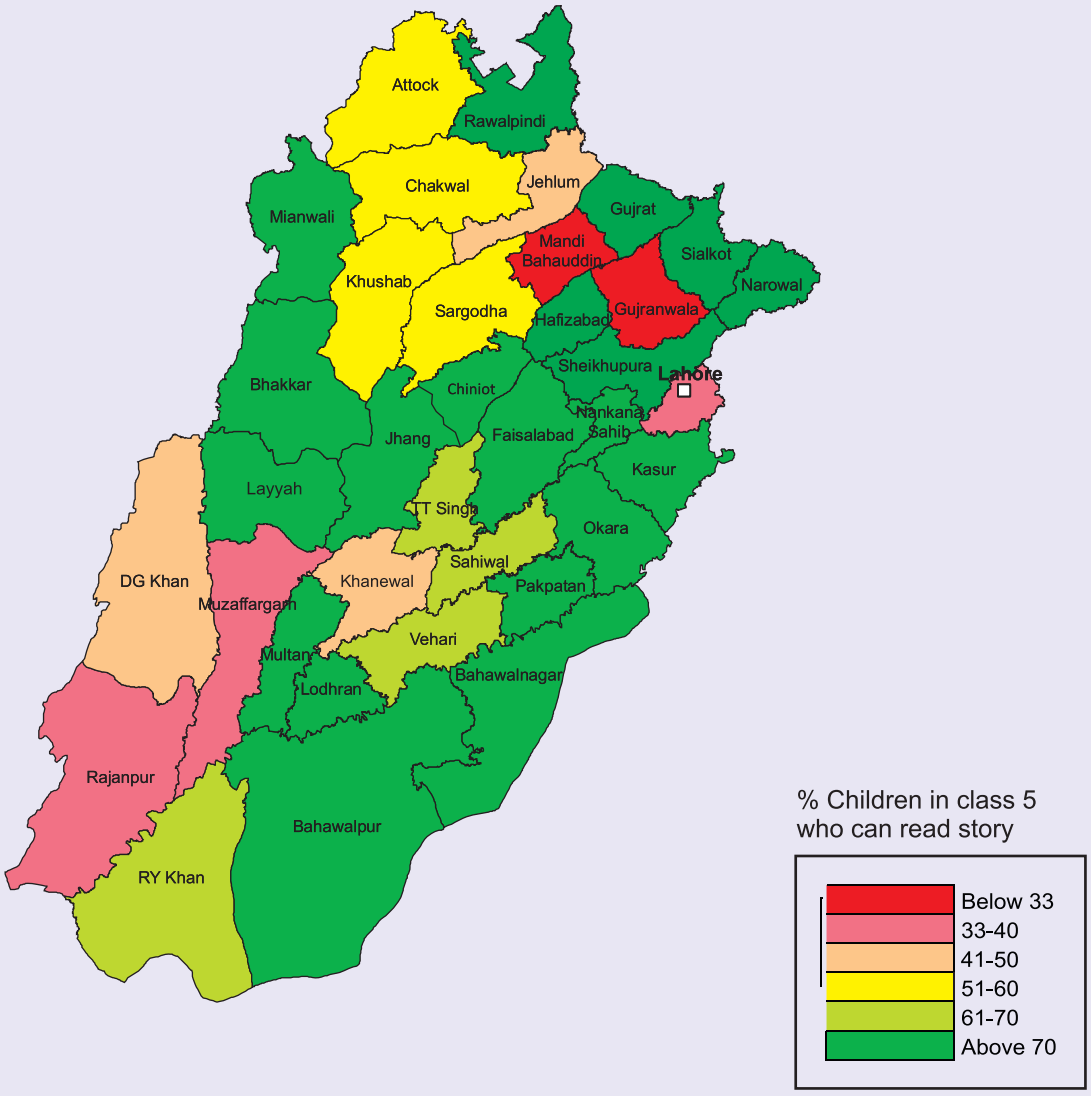


Not surveyed

Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu
(Class 5)

District wise map showing % children who can read story (Class 2 level Text)

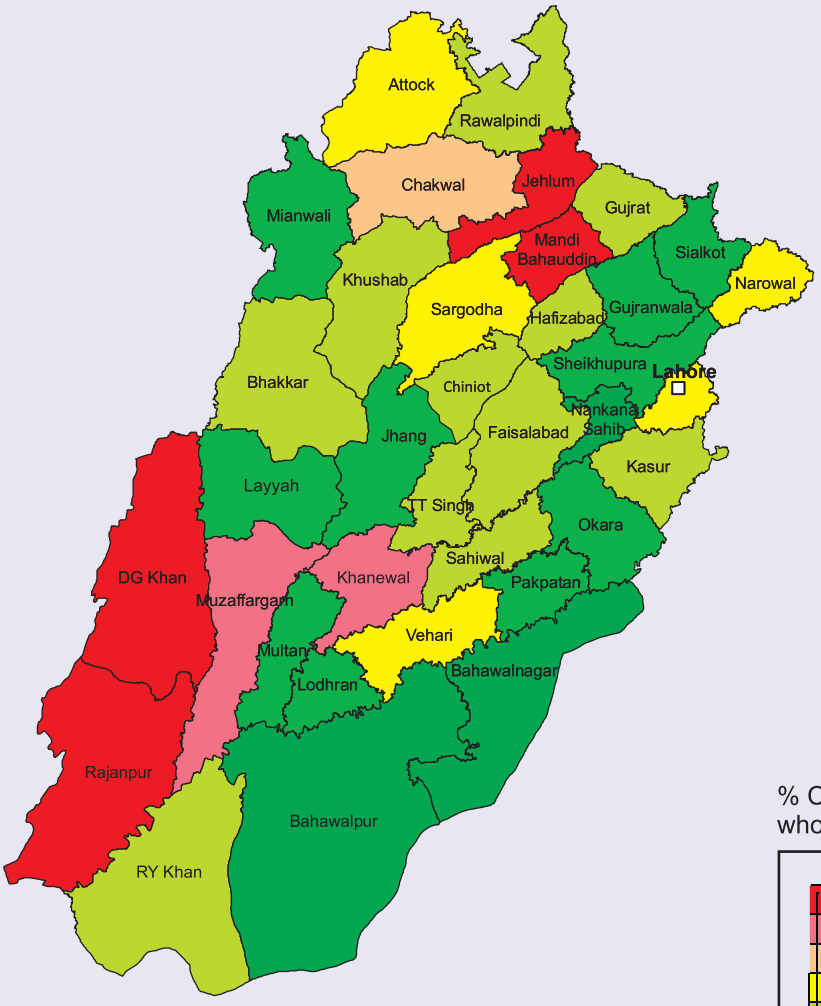


Not surveyed

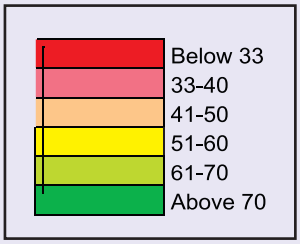
Maps may not be accurate or to scale. These are mere representations.

Reading English
(Class 5)

District wise map showing % children who can read sentences (Class 2 level Text)



% Children in class 5 who can read sentences

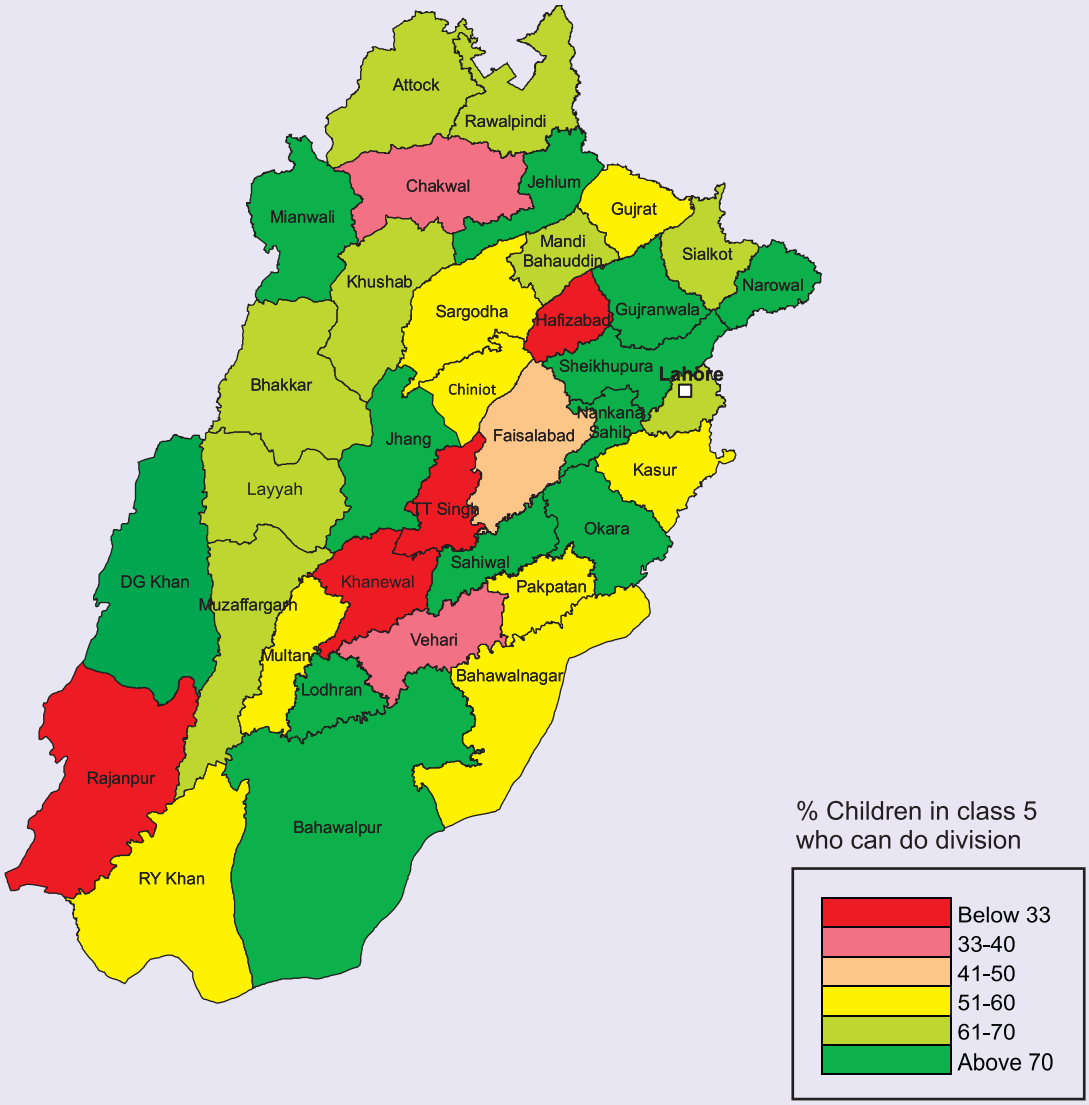


Not surveyed

Maps may not be accurate or to scale. These are mere representations.

Arithmetic
(Class 5)

District wise map showing % children who can do division (Class 3) sums



Not surveyed

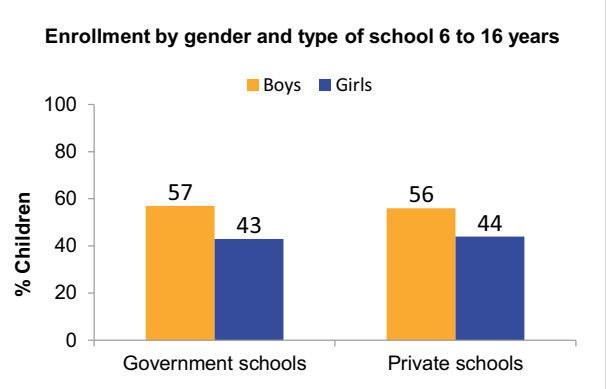
Maps may not be accurate or to scale. These are mere representations.

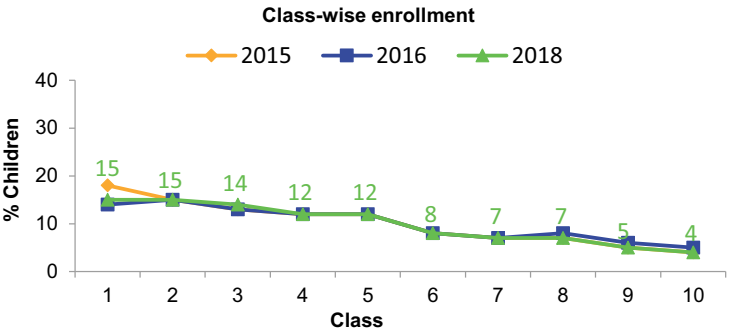
PUNJAB - RURAL

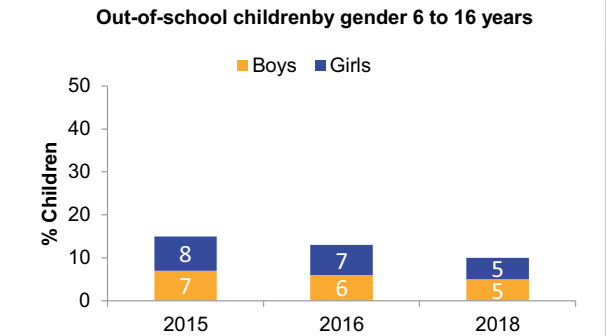
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	66.3	25.6	0.7	1.0	4.6	1.8	100
11 - 13	69.0	19.1	1.1	0.5	4.6	5.8	100
14 - 16	59.6	16.4	1.2	0.4	7.4	15.0	100
6 - 16	**65.6**	**22.2**	**0.9**	**0.8**	**5.2**	**5.4**	**100**
Total	**89.4**				**10.6**		**100**
By Type	73.3	24.8	1.0	0.9			

How to read: 93.6% (66.3+25.6+0.7+1.0) children of age group 6-10 are enrolled



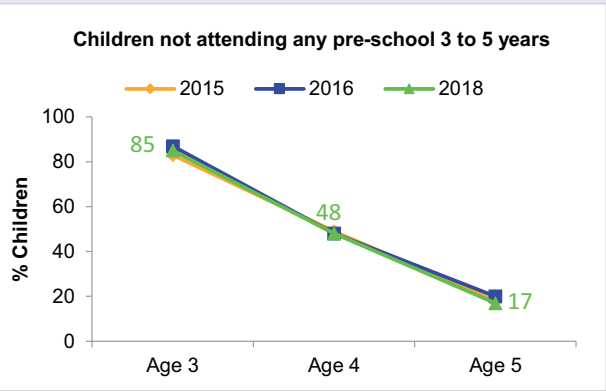




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	9.2	5.7	0.1	0.2	84.8	100
4	30.2	20.3	0.5	0.9	48.1	100
5	52.7	28.5	0.8	1.4	16.7	100
3 - 5	**31.7**	**18.5**	**0.5**	**0.8**	**48.4**	**100**
Total	**51.6**				**48.4**	**100**
By Type	**61.5**	**36.0**	**0.9**	**1.6**		

How to read: 15.2% (9.2+5.7+0.1+0.2) children of age 3 are enrolled



Age Class Composition

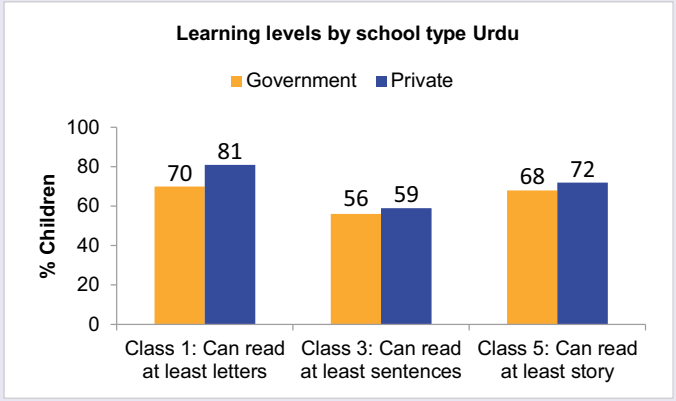
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	85.2	59.5	26.9	9.6	3.8	10.2	11.3	14.6	19.7	16.6	18.8	22.0	14.3
2	14.8	34.0	48.0	29.1	11.1								15.1
3	0.0	6.5	20.5	41.5	29.6	13.4							13.9
4		6.5	4.6	16.4	37.4	28.4	16.8						12.5
5			4.6	3.5	15.3	37.6	31.8	20.2					12.5
6				3.5	2.9	10.3	28.1	28.2	15.4				8.2
7					2.9	0.0	9.0	25.8	26.5	15.2			6.7
8						0.0	3.1	11.2	30.7	33.6	17.0		7.2
9							3.1	0.0	7.5	26.5	36.1	20.6	5.2
10								0.0	0.0	8.0	28.0	57.3	4.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

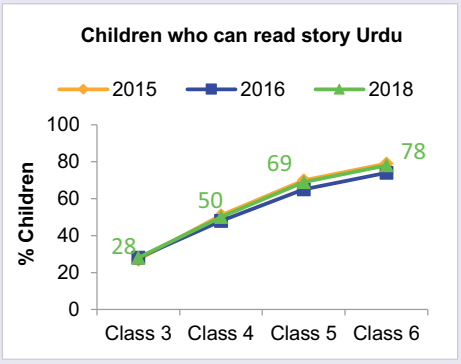
Learning levels (Urdu)

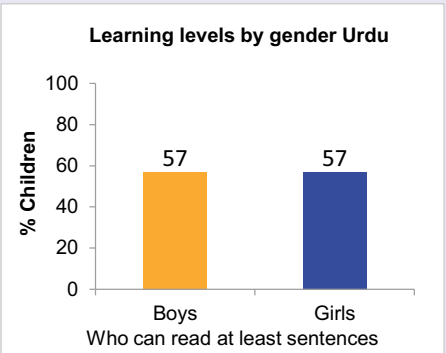
Class-wise % children who can read

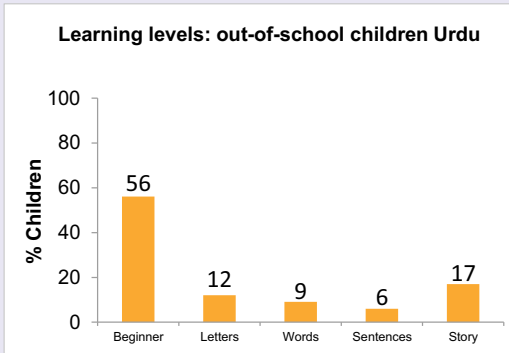
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.0	36.7	31.1	5.2	0.0	100
2	8.2	20.8	36.9	21.4	12.8	100
3	4.3	8.8	30.3	29.0	27.7	100
4	2.9	4.1	16.0	27.4	49.5	100
5	2.2	2.6	8.0	18.6	68.6	100
6	2.3	1.3	4.5	14.0	78.0	100
7	2.0	1.0	2.9	9.2	84.8	100
8	1.4	1.3	1.3	6.2	89.8	100
9	1.3	1.5	1.2	4.2	91.8	100
10	1.3	0.8	0.5	2.7	94.7	100

How to read: 5.2 % (5.2+0) children of class 1 can read sentences







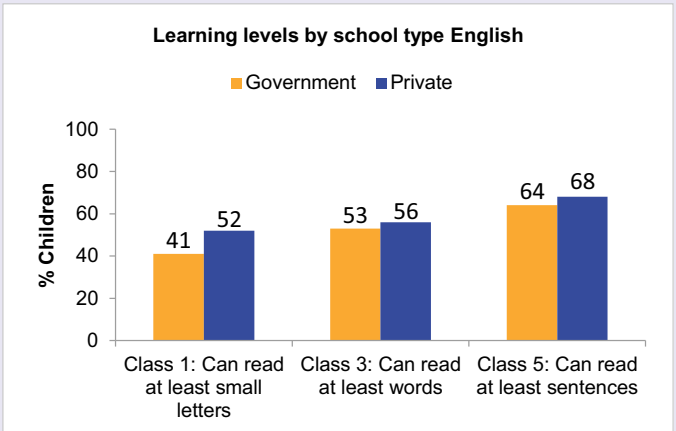


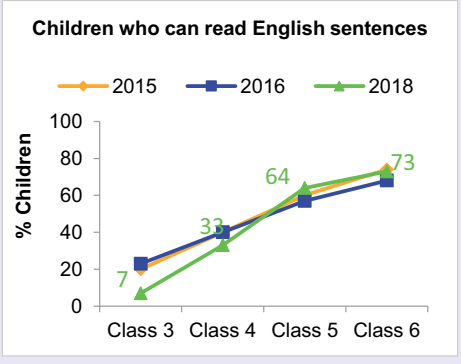
Learning levels (English)

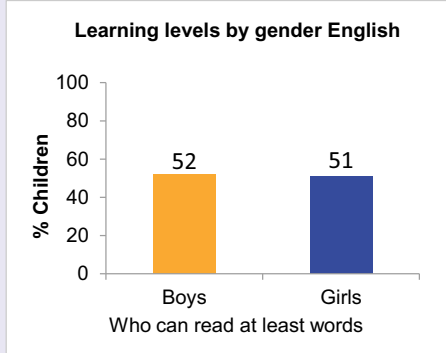
Class-wise % children who can read

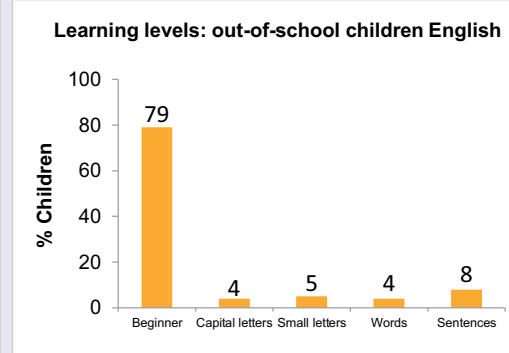
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	33.1	23.3	32.3	11.4	0.0	100
2	16.6	16.2	31.0	34.1	2.1	100
3	13.2	8.6	24.7	46.1	7.4	100
4	13.1	4.5	12.9	36.4	33.1	100
5	8.8	2.4	4.2	20.0	64.5	100
6	9.9	1.5	2.6	13.3	72.7	100
7	10.2	1.0	1.4	8.6	78.8	100
8	10.5	1.0	1.0	6.3	81.2	100
9	11.6	1.2	1.0	4.0	82.2	100
10	10.8	0.8	0.5	2.1	85.8	100

How to read: 11.4 % (11.4+0) children of class 1 can read words







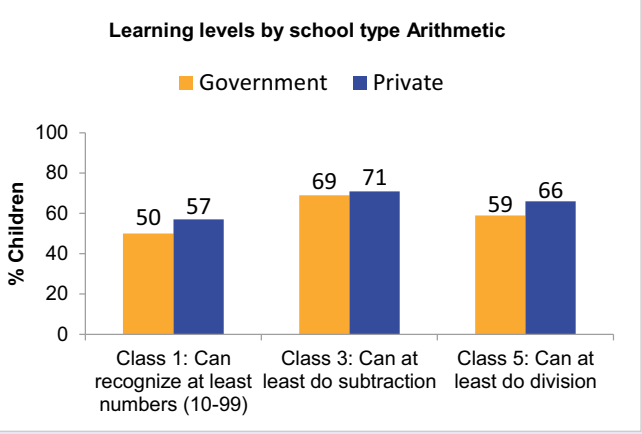


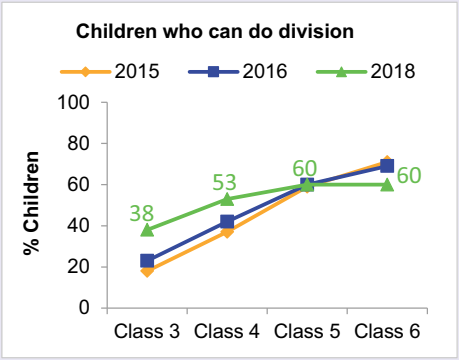
Learning levels (Arithmetic)

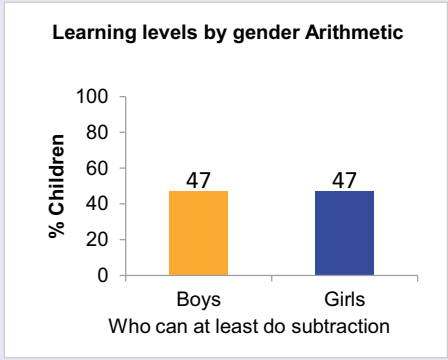
Class-wise % children who can do

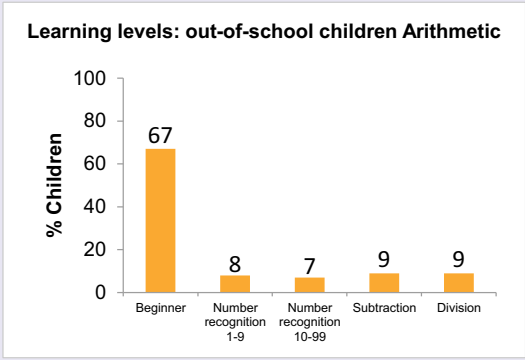
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	26.4	21.7	32.1	16.1	3.6	100
2	10.1	13.3	23.3	34.4	18.9	100
3	5.8	6.4	18.3	31.6	37.9	100
4	5.4	4.4	11.6	25.2	53.4	100
5	5.7	4.3	7.5	22.5	60.0	100
6	9.5	3.0	6.5	20.9	60.1	100
7	11.3	4.0	5.3	14.9	64.5	100
8	12.3	6.7	5.6	11.1	64.3	100
9	14.4	7.4	6.9	12.0	59.3	100
10	11.9	3.6	7.7	8.9	67.9	100

How to read: 19.7 % (16.1+3.6) children of class 1 can do subtraction

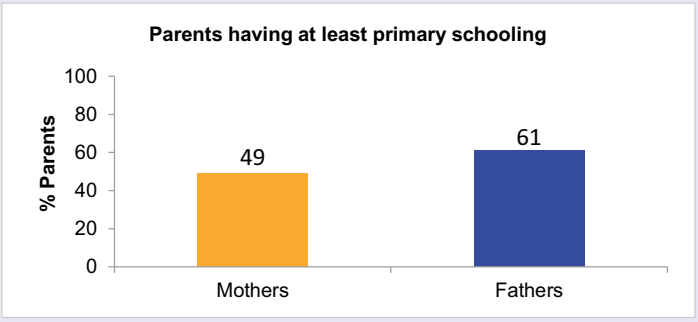








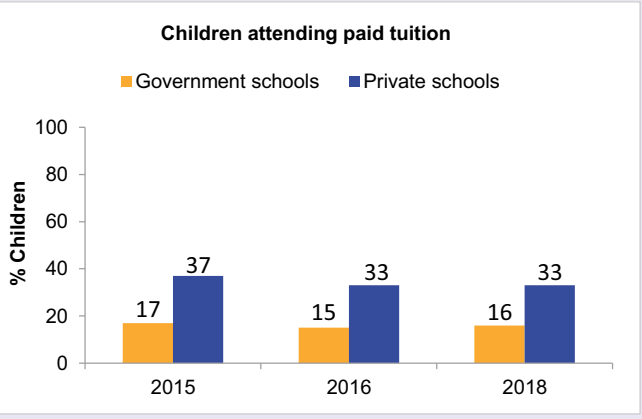
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	10.2	12.3	11.8	12.8	17.3	17.2	18.7	24.3	30.2	30.8
Pvt.	32.2	32.1	30.6	33.9	37.9	35.3	39.4	42.6	47.0	41.0



PUNJAB - RURAL

Annual Status of Education Report ASER 2018 PAKISTAN Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	181	112	236	529	15	14	161	190
Elementary	62	63	47	172	17	2	170	189
High	118	86	29	233	12	10	93	115
Others	25	8	2	35	1	0	5	6
Total	**386**	**269**	**314**	**969**	**45**	**26**	**429**	**500**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	89.9	89.6	89.1	89.4	89.4	85.0	88.7	87.7	95.2	87.5
Teacher attendance	86.8	87.9	86.1	97	87.1	86.6	90.1	93.4	92	89.4

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	4.9	10.0
FA	6.1	24.9
BA	30.6	39.5
MA or above	58.2	25.7
Others	0.2	0.0

Teacher qualification - professional (% of teachers)

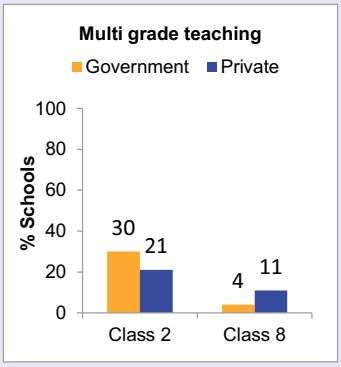
	Government schools	Private schools
PTC	8.5	7.7
CT	6.3	10.3
B-Ed	58.9	62.2
M-Ed or above	24.5	19.5
Others	1.7	0.3

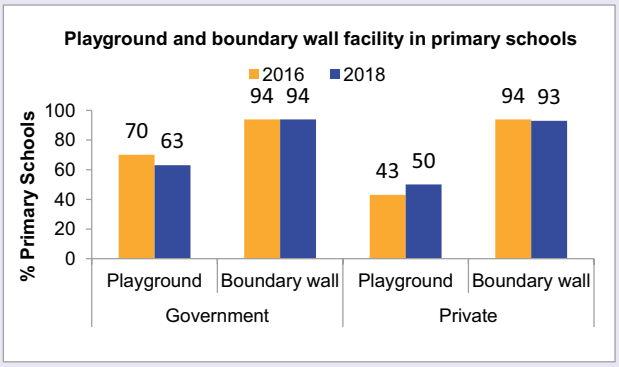
School facilities (% schools)

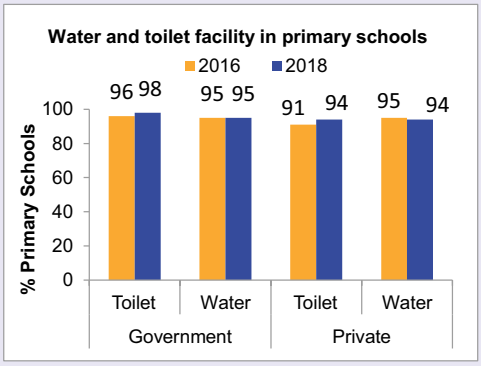
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3	7	12	13	4	7	10	4
Useable water	95.5	94.8	98.3	97.1	93.7	97.9	99.1	100
Useable toilet	97.7	95.9	98.7	97.1	94.2	98.4	99.1	100
Playground	63.3	82.6	88.4	82.9	50.0	68.3	68.7	66.7
Boundary wall	94.3	96.5	97.0	100	93.2	95.8	99.1	100
Library	0.0	45.9	82.8	82.9	0.0	42.3	61.7	66.7
Computer lab	0.0	17.4	79.0	85.7	0.0	17.5	55.7	0.0

School Grants

2018**	**# of schools reported receiving grants**	257	72	107	0*	0*	0*	0*	0*
	% of schools reported receiving grants	49.8	43.4	47.8	-	-	-	-	-
	Average amount of grant (Rs.)	72,735.2	104,515.0	138,209.3	-	-	-	-	-
2017	**# of schools reported receiving grants**	361	121	149	0*	0*	0*	0*	0*
	% of schools reported receiving grants	70.0	72.9	66.5	-	-	-	-	-
	Average amount of grant (Rs.)	152,988.4	194,479.2	391,318.6	-	-	-	-	-







* and "-"represents insufficient data
**Grants received till February 05, 2019

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Total	**51.6**	**10.6**	**5.2**	**24.8**	**20.4**	**56.6**	**53.4**	**69.5**	**68.6**	**64.5**	**60.0**
Attock	61.3	11.0	8.1	25.4	17.0	42.4	40.3	60.7	58.5	56.3	60.9
Bahawalnager	46.7	15.6	5.5	17.4	18.3	61.9	50.0	65.3	76.5	73.9	58.8
Bahawalpur	62.8	14.0	6.9	27.9	12.0	81.4	73.8	90.2	89.3	79.8	76.2
Bhakkar	41.0	10.9	7.4	10.8	5.2	64.5	60.2	78.8	73.7	67.8	61.7
Chakwal	61.8	7.6	3.8	26.2	23.2	38.4	35.3	55.7	57.0	45.1	38.7
Chiniot	54.3	12.4	7.2	32.0	24.3	62.2	53.1	74.3	78.1	65.2	58.3
Dera Ghazi Khan	33.5	16.9	7.3	27.0	14.0	68.8	72.9	94.9	47.7	31.4	92.9
Faisalabad	43.8	12.2	4.3	16.3	11.2	69.2	38.6	62.5	77.4	66.9	41.9
Gujranwala	60.7	6.2	1.9	49.4	30.9	15.6	74.8	29.1	25.7	85.3	87.5
Gujrat	59.1	5.5	1.9	35.0	31.7	66.4	61.5	65.1	73.1	69.4	56.5
Hafizabad	66.0	5.9	3.6	19.9	47.7	71.6	53.0	67.1	79.6	69.9	16.5
Jehlum	56.3	9.7	4.7	18.7	23.2	18.6	43.8	64.3	43.5	25.9	89.2
Jhang	52.9	2.7	1.1	28.8	7.7	87.4	85.0	95.0	93.6	94.4	80.0
Kasur	56.6	12.4	6.2	23.2	9.6	68.4	45.6	65.9	81.7	67.2	51.2
Khanewal	70.9	6.8	2.9	15.8	16.6	43.3	39.1	42.4	46.3	40.0	20.4
Khushab	57.4	7.1	4.0	23.7	26.0	54.1	47.8	76.2	54.8	65.9	67.3
Lahore	36.2	11.0	5.7	21.5	28.3	37.3	46.8	55.0	39.9	57.3	68.8
Layyah	47.1	12.5	6.4	20.7	13.6	55.7	38.2	73.5	76.4	74.4	66.7
Lodhran	40.0	15.5	8.5	8.9	9.7	40.3	60.2	76.6	79.5	74.0	86.3
Mandi Bahuddin	31.0	7.9	3.5	33.0	14.4	11.6	18.2	60.3	13.6	18.2	61.9
Mianwali	34.7	17.7	8.8	40.6	35.6	65.4	56.5	68.5	88.2	74.0	87.5
Multan	46.2	15.7	8.2	38.3	19.3	79.3	69.8	91.1	87.1	83.7	52.9
Muzaffar Garh	41.4	12.3	5.2	20.2	3.5	24.0	41.4	68.8	38.3	33.3	69.6
Nankana Sahib	58.6	9.0	4.6	27.1	28.3	72.7	63.8	87.4	92.3	87.2	100.0
Narowal	52.1	5.8	2.8	19.4	37.1	44.0	48.2	73.1	72.8	54.4	74.5
Okara	59.3	11.7	6.2	25.4	23.0	76.1	76.0	82.8	85.1	84.8	73.2
Pakpattan	62.5	8.2	4.3	23.3	15.6	67.3	61.9	78.5	82.2	71.7	58.3
Rahim Yar Khan	52.8	8.2	5.2	1.7	2.5	54.4	31.6	53.1	63.0	61.4	56.6
Rajanpur	61.0	24.1	9.7	17.7	2.5	40.6	35.0	39.7	33.9	32.3	12.1
Rawalpindi	49.9	4.7	1.8	54.1	14.3	71.3	61.6	68.2	71.1	67.6	64.3
Sahiwal	56.4	8.9	4.4	21.3	21.9	67.2	62.1	80.7	68.1	68.2	77.9
Sargodha	55.3	11.8	5.9	23.7	24.9	43.9	67.8	82.9	54.2	53.2	57.1
Sheikhupura	51.2	7.6	3.2	39.7	59.8	65.6	77.2	87.7	87.2	87.1	77.3
Sialkot	51.6	6.7	3.2	25.3	33.6	88.6	63.5	76.4	95.5	89.0	63.2
T.T.Singh	48.0	12.6	5.7	18.1	21.5	46.0	53.2	71.7	64.1	61.9	23.1
Vehari	47.6	12.6	6.7	22.1	13.2	54.9	47.7	70.1	63.2	50.6	34.4

Sample Composition

- ASER 2018 survey was conducted in 36 rural districts of Punjab. This covered 21,370 households in 1070 villages throughout the province.
- Detailed information was collected on 57,349 children (55% males, 45% females) aged 3-16 years. Out of these 45,498 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 969 government schools (55% primary, 18% elementary, 24% high, 4% others) and 500 private schools (38% primary, 38% elementary, 23% high, 1% others) were surveyed.
- 40% of the government schools were boys only, 28% were girls only, and 32% were coeducation schools. In case of private schools, 9% were boys only, 5% were girls only and 86% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2016.

- In 2018, 11% of children were reported to be out-of-school which has decreased compared to previous year (14%).5% children have never been enrolled in a school and 6% have dropped out of school for various reasons.
- 89% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 73% of children were enrolled in government schools whereas 27% of children were going to non-state institutions (25% private schools, 1% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 43% were girls and 57% were boys whereas in private schools 56% enrolled children were boys and 44% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased in 2018 as compared to 2016.

- 52% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 51% in 2016.
- 48% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children (in class 5) have improved: 31% class 5 children could not read a class 2 level story in Urdu compared to 35% in 2016.

- Analysis shows that 72% of class 3 children could not read story in Urdu, similar to that in 2016.

English learning levels (in class 5) have improved: 35% class 5 children could not read sentences (class 2 level) compared to 43% in 2016.

- ASER 2018 reveals that 93% class 3 children could not read class 2 level sentences as compared to 77% in 2016.

Arithmetic learning levels (in class 5) have improved: 40% class 5 children could not do two digit division compared to 60% in 2016.

- 60% children enrolled in class 3 could not do two digit division in 2018 as compared to 77% in 2016.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 72% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 68% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 68% private school children can read at least sentences in class 5 whereas only 64% government school children can do the same.
- Arithmetic learning levels of private schools children were better than public schools.66% children enrolled in private schools (class 5) were able to do division when compared to only 59% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in literacy and numeracy skills.

- 57% of boys and 57% of girls could read at least sentences in Urdu.
- 52% boys could read at least English words while 51% of girls can do the same.
- Similarly, 47% of boys were able to do at least subtraction compared to 47% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 20% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 17% of out-of-school children could read story in Urdu, 8% could read sentences in English, and 9% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

49% of mothers and 61% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 51% had not completed primary education.
- 39% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall paid tuition students in private schools is 33% compared to 16% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 10% children enrolled in class 1 take private tuition whereas 31% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

30% of surveyed government schools and 21% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.
- It was found that 30% of the surveyed government schools and 21% of the surveyed private schools had Class 2 sitting with other classes.
- 4% of surveyed government schools and 11% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

11% children in surveyed government schools and 12% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at 89% whereas it was 88% in surveyed private schools.

13% teachers in surveyed government schools and 11% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 87% whereas it was 89% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

- 31% teachers of surveyed government schools have done graduation as compared to 40% teachers of surveyed private schools.
- 59% of surveyed government school teachers had Bachelors in Education degrees as compared to 62% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

A larger proportion of surveyed government high schools had computer labs than surveyed private high schools.

- 79% of surveyed government high schools had computer labs and 83% had a library as compared to surveyed private high schools where 56% had computer labs and 62% had a library.

2% surveyed government primary schools were without toilets and 4% were without drinking water.

- 2% of the surveyed government primary schools did not have toilets in 2018 as compared to 4% in 2016. 6% of the surveyed private primary schools were missing toilet facility in 2018 as compared to 11% in 2016.
- 4% of the surveyed government primary schools did not have drinking water in 2018 as compared to 5% in 2016. Similarly, 6% of the surveyed private primary schools did not have drinking water facility in 2018 as compared to 4% in 2016.

6% of the surveyed government primary schools were without complete boundary walls and 37% were without playgrounds.

- Amongst the surveyed government primary schools, 94% had complete boundary walls same as 94% in 2016.
- In 2018, 93% of the surveyed private primary schools have complete boundary walls as compared to 94% in 2016.
- 63% of surveyed government primary schools had playgrounds in 2018 while 50% surveyed private primary schools had playgrounds.

12 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 12 rooms were being used for classroom activities in the surveyed government high schools as compared to 11 rooms in 2016.
- In 2018, surveyed private high schools had 10 classrooms on average being used for classroom activities same as in 2016.

THEME 13: SCHOOL GRANTS/FUNDS

50% of the government primary schools and 0% private primary schools received grants.

- 257 surveyed government primary schools are receiving grants in 2018 as compared to 0 surveyed private primary schools.
- The proportion of government primary schools receiving grants has decreased since last year. 50% government primary schools received grants in 2018 as compared to 81% in 2016.

Annual Status of Education Report ASER 2018 PAKISTAN Facilitated by SAFED

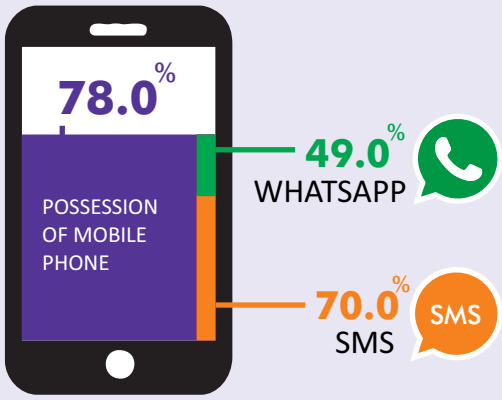
Information & Communication Technology

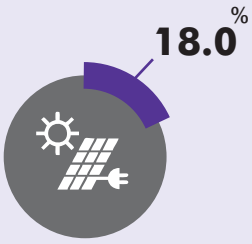
- **78%** of households across all rural districts of Punjab have mobile phones.
- Amongst mobile users, **49%** use Whatsapp service for communication.
- Amongst mobile users, **70%** use SMS facility for communication.
- **24%** of households have computers/laptops

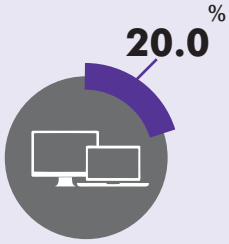
Alternate Energy

- Across all rural districts of Punjab, **18%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD

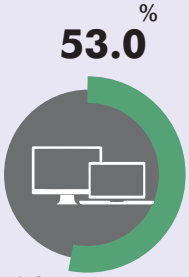


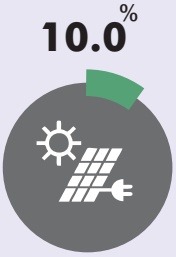


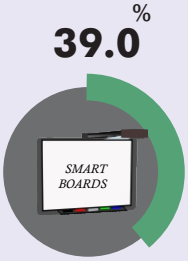


SCHOOLS

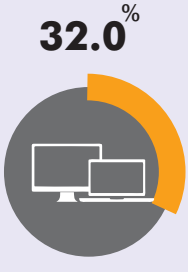
GOVT. SCHOOLS

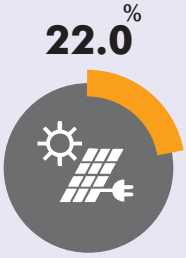


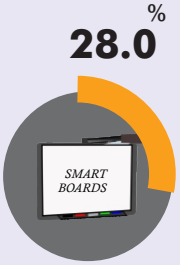




PVT. SCHOOLS







*Only for Primary, Middle and High Schools **Only for High Schools ***Only for High Schools

Annual Status of Education Report

ASER PAKISTAN 2018

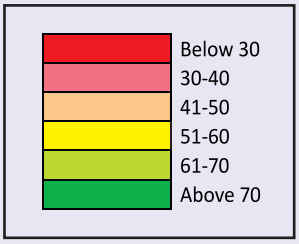
Facilitated by SAFED

SINDH
(RURAL)

Children in Pre School
(Age 3-5 years)

District wise map showing % children

% Children (3-5 years) attending pre school



Not surveyed (Karachi East, Karachi South, Karachi Central)

Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

District wise map showing % children

% Children (6-16 years) who are not in schools

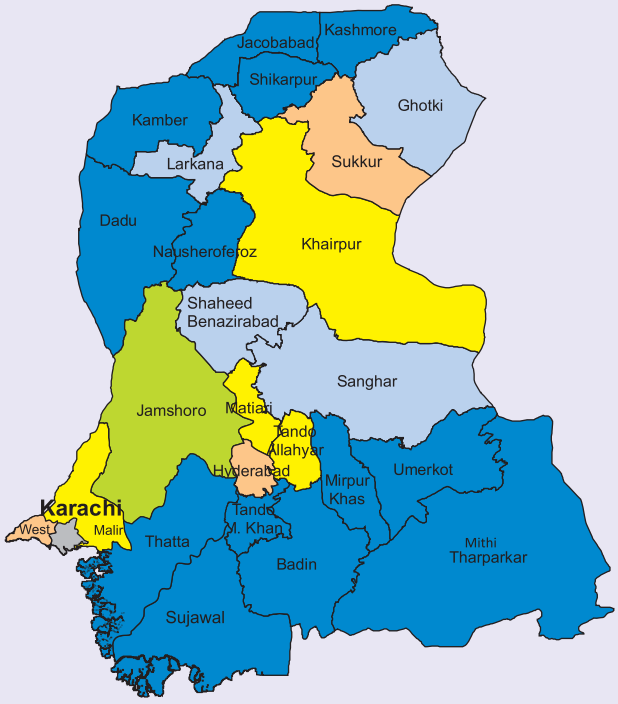
- Above 30
- 21-30
- 11-20
- 6-10
- 3-5
- Below 3

Not surveyed (Karachi East, Karachi South, Karachi Central)

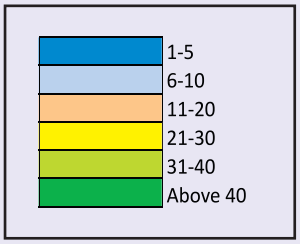
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

District wise map showing % children



% Children (6-16 years) enrolled in private schools

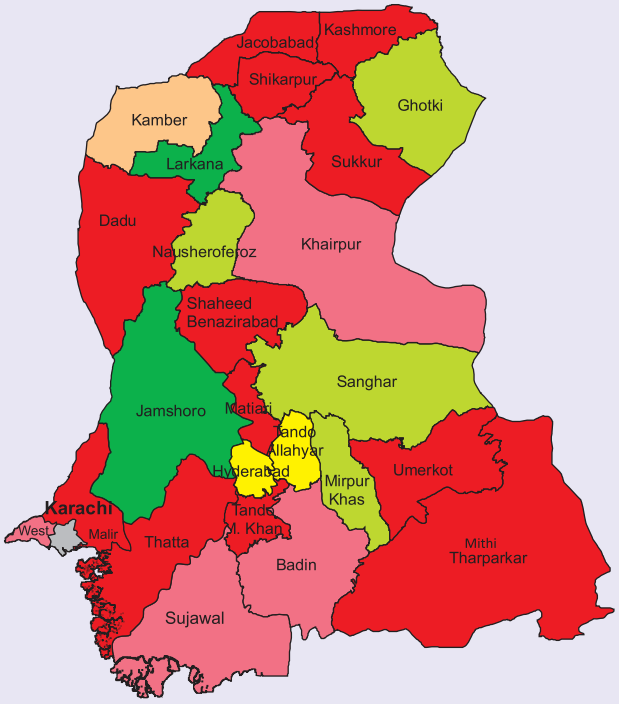


Not surveyed (Karachi East, Karachi South, Karachi Central)

Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu/Sindhi
(Class 5)

District wise map showing % children who can read story (Class 2 level Text)



% Children in class 5 who can read story

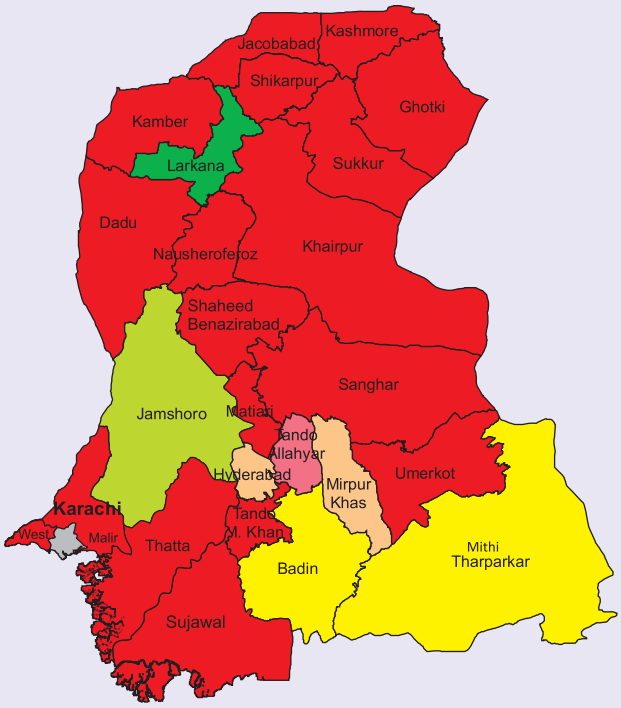
Below 33
33-40
41-50
51-60
61-70
Above 70

Not surveyed (Karachi East, Karachi South, Karachi Central)

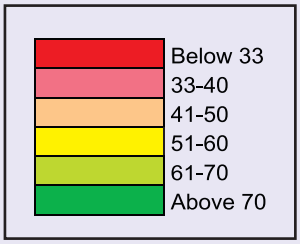
Maps may not be accurate or to scale. These are mere representations.

Reading English
(Class 5)

District wise map showing % children who can read sentences (Class 2 level Text)



% Children in class 5 who can read sentences

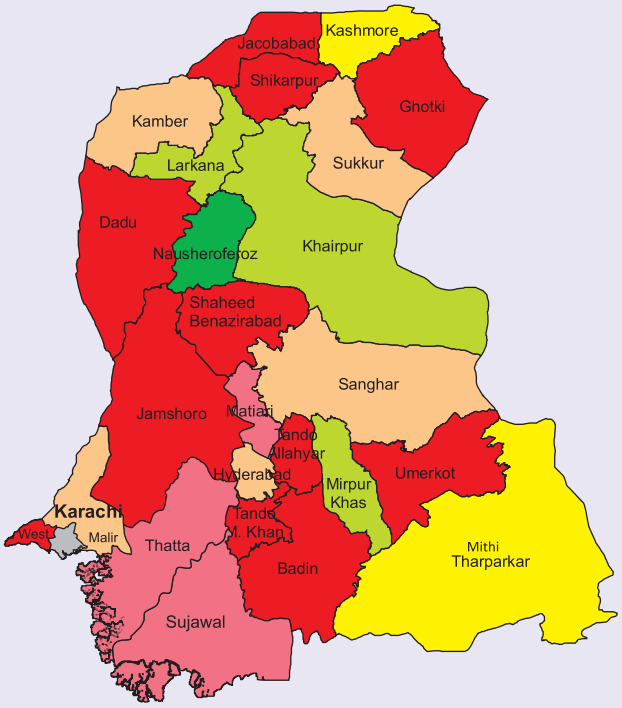


Not surveyed (Karachi East, Karachi South, Karachi Central)

Maps may not be accurate or to scale. These are mere representations.

Arithmetic
(Class 5)

District wise map showing % children who can do division (Class 3) sums



% Children in class 5 who can do division

- Below 33
- 33-40
- 41-50
- 51-60
- 61-70
- Above 70

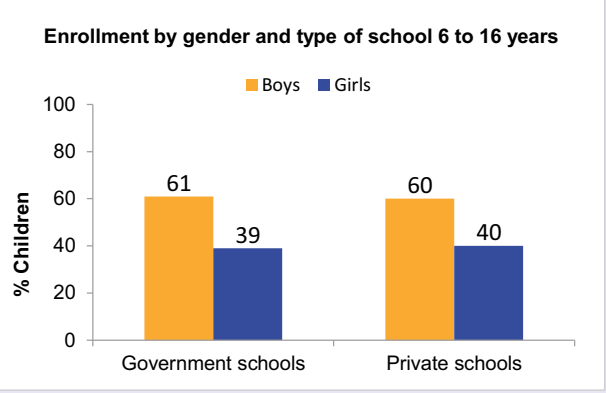
Not surveyed (Karachi East, Karachi South, Karachi Central)

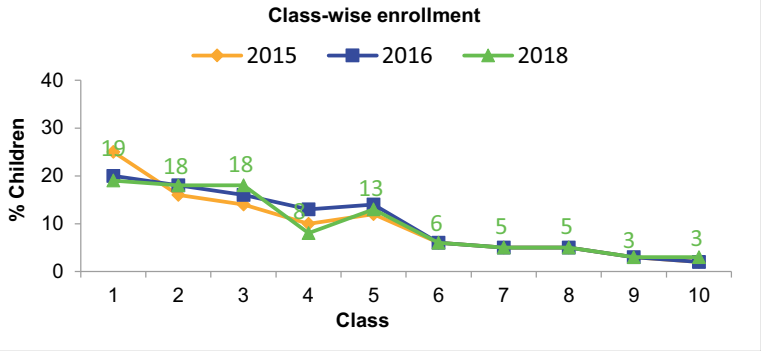
Maps may not be accurate or to scale. These are mere representations.

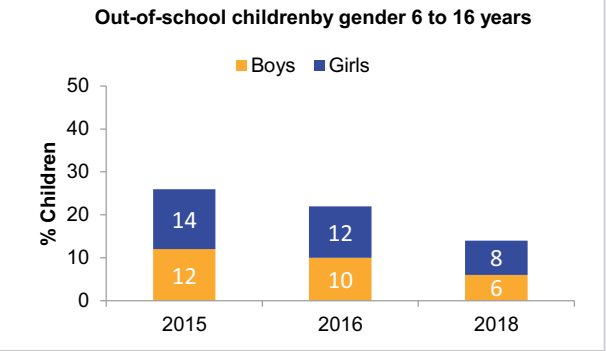
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	77.7	8.3	2.6	0.9	8.9	1.5	100
11 - 13	73.8	6.8	2.8	0.9	11.4	4.2	100
14 - 16	62.5	8.1	3.5	0.4	15.9	9.6	100
6 - 16	**74.5**	**8.0**	**2.8**	**0.8**	**10.6**	**3.4**	**100**
Total	**86.0**				**14.0**		**100**
By Type	86.5	9.2	3.3	0.9			

How to read: 89.5% (77.7+8.3+2.6+0.9) children of age group 6-10 are enrolled



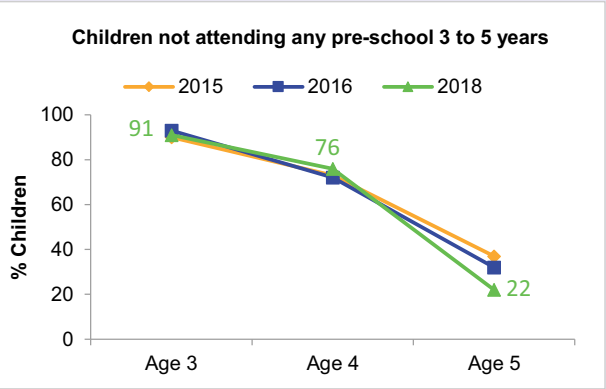




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	6.2	2.0	0.9	0.1	90.9	100
4	18.6	3.7	1.1	0.4	76.2	100
5	67.5	8.1	1.6	0.8	22.0	100
3 - 5	**36.6**	**5.1**	**1.3**	**0.5**	**56.5**	**100**
Total	**43.5**				**56.5**	**100**
By Type	**84.2**	**11.8**	**2.9**	**1.1**		

How to read: 9.2% (6.2+2.0+0.9+0.1) children of age 3 are enrolled



Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	87.3	61.9	32.9	11.2	17.9	17.0	18.1	35.7	29.1	31.0	28.0	24.1	17.9
2	12.7	30.8	48.8	23.3	23.9								18.5
3	0.0	7.3	14.9	52.2	40.1	15.9							18.5
4		7.3	3.4	10.7	0.0	21.8	13.4						8.5
5			3.4	2.7	15.1	40.5	31.7	16.5					13.1
6				2.7	3.0	4.8	30.3	22.4	11.7				6.3
7					3.0	0.0	4.0	20.4	29.5	15.4			5.1
8						0.0	2.4	5.0	26.1	34.4	17.2		5.3
9							2.4	0.0	3.5	15.8	35.9	20.2	3.4
10								0.0	0.0	3.4	18.8	55.8	3.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

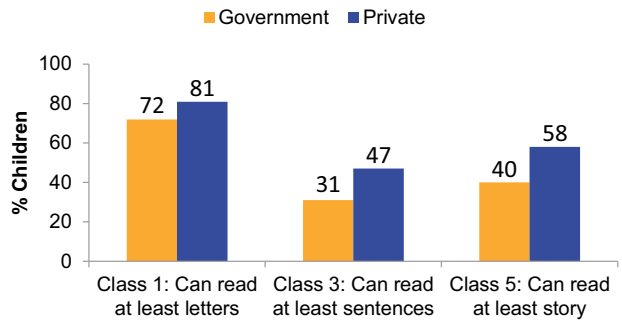
Learning levels (Urdu/Sindhi)

Class-wise % children who can read

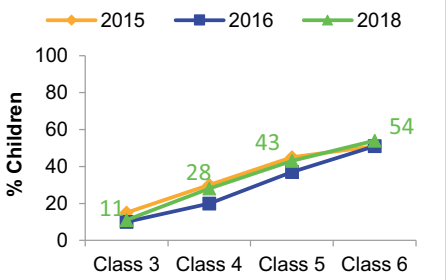
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.0	53.4	17.5	2.0	0.0	100
2	9.7	31.7	44.3	9.9	4.5	100
3	5.8	19.2	42.7	21.5	10.8	100
4	3.7	6.7	32.0	29.5	28.1	100
5	3.1	6.0	25.2	23.0	42.7	100
6	3.1	3.2	15.9	24.1	53.7	100
7	2.4	2.0	7.4	21.4	66.9	100
8	2.5	2.0	5.6	18.5	71.3	100
9	1.6	1.0	1.9	10.8	84.7	100
10	1.9	1.8	2.8	6.8	86.6	100

How to read: 2 % (2+0) children of class 1 can read sentences

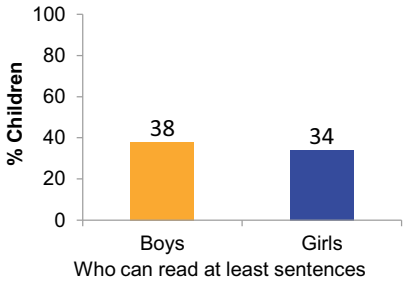
Learning levels by school type Urdu/Sindhi



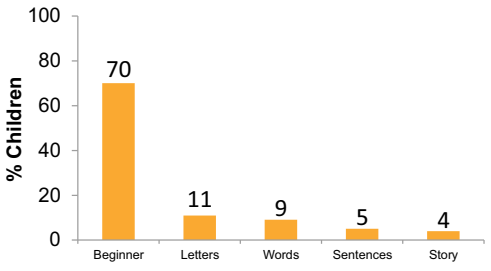
Children who can read story Urdu/Sindhi



Learning levels by gender Urdu/Sindhi



Learning levels: out-of-school children Urdu/Sindhi



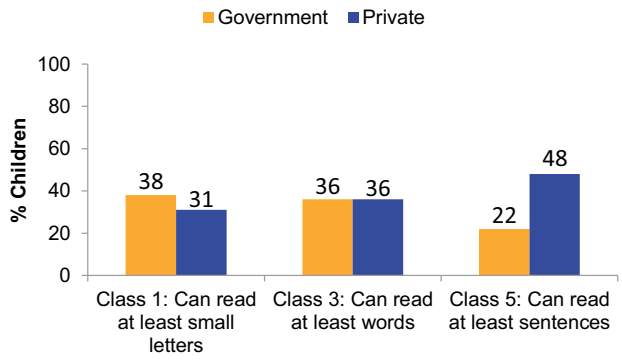
Learning levels (English)

Class-wise % children who can read

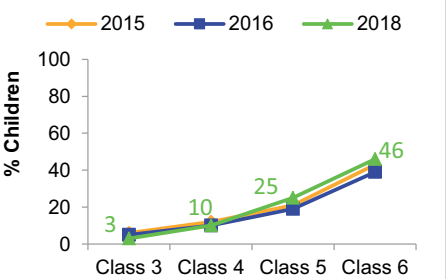
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	39.1	23.7	28.5	8.7	0.0	100
2	23.8	29.7	23.0	22.5	1.0	100
3	18.1	23.7	22.2	33.4	2.6	100
4	15.8	11.5	23.2	39.5	10.0	100
5	11.6	8.1	22.9	32.4	25.0	100
6	8.6	3.0	11.3	30.9	46.2	100
7	6.1	2.2	5.6	22.2	63.9	100
8	8.9	1.4	3.4	18.9	67.3	100
9	6.3	0.7	1.3	9.2	82.5	100
10	7.4	1.1	1.3	3.8	86.4	100

How to read: 8.7 % (8.7+0) children of class 1 can read words

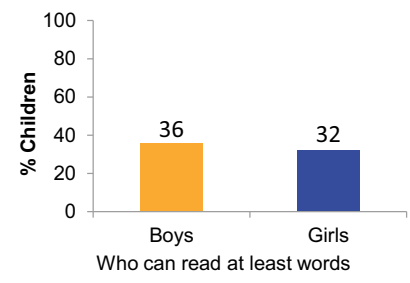
Learning levels by school type English



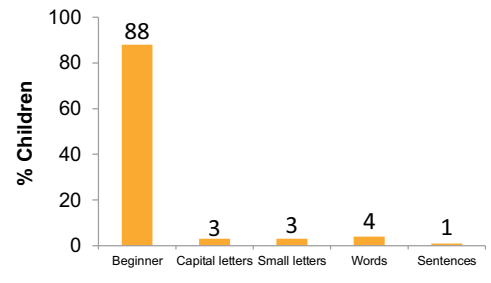
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

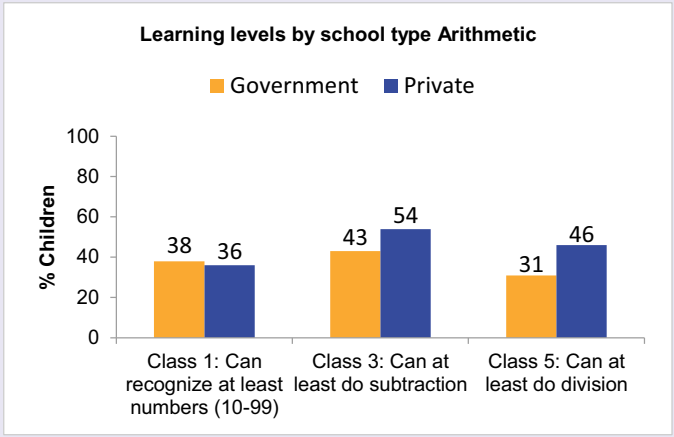


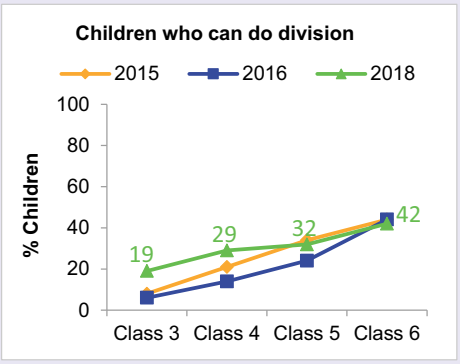
Learning levels (Arithmetic)

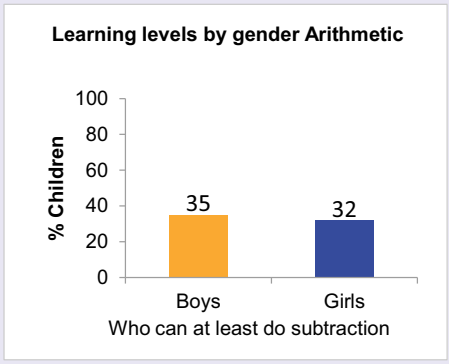
Class-wise % children who can do

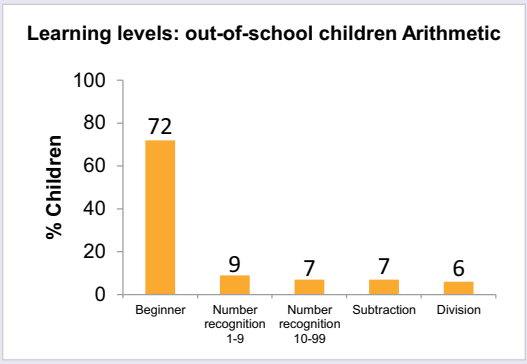
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	27.8	34.1	26.6	10.4	1.1	100
2	13.5	25.8	27.5	24.9	8.2	100
3	8.6	18.4	29.0	25.1	18.8	100
4	8.4	7.6	24.6	30.2	29.2	100
5	7.8	7.0	25.4	28.0	31.8	100
6	6.2	4.2	17.3	30.7	41.6	100
7	5.5	3.5	9.5	29.1	52.4	100
8	7.9	3.2	7.4	28.4	53.1	100
9	9.0	2.4	4.8	20.5	63.3	100
10	14.4	5.2	10.3	20.6	49.5	100

How to read: 11.5 % (10.4+1.1) children of class 1 can do subtraction

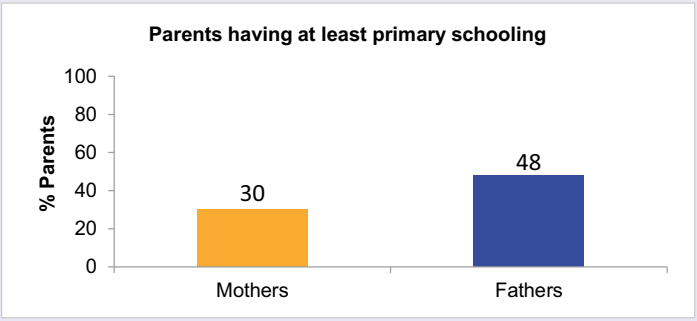








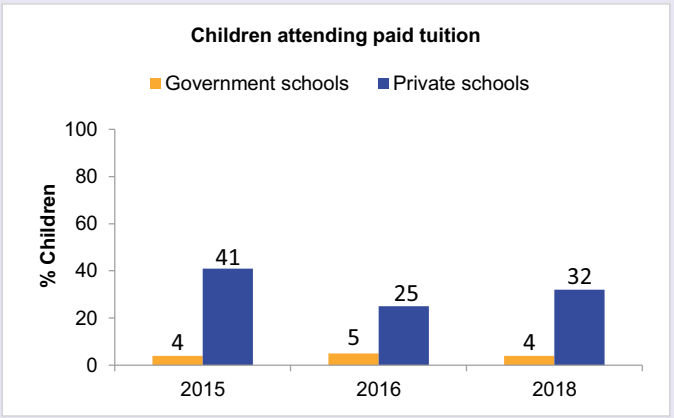
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.5	3.3	3.3	4.6	5.5	6.5	5.1	7.9	7.9	12.2
Pvt.	25.4	29.5	29.6	33.6	37.1	45.1	32.3	40.3	40.3	37.4



SINDH- RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	304	84	211	599	1	0	2	3
Elementary	12	6	18	36	0	0	4	4
High	14	9	16	39	0	0	1	1
Others	7	1	10	18	0	0	0	0
Total	**337**	**100**	**255**	**692**	**1**	**0**	**7**	**8**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	65.4	60.0	62.7	68.3	64.8	78.4	85.2	85.0	-	82.9
Teacher attendance	84.3	89.5	94.4	84.3	85.6	100	96.3	0*	-	95.1

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	1.7	30.0
FA	11.6	0*
BA	57.1	20.0
MA or above	29.3	50.0
Others	0.3	0*

Teacher qualification - professional (% of teachers)

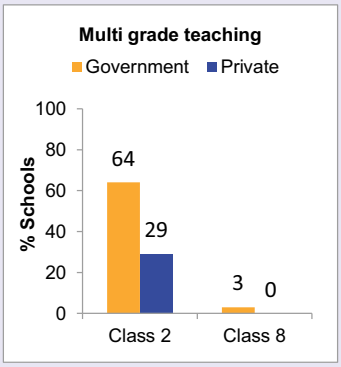
	Government schools	Private schools
PTC	8.1	0*
CT	19.3	0*
B-Ed	57.1	100
M-Ed or above	15.0	0*
Others	0.5	0*

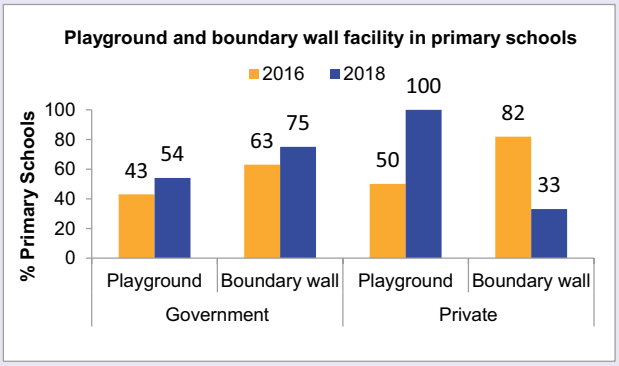
School facilities (% schools)

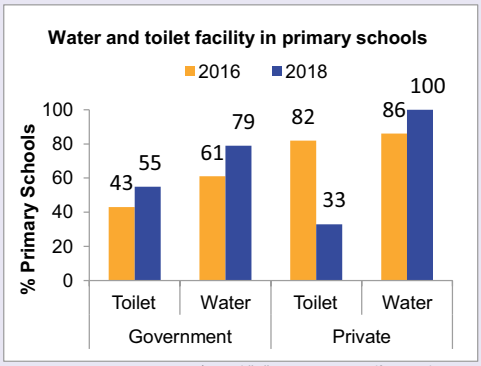
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2	5	8	6	2	7	19	-
Useable water	78.6	80.6	92.3	77.8	100	75.0	100	-
Useable toilet	55.3	72.2	84.6	72.2	33.3	75.0	100	-
Playground	53.9	66.7	74.4	55.6	100	100	0*	-
Boundary wall	74.8	83.3	94.9	77.8	33.3	75.0	0*	-
Library	0.0	5.6	23.1	22.2	0.0	50.0	100	-
Computer lab	0.0	8.3	25.6	5.6	0.0	50.0	0*	-

School Grants

2018**	**# of schools reported receiving grants**	165	11	9	0*	0*	0*	0*	0*
	% of schools reported receiving grants	32.0	35.5	30.0	-	-	-	-	-
	Average amount of grant (Rs.)	22,480.6	60,127.3	83,333.3	-	-	-	-	-
2017	**# of schools reported receiving grants**	344	24	22	0*	0*	0*	0*	0*
	% of schools reported receiving grants	66.8	77.4	73.3	-	-	-	-	-
	Average amount of grant (Rs.)	24,823.8	74,820.8	95,886.4	-	-	-	-	-







*0 and "- "represents insufficient data
**Grants received till October 31, 2018

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu//Sindhi)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu /Sindhi)	Who can read sentence (English)	Who can do division
Total	**43.5**	**14.0**	**7.6**	**9.2**	**7.2**	**32.3**	**36.0**	**44.0**	**42.7**	**25.0**	**31.8**
Badin	75.5	1.2	0.6	0.0	0.2	34.5	39.3	56.2	40.0	51.1	22.8
Dadu	42.5	13.4	6.3	3.3	6.5	17.1	47.5	39.2	20.7	2.0	23.1
Gotki	25.4	14.4	7.9	7.5	7.1	49.5	38.7	13.7	63.5	22.6	13.6
Hyderabad	65.9	7.5	3.5	19.3	24.1	54.0	29.9	51.5	58.1	43.1	50.0
Jacobabad	23.0	23.4	12.9	2.4	3.8	18.3	10.8	33.0	19.5	3.5	6.2
Jamshoro	41.6	9.7	5.4	34.1	24.1	75.2	16.3	29.8	75.6	60.6	15.3
Karachi-Malir-Rural	24.2	17.3	7.3	25.2	30.3	23.0	24.1	47.5	25.5	5.6	48.8
Karachi-West-Rural	42.4	15.4	7.1	17.8	32.5	31.6	40.2	52.4	39.3	14.6	29.6
Kashmore	43.4	11.5	4.8	0.2	1.3	25.1	24.9	69.6	20.0	4.4	52.8
Khairpur	32.6	5.4	3.9	23.9	2.1	47.3	23.6	51.3	38.2	30.8	61.9
Larkana	41.9	14.6	9.1	8.6	6.3	80.4	60.8	75.8	96.7	83.7	66.7
Matiari	32.1	17.9	14.9	21.0	4.6	85.2	86.9	88.6	0.0	0.0	35.7
Mirpurkhas	80.0	0.6	0.2	0.1	0.1	58.1	66.3	80.6	69.3	47.2	66.7
Mithi	26.6	48.9	26.7	0.0	0.0	14.3	33.3	50.0	16.7	60.0	55.6
Nowshero Feroze	75.6	1.7	1.0	1.3	2.7	8.3	90.8	66.1	63.9	0.0	75.5
Qambar Shahdadkot	48.6	12.1	5.1	1.6	6.1	34.3	47.4	64.3	48.9	30.1	48.7
Sajawal	49.2	27.8	18.1	4.0	4.8	26.9	19.6	39.5	39.4	7.9	35.4
Sanghar	13.7	12.6	8.9	7.0	6.3	37.1	11.0	37.5	65.8	8.1	42.4
Shaheed Benazirabad	77.8	2.1	0.4	9.2	0.0	1.7	89.5	17.2	25.0	0.0	27.3
Shikarpur	38.7	0.9	0.2	0.4	6.6	24.8	16.4	17.8	7.8	6.0	4.8
Sukkur	32.5	27.4	13.1	14.2	8.7	19.9	29.7	42.2	27.7	5.5	44.5
Tando Allah Yar	31.3	17.2	9.9	21.2	8.0	32.6	8.6	48.1	51.8	32.5	24.6
Tando Muhammad Khan	81.4	7.9	6.7	3.3	0.9	8.8	6.7	8.3	12.3	2.0	12.6
Thatta	33.0	44.7	19.5	4.5	4.6	29.9	19.7	31.1	36.2	12.7	36.8
Umer kot	70.5	11.5	7.9	3.6	0.2	2.8	5.0	12.4	6.7	2.3	6.9

Sample Composition

- ASER 2018 survey was conducted in 25 rural districts of Sindh. This covered 14,331 households in 720 villages throughout the province.
- Detailed information was collected on 36,528 children (57% males, 43% females) aged 3-16 years. Out of these 29,291 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 692 government schools (87% primary, 5% elementary, 6% high, 3% others) and 8 private schools (38% primary, 50% elementary, 13% high, 0% others) were surveyed.
- 49% of the government schools were boys only, 14% were girls only, and 37% were coeducation schools. In case of private schools, 13% were boys only, 0% were girls only and 88% were coeducation schools

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2016.

- In 2018, 14% of children were reported to be out-of-school which has decreased compared to 2016 (22%). 11% children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- 86% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 87% of children were enrolled in government schools whereas 13% of children were going to non-state institutions (9% private schools, 3% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 39% were girls and 61% were boys whereas in private schools 60% enrolled children were boys and 40% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2016.

- 43% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 38% in 2016.
- 57% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have improved: 47% class 5 children could not read a class 2 level story in Urdu/Sindhi compared to 63% in 2016.

- Analysis shows that 89% of class 3 children could not read story in Urdu/Sindhi compared to 90% in 2016.

English learning levels have improved: 75% class 5 children could not read sentences (class 2 level) compared to 81% in 2016.

- ASER 2018 reveals that 97% class 3 children could not read class 2 level sentences as compared to 95% in 2016.

Arithmetic learning levels have improved: 68% class 5 children could not do two digit division as compared to 76% in 2016.

- 81% children enrolled in class 3 could not do two digit division in 2018 as compared to 94% in 2016.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 58% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi similar 40% of class 5 children enrolled in government schools, who could do the same.
- 48% private school children can read at least sentences in class 5 whereas 22% government school children can do the same.
- In arithmetic, 46% children enrolled in private schools (class 5) were able to do division similar (31%) to those enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in literacy and numeracy skills.

- 38% of boys and 34% of girls could read at least sentences in Urdu/Sindhi.
- 36% boys could read at least English words while 32% of girls can do the same.
- Similarly, 35% of boys were able to do at least subtraction compared to 32% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 7% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 4% of out-of-school children could read story in Urdu/Sindhi, 1% could read sentences in English, and 6% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

30% of mothers and 48% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 70% had not completed primary education.
- 52% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall tuition in private schools is 32% compared to 4% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition varies with class-level. For example, in government schools, 3% children enrolled in class 1 take private tuition whereas 12% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

64% of surveyed government schools and 29% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.
- It was found that 64% of the surveyed government schools and 29% of the surveyed private schools had Class 2 sitting with other classes.
- 3% of surveyed government schools and 0% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

35% children in surveyed government schools and 17% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at 65% whereas it was 83% in surveyed private schools.

14% teachers in surveyed government schools and 5% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 86% whereas it was 95% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in surveyed government schools as compared to surveyed private schools.

- 57% teachers of surveyed government schools have done graduation as compared to 20% teachers of surveyed private schools.
- 57% of surveyed government school teachers had Bachelors in Education degrees as compared to 100% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

A higher proportion of surveyed private high schools had library books than surveyed government high schools.

- 26% of surveyed government high schools had computer labs and 23% had a library as compared to surveyed private high schools where 0% had computer labs and 100% had a library.

45% surveyed government primary schools were without toilets and 21% were without drinking water.

- 45% of the surveyed government primary schools did not have toilets in 2018 as compared to 57% in 2016. Similarly, 67% surveyed private primary schools were missing toilet facility in 2018 as compared to 18% in 2016.
- 21% of the surveyed government primary schools did not have drinking water in 2018 as compared to 39% in 2016. Similarly, 0% of the surveyed private primary schools did not have drinking water facility in 2018 as compared to 14% in 2016.

25% of the surveyed government primary schools were without complete boundary walls and 46% were without playgrounds.

- Amongst the surveyed government primary schools, 75% had complete boundary walls as compared to 63% in 2016.
- In 2018, 33% of the surveyed private primary schools did not have complete boundary walls as compared to 18% in 2016.
- 54% of surveyed government primary schools had playgrounds in 2018 while 43% surveyed private primary schools had playgrounds.

8 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 8 rooms were being used for classroom activities in the surveyed government high schools as compared to 7 in 2016.
- In 2018, surveyed private high schools had 19 classrooms on average being used for classroom activities as compared to 12 in 2016.

THEME 13: SCHOOL GRANTS/FUNDS

32% of the government primary schools and 0% private primary schools received grants.

- 165 surveyed government primary schools are receiving grants in 2018 as compared to 0 surveyed private primary school.
- The proportion of government primary schools receiving grants has increased since last year. 32% government primary schools received grants in 2018 as compared to 30% in 2016.

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

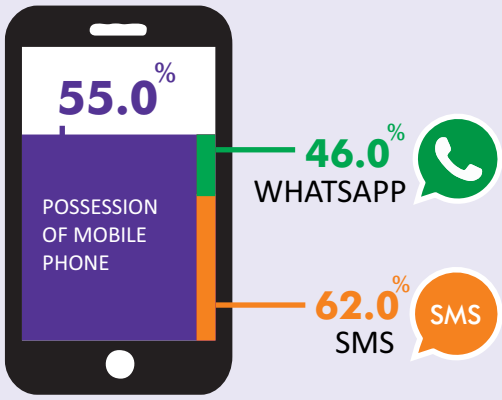
Information & Communication Technology

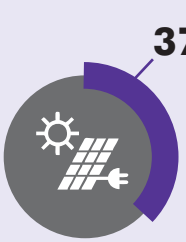
- **55%** of households across all rural districts of Sindh have mobile phones.
- Amongst mobile users, **46%** use Whatsapp service for communication.
- Amongst mobile users, **62%** use SMS facility for communication.
- **13%** of households have computers/laptops

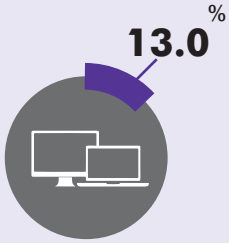
Alternate Energy

- Across all rural districts of Sindh, **37%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD

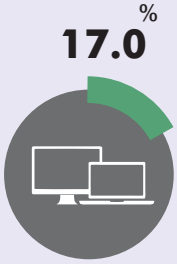


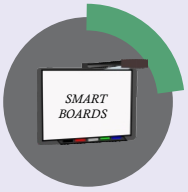




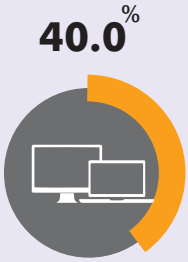
SCHOOLS

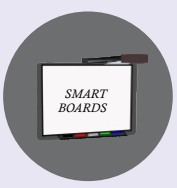
GOVT. SCHOOLS





PVT. SCHOOLS





*Insufficient Data **Only for Primary, Middle and High Schools ***Only for High Schools ****Only for High Schools

Annual Status of Education Report

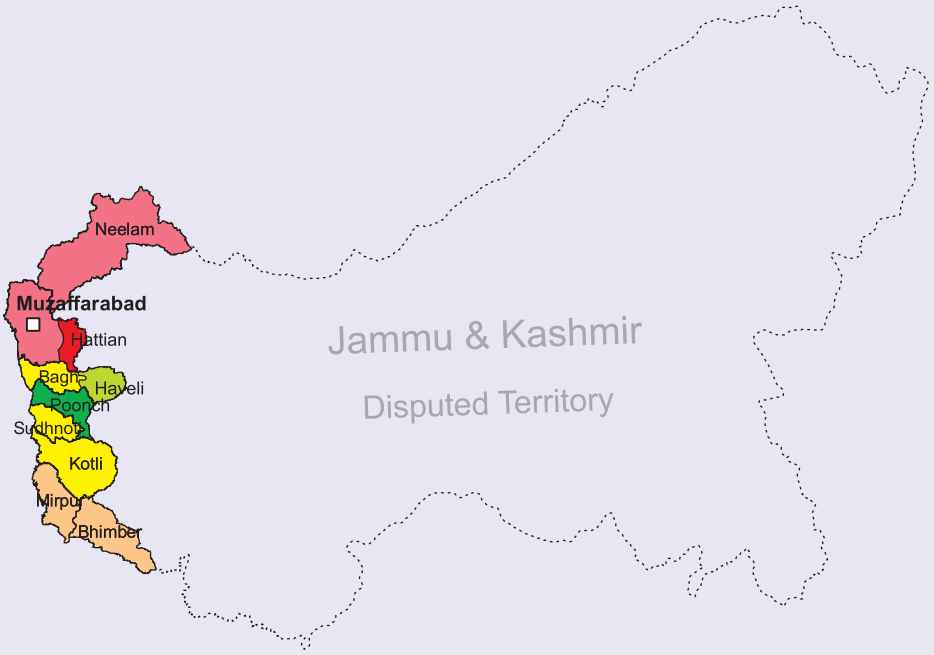
ASER PAKISTAN 2018

Facilitated by SAFED

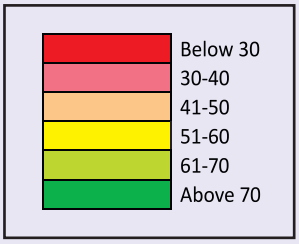
AZAD JAMMU & KASHMIR (RURAL)

Children in Pre School
(Age 3-5 years)

District wise map showing % children



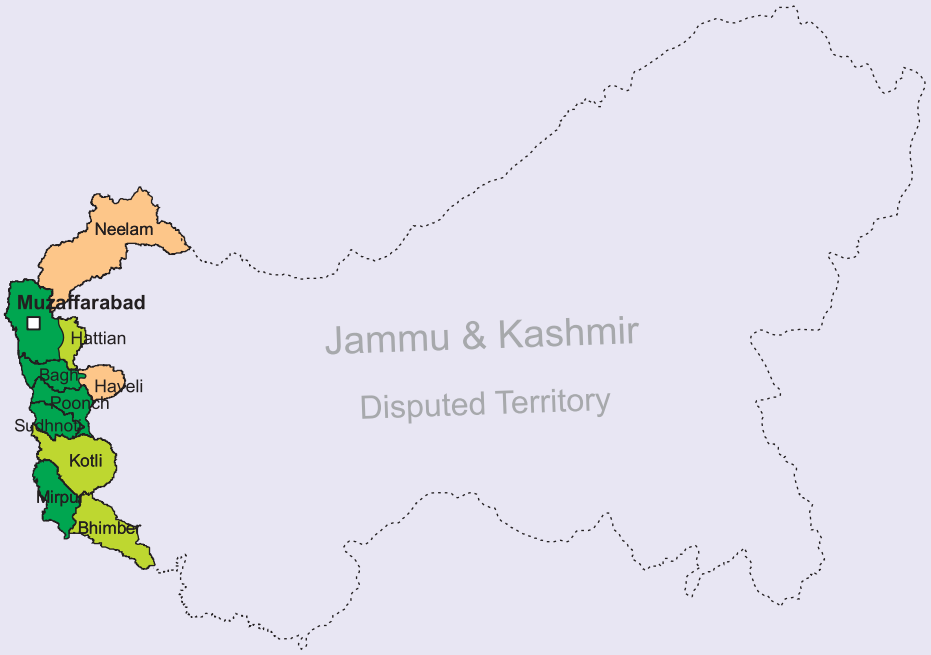
% Children (3-5 years) attending pre school



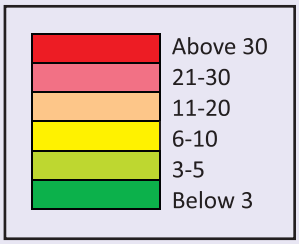
Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

District wise map showing % children



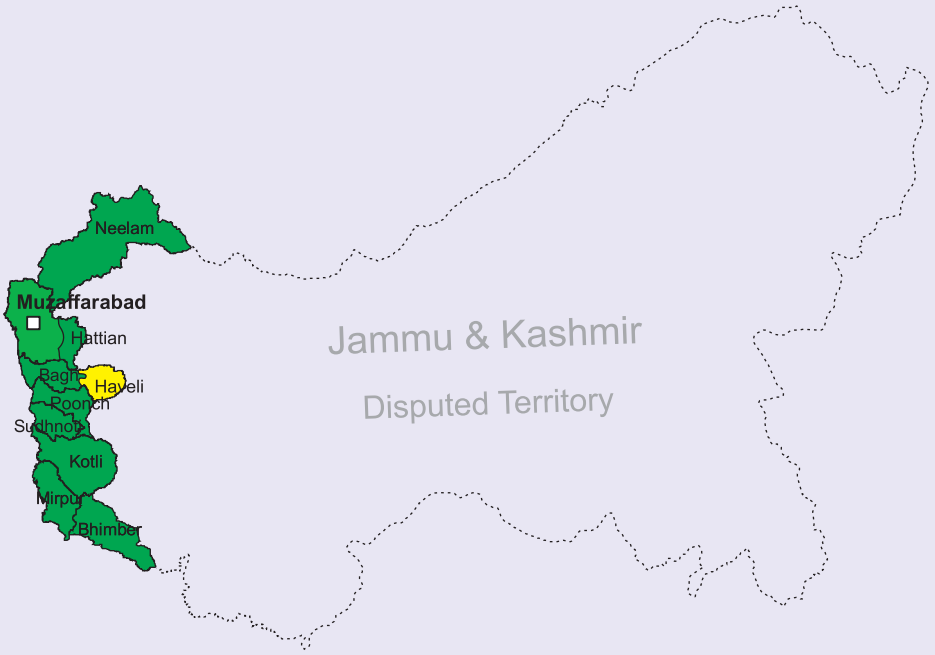
% Children (6-16 years) who are not in schools



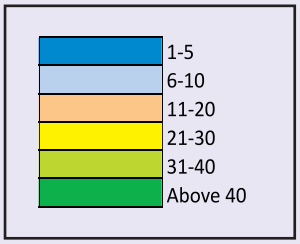
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

District wise map showing % children



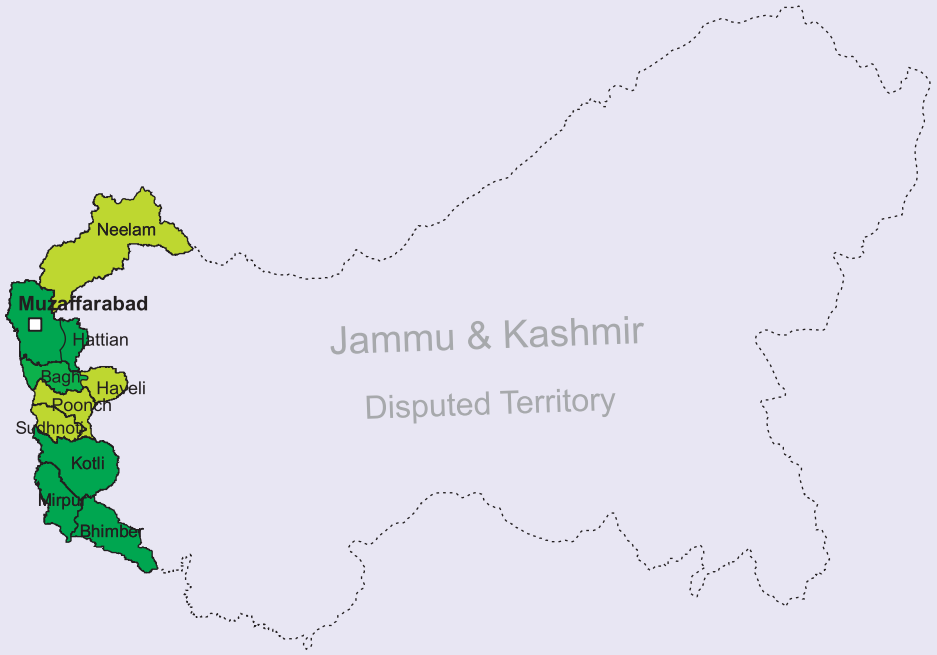
% Children (6-16 years) enrolled in private schools



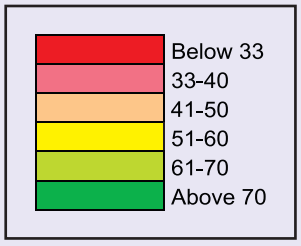
Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu
(Class 5)

District wise map showing % children who can read story (Class 2 level Text)



% Children in class 5 who can read story



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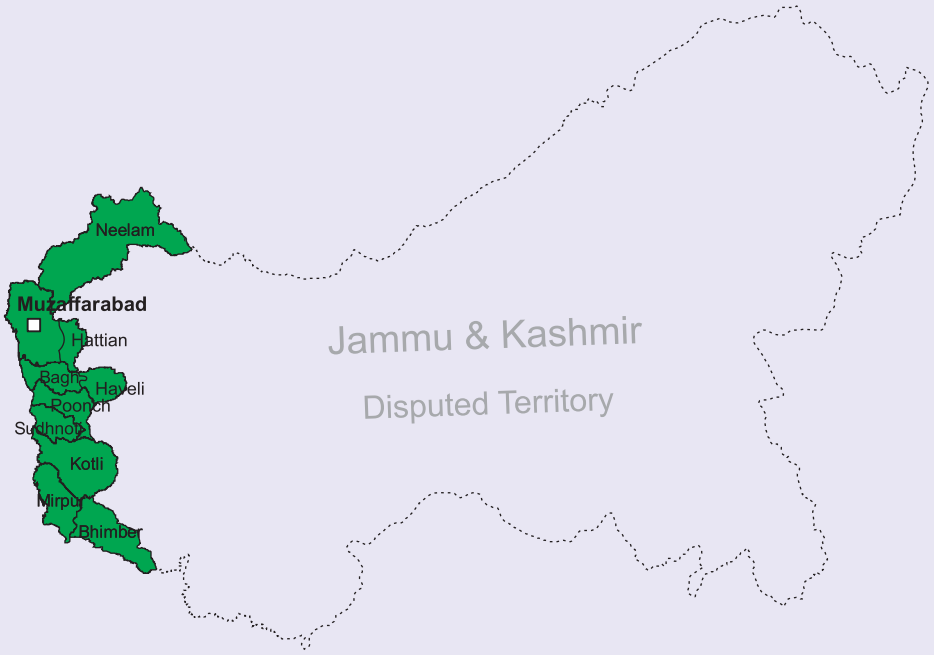
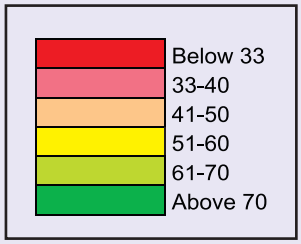
Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Reading English
(Class 5)

District wise map showing % children who can read sentences (Class 2 level Text)



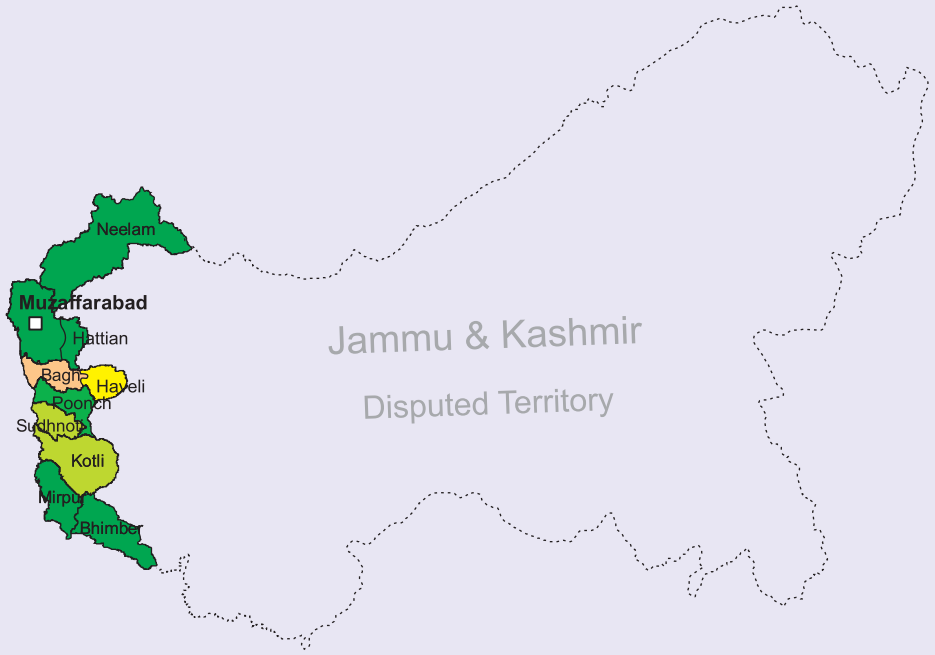
% Children in class 5 who can read sentences



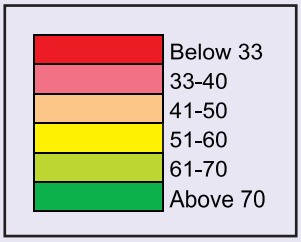
Maps may not be accurate or to scale. These are mere representations.

Arithmetic
(Class 5)

District wise map showing % children who can do division (Class 3) sums



% Children in class 5 who can do division



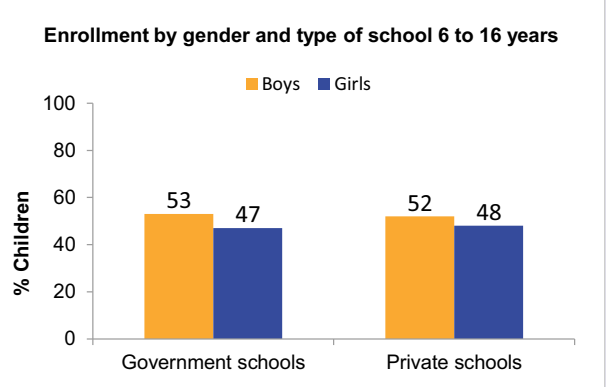
Maps may not be accurate or to scale. These are mere representations.

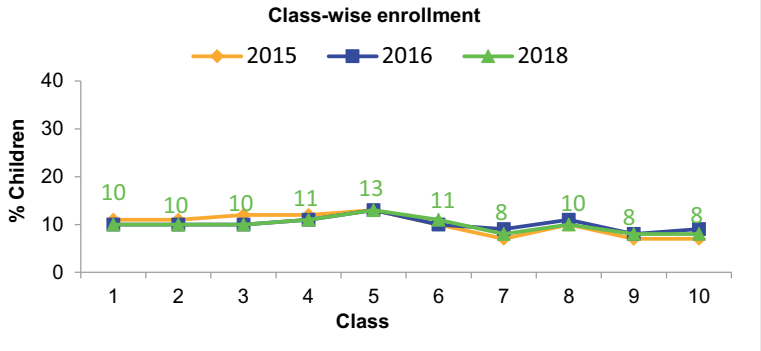
AZAD JAMMU & KASHMIR - RURAL

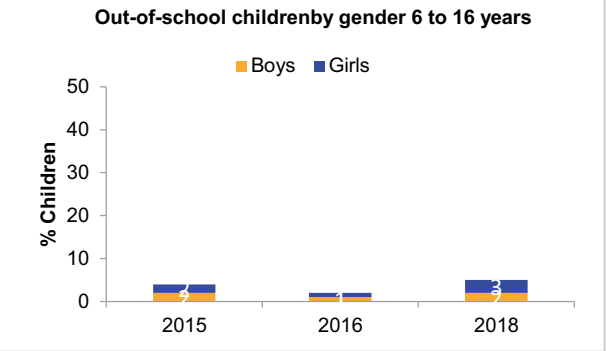
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	42.3	53.1	0.8	0.6	2.2	1.1	100
11 - 13	49.9	44.6	1.4	0.5	1.5	2.1	100
14 - 16	50.3	39.6	1.3	0.1	3.2	5.6	100
6 - 16	**46.3**	**47.3**	**1.1**	**0.5**	**2.3**	**2.5**	**100**
Total	**95.2**				**4.8**		**100**
By Type	48.7	49.7	1.1	0.5			

How to read: 96.8% (42.3+53.1+0.8+0.6) children of age group 6-10 are enrolled



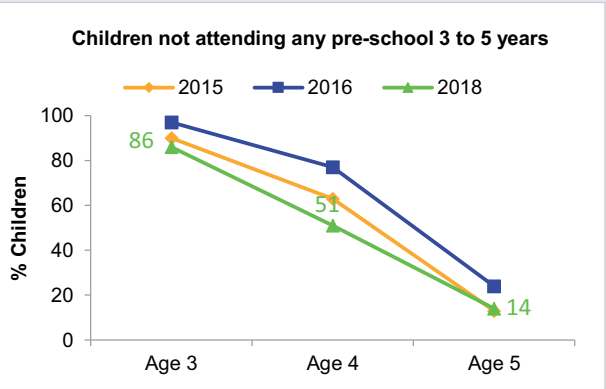




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	4.2	8.9	0.1	0.1	86.7	100
4	15.2	32.8	0.2	0.4	51.3	100
5	32.3	52.8	0.3	0.6	14.0	100
3 - 5	**17.7**	**32.0**	**0.2**	**0.4**	**49.7**	**100**
Total	**50.3**				**49.7**	**100**
By Type	**35.3**	**63.6**	**0.4**	**0.8**		

How to read: 13.3% (4.2+8.9+0.1+0.1) children of age 3 are enrolled



Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	73.1	71.8	31.7	10.4	2.6	5.0	5.9	6.4	9.4	9.1	8.7	11.1	9.7
2	26.9	22.9	48.8	31.4	11.2								10.4
3	0.0	5.3	15.5	40.8	25.9	12.0							10.3
4		5.3	4.0	12.8	46.0	26.7	12.1						10.9
5			4.0	4.6	10.8	45.6	37.4	15.0					12.9
6				4.6	3.5	10.7	36.9	38.6	13.7				10.7
7					3.5	0.0	5.5	29.2	34.9	11.8			8.4
8						0.0	2.2	10.8	36.5	43.7	13.6		10.4
9							2.2	0.0	5.5	29.8	54.6	14.3	8.5
10								0.0	0.0	5.7	23.1	74.5	7.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

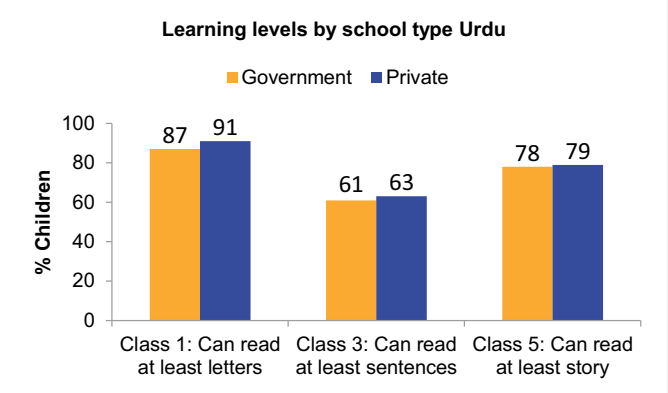
AZAD JAMMU & KASHMIR - RURAL

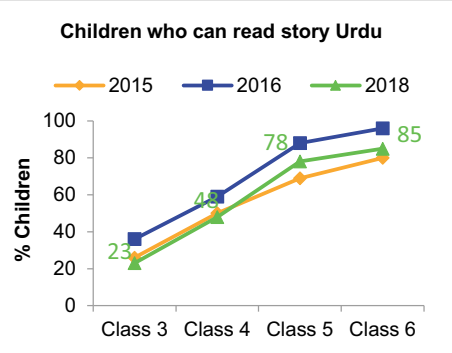
Learning levels (Urdu)

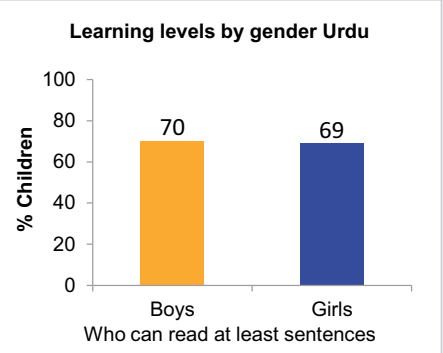
Class-wise % children who can read

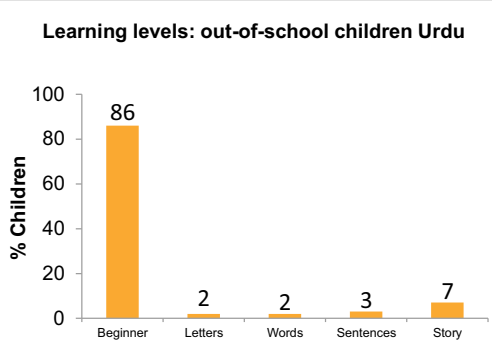
Class	Nothing	Letters	Words	Sentences	Story	Total
1	10.5	42.3	41.0	6.2	0.0	100
2	3.8	16.4	43.8	25.1	11.0	100
3	2.8	5.3	29.8	38.7	23.4	100
4	1.9	1.5	11.3	37.7	47.6	100
5	1.1	1.3	4.7	14.8	78.0	100
6	0.2	1.3	2.4	11.6	84.5	100
7	0.8	0.2	1.7	5.9	91.4	100
8	1.3	0.9	1.1	5.5	91.2	100
9	0.9	0.6	0.8	2.2	95.5	100
10	0.9	0.2	0.5	1.5	96.9	100

How to read: 6.2 % (6.2+0) children of class 1 can read sentences







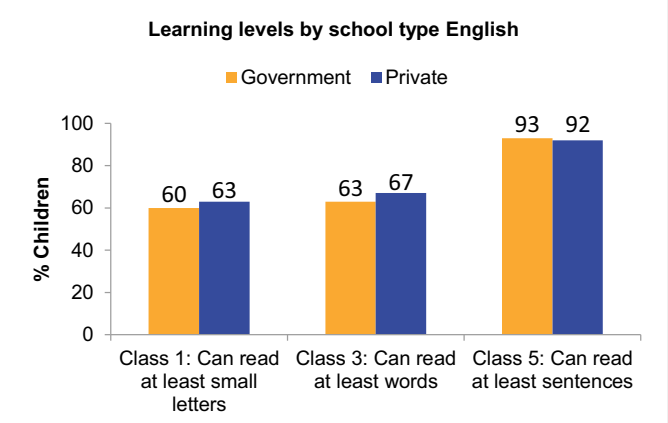


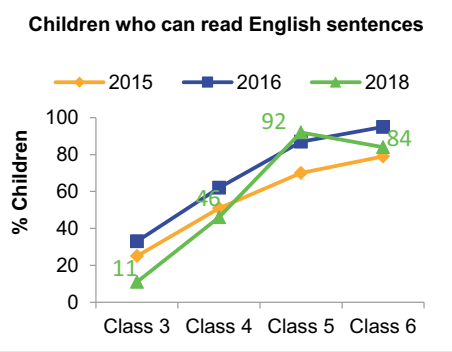
Learning levels (English)

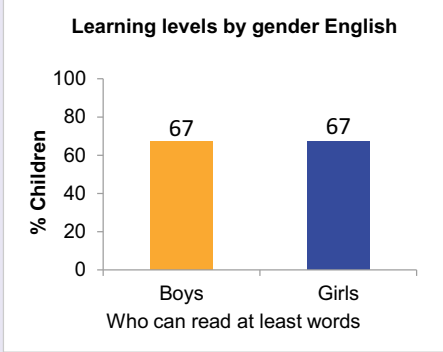
Class-wise % children who can read

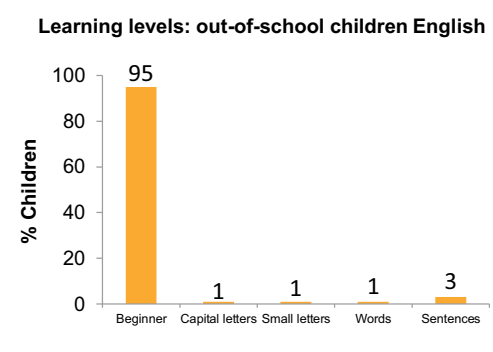
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	18.5	20.2	35.5	25.8	0.0	100
2	14.6	9.8	31.8	40.9	3.0	100
3	12.8	3.7	18.3	54.4	10.8	100
4	15.9	1.7	7.0	29.2	46.2	100
5	1.0	0.2	1.8	5.3	91.7	100
6	7.1	0.2	0.8	8.2	83.7	100
7	6.4	0.0	0.6	4.8	88.2	100
8	5.8	0.0	0.6	3.2	90.3	100
9	6.4	0.0	0.5	1.8	91.2	100
10	7.5	0.0	0.2	1.0	91.2	100

How to read: 25.8 % (25.8+0.0) children of class 1 can read words









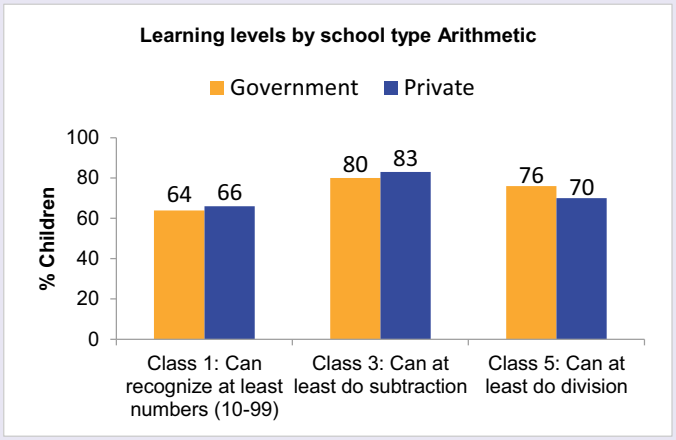
AZAD JAMMU & KASHMIR - RURAL

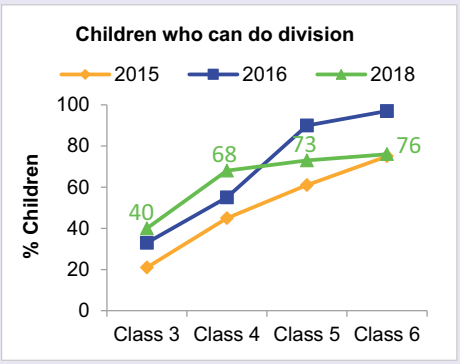
Learning levels (Arithmetic)

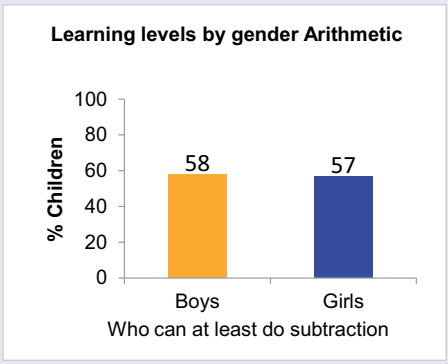
Class-wise % children who can do

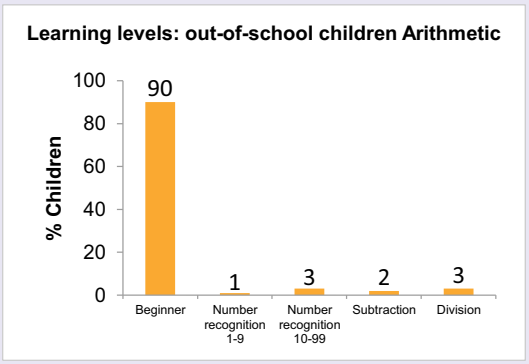
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	9.6	25.8	29.3	27.8	7.5	100
2	3.6	7.3	29.3	29.4	30.3	100
3	3.7	2.8	12.0	41.4	40.1	100
4	2.7	0.3	4.5	24.3	68.2	100
5	2.9	0.5	6.7	17.1	72.8	100
6	2.0	0.5	7.5	13.9	76.1	100
7	6.7	0.0	6.7	18.3	68.3	100
8	8.9	0.0	5.7	15.4	69.9	100
9	13.6	0.0	10.2	16.9	59.3	100
10	9.8	0.0	2.0	13.7	74.5	100

How to read: 35.3 % (27.8+7.5) children of class 1 can do subtraction

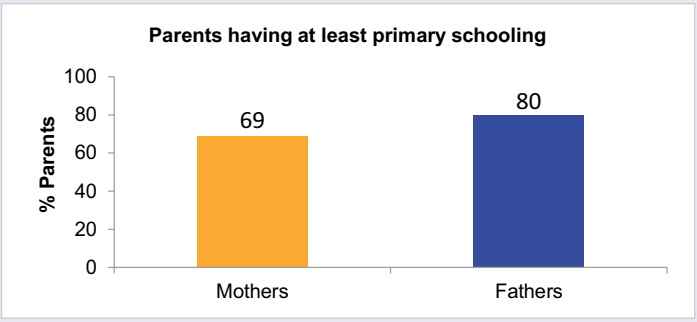








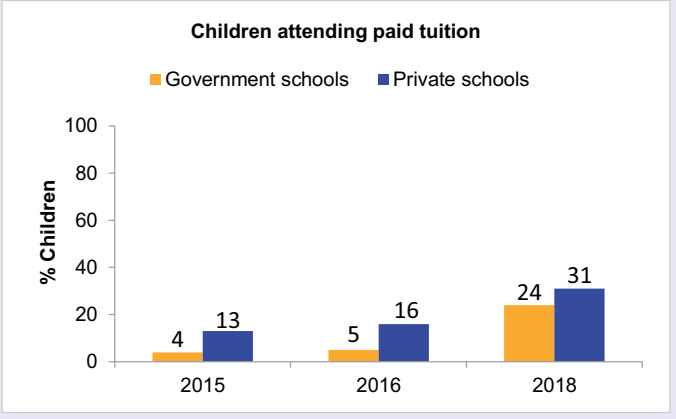
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	15.1	18.8	15.6	20.1	20.4	29.9	29.4	24.8	35.7	32.9
Pvt.	20.7	25.7	24.4	32.9	34.4	34.8	43.2	38.5	48.1	54.8



AZAD JAMMU & KASHMIR - RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	36	30	57	123	5	3	71	79
Elementary	43	28	16	87	7	3	103	113
High	36	25	15	76	3	1	51	55
Others	0	2	0	2	0	1	3	4
Total	**115**	**85**	**88**	**288**	**15**	**8**	**228**	**251**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	86.9	88.6	90.0	90.3	88.9	89.8	85.8	92.7	94.8	89.2
Teacher attendance	91.2	88.0	75.7	-	86.9	92.4	91.5	89.5	100	91.6

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	4.0	0.0
FA	12.2	19.9
BA	47.1	48.4
MA or above	36.4	31.3
Others	0.4	0.4

Teacher qualification - professional (% of teachers)

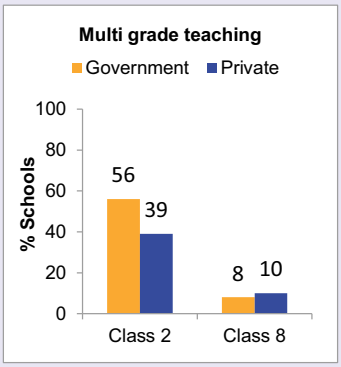
	Government schools	Private schools
PTC	6.7	3.4
CT	8.5	16.0
B-Ed	55.8	55.5
M-Ed or above	27.6	23.4
Others	1.4	1.7

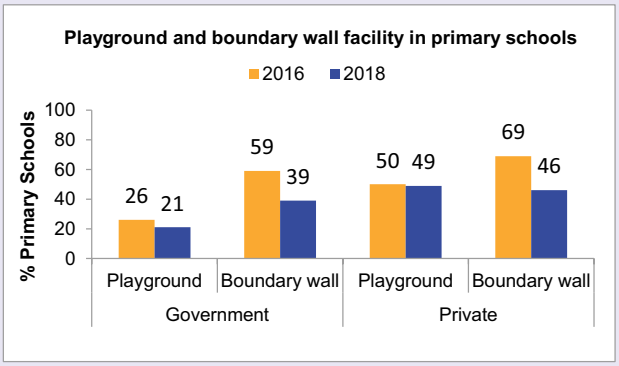
School facilities (% schools)

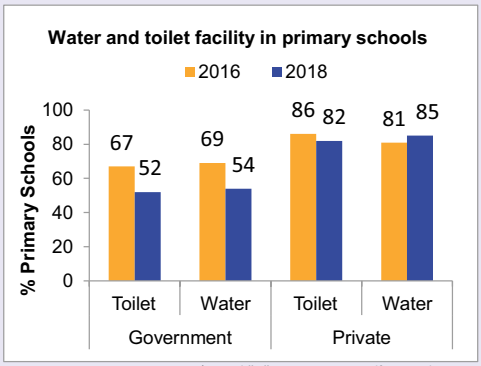
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2	6	8	8	4	6	11	8
Useable water	54.5	73.6	75.0	100	84.8	77.9	96.4	100
Useable toilet	52.0	74.7	77.6	50.0	82.3	75.2	81.8	100
Playground	21.1	35.6	55.3	100	49.4	46.9	56.4	75.0
Boundary wall	39.0	51.7	59.2	50.0	45.6	53.1	54.5	50.0
Library	0.0	17.2	27.6	100	0.0	31.0	58.2	75.0
Computer lab	0.0	5.7	46.1	100	0.0	18.6	54.5	50.0

School Grants

2018**	**# of schools reported receiving grants**	2	1	4	0*	0*	0*	0*	0*
	% of schools reported receiving grants	1.8	1.3	6.0	-	-	-	-	-
	Average amount of grant (Rs.)	1,552.5	0*	24,750.0	-	-	-	-	-
2017	**# of schools reported receiving grants**	2	2	5	0*	0*	0*	0*	0*
	% of schools reported receiving grants	1.8	2.6	7.5	-	-	-	-	-
	Average amount of grant (Rs.)	2,795.0	139,500.0	27,700.0	-	-	-	-	-







*0 and "- "represents insufficient data
**Grants received till October 31, 2018

AZAD JAMMU & KASHMIR - RURAL

Annual Status of Education Report ASER PAKISTAN 2018 Facilitated by SAFED

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school	Attending paid tuition (Govt.& Pvt.schools)	Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Total	**50.3**	**4.8**	**2.5**	**49.7**	**27.4**	**62.1**	**65.2**	**81.5**	**78.0**	**91.7**	**72.8**
Bagh	57.8	2.8	1.6	43.6	23.1	84.0	67.6	84.3	89.5	90.2	50.0
Bhimber	42.7	4.9	3.0	40.6	19.1	68.1	47.4	76.6	82.7	97.5	87.0
Hattian	13.8	3.7	1.3	58.2	99.5	39.0	59.7	89.2	94.6	99.1	86.7
Haveli	62.2	10.6	5.3	28.9	15.7	52.9	62.5	70.8	60.5	83.6	54.0
Kotli	54.1	3.8	1.7	60.7	7.3	70.6	72.5	85.1	70.6	92.4	67.6
Mirpur	46.7	2.5	1.2	48.4	11.9	50.9	67.3	81.8	89.2	92.5	79.5
Muzaffarabad	33.3	1.9	0.8	45.7	23.3	60.7	74.2	73.9	75.8	91.8	82.6
Neelum	38.1	13.1	8.5	50.3	6.3	58.7	71.0	85.6	60.8	87.8	78.6
Poonch	75.0	1.4	0.4	54.3	21.2	64.2	43.5	91.0	64.3	87.0	71.7
Sudhnati	55.6	2.7	1.3	58.5	9.3	67.0	78.9	80.0	66.0	89.3	66.7

Sample Composition

- ASER 2018 survey was conducted in 10 rural districts of Azad & Jammu Kashmir. This covered 5,844 households in 295 villages throughout the territory.
- Detailed information was collected on 15,815 children (52% males, 48% females) aged 3-16 years. Out of these 12,930 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 288 government schools (43% primary, 30% elementary, 26% high, 1% others) and 251 private schools (31% primary, 45% elementary, 22% high, 2% others) were surveyed.
- 40% of the government schools were boys only, 30% were girls only, and 31% were coeducation schools. In case of private schools, 6% were boys only, 3% were girls only and 91% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has increased as compared to 2016.

- In 2018, 5 % of children were reported to be out-of-school which has increased compared to previous year (3%). 2% children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- 95% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 49% of children were enrolled in government schools whereas 51% of children were going to non-state institutions (50% private schools, 1% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 47% were girls and 53% were boys whereas in private schools (52% enrolled children were boys and 48% were girls).
- The percentage of out of school children (boys and girls) has increased as compared to 2016.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2016.

- 50% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 33% in 2016.
- 50% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools. The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have deteriorated: 22% class 5 children could not read a class 2 level story in Urdu compared to 12% in 2016.

- Analysis shows that 77% of class 3 children could not read story in Urdu compared to 64% in 2016.

English learning levels have improved: 8% class 5 children could not read sentences (class 2 level) compared to 13% in 2016.

- ASER 2018 reveals that 89% class 3 children could not read class 2 level sentences as compared to 67% in 2016.

Arithmetic learning levels have deteriorated: 27% class 5 children could not do two digit division as compared to 10% in 2016.

- 60% children enrolled in class 3 could not do two digit division in 2018 as compared to 67% in 2016.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.

[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in government schools are generally performing slightly better compared to their private counterparts.

- 79% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 78% class 5 children enrolled in government schools.
- 92% private school children can read at least sentences in class 5 whereas 93% government school children can do the same.
- Similarly, 70% children enrolled in private schools (class 5) were able to do division when compared to only 76% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning is almost at par: boys and girls are performing almost the same in literacy and numeracy skills.

- 70% of boys and 69% of girls could read at least sentences in Urdu.
- 67% boys could read at least English words while 67% of girls can do the same.
- Similarly, 58% of boys were able to do at least subtraction compared to 57% girls.

THEME 6: LEARNING LEVELS OF OUT-OF-SCHOOL CHILDREN

More than 7% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 7% of out-of-school children could read story in Urdu, 3% could read sentences in English, and 3% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

69% of mothers and 80% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 31% had not completed primary education.
- 20% of the fathers had not completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall paid tuition taken by children in private schools is 31% compared to 24% in government schools.

- The incidence of private tuition remains higher for private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 15% children enrolled in class 1 take private tuition whereas 33% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

56% of surveyed government schools and 39% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 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 within the allotted time.
- It was found that 56% of the surveyed government schools and 39% of the surveyed private schools had Class 2 sitting with other classes.
- 8% of surveyed government schools and 10% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

11% children in surveyed government schools and 11% in surveyed private schools were absent

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in both surveyed government and private schools stood at 89%.

13% teachers in surveyed government schools and 8% teachers in surveyed private schools were absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at 87% whereas it was 92% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

- 47% teachers of surveyed government schools have done graduation as compared to 48% teachers of surveyed private schools.
- 56% of surveyed government school teachers had Bachelors in Education degrees and in private schools surveyed teachers with a bachelors in Education was also 56%.

THEME 12: SCHOOL FACILITIES

A larger proportion of surveyed private high schools had computer labs than surveyed government high schools.

- 46% of surveyed government high schools had computer labs and 28% had library books as compared to surveyed private high schools where 55% had computer labs and 58% had library books.

48% surveyed government primary schools were without toilets and 46% were without drinking water.

- 48% of the surveyed government primary schools did not have toilets in 2018 as compared to 33% in 2016. Similarly, 18% surveyed private primary schools were missing toilet facility in 2018 as compared to 14% in 2016.
- 46% of the surveyed government primary schools did not have drinking water in 2018 as compared to 30% in 2016. Similarly, 15% of the surveyed private primary schools did not have drinking water facility in 2018 as compared to 19% in 2016.

61% of the surveyed government primary schools were without complete boundary walls and 79% were without playgrounds.

- Amongst the surveyed government primary schools, 39% had complete boundary walls as compared to 59% in 2016.
- In 2018, 54% of the surveyed private primary schools did not have complete boundary walls as compared to 31% in 2016.
- 21% of surveyed government primary schools had playgrounds in 2018 while 49% surveyed private primary schools had playgrounds.

8 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 8 rooms were being used for classroom activities in the surveyed government high schools, as compared to 9 in 2016.
- In 2018, surveyed private high schools had 11 classrooms on average being used for classroom activities as compared to 10 in 2016.

THEME 13: SCHOOL GRANTS/FUNDS

2% of the government primary schools and 0% private primary schools received grants.

- 2 surveyed government primary schools are receiving grants in 2018 as compared to 0 surveyed private primary schools.
- The proportion of government primary schools receiving grants has increased in 2018 as compared to 2016 from 0 to 2%.

AZAD JAMMU & KASHMIR - RURAL

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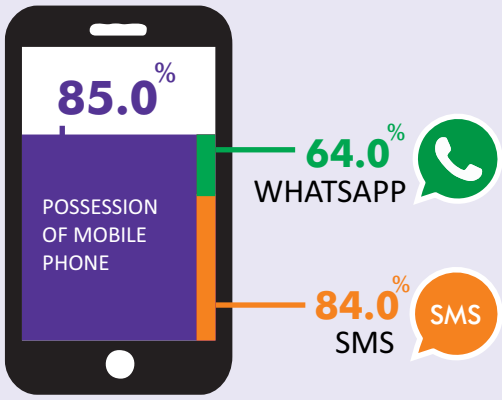
Information & Communication Technology

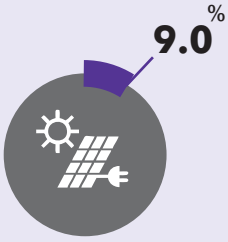
- **85%** of households across all rural districts of Azad Jammu & Kashmir have mobile phones.
- Amongst mobile users, **64%** use Whatsapp service for communication.
- Amongst mobile users, **84%** use SMS facility for communication.
- **33%** of households have computers/laptops

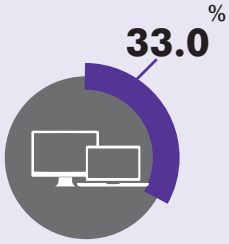
Alternate Energy

- Across all rural districts of Azad Jammu & Kashmir, **9%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD

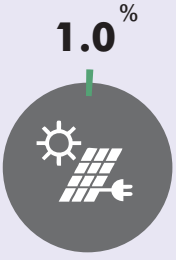


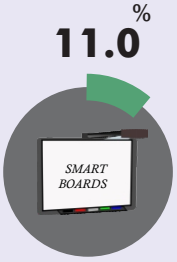




SCHOOLS

GOVT. SCHOOLS





PVT. SCHOOLS

*Only for Primary, Middle and High Schools **Only for High Schools ***Only for High Schools

ASER

Annual Status of Education Report

ASER PAKISTAN 2018

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ANNEXURE

ASER

SAMPLE DESCRIPTION

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Sample Description - National Rural

				Children (3-16 Years)				Schools		
Province/Territory	Districts Covered	Villages/ Blocks	Households	Female	Male	Total	Mothers	Govt.	Pvt.	Total
Azad Jammu and Kashmir	10	295	5844	7563	8252	**15815**	5957	288	251	**539**
Balochistan	34	1007	19991	30044	37774	**67818**	20457	976	59	**1035**
Gilgit-Baltistan	10	299	5862	7655	9324	**16979**	6303	295	155	**450**
Islamabad - ICT	1	30	590	628	764	**1392**	600	17	19	**36**
Khyber Pakhtunkhwa	25	733	14583	17881	24031	**41912**	15301	688	136	**824**
Khyber Pakhtunkhwa - Newly Merged Districts	13	373	7395	8551	13725	**22276**	7932	359	43	**402**
Punjab	36	1070	21370	25638	31711	**57349**	21783	969	500	**1469**
Sindh	25	720	14331	15670	20858	**36528**	14397	692	8	**700**
National-Rural	**154**	**4527**	**89966**	**113630**	**146439**	**260069**	**92730**	**4284**	**1171**	**5455**

Article: 25-A Right to Education

The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.

SUSTAINABLE DEVELOPMENT GOALS

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