

Annual Status of Education Report **ASER-Pakistan 2014**



National

Provisional
January 08, 2015

ASER Pakistan 2014
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The final ASER Pakistan 2014 report will be available at our website www.aserpakistan.org on March 01, 2015

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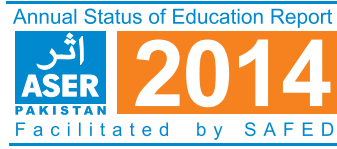
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Supporters of ASER 2014

- 'The UK government's Department for International Development - DFID'
- Foundation Open Society Institute - FOSI
- Dubai Cares
- OXFAM
- Idara-e-Taleem-o-Aagahi - ITA

Partners of ASER 2014

- Agosh Welfare Society and Development Association
- Azat Foundation
- Beydaar Society
- Brac Pakistan
- Change through Empowerment (CTE)
- Community Research & Development Organization (CRDO)
- Democratic Commission for Human Development (DCHD)
- Department of Education, FATA
- Department of Elementary and Secondary Education, Khyber Pakhtunkhwa
- Directorate of Education, Gilgit Baltistan
- EHED Foundation
- Education & Literacy Department, Sindh
- G & GS
- Hamza Development Foundation
- Health and Nutrition Development Society (HANDS)
- Haq Development Foundation
- Idara-e-Taleem-o-Aagahi (ITA)
- Insan Dost Association (IDA)
- Institute for Professional Learning (IPL)
- National Commission for Human Development (NCHD)
- National Rural Support Program (NRSP)
- Orchids
- Policy Planning & Implementation Unit, Govt. of Balochistan
- Reflect Global
- Reform Support Unit (RSU), Sindh
- Research and Community Development Organization (RCDO)
- Society for Awareness, Advocacy and Development (SAAD)
- School Education Department, Punjab
- Sindh Education Foundation (SEF)

Message from ASER Partners

Citizens on the march describes us most aptly. Each year we gather to collect and share evidence on the state of education in Pakistan across the length and breadth of the country. With each passing year we feel that our efforts for data collection and monitoring have not only helped in building a culture of research within our organizations but also helped citizens understand the value of evidence to inform their actions and decisions. The purpose was precisely to bring the challenge of learning outcomes to the center of debates. ASER was initiated in 2008 in Pakistan as a small pilot. We came together to learn the methodology and test it in the field. Today, the Annual Status of Education Report (ASER) or “impact” is the largest citizen led survey providing ranked and gender disaggregated data across households, villages, districts and provinces on students' learning levels, enrollment, attendance, teachers, facilities, multi-grade classrooms, and grants to government schools. The household data provides information on parental education and proxy indicators for income helping us generate information on inequality that assist us to target where the challenges hurt the most and where action must be taken immediately.

As a statement about citizens' efforts and coalition, ASER has become a social movement owned by so many partners, civil society and semi-autonomous organizations mobilizing 10,000 volunteers each year to undertake a public service. We not only inform parents and policy makers alike on learning, access and equity but also create the evidence for right to education and Article 25-A for 5-16 year old children. This year on each of 93,093 households stickers were pasted on how many children did not go to school aged 3-5 and 6-16 so that the neighborhood and heads of household could be reminded each day for taking the action. ASER reveals the potential of citizens' power as Pakistan's largest citizen-led household based survey. It is a hallmark of citizens banding together each year for systematic capacity building for research communication and action.

Our message is that citizens and governments alike must aggressively and creatively take action to improve the quality of education. ASER affects sustained flows of information, generating pressure for educational change propelling individuals, communities and government to take action at each level.

ASER is fiercely collaborative and nationwide managed by Idara-e-Taleem-o-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 Brac Pakistan, Community Research & Development Organization (CRDO), Research and Community Development Organization (RCDO), Society for Awareness, Advocacy and Development (SAAD), EHED Foundation, Insan Dost Association (IDA), Change through Empowerment (CTE), Reflect Global, Orchids, G & GS, Azat Foundation, Agosh Welfare Society and Development Association, Haq Development Foundation, Hamza Development Foundation, Beydaar Society, community based organizations and individuals. It is the belief that the education challenge in Pakistan needs to be addressed firmly backed by evidence by the government and all citizens in unison.

These efforts influence the right to education debates on 25-A, MDGs and post 2015 Development Agenda, make learning for all take precedence over schooling for all.

Message from ASER Development Partners



Pakistan continues to be in a state of education emergency and learning lies at the heart of it. Each year ASER provides insights to the challenges of learning and quality as it does about the children who are out of school. In the efforts to end this emergency, it is critical for student learning outcomes to be measured and monitored regularly disaggregated by gender, geography and wealth.

As supporters of ASER, a learning accountability initiative by the citizens of Pakistan, its value remains for benchmarking. Provincial education sector plans use ASER as a reference document. It is representative for the entire country especially rural areas and increasingly the urban areas as well. In 2014, it covered 144 rural districts and 21 urban districts collecting information on 279,427 children (3-16 years) and 93,093 households in 4698 villages/ blocks. As a large scale country wide assessment, ASER is indeed an asset for Pakistan's education system.

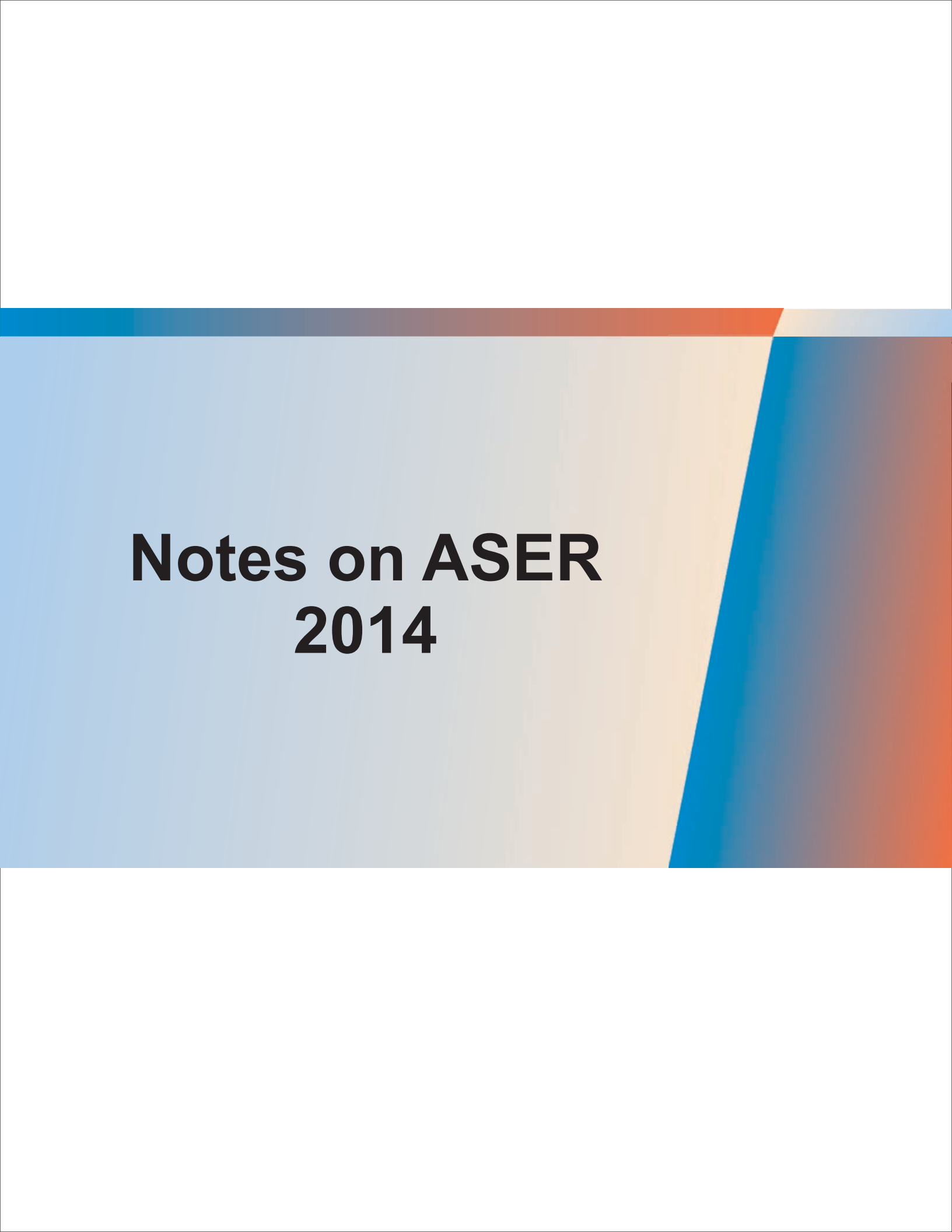
Owned and run by the citizens themselves through a year-long iterative cycle ASER concentrated not just on the survey on learning (literacy and numeracy) and equity, but also focused on dissemination of results to parents, households, communities, teachers unions, politicians, bureaucracy, media and youth groups. The outputs are impressive as this large scale assessment results in multiple knowledge and communication products, such as the provincial reports, district report cards, policy briefs, posters, media toolkit and social media. Together, these products inform the general public and contribute to a national discourse for demand and supply side actions seeking transformation from the bottom-up.

ASER has indeed become acknowledged as an innovative robust approach on learning assessments globally as it has equally strong counterparts in India, East and West Africa, Nigeria and Mexico. It not only informs policy makers and citizens alike on learning but also constituencies beyond Pakistan. In the run up to the final days of the MDGs and the post 2015 Development agenda ASER and its global counterparts across three continents have been actively influencing the debates on learning. A consensus is mounting to ensure that the post 2015 development framework will have an education goal focusing on access plus learning. As development partners our focus is also centered on strategies for improving learning above all and especially for the most vulnerable groups.

We are very pleased at ASER's perfect alignment informing the debates on right to education and legislation for Article 25-A. This is another significant contribution of ASER Pakistan. We acknowledge that ASER findings are quoted each year by the prestigious Economic Survey of Pakistan, in key government documents and in sector analyses both within and outside of Pakistan including the Global Monitoring Report (2013-2014).

We as the supporters of the citizens led initiatives in Pakistan will continue to work with ASER for achieving the goal of Quality Education for ALL Pakistani children. We believe that ASER lies at an important intersection where communities and public sector functionaries work together for positively impacting the lives of millions of children. We appreciate ASER team's diligence in immediately sharing the raw data with the release of the annual report as a public service to research and planning communities in Pakistan and beyond. ASER is indeed a powerful conversation to be engaged with up to 2015 and in the post 2015 phase building multiple constituencies for policy, planning and action on learning and equity.





Notes on ASER 2014



Excerpt from Op-ed by Amina J Mohammad

UN Secretary General's - Special Advisor on Post 2015 Development Planning

With 25 million of children out-of-school (55% of them being girls), the second highest dropout rates and huge regional disparities, Pakistan suffers from a profound education crisis. If Pakistan is to provide all children between five and sixteen free and compulsory education, as embedded in its constitution, it must recognize the full potential of education as a catalyst for development – and act as such. Education is not only about learning; it is a multi-dimensional process that ultimately affects our people, our economy, and our planet.

After eighteen months of intense inter-governmental negotiations among Member States, the outcome document of the Open Working Group has recognized the many different ways in which education can advance the future sustainable development goals. It acknowledges quality education not only as a top priority, but also as a cross-cutting issue by reflecting it under three other critical standalone goals related to health, economic growth and climate change. In a major departure from the Millennium Development Goals, the proposal of the Open Working Group also insists on the imperative to leave no one behind – no matter their gender, age, disability, ethnicity, wealth or geographic location.

This has a particular importance in countries like Pakistan, whose education system suffers from tremendous disparities between regions, gender, public and private schools, children with and without disabilities.

In that regard, the special focus on disability of this year, ASER Pakistan survey is also particularly welcome. ASER, being the largest citizen led household based survey, not only aims at improving the state of learning outcomes of children but also works with citizens to foster nationwide conversation and actions on learning. Persons with disability, who account for 1 billion people throughout the world, are often considered as the world's largest minority that suffers from far too many violations of their rights. Denying their access to basic public services such as education is not only a violation of fundamental human rights, it is a profound mistake that affects all.

A Nigerian proverb says that “it takes a village to raise a child”. So let's all work together – governments, civil society, United Nations, private sector, academia and citizens of the world – to ensure a life of dignity for all our children.



Public Private Crossings: Who is Minding the Gap for Post Primary Transitions - Evidence from ASER 2014

Baela Raza Jamil

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Coordinator, South Asia Forum for Education Development (SAFED)

There are two conversations that are getting louder in the education discourse globally; are our children learning? And, if so, where is greater learning taking place, in public or private schools? The walls get higher across the two sectors creating exclusionary positions both in perceptions and reality. ASER 2014 gives us strong evidence on shifting trends from public to private schools in rural and urban areas. There is also an official narrative in the education sector plans¹ supervised by the government for meeting education targets through non state providers, but financed through the education foundation and/or autonomous financing bodies such as the Education Fund for Sindh (EFS). The challenge of governance in education remains fundamental to undermining the education enterprise in Pakistan. It may take some time to be settled, but it is leading households to leave government schools sometimes at great costs if households are not subsidized to ensure better learning outcomes for their children.

Given this situation, governments, civil society and academia may need to revisit the binary conceptualization if state responsibility is seen as overarching principle for reconstructing public policy on how ALL children must get a fundamental entitlement. It is widely acknowledged that the movement for citizen led accountability on learning engaged through large scale learning assessments in many countries across three continents Asia, Africa and Latin America, a south - south initiative has influenced the articulation of the learning crisis at global forums (Hewlett 2014; Save the Children 2013; Brookings 2013). In some countries evidence on what works well to improve learning is also being collected to influence an equally scalable global movement (GPE 2014, ASER Centre 2014; QEDC Hewlett 2014). As the post 2015 Development Agenda shapes its final goals and targets the chances of a standalone Education goal anchored in learning plus access targeted to address inequality remain strong as education is seen as a cross cutting capability for many of the proposed 17 Sustainable Development Goals (SDGs). Cognizant of 58 million out of school children and 250 million not learning well the Muscat Agreement's

overarching goal/targets (2014) and the proposed Sustainable Development Goal No. 4 and its 9 targets are ambitious and boldly set out to do what must be done by all countries for their children and youth, particularly the most disadvantaged who are likely to remain excluded².

The latest round of ASER 2014 data from Pakistan reveals strong trends of children shifting from public to private schools, a whopping 4% over 12 months in rural areas 2% in urban centers already biased in favor of private sector This is raising concerns on exacerbating inequality by excluding those groups who cannot afford even low cost private schooling and disproportionately affecting girls (GCE 2014; DFID 2014). The government obligated to article 25-A of the constitution has to provide free compulsory education to all children aged 5-16 at the minimum and can do more if it so chooses under the devolved provincial set up after the passing of the 18th amendment in 2010. Governments can opt to become direct or indirect providers of education through various policy options on financing and management arrangements in government owned public sector schools or private sector government financed schools; this must be done through a social justice lens. How is the social justice issue addressed considering the poor quality of public sector schools? What is the evidence on targeting girls for choice in non-state schools? Clearly the ASER data shows that in 2014 both at the rural level only 37% girls were enrolled in private schools whereas it was 44% in



¹ Education Sector Plans have been developed by all provinces 2014-2018/19 as medium term action plans with targets, strategies and budgets through stakeholder groups' consultation; two provinces are being supported by the Global Partnership for Education (GPE) viz. Balochistan and Sindh.
² <http://en.unesco.org/post2015/all-resources>

urban areas. Overall girls remain marginalized and especially those from poorest families, in both public and private schools.

A growing concern among households is about where their children will go beyond the primary level? When their children are unable to move from primary to post primary level simply due to lack of schools parents begin to make hard and angry choices, withdrawing children even prior to primary completion as the future looks very stark and vulnerable for a primary graduate. In public sector for every 8 primary schools there is only 1 middle school and for 11 primary schools there is only 1 secondary school at the National level. Province wise ratios are shared below:

Province	Primary - Middle Ratio	Primary - Secondary Ratio
Balochistan ³	9:1	14:1
Khyber Pakhtunkhwa ⁴	9:1	12:1
Punjab ⁵	4:1	6:1
Sindh ⁶	18:1	24:1

Pakistan's out of school children or in school children at risk fall prey to severe violations of child rights including, child labor, trafficking, early marriages etc. The transition gaps are wide in terms of availability of schools at the primary, middle and secondary levels compromising children's life chances beyond primary level. In rural Sindh and Balochistan ASER 2014 reveals that private sector has grown from 15% in 2013 to 17% (1% madrasah) and 10% in 2013 to 20% (6% madrasah) respectively; however, the expansion is mostly in primary level institutions since investment costs are much higher in middle and secondary schools.

According to ASER 2014 rural for out of school age groups rises from 18% for 6-10 to 22% for 11-13 and 30% for ages 14-15. The corresponding figures in urban areas is 4.3% (6-10) to 5.7% (11-13) and 11% (14-15), where private sector is a major player across 21 districts of Pakistan. Balochistan and Sindh rural stand out for having the highest out of school children for almost all ages, whilst Punjab is highest in urban areas for middle and secondary age groups.

Table: Out of School children in Rural and Urban areas of Pakistan by age level (ASER 2014- National)					
% Children out-of-school by age group					Rank*
Province / Territory	Age group 3 – 5	Age group 6 – 10	Age group 11 – 13	Age group 14 – 16	
Balochistan	72.4	30.1	33.3	41.7	1
Sindh	63.3	22.6	28.8	41.0	2
Federally Administrated Tribal Areas	64.1	16.8	19.8	32.6	3
Punjab	44.9	9.7	14.0	26.9	4
Khyber Pakhtunkhwa	61.8	12.6	14.7	22.9	5
Gilgit-Baltistan	60.4	13.6	10.9	19.0	6
Azad Jammu and Kashmir	49.9	4.4	4.8	11.1	7
Islamabad - ICT	24.2	1.0	0.5	0.0	8
National Rural	60.8	18.0	20.3	30.1	
Punjab-Urban	41.4	4.5	8.1	16.3	1
Khyber Pakhtunkhwa-Urban	54.4	3.5	6.1	10.8	2
Sindh-Urban	40.7	4.9	5.1	9.2	3
Balochistan-Urban	47.3	2.3	2.7	8.5	4
Islamabad-Urban	28.7	0.3	0.0	0.0	5
National Urban	42.2	4.3	5.7	11.0	

Taking the case of Sindh province where public sector provision is 91% primary schools, 5% middle and 3% secondary schools (SESP 2014-18), ASER has recorded a rise of non-state providers 17% (ASER 2014) compared to 10% (ASER 2013) revealing that the demand and supply for alternatives is increasing in Sindh. There are active programs for increasing non-state low fee paying options provided free of cost to out of school children through vouchers by the Sindh Education Foundation (SEF) or Education Fund for Sindh (EFS). Increasingly in Punjab, Balochistan and KPK a similar public financed program is also expanding, but not necessarily supporting post primary education.

³ Balochistan Educational Management Information System – BEMIS

⁴ Elementary & Secondary Education department

⁵ Educational Management Information System – EMIS

⁶ Sindh Education Profile (2013-14) prepared by RSU

The trends of low provision at post primary levels, illustrate sad prospects for the children and youth of Pakistan in the post 2015 period after MDGs. This grave reality must be immediately addressed through innovations for access to secondary level sustained through learning outcomes. ASER each year informs the plight of 11-13 and 14-16 (mentioned in the table above) who remain unenrolled because either they never enrolled in the first place or dropped out due to lack of facilities adding to the numbers of primary graduates or illiterates with nowhere to go.

Pakistan's biggest challenges on learning and access beyond primary level especially for the most disadvantaged seek a departure from traditional planning

for bridging the widening gaps. Neither the government nor the private sector is actively investing for facilities required at the secondary education. The walls across providers need to soften through public policy dialogues and programs. Who will bridge the gap? Who will ensure that 5-16 year olds get their right to education as per 25-A? Who will proactively engage with post 2015 goals and targets? Who will ensure that our children do not end up as youth without hope and capabilities?

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Equity Concerns in the Landscape of Education

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The 18th Constitutional Amendment, inserting Article 25-A in the Constitution of the country and making the right to education a basic/fundamental right for all children aged 5-16 years, was passed more than four and a half years ago now. But even after almost four and half years not all of the provinces have yet made laws that call for the implementation of 25-A. None of the provinces have made rules of business for those laws, and in none of the provinces/territories of Pakistan have their been any actual moves made for the implementation of 25-A: no financial allocations for the purpose have been made so far and no plans of action have been even developed.

The educational landscape in the country, however one might look at it, appears quite dismal: enrollments have not been universalized even at the primary level, drop out rates are very high, quality of education, across the board, is quite low (ASER data shows this very clearly), some 40% of children are now enrolled in private schools and barring a small percentage of children going to high fee private schools. Quality of education is low in almost all low fee private schools too, a very small proportion of children finish secondary school (see table below for Middle and Matric level net enrollment rates) and an even smaller fraction get the opportunity to enroll in any kind of post secondary educational institution. Even after all the progress that has been and is claimed by governments across Pakistan only 7-8% of children in Pakistan enroll in any kind of 'college'. If we look at those who go on to finish any type of degree programmes, the numbers are less than 5% of the eligible population.



Table: Net Enrollment rates at Middle and Matric Level at the Provincial Level

Area	Gender	Middle NER (11-13)			Matric NER (14-15)		
		Urban	Rural	Total	Urban	Rural	Total
Pakistan	Male	46	37	40	36	24	28
	Female	51	28	35	37	17	23
	Total	48	33	38	37	21	26
Punjab	Male	45	36	39	36	25	28
	Female	53	33	40	41	21	27
	Total	49	35	39	38	23	28
Sindh	Male	46	34	39	37	20	28
	Female	48	16	32	35	7	21
	Total	47	26	36	36	14	25
Baluchistan	Male	49	32	37	35	13	19
	Female	39	10	17	21	3	7
	Total	45	22	28	29	9	14
KPK	Male	53	42	44	35	30	31
	Female	46	27	31	39	16	18
	Total	49	36	38	32	23	25

Source: PSLM 2012-13

We do not need more data to establish the current poor outcomes in education. The fact that only 7% of rural girls in Sindh and 3% of rural girls in Balochistan are enrolled at Matric level says it all. Let those who see the 'glass half full' in education explain away these facts.

But these numbers mask tremendous inequalities that are present in our education systems. Any notion of 'rights' or 'justice', irrespective of how they are defined, will have, at its base, some notion of 'fairness' and 'equality of opportunity' built into them. It is not possible to talk of rights and 'equal' rights for all citizens without talking of some 'equality of opportunities'. But if children have very unequal chances in life, and the educational opportunities available to (or not available to) children not only show this inequality and lack of equity, they also contribute to increasing the inequities in the society, the system can only be termed as hopelessly iniquitous and unjust.

Children have very different opportunities on the education front based on whether they are born in rural areas or urban, which province they have been born in, what type of school, if any, are they enrolled in, whether

their parents have a higher income level or not, whether their parents are educated or not, what sort of aspirations do their parents have, which cast/ethnicity they have been born into, and what gender do they have. If you are a girl born in the rural area of a less developed province, you, essentially and effectively, have no opportunities for having any decent quality education (see the table above again). And the comparison, in terms of educational opportunities, with a boy from a rich background coming from one of the larger cities in the country could not be starker. The differences in educational opportunities, even for less starker differences than above, are still very significant.

There is a small minority of children who have access to high fee private schools in Pakistan. Some estimates suggest that they are no more than 3-5% of enrolled children in the country. These children do get a decent quality of education. They do quite well in standardized O/A Level examinations and the quality of education of these schools is good enough to allow these children to compete with other O/A Level students from other countries as well. But these schools, by and large, charge more Rs.15,000 per month per child or more. With minimum wage in the country at being Rs.12,000 per month, these schools are accessible to a very small minority of children in the country.

Consider two children: one who is not able to attend school at all, and one who goes through one of these elite schools. Can anyone argue that there is any notion of 'justice' or 'equality of opportunity' that can be invoked to say that these children had comparable opportunities? And it is not only that their 'educational' (or lack thereof) experiences are not comparable, their futures are likely to be very different too: the distance between them, typically, is only likely to increase over time. They, effectively speaking, inhabit very different universes. There are very strong hysteresis effects with educational opportunities: where you have been (type of school) will strongly impact where you can be in life. Is this fair? Does this make sense after the inclusion of 25-A? Yet, they have to live in the same country and society. Can any society have such stark differences of opportunities and outcomes and still survive and thrive as a polity and society?

Even if we leave out the children who are going to elite schools as being irrelevant to the larger debate on opportunities arguing that we can never give that high level of education to all children (though the example of

Canada, some of Scandinavian and increasingly East Asian countries challenges this), the inequities in the system remain very large. Gender gaps, rural-urban gaps, gaps based on geography (inter-provincial) still remain too large. Quality differentials also remain too high. ASER data clearly shows learning levels vary significantly across provinces and rural-urban divide. LEAPS and ASER also show quality differentials across public and private (even low fee private) schools. There is even work that shows significant quality differentials across and within districts, tehsils and even school clusters. And these differentials are significant. These differentials should raise very serious equity questions for our society. But there seems to be no debate on the issue at all. If there is any education debate in the country, it is still stuck at access issues (see the rhetoric around good news from Pakistan and/or Punjab).

There is empirical evidence that shows that high levels of initial inequality can not only exacerbate the inequality in the next period, it can also lead to slower growth and more limited impact on reducing poverty. So even from a functional perspective, we should be concerned about equity issues. But, the promise of articles like 25-A, rights based promises to children, are not about functionality. They are really promises about what kind of society are we going to create. Here equity concerns should be center-stage and should form the backbone of debates in education and in our society. But there is almost no debate in education, in our society, on equity issues. And this even when all empirical data shows how iniquitous our system is and how it is helping create even more iniquity for the next time period.

One hopes ASER like efforts, by documenting and showing ground-reality, and by involving large numbers of volunteers and stakeholders from across the society in the education debate, will go a long way in addressing the lack of debate on equity issues.

Bring 'Magic' into Girls' Lives

Dr. Monazza Aslam

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The last few years have seen intense debates and efforts among different stakeholders in the international community to arrive at a meaningful and well-defined post-2015 education agenda. There is considerable hope, at what has been achieved, but there is also a strong desire to achieve a more well-defined plan that is more inclusive and able to target persistent marginalizations more effectively.

The story of girls' education is one of mixed success. The latest Global Monitoring Report (2013-2014) identified 57 million children as being out of school, 31 million of whom were girls². Pakistan is also the country reported to have the second highest number of children out of school and two-thirds of them – 3 million - are girls³. If the progress in gender equality is seen as a whole, there is no denying the great strides that have been made across different parts of the world. However, there is also a very clear recognition that education in general and gender equality in terms of

access and provision of quality education remains one of the 'unfinished businesses' of the MDGs⁴. According to UNESCO, Pakistan also continues to be a country with some of the widest education inequalities in the world⁵. Nevertheless, the country presents a representative case where girls' education is continually said to have met with 'mixed success'. Table 1 below illustrates this by showing Pakistan's progress towards achieving Goal 3 of the MDGs – promote gender equality and empower women – and Target 3.A. – eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015. It is clear that strides have been made in reducing gender gaps in educational access especially across primary and secondary levels of education. However, gender gaps still exist across all education levels (and have increased in post-secondary education) and a larger majority of out of school children continue to be over-represented by girls.

Table 1: School Attendance Ratios and Out-of-School by level, according to background characteristics, Pakistan 1990 and 2012.

1990							
	Primary			Secondary			Post-secondary
	Gross Attendance	Net Attendance	Proportion of out-of-school	Gross Attendance	Net Attendance	Proportion of out-of-school	Gross Attendance
Total	80.8	52.5	46.5	36.3	27.7	49.9	2.5
Gender							
Boys	94.2	60.7	37.9	46.7	34.6	38.4	3.2
Girls	66.3	43.6	55.7	24.8	20.2	62.5	1.7
Gap (Boys-Girls)	+27.9	+17.1	-18.0	+21.9	+14.4	-24.1	+1.5
2012							
	Primary			Secondary			Post-secondary
	Gross Attendance	Net Attendance	Proportion of out-of-school	Gross Attendance	Net Attendance	Proportion of out-of-school	Gross Attendance
Total	88.4	61.9	36.6	41.8	36.8	39.9	18.7
Gender							
Boys	95.1	65.1	33.3	46.0	40.1	33.9	22.2
Girls	81.0	58.3	40.3	37.1	33.1	46.4	15.6
Gap (Boys-Girls)	+14.1	+6.8	-7.0	+8.9	+7.0	-12.5	+6.6

Source: <http://datatopics.worldbank.org/Education/wDHS/HProfiles.aspx>

¹ Inspired by the statement by Nivasini, a high school student from India, that "Education is the closest thing to magic in the world. Nothing can transform a person's life the way education can. It instills confidence and gifts people with a voice. Apart from the obvious benefits of a better lifestyle and a more meaningful life, education can lead to a better society at large; a society with people aware of their rights and duties", cited in Report of the Global Thematic Consultation on Education in the Post-2015 Development Agenda, downloaded 2 December 2014: http://www.unicef.org/education/files/Making_Education_a_Priority_in_the_Post-2015_Development_Agenda.pdf

² <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/GMR/pdf/gmr2013/oosc2.jpg>

³ http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/EDUCATION_IN_PAKISTAN_A_FACT_SHEET.pdf

⁴ Report of the Global Thematic Consultation on Education in the Post-2015 Development Agenda.

⁵ http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/EDUCATION_IN_PAKISTAN_A_FACT_SHEET.pdf

The collection of data on learning outcomes through the Annual Status of Education Report (ASER), each year since 2008, have been instrumental in highlighting the stories of success and identifying the key areas where we have failed the millions of girls in the country. In terms of out of school children, ASER data have consistently shown there to be no gender gaps nationally. Whilst in 2011, 11% girls aged 6-16 years across rural Pakistan were out of school compared to 10% boys, the national average has not changed in 2014⁶ (see Table 2). There are, however, regional differences. For example, in Balochistan, whilst 12% girls were out of school in 2011 compared to 12%

boys, in 2014 the figures are 17% girls versus 16% boys. Similarly, in FATA, 15% girls were out of school in 2011 compared to 10% boys and in 2014 the figures stand at 13% girls to 8% boys. These figures indicate two things. Firstly, there are clear differences across different regions. Secondly, while gender gaps in access may not be large in certain parts of the country, where they do exist, they are quite persistent. Worryingly, in some parts of the country, the percentages of out of school children have actually increased rather than declined over time, and this is a disturbing trend.

Table 2: Percentage of Out of School Children (OOSC) by Gender, (ages 6-16 years)

Province	2011		2012		2013		2014	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
National Rural	11	10	13	10	11	10	11	10
TOTAL OOSC	21%		23%		21%		21%	
National Urban	8	9	3	4	4	4	3	3
TOTAL OOSC	17%		7%		8%		6%	
Punjab	9	7	8	8	8	8	8	7
TOTAL OOSC	16%		16%		16%		15%	
Sindh	15	15	17	16	15	14	14	13
TOTAL OOSC	30%		33%		29%		27%	
Balochistan	12	12	21	13	17	17	17	16
TOTAL OOSC	24%		34%		34%		33%	
Khyber Pakhtunkhwa	9	6	9	7	9	6	10	5
TOTAL OOSC	15%		16%		15%		15%	
Azad Kashmir	6	4	4	4	3	3	3	3
TOTAL OOSC	10%		8%		6%		6%	
Gilgit- Baltistan	11	11	9	8	10	6	9	5
TOTAL OOSC	22%		17%		16%		14%	
FATA	15	10	15	11	13	8	13	8
TOTAL OOSC	25%		26%		21%		21%	
Islamabad - ICT	2	2	2	3	2	3	0	0
TOTAL OOSC	4%		5%		5%		0%	

Source: ASER reports (2011-2014)

Furthermore, gender gaps are more strikingly visible in terms of learning outcomes. ASER data from the last 4 years have consistently shown that among children aged 5-16 years old, boys consistently outperform girls in Urdu

and Mathematics outcomes (see Tables 3 and 4 below). Whilst in some instance, this advantage is marginal, in others it is worryingly high.

⁶ However, it is very important to note that the number of districts covered in 2011 was 85, 136 rural and 6 urban districts were covered in 2012, 138 rural and 13 urban districts in 2013, 144 rural and 21 urban districts in 2014. This limits comparability across the years.

Table 3: Percentage Learning Levels by Gender (Urdu: % who can read at least sentences), ages 5-16 years.

Province	2011		2012		2013		2014	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
National Rural	27	34	37	45	57	60	39	46
National Urban	-	-	56	65	57	60	61	63
Punjab	36	40	52	55	54	55	52	55
Sindh	17	25	22	30	25	33	29	36
Balochistan	16	29	29	34	25	35	23	34
Khyber Pakhtunkhwa	26	36	37	50	40	50	40	51
Azad Jammu & Kashmir	46	51	60	62	63	63	60	61
Gilgit- Baltistan	29	38	52	53	46	51	48	53
FATA	9	29	19	39	23	43	28	48
Islamabad - ICT	50	58	71	74	59	59	61	65

Source: ASER reports (2011-2014)

Table 3 for instance shows that the national rural picture indicates boys having a clear advantage in terms of their Urdu reading and mathematics competencies as

compared to girls. In both competencies, FATA is one of the worst performing regions in terms of gender inequality in learning outcomes.

Table 4: Percentage Learning Levels by Gender (Arithmetic: % who can at least do subtraction), ages 5-16 years

Province	2011		2012		2013		2014	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
National Rural	25	33	35	44	38	45	38	45
National Urban	-	-	54	63	57	60	59	61
Punjab	33	37	49	53	51	54	50	54
Sindh	14	21	17	25	20	28	25	32
Balochistan	17	30	18	33	24	33	19	29
Khyber Pakhtunkhwa	27	37	38	53	41	53	43	55
Azad Jammu & Kashmir	41	49	57	59	60	62	59	59
Gilgit- Baltistan	29	39	52	54	48	52	51	56
FATA	10	30	21	41	26	49	29	53
Islamabad - ICT	47	58	69	73	57	55	68	69

Source: ASER reports (2011-2014)

The data speak for themselves. Girls in Pakistan continue to be marginalised in the provision of a basic human right – the right to a good quality education. The cost of this marginalisation is large. The denial of a quality education has lifetime consequences that impact generations. Girls' disadvantaged position relative to boys and men in accessing education compromises their agency in several domains including in the control over household resources, in the age of marriage and in the ultimate relationship with their partners, reflected in incidents of violence (World Bank Group, 2014). The role of education

in improving girls' and their families' lives is not in question. Education plays an important transformative role in every aspect of an individual's life and the lack of a good quality education leaves a costly legacy behind. If education is the 'closest thing to magic', we need to bring this magic into girls' lives to ensure that they achieve social, economic and life outcomes to the best of their potential.

Learning from ASER for Post-2015 Education Goals

Pauline Rose

Advisor, ASER Pakistan

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Globally, 250 million children are not learning the basics in reading and mathematics. Around half of these children have spent at least four years in school, suggesting that they are receiving an extremely poor quality of education (UNESCO, 2014)¹. Children who are disadvantaged due to circumstances at birth are most likely to be amongst those who are not learning, whether because they are born into poor households, live in rural areas, have a disability, or are girls. It is, therefore, vital that post-2015 education goals focus on ensuring that all children, regardless of circumstances, complete primary school and are learning the basics.

The global pattern of learning inequalities is reflected in the experience of different countries around the world. Yet the ability to hold policymakers to account for these failures, and provide them with guidance on potential solutions, has been stifled by the lack of sufficient data on learning outcomes. In recent years, ASER Pakistan, along with partner surveys in India and countries in sub-Saharan Africa, has provided fresh perspectives into the scale of education challenges. These data have been significant in informing both national planning and the scale of the global learning crisis and, by extension, the framing of post-2015 goals.

The 2014 Pakistan ASER data reiterate the findings from previous years: namely that around a quarter of children who reach grade 5 in rural Pakistan cannot read sentences, a task that they should have been able to achieve by grade 2. It is striking that there has been little change in learning levels over the past three years.

It is important to delve deeper into these data to understand who is in school and, amongst these children, who is learning. Our recent analysis using ASER data identifies some striking results (Alcott and Rose, 2015)². Firstly, in terms of school access, while the vast majority of rich girls and boys in rural Pakistan are in school, over 40% of poor, rural girls aged 10-12 have never even been to school.

ASER data further show that private schooling is a growing phenomenon in Pakistan: Between 2013 and 2014, the proportion of children enrolled in these schools has increased from 20% to 24%. However, our analysis shows that there is a distinction in who gets access to private schooling. Amongst those surveyed, only around 10% of those in school from the poorest households in rural areas are in private schools, compared with 40% of those from the richest households. In addition, there is a clear gender divide amongst the poorest. After controlling for other factors, in rural Pakistan, the poorest girls are 31% less likely to attend private schools than are the poorest boys.

Secondly, ASER data provide key insights into who is learning. Amongst 10-12 year olds in rural government schools, who should have reached grade 5, one-third cannot read sentences. While those in rural private schools are better, it is still a cause for concern that more than one-fifth of children in these schools cannot achieve this task, which they would be expected to have reached by grade 2. Overall, wealth is of far greater importance than whether a child is in a government or private school. More rich children in government schools are learning than are poor children in private schools. And within both government and private schools, poorer children are around three times more likely to be unable to read a paragraph than richer children in the same type of school.

There could be a number of explanations for the wealth gap in learning. One possibility that is commonly put forward is that children from richer households are more likely to be able to pay for private tuition to compensate for the poor quality of schooling. Our analysis shows that this is indeed the case in rural Pakistan: 18% of rich boys having access to private tuition compared to just 3% of poor girls. However, private tuition still does not wipe out wealth differences in learning, suggesting that other factors are important. The poorest performing groups of richer children (those at government schools who do not receive private tuition) outperform the best performing groups of poorer children (those at private schools who do receive private tuition).

¹ UNESCO, 2014. Education for All Global Monitoring Report. Teaching and Learning: Quality for All. Paris: UNESCO.

² Alcott, B. and P. Rose, 2015 'Schools and learning in rural India and Pakistan: who goes where, and how much are they learning?' Prospects

Overall, our analysis of ASER Pakistan data draws attention to the need for policymakers to focus their attention on government schools given that this is not only where the majority of the poorest children are studying, but also where learning levels are lowest. The fact that rich children in government schools are learning indicates that we ought not to dismiss out-of-hand the role that government schools can play.

Given evidence of this kind from ASER and related sources on low levels of learning, post-2015 education goals need to give greater emphasis to tracking progress on learning outcomes, with an emphasis on children from disadvantaged backgrounds. ASER tools can provide a sound basis for the design of measuring learning outcomes for this purpose. Part of the beauty of ASER is that the tools are simple to use, and that it is straightforward to communicate their findings – prerequisites for development goals.

It is, of course, also important that the data is reliable and valid. Recent work comparing ASER India data with the country's national achievement survey data shows that they do indeed meet the necessary standards³. Furthermore, ASER data has the additional benefit of differentiating between weaker learners, those who cannot read a sentence or a paragraph, for example. By contrast, national assessments often cater more towards those who are able to perform better on the tests, and so are not as informative for learning lessons on who is being left behind.

In sum, ASER tools and their data play a key role in shaping priorities for post-2015 goals, and in measuring progress towards these goals. Learning lessons from ASER will be a vital contribution to ensuring that world leaders fulfill their promises that all children, regardless of circumstance, are learning the basics by 2030.



³ Comparison of ASER and NCERT's National Achievement Survey (NAS)—Class V: http://img.asercentre.org/docs/Bottom%20Panel/Key%20Docs/nas_stdvvs_aser.pdf

Gender & Educational Inequality-Addressing the Marginalized

Sehar Saeed & Huma Zia

ASER Team

Over the past decade, the major focus of the global education community has been on increasing school enrollment. As a result of this global focus, 89% of primary-age children are now enrolled in school (UNESCO, 2012). Free, compulsory primary education is recognized as a fundamental human right (United Nations 1948), and primary education is compulsory in almost every country, according to the UNESCO Institute for Statistics (UIS 2012). Though it is clear that considerable progress has been made since the establishment of the EFA and Millennium Development Goals, the goals have yet to be achieved. More than 57 million children continue to be denied their right to primary education. Access to education falls woefully short of the need in many countries and especially amongst nomadic populations, geographically remote groups, and the socially and economically disadvantaged (EFA Global Monitoring Report, 2012).

Failure to address such structural disparities linked to wealth, gender, ethnicity, language, disability and other markers of disadvantage is holding back progress towards Education for All and fuelling wider processes of social exclusion. The UN's 2013 Millennium Development Goal report highlights the gains made so far in achieving the MDGs as well as describing the major challenges that remain. As the report notes, the world is not on track to reach the goal of universal primary education by 2015. Despite a significant reduction in the number of out-of-school children – from 102 million in 2000 to 57 million in 2011 – progress has slowed in the last few years and inequalities remain high (Pauline Rose, World Education Blog)¹.

According to the analysis of household survey data carried out by The Global Initiative on Out-of-School Children, 23.8 million primary and 15.6 million secondary-age children are out of school in Bangladesh, India, Pakistan and Sri Lanka (UIS and UNICEF, 2010). The total number of out-of-school children in these countries is 39.4 million, out of which 53% are girls (UNESCO, 2010). Even in sub-

Saharan Africa, over half of all out-of-school children, girls are more likely to be out of school than boys. Poor rural girls in particular face multiple disadvantages through gender discrimination and poverty which bar them from enrolling and lead to dropouts at greater rates than boys (The Global Compact on Learning: Policy Guide).

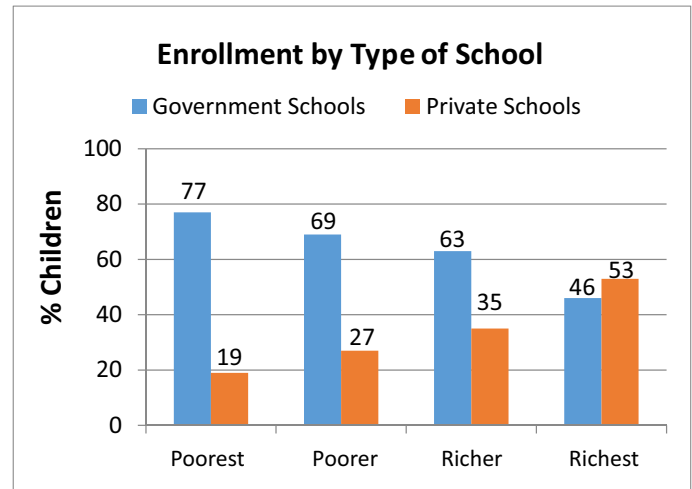
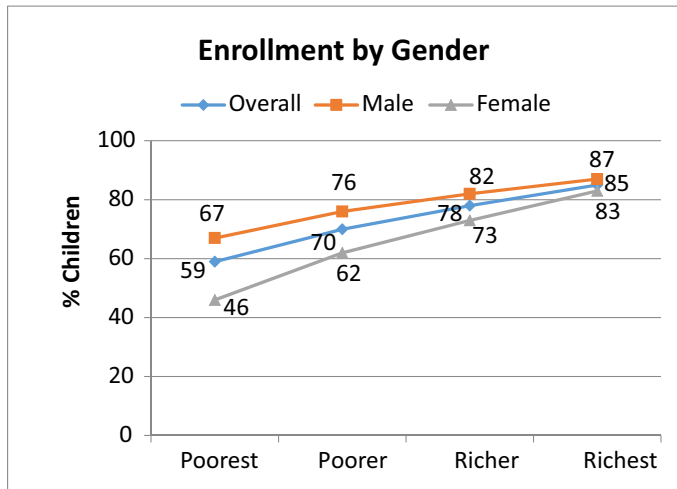
Where economic and gender disparities are preventing millions of girls and boys from even attending school, those who are attending often leave both primary and secondary levels without acquiring the basic knowledge, skills, and competencies. According to estimates in the 2012 EFA Global Monitoring Report: At least 250 million primary-school-age children around the world are not able to read, write or count well enough to meet minimum learning standards, including girls and boys who have spent at least four years in school. In Pakistan, large disparities in learning achievement exist and are heavily influenced by the type of school students attend and their family backgrounds. ASER (Annual Status of Education Report) data reflects such inequalities very clearly. Shocking results from ASER Pakistan have shown that the vast majority of pupils between 5-16 years old have not even achieved what is expected of a grade 2 student in language and mathematics. This is coupled with widespread social and gender disparities in educational outcomes reflected by creating an ASER wealth index with the help of household indicators tapped during the survey. Learning levels of children juxtaposed against the wealth status of households will provide a snapshot of the current status of learning inequalities and demonstrate how these have narrowed/widened in comparison to last year.

ASER WEALTH INDEX: FINDINGS

In order to determine differences in learning levels arising from inequalities, an ASER composite wealth index has been constructed by integrating the significant household indicators² 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

¹ World Education Blog, UN 2013 MDG Report: Despite major progress, greater efforts are needed by Pauline Rose.

² Household indicators used: Type of house (Type of house is a categorical variable with kutchra 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) and television (Dummy equaling 1 if the household has a television, 0 otherwise)



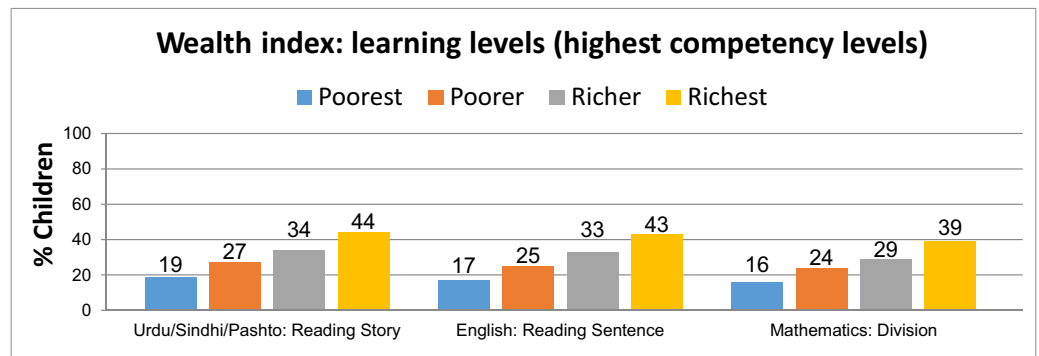
analysis procedure in the STATA software³. Using this methodology, ASER 2014 national data (144 rural districts of Pakistan) has been divided into 4 categories/quartiles (i.e. poorest, poorer, richer, and richest) thereby representing the entire population of Pakistan in a socio-economic context.

The results depicted by ASER Wealth Index (2012, 2013 and 2014) are no different. The results reveal that the richest quartile has the highest percentage of children enrolled (85%) whereas the poorest quartile has the lowest enrollment rate (59%). 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 (87% and 83% 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.

Results of the ASER 2014 data reveal that the poorest quartile has the highest level of children enrolled in government schools (77%) whereas the remaining 19% 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 (53%) and the lowest percentage of children in government schools (46%). 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. Status wealth is thus found to be influencing the type of school chosen by households. Though a number of low fee private schools exist in the country, they are still more expensive than their public counterparts and thus are not affordable for all income quartiles⁴.

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 (19% Urdu/Sindhi/Pashto,



³ It factorizes variables by creating a weighted combination of the input variables in the following manner e.g. $F1 = a11X1 + a12X2 + \dots$

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.

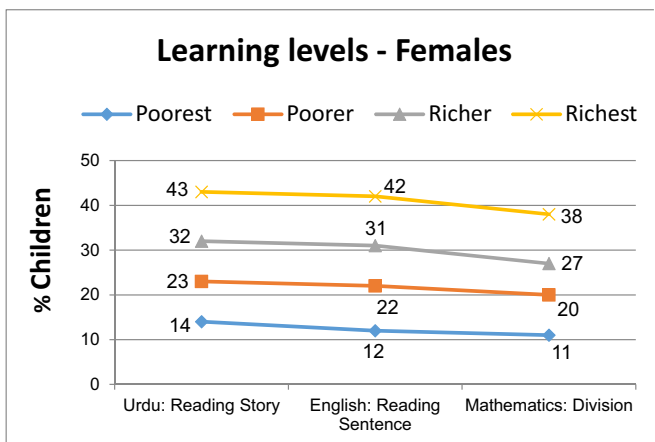
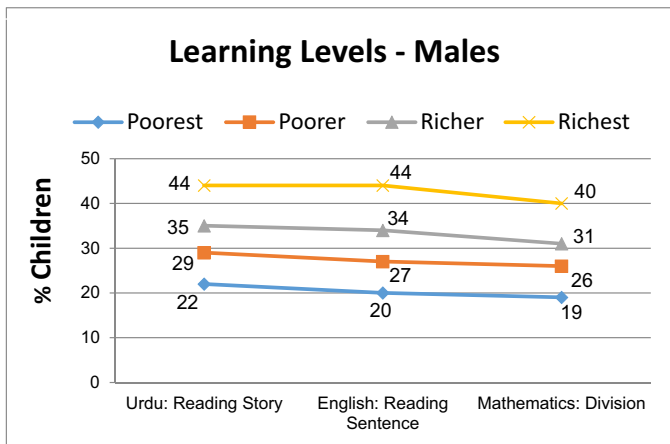
⁴ Bari, F and Sultana, N. 2011. "Inequality in Education". ASER 2011.

17% English, and 16% Math) and richest have the highest learning levels (44% Urdu/Sindhi/Pashto, 43% English, and 39% 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 22% poorest males. Similarly, 11% poorest females can do two-digit division sums and 12% can read sentences in English whereas 20% of the poorest males can read sentences in English and 19% can do two-digit division sums.

Similarly, 43% of the richest females can read a story in Urdu/Sindhi/Pashto, 42% can read sentences in English and 38% can do two-digit division sums whereas 44% richest males can read a story in Urdu/Sindhi/Pashto, 44% can read sentences in English and 40% can do two-digit division sums.

The current education status of Pakistan as demonstrated by ASER 2014 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. Moreover, at a time when the international community begins to plan post-2015 education goals and framework, it is vital to ensure that equity based targets are included and measuring marginalization in education is given a high priority. The new goals should invest in citizenship and emphasize on human well-being. There is a dire need to include 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.



Education of Children with Disabilities: Counting and Accounting Go Together

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A report by the Japan International Cooperation Agency (2002:5) profiling disability in Pakistan noted 'persons with disabilities are mostly unseen, unheard and uncounted persons in Pakistan. They are the most marginalised group'. More than a decade later there is no reason to believe that this situation has changed.

The last official census which measured disability prevalence rates was undertaken in 1998, and estimated that 3.3 million people had some form of disability¹. However, based on global prevalence estimates of 15%, the report states that there are approximately 27 million people with disabilities in Pakistan.

It is well established that disability is both a cause and a consequence of poverty, and that people with disabilities are over represented amongst the persistently poor, and are less likely than others to be able to move themselves out of poverty. This situation is even more exacerbated in developing economies, such as Pakistan. Thus a commitment to focus on disability in efforts towards poverty reduction both at the individual and the household level is central. It is believed that exclusion of persons with disabilities from active and productive participation is leading to economic losses of as much as US \$11.9bn-15.4bn or 4.9-6.3% of Pakistan's GDP². Thus, not only is there a strong economic rationale, but one cannot emphasize enough the importance of upholding human rights- the marker of any progressive society is how it treats citizens who inhabit the margins.

Central to this is the role of education in enabling people with disabilities in accessing the skills- economic and life skills, to engage and participate in mainstream society. However educational participation of children with disabilities has remained very poor. A document noted that only 4% of the total number of school going age (approximately 25,000) children with disabilities are enrolled in various educational settings. This figure was reiterated more recently in 2013 in a newspaper article³. The enrolment in special schools, according to the

National Education Census (2005) was 13,122 (0.04 percent of the total numbers enrolled). The Census figures also noted a decrease in enrolment numbers from previous years; however, this was not counter balanced by increased enrolments in mainstream schools.

In 2002, the government framed the National Policy for Persons with Disability which called for a rights based approach in meeting the needs of all people with disabilities. It made a specific appeal for education noting that there is a need to "adopt a shift from exclusive system of education to that to inclusive education for children with disabilities" (p. 6). In 2006, the National Plan of Action was developed to operationalize this policy, and 17 critical areas of intervention were identified, which included assessment of children with disabilities and an evaluation of service delivery systems. Unfortunately, the Plan of Action never took root, because soon after it's drafting the 18th Amendment to the Constitution devolved power from the federal government to the provinces.

However, it would be misleading to assume that education of children with disabilities has never featured on the government agenda. In 1959 the National Commission on Education recommended the provision of vocational education for children and adults with mental retardation, and training of special educators. The Education Policy of 1972 provided funds for special education. Additionally, the 1980s witnessed a significant surge in government involvement through increased budgetary provision for special education. During this period the Sixth Plan (1983-1988), focused on improving existing institutions of special education and social welfare, in both the government and non-governmental sectors. This resulted in the establishment of more than 200 special education centres which enrolled more than 20,000 students. Additionally, a Federal Directorate General of Special Education with provincial counterparts was set up in 1985 and the first National Policy for Rehabilitation of the Disabled was formulated in 1986. While personal concerns of the then President significantly shaped these

¹ The classification and terminology used were: Blind, deaf/mute, Crippled, Insane, Mentally retarded, multiple disability and others.

² This, as the EIU Report (2014) notes, is larger than the total combined resident population of Sweden, Austria and Switzerland.

³ <http://tribune.com.pk/story/644828/special-education-children-with-disabilities-need-inclusive-schools/>

developments, this period also coincided with the emergence of a strong international movement driven by the UN resulting in the United Nations Decade of Disabled Persons (1983–92).

More recent years have not seen the same level of commitment towards education of children with disabilities. Interestingly, the only mention of disability (termed as 'handicapped') in the National Education Policy, 2009 is in the aims and objectives where it is noted that: "To equalize access to education through provision of special facilities for girls and boys alike, under-privileged/marginalized groups and handicapped children and adults". But it remains unclear how this will be achieved. Even though Pakistan ratified the United Nations Convention on the Rights of the Child 2011, little change has happened in relation to updating existing laws and policies and strengthening enforcement mechanisms. All this requires strong political will and commitment from the government and NGOs.

ASER (2013) highlighted the continued exclusion and poor quality of schooling received by many children across Pakistan. These concerns are more magnified in relation to those with disabilities. The small body of classroom based research highlights serious shortcomings in the possibility of schooling becoming a reality for these children. Pasha's (2012) survey of 300 teachers across 75 public and private primary schools in Lahore noted that schools are currently unprepared to include children with disabilities due to the absence of clear admission policies, lack of knowledge among school administrators regarding how to implement inclusive education, and inaccessible school infrastructure. In another survey, Haider (2008) also noted that mainstream teachers and special educators lacked skills, had limited access to resources and no training in addressing the needs of children with disabilities.

Thus, in a context where there is little knowledge about the prevalence and educational participation of children with disabilities, ASER (2014) has taken a significant step forward. The ASER survey draws on current thinking in the field of disability, and asks questions which do not require a simple 'yes/no' answer⁴. The questions included in the

survey are underpinned by the WHO's ICF model where disability is understood as a bio-psycho-social condition, and the focus is on capturing experienced difficulties in basic actions and barriers to participation. Given the complete absence of existing information on disability, and practical limitations of space in the existing ASER survey, which already addresses a range of dimensions, the questions on disability drew on the Washington Group Short Survey Questionnaire, with adaptations in language based on the UNICEF-MICS insights.

The data generated from these questions will not only offer some unique insights into how a sensitive and complex issue, such as disability, needs to be addressed in large scale surveys, but it will also provide a holistic picture of the child with disability. The generation of such statistics on disability plays a crucial role in monitoring equality of opportunity and accounting for achievements at the economic, social, political and cultural level. This information is also vital for identifying areas of intervention and for planning and implementation of policies and programmes which promote and protect the rights of persons with disabilities. Finally, capturing data in relation to persons with disabilities is a powerful way of developing a complete understanding of their status, which can become an advocacy tool and hold systems accountable for addressing the needs of all its citizens, irrespective of their ability status. The time for such action is now!



⁴ Over the last few years, in the field of disability it has been firmly established that adopting an impairment-based, medical model approach which primarily focuses on the question (or variation of it): Do you have a disability?, is no longer satisfactory. Such questions result in very low prevalence rates, as 'disability' often carries negative connotations and people may feel stigmatised or ashamed to acknowledge their own disability or that of a family member. Also 'disability' can be interpreted according to an unspoken cultural standard of what is considered as normal functioning, which varies across cultures and age groups. Finally, 'disability' may be understood purely as a diagnosable condition, and knowledge of one's diagnosis is often correlated with education, socio-economic status and robustness of the health system .

Stories from the field

Afzal Shah,

Peshawar, Khyber Pakhtunkhwa

A small village along the bank of river Kabul (about one hour drive from Peshawar and stretched in about 2 kilometers) along the river will welcome you with green fields of sugarcane and scattered households.

As we proceeded with the survey exercise, we came across amazing people and experiences. When we moved towards households, after knocking several times at a door, a man with sturdy frame came out. The man was very angry initially but after the initial greetings and introduction, was very polite to us. When we told him the purpose of our visit to his home, he brought out five children to be assessed. During the assessment of children, I noticed a boy (of about 9 years) sitting in one corner of the house. I anxiously asked the man about the boy. What has happened to him, why is he sitting in one corner and does he go to school? The man sadly replied that he is disabled by one leg and does not go to school. We assessed the child after taking permission from his father. When we assessed his reading and arithmetic skills, to our utter surprise, despite being never enrolled he was at letters level in reading and English and at number



recognition 10-99 level in arithmetic. We inquired that how was he able to read and he told us that he has learned all these from his school going siblings. Feeling pity for the boy I very respectfully asked his father “why you are not admitting this amazingly talented boy in school.” He hopelessly replied that, “As you see he has problem and cannot walk properly by himself to the Government

school which is very far away from our home and the private school is not reach of my meager income. Feeling sorry for the disabled child we asked and found out a private school to be situated in the hamlet some meters away from the child's home. Through the help of his father we managed to meet the owner of the school and discussed the issue with him. After a long conversation we were able to convince the owner of the school to grant admission to the child in his school without any fee charges. Such is the spirit of ASER! Every child deserves the right of getting free and quality education.

Asif Bahader

Narowal, Punjab

Amjad regularly plays cricket at a nearby farm with his two brothers and friends in a village located near Narowal. He used to go to school till he was old enough to work in a nearby factory. His story was similar to the other young dropouts of his village who were forced to leave school for earning income for their families. These families not only were unable to pay for their kids but also were in dire need of financial support which made it necessary for those kids to leave school and earn livelihood. When I entered the village and started moving towards the houses, kids ran fast to see what I can offer them. They had sensed something mysterious about me since I was holding documents to be filled. At first Amjad refused to give answers to the questions but later on when I started asking questions from other kids, he got jealous and called on his mother and his two little sisters. His mother was uneducated and so were his sisters but fortunately she had



kept her two little sons in schools for the time being. When she first appeared she asked if I was to offer her voucher for those two kids. She was disappointed when she came to know that I was there only to ask questions and record them. It was after a great deal of convincing that she sat down and told Amjad to answer the questions.

Amjad, who dropped out a year ago, still was able to read sentences in Urdu and English and was able to solve subtraction sums. I happily told the mother “Your kid is very bright. Amjad is a drop out but still he remembers everything. Please do send him to school.” His mother refused flatly. “It’s really hard for us to survive. I thought that you are here to distribute vouchers. Of course I want my children to go to school but my I cannot afford this. If you really want to do something, please ask the local NGO working here to include this part of the village for voucher scheme as well.” I instantly left for NGO’s office and had a meeting with their supervisor. He acknowledged ASER efforts for reaching out to remotest parts and committed that vouchers will be distributed to the households in that area. The parents and the people from the NGO were surprised that such a noble act can be done with such conviction. This narrative is just an ordinary example of how ASER is reaching out to every segment of society for spreading the light of education.

Ejaz Haq

Peshawar, Khyber Pakhtunkhwa

I was conducting pilot survey for ASER in the outskirts of Peshawar which despite being in close proximity to the provincial capital gives a very remote rural look in terms of living patterns. As it was not an easy task for a stranger to roam in the hamlet by knocking at the doors of dwellings, so I decided to make the people know about my purpose of the visit prior to conducting the assessment. When I explained the folks in detail about the purpose of my presence in the village, I found most of the people to be supportive. A middle aged man, whom I inquired, had his education up to the intermediate level, offered me his help to accompany me without my prior request to conduct the pilot survey in the households.

As I started assessment of children in the hamlet, I found most of them to be excited and keen to be a part of the assessment. Interestingly I observed the girls comparatively more interested to be included in the assessment than the boys.

When I was almost done with my pilot survey, I come across a household where a mother was living with two of her adolescent daughters and a toddler son. When I knocked at the door voice came asking “who is there”. I very politely told her about myself and asked her if it is possible for her to spare some time. She was reluctant to come out on the pretext of no male member present at home. While I was explaining her about ASER, suddenly she opened the door shouting at her children to come out. I was delighted to see her excitement and willingness to come out and meet a stranger when it was something about education. While I was assessing her children, she was very carefully and anxiously observing their performance. After finding her children’s performance unsatisfactory the women who herself was having her education up to higher secondary level quite regretfully uttered “you know they are studying in government primary school and in government schools children are not properly taught but from now on I myself will help them at home to enhance their performance and when you well come again to assess my children you will find them to be significantly improved.”



Looking at the enthusiasm and devotion of the woman, the support offered by the villagers and the eagerness of children especially girls who wanted to be a part of the assessment tells volumes about their love and respect for education in these conservative communities. It was through ASER that we have been able to find these amazing findings otherwise these stories would have remained untold and unnoticed.

Mumtaz Ali Pirzada
Naushahro Feroze, Sindh

“I am Sadori. I dropped out from class 5. I wanted to study more but my parents are poor. After completing primary education I wanted to go to a high school but my parents did not allow me.” These were the words of thirteen year old Sadori, who dropped out after completing grade 5, from a government school in village Dhengo of district Naushahro Feroze.

It was a hot September afternoon when I went to Naushahro Feroze for ASER survey monitoring. Village Dhengo is about 30 KM away from the main city. It was during the household visit, when I came across Sadori and her family. She was very eager to be a part of our assessment and we found her to be brilliant in all three competencies too. Sadori was able to read story, solved division sums, also knew poems by heart and was good at general knowledge.



I couldn't resist and talked to the girl's father about letting her study further. I was shocked when he instantly replied “Put, Parhi Chaa kandi! Hin ji shaadi ji umar aahy! Kujh ghar daari sikhi wathy.” Her father said that they have no other option apart from getting Sadori married. When asked for the reason, he said “When there is nothing for her in this world, what will she do even after getting educated? We cannot afford her education.

I then started assessing Sadori in front of her father. She was all confident and performed extremely well in English, Sindhi and Arithmetic. Seeing Sadori read out everything so well, brought tears in the eyes of her father. He then confessed that he wants her daughter to study but it's the circumstances that do not allow him. Still he promised that atleast he will not get her married at such an early age.

I requested one of our partner organization then, who were conducting the survey in Naushahro Feroze and were running many community school in that village to enroll her without fees. The purpose of ASER was well served!

Madiha Abid & Sehar Saeed
Rawalpindi, Punjab

We were in “Malot Sattian”, a remote village of Rawalpindi, to monitor the process of ASER survey. Our first step was to access government primary school which was just a building with two class rooms and a veranda. There we met 28 years old Shumaila Bibi who was the only government teacher deputed to teach 35 students. “It's the first time that somebody has visited this school to conduct a survey” she mentioned when we introduced ourselves and ASER.

She told us that she has been teaching in the school for the last two years. When she joined, the learning levels of the children were abysmal and only 10 children were enrolled. Due to poor infrastructure, the parents were not willing to send their children to school. She went door to door to convince parents for sending their children to school and worked really hard to improve the learning levels of children. She took us to the classrooms and we found children properly seated reading their books. They also sang a beautiful poem for us. These children, without even any kind of facility, were there to study because of the dedication of Shumaila Bibi who tried very hard to bring them into school.

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







Findings on Disability / Health Functioning



The 'unseen, unheard and uncounted' in Pakistan¹

Nidhi Singal, Dr Monazza Aslam, Sehar Saeed, Mohammad Usman

The importance of providing an 'inclusive education system' to all children is widely recognised and voiced (United Nations 2006)². However, the very first step towards achieving the much talked about goal of raising learning outcomes for all is surely identifying all the children in the first instance and then targeting those who are not learning. In identifying and rectifying this vicious circle of disadvantage, we argue that there is a need to focus on potentially the most marginalised individuals in Pakistan— children and youth with disabilities— who are likely to face multiple disadvantages. The Global Monitoring Report (2013-14) shows children who are at a higher risk of disability are less likely to be attending school. For example, in Iraq, the Report highlights that whilst 10% of 6-10 year olds who were not at risk of disability had never been to school compared to 19% with a risk of hearing impairment, and 51% with mental disability in 2006³.

The area of disability and special education has remained fragmented in Pakistan. There is no comprehensive legal and policy apparatus to protect the rights of people with disabilities. It has singularly chalked out in 25-A legislations in all provinces (KPK not passed yet) and ICT and the post 2015 proposed goal/targets Muscat and SDGs⁴. Early efforts to provide for the needs of persons with disabilities were initiated in 1981 with the promulgation of “Disabled Persons (Employment and Rehabilitation) Ordinance 1981”, which was primarily in response to the United Nations (UN) proclamation of the year 1981, as the International Year of Disabled Persons (IYDP). Over three decades later, the ordinance remains poorly implemented. In recent past, the Government of Pakistan introduced the “National Policy for Persons with Disabilities” in 2002 followed by “National Plan of Action (NPA) for Persons with Disabilities” legislated in 2006. These efforts lost momentum in the wake of 18th Amendment to the Constitution which devolved powers from the federal government to the provinces leading to a fragmentation of responsibilities and the lack of coherent and comprehensive planning. Even in provincial laws and

sector plans, no reference is made to the needs of special children. The Sindh Right of Children to Free and Compulsory Education Act is perhaps the first act to address education of children with disabilities under the purview of “special education”, which it defines as “educational programmes and practices designed for students, as handicapped or gifted students, whose mental ability, physical ability, emotional functioning, require special teaching approaches, equipment, or care within or outside a regular classroom”(p. 2).

Thus in this context, where this area is largely being ignored and little knowledge is available about the prevalence of children with disabilities, ASER Pakistan, for the first time this year, took the initiative to capture data on the status of disability prevalence in Pakistan. To achieve this objective, research expertise from academics based at the University of Cambridge was used to devise seven key questions on disability and health and functioning. These questions drawing on the Washington Group Short Survey of Disability were included in the ASER survey and were designed to be piloted in a sample of surveyed households. The questions focused on assessing a child's functioning in the following six areas: sight, hearing, mobility, self-care, speech and memory. Questions which captured the child's use of any assistive aids such as spectacles, hearing and mobility aids etc, were also included. In addition to these, questions aimed at the individual within the household, additional questions were included in the school observation questionnaire to quantify whether schools were aware of the presence of children with disabilities in their settings and also whether they have any kind of specific facilities for children with disabilities (such as ramps, modified teaching and learning materials). As a pilot study, the questionnaire was administered by ASER volunteers in 9 districts (some rural and urban areas): Quetta Rural, Quetta Urban, Shikarpur Urban, Bajaur Agency Rural, Peshawar Urban, Lahore Rural, Lahore Urban, Multan Rural, Multan Urban. Whilst this is an unprecedented initiative, it is fraught with challenges and lessons and the

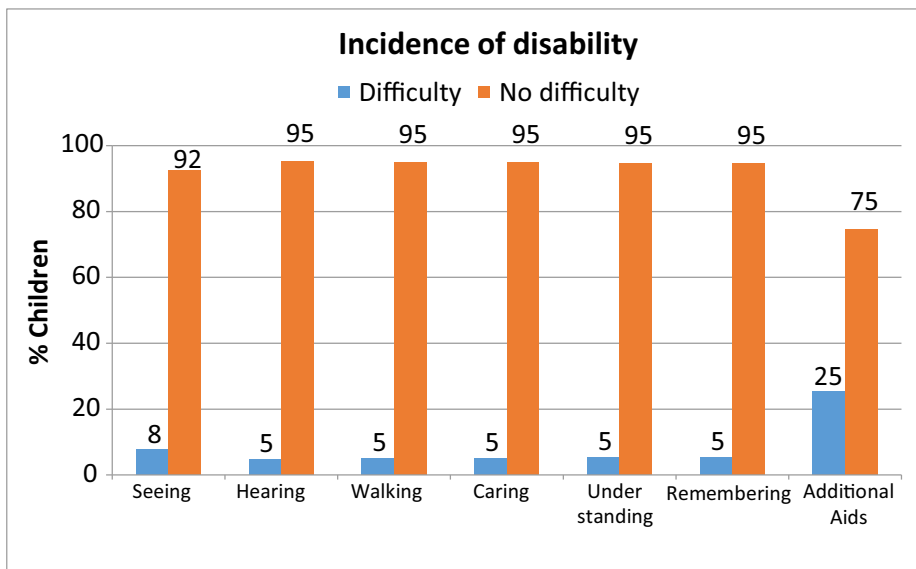
¹ As suggested in a report by the Japan International Cooperation Agency (2002:5)

² United Nations (2006). United Nations Convention on the Rights of People with Disabilities. Available at: <http://www.un.org/disabilities/convention/conventionfull.shtml>

³ Global Monitoring Report (2013-14), UNESCO, Paris: page 3.

⁴ <http://www.rtepakistan.org/>

results presented here are in no way generalizable. They are only meant to be indicative and a source of informing future discussions and data collection efforts.



The graph collating findings from all 9 districts indicates that there is a significant incidence of reported disability across the different competencies. Almost 8% of the sample from which these data are drawn, report difficulties in seeing ranging from mild to significant⁵. The incidence of hearing, mobility, speech and memory are reported to be 5% among the sample who were asked the questions on health and functioning. A significantly large number of individuals also report using aids to assist their functioning. How do these figures compare to prevalence across the world? According to one estimate, '93 million children under age 14, or 5.1% of the world's children, were living with a 'moderate or severe disability in 2004. Of these, 13 million, or 0.7% of the world's children experience severe disabilities' (Box 1.2.3 in GMR, 2013-14: p. 56). The prevalence of reported disability ranges from 3% in Uzbekistan to as much as 49% in the Central African Republic (GMR 2013-14: p. 56). The reported figures from this pilot initiative undertaken by ASER, therefore, are not too far off the mark and provide a first snapshot of the incidence of disability amongst children (3-16) in these regions in the country.



⁵ It must be noted that for the purposes of this note, the range of difficulty reported – 'some' or mild difficulty to inability to function at all – are all collated due to small sample sizes.

ASER Pakistan 2014 Report: Dimension of Information

	ASER Pakistan 2012	ASER Pakistan 2013	ASER Pakistan 2014
Fields of Information	<p>School survey</p> <ul style="list-style-type: none"> • 1 Government school • 1 Private School <p>Household survey Child information: Age group 3 - 16</p> <ul style="list-style-type: none"> • Educational status • Current schooling status <p>Child information: Age group 5-16 also did:</p> <ul style="list-style-type: none"> • Reading tasks (Urdu/Sindhi/Pashto & English) • Arithmetic tasks <p>Other indicators include:</p> <ul style="list-style-type: none"> • Paternal education • Household indicators such as type of house, house owned, availability of electricity and toilets, mobile phones, TV, computer knowledge and distance from school. • Language information (language spoken at home and preferred medium of instruction) 	<p>School survey</p> <ul style="list-style-type: none"> • 1 Government school • 1 Private School <p>Household survey Child information: Age group 3 - 16</p> <ul style="list-style-type: none"> • Educational status • Current schooling status <p>Child information: Age group 5-16 also did:</p> <ul style="list-style-type: none"> • Reading tasks (Urdu/Sindhi/Pashto & English) • Arithmetic tasks • General knowledge tasks <p>Other indicators include:</p> <ul style="list-style-type: none"> • 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 	<p>School survey</p> <ul style="list-style-type: none"> • 1 Government school • 1 Private School <p>Household survey Child information: Age group 3 - 16</p> <ul style="list-style-type: none"> • Educational status • Current schooling status <p>Child information: Age group 5-16 also did:</p> <ul style="list-style-type: none"> • Reading tasks (Urdu/Sindhi/Pashto & English) • Arithmetic tasks • General knowledge tasks <p>Other indicators include:</p> <ul style="list-style-type: none"> • 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	<p>Rural Randomly Selected</p> <ul style="list-style-type: none"> • 20 villages from last round • 10 new villages added <p>Urban</p> <ul style="list-style-type: none"> • Done by PBS 	<p>Rural Randomly Selected</p> <ul style="list-style-type: none"> • 20 villages from last round • 10 new villages added <p>Urban</p> <ul style="list-style-type: none"> • Done by PBS • 20% of the sample size from last round has been taken into account 	<p>Rural Randomly Selected</p> <ul style="list-style-type: none"> • 20 villages from last round • 10 new villages added <p>Urban</p> <ul style="list-style-type: none"> • Done by PBS • 20% of the sample size from last round has been taken into account
Coverage	136 rural districts & 6 urban centers	138 rural districts & 13 urban centers	144 rural districts & 21 urban centers





About the Survey



Sampling Methodology

Total Population: The total population of this survey consists of 144 rural districts of Pakistan. The sampling of ASER 2014 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
123	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 for 21 Urban & Rural Districts

To avoid bias in the sampling frame, 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 stratum 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 18,530 sample households:

A total sample of 937 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	City/Area	Total Sample (PSUs)		Total	Total Households		Total
		Urban	Rural		Urban	Rural	
1	Bahawalpur	14	26	40	280	520	800
2	Faisalabad	22	23	45	440	459	899
3	Gujranwala	21	21	42	420	416	836
4	Lahore	30	16	46	597	319	916
5	Multan	21	24	45	420	478	898
6	Rahim Yar Khan	12	25	37	240	500	740
7	Rawalpindi	20	23	43	398	460	858
8	Hyderabad	29	15	44	579	300	879
9	Karachi-Central	45	-	45	900	-	900

10	Karachi-East	48	-	48	942	-	942
11	Karachi-Malir	27	26	53	500	493	993
12	Karachi-South	48	-	48	909	-	909
13	Karachi-West	31	21	52	615	419	1034
14	Larkana	18	21	39	343	419	762
15	Sukkur	27	23	50	540	450	990
16	Khuzdar	8	29	37	160	558	718
17	Quetta	25	19	44	500	380	880
18	Mardan	15	30	45	299	600	899
19	Peshawar	22	26	48	437	520	957
20	Swat	13	30	43	260	600	860
21	Islamabad	24	19	43	480	380	860
Total		520	417	937	10259	8271	18530

Note: For each Sample PSU, 20 households (SSUs) will be selected.

20% of the sample size of the urban districts; covered in previous ASER Round (2013) has been taken into account.

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

HOW TO MAKE A MAP AND SECTIONS

- **Contact Village Elder:** Introduce yourself to the Village Elder, Councilor or to other senior member(s) of the Panchayat to give them a sense of the visit's objective. As you walk around in the village talk to different people and ask about the village. **Tell them about ASER.** This initial walking and talking may take more than an hour.

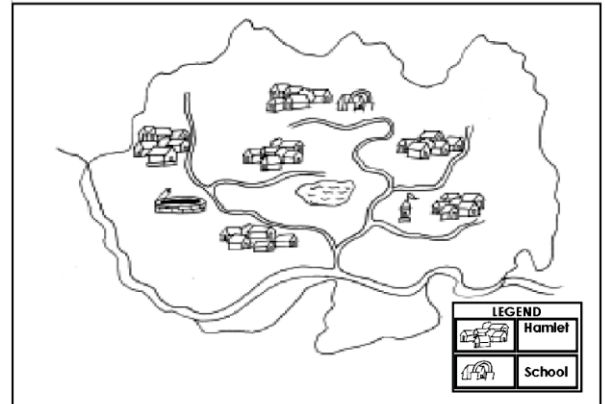
Mapping:

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

- **Rough map:** It is often helpful to first draw all the roads or paths coming into the village and going out of the village. Use the help of local people to show the **main landmarks** – mosques, river, road, school, bus-stop, baithak, shop etc. Mark the main roads/streets/paths through the village prominently on the map. Marking the directions – north, south, east, and west will be helpful.

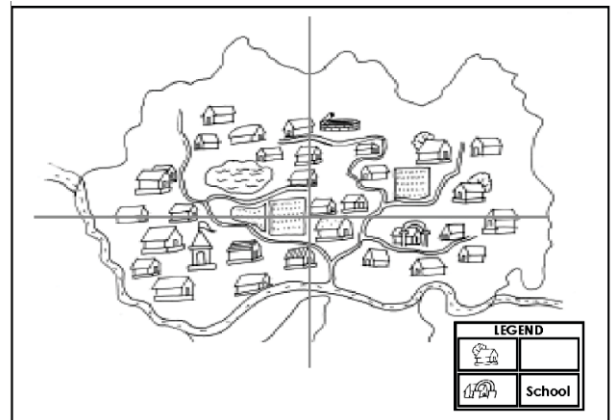
- **Final map:** Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, then copy it on the map sheet provided.

Marking and numbering sections on the map: Use the map sheet provided and fill out all the information provided.



- **If the village has hamlets:**

- Mark the hamlets on the map and indicate the approximate number of households in each hamlet.
- If the village consists of **more than 4 different hamlets**, then **make chits with numbers for each hamlet. Randomly pick 4 chits.** On the map, indicate which hamlets were randomly picked for surveying.
- Do not worry if there are more people in one hamlet than in the other.
- If there are 4 or less hamlets, then we will go to all of these hamlets.

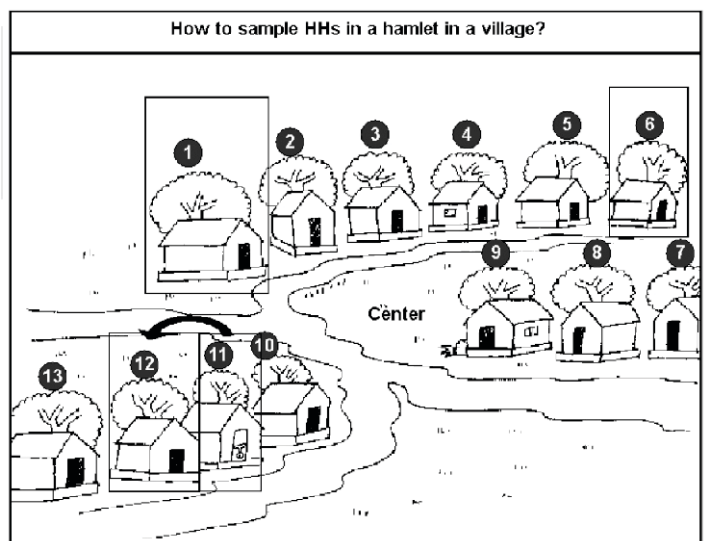


- **If it is a village with continuous habitation:**

- **Divide the entire village in 4 sections equally.**
- For each section, **note the estimated number of households.**

HOW TO SAMPLE HOUSEHOLDS

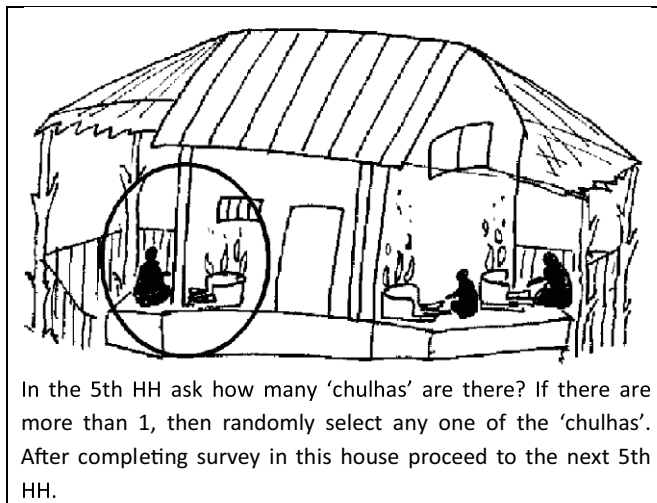
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that hamlet/section. Stand facing the houses in the center of the habitation.
- Conduct the survey with every 5th household rule, from the left-hand side in the habitation (e.g. 5th house, 10th house, 15th house, etc). While selecting households, count only those households that someone lives in. In every selected household:



- **Multiple kitchens:** Ask how many kitchens or 'chulhas' are there? If there is more than one kitchen, then randomly select any one of the kitchens in the household. After surveying this household, select the next 5th household (door or entrance to the house). Ask for all the children in each household within the age group 3 to 16 who eat from the same chulha.

- **House closed:** If the selected household is closed or if there is nobody at home, note that down on your compilation sheet as "house closed". **This household IS NOT counted as a surveyed household as one of the 20 households for the survey.** DO NOT include this household in the survey sheet.

- **No response:** If a household refuses to participate, note that down on your compilation sheet as "No response". However, as above, **this household IS NOT counted 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 3–16 in a household but there are inhabitants, **INCLUDE THAT HOUSEHOLD.** Take all the relevant information like the household number, name of the family head, age and education related information of the mothers, if any. **Such a household WILL BE COUNTED 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/quadrant. Follow the same process.
- Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be a **Saturday/Sunday or a holiday.**

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
 - 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:

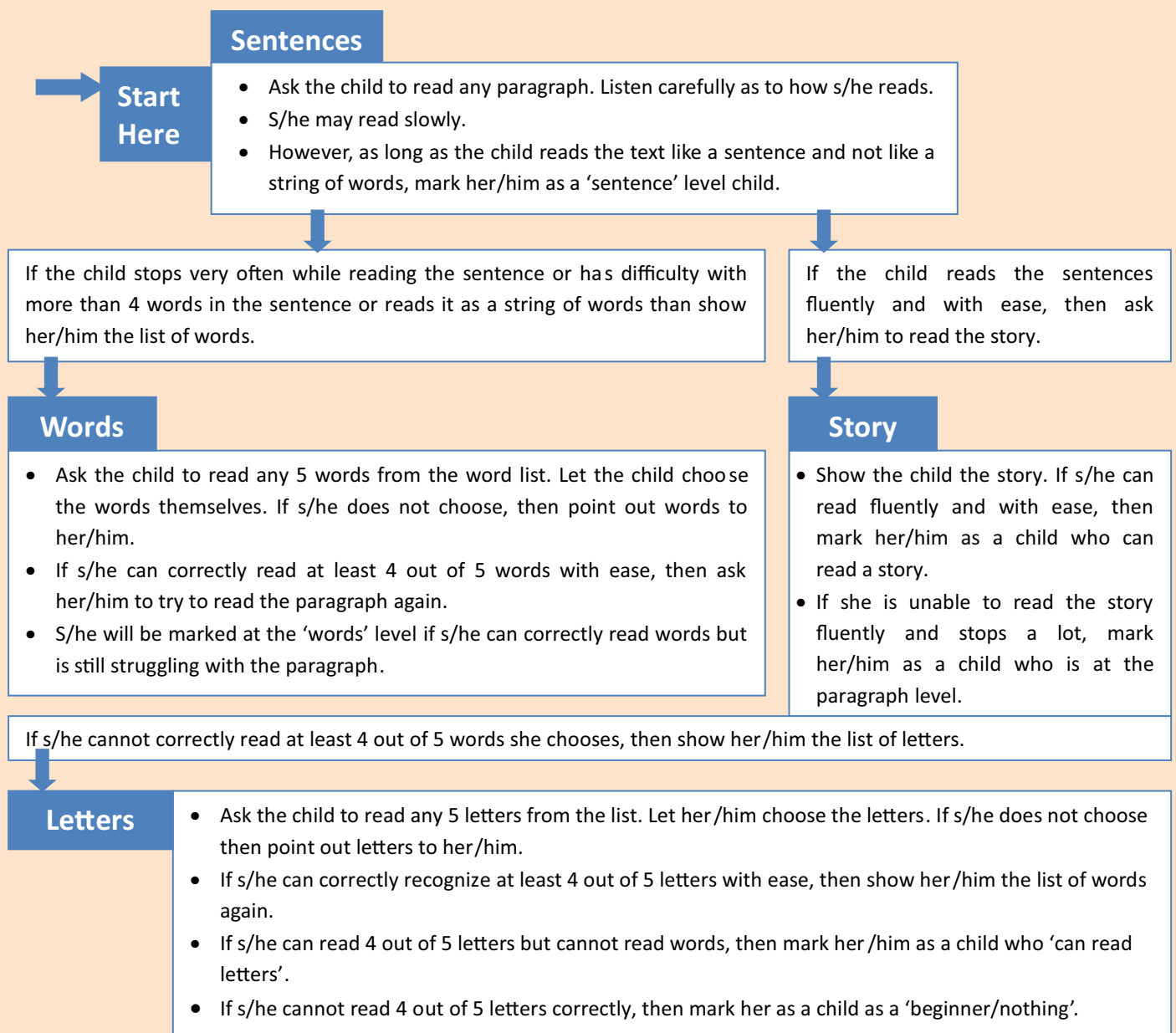
- **Non-resident children:** Do not survey children who are visiting their relatives and friends in the sampled village.
- **Older children:** Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like “children”.
- **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 16 years of age:** Often in villages, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age 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.*

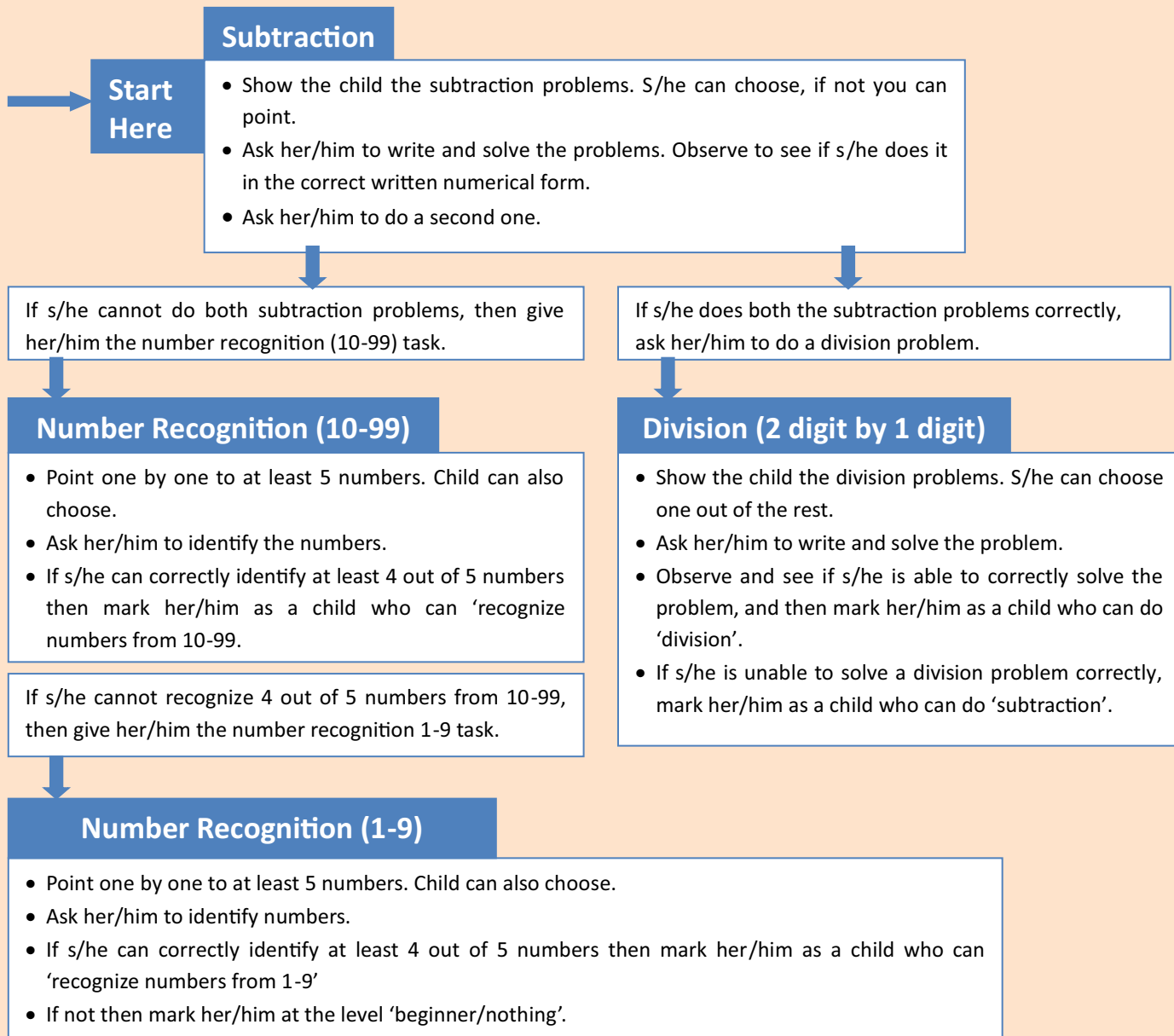
Household Indicators: All information on household indicators is to be recorded based, as much as possible, on observation and evidence. However, if for some reason you cannot observe it note down what is reported by the household. This information is being collected in order to link education status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

- **Type of house the child lives in:** Types of houses are defined as follows:
 - **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 etc.
 - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc
 - **Kutcha House:** The walls and/or roof of which are made of material other than those mentioned above, 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.
 - **Ownership of House:** whether they owned the house or not?
- **Electricity in the household:**
 - Mark yes or no by observing if the household has wires/electric meters and fittings or not.
 - Mark yes even if electricity is off because of load shedding. (The purpose of this is to find out whether the household had the facility of electricity available to them or not)
- **TV:** Mark yes or no if there is a TV in the household.
- **Mobile:** Mark yes or no if the residents of the household possess a mobile phone.
- **How far is the nearest school:** Ask the one-way distance (in Km) of the nearest school from the house. It does NOT have to be the school their children go to.

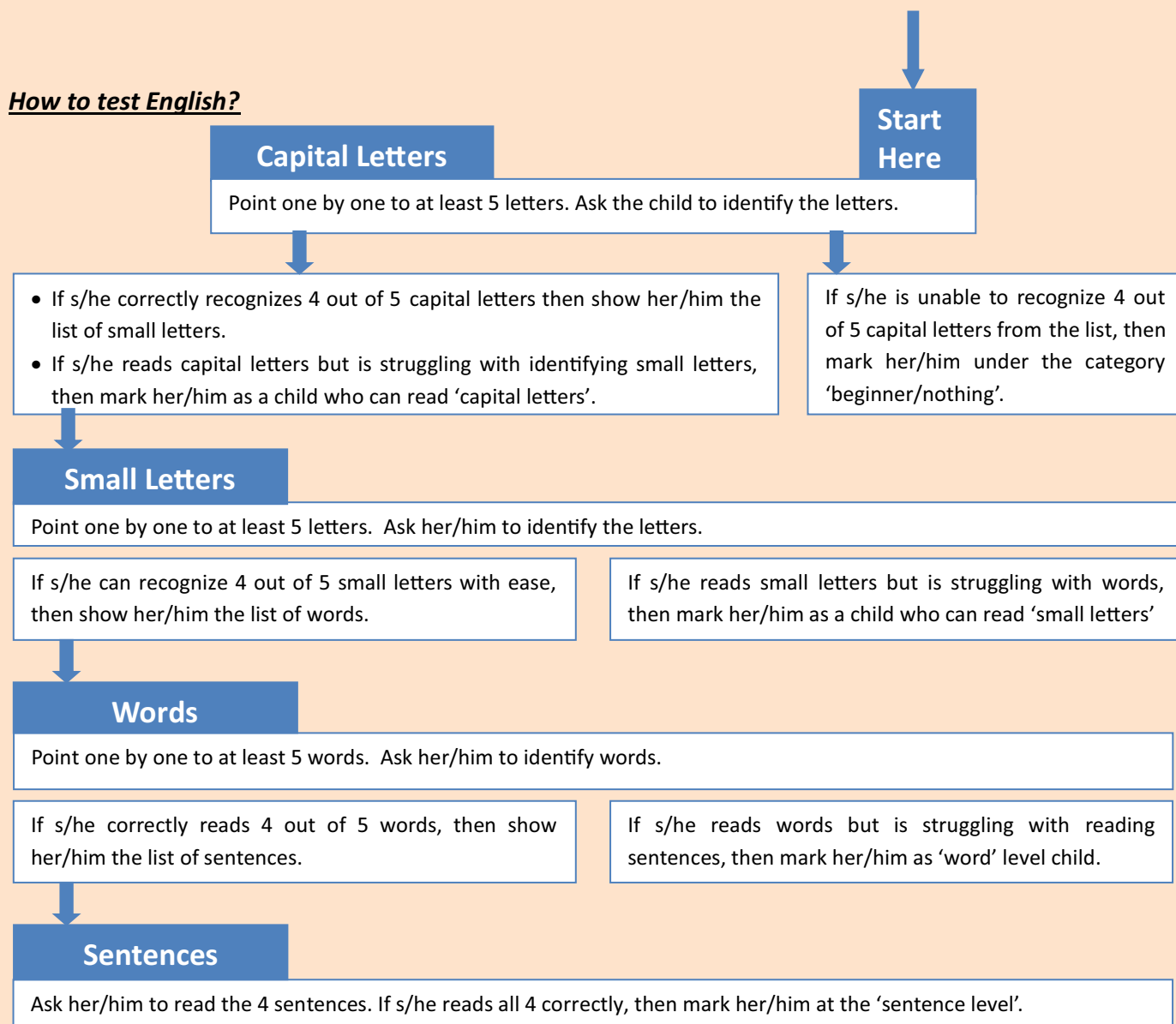
HOW TO TEST READING (Urdu / Sindhi / Pashto)?



How to test Arithmetic?



How to test English?



How to test General Knowledge?

URDU/SINDHI/PASHTO

These questions should only be asked from children who have been marked at story level. The child who has been able to read a story, should be asked two questions about the story and be marked accordingly.

ENGLISH

Ask the child to identify and tell names (in English) of any three pictures present in the box. If s/he answers any two correctly, then mark her/him Yes, otherwise No.

ARITHMETIC

For Question 1: Ask the child to identify the time of the clock present in the box. If s/he answers any one correctly, then mark her/him Yes, otherwise No.

For Question 2: Ask the child to solve two questions about addition and multiplication. Mark her/him accordingly. If both are correct, mark Yes for both and vice versa.

These questions should only be asked from children who are currently enrolled in Class 1 and above. Those who are not enrolled, these should be asked from children who are of age 10 and above.

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS

- 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 middle school. In case middle school is not available go to 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 go to nearest **government school** located in nearby village.
- 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 village, name of Tehsil/Taluka, District/Agency and the province.
- Tick the respective box for type of school i.e. High, Middle, Primary or Other.
- Tick type of school if it is:
 - 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).
- Note the **Time of Entry** into the school and **Time of Exit** from School.
- Date of visit: write the date of survey
- Day of visit: write the day of survey
- Name of surveyors: write the names of both surveyors
- Does the school have special children enrolled? 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.
- School affiliation with any NGO like Punjab Education Foundation, Balochistan Education Foundation, Sindh Education Foundation, UNICEF, NCHD, etc (write NGO Name). If yes, then ask the name and year of affiliation (*Only for private school sheet*).
- 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 1- Govt. & Pvt.)

1. ASK for the registers of all the classes and fill in the **enrollment**.
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 in the classroom.
3. Take permission from Head Masters /Mistress or Teacher of respective class before observing the class.
4. MOVE AROUND to the classes/areas 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.
5. 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.
6. Ask head teacher for school fee, separately for each class and record in the relevant box.
7. Ask head teacher for total boys and total girls enrolled in the school.

Class Room Observations, Observe and Ask if required (Section 2- Govt. & Pvt.)

1. This section is to be filled for Class 2 and Class 8 only (in case of primary school only choose class 2). Write down the class with whom these classes are sitting.
2. OBSERVE where the class is sitting (room, verandah, outdoor) and fill accordingly.
3. Is there a black board in the class? Yes / NO
4. Check whether the black board is useable or not? Write yourself on the black board.
5. 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.
6. 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.

General Comments and Observations (Section 3- Govt. & Section 4- Pvt.)

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

Teachers (Section 4- Govt. & Section 3- Pvt.)

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. 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), mark that separately.
 - e. Number of teachers present on the day of the survey.
 - f. Number of teachers living in this village, if applicable.
 - g. Also ask each category of teachers (Head Teacher, regular teachers, para-teachers) whether they reside in the village or a neighboring village. Count the number of teachers residing in the same visited village/neighboring villages and write this number in the observation sheet.

No of Qualified Teaching Staff (Section 5- Govt & Section 6- Pvt.)

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

- Educational Level: i.e. Matric, FA/F.Sc, BA, B.Sc, MA/M.Sc, M.Phil or any other. Count teachers for their respective educational levels and mention the count in the respective boxes.
- Professional Qualification: i.e. CT, PTC, B.Ed, M.Ed etc. Count teachers for their respective professional qualifications and mention the count in the respective boxes.

No. of teachers who got training in the last year (July 2013-June2014) (Section 6- Govt.)

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. 15 days, 30 days or more than 30 days.

Facilities in the School (Section 7- Govt. & Section 7- Pvt.)

Count yourself and write down:

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

Tick the Relevant

- Is drinking facility available and being used by children?
- Is there a complete school boundary wall/fence?
- Is toilet available and being used by children? You need to check the functionality and also observe whether children are going to the toilet present in the school. Or are they using staff toilet or one available in the mosque for example.
- Does the school have library books?
- Could you see the library books?
- Is there any playground?
- Does the school have an electricity connection?
- Is there a science laboratory available in the school?
- Is there a computer lab?
- Does the school have internet?

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

Page No 2 (Only for Government School Sheet)

- Record name of the school, name of village, name of Tehsil/Taluka, District/Agency and the province.
- Record name of Head Teacher/Principal, school phone number and Head Teacher/ Principal's 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 8- Govt.)

- Is SMC/SC/PTA active? Yes, No
- Write total number of members
- Write number of active members
- Write amount in bank
- Write last SMC/SC/PTA meeting date.

School Fund Information (Section 9- Govt.)

1. For this section, note down information for July 2013 to June 2014.
2. Get funds information for **SMC/SC/PTA/PTSMC/PTC FUNDS, FAROGH-E-TALEEM FUND, TUCK SHOP FUND, CYCLE STAND FUND, SCHOOL CONSTRUCTION FUND** and write down the name of other source of funds.
3. Ask if the school got a fund. If yes, then note down the amount and when this **fund** was received. Also mention 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 10- Govt.)

This section is similar to section 10 other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2014 to date of survey.

Only for Private School Sheet

School Fund Information (Section 5- Pvt.)

1. For this section, note down information for July 2013 to June 2014 and July 2014 to date.
2. Write down the name of person who provides the information.
3. If the school gets any funds from government, private individual, or an NGO. Mark yes.
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.
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.

HOUSEHOLD SURVEY SHEET

Annual Status of Education Report ASER Pakistan 2014 FACILITATED BY SAFFED		Name of Family Head: Zahoor Total HH members with SAME KITCHEN: Male 3 , Female 4		Date of Survey: 19-10-14 Day of Survey: Sunday Name of Surveyor (1): Muzaffer		Start Time: 5:25 pm End Time: 5:55 pm Name of Surveyor (2): Mudassar Naseem		Province: AJK District/Agency: Mirpur Tehsil/Taluka: Dadyal		Union Council: Kathar Village/Block: Dehri Qasim Thapr	
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Serial No	I) Child Information		Educational Status (3-16 Years)		Current Schooling Status (Age 3-16)		Basic Learning Levels (for 5-16 age group)				Arithmetic Levels (for 5-16 age group)				English (5-16 age group)				General Knowledge Questions																				
	Mother's Name	Name of Child (Children of 3-16 age group regularly living in the household)	Age (3-16 years)	Gender (M=Male, F=Female)	Tick (✓) what is applicable	Drop out	Class/Grade - Current	Institute Type (what is applicable)	Does the child go to the surveyed school	Tuition (is the child currently taking PAID Tuition)	Urdu/Sindhi/Pashto (✓ the highest level ONLY)	Letters	Words	Sentences	Story	Bonus Q 1	Bonus Q 2	Beginner/Nothing	Number Recog 1-9	Number Recog 10-99	Subtraction	Division	Beginner/Nothing	English Reading (✓ the highest level ONLY)	Capital Letters	Small Letters	Words	Sentences	Words Meanings	Sentences Meanings	Arithmetic	Word Problem	Can Name	Can Tell the time	Can Name Yes/No				
1	Nosheen	Mehnooz	10 F	F	✓		7	Private	Yes	Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2		Ayesha	8 F	F	✓		5	Private	Yes	Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
3		Fatima	6 F	F	✓		4	Private	Yes	Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4		Hassan	5 M	M	✓		2	Private	Yes	Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5		Hussain	4 M	M	✓		Nur.	Private	Yes	Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6																																							
7																																							
8																																							
9																																							
10																																							
TOTAL																																							

*** U= Urdu, S= Sindhi, P= Pashto

*** L= Law and Order, P= Poverty, F= Flood, S= School building shifted by govt, O= Others

Not Available for Assessment

Serial No.	II) Child's Mother Information		III) Child's Father Information		IV) Household Indicators									
	Name	Age	Total No. of Children	Gone to School	HIGHEST class/Grade (COMPLETED)	Age	Gone to School	HIGHEST class/Grade (COMPLETED)	House Owned	Type of House	Electricity Connection (Look for wires & fittings)	TV in the Household	Mobile in the Household	How far is the nearest school in KM (ONE WAY) ?
1	Nosheen	34	5	Yes	M.A	40	Yes	M.A	Yes	✓	✓	✓	✓	2 km
2														
3														
4														

Household Survey Sheet (Health and Functioning)

HOUSEHOLD SURVEY SHEET

Child Serial No	Name of child Children of 3-16 age group regularly living in the household)	IV) Health and Functioning																				
		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?			9) 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	Glasses	Hearing aids	Mobility aids	others	
1	Abdullah	✓				✓				✓				✓				✓				
2	Mohsin																					
3	Iman																					

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GOVERNMENT SCHOOL OBSERVATION SHEET

Target Village: فیر چک

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.

Name of School: گورنمنٹ پرائمری سکول فیر چک Village/Block: فیر چک Tehsil/Taluka: گورنمنٹ پرائمری سکول فیر چک District/Agency: گورنمنٹ پرائمری سکول فیر چک Province: پنجاب

From which Class to which Class. (Tick any one)
 Class 1 to 5 Class 1 to 8 Others Boys & Girls School Boys Only School Girls Only School Medium of School (Tick any one)
 English Medium Urdu Medium Pashto Medium Sindhi Medium Other

Date of visit: 20-10-2014 Day of visit: سومر Arrival Time: 11:00 Departure Time: 12:00 EMIS/BEMIS/SEMIS Code: 32410129 School Established Year: 1970

Does the school has special children enrolled? Yes No if yes, are there any special facilities for those children? نہیں Surveyor (1): محمد علی Surveyor (2): محمد علی

(I) Children's Enrollment & Attendance	Class Kachhi (When Relevant)	Class Paki (When Relevant)	Class										Total				
			1	2	3	4	5	6	7	8	9	10	Male	Female			
Children's enrollment (Take from register yourself)	44	-	16	7	11	5	3									86	
Children's attendance Today-(Head Count)	40	-	12	6	9	3	3										
School Fee (Per Month)																	

*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

Head Teacher	Regular Govt. Teachers (Doesn't include Head Teacher)	Para/Contract teachers (appointed by Panchayat or VEC/PTA/SAC/SC)
	1	3
	1	2

(V) No. of Qualified Teaching Staff

Education	Below Matric	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
Professional	None	2	CT	B.Ed	M.Ed		Other

(VI) No. of Teachers who got training with in last year (July 2013-June 2014)

None	Less than 15 days	15-30 days	More than 30 days
3			

(VII) Facilities in the School (From Observation)

Total number of rooms in the school (count yourself): 1

Total number of Class rooms in the school being currently used by the children (count yourself): 1

Tick where relevant

Is there a useable drinking water facility for the children in the school? Yes No

Is there complete boundary wall/fence? Yes No

Is there a useable toilet / latrine for the children? Yes No

Does the school have any library books? Yes No

Could you see the library books? Yes No

Is there a playground in the school? Yes No

Does the school has an electricity connection? Yes No

Is there a science laboratory? Yes No

Is there a computer lab? Yes No

Does the school have internet? Yes No

(III) Comments

Observe and tick the relevant box.

	Class 2		Class 8	
	Yes	No	Yes	No
Are the children of this class sitting with children from any other class?	<input checked="" type="checkbox"/>			
If yes, then with which class? (write)	<u>5th</u>			
Is there a useable blackboard/white board for this class?	<input checked="" type="checkbox"/>			
Did most of the children (75%) have reading textbooks? (Ask children to show you their language textbooks and assess accordingly)	<input checked="" type="checkbox"/>			
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?	<input checked="" type="checkbox"/>			
Where were they seated (tick one)	Classroom	<input checked="" type="checkbox"/>		
	Verandah			
	Outdoor			

For more comments use the back side of the page.

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2014
GOVERNMENT SCHOOL OBSERVATION SHEET
 Page 2

Name of School: 13613 Pk District Tehsil/Tatuka: 13/6 District/Agency: 13/6 Province: 13/6
 Head Teacher/Principal Name: 13/613 Pk District Phone No.: 0336-7561390
 Got the Fund/Grant information from: Head Teacher Para Teacher Other
 Village/Block: 13/613 Pk District

Is SMC/SC/PTA/PTC/PTSMC Active? Yes No Total Members: 7 Active Members: 4 Amount in Bank: 6100/2 Last Meeting Date: 20-8-14

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

(IX) FY July 2013 to June 2014

Sr #	Type of Funds	Did you receive the Money?		If Yes, then		Did you spend the FULL amount?
		Yes	No	Which Month/Year was the Fund/Grant received (MM/YY)?	What was the amount of Fund/Grant (Rs.)?	
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	July 2014	7500	<input type="checkbox"/>
2	Farogh-e-Taleem Fund 12 Months <input type="checkbox"/> 1 Month <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3	Tuck-shop Fund	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4	Rent for cycle stand	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
5	School Construction	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6						
7						
8						
9						
10						

(X) FY July 2014 to Date of Survey

Sr #	Type of Funds	Did you receive the Money?		If Yes, then		Did you spend the FULL amount?
		Yes	No	Which Month/Year was the Fund/Grant received (MM/YY)?	What was the amount of Fund/Grant (Rs.)?	
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2	Farogh-e-Taleem Fund 4 Months <input type="checkbox"/> 1 Month <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3	Tuck-shop Fund	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4	Rent for cycle stand	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
5	School Construction	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6						
7						
8						
9						
10						

The Fund Spent on (tick ALL that Apply)

<input checked="" type="checkbox"/>	New Class Room	<input type="checkbox"/>	Repair of Class Room
<input checked="" type="checkbox"/>	New verandah	<input type="checkbox"/>	Repair of Building
<input type="checkbox"/>	New Toilets	<input type="checkbox"/>	Repair of Toilets
<input type="checkbox"/>	New Main Gate	<input type="checkbox"/>	Repair of Furniture
<input type="checkbox"/>	Boundary Wall	<input type="checkbox"/>	Repair of Water facility
<input checked="" type="checkbox"/>	Purchase of New Furniture	<input type="checkbox"/>	Repair of Computer
<input type="checkbox"/>	Purchase of New Learning Material	<input type="checkbox"/>	Repair of Fans
<input type="checkbox"/>	Purchase of Stationery	<input type="checkbox"/>	Para teacher salary
<input checked="" type="checkbox"/>	White Wash/Paint	<input type="checkbox"/>	Uniform

PRIVATE SCHOOL OBSERVATION SHEET

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

Name of School Al-Murtea Academy Murteebad Village/Block Murteebad Tehsil/Taluka Aliabad District/Agency Hunza-Nager Province Gilgit-Baltistan

From which Class to which Class. (Tick any one)
 Class 1 to 5 Class 1 to 10 Others
 Boys & Girls School Boys Only School Girls Only School Other

Medium of School
 English Medium Urdu Medium Pashto Medium Sindi Medium Hafiz Quran+ General schooling

Any NGO/Foundation affiliated with School? Yes No If "Yes" mention name: Aga Khan Board of Green School Since (Year) 2011

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	Type of School (Tick any one)										Total
			Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	
Children's enrollment (Take from register yourself)	56	12	26	23	22	19	35	21	14	127	122		
Children's attendance Today* (Head Count)	29	7	21	18	17	18	27	18	10	98	87		
School Fee (Per Month)	600	600	700	700	700	700	800	800	800	800	800		

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

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

Observe and tick the relevant box.	Class 2		Class 8	
	Yes	No	Yes	No
Are the children of this class sitting with children from any other class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, then with which class? (write)				
Is there a useable blackboard/white board for this class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did most of the children (75%) have reading textbooks? (Ask children to show you their language textbooks and assess accordingly)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Where were they seated (tick one)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Classroom	Verandah	Outdoor	

(III) Teachers

Head Teacher	Regular Teachers (Doesn't include Head Teacher)	Community/ Part Time Teachers	Number Appointed	Number Present Today (On the day of survey)	Number of teachers residents of THIS Village
04	13	-	00	00	00

(IV) Comments
 They have computers but no any net facility.
 They not have any professional.

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

Who answered this section? (Tick relevant)	Jul 2013-Jun 2014		Jul 2014-till date	
	Head Master	Teacher	Other	Other
Did you get any FUNDS from Government/Private individuals/NGO?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If Yes, what was the amount of this FUND (Annual)?				
In which month was this FUND received?				
Name of Department/Organization				

(VI) No. of Qualified Teaching Staff

Education	Below Matric	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
Professional	03	-	01	04	04	-	-
	None	PTC	CT	B.Ed	M.Ed		Other
				02			

(VII) Facilities in the School (From Observation)

Facility	Yes	No
Total number of rooms in the school (count yourself)		
Total number of Class rooms in the school being currently used by the children (count yourself)	14	11
Is there a useable drinking water facility for the children in the school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there complete boundary wall/fence?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a useable toilet / latrine for the children?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the school have any library books?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Could you see the library books?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a playground in the school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the school has an electricity connection?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a science laboratory?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a computer lab?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the school have internet?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Village/Block:

Tehsil/Taluka:

District/Agency:



INSTRUCTIONS TO FILL THE MAP

- Mark the different hamlets/ sections
- Number each hamlet/section on the map
- Mention the total (approx.) Number of households in each hamlet/section
- Mark the hamlets/sections surveyed
- Show the main landmarks - schools, health centers, Also use the following for reference - mosque, river, road, school, bus-stop, bathak, otaque, shop, etc.
- Verify all the information on the map with people in the village as you walk around.
- Health facilities (clinic/BHU/RHC..etc.)

Mark the main roads/streets/paths through the village prominently on the map

LEGEND

	Mosque
	Jammat Khana
	Govt. School
	Bridge
	River
	Stream
TOTAL HOUSEHOLDS	215
Approx. POPULATION	1500
Local Language	Khawar
Total number of School	Government 01 Private 01

Facilities	Yes	No
Post Office	✓	✓
Bank	✓	✓
PCO	✓	✓
Internet Cafa/Computer Center	✓	✓
Health Facilities	✓	✓
Paccil Road	✓	✓

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English Tools

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ASER 2014
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Start from Here

Capital Letters

Sample-1

F U N

O Z

W G T

K A

Small Letters

Sample-1

b p i

d r

y h v

m e

PAGE ①

Ask the child to read any 5 letters, out of which 4 must be correct۔ بچے سے کوئی سے پانچ حرف تالے کریں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Ask the child to read any 5 letters, out of which 4 must be correct۔ بچے سے کوئی سے پانچ حرف تالے کریں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

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English Tools

Annual Status of Education Report
ASER 2014
Facilitated by SAFED

Words

Sample-1

Hand Bat

Come Car Clean

Kite Mango Food

See Green

Sentence

Sample-1

Ali is a good boy.
He likes to read.
He is in class two.
His hair is black.

PAGE ②

Ask the child to read any 5 words, out of which 4 must be correct۔ بچے سے کوئی سے پانچ الفاظ تالے کریں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Ask the child to say the meaning of the identified words in local language۔ بچوں سے ان کی ہماری زبان میں تالے گئے الفاظ کا مطلب پوچھیں۔

Ask the child to read one set of sentences only. 2 sentences out of 4 must be correct۔ بچے سے کوئی ایک جملوں کا سونہ پڑھنے کریں۔ 4 جملوں میں سے 2 صحیح ہونے چاہئیں۔

Ask the child to say the meaning of the sentences in local language۔ بچے سے ان کی ہماری زبان میں جملوں کا مطلب پوچھیں۔

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Urdu Tools

Sample - 1

الفاظ Words

دن درخت

آم چاند ٹماٹر

جنگل رات

چمک ادب سمندر

PAGE 1

بچے کے کئی سے پانچ الفاظ پڑھیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔
Ask the child to read any 5 words, out of which 4 must be correct.

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Urdu Tools

Sample - 1

حروف Letters

ب د

ف ص ر

ج ن

ژ گ ظ

PAGE 1

بچے کے کئی سے پانچ حروف پڑھیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔
Ask the child to read any 5 letters, out of which 4 must be correct.

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Urdu Tools

Sample - 1

کہانی Story

نور کے گھر میں دعوت تھی۔ دعوت میں بچے بھی آئے ہوئے تھے۔ نور اور دوسرے بچے زور زور سے باتیں کر رہے تھے۔ نور کی امی نے کہا: بچو شور نہیں کرتے، آہستہ آہستہ باتیں کرتے ہیں۔ ایک وقت میں صرف ایک کو بولنا چاہیے۔ اچھے انداز سے بات کرنا گفتگو کے آداب میں شامل ہے۔ سب بچوں نے باتوں پر عمل کرنے کا وعدہ کیا۔

BONUS QUESTIONS سوالات

Q1 نور اور بچے آپس میں کس طرح بات کر رہے تھے؟

Q2 نور کی امی نے بچوں سے کیا کہا؟

PAGE 2

بچے کہانی پڑھنی سے پڑھتے ہیں۔
Ask the child to read story fluently.
Ask questions, if the child reads story and mark accordingly.

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Urdu Tools

Start from Here

Sample - 1

جملے Sentences

سارہ نے گڑیا خریدی۔
گڑیا خوبصورت ہے۔
اس کے بال لمبے ہیں۔
اس کی آنکھیں نیلی ہیں۔

جملے Sentences

عمر ایک اچھا بچہ ہے۔
وہ اوّل جماعت میں پڑھتا ہے۔
وہ بڑوں کا احترام کرتا ہے۔
وہ چھوٹوں سے پیار کرتا ہے۔







PAGE 2

بچے کوئی ایک پارا پڑھیں۔ وہ ان سے گفتگو کریں۔
Ask the child to read any one Para.
Child must read the sentences fluently.

Arithmetic Tool

<small>Annual Status of Education Report</small> ASER 2014 <small>Facilitated by SAFED</small>	Math Tools	<small>Annual Status of Education Report</small> ASER 2014 <small>Facilitated by SAFED</small>																													
Sample - 1	Start from Here	Sample - 1																													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Number Recognition 1-9</th> <th style="width: 50%;">Number Recognition 10-99</th> </tr> <tr> <td style="text-align: center;">6 2</td> <td style="text-align: center;">19 54</td> </tr> <tr> <td style="text-align: center;">1 7</td> <td style="text-align: center;">43 66</td> </tr> <tr> <td style="text-align: center;">5 8</td> <td style="text-align: center;">35 79</td> </tr> <tr> <td style="text-align: center;">3 9</td> <td style="text-align: center;">40 92</td> </tr> <tr> <td style="text-align: center;">26 80</td> <td></td> </tr> <tr> <td style="font-size: small; padding: 5px;">Ask any 5 from the child, out of which 4 must be correct. بچے سے کوئی سے پانچ گنتا لے لو گئیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔</td> <td style="font-size: small; padding: 5px;">Ask any 5 from the child, out of which 4 must be correct. بچے سے کوئی سے پانچ گنتا لے لو گئیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔</td> </tr> </table>	Number Recognition 1-9	Number Recognition 10-99	6 2	19 54	1 7	43 66	5 8	35 79	3 9	40 92	26 80		Ask any 5 from the child, out of which 4 must be correct. بچے سے کوئی سے پانچ گنتا لے لو گئیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔	Ask any 5 from the child, out of which 4 must be correct. بچے سے کوئی سے پانچ گنتا لے لو گئیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Subtraction</th> <th style="width: 50%;">Division</th> </tr> <tr> <td style="text-align: center;"> $\begin{array}{r} 43 \\ - 17 \\ \hline \end{array}$ </td> <td style="text-align: center;"> $\begin{array}{r} 66 \\ - 29 \\ \hline \end{array}$ </td> </tr> <tr> <td style="text-align: center;"> $\begin{array}{r} 96 \\ - 49 \\ \hline \end{array}$ </td> <td style="text-align: center;"> $\begin{array}{r} 54 \\ - 38 \\ \hline \end{array}$ </td> </tr> <tr> <td style="text-align: center;"> $\begin{array}{r} 61 \\ - 15 \\ \hline \end{array}$ </td> <td style="text-align: center;"> $\begin{array}{r} 73 \\ - 25 \\ \hline \end{array}$ </td> </tr> <tr> <td style="text-align: center;"> $\begin{array}{r} 82 \\ - 44 \\ \hline \end{array}$ </td> <td style="text-align: center;"> $\begin{array}{r} 37 \\ - 18 \\ \hline \end{array}$ </td> </tr> <tr> <td style="text-align: center;">84 ÷ 7</td> <td style="text-align: center;">75 ÷ 5</td> </tr> <tr> <td style="text-align: center;">58 ÷ 2</td> <td style="text-align: center;">72 ÷ 3</td> </tr> <tr> <td style="font-size: small; padding: 5px;">Ask child to solve any two sums. Both must be correct. بچے سے کوئی سے دو مسائل کر لے لو گئیں۔ دونوں صحیح ہونے چاہئے۔</td> <td style="font-size: small; padding: 5px;">Ask child to solve any one sum. It must be correct. بچے سے کوئی سے ایک سوال کر لے لو گئیں۔ صحیح ہونا چاہئے۔</td> </tr> </table>	Subtraction	Division	$\begin{array}{r} 43 \\ - 17 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ - 29 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ - 49 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ - 38 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ - 15 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ - 25 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ - 44 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ - 18 \\ \hline \end{array}$	84 ÷ 7	75 ÷ 5	58 ÷ 2	72 ÷ 3	Ask child to solve any two sums. Both must be correct. بچے سے کوئی سے دو مسائل کر لے لو گئیں۔ دونوں صحیح ہونے چاہئے۔	Ask child to solve any one sum. It must be correct. بچے سے کوئی سے ایک سوال کر لے لو گئیں۔ صحیح ہونا چاہئے۔
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General Knowledge Tool

<small>Annual Status of Education Report</small> ASER 2014 <small>Facilitated by SAFED</small>	General Knowledge	<small>Annual Status of Education Report</small> ASER 2014 <small>Facilitated by SAFED</small>
Sample 1		
<div style="background-color: #333; color: white; padding: 5px; display: inline-block; border-radius: 5px;">English</div> Name the following pictures.		
<div style="display: flex; justify-content: space-around; align-items: center;">     </div>		
Ask the child to name any 3 items in English, out of which 2 must be correct.		
<div style="background-color: #333; color: white; padding: 5px; display: inline-block; border-radius: 5px;">Math 1</div> Tell the time		
<div style="display: flex; justify-content: space-around; align-items: center;">   </div>		
Ask any 1, which must be correct		

Sindhi Tools

Sample - 1

لفظ Words

اکي وڻ

صوف رات هوا

تازو ڪتاب سمنڊ

ڪيوتري استري

Ask the child to read any 5 words, out of which 4 must be correct

پار کان ڪي به پنج لفظ پڇو. 5 مان 4 صحيح هجڻ گهرجن

PAGE 1

Sample - 1

اڪر Letters

خ ف

ڙ ٺ

ا ل

ب ط

س ڊ

Ask the child to read any 5 letters, out of which 4 must be correct

پار کان ڪي به پنج اکر پڇو. 5 مان 4 صحيح هجڻ گهرجن

Pashto Tool

Pashto Tools

Sample - 1

لفظ Words

وونه ورځ

سورباتنگني سپورمي ام

شپه ځنگل

سمندر سپري توب رينا

Ask the child to read any 5 words, out of which 4 must be correct

د دي نه 5 اړپوښي. د ډ نه 4 بايد صحيح وي.

PAGE 1

Sample - 1

حروف Letters

د ب

ف ص ر


ج ن

ظ هي ڙ

Ask the child to read any 5 letters, out of which 4 must be correct

د دي نه 5 اړپوښي. د ډ نه 4 بايد صحيح وي.



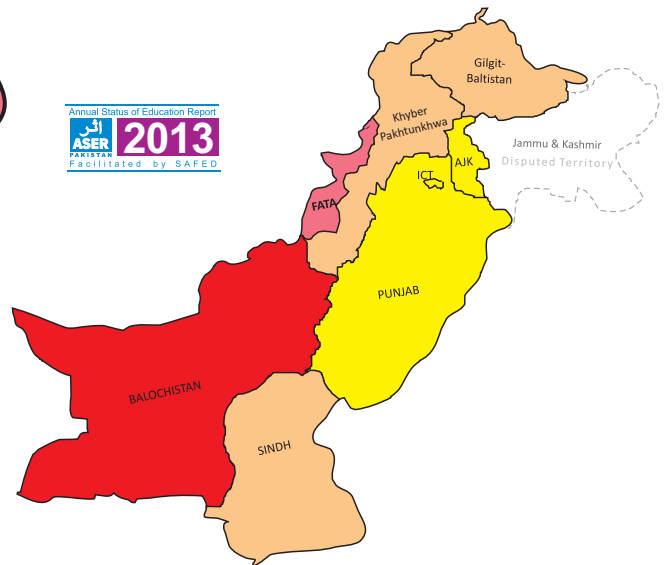
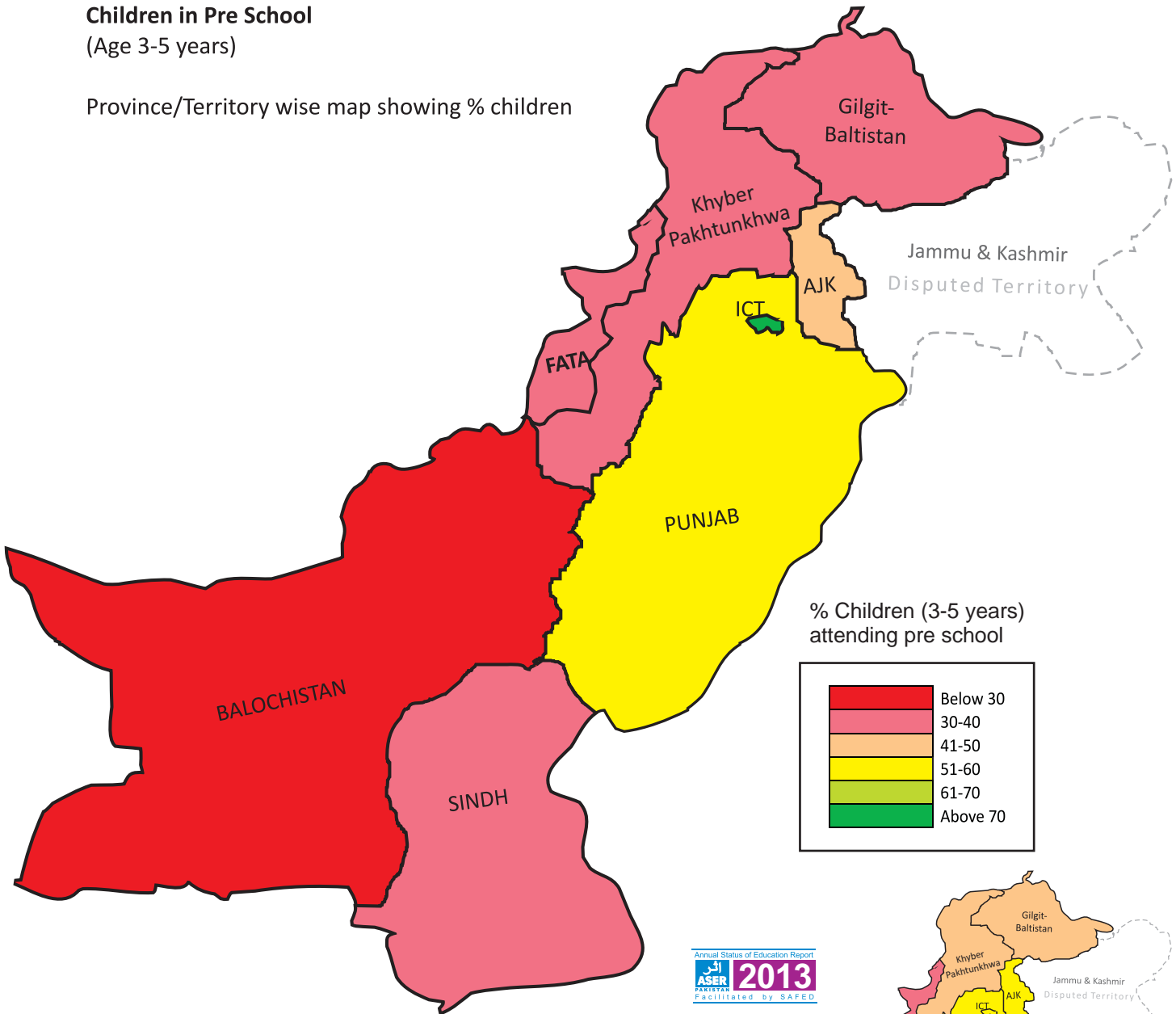


Findings
National
(Rural)



Children in Pre School (Age 3-5 years)

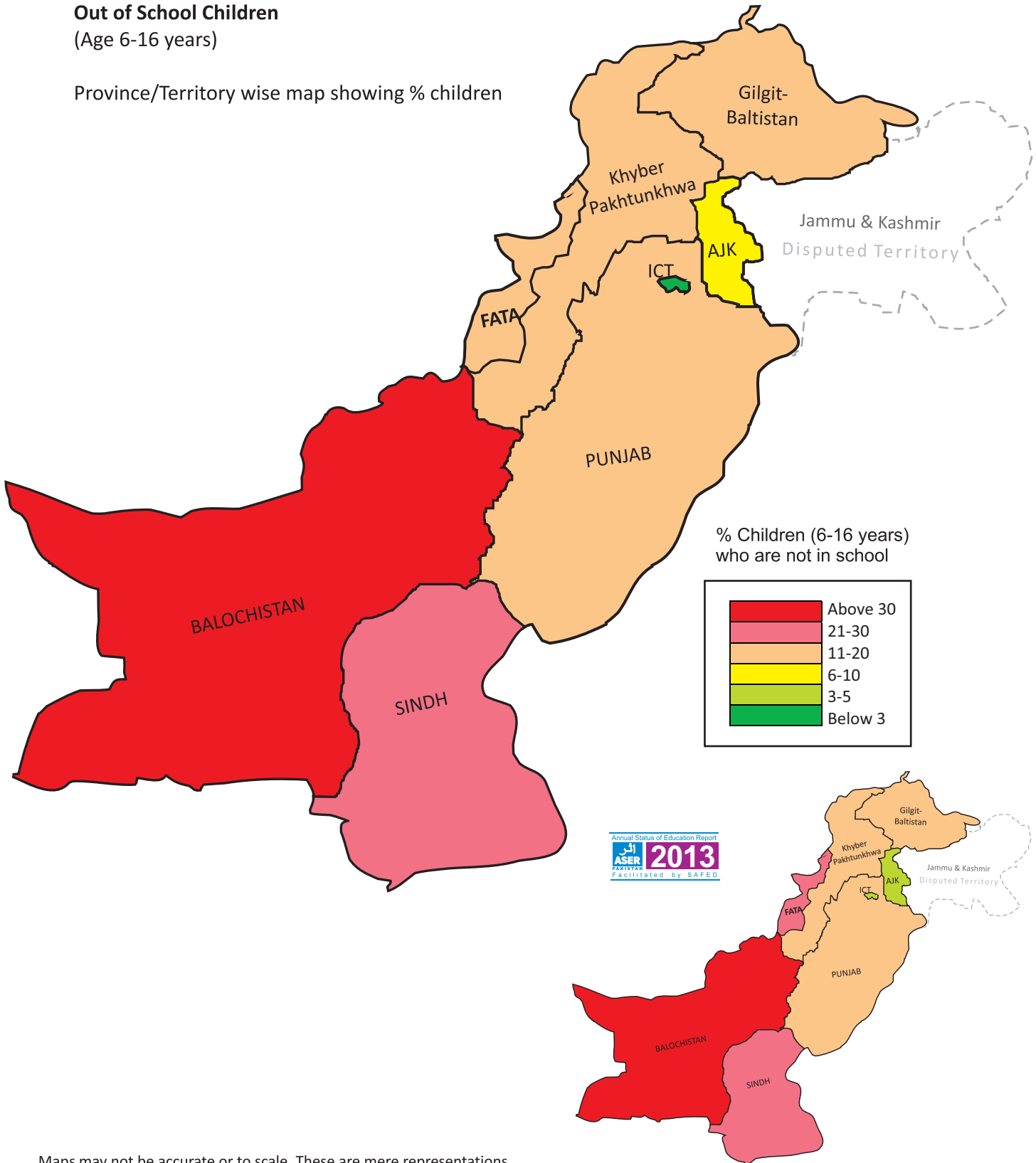
Province/Territory wise map showing % children



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

Out of School Children (Age 6-16 years)

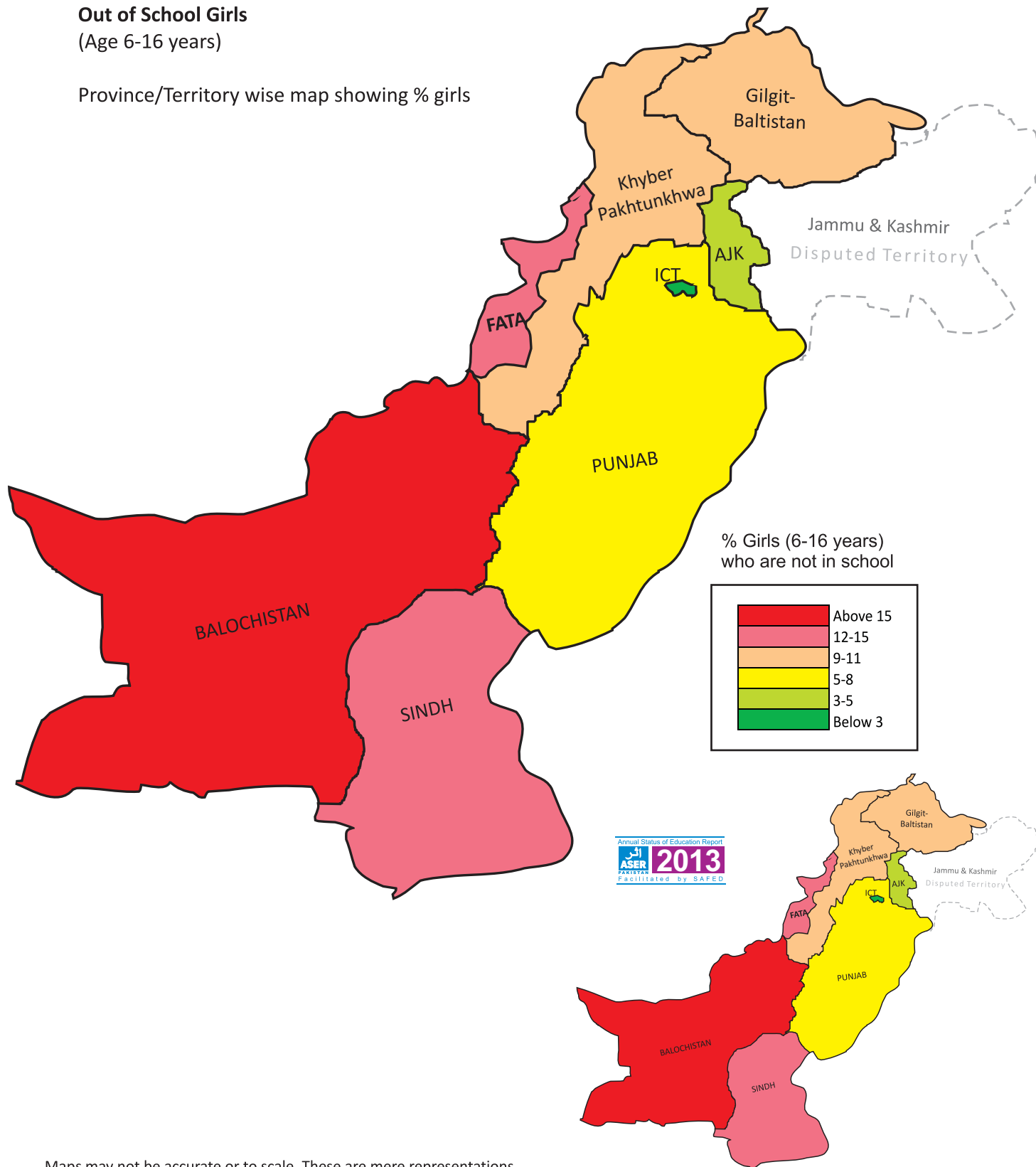
Province/Territory wise map showing % children



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

Out of School Girls (Age 6-16 years)

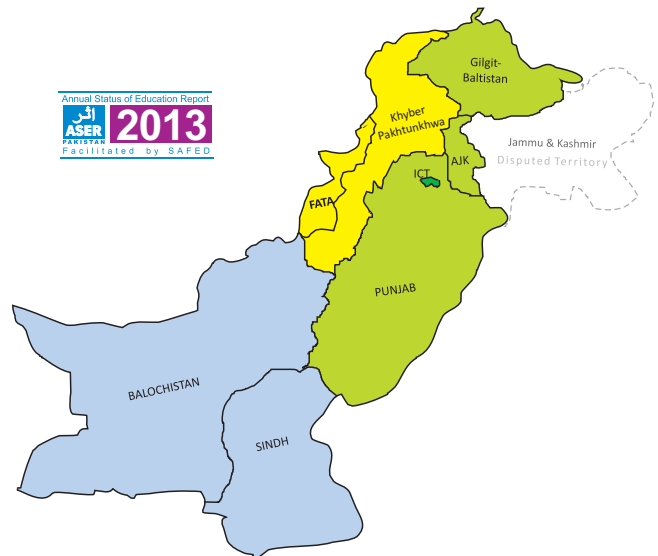
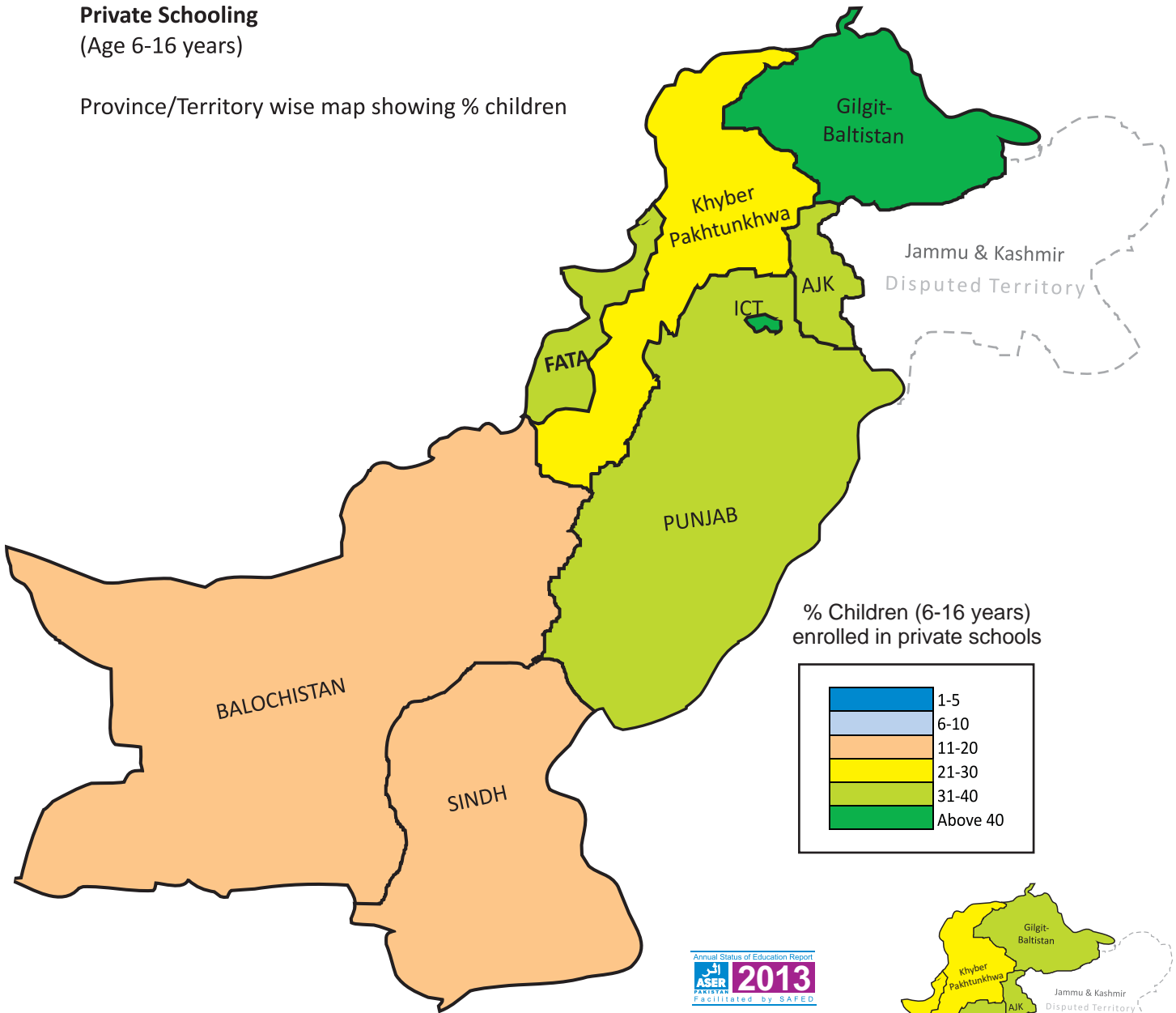
Province/Territory wise map showing % girls



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

Private Schooling (Age 6-16 years)

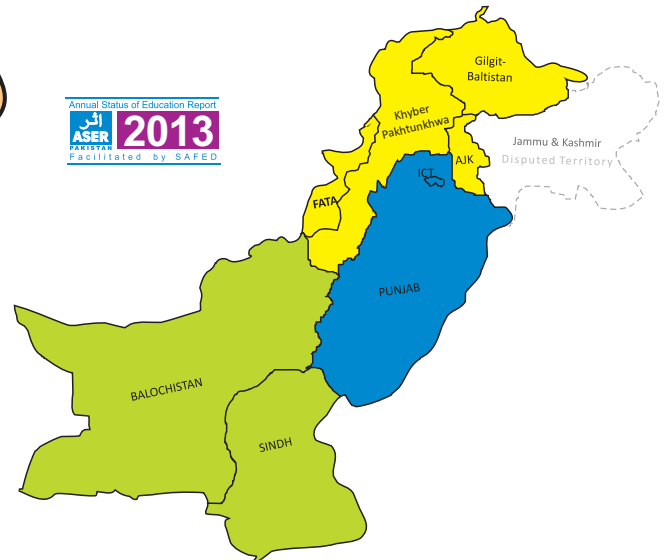
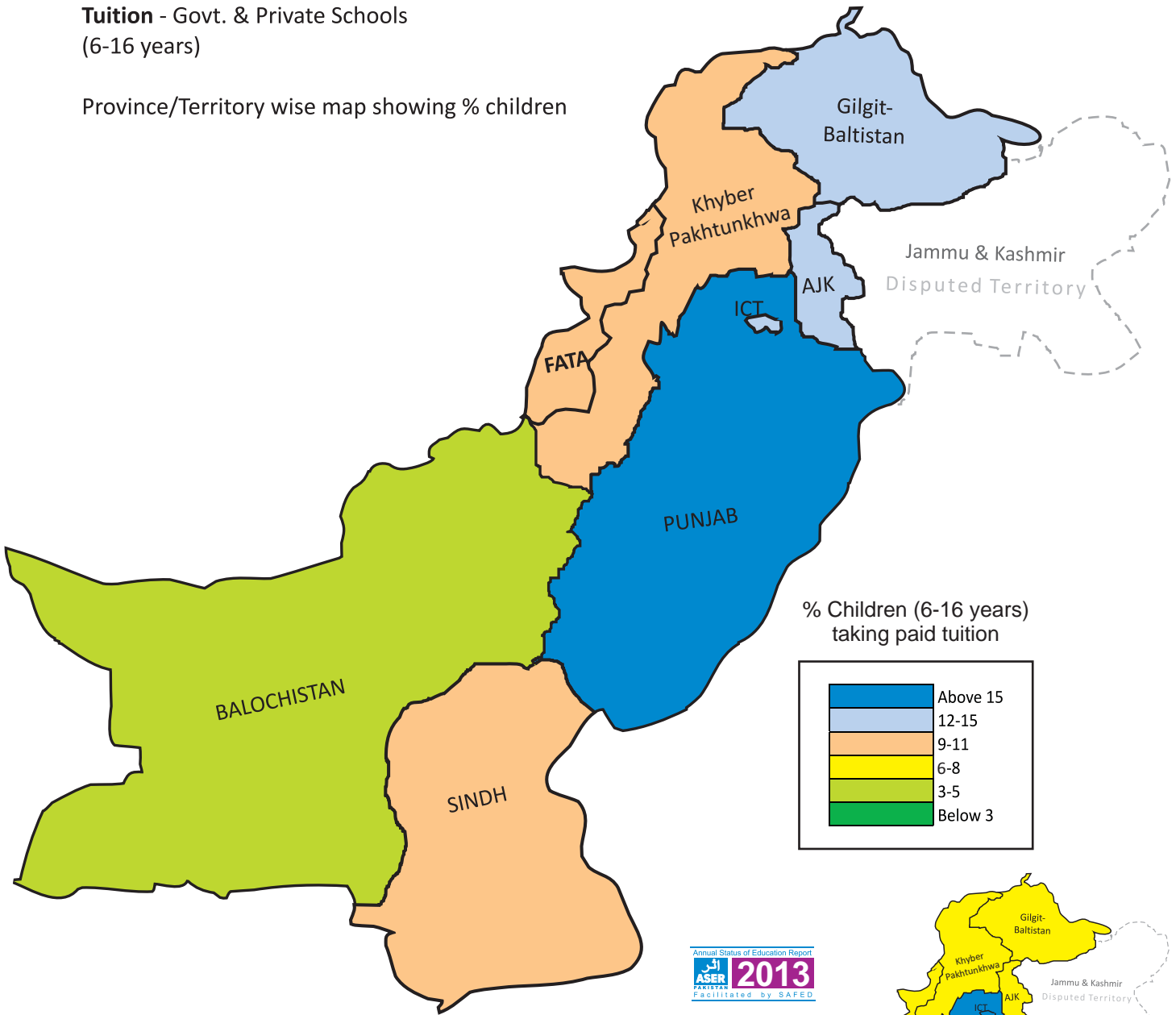
Province/Territory wise map showing % children



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

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

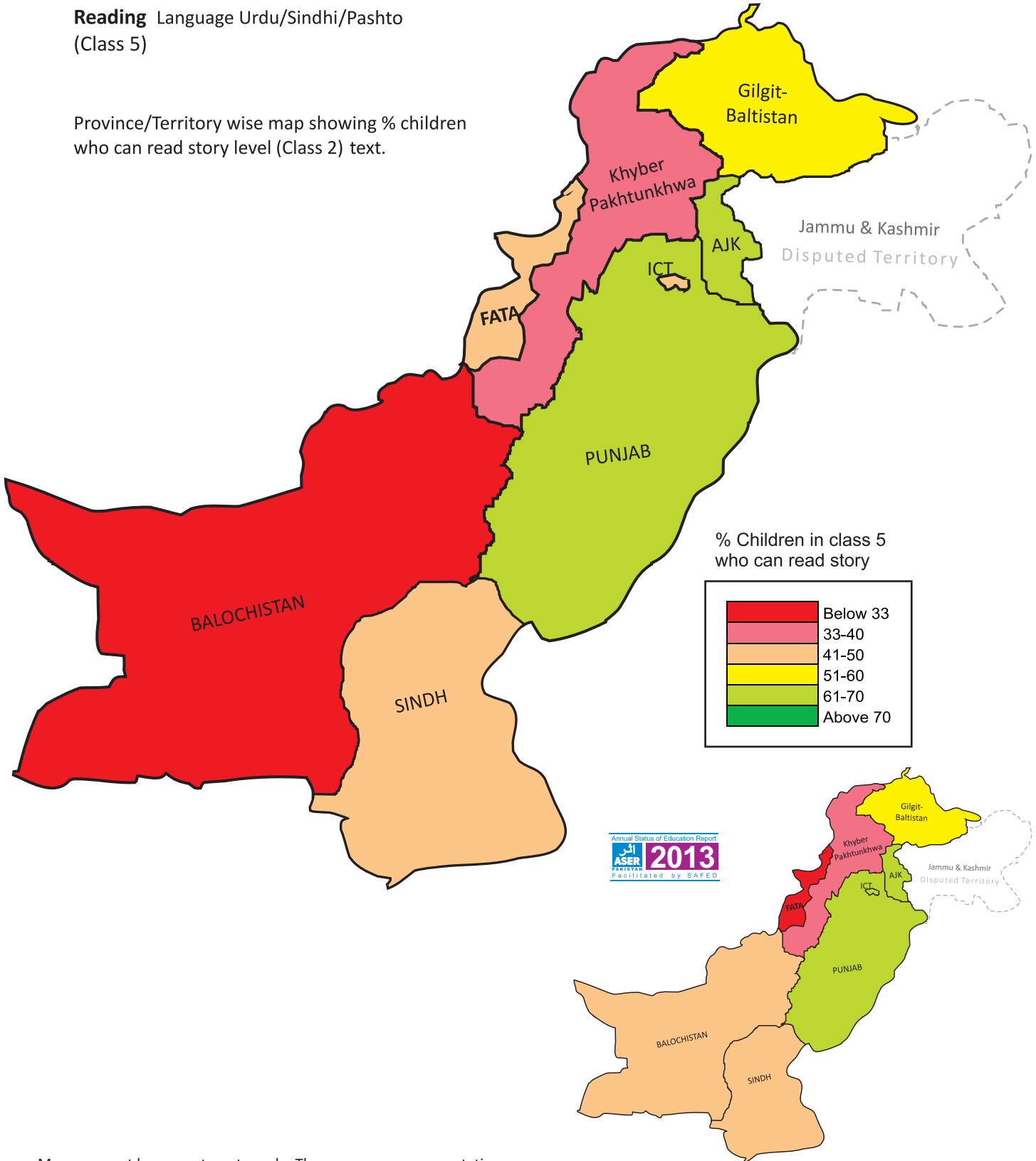
Province/Territory wise map showing % children



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

Reading Language Urdu/Sindhi/Pashto
 (Class 5)

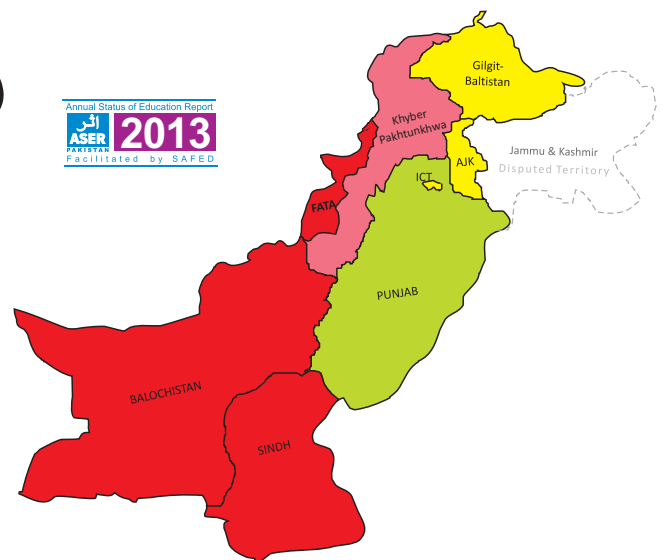
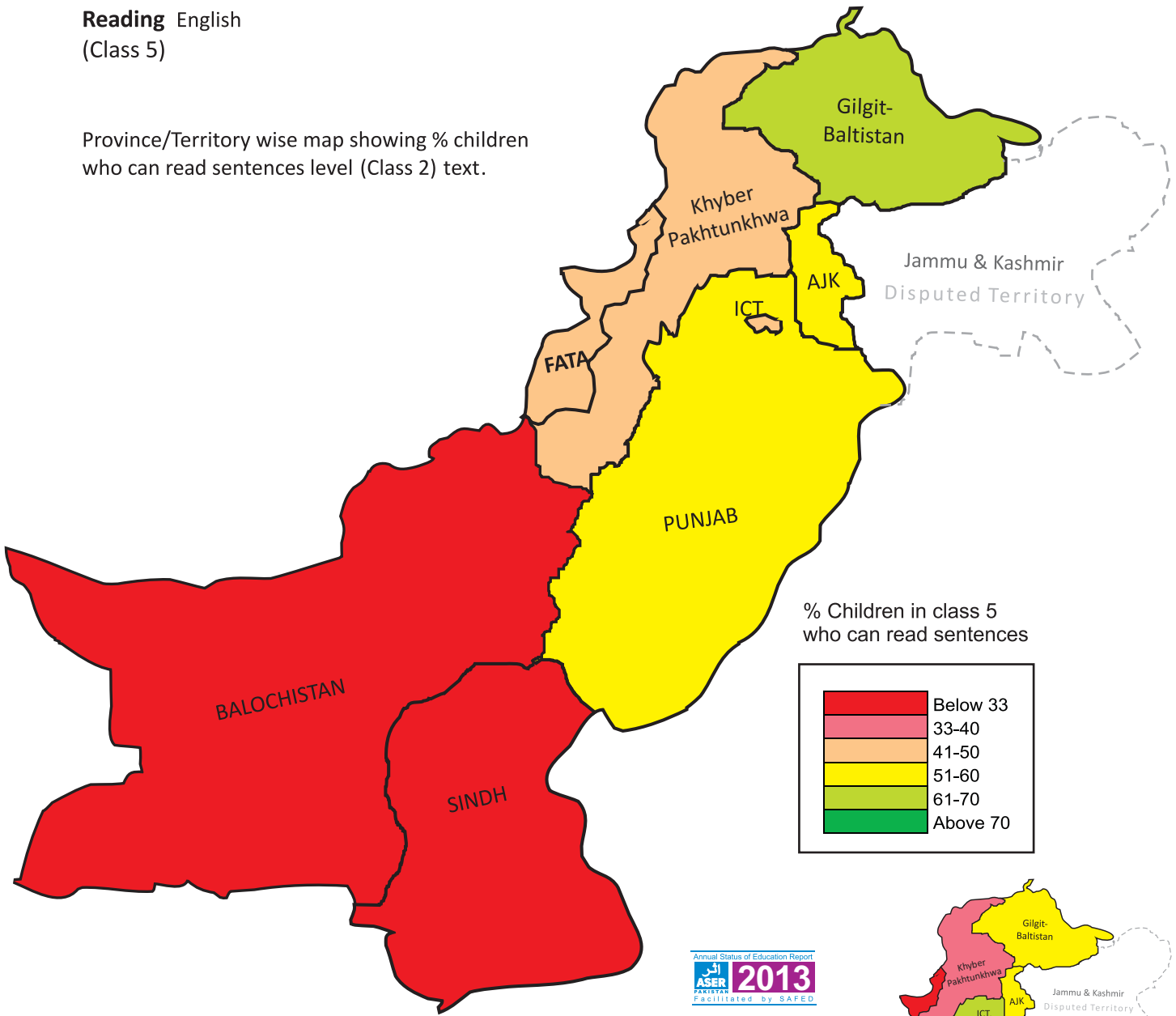
Province/Territory wise map showing % children who can read story level (Class 2) text.



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

Reading English
 (Class 5)

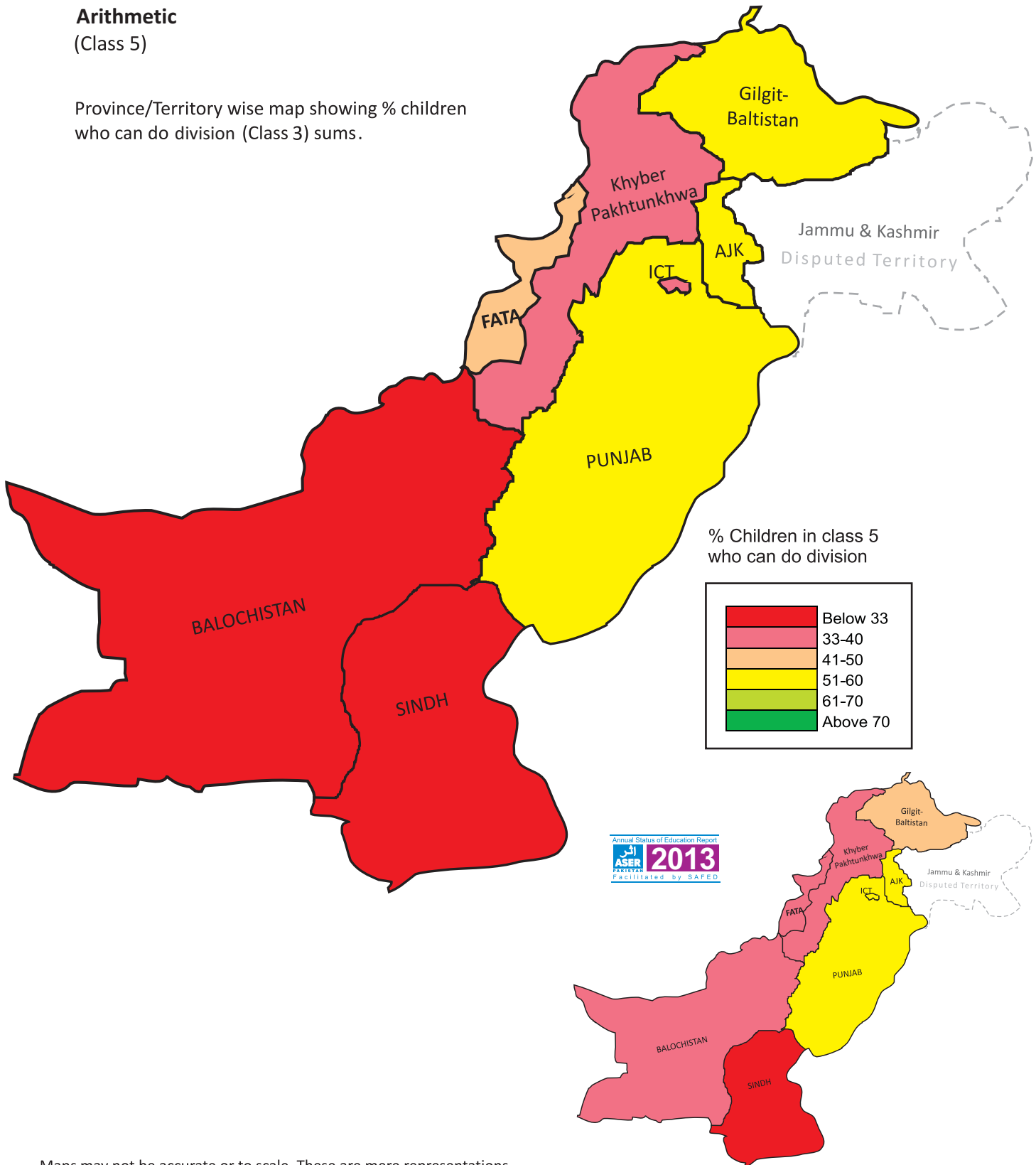
Province/Territory wise map showing % children who can read sentences level (Class 2) text.



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.



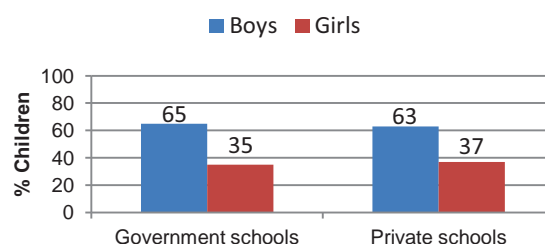
Maps may not be accurate or to scale. These are mere representations.

School enrollment and out-of-school children

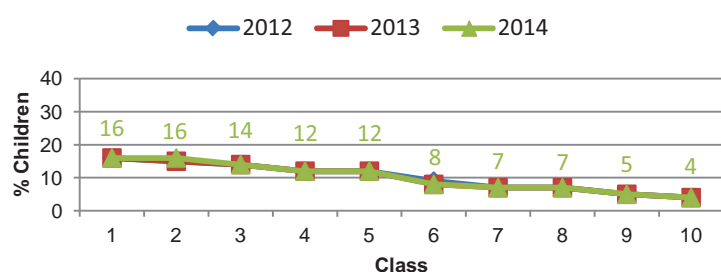
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	55.4	24.1	1.7	0.8	15.2	2.8	100
11 - 13	58.2	18.7	2.1	0.6	12.6	7.7	100
14 - 16	51.2	16.4	2.0	0.3	15.5	14.5	100
6 - 16	55.2	21.3	1.9	0.7	14.7	6.3	100
Total		79.0			21.0		100
By Type	69.8	27.0	2.4	0.9			

How to read: 82% (55.4+24.1+1.7+0.8) children of age group 6-10 are enrolled

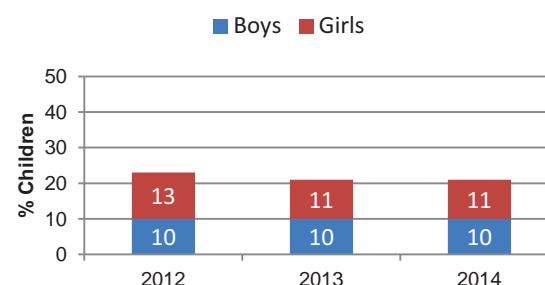
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

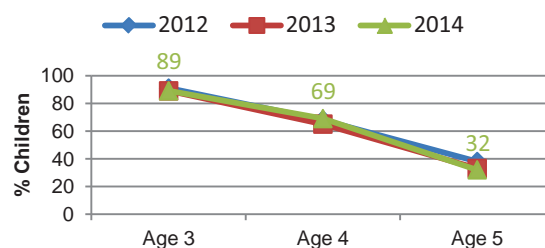


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	4.7	5.4	0.2	0.2	89.4	100
4	14.0	16.2	0.5	0.4	68.9	100
5	36.8	29.4	1.1	0.8	31.9	100
3 - 5	20.0	18.0	0.6	0.5	60.8	100
Total		39.2			60.8	100
By Type	51.1	46.0	1.7	1.2		

How to read: 10.5% (4.7+5.4+0.2+0.2) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



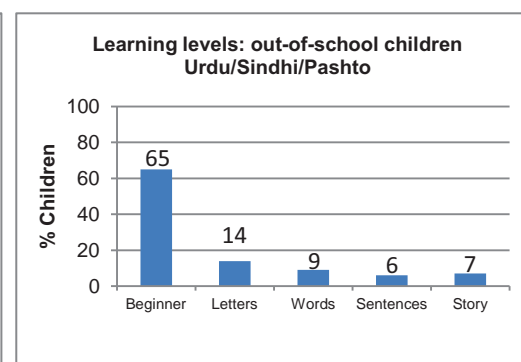
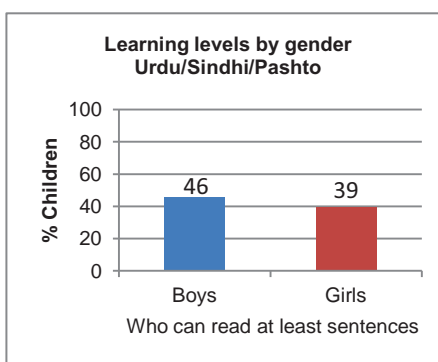
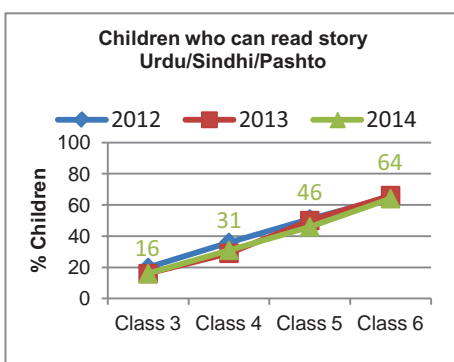
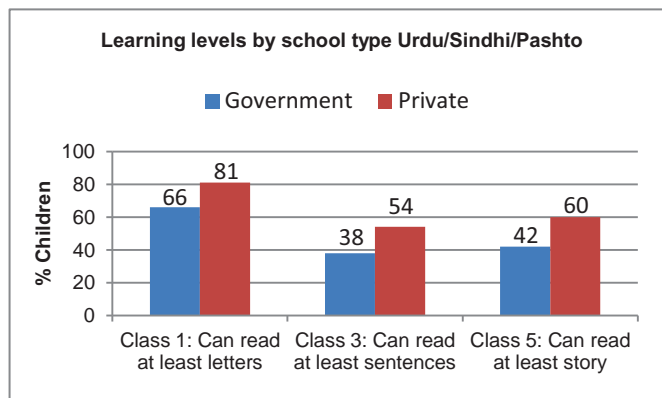
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1		83.3	60.7	30.8	14.5	6.2	14.5							14.9
2		16.7	29.4	46.0	33.9	16.4		18.1						16.1
3				17.4	36.7	28.1	17.0		24.1	26.5				14.2
4					14.9	29.3	26.2	16.7			25.5			12.3
5						17.3	31.2	31.6	20.1			25.8	31.1	12.2
6		0.0	9.9				8.2	23.2	27.1	16.2				7.9
7				5.8	0.0			7.6	19.8	26.4	16.1			6.8
8						2.7			8.8	24.9	27.7	17.8		6.6
9							2.9	2.8		6.0	22.5	33.9	20.3	5.0
10									0.0	0.0	8.2	22.5	48.5	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	30.3	38.2	24.6	4.7	2.2	100
2	9.9	26.4	42.3	14.9	6.6	100
3	5.4	15.2	38.1	25.5	15.9	100
4	3.0	8.1	27.0	31.4	30.5	100
5	2.2	5.0	17.4	29.0	46.4	100
6	1.6	3.2	9.7	21.1	64.3	100
7	1.3	2.5	6.7	16.9	72.6	100
8	1.3	2.4	4.3	12.6	79.4	100
9	1.0	1.7	3.7	6.8	86.9	100
10	1.3	1.8	2.6	5.5	88.8	100

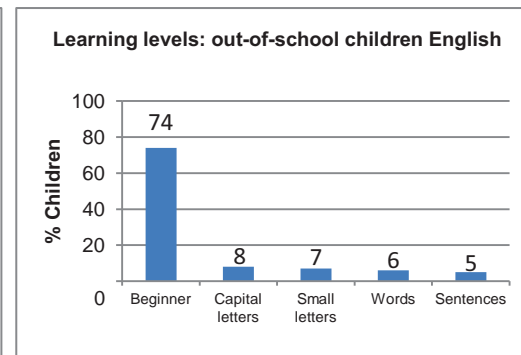
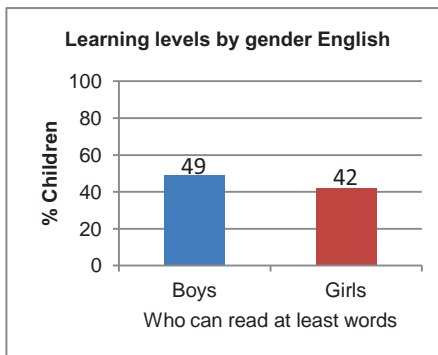
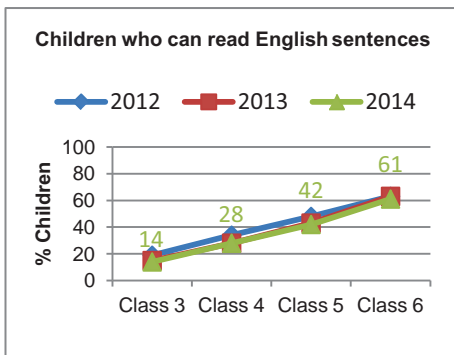
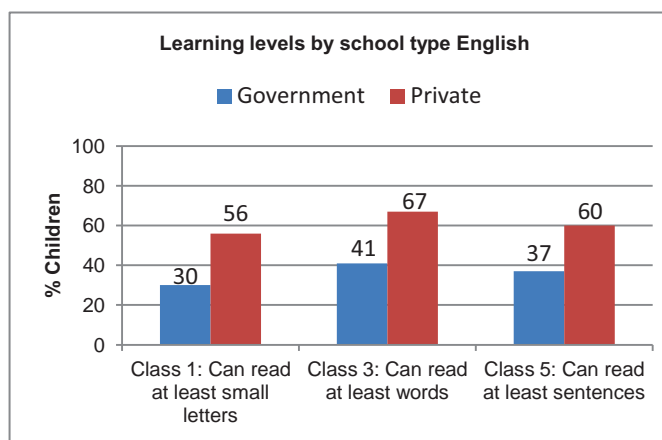
How to read: 6.9 % (4.7+2.2) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	38.2	25.4	23.7	10.7	1.9	100
2	15.6	22.1	32.2	24.2	5.8	100
3	8.8	15.0	29.2	32.9	14.0	100
4	5.4	9.0	19.4	38.6	27.5	100
5	4.0	6.0	13.4	34.4	42.3	100
6	2.1	3.2	7.8	25.9	60.9	100
7	1.8	2.5	5.2	19.4	71.1	100
8	1.6	2.1	3.8	13.8	78.6	100
9	1.4	1.3	3.0	8.3	86.0	100
10	1.6	1.5	2.6	6.0	88.3	100

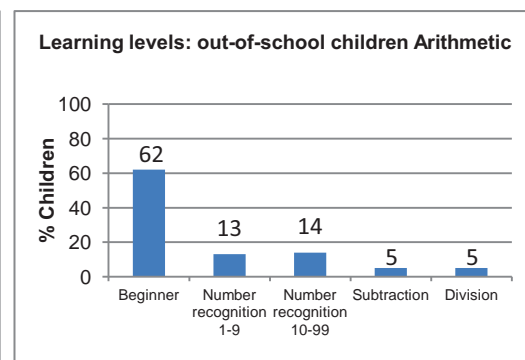
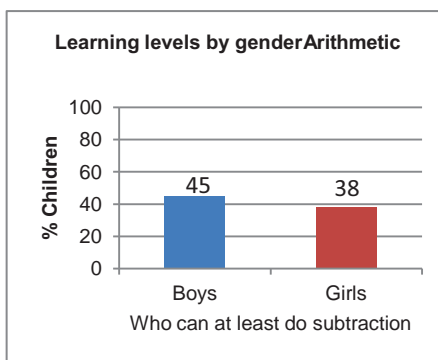
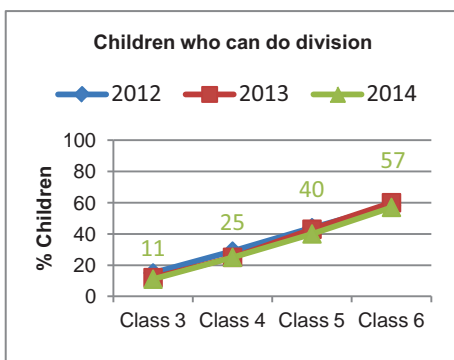
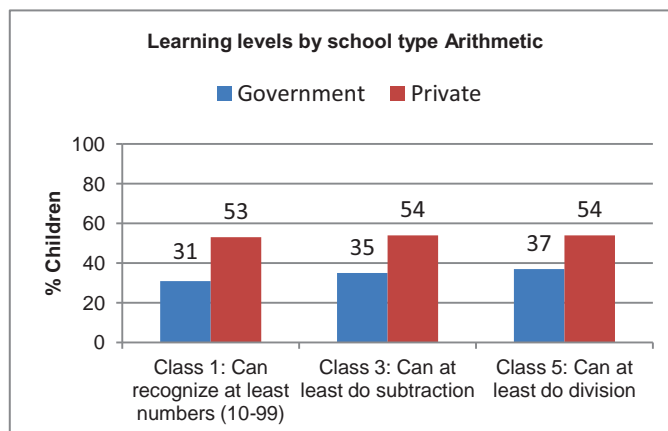
How to read: 12.6 % (10.7+1.9) children of class 1 can read words



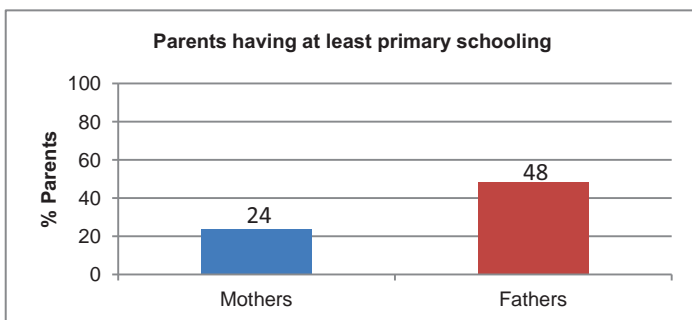
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	30.3	33.1	29.9	4.9	1.8	100
2	10.1	21.2	48.2	16.1	4.4	100
3	5.6	11.3	44.1	28.1	10.9	100
4	3.4	6.0	30.3	35.6	24.6	100
5	2.8	3.7	18.9	34.2	40.4	100
6	1.9	2.5	10.9	28.2	56.6	100
7	1.4	2.1	8.2	21.4	66.9	100
8	1.5	1.8	5.7	16.4	74.7	100
9	1.1	1.2	4.7	9.8	83.2	100
10	1.3	1.7	3.7	7.8	85.5	100

How to read: 6.7 % (4.9+1.8) children of class 1 can do subtraction



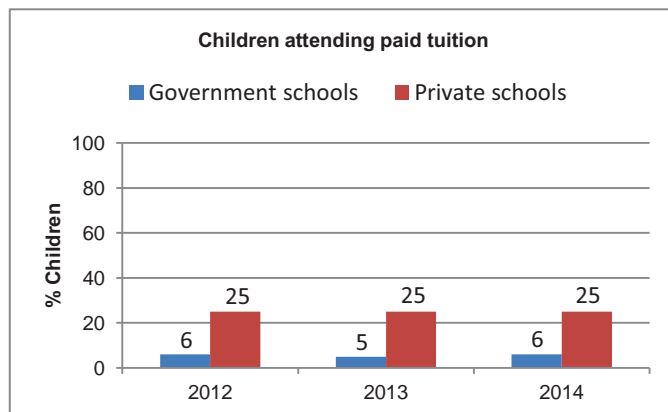
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.6	4.8	5.4	5.7	6.6	8.1	8.3	10.1	13.6	11.5
Pvt.	27.4	29.8	31.8	30.6	34.0	32.6	30.7	33.6	34.6	33.4



National - 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	1082	286	961	2329	45	20	393	458
Elementary	297	152	157	606	43	17	582	642
High	382	187	105	674	54	12	350	416
Others	243	45	71	359	8	3	5	16
Total	2004	670	1294	3968	150	52	1330	1532

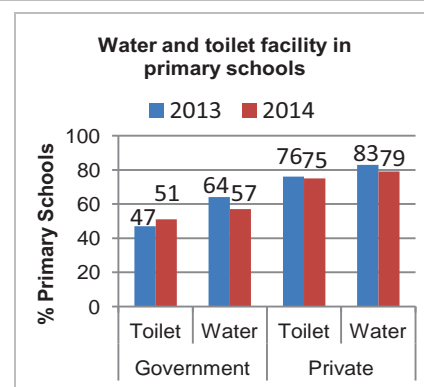
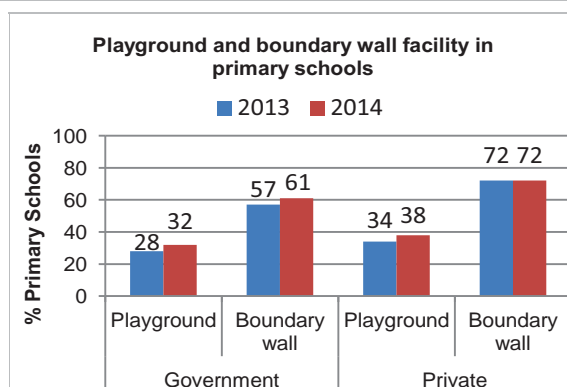
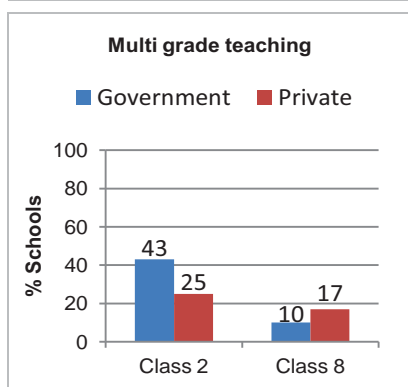
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	82.3	86.7	88.7	81.7	85.3	87.5	89.3	90.3	93.2	89.5
Teacher attendance	87.6	87.1	90.0	87.1	88.3	92.0	92.8	92.3	94.4	92.5

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.4	0.5
Matriculation	11.1	8.7
FA	16.0	26.2
BA	33.2	38.9
MA or above	37.6	24.9
Others	1.6	0.8

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	4.1	25.3
PTC	15.4	12.8
CT	22.5	13.4
B-Ed	36.4	36.3
M-Ed or above	17.3	8.7
Others	4.2	3.4

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.5	5.9	10.3	7.4	4.2	7.1	10.4	4.0
Useable water	57.4	68.0	78.6	79.1	78.8	86.0	92.1	87.5
Useable toilet	50.5	66.0	72.8	74.7	74.9	87.1	94.0	81.2
Playground	32.0	50.5	58.3	49.9	38.0	50.5	58.2	25.0
Boundary wall	61.2	69.3	79.8	74.7	72.5	84.0	86.5	75.0
Library	8.6	26.4	54.9	54.0	17.2	30.1	51.2	31.2
Computer lab	0.0	4.0	41.1	24.8	7.0	18.8	35.8	12.5
Electricity Connection	50.3	68.2	81.3	80.5	70.7	83.8	90.9	62.5

Grants									
2013	# of schools reported receiving grants	1032	293	350	0	31	37	27	0
	% of schools reported receiving grants	44.7	48.6	52.2	-	6.8	5.8	6.5	-
	Average amount of grant (Rs.)	52461.8	139300.8	229910.2	-	164838.7	349314.9	424777.8	-
2014*	# of schools reported receiving grants	595	183	250	0	19	21	23	0
	% of schools reported receiving grants	25.8	30.3	37.3	-	4.1	3.3	5.5	-
	Average amount of grant (Rs.)	41282.5	30717.9	97346.3	-	56678.9	315661.9	104626.1	-



*Grants received till October 31, 2014

** "0" and "-" represents insufficient data

Findings (Summary)

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	50.1	6.1	3.3	38.1	12.2	54.2	67.8	50.4	61.4	58.5	52.9
Balochistan	27.6	33.0	16.8	14.1	2.9	32.4	31.7	25.3	32.8	27.6	24.3
Federally Administrated Tribal Areas	35.9	20.4	12.5	32.5	9.6	43.5	55.7	49.4	45.5	46.1	48.5
Gilgit-Baltistan	39.6	14.3	9.2	44.4	12.6	49.9	68.9	57.3	54.7	61.9	56.5
Islamabad - ICT	75.8	0.7	0.3	46.6	13.3	50.0	60.4	47.2	49.5	41.8	39.6
Khyber Pakhtunkhwa	38.2	15.2	10.0	28.0	10.7	35.5	51.8	41.0	37.5	41.6	40.0
Punjab	55.1	14.7	7.6	34.3	23.6	52.9	58.6	48.0	62.6	56.6	51.0
Sindh	36.7	27.2	13.9	15.1	8.8	36.8	27.9	29.6	41.0	23.6	30.5
National Rural	39.2	21.0	11.4	27.0	12.2	41.4	47.0	39.1	46.4	42.3	40.4

Findings - General Knowledge*

Current class grade	Comprehension questions (Urdu/Sindhi/Pashto)**				Arithmetic				English	
	Question 1		Question 2		Time recognition		Addition & multiplication***		Picture recognition	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	1.3	1.2	1.3	1.2	8.8	7.6	2.1	1.8	11.4	11.5
2	3.7	3.7	3.5	3.6	24.4	21.7	7.1	6.5	26.6	25.8
3	9.5	9.9	9.3	9.7	38.8	34.2	14.6	13.1	37.7	37.5
4	19.1	22.1	18.5	21.3	51.9	49.5	25.1	26.4	48.9	49.5
5	31.0	34.1	30.1	34.0	59.8	57.6	33.3	35.0	56.3	56.7
6	44.6	46.8	44.4	46.6	68.2	66.2	45.8	44.8	67.1	64.6
7	50.4	52.1	51.5	52.8	72.0	71.5	49.3	51.1	71.7	69.9
8	55.6	55.6	57.7	56.2	74.3	71.5	52.5	51.4	72.2	68.8
9	61.9	60.1	64.0	61.1	75.7	71.9	54.9	52.7	73.8	70.4
10	61.4	61.1	64.8	62.1	74.6	71.5	55.5	54.7	72.3	69.4

Child age	Comprehension questions (Urdu/Sindhi/Pashto)				Arithmetic				English	
	Question 1		Question 2		Time recognition		Addition & multiplication		Picture recognition	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
10	1.2	0.9	1.2	0.9	10.4	4.6	1.6	1.4	5.4	3.2
11	1.8	1.2	1.5	1.3	12.0	7.0	2.4	1.1	5.9	4.3
12	3.9	2.0	3.7	2.0	17.5	10.0	4.4	2.6	9.8	5.2
13	3.7	2.6	4.2	2.7	18.2	11.4	5.3	3.1	10.8	7.3
14	5.6	3.0	5.8	3.6	18.6	11.2	6.9	4.5	12.1	7.4
15	7.0	5.7	7.4	6.7	21.3	15.0	9.6	6.8	13.8	11.0
16	9.8	6.9	10.7	7.6	23.1	15.6	11.6	7.1	16.5	11.2

*Children age 5-16 were tested for General knowledge tool. This assesses students for their cognitive level of knowledge and understanding skills in all three competencies i.e. Language (Urdu/Sindhi / Pashto), English and Arithmetic.

**This was asked from children who were able to read a story in Urdu/Sindhi/Pashto.

***This was asked from children who completed class 1 or above if enrolled and children age 10-16 years if out of school.

Sample Composition

- ASER 2014 survey was conducted in 144 rural districts. This covered 82,837 households in 4178 villages across Pakistan.
- Detailed information was collected on 251,694 children (59% males, 41% females) aged 3-16 years. Out of these 174,776 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 3,968 government schools (59% primary, 15% elementary, 17% high, 9% others¹) and 1,532 private schools (30% primary, 42% elementary, 27% high, 1% others) were surveyed.
- 50% of the government schools were boys only, 17% were girls only, and 33% were coeducation schools. In case of private schools, 10% were boys only, 3% were girls only and 87% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has remained the same as that of 2013.

- In 2014, 21% of children (age 6-16) were reported to be out-of-school which has almost remained the same as compared to previous year (21%). 15% children have never been enrolled in a school and 6% have dropped out of school for various reasons.
- 79% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 70% of children were enrolled in government schools whereas 30% of children were going to non-state institutions (27% private schools, 2% Madrassah, 1% others).
- 82% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 55% of children were enrolled in government schools whereas 27% of children were going to non-state institutions (24% private schools, 2% Madrassah, 1% others).

- Amongst the enrolled students in government schools, 35% were girls and 65% were boys whereas in private schools 63% enrolled children were boys and 37% were girls.
- The percentage of out of school children (boys and girls) has almost remained the same as that of 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2013.

- 39% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 41% in 2013.
- 61% 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have deteriorated: 54% class 5 children could not read a class 2 story in Urdu/Sindhi/Pashto compared to 50% in 2013.

- Analysis shows that 84% of class 3 children could not read story in Urdu/Sindhi/Pashto compared to 85% in the previous year.
- Similarly, 30% of class 1 children cannot read letters in Urdu/Sindhi/Pashto as compared to 31% in 2013.

Deterioration can be seen in English language over the past year: 58% class 5 children could not read sentences (class 2 level) compared to 57% in 2013.

- ASER 2014 reveals that 86% class 3 children could not read class 2 level sentences as compared to 85% in the previous year.
- 38% children enrolled in class 1 cannot read capital letters as compared to 39% in 2013.

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.

Arithmetic learning levels have worsened: 60% class 5 children could not do two digit division as compared to 57% in 2013.

- 89% children enrolled in class 3 could not do two digit division in 2014 as compared to 88% in 2013.
- 30% of class 1 children could not do number recognition (1-9) as compared to 30% in 2013.

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/Sindhi/Pashto as compared to 42% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 60% private school children can read at least sentences in class 5 whereas only 37% government school children can do the same.
- Similarly, in arithmetic, 54% children enrolled in private schools (class 5) were able to do division when compared to only 37% 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.

- 46% of boys could read at least sentences in Urdu/Sindhi/Pashto as compared to 39% of girls.
- 49% boys could read at least English words while 42% of girls can do the same.
- Similarly, 45% of boys were able to do at least subtraction whereas only 38% 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 7% of out-of-school children could read story in Urdu/Sindhi/Pashto, 5% could read sentences in English, and 5% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

24% of mothers and 48% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 76% had not completed even primary education.
- 52% 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, 5% children enrolled in class 1 take private tuition whereas 12% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

43% of surveyed government schools and 25% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 43% of the surveyed government schools and 25% of the surveyed private schools had Class 2 sitting with other classes.
- 10% of surveyed government schools and 17% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

15% 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 85% whereas it was 90% in surveyed private schools.

12% 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 88% 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.

- 33% teachers of surveyed government schools have done graduation as compared to 39% teachers of surveyed private schools.
- In terms of professional qualification, 38% of surveyed government school teachers had Bachelors in Education degrees as compared to 49% 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.

- 41% of surveyed government high schools had computer labs and 55% had library books in their premises as compared to surveyed private high schools where 36% had computer labs and 51% had library books.

49% surveyed government primary schools were without toilets and 43% were without drinking water.

- 49% of the surveyed government primary schools did not have toilets in 2014 as compared to 53% in 2013. Similarly, 25% surveyed private primary schools were missing toilet facility in 2014 as compared to 24% in 2013.
- 43% of the surveyed government primary schools did not have drinking water in 2014 as compared to 36% in 2013. Similarly, 21% of the surveyed private primary schools did not have drinking water facility in 2014 as compared to 17% in 2013.

39% of the surveyed government primary schools were without complete boundary walls and 68% were without playgrounds.

- Amongst the surveyed government primary schools, only 61% had complete boundary walls as compared to 57% in 2013.
- In 2014, 27% of the surveyed private primary schools did not have complete boundary walls as compared to 28% in 2013.
- 32% of surveyed government primary schools had playgrounds in 2014 while 38% 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 in 2014 and 2013.
- In 2014, surveyed private high schools had 10 classrooms on average being used for classroom activities as compared to 11 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

26% of the government primary schools and 4% private primary schools received grants.

- 19 surveyed private primary schools are receiving grants as compared to 595 surveyed government primary schools in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 48% surveyed government primary schools were receiving grants in 2012, 45% in 2013, and 26% received in 2014.



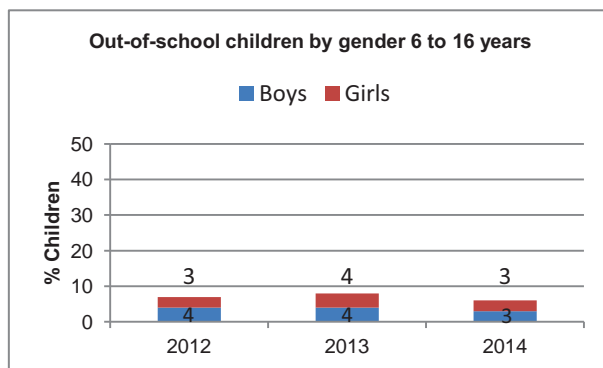
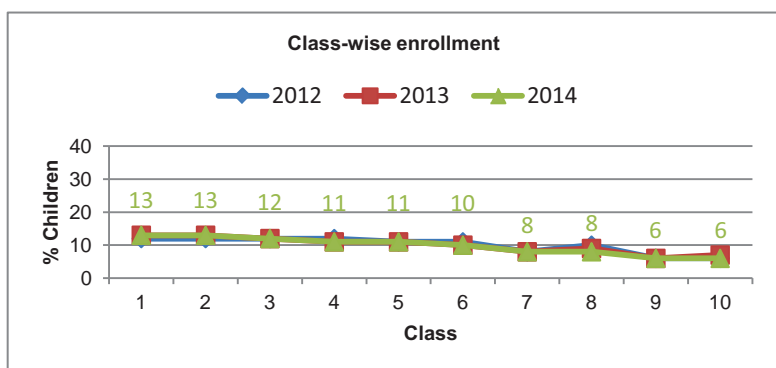
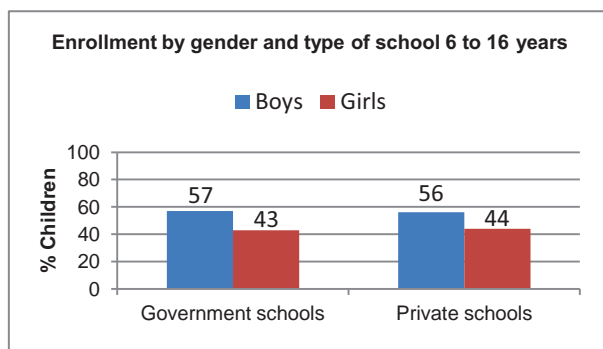
Findings
National
(Urban)



School enrollment and out-of-school children

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	30.1	64.0	1.2	0.2	3.2	1.1	100
11 - 13	38.1	54.2	1.8	0.1	2.3	3.4	100
14 - 16	41.4	45.6	1.8	0.3	3.2	7.8	100
6 - 16	34.6	57.5	1.5	0.2	3.0	3.2	100
Total	93.8				6.2		100
By Type	36.9	61.3	1.6	0.2			

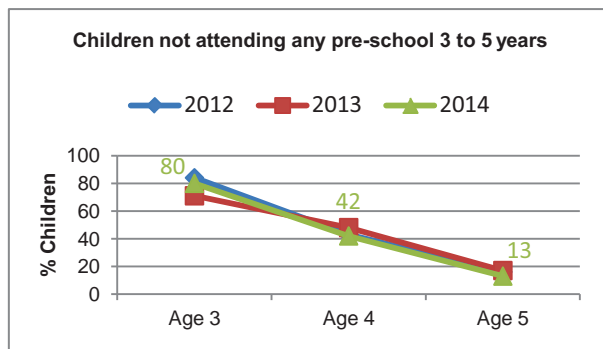
How to read: 95.5% (30.1+64+1.2+0.2) children of age group 6-10 are enrolled



Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	2.7	17.2	0.6	0.1	79.5	100
4	7.6	49.6	1.1	0.1	41.5	100
5	17.4	68.3	0.8	0.3	13.2	100
3 - 5	9.9	46.9	0.8	0.2	42.2	100
Total	57.8				42.2	100
By Type	17.2	81.0	1.4	0.4		

How to read: 20.6% (2.7+17.2+0.6+0.1) children of age 3 are enrolled



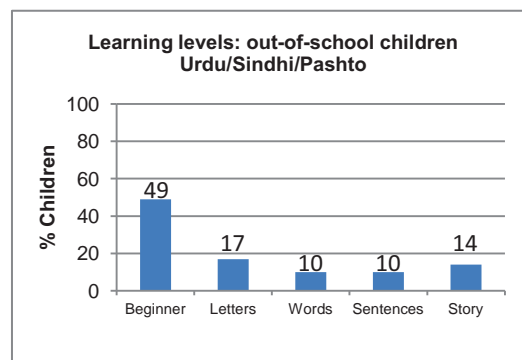
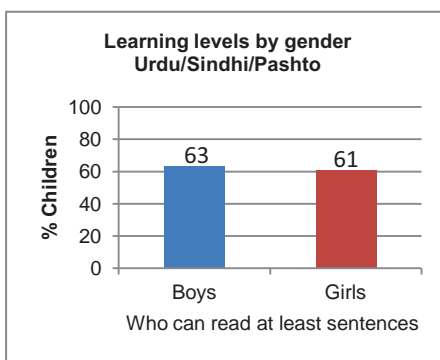
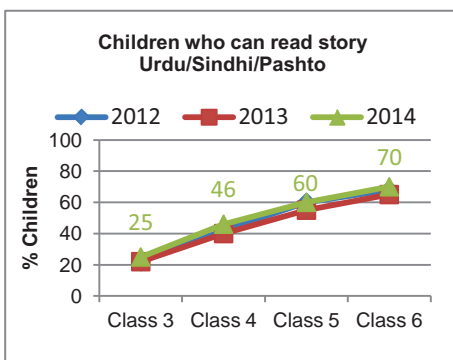
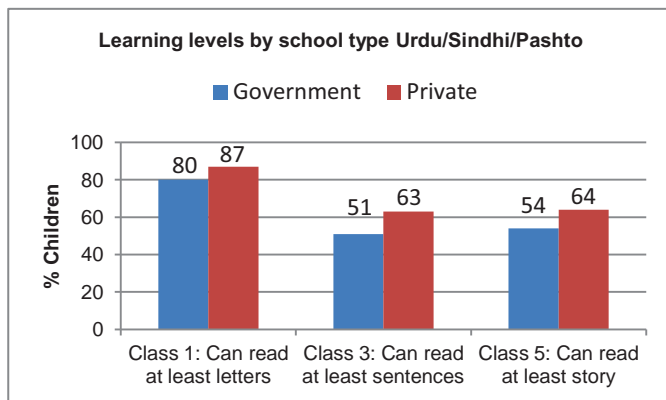
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1		83.1	54.3	28.6	8.1	3.6	6.1	9.2	10.5	13.4	11.6	12.2	16.2	12.4
2		16.9	33.6	42.9	32.1	11.7	28.6	13.8	25.2	31.9	33.3	13.7	15.3	13.2
3		0.0	12.1	6.1	0.0	3.5	4.1	3.5	11.9	31.9	29.1	41.2	15.3	12.6
4		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.3
5		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.3
6		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.4
7		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.2
8		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.0
9		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3
10		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.2
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	14.7	34.7	37.3	10.4	3.0	100
2	4.5	17.5	41.1	21.8	15.1	100
3	2.2	8.7	30.6	33.6	25.0	100
4	1.4	4.4	20.9	27.4	45.9	100
5	0.9	2.8	10.8	25.2	60.3	100
6	1.0	2.2	7.1	19.5	70.2	100
7	0.5	1.6	3.8	16.6	77.5	100
8	0.3	1.2	2.2	12.6	83.6	100
9	0.4	1.1	2.1	5.7	90.7	100
10	0.6	1.0	1.6	4.6	92.2	100

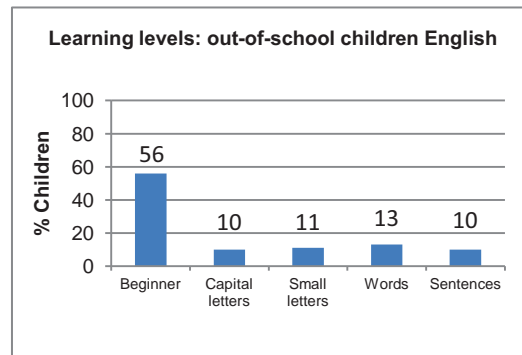
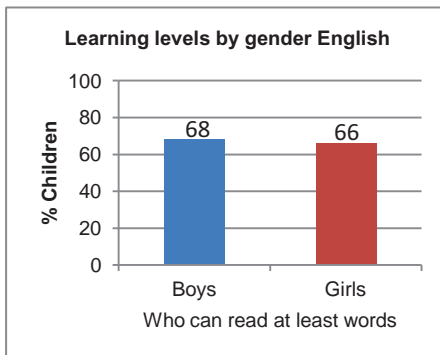
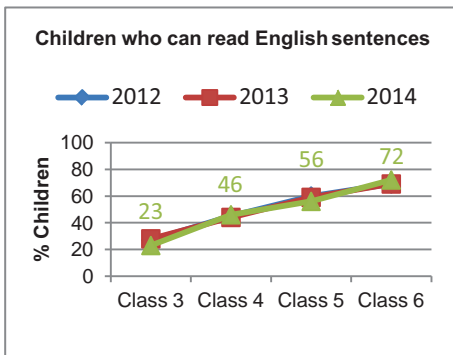
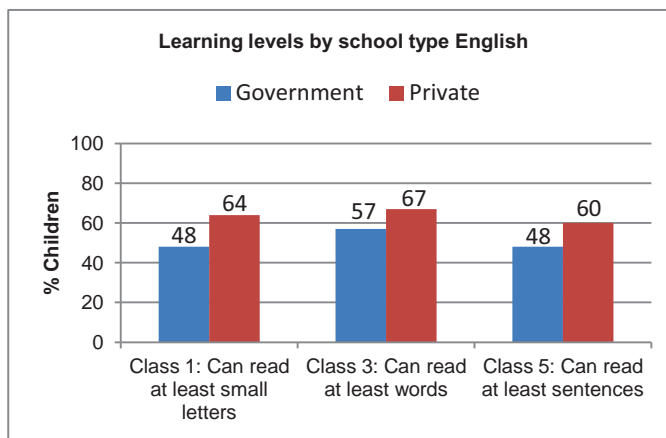
How to read: 13.4 % (10.4+3) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	16.3	25.1	33.9	21.7	3.0	100
2	5.7	15.1	30.0	33.0	16.2	100
3	2.8	8.3	25.4	40.1	23.5	100
4	1.8	4.9	13.9	33.7	45.7	100
5	1.8	2.4	7.8	32.2	55.8	100
6	1.1	1.4	5.1	20.4	72.1	100
7	0.8	1.0	3.3	16.3	78.6	100
8	0.4	0.4	2.9	11.8	84.6	100
9	0.4	0.7	1.4	5.9	91.6	100
10	0.5	1.5	1.7	4.2	92.1	100

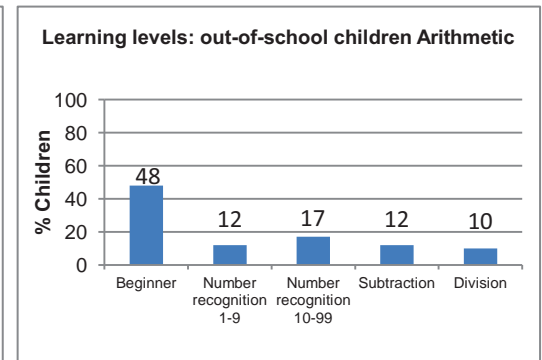
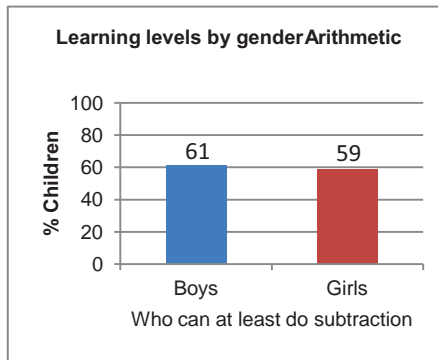
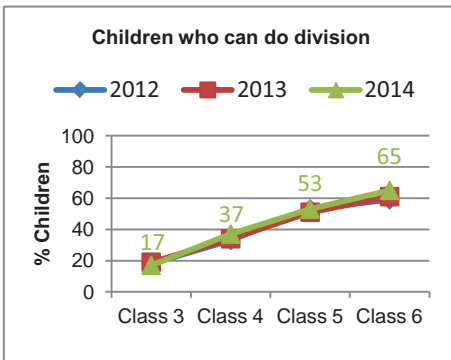
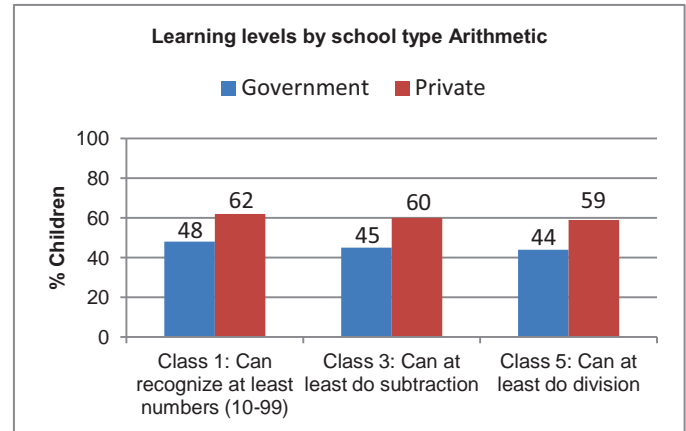
How to read: 24.7 % (21.7+3) children of class 1 can read words



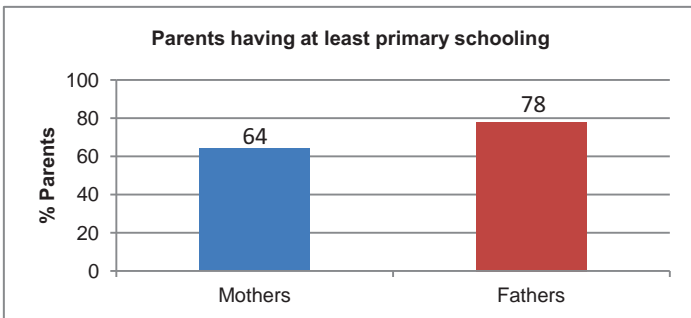
Learning levels (Arithmetic)

Class	Class-wise % children who can do					
	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	14.7	27.7	47.2	8.0	2.4	100
2	4.2	15.9	46.4	25.0	8.5	100
3	2.3	8.2	34.5	37.5	17.4	100
4	1.7	3.7	23.3	34.4	36.8	100
5	1.1	2.3	13.8	29.4	53.4	100
6	0.6	1.2	8.5	24.9	64.8	100
7	0.5	1.2	6.0	20.7	71.7	100
8	0.2	1.0	4.0	16.8	78.0	100
9	0.5	0.4	3.4	9.3	86.4	100
10	0.4	1.2	3.7	6.7	88.1	100

How to read: 10.4 % (8+2.4) children of class 1 can do subtraction



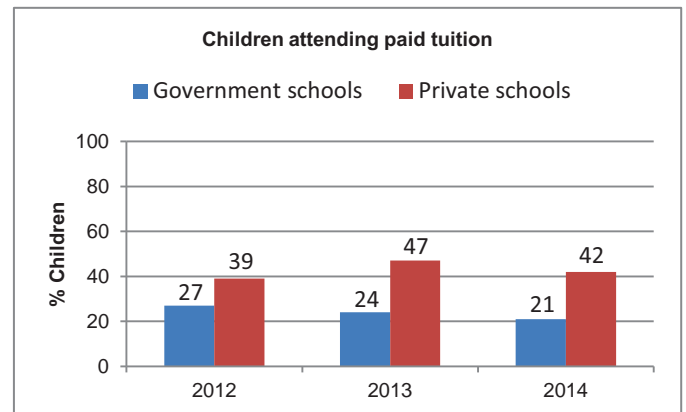
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	13.3	16.9	17.1	17.4	21.3	23.6	23.5	22.9	30.4	28.0
Pvt.	37.8	44.4	43.1	47.9	41.9	50.0	44.8	49.0	46.4	52.6



National - Urban School Report Card

	Number of surveyed schools by type							
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	53	32	68	153	11	4	71	86
Elementary	23	12	13	48	5	3	84	92
High	36	33	13	82	26	10	184	220
Others	31	12	8	51	0	0	3	3
Total	143	89	102	334	42	17	342	401

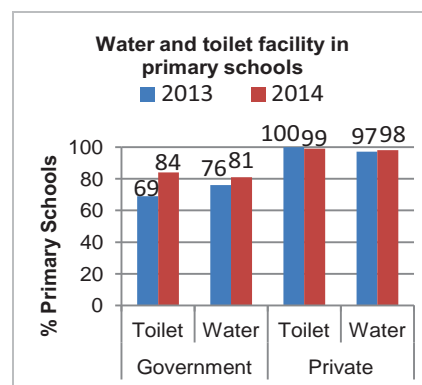
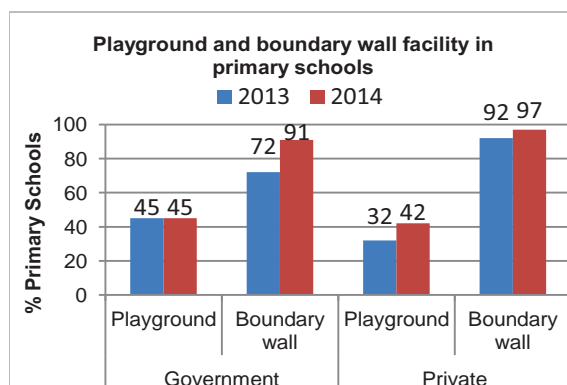
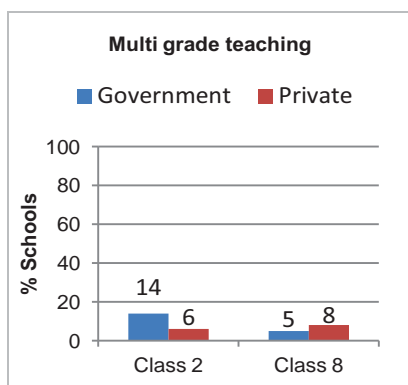
	Attendance (%) on the day of visit									
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	84.8	90.4	87.9	86.1	87.0	87.3	83.5	87.0	90.6	86.4
Teacher attendance	87.9	93.0	90.2	89.4	89.8	90.9	91.7	92.7	67.5	92.1

	Teacher qualification - general (% of teachers)	
	Government schools	Private schools
Below Matriculation	0.0	0.3
Matriculation	6.2	6.9
FA	11.4	27.2
BA	38.0	41.4
MA or above	44.0	23.9
Others	0.4	0.4

	Teacher qualification - professional (% of teachers)	
	Government schools	Private schools
None	2.5	21.1
PTC	13.7	9.1
CT	18.0	10.3
B-Ed	39.0	40.1
M-Ed or above	23.6	15.3
Others	3.2	4.0

	School facilities (% schools)							
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	5.6	9.8	13.9	13.5	6.3	9.0	12.0	10.3
Useable water	81.0	81.2	92.7	80.4	97.7	93.5	98.2	100.0
Useable toilet	83.7	89.6	87.8	88.2	98.8	93.5	97.3	100.0
Playground	45.1	60.4	70.7	60.8	41.9	42.4	58.6	33.3
Boundary wall	90.8	95.8	97.6	94.1	96.5	93.5	95.5	66.7
Library	12.4	56.2	73.2	58.8	25.6	32.6	61.4	66.7
Computer lab	0.0	25.0	65.9	52.9	30.2	40.2	62.3	33.3
Electricity Connection	85.0	95.8	96.3	96.1	98.8	94.6	96.8	100.0

	Grants							
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
2013								
# of schools reported receiving grants	92	31	45	0	2	7	11	0
% of schools reported receiving grants	60.5	64.6	54.9	-	2.3	7.6	5.0	-
Average amount of grant (Rs.)	55071.2	97238.6	301094.6	-	3500	422142.9	616363.6	-
2014*								
# of schools reported receiving grants	73	29	36	0	3	5	12	0
% of schools reported receiving grants	48.0	60.4	43.9	-	3.5	5.4	5.5	-
Average amount of grant (Rs.)	33256.2	65334.2	66534.8	-	2333.3	147000	590000	-



*Grants received till October 31, 2014

** "0" and "-" represents insufficient data

Findings (Summary)

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
Balochistan	52.7	3.9	2.4	46.1	14.4	47.2	57.9	31.7	52.2	58.1	41.0
Islamabad-Urban	71.3	0.1	0.0	38.0	34.7	54.9	65.3	52.8	49.3	63.0	52.1
Khyber Pakhtunkhwa	45.6	5.9	3.7	55.9	15.4	60.5	66.5	58.8	61.1	58.5	57.5
Punjab	58.6	8.2	3.4	54.0	41.8	62.4	69.5	54.5	63.6	60.8	53.9
Sindh	59.3	5.9	3.2	70.0	38.1	58.4	61.1	58.2	60.4	51.3	54.1
National Urban	57.8	6.2	3.1	61.3	34.8	58.5	63.5	54.9	60.3	55.8	53.4

Findings - General Knowledge*

Current class grade	Comprehension questions (Urdu/Sindhi/Pashto)**				Arithmetic				English	
	Question 1		Question 2		Time recognition		Addition & multiplication***		Picture recognition	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	1.5	1.4	1.4	1.3	11.7	10.2	3.5	2.6	23.5	24.2
2	9.2	10.0	8.8	8.8	24.5	23.9	13.5	14.5	42.5	42.5
3	15.0	16.2	14.4	15.0	40.7	36.3	20.8	20.0	50.8	53.6
4	30.2	32.5	29.5	31.2	57.3	56.5	36.0	37.3	59.2	60.9
5	42.6	44.9	41.4	42.3	63.1	65.3	44.2	48.3	66.1	66.7
6	53.0	55.7	50.3	55.7	73.8	73.2	54.9	57.4	74.6	76.4
7	54.7	61.7	54.4	61.3	72.2	74.0	55.4	59.4	75.8	77.7
8	61.4	63.1	62.3	63.8	76.0	76.4	59.7	63.1	78.5	78.1
9	70.1	67.1	71.3	66.5	79.3	77.3	66.3	65.6	77.9	77.1
10	66.7	65.2	68.6	68.5	79.9	79.0	64.0	65.4	78.4	78.3

Child age	Comprehension questions (Urdu/Sindhi/Pashto)				Arithmetic				English	
	Question 1		Question 2		Time recognition		Addition & multiplication		Picture recognition	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
10	0.0	0.0	0.0	0.0	14.8	7.7	3.3	3.8	8.2	5.8
11	0.0	4.9	0.0	4.9	16.7	4.9	4.2	4.9	8.3	7.3
12	1.6	6.5	1.6	6.5	15.9	16.1	1.6	6.5	4.8	11.3
13	3.6	7.6	3.6	7.6	25.5	18.2	5.5	4.5	14.5	10.6
14	4.1	6.0	6.8	6.0	24.3	20.2	9.5	7.1	16.2	10.7
15	6.6	11.7	6.6	11.7	19.8	24.7	8.8	13.0	12.1	22.1
16	8.2	11.2	9.1	13.3	19.1	25.5	11.8	11.2	12.7	16.3

*Children age 5-16 were tested for General knowledge tool. This assesses students for their cognitive level of knowledge and understanding skills in all three competencies i.e. Language (Urdu/Sindhi / Pashto), English and Arithmetic.

**This was asked from children who were able to read a story in Urdu/Sindhi/Pashto.

***This was asked from children who completed class 1 or above if enrolled and children age 10-16 years if out of school.

Sample Composition

- ASER 2014 survey was conducted in all the 21 urban districts. This covered 10,259 households in 520 blocks across Pakistan.
- Detailed information was collected on 27,733 children (55% males, 45% females) aged 3-16 years. Out of these 20,947 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 334 government schools (46% primary, 14% elementary, 25% high, 15% others¹) and 401 private schools (21% primary, 23% elementary, 55% high, 1% others) were surveyed.
- 43% of the government schools were boys only, 27% were girls only, and 30% were coeducation schools. In case of private schools, 11% were boys only, 4% were girls only and 85% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2013.

- In 2014, 6% of children (age 6-16) were reported to be out-of-school which has decreased as compared to previous year (8%). 3% children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- 94% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 37% of children were enrolled in government schools whereas 63% of children were going to non-state institutions (61% private schools, 2% Madrassah, 0% others).
- 95% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 30% of children were enrolled in government schools whereas 65% of children were going to non-state institutions (64% private schools, 1% Madrassah, 0% others).

- Amongst the enrolled students in government schools, 43% were girls and 57% were boys whereas in private schools 56% enrolled children were boys and 44% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has remained the same as that of 2013.

- 58% of all school-aged children within the age bracket of 3-5 years were enrolled in schools similar to 2013.
- 42% 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have improved: 40% class 5 children could not read a class 2 story in Urdu/Sindhi/Pashto compared to 45% in 2013.

- Analysis shows that 75% of class 3 children could not read story in Urdu/Sindhi/Pashto as compared to 78% in the previous year.
- Similarly, 15% of class 1 children cannot read letters in Urdu/Sindhi/Pashto as compared to 23% in 2013.

English learning levels have deteriorated: 44% class 5 children could not read sentences (class 2 level) compared to 41% in 2013.

- ASER 2014 reveals that 77% class 3 children could not read class 2 level sentences as compared to 72% in the previous year.
- 16% children enrolled in class 1 cannot read capital letters as compared to 22% in 2013.

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.

³ Six urban districts of Pakistan were surveyed in 2012.

Arithmetic learning levels have improved: 47% class 5 children could not do two digit division as compared to 49% in 2013.

- 83% children enrolled in class 3 could not do two digit division in 2014 as compared to 81% in 2013.
- 15% of class 1 children could not do number recognition (1-9) as compared to 21% in 2013.

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

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

- 64% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi/Pashto as compared to 54% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 60% private school children can read at least sentences in class 5 whereas only 48% government school children can do the same.
- Similarly, in arithmetic, 59% 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.

- 63% of boys could read at least sentences in Urdu/Sindhi/Pashto as compared to 61% of girls.
- 68% boys could read at least English words while 66% of girls can do the same.
- Similarly, 61% of boys were able to do at least subtraction whereas only 59% girls could do it.

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

More than 50% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 14% of out-of-school children could read story in Urdu/Sindhi/Pashto, 10% could read sentences in English, and 10% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

64% of mothers and 78% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 36% had not completed even primary education.
- 22% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUTIONS

Private tuition incidence is greater in private schools than government 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, 13% children enrolled in class 1 take private tuition whereas 28% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

14% of surveyed government schools and 6% 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 14% of the surveyed government schools and 6% of the surveyed private schools had Class 2 sitting with other classes.
- 5% of surveyed government schools and 8% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

13% 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 87% whereas it was 86% in surveyed private schools.

10% 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 90% 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.

- 38% teachers of surveyed government schools have done graduation as compared to 42% teachers of surveyed private schools.
- In terms of professional qualification, 40% of surveyed government school teachers had Bachelors in Education degrees as compared to 51% 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.

- 66% of surveyed government high schools had computer labs and 73% had library books in their premises as compared to surveyed private high schools where 62% had computer labs and 61% had library books.

16% surveyed government primary schools were without toilets and 19% were without drinking water.

- 16% of the surveyed government primary schools did not have toilets in 2014 as compared to 31% in 2013. Similarly, 1% surveyed private primary schools were missing toilet facility in 2014 as compared to 0% in 2013.
- 19% of the surveyed government primary schools did not have drinking water in 2014 as compared to 24% in 2013. Similarly, 2% of the surveyed private primary schools did not have drinking water facility in 2014 as compared to 3% in 2013.

9% of the surveyed government primary schools were without complete boundary walls and 55% were without playgrounds.

- Amongst the surveyed government primary schools, only 91% had complete boundary walls as compared to 72% in 2013.
- In 2014, 3% of the surveyed private primary schools did not have complete boundary walls as compared to 8% in 2013.
- 45% of surveyed government primary schools had playgrounds in 2014 while 42% surveyed private primary schools had playgrounds.


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

- On average, 14 rooms were being used for classroom activities in the surveyed government high schools in 2014 and 2013.
- In 2014, surveyed private high schools had 12 classrooms on average being used for classroom activities as compared to 13 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

48% of the government primary schools and 4% private primary schools received grants.

- 3 surveyed private primary schools are receiving grants as compared to 73 surveyed government primary schools in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 51% surveyed government primary schools were receiving grants in 2012, 61% in 2013, and 48% received in 2014.



**Findings
Provincial
(Rural)**



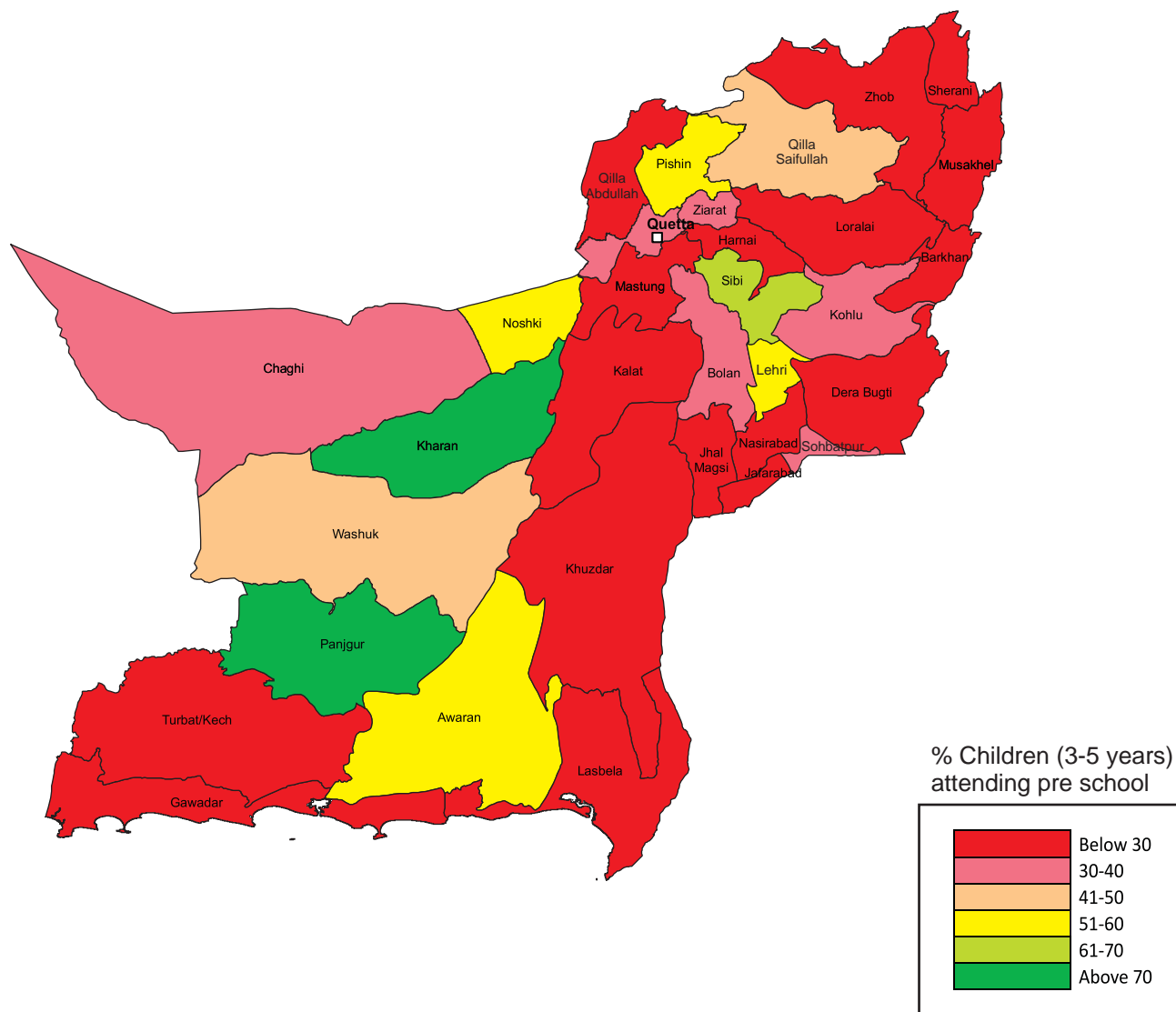


Balochistan (Rural)



Children in Pre School (Age 3-5 years)

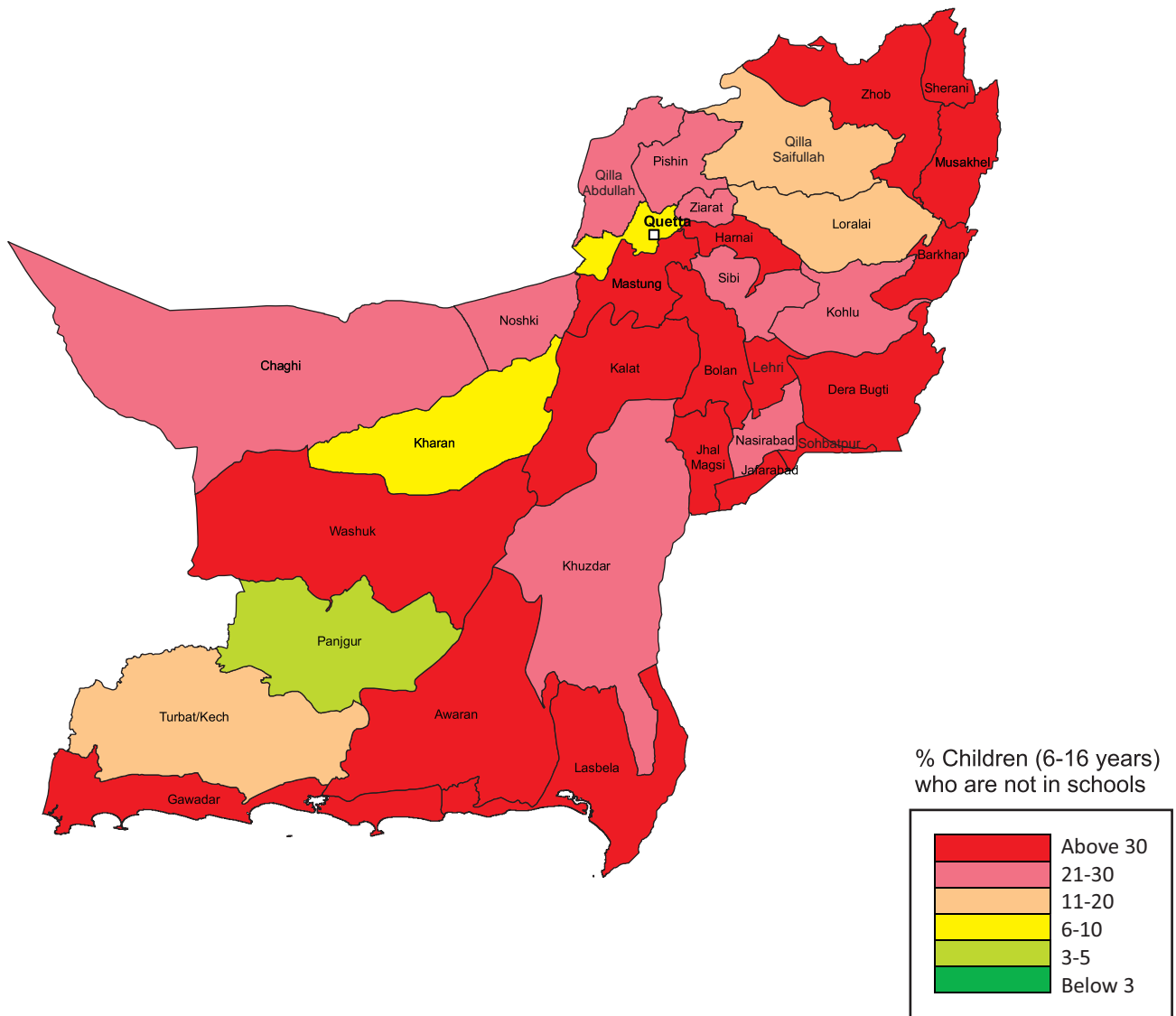
Province/Territory wise map showing % children



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

Out of School Children (Age 6-16 years)

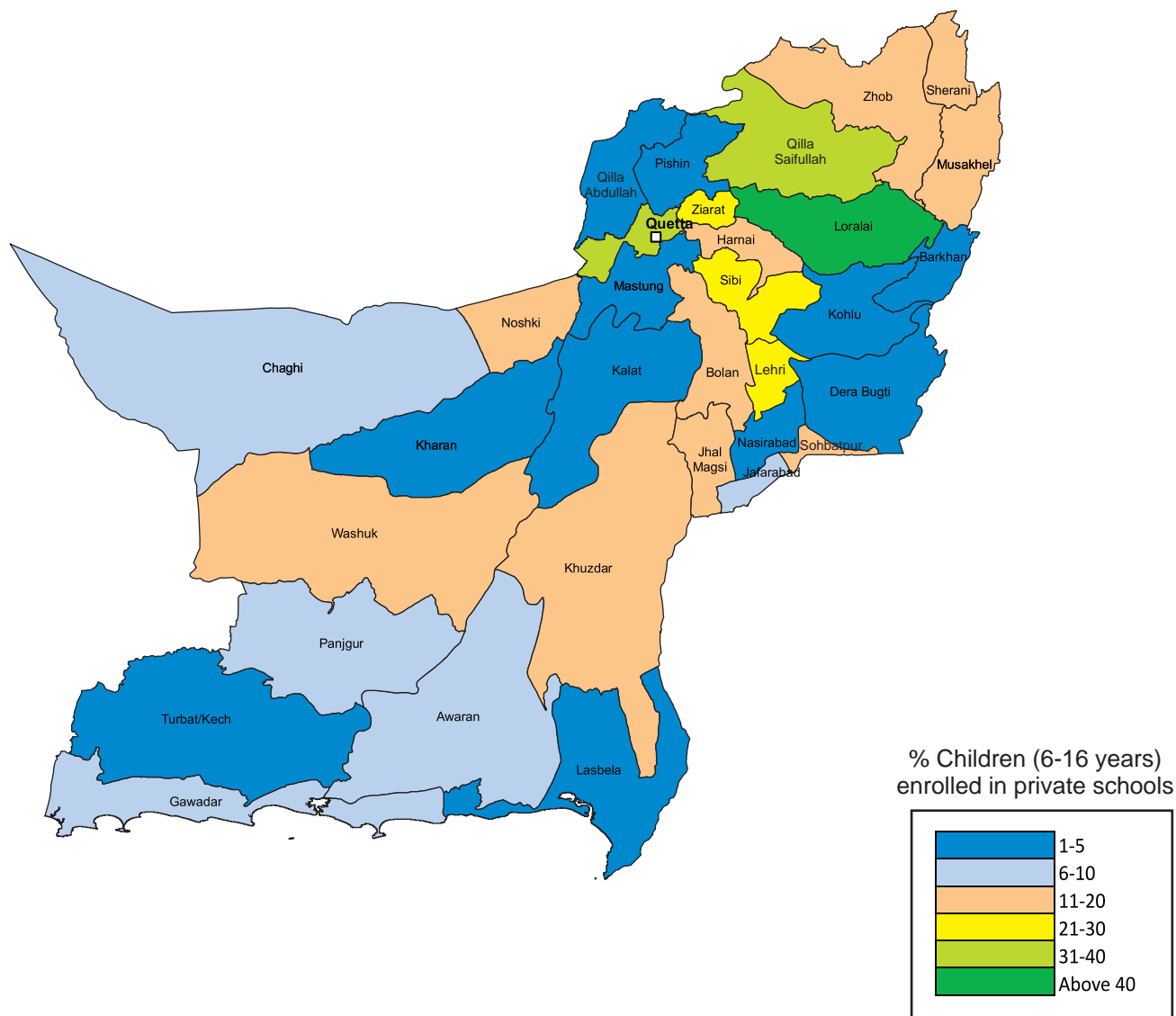
Province/Territory wise map showing % children



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

Private Schooling (Age 6-16 years)

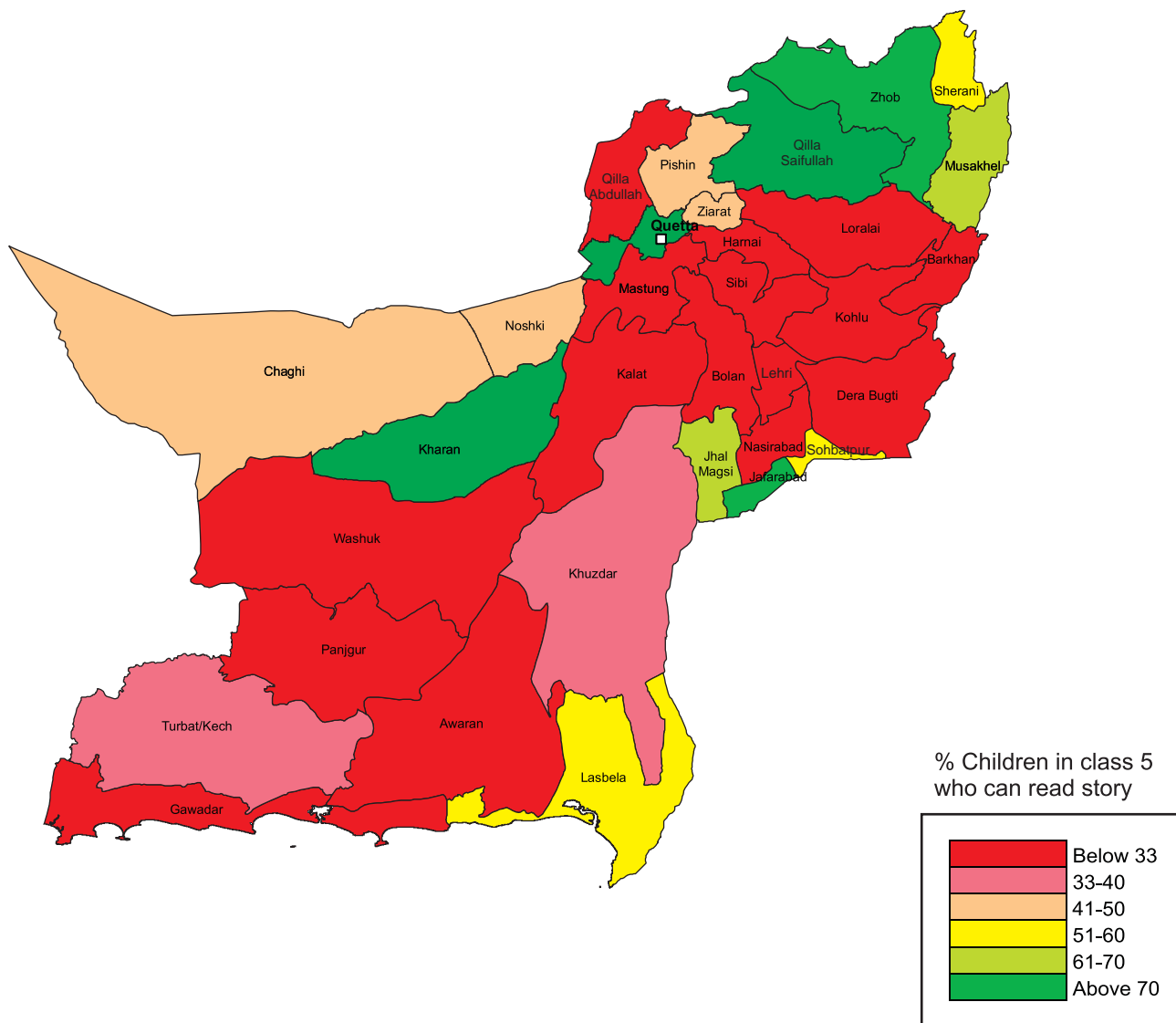
Province/Territory wise map showing % children



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

Reading Language Urdu
 (Class 5)

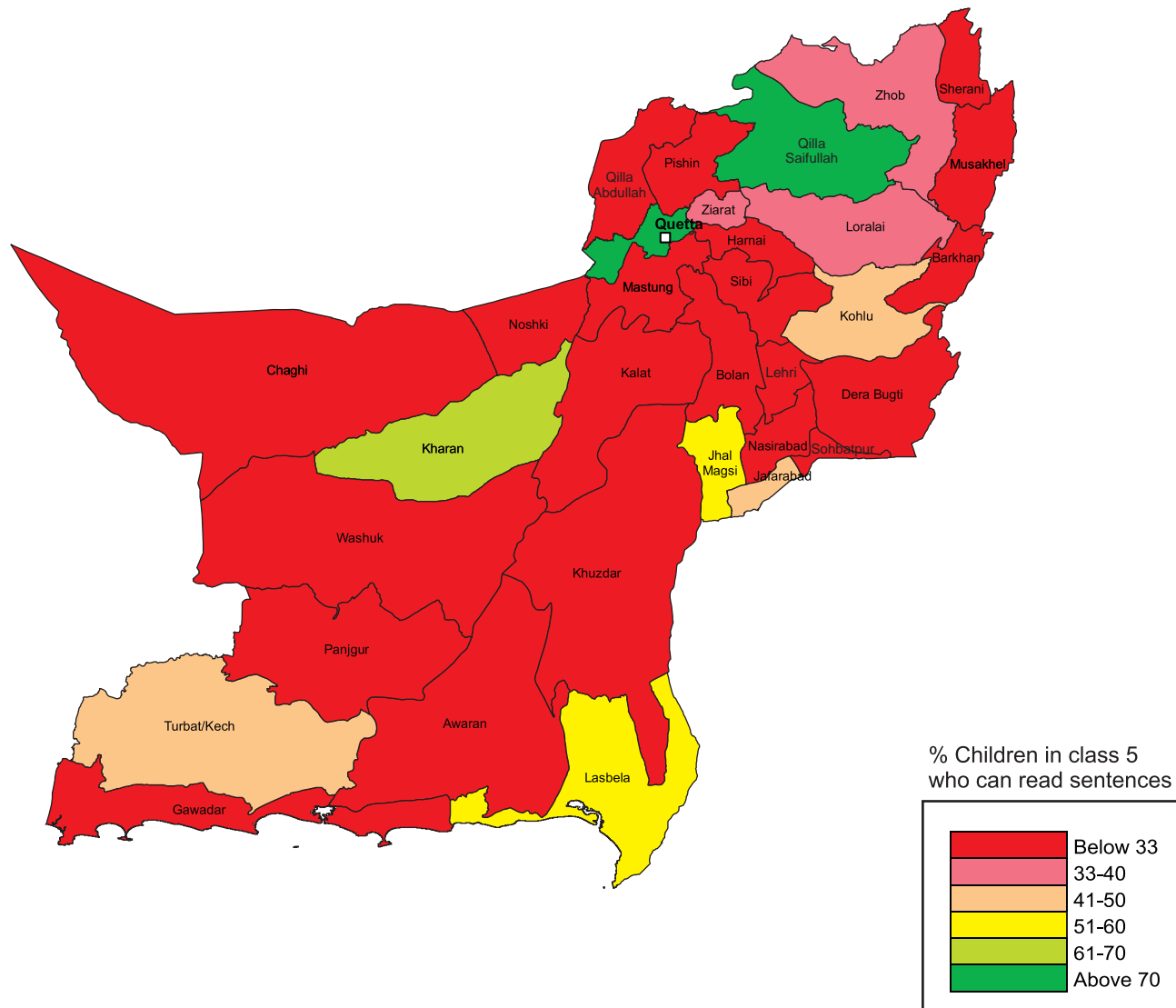
Province/Territory wise map showing % children who can read story level 2 (Class 2) Text



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

Reading English (Class 5)

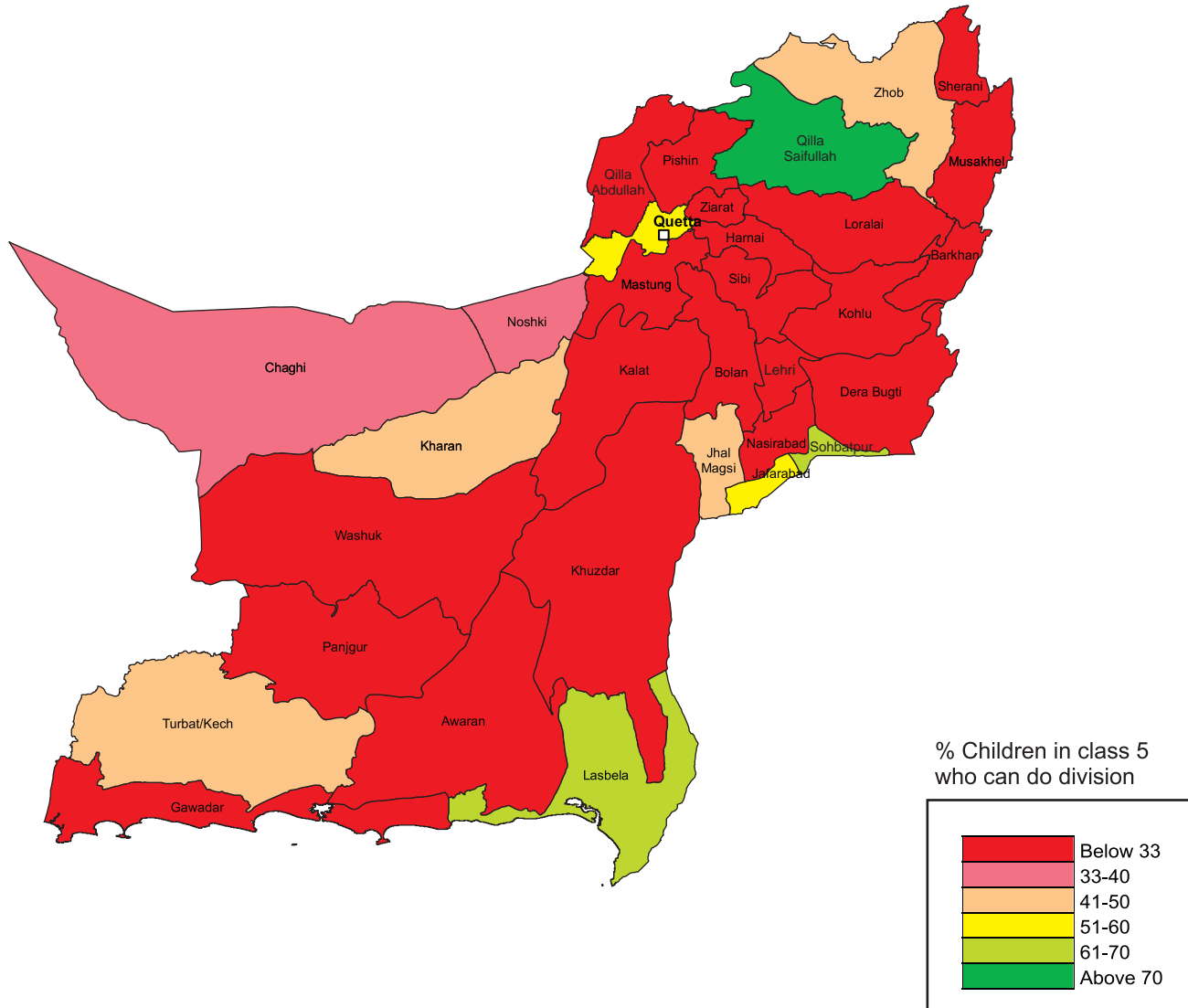
Province/Territory wise map showing % children who can read sentences level 2 (Class 2) Text



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



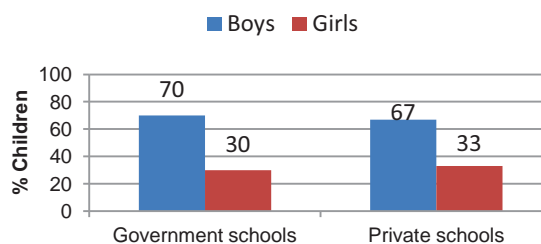
Maps may not be accurate or to scale. These are mere representations.

School enrollment and out-of-school children

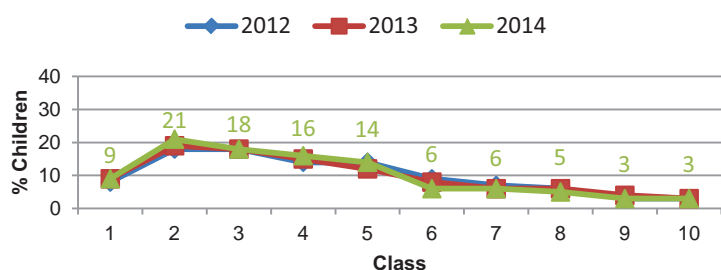
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	53.1	12.9	3.4	0.5	24.3	5.8	100
11 - 13	57.8	4.3	4.4	0.2	21.0	12.4	100
14 - 16	49.0	4.7	4.5	0.1	22.9	18.9	100
6 - 16	53.4	9.4	3.8	0.3	23.3	9.7	100
Total	67.0				33.0		100
By Type	79.7	14.1	5.7	0.5			

How to read: 69.9% (53.1+12.9+3.4+0.5) children of age group 6-10 are enrolled

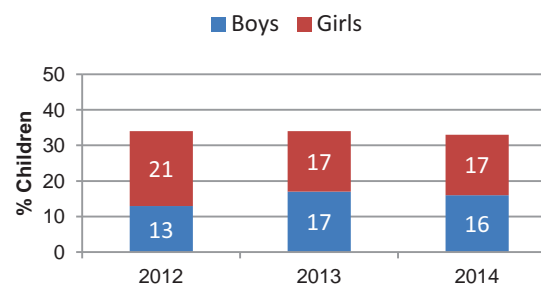
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

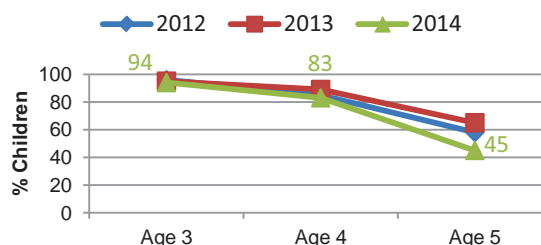


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	4.6	0.6	0.3	0.0	94.5	100
4	13.7	3.1	0.4	0.1	82.7	100
5	41.9	9.6	2.3	0.8	45.4	100
3 - 5	21.4	4.8	1.1	0.4	72.4	100
Total	27.6				72.4	100
By Type	77.6	17.2	3.9	1.3		

How to read: 5.5 % (4.6+0.6+0.3+0) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



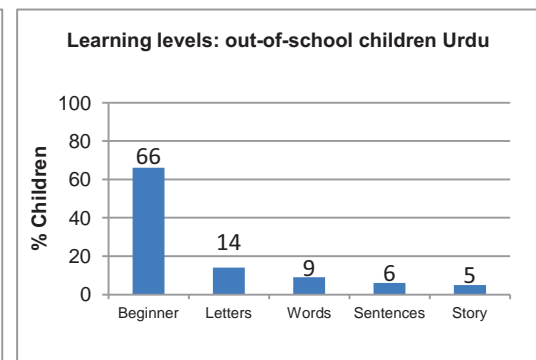
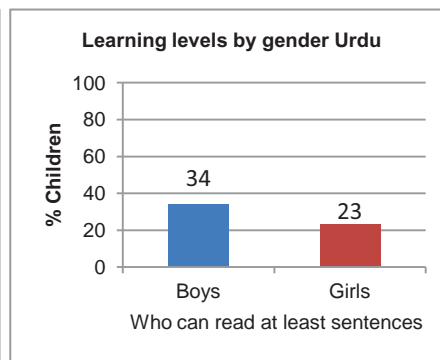
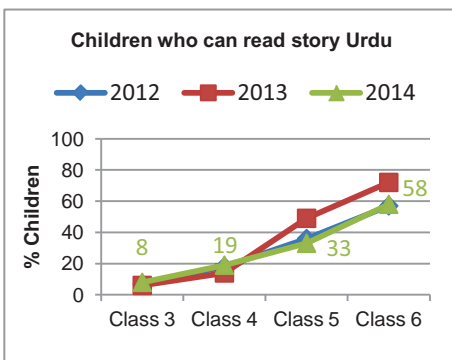
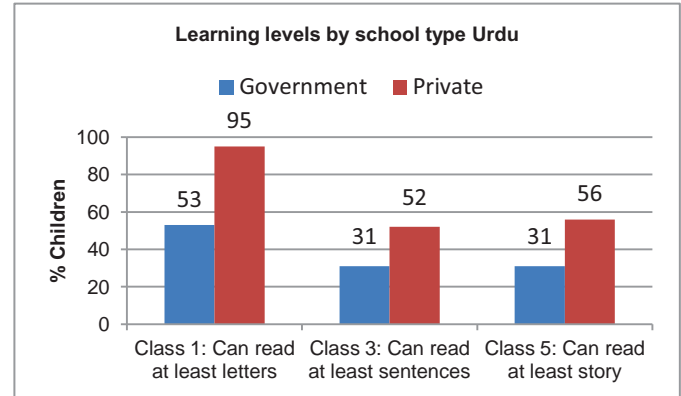
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	1	71.0	45.2	19.9	10.0	4.8								8.6
	2						22.7							20.9
2	2	29.0	38.2	52.1	41.4	24.2		31.3						18.6
	3								41.9					15.8
3	3			22.5	31.0	32.7	23.7			47.0				13.8
	4							19.7			45.5			6.3
4	4				17.6	24.8	27.4					48.9		5.6
	5								22.3				46.4	4.6
5	5					12.0	21.9	34.8						3.0
	6	0.0	16.6				3.0	11.1	23.9	18.0				5.6
6	6			5.5				2.3	8.7	23.4	20.3			4.6
	7				0.0	1.4			3.2	9.5	20.3	18.8		3.0
7	7						1.3	0.9					15.4	2.7
	8								0.0	2.1	10.1	24.9		100
8	8									0.0	3.8	7.4	38.2	100
	9													100
9	9													100
	10													100
10	10													100
	11													100
11	11													100
	12													100
12	12													100
	13													100
13	13													100
	14													100
14	14													100
	15													100
15	15													100
	16													100
16	16													100
	Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	43.6	37.8	15.5	2.2	0.9	100
2	11.1	30.1	43.6	12.8	2.4	100
3	6.3	17.5	43.8	24.5	7.8	100
4	3.5	8.5	34.9	34.4	18.8	100
5	2.7	5.5	21.9	37.2	32.8	100
6	3.0	4.1	12.3	22.5	58.1	100
7	1.6	2.6	9.5	18.0	68.3	100
8	2.1	2.3	6.0	16.4	73.3	100
9	1.6	2.6	6.7	6.5	82.6	100
10	0.6	1.1	4.4	5.7	88.2	100

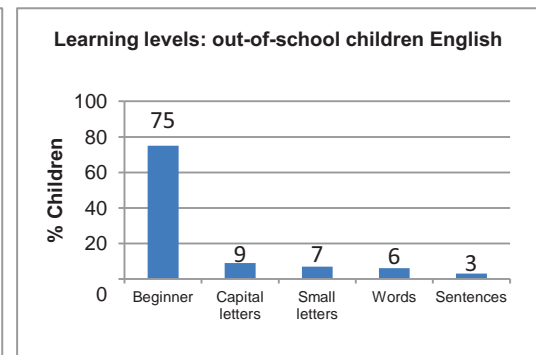
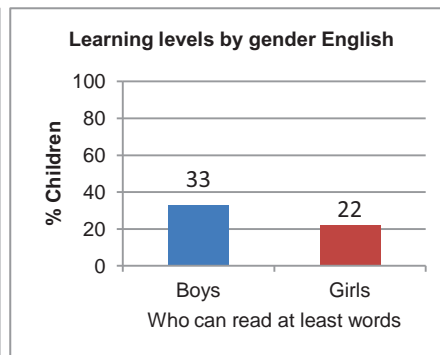
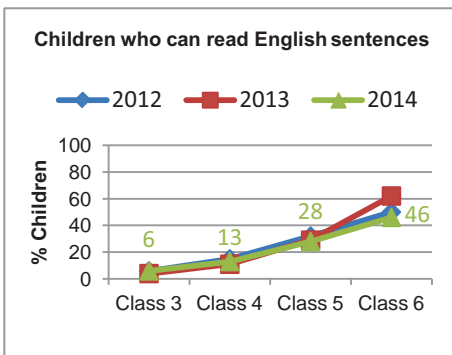
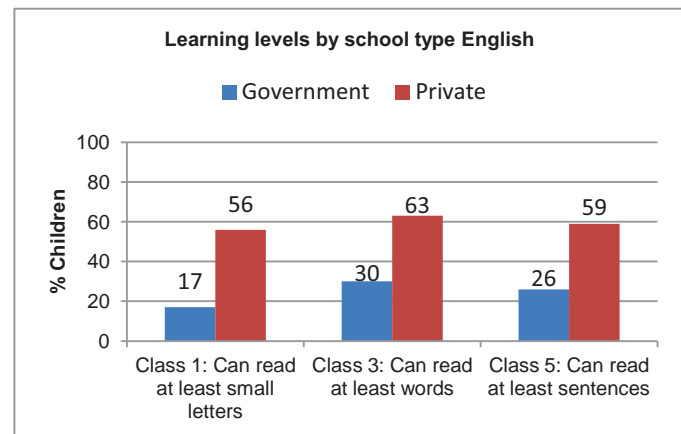
How to read: 3.1 % (2.2+0.9) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	53.0	27.1	15.6	3.6	0.6	100
2	17.2	31.1	36.1	13.9	1.7	100
3	9.1	19.9	39.3	25.7	6.0	100
4	5.6	11.1	26.1	44.4	12.8	100
5	4.1	7.0	17.9	43.3	27.6	100
6	3.3	3.2	11.9	35.1	46.5	100
7	2.5	3.6	8.0	24.0	61.9	100
8	2.8	1.7	7.4	17.7	70.4	100
9	2.0	2.2	5.4	11.0	79.3	100
10	1.3	1.8	2.7	7.7	86.4	100

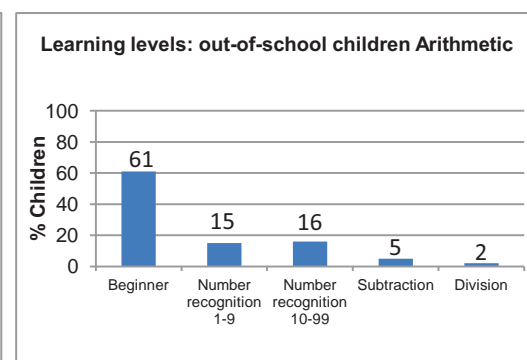
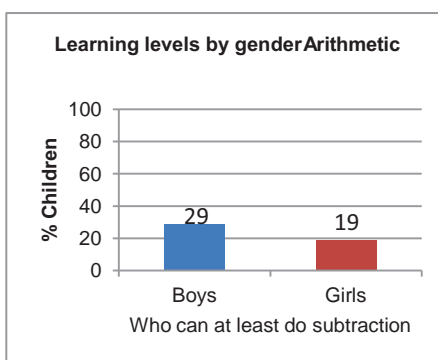
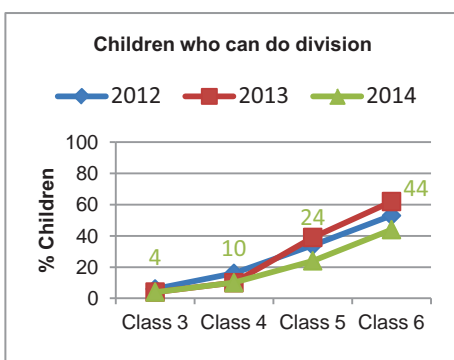
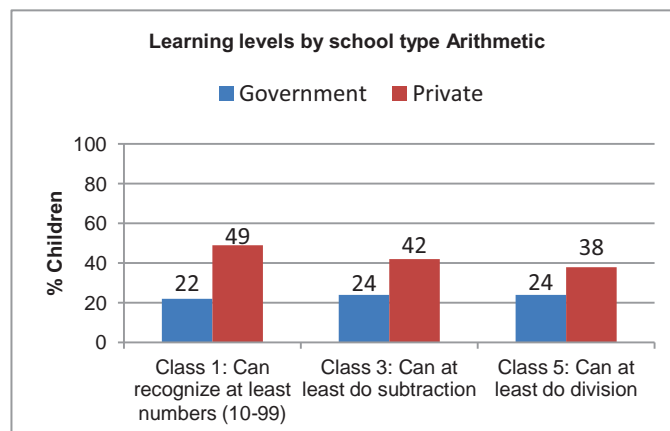
How to read: 4.2 % (3.6+0.6) children of class 1 can read words



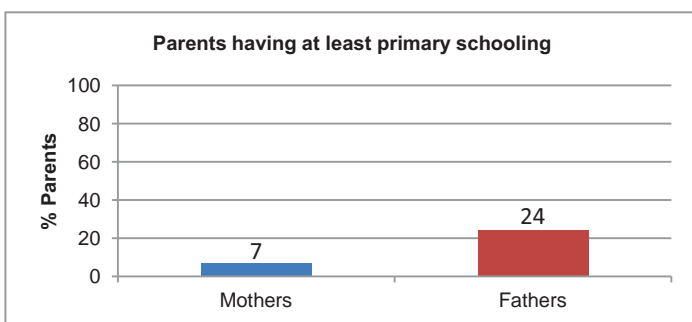
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	38.0	38.3	20.9	1.9	1.0	100
2	9.2	25.0	56.1	8.6	1.1	100
3	5.2	13.1	56.4	21.6	3.7	100
4	3.8	6.3	43.1	36.6	10.2	100
5	3.3	3.4	27.3	41.7	24.3	100
6	3.4	2.3	17.2	33.4	43.6	100
7	2.0	3.3	12.2	24.2	58.3	100
8	2.6	2.1	7.8	21.2	66.3	100
9	1.2	2.0	7.0	10.5	79.2	100
10	0.4	1.3	5.6	7.7	85.1	100

How to read: 2.9 % (1.9+1) children of class 1 can do subtraction



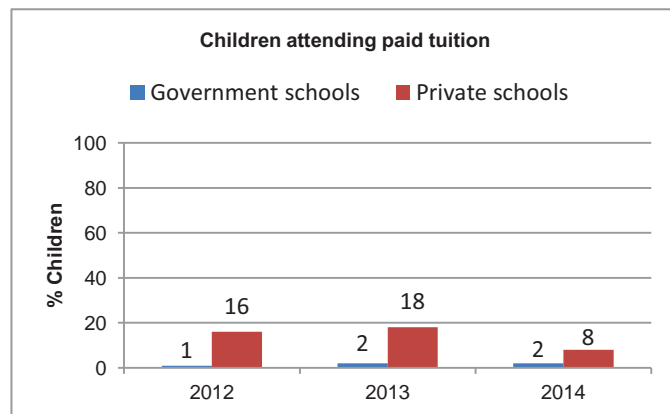
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.3	1.1	1.5	1.6	2.3	2.5	3.8	4.4	4.6	2.9
Pvt.	21.2	26.1	22.1	22.2	14.0	12.1	14.5	13.3	12.9	6.5



	Number of surveyed schools by type							
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	286	44	222	552	3	2	22	27
Elementary	89	20	33	142	5	1	13	19
High	107	14	22	143	2	2	11	15
Others	1	0	0	1	0	0	0	0
Total	483	78	277	838	10	5	46	61

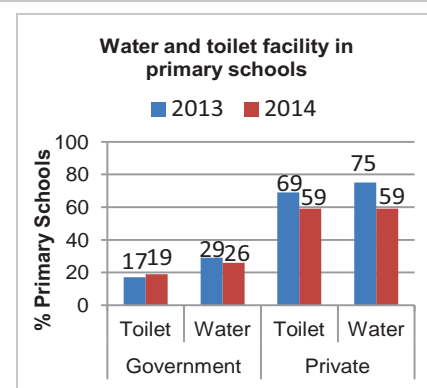
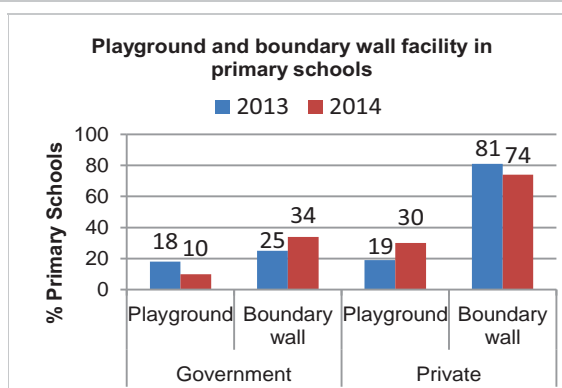
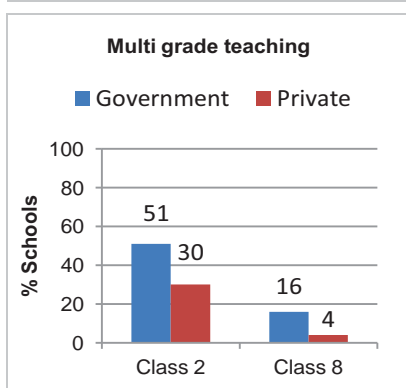
	Attendance (%) on the day of visit									
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	80.4	85.2	87.2	91.6	84.3	82.0	87.7	91.1	-	88.4
Teacher attendance	85.4	80.8	87.1	96.8	85.1	93.3	97.2	96.7	-	96.2

	Teacher qualification - general (% of teachers)	
	Government schools	Private schools
Below Matriculation	0.3	0.0
Matriculation	18.9	11.0
FA	25.8	26.3
BA	31.8	34.5
MA or above	20.7	26.6
Others	2.5	1.6

	Teacher qualification - professional (% of teachers)	
	Government schools	Private schools
None	7.6	61.6
PTC	14.9	13.0
CT	38	4.7
B-Ed	25.9	12.4
M-Ed or above	9.1	4.7
Others	4.5	3.6

	School facilities (% schools)							
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.0	5.6	10.4	24.0	3.9	7.6	14.9	-
Useable water	25.5	43.0	55.9	100.0	59.3	68.4	93.3	-
Useable toilet	18.7	35.2	48.3	100.0	59.3	63.2	93.3	-
Playground	10.0	29.6	45.5	100.0	29.6	26.3	33.3	-
Boundary wall	33.5	53.5	72.7	100.0	74.1	78.9	100.0	-
Library	0.2	2.1	16.8	0.0	11.1	0.0	20.0	-
Computer lab	0.0	1.4	6.3	0.0	0.0	10.5	20.0	-
Electricity Connection	20.5	40.8	67.8	100.0	63.0	68.4	86.7	-

	Grants							
	Government schools	Private schools	Government schools	Private schools	Government schools	Private schools	Government schools	Private schools
2013 # of schools reported receiving grants	9	4	13	0	0	0	0	0
2013 % of schools reported receiving grants	1.7	2.9	9.2	-	0.0	0.0	0.0	-
2013 Average amount of grant (Rs.)	157133.3	28750	48046.2	-	-	-	-	-
2014* # of schools reported receiving grants	5	4	5	0	0	0	0	0
2014* % of schools reported receiving grants	0.9	2.9	3.5	-	0.0	0.0	0.0	-
2014* Average amount of grant (Rs.)	35800	33750	55420	-	-	-	-	-



*Grants received till October 31, 2014

** "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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Awaran	54.2	33.3	13.5	6.7	0.7	7.1	19.9	12.1	12.9	8.9	14.9
Barkhan	29.1	31.2	18.5	2.8	0.4	1.6	13.3	9.2	13.0	7.5	11.7
Bolan	32.4	32.1	16.9	12.9	2.2	24.8	26.7	24.0	14.5	13.3	7.9
Chaghi	31.2	21.2	12.8	6.8	0.8	27.5	23.3	12.1	47.3	28.7	38.3
Dera Bugti	2.4	64.2	31.6	3.7	0.0	29.5	26.0	13.5	8.3	8.3	13.3
Gwadar	6.9	49.1	20.7	8.3	5.0	7.0	7.1	6.2	9.4	2.1	4.2
Harnai	13.7	55.1	28.0	18.3	1.8	40.3	16.9	7.4	24.5	9.4	9.4
Jafarabad	21.0	33.4	20.6	9.4	3.5	77.0	45.2	67.1	84.3	48.1	57.0
Jhal Magsi	5.5	39.8	21.5	18.9	1.2	32.2	31.1	12.2	60.6	59.1	47.2
Kallat	13.9	65.4	24.7	0.6	1.4	6.5	26.1	2.2	2.6	5.3	0.0
Kech (Turbat)	14.1	18.1	10.2	2.3	1.1	33.3	42.9	48.6	39.7	43.1	44.8
Kharan	83.8	6.6	1.7	9.0	0.3	58.3	55.4	44.6	88.2	68.2	48.6
Khuzdar	18.0	21.9	10.5	15.7	1.6	37.3	62.7	7.8	35.0	26.3	2.9
Kohlu	34.1	22.4	7.2	0.2	0.3	2.4	20.1	5.6	5.9	44.3	15.6
Lasbela	28.0	30.7	16.2	3.0	1.2	46.2	47.9	42.7	53.3	51.7	63.3
Lehri	57.7	36.8	19.8	26.9	0.7	5.6	2.8	18.3	2.6	0.0	20.5
Loralai	18.2	16.4	9.0	41.6	1.2	26.2	48.1	34.9	25.0	35.6	30.0
Mastung	10.7	60.6	23.2	5.2	1.9	16.2	25.0	4.4	16.7	5.7	1.9
Musakhel	21.8	53.2	31.4	15.3	1.1	60.3	50.0	61.2	64.7	0.0	17.6
Nasirabad	13.4	28.7	22.0	1.4	0.9	6.3	7.3	1.0	3.8	2.1	2.7
Nushki	51.2	20.6	10.8	11.5	0.3	29.1	17.9	45.4	46.2	11.3	33.1
Panjgur	82.7	4.1	2.3	10.2	3.9	21.6	7.5	30.8	7.4	4.2	6.7
Pishin	52.4	24.9	18.2	2.5	15.7	23.7	12.5	15.5	46.8	12.4	10.9
Qilla Abdullah	4.8	29.4	18.3	0.6	1.1	10.7	4.0	8.1	5.0	0.0	4.0
Qilla Saifullah	44.5	11.0	5.2	33.1	10.6	80.4	85.0	74.5	84.8	81.3	77.2
Quetta	38.1	9.1	4.7	38.6	4.4	69.6	73.9	39.3	70.7	76.8	53.2
Sherani	6.5	44.1	26.0	17.5	2.4	61.8	40.1	14.1	56.8	32.0	28.0
Sibi	61.1	19.1	10.6	20.3	1.7	6.6	17.2	28.5	13.8	4.9	29.6
SOHBATPUR	32.3	43.0	24.5	16.0	1.9	44.6	24.6	35.4	52.1	16.7	66.7
Washuk	50.2	35.8	10.7	14.6	1.2	7.2	5.8	4.3	8.2	11.5	8.2
Zhob	14.8	38.8	17.2	17.3	3.8	70.2	51.0	56.4	83.3	39.4	44.6
Ziarat	38.5	14.4	7.1	28.9	7.5	42.0	59.8	8.0	44.7	38.3	10.6
Balochistan	27.6	33.0	16.8	14.1	2.9	32.4	31.7	25.3	32.8	27.6	24.3

Sample Composition

- ASER 2014 survey was conducted in 32 rural districts. This covered 18,536 households in 947 villages across Balochistan.
- Detailed information was collected on 60,535 children (61% males, 39% females) aged 3-16 years. Out of these 42,379 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 838 government schools (66% primary, 17% elementary, 17% high, 0% others¹) and 61 private schools (44% primary, 31% elementary, 25% high, 0% others) were surveyed.
- 58% of the government schools were boys only, 9% were girls only, and 33% were coeducation schools. In case of private schools, 17% were boys only, 8% were girls only and 75% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children (age 6-16) has decreased as compared to that of 2013.

- In 2014, 33% of children (age 6-16) were reported to be out-of-school which has decreased as compared to previous year (34%). 23% children have never been enrolled in a school and 10% have dropped out of school for various reasons.
- 67% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 80% of children were enrolled in government schools whereas 20% of children were going to non-state institutions (14% private schools, 6% Madrassah, 0% others).
- 70% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these 53% of children were enrolled in government schools whereas 17% of children were going to non-state institutions (13% private schools, 3% Madrassah, 1% others).

- Amongst the enrolled students (6-16) in government schools, 30% were girls and 70% were boys whereas in private schools 67% enrolled children were boys and 33% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to that of 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2013.

- 28% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 19% in 2013.
- 72% 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have worsened: 67% class 5 children could not read a class 2 story in Urdu compared to 51% in 2013.

- Analysis shows that 92% of class 3 children could not read story in Urdu in 2014 as compared to 94% in 2013.
- Similarly, 44% of class 1 children cannot read letters in Urdu as compared to 38% in 2013.

Deterioration can be seen in English competencies over the past year: 72% class 5 children could not read sentences (class 2 level) compared to 71% in 2013.

- ASER 2014 reveals that 94% class 3 children could not read class 2 level sentences as compared to 96% in the previous year.
- 53% children enrolled in class 1 cannot read capital letters as compared to 51% in 2013.

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.

Arithmetic learning levels have deteriorated: 76% class 5 children could not do two digit division as compared to 61% in 2013.

- 96% children enrolled in class 3 could not do two digit division in 2014 as compared to 95% in 2013.
- 38% of class 1 children could not do number recognition (1-9) in 2014 compared to 26% in 2013.

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

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

- 56% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 31% of class 5 children enrolled in government schools.
- 59% private school children can read at least sentences in class 5 whereas only 26% government school children can do the same.
- Similarly, in arithmetic, 38% children enrolled in private schools (class 5) were able to do division when compared to only 24% 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.

- 34% of boys could read at least sentences in Urdu as compared to 23% of girls.
- 33% boys could read at least English words while 22% of girls can do the same.
- Similarly, 29% of boys were able to do at least subtraction whereas only 19% 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 5% of out-of-school children could read story in Urdu, 3% could read sentences in English and 2% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

7% of mothers and 24% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 93% had not completed even primary education.
- 76% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUTIONS

Private tuition incidence is greater in private schools 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

51% of surveyed government schools and 30% 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 51% of the surveyed government schools and 30% of the surveyed private schools had Class 2 sitting with other classes.
- 16% of surveyed government schools and 4% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

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

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

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

15% teachers in surveyed government schools and 4% 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 96% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 32% teachers of surveyed government schools have done graduation as compared to 35% teachers of surveyed private schools.
- But in terms of professional qualification, 26% of surveyed government school teachers had Bachelors in Education degrees as compared to 12% 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.

- 6% of surveyed government high schools had computer labs and 17% had library books in their premises as compared to surveyed private high schools where 20% had computer labs and 20% had library books.

81% surveyed government primary schools were without toilets and 75% were without drinking water.

- 81% of the surveyed government primary schools did not have toilets in 2014 as compared to 83% in 2013. Similarly, 41% surveyed private primary schools were missing toilet facility in 2014 as compared to 31% in 2013.
- 75% of the surveyed government primary schools did not have drinking water in 2014 as compared to 71% in 2013. Similarly, 41% of the surveyed private primary schools did not have drinking water facility in 2014 as compared to 25% in 2013.

67% of the surveyed government primary schools were without complete boundary walls and 90% were without playgrounds.

- Amongst the surveyed government primary schools, only 34% had complete boundary walls as compared to 25% in 2013.
- In 2014, 26% of the surveyed private primary schools did not have complete boundary walls as compared to 19% in 2013.
- 10% of surveyed government primary schools had playgrounds in 2014 while 30% surveyed private primary schools had playgrounds.

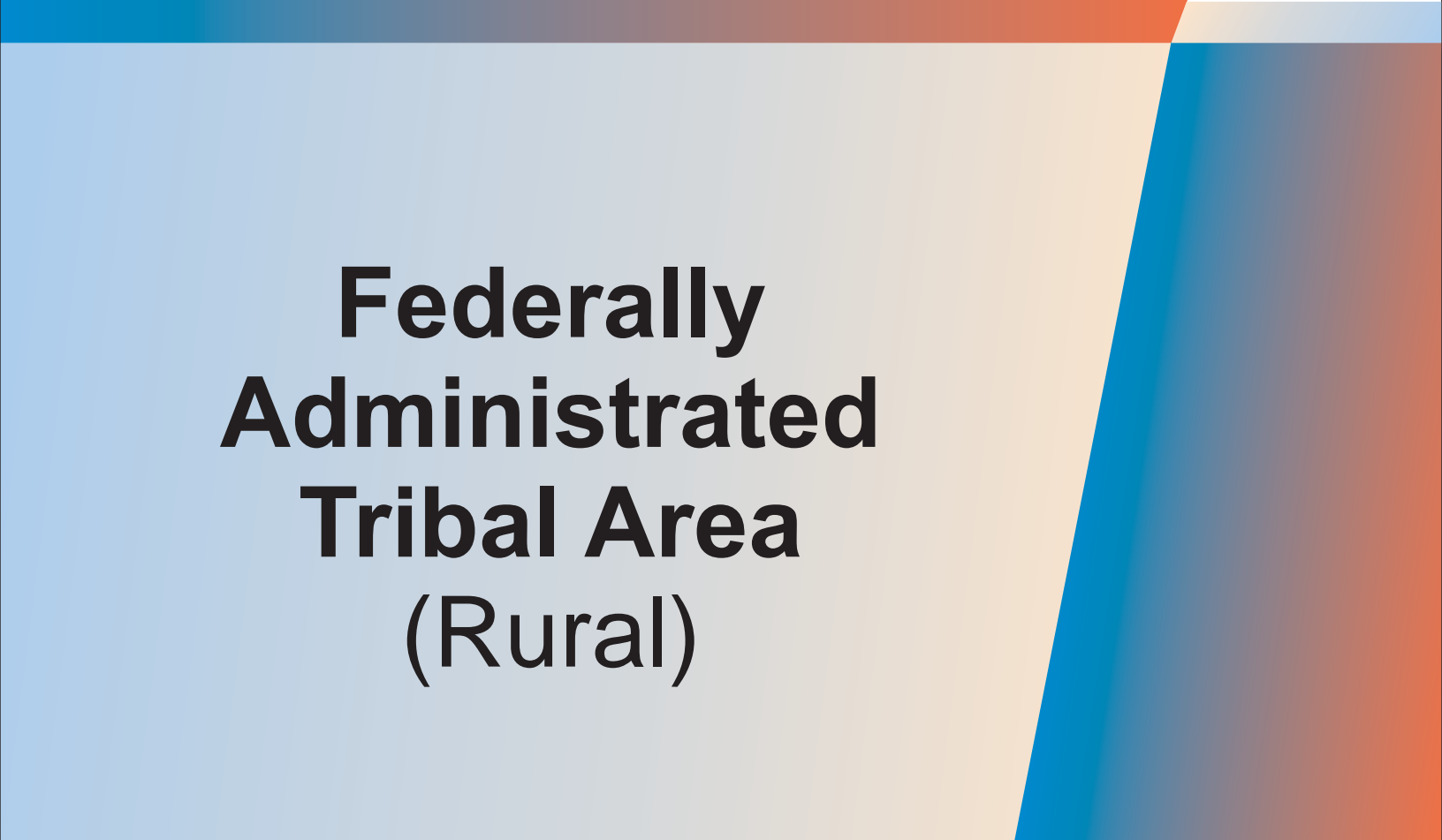
10 rooms on average were being utilized for classroom activities in surveyed government high schools.

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools similar to 2013.
- In 2014, surveyed private high schools had 15 classrooms on average being used for classroom activities as compared to 9 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

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

- 0 surveyed private primary schools are receiving grants as compared to 5 surveyed government primary schools in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 3% of surveyed government primary schools were receiving grants in 2012, 2% in 2013, and 1% received in 2014.

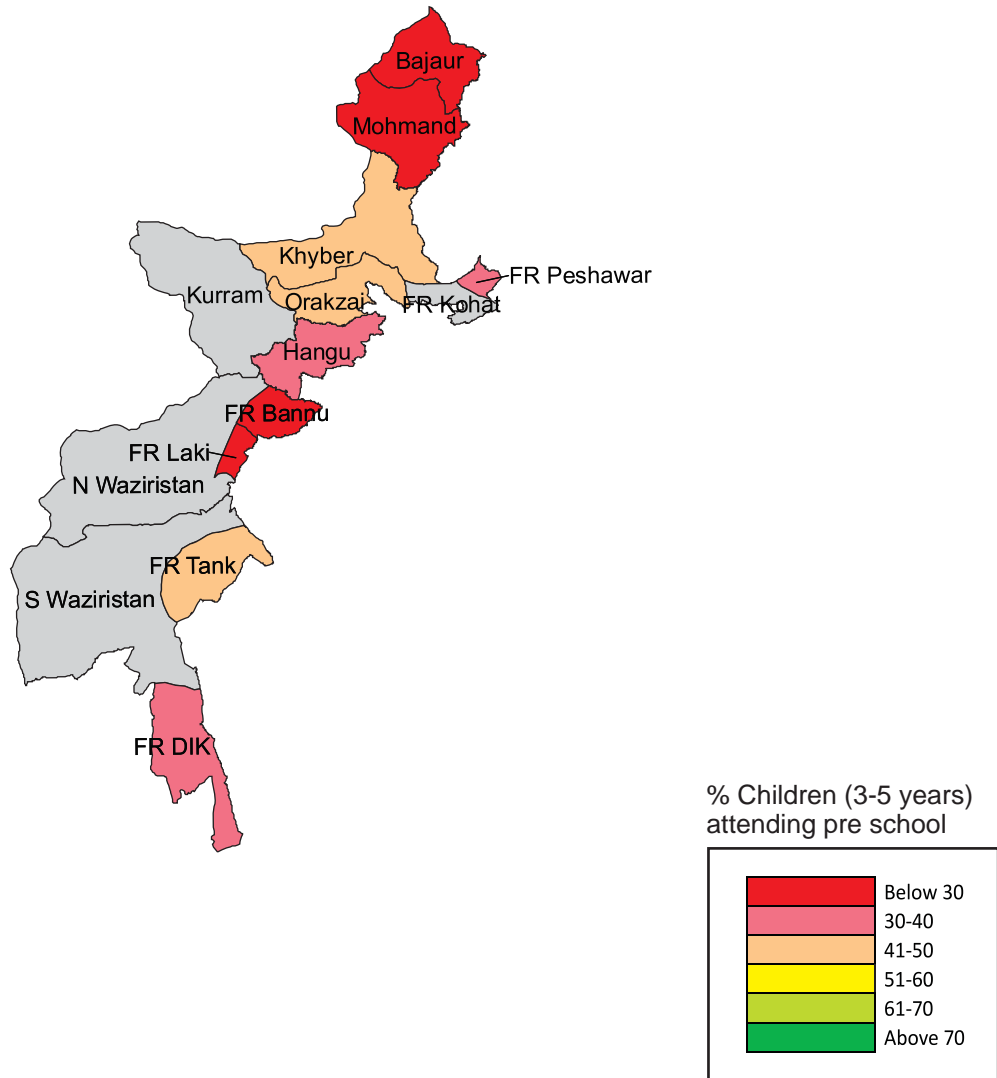


**Federally
Administered
Tribal Area
(Rural)**



Children in Pre School (Age 3-5 years)

Province/Territory wise map showing % children



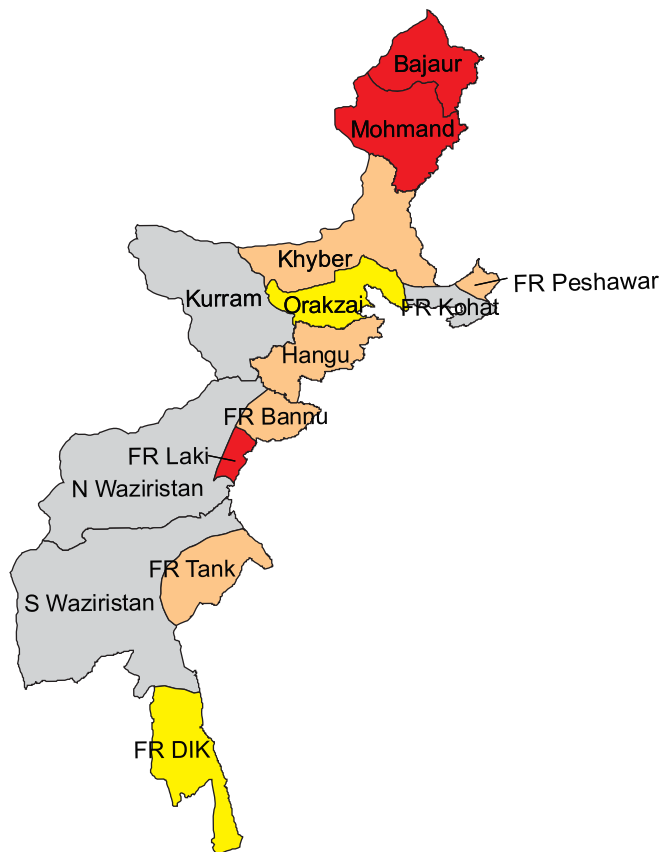
Not surveyed

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

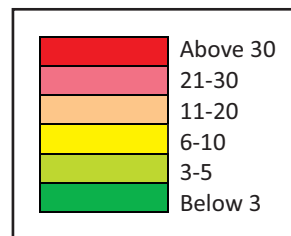
Out of School Children

(Age 6-16 years)

Province/Territory wise map showing % children



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



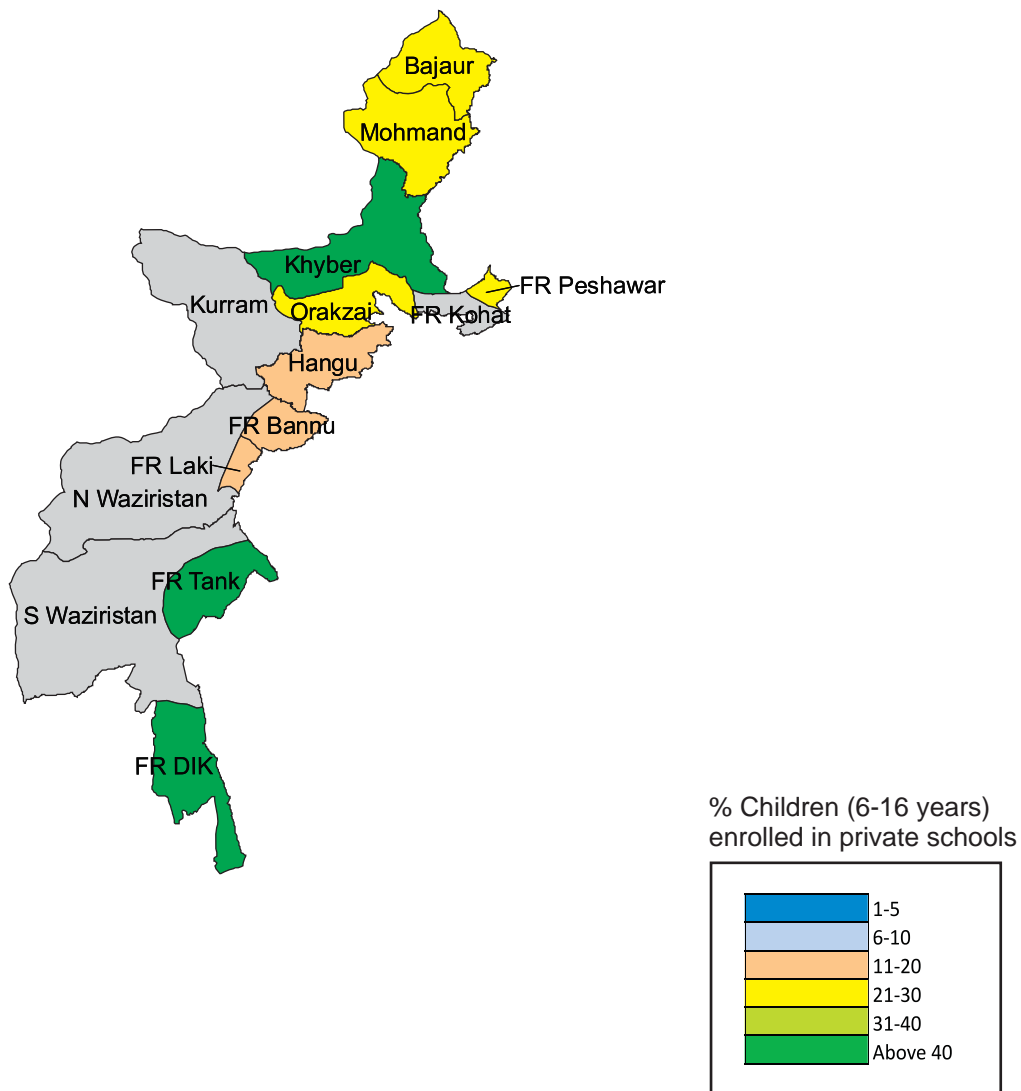
Not surveyed

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

Private Schooling

(Age 6-16 years)

Province/Territory wise map showing % children

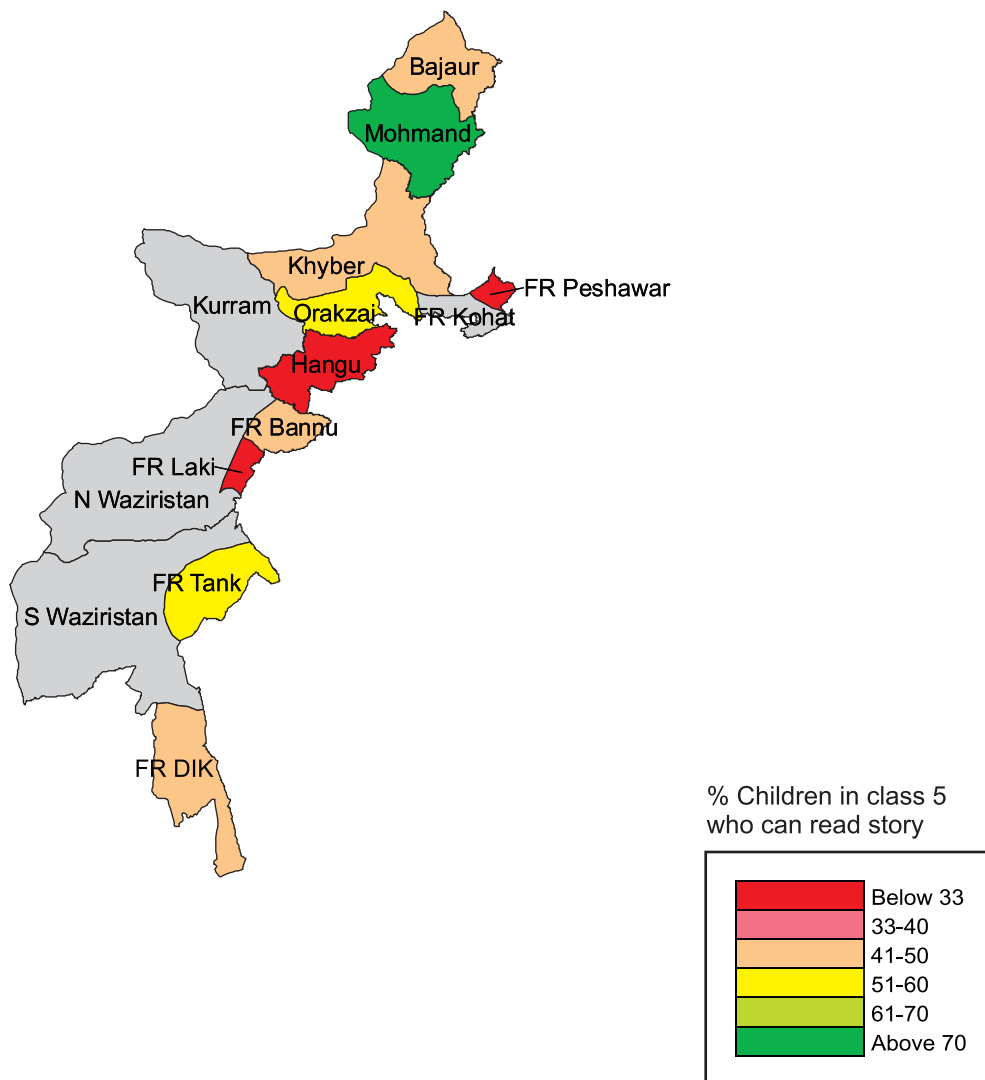


Not surveyed

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

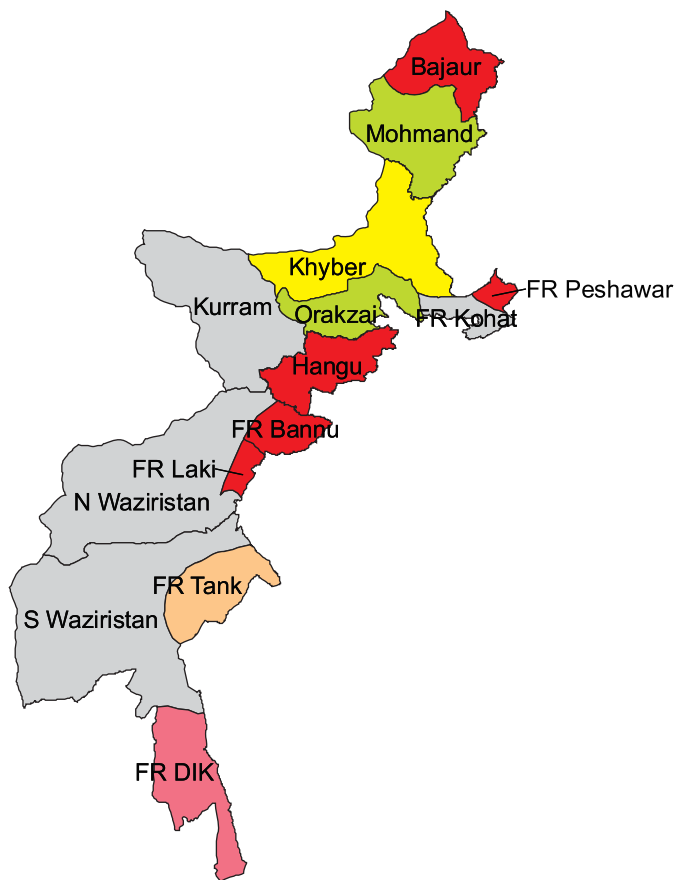


Not surveyed

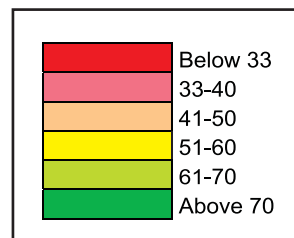
Maps may not be accurate or to scale. These are mere representations.

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

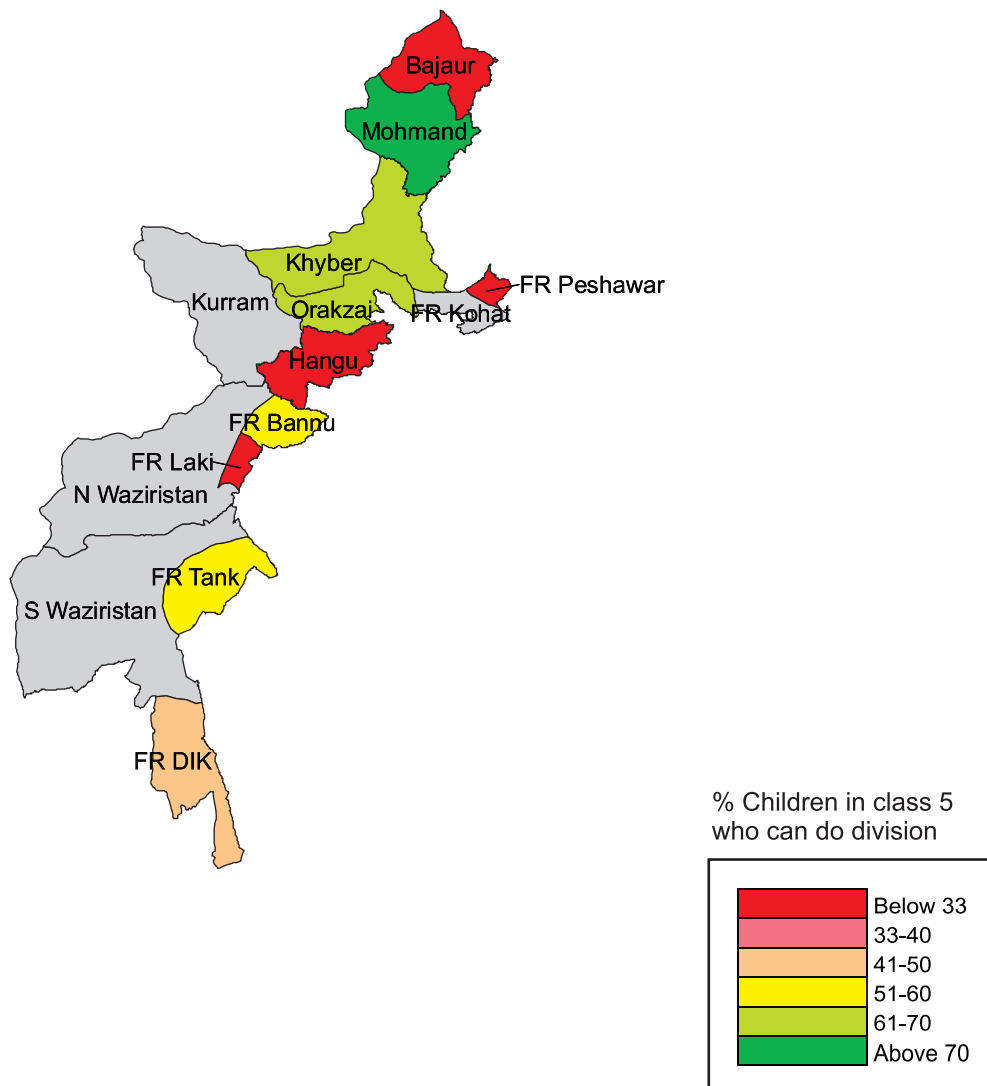


Not surveyed

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



Not surveyed

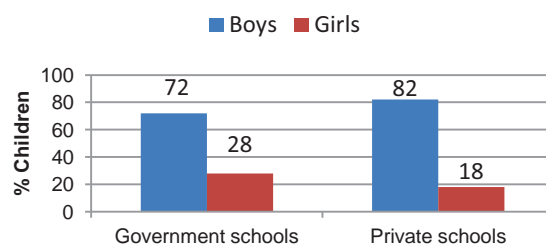
Maps may not be accurate or to scale. These are mere representations.

School enrollment and out-of-school children

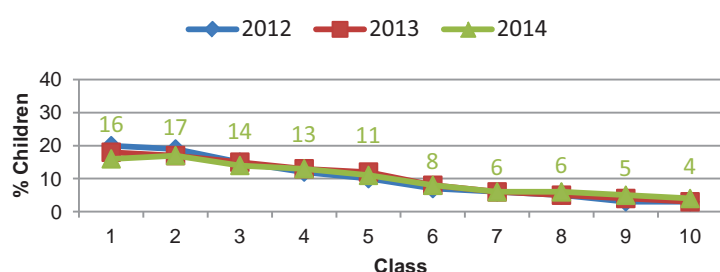
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	54.0	26.9	1.8	0.5	15.2	1.6	100
11 - 13	51.3	25.7	3.0	0.3	13.8	5.9	100
14 - 16	41.7	22.9	2.6	0.2	18.6	14.0	100
6 - 16	51.1	25.9	2.2	0.4	15.5	4.9	100
Total	79.6				20.4		100
By Type	64.2	32.5	2.7	0.5			

How to read: 83.2% (54+26.9+1.8+0.5) children of age group 6-10 are enrolled

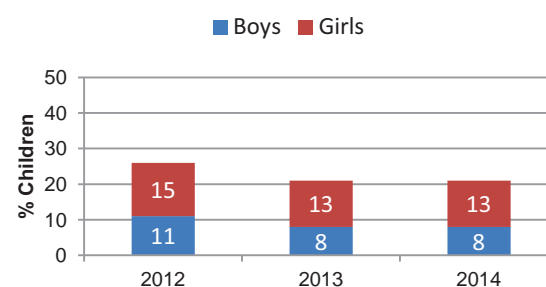
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

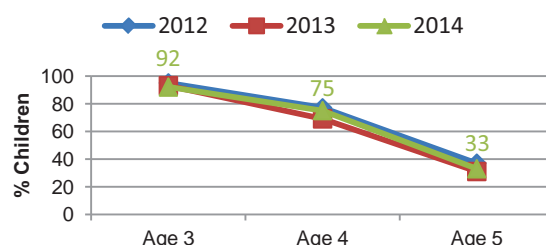


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	2.3	5.5	0.2	0.0	92.0	100
4	9.7	14.9	0.7	0.1	74.6	100
5	27.1	38.0	1.3	0.5	33.0	100
3 - 5	14.0	20.8	0.8	0.2	64.1	100
Total	35.9				64.1	100
By Type	39.1	58.0	2.2	0.7		

How to read: 8% (2.3+5.5+0.2+0) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



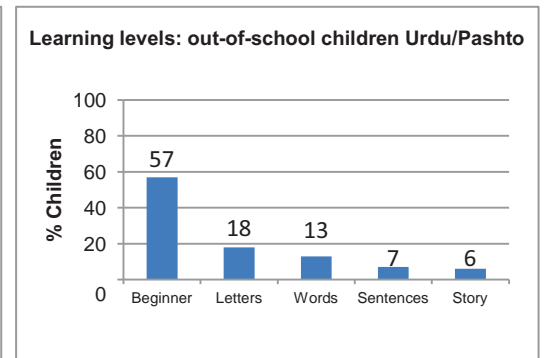
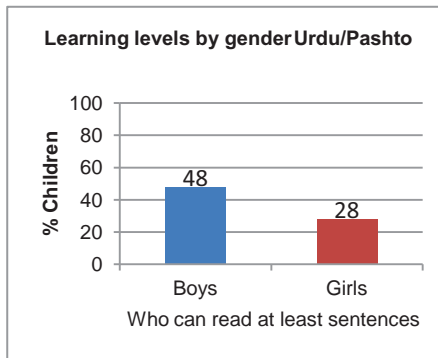
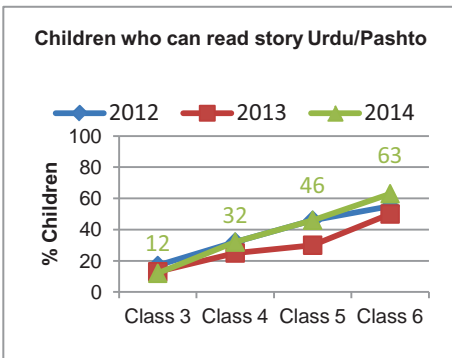
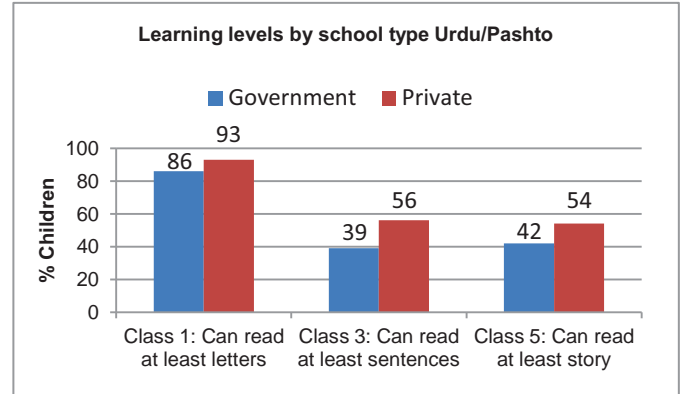
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	5	83.2	68.5	35.4	13.7	5.8								15.3
	6						11.6							
2	6	16.8	25.3	52.2	37.9	15.1		15.3						17.6
	7								20.2					
3	7			9.3	39.0	31.8	14.4			21.2				14.0
	8									21.2				
4	8				9.4	35.2	29.0	17.4						12.6
	9										22.7			
5	9					10.1	38.3	26.5	17.7					11.4
	10													
6	10	0.0	6.2	3.0	0.0		4.7	32.6	29.0	15.7				7.7
	11							6.2	27.0	25.4	17.8			
7	11								6.2	32.5	25.5	13.8		6.5
	12													
8	12					2.0	2.0							5.8
	13							2.0		5.2	27.6	36.0	26.1	
9	13								0.0					5.0
	14									0.0	7.9	27.5	52.7	
10	14													3.9
	15													
Total	15	100	100	100	100	100	100	100	100	100	100	100	100	100
	16													

Learning levels (Urdu/Pashto)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	12.8	39.2	41.4	5.4	1.1	100
2	4.2	18.7	53.3	18.4	5.4	100
3	2.3	10.2	44.0	31.1	12.4	100
4	1.2	4.8	26.9	34.8	32.3	100
5	0.5	6.5	20.1	27.4	45.5	100
6	1.4	3.1	8.8	24.1	62.7	100
7	1.3	4.1	7.6	18.4	68.5	100
8	1.2	6.2	6.8	15.6	70.2	100
9	1.3	3.2	5.6	11.8	78.1	100
10	2.0	3.8	4.4	7.0	82.7	100

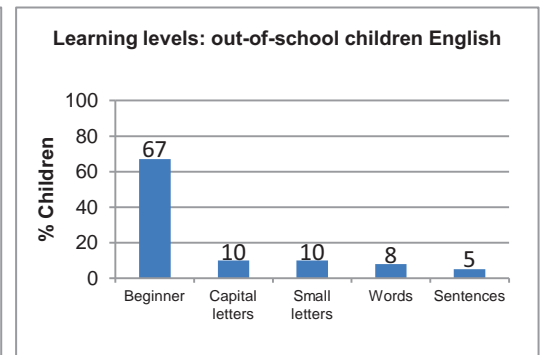
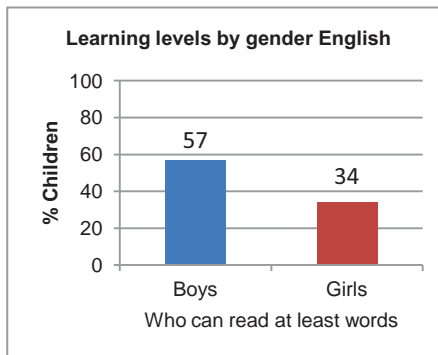
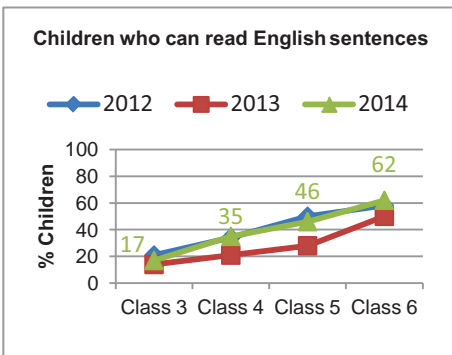
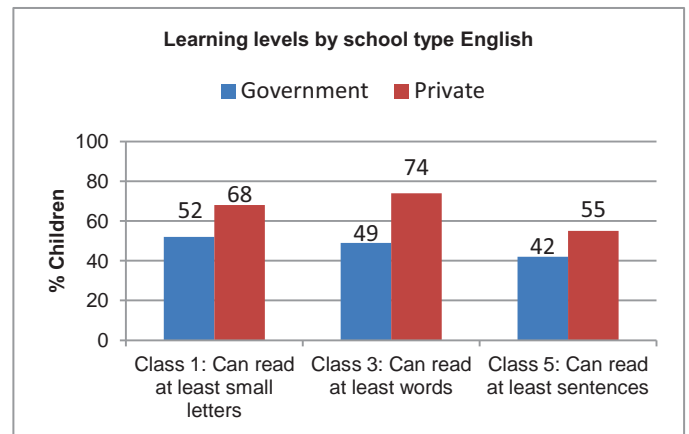
How to read: 6.5 % (5.4+1.1) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	15.9	28.3	35.7	19.2	0.9	100
2	6.1	17.4	32.8	36.6	7.0	100
3	3.7	12.7	27.9	39.1	16.6	100
4	1.6	7.3	15.9	40.2	35.0	100
5	1.2	3.2	14.3	35.2	46.1	100
6	1.1	2.0	8.9	26.4	61.6	100
7	2.1	2.1	6.5	22.0	67.2	100
8	2.1	3.5	5.8	20.0	68.5	100
9	1.5	2.2	4.9	16.1	75.3	100
10	2.3	1.7	5.5	16.0	74.4	100

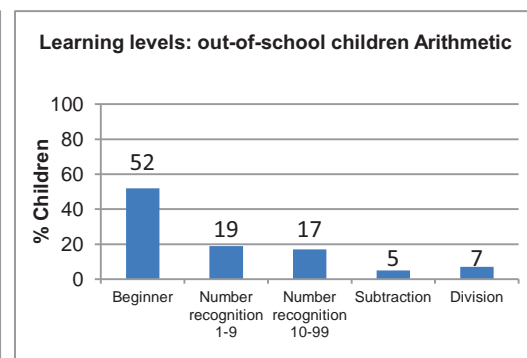
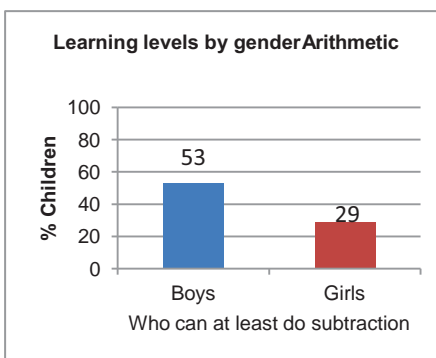
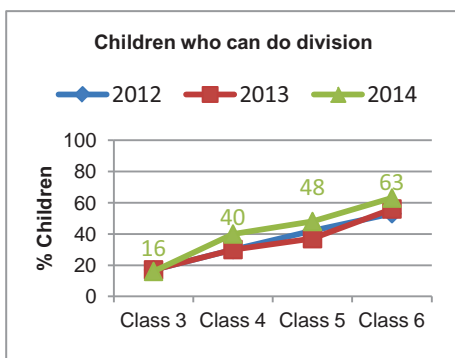
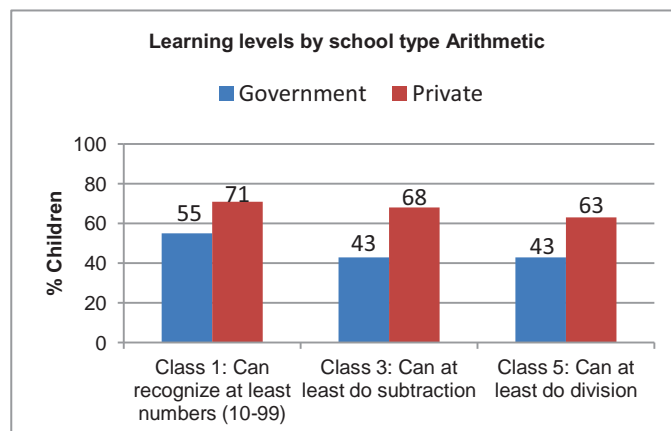
How to read: 20.1 % (19.2+0.9) children of class 1 can read words



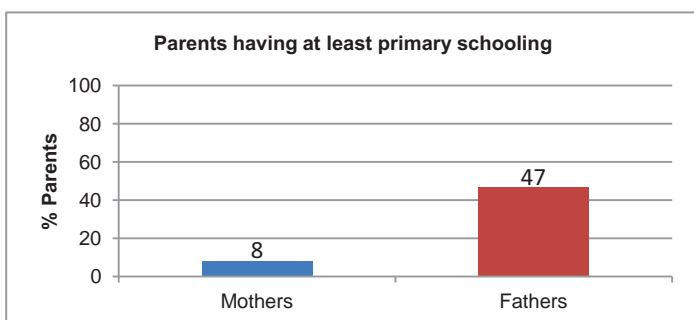
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	11.3	30.1	48.0	8.7	2.0	100
2	4.4	15.7	47.1	23.8	9.0	100
3	2.6	8.8	39.1	33.4	16.1	100
4	1.4	3.5	23.9	31.3	39.9	100
5	1.1	2.9	19.7	27.8	48.5	100
6	0.8	1.8	9.3	24.6	63.5	100
7	1.5	2.3	8.5	18.1	69.7	100
8	1.7	2.9	8.1	16.6	70.6	100
9	1.1	2.6	6.0	11.2	79.0	100
10	2.1	3.2	5.3	9.1	80.4	100

How to read: 10.7 % (8.7+2) children of class 1 can do subtraction



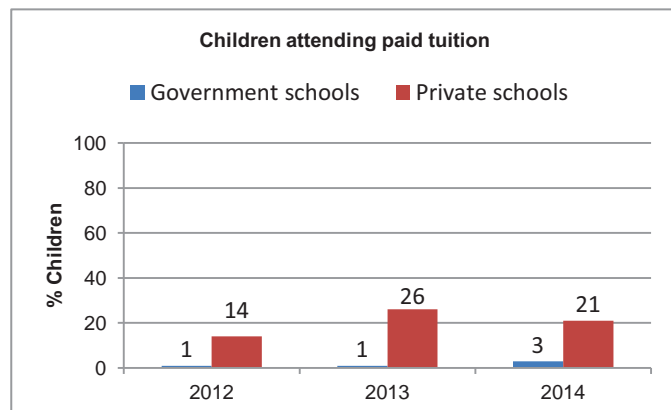
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.6	2.3	3.0	2.5	2.6	3.4	3.6	6.1	4.9	5.2
Pvt.	17.3	24.3	28.2	24.8	26.1	27.8	26.8	36.8	36.5	39.0



Federally Administrated Tribal Area - 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	163	24	26	213	1	0	8	9
Elementary	19	2	0	21	3	1	7	11
High	24	1	3	28	9	0	15	24
Others	5	1	0	6	0	0	0	0
Total	211	28	29	268	13	1	30	44

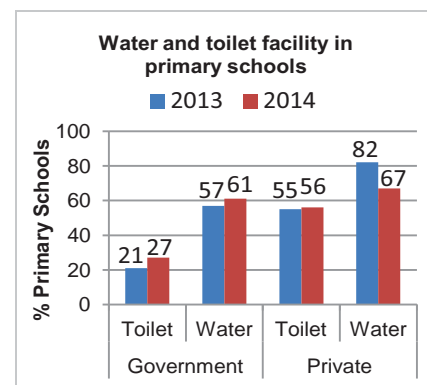
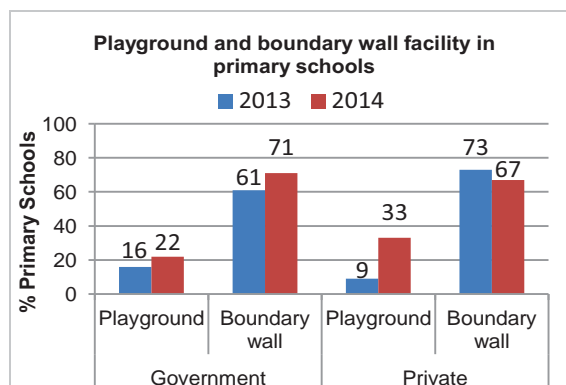
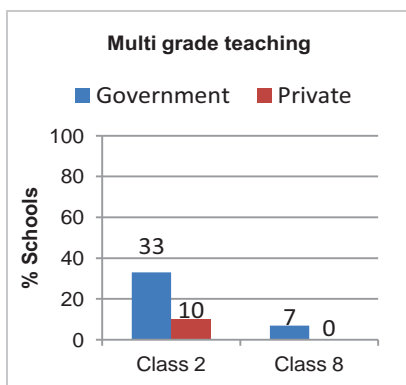
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	86.8	88.9	88.7	92.4	87.9	82.0	91.8	91.6	-	90.9
Teacher attendance	90.3	90.5	93.7	90.8	91.4	98.0	88.2	95.7	-	94.2

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	1.2	0.2
Matriculation	10.4	3.9
FA	21.1	25.9
BA	31.8	43.2
MA or above	33.7	25.3
Others	1.8	1.4

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	1.1	17.1
PTC	21.8	22.6
CT	35.1	17.8
B-Ed	25.9	28.8
M-Ed or above	9.0	5.5
Others	7.2	8.2

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.1	5.0	9.5	10.7	4.8	6.5	10.5	-
Useable water	61.0	76.2	85.7	100.0	66.7	90.9	95.8	-
Useable toilet	27.2	38.1	50.0	50.0	55.6	90.9	95.8	-
Playground	22.1	23.8	42.9	66.7	33.3	63.6	66.7	-
Boundary wall	71.4	85.7	89.3	100.0	66.7	100.0	100.0	-
Library	2.3	19.0	21.4	33.3	11.1	9.1	45.8	-
Computer lab	0.0	0.0	14.3	50.0	0.0	0.0	20.8	-
Electricity Connection	45.1	61.9	60.7	83.3	33.3	72.7	100.0	-

Grants									
2013	# of schools reported receiving grants	2	0	1	0	0	0	0	0
	% of schools reported receiving grants	1.0	0.0	3.8	-	0.0	0.0	0.0	-
	Average amount of grant (Rs.)	7700	-	23000	-	-	-	-	-
2014*	# of schools reported receiving grants	0	0	0	0	0	0	0	0
	% of schools reported receiving grants	0.0	0.0	0.0	-	0.0	0.0	0.0	-
	Average amount of grant (Rs.)	2	0	1	0	0	0	0	0



*Grants received till October 31, 2014

** "0" and "-" represents insufficient data

Federally Administrated Tribal Area - 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
Bajaur Agency	23.4	31.6	18.6	26.1	6.3	48.8	38.9	25.6	47.1	30.6	25.3
F.R. - Bannu	27.0	20.0	11.3	13.5	7.2	42.1	56.0	56.8	45.7	57.8	56.5
F.R. - D.I. Khan	37.4	7.9	5.0	42.9	19.7	22.8	21.7	18.5	48.2	38.1	42.5
F.R. - Lakki Marwat	25.2	33.0	17.9	14.6	3.8	10.7	58.6	21.1	16.2	20.7	21.2
F.R. - Peshawar	33.2	16.8	12.9	22.1	0.6	13.8	17.7	10.0	15.5	8.7	12.6
F.R. - Tank	43.3	10.9	6.8	45.4	21.3	50.0	49.4	53.6	51.2	46.5	51.2
Khyber Agency	49.1	15.4	10.7	59.9	17.2	54.7	73.3	73.5	46.2	55.9	60.5
Mohmand Agency	25.1	33.5	19.3	29.8	1.9	64.1	70.3	61.4	74.3	68.1	75.0
Orakzai Agency	49.8	6.8	5.1	23.8	5.6	59.6	84.7	84.2	58.5	66.1	68.8
Federally Administrated Tribal Areas	35.9	20.4	12.5	32.5	9.6	43.5	55.7	49.4	45.5	46.1	48.5



Sample Composition

- ASER 2014 survey was conducted in 9 rural districts. This covered 5,369 households in 270 villages across Federally Administered Tribal Areas.
- Detailed information was collected on 18,642 children (64% males, 36% females) aged 3-16 years. Out of these 12,355 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 268 government schools (80% primary, 8% elementary, 10% high, 2% others¹) and 44 private schools (20% primary, 25% elementary, 55% high, 0% others) were surveyed.
- 79% of the government schools were boys only, 10% were girls only, and 11% were coeducation schools. In case of private schools, 30% were boys only, 2% were girls only and 68% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children (age 6-16) has decreased as compared to that of 2013.

- In 2014, 20% of children (age 6-16) were reported to be out-of-school which has decreased as compared to previous year (21%). 15% children have never been enrolled in a school and 5% 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, 64% of children were enrolled in government schools whereas 36% of children were going to non-state institutions (32% private schools, 3% Madrassah, 1% others).
- 83% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 54% of children were enrolled in government schools whereas 29% of children were going to non-state institutions (27% private schools, 2% Madrassah, 0% others).

- Amongst the enrolled students (6-16) in government schools, 28% were girls and 72% were boys whereas in private schools 82% enrolled children were boys and 18% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to that of 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2013.

- 36% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 39% in 2013.
- 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have improved: 55% class 5 children could not read a class 2 story in Urdu/Pashto compared to 70% in 2013.

- Analysis shows that 88% of class 3 children could not read story in Urdu/Pashto in 2014 as compared to 87% in 2013.
- Similarly, 13% of class 1 children cannot read letters in Urdu/Pashto as compared to 23% in 2013.

Improvement can be seen in English competencies over the past year: 54% class 5 children could not read sentences (class 2 level) compared to 72% in 2013.

- ASER 2014 reveals that 83% class 3 children could not read class 2 level sentences as compared to 86% in the previous year.
- 16% children enrolled in class 1 cannot read capital letters as compared to 25% in 2013.

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.

Arithmetic learning levels have improved: 52% class 5 children could not do two digit division as compared to 63% in 2013.

- 84% children enrolled in class 3 could not do two digit division in 2014 as compared to 83% in 2013.
- 11% of class 1 children could not do number recognition (1-9) in 2014 compared to 17% in 2013.

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

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

- 54% children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 42% of class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 55% private school children can read at least sentences in class 5 whereas only 42% government school children can do the same.
- Similarly, in arithmetic, 63% 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.

- 48% of boys could read at least sentences in Urdu/Pashto as compared to 28% of girls.
- 57% boys could read at least English words while 34% of girls can do the same.
- Similarly, 53% 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 40% 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, 5% could read sentences in English and 7% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

8% of mothers and 47% 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.
- 53% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private schools 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 5% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

33% of surveyed government schools and 10% 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 10% of the surveyed private schools had Class 2 sitting with other classes.
- 7% of surveyed government schools and 0% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

12% 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 88% whereas it was 91% in surveyed private schools.

9% teachers in surveyed government schools and 6% 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 94% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 32% teachers of surveyed government schools have done graduation as compared to 43% teachers of surveyed private schools.
- In terms of professional qualification, 26% of surveyed government school teachers had Bachelors in Education degrees as compared to 35% 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.

- 14% of surveyed government high schools had computer labs and 21% had library books in their premises as compared to surveyed private high schools where 21% had computer labs and 46% had library books.

73% surveyed government primary schools were without toilets and 39% were without drinking water.

- 73% of the surveyed government primary schools did not have toilets in 2014 as compared to 80% in 2013. Similarly, 44% surveyed private primary schools were missing toilet facility in 2014 as compared to 46% in 2013.
- 39% of the surveyed government primary schools did not have drinking water in 2014 as compared to 43% in 2013. Similarly, 33% of the surveyed private primary schools did not have drinking water facility in 2014 as compared to 18% in 2013.

29% of the surveyed government primary schools were without complete boundary walls and 78% were without playgrounds.

- Amongst the surveyed government primary schools, only 71% had complete boundary walls as compared to 61% in 2013.
- In 2014, 33% of the surveyed private primary schools did not have complete boundary walls as compared to 27% in 2013.
- 22% of surveyed government primary schools had playgrounds in 2014 while 33% surveyed private primary schools had playgrounds.

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

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools as compared to 7 in 2013.
- In 2014, surveyed private high schools had 11 classrooms on average being used for classroom activities as compared to 12 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

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

- 0 surveyed private and government primary schools are receiving grants in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 3% surveyed government primary schools were receiving grants in 2012, 1% in 2013, and 0% received in 2014.

Gilgit - Baltistan (Rural)

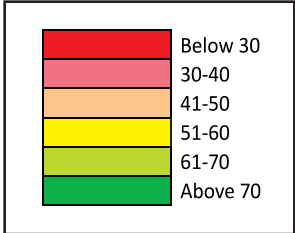


Children in Pre School (Age 3-5 years)

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.

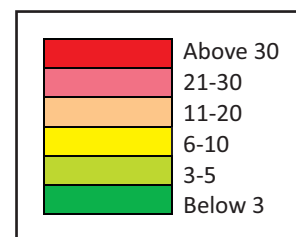
Out of School Children

(Age 6-16 years)

Province/Territory wise map showing % children



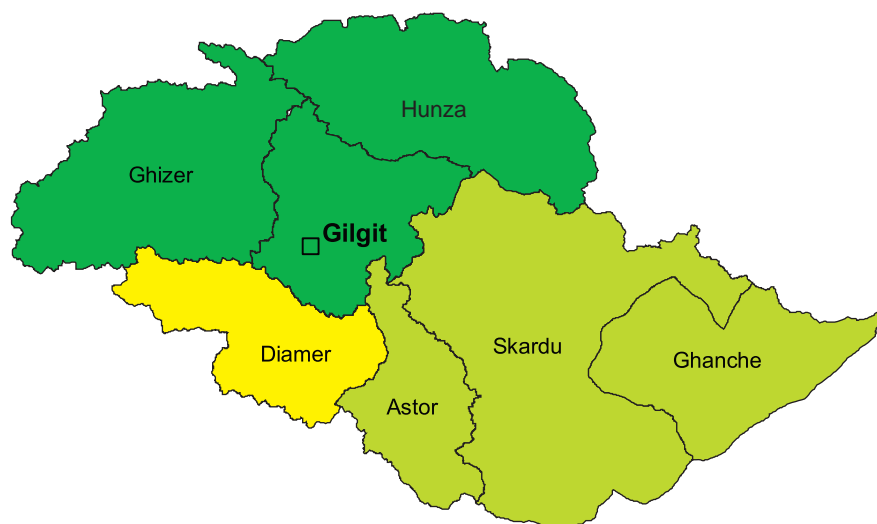
% Children (6-16 years) who are not in schools



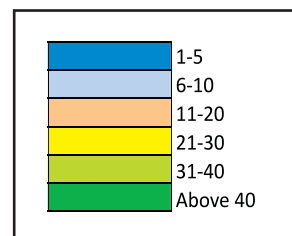
Maps may not be accurate or to scale. These are mere representations.

Private Schooling (Age 6-16 years)

Province/Territory wise map showing % children



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



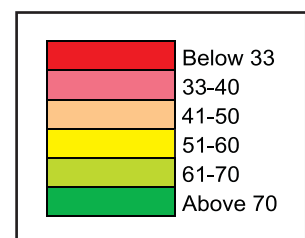
Maps may not be accurate or to scale. These are mere representations.

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



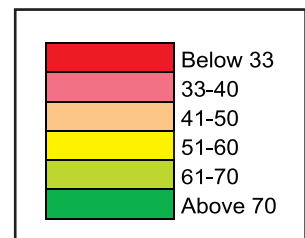
Maps may not be accurate or to scale. These are mere representations.

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



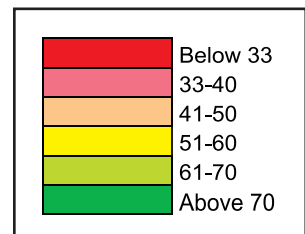
Maps may not be accurate or to scale. These are mere representations.

Arithmetic (Class 5)

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



% Children in class 5 who can do division



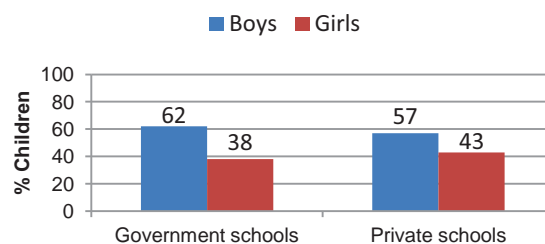
Maps may not be accurate or to scale. These are mere representations.

School enrollment and out-of-school children

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	40.2	41.9	1.1	3.3	12.5	1.1	100
11 - 13	48.0	37.4	1.4	2.2	7.9	3.0	100
14 - 16	48.6	30.9	1.0	0.6	10.7	8.3	100
6 - 16	44.1	38.1	1.1	2.4	10.9	3.4	100
Total	85.7				14.3		100
By Type	51.5	44.4	1.3	2.8			

How to read: 86.5% (40.2+41.9+1.1+3.3) children of age group 6-10 are enrolled

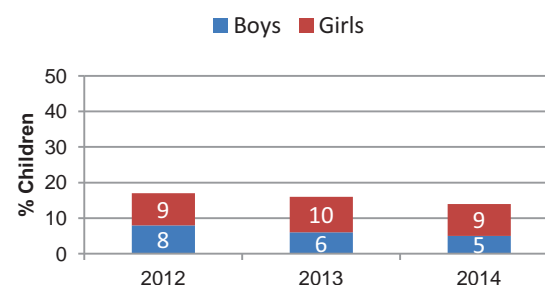
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

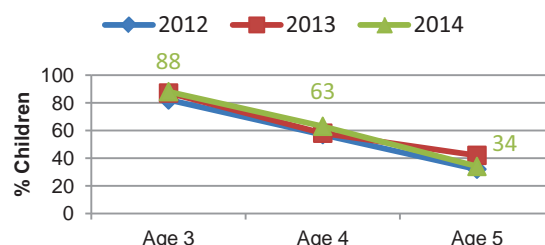


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	2.9	7.9	0.0	1.1	88.1	100
4	9.9	25.0	0.1	2.2	62.8	100
5	19.4	43.9	0.4	2.8	33.6	100
3 - 5	11.1	26.3	0.2	2.0	60.4	100
Total	39.6				60.4	100
By Type	28.0	66.4	0.4	5.2		

How to read: 11.9% (2.9+7.9+0+1.1) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



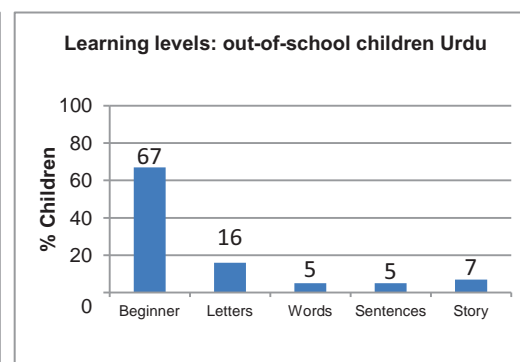
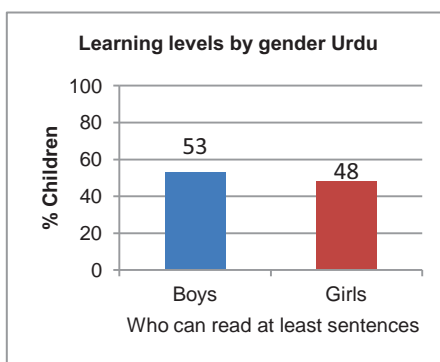
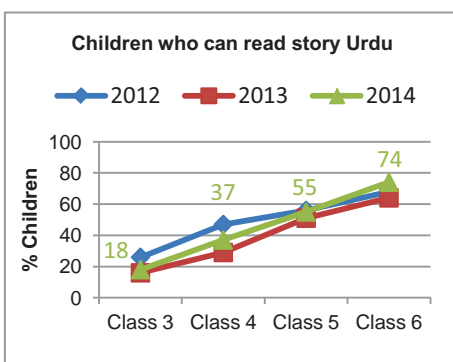
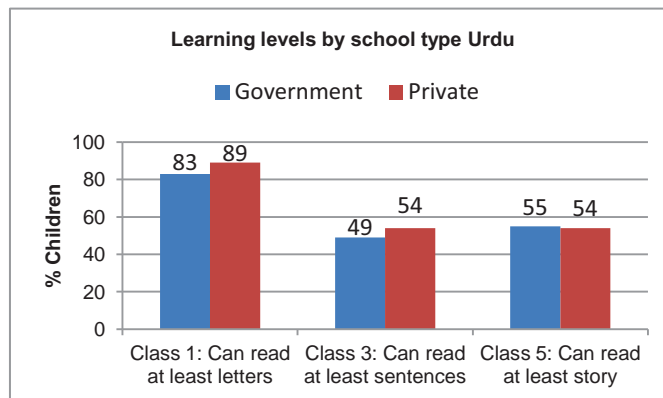
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1		76.3	61.4	42.8	26.6	9.7								13.8
2		23.7	27.6	35.5	34.5	23.2	20.9	25.6						14.3
3				15.8	25.5	32.0	23.3		34.0	33.4				13.8
4					13.5	19.0	25.0	23.5			34.5	33.3		12.0
5						13.9	18.1	25.9	22.4				45.4	11.2
6		0.0	11.0				9.9	15.4	22.7	22.7				9.9
7				5.9	0.0			7.9	12.6	22.8	18.9			8.0
8						2.2			8.3	13.8	20.6	21.9		7.0
9							2.8	1.6		7.3	18.3	31.3	22.5	6.2
10									0.0	0.0	7.7	13.5	32.1	3.9
Total		100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	14.4	46.3	30.3	5.2	3.7	100
2	3.8	22.8	46.8	17.0	9.5	100
3	2.4	12.1	35.6	31.5	18.4	100
4	1.6	7.0	19.8	34.1	37.5	100
5	0.9	3.5	11.8	29.1	54.7	100
6	0.7	1.6	6.2	17.8	73.8	100
7	0.5	1.2	3.0	14.9	80.4	100
8	0.6	0.8	1.7	7.5	89.5	100
9	0.7	1.3	2.4	3.1	92.5	100
10	0.7	1.1	1.1	4.0	93.1	100

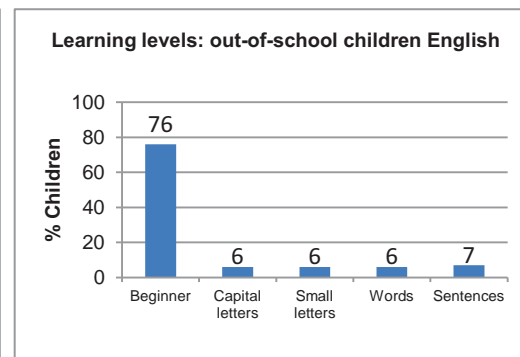
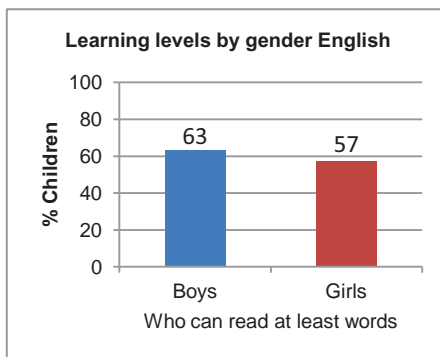
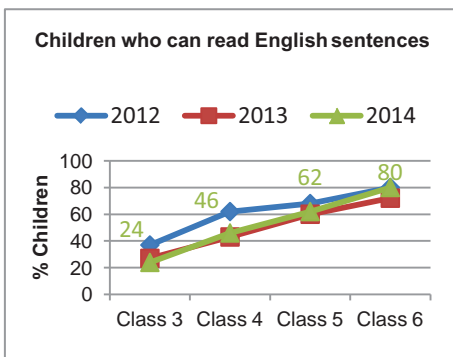
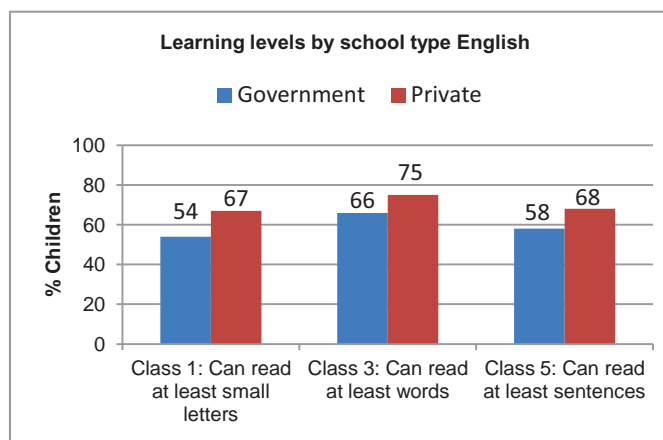
How to read: 8.9 % (5.2+3.7) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	13.2	27.5	36.3	17.9	5.2	100
2	4.1	12.0	34.0	37.5	12.4	100
3	2.2	7.3	21.6	45.2	23.7	100
4	1.5	3.7	11.5	37.5	45.8	100
5	1.6	2.3	5.9	28.3	61.9	100
6	1.1	0.5	2.5	15.7	80.2	100
7	1.2	0.3	2.0	9.3	87.1	100
8	0.6	0.6	0.9	5.6	92.4	100
9	0.7	0.0	0.4	2.4	96.5	100
10	1.1	0.4	1.4	0.7	96.4	100

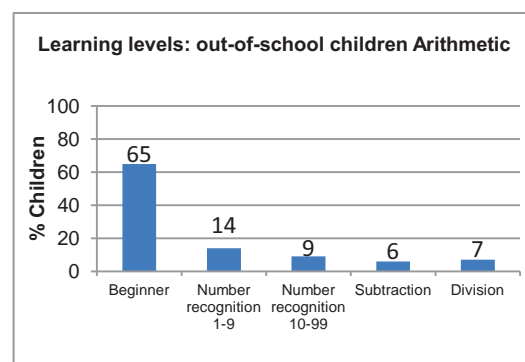
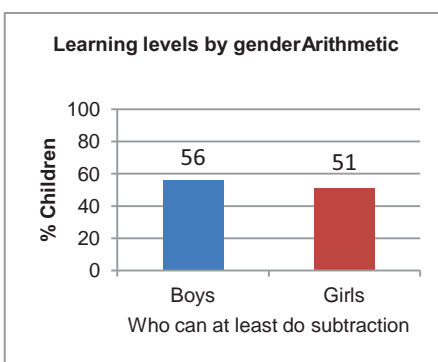
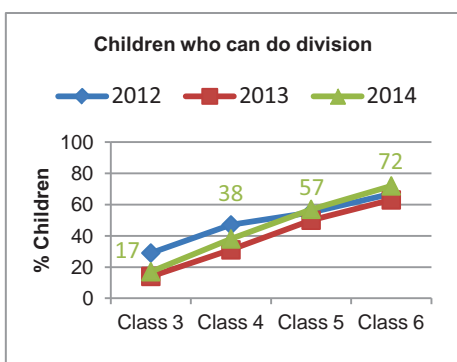
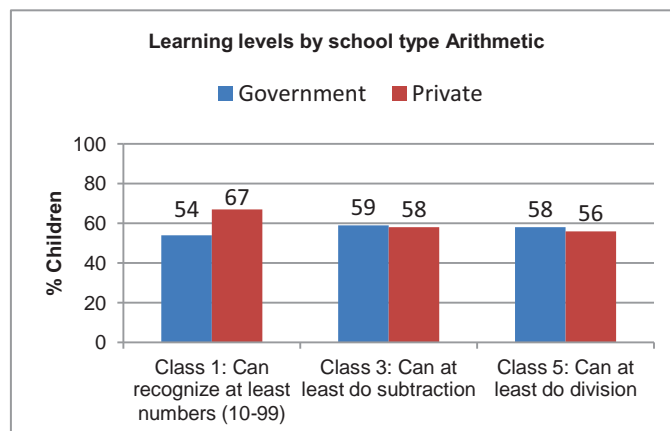
How to read: 23.1 % (17.9+5.2) children of class 1 can read words



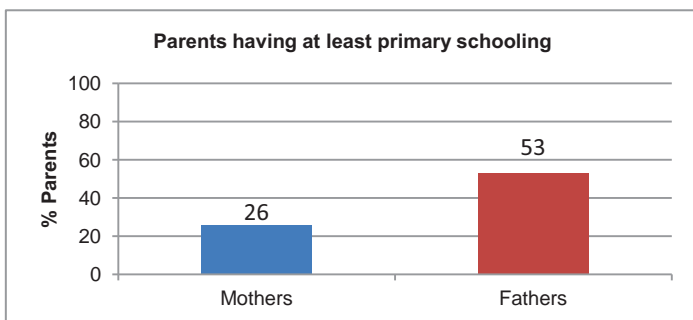
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	11.8	28.8	47.7	8.3	3.3	100
2	3.3	11.9	50.0	26.0	8.8	100
3	1.7	6.3	34.6	40.6	16.7	100
4	1.3	3.1	19.8	38.0	37.9	100
5	1.5	2.1	10.3	29.6	56.5	100
6	0.5	1.1	6.5	20.0	71.9	100
7	0.3	1.0	4.7	14.5	79.5	100
8	0.4	0.6	5.4	8.2	85.5	100
9	0.4	0.2	5.2	4.8	89.3	100
10	0.7	0.7	6.5	5.7	86.4	100

How to read: 11.6 % (8.3+3.3) children of class 1 can do subtraction



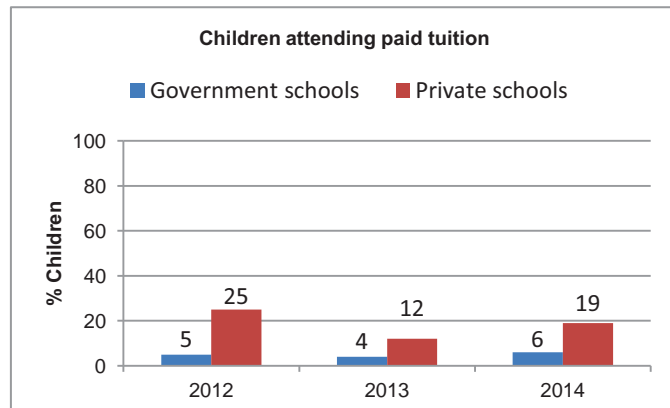
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.4	4.0	5.4	7.7	5.7	6.7	6.5	8.3	9.0	11.8
Pvt.	25.4	18.3	19.7	21.6	24.5	21.8	25.4	20.5	20.3	25.2



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	26	3	38	67	7	6	38	51
Elementary	24	13	22	59	3	2	46	51
High	28	10	24	62	1	1	34	36
Others	10	4	7	21	0	1	1	2
Total	88	30	91	209	11	10	119	140

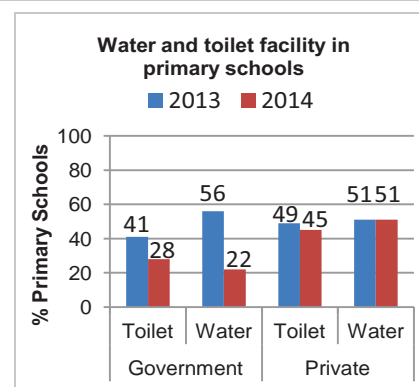
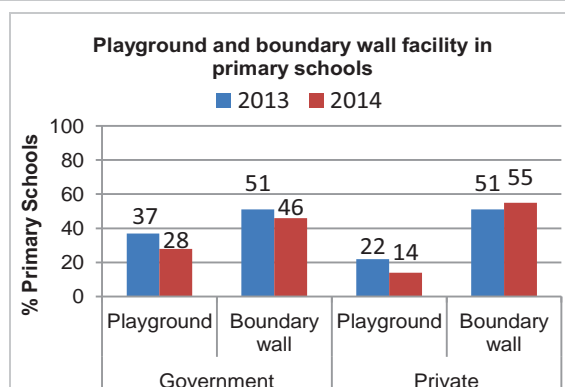
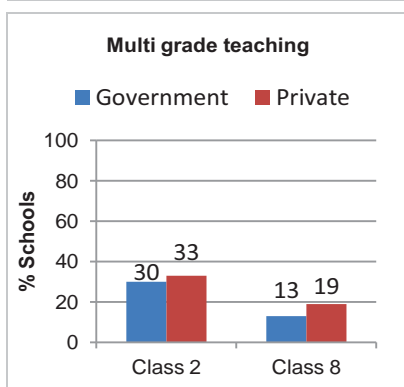
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.4	83.5	82.7	81.7	83.2	88.1	89.8	89.6	93.7	89.4
Teacher attendance	90.5	82.9	84.7	83.6	84.9	90.5	94.6	93.3	80.0	93.3

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.1	0.6
Matriculation	5.8	5.8
FA	17.6	24.0
BA	50	41.6
MA or above	26.2	27.1
Others	0.3	0.9

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	8.3	28.9
PTC	18.9	4.7
CT	6.0	18.0
B-Ed	52.9	42.6
M-Ed or above	12.9	5.3
Others	0.9	0.5

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3.0	6.8	10.0	7.2	3.2	8.1	10.7	3.0
Useable water	22.4	37.3	74.2	61.9	51.0	56.9	83.3	100.0
Useable toilet	28.4	50.8	67.7	66.7	45.1	72.5	88.9	100.0
Playground	28.4	54.2	61.3	76.2	13.7	51.0	58.3	50.0
Boundary wall	46.3	59.3	77.4	71.4	54.9	54.9	77.8	100.0
Library	13.4	18.6	53.2	71.4	15.7	43.1	58.3	0.0
Computer lab	0.0	1.7	38.7	38.1	2.0	23.5	36.1	0.0
Electricity Connection	23.9	64.4	82.3	85.7	45.1	74.5	88.9	100.0

Grants									
2013	# of schools reported receiving grants	24	30	36	0	4	9	8	0
	% of schools reported receiving grants	35.8	50.8	58.1	-	7.8	17.6	22.2	-
	Average amount of grant (Rs.)	96656	23250.7	169603.7	-	57500	364222.2	221625	-
2014*	# of schools reported receiving grants	8	14	19	0	3	6	6	0
	% of schools reported receiving grants	11.9	23.7	30.6	-	5.9	11.8	16.7	-
	Average amount of grant (Rs.)	30812.5	10625	74603.7	-	36666.7	92666.7	54000	-



*Grants received till October 31, 2014

** "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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Astore	48.1	11.4	6.0	33.5	18.1	46.6	70.6	50.0	62.6	68.0	65.7
Diamer	12.3	51.9	35.4	21.5	2.6	62.0	61.5	79.3	61.2	70.1	77.6
Ghanche	47.4	7.8	4.1	36.6	11.4	53.6	63.3	54.0	55.6	47.1	49.3
Ghizer	59.9	4.4	2.6	56.1	1.9	57.8	68.7	65.8	53.2	59.3	54.7
Gilgit	47.0	6.7	3.7	52.1	24.1	59.9	81.6	60.2	52.2	58.0	52.2
Hunza-Nagar	61.9	1.6	0.8	64.9	14.0	35.4	79.7	52.0	44.3	73.1	45.4
Skardu	22.4	13.6	10.0	34.8	11.3	37.0	54.3	49.7	52.4	62.9	57.1
Gilgit-Baltistan	39.6	14.3	9.2	44.4	12.6	49.9	68.9	57.3	54.7	61.9	56.5



Sample Composition

- ASER 2014 survey was conducted in 7 rural districts in Gilgit Baltistan. This covered 4,135 households in 209 villages across Gilgit Baltistan.
- Detailed information was collected on 14,020 children (55% males, 45% females) aged 3-16 years. Out of these 9,783 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 209 government schools (32% primary, 28% elementary, 30% high, 10% others¹) and 140 private schools (36% primary, 36% elementary, 26% high, 2% others) were surveyed.
- 42% of the government schools were boys only, 14% were girls only, and 44% were coeducation schools. In case of private schools, 8% were boys only, 7% were girls only and 85% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2013.

- In 2014, 14% of children (age 6-16) were reported to be out-of-school which has decreased as compared to previous year (16%). 11% children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- 86% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 52% of children were enrolled in government schools whereas 48% of children were going to non-state institutions (44% private schools, 1% Madrassah, 3% others).
- 86% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 40% of children were enrolled in government schools whereas 46% of children were going to non-state institutions (42% private schools, 1% Madrassah, 3% others).

- Amongst the enrolled students in government schools, 38% were girls and 62% were boys whereas in private schools 57% enrolled children were boys and 43% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2013.

- 40% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 41% in 2013.
- 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have improved: 45% class 5 children could not read a class 2 story in Urdu compared to 49% in 2013.

- Analysis shows that 82% of class 3 children could not read story in Urdu as compared to 84% in the previous year.
- Similarly, 14% of class 1 children cannot read letters in Urdu as compared to 18% in 2013.

English learning levels have improved over the year: 38% class 5 children could not read sentences (class 2 level) compared to 40% in 2013.

- ASER 2014 reveals that 76% class 3 children could not read class 2 level sentences as compared to 73% in the previous year.
- 13% children enrolled in class 1 cannot read capital letters as compared to 20% in 2013.

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.

Arithmetic learning levels have improved: 44% class 5 children could not do two digit division as compared to 50% in 2013.

- 83% children enrolled in class 3 could not do two digit division in 2014 as compared to 86% in 2013.
- 12% of class 1 children cannot not do number recognition (1-9) as compared to 17% in 2013.

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

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

- 54% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 55% 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 58% government school children can do the same.
- Similarly, in arithmetic, 56% children enrolled in private schools (class 5) were able to do division when compared to 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.

- 53% of boys could read at least sentences in Urdu as compared to 48% of girls.
- 63% boys could read at least English words while 57% of girls can do the same.
- Similarly, 56% 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 30% 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, 7% could read sentences in English, and 7% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

26% 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, 74% 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, 4% children enrolled in class 1 take private tuition whereas 12% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

30% 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 30% of the surveyed government schools and 33% of the surveyed private schools had Class 2 sitting with other classes.
- 13% of surveyed government schools and 19% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

17% 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 83% whereas it was 89% in surveyed private schools.

15% 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 85% whereas it was 93% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 50% teachers of surveyed government schools have done graduation as compared to 42% teachers of surveyed private schools.
- But in terms of professional qualification, 58% of surveyed government school teachers had Bachelors in Education degrees as compared to 60% 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.

- 39% of surveyed government high schools had computer labs and 53% had library books in their premises as compared to surveyed private high schools where 36% had computer labs and 58% had library books.

72% surveyed government primary schools were without toilets and 78% were without drinking water.

- 72% of the surveyed government primary schools did not have toilets in 2014 as compared to 59% in 2013. Similarly, 55% surveyed private primary schools were missing toilet facility in 2014 as compared to 51% in 2013.
- 78% of the surveyed government primary schools did not have drinking water in 2014 as compared to 44% in 2013. Similarly, 49% of the surveyed private primary schools did not have drinking water facility in 2014 and 2013.

54% of the surveyed government primary schools were without complete boundary walls and 72% were without playgrounds.

- Amongst the surveyed government primary schools, only 46% had complete boundary walls as compared to 51% in 2013.
- In 2014, 45% of the surveyed private primary schools did not have complete boundary walls as compared to 49% in 2013.
- 28% of surveyed government primary schools had playgrounds in 2014 while 14% 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 in 2014 and 2013.
- In 2014, surveyed private high schools had 11 classrooms on average being used for classroom activities as compared to 10 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

12% of the government primary schools and 6% private primary schools received grants.

- 3 surveyed private primary schools are receiving grants as compared to 8 surveyed government primary schools in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 24% surveyed government primary schools were receiving grants in 2012, 36% in 2013, and 12% received in 2014.



Islamabad ICT

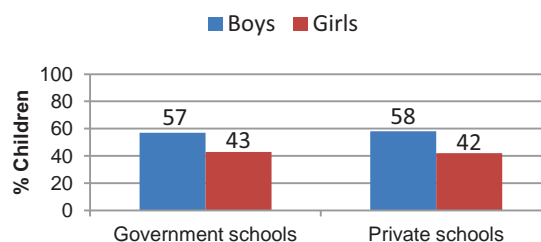


School enrollment and out-of-school children

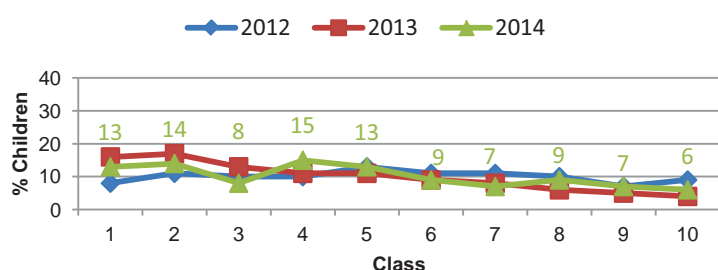
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	44.8	54.2	0.0	0.0	1.0	0.0	100
11 - 13	55.3	43.2	1.1	0.0	0.5	0.0	100
14 - 16	70.3	29.7	0.0	0.0	0.0	0.0	100
6 - 16	52.7	46.3	0.3	0.0	0.7	0.0	100
Total		99.3			0.7		100
By Type	53.1	46.6	0.3	0.0			

How to read: 99% (44.8+54.2+0+0) children of age group 6-10 are enrolled

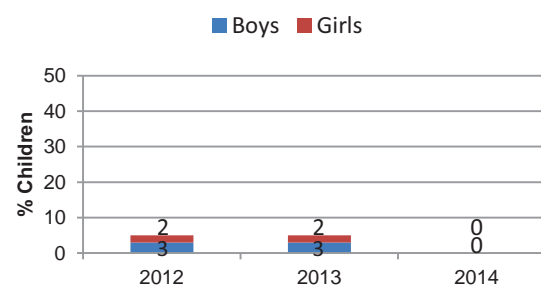
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

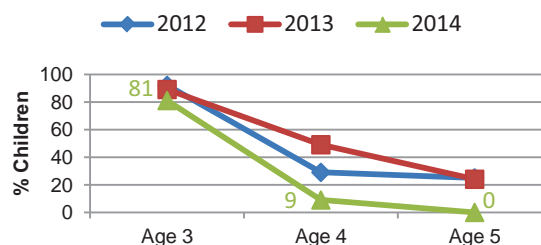


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	0.0	19.2	0.0	0.0	80.8	100
4	1.1	89.8	0.0	0.0	9.1	100
5	34.3	65.7	0.0	0.0	0.0	100
3 - 5	11.6	64.3	0.0	0.0	24.2	100
Total		75.8			24.2	100
By Type	15.3	84.7	0.0	0.0		

How to read: 19.2% (0+19.2+0+0) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



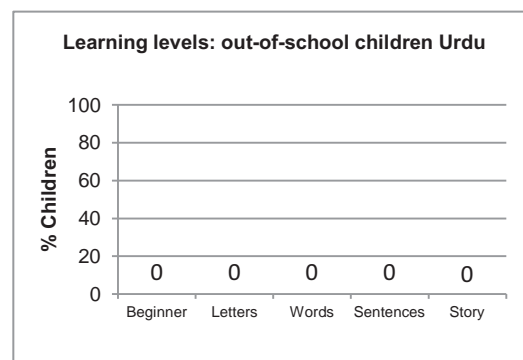
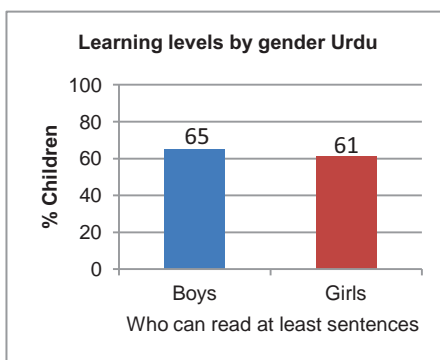
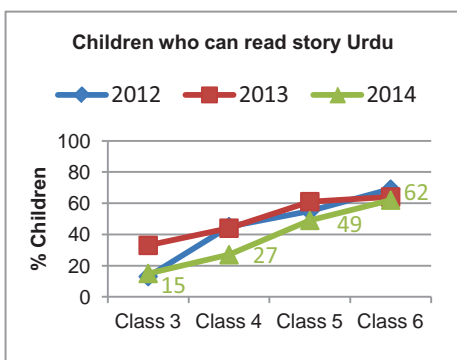
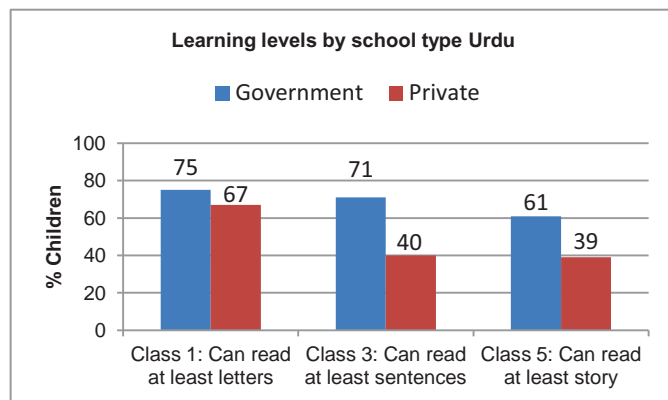
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1		96.7	44.2	11.4	3.4	0.0								12.5
2		3.3	55.8	67.0	11.9	4.8	2.2	8.2						13.7
3				20.5	37.3	16.9	3.3		11.1	1.5				8.0
4					47.5	51.8	32.2	6.6			5.8			14.6
5						26.5	48.9	26.2	22.2			6.1		13.1
6		0.0	0.0				12.2	42.6	38.1	6.2				8.7
7				1.1	0.0			16.4	20.6	32.3	9.6			6.8
8					0.0	0.0			7.9	56.9	36.5	12.2		9.2
9							1.1	0.0		3.1	46.2	40.8	18.4	7.0
10									0.0	0.0	1.9	40.8	73.7	6.4
Total		100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	29.8	20.2	34.5	13.1	2.4	100
2	5.5	7.7	42.9	39.6	4.4	100
3	15.4	0.0	34.6	34.6	15.4	100
4	0.0	6.9	18.6	47.1	27.5	100
5	0.0	0.0	23.1	27.5	49.5	100
6	3.3	11.7	13.3	10.0	61.7	100
7	0.0	4.4	17.8	15.6	62.2	100
8	0.0	7.7	13.8	6.2	72.3	100
9	0.0	8.2	8.2	10.2	73.5	100
10	0.0	4.4	2.2	0.0	93.3	100

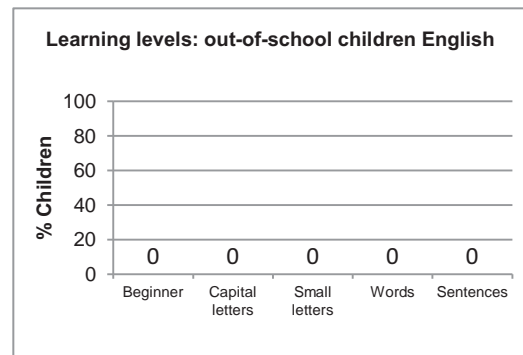
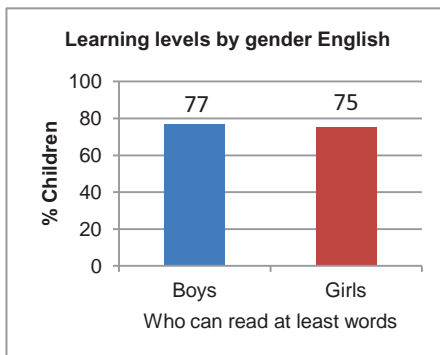
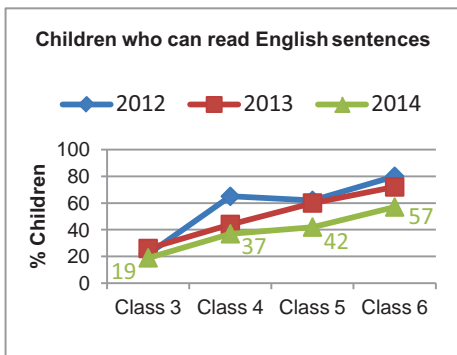
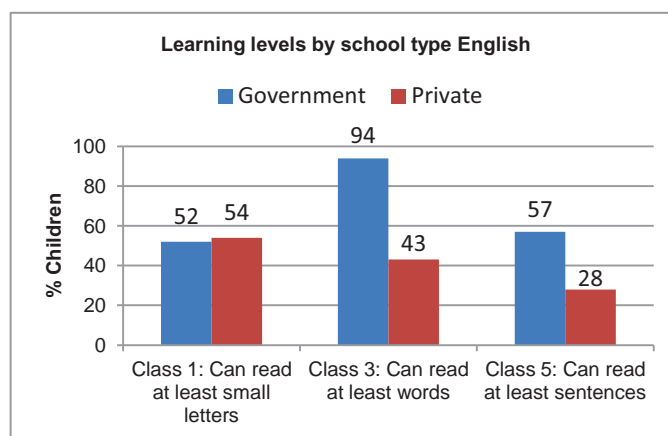
How to read: 15.5 % (13.1+2.4) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	17.6	29.4	29.4	20.0	3.5	100
2	1.1	15.6	22.2	54.4	6.7	100
3	0.0	26.4	13.2	41.5	18.9	100
4	0.0	5.8	12.6	44.7	36.9	100
5	0.0	2.2	9.9	46.2	41.8	100
6	3.3	8.3	1.7	30.0	56.7	100
7	0.0	0.0	2.1	27.7	70.2	100
8	1.5	0.0	0.0	21.5	76.9	100
9	0.0	0.0	2.0	14.3	83.7	100
10	0.0	0.0	0.0	4.4	95.6	100

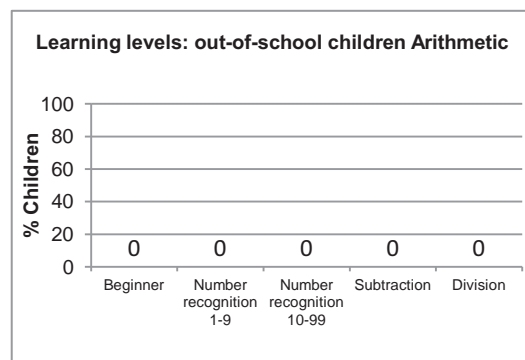
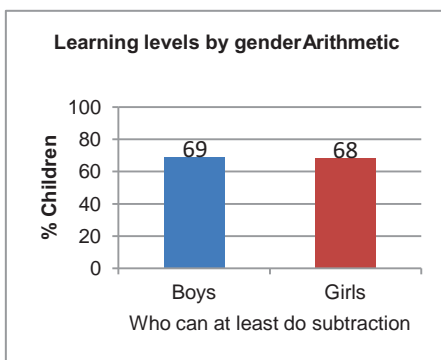
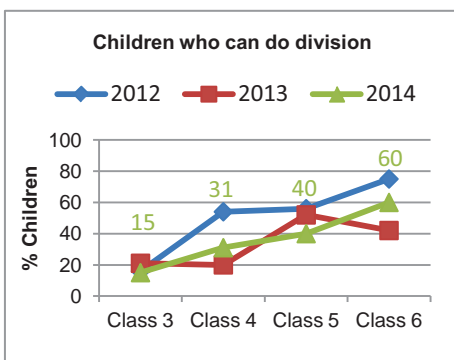
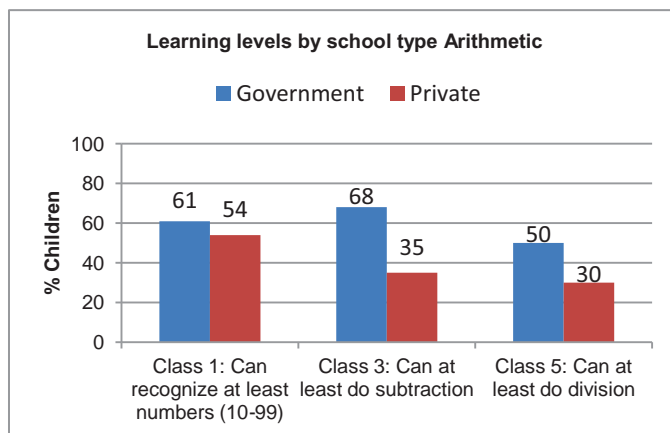
How to read: 23.5 % (20+3.5) children of class 1 can read words



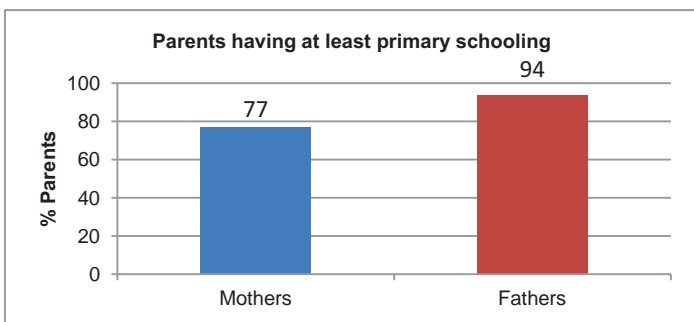
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	18.8	24.7	42.4	11.8	2.4	100
2	0.0	9.9	41.8	46.2	2.2	100
3	0.0	5.7	47.2	32.1	15.1	100
4	0.0	1.9	23.3	43.7	31.1	100
5	0.0	3.3	19.8	37.4	39.6	100
6	3.3	0.0	16.7	20.0	60.0	100
7	0.0	0.0	12.8	34.0	53.2	100
8	0.0	1.5	1.5	21.5	75.4	100
9	0.0	0.0	4.1	16.3	79.6	100
10	0.0	0.0	2.2	2.2	95.6	100

How to read: 14.2 % (11.8+2.4) children of class 1 can do subtraction



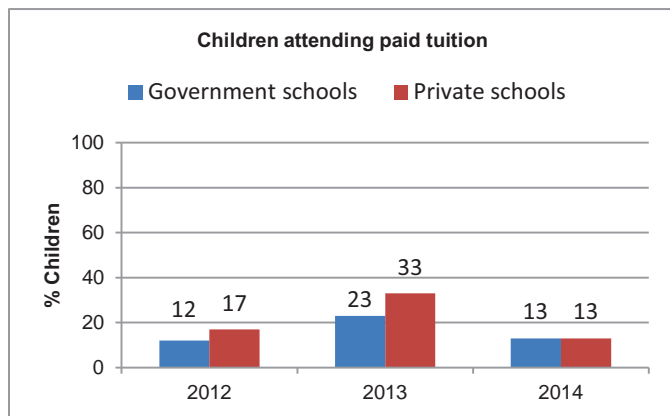
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	5.4	4.7	20.8	15.9	12.0	15.8	12.9	17.5	23.5	5.7
Pvt.	18.0	6.6	21.6	20.8	20.4	3.6	10.0	20.0	15.8	7.1



	Number of surveyed schools by type							
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	1	1	7	9	0	0	9	9
Elementary	1	0	2	3	0	0	4	4
High	5	0	2	7	0	0	4	4
Others	0	0	0	0	0	0	0	0
Total	7	1	11	19	0	0	17	17

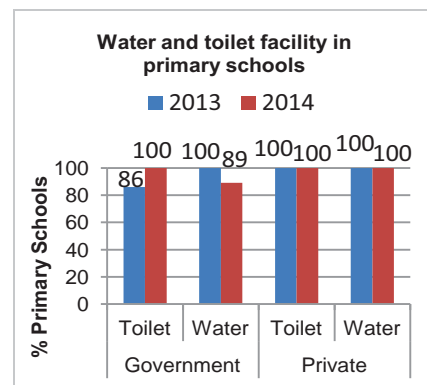
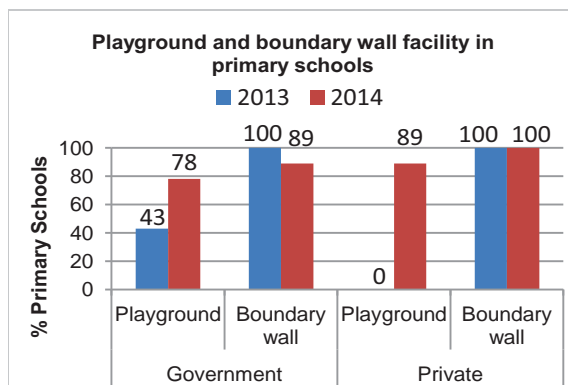
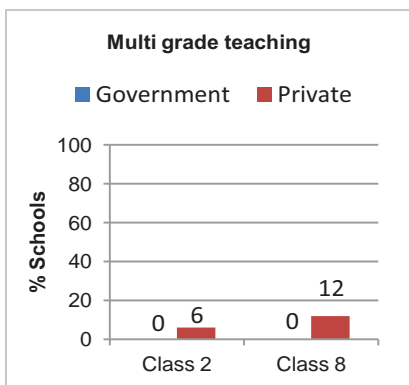
	Attendance (%) on the day of visit									
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	93.5	90.8	90.1	-	91.4	91.7	90.9	93.5	-	92.1
Teacher attendance	95.0	66.7	89.7	-	87.4	97.8	98.3	87.2	-	95.7

	Teacher qualification - general (% of teachers)	
	Government schools	Private schools
Below Matriculation	0.4	0.0
Matriculation	2.0	3.0
FA	4.1	13.3
BA	46.7	44.2
MA or above	46.3	39.4
Others	0.4	0.0

	Teacher qualification - professional (% of teachers)	
	Government schools	Private schools
None	0.0	6.4
PTC	5.3	0.9
CT	4.1	1.8
B-Ed	56.5	50.5
M-Ed or above	33.5	38.5
Others	0.6	1.8

	School facilities (% schools)							
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	9.4	13.3	10.1	-	9.7	9.0	6.0	-
Useable water	88.9	100.0	100.0	-	100.0	100.0	100.0	-
Useable toilet	100.0	100.0	85.7	-	100.0	100.0	100.0	-
Playground	77.8	100.0	85.7	-	88.9	75.0	50.0	-
Boundary wall	88.9	100.0	85.7	-	100.0	100.0	100.0	-
Library	55.6	66.7	71.4	-	66.7	75.0	50.0	-
Computer lab	0.0	33.3	100.0	-	22.2	50.0	75.0	-
Electricity Connection	100.0	100.0	100.0	-	100.0	100.0	100.0	-

	Grants							
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
2013								
# of schools reported receiving grants	0	0	4	0	0	0	0	0
% of schools reported receiving grants	0.0	0.0	57.1	-	0.0	0.0	0.0	-
Average amount of grant (Rs.)	-	-	109000	-	-	-	-	-
2014*								
# of schools reported receiving grants	0	0	0	0	0	0	0	0
% of schools reported receiving grants	0.0	0.0	0.0	-	0.0	0.0	0.0	-
Average amount of grant (Rs.)	0	0	4	0	0	0	0	0



*Grants received till October 31, 2014

** "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)	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	75.8	0.7	0.3	46.6	13.3	50.0	60.4	47.2	49.5	41.8	39.6



Sample Composition

- ASER 2014 survey was conducted in 1 rural district. This covered 380 households in 19 villages across Islamabad Capital Territory - ICT.
- Detailed information was collected on 924 children (57% males, 43% females) aged 3-16 years. Out of these 705 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 19 government schools (47% primary, 16% elementary, 37% high, 0% others¹) and 17 private schools (52% primary, 24% elementary, 24% high, 0% others) were surveyed.
- 37% of the government schools were boys only, 5% were girls only, and 58% were coeducation schools. In case of private schools, 0% was boys only, 0% were girls only and 100% was coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children (age 6-16) has decreased as compared to that of 2013.

- In 2014, 1% of children (age 6-16) were reported to be out-of-school which decreased as compared to previous year (5%). 1% children have never been enrolled in a school and 0% have dropped out of school for various reasons.
- 99% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 53% of children were enrolled in government schools whereas 47% of children were going to non-state institutions (46% private schools, 1% Madrassah, 0% others).
- 99% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 45% of children were enrolled in government schools whereas 54% of children were going to non-state institutions (54% private schools, 0% Madrassah, 0% others).

- Amongst the enrolled students (6-16) in government schools, 43% were girls and 57% 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 reduced as compared to that of 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2013.

- 76% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 51% in 2013.
- 24% 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have deteriorated: 50% class 5 children could not read a class 2 story in Urdu compared to 39% in 2013.

- Analysis shows that 85% of class 3 children could not read story in Urdu in 2014 as compared to 67% in 2013.
- Similarly, 30% of class 1 children cannot read letters in Urdu as compared to 29% in 2013.

Deterioration can be seen in English competencies over the past year: 58% class 5 children could not read sentences (class 2 level) compared to 40% in 2013.

- ASER 2014 reveals that 81% class 3 children could not read class 2 level sentences as compared to 74% in the previous year.
- 18% children enrolled in class 1 cannot read capital letters as compared to 27% in 2013.

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.

Arithmetic learning levels have worsened: 60% class 5 children could not do two digit division as compared to 48% in 2013.

- 85% children enrolled in class 3 could not do two digit division in 2014 as compared to 79% in 2013.
- 19% of class 1 children could not do number recognition (1-9) in 2014 as compared to 25% in 2013.

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

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

- 39% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 61% of class 5 children enrolled in government schools.
- English learning levels of public schools children were better than private schools. 28% private school children can read at least sentences in class 5 whereas only 57% government school children can do the same.
- Similarly, in arithmetic, 30% children enrolled in private schools (class 5) were able to do division when compared to 50% 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.

- 65% of boys could read at least sentences in Urdu as compared to 61% of girls.
- 77% boys could read at least English words while 75% of girls can do the same.
- Similarly, 69% of boys were able to do at least subtraction whereas only 68% girls could do it.

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

- Note: Less than 1% children were out of school in ICT.

THEME 7: PARENTAL EDUCATION

77% of mothers and 94% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 23% had not completed even primary education.
- 6% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is equivalent in private and government school students.

- The incidence of private tuition remains equal in private and 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, 5% children enrolled in class 1 take private tuition whereas 6% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

0% of surveyed government schools and 6% 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 0% of the surveyed government schools and 6% of the surveyed private schools had Class 2 sitting with other classes.
- 0% of surveyed government schools and 12% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

9% 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 91% whereas it was 92% in surveyed private schools.

13% teachers in surveyed government schools and 4% 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 96% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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

- 47% teachers of surveyed government schools have done graduation as compared to 44% teachers of surveyed private schools.
- In terms of professional qualification, 57% of surveyed government school teachers had Bachelors in Education degrees as compared to 54% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 100% of surveyed government high schools had computer labs and 71% had library books in their premises as compared to surveyed private high schools where 75% had computer labs and 50% had library books.

0% surveyed government primary schools were without toilets and 11% were without drinking water.

- 0% of the surveyed government primary schools did not have toilets in 2014 as compared to 14% in 2013. Similarly, 0% surveyed private primary schools were missing toilet facility in 2014 and 2013.
- 11% of the surveyed government primary schools did not have drinking water in 2014 as compared to 0% in 2013. Similarly, 0% of the surveyed private primary schools did not have drinking water facility in 2014 and 2013.

11% of the surveyed government primary schools were without complete boundary walls and 22% were without playgrounds.

- Amongst the surveyed government primary schools, only 89% had complete boundary walls as compared to 100% in 2013.
- In 2014, 0% of the surveyed private primary schools did not have complete boundary walls similar to 2013.
- 78% of surveyed government primary schools had playgrounds in 2014 while 89% surveyed private primary schools had playgrounds.


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

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools as compared to 11 in 2013.
- In 2014, surveyed private high schools had 6 classrooms on average being used for classroom activities as compared to 12 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

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

- 0 surveyed private and government primary schools are receiving grants in 2014.
- The proportion of government primary schools receiving grants has remained the same since last year. 57% surveyed government primary schools were receiving grants in 2012, 0% in 2013, and 0% received in 2014.



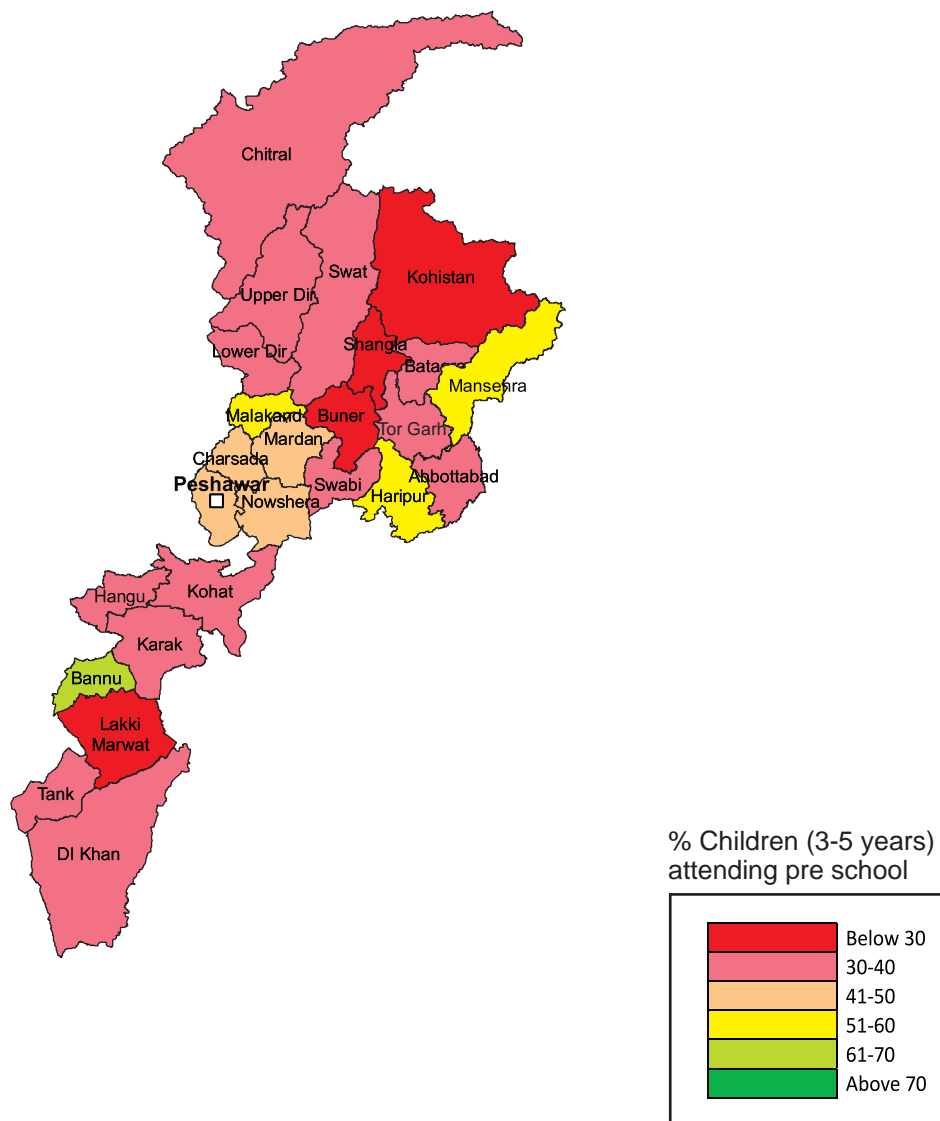
Khyber Pakhtunkhwa (Rural)



Children in Pre School

(Age 3-5 years)

Province/Territory wise map showing % children

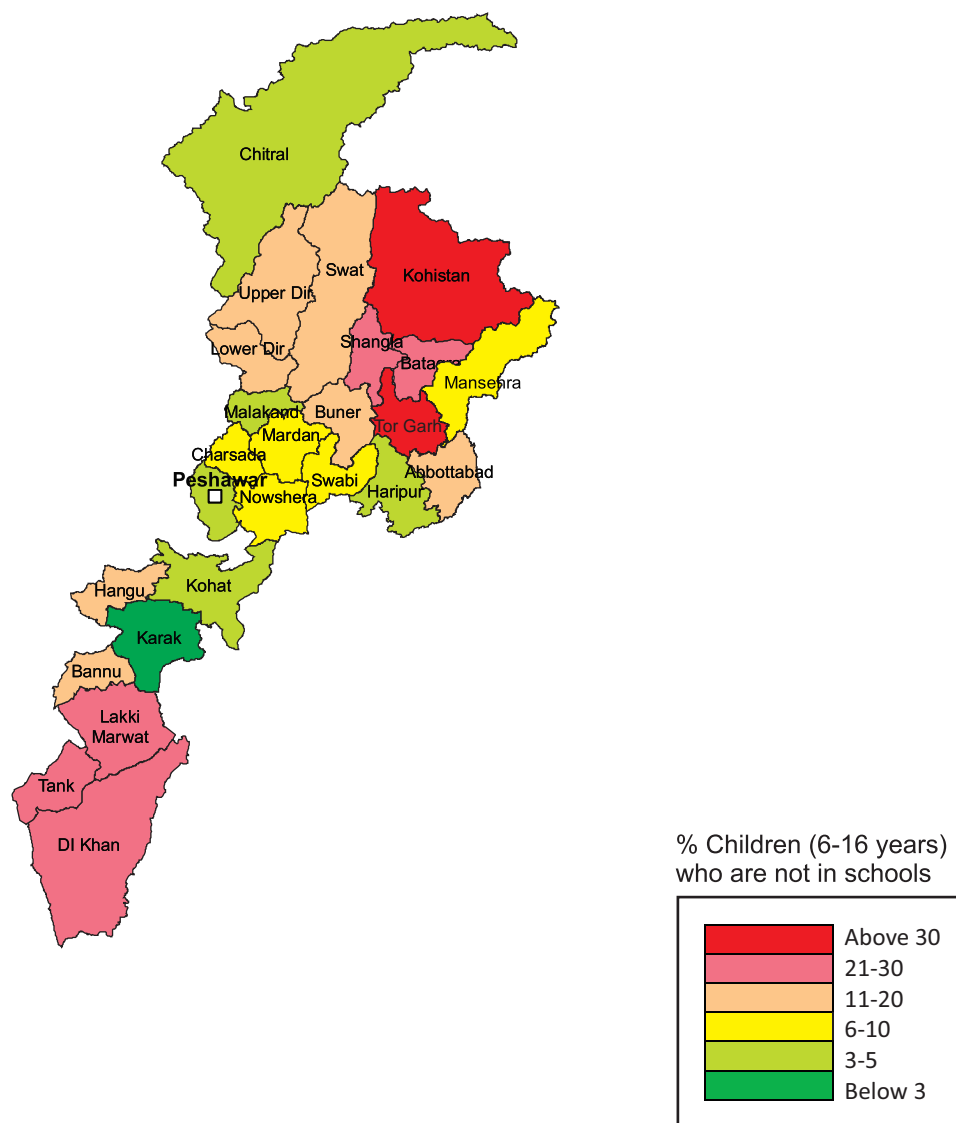


Maps may not be accurate or to scale. These are mere representations.

Out of School Children

(Age 6-16 years)

Province/Territory wise map showing % children

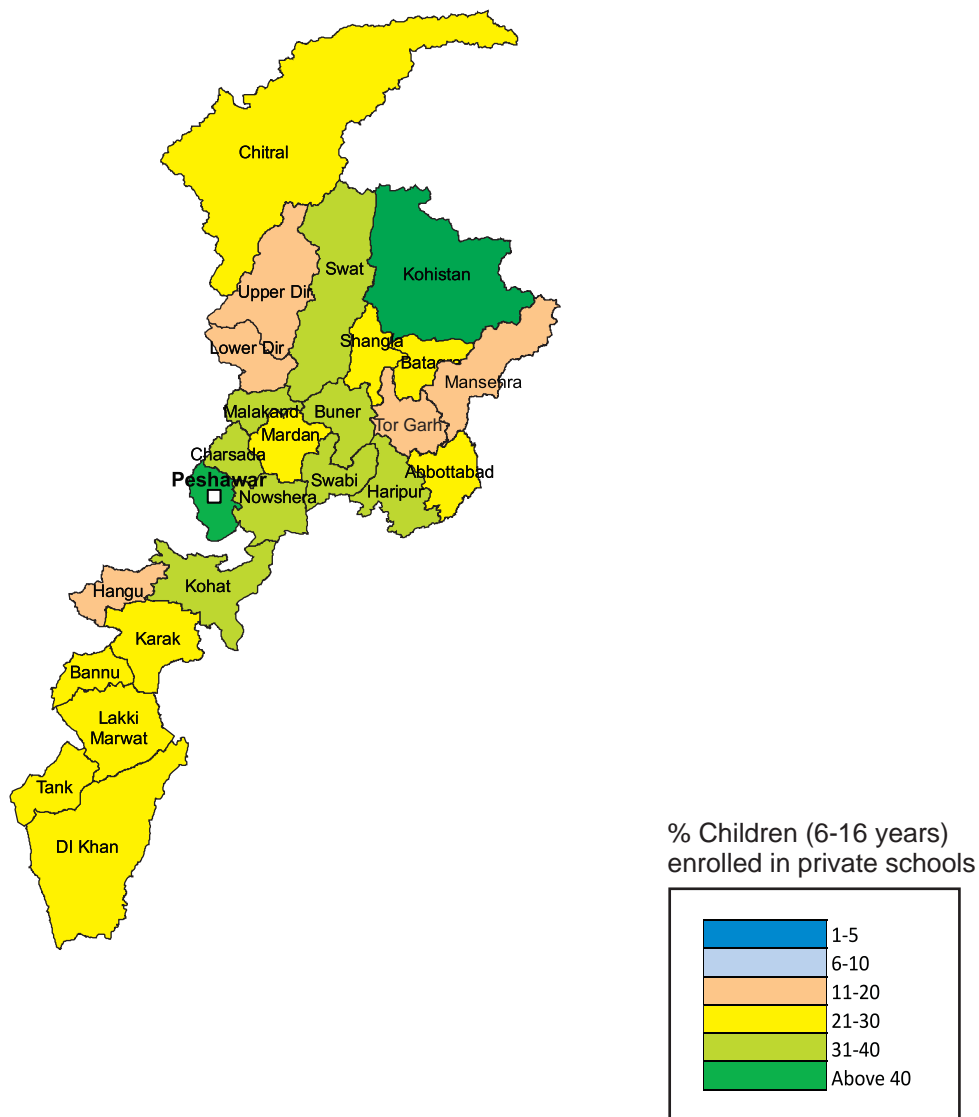


Maps may not be accurate or to scale. These are mere representations.

Private Schooling

(Age 6-16 years)

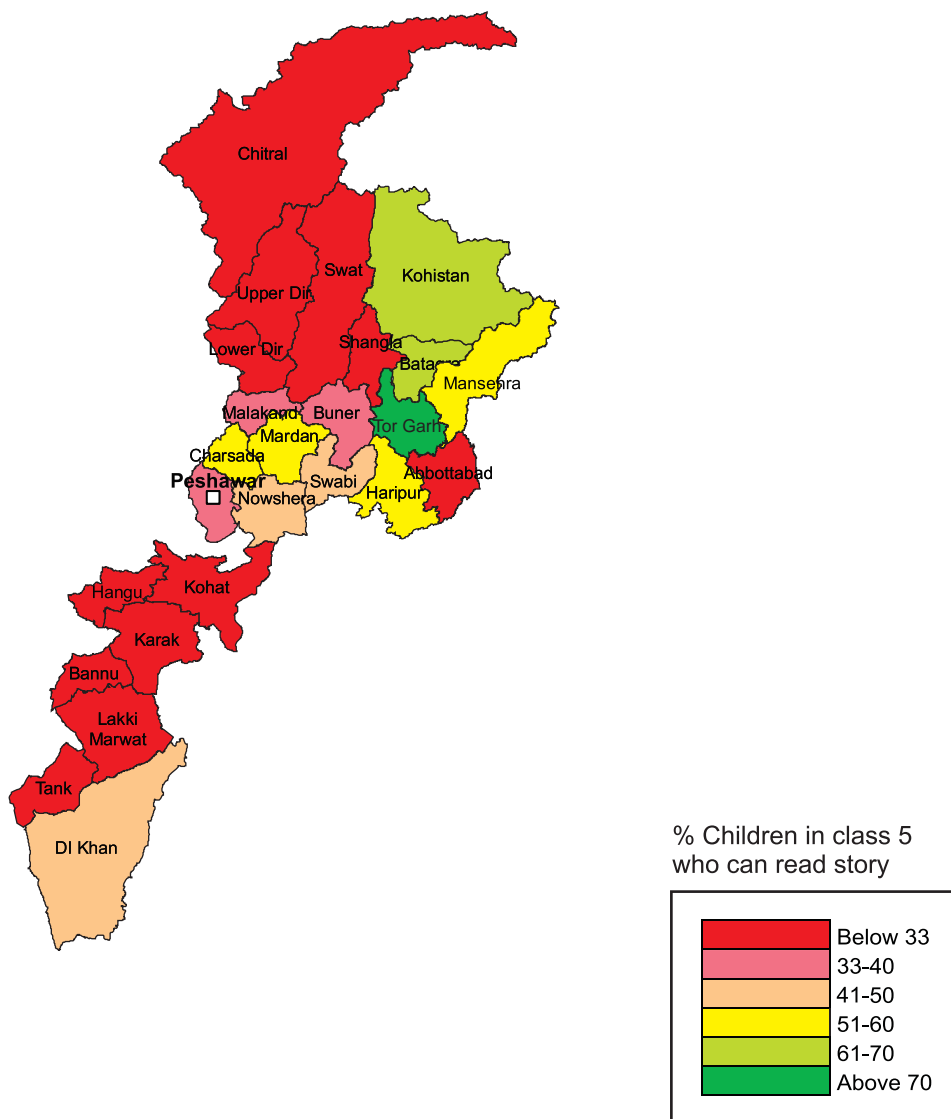
Province/Territory wise map showing % children



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

Reading Language Urdu/Pashto
 (Class 5)

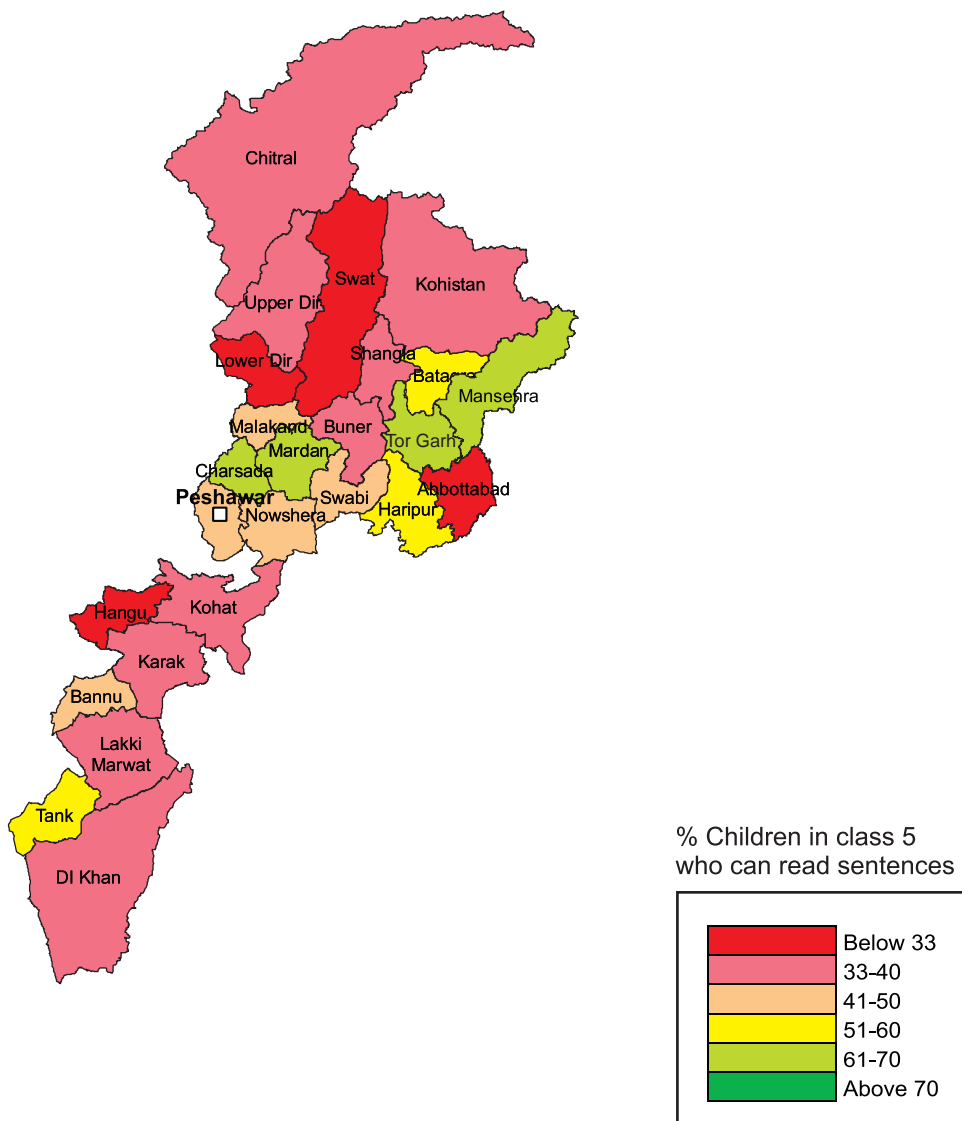
Province/Territory wise map showing % children who can read story level 2 (Class 2) Text



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

Reading English
 (Class 5)

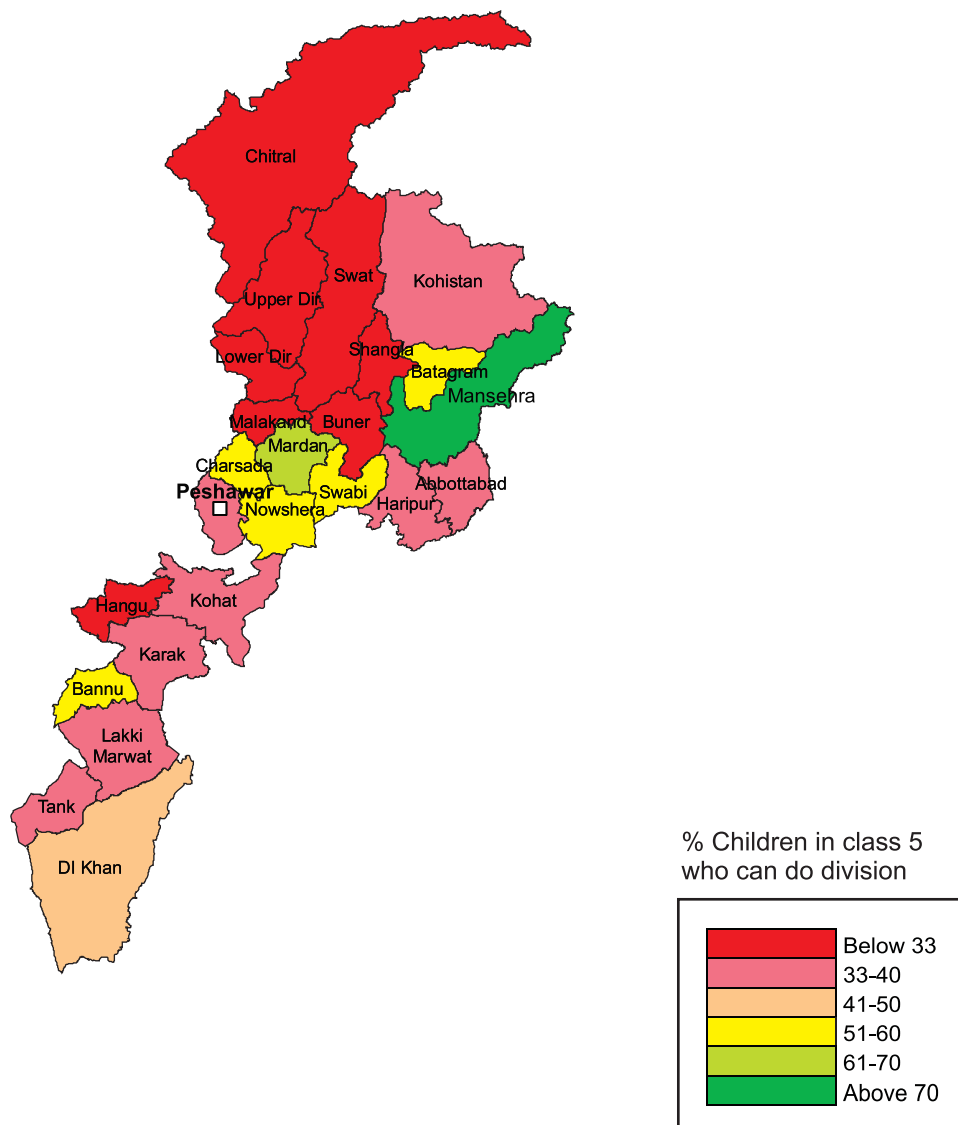
Province/Territory wise map showing % children who can read sentences level 2 (Class 2) Text



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



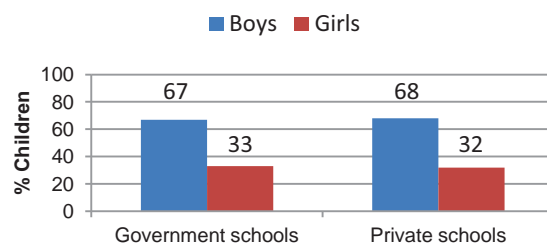
Maps may not be accurate or to scale. These are mere representations.

School enrollment and out-of-school children

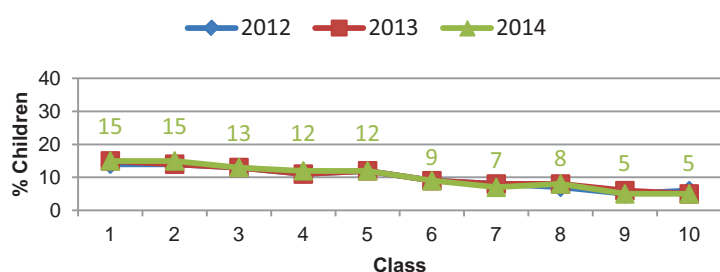
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	59.1	26.7	1.4	0.3	11.0	1.6	100
11 - 13	62.9	20.5	1.7	0.2	9.1	5.6	100
14 - 16	55.3	19.7	2.0	0.2	11.9	11.0	100
6 - 16	59.2	23.8	1.6	0.2	10.8	4.5	100
Total	84.8				15.2		100
By Type	69.8	28.0	1.9	0.3			

How to read: 87.5% (59.1+26.7+1.4+0.3) children of age group 6-10 are enrolled

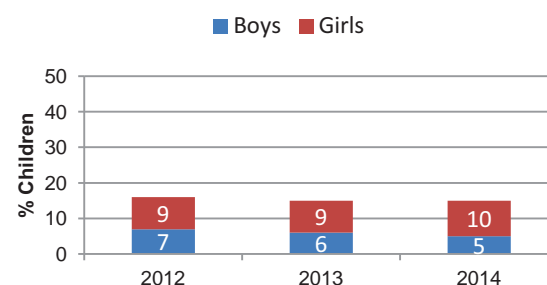
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

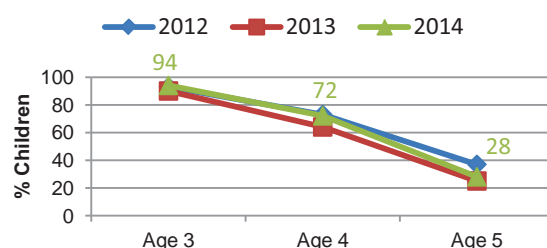


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	2.0	3.9	0.2	0.1	93.8	100
4	10.6	16.4	0.5	0.2	72.3	100
5	34.7	35.8	0.9	0.1	28.5	100
3 - 5	17.3	20.1	0.6	0.1	61.8	100
Total	38.2				61.8	100
By Type	45.5	52.7	1.5	0.3		

How to read: 6.2% (2+3.9+0.2+0.1) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



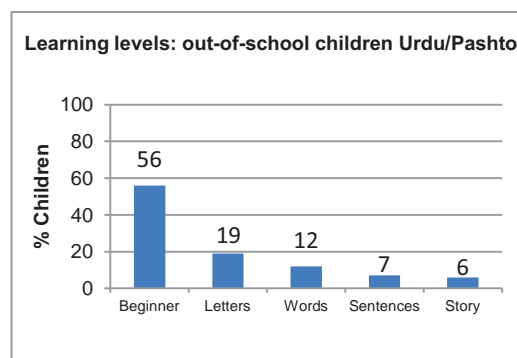
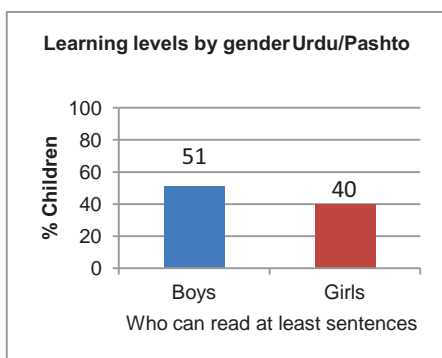
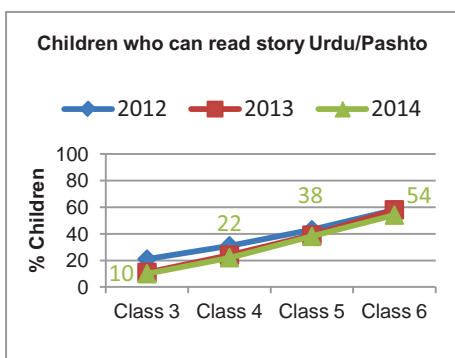
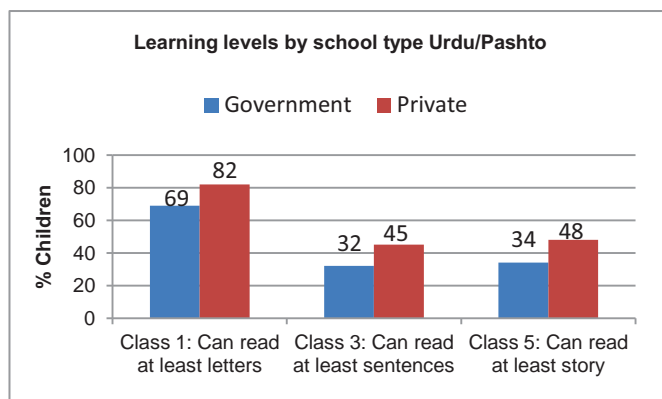
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	5	89.5	65.9	33.2	12.0	5.2								14.4
	6		10.5	28.2	48.0	33.9	13.2	10.0						14.6
2	7			15.1	41.1	29.5	14.6		16.4					13.0
	8				13.0	36.0	27.4	15.2		17.3				11.7
3	9					13.8	39.6	37.4	18.5					12.3
	10						6.1	27.0	35.8	15.5				8.7
4	11	0.0	5.9	3.7	0.0			6.6	22.1	33.4	16.3			7.4
	12					2.3	2.3		7.1	29.1	39.7	18.7		7.7
5	13							2.2		4.8	20.3	42.3	18.8	5.3
	14								0.0	0.0	6.0	23.1	63.2	4.9
Total		100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu/Pashto)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.9	37.5	29.2	3.8	1.6	100
2	9.8	24.5	47.8	14.2	3.7	100
3	3.7	15.5	45.3	25.9	9.6	100
4	1.7	7.4	30.7	37.7	22.5	100
5	0.8	3.4	20.5	37.9	37.5	100
6	0.6	2.0	11.1	32.7	53.6	100
7	0.6	1.5	7.3	25.6	64.9	100
8	0.8	1.3	4.1	17.1	76.8	100
9	0.6	0.7	2.8	7.9	88.1	100
10	0.9	1.2	2.0	9.1	86.8	100

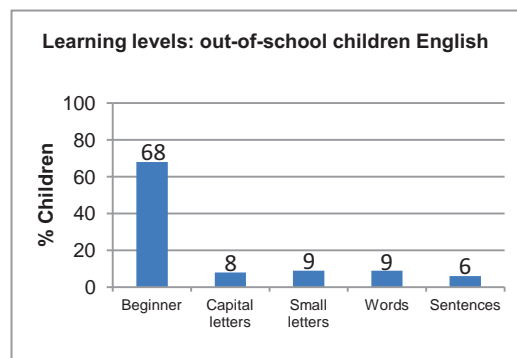
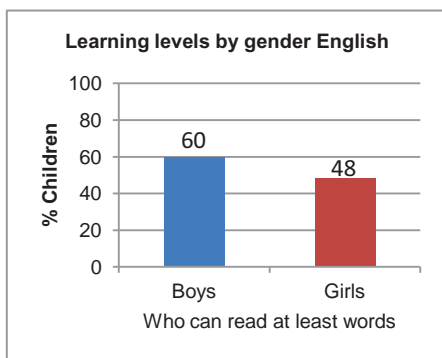
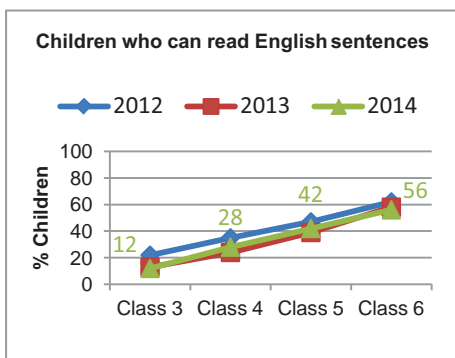
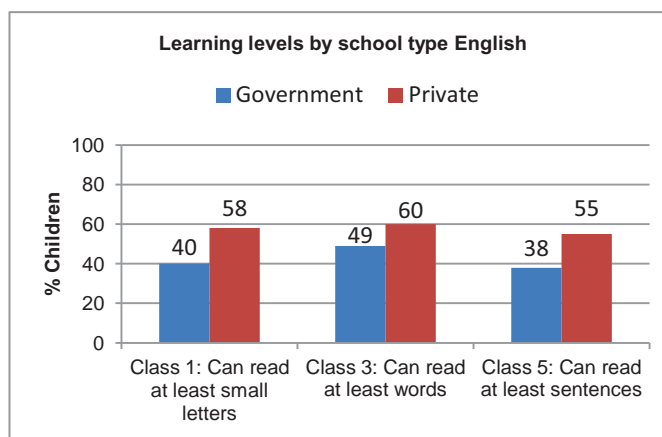
How to read: 5.4 % (3.8+1.6) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	28.3	27.1	30.5	12.3	1.8	100
2	9.6	19.7	36.6	29.5	4.6	100
3	3.9	11.2	33.1	39.8	12.0	100
4	1.8	5.7	20.3	44.1	28.1	100
5	0.9	3.0	12.1	42.4	41.6	100
6	0.7	2.4	6.4	34.2	56.3	100
7	0.6	1.9	3.9	26.4	67.0	100
8	0.9	1.3	2.2	16.3	79.3	100
9	0.5	0.5	2.0	9.1	87.8	100
10	1.1	0.4	2.3	5.8	90.4	100

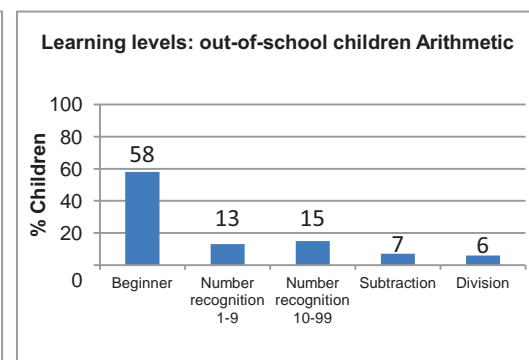
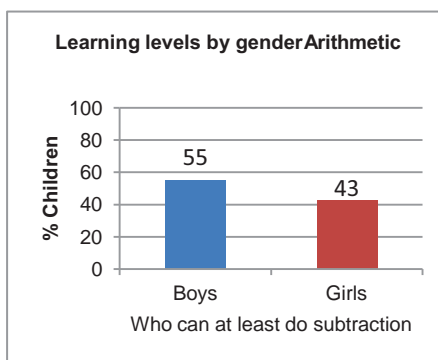
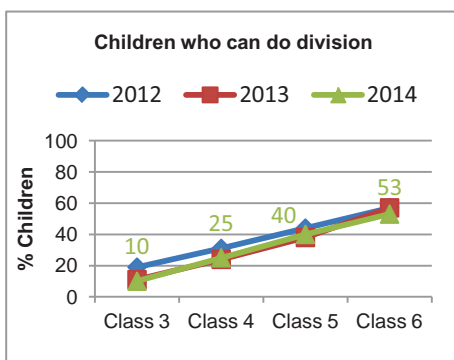
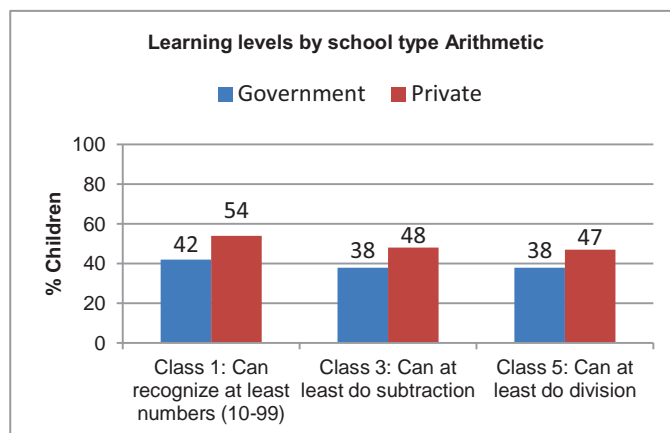
How to read: 14.1 % (12.3+1.8) children of class 1 can read words



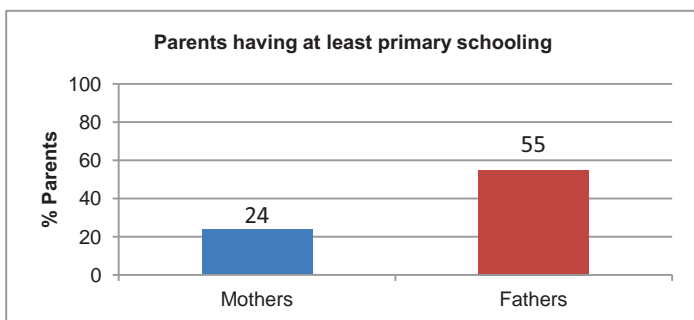
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	24.9	30.0	38.8	4.7	1.6	100
2	8.5	16.8	52.1	18.3	4.4	100
3	3.1	7.7	48.2	30.9	10.1	100
4	1.6	3.9	29.5	39.8	25.2	100
5	0.6	2.2	15.9	41.4	40.0	100
6	0.9	1.0	8.5	36.2	53.4	100
7	0.6	1.0	5.5	29.2	63.7	100
8	0.9	0.5	3.6	18.4	76.7	100
9	0.8	0.3	2.2	10.1	86.6	100
10	1.1	0.7	2.2	7.8	88.1	100

How to read: 6.3 % (4.7+1.6) children of class 1 can do subtraction



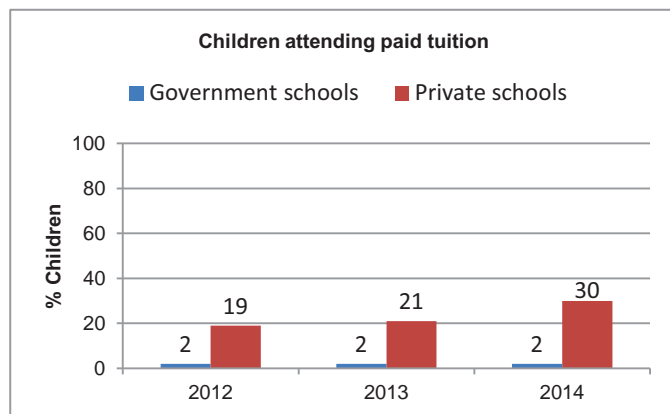
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.2	1.3	1.6	1.6	1.8	1.6	3.1	2.2	2.9	3.9
Pvt.	30.4	35.4	39.2	37.6	44.0	41.0	33.2	38.8	38.9	39.7



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	255	24	151	430	11	1	56	68
Elementary	24	4	5	33	14	3	77	94
High	31	6	8	45	30	2	83	115
Others	176	15	17	208	8	2	3	13
Total	486	49	181	716	63	8	219	290

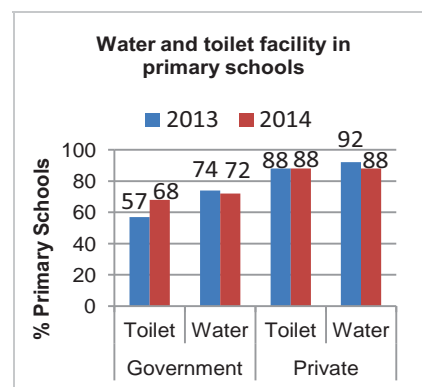
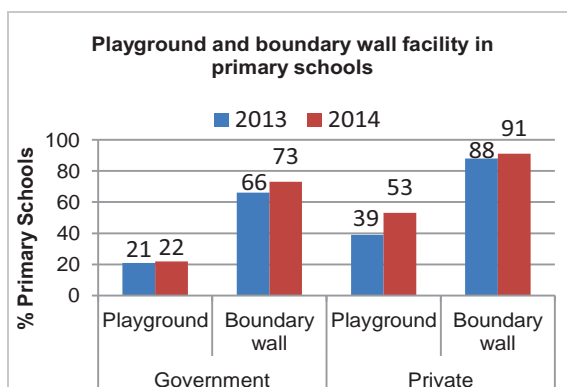
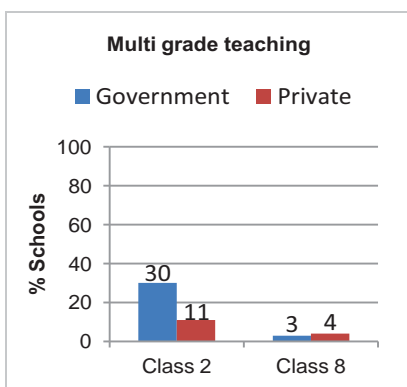
	Attendance (%) on the day of visit									
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.7	84.2	89.2	85.2	85.8	91.0	89.8	92.0	92.8	91.3
Teacher attendance	83.0	80.3	88.1	87.6	85.5	91.6	92.0	91.6	94.5	91.8

	Teacher qualification - general (% of teachers)	
	Government schools	Private schools
Below Matriculation	0.8	0.5
Matriculation	5.9	5.2
FA	11.9	21.3
BA	27	36.4
MA or above	52.4	35.6
Others	1.9	0.9

	Teacher qualification - professional (% of teachers)	
	Government schools	Private schools
None	0.9	16.8
PTC	19.9	24.8
CT	19.5	16.8
B-Ed	34.5	28.4
M-Ed or above	17.1	9.2
Others	8.2	4.1

	School facilities (% schools)							
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3.3	3.8	6.9	7.5	5.4	8.2	11.5	4.2
Useable water	72.1	72.7	82.2	79.8	88.2	85.1	97.4	84.6
Useable toilet	68.4	75.8	71.1	77.9	88.2	88.3	97.4	84.6
Playground	22.3	18.2	35.6	42.8	52.9	53.2	67.0	15.4
Boundary wall	72.6	63.6	86.7	74.5	91.2	84.0	94.8	76.9
Library	20.0	27.3	68.9	58.7	20.6	35.1	69.6	30.8
Computer lab	0.0	6.1	20.0	17.8	13.2	13.8	35.7	15.4
Electricity Connection	61.2	72.7	82.2	78.8	89.7	84.0	96.5	61.5

	Grants							
	Government schools	Elementary	High	Others	Private schools	Elementary	High	Others
2013 # of schools reported receiving grants	303	24	34	0	0	1	1	0
2013 % of schools reported receiving grants	70.5	72.7	75.6	-	0.0	1.1	0.9	-
2013 Average amount of grant (Rs.)	52934.3	53379.2	118649.6	-	-	0	203800	-
2014* # of schools reported receiving grants	178	16	21	0	1	0	2	0
2014* % of schools reported receiving grants	41.4	48.5	46.7	-	1.5	0.0	1.7	-
2014* Average amount of grant (Rs.)	61548.8	35528.6	73438.1	-	4900	-	201500	-



*Grants received till October 31, 2014

** "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
Abbottabad	32.1	13.9	6.8	24.7	14.5	8.4	31.8	29.8	14.4	25.0	37.9
Bannu	60.2	19.3	14.0	22.7	13.5	41.4	85.5	70.1	33.1	47.9	53.3
Battagram	35.1	22.3	15.5	30.2	14.7	53.8	64.7	53.4	62.1	52.0	53.5
Buner	19.6	13.2	8.6	34.1	12.8	33.1	49.4	33.1	34.6	39.8	32.0
Charsadda	54.1	8.6	4.6	34.5	3.9	50.4	64.7	57.0	54.7	67.8	51.4
Chitral	32.0	3.2	1.5	26.7	10.8	35.0	60.0	35.4	17.0	36.3	15.6
Dera Ismail Khan	40.2	24.2	14.8	24.8	9.8	40.7	61.7	48.0	45.2	34.8	49.3
Hangu	31.6	16.5	13.3	13.3	3.2	19.6	27.1	25.6	23.8	25.1	28.6
Haripur	60.3	5.2	2.3	38.8	20.2	43.7	50.9	36.9	58.1	56.0	35.5
Karak	40.4	1.4	1.2	25.2	24.6	26.5	37.4	34.5	21.2	34.0	38.8
Kohat	38.2	3.4	3.0	36.1	37.8	5.0	13.3	8.3	31.0	34.4	39.2
Kohistan	16.9	43.6	31.9	44.7	5.4	51.4	40.6	30.4	65.0	37.5	40.0
Lakki Marwat	29.6	23.7	15.7	27.7	13.9	22.7	34.1	28.5	32.0	33.3	35.9
Lower Dir	39.8	14.9	10.1	12.3	3.8	30.9	33.9	37.6	21.4	10.4	17.3
Malakand	60.2	4.1	1.9	32.3	6.0	23.3	45.6	28.0	34.8	40.9	28.6
Mansehra	57.1	7.7	4.2	13.2	5.4	30.6	60.7	50.4	56.7	64.6	70.9
Mardan	43.1	8.0	4.9	26.2	14.3	37.0	63.6	53.7	55.0	66.2	65.1
Nowshera	43.3	10.0	7.5	39.3	7.3	39.6	65.9	60.0	49.6	48.5	53.3
Peshawar	46.7	4.0	2.1	54.5	3.4	41.0	50.4	44.4	38.0	43.7	38.9
Shangla	19.5	21.3	12.7	27.0	6.6	45.7	66.3	49.1	25.9	38.9	30.6
Swabi	37.5	9.2	5.8	36.0	13.1	42.3	59.0	54.6	48.8	49.2	58.0
Swat	31.8	15.0	8.9	37.2	7.4	44.4	57.1	35.0	30.5	22.1	9.9
Tank	40.3	28.2	18.5	21.2	8.0	36.6	62.7	39.6	25.0	54.8	32.3
Tor Ghar	35.8	33.0	19.7	14.0	3.5	51.4	65.1	46.6	71.8	62.1	53.8
Upper Dir	34.3	19.2	13.5	15.1	3.3	51.7	72.7	48.7	26.2	34.5	31.5
Khyber Pakhtunkhwa	38.2	15.2	10.0	28.0	10.7	35.5	51.8	41.0	37.5	41.6	40.0



Sample Composition

- ASER 2014 survey was conducted in 25 rural districts. This covered 14,668 households in 739 villages across Khyber Pakhtunkhwa.
- Detailed information was collected on 46,187 children (60% males, 40% females) aged 3-16 years. Out of these 31,644 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 716 government schools (60% primary, 5% elementary, 6% high, 29% others¹) and 290 private schools (23% primary, 32% elementary, 40% high, 5% others) were surveyed.
- 68% of the government schools were boys only, 7% were girls only, and 25% were coeducation schools. In case of private schools, 22% were boys only, 3% were girls only and 75% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children (age 6-16) has increased as compared to that of 2013.

- In 2014, 15% of children (age 6-16) were reported to be out-of-school which has increased as compared to previous year (14%). 11% children have never been enrolled in a school and 5% 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, 70% of children were enrolled in government schools whereas 30% of children were going to non-state institutions (28% private schools, 2% Madrassah, 0% others).
- 87% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 59% of children were enrolled in government schools whereas 28% of children were going to non-state institutions (27% private schools, 1% Madrassah, 0% others).

- Amongst the enrolled students (6-16) 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 increased as compared to that of 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2013.

- 38% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 45% in 2013.
- 62% 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have deteriorated: 63% class 5 children could not read a class 2 story in Urdu/Pashto compared to 61% in 2013.

- Analysis shows that 90% of class 3 children could not read story in Urdu/Pashto in 2014 as compared to 89% in 2013.
- Similarly, 28% of class 1 children cannot read letters in Urdu/Pashto as compared to 26% in 2013.

Improvement can be seen in English competencies over the past year: 58% class 5 children could not read sentences (class 2 level) compared to 61% in 2013.

- ASER 2014 reveals that 88% class 3 children could not read class 2 level sentences as compared to 87% in the previous year.
- 28% children enrolled in class 1 cannot read capital letters as compared to 29% in 2013.

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.

Arithmetic learning levels have improved: 60% class 5 children could not do two digit division as compared to 62% in 2013.

- 90% children enrolled in class 3 could not do two digit division in 2014 as compared to 89% in 2013.
- 25% of class 1 children could not do number recognition (1-9) in 2014 compared to 23% in 2013.

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

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

- 48% children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 34% of class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 55% private school children can read at least sentences in class 5 whereas only 38% government school children can do the same.
- Similarly, in arithmetic, 47% children enrolled in private schools (class 5) were able to do division when compared to only 38% 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 could read at least sentences in Urdu/Pashto as compared to 40% of girls.
- 60% boys could read at least English words while 48% of girls can do the same.
- Similarly, 55% of boys were able to do at least subtraction whereas only 43% 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 6% of out-of-school children could read story in Urdu/Pashto, 6% could read sentences in English and 6% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

24% of mothers and 55% 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.
- 45% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUTIONS

Private tuition incidence is greater in private schools 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 4% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

30% 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 30% of the surveyed government schools and 11% of the surveyed private schools had Class 2 sitting with other classes.
- 3% of surveyed government schools and 4% 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.

14% 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 86% 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

- 27% teachers of surveyed government schools have done graduation as compared to 37% teachers of surveyed private schools.
- But in terms of professional qualification, 35% of surveyed government school teachers had Bachelors in Education degrees as compared to 34% 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.

- 20% of surveyed government high schools had computer labs and 69% had library books in their premises as compared to surveyed private high schools where 36% had computer labs and 70% had library books.

32% surveyed government primary schools were without toilets and 28% were without drinking water.

- 32% of the surveyed government primary schools did not have toilets in 2014 as compared to 43% in 2013. Similarly, 12% surveyed private primary schools were missing toilet facility in 2014 and 2013.
- 28% of the surveyed government primary schools did not have drinking water in 2014 as compared to 26% in 2013. Similarly, 12% of the surveyed private primary schools did not have drinking water facility in 2014 as compared to 8% in 2013.

27% of the surveyed government primary schools were without complete boundary walls and 78% were without playgrounds.

- Amongst the surveyed government primary schools, only 73% had complete boundary walls as compared to 66% in 2013.
- In 2014, 9% of the surveyed private primary schools did not have complete boundary walls as compared to 12% in 2013.
- 22% of surveyed government primary schools had playgrounds in 2014 while 53% 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 9 in 2013.
- In 2014, surveyed private high schools had 12 classrooms on average being used for classroom activities as compared to 11 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

41% of the government primary schools and 2% private primary schools received grants.

- 1 surveyed private primary school is receiving grants as compared to 178 surveyed government primary schools in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 66% surveyed government primary schools were receiving grants in 2012, 71% in 2013, and 41% received in 2014.



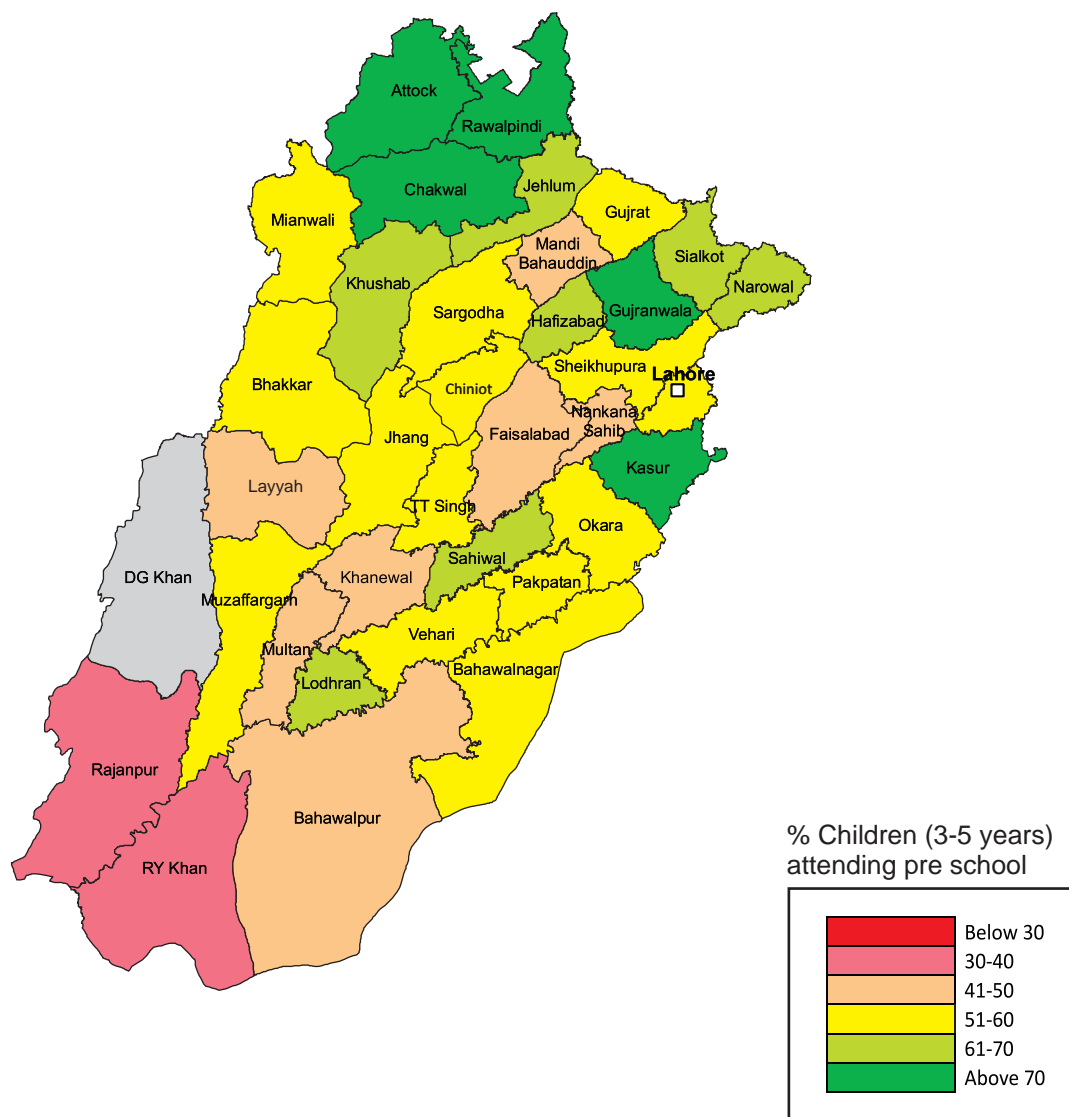
Punjab **(Rural)**



Children in Pre School

(Age 3-5 years)

Province/Territory wise map showing % children



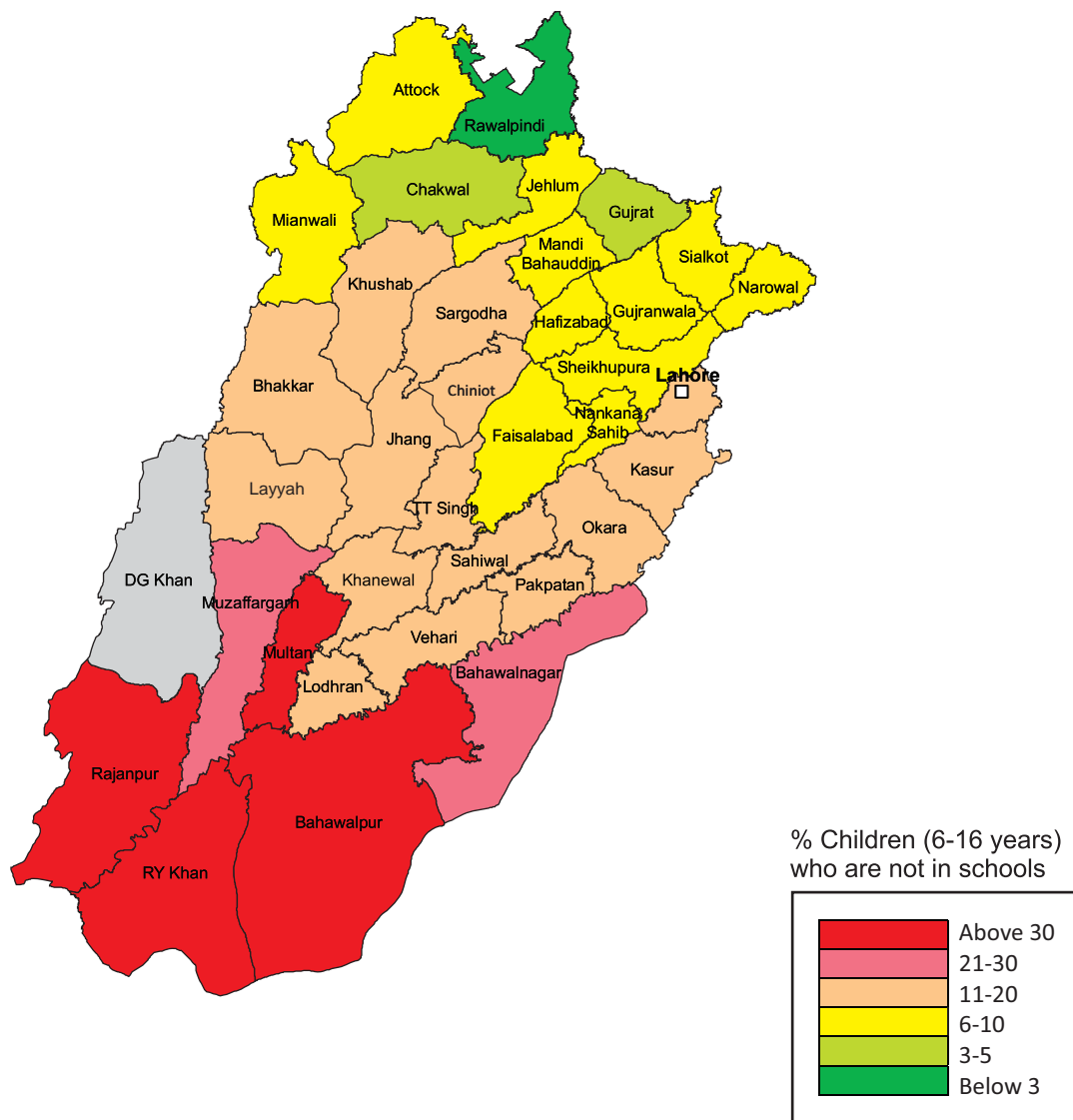
 Not surveyed

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

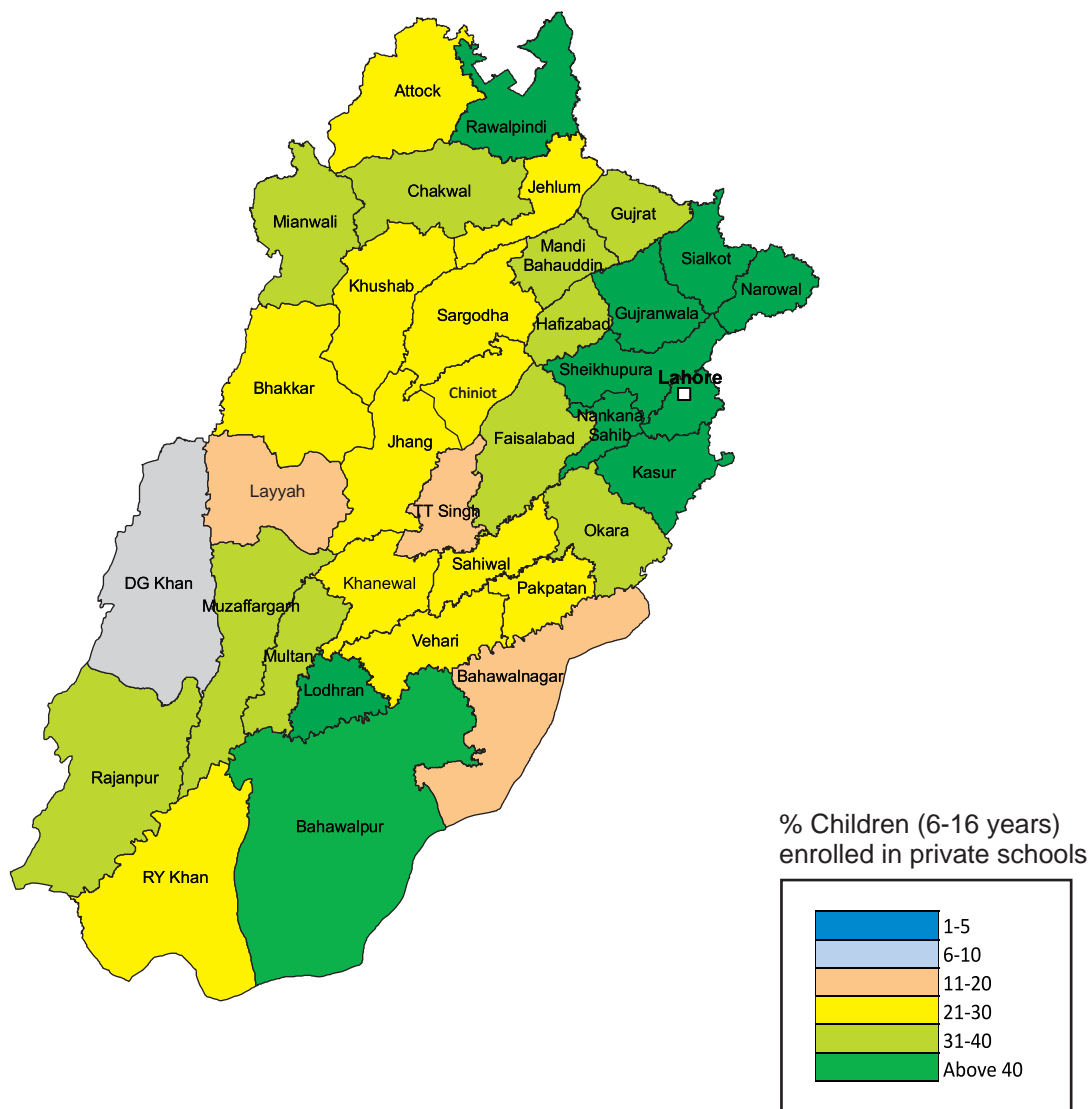


Not surveyed

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

Private Schooling (Age 6-16 years)

Province/Territory wise map showing % children

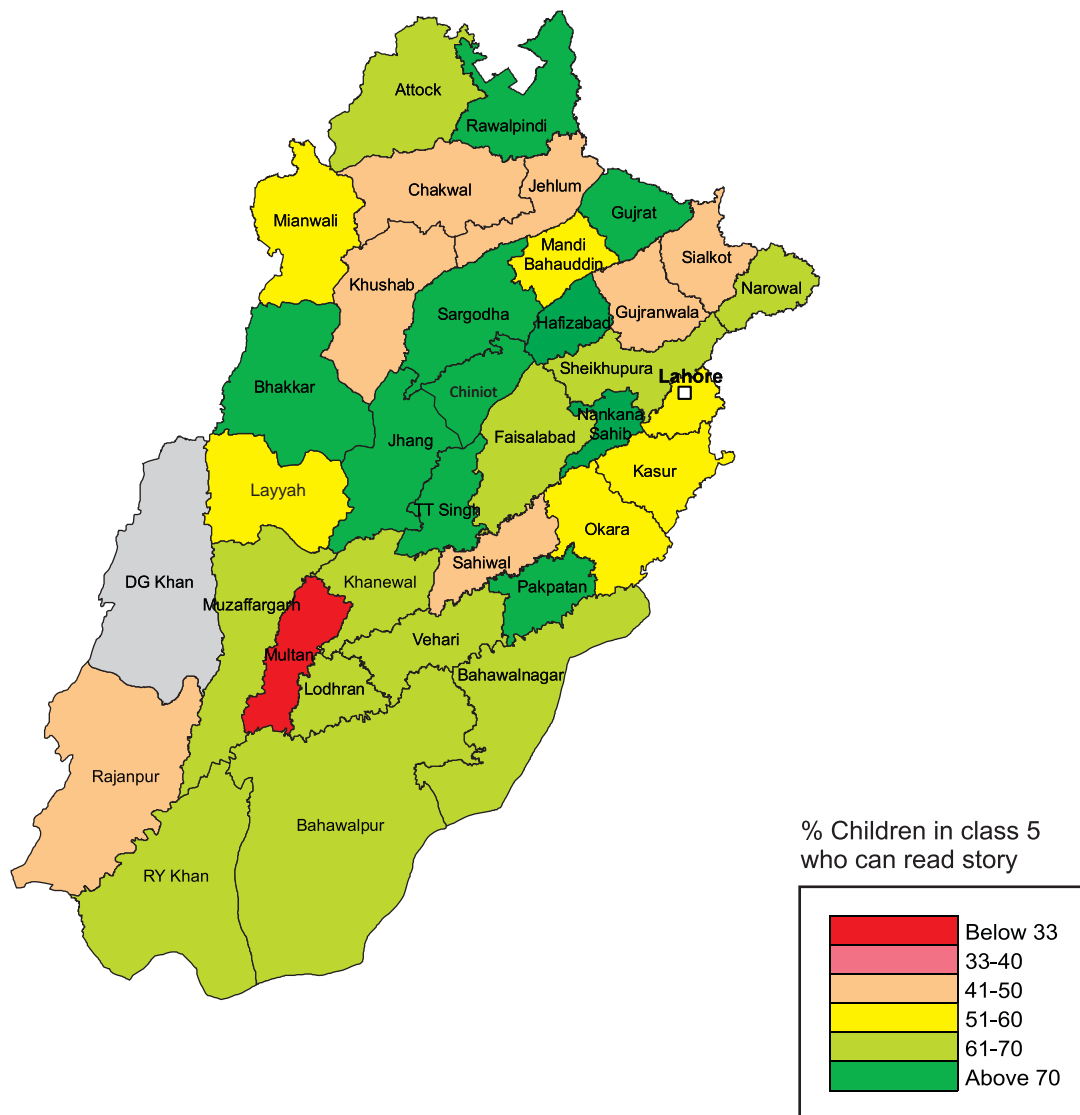


 Not surveyed

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Reading Language Urdu
 (Class 5)

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

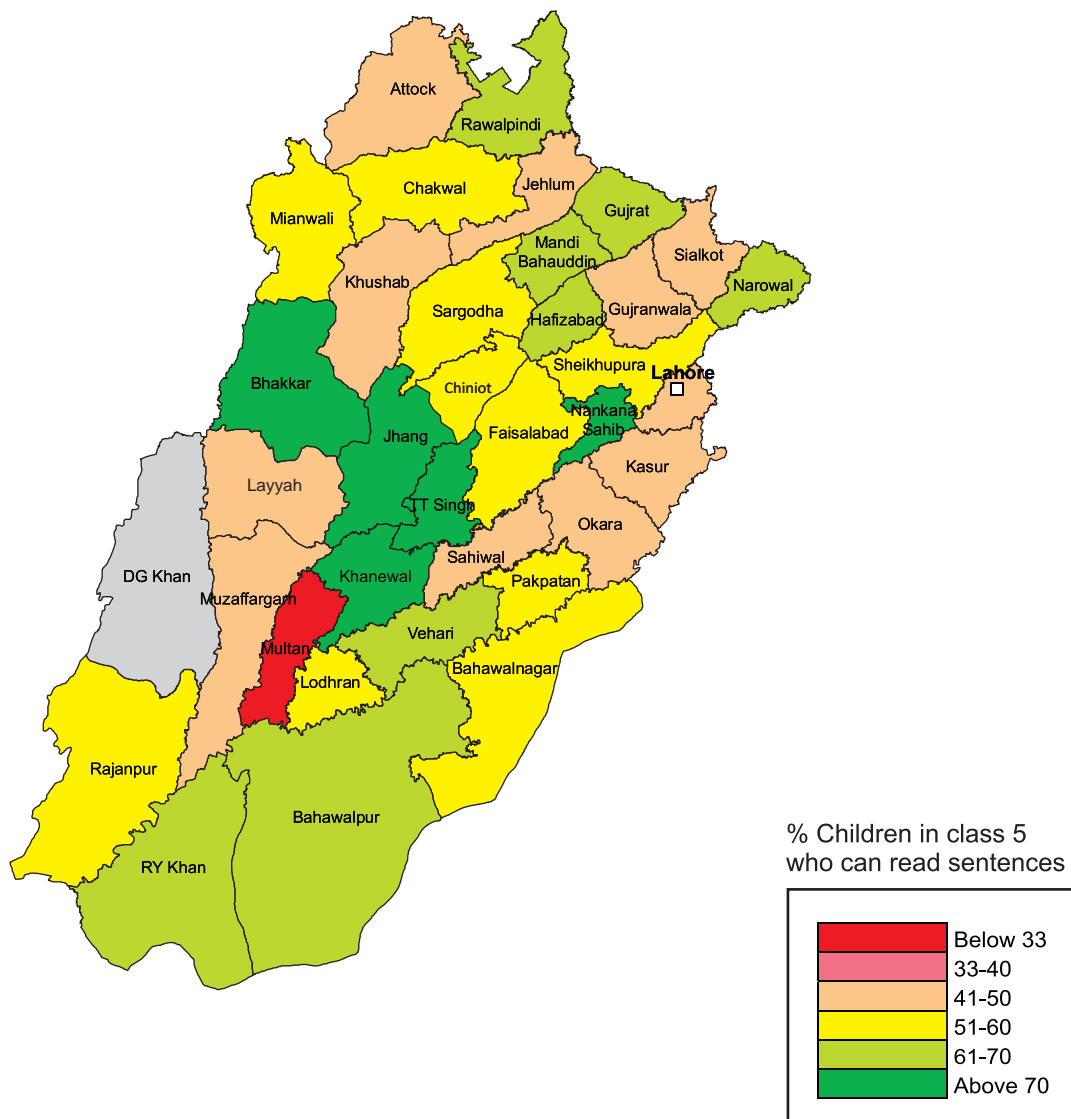


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Reading English (Class 5)

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

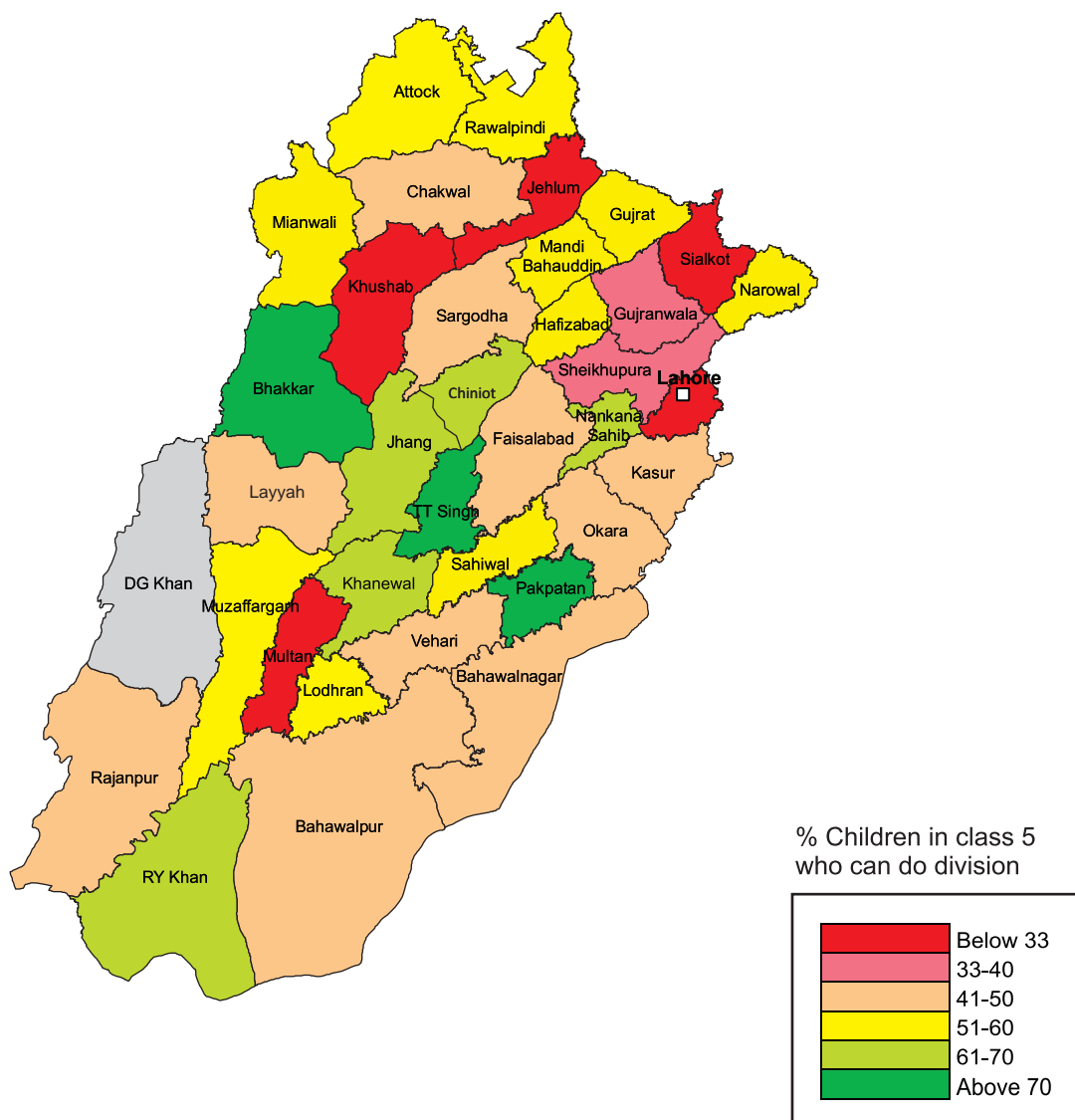


Not surveyed

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



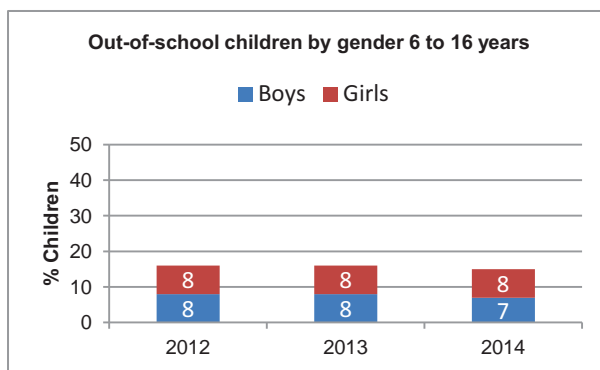
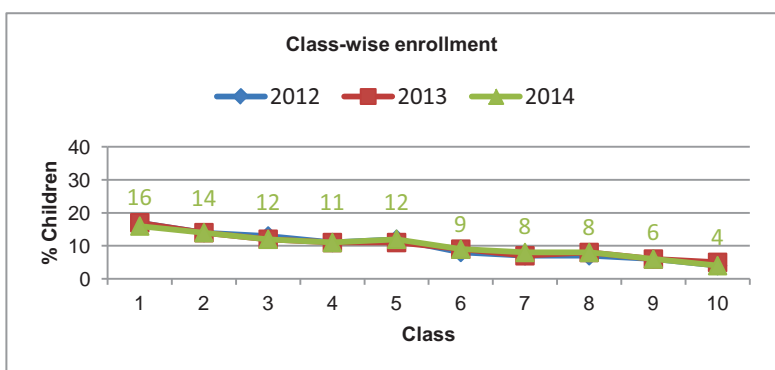
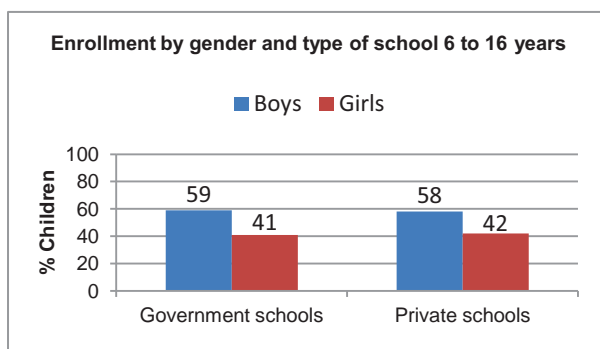
Not surveyed

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

School enrollment and out-of-school children

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	52.6	35.1	1.2	1.4	7.7	2.0	100
11 - 13	57.9	25.7	1.3	1.1	7.6	6.4	100
14 - 16	51.5	19.7	1.1	0.7	10.4	16.5	100
6 - 16	53.7	29.3	1.2	1.1	8.3	6.4	100
Total	85.3				14.7		100
By Type	62.9	34.3	1.4	1.3			

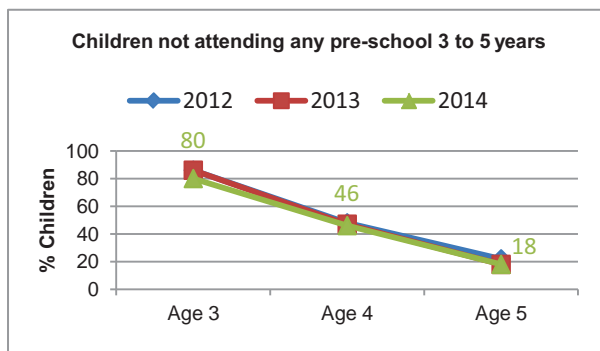
How to read: 90.3% (52.6+35.1+1.2+1.4) children of age group 6-10 are enrolled



Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	7.4	12.0	0.3	0.4	79.9	100
4	19.5	33.2	0.9	0.8	45.6	100
5	33.2	46.6	0.9	1.1	18.1	100
3 - 5	21.4	32.2	0.7	0.8	44.9	100
Total	55.1				44.9	100
By Type	38.8	58.4	1.3	1.5		

How to read: 20.1% (7.4+12+0.3+0.4) children of age 3 are enrolled



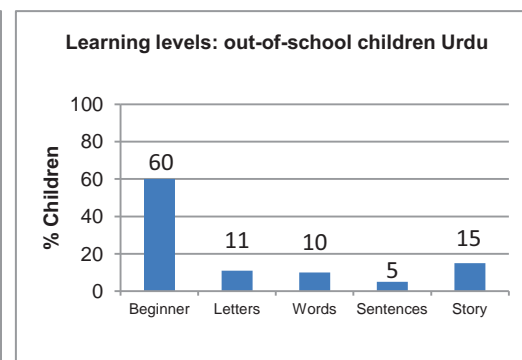
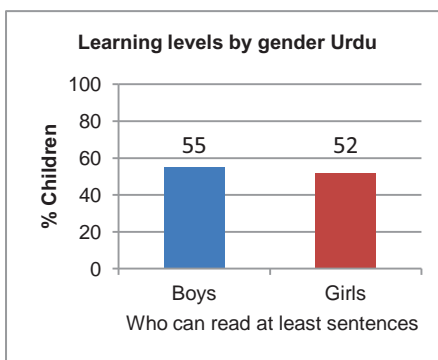
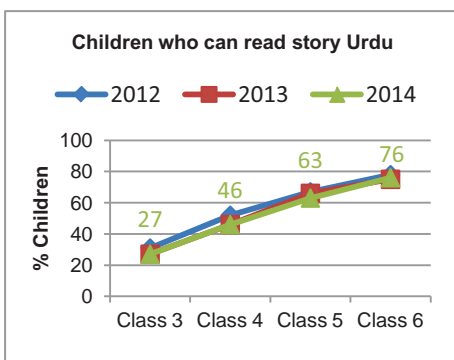
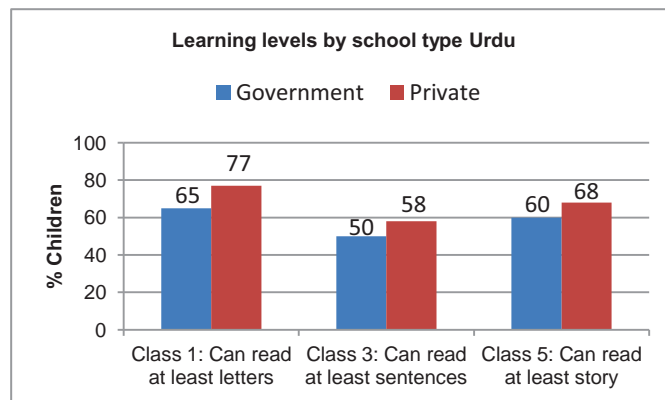
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1		78.5	53.6	27.7	14.3	5.5								14.1
2		21.5	33.8	43.2	29.4	13.6	10.9	13.6						14.5
3				20.7	37.5	23.4	13.7		17.1	20.0				12.7
4					18.8	27.6	25.2	15.0			18.4			11.5
5						25.3	31.6	28.6	19.5			18.7		12.0
6		0.0	12.5				13.8	26.2	26.4	15.0			27.7	8.9
7				8.4	0.0			12.1	23.7	25.4	14.4			7.7
8						4.6			13.3	29.8	26.6	18.0		7.8
9							4.9	4.6		9.8	29.3	36.4	25.1	6.3
10									0.0	0.0	11.3	26.9	47.1	4.5
Total		100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	30.8	34.6	25.3	6.0	3.2	100
2	9.6	24.8	37.0	17.5	11.0	100
3	4.8	12.7	29.6	25.7	27.1	100
4	2.8	5.9	20.0	25.0	46.3	100
5	2.2	4.0	12.5	18.7	62.6	100
6	1.4	2.7	7.7	12.3	75.9	100
7	1.6	2.7	5.0	9.2	81.6	100
8	1.1	1.9	3.3	7.1	86.6	100
9	1.3	1.3	2.8	3.5	91.1	100
10	1.4	1.7	2.7	2.3	91.9	100

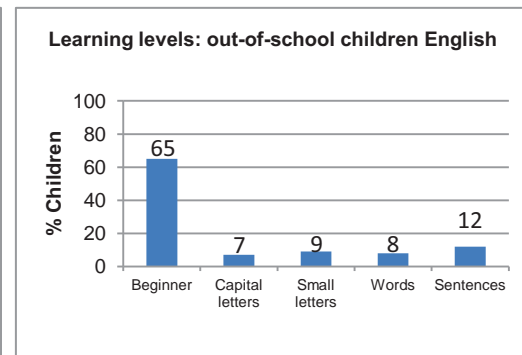
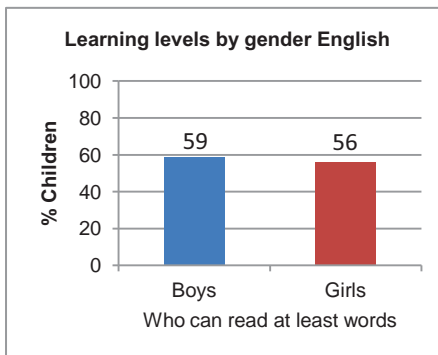
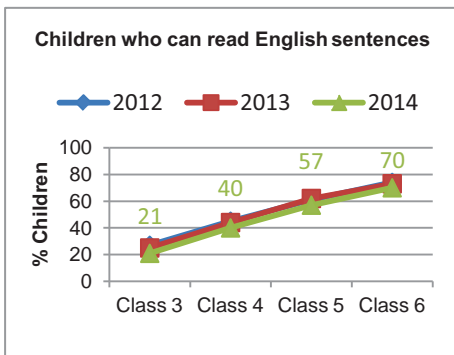
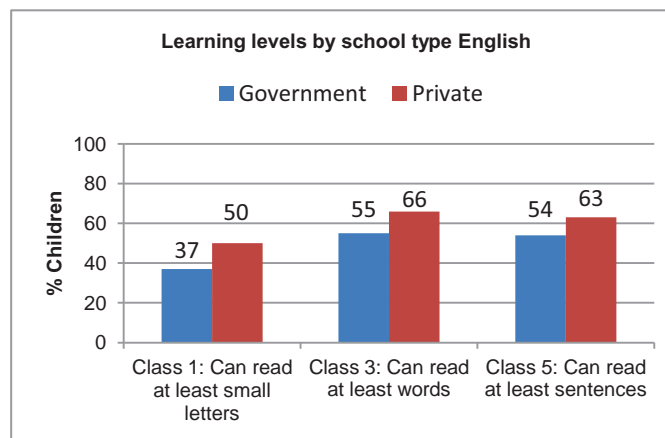
How to read: 9.2 % (6+3.2) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	33.6	24.5	26.6	12.7	2.7	100
2	12.0	17.1	32.9	28.8	9.3	100
3	5.7	10.2	25.5	37.2	21.5	100
4	3.6	5.5	15.6	35.7	39.6	100
5	3.2	3.5	10.5	26.2	56.6	100
6	2.3	2.7	6.7	18.5	69.9	100
7	1.9	1.8	4.4	13.1	78.8	100
8	1.4	1.6	4.0	9.5	83.5	100
9	1.8	1.1	2.6	5.0	89.6	100
10	1.9	1.7	1.9	3.4	91.0	100

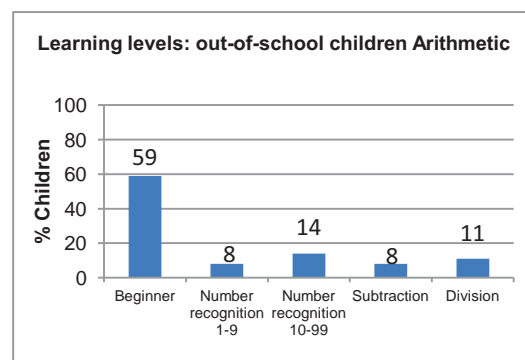
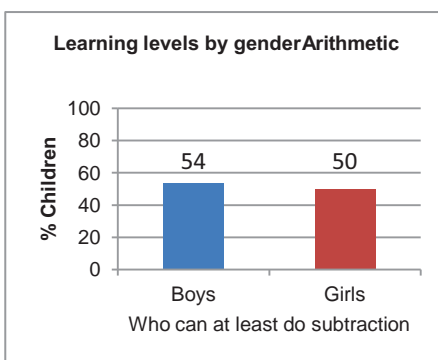
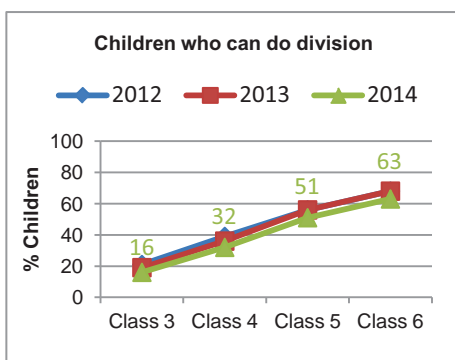
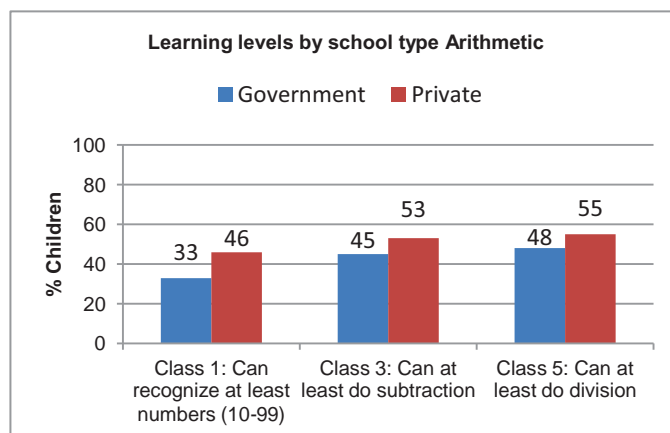
How to read: 15.4 % (12.7+2.7) children of class 1 can read words



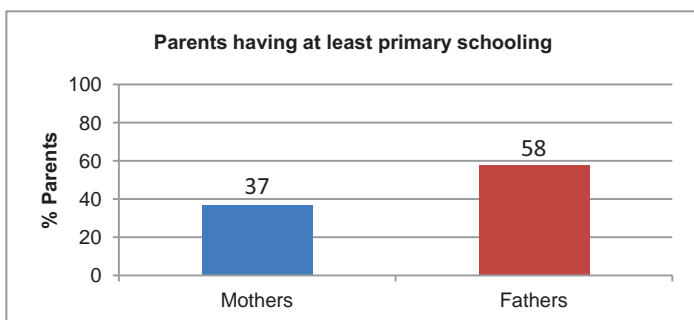
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	30.3	31.6	30.7	5.2	2.2	100
2	10.5	18.7	46.3	18.8	5.6	100
3	5.2	10.0	36.8	32.0	16.1	100
4	2.8	5.8	22.3	36.8	32.2	100
5	3.0	3.1	13.9	29.1	51.0	100
6	1.8	2.7	9.0	23.6	62.9	100
7	1.6	1.9	6.8	15.2	74.4	100
8	1.3	1.7	4.6	12.8	79.6	100
9	1.4	1.0	3.7	7.7	86.3	100
10	1.5	1.8	2.7	5.4	88.6	100

How to read: 7.4 % (5.2+2.2) children of class 1 can do subtraction



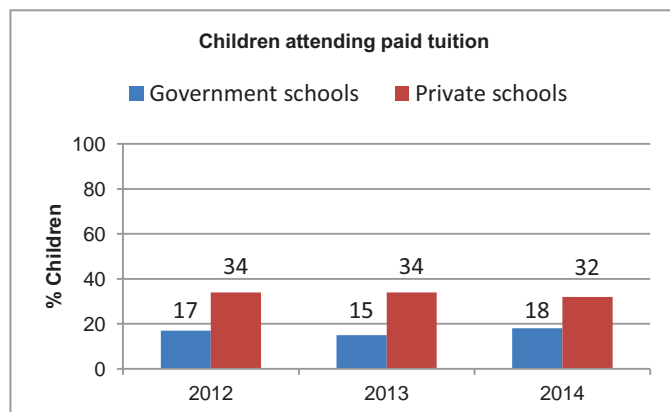
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	13.1	15.1	16.4	16.6	18.2	19.3	18.6	22.9	29.6	27.2
Pvt.	30.8	33.3	34.6	34.0	36.8	37.1	37.7	37.6	44.4	38.3



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	139	113	190	442	15	7	149	171
Elementary	96	84	56	236	15	8	319	342
High	129	125	22	276	8	6	139	153
Others	22	12	0	34	0	0	0	0
Total	386	334	268	988	38	21	607	666

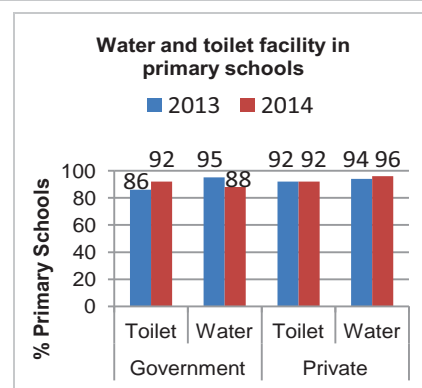
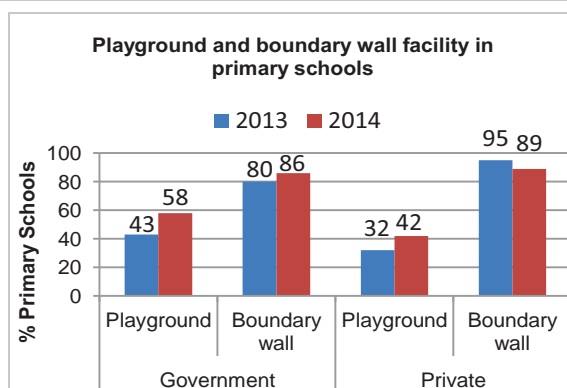
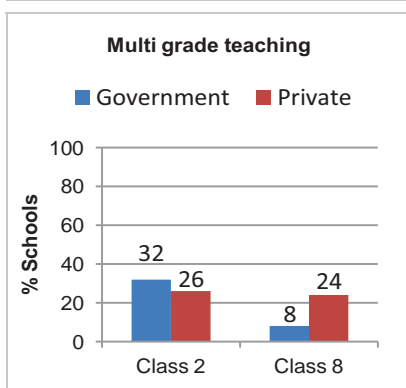
	Attendance (%) on the day of visit									
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	88.8	89.0	90.6	92.3	90.0	87.9	89.2	89.2	-	89.0
Teacher attendance	92.4	92.7	93.4	92.9	93.0	92.6	93.0	92.9	-	92.9

	Teacher qualification - general (% of teachers)	
	Government schools	Private schools
Below Matriculation	0.3	0.6
Matriculation	13.5	12.4
FA	11.9	28.5
BA	29.1	38.1
MA or above	44.5	19.9
Others	0.7	0.5

	Teacher qualification - professional (% of teachers)	
	Government schools	Private schools
None	3.4	32.2
PTC	12.3	3.9
CT	19.2	5.4
B-Ed	40.1	44.7
M-Ed or above	22.7	10
Others	2.3	3.9

	School facilities (% schools)							
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3.1	6.6	12.0	11.9	4.2	6.9	9.7	-
Useable water	87.6	93.6	94.6	91.2	95.9	95.9	92.2	-
Useable toilet	92.1	94.1	95.7	85.3	91.8	93.9	96.1	-
Playground	57.7	72.9	76.8	67.6	42.1	50.0	51.0	-
Boundary wall	86.0	89.8	93.8	76.5	89.5	97.1	94.1	-
Library	17.9	49.2	86.2	79.4	18.1	29.5	43.1	-
Computer lab	0.2	6.8	69.6	88.2	6.4	20.5	37.9	-
Electricity Connection	83.3	92.4	95.7	97.1	86.5	91.5	90.8	-

	Grants							
	Government schools	Private schools						
2013								
# of schools reported receiving grants	379.0	213.0						
% of schools reported receiving grants	85.9	90.3						
Average amount of grant (Rs.)	70681.5	176166.7						
2014*								
# of schools reported receiving grants	271	145						
% of schools reported receiving grants	61.5	61.4						
Average amount of grant (Rs.)	36653.9	31725.3						



*Grants received till October 31, 2014

** "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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Attock	74.1	6.9	4.2	30.1	22.5	43.6	47.0	35.9	69.5	45.2	38.1
Bahawalnager	52.5	20.6	10.3	18.4	14.9	63.2	57.9	46.3	67.4	58.1	48.4
Bahawalpur	38.7	33.2	15.3	41.1	21.2	63.5	68.3	52.9	63.8	63.8	48.3
Bhakkar	52.3	18.9	10.4	27.9	17.2	67.6	64.5	63.4	83.6	78.9	82.5
Chakwal	80.4	4.5	1.8	37.1	29.7	42.7	57.7	48.1	50.0	50.0	49.2
Chiniot	54.7	20.3	10.5	22.6	25.5	69.4	82.4	61.2	78.5	60.0	64.6
Faisalabad	46.7	9.2	4.6	37.2	30.3	43.6	58.0	45.0	65.9	59.1	42.0
Gujranwala	71.4	10.0	5.0	45.0	31.8	54.1	61.2	47.6	44.4	45.7	37.0
Gujrat	55.1	3.1	1.6	34.2	31.1	76.6	80.1	72.1	71.9	64.8	51.7
Hafizabad	61.1	8.9	4.1	35.4	26.8	60.8	56.8	48.3	74.5	61.2	56.5
Jhelum	63.7	6.7	3.3	29.4	27.2	25.9	42.2	23.8	45.6	41.5	29.3
Jhang	51.6	16.5	9.3	34.1	12.2	66.7	68.3	55.8	80.7	73.5	66.4
Kasur	76.7	15.3	6.8	44.1	19.5	38.4	34.7	31.9	52.1	43.1	41.5
Khanewal	44.0	16.8	9.1	27.0	24.4	59.4	71.7	62.6	67.0	77.0	68.0
Khushab	64.2	11.4	7.1	28.8	20.6	47.5	57.6	47.5	44.7	46.5	32.5
Lahore	57.9	17.6	7.7	53.0	37.9	33.3	40.0	22.2	46.3	42.6	29.1
Layyah	48.1	13.6	8.3	19.0	8.7	63.3	59.6	55.8	55.4	44.5	49.6
Lodhran	63.3	12.4	6.8	46.0	20.9	47.5	52.8	50.7	63.9	54.5	50.8
Mandi Bahuddin	49.7	5.6	1.6	33.8	23.8	61.1	67.9	52.6	58.7	61.4	53.8
Mianwali	56.9	7.7	3.9	30.8	20.5	45.0	64.1	48.1	52.0	53.7	54.5
Multan	47.8	31.2	15.0	32.8	19.0	35.7	42.9	31.5	32.3	25.8	26.3
Muzaffar Garh	50.5	22.3	11.2	34.0	12.9	46.9	45.5	37.2	66.0	50.0	53.8
Nankana Sahib	48.8	9.9	5.8	45.9	27.3	61.8	75.8	61.1	78.2	72.4	63.5
Narowal	66.8	6.4	2.6	47.7	25.4	63.1	69.7	57.4	65.7	63.5	51.8
Okara	58.0	16.3	10.0	33.0	30.2	48.9	47.8	43.3	56.5	49.5	48.9
Pakpattan	56.8	18.3	7.9	23.0	12.1	42.9	42.5	41.2	76.9	58.6	72.5
Rahim Yar Khan	32.6	34.7	17.0	22.9	22.7	47.8	55.1	40.0	64.7	67.9	64.8
Rajanpur	37.4	39.6	22.4	35.5	10.5	50.8	51.6	36.6	47.1	54.1	41.2
Rawalpindi	76.8	2.0	0.6	46.3	34.9	75.0	75.2	65.7	74.4	69.2	56.7
Sahiwal	64.6	12.1	6.7	29.2	25.7	34.4	52.6	36.4	45.2	46.8	53.2
Sargodha	50.9	11.4	6.9	25.9	17.1	63.6	73.7	57.6	73.1	54.9	42.5
Sheikhupura	58.8	9.3	4.3	49.1	46.5	53.9	52.9	48.0	67.8	53.3	40.2
Sialkot	65.5	5.7	1.9	54.4	43.4	43.3	81.9	46.7	44.9	49.5	24.3
T.T.Singh	52.0	12.9	5.9	18.3	21.0	34.9	29.5	29.7	79.6	73.7	81.8
Vehari	51.1	17.4	10.7	28.0	15.8	58.2	62.2	57.1	63.4	62.2	44.6
Punjab	55.1	14.7	7.6	34.3	23.6	52.9	58.6	48.0	62.6	56.6	51.0

Sample Composition

- ASER 2014 survey was conducted in 35 rural districts. This covered 19,888 households in 997 villages across Punjab.
- Detailed information was collected on 54,365 children (44% males, 56% females) aged 3-16 years. Out of these 39,107 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 988 government schools (45% primary, 24% elementary, 28% high, 3% others¹) and 666 private schools (26% primary, 51% elementary, 23% high, 0% others) were surveyed.
- 39% of the government schools were boys only, 34% were girls only, and 27% were coeducation schools. In case of private schools, 6% were boys only, 3% were girls only and 91% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children (age 6-16) has decreased as compared to that of 2013.

- In 2014, 15% of children (age 6-16) were reported to be out-of-school which has decreased as compared to previous year (16%). 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, 63% of children were enrolled in government schools whereas 37% of children were going to non-state institutions (34% private schools, 2% Madrassah, 1% others).
- 90% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 52% of children were enrolled in government schools whereas 38% of children were going to non-state institutions (35% private schools, 1% Madrassah, 2% others).

- Amongst the enrolled students (6-16) in government schools, 41% were girls and 59% 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 decreased as compared to that of 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2013.

- 55% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 53% in 2013.
- 45% 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have worsened: 37% class 5 children could not read a class 2 story in Urdu compared to 34% in 2013.

- Analysis shows that 73% of class 3 children could not read story in Urdu in 2014 and 2013.
- Similarly, 31% of class 1 children cannot read letters in Urdu as compared to 30% in 2013.

Deterioration can be seen in English competencies over the past year: 43% class 5 children could not read sentences (class 2 level) compared to 38% in 2013.

- ASER 2014 reveals that 79% class 3 children could not read class 2 level sentences as compared to 75% in the previous year.
- 34% children enrolled in class 1 cannot read capital letters as compared to 33% in 2013.

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.

Arithmetic learning levels have deteriorated: 49% class 5 children could not do two digit division as compared to 44% in 2013.

- 84% children enrolled in class 3 could not do two digit division in 2014 as compared to 81% in 2013.
- 30% of class 1 children could not do number recognition (1-9) in 2014 and 2013.

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

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

- 68% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 60% of class 5 children enrolled in government schools.
- English learning levels of private school's children were better than public schools. 63% private school children can read at least sentences in class 5 whereas only 54% government school children can do the same.
- Similarly, in arithmetic, 55% children enrolled in private schools (class 5) were able to do division when compared to only 48% 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.

- 55% of boys could read at least sentences in Urdu as compared to 52% of girls.
- 59% boys could read at least English words while 56% of girls can do the same.
- Similarly, 54% of boys were able to do at least subtraction whereas only 50% girls could do it.

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

More than 35% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 15% of out-of-school children could read story in Urdu, 12% could read sentences in English and 11% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

37% of mothers and 58% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 63% had not completed even primary education.
- 42% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUTIONS

Private tuition incidence is greater in private schools 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, 13% children enrolled in class 1 take private tuition whereas 27% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

32% 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 32% of the surveyed government schools and 26% of the surveyed private schools had Class 2 sitting with other classes.
- 8% of surveyed government schools and 24% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

10% 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 90% whereas it was 89% in surveyed private schools.

7% 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 and private schools stood at 93%.

THEME 11: TEACHERS' QUALIFICATION

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

- 29% teachers of surveyed government schools have done graduation as compared to 38% teachers of surveyed private schools.
- In terms of professional qualification, 42% of surveyed government school teachers had Bachelors in Education degrees as compared to 66% 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.

- 70% of surveyed government high schools had computer labs and 86% had library books in their premises as compared to surveyed private high schools where 38% had computer labs and 43% had library books.

8% surveyed government primary schools were without toilets and 12% were without drinking water.

- 8% of the surveyed government primary schools did not have toilets in 2014 as compared to 14% in 2013. Similarly, 8% surveyed private primary schools were missing toilet facility in 2013 and 2014.
- 12% of the surveyed government primary schools did not have drinking water in 2014 as compared to 5% in 2013. Similarly, 4% of the surveyed private primary schools did not have drinking water facility in 2014 as compared to 6% in 2013.

14% of the surveyed government primary schools were without complete boundary walls and 42% were without playgrounds.

- Amongst the surveyed government primary schools, only 86% had complete boundary walls as compared to 81% in 2013.
- In 2014, 10% of the surveyed private primary schools did not have complete boundary walls as compared to 5% in 2013.
- 58% of surveyed government primary schools had playgrounds in 2014 while 42% surveyed private primary schools had playgrounds.

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

- On average, 12 rooms were being used for classroom activities in the surveyed government high schools as compared to 11 in 2013.
- In 2014, surveyed private high schools had 10 classrooms on average being used for classroom activities as compared to 11 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

62% of the government primary schools and 6% private primary schools received grants.

- 11 surveyed private primary schools are receiving grants as compared to 271 surveyed government primary schools in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 100% surveyed government primary schools were receiving grants in 2012, 86% in 2013, and 62% received in 2014.



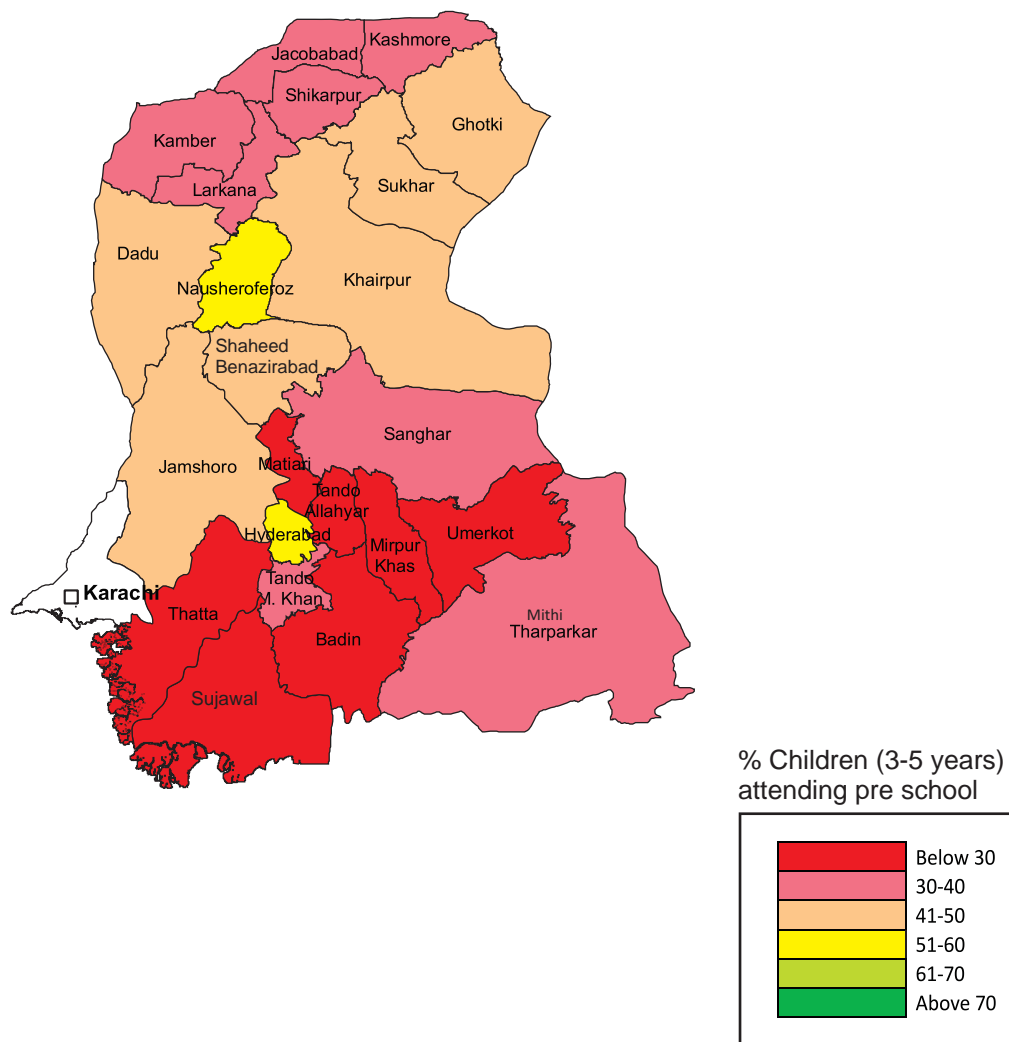
Sindh (Rural)



Children in Pre School

(Age 3-5 years)

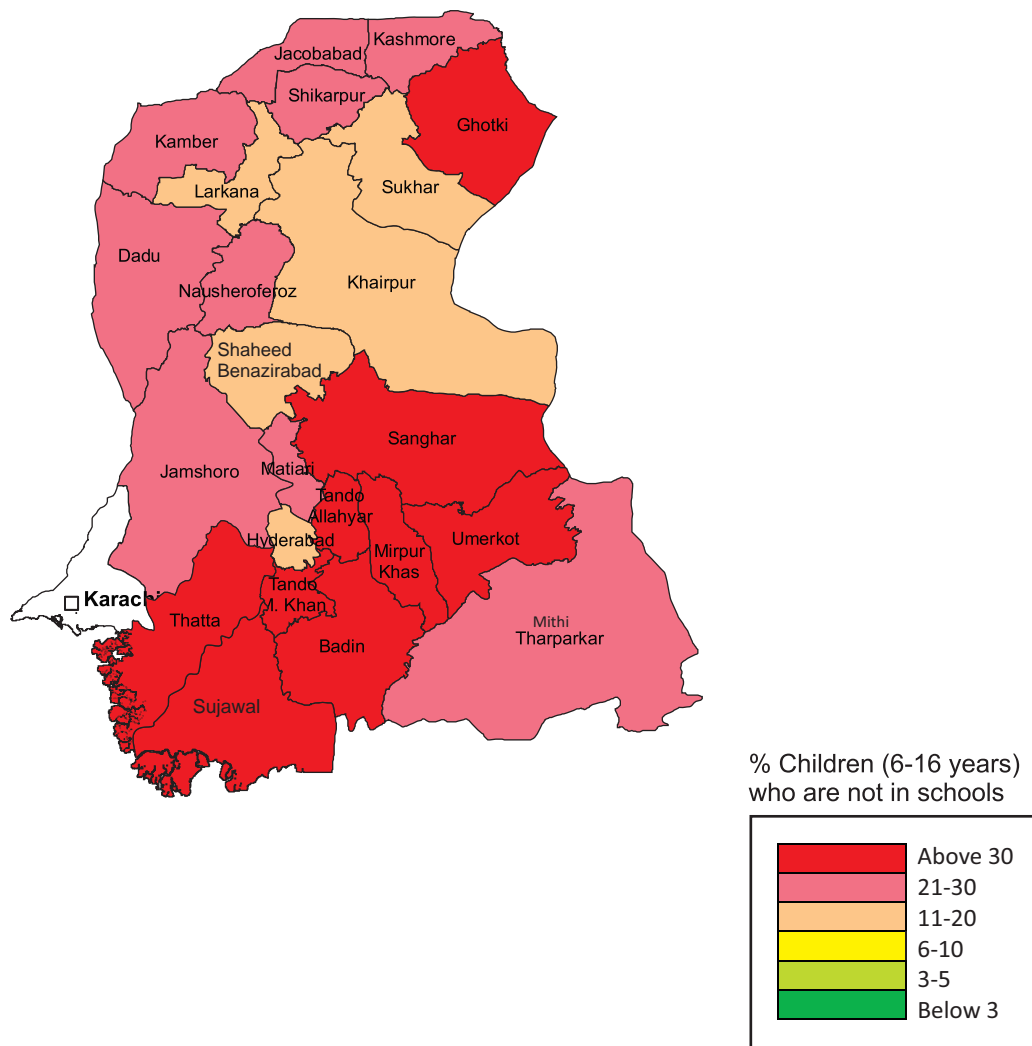
Province/Territory wise map showing % children



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

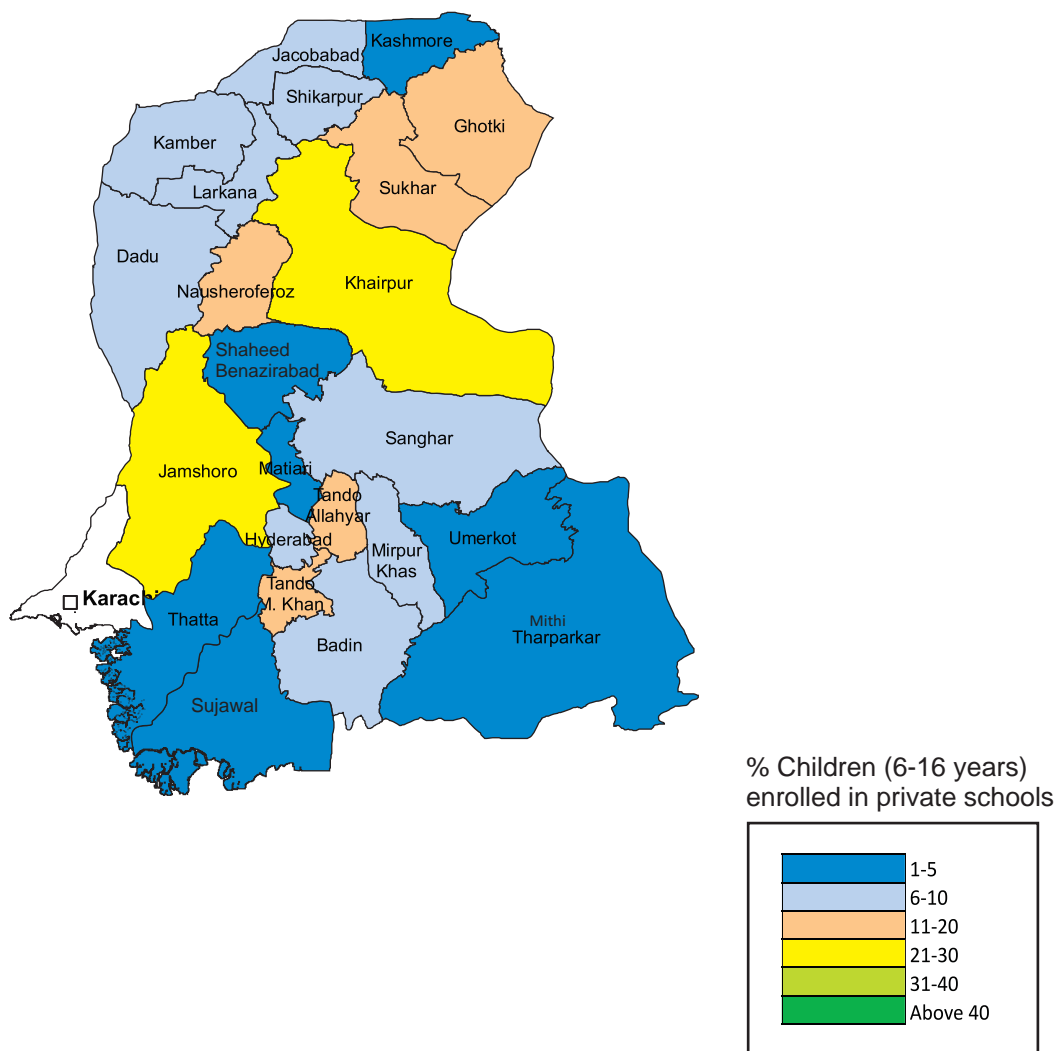


Maps may not be accurate or to scale. These are mere representations.

Private Schooling

(Age 6-16 years)

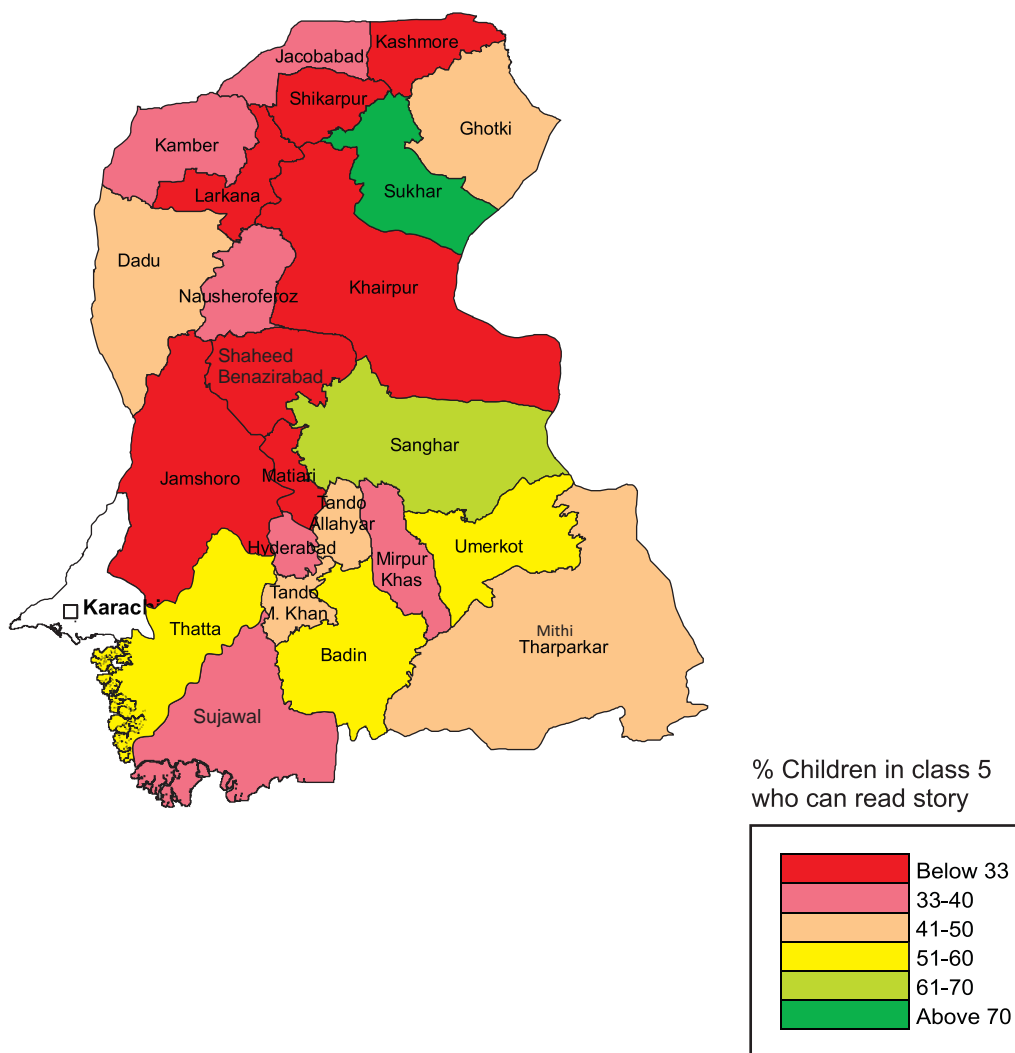
Province/Territory wise map showing % children



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

Reading Language Urdu/Sindhi
 (Class 5)

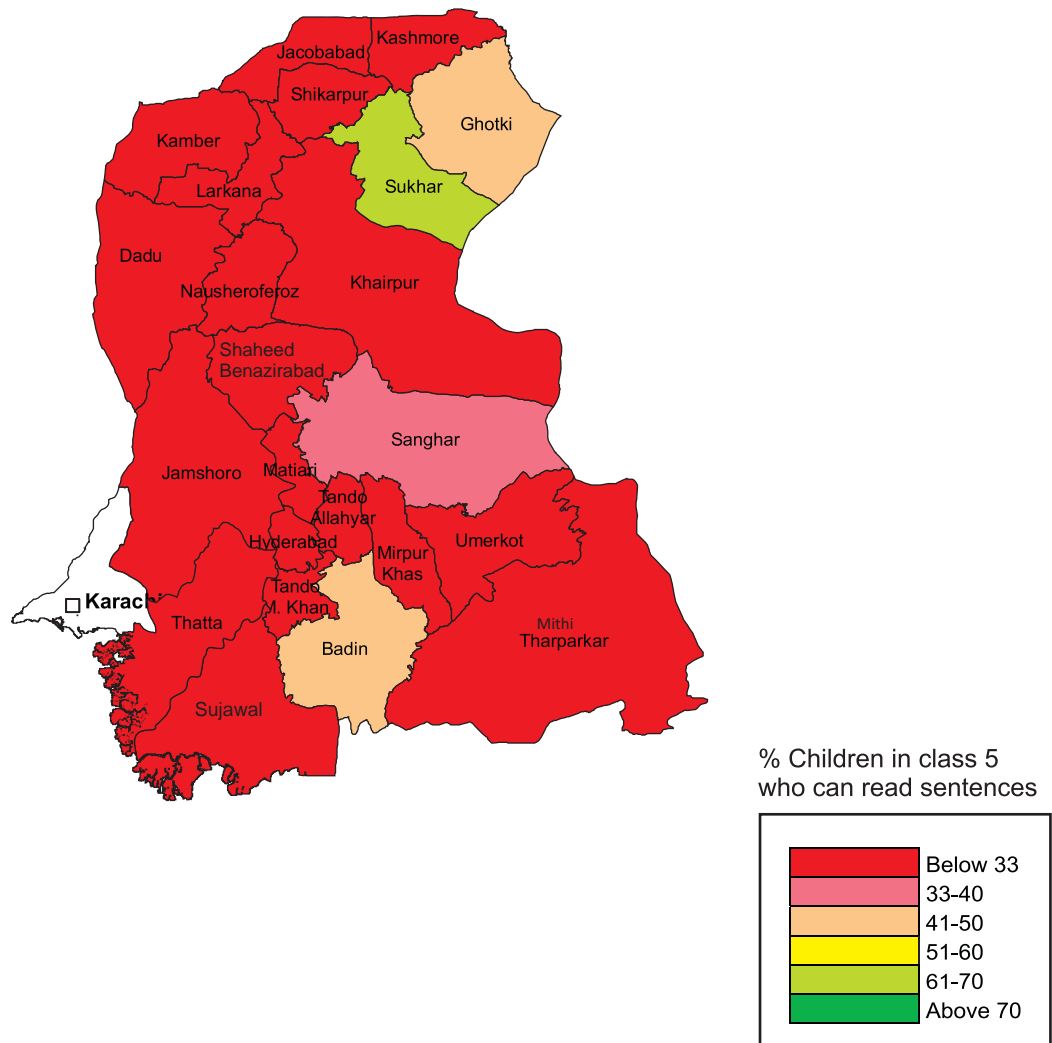
Province/Territory wise map showing % children who can read story level 2 (Class 2) Text



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

Reading English
 (Class 5)

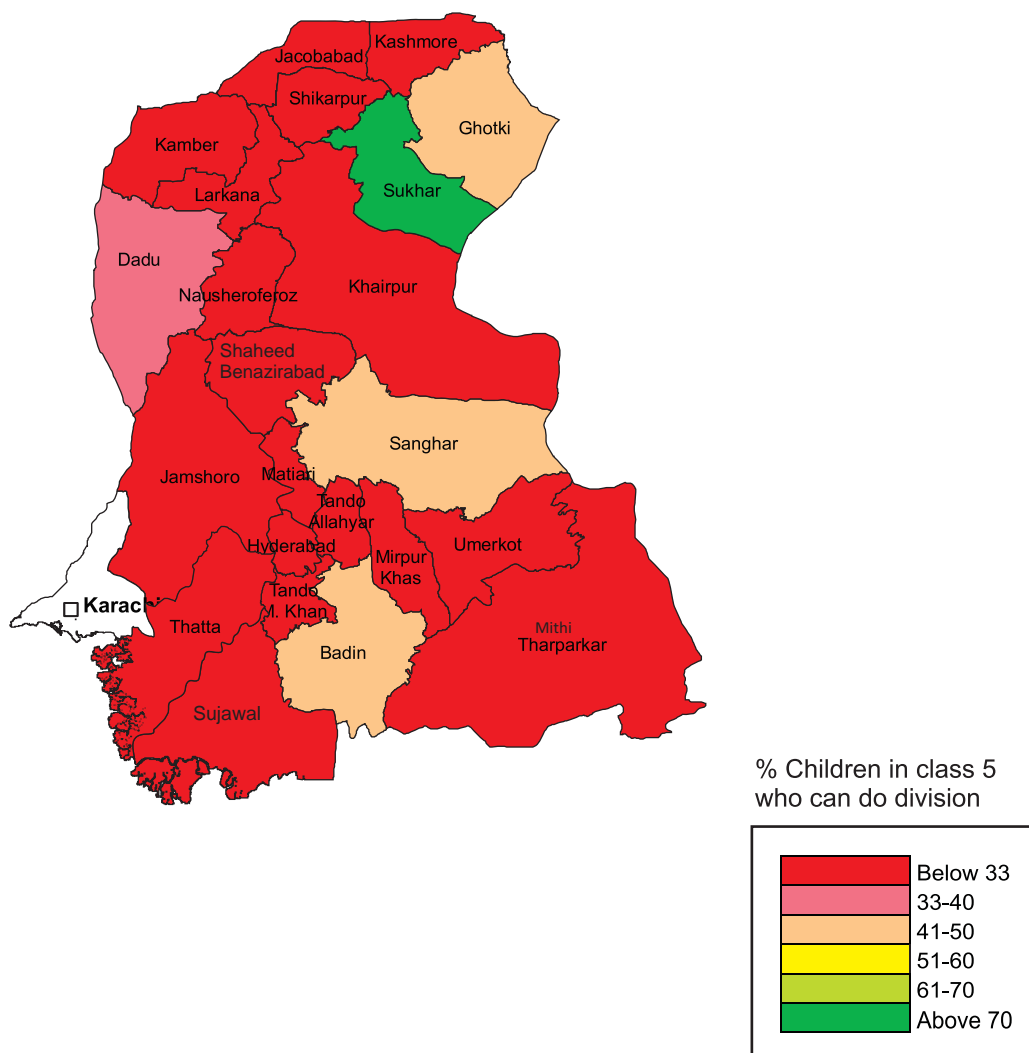
Province/Territory wise map showing % children who can read sentences level 2 (Class 2) Text



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



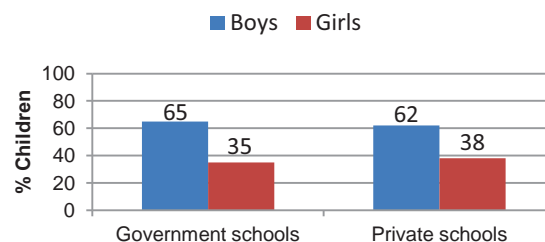
Maps may not be accurate or to scale. These are mere representations.

School enrollment and out-of-school children

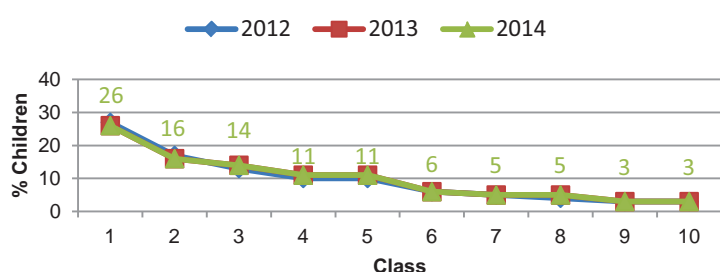
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	64.2	11.8	0.6	0.9	20.4	2.2	100
11 - 13	59.1	10.6	0.8	0.7	18.6	10.2	100
14 - 16	49.3	8.8	0.7	0.2	25.2	15.8	100
6 - 16	60.4	11.0	0.6	0.8	20.9	6.3	100
Total	72.8				27.2		100
By Type	83.0	15.1	0.9	1.0			

How to read: 77.5% (64.2+11.8+0.6+0.9) children of age group 6-10 are enrolled

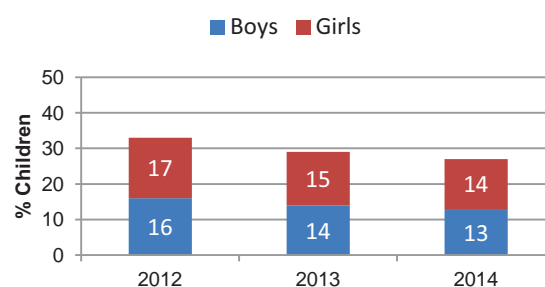
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

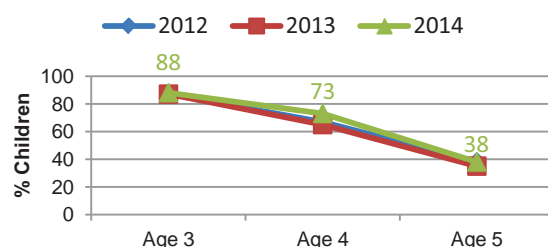


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	6.9	5.1	0.1	0.1	87.8	100
4	16.9	9.9	0.4	0.2	72.6	100
5	47.1	14.1	0.5	0.6	37.8	100
3 - 5	25.9	10.1	0.3	0.3	63.3	100
Total	36.7				63.3	100
By Type	70.7	27.5	0.9	0.9		

How to read: 12.2% (6.9+5.1+0.1+0.1) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



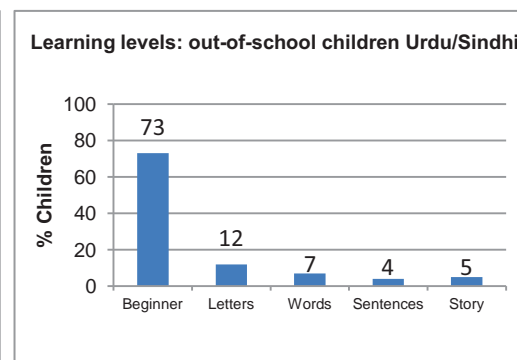
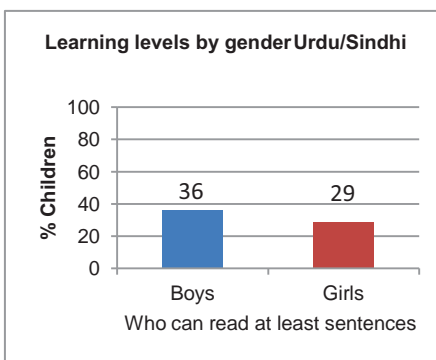
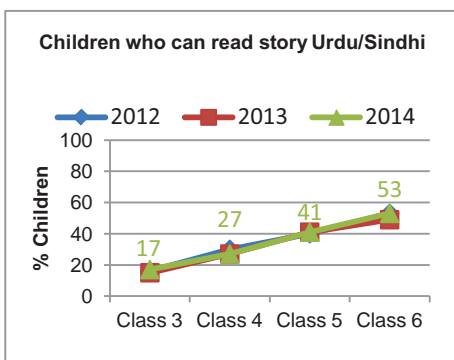
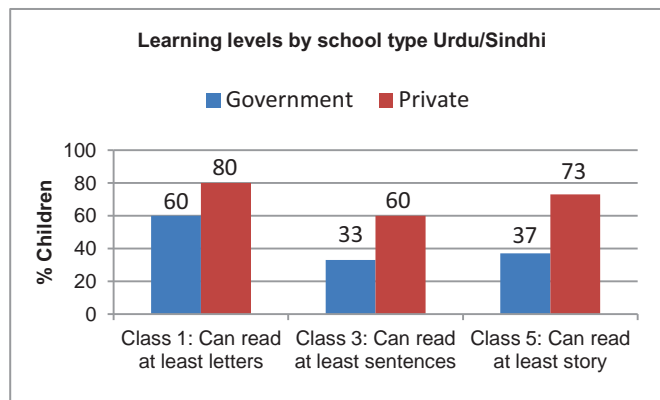
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1		89.4	70.1	35.5	19.2	10.7	17.4							24.5
2		10.6	21.6	43.7	30.9	13.9		21.1						16.7
3				14.5	39.2	23.5	16.9		29.1					14.3
4					10.8	30.0	22.8	14.0		31.7	29.1			10.8
5						19.2	32.8	29.7	20.9			34.7	40.3	11.6
6		0.0	8.3				6.9	24.3	20.4	14.4				5.9
7				6.4	0.0			7.4	19.0	22.0	11.6			4.9
8						2.7			10.5	26.0	21.0	14.5		4.8
9							3.1	3.4		5.8	26.3	23.0	17.1	3.3
10									0.0	0.0	12.0	27.8	42.6	3.0
Total		100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu/Sindhi)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	37.4	41.4	16.0	3.7	1.5	100
2	15.4	32.0	34.5	10.6	7.5	100
3	10.0	20.1	33.1	19.4	17.4	100
4	7.0	15.7	25.9	24.1	27.3	100
5	5.4	9.0	18.0	26.5	41.0	100
6	3.7	7.2	13.9	21.8	53.4	100
7	3.4	4.7	9.4	19.4	63.1	100
8	3.8	5.7	6.4	17.0	67.1	100
9	1.1	3.8	6.3	12.4	76.5	100
10	3.3	4.0	3.4	8.6	80.7	100

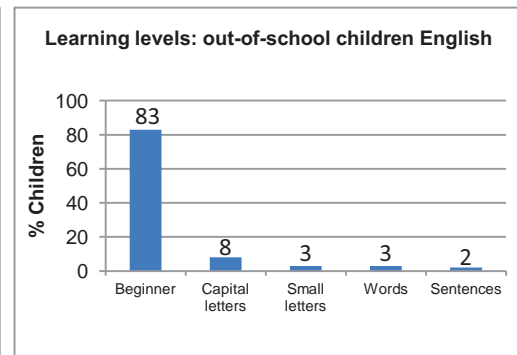
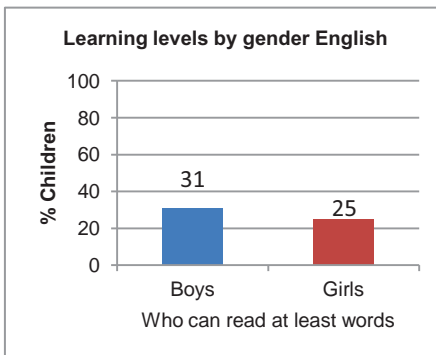
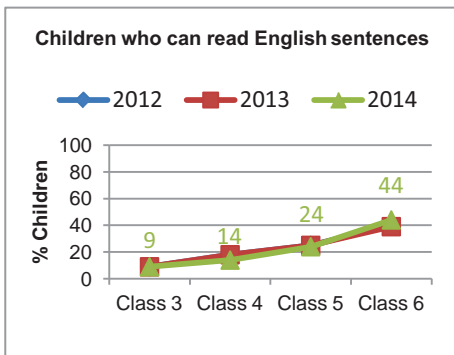
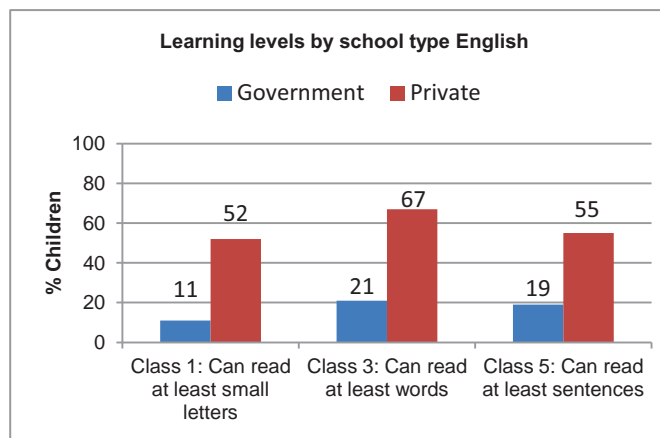
How to read: 5.2 % (3.7+1.5) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	61.0	22.9	10.7	4.5	0.9	100
2	37.7	26.5	19.4	12.1	4.2	100
3	25.8	24.9	21.4	19.0	8.9	100
4	19.0	21.2	21.4	24.6	13.9	100
5	13.0	16.4	18.8	28.2	23.6	100
6	5.3	9.6	14.5	26.8	43.7	100
7	4.5	6.0	8.7	24.9	55.9	100
8	4.0	6.7	5.9	20.4	63.0	100
9	2.6	4.0	6.1	14.3	73.1	100
10	2.7	3.9	5.1	11.5	76.8	100

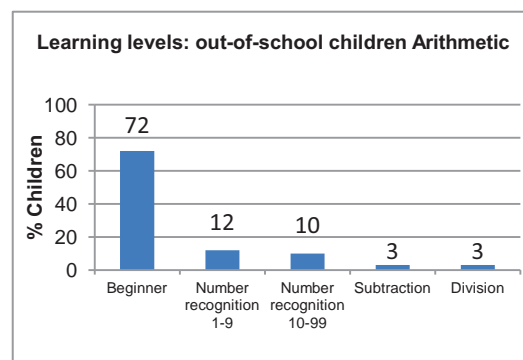
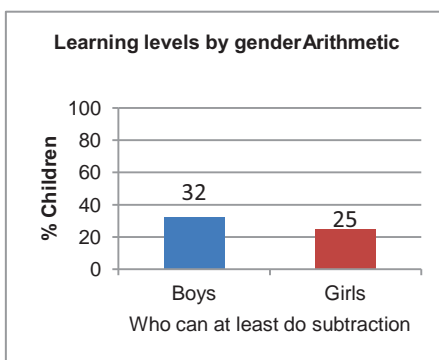
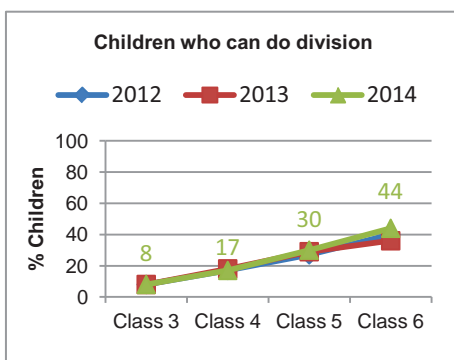
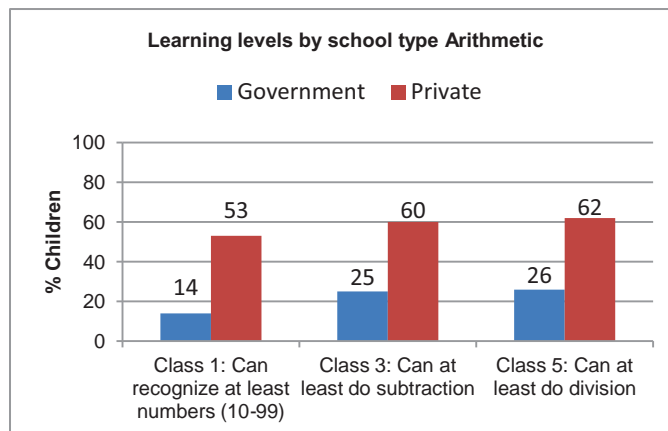
How to read: 5.4 % (4.5+0.9) children of class 1 can read words



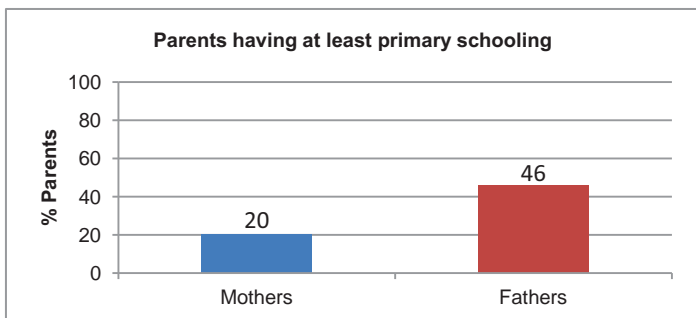
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	43.7	37.8	14.3	3.2	1.0	100
2	19.7	32.0	33.7	11.6	3.0	100
3	13.0	18.6	38.9	21.3	8.3	100
4	9.8	12.3	33.9	26.6	17.4	100
5	7.0	8.5	25.1	28.9	30.5	100
6	4.3	7.2	18.4	26.2	43.9	100
7	3.0	5.0	15.1	23.8	53.2	100
8	3.5	5.2	13.0	20.6	57.6	100
9	1.8	3.6	11.0	16.2	67.3	100
10	2.7	4.6	6.7	15.0	71.0	100

How to read: 4.2% (3.2+1) children of class 1 can do subtraction



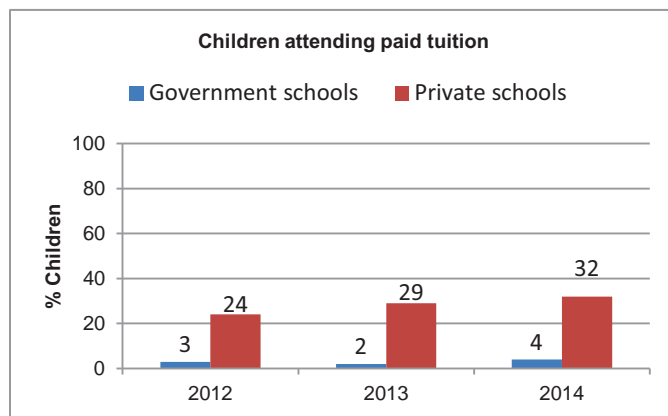
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.6	3.2	3.4	3.5	4.2	5.5	5.4	5.3	8.1	7.6
Pvt.	30.4	39.0	44.3	36.1	44.9	42.0	42.8	49.1	39.7	45.7



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	174	47	281	502	2	2	32	36
Elementary	3	3	17	23	0	0	35	35
High	9	1	13	23	0	1	18	19
Others	29	13	47	89	0	0	0	0
Total	215	64	358	637	2	3	85	90

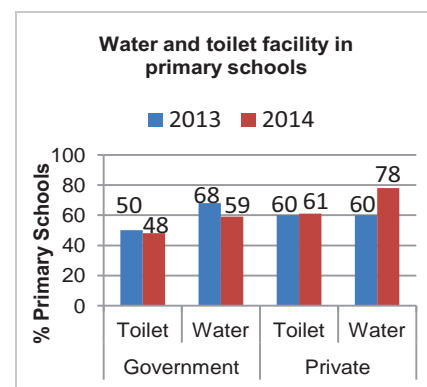
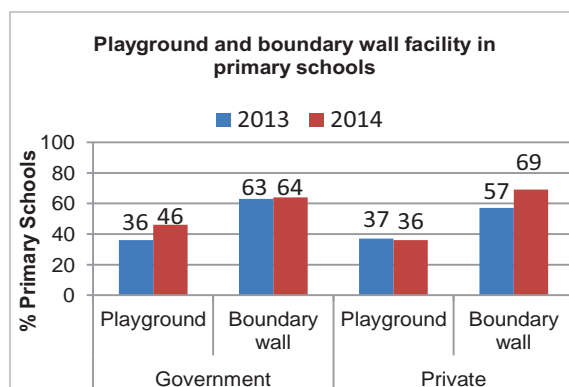
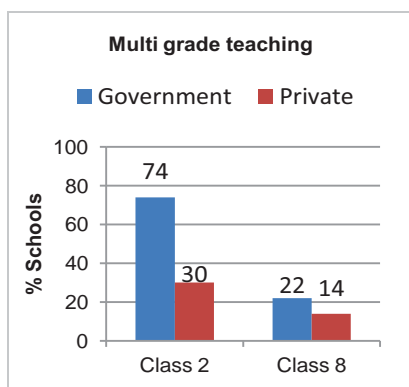
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	67.6	66.5	72.3	64.2	67.0	77.2	84.7	78.3	-	80.9
Teacher attendance	88.5	83.2	90.1	82.4	86.6	87.2	91.0	88.1	-	89.3

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.2	0.7
Matriculation	4.7	8.1
FA	14.3	30.8
BA	41.2	42.4
MA or above	36.7	16.6
Others	2.9	1.4

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	6.2	52.6
PTC	8.7	10.9
CT	24	10.6
B-Ed	31.1	16.9
M-Ed or above	25.6	4.3
Others	4.4	4.6

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.1	4.1	7.4	5.1	2.7	6.7	11.2	-
Useable water	58.8	69.6	73.9	75.3	77.8	97.1	100.0	-
Useable toilet	48.4	69.6	69.6	66.3	61.1	97.1	94.7	-
Playground	46.0	52.2	30.4	51.7	36.1	60.0	68.4	-
Boundary wall	63.7	73.9	78.3	73.0	69.4	94.3	73.7	-
Library	2.4	8.7	13.0	31.5	5.6	17.1	36.8	-
Computer lab	0.0	0.0	8.7	12.4	2.8	17.1	36.8	-
Electricity Connection	55.0	65.2	87.0	76.4	75.0	97.1	89.5	-

Grants									
2013	# of schools reported receiving grants	312	17	16	0	7	3	0	0
	% of schools reported receiving grants	62.2	73.9	69.6	-	19.4	8.6	0.0	-
	Average amount of grant (Rs.)	24154.9	62676.5	61843.7	-	35428.6	33333.3	-	-
2014*	# of schools reported receiving grants	131.0	4.0	8.0	0.0	3.0	1.0	0.0	0.0
	% of schools reported receiving grants	26.1	17.4	34.8	-	8.3	2.9	0	-
	Average amount of grant (Rs.)	24779.8	42250	95000	-	109666.7	0	-	-



*Grants received till October 31, 2014

** "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)	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	27.9	33.7	19.2	6.7	3.8	54.8	40.3	50.8	57.0	42.0	50.0
Dadu	40.4	24.5	14.6	8.4	7.4	45.9	28.9	44.0	43.5	19.5	36.5
Gotki	47.0	26.6	13.3	11.8	8.0	36.0	38.5	40.6	45.0	41.3	46.8
Hyderabad	50.8	19.9	9.3	10.9	4.8	31.8	18.8	21.2	34.5	20.7	22.4
Jacobabad	33.3	20.8	10.1	8.3	10.8	28.7	23.6	21.1	39.2	7.2	13.3
Jamshoro	42.7	29.4	12.9	21.6	4.5	23.4	11.7	9.4	12.8	6.4	5.1
Karachi-Malir-Rural	91.7	3.0	2.4	90.1	44.1	95.1	93.8	96.5	96.2	50.5	96.2
Karachi-West-Rural	44.5	24.6	14.1	66.6	33.8	55.3	55.8	38.6	66.7	64.4	27.0
Kashmore	37.7	23.8	12.2	3.9	6.4	12.4	11.1	10.6	14.8	12.4	25.0
Khairpur	42.8	17.0	7.8	24.7	4.0	26.5	20.0	22.5	31.6	14.8	21.7
Larkana	37.8	16.9	6.9	10.3	10.5	30.3	18.5	25.9	21.4	7.1	12.4
Matiari	22.3	23.6	9.2	3.3	3.2	45.0	59.5	49.4	20.8	23.1	30.2
Mirpurkhas	23.7	37.0	20.7	9.9	6.2	30.8	20.8	16.0	36.2	23.5	22.2
Mithi	33.3	26.1	13.4	3.9	7.0	40.6	5.3	22.9	42.7	6.8	31.0
Nowshero Feroze	51.9	20.5	11.4	12.4	9.0	34.4	21.5	26.2	36.5	15.3	24.7
Qambar Shahdadkot	36.3	30.1	15.7	8.0	7.2	18.9	10.2	11.1	36.8	13.6	15.3
Sajawal	26.2	44.8	22.7	0.9	1.8	58.6	4.3	34.3	40.0	5.0	10.0
Sanghar	30.6	39.7	21.4	9.0	3.4	49.5	31.0	40.6	65.3	34.7	42.0
Shaheed Benazirabad	47.5	12.5	4.7	4.9	1.0	25.8	21.2	17.2	15.5	10.8	9.8
Shikarpur	38.0	21.8	10.7	6.0	8.6	20.1	11.6	10.4	30.2	7.5	19.8
Sukkur	41.9	10.9	6.3	11.2	9.3	40.2	58.0	52.9	71.3	63.6	72.4
Tando Allah Yar	22.5	36.7	20.2	16.3	5.4	38.0	24.0	20.8	45.0	21.7	25.0
Tando Muhammad Khan	36.7	33.7	17.5	15.9	8.7	29.0	36.4	21.0	40.8	25.4	14.1
Thatta	23.7	56.9	27.1	3.3	0.6	35.9	16.7	20.5	51.2	23.3	27.9
Umer kot	13.9	39.1	20.0	4.3	4.2	37.8	24.0	26.0	50.7	22.2	27.6
Sindh	36.7	27.2	13.9	15.1	8.8	36.8	27.9	29.6	41.0	23.6	30.5

Sample Composition

- ASER 2014 survey was conducted in 25 rural districts. This covered 13,984 households in 703 villages across Sindh.
- Detailed information was collected on 42,297 children (59% males, 41% females) aged 3-16 years. Out of these 27,552 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 637 government schools (78% primary, 4% elementary, 4% high, 14% others¹) and 90 private schools (40% primary, 39% elementary, 21% high, 0% others) were surveyed.
- 34% of the government schools were boys only, 10% were girls only, and 56% were coeducation schools. In case of private schools, 2% were boys only, 3% were girls only and 95% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children (age 6-16) has decreased as compared to that of 2013.

- In 2014, 27% of children (age 6-16) were reported to be out-of-school which has decreased as compared to previous year (29%). 21% children have never been enrolled in a school and 6% have dropped out of school for various reasons.
- 73% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 83% of children were enrolled in government schools whereas 17% of children were going to non-state institutions (15% private schools, 1% Madrassah, 1% others).
- 78% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 64% of children were enrolled in government schools whereas 14% of children were going to non-state institutions (12% private schools, 1% Madrassah, 1% others).

- Amongst the enrolled students (6-16) in government schools, 35% were girls and 65% were boys whereas in private schools 62% enrolled children were boys and 38% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to that of 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2013.

- 37% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 41% in 2013.
- 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 tools². 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 still remain poor: 59% class 5 children could not read a class 2 story in Urdu/Sindhi in 2013 and 2014.

- Analysis shows that 83% of class 3 children could not read story in Urdu/Sindhi in 2014 as compared to 85% in 2013.
- Similarly, 37% of class 1 children cannot read letters in Urdu/Sindhi as compared to 43% in 2013.

Deterioration can be seen in English competencies over the past year: 76% class 5 children could not read sentences (class 2 level) compared to 75% in 2013.

- ASER 2014 reveals that 91% class 3 children could not read class 2 level sentences similar to 91% in the previous year.
- 61% children enrolled in class 1 cannot read capital letters as compared to 67% in 2013.

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.

Arithmetic learning levels have improved: 70% class 5 children could not do two digit division as compared to 71% in 2013.

- 92% children enrolled in class 3 could not do two digit division in 2014 as compared to 93% in 2013.
- 44% of class 1 children could not do number recognition (1-9) in 2014 as compared to 49% in 2013.

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

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

- 73% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi as compared to 37% of class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 55% private school children can read at least sentences in class 5 whereas only 19% 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 26% 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.

- 36% of boys could read at least sentences in Urdu/Sindhi as compared to 29% of girls.
- 31% boys could read at least English words while 25% of girls can do the same.
- Similarly, 32% of boys were able to do at least subtraction whereas only 25% 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 5% 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

20% of mothers and 46% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 80% had not completed even primary education.
- 54% of the fathers had not even completed at least primary level education.

THEME 8: PAID TUTORINGS

Private tuition incidence is greater in private schools 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

74% of surveyed government schools and 30% 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 74% of the surveyed government schools and 30% of the surveyed private schools had Class 2 sitting with other classes.
- 22% of surveyed government schools and 14% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

33% children in surveyed government schools and 19% 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 67% whereas it was 81% in surveyed private schools.

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

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

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

THEME 11: TEACHERS' QUALIFICATION

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

- 41% teachers of surveyed government schools have done graduation as compared to 43% teachers of surveyed private schools.
- In terms of professional qualification, 33% of surveyed government school teachers had Bachelors in Education degrees as compared to 36% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 9% of surveyed government high schools had computer labs and 13% had library books in their premises as compared to surveyed private high schools where 37% had computer labs and 37% had library books.

52% surveyed government primary schools were without toilets and 41% were without drinking water.

- 52% of the surveyed government primary schools did not have toilets in 2014 as compared to 50% in 2013. Similarly, 39% surveyed private primary schools were missing toilet facility in 2014 as compared to 40% in 2013.
- 41% of the surveyed government primary schools did not have drinking water in 2014 as compared to 32% in 2013. Similarly, 22% of the surveyed private primary schools did not have drinking water facility in 2014 as compared to 40% in 2013.

36% of the surveyed government primary schools were without complete boundary walls and 54% were without playgrounds.

- Amongst the surveyed government primary schools, only 64% had complete boundary walls as compared to 63% in 2013.
- In 2014, 31% of the surveyed private primary schools did not have complete boundary walls as compared to 43% in 2013.
- 46% of surveyed government primary schools had playgrounds in 2014 while 36% 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 6 in 2013.
- In 2014, surveyed private high schools had 11 classrooms on average being used for classroom activities as compared to 13 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

26% of the government primary schools and 8% private primary schools received grants.

- 3 surveyed private primary schools are receiving grants as compared to 131 surveyed government primary schools in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 61% surveyed government primary schools were receiving grants in 2012, 62% in 2013, and 26% received in 2014.



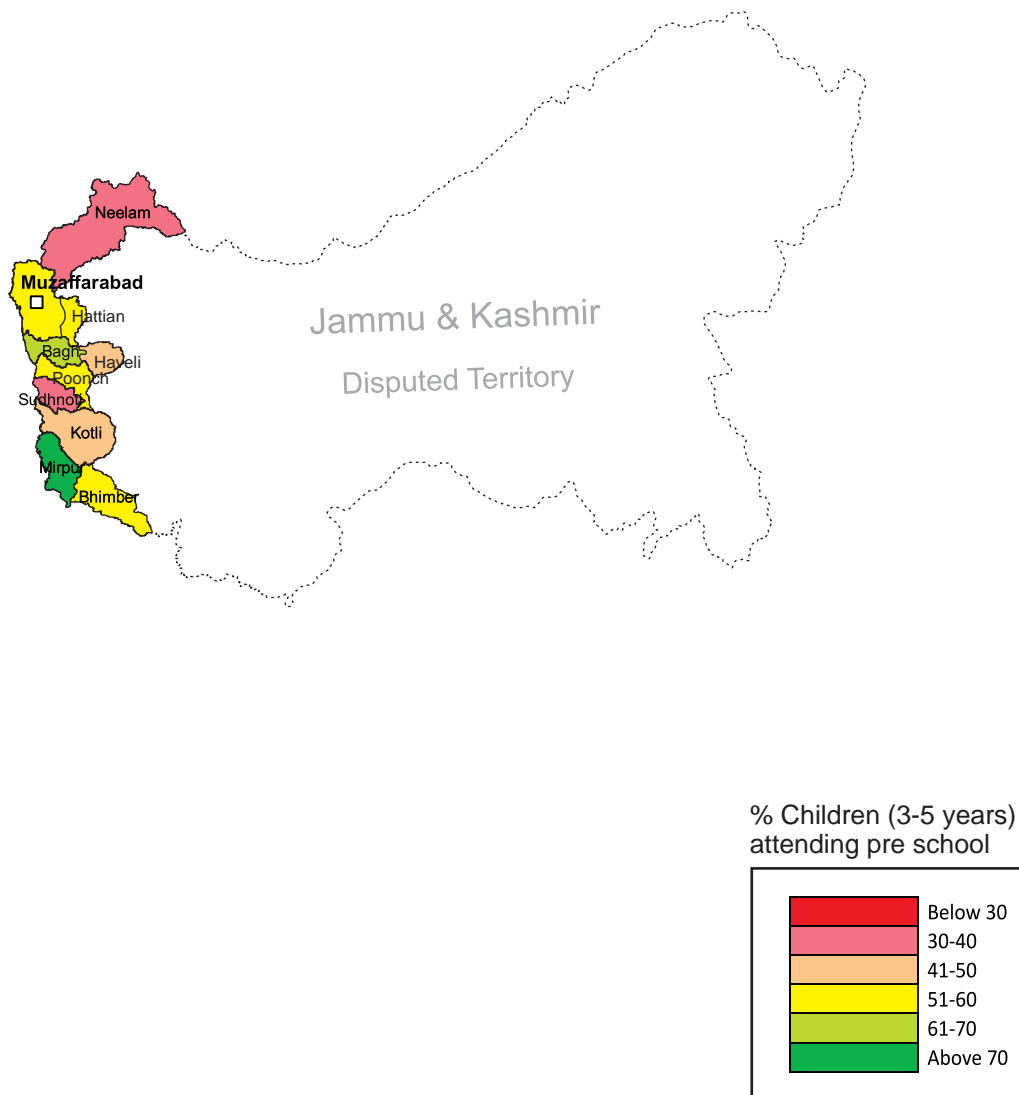
Azad Jammu & Kashmir (Rural)



Children in Pre School

(Age 3-5 years)

Province/Territory wise map showing % children

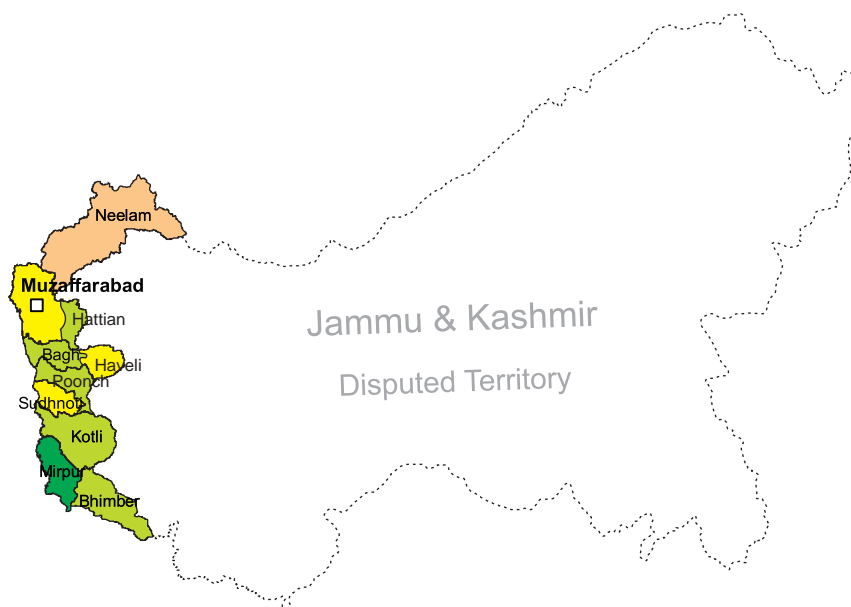


Maps may not be accurate or to scale. These are mere representations.

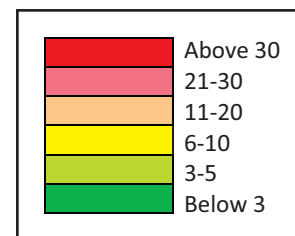
Out of School Children

(Age 6-16 years)

Province/Territory wise map showing % children



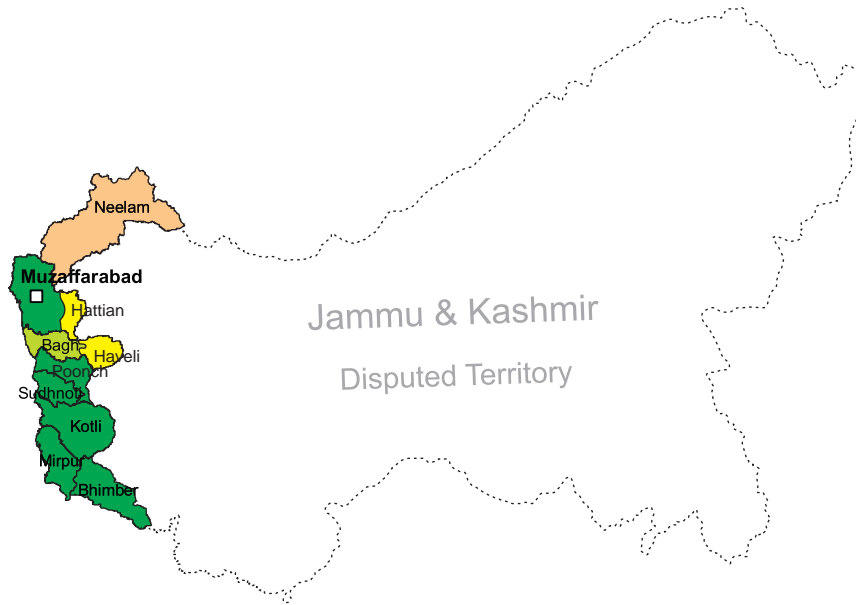
% Children (6-16 years) who are not in schools



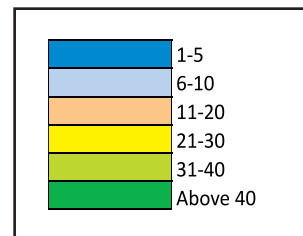
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
 (Age 6-16 years)

Province/Territory wise map showing % children



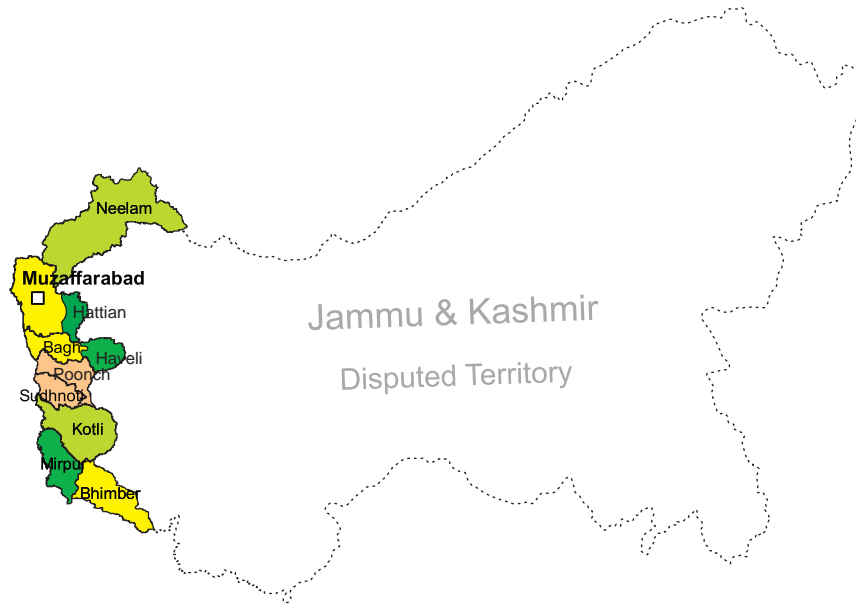
% Children (6-16 years) enrolled in private schools



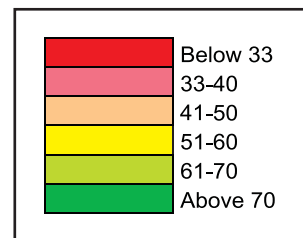
Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu
 (Class 5)

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



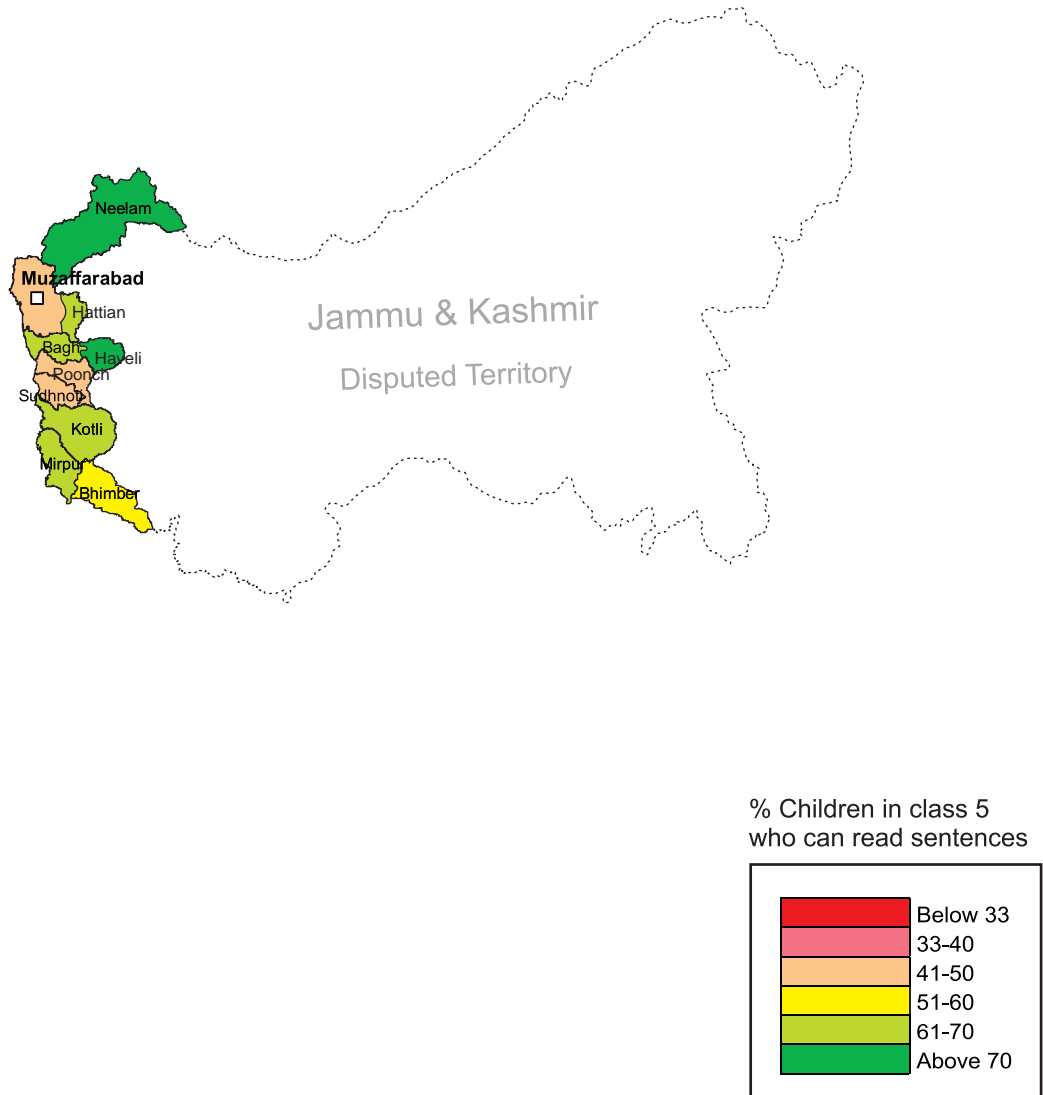
% Children in class 5 who can read story



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

Reading English
(Class 5)

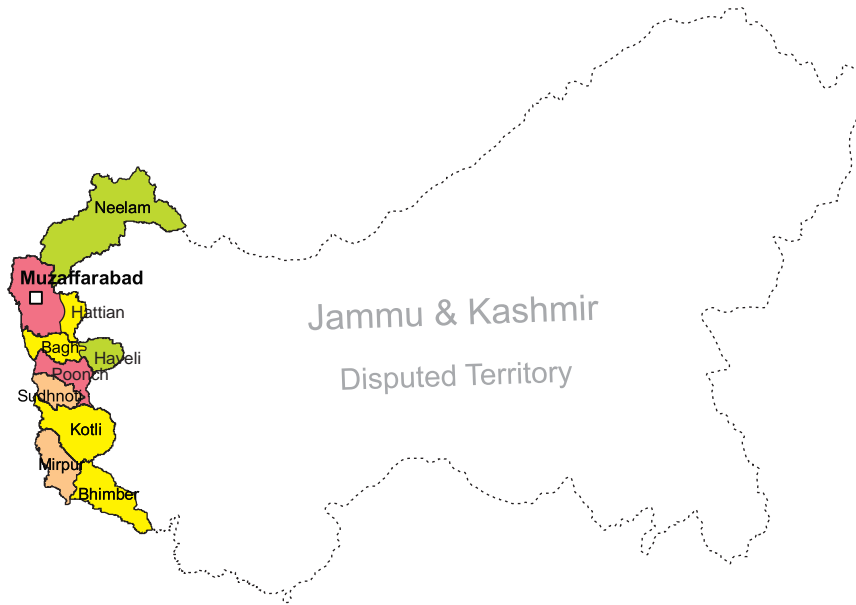
Province/Territory wise map showing % children who can read sentences level 2 (Class 2) Text



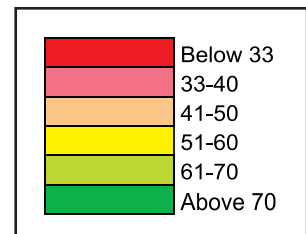
Maps may not be accurate or to scale. These are mere representations.

Arithmetic (Class 5)

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



% Children in class 5 who can do division



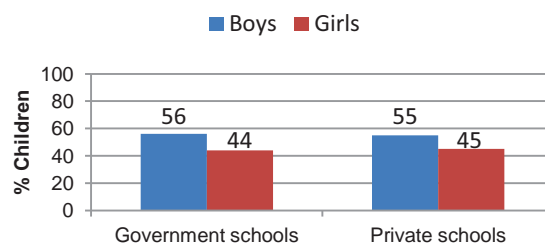
Maps may not be accurate or to scale. These are mere representations.

School enrollment and out-of-school children

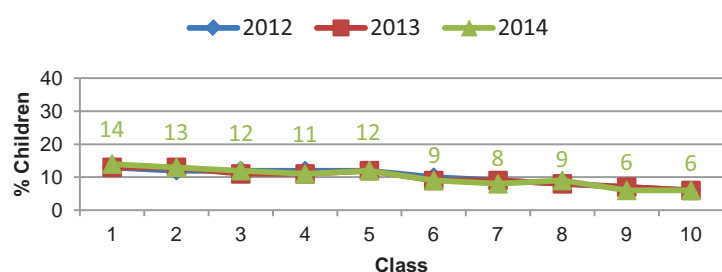
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	53.0	41.5	0.7	0.3	2.8	1.6	100
11 - 13	62.4	31.6	1.1	0.1	1.7	3.1	100
14 - 16	60.3	27.5	1.2	0.0	3.4	7.7	100
6 - 16	57.0	35.8	0.9	0.2	2.6	3.4	100
Total	93.9				6.1		100
By Type	60.7	38.1	0.9	0.2			

How to read: 95.5% (53+41.5+0.7+0.3) children of age group 6-10 are enrolled

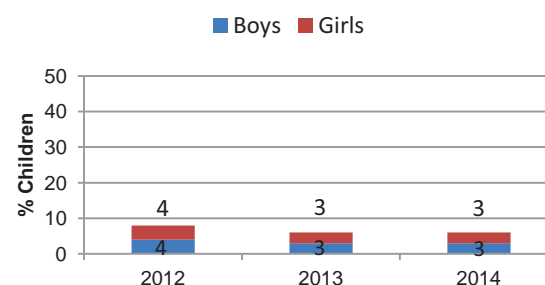
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

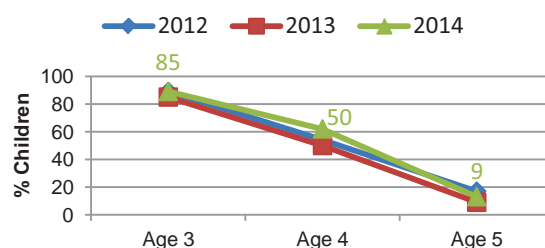


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	3.9	7.1	0.1	0.0	88.9	100
4	9.4	28.9	0.0	0.1	61.6	100
5	28.5	57.6	0.2	0.3	13.3	100
3 - 5	15.6	34.2	0.1	0.2	49.9	100
Total	50.1				49.9	100
By Type	31.1	68.3	0.3	0.3		

How to read: 11.1% (3.9+7.1+0.1+0) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



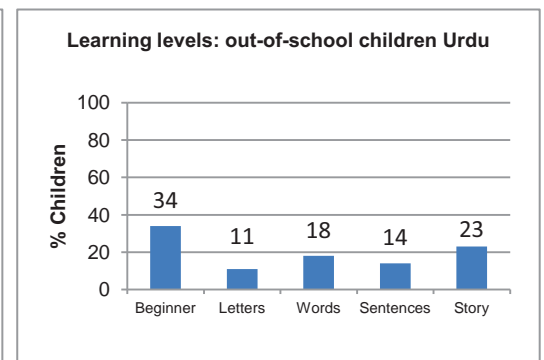
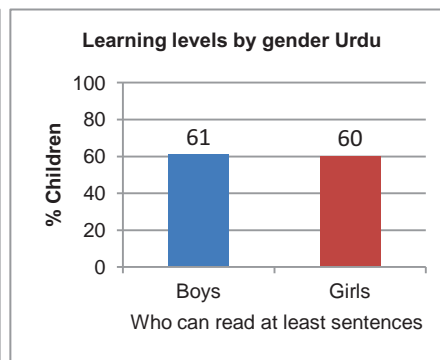
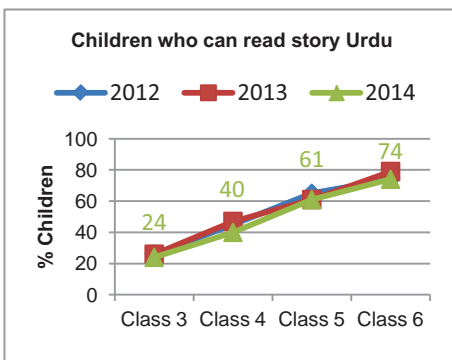
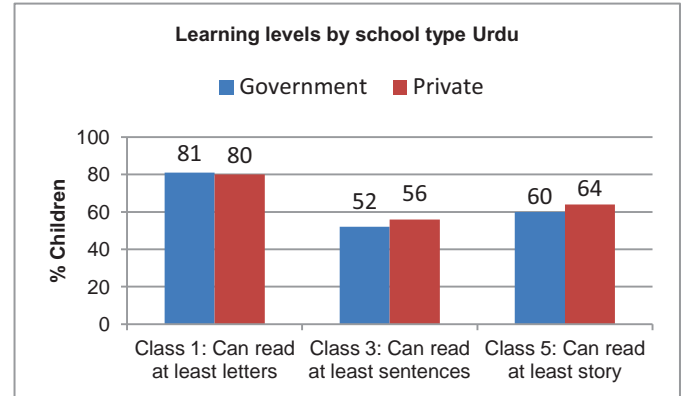
Age Class Composition

Age	Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1		83.7	61.1	34.1	14.4	3.3								13.3
2		16.3	30.4	39.9	32.7	14.4	7.9	8.8						12.7
3				20.2	37.4	30.7	15.4		14.2	16.7				12.4
4					15.5	27.5	27.7	17.1			14.8			11.0
5						21.6	32.4	30.5	19.3			13.0		11.7
6							13.5	28.0	28.3	16.4			20.8	9.2
7		0.0	8.5	5.9	0.0			11.0	27.6	28.8	15.4			8.4
8						2.5			10.5	32.3	35.5	17.4		8.9
9							3.2	4.6		5.8	26.0	37.7	20.3	6.4
10									0.0	0.0	8.4	31.9	59.0	6.0
Total		100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	19.0	33.6	33.6	8.2	5.5	100
2	4.8	21.8	41.6	19.4	12.4	100
3	2.7	10.3	32.8	30.3	23.9	100
4	1.3	4.8	22.2	31.7	40.0	100
5	0.7	3.2	12.6	22.1	61.4	100
6	0.3	1.9	6.4	17.8	73.6	100
7	0.2	1.0	4.5	14.3	80.0	100
8	0.5	1.2	2.5	10.5	85.4	100
9	0.2	0.5	1.5	7.8	90.0	100
10	0.5	0.9	0.7	2.8	95.1	100

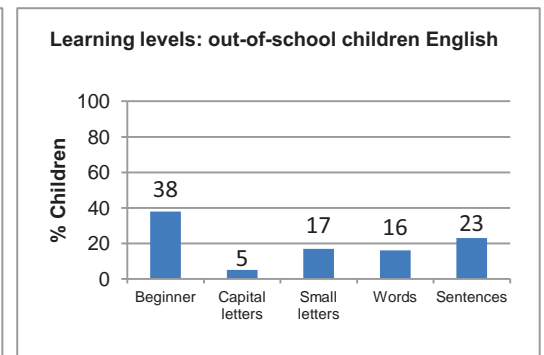
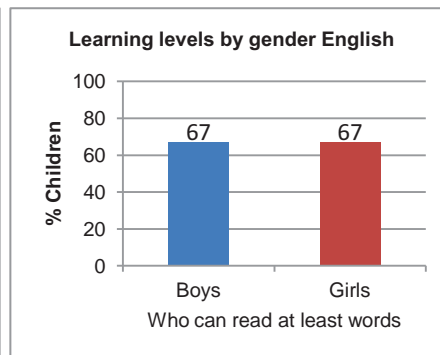
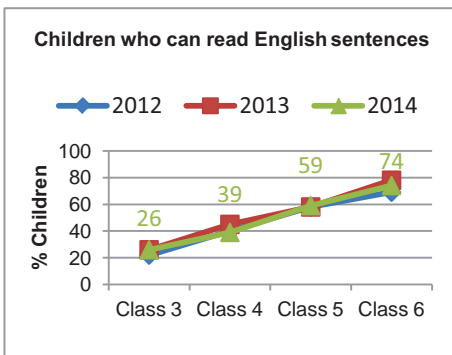
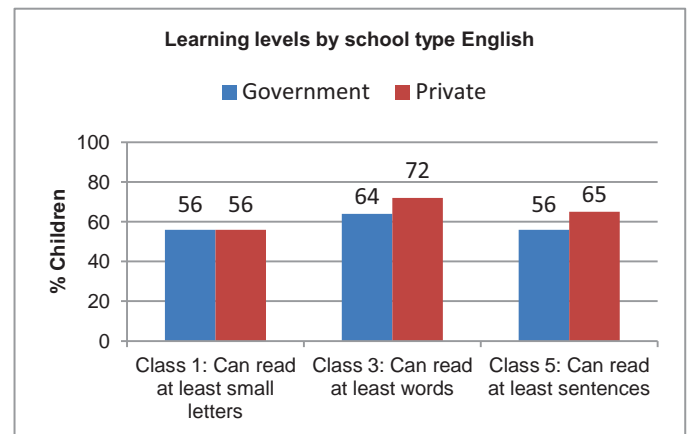
How to read: 13.7 % (8.2+5.5) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	18.3	25.3	33.3	18.9	4.1	100
2	4.2	16.0	34.2	35.1	10.5	100
3	2.9	8.4	20.8	42.1	25.7	100
4	1.3	5.5	13.9	40.1	39.3	100
5	0.6	4.1	7.3	29.4	58.5	100
6	0.4	1.8	3.6	19.9	74.3	100
7	0.2	1.9	3.5	12.5	81.8	100
8	0.2	1.5	1.5	9.0	87.7	100
9	0.3	0.7	1.2	6.0	91.9	100
10	0.7	0.9	1.4	2.2	94.8	100

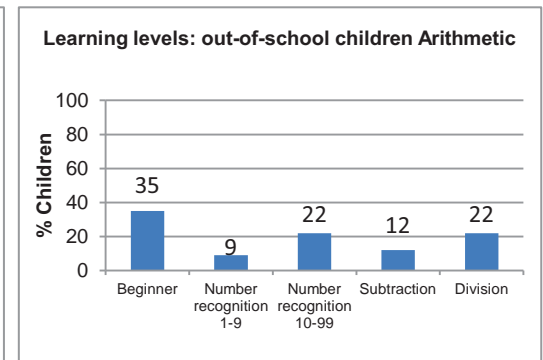
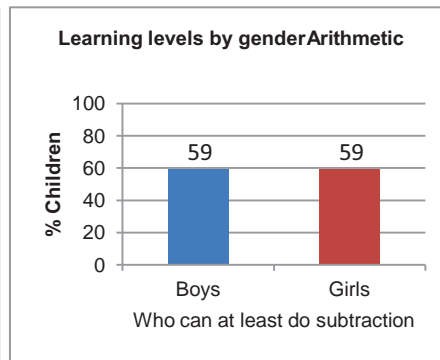
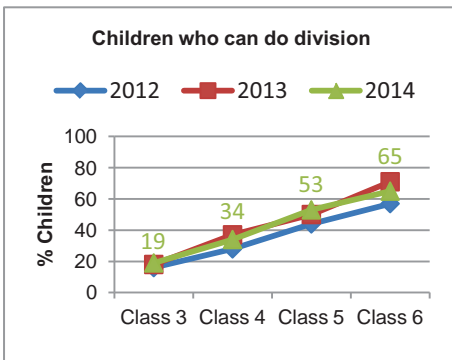
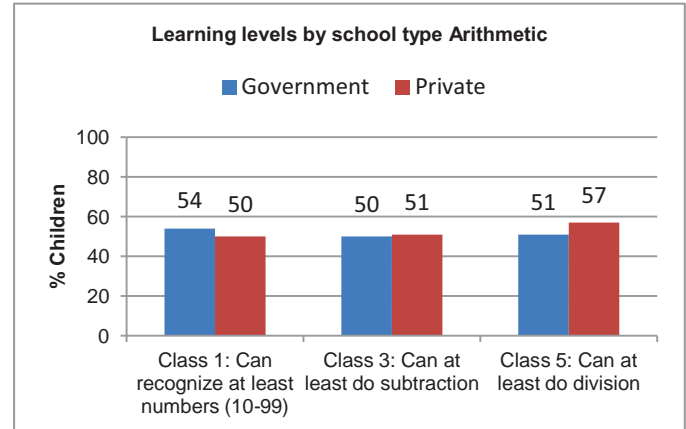
How to read: 23 % (18.9+4.1) children of class 1 can read words



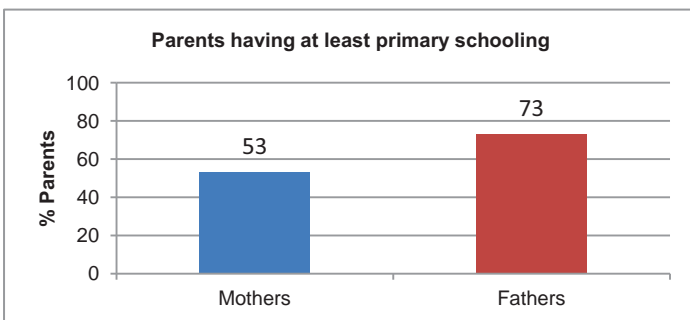
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	18.8	28.9	40.3	7.7	4.2	100
2	4.9	16.0	50.8	21.0	7.3	100
3	4.0	8.3	37.2	31.7	18.7	100
4	0.9	4.9	24.3	36.0	33.9	100
5	0.8	3.0	14.0	29.3	52.9	100
6	0.7	1.2	7.0	26.5	64.6	100
7	0.1	1.0	6.3	21.0	71.7	100
8	0.3	0.7	2.6	16.3	80.1	100
9	0.5	0.3	3.1	10.4	85.6	100
10	0.5	0.5	2.4	7.2	89.3	100

How to read: 11.9 % (7.7+4.2) children of class 1 can do subtraction



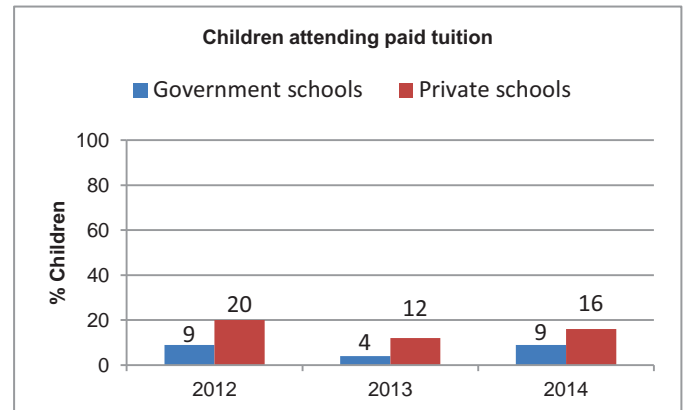
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	9.6	10.6	8.3	8.8	8.6	9.9	7.1	9.9	11.3	9.5
Pvt.	16.1	16.2	17.8	20.4	20.8	21.3	15.8	21.6	19.1	20.0



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	38	30	46	114	6	2	79	87
Elementary	41	26	22	89	3	2	81	86
High	49	30	11	90	4	0	46	50
Others	0	0	0	0	0	0	1	1
Total	128	86	79	293	13	4	207	224

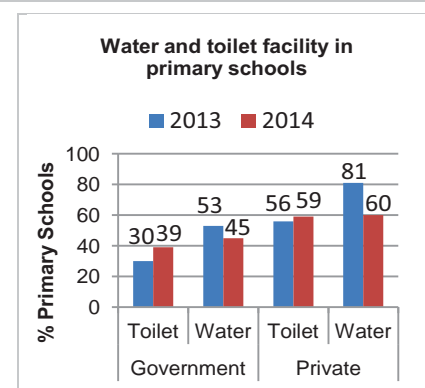
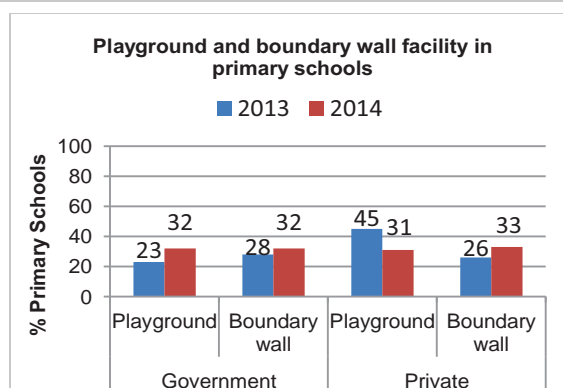
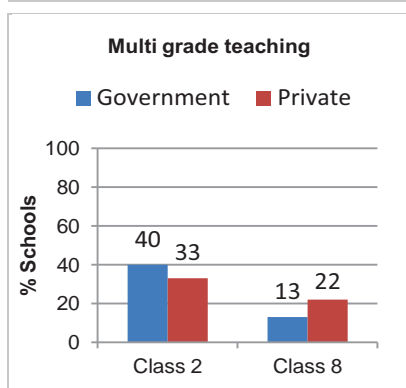
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	82.9	85.2	88.5	-	86.6	87.9	91.3	90.8	96.9	90.3
Teacher attendance	86.9	86.9	86.7	-	86.8	91.1	91.8	90.0	100.0	91.0

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Below Matriculation	0.3	0.3
Matriculation	9.4	6.7
FA	18.8	29.5
BA	41.9	43.0
MA or above	27.7	19.3
Others	1.9	1.1

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
None	2.8	11.9
PTC	20.2	12.3
CT	14.5	25.8
B-Ed	45.8	41.1
M-Ed or above	13.1	7.2
Others	3.7	1.7

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.2	5.3	8.2	-	3.7	6.2	8.4	3.0
Useable water	44.7	55.1	64.4	-	59.8	62.8	80.0	100.0
Useable toilet	38.6	51.7	53.3	-	58.6	67.4	82.0	0.0
Playground	31.6	38.2	41.1	-	31.0	47.7	60.0	100.0
Boundary wall	32.5	42.7	43.3	-	33.3	43.0	44.0	0.0
Library	3.5	14.6	33.3	-	16.1	31.4	46.0	100.0
Computer lab	0.0	2.2	33.3	-	9.2	18.6	38.0	0.0
Electricity Connection	27.2	49.4	61.1	-	41.4	57.0	76.0	0.0

Grants									
2013	# of schools reported receiving grants	3	5	10	0	2	3	1	0
	% of schools reported receiving grants	2.6	5.6	11.1	-	2.3	3.5	2.0	-
	Average amount of grant (Rs.)	9174.7	26500	71613.1	-	10000	42500	300000	-
2014*	# of schools reported receiving grants	2	0	5	0	1	1	1	0
	% of schools reported receiving grants	1.8	0.0	5.6	-	1.1	1.2	2.0	-
	Average amount of grant (Rs.)	1262	-	782426.2	-	0	25000	300000	-



*Grants received till October 31, 2014

** "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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Bagh	61.2	3.8	2.0	39.6	10.4	55.3	72.0	56.4	56.1	62.1	56.1
Bhimber	55.7	4.8	2.5	52.1	11.4	57.3	63.0	52.3	60.4	56.2	56.2
Hattian	55.8	5.1	3.3	22.2	17.9	58.3	60.6	57.5	72.7	61.6	56.7
Haveli	44.6	5.8	3.0	21.6	12.7	66.4	80.7	67.2	75.9	70.8	69.1
Kotli	46.2	5.0	2.2	43.4	16.7	58.0	71.4	51.4	61.2	63.3	55.1
Mirpur	72.8	2.3	0.9	40.7	11.1	58.9	75.2	47.5	73.0	61.3	45.0
Muzaffarabad	55.9	7.5	4.0	52.1	7.5	55.1	67.6	40.7	56.0	47.6	34.5
Neelum	37.4	15.3	9.6	18.7	0.7	50.0	61.6	49.1	67.6	72.5	66.7
Poonch	53.5	4.1	1.9	48.4	21.1	39.9	62.2	38.5	42.3	43.2	34.2
Sudhnati	33.5	7.5	3.5	42.8	8.9	44.7	62.6	44.3	41.2	41.0	47.0
Azad Jammu and Kashmir	50.1	6.1	3.3	38.1	12.2	54.2	67.8	50.4	61.4	58.5	52.9



Sample Composition

- ASER 2014 survey was conducted in 10 rural districts. This covered 5,877 households in 294 villages across Azad Jammu and Kashmir.
- Detailed information was collected on 14,724 children (54% males, 46% females) aged 3-16 years. Out of these 11,272 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 293 government schools (38% primary, 30% elementary, 31% high, 0% others¹) and 224 private schools (39% primary, 38% elementary, 22% high, 0% others) were surveyed.
- 44% of the government schools were boys only, 29% were girls only, and 27% were coeducation schools. In case of private schools, 6% was boys only, 2% were girls only and 92% was coeducation schools.
- Amongst the enrolled students (6-16) in government schools, 44% were girls and 56% were boys whereas in private schools 55% enrolled children were boys and 45% were girls.
- The percentage of out of school children (boys and girls) has remained the same in 2013 and 2014.

THEME 1: ACCESS

Proportion of out-of-school children (age 6-16) has increased as compared to that of 2013.

- In 2014, 6% of children (age 6-16) were reported to be out-of-school which has increased as compared to previous year (5%). 3% children have never been enrolled in a school and 3% has dropped out of school for various reasons.
- 94% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 61% of children were enrolled in government schools whereas 39% of children were going to non-state institutions (38% private schools, 0.9% Madrassah, 0.2% others).
- 96% of all school-aged children within the age bracket of 6-10 years were enrolled in schools. Amongst these, 53% of children were enrolled in government schools whereas 43% of children were going to non-state institutions (42% private schools, 0.7% Madrassah, 0.3% others).

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2013.

- 50% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 58% in 2013.
- 50% 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 tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level competencies according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels of children have remained the same: 39% class 5 children could not read a class 2 story in Urdu similar to that in 2013.

- Analysis shows that 76% of class 3 children could not read story in Urdu in 2014 compared to 74% in 2013.
- Similarly, 19% of class 1 children cannot read letters in Urdu as compared to 14% in 2013.

Improvement can be seen in English competencies over the past year: 41% class 5 children could not read sentences (class 2 level) compared to 42% in 2013.

- ASER 2014 reveals that 74% class 3 children could not read class 2 level sentences as compared to 75% in the previous year.
- 18% children enrolled in class 1 cannot read capital letters as compared to 14% in 2013.

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.

Arithmetic learning levels have improved: 47% class 5 children could not do two digit division as compared to 50% in 2013.

- 81% children enrolled in class 3 could not do two digit division in 2014 as compared to 82% in 2013.
- 19% of class 1 children could not do number recognition (1-9) in 2014 and 13% in 2013.

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

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

- 64% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 60% of 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 56% 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 51% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in Urdu Reading.

- 61% of boys could read at least sentences in Urdu as compared to 60% of girls.
- For English, 67% boys and 67% of girls could read at least English words.
- 59% of boys and 59% of girls were able to do at least subtraction sums.

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 23% of out-of-school children could read story in Urdu, 23% could read sentences in English and 22% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

53% 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, 47% 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 schools 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, 16% children enrolled in class 1 take private tuition whereas 20% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

40% 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 40% of the surveyed government schools and 33% of the surveyed private schools had Class 2 sitting with other classes.
- 13% of surveyed government schools and 22% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

13% 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 87% whereas it was 90% in surveyed private schools.

13% 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 87% 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.

- 42% teachers of surveyed government schools have done graduation as compared to 43% teachers of surveyed private schools.
- But in terms of professional qualification, 46% 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 private high schools had computer labs and library books than surveyed government high schools.

- 33% of surveyed government high schools had computer labs and library books in their premises as compared to surveyed private high schools where 38% had computer labs and 46% had library books.

61% surveyed government primary schools were without toilets and 55% were without drinking water.

- 61% of the surveyed government primary schools did not have toilets in 2014 as compared to 70% in 2013. Similarly, 41% surveyed private primary schools were missing toilet facility in 2014 as compared to 43% in 2013.

- 55% of the surveyed government primary schools did not have drinking water in 2014 as compared to 47% in 2013. Similarly, 40% of the surveyed private primary schools did not have drinking water facility in 2014 as compared to 19% in 2013.

67% of the surveyed government primary schools were without complete boundary walls and 68% were without playgrounds.

- Amongst the surveyed government primary schools, only 33% had complete boundary walls as compared to 28% in 2013.
- In 2014, 67% of the surveyed private primary schools did not have complete boundary walls as compared to 74% in 2013.
- 32% of surveyed government primary schools had playgrounds in 2014 while 31% 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 in 2013 & 2014.
- In 2014, surveyed private high schools had 8 classrooms on average being used for classroom activities as compared to 11 in 2013.

THEME 13: SCHOOL GRANTS/FUNDS

2% of surveyed government primary schools and 1% of surveyed private primary schools received grants.

- 1 surveyed private primary school is receiving grants as compared to 2 surveyed government primary schools in 2014.
- The proportion of government primary schools receiving grants has decreased since last year. 1% of surveyed government primary schools were receiving grants in 2012, 3% in 2013, and 2% received in 2014.



Annexure



Sample Description

Territory	Districts Covered	Villages/ Blocks	House holds	Children (3-16 Years)			Mothers	Schools		
				Female	Male	Total		Govt.	Pvt.	Total
Azad Jammu and Kashmir	10	294	5877	6756	7968	14724	5825	293	224	517
Balochistan	32	947	18536	23848	36687	60535	18790	838	61	899
Federally Administrated Tribal Areas (FATA)	9	270	5369	6718	11924	18642	5898	268	44	312
Gilgit-Baltistan	7	209	4135	6319	7701	14020	4592	209	140	349
Islamabad - ICT	1	19	380	395	529	924	375	19	17	36
Khyber Pakhtunkhwa	25	739	14668	18574	27613	46187	14817	716	290	1006
Punjab	35	997	19888	23907	30458	54365	19327	988	666	1654
Sindh	25	703	13984	17521	24776	42297	13898	637	90	727
National (Rural)	144	4178	82837	104038	147656	251694	83521	3968	1532	5500
Balochistan-Urban	2	33	660	826	1206	2032	669	33	29	62
Islamabad-Urban	1	24	480	450	554	1004	473	24	19	43
Khyber Pakhtunkhwa-Urban	3	50	996	1167	1839	3006	1009	50	48	98
Punjab-Urban	7	140	2795	3305	3960	7265	2723	129	130	259
Sindh-Urban	8	273	5328	6696	7730	14426	5286	98	175	273
National (Urban)	21	520	10259	12444	15289	27733	10160	334	401	735
National Rural + Urban	165	4698	93096	116482	162945	279427	93681	4302	1933	6235

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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