Annual Status of Education Report
اثر ASER 2015
PAKISTAN
Facilitated by SAFED

Annual Status of Education Report
ASER-Pakistan 2015

National

Provisional
December 17, 2015

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Content

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Message from ASER Partners

ASER 2015 is a milestone year in a journey that began in 2008/9 by a group of citizens who came together to make the invisible visible for Pakistan, the plight of learning whether children were in, or out of school. It has created a landmark in nationwide assessments through household based surveys covering all 146 rural and selected 21 urban districts across all provinces. ASER presents a snapshot for education indicators annually as a rigorous exercise over the past six years. Each year the campaign has mobilized and trained more than 10,000 volunteers and interviewed 258,021 children (3-16 years) in 83,755 households. This could not happen without partnerships and alliances.

Since its inception in 2008, ASER Pakistan has made an enormous contribution to the evidence base of learning outcomes in Pakistan. It has contributed to now-frequent discussions of education quality at the international, national, and provincial levels. ASER data is frequently cited in reference to learning levels, private school enrollment, and other key education indicators. ASER's contribution has included both providing evidence of the seriousness of the learning crisis (i.e. revealing major deficiencies in even the most basic competencies) and demonstrating how a low-resource model can be used to assess learning on a national scale. (Evaluation R4D)

At the heart of this accountability enterprise lies the energy of citizens as important drivers of change and prioritizes this effort to be owned and run by the citizens themselves. It has a comprehensive dissemination process through which it provides a feedback to the community about their children's learning priming them for action and improvement.

Besides providing systematic information on important education indicators since 2009, this citizen led learning accountability initiative has generated a strong network of civil society partnerships dynamically transforming into a social movement demanding the implementation of Article 25-A.

ASER remains fiercely collaborative and nationwide managed by Idara-e-Taleem-Aagahi (ITA), in partnership with the National Commission for Human Development (NCHD), Sindh Education Foundation (SEF) National Rural Support Program (NRSP), Health and Nutrition Development Society (HANDS), Democratic Commission for Human Development (DCHD) to local institutions such as Community Research & Development Organization (CRDO), Research and Community Development Organization (RCDO), Society for Awareness, Advocacy and Development (SAAD), EHED Foundation, Change through Empowerment (CTE), G & GS, Azat Foundation, Al-Fatah Foundation, Haq Development Foundation (HDF), Hamza Development Foundation (HDF), Sindh Student and Youth Development Organization (SSYDO), Youth Association for Development (YAD) and individuals. We shall remain supportive of citizens' collaboration for not only monitoring learning but also its improvement. We are eager to see this initiative extending to assessment of post primary levels as per target 4.1 of the Sustainable Development Goals (SDGs)

We the citizens of Pakistan representing civil society coalitions – children, youth and adults - working for social justice, influencing laws, policies and implementation through evidence based VOICE in partnership with the Government, Parliamentarians, local Governments, Media, Judiciary, Think tanks, Private sector and communities for collaborative planning, research and implementation are committed to quality lifelong education for ALL being the critical plank for human survival and development. We wish to take this initiative forward for building on a strong foundation for citizen action on improving learning in Pakistan

Message from ASER Development Partners

OPEN SOCIETY FOUNDATIONS

دبي العطاء Dubai Cares

ASER Report 2015 is a solid testimonial about civil society evidence based activism that has drawn irreversible attention to the crisis of learning, both locally and globally. As we move forward towards the recently adopted Sustainable Development Goals (SDGs) 2030, we are reminded that the 'learning plus access' agenda for SDG 4 would not have happened without the firm backing of the citizen led nationwide assessments in Pakistan, South Asia and Africa. ASER has made the invisible visible indeed and is benchmarked in education sector plans and large scale programs on quality in Pakistan. Since its inception in 2008, ASER Pakistan has been a predictable contributor to the evidence on learning outcomes for both in-school and out of school children. It is embedded in a participatory model, capturing not just national averages but also variations across different population subgroups disaggregated by geography, gender, wealth, language and disability (and combinations of these characteristics) generating powerful equity considerations. It has provided key education stakeholders with quality information regarding the state of learning within the country, district, and community leading towards broad-ranging actions targeted at improving literacy and numeracy competencies.

ASER Results have provided the much needed input to policy makers involved in framing education policies/sector plans in all the four provinces. The findings have found justifiable space in the government economic and social policy documents and are well reflected in the sector plans and policy reviews. As supporters of such a large scale initiative covering entire length and breadth of the country in a minimum period of 3 months each year, it is indeed an asset for us as well as for the education system. In 2015, it has covered 146 rural districts and 21 urban districts collecting information on 258,021 children (3-16 years) and 83,755 households in 4217 villages.

ASER Pakistan has proven that citizens can be reliable data collectors and can play a central role in monitoring whether their governments are making progress against their development targets; illustrating that the model of household based assessment is not only affordable but also a meaningful monitoring mechanism needed to track the SDGs and SDG 4 in particular.

We are pleased to know that ASER Pakistan and its counterparts working across nine countries are now a part of the People's Action for Learning (PAL) Network. This platform will continue to popularize citizen-led assessments as local and global accountability systems. Perhaps most importantly, we hope that the network will offer an opportunity for citizen-led assessments to demonstrate what works in 'improving learning on scale' as well.

We as the supporters of the citizens led accountability initiatives in Pakistan remain committed to Pakistan's roadmap to education improvement and transformation. We shall back ASER's shift from evidence to action where citizens' groups can demonstrate how 'learning improvement' can be secured as irreversibly as has been the attention to the 'learning crisis'. We believe that ASER has a unique role to play informing the general public, inspiring a national discourse and initiate demand for policy and action leading to transformation from the bottom-up. ASER is indeed a powerful conversation to be engaged with in the years to come as a core partner for Article 25 A and SDG 4, building multiple constituencies for policy, planning and action on learning and equity.

Notes on ASER

How Ordinary Citizens Transformed the Education Agenda

Patricia Scheid & Dana Schmidt
Program Officer, The William & Flora Hewlett Foundation

The ultimate measure of success in education is not whether or not children attend school, but whether they learn. And creating a system in which learning is valued requires finding out what children are learning and building broad awareness about it. It was these two principles that inspired ASER Pakistan's work to mobilize and train volunteers to conduct household surveys of children's learning. Their efforts have provided estimates of reading and math abilities—the fundamental building blocks for more advanced skills—for children aged five to sixteen, aggregated for every district and for Pakistan as a whole.

These same principles animated similar work on citizen-led assessments in eight other countries. ASER Pakistan, ASER India, Uwezo in Kenya, Uganda, and Tanzania, Beekunko in Mali, Jàngandoo in Senegal, Medición Independiente de Aprendizajes (MIA), and LEARNigeria have come together as the People's Action for Learning Network, or the PAL Network for short. The PAL Network believes in the power of involving citizens in an assessment simple enough to be understandable by even illiterate parents. Collectively they involve nearly 60,000 citizens every year in assessing over one million children.

Thanks to ASER Pakistan and its counterparts in the PAL Network, education debates globally and across many countries are focused more on learning than ever before. Although citizen-led assessments are by no means the first efforts to measure learning, they are the first efforts to measure foundational skills of reading and math independently and at scale. Their assessments have brought to light a broadly shared picture of progress in education that has sounded the alarm bell: access to schooling does not guarantee learning. An independent evaluation by Results for Development demonstrated that this wake-up call contributed to a shift in education discourse both within countries and internationally. It has helped to ensure that the Sustainable Development Goals do not repeat the mistakes of the Millennium Development Goals—Goal 4 is focused on ensuring inclusive and equitable quality education and lifelong learning for all.

Not only have citizen-led assessments helped to shape what is in the Sustainable Development goals, they also provide insights on how those goals should be monitored. Here three points are important:

1. First, focusing on ensuring that children are mastering foundational skills and are doing so early in their education is critical. If we continue to leave children behind on these skills they will not have a fair shot at developing other deeper learning skills that are critical for their life chances.

2. Second, ASER Pakistan and its counterparts have proven that citizens can be reliable data collectors. Citizens can play a central role in monitoring whether their governments are making progress against their development goals—a form of external monitoring that will be crucial for reinforcing accountability.

3. The third and final insight is that learning assessment can be done meaningfully and affordably. Evaluations of citizen-led assessments have shown that even simple assessments provide reliable estimates of skills that matter—and they reveal whether goals of inclusion and equity are being met better than school-based assessments, which fail to capture children who drop out, attend irregularly, and/or attend informal schools. And they do all this at a fraction of the cost of other assessments, providing a clear model of the kind of meaningful, affordable monitoring mechanisms that will be needed for the new Sustainable Development Goals.

A remaining challenge for citizen-led assessments is to find new ways to unlock citizen action based on the assessment results. Groups like ASER Pakistan are experimenting with new strategies for communicating information that is relevant and actionable to parents and other citizens and engaging with local elected and education officials, school and community leaders, and teachers as positive agents of change. Greater engagement could, for instance, be achieved by experimenting more with how to create platforms for parents and other concerned citizens to work together to

first jointly diagnose the problem and then create solutions. Citizen-led assessments are also interested in experimenting more with how to involve teacher training institutes to enhance teacher awareness and skills for using assessments to diagnose children's learning status and responding appropriately in their instruction.

With their expansion to nine countries in as many years, citizen-led assessments are evolving into a citizen's movement with the aim to hold global institutions, donors and national-level policy makers accountable for delivering on their promises for equitable learning. Encouragingly, civil society groups in countries far beyond the current members of the PAL Network have expressed interest in implementing citizen-led assessments and expanding their role to put learning at the center of education. As we move towards achieving and monitoring SDG Goal 4, these efforts can help provide a stimulus for action and generate the feedback needed to track progress against our collective goals.

ASER Pakistan-2008-2015: Who counts-who does not-A journey of progress and challenges!

Baela Raza Jamil
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Advisor, South Asia Forum for Education Development (SAFED)

The first encounter with ASER Pakistan (rural) in 2008 not too far from Lahore is unforgettable. Against the rich green rice fields stood the mud and 'pucca' homes of citizens innocently engaged in the pursuit of 'education', but firm in their belief that this was an important passport to a better life. Inside the homes the diversity encountered is equally etched in my mind, in terms of wealth, different abilities, aspirations, hope and despair. The citizens of one geography had welcomed citizens from other geographies, opening doors and hearts to investigating 'how their children learnt and how they could improve'. This was an important opening; Since 2008/9, 421,735 doors have been opened in this journey; 1,271,606 children assessed; 29,168 (70% government & 30% private schools) school profiles collected; 42,874 volunteers mobilized (mostly youth) to become part of an important social movement for education transformation. As many have said earlier the 'invisible became visible" through ASER and many others in Pakistan created more citizen led evidence based accountability drives (Alif Ailaan; I-SAPs; Pakistan Coalition for Education (PCE); Education Youth Ambassadors)

ASER's instruments of inquiry at the household, child and school level have stood the test of time, from 2009 to 2015 as an annual provocation and dissemination to create demand for an evidence based culture of reflection, planning and action, be it citizens or government. Creating culture and mind shifts has been the hardest part of the journey for altered pathways for education, placing learning at the centre as core enterprise for societal sustainability.

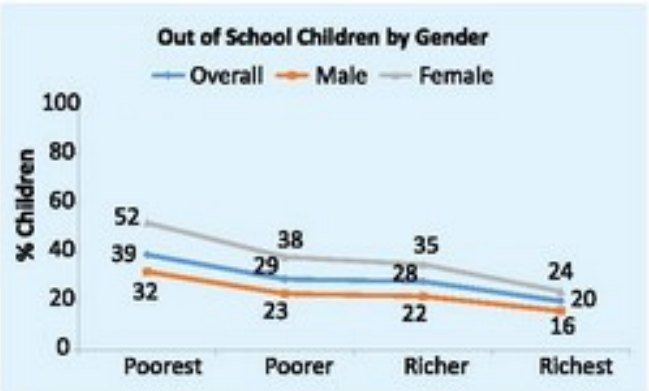
Citizen led assessments now conducted in 9 countries of the world have made a mark as a genre of testing that is non- invasive, low cost and high impact (depends upon how you want to measure impact). This genre of annual nationwide inquiry builds layers of evidence stacked against household and school characteristics as a call for action at the parental, societal and state level.

ASER Pakistan (2009-2015) has measured:

- Children's education across varied school systems –access
- Children's learning across subjects – quality
- Girls and boys access and learning – equity
- Parents education level – intergenerational learning
- Children participating in tuitions and coaching
- Children's disability trends
- Mother tongue spoken at home and preferred medium of instruction
- Household wealth (through proxy indicators)
- School characteristics –facilities by type of school
- Multi-grade teaching
- Attendance of children and teachers by type of school
- Teachers' qualifications by type of school

From 2008/2009 to 2015 when the ASER sample grew from 11 (pilot) to 146 districts in 2015, we have seen some repeated trends that need attention. The attention is urgent now in the wake of our national and global endorsements of article 25 A right to education for 5-16 year olds as a fundamental constitutional right, and the Sustainable Development Goals (SDGs) and SDG –Goal 4 on education; both committed to learning across life or from early childhood education to tertiary, technical and alternative learning for ALL.

ASER 2015 continues to inform us that wealth matters. The children at the bottom of the poorest quartile, no matter where they are, will twice as likely remain out of



[1] Peoples Action for Learning (PAL) Network, collective for citizen led assessment (www.palnetwork.org)

school as those from the richest quartile. It is more worrying to observe that the girls from the poorest quartile are 20% points more likely to remain out of school (52%) than their male counterparts (32%). It is clear we have to work harder, deeper and more intensively with those who are most likely to be left out –the poorest- the energy and resource has to be targeted for all players. ASER and the Benazir Income Support Program (BISP) safety net program can join hands for precise targeting A more aggressive and bigger waseela –e-taaleem program is needed to ensure that entitlements are met.

Building Constituencies around Learning -ASER as a Political Tool for Entitlements: ASER has upgraded the space for action by identifying the 'hot spots' for attention and progress. The gender disaggregated data set not only paints a picture for the most marginalized children but also illustrates learning achievements for boys versus girls (figures below). The case for addressing the learning needs of the poorest girls should be the highest priority followed by the poorest boys to ensure that learning and transition from one grade to the next go hand in hand for the 'excluded'. Can Pakistan continue to afford this level of vulnerability- a highly perforated and porous system of education, that has upgraded education as a fundamental right through Article 25 A? How will transition be ensured for ALL children 5-16 years of age from pre-primary to primary and post primary? Can we encourage governments/politicians to especially target the poorest in every district and local constituency? That is our lowest hanging fruit, or our 'sweet spot' for showing results. That is where addressing equity will bear the highest return to investments; it can be measured and reported annually to the public for accountability and action. ASER helps to pin point groups by gender, class and geography, targeting households, villages and district constituencies. As we brace for the 2018 elections, there is a defined opportunity to showcase swelling vote banks around learning gains!

Enrolment Trends by Type of Schools – Is the Public Sector Responding Faster?

Whilst a lot may not have changed on learning there is a trend that is worth sharing that may be widely shared and applauded as a story to shout about! In ASER 2015 we not only see a modestly improved enrolment of 6-16 years from 79% to 80.5%, but after many years the public private enrolment proportion records highest shift of 6% points in favor of public sector and drop in private sector size including madrassah enrolment that reveals a modest declining trend from 2.7 in 2012 to 2.0% in 2015. Is this good news or a cause for concern?

For many years research on public and private trends (ASER/LEAPS) reported headlines about higher learning outcomes in private sector even when controlled for differences. There has been an exaggerated bias in our conversations on 'what is happening right in private sector' and exploring aggressive policy options that support a popular interpretation of the state as a 'financier enabler' and not a preferred provider of education services. However, it is refreshing to see that in provinces backed by active political champions and political will there is a push for a better performing public sector pushing for implementation of sector plans, targets and stocktaking. According to ASER 2015 attendance rate of teachers across the two sectors has been more or less bridged (public 89.2% and private 91%); teachers' presence was the one big factor to account for differences across learning outcomes across public and private schools. Missing facilities in public sector schools have also witnessed an overall increase in provision as recorded by ASER 2015 data. The students' attendance rate (primary) has improved (public sector 84% private 90%), but what continues to drag this indicator in public sector schools is students abstaining from attendance in Sindh schools. Their attendance rate has dropped further from 68% in 2014 to 65% in 2015. Similarly, from 41% of children enrolled in ECE classes in 2013 the number has slipped to 37% in 2015. Can Pakistan afford this lack of investment

LEARNING LEVELS BY GENDER

and attention to its youngest for sustained improvement at primary and post primary levels? This can only be reversed with improved confidence of parents and children in the quality of public sector services right at the outset.

Looking at access, affordability and enrolment, public sector still remains the largest education service provider in rural areas and this emerging trend can act as a key performance indicator to accelerate public sector efforts, morale and political will to improve its services. Therefore public sector provision needs to be strengthened and better resourced focusing on improvement in quality of learning through partnerships and innovative approaches that teach at the right level; recruitment of sufficient and trained teachers and higher number of learning contact hours in these schools. This comprehensive whole school and systems based approach combined with prioritizing districts/sub-districts, collaboration with BISP and intermediary partners and above all with communities most in need will produce even higher outcomes and boost confidence in public sector provision committed to ALL children in schools, learning better and staying longer. ASER Pakistan has cast a footprint that has been leveraged by many partners as an open source, using the raw data and report cards for planning, research and policy in Pakistan and globally. ASER, through Idara-e-Taleem-o_Aagahi (ITA) and its alliance partners, has accomplished the first important goal as an 'attention getter'. What needs to be worked out now are the learning solutions or moving from evidence to action. ITA is actively preparing, along with its partners second generation ASER or ASER II that resonates well with the challenges of article 25 A as a comprehensive right to quality education and SDG -Goal 4 articulated so compellingly, "Ensure inclusive and quality education for all and promote lifelong learning

ASER: Nurturing the demand for strong evidence

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Strong evidence is of invaluable importance for informed policy-making and programming decisions. Quality evaluations and research allow the formation of judgements to make critical policy decisions. This is even more important in a world with increasingly financially constrained governments. However, robust research is ultimately heavily dependent on good quality data. These data – whether they are quantitative[1] or qualitative[2] in nature – ultimately seek to provide 'answers' to critical questions and hypotheses. Most research uses one or another type of 'research design' – a framework in which a research study is undertaken - with conventional research studies and evaluation studies (such as impact evaluations) employing research designs and methods to gain insights. The use of different types of research design and their ultimate success in arriving at robust and convincing conclusions may also be determined by the type and quality of data available. If research is about the pursuit for 'answers', then it is not unfair to expect that the answers thus provided are credible and reliable. And the onus of this responsibility lies heavily on data.

It is fair to make the claim that the Annual Status of Education Report – ASER – surveys have brought about a data revolution in Pakistan. The ASER reading and mathematics tools are universally accessible, easy to use, straightforward to administer and simple to understand. The first and foremost opportunity that ASER data allow is the provision of a large sample snapshot indicating the status of learning within Pakistan. This is not a small-scale achievement in a country where researchers and policy makers have previously been in the dark about even the most basic status of learning among children. The coverage of ASER Pakistan has been phenomenal: it started life as a pilot in 11 districts sampling 16,737 children (3-16 years) in 2008, managed to sample 251,444 children (3-16 years) in 136 districts in 2012 and has successfully sampled 258,021 (3-16 years) children in 142 districts in 2015.

However, there are increasing criticisms of the ASER tools. Arguably these tools only assess a narrow set of mechanical functions in computation and the ability to recognise characters and the ability to read a sentence or paragraph or a story when assessing reading competencies. There is no doubt that the ASER data are not sufficiently rich or diagnostic enough to be able to make convincing judgements about what we may, for instance, call meaningful learning (for example ability to read with full comprehension). However, despite the fact that these tools assess limited functions, the fact remains that they are the only data, publicly available and easily accessible, that begin to provide a snapshot of the status of basic learning in Pakistan. And this in itself is a very valuable contribution to education research in the country.

Whilst the research designs that are ultimately possible with ASER data are not experimental or quasi-experimental in nature – i.e. those that allow for cause and effect relationships to be very clearly established - they certainly allow for the use of both simple and relatively sophisticated observational techniques. These encompass a wide range of valid empirical methods and are designed in different ways to answer different questions with some designs within this subgroup of empirical research aiming to explore causal relationships (using sophisticated regression methods) and may be concerned with the effect of a treatment on a particular subject sample group. Other types of methods may be only concerned with painting descriptive pictures and whilst these types of research studies may not be able to make direct cause and effect claims, they nevertheless address very important questions and hypotheses.

The following examples illustrate how ASER data have been used in recent years in observational/descriptive research designs either to explain or analyse patterns and behaviours or in attempting to demonstrate the size or strength of linkages. It is important to note that these examples are not a comprehensive or exhaustive list of publications or products that have emerged based on ASER data. They are simply meant to provide an illustration of some of the ways in which the ASER data have been used in recent years to inform research and policy dialogue.

[1] Data that can be expressed numerically to provide illustrative examples or explore cause and effect relationships
[2] Data that typically classify information and attempt to understand the mechanisms behind cause and effect relationships in nature

The Alif Ailaan District Education Rankings (2013) are an example of a first attempt to assess the standard of education, both in terms of educational outcomes and infrastructure, in Pakistan. This is done by comparing the relative performance of different regions using rankings based on multiple indicators drawn from publicly available data including the data from ASER over various years. The report cites that their key goals include the following: 'to produce a comprehensive measure of education standards for Pakistan, covering all the major policy areas: access, quality of education, gender parity and school infrastructure; to use this measure for the comparison of different parts of the country to determine their relative performance and to encourage healthy competition between districts and between provinces; to create awareness about the importance of data and evidence in in determining the state of education and education policy making and to provide an avenue for the usage of publicly available data and to encourage improved and expanded data collection by state and non-state organizations' (p. 4)[3]. Such descriptive exercises are critical for informed policy making as well as for guiding future research. I am aware, for instance, that these rankings have been used by some researchers in recent research projects to carry out purposive sampling.

Another example, this time a research study, is provided by Aslam and Atherton (2014)[4] that used ASER data from Pakistan (and data from India) to map out the true extent of the private tutoring industry in India and Pakistan. In doing so, the authors aimed to underpin who exactly takes tuition in the two countries, i.e. whether it is linked to the type of school attended by a child (state or private). The authors use data to speak about the extent of tuition undertaken across the different school types rather than presume that children in one type of school necessarily undertake private tutoring more often than others. Using simple descriptive statistics, the authors identify convincing evidence suggesting that private tuition-taking is a more widespread phenomenon than believed in the region. The study also shows differences in the uptake of private tuition among the rich and poor and by gender in rural India and Pakistan. The findings also suggest that there are even more far-reaching elements to social inequalities that may manifest themselves as a consequence of this phenomenon in the two countries. Children in government schools taking private tuition and especially those belonging to the poorest classes appear to perform better than those who do not take private tuitions. This hints at the hugely inferior learning that poorest children in some government schools in rural India and Pakistan are receiving. It suggests that private tutoring does appear to complement poor quality schooling for these children. This, however, comes at a cost and when rural incomes are so low, and especially among the poorest families, one wonders at the feasibility of this solution in the two countries' education systems. Studies such as these are important in Pakistan where private schooling is mushrooming and where the 'shadow' tutoring industry also booming.

ASER data also lend themselves to more sophisticated inferential methods that attempt to demonstrate the size and strength of associations rather than just provide descriptive snapshots. An example of a research study using regression methods is provided by Alcott & Rose (2015)[5]. This study uses multinomial regression models to identify whether socioeconomic status and gender are important determinants of whether children in rural Pakistan are in school, the type of school they attend, and whether they are learning. The authors, using ASER data from India and Pakistan (2012) find that whilst learning varies across schools, socioeconomic disparities predominate. They note that disadvantaged children in private schools are learning less than more advantaged children in government schools. The authors also find that gender plays an important role, with disparities between boys and girls most pronounced among poorer children in Pakistan. In addition, while private tuition improves learning for all children, it does not resolve socioeconomic and gender disparities. The authors of the study conclude for the need for policymakers to focus on government schools since that is where most of the poorest children study and where learning levels are lowest. The finding from this study that shows more advantaged children learning in government schools highlights the critical role that these schools can play in education systems within developing country contexts. Findings such as these can be helpful in informed policy making for the country.

These examples are not exhaustive. There are numerous other examples of policy briefs, research papers, opinion pieces and policy notes that have been generated using ASER data. These have provided important guidance to

3www.aserpakistan.org/document/learning_resources/2014/Alif%20Ailaan%20District%20Ranking%20Report/AlifAilaan%20District%20Education%20Ranking%202014%20-%20Draft%20Report.pdf

[4] Aslam, M. and P. Atherton (2014), 'The Shadow Education Sector in India and Pakistan: Opening Pandora's Box', in (eds: Macpherson, I., Robertson, S. and G. Walford), Education, Privatization and Social Justice: Case Studies from Africa, South Asia and South East Asia, Symposium Books, UK.

[5] Alcott, B. & P. Rose (2015), Schools and learning in rural India and Pakistan: Who goes where, and how much are they learning? Prospects: 45:345–363.

policy makers and to researchers for basing future research programmes. Most importantly, they have generated criticism and debate and that is another achievement of this exercise. The ASER data revolution has been critical in shaping the way we think about education research in Pakistan. It opens up questions about data availability and access. It raises concerns about validity and reliability. It promotes the need for the development of more nuanced and diagnostic learning tools that allow us to measure meaningful learning over a period of time rather than at a point in time. It also nurtures the need for more granular research and provides the basis for developing more convincing research programmes that base their designs around experimental or quasi-experimental methods. The latter, in particular, are necessary to allow us now to go one step further by demonstrating cause and effect relationships with confidence and reduce the risk of bias.

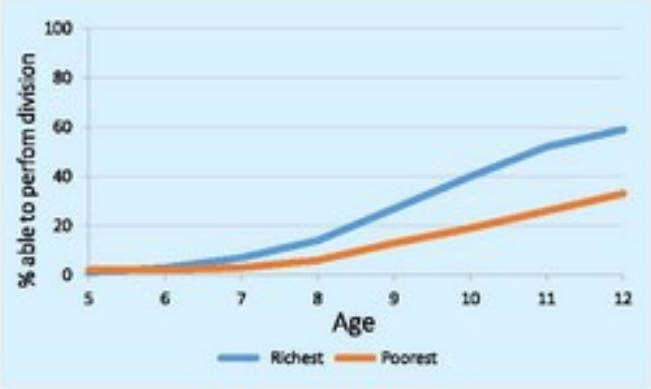
ASER's contribution to ensuring learning for all is achieved by 2030 in Pakistan

Pauline Rose
Professor of International Education and Director of the Research for Equitable Access and Learning (REAL) Centre, University of Cambridge

As part of the new set of sustainable development goals, world leaders have committed to ensuring all children and young people, regardless of their background, acquire relevant learning outcomes by 2030. This is just one aspect of an ambitious set of education targets, but is vital as a first step on the ladder to others. A child who is unable to read or write, or do basic mathematics, is unlikely to acquire other important skills that are needed to enable them to achieve their potential, or to contribute productively to society.

ASER Pakistan data provide an invaluable resource to understand the extent of the learning crisis, and to give a focus on what needs to be done. Importantly, the data enable an identification of the groups who need particular support to ensure they are not left behind. The latest ASER data from 2015 present a stark picture of the challenge ahead. They show that, by age 6, when children should be in grade 2, hardly any can do division – whether rich or poor (Figure 1).

Figure 1: In Pakistan, learning gaps between rich and poor widen as children get older



Source: ASER-Pakistan, 2015

After age 6, some of the richest begin to have a chance to learn. However, even their progress is gradual. By 12 years, the age at which children should have completed lower secondary school in Pakistan, still only 59% of the richest are able to do division.

The situation is even more dire for the poorest. The increase in the proportion achieving the basics in mathematics is much slower such that, by the age of 12, just one in three are able to do division. This leaves two out of three young people from poor households who are still unable to reach a basic standard in mathematics which they should have achieved by age 6 (when they should have spent two years in school). It further results in a widening gap between the richest and poorest who are able to achieve the basics.

The analysis illustrates the long way to go to ensure all children even achieve one of the most modest of the sustainable development targets. In particular, it puts the spotlight on the need for reforms to start in the early years of primary schooling when learning gaps begin to form. It also highlights the importance of focusing attention on the poorest who have the furthest distance to travel if they are all to be able to achieve even the most basic skills by 2030.

As ASER data are collected at the household level, they provide important insights into all children's learning, not just those in school – testing only those in the classroom (as is the case with many international, regional and national assessments) is likely to under-estimate the scale of the problem. According to the latest ASER data, around 40% of the poorest children of primary-school age are not in school in Pakistan. These children would be missing from school-based surveys, and yet we know they are least likely to have achieved the basics.

It is of course not enough just to identify the scale of the learning crisis. ASER's focus on community-based solutions is equally important. Putting the data into the hands of disadvantaged members of the community helps to give them the power of information to hold schools and government officials to account, and to work together with teachers and others to identify strategies to provide their children with opportunities to learn. Such strategies are essential and need to be prioritized if we are to accelerate progress such that no child is left behind by 2030.

The journey of ASER: Some reflections for action

Amima Sayeed
Research Fellow, ASER Pakistan

When a group of forty people met at the first ASER preparatory workshop organized by South Asian Forum for International Development (SAFED) in August 2008, there were mixed sentiments – few of us enticed by the simplicity and magic of ASER India tools and stories were adamant that it can be done, at least we should give it a try. Others were sceptical about the practicality of doing household-based learning levels measurements at such a wide scale in a limited time. Yet there were those who rejected the very idea favouring a more conventional "classroom" based testing and "sanctity of research". I distinctly remember an observer from an International Agency declared ASER methodology was akin to snake charmer, asserting that just because it was simple and participatory, it did not qualify as scientific research. It is for proving that citizens can come together and work in a collective sustained manner, more than any other thing, why ASER Pakistan becomes a success.

Annual Status of Education Report (ASER) has now become a familiar name not just in country level educational discourses, but also at international and global levels. The power of citizen-led learning assessment, momentum of multiple countries coming together and sharing their expertise and experience, euphoria of carrying out learning assessment at massive scale with limited resources, ASER family is a force to reckon with in the South-South region. With Global Monitoring Report and UNESCO Institute of Statistics linked to the ASER data sets and cards for thematic and disaggregated measurement of education indicators, academia and research community internationally has also endorsed the value and uniqueness of ASER initiative. Of course, a lot of credit goes to Pratham and ASER India team for not only sharing their methodology and expertise, but also their indefatigable spirit that became an inspiration for Pakistan and other countries who launched and persisted with ASER.

From 2008 to 2015, ASER has continuously generated information on students' learning and other aspects of educational system that was current, easy to understand and use, accessible to a wide range of audiences and stakeholders, and previously non-existent. The role of ASER in bringing the focus of policy debates on core learning issues cannot be overstated. Before ASER, a national dataset that could inform about learning levels of school age population was not available despite the various institutional reforms and initiatives. While federal and provincial education departments compiled educational statistics such as number of teachers, institutions and enrolments, there was no way of understanding whether those enrolled are actually learning anything. ASER's diagnosis of learning issues highlighted the enormity of educational challenge as well as the need to go beyond the prescriptive formulaic solutions.

Going beyond the scope of a diagnostic survey, ASER also dismantled well-entrenched myths (often backed by commissioned research) while highlighting the forgotten issues. For instance, over a decade, private education was presented as an alternative and only solution for quality education. ASER findings cleared this misconception as the learning levels of children attending private schools were only marginally better (52% students of grade 5 cannot read story in Urdu/Pashto/Sindhi as compared to 67% in public schools as per ASER 2015 findings), and that too because with higher fee was paid. Moreover, 25-31% of private school students surveyed were taking additional tuitions. Teachers' attendance, physical facilities, multi-grade classes are some of the other aspects where secondary level private schools struggled more than public schools.

Early Childhood Education is another area in which ASER findings demolished systemic propaganda. Many official documents including the National Education Policy 2009 perpetuated the myth that the gross enrolment for Early Childhood Education has reached 99% when infact, it was not even accounted for in the annual census. ASER highlighted that over 90% of children of age 3 and nearly 70% at age 5 remain un-enrolled across Pakistan while only 35% children of age 5 attend any kind of pre-service facility, majority of which attend public sector (which ironically is neither separately budgeted nor accounted for).

Another significant albeit unintended service of ASER is how it demystified research fulfilling the urgency and need for applied research sorely missing in education sector. Research initiatives on education, despite being few and far between, were perceived as "experts" jurisdiction. The notion of common citizens involved in research aimed at policy reforms, that too in voluntarily capacity, was unheard of in the education sector. During its

journey, ASER galvanized tens of thousands volunteers and built their understanding of ethics and norms of conducting research, learning assessment and reporting the findings to community members.

With the year for achieving Millennium Development Goals, ASER is also concluding. Before initiating the second generation ASER, it is also critical to take account of aspects where ASER has not been fully impactful. One such area is the feedback loop to the communities and commitment to improve the state of schooling and learning conditions for the children. Looking at Indian experience, this is a particularly strong area with multitude of instances where parents, concerned individuals and community organizations have been shaken by low learning levels of their children and sprung into action. Though ASER Baithaks aimed at similar response, however, Pakistan did not witness any dramatic instance let alone many of them where some concrete measure is taken. Passive acceptance of the findings is what we have largely seen across communities despite the increased interest in what is going on in the school or with their children. Partly it can be attributed to the general apathy, however, partly, it also calls for deepening the engagement with the communities and co-crafting ways of improving the learning conditions. The onus is not just on ASER team but all the civil society organizations and community groups that have partnered in the process of collecting information – the role needs to go beyond being the bearer of bad news. It is the moral and professional responsibility to ignite hope and cultivate options and solutions that will change the immediate learning conditions and systems for children.

A similar thrust on accountability at policy level is also required. Attending the ASER Report launch, few speeches or even endorsing the findings by including them in Economic Survey of Pakistan or different official websites is not enough. It will still qualify as passive, knee-jerk response to something as crucial and far-reaching as learning achievement. Year after year, ASER report has highlighted the supply-side issues, how the system is failing whole generation of children - those who are out of school, those who are attending state or non-state educational facilities. However, with all the legislations and evidence that can be needed, the response has been next to negligible. To use an analogy used by my esteemed colleague Dr. Irfan Muzzafar, it is like a patient is getting highly expensive diagnostic tests reports for free which tell the disease and its intensity, yet the patient is not paying heed to the advice. Policy makers, Elected-representatives and politicians and most importantly, educational bureaucracy and administration (including head teachers and teachers) are getting state-of-the-art research on learning for free, and there is little evidence of interest and responsibility to take any positive action whatsoever. With five years of evidence-based advocacy, it is fairly clear that dialogues, dissemination, communication, advocacy will not dent (let alone impact) the system and push the decision makers towards taking responsibility. A path has to be carved out which ensures accountability leading to action. That is the challenge not only for next generation ASER tools but every citizen of Pakistan.

Whose learning should be prioritized?

Sehar Saeed & Huma Zia
ASER Team

17 Sustainable Development Goals are a set of all-encompassing goals promising to strive for a world that is equitable and inclusive, thereby to benefit ALL children and future generations without the discrimination to age, sex, disability, culture, race, ethnicity, origin, migratory status, religion, economic or other status. The confluence of SDG Goals and framework is indeed ambitious, carrying a sector wide approach and underscoring the importance of **Right to Education, Equity, Inclusion, Quality and Lifelong education leading to sustainable lives**. The terms "lifelong education and sustainable learning" create synergies with other SDGs and indicators linked to education such as poverty, health, nutrition, gender, social justice, climate change, and infrastructure.

Over the past fifteen years, governments have been seen only taking the responsibility of formulating and implementing strategies aimed at ensuring that all children are enrolled in schools. Despite significant progress in getting more girls and boys into school, the most pertinent question is whether children who are able to access schools are also acquiring the skills that will equip them to lead productive and meaningful lives. Many of those *in* school are not learning, with little improvement visible in the past few years (Andrabi et al, 2007; ASER, 2010, 2014; PEC, 2014-15; SAT 2014; Rose and Alcott, 2015). Although most developing countries have introduced national examinations and/or assessments to measure children's progress in learning and some also participate in regional or international assessments, these assessments have not generated the same level of accountability for learning as there has been for enrolment.

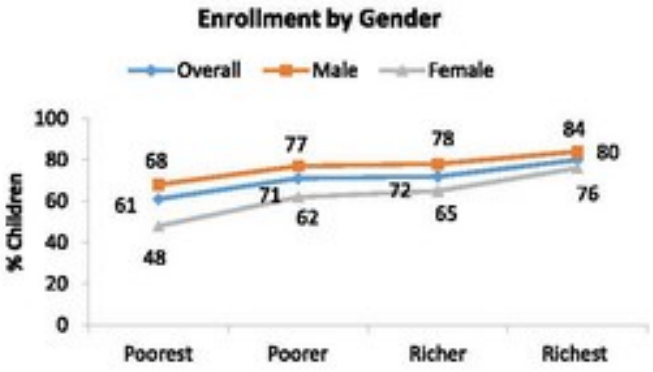
ASER Pakistan and its counterparts in 9 countries are helping to fill existing gaps in accountability for learning outcomes since 2010. In highlighting the severity of learning crisis in children's foundational skills, ASER Pakistan have helped to ensure that the Post-2015 Sustainable Development Goals (SDGs) did not repeat the mistake of the MDGs and assume that access and completion of primary and lower secondary would lead to learning. (Results for Development, 2015). As the data is collected at the household-level, they have made an important contribution to better measuring and understanding gaps in equitable learning that otherwise would go unnoticed and also have reached out to most marginalized segments of the society.

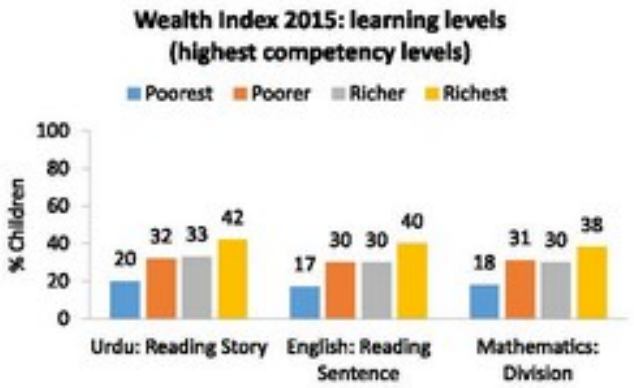
The ASER Pakistan (2013, 2014 and 2015) data set highlights the appalling access and gender disparities created in terms of enrollment and learning levels because of differences in wealth status. In order to determine differences in learning levels arising from inequalities, an ASER composite wealth index has been constructed by integrating the significant household indicators[1] mentioned in the survey form. These indicators measure the economic potential and achieved levels of income and wealth of a household. ASER wealth index has been developed by using principle component factor analysis procedure in the STATA software[2]. Using this methodology, ASER 2015 national data (142 rural districts of Pakistan) has been divided into 4 categories/quartiles (i.e. poorest, poorer, richer, and richest) thereby representing the entire population of Pakistan in a socio-economic context.

The results depicted by ASER Wealth Index (2013, 2014 and 2015) are no different. The results reveal that the richest quartile has the highest percentage of children enrolled (80%) whereas the poorest quartile has the lowest enrollment rate (61%). A strong correlation between wealth and enrollment is established as we move along the wealth index. Moreover, socio-economic background is also found to be influencing gender inequity. The males and females belonging to the poorest quartile are particularly disadvantaged as depicted by the lowest enrollment rates. The highest enrollment of males and females is again in the richest quartile (84% and 76% respectively). The most alarming trend is that of female's enrollment which not only decreases across all quartiles but also is lower than the enrollment rate of male population.

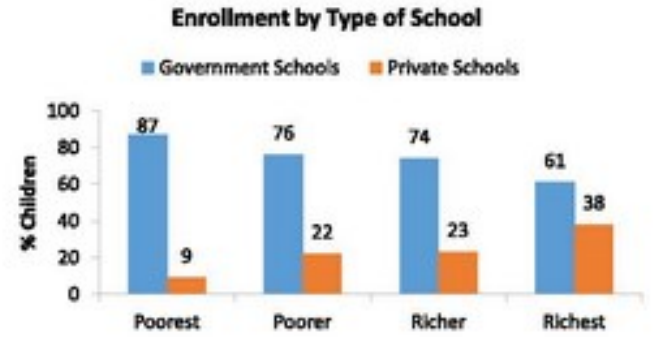
[1] Household indicators used: Type of house (Type of house is a categorical variable with kutcha given the value 1, semi-pucca equals 2, and pucca equals 3), house owned (Dummy equaling 1 if the house is owned, 0 otherwise), electricity connection (Dummy equaling 1 if the house had electricity, visible wires and fittings, 0 otherwise), mobile (Dummy equaling 1 if anyone in the house has a mobile, 0 otherwise), television (Dummy equaling 1 if the household has a television, 0 otherwise)

[2] It factorizes variablesby creating a weighted combination of the input variables in the following manner e.g.
$F_1 = a_{11}X_1 + a_{12}X_2 + \ldots$
In order to select factors, eigen values from a principal component analysis are used and the factor coefficient scores are created. Further, the indicator values are multiplied by the coefficient scores and added to come up with the wealth index. The index is then divided into groups/quartiles to categorize the population according to their wealth status.





Results of the ASER 2015 data reveal that the poorest quartile has the highest level of children enrolled in government schools (87%) whereas the remaining 9% of the children are enrolled in private sector schools. On the other hand, the richest quartile has the highest number of children enrolled in private schools (38%) and the lowest percentage of children in government schools (61%). It is evident from the figures that enrollment in government schools falls and for that of private school increases as we move along the wealth index towards the richest.

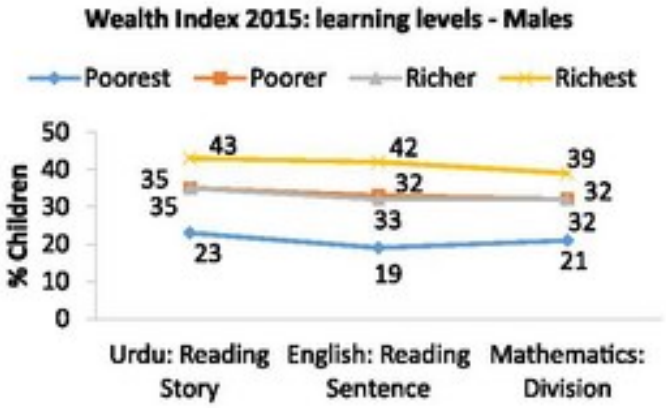


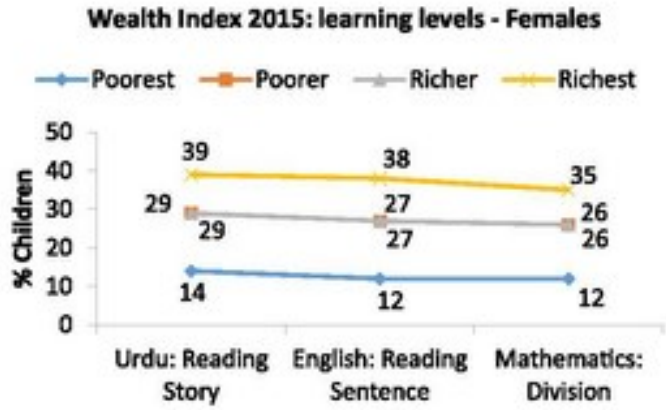
Given the bleak picture portrayed by the disparities in enrollment according to types of schools, a similar image comes to light when the "learning levels" according to wealth status are taken into account. The graph clearly indicates that the learning levels of children are directly related to their wealth status. The learning level of children in all three subjects increases as we move along the wealth index towards the richest quartile. Poorest have the lowest learning levels (20% Urdu/Sindhi/Pashto, 17% English, and 18% Math) and richest have the highest learning levels (42% Urdu/Sindhi/Pashto, 40% English, and 38% Math). The households with better wealth status are able to spend significantly more on their children's education improving their opportunities for better quality schooling as reflected by the enrollment figures mentioned above.

Following the overall national trends, a gender-wise analysis was also conducted in order to determine the differences in learning levels of males and females. 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 the females are lower when compared to the learning levels of males across all quartiles in both language and arithmetic competencies. 14% of the poorest females can read a story in Urdu/Sindhi/Pashto as compared to 23% poorest males. Similarly, 12% poorest females can do two-digit division sums and 12% can read sentences in English whereas 19% of the poorest males can read sentences in English and 21% can do two-digit division sums. Similarly, 39% of the richest females can read a story in Urdu/Sindhi/Pashto, 38% can read sentences in English and 35% can do two-digit division sums whereas 43% richest males can read a story in Urdu/Sindhi/Pashto, 42% can read sentences in English and 39% can do two-digit division sums.

The current education status of Pakistan as demonstrated by ASER 2015 clearly sheds light on how disparities created by differences in wealth status are jeopardizing the future of millions of children. If our objective is to educate all children, we need to challenge the existing differences and divisions in order to provide equal set of opportunities to all children of the society. Failure to address such structural disparities linked to wealth, gender, ethnicity, language, disability and other markers of disadvantage will hold back our progress towards SDG's and fuelling wider processes of social exclusion.

The SDGs represent a critical opportunity to move our collective focus toward learning, which is the cornerstone of meaningful education. It is thereby imperative to measure learning for children early in their schooling





career through a meaningful, child-friendly, participatory approach, as depicted by the model of citizen led assessments. There is a dire need to work on the use of metrics that go beyond standard income measures so that all countries converge not only in living standards but also in their global responsibilities to sustainable development.

Stories from the field

Aneeqa Zaheer
Layyah, Punjab

Waking up in the dead of the night for a field visit felt a little unusual but at the same time offered a break from the routine. We then started our six hour journey to Layyah as a party of four, each one with a separate agenda on our minds.

The road to Layyah is a fascinating one. The small town is located at the far end of Punjab; hence, one gets to see the landscape changing with every few kilometers. Upon reaching Layyah, we met with the head of volunteers who took us to the center where the rest of the volunteers were receiving final words of advice on the task at hand. I could tell that the volunteers were ready and eager to get to action, as several hands went up in the air when I asked if I could interview a few of them.

Khalida: the lady of the group, Rashid: a teenager, Shoaib: one responsible looking shy guy, and Mujahid: who had returned for his second round of ASER. While they had a lot to share; two anecdotes in particular stuck with me. The first one came from Tahira who shared her story of breaking through the stereotypical role of being a homemaker. Tahira had faced opposition at home when she had first announced that she wanted to work. What blew me away was the fact that she refused to back down and dealt with it ever so gracefully. She won her mother-in-law's support by involving her in her work. Tahira's story was a reminder for me that what a beautiful blessing it is to be a woman, and it gets even better if you choose to be a strong woman.

The second anecdote came from Mujahid who had first conducted the ASER survey back in 2012. Upon returning to conduct the survey this year, he was able to draw a brilliant comparison for us of how the ASER survey has evolved over the last three years.

By the time I had completed my interviews, it was time for us to leave for the field. We only stayed long enough to see our volunteers conduct the ASER survey at one school and one household. Both times, it was heartwarming to see the female volunteers taking the lead in the group. Based on my observation from Layyah, it would be just to say that ASER 2015 is in the hands of well-prepared and motivated volunteers.

Ejaz Haq
Lower Dir, Khyber Pakhtunkhwa

Lower Dir is a district of Khyber Pakhtunkhwa, where people are quite rigid with their religious norms and strictly adhere to their cultural values. Being an enormously male dominated society, gender inequality is quite a common experienced phenomena in the district. Apart from these aspects, extreme hospitality is one of the dominant features of the people you can encounter with. If you had a chance to visit this particular district you will witness that the people, inspite their low economic statures will be ready to offer you even their last piece of bread.

During my monitoring visits to various districts of Khyber Pakhtunkhwa, I come across a number of touching stories of children that would make one feel pity for their ill fate. While I was in the villages visiting households along with the volunteers, out of curiosity and interest to comprehend the ground situation, I was watching things with an observatory lens. In the course of a day long visit, I

noticed several kids who were looking at us with questions in their eyes regarding their future. I witnessed children who I believed, if properly guided and mentored can greatly make it to the highest in the realm of education.

In one of the household I happened to meet twin girls of 8 years old. Although they did not belong to any of the 20 sampled households from where volunteers (enumerators) were choosing children (5-16 years) to be assessed for the three basic competencies but they were chasing us to different households in the village looking at the children being assessed with regret for something they lack. Understanding their situation, just for the sake of knowing, I inquired about their education. One of the twin very innocently uttered that we don't go to school but four of our brothers go. When I asked why, they remain quiet with no answer. Feeling pity for them, when we were about to leave when one of the child said to us "Do you know we also want to go to school".

Their innocent and heart touching appeal was strong enough to move my soul and heart and I decided to help them. To know the opinion of their father and to try to convince him to send the girls to school, I along with the volunteers followed the girls to their home. Fortunately their father was at home and came out to meet us. He was quite humble and greeted us with warmth and respect. Following the greetings, I excused him for taking his time and told him about ASER and our purpose to be in the village. Making a ground for discussion on the education of their daughters, I told him that your twin daughters appear to be really bright, why you are not sending them to school? He chuckled at my question and lamented that you are aware of the fact that in a country where prices of basic necessities are talking to the sky, how a person like me who works on daily wages with less than 300 rupees can bear the cost for educating 6 children. Even I hardly manage the cost of pen and notebooks incurred in educating my four sons. Once he was over with his explanation, I lectured the man for some 10 minutes about the importance of educating girls. After a long conversation finally I managed to convince him and he promised me to get his twin daughters admitted into school in the coming year.

There are a lot of such stories you will come across while working in the villages of Khyber Pakhtunkhwa. ASER is not only a survey to unveil the state of quality education but it also aims to share the real life stories of children who are deprived of education owing to poverty, gender inequality, and many other reasons.

Huma Zia
Jhang, Punjab

The spirit of ASER in the field is unmatched. For all those who think it is just a survey, need to visit the field when volunteers from far flung areas travel long hours on local transport to reach the village they have to survey, to check the learning levels of children of their districts and to gauge the enrollment in schools – such is the force of ASER.

For the ASER 2015 cycle, along with many other districts, I had the chance to visit Jhang. I left from home early morning and saw the dawn in the car while traveling to the listed villages. I was in my first government school in 'Lak Baddar' at 9:30 am when I met 'Razia and Rashida' – two girls in their late twenties covered in burka. I inquired about the status of their survey and checked their forms on the spot to rectify if there were any errors and moved on to observe the school facilities. The school was in a critical condition – there was only one room and the two teachers. Students were sitting on rugs in the veranda and as soon as they saw me approaching starting reading their text loudly. They greeted me as I approached their class. Children were nicely dressed and almost all of them had their textbooks. They seemed happy to be studying. Out of curiosity I asked a child to read from his textbook and he read the entire poem fluently. I was impressed as he was just a grade 2 child. I appreciated the teacher for her efforts and time because the children were learning well.

Amna, the teacher, gave the class a 5 minute break and started to tell me that if I had visited the school just a couple of months ago, the situation would have been very different. She was teaching in the school from the past two years but was never able to get results or even children to attend school regularly. She pointed towards the head teacher and told that she joined six months ago and has put in remarkable hard work in the school. She elaborated that the head teacher stays late after school to organize

the next day's class plan, she visits houses after school convincing the parents of children who are not enrolled in school, she often visits the head of the village to request for funds for school to provide books and uniform to children free of cost and it is because of her dedication that parents started sending their children to school.

"It is not that I am a good teacher. It is because the head teacher has maintained such a friendly environment in the school that children love coming here. She is like a mentor to all of them. She gives extra time to the children who need it. She plays with them during breaks. She tells them stories while teaching which makes it interesting for the children and they concentrate more than usual", said Najma, the teacher who accepted that even her own teaching style has been inspired by the head teacher of the school.

I appreciated the efforts of the head teacher in maintaining such a wonderful school where children are eager to learn despite not even having the basic facility to sit on chairs and tables. It is truly the leadership skills, hard work and dedication to one's job that sets one apart from others. The school looked like a broken building with no furniture but had shining stars as students and much to my surprise – happy shining stars!

The experience changed my perspective about our education system – it is not the infrastructure that completes the education system but the way a teacher inspires and encourages students is what makes or breaks our education system.

Minahil Adeel
Karachi Malir, Sindh

As part of the three day training for the ASER data collection phase in Karachi, we went to district Malir. Walking down the narrow streets lined with trash, I felt like I had entered a village and had to remind myself that we were surveying the urban districts of Karachi. After walking for about ten minutes, we were standing in the heart of the town. It was a Friday morning and Kids were walking back from the government school since they had a half-day. The first promising sign that I saw was that there were a lot of girls in the group too. I could see the curiosity burning in their eyes trying to guess what we were there for with our white caps and booklets. We waited for quite a while outside the first house but nobody responded at first. Just as we were leaving, a girl wearing a school uniform went in and got her mother. As we explained the purpose of our visit, the woman was happy to answer our questions and called out her children. She did mention though how her daughter Saliha had called her out to see if we had come to distribute gifts. Once we started the assessment, kids from the neighboring houses gathered around Saliha as she read the literacy tool and solved arithmetic questions. They were encouraging Saliha and were trying to read too, eager to be a part of the assessment. We could sense the pride in her mother's tone as she spoke of Saliha's accomplishments and how Saliha always comes first in class. Not all the households had such optimistic results though. We learnt of the diversity of schools present in the community.

Through this experience, I got a chance to meet some very enthusiastic children, but what was most encouraging was the interest that the parents took in their children's education and assessments. One of the missions of ASER is to make the community aware of their own problems and to mobilize them. The shortcomings in learning levels seemed to stem not from the fact that children were out of school because their parents were oblivious to the importance of education, but from other factors. It was heartening to see children like Saliha read with confidence and clarity, but it was more uplifting to see the mother's taking part in their children's education as they encouraged those who were facing difficulties with the assessment.

Naghmana Ambreen
Quetta, Balochistan

Since 2010, ASER has strived to improve the status of education nationwide. Each year after a gruelling process of conducting assessments and data compilation, ASER Pakistan produces a reliable set of data about what our children are learning. Being a part of this journey since the last 4 years, I have come across many families, children and teachers who have been positively affected by ASER with its ability to reach out to communities.

This year, while monitoring the Quetta rural and urban survey; I met a woman named Feroza who was from Afghanistan. Feroza is uneducated and has 5 children at home to support hence she works for different households to make the ends meet. Her eldest daughter has never been enrolled in a school and yet to our surprise she was able to read out English words. She also read Urdu letters easily and her recognition of numbers 1-99 was remarkable. When I inquired from her about how she learned to read, I got to know that she learned from the neighbor's child. After seeing her daughter perform well, Feroza decided to send her to an Academy nearby. Feroza is also ready to enroll her younger children at a school. She enthusiastically said that I might have spent my life in a miserable condition because I could not receive education; however, I will not let my daughters face the hardships that I had to face.

One other case study that must be shared is about a 13 years old girl named Gulnaz, who was a dropout from class 2. When the ASER team conducted her assessment, we realized that she is very intelligent. Upon asking her parents the reason why she left school, we were told that due to poverty they are unable to send her to school. Utilizing our skills of counseling, we convinced them to send Gulnaz to school for her better future and self-development. I discussed Gulnaz's case with my Dubai Care project team and they assisted her in getting an admission. Based on her assessment results, Gulnaz is now admitted in class 3 and is extremely thankful for our support.

Such stories ignite the hope in me that ASER survey findings and recommendations should be taken into consideration by the government, education departments and relevant stake holders to take action for our education system, accordingly.

Yosra Nabil
Lahore, Punjab

After attending numerous ASER trainings sessions, it was finally the day I would get to experience the field. Master trainers from all over Punjab would demonstrate all they had learned about the do's and don'ts of the ASER survey while the ASER team would monitor their understanding of how to conduct it.

It was a hot august morning as we set out from the hotel at jail road - where the participants were staying - to a village a mere 30 minutes away. Our protocol was that our group would first visit a public school in the village to survey it, and then split up in pairs of two to carry out the household survey. Upon entering the village, I saw happy and innocent faces of children running around playing in the narrow streets who showed us the way to the school with much enthusiasm.

The survey filling process in the school was done as a group activity after which myself and two master trainers separated from the group to survey a house within the village. We were let into a small house by a couple who had been living in the village for over fifteen years. Bakhtiyaar and his wife, parents to five children, four girls and a boy were immensely hospitable and welcoming. They were more than happy to answer our questions regarding their children's education, three of whom were of the school going age, while two were under the age of three. As we continued talking about education, Bakhtiyaar began to tell us about the financial difficulty he currently faced in sending his older three to school and only God knew how he would be able to send his youngest son and daughter once they were of the age. He spoke of all the false promises that were made to him and his fellow villagers by politicians of the area about providing their children free and quality education. The government's failure to supply

free books, stationary and uniforms made it very difficult for Bakhtiyaar and so many like him who earned a living through wage labor to send all his children to school. What struck me the most in my conversation with him was how important he felt education was for his children – something he had grossly been deprived of –not only to secure better futures for themselves, but also so they could provide relief to other people "much like I was proving to be a voice for him and his children". He wanted education for his children so they could play their part in making Pakistan a more prosperous country. My conversation with Bakhtiyaar also convinced me that lack of education in Pakistan was not a demand problem. Many such Bakhtiyaar's in our rural areas realized the dire need to educate their children and send them to school, regardless of gender, however, poverty and a tragically weak system of public education stood in their way.

As we finished our survey and a touching conversation with the family, I left the house with a heavy heart as there was so little I could do for the five children who had been deprived of the basic amenities that we too often take for granted. However, Bakhtiyaar's optimism and belief in the fact that his children would gain an education and help those around them reminded me that I did not get to lose hope. Not when the people who have so little were willing to give so much back to their community. Their hope gave me a reason to believe in this beautiful country we call home.

Findings on Disability / Health Functioning


OVAL

Schooling status and learning outcomes for children with disabilities

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This is the second year running that ASER has included questions on disability, both for identification and assessment of learning purposes. This is a significant undertaking given that children with disabilities remain largely excluded from mainstream education policy debates.

Similar to last year, questions on disability in the ASER survey did not adopt an individual deficit approach rather questions posed in the survey drew on WHO's ICF model of disability, which frames disability not being only about the body but as a bio-psycho-social condition. The questions in the ASER survey focused on capturing the difficulties children experienced in basic activities and the barriers to their participation. These questions drew heavily on the Washington Short Survey Questions with adaptation in language based on the UNICEF-MICS insights. Hence the question on disability was not simply about, 'Do you have a child with disability'- Yes/No, rather it was more detailed and shaped by the use of terms such as 'difficulties' and 'functioning'.

Additionally, drawing on field experiences of the previous year, the questions were slightly modified to account for difficulties in translation and also within the larger ASER survey Questionnaire, they were positioned in a different place to allow for better flow and minimise chances of the section being seen as an 'add-on'. One of the biggest challenges we faced last year was how the question was misinterpreted by some enumerators. Keeping this in mind the country team undertook more focused training of the enumerators on the disability questions.

Below we present the main findings from the ASER 2015 survey that captured information on disability from all rural districts (36) of Punjab:

1. Identification

Based on the analysis of approximately 60,000 children in 36 rural districts of Punjab, our findings suggest that 1.15% of children were reported as having a moderate to severe difficulty in seeing, hearing, walking, caring, understanding or remembering. Of these the majority of children were reported to have difficulties in caring, where 0.42% of the children were located. There is also a gender dimension in the reporting of moderate to severe difficulties whereby a higher percentage of girls being reported as having moderate to severe difficulties in comparison to boys.

Our findings also suggest that 3.8% of children reported 'mild difficulties' in seeing, hearing, walking, caring, understanding or remembering. Majority of the children reported to have mild difficulties were in the category of caring (1.41%), followed by seeing (0.90%) and remembering (0.87%).

The vast majority of the children surveyed were using glasses (6.11%), with an additional 3.36% using other kinds of assistive devices, while only a very small minority were using hearing aids (0.12%) or mobility devices (0.10%).

2. Educational status

At first glance it seems that children reported to have any difficulty (type and severity) are only very slightly less likely to be in school. Survey results suggest that while 78% of children identified as not having any difficulty are currently enrolled in school, a similar percentage i.e. 75% of children reported to have some difficulty are currently enrolled in school too. They are also less likely to be out of school (6% for those without any difficulties and 5.3% for those with any level of reported difficulty). The most notable difference is in the never enrolled category wherein 20% of children reported to have some difficulty are never enrolled, in contrast to 16% of children without any difficulties.

However patterns for exclusion from schooling become more pronounced when we look at children with difficulties reported to have moderate to severe difficulties in comparison to those with mild difficulties and no difficulties at all. Across the different difficulty types, children with moderate to severe difficulties are most likely to have never been enrolled (25%) and least likely to be currently in school (70%). Notably, what is interesting here that they are more likely to stay on in school if enrolled, given that there out of school rates are comparable to those with mild difficulties and very slightly less than children reported to have no difficulties.

Examining the data for type of difficulty and schooling, highlights that among children who were reported to have moderate to severe difficulties in hearing, 30% of them have never been enrolled in schools. Of the children who were reported as having moderate to severe difficulties in caring, 40% of them had never been enrolled in school. Of the children reported with moderate to severe difficulties

in walking, 26% have never been enrolled to school. Finally, 18% and 11% of children being reported with moderate to severe difficulties in seeing and in understanding have never been enrolled in school, respectively.

What is clear from the survey results is that irrespective of the type of reported difficulty, children reporting even mild difficulties are slightly more likely to have never been enrolled in school when compared to children reported to have no difficulties at all.

Consistently across the type of difficulties, those even with mild difficulties are slightly less likely to be currently enrolled in schools compared to children reported to have no difficulties at all.

The patterns of out of school are more varied, wherein some difficulties, such as those in seeing and understanding are more likely to drop out compared to those with no difficulties, while those with caring are less likely to drop out, while those with reported mild difficulties in hearing and walking are as likely to be out of school as those without any reported difficulties.

3. Type of institution attended

Children reporting mild difficulties are more likely to be attending government schools (58% in comparison to 39% in private schools), a pattern which also holds for those without any reported difficulties. Interestingly, children reported to have moderate to severe difficulties are as likely to be enrolled in government schools (49%) as private schools (48%). They are also more likely to be in Madrassah's (2.4% in comparison to 1.8% for mild and 1.3% for no difficulty categories).

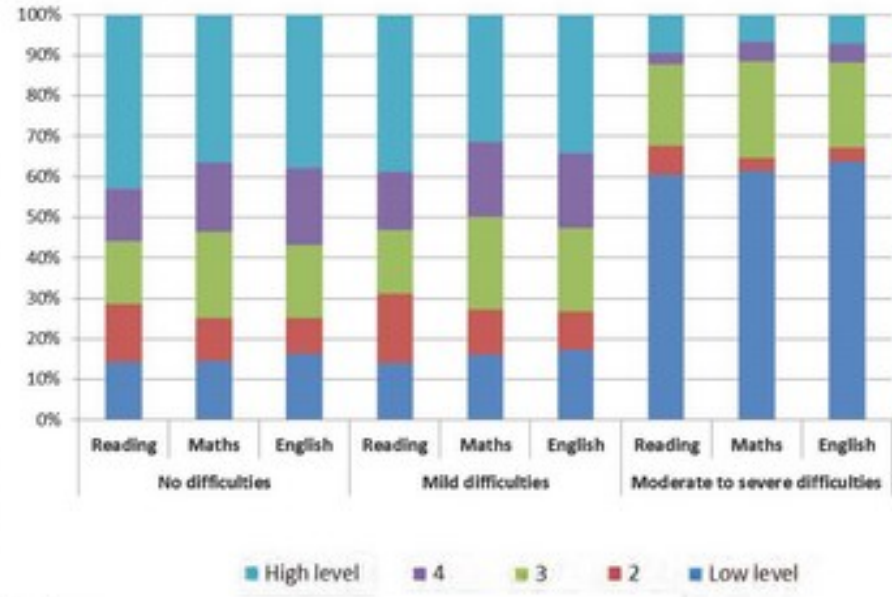
4. Learning levels for children reported to have any difficulties

There are some stark commonalities across the different types of assessments- Reading, Arithmetic and English:

- Across the types of difficulties, children reported to have moderate to severe difficulties are all clustered at the lowest level of the learning scale. For example, in reading 60% of children reported to have moderate or severe difficulties are at the Beginner level, in contrast with 14% for those reporting mild or no difficulty. The same is the case for Arithmetic where 61% of children with moderate to severe difficulties are placed, in comparison to 14% for the children with no difficulties, and 16% for those with mild difficulties. This pattern is seen even in the case for English, where 64% of children with moderate and severe difficulties are placed, in contrast to 16% for no difficulties and 17% for mild difficulties.

- Children with moderate to severe difficulties in seeing and hearing face the highest challenge in terms of achieving learning outcomes. These children were all clustered in the beginner's level scale across all types of assessment; with no child with these reported disabilities being above the beginner level i.e. being able read and perform other learning tasks in the tools.

Proportion of children attaining at each level, within each category of reported difficulties



ASER Pakistan 2015 Report: Dimension of Information

	ASER Pakistan 2013	ASER Pakistan 2014	ASER Pakistan 2015
Fields of Information	School survey • 1 Government school • 1 Private School Household survey Child information: Age group 3 - 16 • Educational status • Current schooling status Child information: Age group 5-16 also did: • Reading tasks (Urdu/Sindhi/Pashto & English) • Arithmetic tasks • General knowledge tasks Other indicators include: • Paternal education • Household indicators such as type of house, house owned, availability of electricity, mobile phones and TV. Distance from school, number of vehicles, dairy/livestock, and cultivable area was also asked. • Questions related to conflict	School survey • 1 Government school • 1 Private School Household survey Child information: Age group 3 - 16 • Educational status • Current schooling status Child information: Age group 5-16 also did: • Reading tasks (Urdu/Sindhi/Pashto & English) • Arithmetic tasks • General knowledge tasks Other indicators include: • Paternal education • Household indicators such as type of house, distance from school, house owned, availability of electricity, mobile phones and TV. • Separate questionnaire on Disability / health & functioning status of children (age 3-16)	School survey • 1 Government school • 1 Private School Household survey Child information: Age group 3 - 16 • Educational status • Current schooling status Child information: Age group 5-16 also did: • Reading tasks (Urdu/Sindhi/Pashto & English) • Arithmetic tasks • General knowledge tasks Other indicators include: • Paternal education • Household indicators such as type of house, distance from school, house owned, availability of electricity, mobile phones and TV. • Separate questionnaire on Disability / health & functioning status of children (age 3-16)
Sampling	**Rural** Randomly Selected • 20 villages from last round • 10 new villages added **Urban** • Done by PBS • 20% of the sample size from last round has been taken into account	**Rural** Randomly Selected • 20 villages from last round • 10 new villages added **Urban** • Done by PBS • 20% of the sample size from last round has been taken into account	**Rural** Randomly Selected • 20 villages from last round • 10 new villages added **Urban** • Done by PBS • 20% of the sample size from last round has been taken into account
Coverage	138 rural districts & 13 urban centers	144 rural districts & 21 urban centers	146 rural districts & 21 urban centers

About the Survey

Sampling Methodology

Total Population: The total population of this survey consists of 146 rural districts of Pakistan. The sampling of ASER 2015 has been done in two parts:

1) The sampling of rural areas only has been done through the sampling method mentioned below.
2) The sampling of rural areas where urban survey was also taking place has been done by PBS (mentioned ahead)

1) Sample Design – Rural Districts

Sampling Frame: Each district is provided with

- A village list.
- Data from the Population Census 1998 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
125	30	20

Sample Design: A two stage sample design was adopted:

- **First stage:** 30 villages selected using the village directory of the 1998 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, started from the central location and pick every 5th household on the left hand-side 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)

2) Sample design 21 Urban & Rural Districts

To avoid bias in the sampling frame, the sampling of 21 rural and urban districts was done by PBS. This way, it was ensured that the boundaries of rural and urban areas do not overlap with each other and selected blocks/villages are different for the urban districts and same rural districts.

Total Population: The total population of this survey consists of all urban and rural areas from Bahawalpur, Faisalabad, Gujranwala, Hyderabad, Islamabad - ICT, Karachi Central, Karachi East, Karachi Malir , Karachi South, Karachi West, Khuzdar, Lahore, Larkana, Mardan, Multan, Peshawar, Quetta, Rawalpindi, Rahim Yar Khan, Sukkur, Swat.
Sampling Frame: PBS has its own urban area frame updated in 2011 through Economic Census.

- Each of the 21 districts has been divided into well defined blocks consisting of 200-250 households with well defined boundaries.
- These blocks have been considered Primary Sampling Units (PSUs) for urban domain.

Rural Frame consists of list of blocks. A block may be a whole village or part of a village. Rural Area Frame has been updated during house listing in 2011 for conduct of Census.

- Village or its parts are considered as Primary Sampling Units (PSUs) for rural domain.

Stratification Plan:

- Self-Representative Cities (SRC): Karachi, Sukkur, Hyderabad, Lahore, Rawalpindi, Islamabad, Faisalabad, Peshawar, Multan & Quetta cities have been considered as large -sized cities. These cities constitute separate stratums and have further been sub-stratified according to low-, middle-, and high-income groups.
- Other Urban Area: Rest of the part has been taken as other urban areas /localities. (Note: There is no other urban locality in District Islamabad, Peshawar & Quetta).
- Rural areas: In rural domain, each administrative district has been treated as independent and separate stratum.

Sample size and its Allocation: Keeping in view the variability of the key variables, population distribution and field resources, the following is the composition of the total 19,000 sample households:

A total sample of 950 PSUs have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence. The detailed allocation plan of sample PSUs is shown below:

Sr. No.	Name of Districts	Total Sample (PSUs)		Total	Total Households		Total
		Urban	Rural		Urban	Rural	
1	Bahawalpur	17	39	56	340	780	1120
2	Faisalabad	21	31	52	420	620	1040
3	Gujranwala	22	24	46	440	480	920
4	Hyderabad	13	41	54	260	820	1080
5	Islamabad	15	15	30	300	300	600
6	Karachi Central	30	-	30	600	-	600
7	Karachi East	30	-	30	600	-	600
8	Karachi Malir	25	26	51	500	520	1020
9	Karachi South	30	-	30	600	-	600
10	Karachi West	25	25	50	500	500	1000
11	Khuzdar	6	36	42	120	720	840
12	Lahore	22	27	49	440	540	980
13	Larkana	15	25	40	300	500	800

Sr. No.		Total Sample (PSUs)		Total	Total Households		Total
		Urban	Rural		Urban	Rural	
14	Mardan	24	23	47	480	460	940
15	Multan	24	46	70	480	920	1400
16	Peshawar	21	30	51	420	600	1020
17	Quetta	16	34	50	320	680	1000
18	Rahim Yar Khan	14	33	47	280	660	940
19	Rawalpindi	18	14	32	360	280	640
20	Sukkur	11	33	44	220	660	880
21	Swat	21	28	49	420	560	980
	Total	420	530	950	8400	10600	19000

Sample Design: A stratified two-stage sample design has been adopted for this survey.

Selection of primary sampling Units (PSUs):

- The PSUs are selected using probability proportional to size (PPS) method.
- The number of households (updated 2004), were used as measure of size for selection of sample PSUs.

Selection of Secondary Sampling Units (SSUs):

- Households have been treated as secondary sampling units (SSUs).
- 20 households have been selected by systematic sampling technique, in each sample PSU.

Selection of School

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

SURVEY METHODOLOGY

WHAT TO DO IN THE VILLAGE

- **Contact Village Elder:** Introduce yourself to the village elder, councilor and/or to 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. in home. We are conducting this research in more than 4,000 villages and in 145 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 look at 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 located? 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, 11th house, 16th 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.

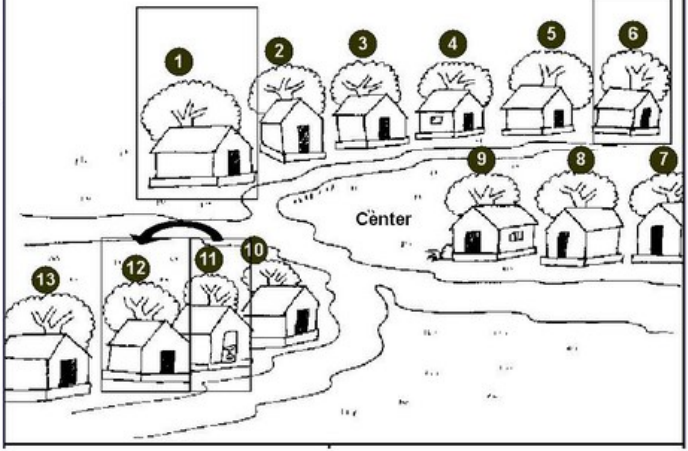
- Stop after you have completed 5 households in each hamlet/section. If you have reached the end of the section before 5 households are sampled, go around again using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue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

How to sample HHs in a hamlet in a village?



Instructions:

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

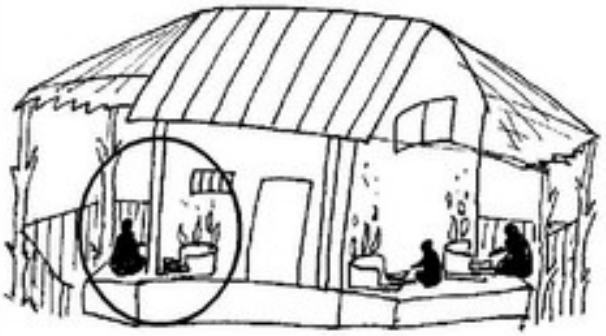
2. Survey every **5th HH** (household) occurring on the **Left Hand Side**.

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 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".



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.

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 include children also.
- **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 dead.

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 16years 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 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.

Mobile in the household (Do not include smart phone): Mark yes if any of the household has a mobile phone. We are only collecting information on functional mobile phones and not looking at PTCL telephone, landline or V-phones.

Smart Phone (Iphone / Android) in the household: Mark yes if any of the household has a smart phone and no if otherwise.'

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

How many children are studying in Madrassah for Quran (Mention in numbers): Ask the household if the children go to Madrassah/ Masjid for Quran. Mention the total number of children who go to a Madrassah/masjid for Quran of that household.

HOW TO TEST READING (Urdu/Sindhi/Pashto) ?

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.

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

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 s/he is unable to read the story fluently and stops a lot, mark her/him as a child who is at the paragraph level.

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 (10-99) task.

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

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'.

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 s/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 read the poem/ sentences. Mark "yes" if the child reads correctly otherwise marks as "no".

Now read the poem yourself and ask two questions from the child. If the child answers any one of the questions correctly, mark the child as "yes", 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.

- Take permission from Head Masters/Mistress or Teacher of respective Class before observing the class.
- 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 than 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, **than go to the nearest Government School located in a nearby village.**
- If there 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 has special children enrolled? By special we refer to those children who have some sort of disability such as of sight, hear, walk, speak etc. Tick in 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 for the **enrollment register** or any official document on the 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 information on teachers in the school. Collect and note down the 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.
    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 neighbouring 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 2014 -June 2015): (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 going to 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?
- Could you see the library books?
- Is there any playground?
- Does the school have any electricity connection?
- Is there a science Laboratory available in the School?
- Is there a computer lab for students?
- Does the school have internet?

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 for July 2014 to June 2015.
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 2015 to date of survey.

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.

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

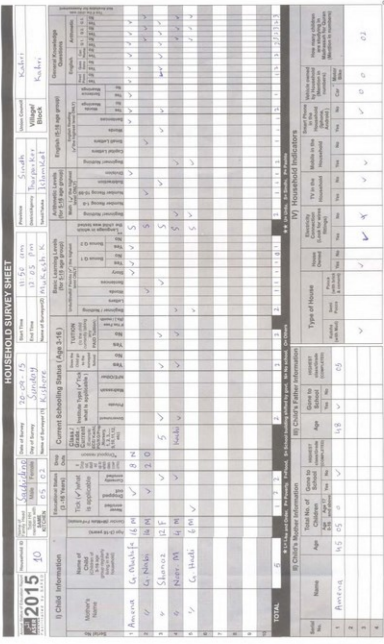
School Fund Information: (Section VI – Pvt. School Sheet)

1. For this section, note down information for July 2014 to June 2015 and July 2015 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 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". 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.

26



HOUSEHOLD SURVEY SHEET

ASER 2015

Household ID	Name of Family Head	Date of Survey	Day of Survey	Name of Surveyor (1)	Start Time	End Time	Name of Surveyor (2)	Province	District/Agency	Tehsil/Taluka	Union Council	Village/Block
10	Sachidino	20-09-15	Sunday	Kishore	11:50 am	12:05 pm	Mukesh. K	Sindh	Tharparker	IslamKot	Kahri	Kahri

Total HH members with SAME KITCHEN: Male 05, Female 02

I) Child Information

Serial No	Mother's Name	Name of Child	Age	Gender	Educational Status	Drop Outs	Class/Grade Current	Institute Type	Language
1	Amena	G. Mustafa	16	M	Dropped out	8 N			S
2	〃	G. Nabi	14	M	Dropped out	2 O			S
3	〃	Shanaz	12	F	Currently enrolled		5	Government	S
4	〃	Noor. M	4	M	Currently enrolled		Kachi	Government	S
5	〃	G. Hadi	6	M	Never enrolled				S
TOTAL		5							

II) Child's Mother Information

Serial No.	Name	Age	Total No. of Children Age 0-16	Age 17 and above	Gone to School
1	Amena	45	05	0	No

III) Child's Father Information

Age	Gone to School	Highest class/Grade (completed)
48	Yes	05

IV) Household Indicators

Type of House	House Owned	Electricity Connection	TV in the Household	Mobile in the Household	Smart Phone in the Household	Car	Motor Bike	How many children are studying in Madrassah for Quran
Katcha (with Mud)	Yes	✓	No	Yes	No	0	0	02

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HOUSEHOLD SURVEY SHEET

IV) 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 additional aids and appliances such as			
		No difficulty	Yes – some difficulty	Yes – a lot of difficulty	Cannot do at all	No difficulty	Yes – some difficulty	Yes – a lot of difficulty	Cannot do at all	No difficulty	Yes – some difficulty	Yes – a lot of difficulty	Cannot do at all	No difficulty	Yes – some difficulty	Yes – a lot of difficulty	Cannot do at all	No difficulty	Yes – some difficulty	Yes – a lot of difficulty	Cannot do at all	No difficulty	Yes – some difficulty	Yes – a lot of difficulty	Cannot do at all	Glasses	Hearing aids	Mobility aids	others
1	Abdullah		✓			✓				✓				✓				✓				✓				✓			
2	Mohsin	✓				✓				✓				✓				✓				✓							
3	Umar	✓				✓				✓				✓				✓				✓							

Government School Observation Sheet

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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: Latif abad

Name of School: G.B.P School	Village/Block: Latif Abad	Tehsil/Taluka: Multan	District/Agency: Multan	Province: Punjab

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

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

Medium of School (Tick any one): English Medium / Urdu Medium (ticked) / Pashto Medium / Sindhi Medium / Other

EMIS/BEMIS/SEMIS Code: 36150502

School Established Year: 1975

Date of visit: 20-11-2015 | Day of visit: | Arrival Time: 11:30am | Departure Time: 01:00pm | Surveyor (1): Salman | Surveyor (2): Nasir

Does the school has 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)	20		21	25	18	27	25						136	
Children's attendance Today (Head Count)	15		20	20	17	25	23						120	
School Fee (Per Month)			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 Village
Head Teacher	2	1	1	
Regular Govt. Teachers (Doesn't include Head Teacher)	5	6	6	3
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	2		3	1		

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

(VI) No. of Teachers who got training with in last year (July 2014 - June 2015)

None	Less then 15 days	15-30 days	More then 30 days
6	1		

(II) Class Room Observations

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	✓			
Verandah				
Outdoor				

(III) Comments

For more comments use the back side of the page

(VII) Facilities in the School (From Observation)

Total number of rooms in the school (count yourself).	8	
Total number of Class rooms in the school being currently used by the children (count yourself)	6	
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?		✓
Could you see the 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 have Internet?		✓

ASER 2015

GOVERNMENT SCHOOL OBSERVATION SHEET

Name of School	Village/Block:	Tehsil/Taluka	District/Agency	Province
[illegible] G.B.P.S	Lodhi Colony	Multan	Multan	Punjab

Head Teacher/Principal Name:	Phone No.	Mobile No.
Gohias UD Din	0	

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:	Active Members	Amount in Bank	Last Meeting Date
	✓		13	11		25-11-2015

(IX) FY July 2014 to June 2015

Sr #	Type of Funds	Did you receive the Money ?			If Yes, then				
					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			Yes	No	Don't Know
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	✓			40000	[illegible]2014	✓		
2	Farogh-e-Taleem Fund 12 Months ☐ 1 Month ☑	✓			2720				✓
3	Tuck-shop Fund		✓						
4	Rent for cycle stand		✓						
5	School Construction		✓						
6									
7									
8									
9									
10									

(X) FY July 2015 to Date of Survey

Sr #	Type of Funds	Did you receive the Money ?			If Yes, then				
					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			Yes	No	Don't Know
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	✓			40000	Oct 2015		✓	
2	Farogh-e-Taleem Fund 3/4 Months ☐ 1 Month ☑	✓			2720				✓
3	Tuck-shop Fund		✓						
4	Rent for cycle stand		✓						
5	School Construction		✓						
6									
7									
8									
9									
10									

(XI) The Fund Spent o (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 Stationary		Pay teacher salary	
Purchase of Library books		Uniform	
White Wash/Paint			

(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 Stationary		Pay teacher salary	
Purchase of Library books		Uniform	
White Wash/Paint			

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PRIVATE SCHOOL OBSERVATION SHEET

Instructions :Visit any private School, first prefrence 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
Khyber Model High School	Pat Bala	Takht Bhai	Mardan	KPK

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: 1996

Date of visit: 7/11/2015 **Day of visit**: Saturday **Arrival Time**: 11:10 AM **Departure Time**: 1:10 PM

Name of Surveyors (1): Zahid **Name of Surveyors (2)**: Talha

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

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

Does the school has 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	40	35	30	25	40	30	28	20	15	15	20	263	70
Children's attendance Today* (Head Count)	33	38	32	30	25	39	30	28	20	15	15	19	256	68
School Fee (Per Month)	400	400	500	500	500	600	700	800	900	1000	1200	1500		

*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.

(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 2014-Jun 2015		Jul 2015 - till date	
	Yes	No	Yes	No
Did you get any FUNDS from Government/ Private individuals/NGO?		✓		✓
If Yes, what was the amount of this FUND (Annual) ?				
In which month was this FUND received?				
Name of Department/Organization				

(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	Class8 Yes	Class8 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	✓			
Verandah				
Outdoor				

(III) Teachers	Number Appointed	Number Present Today (On the day of survey)	Number of teachers residents of THIS Village
Head Teacher	01	01	01
Regular Teachers (Doesn't include Head Teacher)	13	13	13
Community/ Part Time Teachers	0	0	0

(IV) Comments

School Environment is Good but the classrooms are less and Students are more.

For more comments, use the back side of the page.

(VI) No. of Qualified Teaching Staff

Education	Below Matric	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
			02	08	4		

Professional	None	PTC	CT	B.Ed	M.Ed	Other
	11			02	01	

(VII) Facilities in the School (From Observation)

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)	9

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?		✓
Could you see the 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 have internet?	✓	

Surveyed Household Identification in Village for Monitoring

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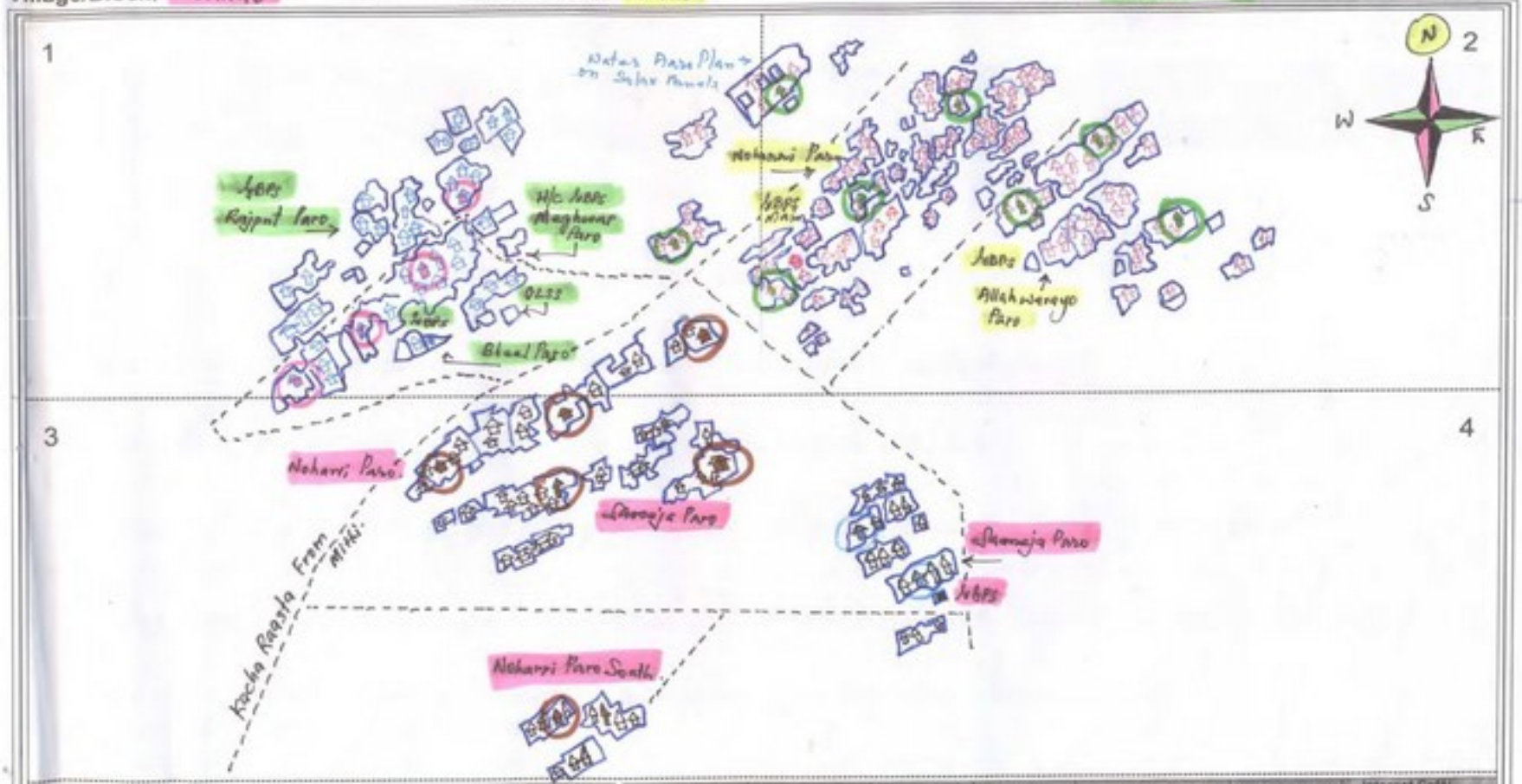
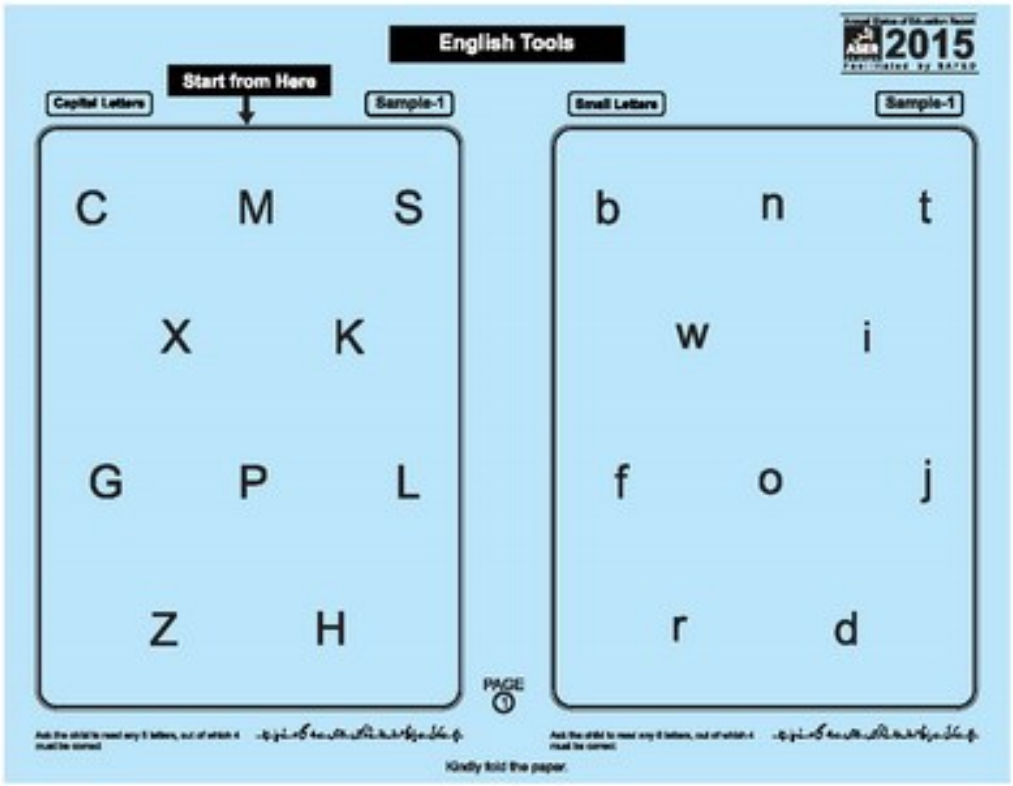
Village/Block: JORRUD Tehsil/Taluka: Mithi District/Agency: THAR PARKAR

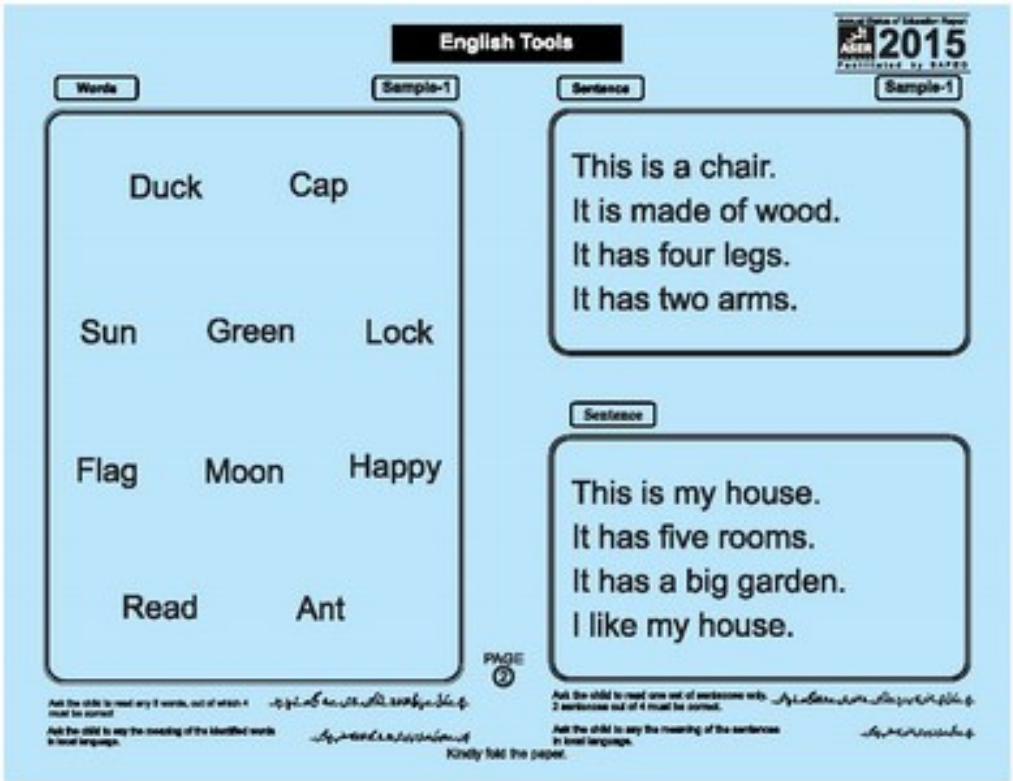


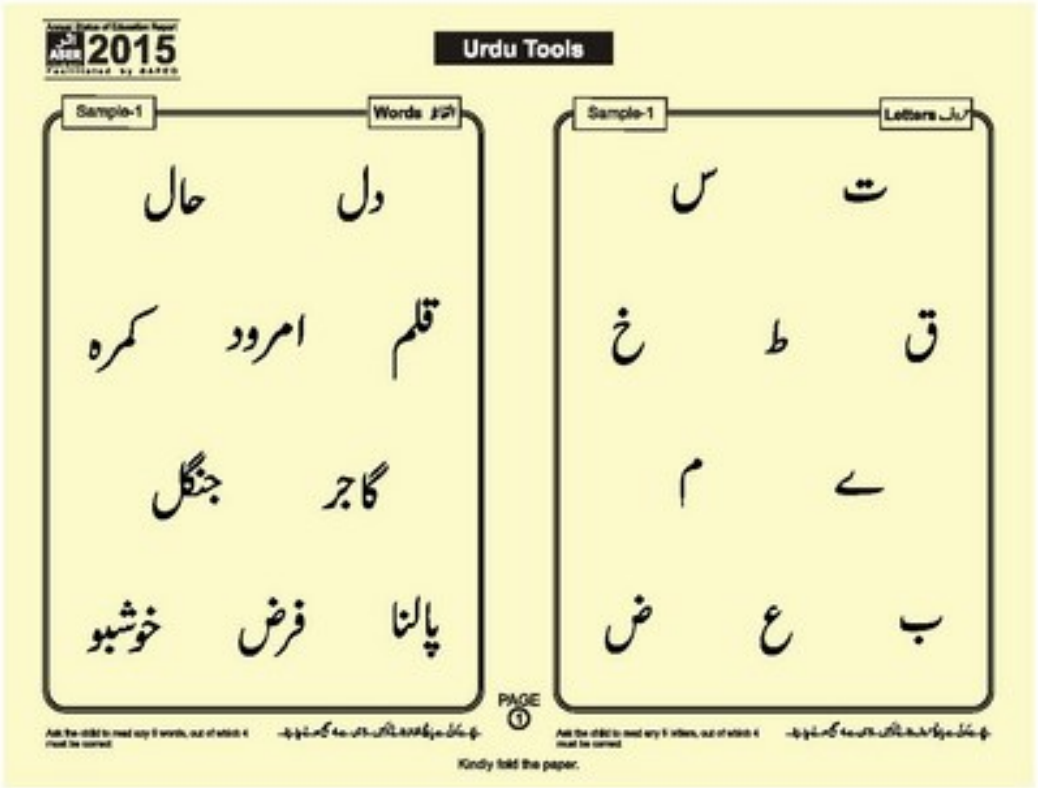
TOTAL HOUSEHOLDS	448
Approx. POPULATION	3498
Local Languages	Sindhi/Bhatki

Total Number of School	
Government	09
Private	00

Facilities	Post Office	Bank	PCO	Health Facilities	Paccl Road	Internet Cafe/ Computer Center
Yes	0	0	0	0		
No	✓	✓	✓	✓	✓	✓


English Tools
ASER 2015
Start from Here
Capital Letters
Sample-1
C M S
X K
G P L
Z H
Small Letters
Sample-1
b n t
w i
f o j
r d
PAGE 1
Kindly fold the paper.


English Tools
ASER 2015
Words
Sample-1
Duck Cap
Sun Green Lock
Flag Moon Happy
Read Ant
Sentence
Sample-1
This is a chair.
It is made of wood.
It has four legs.
It has two arms.
Sentence
This is my house.
It has five rooms.
It has a big garden.
I like my house.
PAGE 2
Kindly fold the paper.



ASER 2015

Urdu Tools

Sample-1 | Words الفاظ

دل حال

قلم امرود کمرہ

گاجر جنگل

پالنا فرض خوشبو

Sample-1 | Letters حروف

ت س

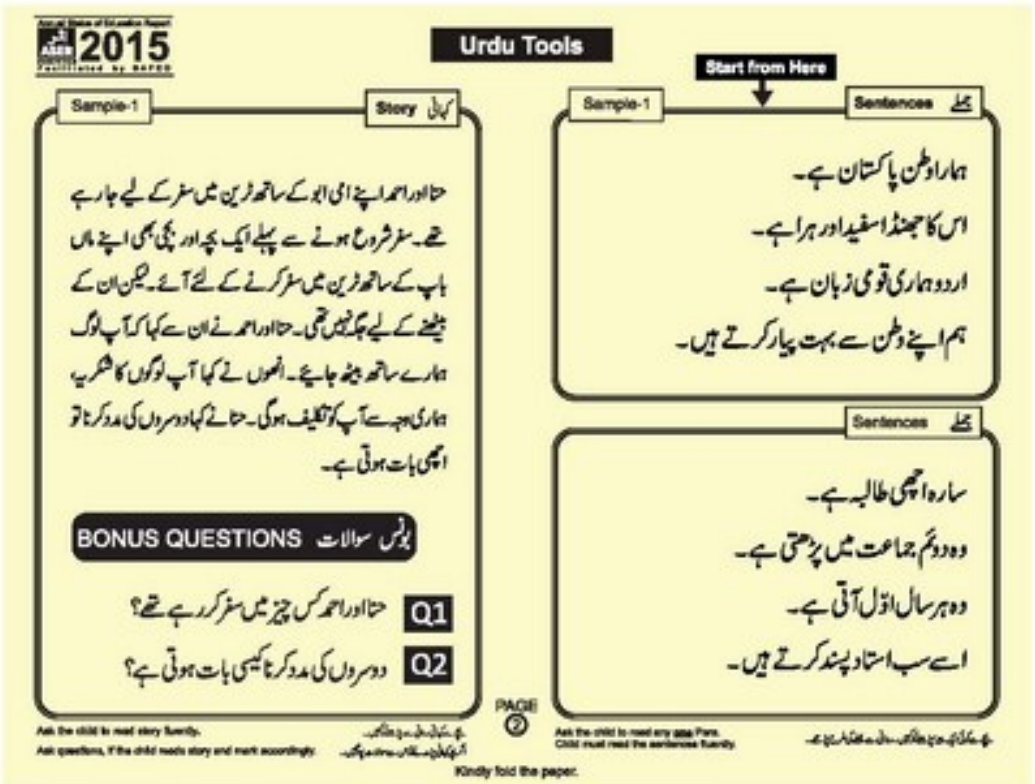
ق ط خ

ے م

ب ع ض

PAGE 1

Kindly fold the paper.



ASER 2015

Urdu Tools

Start from Here

Sample-1 | Story کہانی

حنا اور احمد اپنے امی ابو کے ساتھ ٹرین میں سفر کے لیے جا رہے تھے۔ سفر شروع ہونے سے پہلے ایک بچہ اور بچی بھی اپنے ماں باپ کے ساتھ ٹرین میں سفر کرنے کے لئے آئے۔ لیکن ان کے بیٹھنے کے لیے جگہ نہیں تھی۔ حنا اور احمد نے ان سے کہا کہ آپ لوگ ہمارے ساتھ بیٹھ جایئے۔ انھوں نے کہا آپ لوگوں کا شکریہ، ہماری وجہ سے آپ کو تکلیف ہوگی۔ حنا نے کہا دوسروں کی مدد کرنا تو اچھی بات ہوتی ہے۔

BONUS QUESTIONS بونس سوالات

Q1 حنا اور احمد کس چیز میں سفر کر رہے تھے؟

Q2 دوسروں کی مدد کرنا کیسی بات ہوتی ہے؟

Ask the child to read story fluently.
Ask questions, if the child reads story and mark accordingly.

Sample-1 | Sentences جملے

ہمارا وطن پاکستان ہے۔

اس کا جھنڈا سفید اور ہرا ہے۔

اردو ہماری قومی زبان ہے۔

ہم اپنے وطن سے بہت پیار کرتے ہیں۔

Sentences جملے

سارہ اچھی طالبہ ہے۔

وہ دوئم جماعت میں پڑھتی ہے۔

وہ ہر سال اوّل آتی ہے۔

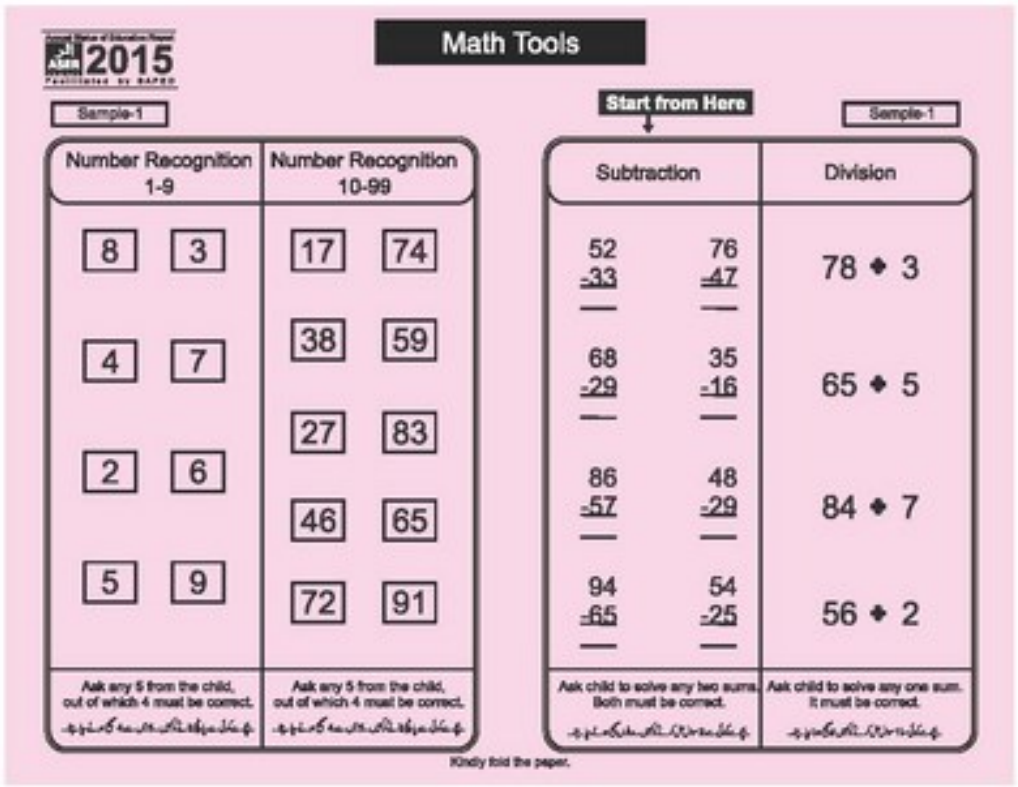
اسے سب استاد پسند کرتے ہیں۔

PAGE 2

Ask the child to read any one Para.
Child must read the sentences fluently.

Kindly fold the paper.

Arithmetic Tool



Math Tools

ASER 2015

Sample-1

Number Recognition 1-9		Number Recognition 10-99	
8	3	17	74
4	7	38	59
2	6	27	83
5	9	46	65
		72	91
Ask any 5 from the child, out of which 4 must be correct.		Ask any 5 from the child, out of which 4 must be correct.	

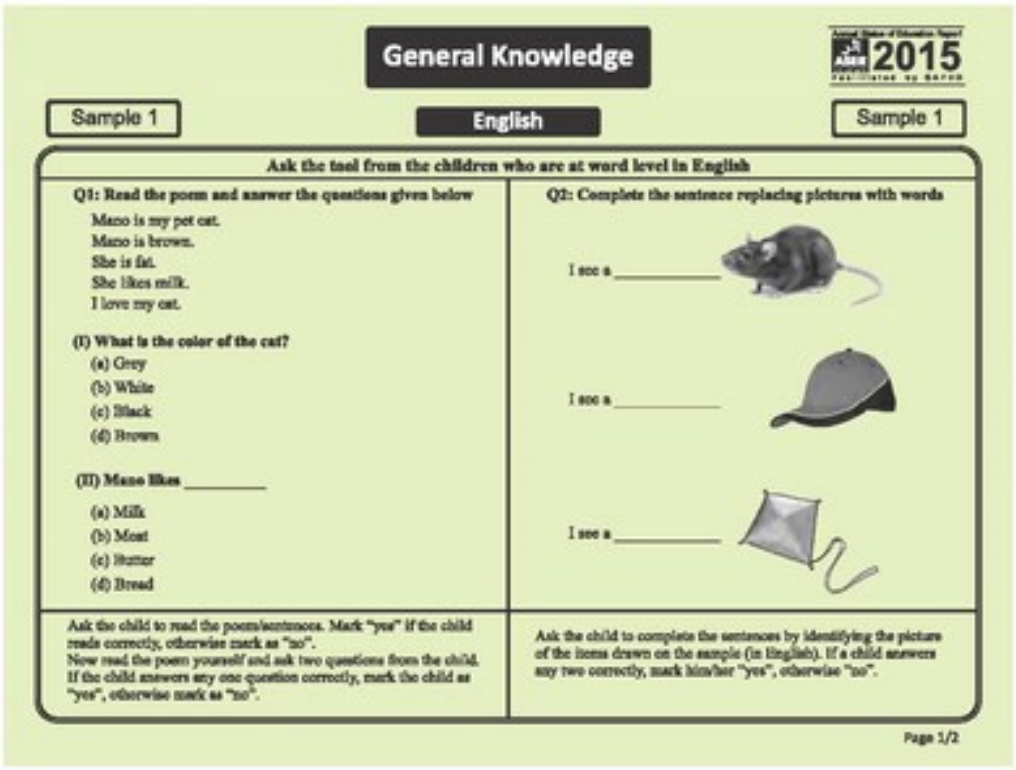
Start from Here

Sample-1

Subtraction		Division
52 -33	76 -47	78 ◆ 3
68 -29	35 -16	65 ◆ 5
86 -57	48 -29	84 ◆ 7
94 -65	54 -25	56 ◆ 2
Ask child to solve any two sums. Both must be correct.		Ask child to solve any one sum. It must be correct.

Kindly fold the paper.

General Knowledge Tool



General Knowledge

ASER 2015

Sample 1

English

Sample 1

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

Q1: Read the poem and answer the questions given below

Mano is my pet cat.
Mano is brown.
She is fat.
She likes milk.
I love my cat.

(I) What is the color of the cat?

(a) Grey
(b) White
(c) Black
(d) Brown

(II) Mano likes _____

(a) Milk
(b) Meat
(c) Butter
(d) Bread

Ask the child to read the poem/sentences. Mark "yes" if the child reads correctly, otherwise mark as "no".
Now read the poem yourself and ask two questions from the child. If the child answers any one question correctly, mark the child as "yes", otherwise mark as "no".

Q2: Complete the sentence replacing pictures with words

I see a _____

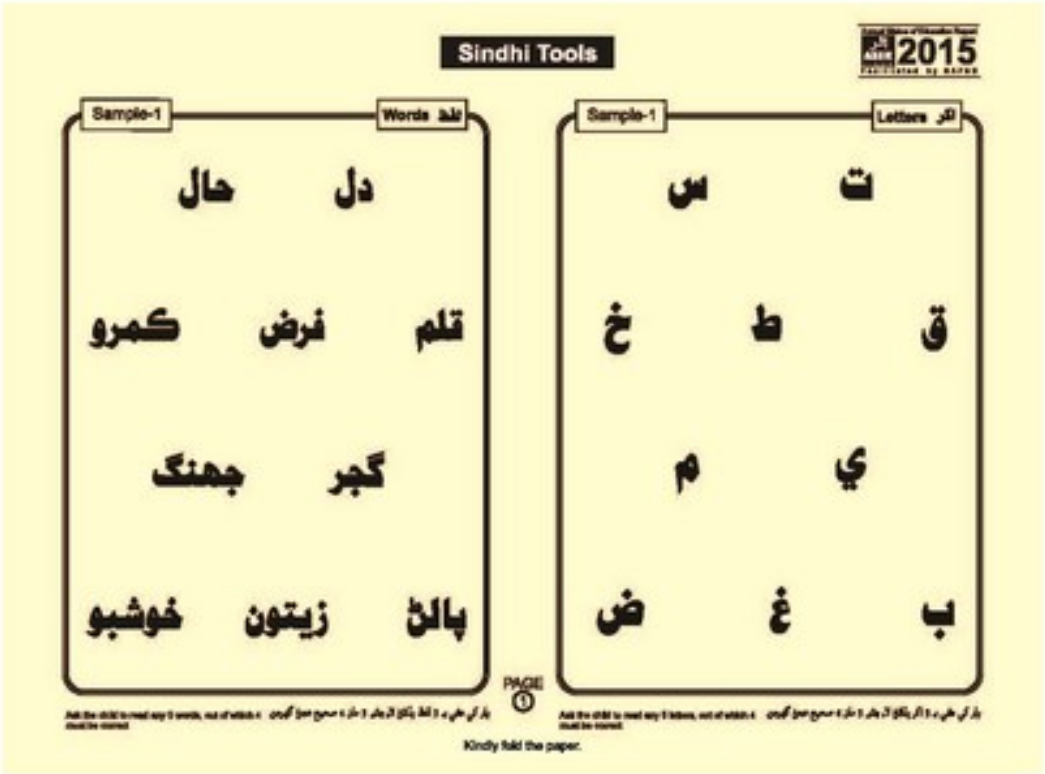
I see a _____

I see a _____

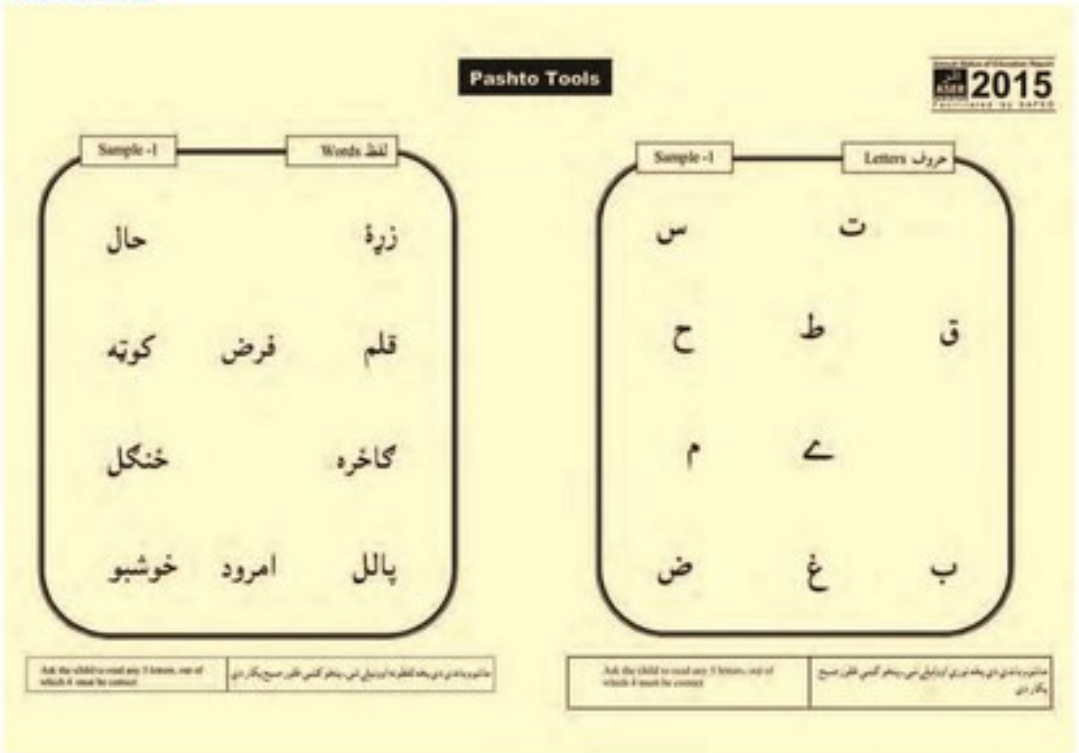
Ask the child to complete the sentences by identifying the picture of the items drawn on the sample (in English). If a child answers any two correctly, mark him/her "yes", otherwise "no".

Page 1/2

Sindhi Tool



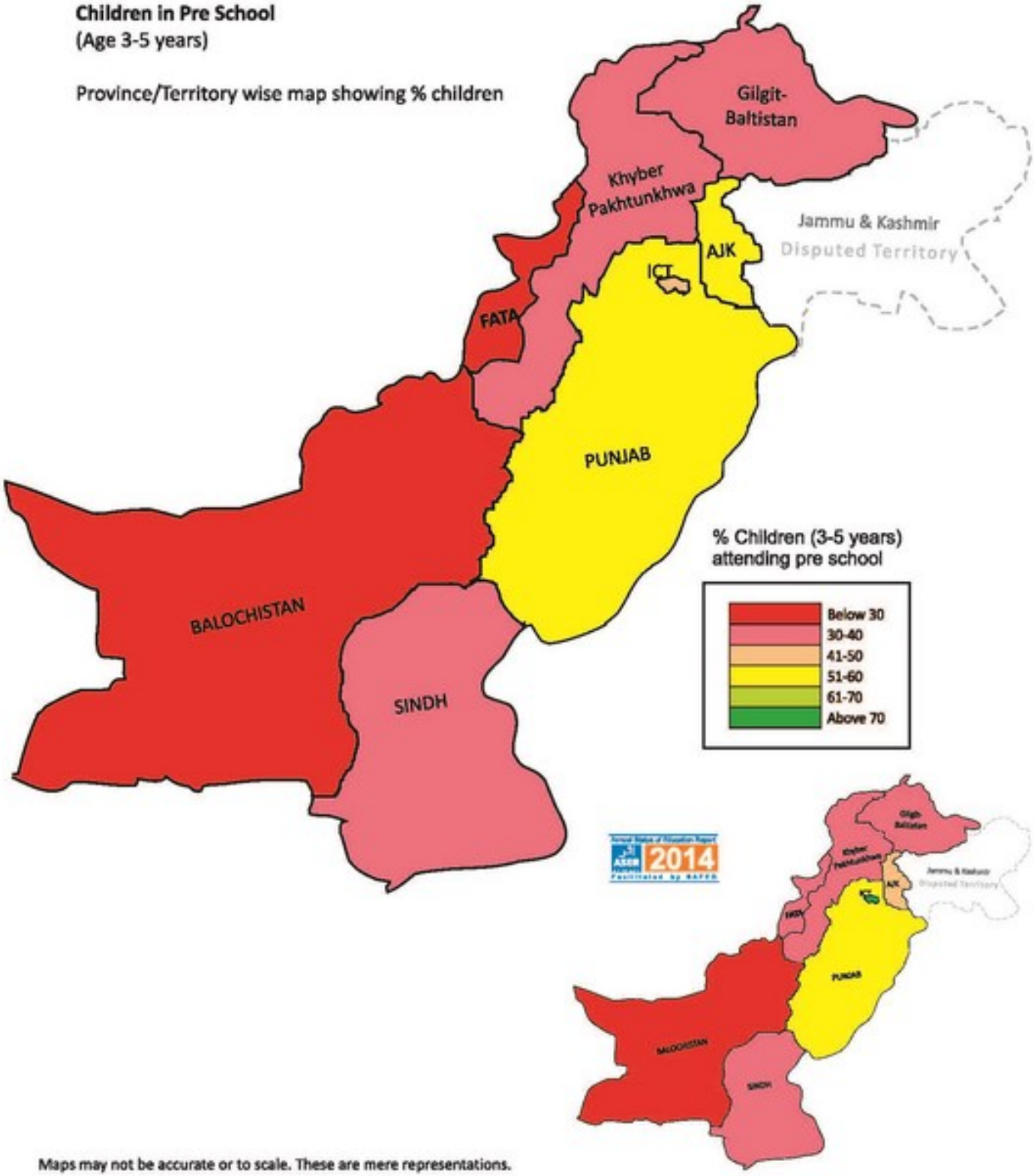
Pashto Tool



Findings
National
(Rural)

Children in Pre School
(Age 3-5 years)

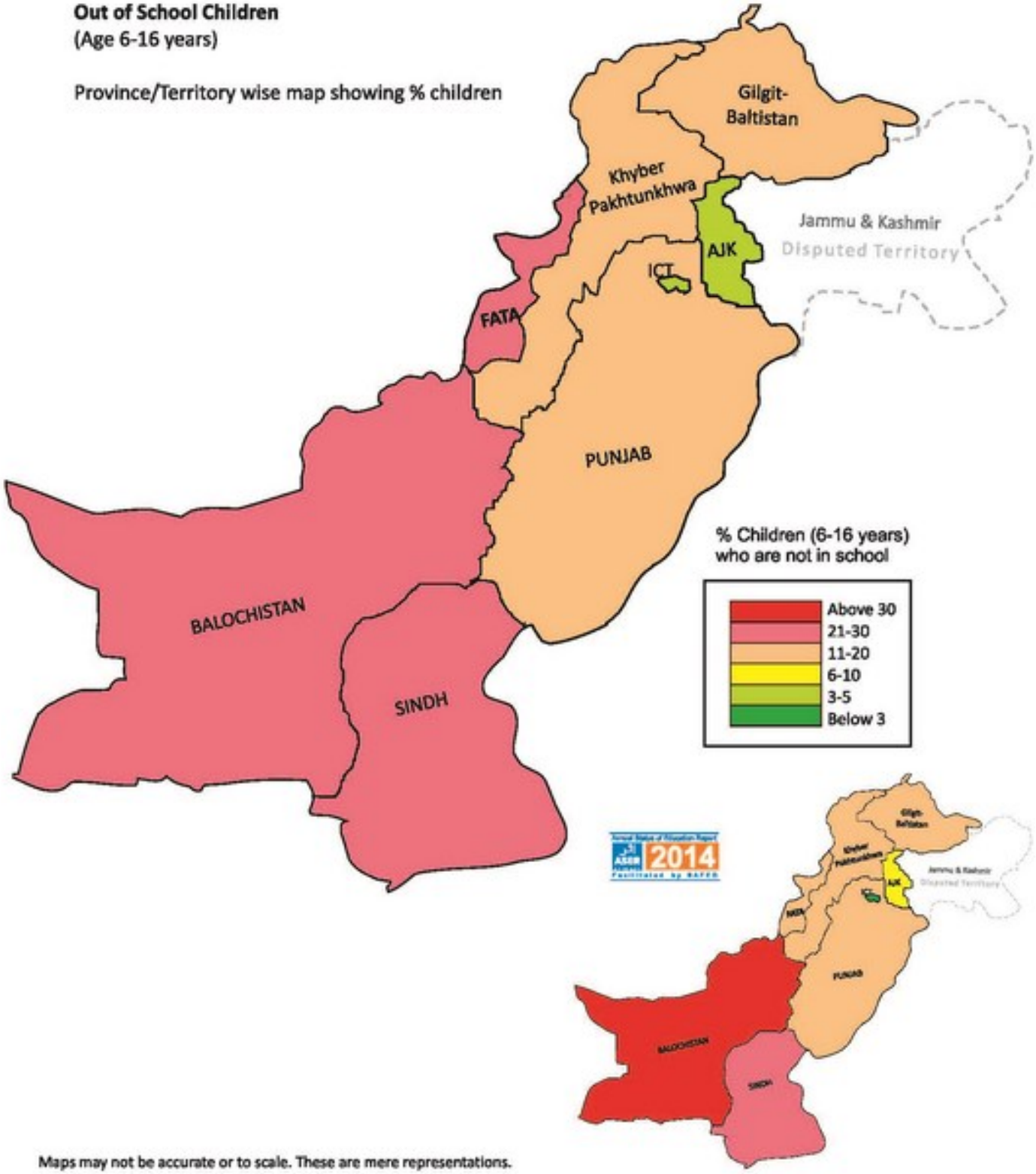
Province/Territory wise map showing % children



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

Out of School Children
(Age 6-16 years)

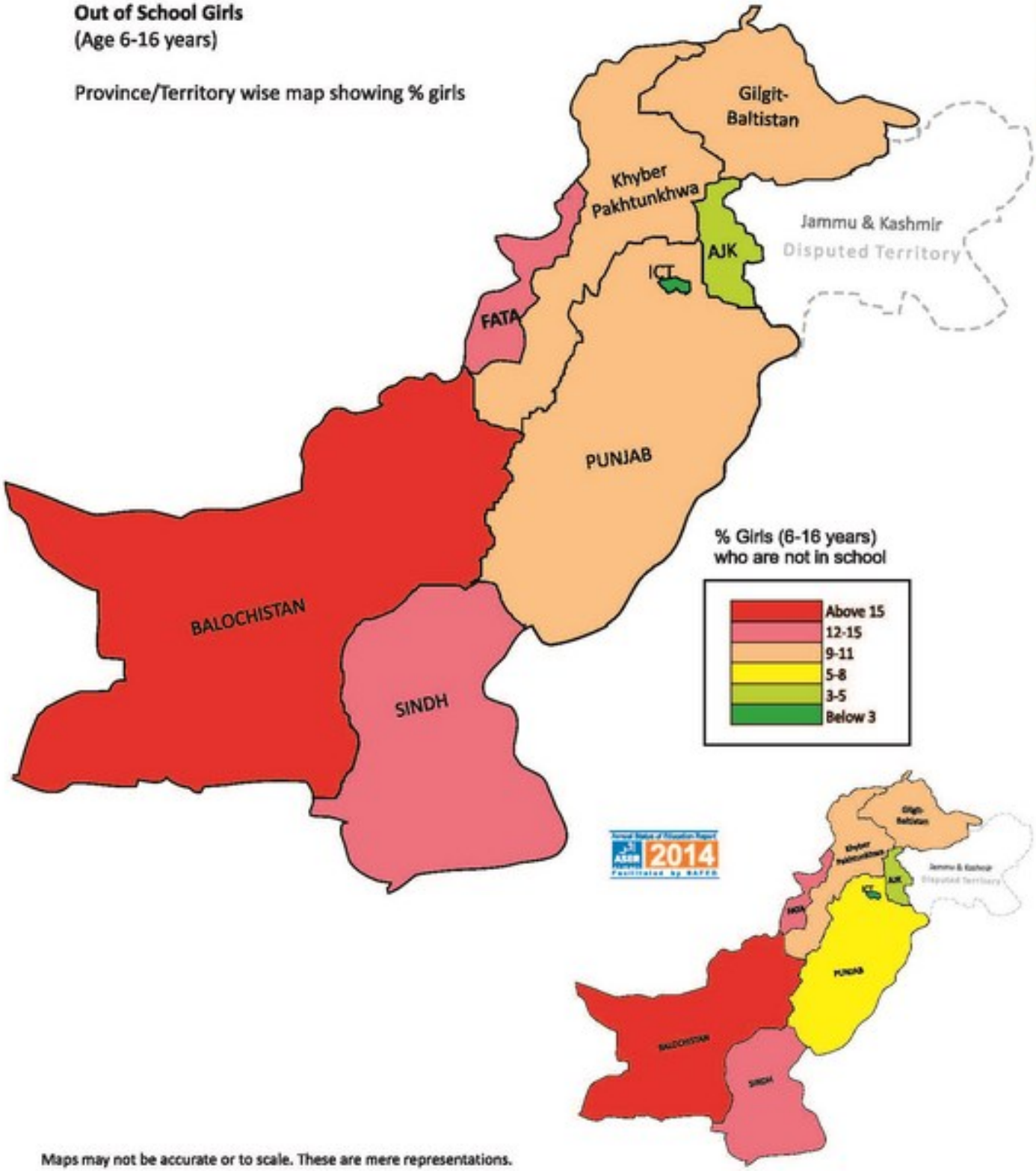
Province/Territory wise map showing % children



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

Out of School Girls
(Age 6-16 years)

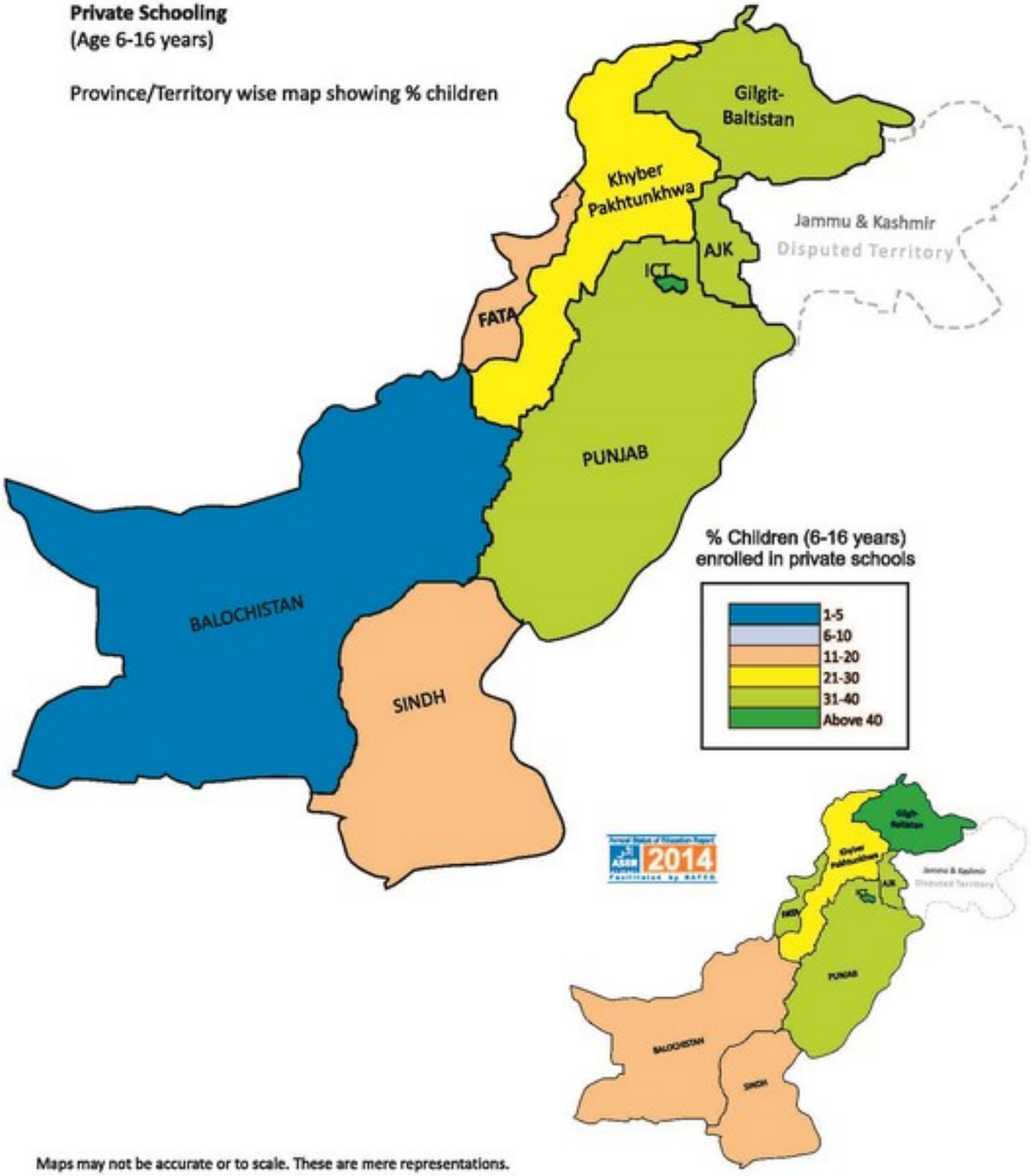
Province/Territory wise map showing % girls



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

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



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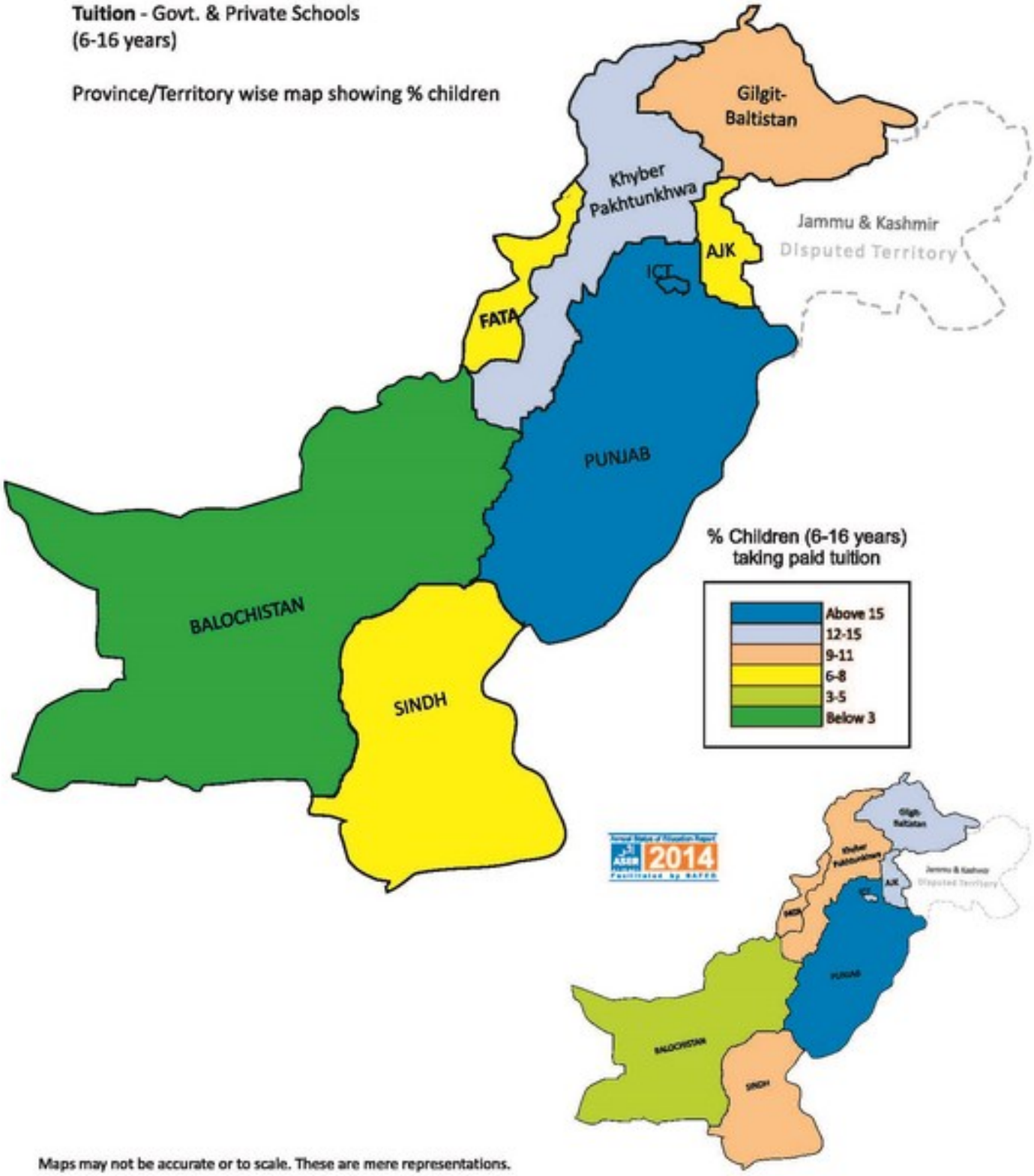
Tuition - Govt. & Private Schools
(6-16 years)

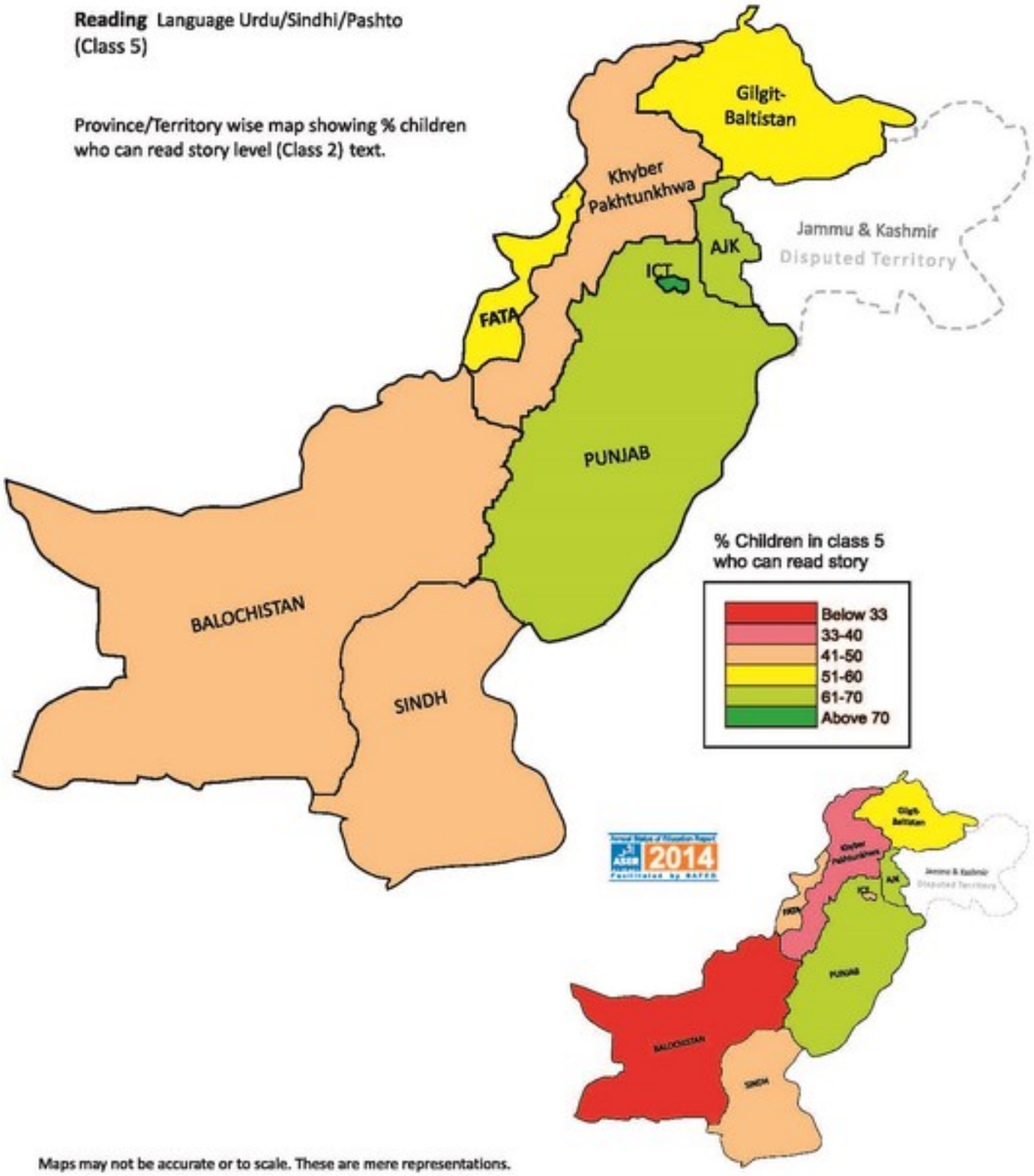
Province/Territory wise map showing % children



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

Reading Language Urdu/Sindhi/Pashto
(Class 5)

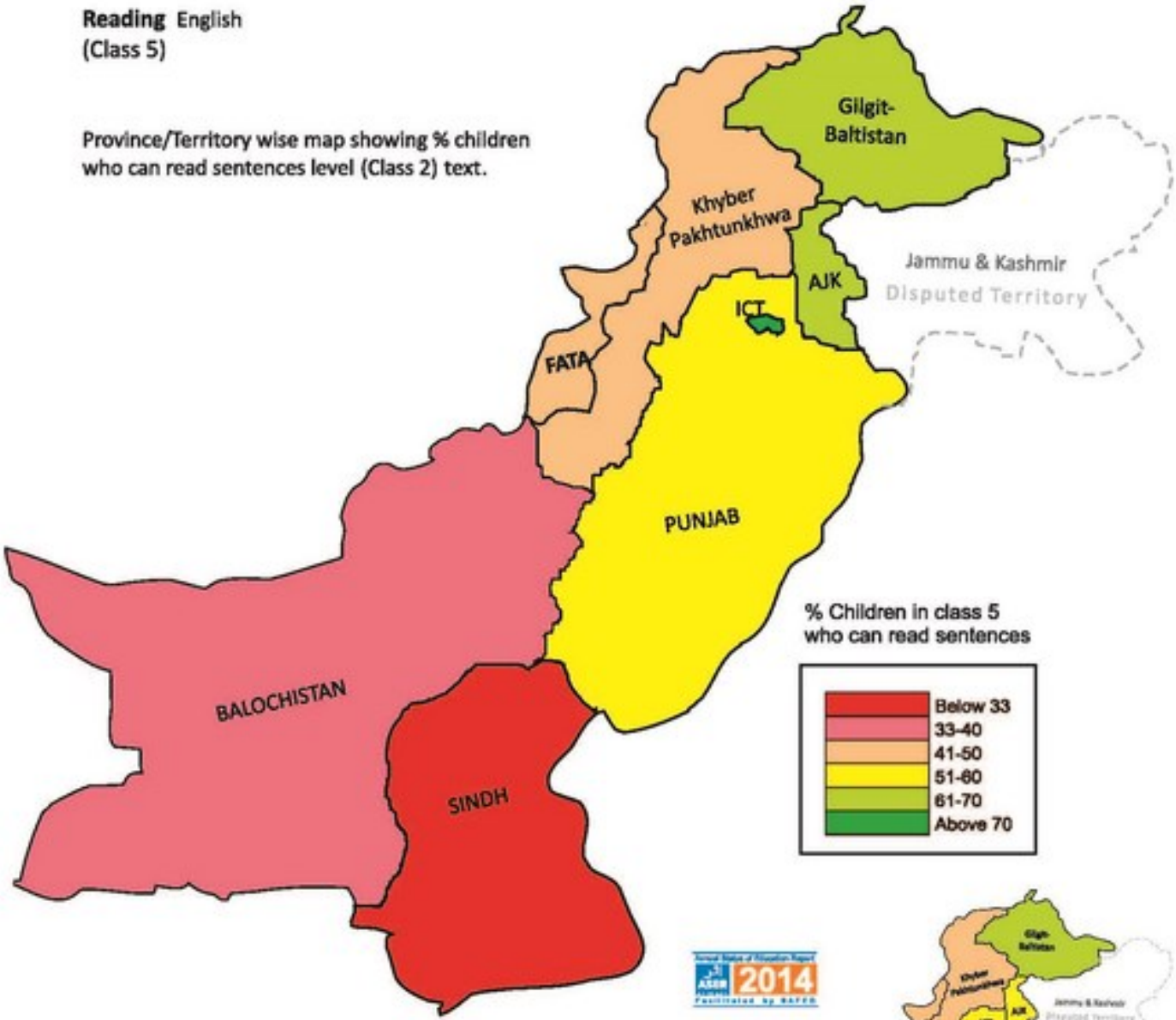
Province/Territory wise map showing % children who can read story level (Class 2) text.



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

Reading English
(Class 5)

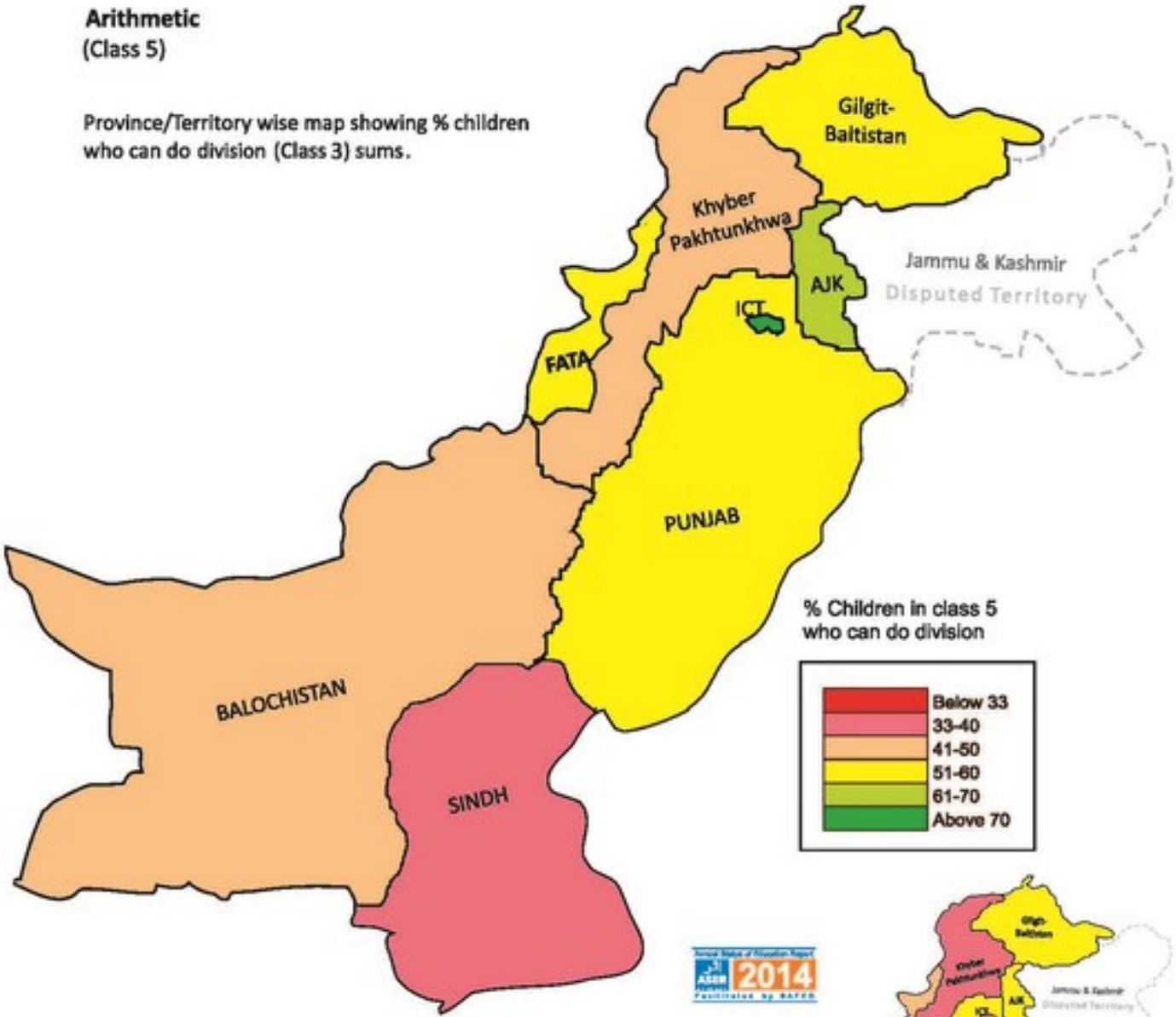
Province/Territory wise map showing % children who can read sentences level (Class 2) text.



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

Arithmetic
(Class 5)

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

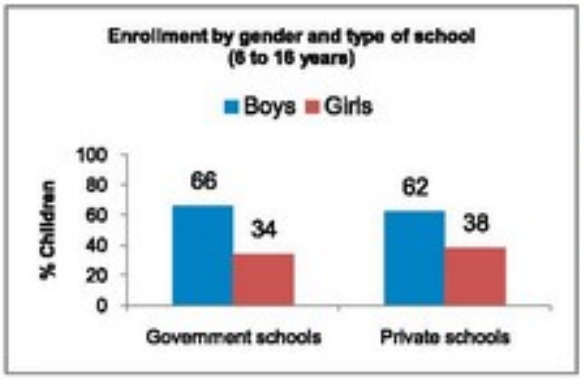


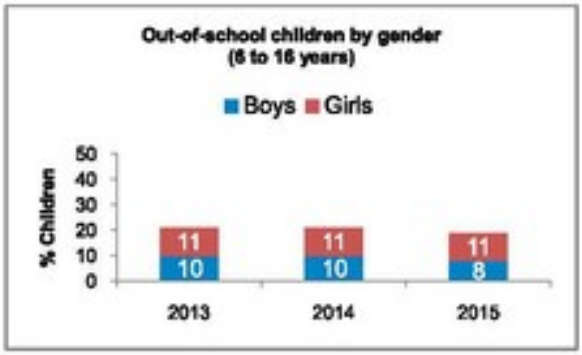
Maps may not be accurate or to scale. These are mere representations.

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	62.8	18.4	1.5	0.8	14.3	2.2	100
11 - 13	60.8	17.8	1.6	0.5	11.7	7.5	100
14 - 16	55.4	14.8	1.6	0.3	13.7	14.3	100
6 - 16	**60.8**	**17.5**	**1.6**	**0.6**	**13.6**	**5.9**	**100**
Total			**80.5**		**19.5**		**100**
By Type	**75.5**	**21.7**	**2.0**	**0.8**			

How to read: 83.5 % (62.8+18.4+1.5+0.8) children of age group 6-10 are enrolled

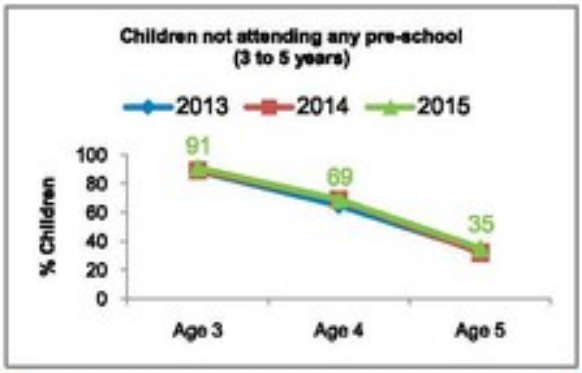




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	6.3	2.5	0.2	0.3	90.7	100
4	20.5	9.2	0.6	0.6	69.2	100
5	46.7	16.8	0.9	1.0	34.5	100
3 - 5	**25.8**	**9.9**	**0.6**	**0.6**	**63.1**	**100**
Total			**36.9**		**63.1**	**100**
By Type	**69.9**	**26.8**	**1.6**	**1.7**		

How to read: 9.3 % (6.3+2.5+0.2+0.3) children of age 3 are enrolled



Age Class Composition

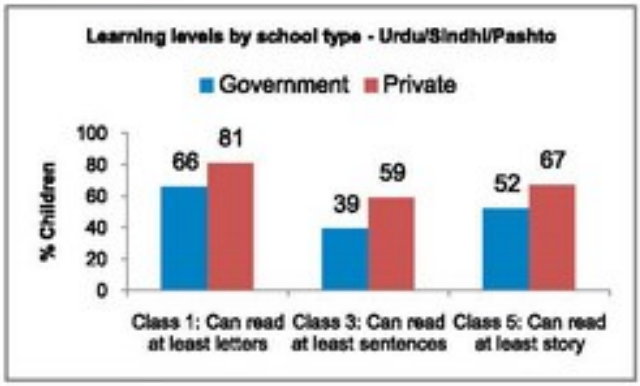
Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	83.7	61.5	33.7	14.1	6.1	11.9	16.1	22.7	27.1	24.9	25.7	29.7	15.7
2	16.3	30.2	45.2	33.8	17.2								15.9
3	0.0	8.3	21.1	36.3	30.7	17.8							14.7
4			0.0	15.8	31.8	28.1	18.9						12.3
5				0.0	11.3	32.7	31.4	21.7					11.9
6					2.8	7.1	24.2	28.3	17.2				7.9
7						2.5	7.1	18.9	26.0	17.1			6.5
8							2.2	6.4	22.3	32.8	17.8		6.4
9								0.0	7.4	19.3	34.3	17.9	4.6
10									0.0	5.9	22.3	52.5	4.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

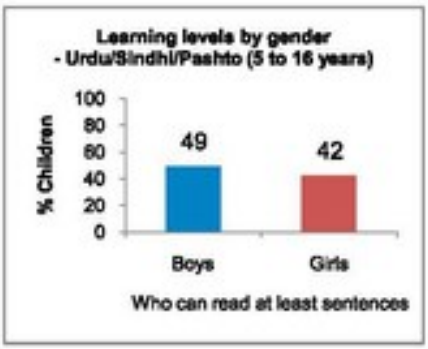
Learning levels (Urdu/Sindhi/Pashto)

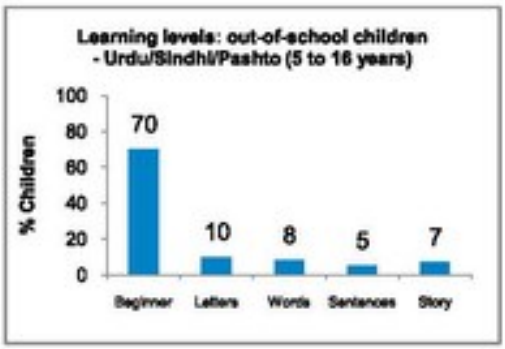
Class-wise % children who can read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.0	41.2	20.1	4.6	3.1	100
2	10.2	27.1	42.3	14.0	6.5	100
3	5.1	13.7	37.4	27.9	15.9	100
4	2.7	6.8	23.7	32.7	34.2	100
5	1.8	3.9	13.6	25.5	55.2	100
6	1.4	2.6	8.5	20.9	66.6	100
7	1.3	1.7	5.6	15.5	75.8	100
8	0.9	1.0	3.3	12.3	82.4	100
9	1.0	0.6	1.4	8.2	88.8	100
10	1.0	0.4	1.1	5.6	91.9	100

How to read: 7.7 % (4.6+3.1) children of class 1 can read sentences





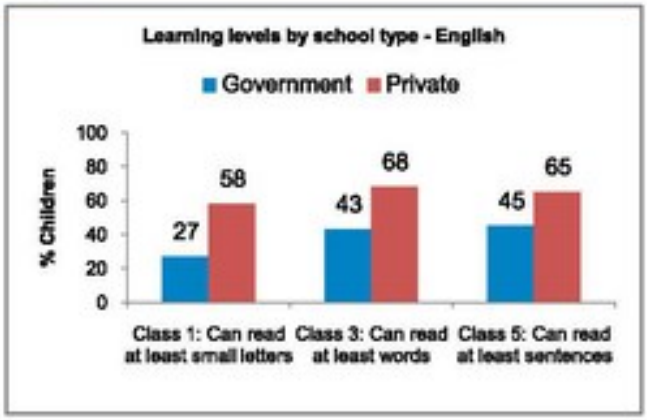


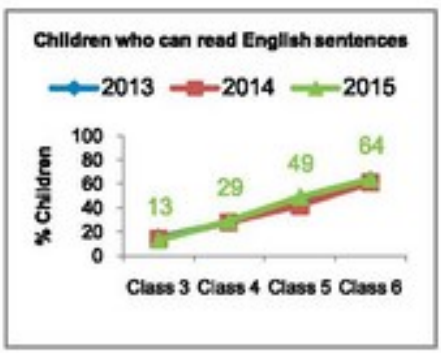
Learning levels (English)

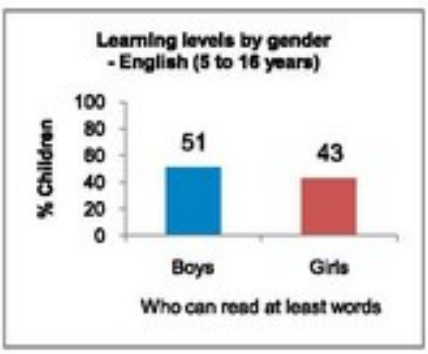
Class-wise % children who can read

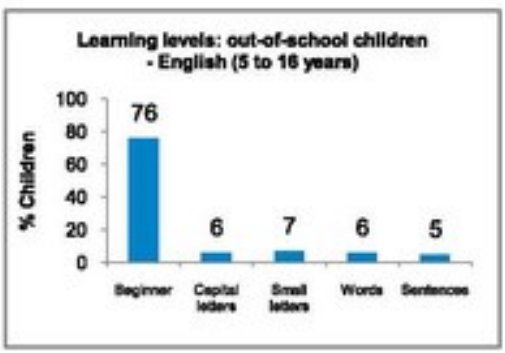
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	38.3	28.7	21.8	8.8	2.4	100
2	15.0	22.4	35.5	21.7	5.4	100
3	8.1	11.3	32.3	34.9	13.5	100
4	4.4	6.0	20.7	39.8	29.1	100
5	3.0	3.3	13.0	31.9	48.8	100
6	2.2	1.9	7.2	24.3	64.4	100
7	1.8	1.2	5.1	18.3	73.6	100
8	1.1	0.8	3.6	13.5	80.9	100
9	1.3	0.5	2.3	8.0	87.9	100
10	1.4	0.4	2.0	5.2	91.1	100

How to read: 11.2 % (8.8+2.4) children of class 1 can read words







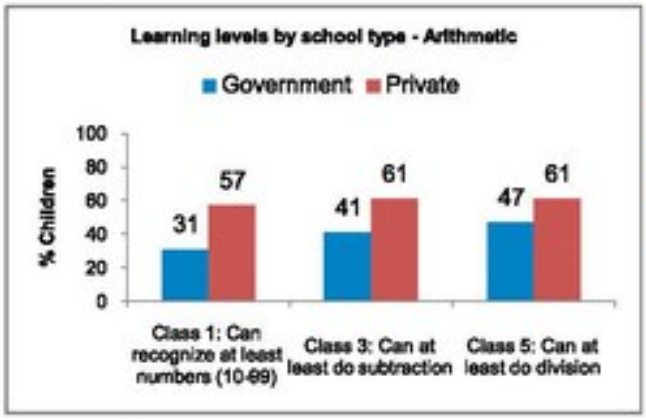


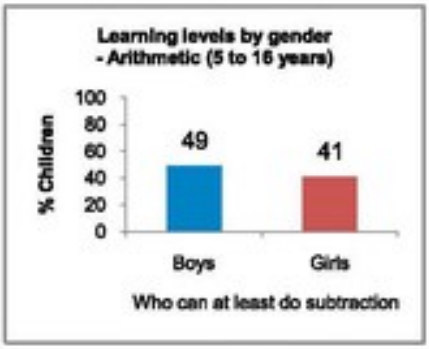
Learning levels (Arithmetic)

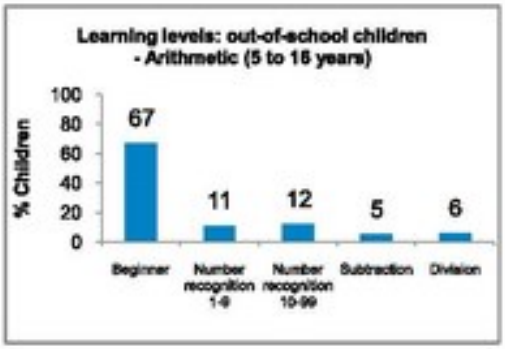
Class-wise % children who can do

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	30.2	33.5	29.3	4.4	2.6	100
2	10.2	19.6	49.3	16.2	4.8	100
3	5.5	8.8	40.0	33.1	12.6	100
4	3.2	4.6	24.6	38.4	29.3	100
5	2.3	2.6	14.1	31.0	50.0	100
6	1.7	1.7	9.1	24.6	62.9	100
7	1.6	1.1	6.8	19.4	71.1	100
8	1.1	0.6	4.6	15.6	78.2	100
9	1.2	0.3	3.7	10.1	84.7	100
10	1.1	0.4	2.7	6.6	89.2	100

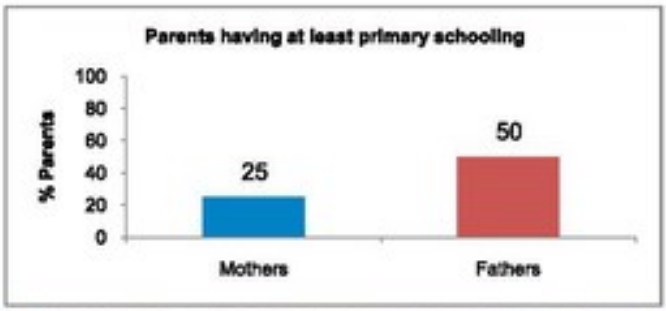
How to read: 7 % (4.4+2.6) children of class 1 can do subtraction







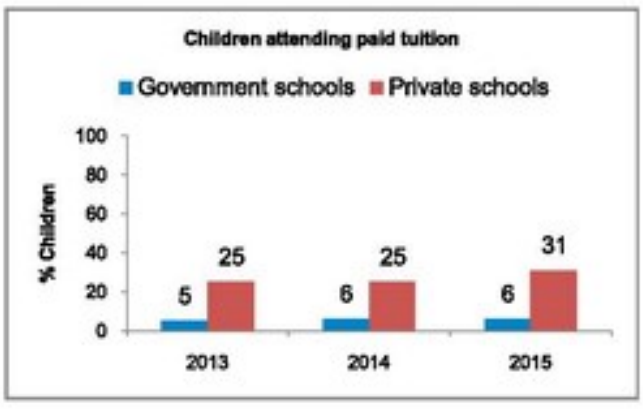
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.9	3.9	4.6	5.3	5.8	7.0	7.8	9.1	12.4	11.8
Pvt.	29.0	30.8	32.3	31.9	32.0	31.3	32.6	31.5	35.1	39.6



NATIONAL - RURAL

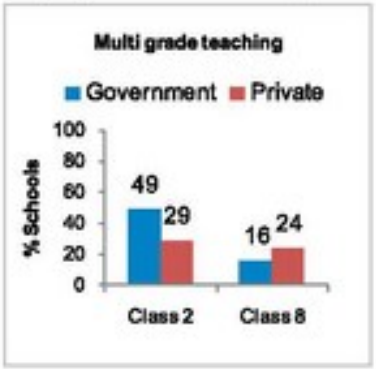
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	1352	336	1094	2782	52	16	353	421
Elementary	300	119	119	538	34	22	549	605
High	370	138	75	583	103	19	327	449
Others	126	46	65	237	10	3	22	35
Total	2148	639	1353	4140	199	60	1251	1510

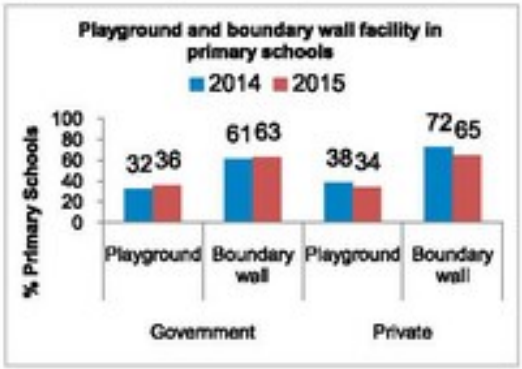
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	83.7	88.6	89.4	81.1	86.2	89.9	89.3	91.5	91.6	90.5
Teacher attendance	89.2	88.0	89.6	89.4	89.2	91.0	91.3	91.0	91.9	91.2

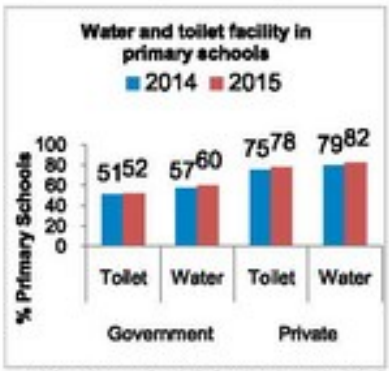
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.3	0.4
Matriculation	8.4	7.8
FA	16.1	24.7
BA	35.2	39.2
MA or above	38.8	27.1
Others	1.1	0.8

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	4.3	31.2
PTC	20.2	10.4
CT	14.7	11.6
B-Ed	39.0	33.0
M-Ed or above	18.5	10.5
Others	3.4	3.4

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.6	6.3	10.9	6.9	4.4	7.2	8.6	8.2
Useable water		60.4	71.7	82.3	75.5	82.4	93.1	92.9	68.6
Useable toilet		51.9	70.1	80.6	75.5	77.9	91.4	91.1	80.0
Playground		36.1	53.5	64.7	51.1	34.2	52.7	62.6	42.9
Boundary wall		62.9	77.1	82.5	75.9	65.3	82.3	85.7	74.3
Library		9.5	30.5	59.2	40.9	15.9	35.2	61.2	48.6
Computer lab		2.2	9.7	49.6	28.7	9.3	19.2	40.3	22.9
Electricity Connection		57.0	71.4	81.1	81.0	70.3	85.0	88.4	71.4
		Grants							
2014	# of schools reported receiving grants	1252	282	353	0	17	40	37	0
	% of schools reported receiving grants	45.5	53.1	60.9	-	4.0	6.6	8.2	-
	Average amount of grant (Rs.)	86724.4	249680.1	275730.9	-	169218.8	524815	390659.5	-
2015*	# of schools reported receiving grants	793	191	271	0	9	28	25	0
	% of schools reported receiving grants	28.8	36.0	46.7	-	2.1	4.6	5.6	-
	Average amount of grant (Rs.)	91916.8	60901.2	72033.3	-	66000	225814.3	202564	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt.& Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		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	51.2	4.0	2.0	35.5	7.5	61.3	72.0	62.2	68.6	70.2	61.0
Balochistan	22.6	29.5	16.4	3.5	2.0	28.6	26.8	28.8	45.2	40.1	43.8
Federally Administrated Tribal Areas	30.0	20.5	13.2	19.0	6.2	44.1	57.7	52.6	52.9	46.8	52.7
Gilgit-Baltistan	36.0	15.3	9.5	38.9	8.9	52.1	69.3	61.0	59.0	62.4	59.5
Islamabad - ICT	45.6	2.2	1.6	68.0	35.0	73.3	71.2	66.7	91.5	85.9	82.9
Khyber Pakhtunkhwa	39.6	12.7	8.3	25.4	11.9	46.5	58.5	54.4	47.1	49.9	47.9
Punjab	52.6	15.5	8.1	32.6	24.1	54.3	58.7	51.8	69.7	59.7	58.5
Sindh	35.6	25.7	13.8	10.9	7.9	36.2	28.1	34.4	44.8	21.5	33.8
National	**38.9**	**19.5**	**11.0**	**21.7**	**11.5**	**43.8**	**48.3**	**45.7**	**55.2**	**48.8**	**50.0**

***Box 1

Finding General Knowledge

Current class grade	Arithmetic* (Word problem)						English**					
	Question 1		Question 2		Question 3		Reading poem		Comprehension		Picture recognition	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	12.4	10.1	10.2	8.2	2.5	2.3	3.0	3.0	2.7	2.6	3.3	3.6
2	23.9	21.8	20.8	18.5	8.2	7.0	8.6	8.6	7.9	8.1	9.9	9.7
3	34.4	32.6	31.3	29.5	19.6	18.2	17.6	18.2	16.1	17.1	19.0	20.0
4	45.0	41.5	42.6	39.6	33.1	31.0	31.0	32.1	29.5	30.1	33.7	33.5
5	55.2	49.1	54.0	47.8	47.0	41.4	48.3	43.8	45.8	41.1	48.3	44.2
6	61.2	55.7	59.5	54.5	54.9	50.9	57.3	54.2	54.7	52.2	57.8	53.9
7	64.3	57.8	63.4	56.7	60.1	53.6	62.7	59.2	60.1	56.4	62.0	57.5
8	67.0	63.3	65.5	61.5	62.8	59.1	68.0	66.3	64.9	63.4	65.9	63.5
9	70.8	67.1	69.6	66.2	68.0	64.2	75.7	69.8	72.7	67.7	71.8	66.7
10	68.6	68.6	67.6	67.3	66.6	67.0	77.0	74.1	74.9	72.4	72.4	70.6

***Box 2

Child age	Arithmetic (Word problem)						English					
	Question 1		Question 2		Question 3		Reading poem		Comprehension		Picture recognition	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
10	6.9	3.4	6.5	3.0	2.8	1.1	2.0	1.0	1.9	1.0	2.0	1.3
11	8.5	5.1	8.1	4.8	3.9	2.4	2.8	1.6	3.0	1.5	3.1	1.7
12	10.1	6.3	9.2	6.1	5.6	3.7	3.6	2.9	3.8	3.1	4.4	3.6
13	13.3	7.6	12.6	7.3	10.3	4.5	7.1	2.6	7.5	2.8	8.8	3.8
14	13.9	7.2	13.0	7.0	8.5	5.2	6.6	4.0	6.4	4.2	7.3	4.9
15	14.8	10.2	14.7	9.5	9.7	7.3	9.6	6.3	9.7	6.4	10.3	7.2
16	16.5	8.6	16.1	8.6	13.1	6.2	12.3	5.7	11.5	6.1	12.5	6.7

*Children age 5-16 were tested for Arithmetic section of General Knowledge Tool.
**Children who were at 'word' level in English were asked to attempt English section of General Knowledge Tool.
***Box 1 shows finding of children who are enrolled while Box 2 shows findings of children who are out of school.

Sample Composition

- ASER 2015 survey was conducted in 142 rural districts of Pakistan. This covered 83,755 households in 4,217 villages throughout the country.
- Detailed information was collected on 258,021 children (59% males, 41% females) aged 3-16 years. Out of these 219,609 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 4,140 government schools (67% primary, 13% elementary, 14% high, 6% others) and 1,510 private schools (28% primary, 40% elementary, 30% high, 2% others[1]) were surveyed.
- 52% of the government schools were boys only, 15% were girls only, and 33% were coeducation schools. In case of private schools, 13% were boys only, 4% were girls only and 83% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2014.

- In 2015, 20% of children were reported to be out-of-school which has decreased as compared to previous year (21%). 14% children have never been enrolled in a school and 6% have dropped out of school for various reasons.
- 80% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 75% of children were enrolled in government schools whereas 25% of children were going to non-state institutions (22% private schools, 2% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 34% were girls and 66% were boys whereas in private schools 62% enrolled children were boys and 38% were girls.
- The percentage of out of school children (boys) has decreased as compared to 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2014.

- 37% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 39% in 2014.
- 63% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 45% class 5 children could not read a class 2 story in Urdu/Sindhi/Pashto compared to 54% in 2014.

- Analysis shows that 84% of class 3 children could not read story in Urdu/Sindhi/Pashto similar to 84% in the previous year.
- Similarly, 31% of class 1 children cannot read letters in Urdu/Sindhi/Pashto as compared to 30% in 2014.

English learning levels show improvement: 51% class 5 children could not read sentences (class 2 level) compared to 58% in 2014.

- ASER 2015 reveals that 87% class 3 children could not read class 2 level sentences as compared to 86% in the previous year.
- 38% children enrolled in class 1 cannot read capital letters similar to 38% in 2014.

Arithmetic learning levels show improvement: 50% class 5 children could not do two digit division as compared to 60% in 2014.

- 87% children enrolled in class 3 could not do two digit division in 2015 similar to 89% in 2014.
- 30% of class 1 children cannot not do number recognition (1-9) as compared to 30% in 2014.

[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.

- 67% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi/Pashto as compared to 52% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 65% private school children can read at least sentences in class 5 whereas only 45% government school children can do the same.
- Similarly, in arithmetic, 61% children enrolled in private schools (class 5) were able to do division when compared to only 47% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 49% of boys and 42% of girls could read at least sentences in Urdu/Sindhi/Pashto.
- 51% boys could read at least English words while 43% of girls can do the same.
- Similarly, 49% of boys were able to do at least subtraction whereas only 41% girls could do it.

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 7% of out-of-school children could read story in Urdu/Sindhi/Pashto, 5% could read sentences in English, and 6% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

25% of mothers and 50% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 75% had not completed even primary education.
- 50% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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, 4% children enrolled in class 1 take private tuition whereas 12% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

49% 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 49% of the surveyed government schools and 29% of the surveyed private schools had Class 2 sitting with other classes.
- 16% of surveyed government schools and 24% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

14% children in surveyed government schools and 9% 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 86% whereas it was 91% in surveyed private schools.

11% 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 89% 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.

- 35% teachers of surveyed government schools have done graduation as compared to 39% teachers of surveyed private schools.

- 39% 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 private high schools had library books than surveyed government high schools.

- 50% of surveyed government high schools had computer labs and 59% had library books in their premises as compared to surveyed private high schools where 40% had computer labs and 61% had library books.

48% surveyed government primary schools were without toilets and 40% were without drinking water.

- 48% of the surveyed government primary schools did not have toilets in 2015 as compared to 49% in 2014. Similarly, 22% surveyed private primary schools were missing toilet facility in 2015 as compared to 25% in 2014.

- 40% of the surveyed government primary schools did not have drinking water in 2015 as compared to 43% in 2014. Similarly, 18% of the surveyed private primary schools did not have drinking water facility in 2015 as compared to 21% in 2014.

37% of the surveyed government primary schools were without complete boundary walls and 64% were without playgrounds.

- Amongst the surveyed government primary schools, only 63% had complete boundary walls as compared to 61% in 2014.

- In 2015, 35% of the surveyed private primary schools did not have complete boundary walls as compared to 28% in 2014.

- 36% of surveyed government primary schools had playgrounds in 2015 while 34% surveyed private primary schools had playgrounds.

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

- On average, 11 rooms were being used for classroom activities in the surveyed government high schools as compared to 10 in 2014.

- In 2015, surveyed private high schools had 9 classrooms on average being used for classroom activities as compared to 10 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

29% of the government primary schools and 2% private primary schools received grants.

- 9 surveyed private primary schools are receiving grants as compared to 793 surveyed government primary schools in 2015.

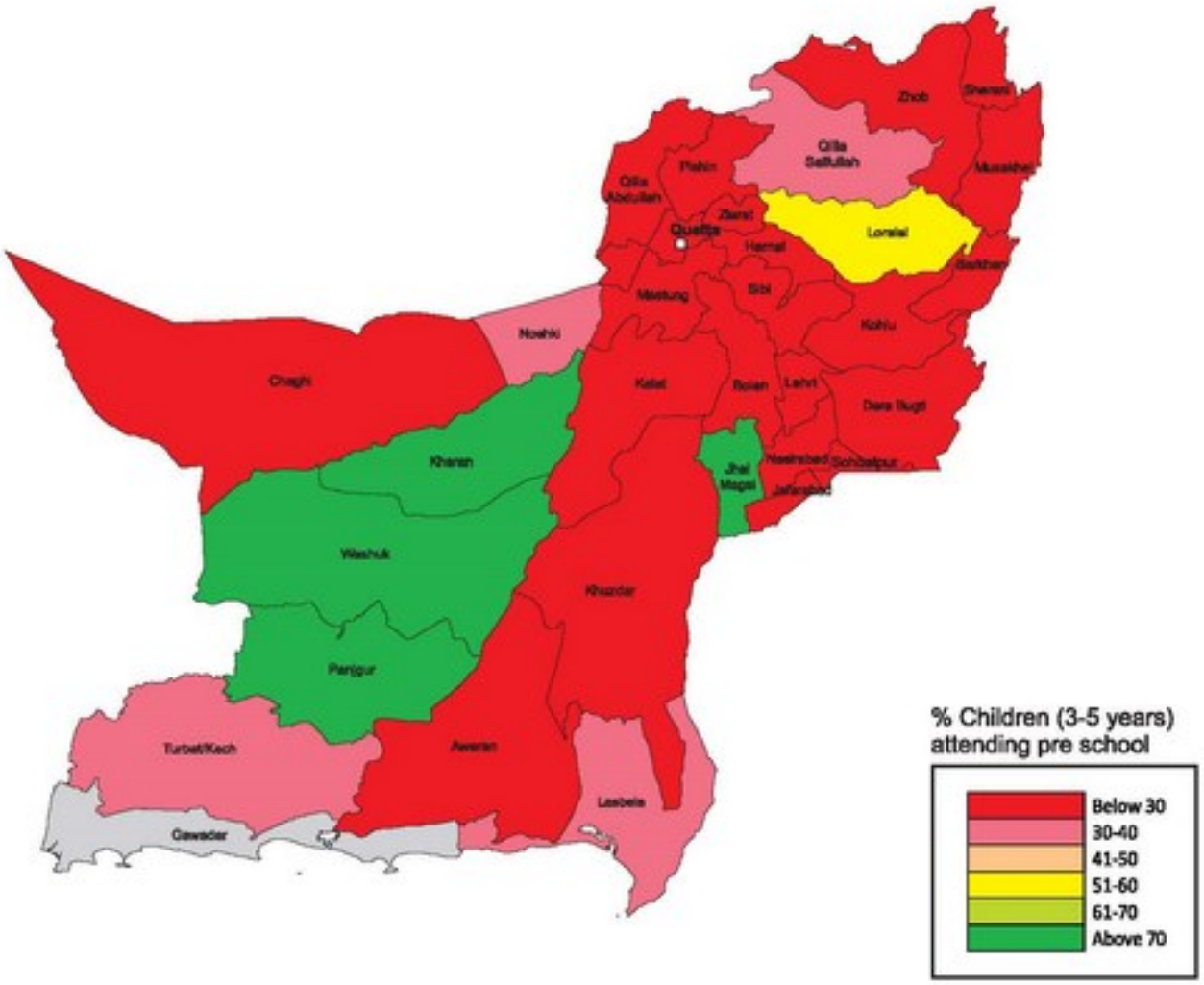
- The proportion of government primary schools receiving grants has decreased since last year. 45% government primary schools were receiving grants in 2013, 46% in 2014, and 29% were received in 2015.

Findings Provincial (Rural)

Balochistan
(Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children

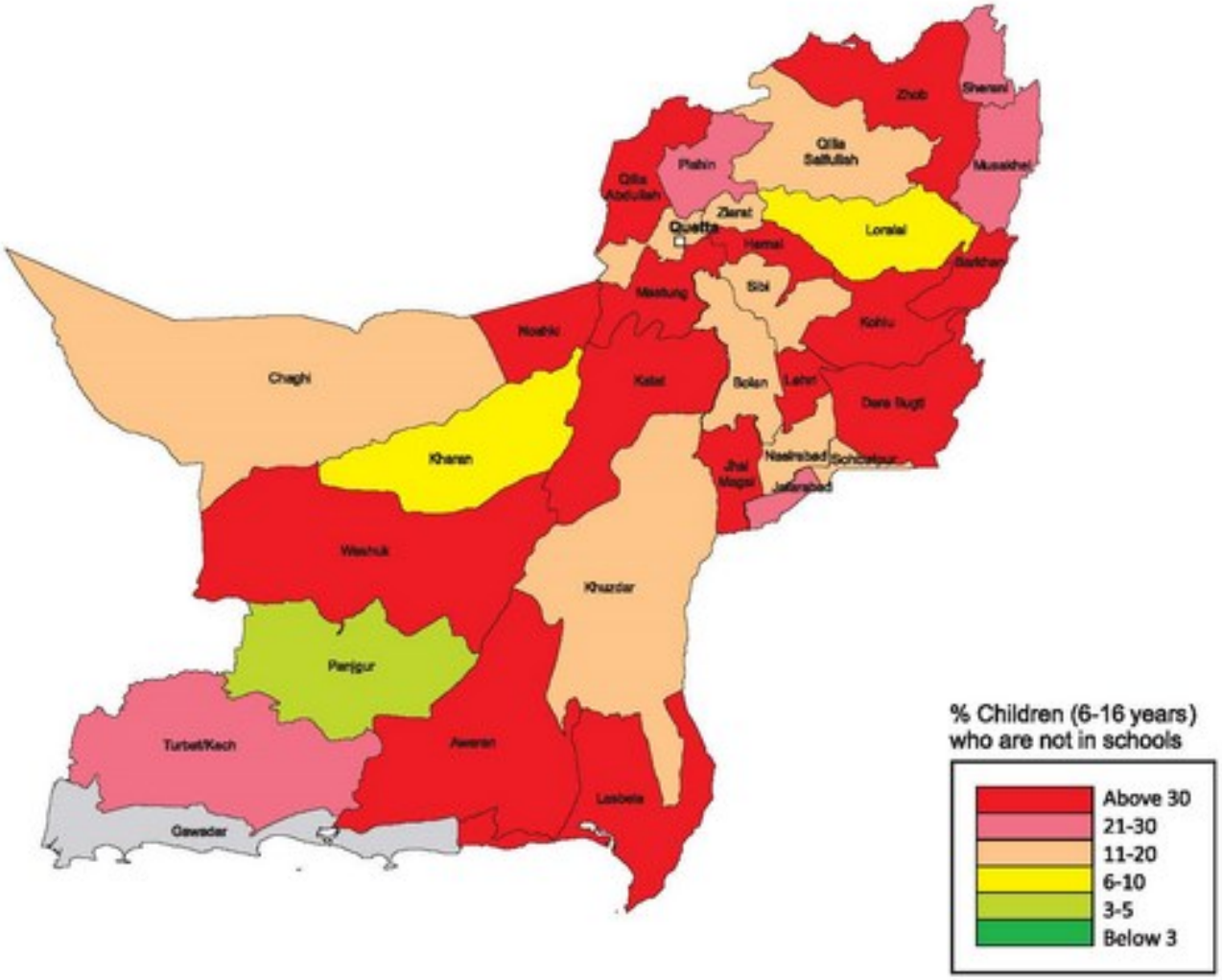


Not surveyed

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

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children

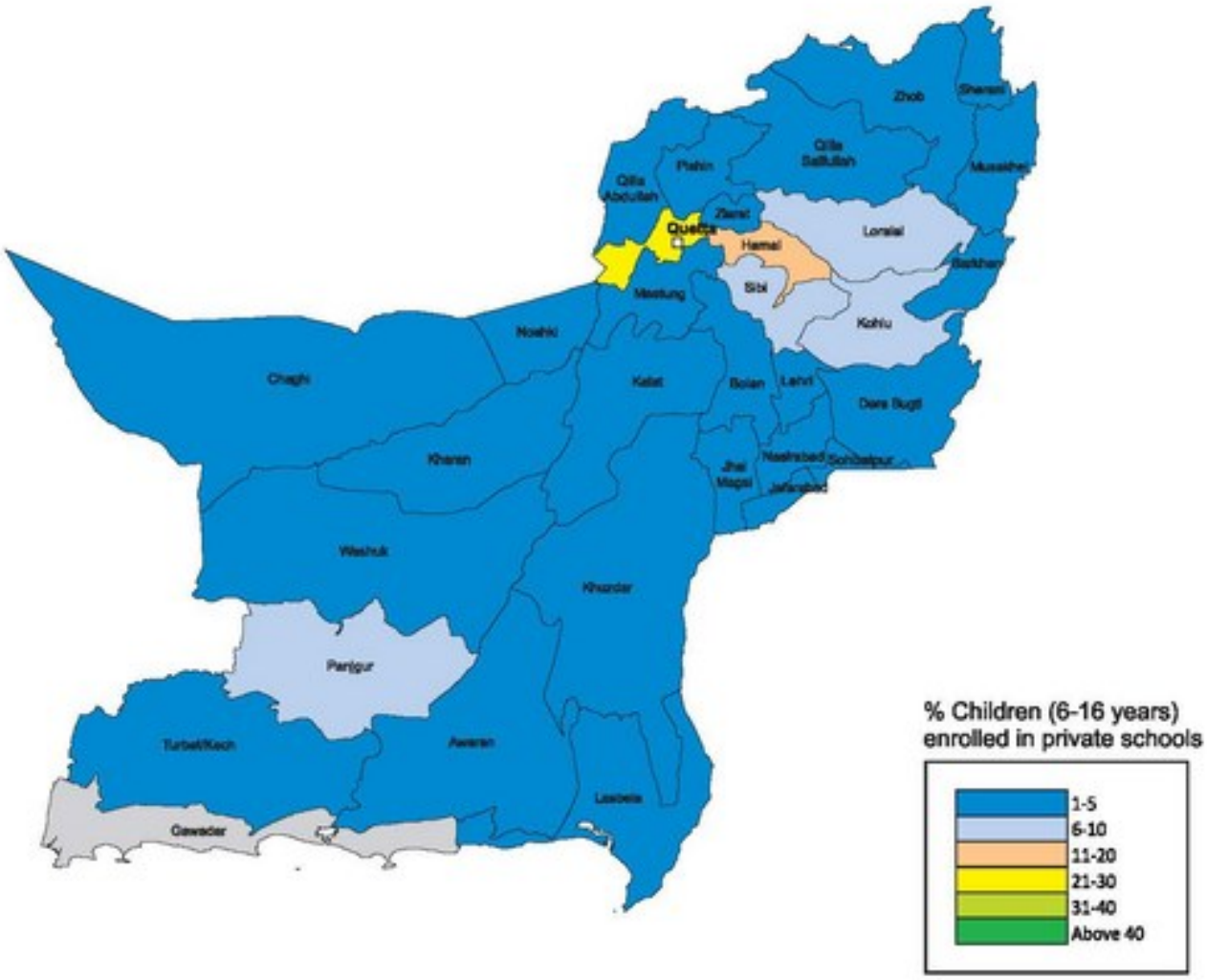


Not surveyed

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

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



Not surveyed

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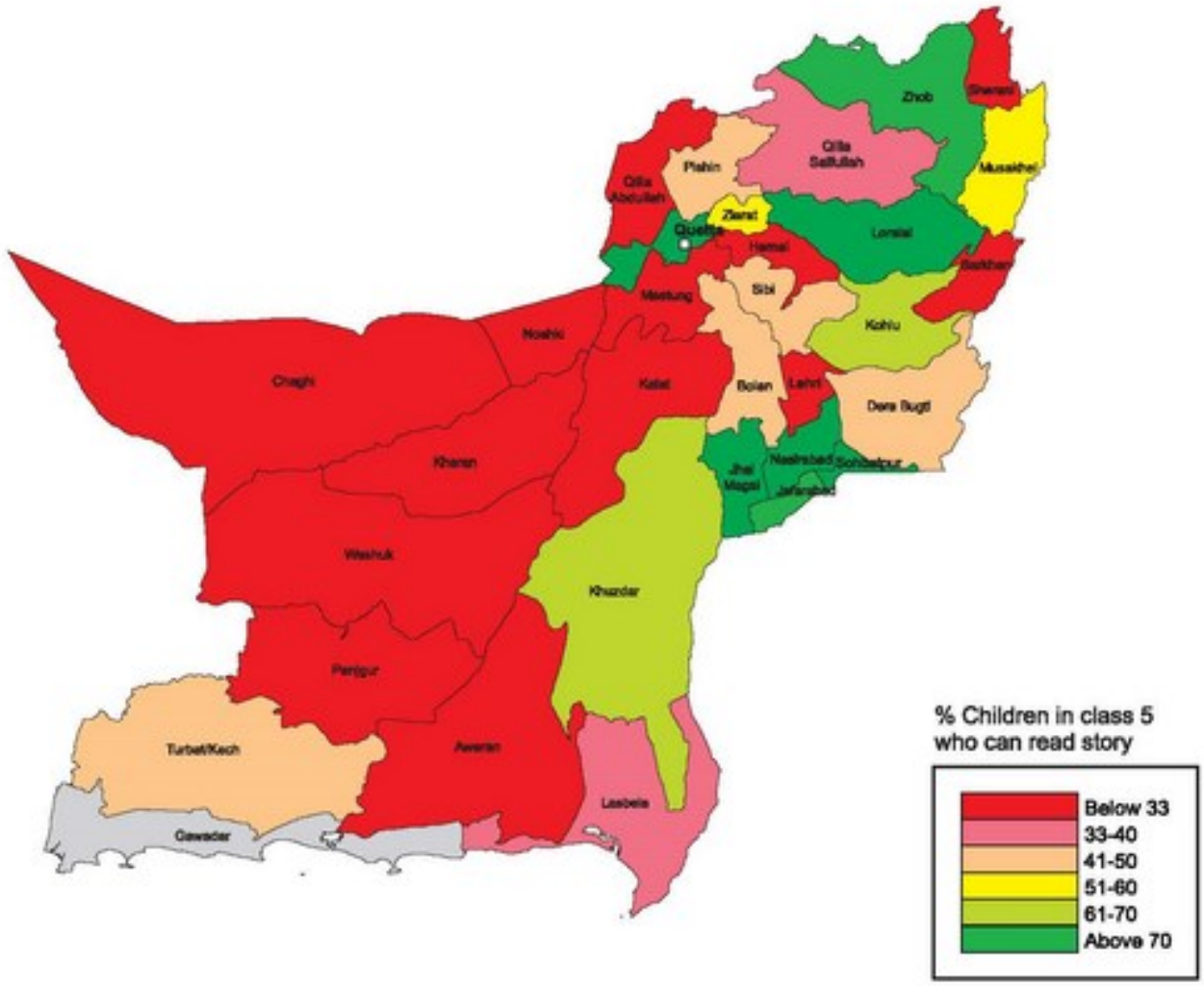
Reading Language Urdu
(Class 5)

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



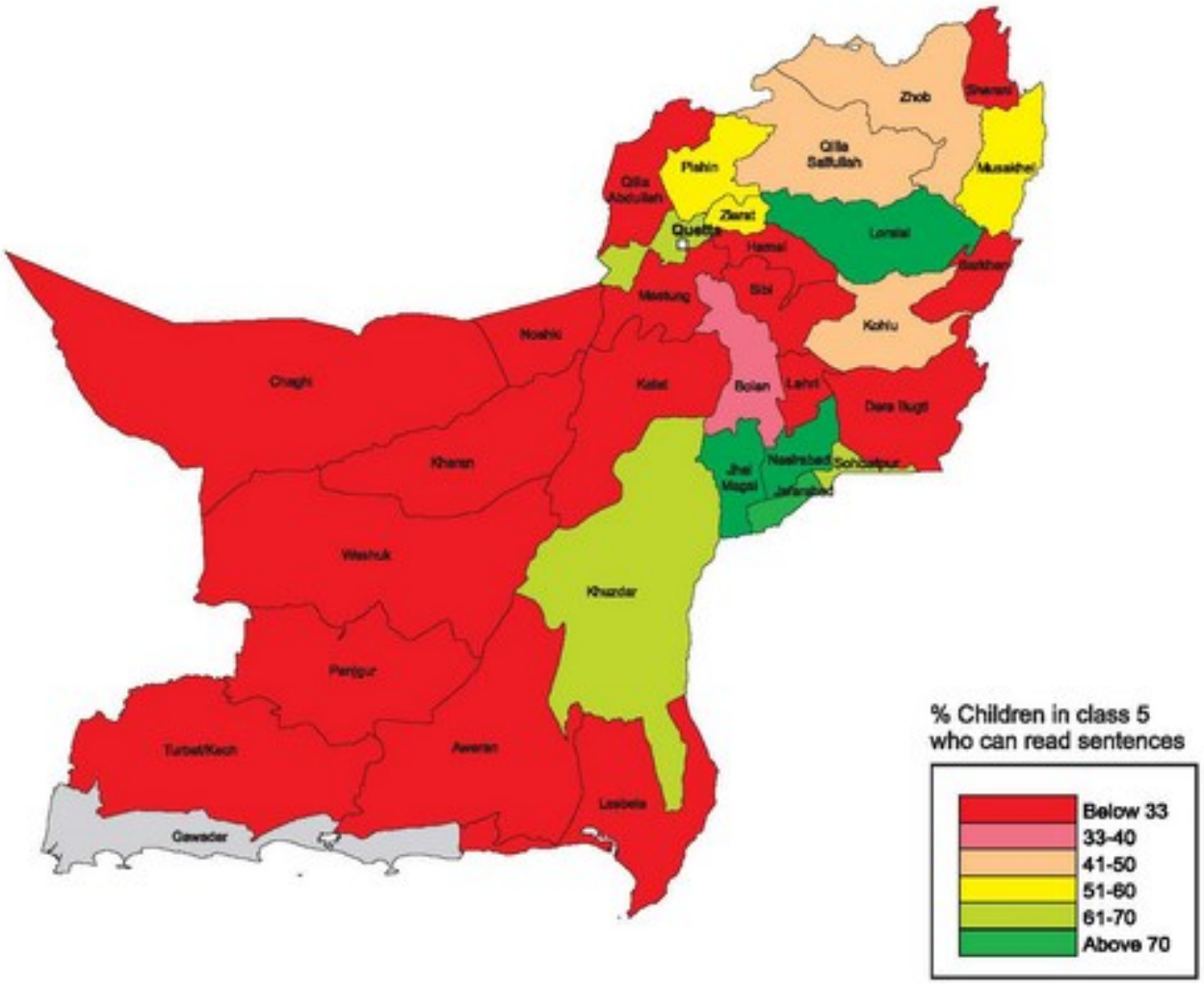
Not surveyed

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

Balochistan - Rural

Reading English
(Class 5)

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



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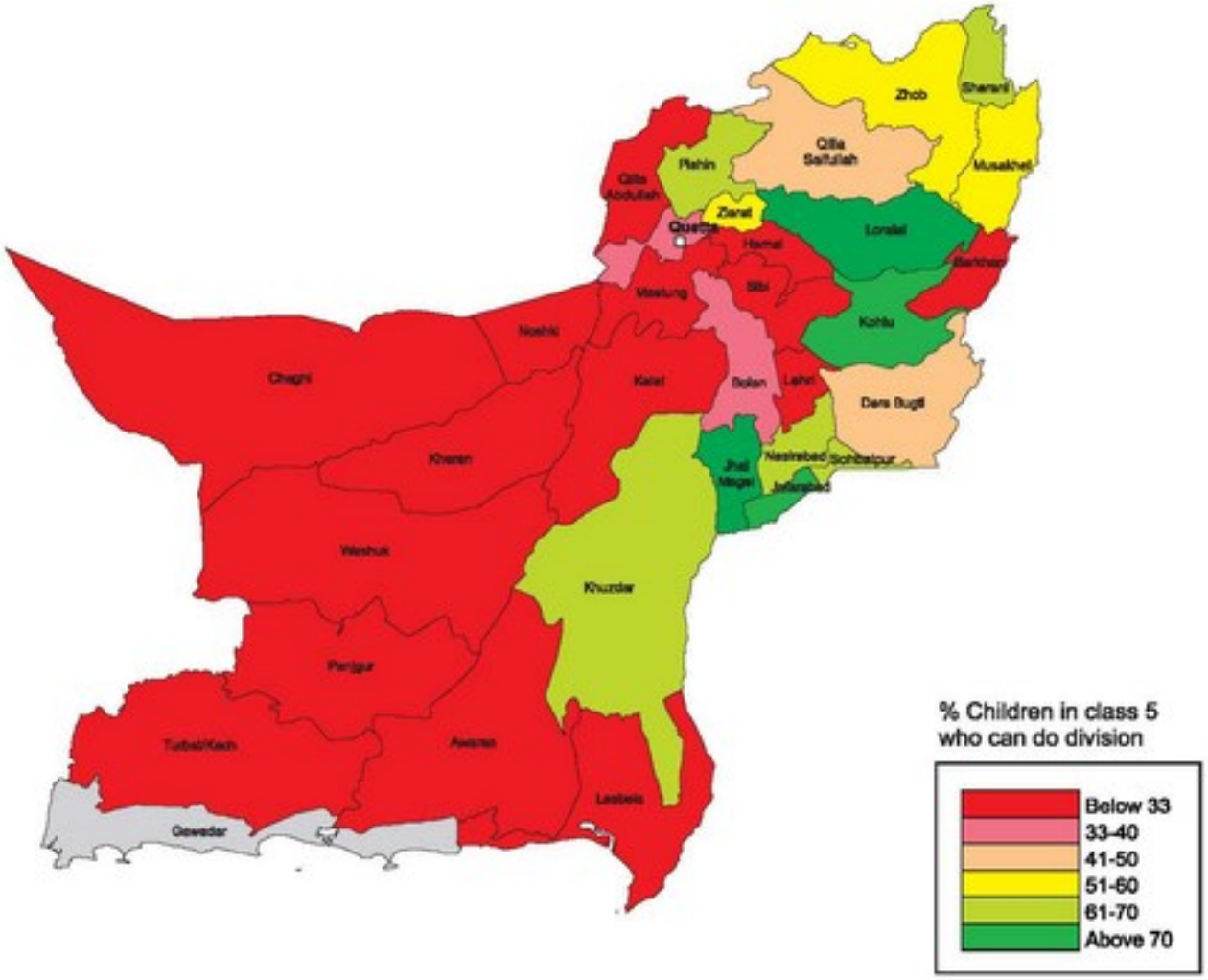
Arithmetic
(Class 5)

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



Not surveyed

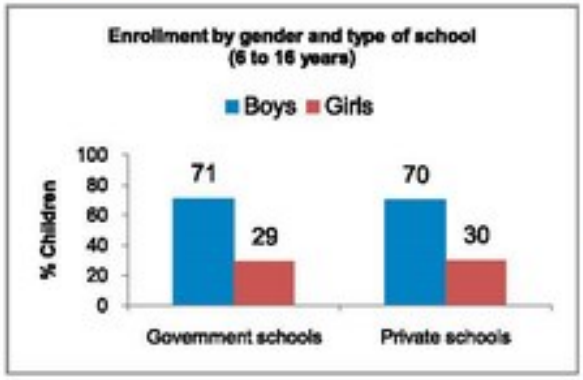
Maps may not be accurate or to scale. These are mere representations.

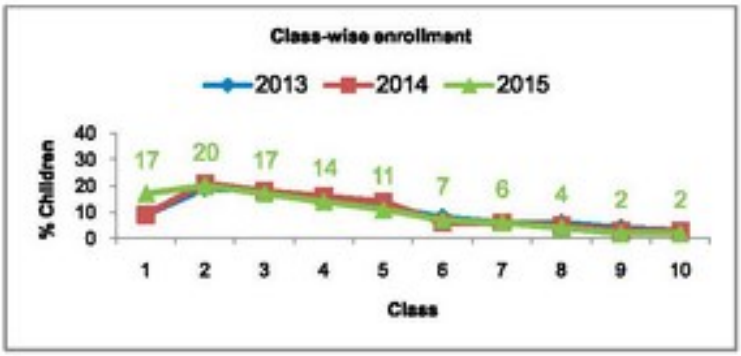
Balochistan - Rural

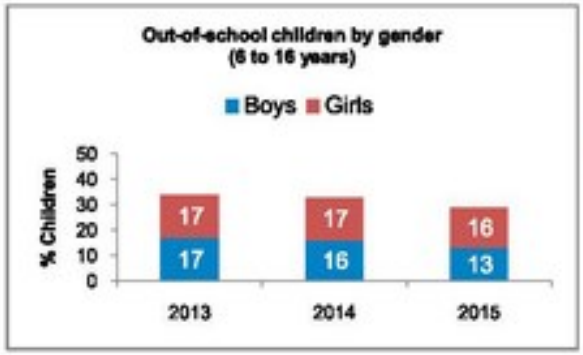
School enrollment and out-of-school children

Age group	% Children in different types of schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	% Out-of-school: Never enrolled	% Out-of-school: Drop-out	Total
6 - 10	69.1	2.7	1.7	0.1	23.4	3.0	100
11 - 13	66.7	2.5	2.0	0.0	17.6	11.2	100
14 - 16	55.0	1.8	2.1	0.1	20.1	20.8	100
6 - 16	**66.1**	**2.5**	**1.8**	**0.1**	**21.5**	**8.0**	**100**
Total		**70.5**			**29.5**		**100**
By Type	**93.7**	**3.5**	**2.6**	**0.1**			

How to read: 73.8 % (69.1+2.7+1.7+0.1) children of age group 6-10 are enrolled



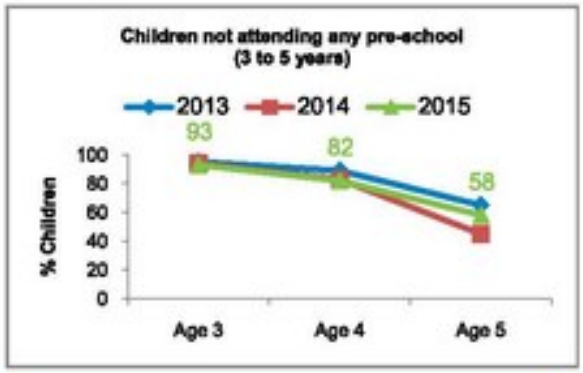




Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	Out-of-school	Total
3	6.1	0.4	0.0	0.0	93.5	100
4	16.4	1.0	0.1	0.0	82.5	100
5	39.7	1.8	0.8	0.1	57.6	100
3 - 5	**21.1**	**1.1**	**0.3**	**0.0**	**77.4**	**100**
Total		**22.6**			**77.4**	**100**
By Type	**93.5**	**4.9**	**1.5**	**0.1**		

How to read: 6.5 % (6.1+0.4+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	88.8	62.3	43.1	17.6	7.1	17.4	26.1	36.7	43.0	42.7	48.9	49.6	16.8
2	11.2	30.4	42.0	45.8	28.4								20.4
3	0.0	7.3	14.9	25.3	37.1	28.1							17.2
4			0.0	11.3	19.6	30.9	25.1						13.6
5				0.0	6.3	19.4	32.8	23.5					11.2
6					1.5	3.2	11.5	26.6	23.4				7.1
7						0.9	3.9	8.3	22.9	27.6			5.8
8							0.6	4.9	6.3	17.7	21.0		3.6
9								0.0	4.5	6.4	21.6	20.3	2.4
10									0.0	5.6	8.5	30.0	2.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

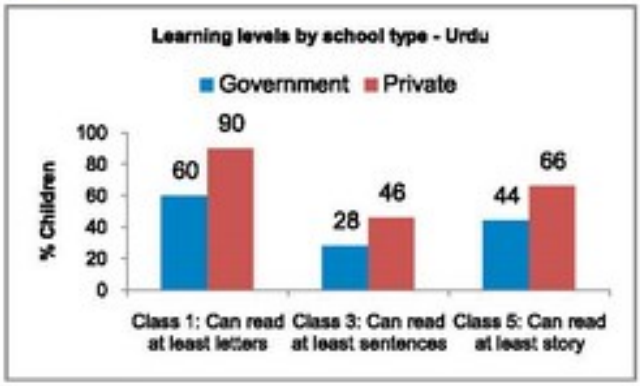
Balochistan - Rural

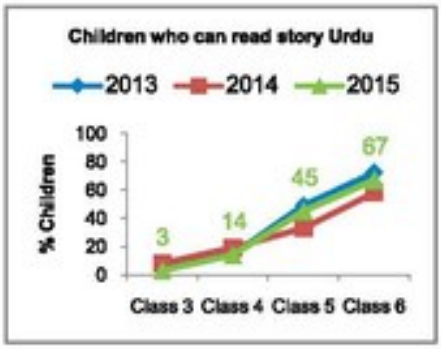
Learning levels (Urdu)

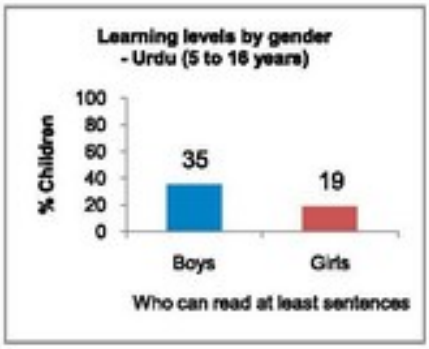
Class-wise % children who can read

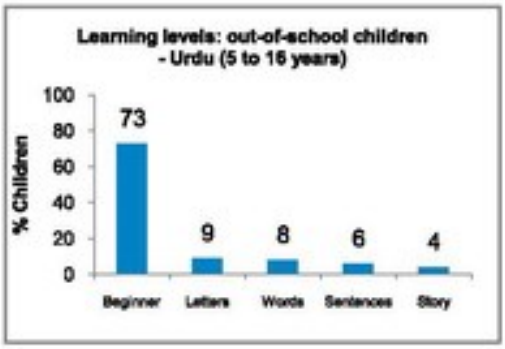
Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.8	51.0	8.4	1.1	0.7	100
2	12.1	34.7	47.1	5.5	0.7	100
3	5.1	18.2	48.1	25.5	3.0	100
4	2.8	8.3	30.8	43.8	14.3	100
5	1.8	3.6	19.9	29.6	45.2	100
6	2.1	3.6	10.0	17.8	66.6	100
7	2.5	0.8	4.6	10.5	81.5	100
8	1.7	0.3	3.1	8.7	86.2	100
9	2.6	0.0	1.1	4.3	92.0	100
10	3.8	0.0	2.5	5.5	88.2	100

How to read: 1.8 % (1.1+0.7) children of class 1 can read sentences







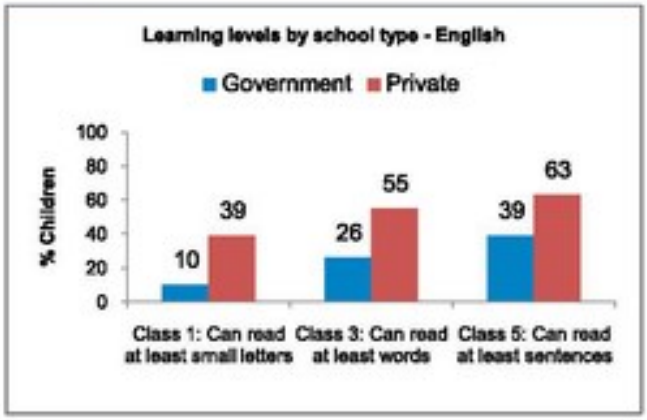


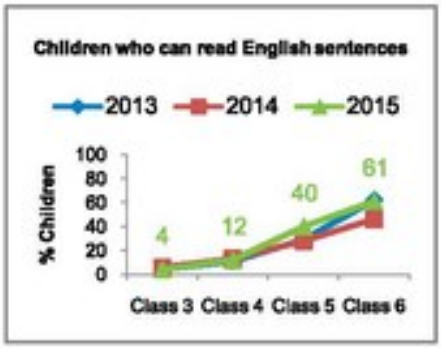
Learning levels (English)

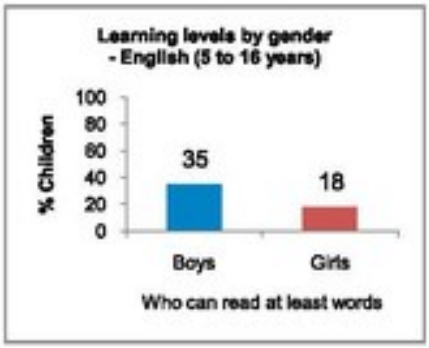
Class-wise % children who can read

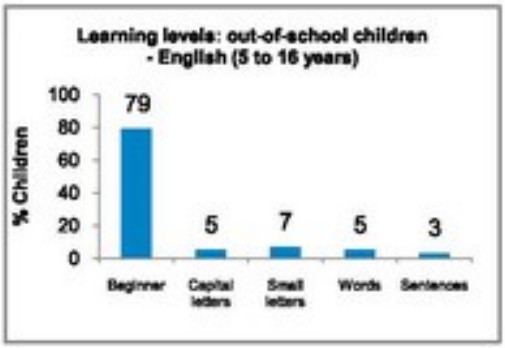
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	42.9	45.8	8.5	2.4	0.4	100
2	14.8	38.2	39.6	6.7	0.7	100
3	7.1	16.1	50.0	22.4	4.4	100
4	4.2	7.7	32.2	43.8	12.1	100
5	3.0	2.9	17.0	37.0	40.1	100
6	3.8	2.4	6.8	26.2	60.9	100
7	2.8	1.0	3.2	15.8	77.3	100
8	1.8	0.5	3.4	13.5	80.8	100
9	2.7	0.6	1.0	6.4	89.3	100
10	3.9	0.4	1.6	7.5	86.7	100

How to read: 2.8 % (2.4+0.4) children of class 1 can read words









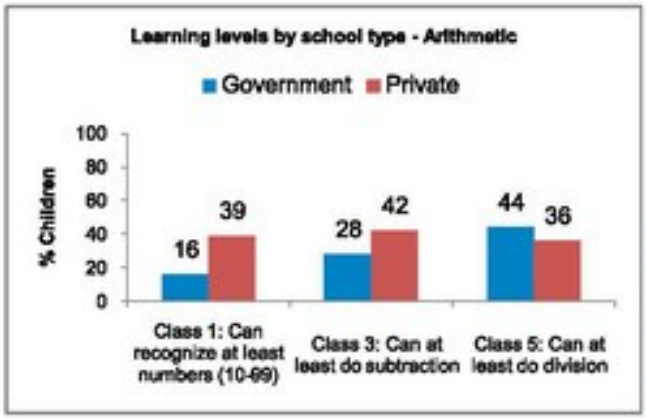
Balochistan - Rural

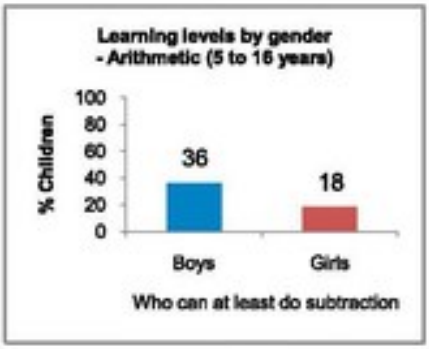
Learning levels (Arithmetic)

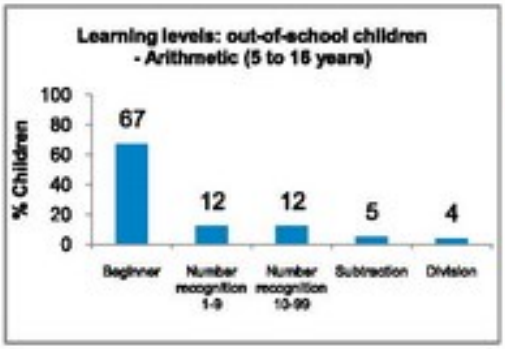
Class-wise % children who can do

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	34.4	49.0	14.6	1.4	0.5	100
2	9.8	29.6	54.5	5.2	0.9	100
3	4.6	9.6	57.1	25.7	3.1	100
4	3.1	4.8	33.2	44.1	14.8	100
5	1.9	2.1	17.2	35.0	43.8	100
6	2.3	2.2	9.3	24.0	62.2	100
7	2.6	0.6	4.4	15.6	76.9	100
8	1.9	0.1	3.4	13.9	80.7	100
9	2.6	0.3	2.2	8.0	86.9	100
10	3.8	0.2	1.6	5.2	89.2	100

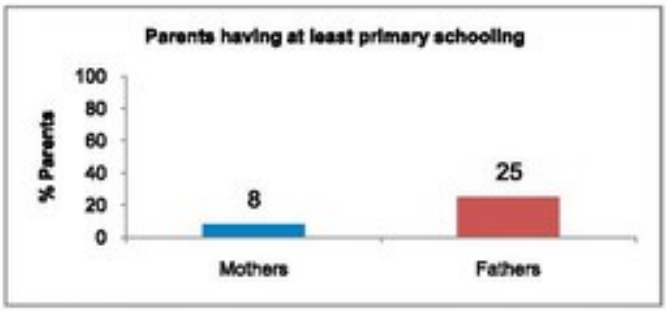
How to read: 1.9 % (1.4+0.5) children of class 1 can do subtraction







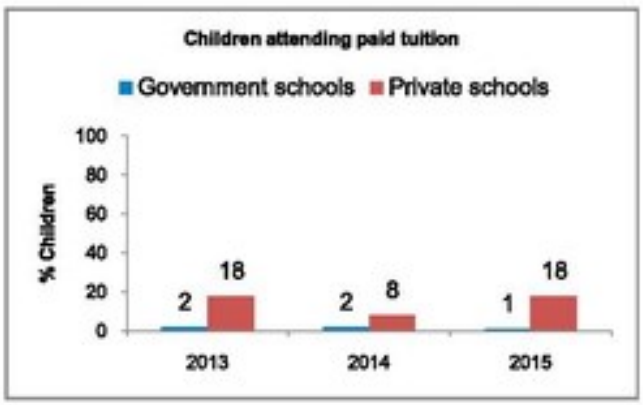
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.1	1.0	1.3	1.2	2.0	2.2	1.4	2.0	2.3	2.6
Pvt.	14.4	19.7	19.8	21.1	24.8	32.4	16.2	17.8	17.2	28.6



Balochistan - Rural School Report Card

ASER 2015 Pakistan — Annual Status of Education Report — Facilitated by BAFED

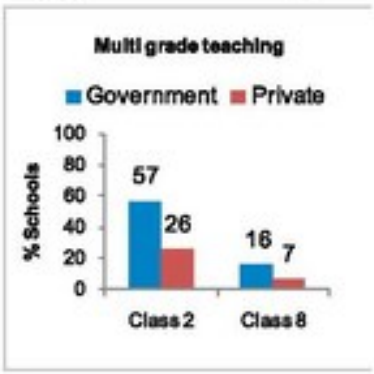
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	399	35	243	677	6	1	13	20
Elementary	83	12	21	116	5	1	8	14
High	74	4	12	90	2	0	1	3
Others	0	1	1	2	0	0	0	0
Total	556	52	277	885	13	2	22	37

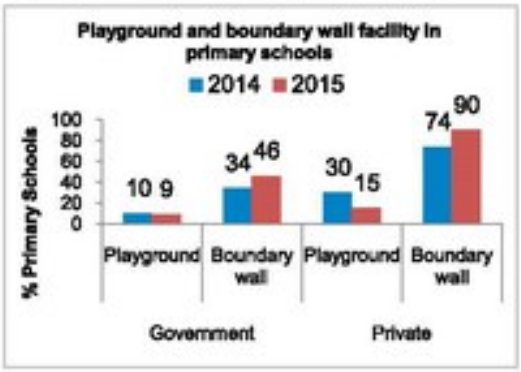
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	83.1	86.1	87.8	77.2	85.0	90.2	86.9	85.5	-	87.9
Teacher attendance	87.6	83.7	83.5	100.0	85.3	88.0	95.8	59.5	-	88.3

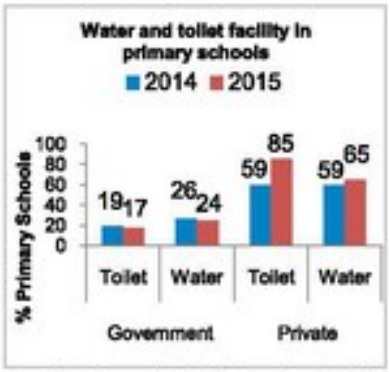
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.5	0.0
Matriculation	12.2	14.1
FA	30.4	42.6
BA	37.4	31.5
MA or above	18.1	11.7
Others	1.5	0.0

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	3.0	53.5
PTC	34.8	12.3
CT	22.6	5.9
B-Ed	27.5	17.1
M-Ed or above	9.5	10.2
Others	2.7	1.1

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.2	5.9	9.9	2.0	4.8	9.4	8.3	-
Useable water		23.9	41.4	54.4	50.0	65.0	92.9	66.7	-
Useable toilet		17.0	29.3	51.1	0.0	85.0	92.9	66.7	-
Playground		8.6	25.9	42.2	100.0	15.0	35.7	0.0	-
Boundary wall		45.8	58.6	72.2	0.0	90.0	100.0	66.7	-
Library		1.5	6.0	11.1	0.0	0.0	7.1	33.3	-
Computer lab		0.7	1.7	2.2	0.0	0.0	7.1	33.3	-
Electricity Connection		36.2	49.1	58.9	50.0	80.0	100.0	66.7	-
		Grants							
2014	# of schools reported receiving grants	13	2	8	0	1	0	0	0
2014	% of schools reported receiving grants	2.0	1.8	9.1	-	5.0	0.0	0.0	-
2014	Average amount of grant (Rs.)	20753.8	0	46470	-	5000	-	-	-
2015*	# of schools reported receiving grants	1	2	3	0	0	0	0	0
2015*	% of schools reported receiving grants	0.2	1.8	3.4	-	0.0	0.0	0.0	-
2015*	Average amount of grant (Rs.)	3000	3900	9266.7	-	-	-	-	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Balochistan - Rural

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
Awaran	27.2	31.3	15.6	0.0	0.5	6.0	4.5	10.6	8.9	3.8	3.8
Barkhan	12.1	40.6	24.4	4.9	0.3	11.3	11.3	4.3	18.9	17.8	5.6
Bolan	25.0	15.1	10.0	0.0	1.3	43.6	25.0	28.3	47.6	40.4	39.8
Chaghi	21.8	19.6	10.6	0.1	1.8	20.6	29.2	28.4	26.9	27.4	17.9
Dera Bugti	13.1	48.6	25.1	2.1	0.8	37.6	26.2	51.0	42.6	25.9	48.1
Harnai	3.4	43.3	27.2	11.1	0.6	29.5	23.2	38.1	17.8	17.8	18.9
Jafarabad	6.3	21.9	12.6	0.0	0.7	40.6	25.0	31.4	74.1	74.1	73.4
Jhal Magsi	75.1	40.2	28.3	0.1	4.2	10.3	2.9	3.5	86.7	80.1	81.7
Kalat	9.1	58.2	26.1	3.2	0.1	5.6	11.3	1.9	10.9	14.5	0.0
Kech (Turbat)	36.0	24.8	12.9	0.5	0.1	28.3	5.4	16.5	47.5	6.5	28.6
Kharan	99.5	9.7	6.7	3.9	0.0	16.8	13.7	3.8	29.0	4.3	4.3
Khuzdar	3.9	16.8	10.4	1.5	0.4	24.7	18.8	21.2	67.2	61.3	67.2
Kohlu	15.0	43.9	24.9	8.8	1.6	42.0	50.8	60.7	66.7	44.1	73.3
Lasbela	32.6	32.4	17.9	0.1	0.8	21.3	16.5	23.1	38.0	29.1	26.9
Lehri	11.3	30.6	22.3	3.2	6.2	15.9	23.9	9.1	30.6	22.4	8.2
Loralai	53.9	7.7	6.7	7.8	11.0	84.1	96.8	83.9	99.0	93.8	87.5
Mastung	9.1	42.2	27.2	1.5	0.8	34.9	19.4	25.8	23.7	28.9	23.7
Musakhel	2.6	27.3	13.5	0.2	0.8	60.5	63.3	64.6	60.8	60.8	54.9
Nasirabad	9.2	17.5	10.7	0.2	0.0	41.4	39.3	40.8	75.0	71.9	69.8
Nushki	31.2	30.4	19.8	4.7	2.2	8.5	3.8	11.3	13.4	3.2	7.0
Pishin	11.4	23.8	19.6	0.1	3.2	6.0	11.9	29.2	46.2	52.2	64.5
Qilla Abdullah	0.2	31.2	9.9	1.7	0.3	36.7	10.8	43.7	31.1	2.7	32.4
Qilla Saifullah	36.1	12.2	5.7	3.5	2.5	15.6	23.3	22.0	36.4	44.6	47.0
Quetta	12.5	15.5	7.4	27.5	5.5	46.6	51.2	37.8	71.4	67.5	39.2
Sherani	24.3	24.4	3.5	2.0	2.9	36.7	40.8	54.3	24.2	27.0	67.0
Sibi	28.0	14.4	9.6	5.9	10.4	41.5	67.4	27.8	44.1	26.6	14.9
Sohbatpur	9.9	15.8	9.0	0.5	0.2	34.9	33.9	34.6	73.3	70.9	65.1
Washuk	86.0	33.4	16.6	0.0	0.0	4.2	2.8	0.0	8.0	2.0	2.0
Zhob	6.9	67.1	30.6	1.8	1.6	46.6	30.1	40.0	100.0	41.0	56.8
Ziarat	1.4	17.1	9.6	0.3	0.2	35.0	27.0	22.8	58.1	55.8	58.1
Total	**22.6**	**29.5**	**16.4**	**3.5**	**2.0**	**28.6**	**26.8**	**28.8**	**45.2**	**40.1**	**43.8**

Balochistan - Rural

Sample Composition

- ASER 2015 survey was conducted in 30 rural districts of Balochistan. This covered 17,933 households in 909 villages throughout the province.
- Detailed information was collected on 61,987 children (62% males, 38% females) aged 3-16 years. Out of these 51,734 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 885 government schools (77% primary, 13% elementary, 10% high, 0% others) and 37 private schools (54% primary, 38% elementary, 8% high, 0% others[1]) were surveyed.
- 63% of the government schools were boys only, 6% were girls only, and 31% were coeducation schools. In case of private schools, 35% were boys only, 5% were girls only and 39% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2014.

- In 2015, 30% of children were reported to be out-of-school which has decreased as compared to previous year (33%). 22% children have never been enrolled in a school and 8% have dropped out of school for various reasons.
- 70% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 94% of children were enrolled in government schools whereas 6% of children were going to non-state institutions (3% private schools, 3% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 29% were girls and 71% were boys whereas in private schools 70% enrolled children were boys and 30% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2014.

- 23% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 28% in 2014.
- 77% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 55% class 5 children could not read a class 2 story in Urdu compared to 67% in 2014.

- Analysis shows that 97% of class 3 children could not read story in Urdu compared to 92% in the previous year.
- Similarly, 39% of class 1 children cannot read letters in Urdu as compared to 44% in 2014.

English learning levels show improvement: 60% class 5 children could not read sentences (class 2 level) compared to 72% in 2014.

- ASER 2015 reveals that 96% class 3 children could not read class 2 level sentences as compared to 94% in the previous year.
- 43% children enrolled in class 1 cannot read capital letters as compared to 53% in 2014.

Arithmetic learning levels also show improvement: 56% class 5 children could not do two digit division as compared to 76% in 2014.

- 97% children enrolled in class 3 could not do two digit division in 2015 as compared to 96% in 2014.
- 34% of class 1 children cannot not do number recognition (1-9) as compared to 38% in 2014.

[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.

- 66% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 44% 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 39% government school children can do the same.
- However, in arithmetic, 36% children enrolled in private schools (class 5) were able to do division when compared to only 44% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 35% of boys and 19% of girls could read at least sentences in Urdu.
- 35% boys could read at least English words while 18% of girls can do the same.
- Similarly, 36% of boys were able to do at least subtraction whereas only 18% girls could do it.

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

More than 30% 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, 3% could read sentences in English, and 4% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

8% of mothers and 25% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 92% had not completed even primary education.
- 75% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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, 1% children enrolled in class 1 take private tuition whereas 3% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

57% of surveyed government schools and 26% 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 57% of the surveyed government schools and 26% of the surveyed private schools had Class 2 sitting with other classes.
- 16% of surveyed government schools and 7% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

15% 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 85% whereas it was 88% in surveyed private schools.

15% teachers in surveyed government schools and 12% 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 85% whereas it was 88% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 37% teachers of surveyed government schools have done graduation as compared to 32% teachers of surveyed private schools.

- 28% of surveyed government school teachers had Bachelors in Education degrees as compared to 17% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 2% of surveyed government high schools had computer labs and 11% had library books in their premises as compared to surveyed private high schools where 33% had computer labs and 33% had library books.

83% surveyed government primary schools were without toilets and 76% were without drinking water.

- 83% of the surveyed government primary schools did not have toilets in 2015 as compared to 81% in 2014. Similarly, 15% surveyed private primary schools were missing toilet facility in 2015 as compared to 41% in 2014.

- 76% of the surveyed government primary schools did not have drinking water in 2015 as compared to 74% in 2014. Similarly, 35% of the surveyed private primary schools did not have drinking water facility in 2015 as compared to 41% in 2014.

54% of the surveyed government primary schools were without complete boundary walls and 91% were without playgrounds.

- Amongst the surveyed government primary schools, only 46% had complete boundary walls as compared to 34% in 2014.

- In 2015, 10% of the surveyed private primary schools did not have complete boundary walls as compared to 26% in 2014.

- 9% of surveyed government primary schools had playgrounds in 2015 while 15% 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 similar to 2014.

- In 2015, surveyed private high schools had 6 classrooms on average being used for classroom activities as compared to 15 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

0.2% of the government primary schools and 0% private primary schools received grants.

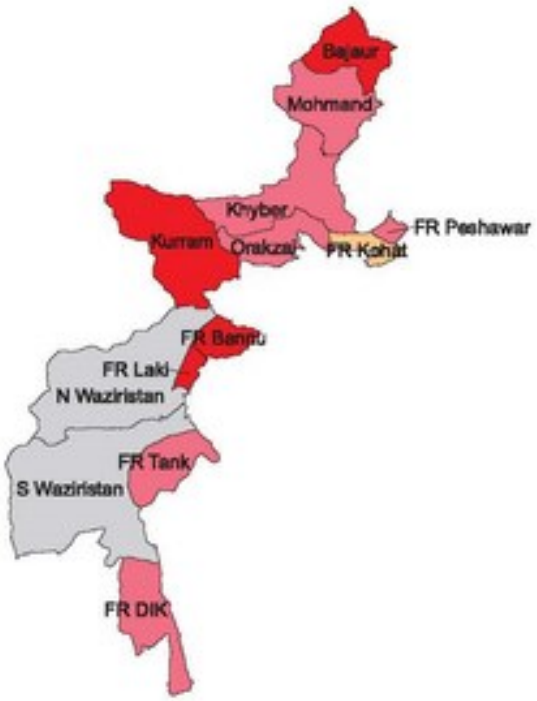
- 0 surveyed private primary schools are receiving grants as compared to 1 surveyed government primary schools in 2015.

- The proportion of government primary schools receiving grants has decreased since last year. 2% government primary schools were receiving grants in 2013, 2% in 2014, and 0.2% were received in 2015.

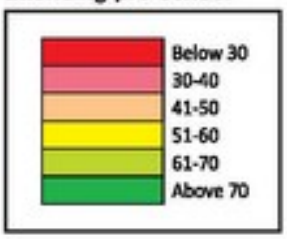
Federally Administrated Tribal Area (Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children



% Children (3-5 years) attending pre school

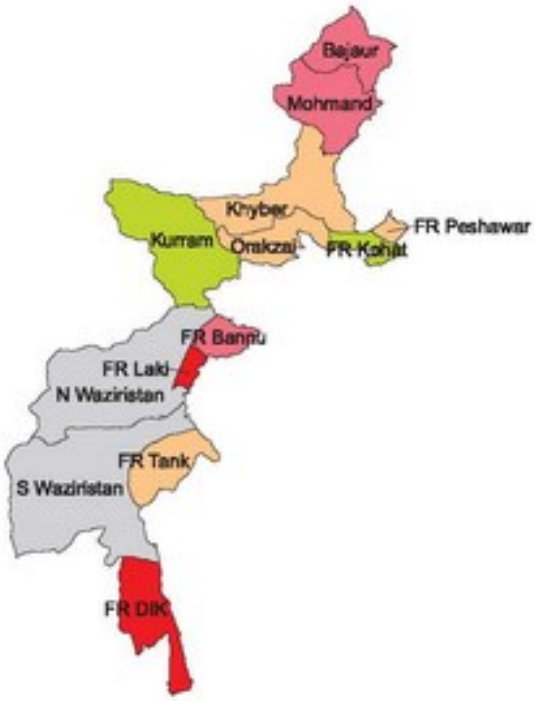


Not surveyed

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

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children



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

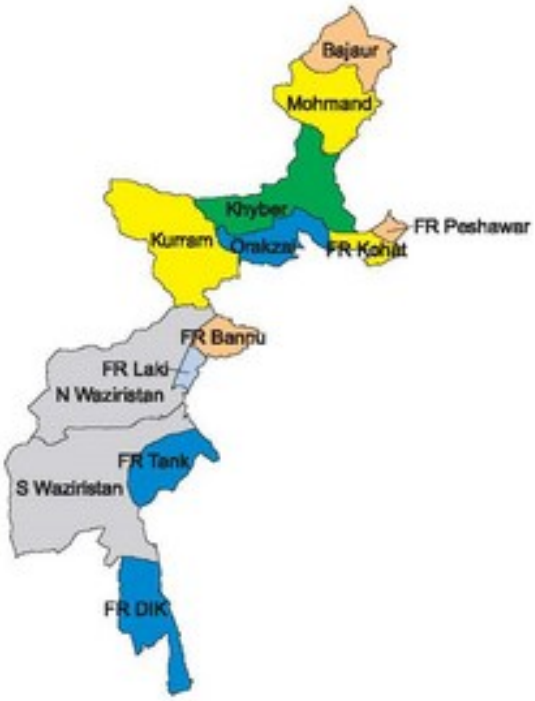
- Above 30
- 21-30
- 11-20
- 6-10
- 3-5
- Below 3

Not surveyed

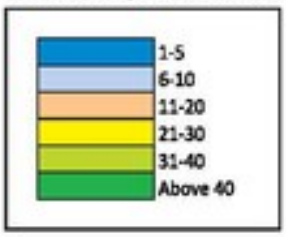
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



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



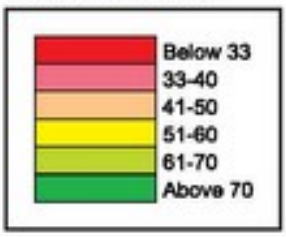
Not surveyed

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

Reading Language Urdu/Pashto
(Class 5)

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

% Children in class 5 who can read story

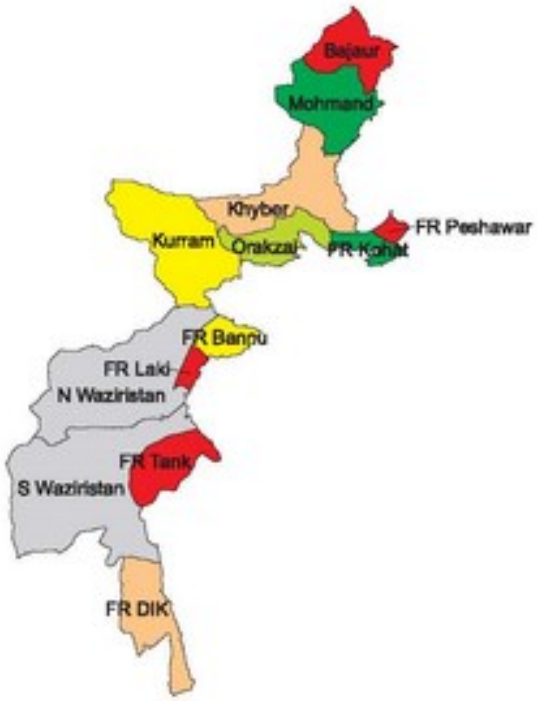


Not surveyed

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

Reading English
(Class 5)

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



% Children in class 5 who can read sentences

Below 33
33-40
41-50
51-60
61-70
Above 70

Not surveyed

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

Arithmetic
(Class 5)

Province/Territory 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

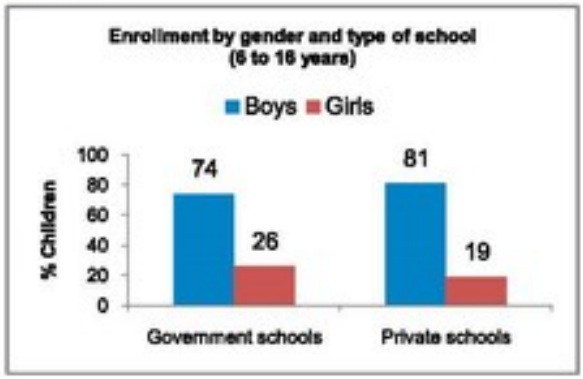
Maps may not be accurate or to scale. These are mere representations.

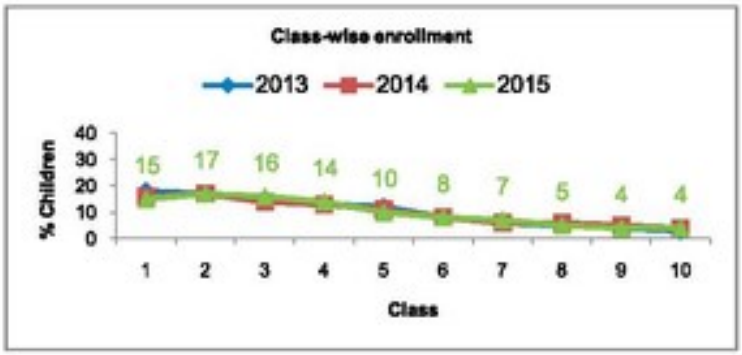
Federally Administrated Tribal Areas - Rural

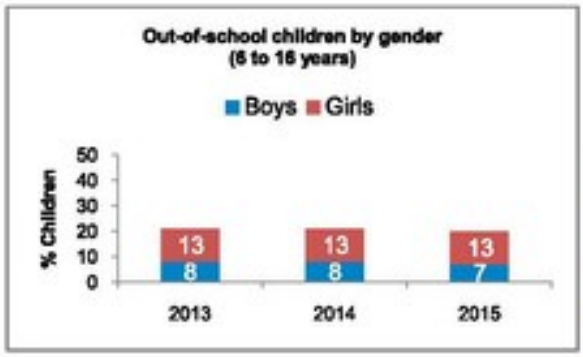
School enrollment and out-of-school children

Age group	% Children in different types of schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	% Out-of-school: Never enrolled	% Out-of-school: Drop-out	Total
6 - 10	64.4	14.2	3.7	0.5	15.9	1.4	100
11 - 13	56.6	17.8	4.1	0.2	15.3	6.0	100
14 - 16	51.0	15.3	3.1	0.0	17.8	12.7	100
6 - 16	**60.4**	**15.1**	**3.7**	**0.3**	**16.1**	**4.4**	**100**
Total		**79.5**			**20.5**		**100**
By Type	**75.9**	**19.0**	**4.6**	**0.4**			

How to read: 82.8 % (64.4+14.2+3.7+0.5) children of age group 6-10 are enrolled



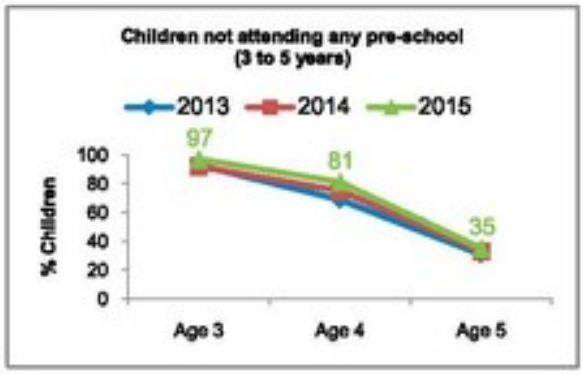




Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	Out-of-school	Total
3	2.7	0.5	0.1	0.1	96.7	100
4	14.0	3.3	1.1	0.2	81.4	100
5	51.2	11.5	1.9	0.7	34.6	100
3 - 5	**23.3**	**5.3**	**1.0**	**0.3**	**70.0**	**100**
Total		**30.0**			**70.0**	**100**
By Type	**77.8**	**17.6**	**3.5**	**1.1**		

How to read: 3.4 % (2.7+0.5+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	88.2	57.9	29.1	8.1	4.2	8.3	14.5	20.5	26.1	22.6	30.6	27.1	14.7
2	11.8	38.5	49.5	32.2	12.8								17.4
3	0.0	3.6	21.5	46.8	28.4	18.8							16.5
4			0.0	13.0	46.2	32.1	21.8						14.4
5				0.0	6.5	35.5	31.6	18.0					10.4
6					1.9	4.3	25.5	38.4	15.2				7.8
7						0.9	5.1	19.2	32.2	22.9			6.6
8							1.6	3.9	23.0	33.7	13.3		5.0
9								0.0	3.5	18.2	34.3	17.8	3.6
10									0.0	2.6	21.9	55.2	3.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

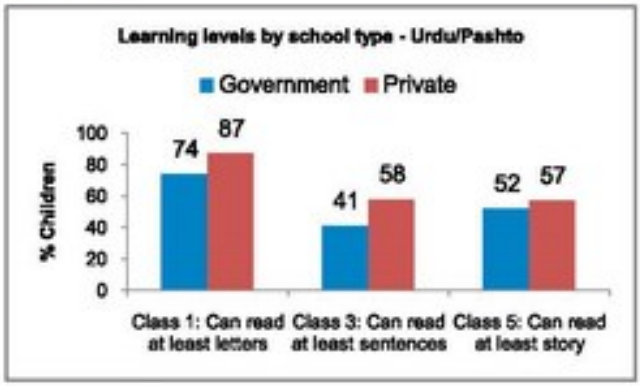
Federally Administrated Tribal Areas - Rural

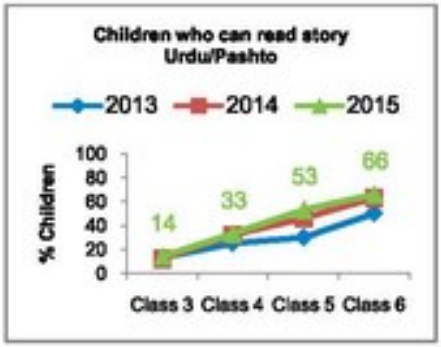
Learning levels (Urdu/Pashto)

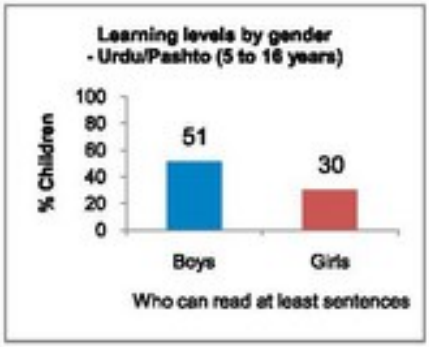
Class-wise % children who can read

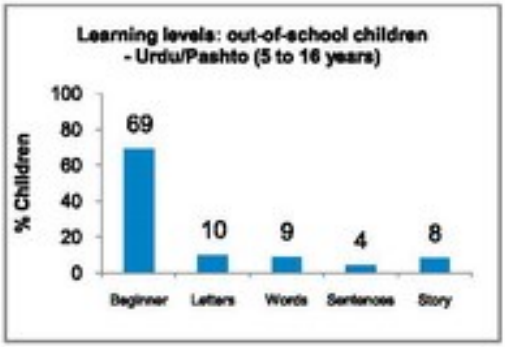
Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.6	40.5	27.4	5.9	2.5	100
2	4.8	26.2	46.1	17.8	5.2	100
3	2.6	8.3	45.0	30.5	13.6	100
4	0.9	4.5	23.9	37.7	33.0	100
5	1.2	5.3	13.5	27.1	52.9	100
6	0.5	3.4	6.5	23.9	65.7	100
7	0.5	2.9	6.4	14.3	75.8	100
8	0.5	1.4	2.6	9.3	86.3	100
9	0.7	0.7	2.1	7.8	88.6	100
10	0.2	0.7	1.2	3.4	94.4	100

How to read: 8.4 % (5.9+2.5) children of class 1 can read sentences







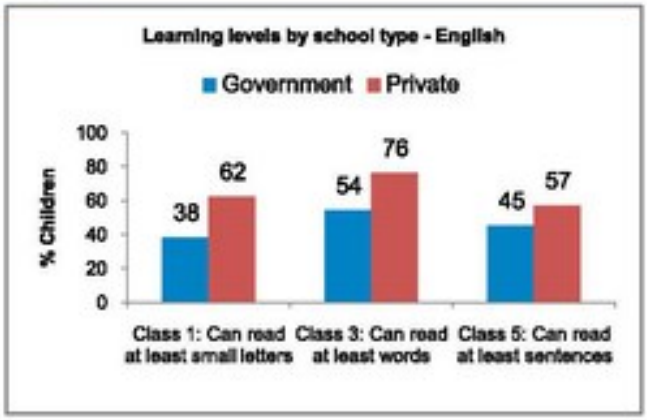


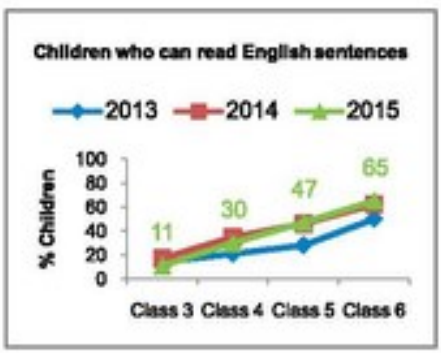
Learning levels (English)

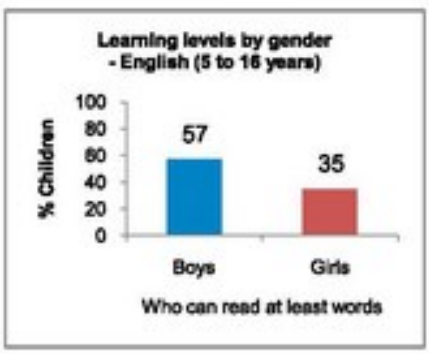
Class-wise % children who can read

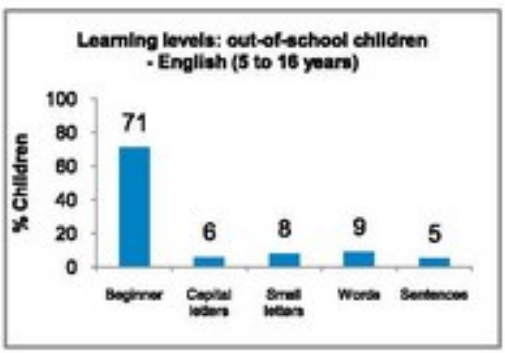
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	26.1	31.0	30.4	10.7	1.8	100
2	6.9	20.0	37.6	31.6	3.9	100
3	2.8	7.1	32.3	47.2	10.6	100
4	1.9	2.7	16.4	48.7	30.3	100
5	1.9	2.8	10.7	37.7	46.8	100
6	1.5	0.9	6.2	26.4	65.1	100
7	1.0	1.0	4.7	18.1	75.2	100
8	0.2	0.7	2.4	10.7	86.0	100
9	0.9	0.2	1.9	9.2	87.7	100
10	0.5	0.5	0.7	5.6	92.7	100

How to read: 12.5 % (10.7+1.8) children of class 1 can read words









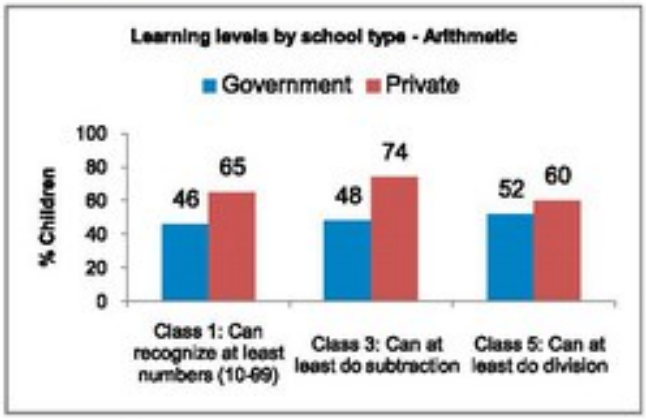
Federally Administrated Tribal Areas - Rural

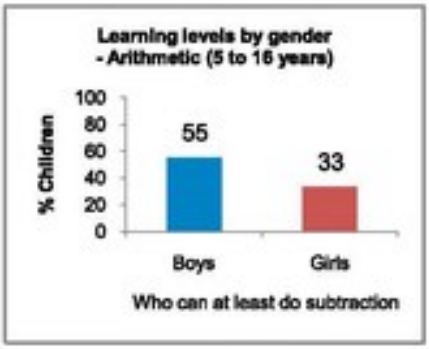
Learning levels (Arithmetic)

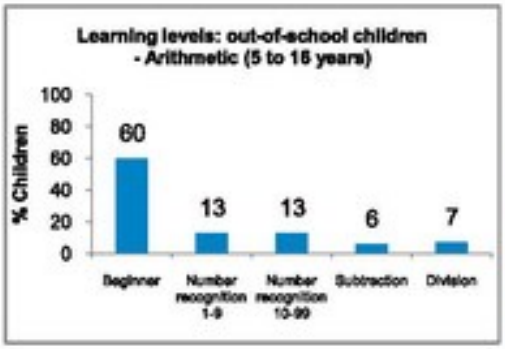
Class-wise % children who can do

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	19.6	30.8	39.3	6.4	3.9	100
2	4.1	15.8	48.8	24.2	7.2	100
3	2.3	3.8	41.4	34.8	17.7	100
4	1.5	2.4	20.0	40.6	35.5	100
5	2.2	1.8	13.4	29.9	52.7	100
6	1.2	0.6	8.3	22.8	67.1	100
7	0.6	1.2	6.4	15.7	76.1	100
8	0.3	0.9	3.8	10.8	84.2	100
9	0.5	0.7	3.3	7.2	88.3	100
10	0.2	0.5	2.2	5.4	91.6	100

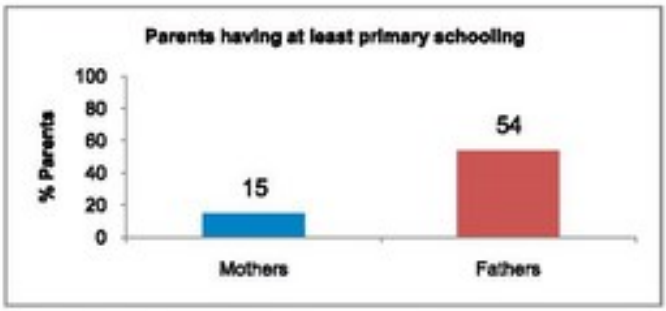
How to read: 10.3 % (6.4+3.9) children of class 1 can do subtraction







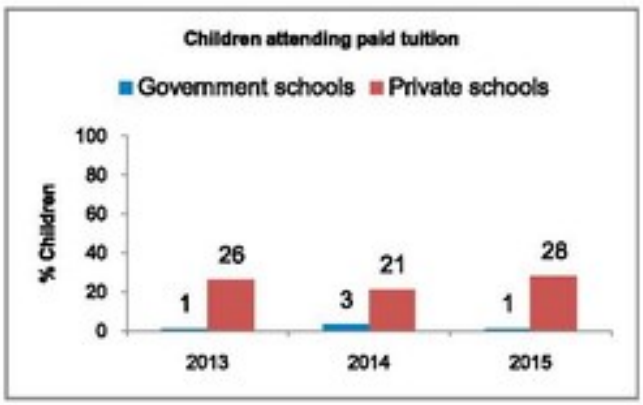
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.6	0.9	0.9	0.7	1.0	0.8	1.2	0.6	0.6	0.9
Pvt.	22.1	29.0	28.4	33.8	24.5	37.9	32.3	26.9	27.1	53.2



Federally Administrated Tribal Areas - Rural

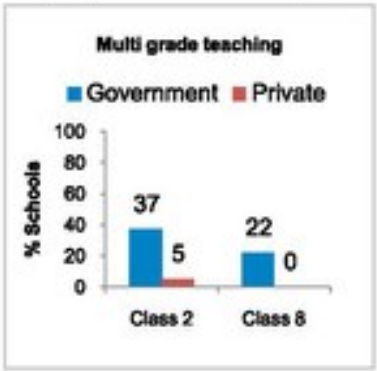
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	214	25	28	267	2	0	5	7
Elementary	18	6	6	30	3	0	3	6
High	26	2	0	28	8	0	16	24
Others	2	0	0	2	1	0	0	1
Total	260	33	34	327	14	0	24	38

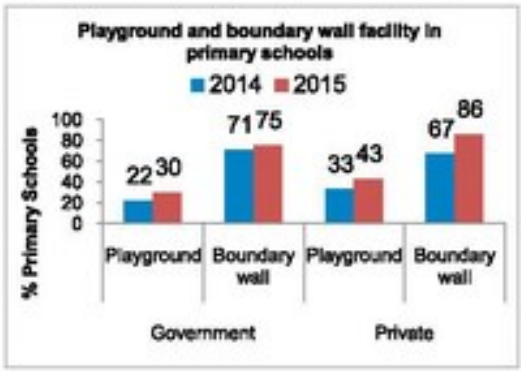
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.1	84.5	86.5	93.1	85.5	94.7	93.7	86.5	95.1	88.8
Teacher attendance	86.5	87.1	85.1	80.0	86.0	94.4	79.5	87.2	100.0	87.1

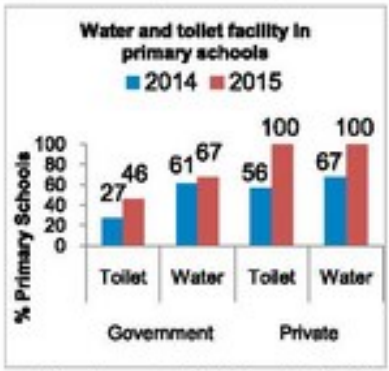
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	1.7	1.1
Matriculation	8.3	8.5
FA	24.6	21.1
BA	30.8	37.4
MA or above	32.4	30.0
Others	2.2	1.9

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	1.2	19.1
PTC	29.8	24.5
CT	19.4	14.3
B-Ed	25.7	18.9
M-Ed or above	14.5	3.3
Others	9.4	19.9

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.3	4.5	7.1	10.0	5.7	10.3	10.1	8.0
Useable water		67.4	63.3	78.6	100.0	100.0	83.3	87.5	100.0
Useable toilet		46.1	60.0	71.4	100.0	100.0	100.0	91.7	100.0
Playground		29.6	50.0	50.0	100.0	42.9	66.7	54.2	0.0
Boundary wall		74.9	80.0	89.3	100.0	85.7	100.0	100.0	100.0
Library		1.5	3.3	39.3	100.0	14.3	16.7	45.8	0.0
Computer lab		1.1	3.3	25.0	50.0	14.3	0.0	20.8	0.0
Electricity Connection		68.2	73.3	78.6	100.0	85.7	100.0	87.5	0.0
		Grants							
2014	# of schools reported receiving grants	3	0	1	0	0	0	0	0
	% of schools reported receiving grants	1.1	0.0	3.6	-	0.0	0.0	0.0	-
	Average amount of grant (Rs.)	45000	-	45000	-	-	-	-	-
2015*	# of schools reported receiving grants	3	0	0	0	0	0	0	0
	% of schools reported receiving grants	1.1	0.0	0.0	-	0.0	0.0	0.0	-
	Average amount of grant (Rs.)	71666.7	-	-	-	-	-	-	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt.& Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		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
Bajaur Agency	29.3	28.0	16.0	15.2	2.9	41.1	50.3	38.0	49.3	29.3	31.1
F.R. - Bannu	4.9	29.3	21.6	15.8	13.0	69.1	79.3	82.2	88.4	60.7	96.4
F.R. - D.I. Khan	32.0	32.8	20.9	4.3	1.4	29.0	48.4	44.4	55.4	47.8	63.0
F.R. - Kohat	50.4	4.2	2.6	22.4	24.7	75.5	86.5	89.5	76.3	71.8	74.0
F.R. - Lakki Marwat	24.8	42.8	24.0	6.4	2.2	22.5	63.8	19.3	22.0	17.9	17.6
F.R. - Peshawar	36.3	16.2	11.6	11.4	1.1	39.7	40.7	41.6	54.5	21.6	33.6
F.R. - Tank	30.6	10.4	7.1	4.3	1.5	12.1	10.6	11.7	26.1	19.8	20.7
Khyber Agency	35.9	12.9	9.6	55.8	2.6	41.8	58.6	57.3	40.4	47.8	52.2
Kurram Agency	24.3	3.9	0.9	21.2	27.9	72.5	79.9	82.9	52.0	59.0	53.0
Mohmand Agency	30.4	26.7	15.7	24.3	5.1	52.9	65.3	61.2	74.0	75.3	71.6
Orakzai Agency	32.5	11.9	9.7	1.2	0.1	38.2	75.9	52.4	53.1	65.7	64.6
Total	**30.0**	**20.5**	**13.2**	**19.0**	**6.2**	**44.1**	**57.7**	**52.6**	**52.9**	**46.8**	**52.7**

Federally Administrated Tribal Areas - Rural

Sample Composition

- ASER 2015 survey was conducted in 11 rural territories/regions of Federally Administered Tribal Areas. This covered 6,599 households in 330 villages throughout the province.
- Detailed information was collected on 22,890 children (63% males, 37% females) aged 3-16 years. Out of these 18,973 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 327 government schools (82% primary, 9% elementary, 8% high, 1% others) and 38 private schools (18% primary, 16% elementary, 63% high, 3% others[1]) were surveyed.
- 80% of the government schools were boys only, 10% were girls only, and 10% were coeducation schools. In case of private schools, 37% were boys only, 0% were girls only and 63% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has remained the same as compared to 2014.

- In 2015, 20% of children were reported to be out-of-school which has remained the same as compared to previous year (20%). 16% children have never been enrolled in a school and 4% have dropped out of school for various reasons.
- 80% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 76% of children were enrolled in government schools whereas 24% of children were going to non-state institutions (19% private schools, 5% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 26% were girls and 74% were boys whereas in private schools 81% enrolled children were boys and 19% were girls.
- The percentage of out of school children (boys) has decreased as compared to 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2014.

- 30% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 36% in 2014.
- 70% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 47% class 5 children could not read a class 2 story in Urdu/Pashto compared to 54% in 2014.

- Analysis shows that 86% of class 3 children could not read story in Urdu/Pashto compared to 88% in the previous year.
- Similarly, 24% of class 1 children cannot read letters in Urdu/Pashto as compared to 13% in 2014.

English learning levels show slight improvement: 53% class 5 children could not read sentences (class 2 level) compared to 54% in 2014.

- ASER 2015 reveals that 89% class 3 children could not read class 2 level sentences as compared to 83% in the previous year.
- 26% children enrolled in class 1 cannot read capital letters as compared to 16% in 2014.

Arithmetic learning levels show improvement: 47% class 5 children could not do two digit division as compared to 52% in 2014.

- 82% children enrolled in class 3 could not do two digit division in 2015 as compared to 84% in 2014.
- 20% of class 1 children cannot not do number recognition (1-9) as compared to 11% in 2014.

[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.

- 57% children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 52% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 57% private school children can read at least sentences in class 5 whereas only 45% government school children can do the same.
- Similarly, in arithmetic, 60% children enrolled in private schools (class 5) were able to do division when compared to only 52% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 51% of boys and 30% of girls could read at least sentences in Urdu/Pashto.
- 57% boys could read at least English words while 35% of girls can do the same.
- Similarly, 55% of boys were able to do at least subtraction whereas only 33% girls could do it.

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

More than 40% 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/Pashto, 5% could read sentences in English, and 7% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

15% of mothers and 54% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 85% had not completed even primary education.
- 46% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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 private schools, 22% children enrolled in class 1 take private tuition whereas 53% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

37% 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 37% of the surveyed government schools and 5% of the surveyed private schools had Class 2 sitting with other classes.
- 22% of surveyed government schools and 0% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

14% 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 86% whereas it was 89% in surveyed private schools.

14% teachers in surveyed government schools and 13% 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 87% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 31% teachers of surveyed government schools have done graduation as compared to 37% teachers of surveyed private schools.

- 26% of surveyed government school teachers had Bachelors in Education degrees as compared to 19% 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.

- 25% of surveyed government high schools had computer labs and 39% had library books in their premises as compared to surveyed private high schools where 21% had computer labs and 46% had library books.

54% surveyed government primary schools were without toilets and 33% were without drinking water.

- 54% of the surveyed government primary schools did not have toilets in 2015 as compared to 73% in 2014. Similarly, 0% surveyed private primary schools were missing toilet facility in 2015 as compared to 44% in 2014.

- 33% of the surveyed government primary schools did not have drinking water in 2015 as compared to 39% in 2014. Similarly, 0% of the surveyed private primary schools did not have drinking water facility in 2015 as compared to 33% in 2014.

25% of the surveyed government primary schools were without complete boundary walls and 70% were without playgrounds.

- Amongst the surveyed government primary schools, only 75% had complete boundary walls as compared to 71% in 2014.

- In 2015, 14% of the surveyed private primary schools did not have complete boundary walls as compared to 33% in 2014.

- 30% of surveyed government primary schools had playgrounds in 2015 while 43% surveyed private primary schools had playgrounds.

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

- On average, 7 rooms were being used for classroom activities in the surveyed government high schools as compared to 10 in 2014.

- In 2015, surveyed private high schools had 10 classrooms on average being used for classroom activities as compared to 11 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

1% of the government primary schools and 0% private primary schools received grants.

- 0 surveyed private primary schools are receiving grants as compared to 3 surveyed government primary schools in 2015.

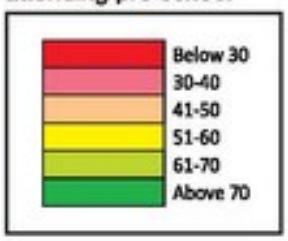
- The proportion of government primary schools receiving grants has remained the same since last year. 1% government primary schools were receiving grants in 2013, 1% in 2014, and 1% were received in 2015.

Gilgit - Baltistan
(Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory 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)

Province/Territory wise map showing % children

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

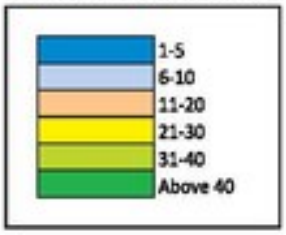
- Above 30
- 21-30
- 11-20
- 6-10
- 3-5
- Below 3

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

Private Schooling
(Age 6-16 years)

Province/Territory 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)

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

% Children in class 5 who can read story

- Below 33
- 33-40
- 41-50
- 51-60
- 61-70
- Above 70

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

Reading English
(Class 5)

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

% Children in class 5 who can read sentences

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

Arithmetic
(Class 5)

Province/Territory 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

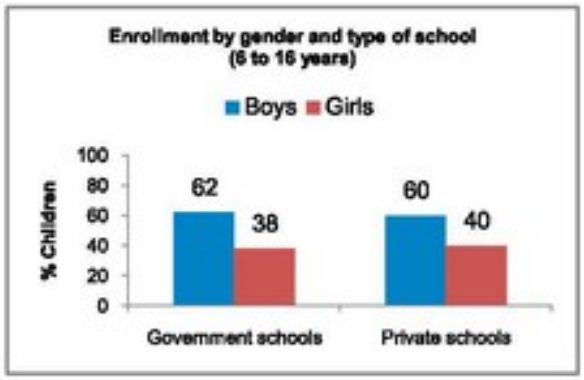
Maps may not be accurate or to scale. These are mere representations.

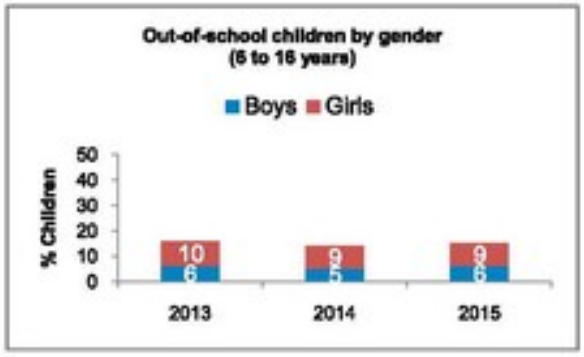
Gilgit - Baltistan - Rural

School enrollment and out-of-school children

Age group	% Children in different types of schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	% Out-of-school: Never enrolled	% Out-of-school: Drop-out	Total
6 - 10	45.5	33.5	1.1	4.6	14.4	0.9	100
11 - 13	49.9	35.1	1.2	2.0	9.1	2.8	100
14 - 16	49.9	29.6	0.7	1.3	10.6	7.9	100
6 - 16	**47.6**	**32.9**	**1.0**	**3.2**	**12.2**	**3.1**	**100**
Total		**84.7**			**15.3**		**100**
By Type	**56.2**	**38.9**	**1.2**	**3.7**			

How to read: 84.7 % (45.5+33.5+1.1+4.6) children of age group 6-10 are enrolled

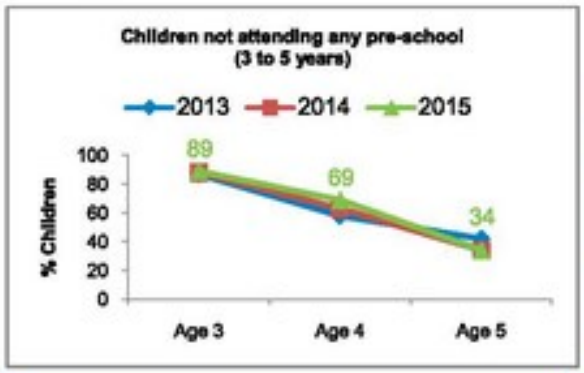




Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	Out-of-school	Total
3	4.6	5.0	0.0	1.3	89.1	100
4	17.9	11.5	0.0	2.0	68.5	100
5	35.0	26.4	0.4	4.4	33.8	100
3 - 5	**19.0**	**14.2**	**0.1**	**2.6**	**64.0**	**100**
Total		**36.0**			**64.0**	**100**
By Type	**52.8**	**39.6**	**0.4**	**7.2**		

How to read: 10.9 % (4.6+5+0+1.3) 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	78.3	63.0	35.5	20.0	10.4	13.9	22.1	28.0	31.3	29.8	28.1	36.0	13.2
2	21.7	27.0	41.6	33.7	20.1								13.2
3	0.0	10.0	22.9	31.3	28.6	21.7							13.8
4			0.0	15.0	25.5	27.8	18.6						12.1
5				0.0	12.4	24.3	29.5	26.6					12.4
6					3.0	9.8	19.4	20.9	19.4				8.9
7						2.5	7.0	15.8	21.5	17.9			7.4
8							3.3	8.7	18.4	29.8	24.4		8.4
9								0.0	9.4	16.0	30.4	21.4	5.9
10									0.0	6.4	17.1	42.6	4.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

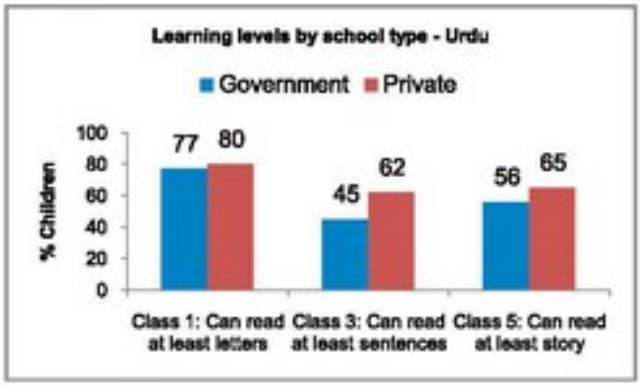
Gilgit - Baltistan - Rural

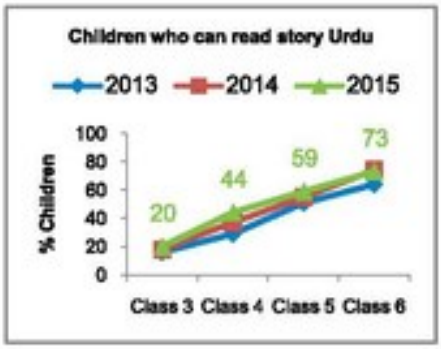
Learning levels (Urdu)

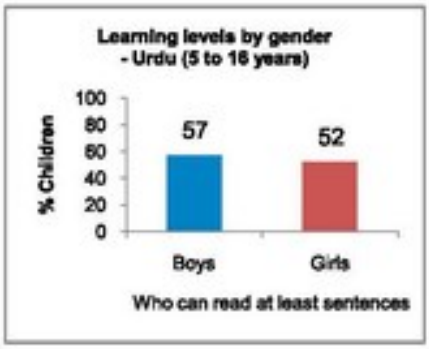
Class-wise % children who can read

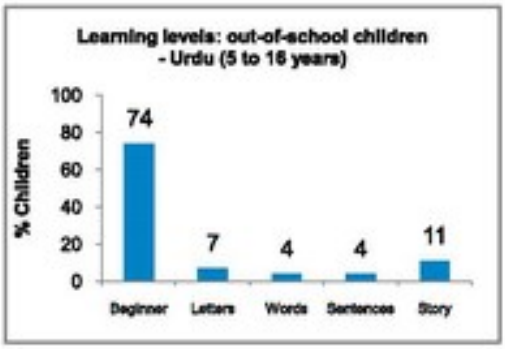
Class	Nothing	Letters	Words	Sentences	Story	Total
1	21.1	46.3	23.3	5.9	3.4	100
2	5.4	28.2	38.1	21.4	7.0	100
3	2.3	11.2	34.4	32.2	19.9	100
4	0.6	3.3	17.8	34.4	43.9	100
5	0.2	1.8	10.9	28.1	59.0	100
6	0.3	1.4	4.5	20.9	72.9	100
7	0.2	0.4	3.1	13.3	83.0	100
8	0.0	0.5	2.4	9.2	87.9	100
9	0.0	0.2	1.5	7.3	91.0	100
10	0.0	0.0	0.3	4.9	94.8	100

How to read: 9.3 % (5.9+3.4) children of class 1 can read sentences







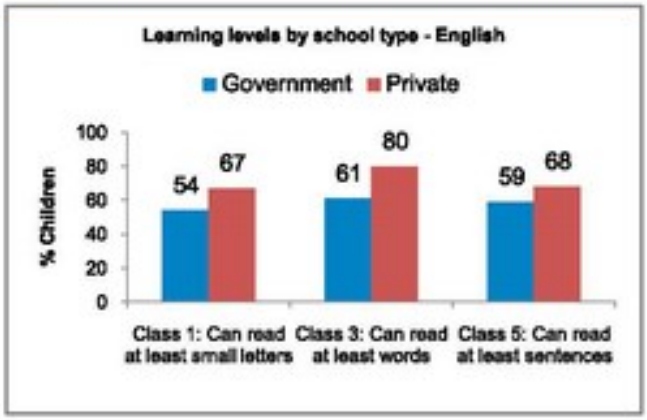


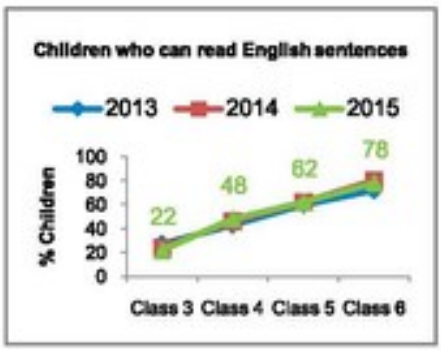
Learning levels (English)

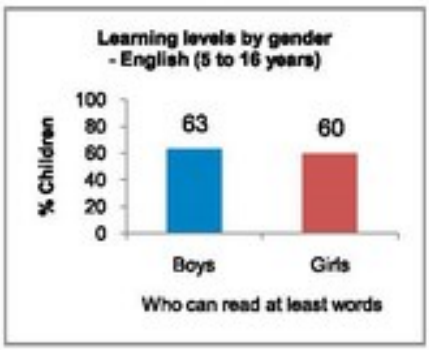
Class-wise % children who can read

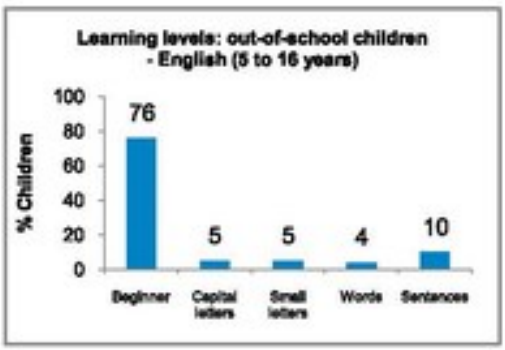
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	19.5	20.5	40.1	16.4	3.5	100
2	6.3	10.2	39.5	32.7	11.3	100
3	2.4	4.5	23.8	47.3	22.1	100
4	0.2	1.6	10.0	40.1	48.0	100
5	0.1	0.8	5.4	31.4	62.4	100
6	0.0	1.2	1.9	19.2	77.7	100
7	0.8	0.6	1.5	11.2	85.9	100
8	0.2	0.7	1.0	6.7	91.4	100
9	0.0	0.0	1.2	2.9	95.8	100
10	0.0	0.0	1.0	1.9	97.1	100

How to read: 19.9 % (16.4+3.5) children of class 1 can read words









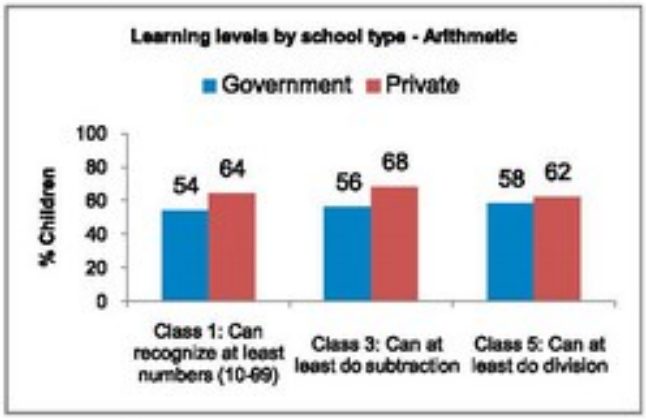
Gilgit - Baltistan - Rural

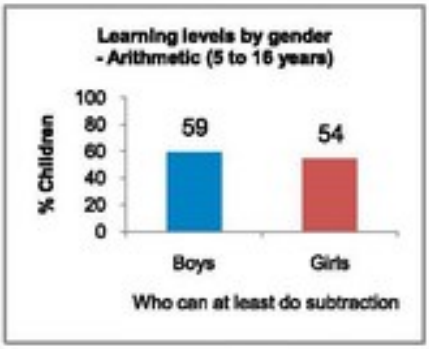
Learning levels (Arithmetic)

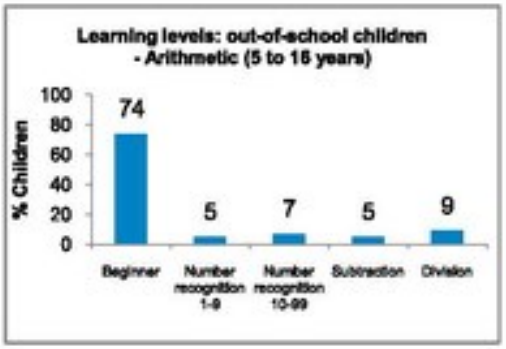
Class-wise % children who can do

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	17.8	24.2	49.5	6.5	2.0	100
2	5.6	10.4	51.7	28.4	6.0	100
3	2.5	4.4	32.2	43.3	17.6	100
4	0.5	2.5	12.9	40.4	43.7	100
5	0.2	0.9	7.1	32.3	59.5	100
6	0.0	0.8	3.7	22.7	72.8	100
7	0.6	0.2	4.6	14.2	80.5	100
8	0.2	0.7	2.2	8.1	88.9	100
9	0.0	0.0	3.0	6.2	90.9	100
10	0.0	0.0	2.3	7.5	90.3	100

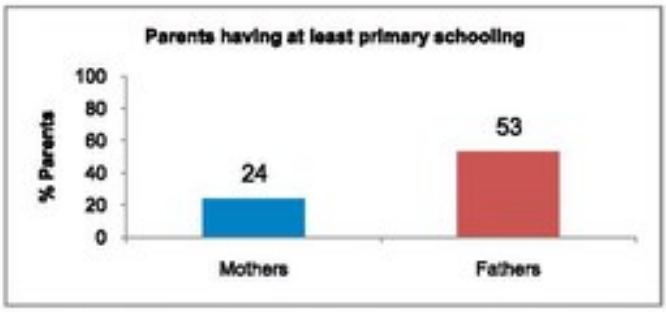
How to read: 8.5 % (6.5+2) children of class 1 can do subtraction







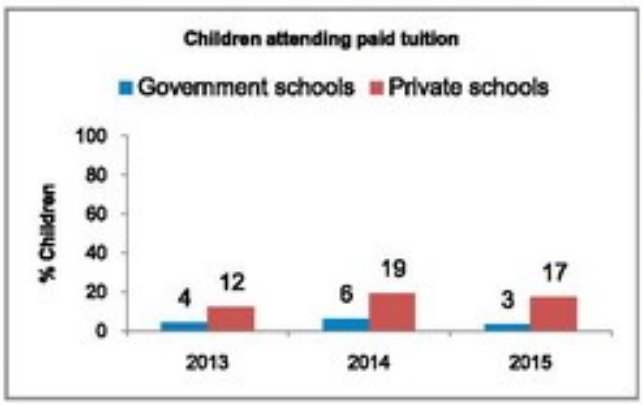
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.6	1.7	3.2	2.4	3.3	4.5	5.5	2.8	8.3	7.0
Pvt.	13.9	17.3	15.0	16.8	16.7	18.0	20.2	19.7	21.8	21.2



Gilgit - Baltistan - Rural School Report Card

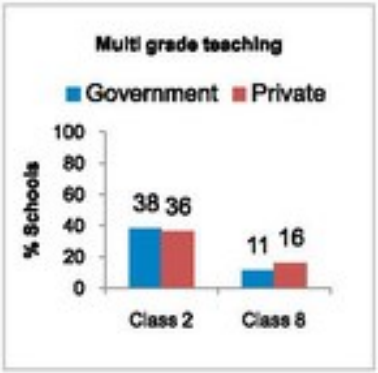
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	33	7	35	75	7	3	38	48
Elementary	30	9	26	65	1	1	30	32
High	19	10	22	51	2	0	28	30
Others	9	2	6	17	0	2	8	10
Total	91	28	89	208	10	6	104	120

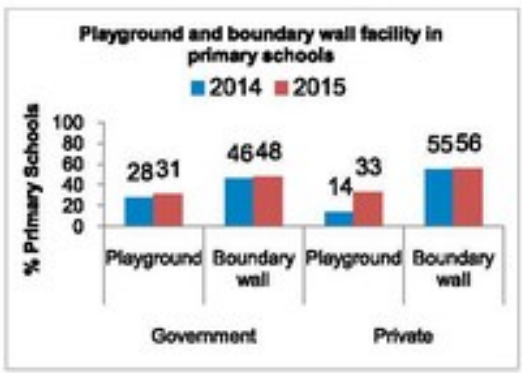
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.9	84.2	83.4	81.9	84.1	85.4	89.0	92.2	94.1	90.0
Teacher attendance	88.8	86.9	92.1	86.3	89.4	92.9	92.7	93.2	77.5	91.7

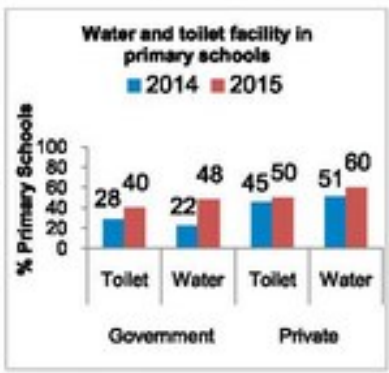
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.4	0.9
Matriculation	4.3	4.7
FA	18.4	23.7
BA	44.9	46.5
MA or above	31.9	24.2
Others	0.2	0.0

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	10.0	23.6
PTC	3.9	5.9
CT	16.1	19.2
B-Ed	56.0	42.0
M-Ed or above	13.2	7.2
Others	0.9	2.1

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.8	6.6	13.1	9.9	3.2	8.2	11.4	6.9
Useable water		48.0	49.2	70.6	76.5	60.4	78.1	100.0	50.0
Useable toilet		40.0	56.9	64.7	52.9	50.0	78.1	96.7	90.0
Playground		30.7	63.1	76.5	64.7	33.3	59.4	56.7	30.0
Boundary wall		48.0	70.8	82.4	64.7	56.2	62.5	83.3	80.0
Library		9.3	13.8	64.7	47.1	16.7	43.8	60.0	50.0
Computer lab		1.3	4.6	39.2	23.5	2.1	25.0	40.0	10.0
Electricity Connection		52.0	69.2	82.4	70.6	66.7	75.0	96.7	80.0
		Grants							
2014	# of schools reported receiving grants	26	39	29	0	1	5	4	0
	% of schools reported receiving grants	34.7	60.0	56.9	-	2.1	15.6	13.3	-
	Average amount of grant (Rs.)	11730.8	28605.7	169642.1	-	150000	88800	233125	-
2015*	# of schools reported receiving grants	6	3	7	0	0	4	2	0
	% of schools reported receiving grants	8.0	4.6	13.7	-	0.0	12.5	6.7	-
	Average amount of grant (Rs.)	10333.3	6380	99405.7	-	-	70000	50000	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Gilgit - Baltistan - Rural

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt.& Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	in private school		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
Astore	43.0	7.2	4.0	26.3	5.1	52.6	73.5	62.5	80.1	82.6	84.5
Diamer	9.0	52.2	35.7	13.3	4.3	65.2	57.6	72.7	87.7	86.0	87.5
Ghanche	41.6	9.9	5.7	29.0	12.2	44.0	69.2	60.3	45.0	46.2	51.1
Ghizer	51.8	3.1	1.8	59.7	10.6	54.7	68.2	63.7	78.7	71.3	72.3
Gilgit	47.0	11.8	6.6	44.3	6.8	61.3	73.3	64.9	54.9	58.6	43.2
Hunza-Nagar	70.7	2.4	1.2	59.9	17.3	56.7	79.5	55.1	47.1	51.4	46.4
Skardu	18.8	18.7	10.2	25.1	3.8	35.8	58.0	52.0	35.0	51.4	46.4
Total	**36.0**	**15.3**	**9.5**	**38.9**	**8.9**	**52.1**	**69.3**	**61.0**	**59.0**	**62.4**	**59.5**

Gilgit - Baltistan - Rural

Sample Composition

- ASER 2015 survey was conducted in 7 rural districts of Gilgit-Baltistan. This covered 4,103 households in 209 villages throughout the province.
- Detailed information was collected on 13,056 children (56% males, 44% females) aged 3-16 years. Out of these 11,071 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 208 government schools (36% primary, 31% elementary, 25% high, 8% others) and 120 private schools (40% primary, 27% elementary, 25% high, 8% others[1]) were surveyed.
- 44% of the government schools were boys only, 13% were girls only, and 43% were coeducation schools. In case of private schools, 8% were boys only, 5% were girls only and 87% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has increased as compared to 2014.

- In 2015, 15% of children were reported to be out-of-school which has increased as compared to previous year (14%). 12% children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- 85% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 56% of children were enrolled in government schools whereas 44% of children were going to non-state institutions (39% private schools, 1% Madrassah, 4% others).
- Amongst the enrolled students in government schools, 38% were girls and 62% were boys whereas in private schools 60% enrolled children were boys and 40% were girls.
- The percentage of out of school children (boys) has increased as compared to 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2014.

- 36% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 40% in 2014.
- 64% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 41% class 5 children could not read a class 2 story in Urdu compared to 45% in 2014.

- Analysis shows that 80% of class 3 children could not read story in Urdu compared to 82% in the previous year.
- Similarly, 21% of class 1 children cannot read letters in Urdu as compared to 14% in 2014.

English learning levels remain the same over the years: 38% class 5 children could not read sentences (class 2 level) in 2015 & 2014.

- ASER 2015 reveals that 78% class 3 children could not read class 2 level sentences as compared to 76% in the previous year.
- 20% children enrolled in class 1 cannot read capital letters as compared to 13% in 2014.

Arithmetic learning levels show improvement: 41% class 5 children could not do two digit division as compared to 43% in 2014.

- 82% children enrolled in class 3 could not do two digit division in 2015 as compared to 83% in 2014.
- 18% of class 1 children cannot not do number recognition (1-9) as compared to 12% in 2014.

[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.

- 65% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared 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 59% government school children can do the same.
- Similarly, in arithmetic, 62% children enrolled in private schools (class 5) were able to do division when compared to only 58% class 5 children who were 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 52% of girls could read at least sentences in Urdu.
- 63% boys could read at least English words while 60% of girls can do the same.
- Similarly, 59% of boys were able to do at least subtraction whereas only 54% girls could do it.

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

More than 25% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 11% of out-of-school children could read story in Urdu, 10% could read sentences in English, and 9% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

24% of mothers and 53% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 76% had not completed even primary education.
- 47% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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, 3% children enrolled in class 1 take private tuition whereas 7% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

38% of surveyed government schools and 36% 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 38% of the surveyed government schools and 36% of the surveyed private schools had Class 2 sitting with other classes.
- 11% of surveyed government schools and 16% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

16% 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 84% whereas it was 90% 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

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

- 45% teachers of surveyed government schools have done graduation as compared to 47% teachers of surveyed private schools.

- 56% of surveyed government school teachers had Bachelors in Education degrees as compared to 42% 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.

- 39% of surveyed government high schools had computer labs and 65% had library books in their premises as compared to surveyed private high schools where 40% had computer labs and 60% had library books.

60% surveyed government primary schools were without toilets and 52% were without drinking water.

- 60% of the surveyed government primary schools did not have toilets in 2015 as compared to 72% in 2014. Similarly, 50% surveyed private primary schools were missing toilet facility in 2015 as compared to 55% in 2014.

- 52% of the surveyed government primary schools did not have drinking water in 2015 as compared to 78% in 2014. Similarly, 40% of the surveyed private primary schools did not have drinking water facility in 2015 as compared to 49% in 2014.

52% of the surveyed government primary schools were without complete boundary walls and 69% were without playgrounds.

- Amongst the surveyed government primary schools, only 48% had complete boundary walls as compared to 46% in 2014.

- In 2015, 44% of the surveyed private primary schools did not have complete boundary walls as compared to 45% in 2014.

- 31% of surveyed government primary schools had playgrounds in 2015 while 33% surveyed private primary schools had playgrounds.

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

- On average, 13 rooms were being used for classroom activities in the surveyed government high schools as compared to 10 in 2014.

- In 2015, surveyed private high schools had 11 classrooms on average being used for classroom activities similar to 11 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

8% of the government primary schools and 0% private primary schools received grants.

- 0 surveyed private primary schools are receiving grants as compared to 6 surveyed government primary schools in 2015.

- The proportion of government primary schools receiving grants has decreased since last year. 36% government primary schools were receiving grants in 2013, 35% in 2014, and 8% were received in 2015.

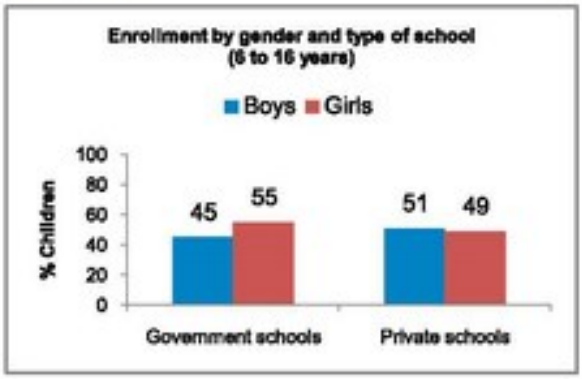
Islamabad ICT

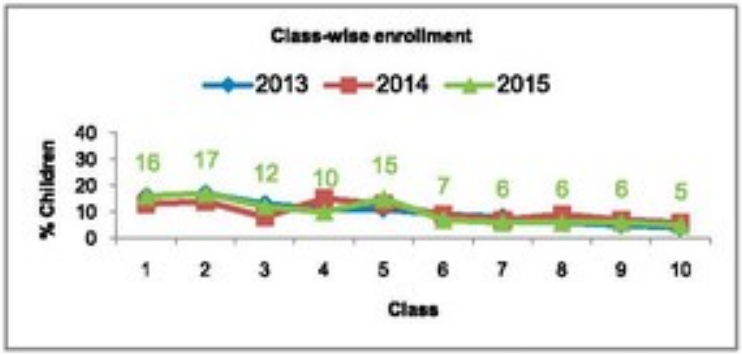
Islamabad - ICT

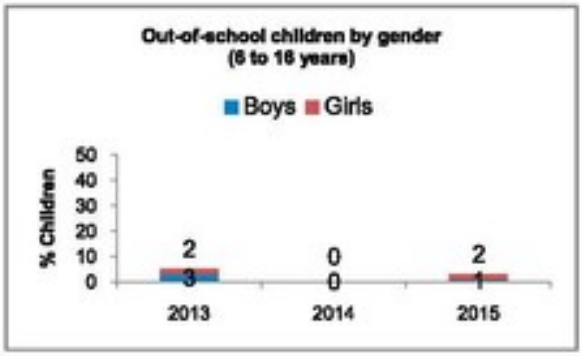
School enrollment and out-of-school children

% 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	23.0	75.1	0.3	0.3	1.3	0.0	100
11 - 13	33.3	62.9	2.9	0.0	0.0	1.0	100
14 - 16	50.0	42.6	1.1	0.0	3.2	3.2	100
6 - 16	**30.2**	**66.5**	**1.0**	**0.2**	**1.4**	**0.8**	**100**
Total			**97.8**		**2.2**		**100**
By Type	**30.8**	**68.0**	**1.0**	**0.2**			

How to read: 98.7 % (23+75.1+0.3+0.3) children of age group 6-10 are enrolled



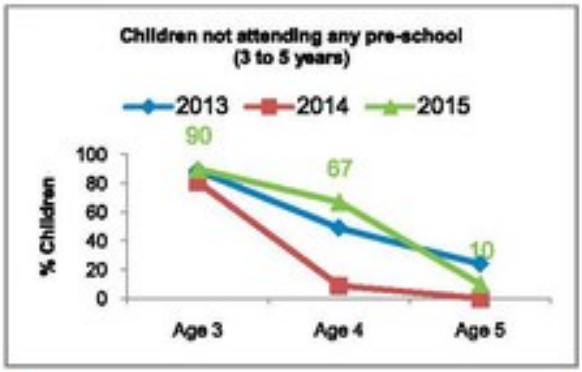




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	2.1	8.3	0.0	0.0	89.6	100
4	4.1	28.6	0.0	0.0	67.3	100
5	13.5	76.9	0.0	0.0	9.6	100
3 - 5	**6.7**	**38.9**	**0.0**	**0.0**	**54.4**	**100**
Total			**45.6**		**54.4**	**100**
By Type	**14.7**	**85.3**	**0.0**	**0.0**		

How to read: 10.4 % (2.1+8.3+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	92.6	48.7	35.0	9.8	4.8	1.5	9.7	16.7	22.0	13.3	10.5	23.5	15.5
2	7.4	46.2	51.7	32.8	14.3								16.8
3	0.0	5.1	13.3	55.7	9.5	12.3							12.6
4			0.0	1.6	61.9	16.9	6.5						9.6
5				0.0	9.5	61.5	25.8	30.0					15.1
6					0.0	6.2	38.7	26.7	17.1				7.1
7						1.5	19.4	16.7	29.3	15.6			6.5
8							0.0	10.0	19.5	24.4	21.1		5.9
9								0.0	12.2	35.6	15.8	29.4	6.1
10									0.0	11.1	52.6	47.1	4.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

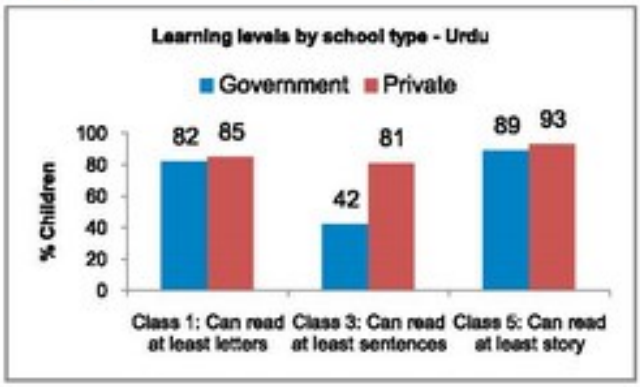
Islamabad - ICT

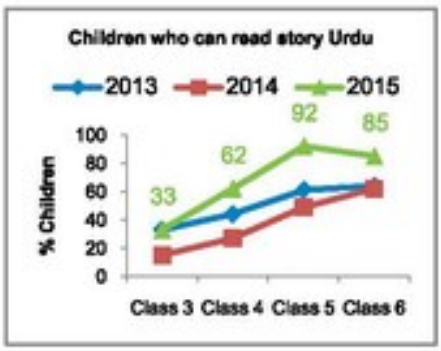
Learning levels (Urdu)

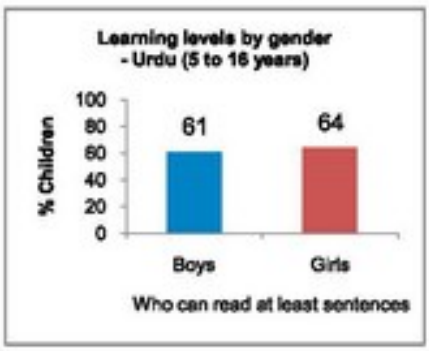
Class-wise % children who can read

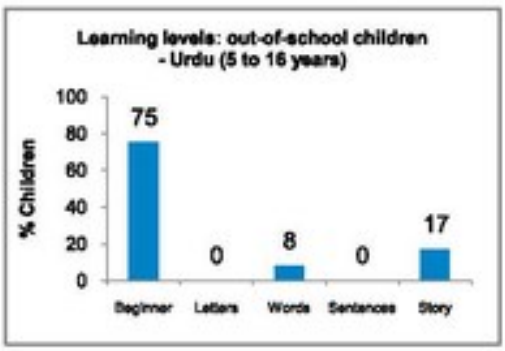
Class	Nothing	Letters	Words	Sentences	Story	Total
1	15.3	50.0	19.4	8.3	6.9	100
2	5.0	11.2	56.2	17.5	10.0	100
3	0.0	1.7	25.0	40.0	33.3	100
4	4.4	0.0	0.0	33.3	62.2	100
5	2.8	0.0	0.0	5.6	91.5	100
6	0.0	0.0	0.0	14.7	85.3	100
7	3.2	0.0	0.0	3.2	93.5	100
8	0.0	0.0	0.0	3.8	96.2	100
9	3.4	0.0	0.0	0.0	96.6	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 15.2 % (8.3+6.9) children of class 1 can read sentences







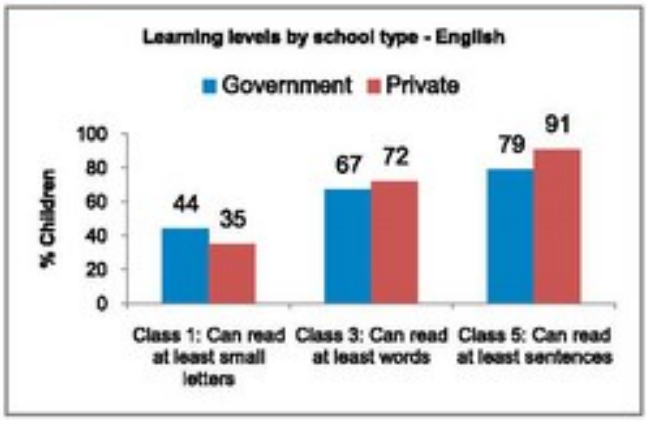


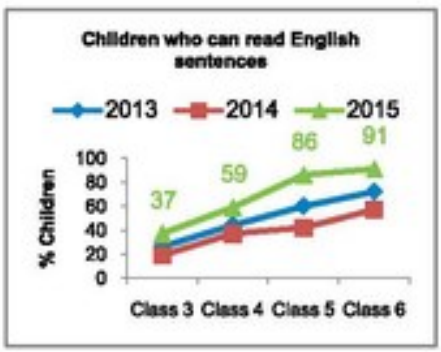
Learning levels (English)

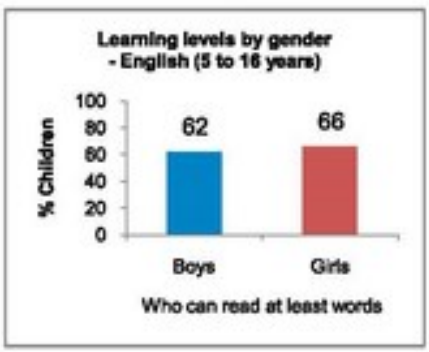
Class-wise % children who can read

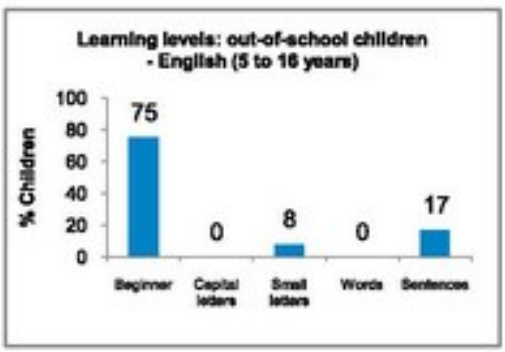
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	12.7	50.7	21.1	4.2	11.3	100
2	5.0	12.5	46.2	20.0	16.2	100
3	0.0	1.7	27.1	33.9	37.3	100
4	4.3	0.0	2.2	34.8	58.7	100
5	2.8	0.0	1.4	9.9	85.9	100
6	0.0	0.0	2.9	5.9	91.2	100
7	3.3	0.0	0.0	0.0	96.7	100
8	0.0	0.0	0.0	8.3	91.7	100
9	3.6	0.0	0.0	0.0	96.4	100
10	0.0	0.0	0.0	4.8	95.2	100

How to read: 15.5 % (4.2+11.3) children of class 1 can read words









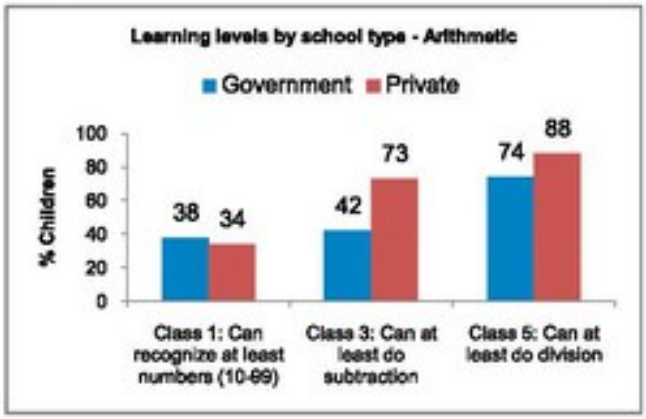
Islamabad - ICT

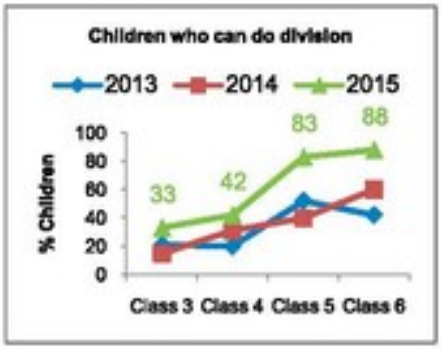
Learning levels (Arithmetic)

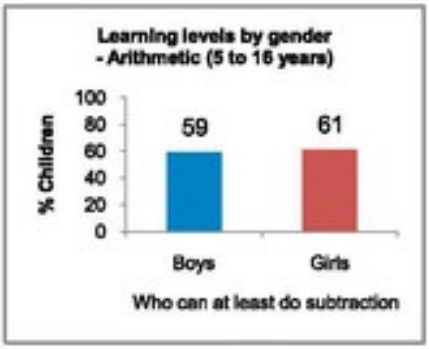
Class-wise % children who can do

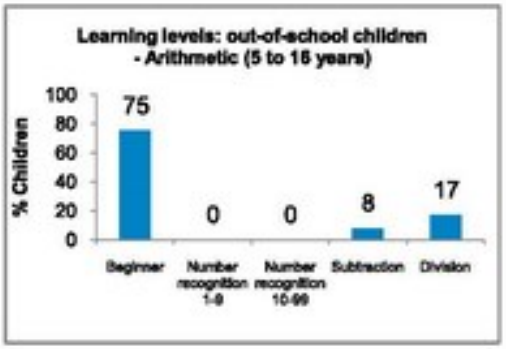
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	14.5	50.7	24.6	7.2	2.9	100
2	6.7	10.7	53.3	22.7	6.7	100
3	0.0	5.3	28.1	33.3	33.3	100
4	4.4	2.2	11.1	40.0	42.2	100
5	2.9	0.0	2.9	11.4	82.9	100
6	0.0	0.0	6.1	6.1	87.9	100
7	3.2	0.0	0.0	12.9	83.9	100
8	0.0	0.0	0.0	7.1	92.9	100
9	3.6	0.0	0.0	0.0	96.4	100
10	0.0	0.0	4.5	0.0	95.5	100

How to read: 10.1 % (7.2+2.9) children of class 1 can do subtraction

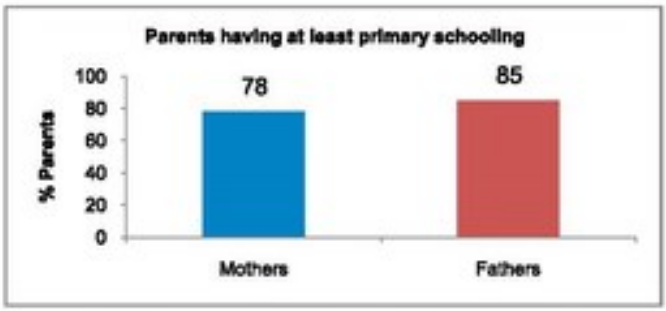








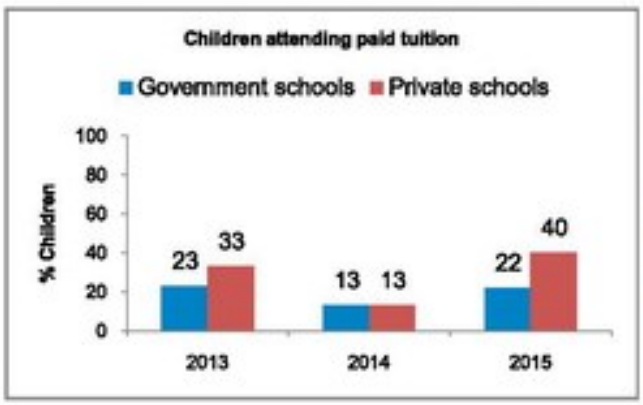
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	21.1	11.8	16.7	30.8	17.9	30.0	18.2	46.7	11.1	14.3
Pvt.	33.3	46.0	45.8	34.4	31.8	34.8	35.0	38.5	25.0	37.5



Islamabad - ICT School Report Card

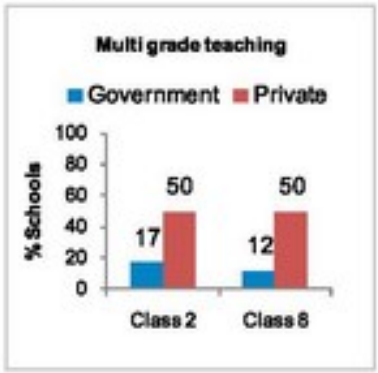
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	3	3	0	6	0	0	0	0
Elementary	1	0	0	1	0	0	0	0
High	2	2	0	4	0	0	2	2
Others	1	3	0	4	0	0	0	0
Total	7	8	0	15	0	0	2	2

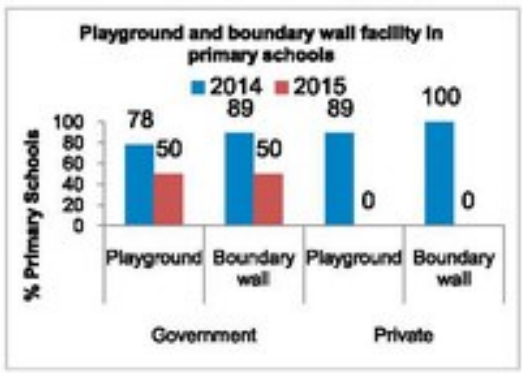
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	95.1	96.2	67.5	64.2	72.2	-	-	89.7	-	89.7
Teacher attendance	84.4	100.0	91.4	95.8	90.7	-	-	33.3	-	33.3

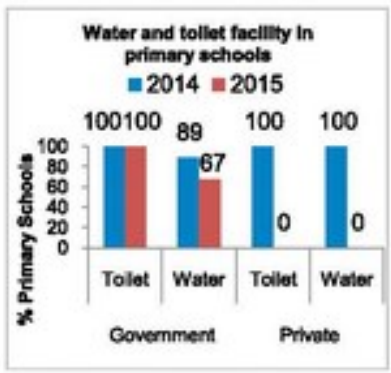
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.0	0.0
Matriculation	5.1	3.6
FA	5.1	42.9
BA	58.1	35.7
MA or above	31.6	17.9
Others	0.0	0.0

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	0.0	0.0
PTC	10.4	11.1
CT	7.6	11.1
B-Ed	57.2	55.6
M-Ed or above	24.8	22.2
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.)		5.3	6.0	12.2	10.0	-	-	7.5	-
Useable water		66.7	100.0	100.0	75.0	-	-	100.0	-
Useable toilet		100.0	100.0	100.0	75.0	-	-	100.0	-
Playground		50.0	100.0	50.0	50.0	-	-	100.0	-
Boundary wall		50.0	100.0	50.0	100.0	-	-	50.0	-
Library		16.7	0.0	50.0	100.0	-	-	100.0	-
Computer lab		0.0	0.0	100.0	100.0	-	-	50.0	-
Electricity Connection		100.0	100.0	100.0	100.0	-	-	100.0	-
		Grants							
2014	# of schools reported receiving grants	3	0	0	0	0	0	0	0
	% of schools reported receiving grants	50.0	0.0	0.0	-	-	-	0.0	-
	Average amount of grant (Rs.)	25000	-	-	-	-	-	-	-
2015*	# of schools reported receiving grants	1	0	0	0	0	0	0	0
	% of schools reported receiving grants	16.7	0.0	0.0	-	-	-	0.0	-
	Average amount of grant (Rs.)	10760	-	-	-	-	-	-	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Islamabad - ICT

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt.& Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	in private school		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 - ICT	45.6	2.2	1.6	88.0	35.0	73.3	71.2	66.7	91.5	85.9	82.9

Islamabad - ICT

Sample Composition

- ASER 2015 survey was conducted in the rural areas of Islamabad Capital Territory (ICT). This covered 300 households in 15 villages throughout the territory.
- Detailed information was collected on 653 children (49% males, 51 % females) aged 3-16 years. Out of these 556 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 15 government schools (40% primary, 7% elementary, 27% high, 26% others) and 2 private schools (0% primary, 0% elementary, 100% high, 0% others[1]) were surveyed.
- 47% of the government schools were boys only, 53% were girls only, and 0% 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 2014.

- In 2015, 2% of children were reported to be out-of-school which has increased as compared to previous year (1%). 1% children have never been enrolled in a school and 1% have dropped out of school for various reasons.
- 98% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 31% of children were enrolled in government schools whereas 69% of children were going to non-state institutions (68% private schools, 1% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 55% were girls and 45% were boys whereas in private schools 51% enrolled children were boys and 49% were girls.
- The percentage of out of school children (boys and girls) has increased as compared to 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2014.

- 46% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 76% in 2014.
- 54% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 8% class 5 children could not read a class 2 story in Urdu compared to 51% in 2014.

- Analysis shows that 67% of class 3 children could not read story in Urdu compared to 85% in the previous year.
- Similarly, 15% of class 1 children cannot read letters in Urdu as compared to 30% in 2014.

English learning levels show improvement: 14% class 5 children could not read sentences (class 2 level) compared to 58% in 2014.

- ASER 2015 reveals that 63% class 3 children could not read class 2 level sentences as compared to 81% in the previous year.
- 13% children enrolled in class 1 cannot read capital letters as compared to 18% in 2014.

Arithmetic learning levels also show improvement: 17% class 5 children could not do two digit division as compared to 60% in 2014.

- 67% children enrolled in class 3 could not do two digit division in 2015 as compared to 85% in 2014.
- 15% of class 1 children cannot not do number recognition (1-9) as compared to 19% in 2014.

[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.

- 93% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 89% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 91% private school children can read at least sentences in class 5 whereas only 79% government school children can do the same.
- Similarly, in arithmetic, 88% children enrolled in private schools (class 5) were able to do division when compared to only 74% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 61% of boys and 64% of girls could read at least sentences in Urdu.
- 62% boys could read at least English words while 66% of girls can do the same.
- Similarly, 59% of boys were able to do at least subtraction whereas only 61% girls could do it.

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

More than 14% 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, 17% could read sentences in English, and 17% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

78% of mothers and 85% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 22% had not completed even primary education.
- 15% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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 private schools, 33% children enrolled in class 1 take private tuition whereas 38% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

17% of surveyed government schools and 50% 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 17% of the surveyed government schools and 50% of the surveyed private schools had Class 2 sitting with other classes.
- 12% of surveyed government schools and 50% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

28% 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 72% whereas it was 90% in surveyed private schools.

9% teachers in surveyed government schools and 67% 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 91% whereas it was 33% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 58% teachers of surveyed government schools have done graduation as compared to 36% teachers of surveyed private schools.
- 57% of surveyed government school teachers had Bachelors in Education degrees as compared to 56% 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.

- 100% of surveyed government high schools had computer labs and 50% had library books in their premises as compared to surveyed private high schools where 50% had computer labs and 100% had library books.

0% surveyed government primary schools were without toilets and 33% were without drinking water.

- 0% of the surveyed government primary schools did not have toilets in 2015 similar to 0% in 2014. Similarly, 0% surveyed private primary schools were missing toilet facility in 2014.
- 33% of the surveyed government primary schools did not have drinking water in 2015 as compared to 11% in 2014. Similarly, 0% of the surveyed private primary schools did not have drinking water facility in 2014.

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

- Amongst the surveyed government primary schools, only 50% had complete boundary walls as compared to 89% in 2014.
- 50% of surveyed government primary schools had playgrounds in 2015.

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 10 in 2014.
- In 2015, surveyed private high schools had 8 classrooms on average being used for classroom activities as compared to 6 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

17% of the government primary schools and 0% private primary schools received grants.

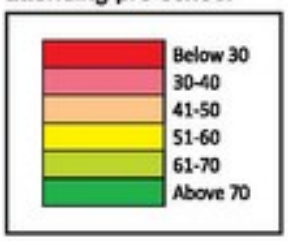
- 0 surveyed private primary schools are receiving grants as compared to 1 surveyed government primary schools in 2015.
- The proportion of government primary schools receiving grants has decreased since last year. 0% government primary schools were receiving grants in 2013, 50% in 2014, and 17% were received in 2015.

Khyber Pakhtunkhwa (Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children

% Children (3-5 years) attending pre school



Not surveyed

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

Out of School Children
(Age 6-16 years)

Province/Territory 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

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

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children

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

- 1-5
- 6-10
- 11-20
- 21-30
- 31-40
- Above 40

Not surveyed

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

Reading Language Urdu/Pashto
(Class 5)

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

% Children in class 5 who can read story

- Below 33
- 33-40
- 41-50
- 51-60
- 61-70
- Above 70

Not surveyed

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

Reading English
(Class 5)

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

% Children in class 5 who can read sentences

Below 33
33-40
41-50
51-60
61-70
Above 70

Not surveyed

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

Arithmetic
(Class 5)

Province/Territory 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

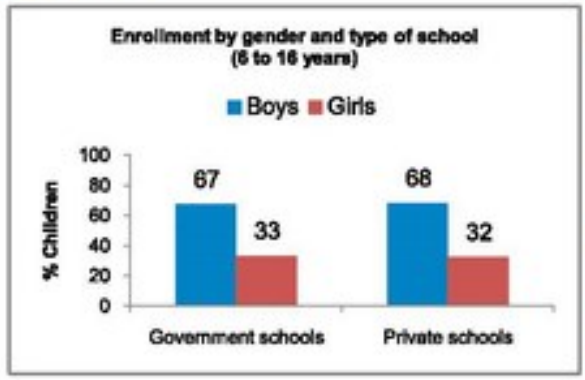
Maps may not be accurate or to scale. These are mere representations.

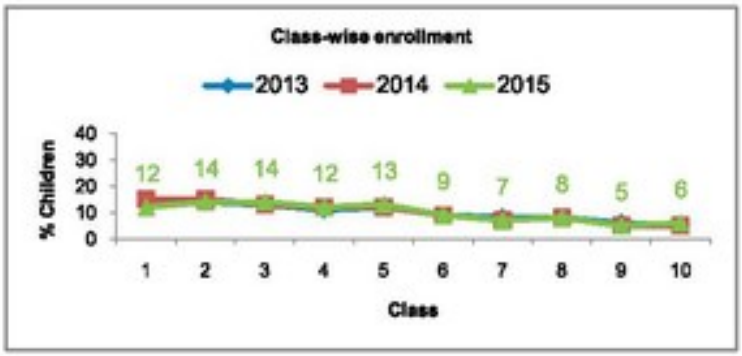
Khyber Pakhtunkhwa - Rural

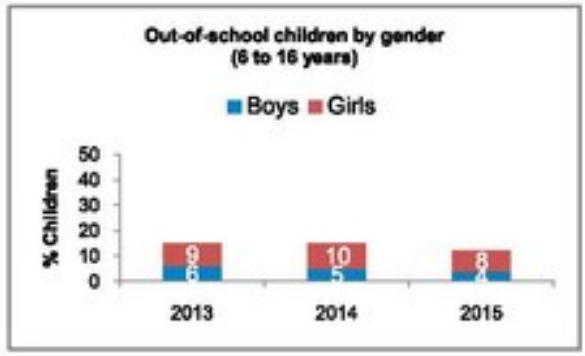
School enrollment and out-of-school children

% 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	64.0	22.9	1.8	0.3	9.5	1.5	100
11 - 13	62.3	22.6	1.5	0.1	8.7	4.8	100
14 - 16	62.1	19.8	1.8	0.0	9.1	7.2	100
6 - 16	**63.2**	**22.2**	**1.7**	**0.2**	**9.2**	**3.5**	**100**
Total			**87.3**			**12.7**	**100**
By Type	**72.4**	**25.4**	**2.0**	**0.2**			

How to read: 89 % (64+22.9+1.8+0.3) children of age group 6-10 are enrolled



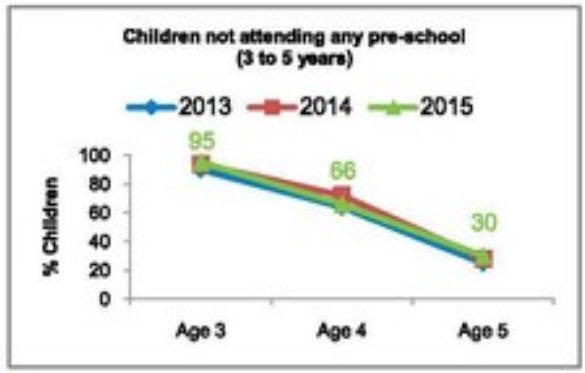




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	3.4	1.4	0.4	0.2	94.7	100
4	21.3	11.1	1.2	0.6	65.9	100
5	51.6	17.4	0.9	0.4	29.7	100
3 - 5	**27.8**	**10.6**	**0.8**	**0.4**	**60.4**	**100**
Total			**39.6**		**60.4**	**100**
By Type	**70.2**	**26.7**	**2.1**	**1.0**		

How to read: 5.4 % (3.4+1.4+0.4+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	82.5	58.5	23.2	8.1	3.3	6.6	8.2	12.4	16.1	13.0	15.0	12.5	11.8
2	17.5	32.5	49.0	28.0	10.4								13.8
3	0.0	8.9	27.7	42.7	30.8	10.3							14.0
4			0.0	21.2	38.7	28.5	12.8						12.2
5				0.0	13.6	44.9	37.0	15.0					12.7
6					3.3	7.5	33.0	38.8	12.6				8.6
7						2.2	7.3	26.2	36.7	11.1			7.0
8							1.8	7.7	30.5	52.0	13.0		8.0
9								0.0	4.0	20.6	48.5	11.8	5.4
10									0.0	3.3	23.6	75.7	6.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

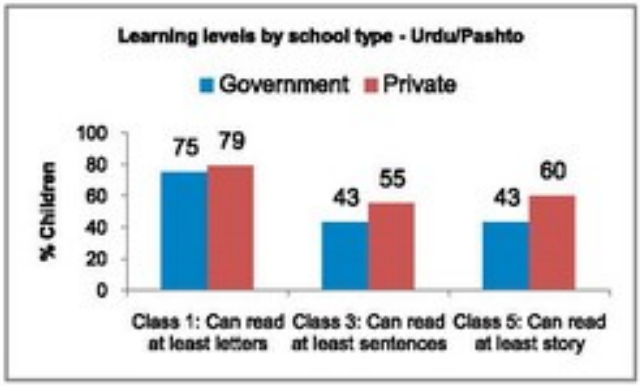
Khyber Pakhtunkhwa - Rural

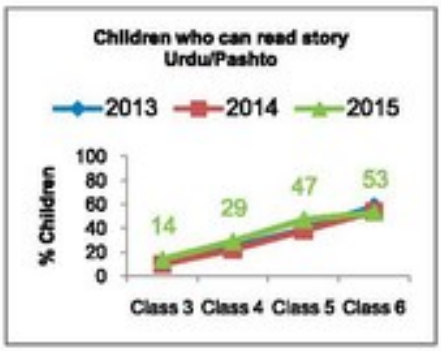
Learning levels (Urdu/Pashto)

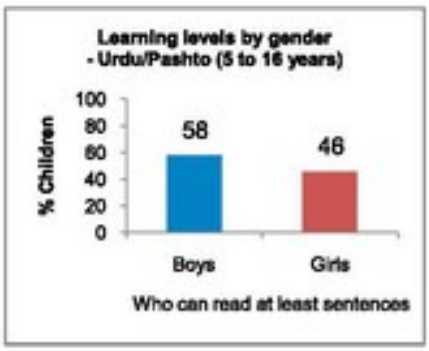
Class-wise % children who can read

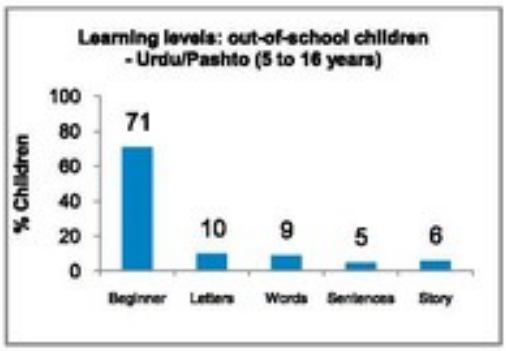
Class	Nothing	Letters	Words	Sentences	Story	Total
1	24.3	35.1	29.8	6.8	4.0	100
2	8.6	21.6	45.4	16.3	8.1	100
3	5.3	12.5	35.7	32.5	14.0	100
4	2.3	6.9	27.6	34.5	28.7	100
5	1.5	4.3	16.4	30.7	47.1	100
6	1.2	2.7	11.8	31.6	52.7	100
7	0.6	2.2	9.2	27.0	61.1	100
8	0.4	2.0	5.2	21.4	71.0	100
9	0.4	1.0	1.9	16.2	80.5	100
10	0.2	0.4	1.3	8.1	90.1	100

How to read: 10.8 % (6.8+4) children of class 1 can read sentences







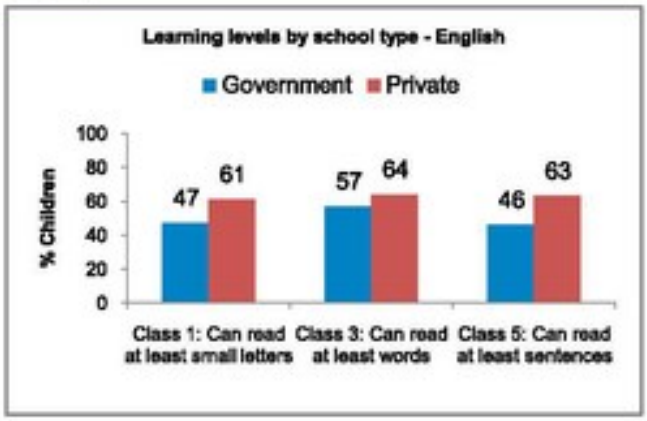


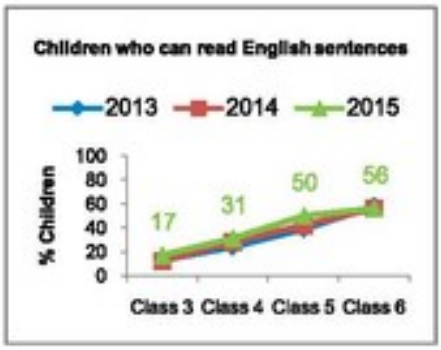
Learning levels (English)

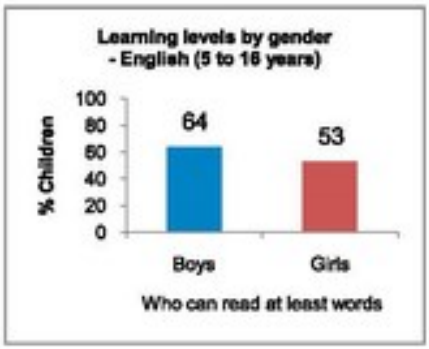
Class-wise % children who can read

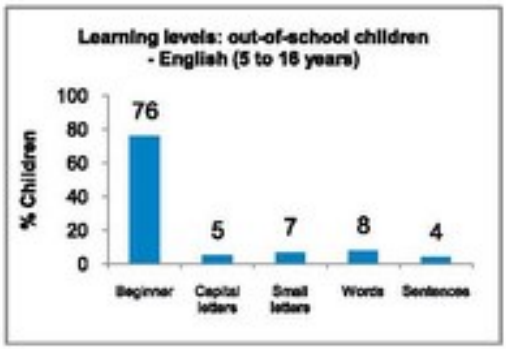
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	23.6	25.9	31.3	15.2	3.9	100
2	8.7	15.6	37.3	29.5	8.9	100
3	5.6	8.3	27.6	41.7	16.7	100
4	3.0	5.3	19.6	41.3	30.7	100
5	2.0	3.5	12.3	32.4	49.9	100
6	1.5	1.8	10.1	30.3	56.2	100
7	0.9	1.6	7.4	26.2	63.9	100
8	0.7	0.8	4.2	21.6	72.6	100
9	0.7	0.4	3.1	15.8	80.1	100
10	0.5	0.1	2.2	6.2	90.9	100

How to read: 19.1 % (15.2+3.9) children of class 1 can read words









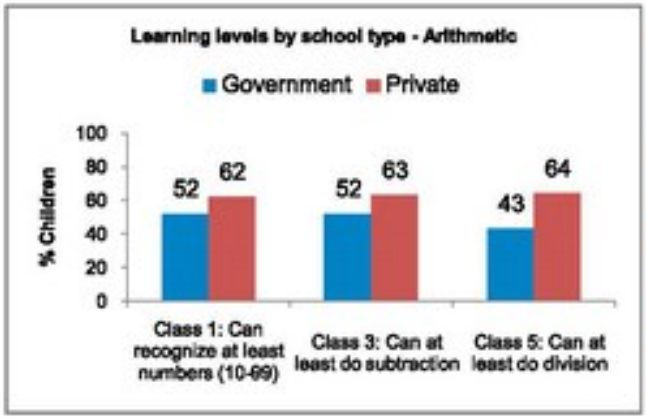
Khyber Pakhtunkhwa - Rural

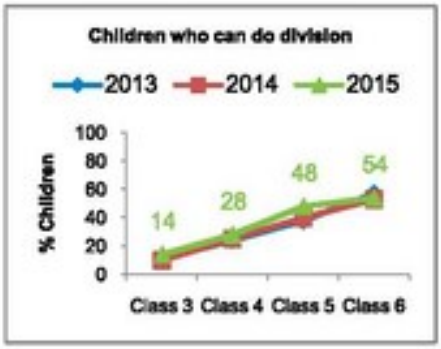
Learning levels (Arithmetic)

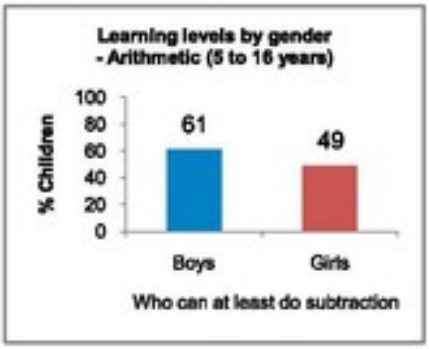
Class-wise % children who can do

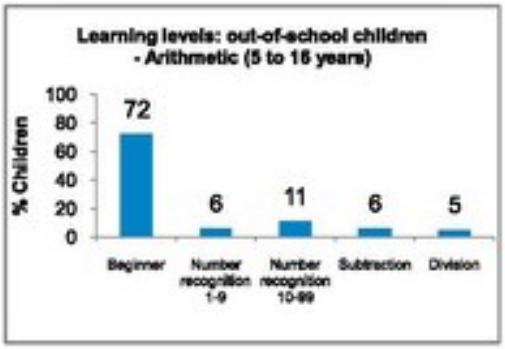
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	20.8	24.8	42.8	8.1	3.5	100
2	7.7	12.6	49.8	23.2	6.6	100
3	5.2	7.6	32.8	40.0	14.3	100
4	3.2	5.3	24.4	39.6	27.6	100
5	1.9	3.5	13.7	33.0	47.9	100
6	1.5	2.4	11.3	30.8	54.0	100
7	1.1	2.1	8.4	27.2	61.2	100
8	0.8	0.9	4.8	23.2	70.3	100
9	0.5	0.3	4.1	15.8	79.4	100
10	0.5	0.3	2.4	8.9	87.9	100

How to read: 11.6 % (8.1+3.5) children of class 1 can do subtraction

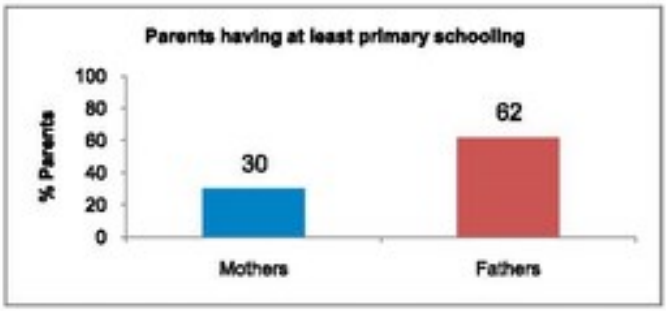








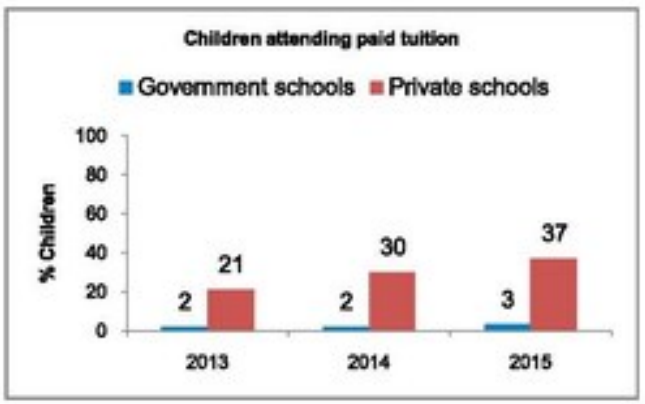
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.0	2.1	2.1	2.8	2.8	3.9	3.9	4.8	4.4	5.9
Pvt.	33.1	39.1	40.9	38.5	40.2	34.1	39.0	34.0	38.4	43.3



Khyber Pakhtunkhwa - Rural School Report Card

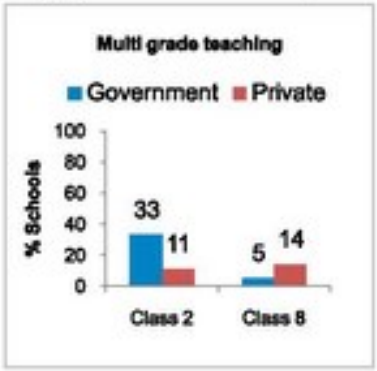
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	347	78	116	541	22	5	58	85
Elementary	15	2	1	18	14	2	63	79
High	33	1	1	35	71	5	72	148
Others	80	13	10	103	4	0	7	11
Total	475	94	128	697	111	12	200	323

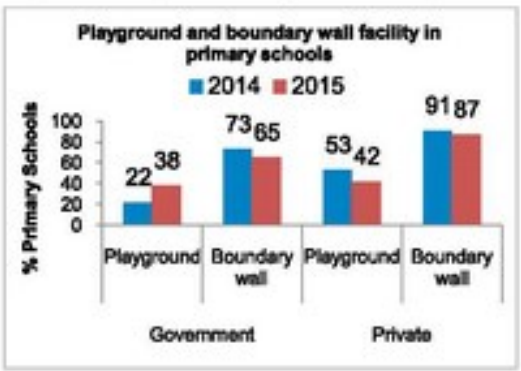
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	87.8	88.7	90.1	86.5	87.8	91.4	91.9	93.2	92.5	92.7
Teacher attendance	91.8	81.1	87.7	91.4	90.9	88.1	93.4	93.7	99.0	92.8

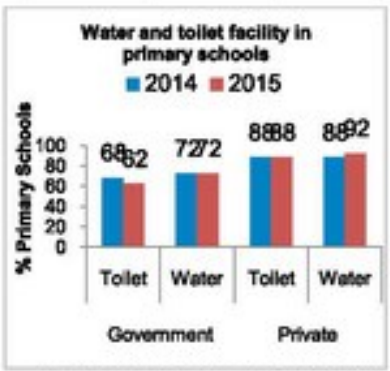
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.3	0.1
Matriculation	6.5	3.0
FA	15.1	16.8
BA	34.7	37.4
MA or above	42.8	41.9
Others	0.7	0.7

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	1.4	13.5
PTC	24.3	22.4
CT	19.0	15.3
B-Ed	33.9	31.0
M-Ed or above	18.3	16.0
Others	3.1	1.7

School facilities (% schools)								
		Government schools				Private schools		
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.9	3.7	7.7	5.9	5.4	8.0	5.3	8.7
Useable water		72.1	77.8	80.0	75.7	91.8	91.1	90.5	63.6
Useable toilet		62.1	72.2	80.0	82.5	88.2	88.6	85.8	54.5
Playground		38.3	50.0	40.0	44.7	42.4	53.2	77.7	54.5
Boundary wall		64.5	83.3	85.7	77.7	87.1	89.9	86.5	63.6
Library		20.3	16.7	57.1	39.8	14.1	46.8	75.7	54.5
Computer lab		5.0	5.6	25.7	21.4	11.8	25.3	57.4	36.4
Electricity Connection		57.7	38.9	65.7	80.6	89.4	86.1	89.9	63.6
		Grants							
2014	# of schools reported receiving grants	406	15	28	0	0	1	2	0
	% of schools reported receiving grants	75.3	83.3	80.0	-	0.0	1.3	1.4	-
	Average amount of grant (Rs.)	121726.8	781641.9	101133.9	-	-	200000	1124000	-
2015*	# of schools reported receiving grants	281	8	8	0	0	1	0	0
	% of schools reported receiving grants	52.1	44.4	22.9	-	0.0	1.3	0.0	-
	Average amount of grant (Rs.)	204991	476625	269315	-	-	0	-	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Khyber Pakhtunkhwa - Rural

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		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
Abbottabad	67.2	3.1	1.6	34.7	6.9	75.5	87.7	75.5	79.5	80.2	67.2
Bannu	47.1	21.5	19.3	17.9	8.9	78.7	87.1	76.1	87.9	90.1	63.8
Battagram	40.6	26.7	16.1	29.7	4.0	42.2	47.4	40.0	43.6	35.4	41.0
Buner	17.3	7.6	5.1	33.0	11.2	25.7	46.0	19.8	26.0	23.1	24.0
Charsadda	16.2	3.4	1.9	29.3	20.2	34.2	42.9	36.3	53.6	61.9	53.1
Dera Ismail Khan	50.9	16.8	11.0	14.2	7.6	24.3	35.6	26.9	25.2	18.0	23.8
Hangu	56.0	1.5	1.1	16.5	8.6	18.1	24.1	26.3	8.6	8.6	9.1
Haripur	63.0	4.7	2.9	41.1	10.7	48.4	67.7	39.4	62.9	65.5	51.3
Karak	67.8	0.4	0.2	41.4	43.2	60.6	50.7	80.1	53.7	53.7	82.5
Kohat	56.0	0.7	0.7	29.7	31.4	83.8	72.4	83.3	79.0	83.3	83.1
Kohistan	22.0	34.9	26.9	36.1	9.3	34.8	56.5	46.4	59.7	59.7	59.5
Lakki Marwat	35.5	18.0	10.5	5.5	4.9	14.1	23.0	19.1	17.6	20.0	30.4
Lower Dir	67.3	3.3	2.4	10.6	8.6	30.3	42.2	40.3	18.7	17.1	22.2
Malakand	54.6	1.5	0.8	45.4	4.5	70.9	89.6	87.8	78.2	82.7	82.6
Mansehra	40.2	8.9	5.5	8.9	3.8	53.1	63.0	58.2	65.2	69.2	70.2
Mardan	47.0	8.5	5.0	22.3	13.9	39.8	74.8	70.6	67.5	73.3	72.3
Nowshera	40.1	9.8	5.4	52.5	15.8	65.1	81.5	78.5	77.1	83.5	83.3
Peshawar	32.7	2.5	1.7	38.2	29.1	31.6	42.7	38.0	20.8	31.7	23.1
Shangla	10.0	28.4	18.4	22.5	14.1	32.7	42.2	40.4	25.4	18.1	15.7
Swabi	43.6	12.6	7.9	31.4	12.5	42.6	59.1	51.9	49.6	56.5	48.5
Swat	23.1	12.0	9.1	38.8	16.2	37.5	50.0	42.5	28.9	29.8	29.2
Tank	34.2	27.0	16.5	2.4	0.4	42.7	79.6	88.5	9.1	20.2	10.2
Tor Ghar	24.5	31.0	16.7	3.6	0.8	49.4	61.7	43.5	44.4	45.8	41.4
Upper Dir	27.6	16.3	11.0	6.9	2.9	51.4	84.7	62.7	46.8	58.6	41.1
Total	**39.6**	**12.7**	**8.3**	**25.4**	**11.9**	**46.5**	**58.5**	**54.4**	**47.1**	**49.9**	**47.9**

Khyber Pakhtunkhwa - Rural

Sample Composition

- ASER 2015 survey was conducted in 24 rural districts of Khyber Pakhtunkhwa. This covered 13,958 households in 704 villages throughout the province.
- Detailed information was collected on 42,274 children (60% males, 40% females) aged 3-16 years. Out of these 36,713 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 697 government schools (78% primary, 2% elementary, 5% high, 15% others) and 323 private schools (26% primary, 25% elementary, 46% high, 3% others[1]) were surveyed.
- 68% of the government schools were boys only, 13% were girls only, and 19% were coeducation schools. In case of private schools, 34% were boys only, 4% were girls only and 62% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2014.

- In 2015, 13% of children were reported to be out-of-school which has decreased as compared to previous year (15%). 9% children have never been enrolled in a school and 4% 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, 72% of children were enrolled in government schools whereas 28% of children were going to non-state institutions (26% private schools, 2% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 33% were girls and 67% were boys whereas in private schools 68% enrolled children were boys and 32% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2014.

- 40% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 38% in 2014.
- 60% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 53% class 5 children could not read a class 2 story in Urdu/Pashto compared to 62% in 2014.

- Analysis shows that 86% of class 3 children could not read story in Urdu/Pashto compared to 90% in the previous year.
- Similarly, 24% of class 1 children cannot read letters in Urdu/Pashto as compared to 28% in 2014.

English learning levels show improvement: 50% class 5 children could not read sentences (class 2 level) compared to 58% in 2014.

- ASER 2015 reveals that 83% class 3 children could not read class 2 level sentences as compared to 88% in the previous year.
- 24% children enrolled in class 1 cannot read capital letters as compared to 28% in 2014.

Arithmetic learning levels show improvement: 52% class 5 children could not do two digit division as compared to 60% in 2014.

- 86% children enrolled in class 3 could not do two digit division in 2015 as compared to 90% in 2014.
- 21% of class 1 children cannot not do number recognition (1-9) as compared to 25% in 2014.

[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.

- 60% children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 43% 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 46% government school children can do the same.
- Similarly, in arithmetic, 64% children enrolled in private schools (class 5) were able to do division when compared to only 43% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 58% of boys and 46% of girls could read at least sentences in Urdu/Pashto.
- 64% boys could read at least English words while 53% of girls can do the same.
- Similarly, 61% of boys were able to do at least subtraction whereas only 49% girls could do it.

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 6% of out-of-school children could read story in Urdu/Pashto, 4% could read sentences in English, and 5% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

30% of mothers and 62% 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 even primary education.
- 38% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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, 2% children enrolled in class 1 take private tuition whereas 6% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

33% 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 33% of the surveyed government schools and 11% of the surveyed private schools had Class 2 sitting with other classes.
- 5% of surveyed government schools and 14% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

12% children in surveyed government schools and 7% 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 93% in surveyed private schools.

9% teachers in surveyed government schools and 7% 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 91% whereas it was 93% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 35% teachers of surveyed government schools have done graduation as compared to 37% teachers of surveyed private schools.

- 34% of surveyed government school teachers had Bachelors in Education degrees as compared to 31% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 26% of surveyed government high schools had computer labs and 57% had library books in their premises as compared to surveyed private high schools where 57% had computer labs and 76% had library books.

38% surveyed government primary schools were without toilets and 28% were without drinking water.

- 38% of the surveyed government primary schools did not have toilets in 2015 as compared to 32% in 2014. Similarly, 12% surveyed private primary schools were missing toilet facility in 2015 and 2014.

- 28% of the surveyed government primary schools did not have drinking water in 2015 similar to 2014. Similarly, 8% of the surveyed private primary schools did not have drinking water facility in 2015 as compared to 12% in 2014.

35% of the surveyed government primary schools were without complete boundary walls and 62% were without playgrounds.

- Amongst the surveyed government primary schools, only 65% had complete boundary walls as compared to 73% in 2014.

- In 2015, 13% of the surveyed private primary schools did not have complete boundary walls as compared to 9% in 2014.

- 38% of surveyed government primary schools had playgrounds in 2015 while 42% 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 2014.

- In 2015, surveyed private high schools had 5 classrooms on average being used for classroom activities as compared to 12 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

52% of the government primary schools and 0% private primary schools received grants.

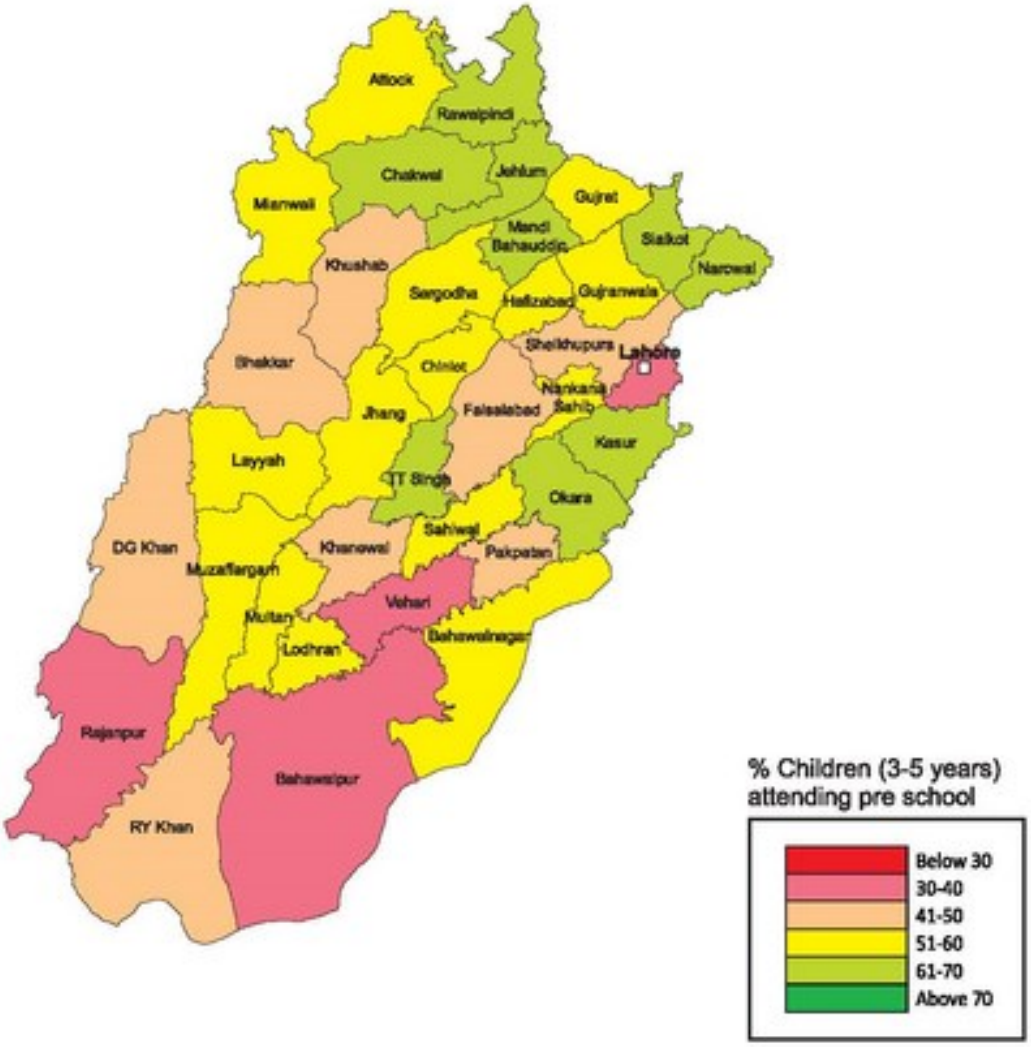
- 0 surveyed private primary schools are receiving grants as compared to 281 surveyed government primary schools in 2015.

- The proportion of government primary schools receiving grants has decreased since last year. 71% government primary schools were receiving grants in 2013, 75% in 2014, and 52% were received in 2015.

Punjab
(Rural)

Children in Pre School
(Age 3-5 years)

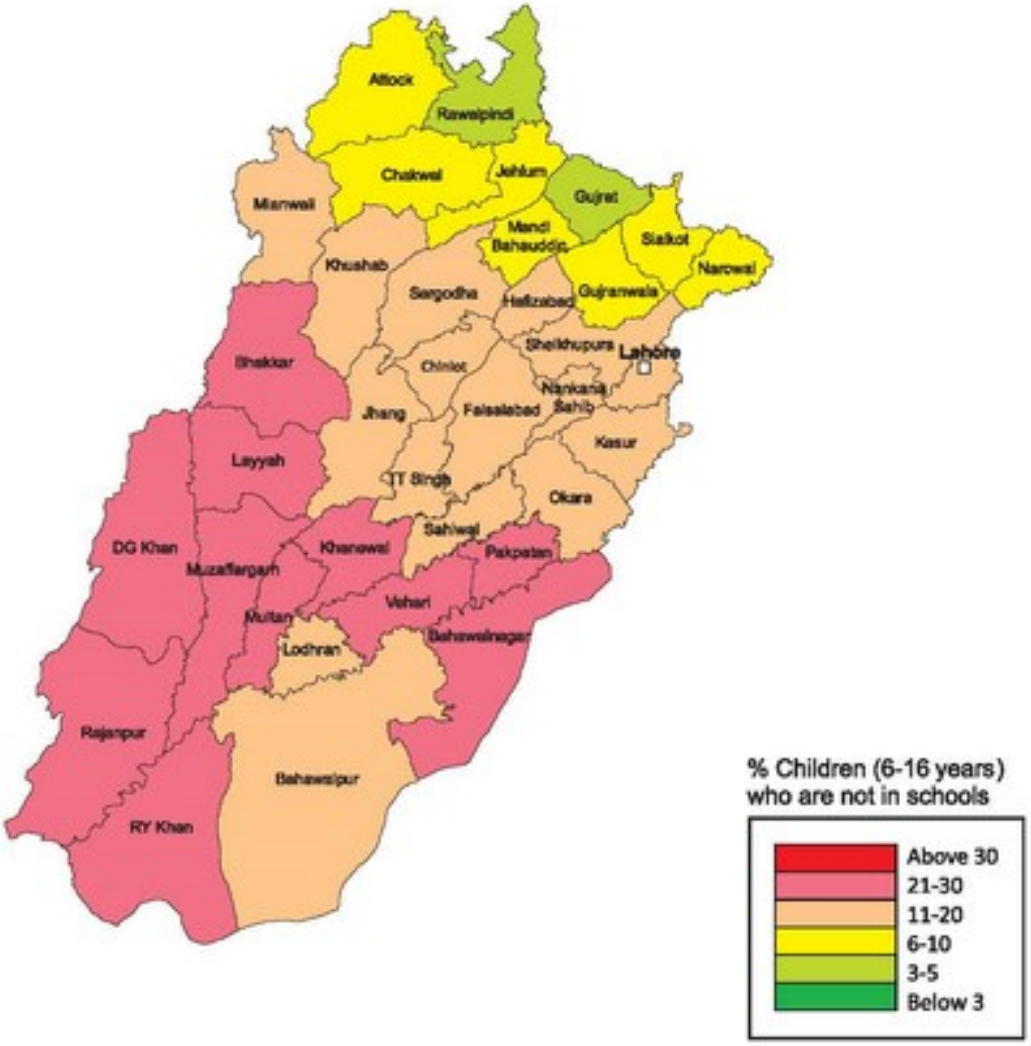
Province/Territory wise map showing % children



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

Out of School Children
(Age 6-16 years)

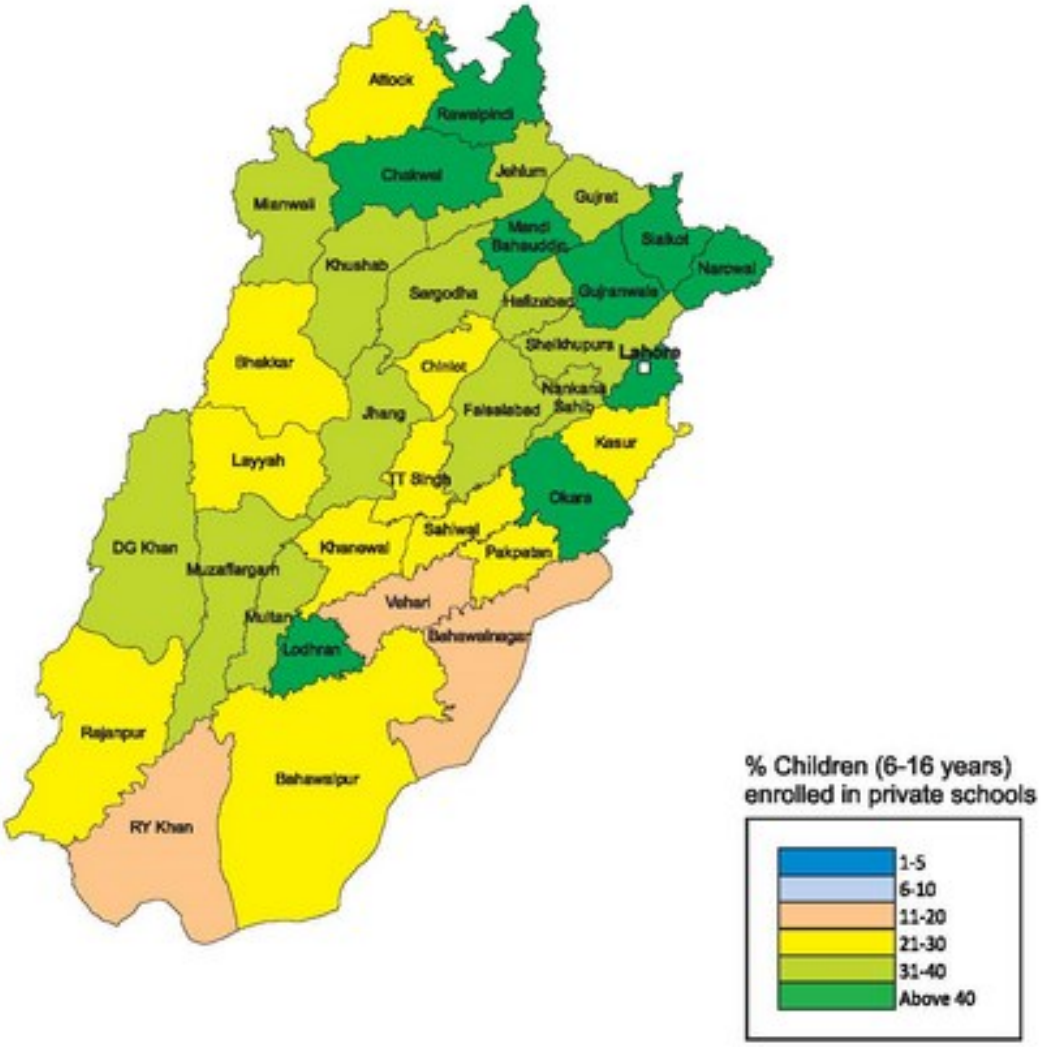
Province/Territory wise map showing % children



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

Private Schooling
(Age 6-16 years)

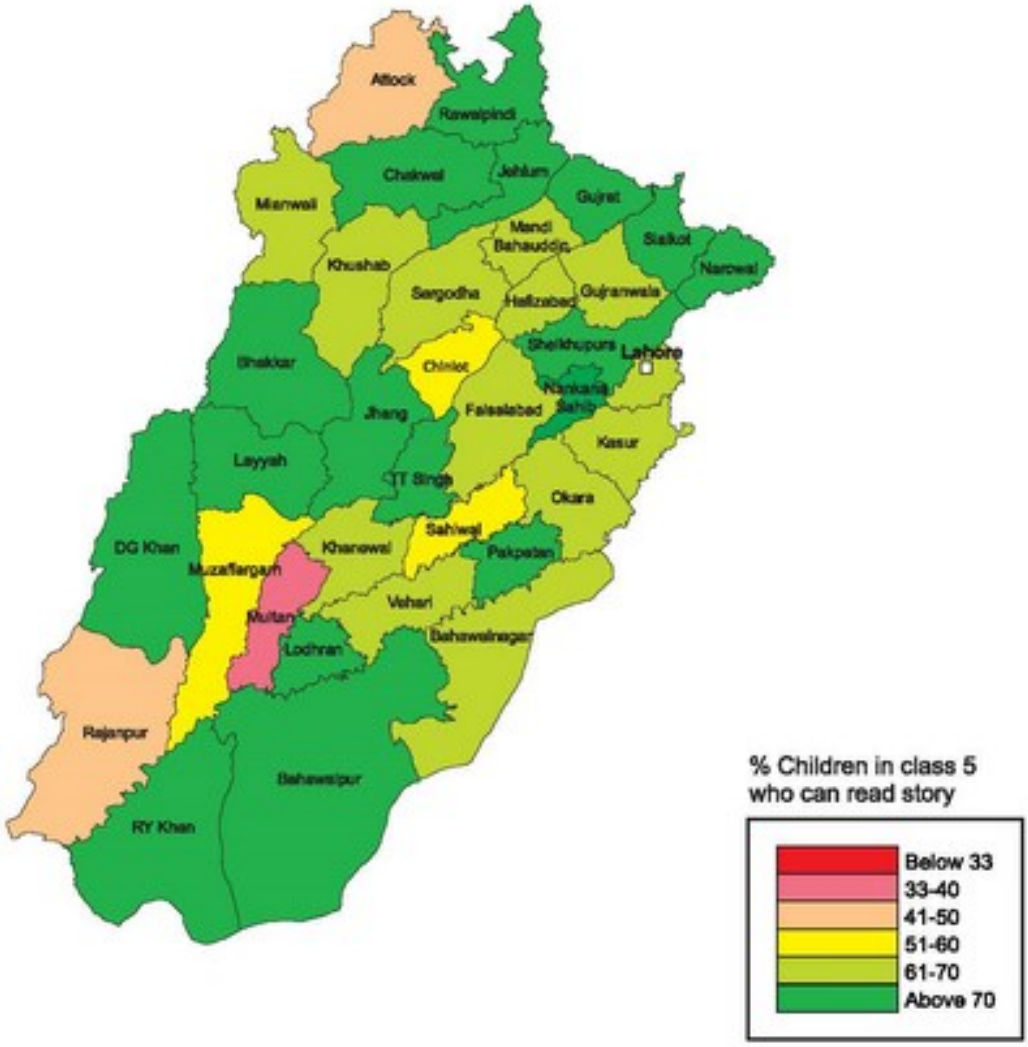
Province/Territory wise map showing % children



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

Reading Language Urdu
(Class 5)

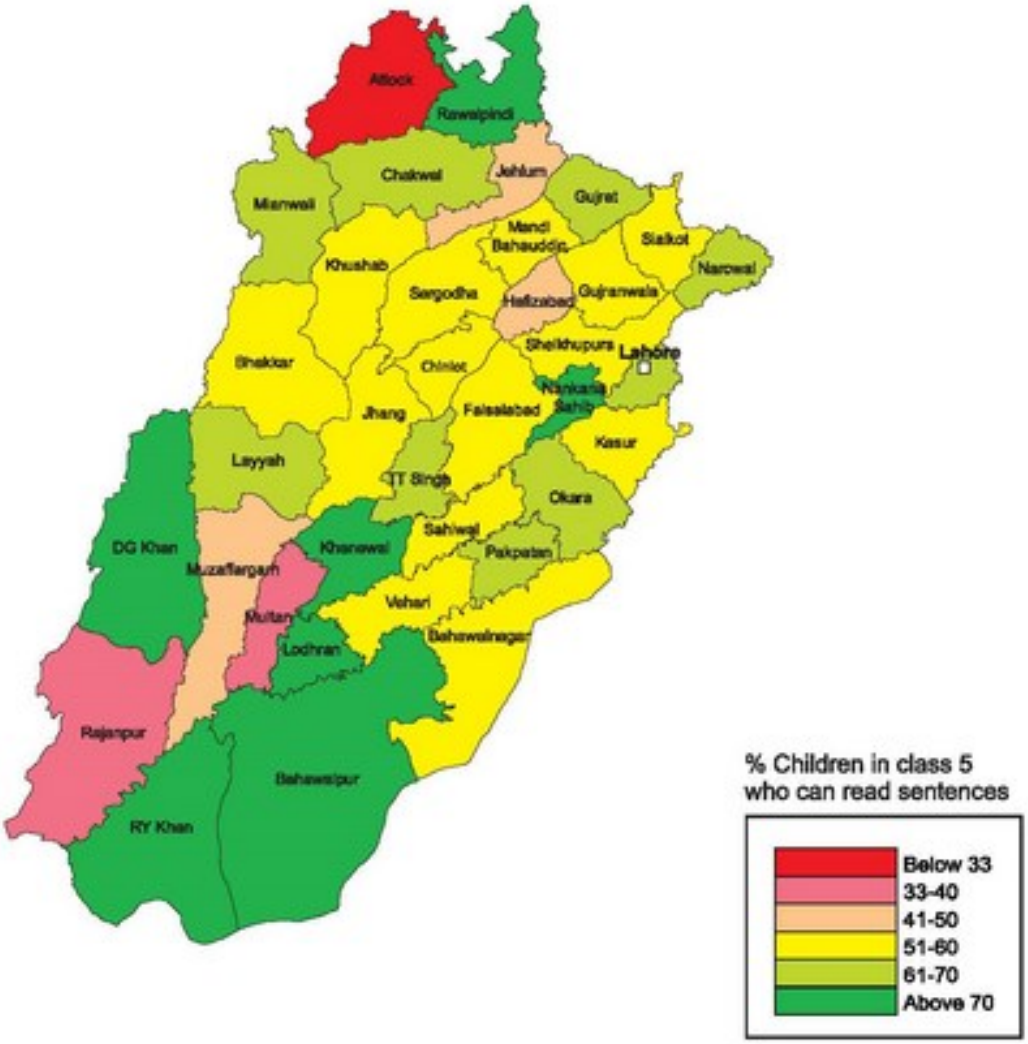
Province/Territory wise map showing % children who can read story level 2 (Class 2) Text



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

Reading English
(Class 5)

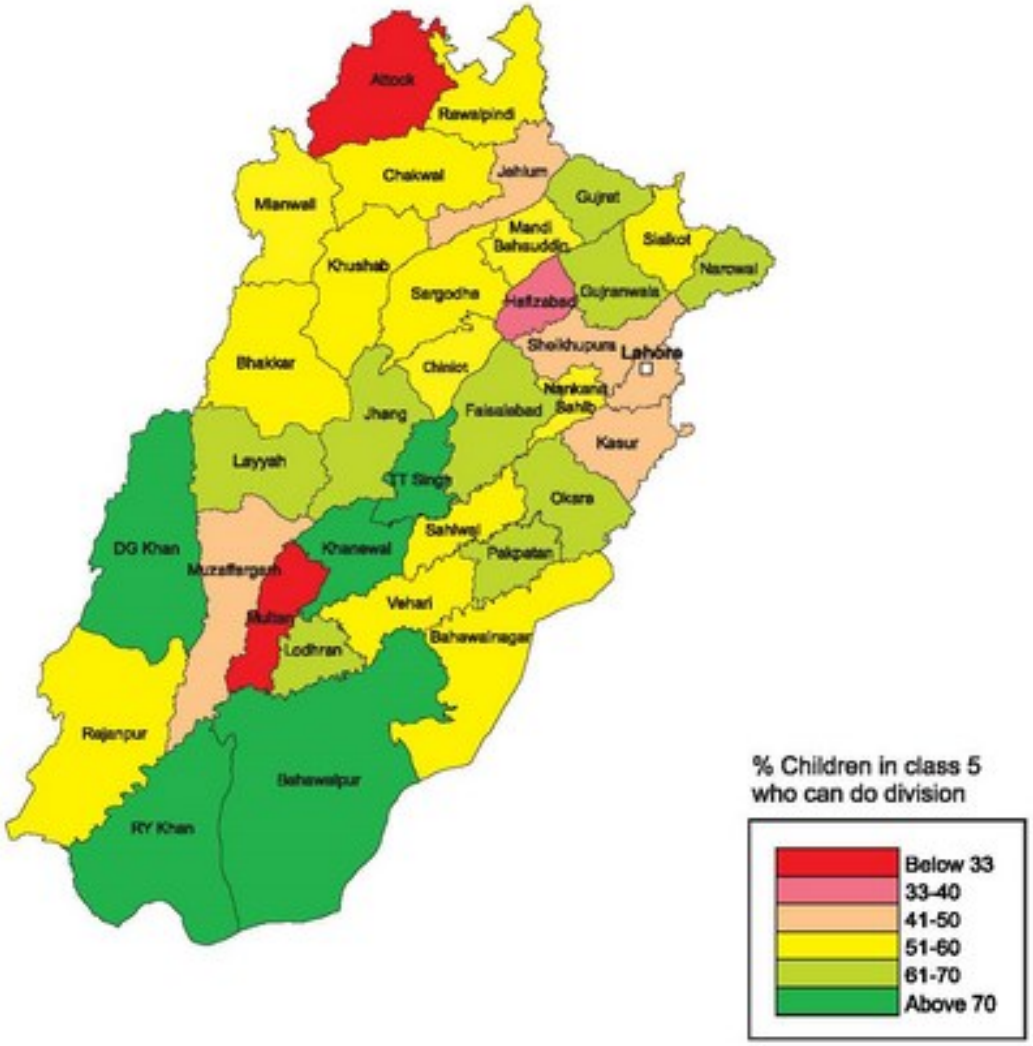
Province/Territory wise map showing % children who can read sentences level 2 (Class 2) Text



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

Arithmetic
(Class 5)

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



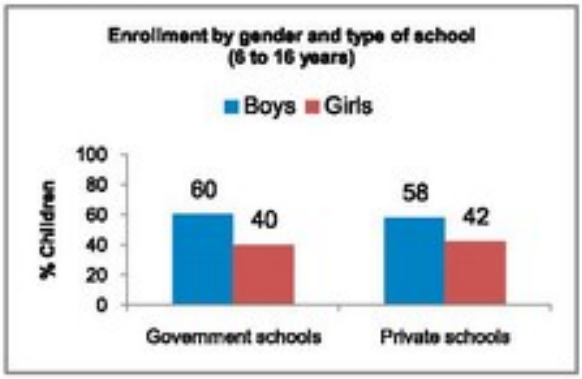
Maps may not be accurate or to scale. These are mere representations.

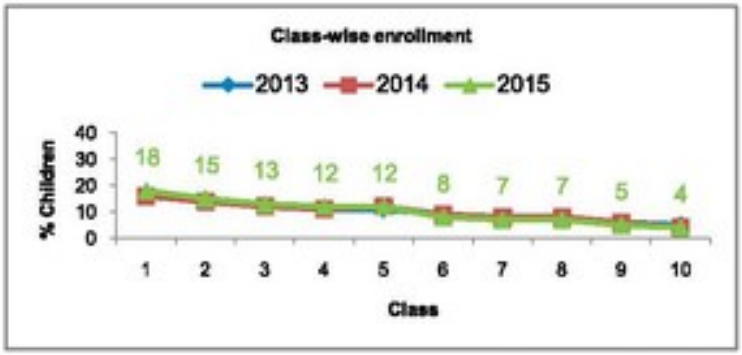
Punjab - Rural

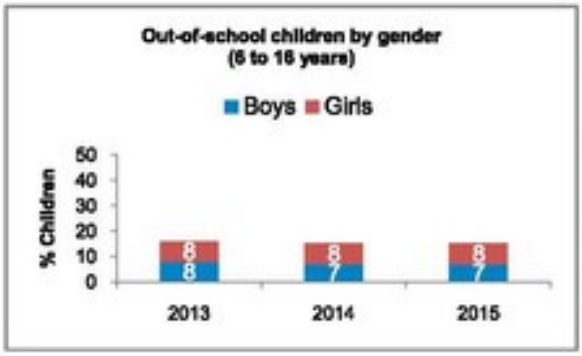
School enrollment and out-of-school children

Age group	% Children in different types of schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	% Out-of-school: Never enrolled	% Out-of-school: Drop-out	Total
6 - 10	56.4	31.1	1.1	1.5	7.3	2.6	100
11 - 13	55.2	26.6	1.4	1.0	7.4	8.4	100
14 - 16	49.2	19.5	1.4	0.4	10.7	18.8	100
6 - 16	**54.6**	**27.5**	**1.3**	**1.1**	**8.0**	**7.4**	**100**
Total	**84.5**				**15.5**		**100**
By Type	**54.6**	**32.6**	**1.5**	**1.3**			

How to read: 90.1 % (56.4+31.1+1.1+1.5) children of age group 6-10 are enrolled



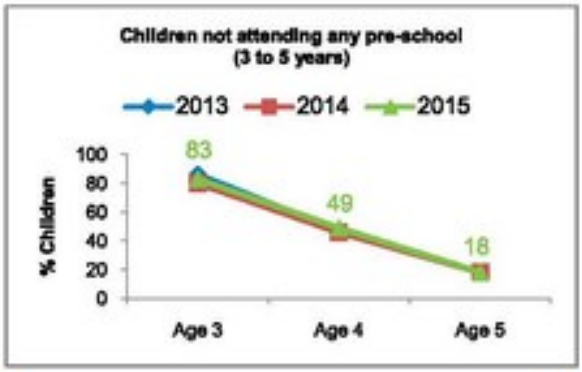




Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	Out-of-school	Total
3	9.6	6.5	0.4	0.4	83.1	100
4	28.0	21.6	0.8	1.0	48.6	100
5	47.2	32.3	0.9	2.1	17.6	100
3 - 5	**29.7**	**21.0**	**0.7**	**1.2**	**47.4**	**100**
Total	**52.6**				**47.4**	**100**
By Type	**56.3**	**40.0**	**1.4**	**2.3**		

How to read: 16.9 % (9.6+6.5+0.4+0.4) 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	77.9	56.0	31.6	13.9	5.4	10.3	12.2	18.5	21.3	19.8	19.1	25.8	15.7
2	22.1	33.7	44.5	28.5	14.7								15.2
3	0.0	10.3	23.9	39.1	27.0	13.8							13.8
4			0.0	18.5	33.0	27.0	17.6						11.8
5				0.0	15.8	34.9	28.9	20.9					11.9
6					4.2	9.9	26.5	24.1	16.3				7.9
7						4.1	10.9	23.3	23.2	13.2			6.8
8							4.0	13.1	27.8	31.3	17.2		7.2
9								0.0	11.4	27.5	38.2	21.9	5.6
10									0.0	8.2	27.5	52.2	4.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

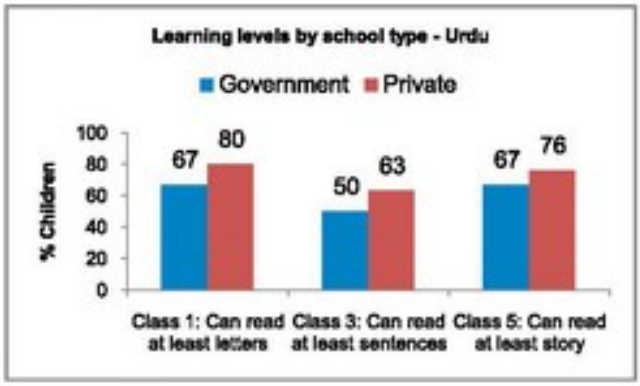
Punjab - Rural

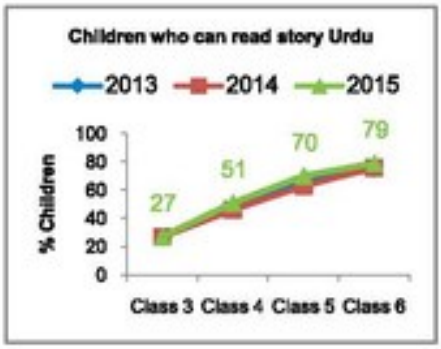
Learning levels (Urdu)

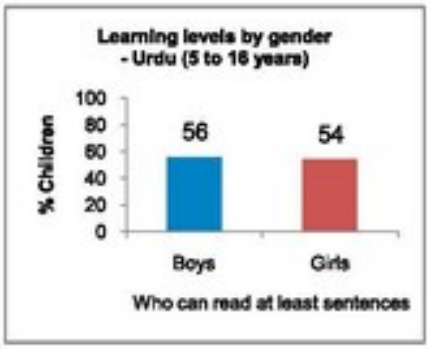
Class-wise % children who can read

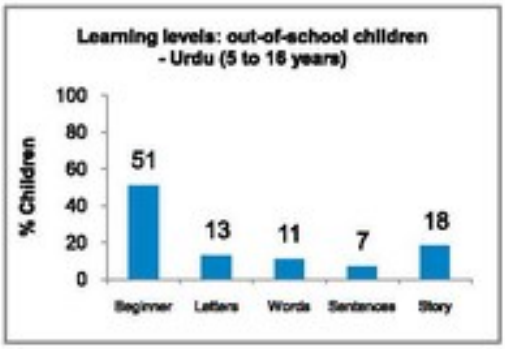
Class	Nothing	Letters	Words	Sentences	Story	Total
1	28.5	37.0	23.4	6.0	5.1	100
2	9.6	23.2	37.2	18.3	11.7	100
3	5.1	11.0	29.6	26.9	27.4	100
4	3.0	5.0	15.5	25.1	51.4	100
5	2.1	2.1	7.2	19.0	69.7	100
6	1.8	1.9	4.5	12.4	79.5	100
7	1.5	1.5	3.3	8.8	85.0	100
8	1.2	0.8	1.9	6.2	90.0	100
9	1.5	0.4	0.7	4.4	93.0	100
10	1.6	0.5	0.6	3.2	94.1	100

How to read: 11.1 % (6+5.1) children of class 1 can read sentences







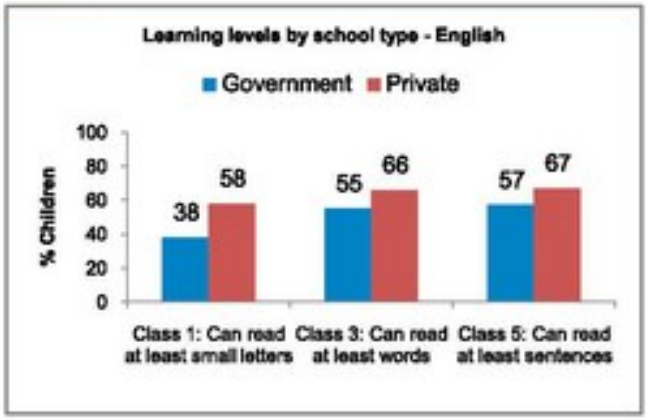


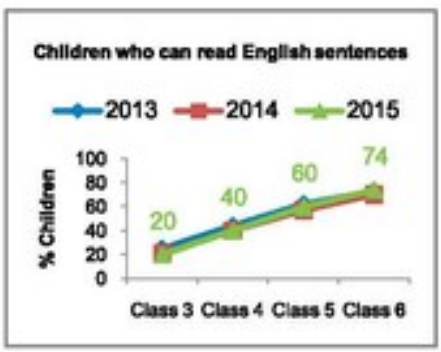
Learning levels (English)

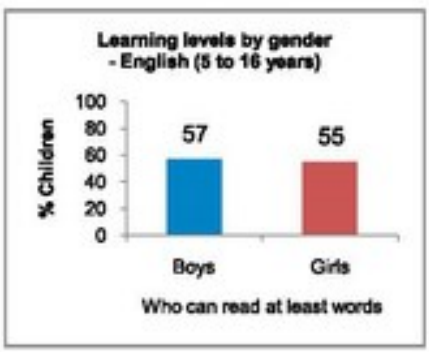
Class-wise % children who can read

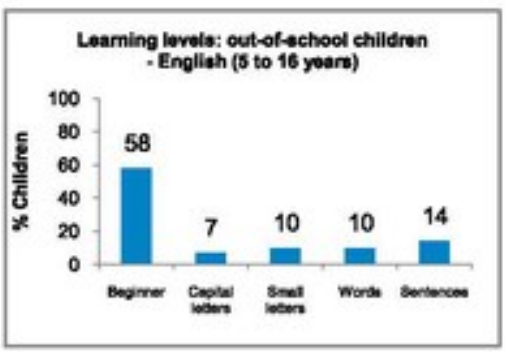
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	31.7	23.1	30.2	10.9	4.0	100
2	12.5	13.0	37.2	28.6	8.7	100
3	6.9	6.6	27.7	38.2	20.5	100
4	3.7	3.4	15.8	36.9	40.2	100
5	2.6	1.5	9.1	27.0	59.7	100
6	1.9	1.5	5.6	16.7	74.3	100
7	1.7	0.8	5.5	14.1	77.9	100
8	1.3	0.6	3.8	9.2	85.1	100
9	1.6	0.3	2.3	4.7	91.1	100
10	1.7	0.4	2.3	3.8	91.8	100

How to read: 14.9 % (10.9+4) children of class 1 can read words







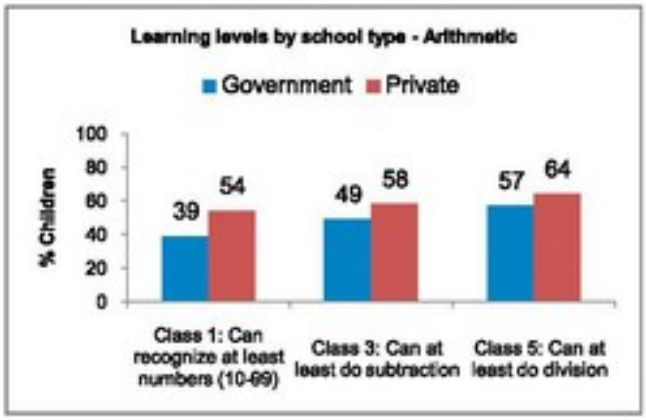


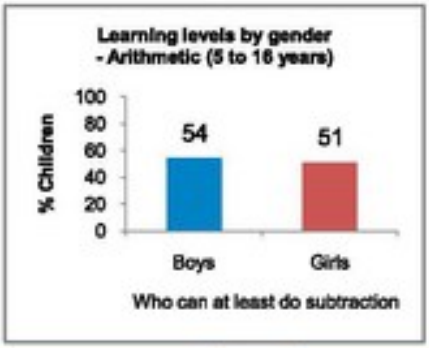
Learning levels (Arithmetic)

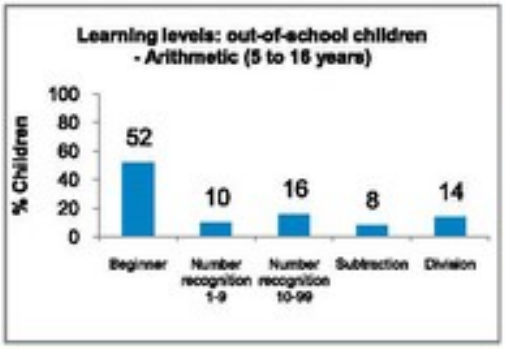
Class-wise % children who can do

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	27.9	28.2	34.7	4.8	4.4	100
2	10.7	14.1	47.8	19.9	7.5	100
3	5.9	7.0	35.3	33.9	17.9	100
4	3.1	3.3	19.5	36.6	37.5	100
5	2.3	1.3	10.8	27.1	58.5	100
6	1.6	1.1	7.7	18.5	71.1	100
7	1.6	0.8	7.0	14.9	75.7	100
8	1.3	0.4	4.9	10.8	82.6	100
9	1.7	0.2	3.6	7.1	87.4	100
10	1.7	0.2	3.2	5.6	89.3	100

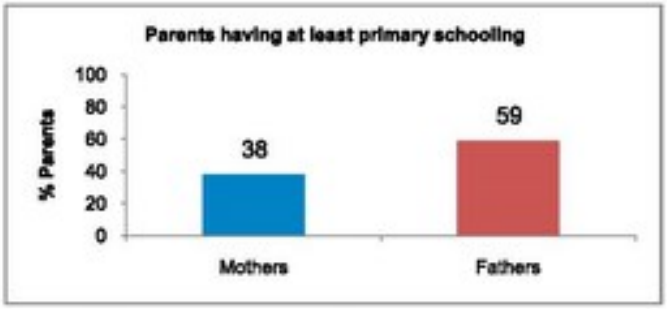
How to read: 9.2 % (4.8+4.4) children of class 1 can do subtraction







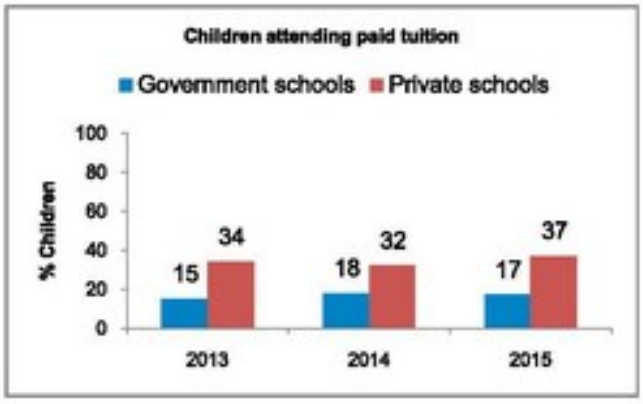
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	12.1	12.9	14.7	16.5	16.8	19.8	22.7	24.5	31.5	33.0
Pvt.	34.8	35.2	40.8	38.2	38.3	35.6	37.6	38.4	43.9	46.7



Punjab - Rural School Report Card

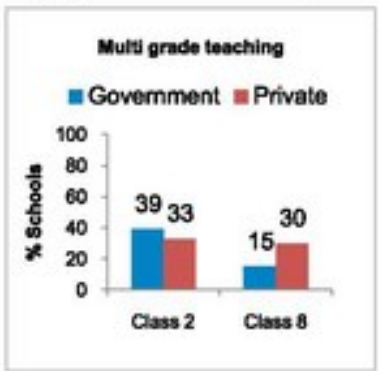
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	174	88	270	532	7	1	97	105
Elementary	116	69	45	230	8	14	338	360
High	169	90	19	278	14	14	139	167
Others	25	10	1	36	5	1	3	9
Total	484	257	335	1076	34	30	577	641

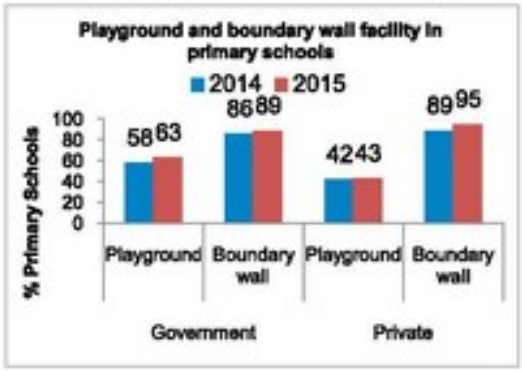
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	89.9	90.9	91.5	90.6	90.9	90.4	88.7	90.1	87.1	89.4
Teacher attendance	89.7	91.9	92.1	90.8	91.5	90.8	91.0	91.2	93.0	91.1

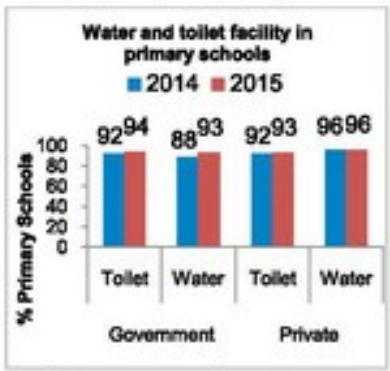
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.2	0.5
Matriculation	10.3	11.5
FA	9.2	27.7
BA	28.2	37.2
MA or above	51.0	22.3
Others	1.0	0.8

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	5.1	47.5
PTC	14.9	3.8
CT	9.5	5.1
B-Ed	43.1	31.9
M-Ed or above	24.0	8.5
Others	3.4	3.2

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		3.4	7.2	12.3	11.6	5.4	7.4	11.1	9.0
Useable water		92.9	93.9	95.0	100.0	96.2	96.4	96.4	100.0
Useable toilet		93.6	92.6	96.0	100.0	93.3	96.7	98.2	100.0
Playground		63.2	71.7	78.8	63.9	42.9	52.2	57.5	55.6
Boundary wall		89.1	91.3	95.3	91.7	95.2	93.9	95.2	88.9
Library		19.2	58.3	84.9	80.6	26.7	35.8	52.7	44.4
Computer lab		3.4	17.8	79.5	86.1	14.3	20.6	25.7	22.2
Electricity Connection		87.2	90.4	96.8	100.0	87.6	91.1	95.2	88.9
		Grants							
2014	# of schools reported receiving grants	482	213	265	0	3	31	26	0
2014	% of schools reported receiving grants	90.9	93.0	95.7	-	2.9	8.6	15.6	-
2014	Average amount of grant (Rs.)	103268.4	267952	332060.3	-	408000	656083.9	360534.6	-
2015*	# of schools reported receiving grants	367	168	239	0	3	23	22	0
2015*	% of schools reported receiving grants	69.2	73.4	86.3	-	2.9	6.4	13.2	-
2015*	Average amount of grant (Rs.)	32326.2	44472	67367.4	-	26000	262730.4	217368.2	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Punjab - Rural

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
Attock	57.1	8.6	5.3	29.1	20.7	32.4	37.1	21.9	48.5	29.1	17.5
Bahawalnagar	58.8	25.1	12.9	19.4	22.8	54.7	69.2	51.7	67.1	53.8	57.3
Bahawalpur	37.5	16.7	8.3	26.2	19.9	58.3	72.4	64.3	84.5	74.7	78.1
Bhakkar	45.3	21.0	11.8	28.8	13.4	55.6	40.8	42.2	75.5	60.6	60.4
Chakwal	61.5	6.7	3.0	42.2	39.1	56.4	63.0	45.3	73.1	63.0	59.7
Chiniot	56.5	19.5	11.7	23.7	24.3	40.0	46.7	39.8	59.2	57.7	60.6
Dera Ghazi Khan	48.3	21.0	10.6	31.1	19.0	61.9	64.2	67.1	83.6	79.3	81.8
Faisalabad	50.6	11.2	6.4	31.7	31.0	47.4	58.9	49.7	64.3	60.3	62.4
Gujranwala	57.7	8.8	3.9	47.0	37.2	64.6	71.9	60.0	68.6	59.8	61.0
Gujrat	54.1	2.3	0.7	32.0	35.6	68.4	56.6	74.7	84.7	64.2	67.9
Hafizabad	52.8	14.0	6.8	34.3	28.7	55.2	40.3	34.3	67.6	42.4	40.6
Jehlum	65.5	5.8	2.7	37.3	38.2	45.7	45.3	39.3	71.9	47.4	47.8
Jhang	51.6	15.8	9.8	30.5	7.6	45.3	56.1	49.0	78.6	60.6	65.6
Kasur	70.1	16.0	7.7	21.2	19.9	44.5	56.5	52.6	63.6	54.4	48.9
Khanewal	44.6	21.4	10.7	21.2	18.8	51.3	62.6	60.6	68.3	75.0	72.3
Khushab	48.3	10.0	6.7	33.5	13.5	34.7	35.2	28.9	64.9	53.2	54.5
Lahore	36.9	11.3	4.8	43.9	40.0	55.7	62.5	48.7	62.5	62.5	45.5
Layyah	54.1	20.6	12.2	23.5	11.0	57.1	72.3	59.5	83.1	62.4	66.7
Lodhran	54.1	17.8	9.8	44.9	12.7	57.5	68.3	56.7	77.4	79.1	69.6
Mandi Bahuddin	63.0	9.1	3.9	43.2	32.3	60.8	54.7	54.5	61.1	54.5	60.2
Mianwali	51.9	12.9	8.0	30.8	25.8	39.3	56.9	42.3	61.3	62.4	53.9
Multan	53.9	21.3	9.8	34.9	15.4	40.3	52.7	38.9	37.2	34.1	23.8
Muzaffar Garh	53.7	22.5	10.6	35.4	17.9	46.1	43.5	44.3	60.7	50.5	46.7
Nankana Sahib	53.3	13.5	6.0	31.7	28.6	70.9	79.3	60.0	81.6	73.0	57.2
Narowal	61.0	5.7	2.4	44.6	25.5	66.0	71.1	64.6	76.2	62.2	66.7
Okara	61.8	11.2	6.2	41.6	29.9	65.1	79.2	73.5	67.3	65.4	66.3
Pakpattan	50.0	23.4	13.5	27.7	16.3	50.8	48.4	50.4	73.5	62.0	65.8
Rahim Yar Khan	46.4	24.3	13.4	19.4	13.1	63.3	79.8	57.1	85.2	73.1	75.7
Rajanpur	39.8	26.4	14.0	25.1	7.4	41.8	33.6	40.2	43.8	33.3	52.6
Rawalpindi	61.2	3.5	2.2	62.6	27.1	62.3	72.7	65.5	85.7	87.7	57.1
Sahiwal	55.6	17.0	8.2	24.7	26.2	43.8	55.8	51.9	53.2	52.4	56.7
Sargodha	56.2	12.8	6.4	36.6	29.6	54.4	56.9	44.8	68.1	55.3	58.1
Sheikhupura	44.5	16.0	6.2	37.9	38.8	78.6	72.8	61.0	81.5	57.0	44.1
Sialkot	66.4	6.4	3.1	47.0	43.4	68.5	69.9	53.7	74.3	57.8	52.6
T.T.Singh	63.2	11.4	6.2	25.5	27.3	66.5	51.2	56.5	74.2	70.4	74.1
Vehari	38.2	22.9	12.4	18.4	17.6	46.3	57.9	48.3	63.6	53.8	55.4
Total	**52.6**	**15.5**	**8.1**	**32.6**	**24.1**	**54.3**	**58.7**	**51.8**	**69.7**	**59.7**	**58.5**

Punjab - Rural

Sample Composition

- ASER 2015 survey was conducted in 36 rural districts of Punjab. This covered 21,512 households in 1,079 villages throughout the province.
- Detailed information was collected on 59,179 children (56% males, 44% females) aged 3-16 years. Out of these 50,686 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 1,076 government schools (49% primary, 22% elementary, 26% high, 3% others) and 641 private schools (17% primary, 56% elementary, 26% high, 1% others[1]) were surveyed.
- 45% of the government schools were boys only, 24% were girls only, and 31% were coeducation schools. In case of private schools, 5% were boys only, 5% were girls only and 90% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has remained the same as compared to 2014.

- In 2015, 15% of children were reported to be out-of-school which has remained the same as compared to previous year (15%). 8% children have never been enrolled in a school and 7% have dropped out of school for various reasons.
- 85% 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 government schools, 40% were girls and 60% were boys whereas in private schools 58% enrolled children were boys and 42% were girls.
- The percentage of out of school children (boys and girls) has remained the same as compared to 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2014.

- 53% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 55% in 2014.
- 47% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 30% class 5 children could not read a class 2 story in Urdu compared to 37% in 2014.

- Analysis shows that 73% of class 3 children could not read story in Urdu similar to 73% in the previous year.
- Similarly, 29% of class 1 children cannot read letters in Urdu as compared to 31% in 2014.

English learning levels show improvement: 40% class 5 children could not read sentences (class 2 level) compared to 43% in 2014.

- ASER 2015 reveals that 80% class 3 children could not read class 2 level sentences as compared to 79% in the previous year.
- 32% children enrolled in class 1 cannot read capital letters as compared to 34% in 2014.

Arithmetic learning levels show improvement: 41% class 5 children could not do two digit division as compared to 49% in 2014.

- 82% children enrolled in class 3 could not do two digit division in 2015 as compared to 84% in 2014.
- 28% of class 1 children cannot not do number recognition (1-9) as compared to 30% in 2014.

[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.

- 76% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 67% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 67% private school children can read at least sentences in class 5 whereas only 57% government school children can do the same.
- Similarly, in arithmetic, 64% children enrolled in private schools (class 5) were able to do division when compared to only 57% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 56% of boys and 54% of girls could read at least sentences in Urdu.
- 57% boys could read at least English words while 55% of girls can do the same.
- Similarly, 54% of boys were able to do at least subtraction whereas only 51% girls could do it.

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

More than 40% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 18% of out-of-school children could read story in Urdu, 14% could read sentences in English, and 14% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

38% of mothers and 59% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 62% had not completed even primary education.
- 41% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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, 12% children enrolled in class 1 take private tuition whereas 33% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

39% of surveyed government schools and 33% 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 39% of the surveyed government schools and 33% of the surveyed private schools had Class 2 sitting with other classes.
- 15% of surveyed government schools and 30% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

9% 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 91% whereas it was 89% in surveyed private schools.

8% 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 92% 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.

- 28% teachers of surveyed government schools have done graduation as compared to 37% teachers of surveyed private schools.

- 43% of surveyed government school teachers had Bachelors in Education degrees as compared to 32% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 80% of surveyed government high schools had computer labs and 85% had library books in their premises as compared to surveyed private high schools where 26% had computer labs and 53% had library books.

6% surveyed government primary schools were without toilets and 7% were without drinking water.

- 6% of the surveyed government primary schools did not have toilets in 2015 as compared to 8% in 2014. Similarly, 7% surveyed private primary schools were missing toilet facility in 2015 as compared to 8% in 2014.

- 7% of the surveyed government primary schools did not have drinking water in 2015 as compared to 12% in 2014. Similarly, 4% of the surveyed private primary schools did not have drinking water facility in 2015.

11% of the surveyed government primary schools were without complete boundary walls and 37% were without playgrounds.

- Amongst the surveyed government primary schools, only 89% had complete boundary walls as compared to 86% in 2014.

- In 2015, 5% of the surveyed private primary schools did not have complete boundary walls as compared to 11% in 2014.

- 63% of surveyed government primary schools had playgrounds in 2015 while 43% 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 similar to 2014.

- In 2015, surveyed private high schools had 11 classrooms on average being used for classroom activities as compared to 10 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

69% of the government primary schools and 3% private primary schools received grants.

- 3 surveyed private primary schools are receiving grants as compared to 367 surveyed government primary schools in 2015.

- The proportion of government primary schools receiving grants has decreased since last year. 86% government primary schools were receiving grants in 2013, 91% in 2014, and 69% were received in 2015.

Sindh
(Rural)


ASER
PAKISTAN

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children

% Children (3-5 years) attending pre school

- Below 30
- 30-40
- 41-50
- 51-60
- 61-70
- Above 70

Not surveyed

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

Out of School Children
(Age 6-16 years)

Province/Territory 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

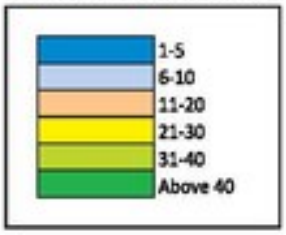
Not surveyed

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

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children

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



Not surveyed

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

Reading Language Urdu/Sindhi
(Class 5)

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

% Children in class 5 who can read story

	Below 33
	33-40
	41-50
	51-60
	61-70
	Above 70

Not surveyed

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

Reading English
(Class 5)

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

% Children in class 5 who can read sentences

Below 33
33-40
41-50
51-60
61-70
Above 70

Not surveyed

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

Arithmetic
(Class 5)

Province/Territory 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

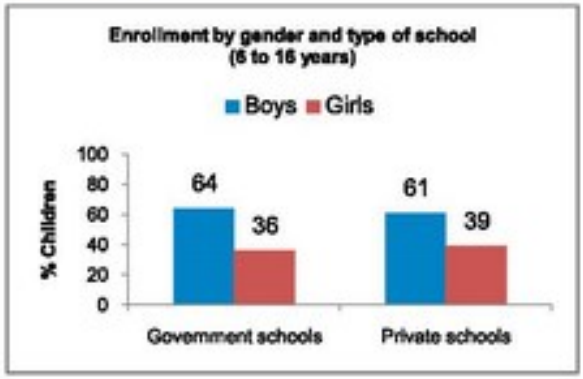
Maps may not be accurate or to scale. These are mere representations.

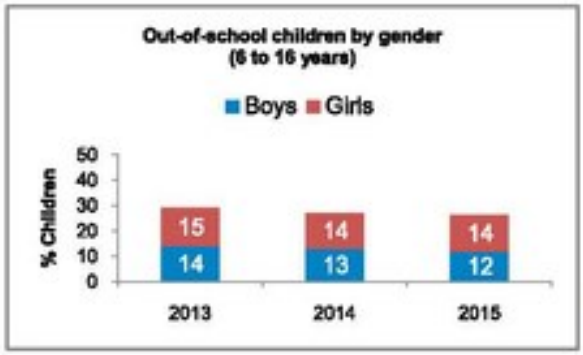
Sindh - Rural

School enrollment and out-of-school children

Age group	% Children in different types of schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	% Out-of-school: Never enrolled	% Out-of-school: Drop-out	Total
6 - 10	68.3	8.6	0.7	0.8	19.1	2.5	100
11 - 13	63.1	8.5	0.8	0.5	18.2	9.0	100
14 - 16	57.1	6.3	0.5	0.2	21.5	14.3	100
6 - 16	**64.9**	**8.1**	**0.7**	**0.6**	**19.4**	**6.3**	**100**
Total		**74.3**			**25.7**		**100**
By Type	**87.3**	**10.9**	**0.9**	**0.8**			

How to read: 78.4 % (68.3+8.6+0.7+0.8) children of age group 6-10 are enrolled

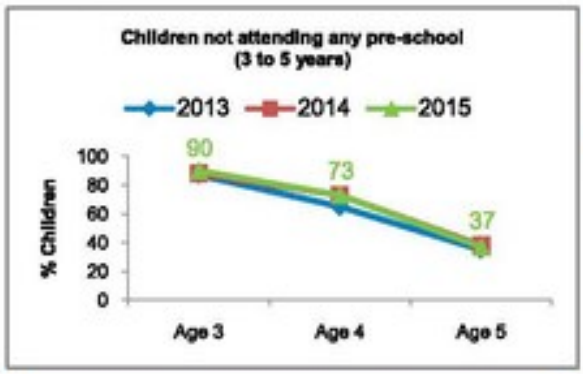




Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	Out-of-school	Total
3	7.8	1.4	0.1	0.4	90.2	100
4	22.4	3.6	0.6	0.7	72.7	100
5	55.0	6.6	0.6	0.9	36.9	100
3 - 5	**30.4**	**4.1**	**0.5**	**0.7**	**64.4**	**100**
Total		**35.6**			**64.4**	**100**
By Type	**85.3**	**11.5**	**1.3**	**1.9**		

How to read: 9.7 % (7.8+1.4+0.1+0.4) 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	87.8	73.8	40.3	19.8	11.2	18.4	23.0	32.0	41.9	38.0	39.8	50.2	23.7
2	12.2	18.7	44.3	35.2	17.6								16.6
3			15.3	33.0	30.3	17.6							14.0
4				12.0	30.1	23.4	18.6						10.7
5					8.7	32.1	28.6	25.3					12.0
6	0.0	7.4	0.0	0.0		5.6	24.0	22.3	15.9				6.6
7					2.1		3.8	15.3	18.7	19.2			5.4
8						2.8		5.1	16.5	21.9	23.1		5.1
9							2.0	0.0	6.9	15.9	20.4	18.8	3.3
10									0.0	5.0	16.7	30.9	2.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

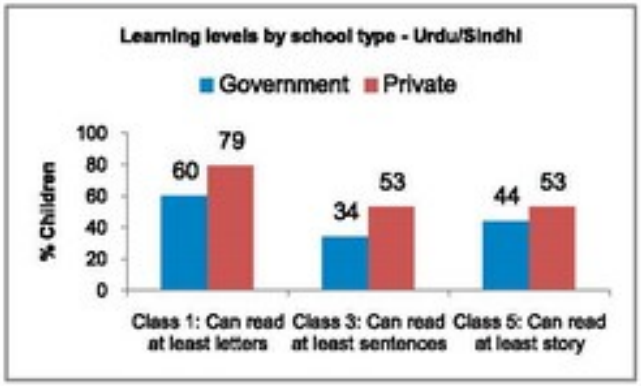
Sindh - Rural

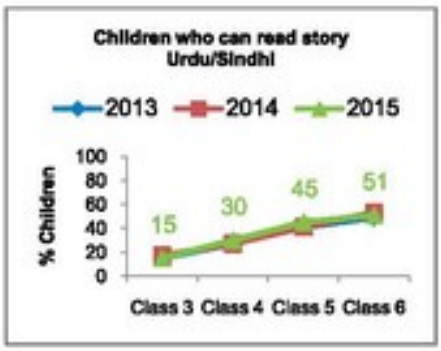
Learning levels (Urdu/Sindhi)

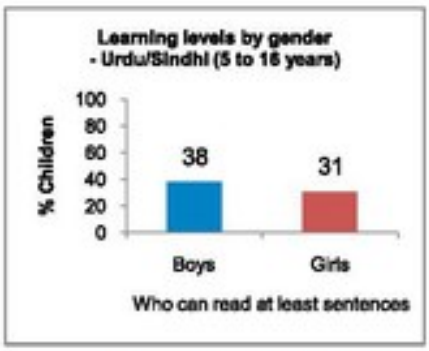
Class-wise % children who can read

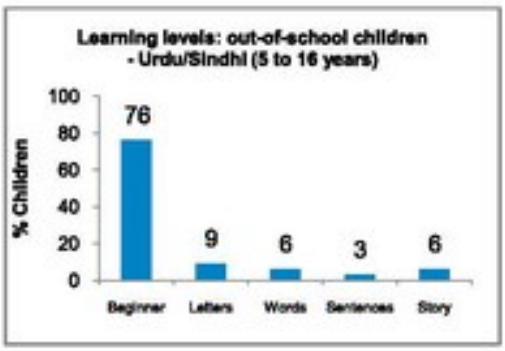
Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.5	39.7	16.3	3.2	2.3	100
2	15.6	30.5	35.3	12.4	6.2	100
3	8.3	19.4	36.2	20.7	15.5	100
4	5.1	12.2	28.9	23.4	30.4	100
5	3.1	8.1	18.4	25.8	44.8	100
6	1.4	3.9	15.7	28.3	50.7	100
7	1.6	3.4	8.7	23.9	62.4	100
8	1.3	1.6	5.7	22.0	69.4	100
9	1.0	1.5	2.7	12.2	82.6	100
10	0.8	1.4	1.8	11.3	84.6	100

How to read: 5.5 % (3.2+2.3) children of class 1 can read sentences







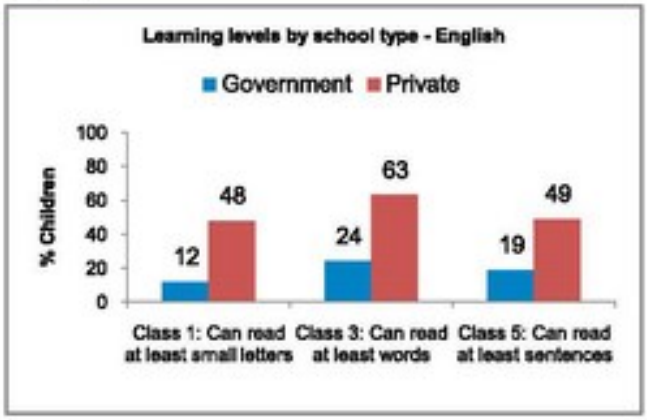


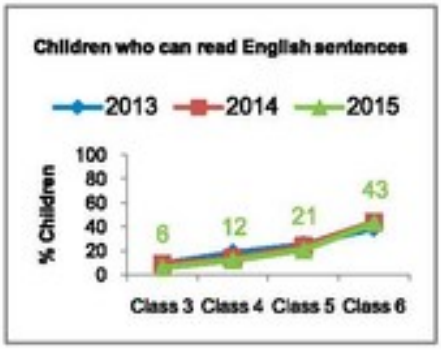
Learning levels (English)

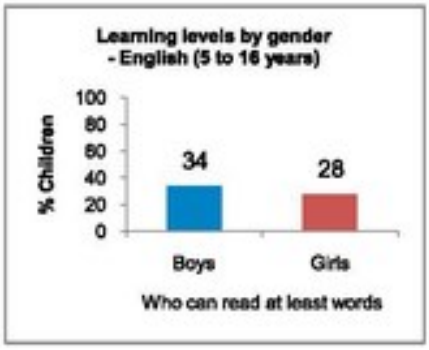
Class-wise % children who can read

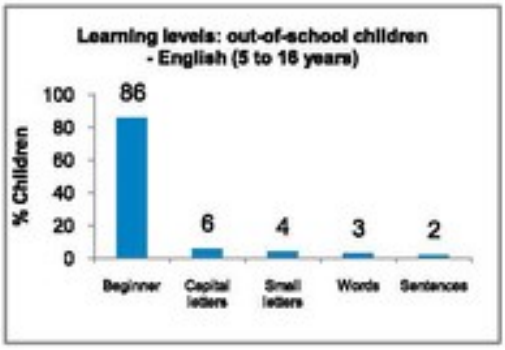
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	63.8	21.2	9.7	4.5	0.9	100
2	36.6	25.5	23.8	11.6	2.4	100
3	22.4	22.3	27.2	22.3	5.8	100
4	13.0	14.8	26.6	33.8	11.8	100
5	7.8	8.6	24.0	38.2	21.5	100
6	3.7	4.3	11.8	37.1	43.0	100
7	3.4	3.0	7.1	28.2	58.3	100
8	2.7	2.6	5.4	21.0	68.3	100
9	2.8	1.9	3.1	10.9	81.2	100
10	2.0	1.8	3.7	9.2	83.2	100

How to read: 5.4 % (4.5+0.9) children of class 1 can read words







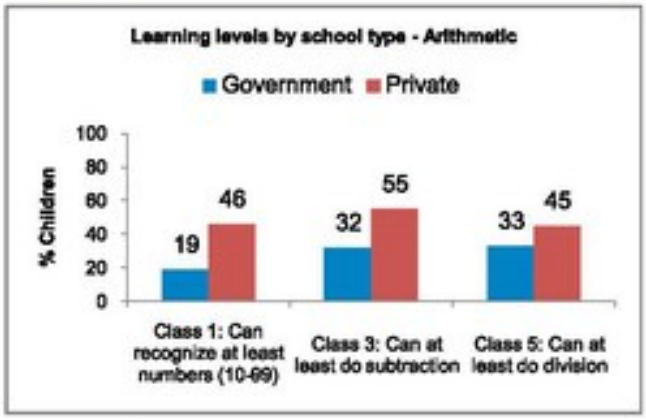


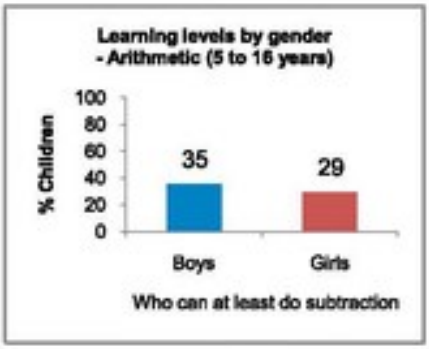
Learning levels (Arithmetic)

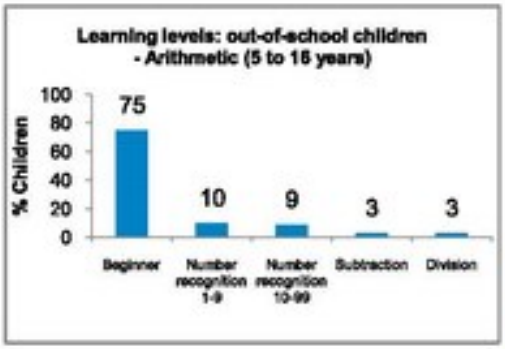
Class-wise % children who can do

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	44.3	34.2	17.5	2.6	1.5	100
2	19.3	25.9	40.9	10.9	2.9	100
3	11.1	18.0	36.4	26.7	7.7	100
4	6.5	9.5	33.1	29.9	21.0	100
5	4.6	6.2	22.9	32.7	33.6	100
6	2.5	3.1	14.9	35.3	44.2	100
7	2.4	2.0	10.7	31.7	53.2	100
8	1.8	1.2	8.5	29.1	59.3	100
9	2.1	0.7	7.4	18.6	71.3	100
10	0.8	1.6	5.5	11.4	80.7	100

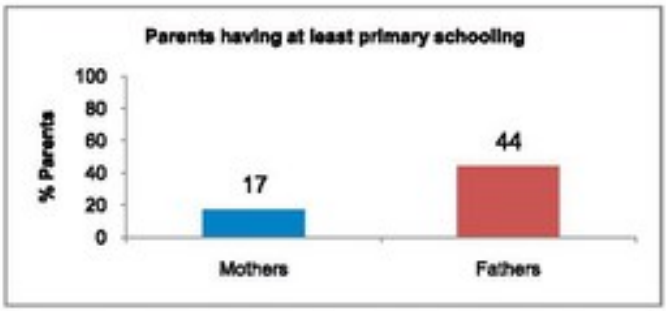
How to read: 4.1 % (2.6+1.5) children of class 1 can do subtraction







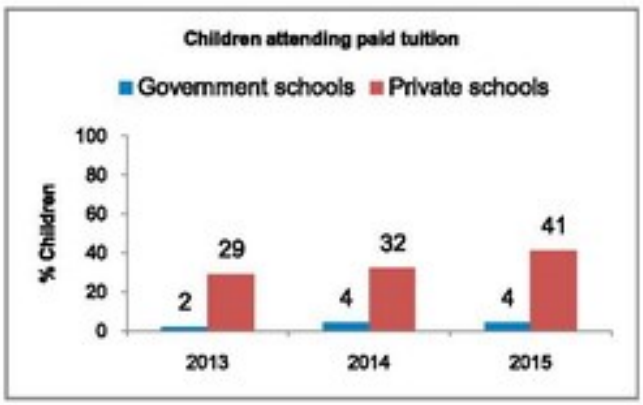
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.2	3.1	3.8	4.1	3.8	5.1	4.5	5.7	7.3	9.5
Pvt.	38.6	38.2	39.0	39.0	47.1	48.7	43.0	47.7	55.4	51.6



Sindh - Rural School Report Card

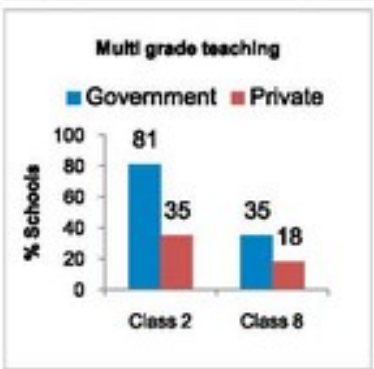
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	134	51	339	524	0	2	27	29
Elementary	6	3	7	16	0	3	13	16
High	4	4	12	20	4	0	23	27
Others	9	16	47	72	0	0	2	2
Total	153	74	405	632	4	5	65	74

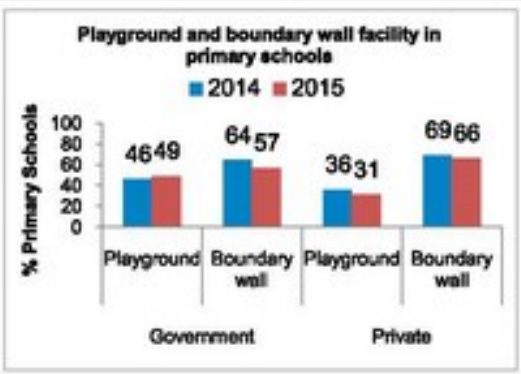
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	65.4	74.2	71.9	65.9	66.4	78.0	74.2	91.9	85.7	85.6
Teacher attendance	88.2	77.0	84.4	86.5	86.8	93.1	87.2	81.1	91.7	85.3

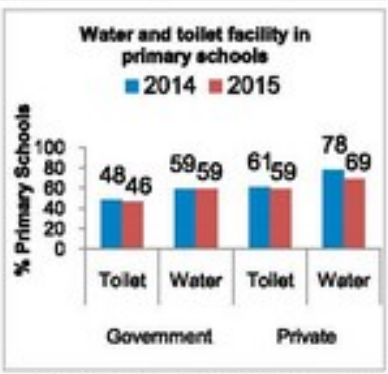
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.0	0.2
Matriculation	2.9	8.9
FA	14.7	26.4
BA	46.0	42.4
MA or above	35.2	19.2
Others	1.2	2.9

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	6.6	49.6
PTC	22.9	9.2
CT	9.6	7.3
B-Ed	36.9	26.0
M-Ed or above	20.7	5.7
Others	3.3	2.3

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.0	4.4	9.2	5.2	3.9	6.9	6.7	3.0
Useable water		59.0	68.8	80.0	63.9	69.0	93.8	96.3	0.0
Useable toilet		46.2	81.2	70.0	59.7	58.6	93.8	92.6	50.0
Playground		49.4	43.8	70.0	48.6	31.0	56.2	40.7	0.0
Boundary wall		57.4	81.2	80.0	69.4	65.5	87.5	92.6	50.0
Library		3.4	12.5	20.0	18.1	24.1	31.2	74.1	0.0
Computer lab		0.8	6.2	15.0	8.3	20.7	18.8	77.8	0.0
Electricity Connection		52.5	75.0	65.0	73.6	65.5	100.0	81.5	0.0
		Grants							
2014	# of schools reported receiving grants	310	8	13	0	5	2	4	0
2014	% of schools reported receiving grants	59.3	50.0	65.0	-	17.2	12.5	14.8	-
2014	Average amount of grant (Rs.)	27622.3	57937.5	84000	-	225200	0	375000	-
2015*	# of schools reported receiving grants	123	5	9	0	4	0	0	0
2015*	% of schools reported receiving grants	23.5	31.2	45.0	-	13.8	0.0	0.0	-
2015*	Average amount of grant (Rs.)	25226	61336	56527.8	-	124000	-	-	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Sindh - Rural

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt.& Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		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
Badin	37.5	4.7	2.4	0.2	4.1	9.4	32.6	24.2	12.7	16.1	4.0
Dadu	37.1	25.6	13.6	8.7	6.8	42.5	21.9	42.5	58.9	12.2	39.0
Hyderabad	21.5	29.0	16.3	0.1	1.2	4.1	26.2	13.0	14.1	21.1	19.7
Jacobabad	31.8	25.3	14.6	9.1	7.5	20.8	19.1	20.7	30.8	14.5	16.5
Jamshoro	33.9	22.2	10.6	12.1	9.2	45.5	23.2	47.7	54.9	14.6	48.8
Karachi-Malir-Rural	47.5	17.0	7.8	53.7	33.5	52.8	62.0	55.7	65.8	54.7	45.8
Karachi-West-Rural	54.3	15.7	8.3	67.1	66.9	51.3	67.6	69.3	23.6	60.0	54.1
Kashmore	27.5	33.8	16.6	3.0	3.8	21.4	14.7	17.7	45.4	31.5	37.1
Khairpur	42.9	26.8	13.3	22.2	4.3	11.2	16.1	11.3	27.2	6.7	15.5
Matiari	29.2	26.3	13.9	5.9	3.5	31.4	15.1	8.7	39.1	13.6	6.5
Mirpurkhas	36.4	33.3	19.5	5.8	6.0	32.2	22.0	28.6	56.8	30.0	50.6
Mithi	19.3	34.4	19.5	3.1	3.9	37.1	17.9	25.0	42.6	13.6	35.0
Nowshero Feroze	55.7	14.2	7.9	9.4	6.3	41.0	31.4	47.6	48.1	26.4	39.7
Qambar Shahdadkot	38.5	22.1	12.3	1.5	1.4	71.9	26.1	72.7	67.5	4.2	60.2
Sajawal	30.5	39.2	14.8	0.3	1.2	58.7	19.1	35.9	85.9	5.4	57.0
Sanghar	28.5	29.3	16.0	14.2	5.5	44.7	32.1	33.3	50.0	29.6	42.2
Shaheed Benazirabad	48.9	24.3	12.1	6.8	3.5	49.0	27.5	60.8	65.6	27.0	70.0
Shikarpur	28.2	28.4	15.9	8.6	9.6	41.0	14.5	13.6	49.4	9.9	12.5
Sukkur	48.8	26.2	17.4	6.5	4.8	24.2	26.1	14.2	33.0	26.6	19.1
Tando Allah Yar	27.4	28.8	16.9	15.4	3.9	27.8	20.4	18.1	49.0	25.8	28.1
Tando Muhammad Khan	33.9	36.2	20.5	10.7	4.4	49.5	48.1	47.3	71.6	44.0	46.7
Thatta	44.3	17.0	9.3	4.7	3.8	53.0	47.9	62.8	75.4	19.7	63.6
Umer kot	31.6	24.8	13.8	3.4	4.5	30.0	25.7	19.1	41.0	25.6	27.5
Total	**35.6**	**25.7**	**13.8**	**10.9**	**7.9**	**36.2**	**28.1**	**34.4**	**44.8**	**21.5**	**33.8**

Sindh - Rural

Sample Composition

- ASER 2015 survey was conducted in 23 rural districts of Sindh. This covered 13,353 households in 671 villages throughout the province.
- Detailed information was collected on 41,258 children (58% males, 42% females) aged 3-16 years. Out of these 34,744 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 632 government schools (83% primary, 3% elementary, 3% high, 11% others) and 74 private schools (39% primary, 22% elementary, 36% high, 3% others[1]) were surveyed.
- 24% of the government schools were boys only, 12% were girls only, and 64% were coeducation schools. In case of private schools, 5% were boys only, 7% were girls only and 88% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2014.

- In 2015, 26% of children were reported to be out-of-school which has decreased as compared to previous year (27%). 20% children have never been enrolled in a school and 6% have dropped out of school for various reasons.
- 74% 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 (11% private schools, 1% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 36% were girls and 64% were boys whereas in private schools 61% enrolled children were boys and 39% were girls.
- The percentage of out of school children (boys) has decreased as compared to 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2014.

- 36% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 37% in 2014.
- 64% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 55% class 5 children could not read a class 2 story in Urdu/Sindhi compared to 59% in 2014.

- Analysis shows that 85% of class 3 children could not read story in Urdu/Sindhi compared to 83% in the previous year.
- Similarly, 39% of class 1 children cannot read letters in Urdu/Sindhi as compared to 37% in 2014.

English learning levels show improvement: 79% class 5 children could not read sentences (class 2 level) compared to 76% in 2014.

- ASER 2015 reveals that 94% class 3 children could not read class 2 level sentences as compared to 91% in the previous year.
- 64% children enrolled in class 1 cannot read capital letters as compared to 61% in 2014.

Arithmetic learning levels show improvement: 66% class 5 children could not do two digit division as compared to 70% in 2014.

- 92% children enrolled in class 3 could not do two digit division in 2015 similar to 92% in 2014.
- 44% of class 1 children cannot not do number recognition (1-9) similar to 44% in 2014.

[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.

- 53% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi as compared to 44% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 49% private school children can read at least sentences in class 5 whereas only 19% government school children can do the same.
- Similarly, in arithmetic, 45% children enrolled in private schools (class 5) were able to do division when compared to only 33% class 5 children who were 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 31% of girls could read at least sentences in Urdu/Sindhi.
- 34% boys could read at least English words while 28% of girls can do the same.
- Similarly, 35% of boys were able to do at least subtraction whereas only 29% girls could do it.

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 6% of out-of-school children could read story in Urdu/Sindhi, 2% could read sentences in English, and 3% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

17% of mothers and 44% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 83% had not completed even primary education.
- 56% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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, 2% children enrolled in class 1 take private tuition whereas 10% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

81% of surveyed government schools and 35% 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 81% of the surveyed government schools and 35% of the surveyed private schools had Class 2 sitting with other classes.
- 35% of surveyed government schools and 18% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

34% children in surveyed government schools and 14% 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 66% whereas it was 86% in surveyed private schools.

13% teachers in surveyed government schools and 15% 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 85% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 46% teachers of surveyed government schools have done graduation as compared to 42% teachers of surveyed private schools.

- 37% of surveyed government school teachers had Bachelors in Education degrees as compared to 26% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 15% of surveyed government high schools had computer labs and 20% had library books in their premises as compared to surveyed private high schools where 78% had computer labs and 74% had library books.

54% surveyed government primary schools were without oilets and 41% were without drinking water.

- 54% of the surveyed government primary schools did not have toilets in 2015 as compared to 52% in 2014. Similarly, 41% surveyed private primary schools were missing toilet facility in 2015 as compared to 39% in 2014.

- 41% of the surveyed government primary schools did not have drinking water in 2015 similar to 2014. Similarly, 31% of the surveyed private primary schools did not have drinking water facility in 2015 as compared to 22% in 2014.

43% of the surveyed government primary schools were without complete boundary walls and 51% were without playgrounds.

- Amongst the surveyed government primary schools, only 57% had complete boundary walls as compared to 64% in 2014.

- In 2015, 34% of the surveyed private primary schools did not have complete boundary walls as compared to 31% in 2014.

- 49% of surveyed government primary schools had playgrounds in 2015 while 31% 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 as compared to 7 in 2014.

- In 2015, surveyed private high schools had 7 classrooms on average being used for classroom activities as compared to 11 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

24% of the government primary schools and 14% private primary schools received grants.

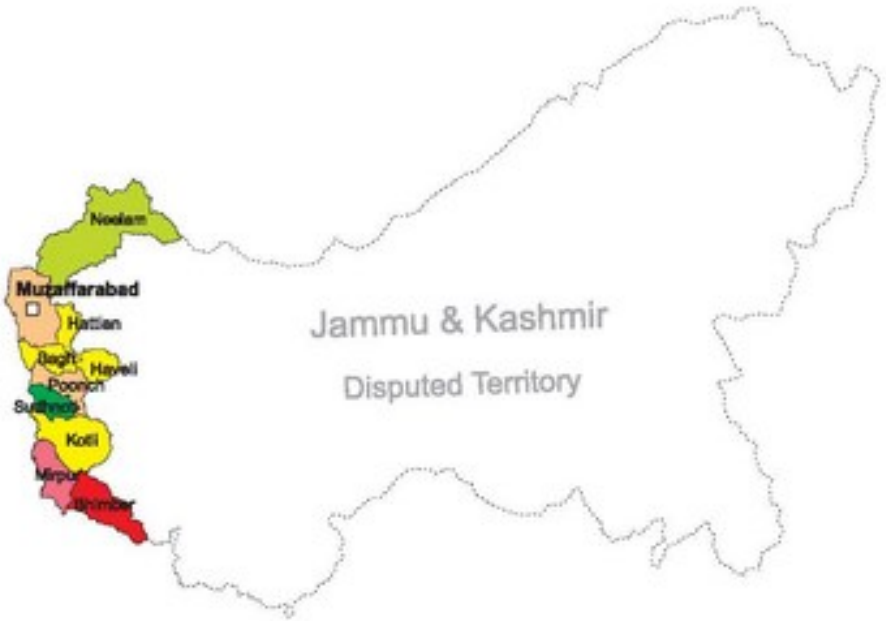
- 4 surveyed private primary schools are receiving grants as compared to 123 surveyed government primary schools in 2015.

- The proportion of government primary schools receiving grants has decreased since last year. 62% government primary schools were receiving grants in 2013, 59% in 2014, and 24% were received in 2015.

Azad Jammu & Kashmir (Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children



% Children (3-5 years) attending pre school

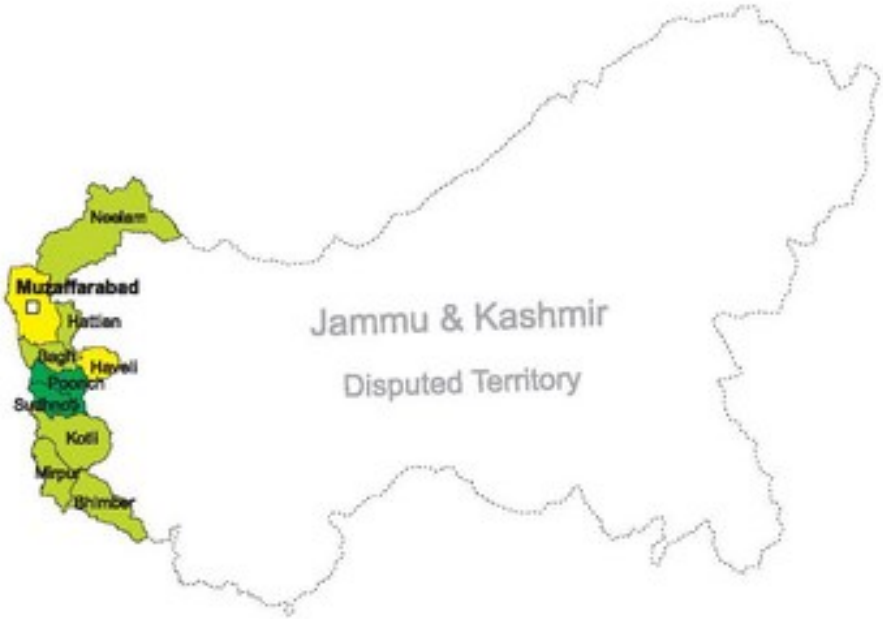
- Below 30
- 30-40
- 41-50
- 51-60
- 61-70
- Above 70

Not surveyed

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

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children



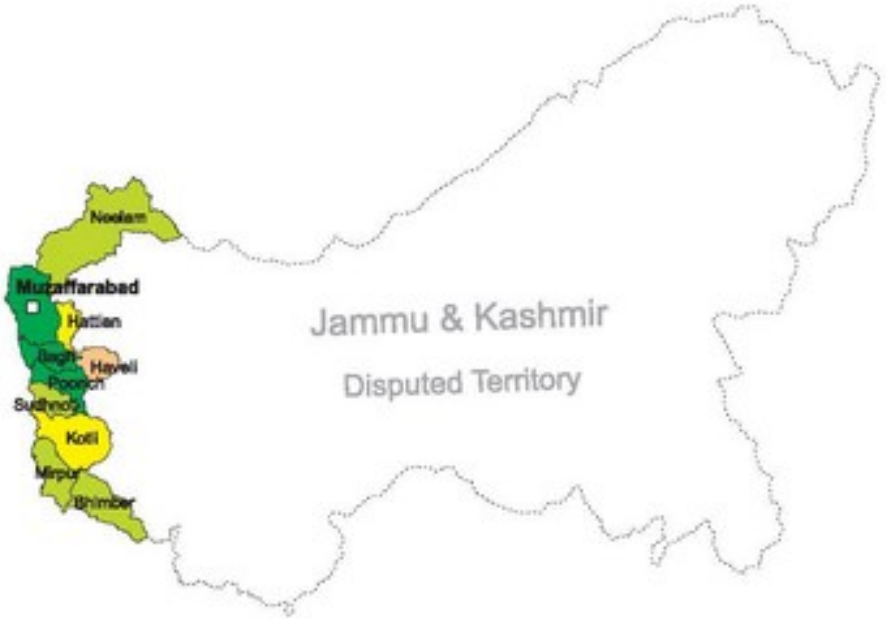
% Children (6-16 years) who are not in schools

- Above 30
- 21-30
- 11-20
- 6-10
- 3-5
- Below 3

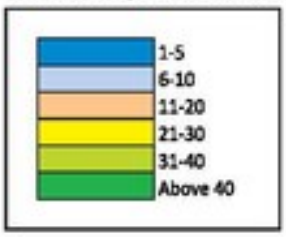
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



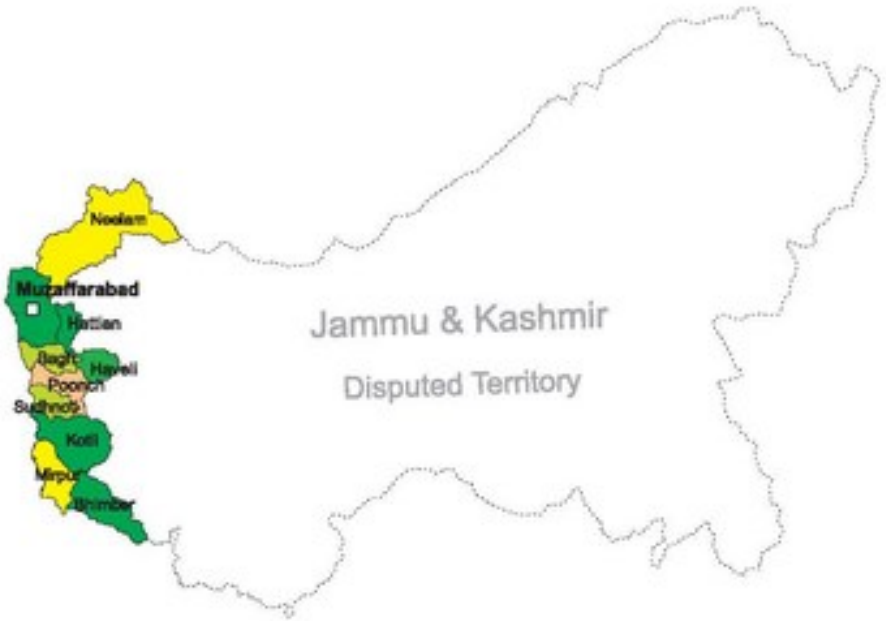
% Children (6-16 years) enrolled in private schools



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

Reading Language Urdu
(Class 5)

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



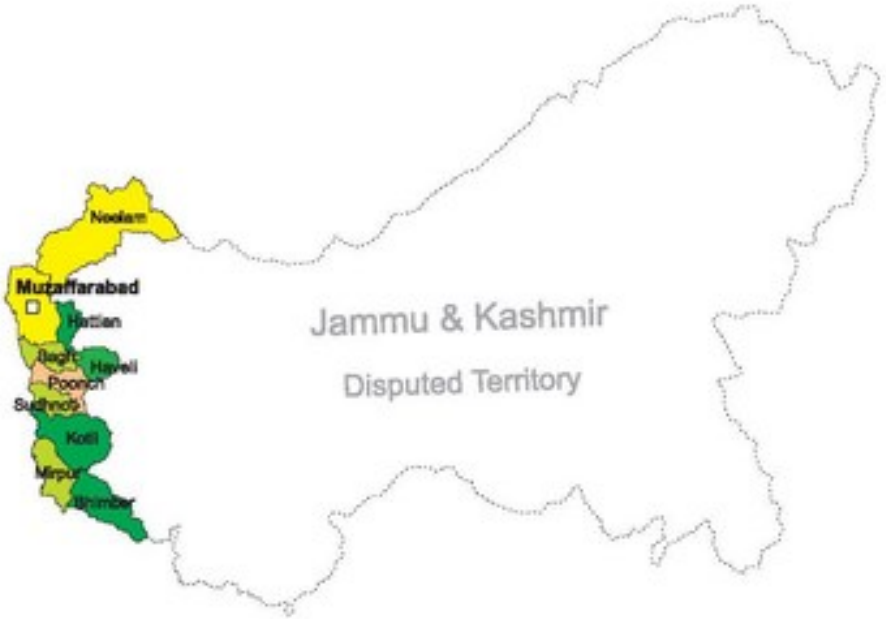
% Children in class 5 who can read story

- Below 33
- 33-40
- 41-50
- 51-60
- 61-70
- Above 70

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

Reading English
(Class 5)

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



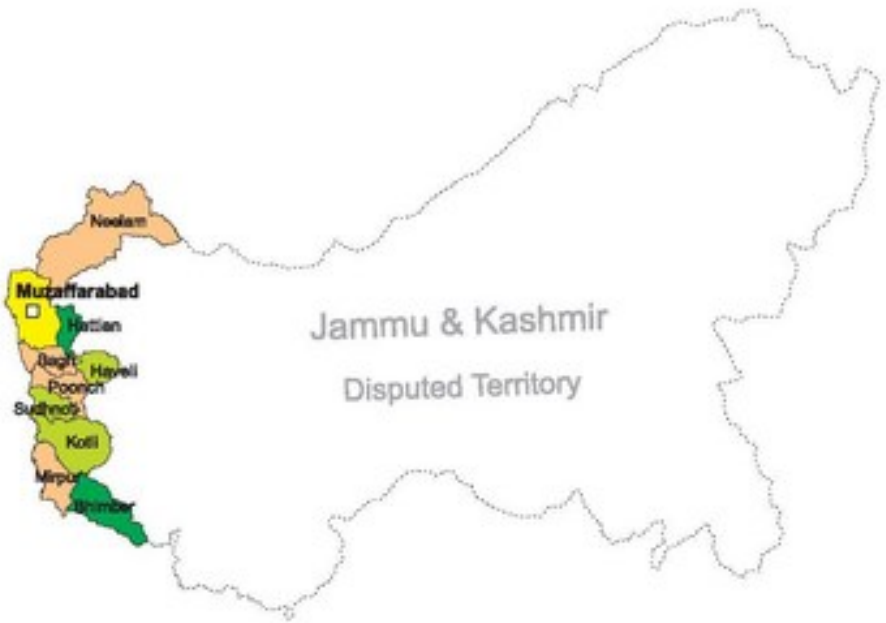
% Children in class 5 who can read sentences

Below 33
33-40
41-50
51-60
61-70
Above 70

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

Arithmetic
(Class 5)

Province/Territory 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

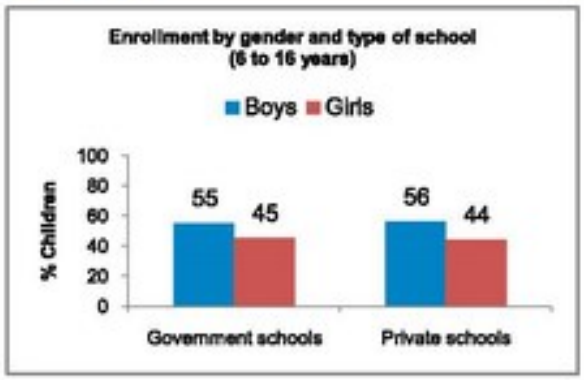
Maps may not be accurate or to scale. These are mere representations.

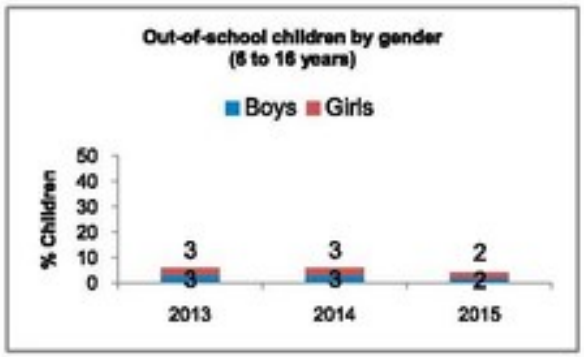
Azad Jammu and Kashmir - Rural

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	55.2	40.5	1.1	0.6	1.9	0.6	100
11 - 13	65.8	29.4	1.1	0.5	0.8	2.4	100
14 - 16	65.1	25.0	1.4	0.5	1.1	6.8	100
6 - 16	**60.2**	**34.1**	**1.2**	**0.5**	**1.5**	**2.5**	**100**
Total		**96.0**			**4.0**		**100**
By Type	**62.7**	**35.5**	**1.3**	**0.5**			

How to read: 97.4 % (55.2+40.5+1.1+0.6) children of age group 6-10 are enrolled

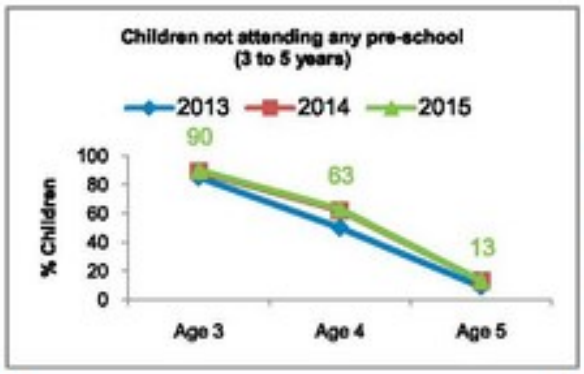




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	5.9	3.9	0.1	0.0	90.1	100
4	15.7	21.0	0.4	0.4	62.5	100
5	37.3	48.5	0.6	0.7	13.0	100
3 - 5	**22.3**	**28.1**	**0.4**	**0.4**	**48.8**	**100**
Total		**51.2**			**48.8**	**100**
By Type	**43.6**	**54.9**	**0.8**	**0.8**		

How to read: 9.9 % (5.9+3.9+0.1+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	81.7	58.5	29.3	10.8	3.1	4.8	7.5	8.7	11.9	9.2	8.6	11.8	10.3
2	18.3	31.1	44.5	29.8	11.9								11.2
3	0.0	10.3	26.1	39.4	28.7	14.8							12.6
4			0.0	20.1	35.6	27.8	19.0						12.0
5				0.0	16.9	37.9	28.7	26.0					13.1
6					3.8	11.5	32.4	30.1	17.7				9.7
7						3.4	9.8	22.4	27.0	11.4			7.3
8							2.6	12.7	32.2	43.2	15.7		9.6
9								0.0	11.1	27.5	40.0	16.6	7.1
10									0.0	8.8	35.8	71.7	7.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

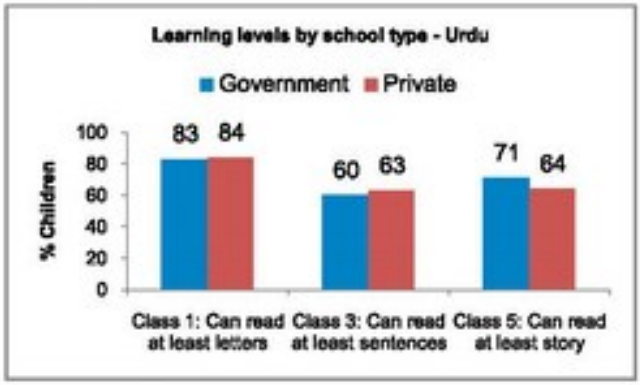
Azad Jammu and Kashmir - Rural

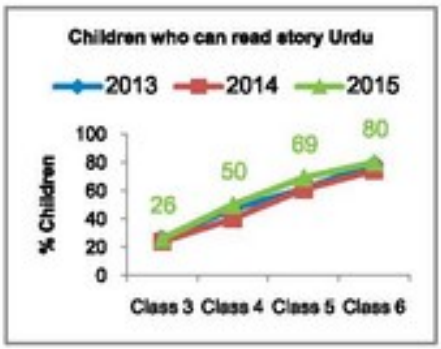
Learning levels (Urdu)

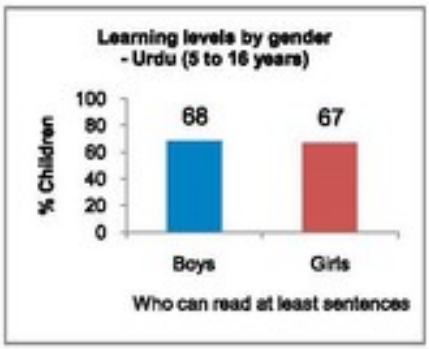
Class-wise % children who can read

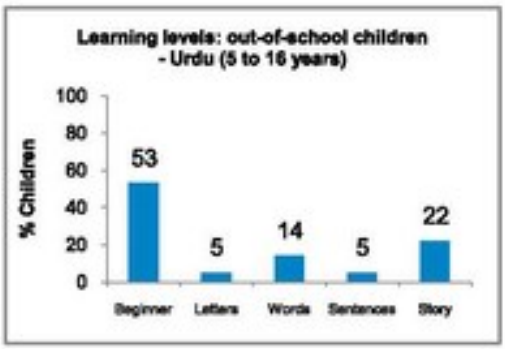
Class	Nothing	Letters	Words	Sentences	Story	Total
1	16.5	38.4	30.7	9.7	4.7	100
2	6.2	16.9	46.9	20.4	9.6	100
3	3.7	8.6	26.5	35.1	26.2	100
4	1.7	3.8	15.8	28.3	50.3	100
5	1.0	1.5	7.3	21.7	68.6	100
6	1.1	0.7	4.2	14.2	79.9	100
7	0.8	0.8	3.2	10.0	85.2	100
8	0.8	0.2	1.9	6.7	90.5	100
9	0.2	0.1	1.1	4.1	94.4	100
10	0.8	0.0	0.6	2.7	95.9	100

How to read: 14.4 % (9.7+4.7) children of class 1 can read sentences







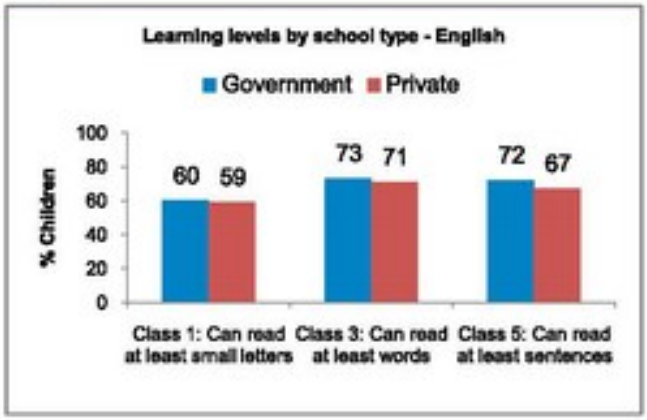


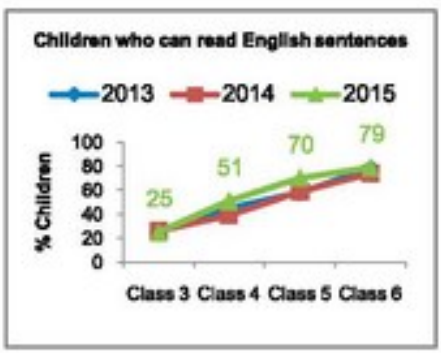
Learning levels (English)

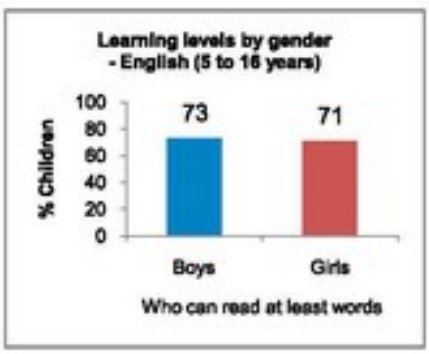
Class-wise % children who can read

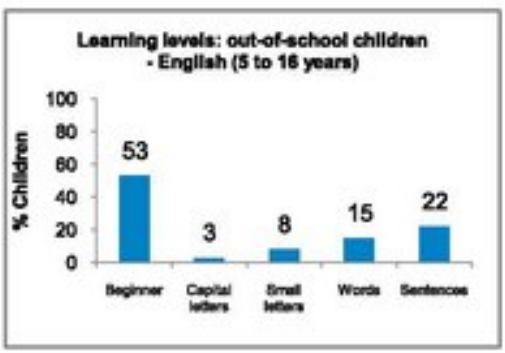
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	16.8	23.6	37.0	17.4	5.2	100
2	7.0	12.6	29.1	42.6	8.7	100
3	4.1	6.8	17.0	47.1	24.9	100
4	2.4	3.6	10.0	32.7	51.3	100
5	1.1	1.8	6.3	20.6	70.2	100
6	1.4	1.2	4.2	14.0	79.2	100
7	1.1	0.3	2.8	9.6	86.2	100
8	0.7	0.3	2.7	6.3	90.1	100
9	0.2	0.2	1.8	3.6	94.1	100
10	1.4	0.0	1.2	2.4	95.0	100

How to read: 22.6 % (17.4+5.2) children of class 1 can read words









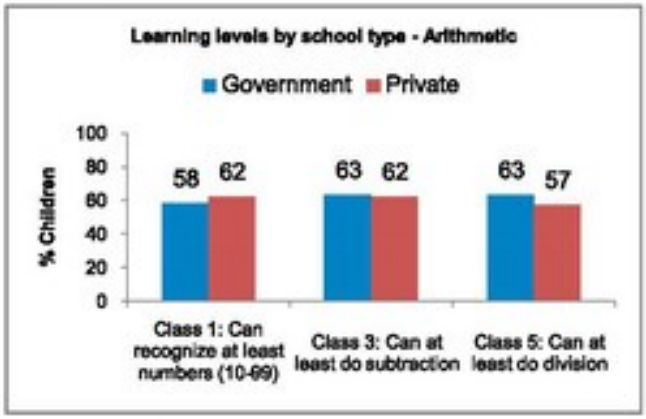
Azad Jammu and Kashmir - Rural

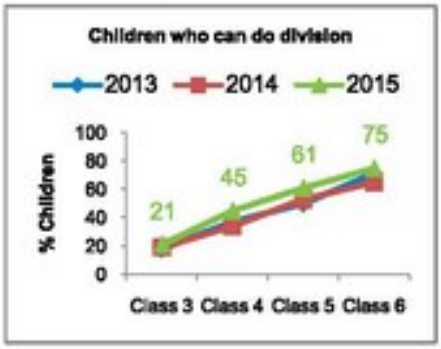
Learning levels (Arithmetic)

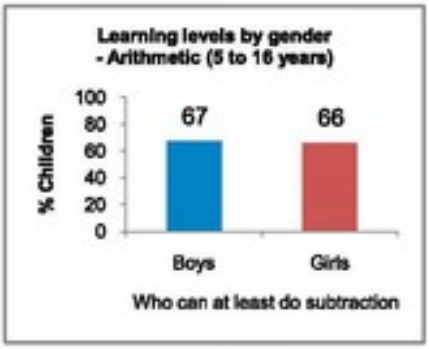
Class-wise % children who can do

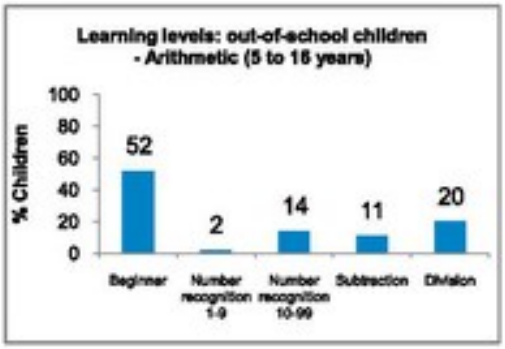
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 Digits)	Total
		1-9	10-99			
1	16.1	23.8	48.6	7.2	4.4	100
2	6.3	11.7	51.0	24.4	6.6	100
3	3.8	5.2	28.8	40.9	21.3	100
4	2.4	1.7	16.5	34.9	44.6	100
5	1.3	1.5	8.1	28.1	61.0	100
6	1.7	0.5	4.7	18.2	74.9	100
7	0.9	0.3	4.0	12.0	82.8	100
8	0.6	0.2	2.7	7.2	89.3	100
9	0.3	0.0	2.0	6.0	91.7	100
10	0.9	0.1	1.5	2.4	95.1	100

How to read: 11.6 % (7.2+4.4) children of class 1 can do subtraction

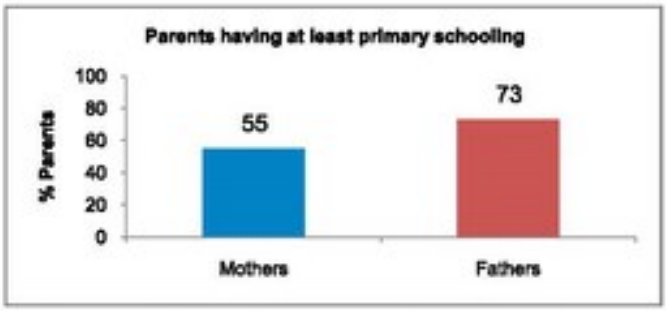








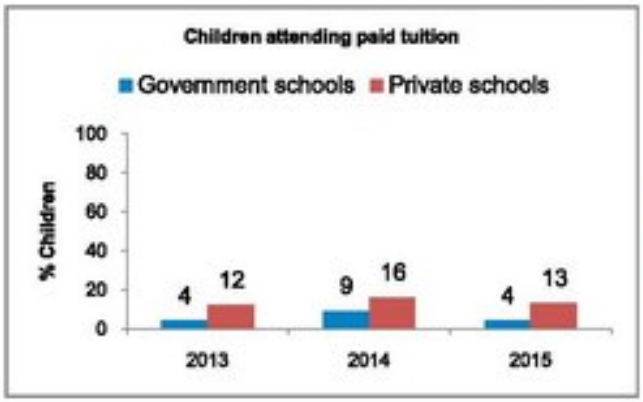
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.2	2.8	3.0	4.5	4.2	4.8	4.7	4.4	6.9	7.6
Pvt.	12.1	11.1	9.6	11.9	10.3	12.5	16.0	14.9	18.9	21.2



Azad Jammu and Kashmir - Rural School Report Card

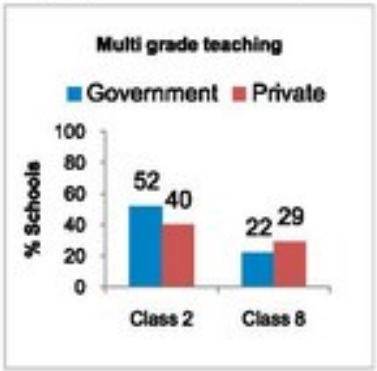
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	48	49	63	160	8	4	115	127
Elementary	31	18	13	62	3	1	94	98
High	43	25	9	77	2	0	46	48
Others	0	1	0	1	0	0	2	2
Total	122	93	85	300	13	5	257	275

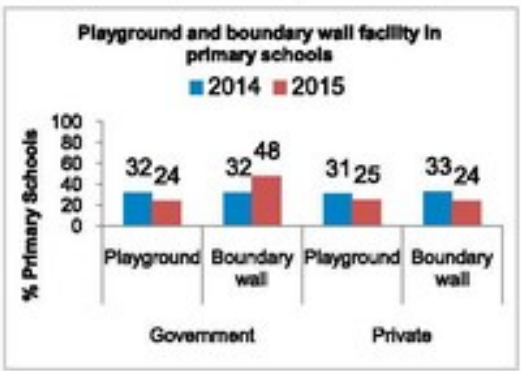
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	88.2	88.2	89.0	51.9	88.4	91.7	91.3	92.9	95.6	92.1
Teacher attendance	90.3	84.4	89.2	62.5	88.1	93.0	90.9	93.2	97.9	92.4

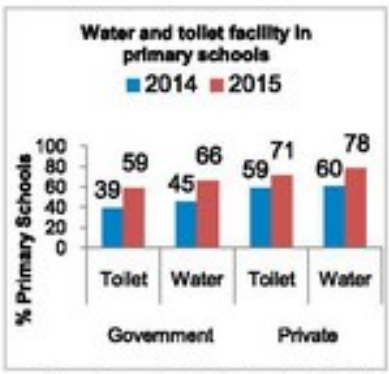
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.0	0.0
Matriculation	5.5	4.3
FA	16.3	26.0
BA	45.5	45.3
MA or above	30.9	23.6
Others	1.7	0.8

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	4.1	13.6
PTC	10.2	9.2
CT	17.0	21.7
B-Ed	50.3	40.6
M-Ed or above	15.2	10.9
Others	3.3	4.0

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.5	5.6	8.5	6.0	3.4	5.3	9.5	13.0
Useable water		65.6	72.6	79.2	0.0	78.0	87.8	85.4	100.0
Useable toilet		59.4	77.4	75.3	100.0	70.9	77.6	79.2	100.0
Playground		23.8	32.3	48.1	0.0	25.2	53.1	56.2	50.0
Boundary wall		47.5	61.3	46.8	0.0	24.4	35.7	43.8	50.0
Library		8.1	12.9	37.7	0.0	8.7	26.5	47.9	100.0
Computer lab		1.9	4.8	29.9	0.0	4.7	10.2	27.1	50.0
Electricity Connection		39.4	51.6	61.0	100.0	43.3	59.2	60.4	100.0
		Grants							
2014	# of schools reported receiving grants	9	5	9	0	7	1	1	0
	% of schools reported receiving grants	5.6	8.1	11.7	-	5.5	1.0	2.1	-
	Average amount of grant (Rs.)	3857.8	6452	8542.2	-	53102.9	10000	400000	-
2015*	# of schools reported receiving grants	11	5	5	0	2	0	1	0
	% of schools reported receiving grants	6.9	8.1	6.5	-	1.6	0.0	2.1	-
	Average amount of grant (Rs.)	2750.9	2844	6660	-	10000	-	182000	-







*Grants received till September 30, 2015

"0" and "-" Represents insufficient data.

Azad Jammu and Kashmir - Rural

Territory	% Children											
	Access					Quality						
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt.& Pvt.schools)	Class 3			Class 5			
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	in private school		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	
Bagh	60.9	4.7	2.6	43.6	13.5	69.8	86.4	73.8	62.8	66.4	50.7	
Bhimber	29.0	4.7	2.1	37.0	5.5	86.0	85.9	71.4	97.5	95.5	82.8	
Hattian	56.3	3.5	2.0	30.3	7.0	64.9	75.6	64.5	78.8	83.0	74.5	
Haveli	57.2	6.3	3.2	19.5	16.5	79.9	86.0	77.6	76.9	74.7	68.8	
Kotli	57.7	2.4	0.9	21.6	3.9	61.7	74.8	66.1	74.5	76.2	66.2	
Mirpur	31.4	4.3	1.7	32.2	2.2	39.0	60.0	68.3	51.2	64.4	49.4	
Muzaffarabad	46.7	6.7	3.6	43.2	5.6	67.1	69.4	51.4	71.7	60.6	55.9	
Neelum	63.9	4.6	3.4	35.4	9.0	56.7	69.1	55.9	60.0	58.4	46.7	
Poonch	42.1	1.3	0.5	54.9	9.1	27.8	40.6	30.8	43.8	45.5	42.7	
Sudhnati	84.3	0.9	0.2	39.1	2.9	56.8	67.5	59.1	62.9	68.0	64.4	
Total	**51.2**	**4.0**	**2.0**	**35.5**	**7.5**	**61.3**	**72.0**	**62.2**	**68.6**	**70.2**	**61.0**	

Azad Jammu and Kashmir - Rural

Sample Composition

- ASER 2015 survey was conducted in 10 rural districts of Azad & Jammu Kashmir. This covered 5,997 households in 300 villages throughout the province.
- Detailed information was collected on 16,724 children (54% males, 46% females) aged 3-16 years. Out of these 15,132 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 300 government schools (53% primary, 21% elementary, 26% high, 0% others) and 275 private schools (46% primary, 36% elementary, 17% high, 1% others[1]) were surveyed.
- 41% of the government schools were boys only, 31% were girls only, and 28% were coeducation schools. In case of private schools, 5% were boys only, 2% were girls only and 93% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2014.

- In 2015, 4% of children were reported to be out-of-school which has decreased as compared to previous year (6%). 1% children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- 96% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 63% of children were enrolled in government schools whereas 37% of children were going to non-state institutions (35% private schools, 1% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 45% were girls and 55% 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 2014.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2014.

- 51% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 50% in 2014.
- 49% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic tools[2]. 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 show improvement: 31% class 5 children could not read a class 2 story in Urdu compared to 39% in 2014.

- Analysis shows that 74% of class 3 children could not read story in Urdu compared to 76% in the previous year.
- Similarly, 17% of class 1 children cannot read letters in Urdu as compared to 19% in 2014.

English learning levels show improvement: 30% class 5 children could not read sentences (class 2 level) compared to 41% in 2014.

- ASER 2015 reveals that 75% class 3 children could not read class 2 level sentences as compared to 74% in the previous year.
- 17% children enrolled in class 1 cannot read capital letters as compared to 18% in 2014.

Arithmetic learning levels show improvement: 39% class 5 children could not do two digit division as compared to 47% in 2014.

- 79% children enrolled in class 3 could not do two digit division in 2015 as compared to 81% in 2014.
- 16% of class 1 children cannot not do number recognition (1-9) as compared to 19% in 2014.

[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.

- 64% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 71% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Only 67% private school children can read at least sentences in class 5 whereas 72% 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 only 63% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 68% of boys and 67% of girls could read at least sentences in Urdu.
- 73% boys could read at least English words while 71% of girls can do the same.
- Similarly, 67% of boys were able to do at least subtraction whereas only 66% girls could do it.

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

More than 45% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 22% of out-of-school children could read story in Urdu, 22% could read sentences in English, and 20% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

55% of mothers and 73% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 45% had not completed even primary education.
- 27% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students.

- The incidence of private tuition remains higher in 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, 3% children enrolled in class 1 take private tuition whereas 8% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

52% of surveyed government schools and 40% 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 52% of the surveyed government schools and 40% of the surveyed private schools had Class 2 sitting with other classes.
- 22% of surveyed government schools and 29% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

12% 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 88% whereas it was 92% in surveyed private schools.

12% 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 88% whereas it was 92% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 46% teachers of surveyed government schools have done graduation as compared to 45% teachers of surveyed private schools.

- 50% of surveyed government school teachers had Bachelors in Education degrees as compared to 41% 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.

- 30% of surveyed government high schools had computer labs and 38% had library books in their premises as compared to surveyed private high schools where 27% had computer labs and 48% had library books.

41% surveyed government primary schools were without toilets and 34% were without drinking water.

- 41% of the surveyed government primary schools did not have toilets in 2015 as compared to 61% in 2014. Similarly, 29% surveyed private primary schools were missing toilet facility in 2015 as compared to 41% in 2014.

- 34% of the surveyed government primary schools did not have drinking water in 2015 as compared to 55% in 2014. Similarly, 22% of the surveyed private primary schools did not have drinking water facility in 2015 as compared to 40% in 2014.

52% of the surveyed government primary schools were without complete boundary walls and 76% were without playgrounds.

- Amongst the surveyed government primary schools, only 48% had complete boundary walls as compared to 32% in 2014.

- In 2015, 76% of the surveyed private primary schools did not have complete boundary walls as compared to 67% in 2014.

- 24% of surveyed government primary schools had playgrounds in 2015 while 25% 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 as compared to 8 in 2014.

- In 2015, surveyed private high schools had 10 classrooms on average being used for classroom activities as compared to 8 in 2014.

THEME 13: SCHOOL GRANTS/FUNDS

7% of the government primary schools and 2% private primary schools received grants.

- 2 surveyed private primary schools are receiving grants as compared to 11 surveyed government primary schools in 2015.

- The proportion of government primary schools receiving grants has increased since last year. 3% government primary schools were receiving grants in 2013, 6% in 2014, and 7% were received in 2015.

Annexure

Sample Description

National - Rural

Territory	Districts Covered	Villages/ Blocks	House holds	Children (3-16 Years)			Mothers	Schools		
				Female	Male	Total		Govt.	Pvt.	Total
Azad Jammu and Kashmir	10	300	5997	7670	9054	16724	6046	300	275	575
Balochistan	30	909	17933	23586	38401	61987	18376	885	37	922
Federally Administrated Tribal Areas	11	330	6599	8514	14376	22890	7334	327	38	365
Gilgit-Baltistan	7	209	4103	5780	7276	13056	4386	208	120	328
Islamabad - ICT	1	15	300	336	317	653	284	15	2	17
Khyber Pakhtunkhwa	24	704	13958	16817	25457	42274	13955	697	323	1020
Punjab	36	1079	21512	25841	33338	59179	20923	1076	641	1717
Sindh	23	671	13353	17475	23783	41258	13357	632	74	706
National	**142**	**4217**	**83755**	**106019**	**152002**	**258021**	**84660**	**4140**	**1510**	**5650**

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.

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