

Annual Status of Education Report ASER-Pakistan 2016

Provisional | August 02, 2017

NATIONAL



ASER Pakistan 2016
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National (Rural)
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The final ASER Pakistan 2016 report will be available at our website www.aserpakistan.org on August 02, 2017

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National

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Supporters of ASER 2016

- Department for International Development (DFID)
- Foundation for Open Society Institute (FOSI)
- Idara-e-Taleem-o-Aagahi (ITA)

Partners of ASER 2016

- Al Fatah Organization
- Azat Foundation Organization
- Bringing Advancement Kindly and Responsibly (BAKAR)
- Centre for Governance and Public Accountability (CGPA)
- Change through Empowerment (CTE)
- Democratic Commission for Human Development (DCHD)
- EHED Foundation
- Governance Assistance through Gender Mainstreaming and Social Restructuring (G & GS)
- Hamza Development Foundation (HDF)
- Hawa Foundation
- Health and Nutrition Development Society (HANDS)
- Human Development Foundation (HDF)
- Human Resource Support Program (HRSP)
- Ilm-o-Hunar Foundation
- Initiative for Development and Empowerment Axis (IDEA)
- National Commission for Human Development (NCHD)
- PARRS
- Research and Community Development Organization (RCDO)
- Shadow Organization
- Sindh Student and Youth Development Organization (SSYDO)
- Soach Welfare Organization
- Society for Awareness, Advocacy and Development (SAAD)
- Sufi Sachal Organization

Message from ASER Partners

Under article 25-A, of our constitution, and its respective laws across Pakistan, every child aged 5-16 years is entitled to free and compulsory education. While the Government of Pakistan has taken responsibility, it is not something that they can accomplish alone. Every citizen should take ownership and play their part to make quality education accessible to all. ASER Pakistan is a bold example of organized nationwide action that enables citizens to act as important drivers of evidence, change and prioritizes efforts owned and run by themselves.

ASER Pakistan strives to provide a snapshot of the current education status on learning as a priority in Pakistan and promotes evidence based advocacy for improvement. ASER collects data at the grassroots levels from each child one on one, and has a comprehensive dissemination process through which it provides feedback to the community and brings evidence back to the doorsteps of parents to help them understand the situation of access and learning in their own homes and neighborhoods. ASER has created a landmark in nationwide assessments through household based surveys covering 146 rural and selected 21 urban districts all over Pakistan. The movement started in 2008 and has expanded in scope and scale over the years. Seven years into the exercise, these skills are influencing provincial sector planning in the post 18th amendment phase, and tracking indicators for the 2030 sustainable development agenda. ASER is referenced for policies, planning, strategies and the legislation on the right to education as per article 25-A.

ASER partners play an important role as each year the campaign mobilizes and trains more than 10,000 volunteers to conduct door-to-door assessments. In 2016 alone, ASER interviewed around 255,269 children (3-16 years) in 83,324 households. In order to achieve this, ASER is fiercely collaborative and nationwide managed by Idara-e-Taleem-o-Aagahi (ITA), in partnership with the National Commission for Human Development (NCHD), Health and Nutrition Development Society (HANDS), Democratic Commission for Human Development (DCHD) to local institutions such as Research and Community Development Organization (RCDO), Society for Awareness, Advocacy and Development (SAAD), EHED Foundation, Initiative for Development and Empowerment Axis (IDEA), Change through Empowerment (CTE), Centre for Governance and Public Accountability (CGPA), Al-fatah Organization, Hawa Foundation, G & GS, Azat Foundation, Human Development Foundation, Hamza Development Foundation, Bringing Advancement Kindly and Responsibly (BAKAR), Soach Welfare Organization, Ilm-o-Hunar Foundation, Shadow Organization, PARRS, Sufi Sachal Organization, Human Resource Support Program (HRSP), Sindh Student and Youth Development Organization (SSYDO), community based organizations and individuals.

These efforts influence the right to education debates on 25-A at provincial/ national levels, SDGs and the 2030 Development Agenda, fighting to make equitable learning for all take precedence over schooling for all and mobilizing citizens to take action and learning gains.

Message from ASER Development Partners



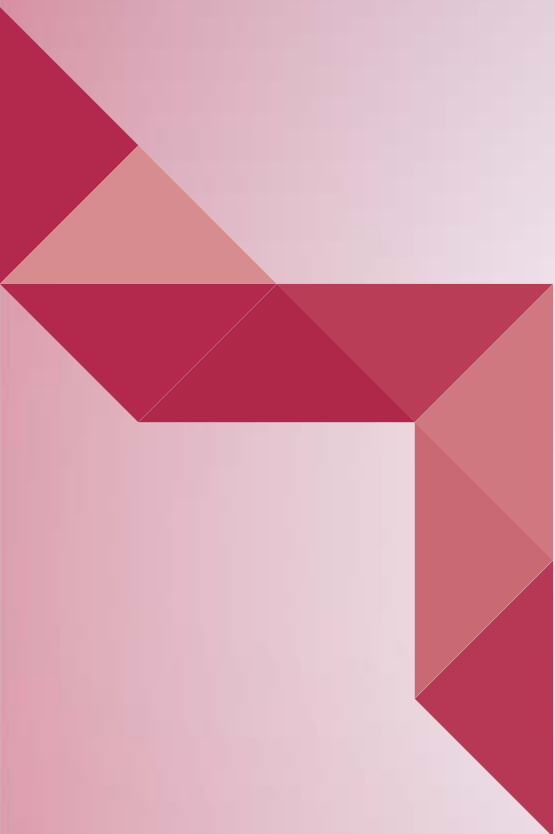
Pakistan continues to be in a state of education emergency and learning lies at the heart of it. Each year ASER provides insights to the challenges of learning and quality in school as it does about the children who are out of school. ASER as a citizen led assessment (CLA) has become a mainstream genre of reporting globally featuring in the UNESCO Institute of Statistics (UIS) catalogue. It is a social movement on learning accountability that has spread to 14+ countries across Asia, Africa and Latin America, many of which are high population countries of the world forming a south-south coalition, called the Peoples Action for Learning (PAL) Network. Through the platform provided by this network, ASER Pakistan and other citizen-led assessments influence local, national and global accountability systems.

ASER Influencing Global Discussions: ASER has played a pivotal role in influencing the post 2015 development agenda and goal setting in national, regional and international consultations. It is also part of the Citizen Catalogue of Learning Assessment prepared by UIS. ITA-ASER is an active member of the Global Alliance for Measuring Learning (GAML) set up by the UIS tracking SDG 4.1, 4.2 and 4.6. ASER Pakistan thus helps to support tracking regimes both, in country and globally, rendering data that is sensitive to the broader and specific challenges of equity with respect to gender (SDG 5), poverty (SDG 1) and inclusion. As development partners our focus is also centered on sustainable strategies for improving equitable life-long learning above all and especially for the most vulnerable groups.

ASER a Rich Open Data Source: Since its inception in 2008, ASER Pakistan has been a predictable contributor to the evidence on learning outcomes for both in-school and out of school children. Each year, ASER strives to be more inclusive and innovative introducing new indicators to capture different facets impacting education. ASER 2016 has included information on access to social protection and safety net programs in the household surveys reaching out to the most vulnerable and their access to learning.

ASER Influencing National Discussions: As supporters of ASER, a learning accountability initiative by the citizens of Pakistan, its value remains for benchmarking. 3 out of 4 of the Provincial education sector plans use ASER as a reference document. In addition, through citizens' voice in influencing policies, improving learning and entitlements, ASER is bringing change in the national and local reforms/laws/rule for 25 A and the conversations on policies at provincial and national levels. It has been brought learning at the centre of discussion and has been influencing provinces/department in their learning plans. Examples include literacy and numeracy drive in Punjab, Early grade learning plans in Sindh, Independent Inspectorate in KP etc. ASER is also been an active contributor to the Economic Survey of Pakistan since 2012, and is used for district Rankings by SDPI -Alif Ailaan, as well as the Global Education Monitoring Report since 2013 and many other research institutions.

As development partners, 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 and we acknowledge the robust efforts of Pakistani citizens, particularly the youth and civil society engaged in education advocacy and monitoring of learning levels at the grass roots level. Besides providing systematic information on important education indicators for the last nine years, ASER has generated a strong network of civil society partnerships dynamically transforming into a social movement to demand the implementation of Article 25-A. We appreciate ITA-ASER team's diligence in sharing the raw data as a public service to research and planning communities in Pakistan and beyond. ASER is truly a basis for evidence based dialogues for the aspirations of SDG 4, building multiple constituencies for policy, planning and action on learning and equity. We congratulate ASER Pakistan in all its endeavors from assessment to improving learning outcomes in Pakistan.



NOTES ON ASER



LEARNING LIES AT THE HEART OF RIGHT TO EDUCATION AND SDG 4

'Which then of the bounties of your Lord will you deny?' *Surah 55, Al-Quran*

Baela Raza Jamil

CEO, Idara-e-Taleem-o-Aagahi

The most critical of assets for any country are its 'human resources' and Pakistan has these in abundance. Sadly its 'learning needs' remain far from met.

From 2008 to 2016 the ASER citizen-led learning accountability juggernaut has been mobilizing tens of thousands of volunteers each year, trained in rigorous household based survey skills knocking on over 80-90,000 doors, engaging one on one with children and informing the country on where we stand on basic learning with respect to languages and arithmetic. Is the evidence triggering action? The survey is pitched to grades 2 and 3 competencies only, corresponding with the SDG indicator 4.2.1 for tracking learning at the lower primary level. ASER is also a good barometer on Article 25 A of the constitution which declared education as a fundamental right in 2010. Seven years since, laws have been passed in each province so that ALL children aged 5-16 are provided free, compulsory quality education. Each year ASER Pakistan informs us that 'learning' is the most unresolved area of attention. Yes, the very same 'learning' agenda which lies at the heart of the education and capability enterprise, and is often seen as an enabling equalizer. And yet for generations it remains a never-elusive goal in Pakistan. Why is this so? If not learning, then what are the elements in our education system that seem to be more upward looking? If so, how clear are the trends and how important are they in the transformation journey for our society? Let us add up from ASER 2016 rural results.

ASER 2016 reveals important trends covering over 255,000 children from 144 districts.

NATIONAL (Rural)

Children (3-16 Years) 
255,269

Districts Covered 
144

Total Schools 
5,540

Villages/Blocks 
4,205

Govt.
4,019

Private
1,521

Households 
83,324

The ASER toolkit comprises of a household survey, learning assessment tools and school questionnaire (public and private). This year, ASER 2016 extended last year's disability survey in Punjab and Khyber Pakhtunkhwa and delved deeper within households and school facilities. The areas covered were trends on use of ICTs, alternative energy energy/solar panels, access to social safety nets and voter registration patterns. These dimensions not only give us better evidence on some of the SDGs/SDG 4 indicators and inclusion but also allow us to look strategically into the changing lives of citizens' through their 'voice' and to make connections between households and schools.

Learning: In Urdu/Sindh/Pashto, 52% children in grade 5 could read at story level dipping from 55% in 2015! For English it was 46% (49% in 2015) and for arithmetic, it was 48% in 2016 compared to 50% in 2015. In 2015 there was hope for the learning accountability movement, when ASER recorded an overall improvement of 7-10% across all areas compared to the 2014 results. Sadly this progress could not be sustained into 2016. ASER 2016 reveals that only in AJK there was a substantial improvement in English and Arithmetic of 17% and 29% respectively from 2015 results! Punjab too registered a slight increase of 1% in Arithmetic over 2015 scores, but all other provinces and areas reveal a slippage. Compared to government, private schools continued to perform better in 2016, as they have done over the years.

Shift in public/private enrolment: In AJK, significant learning improvements also coincide with a major shift in enrolment from government to private schools by 13%, with private school enrolment up from 37% to 50% as a proportion of total enrolment! Are the learning gains a coincidence? Compared to AJK, ICT and Punjab are the only two areas that registered a positive shift in enrolment into public sector schools from private sector schools by 22% and 3% respectively. Public sector schools in KP and Sindh maintained their share of total enrolment at 2015 levels (73% and 88% respectively). Enrolment in government schools of FATA and Balochistan suffered a 4-5% decline, a trend all governments are endeavouring to reverse with better performing state schools attracting more children.

Enrolment 5-16 years: ASER 2016 rural data reveals that enrolment remained static at 81% when compared to 2015. This is unfortunate as the SDG 4 goal and targets have been fully endorsed by the Government of Pakistan and its provinces/areas are committed to aligning their sector plans to the promise made both for SDG 4 (12 years of schooling) and Article 25 A (the right to education of 5-16 year olds). However, AJK, Punjab, Sindh, GB and FATA all recorded increases in enrolment ranging between 1.4% to 4.5%! Compared to 2015, Balochistan suffered a setback with a 7% fall (65%) in enrolment whilst KP dipped very slightly by 1% (86%) and ICT by 4% to 94% in 2016. Overall public sector schools enrolled 74.1% of all students, a drop from 76% in 2015 while the private sector's share is 26% rural children in 2016 (24% in 2015).



Early Childhood Education (ECE): This sub-sector has been historically tracked by ASER. From 2014 when ECE enrolment was recorded at 39%, it declined to 37% in 2015 and in 2016 it is 36% in rural Pakistan. Overall, government schools have witnessed a reduction of 7.5% (63%) in enrolment for ECE, whereas private sector has 37% of total enrolment with a commensurate enhancement of 7.5%

since 2015! ICT, GB, FATA and Sindh have recorded an increase in overall ECE enrolment from 15% (ICT) to 2% (Sindh) whilst Balochistan remains static at 22%. These low enrollment rates are a matter of concern. On the one hand there are laws/policy/framework and sector plans 'owning' ECE for foundational learning and as a part of Right to Education Article 25-A laws (ICT, Punjab and Sindh) and, on the other hand data reveals sluggish ECE enrolment patterns, with universal coverage committed to in SDG 4.2 target with clear indicators that cover quality, learning and access with equity in preparation for primary schooling.

Equity in ASER 2016: So far ASER 2016 reveals a mixed profile on quality/learning and enrolment. Equity is bound to suffer when this data is juxtaposed across household income levels. The poorest always suffer and, amongst them girls suffer the most even within the same income bracket!

ASER 2016 results highlight that the poorest quartile has the highest level of the children enrolled in government schools (77%) whereas the remaining 19% of the children are enrolled in private sector school. 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 (47%). Poorest quartile has the lowest learning levels (19% Urdu/Sindhi/Pashto, 17% English, and 16% Math) and richest quartile has the highest learning levels (44% Urdu/Sindhi/Pashto, 43% English, and 39% Math). 14% of females from the poorest quartile can read a story in Urdu/Sindhi/Pashto as compared to 22% of males from the same income group. 11% of females from the poorest quartile can do two-digit division sums and 12% can read sentences in English, whereas 20% of their male counterparts can read sentences in English and 19% can do two-digit division sums. The gender gap narrows up the income ladder; 43% females from the richest quartile can read a story in Urdu/Sindhi/Pashto, 42% can read sentences in English and 38% can do two-digit division sums, whereas 44% of the males from the richest quartile can read a story in Urdu/Sindhi/Pashto, 44% can read sentences in English and 40% can do two-digit sums. The gender dimension seems to be the most vulnerable for the poorest and the most potent area for progress.

Another discernible pattern is of where enrolment and learning gains at high enrolment thresholds. Does enrolment, when sustained at 85% and above for girls, translates into higher learning for girls? In ICT girls' learning levels have outstripped boys consistently in 2015

and 2016! With enrolment at over 85%, the learning gaps get narrower, as also seen in Punjab and AJK; it has implications for offsetting income inequality and learning inequities.

Girls Enrolment: Overall girls' enrolment (rural) has been increasing since 2014, from 35% to 38% in government schools and from 37% to 40% in 2016 in private schools. Albeit the increase is slow and girls remain behind boys in both government and private schools.







Education and the Political Narratives: The education narratives will be enriched no doubt this year through evidence from ASER data, as political parties craft their election promises in manifestoes, revisiting the education agenda and priorities. What is of concern to the ASER movement of Pakistani citizens is, whether the parties are at all serious about learning and quality? They promised

budget enhancement from 2.2% to 4-6% in the current political cycle as well as promises relating to many other areas of attention. However, achievements remain mixed; with provincial budgets substantially raised to 20-28% for education, and in some places missing facilities and teacher presence have improved, but performance spending remains a challenge and learning is the one milestone whose time is yet to come!

Facilities for Enabling & Safe Learning: Looking at the table below, the clear winners on facility improvement over 2015 are Punjab, KP and ICT while the rest remain below 80% coverage. Punjab has outstripped private sector facilities record and KP is not far behind! This is good news; safe and conducive environments will affect learning across public and private schools positively.









SCHOOL FACILITIES 2016

	GOVERNMENT PRIMARY (%)						PRIVATE PRIMARY (%)					
	Grants %	Useable Water	Useable Toilet	Boundary Wall	Electricity	Solar Panels	Grants %	Useable Water	Useable Toilet	Boundary Wall	Electricity	Solar Panels
National	37	60	54	65	62	8	4	85	84	81	80	11
Punjab	81	95	96	94	92	9	5	95	91	94	90	12
Khyber Pakhtunkhwa	63	85	82	86	72	23	1	95	92	96	82	19
Sindh	30	61	43	63	54	7	14	86	82	82	77	12
Azad Jammu and Kashmir	0	69	67	59	52	1	3	81	86	69	64	1
Islamabad-ICT	25	50	75	50	100	14	—	100	100	100	92	15
Gilgit-Baltistan	36	41	48	55	67	3	8	77	70	66	62	2
Federally Adm Tribal Areas	11	68	47	78	60	6	0	100	100	88	79	40
Balochistan	3	14	11	30	28	1	0	53	53	74	65	5

SCHOOL FACILITIES 2016	GOVERNMENT (%)			PRIVATE (%)		
						
	Smart Boards	Computer Labs	Solar Panels	Smart Boards	Computer Labs	Solar Panels
National	24	33	8	31	30	11
Punjab	40	59	9	33	31	12
Khyber Pakhtunkhwa	19	27	23	29	32	19
Sindh	20	11	7	33	53	12
Azad Jammu and Kashmir	2	20	1	12	18	1
Islamabad-ICT	100	67	14	50	67	15
Gilgit-Baltistan	23	27	3	38	39	2
Federally Adm Tribal Areas	9	11	6	33	8	40
Balochistan	6	7	1	0	21	5

Household Facilities & Practices: At HH level, data collected on technology used (cell phones, SMS, WhatsApp, computers and laptops), solar panels presence,

social safety nets and voter registration brings out some interesting trends that must be factored in during our discussion on learning improvement challenges.

Household Facilities								
	Mobiles Users	SMS Users	WhatsApp Users	Computers /Laptops	Solar Panels	Social Safety Nets*	Female Voters	Male Voters
National	69	56	26	17	20	18	89	93
Punjab	77	57	30	20	13	8	89	93
Khyber Pakhtunkhwa	74	61	29	24	29	22	90	94
Sindh	67	44	15	7	12	23	91	93
Azad Jammu and Kashmir	88	79	29	27	5	12	97	97
Islamabad-ICT	87	87	46	43	15	3	92	96
Gilgit-Baltistan	66	74	22	19	9	18	99	100
Federally Adm Tribal Areas	52	55	30	21	52	19	82	95
Balochistan	56	43	23	9	23	11	87	89

Looking at the composite evidence of 'learning assessment', household facilities, trends in use of technology and school facilities, is learning being explored too narrowly? Households are making practical, logical and progressive decisions: they are enabled towards high voter registration (89% females and 93% males) accessing social safety nets (18% BISP¹, Akhuwat, and PSPA²), they use cell phones (69%), SMS (56%) and WhatsApp (26%) to communicate pragmatically, and have resorted to alternative energy sources (20% overall with FATA at 52%, KP at 29% and Balochistan at 23%) to improve the quality of their lives. The evidence from ASER 2016 highlights dimensions of 'voice and choice' by households through transactions extended by both the state and the market. The evidence reveals that citizens have benefitted from the state's deeper penetration in terms of access to political space (voter registration), and social safety net as options for offsetting poverty. However, also significantly important are market-driven facilities such as the availability of cell phones, cheap alternative energy sources to become efficacious for livelihoods and social inclusion. In rural Pakistan coverage through cell phones is in 69% of households, whereas 17% of households have computers or laptops and 18% of the households are covered by social safety nets. If these were to be spread to the poor and poorest what would be the possibilities to

influence and extend learning opportunity more optimally to households, the children, youth and adults more directly? After all, SDG 4 is about inclusion, equity and lifelong learning - where homes and schools must become the nexus of dynamic learning - these spaces have a high potential for innovations and absorption that may be tapped more optimally.

In nature, human resources are the most privileged and intelligent assets who must be recognized for the value addition they can create once they have been enabled; learning is no different. Learning spaces need to be multiplied through diverse platforms schools-homes-market-communities as a fundamental constitutional obligation of the state. The usage of ICTs and solar energy reveals powerful trends, even in the most unlettered and fragile households. Once such facilities are expanded to a critical mass and combined with human agency, learning spaces are bound to be multiplied. For the human resource opportunity to be realized fully in Pakistan, schools and households need to be brought closer. The triad of the politician, civil servant and citizen has a vital role to perform; the dots for human development need dynamic connections for learning gains across the socio-economic and political spectrum, redeeming the blessings as envisaged by nature!



¹ Benazir Income Support Program

² Punjab Social Protection Authority

THE CHALLENGE OF EDUCATING GIRLS IN PAKISTAN: RE-THINKING THE ROLE OF THE NON-STATE SECTOR?

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The conversation on girls' education is fast becoming rhetoric. Those working on girls' education in academic and policy circles know the value of educating the girl child. We know it confers economic benefits; the returns to education literature convincingly shows the wage benefits over the lifetime of acquiring an education for women. We also know that education confers lifetime and social benefits – improved health, reduced fertility, greater empowerment - many of which we cannot even quantify. And yet, girls' education remains a challenge in Pakistan.

The persistence of gender gaps in educational outcomes has been repeatedly highlighted by ASER data over the last few years. A comparison of ASER enrolment data for 6-16 year olds across government and private schools indicates some improvements in girls' enrolments over the 3 year period. For example, girls' enrolment in government schools appear to have improved at the national level from 35% in 2014 to 38% in 2016 and from 37% to about 40% over the same period in private schools. This 3% increase is not a small feat when focusing on absolute numbers – there are 4,877 more girls in school in 2016 in both government and private schools (69,295) than there were in 2014 (64,418). This national picture, whilst masking some differences across the provinces and regions, overall depicts a pattern of small improvements in enrolment across the board with some differences across the government and private sectors.



Unfortunately, these small (but significant) improvements in enrolment numbers are not necessarily reflected in corresponding improvements in learning outcomes. Tables 2-4 depict learning outcomes for 5-16 year olds over the 3 years (2014-2016) and illustrate the percentage of boys and girls able to read Urdu/Sindhi/Pashto sentences, read at least words in English or be able to at least do subtraction in Arithmetic across the provinces/regions and at the national level. The tables depict a dire picture – of worryingly low levels of learning as measured through the ASER domains and a persistence of poor outcomes over the years. There are wide disparities across the provinces/regions, with some areas faring far better than others and being well above the national average. The broad patterns, however, remain of persistently low and, in some instances, deteriorating learning outcomes.

Table 1: Percentage, Enrolment by Gender & Type of School 2014, 2015 and 2016 (6-16 year olds)

Territory	Government						Private					
	2014		2015		2016		2014		2015		2016	
	Boys	Girls	Boys	Girls	Boy	Girls	Boys	Girls	Boys	Girls	Boy	Girls
National	65	35	65	35	62	38	63	37	62	38	60	40
Balochistan	70	30	70	30	69	31	67	33	70	30	64	36
FATA	72	28	74	26	68	32	82	18	81	19	78	22
GB	62	38	62	38	56	44	57	43	60	40	57	43
ISB	57	43	45	55	57	43	58	42	51	49	57	43
KP	67	33	67	33	62	38	68	32	68	32	63	37
Punjab	59	41	60	40	57	43	58	42	58	42	57	43
Sindh	65	35	64	36	62	38	62	38	62	38	64	36
AJK	56	44	55	45	53	47	55	45	56	44	53	47

Table 2: % of children aged 5-16 able to read at least a sentence in Urdu/Sindhi/Pashto

Territory	2014		2015		2016	
	Boys	Girls	Boys	Girls	Boys	Girls
National	46	39	49	41	43	36
Balochistan	34	23	35	19	32	16
FATA	48	28	51	30	42	17
GB	53	48	57	52	47	44
ISB	65	61	61	64	55	64
KP	51	40	58	46	46	36
Punjab	55	52	56	54	51	48
Sindh	36	29	40	33	34	25
AJK	61	60	68	67	73	71

Table 3: % of children aged 5-16 able to read at least words in English

Territory	2014		2015		2016	
	Boys	Girls	Boys	Girls	Boys	Girls
National	49	42	51	43	40	33
Balochistan	33	22	35	18	30	15
FATA	57	34	57	35	43	18
GB	63	57	63	60	48	45
ISB	77	75	62	66	51	59
KP	60	48	64	53	45	34
Punjab	59	56	57	55	47	44
Sindh	31	25	36	31	26	19
AJK	67	67	73	71	71	69

Table 4: % of children aged 5-16 able to do at least subtraction in Arithmetic

Territory	2014		2015		2016	
	Boys	Girls	Boys	Girls	Boys	Girls
National	45	38	49	41	44	36
Balochistan	29	19	36	18	32	15
FATA	53	29	55	33	46	20
GB	56	51	59	54	51	47
ISB	69	68	59	61	51	60
KP	55	43	61	49	49	37
Punjab	54	50	54	51	51	48
Sindh	32	25	37	31	32	24
AJK	59	59	67	66	77	75

What tables 1-4 also depict are the large and persistent pro-male gaps in learning outcomes over the years across the domains assessed using ASER instruments. These gaps are illustrated further in Tables 5-6 below.

Table 5: Pro-male gaps in enrolment (6-16 years), by school type

Territory	Pro male gaps in G school access (% boys enrolled in G school - % girls enrolled in G school)			Pro-male gaps in P school access (% boys enrolled in P school - % girls enrolled in P school)		
	2014	2015	2016	2014	2015	2016
National	30	30	24	26	24	20
Balochistan	40	40	38	34	40	28
FATA	44	48	36	64	62	56
GB	24	24	12	14	20	14
ISB	14	-10	14	16	2	14
KP	34	34	24	36	36	26
Punjab	18	20	14	16	16	14
Sindh	30	28	24	24	24	28
AJK	12	10	6	10	12	6

Table 5 illustrates the wide gender gaps in access to government and private schools across Pakistan. The table indicates that male children aged 6-16 are more likely to go to government and private schools as compared to girls but that these gaps in enrolment have been narrowing broadly over time. Whilst enrolment gaps in favour of boys are persistently wide and sticky in some regions (FATA and to some extent Balochistan), the fact that we see a narrowing over time is welcome news in a country facing challenges to girls education. Nevertheless, the fact remains that far fewer girls continue to enrol in schools in the country as compared to boys.

Table 6 further illustrates the challenge facing the country. Not only is Pakistan far from achieving parity in access to education, there are also wide gaps in learning outcomes (though significantly less than in enrolment), with boys almost always performing better than girls. These gaps are also persistent over the 2014-2016 period with almost no noticeable improvement. Some regions continue to depict alarmingly wide gaps in favour of males – FATA in particular (followed by Balochistan and KP) stand out as regions with extremely high pro-male gaps in learning outcomes that are persistently wide in favour of males.

Table 6: Pro-male gaps in learning outcomes, ages 5-16 years

	% boys - % girls (able to read at least sentence), Urdu			% boys -% girls (able to read at least word), English			% boys - % girls (able to do at least subtraction), Arithmetic		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
National	7	8	7	7	8	7	7	8	8
Balochistan	11	16	16	11	17	15	10	18	17
FATA	20	21	25	23	22	25	24	22	26
GB	5	5	3	6	3	3	5	5	4
ISB	4	-3	-9	2	-4	-8	1	-2	-9
KP	11	12	10	12	11	11	12	12	12
Punjab	3	2	3	3	2	3	4	3	3
Sindh	7	7	9	6	5	7	7	6	8
AJK	1	1	2	0	2	2	0	1	2

Such discrepancies in enrolment and learning outcomes and the persistence of them over time are perturbing. Pakistan's Right to Education Act guarantees every child aged five to sixteen the right to free and compulsory education. How this right will actually be guaranteed to each and every child, however, remains elusive. How best to overcome the financial constraints and limitations to not only get more children – and more girl children – into school and to ensure the provision of a quality education to them? I would argue that there is a real and serious need for the role of the private and non-state sector to be reconsidered. The data from ASER repeatedly highlight the significant presence of the private/non-state sector across the country. And simple descriptive statistics (such as those in Table 5 above) also appear to suggest that whilst there are pro-male gaps in accessing private schools, these gaps are not any wider than those in the government sector (and in some instances are less): girls are also sent to fee-charging private schools and to the non-state sector by parents. Does the private/non-state sector, then, provide a potential solution to the educational woes of the country? Perhaps, but with several caveats. One of the key ones being that the non-state sector needs to be effectively understood and successfully regulated to ensure it delivers a quality education.

Pakistan's approach to the non-state sector has been "incrementally opportunistic": the government has mobilised the private sector in explicit and diversified ways for example through the establishment of semi-autonomous bodies (e.g., education foundations) in all

provinces, and more recently, the use of core funding to support per child, management and compliance costs under the PPP Acts (2010) and / PPP (Amendment) Act 2014 but made other policies without fully understanding the diversity of the sector. Moreover, it appears that the implications of legislation and ordinances on the diverse providers on the ground in meeting the educational needs of millions of children, both boys and girls, and the achieving of equity of access and opportunity for both genders, are not often considered. This is partly due to a lack of understanding of the

nature of the role of the private sector in Pakistan. For example, educational legislation and policy for private schools in the country has typically been framed with the more 'visible' urban high-fee private schools in mind. This is unmindful of the huge diversity of private schools at varying fee levels, including a large number charging relatively lower fees. Furthermore, educational legislation and policy for private schools has often been made in the face of serious knowledge gaps: e.g., lack of information about the true extent of private provision/enrolment even at the primary level, and even more so at secondary levels; many schools are not even registered so there is very little, if any, research on the fee/costs/teacher salaries of private schools and the value for money they offer; or on the impact of private schools on the gendering of enrolment and retention rates in both private and government schools etc. It is in these lacunae that government policies are often made to the detriment of the child.

The girl child in Pakistan needs to be in school and needs to be learning. Gender equality in education goes far beyond parity in participation – something Pakistan is yet to achieve – to include a whole range of factors. These include, and are not limited to, the need for a safe and non-discriminatory school environment, non-discriminatory teaching and girl friendly schools and well trained teachers able to effectively impart learning to all etc. Whether this is achieved through government schools, through fee-charging private or non-state schools or a mix of both is a serious consideration for policy makers. The key is to ensure the right to education for each child is not just guaranteed in rhetoric and political discourse but actually implemented in reality.

WHAT THE ASER 2016 DATA TELL US ABOUT EARLY CHILDHOOD EDUCATION - AND WHAT WE STILL NEED TO KNOW

Saba Saeed,

Idara-e-Taleem-o-Aagahi (ITA)

Kate Anderson,

Project Director and Associate Fellow in the Center for Universal Education at Brookings

The positive impact of investing in high-quality early childhood education programs that prepare children to succeed in school and later in life has been well documented. The period of a child's life from conception to age 8 is evidenced to be the most crucial period for well-being and development¹. It is estimated that 250 million children under age 5 are at risk of poor developmental outcomes in low- and middle-income countries (Early Childhood Development 2016: The Lancet²). Poverty, nutritional deficiencies, poor health care, and insufficient learning opportunities are cited as the key factors underpinning these failings. Heckman's well-cited research and more recent evidence from the Lancet Series on Child Development and the Young Lives studies in several developing country contexts support the claim that inequalities and gaps that start early in life persist and widen through later schooling years³. Addressing inequalities in both access to early learning experiences as well as the quality of any early learning programs accessed in early years, therefore, is an important agenda for policy makers. In recognition of its value, Early Childhood Education (ECE) has increasingly been made a priority in country driven sector policies, plans, and laws and is also reflected in the adoption of SDG 4.2 by UN member states.

The last 15 years have seen numerous initiatives in policy and implementation across Pakistan to make free pre-primary education and early childhood care for 3-5 year olds a reality. From the positive innovation of ECE service delivery across Pakistani government schools that incorporated targets and some resource allocations for provinces and other areas throughout the country to support ECE as an innovation through the Education Sector Reforms (ESR) Action Plan 2002-2006, the sub-sector is well articulated in the National Education Policy (NEP) 2009. While little research has been done nationally on availability and effectiveness of early childhood education services, the limited data available⁴ show that these initiatives have encountered challenges with system effectiveness and capacity of providers to deliver quality

services, amongst other factors. The government commitment for ECE covers only ages 4-5, missing an important opportunity to begin supporting children's learning and development in critical 0-3 years. All current Provincial Education Sector Plans (2014-2020) in Pakistan have included ECE, but largely as a one-year provision in government and public sector financed schools.

ASER Pakistan in recent years has taken a significant step forward in providing fresh perspectives into the scale of early learning progress and challenges both in terms of access and quality. The latest ASER data from 2016 on enrollment and learning present an interesting story.

Table 1: ECE Enrollment - Comparison of years 2014, 2015 and 2016

Enrollment			Government			Private		
2014	2015	2016	2014	2015	2016	2014	2015	2016
39.2	36.7	36.4	51.1	70.1	62.6	48.9	29.9	37.5

The national rural picture shows a consistent decline in the percentage of children enrolled in ECE, albeit more in 2015 than 2016. However, disaggregating the data by type of provider uncovers a mixed trend. Whilst the ASER data from the last 3 years have shown that more children are attending government-led ECE programs than private programs, the comparison between 2015 and 2016 shows an interesting pattern. Enrollment across government ECE programs rose sharply in 2015 from 51.1% to 70.1% where the gap between government and private appears the largest and then fell again in 2016 to 62.6%. In the same years, the enrollment in private ECE programs decreased in 2015 from 48.9% to 29.9% and then increased from 37.5% in 2016. There could be a number of explanations for the shifting patterns in government/private enrollment. Expansion of government-led ECE programs in public schools in 2015 is one possibility. Quality concerns in government ECE programs might explain the shift to private sector again in 2016. However, further research is needed to substantiate these assumptions and

1. UNICEF, Early Childhood Development: The key to a full and productive life

2. Full text available at [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(16\)31659-2/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(16)31659-2/fulltext)

3. Heckman, J. J. (2008): Schools, skills and Synapses. Economic Inquiry 46: 289-324, Woodhead, M., Dornan, P. and Murray, H. (2013), *What Inequality Means for Children*, Oxford: Young Lives, Murray, H. (2012) *Is School Education Breaking the Cycle of Poverty for Children?: Factors Shaping Education Inequalities in Ethiopia, India, Peru and Vietnam*, Young Lives Policy Paper 6.

4. UNICEF, Early Childhood Education and Development, Country Report 2015 Pakistan

offer insights into what other factors could have contributed towards the shift nationally.

In addition to data on ECE access, the ASER 2016 data on learning assessments for class 1 children provide some insights into the types of skills children have around the time they begin formal schooling. ASER measures among Class 1 students the ability to read simple words in Urdu, identify letters in English, and recognize numbers 0-9. These tasks are stated as goals for all young children in Pakistan per the national Early Learning and Development Standards and National ECE Curriculum.

Table 2: Percentage of Class 1 children able to complete tasks Comparison of year 2014, 2015, and 2016

Percentage able to read simple words in Urdu			Percentage able to recognize small letters in English			Percentage able to recognize numbers 1-9		
2014	2015	2016	2014	2015	2016	2014	2015	2016
31.5	27.3	27.3	36.3	32.5	34.3	69.0	70.0	70.7

The table above shows that only around a third of children can do the literacy tasks by Class 1, and in some cases there have been declines from year to year in the percentage of children who demonstrate these skills. Results for mathematics are more promising, but still 30% of children are unable to recognize single-digit numbers. Clearly there

has been progress made in expanding access to ECE, but the ASER 2016 data raise the possibility that quality may have decreased as a result of this expansion.

An emphasis on access and learning must be present in efforts to expand early childhood education. This requires monitoring systems that collect accurate and meaningful information on children’s development, learning outcomes and general attributes of ECE program quality, such as how the teachers interact with children, what facilities exist, whether or not learning materials are available and used, and what pedagogical approaches are used with young learners. With ECE policy frameworks articulated in Sindh, Balochistan, and KPK and an upcoming one in Punjab which reiterates the governments’ commitment to promote ECE, there is an opportunity for Pakistan to use data to inform service provision in ECE. While ASER provides a brief snapshot of access and learning outcomes in early childhood, we need more initiatives which take a deeper look at children’s development and learning outcomes in the personal and social domains as well as literacy/numeracy to determine what developmentally on track means in Pakistan. This will also help in supporting the foundations of Right to Education 25-A.



MEASURING GENDER & EDUCATIONAL INEQUALITY - ADDRESSING THE MARGINALIZED

Sehar Saeed

Program Head - ASER Pakistan

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

Over the past fifteen years, governments have been seen only taking the responsibility of formulating and implementing strategies aimed at ensuring that all children are enrolled in schools. Despite significant progress in getting more girls and boys into school, the most pertinent question is whether children who are able to access schools are also acquiring the skills that will equip them to lead productive and meaningful lives. Many of those in school are not learning, with little improvement visible in the past few years (Andrabi et al, 2007; ASER, 2010, 2016; PEC, 2014-15; SAT 2014; Rose and Alcott, 2015). In Pakistan, large disparities in learning achievement exist and are heavily influenced by the type of school students attend and their family backgrounds (Economic Survey of Pakistan, 2014). Pakistani society has become largely fragmented and segregated on various socio-economic lines since the last couple of years. The inequality in income and wealth not only continues to grow with every passing year but also has triggered disparities in education¹.

While the global community is getting together to achieve sustainable development goals, it is important that the unfinished agenda is not left behind and emerging disparities in learning outcomes with respect to wealth are measured, addressed and emphasized. Although most developing countries have introduced national

examinations and/or assessments to measure children's progress in learning and some also participate in regional or international assessments, these assessments have not generated the same level of accountability for learning and inclusion as there has been for enrolment.

ASER Pakistan and its counterparts in 13 countries are helping to fill existing gaps in accountability for learning outcomes since 2010. The countries are now headed by a common secretariat, People Action for Learning Network (Pal Network²). The PAL Network was formally declared in July 2015 and offers a platform from which citizen-led assessments can continue to influence global accountability systems.

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

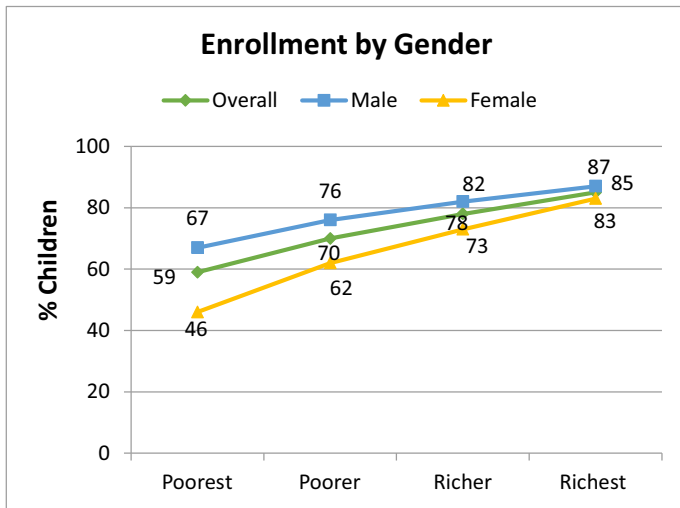
ASER WEALTH INDEX: FINDINGS

In order to determine differences in learning levels arising from inequalities, an ASER composite wealth index has been constructed by integrating the significant household indicators³ mentioned in the survey form. These indicators measure the economic potential and achieved levels of income and wealth of a household. ASER wealth index has been developed by using principle component factor analysis procedure in the STATA software⁴. Using this methodology, ASER 2016 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.

1. UNESCO, EFA Global Monitoring Report. 2012.

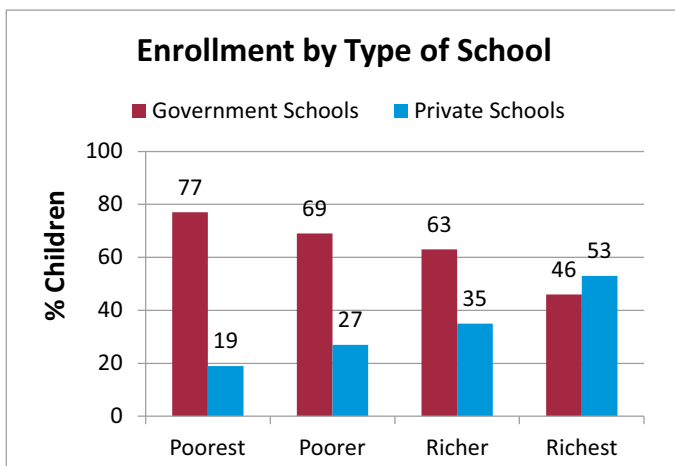
2. www.palnetwork.org

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



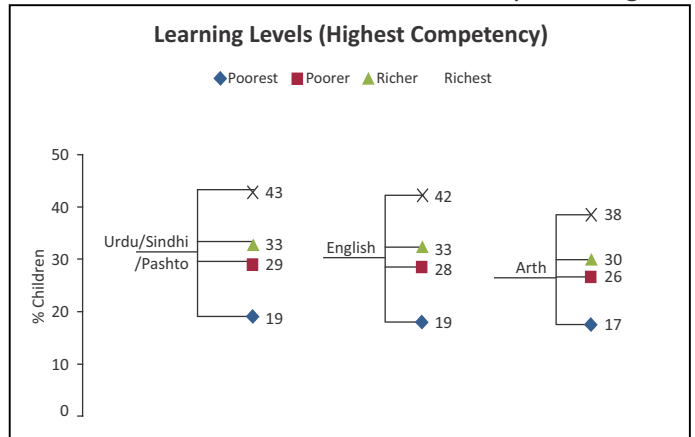
The results depicted by ASER Wealth Index (2012, 2013, 2014, 2015) are no different. The results reveal that the richest quartile has the highest percentage of children enrolled (85%) whereas the poorest quartile has the lowest enrollment rate (59%). A strong correlation between wealth and enrollment 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 ASER 2016 also 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 schools. On the other hand, the

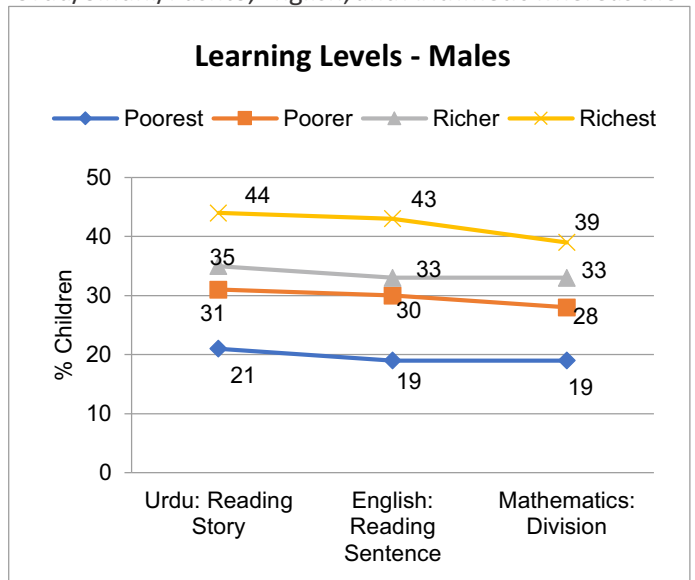


richest quartile has the highest number of children enrolled in private schools (53%) and the lowest percentage of children in government schools (46%). It is evident from the figures that enrolment in government schools falls and that for private schools increases as we move along the wealth index towards the richest. Wealth status is thus found to be influencing the type of school chosen by households.

Given the disparities in enrollment and out-of-school children, ASER 2016 results further strengthens the stance that socio-economic factors are adversely affecting the



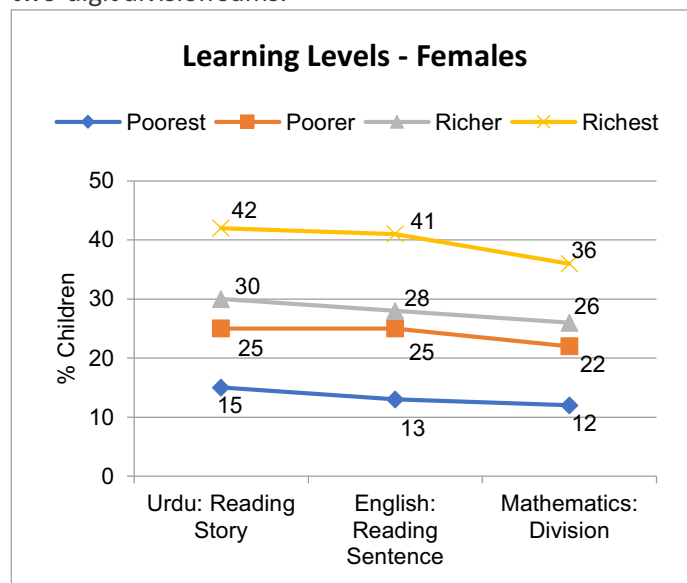
learning levels of children in Pakistan. The graph clearly indicates that the learning levels of children are directly related to their wealth status. Children falling in the 'richest' quartile have the highest learning levels in Urdu/Sindhi/Pashto, English, and Arithmetic whereas the



children in the poorest quartile have the lowest learning levels. 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.

4. It factorizes variables by creating a weighted combination of the input variables in the following manner e.g. $F_1 = a_{11}X_1 + a_{12}X_2 + \dots$. 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.

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. Fifteen percent of the poorest females can read a story in Urdu/Sindhi/Pashto as compared to 21% poorest males. Similarly, 12% poorest females can do two-digit division sums and 13% can read sentences in English whereas 19% of the poorest males can read sentences in English and do two-digit division sums.



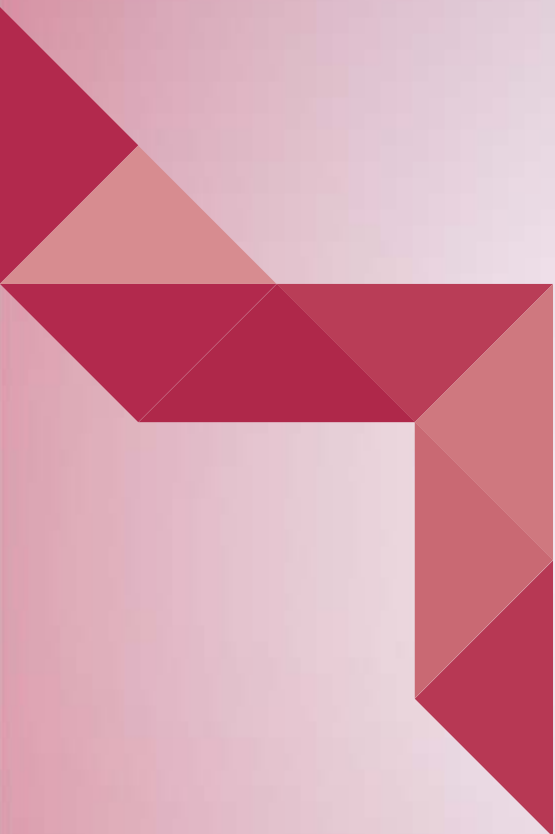
Similarly, 42% of the richest females can read a story in Urdu/Sindhi/Pashto, 41% can read sentences in English and 36% can do two-digit division sums whereas 44% richest males can read a story in Urdu/Sindhi/Pashto, 43% can read sentences in English and 39% can do two-digit division sums.

The current education status of Pakistan as demonstrated by ASER 2016 clearly sheds light on how disparities created by differences in wealth status are jeopardizing the future of millions of children. Education is at risk, requiring targeted action and a focus on access to equitable quality education and learning for all. If our objective is to educate all children, we need to challenge the existing differences and divisions in order to provide equal set of opportunities to all children of the society. Failure to address such structural disparities linked to wealth, gender, ethnicity, language, disability and other markers of disadvantage will hold back our progress towards SDG's and fuelling wider processes of social exclusion.

The SDGs represent a critical opportunity to move our collective focus toward learning, which is the cornerstone of meaningful education. It is thereby imperative to measure learning for children early in their schooling career through a meaningful, child-friendly, participatory approach, as depicted by the model of citizen led assessments. There is a dire need to work on the use of metrics that go beyond standard income measures so that all countries converge not only in living standards but also in their global responsibilities to sustainable development.







**FINDINGS ON
DISABILITY /
HEALTH
FUNCTIONING**



SCHOOLING STATUS AND LEARNING OUTCOMES FOR CHILDREN WITH DISABILITIES

By **Bence Kocsis & Ricardo Sabates**

Faculty of Education, University of Cambridge

ASER Pakistan has collected information on the prevalence of disability in Punjab for the second year running and for the first time in another large province, Khyber Pakhtunkhwa. The disability module from the ASER survey covers six main aspects of functioning: the ability to see, hear, walk, self-care (such as feeding or dressing), being understood and being able to remember or memorise. These questions draw on the Short Set of Questions developed by the Washington Group on Disability Statistics. All questions were asked of parents or primary caregivers of children aged 3-16 years and included an important precursor: “Compared with children of the same age does your child have difficulty”. The coded responses that parents or primary caregivers could choose from included the following: “no difficulty at all”, “some difficulty”, “a lot of difficulty” and “cannot function”. If the question was left without response it was taken as missing and therefore not included in the following analysis.

Based on the data collected on 100,912 children aged 3-16 years in the two provinces in 2016, Table 1 illustrates the prevalence of disability according to the six aspects of functioning. The indicator of 'difficulty' aggregates any difficulty reported by the parent or caregiver, whether this was some difficulty or a severe difficulty. This was done as the number of observations in each of the categories was relatively low to obtain insightful estimates of the prevalence of the degree of difficulties for each type. Overall, findings suggest a low prevalence of disability in all aspects of functioning, with the highest prevalence in Punjab being related to visual difficulties (1.38% incidence) whereas the highest incidence in Khyber Pakhtunkhwa is speech-related difficulties (1.10% incidence). In general, the prevalence of these difficulties is similar across the two provinces, with Punjab showing higher prevalence of children with visual difficulties whereas Khyber Pakhtunkhwa shows higher prevalence in walking, self-care, speech and memory. Finally, parents or caregivers reported very similar prevalence of children with hearing difficulties in both provinces, around 0.23 to 0.26 percent prevalence.

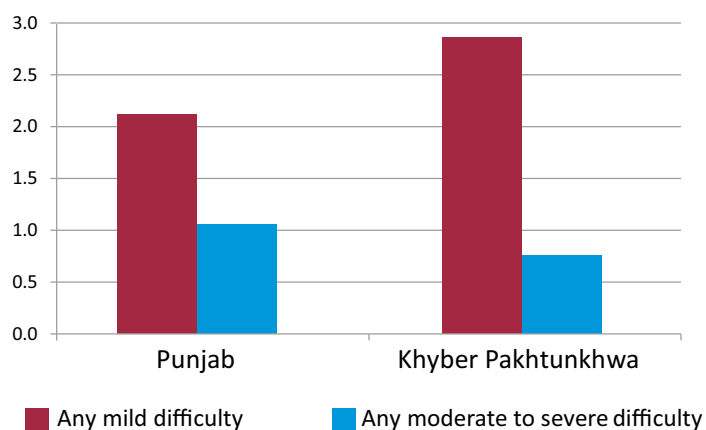
Table 1: Prevalence of disability by type and province (ASER 2016), ages 3-16 years

	Punjab		Khyber Pakhtunkhwa	
	Total	%	Total	%
Seeing No Difficulty	57,088	98.62	39,234	99.16
Seeing Difficulty	800	1.38	331	0.84
Hearing No Difficulty	57,729	99.77	39,457	99.74
Hearing Difficulty	133	0.23	101	0.26
Walking No Difficulty	57,817	99.75	39,464	99.62
Walking Difficulty	144	0.25	150	0.38
Self-care No Difficulty	57,783	99.70	39,406	99.47
Self-care Difficulty	171	0.30	208	0.53
Speech No Difficulty	57,479	99.22	39,167	98.90
Speech Difficulty	453	0.78	437	1.10
Memorise No Difficulty	57,754	99.74	39,376	99.47
Memorise Difficulty	152	0.26	210	0.53
Total	58,482		39,786	

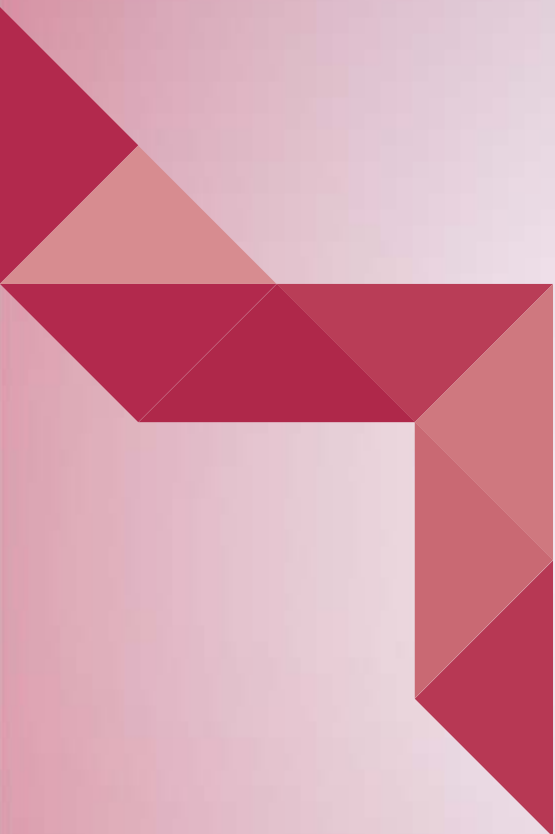
Notes: Totals by different types of disability/difficulty do not add to the overall total population of children included in ASER due to missing responses in some of these items.

By taking into account the degree of functioning or functionality affected by any of these difficulties, we further find that of all the children with difficulties in Punjab, 1,237 children (2.1%) reported mild difficulties and 616 (1.1%) reported moderate to severe difficulties (see Figure 1). For all children with difficulties in Khyber Pakhtunkhwa, 1,137 children (2.9%) reported mild difficulties and 300 (0.7%) reported moderate to severe difficulties.

Figure 1: Prevalence of mild, moderate to severe difficulties by Province







STORIES FROM THE FIELD

Mahum Tanveer Rawalpindi, Punjab

The definition of development lies not with a practitioner but it is situated in the field. It is the raw experience of looking at the people, their culture, economic and social status. Annual Status of Education Report initiated in Pakistan by Idara-e-Taleem-o-Aagahi in 2010 is a household survey and is embedded in the experiences of the field. It is was my first experience of going into the field for ASER and I must admit that no amount of literary knowledge I have gained through-out these years could have been a preparatory base for this experience. Field work is daunting, it's hard work and beyond all its different from everything or anything we read in books.



I was involved in the ASER trainings in Islamabad and Rawalpindi; and later went in the field with the Rawalpindi team. The essence of ASER lies in mobilizing a volunteer, gearing him for the challenge of doing this survey and persuading him that he is contributing to the system. The trainings are about convincing these groups of men and women that their work would pay off, that their strenuous efforts will not only be reflected in a final report but that they are change makers towards innovations in the educational system. They have to be convinced that the policy makers will give thought to the data that is reflecting the state of education system in Pakistan and when the policy will be amended they will know that they had a role to play in it. The trainings are about convincing the citizens that the ordinary man in Pakistan has a stake in the policy,

and that it's planning and its implementation can be altered by their effort. There were some old master trainers with us who had been involved in the ASER process before and they told the volunteers that 'this survey has been designed in an effective manner, it mobilizes people from their own locality and it thus helps the surveyor to collect more transparent information with lesser resistance from respondents'.

The mock survey for Rawalpindi was conducted in the village 'Ghungrila' in Gujjar Khan. The village was a few kilometers away from the main Grand Trunk Road but nonetheless had fair road access to the facilities. The first stop was at a government primary school of the village. The school was set in a clean place with a strong boundary wall. The head teacher was kind enough to welcome us to the school. The volunteers accompanied me and began by collecting data of the school from the head teacher. The head teacher was a kind woman and was very helpful and patient with the new volunteers. I was very curious about the steps that the government is taking for the early learning of children in these government schools. So the head teacher led me to the nursery which was just a room with toddler seating arrangement and few ragged stuffed toys. The head teacher said that most things that are here are bought from school expense and no particular designed learning aid is provided by the government. A lot has been done over the years in the education sector in Pakistan which is reflected in better infrastructure and improved status of education in Pakistan, but there is still a lot to be done and strong research work needs to be inculcated.

The household survey again gave a chance to reflect on our culture, conservatism and beyond all - how this nation is ready to beat all odds and indeed is moving towards a better future. The picture is bleak if compared to the rest of the world but I am firm believer that we began our journey from a point of total wreckage and we have come a long way. The ship is sailing in the right direction and if the nature stays on our side, the voyage might be tough but the island of better future is not far away.

Minahil Adeel Tando Allah Yar, Sindh

Working as a Research Associate and evaluating government policies and private sector interventions, it is often very uplifting to see the different initiatives planned

for reform. During fieldwork one comes across different cases; instances where the public sector is doing a wonderful job, or where the public sector is failing but the community and private sector takes over, and then there are cases where both are failing.



While it is almost always encouraging to see that despite the lack of facilities and teacher absenteeism in government schools, the zeal and enthusiasm to learn is always present in young children in rural areas and the community steps up to fulfill this demand where needed. I recently came across a case where it was very disheartening to see both failing.

During our ASER 2016 survey in Tando Allah Yar, we observed that the villages were dependent on government schools and there weren't any low cost private schools operating in the locality. In the village of Jinan Hingoro, we came across a government school which was operational but had no government teachers appointed. It was adopted by a private organization, but its run down state left us in much disappointment. The bathrooms were broken and not at all usable, the furniture was in dismal conditions, the roof was coming apart, and there were goats and chicken roaming around on the small premises with a tractor parked right outside.

What was most disappointing was the fact that this school was only 2 km away from the Mirpukhas Highway and so issues of accessibility could not have been a major factor for its condition. With significant amounts being allocated under the School Specific Budget in the FY 2016-17 and funds being set aside in the ADP for infrastructure maintenance and development, one begins to wonder about its utilization. Despite of the monitoring and

evaluation department being set up, if the government is not able to identify and take care of a school that is accessible and so close to a highway, then when and where will there be any real change?

On the other end, what was upsetting was the fact that the school was surrounded by proper buildings and housing indicating that the community was well equipped to have taken some action but even they failed to do so. In this scenario who was to be blamed? It is the responsibility of every citizen to work as an agent for change for the cause of educating our children to prevent the inter-generational transmission of poverty. Examples like these stand out to highlight that despite seeming progress on paper and plans, there is still much left to be done on ground in the education sector. Moreover, in junction to the public sector's efforts, the demand and willingness to take actions must come from the community and the citizens themselves too. ASER team highlights such challenges across Pakistan every year and will continue to do so.

Roha Batool Kasur, Punjab

We were in "BhomaniWala" a distant and decayed school in Kasur district, where we acquired a chance to visit Government Girls Primary School BohmniWala. I was totally taken aback to see a school with no furniture and infrastructure but just a building with two classrooms and open space. Pupils were sitting on the frosty floor, but were extremely energetic, active and passionate.

It was my first experience of visiting a government school for field monitoring. Our volunteers were already present in the school, collecting information from the head teacher. I started conversing with the other teachers to know where they came from. During our conversation, they mentioned that the students are really bright and never take a day off. They come to study daily and then work in the fields with their families. It was a small school with almost 60 children in grade 1 to 5. However, fortunately, the school had 3 amazingly intelligent teachers serving as change agents by going door to door to convince parents for sending their children to school. The children, without any sort of facility, were also there to study because of the dedication of their teachers.

I appreciated the efforts of the head teacher in maintaining such a wonderful school where children are eager to learn despite not even having chairs and tables to sit on. It is truly the leadership skills, hard work and

dedication to one's job that sets one apart from others. The school looked like a broken building with no furniture but had shining stars as students and much to my surprise – happy shining stars!

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

Sadaf Taimur
Charsadda, Khyber Pakhtunkhwa

Walking through the unpaved path between the houses made up of bricks, leading to a village government school in Charsadda, made me feel excited and filled with enthusiasm that I couldn't wait to see the learners & the teachers. While walking, I recalled my field visit to a district training in Swabi (KP), where I was amazed to see 35 women volunteers with immense commitment, dedication & courage to overcome the societal barriers to conduct ASER Survey. One of the female volunteer told me that “initially it was difficult to convince my brother to let me go & conduct this survey but my mother supported me and encouraged me to participate in this process”. Young mothers bringing their infants to the training facility, in such a vulnerable situation in order to make sure that they attend the training, clearly indicated their passion to contribute to a bigger purpose. Their stories made me feel that at least we have started moving in the right direction. While we were 100 meters away from the school, we could hear the chirpy voices of the students. Kids were reading, singing & talking. As we reached in-front of an ancient, brick walled house without windows & doors which was labelled as 'SCHOOL', we experienced pin-drop silence. Young kids, sitting on the floor outside the school started staring at us. The students' passion for pursuing education, in such conditions where schools do not have toilets, drinking water & a boundary wall, overwhelmed me with emotion. The simplicity of the situation was so beautiful and how well behaved they were! As soon as the teacher started speaking again, they hushed down right away.

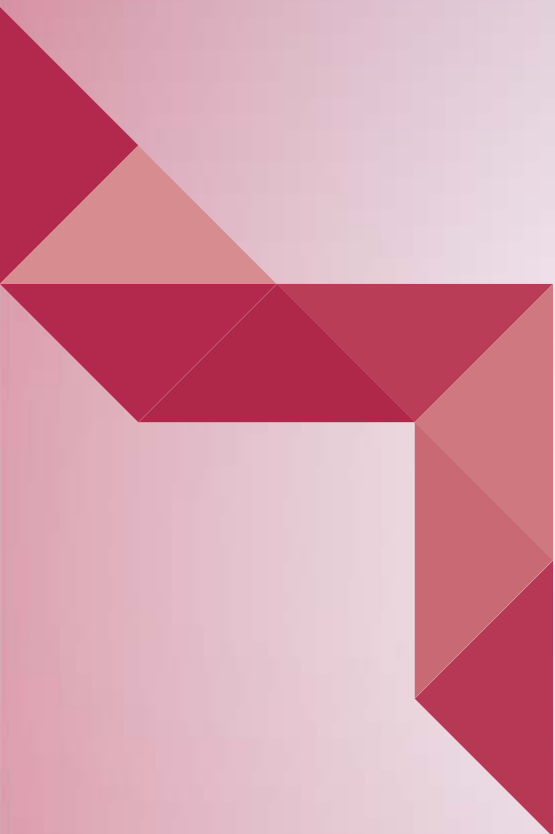
Apart from feeling this purity, I was really disappointed by the fact that every commodity, including latest brands of junk food, automobile models, and mobile phones with latest internet packages, can reach this area, but EDUCATION CANNOT? Why isn't education a priority? Is this situation going to improve with Rs. 4000 annual fund (as informed by the head teacher) being allocated to this school?? As the situation has not improved since 1939,

when the school was established. And most of all, are these kids safe in this school without a boundary wall, in such a vulnerable area? In this village of Charsadda, this primary school was not accessible to all and there was no other primary school in the nearby area. Parents had no other choice other than to send their kids to this school. But unfortunately the school had only two teachers and learning levels were not up to the mark.



While leaving, I was drenched in discontent & grief. We moved on to visit another government school, which was a high school, catering to 475 students out of which only 225 were present during the field survey. The school facility was better than the primary school but still not acceptable. Although rooms were available but due to unavailability of furniture, the students were sitting on the floor. The school did not fit in to the high school model as it did not have laboratories. In contrary to this situation, after such despair, I felt a bit better when we visited another private middle school in Charsadda. I was delighted to see that students were able to understand Urdu & English both, apart from Pashto. When we entered in the school facility, pre-school kids were involved in poem singing and activity based learning. As compared to the government schools, where last teachers' training was conducted six years ago, this private school had given a lot of emphasis on teachers' training & development by running a training program once every year.

ASER findings also reveals private sector performing way better than government. But will this gap will ever be bridged? Will the state start investing in government schools to a point where they come at par with private sector? Will the Right to Education act will ever become a reality?



ABOUT THE SURVEY

Sample Design – Rural (Villages)

Total Population: The total population of this survey consists of 144 rural districts of Pakistan.

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
144	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)

SURVEY METHODOLOGY

WHAT TO DO IN THE VILLAGE

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

HOW TO INTRODUCE ASER

It is important that ASER is introduced clearly and simply to the villagers. Following is a suggested way of explaining your purpose of visiting the village and the ASER survey: Our team is doing a survey on quality of education in Pakistan called Annual Status of Education Report (ASER). We want to know if the children of age 3-16 are learning anything in the school or outside of it i.e. in home. We are conducting this research in more than 4,000 villages and in 145 districts of Pakistan and your village has been selected as one of them. We will also go to one government school here and one private school (if there is one in the area) to look at their standard. We will select 20 households in your village and ask children to read and do mathematic sums etc. This way you will also know the standard of education, and as we ask the government, the village should also come together to improve educational standards.

The next step is to identify the households:

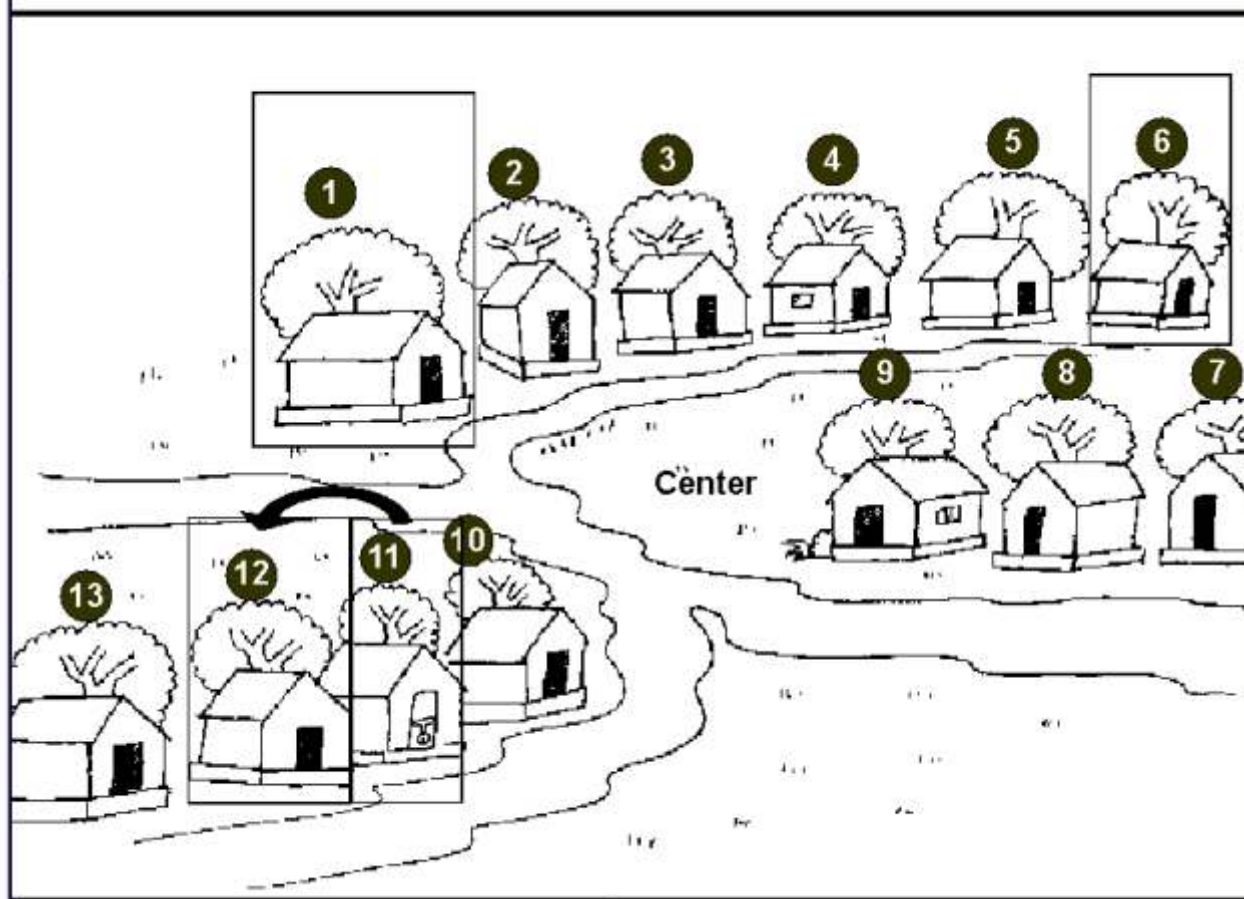
- Talk to people: How many different hamlets/sections are in the village? Where are they located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? How many government and private schools are in the village? Tell them about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

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

HOW TO SELECT HOUSEHOLDS

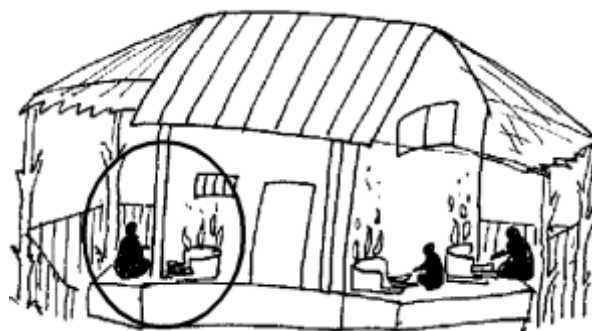
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 1st house, 11th house, 16th house, etc). Get information about the household and children following instructions in the next section.
 - House Closed: If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as “House Closed”. This household DOES NOT count as a surveyed household. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.
 - No Response: If a household refuses to participate, note that down on your compilation sheet as “No Response”. However, as above, this household DOES NOT count as a surveyed household. Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.
 - No Children: If there are no children or no children in the age group of 3–16 years in a household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take all the relevant information like the name of the family head, age and education related information of the mothers, if any. Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.
- Stop after you have completed 5 households in each hamlet/section. If you have reached the end of the section before 5 households are sampled, go around again using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue the survey till you have 5 households in the section.
- Now move to the next selected hamlet/section. Follow the same process.
- Make sure that you go to households ONLY WHEN children are likely to be at home. This means that the day of the household survey should be a Sunday or holiday.
- If every house is turning out to be a No Response house, think about your team and strategy. It may be because there are two male members going to the houses hence refused permission.

How to sample HHs in a hamlet in a village?



Instructions:

1. Find central point in a hamlet. Stand facing the dwellings.
2. Survey every **5th HH** (household) occurring on the **Left Hand Side**.
3. In case of a locked HH or if there is nobody at home, note that down as '**House Closed**' and move to the next open house.
4. If a HH refuses to participate, note that down as '**No Response**' and move to the next HH.
5. If there are no children or no children in the



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

age group of 3 -16 years in a HH but there are inhabitants, include that HH.

6. If you reach the end of the hamlet before five (5) HHs are sampled, go around again using the “every 5th HH rule”.

WHAT TO DO IN EACH HOUSEHOLD

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

- Household ID:** Write the household number (e.g. 1, 2, 3,.....20)
- Name of Family:** write down the name of **Family head**.
- Total household members:** Write down the **number of male and female members** eating from the same kitchen. This should include children also.
- Date and Time:** Write down the date, day, start & end time on the day of the survey visit.
- Surveyors:** Write down the names of the surveyors.
- Village identification:** Carefully fill out the relevant name of the village, tehsil/taluka, district and province.

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

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

- Children 3 to 4:** On the household sheet, note down child’s name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**
 - Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying.
- Children 5 to 16:** On the Household sheet, note down child’s name, age, gender and all other details.
 - Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
 - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.

- Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
- Also ask the enrolled children if they go to the specific school which you have/will be surveying.
- **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.
- **Parents' Education: Following information regarding parents education will also be recorded**
 - ✦ Total number of Children (0-16) and (17 and above)
 - ✦ Whether mother and/or father have gone to school?
 - ✦ Mother and/or father's education (Highest class completed)
 - ✦ Mother and father are registered voter or not.
 - ✦ 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:

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

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

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

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

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

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

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

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

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

Are you recipient of any cash transfer/Qarz-e-Hasna/Interest Free Loans from Benazir Income Support Program? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

Are you recipient of any cash transfer/Qarz-e-Hasna/Interest Free Loans from Punjab Social Protection Authority? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

Are you recipient of any cash transfer/Qarz-e-Hasna/Interest Free Loans from Akhuwat? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

HOW TO TEST READING?

Sentences

Start Here

- Ask the child to read any paragraph. Listen carefully as to how s/he reads.
- S/he may read slowly.
- However, as long as the child reads the text like a sentence and not like a string of words, mark her/him as a 'sentence' level child.

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

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

Words

- Ask the child to read any 5 words from the word list. Let the child choose the words themselves. If s/he does not choose, then point out words to her/him.
- If s/he can correctly read at least 4 out of 5 words with ease, then ask her/him to try to read the paragraph again.
- S/he will be marked at the 'words' level if s/he can correctly read words but is still struggling with the paragraph.

Story

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

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

Letters

- Ask the child to read any 5 letters from the list. Let her/him choose the letters. If s/he does not choose then point out letters to her/him.
- If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again.
- If s/he can read 4 out of 5 letters but cannot read words, then mark her/him as a child who 'can read letters'.
- If s/he cannot read 4 out of 5 letters correctly, then mark her as a child as a 'beginner'.

How to test Arithmetic?

Subtraction

Start Here

- Show the child the subtraction problems. S/he can choose, if not you can point.
- Ask her/him to write and solve the problems. Observe to see if s/he does it in the correct written numerical form.
- Ask her/him to do a second one.

If s/he cannot do both subtraction problems, then give her/him the number recognition (10-99) task.

Number Recognition (10-99)

- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify the numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 10-99'.

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

Number Recognition (1-9)

- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 1-9'
- If not then mark her/him at the level 'nothing'.

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

Division (2 digit by 1 digit)

- Show the child the division problems. S/he can choose one out of the rest.
- Ask her/him to write and solve the problem.
- Observe and see if s/he is able to correctly solve the problem, and then mark her/him as a child who can do 'division'.
- If s/he is unable to solve a division problem correctly, mark her/him as a child who can do 'subtraction'.

How to test English?

Start Here

Capital Letters

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

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

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

Small Letters

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

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

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

Words

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

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

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

Sentences

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

Bonus Questions

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

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

How to test General Knowledge?

ENGLISH

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

- a) Ask the child to see the picture and then ask two questions from the child. Mark “yes” if the child answer correctly, otherwise mark as “no”.
- b) Ask the child to complete the sentences by identifying the picture of the items drawn on the sample. If a child answers any two correctly, mark him/her “yes”, otherwise “no”.



ARITHMETIC

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

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

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

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS:

Mention the name of the Target Village on the top.

- Take permission from Head Masters/Mistress or Teacher of respective Class before observing the class.
- Visit any **government school** in the village with classes from Class 1 to 10 or High School. If there is no High school in the village, then go to a middle school, in case middle school is not available than go to a primary school. In the top box of the Observation Sheet, tick according to the school type. If there is no government school in the village, **then go to the nearest Government School located in a nearby village.**
- If there a village has a Boy's High School and a Girl's High School, preference should be given to the girl's school.
- Meet the Head Master/Head Mistress (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and take the following information:
 - Record the name of the School, name of the village, name of Tehsil/Taluka, District/Agency and the Province.
 - Tick the respective box for type of school i.e. High, Middle, Primary or Others.
 - Tick type of school (by enrollment):
 - Boys and Girls School
 - Boys only School
 - Girls only School
 - Tick Medium of School
 - English
 - Urdu
 - Pashto
 - Sindhi
 - Or any other medium
 - EMIS/BEMIS/SEMIS Code: write the EMIS/BEMIS/SEMIS code of the school.
 - Write down school since (Establishment Year).
 - If it is a private school, as if the school is affiliated with any NGO.
 - Note the **Time of Entry** into the school and **Time of Exit** from School.
 - Date of visit: write the date of survey
 - Day of visit: write the day of survey
 - Name of surveyors: write the names of both surveyors
 - Does the school has special children enrolled? By special we refer to those children who have some sort of disability such as of sight, hear, walk, speak etc. Tick in the Yes or No box accordingly.
 - If there are any special children enrolled in the school, mention if there are any special facilities for those children.

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

What to do in Government/Private School?

Children's Enrollment & Attendance: (Section I)

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

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

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

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

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

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

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

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

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

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

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

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

No. of Teachers who got training in the last Year (July 2016 –Till Date): (Section VI – Govt. School Sheet)

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

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

Count yourself and write down:

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

Tick the relevant:

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

Page No 2 (Only for Government School Sheet)

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

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

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

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

1. For this section, note down information for July 2015 to June 2016.
2. Get funds information for **SMC/SC/PTA/PTC/PTSMC FUNDS, FAROGH-E-TALEEM FUND, TUCK SHOP FUND, RENT FOR CYCLE STAND, AND SCHOOL CONSTRUCTION**. You can write down the name of other source of funds in the additional space given if there are any.
3. Ask if the school got a fund. If yes, then note down the amount and when this fund was received, write down the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the fund in the future, then mark “no”.
4. If the fund was received ask if the school has spent the entire fund? Yes, No, Do not know.
5. There are instructions under this section asking where the school fund was spent? Mark which is relevant.
6. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

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

This section is similar to section IX other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2016 to date of survey.

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

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

Only for Private School Sheet

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

1. For this section, note down information for July 2015 to June 2016 and July 2016 to date.
 2. Write down the name of the person who provided the information.
 3. If the school gets any funds from Government/ Private Individual/NGO, mark yes or no accordingly.
 4. If the school got a fund, then note down the **amount** and when this fundwas received, write down the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the Fund in the future, then mark “no”. Also write the name of the Department/Organization giving the fund.
 5. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer t his section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.
- Note the **time of exit** from the school.

HOUSEHOLD SURVEY SHEET

2016 ASER PAKISTAN HOUSEHOLD SURVEY SHEET		Date of Survey: 16-04-2017 Day of Survey: Sunday Name of Surveyor: Saqib Afzal	Start Time: 04:00 pm End Time: 04:23 pm Name of Surveyor (2): Muzammar Hussain	Province: Punjab District/Agency: Pakpattan Union Council: Chat Baloch Village/Block: Nasirpur
---	--	--	--	---

I) Child Information		II) Child's Schooling Status (Age 3-16)		Basic Learning Levels (for 5-15 age group)		Arithmetic Levels (for 5-15 age group)		English (5-15 age group)		General Knowledge Questions							
Serial No.	Mother's Name	Name of Child (Children of 5-18 age group highly recommended)	Age (3-18 years)	Gender	Educational Status (3-16 years)	Tick (✓) what is applicable	Drop Outs	Class / Current	Tuition	(Un)Schooling Periods / the highest and ONLY		(Un)Schooling Periods / the highest and ONLY		(Un)Schooling Periods / the highest and ONLY		(Un)Schooling Periods / the highest and ONLY	
										(Un)Schooling Periods / the highest and ONLY	(Un)Schooling Periods / the highest and ONLY	(Un)Schooling Periods / the highest and ONLY	(Un)Schooling Periods / the highest and ONLY	(Un)Schooling Periods / the highest and ONLY	(Un)Schooling Periods / the highest and ONLY	(Un)Schooling Periods / the highest and ONLY	(Un)Schooling Periods / the highest and ONLY
1	انوار بی	محمد	8 M	✓	3	✓	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	انوار بی	محمد	14 F	✓	10th	✓	10th	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	انوار بی	محمد	16 M	✓	12th	✓	12th	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TOTAL																	

IV) Household Indicators																			
III) Child's Mother Information				III) Child's Father Information				Type of House				Present in the Household							
Serial No.	Name	Total No. of Children		Gone to School		Registered classmate		Gone to School		Registered classmate		Type of House		Electricity Connection		Present in the Household		Vehicle owned by household	
		Age 0-17	Age 18 and above	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	انوار بی	40	3	✓		46	8th	✓		46	8th	✓		✓		✓		✓	2
2																			
3																			
4																			

* L= Low and Or lower, P= Poverty, F= Food, S= Schooling, B= Schooling assisted by govt, N= Not school, O= Others
 V= Are you recipient of cash transfers or Qarz-e-Hasna/interest-free loans : 1. Banzar Income Support Program: Yes No 2. Punjab Social Protection Authority: Yes No 3. Akhuwat: Yes No

This covers academic year 2016-17 22

GOVERNMENT SCHOOL OBSERVATION SHEET

ASER 2016
ANNUAL SURVEY OF EDUCATION REPORT
PREPARED BY SAIED

Instructions: Visit any government school first preference to High School then Middle and then Primary. If there is no government school in the village, then visit nearest Government School. Meet Head Master (in absence of the HM, meet the senior most teacher of the school). Documents required: Enrollment/ Attendance register- Target Village: 434GB

Name of School: GPS 434GB Village/Block: 434GB Tehsil/Taluka: Jamshada District/Agency: Faisalabad Province: Punjab

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

Medium of School (Tick any one)
 Urdu English Medium Pashto Medium Other

EMIS/BEMIS/SEMIS Code: 3320254
 School Established Year: 1985

Date of visit: 17/04/17 Arrival Time: 9:30 Departure Time: 12:45 Surveyor (1): M. ZEESHAN Surveyor (2): M. YASIR

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

(I) Children's Enrollment & Attendance	ECE/Class (When Relevant)	Class (When Relevant)	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		Boys	Girls	
Children's enrollment (Take from register yourself)	40		40	30	35	30	30	30							205	
Children's attendance Today (Head Count)	36		38	28	33	30	28								193	
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.

(II) Class Room Observations (Observe yourself! If the class has many factors, choose any one)	Class 2		Class 8	
	Yes	No	Yes	No
Observe and tick the relevant box.				
Are the children of this class sitting with children from any other class?				
If yes, then with which class? (write)				
Is there a useable blackboard/white board for this class?	<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 <input type="checkbox"/>	
	Outdoor <input type="checkbox"/>			

(III) Comments

(IV) Teachers

Head Teacher	Regular Govt. Teachers (Doesn't include Head Teacher)	Para/Contract teachers (Appointed by Directorate or VEC/PTA/SM/SC)	No. of Appointment letters	No. of Teachers Present at school (Physically)	No. of Teachers Present at home (Physically)	No. of Teachers (No. of Months) of TBBS Village
	1	6	1	1	5	1

(V) No. of Qualified Teaching Staff

Education	Below Matric	Matric	FA/FSc	BA/BSc	MAMSc	M.Phil	Other
Professional	None	3	3	CT	B.Ed	M.Ed	Other

(VI) No. of Teachers who got training with in last year (July 2016 - Till date)

None	Less than 15 days	15-30 days	More than 30 days
	5		

(VII) Facilities in the School (From Observation)

Total number of rooms in the school (count yourself): 6

Total number of Class rooms in the school being currently used by the children (count yourself): 5

Tick where relevant

Facility	Yes	No
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"/>
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"/>
Does the school have smart boards?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the school have solar panels?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For more comments use the back side of the page.

This covers academic year 2016-17

Name of School: GPS Village/Block: 434 48 Tehsil/Taluka: Jaranwala District/Agency: Faisalabad Province: Punjab

Head Teacher/Principal Name: HFAB Phone No. 03415829435

Get the Fund/Grant information from: Head Teacher Regular Teacher Para Teacher Other

Is SMC/SC/PTA/PTC/PTSMC Active? Yes No Total Members: 11 Active Members: 6 Amount in Bank: 84562 Last Meeting Date: 24-3-17

Sr #	Type of Funds	Did you receive the Money?		If Yes, then		Did you spend the FULL amount?
		Yes	No	What was the amount of Fund/Grant (Rs.)?	Which Month/Year was the Fund/Grant received (MM/YY)?	
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	<input checked="" type="checkbox"/>		112970		<input checked="" type="checkbox"/>
2	Farogh-e-Taleem Fund 12 Months <input type="checkbox"/> 1 Month <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		3100		
3	Tuck-shop Fund					
4	Rent for cycle stand					
5	School Construction					
6						
7						
8						
9						
10						

(X) FY July 2016 to Date of Survey		(XI) The Fund Spent on (tick ALL that Apply)	
New Class Room	<input type="checkbox"/>	Repair of Class Room	<input 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 type="checkbox"/>
Purchase of New Furniture	<input checked="" type="checkbox"/>	Repair of Computer	<input type="checkbox"/>
Purchase of New Learning Material	<input checked="" type="checkbox"/>	Repair of Fans	<input type="checkbox"/>
Purchase of Stationery	<input checked="" type="checkbox"/>	Para teacher salary	<input type="checkbox"/>
Purchase of Library books	<input type="checkbox"/>	Uniform	<input type="checkbox"/>
White Wash/Paint	<input type="checkbox"/>		<input type="checkbox"/>

This covers academic year 2016-17

PRIVATE SCHOOL OBSERVATION SHEET

ASER 2016
Annual Status of Education Report
Facilitated by: S.A.P.E.D.

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: Kiaz Memorial Public High Village/Block: 1996 Sammar Tehsil/Taluka: Fsd District/Agency: Faisalabad Province: Punjab

From which Class to which Class, (Tick any one)
 Class 1 to 5 Class 1 to 8 Class 1 to 10 Others
 Boys & Girls School Boys Only School Girls Only School Other:

Medium of School
 English Medium Urdu Medium Pashto Medium Sindh Medium Other:

Any NGO/Foundation affiliated with School? Yes No If "Yes" mention name: _____

Does the school has special children enrolled? Yes No If yes, are there any special facilities for those children? _____

(I) Children's Enrollment & Attendance	Nursery/ LKG	Prep/ UKG	Class										Total	
			1	2	3	4	5	6	7	8	9	10		Boys
Children's enrollment (From register yourself)	45	35	45	35	35	35	30	20	20	22	15	22	150	209
Children's attendance Today (Head Count)	43	31	43	32	32	28	18	18	13	10	10	120	200	
School Fee (Per Month)	300	300	300	300	400	500	500	500	500	500	600	600		

Note: Take a headcount of children in the room. If mixed groups, ask the children of each class to raise their hands separately and then count accordingly. (Observe yourself) If the class has many students, choose any one.

Observe and tick the relevant box.	Class 2		Class 8		Number Present Today (On the day of survey)	Number of teachers in THIS Village
	Yes	No	Yes	No		
Are the children of this class sitting with children from any other class?					1	✓
If yes, then with which class? (write)					16	✓
Is there a useable blackboard/white board for this class?					1	✓
Did most of the children (75%) have reading textbooks? (Ask children to show their language textbooks and assess accordingly)						
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?						
Where were they seated (tick one)	Classroom		Verandah		Outdoor	

This covers academic year 2016-17

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

Who answered this section? (✓ Tick relevant)	Jul 2015 - Jun 2016		Jul 2016 - Till date	
	Yes	No	Yes	No
Head Master <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Other <input type="checkbox"/>				
Did you get any FUNDS from Government/Private individuals/NGO?				
If Yes, what was the amount of this FUND (Annual)?				
In which month was this FUND received?				
Name of Department/Organization				

(VI) No. of Qualified Teaching Staff

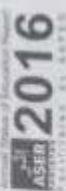
Education	Below Matric	Matric	F.A/F.Sc	BA/B.Sc	MA/M.Sc	M.Phil	Other
Professional	14	1	1	2	1		

(VII) Facilities in the School (From Observation)

Total number of rooms in the school (count yourself)	14
Total number of Class rooms in the school being currently used by the children (count yourself)	14
Is there a useable toilet / latrine for the children?	✓
Is there a useable drinking water facility for the children in the school?	✓
Is there complete boundary wall/fence?	✓
Is there a useable toilet / latrine for the children?	✓
Does the school have any library books?	✓
Is there a playground in the school?	✓
Does the school has an electricity connection?	✓
Is there a science laboratory?	✓
Is there a computer lab?	✓
Does the school have internet?	✓
Does the school have smart boards?	✓
Does the school have solar panels?	✓

(IV) Comments

For more comments use the back side of the page



2016
ASER
PAKISTAN'S ASSESSMENT OF BASIC EDUCATION

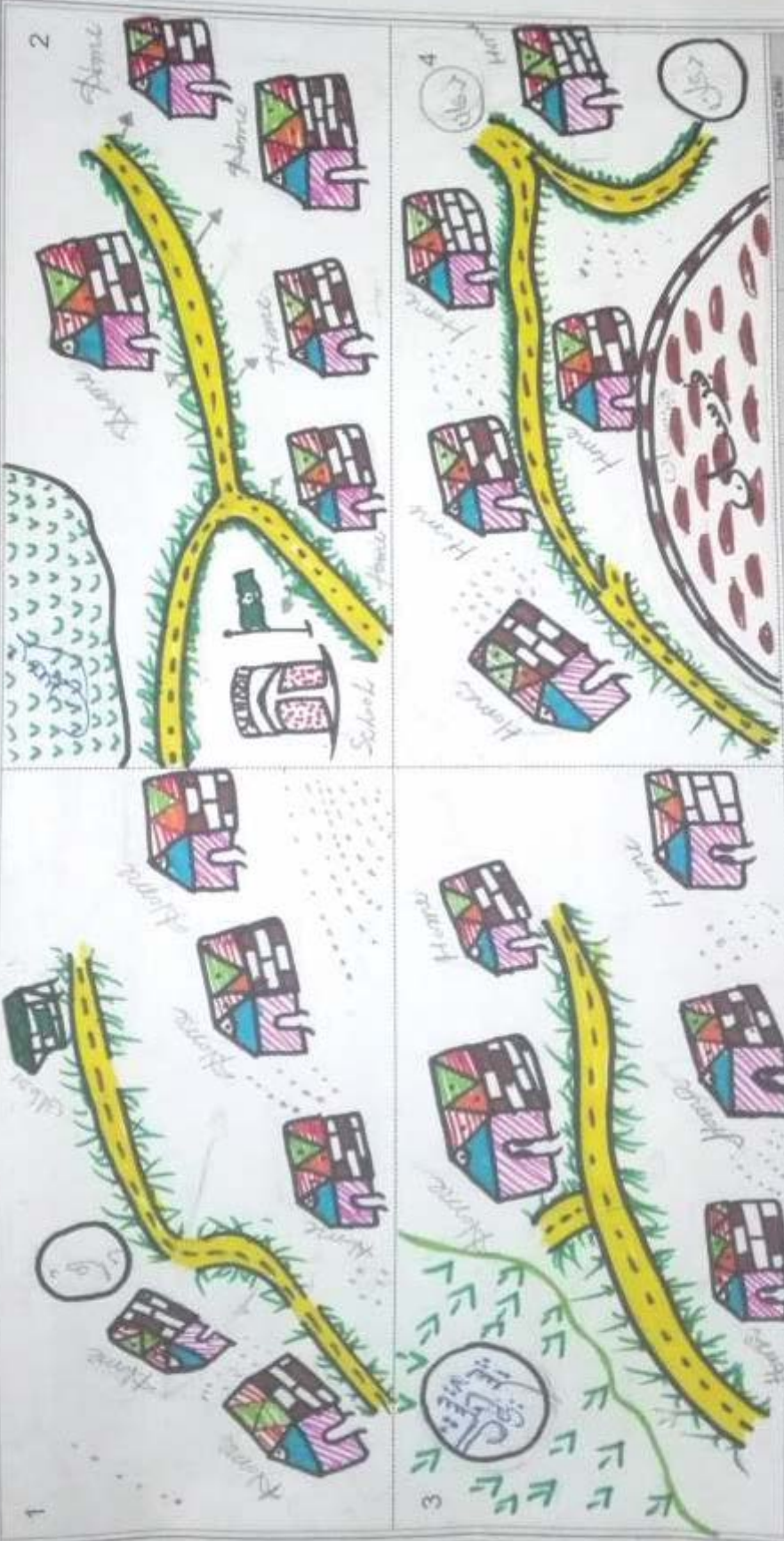
29

Surveyed Household Identification in Village for Monitoring

Village/Block: *Shah Lalchani*

Tehsil/Taluka: *Khote Pak*

District/Agency: *Khote Pak*



TOTAL HOUSEHOLDS	Total Number of School		Facilities	Post Office	Bank	NGO	Health Facilities	Public Roof	Internet Cafe/Computer Center												
	Government	Private								Approx. POPULATION			Yes							Local Languages	
Approx. POPULATION			Yes																		
Local Languages			No																		
	20	1																			
	<i>Sherahi</i>																				

This covers academic year 2016-17

Annual Status of Education Report
ASER 2016
 Pakistan Facilitated by SAFED

English Tools

Start from Here

Capital Letters
Sample-2

D H P

V E

J N K

R Z

Small Letters
Sample-2

b f g

w c

m q t

y s

PAGE ①

Ask the child to read any 5 letters, out of which 4 must be correct۔
 پچھ سے کوئی سے پانچ حرف تائے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Ask the child to read any 5 letters, out of which 4 must be correct۔
 پچھ سے کوئی سے پانچ حرف تائے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Kindly fold the paper.

Annual Status of Education Report
ASER 2016
 Pakistan Facilitated by SAFED

English Tools

Words
Sample-2

Cake Hen

Man Foot Iron

Goat Read Water

Like Pen

Sentence
Sample-2

My father is a teacher.
 He teaches Urdu.
 He has black hair.
 I love my father.

Sentence

I like reading.
 I have a story book.
 I keep it in my bag.
 I read it daily.

PAGE ②

Ask the child to read any 5 words, out of which 4 must be correct۔
 پچھ سے کوئی سے پانچ الفاظ تائے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Ask the child to say the meaning of the identified words in local language۔
 پچھ سے ان کی کہی زبان میں الفاظ کے معنی طلب کیجیں۔

Ask the child to read one set of sentences only. 2 sentences out of 4 must be correct۔
 پچھ سے کوئی ایک جملوں کا جوت پڑھنے کو کہیں۔ 4 جملوں میں سے 2 صحیح ہونے چاہئے۔

Ask the child to say the meaning of the sentences in local language۔
 پچھ سے ان کی کہی زبان میں جملوں کا معنی طلب کیجیں۔

Kindly fold the paper.

Urdu Tools

Sample-1

Words الفاظ

بات آگ

وقت گائے کھیل

شوق ادب

گاڑی زمین چڑیا

Sample-1

Letters حرف

ب م

ص ط خ

غ ل

ش گ ی

PAGE 1

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

بچے سے کوئی سے پانچ الفاظ پڑھائیں۔ 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 پڑھائیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Kindly fold the paper.

Urdu Tools

Start from Here

Sample-1

Story کہانی

علی کو پودے لگانے کا بہت شوق تھا۔ ایک دن علی نے ایک خالی ڈبہ لیا۔ اُس میں مٹی ڈالی اور ایک ننھا پودا لگایا۔ اُس نے پودے کو پانی دیا اور اُسے روشنی میں رکھا۔ چند دنوں میں پودا بڑا ہو گیا۔ وہ ہر ابھر پودا سکول لے گیا۔ اس کے ساتھی اُسے دیکھ کر بہت خوش ہوئے۔ استاد جی نے علی کو شاباش دی اور باقی بچوں سے بھی پودے لگانے کے لئے کہا۔ اس طرح سب بچے اپنے اپنے پودے سکول لے کر آئے اور سکول ہر ابھر ہو گیا۔

BONUS QUESTIONS سوالات

Q1 علی کو کیا شوق تھا؟

Q2 اُستاد جی نے سب بچوں سے کیا کہا؟

PAGE 2

Ask the child to read story fluently.

بچے سے کہانی روانی سے پڑھائیں۔

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

اگر بچہ کہانی پڑھ لے گا تو اس سے سوالات پوچھیں۔

Kindly fold the paper.

Sample-1

Sentences جملے

حنامیری دوست ہے۔

وہ میری ہم جماعت بھی ہے۔

ہم اکٹھے سکول جاتے ہیں۔

وہ پڑھائی میں میری مدد کرتی ہے۔

Sentences جملے

چڑیا دانہ چکاتی ہے۔

تتلی باغ میں اڑتی ہے۔

مینا گانا گاتی ہے۔

طوطا شور مچاتا ہے۔

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

بچے سے کوئی ایک پارا پڑھائیں۔ روانی سے جملے پڑھائیں۔

Math Tools

Sample-1

Number Recognition 1-9	Number Recognition 10-99
4 6	14 51
1 3	25 63
5 7	38 74
2 9	82 69
46 97	

Ask any 5 from the child, out of which 4 must be correct.
پچھنے کے کوئی سے پانچ نمبر لے کر ہیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Ask any 5 from the child, out of which 4 must be correct.
پچھنے کے کوئی سے پانچ نمبر لے کر ہیں۔ 5 میں سے 4 صحیح ہونے چاہئے۔

Start from Here

Sample-1

Subtraction	Division
$\begin{array}{r} 42 \\ -15 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ -48 \\ \hline \end{array}$
$\begin{array}{r} 52 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ -56 \\ \hline \end{array}$
$\begin{array}{r} 90 \\ -42 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ -58 \\ \hline \end{array}$
$\begin{array}{r} 61 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ -35 \\ \hline \end{array}$
$56 \div 4$	$72 \div 6$
$91 \div 7$	$48 \div 3$

Ask child to solve any two sums. Both must be correct.
پچھنے کے کوئی سے 2 مسائل لے کر ہیں۔ دونوں صحیح ہونے چاہئے۔

Ask child to solve any one sum. It must be correct.
پچھنے کے کوئی سے 1 مسئلہ لے کر ہیں۔ صحیح ہونے چاہئے۔

Kindly fold the paper.

General Knowledge Tool

General Knowledge

Sample 1

English

Sample 1

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

Q1: Look at the picture and answer accordingly.

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

- (a) Jumping
- (b) Playing
- (c) Washing



(II) Who works in the fields?

- (a) Doctor
- (b) Farmer
- (c) Teacher



Q2: Complete the sentence by replacing pictures with words.

I see a _____



I see a _____



I see a _____



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

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

Sindhi Tool

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ASER 2016
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Sindhi Tools

Sample-1

لفظ Words

باھ ڳالھ
 وقت ڳئون راند
 شوق ادب
 گاڏي زمين جهرڪي

Sample-1

اڪر Letters

ب م
 ص ط خ
 غ ل
 ش گ ي

PAGE ①

Ask the child to read any 5 words, out of which 4 must be correct. ٻار کي ڪي به 5 لفظ پڙهڻ لاءِ، جن 5 مان 4 صحيح هجڻ گهرجن.

Ask the child to read any 5 letters, out of which 4 must be correct. ٻار کي ڪي به 5 اکر پڙهڻ لاءِ، جن 5 مان 4 صحيح هجڻ گهرجن.

Kindly fold the paper.

Pashto Tool

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Pashto Tools

Sample-1

لفظ Words

اور خبره
 وخت غوا لويه
 شوق ادب
 گاډۍ زمكه مرغۍ

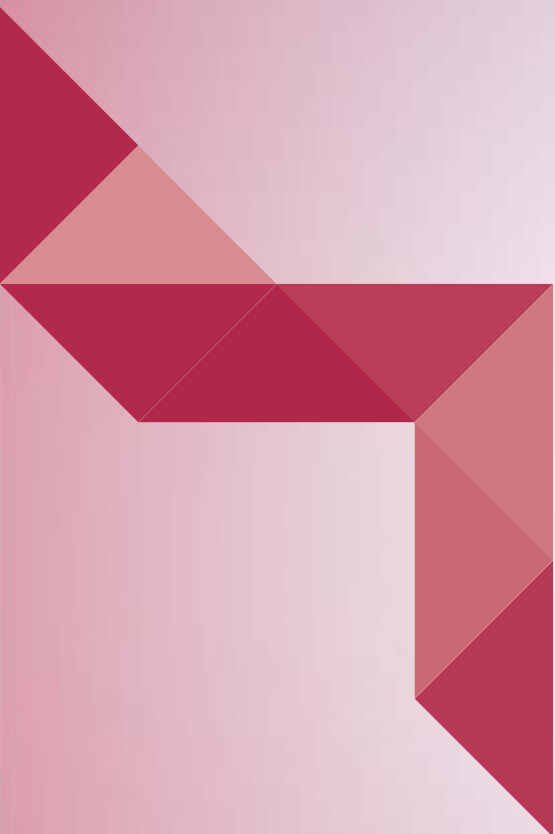
Sample-1

حروف Letters

ب م
 ص ط خ
 غ ل
 ش ه ي

Ask the child to read any 5 words, out of which 4 must be correct. ما تونم باندې دې پنځه لفظونه پڙهائيدلې شي، پينځو کيس څلور صحيح وگړي وي.

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

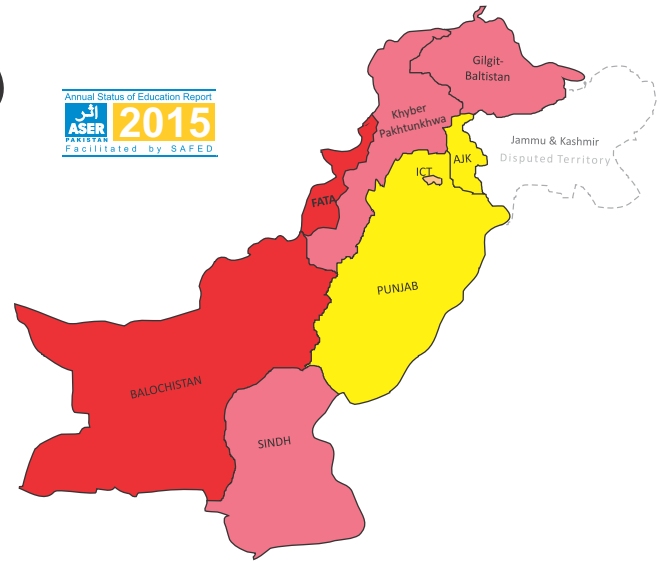
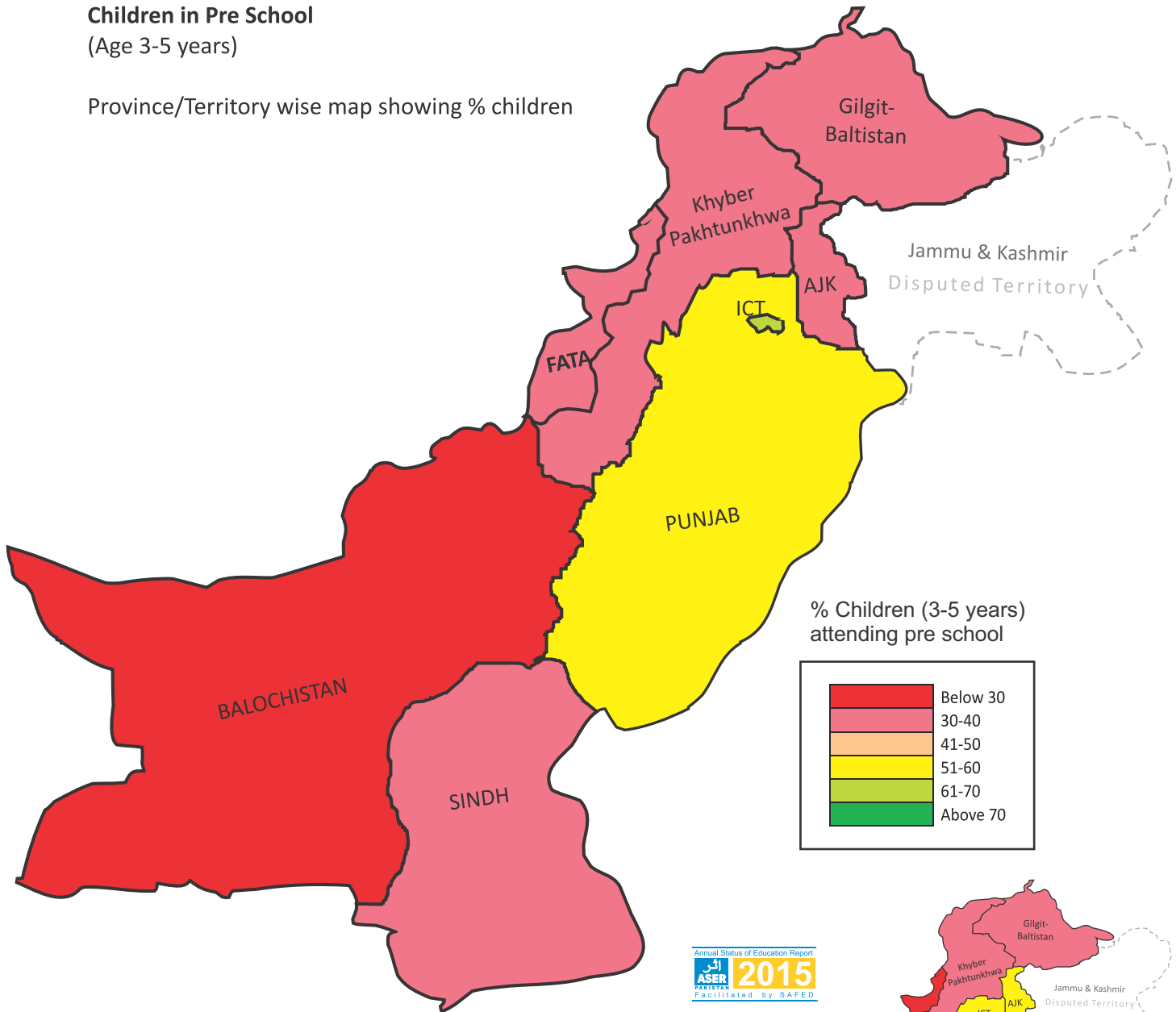


FINDINGS NATIONAL (RURAL)



Children in Pre School (Age 3-5 years)

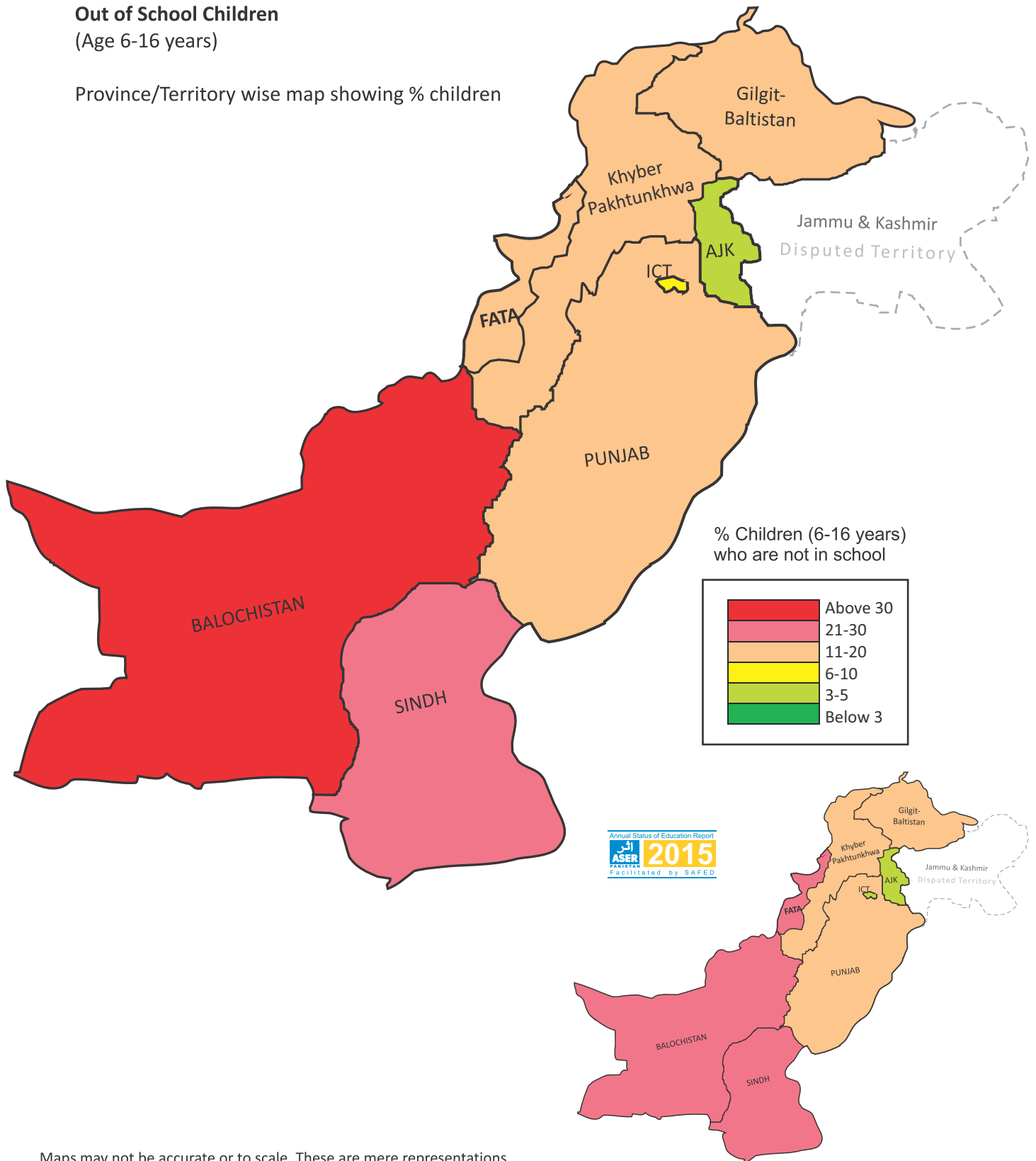
Province/Territory wise map showing % children



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

Out of School Children
 (Age 6-16 years)

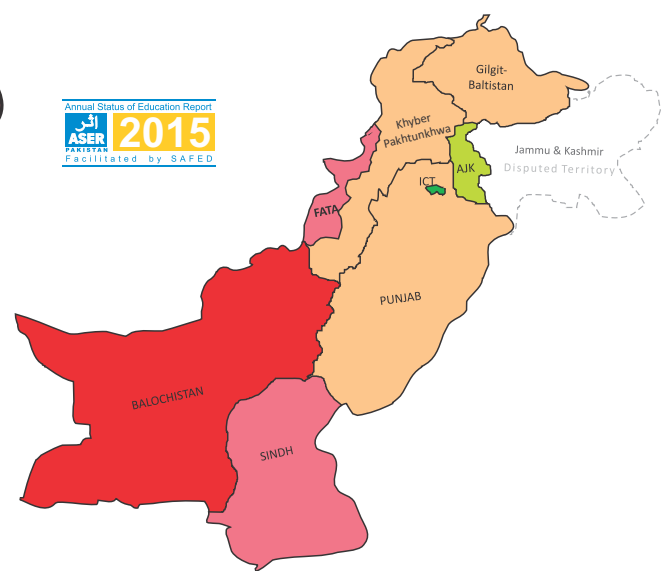
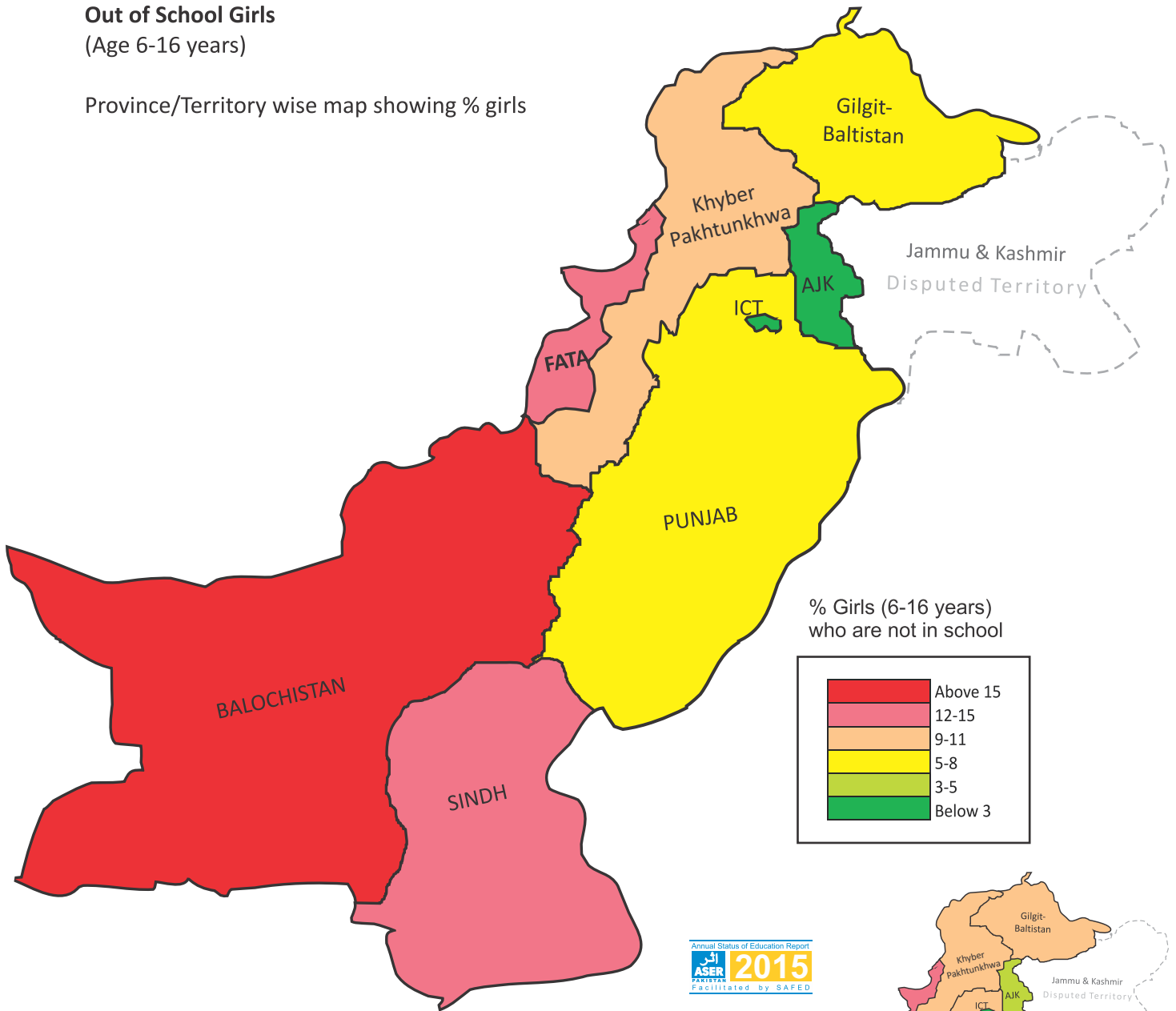
Province/Territory wise map showing % children



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

Out of School Girls (Age 6-16 years)

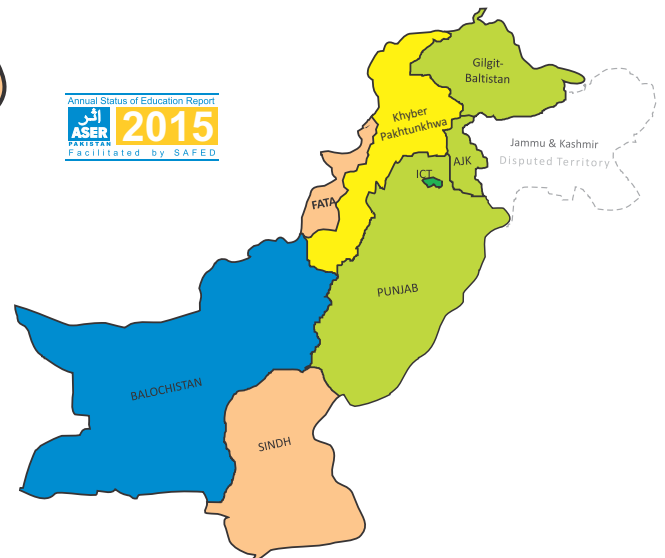
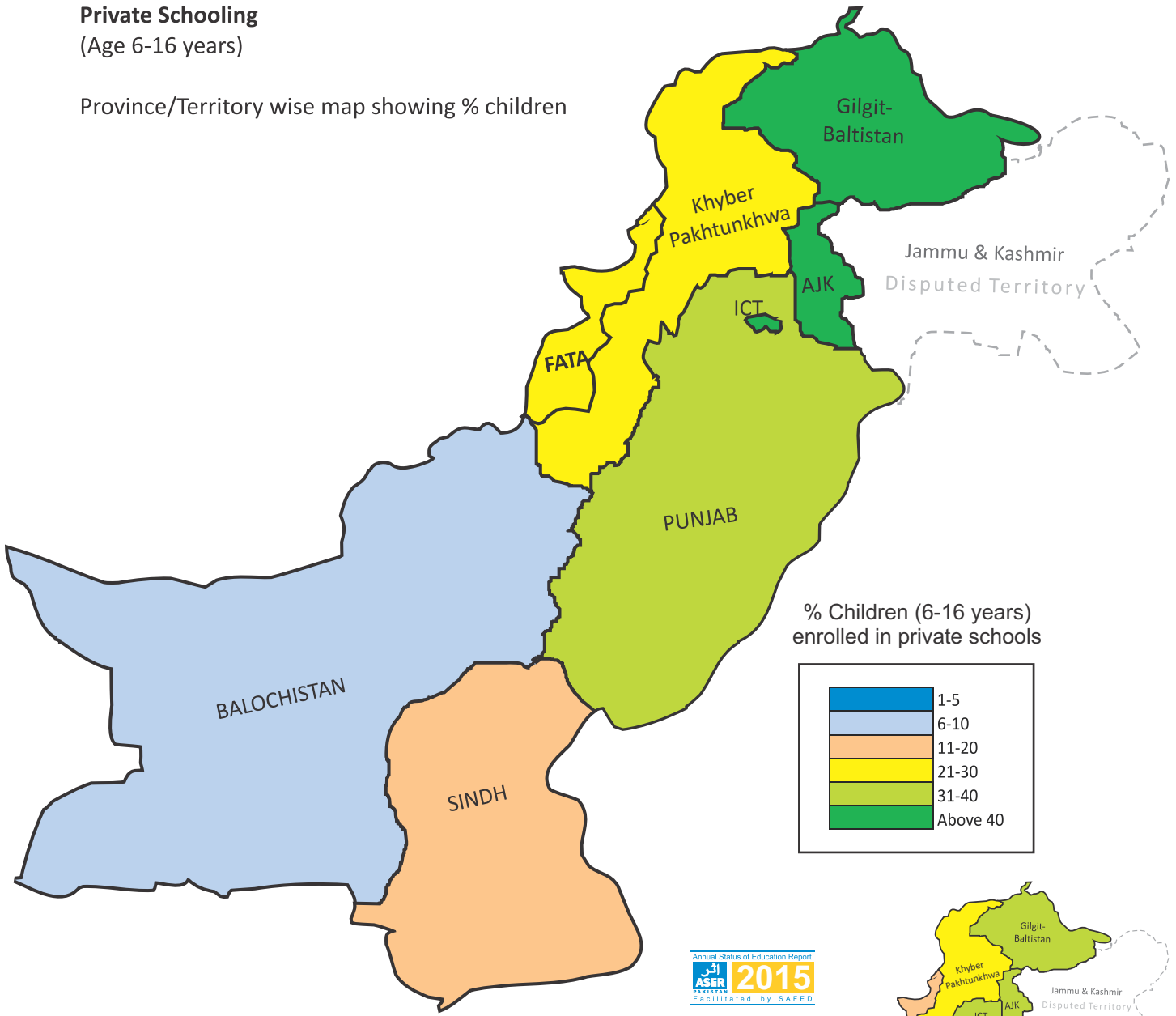
Province/Territory wise map showing % girls



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

Private Schooling (Age 6-16 years)

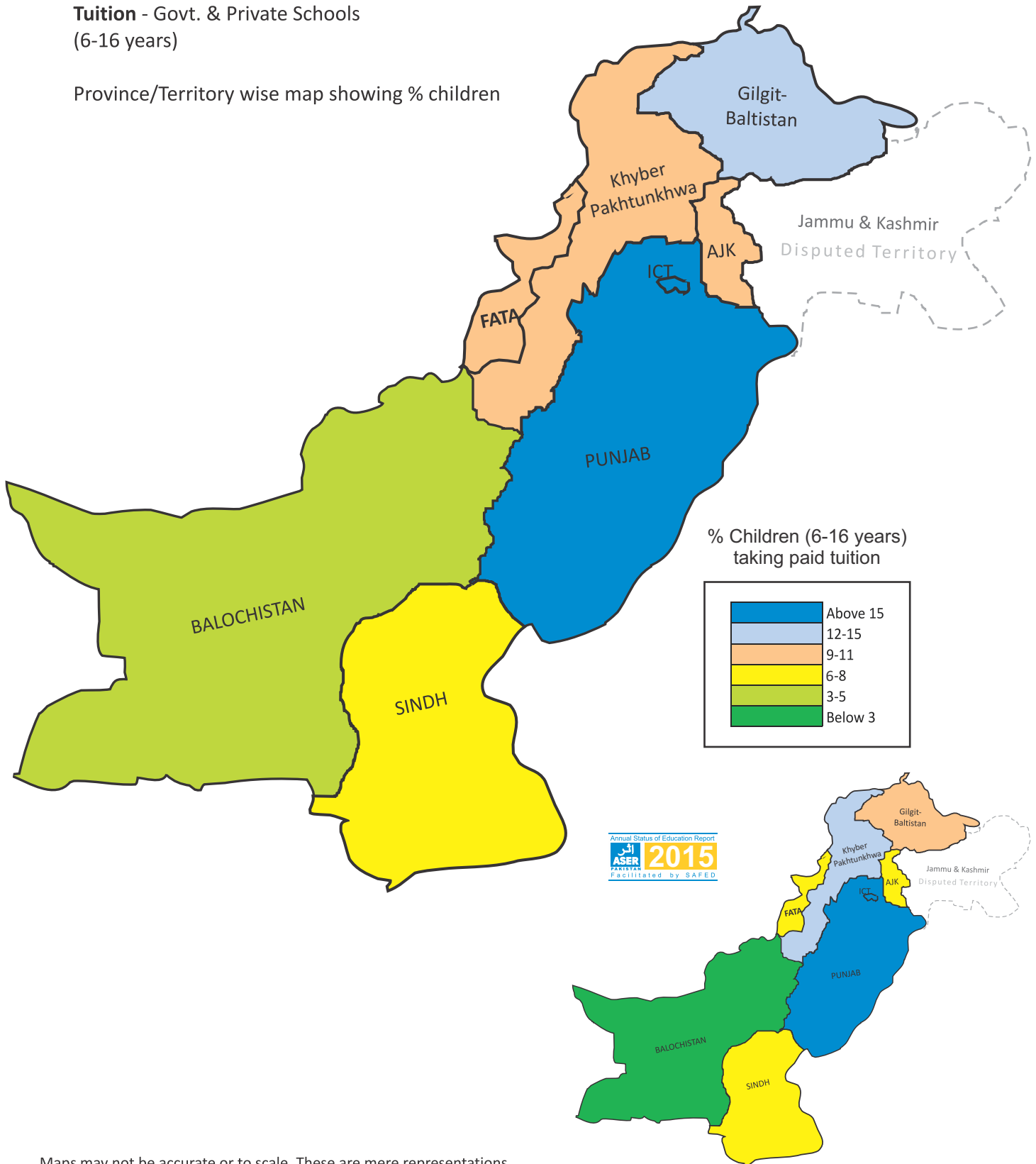
Province/Territory wise map showing % children



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

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

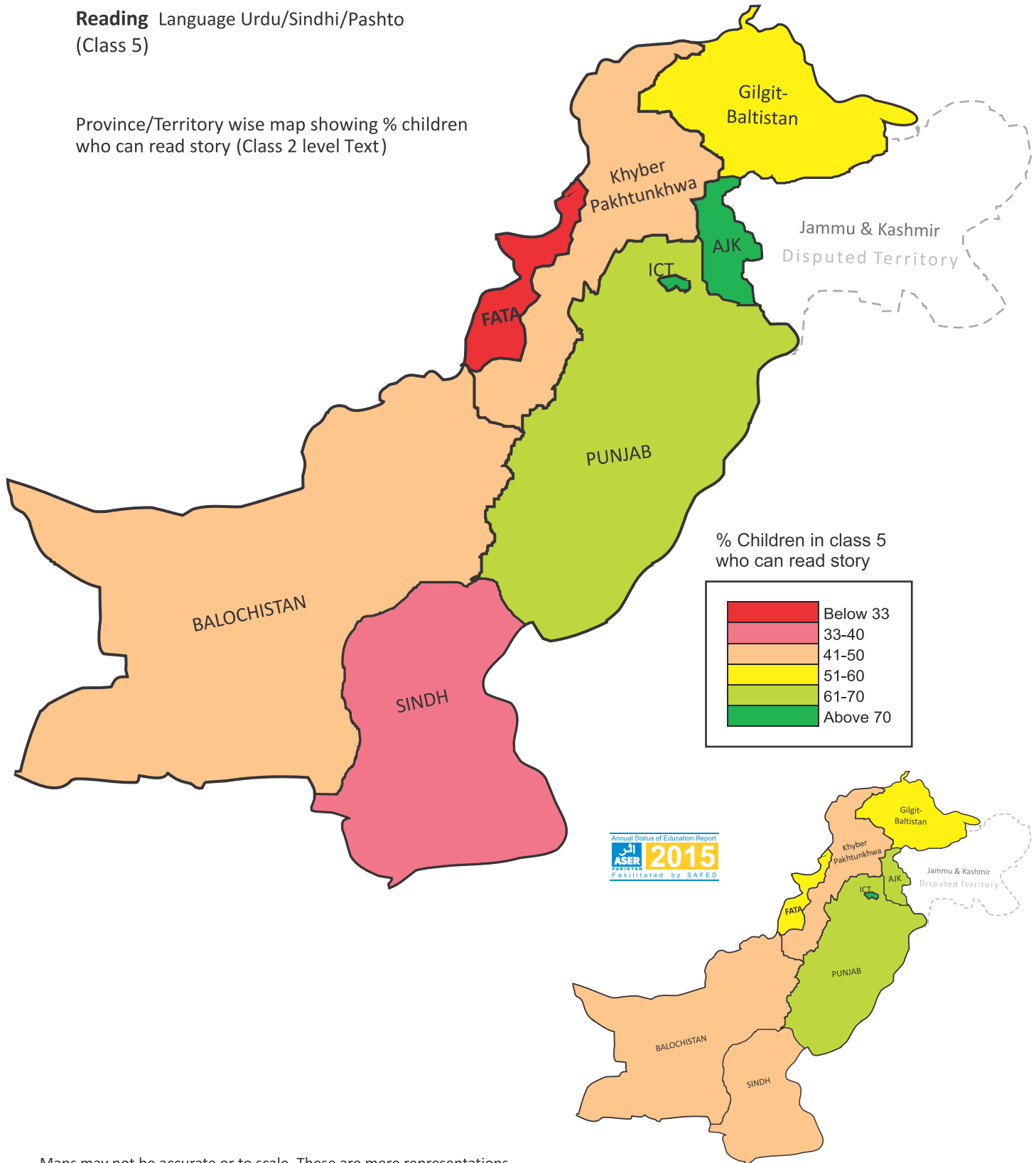
Province/Territory wise map showing % children



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

Reading Language Urdu/Sindhi/Pashto
 (Class 5)

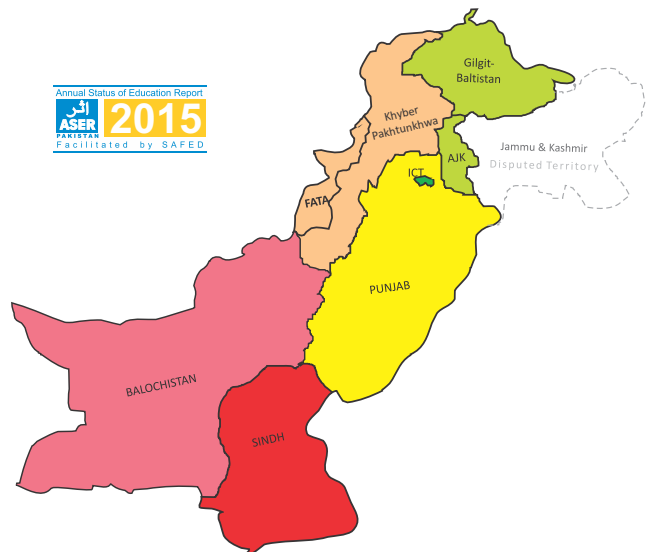
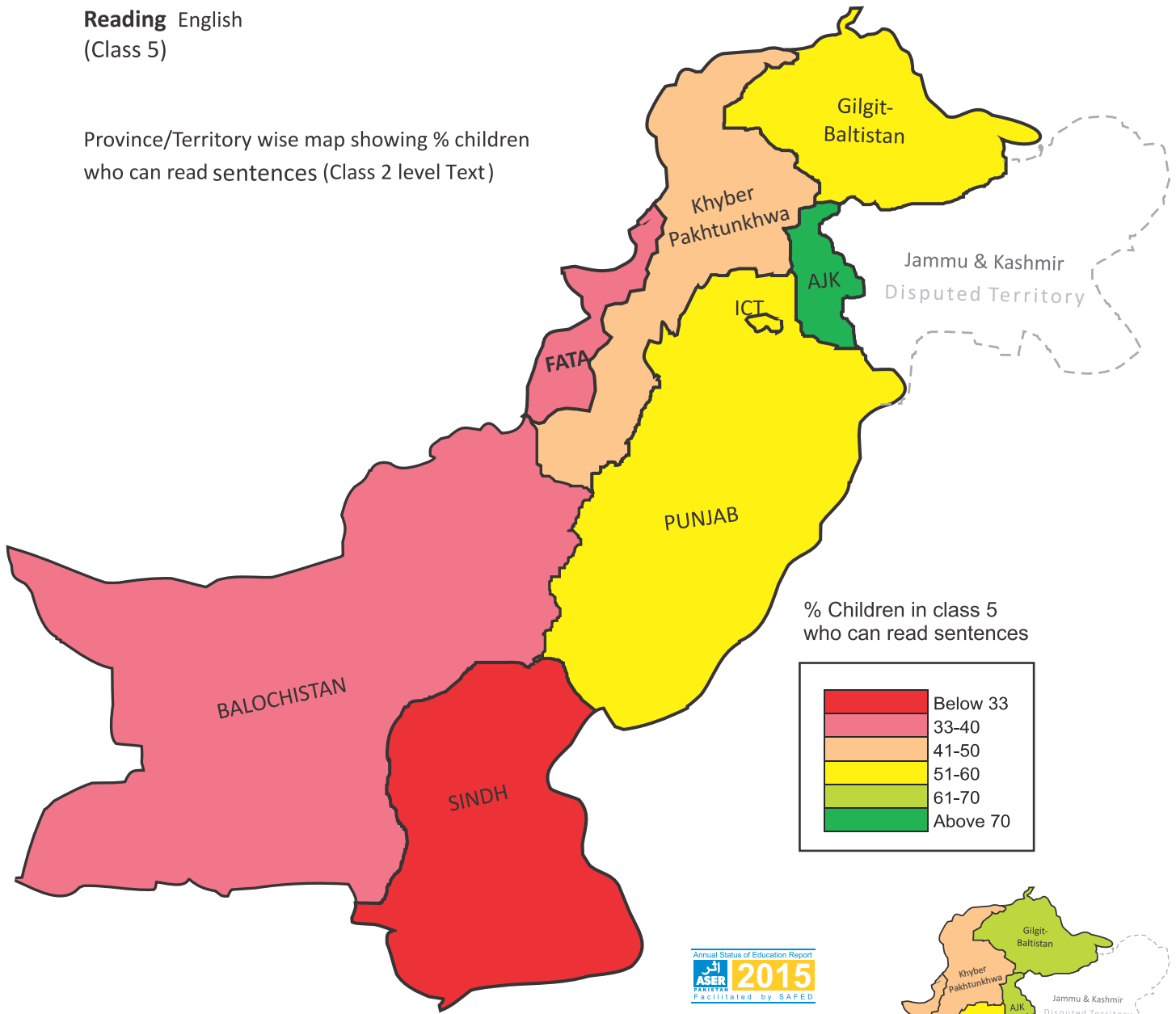
Province/Territory wise map showing % children who can read story (Class 2 level Text)



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

Reading English
 (Class 5)

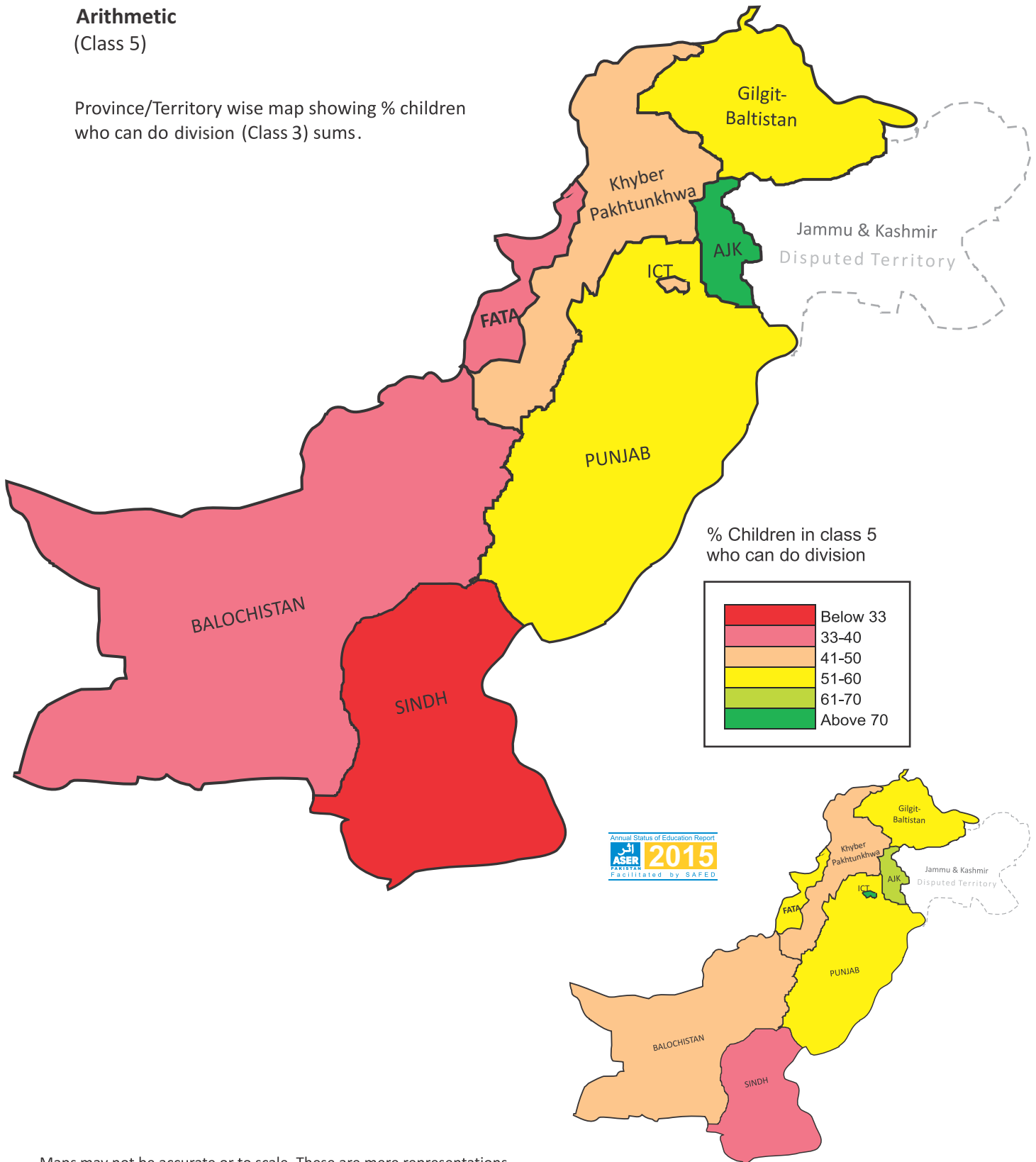
Province/Territory wise map showing % children who can read sentences (Class 2 level Text)



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.

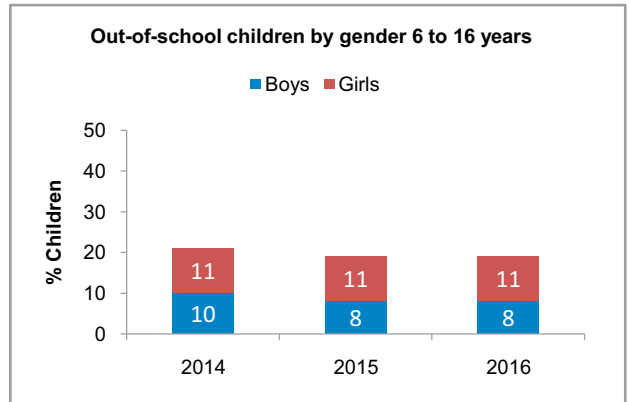
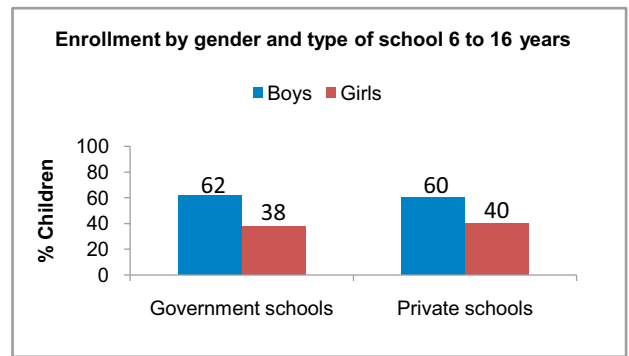
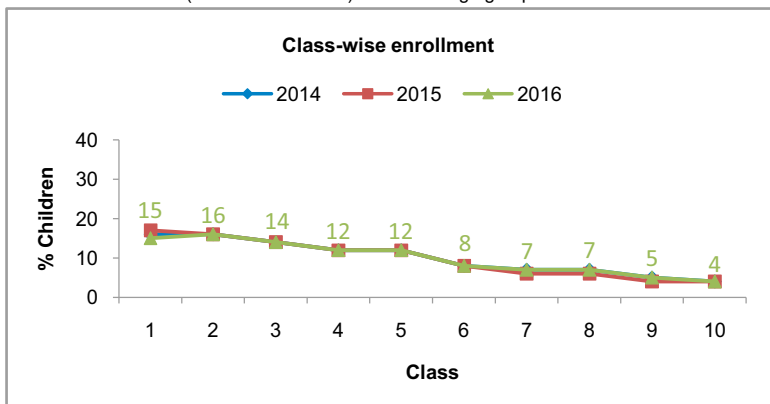


Maps may not be accurate or to scale. These are mere representations.

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	61.3	20.8	1.3	0.7	13.4	2.5	100
11 - 13	61.4	18.1	1.4	0.4	10.8	7.9	100
14 - 16	53.7	15.0	1.6	0.2	13.9	15.6	100
6 - 16	59.8	19.0	1.4	0.5	12.9	6.4	100
Total	80.7				19.3		100
By Type	74.1	23.5	1.8	0.7			

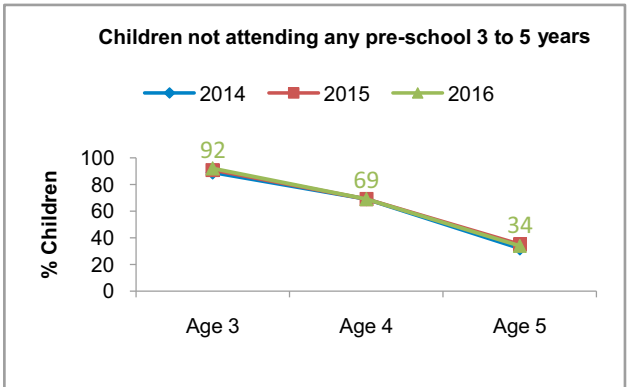
How to read: 84.1 % (61.3+20.8+1.3+0.7) children of age group 6-10 are enrolled



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	4.6	2.8	0.1	0.1	92.4	100
4	18.0	12.7	0.2	0.4	68.7	100
5	42.4	21.7	0.8	0.6	34.5	100
3 - 5	22.8	12.8	0.4	0.4	63.6	100
Total	36.4				63.6	100
By Type	62.6	35.3	1.1	1.1		

How to read: 7.6 % (4.6+2.8+0.1+0.1) children of age 3 are enrolled



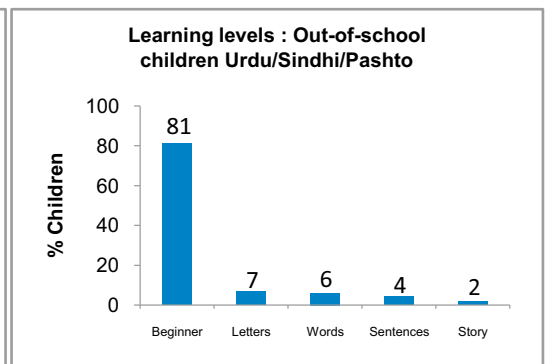
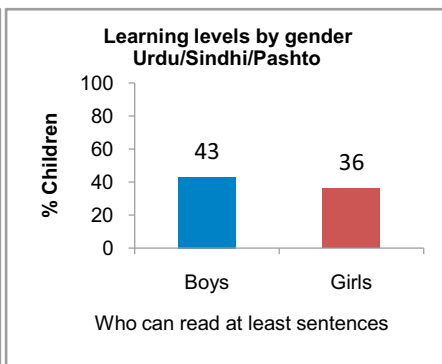
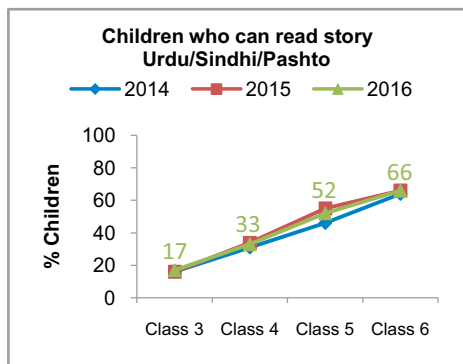
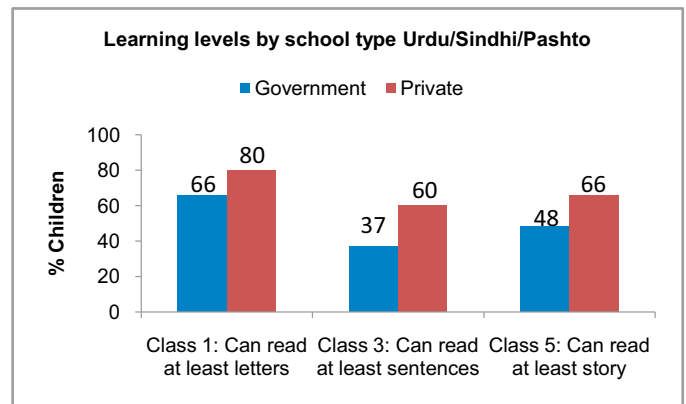
Age Class Composition

Class / Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	81.6	64.7	30.8	12.2	5.5								15.0
2	18.4	28.9	48.4	32.1	17.0	11.4	14.4						16.0
3			15.5	39.3	30.1	17.1		19.6	23.4				14.2
4				12.2	35.0	27.1	16.1			22.2			12.2
5					8.9	34.6	35.1	20.5			20.8	26.3	12.2
6	0.0	6.4				6.8	25.2	28.2	15.5				7.8
7			5.2				6.3	21.4	26.8	16.1			6.5
8				4.4				10.2	26.3	31.6	17.0		6.6
9					3.5				8.0	24.1	36.8	19.9	5.1
10						3.0	2.8		0.0	6.1	25.5	53.8	4.3
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	42.4	21.6	5.5	0.2	100
2	12.7	27.9	42.6	12.7	4.1	100
3	8.4	12.3	37.6	24.9	16.7	100
4	7.2	6.0	23.0	30.8	33.0	100
5	6.9	3.4	13.1	24.5	52.1	100
6	7.8	2.5	7.9	15.6	66.2	100
7	8.3	1.7	4.5	11.2	74.3	100
8	7.8	1.3	3.2	8.5	79.3	100
9	9.4	0.8	1.7	5.0	83.1	100
10	10.3	0.6	1.3	4.1	83.7	100

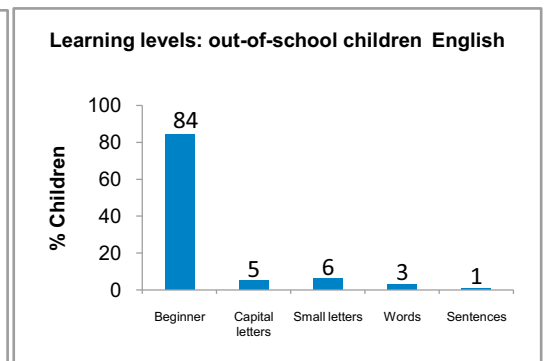
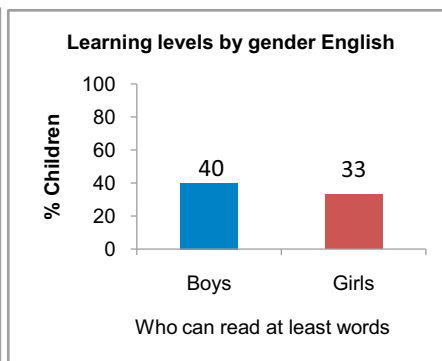
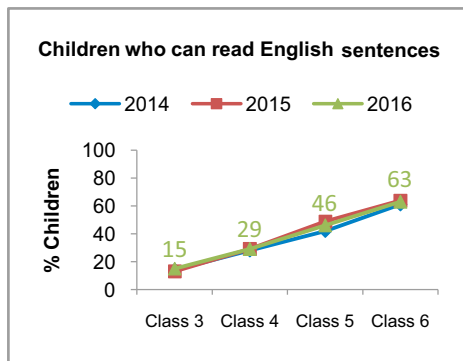
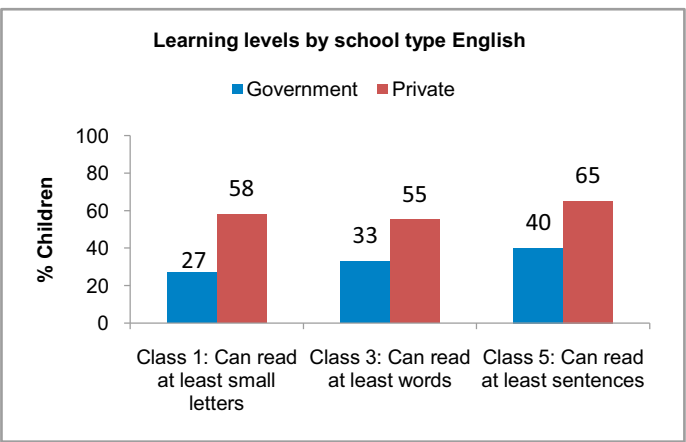
How to read: 5.7 % (5.5+0.2) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	36.5	29.3	25.7	7.6	1.0	100
2	17.2	23.6	39.8	16.0	3.4	100
3	11.2	13.6	37.3	23.2	14.7	100
4	8.6	7.2	27.6	27.8	28.7	100
5	7.7	4.4	19.8	22.3	45.7	100
6	8.3	2.3	12.0	14.8	62.6	100
7	8.6	1.7	9.8	10.0	69.9	100
8	7.9	1.2	8.5	7.5	74.9	100
9	9.4	0.6	6.6	4.1	79.1	100
10	10.4	0.6	6.3	3.4	79.3	100

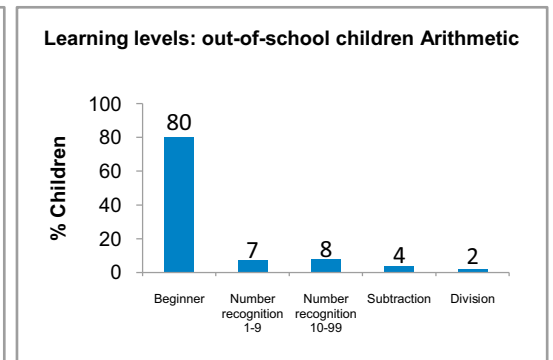
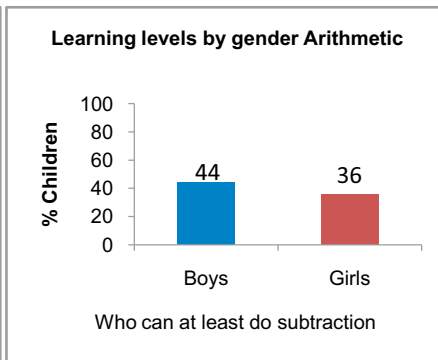
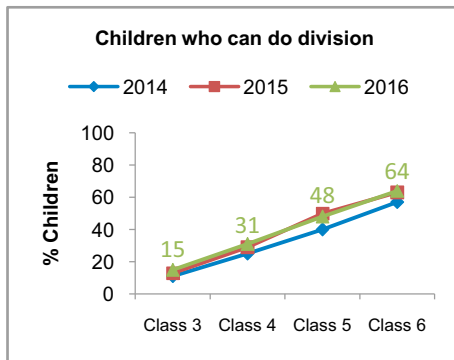
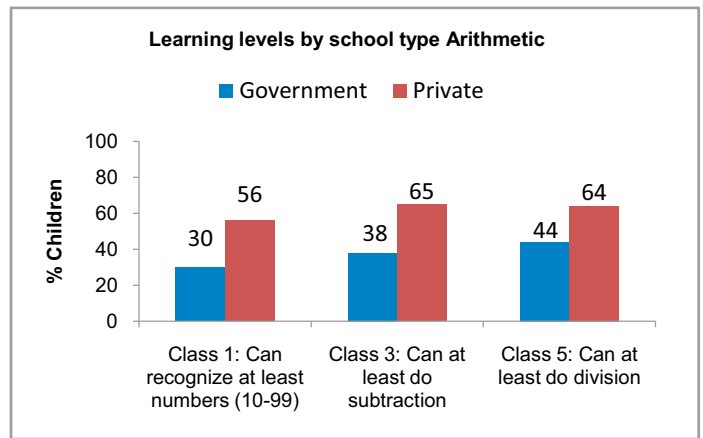
How to read: 8.6 % (7.6+1) children of class 1 can read words



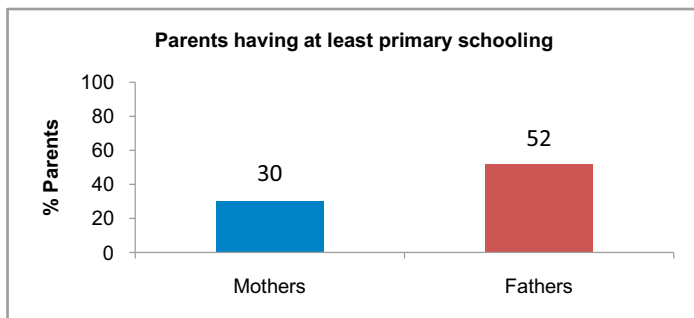
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	29.2	34.8	29.0	5.4	1.5	100
2	12.0	20.9	46.5	17.5	3.0	100
3	8.6	9.0	38.6	29.3	14.5	100
4	7.7	4.4	22.3	35.1	30.6	100
5	7.2	2.9	13.0	28.6	48.4	100
6	8.0	1.9	6.7	19.4	64.0	100
7	8.6	1.5	4.9	14.0	71.0	100
8	7.9	1.0	4.0	10.9	76.2	100
9	9.6	0.7	1.9	7.4	80.5	100
10	10.6	0.6	1.7	5.6	81.6	100

How to read: 6.9% (5.4+1.5) children of class 1 can do subtraction



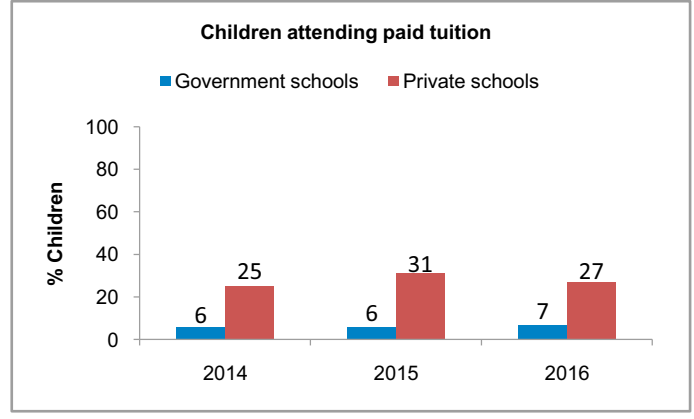
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.6	4.8	5.7	5.8	7.0	8.1	8.6	9.6	11.6	12.4
Pvt.	27.5	26.2	28.0	28.9	26.4	28.6	27.7	29.2	33.3	31.5



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	1151	388	1107	2646	48	25	497	570
Elementary	262	145	137	544	51	9	527	587
High	405	145	102	652	46	10	298	354
Others	99	33	45	177	2	1	7	10
Total	1917	711	1391	4019	147	45	1329	1521

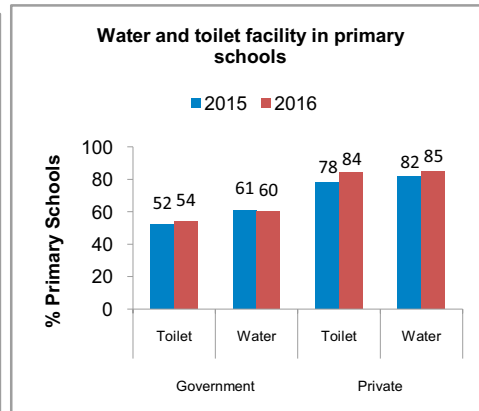
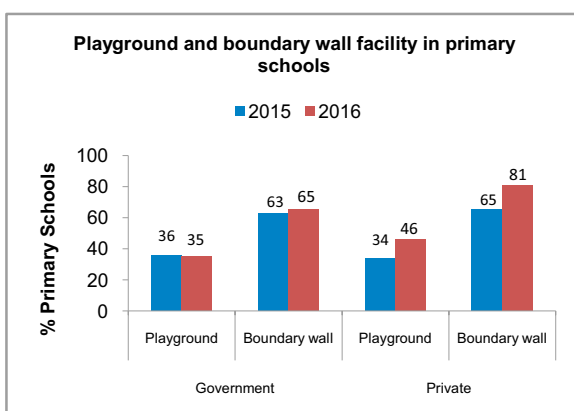
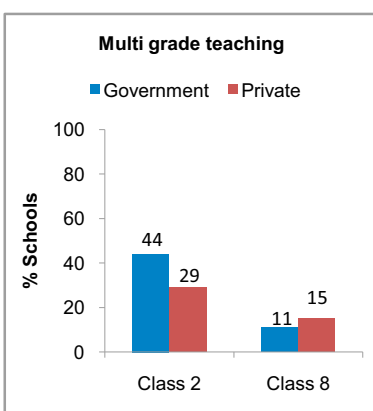
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	79.6	84.6	85.9	81.8	82.8	86.2	84.4	83.2	78.0	84.3
Teacher attendance	87.6	86.2	87.2	89.2	87.3	93.2	91.6	91.0	97.6	91.8

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	7.3	8.5
FA	17.5	24.4
BA	32.8	38.2
MA or above	41.2	27.6
Others	1.3	1.2

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	19.7	15.4
CT	14.3	14.6
B-Ed	41.6	52.7
M-Ed or above	22.0	15.1
Others	2.3	2.1

School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	3	6	10	7	5	8	11	12	
Useable water	60.4	75.0	84.7	82.5	84.7	93.0	93.8	90.0	
Useable toilet	53.9	73.0	83.3	84.2	84.4	92.5	94.6	90.0	
Playground	34.6	57.9	69.2	55.9	45.6	54.5	62.4	60.0	
Boundary wall	65.2	83.6	87.6	83.6	80.5	90.1	94.1	100.0	
Library	0.0	32.5	61.7	41.2	0.0	35.3	55.1	40.0	
Computer lab	0.0	9.9	51.8	35.6	0.0	22.3	43.2	40.0	

Grants									
2015	# of schools reported receiving grants	1162	274	375	0	23	50	30	0
	% of schools reported receiving grants	45.7	51.6	58.7	-	4.0	8.5	8.5	-
	Average amount of grant (Rs.)	141312.7	212289.9	374802.0	-	212282.6	1453205.8	927708.7	-
2016*	# of schools reported receiving grants	929	233	306	0	20	46	23	0
	% of schools reported receiving grants	36.6	43.9	47.9	-	3.5	7.8	6.5	-
	Average amount of grant (Rs.)	135302.7	194554.6	244899.0	-	277450.0	1279671.7	634665.2	-



*Grants Received till March 3, 2017
 "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	33.3	2.6	1.2	48.9	11.1	76.9	52.7	86.4	88.0	87.4	89.7	
Balochistan	21.6	34.8	19.5	5.1	3.6	27.1	25.0	27.1	41.7	37.9	39.9	
Federally Administrated Tribal Areas	38.4	16.0	11.9	25.4	11.0	33.2	36.1	40.4	31.6	34.7	34.8	
Gilgit-Baltistan	40.6	12.8	8.3	41.1	13.8	47.5	51.1	57.5	52.5	57.6	54.8	
Islamabad - ICT	61.0	5.7	2.2	45.3	37.9	50.0	48.2	48.1	75.5	57.1	48.9	
Khyber Pakhtunkhwa	36.4	14.1	8.8	25.6	10.0	44.9	48.0	50.3	45.0	42.5	44.4	
Punjab	51.1	13.6	7.1	30.1	21.3	56.9	50.6	58.1	65.0	56.5	59.6	
Sindh	38.3	21.6	12.0	11.0	7.3	25.3	19.6	22.6	36.6	18.7	24.3	
National Rural	36.4	19.3	11.0	23.5	11.8	41.6	37.8	43.8	52.1	45.7	48.4	

Findings General Knowledge

Box 1***

Current class grade	Arithmetic (Word Problem)*						English**					
	Question 1		Question 2		Question 3		Question 1 (I)		Question 1 (II)		Can Name	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	11.9	10.6	9.5	8.5	6.5	6.6	0.2	0.1	0.2	0.1	3.4	2.9
2	21.3	20.0	18.1	17.0	13.0	13.1	0.5	0.3	0.4	0.2	7.7	7.7
3	33.9	33.7	30.0	29.3	23.5	24.8	1.4	0.7	1.2	0.7	19.0	20.8
4	46.0	43.4	42.6	41.3	36.8	36.8	3.5	1.7	3.5	1.8	32.7	33.6
5	56.4	53.2	53.9	51.4	49.7	48.8	7.0	2.5	7.1	2.6	46.7	45.8
6	65.7	62.5	64.3	60.4	62.0	59.1	9.4	3.5	9.4	3.5	58.8	57.8
7	68.4	65.0	67.8	63.9	66.4	63.4	10.8	3.6	10.6	3.5	64.8	61.9
8	72.7	70.0	71.2	70.0	70.6	69.3	8.3	3.0	8.2	2.9	67.7	67.3
9	73.8	72.2	73.1	71.2	73.1	71.5	7.9	3.2	7.7	3.0	71.1	69.8
10	75.6	73.4	74.6	72.8	76.2	74.3	7.9	3.2	7.8	3.1	73.9	70.3

Box 2***

Child age	Arithmetic (Word Problem)*						English**					
	Question 1		Question 2		Question 3		Question 1 (I)		Question 1 (II)		Can Name	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
10	6.7	3.7	6.2	2.9	3.3	2.5	0.4	0.1	0.2	0.1	2.1	1.2
11	10.2	3.9	9.2	3.6	6.3	2.9	0.5	0.2	0.6	0.2	2.0	1.3
12	10.7	5.4	9.5	4.7	7.8	3.7	0.7	0.5	1.2	0.4	4.1	2.0
13	11.6	6.4	11.1	5.8	9.2	4.6	1.9	0.5	2.4	0.7	5.1	2.7
14	12.9	6.5	11.8	5.7	9.6	4.9	1.5	0.5	1.6	0.6	4.1	2.6
15	13.7	7.1	13.2	6.7	10.1	5.8	2.6	1.2	2.8	1.6	6.1	3.8
16	12.8	5.5	12.3	4.9	10.1	4.3	3.0	0.8	3.1	0.9	6.4	2.7

*Children age 5-16 were tested for Arithmetic section of General Knowledge tool.
 **Children who were at atleast "word level" in English were asked to attempt English general Knowledge tool.
 ***Box 1 shows finding of children who are Enrolled while box 2 shows findings of children who are out of school.
 †smaller and greater number recognition in 1 and 2 digit numbers.
 ‡One digit and two digit Addition and Subtraction word problem.
 §Picture recognition with name and profession.

Sample Composition

- ASER 2016 survey was conducted in 144 rural districts of Pakistan. This covered 83,324 households in 4,205 villages across the country.
- Detailed information was collected on 255,269 children (57% males, 43% females) aged 3-16 years. Out of these 216,365 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 4,019 government schools (66% primary, 14% elementary, 16% high, 4% others¹) and 1,521 private schools (37% primary, 39% elementary, 23% high, 1% others¹) were surveyed.
- 48% of the government schools were boys only, 18% were girls only, and 35% 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 compared to 2015.

- In 2016, 19% of children were reported to be out-of-school which has remained the same as compared to previous year (19%). 13% children have never been enrolled in a school and 6% have dropped out of school for various reasons.
- 81% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 74% of children were enrolled in government schools whereas 26% of children were going to non-state institutions (23% private schools, 2% Madrassah, 1% others).
- We also observe a marginal drop in enrollment of the public sector (75% in 2015) which stands at 74% in 2016.**

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2015.

- 36% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 37% in 2015.
- 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 deteriorated: 48% class 5 children could not read a class 2 story in Urdu/Sindhi/Pashto compared to 45% in 2015.

- Analysis shows that 83% of class 3 children could not read story in Urdu/Sindhi/Pashto as compared to 84% in the previous year.

English learning levels have deteriorated: 54% class 5 children could not read sentences (class 2 level) compared to 51% in 2015.

- ASER 2016 reveals that 85% class 3 children could not read class 2 level sentences as compared to 87% in the previous year.

Arithmetic learning levels have deteriorated: 52% class 5 children could not do two digit division as compared to 50% in 2015.

- 85% children enrolled in class 3 could not do two digit division in 2016 as compared to 87% in 2015.

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

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

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

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

- 66% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi/Pashto as compared to 48% 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 40% government school children can do the same.
- Similarly, in arithmetic, 64% children enrolled in private schools (class 5) were able to do division when compared to only 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.

- 43% of boys and 36% of girls could read at least sentences in Urdu/Sindhi/Pashto.
- 40% boys could read at least English words while 33% of girls can do the same.
- Similarly, 44% of boys were able to do at least subtraction whereas only 36% girls could do it.

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

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

- Data reveals that the 2% of out-of-school children could read story in Urdu, 1% could read sentences in English, and 2% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

30% of mothers and 52% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 70% had not completed even primary education.
- 48% 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. Overall tuition in private schools is 27% compared to 7% in government schools.

- 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

44% of surveyed government schools and 29% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 44% of the surveyed government schools and 29% of the surveyed private schools had Class 2 sitting with other classes.
- 11% of surveyed government schools and 15% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

17% children in surveyed government schools and 16% 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 84% in surveyed private schools.

13% teachers in surveyed government schools and 8% teachers in surveyed private schools were absent.

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

- Overall teacher attendance in surveyed government schools stood at 87% whereas it was 92% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

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 38% teachers of surveyed private schools.
- 42% of surveyed government school teachers had Bachelors in Education degrees as compared to 53% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 52% of surveyed government high schools had computer labs and 62% had a library in their premises as compared to surveyed private high schools where 43% had computer labs and 55% had a library.

46% surveyed government primary schools were without toilets and 40% were without drinking water.

- 46% of the surveyed government primary schools did not have toilets in 2016 as compared to 48% in 2015. Similarly, 16% surveyed private primary schools were missing toilet facility in 2016 as compared to 22% in 2015.

- 40% of the surveyed government primary schools did not have drinking water in 2016 as compared to 39% in 2015. Similarly, 15% of the surveyed private primary schools did not have drinking water facility in 2016 as compared to 18% in 2015.

35% of the surveyed government primary schools were without complete boundary walls and 65% were without playgrounds.

- Amongst the surveyed government primary schools, 65% had complete boundary walls as compared to 63% in 2015.
- In 2016, 81% of the surveyed private primary schools did not have complete boundary walls as compared to 65% in 2015.
- 35% of surveyed government primary schools had playgrounds in 2016 while 46% 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 2016 as compared to 11 rooms on average in 2015.
- In 2016, surveyed private high schools had 11 classrooms on average being used for classroom activities as compared to 9 in 2015.

THEME 13: SCHOOL GRANTS/FUNDS

37% of the government primary schools and 4% private primary schools received grants.

- 929 surveyed government primary schools received grants as compared to 23 surveyed private primary schools in 2016.
- The proportion of government primary schools receiving grants has decreased from the previous year from 46% in 2015 to 37% in 2016.

OTHER INDICATORS

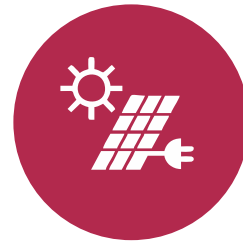
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **69%** of households across all rural districts of Pakistan have mobile phones.
- Amongst mobile users, **26%** use Whatsapp service for communication.
- Amongst mobile users, **56%** use SMS facility for communication.
- **17%** of households have computers/laptops



Alternate Energy

- Across all rural districts of Pakistan, **20%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **18%** of the households receive monetary support from BISP*/ Akhuwat/PSPA**

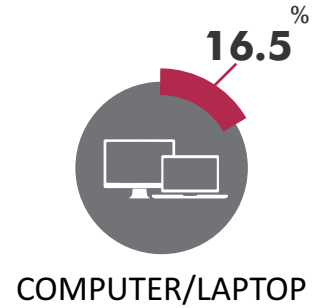
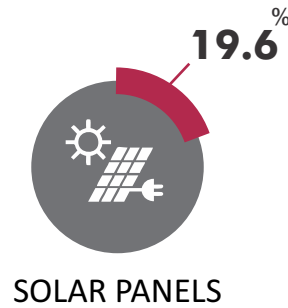
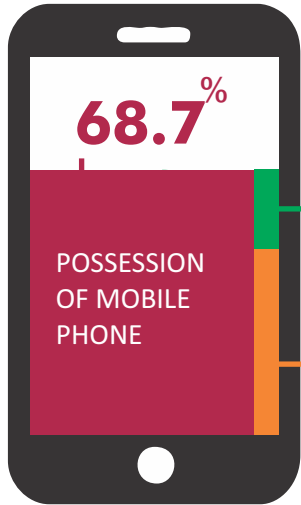


Voter Registration

- **89%** of the females across all rural districts of Pakistan were found to be registered voters against **93%** of males.

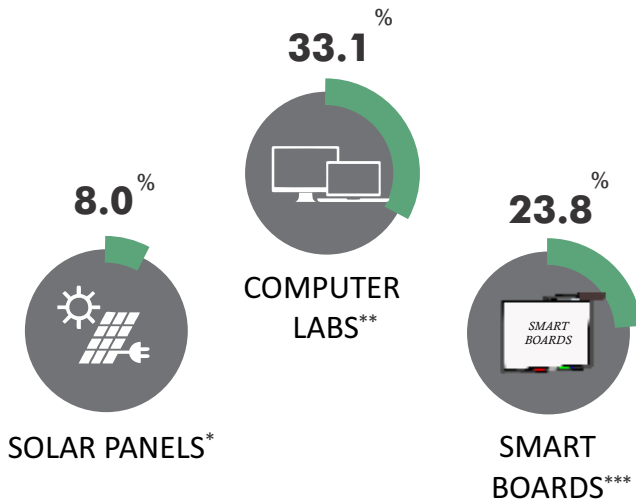
* Benazir Income Support Program
 ** Punjab Social Protection Authority

HOUSEHOLD

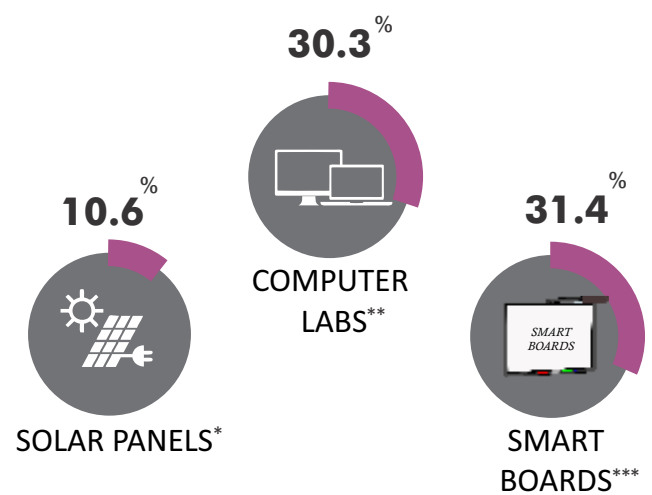


SCHOOLS

GOVT. SCHOOLS



PVT. SCHOOLS



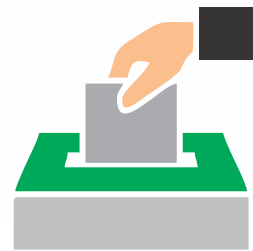
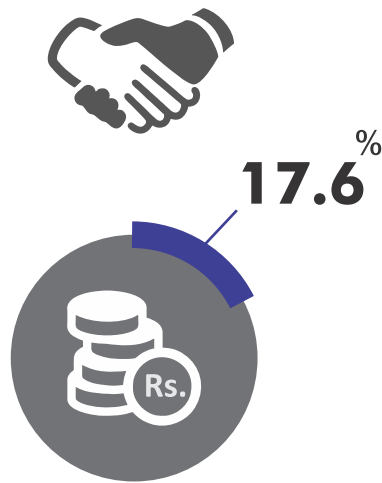
*Only for Primary, Middle and High Schools

**Only for Middle and High Schools

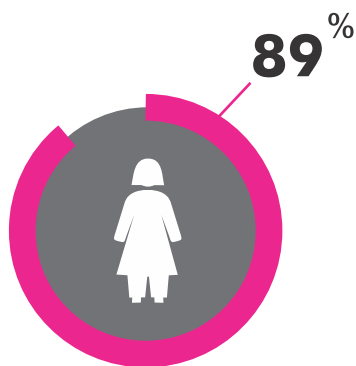
***Only for High Schools

SOCIAL SAFETY NETS

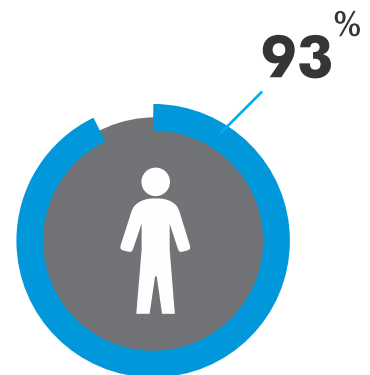
BISP* / Akhuwat / PSPA**



REGISTERED
VOTERS



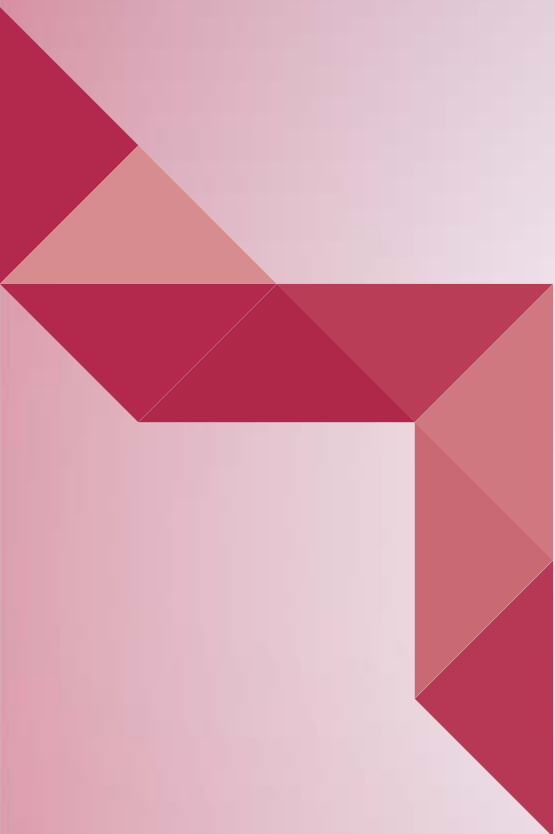
FEMALE



MALE

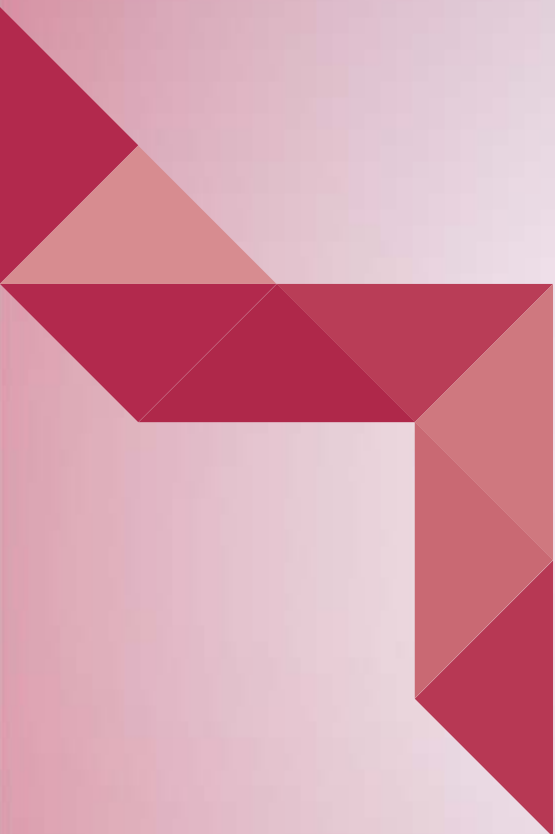
* Benazir Income Support Program
** Punjab Social Protection Authority





FINDINGS PROVINCIAL (RURAL)



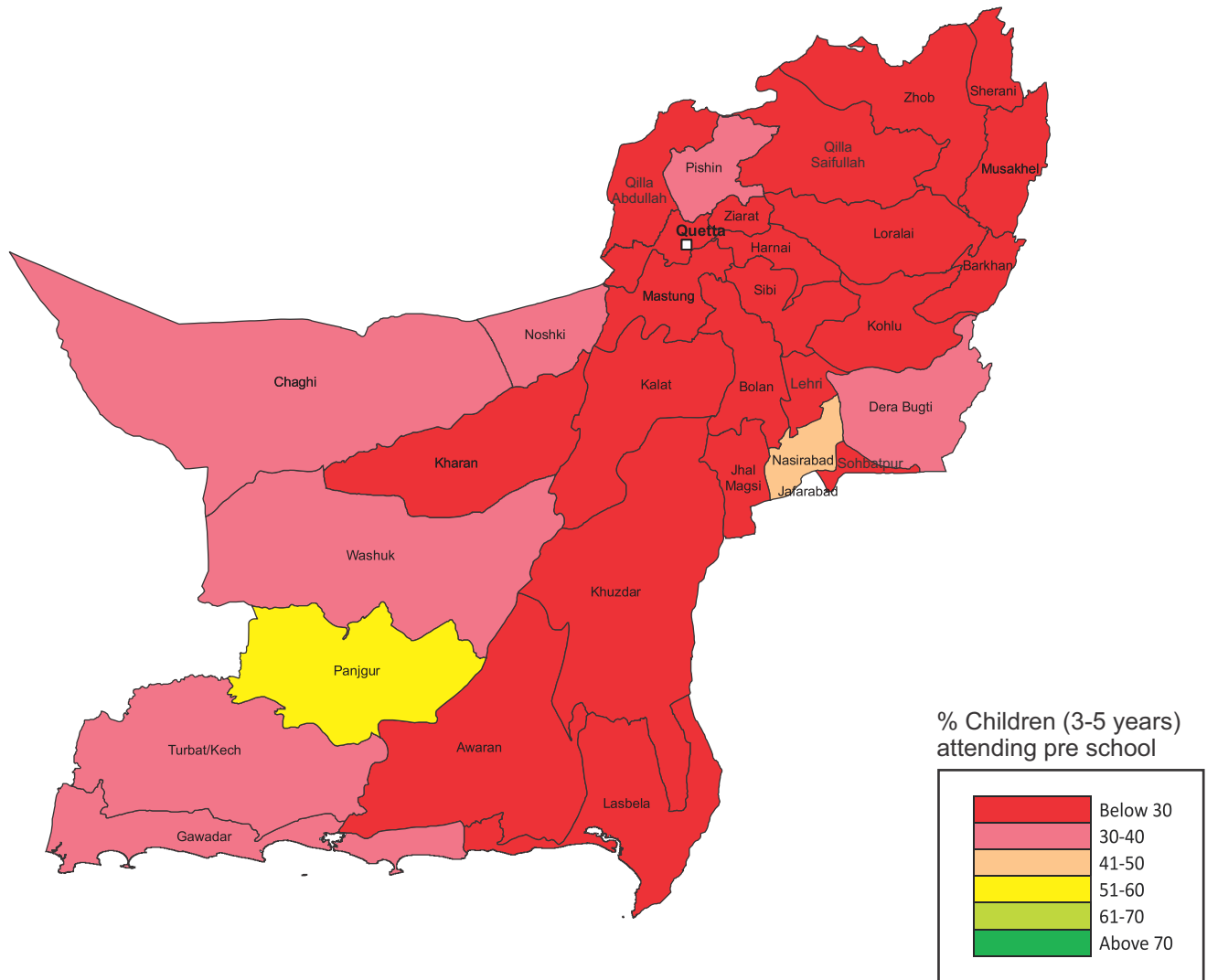


BALUCHISTAN (RURAL)



Children in Pre School (Age 3-5 years)

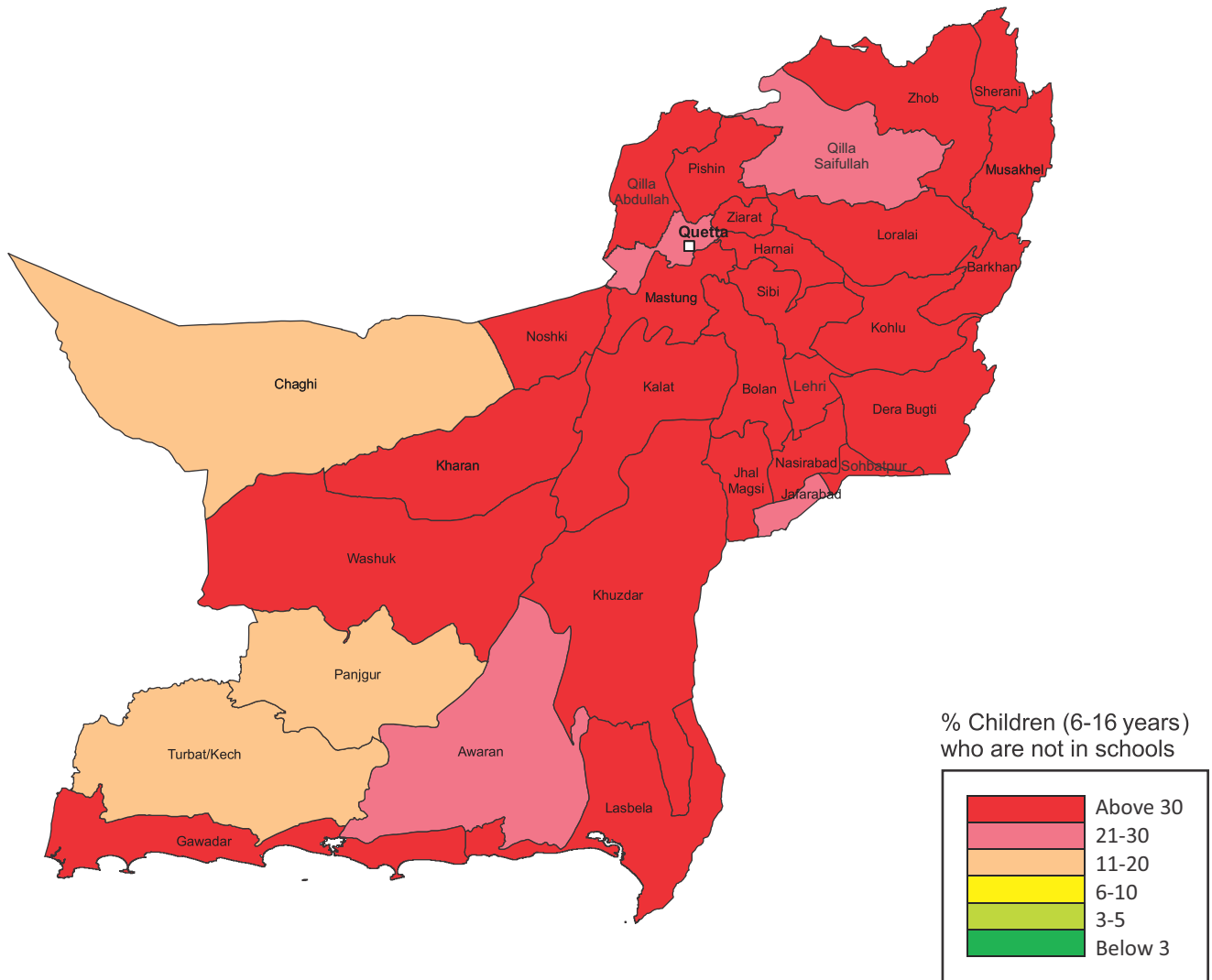
District wise map showing % children



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

Out of School Children (Age 6-16 years)

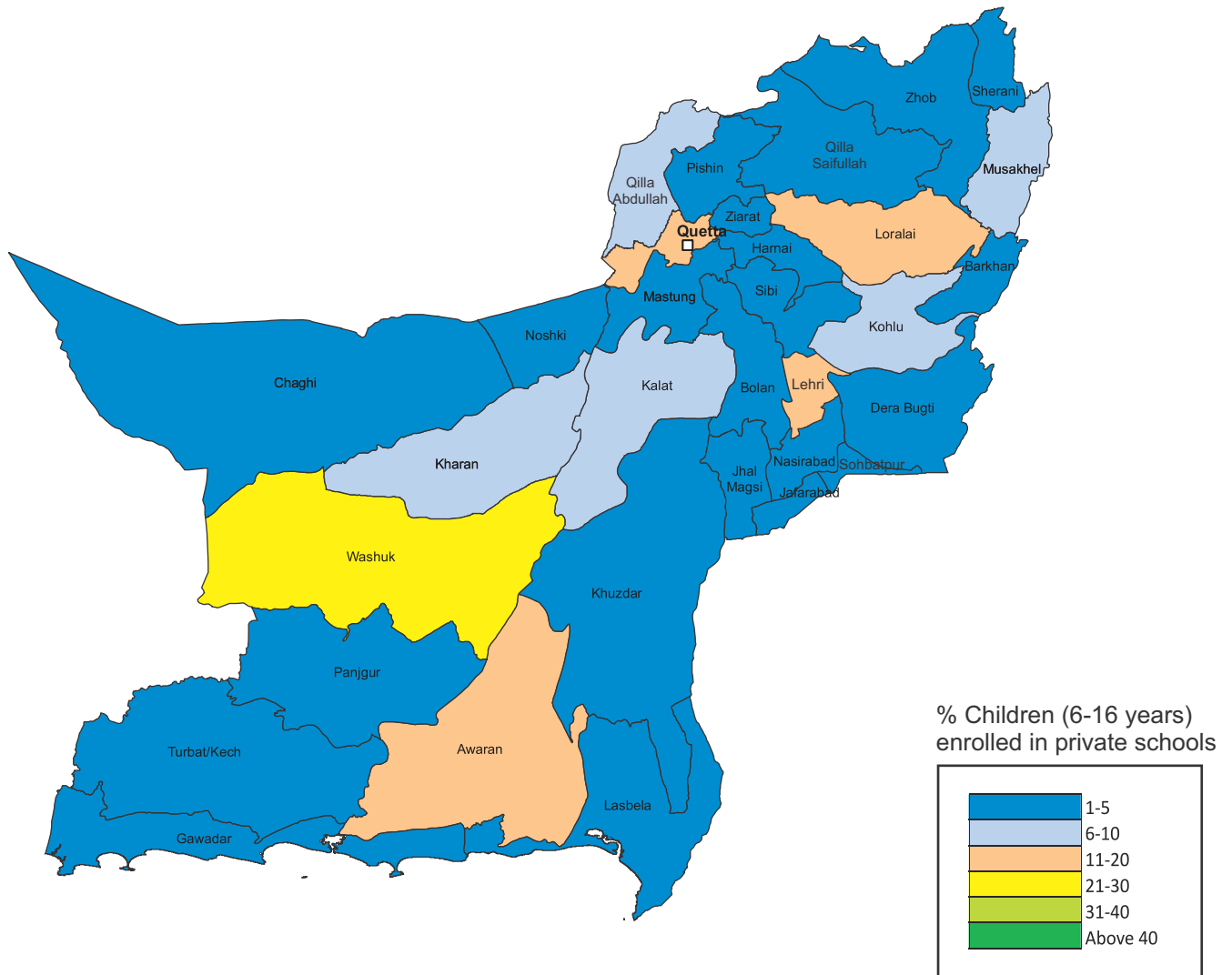
District wise map showing % children



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

Private Schooling (Age 6-16 years)

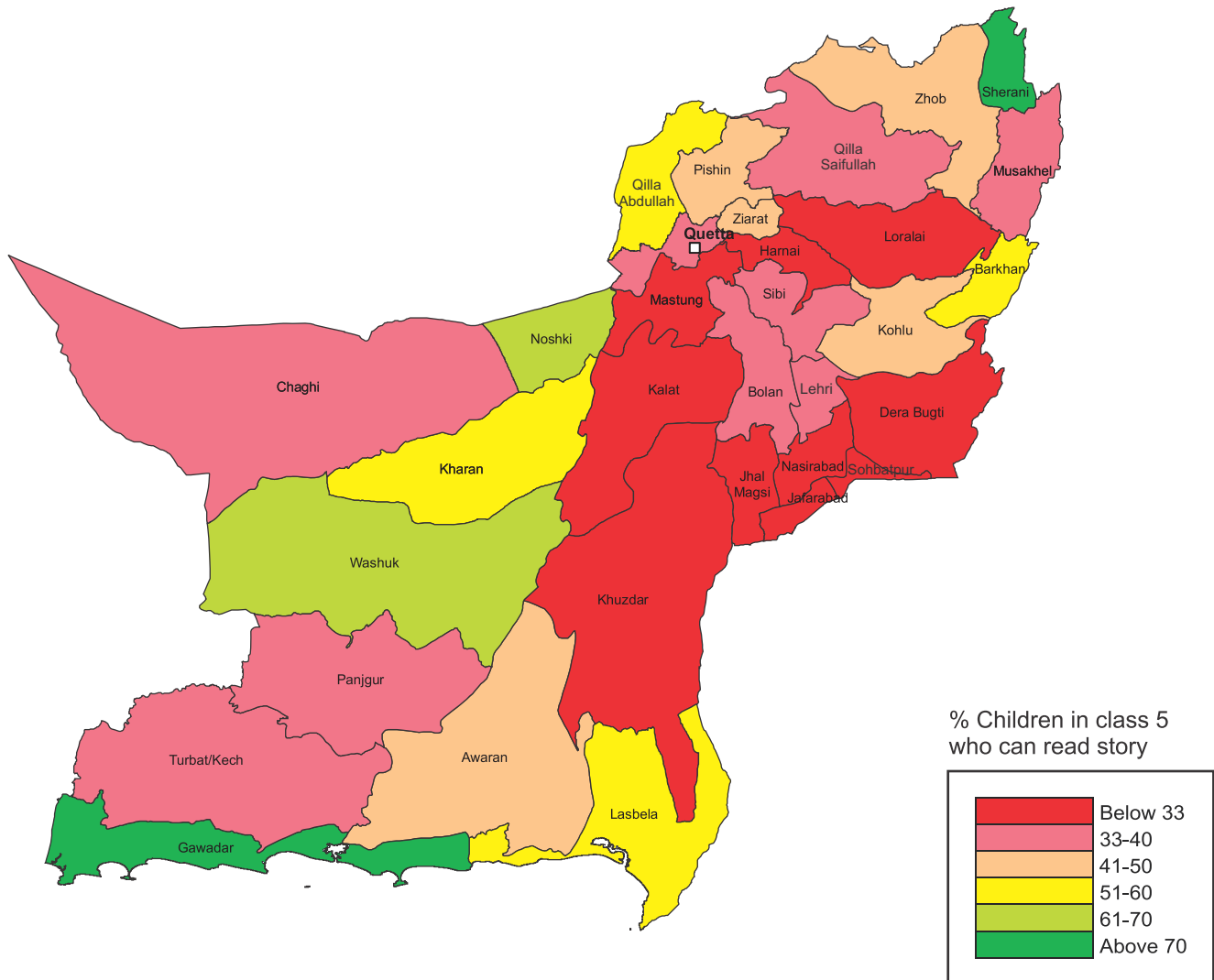
District wise map showing % children



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

Reading Language Urdu
 (Class 5)

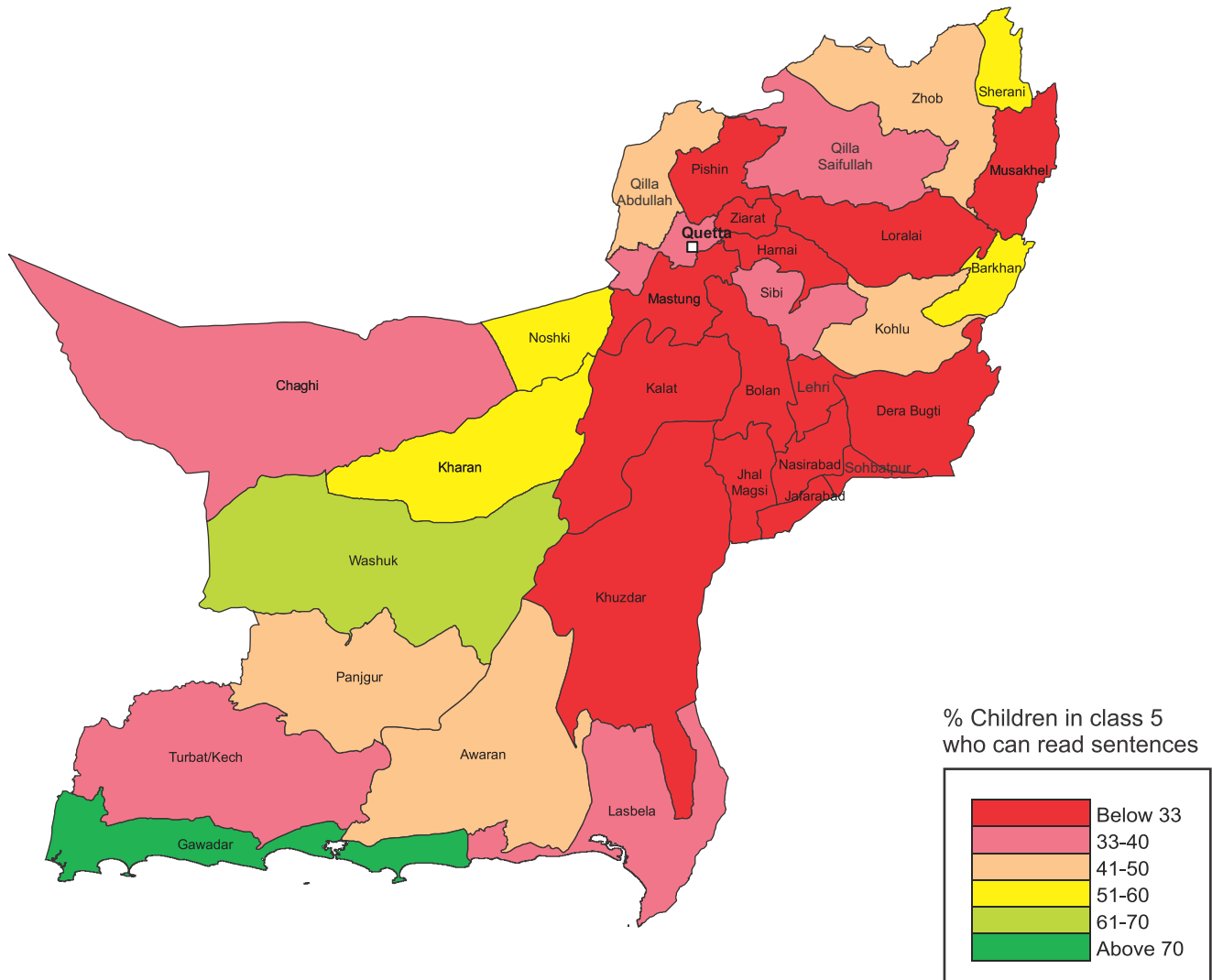
District wise map showing % children who can read story (Class 2 level Text)



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

Reading English
 (Class 5)

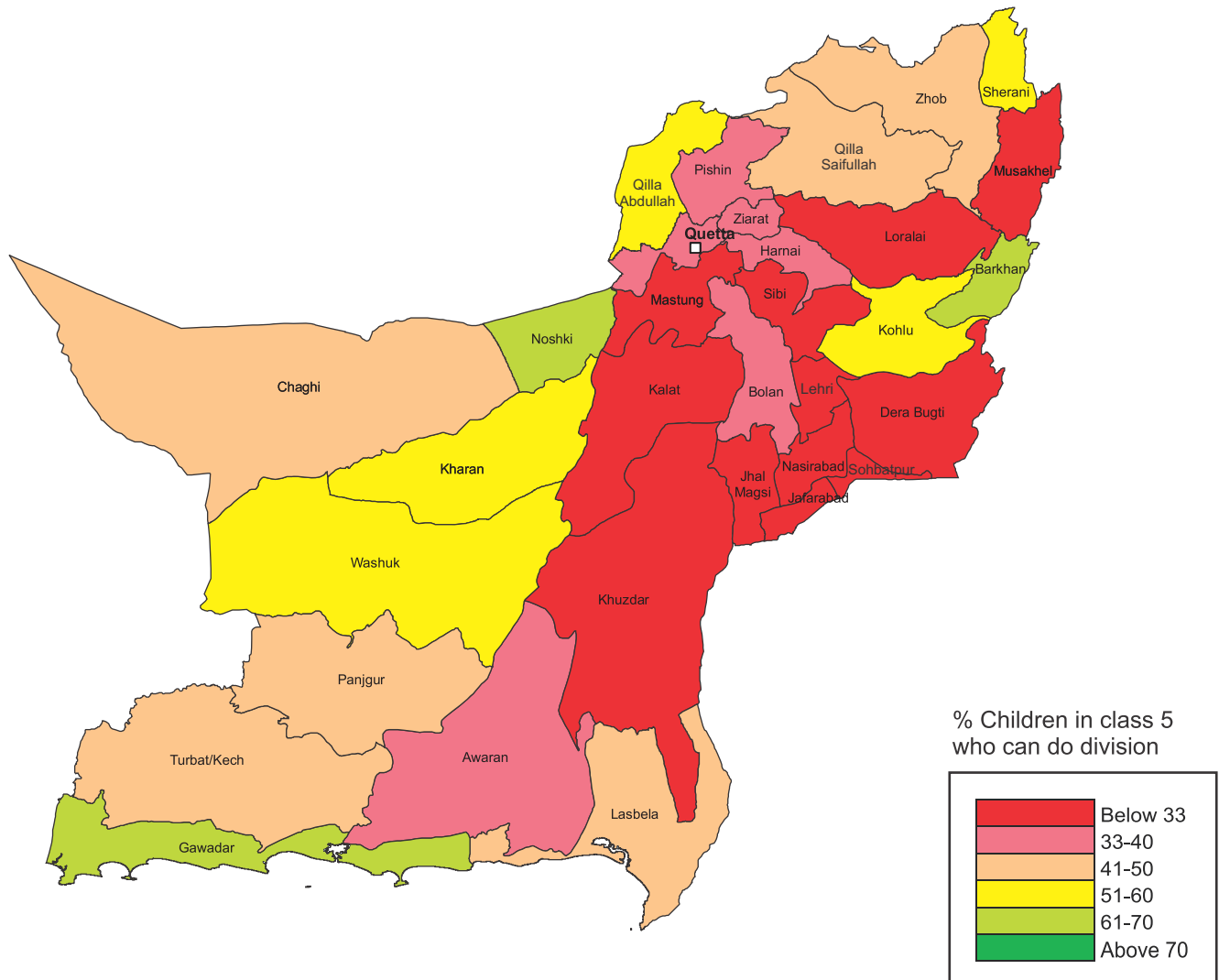
District wise map showing % children who can read sentences (Class 2 level Text)



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

Arithmetic (Class 5)

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

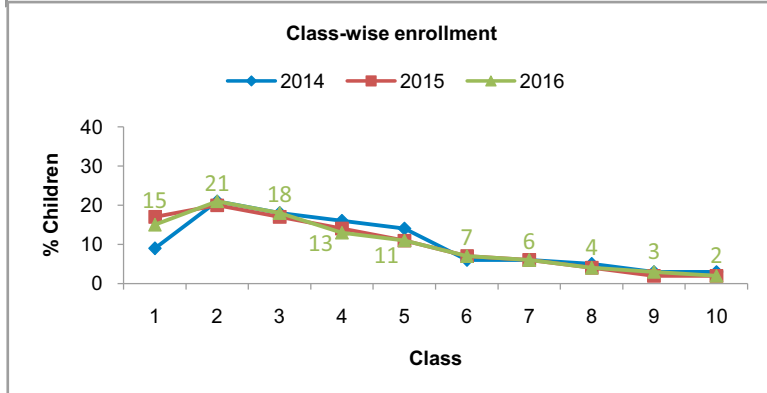
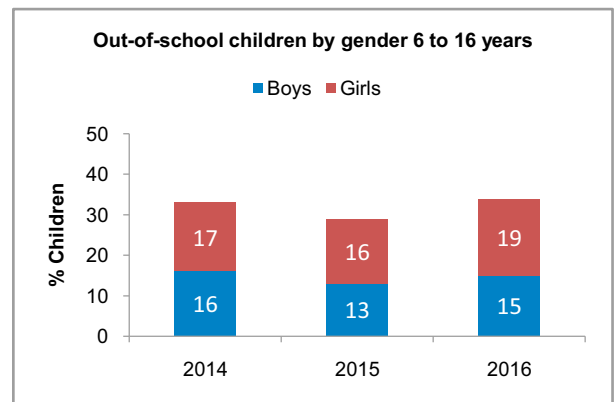
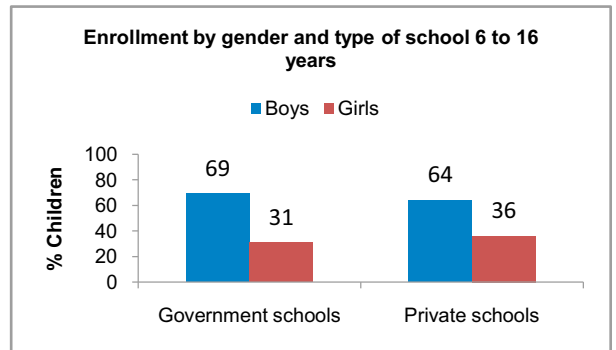


Maps may not be accurate or to scale. These are mere representations.

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	64.0	3.8	2.1	0.2	25.3	4.6	100
11 - 13	59.1	3.1	2.3	0.1	20.4	15.0	100
14 - 16	45.7	2.2	2.7	0.1	23.9	25.4	100
6 - 16	59.4	3.4	2.3	0.2	23.9	10.9	100
Total	65.2				34.8		100
By Type	91.1	5.1	3.5	0.3			

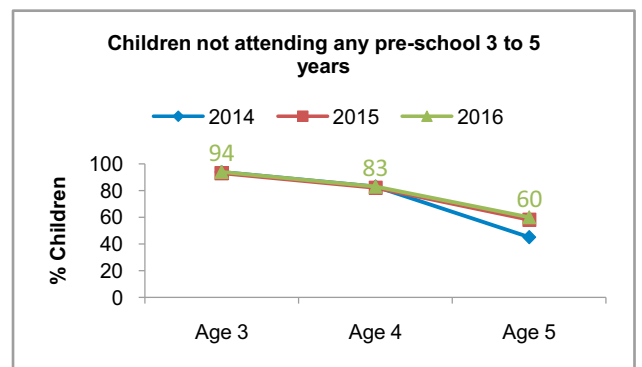
How to read: 70.1 % (64+3.8+2.1+0.2) children of age group 6-10 are enrolled



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	5.0	0.4	0.0	0.1	94.5	100
4	15.2	1.7	0.2	0.1	82.9	100
5	35.6	3.3	1.2	0.2	59.7	100
3 - 5	19.1	1.8	0.5	0.1	78.4	100
Total	21.6				78.4	100
By Type	88.6	8.5	2.3	0.6		

How to read: 5.5 % (5+0.4+0+0.1) children of age 3 are enrolled



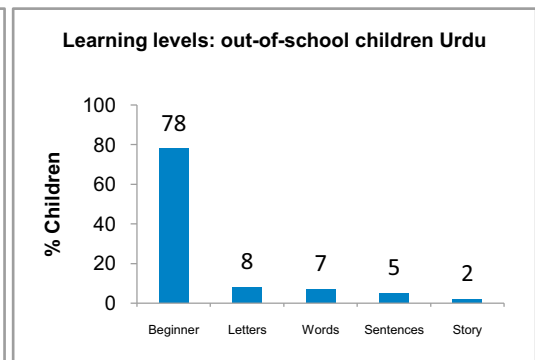
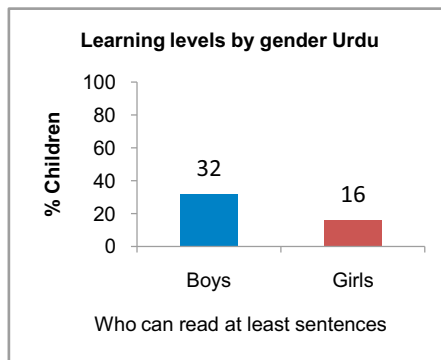
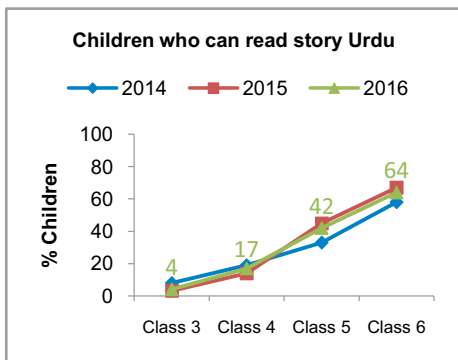
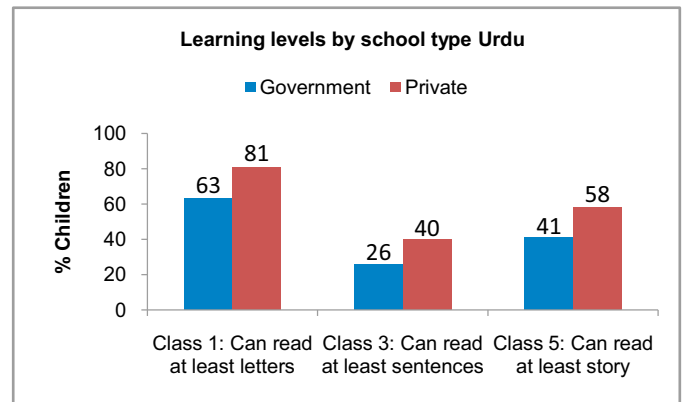
Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	83.1	57.6	40.8	17.0	7.6	19.4	27.1	34.6	39.4	37.2	41.7	46.7	14.8
2	16.9	33.8	41.8	45.9	29.9								20.8
3			15.5	26.1	36.4	29.2							17.9
4				9.5	18.6	29.7	23.7						13.2
5					4.9	18.1	33.0	24.3					11.0
6						2.4	10.3	26.5	22.7				6.8
7	0.0	8.6	1.9	1.5			3.5	8.8	24.6	27.7			6.0
8					2.6			5.9	7.9	21.0	22.6		4.4
9							2.5		5.4	9.2	23.9	22.6	3.0
10								0.0	0.0	4.9	11.8	30.7	2.2
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	36.1	49.1	12.3	1.9	0.7	100
2	12.2	36.6	43.5	6.8	1.0	100
3	8.0	15.8	49.0	23.1	4.0	100
4	6.2	6.4	31.8	38.6	16.9	100
5	6.1	3.0	18.8	30.3	41.7	100
6	6.6	2.0	8.1	19.5	63.8	100
7	6.0	0.9	4.1	11.5	77.6	100
8	4.8	0.8	2.8	8.3	83.2	100
9	6.2	0.6	0.6	3.8	88.9	100
10	5.5	0.2	0.7	4.8	88.7	100

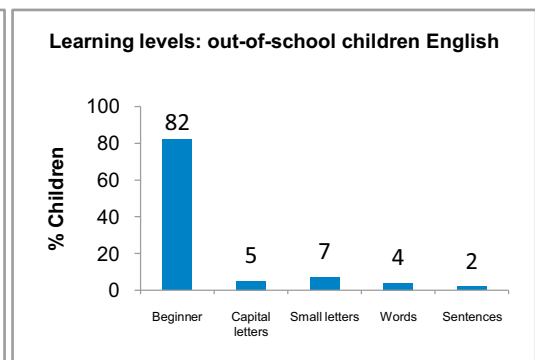
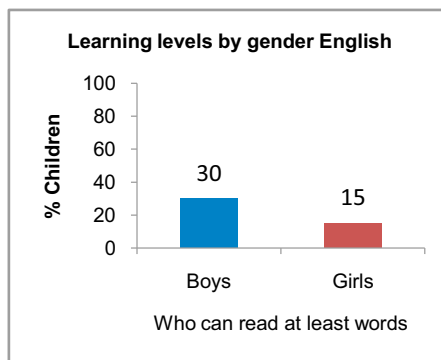
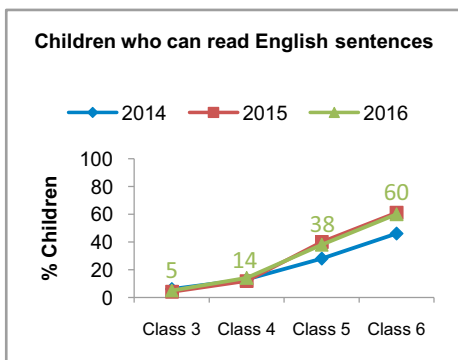
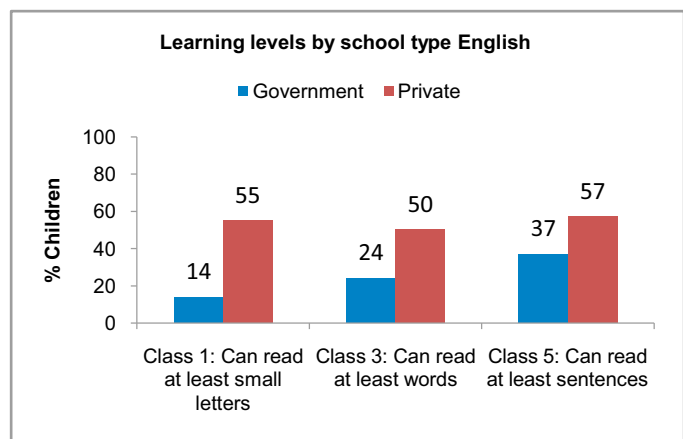
How to read: 2.6 % (1.9+0.7) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	38.9	44.6	12.2	3.6	0.7	100
2	15.3	37.5	38.3	7.7	1.2	100
3	9.3	16.7	48.9	19.9	5.1	100
4	7.1	7.8	35.6	35.3	14.3	100
5	6.9	4.4	19.5	31.2	37.9	100
6	6.9	2.0	6.5	25.1	59.6	100
7	6.1	1.2	5.2	14.6	72.9	100
8	5.1	0.8	4.3	9.4	80.3	100
9	6.2	0.7	2.4	4.5	86.2	100
10	5.5	0.2	3.9	5.1	85.3	100

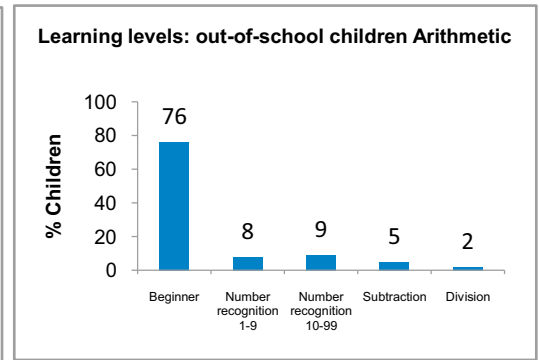
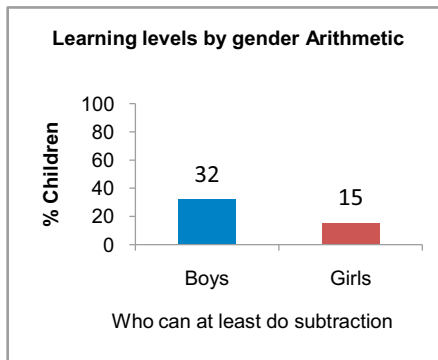
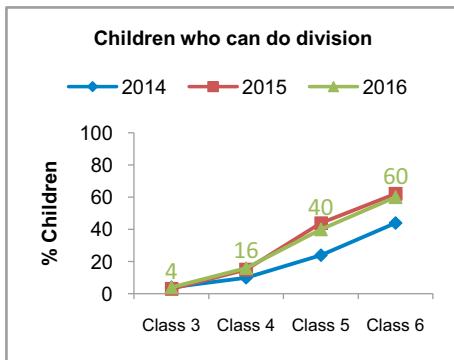
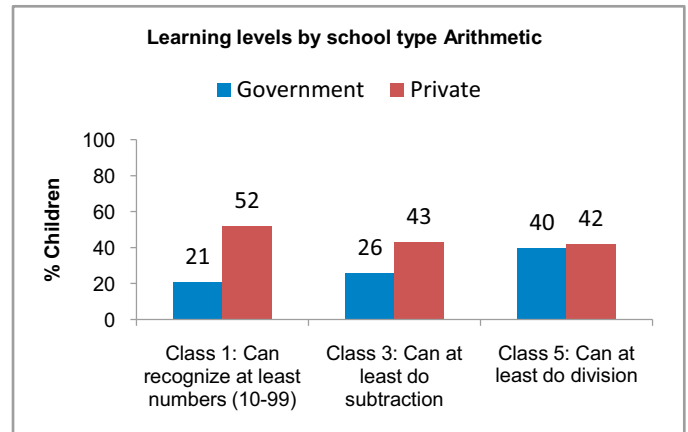
How to read: 4.3 % (3.6+0.7) children of class 1 can read words



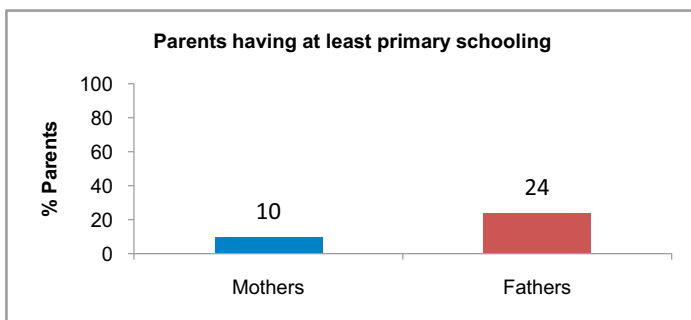
Learning levels (Arithmetic)

Class	Class-wise % children who can do					Total
	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	
		1-9	10-99			
1	30.8	46.9	19.7	2.0	0.6	100
2	9.9	29.6	52.2	7.3	0.9	100
3	7.7	9.0	56.2	23.1	4.0	100
4	6.6	3.9	34.5	39.4	15.6	100
5	6.4	2.4	17.9	33.4	39.9	100
6	6.9	1.6	7.6	24.0	59.9	100
7	6.1	1.0	4.8	16.5	71.7	100
8	5.0	0.7	3.9	12.1	78.3	100
9	6.4	0.6	0.9	8.7	83.5	100
10	5.6	0.2	1.5	5.4	87.4	100

How to read: 2.6 % (2+0.6) children of class 1 can do subtraction



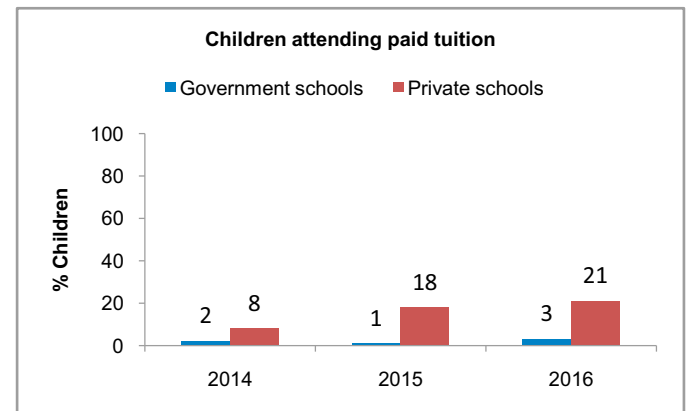
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.5	1.5	1.8	2.2	2.8	4.3	3.2	7.5	7.8	7.5
Pvt.	20.5	18.2	22.2	23.6	22.5	31.4	23.8	21.9	23.7	32.5



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	331	89	232	652	2	2	39	43
Elementary	56	38	26	120	3	0	30	33
High	82	30	22	134	1	0	4	5
Others	0	0	0	0	0	0	0	0
Total	469	157	280	906	6	2	73	81

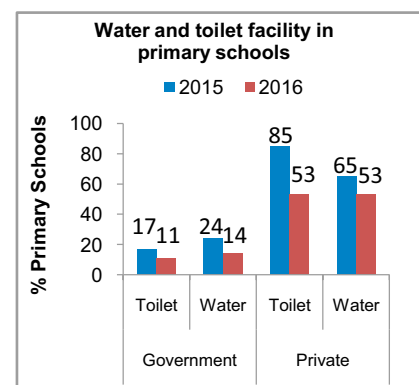
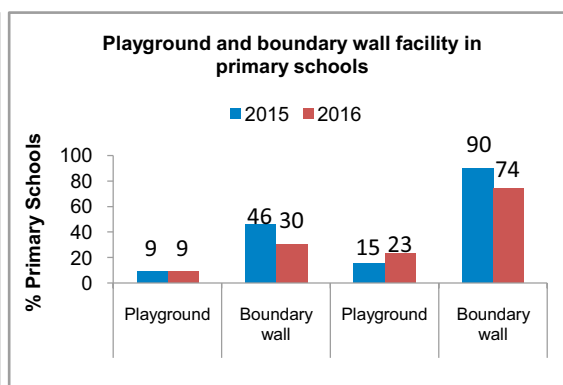
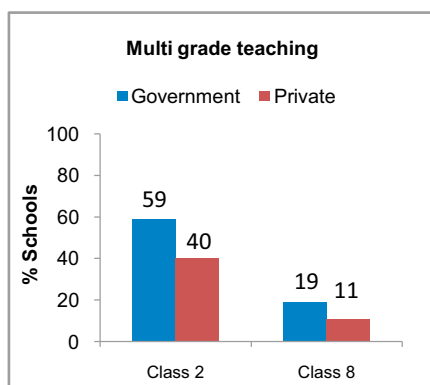
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	72.5	78.9	84.0	-	78.4	79.1	87.8	88.3	-	85.6
Teacher attendance	89.5	76.7	80.3	-	82.1	91.9	90.5	93.8	-	91.3

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	11.3	13.3
FA	36.1	39.3
BA	34.3	31.4
MA or above	16.5	12.7
Others	1.9	3.3

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	34.4	36.6
CT	21.3	12.7
B-Ed	29.9	35.2
M-Ed or above	11.6	12.7
Others	2.8	2.8

School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	2	6	9	-	3	6	7	-	
Useable water	14.3	40.8	59.0	-	53.5	78.8	80.0	-	
Useable toilet	10.9	33.3	55.2	-	53.5	84.8	80.0	-	
Playground	8.9	25.8	47.8	-	23.3	51.5	40.0	-	
Boundary wall	29.8	70.8	73.1	-	74.4	84.8	100.0	-	
Library	0.0	7.5	35.8	-	0.0	51.5	20.0	-	
Computer lab	0.0	2.5	10.4	-	0.0	15.2	60.0	-	

Grants									
2016*	# of schools reported receiving grants	16	9	17	-	0	0	1	-
	% of schools reported receiving grants	2.8	8.0	13.5	-	0.0	0.0	20.0	-
	Average amount of grant (Rs.)	55248.3	55911.1	252932.3	-	-	-	10000.0	-
2015	# of schools reported receiving grants	61	21	44	-	1	0	1	-
	% of schools reported receiving grants	10.5	18.8	34.9	-	2.3	0.0	20.0	-
	Average amount of grant (Rs.)	26630.6	25723.0	185088.3	-	76000.0	-	13000.0	-



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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Awaran	26.0	25.4	10.9	16.0	4.0	24.7	21.8	19.7	45.7	47.5	35.0
Barkhan	8.0	31.4	15.7	1.0	3.4	25.6	18.5	29.5	52.4	54.9	64.2
Bolan	8.3	37.7	25.1	1.7	0.6	37.2	28.8	37.0	36.8	29.4	36.8
Chaghi	37.7	15.6	9.6	3.3	3.4	35.3	32.6	43.9	38.4	37.3	48.2
Dera Bugti	38.5	37.8	16.9	2.9	0.8	27.0	20.3	40.5	27.7	21.7	25.3
Gwadar	33.6	33.9	18.1	4.4	7.1	64.5	82.7	70.0	74.4	76.8	70.7
Harnai	23.1	35.6	19.5	2.9	1.7	25.8	23.9	28.2	31.6	30.3	34.2
Jafarabad	19.8	27.4	16.7	0.7	0.7	21.1	21.8	24.1	28.9	23.7	30.3
Jhal Magsi	12.3	53.4	30.5	0.4	1.1	27.4	19.0	13.1	25.0	15.4	8.0
Kallat	15.4	44.7	24.6	7.0	8.5	27.6	50.0	21.9	32.8	21.0	12.9
Kech (Turbat)	36.8	16.6	7.1	3.4	7.6	27.4	36.6	28.8	35.9	39.0	41.6
Kharan	22.8	34.9	21.7	5.9	2.0	11.3	9.9	7.4	55.4	54.0	56.4
Khuzdar	23.3	31.3	20.9	3.8	0.7	14.3	13.0	18.3	18.1	17.8	15.5
Kohlu	23.0	30.9	15.0	5.9	2.5	27.0	24.2	38.1	45.1	46.3	53.4
Lasbela	12.5	43.7	24.4	5.0	1.3	24.8	25.6	24.8	53.2	35.5	43.5
Lehri	23.4	34.7	18.0	17.5	16.0	27.0	43.8	28.7	33.9	19.4	16.1
Loralai	14.2	41.4	24.3	19.1	3.6	29.7	39.0	31.0	32.7	32.7	30.6
Mastung	22.3	33.9	21.1	2.7	0.9	17.9	14.1	16.8	27.0	22.5	15.7
Musakhel	23.7	35.2	21.9	8.8	4.3	39.6	26.4	29.2	35.4	30.4	28.2
Nasirabad	41.2	33.1	22.0	3.3	0.2	12.8	9.4	7.8	31.2	24.7	26.1
Nushki	38.3	33.4	23.2	1.0	2.3	16.4	8.5	24.8	69.6	57.7	65.2
Panjgur	55.5	11.6	6.4	4.8	15.8	33.1	29.1	32.9	34.8	44.0	44.3
Pishin	34.2	31.8	17.7	3.4	1.4	30.2	24.0	23.2	43.2	27.3	36.4
Qilla Abdullah	11.7	38.0	21.7	5.9	1.9	31.0	30.4	29.5	53.4	43.1	54.4
Qilla Saifullah	23.3	22.5	10.0	4.8	4.6	37.7	34.0	30.8	36.1	37.0	44.1
Quetta	14.9	28.1	17.3	11.5	5.2	15.2	14.0	16.2	39.0	35.6	39.3
Sherani	6.6	53.2	28.4	1.0	0.7	47.8	31.5	38.2	83.3	57.1	58.5
Sibi	14.7	49.9	22.6	4.7	0.0	17.9	17.9	14.3	38.0	38.0	30.6
Sohbatpur	5.3	46.2	21.8	0.6	0.6	12.8	15.0	12.1	28.8	21.7	21.1
Washuk	30.4	33.0	17.7	23.8	7.0	25.9	35.3	25.9	63.3	68.4	53.3
Zhob	9.1	45.3	26.2	0.6	1.5	41.2	28.1	36.6	45.6	45.1	44.0
Ziarat	19.8	37.8	22.1	2.2	0.6	27.4	16.0	25.9	42.3	28.6	36.4
Total	21.6	34.8	19.5	5.1	3.6	27.1	25.0	27.1	41.7	37.9	39.9

Sample Composition

- ASER 2016 survey was conducted in 32 rural districts of Balochistan. This covered 18,920 households in 957 villages throughout the province.
- Detailed information was collected on 60,754 children (60% males, 40% females) aged 3-16 years. Out of these 50,754 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 906 government schools (72% primary, 13% elementary, 15% high, 0% others¹) and 81 private schools (53% primary, 41% elementary, 6% high, 0% others¹) were surveyed.
- 52% of the government schools were boys only, 17% were girls only, and 31% were coeducation schools. In case of private schools, 7% were boys only, 2% were girls only and 90% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has increased as compared to 2015.

- In 2016, 35% of children were reported to be out-of-school which has increased as compared to previous year (28%). 24% children have never been enrolled in a school and 11% have dropped out of school for various reasons.
- 65% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 91% of children were enrolled in government schools whereas 9% of children were going to non-state institutions (5% private schools, 4% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 31% were girls and 69% were boys whereas in private schools 64% enrolled children were boys and 36% were girls.
- The percentage of out of school children (boys and girls) has increased as compared to 2015.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has remained the same as in 2015.

- 22% of all school-aged children within the age bracket of 3-5 years were enrolled in schools similar to 22% in 2015.
- 78% 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 (in class 5) have deteriorated: 58% class 5 children could not read a class 2 story in Urdu compared to 56% in 2015.

- Analysis shows that 96% of class 3 children could not read story in Urdu compared to 97% in the previous year.

English learning levels (in class 5) have deteriorated: 62% class 5 children could not read sentences (class 2 level) compared to 61% in 2015.

- ASER 2016 reveals that 95% class 3 children could not read class 2 level sentences as compared to 96% in the previous year.

Arithmetic learning levels (in class 5) have also deteriorated: 60% class 5 children could not do two digit division as compared to 57% in 2015.

- 96% children enrolled in class 3 could not do two digit division in 2016 as compared to 97% in 2015.

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

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

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

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

- 58% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 41% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 57% private school children can read at least sentences in class 5 whereas only 37% government school children can do the same.
- Arithmetic learning levels of private schools children were better than public schools. 42% children enrolled in private schools (class 5) were able to do division when compared to only 40% 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.

- 32% of boys and 16% of girls could read at least sentences in Urdu.
- 30% boys could read at least English words while 15% of girls can do the same.
- Similarly, 32% of boys were able to do at least subtraction whereas only 15% girls could do it.

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

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

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

THEME 7: PARENTAL EDUCATION

10% 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, 90% had not completed even primary education.

- 76% 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. Overall tuition in private schools is 21% compared to 3% in government schools.

- 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 8% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

59% of surveyed government schools and 40% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 59% of the surveyed government schools and 40% of the surveyed private schools had Class 2 sitting with other classes.
- 19% of surveyed government schools and 11% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

22% 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 78% whereas it was 86% in surveyed private schools.

18% 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 82% whereas it was 91% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

- 34% teachers of surveyed government schools have done graduation as compared to 31% teachers of surveyed private schools.
- 30% 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 than surveyed government high schools.

- 10% of surveyed government high schools had computer labs and 36% had a library in their premises as compared to surveyed private high schools where 60% had computer labs and 20% had a library.

89% surveyed government primary schools were without toilets and 86% were without drinking water.

- 89% of the surveyed government primary schools did not have toilets in 2016 as compared to 83% in 2015. Similarly, 47% surveyed private primary schools were missing toilet facility in 2016 as compared to 15% in 2015.
- 86% of the surveyed government primary schools did not have drinking water in 2016 as compared to 76% in 2015. Similarly, 47% of the surveyed private primary schools did not have drinking water facility in 2016 as compared to 35% in 2015.

70% of the surveyed government primary schools were without complete boundary walls and 91% were without playgrounds.

- Amongst the surveyed government primary schools, only 30% had complete boundary walls as compared to 46% in 2015.
- In 2016, 26% of the surveyed private primary schools did not have complete boundary walls as compared to 10% in 2015.
- 9% of surveyed government primary schools had playgrounds in 2016 while 23% surveyed private primary schools had playgrounds.

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

- On average, 9 rooms were being used for classroom activities in the surveyed government high schools as compared to 10 rooms in 2015.
- In 2016, surveyed private high schools had 7 classrooms on average being used for classroom activities as compared to 6 in 2015.

THEME 13: SCHOOL GRANTS/FUNDS

3% of the government primary schools and 0% private primary schools received grants.

- 16 surveyed government primary school received grants as compared to 0 surveyed private primary schools in 2016.
- The proportion of government primary schools receiving grants has decreased since last year. 3% government primary schools were receiving grants in 2016 as compared to 11% in 2015.

OTHER INDICATORS

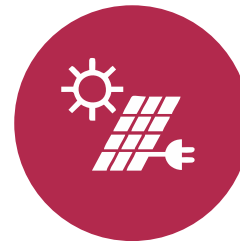
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **57%** of households across all rural districts of Balochistan have mobile phones.
- Amongst mobile users, **23%** use Whatsapp service for communication.
- Amongst mobile users, **43%** use SMS facility for communication.
- **9%** of households have computers/laptops



Alternate Energy

- Across all rural districts of Balochistan, **23%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **11%** of the households receive monetary support from BISP*/ Akhuwat

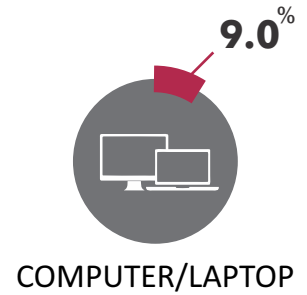
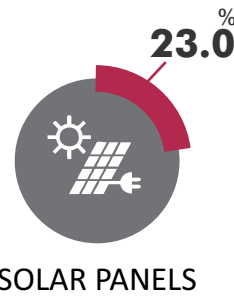
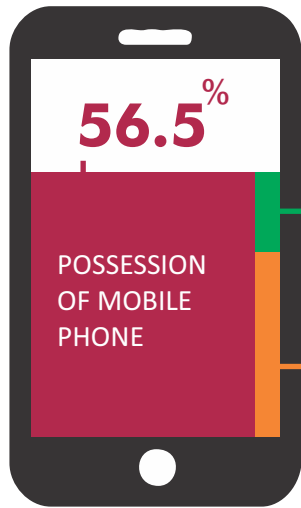


Voter Registration

- **87%** of the females across all rural districts of Balochistan were found to be registered voters against **89%** of males.

* Benazir Income Support Program

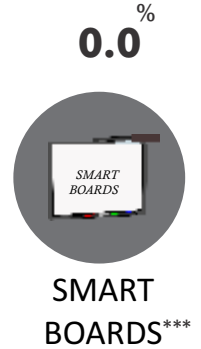
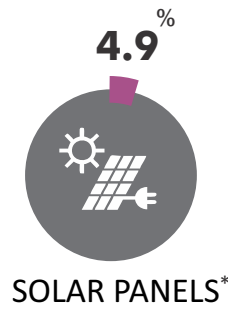
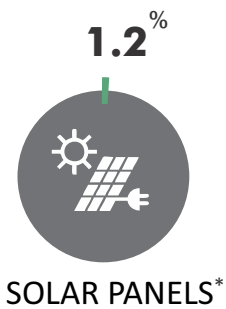
HOUSEHOLD



SCHOOLS

GOVT. SCHOOLS

PVT. SCHOOLS



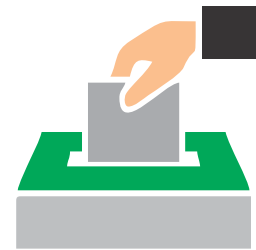
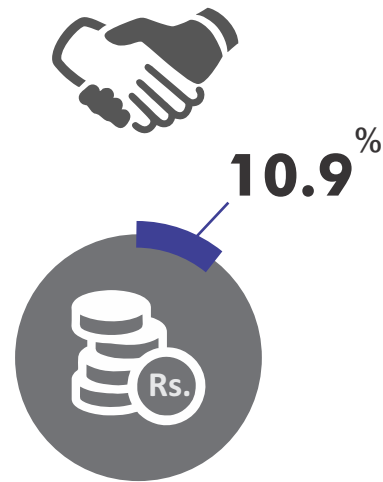
*Only for Primary, Middle and High Schools

**Only for Middle and High Schools

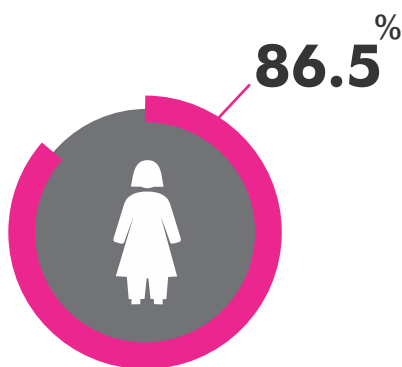
***Only for High Schools

SOCIAL SAFETY NETS

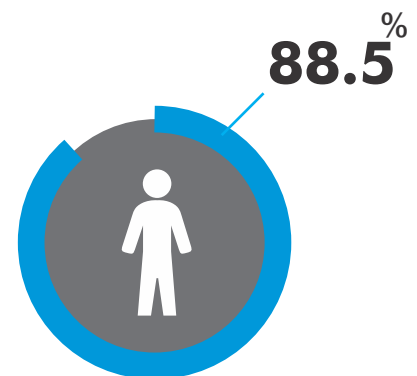
BISP*/ Akhuwat



REGISTERED
VOTERS



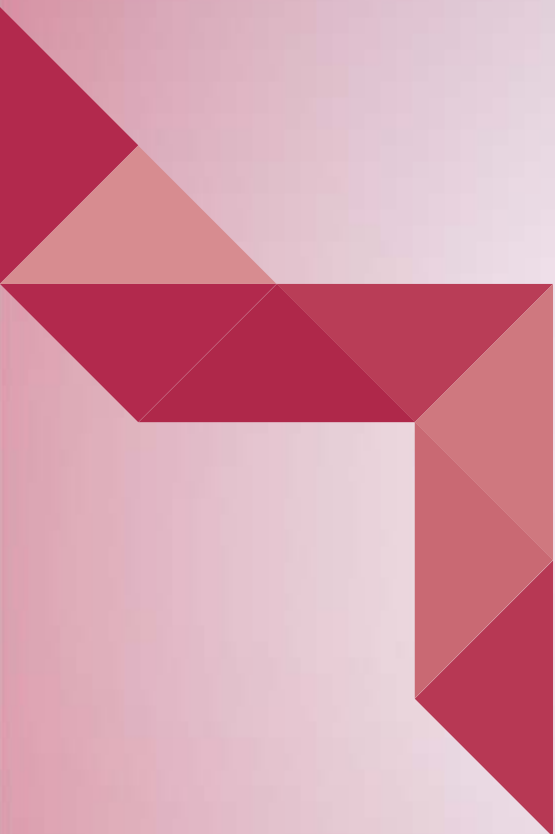
FEMALE



MALE

* Benazir Income Support Program



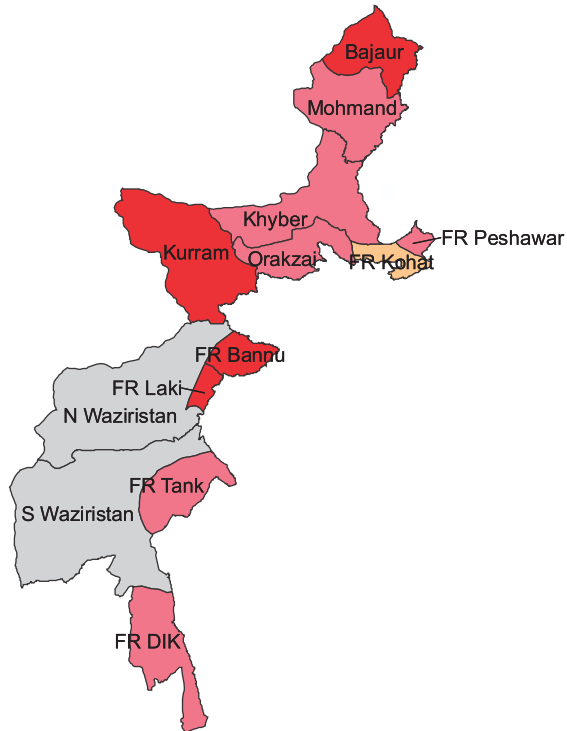


FEDERALLY
ADMINISTRATED
TRIBAL AREA
(RURAL)

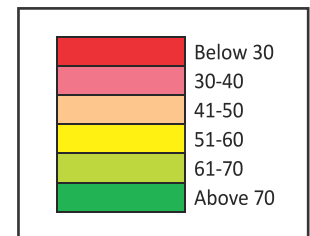


Children in Pre School (Age 3-5 years)

District wise map showing % children



% Children (3-5 years) attending pre school

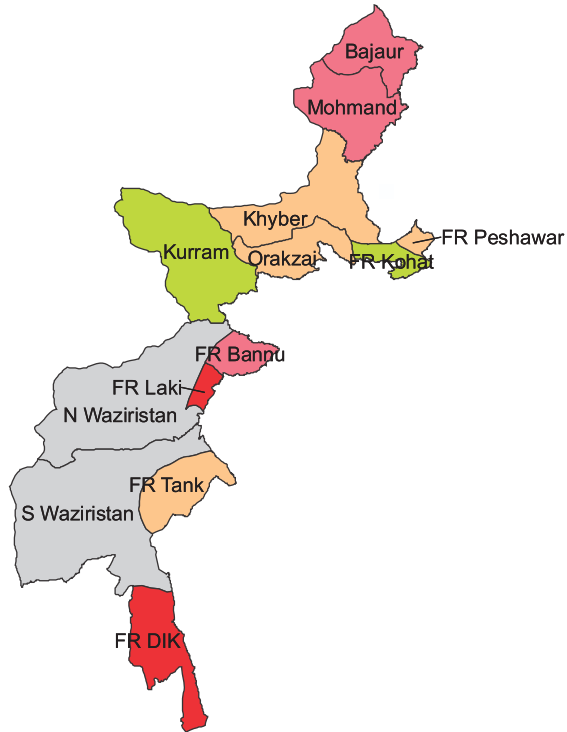


Not surveyed

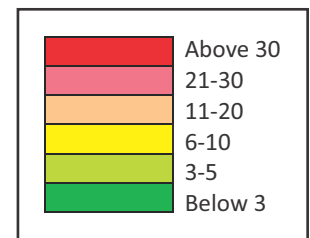
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Out of School Children (Age 6-16 years)

District wise map showing % children



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

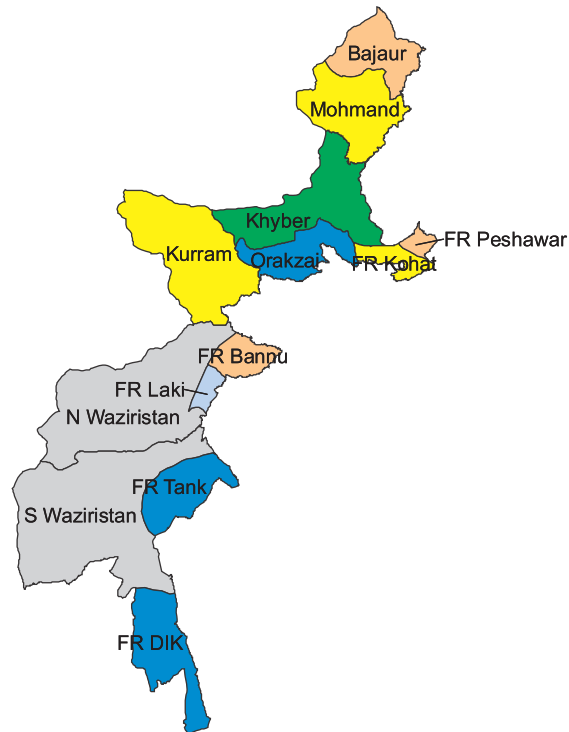


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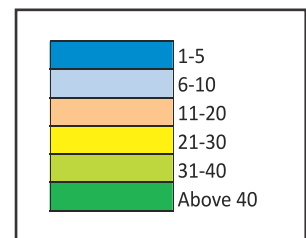
Maps may not be accurate or to scale. These are mere representations.

Private Schooling (Age 6-16 years)

District wise map showing % children



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

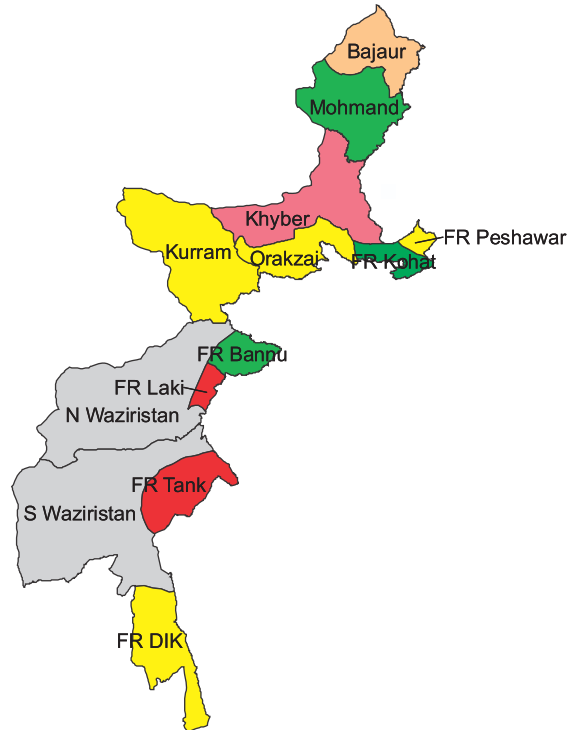


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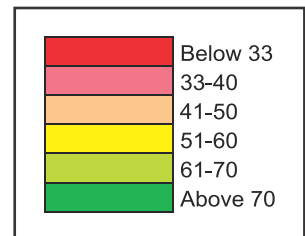
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Reading Language Urdu/Pashto
 (Class 5)

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



% Children in class 5 who can read story

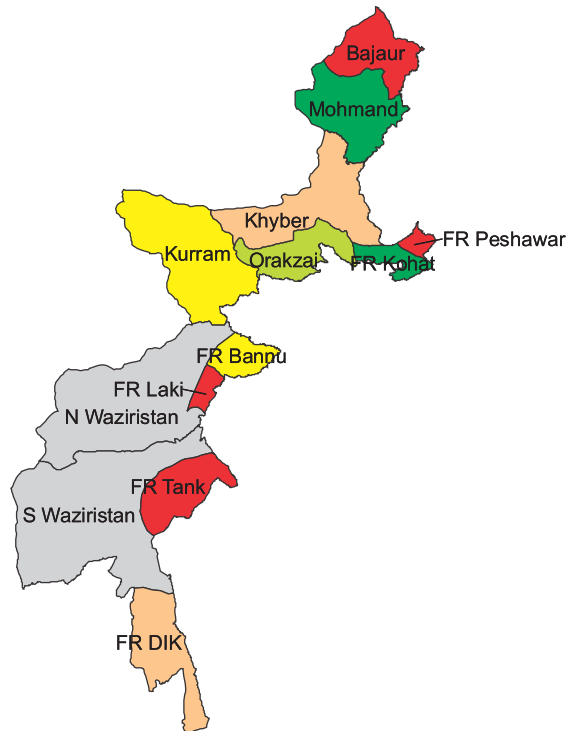


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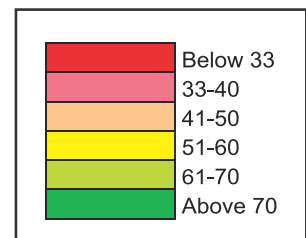
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Reading English
 (Class 5)

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



% Children in class 5 who can read sentences

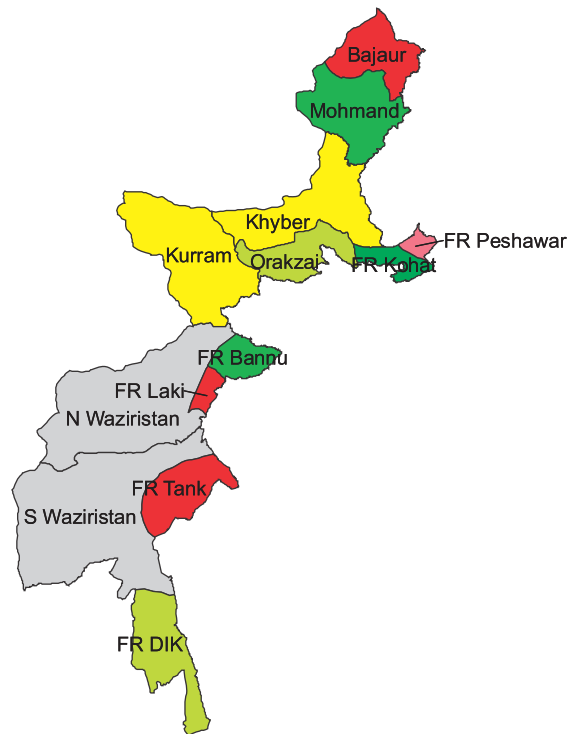


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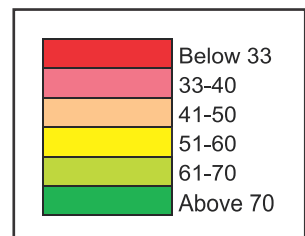
Maps may not be accurate or to scale. These are mere representations.

Arithmetic (Class 5)

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



% Children in class 5 who can do division



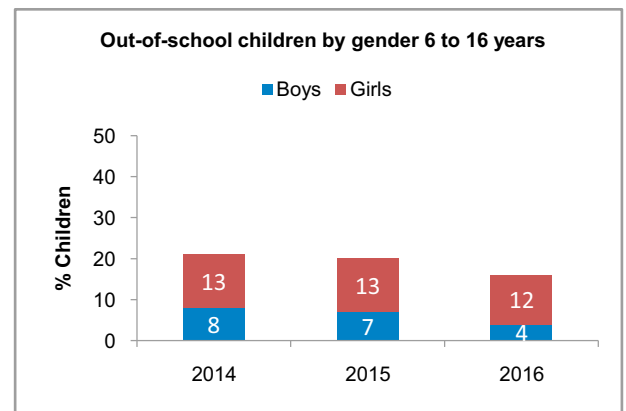
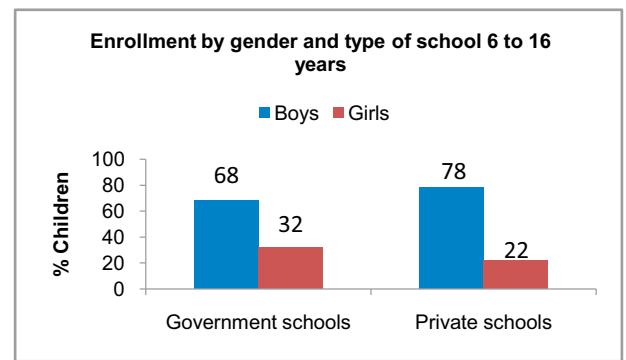
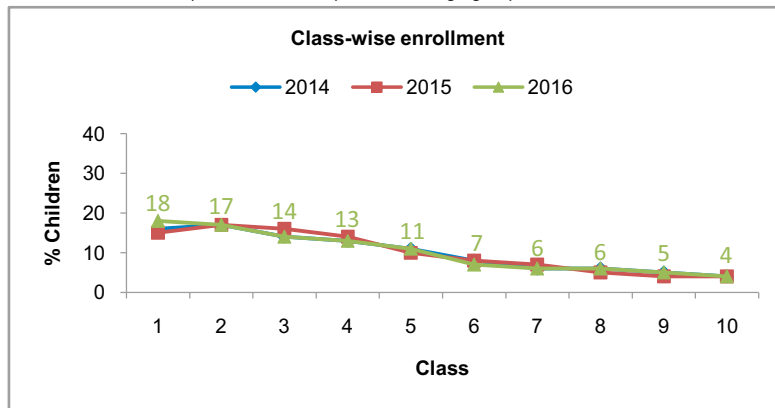
Not surveyed

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	65.2	21.0	1.8	0.5	10.0	1.5	100
11 - 13	53.6	25.1	3.0	0.7	12.0	5.6	100
14 - 16	50.2	18.4	2.7	0.3	18.0	10.4	100
6 - 16	59.9	21.4	2.2	0.5	11.9	4.1	100
Total		84.0			16.0		100
By Type	71.3	25.4	2.7	0.6			

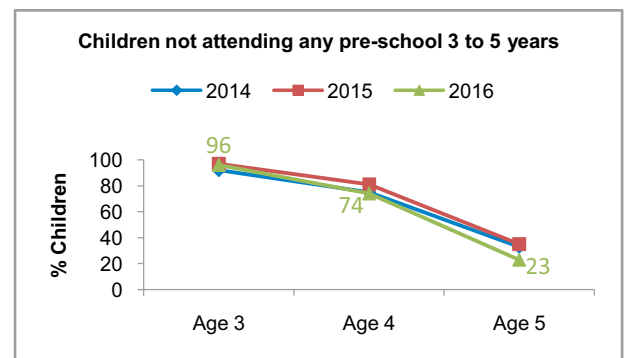
How to read: 88.5 % (65.2+21.0+1.8+0.5) children of age group 6-10 are enrolled



Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	1.9	1.7	0.1	0.0	96.3	100
4	17.5	7.9	0.1	0.1	74.2	100
5	56.0	19.3	1.0	0.3	23.4	100
3 - 5	27.4	10.3	0.5	0.2	61.6	100
Total		38.4			61.6	100
By Type	71.5	26.9	1.2	0.4		

How to read: 3.7 % (1.9+1.7+0.1+0) children of age 3 are enrolled



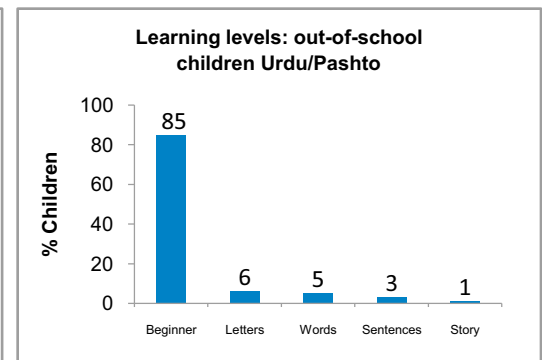
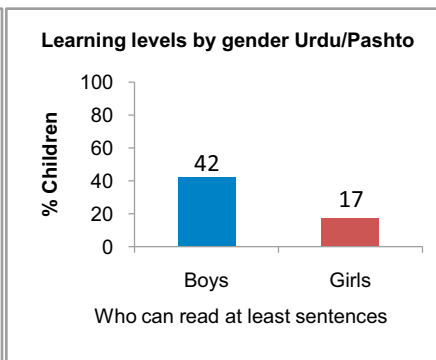
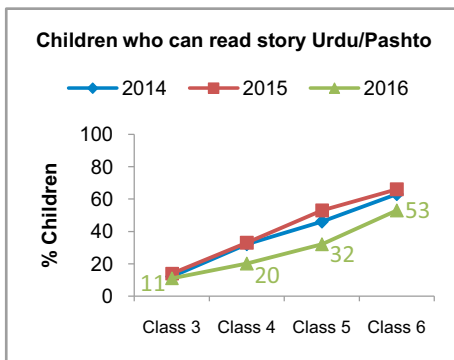
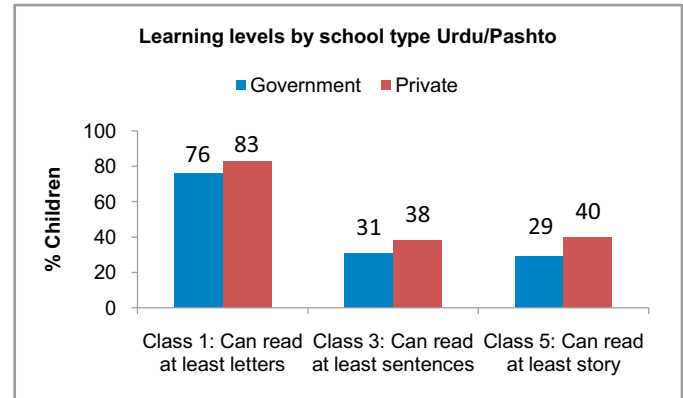
Age Class Composition

Age / Class														Total
1	85.1	77.6	38.2	12.0	2.9	9.0	10.5	16.0	19.1	21.0	19.2	20.8	17.9	
2	14.9	19.3	48.7	36.6	16.2	10.5	16.0	19.1	21.0	19.2	20.8	17.9	16.6	
3			9.8	39.2	32.1	15.7	16.0	19.1	21.0	19.2	20.8	17.9	13.6	
4				9.0	41.5	27.0	21.3	16.0	19.1	21.0	19.2	20.8	12.5	
5					5.6	42.3	33.3	20.3	16.0	19.1	21.0	19.2	11.4	
6						4.3	27.4	32.2	17.7	16.0	19.1	21.0	7.3	
7	0.0	3.1	3.3	3.2		5.7	23.8	29.0	21.2	16.0	19.1	21.0	6.4	
8					1.6		7.6	28.7	29.1	16.4	16.0	19.1	5.6	
9						1.7	1.8	0.0	5.4	26.3	41.2	20.1	4.9	
10								0.0	0.0	2.4	23.3	59.1	3.8	
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	22.6	43.4	29.5	4.5	0.0	100
2	9.8	29.7	45.0	13.4	2.0	100
3	8.3	15.1	43.4	22.6	10.5	100
4	7.7	7.6	35.2	29.2	20.3	100
5	9.1	5.8	20.0	33.5	31.6	100
6	9.7	2.5	10.8	23.9	53.1	100
7	13.0	1.8	6.6	15.2	63.4	100
8	11.6	2.8	6.1	14.0	65.6	100
9	8.8	1.0	6.4	5.9	77.9	100
10	18.8	0.3	1.0	3.3	76.6	100

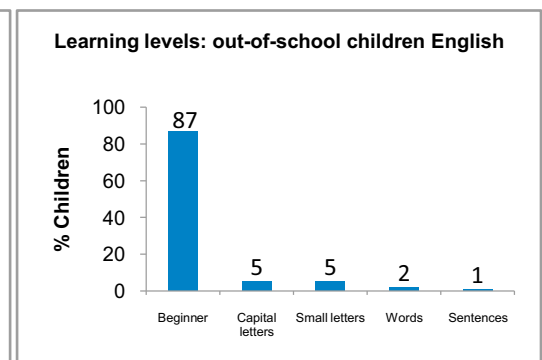
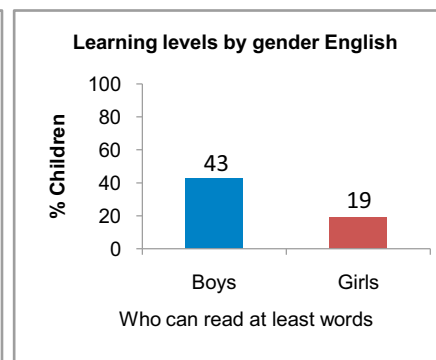
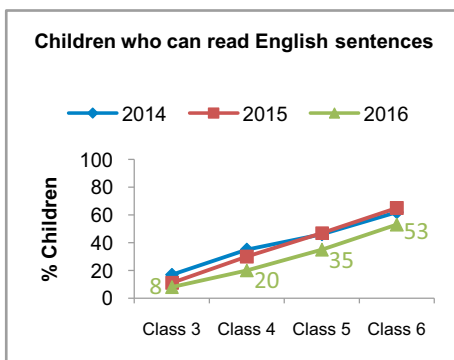
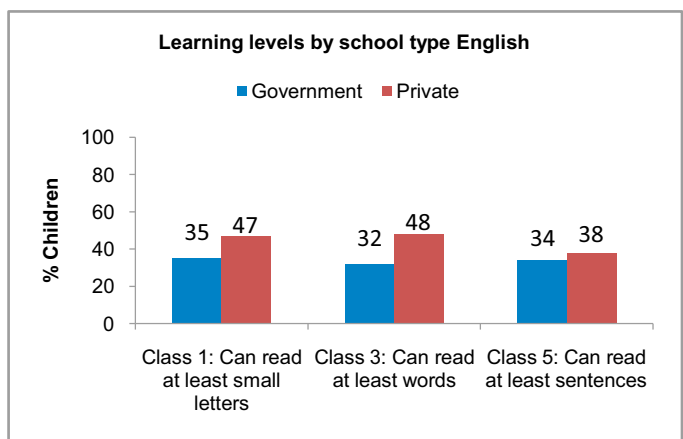
How to read: 4.5 % (4.5+0) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	24.8	37.6	24.6	11.9	1.1	100
2	12.1	23.8	39.3	21.1	3.7	100
3	9.3	12.4	42.2	28.3	7.8	100
4	8.3	4.5	35.5	31.9	19.7	100
5	9.3	3.8	25.9	26.3	34.7	100
6	9.5	1.6	16.3	19.3	53.3	100
7	13.0	1.5	13.0	15.0	57.6	100
8	11.8	1.0	13.0	12.8	61.3	100
9	8.9	0.2	7.7	7.9	75.2	100
10	18.4	0.0	6.3	3.3	72.0	100

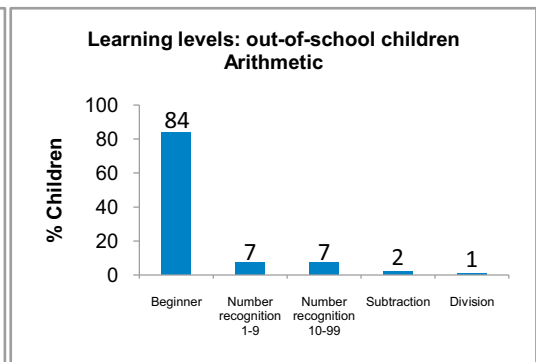
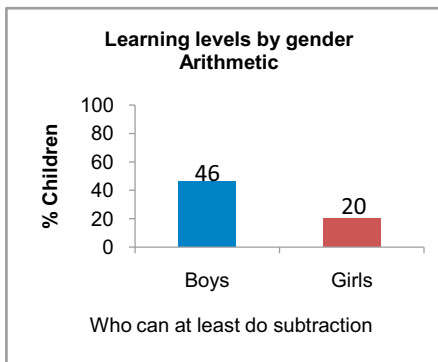
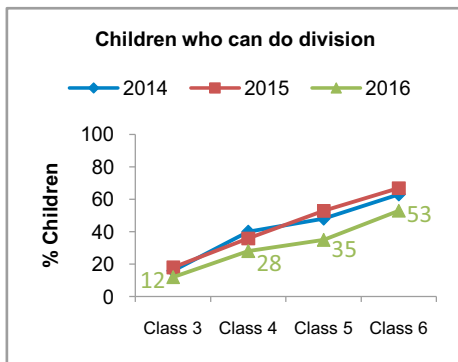
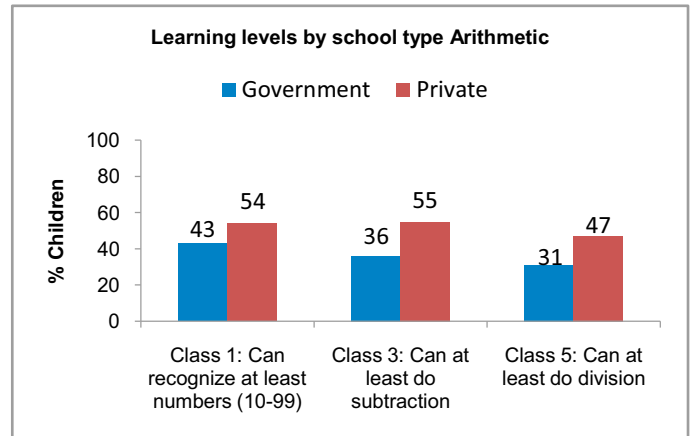
How to read: 13 % (11.9+1.1) children of class 1 can read words



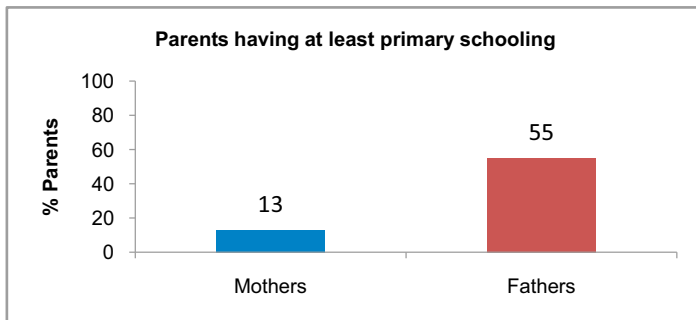
Learning levels (Arithmetic)

Class	Class-wise % children who can do					
	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	18.5	36.2	37.7	6.3	1.3	100
2	9.4	15.3	54.9	16.9	3.6	100
3	8.3	7.8	43.4	28.6	11.9	100
4	8.0	3.1	29.2	32.1	27.6	100
5	9.4	2.3	15.1	38.4	34.8	100
6	9.5	1.9	6.5	29.4	52.7	100
7	13.4	0.6	4.9	19.4	61.7	100
8	11.2	1.2	6.7	13.8	67.1	100
9	8.9	0.8	3.7	5.9	80.7	100
10	18.9	0.0	0.8	4.7	75.7	100

How to read: 7.6 % (6.3+1.3) children of class 1 can do subtraction

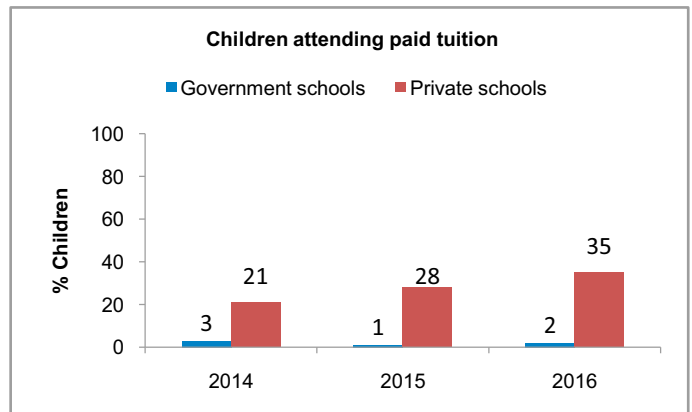


Parental education



Paid Tuition

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.7	2.4	2.7	2.5	2.5	3.2	3.2	2.1	2.7	2.0
Pvt.	38.5	29.9	30.8	32.8	34.5	39.8	33.6	37.2	42.9	57.7



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	119	49	34	202	3	4	1	8
Elementary	21	7	1	29	11	1	9	21
High	31	3	1	35	14	0	13	27
Others	1	0	1	2	0	0	1	1
Total	172	59	37	268	28	5	24	57

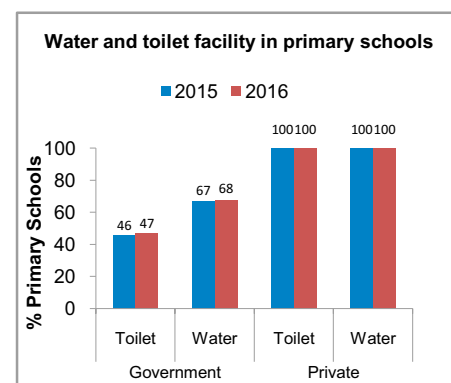
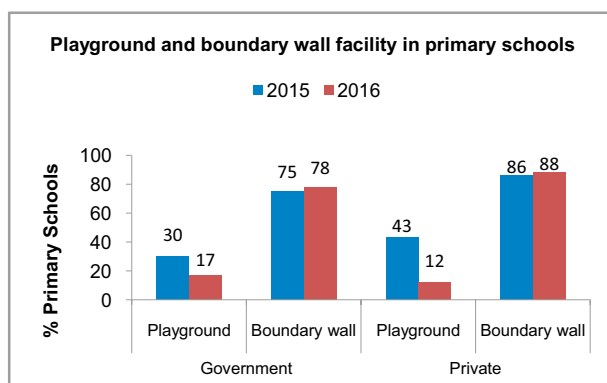
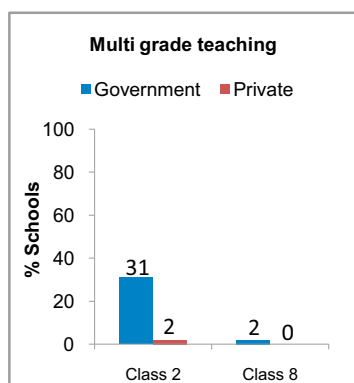
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	81.0	79.9	82.4	79.3	81.3	84.0	82.6	86.1	31.7	84.1
Teacher attendance	90.2	89.1	89.1	100.0	89.6	100.0	95.6	95.2	100.0	95.7

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	7.0	3.9
FA	19.3	19.0
BA	34.1	37.7
MA or above	36.8	38.7
Others	2.8	0.7

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	33.7	36.0
CT	16.6	19.9
B-Ed	27.9	34.9
M-Ed or above	16.3	7.8
Others	5.5	1.4

School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	2	5	9	3	6	8	9	9	
Useable water	68.3	62.1	88.6	100.0	100.0	85.7	92.6	100.0	
Useable toilet	46.5	51.7	65.7	50.0	100.0	90.5	88.9	100.0	
Playground	17.3	24.1	54.3	50.0	12.5	33.3	33.3	0.0	
Boundary wall	77.7	79.3	88.6	100.0	87.5	95.2	100.0	100.0	
Library	0.0	6.9	37.1	0.0	0.0	9.5	14.8	0.0	
Computer lab	0.0	3.4	17.1	0.0	0.0	9.5	7.4	0.0	

Grants									
2016*	# of schools reported receiving grants	19	4	10	0	0	1	1	0
	% of schools reported receiving grants	10.9	16.0	32.3	-	0.0	4.8	3.7	-
	Average amount of grant (Rs.)	188254.6	192738.0	327590.4	-	-	0.0	3600000.0	-
2015	# of schools reported receiving grants	24	6	12	0	0	0	0	0
	% of schools reported receiving grants	13.7	24.0	38.7	-	0.0	0.0	0.0	-
	Average amount of grant (Rs.)	250158.8	120478.3	371559.3	-	-	-	-	-



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 /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
F.R. - Bannu	40.2	7.6	6.6	24.5	25.9	46.6	69.8	57.3	43.4	50.0	55.4
F.R. - D.I. Khan	21.5	34.1	24.2	2.9	0.7	50.7	18.7	31.2	42.1	31.6	42.7
F.R. - Kohat	55.6	21.2	18.2	13.9	9.4	11.6	7.2	16.1	18.3	41.8	8.0
F.R. - Lakki Marwat	34.8	17.7	12.0	11.5	5.9	14.8	65.8	35.7	18.8	10.3	39.1
F.R. - Peshawar	39.9	14.6	11.3	11.5	0.8	17.0	34.8	39.0	33.8	33.1	35.4
F.R. - Tank	37.2	7.8	4.6	11.6	1.1	62.7	8.8	44.6	34.5	11.9	22.4
Khyber Agency	40.3	11.3	8.9	62.0	5.7	30.0	35.8	51.9	33.9	35.6	49.2
Kurram Agency	43.8	16.0	10.2	41.4	38.9	31.0	49.2	32.0	31.5	25.4	29.0
Orakzai Agency	35.1	14.8	10.8	14.3	6.6	46.5	50.4	57.6	50.0	57.7	57.1
Total	38.4	16.0	11.9	25.4	11.0	33.2	36.1	40.4	31.6	34.7	34.8



Sample Composition

- ASER 2016 survey was conducted in 9 rural territories/regions of Federally Administered Tribal Areas. This covered 5,390 households in 270 villages throughout the province.
- Detailed information was collected on 17,674 children (59% males, 41% females) aged 3-16 years. Out of these 14,847 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 (75% primary, 11% elementary, 13% high, 1% others¹) and 57 private schools (14% primary, 37% elementary, 47% high, 2% others¹) were surveyed.
- 64% of the government schools were boys only, 22% were girls only, and 14% were coeducation schools. In case of private schools, 49% were boys only, 9% were girls only and 42% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2015.

- In 2016, 16% of children were reported to be out-of-school which has decreased as compared to previous year (21%). 12% children have never been enrolled in a school and 4% have dropped out of school for various reasons.
- 84% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 71% of children were enrolled in government schools whereas 29% of children were going to non-state institutions (25% private schools, 3% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 32% were girls and 68% were boys whereas in private schools 78% enrolled children were boys and 22% were girls.

- The percentage of out of school children (boys and girls) has decreased as compared to 2015.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2015.

- 38% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 30% in 2015.
- 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: 68% class 5 children could not read a class 2 story in Urdu/Pashto compared to 47% in 2015.

- Analysis shows that 89% of class 3 children could not read story in Urdu/Pashto compared to 86% in the previous year.

English learning levels have deteriorated: 65% class 5 children could not read sentences (class 2 level) compared to 53% in 2015.

- ASER 2016 reveals that 92% class 3 children could not read class 2 level sentences as compared to 89% in the previous year.

Arithmetic learning levels show improvement: 65% class 5 children could not do two digit division as compared to 47% in 2015.

- 88% children enrolled in class 3 could not do two digit division in 2016 as compared to 82% in 2015.

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

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

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

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

- 40% children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 29% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 38% private school children can read at least sentences in class 5 whereas only 34% 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 31% 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.

- 42% of boys and 17% of girls could read at least sentences in Urdu/Pashto.
- 43% boys could read at least English words while 19% of girls can do the same.
- Similarly, 46% of boys were able to do at least subtraction whereas only 20% girls could do it.

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

3% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 1% of out-of-school children could read story in Urdu/Pashto, 1% could read sentences in English, and 1% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

13% 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, 87% had not completed even primary education.
- 45% 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. Overall tuition in private schools is 35% compared to 2% in government schools.

- 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, 39% children enrolled in class 1 take private tuition whereas 58% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

31% of surveyed government schools and 2% 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 31% of the surveyed government schools and 2% of the surveyed private schools had Class 2 sitting with other classes.
- 2% of surveyed government schools and 0% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

19% children in surveyed government schools and 16% in surveyed private schools were absent

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

- Overall student attendance in surveyed government schools stood at 81% whereas it was 84% in surveyed private schools.

10% 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 90% 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.

- 34% teachers of surveyed government schools have done graduation as compared to 38% teachers of surveyed private schools.
- 28% 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 library books than surveyed government high schools.

- 17% of surveyed government high schools had computer labs and 37% had a library in their premises as compared to surveyed private high schools where 7% had computer labs and 15% had a library.

53% surveyed government primary schools were without toilets and 32% were without drinking water.

- 53% of the surveyed government primary schools did not have toilets in 2016 as compared to 54% in

2015. Similarly, 0% surveyed private primary schools were missing toilet facility in 2016 same as in 2015.

- 32% of the surveyed government primary schools did not have drinking water in 2016 as compared to 33% in 2015. Similarly, 0% of the surveyed private primary schools did not have drinking water facility in 2016 same as in 2015.

22% of the surveyed government primary schools were without complete boundary walls and 83% were without playgrounds.

- Amongst the surveyed government primary schools, only 78% had complete boundary walls as compared to 75% in 2015.
- In 2016, 12% of the surveyed private primary schools did not have complete boundary walls as compared to 14% in 2015.
- 17% of surveyed government primary schools had playgrounds in 2016 while 12% surveyed private primary schools had playgrounds.

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

- On average, 9 rooms were being used for classroom activities in the surveyed government high schools as compared to 7 in 2015.
- In 2016, surveyed private high schools had 9 classrooms on average being used for classroom activities as compared to 10 in 2015.

THEME 13: SCHOOL GRANTS/FUNDS

11% of the government primary schools and 0% private primary schools received grants.

- 19 surveyed government primary schools received grants in 2016 as compared to 0 surveyed private primary school.
- The proportion of government primary schools receiving grants has decreased since last year. 11% government primary schools were receiving grants in 2016 as compared to 14% in 2015.

OTHER INDICATORS

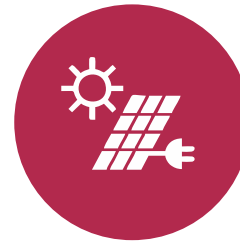
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **52%** of households across all rural districts of FATA have mobile phones.
- Amongst mobile users, **30%** use Whatsapp service for communication.
- Amongst mobile users, **55%** use SMS facility for communication.
- **21%** of households have computers/laptops



Alternate Energy

- Across all rural districts of FATA, **52%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **19%** of the households receive monetary support from BISP*/ Akhuwat

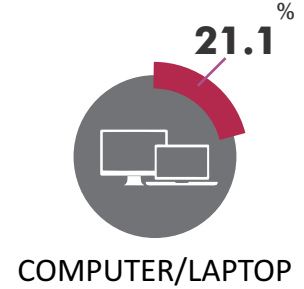
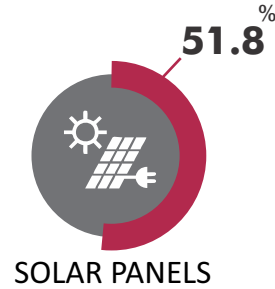
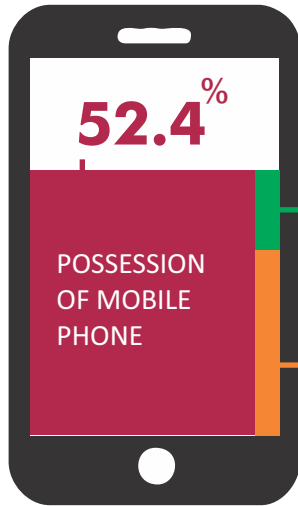


Voter Registration

- **82%** of the females across all rural districts of FATA were found to be registered voters against **95%** of males.

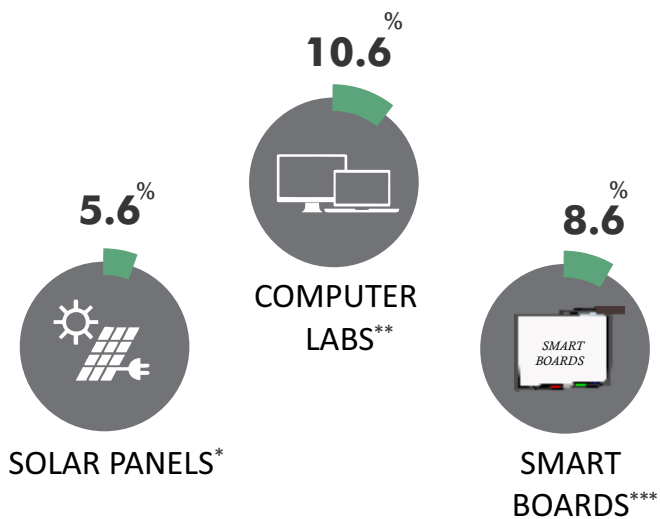
* Benazir Income Support Program

HOUSEHOLD

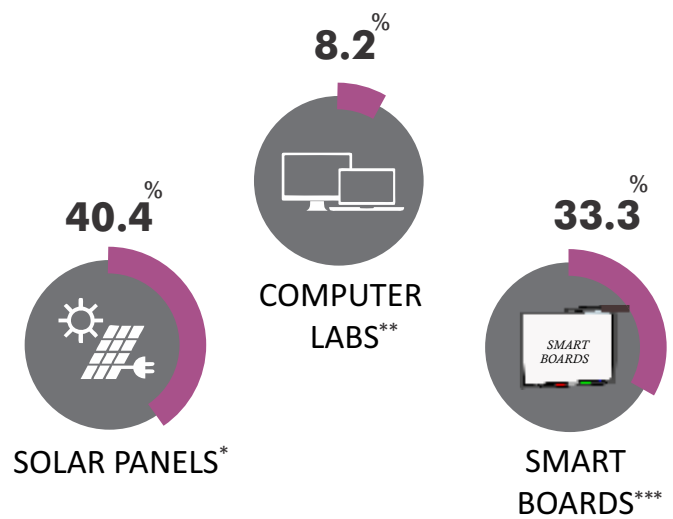


SCHOOLS

GOVT. SCHOOLS



PVT. SCHOOLS



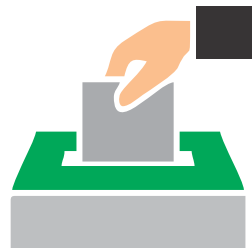
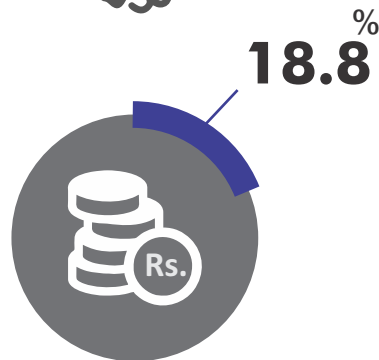
*Only for Primary, Middle and High Schools

**Only for High Schools

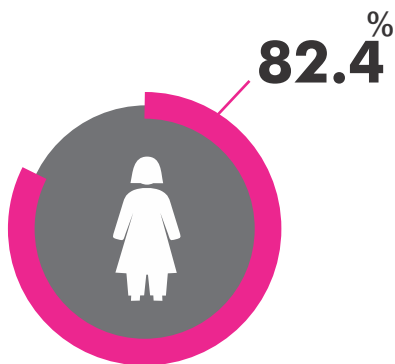
***Only for High Schools

SOCIAL SAFETY NETS

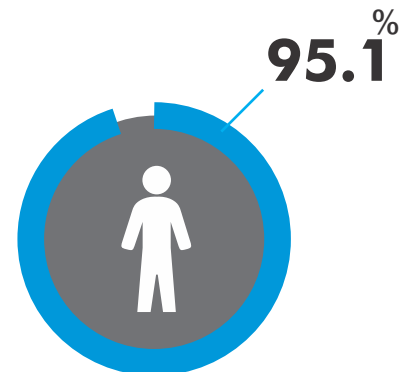
BISP* / Akhuwat



REGISTERED
VOTERS



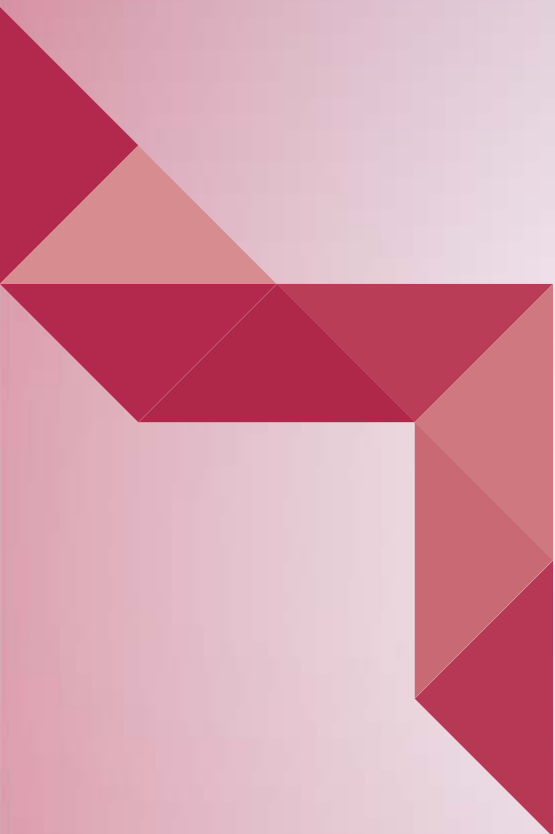
FEMALE



MALE

*Benazir Income Support Program



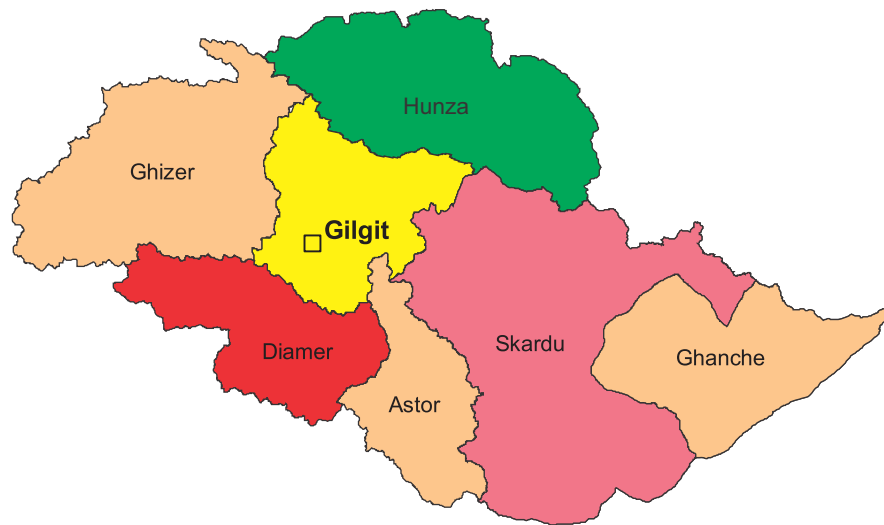


GILGIT- BALTISTAN (RURAL)

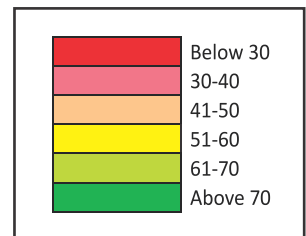


Children in Pre School (Age 3-5 years)

District wise map showing % children



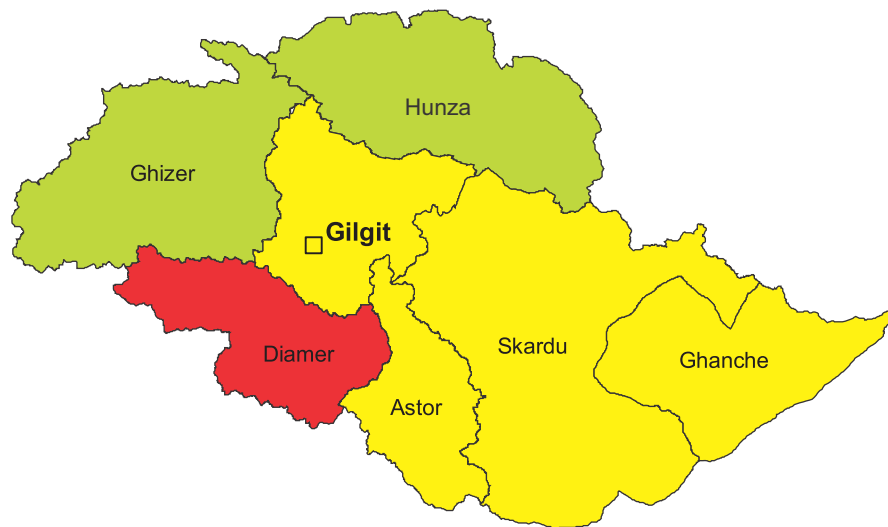
% Children (3-5 years) attending pre school



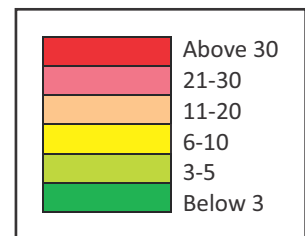
Maps may not be accurate or to scale. These are mere representations.

Out of School Children (Age 6-16 years)

District wise map showing % children



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



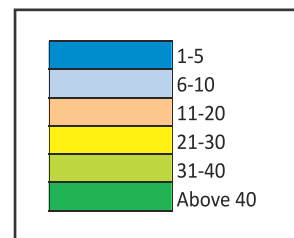
Maps may not be accurate or to scale. These are mere representations.

Private Schooling (Age 6-16 years)

District wise map showing % children



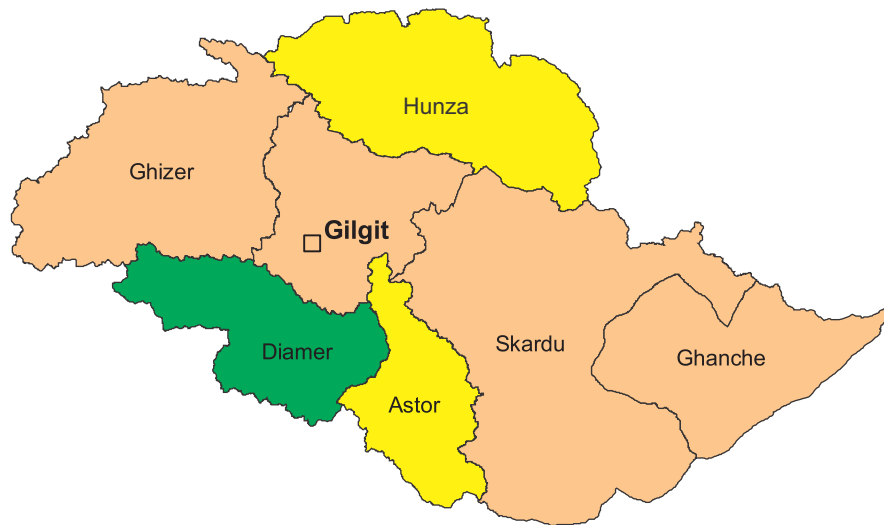
% Children (6-16 years) enrolled in private schools



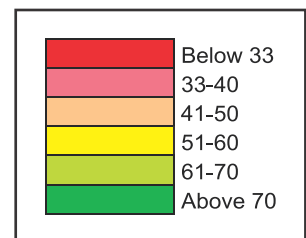
Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu
 (Class 5)

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



% Children in class 5 who can read story



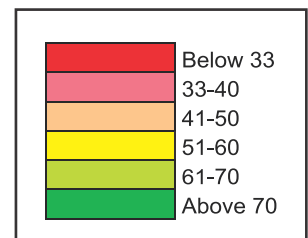
Maps may not be accurate or to scale. These are mere representations.

Reading English
 (Class 5)

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



% Children in class 5 who can read sentences



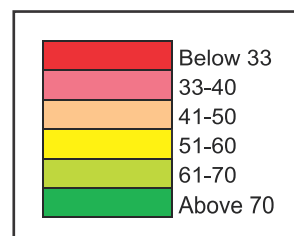
Maps may not be accurate or to scale. These are mere representations.

Arithmetic (Class 5)

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



% Children in class 5 who can do division

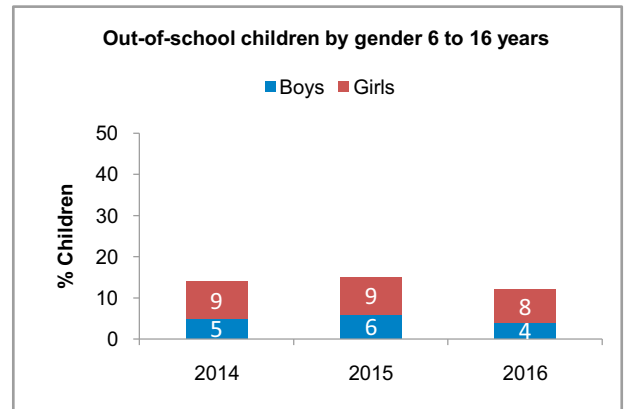
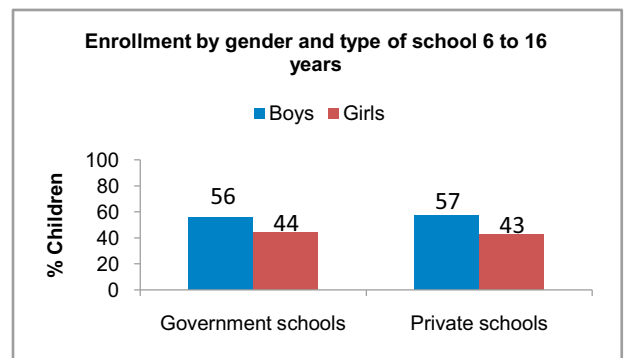
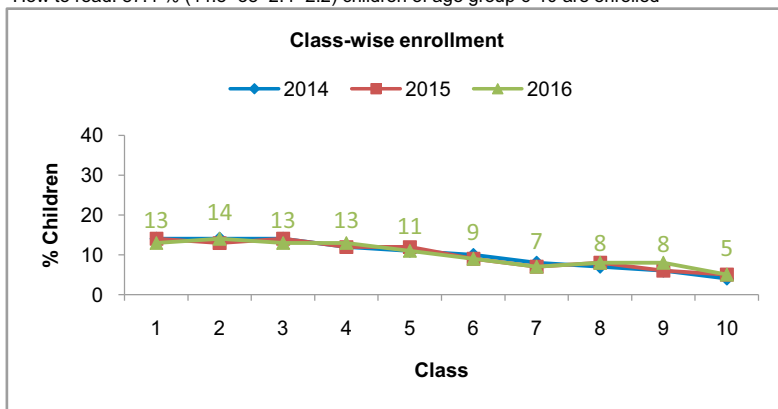


Maps may not be accurate or to scale. These are mere representations.

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	38.0	2.4	2.2	11.8	0.9	100
11 - 13	52.6	34.7	2.0	0.9	8.3	1.5	100
14 - 16	50.3	32.4	1.1	0.2	8.8	7.2	100
6 - 16	48.0	35.8	2.0	1.4	10.2	2.6	100
Total	87.2				12.8		100
By Type	55.1	41.1	2.2	1.6			

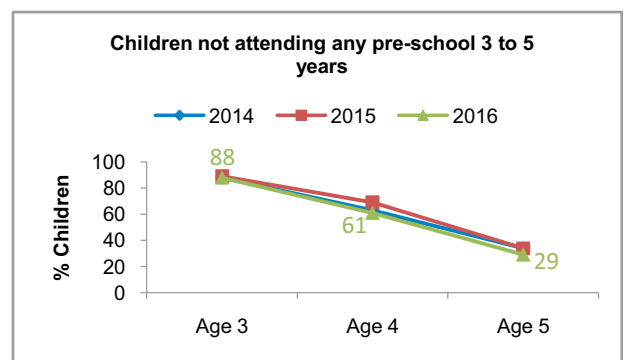
How to read: 87.4 % (44.8+38+2.4+2.2) children of age group 6-10 are enrolled



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	3.7	7.0	0.0	0.8	88.5	100
4	12.5	25.2	0.3	0.9	61.0	100
5	25.3	41.5	1.3	3.0	28.9	100
3 - 5	13.9	24.5	0.5	1.6	59.4	100
Total	40.6				59.4	100
By Type	34.2	60.5	1.3	4.0		

How to read: 11.5 % (3.7+7+0+0.8) children of age 3 are enrolled



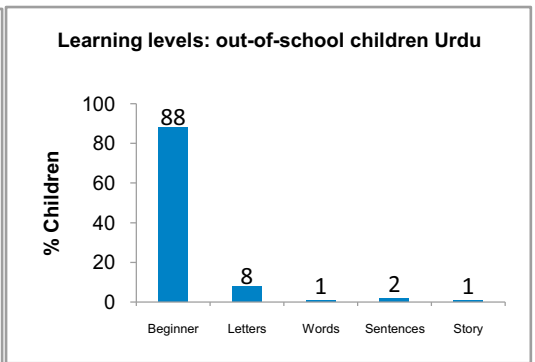
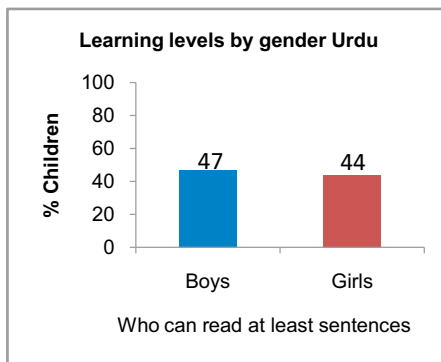
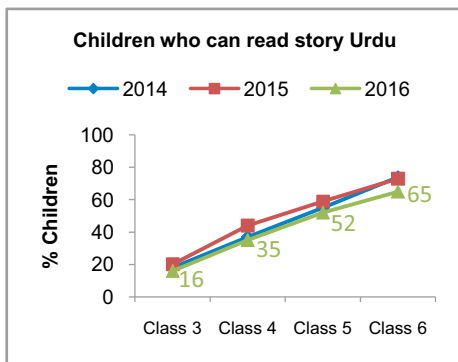
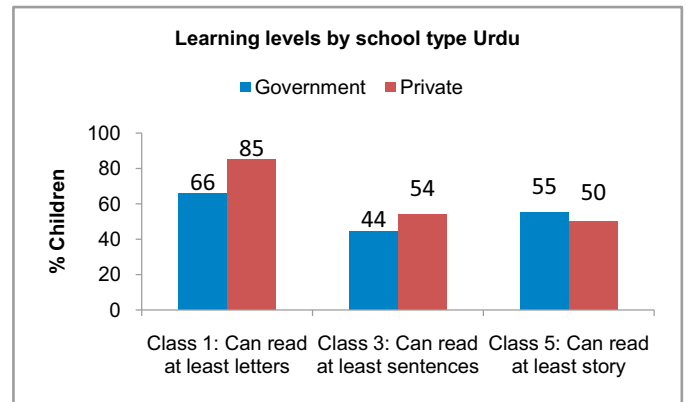
Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	74.2	51.9	35.9	20.8	9.9	15.6	17.1	26.5	27.3	28.0	21.0	30.3	12.9
2	25.8	36.8	35.7	29.6	21.6	24.7	24.7	20.3	19.4	15.2	19.7	28.1	13.8
3			20.0	27.9	28.5	21.1	27.5	20.3	19.4	15.2	19.7	28.1	12.8
4				16.9	25.5	27.2	24.7	20.3	19.4	15.2	19.7	28.1	13.1
5					10.3	23.1	27.5	20.3	19.4	15.2	19.7	28.1	11.2
6	0.0	11.3	8.4	4.8	4.0	3.3	3.2	11.9	21.1	26.0	19.7	28.1	8.8
7								17.4	23.5	15.2	19.7	28.1	7.0
8								11.9	21.1	26.0	19.7	28.1	7.8
9								0.0	8.6	23.6	39.6	28.1	7.6
10									0.0	7.2	19.6	41.7	5.0
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	27.9	35.6	28.4	8.2	0.0	100
2	13.9	21.0	45.8	15.9	3.5	100
3	10.1	8.8	33.7	31.6	15.8	100
4	9.9	4.2	18.6	32.4	34.9	100
5	8.9	2.5	9.8	26.3	52.5	100
6	8.9	1.5	5.9	18.6	65.1	100
7	8.0	0.7	3.2	14.5	73.6	100
8	10.7	0.3	1.4	10.6	76.9	100
9	9.8	0.8	2.1	4.6	82.8	100
10	8.5	0.5	0.7	2.4	87.9	100

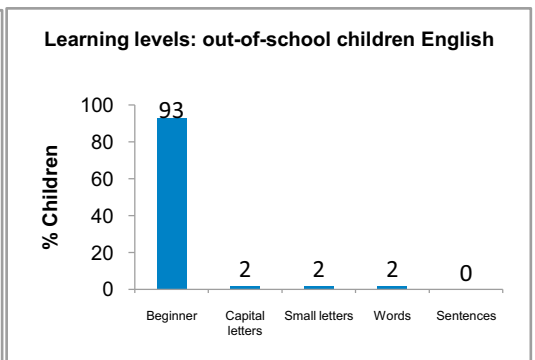
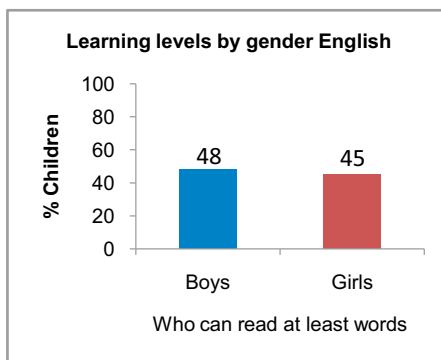
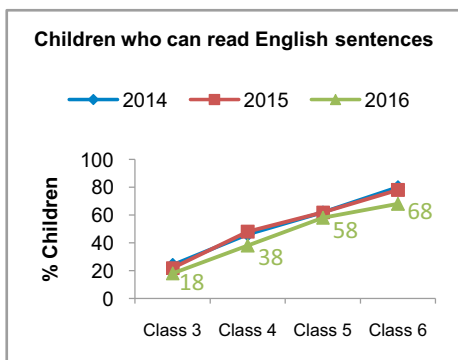
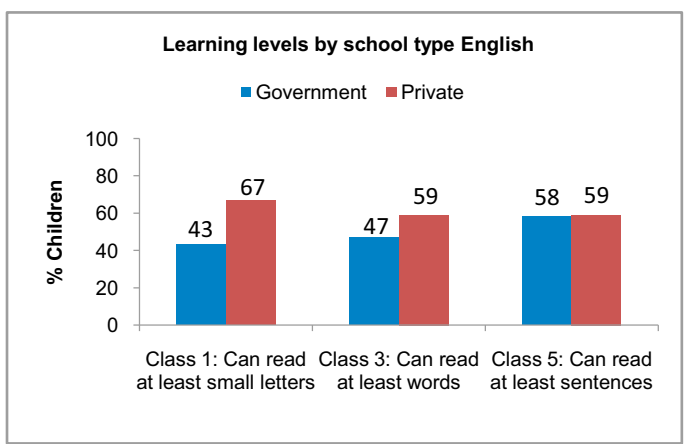
How to read: 8.2 % (8.2+0) children of class 1 can read sentences



Learning levels (English)

Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	28.5	21.3	36.7	12.4	1.1	100
2	14.0	9.4	44.2	26.7	5.7	100
3	10.2	4.8	33.8	33.3	17.8	100
4	9.7	3.2	22.8	26.1	38.3	100
5	8.9	1.5	13.9	18.2	57.6	100
6	9.0	1.0	9.1	13.2	67.7	100
7	8.2	0.7	8.2	8.8	74.1	100
8	10.5	0.3	6.5	7.4	75.2	100
9	10.0	0.3	3.2	2.5	84.0	100
10	8.5	0.0	2.2	1.9	87.4	100

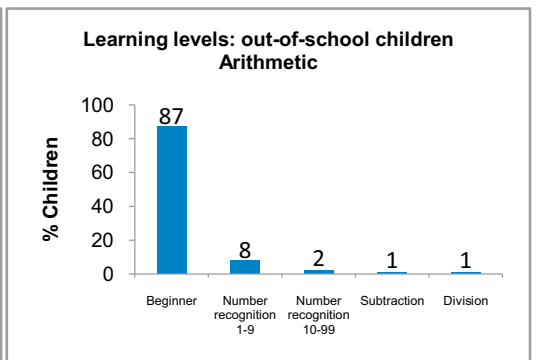
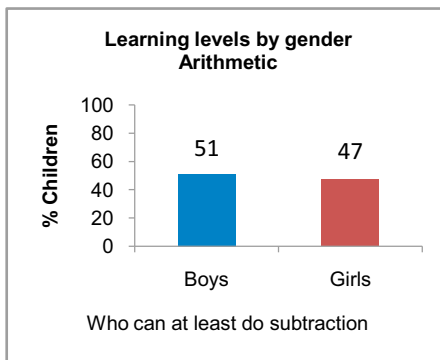
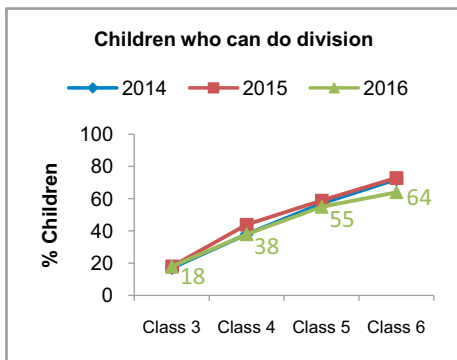
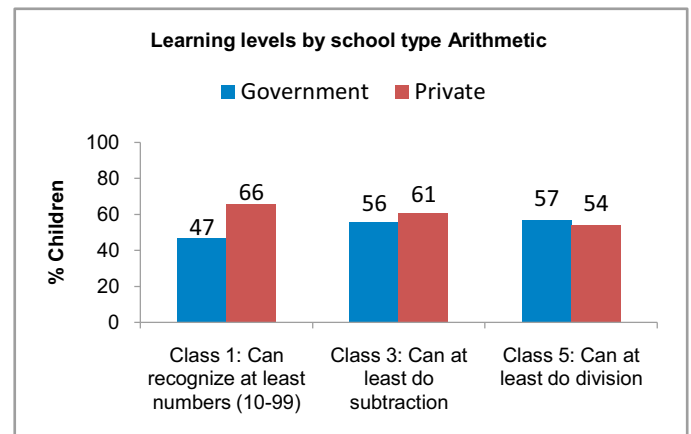
How to read: 13.5 % (12.4+1.1) children of class 1 can read words



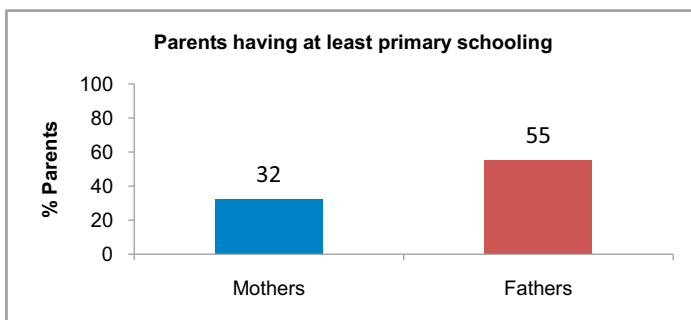
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	25.2	23.7	39.1	10.2	1.8	100
2	13.1	9.8	45.2	28.0	3.9	100
3	10.0	3.6	28.9	39.8	17.7	100
4	9.9	2.9	13.5	35.8	38.0	100
5	8.9	1.6	8.7	26.0	54.8	100
6	8.8	0.8	4.8	21.8	63.9	100
7	8.0	0.5	2.9	15.2	73.4	100
8	10.8	0.2	1.6	12.1	75.4	100
9	10.0	0.2	0.5	8.1	81.3	100
10	8.5	0.0	1.2	4.4	85.9	100

How to read: 12 % (10.2+1.8) children of class 1 can do subtraction



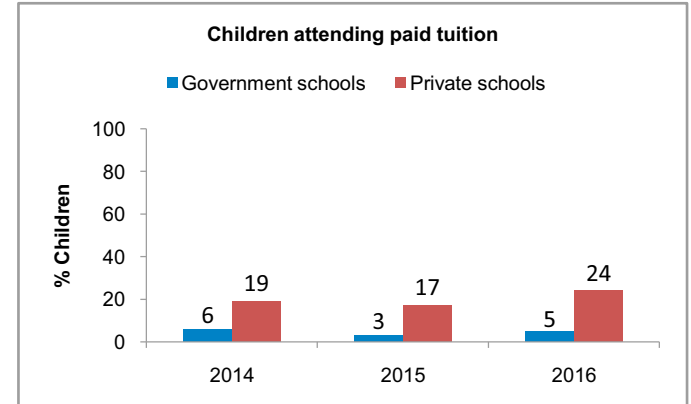
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.6	3.5	4.5	3.8	3.7	4.7	4.9	7.4	10.3	7.9
Pvt.	25.4	24.5	23.2	25.4	26.3	25.8	25.0	24.5	25.5	33.9



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	39	10	38	87	5	3	45	53
Elementary	28	10	13	51	4	1	26	31
High	22	6	24	52	1	0	38	39
Others	3	4	8	15	0	1	1	2
Total	92	30	83	205	10	5	110	125

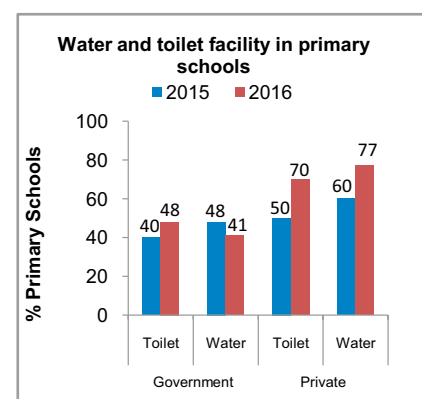
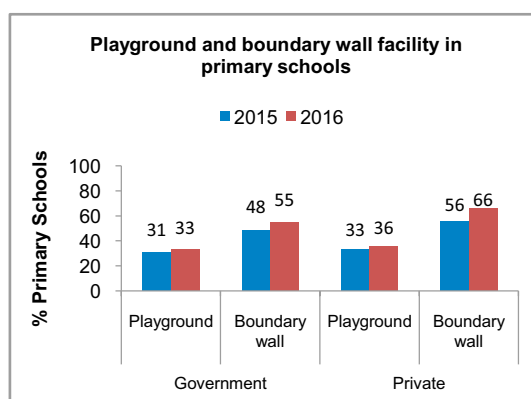
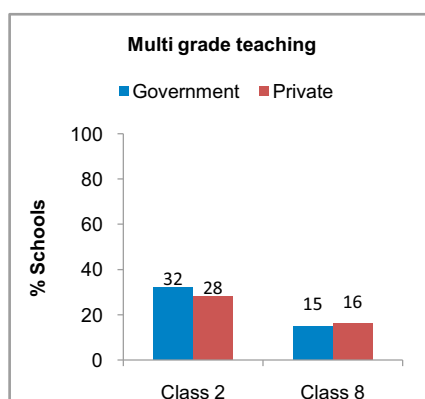
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.7	88.1	86.1	84.0	86.4	91.2	92.1	82.1	93.3	86.4
Teacher attendance	93.0	86.8	87.3	93.8	88.9	91.3	91.2	93.8	100.0	92.6

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	3.5	5.1
FA	17.1	19.4
BA	44.2	40.7
MA or above	34.5	33.5
Others	0.7	1.3

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	4.4	6.6
CT	15.4	19.2
B-Ed	63.4	60.6
M-Ed or above	15.5	10.3
Others	1.4	3.2

School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	3	7	11	7	4	7	11	5	
Useable water	41.4	60.8	75.0	100.0	77.4	71.0	87.2	100.0	
Useable toilet	48.3	52.9	76.9	86.7	69.8	71.0	84.6	100.0	
Playground	33.3	66.7	73.1	93.3	35.8	51.6	66.7	100.0	
Boundary wall	55.2	76.5	78.8	100.0	66.0	58.1	82.1	100.0	
Library	0.0	25.5	42.3	53.3	0.0	32.3	76.9	0.0	
Computer lab	0.0	3.9	38.5	66.7	0.0	25.8	51.3	0.0	

Grants									
2016*	# of schools reported receiving grants	31	19	24	0	4	5	4	0
	% of schools reported receiving grants	35.6	37.3	46.2	-	7.5	16.1	10.3	-
	Average amount of grant (Rs.)	20466.1	35068.4	312537.5	-	301250.0	240800.0	344750.0	-
2015	# of schools reported receiving grants	28	21	26	0	6	2	2	-
	% of schools reported receiving grants	32.2	41.2	50.0	-	11.3	6.5	5.1	-
	Average amount of grant (Rs.)	16053.6	22628.6	209726.5	-	495166.7	361500.0	675000.0	-



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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Astore	45.7	8.1	4.4	30.9	6.7	48.3	26.3	48.0	54.5	54.5	55.8
Diamer	9.0	47.9	34.5	4.9	2.9	54.7	37.3	68.6	86.1	88.9	88.9
Ghanche	50.0	6.7	4.2	32.3	13.3	39.2	54.7	52.7	43.8	46.4	50.0
Ghizer	50.7	3.8	2.1	59.4	10.9	43.2	50.8	50.0	48.9	54.0	45.5
Gilgit	52.3	5.5	3.3	48.7	23.7	59.0	60.2	73.1	44.2	50.3	50.6
Hunza-Nagar	72.5	2.9	1.5	57.5	21.7	59.9	75.2	71.2	53.4	72.2	61.7
Skardu	30.9	9.0	4.2	40.8	10.7	31.4	50.5	42.0	42.2	42.2	36.2
Total	40.6	12.8	8.3	41.1	13.8	47.5	51.1	57.5	52.5	57.6	54.8



Sample Composition

- ASER 2016 survey was conducted in 7 rural districts of Gilgit-Baltistan. This covered 4,100 households in 207 villages throughout the province.
- Detailed information was collected on 13,324 children (54% males, 46% females) aged 3-16 years. Out of these 11,240 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 205 government schools (42% primary, 25% elementary, 25% high, 7% others¹) and 125 private schools (42% primary, 25% elementary, 31% high, 2% others¹) were surveyed.
- 45% of the government schools were boys only, 15% were girls only, and 40% were coeducation schools. In case of private schools, 8% were boys only, 4% were girls only and 88% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2015.

- In 2016, 13% of children were reported to be out-of-school which has decreased as compared to previous year (15%). 10% children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- 87% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 55% of children were enrolled in government schools whereas 45% of children were going to non-state institutions (41% private schools, 2% Madrassah, 2% others).
- Amongst the enrolled students in government schools, 44% were girls and 56% 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 2015.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2015.

- 41% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 36% in 2015.
- 59% 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: 47% class 5 children could not read a class 2 story in Urdu compared to 41% in 2015.

- Analysis shows that 84% of class 3 children could not read story in Urdu compared to 80% in the previous year.

English learning levels have deteriorated: 42% class 5 children could not read sentences (class 2 level) compared to 38% in 2015.

- ASER 2016 reveals that 82% class 3 children could not read class 2 level sentences as compared to 78% in the previous year.

Arithmetic learning levels have deteriorated: 45% class 5 children could not do two digit division as compared to 41% in 2015.

- 82% children enrolled in class 3 could not do two digit division in 2016 same as in 2015.

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

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

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

Children enrolled in government schools are performing better compared to their private counterparts (In Urdu and Arithmetic).

- 50% 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. 59% private school children can read at least sentences in class 5 whereas only 58% government school children can do the same.
- In arithmetic, 54% children enrolled in private schools (class 5) were able to do division when compared to 57% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 47% of boys and 44% of girls could read at least sentences in Urdu.
- 48% boys could read at least English words while 45% of girls can do the same.
- Similarly, 51% of boys were able to do at least subtraction whereas only 47% girls could do it.

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

2% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 1% of out-of-school children could read story in Urdu, none (0%) could read sentences in English, and 1% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

32% 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, 68% had not completed even primary education.
- 45% 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. Overall tuition in private schools is 24% compared to 5% in government schools.

- 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 8% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

32% of surveyed government schools and 28% 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 28% of the surveyed private schools had Class 2 sitting with other classes.
- 15% of surveyed government schools and 16% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

14% 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 86% same as in surveyed private schools (86%)

11% 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 89% 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.

- 44% teachers of surveyed government schools have done graduation as compared to 41% teachers of surveyed private schools.
- 63% of surveyed government school teachers had Bachelors in Education degrees as compared to 61% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 39% of surveyed government high schools had computer labs and 42% had a library in their premises as compared to surveyed private high schools where 51% had computer labs and 77% had a library.

52% surveyed government primary schools were without toilets and 59% were without drinking water.

- 52% of the surveyed government primary schools did not have toilets in 2016 as compared to 60% in 2015. Similarly, 30% surveyed private primary schools were missing toilet facility in 2016 as compared to 50% in 2015.
- 59% of the surveyed government primary schools did not have drinking water in 2016 as compared to

52% in 2015. Similarly, 23% of the surveyed private primary schools did not have drinking water facility in 2016 as compared to 40% in 2015.

45% of the surveyed government primary schools were without complete boundary walls and 67% were without playgrounds.

- Amongst the surveyed government primary schools, only 55% had complete boundary walls as compared to 48% in 2015.
- In 2016, 33% of the surveyed private primary schools did not have complete boundary walls as compared to 44% in 2015.
- 33% of surveyed government primary schools had playgrounds in 2016 while 36% surveyed private primary schools had playgrounds.

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

- On average, 11 rooms were being used for classroom activities in the surveyed government high schools as compared to 13 in 2015.
- In 2016, surveyed private high schools had 11 classrooms on average being used for classroom activities same as in 2015 (11).

THEME 13: SCHOOL GRANTS/FUNDS

36% of the government primary schools and 8% private primary schools received grants.

- 31 surveyed government primary schools received grants in 2016 as compared to 4 surveyed private primary schools.
- The proportion of government primary schools receiving grants has increased since last year. 36% government primary school received grants in 2016 as compared to 32% in 2015.

OTHER INDICATORS

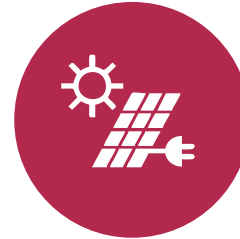
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **66%** of households across all rural districts of Gilgit-Baltistan have mobile phones.
- Amongst mobile users, **22%** use Whatsapp service for communication.
- Amongst mobile users, **74%** use SMS facility for communication.
- **19%** of households have computers/laptops



Alternate Energy

- Across all rural districts of Gilgit-Baltistan, **9%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **18%** of the households receive monetary support from BISP*/ Akhuwat

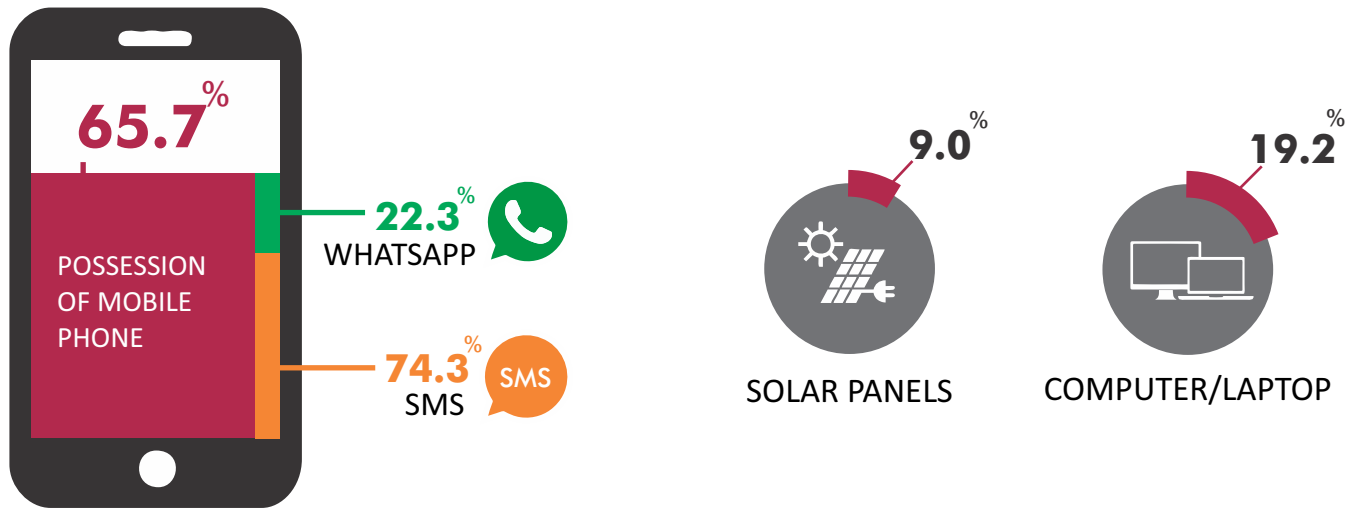


Voter Registration

- **99%** of the females across all rural districts of Gilgit-Baltistan were found to be registered voters against **100%** of males.

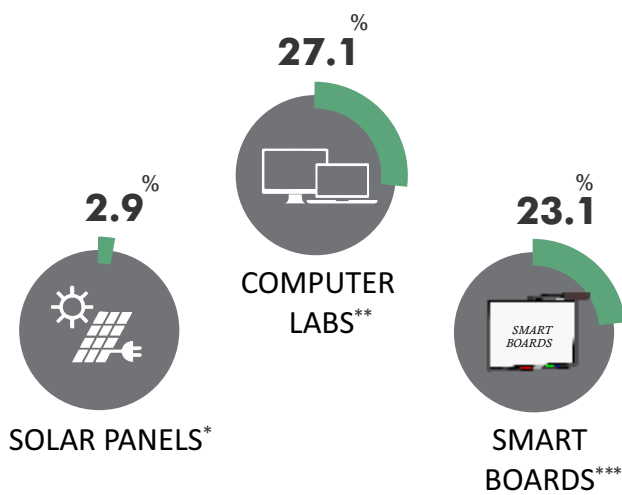
* Benazir Income Support Program

HOUSEHOLD

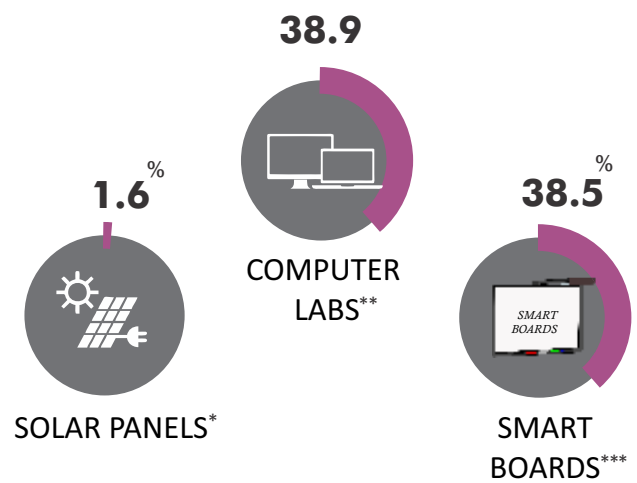


SCHOOLS

GOVT. SCHOOLS



PVT. SCHOOLS



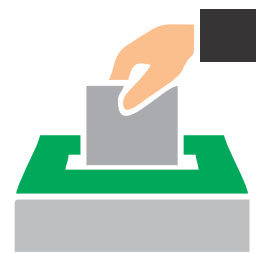
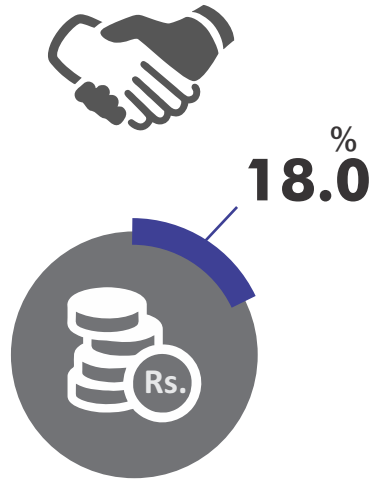
*Only for Primary, Middle and High Schools

**Only for Middle and High Schools

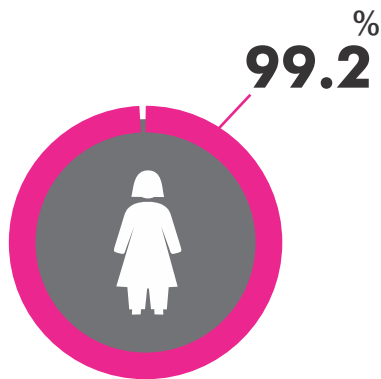
***Only for High Schools

SOCIAL SAFETY NETS

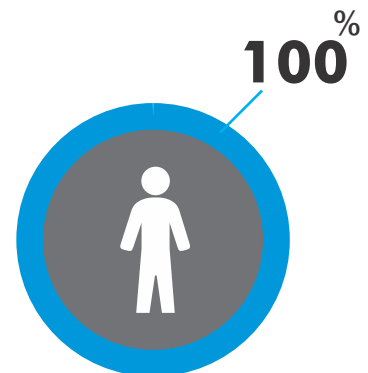
BISP* / Akhuwat



REGISTERED
VOTERS



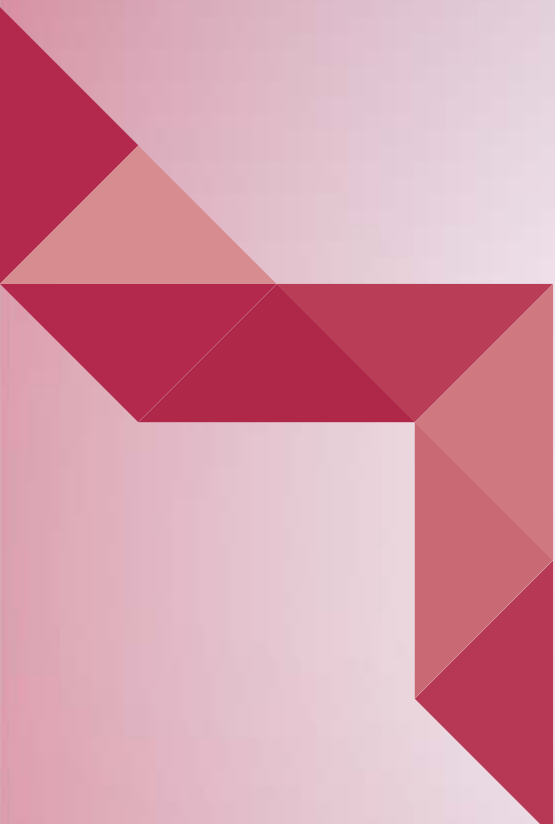
FEMALE



MALE

*Benazir Income Support Program





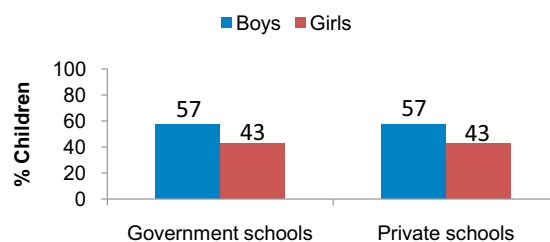
ISLAMABAD-ICT (RURAL)



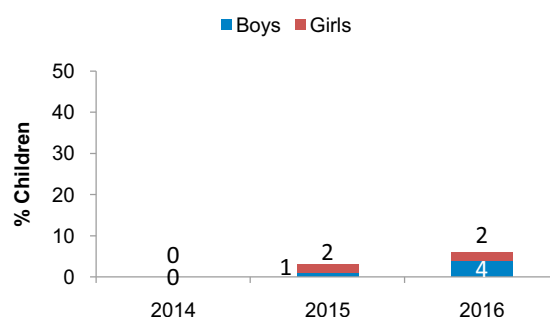
School enrollment and out-of-school children

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	46.7	47.4	0.4	0.7	4.4	0.4	100
11 - 13	54.6	40.4	0.7	0.0	2.8	1.4	100
14 - 16	53.8	31.9	3.3	0.0	4.4	6.6	100
6 - 16	50.2	42.7	1.0	0.4	4.0	1.8	100
Total		94.3			5.7		100
By Type	53.2	45.3	1.0	0.4			

Enrollment by gender and type of school 6 to 16 years

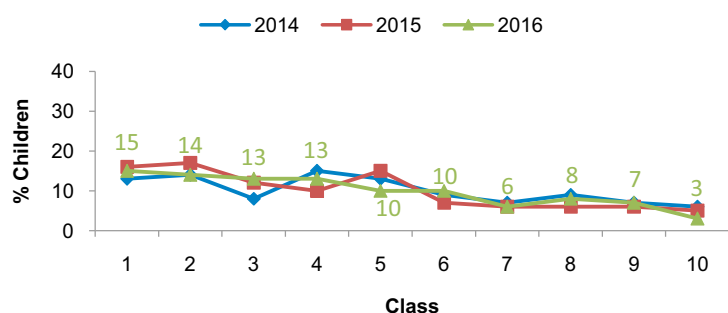


Out-of-school children by gender 6 to 16 years



How to read: 95.2 % (46.7+47.4+0.4+0.7) children of age group 6-10 are enrolled

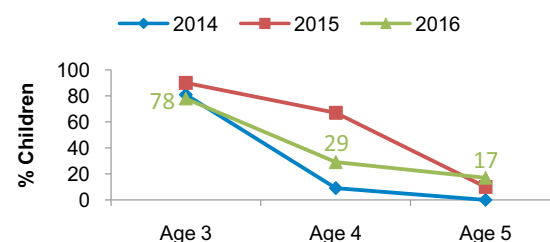
Class-wise enrollment



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	6.5	13.0	2.2	0.0	78.3	100
4	37.1	31.4	0.0	2.9	28.6	100
5	35.4	46.2	0.0	1.5	16.9	100
3 - 5	26.7	32.2	0.7	1.4	39.0	100
Total		61.0			39.0	100
By Type	43.8	52.8	1.1	2.2		

Children not attending any pre-school 3 to 5 years



How to read: 21.7 % (6.5+13+2.2+0) children of age 3 are enrolled

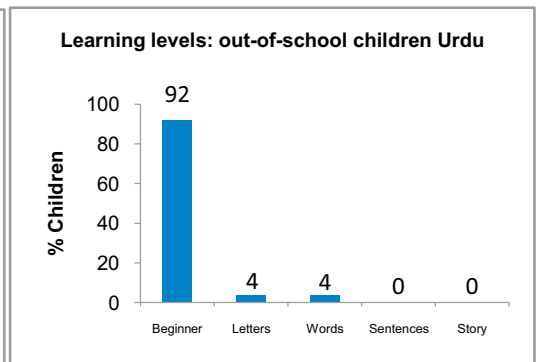
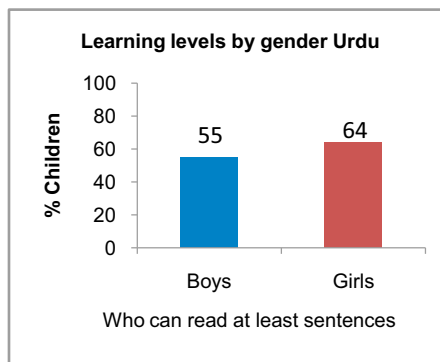
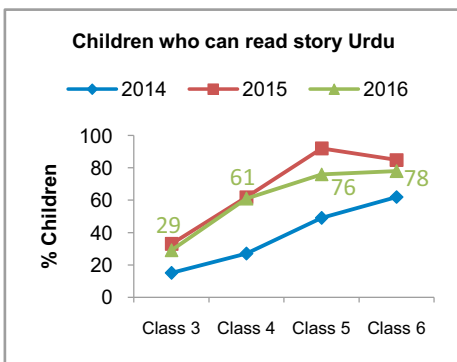
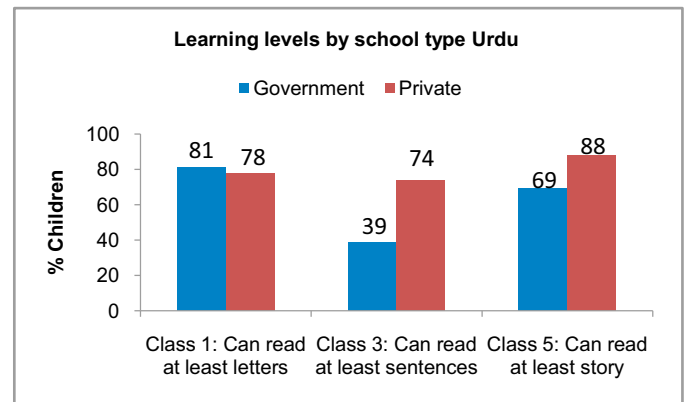
Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	81.8	43.9	30.2	10.4	2.6	5.2							14.3
2	18.2	36.6	49.1	22.9	15.8		12.2						14.3
3			18.9	43.8	26.3	5.2		21.6	14.3				12.9
4				20.8	47.4	39.7	14.6			10.0			13.5
5					7.9	36.2	29.3	17.6			9.4	21.4	10.4
6						8.6	36.6	33.3	21.4				9.8
7	0.0	19.5	1.9	2.1			4.9	17.6	14.3	20.0			5.8
8					0.0			9.8	40.5	26.7	18.8		8.3
9							2.4		9.5	40.0	46.9	28.6	7.3
10									0.0	3.3	25.0	50.0	3.3
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	19.4	37.1	24.2	11.3	8.1	100
2	7.8	15.6	42.2	17.2	17.2	100
3	1.7	22.4	25.9	20.7	29.3	100
4	4.8	8.1	9.7	16.1	61.3	100
5	0.0	4.1	4.1	16.3	75.5	100
6	0.0	2.2	4.4	15.6	77.8	100
7	0.0	0.0	3.7	7.4	88.9	100
8	2.8	0.0	0.0	11.1	86.1	100
9	0.0	0.0	0.0	9.7	90.3	100
10	0.0	0.0	0.0	0.0	100.0	100

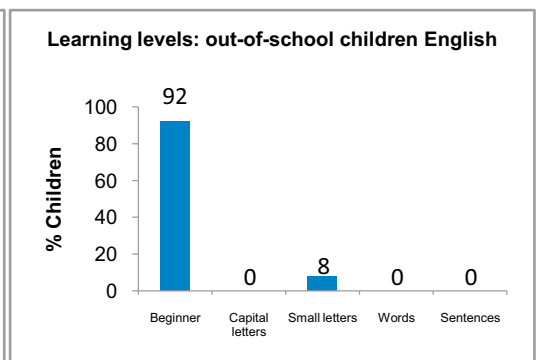
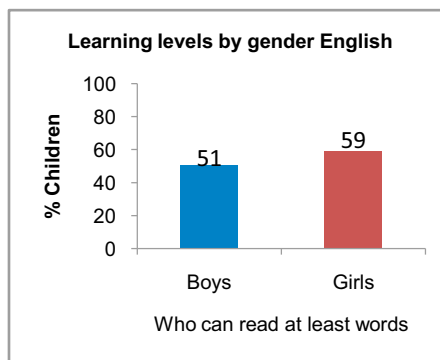
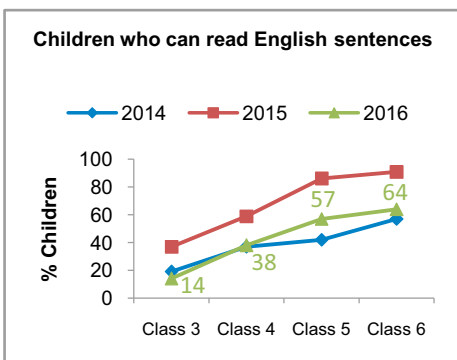
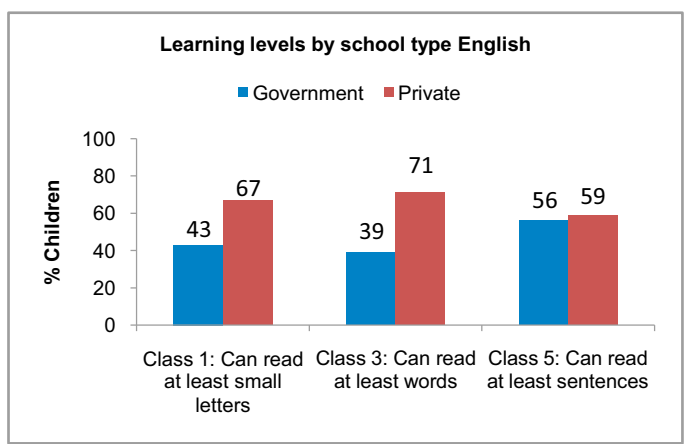
How to read: 19.4 % (11.3+8.1) children of class 1 can read sentences



Learning levels (English)

Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	26.6	15.6	40.6	14.1	3.1	100
2	9.2	12.3	44.6	23.1	10.8	100
3	8.9	5.4	37.5	33.9	14.3	100
4	8.3	5.0	20.0	28.3	38.3	100
5	2.0	4.1	14.3	22.4	57.1	100
6	2.3	2.3	11.4	20.5	63.6	100
7	0.0	0.0	3.8	11.5	84.6	100
8	2.8	0.0	2.8	19.4	75.0	100
9	0.0	0.0	3.3	6.7	90.0	100
10	0.0	0.0	0.0	7.1	92.9	100

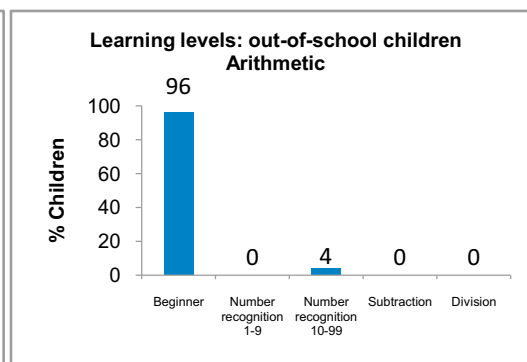
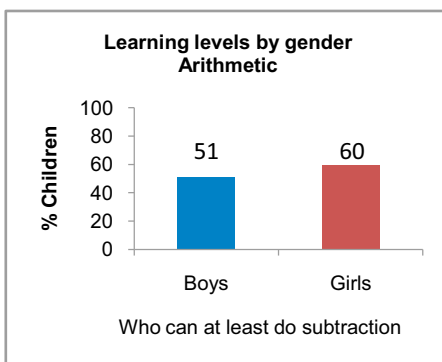
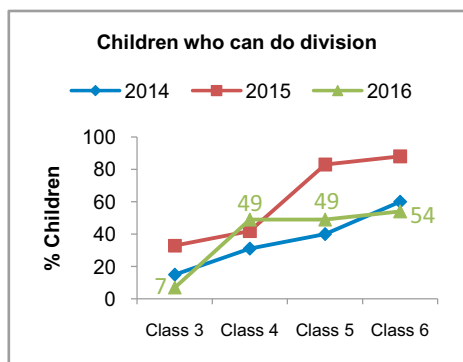
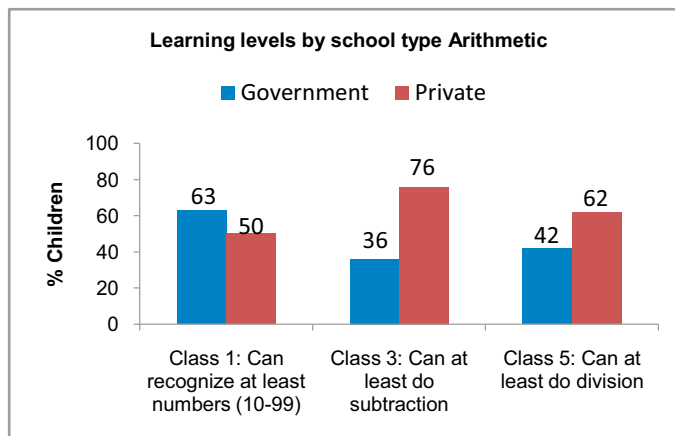
How to read: 17.2 % (14.1+3.1) children of class 1 can read words



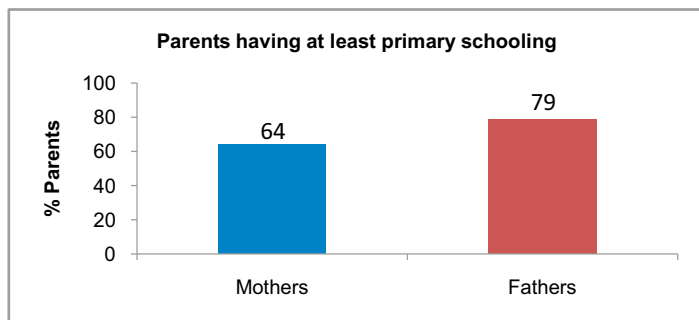
Learning levels (Arithmetic)

Class	Class-wise % children who can do					
	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	17.7	24.2	43.5	8.1	6.5	100
2	6.2	9.4	51.6	18.8	14.1	100
3	3.7	11.1	37.0	40.7	7.4	100
4	8.5	0.0	13.6	28.8	49.2	100
5	0.0	4.3	17.0	29.8	48.9	100
6	0.0	2.4	9.8	34.1	53.7	100
7	0.0	0.0	0.0	20.8	79.2	100
8	2.9	0.0	2.9	25.7	68.6	100
9	0.0	0.0	0.0	6.9	93.1	100
10	0.0	0.0	0.0	9.1	90.9	100

How to read: 14.6 % (8.1+6.5) children of class 1 can do subtraction

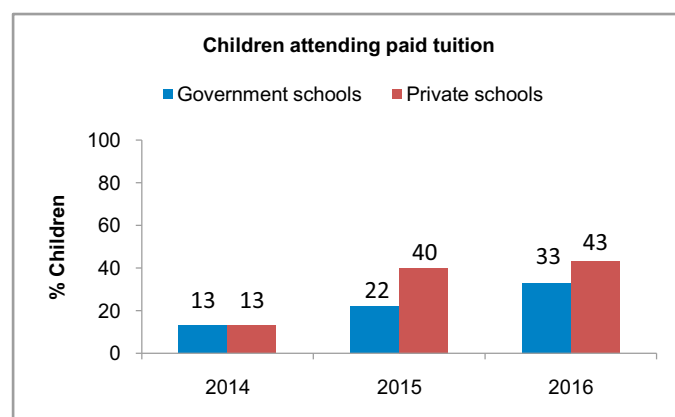


Parental education



Paid Tuition

Type	Class-wise % children attending paid tuition									
	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	42.4	37.5	20.0	36.7	45.5	21.7	29.4	50.0	47.6	27.3
Pvt.	43.2	41.7	52.4	48.5	35.3	45.8	27.3	50.0	64.3	80.0



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	1	1	2	4	0	0	4	4
Elementary	1	0	0	1	2	0	1	3
High	1	1	0	2	0	0	6	6
Others	0	0	0	0	0	0	0	0
Total	3	2	2	7	2	0	11	13

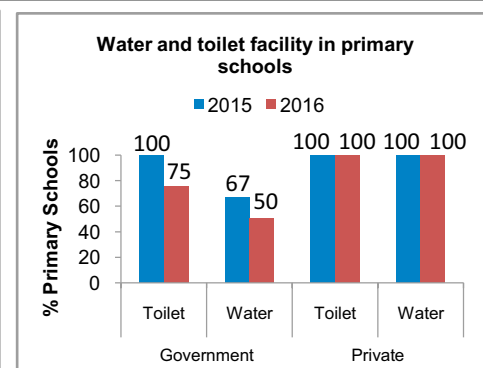
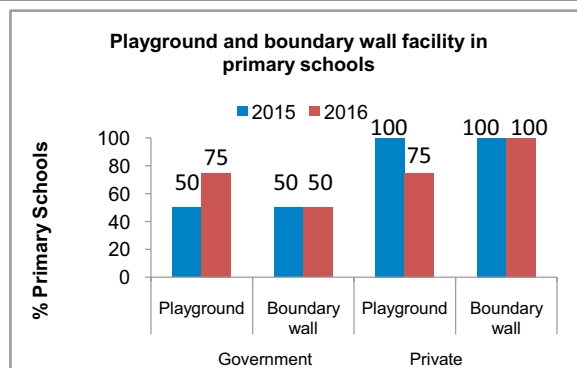
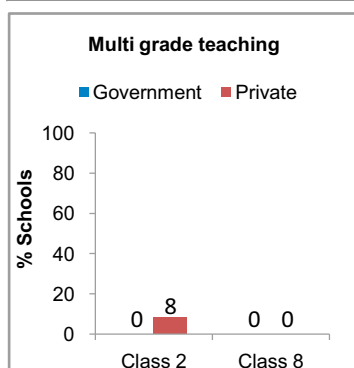
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	95.2	76.0	67.5	-	79.6	83.1	85.0	89.7	-	85.9
Teacher attendance	85.7	53.3	91.4	-	76.8	95.8	86.1	85.5	-	89.1

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	8.9	1.9
FA	20.0	10.7
BA	35.6	45.6
MA or above	35.6	38.8
Others	0.0	2.9

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	0.0	0.0
CT	3.6	4.3
B-Ed	57.1	70.2
M-Ed or above	39.3	25.5
Others	0.0	0.0

School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	4	5	25	-	9	11	16	-	
Useable water	50.0	0.0	100	-	100	100	83.3	-	
Useable toilet	75.0	100	100	-	100	100	100	-	
Playground	75.0	0.0	100	-	75.0	100	100	-	
Boundary wall	50.0	100	100	-	100	100	100	-	
Library	0.0	0.0	100	-	0.0	100	83.3	-	
Computer lab	0.0	0.0	100	-	0.0	33.3	83.3	-	

Grants									
2015	# of schools reported receiving grants	1	0	0	0	0	0	1	0
	% of schools reported receiving grants	25.0	0.0	0.0	-	-	-	16.7	-
	Average amount of grant (Rs.)	100000	-	-	-	-	-	7000	-
2016*	# of schools reported receiving grants	1	0	0	-	0	-	1	-
	% of schools reported receiving grants	25.0	0.0	0.0	-	0.0	-	16.7	-
	Average amount of grant (Rs.)	100000	-	-	-	-	-	7000	-



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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Islamabad	61.0	5.7	2.2	45.3	37.9	50.0	48.2	48.1	75.5	57.1	48.9
Total	61.0	5.7	2.2	45.3	37.9	50.0	48.2	48.1	75.5	57.1	48.9



Sample Composition

- ASER 2016 survey was conducted in the rural areas of Islamabad Capital Territory (ICT). This covered 290 households in 15 villages throughout the territory.
- Detailed information was collected on 656 children (58% males, 42% females) aged 3-16 years. Out of these 575 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 7 government schools (57% primary, 14% elementary, 29% high, 0% others¹) and 13 private schools (31% primary, 23% elementary, 46% high, 0% others¹) were surveyed.
- 43% of the government schools were boys only, 29% were girls only, and 29% were coeducation schools. In case of private schools, 15% were boys only, 0% were girls only and 85% were coeducation schools.

THEME 1: ACCESS**Proportion of out-of-school children has increased as compared to 2015.**

- In 2016, 6% of children were reported to be out-of-school which has increased as compared to previous year (2%). 4% children have never been enrolled in a school and 2% 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, 53% of children were enrolled in government schools whereas 47% of children were going to non-state institutions (45% private schools, 1% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 43% were girls and 57% were boys same as in private schools (57% enrolled children were boys and 43% were girls).

- The percentage of out of school children (boys and girls) has increased as compared to 2015.

THEME 2: EARLY CHILDHOOD EDUCATION**Proportion of enrolled children has increased as compared to 2015.**

- 61% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 46% in 2015.
- 39% 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: 24% class 5 children could not read a class 2 story in Urdu compared to 8% in 2015.

- Analysis shows that 71% of class 3 children could not read story in Urdu compared to 67% in the previous year.

English learning levels have deteriorated: 43% class 5 children could not read sentences (class 2 level) compared to 14% in 2015.

- ASER 2016 reveals that 86% class 3 children could not read class 2 level sentences as compared to 63% in the previous year.

Arithmetic learning levels have also deteriorated: 51% class 5 children could not do two digit division as compared to 17% in 2015.

- 93% children enrolled in class 3 could not do two digit division in 2016 as compared to 67% in 2015.

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

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

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

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

- 88% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 69% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 59% private school children can read at least sentences in class 5 whereas only 56% 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 42% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 55% of boys and 64% of girls could read at least sentences in Urdu.
- 51% boys could read at least English words while 59% of girls can do the same.
- Similarly, 51% of boys were able to do at least subtraction whereas only 60% girls could do it.

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

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

- Data reveals that 4% of out-of-school children could read words in Urdu, 8% could read small letters in English, 4% could do number recognition (10-99).

THEME 7: PARENTAL EDUCATION

64% of mothers and 79% 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.
- 21% 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. Overall tuition in private schools is 43% compared to 33% in government schools.

- 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, 43% children enrolled in class 1 take private tuition whereas 80% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

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

THEME 10: TEACHER & STUDENT ABSEENTISM

20% 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 80% whereas it was 86% in surveyed private schools.

23% 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 77% 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.

- 36% teachers of surveyed government schools have done graduation as compared to 46% teachers of surveyed private schools.
- 57% of surveyed government school teachers had Bachelors in Education degrees as compared to 70% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 100% of surveyed government high schools had computer labs and 100% had a library in their premises as compared to surveyed private high schools where 83% had computer labs and 83% had a library.

25% surveyed government primary schools were without toilets and 50% were without drinking water.

- 25% of the surveyed government primary schools did not have toilets in 2016 as compared to 0% in 2015. 0% surveyed private primary schools were missing toilet facility in 2016 similar to 0% in 2015.
- 50% of the surveyed government primary schools did not have drinking water in 2016 as compared to 33% in 2015. 0% of the surveyed private primary schools did not have drinking water facility in 2016 similar to 0% in 2015.

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

- Amongst the surveyed government primary schools, only 50% had complete boundary walls same as 50% in 2015.
- 75% of surveyed government primary schools had playgrounds in 2016.

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

- On average, 25 rooms were being used for classroom activities in the surveyed government high schools as compared to 12 in 2015.
- In 2016, surveyed private high schools had 16 classrooms on average being used for classroom activities as compared to 8 in 2015.

THEME 13: SCHOOL GRANTS/FUNDS

25% of the government primary schools and 0% private primary schools received grants.

- 1 surveyed government primary school received grants in 2016 as compared to 0 surveyed private primary schools.
- The proportion of government primary schools receiving grants has remained the same in both 2015 and 2016. 25% government primary schools were receiving grants in both years.

OTHER INDICATORS

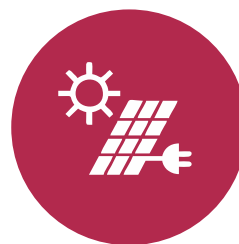
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **87%** of households across all rural Islamabad have mobile phones.
- Amongst mobile users, **46%** use Whatsapp service for communication.
- Amongst mobile users, **87%** use SMS facility for communication.
- **43%** of households have computers/laptops



Alternate Energy

- Across all rural Islamabad, **15%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **3%** of the households receive monetary support from BISP*/ Akhuwat

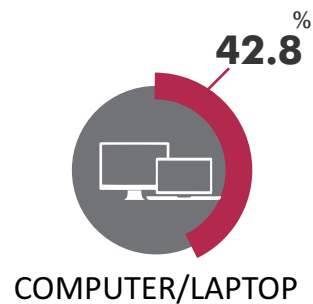
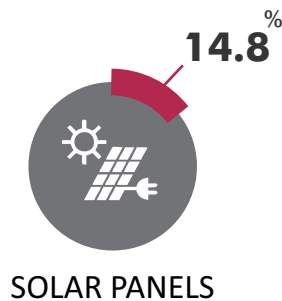
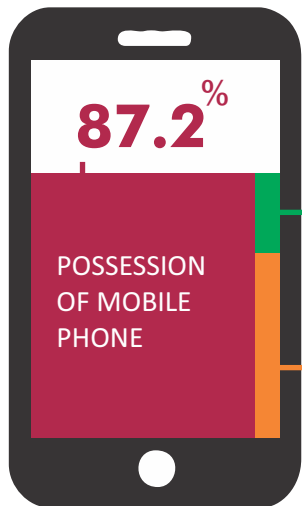


Voter Registration

- **92%** of the females across all Islamabad were found to be registered voters against **96%** of males.

*Benazir Income Support Program

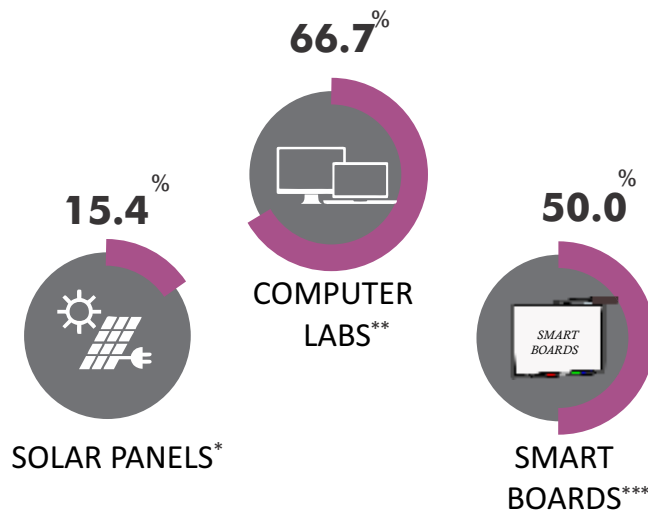
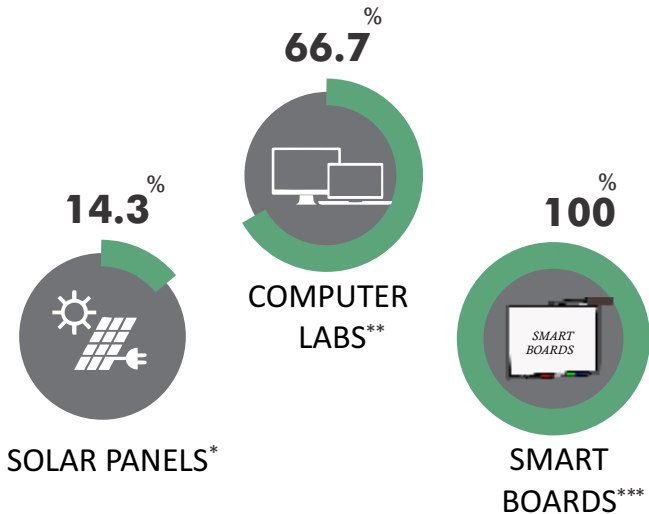
HOUSEHOLD



SCHOOLS

GOVT. SCHOOLS

PVT. SCHOOLS



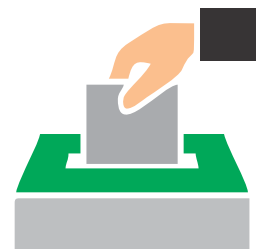
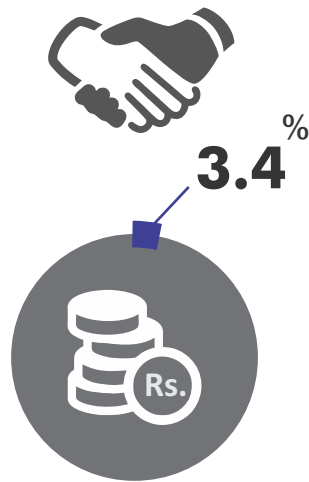
*Only for Primary, Middle and High Schools

**Only for Middle and High Schools

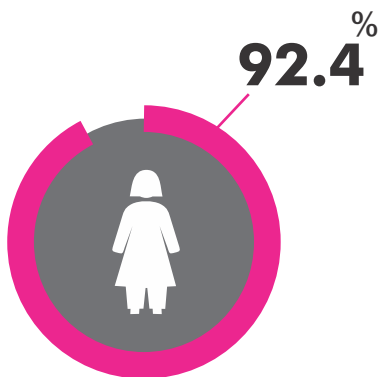
***Only for High Schools

SOCIAL SAFETY NETS

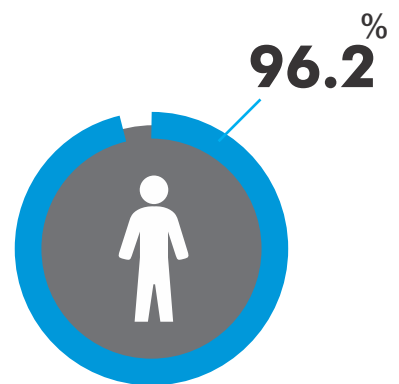
BISP* / Akhuwat



REGISTERED
VOTERS



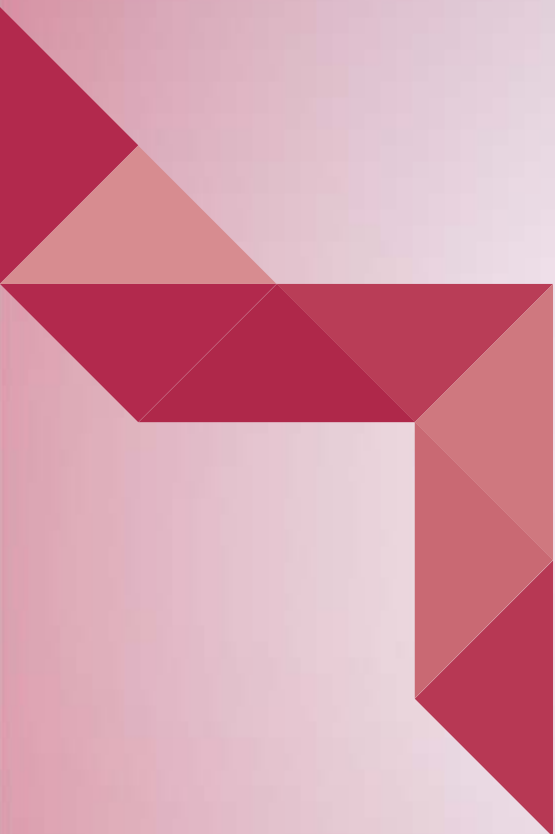
FEMALE



MALE

* Benazir Income Support Program



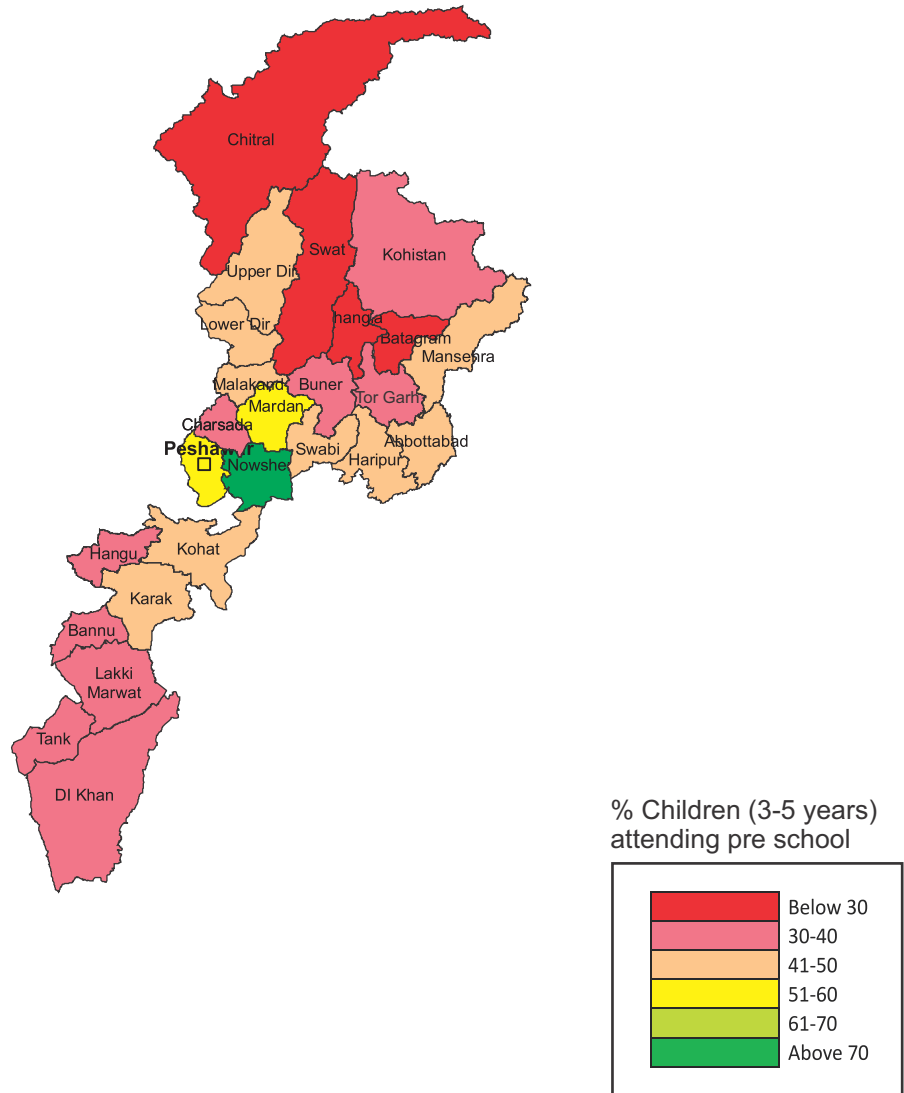


KHYBER
PAKHTUNKHWA
(RURAL)



Children in Pre School (Age 3-5 years)

District wise map showing % children



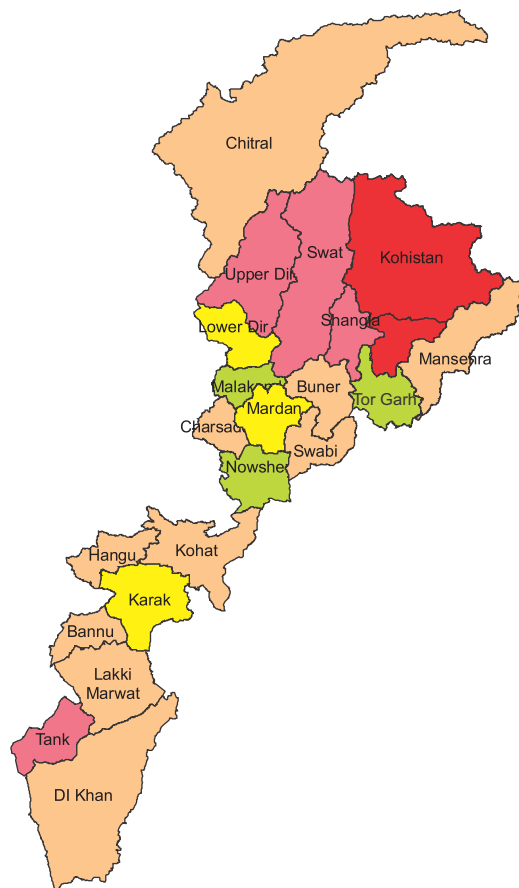
Not surveyed

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

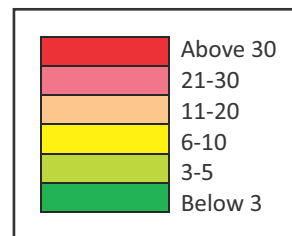
Out of School Children

(Age 6-16 years)

District wise map showing % children



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

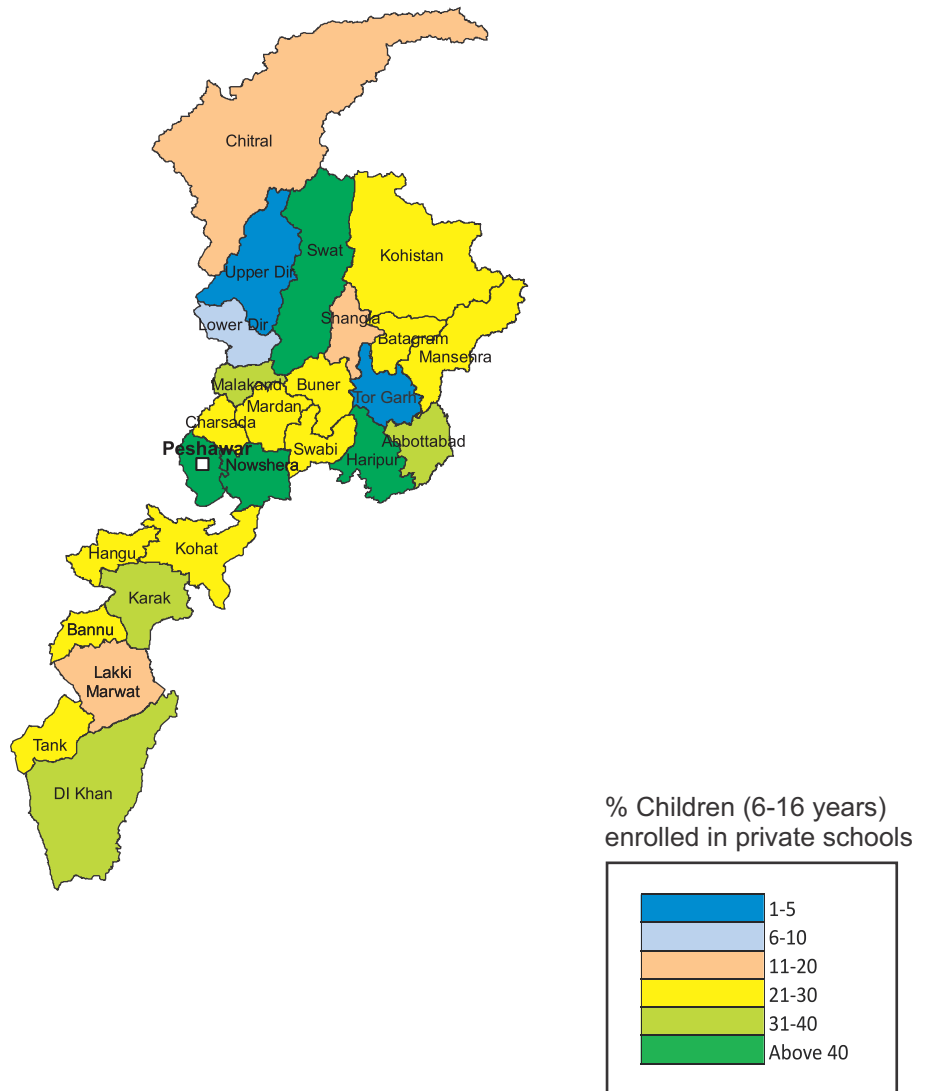


Not surveyed

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

Private Schooling (Age 6-16 years)

District wise map showing % children

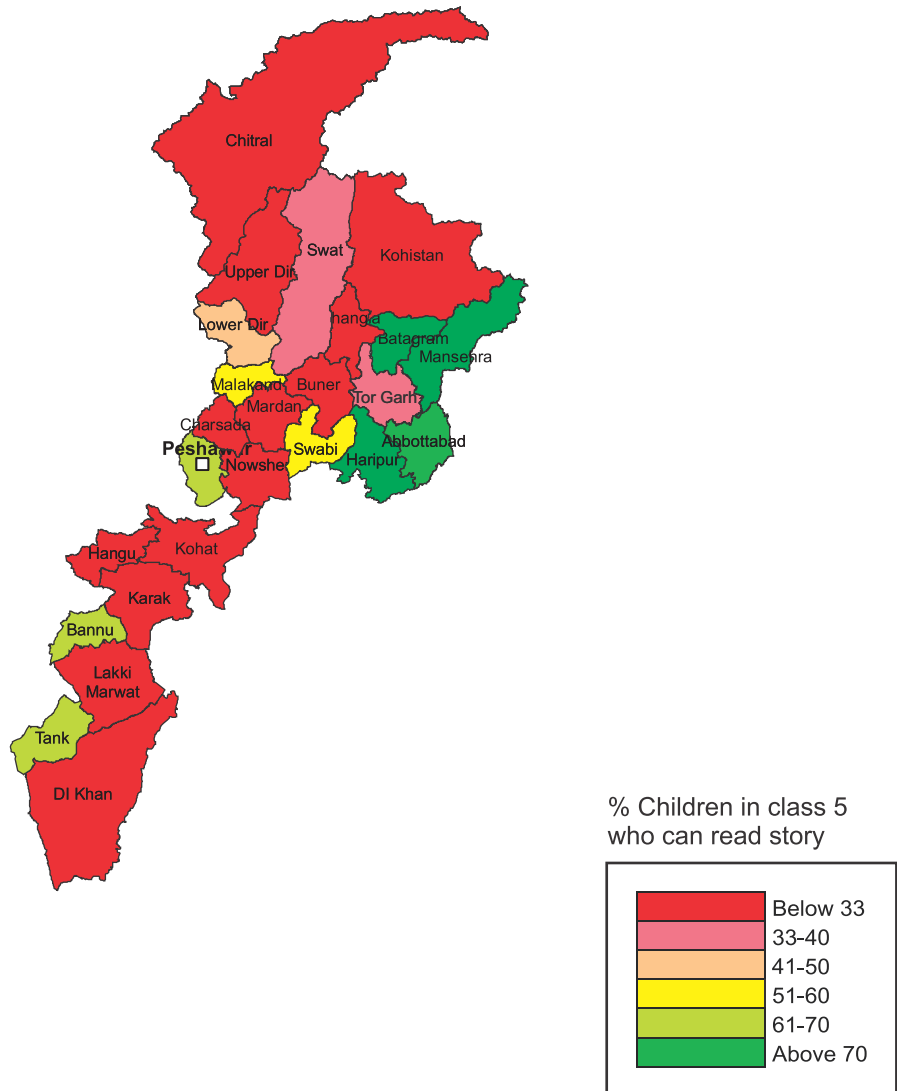


Not surveyed

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

Reading Language Urdu/Pashto
 (Class 5)

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

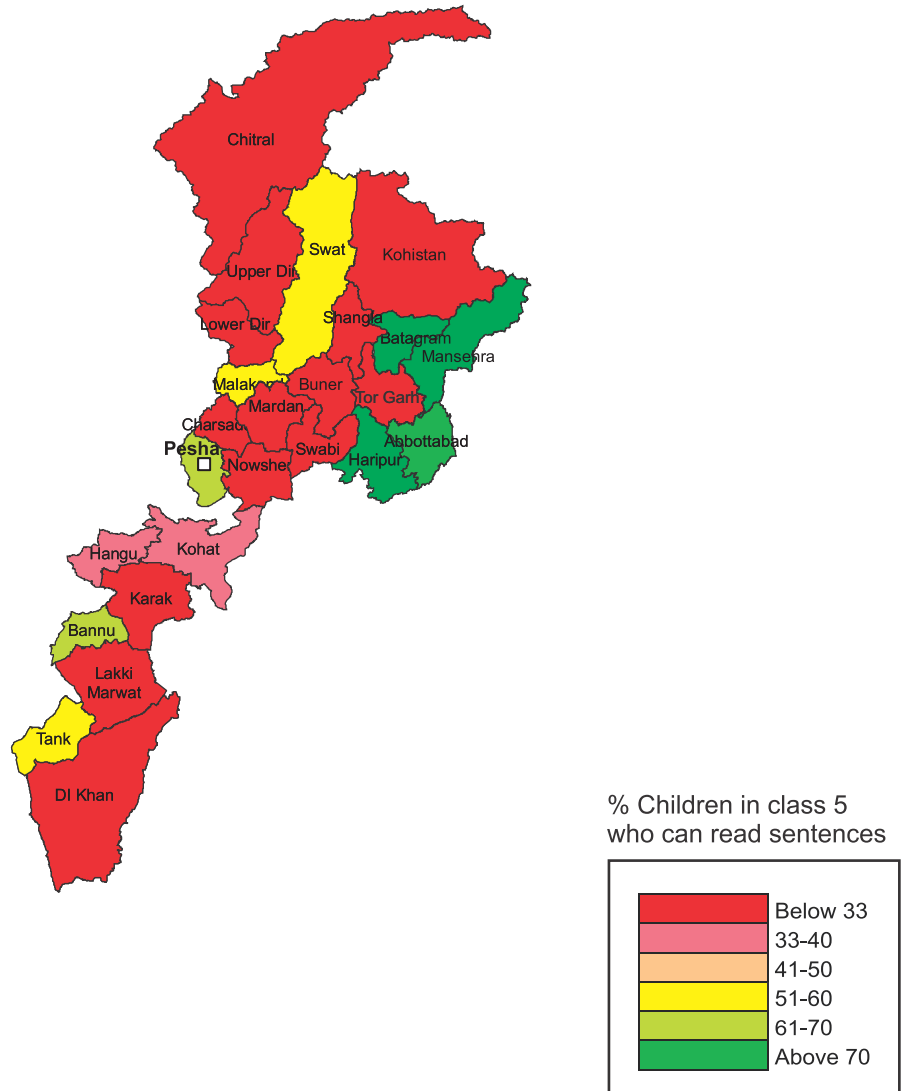


Not surveyed

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

Reading English
 (Class 5)

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

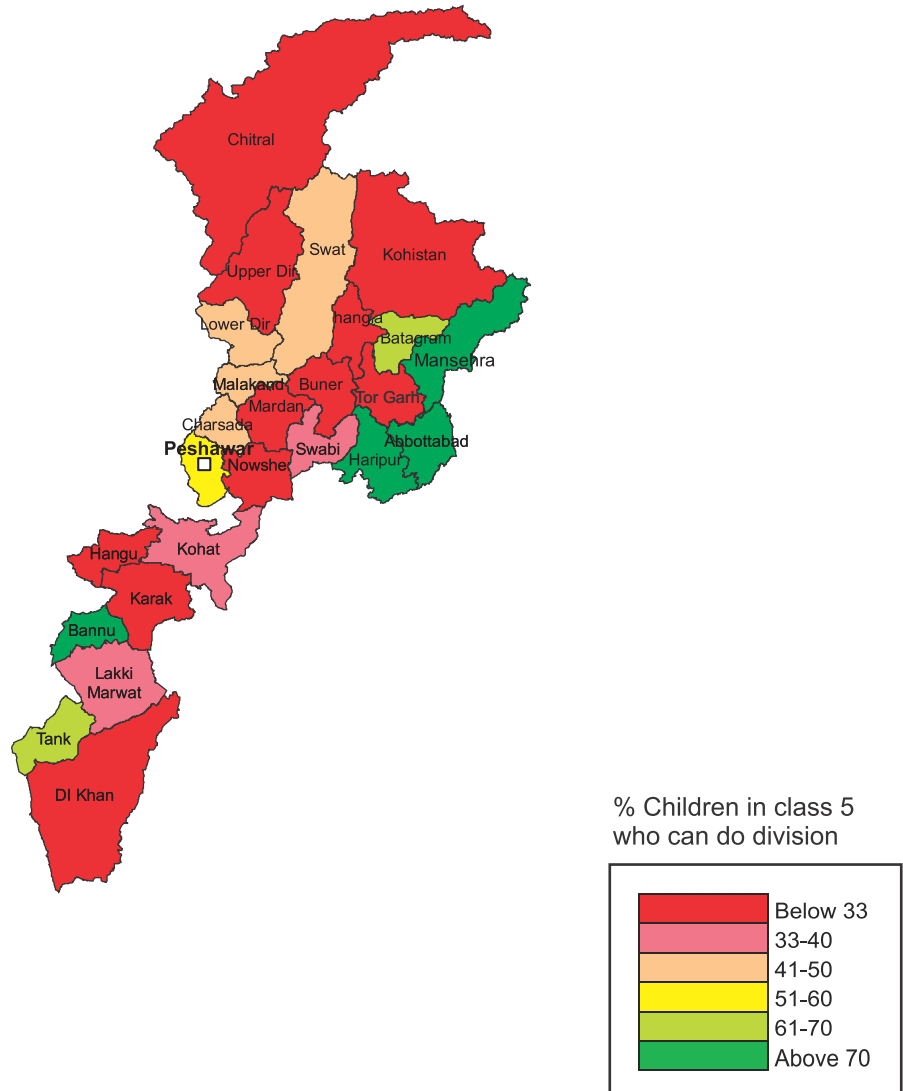


Not surveyed

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

Arithmetic (Class 5)

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



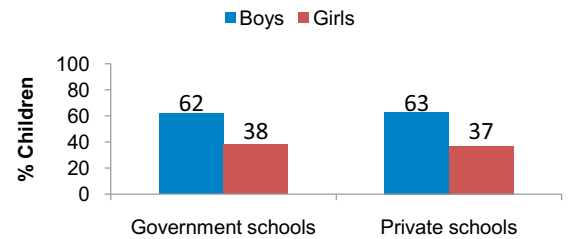
Not surveyed

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

School enrollment and out-of-school children

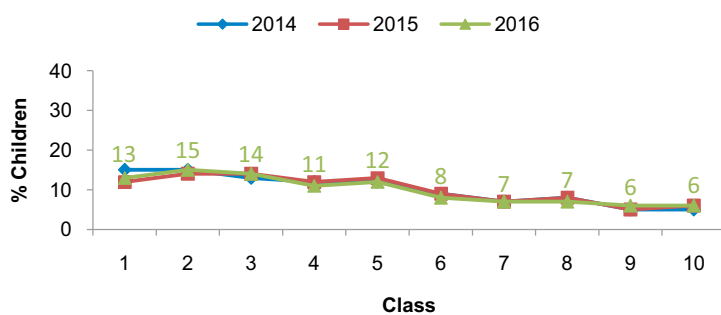
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	62.3	24.6	1.3	0.3	8.8	2.7	100
11 - 13	65.4	19.7	1.2	0.1	7.0	6.5	100
14 - 16	59.6	17.6	1.4	0.1	9.9	11.5	100
6 - 16	62.4	22.0	1.3	0.2	8.6	5.5	100
Total	85.9				14.1		100
By Type	72.6	25.6	1.5	0.2			

Enrollment by gender and type of school 6 to 16 years

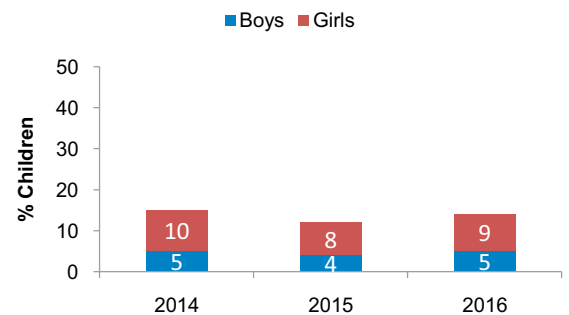


How to read: 88.5 % (62.3+24.6+1.3+0.3) children of age group 6-10 are enrolled

Class-wise enrollment



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

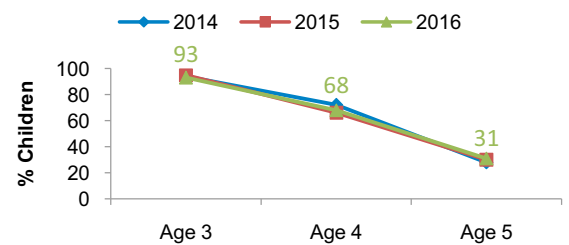


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	3.5	3.2	0.1	0.1	93.2	100
4	17.1	14.0	0.3	0.1	68.5	100
5	39.6	28.1	0.8	0.3	31.1	100
3 - 5	20.5	15.3	0.4	0.2	63.6	100
Total	36.4				63.6	100
By Type	56.3	42.1	1.2	0.5		

How to read: 6.9 % (3.5+3.2+0.1+0.1) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



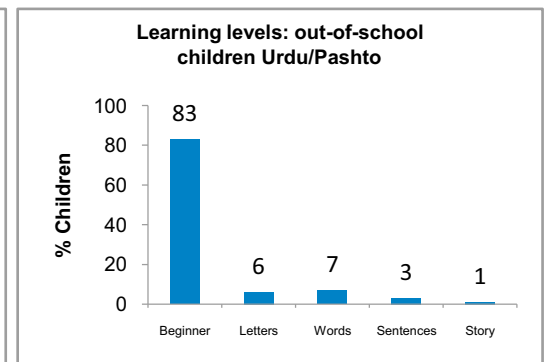
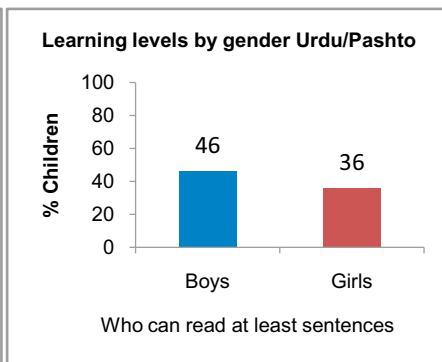
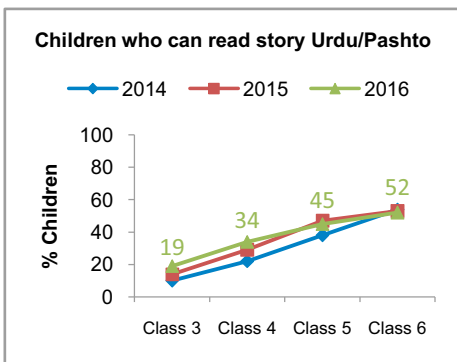
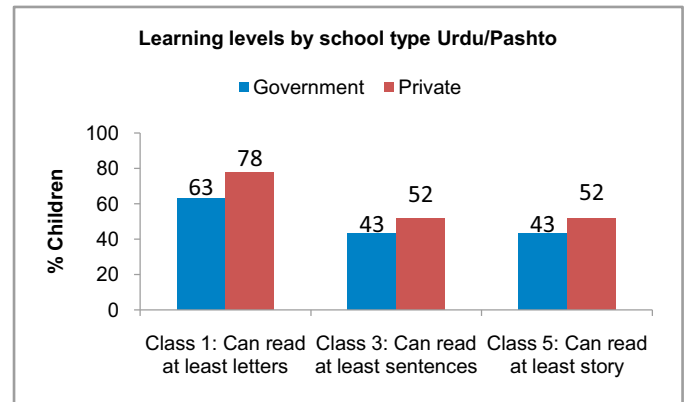
Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	76.4	64.9	26.2	11.1	4.0	8.0	9.8	14.3	16.5	14.3	13.7	17.1	13.5
2	23.6	28.0	51.7	26.9	12.6	8.0	9.8	14.3	16.5	14.3	13.7	17.1	14.7
3			15.1	44.5	30.6	14.4	10.2	14.3	16.5	14.3	13.7	17.1	13.7
4				11.4	38.9	24.4	10.2	14.3	16.5	14.3	13.7	17.1	11.1
5					9.2	42.6	35.2	16.9	14.2	13.7	13.7	17.1	12.2
6						7.2	36.4	29.2	14.2	13.7	13.7	17.1	8.3
7	0.0	7.1	7.0	6.1	4.7	3.4	6.3	30.1	31.3	13.0	13.7	17.1	7.3
8							6.3	9.5	31.8	39.0	14.6	17.1	7.5
9							2.1	0.0	6.3	29.5	43.4	16.8	6.1
10									0.0	4.1	28.3	66.1	5.6
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	32.9	31.0	27.9	8.2	0.0	100
2	14.7	26.0	38.4	15.3	5.5	100
3	10.3	10.9	33.9	25.7	19.1	100
4	10.0	6.1	24.4	25.7	33.8	100
5	8.8	3.8	17.6	24.8	45.0	100
6	9.9	2.9	12.7	22.8	51.7	100
7	12.6	2.4	7.8	17.6	59.6	100
8	10.9	1.3	5.5	15.1	67.2	100
9	14.5	1.2	2.7	9.9	71.7	100
10	13.0	0.9	2.1	8.7	75.4	100

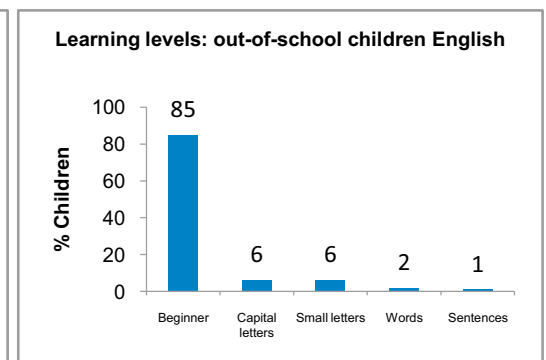
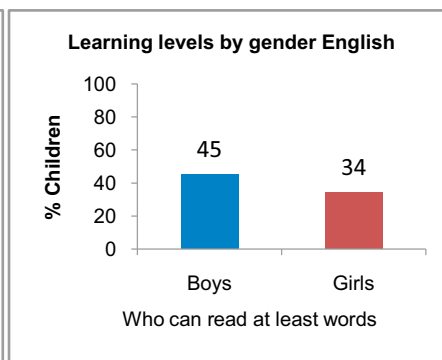
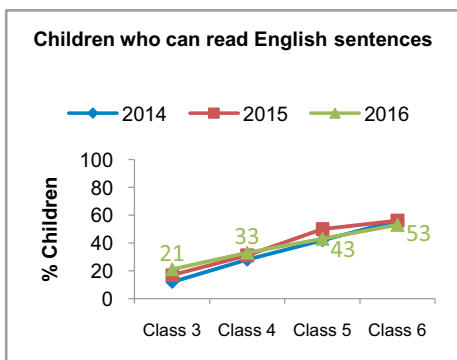
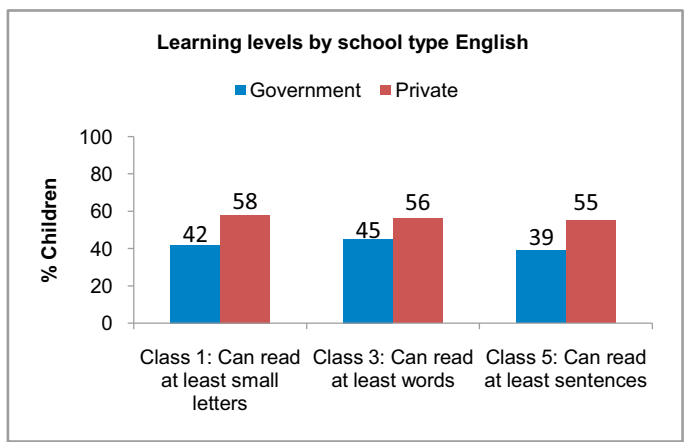
How to read: 8.2 % (8.2+0) children of class 1 can read sentences



Learning levels (English)

Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	31.7	22.1	33.2	10.9	2.2	100
2	14.8	17.6	41.3	19.3	7.0	100
3	10.2	9.6	32.1	26.9	21.2	100
4	10.4	5.8	25.9	25.1	32.9	100
5	9.1	3.7	22.5	22.2	42.5	100
6	10.3	2.7	17.7	16.6	52.8	100
7	13.2	1.7	14.4	11.4	59.2	100
8	11.6	1.6	14.0	9.1	63.7	100
9	14.7	0.9	13.0	6.2	65.2	100
10	13.3	0.9	12.5	5.3	68.1	100

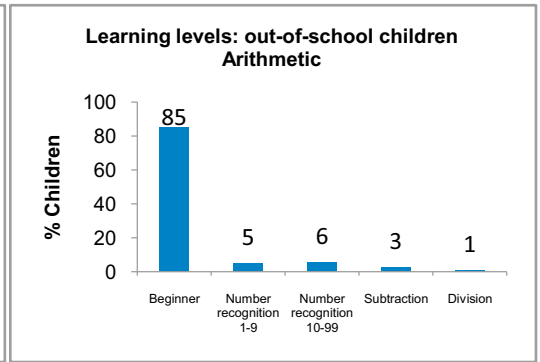
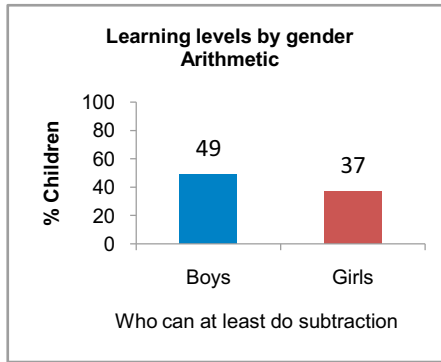
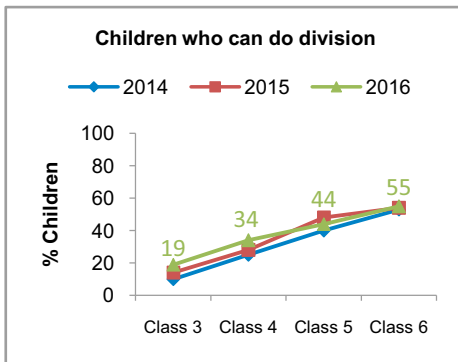
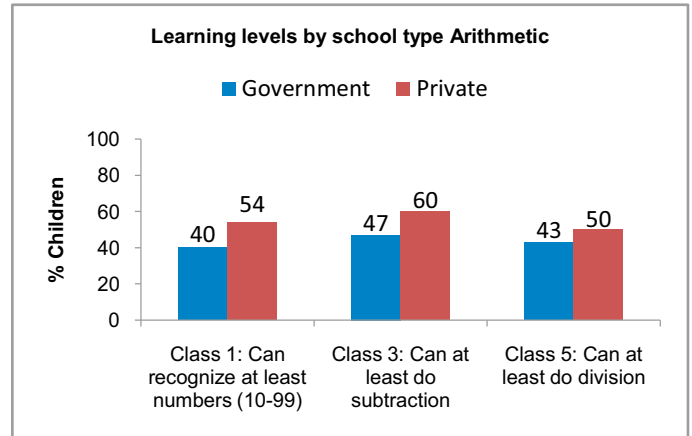
How to read: 13.1 % (10.9+2.2) children of class 1 can read words



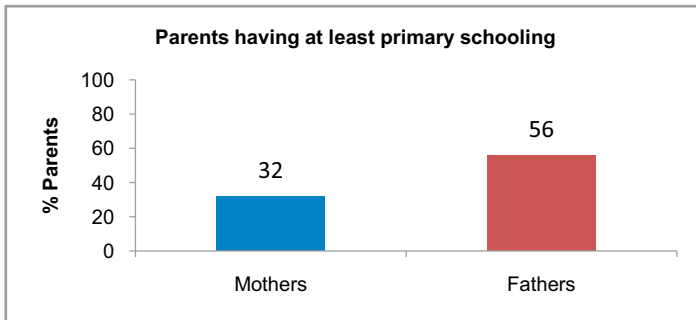
Learning levels (Arithmetic)

Class	Class-wise % children who can do					
	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	30.4	25.6	31.7	8.4	3.9	100
2	13.8	16.3	44.0	20.1	5.9	100
3	10.1	8.4	31.1	31.6	18.7	100
4	10.2	4.8	19.3	31.6	34.0	100
5	9.6	3.4	14.5	28.2	44.4	100
6	10.8	2.2	8.8	23.6	54.6	100
7	13.6	2.4	6.2	17.5	60.3	100
8	12.0	1.5	5.0	15.7	65.8	100
9	15.6	0.7	2.7	11.6	69.4	100
10	14.2	0.6	2.3	9.0	73.9	100

How to read: 12.3 % (8.4+3.9) children of class 1 can do subtraction



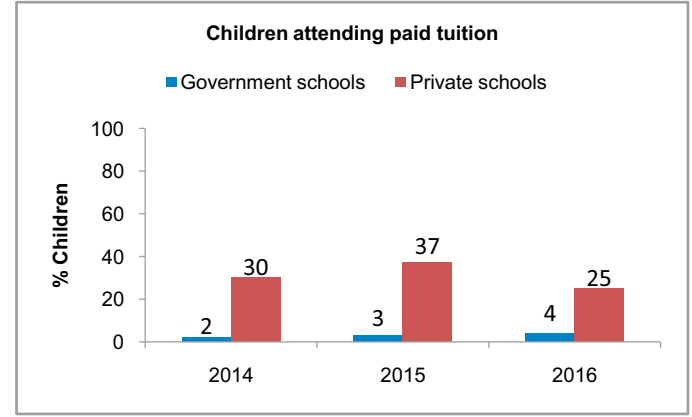
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.6	3.6	5.1	3.5	4.8	3.2	3.8	3.7	4.0	3.6
Pvt.	24.2	28.5	29.9	25.4	26.8	29.3	29.6	29.6	35.9	27.9



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	257	41	167	465	12	1	61	74
Elementary	14	3	6	23	6	0	61	67
High	38	9	6	53	13	0	57	70
Others	61	18	15	94	1	0	1	2
Total	370	71	194	635	32	1	180	213

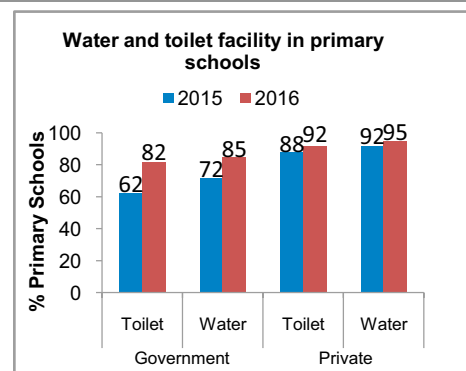
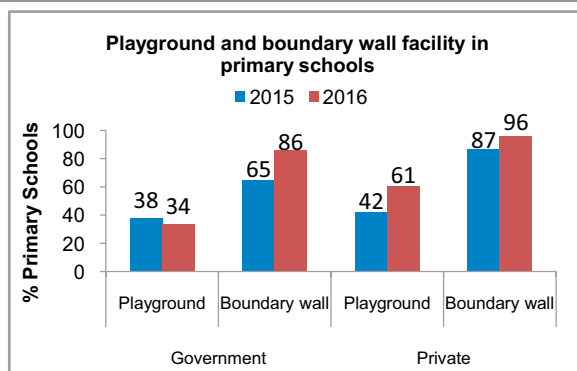
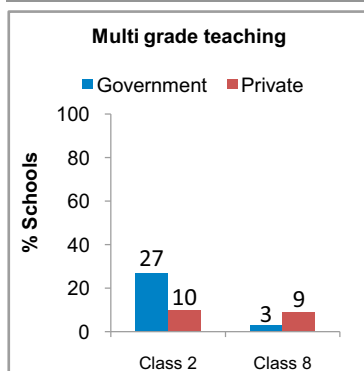
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	83.6	87.9	79.9	85.0	83.6	84.4	78.8	77.8	94.2	79.4
Teacher attendance	85.7	83.6	86.1	88.6	86.5	94.1	92.0	88.8	100.0	91.0

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	4.8	3.6
FA	15.0	18.9
BA	31.4	34.6
MA or above	47.7	41.4
Others	1.2	1.5

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	21.2	28.4
CT	17.8	17.5
B-Ed	36.1	36.3
M-Ed or above	22.3	17.0
Others	2.5	0.8

School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	4	5	8	8	6	8	15	9	
Useable water	84.9	78.3	88.7	85.1	94.6	92.5	91.4	50.0	
Useable toilet	81.7	82.6	88.7	90.4	91.9	91.0	94.3	50.0	
Playground	33.5	30.4	50.9	42.6	60.8	61.2	74.3	100.0	
Boundary wall	86.2	82.6	92.5	84.0	95.9	95.5	97.1	100.0	
Library	0.0	17.4	49.1	42.6	0.0	40.3	60.0	50.0	
Computer lab	0.0	8.7	35.8	26.6	0.0	25.4	38.6	50.0	

Grants									
2016*	# of schools reported receiving grants	293	11	28	0	1	1	0	0
	% of schools reported receiving grants	63.4	47.8	52.8	-	1.4	1.5	0.0	-
	Average amount of grant (Rs.)	228953.1	140084.3	290640.0	-	600000.0	324240.0	-	-
2015	# of schools reported receiving grants	332	18	42	0	0	2	0	0
	% of schools reported receiving grants	71.9	78.3	79.2	-	0.0	3.0	0.0	-
	Average amount of grant (Rs.)	258930.8	441636.1	412038.1	-	-	0.0	-	-



*Grants Received till March 3, 2017
 "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 /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	49.9	0.9	0.4	30.2	5.9	58.6	78.3	72.2	80.7	82.6	76.5
Bannu	33.3	18.9	15.1	26.5	5.7	31.2	30.4	46.6	67.2	64.8	72.2
Battagram	15.5	37.7	20.5	3.5	4.6	66.3	81.0	55.3	82.5	77.5	70.3
Buner	38.7	13.5	9.3	21.1	5.8	15.1	29.8	22.6	30.0	15.3	30.1
Charsadda	32.2	17.1	9.6	24.7	3.0	36.0	34.1	37.0	32.4	26.2	42.3
Chitral	24.8	11.1	6.8	20.0	13.7	26.4	32.9	35.7	18.3	16.5	18.8
Dera Ismail Khan	31.1	18.5	10.9	37.9	7.8	25.2	27.7	32.2	29.6	29.2	26.5
Hangu	39.1	15.9	11.2	27.4	29.6	29.6	61.3	45.1	30.2	37.6	31.2
Haripur	44.3	1.2	0.6	43.3	39.6	95.8	97.6	97.5	87.0	96.1	88.0
Karak	42.7	8.1	5.4	31.6	6.7	19.5	12.3	25.5	19.5	16.7	22.8
Kohat	48.2	11.5	6.2	26.6	10.6	43.4	30.0	50.0	31.7	34.2	39.6
Kohistan	33.3	37.4	18.6	22.7	15.6	10.3	5.6	7.4	10.0	10.0	6.7
Lakki Marwat	40.5	14.1	9.0	20.5	9.4	50.5	43.7	44.3	39.6	36.1	38.4
Lower Dir	48.5	6.3	3.9	9.3	4.1	26.1	35.3	51.7	50.2	29.4	47.9
Malakand	47.5	2.9	1.7	37.1	9.4	47.6	49.0	42.7	56.5	51.1	45.4
Mansehra	41.8	10.2	5.9	28.2	9.4	89.0	85.6	94.2	88.5	87.5	91.2
Mardan	58.8	7.2	3.6	22.4	13.9	23.2	17.6	26.6	25.3	16.4	29.0
Nowshera	81.9	4.1	1.7	54.1	11.6	34.8	33.0	52.7	28.9	26.7	21.5
Peshawar	51.2	17.5	10.4	40.4	20.5	38.5	9.4	36.6	61.4	67.6	60.7
Shangla	15.1	23.2	16.6	19.4	5.3	70.6	70.2	73.9	14.4	13.8	18.7
Swabi	41.7	14.2	8.5	26.7	8.4	35.8	29.2	36.2	52.6	24.5	40.2
Swat	11.6	21.6	13.0	41.9	8.8	29.4	52.0	39.4	40.2	60.7	44.0
Tank	32.6	22.1	13.3	25.6	14.5	67.5	63.6	63.7	71.0	60.7	63.3
Tor Ghar	32.5	2.9	2.0	4.4	1.1	39.7	29.6	31.7	33.3	30.0	31.3
Upper Dir	45.7	21.1	15.2	3.4	0.3	20.5	38.5	29.4	17.0	23.8	16.3
Total	36.4	14.1	8.8	25.6	10.0	44.9	48.0	50.3	45.0	42.5	44.4

Sample Composition

- ASER 2016 survey was conducted in 25 rural districts of Khyber Pakhtunkhwa. This covered 13,807 households in 704 villages throughout the province.
- Detailed information was collected on 41,601 children (57% males, 43% females) aged 3-16 years. Out of these 34,776 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 635 government schools (73% primary, 4% elementary, 8% high, 15% others¹) and 213 private schools (35% primary, 31% elementary, 33% high, 1% others¹) were surveyed.
- 58% of the government schools were boys only, 11% were girls only, and 31% were coeducation schools. In case of private schools, 15% were boys only, 0% were girls only and 85% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has increased as compared to 2015.

- In 2016, 14% of children were reported to be out-of-school which has increased as compared to previous year (13%). 9% children have never been enrolled in a school and 5% 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, 73% of children were enrolled in government schools whereas 27% of children were going to non-state institutions (26% private schools, 1% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 38% were girls and 62% 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 increased as compared to 2015.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2015.

- 36% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 40% in 2015.
- 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 (in class 5) have deteriorated: 55% class 5 children could not read a class 2 story in Urdu/Pashto compared to 53% in 2015.

- Analysis shows that 81% of class 3 children could not read story in Urdu/Pashto compared to 86% in the previous year.

English learning levels (in class 5) have deteriorated: 57% class 5 children could not read sentences (class 2 level) compared to 50% in 2015.

- ASER 2016 reveals that 79% class 3 children could not read class 2 level sentences as compared to 83% in the previous year.

Arithmetic learning levels (in class 5) have deteriorated: 56% class 5 children could not do two digit division as compared to 52% in 2015.

- 81% children enrolled in class 3 could not do two digit division in 2016 as compared to 86% in 2015.

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

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

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

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

- 52% children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 43% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 55% private school children can read at least sentences in class 5 whereas only 39% government school children can do the same.
- Similarly, in arithmetic, 50% 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.

- 46% of boys and 36% of girls could read at least sentences in Urdu/Pashto.
- 45% boys could read at least English words while 34% of girls can do the same.
- Similarly, 49% of boys were able to do at least subtraction whereas only 37% girls could do it.

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

3% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 1% of out-of-school children could read story in Urdu/Pashto, 1% could read sentences in English, and 1% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

32% of mothers and 56% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 68% had not completed even primary education.
- 44% 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. Overall tuition in private schools is 25% compared to 4% in government schools.

- 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 in private schools as compared to government schools. For example, in government schools, 4% children enrolled in class 1 take private tuition whereas 24% children enrolled in class 1 in private schools take tuitions.

THEME 9: MULTI-GRADE TEACHING

27% 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 27% of the surveyed government schools and 10% of the surveyed private schools had Class 2 sitting with other classes.
- 3% of surveyed government schools and 9% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

16% children in surveyed government schools and 21% 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 79% 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

- 31% teachers of surveyed government schools have done graduation as compared to 35% teachers of surveyed private schools.
- 36% of surveyed government school teachers had Bachelors in Education degrees similar 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.

- 36% of surveyed government high schools had computer labs and 49% had a library in their premises as compared to surveyed private high schools where 39% had computer labs and 60% had a library.

18% surveyed government primary schools were without toilets and 15% were without drinking water.

- 18% of the surveyed government primary schools did not have toilets in 2016 as compared to 38% in 2015. Similarly, 8% surveyed private primary schools

were missing toilet facility in 2016 as compared to 12% in 2015.

- 15% of the surveyed government primary schools did not have drinking water in 2016 as compared to 28% in 2015. Similarly, 5% of the surveyed private primary schools did not have drinking water facility in 2016 as compared to 8% in 2015.

14% of the surveyed government primary schools were without complete boundary walls and 66% were without playgrounds.

- Amongst the surveyed government primary schools, 86% had complete boundary walls as compared to 65% in 2015.
- In 2016, 4% of the surveyed private primary schools did not have complete boundary walls as compared to 13% in 2015.
- 34% of surveyed government primary schools had playgrounds in 2016 while 61% 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 similar to in 2015.
- In 2016, surveyed private high schools had 15 classrooms on average being used for classroom activities as compared to 5 in 2015.

THEME 13: SCHOOL GRANTS/FUNDS

63% of the government primary schools and 1% private primary schools received grants.

- 293 surveyed government primary schools received grants in 2016 as compared to 1 surveyed private primary school.
- The proportion of government primary schools receiving grants has decreased since last year. 63% government primary schools are receiving grants in 2016 as compared to 72% in 2015.

OTHER INDICATORS

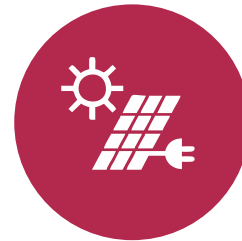
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **74%** of households across all rural districts of Khyber Pakhtunkhwa have mobile phones.
- Amongst mobile users, **29%** use Whatsapp service for communication.
- Amongst mobile users, **61%** use SMS facility for communication.
- **24%** of households have computers/laptops



Alternate Energy

- Across all rural districts of Khyber Pakhtunkhwa, **29%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **22%** of the households receive monetary support from BISP*/ Akhuwat

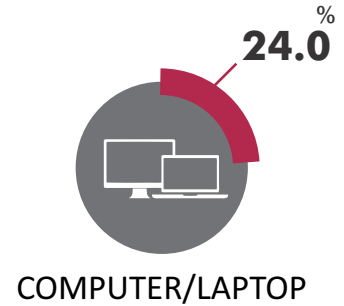
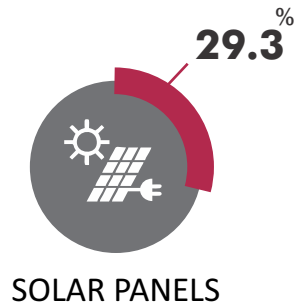
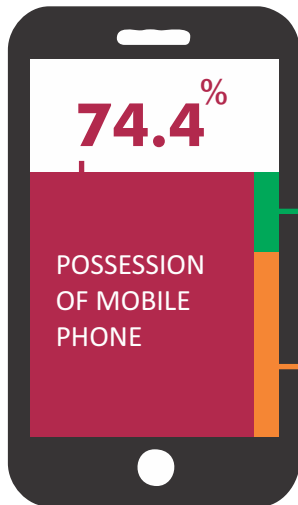


Voter Registration

- **90%** of the females across all rural districts of Khyber Pakhtunkhwa were found to be registered voters against **94%** of males.

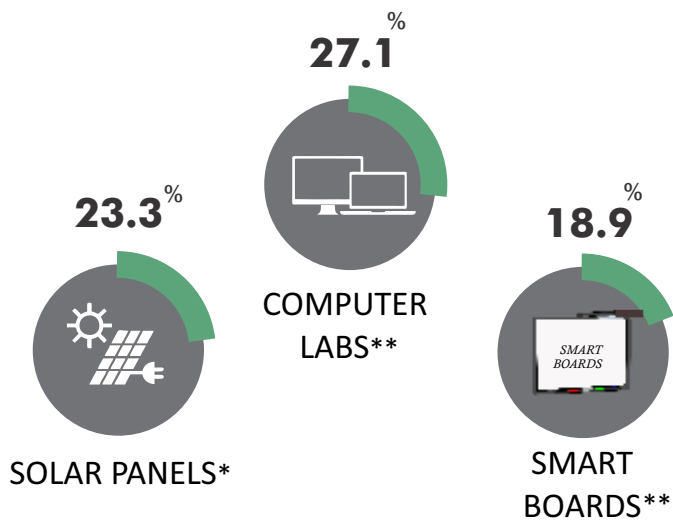
* Benazir Income Support Program

HOUSEHOLD

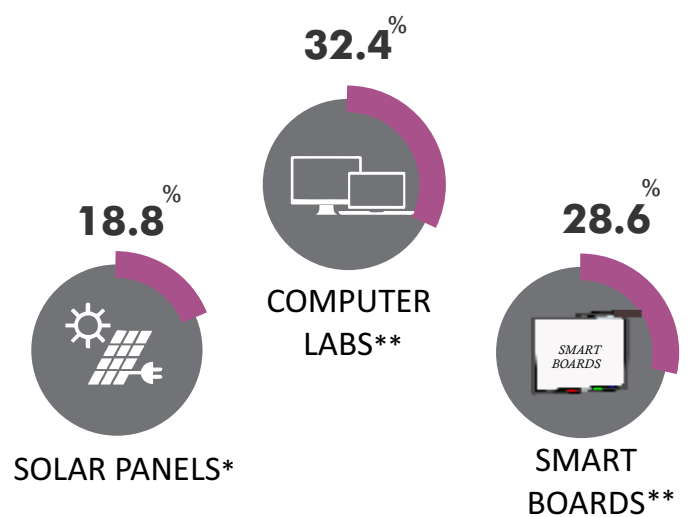


SCHOOLS

GOVT. SCHOOLS



PVT. SCHOOLS



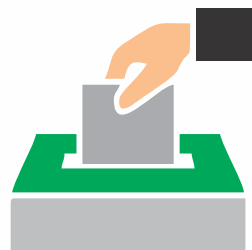
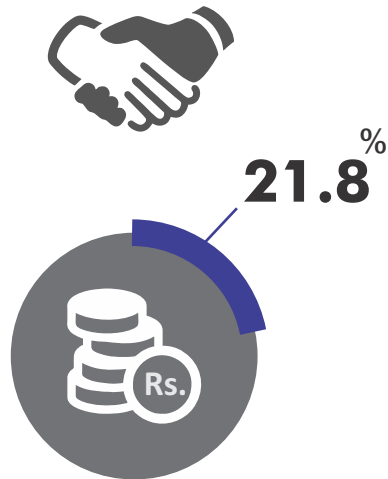
*Only for Primary, Middle and High Schools

**Only for High Schools

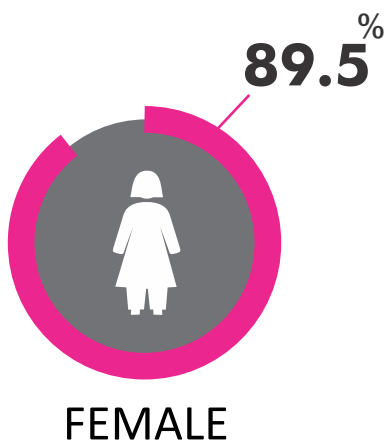
***Only for High Schools

SOCIAL SAFETY NETS

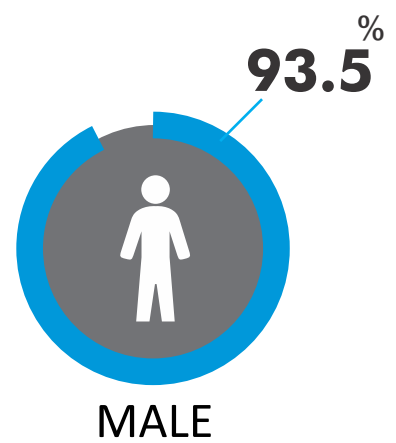
BISP* / Akhuwat



REGISTERED
VOTERS



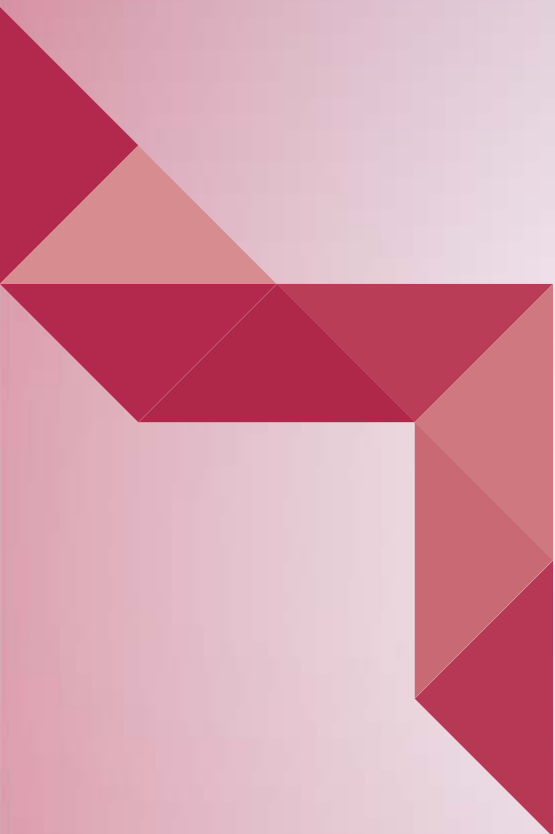
FEMALE



MALE

*Benazir Income Support Program



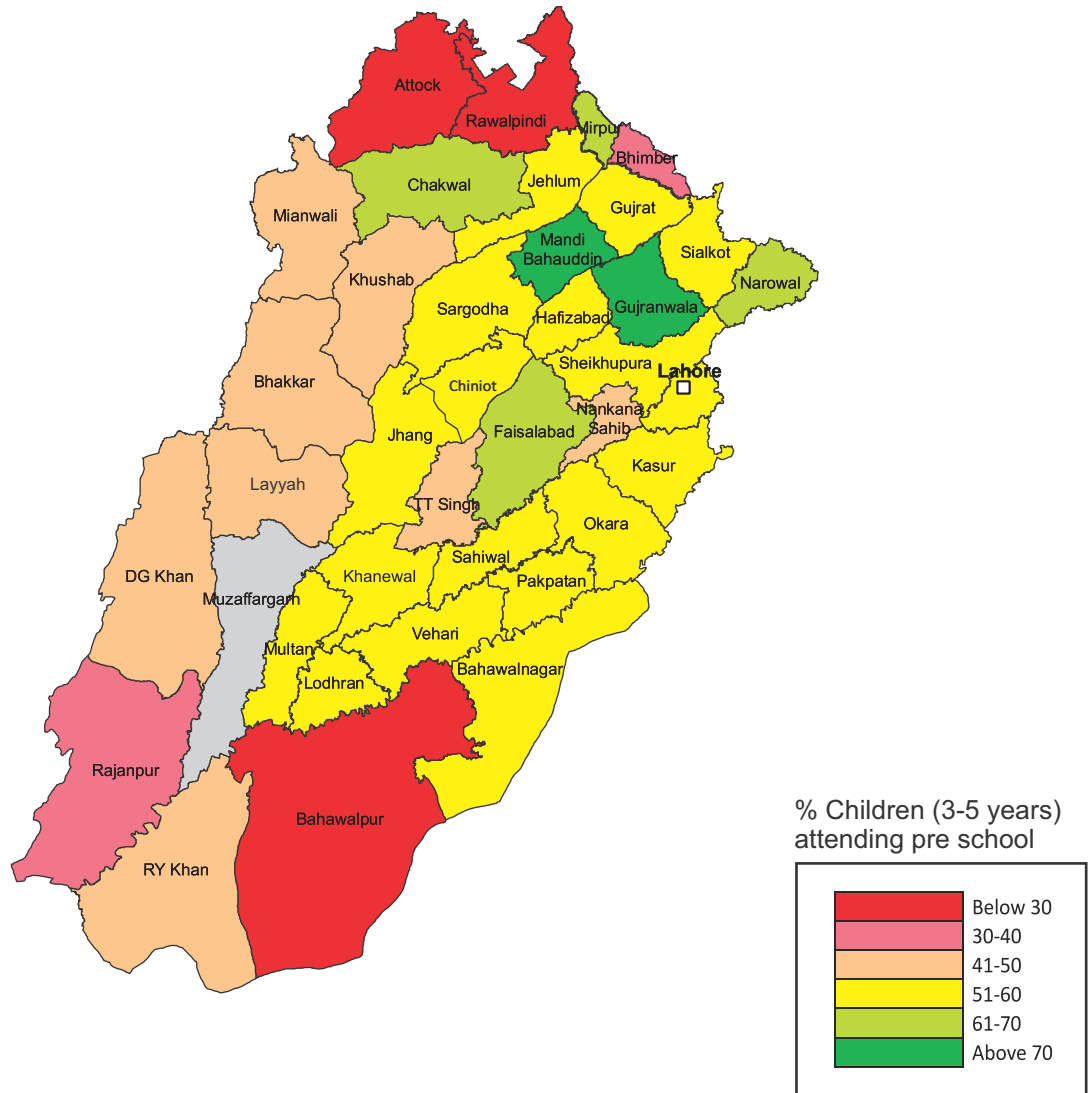


PUNJAB (RURAL)



Children in Pre School (Age 3-5 years)

District wise map showing % children

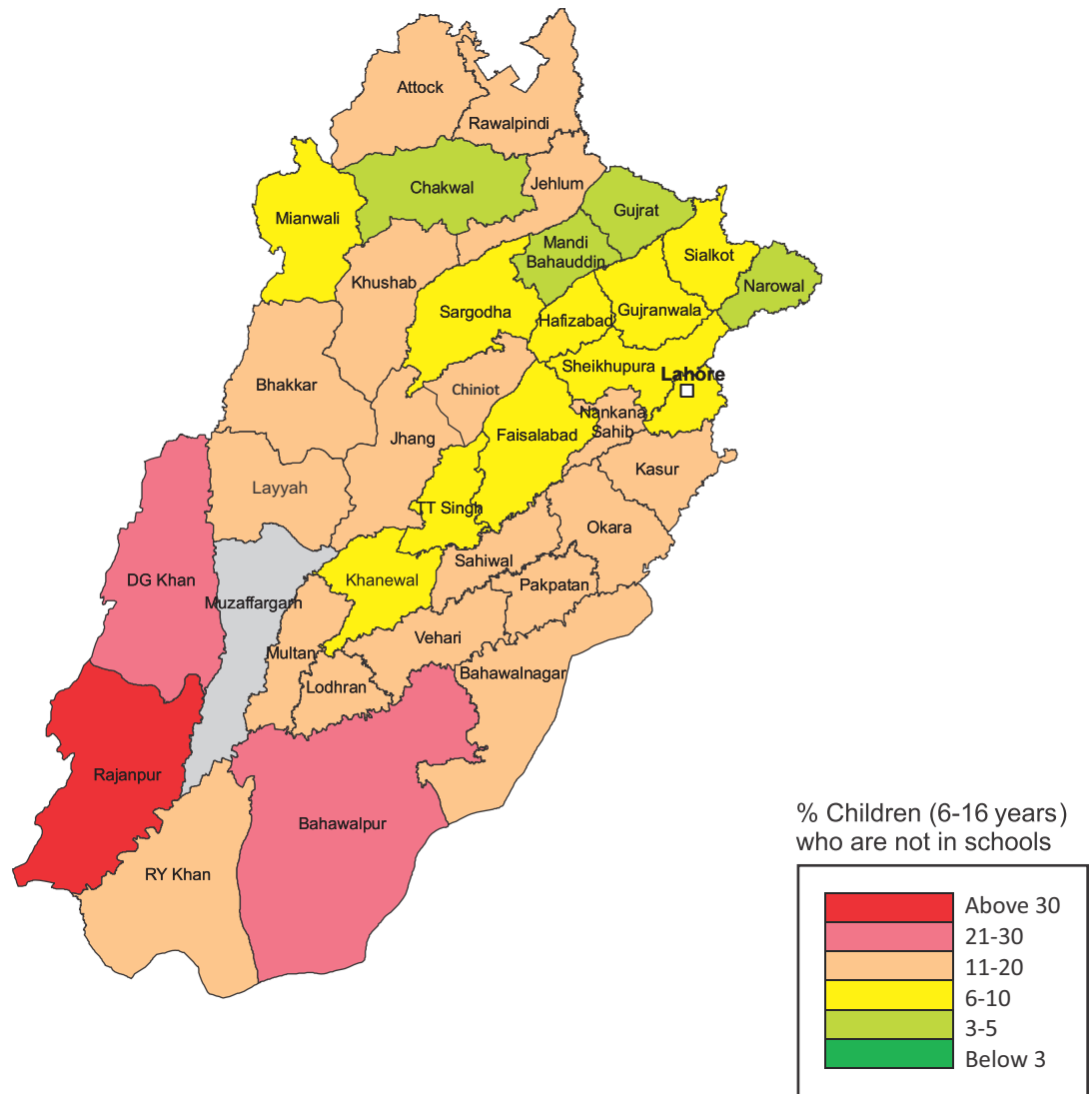


Not surveyed

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

Out of School Children (Age 6-16 years)

District wise map showing % children

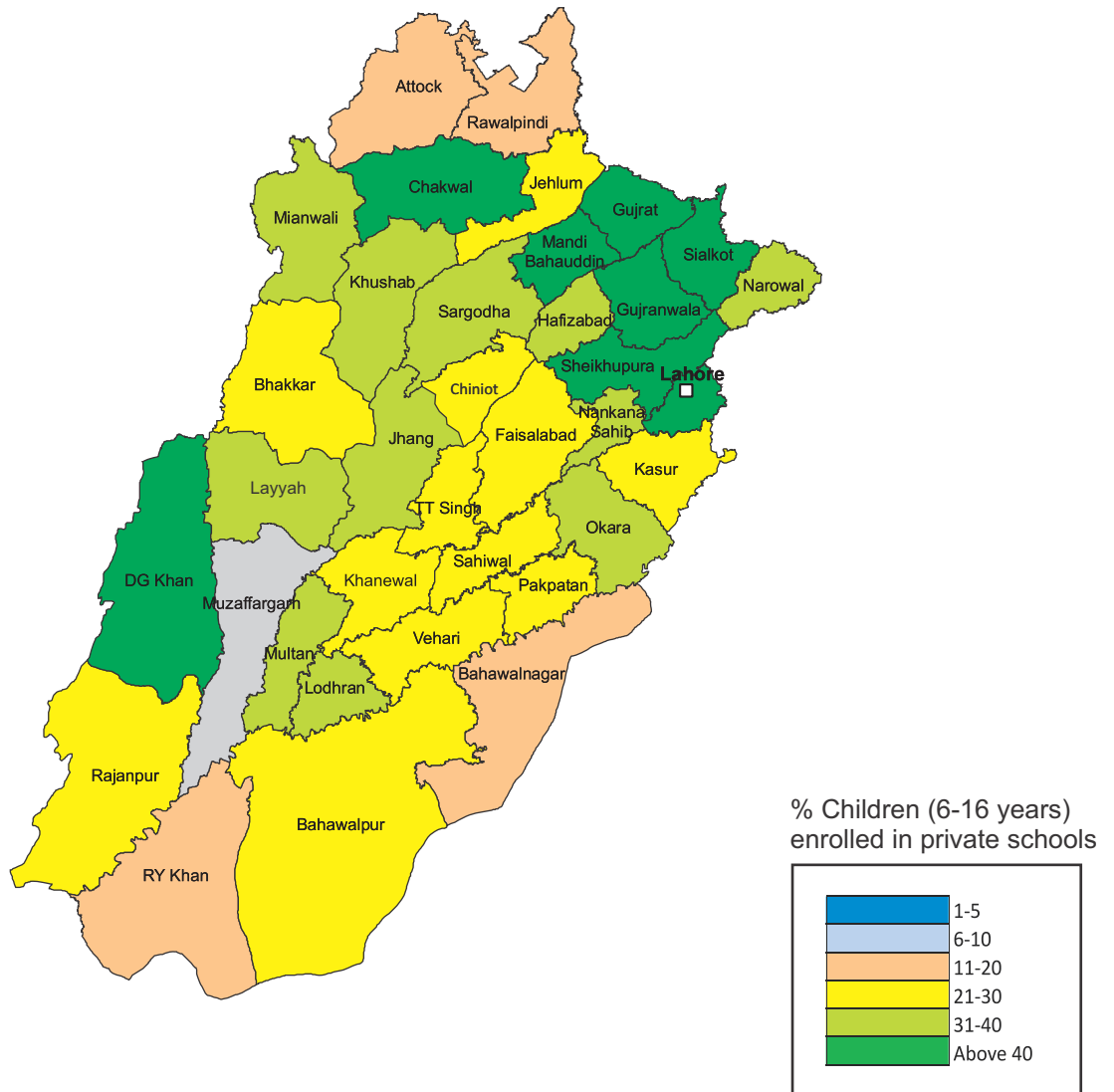


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Private Schooling (Age 6-16 years)

District wise map showing % children

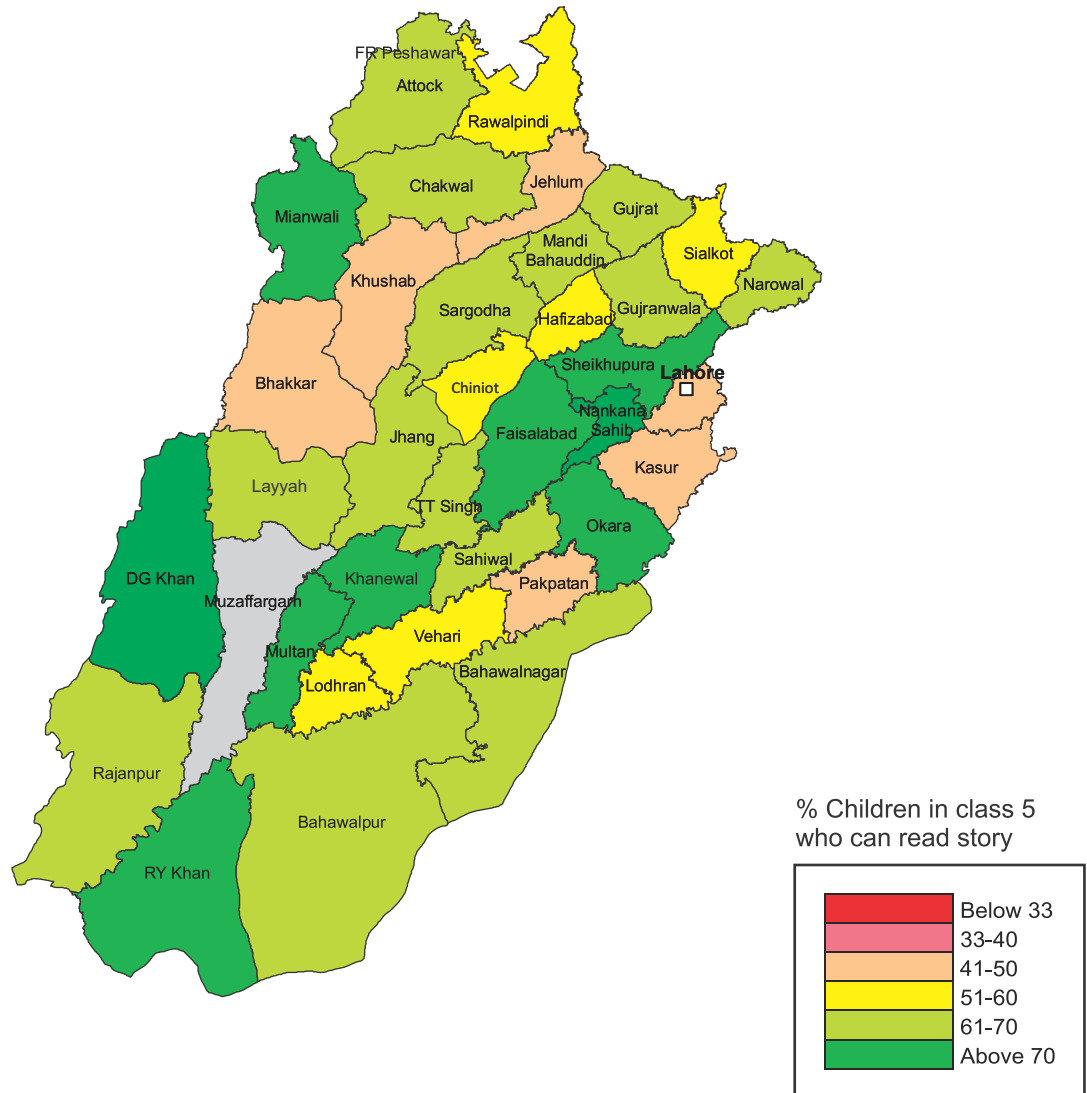


 Not surveyed

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Reading Language Urdu
 (Class 5)

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

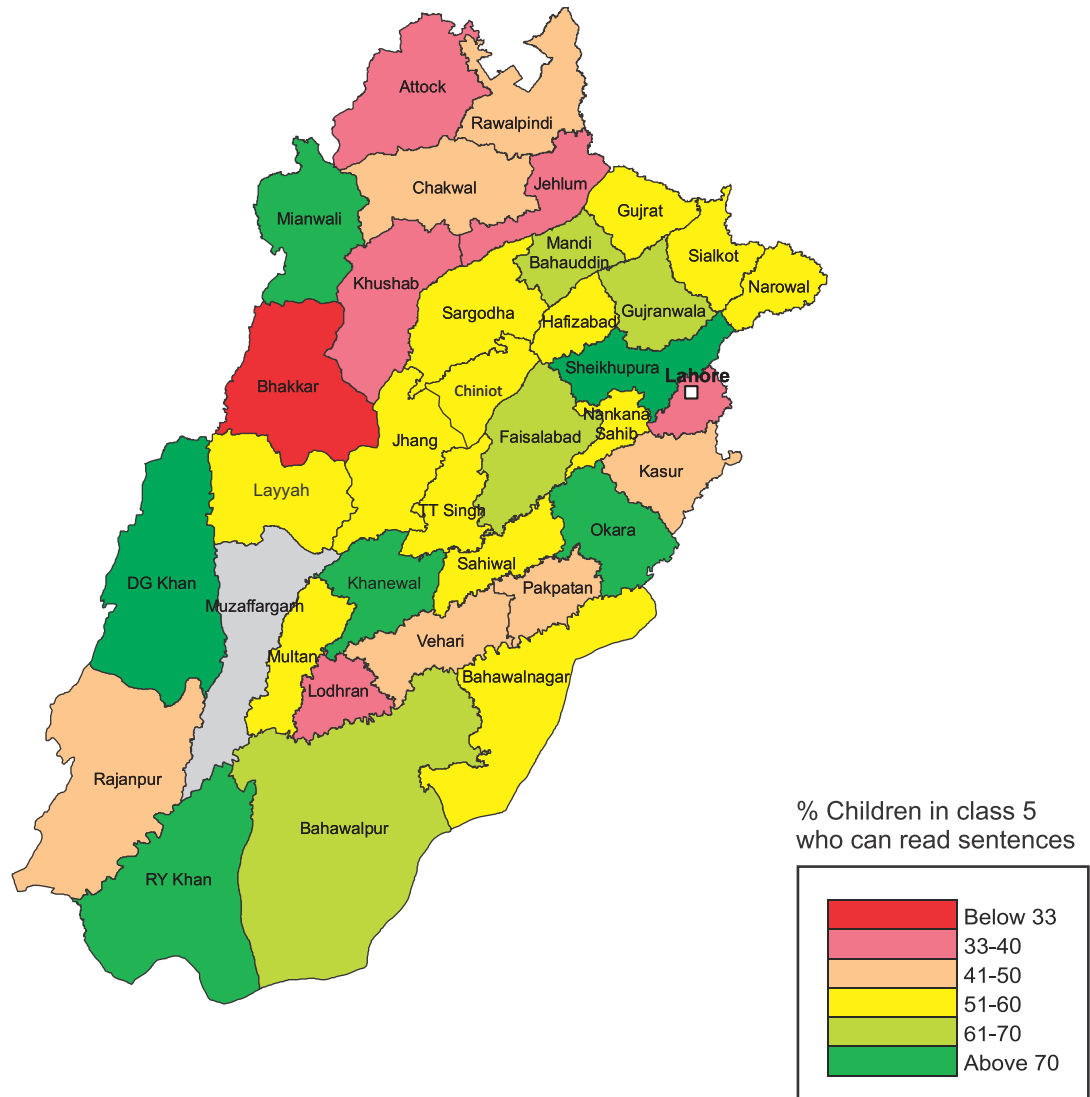


Not surveyed

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Reading English (Class 5)

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

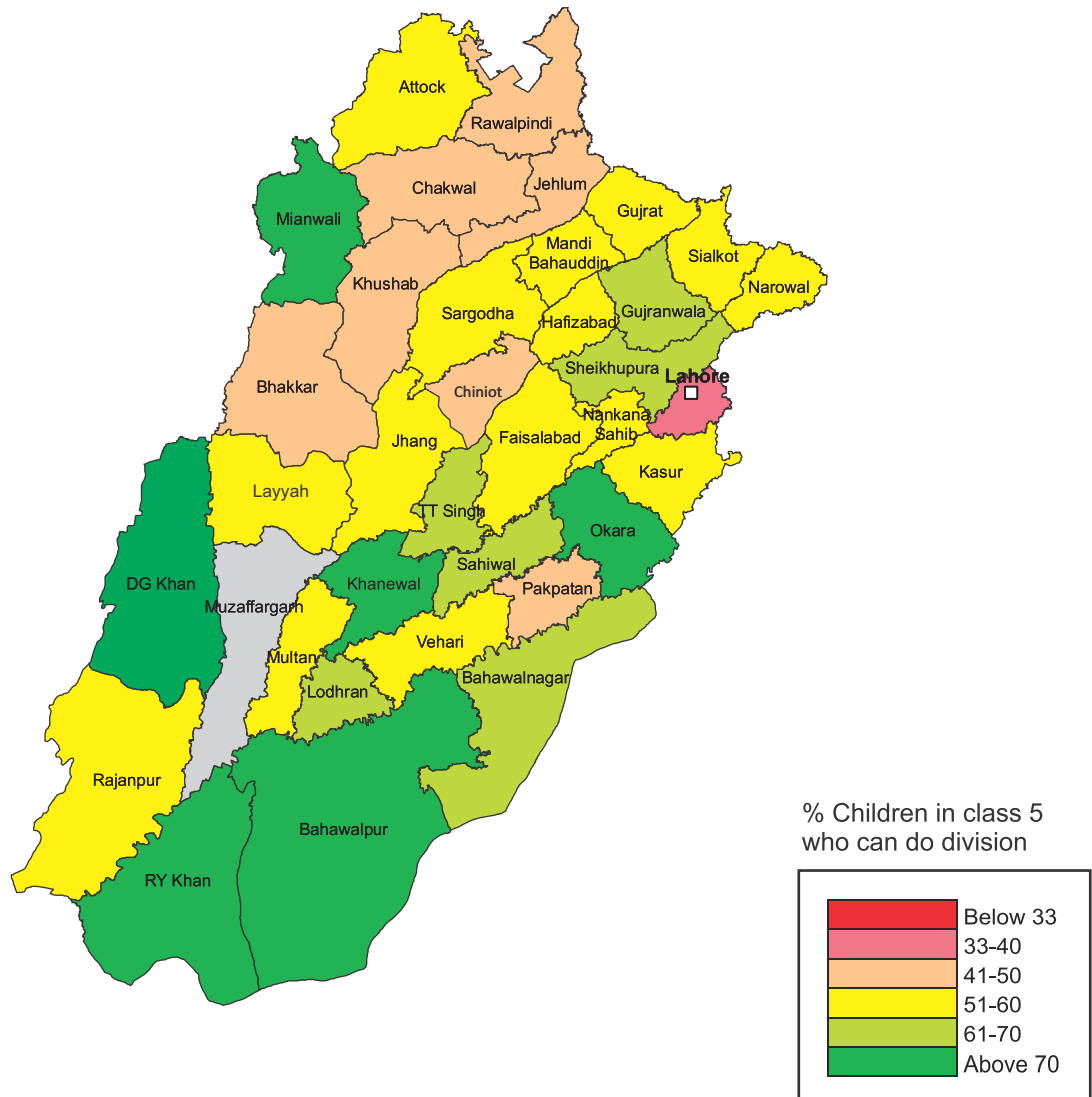


 Not surveyed

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

Arithmetic (Class 5)

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



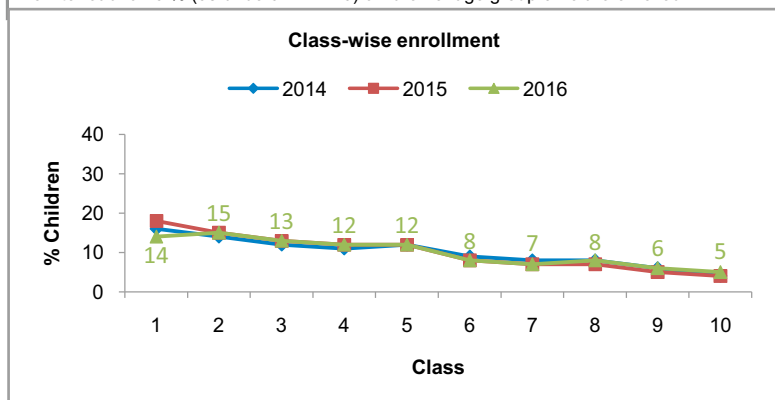
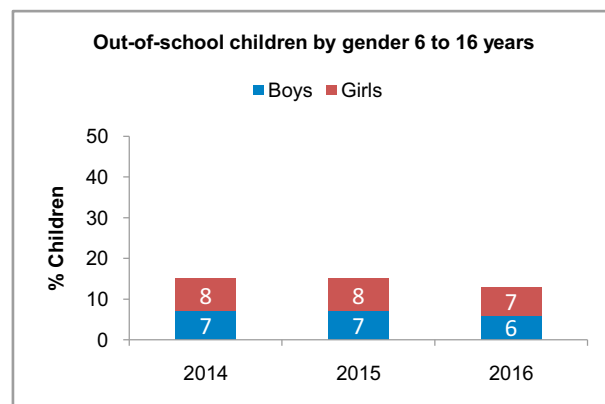
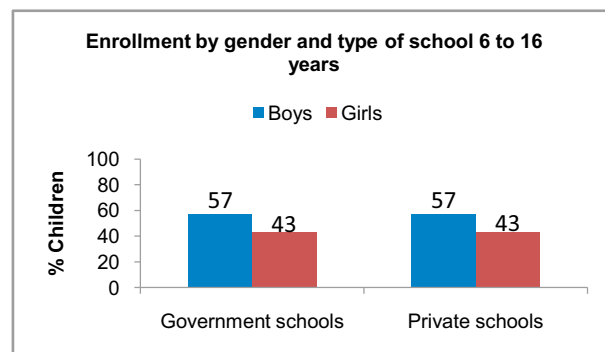
Not surveyed

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

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	58.3	30.5	1.2	1.5	6.6	1.9	100
11 - 13	62.1	22.8	1.2	0.9	6.2	6.8	100
14 - 16	52.6	18.1	1.5	0.3	9.5	18.1	100
6 - 16	58.0	26.0	1.2	1.1	7.1	6.5	100
Total	86.4				13.6		100
By Type	67.2	30.1	1.4	1.3			

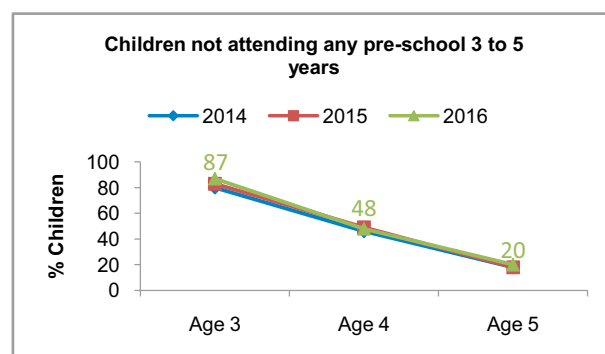
How to read: 91.5 % (58.3+30.5+1.2+1.5) children of age group 6-10 are enrolled



Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	6.9	5.9	0.2	0.3	86.7	100
4	24.2	26.9	0.2	1.0	47.6	100
5	41.3	36.5	0.7	1.4	20.1	100
3 - 5	25.5	24.2	0.4	1.0	48.9	100
Total	51.1				48.9	100
By Type	50.0	47.4	0.8	1.9		

How to read: 13.3 % (6.9+5.9+0.2+0.3) children of age 3 are enrolled



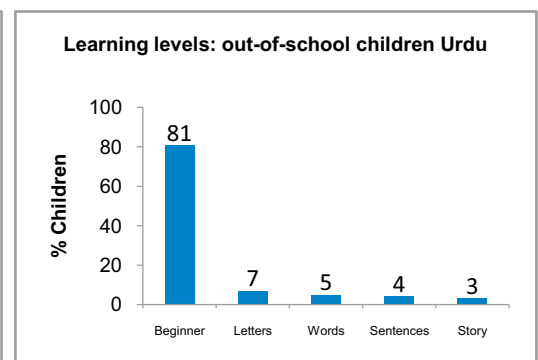
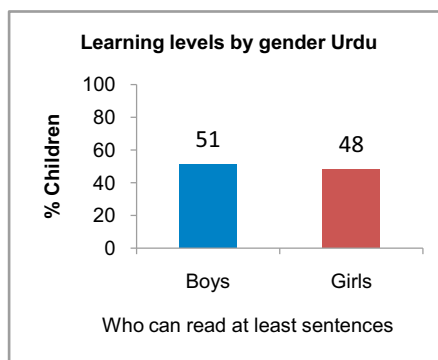
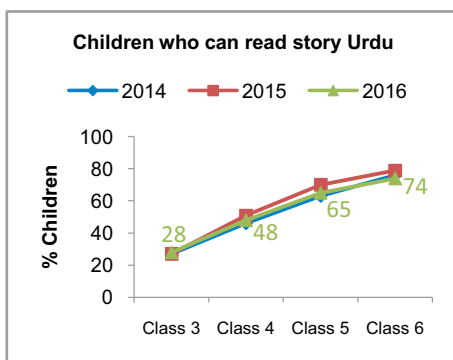
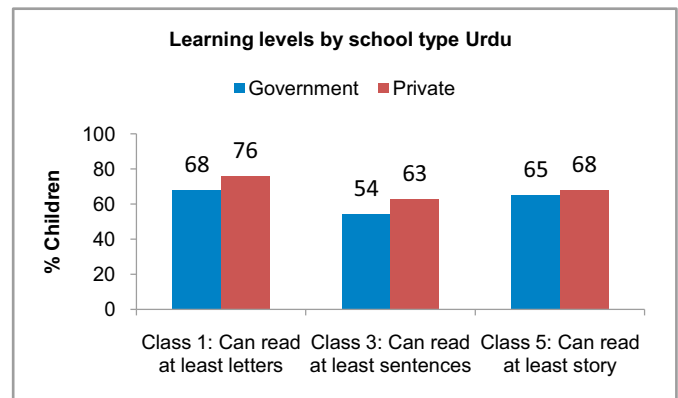
Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	77.2	59.4	26.2	10.0	4.6	8.8	11.8	15.6	16.9	17.7	15.0	20.4	14.2
2	22.8	32.9	44.9	27.8	13.2	26.3	14.4	23.6	26.1	13.4	17.6	23.0	14.9
3			21.4	37.7	27.1	13.2	10.0	15.5	30.8	31.0	17.6	23.0	13.2
4				17.7	34.5	26.3	14.4	10.0	12.5	28.1	36.9	23.0	12.1
5					15.7	35.3	31.1	19.0	12.5	28.1	36.9	23.0	12.3
6						11.4	28.1	26.3	13.7	17.6	17.6	23.0	8.4
7	0.0	7.7	7.5	6.8	5.0	5.0	4.6	0.0	9.8	30.5	56.6	4.7	7.0
8													7.6
9													5.8
10													4.7
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	29.3	36.3	27.3	6.9	0.2	100
2	14.0	18.4	42.0	18.7	6.9	100
3	9.2	8.4	25.5	28.8	28.1	100
4	8.0	4.1	14.0	26.2	47.7	100
5	8.4	2.3	7.4	16.9	65.0	100
6	8.9	2.1	4.0	11.3	73.7	100
7	8.7	1.1	2.6	7.4	80.2	100
8	8.7	0.7	1.6	5.1	83.9	100
9	11.5	0.7	0.6	2.9	84.3	100
10	13.9	0.2	0.8	2.1	83.0	100

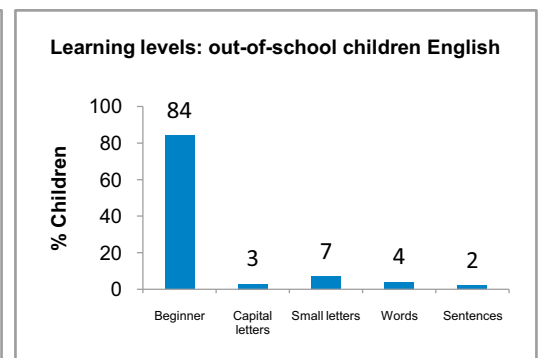
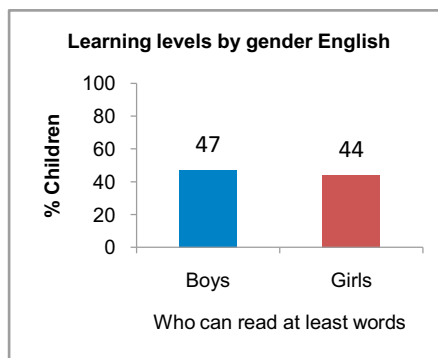
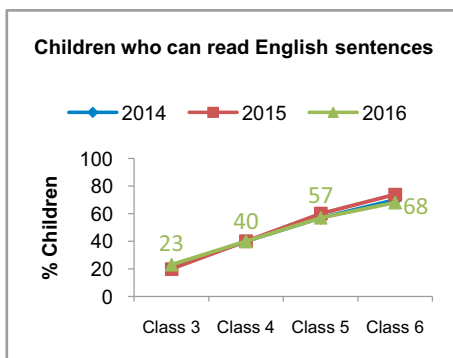
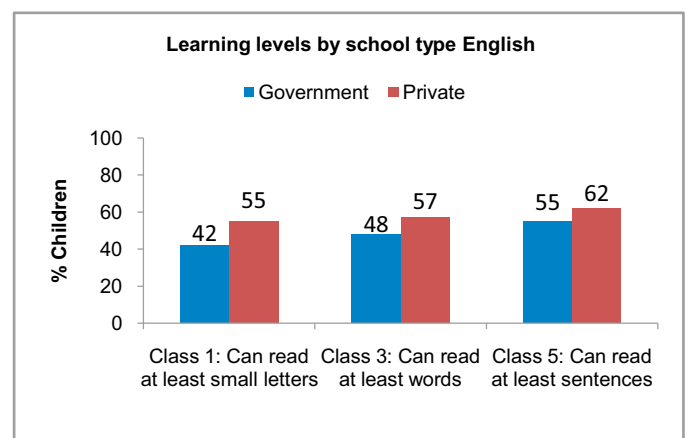
How to read: 7.1 % (6.9+0.2) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	30.3	23.3	36.0	9.4	1.1	100
2	15.2	11.9	45.6	23.1	4.1	100
3	10.6	6.1	32.7	27.9	22.7	100
4	8.8	3.5	22.6	25.5	39.6	100
5	8.7	2.0	15.1	17.7	56.5	100
6	9.6	1.7	10.4	10.6	67.7	100
7	8.8	1.3	8.3	7.2	74.4	100
8	8.4	0.4	7.3	5.4	78.4	100
9	11.4	0.5	6.2	2.8	79.0	100
10	13.9	0.3	6.0	2.2	77.7	100

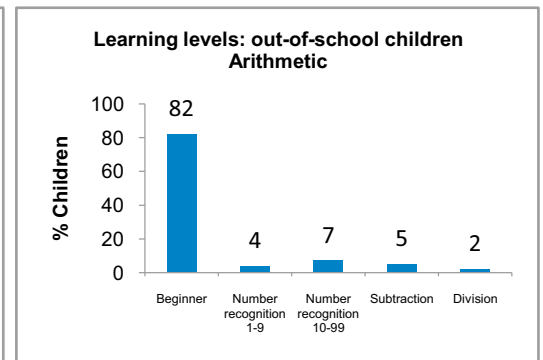
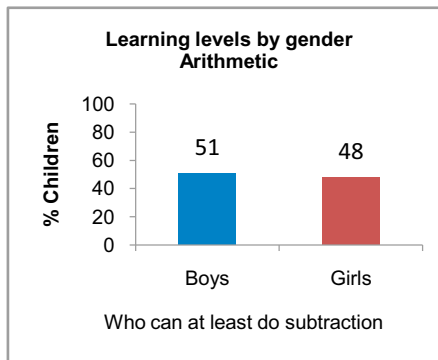
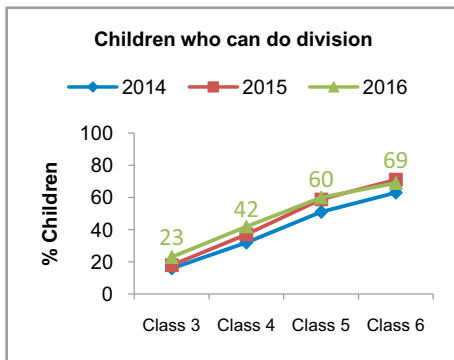
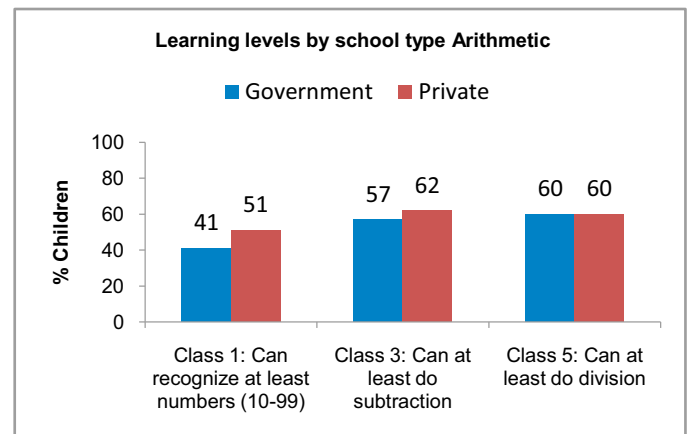
How to read: 10.5 % (9.4+1.1) children of class 1 can read words



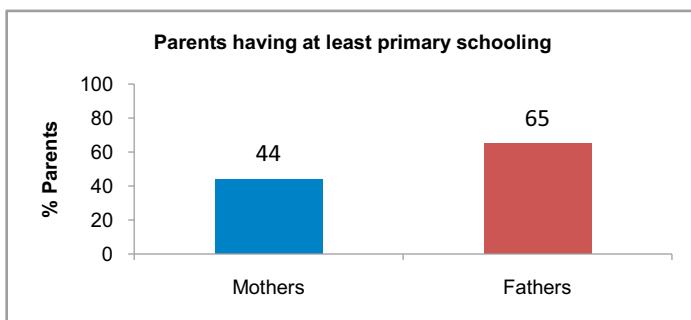
Learning levels (Arithmetic)

Class	Class-wise % children who can do					Total
	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	
		1-9	10-99			
1	28.7	26.7	36.4	6.5	1.9	100
2	13.7	12.6	44.8	24.8	4.1	100
3	9.4	6.4	26.1	34.9	23.1	100
4	8.5	3.2	14.1	31.8	42.4	100
5	8.4	2.1	8.1	21.8	59.6	100
6	8.8	1.7	4.6	15.9	69.0	100
7	8.8	1.1	4.1	11.5	74.6	100
8	8.4	0.6	2.8	9.3	78.9	100
9	11.6	0.6	1.6	5.6	80.6	100
10	13.9	0.4	1.7	4.5	79.6	100

How to read: 8.4 % (6.5+1.9) children of class 1 can do subtraction



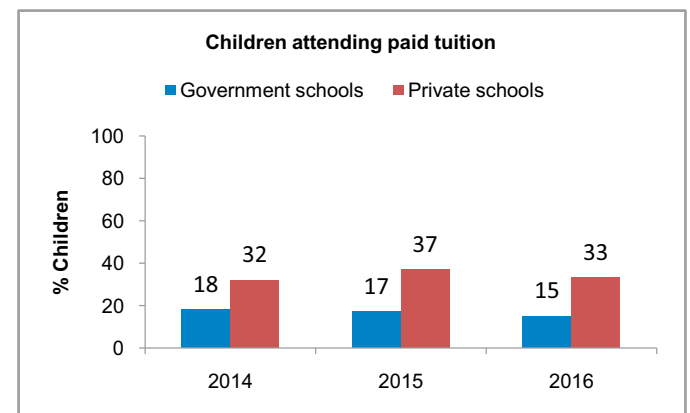
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	11.6	11.3	14.0	13.6	16.0	17.0	19.6	18.9	22.1	27.1
Pvt.	32.2	33.2	35.9	36.9	36.3	33.7	34.6	37.1	42.0	40.8



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	160	69	260	489	11	3	140	154
Elementary	93	61	66	220	23	5	328	356
High	169	82	33	284	16	10	140	166
Others	22	5	0	27	1	0	4	5
Total	444	217	359	1020	51	18	612	681

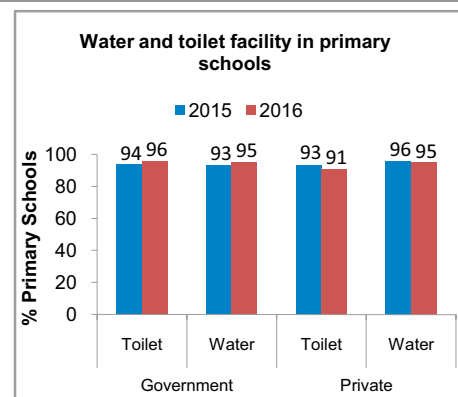
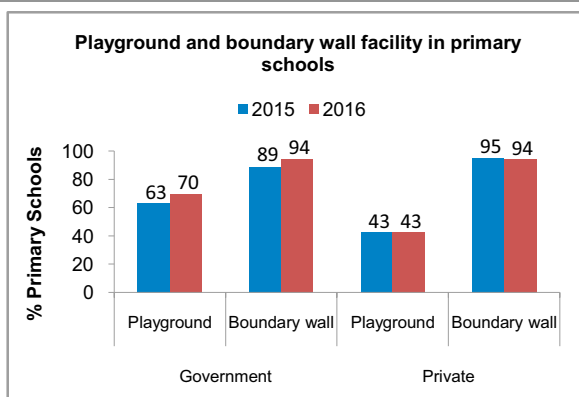
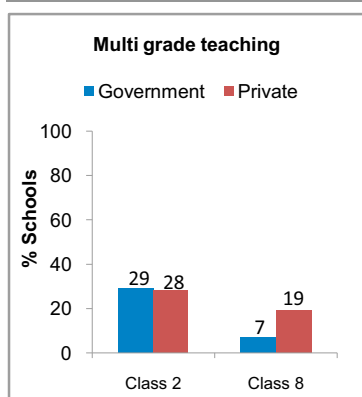
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	88.1	88.1	88.6	95.3	88.7	86.5	84.9	85.4	81.6	85.2
Teacher attendance	87.5	91.5	90.3	91.3	90.1	93.5	92.3	92.1	96.5	92.5

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	8.5	11.7
FA	8.6	25.1
BA	25.0	37.5
MA or above	56.7	24.9
Others	1.2	0.9

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	14.1	8.3
CT	8.5	7.9
B-Ed	47.1	64.5
M-Ed or above	28.2	17.3
Others	2.2	2.0

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3	7	11	10	4	8	10	16
Useable water	94.9	95.5	96.1	88.9	95.5	98.0	96.4	100
Useable toilet	96.3	96.8	98.6	92.6	90.9	97.2	98.2	100
Playground	69.9	79.1	84.9	85.2	42.9	55.3	58.4	40.0
Boundary wall	93.7	95.5	96.1	96.3	94.2	96.1	97.0	100
Library	0.0	52.7	86.6	81.5	0.0	35.7	50.6	60.0
Computer lab	0.0	20.0	87.0	85.2	0.0	25.3	41.0	60.0

Grants									
2016*	# of schools reported receiving grants	396	183	218	0	8	40	21	0
	% of schools reported receiving grants	81.1	83.6	77.0	-	5.2	11.2	12.7	-
	Average amount of grant (Rs.)	124624.8	226562.0	234699.7	-	20312.5	1744907.5	-	-
2015	# of schools reported receiving grants	398	192	230	-	5	40	17	-
	% of schools reported receiving grants	81.6	87.7	81.3	-	3.2	11.2	10.2	-
	Average amount of grant (Rs.)	150726.6	247951.7	445498.5	-	204000.0	1150172.5	-	-



*Grants Received till March 3, 2017
 "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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Attock	21.3	16.3	6.0	16.8	18.7	53.4	27.1	56.1	63.6	40.0	58.2
Bahawalnager	56.5	17.4	9.6	11.6	10.1	45.9	23.3	54.2	69.7	53.2	66.4
Bahawalpur	22.1	21.6	10.3	27.1	11.8	64.6	70.2	78.4	64.2	66.3	72.7
Bhakkar	49.5	16.7	10.5	20.5	7.5	50.8	23.4	50.0	46.9	30.0	49.0
Chakwal	68.8	4.7	1.9	42.9	34.8	48.4	40.5	34.1	61.1	46.1	41.7
Chiniot	57.1	14.1	8.2	21.8	19.1	44.4	54.8	44.4	55.6	48.5	45.6
Dera Ghazi Khan	44.7	27.3	14.4	40.5	5.9	60.6	53.9	73.9	78.3	71.1	83.5
Faisalabad	62.6	8.3	4.2	24.8	24.5	56.7	77.3	60.5	75.5	61.6	58.2
Gujranwala	74.0	7.7	3.1	44.4	39.2	72.6	71.7	74.5	61.2	69.8	62.6
Gujrat	54.5	3.5	0.6	41.2	43.7	59.4	30.5	65.9	63.1	55.5	58.5
Hafizabad	60.6	10.0	4.4	32.3	28.3	52.7	54.7	63.9	56.9	53.8	51.4
Jhelum	51.8	10.8	5.3	28.2	28.5	39.3	32.8	46.6	49.4	36.4	41.6
Jhang	53.0	17.6	11.4	31.9	7.4	52.4	55.4	49.4	68.9	51.5	60.0
Kasur	53.9	17.3	8.2	22.8	12.0	48.8	40.9	58.4	50.3	45.3	53.2
Khanewal	57.0	6.4	3.8	22.3	24.6	77.6	65.6	73.2	83.1	79.7	79.4
Khushab	41.4	20.0	12.4	34.4	22.7	54.7	43.9	38.4	47.9	40.8	35.3
Lahore	58.4	6.4	3.6	41.7	22.1	43.8	32.8	39.3	45.5	36.9	37.4
Layyah	45.7	17.8	10.9	30.8	9.5	61.4	53.2	60.9	63.5	59.5	61.0
Lodhran	52.2	16.8	7.7	36.5	7.5	50.0	39.9	66.1	52.6	40.3	64.2
Mandi Bahuddin	76.1	4.4	1.5	41.8	35.3	49.7	48.6	44.1	68.5	61.7	56.1
Mianwali	48.7	5.6	4.3	30.3	25.0	64.8	71.3	66.4	80.0	77.4	74.2
Multan	50.9	18.2	9.4	35.0	16.1	69.5	65.4	56.2	75.8	55.1	59.5
Nankana Sahib	42.0	12.6	6.2	38.5	34.5	66.3	58.9	44.3	71.1	52.8	52.8
Narowal	67.2	3.4	1.7	35.5	19.8	50.0	54.6	59.0	63.3	54.4	58.2
Okara	51.2	10.8	5.7	32.8	23.0	76.2	61.0	77.9	90.7	82.2	89.7
Pakpattan	54.9	14.3	7.3	21.7	19.0	37.3	39.4	36.0	50.4	49.6	48.0
Rahim Yar Khan	44.9	16.6	9.4	12.1	7.2	72.3	63.6	74.0	79.1	74.3	75.3
Rajanpur	40.7	40.9	22.0	26.9	4.2	62.5	51.0	52.5	68.2	50.0	53.4
Rawalpindi	21.4	16.1	6.3	15.8	13.2	58.1	52.3	61.6	52.0	44.0	44.0
Sahiwal	56.6	10.3	6.2	24.8	19.0	65.4	40.7	71.9	61.2	55.0	64.0
Sargodha	54.9	9.8	6.3	35.5	21.8	62.6	69.9	54.2	65.5	60.4	52.3
Sheikhupura	56.3	9.9	4.6	40.4	43.7	69.7	76.7	82.0	79.2	74.2	69.7
Sialkot	60.0	8.2	2.7	41.0	32.7	48.2	44.5	56.1	59.7	52.5	59.1
T.T.Singh	50.5	9.0	3.4	23.5	22.7	42.1	38.9	43.7	68.1	59.3	67.6
Vehari	51.1	11.9	7.0	25.0	26.8	41.6	31.3	37.0	56.7	42.2	52.4
Total	51.1	13.6	7.1	30.1	21.3	56.9	50.6	58.1	65.0	56.5	59.6

Sample Composition

- ASER 2016 survey was conducted in 35 rural districts of Punjab. This covered 20,610 households in 1,035 villages throughout the province.
- Detailed information was collected on 59,311 children (55% males, 45% females) aged 3-16 years. Out of these 51,157 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 1,020 government schools (48% primary, 22% elementary, 28% high, 3% others¹) and 681 private schools (23% primary, 52% elementary, 24% high, 1% others¹) were surveyed.
- 44% of the government schools were boys only, 21% were girls only, and 35% were coeducation schools. In case of private schools, 7% were boys only, 3% were girls only and 90% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2015.

- In 2016, 14% of children were reported to be out-of-school which has improved compared to previous year (15%). 7% children have never been enrolled in a school and 7% 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, 67% of children were enrolled in government schools whereas 33% of children were going to non-state institutions (30% private schools, 1% Madrassah, 1% others).
- Amongst the enrolled students in both government schools as well as private schools, 43% were girls and 57% were boys.

- The percentage of out of school children (boys and girls) has decreased as compared to 2015.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2015.

- 51% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 53% in 2015.
- 49% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through specific language and arithmetic 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: 35% class 5 children could not read a class 2 story in Urdu compared to 30% in 2015.

- Analysis shows that 72% of class 3 children could not read story in Urdu an improvement from 73% in the previous year.

English learning levels have deteriorated: 43% class 5 children could not read sentences (class 2 level) compared to 40% in 2015.

- ASER 2016 reveals that 77% class 3 children could not read class 2 level sentences as compared to 80% in the previous year.

Arithmetic learning levels show improvement: 40% class 5 children could not do two digit division as compared to 41% in 2015.

- 77% children enrolled in class 3 could not do two digit division in 2016 as compared to 82% in 2015.

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

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

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

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

- 68% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 65% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 62% private school children can read at least sentences in class 5 whereas only 55% government school children can do the same.
- Similarly, in arithmetic 60% children enrolled in private schools (class 5) were able to do division similar to 60% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- 51% of boys and 48% of girls could read at least sentences in Urdu.
- 47% boys could read at least English words while 44% of girls can do the same.
- Similarly, 51% of boys were able to do at least subtraction whereas only 48% girls could do it.

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

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

- Data reveals that the 3% of out-of-school children could read story in Urdu, 2% could read sentences in English, and 2% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

44% of mothers and 65% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 56% had not completed even primary education.
- 35% 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. Overall tuition in private schools is 33% compared to 15% in government schools.

- The incidence of private tuition remains higher in private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 12% children enrolled in class 1 take private tuition whereas 27% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

29% of surveyed government schools and 28% 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 29% of the surveyed government schools and 28% of the surveyed private schools had Class 2 sitting with other classes.
- 7% of surveyed government schools and 19% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

11% children in surveyed government schools and 15% in surveyed private schools were absent

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

- Overall student attendance in surveyed government schools stood at 89% whereas it was 85% in surveyed private schools.

10% 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 90% whereas it was 93% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

- 25% teachers of surveyed government schools have done graduation as compared to 38% teachers of surveyed private schools.
- 47% of surveyed government school teachers had Bachelors in Education degrees as compared to 65% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 87% of surveyed government high schools had computer labs and 87% had a library in their premises as compared to surveyed private high schools where 41% had computer labs and 51% had a library.

4% surveyed government primary schools were without toilets and 5% were without drinking water.

- 4% of the surveyed government primary schools did not have toilets in 2016 as compared to 6% in 2015. Similarly, 9% surveyed private primary schools were missing toilet facility in 2016 as compared to 7% in 2015.

- 5% of the surveyed government primary schools did not have drinking water in 2016 as compared to 7% in 2015. Similarly, 5% of the surveyed private primary schools did not have drinking water facility in 2016 as compared to 4% in 2015.

6% of the surveyed government primary schools were without complete boundary walls and 30% were without playgrounds.

- Amongst the surveyed government primary schools, 94% had complete boundary walls as compared to 89% in 2015.
- In 2016, 6% of the surveyed private primary schools did not have complete boundary walls as compared to 5% in 2015.
- 70% of surveyed government primary schools had playgrounds in 2016 while 43% surveyed private primary schools had playgrounds.

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

- On average, 11 rooms were being used for classroom activities in the surveyed government high schools in 2016 as compared to 12 rooms on average in 2015.
- In 2016, surveyed private high schools had 10 classrooms on average being used for classroom activities as compared to 11 in 2015.

THEME 13: SCHOOL GRANTS/FUNDS

81% of the government primary schools and 5.2% private primary schools received grants.

- 396 surveyed government primary schools received grants as compared to 8 surveyed private primary schools in 2016.
- The proportion of government primary schools receiving grants has remained the same as compared to previous year. 82% government primary schools were receiving grants in 2015 and 2016.

OTHER INDICATORS

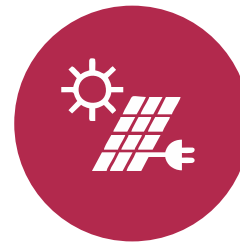
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **77%** of households across all rural districts of Punjab have mobile phones.
- Amongst mobile users, **30%** use Whatsapp service for communication.
- Amongst mobile users, **57%** use SMS facility for communication.
- **20%** of households have computers/laptops



Alternate Energy

- Across all rural districts of Punjab, **13%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **8%** of the households receive monetary support from BISP*/ Akhuwat / PSPA**



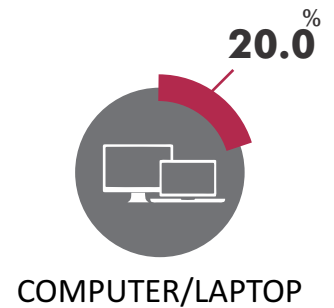
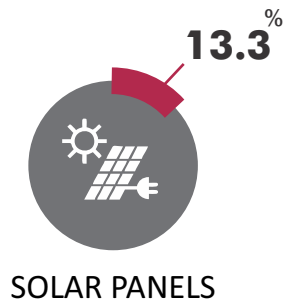
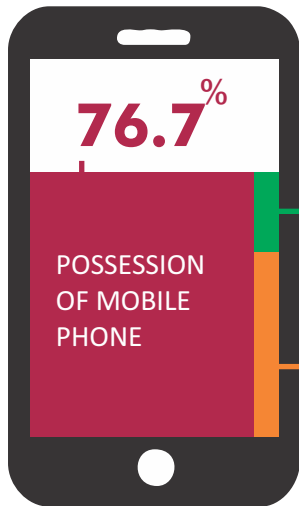
Voter Registration

- **89%** of the females across all rural districts of Pakistan were found to be registered voters against **93%** of males.

* Benazir Income Support Program

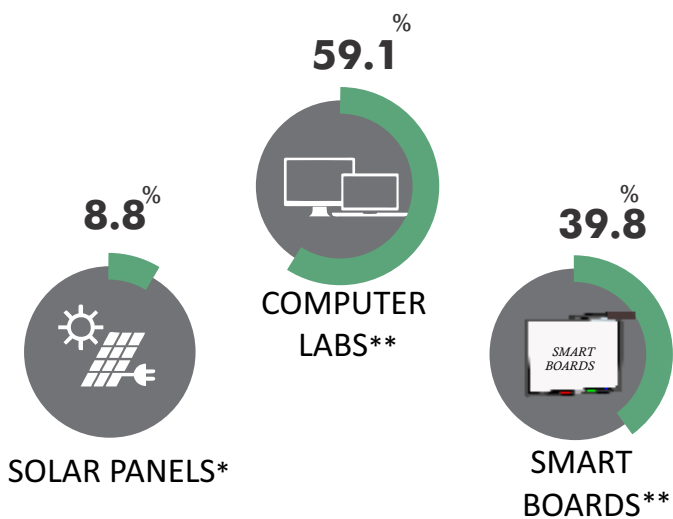
** Punjab Social Protection Authority

HOUSEHOLD

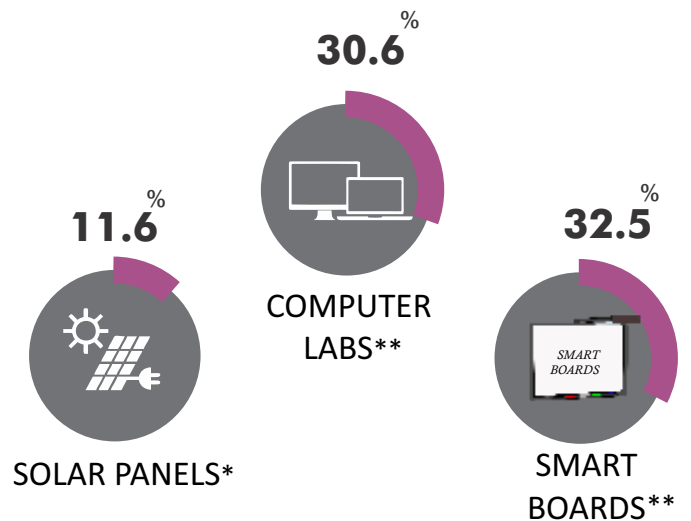


SCHOOLS

GOVT. SCHOOLS



PVT. SCHOOLS



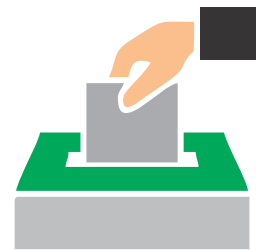
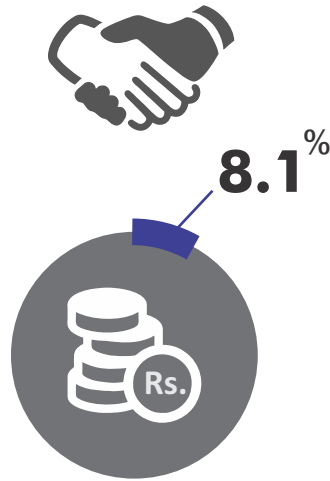
*Only for Primary, Middle and High Schools

**Only for Middle and High Schools

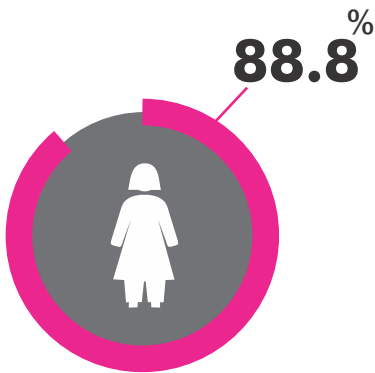
***Only for High Schools

SOCIAL SAFETY NETS

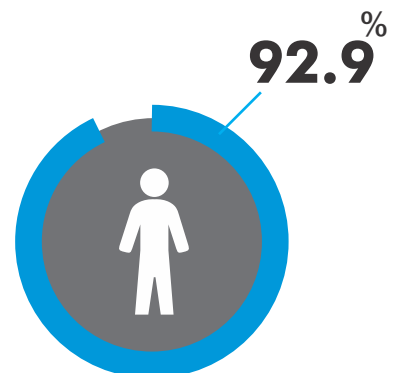
BISP* / Akhuwat / PSPA**



REGISTERED
VOTERS



FEMALE



MALE

* Benazir Income Support Program
** Punjab Social Protection Authority



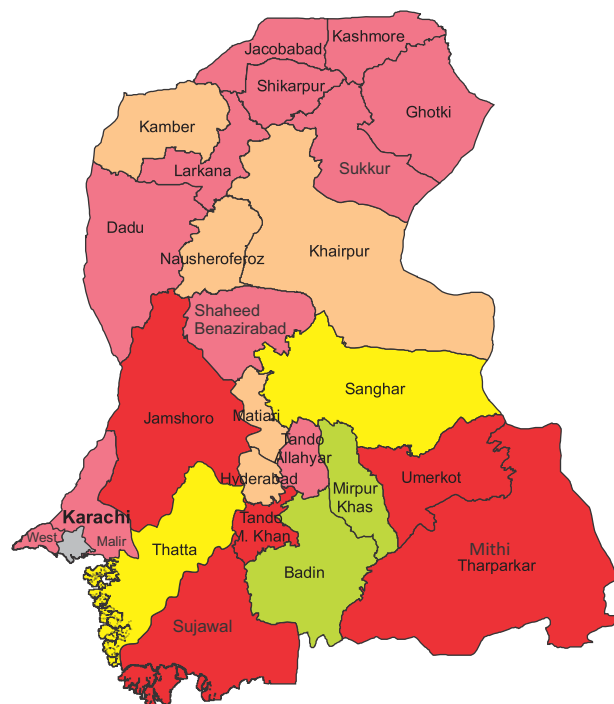


SINDH (RURAL)

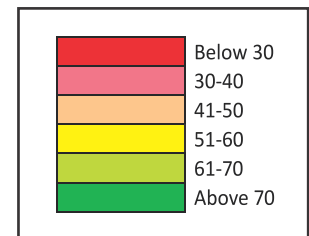


Children in Pre School (Age 3-5 years)

District wise map showing % children



% Children (3-5 years) attending pre school

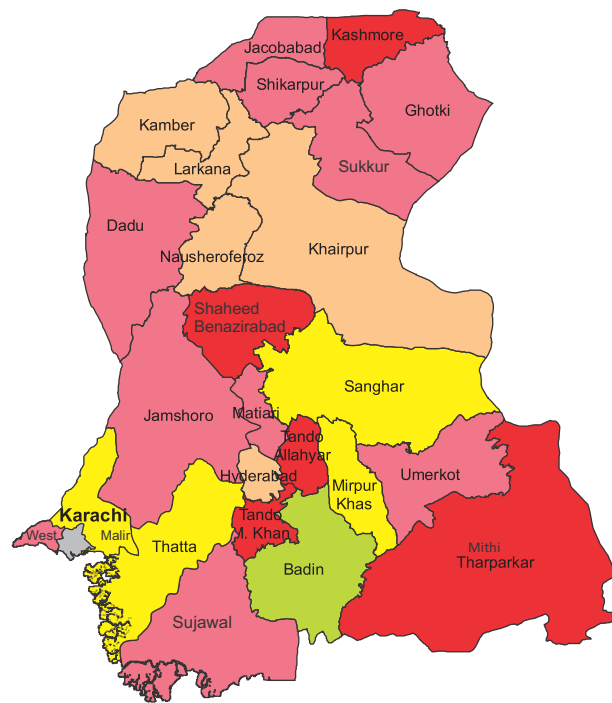


Not surveyed (Karachi East, Karachi South, Karachi Central)

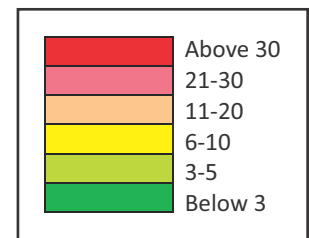
Maps may not be accurate or to scale. These are mere representations.

Out of School Children (Age 6-16 years)

District wise map showing % children



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

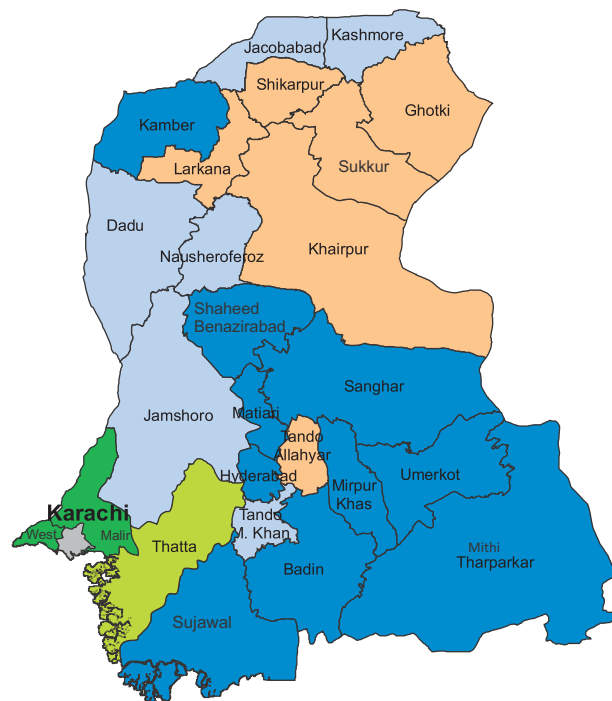


Not surveyed (Karachi East, Karachi South, Karachi Central)

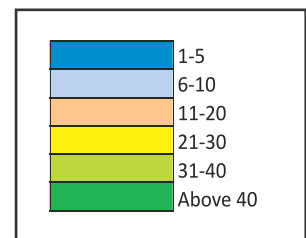
Maps may not be accurate or to scale. These are mere representations.

Private Schooling (Age 6-16 years)

District wise map showing % children



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



Not surveyed (Karachi East, Karachi South, Karachi Central)

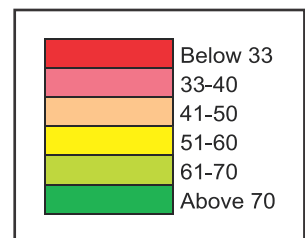
Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu/Sindhi
 (Class 5)

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



% Children in class 5 who can read story

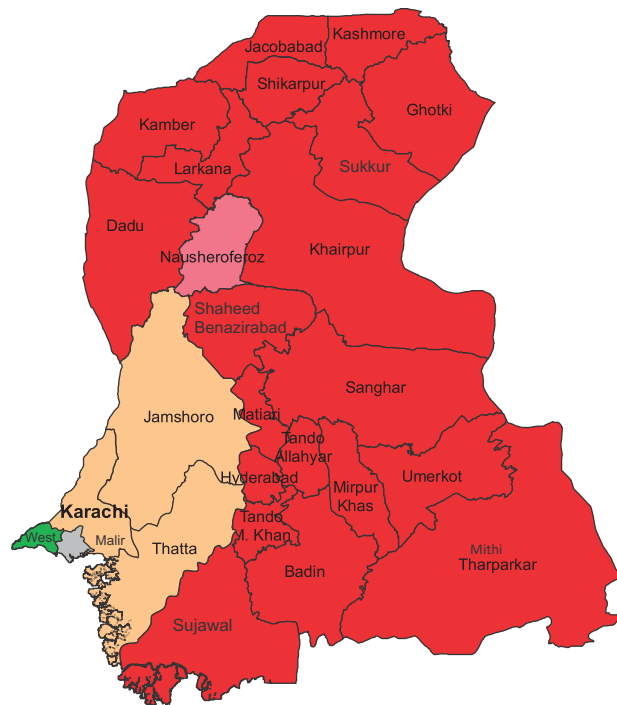


Not surveyed (Karachi East, Karachi South, Karachi Central)

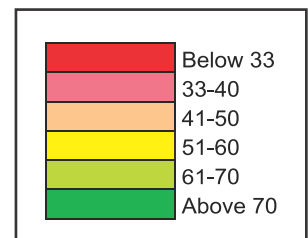
Maps may not be accurate or to scale. These are mere representations.

Reading English
 (Class 5)

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



% Children in class 5 who can read sentences

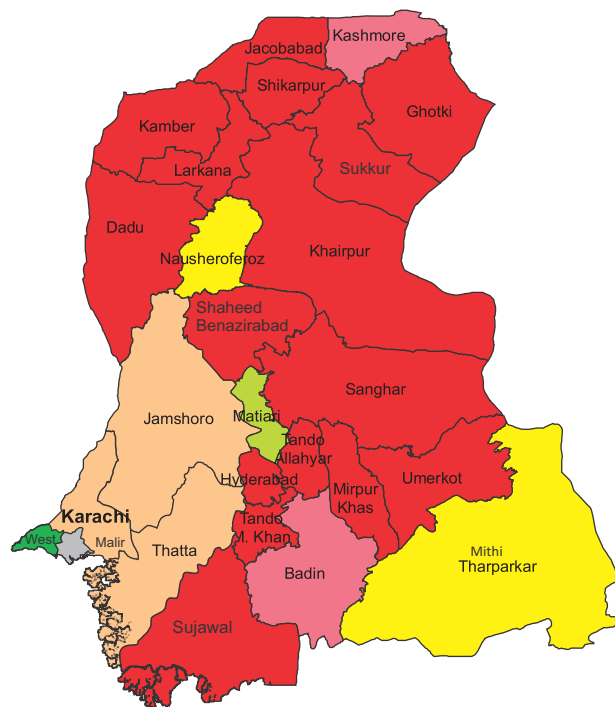


Not surveyed (Karachi East, Karachi South, Karachi Central)

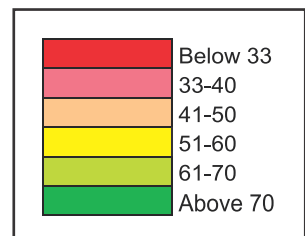
Maps may not be accurate or to scale. These are mere representations.

Arithmetic (Class 5)

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



% Children in class 5 who can do division



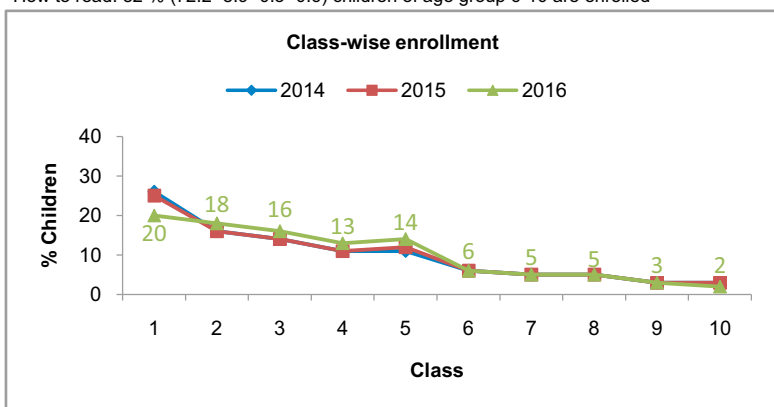
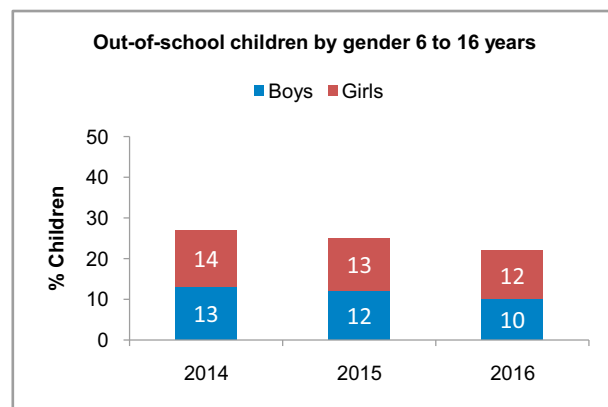
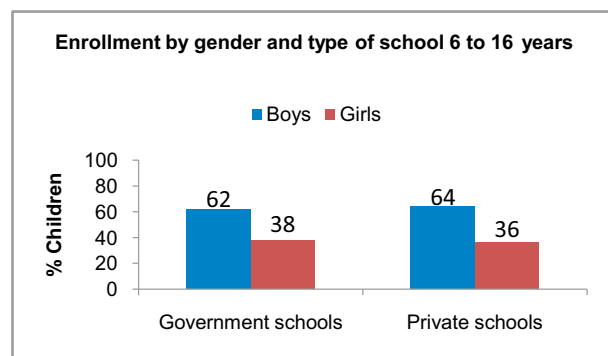
Not surveyed (Karachi East, Karachi South, Karachi Central)

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

School enrollment and out-of-school children

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	72.2	8.9	0.3	0.6	16.1	1.9	100
11 - 13	68.7	8.9	0.4	0.4	14.2	7.3	100
14 - 16	57.1	7.2	0.5	0.1	20.4	14.6	100
6 - 16	68.9	8.6	0.4	0.5	16.4	5.2	100
Total		78.4			21.6		100
By Type	87.9	11.0	0.5	0.6			

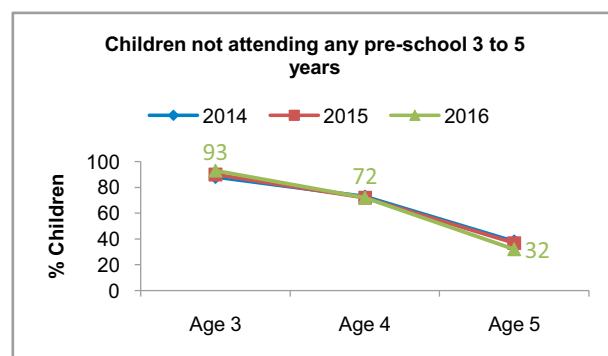
How to read: 82 % (72.2+8.9+0.3+0.6) children of age group 6-10 are enrolled



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	6.1	1.2	0.0	0.0	92.7	100
4	21.1	6.1	0.2	0.1	72.4	100
5	60.8	6.5	0.3	0.2	32.1	100
3 - 5	33.1	4.9	0.2	0.1	61.7	100
Total		38.3			61.7	100
By Type	86.4	12.8	0.5	0.3		

How to read: 7.3 % (6.1+1.2+0+0) children of age 3 are enrolled



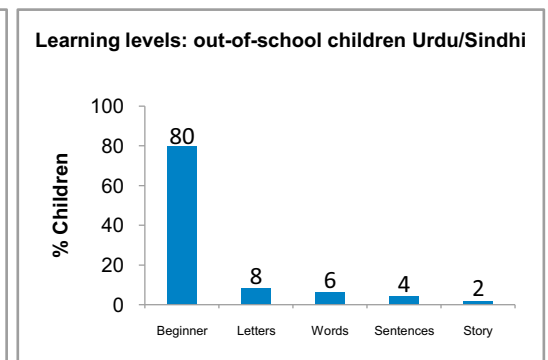
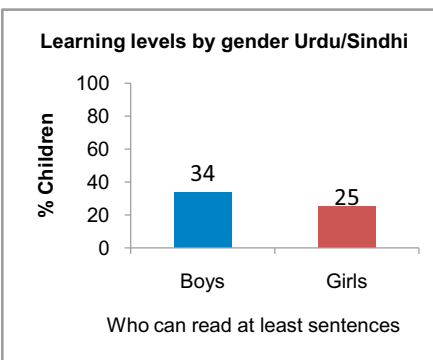
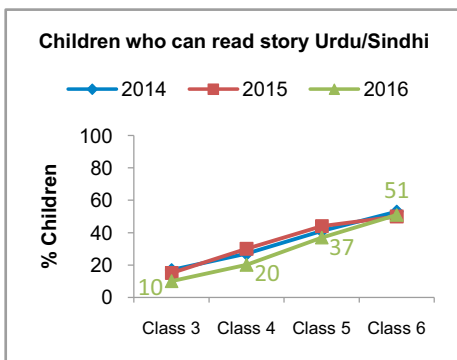
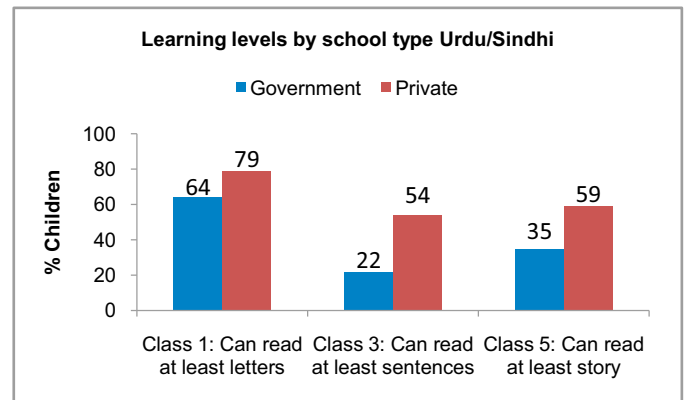
Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	87.2	70.4	29.9	12.3	7.1								19.9
2	12.8	25.8	54.4	32.4	15.0	13.6	15.8						18.1
3			11.5	44.0	32.0	17.9		24.8	42.2				15.6
4				7.9	37.5	31.9	17.7			37.4			13.0
5					6.0	29.0	45.0	32.5			38.0	44.8	13.6
6		0.0				5.3	16.5	20.7	16.9				5.9
7			3.7				3.3	15.4	19.2	17.1			4.6
8				4.3				6.6	16.4	27.4	20.9		4.5
9					2.4				5.3	13.3	24.3	20.8	2.6
10						2.4	1.7		0.0	4.8	16.8	34.4	2.1
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	34.3	49.2	12.6	3.9	0.0	100
2	13.7	36.7	36.9	8.3	4.5	100
3	8.1	17.9	48.8	15.4	9.9	100
4	6.6	10.5	26.8	36.2	19.9	100
5	5.5	6.0	16.7	35.2	36.6	100
6	9.2	5.7	15.0	19.0	51.2	100
7	9.0	4.9	8.1	16.3	61.7	100
8	8.1	4.2	7.2	12.8	67.8	100
9	9.1	1.9	3.2	9.0	76.7	100
10	13.8	3.3	5.0	8.3	69.7	100

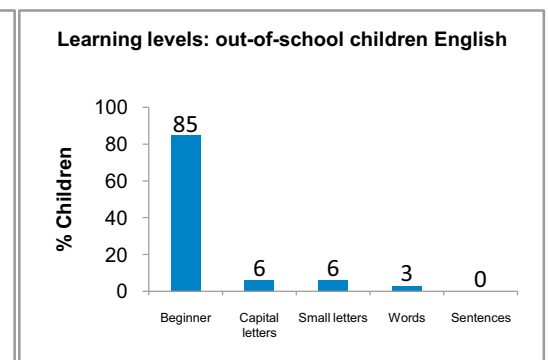
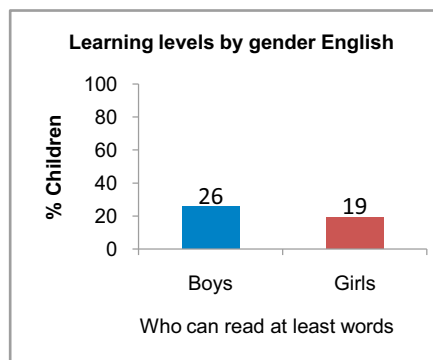
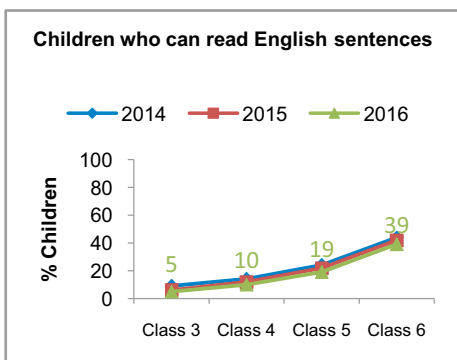
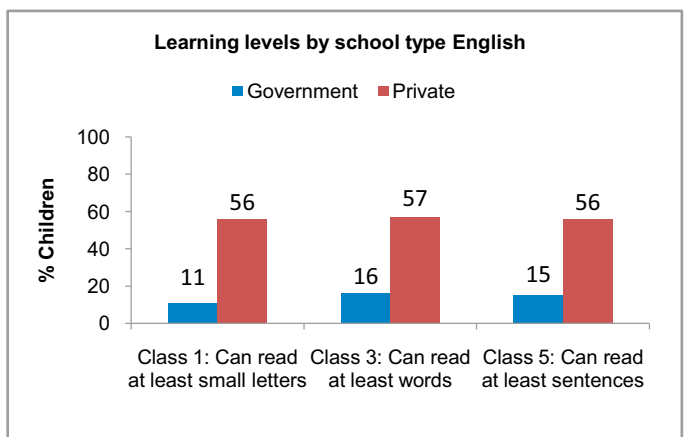
How to read: 3.9 % (3.9+0) children of class 1 can read sentences



Learning levels (English)

Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	58.2	26.8	11.3	3.5	0.2	100
2	30.3	34.8	24.7	8.8	1.4	100
3	19.0	30.1	31.4	14.5	5.1	100
4	11.6	18.3	33.2	26.8	10.1	100
5	8.6	11.2	32.6	28.8	18.7	100
6	10.5	6.6	23.0	20.5	39.5	100
7	10.0	5.3	19.9	15.7	49.0	100
8	8.6	4.9	15.7	14.4	56.5	100
9	9.5	2.1	11.5	8.2	68.7	100
10	14.0	3.5	10.3	9.6	62.5	100

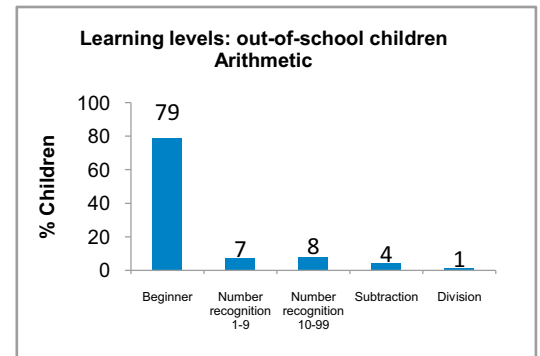
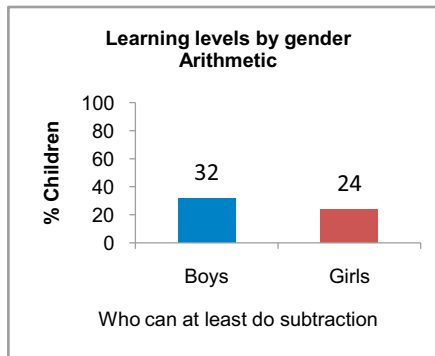
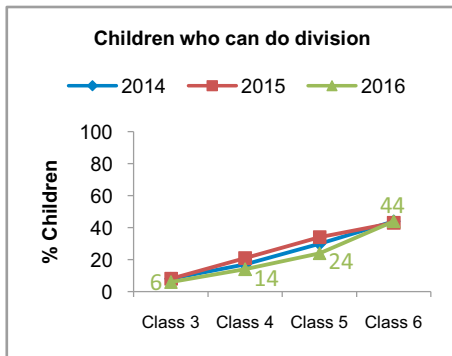
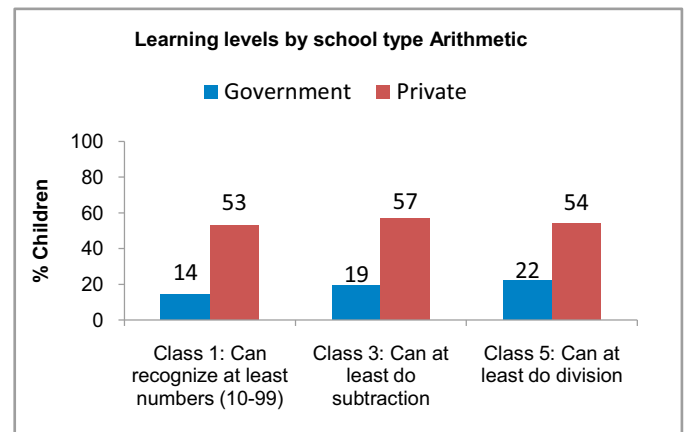
How to read: 3.7 % (3.5+0.2) children of class 1 can read words



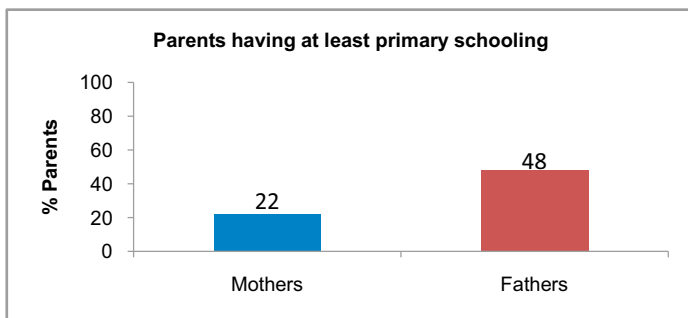
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	39.1	42.9	14.4	3.0	0.5	100
2	14.8	33.7	39.6	10.4	1.5	100
3	9.7	17.0	50.8	16.2	6.4	100
4	7.8	9.0	33.2	36.2	13.9	100
5	6.4	5.8	21.5	42.1	24.3	100
6	10.0	4.5	14.6	27.0	43.9	100
7	9.4	4.1	11.0	20.8	54.7	100
8	8.3	3.4	10.0	16.9	61.3	100
9	9.7	2.1	4.7	14.3	69.1	100
10	13.8	3.3	5.3	12.5	65.0	100

How to read: 3.5 % (3+0.5) children of class 1 can do subtraction



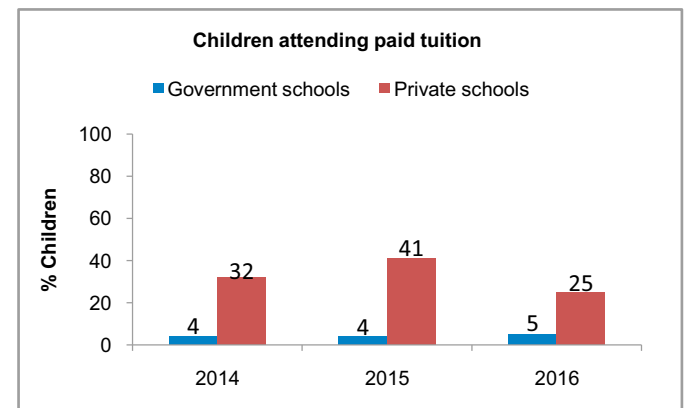
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.3	4.3	4.1	4.4	5.0	8.5	9.0	7.9	11.9	9.0
Pvt.	23.9	19.4	26.9	24.2	24.0	30.1	37.0	33.7	45.1	46.1



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	182	60	338	580	2	4	16	22
Elementary	6	4	21	31	0	0	19	19
High	16	4	10	30	0	0	24	24
Others	12	6	21	39	0	0	0	0
Total	216	74	390	680	2	4	59	65

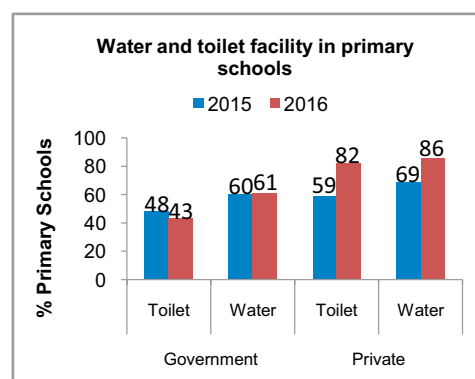
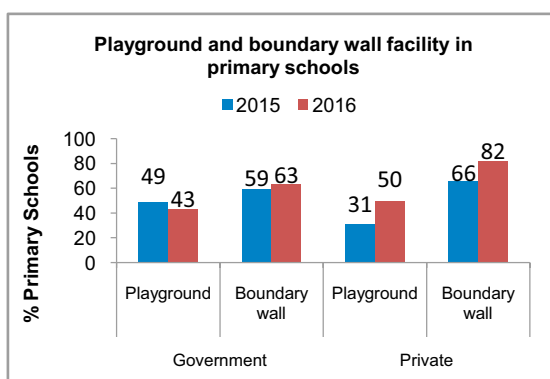
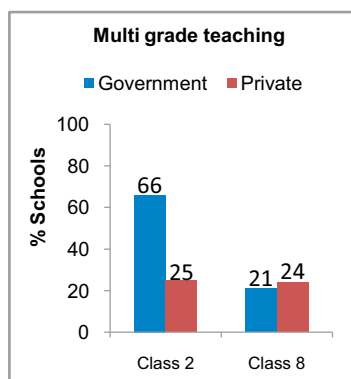
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	67.3	61.2	68.0	53.2	65.5	74.2	77.3	80.5	-	78.2
Teacher attendance	86.4	85.6	80.5	86.1	85.5	93.2	88.8	85.7	-	88.0

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	3.2	7.7
FA	15.9	28.6
BA	45.0	47.6
MA or above	35.4	15.0
Others	0.5	1.1

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	23.3	22.3
CT	8.1	23.4
B-Ed	40.8	33.7
M-Ed or above	26.6	14.7
Others	1.2	6.0

School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	3	5	7	6	4	7	12	-	
Useable water	61.2	64.5	76.7	64.1	86.4	89.5	95.8	-	
Useable toilet	43.4	64.5	80.0	64.1	81.8	89.5	95.8	-	
Playground	42.9	51.6	60.0	53.8	50.0	42.1	75.0	-	
Boundary wall	63.1	71.0	83.3	66.7	81.8	89.5	87.5	-	
Library	0.0	25.8	40.0	7.7	0.0	21.1	79.2	-	
Computer lab	0.0	6.5	13.3	12.8	0.0	26.3	75.0	-	

Grants									
2016*	# of schools reported receiving grants	173	7	9	0	3	3	2	0
	% of schools reported receiving grants	30.0	22.6	30.0	-	13.6	15.8	8.3	-
	Average amount of grant (Rs.)	23504.6	55571.4	62222.2	-	526666.7	445250.0	84000.0	-
2015	# of schools reported receiving grants	317	16	19	0	1	2	1	0
	% of schools reported receiving grants	55.0	51.6	63.3	-	4.5	10.5	4.2	-
	Average amount of grant (Rs.)	31766.0	54562.5	142315.8	-	720000.0	6067500.0	0.0	-



*Grants Received till March 3, 2017
 "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)	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	68.7	2.8	1.5	0.2	0.8	21.6	19.1	2.1	55.3	16.5	40.2
Dadu	31.2	21.9	12.5	9.0	4.5	29.5	16.7	27.4	35.1	16.4	24.6
Gotki	32.5	25.7	17.2	15.8	6.3	26.3	30.7	20.9	36.2	20.0	22.9
Hyderabad	49.1	10.2	5.6	1.0	1.8	7.6	5.7	1.1	54.8	17.2	8.8
Jacobabad	32.5	28.5	15.4	7.8	5.5	18.9	20.2	18.9	19.8	15.2	18.8
Jamshoro	28.7	21.5	11.4	6.5	8.0	32.3	44.2	29.7	61.2	41.9	47.8
Karachi-Malir-Rural	35.5	8.4	4.2	49.1	50.3	49.2	53.2	46.3	67.5	48.1	48.7
Karachi-West-Rural	35.6	20.8	9.9	74.0	9.9	74.6	85.4	89.4	83.5	76.5	76.3
Kashmore	31.5	35.5	16.2	6.0	3.5	47.2	26.2	32.1	37.9	23.8	38.8
Khairpur	49.2	16.5	9.5	18.7	8.0	22.7	20.9	32.3	26.8	15.6	23.2
Larkana	36.6	16.5	11.3	13.5	16.4	21.8	19.2	21.0	25.7	12.5	19.2
Matiari	41.0	27.7	14.1	1.3	2.8	40.3	16.2	34.4	51.6	28.9	63.2
Mirpurkhas	67.0	5.7	2.7	0.0	0.7	2.2	3.3	1.1	35.3	12.6	6.1
Mithi	24.1	32.0	20.4	3.3	5.4	43.0	15.2	33.7	57.5	19.8	54.3
Nowshero Feroze	46.9	13.0	8.4	8.0	2.3	48.2	35.7	52.9	71.2	34.7	56.3
Qambar Shahdadkot	48.4	18.1	10.1	1.8	4.3	26.7	13.4	24.6	46.0	12.5	31.0
Sajawal	27.6	29.3	17.6	0.1	32.8	20.4	9.4	48.1	1.1	3.2	12.0
Sanghar	54.0	8.4	4.0	0.2	0.6	3.4	3.4	0.8	0.8	0.0	0.0
Shaheed Benazirabad	32.9	30.7	16.6	0.9	0.9	9.1	2.8	3.2	13.1	2.2	2.7
Shikarpur	30.3	28.2	13.1	10.2	5.6	26.0	10.0	12.3	49.2	16.0	20.3
Sukkur	35.1	25.4	12.6	10.3	3.1	19.4	10.3	20.9	32.9	17.3	23.0
Tando Allah Yar	31.1	35.4	20.4	15.2	6.4	36.8	27.7	28.1	37.5	23.2	21.5
Tando Muhammad Khan	24.1	39.6	24.7	8.6	8.3	37.1	24.5	30.8	41.1	23.4	30.9
Thatta	51.4	7.9	4.8	33.3	27.2	20.9	31.2	52.7	33.7	42.9	43.2
Umer kot	24.8	25.5	14.3	1.4	0.3	18.8	13.9	22.5	25.6	6.9	13.0
Total	38.3	21.6	12.0	11.0	7.3	25.3	19.6	22.6	36.6	18.7	24.3

Sample Composition

- ASER 2016 survey was conducted in 25 rural districts of Sindh. This covered 14,237 households in 718 villages throughout the province.
- Detailed information was collected on 43,488 children (57% males, 43% females) aged 3-16 years. Out of these 37,150 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 680 government schools (85% primary, 5% elementary, 4% high, 6% others¹) and 65 private schools (34% primary, 29% elementary, 37% high, 0% others¹) were surveyed.
- 32% of the government schools were boys only, 11% were girls only, and 57% were coeducation schools. In case of private schools, 3% were boys only, 6% were girls only and 91% were coeducation schools.

THEME 1: ACCESS**Proportion of out-of-school children has decreased as compared to 2016.**

- In 2016, 22% of children were reported to be out-of-school which has decreased as compared to previous year (24%). 17% children have never been enrolled in a school and 5% have dropped out of school for various reasons.
- 78% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 88% of children were enrolled in government schools whereas 12% of children were going to non-state institutions (11% private schools, 1% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 38% were girls and 62% were boys whereas in private schools 64% enrolled children were boys and 36% were girls.

- The percentage of out of school children has decreased as compared to 2015.

THEME 2: EARLY CHILDHOOD EDUCATION**Proportion of enrolled children has increased as compared to 2015.**

- 38% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 37% in 2015.
- 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/Sindhi compared to 55% in 2015.

- Analysis shows that 90% of class 3 children could not read story in Urdu/Sindhi compared to 84% in the previous year.

English learning levels have deteriorated: 81% class 5 children could not read sentences (class 2 level) compared to 76% in 2015.

- ASER 2016 reveals that 95% class 3 children could not read class 2 level sentences as compared to 93% in the previous year.

Arithmetic learning levels have deteriorated: 76% class 5 children could not do two digit division as compared to 65% in 2015.

- 94% children enrolled in class 3 could not do two digit division in 2016 as compared to 92% in 2015.

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

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

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

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

- 59% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi as compared to 35% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 56% private school children can read at least sentences in class 5 whereas only 15% 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 22% 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 and 25% of girls could read at least sentences in Urdu/Sindhi.
- 26% boys could read at least English words while 19% of girls can do the same.
- Similarly, 32% of boys were able to do at least subtraction whereas only 24% girls could do it.

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

3% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 2% of out-of-school children could read story in Urdu/Sindhi, 0% could read sentences in English, and 1% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

22% 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, 78% 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. Overall tuition in private schools is 25% compared to 5% in government schools.

- 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 9% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

66% 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 66% of the surveyed government schools and 25% of the surveyed private schools had Class 2 sitting with other classes.
- 21% of surveyed government schools and 24% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

34% children in surveyed government schools and 22% in surveyed private schools were absent

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

- Overall student attendance in surveyed government schools stood at 66% whereas it was 78% in surveyed private schools.

14% teachers in surveyed government schools and 12% teachers in surveyed private schools were absent.

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

- Overall teacher attendance in surveyed government schools stood at 86% whereas it was 88% in surveyed private schools.

THEME 11: TEACHERS' QUALIFICATION

- 45% teachers of surveyed government schools have done graduation as compared to 48% teachers of surveyed private schools.
- 41% 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.

- 13% of surveyed government high schools had computer labs and 40% had a library in their premises as compared to surveyed private high schools where 75% had computer labs and 79% had a library.

57% surveyed government primary schools were without toilets and 39% were without drinking water.

- 57% of the surveyed government primary schools did not have toilets in 2016 as compared to 52% in 2015. 18% surveyed private primary schools were

missing toilet facility in 2016 as compared to 41% in 2015.

- 39% of the surveyed government primary schools did not have drinking water in 2016 as compared to 40% in 2015. 14% of the surveyed private primary schools did not have drinking water facility in 2016 as compared to 31% in 2015.

37% of the surveyed government primary schools were without complete boundary walls and 57% were without playgrounds.

- Amongst the surveyed government primary schools, 63% had complete boundary walls as compared to 59% in 2015.
- In 2016, 18% of the surveyed private primary schools did not have complete boundary walls as compared to 34% in 2015.
- 43% of surveyed government primary schools had playgrounds in 2016 while 50% 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 2015.
- In 2016, surveyed private high schools had 12 classrooms on average being used for classroom activities as compared to 7 in 2015.

THEME 13: SCHOOL GRANTS/FUNDS

30% of the government primary schools and 14% private primary schools received grants.

- 173 surveyed government primary schools are receiving grants as compared to 3 surveyed private primary schools in 2016.
- The proportion of government primary schools receiving grants has decreased since last year. 55% government primary schools received grants in 2015 as compared to 30% in 2016

OTHER INDICATORS

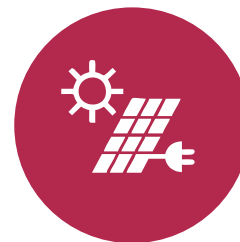
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **67%** of households across all rural districts of Sindh have mobile phones.
- Amongst mobile users, **15%** use Whatsapp service for communication.
- Amongst mobile users, **44%** use SMS facility for communication.
- **7%** of households have computers/laptops



Alternate Energy

- Across all rural districts of Sindh, **12%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **23%** of the households receive monetary support from BISP*/ Akhuwat

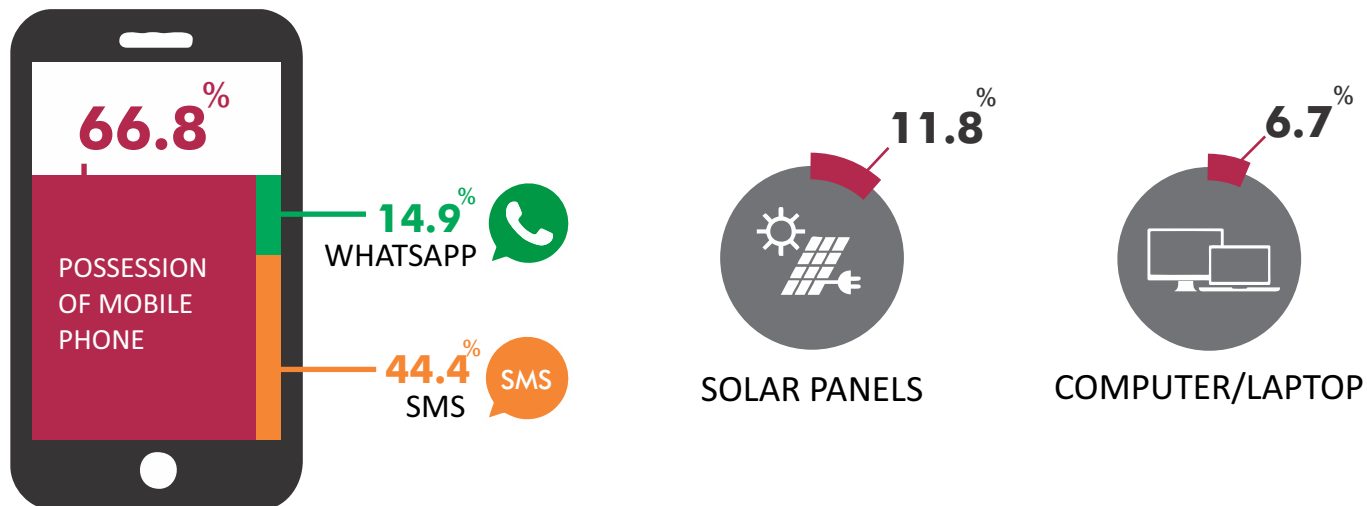


Voter Registration

- **91%** of the females across all rural districts of Sindh were found to be registered voters against **93%** of males.

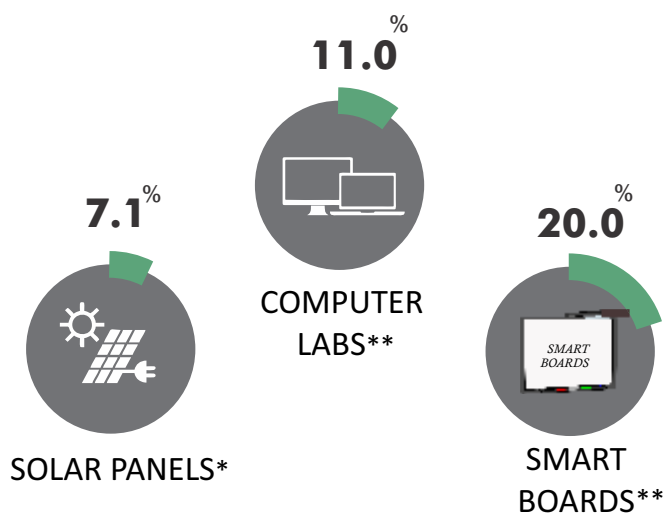
*Benazir Income Support Program

HOUSEHOLD

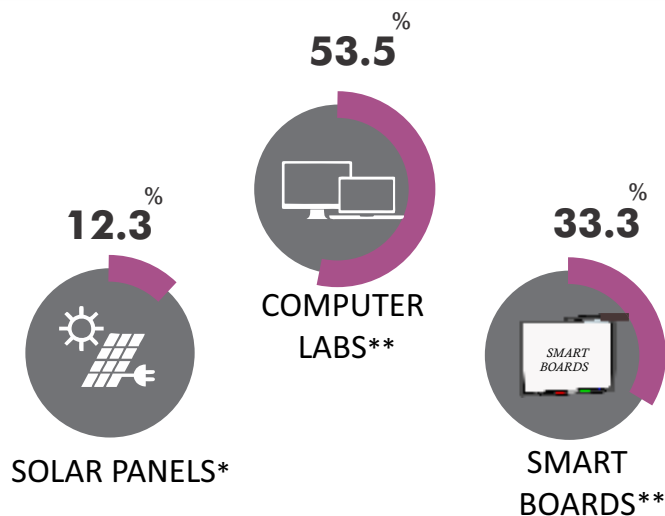


SCHOOLS

GOVT. SCHOOLS



PVT. SCHOOLS



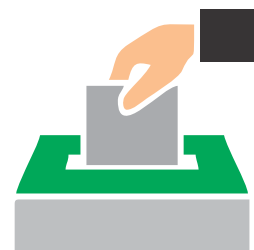
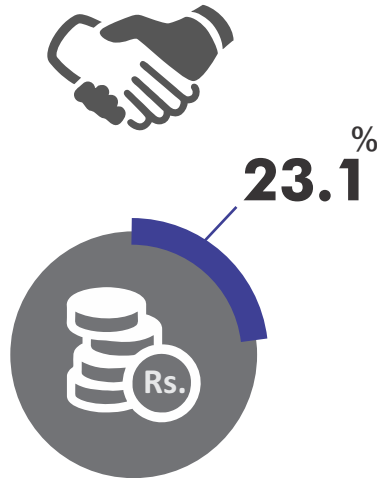
*Only for Primary, Middle and High Schools

**Only for Middle and High Schools

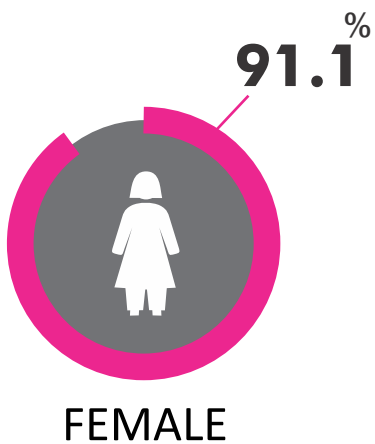
***Only for High Schools

SOCIAL SAFETY NETS

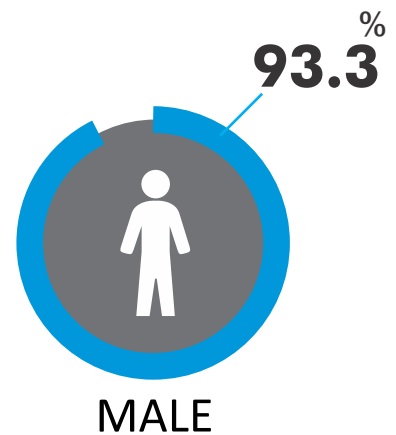
BISP* / Akhuwat



REGISTERED
VOTERS



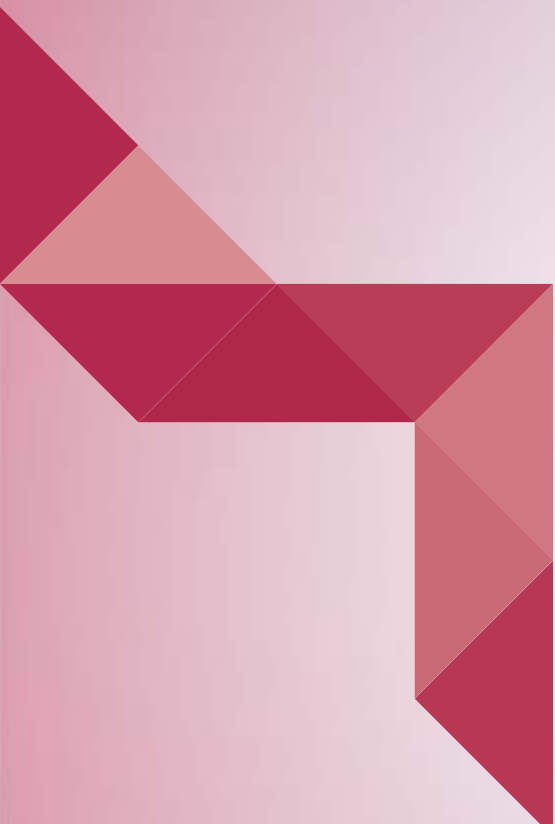
FEMALE



MALE

*Benazir Income Support Program



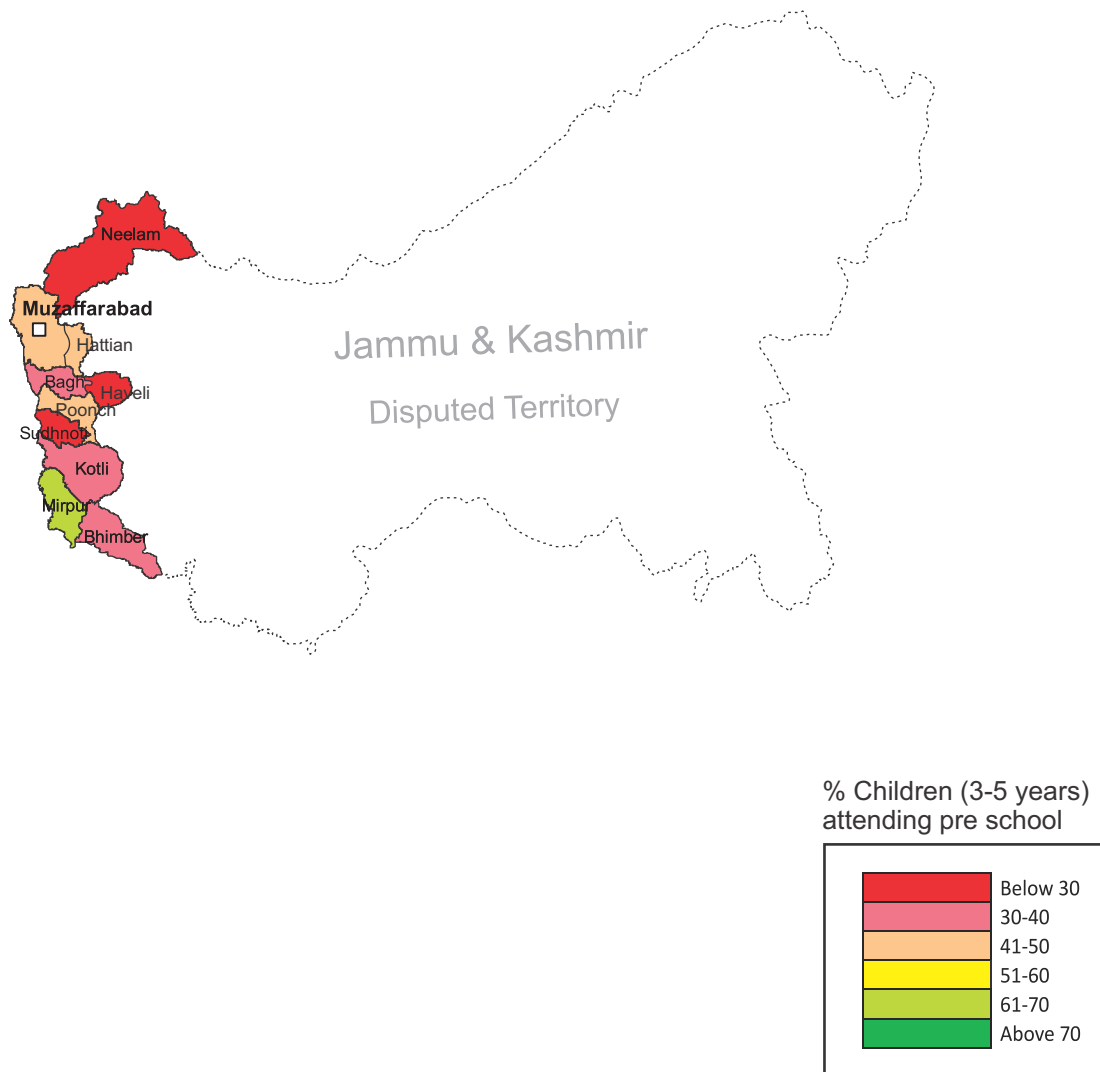


AZAD JAMMU
& KASHMIR
(RURAL)



Children in Pre School (Age 3-5 years)

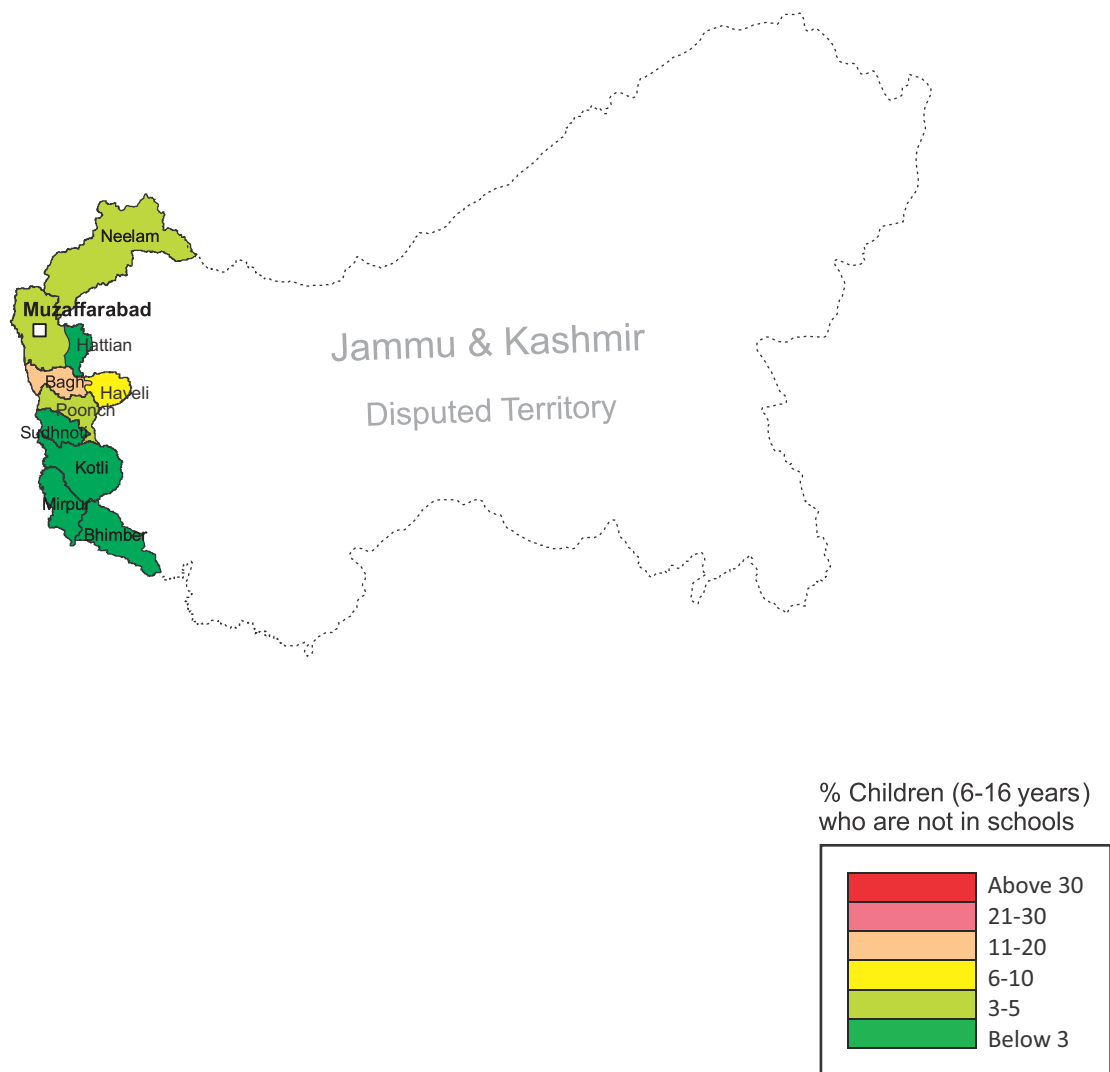
District wise map showing % children



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

Out of School Children (Age 6-16 years)

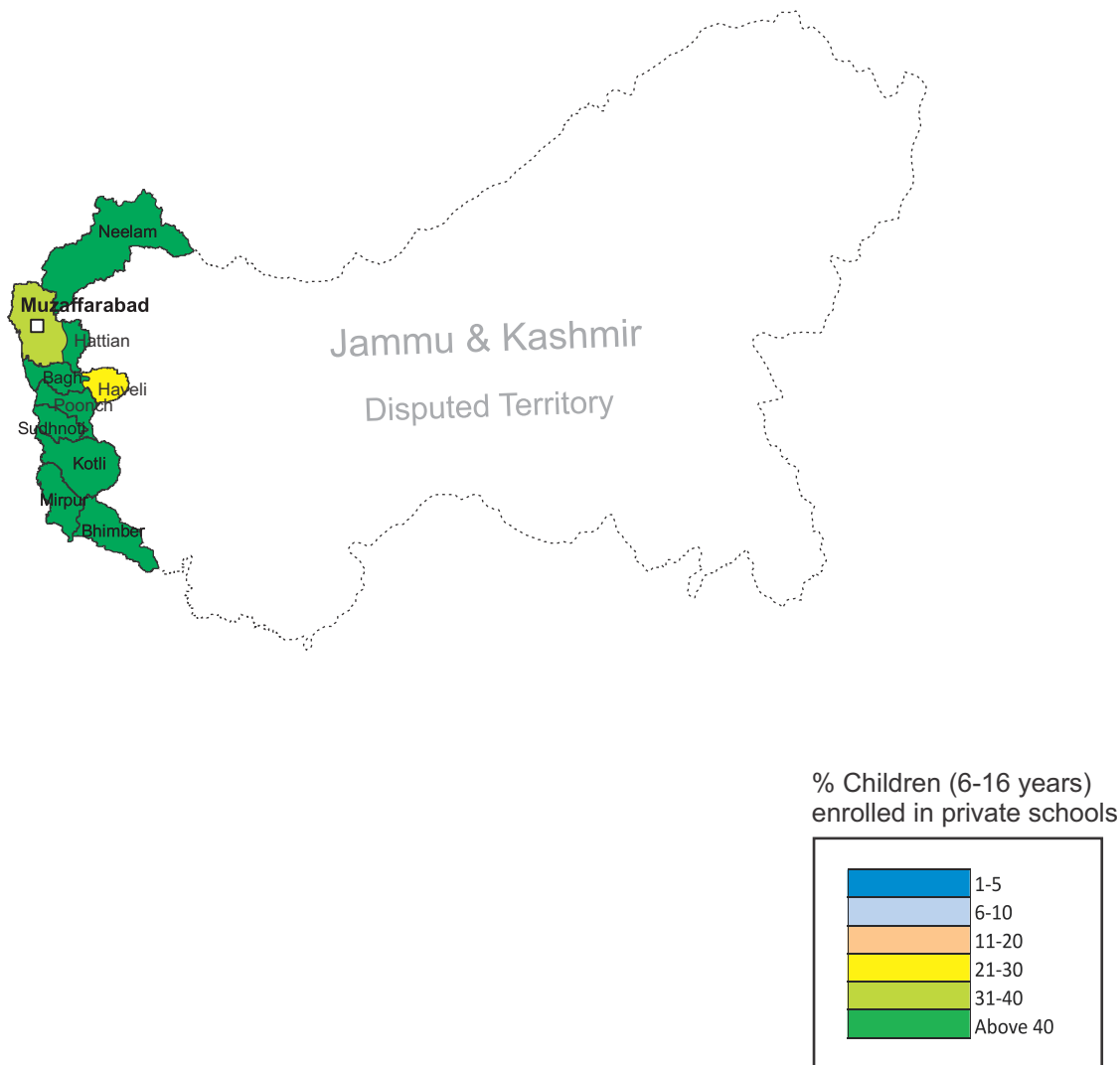
District wise map showing % children



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

Private Schooling (Age 6-16 years)

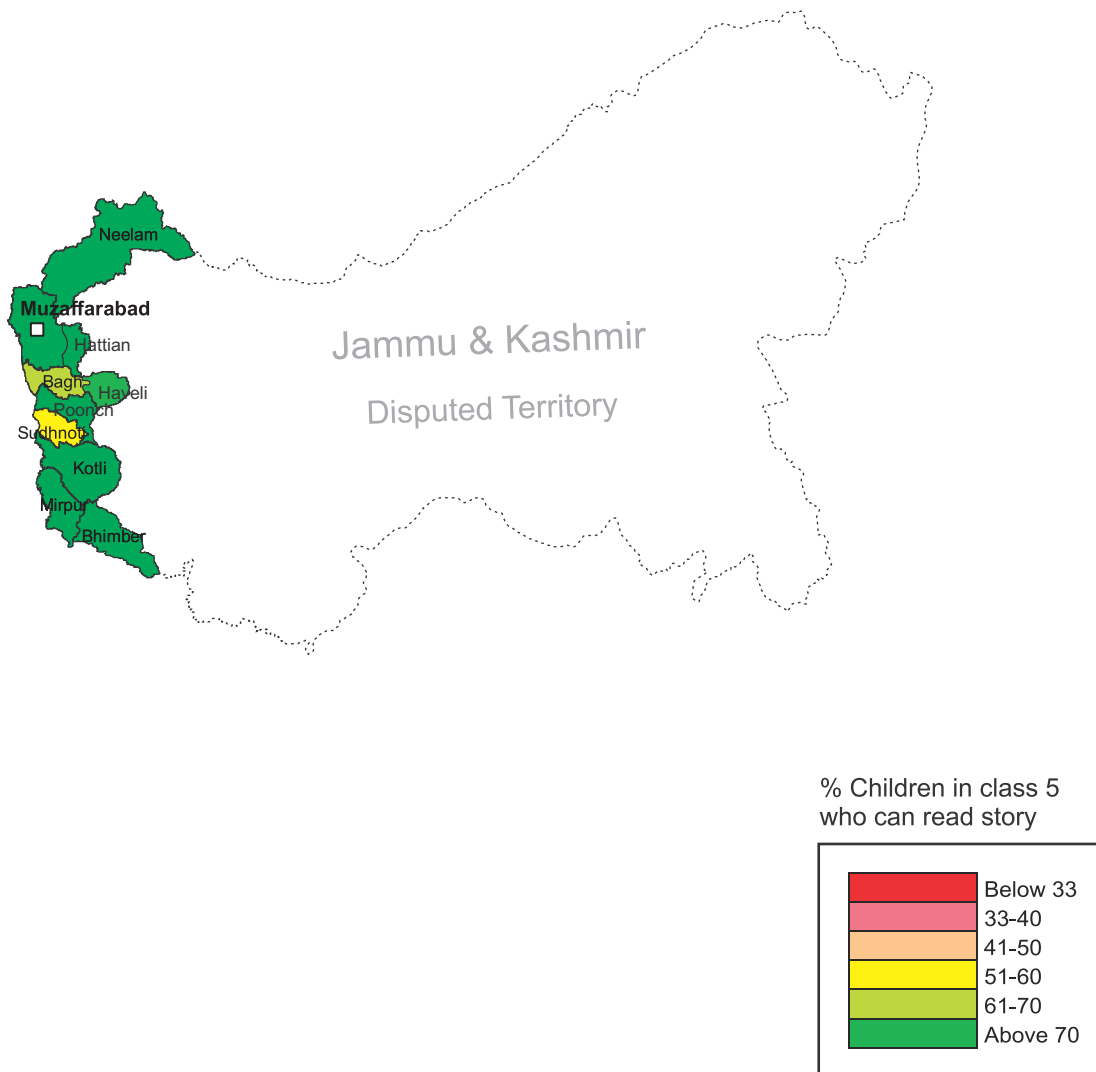
District wise map showing % children



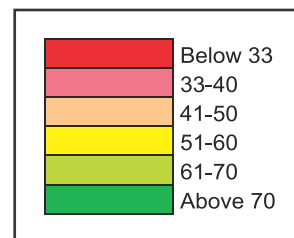
Maps may not be accurate or to scale. These are mere representations.

Reading Language Urdu
 (Class 5)

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



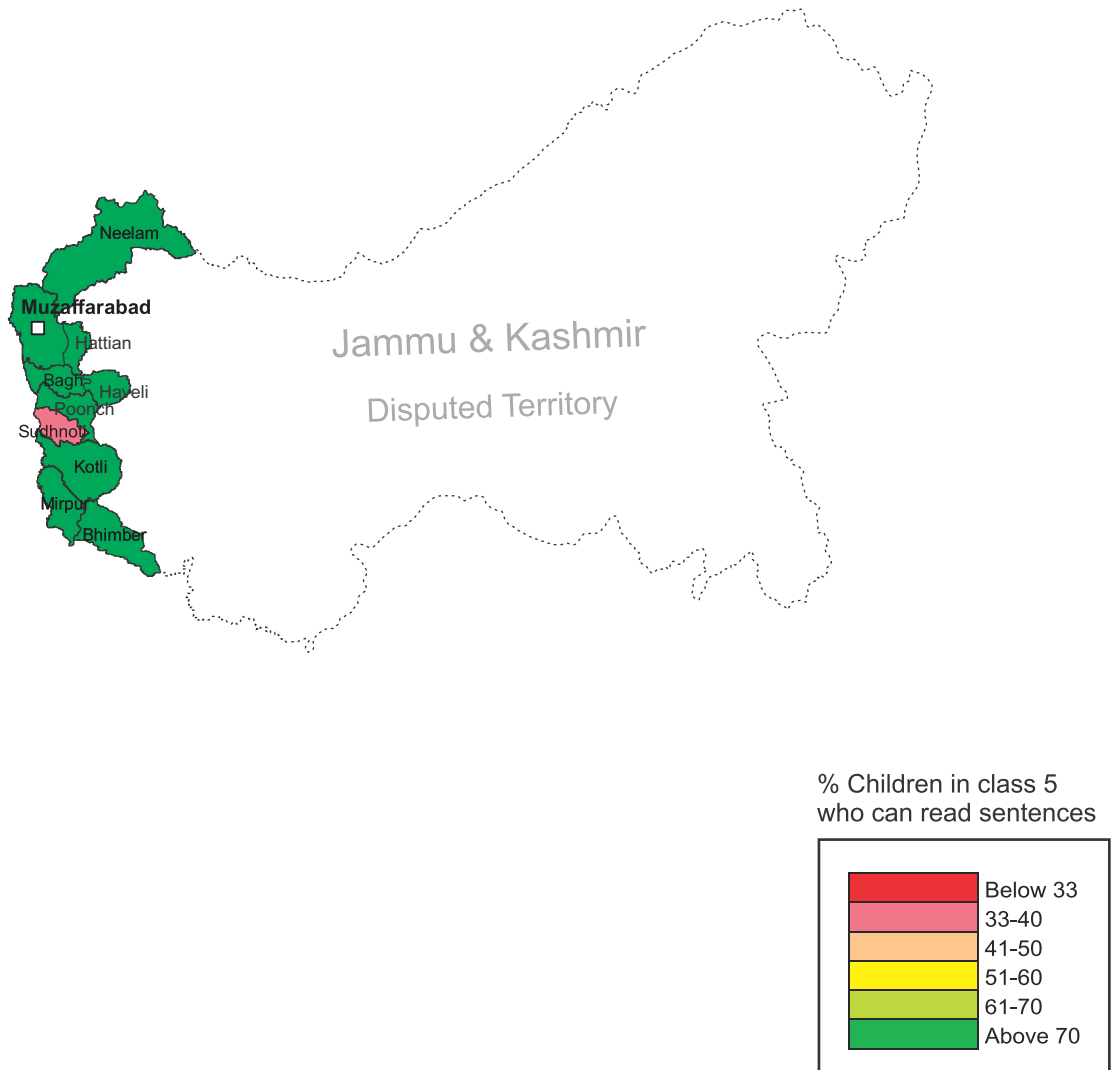
% Children in class 5 who can read story



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

Reading English
 (Class 5)

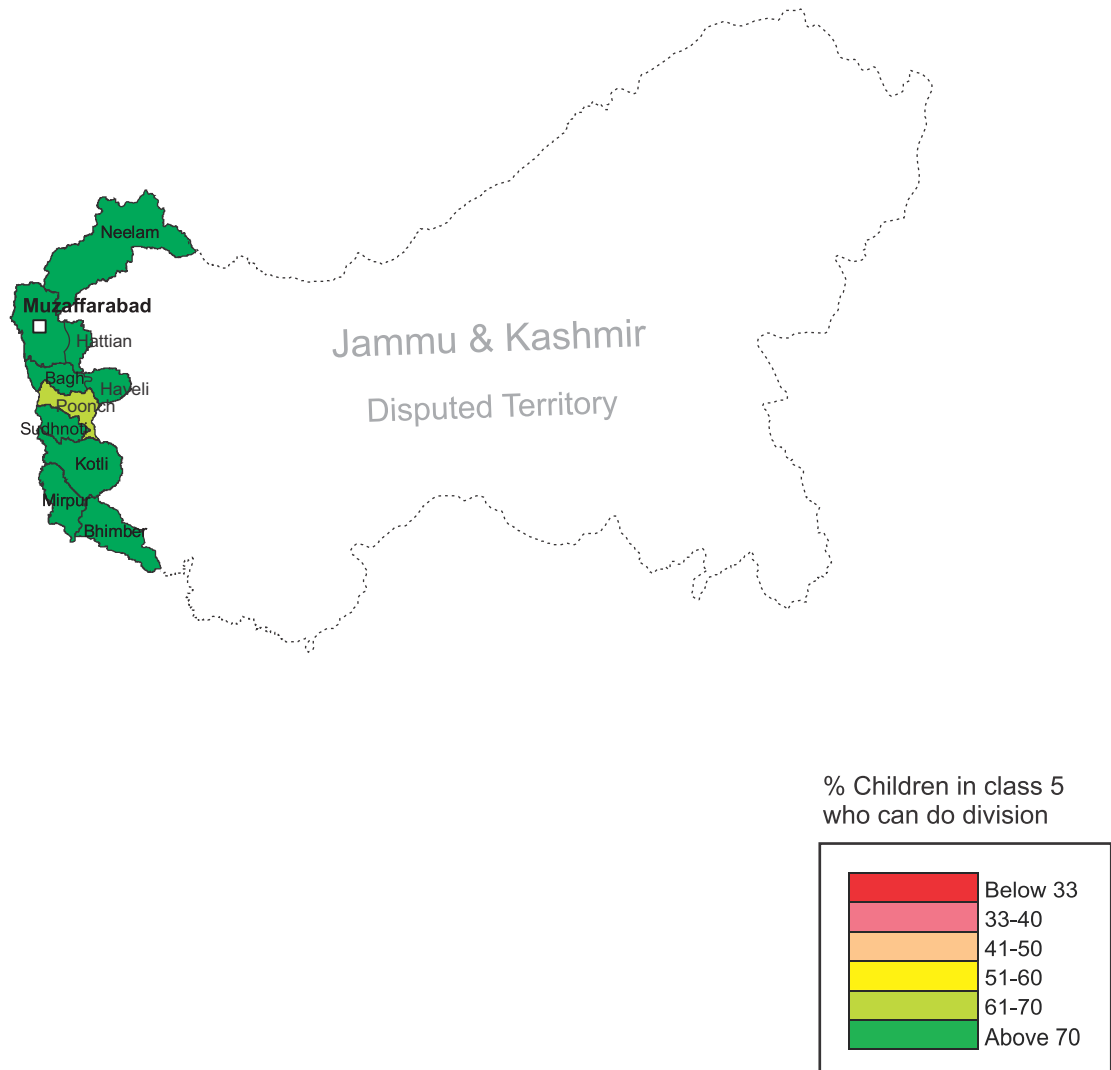
District wise map showing % children who can read sentences (Class 2 level Text)



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

Arithmetic (Class 5)

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

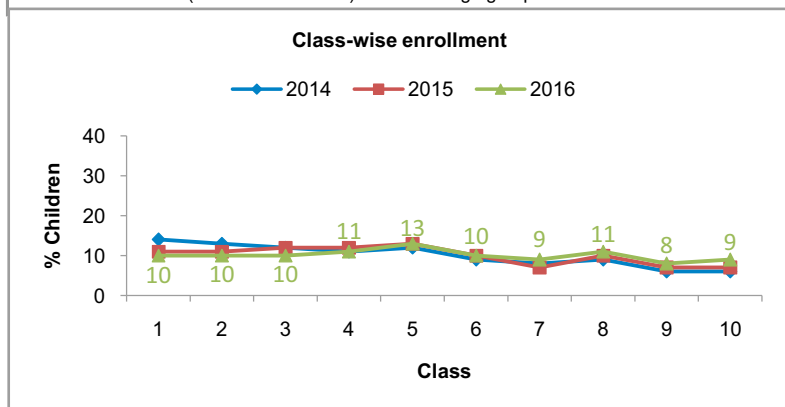
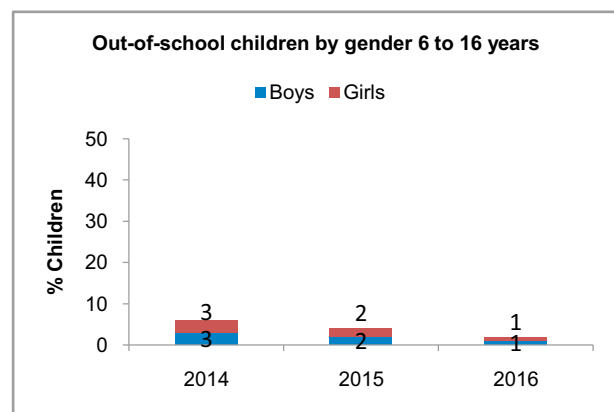
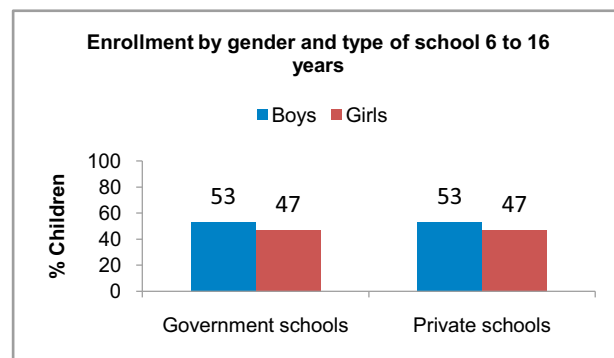


Maps may not be accurate or to scale. These are mere representations.

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	36.8	60.8	0.7	0.2	0.9	0.6	100
11 - 13	55.3	41.5	0.9	0.1	0.5	1.7	100
14 - 16	64.4	29.3	1.0	0.1	0.6	4.6	100
6 - 16	48.8	47.6	0.8	0.1	0.7	1.9	100
Total		97.4			2.6		100
By Type	50.1	48.9	0.8	0.1			

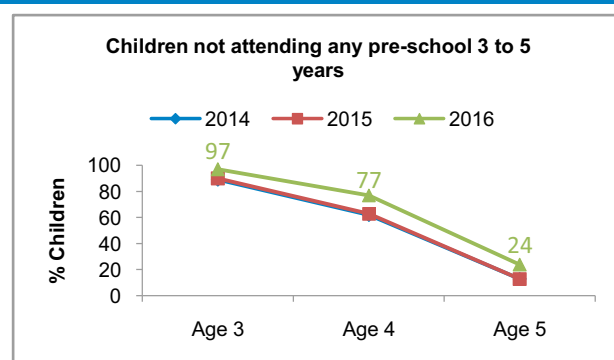
How to read: 98.5 % (36.8+60.8+0.7+0.2) children of age group 6-10 are enrolled



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	0.5	2.0	0.1	0.0	97.4	100
4	2.6	20.5	0.1	0.0	76.8	100
5	19.5	56.3	0.2	0.1	23.8	100
3 - 5	7.7	25.4	0.1	0.0	66.7	100
Total		33.3			66.7	100
By Type	23.1	76.3	0.4	0.1		

How to read: 2.6 % (0.5+2+0.1+0) children of age 3 are enrolled



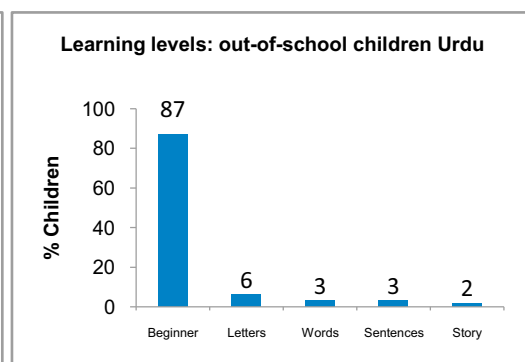
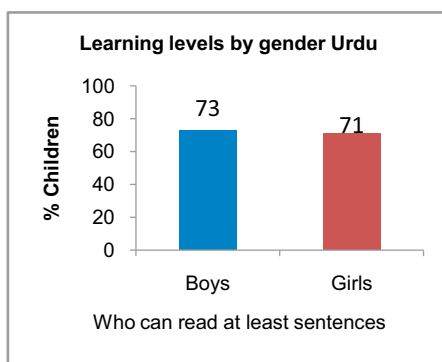
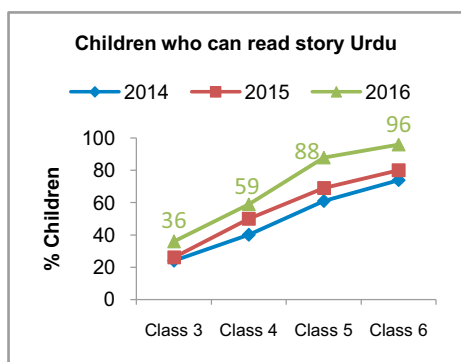
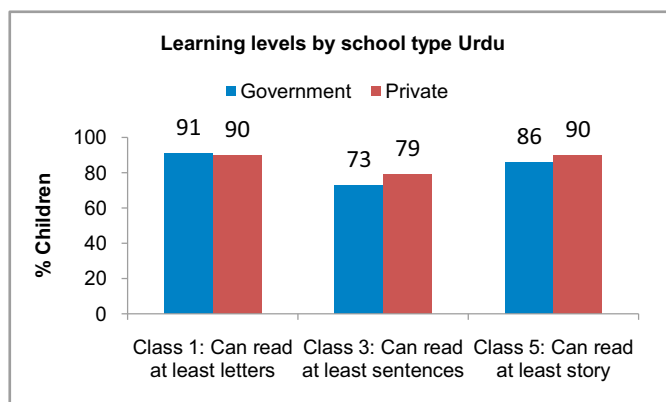
Age Class Composition

	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	88.2	77.3	26.5	3.7	1.6	2.0							10.2
2	11.8	19.3	59.8	19.4	7.8		2.2						9.7
3			10.0	62.2	16.7	3.3		4.0	3.3				9.8
4				12.3	64.5	19.8	4.2			3.7	4.4		10.6
5					6.5	66.4	37.8	5.8				5.8	13.2
6	0.0	3.3				6.3	46.9	46.6	6.1				10.3
7			3.7				6.5	33.4	35.1	6.6			8.5
8				2.5				10.2	47.0	46.0	7.1		10.6
9					2.9				2.3	8.5	38.5	49.0	8.1
10								0.0		0.0	5.1	39.5	8.8
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	9.8	52.9	29.3	8.0	0.0	100
2	3.3	9.4	68.0	17.0	2.4	100
3	2.6	1.1	19.4	40.9	36.0	100
4	1.1	0.3	13.5	26.0	59.1	100
5	1.1	0.2	2.5	8.3	88.0	100
6	0.8	0.1	1.6	1.4	96.2	100
7	0.8	0.2	0.1	1.0	97.9	100
8	1.2	0.1	0.4	0.6	97.7	100
9	0.9	0.2	0.0	0.4	98.6	100
10	0.7	0.1	0.2	0.3	98.8	100

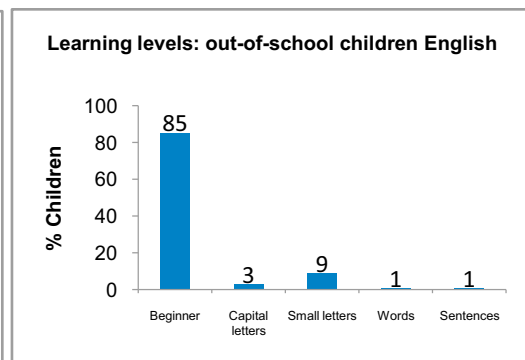
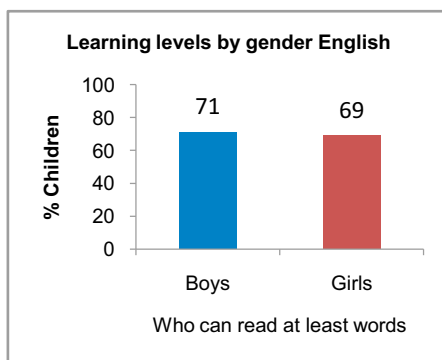
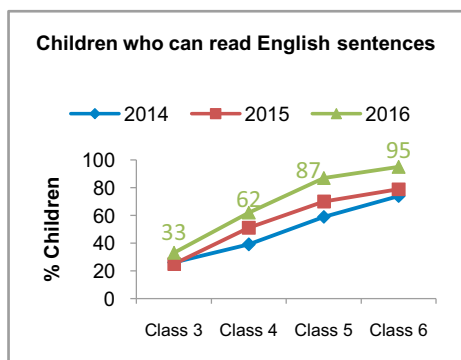
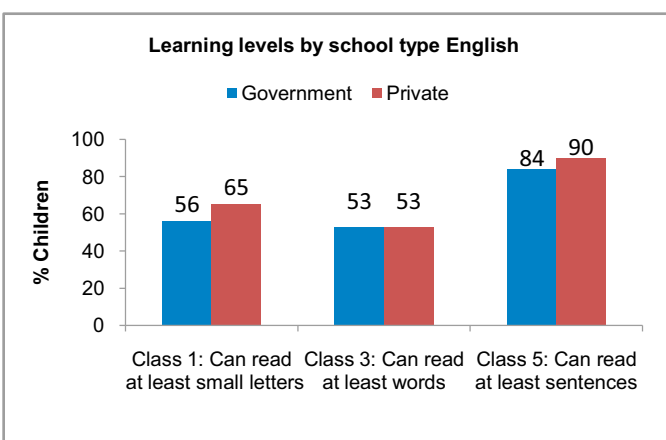
How to read: 8 % (8+0) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	6.4	31.7	51.8	9.1	1.0	100
2	2.1	5.0	68.8	20.5	3.6	100
3	1.9	0.7	44.7	19.3	33.4	100
4	0.8	0.1	13.5	23.3	62.3	100
5	0.9	0.1	3.0	8.6	87.4	100
6	0.7	0.0	1.1	2.9	95.3	100
7	0.7	0.0	0.8	0.6	97.9	100
8	1.2	0.1	0.7	0.5	97.5	100
9	0.9	0.0	0.5	0.4	98.1	100
10	0.7	0.1	0.5	0.2	98.5	100

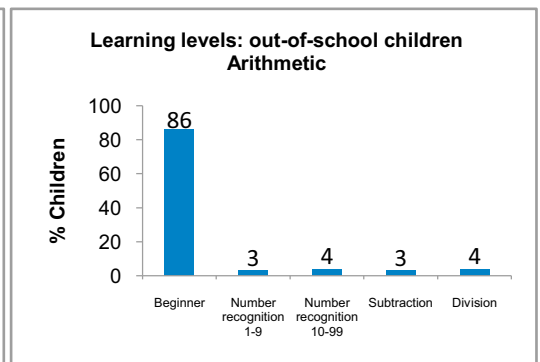
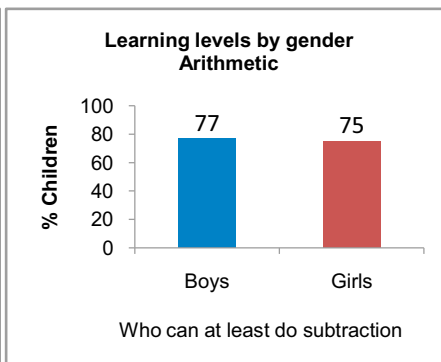
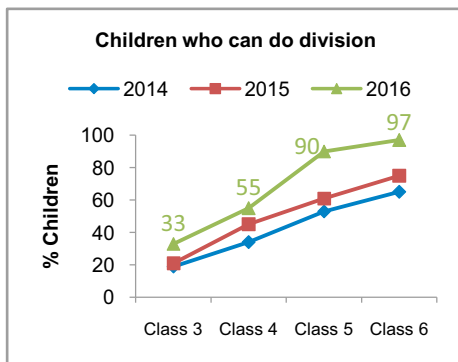
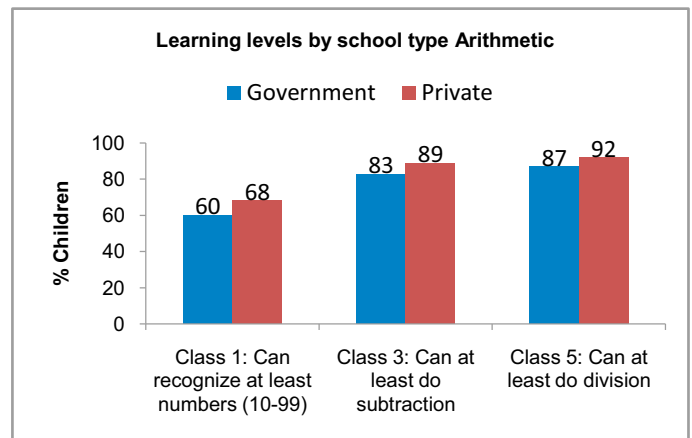
How to read: 10.1 % (9.1+1) children of class 1 can read words



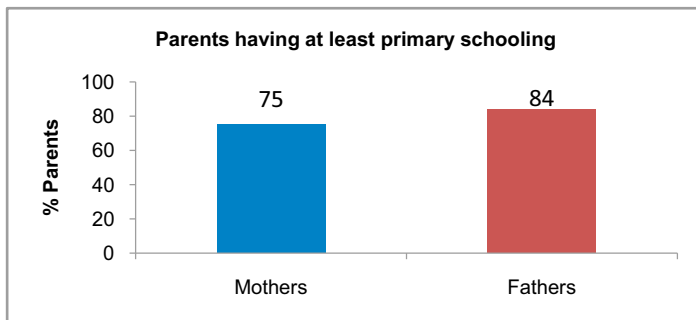
Learning levels (Arithmetic)

Class	Class-wise % children who can do					
	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	4.9	29.5	55.4	9.1	1.1	100
2	2.0	4.1	52.0	39.0	2.9	100
3	1.8	0.6	11.2	53.9	32.5	100
4	0.9	0.2	2.4	41.6	54.9	100
5	0.9	0.2	0.3	8.9	89.7	100
6	0.8	0.1	0.3	1.6	97.3	100
7	0.9	0.1	0.2	1.4	97.5	100
8	1.2	0.2	0.3	0.9	97.4	100
9	0.9	0.1	0.3	0.6	98.1	100
10	0.7	0.2	0.0	1.2	97.9	100

How to read: 10.2 % (9.1+1.1) children of class 1 can do subtraction

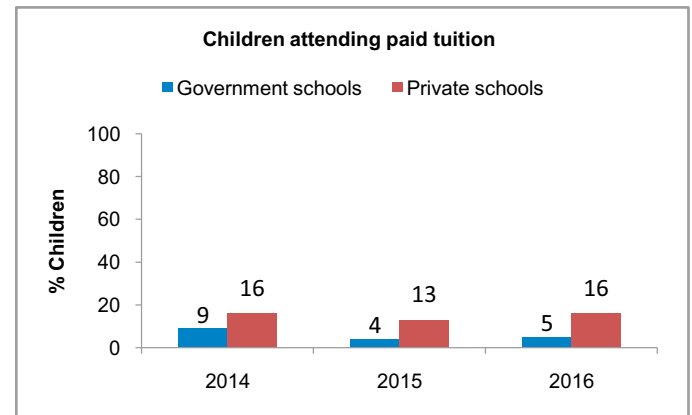


Parental education



Paid Tuition

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.4	5.4	4.3	4.0	2.9	4.3	4.1	4.5	7.6	9.8
Pvt.	19.5	13.6	13.7	21.2	12.6	16.0	11.4	15.6	13.4	11.2



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	62	69	36	167	13	8	191	212
Elementary	43	22	4	69	2	2	53	57
High	46	10	6	62	1	0	16	17
Others	0	0	0	0	0	0	0	0
Total	151	101	46	298	16	10	260	286

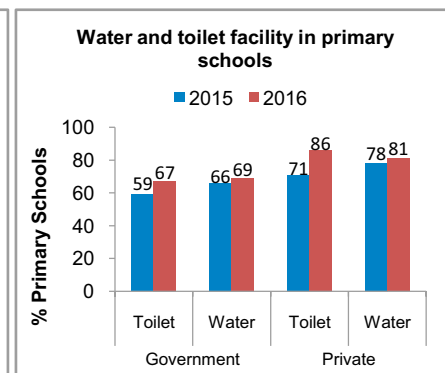
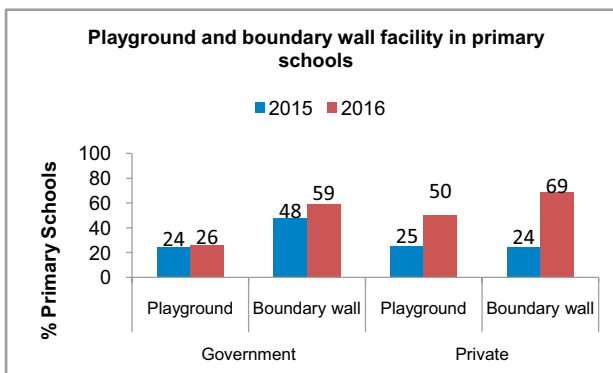
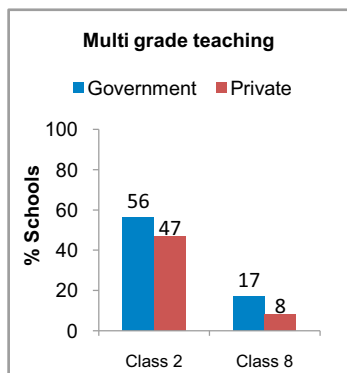
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	87.1	86.5	88.3	-	87.4	90.2	92.7	93.7	-	91.3
Teacher attendance	91.6	83.6	89.6	-	88.2	92.6	89.7	87.8	-	91.3

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	6.0	5.9
FA	25.8	28.9
BA	44.9	41.9
MA or above	22.0	21.6
Others	1.3	1.7

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	11.1	9.0
CT	23.0	20.2
B-Ed	45.7	54.3
M-Ed or above	18.4	13.3
Others	1.8	3.1

School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	3	7	9	-	5	7	10	-	
Useable water	69.5	89.9	93.5	-	80.7	86.0	100	-	
Useable toilet	67.1	89.9	85.5	-	86.3	82.5	94.1	-	
Playground	25.7	66.7	67.7	-	49.5	54.4	64.7	-	
Boundary wall	58.7	81.2	83.9	-	69.3	64.9	76.5	-	
Library	0.0	36.2	53.2	-	0.0	29.8	58.8	-	
Computer lab	0.0	0.0	41.9	-	0.0	5.3	58.8	-	

Grants									
2016*	# of schools reported receiving grants	0	0	0	0	7	0	0	0
	% of schools reported receiving grants	0.0	0.0	0.0	-	3.3	0.0	0.0	-
	Average amount of grant (Rs.)	-	-	-	-	190714.3	-	-	-
2015	# of schools reported receiving grants	1	0	2	0	7	0	1	0
	% of schools reported receiving grants	0.6	0.0	3.2	-	3.3	0.0	5.9	-
	Average amount of grant (Rs.)	3500.0	-	10500.0	-	108857.1	-	0.0	-



*Grants Received till March 3, 2017
 "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)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Bagh	32.2	11.4	4.5	67.0	43.7	59.7	90.5	92.1	70.5	87.5	87.5
Bhimber	38.6	0.3	0.1	56.6	2.4	78.8	45.3	96.5	99.6	99.1	99.1
Hattian	42.1	1.2	0.9	51.5	2.6	88.1	47.0	92.9	96.9	98.8	98.8
Haveli	10.5	7.6	3.2	22.6	4.4	61.2	75.3	67.4	79.6	79.5	78.6
Kotli	33.6	0.4	0.3	57.4	2.5	90.3	55.1	96.2	97.4	96.4	95.3
Mirpur	44.2	0.2	0.0	55.3	0.9	89.3	34.6	98.8	98.9	98.6	97.1
Muzaffarabad	44.9	3.0	1.2	38.9	12.6	86.4	64.1	60.0	81.2	92.8	83.9
Neelum	29.0	3.1	1.7	41.2	7.8	68.1	29.7	82.0	93.3	77.9	86.4
Poonch	48.1	2.1	1.3	44.1	2.0	73.7	78.8	77.0	72.7	76.1	70.6
Sudhnati	19.2	0.0	0.0	55.4	33.4	31.8	45.3	87.1	56.9	40.7	75.8
Total	33.3	2.6	1.2	48.9	11.1	76.9	52.7	86.4	88.0	87.4	89.7



Sample Composition

- ASER 2016 survey was conducted in 10 rural districts of Azad & Jammu Kashmir. This covered 5,970 households in 299 villages throughout the province.
- Detailed information was collected on 18,461 children (53% males, 47% females) aged 3-16 years. Out of these 15,866 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 298 government schools (56% primary, 23% elementary, 21% high, 0% others¹) and 286 private schools (74% primary, 20% elementary, 6% high, 0% others¹) were surveyed.
- 51% of the government schools were boys only, 34% were girls only, and 15% were coeducation schools. In case of private schools, 6% were boys only, 3% were girls only and 91% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2015.

- In 2016, 3% of children were reported to be out-of-school which has decreased as compared to previous year (4%). 1% children have never been enrolled in a school and 2% have dropped out of school for various reasons.
- 97% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 50% of children were enrolled in government schools whereas 50% of children were going to non-state institutions (49% private schools, 1% Madrassah, 0% others).
- Amongst the enrolled students in both government and private schools, 47% were girls and 53% were boys.

- The percentage of out of school children (boys and girls) has decreased as compared to 2015.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2015.

- 33% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 51% in 2015.
- 67% 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 show improvement: 12% class 5 children could not read a class 2 story in Urdu compared to 31% in 2015.

- Analysis shows that 64% of class 3 children could not read story in Urdu compared to 74% in the previous year.

English learning levels show improvement: 13% class 5 children could not read sentences (class 2 level) compared to 30% in 2015.

- ASER 2016 reveals that 67% class 3 children could not read class 2 level sentences as compared to 75% in the previous year.

Arithmetic learning levels show improvement: 10% class 5 children could not do two digit division as compared to 39% in 2015.

- 67% children enrolled in class 3 could not do two digit division in 2016 as compared to 79% in 2015.

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

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

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

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

- 90% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 86% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. 90% private school children can read at least sentences in class 5 whereas 84% government school children can do the same.
- Similarly, in arithmetic, 92% children enrolled in private schools (class 5) were able to do division when compared to only 87% 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.

- 73% of boys and 71% of girls could read at least sentences in Urdu.
- 71% boys could read at least English words while 69% of girls can do the same.
- Similarly, 77% of boys were able to do at least subtraction whereas only 75% girls could do it.

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

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

- Data reveals that the 2% of out-of-school children could read story in Urdu, 1% could read sentences in English, and 4% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

75% of mothers and 84% of fathers in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 25% had not completed even primary education.
- 16% 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. Overall tuition in private schools is 16% compared to 5% in government schools.

- 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 10% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

56% of surveyed government schools and 47% of surveyed private schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 56% of the surveyed government schools and 47% of the surveyed private schools had Class 2 sitting with other classes.
- 17% 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 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 87% whereas it was 91% in surveyed private schools.

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

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

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

THEME 11: TEACHERS' QUALIFICATION

- 45% teachers of surveyed government schools have done graduation as compared to 42% teachers of surveyed private schools.
- 46% of surveyed government school teachers had Bachelors in Education degrees as compared to 54% teachers of surveyed private schools.

THEME 12: SCHOOL FACILITIES

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

- 42% of surveyed government high schools had computer labs and 53% had library books in their premises as compared to surveyed private high schools where 59% had computer labs and 59% had library books.

33% surveyed government primary schools were without toilets and 30% were without drinking water.

- 33% of the surveyed government primary schools did not have toilets in 2016 as compared to 41% in 2015. Similarly, 14% surveyed private primary schools were missing toilet facility in 2016 as compared to 29% in 2015.

- 30% of the surveyed government primary schools did not have drinking water in 2016 as compared to 34% in 2015. Similarly, 19% of the surveyed private primary schools did not have drinking water facility in 2016 as compared to 22% in 2015.

41% of the surveyed government primary schools were without complete boundary walls and 74% were without playgrounds.

- Amongst the surveyed government primary schools, only 59% had complete boundary walls as compared to 48% in 2015.
- In 2016, 31% of the surveyed private primary schools did not have complete boundary walls as compared to 76% in 2015.
- 26% of surveyed government primary schools had playgrounds in 2016 while 50% surveyed private primary schools had playgrounds.

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

- On average, 9 rooms were being used for classroom activities in the surveyed government high schools, similar to in 2015 (9%).
- Similar to 2015, in 2016, surveyed private high schools had 10 classrooms on average being used for classroom activities.

THEME 13: SCHOOL GRANTS/FUNDS

None of the government primary schools and 3% private primary schools received grants.

- 0 surveyed government primary school is receiving grants in 2016 as compared to 3 surveyed private primary schools.
- The proportion of government primary schools receiving grants has remained the same in both 2015 and 2016. None of the schools have received grants in both years.

OTHER INDICATORS

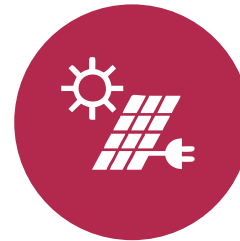
ASER 2016 collected additional information on indicators mentioned below at household and school level.

For household, information was collected on voter registration, social safety nets, presence of computer/laptop, usage of SMS/Whatsapp and presence of solar panels. While at school level, the information was collected on availability of solar panels and smart boards.



Information & Communication Technology

- **88%** of households across all rural districts of Azad Jammu and Kashmir have mobile phones.
- Amongst mobile users, **29%** use Whatsapp service for communication.
- Amongst mobile users, **79%** use SMS facility for communication.
- **27%** of households have computers/laptops



Alternate Energy

- Across all rural districts of Azad Jammu and Kashmir, **5%** of the sampled population uses solar panels as an alternate energy resource.



Social Safety Nets

- **12%** of the households receive monetary support from BISP*/ Akhuwat

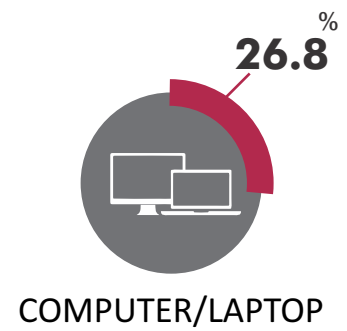
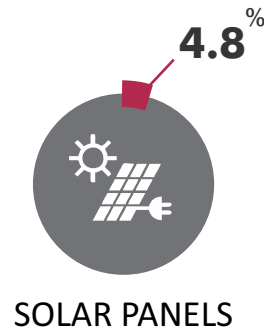
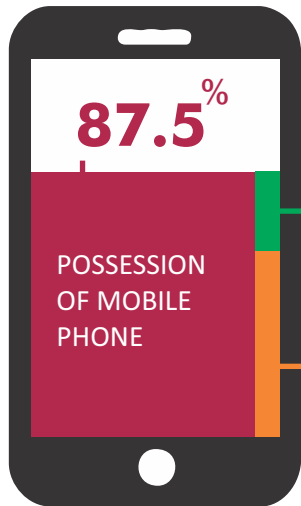


Voter Registration

- **97%** of the females across all rural districts of Azad Jammu and Kashmir were found to be registered voters against **97%** of males.

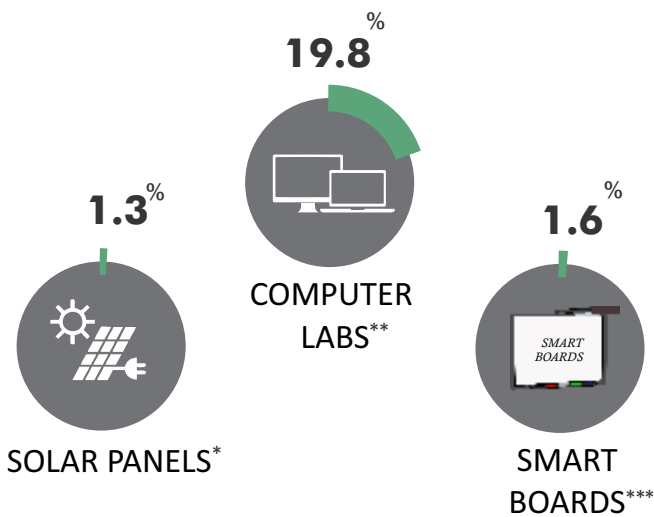
* Benazir Income Support Program

HOUSEHOLD

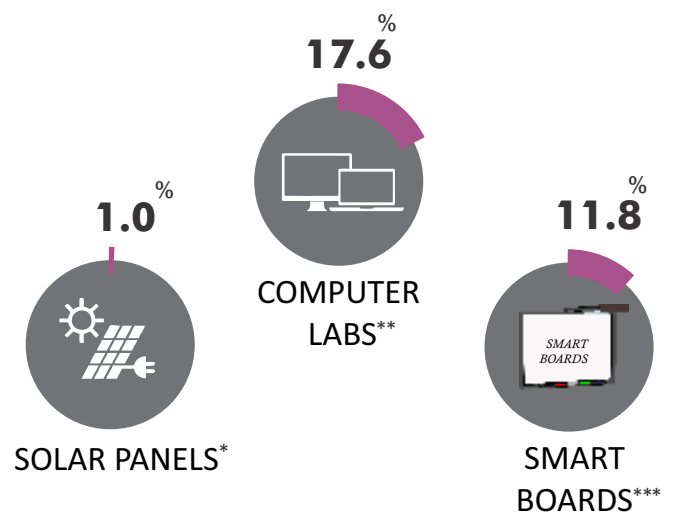


SCHOOLS

GOVT. SCHOOLS



PVT. SCHOOLS



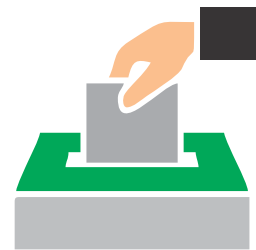
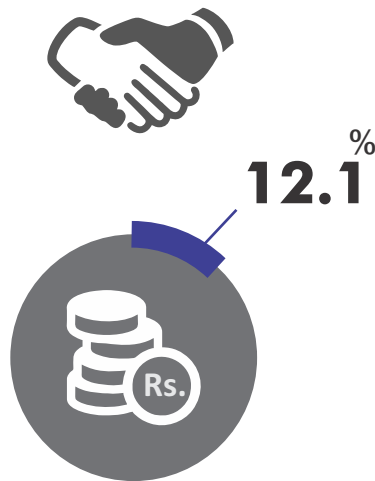
*Only for Primary, Middle and High Schools

**Only for Middle and High Schools

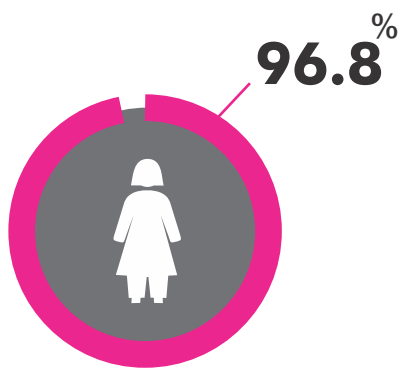
***Only for High Schools

SOCIAL SAFETY NETS

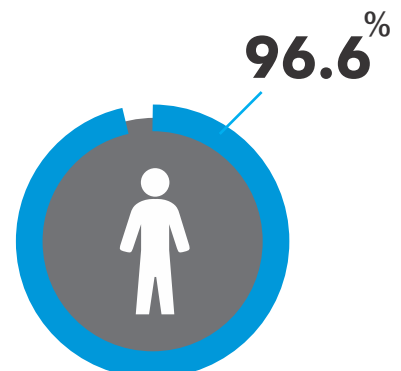
BISP* / Akhuwat



REGISTERED
VOTERS



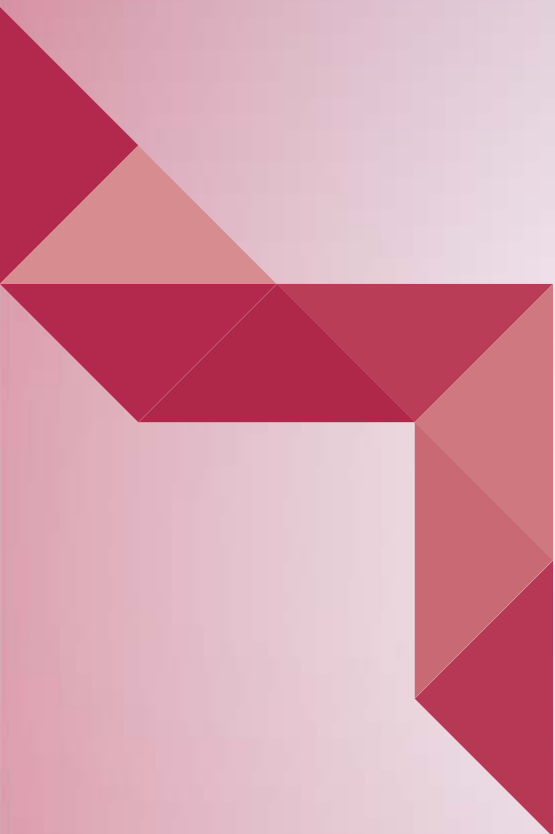
FEMALE



MALE

*Benazir Income Support Program





ANNEXURE



National Rural

Territory	Districts Covered	Villages/Blocks	Households	Children (3-16 Years)			Mothers	Schools		
				Female	Male	Total		Govt.	Pvt.	Total
Azad Jammu and Kashmir	10	299	5970	8758	9703	18461	5967	298	286	584
Balochistan	32	957	18920	24603	36151	60754	18942	906	81	987
Federally Administrated Tribal Areas	9	270	5390	7159	10515	17674	5699	268	57	325
Gilgit-Baltistan	7	207	4100	6194	7130	13324	4361	205	125	330
Islamabad - ICT	1	15	290	276	380	656	290	7	13	20
Khyber Pakhtunkhwa	25	704	13807	17845	23756	41601	14062	635	213	848
Punjab	35	1035	20610	26476	32835	59311	20473	1020	681	1701
Sindh	25	718	14237	18659	24829	43488	14364	680	65	745
National-Rural	144	4205	83324	109970	145299	255269	84158	4019	1521	5540





**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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