



PAKISTAN
Citizens on the March

Annual Status of Education Report (Rural)

ASER-Pakistan 2010



South Asian Forum for Education Development

Annual Status of Education Report



Annual Status of Education Report (Rural) 2010

Provisional
January, 2011

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Message from Federal Minister for Education and Information Technology

The Annual Status of Education Report-ASER Pakistan (Rural) 2010 is a timely and appropriate instrument to address governance and quality challenges in our education system. ASER Pakistan 2010 is a bold tool and yet simple in its approach. The data has been collected by more than 2000 citizens of Pakistan covering 54,062 children (58% male, 42% female) for 3-16 years age group. The survey is undertaken without compromising the rigor of an assessment instrument to measure both quality of learning levels and access to schooling. We, at the Federal Ministry of Education welcome this initiative once again. We congratulate all ASER Partners for their successful scaling up from a pilot in 11 districts in 2008 to a national survey covering 32 districts of Pakistan. It has reached every province and area barring FATA. We are pleased that ASER Pakistan will be repeated annually for each district from 2011- 2015 and by 2012 all 138 districts of the country will have encountered the ASER Pakistan experience.

2010 in Pakistan witnessed the landmark 18th Amendment to the 1973 Constitution and article 25 A which, for the first time in our history makes education a fundamental right. The right carries enormous responsibilities of education provision to children aged 5-16 years. The ASER survey covers the age groups 3-16, with data collected both at the household and school level. This information, will no doubt be of tremendous help to the provincial and federal Government departments and ministries engaged in planning and budgeting for Education For All (EFA) and the Millennium Development Goals (MDGs).

Our system of measuring learning at the national and provincial levels encompassed by the National Education Assessment System (NEAS) and its provincial counterparts is in place for grades 4 and 8 which is poised to be linked with the international cross country tests of TIMSS. ASER Pakistan 2010-2015 will continue to work alongside at the grass roots level. We hope that it will compliment NEAS to address the building blocks of literacy, comprehension and numeracy for grades 2 and 3 respectively. ASER Pakistan 2010 is the first survey to have used the new age bands of 6-10 year olds as per our National Education Policy 2009, instead of the conventional 5-9 year olds. This is a timely shift for Pakistan.

On behalf of the Federal Ministry we are very pleased to see that Idara-e-Taleem-o-Aagahi (ITA), the National Commission for Human Development (NCHD) and Sindh Education Foundation have worked collaboratively with many alliances and the Departments of Education in Balochistan and Gilgit-Baltistan. They have partnered strategically for an impressive survey across rural Pakistan on critical EFA indicators which will be used for benchmarking and tracking indicators until 2015. We acknowledge the positive collaboration of our South Asian partners, ASER Centre India with the South Asia Forum for Education Development (SAFED), UNESCO Pakistan and the Foundation for Open Society Institute (FOSI). SAFED's work must be integrated within the SAARC education initiatives. It is also important that the ASER Pakistan 2010 data be reflected in the Global Monitoring Report (GMR).


Sardar Aseff Ahmad Ali
Federal Minister for Education
Government of Pakistan
Islamabad
January 17, 2011

Message from the Deputy Chairman Planning Commission

Pakistan, amidst myriad challenges of growth, human well being and good governance is blessed with an enormous resource of positive minded people who are determined to help us achieve Vision 2030, which seeks to provide, '...within a generation...a high quality of life and provides equal opportunities to its citizens to reach their true potential'. ASER Pakistan 2010 provides us with baseline markers that will help us move forward to achieve such a vision with enabled capable children and youth, irrespective of the type of school they go to. ASER Pakistan 2010 reaching out to 32 districts is poised to cover all 138 districts by 2012, thus widening the outreach to every corner of the country with a simple principled premise to achieve an outcomes-based learning framework for every child of Pakistan, without discrimination.

The baseline data on learning for grades 2 and 3 in reading and arithmetic respectively is gathered from children aged 6-16 years, across state and non-state providers in rural areas, which renders for citizens a credible benchmark about household preferences for education facilities. ASER Pakistan 2010 also establishes powerfully that for a majority of parents public sector is still the only option and it must be improved systematically, innovatively and swiftly. The good news is that ASER Pakistan will help measure the improvement at the grass roots level for the public each year until 2015. The data renders powerful gender disaggregated scenarios of: public and non-state provision; enrolment and out of school children; mothers' literacy; learning levels; after school tuitions across all providers by grade level; facilities available in all types of schools; grants that reach the schools and, above all attendance level of both students and teachers which impact learning levels.

A citizen led initiative that is spread across East Africa, India and Pakistan is an impressive South South collaboration that must be appropriately reflected in the Global Monitoring Report (GMR) for EFA and also the Human Development Report (HDR), our national economic survey and poverty reduction reports. ASER Pakistan 2010, along with its counterparts in East Africa and India are deeply illustrative of the emerging trends and relationships of state and society seeking collaboration in governance and accountability systems that can be measured for outcomes and accountability. I am sure that ASER Pakistan 2010-2015 will be a promising tool for all of us, meeting us at least half way in collecting systematic evidence for informing our national economic survey, policies, budgets, and performance towards Vision 2030 and MDG's.

I heartily congratulate the South Asia Forum for Education Development(SAFED) for this bold and much needed survey along with its national partners, Idara-e-Taleem-o-Aagahi (ITA), the National Commission for Human Development (NCHD), Sindh Education Foundation (SEF), Democratic Commission for Human Development (DCHD), Balochistan Boys Scouts Association (BBSA), the Departments of Education Balochistan and Gilgit-Baltistan. The support to ASER Pakistan 2010 from UNESCO and the Foundation Open Society Institute (FOSI) was an innovative and timely investment. Above all, I salute the 2000 ASER volunteers, our committed citizens who reached out to 54,062 children of Pakistan.

Dr. Nadeem ul Haque

Deputy Chairman, Planning Commission of Pakistan

January 17, 2011

Quality Education For All



United Nations
Educational, Scientific and
Cultural Organization

Free and compulsory basic education is the fundamental right of all children. Education can improve personality development of the individuals and bring a healthy change in the society only when its quality is reasonably good. If schools fail to offer quality education to the enrolled children, then not only the precious resources are wasted, this situation also leads to increase in the drop out rate and creates frustration among the parents. Provision of quality education for all is the focus of the Dakar Framework of Action, signed by the Govt. of Pakistan in April 2000 along with other nations of the world. The Goal No 6 of Education For All declaration reflects the commitment of international community and the governments to improve quality of education through assessment of learning achievement.

The recent initiative by ITA to assess learning achievement of students is appreciable. Findings of this survey will supplement the past and on going efforts of the Govt. of Pakistan with respect to large scale assessment studies conducted through National Education Assessment System (NEAS) and Provincial Education Assessment Centres (PEACs). Annual Status of Education Report (ASER) 2010 by all its partners will contribute in raising public awareness about pertinent issues of education sector, and may also serve as a source of guidance for the education planners in the country.

We value our partnership with independent professional organizations like ITA/SAFED, and would like to further widen our networking with the CSOs, including universities in Pakistan.

UNESCO Islamabad, Dated: 6 January 2011

Foundation of Open Society Institute - FOSI



**OPEN SOCIETY
FOUNDATIONS**

We at Foundation Open Society Institute (FOSI) - Pakistan are very excited about the opportunities that ASER represents. According to the Pakistani Constitution access to quality education is a basic right of every child. But that basic right has not and is not being extended to every child in Pakistan. We need initiatives that a) allow citizens to organize advocacy around this issue, b) generate evidence regarding educational outcomes, c) monitor and evaluate government and societal efforts in education sector, d) create tools for local level advocacy and monitoring & evaluation (M&E), and e) create impetus for long term and sustainable citizen involvement in the issue. ASER, based on household level literacy data from across the country (and set to expand to most districts by next year), is optimally designed to facilitate all of the above objectives. We are really looking forward to the launch of the 2010 survey results through national, provincial and local consultations. We believe this will be a starting point of a new and much deeper citizen involvement in education advocacy and M&E.

In the years to come, as ASER expands to cover most districts of the country and as its yearly surveys create across-time data, we hope the engagement of students, parents, local communities, citizens, civil society, academics, local, provincial and federal government officials, and international stakeholders will increase and become embedded into the education debate in the country. We hope that this engagement will be evidence-based and will allow progress tracking. By sharing its data and analysis, ASER will have a significant role to play in generating this evidence, creating tools for M&E and forming the basis for a sustainable citizen engagement on the issues of education. FOSI-Pakistan looks forward to being a partner in the journey ASER and its partners and Pakistan are embarking on.



**Notes on
ASER Pakistan 2010**

Mobilizing Citizenship From ASER Surveys to ASER Baithaks... Citizens on the march for quality education

Baela Raza Jamil

Coordinator, SAFED

Director Programs, Idara-e-Taleem-o-Aagahi (ITA)

Director, Institute for Professional Learning (IPL)

"I did not know that this tool would give me such power and skill. I did not know that I could access villages and households with such ease, fill 82 columns of data and use the learning tools for 6 children and two mothers! I felt like a 'special messenger' in that household with expectations of diagnosing and healing! ". Such is the story of the Annual Status of Education Report (ASER) Pakistan 2010 survey encounters, where the ordinary must become extraordinary. Willing educated citizens (mostly youth) are mobilized to conduct the household survey to measure learning levels of children 3-16 years and mothers literacy. ASER Pakistan 2010 -2015, as a continuous annual happening has all the ingredients of a movement for social change, mobilizing thousands of volunteers across the country. In 2010 it mobilized 2000 volunteers, armed with a powerful methodology and three simple instruments to test 52,046 learners in 960 villages across 32 districts of Pakistan. They volunteered without compensation, without the dreaded TA/DA! They were high achievers in every sense of the word.

In each district 60 volunteers are mobilized to survey 30 villages in pairs. A five day annual engagement with high quality purposeful volunteerism defines the changing face of Pakistan. Three days are dedicated to intensive field based training and two days to the field survey and plenty of empowerment in between. As pairs drop reach each identified village selected through the PPS technique, they are compelled to follow the logical steps of the method: Reaching the centre point of the village, speaking to the local people making a participatory village map to profile facilities and get their coordinates straight; confirming humbly with the community before they set off for the household survey to 20 homes in the four quadrants selected. Demystifying access, overcoming all sorts of geographies and sub-cultures through logical skill based, people to people contact is indeed a powerful way to earn respect from fellow citizens for understanding the problem of learning as a basis for social change and improvement. Yes the ASER volunteers, overall earned tremendous respect from fellow citizens who had never been asked the question or enabled to understand what their children learn. or how well do they read and count! The two large national and provincial tests (NEAS and the Punjab Examination Commission/PEC) are school based. The ASER Tools are citizen led and household based with complete access by the citizens. Even a daadi nani (maternal and paternal grandmother) knew the test craft and its basic logic: from letters to words to sentences to para; even they wanted to be tested!

The ASER Pakistan experience from September 20 to November 15, 2010 was immediately followed up by a series of 'reflection' sessions that were aptly coined as 'ASER Baithaks' (ASER gatherings). This happened very spontaneously when our friends from the Open Society institute (OSI) on one of their visits in mid November, soon after the ASER field survey, suggested if they could meet with the ASER volunteers and perhaps some surveyed households representatives. The ASER Pakistan team felt that this should not be a problem since the friendships had been struck profoundly. One call by the ASER Secretariat mobilized 30 people from Nankana, Sheikhpura, Kasur and Lahore districts. This was followed up a series of informal baithaks in Islamabad with volunteers from Charssadda, Mardan, Swabi, Nowshera, Peshawar, AJK, Mianwali, Rawalpindi and ICT assembling 40 people from across provincial and area boundaries. Sukkur, Ghotki, Khairpur Rahim Yar Khan walas had another session of reflections in Khairpur for upper Sindh/South Punjab.

The meetings were great moments to share emotional, critical and inspirational reflections from the volunteers, or rather the apprentices committed to becoming superb researchers over a five year period for ASER Pakistan. These baithaks were spaces for inter provincial integration, sharing of experiences, recalling problems and offering solutions for the next rounds! They all had a sense of being baptized into very important roles in their neighbourhoods, homes and society to become catalysts of education improvement for their country. It made us all feel that we will surely transform from being a mere population to being a society, determined to overcome the challenges of learning for living and well being; of being governed to self governance; of inertia to empowerment of "I can and I will".

One of the volunteers narrated an amazing action story during the ASER survey in Dhamanjho village in district Bagh, AJK. As the surveyors entered a household, one of the mothers had the presence of mind to immediately mobilize a visiting minister of housing who happened to be addressing a gathering in that village, Pir Murtaza Gilani. She complained that schools in that village and two neighbouring villages were shut due to lack of teachers since the earthquake of 2005, how could the children learn anything? Within a week three closed schools were re-opened with teachers appointed immediately in Dhamanjho, Tathra & Panjgranh villages. Wah! ASER in Kya ASER Kiya! (what an impact did ASER make!)

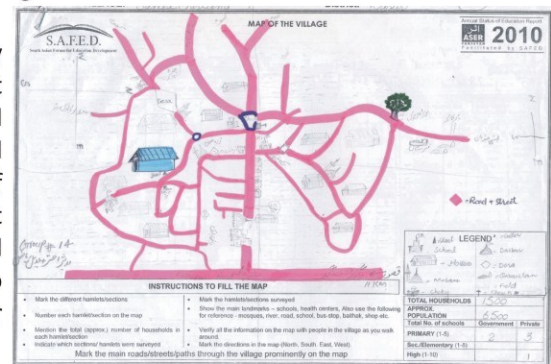
Education is in a state of silent emergency across Pakistan. The citizens' demand for quality education is well established in more than 95% neighbourhoods of the country which is often met with disappointing arrangements that lead to early withdrawal of children. The ASER volunteers reminded us of people enlisting and signing up for emergency duty. It was as if they were responding to the call of action, reaching rural homes in unknown villages for assessing education profiles and learning proficiency of 3-16 year olds and their mothers. Little did we know that infact ASER Pakistan was soon to become ASER Flood Relief Pakistan 2010! It did

Soon after the national ASER Pakistan teams left for various locations to plan for the roll out the provincial and district trainings, on July 28th , 2010 the monsoons colluded with the Indus fury. Nature planned things otherwise for ASER Pakistan teams. The flood unfolded its journey in Balochistan, and in a matter of days it had engulfed the entire country. 86 out of 138 districts and over 21 million population had been affected and 10,000 schools damaged or destroyed. 20 of the target 30 districts had been affected and the ASER Teams were calling from all corners for support. The ASER Secretariat became the flood coordination secretariat! SAFED, managed by ITA sent out an appeal across Pakistan and abroad. Instantly the bond was transformed from ASER Pakistan 2010 to ASER Floods Pakistan 2010. The volunteer teams reached out to each other in the finest manner possible. Peshawar, Charsadda, Nowshera; Swat; Mianwali; Muzaffargarh; Multan; Rahim yar Khan and Ghotki were all embraced by solid citizens who collectively reached out to 80,000 people, mobilized Rs.7 million, working like 'jinns' round the clock for the relief, recovery and rehabilitation phases of the flood, building even greater bonds and redefining their citizen DNA. Was ASER 2010 lost.. Not at all! The teams waited on vigil for the waters to recede and displaced population to return, schools to re-open so that they could take the final decision on whether a district had to be dropped and replaced, or not. In the end only three districts were dropped/replaced out of 30 facing the challenges of terrain and continued displacement. These were Dadu, Muzaffargarh and Swat!



The ASER volunteers did not simply collect and distribute items for nourishment, clothing, shelter and illness, but soon set up healing and learning centres for the affectees located in shelter schools. There were 31 healing and learning centres set up, catering for 3 to 30 year olds with early years, catch up elementary programs and vocational training sessions including mehndi and garment stitching! The affected families were kept occupied with activities that culminated in the Eid celebrations in time to return home with renewed vigor. Yes the ASER teams now became healers too! They accumulated the best citizenship skills prior to the ASER field survey , an experience that will stay with them for a long time to come.

As the district team volunteer leader from Nankana district Punjab aptly said at one of the gatherings: just as the setting sun announces the night and the setting moon announces the day light, if we want to compete and rise to the challenges of the world we live in, we shall have to understand and popularize ASER. It is in this movement that lies the sanctity of ourselves and that of our future generations. It is entirely possible that ASER will have the power to be a starting point, helping us to evolve and move forward towards improved learning that can be tracked. We need to multiply and prepare each year volunteers willing to give a few days of their time to the most empowering experience of a lifetime.



Mr. Nazeer Danwar, from the Education Department Khairpur district, was delighted by the ASER Baithak reflections on process and commitment to such evidence based initiative. Acknowledging that there are many flaws and bottle necks in the education system, where teachers are negligent and many government schools remain closed most of the time, he congratulated SAFED and its partners for being the pioneers in the country for introducing this unique survey. He was confident that this will definitely change positions of the Federal/Provincial Ministries to modify the policies and syllabuses. He volunteered for all support in the coming years for quality education.

Is ASER Pakistan about mobilization? Is it about measuring learning levels of children? Is it about empowerment or is it about governance, taking and tracking action? Is it all of these and more..?



Mukhtar Ahmad Ali

Chairperson Board, Pakistan Coalition for Education
Executive Director, Centre for Peace and Development

According to ASER Pakistan (Rural) 2010, in Pakistan, about 80.8% children of 6-16 years of age are enrolled in different types of government and non-government schools in rural areas. Out of these, 29.1 % go to non-governmental schools, which is a significant percentage. Government schools are catering to the needs of only 70.9% % of the enrolled children. As per ASER Pakistan 2010, about 20% of the children remain out of school in Pakistan.

ASER Pakistan (Rural) also provides estimates and insights about various aspects of education within the provinces. It informs us that, in Balochistan, 35.1% children of 6-16 years of age are out of school, total enrollment stands at 64.9%, including the 5% that go to private schools or madrassas. In Khyber-Pukhtunkhwa (KPK), the enrolment rate is 86.8%, but more than 31% percent of the enrolled children study in different types of non-governmental schools. In Punjab, the enrollment rate is 84.9% including 29.7% of the children studying in non-governmental schools with approximately 15.1% remaining out of school. In Sindh, 31.7% children are out of school. Whereas, out of the enrolled ones, 59.2% are enrolled in government and 39.1% in non-governmental schools.

This is a challenging situation, as a large number of children in Pakistan remain out of school. The number of out of school children is particularly high in Balochistan and Sindh, where at least 35.1% and 31.7% children respectively, of 6-16 years age, remain out of school. Furthermore, in terms of the national average, about one-fourth of the enrolled children are studying in non-governmental schools. Even those who go to schools continue to face a range of challenges, such as the poor state of basic services like clean drinking water as well as lack of quality education. Successive governments have failed to effectively respond to these concerns, which is obvious from the fact that budgetary allocations for education have consistently remained low. Moreover, the right to education was not recognized as a fundamental right in Pakistan for a long time.

While all sorts of challenges remain, one important development occurred in 2010, with the potential to fundamentally transform the way education sector is currently viewed, organized, managed and resourced in Pakistan. This is the recognition of the right to free and compulsory education as a fundamental right in the Constitution of Pakistan through the 18th Amendment. For this purpose, Article 25-A was included in the Constitution, which reads as follows:

“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.” [Article 25-A, Ch. 1 (Part II on Fundamental Rights) of the Constitution]

In view of this amendment, it has now become the primary responsibility of the state to ensure that no child between the ages of 5-16 is out of school. This is a very clear command of the Constitution, which is not subject to any restrictions including budgetary constraints. However, in light of Article 25-A, the Parliament and provincial assemblies need to enact comprehensive laws for their respective jurisdictions to give effect to this important fundamental right in an efficient and straight forward manner as the article clearly states that free and compulsory education shall be provided 'in such manner as may be determined by law'.

Prior to the 18th Amendment, right to education was not a fundamental right. Although the state obligation in terms of providing education had been mentioned in Article 37b of the Constitution, it had value essentially in terms of a policy direction, which could not be enforced by the courts as a right of the children. While Article 37b was and continues to be the part of Principles of Policy in the Constitution, Article 25-A has been inserted in the chapter on fundamental rights. Article 37b of the Constitution reads as follows:

“The State shall remove illiteracy and provide free and compulsory secondary education within minimal possible time”. [Article 37b (Ch. 2, Part II on Principles of Policy) of the Constitution]

As far as the Principles of Policy are concerned, the Constitution of Pakistan clearly states that:

“In so far as the observance of any particular Principle of Policy may be dependant upon resources being available for the purpose, the Principle shall be regarded as being subject to the availability of resources.” [Article 29(2) of the Constitution of Pakistan]

Hence, until the 18th Amendment, the Federal and Provincial governments could give the excuse that it is impossible for them to completely implement Article 37a of the Constitution due to paucity of resources. However, following the insertion of Article 25-A, it is no more a valid excuse, and the Federal and Provincial governments need to immediately act to ensure that all children of five to sixteen years of age are in schools. This has to be done without putting any financial burden on children or their parents.

In this background, the Federal and Provincial governments are required to enact comprehensive legislation, whereby duties and responsibilities of relevant authorities must be defined and an effective mechanism for implementing Article 25-A¹ must be established. Through the new legislation, the existing Federal and Provincial laws regarding compulsory primary education could be repealed for being inconsistent with Article 25-A. Existing laws are seriously inadequate and flawed for instance, these laws (a) make education compulsory but not free; (b) cover only the primary schools, while Article 25-A covers up to higher secondary schools; (c) put limited emphasis on responsibilities of the government and schools; and (d) have never been implemented in view of their inherent flaws and lack of political will.

Therefore, the new legislation under Article 25-A should not only take into account the experience of lack of implementation of compulsory primary education acts but also the regional and international best practices in this regard. In particular, the new legislation should:

- Define 'free' education in terms of no fees or charges of any kind; free books, notebooks and other study related materials; free transport in situations where schools are located beyond easily accessible distance; free boarding facilities if a school is not locally available or accessible; free lunch; and ban on private tuitions.
- Explain responsibilities of the State, schools and parents in terms of building schools, maintaining standards, providing basic facilities, school attendance, involving communities in school management, and addressing grievances of children or parents.
- Focus on a cost effective, comprehensive and effective mechanism for implementing Article 25-A of the Constitution.
- Define and elaborate the role of private or voluntary sector schools within the context of Article 25-A.
- Provide an effective grievance redress system, which should entitle children or parents to compensation, when a child cannot get admission or when he or she does not get quality education.
- Provide minimal mandatory standards for schools.
- Legally guarantee pupil- teacher ratio to ensure equal access.
- Make it mandatory that no vacancy in schools will remain unfilled for more than one week in case of retirement of a teacher, and for more than one month in case of a sudden death or resignation of a teacher.
- Guarantee that an amount equal to at least 20% of the total salary budget of any school will be made available for non-salary current expenses.
- Provide for prohibition of private tuitions; or at the least government school teachers should be strictly barred from involving themselves in private tuitions.
- Ensure maximum transparency in the education system in the light of right to information guaranteed under Article 19-A of the Constitution.
- Provide an effective and transparent monitoring system.
- Establish advisory or monitoring councils involving civil society at various levels Federal, provincial or district to support and oversee the implementation of Article 25-A.
- Legally sanction and elaborate the role of School Management Committees (SMCs).

In the presence of Article 25-A, there does not exist any justification that could absolve the Federal or provincial governments of their responsibilities in relation to unavailability of schools or out of school children. All the out of school children need to be immediately put in government schools and, if the government is unable to build enough schools of required grades and standards, these children and households should be compensated or financed to study in private schools. Furthermore, all fees that are being collected from children in up to higher secondary schools have become unconstitutional. With the right to education now being a fundamental right, the government not only needs to come up with elaborate legislation but also a clear plan in terms of mobilizing resources and building or up-grading educational facilities of required standards without wasting any time. However, since the Federal and provincial governments have so far not given any attention to implementing Article 25-A, there is a need for proactive civil society engagement on this matter at various levels.

¹ Existing laws on compulsory primary education include: Punjab Compulsory Primary Education Act, 1994; NWFP Primary Education Act, 1996; Sindh Compulsory Primary Education Ordinance, 2002; ICT Compulsory Primary Education Ordinance, 2002; and FATA Compulsory Primary Education Regulation, 2002.

Early Childhood Education in Pakistan: Two Steps Forward, One Step Back

Mahenaz Mahmud & Amima Sayeed

Teachers' Resource Centre

The significance of Early Childhood Education at individual, community and societal levels has long been established through research and inquiry (GMR- UNESCO, 2007). Emerging scientific evidence and experience from the fields of neuroscience, education, human ecology, economic development, social sciences, child protection and health sciences make it crystal clear that quality ECCE is critical to creating a world with productive and strong communities that just, healthy and sustainable (Shonkoff, 2010). Recognizing the criticality, Early Childhood Education and Development has received an international academic and policy thrust; the very first goal for Education For All calls for expanding and improving comprehensive early childhood care and education (Dakar Framework for Action, UNESCO 2000).

As a response to international emphasis on ECCE, the National Education Policies (1998-2010 and NEP 2009 and the National Plan of Action on EFA (2001-2015) were developed identifying ECE as a separate policy focus. As a long term target, the NPA declared 50% enrollment for 3-5 yrs age group by 2015 to be achieved through a phased approach (20% in Phase I ending in 2006 and 40% by 2011 as Phase II target). The reason for keeping modest target was identified as low priority as compared to primary education and adult literacy (NPA, GOP, p. 63). The more recent National Education Policy (2009) made a significant departure from the strategy and targets laid out in NPA. NEP (2009) declares that "significant progress, and the EFA mid-term targets for ECE have been met with " as Gross Enrolment Ratio (GER) for Early Childhood Education (ECE) rose quite remarkably from 36% of all children aged 3-4 years in 2001-02 to 91% in 2005-06 and 99% in 2007-08" (NEP 2009, Annex A, p. 65). While as a policy action, NEP states "provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose", it contradicts its claim of 99% enrollment by targeting universal access of "at least one year preprimary education" by the State to be "ensured within the next ten years" (Chapter 5, section 5.1, pg 35).

ASER 2010 data, collected over 10, 000 children of ECE age group (age 3-5) across Pakistan, clearly reveal that the NEP claims of 99% enrollment do not reflect on the ground reality. Of the total 10, 246 children 55.3% children are out of school with nearly 49% of girls. Of the 44.7% who are enrolled in some kind of ECE, the share of government school enrollment is 61.7%, therefore, the universal access as well as provision of ECE by State both seem as distant, almost unachievable targets. However, with the disparate strategies and targets in two core policy documents, the educational system does not have a clear focus.

Moreover, the ECE facilities are to be attached with primary schooling, as stated by the NEP. The budget for education is projected and allocated on the basis of sub-sectors such as primary, secondary and vocational education, and areas like teacher education and library. While the share of primary education in the total budget averages at 40%, it does not ensure that ECE is covered for. First, a major percentage (estimated at 90%) is utilized for teachers' salary and operational expenses of schools such as building repair and utilities, leaving very little for programmatic expenses or even availability of basic learning resources.

Second, and more critically, the formula used for calculating the needs of a primary school, includes, 5 teachers for 5 years of primary, and a school (if at all) comprising of five rooms. ASER 2010 Survey indicates that average number of rooms used for conducting classes at primary level in government schools is 2.9. Data from elsewhere identify that teacher allocation in rural primary schools averages at 1-3 teachers for 6 classes. This formula for school-budgeting and allocation neither provides the resources nor the space for proper regularization and integration of ECE (Katchi class) as per the policies and commitments. The process of budgeting both at federal and provincial levels, is in itself so elusive with little or no involvement of teacher educators, ECE experts or programme staff, that determining the sense and educational value of allocations is often impossible.

Policy targets for ECE will stay at document level if they are not reflected and aligned with the budgets allocated for schools, and that too in an integrated fashion. Separate teaching positions need to be created for ECE along with basic provision of learning resources. As was witnessed with the ESR Action Plan, stand alone programmes and promises of resource allocation for initiatives like creating ECE centres are not realized. Either through inclusion within the primary cycle or creating separate budget lines for ECE, projection and resource allocation for setting up and regularizing ECE classes across the public sector is critical.

A major achievement on part of the Ministry of Education, despite a massive shuffling of policy makers and individuals involved in the initial process, is that it has retained the National Curriculum on ECE (NCECE) and its core philosophies. When the curricular review was undertaken in 2006, the Curriculum Wing, Federal MoE ensured that the NCECE is enriched keeping its

central tenets intact. Similarly, doing away with paper-pencil examinations is another marked achievement in an otherwise jaded examination system. More recently, the NEP marks training of teachers according to the NCECE framework as core strategy for quality improvement. The ground reality again is different from the intended outcomes mainly because there is no strategic framework for the implementation of a well-researched, child-centred NCECE, with current fiscal and capacity gaps. The minimum requirement if the State is serious about expanding and improving ECE as per EFA commitments, is to teachers' orientation to the National Curriculum and the fundamentals of ECE. Therefore, improving the capacities at planning level, especially to ensure the depth and quality of programmes, should become a priority. Many of the implementation hurdles will be overcome if ECE is integrated in the fiscal planning and operational systems.

ASER 2010 Survey indicates that over 36% of ECE enrollment is catered through non-state education facilities (with varying ratios across Pakistan e.g. Gilgit 82%, KPK 53%, Sindh 15.4% and Balochistan estimated at 9% enrollment). The participation of private education providers is significant in terms of their size; however, this does not guarantee quality teaching and learning (as reflected from ASER findings on learning levels across grades). Public sector does not only have the responsibility to create quality models and ensure their implementation across sectors; it also has considerable capacity in ECE implementation at classroom with a number of teachers trained through technical agencies in ECE. The issue remains that these capacities are neither properly channeled nor are their insights built upon. As a result, these potential change makers are either working in isolation in some remote school or are too inundated with compliance duties that they do not use their potential and expertise. The jurisdictions, turfs and territories within and across administrative units and provinces make it more difficult to pull the critical mass back together for planning and implementation of programmes.

For policy makers and concerned citizens, ASER findings on ECE group should act as a wakeup call. With every delay in policy or curriculum implementation, the future of Pakistani children is put in jeopardy. Along with losing the critical years for human development, they also lose out on the opportunity and potential for becoming a life-long learner and contributing positively to the society.



Mother's education and child development understanding the importance of this relationship

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Improving women's education in general and mother's education in particular is often considered one of the most powerful policy tools for improving a variety of individual and life outcomes. More literate mothers are believed to have healthier children. More educated mothers are also understood to in turn have more educated children whose lifetime outcomes including earnings, occupational choices, cognitive and other skills etc. among others are believed to improve as a consequence. There is now also considerable evidence that confirms strong positive links between the human capital level of a generation and the production of human capital of future generations as emphasized in modern growth models. These intergenerational aspects of education at the micro and macro level have been the subject of much study across the developed and developing world.

Despite recent progress, women's education in Pakistan continues to be abysmally low. According to UNESCO (2008) figures, the Gross Enrolment Rate (GER) in primary schooling in 2008 was 93 percent for boys and 77 percent for girls yielding a gap of 16 percentage points. Net Enrolment Rates (NER) are even lower 72 percent for boys and 60 percent for girls¹. While enrolments have increased over the past few decades, the overall gender gap remains high. Gender gaps also prevail in other development indicators such as empowerment, voice, health and mortality.

These gender gaps are indicative of deep-rooted barriers to access and are especially worrying because of their persistence over time. They are also particularly perturbing because while both parent's education can play a critical role in a child's development, a mother's education has the potential to have a larger effect mainly because mother's continue to play the traditional role of caretakers in childhood development. There are several channels through which this relationship may operate on a child's progress and they are all interlinked. One of the first channels is through the 'income' effect. More educated mothers are more likely to actively participate in the labor market and in doing so contribute to household income. The resultant changes in household income affluence and disadvantage - may impact children in several ways including their overall health, schooling attainment and even their academic achievement. There is now evidence from several parts of the world that substantiates the claim that children from poorer socio-economic backgrounds emerge from schools with lower levels of attainment and achievement i.e. poorer human capital.

Theory also suggests that parent's investment and consumption choices, the home environment, presence or absence of positive role models etc. all play critical roles in childhood development. Among the two parents, mother's education possibly influences a child's outcomes more. This is consistent with a division of labour within the household in which child-care is the larger responsibility of the mother. Indeed, studies in several developing countries demonstrate that there is no 'threshold' level of maternal education that needs to be reached before the benefits of maternal education on child outcomes such as health and education materialise and even small levels of education improve child survival and child educational outcomes. More educated mother's fertility choices are also expected to be different. Educated women marry late and often have fewer children. This quantity-quality trade-off is expected to influence existing children's development in many ways. Moreover, more educated mother's bargaining power and empowerment within the home may change. This has the potential to impact decision-making especially in intra-household allocation decisions. There is now a substantial evidence-base that points to the role women's empowerment can play in enhancing gender equality in educational and other outcomes for instance through mother's allocating more resources towards the girl-child hence closing some of the large gaps that prevail in favour of males.

While more educated mothers (and indeed parents) positively influence childhood development, many researchers have noted that the educational attainment of a child's parents is a reasonable predictor of the academic achievement of a child. More educated parents (and mothers) could be better equipped to help their children with their homework for instance and understanding concepts. Evidence suggests that parents often exert a more direct and powerful influence on children's attainment and academic achievement than teacher's or the school environment. Part of this effect operates through the time parents spend with children. More literate parents may spend more time, or the quality of time spent on activities could be more productive and effective on children's development. Educated parents are also likely to be more supportive of learning.

¹ http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=5860

They provide their children with greater learning opportunities, assistance, and pressure for learning. Indeed, parent's own perception of how effective they can be in developing their child's future may be determined by their own education levels.

Whatever the channels of effect, there can be no doubt that children of more educated parents potentially face a better future compared to those with less education. Because children spend more time with mothers and mothers are the key caregivers, mother's education becomes more critical. Mother's with even very low levels of literacy are better placed than those with no education and literacy to aid their children's development in more positive ways. Despite the importance of this relationship, it has hardly been studied in Pakistan. There are a few exceptions in recent years. Andrabi, Das and Khwaja (2009) find that more educated mothers in Pakistan spend more time on educational activities with their children at home. Children of more educated mothers also have higher achievement scores in mathematics, English and Urdu language. Aslam and Kingdon (2010) find that more educated mothers have healthier children and suggest that this is because educated mothers have more health knowledge and are more empowered within the home.

These studies are in the right direction not only because they help understand the education-childhood development relationship but also because they identify the key channels through which effects are likely to operate. However, these studies are also constrained by the fact that they are limited in terms of data. Both studies are based on data from a few districts covering either one or two provinces of the country (Andrabi et.al's study covers 112 villages in 3 districts from Punjab and Aslam and Kingdon's study is based on data from 9 districts across Punjab and the-then North West Frontier Province). Thus, the coverage from both studies is hardly 'national'.

One of the main deterrents to understanding the potential linkages between child achievement and parental education in the past has been the lack of quality data. Studying this relationship requires data on child achievement levels, information on characteristics such as child age, gender, household demographics and critically on mother's own education. For the first time, the ASER-Pakistan team has undertaken this mammoth task with the view to be able to address this relationship. While no claims are made about determining causal relationships, the very first step to understanding this critical relationship is to be able to provide a descriptive view of the association between mother's and father's education and child achievement. ASER-2010 helps provide this descriptive view for the very first time. While the ASER data is not as nuanced and rich as that used in Andrabi et.al's study (2009) or Aslam and Kingdon's study (2010), the very fact that it covers a huge number of districts and allows a descriptive view of critical relationships is a step in the right direction. It allows us to understand the associations between child achievement levels and parental education and even mother's own 'achievement' (as measured through her own literacy when tested in the language test) while controlling for socio-economic status (captured through household asset ownership) and other factors such as household size. More importantly, we are able to look at all these relationships by gender to see if there are any differing patterns of relationships emerging i.e. is mother's education differentially associated with girls' achievement compared to boys' and so on. This rich data set allows us, for the first time, to establish correlations and patterns that not only depict the critical parental-education-child-achievement nexus, but also allow us to come closer to understanding some other correlations that hint at the possible pathways through which these relationships may possibly work.

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Education & Literacy trends in ASER Pakistan 2010 (Rural) Creating Social Capital for a Democratic Pakistan

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Education For All remains a major challenge for Pakistan with both literacy and primary net enrolment rate (NER) at 57% and gender parity index (GPI) at 0.87 (PSLMs 208-09). Each year the Pakistan Social & Living Standard Measurement Survey conducts household surveys across the country to ascertain trends in key social indicators, revealing that Pakistan's annual progress is at best, fragile. The National Commission for Human Development (NCHD) was established in 2002 as a statutory autonomous federal body, mandated to support human development efforts in Pakistan. NCHD seeks

a literate and healthy nation, where government is empowered to provide basic education and health facilities to all.

NCHD is the lead organization for Literacy in Pakistan funded jointly by public and private resources, striving to Empower the People at the grassroots to become agents of social change. It has a wide coverage working in 134 out of 138 districts of Pakistan. NCHD has 7698 Community Based Feeder School 12,850 feeder teachers trained and deployed to government Schools. It has undertaken large home based surveys of 16.3 million households to gather information on children aged 0-9. Its targets include; enrollment of 8.2 million out-of-school children; increasing net enrollment ratio from 54% to 85% and reducing Dropout rate from 50% to 20% (in Kacchi/Pakki or ECE/Grade 1); increasing literacy rate to 86% by 2015 through mobilization of 438603 volunteers in 30,000 villages. The focus is both on access and quality simultaneously through partnerships.

When NCHD was approached to partner in a unique citizen led rural household survey of children (3-16 year olds) and learning levels of 6-16 year olds through a new methodology, we naturally welcomed the opportunity to collaborate. The Annual Status of Education Report (ASER) Pakistan (2010) is one of a kind. There were no frills attached and no formal ceremonies to sign MOUs. Frankly, we at the NCHD did not quite know what we had really pitched for. There were lots of numbers to absorb. For example ASER 2010 would cover 30 districts; these would rise to 75 in 2011 and all 138 in 2012, repeated annually up to 2015. Will this really happen? Will this be any different? How will NCHD contribute, and what purpose will such a survey serve in terms of NCHD's mandate, vision and mission? These were some of the questions that were bothering our entire team. The innovative methodology of ASER was adopted and adapted from the South Asian Region and it was also reassuring that this is a South-South initiative with similar surveys in three countries of East Africa, India and Pakistan. We welcomed the invitation by the South Asia Forum for Education Development (SAFED) and Idara-e-Taleem-o-Aagahi (ITA) for the ASER experience.

Targets of the EFA National Plan of Action 2001-2015:

- Achieving 50% enrolment for Early Childhood Education
- Achieving 100% Net Enrolment Rate (NER) Primary level
- Achieving 86% adult literacy rate for 10+ years

Early Childhood Education (ECE) Trends in ASER Pakistan 2010 (rural):

- According to the ASER Pakistan 2010 results, 44.7% children aged 3-5 are enrolled in schools (girls enrolment is 43%). The survey highlights that in rural areas almost 62% of the total ECE children are enrolled in government schools and 38% are attending private institutions. The perception in fact was just the reverse, that pre-school is mostly being delivered by non-state providers (NSPs).

PSLMs survey 2008-09 already indicated a rise in enrolment in Prep or Kachi of 2.6% in Pre-Primary enrolment (8.43 million) in 2008-09, over 2007-08 (8.22 million). It has been estimated that in 2009-10, it will further increase by 2.2 percent (Economic Survey 2009-10). Whilst our youngest group of children are entering schools vying for some sort of education experiences, are they getting the quality of attention they deserve? The National Education Policy 2009 has identified several policy actions, including clarity on age group and steps to ensure that once in schools they do not drop out.

- ECE age group shall be recognised as comprising 3 to 5 years.
- Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.
- Promoting the revised ECE National Curriculum. .. and support material for ECE shall take account of the cultural diversity of particular areas. (pp. 26-27)

The ASER 2010 data confirms NCHD's existing strategy committed to targeted support for ECE age group through feeder schools and provision of trained feeder teachers to under staffed government schools. What needs to be rigorously ensured is quality improvement through sustained teacher presence, ECE training in the National Curriculum and standards and conducive learning facilities to retain the maximum amount of children for transiting to Class 1 and beyond.

School Enrolment Trends in ASER Pakistan 2010(rural)

The rural school enrolment for 6-16year olds is 80% (70% enrolled in Class 1-5), comprising 40.5% girls and 59.5% boys. 70.9% are enrolled in government schools. This confirms that for a majority of people in Pakistan public sector is the only option. NSPs cater to 29.1% of the total enrolled in rural areas including 0.9% in madrassahs and 0.7% in other types of schools. The challenge is to improve the quality of provision not just for those enrolled to persist but also to ensure additional enrolment to meet our UPE challenge by 2015. The data emerging for each district highlights the access issues sharply helping us focus our resources better. Whilst Gilgit reveals an enrolment of 93.7% (69.5% enrolment in private schools vs. 24.4% in government), rural trends in Sindh and Balochistan present a very bleak picture of 68% and 65% respectively. Girls enrolment is at a shocking low of 34% in both Sindh and Balochistan compared to 65-66% for boys!

Out of School Children (OOSC) Trends in ASER Pakistan 2010 (rural)

Data on the out of school children(OOSC) is rich in the report. 55% children for ECE years are out of school, with ratio of girls being 48.8%. For other age groups 6-16 years OOSC are 20%, of which 50% are girls. The cumulative drop out for 6-16 years is 68% whereas 32% have never enrolled in schools. Whilst the access challenges are obvious, the learning levels data brings into sharp relief possibilities for making good gains for both literacy and universal primary enrolment. Data on learning levels for OOSC in: own language, English and Arithmetic reveals that a substantive number of children with promising scores.

Table: 1 Out of School Children (OOSC) Performance on Learning Levels

OOSC Group 6-16 yrs	Urdu/Sindhi	English	Arithmetic
20% Out of School Children (drop outs and never enrolled)	24% can read story level text 34% sentence level	36% able to read words 20% can read sentence	31% can do subtraction 18% able to do division

Source: ASER Pakistan 2010 (Rural)

OOSC is a critical target group for NCHD working across the country. The compelling data on learning levels for groups that one does not associate learning gains with is most refreshing and offers tremendous promise. This reality must be taken seriously by the government and all its partners backed by resources and opportunities. It suggests that if a targeted approach is adopted we can make good progress in Pakistan on access and equity targets for the most excluded. Unfortunately, in spite of declaring 2011 as the Year of Literacy and NCHD being declared as the lead agency for "Pakistan Girls Education Initiative (PGEI) under the United Nations Girls Education Initiative (UNGEI)", the budgets are often negligible both at the federal and more so at the provincial levels. This is in spite of the policy action under the NEP 2009 for a 4% budget allocation for literacy and non-formal (NEP 2009, p.31). A more innovative strategy for 'catch up' programs needs to be crafted as a result of this valuable survey in the aftermath of the 2010 flood and NCHD will take up this task actively in the coming weeks and months.

Mothers' Literacy Trends in ASER Pakistan 2010 (rural)

Mothers literacy was gauged for 54% of the 19,915 mothers surveyed in ASER 2010. Whilst in Sindh 41% mothers agreed to be tested, in Balochistan the figure was only 27% and Punjab stood at 69%. Only 32% could read a simple paragraph in their own language. Balochistan recorded 17% literacy for mothers and Punjab was double that at 34%! It has been repeatedly argued in many studies including that of Aslam's piece in this report that it is mother's education that is strongly associated with strong learning outcomes for children.

NCHD successfully extended the National Literacy Year (NLY) from 2010 to 2011 due to the devastating floods in 2010, and we need to aggressively implement initiatives for mothers that are life skills oriented functional literacy programs through our well modeled Adult Literacy Centres (ALCs) and Community Learning Centres (CLCs) for age groups 11-45. The OOSC and mothers are critical target groups for NCHD and its partners supported strongly through the NEP 2009 and 15 policy actions for Literacy and Non-Formal in Pakistan (Ibid.pp. 30-31).

There are many stories narrated by several ASER volunteers of the enthusiasm that mothers displayed in some districts for not just measuring their children's but their own learning levels too! In one household of Punjab ASER Pakistan team witnessed multiple wives competing for the mothers' literacy test, raising the bar on attributes of a 'good mother'. Does ASER Pakistan 2010-2015 represent a form of social capital, generating citizen led evidence for informing policy and mobilizing local communities for gender empowerment, elevating education as negotiator for social, economic and political place in rural societies?

Ms. Fehmida Mirza, Speaker of the National Assembly in her welcome address at the PGEI-UNGEI launch on December 9, 2010 urged aptly for ' .. effective alliances of committed partners at the international, federal and provincial levels, in order to create enabling educational environment, where girls, as well as boys, can flourish and unleash their untapped potential. She said that the world development models have shown that by educating their women, nations have succeeded in minimizing the maternal and infant mortality risks, improved the community health structures, created employments, enhanced economic returns and transformed human settlements into peaceful, self-respecting and progressive societies”.

ASER Pakistan 2010 has provided us with rich data driven access to 20,000 communities in 32 districts of the country to create an enabling education environment for focused gender initiatives to achieve wider social justice without discrimination. It will certainly help us with early implementation of Article 25-A in the Constitution through the 18th amendment, which guarantees the right of free and compulsory education to every child-both girls as well as boys- of the age of five to sixteen years. Education and literacy is the critical lynch pin of successful sustainable democratic societies, underpinned by the EFA targets and the Millennium Development Goals- NCHD remains a committed partner in Pakistan to meet this challenge.



Debating Public Private and Out of School Children's Learning Achievements - Implications for Policy and Action

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Right to education is often accompanied by slogans of, 'no child left behind', 'all children learning well', and more recently, 'all children in school, safe and learning well'. Governments are signatories to education as a public good, committed to both access to education and learning gains. Out of the 20 objectives laid out in the National Education Policy 2009, (Ministry of Education, p.10-11), 3 clearly articulate global and national commitment to improving quality in public sector schools specifically and, '...to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy'. Recent citizen led surveys in developing countries, such as ASER India 2005-2009, UWEZO East Africa 2010, and ASER Pakistan 2008 and 2010 repeatedly reveal the spirited enthusiasm of parents, extended families, and communities in rural areas towards household based learning assessments. They eagerly await results and, more importantly, ACTION for improving what they already knew, that all is not well in learning.

ASER Pakistan 2010 (rural) conducted in 32 districts of Pakistan, obtained data on 52,046 children of which 71% were in government and 29% in non-state/private schools. The data reveals that students in private schools are consistently outperforming government schools. This has been validated by the four-year longitudinal LEAPS study in three districts of Punjab (2008) and many others (Das et. Al. 2006; Aslam 2005; 2008; 010; CQE 2007).

Learning levels were measured in ASER Pakistan 2010 (rural) for competencies in reading and arithmetic up to grades two and three respectively. Nationally at grade 3, 20.7% children can read Urdu/Sindhi at para level and 16.2% English with understanding. At grade 5, 51.6% children can read level 2 texts in Urdu/Sindhi and 42.3% in English. For Arithmetic, 36.5% children in grade 4 can do two-digit subtraction and 20.7% can do 3 digit division. In grade 5, 36.5 % can do subtraction and 34.3% division sums (level 3).

The data in ASER Pakistan 2010 currently shows only uncontrolled differences between public and private schools, which would be reduced if these were controlled for characteristics such as family background, income levels, parental education and after school tuitions. Tuitions as revealed in the ASER Pakistan 2010 survey are higher in private schools (25.3%) than government schools (9.7%). Similar trends were seen in ASER India 2009 report (Wadhwa 2009).

Out of School Children (OOSC): The ASER Pakistan 2010 (rural) survey has recorded 20% children who are labeled as out of school (girls 50.1%), comprising both drop outs and never enrolled. Contrary to traditional notions, these children are not without competencies but have gained mastery in reading and numeracy at a level, which cannot be ignored. They present a positive opportunity and a challenge to the education system to be more inclusive in order to meet the EFA targets and the MDGs.

Data on reading ability of out of school children show interesting trends. 24% of out of school children can read story level text whereas 34% are at sentence level. 39% of out of school children are at the beginners' level and cannot recognize alphabets. The level of English reading and comprehension in out of school children is also quite insightful. While 47% of children stand at beginners' level, 36% are able to read words and 20% can read sentences. The arithmetic ability of out of school children reveals that 18% are able to do division sums and 31% able to do subtraction correctly.

The OOSC present mixed realities, which need to be factored in policy and budget debates on education challenges for the following reasons:

- o Some OOSC in ASER 2010 may be those who have completed several years of schooling and then dropped out
- o Some OOSC in ASER 2010 are those who never enrolled but may have engaged in informal learning through: the powerful mushrooming media including entertainment media; siblings going to school and doing homework; mobile telephony; interface with Quranic and religious texts and altogether a more vibrant information environment. These are some plausible areas to explore literacy trends amongst OOSC never enrolled that require further research.

There is definitely a need to recognize this group, its learning needs and potential contribution towards meeting the EFA targets, as well as their right to education as entitlements. Currently in national and provincial budgets, allocations for non-formal and literacy are negligible. They need to be enhanced and made a part of the mainstream strategy for basic education

Out of school children have emerged as double edged challenge in this survey. On the one hand, they represent a critical group that needs to be accessed for learning opportunities through formal and non-formal delivery, and on the other, they reveal significant learning gains for their reading ability. 24% of out of school children can read story level text whereas 34% are at sentence level. (39% of out of school children are at the beginners' level and cannot recognize alphabets). The ever-expanding debate on learning across public and private schools is important and the ASER methodology led by the citizens of Pakistan, India, and East Africa provides good evidence for probing multiple facets of this dimension. When we compare environments conducive to learning across government and private sector the ASER Pakistan 2010 reveals the following

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	57.5	77.3	75.8	78.6	79.9	82.0	86.9	71.4
	Not Useable	42.5	22.7	24.2	21.4	20.1	18.0	13.1	28.6
Toilet	Useable	45.3	65.2	61.1	59.5	68.7	84.5	86.9	81.0
	Not Useable	54.7	34.8	38.9	40.5	31.3	15.5	13.1	19.0

		School Facilities - Class Room							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)		3.4	6.6	11.8	8.6	4.2	7.8	13.1	-
Used for classes (Avg)		2.9	5.7	9.5	6.6	3.6	7.1	11.8	-
Availability of Play ground		44.3%	62.4%	80.0%	76.2%	29.9%	43.7%	54.8%	-
Availability of Boundary wall		66.4%	73.0%	80.0%	76.2%	80.6%	86.9%	91.7%	-

Private schools have better facilities, other than playgrounds which are more accessible for government schools at the primary (45.3%), elementary (62.4%) and high (80%) levels compared to private schools (primary 29.9%; elementary 43.7% and secondary 54.8%).

Compared to government schools, private schools on average have more usable rooms at each level. There are 3.6, 7.1 and 11.8 classrooms in primary, elementary and high private schools compared to 2.9, 5.7 and 9.5 respectively for government schools. However, for six grades at primary level including katchi or preschool grade, 3.6 or 4 rooms is still short in private schools but certainly better than 3 rooms in government schools.

The ASER Pakistan 2010 survey reveals that while in elementary and high schools private schools consistently present higher attendance rates of 90% and 92% compared to government counterparts of 87% and 88%, attendance in private schools at primary level is marginally lower (86%) in private schools than government schools (87%). This is a promising trend in government schools encouraging policies of local and facility based recruitments much like the private schools.

The Government of Pakistan, acknowledging its public responsibility towards a public good has been consistently supporting a 'partnership' approach for meeting the EFA targets and MDGs since 2001. Whilst on the one hand, the government is cognizant of an urgency to improve public sector managed schools, it has also aggressively mandated restructuring of the 6 education foundations (national and provincial) for a more robust program of supporting non-elite low cost private schools. The National Education Policy (NEP) 2009 reflects this position for all sub-sectors in a sector wide framework (NEP 2009, pp.17-19)

The debate on polarized dichotomous notions of: public vs. private; state vs. market; parallel vs. unified needs to become more demystified for the public so that the discourse and actions on how to move forward can be informed by popular but rigorous evidence. ASER Pakistan 2010 attempts to do precisely that for rural areas, providing multiple facets of knowledge and information as debate triggers. Education is everyone's business and citizens have a right to information about how well their children or grand children are doing at school or, if they are leaving schools without completing primary, middle or secondary: WHY?

Public vs. Private: Describing what is private and what is public along the dimensions of: who owns; who manages; who finances; who decides on language, curriculum and examination boards is not an easy task. In Pakistan today, there are many publicly funded facilities such as: the fellowship schools; community support schools; foundation assisted schools, Danish schools; model schools; divisional public schools; armed forces schools and cadet colleges and many more varieties which can be a mix of government financed, owned and prescribed, alongside options of self financing, choice of textbooks and governance through independent and community led boards. These same types of schools give us the impression of 'non-state' or private. But are they?

State vs. Market: What is the state and market is also a 'mixed' landscape. There is a proliferation of private schools in Pakistan since the past two decades to meet both excess and differentiated demand, providing both access and choice to households. Many of these are increasingly being funded by the government. The government fully recognizes that there are efficiency and management gains offered by the private sector. Some governments (Punjab) have embarked on a policy of no new primary schools to be established by the government but only up gradations of existing ones to offer post primary/middle transitions. In these emergent policy shifts all new primary schools in communities where none exist are to be funded through the education foundations. Other governments (Sindh and Punjab) are aggressively pushing for rationalization of underperforming public sector facilities, offering such building/schools to private sector partners who can ensure education within the framework of the minimum standards of the sector plan and the national education policy 2009. The government seeks to fulfill its public responsibility to a public good through modes of public private partnership (3Ps), funding both capital and operational costs and sometimes through 'other incentives' for performance. In these 3Ps arrangement user charges/fees are often capped and sometimes completely banned (Punjab Education Foundation). The blurring of state and market is evident as the state penetrates markets for procuring right to 'free' or subsidized education through per student costs and vouchers. This is yet another rising global trend. Is it just? Will it reduce or increase inequalities? There are insufficient conversations in the public domain regarding such policy shifts, iteratively occupying public space, led concurrently by the government and private /social entrepreneurs. In Bangladesh, 98% of all secondary education is provided through private provision. A majority of schools receive financial assistance from the government for teachers salaries, free textbooks, girls stipends and infrastructure (Education Watch 2008).

Parallel vs. Unified: In a population of 180+ million people how can there be anything else but diversity? Yet, there are politically charged slogans on all schools to look, talk and do alike! There are few discussions in the open about the National Curriculum 2006, which has tried to address issues of overcoming parallel systems of learning by offering standards, benchmarks and student learning outcomes (SLOs) tied to each subject and grade. These SLOs are applicable to all learning institutions of Pakistan whether public or private. This includes all non-state providers (NSPs) including madrassahs who want students to appear for grades 5, 8, 9-12 examinations! (www.moe.gov.pk). Moreover since 2006 the National Textbook and Learning Materials Policy and Plan of Action is in place for deregulation of textbooks. Accordingly, textbooks for the National Curriculum 2006 are to be produced only by private publishers offering more choice to the households. Curriculum, can thus become a great equalizer but only if the process and logic is accessible to the citizen. The tragedy of the National Curriculum 2006 and textbooks deregulation policy 2006 is that of unforgivable implementation delays. It rolled out to the classrooms of Pakistan for the first time in the current academic year 2010-2011, after a lag of four years. New textbooks appeared only for 3 grades (1-6 and 9). The public suffering is compounded by the fact that perhaps not more than 1000 teachers out of 1.4 million understand the new shifts, vocabularies and learning expectations in the more relevant, tolerant and intelligent National Curriculum 2006.

Pakistan has witnessed multiple random and systematic learning level surveys over the past two decades. Since 2003 there is institutionalization of nation-wide efforts through the National Education Assessment System (NEAS) and its counterpart provincial education assessment centres (PEAC). The government of Punjab established the Punjab Examination Commission (PEC) in 2006 for the annual exams of grades 5 and 8 of every student in public and increasingly private schools. .

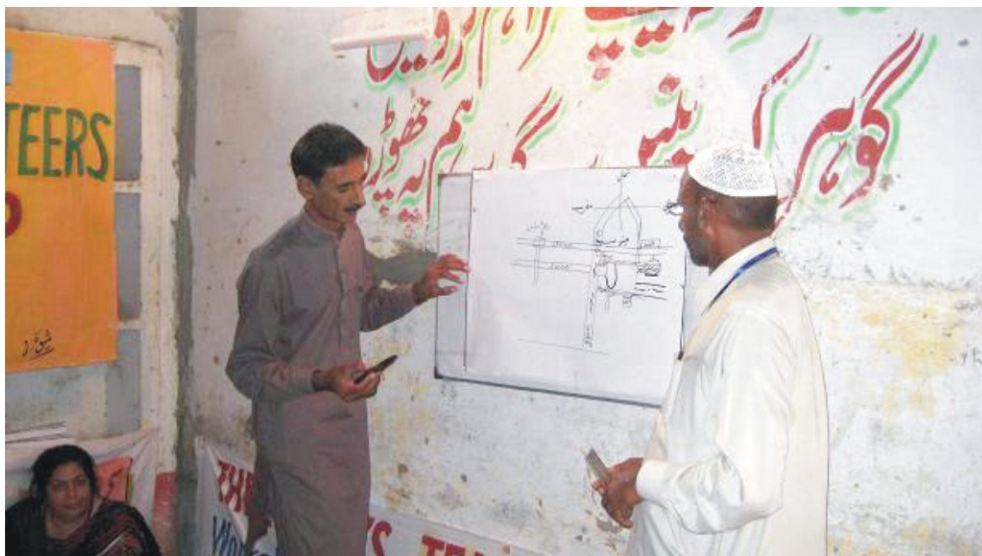
Citizen led initiatives inspired from within the South Asian region are finding partners in Pakistan. The ASER Pakistan 2008 by the South Asia Forum for Education Development (SAFED) supported by Idara-e-Taleem-o-Aagahi (ITA) www.safedafed.org is such an initiative. If ASER Pakistan is implemented over the next five years annually until 2010, it promises to provide a rich source of replicable and predictable data on what and how students (3-16 years) are learning across all systems of learning in Pakistan.

There is a growing trend of well-documented studies providing a rich source of learning material on the subject not just in Pakistan but also in South Asia (ASER 2005-2009; Probe Report 1999; Bangladesh Education Watch; Kingdon 2008; Banerji 2009). There is also evidence of emerging learning belts within and across regions (SAFED; CQE; RECOUP; and CREATE). However, their audience needs to be multiplied manifold, reaching decision makers where it matters most at the school, and district/field, provincial and national tiers to address quality, equity and access.

In conclusion, we strongly believe that it is up to organized citizens' forums and the state to walk the talk in Pakistan for purposeful learning outcomes as it is elsewhere in South Asia. Such a strategy will, on the one hand steer the demand side and supply side initiatives for optimum social and economic impact and, on the other bridge the state citizen divide in pursuit of entitlements and capabilities

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Gender Gaps in Educational Access and Learning

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Pakistan has long been an international outlier in gender gaps in education. Girls lag behind boys in education access, in the quality of schooling available, and in the outcomes of education. Far from narrowing over time, the gender gap in primary enrollment rose by 30 percentage points between 1985 and 1995, superseding even Afghanistan where the corresponding gap rose by 18 percentage points over the same period (computed from Conly 2004).

In recent years Pakistan has made real progress towards achieving the education Millennium Development Goal (MDG) of universal education and to some extent achieving gender equality. Enrolment is on the rise the net primary enrolment rate (NER) has increased from 57 % in 2001 to 66 % in 2008 according to UNESCO figures www.worldbank.org). More girls are in schools today than ever before. Youth literacy rate (for the 15-24 year olds) stands at 69% (UNESCO, www.worldbank.org). Even at 66%, the NER at the primary level is far from close to 100%. This overall figure however, masks large gender disparities. According to some estimates, female literacy in tribal areas is as low as 3%. According to the Multidimensional Poverty Index (MPI) that measures poverty using ten indicators (including nutrition, schooling, housing etc.), more than 50% of Pakistan's population is below the poverty line. Despite this, public education expenditure as a percentage of GDP has declined from 2.2% in 2005-2006 to about 2.0% in 2009-2010 (Ministry of Education). Among governments in the South Asia region, Pakistan appears to be giving the lowest priority to education.

Given the magnitude of education disparities, it is unsurprising to find stark gender differences in adult labor market outcomes, too: Pakistani women lag far behind men in labor force participation, are concentrated in a much narrower set of occupations, perform mostly unskilled jobs, and have substantially lower earnings in employment than men, as we will show later. Low education levels trigger a vicious cycle, wherein poorly educated women are left ill-equipped to obtain well-paid jobs and this, in turn, reduces incentives for parents to invest in girls' schooling.

Latest ASER 2010 data gives a more nuanced view on gender gaps in educational access by allowing a comparison of enrolment in government versus private schools. Among those children enrolled in school, there are striking gender differences in the types of schools attended. For instance, for all Pakistan, among all children aged 6-16 years enrolled in government schools, about 38% are girls compared to 62% boys. A larger proportion of girls (about 41%) are enrolled in private schools. While this suggests that parents send their girls to fee-paying private schools, the worrying aspect of this picture is that far fewer girls are enrolled in both government and private schools compared to boys, a pattern we observe in other data sets from Pakistan as well. There are interesting differences in gender patterns across regions. For instance, a slightly higher proportion of girls are enrolled in government schools compared to boys (52% compared to 48% boys) while in Balochistan the gender gap in government (private) school enrolment is as high as 34 (37) percentage points. The interesting point to note is that while gender gaps in government school enrolment are high, the gaps in private school enrolment are often not as high across the different regions in Pakistan. The fact that parents are increasingly sending their daughters to fee-charging schools is a noteworthy trend. On the one hand it may be indicative of persistent poor access to government schools in rural areas and parents corresponding reluctance to send their daughters to far-away schools. They may prefer to send them to near-by private schools instead. Alternatively, it may reflect growing awareness of the need to educate their daughters.

While Pakistan still struggles with issues of gender gaps in educational access, it is now widely recognised worldwide that it is not just the years of schooling that matter to life and economic outcomes but the quality of schooling attained. It is what is learnt in school that matters to earnings, occupational choice, fertility, mortality, women's empowerment and economic growth. What do we know about the quality of schooling available to Pakistan's children today? There are numerous reports that continue to focus on 'inputs' and not enough about the 'outputs' of our education systems. According to the Economic Survey 2009-2010, there are still about 60% government schools in Pakistan without electricity, 33% schools without water facilities, and 11% without physical buildings. These figures are surely shocking. They paint a despondent and dreary picture indeed and while they give us a clue, they still don't tell us much about the question we really should be asking: what are Pakistan's children actually learning in schools?

ASER 2010 data is unique in that it allows us to paint a picture not just of educational access but also delve into details of the quality of schooling acquired. There are some striking findings with respect to what children aged 6-16 years know across rural areas in the 33 districts covered and also in the gender differences in learning levels across Pakistan. Overall, learning levels across Pakistan are relatively poor. For instance, only slightly more than 50% of children in class 5 across Pakistan can read a story in any language and only about 35-36% children in class 5 can do subtraction or division. In terms of gender differences, the key findings reveal that while there are no striking gaps in reading or learning levels for all Pakistan, the regional differences leave much to be desired. For instance, only 14% girls aged 6-16 in rural Balochistan compared to about 20% or so boys can read at least a sentence or subtract with 2 digits carrying. Compare this to Punjab where about 38% girls (33%) can read a sentence (do subtraction) compared to 41% (37%) boys. Thus while overall learning quality is relatively poor for both boys and girls across Pakistan, girls in rural areas fare far worse than boys in reading and arithmetic learning levels.

The ASER 2010 data gives us a snapshot view of the large gender gaps in access and schooling quality that still persist across Pakistan today. The 2010 Global Gender Gap report has ranked Pakistan 132nd out of 134 countries suggesting that Pakistan has a tremendously long way to go to achieve equality in terms of women's economic participation and opportunity, educational attainment, health and survival and political empowerment. As it stands, the report measures gender indices only in terms of educational access (i.e. enrolment gender gaps at the primary, secondary and tertiary level). Data constraints prevent estimations that include measures of gaps in schooling quality. Only recently, educationists, policymakers and researchers have recognised the importance of measures of quality. It is crucial for Pakistan to improve gender indicators not just in terms of educational access but also in terms of quality if real progress and growth has to be achieved and if Pakistan wants its gender-gap score to improve in the near future.



Seven Priorities of NEP 2009 and Score Cards

The Pakistan Education Task Force is a major effort to improve access and quality in Pakistan's schools through successful implementation of the National Education Policy.

The government has articulated a good set of aspirations and policies for the system, but effective implementation is needed to see real change in educational achievement.

In order to assist in the implementation of the National Education Policy, the Pakistan Education Task Force has identified 7 priorities of the NEP that underpin successful reforms. These priorities focus on increasing accountability and building capacity.

Greater Accountability	<ul style="list-style-type: none"> Set clear Standards for;: <ul style="list-style-type: none"> Outcomes in language, English, Math and science Schools (what does a good school look like) District (what does a good district look like)
	<ul style="list-style-type: none"> Develop and implement simple and clear processes to monitor performance against the standards, including 1) student assessments, 2) school reviews and 3 district reviews, and publish the results
	<ul style="list-style-type: none"> Increase the number of good school places by providing state support and funding to not-for-profit providers, low-cost for – profit providers and madrassas, as long as they can deliver the standards and curriculum above
Greater Capacity	<ul style="list-style-type: none"> Based on the standards, Provide: <ul style="list-style-type: none"> more high-quality low- cost teacher development more high- quality textbooks, teacher guides and curriculum materials Build the capacity at every level (school, district, province, federal government) to deliver this strategy
	<ul style="list-style-type: none"> Provide basic facilities in every school .

The NEP-7 Scorecard

In order to monitor the implementation of the NEP 7, the Task Force has developed a scorecard which outlines the main actions to be taken under each priority area and shows the current state of implementation progress in each province.

The Scorecard will be updated every three months in consultation with the provinces and the Ministry of Education.

The NEP 7 Scorecard is designed to:

- **Clarify** exactly what needs to be done
- **Monitor progress** during implementation
- **Increase accountability** for progress

Pakistan Education Scorecard (Provinces)

		Punjab	Sindh	KPK	Balochistan
Standards	<ul style="list-style-type: none"> Curriculum standards for student learning and progress Standards for school performance Standards for school district performance 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring	<ul style="list-style-type: none"> Provincial assessments of students in primary school Provincial assessments of students in secondary school Objective monitoring of school performance Objective monitoring of school district performance Management and publishing of performance data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empowerment	<ul style="list-style-type: none"> Clear expectation for parents of school Accessible means for parents to give feedback on schools 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching	<ul style="list-style-type: none"> Provision of all students with good textbooks Provision of all Teachers with good teacher guides Provision of good training for every teacher Merit-based selection of teachers 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public-Private Partnership	<ul style="list-style-type: none"> 10% of education budget to low-cost non-government school 1% education budget to NGO support of government schools 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity	<ul style="list-style-type: none"> Capacity development of school heads Capacity development for district education managers Capacity development for provincial leaders 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities	<ul style="list-style-type: none"> Provision of basic facilities in every school 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring system for the NEP 7

	Levels	Criteria for grading
1	This item is not implemented in accordance with the scorecard criteria, and there is no plan to implement/improve it	<ul style="list-style-type: none"> The item is not implemented: or implementation is significantly different from the scorecard criteria (e.g. assessments are in place. But they test only a small sample of students) There is no plan: or the plan is incomplete
2	This item is not implemented in accordance with the scorecard criteria, but there is a plan to deliver it	<p>This is a plan in place with all of the following</p> <ul style="list-style-type: none"> Sufficient detail to guide Implementation A timeline with Milestones identified Name leaders with their precise roles and responsibilities
3	Implementation of this item is underway, But is still in early phases	<ul style="list-style-type: none"> The item has an approved budget A full-time team is working to implement this item Significant implementation activities are underway (e.g. recruitment of staff. Writing of standards. Development of systems Rollout or launch of the item has not yet begun
4	Implementation of this item is between 20% and 80% complete	<ul style="list-style-type: none"> Program is operational but is not yet at scale Program can demonstrate impact at the school level Rollout, launch or mass communication of this item is underway (e.g. testing is underway: standards are being communicated)
5	Implementation of this item is complete	<ul style="list-style-type: none"> This item has been largely implemented in line with the scorecard criteria and covers at least 80% of the target school population The focus has now shifted to improvement and refinement

Technical Notes for ASER Pakistan 2010 Data Reporting and Interpretation

Following considerations have guided the process of reporting and interpreting ASER 2010 data. It would be useful to read through the notes before moving to the findings and analysis of ASER 2010.

- ◆ **Learning Levels:** We have information on the children of 6-16 age groups, both in and out of school children. Those enrolled are spread across Classes 1-10. Data tables and graphs provide information according to grade, age, schooling status. While interpreting the data, we focus on the learning level of Class 3 children in case of Reading and English Comprehension. The assessment tools cover competencies and texts up to Class 2 standards of the National Curriculum for Mathematics and English.
 - ◆ In the case of reporting quality of learning in languages (Urdu/Sindhi/English), it is useful to look at how well children who have completed grade 2 and promoted to Class 3 perform on the curricular standards set for Class 2. Reporting is also done for Class 5.
 - ◆ In case of reporting arithmetic learning, Class 4 is taken as indicative as the assessment tool covers up to Class 3 curriculum standards. Reporting is also done for Class 5.
- ◆ **Comparison between Public Schools and Private Schools:** Participation of private education providers and quality of private schools has been part of the national debates on education. Therefore, ASER 2010 makes a comparison between learning levels of students in public schools and those who are attending private schools based on ASER Survey done at household level. The data should be interpreted cautiously mindful of the varying overall proportion of private education provision at national, provincial and district levels. For instance, a district may show that 80% private school students have better reading levels as opposed to 25% government school students. However, this may be the case because only 1% students are going to private schools in that particular district.

Scope of ASER Survey and Analysis 2008 & 2010		
Field of Information	ASER 2008-Pilot – Rural	ASER 2010 - Rural
Sample Coverage	11 districts of Punjab, Sindh and ICT	32 districts from KPK, Sindh, Punjab, Balochistan, Gilgit Baltistan, FATA & ICT
Age Band	Enrollment and learning level for primary education were reported for 5-9 yrs of age. Similarly, 10-12 yrs of age group was taken for secondary education.	National Education Policy 2009 has changed the official age for primary education is changed to 6 -10 years while also changing the next levels of education accordingly (Policy Action 2, p.36.). Therefore, ASER findings are also reported according to the changed age bands.
Learning Level- Reading	Reading tools were given in 3 languages namely Sindhi, Urdu and English. A child was assessed for reading in the language of his/her preference.	Reading tools were given in Urdu and Sindhi only. Pashtu tool was also designed however, ASER team was advised not to pilot and administer, since books in Pashtu have recently been introduced.
Learning Level – English Reading and Comprehension	Not included as a separate assessment aspect. Every child was not assessed for his/her reading ability in English. It was only an option in which reading tool was made available.	English reading and comprehension included as a stand-alone area for assessment. All sample children in 6 -16 yrs group were assessed for learning level in English as a language.
Early Years of Schooling (Pre-Schooling)	Information collected on number of children enrolled in pre-school.	ECE target in National Education Policy 2009 is 100% by 2020. However, in EFA -National Plan of Education (2001-2015), ECE target is stated as 50%. Specific information on status, enrollment and type of pre - school provision.
Mothers' Literacy	Literates were marked as those mothers who had attended school.	Literacy level was determined by testing their ability to read a simple para (Grade 1 standard) in Urdu or Sindhi.
Private tuitions	Not included	Information collected on children taking any type of paid tuition.
School Profile Information	Collected only for government schools, 1 school per village.	Collected information on both public and private schools functioning in the village, 2 schools per village.



WHAT TO DO IN THE VILLAGE

A list of villages for each district will be provided to each district team. It is VERY IMPORTANT that the district team visits ALL villages on the list given to them and surveys 20 randomly selected households.

TASK 1: HOW TO MAKE A MAP

Contact Village Elder: Introduce yourself to the Village Elder, Councilor or to other senior members of the Panchayat. As you walk about 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. Ask if he has a map of the village (usually the patwari has it). However, the map given by the Patwari/Village elder cannot be used as it is. You must go around the village and keep note of important & visible landmarks and setting of the village.

HOW TO INTRODUCE ASER

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

I and my team are doing a survey on quality of education in Pakistan called Annual Status of Education Report. We want to know if the children of age 3-16 are learning anything in the school or outside of it. We are conducting this research in 900 villages in 30 districts of Pakistan and your village is selected as one of them. We will also go to the government school here and private school if there is one in area to look at their standard. We will select 20 households in your village and ask children to read, do maths sums. This way you will also know the standard of education, and as we ask the government, the village should come together to improve educational standards also.

Start mapping: To get to know the village, walk around and start mapping.

- o Talk to people: How many different hamlets/sections are in the village? Where they are located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? Tell them about ASER.
- o Rough map: 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 map on the ground so that people around you can see what is being done. Use the help of local people to show the main landmarks mosques, river, road, school, bus-stop, baithak, shop etc. Mark the main roads/streets/paths through the village prominently on the map. If you can, mark the directions north, south, east, and west.
- o Final map: Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, then copy it on paper.

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

o Village with hamlets:

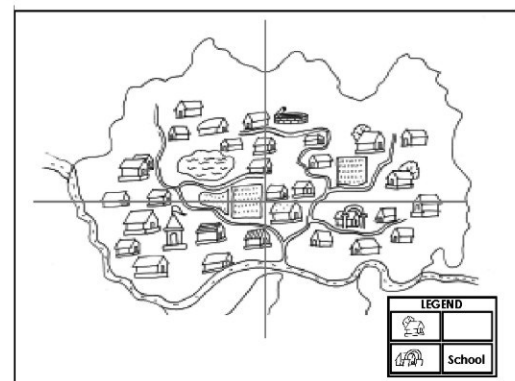
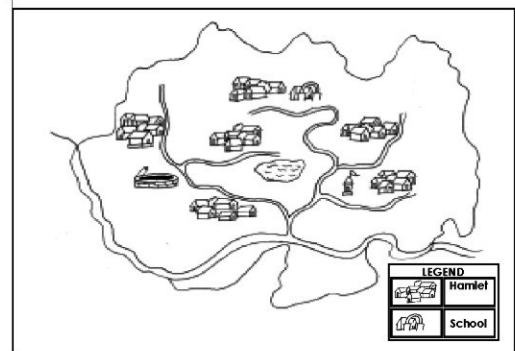
If the village has hamlets, then mark the hamlets on the map and indicate the approximate number of households in each hamlet. If the village consists of more than 4 different hamlets, then make chits with numbers for each hamlet. Randomly pick 4 chits. On the map, indicate which hamlets were randomly picked for surveying. Don't worry about one hamlet having more houses than the other, we will survey the randomly selected hamlet it has households in it.

- o If there are 4 or less hamlets, then we will go to all of these hamlets. Suppose there are 3 hamlets and one of them is very large (for example has 200 households), we will roughly divide it into two sections and select five households from each section of that 1 hamlet. As for the remaining 2 hamlets, 5 households from each will be selected for the survey.

o Village with continuous habitation:

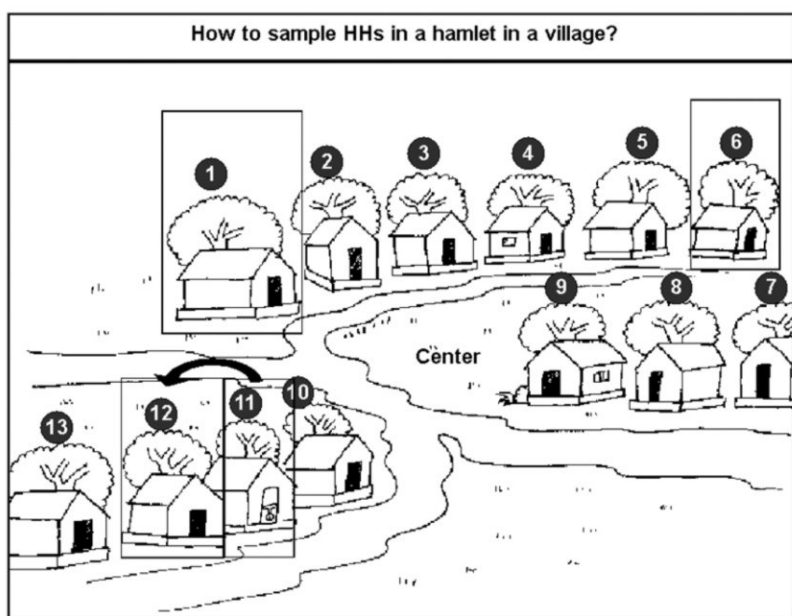
If the village is one continuous habitation then divide the entire village in 4 sections.

For each section, note the estimated number of households. Verify all the information on the map with people in the village as you walk around.



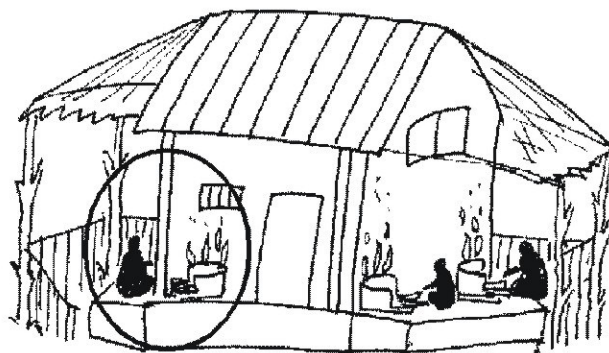
TASK 2: HOW TO SAMPLE HOUSEHOLDS

- ◆ In the entire village, information will be collected for 20 randomly selected households.
- ◆ Go to each hamlet/section. Try to find the central point in that 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. 5th house, 10th house, 15th 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 3-16 in a household but there are inhabitants, **INCLUDE THAT HOUSEHOLD.** Take all the relevant information like the household number, name of the family head, age and education related information of the mothers, if any. **Such a household WILL 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/quadrant. Follow the same process.
- ◆ Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be a **Saturday/Sunday or 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.



Instructions :

1. Find central point in a hamlet. Stand facing the dwellings.
2. Survey every **5th HH** (household) occurring on the **left hand side**.
3. In case of a locked HH or if there is nobody at home, note that down as ‘**house closed**’ and move to the next open house.
4. If a HH refuses to participate, note that down as ‘**no response**’ and move to the next HH.
5. If there are no children or no children in the age group of 3 to 16 in a HH but there are inhabitants, include that HH.
6. If you reach the end of the hamlet before five (5) HHs are sampled, go around again using the “every 5th HH rule”.



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

TASK 3: WHAT TO DO IN EACH HOUSEHOLD

General Information for Volunteers

- o **Multiple kitchens:** Ask how many kitchens or 'chulhas' are there. If there is more than one kitchen, then randomly select any one of the kitchens in that household. After completing survey in this house, proceed to the next 5th house. (House in this case refers to every 'door or entrance to the house'). In this selected household, ask about all children in the age group 3 to 16 who eat from the same kitchen (i.e. for the number of family members for whom food is cooked and eaten together. They may be using the same kitchen or stove but preparing food separately for families).

IN EACH SAMPLED Household: We will note information about all the children (3-16 years) who live in the household on a regular basis.

- o **Children 3 to -5:** On the Household sheet, note down child's name, age, whether they are attending Kachi or any kind of pre-school center. WE WILL NOT TEST CHILDREN who are not 5 YEARS OLD YET. It means that we will not be testing any child who is between 3 and 5 years old (even if s/he is 4 yrs and 11 months old, we will NOT TEST him/her. If the child is not going to any Kachi /pre-school, etc., note it down under the "Not going to Pre-school" section.
- o **Children 5 to 16:** On the Household sheet, note down child's name, age and all other details. ALL CHILDREN IN THIS AGE GROUP (5-16) WILL BE TESTED for Reading, Arithmetic and English Language. 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.

We will test children age 5 and above even if they are studying in Katchi/Pre-primary or Pre-school.

OTHER THINGS TO REMEMBER:

- o **Non-resident children:** Do not survey children who are visiting their relatives and friends in the sampled village. These children may be tested if the family or children insist but make sure they are not recorded in the household sheet. Ask members of the household as well as neighbors about who all live in the household on a regular basis.
- o **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". Probe about who all live in the household to make sure that nobody that is in our age group gets left out. Further, often such children are busy working in the household or in the fields. Ask family members to call them so that you can speak to them directly. If they do not come immediately, mark that household and revisit it once you are done surveying the other households.
- o **Mothers under or of 16yrs of age:** Often in villages, you can come across mothers who are below or 16 yrs of age. They will be TESTED for Reading, Mathematics and English Language as they fall under the survey age group. You will also collect information on them as mothers (i.e. if they have a child age 3 or above). However, they MUST BE TESTED and RECORDED in their household sheet as well.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. 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.

REMEMBER TO THANK PEOPLE AFTER YOU FINISH SURVEYING THE HOUSEHOLD

Household Survey Sheet

- o **Household ID:** Write the Household number (e.g. 1, 2, 3,.....20)
- o **Name of Family:** write down the name of Family head. This could be the head of the specific family that you will select for the survey or the person who is considered to be OVERALL head of the joint family.
- o **Total HH Members with the Same Kitchen:** Write down the number of male and female members eating from the same kitchen. This includes children also. .
- o **Information about the Survey:** write down the Date, Day, Start Time, and the names of the Surveyors. Fill the out the village locality information such as, village, Union Council, Tehsil / Taluka, District, Province.
- o Don't forget to put the end time when you have completed collecting information from one household.

I) GENERAL INFORMATION

- o Mothers name; write down the name of mother whose child/children you will be testing first.
- o Mother's Code; Write down the Mother code. It is simply a number (1-10) that you give to each mother so you can differentiate between two persons of same name and their respective children. (same code as appears in the Mothers code column in the mother information section)
- o Child Father's Information: write down the age of child's father. Also tick the relevant box if father has gone to School or not. Note down the the Highest class he has passed if he has gone to school.
- o Name of Child: Write down the name of child age 3-16 years, regularly living in the household.
- o Age: Write down the age of child (Only aged 3-16 years old)
- o Gender: Write down the gender of the child (M for male child and F for female child)

Educational Status (3-16 years)

- o Never Enrolled: Tick the Box if the child has never ever registered in any school.
- o Dropped Out: Tick if the Box the child has stopped going to school without completing his/her schooling/education.
- o Currently Enrolled: Tick the Box if the child is currently going to school.
- o Completed schooling: Tick if the child has completed Matric and currently not enrolled to any other school/ college and aged 16 years or below.

Drop outs

- o If dropped out, studied up to which class: if the child is dropped out from school, write down the highest class the child has completed/ passed.. Don't write the class that s/he has last attended.
- o Dropout Year: write down year in which the child has dropped out of school.

Current Schooling Status

- o Current Class/ Grade: Write down the class in which child is going to at the time of survey.
- o Institution Type: Tick the relevant school type. Whether the child is going to Govt. School, Private School, Madrassah, NFE (Non Formal Education School), or any other type of school. Madrassah does not refer to the Quran lessons that the child may be taking in a nearby mosque. By Madrassah, we mean the institution that the child would be attending like a day school or is living there for his/her studies.

School Absenteeism Information

Tick the Relevant Box (Yes or No) if the child has missed the schools for 4 or more consecutive days (i.e. all days continuously) due to illness.

Pre-schooling Status

Did you ever go to the Pre School? Tick the Relevant Box. (ask all the Children)

Tuition: Tick the Relevant box, whether child is taking the PAID tuition or not. We will not consider it a tuition if the child is sent to his/her uncle or school teacher in the evening without any money paid to them.

If the child is currently taking tuition then, write down the amount of money they are paying in Pakistani rupees.

Does the Child go to the Surveyed School?: Tick the Relevant Box, whether child goes to the surveyed school or not.

Although you will be making the school observation on Monday and doing the household survey on Sunday, information on schools existing in the village will be collected during mapping exercise. Therefore, make a decision about which school you will survey (both government and private school) and ask the children if they are going to any of those schools.

TASK 4: WHAT TO DO WITH CHILDREN: TESTING

IT IS IMPORTANT TO BE IN THE RIGHT FRAME OF MIND WHEN ASSESSING CHILDREN. WE ARE NOT GOING TO THE VILLAGE TO “TEST” CHILDREN OR TO BE EVALUATORS. WE ARE GOING TO FIND OUT WHAT CHILDREN CAN DO COMFORTABLY IN TERMS OF READING AND ARITHMETIC.

Given this objective, it is essential that children are relaxed and not worried about how they are going to perform. A friendly chat with the child prior to testing always helps to make friends and create a more relaxed atmosphere.

Often family members and neighbors gather together to watch how the child is doing. This could potentially create tension for the child. The ASER team should make sure that the child is not getting pressured by speaking in a friendly way to children and also to those who are watching. One member of the team can talk to the others, while the other member of the team works with the child. Make sure you tell the family and all the elders around that you are trying to find out about quality of education, it is NOT about examining their child and HOW his/her learning can be improved through improving schools and pressurizing government to do better.

**Encourage the child at whatever he or she is attempting to do in the test.
Give the child ample time to read, to solve and to think. Be patient.**

Our attempt in the ASER survey is to establish the HIGHEST level at which the child can do different tasks (reading and arithmetic) comfortably. You may need to take a child through the series of tasks until you can decide where he or she is really at. Practice and familiarity with a task improves the child's performance.

For example: The child first starts with trying to read the easy paragraph. You find that she is reading very slowly and haltingly. Ask her to read words from the words list. See if she is able to read words easily. If not take her to the list of letters. If she is able to read letters with ease, bring her back to the words. If she can read the words comfortably, then bring her back to the original paragraph. It is very possible that now she can read the paragraph much more easily than she was doing before. Familiarity and practice has improved her performance. Allow a child to read or re-read the text 2-3 times. Use a similarly strategy for arithmetic tasks as well. For English Language test, since you are starting with alphabets, just give him/her more time and encourage them to try again.

What is a mistake and what is not: As you listen to children read, you may hear the following. Here are some examples from Urdu:

- o “lagay” is read as “laga” or “chahiyay” is read as “chahta” or “hai” is read as “tha” etc. There may be variations in children's reading due to local pronunciation or usage. Do NOT consider this a “mistake”.
- o A word may be replaced with another word of the same meaning while reading. For example: the text says “barsaat ka mausam” but the child reads it as “barsaat ka waqt”. Do NOT consider this a mistake.

Usually if a child is told to read again carefully, she will read again and in most situations will not make these mistakes.

Here too, if a child is told to read again carefully either she reads correctly or she continues to make the same mistake. Despite reading the same text several times, repeatedly reading a word wrong or not reading it at all, have to be treated as “mistakes” (as described immediately above) and means the child is having difficulty in reading that level. In a paragraph, if a child makes 3 or more “mistakes” of this type then he cannot be considered a “para” child. The same goes for the reading of a story.

MAKE SURE THAT WHEN WE LISTEN TO CHILDREN READ OR DO ARITHMETIC WE ARE NOT SIMPLY LOOKING TO CATCH MISTAKES.

APPRECIATE AND UNDERSTAND THE ATTEMPT THAT THE CHILD IS MAKING.

EVEN IF THE CHILD IS WRONG, DO NOT MARK THE MISTAKES IN FRONT OF HIM/HER. DO it immediately after you finish testing.

Basic Learning Levels

Reading

Tick the Relevant Box, the highest level of learning (e.g. Nothing, Letter, Words, Sentences, Story), the child achieves during the reading Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you.

For Reading Test Process see following Table

STEPS FOR ASSESING READING

Child's reading level	How to test and what criteria to use for categorizing children
Story reading (Class 2 level text)	If the child reads the story fluently, with ease and speed, mark her as a "story level" child (or a child who can read Std 2 level text) .
Easy Sentences (Class 1 level text)	<p>Ask the child to read any easy Sentences.</p> <p>Listen carefully when the child reads.</p> <p>The child may read slowly. She may stop frequently. But as long as she is reading the text like she is reading a sentence rather than a STRING OF WORDS, categorize her as a "Sentence level" child (or a child who can read Std 1 level text).</p> <p>Once you have decided that this child is a "sentence" level child, ask the child to read the story.</p> <p>If a child is reading very slowly and stops between words for a long time, or if she is reading the text like it is one word after another, and therefore not reading the text like she is reading a sentence, then she is not a "Sentence level" child. Then you should take the child one level lower and ask her to read words.</p>
Words (Set of easy words)	<p>Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out the words to her. If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the easy paragraph again. She will be marked as a "word level" child if she can correctly read words but is still struggling with the easy paragraph.</p> <p>If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters.</p> <p>Don't let the child read MORE than FIVE words because it will be difficult for you to select which 4 or 5 words are to be marked correct.</p>
Letter (Set of common letters)	<p>Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again. She will be marked as a "letter level" child if she can read 4 out of 5 letters but cannot read words.</p> <p>ONLY ask the child to READ ANY FIVE. Please remember that choice should be given to child.</p>
Nothing	Child cannot recognize even 4 out of 5 common letters from the letters list.

Start Here



Basic Math

Tick the Relevant Box, the highest level of learning/ numeracy (e.g. Nothing, Number Recognition 1 -9, Number Recognition 11-99, Subtraction, and Division), the child achieves during the arithmetic ability Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you. For Arithmetic Test Process see following Table

STEPS FOR ASSESSING BASIC MATHS

Child's math level	How to test and what criteria to use for categorizing children
Division: 3 digit by 1 digit	<ul style="list-style-type: none"> ▪ Show the child the division problems. She can choose one to try. If not, then you can pick one. Ask her to tell you what the problem is and what she has to do. ▪ Then write the problem on a piece of paper and ask her to solve it. ▪ Watch what she does ▪ If she is able to follow the right method and come to the right answer, then mark her as a "division child." ▪ If she is unable to do one problem, give her another problem from the sheet. ▪ If she is unable to do either, mark her as a "subtraction child"
Subtraction: 2 digit borrowing	<ul style="list-style-type: none"> ▪ Show the child the subtraction problems. She can choose one. If not, then you can pick one. ▪ Show the child the number on the top row of any problem and ask what that is (e.g. 56). If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Probe to see if she can recognize and identify 2 digit numbers. Show her the number on the next line and do the same. Point to the minus sign and ask "what do you have to do". It is not necessary that s/he should use the term MINUS or SUBSTRACT, consider it correct if she conveys the meaning in her local language (e.g. nikalna hai is used for minus in Urdu) ▪ Once you have established that the child knows the numbers and knows what to do, then write down the sum on a piece of paper yourself or ask the child to copy it on a piece of paper and ask her to solve it. Watch while she solves it. See if she correctly moves from the units column to the tens column and solves the problem. ▪ Give her another similar problem from the sums on the page. ▪ If she correctly does both then show her the division problem. ▪ If she does not want to attempt the division problem or is unable to do it, then mark the child as a "subtraction" child. ▪ If she cannot correctly do the subtraction problems then give her the number recognition task described below.
Number recognition: 11-99	<ul style="list-style-type: none"> ▪ Point one by one to at least 5 numbers. Child can also choose them. ▪ Ask her to identify the numbers. ▪ If she can correctly identify at least 4 out of 5 numbers, then mark her "Number Recog. 11 - 99" child. If not then give her the number recognition 1 to 9 task.
Number recognition: 1 to 9	<ul style="list-style-type: none"> ▪ Point one by one to at least 5 numbers. Child can also choose them. ▪ Ask her to identify the numbers. ▪ If she can correctly identify at least 4 out of 5 numbers then mark her "Number Recog. 1 - 9" child.
Beginner	<ul style="list-style-type: none"> ▪ Child cannot even recognize 4 out of 5 numbers from the 1 to 9 number recognition list.

Start Here




English Competency Assessment

Tick the Relevant Box, the highest level of learning (e.g. Nothing, Capital Alphabets, Small Alphabets, Words, Sentences), the child achieves during the reading Test. REMEMBER TO USE BOTH SAMPLES OF TO OLS GIVEN to you. For Basic English Competency Assessment Test Process see following Table

STEPS FOR ASSESSING BASIC ENGLISH

READING: mark the highest reading level that the child is able to read comfortably.

MEANINGS: for word meanings & sentence meanings, separately note child's ability to do each.

English level	How to test and what criteria to use for categorizing children's ability in English
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">Start Here</div>  Capital alphabets	<ul style="list-style-type: none"> ▪ Ask the child to read any 5 capital alphabets from the letters list. Let the child choose the letters herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of small alphabets. ▪ If the child can read capital alphabets but is struggling with identifying small alphabets, then mark her as "capital letter" level child. ▪ Child cannot recognize even 4 out of 5 capital alphabets from the letters list, then mark her as a "nothing" child. ▪ Remember to ask ONLY five alphabets so you are able to assess correctly.
Small alphabets	<ul style="list-style-type: none"> ▪ Ask the child to read any 5 small alphabets from the letters list. Let the child choose the letters herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words. ▪ If the child can read small alphabets but is struggling with reading words, then mark her as "small letter" level child. ▪ Remember to ask ONLY five alphabets so you are able to assess correctly
Simple words	<p>Reading words:</p> <ul style="list-style-type: none"> ▪ From the list of 6 words ask the child to read any 5. ▪ If she can correctly read at least 4 out of the 5 words, then show the child the list of sentences. ▪ If the child does not want to read the sentences, or is unable to do so, mark her as "Word" child. <p>Meaning of words: (after the child has been marked at "word" level)</p> <ul style="list-style-type: none"> ▪ For the same words the child has just read, ask her to tell you the meaning of the words in her local language. ▪ Meaning of words can either be the literal meaning or can be an associated word. E.g. Instead of saying 'red' means 'laal' the child may point out to an object around her that is red in color. Similarly, instead of saying that 'man' means 'aadmi' the child may point to her father or to a man standing besides her. Similarly, for a word like 'cup', the child says 'Piyali'. All these responses are acceptable. ▪ If the child can correctly tell the meaning of at least 4 words, then mark her as "can say"; if not, mark "cannot say".
Easy sentences	<p>Reading sentences:</p> <ul style="list-style-type: none"> ▪ Ask the child to read the 4 sentences given. If the child can read at least 2 out of the 4 sentences as a complete sentence (does not stop frequently or does not read the sentence as a string of words), then mark her as "sentence" child. <p>Meaning of sentences: (after the child has been marked at "sentence" level)</p> <ul style="list-style-type: none"> • For the same sentences the child has just read; ask her to tell you the meaning of each sentence in her local language. • The child should be able to at least tell the meaning of the main underlined words in the sentence but do not point out these words to the child. E.g. for a sentence like 'what is your name?' the child should at least say 'what' means 'kya' and 'name' means 'naam'. It is acceptable as long as the child is able to say the meaning of the main words. • If the child can correctly tell the meaning of at least 2 sentences, then mark her as "can say" else "cannot say". • If the child cannot say the meaning of the sentences then ask the child meaning of the 5 words she read and mark accordingly.

II) MOTHERS' EDUCATION LEVEL

Mothers Education Level: In the section of the sheet on mothers, list the information about all mothers living in the household. Note down mother's age,

- o Tick the Respective box:
- o If attended school: Tick the Box if she has ever gone to school.
If never attended School: Tick the Box if she has never ever gone to school
- o If Studied, What was the HIGHEST Class Completed: write down the highest Class she has passed? Do not write the class from which she left school but the class she has completed.
- o Does mother Watch TV? (YES/NO)
- o Does Mother Listen to Radio? (YES/NO)

If the mother is present in the household then talk to her directly (if possible) to get information from her.

Mothers Test

(Use the Reading Tool given to you to for learning Assessment of Children. Mothers will ONLY be asked to read the SENTENCES. You will NOT ASK her to read words, alphabets or story AT ALL.)

- o Ask mother to read the sentences and mark her accordingly
- o Can Read LANGUAGE Sentences: Tick the Box Can Read LANGUAGE Sentences if she can read sentences
- o Cannot Read LANGUAGE Sentences: Tick the Box Cannot Read LANGUAGE Sentences if she cannot read sentences.
- o Not Available for Test: Tick the Box only when she is not present in household at the time of survey.
- o Available but Not tested: Tick the box when she is present in the household but she has refused to read the test.

It is possible that mothers themselves or other family members say that they don't know how to read at all or can't remember anything from their school days. Encourage them to give it a TRY even if they feel they don't know. Be polite, patient and positive in asking them.

III) 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. Ensure that information is about assets owned 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:

- o **Kutch House:** The walls and/or roof of which are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
- o **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.
- o **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.

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

Toilets: Mark yes or no by observing if there is a constructed toilet in the house.

Mobile phone: write down how many mobile phones are there in the household used by family members. . We are only collecting information on functional mobile phones and not looking at PTCL telephone, landline or V-phones.

Vehicles:

For each of the given types of vehicles write the number in the appropriate box.

Apart from cycle other vehicles recorded should only include motorized vehicles. Three wheeler may include auto, tempo. Four wheeler may include bus, car, truck, etc.

BE POLITE. OFTEN A LOT OF PEOPLE GATHER AROUND AND WANT TO KNOW WHAT IS GOING ON. EXPLAIN WHAT YOU ARE DOING AND WHY. TELL THEM ABOUT ASER. REMEMBER TO THANK PEOPLE AFTER YOU HAVE FINISHED SURVEYING THE HOUSEHOLD.

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS

- o Take Permission from Head Masters /Mistress or Teacher of respective Class before Observing the Class.
- o Visit any government school in the village with classes from Class 1 to 7/8. If there is no such school in the village which has classes from 1 to 7/8, then from the remaining government schools visit the school with the highest enrollment in Std 1 to 4/5. In the top box of the Observation Sheet, tick according to the school type.
- o Note the time of entry into the school and Time of Exit from School.
- o Meet the Head Master (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and Take Following Information.
 - o EMIS Code
 - o Write Down School since (Establishment Year).
 - o Distance from School to Bus Stop.
 - o Distance from Village to District head quarter.
 - o School affiliation with any NGO like Punjab Education Foundation, Balochistan Education Foundation, Sindh Education Foundation, UNICEF, NCHD, etc (write NGO Name)
- o When at the school, ask the Head Master for the Enrolment register or any official document on the enrolment in that school.

WHAT TO DO in Government / Private School?

Section 1: Children's Enrollment & Attendance

1. ASK for the registers of all the Classes and fill in the enrollment and Today's attendance. Note down girls and boys enrolment separately where you see both are enrolled. Take enrollment separately if class consists of both male and female children. If there are more than one sections for same class, randomly choose any one section.
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 to the classes/areas where children are seated and take down their attendance class-wise by counting them YOURSELF. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class-wise. Please note that you should only COUNT those children who are physically present in the class.
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.

Section 2: Teachers

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
 - b. Teachers appointed
 - c. Number of Teachers present on the day of the survey
 - d. Number of Teachers on official leave
 - e. Number of Teachers on any other non official leave, and
 - f. Number of Teachers living in this village, if applicable.
2. Please note that the number of regular government teachers does not include the Head Master.
3. If the school has para-teachers or teachers appointed by the School Management Committee (SMC), mark that separately.
4. 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/neighbouring villages and write this number in the observation sheet.

Section 3: School Fund Information

1. 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. Tick the designation of the person being asked this question. (Head Master/ Regular teacher/ Para teacher)
2. For this section, note down information for 2009 and 2010.
3. Ask if the school got a Fund. If yes, note down the amount and when this fund was received, write down the Month 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". **(Write down the name of the Source of Fund (Govt. Private, NGO etc.) IF APPLICABLE!)**
4. 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.

Section 4: School Fund spent on

Tick the Relevant

- Compound/Premises
- School Building
- New Room
- Inside Class room
- Water/ Toilet facilities
- Furniture
- Other

(INFORMATION on SCHOOL FUNDS is NOT to be COLLECTED from PRIVATE SCHOOLS)

Section 5: Class Room Observations

Observe and Ask if required.

1. This section is to be filled for Class 2, Class 4 and Class 6 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. OBSERVE where the Class is sitting (room, verandah, outdoor) and fill accordingly.
3. Is there a Black Board in the class? Yes / NO
4. Check whether the Black board is useable or not? Write yourself on the Black Board.
5. OBSERVE if children have their textbooks at least of one subject, ask the children to show English textbook or that of Urdu to make a correct assessment.
6. Thereafter assess if the subject being taught at the time of the observation matches with the subject mentioned in the timetable.
7. 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.

Section 6: Facilities in the School

Count yourself and Write down

- Total Numbers of rooms in The School.
- Number of rooms used for Classes

Tick the Relevant

- Drinking water facility for the children in the school
- Drinking facility available and being used by children
- Is there school boundary wall/ fence?
- Toilet for children
- 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?

Section 6: General Comments and Observations

Write any general comments / observations that you noted while observing the school.

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

Key Points to Remember / Summary

YOU CANNOT GO TO ANY OTHER VILLAGE.

- o MEET Village Elder. TELL Villager Elder ABOUT ASER.
- o COLLECT INFORMATION ABOUT VILLAGE AND RECORD IT IN THE SHEET PROVIDED.
- o WALK AROUND THE VILLAGE. MAKE A MAP.

DIVIDE THE VILLAGE INTO SECTIONS OR PICK HAMLETS ACCORDING TO INSTRUCTIONS GIVEN TO YOU.

- o GO TO EACH SELECTED SECTION AND SURVEY EVERY 5TH HOUSE IN THE VILLAGE, SURVEY 20 HOUSEHOLDS.
- o EVEN IF THE CHOSEN HOUSEHOLD HAS NO CHILDREN IN THE AGE GROUP OF 3-16, INCLUDE SUCH A HOUSEHOLD IN THE SURVEY. IN EVERY HOUSE TAKE INFORMATION FOR EVERY CHILD IN THE AGE GROUP 3 TO 16.
- o GET INFORMATION ABOUT EACH CHILD ON:
 - o NAME, AGE, GENDER, ETC.
- o MOTHER'S NAME
- o IF CHILD IS ENROLLED IN SCHOOL, THEN CLASS AND TYPE OF SCHOOL (ASK ALL CHILDREN IF THEY EVER ATTENDED PRE- SCHOOL)
- o IF CHILD IS NOT CURRENTLY IN SCHOOL, THEN ASK DETAILS OF WHEN THEY DROPPED OUT ETC.
- o WHETHER THE CHILD TAKES PAID TUITIONS
- o FATHER'S AGE AND SCHOOLING STATUS

GIVE ALL CHILDREN IN THE AGE GROUP 5 TO 16, A TEST OF:

- o BASIC READING
- o BASIC ARITHMETIC
- o BASIC ENGLISH

OBSERVE THE HOUSEHOLD AND FILL IN HOUSEHOLD INFORMATION ABOUT TYPE OF HOUSEHOLD, TYPE OF HOUSE, ELECTRICITY TOILET, MOBILE PHONE, AND VEHICLES ETC.

BEFORE LEAVING THE HOUSEHOLD, RE-CHECK TO MAKE SURE ALL INFORMATION IS COMPLETE AND ACCURATE.

SCHOOL OBSERVATION MUST BE DONE FOR 1 GOVERNMENT SCHOOL and 1 Private School. You and your partner can split up and do one school each if there is limited time before the school gets over. Also female must go into the government school as she will have access, male member may get access to private schools also but will definitely not be allowed in Government Girls Middle or Primary school.

SCHOOL VISIT MUST BE DONE ON A WORKING DAY. ENSURE ALL SECTIONS OF THE SCHOOL OBSERVATION SHEET ARE FILLED IN PROPERLY.



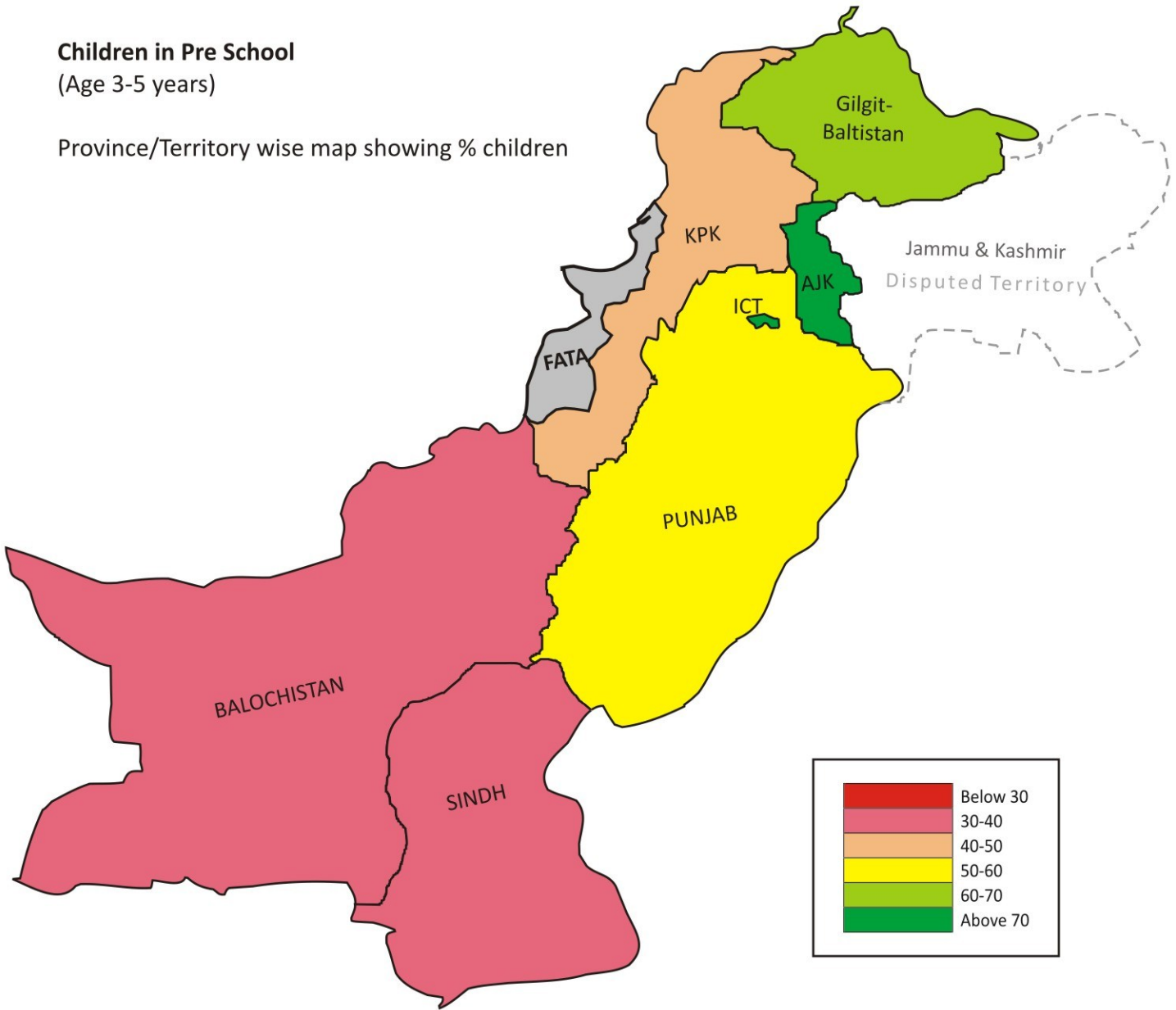


The National Picture

Pakistan (Rural)

Children in Pre School (Age 3-5 years)

Province/Territory wise map showing % children

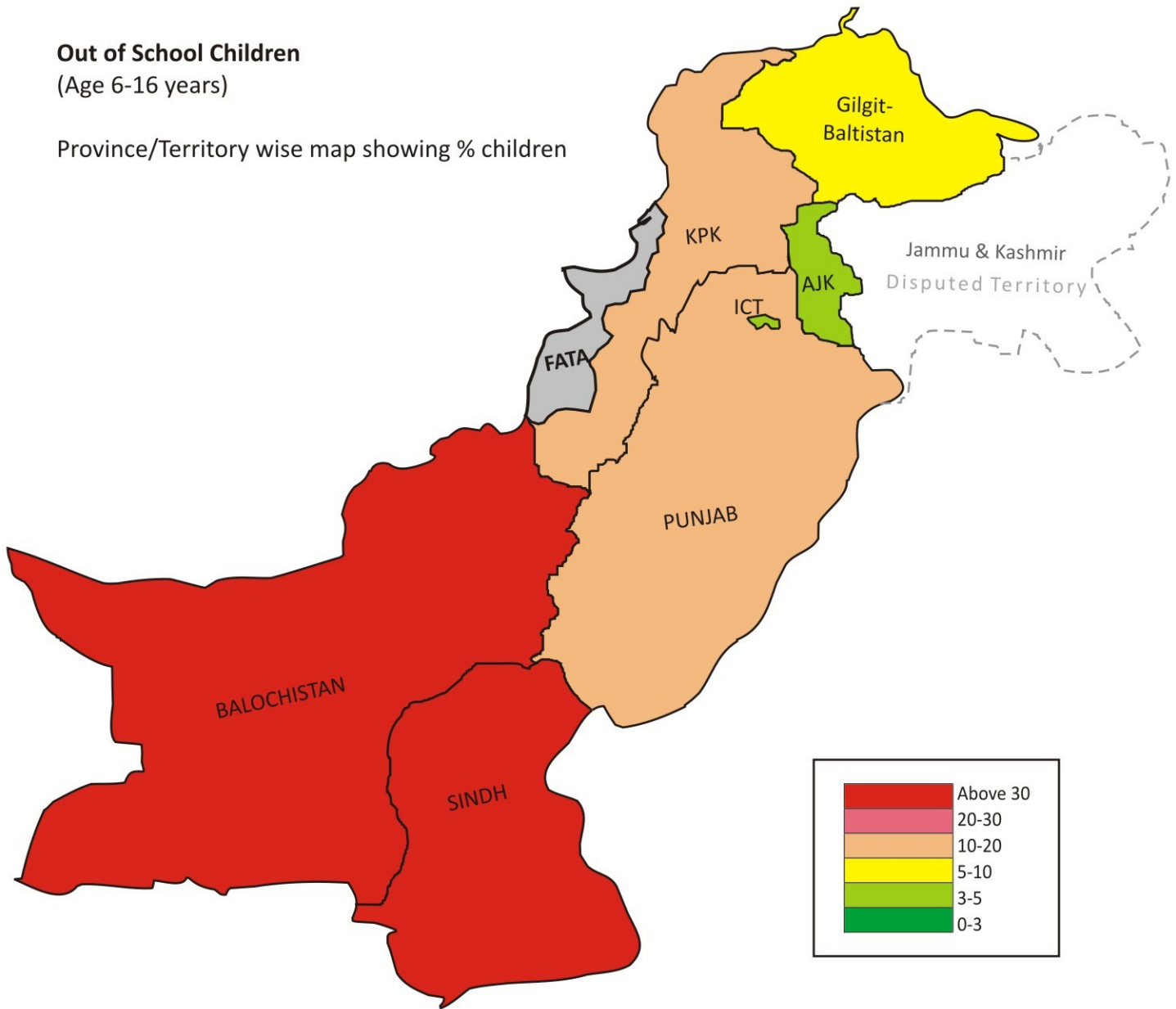


■ FATA is not covered this year
 Map may not be accurate or to scale. These are mere representations.

Pakistan (Rural)

Out of School Children (Age 6-16 years)

Province/Territory wise map showing % children

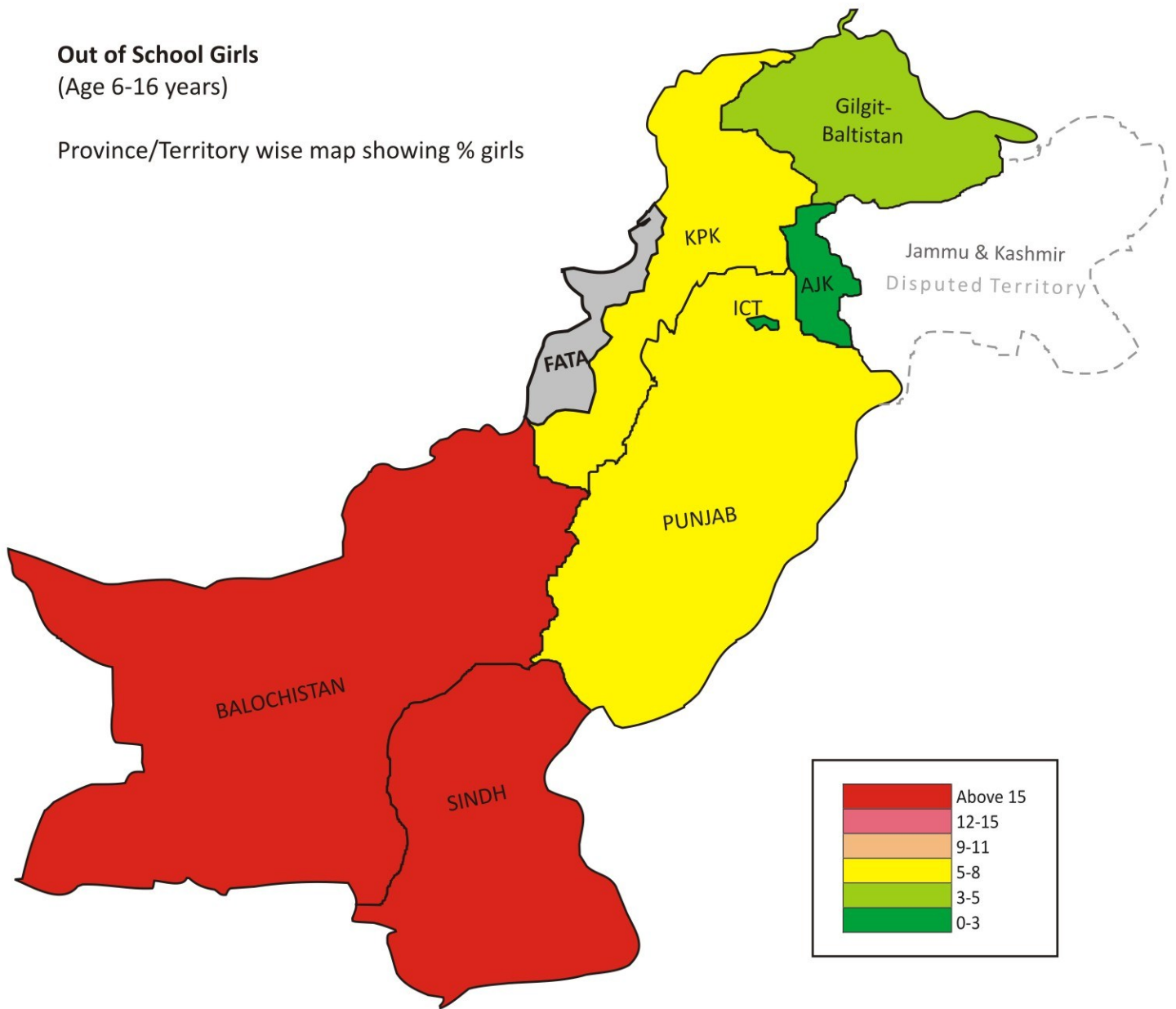


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Pakistan (Rural)

Out of School Girls (Age 6-16 years)

Province/Territory wise map showing % girls

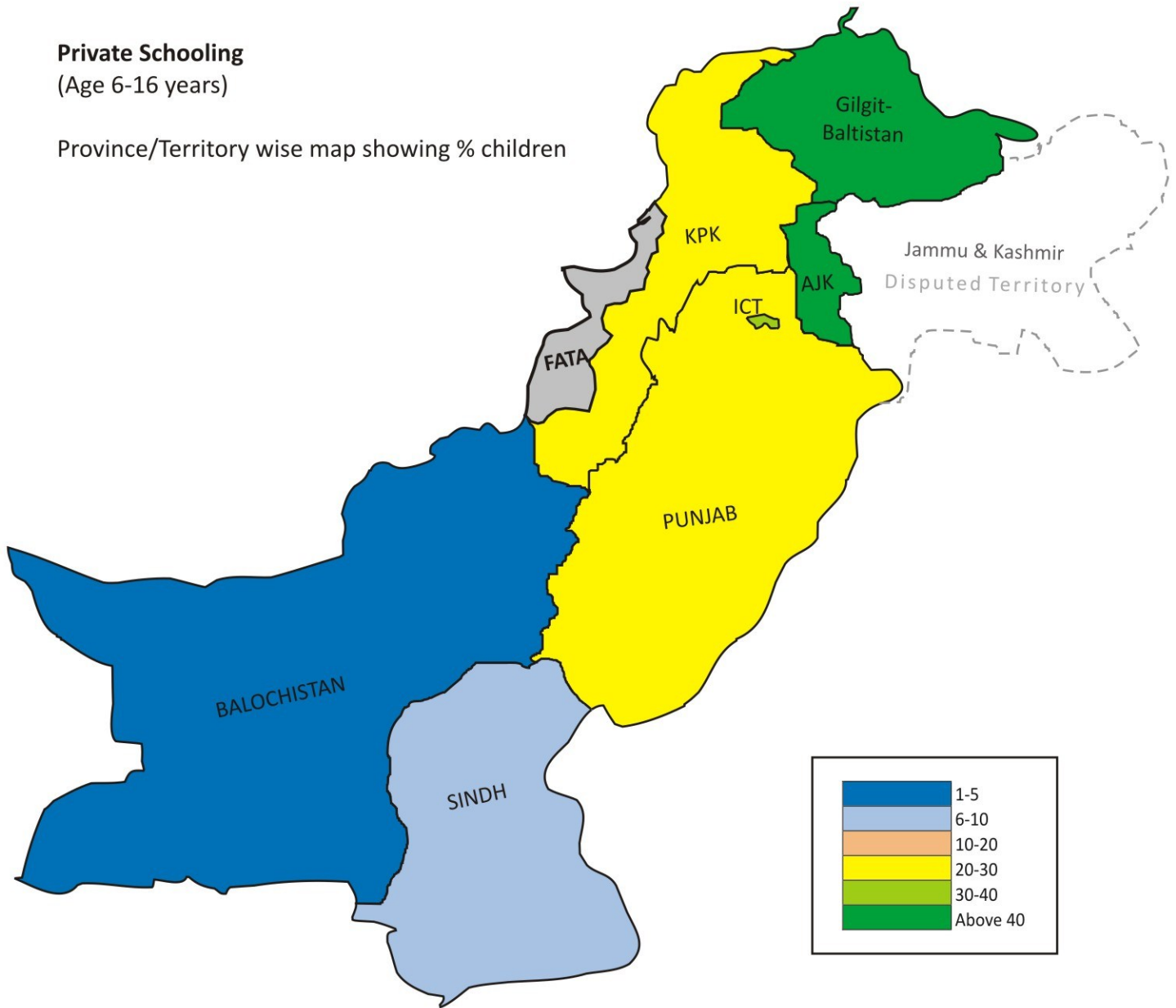


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Pakistan (Rural)

Private Schooling (Age 6-16 years)

Province/Territory wise map showing % children

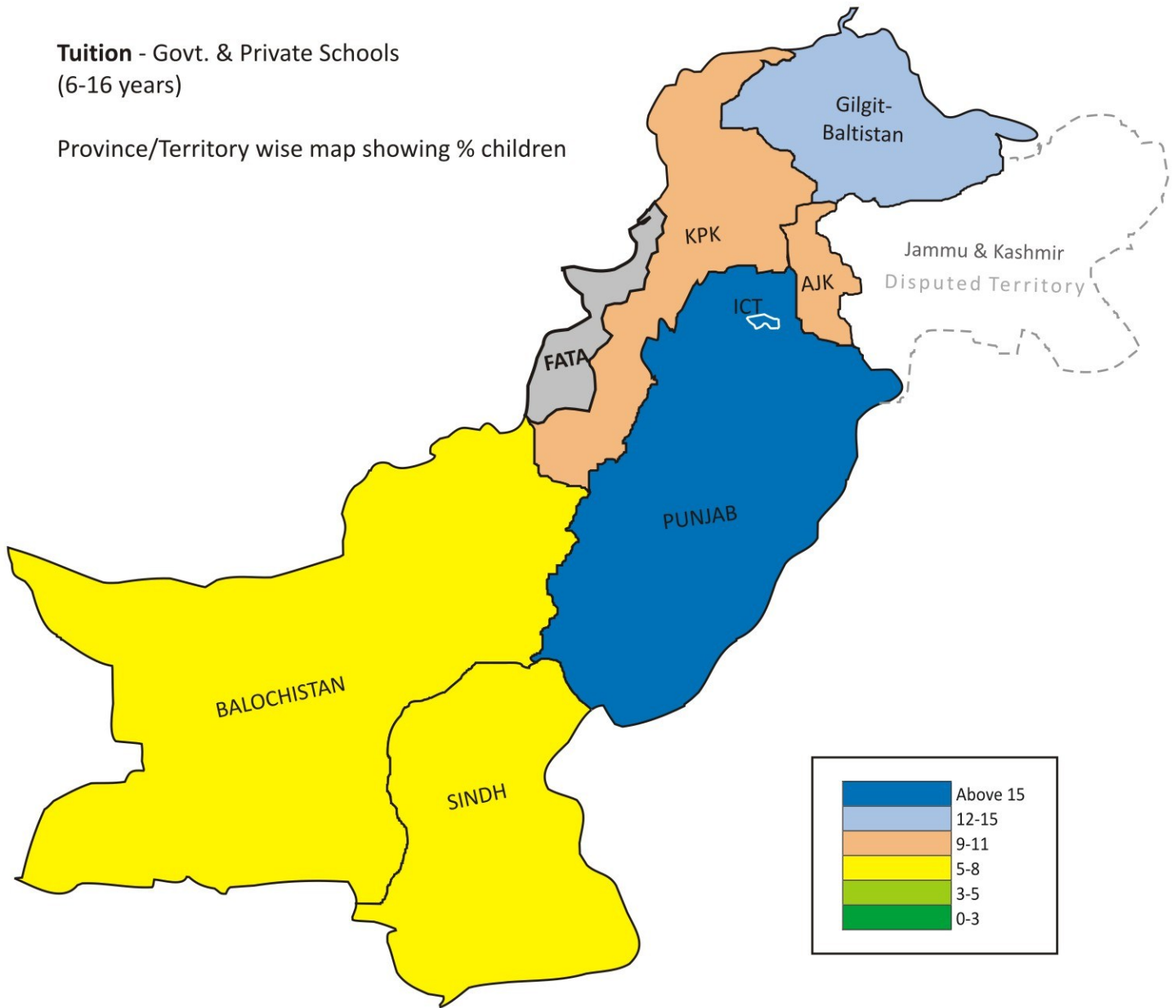


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Pakistan (Rural)

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

Province/Territory wise map showing % children

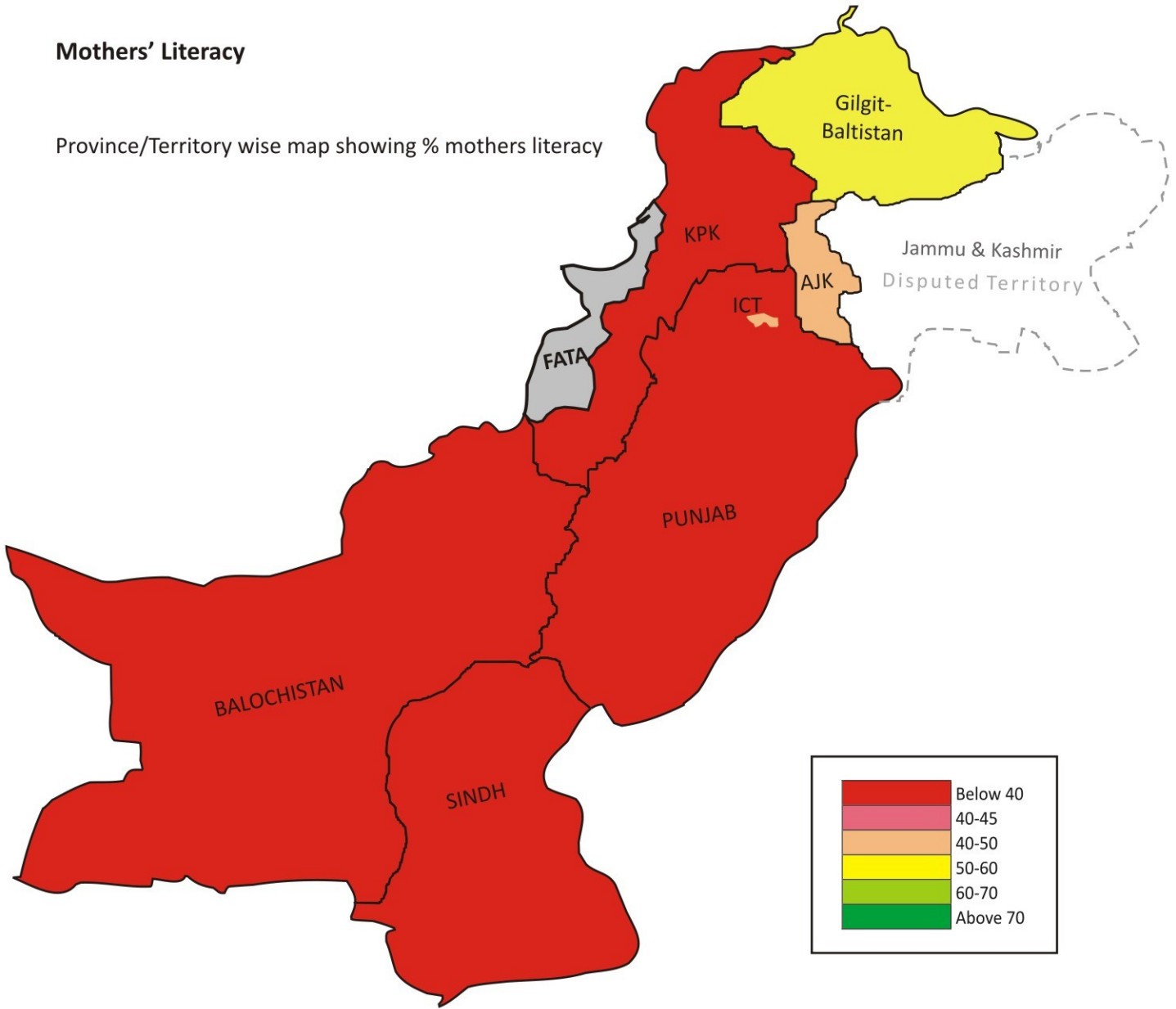


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Pakistan (Rural)

Mothers' Literacy

Province/Territory wise map showing % mothers literacy

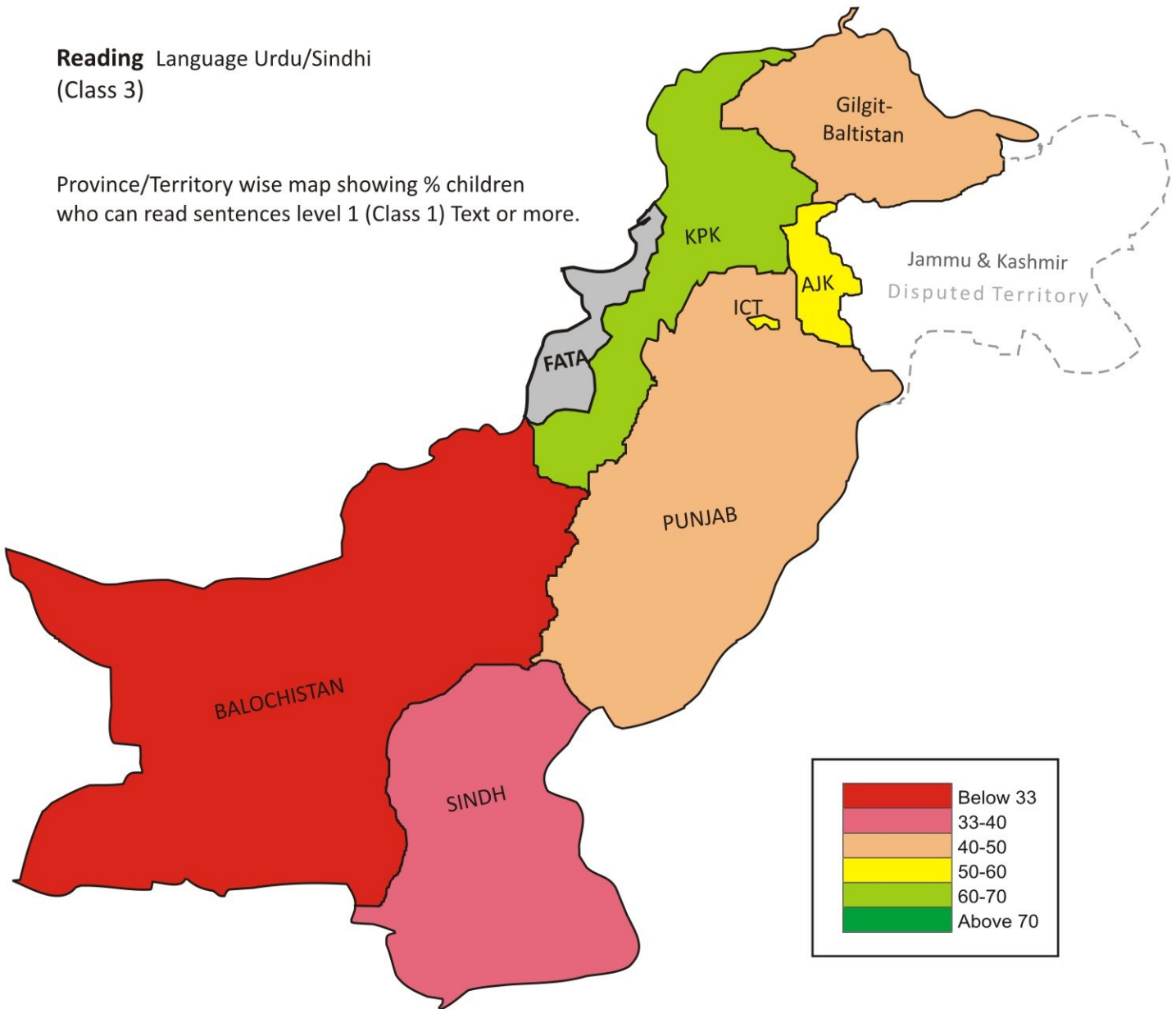


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Pakistan (Rural)

Reading Language Urdu/Sindhi
 (Class 3)

Province/Territory wise map showing % children who can read sentences level 1 (Class 1) Text or more.

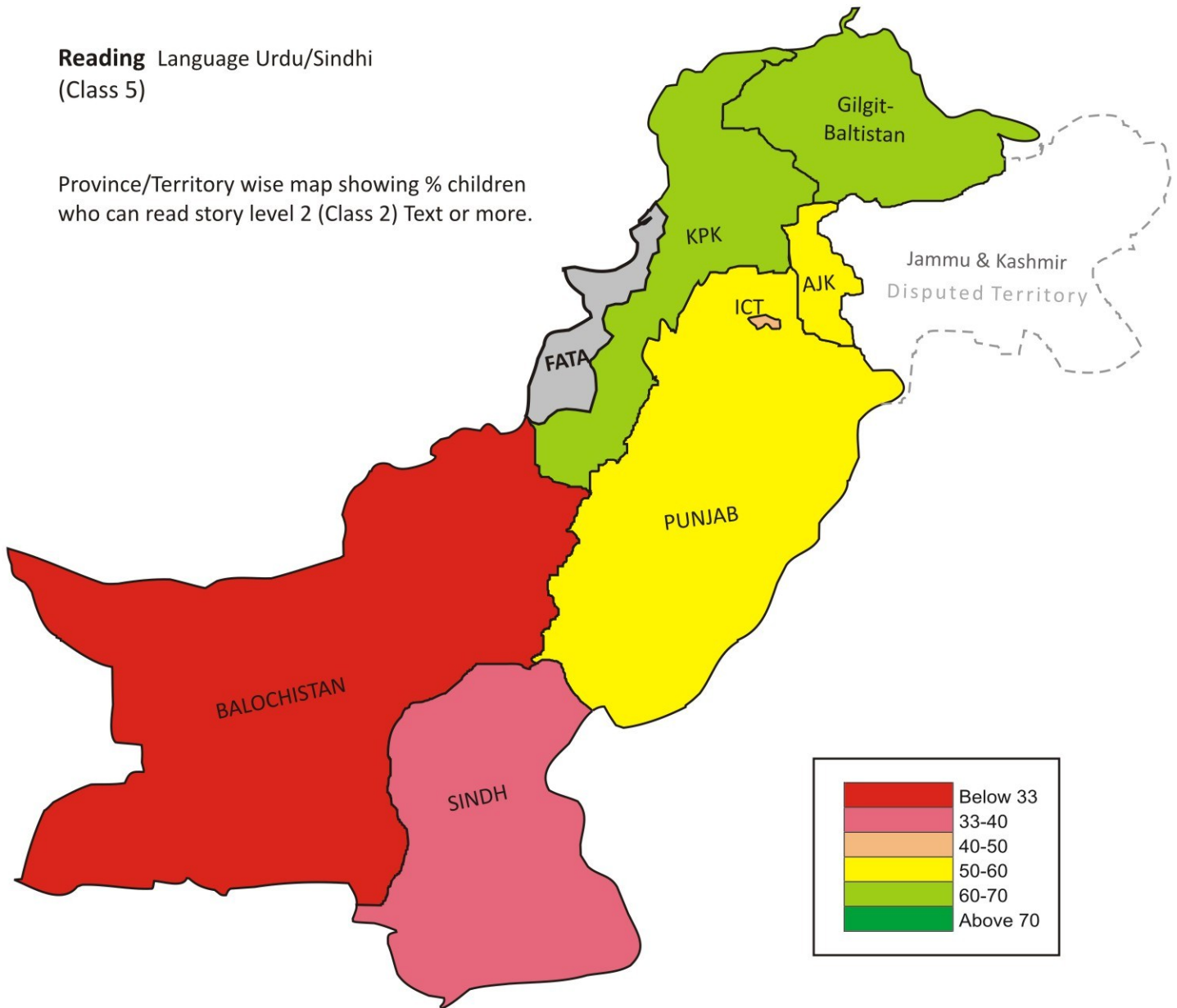


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Pakistan (Rural)

Reading Language Urdu/Sindhi
 (Class 5)

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

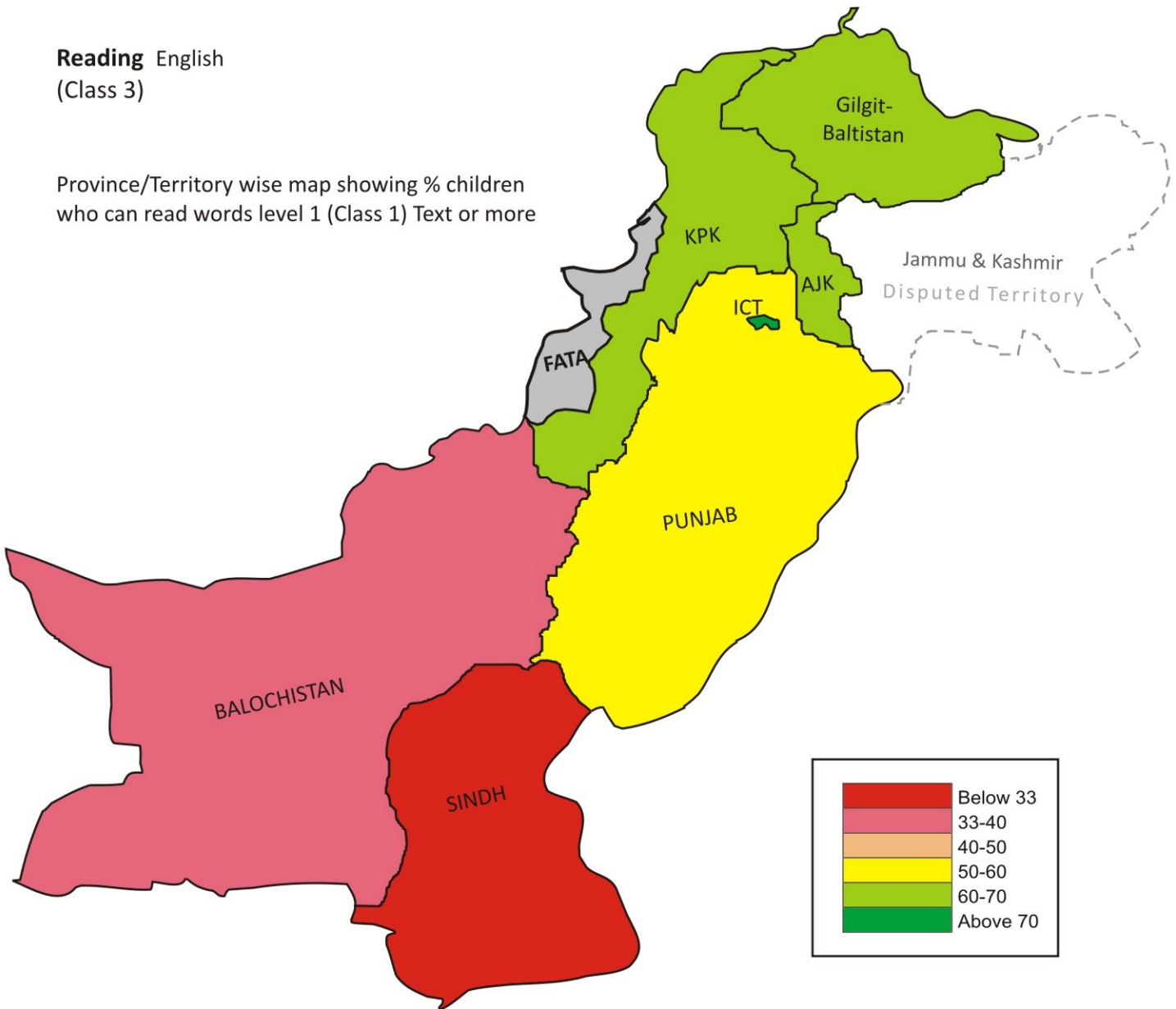


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Pakistan (Rural)

Reading English (Class 3)

Province/Territory wise map showing % children who can read words level 1 (Class 1) Text or more

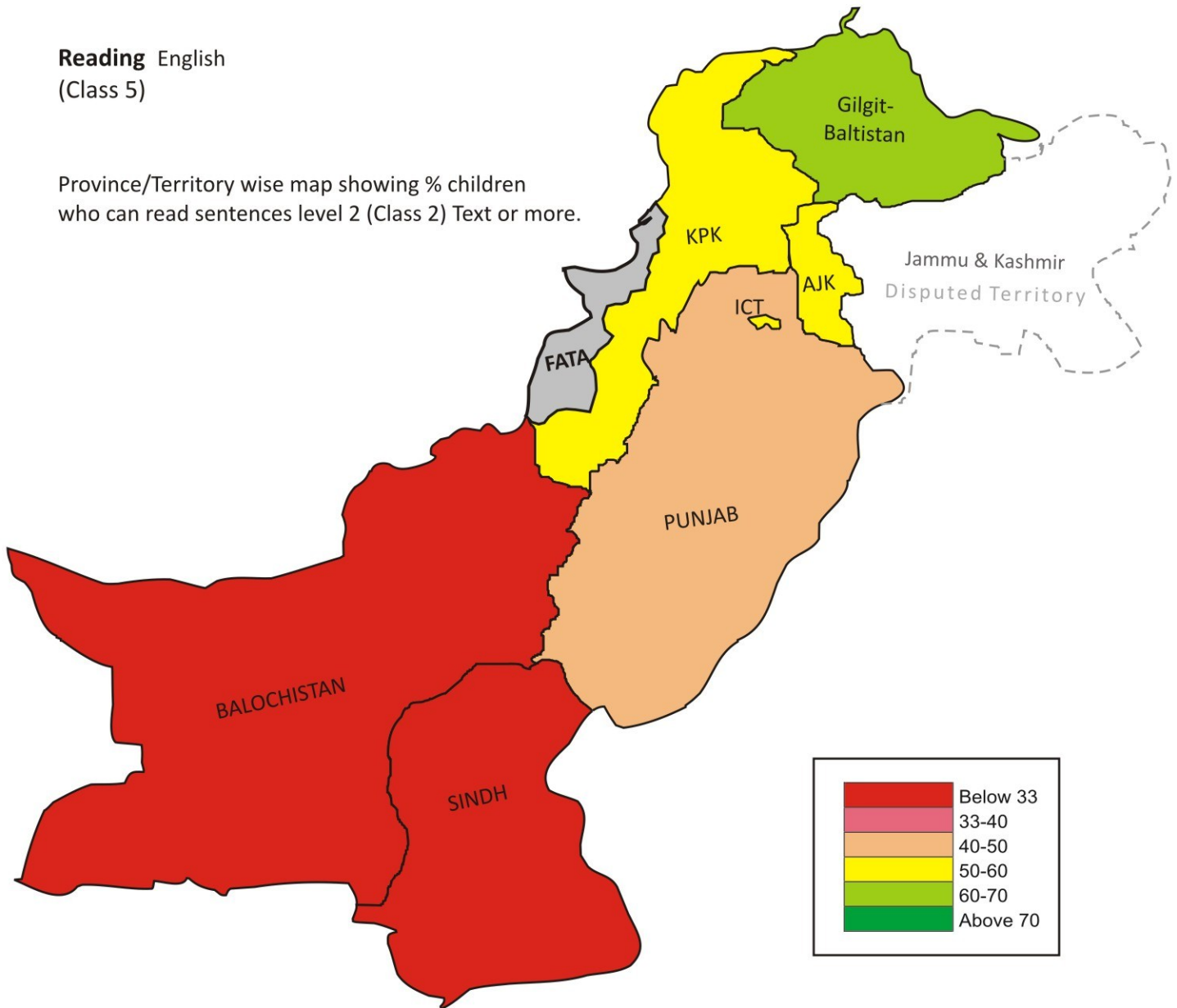


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Pakistan (Rural)

Reading English (Class 5)

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

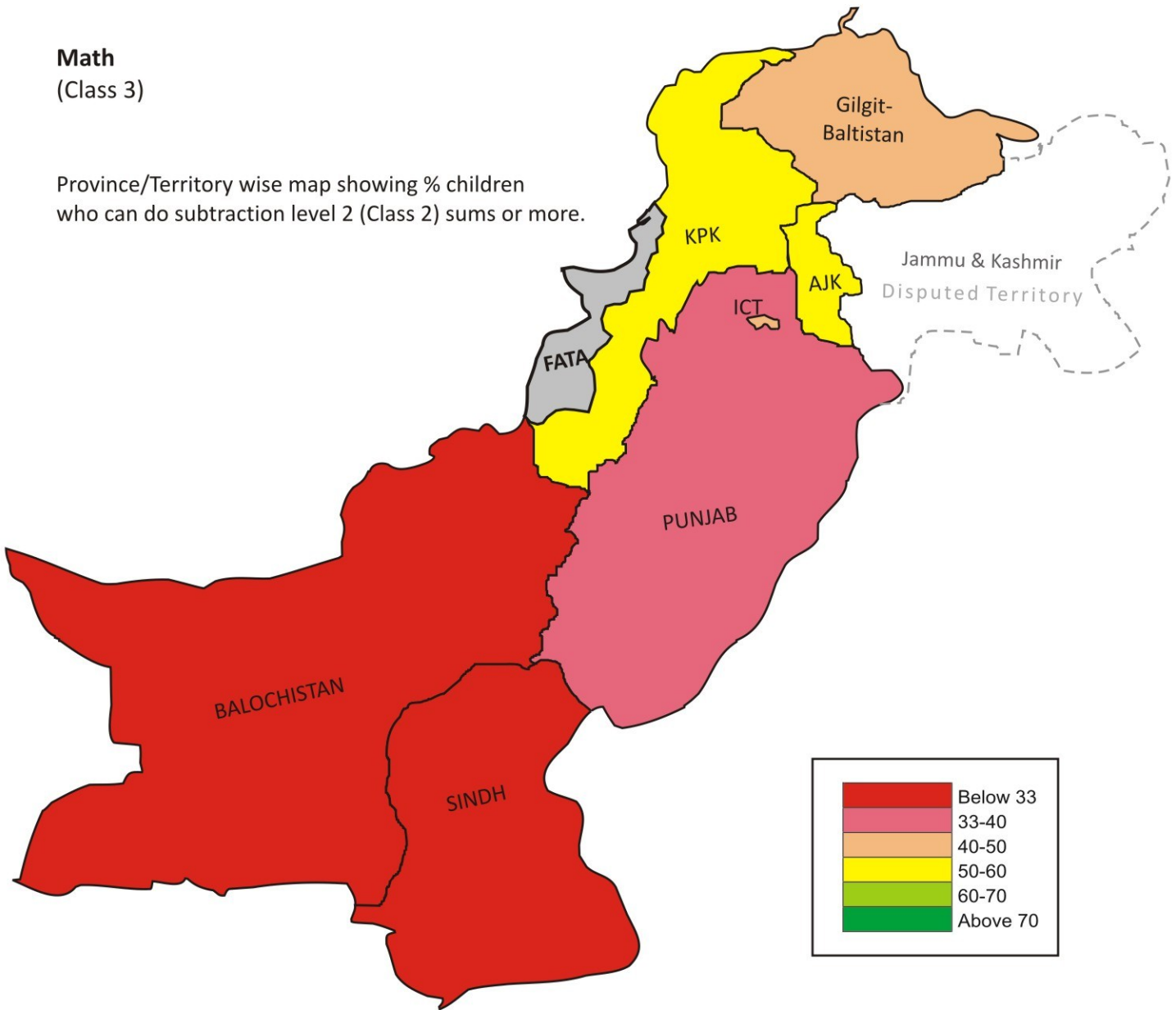


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Pakistan (Rural)

Math (Class 3)

Province/Territory wise map showing % children who can do subtraction level 2 (Class 2) sums or more.

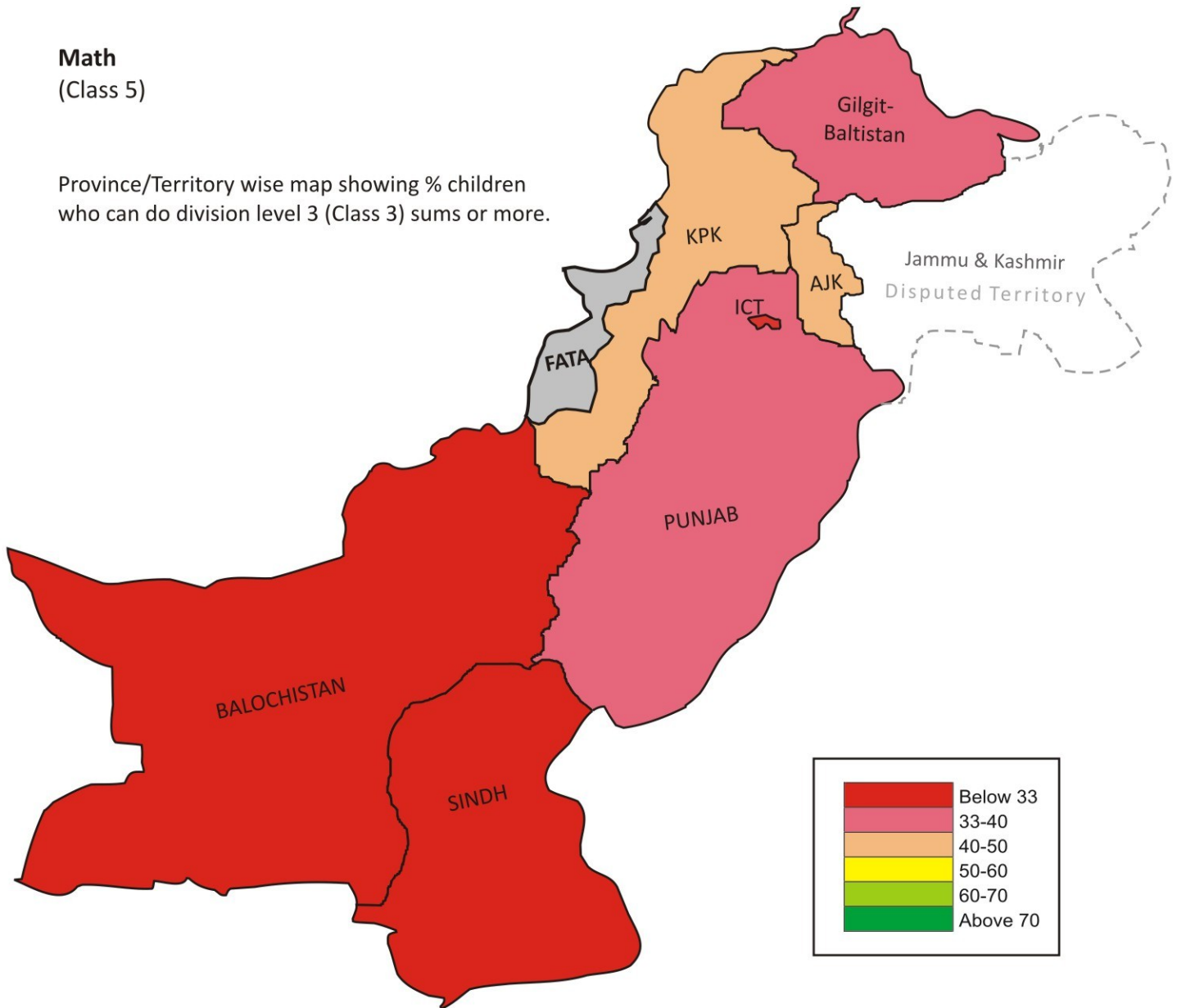


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Pakistan (Rural)

Math (Class 5)

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



■ FATA is not covered this year
 Map may not be accurate or to scale. These are mere representations.

National (Rural)

Sample Composition:

- ASER 2010 Survey was conducted in 32 Rural districts of Pakistan where 13 districts were selected from Punjab, 5 from Balochistan, 4 from Khyber Pakhtunkhwa, 6 from Sindh, 2 from Azad Jammu Kashmir, 1 from Gilgit- Baltistan and ICT Rural is also included in the sample. A total of 19, 006 Households are surveyed in 960 villages across 32 districts.
- The information is collected on 54, 062 children (58% male, 42% female) for 3-16 years age group.
- ASER 2010 also collected information on Mothers and their literacy levels. Total of 19, 915 mothers in sampled households are included in the sample.
- School information on both public and private schools was collected in ASER 2010. A total of 1297 schools were surveyed, 852 out of which were public and 445 private schools.

Mothers' Literacy

- Out of total 19,915 mothers in sampled households, 54% agreed to be tested for literacy whereas 30% were not available and 16% were available but refused to be tested for assessing their literacy level. Other than Sindh and Balochistan with 41% and 27% of mothers agreed to be tested, the percentage of mothers who were willing to be tested averaged at 60% with the highest participation rate in Punjab at 69%.
- Of those tested, only 32% of were able to read a simple paragraph (Level 2 text of ASER tool used for testing mothers) in their own language and 68% fell in the illiterate category. While the lowest rate of 17% mothers' literacy in sampled Rural Districts of Balochistan is alarming, 34% rate for Punjab also does not portray a hopeful picture.

For Children of Age Group 3-5 years

- Of the total 10,246 children falling in 3-5 age group, 44.7% are enrolled in some kind of facility. Girls' enrollment rate stands at 43.4%.
- Of the total enrolled, 61.7% children are enrolled in Govt schools, 38.3% children are attending non-state educational facilities. The enrollment share up non-state schools stands 36.3% children are attending private schools; remaining 0.8 % are enrolled in Madrasah and 1.4% in other type of schools. Over 55.3% of children are not enrolled in any type of schools. The ratio of girls amongst out of school children is 48.8%.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 80% comprising 40.5 % girls and 59.5% boys.
- More than 70.9 % children are enrolled in Govt schools, 29.1% are attending Non-State educational facilities.
- Of the enrolment catered through Non-State schools, 27.5 % children in private schools; remaining 0.9% is enrolled in Madrasah and 0.7% in other type of schools. Provincial and district level data will identify that the enrollment in private schools is concentrated in few rural districts especially in the provinces of Punjab and K,P,K, whereas in other regions, educational provision through private schools is not significant.
- Of those enrolled in school, 14.3% children take paid tuition after school hours. The trend of attending tuitions is lower in children going to public sector schools with 9.7% of the total. Whereas 25.3% of those going to private schools are taking tuitions.
- 20% children surveyed under ASER 2010 are not enrolled in schools. Of this, the dropout rate stands at 68% whereas 32% have never been enrolled. Nearly half of those children not going to school (50.2%) are females.

Learning Levels

Reading Level (Urdu/Sindhi)

- 49.5 % of children assessed in ASER Survey can read at least a sentence in Urdu or his/her own language.
- Looking at the details of reading levels, 49.5% of all the children can read sentence (Level-1) and 34.8% can read story level text (level 2). In the age group of 6-16, 14.9% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 44.4% of Class 3 students are able to read sentences (level 1 text), 33% are attending public schools whereas 50% are enrolled in private school. Nearly 80% cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 52% could read a story text (level-2).
- Data on reading ability of out of school children show interesting trends. 24% of out of school children can read story level text whereas 34% are at sentence level. 39% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 32% children can read sentences in English, 55% can read words whereas 18% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading shows that 76.7% children enrolled in Class 3 can read English words and 43% can read sentences fluently. However, 32.4% of those who read sentences do so without understanding any meaning.
- The level of English reading and comprehension in out of school children is quite insightful. While 47% of children stand at beginners' level, 36% are able to read words and 20% can read sentences.

Arithmetic

- Of total children assessed under ASER 2010, 44% children can do 2 digit subtraction sums with carry whereas 25% can do 3 digit division sums. Only 17% stand at beginners' level i.e. not even recognize 0-9 numbers.
- Age wise data on arithmetic ability show that 72% of children in 11-13 age group can do subtraction and 43% are able to do 2 digit division. However, only 31% children in 6-10 age group can do 3-digit subtraction with carry sums, which is according to Grade 2 curricular standards.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 57% of those enrolled in Class 4 are able to do subtraction sums and 20% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. Alarming, 39% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 4% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is slightly better but far from being satisfactory. 57% of private school students of Class 5 could do division correctly as opposed to 42% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 18% able to do division sums and 31% able to do subtraction correctly.

School Profile

Attendance Levels

- Overall student attendance in government schools stands at 85% as per register and 81 % according to the headcount on the day of school visit. The attendance level in primary schools is 80% whereas in elementary schools, attendance is 83%.
- The overall attendance in private schools is 89.1% as per headcount and 89.9% as per register, at primary level, it is 89%.
- 448 sanctioned teaching positions are found to be vacant in the government schools, 155 in primary schools. Teachers' attendance in government schools is 87%. At primary level, attendance level is 87% whereas the average rates fluctuate from 86% to 88% for Elementary, High and other schools.
- Overall teachers' attendance rate for private schools stands at 90%. At primary level, attendance level is 86% whereas the rates are 90%, 92% and 90% for Elementary, High and other schools respectively.

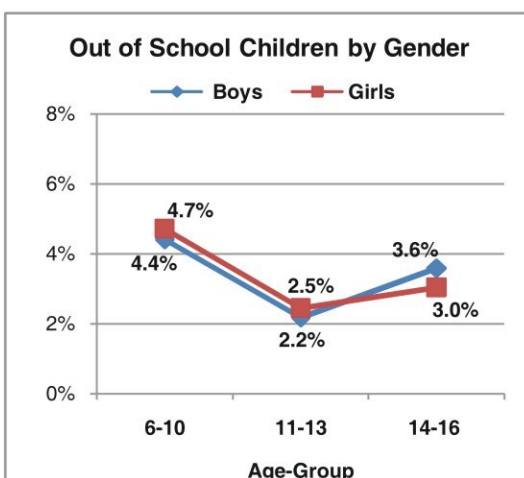
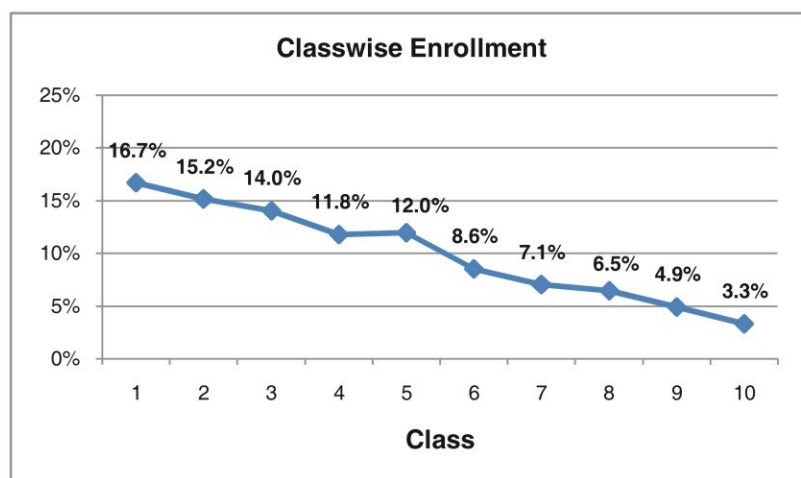
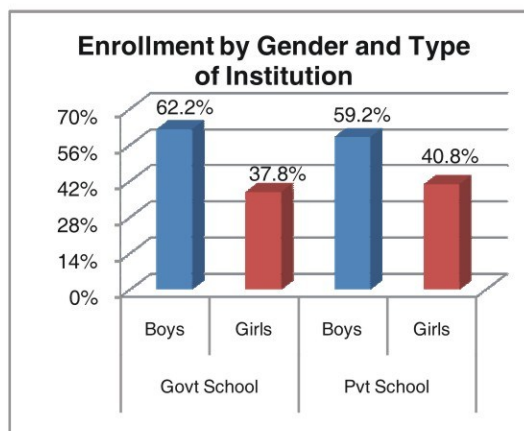
Physical Facilities

- Of the total government primary schools, 57.5% have useable water facility available (hand pump or water tap) and 45.3 % exist with a functional toilet. Water facility is available in 77% elementary schools, 76% high and 79% other schools. Moreover, 65% of elementary schools, 61% high and 59.5% of other schools are found to have functional toilets in the government sector.
- Provision of water and toilet facility in private schools is also varying across levels of schools. 80% of primary schools have useable water facility and 69% have a functional toilet. Water facility is available in 82% elementary and 87% high schools. Moreover, 85% of elementary and 87% of high schools have functional toilets in the private sector.
- The average number of rooms used for conducting classes at primary level in government schools is 2.9 whereas in private schools, average number of primary classrooms is 3.6.
- Availability of boundary walls in government school is 66.4% for primary schools whereas 81% of private schools at primary level are with boundary walls.
- Availability of play ground in government primary schools is 44% whereas playground is included in 80% of private schools buildings at primary level.

National (Rural)

School Enrollment and Out of School Children

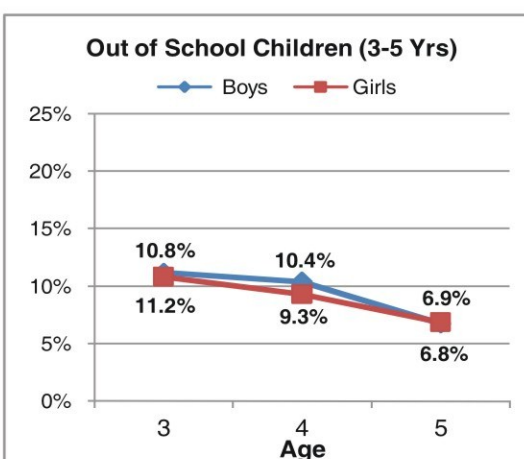
Age Group	%Children In Different Types Of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	57.9	24.0	0.8	0.8	14.2	2.4	100
11-13	58.5	21.3	0.8	0.3	11.8	7.2	100
14-16	50.0	17.0	0.5	0.2	15.2	17.0	100
6-16	56.4	21.9	0.8	0.6	13.8	6.6	100
Total	79.6				20.4		100
By Type	70.9	27.5	0.9	0.7			



Age group 6-10: 9.1% (4.7+4.4) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	7.0	5.2	0.0	0.1	87.7	100
4	21.9	15.9	0.4	0.5	61.4	100
5	43.9	23.0	0.5	0.8	31.7	100
3-5	27.6	16.2	0.4	0.5	55.3	100
Total	44.7				55.3	100
By Type	61.7	36.3	0.8	1.2		

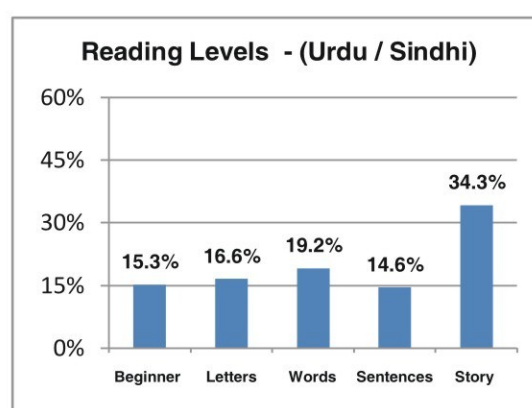
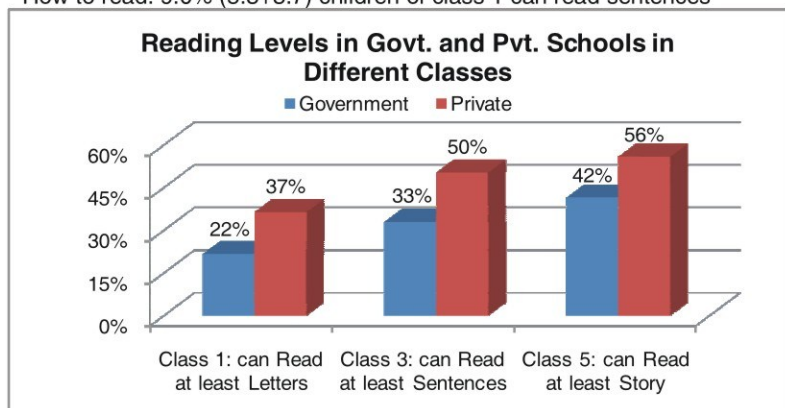
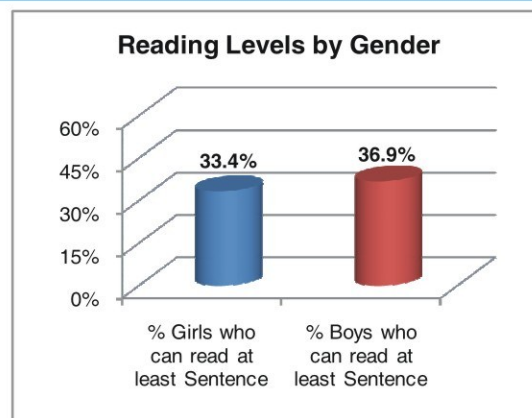


Age 3-5: 22.0% (11.2+10.8) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	29.4	37.8	23.8	5.3	3.7	100
2	12.2	26.7	36.5	15.2	9.4	100
3	6.9	16.1	32.6	23.6	20.7	100
4	3.5	9.5	23.5	25.7	37.7	100
5	2.3	5.3	15.6	25.3	51.6	100
6	2.4	3.6	9.2	18.2	66.6	100
7	1.3	3.0	7.6	15.8	72.2	100
8	1.5	2.0	4.5	11.6	80.4	100
9	1.5	1.3	3.4	8.1	85.6	100
10	1.0	1.2	2.3	5.5	90.0	100

How to read: 9.0% (5.3+3.7) children of class 1 can read sentences

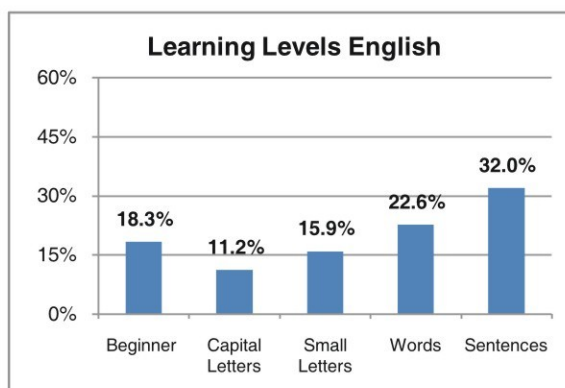
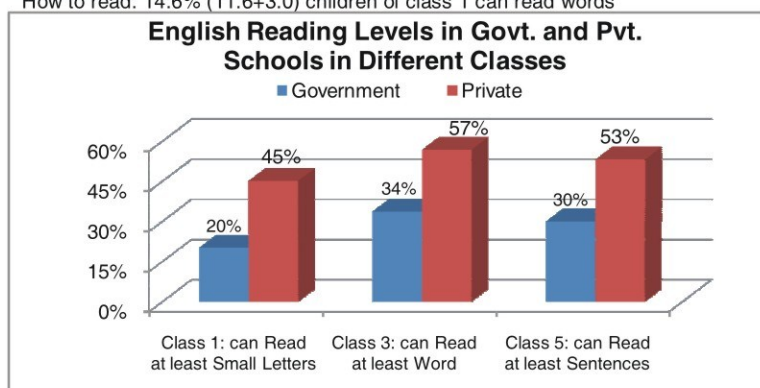


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	41.5	22.8	21.2	11.6	3.0	100
2	23.9	17.1	27.2	24.3	7.5	100
3	14.7	13.2	23.4	32.5	16.2	100
4	9.4	7.3	17.2	38.1	28.0	100
5	6.3	5.4	12.2	33.7	42.3	100
6	4.3	3.3	6.4	26.1	59.9	100
7	3.3	2.5	5.5	21.7	67.0	100
8	1.9	1.3	4.0	14.7	78.1	100
9	1.9	1.5	2.9	11.4	82.3	100
10	0.8	0.8	2.4	8.3	87.6	100

How to read: 14.6% (11.6+3.0) children of class 1 can read words

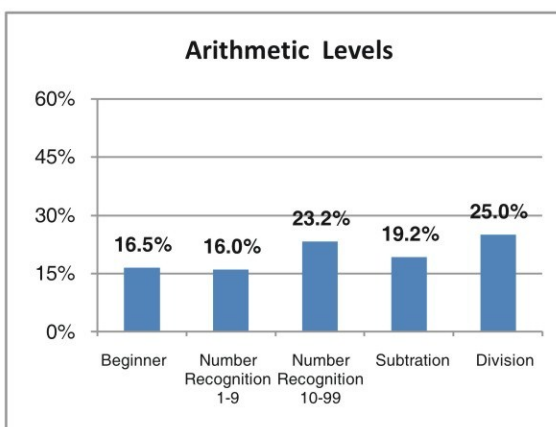
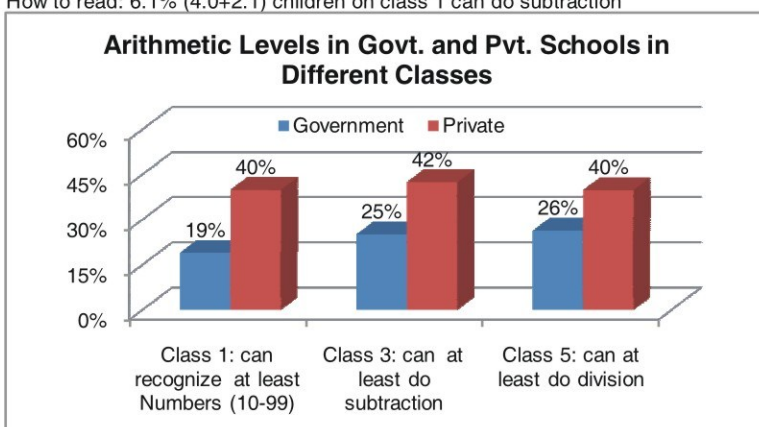
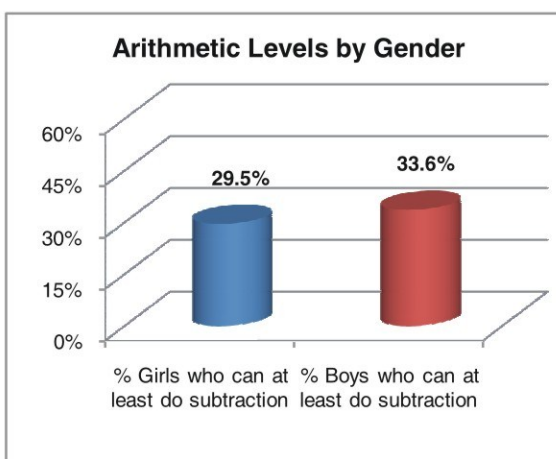
Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
38.4	63.4
44.4	60.9
52.0	64.4
51.9	62.3
55.8	65.8
56.4	69.4
57.1	72.3
54.9	77.6
55.8	76.6
64.8	83.0



Arithmetic Levels

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	32.3	35.9	25.8	4.0	2.1	100
2	14.9	25.4	41.4	13.7	4.6	100
3	7.9	16.2	40.6	24.8	10.5	100
4	4.3	8.7	30.1	36.2	20.7	100
5	2.7	5.5	21.0	36.5	34.3	100
6	3.0	3.2	13.7	29.8	50.3	100
7	1.9	2.8	10.7	28.1	56.5	100
8	1.6	1.4	6.7	21.2	69.1	100
9	1.7	1.2	5.8	16.1	75.1	100
10	0.8	0.6	3.7	11.1	83.8	100

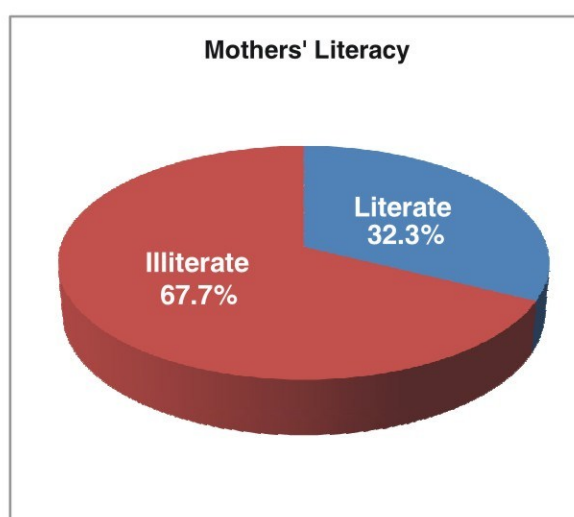
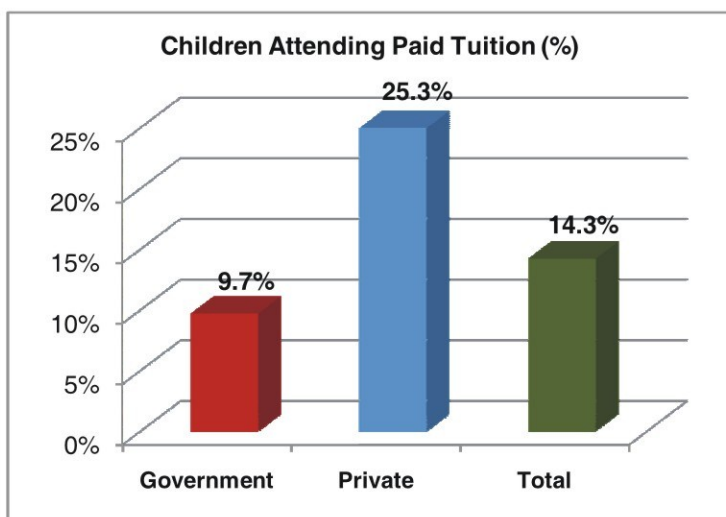
How to read: 6.1% (4.0+2.1) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	6.6%	7.1%	8.0%	9.3%	10.8%	10.7%	11.7%	16.4%	21.8%	17.9%
Pvt.	20.8%	26.1%	25.3%	28.6%	28.9%	28.6%	26.2%	29.7%	31.5%	26.7%

Mothers' Literacy



School Observation

	Surveyed School by Type (No)							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary (1-5)	218	83	273	574	9	2	123	134
Elementary (1-8)	78	34	29	141	10	9	187	206
High (1-10)	63	26	6	95	9	6	69	84
Other	13	19	10	42	0	4	17	21
Total	372	162	318	852	28	21	396	445
%	44%	19%	37%	100%	6%	5%	89%	100%

	Children attendance (%) on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
attendance (as per register)	84.8	86.0	84.5	86.0	85.1	89.3	89.9	89.6	93.2	89.9
attendance (as per headcount)	80.3	83.0	82.3	82.8	81.5	88.8	88.9	89.0	93.2	89.1

	Teacher Attendance on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
Teacher attendance (average) %	87%	87%	88%	86%	87%	86%	90%	92%	90%	90%
No of Vacant posts	155	164	129	0	448					

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	57.5	77.3	75.8	78.6	79.9	82.0	86.9	71.4
	Not Useable	42.5	22.7	24.2	21.4	20.1	18.0	13.1	28.6
Toilet	Useable	45.3	65.2	61.1	59.5	68.7	84.5	86.9	81.0
	Not Useable	54.7	34.8	38.9	40.5	31.3	15.5	13.1	19.0

	School Facilities - Class Room							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)	3.4	6.6	11.8	8.6	4.2	7.8	13.1	-
Used for classes (Avg)	2.9	5.7	9.5	6.6	3.6	7.1	11.8	-
Availability of Play ground	44.3%	62.4%	80.0%	76.2%	29.9%	43.7%	54.8%	-
Availability of Boundary wall	66.4%	73.0%	80.0%	76.2%	80.6%	86.9%	91.7%	-

	School Funds							
	Grants received by school							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
No. of school received any grant	317	85	37	21	2	2	2	-
Average amount of Grant	61700	78700	182800	93450	75000	612500	744625	-





Islamabad-ICT (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Islamabad-Rural. The information was collected on 1,444 children (60% male, 40% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 27 government schools and 26 private schools. Mother's literacy information was also collected on 610 mothers.

Mothers' Literacy:

- Only 31% agreed to be tested whereas 44% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 46% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 288 children falling in 3-5 age group, 67.7% are enrolled in some kind of facility. Only 24% children are enrolled in Govt schools, 43.8% are attending Non-State educational facilities primarily private schools. None of children surveyed is attending a madrasah or another type of school.
- Nearly 32.3% children are not enrolled in any type of schools of the total 288 children. Almost 40% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 96.9% comprising 41% girls and 59% boys.
- 64.1% children are enrolled in government schools, 32.8% are attending Non-State educational facilities. Out of those non-state education facilities 32.4% children are enrolled private schools; 0.2% are enrolled in Madrasah and remaining 0.2% are enrolled in other types of schools.
- Of children enrolled in school, 27.7% children take paid tuition after school hours. 23.8% of children enrolled in government school and 34% of those children going to private schools are taking tuitions.
- Only 3% children in ICT surveyed under ASER 2010 are not enrolled in schools. Of this, 2.1% children have dropped out whereas 1% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 58% children assessed in ICT-Rural can read at least a sentence in Urdu or his/her own language and 42% children can read story (level 2) text. In the age group of 6-16, 19.1% are able to read words, 14% can read letters whereas 8.5% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 36% of Class 3 students are able to read sentences (level 1 text). 41% of such children are attending public schools whereas 67% are enrolled in private school. Nearly 81.7% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 48.5% could read a story text (level-2).
- Data on reading ability of out of school children show interesting trends. 64% are at sentence level and 49% of out of school children can read story level text. Of the total, 50% and 11% are girls who can read sentence and story respectively. Only 23% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 40% children can read sentences in English, 70% can read words, 15.7% can read small letters whereas 8% can read capital letters in English. 7% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 56% children enrolled in Class 3 can read English words and 19.9% can read sentences fluently. However, 43% of those who read sentences do so without understanding any meaning.
- The level of English reading and comprehension in out of school children is quite insightful. While 26% of children stand at beginners' level (40% girls), 64% are able to read words and 41% are able to read sentences (with 33% and 13% girls respectively for each level).

Arithmetic

- Of total children assessed in ICT-Rural, 93% children were successful in solving the maths tasks given in the ASER tool. Overall 55% children (73% of these are females) can do 2 digit subtraction sums with carry whereas 29% (37% of these are females) can do 3 digit division sums. Only 7% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level Class 4

students is looked at. Nearly 66% of those enrolled in Class 4 are able to do subtraction sums and 14% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. Alarming, 33% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 0.9% are at beginners' level where they are unable to recognize even basic 0-9 numbers.

- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 49% and 31% of private school students of Class 5 could do subtraction and division correctly. As opposed to 37% and 19% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 42% able to do division sums and 63% able to do subtraction correctly.

School Profile

- School profile information was collected 53 schools: 27 are government schools and 26 are private schools.
- Out of these 27 govt. schools 8 are boys' schools, 10 are girls' schools and 9 schools were categorised as boys & girls or mix schools.
- Out of 26 private schools surveyed, 2 were girls schools and 24 are boys & girls schools or mix schools

Attendance Levels

- Overall student attendance in government schools stands at 92.7% as per register and 92.5% according to the headcount on the day of school visit. The attendance level in primary schools is 91% whereas in secondary schools, attendance is 93%.
- Teachers' attendance in government schools is 94%. At primary level, attendance level is 94% whereas the rates are 95%, 80% and 93% for Elementary, High and other schools respectively.
- Overall teachers' attendance rate for private schools stands at 88%. At primary level, attendance level is 88% whereas the rates are 92%, 94% and 79% for Elementary, High and other schools respectively.
- 100% of sanctioned teaching positions are filled in the government schools.

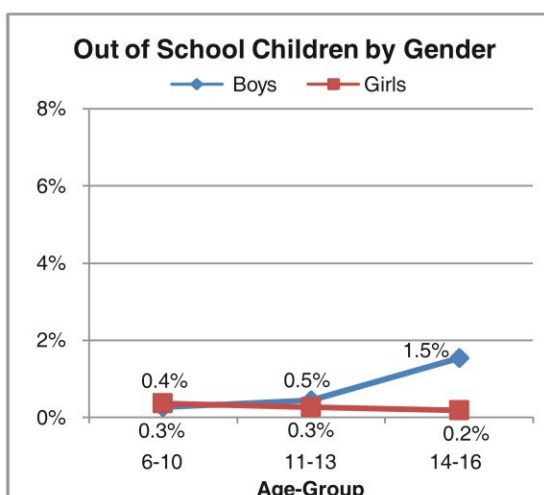
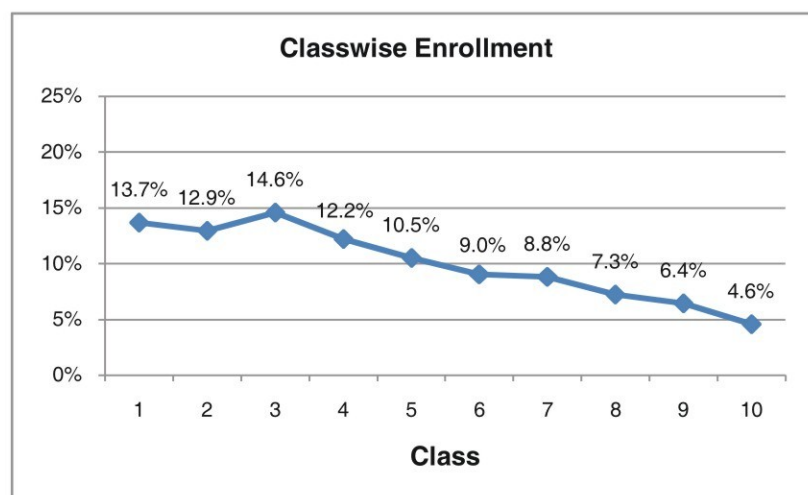
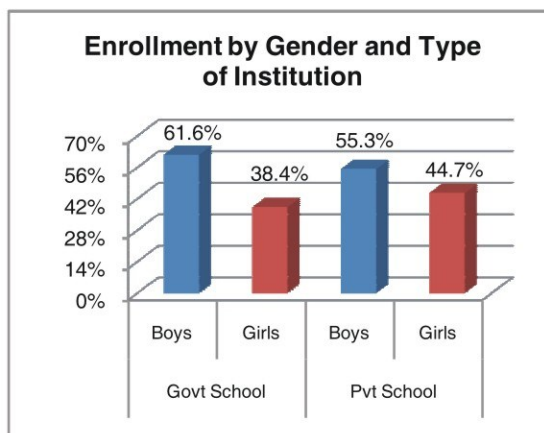
Physical Facilities

- Of the total government primary schools, 65% have useable water facility available (hand pump or water tap) and 84.6% exist with a functional toilet. Water facility was available in 100% elementary and 80% high schools. Moreover, 100% of elementary and 80% of high schools are found to have functional toilets in the government sector.
- Provision of water and toilet facility in private schools is varying across levels of schools. 81.8% of primary schools have useable water facility and 90.9% have a functional toilet. Water facility is available in 100% elementary and 87.5% high schools. Moreover, 100% of elementary and 87.5% of high schools have functional toilets in the private sector.
- The average number of classrooms at primary level in government schools is 4.5 whereas in private schools, average number of primary classrooms is 5.4.
- Availability of boundary walls in government school is 76.9% for primary schools whereas 100% of private schools at primary level are with boundary walls.
- Availability of play ground in government primary schools is 76.9% whereas playground is available in 100% of private schools buildings at primary level.
- Out 27 surveyed government schools, 17 received any type of grant in the year 2009-10: 7 are primary schools, 3 are high schools and 7 are categorized as other type of schools. On the other hand out 26 private schools none of them received any type of grant from govt. Sector.

Islamabad-ICT (Rural)

School Enrollment and Out of School Children

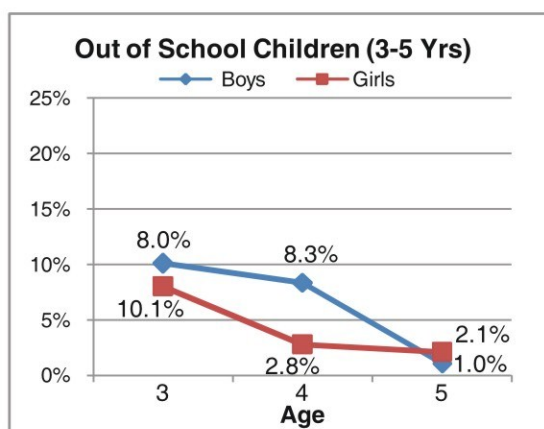
Age Group	%Children in different Types of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	58.0	40.5	0.3	-	0.8	0.3	100
11-13	72.0	25.1	-	-	1.1	1.8	100
14-16	70.9	20.5	-	-	1.4	7.3	100
6-16	64.1	32.6	0.2	-	1.0	2.1	100
Total	96.9				3.1		100
By Type	66.2	33.6	0.2	-			



Age group 6-10: 0.7% (0.3+0.4) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	10.9	7.8	0.0	0.0	81.3	100
4	8.8	51.3	0.0	0.0	40.0	100
5	38.2	55.6	0.0	0.0	6.3	100
3-5	24.0	43.8	0.0	0.0	32.3	100
Total	67.7				32.3	100
By Type	35.4	64.6	0.0	0.0		

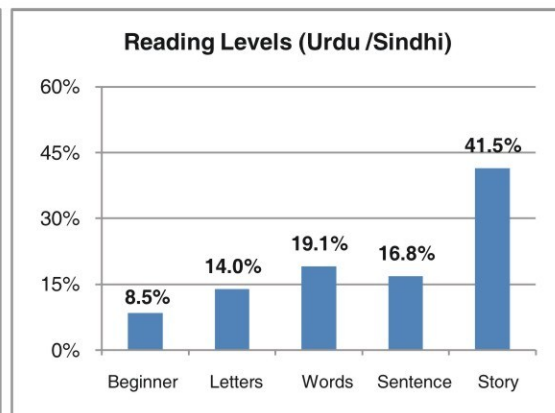
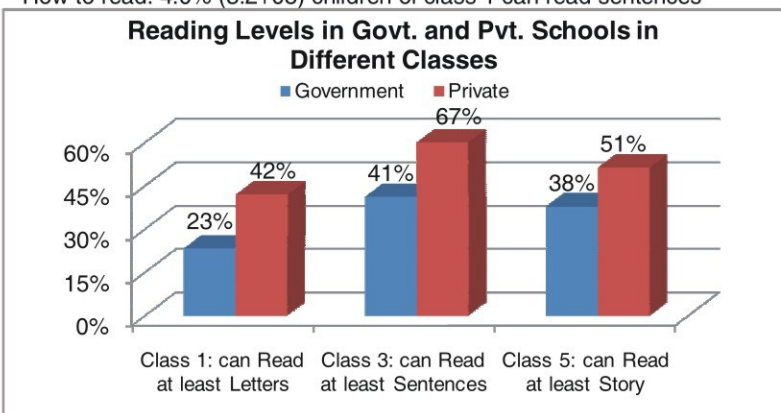
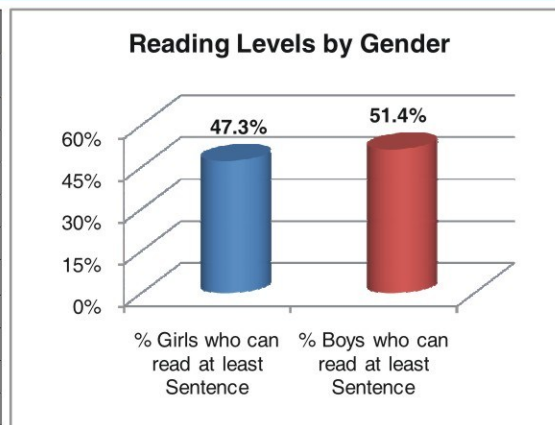


Age 3: 18.1% (10.1+8.3) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.2	39.7	34.1	3.2	0.8	100
2	4.9	17.9	43.9	22.0	11.4	100
3	2.8	9.2	33.8	35.9	18.3	100
4	-	4.3	27.0	21.7	47.0	100
5	-	2.0	18.2	31.3	48.5	100
6	-	1.2	3.5	22.1	73.3	100
7	-	-	1.2	18.1	80.7	100
8	-	-	1.4	2.8	95.8	100
9	-	-	-	7.0	93.0	100
10	-	-	-	-	100	100

How to read: 4.0% (3.2+0.8) children of class 1 can read sentences

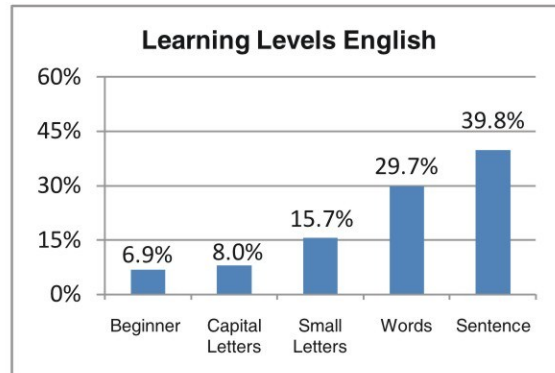
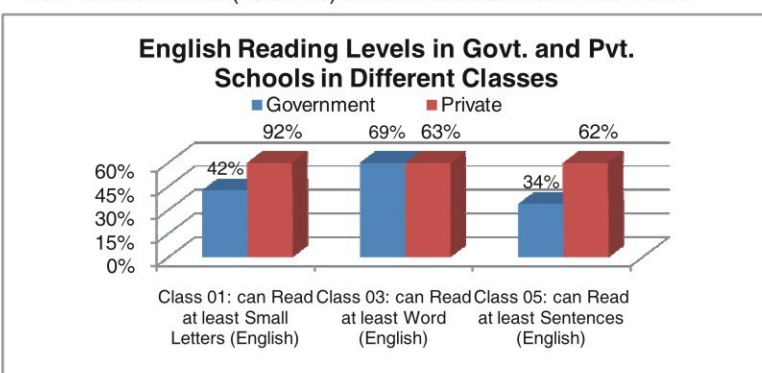


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	18.4	20.8	38.4	20.8	1.6	100
2	6.4	10.4	28.8	43.2	11.2	100
3	2.8	7.8	13.5	56.0	19.9	100
4	0.9	3.5	11.3	50.4	33.9	100
5	2.0	1.0	6.1	41.4	49.5	100
6	-	-	1.2	31.8	67.1	100
7	-	-	-	17.9	82.1	100
8	-	-	-	8.5	91.5	100
9	-	-	-	10.7	89.3	100
10	-	-	-	-	100	100

How to read: 22.4% (20.8+1.6) children of class 1 can read words

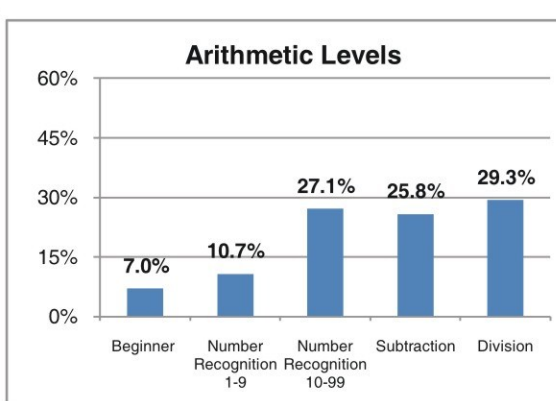
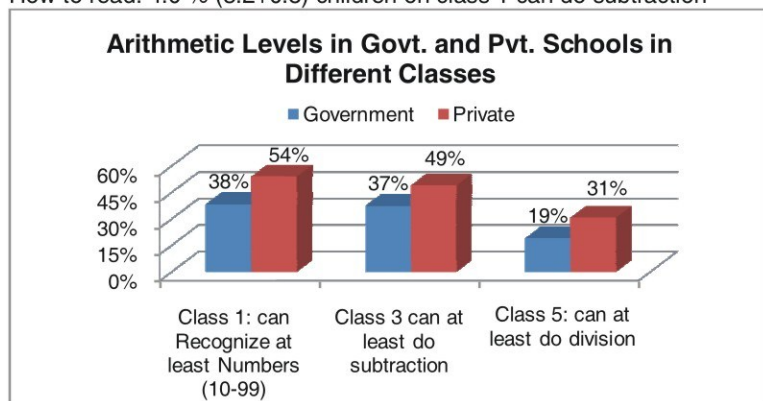
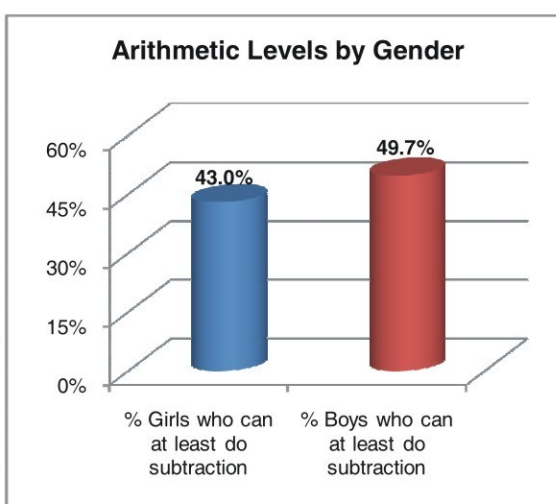
Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
11.5	50.0
59.3	78.6
63.3	42.9
65.5	59.0
80.5	65.3
92.6	75.4
66.7	79.7
50.0	81.5
100	94.0
-	94.1



Arithmetic

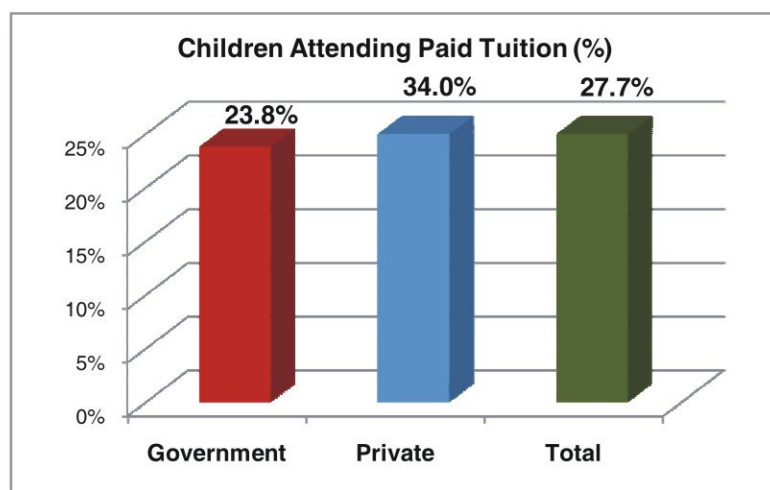
Class	Class-wise, % children who can					Total
	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	
		1-9	10-99			
1	20.6	25.4	50.0	3.2	0.8	100
2	2.4	12.9	61.3	17.7	5.6	100
3	0.7	8.6	44.6	42.4	3.6	100
4	0.9	2.6	30.4	52.2	13.9	100
5	0.0	4.0	13.0	57.0	26.0	100
6	0.0	0.0	11.6	27.9	60.5	100
7	0.0	0.0	3.6	34.5	61.9	100
8	0.0	0.0	2.8	15.3	81.9	100
9	0.0	0.0	5.3	10.5	84.2	100
10	0.0	0.0	0.0	5.9	94.1	100

How to read: 4.0 % (3.2+0.8) children on class 1 can do subtraction

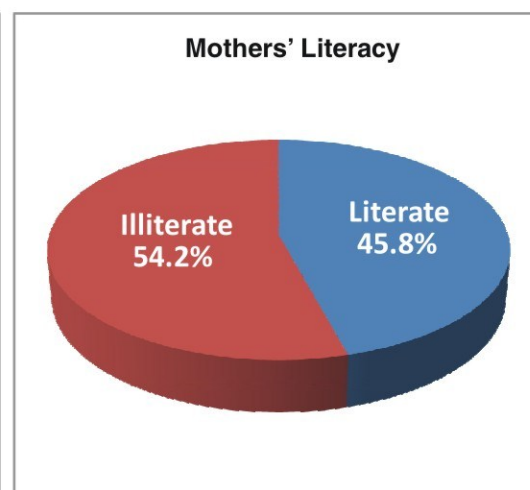


Paid Tuition

School Type	Class									
	1	2	3	4	5	6	7	8	9	10
Govt. (%)	27.4	28.7	22.4	23.2	24.3	18.2	12.3	20.3	27.1	35.9
Pvt. (%)	24.3	26.9	44.9	45.2	35.9	45.2	46.7	47.4	57.1	10.0



Mothers' Literacy



School Observation

	Surveyed School by Type (No)							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary (1-5)	3	1	9	13	-	-	11	11
Elementary (1-8)	1	-	-	1	-	-	5	5
High (1-10)	3	2	-	5	-	1	7	8
Other	1	7	-	8	-	1	1	2
Total	8	10	9	27	-	2	24	26
%	30%	37%	33%	100%	-	8%	92%	100%

	Children attendance (%) on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Total
attendance (as per register)	93.3	89.1	93.5	92.0	92.7	91.5	94.6	89.7	91.4	91.1
attendance (as per headcount)	92.9	89.1	93.1	92.0	92.5	90.7	94.0	89.5	91.0	90.7

	Teacher Attendance on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Total
Teacher attendance (average) %	94%	95%	80%	93%	94%	88%	92%	94%	79%	88%
No of Vacant posts	-	-	-	-	-	-	-	-	-	-

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	76.9	100.0	80.0	100.0	81.8	80.0	87.5	100.0
	Not Useable	23.1	-	20.0	-	18.2	20.0	12.5	-
Toilet	Useable	84.6	100.0	80.0	100.0	90.9	100.0	87.5	100.0
	Not Useable	15.4	-	20.0	-	9.1	-	12.5	-

	School Facilities - Class Room							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)	5.6	6.0	12.8	13.1	5.8	7.2	13.8	8.0
Used for classes (Avg)	4.5	5.0	8.2	8.8	5.4	6.4	11.4	8.0
Availability of Play ground	76.9%	0.0%	80.0%	100.0%	36.4%	60.0%	37.5%	50.0%
Availability of Boundary wall	92.3%	100.0%	80.0%	100.0%	100.0%	100.0%	87.5%	100%

	School Funds							
	Grants received by school							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
No. of school received any grant	7	-	3	7	-	-	-	-
Average amount of Grant	10000	-	14000	52000	-	-	-	-





Balochistan
Barkhan
Chaghi
Jaffarabad
Kallat
Quetta

Balochistan (Rural)

- ASER 2010 Survey was conducted in 150 randomly selected villages in 5 districts of Balochistan namely Barkhan, Chagi, Jaffarabad, Kallat and Quetta (Rural only). The information was collected on 9, 433 children (61% male, 39% females) for 3-16 years age group from 2918 households.
- In addition, school profile information was collected on 110 government schools and 20 private schools. Mothers' literacy information was also collected on 3015 mothers.

Mothers' Literacy:

- Out of total, only 27% agreed to be tested whereas 24% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, only 17% are found to be literate. Amongst the five districts, mothers' literacy rate in Kallat stands at an alarming 5%.

For Children of Age Group 3-5 years

- Of the total 2002 children falling in 3-5 age group, 30.6% are enrolled in some kind of pre-school facility.
- Those enrolled in schools 27.7% children are enrolled in government schools and 2.8% are attending Non-State educational facilities. This is reflective of the lower presence of Non State Education providers in Balochistan.
- Of those attending Non-state facilities 2.4% children are attending private schools; remaining 0.2% are enrolled in Madrasah school and 0.4% in other type of schools. Private schools have only 7% enrollment share of total children attending any type of schools.
- 69.3% children are not enrolled in any type of schools of the total 2002 children. Almost 49% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 65% comprising 34% girls and 66% boys.
- Of the total children enrolled, 60% children are enrolled in government schools and 5.4% are attending Non-State educational facilities.
- Of those attending Non-State schools, 4.6% children are attending private schools; remaining 0.3% is enrolled in Madrasah school and 0.4% in other type of schools.
- Private schools have 7.1% enrollment share of total children attending any types of schools.
- Of children enrolled in school, 6.5% children take paid tuition after school hours. 4.4% of children enrolled in government schools and 33.4% of those children going to private schools are taking tuitions.
- Over 35% children in KPK surveyed under ASER 2010 are not enrolled in schools. Of this, 6.5% children have dropped out whereas 28.6% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 61% children assessed in Balochistan-Rural can read at least a sentence in Urdu or his/her own language and 45% children can read story (level 2) text. In the age group of 6-16, 7% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 34% of Class 3 students in Balochistan -Rural are able to read sentences (level 1 text). Looking at Class 3 students' reading ability with respect to type of school, it shows that 49% children who can read sentences are attending private schools whereas only 18% are in government schools. However, the higher percentage is also because of the smaller number of surveyed children attending private schools at Class 3 level since private school share in enrolment is very low in Balochistan.
- A disturbing 89% of Class 3 children cannot read a story which is according to the curricular standards of Class 2. Reading ability of children enrolled in Class 5 is also a matter of concern with only 26% children can read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends, almost similar to in-school children. 26% can read sentences and 19% of out of school children can read story level text. 37% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed in Balochistan under ASER 2010, 18.7% children can read sentences in English, nearly 39% can read words whereas 31.6% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading shows that 33% children enrolled in Class 3 can read English words and only 11.5% can read sentences fluently. Of those who read sentences, 85.7% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 51% of children stand at beginners' level, 35% are able to read words and 17% are able to read sentences.

Arithmetic

- Of total children assessed in Balochistan-Rural, 28.8% children can do 2 digit subtraction sums with carry whereas 14.5% can do 3 digit division sums. Nearly 24% stands at beginners' level i.e. do not even recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. In Balochistan-Rural, Only 30.5 % of those enrolled in Class 4 are able to do subtraction sums and just 11.3 % are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 58% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 11% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 28% of private school students of Class 5 could do division correctly as opposed to 19% of Class 5 students studying in government schools. Like for other levels of learning, this trend should be interpreted in the context of a limited private school set up in Balochistan Rural.
- The arithmetic ability of out of school children shows that 15% are able to do division sums and 27% able to do subtraction correctly.

School Profile

- School profile information was collected 130 schools: 110 were government schools and 20 were private schools.
- Out of these 110 govt. schools 53 were boys schools, 16 were girls schools and 41 schools were categorised as boys & girls or mix schools.
- Out of 20 private schools surveyed, 3 were boys schools and 17 were boys & girls schools or mix schools.

Attendance Levels

- Overall student attendance in government schools stands at 89% as per register and 85 % according to the headcount on the day of school visit. The attendance level in primary schools is 84% whereas in elementary schools, attendance is 90%.
- The overall attendance in private schools is 92% as per headcount and 92% as per register, at primary level, it is 91%.
- 18 sanctioned teaching positions are found to be vacant in the government schools, out of this, 11 were in primary schools.
- Teachers' attendance in government schools is 89%. At primary level, attendance level is 87% whereas the average rates fluctuate from 89% to 91% for Elementary, High schools.
- Overall teachers' attendance rate for private schools stands at 84%. At primary level, attendance level is 76% whereas the rates are 89% and 91% for Elementary, High and schools respectively.

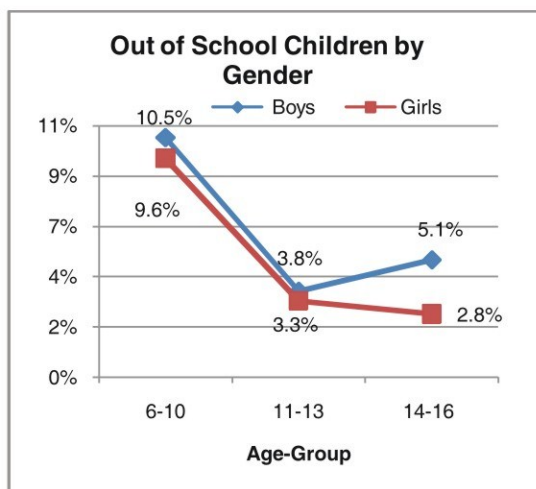
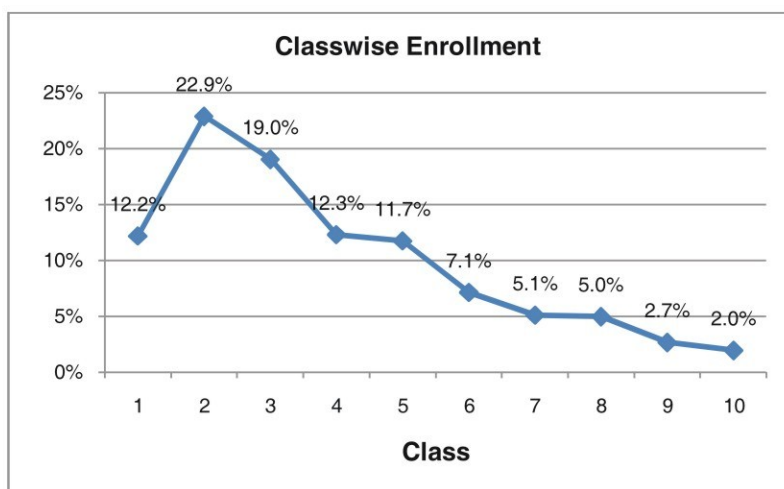
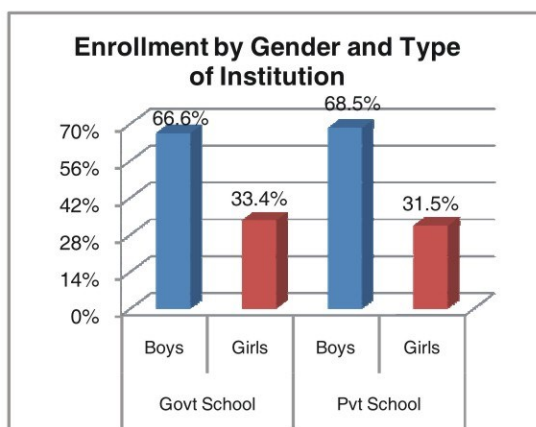
Physical Facilities

- Of the total government primary schools, 8.3% have useable water facility available (hand pump or water tap) and 12 % exist with a functional toilet. Water facility is available in 29% elementary schools and 50% high schools. Moreover, 36% of elementary schools and 25% high schools are found to have functional toilets in the government sector.
- Provision of water and toilet facility in private schools is also varying across levels of schools. 73% of primary schools have useable water facility and 46% have a functional toilet. Water facility is available in 86% elementary and 50% other types of schools. Moreover, 86% of elementary and all the other types of schools have functional toilets in the private sector.
- The average number of rooms used for conducting classes at primary level in government schools is 2 whereas in private schools, average number of primary classrooms is 3.
- Availability of boundary walls in government school is 33% for primary schools whereas 82% of private schools at primary level are with boundary walls.
- Out 110 surveyed government schools, none of them received any type of grant in the year 2009-10 from government. Similarly private sector schools receive grant from govt.

Balochistan (Rural)

School Enrollment and Out of School Children

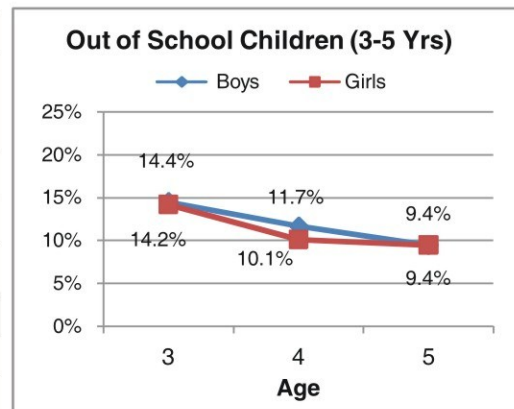
Age Group	%Children in different Types of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	60.9	4.8	0.4	0.6	29.1	4.2	100
11-13	62.1	4.4	0.1	0.1	25.5	7.7	100
14-16	52.0	4.0	0.3	0.2	30.6	12.9	100
6-16	59.5	4.6	0.3	0.4	28.6	6.5	100
Total	64.9				35.1		100
By Type	91.7	7.1	0.5	0.7			



Age group 6-10: 20.1% (10.5+9.6) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	7.7	1.0	0.0	0.0	91.4	100
4	28.1	1.4	0.3	0.3	69.7	100
5	44.3	3.7	0.4	0.9	50.5	100
3-5	27.7	2.1	0.2	0.4	69.3	100
Total	30.6				69.3	100
By Type	90.7	7.0	0.8	1.5		

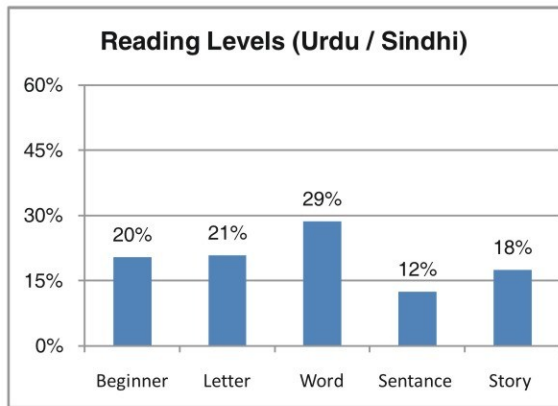
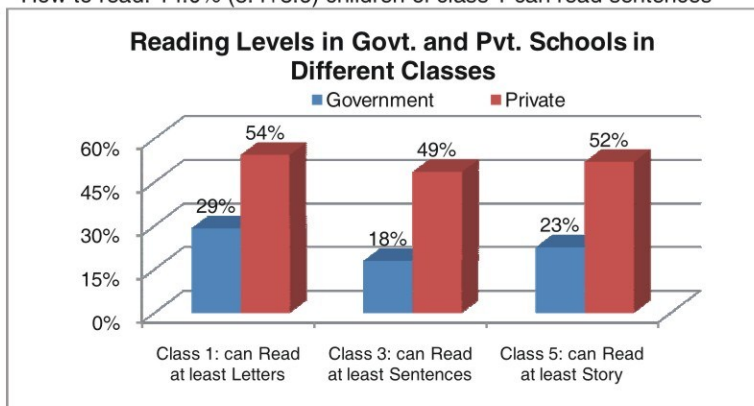
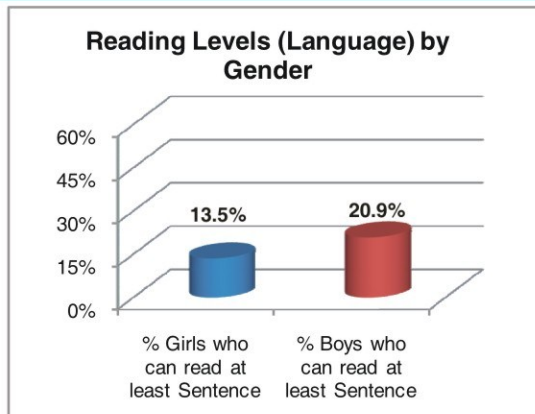


Age 3: 28.6% (14.4+14.2) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	33.8	23.8	28.4	5.4	8.6	100
2	18.6	26.8	38.5	7.9	8.2	100
3	14.1	23.7	39.0	12.1	11.1	100
4	10.7	21.4	35.3	17.0	15.6	100
5	5.7	14.5	31.4	22.3	26.1	100
6	5.3	12.9	29.3	20.5	31.9	100
7	3.2	7.5	22.5	35.3	31.6	100
8	4.7	6.3	10.5	31.9	46.6	100
9	3.2	6.5	14.0	21.5	54.8	100
10	2.7	-	9.5	6.8	81.1	100

How to read: 14.0% (5.4+8.6) children of class 1 can read sentences

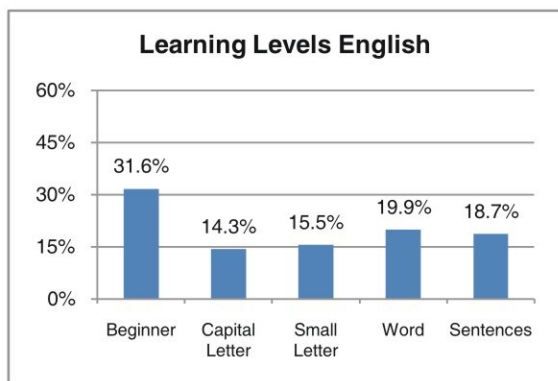
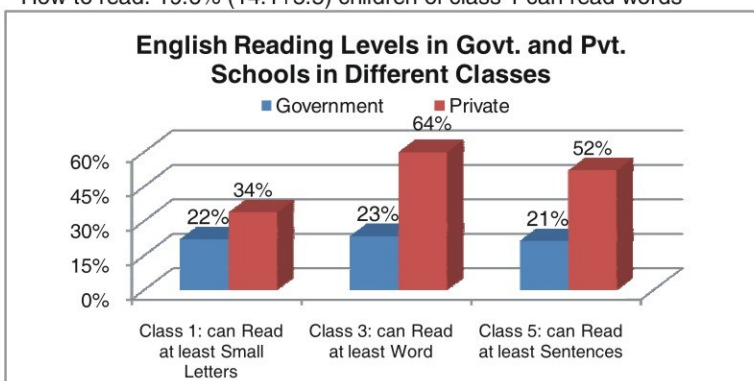


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	41.6	24.1	14.7	14.1	5.5	100
2	36.7	21.0	18.6	17.0	6.7	100
3	30.5	14.8	20.7	22.5	11.5	100
4	24.7	11.2	21.6	26.5	16.1	100
5	15.4	9.9	16.8	27.5	30.3	100
6	12.5	11.2	11.2	28.6	36.6	100
7	7.7	6.0	14.3	32.7	39.3	100
8	4.6	5.2	5.8	33.5	50.9	100
9	5.2	8.3	7.3	22.9	56.3	100
10	-	1.4	8.5	16.9	73.2	100

How to read: 19.6% (14.1+5.5) children of class 1 can read words

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
47.1	95.0
47.4	88.5
54.7	85.7
57.8	74.2
64.0	80.9
59.4	81.7
47.3	77.3
34.5	76.1
50.0	66.7
25.0	67.3

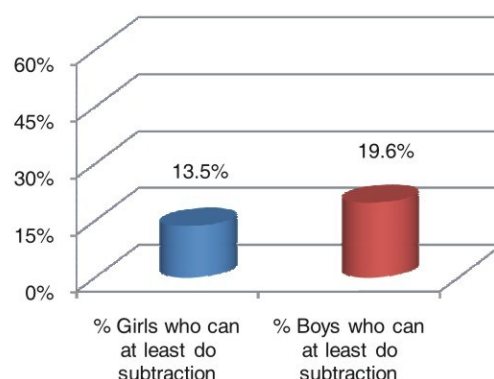


Arithmetic Levels

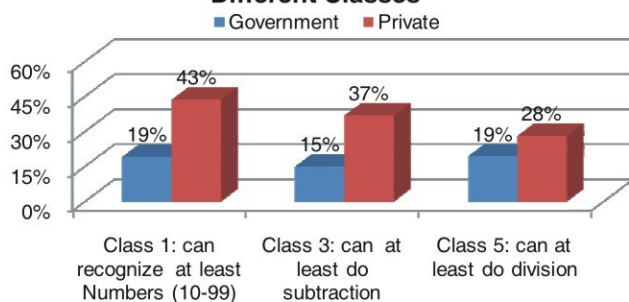
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	35.8	35.5	18.2	4.9	5.7	100
2	25.2	31.4	31.8	6.7	4.9	100
3	17.7	24.1	39.0	11.1	8.2	100
4	11.7	16.8	40.9	19.2	11.3	100
5	6.6	12.4	33.0	26.0	22.0	100
6	7.8	9.0	23.0	33.2	27.0	100
7	2.2	7.1	21.2	39.1	30.4	100
8	2.2	5.4	7.5	40.3	44.6	100
9	5.1	7.1	11.2	22.4	54.1	100
10	0.0	0.0	6.8	5.4	87.8	100

How to read: 10.6% (4.6+5.7) children on class 1 can do subtraction

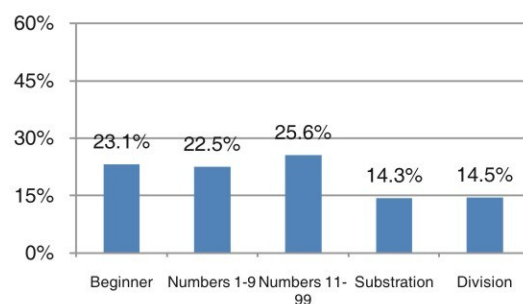
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



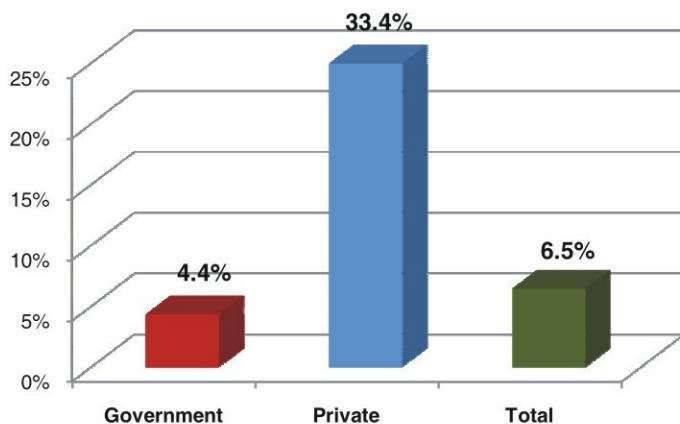
Arithmetic Levels



Paid Tuition

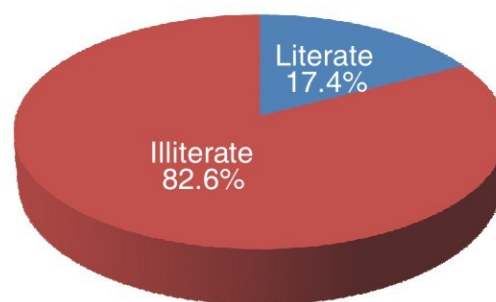
School/Class	1	2	3	4	5	6	7	8	9	10
Govt. (%)	5.1	3.8	5.1	4.5	6.0	5.2	4.7	11.2	4.3	1.4
Pvt. (%)	37.0	36.1	27.9	42.4	32.0	34.8	44.4	42.9	41.7	66.7

Children Attending Paid Tuition



Mothers' Literacy

Mothers' Literacy



School Observation

	Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary (1-5)	34	14	36	84	3	0	8	11
Elementary (1-8)	9	2	3	14	0	0	7	7
High (1-10)	10	0	2	12	0	0	0	0
Other	0	0	0	0	0	0	2	2
Total	53	16	41	110	3	0	17	20
%	48%	15%	37%	100%	15%	0%	85%	100%

	Children attendance (%) on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
attendance (as per register)	84.4	89.7	92.9		88.5	91.0	92.8	95.3	92.4	
attendance (as per headcount)	79.1	88.0	90.2		84.9	89.3	93.1	93.8	91.6	

	Teacher Attendance on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
Teacher attendance (average) %	87%	89%	91%		89%	76%	89%	83%	84%	
No of Vacant posts	11	7	0		18					

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	8.3	28.6	50.0		72.7	85.7		50.0
	Not Useable	91.7	71.4	50.0		27.3	14.3		50.0
Toilet	Useable	11.9	35.7	25.0		45.5	85.7		100.0
	Not Useable	88.1	64.3	75.0		54.5	14.3		-

	School Facilities - Class Room							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)	1.9	6.6	12.4	1.9	4.2	8.7		11.5
Used for classes (Avg)	1.7	6.4	10.9	1.7	3.2	7.4		10.0
Availability of Play ground	19.0%	35.7%	66.7%	19.0%	9.1%	42.9%		100.0%
Availability of Boundary wall	33.3%	64.3%	66.7%	33.3%	81.8%	100.0%		100.0%

	School Funds							
	Grants received by school							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
No. of school received any grant	-	-	-	-	-	-	-	-
Average amount of Grant		-	-	-		-		

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Barkhan-Rural. The information was collected on 1,728 children (60% male, 40% female) for 3-16 years age group from 594 households.
- In addition, school profile information was collected on 30 government schools. Mother's literacy information was also collected on 605 mothers.

Mothers' Literacy:

- Out of total, 14% agreed to be tested whereas 85% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 12% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 322 children falling in 3-5 age group, 31.8% are enrolled in some kind of facility. Only 30.4% children are enrolled in Govt schools, 1% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 1% children are attending private schools.
- 68.6% children are not enrolled in any type of schools of the total 322 children. Almost 57% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 80.3% comprising 48% girls and 52% boys.
- Only 80.4% children are enrolled in government schools, 0.1% are attending Non-State educational facilities.
- Of children enrolled in school, 12.2% children take paid tuition after school hours.
- Only 19.5% children surveyed under ASER 2010 are not enrolled in schools. Of this, 5.7% children have dropped out whereas 14% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 29% children assessed can read at least a sentence in Urdu or his/her own language and 13% children can read story (level 2) text. In the age group of 6-16, 6.7% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 7.3% of Class 3 students are able to read sentences (level 1 text). Nearly 98.7% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 7% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 5% can read sentences and 5% of out of school children can read story level text. Only 55% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 16.6% children can read sentences in English, 38.6% can read words whereas 18% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 13.1% children enrolled in Class 3 can read English words and only 7.1% can read sentences fluently. Of those who read sentences, 66% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 79% of children stand at beginners' level, 3% are able to read words and 3% are able to read sentences.

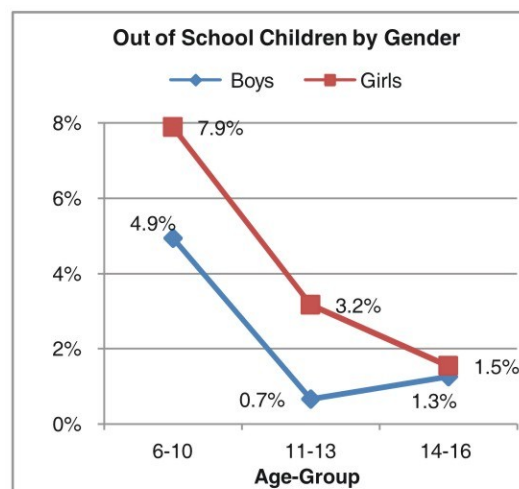
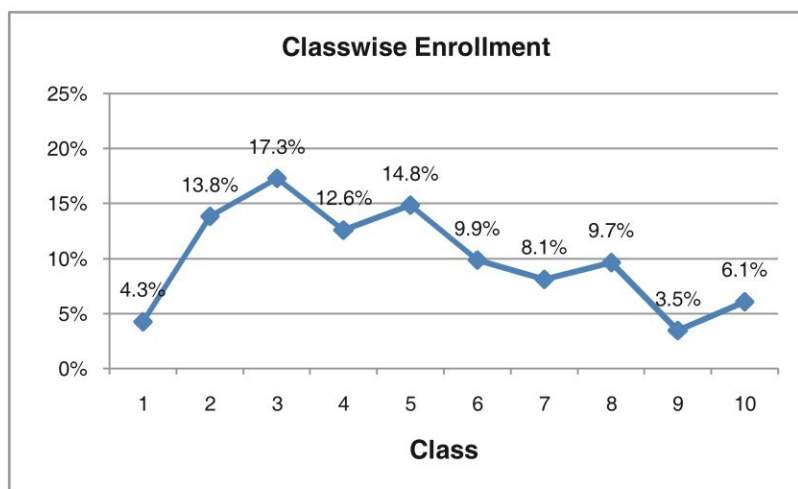
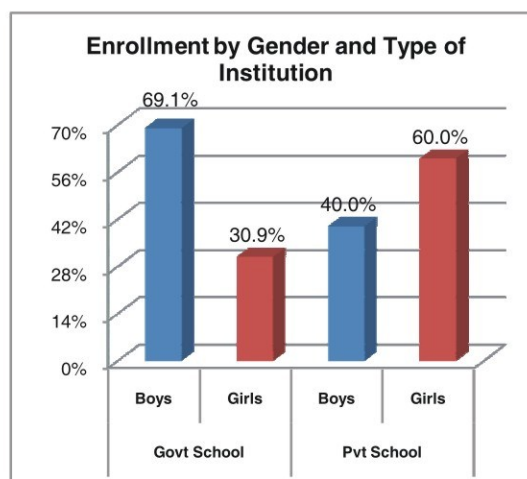
Arithmetic

- Of total children assessed, 35.4% children can do 2 digit subtraction sums with carry whereas 14.3% can do 3 digit division sums. Only 9.1% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 12% of those enrolled in Class 4 are able to do subtraction sums and 3.4% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 61.2% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 7.8% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- The arithmetic ability of out of school children shows interesting trends with 7% able to do division sums and 9% able to do subtraction correctly.

Barkhan (Rural)

School Enrollment and Out of School Children

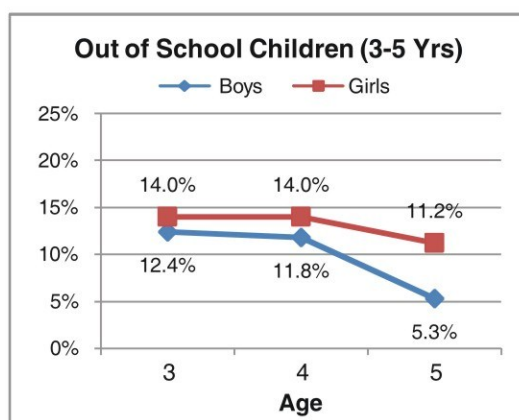
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	75.3	0.3	-	-	24.4	-	100
11-13	83.2	-	-	-	16.8	-	100
14-16	88.7	-	-	-	11.0	0.3	100
6-16	80.4	0.1	-	-	19.4	0.1	100
Total	80.5				19.5		
By Type	99.8	0.2	-	-			



Age group 6-10: 12.8% (4.9+7.9) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools					Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others		
3	12.1	2.0	0.0	0.0	85.9	100
4	24.5	0.0	0.0	0.0	75.5	100
5	52.2	0.9	0.0	0.0	46.9	100
3-5	30.4	0.9	0.0	0.0	68.6	100
Total	31.4				68.6	100
By Type	97.0	3.0	0.0	0.0		

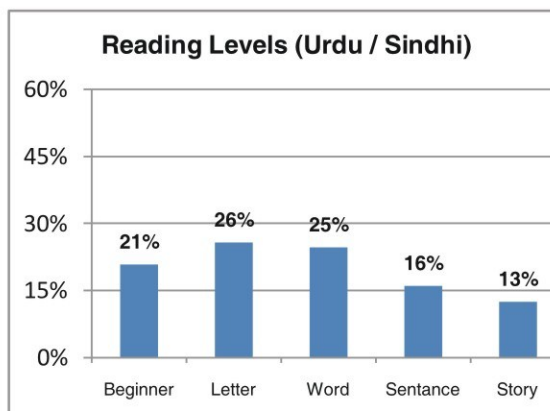
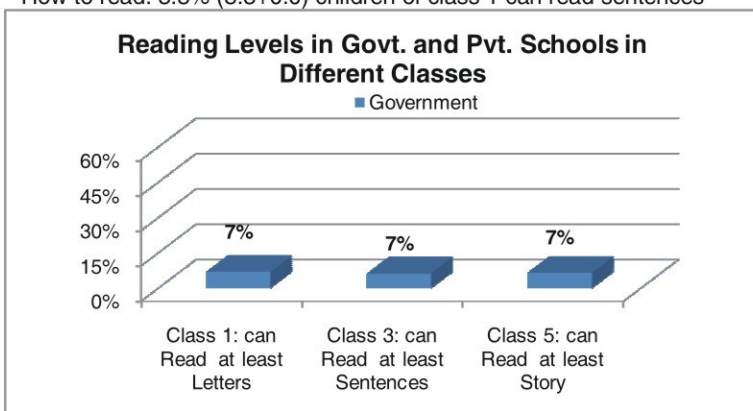
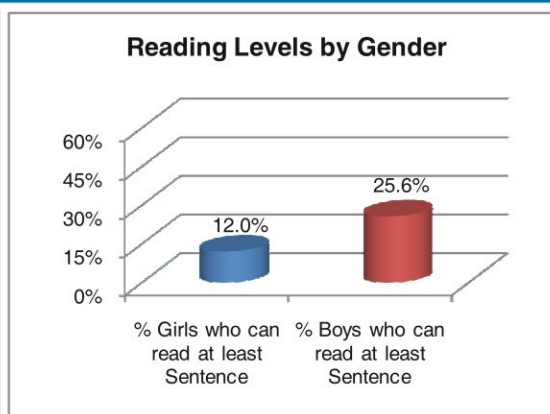


Age 3: 26.4% (14.0+12.4) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	63.3	26.7	6.7	3.3	-	100
2	37.6	33.9	22.9	3.7	1.8	100
3	26.8	38.9	26.8	6.0	1.3	100
4	19.3	35.1	36.0	7.0	2.6	100
5	5.6	28.0	42.0	17.5	7.0	100
6	1.1	19.4	41.9	29.0	8.6	100
7	3.8	10.3	26.9	48.7	10.3	100
8	5.3	2.1	11.7	45.7	35.1	100
9	3.3	10.0	10.0	36.7	40.0	100
10	1.7	-	8.5	6.8	83.1	100

How to read: 3.3% (3.3+0.0) children of class 1 can read sentences

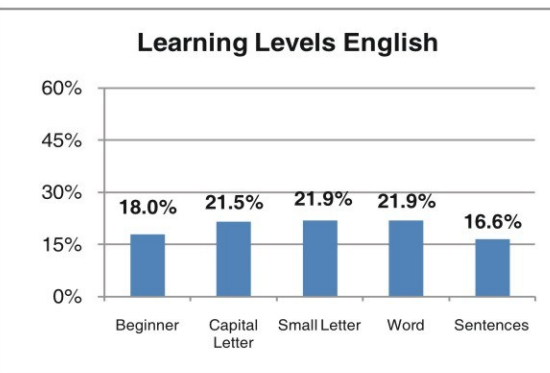
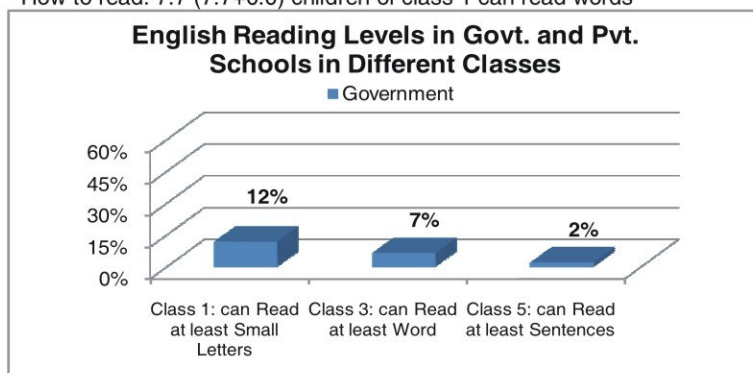


Learning Levels (English)

Classwise Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	61.5	19.2	11.5	7.7	-	100
2	24.2	41.9	22.6	8.1	3.2	100
3	26.2	32.1	28.6	6.0	7.1	100
4	29.1	23.6	36.4	7.3	3.6	100
5	7.6	22.8	36.7	29.1	3.8	100
6	3.3	27.9	24.6	29.5	14.8	100
7	1.7	13.3	23.3	43.3	18.3	100
8	3.9	5.2	9.1	50.6	31.2	100
9	-	9.7	9.7	45.2	35.5	100
10	-	-	8.6	19.0	72.4	100

Comprehension	
Of those who can read words, who can tell meanings	Of those who can read sentences, who can tell meanings
-	-
40.0	100
40.0	66.7
100	50.0
56.5	33.3
55.6	77.8
34.6	63.6
28.2	45.8
28.6	54.5
18.2	64.3

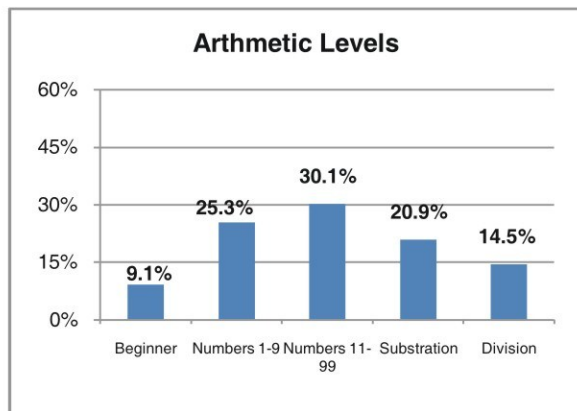
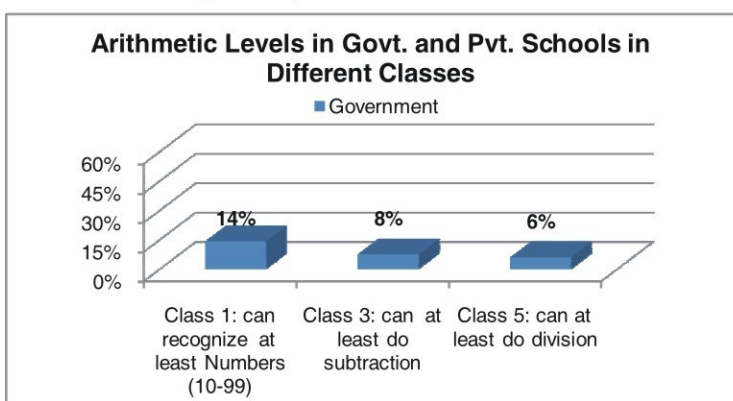
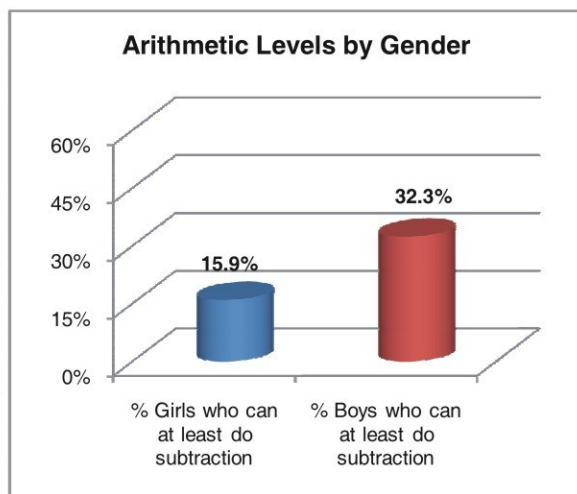
How to read: 7.7 (7.7+0.0) children of class 1 can read words



Arithmetic

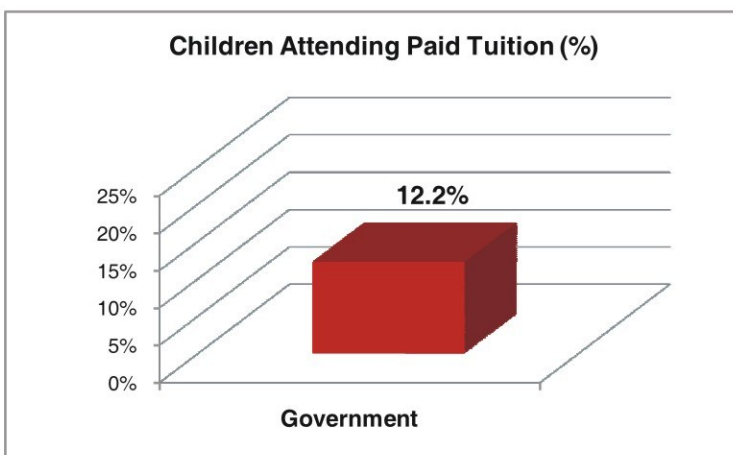
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	51.6	29.0	16.1	3.2	0.0	100
2	9.0	50.0	36.1	3.3	1.6	100
3	10.8	36.9	43.9	6.4	1.9	100
4	7.8	19.0	61.2	8.6	3.4	100
5	4.3	16.4	39.3	33.6	6.4	100
6	1.1	4.3	24.7	59.1	10.8	100
7	0.0	5.1	19.2	60.3	15.4	100
8	1.1	2.2	4.3	51.1	41.3	100
9	0.0	0.0	12.5	21.9	65.6	100
10	0.0	0.0	8.3	1.7	90.0	100

How to read: 3.2% (3.2+ 0.0) children on class 1 can do subtraction

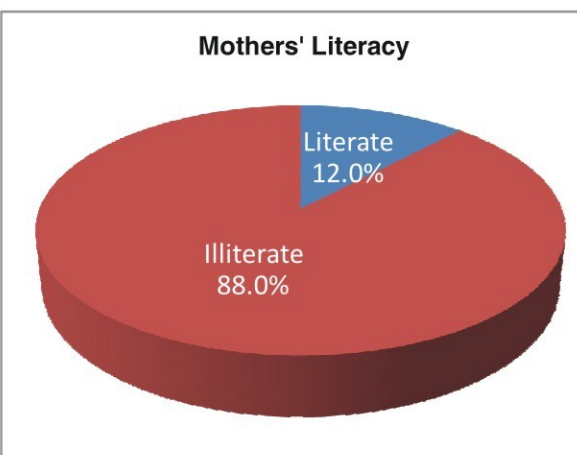


Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	47.6%	18.4%	14.2%	18.5%	12.3%	12.4%	10.0%	12.6%	38.2%	23.3%
Pvt.	-	-	-	-	-	-	-	-	-	-



Mothers' Literacy



Note: Separate analysis of learning levels of private school children was not done because of insignificant or non-representative sample of private schooling

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Chaghi-Rural. The information was collected on 2,060 children (55% male, 45% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 24 government schools. Mother's literacy information was also collected on 606 mothers.

Mothers' Literacy:

- Out of total, 1% agreed to be tested whereas 71% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 56% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 604 children falling in 3-5 age group, 26.7% are enrolled in some kind of facility. 26% children are enrolled in Govt schools, 0.7 are attending Non-State educational facilities.
- 73.3% children are not enrolled in any type of schools of the total 604 children. Almost 49% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 52.2% comprising 61% girls and 39% boys.
- Only 51.1% children are enrolled in government schools, 1.1% are attending Non-State educational facilities.
- Only 47.8% children surveyed under ASER 2010 are not enrolled in schools. Of this, 11.9% children have dropped out whereas 35.9% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 4% children assessed, can read at least a sentence in Urdu or his/her own language and 1% children can read story (level 2) text. In the age group of 6-16, 29% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 0.8% of Class 3 students are able to read sentences (level 1 text). Of children currently enrolled in Class 5, not a single child can read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 11% can read sentences and 3% of out of school children can read story level text. Only 18% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 2% children can read sentences in English, 1% can read words whereas 90% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that of the enrolled in Class 3 not a single children can read English words and same is the case with story reading.
- The level of English reading in out of school children is quite insightful. While 81% of children stand at beginners' level, 14% are able to read words and 7% are able to read sentences.

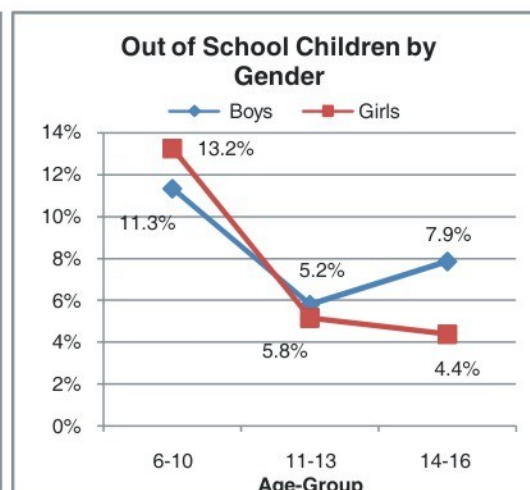
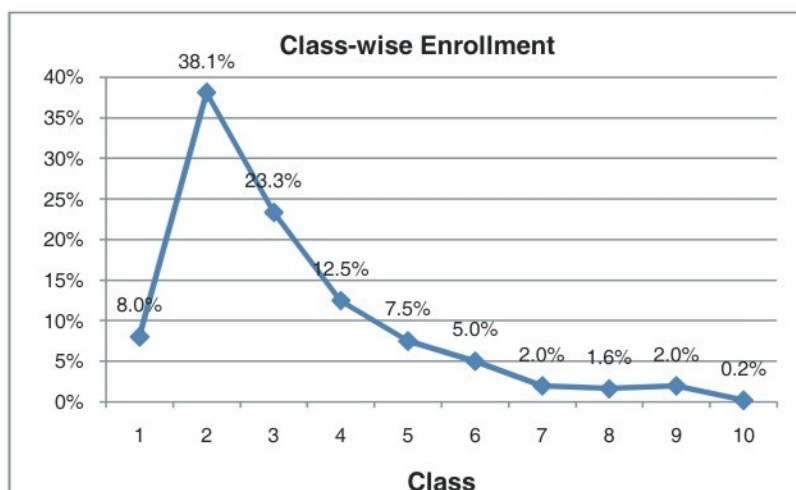
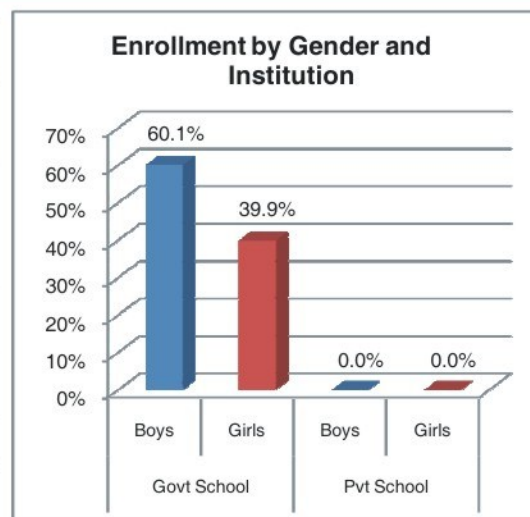
Arithmetic

- Of total children assessed, 5% children can do 2 digit subtraction sums with carry whereas 1% can do 3 digit division sums. Only 55% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 4.3% of those enrolled in Class 4 are able to do subtraction sums and less than 1% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 24.6% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 42% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- The arithmetic ability of out of school children shows interesting trends with less than 1% able to do division sums and 8% able to do subtraction correctly.

Chaghi (Rural)

School Enrollment and Out of School Children

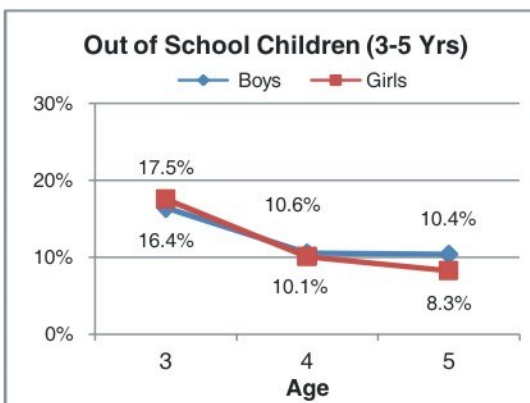
Age Group	% Children in different Types of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	58.3	-	-	1.5	33.8	6.4	100
11-13	49.2	-	-	0.6	34.0	16.2	100
14-16	27.2	-	-	0.4	46.0	26.4	100
6-16	51.1	-	-	1.1	35.9	11.9	100
Total	52.2				47.8		
By Type	97.8	-	-	2.2			



Age group 6-10: 24.5% (11.3+13.2) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children who attend different types of pre-schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	5.5	0.0	0.0	0.0	94.5	100
4	31.3	0.0	0.0	0.0	68.7	100
5	42.9	0.0	0.0	2.0	55.1	100
3-5	26.0	0.0	0.0	0.7	73.3	100
Total	26.7				73.3	100
By Type	97.5	0.0	0.0	2.5		

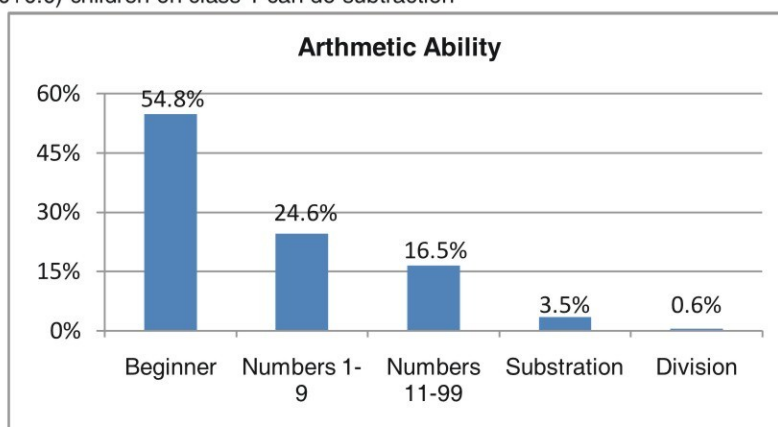
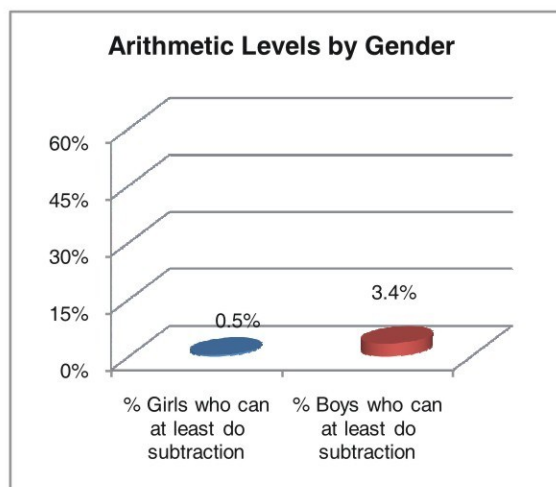


Age 3: 33.9% (17.5+16.4) children are out of school

Arithmetic

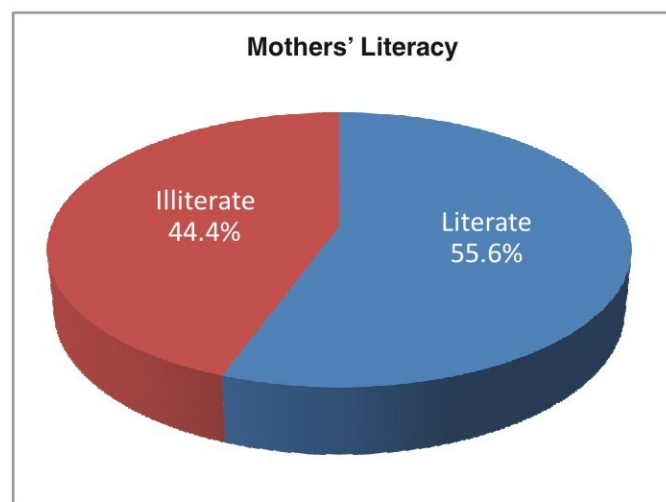
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	70.3	16.2	13.5	0.0	0.0	100
2	51.4	31.9	16.7	0.0	0.0	100
3	49.2	25.4	25.4	0.0	0.0	100
4	42.0	29.0	24.6	4.3	0.0	100
5	28.6	16.7	40.5	14.3	0.0	100
6	37.0	33.3	14.8	14.8	0.0	100
7	9.1	18.2	54.5	9.1	9.1	100
8	0.0	22.2	33.3	33.3	11.1	100
9	9.1	9.1	9.1	45.5	27.3	100
10	0.0	0.0	0.0	100.0	0.0	100

How to read: 0.0% (0.0+0.0) children on class 1 can do subtraction



Paid Tuition*

Mothers' Literacy



*Insignificant / Insufficient data on private tuition

Note: Separate analysis of learning levels of private school children was not done because of insignificant or non-representative sample of private schooling

Jaffarabad (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Jaffarabad-Rural. The information was collected on 1,900 children (67% male, 33% female) for 3-16 years age group from 541 households.
- In addition, school profile information was collected on 29 government schools. Mother's literacy information was also collected on 611 mothers.

Mothers' Literacy:

- Out of total, 10% agreed to be tested whereas 15% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 18% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 466 children falling in 3-5 age group, 28.3% are enrolled in some kind of facility. 26% children are enrolled in Govt schools, 2.4 are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 1.5% children are attending private schools; remaining 0.9% is enrolled in other type of schools.
- 71.2% children are not enrolled in any type of schools of the total 466 children. Almost 46% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 54.1% comprising 78% girls and 22% boys.
- Only 52.4% children are enrolled in government schools, 1.8% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, 1.0% children are enrolled in private schools; remaining 0.8% are in other type of schools.
- Of children enrolled in school, 0.6% children take paid tuition after school hours
- Only 45.4% children surveyed under ASER 2010 are not enrolled in schools. Of this, 7.5% children have dropped out whereas 38.4% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 22% children assessed, can read at least a sentence in Urdu or his/her own language and 13% children can read story (level 2) text. In the age group of 6-16, 39% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 26.3% of Class 3 students are able to read sentences (level 1 text). 20% children are attending public schools. Nearly 89.7% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 38.4% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 11% can read sentences and 6% of out of school children can read story level text. Only 65% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 18% children can read sentences in English, 38% can read words whereas 34% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 39.8% children enrolled in Class 3 can read English words and 11.7% can read sentences fluently. Of those who read sentences, 92% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 81% of children stand at beginners' level, 14% are able to read words and 7% are able to read sentences.

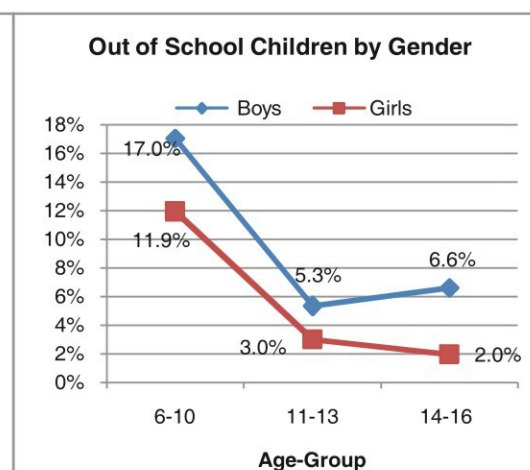
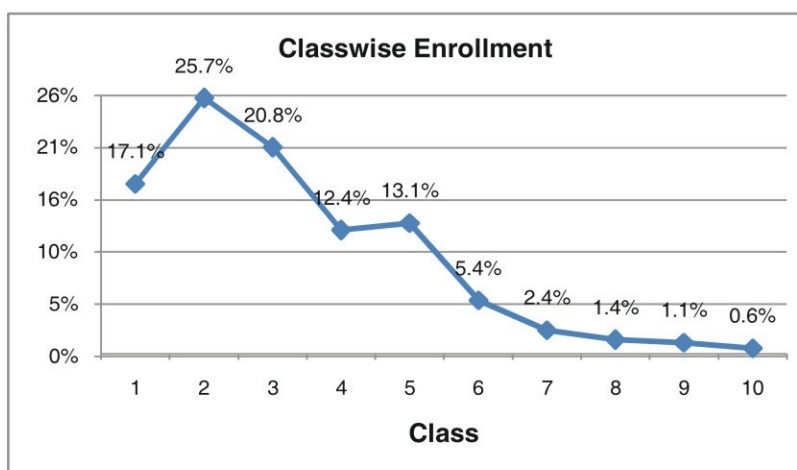
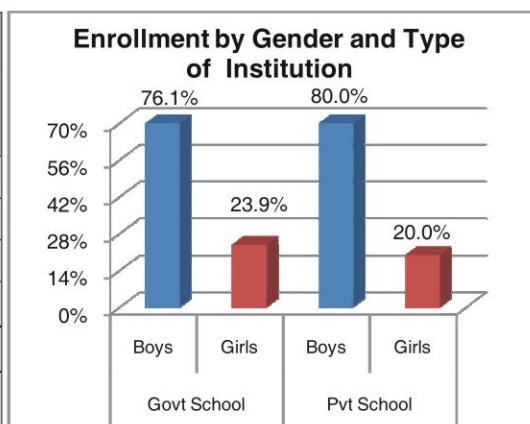
Arithmetic

- Of total children assessed, 18% children can do 2 digit subtraction sums with carry whereas 9% can do 3 digit division sums. Only 40% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 38.8% of those enrolled in Class 4 are able to do subtraction sums and 10.4% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 38.8% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 15.9% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- The arithmetic ability of out of school children shows interesting trends with 5% able to do division sums and 9% able to do subtraction correctly.

Jaffarabad (Rural)

School Enrollment and Out of School Children

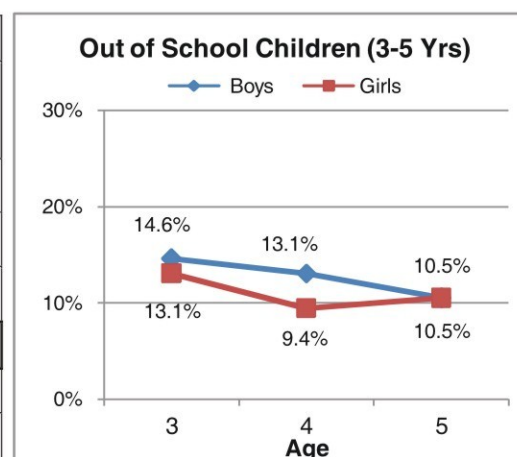
%Children in different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	56.1	1.2	-	1.0	35.8	5.9	100
11-13	51.5	0.4	-	-	38.1	10.0	100
14-16	34.1	0.6	-	0.6	52.3	12.5	100
6-16	52.4	1.0	-	0.8	38.4	7.5	100
Total	54.1				45.9		100
By Type	96.8	1.8	-	1.4			



Age group 6-10: 28.9% (17.0+11.9) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others			
3	7.0	2.1	0.0	0.0	90.8	100	
4	26.2	1.3	0.0	1.3	70.5	100	
5	41.1	1.1	0.0	1.1	56.0	100	
3-5	26.0	1.5	0.0	0.9	71.2	100	
Total	28.3				71.2	100	
By Type	91.7	5.3	100	3.0			



Age 3: 27.7% (14.6+13.1) children are out of school

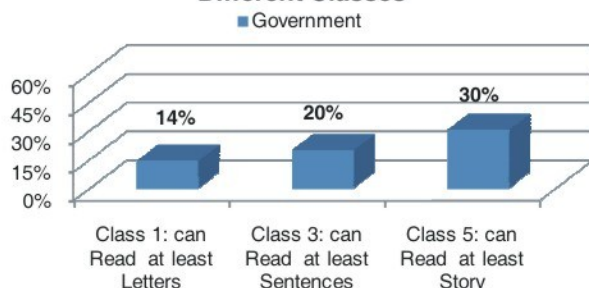
Reading Levels (Urdu / Sindhi)

% Children Who Can Read

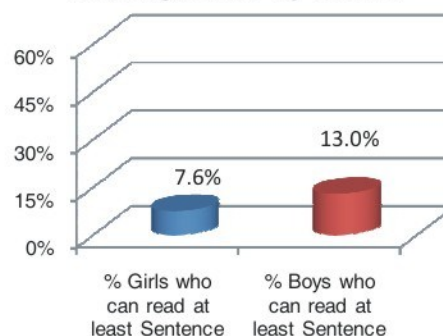
Class	Nothing	Letters	Words	Sentences	Story	Total
1	55.4	21.6	16.2	4.1	2.7	100
2	25.3	13.0	44.8	12.3	4.5	100
3	19.8	18.1	35.3	16.4	10.3	100
4	18.3	11.3	32.4	15.5	22.5	100
5	16.4	8.2	19.2	17.8	38.4	100
6	38.5	7.7	15.4	-	38.5	100
7	22.2	-	-	11.1	66.7	100
8	22.2	-	11.1	-	66.7	100
9	33.3	-	-	-	66.7	100
10	50.0	-	-	-	50.0	100

How to read: 6.8% (4.1+2.7) children of class 1 can read sentences

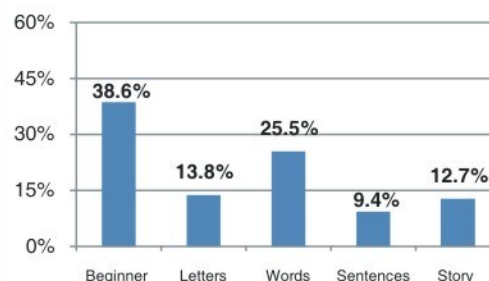
Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels by Gender



Reading Levels (Urdu / Sindhi)



Learning level (English)

Classwise % Children who can read English

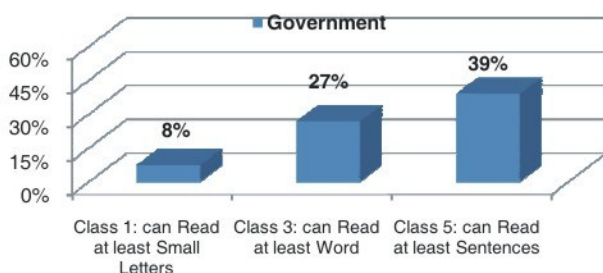
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	62.9	24.3	5.7	7.1	-	100
2	33.8	19.7	19.7	21.8	4.9	100
3	25.2	10.7	24.3	28.2	11.7	100
4	18.5	7.7	15.4	35.4	23.1	100
5	14.1	3.1	6.3	20.3	56.3	100
6	30.0	5.0	5.0	5.0	55.0	100
7	14.3	-	-	-	85.7	100
8	11.1	11.1	-	-	77.8	100
9	50.0	-	-	-	50.0	100
10	-	-	-	-	100.0	100

Comprehension

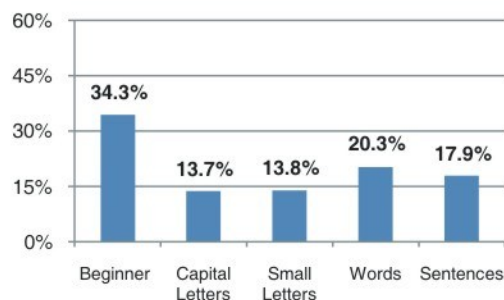
	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
	-	-
	48.4	71.4
	37.9	91.7
	47.8	66.7
	53.8	77.8
	-	63.6
	-	100.0
	-	85.7
	-	100.0
	-	-

How to read: 7.1% (7.1++0.0) children of class 1 can read words

English Reading Levels in Govt. and Pvt. Schools in Different Classes



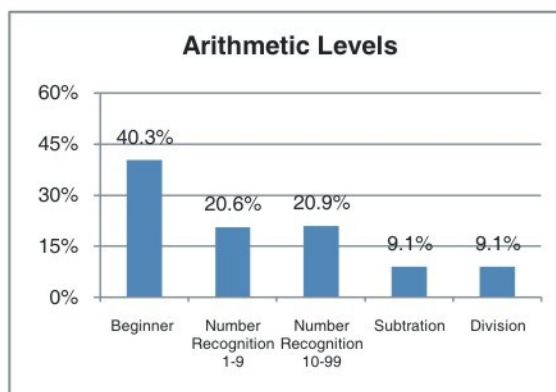
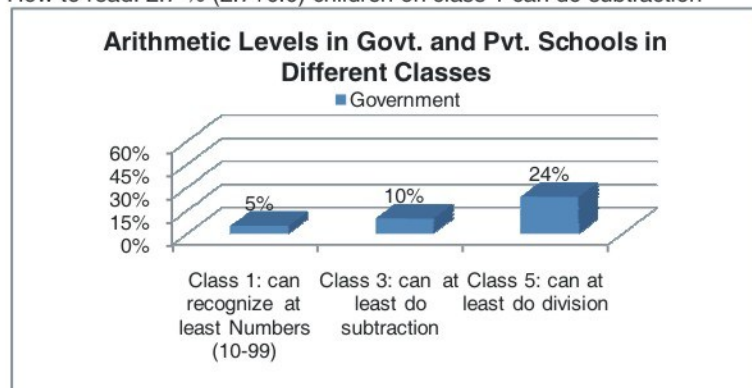
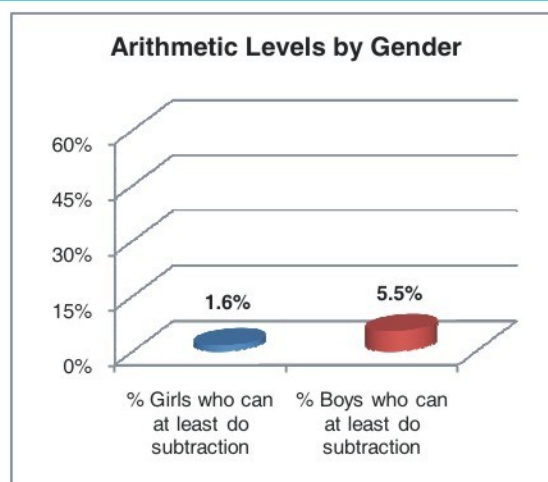
Learning Levels English



Arithmetic

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	63.0	27.4	6.8	2.7	0.0	100
2	38.5	23.0	30.4	7.4	0.7	100
3	21.2	18.3	45.2	9.6	5.8	100
4	14.9	7.5	38.8	28.4	10.4	100
5	9.4	9.4	20.3	26.6	34.4	100
6	31.6	5.3	15.8	0.0	47.4	100
7	16.7	0.0	16.7	16.7	50.0	100
8	12.5	0.0	12.5	0.0	75.0	100
9	60.0	0.0	0.0	0.0	40.0	100
10	0.0	0.0	0.0	0.0	100.0	100

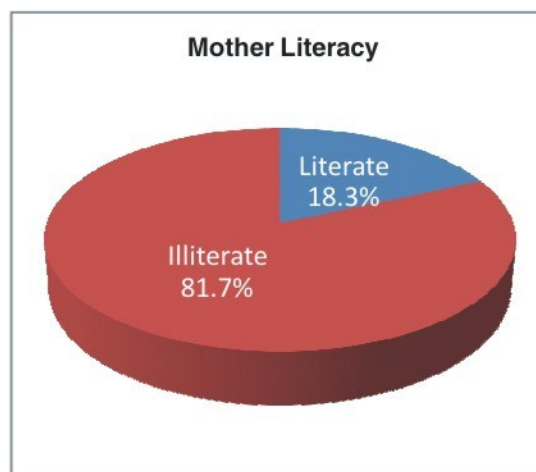
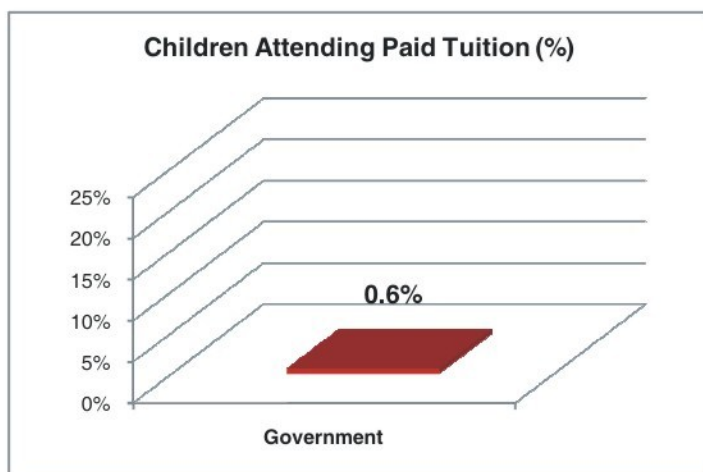
How to read: 2.7 % (2.7+0.0) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	0.8%	0.6%	1.4%	1.2%	-	-	-	-	-	-
Pvt.										

Mothers Literacy



Note: Separate analysis of learning levels of private school children was not done because of insignificant or non-representative sample of private schooling

Kallat (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Kallat-Rural. The information was collected on 1,796 children (58% male, 42% female) for 3-16 years age group from 541 households.
- In addition, school profile information was collected on 30 government schools and 38 private schools. Mother's literacy information was also collected on 579 mothers.

Mothers' Literacy:

- Out of total, 49% agreed to be tested whereas 18% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 5% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 288 children falling in 3-5 age group, 31.3% are enrolled in some kind of facility. Only 29.9% children are enrolled in Govt schools, 1.3% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 1.3% children are attending private schools.
- 68.7% children are not enrolled in any type of schools of the total 288 children. Almost 51% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 58% comprising 48% girls and 52% boys.
- Only 56.6% children are enrolled in government schools, 1.4% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, 1% children are enrolled in private schools; 0.4% is enrolled in Madrasah.
- Of children enrolled in school, 6.7% children take paid tuition after school hours. 6.7% of children enrolled in government schools.
- Only 42% children surveyed under ASER 2010 are not enrolled in schools. Of this, 7% children have dropped out whereas 35% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 31.1% children assessed, can read at least a sentence in Urdu or his/her own language and 24.7% children can read story (level 2) text. In the age group of 6-16, 15.2% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 41.1% of Class 3 students are able to read sentences (level 1 text). Nearly 67.7% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 46% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 18% can read sentences and 9% of out of school children can read story level text. 30% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 23.4% children can read sentences in English, 44.4% can read words whereas 16.5% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 49.6% children enrolled in Class 3 can read English words and only 28.5% can read sentences fluently. Of those who read sentences, 97% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 34% of children stand at beginners' level, 28% are able to read words and 12% are able to read sentences.

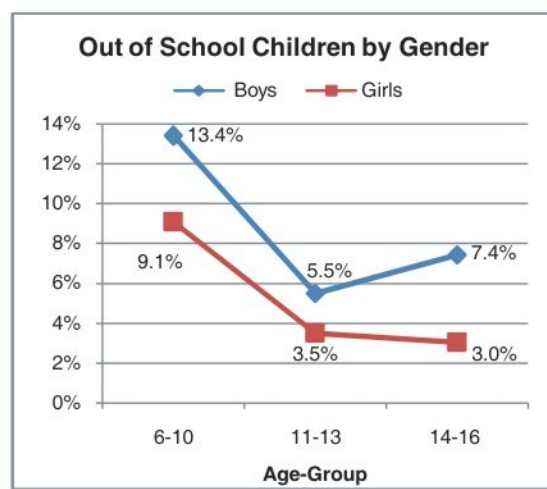
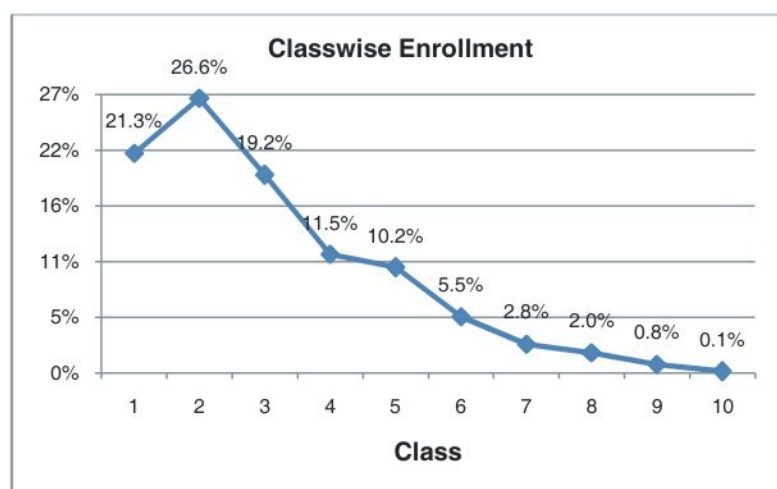
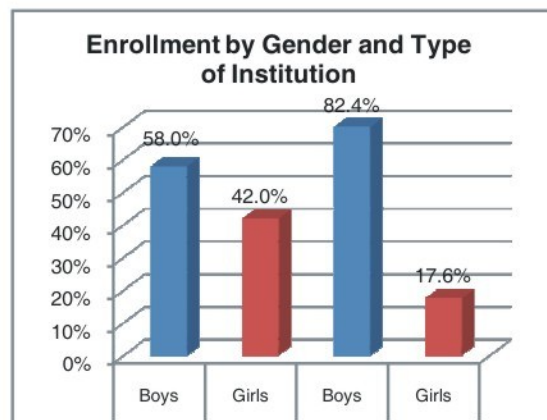
Arithmetic

- Of total children assessed, 36.7% children can do 2 digit subtraction sums with carry whereas 23% can do 3 digit division sums. Only 14.1% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 53.9% of those enrolled in Class 4 are able to do subtraction sums and 26.3% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 30.3% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 1.3% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- The arithmetic ability of out of school children shows interesting trends with 14% able to do division sums and 28% able to do subtraction correctly.

Kallat (Rural)

School Enrollment and Out of School Children

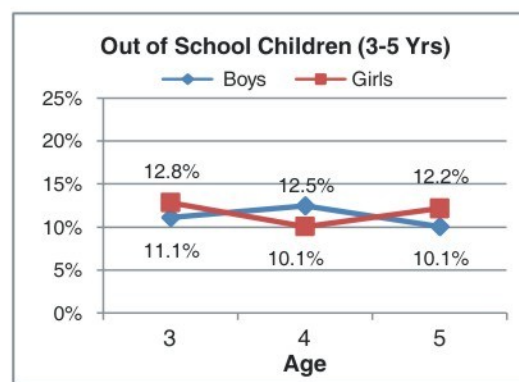
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	62.2	1.0	0.6	-	32.3	3.8	100
11-13	56.8	1.8	-	-	33.3	8.1	100
14-16	34.5	-	-	-	47.5	18.0	100
6-16	56.6	1.0	0.4	-	35.0	7.0	100
Total	58.0				42.0		100
By Type	97.5	1.8	0.7	-			



Age group 6-10: 22.5% (9.1+13.4) children are out of school

Early Years of Schooling (Pre-Schooling)

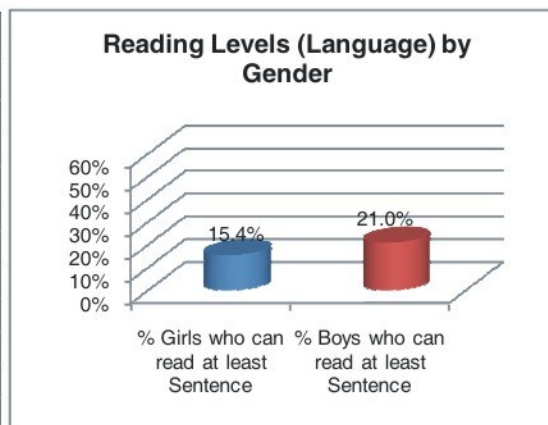
% Children Who Attend Different Types Of Pre-Schools					Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others		
3	12.7	0.0	0.0	0.0	87.3	100
4	33.0	0.0	0.0	0.0	67.0	100
5	39.3	3.6	0.0	0.0	57.1	100
3-5	29.9	1.4	0.0	0.0	68.8	100
Total	31.3				68.8	100
By Type	95.6	4.4	0.0	0.0		



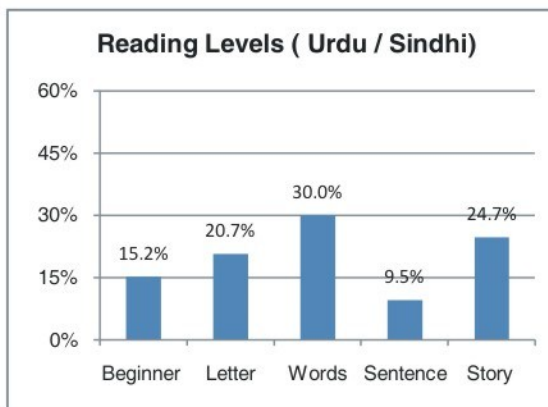
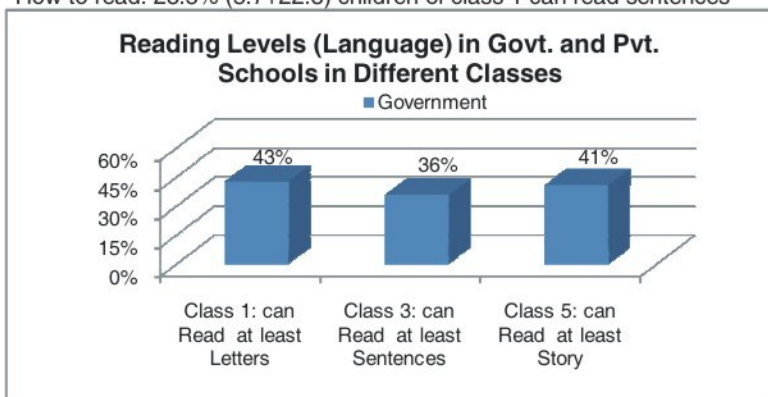
Age 3: 23.9% (11.1+12.8) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	18.7	27.6	25.2	5.7	22.8	100
2	10.5	24.0	35.1	7.6	22.8	100
3	4.0	19.4	35.5	8.9	32.3	100
4	-	20.8	34.7	13.9	30.6	100
5	-	11.1	30.2	12.7	46.0	100
6	-	2.8	30.6	22.2	44.4	100
7	-	11.1	27.8	11.1	50.0	100
8	-	27.3	-	45.5	27.3	100
9	-	-	25.0	25.0	50.0	100
10	-	-	-	-	100	100



How to read: 28.5% (5.7+22.8) children of class 1 can read sentences



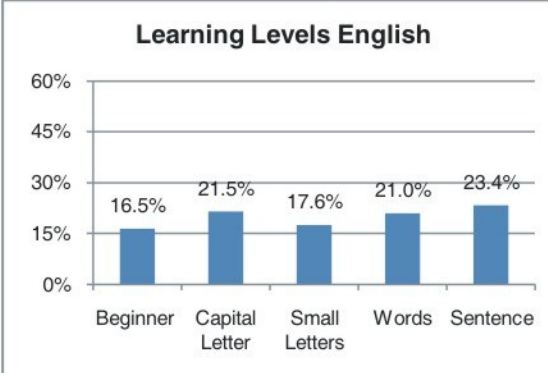
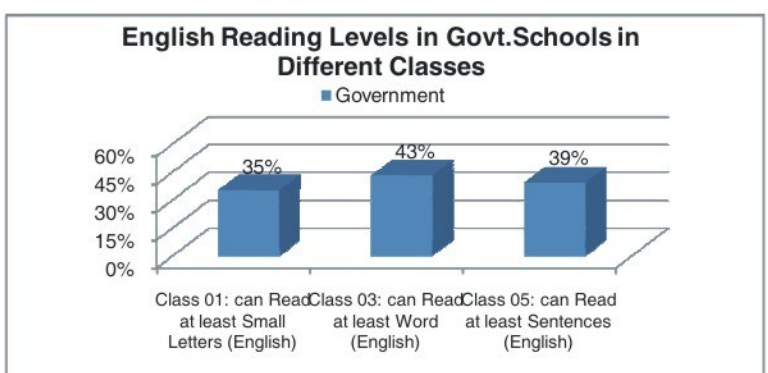
Classwise % Children who can read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	23.8	31.1	14.8	15.6	14.8	100
2	13.5	29.8	23.6	15.7	17.4	100
3	7.3	23.6	19.5	21.1	28.5	100
4	1.4	18.9	14.9	40.5	24.3	100
5	4.6	12.3	13.8	26.2	43.1	100
6	2.8	-	13.9	41.7	41.7	100
7	-	5.6	11.1	33.3	50.0	100
8	-	9.1	-	18.2	72.7	100
9	-	25.0	-	25.0	50.0	100
10	-	-	-	-	100	100

Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
78.9	100
46.4	100
23.1	97.1
46.7	83.3
47.1	85.7
33.3	100
16.7	66.7
-	87.5
100	50.0
-	100

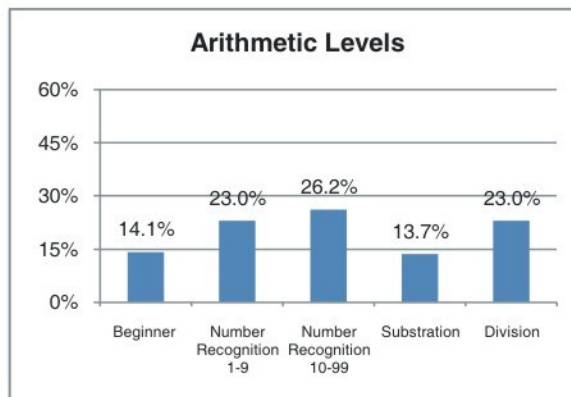
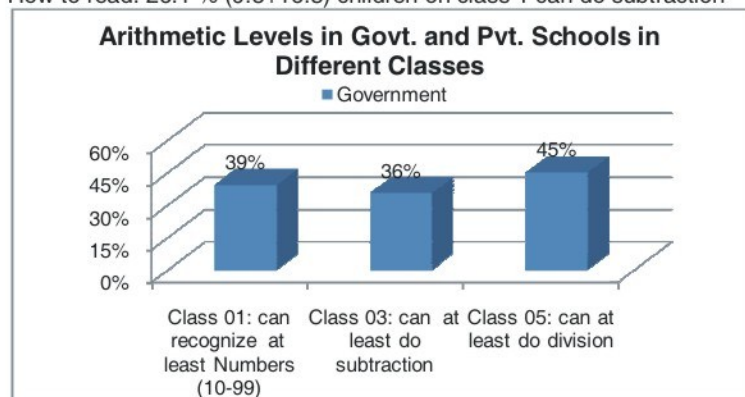
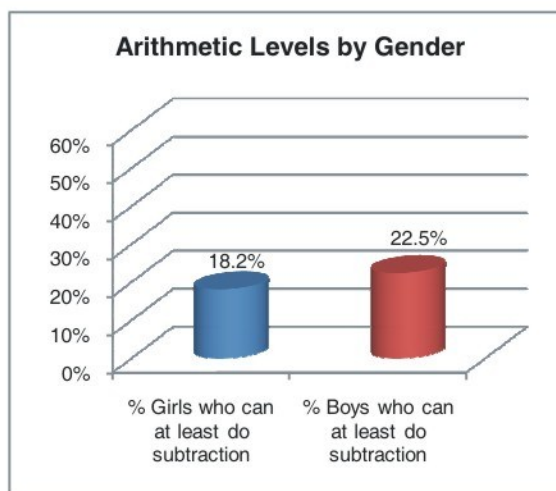
How to read: 22.4% (20.8+1.6) children of class 1 can read words



Arithmetic

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	13.0	37.4	23.6	9.8	16.3	100
2	10.2	28.8	33.3	10.7	16.9	100
3	6.3	19.0	34.1	15.1	25.4	100
4	1.3	14.5	30.3	27.6	26.3	100
5	1.5	12.1	22.7	15.2	48.5	100
6	2.8	5.6	19.4	27.8	44.4	100
7	0.0	11.1	22.2	5.6	61.1	100
8	0.0	18.2	9.1	18.2	54.5	100
9	0.0	25.0	0.0	25.0	50.0	100
10	0.0	0.0	0.0	0.0	100	100

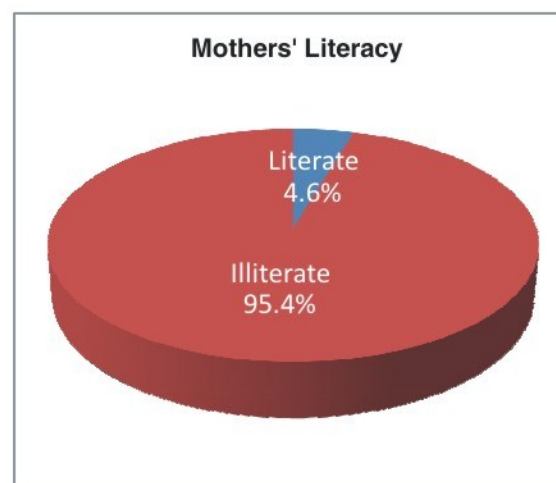
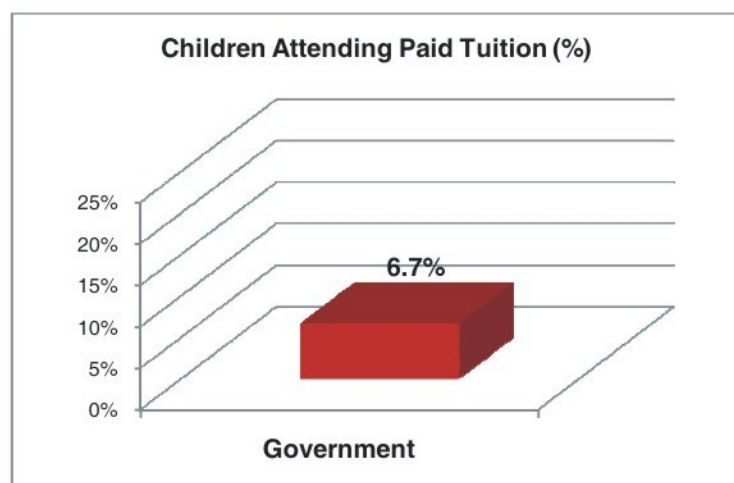
How to read: 26.1 % (9.8+16.3) children on class 1 can do subtraction



Paid tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	9.3%	5.9%	9.8%	7.4%	8.5%	5.6%	5.3%	-	-	-
Pvt.	-	-	-	-	-	-	-	-	-	-

Mothers' Literacy



Note: Separate analysis of learning levels of private school children was not done because of insignificant or non-representative sample of private schooling

Quetta (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Quetta-Rural. The information was collected on 1,949 children (64% male, 36% female) for 3-16 years age group from 588 households.
- In addition, school profile information was collected on 30 government schools and 38 private schools. Mother's literacy information was also collected on 605 mothers.

Mothers' Literacy:

- Out of total, 60% agreed to be tested whereas 10% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 27% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 322 children falling in 3-5 age group, 39.8% are enrolled in some kind of facility. Only 28.9% children are enrolled in Govt schools, 10.9% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 9% children are attending private schools; remaining 1.6% is enrolled in Madrasah and 0.3% in other type of schools.
- 60.2% children are not enrolled in any type of schools of the total 322 children. Almost 40% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 79.2% comprising 32% girls and 68% boys.
- Only 57.1% children are enrolled in government schools, 37.3% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 20.6 % children are enrolled in private schools; remaining 1.3 % is enrolled in Madrasah and 0.2% in other type of schools.
- Of children enrolled in school, 17.0% children take paid tuition after school hours. 13.1% of children enrolled in government schools and 24.9% of those children going to private schools are taking tuitions.
- Only 20.8% children surveyed under ASER 2010 are not enrolled in schools. Of this, 5.6% children have dropped out whereas 15.2% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 50.7% children assessed can read at least a sentence in Urdu or his/her own language and 31.2% children can read story (level 2) text. In the age group of 6-16, 6.7% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 38.7% of Class 3 students are able to read sentences (level 1 text). 30% children are attending public schools whereas 46% are enrolled in private schools. Nearly 86.7% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 40% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 53% can read sentences and 45% of out of school children can read story level text. Only 14% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 29.6% children can read sentences in English, 60.5% can read words whereas 7.3% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 45.6% children enrolled in Class 3 can read English words and only 10.6% can read sentences fluently. Of those who read sentences, 64.7% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 20% of children stand at beginners' level, 23% are able to read words and 37% are able to read sentences.

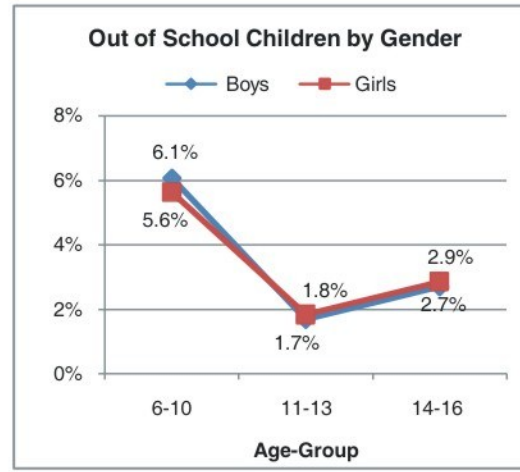
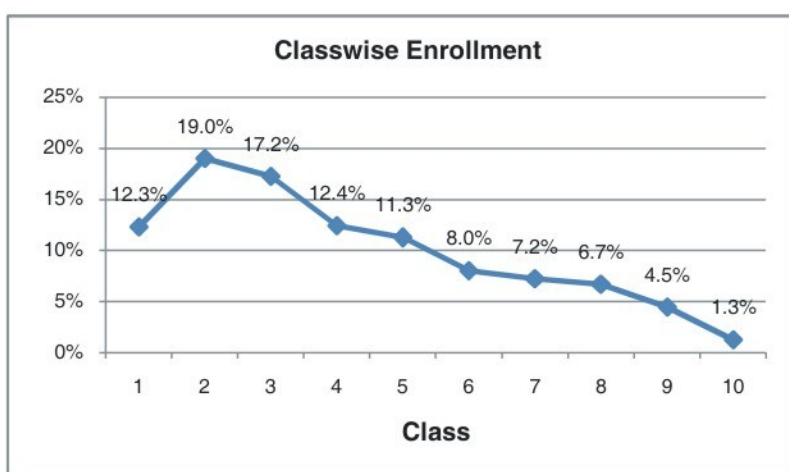
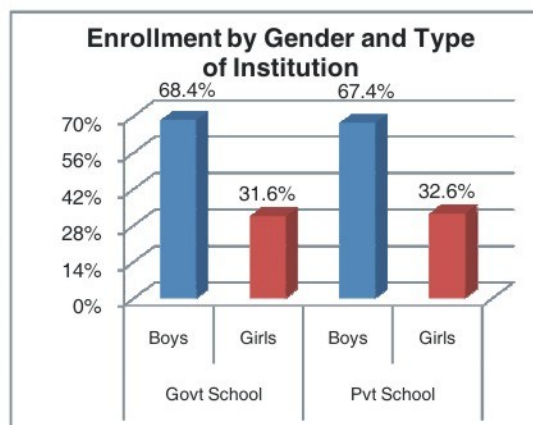
Arithmetic

- Of total children assessed in Quetta-Rural, 40.8% children can do 2 digit subtraction sums with carry whereas 21.3% can do 3 digit division sums. Only 9.9% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 43.5% of those enrolled in Class 4 are able to do subtraction sums and 16.1% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 38.7% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 3.2% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 32% of private school students of Class 5 could do division correctly as opposed to 24% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 28% able to do division sums and 48% able to do subtraction correctly.

Quetta (Rural)

School Enrollment and Out of School Children

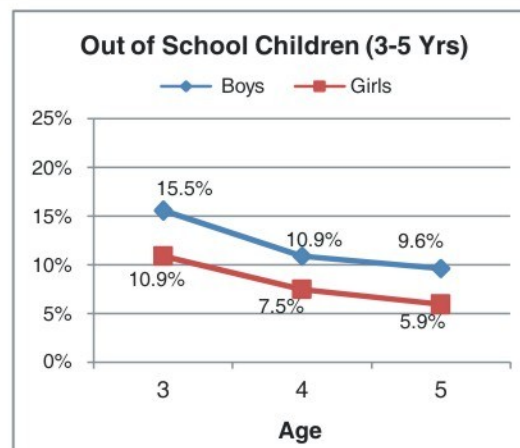
%Children in different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	54.7	22.7	1.6	0.4	17.0	3.8	100
11-13	66.5	18.0	0.6	-	9.9	5.0	100
14-16	52.9	17.6	1.5	-	16.2	11.8	100
6-16	57.1	20.6	1.3	0.2	15.2	5.6	100
Total	79.2				20.8		100
By Type	72.1	26.0	1.7	0.3			



Age group 6-10: 11.7% (6.1+5.6) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others			
3	4.4	1.1	0.0	0.0	94.4	100	
4	23.6	7.9	2.2	0.0	66.3	100	
5	47.6	14.7	2.1	0.7	35.0	100	
3-5	28.9	9.0	1.6	0.3	60.2	100	
Total	39.8				60.2	100	
By Type	72.7	22.7	3.9	0.8			

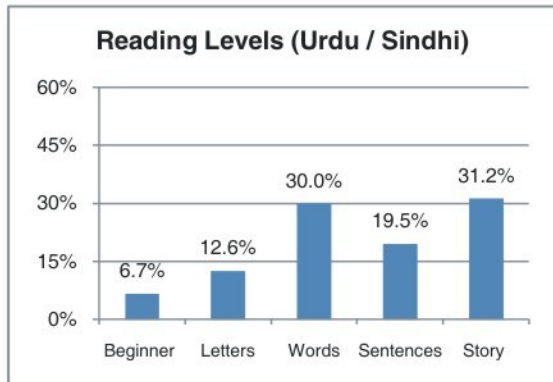
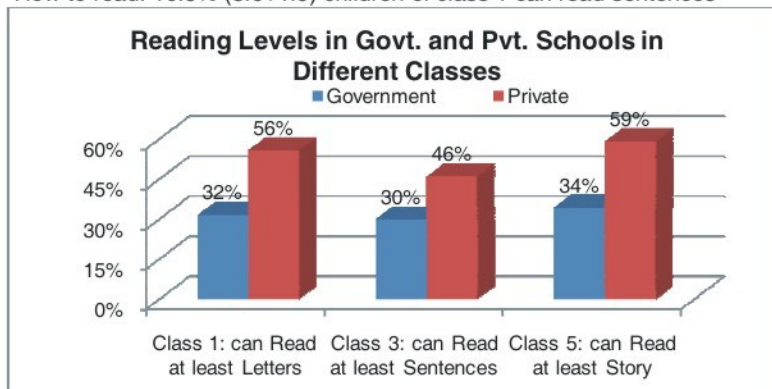
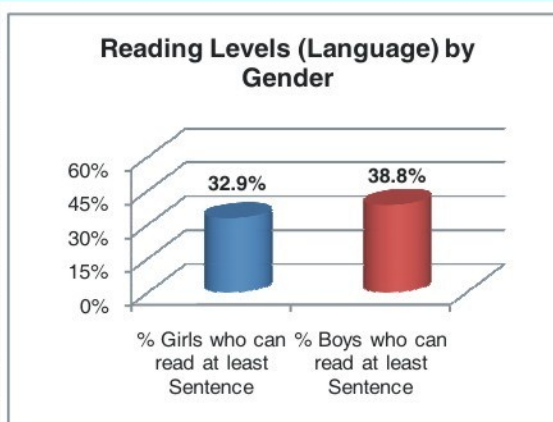


Age 3: 26.4% (15.5+10.9) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	21.0	27.6	41.0	8.6	1.9	100
2	4.1	20.4	49.5	15.3	10.7	100
3	1.7	9.2	50.3	25.4	13.3	100
4	1.6	6.6	32.0	36.1	23.8	100
5	2.5	2.5	19.2	35.8	40.0	100
6	-	3.7	16.0	18.5	61.7	100
7	1.4	2.8	12.7	33.8	49.3	100
8	2.9	7.4	5.9	16.2	67.6	100
9	2.2	4.4	13.3	11.1	68.9	100
10	-	-	9.1	9.1	81.8	100

How to read: 10.5% (8.6+1.9) children of class 1 can read sentences

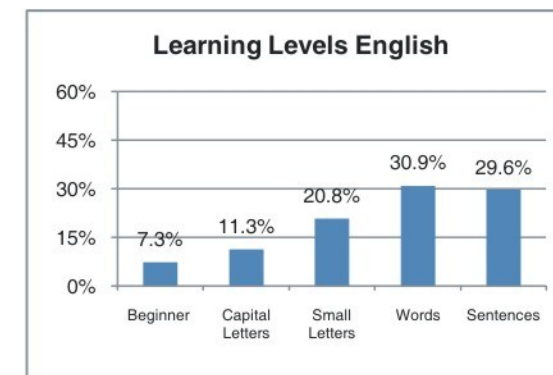
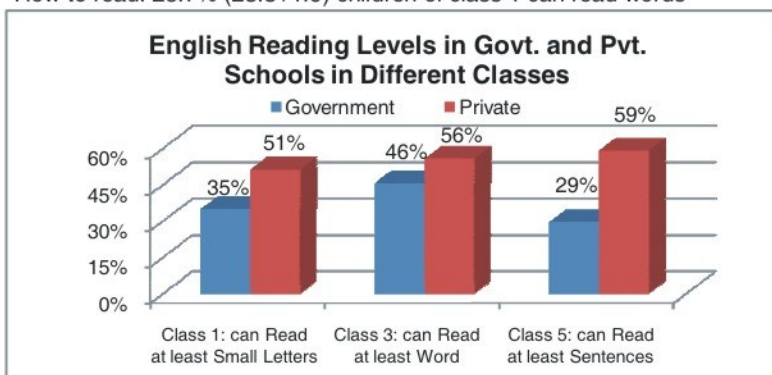


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	23.8	23.8	26.7	23.8	1.9	100
2	5.8	21.6	30.0	36.3	6.3	100
3	5.3	9.5	29.6	45.6	10.1	100
4	1.6	6.6	32.8	36.9	22.1	100
5	3.5	3.5	14.2	40.7	38.1	100
6	-	2.5	3.7	35.8	58.0	100
7	5.6	1.4	9.7	27.8	55.6	100
8	3.0	4.5	4.5	16.4	71.6	100
9	2.2	6.5	4.3	13.0	73.9	100
10	-	-	10.0	10.0	80.0	100

How to read: 25.7% (23.8+1.9) children of class 1 can read words

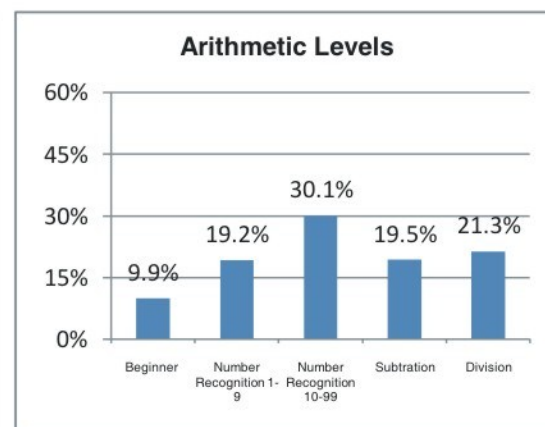
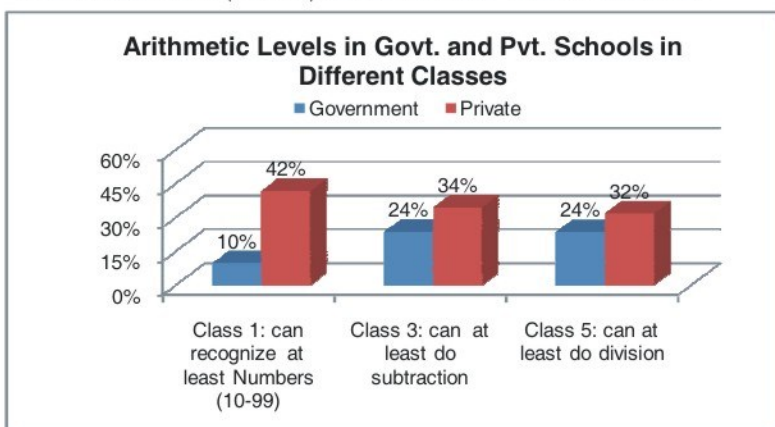
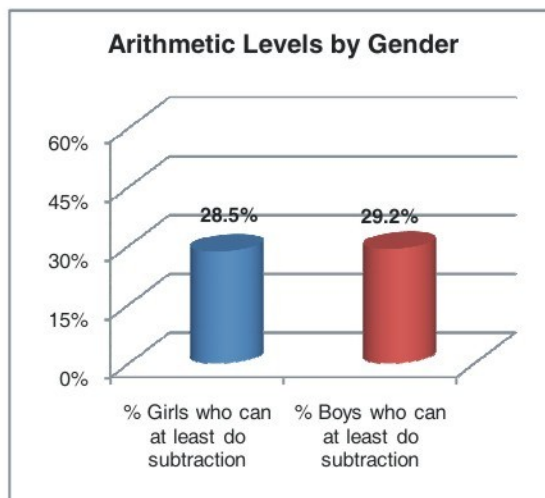
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
36.0	50.0
47.8	66.7
72.7	64.7
66.7	74.1
78.3	83.7
79.3	80.9
80.0	80.0
63.6	89.6
83.3	79.4
100	75.0



Arithmetic

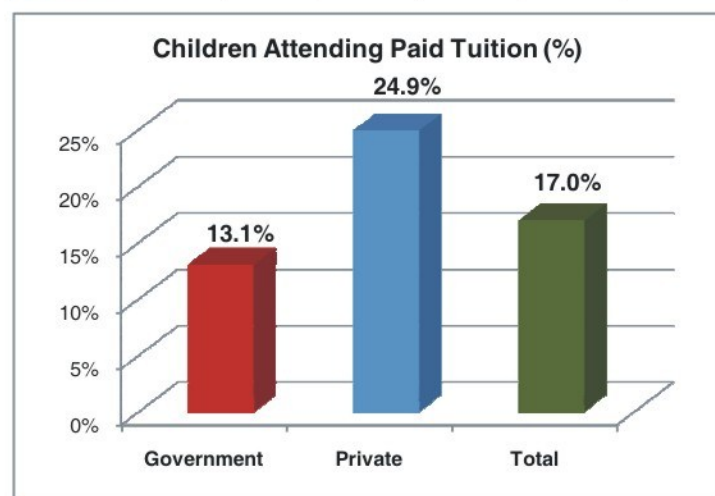
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	26.7	47.6	21.9	2.9	1.0	100
2	10.7	27.3	45.5	12.3	4.3	100
3	6.0	18.5	44.6	22.0	8.9	100
4	3.2	14.5	38.7	27.4	16.1	100
5	2.6	7.8	35.7	27.0	27.0	100
6	2.5	8.6	27.2	19.8	42.0	100
7	2.8	7.0	18.3	31.0	40.8	100
8	3.0	6.1	7.6	34.8	48.5	100
9	2.2	10.9	13.0	19.6	54.3	100
10	0.0	0.0	0.0	18.2	81.8	100

How to read: 3.9 % (2.9+1.0) children on class 1 can do subtraction

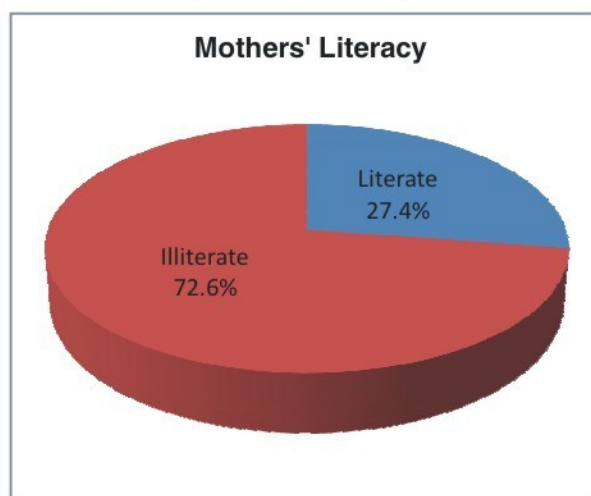


Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	22.8%	14.4%	11.8%	18.1%	10.8%	11.4%	33.3%	6.8%	2.9%	37.5%
Pvt.	39.5%	38.2%	31.1%	45.2%	36.4%	31.6%	47.1%	42.9%	41.7%	26.7%



Mothers' Literacy







Gilgit (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Gilgit-Rural. The information was collected on 1, 047 children (57% male, 43% female) for 3-16 years age group from 583 households.
- In addition, school profile information was collected on 29 government schools and 27 private schools. Mother's literacy information was also collected on 646 mothers.

Mothers' Literacy:

- Out of total, 59% agreed to be tested whereas 25% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 55% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 197 children falling in 3-5 age group, 64% are enrolled in some kind of facility.
- Out of the total children enrolled 11.2% children are enrolled in Govt schools, 52.8 are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 47.2% children are attending private schools; remaining 01.5% is enrolled in Madrasah and 4.1% in other type of schools.
- 36% children are not enrolled in any type of schools of the total 197 children. Almost 54% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 93.7% comprising 42% girls and 58% boys.
- Only 24.2% children are enrolled in government schools, 69.5% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 64.8 % children are enrolled in private schools; remaining 2.5 % is enrolled in Madrasah and 2.2% in other type of schools.
- Of children enrolled in school, 12.3% children take paid tuition after school hours. 6.9% of children enrolled in government schools and 14.2% of those children going to private schools are taking tuitions.
- Only 6.3% children in Gilgit surveyed under ASER 2010 are not enrolled in schools. Of this, 2.9% children have dropped out whereas 3.4% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 61% children assessed in Gilgit-Rural can read at least a sentence in Urdu or his/her own language and 47% children can read story (level 2) text. In the age group of 6-16, 7% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 46% of Class 3 students are able to read sentences (level 1 text). 32% children are attending public schools whereas 42% are enrolled in private schools. Nearly 78% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 60% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 62% can read sentences and 49% of out of school children can read story level text. Only 13% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 49% children can read sentences in English, 72% can read words whereas 5% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 66% children enrolled in Class 3 can read English words and 27.8% can read sentences fluently. Of those who read sentences, 81% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 14% of children stand at beginners' level, 68% are able to read words and 47% are able to read sentences.

Arithmetic

- Of total children assessed in Gilgit-Rural, 55% children can do 2 digit subtraction sums with carry whereas 29% can do 3 digit division sums. Only 7% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 70% of those enrolled in Class 4 are able to do subtraction sums and 19% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 29% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 1% are at beginners' level where they are unable to recognize even

basic 0-9 numbers.

- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 40% of private school students of Class 5 could do division correctly as opposed to 23% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 38% able to do division sums and 55% able to do subtraction correctly.

School Profile

- School profile information was collected 56 schools: 29 were government schools and 27 are private schools.
- Out of these 29 govt. schools 11 are boys schools, 12 are girls schools and 6 schools are categorised as boys & girls or mix schools.
- Out of 27 private schools surveyed, 2 are boys schools and 25 were boys & girls schools or mix schools

Attendance Levels

- Overall student attendance in government schools stands at 84% as per register and 83 % according to the headcount on the day of school visit. The attendance level in primary schools is 87% whereas in elementary schools, attendance is 87%.
- The overall attendance in private schools is 93% as per headcount and 94% as per register, at primary level, it is 87%.
- 16 sanctioned teaching positions are found to be vacant in the government schools.
- Teachers' attendance in government schools is 84%. At primary level, attendance level is 76% whereas the average rates fluctuate from 77% to 90 and 84% for Elementary, High and other schools respectively.
- Overall teachers' attendance rate for private schools stands at 92%. At primary level, attendance level is 87% whereas the rates are 95%, 88% and 91% for Elementary, High and other schools respectively.

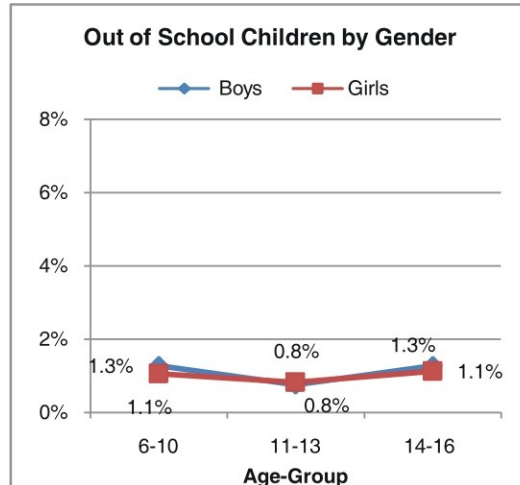
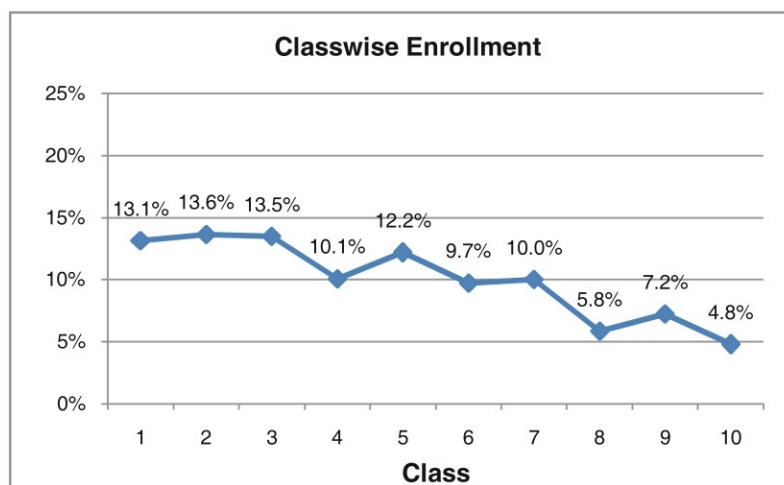
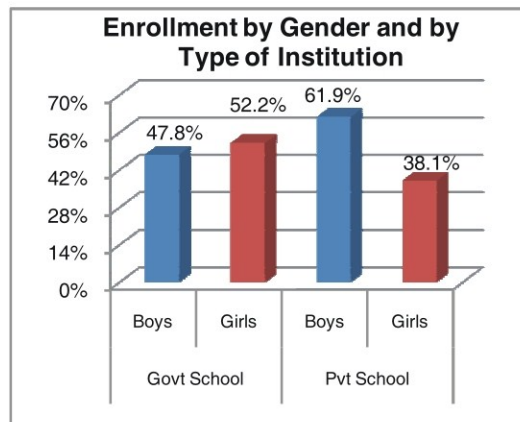
Physical Facilities

- Of the total government primary schools, 50% have useable water facility available (hand pump or water tap) and 50 % exist with a functional toilet. Water facility is available in 63% elementary schools, 75% high and 60% other schools. Moreover, 50% of elementary schools, 75% high and 60% of other schools are found to have functional toilets in the government sector.
- Provision of water and toilet facility in private schools is also varying across levels of schools. 67% of primary schools have useable water facility and 50% have a functional toilet. Water facility is available in 67% elementary, 75% high schools and all the other types of schools. Moreover, 58% of elementary and 62% of high schools and all the other types of schools have functional toilets in the private sector.
- The average number of rooms used for conducting classes at primary level in government schools is 3 whereas in private schools, average number of primary classrooms is 5.
- Availability of boundary walls in government school is 88% for primary schools whereas 84% of private schools at primary level are with boundary walls.
- Out of 29 surveyed government schools, 19 received any type of grant in the year 2009-10: 6 are primary schools, 5 are elementary schools, 5 are high schools and 3 are categorized as other type of schools. On the other hand out of 27 private schools none of them received any type of grant from govt. Sector.

Gilgit (Rural)

School Enrollment and Out of School Children

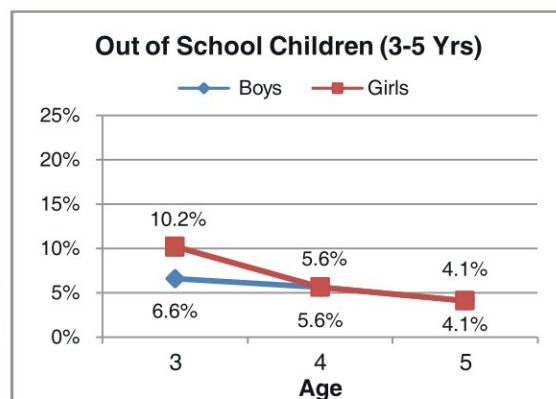
%Children in different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	19.9	68.9	3.1	3.3	3.8	1.1	100
11-13	25.1	64.8	3.0	1.4	3.6	2.2	100
14-16	31.7	56.8	0.6	0.9	2.5	7.5	100
6-16	24.2	64.8	2.5	2.2	3.4	2.9	100
Total	93.7				6.3		100
By Type	25.8	69.2	2.7	2.3			



Age group 6-10: 2.4% (1.1+1.3) children are out of school

Early Years of Schooling (Pre-Schooling)

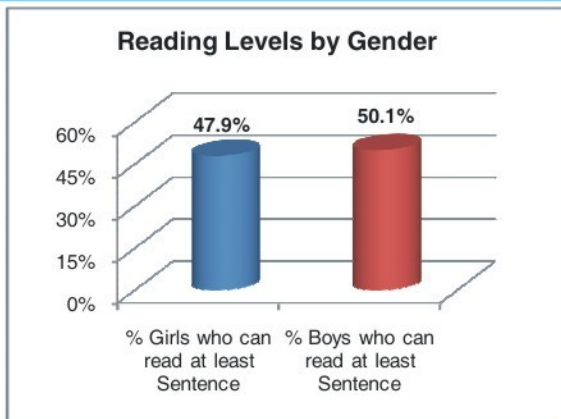
% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	4.1	26.5	0.0	2.0	67.3	100
4	9.8	45.1	0.0	2.0	43.1	100
5	15.5	58.8	3.1	6.2	16.5	100
3-5	11.2	47.2	1.5	4.1	36.0	100
Total	64.0				36.0	100
By Type	17.5	73.8	2.4	6.3		



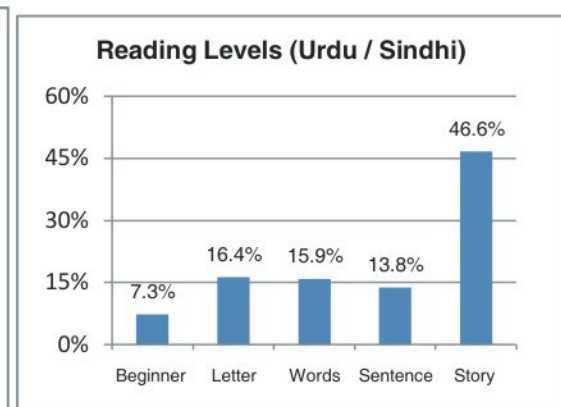
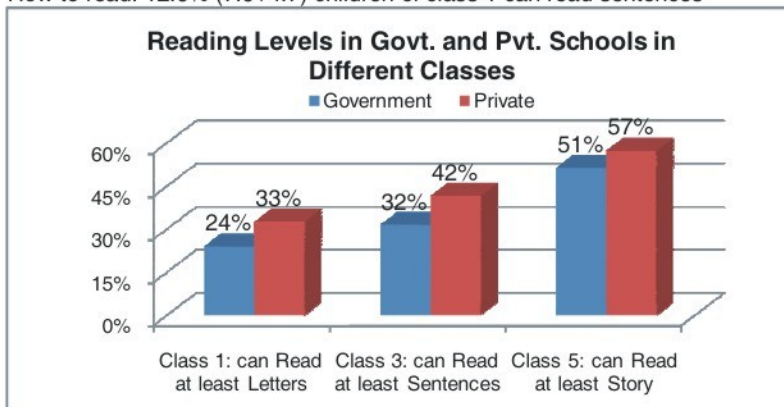
Age 3: 2.4% (1.1+1.3) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	18.9	49.6	18.9	7.9	4.7	100
2	5.9	21.3	36.8	19.9	16.2	100
3	3.0	16.7	34.1	24.2	22.0	100
4	-	6.9	25.7	27.7	39.6	100
5	-	3.3	10.6	25.2	61.0	100
6	1.0	1.0	3.0	13.1	81.8	100
7	-	-	2.1	6.4	91.5	100
8	-	-	-	1.6	98.4	100
9	-	-	-	1.4	98.6	100
10	2.1	-	-	2.1	95.7	100



How to read: 12.6% (7.9+4.7) children of class 1 can read sentences

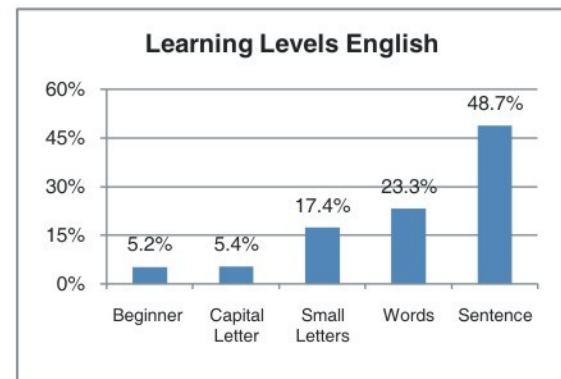
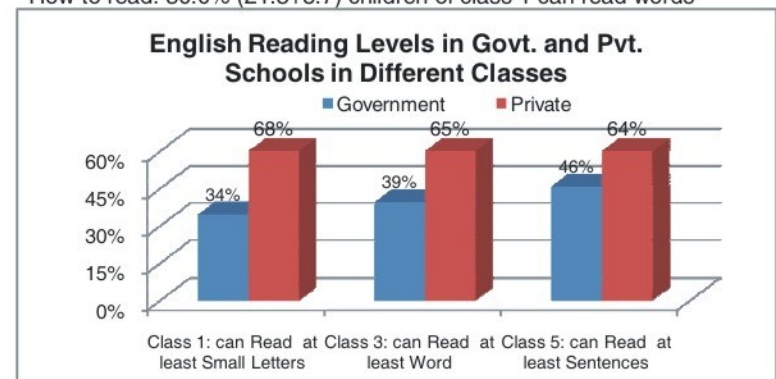


Learning Levels (English)

Classwise, % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	15.0	16.5	38.6	21.3	8.7	100
2	3.7	8.9	28.1	43.0	16.3	100
3	1.5	8.3	24.1	38.3	27.8	100
4	3.0	3.0	11.0	36.0	47.0	100
5	0.8	-	7.4	27.3	64.5	100
6	1.0	-	2.0	19.4	77.6	100
7	-	-	-	15.7	84.3	100
8	-	-	1.6	4.9	93.4	100
9	1.4	-	-	-	98.6	100
10	2.2	-	-	-	97.8	100

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
51.9	63.6
58.6	54.5
56.9	81.1
75.0	46.8
57.6	70.5
57.9	72.4
64.3	82.7
66.7	84.2
-	80.0
-	88.6

How to read: 30.0% (21.3+8.7) children of class 1 can read words

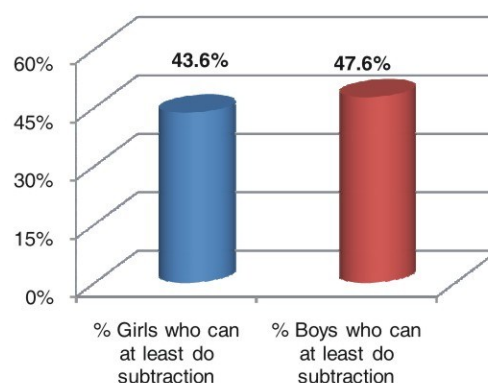


Arithmetic

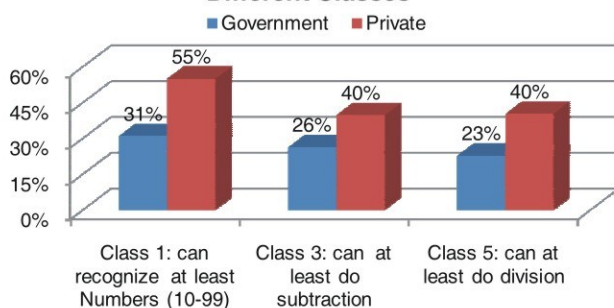
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	17.2	28.1	44.5	6.3	3.9	100
2	2.9	16.7	52.9	22.5	5.1	100
3	2.2	8.2	50.0	32.1	7.5	100
4	1.0	5.0	24.0	51.0	19.0	100
5	0.8	1.6	13.8	44.7	39.0	100
6	1.0	1.0	7.1	29.3	61.6	100
7	0.0	0.0	3.2	32.3	64.5	100
8	0.0	0.0	3.3	16.7	80.0	100
9	1.4	0.0	0.0	13.9	84.7	100
10	2.2	0.0	2.2	8.7	87.0	100

How to read: 10.2 % (6.3+3.9) children on class 1 can do subtraction

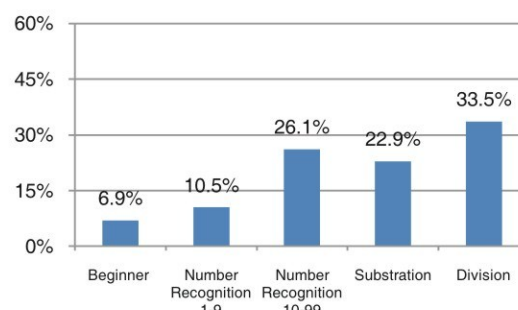
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



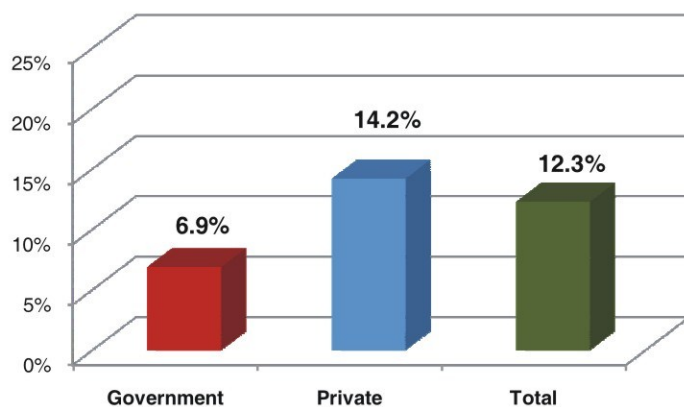
Arithmetic Levels



Paid Tuition

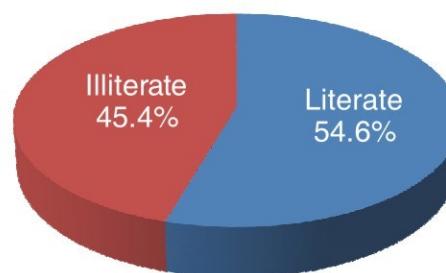
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	3.4%	3.3%	2.6%	5.9%	8.6%	8.6%	0.0%	9.5%	22.7%	27.8%
Pvt.	6.1%	7.3%	9.3%	13.0%	24.5%	17.6%	19.8%	29.5%	22.0%	28.6%

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers' Literacy



School observation

	Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary (1-5)	3	3	2	8	0	0	6	6
Elementary (1-8)	3	4	1	8	2	0	10	12
High (1-10)	3	5	0	8	0	0	8	8
Other	2	0	3	5	0	0	1	1
Total	11	12	6	29	2	0	25	27
%	38%	41%	21%	100%	7%	0%	93%	100%

	Children attendance (%) on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Total
attendance (as per register)	87.3	92.0	75.4	88.1	83.8	86.6	96.4	92.3	100.0	93.7
attendance (as per headcount)	87.3	90.9	73.9	86.4	82.6	86.5	95.2	91.5	100.0	92.9

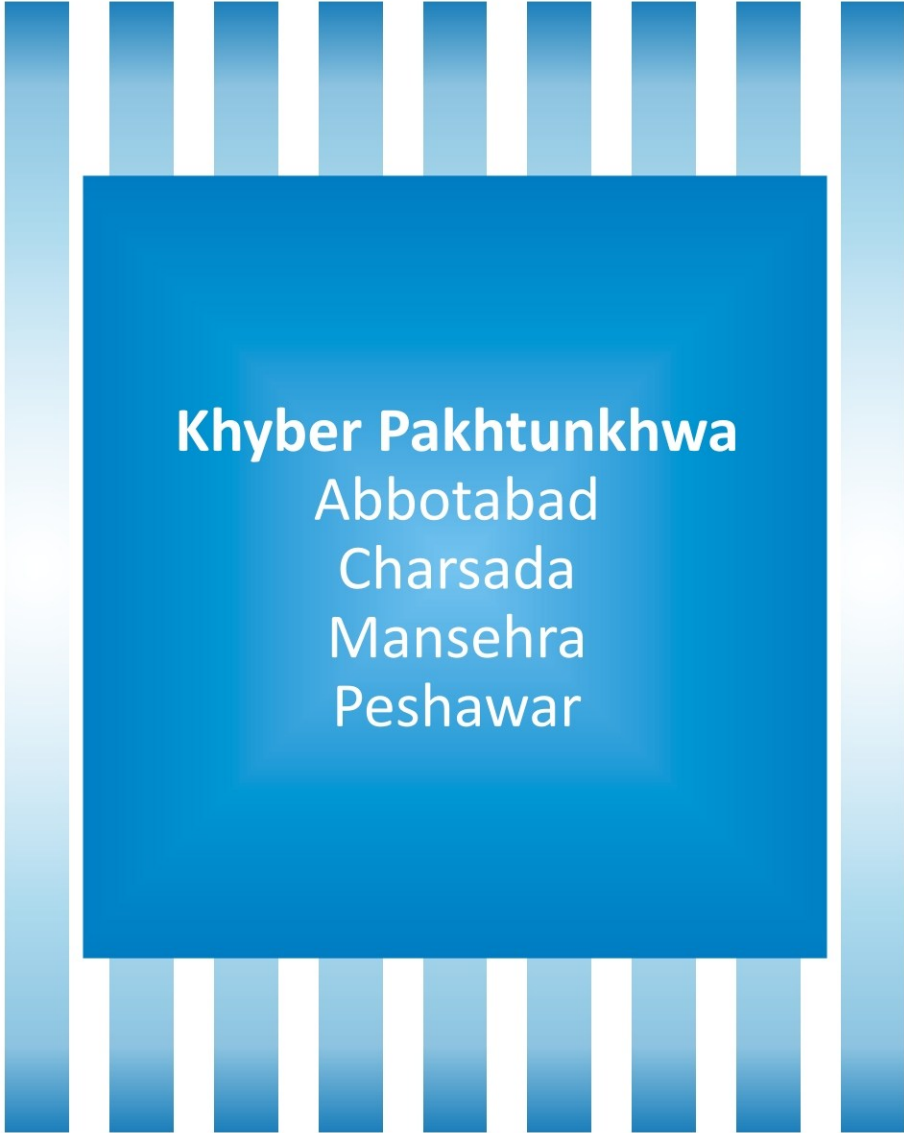
	Teacher Attendance on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Total
Teacher attendance (average) %	76%	77%	90%	84%	84%	87%	95%	88%	91%	92%
No of Vacant posts	0	6	6	4	16					

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	50.0	62.5	75.0	60.0	66.7	66.7	75.0	100.0
	Not Useable	50.0	37.5	25.0	40.0	33.3	33.3	25.0	-
Toilet	Useable	50.0	50.0	75.0	60.0	50.0	58.3	62.5	100.0
	Not Useable	50.0	50.0	25.0	40.0	50.0	41.7	37.5	-

	School Facilities - Class Room							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)	4.1	6.1	17.8	7.6	5.7	8.6	11.4	10.0
Used for classes (Avg)	3.4	5.4	14.3	5.2	4.8	7.1	8.5	14.0
Availability of Play ground	25.0%	62.5%	87.5%	60.0%	50.0%	58.3%	75.0%	0.0%
Availability of Boundary wall	87.5%	75.0%	87.5%	60.0%	83.3%	83.3%	100.0%	100.0%

	School Funds							
	Grants received by school							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
No. of school received any grant	6	5	5	3	-	-	-	-
Average amount of Grant	15000	28600	543000	168333	-	--	-	-





Khyber Pakhtunkhwa
Abbotabad
Charsada
Mansehra
Peshawar

Khyber Pakhtunkhwa (Rural)

- ASER 2010 Survey was conducted in 120 randomly selected villages in 4 districts of Khyber Pakhtunkhwa namely Abbotabad, Charsaddah, Mansehra and Peshawar (Rural only). The information was collected on 6763 children (60% male, 40% female) for 3-16 years age group from 2386 households.
- In addition, school profile information was collected on 114 government schools and 53 private schools. Mother's literacy information was also collected on 2517 mothers.

Mothers' Literacy:

- Out of total, 55% agreed to be tested whereas only 11% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, only 28% are found to be literate. Amongst the four districts, mothers' literacy rate in Charsaddah stands at an alarming 12%.

For Children of Age Group 3-5 years

- Of the total 1289 children falling in 3-5 age group, 48.5% are enrolled in some kind of pre-school facility. 22.9% children are enrolled in Govt schools, 25.6% are attending Non-State educational facilities; Of those attending Non-State schools, 25% children are attending private schools; remaining 0.1% is enrolled in Madrasah and 0.5% in other type of schools.
- 51.4% children are not enrolled in any type of schools of the total 1289 children. Almost 47% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 85.3% comprising 63% boys and 37% girls.
- Of the total enrolled, 55% children are enrolled in government schools, nearly 30% are attending Non-State educational facilities. The enrolment share of NSP facilities stands at 28.7% children enrolled in private schools; remaining 0.8% is enrolled in Madrasah and 0.4% in other type of schools.
- Of children enrolled in school, 9.2% children take paid tuition after school hours. 5.1% of children enrolled in government schools and 16.4% of those children going to private schools are taking tuitions.
- Only 14.7% children in KPK surveyed under ASER 2010 are not enrolled in schools. Of this, 6.1% children have dropped out whereas 8.6% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 61% children assessed in KPK-Rural can read at least a sentence in Urdu or his/her own language and 45% children can read story (level 2) text, slightly higher % of children in Abbotabad and Charsaddah can read a sentence (70%). In the age group of 6-16, 7% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that 62% of Class 3 students in KPK-Rural are able to read sentences (level 1 text). 46% children are attending public schools whereas 61% are enrolled in private schools. Nearly 74% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 67% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 45% can read sentences and 32% of out of school children can read story level text. 30% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 67% children can read sentences in English, 44% can read words whereas 6.7% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 69.4% children enrolled in Class 3 can read English words and 24.7% can read sentences fluently. Of those who read sentences, 65% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 32% of children stand at beginners' level, 49% are able to read words and 28% are able to read sentences.

Arithmetic

- Of total children assessed in KPK-Rural, 60% children can do 2 digit subtraction sums with carry whereas 38% can do 3 digit division sums. Only 7.2% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. In KPK, Over 74% of those enrolled in Class 4 are able to do subtraction sums and 30% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 25% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 1% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 41% of private school students of Class 5 could do division correctly as opposed to 38% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows that 26% able to do division sums and 43% able to do subtraction correctly.

School Profile

- School profile information was collected 167 schools: 114 were government schools and 53 were private schools.
- Out of these 114 govt. schools 42 are boys schools, 19 are girls schools and 53 schools are categorised as boys & girls or mix schools.
- Out of 53 private schools surveyed, 7 are boys schools and 46 are boys & girls schools or mix schools

Attendance Levels

- Overall student attendance in government schools stands at 89% as per register and also as per headcount on the day of school visit. The attendance level in primary schools is 89% whereas in elementary schools, attendance is 84%.
- The overall attendance in private schools is 93% as per headcount and 92% as per register, at primary level, it is 93%.
- 36 sanctioned teaching positions are found to be vacant in the government schools, out of this, 26 in primary schools.
- Teachers' attendance in government schools is 92%. At primary level, attendance level is 93% whereas the average rates fluctuate from 100% to 53% and 80% for Elementary, High and other schools.
- Overall teachers' attendance rate for private schools stands at 93%. At primary level, attendance level is 89% whereas the rates are 95% and 93% for Elementary and High schools respectively.

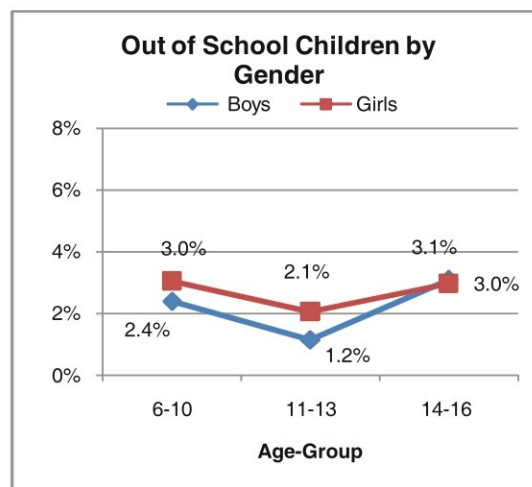
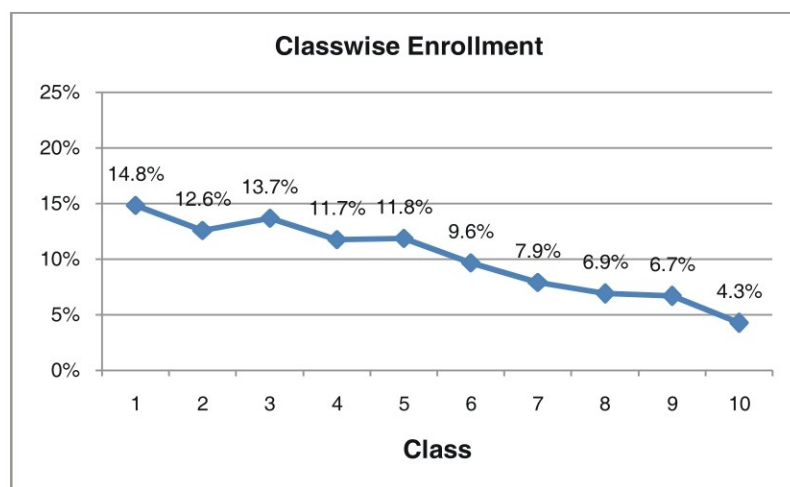
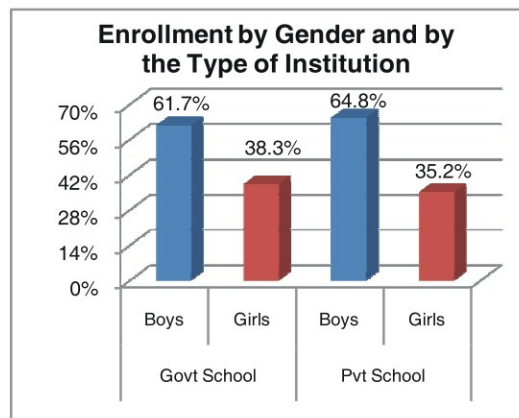
Physical Facilities

- Of the total government primary schools, 70% have useable water facility available (hand pump or water tap) and 59 % exist with a functional toilet. Water facility & Toilet facilities is available in all the elementary schools.
- Provision of water and toilet facility in private schools is also varying across levels of schools. 93% of primary schools have useable water facility and 87% have a functional toilet. Water facility is available in 85% elementary and 94% high schools. Moreover, 75% of elementary and 94% of high schools have functional toilets in the private sector.
- The average number of rooms used for conducting classes at primary level in government schools is 4 whereas in private schools, average number of primary classrooms is 5.
- Availability of boundary walls in government school is 75% for primary schools whereas 94% of private schools at primary level are with boundary walls.
- Out of 167 surveyed government schools, 86 received any type of grant in the year 2009-10: 80 are primary schools, 1 is elementary school, 1 is high schools and 4 are categorized as other type of schools. On the other hand out of 53 private schools none of them is receiving any type of grant from govt. Sector.

Khyber Pakhtunkhwa (Rural)

School Enrollment and Out of School Children

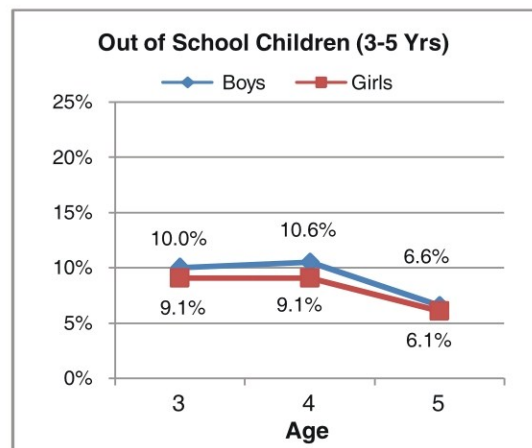
%Children in different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	55.7	32.2	0.8	0.6	9.0	1.6	100
11-13	58.1	28.1	0.9	0.2	6.6	6.1	100
14-16	51.8	21.8	0.7	0.2	9.7	15.8	100
6-16	55.4	28.7	0.8	0.4	8.6	6.1	100
Total	85.3				14.7		100
By Type	65.0	33.7	0.9	0.5			



Age group 6-10: 5.4% (2.4+3.0) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school (%)	Total
3	5.3	7.4	0.0	0.0	87.2	100
4	15.7	24.0	0.0	0.2	60.1	100
5	36.5	34.1	0.2	1.0	28.0	100
3-5	22.9	25.0	0.1	0.5	51.4	100
Total	48.5				51.4	100
By Type	47.2	51.5	0.2	1.1		



Age group 3: 19.1% (10.0+9.1) children are out of school

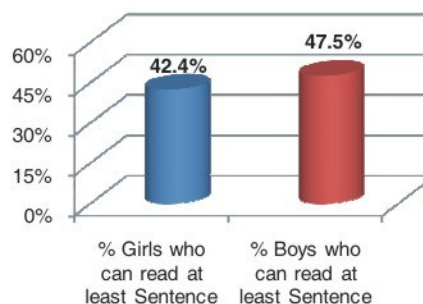
Reading Levels (Urdu / Sindhi)

% Children Who Can Read

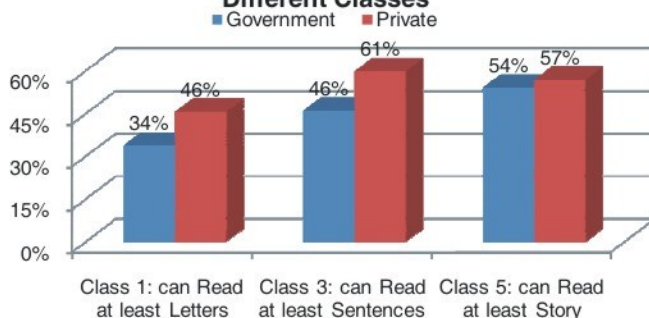
Class	Nothing	Letters	Words	Sentences	Story	Total
1	11.6	41.4	34.0	7.2	5.8	100
2	3.5	21.2	37.8	26.3	11.2	100
3	2.1	9.5	26.4	35.3	26.6	100
4	1.1	4.2	16.3	23.2	55.2	100
5	0.9	1.6	8.9	21.6	67.0	100
6	0.3	0.8	4.4	13.6	80.9	100
7	1.0	0.7	5.2	8.4	84.7	100
8	-	0.8	0.8	9.0	89.4	100
9	0.4	0.4	2.4	6.3	90.6	100
10	0.6	1.2	1.2	3.6	93.3	100

How to read: 13.0% (7.2+5.8) children of class 1 can read sentences

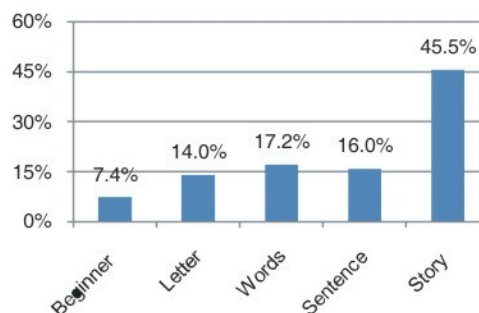
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

Classwise, % Children Who Can Read English

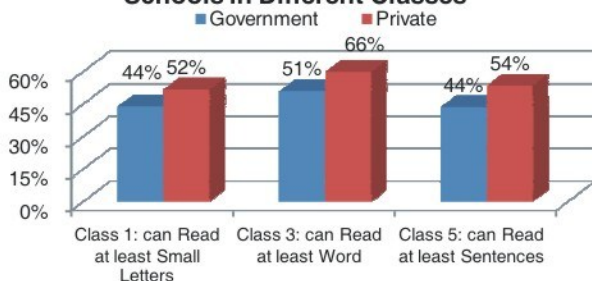
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	13.6	27.9	35.5	16.9	6.1	100
2	4.8	10.0	38.3	34.6	12.3	100
3	3.4	4.4	22.9	44.7	24.7	100
4	2.0	2.7	11.9	38.8	44.6	100
5	0.9	2.1	7.1	31.6	58.3	100
6	0.5	0.5	3.3	18.1	77.5	100
7	1.8	0.4	3.9	14.2	79.8	100
8	-	-	2.4	8.3	89.3	100
9	0.4	0.8	3.5	7.1	88.2	100
10	-	-	1.8	4.8	93.4	100

How to read: 23.0% (16.9+6.1) children of class 1 can read words

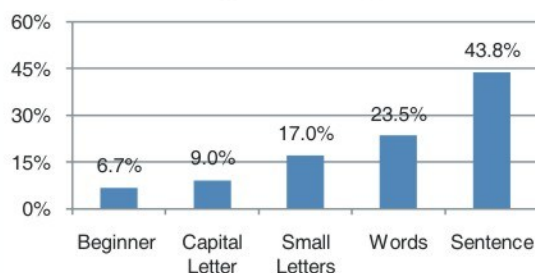
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
44.6	66.7
55.4	45.8
68.4	65.3
60.1	69.3
71.5	75.5
71.2	81.2
62.5	83.1
66.7	85.0
44.4	80.4
62.5	84.0

English Reading Levels in Govt. and Pvt. Schools in Different Classes

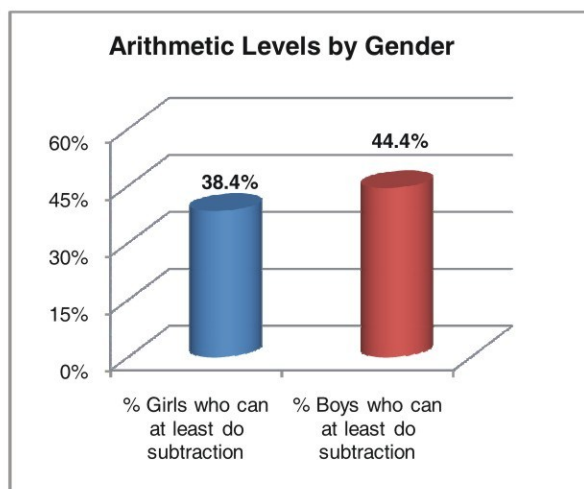


Learning Levels English

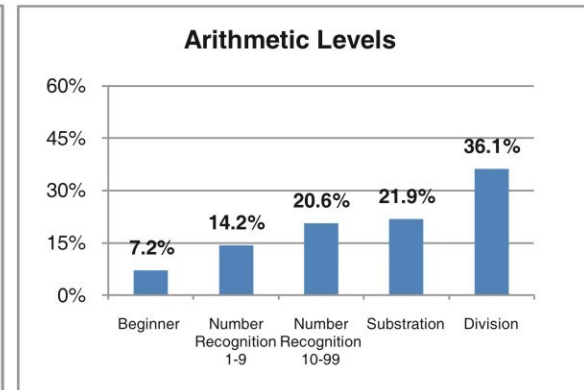
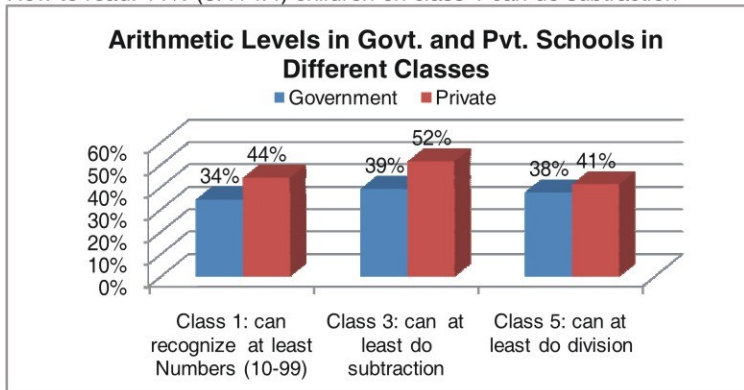


Arithmetic

Class-Wise, % Children Who Can						
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	10.6	42.2	36.3	6.8	4.0	100
2	3.6	16.0	49.6	23.9	6.9	100
3	2.0	10.3	33.4	38.2	16.1	100
4	1.2	6.2	18.4	44.5	29.7	100
5	0.5	3.1	11.0	36.4	49.1	100
6	0.0	1.9	7.0	24.2	66.9	100
7	1.1	2.9	5.0	19.4	71.6	100
8	0.0	0.4	2.4	12.6	84.6	100
9	0.0	0.8	2.5	10.4	86.3	100
10	0.0	0.6	0.6	9.9	88.8	100



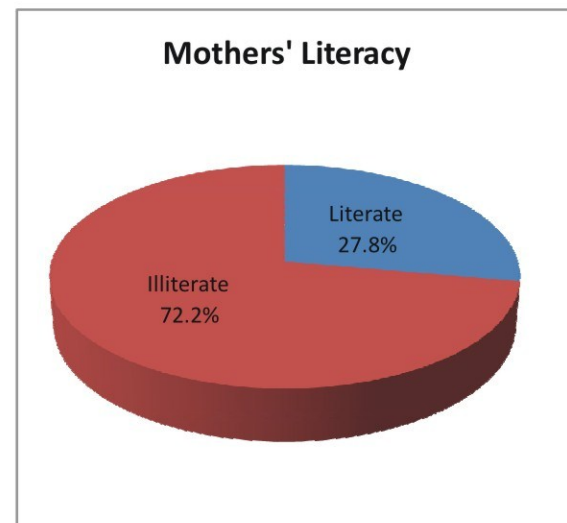
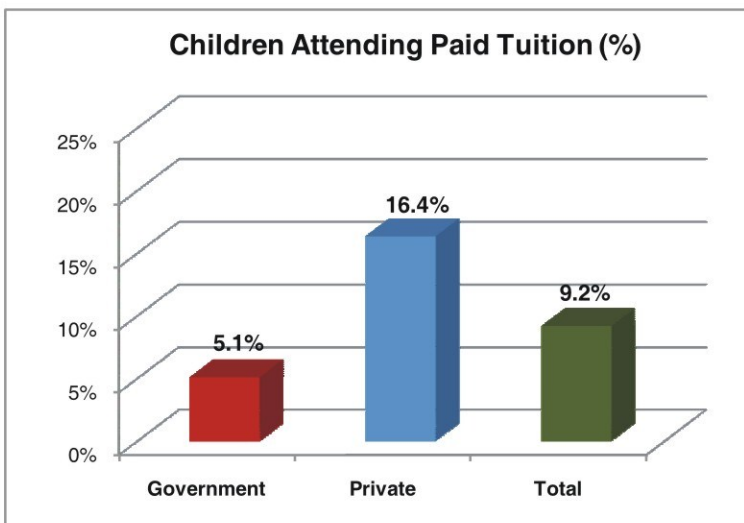
How to read: 11% (6.4+4.4) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt. (%)	2.5%	3.7%	5.3%	4.3%	6.3%	4.9%	6.7%	6.5%	12.8%	7.7%
Pvt. (%)	12.7%	13.9%	19.4%	22.2%	20.1%	14.4%	21.7%	18.8%	19.1%	18.4%

Mothers' Literacy



School observation

	Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary (1-5)	36	18	52	106	1	0	14	15
Elementary (1-8)	1	0	0	1	1	0	19	20
High (1-10)	1	0	0	1	5	0	13	18
Other	4	1	1	6	0	0	0	0
Total	42	19	53	114	7	0	46	53
%	37%	17%	46%	100%	13%	0%	87%	100%

	Children attendance (%) on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
attendance (as per register)	89.2	80.4	74.5	89.1	89.0	92.6	93.3	91.7	-	92.5
attendance (as per headcount)	88.3	80.4	69.1	88.4	88.1	95.8	92.6	91.7	-	92.7

	Teacher Attendance on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
Teacher attendance (average) %	93%	100%	58%	80%	92%	89%	95%	93%	-	93%
No of Vacant posts	26	0	1	9	36					

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	69.8	100	-	83.3	93.3	85.0	94.4	-
	Not Useable	30.2	-	100	16.7	6.7	15.0	5.6	-
Toilet	Useable	58.5	100	-	33.3	86.7	75.0	94.4	-
	Not Useable	41.5	-	100	66.7	13.3	25.0	5.6	-

		School Facilities - Class Room							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)		5.0	4.0	8.0	5.2	6.5	10.6	16.6	-
Used for classes (Avg)		4.4	4.0	6.0	4.3	4.8	9.7	16.1	-
Availability of Play ground		36.8%	0.0%	100%	83.3%	60.0%	70.0%	55.6%	-
Availability of Boundary wall		74.5%	100%	100%	83.3%	93.3%	80.0%	94.4%	-

		School Funds							
		Grants received by school							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
No. of school received any grant		80	1	1	4	-	-	-	-
Average amount of Grant		51001	23000	287000	85000	-	-	-	-

Abbotabad (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Abbotabad-Rural. The information was collected on 1,435 children (56% male, 44% female) for 3-16 years age group from 594 households.
- In addition, school profile information was collected on 27 government schools and 10 private schools. Mother's literacy information was also collected on 607 mothers.

Mothers' Literacy:

- Only 64% agreed to be tested whereas 20% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 38% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 278 children falling in 3-5 age group, 68.3% are enrolled in some kind of facility. Only 34.5% children are enrolled in Govt schools and 33.8% are attending Non-State educational facilities primarily private schools: 33.4% children are attending private school and 0.4% in other types of schools.
- Nearly 31.7% children are not enrolled in any type of schools of the total 278 children. Almost 43% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 93.5% comprising 43% girls and 57% boys.
- 59.3% children are enrolled in government schools, 34.2% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 33.7% children are enrolled private schools; remaining 0.5% is enrolled in Madrasah.
- Of children enrolled in school, 6.8% children take paid tuition after school hours. 4.8% of children enrolled in government school and 10.6% of those children going to private schools are taking tuitions.
- Only 6.5% children surveyed under ASER 2010 are not enrolled in schools. Of this, 1.4% children have dropped out whereas 5.1% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 69% children assessed can read at least a sentence in Urdu or his/her own language and 52% children can read story (level 2) text. Whereas 7% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 75% of Class 3 students are able to read sentences (level 1 text). 60% of such children are attending public schools whereas 76% are enrolled in private school. 58% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 72% could read a Story text (level-2).
- Data on reading ability of out of school children show interesting trends. 17% are at sentence level and 31% of out of school children can read story level text. Of the total, 50% and 11% are girls who can read sentence and story respectively. Only 9% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 42% children can read sentences in English, 29% can read words, 6% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 53% children enrolled in Class 3 can read English words and 28% can read sentences fluently. Of those who read sentences 70% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 18% of children stand at beginners' level, 70% are able to read words and 26% are able to read sentences.

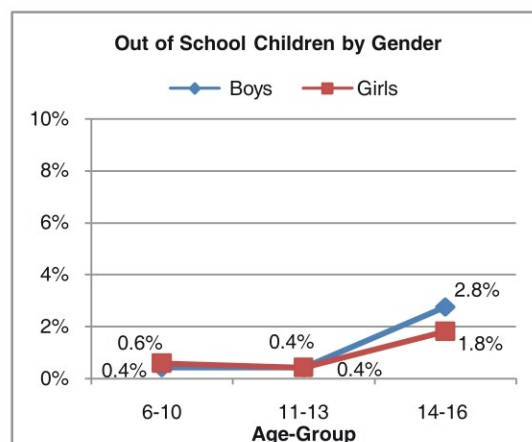
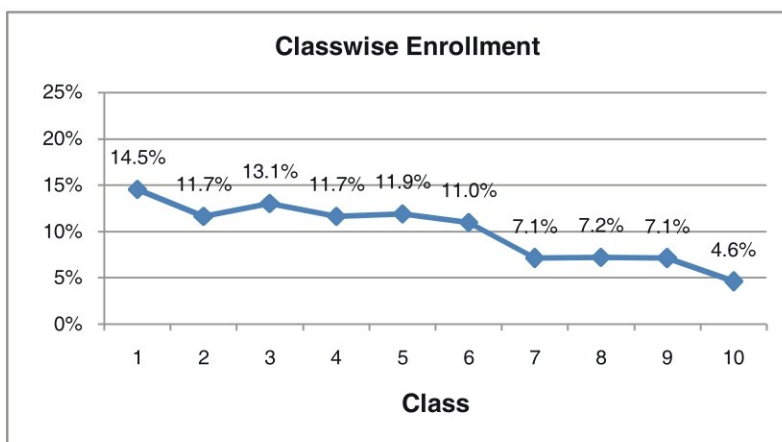
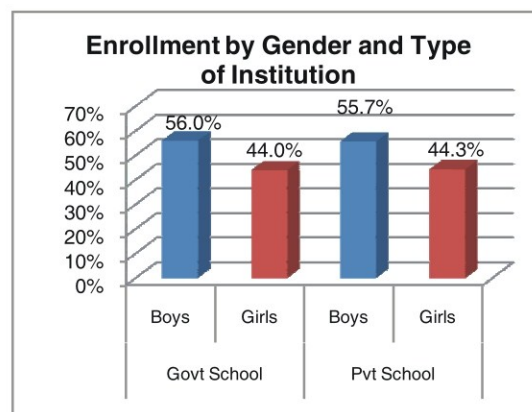
Arithmetic

- Of total children assessed, Overall 62% children can do 2 digit subtraction sums with carry whereas 35% can do 3 digit division sums. Only 5% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level Class 4 students is looked at. Nearly 73% of those enrolled in Class 4 are able to do subtraction sums and 19% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. Alarming, 26% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 0.9% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better. 48% of private school students of Class 5 could do division correctly. As opposed to 36% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 18% are able to do division sums and 62% able to do subtraction correctly.

Abbotabad (Rural)

School Enrollment and Out of School Children

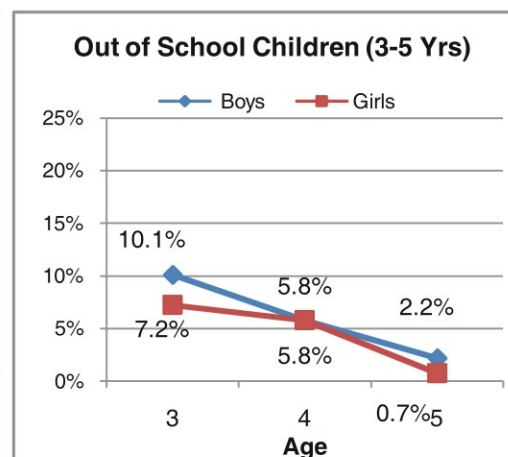
%Children in different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	55.7	41.5	0.7	-	1.7	0.3	100
11-13	65.3	31.0	0.3	-	0.3	3.0	100
14-16	60.0	20.7	0.4	-	1.8	17.1	100
6-16	59.3	33.7	0.5	-	1.4	5.1	100
Total	93.5				6.5		100
By Type	63.4	36.1	0.6	-			



Age group 6-10:1.0% (0.4+0.6) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	3.3	16.7	0.0	0.0	80.0	100
4	32.6	30.2	0.0	0.0	37.2	100
5	50.0	43.9	0.0	0.0	6.1	100
3-5	34.5	33.8	0.0	0.0	31.7	100
Total	68.3				31.7	100
By Type	50.5	49.5	0.0	0.0		

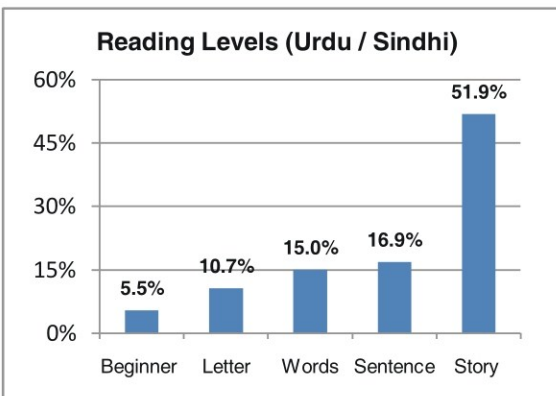
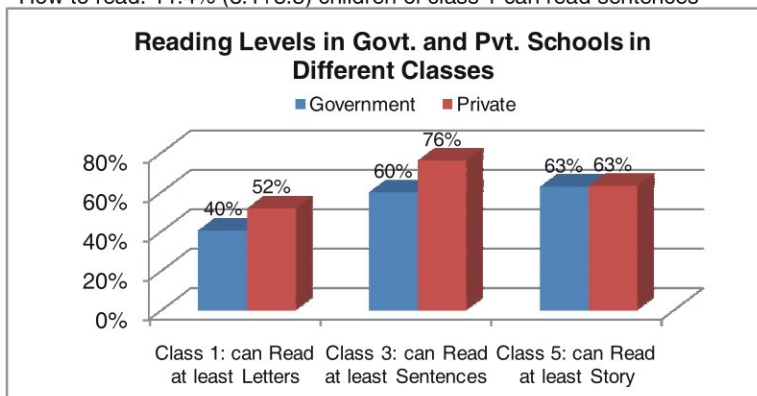
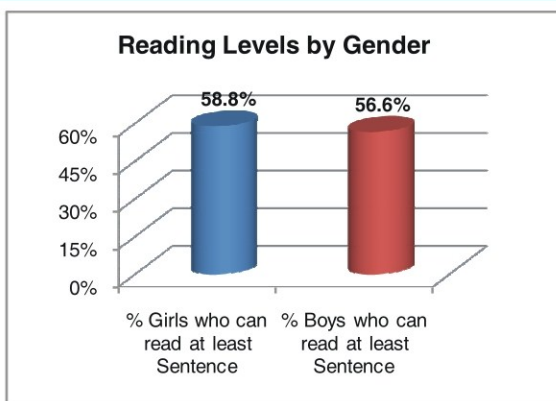


Age 3: 17.3% (10.1+7.2) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	4.9	38.2	45.5	8.1	3.3	100
2	0.9	10.1	34.9	41.3	12.8	100
3	2.4	4.0	18.5	33.1	41.9	100
4	1.9	3.7	10.2	17.6	66.7	100
5	-	1.8	1.8	25.0	71.4	100
6	1.0	1.0	1.0	12.4	84.8	100
7	-	1.5	1.5	9.1	87.9	100
8	-	1.5	-	3.0	95.5	100
9	-	1.4	-	4.2	94.4	100
10	-	-	2.3	2.3	95.3	100

How to read: 11.4% (8.1+3.3) children of class 1 can read sentences

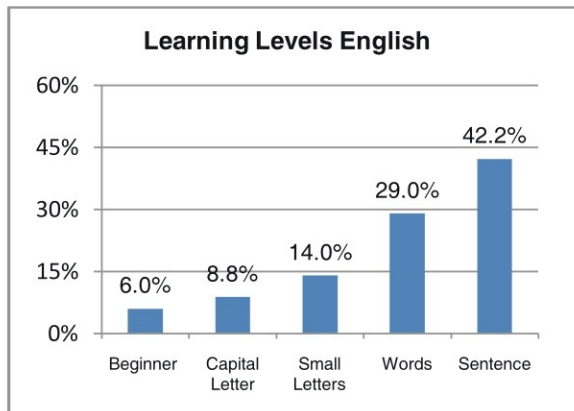
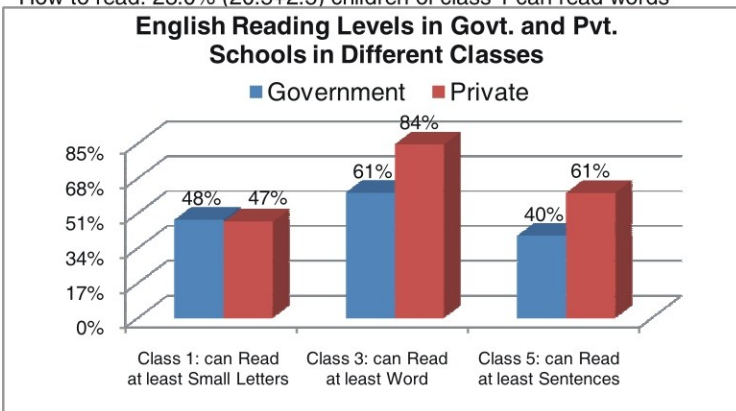


Learning Levels (English)

Classwise, % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	6.6	32.8	37.7	20.5	2.5	100
2	0.9	8.1	28.8	52.3	9.9	100
3	2.5	4.9	11.5	53.3	27.9	100
4	1.8	6.4	11.9	45.0	34.9	100
5	-	2.7	4.5	38.4	54.5	100
6	1.0	-	3.9	21.4	73.8	100
7	3.0	-	3.0	13.6	80.3	100
8	-	-	3.1	12.5	84.4	100
9	-	-	1.4	8.3	90.3	100
10	-	-	-	2.3	97.7	100

How to read: 23.0% (20.5+2.5) children of class 1 can read words

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
44.0	100.0
50.0	45.5
64.6	70.6
65.3	76.3
67.4	77.0
77.3	82.9
55.6	84.9
37.5	85.2
16.7	83.1
-	95.2



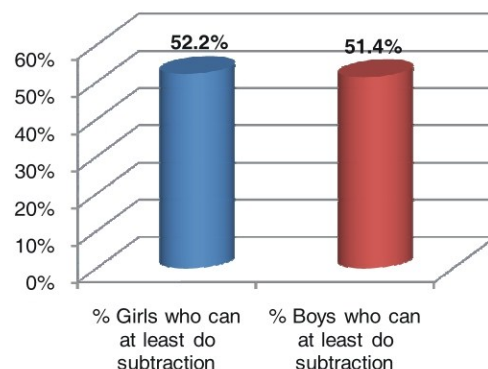
Arithmetic

Class-Wise, % Children Who Can

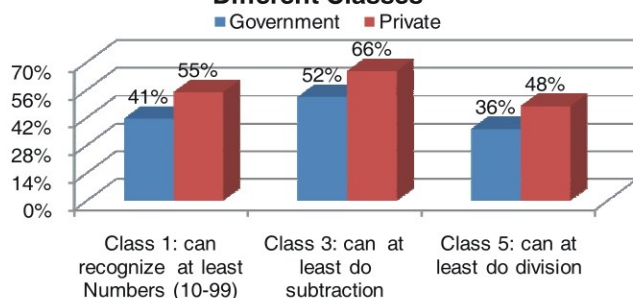
Class	Nothin g	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10- 99			
1	4.1	36.1	52.5	5.7	1.6	100
2	0.0	9.2	56.9	32.1	1.8	100
3	1.6	4.9	27.0	45.9	20.5	100
4	0.9	6.5	20.4	53.7	18.5	100
5	0.0	2.7	12.4	38.9	46.0	100
6	0.0	1.0	2.9	30.8	65.4	100
7	0.0	1.5	7.5	23.9	67.2	100
8	0.0	1.5	1.5	10.6	86.4	100
9	0.0	1.4	0.0	19.4	79.2	100
10	0.0	0.0	2.3	18.6	79.1	100

How to read: 7.3% (5.7+1.6) children on class 1 can do subtraction

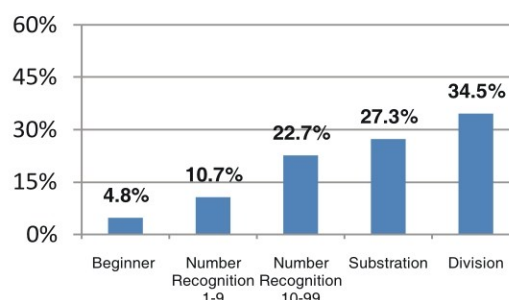
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



Arithmetic Levels

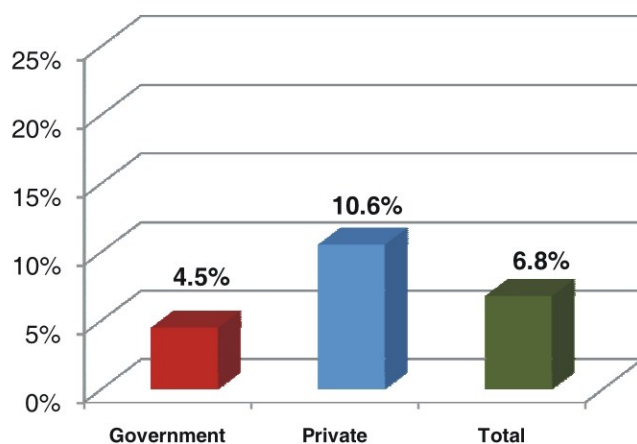


Paid Tuition

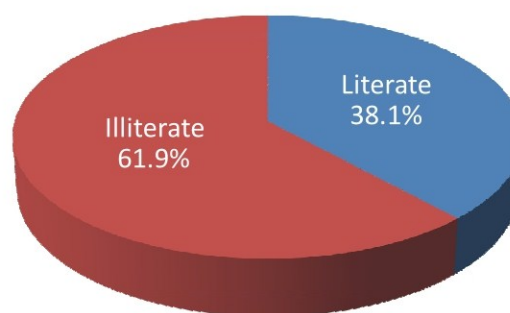
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	1.1%	2.9%	3.7%	7.3%	3.8%	1.2%	5.4%	9.4%	14.0%	7.3%
Pvt.	6.5%	12.5%	10.3%	23.3%	15.2%	5.4%	4.8%	12.0%	5.0%	22.2%

Mothers' Literacy

Children Attending Paid Tuition (%)



Mothers' Literacy



Charsada (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Charsada-Rural. The information was collected on 2,029 children (57% male, 43% female) for 3-16 years age group from 597 households.
- In addition, school profile information was collected on 29 government schools and 20 private schools. Mother's literacy information was also collected on 666 mothers.

Mothers' Literacy:

- Only 46% agreed to be tested whereas 4% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 12% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 365 children falling in 3-5 age group, 34.8% are enrolled in some kind of facility. Only 20.5% children are enrolled in Govt schools, 14.3% are attending Non-State educational facilities primarily private schools: 12.9% children are attending private schools; remaining 1.4% in other type of schools.
- Nearly 64.9% children are not enrolled in any type of schools of the total 365 children. Almost 53% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 77.2% comprising 37% girls and 63% boys.
- 56.1% children are enrolled in government schools, 21.1% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 18.4% children are enrolled private schools, 1.4% is enrolled in Madrasah and remaining 1.2% are in Other types of schools.
- Of children enrolled in school, 10.7% children take paid tuition after school hours. 7.7% of children enrolled in government school and 19.3% of those children going to private schools are taking tuitions.
- Only 22.8% children surveyed under ASER 2010 are not enrolled in schools. Of this, 6.3% children have dropped out whereas 16.5% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 71% children assessed can read at least a sentence in Urdu or his/her own language and 52% children can read story (level 2) text. Whereas 5% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 65% of Class 3 students are able to read sentences (level 1 text). 61% of such children are attending public schools whereas 55% are enrolled in private school. 77% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 70% could read a Story text (level-2).
- Data on reading ability of out of school children show interesting trends. 38% are at sentence level and 21% of out of school children can read story level text. Only 40% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 55.6% children can read sentences in English, 21.7% can read words, 6.8% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 75.8% children enrolled in Class 3 can read English words and 33.1% can read sentences fluently. Of those who read sentences 66% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 37% of children stand at beginners' level, 45% are able to read words and 28% are able to read sentences.

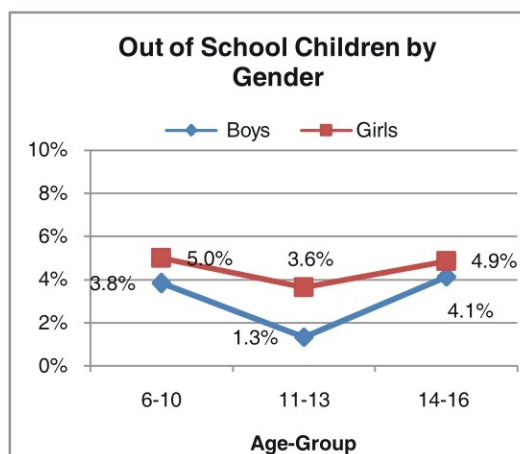
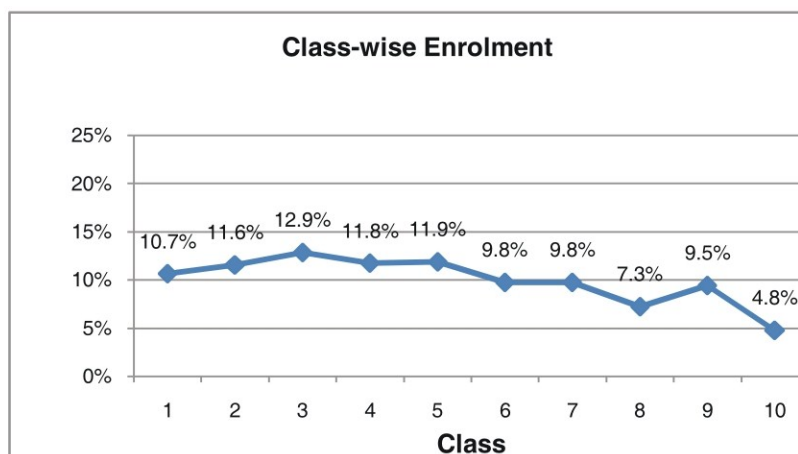
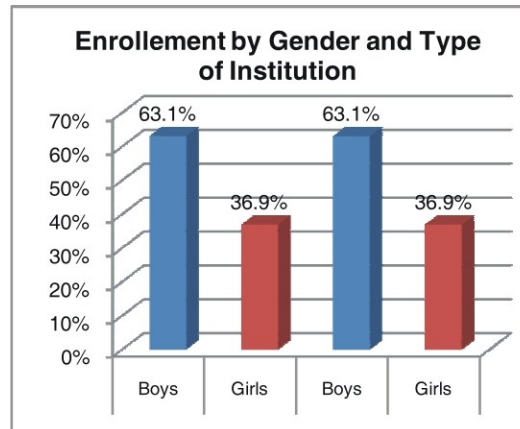
Arithmetic

- Of total children assessed in, Overall 69.5% children can do 2 digit subtraction sums with carry whereas 48.7% can do 3 digit division sums. Only 23% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level Class 4 students is looked at. Nearly 81% of those enrolled in Class 4 are able to do subtraction sums and 40.5% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. Alarming, 9.5% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 1.7% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better. 30% of private school students of Class 5 could do division correctly. As opposed to 47% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 31% are able to do division sums and 43% able to do subtraction correctly.

Charsada (Rural)

School Enrollment and Out of School Children

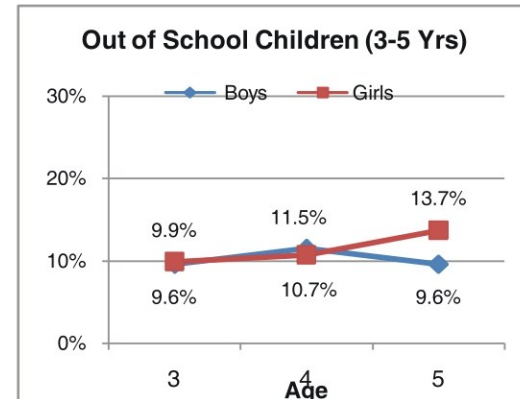
Age Group	%Children in different Types of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	56.8	20.8	1.6	2.1	16.6	2.2	100
11-13	56.9	21.1	1.9	0.5	12.7	6.9	100
14-16	54.2	12.5	0.7	0.2	19.7	12.7	100
6-16	56.1	18.6	1.4	1.2	16.5	6.3	100
Total	77.2				22.8		100
By Type	72.7	24.0	1.8	1.5			



Age group 6-10: 8.8% (3.8+5.0) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children who attend different types of pre-schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	9.5	6.0	0.0	0.0	84.5	100
4	17.3	8.2	0.0	0.9	73.6	100
5	28.1	19.3	0.0	2.3	49.7	100
3-5	20.5	12.9	0.0	1.4	64.9	100
Total	34.8				64.9	100
By Type	59.1	37.0	0.0	3.9		

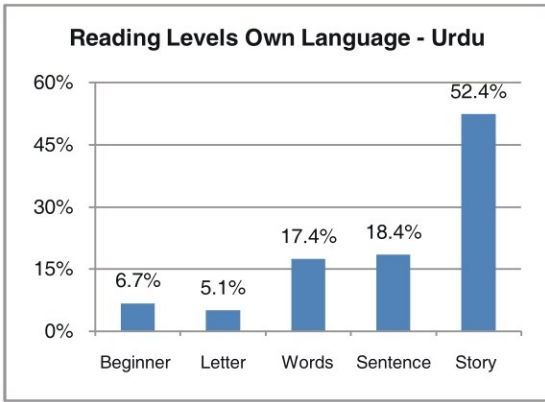
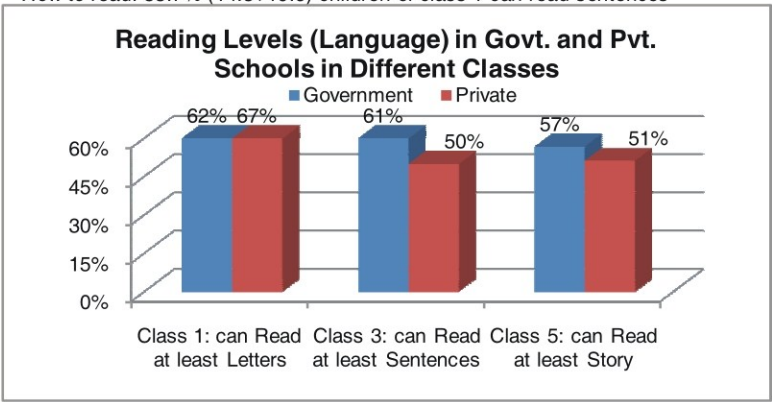
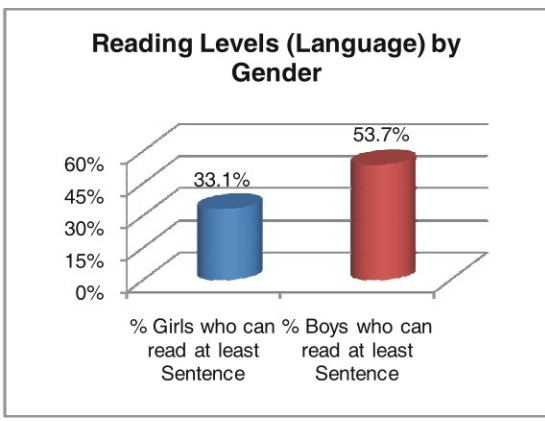


Age 3: 19.5% (9.9+9.6) children are out of school

Reading in Own Language

% Children who can read						
Class	Nothing	Letter	Words	Sentences	Story	Total
1	9.8	14.3	42.0	14.3	19.6	100
2	6.9	11.2	31.9	34.5	15.5	100
3	0.8	3.1	31.3	42.2	22.7	100
4	0.8	2.3	18.6	27.1	51.2	100
5	2.6	1.7	8.5	17.1	70.1	100
6	-	-	8.1	7.1	84.8	100
7	3.1	1.0	10.4	10.4	75.0	100
8	-	-	2.7	4.1	93.2	100
9	-	-	4.8	8.7	86.5	100
10	-	3.4	1.7	6.9	87.9	100

How to read: 33.7% (14.3+19.6) children of class 1 can read sentences

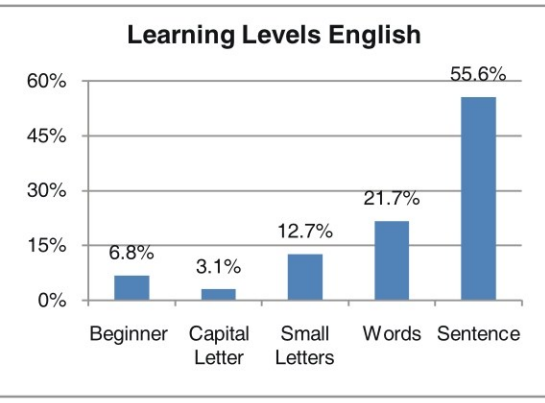
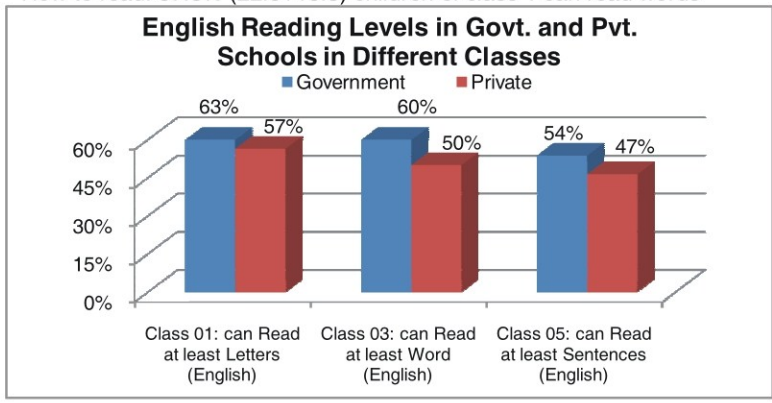


Learning level (English)

Classwise % Children who can read English						
Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	19.8	8.1	34.2	22.5	15.3	100
2	8.8	2.7	25.7	40.7	22.1	100
3	2.4	2.4	19.4	42.7	33.1	100
4	3.2	-	7.1	33.3	56.3	100
5	2.6	1.8	3.5	24.6	67.5	100
6	1.0	1.0	4.1	11.2	82.7	100
7	3.3	1.1	5.4	15.2	75.0	100
8	-	-	4.1	1.4	94.5	100
9	-	1.0	4.9	6.9	87.3	100
10	-	-	3.4	6.9	89.7	100

How to read: 37.8% (22.5+15.3) children of class 1 can read words

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
36.0	70.6
63.0	64.0
69.8	65.9
45.2	77.5
71.4	88.3
72.7	85.2
50.0	88.4
100	92.8
85.7	71.9
50.0	73.1

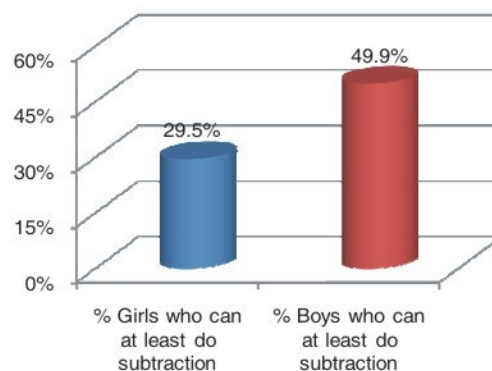


Arithmetic

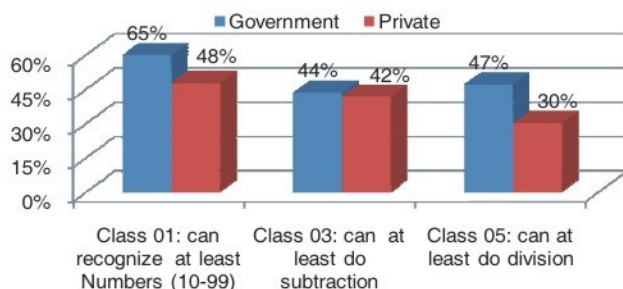
Class	Class-wise, % children who can					
	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	12.7	17.3	40.9	15.5	13.6	100
2	6.2	9.7	31.9	38.1	14.2	100
3	0.8	11.7	29.2	32.5	25.8	100
4	1.7	7.8	9.5	40.5	40.5	100
5	1.9	4.8	5.8	26.9	60.6	100
6	0.0	5.4	6.5	11.8	76.3	100
7	3.5	7.0	5.8	19.8	64.0	100
8	0.0	0.0	2.8	6.9	90.3	100
9	0.0	1.1	2.2	7.7	89.0	100
10	0.0	0.0	0.0	3.8	96.2	100

How to read: 29.1% (15.5+13.6) children on class 1 can do subtraction

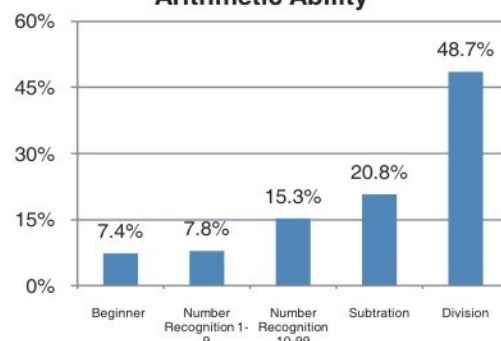
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



Arithmetic Ability

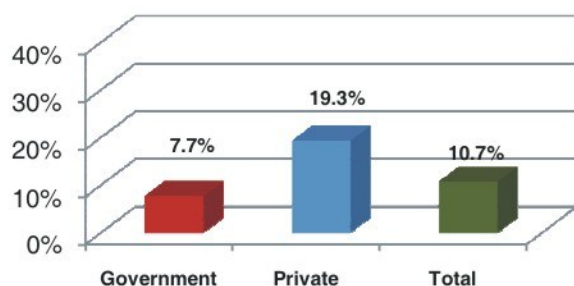


Paid Tuition

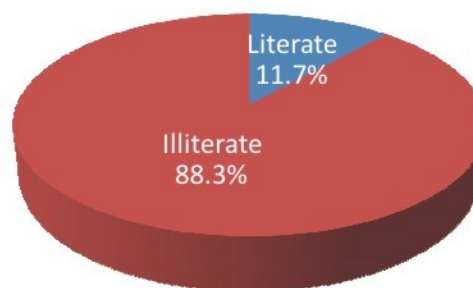
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	7.3	6.7	5.6	5.5	7.7	7.3	9.8	9.3	15.6	11.3
Pvt.	13.0	12.9	16.7	18.8	25.6	28.2	20.7	18.8	13.0	14.3

Mothers' Literacy

Children Attending Paid Tuition (%)



Mother Literacy



Mansehra (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Mansehra-Rural. The information was collected on 1649 children (55% male, 45% female) for 3-16 years age group from 595 households.
- In addition, school profile information was collected on 30 government schools and 1 private school. Mother's literacy information was also collected on 618 mothers.

Mothers' Literacy:

- Only 81% agreed to be tested whereas 14% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 74% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 339 children falling in 3-5 age group, 39.8% are enrolled in some kind of facility. Only 20.9% children are enrolled in Govt schools, 18.9% are attending Non-State educational facilities primarily private schools
- Nearly 61.2% children are not enrolled in any type of schools of the total 339 children. Almost 44% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 87.6% comprising 44% girls and 56% boys.
- 63.9% children are enrolled in government schools, 23.7% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 23.1% children are enrolled private schools, 0.6% is enrolled in Madrasah
- Of children enrolled in school, 6.3% children take paid tuition after school hours. 3.2% of children enrolled in government school and 13.9% of those children going to private schools are taking tuitions.
- Only 12.4% children surveyed under ASER 2010 are not enrolled in schools. Of this, 7.6% children have dropped out whereas 4.8% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 55.3% children assessed can read at least a sentence in Urdu or his/her own language and 41.6% children can read story (level 2) text. Whereas 8% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 59.3% of Class 3 students are able to read sentences (level 1 text). 48% of such children are attending public schools whereas 80% are enrolled in private school. 78.5% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 67.4% could read a Story text (level-2).
- Data on reading ability of out of school children show interesting trends. 40% are at sentence level and 32% of out of school children can read story level text. Only 33% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 39% children can read sentences in English, 62% can read words, 5% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 65.7% children enrolled in Class 3 can read English words and 16.4% can read sentences fluently. Of those who read sentences 81.8% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 38% of children stand at beginners' level, 45% are able to read words and 28% are able to read sentences.

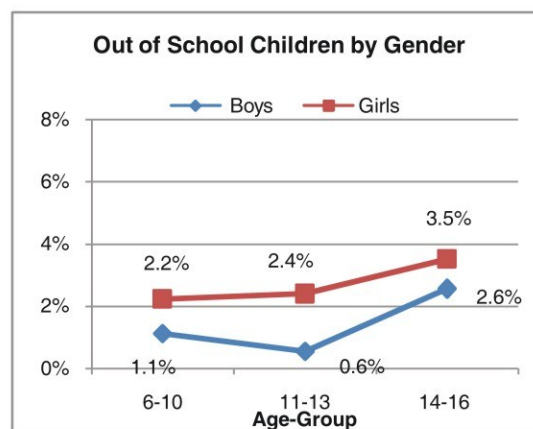
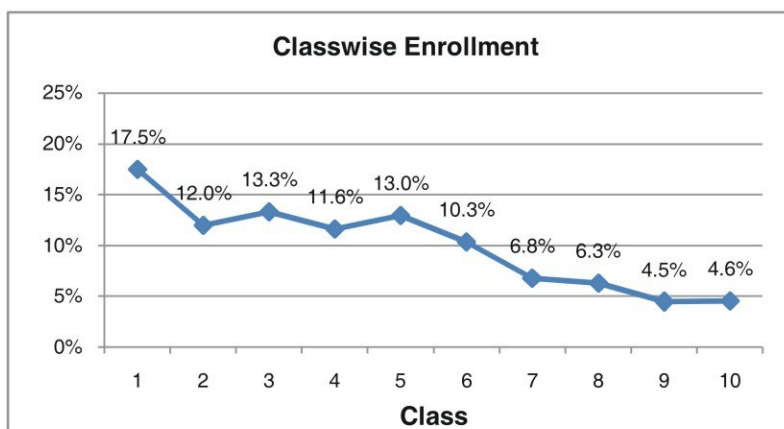
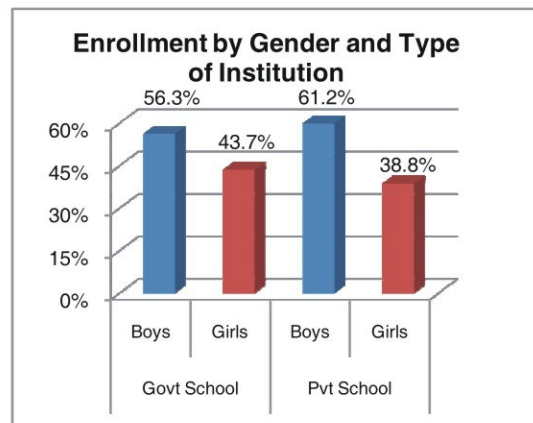
Arithmetic

- Of total children assessed in, Overall 51% children can do 2 digit subtraction sums with carry whereas 30% can do 3 digit division sums. Only 8% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level Class 4 students is looked at. Nearly 73.3% of those enrolled in Class 4 are able to do subtraction sums and 26.8% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. Alarming, 24.1% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard). Arithmetic learning level of children going to private schools is better. 52% of private school students of Class 5 could do division correctly. As opposed to 39% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 25% are able to do division sums and 38% able to do subtraction correctly.

Mansehra (Rural)

School Enrollment and Out of School Children

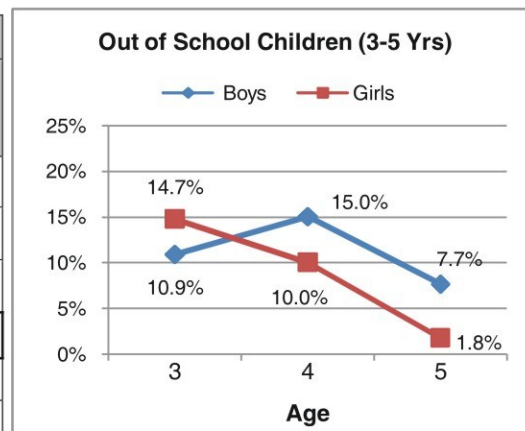
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	67.4	25.9	0.2	-	5.3	1.2	100
11-13	70.3	18.1	0.6	-	3.6	7.4	100
14-16	47.4	22.6	1.9	-	5.2	23.0	100
6-16	63.9	23.1	0.6	-	4.8	7.6	100
Total	87.6				12.4		100
By Type	72.9	26.4	0.7	-			



Age group 6-10: 3.3% (1.1+2.2) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others			
3	2.2	3.3	0.0	0.0	94.6	100	
4	9.6	16.5	0.0	0.0	73.9	100	
5	43.9	31.8	0.0	0.0	24.2	100	
3-5	20.9	18.9	0.0	0.0	60.2	100	
Total	39.8				60.2	100	
By Type	52.6	47.4	0.0	0.0			



Age 3: 25.6% (10.9+14.7) children are out of school

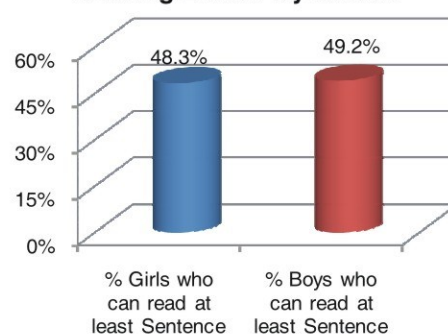
Reading Levels (Urdu / Sindhi)

% Children Who Can Read

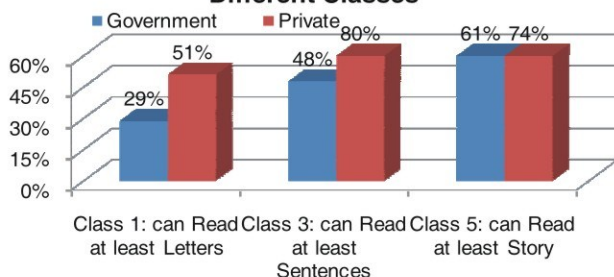
Class	Nothing	Letters	Words	Sentences	Story	Total
1	6.9	55.5	34.1	0.6	2.9	100
2	2.5	23.0	52.5	16.4	5.7	100
3	0.7	11.9	28.1	37.8	21.5	100
4	-	1.8	17.9	27.7	52.7	100
5	-	-	7.0	25.6	67.4	100
6	-	-	1.0	17.6	81.4	100
7	-	-	-	1.5	98.5	100
8	-	-	-	8.2	91.8	100
9	-	-	-	-	100.0	100
10	-	-	-	2.4	97.6	100

How to read: 3.5% (0.6+2.9) children of class 1 can read sentences

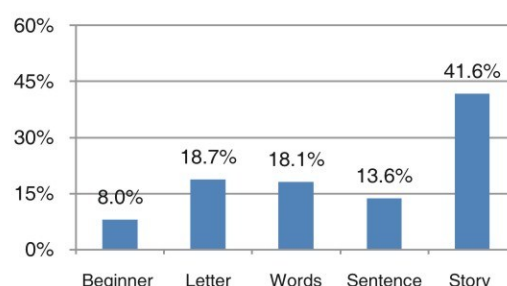
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

Classwise % Children who can read English

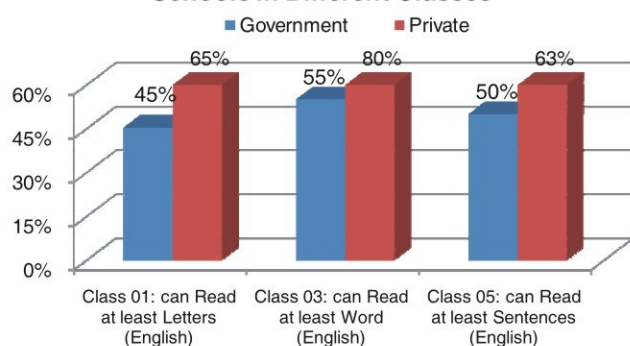
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	7.7	35.5	40.8	12.4	3.6	100
2	0.8	9.8	57.4	25.4	6.6	100
3	0.7	3.0	30.6	49.3	16.4	100
4	-	0.9	12.5	43.8	42.9	100
5	-	1.6	7.8	34.1	56.6	100
6	-	-	2.0	21.6	76.5	100
7	-	-	-	15.6	84.4	100
8	-	-	-	13.1	86.9	100
9	-	-	-	5.1	94.9	100
10	-	-	-	7.1	92.9	100

How to read: 16% (12.4+3.6) children of class 1 can read words

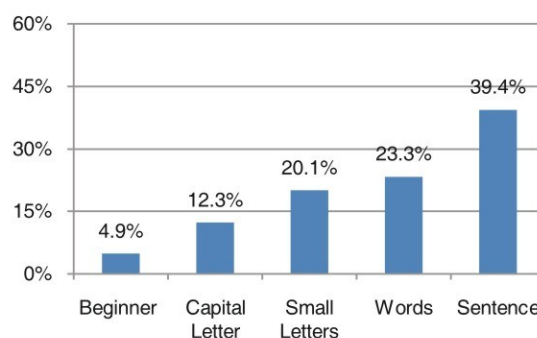
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
81.0	83.3
67.7	37.5
83.3	81.8
75.5	70.8
86.4	71.2
68.2	83.3
90.0	87.0
87.5	84.9
50.0	94.6
100	84.6

English Reading Levels in Govt. and Pvt. Schools in Different Classes



Learning Levels English



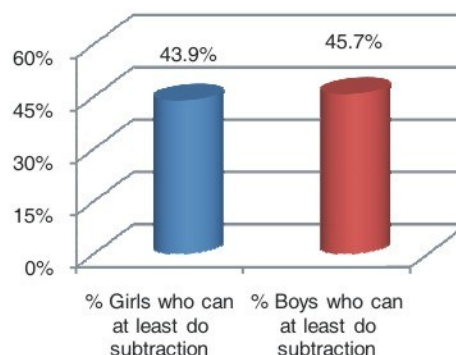
Arithmetic

Class-wise, % children who can

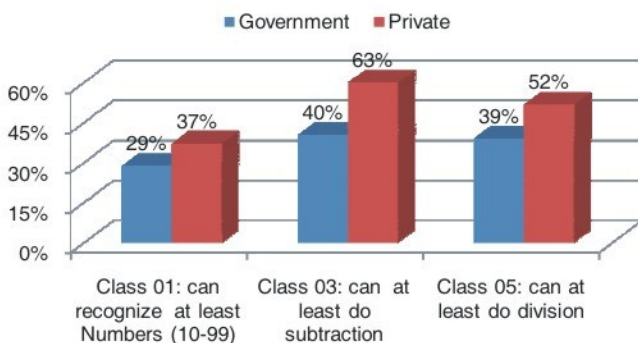
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	5.3	60.6	30.6	1.2	2.4	100
2	1.7	13.2	67.8	13.2	4.1	100
3	0.8	7.6	41.7	43.2	6.8	100
4	0.0	2.7	24.1	46.4	26.8	100
5	0.0	0.0	10.2	44.9	44.9	100
6	0.0	0.0	10.9	30.7	58.4	100
7	0.0	1.6	1.6	18.8	78.1	100
8	0.0	0.0	3.3	21.7	75.0	100
9	0.0	0.0	5.4	2.7	91.9	100
10	0.0	0.0	0.0	12.2	87.8	100

How to read: 3.6 % (2.4+1.2) children on class 1 can do subtraction

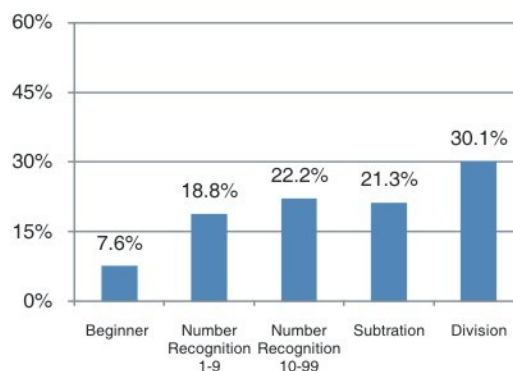
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



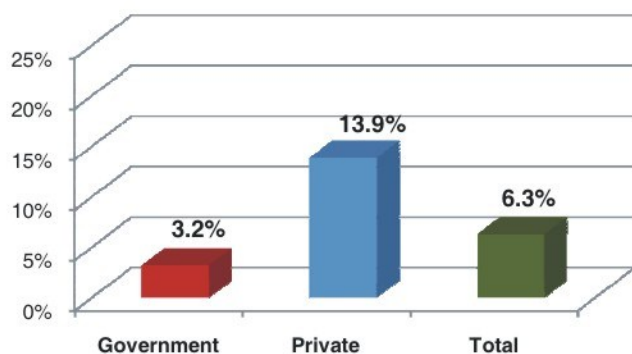
Arithmetic Levels



Paid Tuition

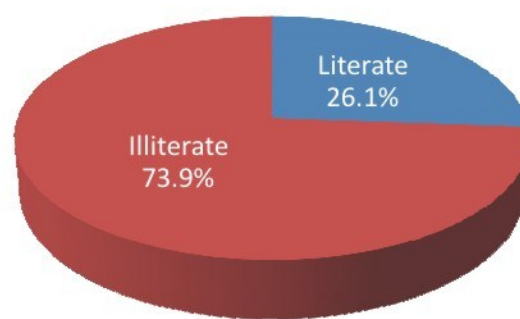
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	2.3	1.1	7.3	2.4	5.5	2.6	5.5	3.9	3.3	0.0
Pvt.	15.7	10.8	23.3	13.9	29.6	13.8	5.9	7.1	40.0	11.8

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers' Literacy



Peshawar (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Peshawar-Rural. The information was collected on 1,650 children (70% male, 30% female) for 3-16 years age group from 598 households.
- In addition, school profile information was collected on 30 government schools and 22 private schools. Mother's literacy information was also collected on 626 mothers.

Mothers' Literacy:

- Only 31% agreed to be tested whereas 34% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 37% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 307 children falling in 3-5 age group, 56.4% are enrolled in some kind of facility. Only 17.3% children are enrolled in Govt schools, 39.1% are attending Non-State educational facilities primarily private schools, 38.1% children are attending private schools; remaining 1% are in madrasah and other type of schools.
- Nearly 43.6% children are not enrolled in any type of schools of the total 307 children. Almost 45% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 86% comprising 30% girls and 70% boys.
- 43.3% children are enrolled in government schools, 42.7% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 42.1% children are enrolled private schools, 0.5% is enrolled in Madrasah and Other types of schools.
- Of children enrolled in school, 12.3% children take paid tuition after school hours 3.8% of children enrolled in government school and 20.4% of those children going to private schools are taking tuitions.
- Only 14% children surveyed under ASER 2010 are not enrolled in schools. Of this, 5.4% children have dropped out whereas 8.6% have never been enrolled.

Learning Levels

•Reading Level (Urdu/Sindhi)

- 50% children assessed can read at least a sentence in Urdu or his/her own language and 35% children can read story (level 2) text. Whereas 10% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 49.2% of Class 3 students are able to read sentences (level 1 text). 27% of such children are attending public schools whereas 46% are enrolled in private school. 79% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 56% could read a Story text (level-2).
- Data on reading ability of out of school children show interesting trends. 47% are at sentence level and 34% of out of school children can read story level text. Only 16% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 36.6% children can read sentences in English, 56% can read words, 10% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 55% children enrolled in Class 3 can read English words and 22% can read sentences fluently. Of those who read sentences 44% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 16% of children stand at beginners' level, 22% are able to read words and 31% are able to read sentences.

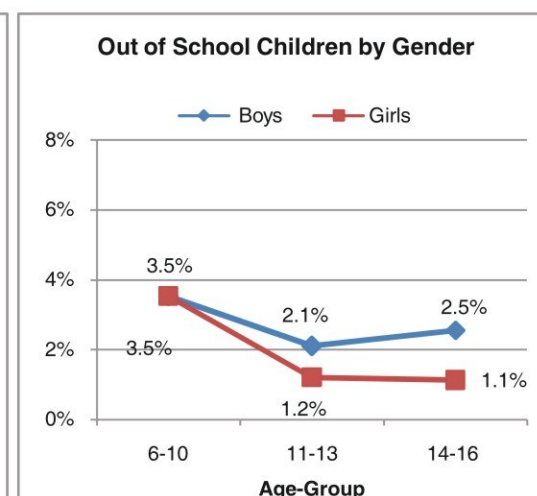
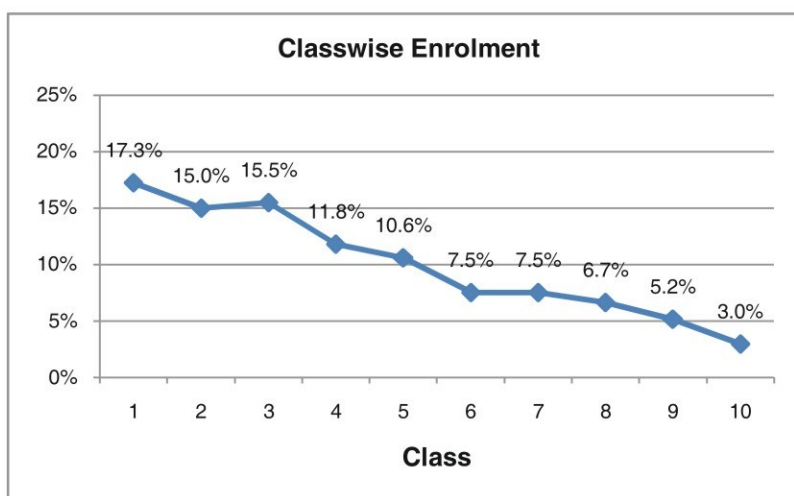
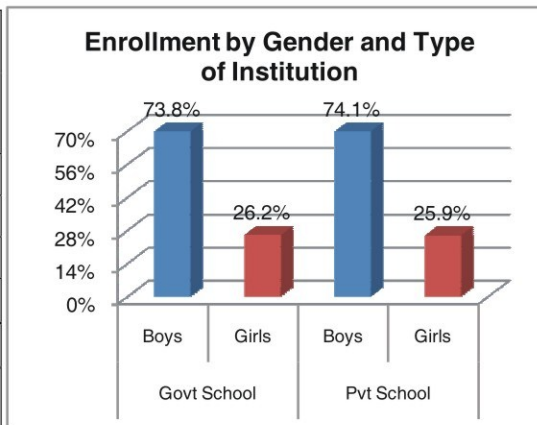
Arithmetic

- Of total children assessed in, Overall 50% children can do 2 digit subtraction sums with carry whereas 31.7% can do 3 digit division sums. Only 9% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level Class 4 students is looked at. Nearly 69.4% of those enrolled in Class 4 are able to do subtraction sums and 32.7% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. Alarmingly, 20.4% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard). Arithmetic learning level of children going to private schools is better. 40% of private school students of Class 5 could do division correctly. As opposed to 21% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 33% are able to do division sums and 48% able to do subtraction correctly.

Peshawar (Rural)

School Enrollment and Out of School Children

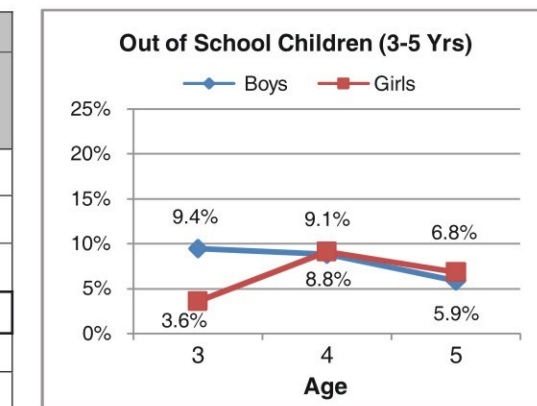
Age Group	%Children In Different Types Of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	44.8	42.1	0.7	-	10.1	2.4	100
11-13	39.4	45.8	0.3	0.3	7.7	6.5	100
14-16	43.5	38.0	-	0.4	5.5	12.5	100
6-16	43.3	42.1	0.4	0.1	8.6	5.4	100
Total	86.0				14.0		100
By Type	50.3	49.0	0.5	0.2			



Age group 6-10: 7.0% (3.5+3.5) children are out of school

Early Years of Schooling (Pre-Schooling)

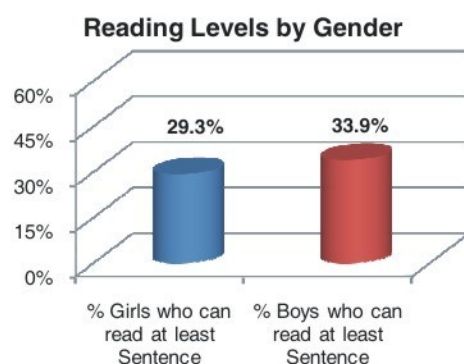
Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	6.5	6.5	0.0	0.0	87.0	100
4	7.3	42.7	0.0	0.0	50.0	100
5	27.8	44.4	0.7	1.3	25.8	100
3-5	17.3	38.1	0.3	0.7	43.6	100
Total	56.4				43.6	100
By Type	30.6	67.6	0.6	1.2		



Age 3: 13.0% (9.4+3.6) children are out of school

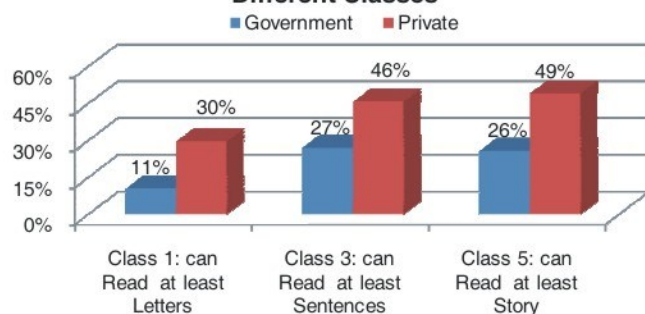
Reading Levels (Urdu/Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	24.1	48.3	17.9	9.0	0.7	100
2	3.7	37.0	31.9	16.3	11.1	100
3	4.7	18.8	27.3	28.1	21.1	100
4	2.0	10.0	18.0	19.0	51.0	100
5	1.2	3.7	22.0	17.1	56.1	100
6	-	3.3	9.8	19.7	67.2	100
7	-	-	6.7	11.7	81.7	100
8	-	1.8	-	23.6	74.5	100
9	2.4	-	2.4	9.8	85.4	100
10	4.3	-	-	-	95.7	100

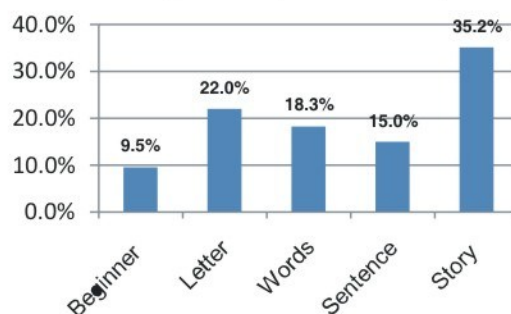


How to read: 9.7% (9.0+0.7) children of class 1 can read sentences

Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

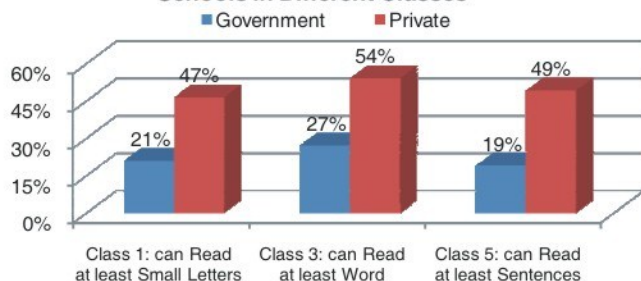
Classwise % Children who can read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	21.8	30.3	28.2	14.8	4.9	100
2	8.2	17.9	39.6	23.1	11.2	100
3	8.1	7.3	29.3	33.3	22.0	100
4	3.0	4.0	17.2	33.3	42.4	100
5	1.3	2.5	15.2	27.8	53.2	100
6	-	1.6	3.3	18.0	77.0	100
7	-	-	6.7	11.7	81.7	100
8	-	-	1.8	7.3	90.9	100
9	2.4	2.4	7.3	7.3	80.5	100
10	-	-	4.2	-	95.8	100

Comprehension

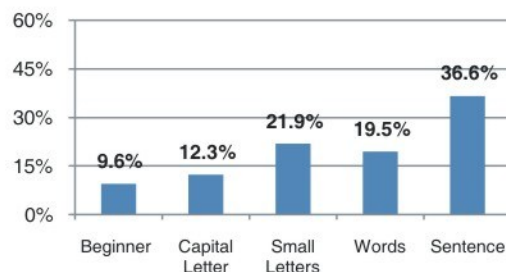
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
19.0	28.6
41.9	20.0
48.8	44.4
48.5	47.6
50.0	57.1
63.6	68.1
57.1	69.4
75.0	74.0
-	81.8
-	87.0

How to read: 19.7% (14.8+4.9) children of class 1 can read words

English Reading Levels in Govt. and Pvt. Schools in Different Classes

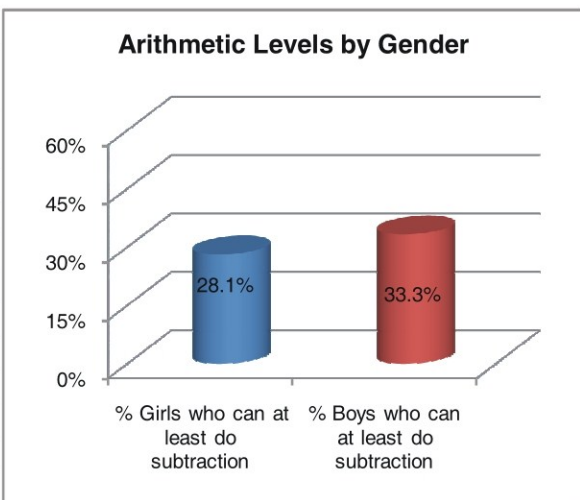


Learning Levels English

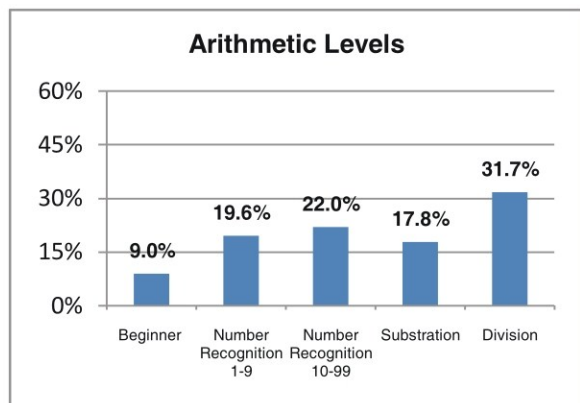
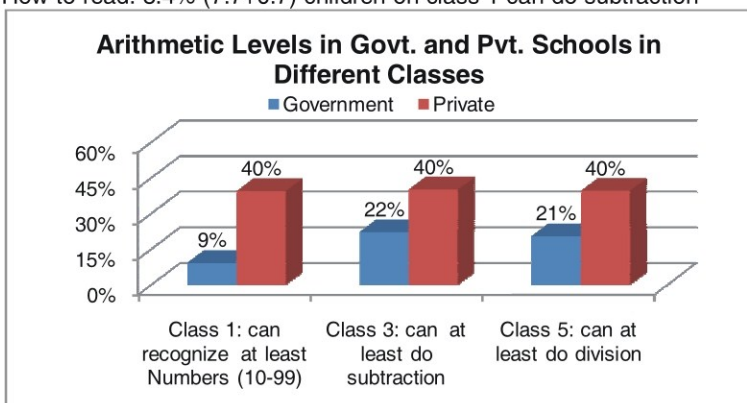


Arithmetic

Class-Wise, % Children Who Can						
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	21.0	44.8	25.9	7.7	0.7	100
2	6.0	29.3	42.1	15.0	7.5	100
3	4.9	17.1	35.0	30.9	12.2	100
4	2.0	8.2	20.4	36.7	32.7	100
5	0.0	6.1	17.1	31.7	45.1	100
6	0.0	1.6	8.2	21.3	68.9	100
7	0.0	0.0	4.9	14.8	80.3	100
8	0.0	0.0	1.8	12.5	85.7	100
9	0.0	0.0	5.0	7.5	87.5	100
10	0.0	4.2	0.0	4.2	91.7	100



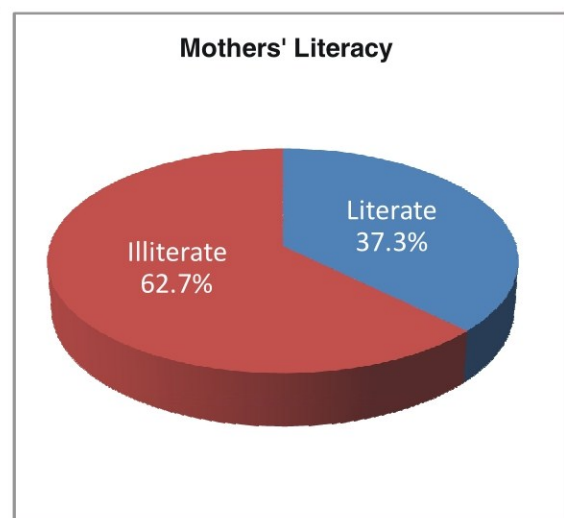
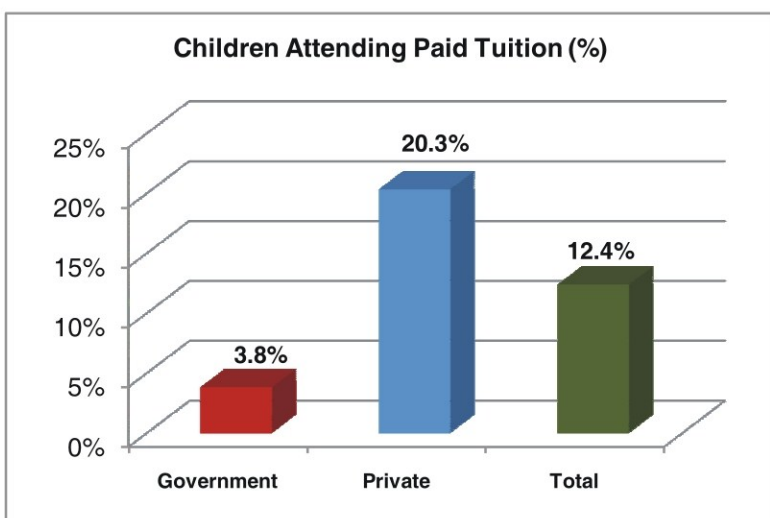
How to read: 8.4% (7.7+0.7) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	0.0%	3.6%	3.9%	1.4%	8.6%	11.1%	2.7%	0.0%	10.7%	11.1%
Pvt.	14.9%	16.7%	26.4%	27.7%	15.9%	9.8%	35.4%	26.8%	22.6%	25.0%

Mothers' Literacy







Punjab
Chiniot
Faisalabad
Jhang
Kasur
Khanewal
Lahore
Mianwali
Multan
Nankan Sahib
Rahim Yar Khan
Rawalpindi
Sargodha
Sheikhupra

Punjab Rural

- ASER 2010 Survey was conducted in 390 randomly selected villages in 13 districts of Punjab (36 districts). The districts (Rural only) were selected on the basis of availability of institutional and voluntary partners for ASER Survey implementation; these included: Chiniot, Faisalabad, Jhang, Kasur, Khanewal, Lahore, Mianwali, Multan, Nankana Sahab, Rahim Yar Khan, Rawalpindi, Sargodha and Sheikhpura.
- The information was collected on 20,790 children (57% male, 43% female) for 3-16 years age group from 7,767 households.
- In addition, school profile information was collected on 387 government schools and 292 private schools. Mother's literacy information was also collected on 8,087 mothers.

Mothers' Literacy:

- Out of total, 69% agreed to be tested whereas only 0.8% declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers) despite being available at the time survey. Of those tested, only 34% are found to be literate. Amongst all districts, mothers' literacy rate in Chiniot and Jhang was the lowest averaging at 21%.

For Children of Age Group 3-5 years

- Of the total 3471 children falling in 3-5 age group, 52.5% are enrolled in some kind of preschool facility. 30% children are enrolled in Govt schools, 22.2% are attending Non-State educational facilities: Of those enrolled in schools, 57% children are attending government schools and 43% are in Non-State schools.
- Of those enrolled in non-state educational facilities; 41% children are attending private schools; remaining 0.7% is enrolled in Madrasah school and 1.3% in other type of schools.
- 47.5% children are not enrolled in any type of schools of the total 3471 children. Almost 49% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 84.6% comprising 60% boys and 40% girls.
- Of the total enrolled, 57% children are enrolled in government schools and nearly 27.8% are attending Non-State educational facilities: 26% children enrolled in private schools; remaining 0.8% is enrolled in Madrasah and 0.9% in other type of schools.
- From the total number of children enrolled 67% children are enrolled in Govt schools, 33% are attending Non-State educational facilities.
- Of children enrolled in school, 21.8% children take paid tuition after school hours. 16.5% of children enrolled in government schools and 32.8% of those children going to private schools are taking tuitions.
- Only 15.4% children in Punjab-Rural surveyed under ASER 2010 are not enrolled in schools. Of this, 7.9% children have dropped out whereas 7.5% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 54% children assessed in Punjab-Rural can read at least a sentence in Urdu or his/her own language and 39% children can read story (level 2) text. In the age group of 6-16, 13.6% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that 48.7% of Class 3 students in Punjab-Rural are able to read sentences (level 1 text). 37% children are attending public schools whereas 48% are enrolled in private schools. Over 76% children cannot read a story which is according to the curricular standards of Class 2.
- Of children currently enrolled in Class 5, 58% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 42% can read sentences and 30% of out of school children can read story level text. 27% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 33% children can read sentences in English, 57% can read words whereas 15% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading shows that 50% children enrolled in Class 3 can read English words and 16% can read sentences fluently. Of those who read sentences, 61% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 33% of children stand at beginners' level, 43% are able to read words and 23% are able to read sentences.

Arithmetic

- Of total children assessed in Punjab-Rural, 48% children can do 2 digit subtraction sums with carry whereas 27% can do 3 digit division sums. Almost 14% children stand at beginners' level i.e. cannot recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. In Punjab-Rural, Over 62% of those enrolled in Class 4 are able to do subtraction sums and 22.5% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. A significant 36% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 2% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 40% of private school students of Class 5 could do division correctly as opposed to 29% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows that 20% able to do division sums and 36% able to do subtraction correctly.

School Profile

- School profile information was collected 616 schools: 387 were government schools and 249 were private schools.
- Out of these 387 govt. schools 205 were boys schools, 82 were girls schools and 80 schools were categorised as boys & girls or mix schools.
- Out of 249 private schools surveyed, 9 were boys schools, 9 were girls schools and 231 were boys & girls schools or mix schools

Attendance Levels

- Overall student attendance in government schools stands at 85% as per register and 81% according to the headcount on the day of school visit. The attendance level in primary schools is 85% whereas in elementary schools, attendance is 86%.
- The overall attendance in private schools is 88.5% as per headcount and 87.3% as per register, at primary level, it is 88%.
- 339 sanctioned teaching positions are found to be vacant in the government schools, 94 in primary schools. Teachers' attendance in government schools is 85%. At primary level, attendance level is 83% whereas the average rates fluctuate from 86% to 87% for Elementary, High and other schools.
- Overall teachers' attendance rate for private schools stands at 90%. At primary level, attendance level is 89% whereas the rates are 89%, 92% and 94% for Elementary, High and other schools respectively.

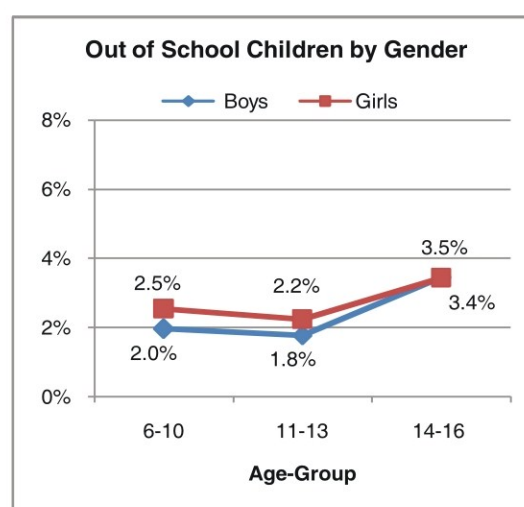
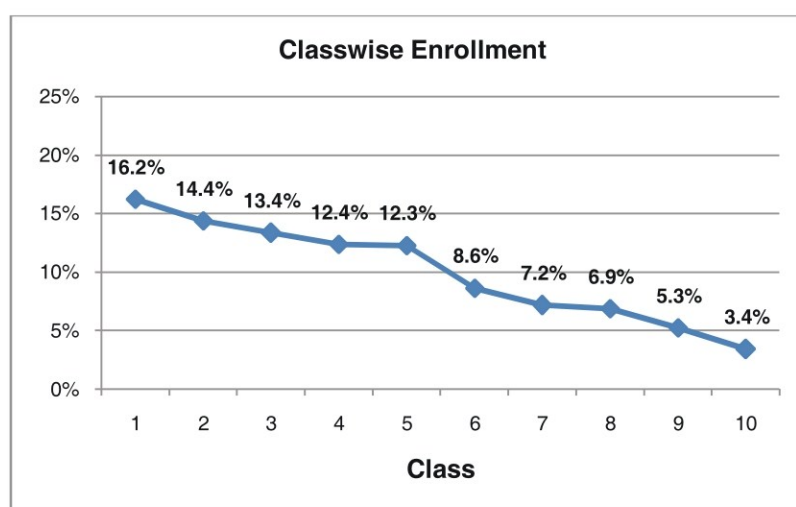
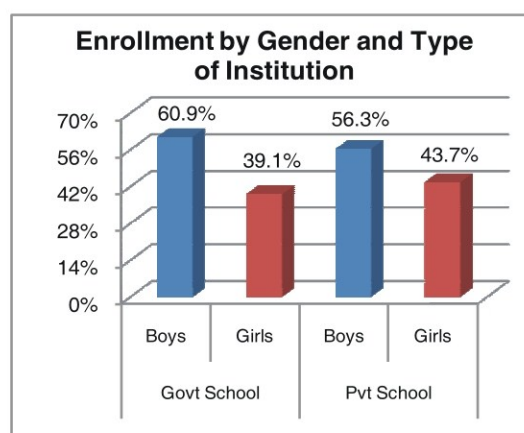
Physical Facilities

- Of the total government primary schools, 76.1% have useable water facility available (hand pump or water tap) and 62% exist with a functional toilet. Water facility is available in 92% elementary schools, 87% high and 83% other schools. Moreover, 76% of elementary schools, 68% high and 67% of other schools are found to have functional toilets in the government sector.
- Provision of water and toilet facility in private schools is also varying across levels of schools. 94% of primary schools have useable water facility and 84% have a functional toilet. Water facility is available in 89% elementary and 95% high schools. Moreover, 94% of elementary and 98% of high schools have functional toilets in the private sector.
- The average number of rooms used for conducting classes at primary level in government schools is 3 whereas in private schools, average number of primary classrooms is 4.
- Availability of boundary walls in government school is 74% for primary schools whereas 97% of private schools at primary level are with boundary walls.
- Out of 367 surveyed government schools, 263 received any type of grant in the year 2009-10: 162 were primary schools, 71 were elementary schools, 24 were high schools and 6 were categorized as other type of schools. On the other hand out of 249 private schools only 5 schools received any type of grant from govt. Sector.

Punjab Rural

School Enrollment and Out of School Children

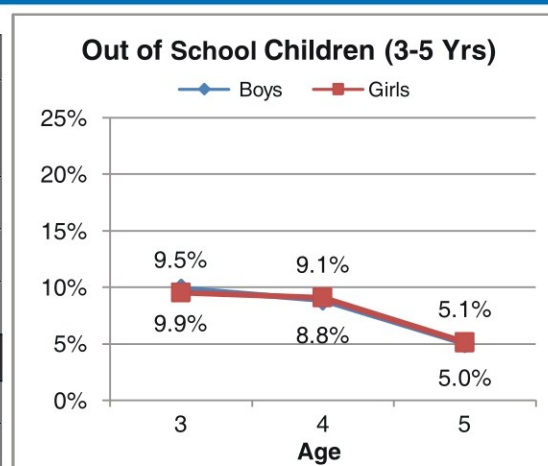
%Children In Different Types Of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	58.9	30.4	1.0	1.3	6.6	1.9	100
11-13	59.4	23.5	1.1	0.4	6.9	8.8	100
14-16	48.4	18.3	0.5	0.3	10.7	21.7	100
6-16	56.8	26.0	0.9	0.8	7.5	7.9	100
Total	84.6				15.4		100
By Type	67.1	30.8	1.1	1.0			



Age group 6-10: 4.5% (2.0+2.5) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	5.8	6.9	0.0	0.0	87.3	100
4	23.8	20.1	0.6	0.8	54.7	100
5	46.2	29.9	0.4	1.0	22.6	100
3-5	29.9	21.5	0.4	0.7	47.5	100
Total	52.5				47.5	100
By Type	56.9	41.0	0.7	1.3		



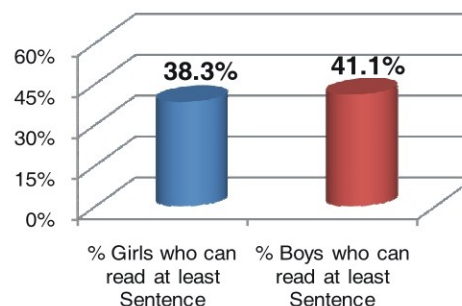
Age 3: 19.4% (9.9+9.5) children are out of school

Reading Levels (Urdu / Sindhi)

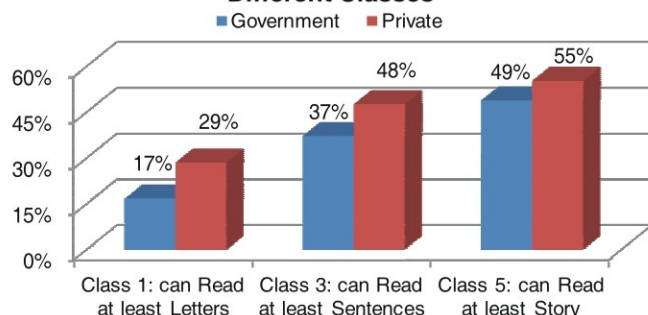
% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	32.7	40.2	18.7	5.2	3.3	100
2	11.4	28.7	34.4	15.9	9.7	100
3	5.5	15.4	30.5	24.8	23.8	100
4	1.8	6.9	20.0	29.1	42.1	100
5	1.2	3.8	11.0	25.7	58.3	100
6	1.0	2.3	6.0	17.7	73.0	100
7	0.3	2.2	6.0	12.8	78.7	100
8	0.5	2.1	4.2	6.8	86.5	100
9	0.9	1.4	2.7	6.6	88.4	100
10	0.3	1.1	1.7	5.0	92.0	100

How to read: 8.5% (5.2+3.3) children of class 1 can read sentences

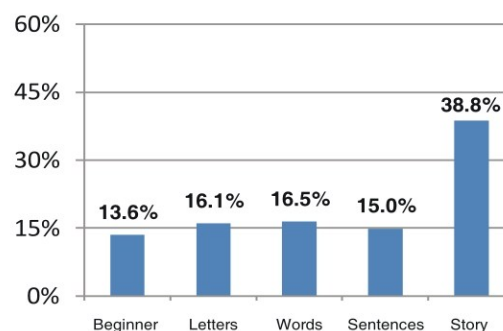
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

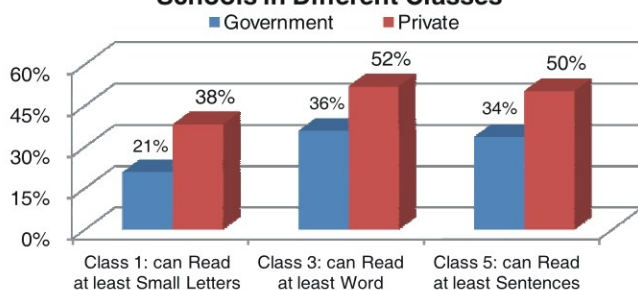
Classwise, % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	38.3	26.1	23.5	10.2	1.8	100
2	16.4	17.0	34.6	25.7	6.3	100
3	8.8	12.8	28.7	33.6	16.0	100
4	3.8	6.6	19.1	44.1	26.5	100
5	2.4	4.2	11.1	38.2	43.9	100
6	2.2	1.6	6.4	29.5	60.3	100
7	1.0	1.9	5.3	24.2	67.6	100
8	0.6	0.9	3.9	14.1	80.4	100
9	1.1	0.4	2.5	12.3	83.8	100
10	0.5	0.8	1.4	9.9	87.4	100

How to read: 12.0% (10.2+1.8) children of class 1 can read words

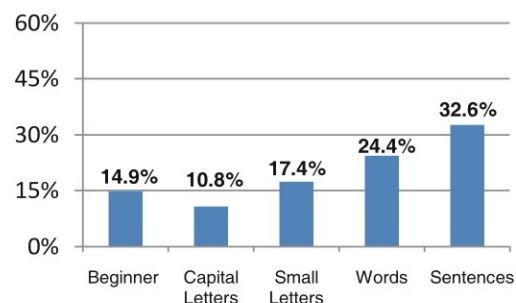
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
34.5	54.8
37.3	57.8
47.2	61.4
48.9	62.6
53.7	61.2
53.7	66.0
59.6	68.8
59.6	77.6
60.9	73.8
77.8	83.1

English Reading Levels in Govt. and Pvt. Schools in Different Classes



Learning Levels English



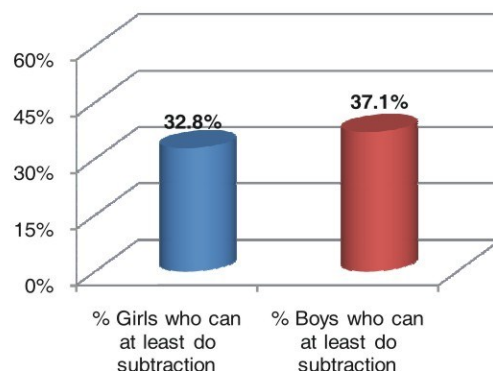
Arithmetic

Class-Wise, % Children Who Can

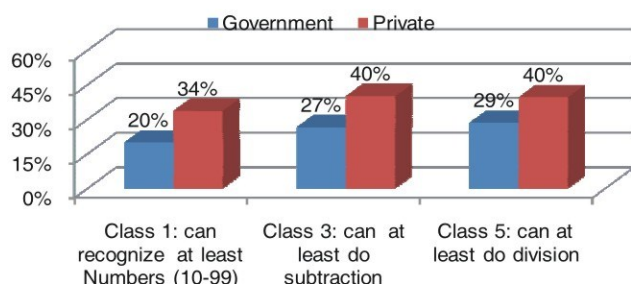
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	31.9	35.7	27.4	3.7	1.2	100
2	12.4	22.0	46.3	15.4	3.8	100
3	4.8	13.3	44.3	25.8	11.9	100
4	2.3	5.9	29.8	39.4	22.5	100
5	1.4	3.8	19.9	38.3	36.6	100
6	1.2	2.5	13.7	29.5	53.1	100
7	0.8	1.5	11.9	27.7	58.0	100
8	1.2	1.2	8.4	19.0	70.2	100
9	1.4	0.7	5.2	18.9	73.8	100
10	0.5	0.3	4.1	14.9	80.2	100

How to read: 4.9% (3.7+1.2) children on class 1 can do subtraction

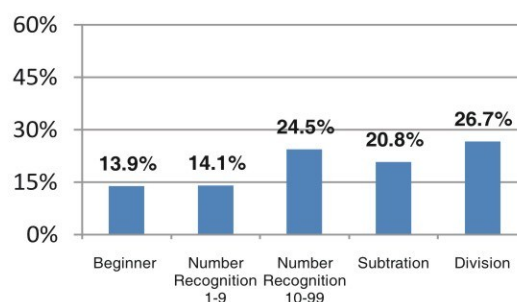
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



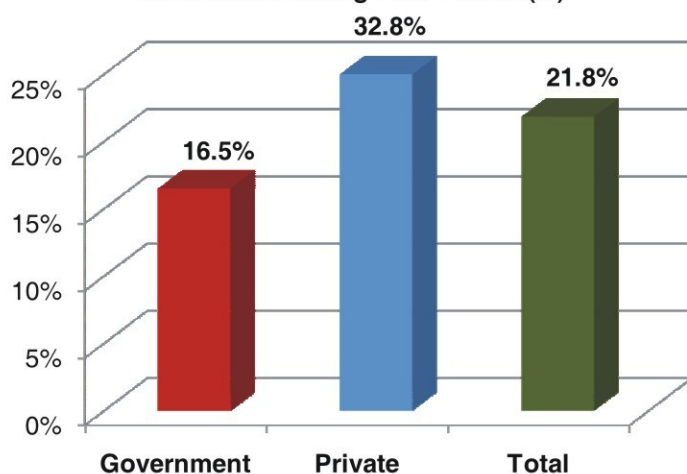
Arithmetic Levels



Paid Tuition

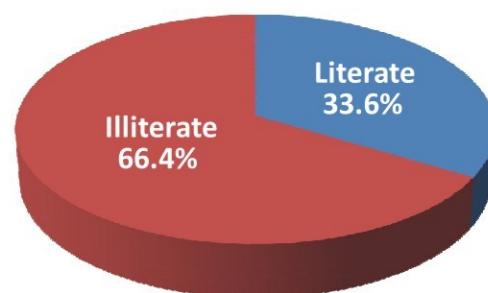
School Type	Class									
	1	2	3	4	5	6	7	8	9	10
Govt. (%)	12.1	12.4	13.2	14.8	17.5	18.0	20.6	26.0	34.0	28.0
Pvt. (%)	27.8	35.4	32.0	34.4	35.7	36.8	31.6	36.4	40.2	34.6

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers' Literacy



School Observation

	Surveyed School by Type (No)							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary (1-5)	104	42	67	213	3	1	58	62
Elementary (1-8)	59	20	10	89	4	4	130	138
High (1-10)	39	13	1	53	2	4	35	41
Other	3	7	2	12	0	0	8	8
Total	205	82	80	367	9	9	231	249
%	56%	22%	22%	100%	4%	4%	93%	100%

	Children attendance (%) on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
attendance (as per register)	85.0	86.0	82.8	81.2	84.5	88.4	88.1	88.8	92.2	88.5
attendance (as per headcount)	79.5	83.5	80.4	76.0	80.7	87.0	87.0	87.5	91.9	87.3

	Teacher Attendance on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
Teacher attendance (average) %	83%	86%	87%	84%	85%	89%	89%	92%	94%	90%
No of Vacant posts	94	143	102	0	339					

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	76.1	92.1	86.8	83.3	93.5	89.1	95.1	100.0
	Not Useable	23.9	7.9	13.2	16.7	6.5	10.9	4.9	-
Toilet	Useable	61.5	76.4	67.9	66.7	83.9	94.2	97.6	100.0
	Not Useable	38.5	23.6	32.1	33.3	16.1	5.8	2.4	-

	School Facilities - Class Room							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)	3.7	7.3	11.7	10.5	4.4	7.9	13.2	9.9
Used for classes (Avg)	3.2	6.2	9.5	8.8	3.9	7.3	12.1	8.8
Availability of Play ground	59.2%	75.3%	84.9%	83.3%	27.4%	41.3%	58.5%	87.5%
Availability of Boundary wall	73.7%	83.1%	84.9%	83.3%	96.8%	95.7%	100%	100%

	School Funds							
	Grants received by school							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
No. of school received any grant	162	71	24	6	1	2	2	-
Average amount of Grant	81750	88400	138100	72500	45000	612500	744625	-

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Chiniot-Rural. The information was collected on 1,383 children (61% male, 39% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 26 government schools and 11 private schools. Mother's literacy information was also collected on 611 mothers.

Mothers' Literacy:

- Out of total, 60% agreed to be tested whereas 14% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 22% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 265 children falling in 3-5 age group, 45.3% are enrolled in some kind of facility. Only 35.5% children are enrolled in Govt schools, 9.8 are attending Non-State educational facilities: 9.4% children are attending private schools; remaining 0.4% is enrolled in Madrasah.
- 54.7% children are not enrolled in any type of schools of the total 265 children. Almost 47% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 76.7% comprising 67% girls and 33% boys.
- Only 62.9% children are enrolled in government schools, 13.8% are attending Non-State educational facilities: 12.8% children are enrolled in private schools; remaining 0.9% is enrolled in Madrasah and 0.1% in other type of schools.
- Of children enrolled in school, 19.2% children take paid tuition after school hours. 13.8% of children enrolled in government schools and 45% of those children going to private schools are taking tuitions.
- Only 23.3% children surveyed under ASER 2010 are not enrolled in schools. Of this, 8.8% children have dropped out whereas 14.8% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 47% children assessed, can read at least a sentence in Urdu or his/her own language and 35% children can read story (level 2) text. In the age group of 6-16, 24% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 58.5% of Class 3 students are able to read sentences (level 1 text). 46% children are attending public schools whereas 67% are enrolled in private schools. Nearly 70.7% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 75.3% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 23% can read sentences and 17% of out of school children can read story level text. 60% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 30% children can read sentences in English, 54% can read words whereas 20% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 52.5% children enrolled in Class 3 can read English words and 11.3% can read sentences fluently. Of those who read sentences, 60% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 68% of children stand at beginners' level, 22% are able to read words and 12% are able to read sentences.

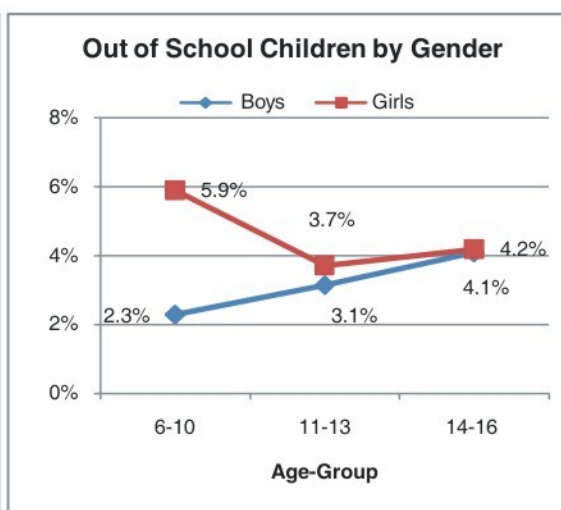
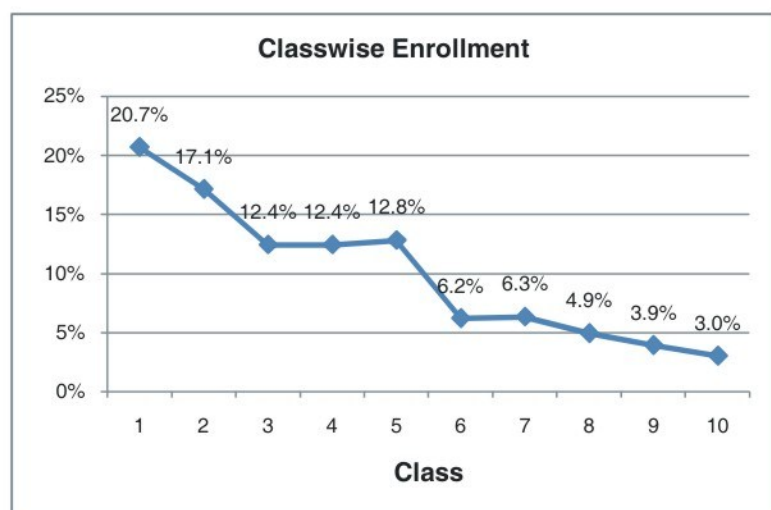
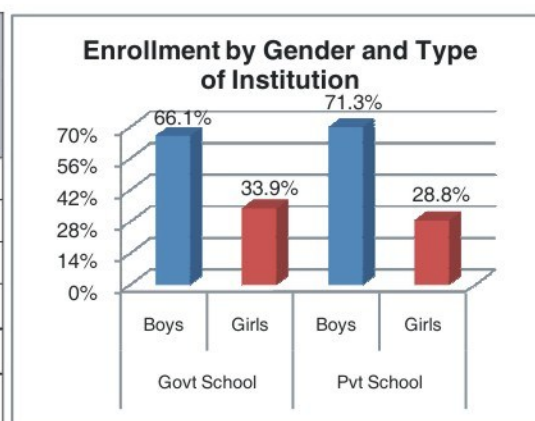
Arithmetic

- Of total children assessed, 42% children can do 2 digit subtraction sums with carry whereas 26% can do 3 digit division sums. Only 25% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 68.7% of those enrolled in Class 4 are able to do subtraction sums and 26.5% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 27.7% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard).
- Arithmetic learning level of children going to private schools is better. 71% of private school students of Class 5 could do division correctly as opposed to 38% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 11% able to do division sums and 20% able to do subtraction correctly.

Chiniot Rural

School Enrollment and Out of School Children

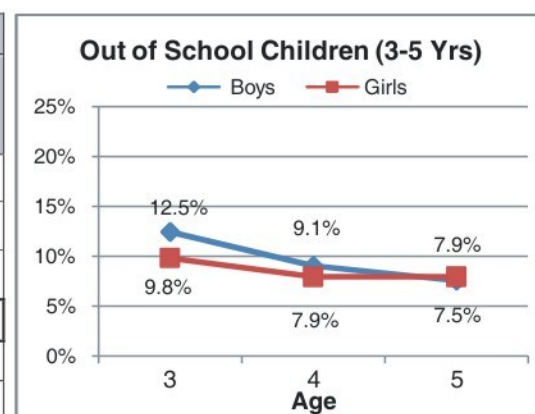
% Children in different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	69.2	15.4	1.0	-	11.4	3.0	100
11-13	60.7	9.5	1.2	-	15.1	13.5	100
14-16	47.0	9.4	-	0.5	22.8	20.3	100
6-16	62.9	12.8	0.9	0.1	14.5	8.8	100
Total	76.7				23.3		100
By Type	82.0	16.7	1.1	0.1			



Age group 6-10: 2.4% (1.1+1.3) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	4.8	1.6	0.0	0.0	93.7	100
4	30.3	9.2	1.3	0.0	59.2	100
5	54.0	13.5	0.0	0.0	32.5	100
3-5	35.5	9.4	0.4	0.0	54.7	100
Total	45.3				54.7	100
By Type	78.3	20.8	0.8	0.0		

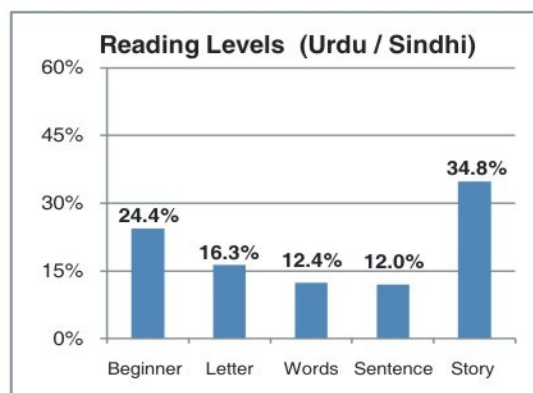
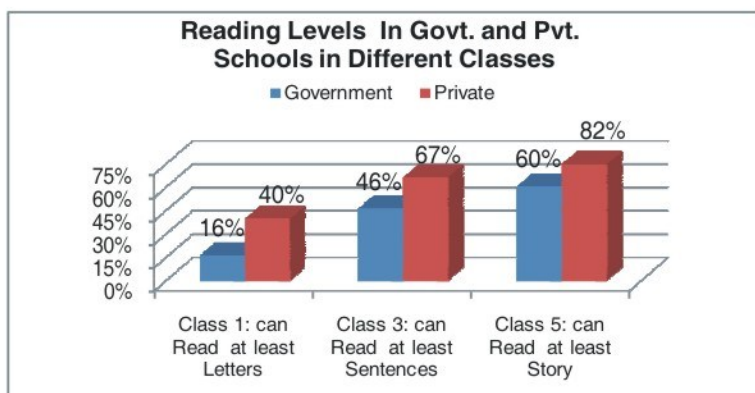
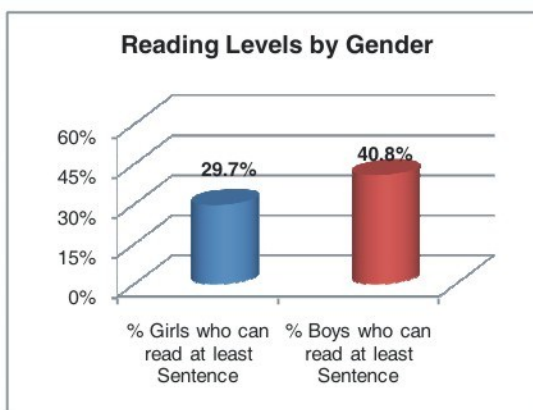


Age 3: 22.3% (12.5+9.8) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.8	44.4	18.3	3.2	6.3	100
2	9.1	30.9	33.6	21.8	4.5	100
3	4.9	11.0	25.6	29.3	29.3	100
4	-	7.1	13.1	34.5	45.2	100
5	1.2	-	3.5	20.0	75.3	100
6	-	-	-	5.7	94.3	100
7	-	2.5	-	2.5	95.0	100
8	-	-	2.9	-	97.1	100
9	-	-	-	-	100.0	100
10	-	-	-	-	100.0	100

How to read: 12.6% (7.9+4.7) children of class 1 can read sentences

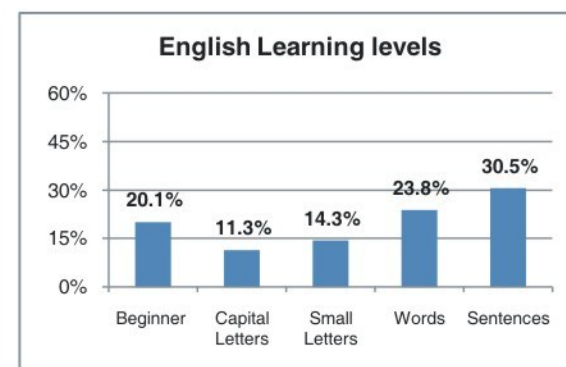
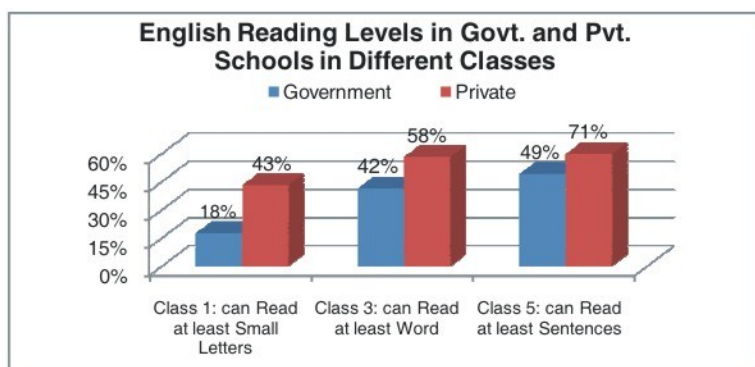


Learning level (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	40.2	28.7	16.4	13.9	0.8	100
2	16.8	14.2	31.9	34.5	2.7	100
3	10.0	12.5	25.0	41.3	11.3	100
4	6.0	6.0	13.3	50.6	24.1	100
5	1.2	1.2	7.0	30.2	60.5	100
6	2.9	-	5.7	22.9	68.6	100
7	-	2.5	5.0	10.0	82.5	100
8	-	-	-	5.7	94.3	100
9	-	-	-	-	100.0	100
10	-	-	-	-	100.0	100

How to read: 30.0% (21.3+8.7) children of class 1 can read words

Of those, who can read words, % who can tell meanings	Of those, who can read sentences, % who can tell meanings
52.9	-
43.6	36.0
69.7	44.4
78.6	60.0
69.2	67.3
62.5	79.2
100	81.8
100	87.9
-	88.5
-	95.0

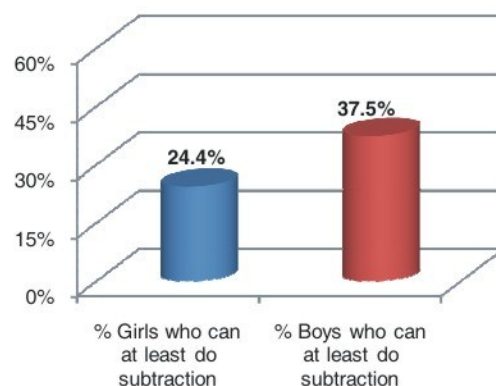


Arithmetic

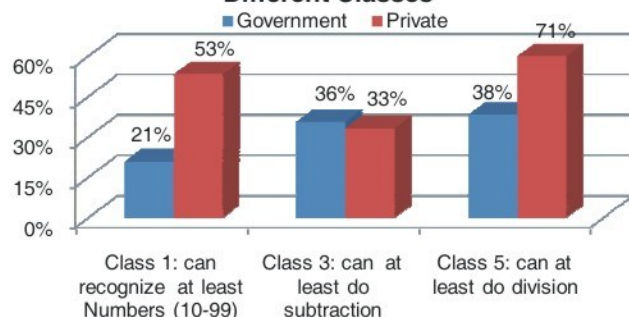
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	26.0	38.2	29.3	4.1	2.4	100
2	9.6	20.2	49.1	18.4	2.6	100
3	5.0	12.5	40.0	26.3	16.3	100
4	0.0	3.6	27.7	42.2	26.5	100
5	1.2	1.2	9.4	37.6	50.6	100
6	0.0	0.0	5.6	19.4	75.0	100
7	0.0	0.0	7.9	10.5	81.6	100
8	0.0	0.0	2.9	5.7	91.4	100
9	0.0	0.0	0.0	4.0	96.0	100
10	0.0	0.0	0.0	5.0	95.0	100

How to read: 10.2 % (6.3+3.9) children on class 1 can do subtraction

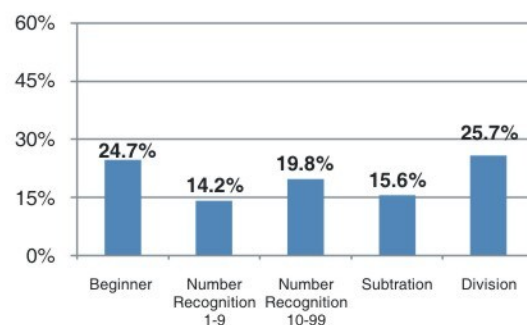
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



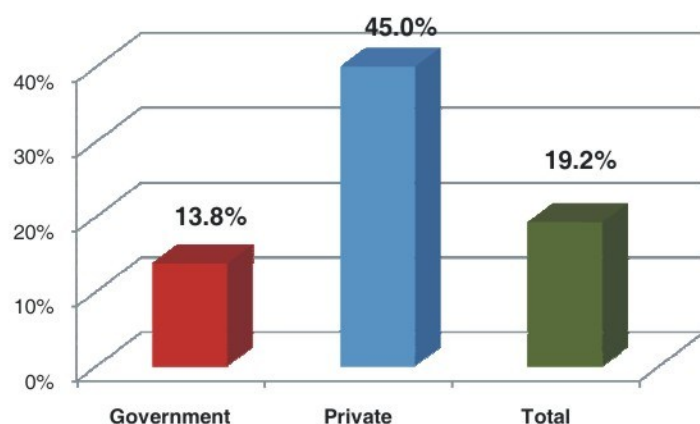
Arithmetic Levels



Paid Tuition

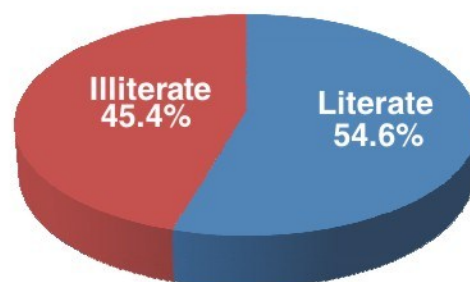
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	13.2%	12.8%	6.0%	7.5%	22.2%	20.0%	12.5%	27.6%	44.4%	29.4%
Pvt.	46.7%	34.8%	25.0%	33.3%	52.9%	62.5%	37.5%	77.8%	100.0%	57.1%

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers' Literacy



Faisalabad Rural

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Faisalabad-Rural. The information was collected on 1,470 children (63% male, 37% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 30 government schools and 26 private schools. Mother's literacy information was also collected on 629 mothers.

Mothers' Literacy:

- Out of total, 95% agreed to be tested whereas 1% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 37% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 205 children falling in 3-5 age group, 58.5% are enrolled in some kind of facility. Only 27.8% children are enrolled in Govt schools, 30.7% are attending Non-State educational facilities: all of them are attending private schools.
- 41.5% children are not enrolled in any type of schools of the total 205 children. Almost 54% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 92.8% comprising 66% girls and 34% boys.
- Only 66.9% children are enrolled in government schools, 25.9% are attending Non-State educational facilities: 25.3% children are enrolled in private schools; remaining 0.4% is enrolled in Madrasah and 0.2% in other type of schools.
- Of children enrolled in school, 20.2% children take paid tuition after school hours. 16.6% of children enrolled in government schools and 28.7% of those children going to private schools are taking tuitions.
- Only 7.2% children surveyed under ASER 2010 are not enrolled in schools. Of this, 4.4% children have dropped out whereas 2.8% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 59% children assessed, can read at least a sentence in Urdu or his/her own language and 44% children can read story (level 2) text. In the age group of 6-16, 9% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 49.2% of Class 3 students are able to read sentences (level 1 text). 46% children are attending public schools whereas 54% are enrolled in private schools. Nearly 76.5% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 72.4% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 21% can read sentences and 14% of out of school children can read story level text. 50% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 38% children can read sentences in English, 61% can read words whereas 9% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 51% children enrolled in Class 3 can read English words and 16% can read sentences fluently. Of those who read sentences, 71% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 69% of children stand at beginners' level, 14% are able to read words and 7% are able to read sentences.

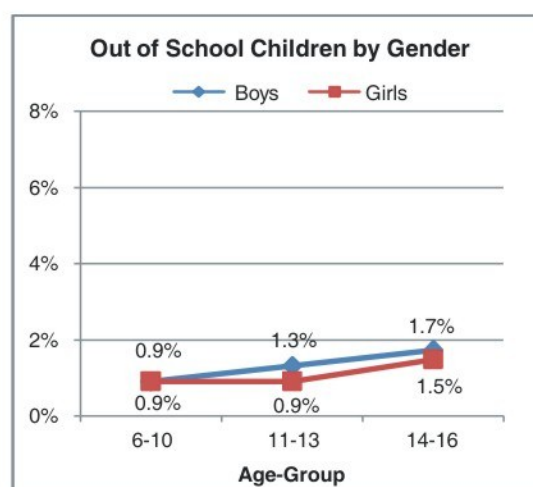
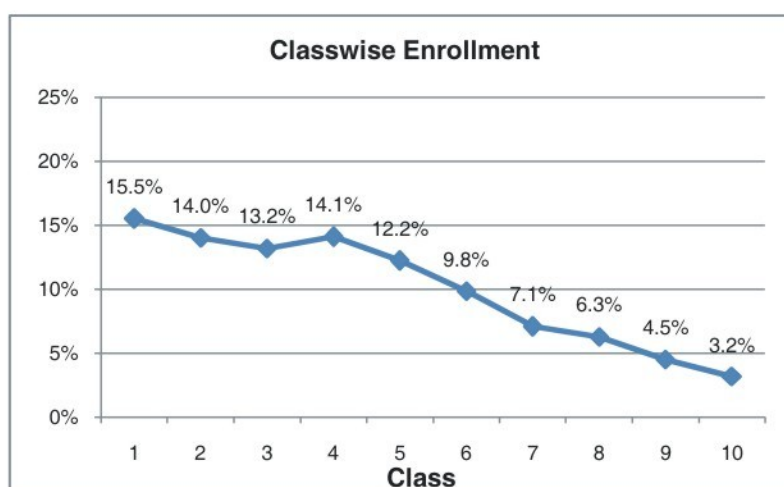
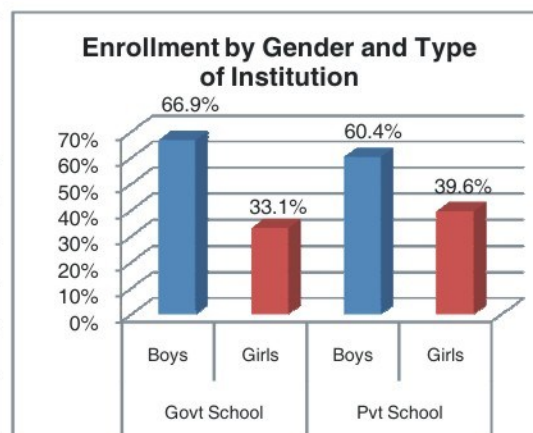
Arithmetic

- Of total children assessed, 55% children can do 2 digit subtraction sums with carry whereas 33% can do 3 digit division sums. Only 10% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 74.5% of those enrolled in Class 4 are able to do subtraction sums and 20.7% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 2.1% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard).
- Arithmetic learning level of children going to private schools is better. 50% of private school students of Class 5 could do division correctly as opposed to 43% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 3% able to do division sums and 14% able to do subtraction correctly.

Faisalabad Rural

School Enrollment and Out of School Children

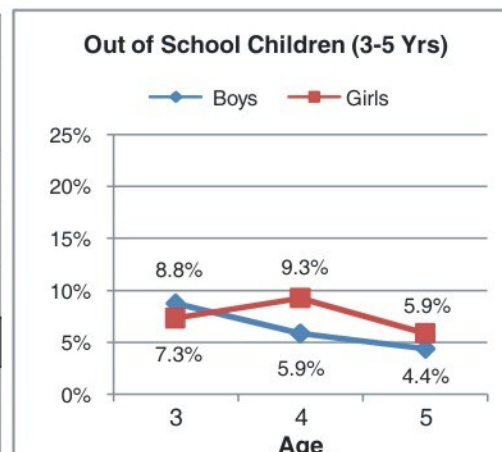
% Children in different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	65.3	31.2	-	0.3	2.5	0.7	100
11-13	70.5	19.7	1.5	-	1.8	6.5	100
14-16	66.7	15.0	-	-	5.2	13.1	100
6-16	66.9	25.3	0.4	0.2	2.8	4.4	100
Total	92.8				7.2		100
By Type	72.1	27.3	0.4	0.2			



Age group 6-10: 1.8% (0.9+0.9) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools (%)						
Age Group	Govt.	Private	Madrasah	Others	Out of school	Total
3	5.6	2.8	0.0	0.0	91.7	100
4	11.5	37.7	0.0	0.0	50.8	100
5	44.4	36.1	0.0	0.0	19.4	100
3-5	27.8	30.7	0.0	0.0	41.5	100
Total	58.5				41.5	100
By Type	47.5	52.5	0.0	0.0		

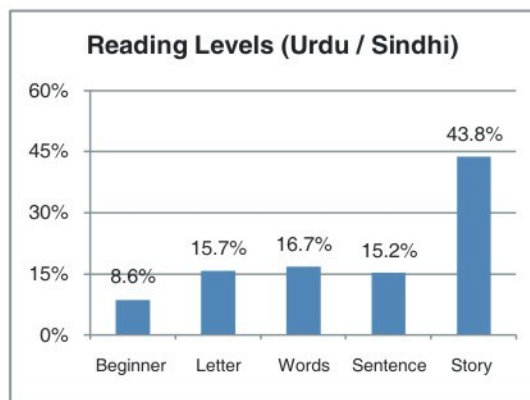
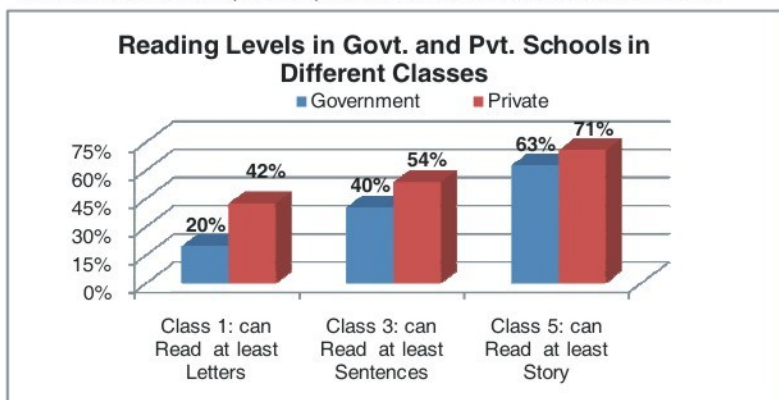
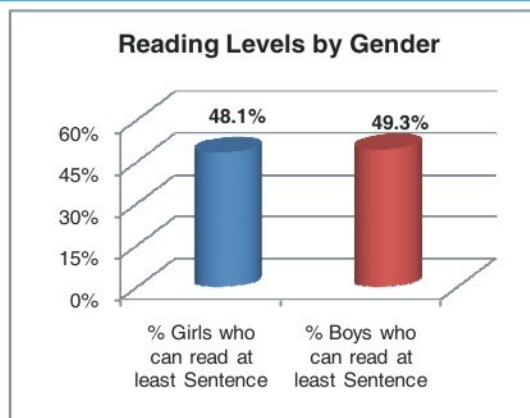


Age 3: 16.1% (8.8+7.3) children are out of school

Reading Levels (Urdu / English)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	24.0	40.4	21.9	9.6	4.1	100
2	4.4	24.4	42.2	14.1	14.8	100
3	2.3	15.2	33.3	25.8	23.5	100
4	1.4	6.2	13.8	35.9	42.8	100
5	0.8	-	8.9	17.9	72.4	100
6	-	-	2.1	15.5	82.5	100
7	-	-	4.2	4.2	91.5	100
8	-	-	1.7	6.9	91.4	100
9	-	-	-	-	100.0	100
10	-	-	-	8.3	91.7	100

How to read: 13.7% (9.6+4.1) children of class 1 can read sentences

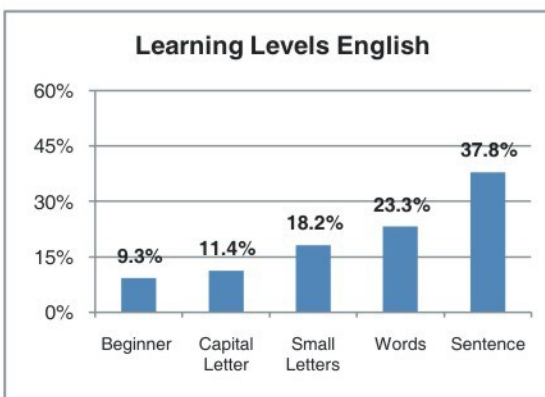
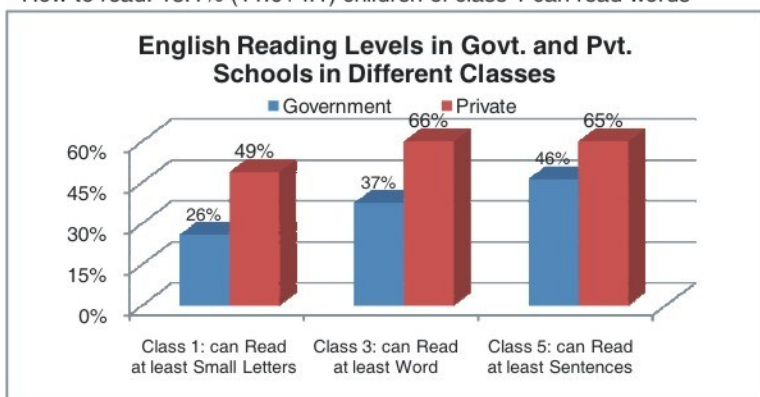


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	26.9	29.7	28.3	11.0	4.1	100
2	8.0	12.3	40.6	29.0	10.1	100
3	3.8	12.2	32.8	35.1	16.0	100
4	2.7	3.4	19.9	46.6	27.4	100
5	1.6	1.6	4.9	35.0	56.9	100
6	1.0	2.0	4.0	25.7	67.3	100
7	1.4	1.4	5.6	6.9	84.7	100
8	-	1.6	1.6	9.8	86.9	100
9	-	-	-	4.8	95.2	100
10	-	-	-	-	100	100

How to read: 15.1% (11.0+4.1) children of class 1 can read words

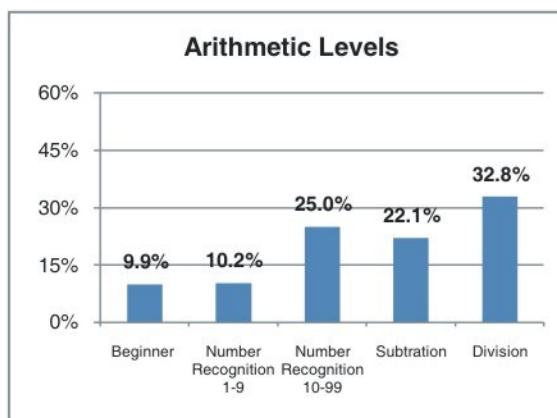
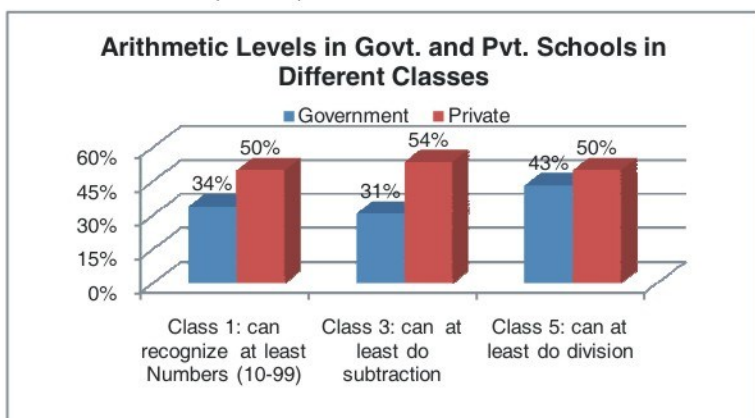
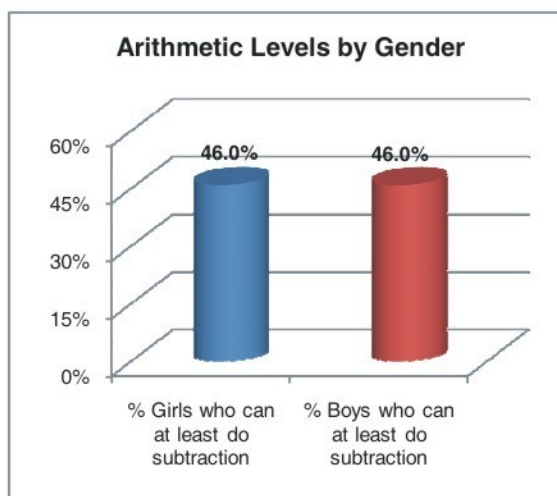
Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
18.8	66.7
45.0	57.1
58.7	71.4
57.4	62.5
62.8	75.7
69.2	69.1
40.0	67.2
66.7	79.2
50.0	80.0
-	89.3



Arithmetic

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	24.8	25.5	42.8	3.4	3.4	100
2	7.2	13.8	57.2	16.7	5.1	100
3	3.0	9.0	46.6	29.3	12.0	100
4	2.1	4.8	18.6	53.8	20.7	100
5	1.6	0.8	8.2	38.5	50.8	100
6	2.0	1.0	4.0	27.0	66.0	100
7	0.0	0.0	4.2	13.9	81.9	100
8	0.0	0.0	4.8	9.7	85.5	100
9	2.4	0.0	0.0	9.5	88.1	100
10	0.0	0.0	0.0	11.1	88.9	100

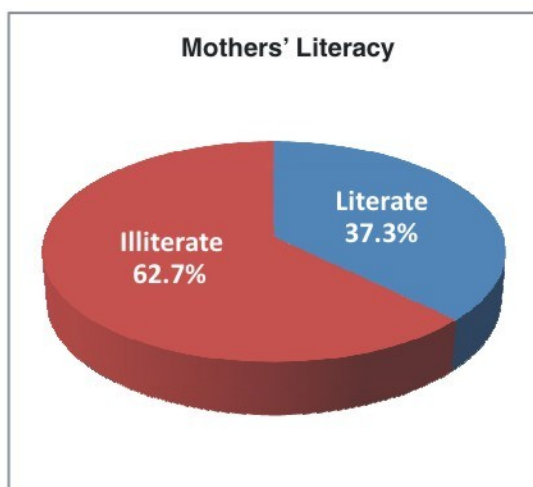
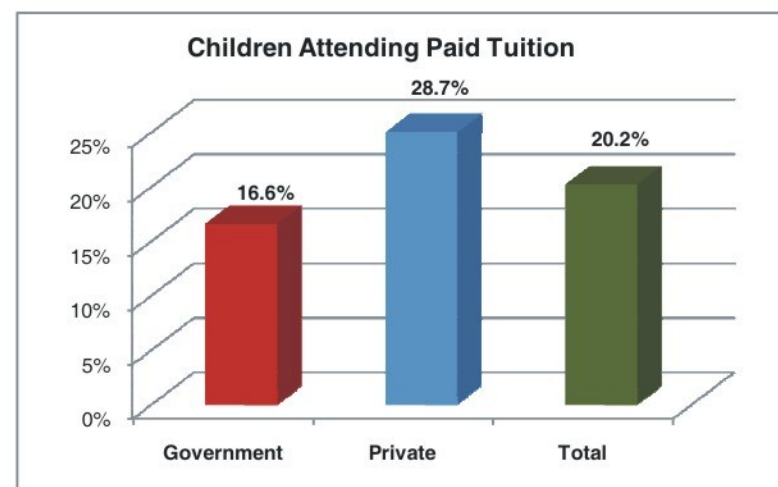
How to read: 6.8 % (3.4+3.4) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	12.4%	20.9%	14.0%	13.0%	23.1%	15.5%	20.6%	14.0%	30.2%	22.2%
Pvt.	30.8%	40.4%	39.0%	28.6%	32.4%	28.0%	31.3%	21.4%	37.5%	33.3%

Mothers' Literacy



- ASER 2010 Survey was conducted in 30 randomly selected villages of District Jhang. The information was collected on 1, 717 children (58% male, 42% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 27 government schools and 13 private schools. Mother's literacy information was also collected on 637 mothers.

Mothers' Literacy:

- Out of total, 73% agreed to be tested whereas 10.3% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 27% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 340 children falling in 3-5 age group, 44.7% are enrolled in some kind of facility. Only 27.4% children are enrolled in Govt schools, 17.4% are attending Non-State educational facilities: 16.8% children are attending private schools; remaining 0.3% is enrolled in Madrasah and 0.3% in other type of schools.
- 55.3% children are not enrolled in any type of schools of the total 340 children. Almost 44 % of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 80.0% comprising 36% girls and 64% boys.
- Only 59.1% children are enrolled in government schools, 21.0% are attending Non-State educational facilities: 19.2 % children are enrolled in private schools; remaining 0.8 % is enrolled in Madrasah and 1.0% in other type of schools.
- Of children enrolled in school, 9.4% children take paid tuition after school hours. 5.9% of children enrolled in government schools and 19.0% of those children going to private schools are taking tuitions.
- Only 20.0% children in Jhang surveyed under ASER 2010 are not enrolled in schools. Of this, 9.9% children have dropped out whereas 10.1% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 47% children assessed in Jhang can read at least a sentence in Urdu or his/her own language and 36% children can read story (level 2) text. In the age group of 6-16, 18% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 44.4% of Class 3 students are able to read sentences (level 1 text). 35% children are attending public schools whereas 59% are enrolled in private schools. Nearly 73.8% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 65.0% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 28% can read sentences and 23% of out of school children can read story level text. 43% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 24% children can read sentences in English, 47% can read words whereas 21% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 39.5% children enrolled in Class 3 can read English words and 10.5% can read sentences fluently. Of those who read sentences, 76.9% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 47% of children stand at beginners' level, 28% are able to read words and 8% are able to read sentences.

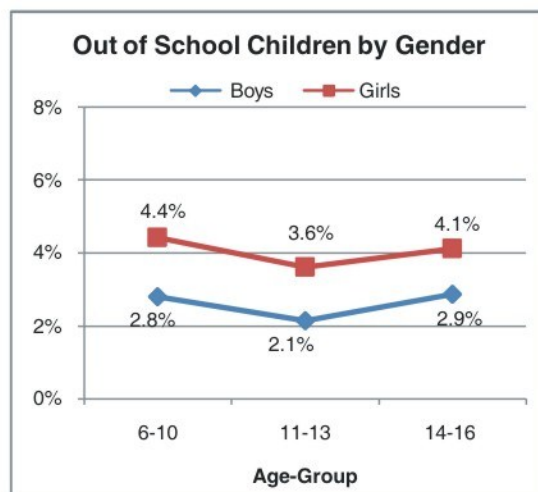
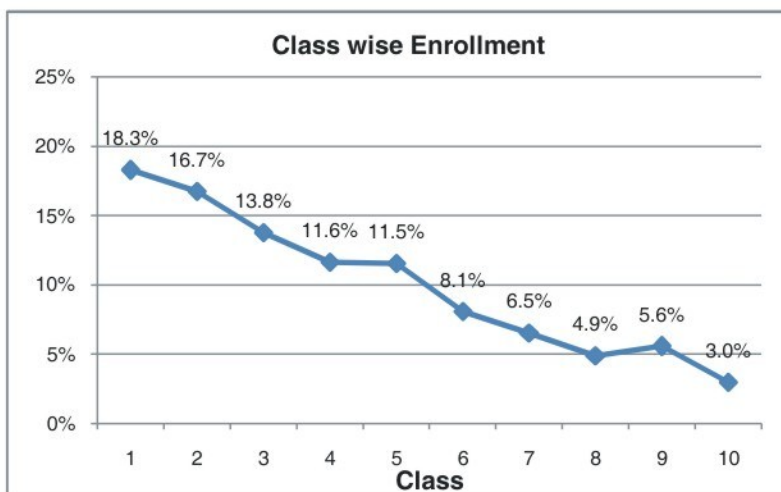
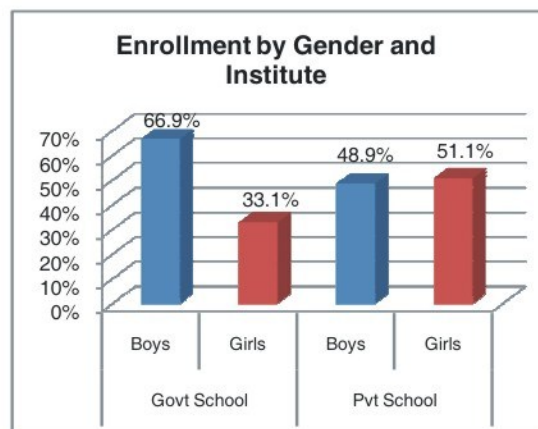
Arithmetic

- Of total children assessed in Jhang, 40% children can do 2 digit subtraction sums with carry whereas 24% can do 3 digit division sums. Only 18% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 61.7% of those enrolled in Class 4 are able to do subtraction sums and 18.7% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 29.0% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 4.7% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 54% of private school students of Class 5 could do division correctly as opposed to 33% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 11% able to do division sums and 24% able to do subtraction correctly.

JHANG Rural

School Enrollment and Out of School Children

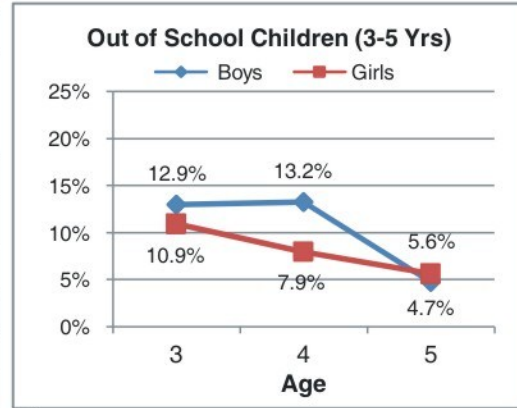
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	63.1	22.2	0.9	1.5	9.6	2.8	100
11-13	58.7	16.2	0.9	0.3	8.6	15.3	100
14-16	46.2	13.4	0.4	-	12.6	27.3	100
6-16	59.1	19.2	0.8	1.0	9.9	10.1	100
Total	80.0				20.0		100
By Type	73.8	24.0	1.0	1.2			



Age group 6-10: 7.2% (2.8+4.4) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	3.5	2.3	0.0	0.0	94.2	100
4	19.0	11.4	0.0	1.0	68.6	100
5	47.0	28.9	0.7	0.0	23.5	100
3-5	27.4	16.8	0.3	0.3	55.3	100
Total	44.7				55.3	100
By Type	61.2	37.5	0.7	0.7		



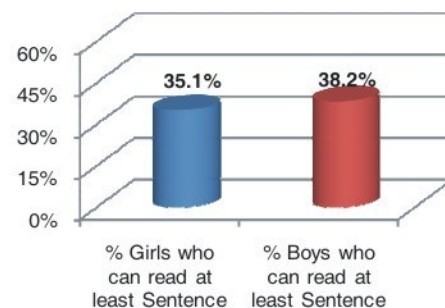
Age 3: 23.8% (10.9+12.9) children are out of school

Reading in Own Language

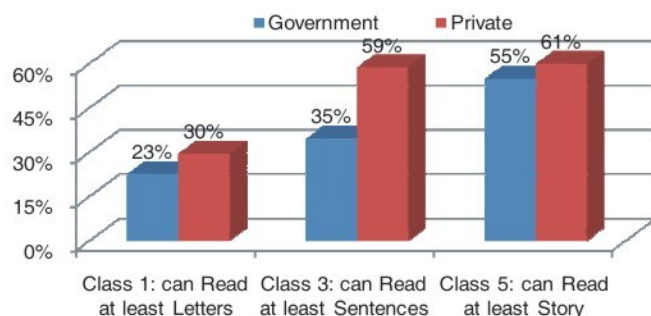
% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	25.0	46.9	21.3	3.1	3.8	100
2	10.3	31.6	29.7	14.2	14.2	100
3	8.7	18.3	28.6	18.3	26.2	100
4	1.9	10.4	17.0	27.4	43.4	100
5	1.9	3.9	5.8	23.3	65.0	100
6	-	-	5.4	12.2	82.4	100
7	-	3.4	3.4	19.0	74.1	100
8	-	-	-	6.8	93.2	100
9	2.1	2.1	2.1	-	93.6	100
10	-	-	-	-	100	100

How to read: 6.9% (3.1+3.8) children of class 1 can read sentences

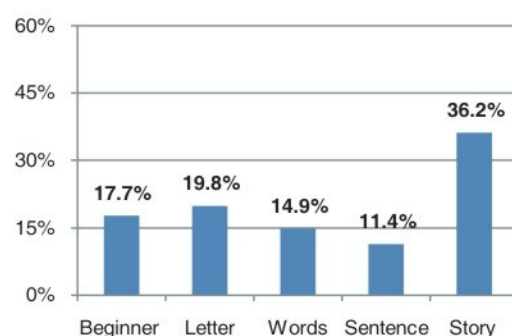
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

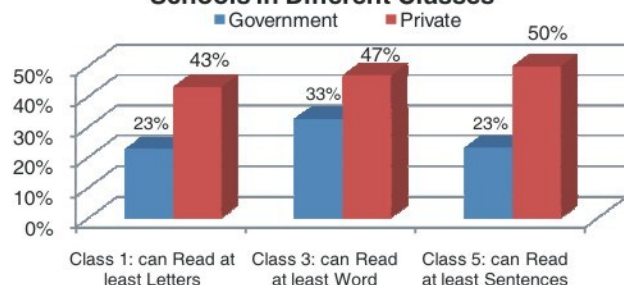
Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	40.1	28.4	19.1	10.5	1.9	100
2	13.2	26.5	35.8	17.2	7.3	100
3	12.9	18.5	29.0	29.0	10.5	100
4	6.5	7.5	16.8	52.3	16.8	100
5	6.7	5.8	18.3	35.6	33.7	100
6	4.0	4.0	4.0	34.7	53.3	100
7	3.4	3.4	8.5	35.6	49.2	100
8	-	2.3	2.3	13.6	81.8	100
9	2.1	-	2.1	17.0	78.7	100
10	3.7	-	-	14.8	81.5	100

Comprehension

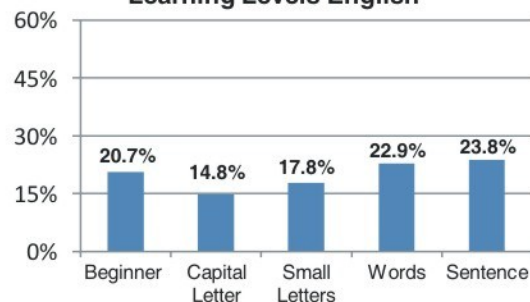
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
76.5	100
84.6	90.9
97.2	76.9
92.9	94.4
94.6	100
96.2	95.0
100	96.6
83.3	100
100	97.3
100	100

How to read: 12.4% (10.5+1.9) children of class 1 can read words

English Reading Levels in Govt. and Pvt. Schools in Different Classes



Learning Levels English

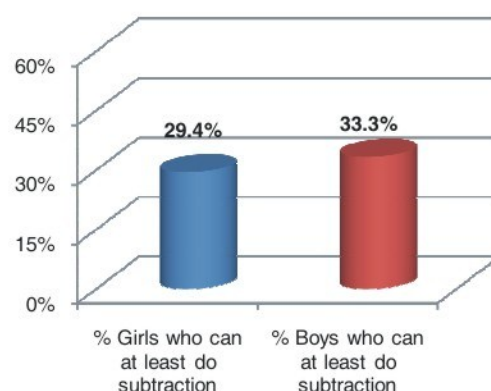


Arithmetic

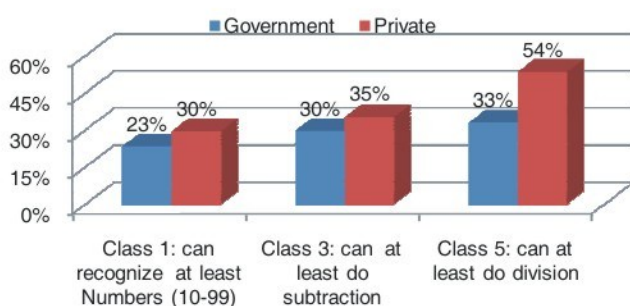
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	26.5	45.1	24.7	3.1	0.6	100
2	12.9	29.0	37.4	15.5	5.2	100
3	3.2	21.4	42.1	22.2	11.1	100
4	4.7	4.7	29.0	43.0	18.7	100
5	3.0	6.0	16.0	30.0	45.0	100
6	0.0	2.7	9.3	18.7	69.3	100
7	0.0	6.8	13.6	27.1	52.5	100
8	0.0	2.3	0.0	15.9	81.8	100
9	2.1	0.0	12.8	10.6	74.5	100
10	3.7	0.0	0.0	3.7	92.6	100

How to read: 3.7 % (3.1+0.6) children on class 1 can do subtraction

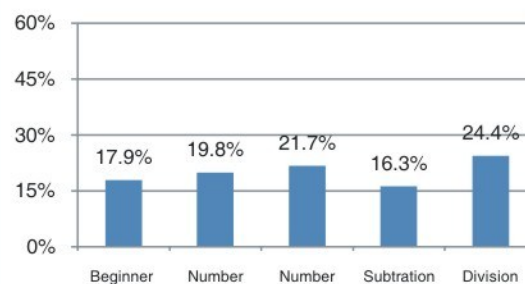
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



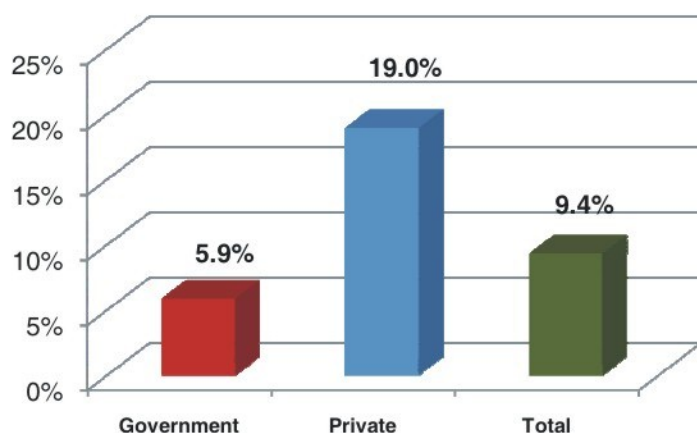
Arithmetic Levels



Paid Tuition

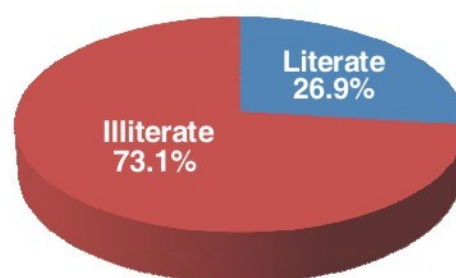
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	4.3%	3.9%	6.9%	5.6%	4.4%	3.4%	5.8%	8.6%	19.0%	16.0%
Pvt.	11.4%	20.5%	26.5%	9.7%	10.7%	41.7%	6.7%	20.0%	37.5%	40.0%

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers' Literacy



- ASER 2010 Survey was conducted in 30 randomly selected villages of District Kasur. The information was collected on 1,769 children (54% male, 46% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 30 government schools and 22 private schools. Mother's literacy information was also collected on 639 mothers.

Mothers' Literacy:

- Out of total, 74% agreed to be tested whereas 6.4% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 27% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 353 children falling in 3-5 age group, 46.2% are enrolled in some kind of facility. Only 23.5% children are enrolled in Govt schools, 22.7% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 20.4% children are attending private schools; remaining 0.0% is enrolled in Madrasah and 2.3% in other type of schools.
- 53.8% children are not enrolled in any type of schools of the total 353 children. Almost 49% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 77.3% comprising 45% girls and 55% boys.
- Only 42.0% children are enrolled in government schools, 35.3% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 32.7% children are enrolled in private schools; remaining 0.5% is enrolled in Madrasah and 2.1% in other type of schools.
- Of children enrolled in school, 21.6% children take paid tuition after school hours. 14.9% of children enrolled in government schools and 30.2% of those children going to private schools are taking tuitions.
- Only 22.7% children in Kasur surveyed under ASER 2010 are not enrolled in schools. Of this, 10.4% children have dropped out whereas 12.3% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 45% children assessed in Kasur can read at least a sentence in Urdu or his/her own language and 34% children can read story (level 2) text. In the age group of 6-16, 21% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 37.0% of Class 3 students are able to read sentences (level 1 text). 20% children are attending public schools whereas 33% are enrolled in private schools. Nearly 77.0% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 56.7% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 43% can read sentences and 29% of out of school children can read story level text. 25% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 24% children can read sentences in English, 42% can read words whereas 27% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 38.6% children enrolled in Class 3 can read English words and 13.9% can read sentences fluently. Of those who read sentences, 35.7% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 33% of children stand at beginners' level, 28% are able to read words and 13% are able to read sentences.

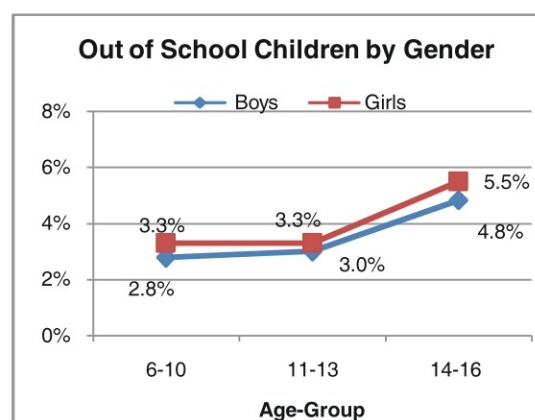
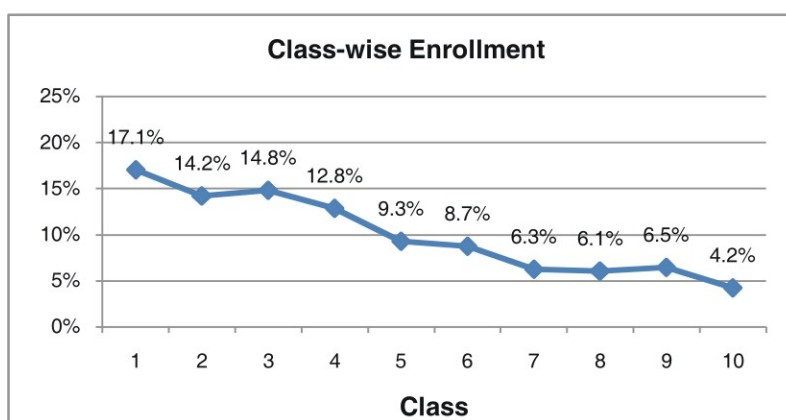
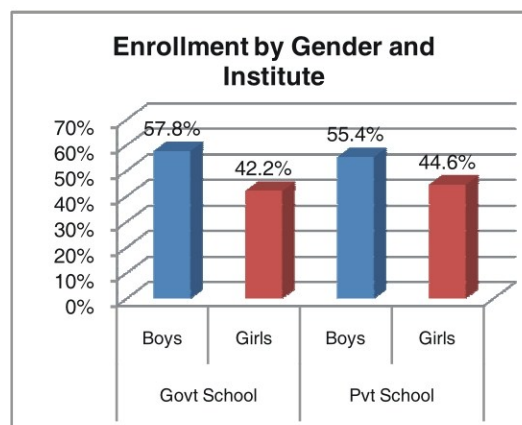
Arithmetic

- Of total children assessed in Kasur, 35% children can do 2 digit subtraction sums with carry whereas 20% can do 3 digit division sums. Only 22% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 45.1% of those enrolled in Class 4 are able to do subtraction sums and 11.0% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 39.0% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 4.9% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 24% of private school students of Class 5 could do division correctly as opposed to 17% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 13% able to do division sums and 20% able to do subtraction correctly.

KASUR Rural

School Enrollment and Out of School Children

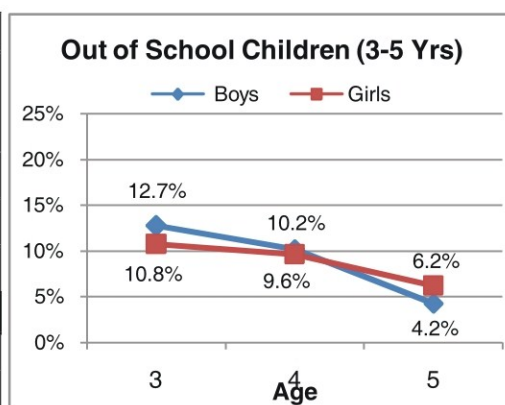
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasha	Others	Never Enrolled	Drop-out	
6-10	49.7	34.1	0.4	3.6	8.6	3.5	100
11-13	40.3	33.5	0.6	1.1	10.2	14.2	100
14-16	27.5	28.7	0.6	-	14.4	28.7	100
6-16	42.0	32.7	0.5	2.1	10.4	12.3	100
Total	77.3				22.7		100
By Type	54.3	42.3	0.7	2.7			



Age group 6-10: 6.1% (3.3+2.8) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	2.2	6.6	0.0	0.0	91.2	100
4	13.4	20.5	0.0	3.6	62.5	100
5	44.0	28.7	0.0	2.7	24.7	100
3-5	23.5	20.4	0.0	2.3	53.8	100
Total	46.2				53.8	100
By Type	50.9	44.2	0.0	4.9		



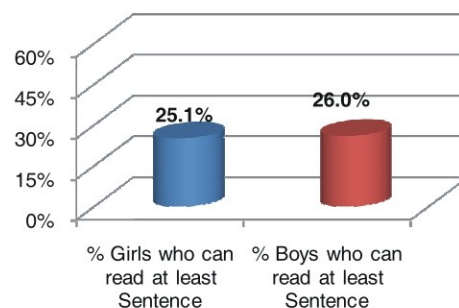
Age 3: 23.5% (10.8+12.7) children are out of school

Reading Levels (Urdu / Sindhi)

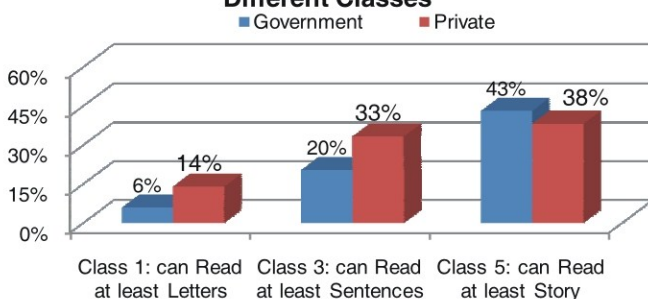
% Children Who Can Read						
Class	Nothing	Letter	Words	Sentences	Story	Total
1	46.6	40.7	5.1	4.2	3.4	100
2	16.2	51.5	19.2	4.0	9.1	100
3	7.0	34.0	22.0	14.0	23.0	100
4	5.7	10.3	20.7	20.7	42.5	100
5	-	1.5	11.9	29.9	56.7	100
6	4.0	10.0	6.0	16.0	64.0	100
7	-	2.3	2.3	14.0	81.4	100
8	-	3.3	-	16.7	80.0	100
9	2.4	2.4	2.4	11.9	81.0	100
10	-	-	-	6.7	93.3	100

How to read: 7.6% (4.2+3.4) children of class 1 can read sentences

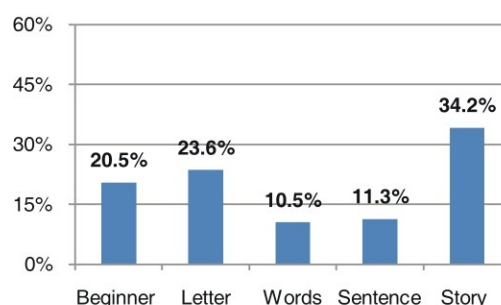
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

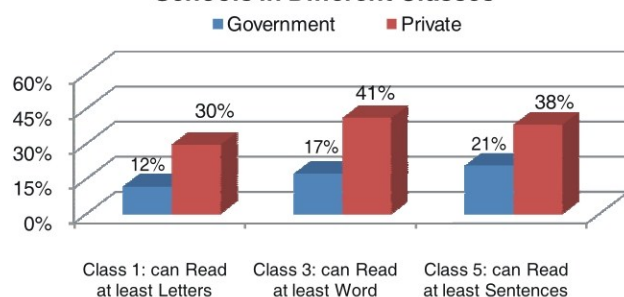
Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	55.1	18.6	19.5	5.9	0.8	100
2	35.1	23.7	23.7	13.4	4.1	100
3	17.8	19.8	23.8	24.8	13.9	100
4	9.4	10.6	29.4	30.6	20.0	100
5	3.0	6.0	17.9	35.8	37.3	100
6	6.3	-	16.7	33.3	43.8	100
7	4.8	2.4	4.8	35.7	52.4	100
8	-	3.3	10.0	16.7	70.0	100
9	-	-	5.1	15.4	79.5	100
10	-	-	-	6.9	93.1	100

How to read: 5.7% (5.9+0.8) children of class 1 can read words

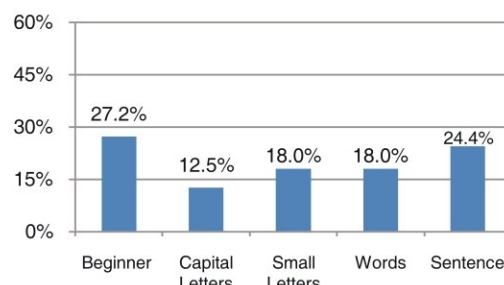
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
57.1	-
38.5	75.0
52.0	35.7
46.2	35.3
54.2	44.0
31.3	57.1
66.7	45.5
60.0	81.0
50.0	67.7
100	70.4

English Reading Levels in Govt. and Pvt. Schools in Different Classes



Learning Levels English



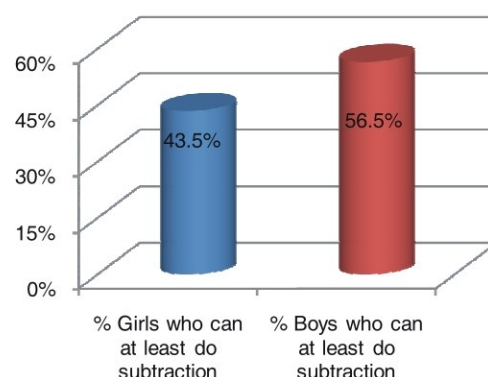
Arithmetic

Class-wise, % children who can

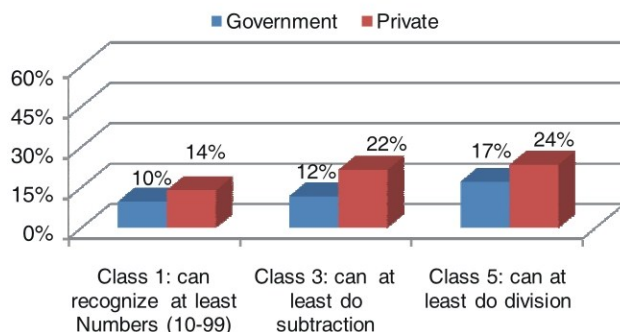
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	45.3	38.5	11.1	3.4	1.7	100
2	22.2	38.4	29.3	8.1	2.0	100
3	9.2	27.6	39.8	14.3	9.2	100
4	4.9	11.0	39.0	34.1	11.0	100
5	0.0	4.6	29.2	38.5	27.7	100
6	5.9	0.0	27.5	21.6	45.1	100
7	2.4	2.4	19.0	35.7	40.5	100
8	3.3	3.3	3.3	23.3	66.7	100
9	2.6	2.6	2.6	23.1	69.2	100
10	0.0	0.0	0.0	13.3	86.7	100

How to read: 5.1 % (3.1+1.7) children on class 1 can do subtraction

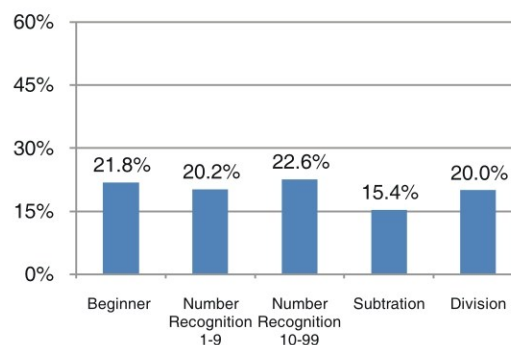
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



Arithmetic Levels

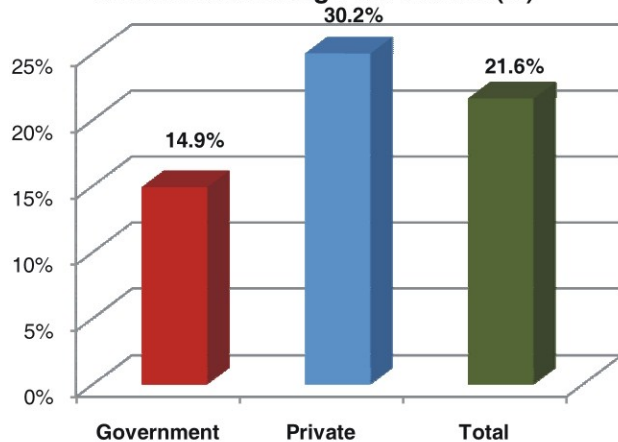


Paid Tuition

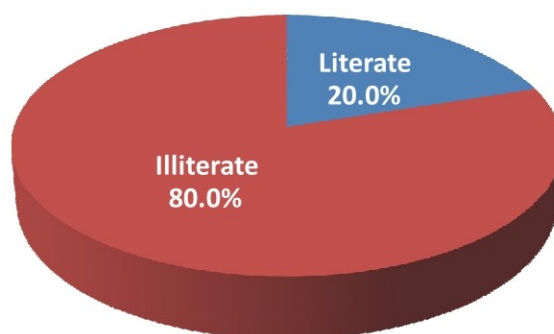
Mothers' Literacy

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	13.7	10.6	10.8	17.3	17.2	12.2	13.8	31.4	38.7	17.6
Pvt.	28.1	28.8	27.5	29.4	35.3	29.2	22.9	46.2	44.1	38.5

Children Attending Paid Tuition (%)



Mothers' Literacy



Khanewal (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Khanewal-Rural. The information was collected on 1, 514 children (60% male, 40% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 30 government schools and 15 private schools. Mother's literacy information was also collected on 619 mothers.

Mothers' Literacy:

- Out of total, 59% agreed to be tested whereas 15.5% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 42% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 264 children falling in 3-5 age groups, 58% are enrolled in some kind of facility. 34.8% children are enrolled in Govt schools and 23.1% are attending Non-State educational facilities; 22.3% children are attending private schools, 0.4% is enrolled in Madrassahs and 0.4% in other schools.
- 42% children are not enrolled in any type of schools of the total 264 children. Almost 47% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 86.4% comprising 37% girls and 63% boys.
- 64.2% children are enrolled in government schools and 22.3% are attending Non-State educational facilities; 21.6% students are enrolled in private schools, 0.3% in Madrasahs and 0.3% in other schools.
- Of children enrolled in school, 24% children take paid tuition after school hours. 17.5% of children enrolled in government schools and 42.6% of those children going to private schools are taking tuitions.
- 13.6% children in Khanewal surveyed under ASER 2010 are not enrolled in schools. Of this, 7.3% children have dropped out whereas 6.3% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 57% children assessed in Khanewal-Rural can read at least a sentence in Urdu or his/her own language and 38% children can read story (level 2) text. In the age group of 6-16, 10% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 49.6% of Class 3 students are able to read sentences (level 1 text). 39% of such children are attending public schools whereas 63% are enrolled in private schools. Nearly 74.8% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 53.5% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 45% can read sentences and 24% of out of school children can read story level text. 25% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 59% children can read sentences in English, 25% can read words whereas 12% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 44.2% children enrolled in Class 3 can read English words and 14% can read sentences fluently. Of those who read sentences, 77.8% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 53% of children stand at beginners' level, 26% are able to read words and 10% are able to read sentences.

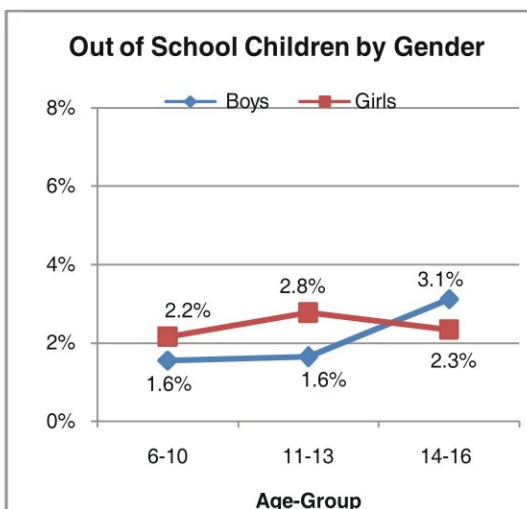
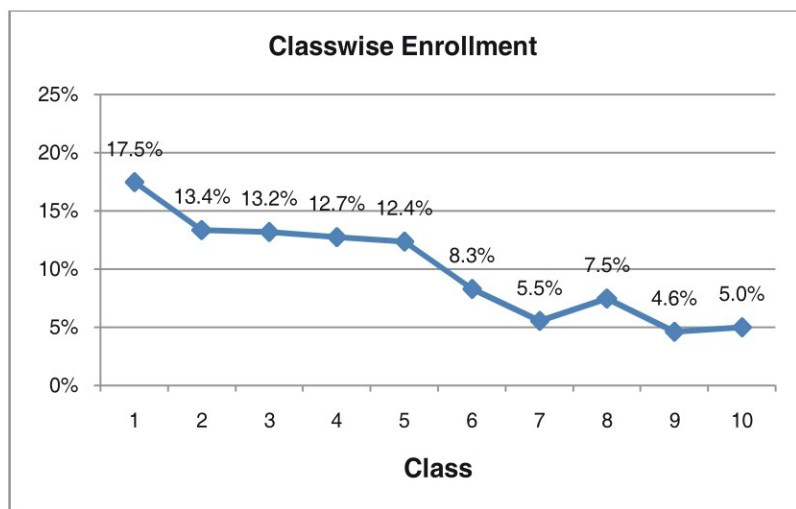
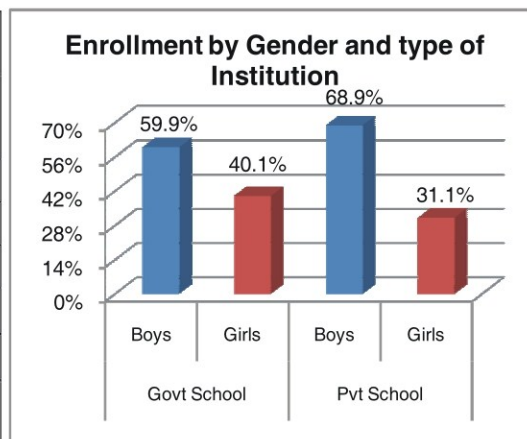
Arithmetic

- Of total children assessed in Khanewal-Rural, 52% children can do 2 digit subtraction sums with carry whereas 30% can do 3 digit division sums and 12% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 37.9% of those enrolled in Class 4 are able to do subtraction sums and 14.9% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 60.9% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 1.1% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private school is better than public schools but far from satisfactory. The results of arithmetic learning level shows that 29% students of private school students of Class 5 could do division correctly and 12% of Class 5 students studying in government schools could do division correctly.
- The arithmetic ability of out of school children shows better trends with 10% able to do division sums and 28% able to do subtraction correctly.

Khanewal Rural

School Enrollment and Out of School Children

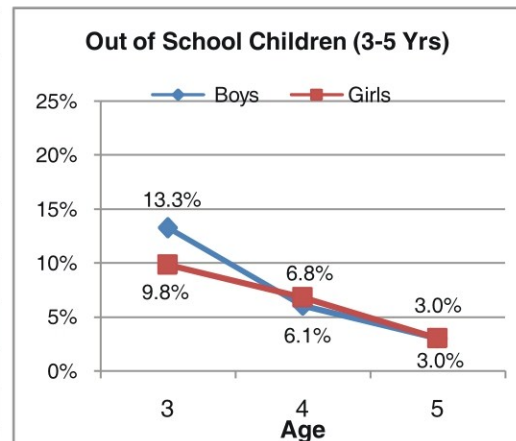
Age Group	%Children In Different Types Of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	67.2	25.3	0.5	0.3	6.1	0.6	100
11-13	63.4	17.6	0.4	-	8.4	10.3	100
14-16	57.1	16.7	-	0.4	9.0	16.7	100
6-16	64.2	21.6	0.3	0.3	7.3	6.3	100
Total	86.4				13.6		100
By Type	74.2	25.1	0.4	0.3			



Age group 6-10: 3.8% (1.6+2.2) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	4.3	8.6	0.0	0.0	87.1	100
4	30.1	23.3	0.0	0.0	46.6	100
5	55.4	29.8	0.8	0.8	13.2	100
3-5	34.8	22.3	0.4	0.4	42.0	100
Total	58.0				42.0	100
By Type	60.1	38.6	0.7	0.7		



Age 3: 23.1% (13.3+9.8) children are out of school

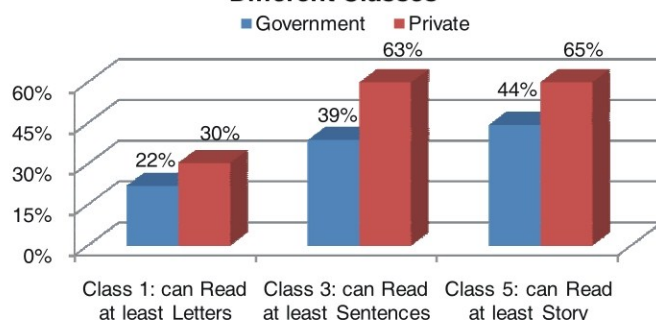
Reading Levels (Urdu / Sindhi)

Table4: % Children who can read

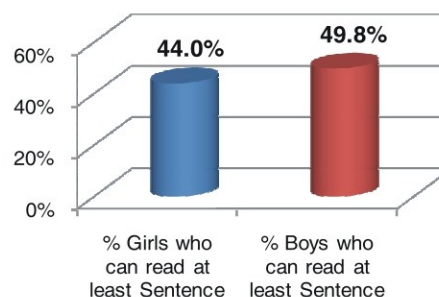
Class	Nothing	Letters	Words	Sentences	Story	Total
1	26.8	40.9	26.2	4.7	1.3	100
2	14.2	23.9	37.3	17.2	7.5	100
3	2.2	14.8	33.3	24.4	25.2	100
4	-	6.9	23.1	36.9	33.1	100
5	-	-	11.8	34.6	53.5	100
6	-	1.2	3.7	23.5	71.6	100
7	-	-	8.3	27.1	64.6	100
8	-	2.8	1.4	8.3	87.5	100
9	-	-	4.7	9.3	86.0	100
10	-	-	-	8.9	91.1	100

How to read: 6.0% (4.7+1.3) children of class 1 can read sentences

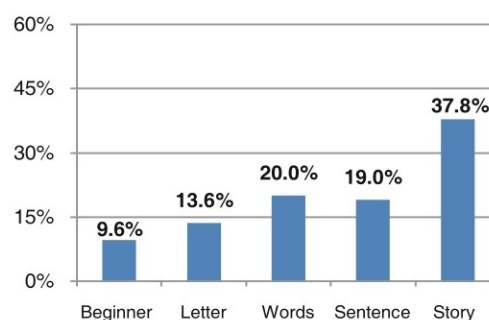
Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels by Gender



Reading Levels (Urdu / Sindhi)



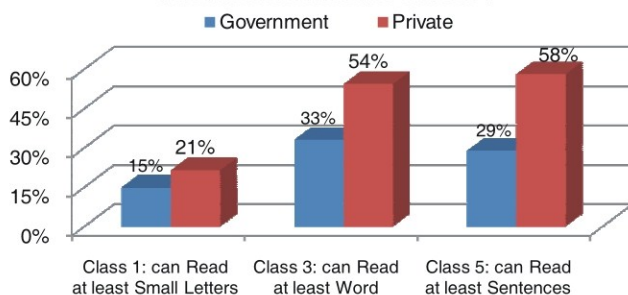
Learning Levels(English)

Classwise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	35.8	41.2	14.9	7.4	0.7	100
2	21.5	19.2	33.1	20.8	5.4	100
3	12.4	14.0	29.5	30.2	14.0	100
4	3.1	10.9	17.8	45.7	22.5	100
5	4.0	1.6	14.3	41.3	38.9	100
6	5.1	1.3	5.1	24.4	64.1	100
7	-	2.2	2.2	28.3	67.4	100
8	1.4	-	2.8	13.9	81.9	100
9	-	-	-	9.1	90.9	100
10	-	-	2.2	13.3	84.4	100

How to read: 8.1% (0.7+7.4) children of class 1 can read words

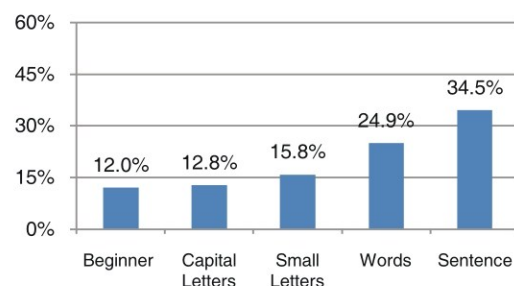
English Reading Levels in Govt. and Pvt. Schools in Different Classes



Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
63.6	-
66.7	71.4
56.4	77.8
54.2	69.0
57.7	67.3
68.4	72.0
76.9	67.7
70.0	71.2
25.0	82.5
83.3	89.5

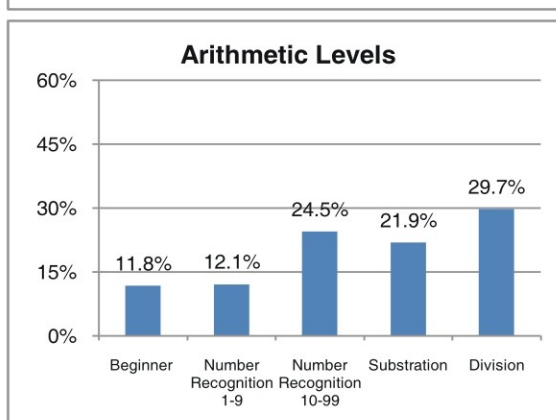
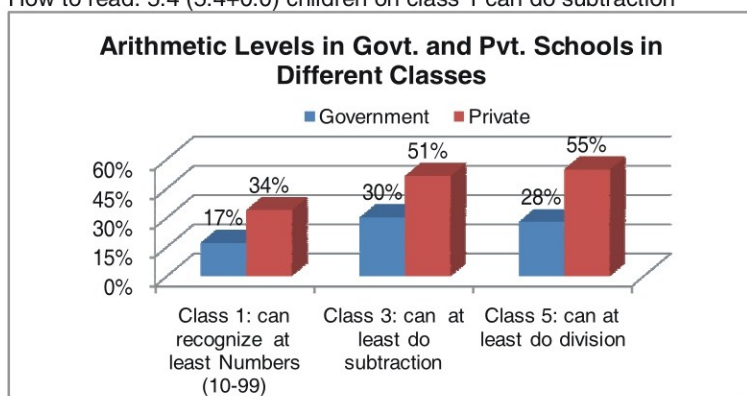
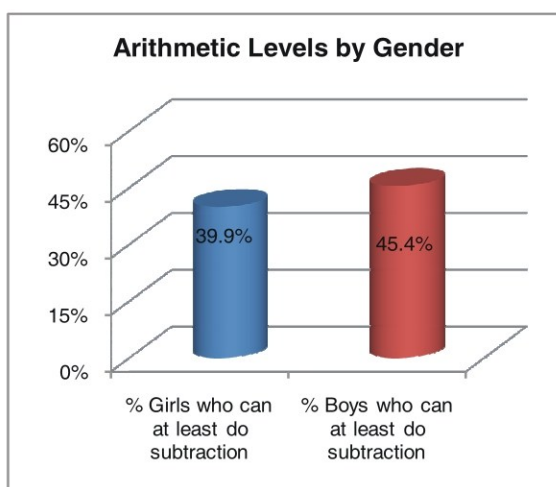
English Learning levels



Arithmetic

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	24.3	47.3	23.0	5.4	0.0	100
2	18.3	16.8	45.8	13.7	5.3	100
3	3.0	8.3	48.1	29.3	11.3	100
4	0.8	6.1	26.7	45.0	21.4	100
5	0.8	0.0	23.8	38.1	37.3	100
6	2.5	0.0	9.9	28.4	59.3	100
7	0.0	0.0	4.4	28.9	66.7	100
8	1.4	0.0	10.8	14.9	73.0	100
9	0.0	0.0	2.3	9.3	88.4	100
10	0.0	0.0	4.3	2.2	93.5	100

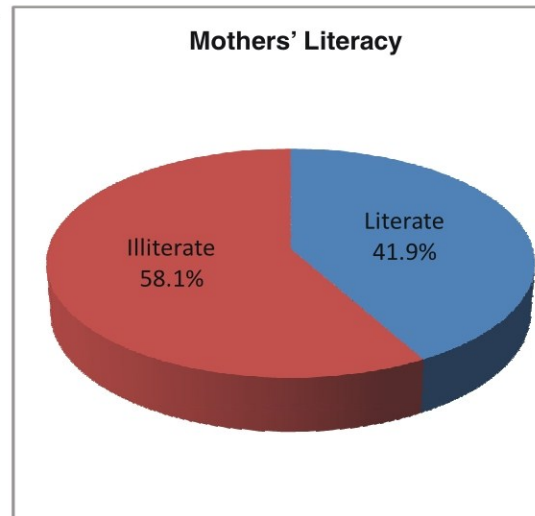
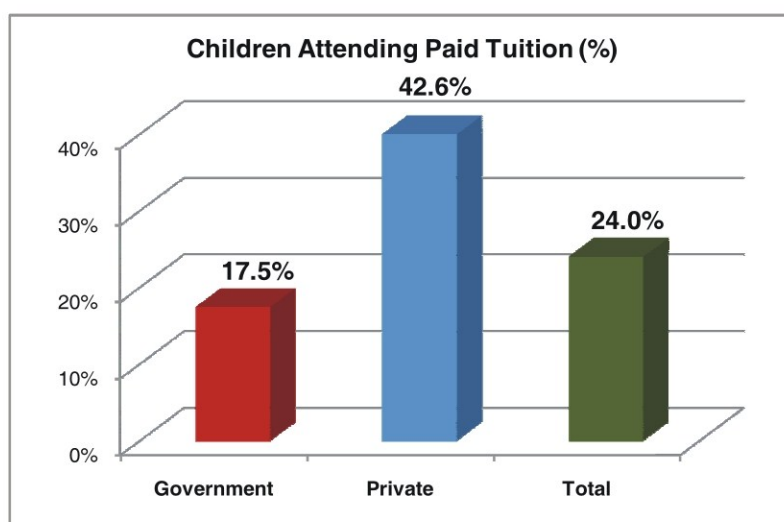
How to read: 5.4 (5.4+0.0) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	12.5	10.8	17.9	17.4	22.1	16.4	5.8	20.3	33.3	31.0
Pvt.	30.4	36.2	37.1	51.9	54.8	47.6	66.7	59.1	53.8	30.0

Mothers' Literacy



Lahore (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Lahore-Rural. The information was collected on 1,657 children (50% male, 50% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 30 government schools and 25 private schools. Mother's literacy information was also collected on 639 mothers.

Mothers' Literacy:

- Out of total, 33% agreed to be tested whereas 12% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 43% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 297 children falling in 3-5 age groups, 52.9% are enrolled in some kind of facility. 19.5% children are enrolled in Govt schools and 33.3% are attending Non-State educational facilities; 32.7% children are attending private schools and remaining 0.7% is enrolled in Madrassahs.
- 47.1% children are not enrolled in any type of schools of the total 297 children. Almost 56% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 88.4% comprising 50% girls and 50% boys.
- 42.7% children are enrolled in government schools and 45.7% are attending Non-State educational facilities; 44.3% students are enrolled in private schools, 1.1% in Madrassahs and 0.4% in other schools
- Of children enrolled in school, 41.1% children take paid tuition after school hours. 37.8% of children enrolled in government schools and 44% of those children going to private schools are taking tuitions.
- 11.6% children in Lahore surveyed under ASER 2010 are not enrolled in schools. Of this, 5.0% children have dropped out whereas 6.5% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 53% children assessed in Lahore-Rural can read at least a sentence in Urdu or his/her own language and 42% children can read story (level 2) text. In the age group of 6-16, 12% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 48.5% of Class 3 students are able to read sentences (level 1 text). 40% of such children are attending public schools whereas 30% are enrolled in private schools. Nearly 74.2% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 57.3% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 45% can read sentences and 44% of out of school children can read story level text. Only 23% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 36% children can read sentences in English, 58% can read words whereas 13% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that only 58.6% children enrolled in Class 3 can read English words and 24.2% can read sentences fluently. Of those who read sentences, 66.7% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 32% of children stand at beginners' level, 37% are able to read words and 21% are able to read sentences.

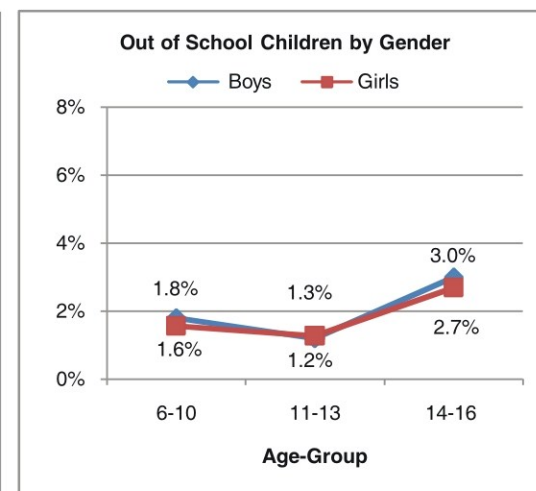
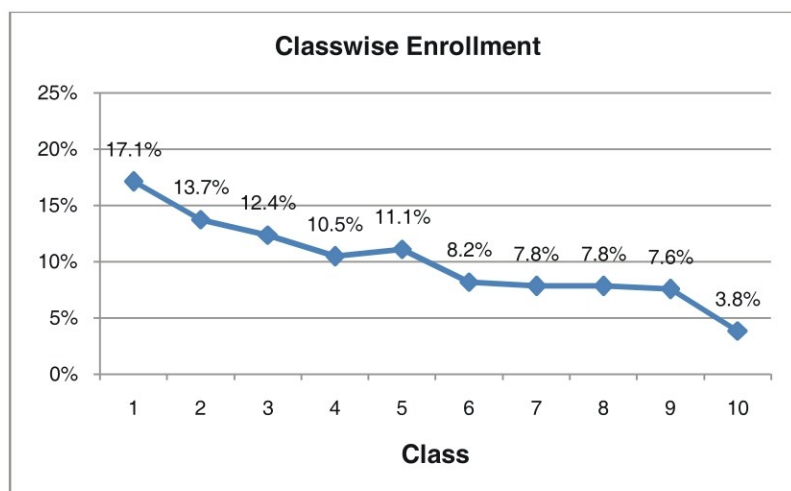
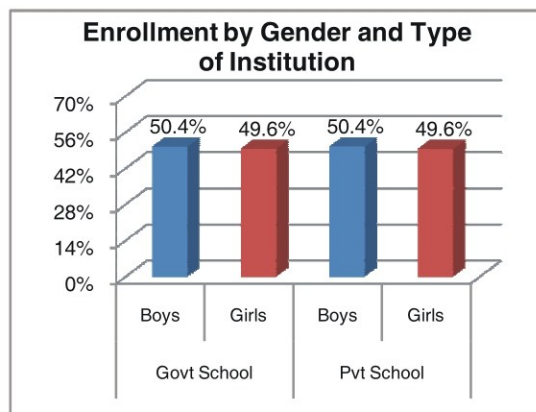
Arithmetic

- Of total children assessed in Lahore-Rural, 39% children can do 2 digit subtraction sums with carry whereas 21% can do 3 digit division sums and 12% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 37.9% of those enrolled in Class 4 are able to do subtraction sums and 14.9% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 60.9% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 1.1% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private school is better than public schools but far from satisfactory. The results of arithmetic learning level shows that 29% students of private school students of Class 5 could do division correctly and 12% of Class 5 students studying in government schools could do division correctly.
- The arithmetic ability of out of school children shows better trends with 13% able to do division sums and 34% able to do subtraction correctly.

Lahore Rural

School Enrollment and Out of School Children

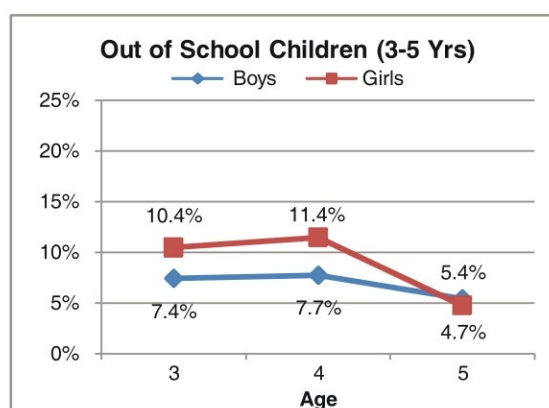
Age Group	%Children in different Types of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	39.5	52.2	1.6	0.3	4.2	2.3	100
11-13	44.4	44.7	0.3	0.6	5.2	4.9	100
14-16	48.4	26.1	0.6	0.3	6.8	17.7	100
6-16	42.7	44.3	1.1	0.4	5.0	6.5	100
Total	88.4				11.6		100
By Type	48.3	50.0	1.2	0.4			



Age group 6-10: 3.4% (1.8+1.6) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	4.5	16.4	0.0	0.0	79.1	100
4	19.8	22.8	1.0	0.0	56.4	100
5	27.1	48.8	0.8	0.0	23.3	100
3-5	19.5	32.7	0.7	0.0	47.1	100
Total	52.9				47.1	100
By Type	36.9	61.8	1.3	0.0		

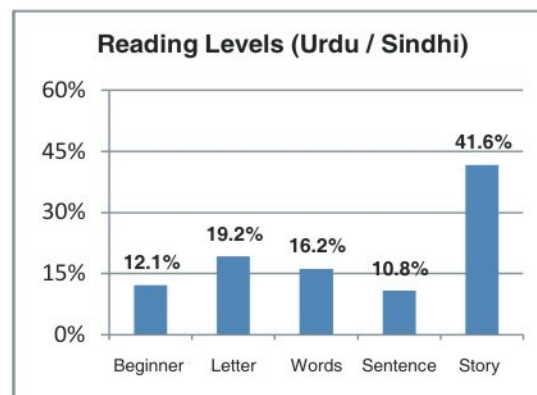
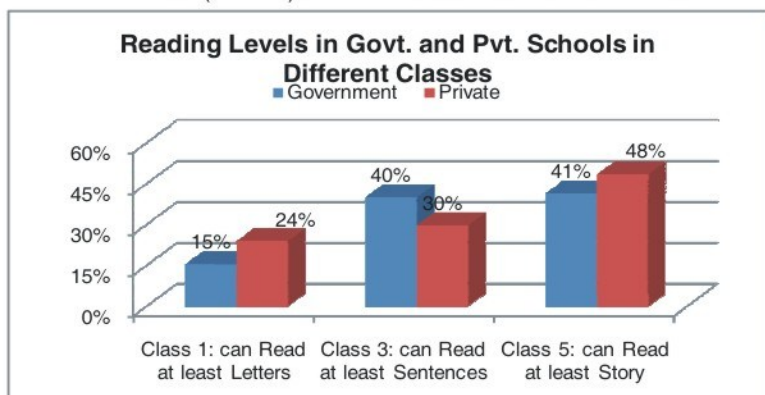
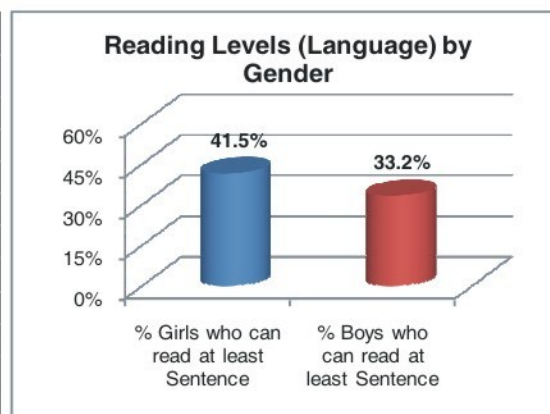


Age 3: 17.8% (10.4+7.4) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.4	46.8	25.0	3.2	1.6	100
2	5.1	29.9	31.6	17.9	15.4	100
3	7.2	21.6	22.7	22.7	25.8	100
4	1.1	8.0	28.7	13.8	48.3	100
5	1.0	8.3	11.5	21.9	57.3	100
6	1.4	2.7	8.1	17.6	70.3	100
7	-	-	6.1	6.1	87.9	100
8	1.3	-	5.3	9.3	84.0	100
9	2.9	-	1.5	8.8	86.8	100
10	-	-	6.3	9.4	84.4	100

How to read: 4.8% (3.2+1.6) children of class 1 can read sentences

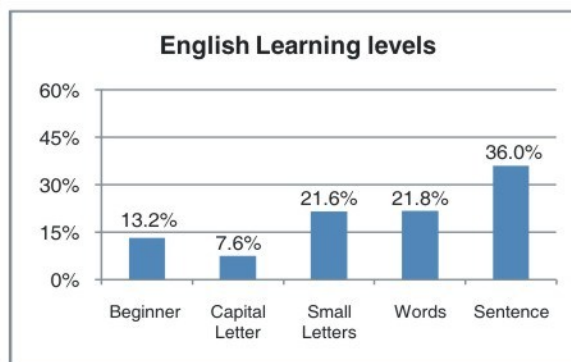
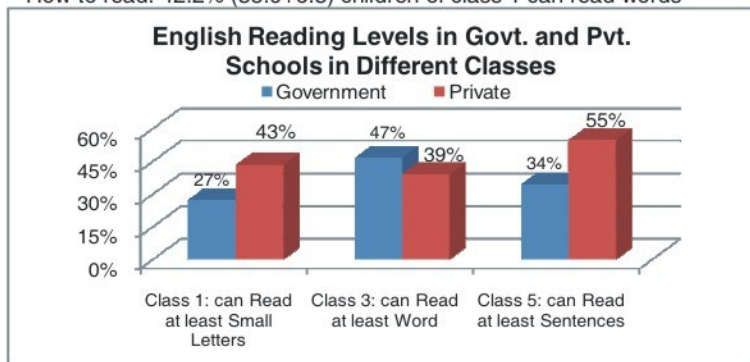


Learning level (English)

Classwise % Children who can read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	10.9	43.8	3.1	35.9	6.3	100
2	9.0	14.9	10.4	47.8	17.9	100
3	16.2	9.1	16.2	34.3	24.2	100
4	11.8	4.3	22.6	29.0	32.3	100
5	10.2	2.3	25.0	19.5	43.0	100
6	11.1	1.9	27.8	21.3	38.0	100
7	9.3	-	30.6	16.7	43.5	100
8	7.8	-	32.8	12.9	46.6	100
9	2.7	-	40.2	5.4	51.8	100
10	7.4	-	35.2	11.1	46.3	100

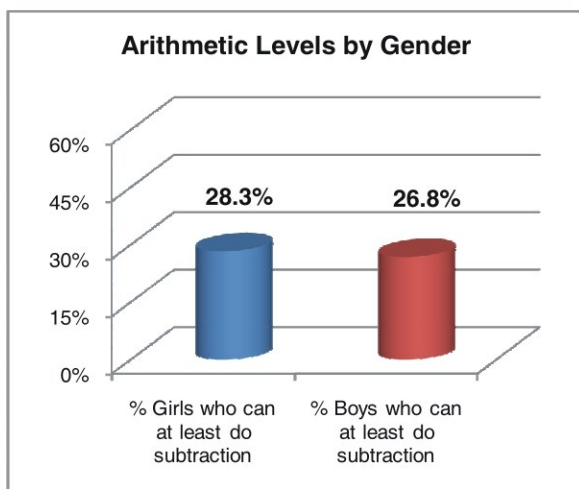
How to read: 42.2% (35.9+6.3) children of class 1 can read words

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
30.4	50.0
18.8	58.3
47.1	66.7
40.7	70.0
52.0	58.2
52.2	73.2
55.6	70.2
60.0	70.4
50.0	77.6
66.7	76.0

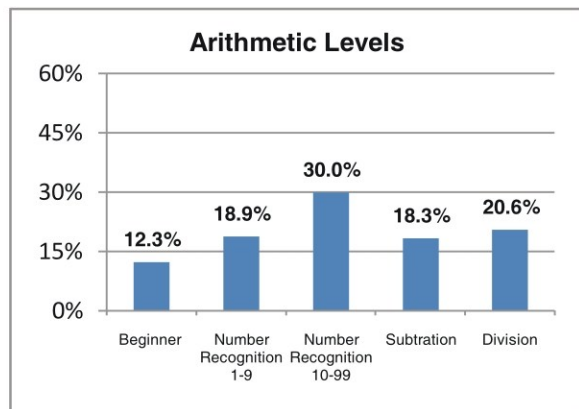
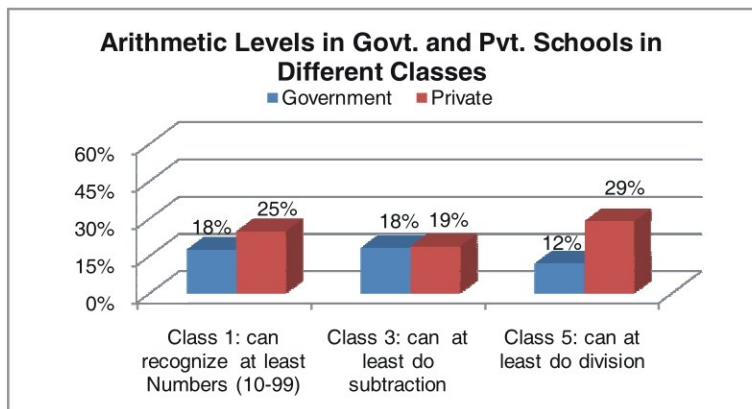


Arithmetic

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	24.6	42.6	31.1	0.8	0.8	100
2	5.1	32.5	45.3	13.7	3.4	100
3	6.2	17.5	50.5	19.6	6.2	100
4	1.1	10.3	50.6	23.0	14.9	100
5	0.0	6.3	32.6	33.7	27.4	100
6	1.4	5.4	27.0	27.0	39.2	100
7	0.0	3.0	19.4	31.3	46.3	100
8	1.4	0.0	24.3	33.8	40.5	100
9	2.9	1.5	8.8	25.0	61.8	100
10	0.0	0.0	15.6	18.8	65.6	100

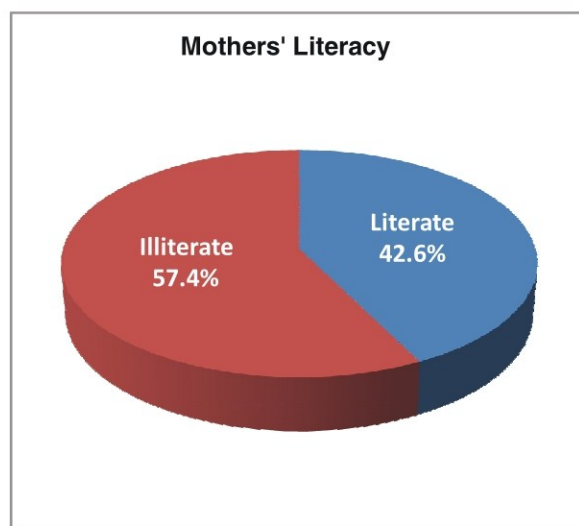
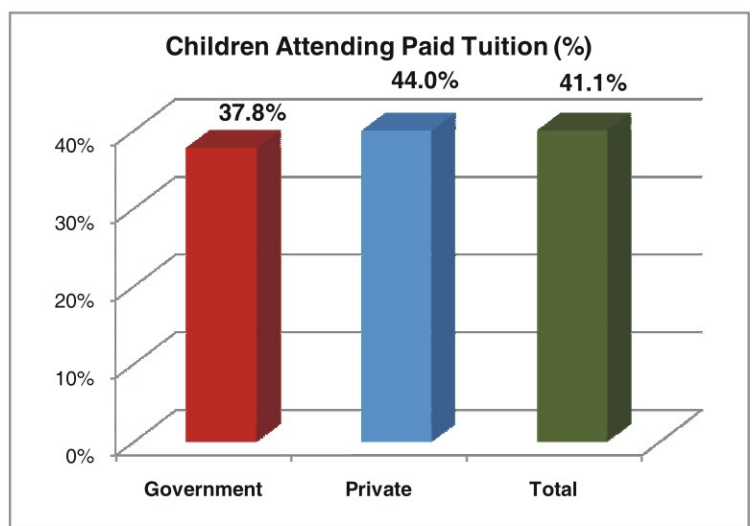


How to read: 1.6 % (0.8+0.8) children on class 1 can do subtraction



Paid Tuition Mothers' Literacy

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	31.9%	23.1%	38.3%	48.1%	34.5%	46.5%	44.9%	30.0%	52.9%	50.0%
Pvt.	38.0%	50.0%	48.6%	54.1%	41.9%	56.5%	29.7%	31.4%	50.0%	33.3%



Mianwali (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Mianwali. The information was collected on 1, 370 children (59% male, 41% female) for 3-16 years age group from 599 households.
- In addition, school profile information was collected on 27 government schools and 19 private schools. Mother's literacy information was also collected on 606 mothers.

Mothers' Literacy:

- Out of total, 51% agreed to be tested whereas 18.1% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 42% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 196 children falling in 3-5 age group, 48.0% are enrolled in some kind of facility. Only 25.0% children are enrolled in Govt schools, 23.0% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 22.4% children are attending private schools; remaining 0.0% is enrolled in Madrasah and 0.5% in other type of schools.
- 52.0% children are not enrolled in any type of schools of the total 196 children. Almost 57% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 86.9% comprising 36% girls and 64% boys.
- Only 63.0% children are enrolled in government schools, 23.9% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 23.1 % children are enrolled in private schools; remaining 0.3 % is enrolled in Madrasah and 0.5% in other type of schools.
- Of children enrolled in school, 11.2% children take paid tuition after school hours. 7.9% of children enrolled in government schools and 19.3% of those children going to private schools are taking tuitions.
- Only 13.1% children in Mianawali surveyed under ASER 2010 are not enrolled in schools. Of this, 5.9% children have dropped out whereas 7.3% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 62% children assessed in Mianawali can read at least a sentence in Urdu or his/her own language and 41% children can read story (level 2) text. In the age group of 6-16, 7% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 62.0% of Class 3 students are able to read sentences (level 1 text). 56% children are attending public schools whereas 65% are enrolled in private schools. Nearly 74.0% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 47.3% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 54% can read sentences and 35% of out of school children can read story level text. Only 10% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 40% children can read sentences in English, 64% can read words whereas 8% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 56% children enrolled in Class 3 can read English words and 18% can read sentences fluently. Of those who read sentences, 72.2% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 13% of children stand at beginners' level, 63% are able to read words and 36% are able to read sentences.

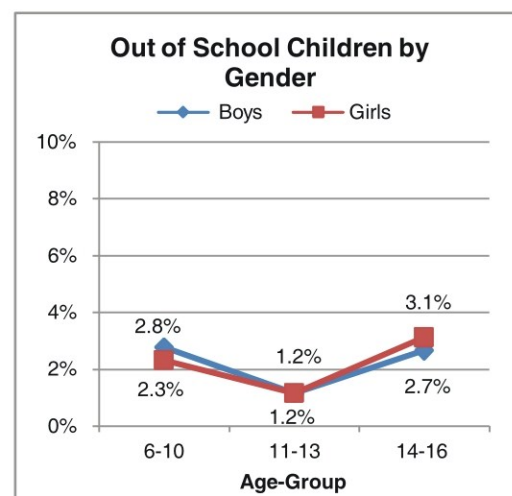
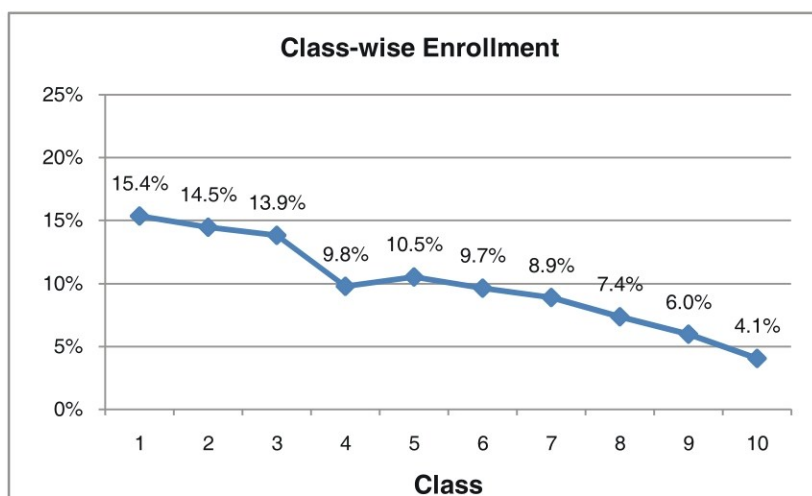
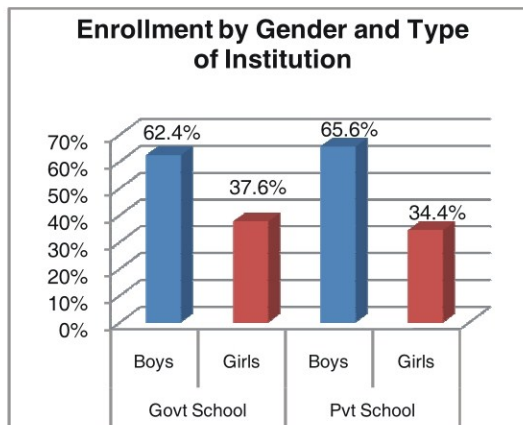
Arithmetic

- Of total children assessed in Mianawali, 62% children can do 2 digit subtraction sums with carry whereas 36% can do 3 digit division sums. Only 7% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 81.7% of those enrolled in Class 4 are able to do subtraction sums and 42.3% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 12.7% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 0.0% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- 31% of private school students of Class 5 could do division correctly as opposed to 43% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 36% able to do division sums and 55% able to do subtraction correctly.

Mianwali (Rural)

School Enrollment and Out of School Children

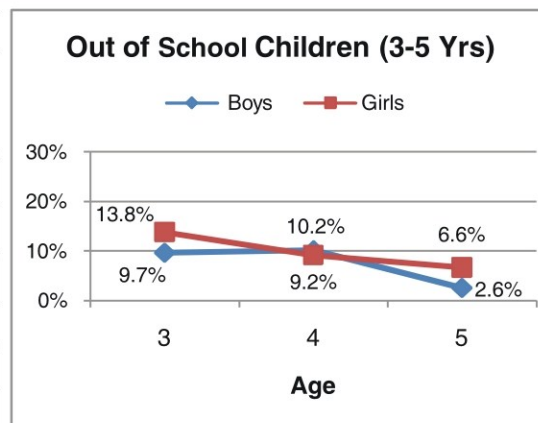
Age Group	%Children in different Types of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	61.1	28.4	0.2	0.7	7.4	2.2	100
11-13	68.4	21.2	0.9	-	4.2	5.2	100
14-16	61.6	12.6	-	0.5	4.0	21.2	100
6-16	63.0	23.1	0.3	0.5	5.9	7.3	100
Total	86.9				13.1		100
By Type	72.5	26.6	0.4	0.5			



Age group 6-10: 5.1% (2.8+2.3) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	3.8	7.7	0.0	0.0	3.8	100
4	22.7	19.7	0.0	0.0	22.7	100
5	41.0	34.6	0.0	1.3	41.0	100
3-5	25.0	22.4	0.0	0.5	25.0	100
Total	48.0				52.0	100
By Type	52.1	46.8	0.0	1.1		



Age 3: 23.4(13.8+9.7) children are out of school

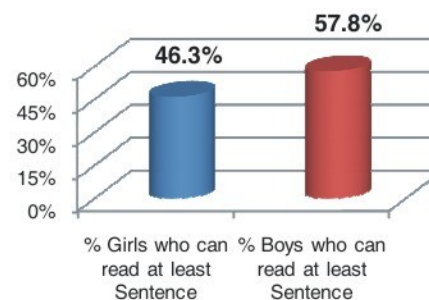
Reading in Own Language

% Children who can read

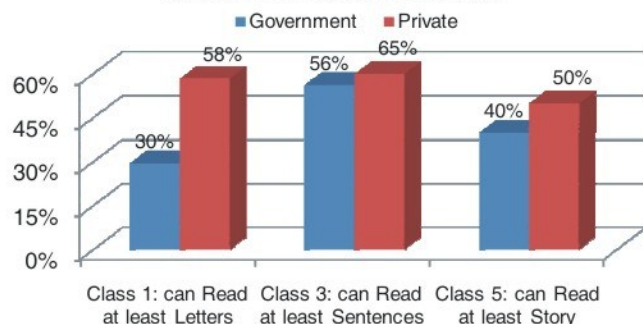
Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.4	30.8	27.1	14.0	5.6	100
2	3.8	20.0	39.0	21.9	15.2	100
3	1.0	10.0	27.0	36.0	26.0	100
4	1.4	7.0	15.5	40.8	35.2	100
5	1.4	6.8	6.8	37.8	47.3	100
6	-	1.4	2.9	20.0	75.7	100
7	1.5	7.7	3.1	12.3	75.4	100
8	1.9	7.4	1.9	9.3	79.6	100
9	-	2.3	-	9.3	88.4	100
10	-	3.3	10.0	6.7	80.0	100

How to read: 19.6% (14.0+5.6) children of class 1 can read sentences

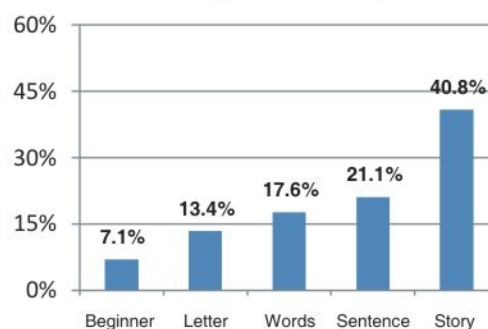
Reading Levels (Language) by Gender



Reading Levels (Language) in Govt. and Pvt. Schools in Different Classes



Reading Level - Urdu



Learning Levels (English)

Classwise % Children who can read English

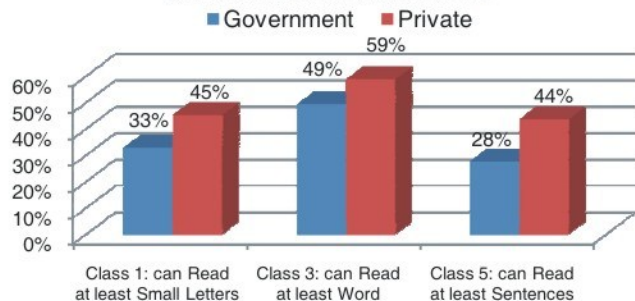
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	22.6	34.0	28.3	12.3	2.8	100
2	9.7	20.4	26.2	33.0	10.7	100
3	4.0	15.0	25.0	38.0	18.0	100
4	-	8.8	11.8	41.2	38.2	100
5	2.9	4.3	8.6	48.6	35.7	100
6	1.5	2.9	4.4	16.2	75.0	100
7	-	3.3	3.3	19.7	73.8	100
8	1.9	1.9	7.5	17.0	71.7	100
9	-	2.3	-	11.6	86.0	100
10	-	11.1	3.7	3.7	81.5	100

How to read: 15.1% (12.3+2.8) children of class 1 can read words

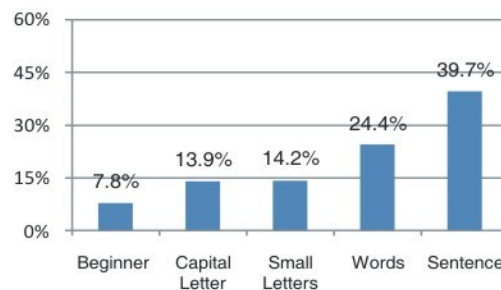
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
30.8	33.3
52.9	27.3
71.1	72.2
57.1	80.8
58.8	84.0
81.8	70.6
75.0	71.1
66.7	84.2
60.0	73.0
100.0	72.7

English Reading Levels in Govt. and Pvt. Schools in Different Classes



English Learning Levels

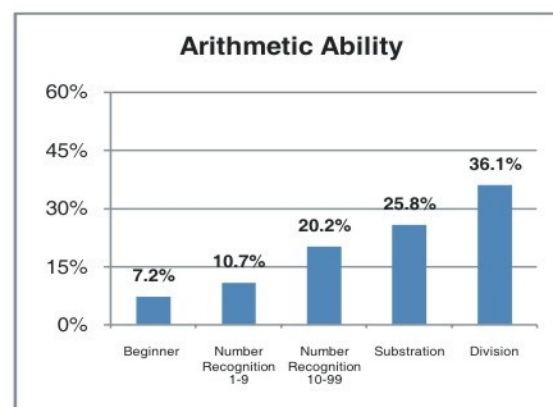
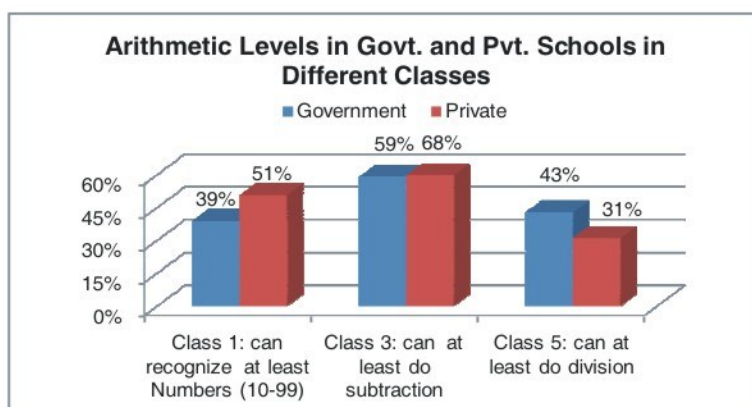
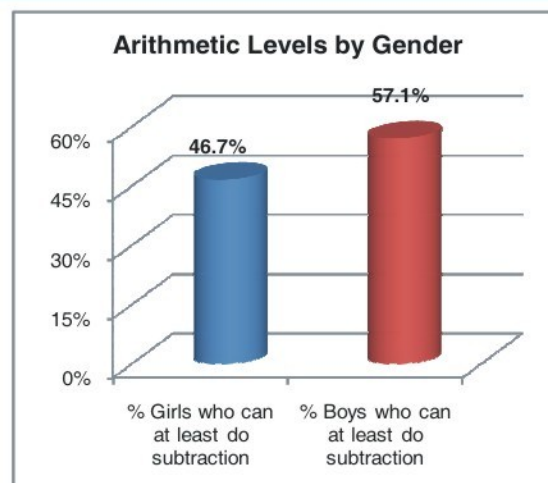


Arithmetic

Table5: Class-wise, % children who can

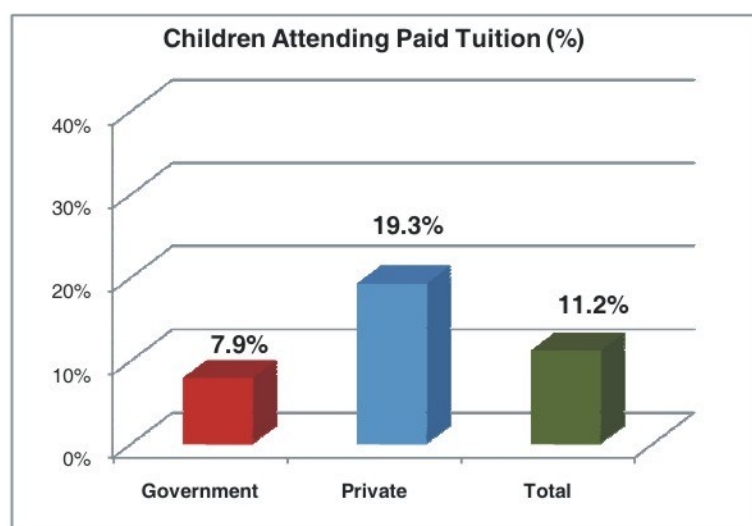
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	20.8	26.7	36.6	12.9	3.0	100
2	6.6	9.4	44.3	32.1	7.5	100
3	1.0	8.9	24.8	43.6	21.8	100
4	0.0	5.6	12.7	39.4	42.3	100
5	1.4	4.1	4.1	45.9	44.6	100
6	0.0	2.8	7.0	31.0	59.2	100
7	0.0	3.1	12.5	23.4	60.9	100
8	1.9	5.6	9.3	20.4	63.0	100
9	0.0	0.0	2.3	15.9	81.8	100
10	0.0	3.4	10.3	24.1	62.1	100

How to read: 15.9 % (12.9+3.0) children on class 1 can do subtraction

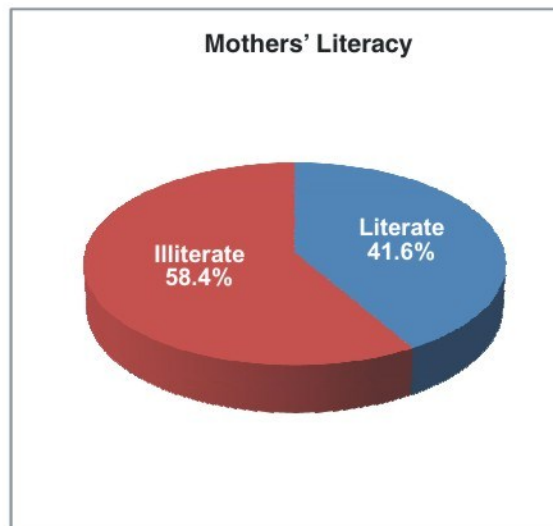


Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	0.0%	7.2%	8.5%	6.6%	10.8%	5.9%	8.6%	17.1%	16.7%	8.0%
Pvt.	13.2%	10.3%	17.6%	28.6%	25.0%	21.7%	25.0%	25.0%	60.0%	14.3%



Mothers' Literacy



Multan (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Multan-Rural. The information was collected on 1,535 children (55% male, 45% female) for 3-16 years age group from 580 households.
- In addition, school profile information was collected on 26 government schools and 22 private schools. Mother's literacy information was also collected on 650 mothers.

Mothers' Literacy:

- Out of total, 61% agreed to be tested whereas 11.0% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 32% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 275 children falling in 3-5 age group, 44.7% are enrolled in some kind of facility. Only 23.3% children are enrolled in Govt schools, 21.5% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 17.8% children are attending private schools; remaining 1.1% is enrolled in Madrasah and 2.5% in other type of schools.
- 55.3% children are not enrolled in any type of schools of the total 275 children. Almost 52% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 93.1% comprising 42% girls and 58% boys.
- Only 50.5% children are enrolled in government schools, 42.6% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 35.2 % children are enrolled in private schools; remaining 4.6 % is enrolled in Madrasah and 2.8% in other type of schools.
- Of children enrolled in school, 15.9% children take paid tuition after school hours. 14.4% of children enrolled in government schools and 18.3% of those children going to private schools are taking tuitions.
- Only 6.9% children in Multan surveyed under ASER 2010 are not enrolled in schools. Of this, 1.2% children have dropped out whereas 5.7% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 54% children assessed in Multan-Rural can read at least a sentence in Urdu or his/her own language and 37% children can read story (level 2) text. In the age group of 6-16, 11% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 62.9% of Class 3 students are able to read sentences (level 1 text). 40% children are attending public schools whereas 72% are enrolled in private schools. Nearly 60.9% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 54.2% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 28% can read sentences and 17% of out of school children can read story level text. 36% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 39% children can read sentences in English, 63% can read words whereas 10% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 69.8% children enrolled in Class 3 can read English words and 37.6% can read sentences fluently. Of those who read sentences, 87.5% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 38% of children stand at beginners' level, 23% are able to read words and 11% are able to read sentences.

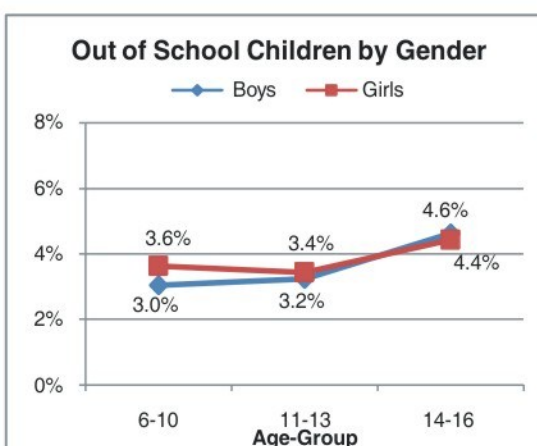
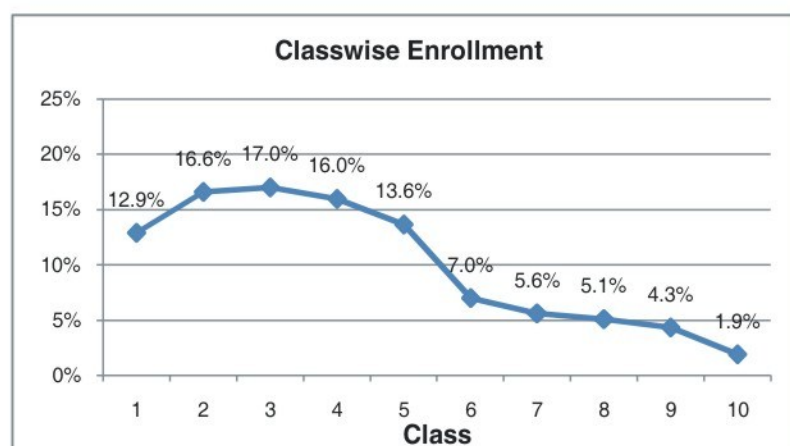
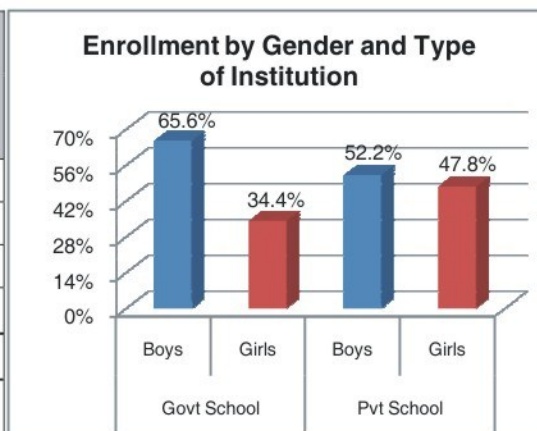
Arithmetic

- Of total children assessed in Multan-Rural, 52% children can do 2 digit subtraction sums with carry whereas 32% can do 3 digit division sums. Only 12% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 66.7% of those enrolled in Class 4 are able to do subtraction sums and 41.5% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 24.4% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 0.7% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 61% of private school students of Class 5 could do division correctly as opposed to 40% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 8% able to do division sums and 23% able to do subtraction correctly.

Multan (Rural)

School Enrollment and Out of School Children

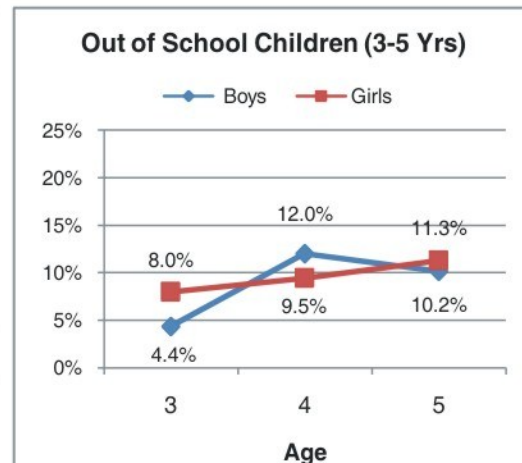
Age Group	%Children In Different Types Of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	46.2	39.0	5.8	4.4	4.1	0.5	100
11-13	59.1	31.6	3.4	-	5.5	0.4	100
14-16	55.6	24.3	1.4	-	13.2	5.6	100
6-16	50.5	35.2	4.6	2.8	5.7	1.2	100
Total	93.1				6.9		100
By Type	54.3	37.8	5.0	3.0			



Age group 6-10: 6.6% (3.0+3.6) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	4.7	16.3	0.0	0.0	79.1	100
4	23.4	18.7	1.9	0.9	55.1	100
5	29.6	17.6	0.8	4.8	47.2	100
3-5	23.3	17.8	1.1	2.5	55.3	100
Total	44.7				55.3	100
By Type	52.0	39.8	2.4	5.7		

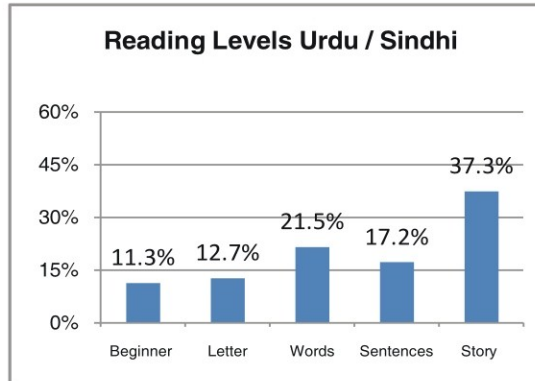
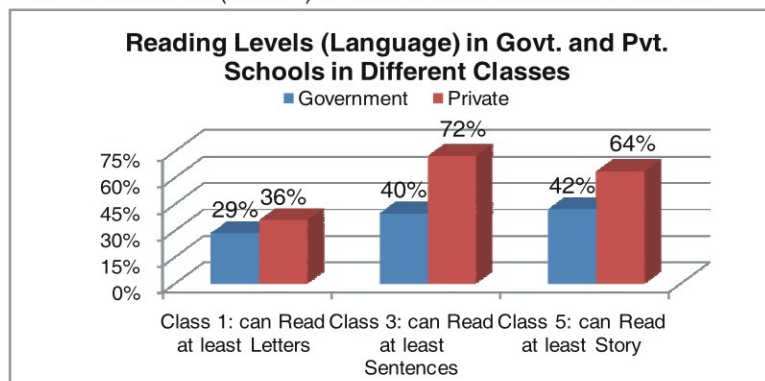
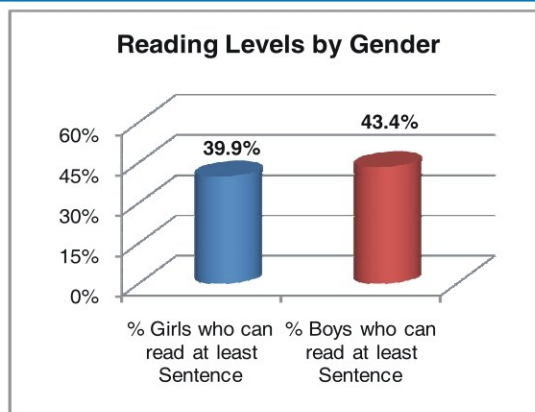


Age 3: 12.4% (4.4+8.0) children are out of school

Reading Levels (Urdu / Sindhi)

% Children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	24.2	36.8	30.5	6.3	2.1	100
2	6.6	13.1	46.0	27.0	7.3	100
3	6.0	5.3	25.8	23.8	39.1	100
4	0.7	5.9	21.3	19.1	52.9	100
5	5.9	3.4	11.0	25.4	54.2	100
6	-	1.7	5.1	10.2	83.1	100
7	-	6.1	6.1	16.3	71.4	100
8	2.2	6.7	4.4	2.2	84.4	100
9	-	13.8	6.9	20.7	58.6	100
10	6.3	-	-	-	93.8	100

How to read: 8.4% (6.3+2.1) children of class 1 can read sentences

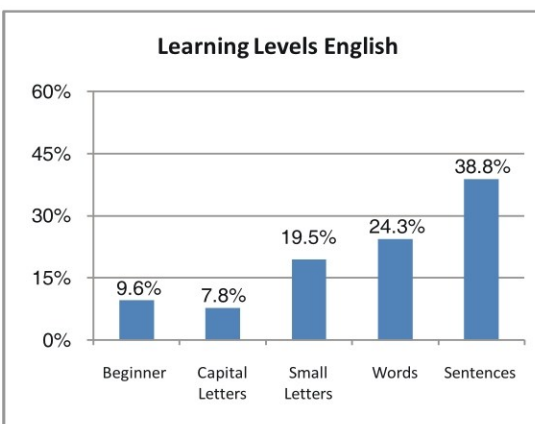
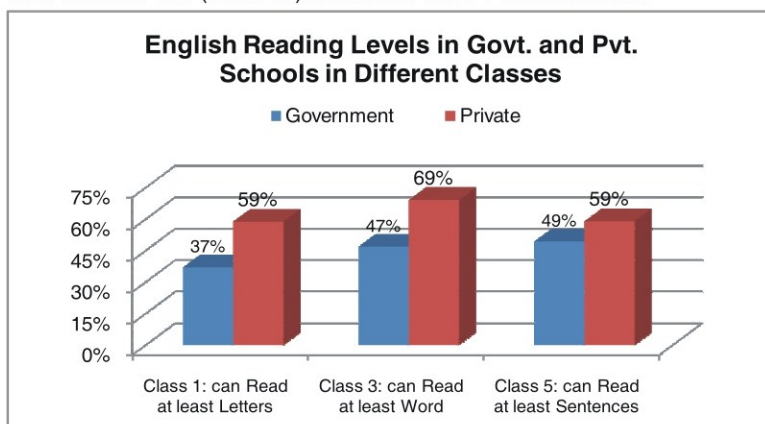


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	28.0	17.0	36.0	16.0	3.0	100
2	8.8	8.0	32.8	40.1	10.2	100
3	6.0	6.7	17.4	32.2	37.6	100
4	3.8	6.0	15.0	28.6	46.6	100
5	5.2	7.0	9.6	20.0	58.3	100
6	1.7	1.7	5.1	15.3	76.3	100
7	2.0	6.1	8.2	18.4	65.3	100
8	2.2	-	11.1	6.7	80.0	100
9	10.0	-	10.0	13.3	66.7	100
10	5.9	-	-	17.6	76.5	100

How to read: 19% (16.0+3.0) children of class 1 can read words

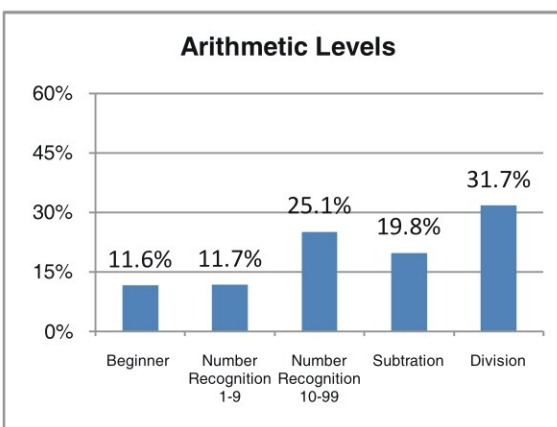
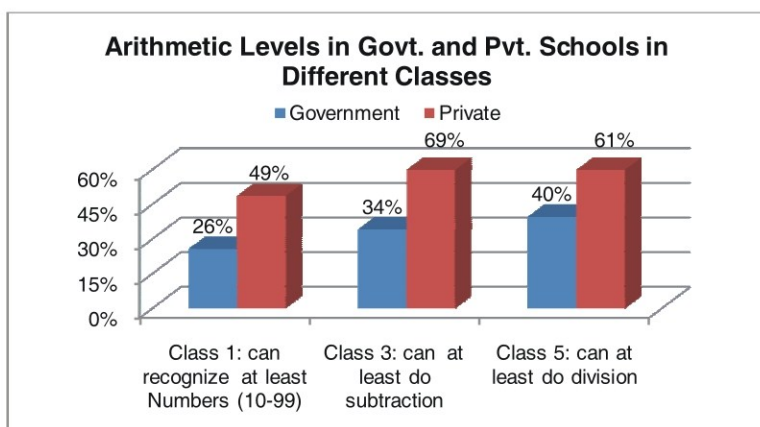
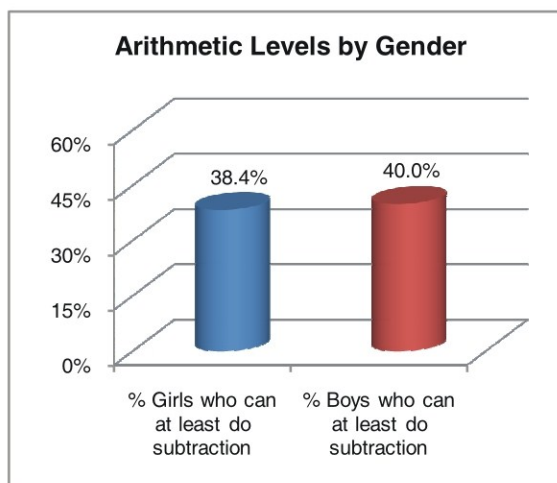
Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
50.0	100
34.5	64.3
41.7	87.5
39.5	82.3
78.3	74.6
33.3	75.6
44.4	96.9
66.7	75.0
25.0	70.0
100	92.3



Arithmetic

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	27.8	29.9	38.1	4.1	0.0	100
2	5.2	11.9	43.7	34.1	5.2	100
3	6.0	7.3	27.2	23.8	35.8	100
4	0.7	8.1	24.4	25.2	41.5	100
5	4.4	4.4	12.4	24.8	54.0	100
6	0.0	1.7	10.2	15.3	72.9	100
7	4.2	0.0	16.7	12.5	66.7	100
8	4.4	4.4	6.7	11.1	73.3	100
9	10.3	3.4	13.8	13.8	58.6	100
10	5.9	0.0	0.0	11.8	82.4	100

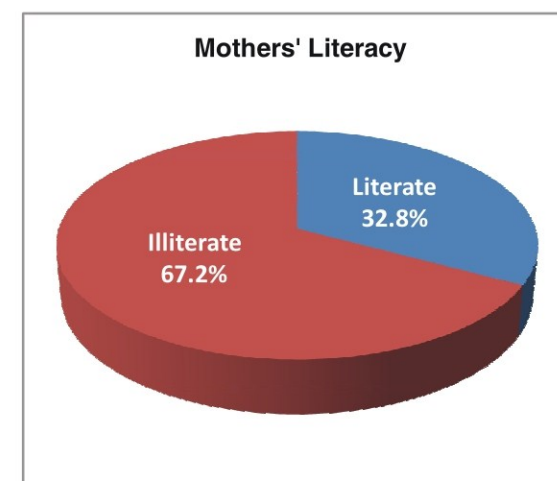
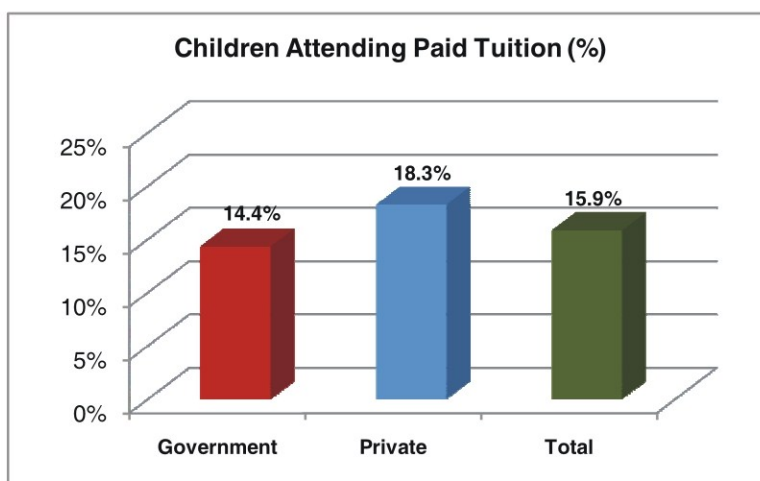
How to read: 4.1 % (4.1+0.0) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	17.1%	21.3%	11.0%	12.3%	10.8%	15.2%	13.2%	20.7%	38.1%	18.2%
Pvt.	15.4%	16.1%	12.3%	20.3%	11.4%	21.4%	21.4%	16.7%	42.1%	40.0%

Mothers' Literacy



Nankana Sahib (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Nankana-Rural. The information was collected on 2, 108 children (57% male, 43% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 30 government schools and 24 private schools. Mother's literacy information was also collected on 608 mothers.

Mothers' Literacy:

- Out of total, 95% agreed to be tested whereas 0.3% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 29% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 271 children falling in 3-5 age group, 52.8% are enrolled in some kind of facility. Only 32.8% children are enrolled in Govt schools, 19.9 are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 19.6% children are attending private schools; remaining 0.4% in other type of schools.
- 47.2% children are not enrolled in any type of schools of the total 271 children. Almost 51% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 83.7% comprising 39% girls and 61% boys.
- Only 62.8% children are enrolled in government schools, 20.8% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 19.2 % children are enrolled in private schools; remaining 0.8 % is enrolled in Madrasah and 0.8% in other type of schools.
- Of children enrolled in school, 32.4% children take paid tuition after school hours. 25.9% of children enrolled in government schools and 52.3% of those children going to private schools are taking tuitions.
- Only 16.3% children in Nankana Sahib surveyed under ASER 2010 are not enrolled in schools. Of this, 9.6% children have dropped out whereas 6.7% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 58% children assessed in Nankana Sahib can read at least a sentence in Urdu or his/her own language and 44% children can read story (level 2) text. In the age group of 6-16, 13% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 47.9% of Class 3 students are able to read sentences (level 1 text). 44% children are attending public schools whereas 53% are enrolled in private schools. Nearly 87.0% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 70.2% could read a story text (level-2).

English Reading and Comprehension

- Of total children assessed under ASER 2010, 31% children can read sentences in English, 58% can read words whereas 15% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 42.6% children enrolled in Class 3 can read English words and 6.5% can read sentences fluently. Of those who read sentences, 54.5% can understand their meaning.
- The level of English reading in out of school children is quite insightful. 80% children are able to read words and 40% are able to read sentences.

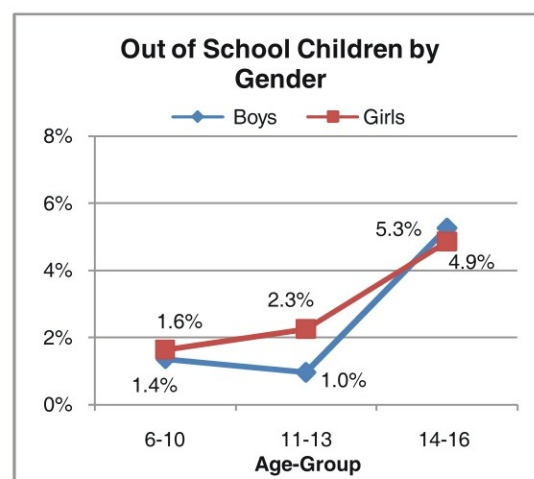
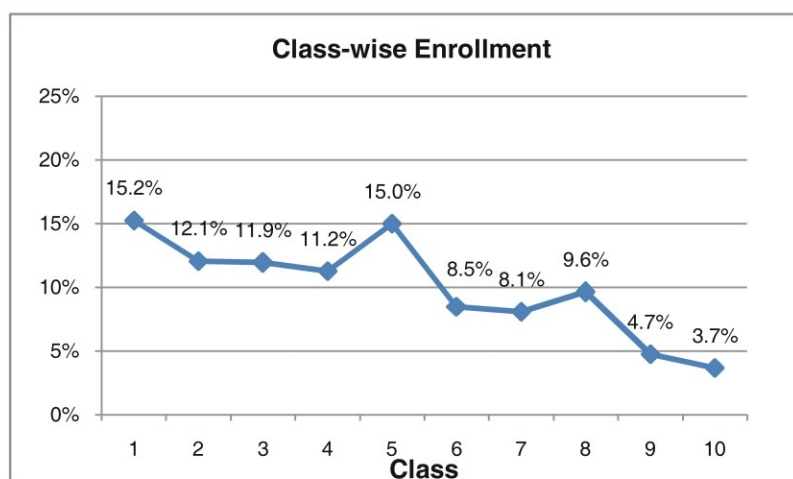
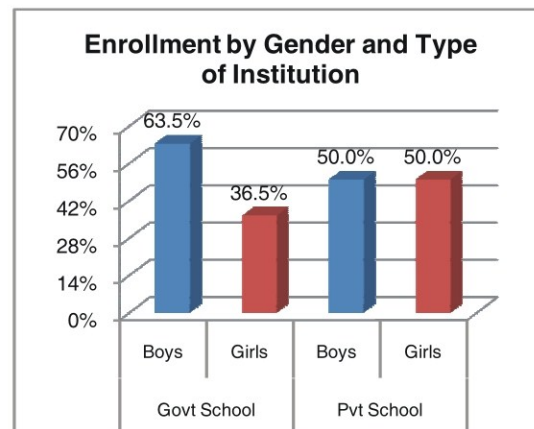
Arithmetic

- Of total children assessed in Nankana, 49% children can do 2 digit subtraction sums with carry whereas 25% can do 3 digit division sums. Only 13% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 53.5% of those enrolled in Class 4 are able to do subtraction sums and 11.0% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 43.9% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 2.6% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- 26% of private school students of Class 5 could do division correctly as opposed to 31% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 33% able to do division sums and 83% able to do subtraction correctly.

Nankana Sahib (Rural)

School Enrollment and Out of School Children

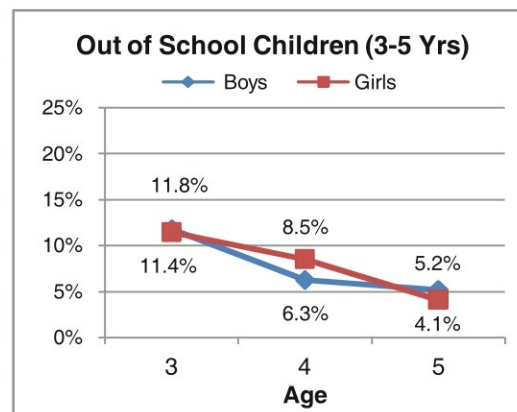
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	65.5	26.3	0.6	1.2	5.4	1.0	100
11-13	71.5	14.4	1.4	0.8	4.3	7.4	100
14-16	48.4	10.9	0.7	0.2	11.8	28.0	100
6-16	62.8	19.2	0.8	0.8	6.7	9.6	100
Total	83.7				16.3		100
By Type	75.1	22.9	1.0	1.0			



Age group 6-10: 3.0% (1.4+1.6) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-schools					Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others		
3	5.6	5.6	0.0	0.0	88.7	100
4	25.3	20.0	0.0	1.3	53.3	100
5	52.8	27.2	0.0	0.0	20.0	100
3-5	32.8	19.6	0.0	0.4	47.2	100
Total	52.8				47.2	100
By Type	62.2	37.1	0.0	0.7		



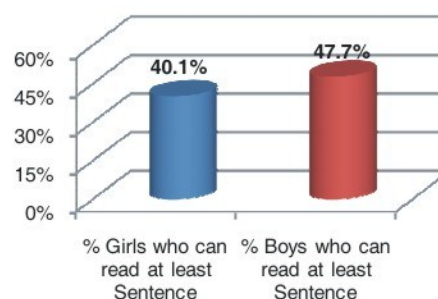
Age 3: 23.2%(11.4+11.8) children are out of school

Reading Levels (Urdu / Sindhi)

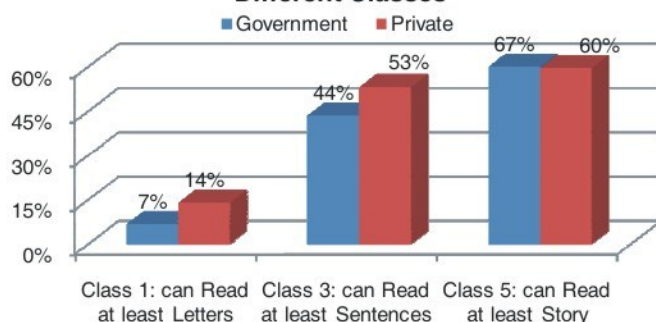
% Children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	56.3	34.2	7.5	2.0	0.0	100
2	15.1	36.1	36.7	8.4	3.6	100
3	3.6	12.4	36.1	34.9	13.0	100
4	2.6	3.9	15.0	36.6	41.8	100
5	-	6.3	10.1	13.5	70.2	100
6	0.8	5.8	8.3	17.4	67.8	100
7	0.9	1.8	4.6	15.6	77.1	100
8	0.7	0.7	5.9	5.1	87.5	100
9	-	-	1.5	7.6	90.9	100
10	-	2.0	-	4.0	94.0	100

How to read: 2.0% (2.0+0.0) children of class 1 can read sentences

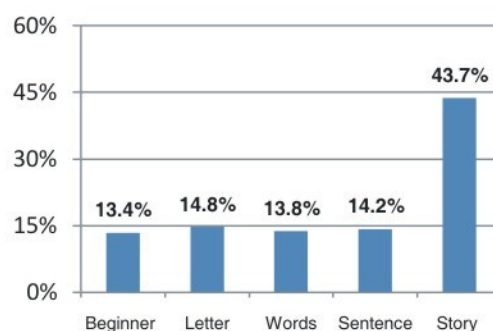
Reading Levels (Language) by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

Classwise % Children who can read English

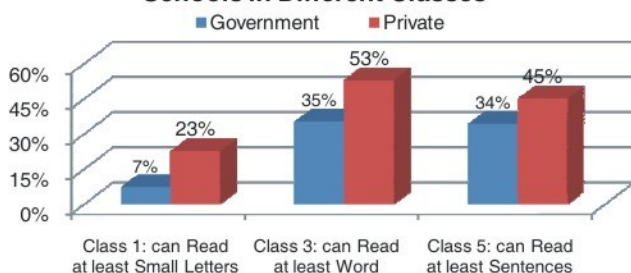
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	59.1	27.8	11.6	1.5	-	100
2	19.9	20.5	46.4	12.0	1.2	100
3	5.3	13.6	38.5	36.1	6.5	100
4	3.2	5.7	22.3	53.5	15.3	100
5	1.4	5.7	5.2	49.5	38.1	100
6	0.8	0.8	6.6	43.0	48.8	100
7	0.9	0.9	5.4	35.7	57.1	100
8	-	1.5	1.5	18.2	78.8	100
9	-	-	4.7	17.2	78.1	100
10	-	-	1.9	11.5	86.5	100

How to read: 1.5% (1.5+0.0) children of class 1 can read words

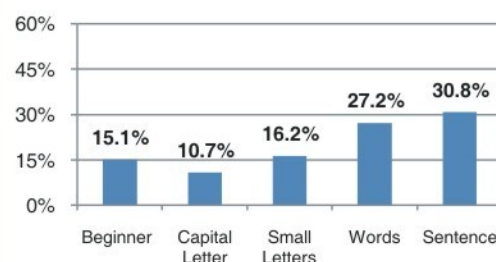
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
33.3	-
30.0	50.0
55.7	54.5
54.8	58.3
54.8	66.3
55.8	69.5
52.5	73.4
64.0	87.0
81.8	78.0
100	93.3

English Reading Levels in Govt. and Pvt. Schools in Different Classes



Learning Levels English

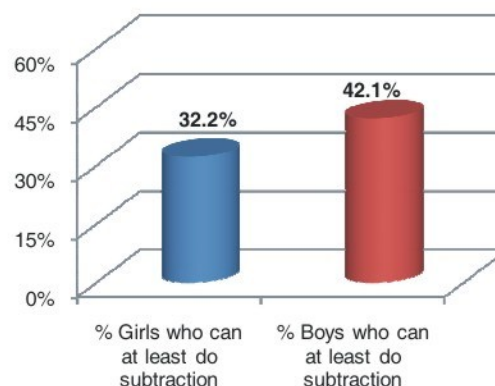


Arithmetic

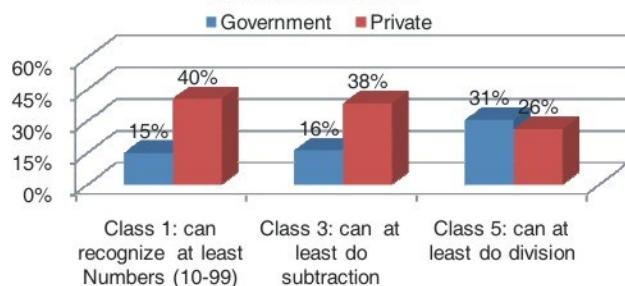
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	53.7	22.7	23.2	0.5	0.0	100
2	16.0	13.0	66.3	4.1	0.6	100
3	2.3	6.4	68.4	21.6	1.2	100
4	2.6	0.0	43.9	42.6	11.0	100
5	0.0	1.4	24.5	43.4	30.7	100
6	0.0	2.5	18.3	45.0	34.2	100
7	0.9	0.0	12.4	40.7	46.0	100
8	0.7	0.0	9.0	19.4	70.9	100
9	0.0	0.0	6.0	26.9	67.2	100
10	0.0	0.0	1.9	23.1	75.0	100

How to read: 0.5 % (0.5+0.0) children on class 1 can do subtraction

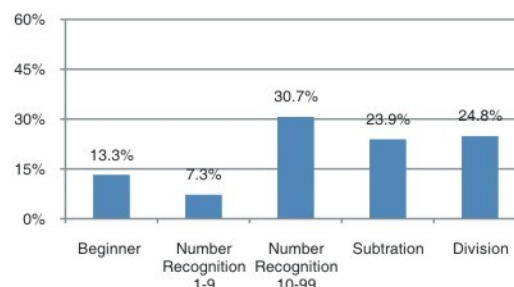
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



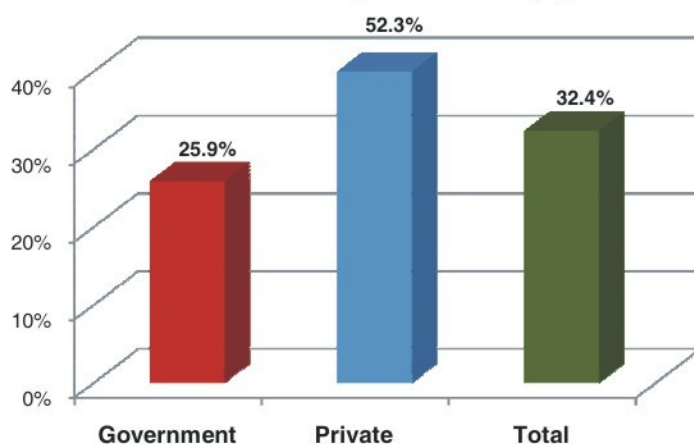
Arithmetic Levels



Paid Tuition

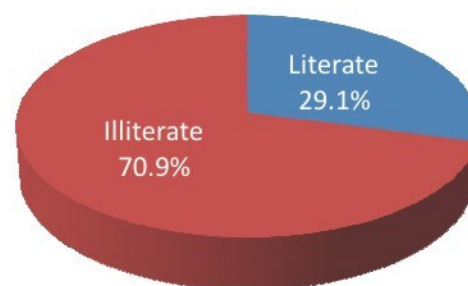
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	14.3%	13.4%	17.7%	20.5%	27.7%	24.2%	39.6%	42.0%	48.1%	53.3%
Pvt.	47.4%	51.1%	66.0%	53.8%	59.5%	52.2%	63.6%	54.2%	53.3%	37.5%

Children Attending Paid Tuition (%)



Mothers' Literacy

Mother Literacy



Rahim Yar Khan (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Rahim Yar Khan. The information was collected on 22,675 children (55% male, 45% female) for 3-16 years age group from 596 households.
- In addition, school profile information was collected on 30 government schools and 11 private schools. Mother's literacy information was also collected on 616 mothers.

Mothers' Literacy:

- Out of total, 67% agreed to be tested whereas 10.2% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 24% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 338 children falling in 3-5 age group, 46.2% are enrolled in some kind of facility. Only 34.0% children are enrolled in Govt schools, 12.1% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 10.4% children are attending private schools; remaining 0.6% is enrolled in Madrasah and 1.2% in other type of schools.
- 53.8% children are not enrolled in any type of schools of the total 338 children. Almost 45% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 76.4% comprising 41% girls and 59% boys.
- Only 59.7% children are enrolled in government schools, 16.7% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 14.1 % children are enrolled in private schools; remaining 0.8 % is enrolled in Madrasah and 1.8% in other type of schools.
- Of children enrolled in school, 7.0% children take paid tuition after school hours. 4.0% of children enrolled in government schools and 19.5% of those children going to private schools are taking tuitions.
- Only 23.6% children in Rahim Yar Khan surveyed under ASER 2010 are not enrolled in schools. Of this, 8.9% children have dropped out whereas 14.7% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 46% children assessed in Rawalpindi can read at least a sentence in Urdu or his/her own language and 35% children can read story (level 2) text. In the age group of 6-16, 24% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 35.9% of Class 3 students are able to read sentences (level 1 text). 28% children are attending public schools whereas 39% are enrolled in private schools. Nearly 83.7% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 58.6% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 66% can read sentences and 47% of out of school children can read story level text. Only 13% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 26% children can read sentences in English, 48% can read words whereas 26% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 37.4% children enrolled in Class 3 can read English words and 8.8% can read sentences fluently. Of those who read sentences, 62.5% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 14% of children stand at beginners' level, 54% are able to read words and 25% are able to read sentences.

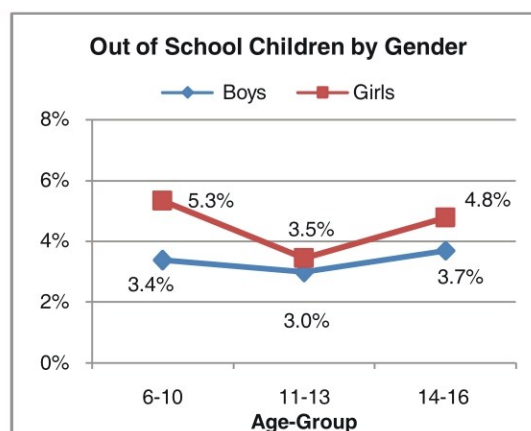
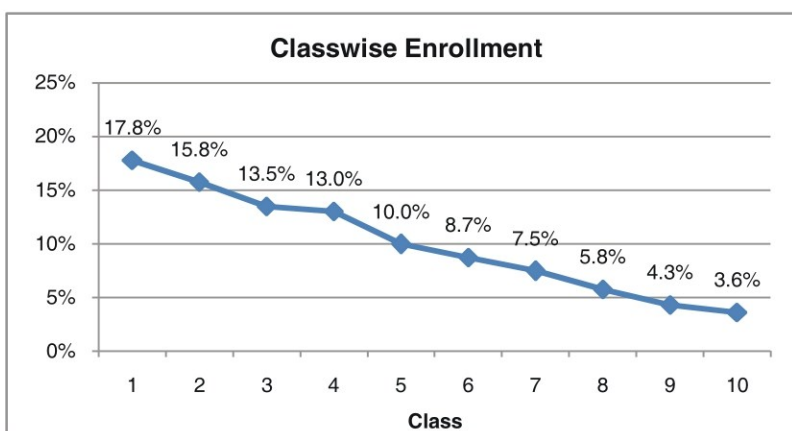
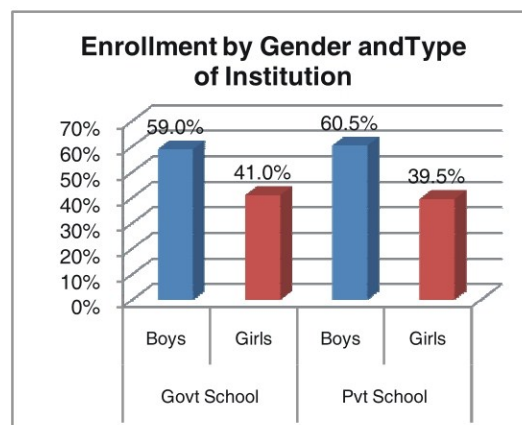
Arithmetic

- Of total children assessed in Rahim Yar Khan, 36% children can do 2 digit subtraction sums with carry whereas 19% can do 3 digit division sums. Only 23% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 50.5% of those enrolled in Class 4 are able to do subtraction sums and 15.4% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 39.6% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 5.5% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 6% of private school students of Class 5 could do division correctly as opposed to 19% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 22% able to do division sums and 55% able to do subtraction correctly.

Rahim Yar Khan (Rural)

School Enrollment and Out of School Children

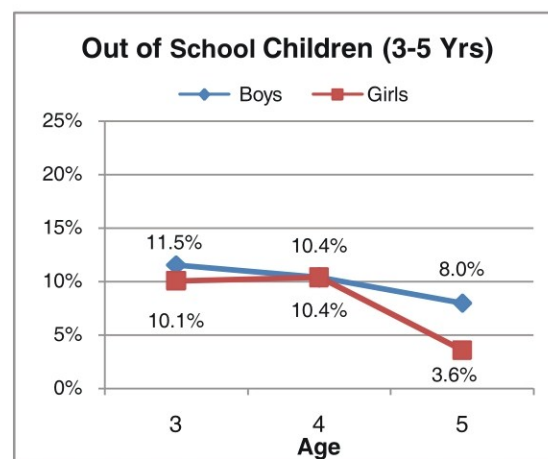
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	67.3	13.4	1.0	2.3	12.5	3.5	100
11-13	54.4	17.6	0.3	1.0	15.6	11.1	100
14-16	46.2	12.1	0.7	1.5	19.4	20.1	100
6-16	59.7	14.1	0.8	1.8	14.7	8.9	100
Total	76.4				23.6		100
By Type	78.1	18.5	1.0	2.4			



Age group 6-10: 8.7% (5.3+3.4) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	12.5	4.5	0.0	0.0	83.0	100
4	28.1	11.6	1.7	0.8	57.9	100
5	54.3	13.2	0.0	2.3	30.2	100
3-5	34.0	10.4	0.6	1.2	53.8	100
Total	46.2				53.8	100
By Type	73.7	22.4	1.3	2.6	73.7	

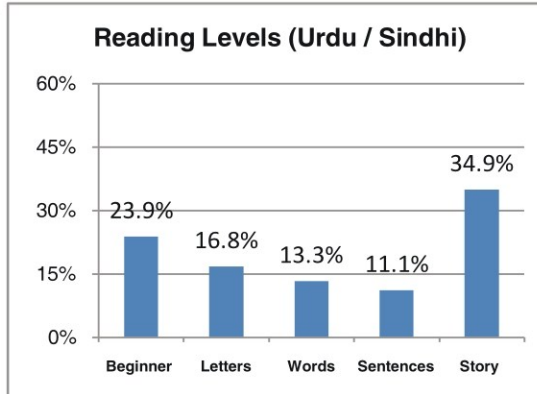
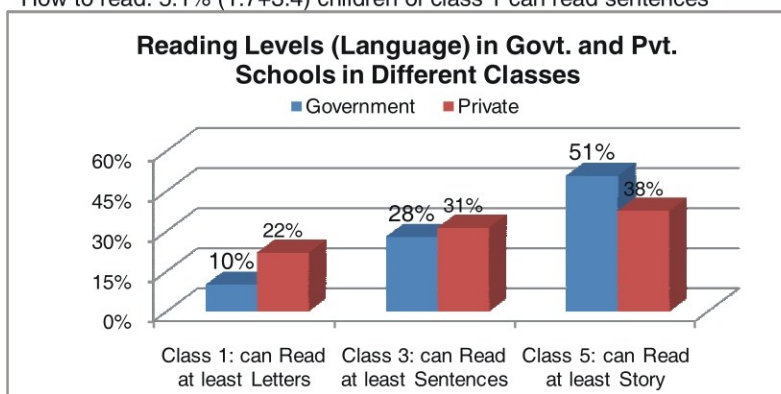
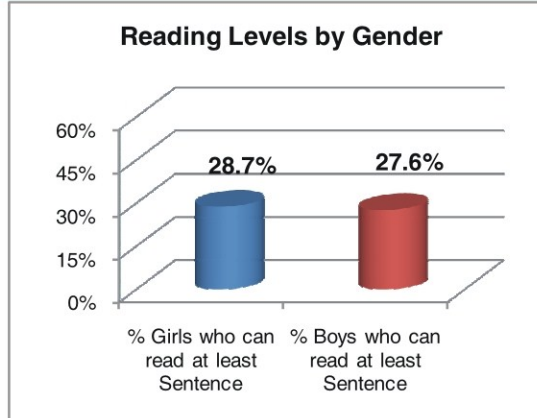


Age 3: 21.6% (10.1+11.5) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	47.1	36.1	11.8	1.7	3.4	100
2	27.0	31.5	18.9	12.6	9.9	100
3	8.7	23.9	31.5	19.6	16.3	100
4	5.6	6.7	25.6	24.4	37.8	100
5	-	1.4	8.6	31.4	58.6	100
6	1.8	-	10.7	10.7	76.8	100
7	-	2.2	4.3	2.2	91.3	100
8	-	2.9	5.9	2.9	88.2	100
9	-	-	-	-	100	100
10	-	4.0	-	-	96.0	100

How to read: 5.1% (1.7+3.4) children of class 1 can read sentences

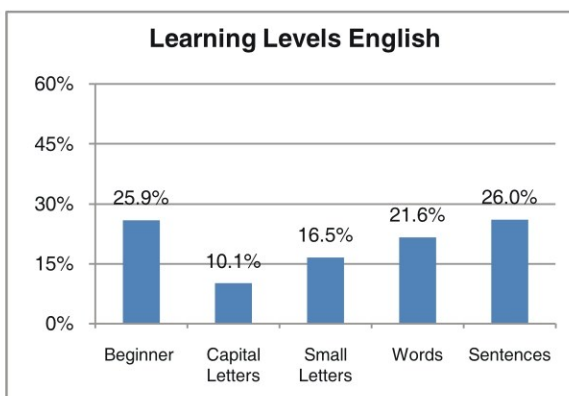
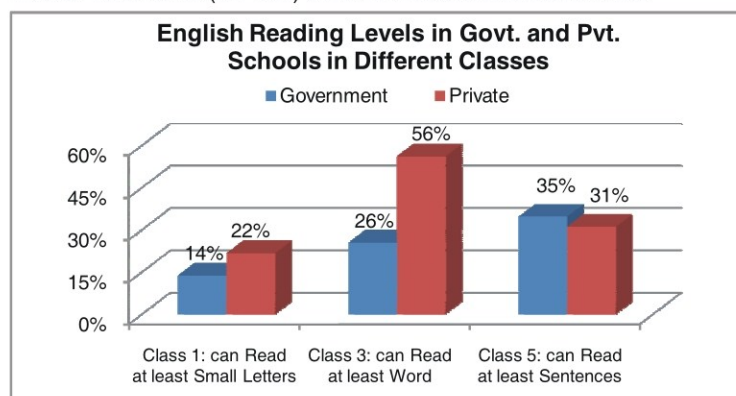


Learning level (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	56.1	21.9	15.8	6.1	-	100
2	26.8	19.6	25.0	24.1	4.5	100
3	5.5	14.3	42.9	28.6	8.8	100
4	4.5	6.7	19.1	49.4	20.2	100
5	-	1.4	15.7	41.4	41.4	100
6	-	-	8.9	25.0	66.1	100
7	-	-	4.4	20.0	75.6	100
8	-	-	2.9	8.8	88.2	100
9	-	-	-	20.0	80.0	100
10	-	-	3.8	11.5	84.6	100

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
57.1	-
40.7	80.0
30.8	62.5
54.5	66.7
62.1	44.8
64.3	59.5
77.8	73.5
100	63.3
33.3	83.3
66.7	86.4

How to read: 6.1% (6.1+0.0) children of class 1 can read words

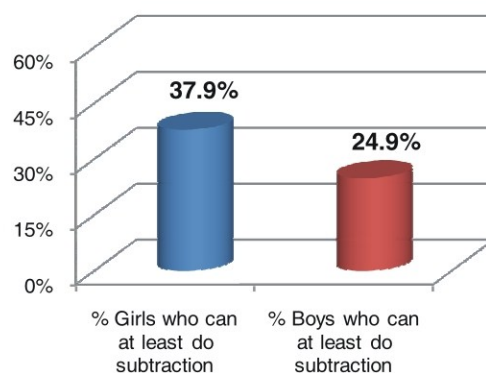


Arithmetic Ability

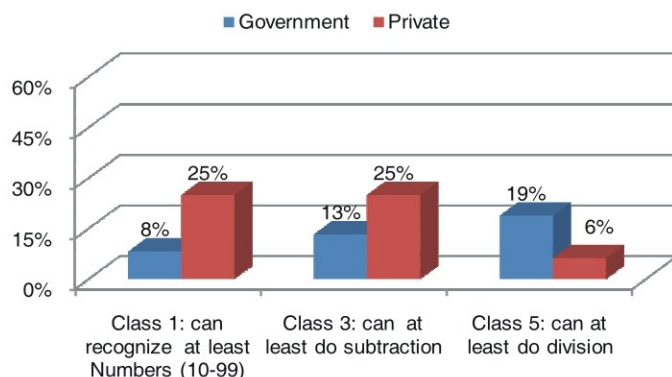
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	47.1	37.8	13.4	1.7	0.0	100
2	25.0	29.5	41.1	3.6	0.9	100
3	5.5	17.6	58.2	15.4	3.3	100
4	5.5	4.4	39.6	35.2	15.4	100
5	0.0	1.5	25.4	52.2	20.9	100
6	1.9	5.6	24.1	29.6	38.9	100
7	0.0	0.0	9.1	27.3	63.6	100
8	2.9	0.0	0.0	23.5	73.5	100
9	0.0	0.0	13.3	10.0	76.7	100
10	0.0	0.0	11.5	15.4	73.1	100

How to read: 1.7 % (1.7+0.0) children on class 1 can do subtraction

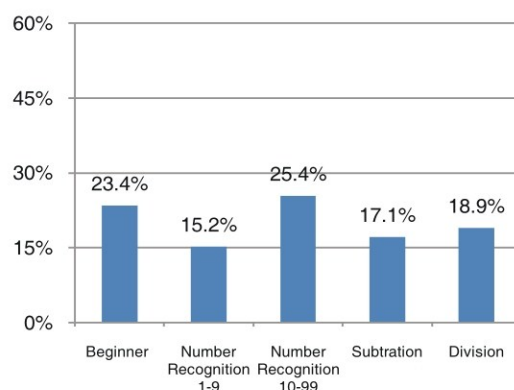
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



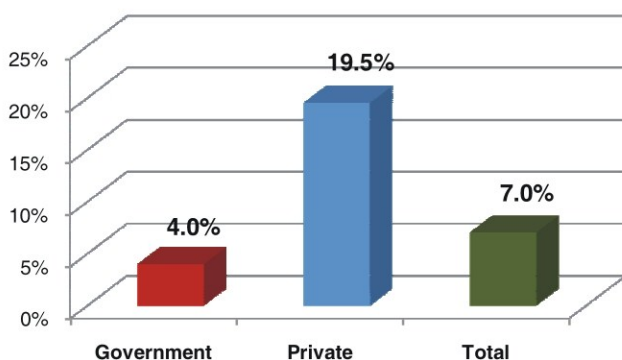
Arithmetic Levels



Paid Tuition

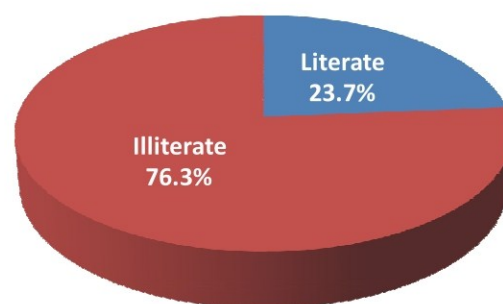
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	2.5	4.5	1.1	2.2	1.4	4.6	9.6	10.0	11.5	8.7
Pvt.	21.9	17.4	31.3	15.0	18.8	9.1	35.7	9.1	11.1	25.0

Children Attending Paid Tuition (%)



Mothers' Literacy

Mother Literacy



Rawalpindi (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Rawalpindi-Rural. The information was collected on 1, 474 children (57% male, 43% female) for 3-16 years age group from 593 households.
- In addition, school profile information was collected on 22 government schools and 15 private schools. Mother's literacy information was also collected on 597 mothers.

Mothers' Literacy:

- Out of total, 67% agreed to be tested and of those tested, 41% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 184 children falling in 3-5 age group, 63.0% are enrolled in some kind of facility. Only 40.2% children are enrolled in Govt schools, 22.8% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 22.8% children are attending private schools.
- 31.5% children are not enrolled in any type of schools of the total 184 children. Almost 55% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 83.5% comprising 41% girls and 59% boys.
- Only 56.9% children are enrolled in government schools, 26.6% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 25.7 % children are enrolled in private schools; remaining 0.7 % is enrolled in Madrasah and 0.2% in other type of schools.
- Of children enrolled in school, 11.9% children take paid tuition after school hours. 6.7% of children enrolled in government schools and 23.1% of those children going to private schools are taking tuitions.
- Only 16.5% children in Rawalpindi surveyed under ASER 2010 are not enrolled in schools. Of this, 15.4% children have dropped out whereas 1.1% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 54% children assessed in Rawalpindi-Rural can read at least a sentence in Urdu or his/her own language and 32% children can read story (level 2) text. In the age group of 6-16, 10% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 19.0% of Class 3 students are able to read sentences (level 1 text). 14% children are attending public schools whereas 16% are enrolled in private schools. Nearly 92.4% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 24.8% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 59% can read sentences and 16% of out of school children can read story level text. Only 5% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 35% children can read sentences in English, 67% can read words whereas 11% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 46.8% children enrolled in Class 3 can read English words and 6.5% can read sentences fluently. Of those who read sentences, all of them can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 5% of children stand at beginners' level, 85% are able to read words and 50% are able to read sentences.

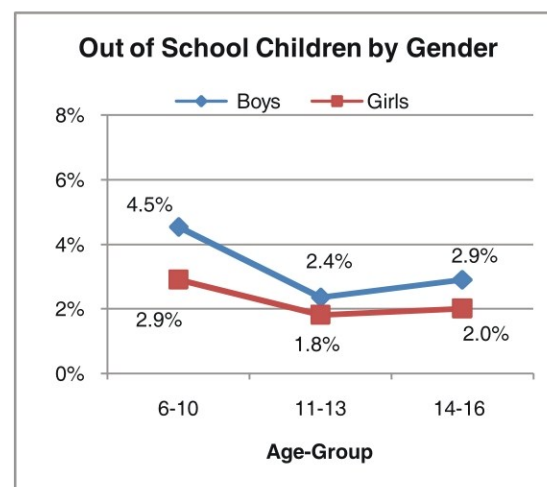
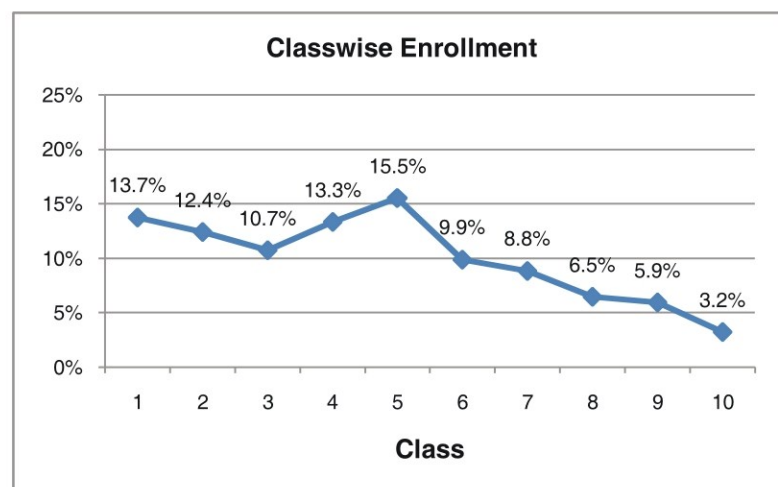
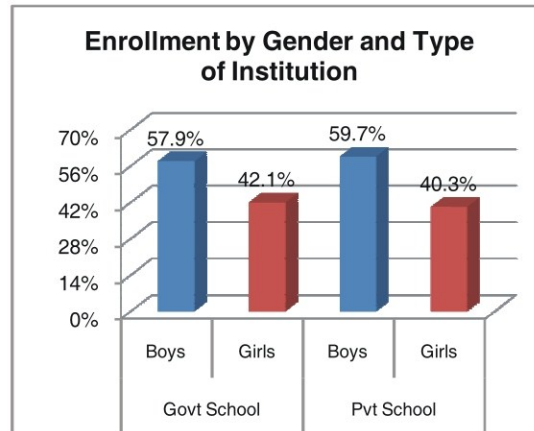
Arithmetic

- Of total children assessed in Rawalpindi-Rural, 53% children can do 2 digit subtraction sums with carry whereas 26% can do 3 digit division sums. Only 10% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 57.1% of those enrolled in Class 4 are able to do subtraction sums and 10.5% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 30.5% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 4.8% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 19% of private school students of Class 5 could do division correctly as opposed to 11% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 35% able to do division sums and 53% able to do subtraction correctly.

RAWALPINDI (Rural)

School Enrollment and Out of School Children

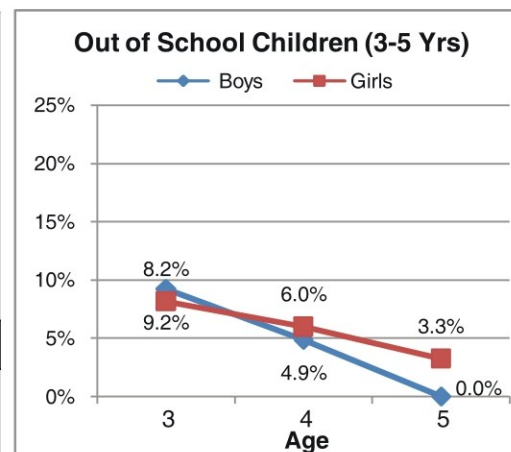
Age Group	%Children in different Types of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	57.7	26.8	0.5	0.2	0.7	14.0	100
11-13	60.5	24.1	0.9	0.3	1.2	13.0	100
14-16	49.5	25.2	0.9	-	1.8	22.5	100
6-16	56.9	25.7	0.7	0.2	1.1	15.4	100
Total	83.5				16.5		100
By Type	68.2	30.8	0.9	0.2			



Age group 6-10: 7.6% (4.5+2.9) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	11.1	0.0	0.0	0.0	88.9	100
4	37.3	22.0	0.0	0.0	33.9	100
5	53.9	32.6	0.0	0.0	6.7	100
3-5	40.2	22.8	0.0	0.0	31.5	100
Total	63.0				31.5	100
By Type	63.8	36.2	0.0	0.0		



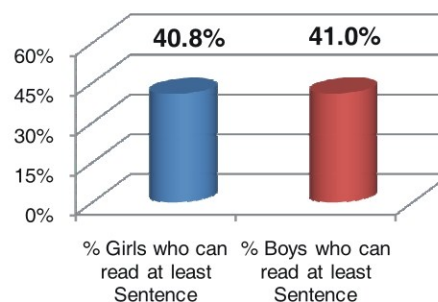
Age 3: 17.4% (9.2+8.2) children are out of school

Reading Levels (Urdu / Sindhi)

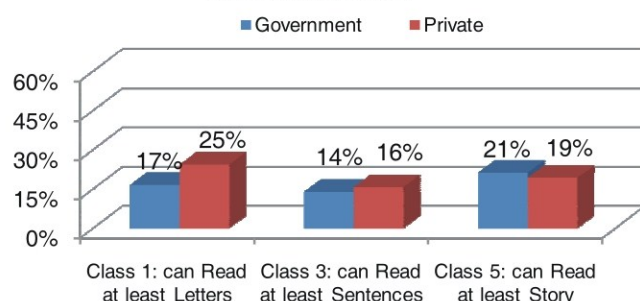
% Children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	34.6	33.3	22.2	3.7	6.2	100
2	16.8	29.5	41.1	11.6	1.1	100
3	11.4	12.7	57.0	11.4	7.6	100
4	3.9	2.9	40.8	37.9	14.6	100
5	1.6	2.4	22.4	48.8	24.8	100
6	2.7	4.1	12.3	53.4	27.4	100
7	-	1.9	13.2	28.3	56.6	100
8	-	-	7.1	16.7	76.2	100
9	-	-	-	8.6	91.4	100
10	-	5.6	-	-	94.4	100

How to read: 9.9% (3.7+6.2) children of class 1 can read sentences

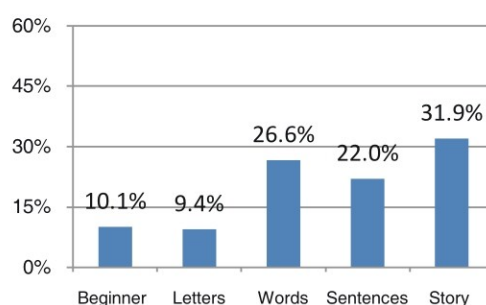
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning level (English)

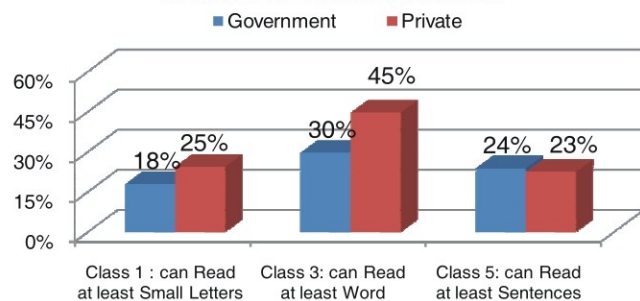
Classwise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	35.1	29.9	22.1	7.8	5.2	100
2	17.4	16.3	41.3	20.7	4.3	100
3	19.5	5.2	28.6	40.3	6.5	100
4	3.8	4.8	19.2	60.6	11.5	100
5	3.2	3.2	10.4	55.2	28.0	100
6	4.1	2.7	4.1	39.7	49.3	100
7	-	1.9	5.6	24.1	68.5	100
8	-	2.3	2.3	14.0	81.4	100
9	-	-	2.9	5.9	91.2	100
10	-	-	-	11.1	88.9	100

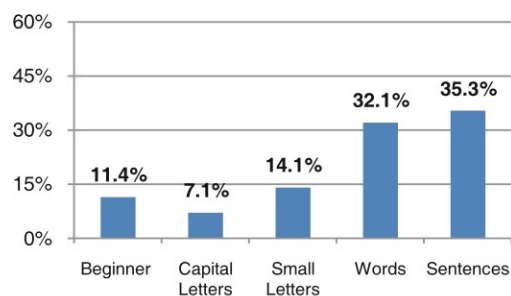
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
33.3	75.0
47.4	25.0
61.3	-
41.3	41.7
50.7	37.1
69.0	58.3
84.6	62.2
83.3	68.6
100	61.3
100	87.5

How to read: 13.0% (7.8+5.2) children of class 1 can read words

English Reading Levels in Govt. and Pvt. Schools in Different Classes



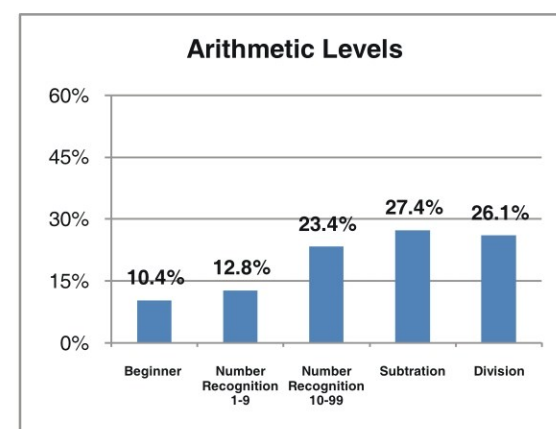
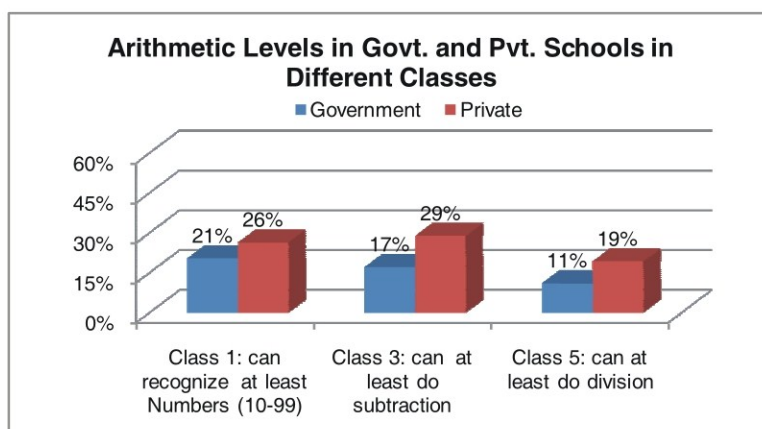
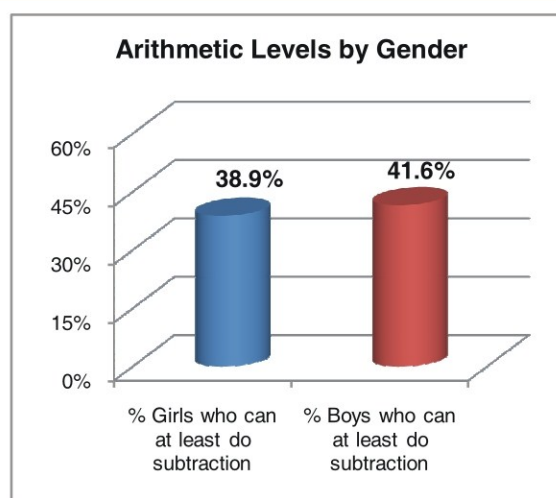
Learning Levels English



Arithmetic

Class-Wise, % Children Who Can						
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	28.2	33.3	32.1	5.1	1.3	100
2	19.1	24.5	47.9	4.3	4.3	100
3	14.3	10.4	46.8	24.7	3.9	100
4	4.8	7.6	30.5	46.7	10.5	100
5	3.2	10.3	23.8	47.6	15.1	100
6	1.4	9.5	14.9	43.2	31.1	100
7	1.9	1.9	9.3	40.7	46.3	100
8	0.0	0.0	2.3	39.5	58.1	100
9	0.0	0.0	0.0	27.8	72.2	100
10	0.0	0.0	5.6	27.8	66.7	100

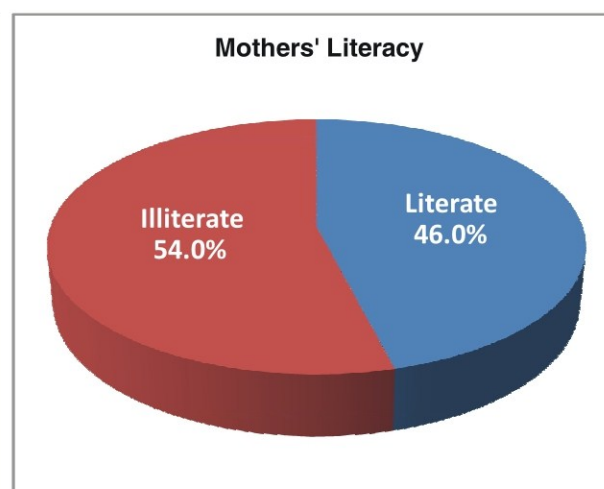
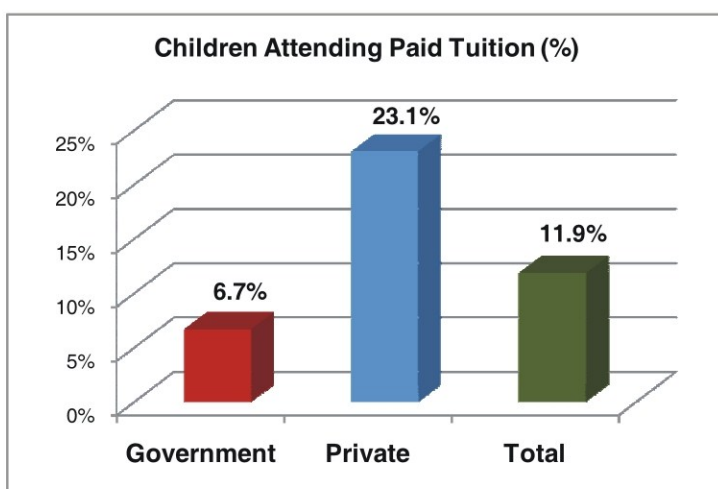
How to read: 6.4% (5.1+1.3) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	7.7	4.9	4.7	4.2	8.5	7.0	9.3	7.7	10.3	14.3
Pvt.	13.2	30.6	15.8	34.4	22.6	29.2	27.6	18.2	6.3	40.0

Mothers' Literacy



- ASER 2010 Survey was conducted in 30 randomly selected villages of District Sargodha-Rural. The information was collected on 1, 479 children (56% male, 44% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 30 government schools and 26 private schools. Mother's literacy information was also collected on 612 mothers.

Mothers' Literacy:

- Out of total, 67% agreed to be tested whereas 7% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 41% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 257 children falling in 3-5 age group, 62.6% are enrolled in some kind of facility. Only 4.7% children are enrolled in Govt schools, 58% are attending Non-State educational facilities: 29.6% children are attending private schools; remaining 27.6% is enrolled in Madrasah and 0.8% in other type of schools.
- 37.4% children are not enrolled in any type of schools of the total 257 children. Almost 49% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 89.0% comprising 41% girls and 59% boys.
- 57.9% children are enrolled in government schools, 29.3% are attending Non-State educational facilities. 27.9 % children are enrolled in private schools; remaining 0.7 % is enrolled in Madrasah and 0.7% in other type of schools.
- Of children enrolled in school, 25.3% children take paid tuition after school hours. 21.3% of children enrolled in government schools and 33.1% of those children going to private schools are taking tuitions.
- Only 11.0% children in Sargodha surveyed under ASER 2010 are not enrolled in schools. Of this, 7.1% children have dropped out whereas 3.9% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 56% children assessed in Sargodha can read at least a sentence in Urdu or his/her own language and 42% children can read story (level 2) text. In the age group of 6-16, 11% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 49.2% of Class 3 students are able to read sentences (level 1 text). 43% children are attending public schools whereas 47% are enrolled in private schools. Nearly 76.2% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 57.3% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 54% can read sentences and 38% of out of school children can read story level text. Only 14% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 36% children can read sentences in English, 58% can read words whereas 14% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 44.6% children enrolled in Class 3 can read English words and 15.7% can read sentences fluently. Of those who read sentences, 52.6% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 19% of children stand at beginners' level, 46% are able to read words and 28% are able to read sentences.

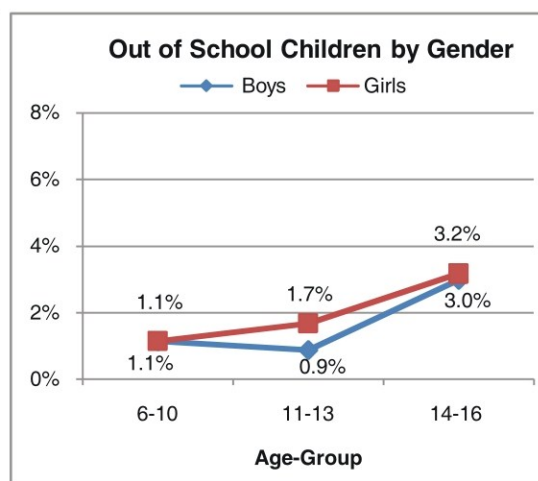
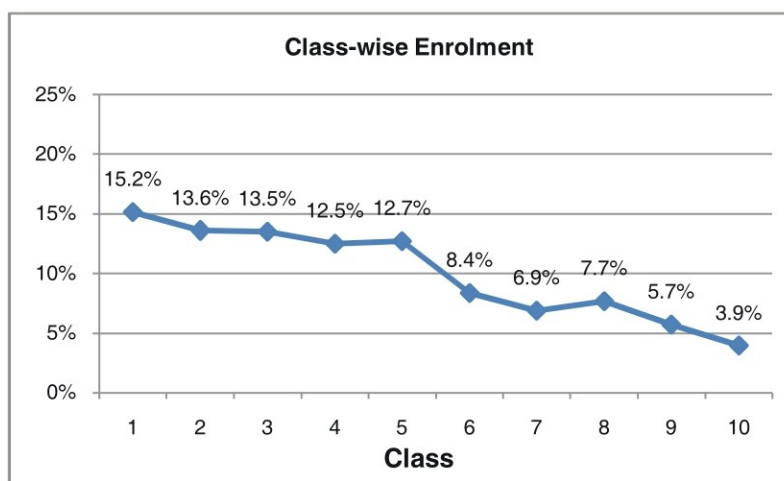
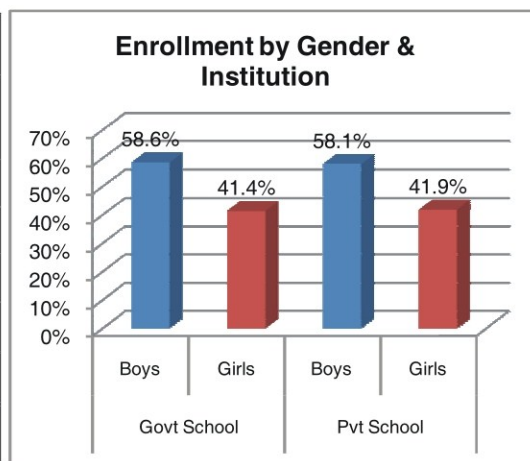
Arithmetic

- Of total children assessed in Sargodha-Rural, 52% children can do 2 digit subtraction sums with carry whereas 33% can do 3 digit division sums. Only 10% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 70.6% of those enrolled in Class 4 are able to do subtraction sums and 28.4% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 21.1% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 0.9% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 69% of private school students of Class 5 could do division correctly as opposed to 33% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 29% able to do division sums and 47% able to do subtraction correctly.

SARGODHA (Rural)

School Enrollment and Out of School Children

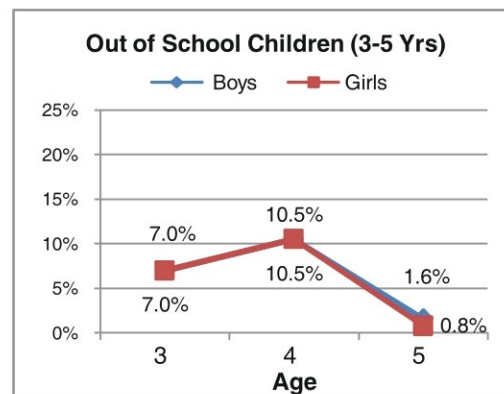
%Children in different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrassa h	Others	Never Enroll ed	Drop-out	
6-10	58.9	35.6	0.3	0.8	3.4	1.0	100
11-13	66.3	22.5	1.3	0.3	2.9	6.5	100
14-16	53.4	15.5	0.8	0.8	6.3	23.1	100
6-16	59.7	27.9	0.7	0.7	3.9	7.1	100
Total	89.0				11.0		100
By Type	67.1	31.3	0.8	0.8			



Age group 6-10: 2.2% (1.1+1.1) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrassah	Others	Out of School (%)	Total
3	6.8	4.5	6.8	0.0	81.8	100
4	3.9	20.6	21.6	1.0	52.9	100
5	4.5	47.7	41.4	0.9	5.4	100
3-5	4.7	29.6	27.6	0.8	37.4	100
Total	62.6				37.4	100
By Type	7.5	47.2	44.1	1.2		

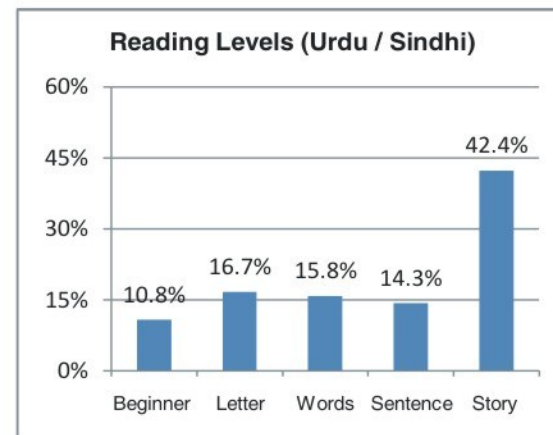
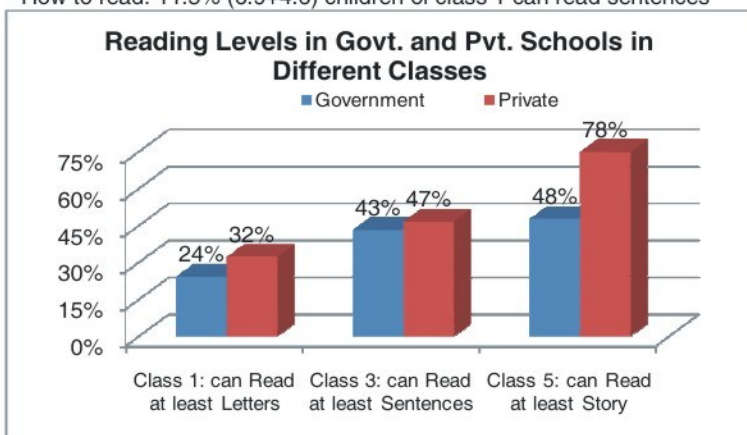
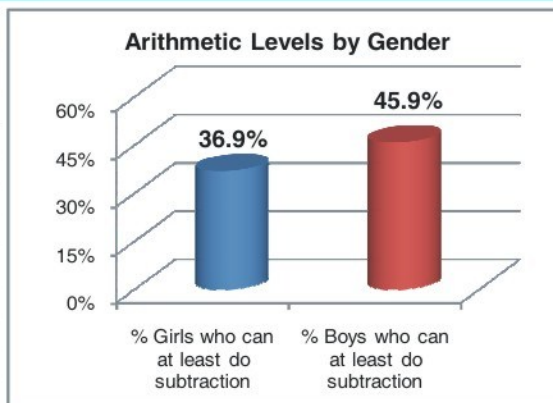


Age 3: 14.0% (7.0+7.0) children are out of school

Reading Levels (Urdu / Sindhi)

% Children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.5	35.4	21.5	6.9	4.6	100
2	9.4	26.6	35.2	12.5	16.4	100
3	4.1	15.6	31.1	25.4	23.8	100
4	-	12.7	15.5	26.4	45.5	100
5	0.8	5.6	12.9	23.4	57.3	100
6	2.7	1.3	4.0	12.0	80.0	100
7	-	-	3.6	12.7	83.6	100
8	-	4.3	5.7	5.7	84.3	100
9	-	-	2.1	4.2	93.8	100
10	-	-	-	6.5	93.5	100

How to read: 11.5% (6.9+4.6) children of class 1 can read sentences

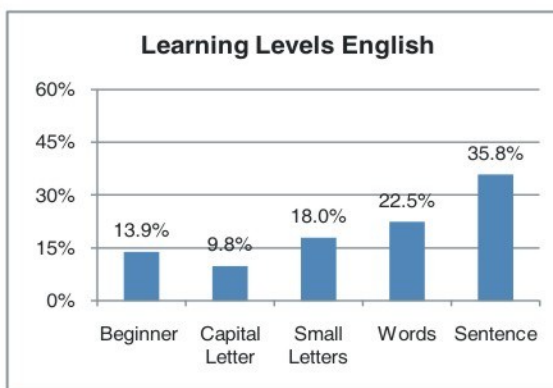
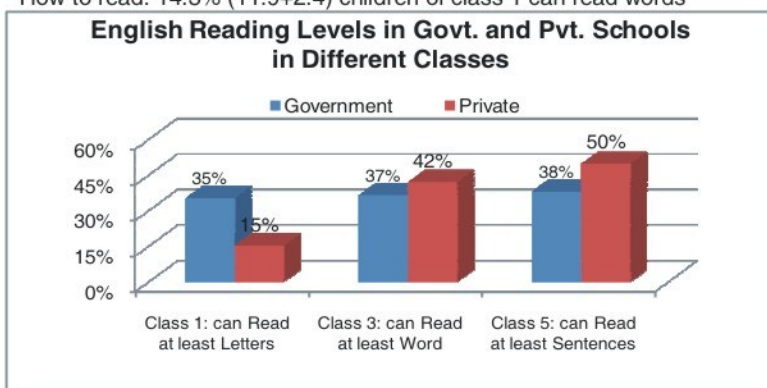


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	36.5	17.5	31.7	11.9	2.4	100
2	18.1	15.7	32.3	25.2	8.7	100
3	7.4	16.5	31.4	28.9	15.7	100
4	1.8	6.4	17.4	43.1	31.2	100
5	0.8	4.0	13.7	34.7	46.8	100
6	-	1.3	2.7	30.7	65.3	100
7	-	-	-	18.9	81.1	100
8	1.4	-	5.8	11.6	81.2	100
9	-	-	-	8.2	91.8	100
10	-	-	-	6.5	93.5	100

How to read: 14.3% (11.9+2.4) children of class 1 can read words

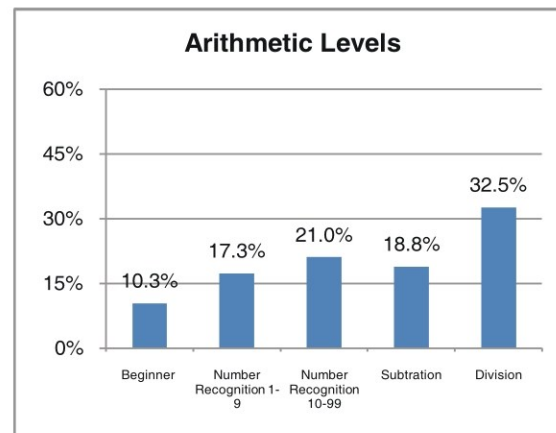
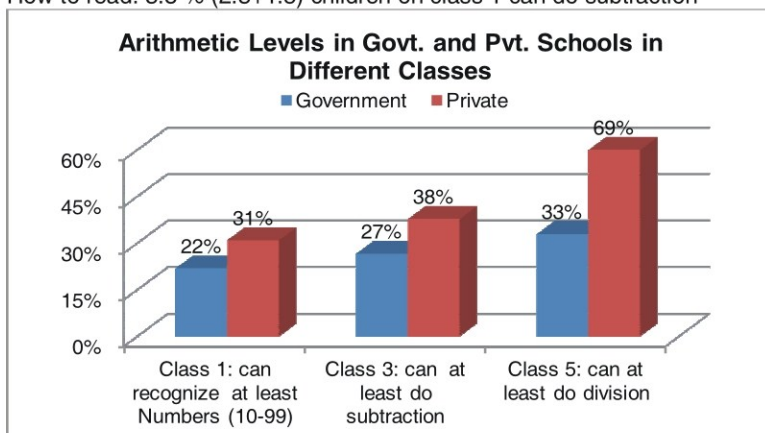
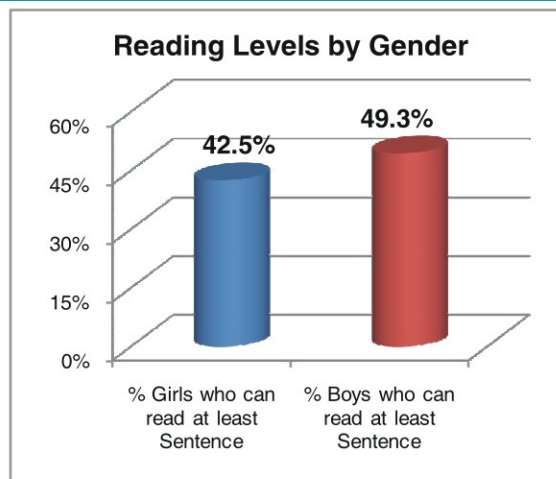
Class	Of those, who can read words, % who can tell meanings	Of those, who can read sentences, % who can tell meanings
1	33.3	66.7
2	43.8	63.6
3	31.4	52.6
4	31.9	55.9
5	58.1	56.9
6	52.2	61.2
7	70.0	62.8
8	50.0	85.7
9	50.0	73.3
10	50.0	82.8



Arithmetic

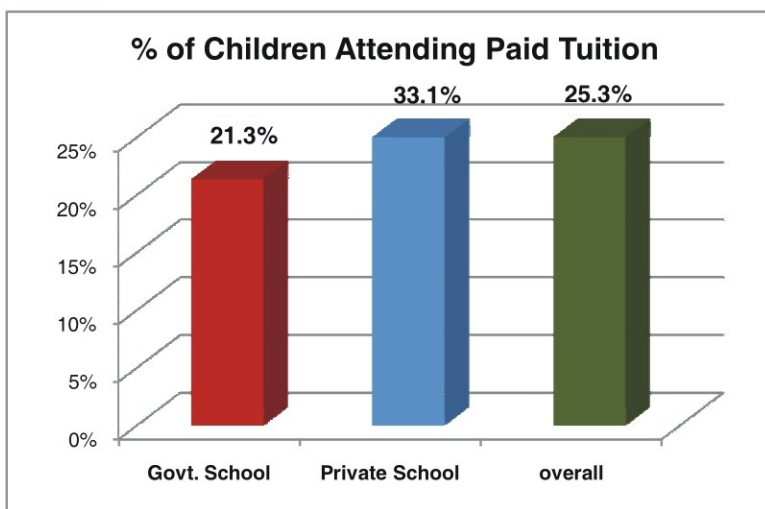
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	29.3	40.6	26.3	2.3	1.5	100
2	9.4	26.6	42.2	14.8	7.0	100
3	4.1	19.7	41.8	26.2	8.2	100
4	0.9	7.3	21.1	42.2	28.4	100
5	0.0	6.5	17.1	33.3	43.1	100
6	0.0	0.0	7.9	27.6	64.5	100
7	0.0	1.8	7.3	10.9	80.0	100
8	1.4	2.9	8.6	11.4	75.7	100
9	0.0	0.0	2.1	16.7	81.3	100
10	0.0	0.0	0.0	9.7	90.3	100

How to read: 3.8 % (2.3+1.5) children on class 1 can do subtraction

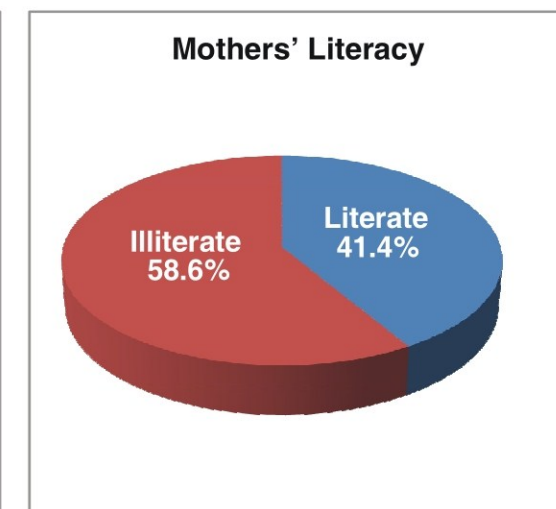


Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	11.0	21.3	12.2	28.0	10.6	22.8	36.5	30.5	41.3	37.1
Pvt.	18.3	49.1	24.4	29.4	43.8	34.6	38.9	27.8	25.0	40.0



Mother's Literacy



Sheikhupura (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Sheikhupura. The information was collected on
- 1, 639 children (53% male, 47% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 30 government schools and 26 private schools. Mother's literacy information was also collected on 624 mothers.

Mothers' Literacy:

- Out of total, 62% agreed to be tested whereas 8.8% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 37% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 234 children falling in 3-5 age group, 69.2% are enrolled in some kind of facility. Only 35.5% children are enrolled in Govt schools, 33.8% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 33.3% children are attending private schools and remaining 0.4% is enrolled in Madrasah .
- 30.8% children are not enrolled in any type of schools of the total 234 children. Almost 54% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 87.3% comprising 41% girls and 59% boys.
- Only 48.2% children are enrolled in government schools, 39.1% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 38.3% children are enrolled in private schools; remaining 0.7 % is enrolled in Madrasah and 0.1% in other type of schools.
- Of children enrolled in school, 29.9% children take paid tuition after school hours. 24.1% of children enrolled in government schools and 37.0% of those children going to private schools are taking tuitions.
- Only 12.7% children in Sheikhupura surveyed under ASER 2010 are not enrolled in schools. Of this, 8.0% children have dropped out whereas 4.7% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 55% children assessed in Sheikhupura can read at least a sentence in Urdu or his/her own language and 41% children can read story (level 2) text. In the age group of 6-16, 11% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 51.1% of Class 3 students are able to read sentences (level 1 text). 30% children are attending public schools whereas 43% are enrolled in private schools. Nearly 74.8% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 62.7% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 47% can read sentences and 44% of out of school children can read story level text. Only 19% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 30% children can read sentences in English, 57% can read words whereas 11% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 58.3% children enrolled in Class 3 can read English words and 16.5% can read sentences fluently. Of those who read sentences, 26.3% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 24% of children stand at beginners' level, 36% are able to read words and 22% are able to read sentences.

Arithmetic

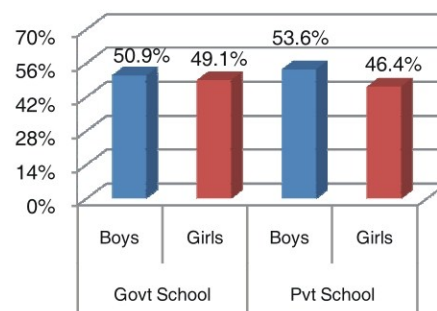
- Of total children assessed in Sheikhupura, 46% children can do 2 digit subtraction sums with carry whereas 21% can do 3 digit division sums. Only 10% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 61.5% of those enrolled in Class 4 are able to do subtraction sums and 22.9% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 28.1% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 2.1% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 31% of private school students of Class 5 could do division correctly as opposed to 16% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 14% able to do division sums and 33% able to do subtraction correctly.

Sheikhupura (Rural)

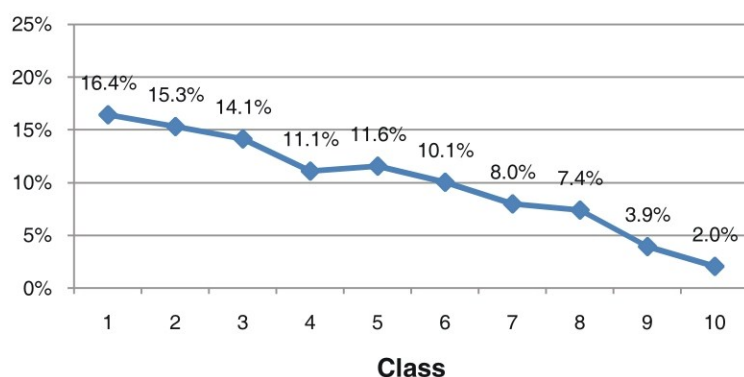
School Enrollment and Out of School Children

%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	49.5	44.1	0.4	0.1	4.1	1.7	100
11-13	53.9	35.9	1.2	-	3.2	5.8	100
14-16	39.3	28.0	0.6	-	7.5	24.5	100
6-16	48.2	38.3	0.7	0.1	4.7	8.0	100
Total	87.3				12.7		100
By Type	55.3	43.9	0.8	0.1			

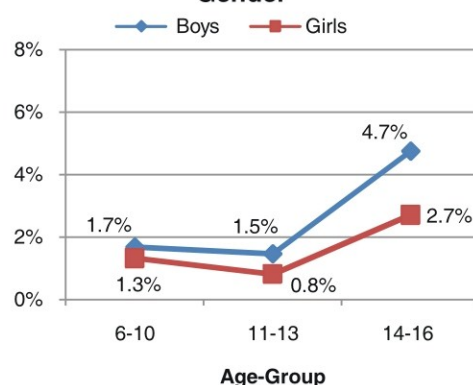
Enrollment by Gender and Type of Institution



Class-wise Enrollment



Out of School Children by Gender

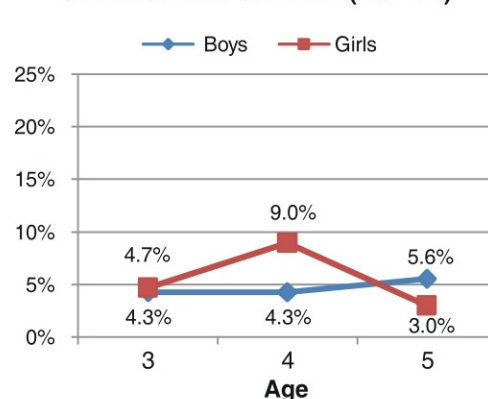


Age group 6-10: 3.0% (1.3+1.7) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others			
3	13.8	13.8	0.0	0.0	72.4	100	
4	28.8	32.5	0.0	0.0	38.8	100	
5	44.8	38.4	0.8	0.0	16.0	100	
3-5	35.5	33.3	0.4	0.0	30.8	100	
Total	69.2				30.8	100	
By Type	51.2	48.1	0.6	0.0			

Out of School Children (3-5 Yrs)



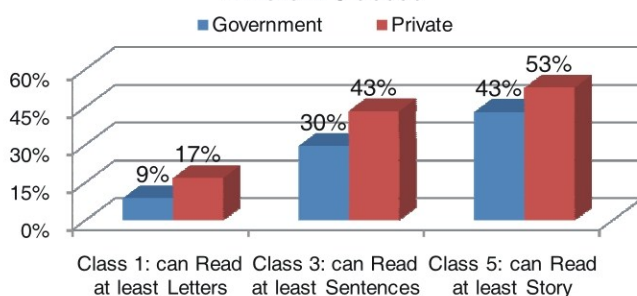
Age 3: 9.0 (4.3+4.7) children are out of school

Reading in Own Language

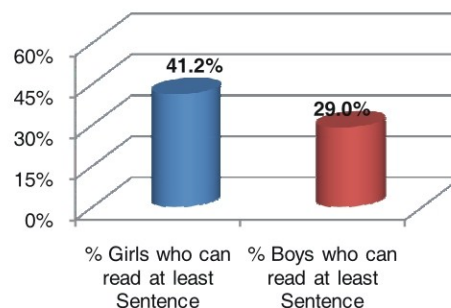
% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.8	56.9	11.4	7.3	1.6	100
2	11.9	29.4	31.7	21.4	5.6	100
3	4.3	14.8	29.6	26.1	25.2	100
4	1.1	3.2	16.0	24.5	55.3	100
5	1.0	2.0	10.8	23.5	62.7	100
6	1.2	1.2	5.9	11.8	80.0	100
7	-	-	11.9	7.5	80.6	100
8	-	1.6	1.6	3.2	93.5	100
9	3.8	-	-	3.8	92.3	100
10	-	-	-	-	100	100

How to read: 8.9% (7.3+1.6) children of class 1 can read sentences

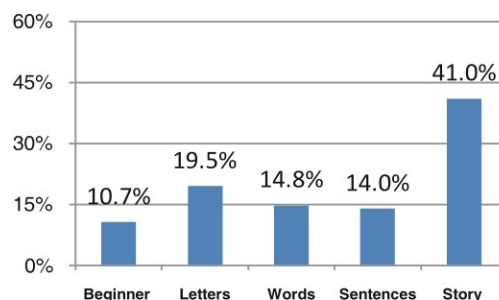
Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels by Gender



Reading Levels (Urdu / Sindhi)

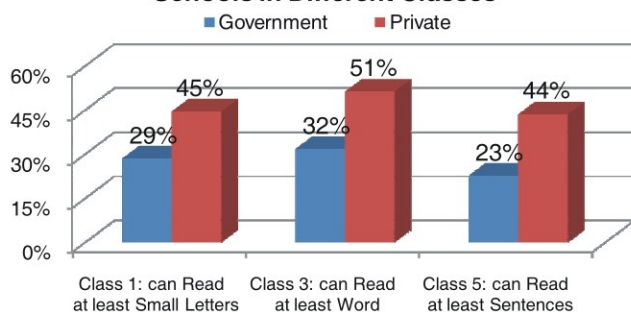


Learning Levels (English)

Classwise % Children who can read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	22.1	19.7	41.8	15.6	0.8	100
2	13.3	17.2	30.5	37.5	1.6	100
3	5.2	9.6	27.0	41.7	16.5	100
4	2.1	7.3	19.8	39.6	31.3	100
5	-	4.0	16.8	36.6	42.6	100
6	2.4	-	10.6	31.8	55.3	100
7	-	-	10.4	23.9	65.7	100
8	-	-	3.2	12.9	83.9	100
9	-	3.7	7.4	7.4	81.5	100
10	-	-	-	-	100	100

How to read: 16.4% (15.6+0.8) children of class 1 can read words

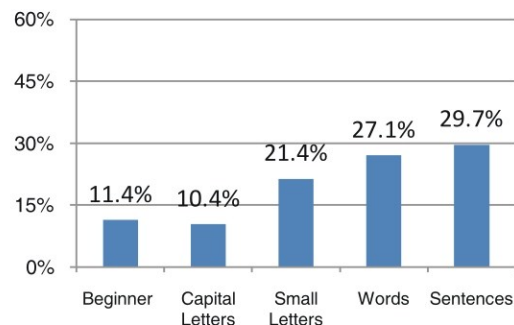
English Reading Levels in Govt. and Pvt. Schools in Different Classes



Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
21.1	-
45.8	50.0
52.1	26.3
55.3	70.0
51.4	53.5
51.9	59.6
37.5	56.8
50.0	76.9
50.0	59.1
-	55.6

Learning Levels English



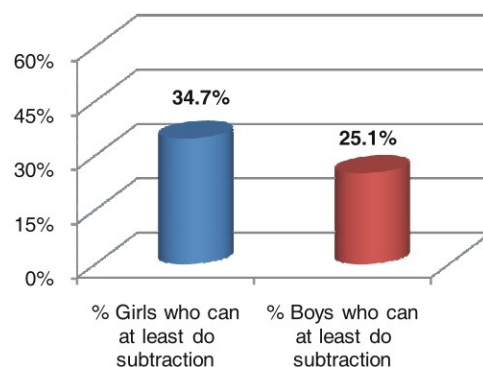
Arithmetic

Class-wise, % children who can

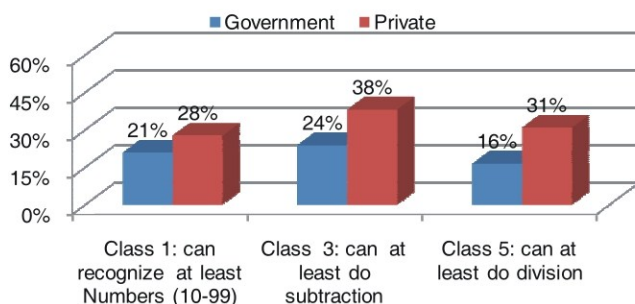
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	22.8	39.0	30.9	6.5	0.8	100
2	7.9	27.6	45.7	18.9	0.0	100
3	2.6	14.7	39.7	36.2	6.9	100
4	2.1	8.3	28.1	38.5	22.9	100
5	2.9	2.0	24.5	41.2	29.4	100
6	2.4	1.2	16.7	35.7	44.0	100
7	1.4	0.0	17.4	36.2	44.9	100
8	0.0	0.0	11.3	17.7	71.0	100
9	0.0	3.8	0.0	30.8	65.4	100
10	0.0	0.0	0.0	40.0	60.0	100

How to read: 7.3% (6.5+0.8) children on class 1 can do subtraction

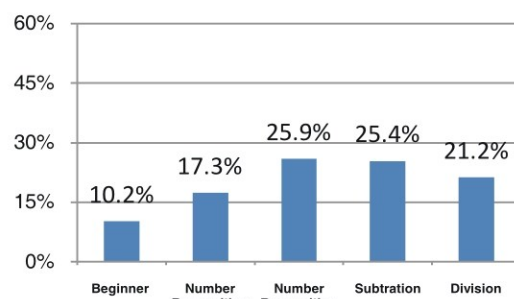
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



Arithmetic Levels

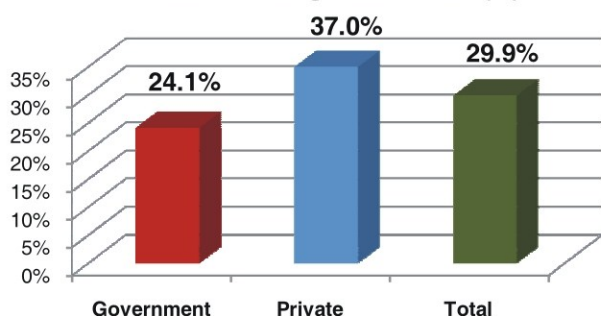


Paid Tuition

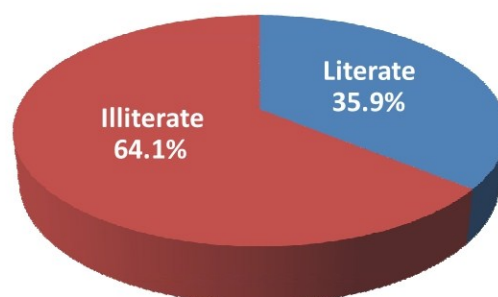
Mothers' Literacy

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	17.6	10.9	20.5	17.8	27.8	39.2	28.6	47.9	40.0	46.2
Pvt.	34.7	42.0	31.6	40.4	41.8	35.7	27.0	47.4	40.0	36.4

Children Attending Paid Tuition (%)



Mothers' Literacy







Sindh
Ghotki
Khairpur
Mirpukhas
Mithi
Sukkur
Umerkot

Sindh (Rural)

- ASER 2010 Survey was conducted in 180 randomly selected villages in 6 districts of Sindh (30 district, Rural only). These included Ghotki, Khairpur, Mirpurkhas, Mithi, Sukkher and Umerkot.
- The information was collected on 10,625 children (58% male, 42% female) for 3-16 years age group from 3,553 households.
- In addition, school profile information was collected on 148 government schools and 17 private schools. Mother's literacy information was also collected on 3801 mothers.

Mothers' Literacy:

- Out of total, 41% agreed to be tested whereas 23% declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers) despite being available at the time survey. Of those tested, only 24% are found to be literate. Mothers' literacy rate in Mirpurkhas and Mithi are found to be the lowest at 17% and 10% respectively of those mothers' tested under ASER Survey.

For Children of Age Group 3-5 years

- Of the total 2,493 children falling in 3-5 age group, 33% are enrolled in some kind of preschool facility. Of those enrolled in schools 28% children are enrolled in government schools, 5.1% are attending Non-State educational facilities. Of those attending non state facilities; 4.5% children are attending private schools; remaining 0.5% is enrolled in Madrasah schools and 0.2% in other type of schools.
- Of those enrolled in schools, 84.6% children are attending government schools and 15.4% are in Non-State schools.
- 67% children are not enrolled in any type of schools of the total 2,493 children. Almost 48% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 68% comprising 66% boys and 34% girls.
- 59% children are enrolled in Govt schools, 9% are attending Non-State educational facilities; 8.5% children enrolled in private schools; remaining 0.6% is enrolled in Madrasah & other types of schools.
- Of the total enrolled, 87% children are enrolled in government schools; nearly 13% are attending Non-State educational facilities.
- Of children enrolled in school, 5.3% children take paid tuition after school hours. 3% of children enrolled in government schools and 20.5% of those children going to private schools are taking tuitions.
- Over 32% children in Sindh-Rural surveyed under ASER 2010 are not enrolled in schools. Of this, 6.2% children have dropped out whereas 25.5% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 33% children assessed in Sindh-Rural can read at least a sentence in Urdu or his/her own language and 20.8% children can read story (level 2) text. In the age group of 6-16, 28.6% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that 37% of Class 3 students in Sindh-Rural are able to read sentences (level 1 text). 30% children are attending public schools whereas 47% are enrolled in private schools. An alarming 83% of children cannot read a story which is according to the curricular standards of Class 2.
- Of children currently enrolled in Class 5, 39% could read a story text (level-2).
- Data trend on out of school children's reading ability is different for Sindh from other provinces surveyed under ASER 2010. Only 14% can read sentences and 9% of out of school children can read story level text. 69% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 33.5% children can read sentences in English, 16.6% can read words whereas 39.6% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading shows that 25.3% children enrolled in Class 3 can read English words and 6.7% can read sentences fluently. Of those who read sentences, 55% can tell their meaning correctly.
- The level of English reading in out of school children is quite insightful. While 80% of children stand at beginners' level, 11% are able to read words and 5% are able to read sentences.

Arithmetic

- Of total children assessed in Sindh-Rural, 27% children can do 2 digit subtraction sums with carry whereas 13.4% can do 3 digit division sums. Almost 33% children stand at beginners' level i.e. cannot recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. In Sindh-Rural, only 37.5 % of those enrolled in Class 4 are able to do subtraction sums and a barely 9% children are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. A disturbing 52% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and almost 10% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 37% of private school students of Class 5 are able to do division correctly as opposed to 17% of Class 5 students studying in government schools. It is important to note that province aggregate is influenced by the limited number of children attending private schools in Sindh, especially in districts like Umerkot and Mithi.
- The arithmetic ability of out of school children shows that 7% able to do division sums and 12% able to do subtraction correctly.

School Profile

- School profile information was collected 165 schools: 148 were government schools and 17 were private schools.
- Out of these 148 govt. schools: 38 were boys schools, 5 were girls schools and 105 schools were categorised as boys & girls or mix schools.
- Out of 17 private schools surveyed, 1 was boys schools, 16 were boys & girls schools or mix schools

Attendance Levels

- Overall student attendance in government schools stands at 75% as per register and 65 % according to the headcount on the day of school visit. The attendance level as per register in primary schools is 75% whereas in elementary schools, attendance is 69%.
- The overall attendance in private schools is 87% as per headcount and 83% as per register, at primary level, it is 82%.
- 22 sanctioned teaching positions are found to be vacant in the government schools, out of which 17 are in primary schools. Teachers' attendance in government schools is 89%. At primary level, attendance level is 88% whereas the average rates fluctuate from 92% to 100 and 96% for Elementary, High and other schools.
- Overall teachers' attendance rate for private schools stands at 89%. At primary level, attendance level is 89% whereas the rates are 92%, 83% and 92% for Elementary, High and other schools respectively.

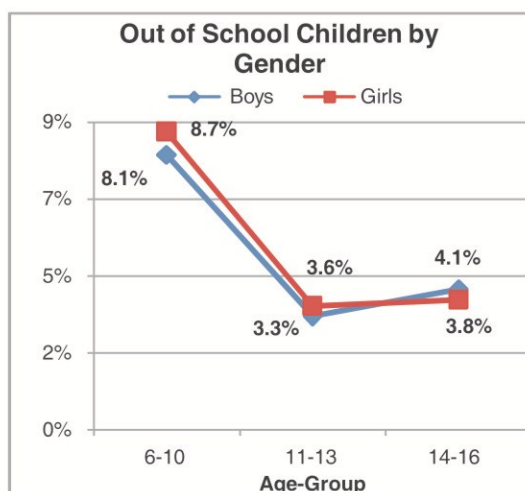
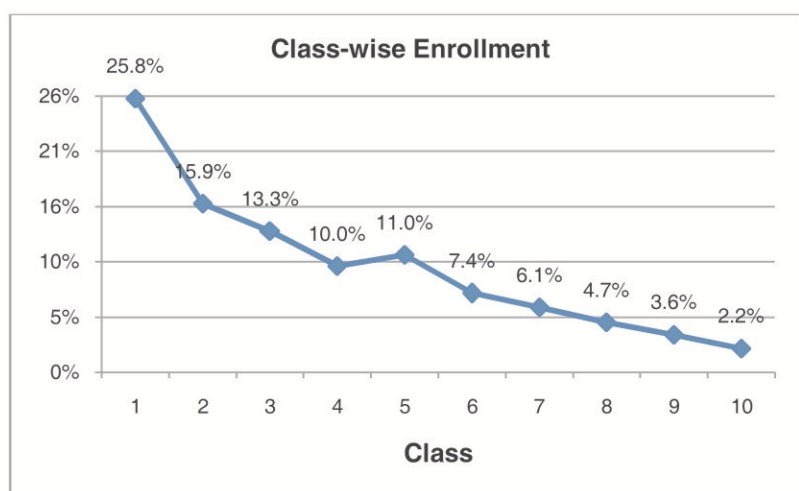
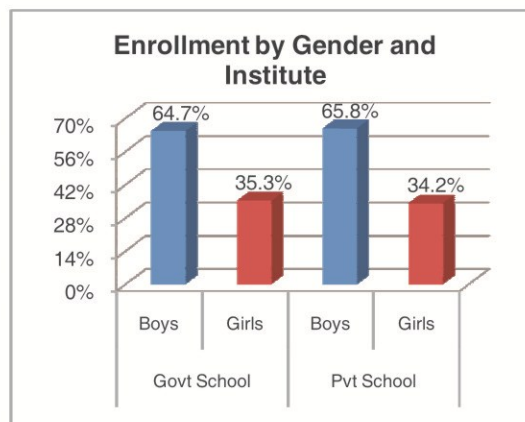
Physical Facilities

- Of the total government primary schools, 49% have useable water facility available (hand pump or water tap) and 28 % exist with a functional toilet. Water facility is available in 70% elementary schools, 100% high and 67% other schools. Moreover, 60% of elementary schools, 100% high and 33% of other schools are found to have functional toilets in the government sector.
- Provision of water and toilet facility in private schools is also varying across levels of schools. 82% of primary schools have useable water facility and 55% have a functional toilet. Water facility & toilet facilities are available in all the elementary and high schools
- The average number of rooms used for conducting classes at primary level in government schools is 2 whereas in private schools, average number of primary classrooms is 3.
- Availability of boundary walls in government school is 23% for primary schools whereas 73% of private schools at primary level are with boundary walls.
- Out 148 surveyed government schools, 60 received any type of grant in the year 2009-10: 55 schools are primary schools, 4 are elementary schools and 1 is categorized as other type of schools. On the other hand out 17 private schools only 1 school received any type of grant from Govt.

Sindh (Rural)

School Enrollment and Out of School Children

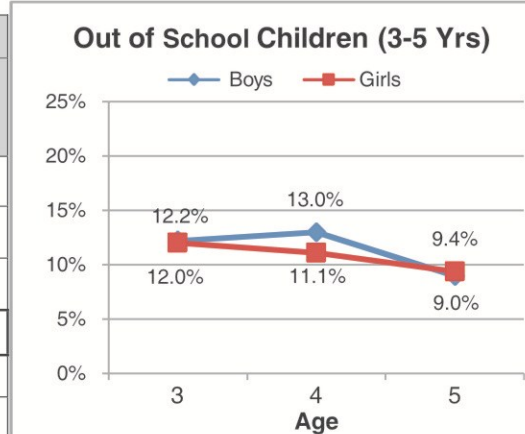
%Children In Different Types Of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	62.0	9.5	0.6	0.2	25.0	2.8	100
11-13	59.4	8.1	0.5	0.1	24.2	7.7	100
14-16	49.1	5.9	0.2	-	28.9	15.9	100
6-16	59.2	8.5	0.5	0.1	25.5	6.2	100
Total	68.3				31.7		100
By Type	86.6	12.5	0.7	0.2			



Age group 6-10: 16.8% (8.1+8.7) children are out of school

Early Years of Schooling (Pre-Schooling)

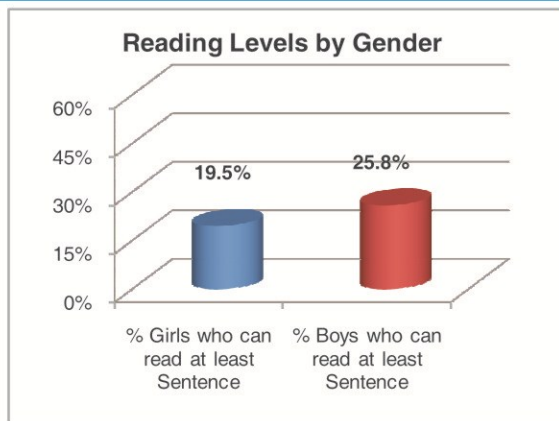
% Children Who Attend Different Types Of Pre-Schools						Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others			
3	7.3	0.8	0.0	0.2	91.8	100	
4	18.4	4.8	0.4	0.4	76.1	100	
5	48.8	6.6	0.9	0.0	43.8	100	
3-5	28.2	4.5	0.5	0.2	66.7	100	
Total	33.3				66.7	100	
By Type	84.6	13.5	1.4	0.5			



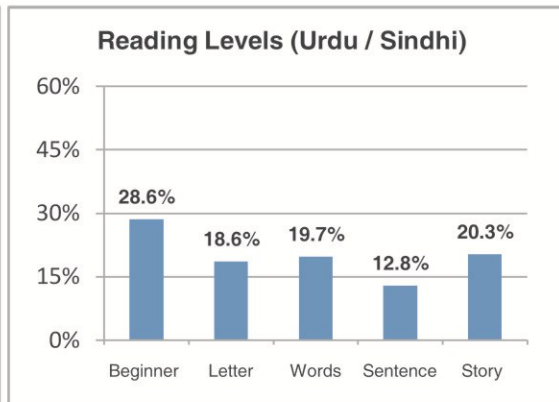
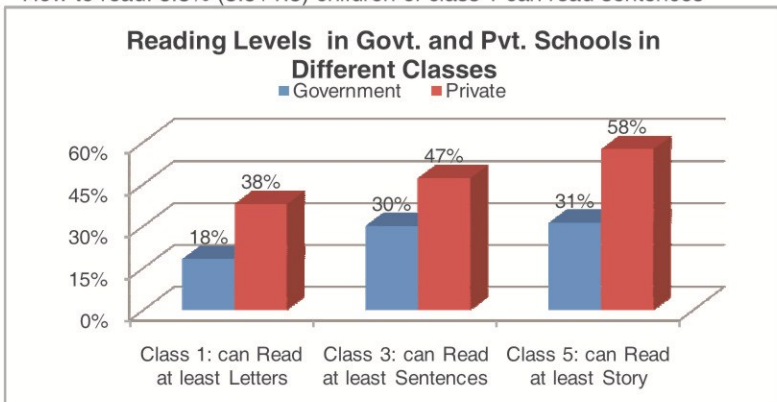
Age 3: 24.2% (12.2+12) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.0	37.1	19.6	3.5	1.8	100
2	17.7	30.2	35.4	11.2	5.5	100
3	10.1	19.1	33.6	19.8	17.4	100
4	7.3	16.0	31.7	25.0	20.0	100
5	5.6	6.2	23.1	26.0	39.0	100
6	9.2	5.0	13.3	22.8	49.7	100
7	4.9	6.6	10.8	18.8	59.0	100
8	6.1	1.5	9.6	23.2	59.6	100
9	5.7	1.3	5.1	12.7	75.3	100
10	4.4	1.1	3.3	18.9	72.2	100



How to read: 5.3% (3.5+1.8) children of class 1 can read sentences

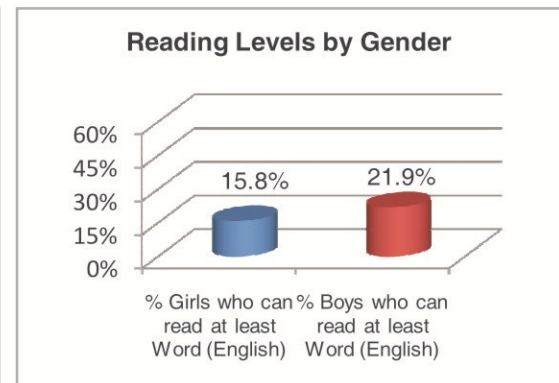
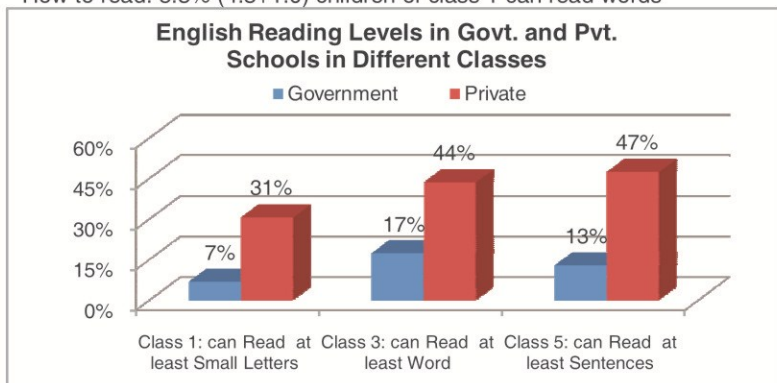


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	73.0	15.8	5.9	4.3	1.0	100
2	52.1	20.7	13.1	11.4	2.7	100
3	33.3	23.1	18.4	18.6	6.7	100
4	28.4	14.8	20.3	28.2	8.4	100
5	20.1	12.8	19.5	28.9	18.7	100
6	13.9	9.2	9.8	31.4	35.8	100
7	12.3	6.3	8.1	25.0	48.2	100
8	9.0	3.0	9.0	22.0	57.0	100
9	6.8	3.7	4.3	16.0	69.1	100
10	4.4	1.1	7.8	13.3	73.3	100

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
41.3	36.4
36.9	40.0
45.9	55.0
45.9	50.0
41.5	50.5
51.9	43.8
56.3	55.5
72.7	60.5
50.0	69.6
75.0	77.3

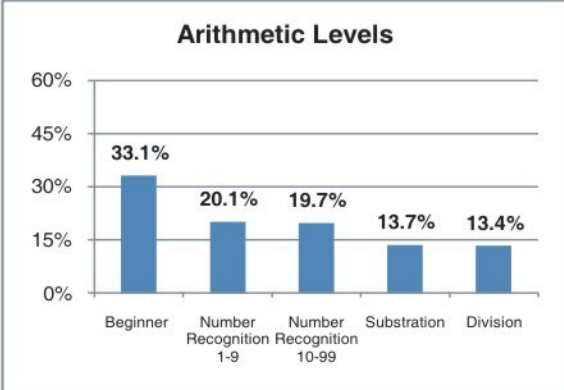
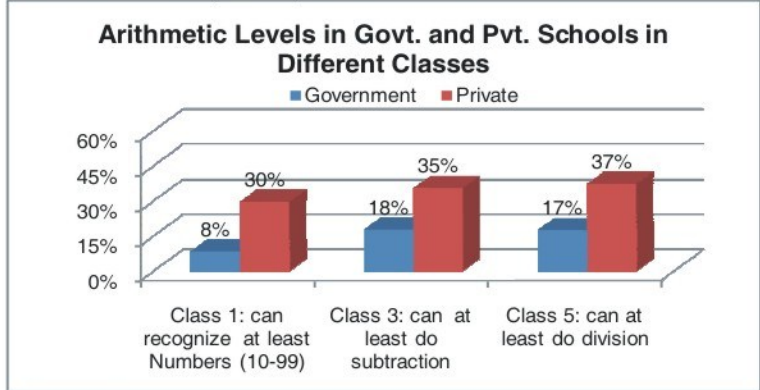
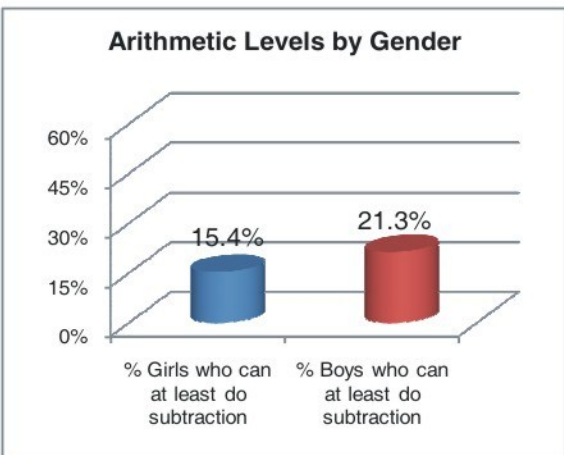
How to read: 5.3% (4.3+1.0) children of class 1 can read words



Arithmetic Levels

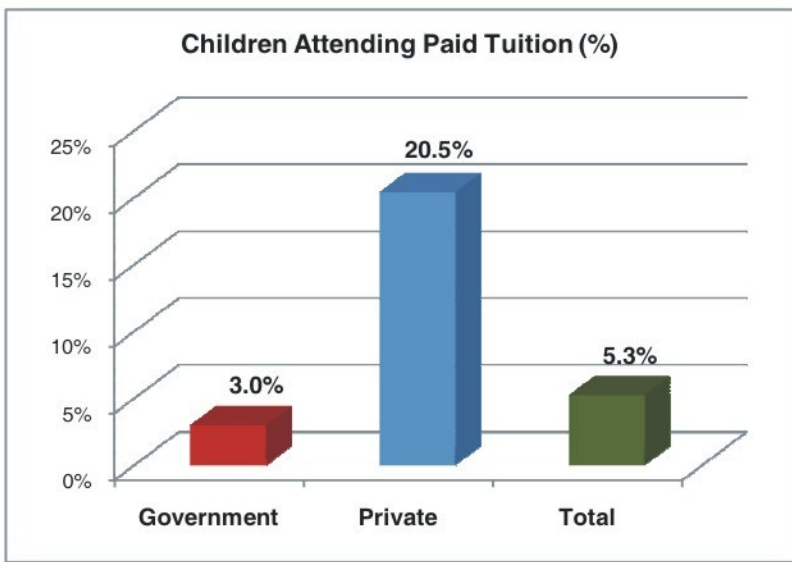
Class-Wise, % Children Who Can						
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	50.7	36.6	11.3	1.2	0.4	100
2	24.0	36.5	31.1	6.1	2.2	100
3	14.5	23.8	38.1	17.4	6.2	100
4	9.6	16.2	36.6	28.2	9.4	100
5	6.8	9.9	27.6	33.0	22.7	100
6	10.4	5.3	19.5	36.7	28.1	100
7	7.7	6.6	13.6	29.4	42.7	100
8	7.0	2.5	11.9	26.4	52.2	100
9	3.8	1.9	15.0	16.9	62.5	100
10	4.4	2.2	7.8	12.2	73.3	100

How to read: 1.6% (1.2+0.4) children on class 1 can do subtraction

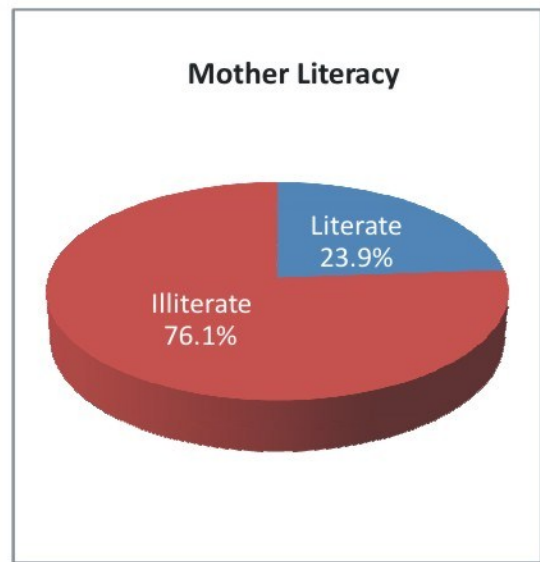


Paid Tuition

School Type	Class									
	1	2	3	4	5	6	7	8	9	10
Govt. (%)	1.9	1.8	2.5	3.0	3.5	3.8	2.7	5.0	7.9	4.7
Pvt. (%)	12.4	23.9	20.0	23.7	20.3	25.9	16.7	26.7	15.4	15.4



Mothers' Literacy



School Observation

	Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary (1-5)	37	3	94	134	1	0	10	11
Elementary (1-8)	1	1	8	10	0	0	4	4
High (1-10)	0	0	1	1	0	0	1	1
Other	0	1	2	3	0	0	1	1
Total	38	5	105	148	1	0	16	17
%	26%	3%	71%	100%	6%	0%	94%	100%

	Children attendance (%) on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
attendance (as per register)	75.2	69.9	88.3	74.3	74.6	82.3	87.3	86.8	87.0	84.7
attendance (as per headcount)	66.4	56.9	88.3	61.1	65.3	81.1	85.3	86.8	87.0	83.3

	Teacher Attendance on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
Teacher attendance (average) %	88%	92%	100%	96%	89%	89%	92%	83%	92%	89%
No of Vacant posts	17	0	0	5	22					

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	48.5	70.0	100.0	66.7	81.8	100.0	100.0	100.0
	Not Useable	51.5	30.0	-	33.3	18.2	-	-	-
Toilet	Useable	28.4	60.0	100.0	33.3	54.5	100.0	100.0	100.0
	Not Useable	71.6	40.0	-	66.7	45.5	-	-	-

	School Facilities - Class Room							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)	2.3	5.1	3.0	5.7	3.1	13.3	12.0	9.0
Used for classes (Avg)	2.1	6.0	3.0	3.7	2.9	12.8	10.0	9.0
Availability of Play ground	40.3%	50.0%	100.0%	100.0%	45.5%	75.0%	100.0%	0.0%
Availability of Boundary wall	71.6%	80.0%	100.0%	100.0%	72.7%	75.0%	100.0%	100.0%

	School Funds							
	Grants received by school							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
No. of school received any grant	55	4	-	1	1	-	-	-
Average amount of Grant	24800	38750	-	50000	105000	-	-	-

Ghotki (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Ghotki-Rural. The information was collected on 1,859 children (61% male, 39% female) for 3-16 years age group from 590 households.
- In addition, school profile information was collected on 25 government schools and 2 private schools. Mother's literacy information was also collected on 595 mothers.

Mothers' Literacy:

- Out of total, 33% agreed to be tested whereas 25% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 43% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 383 children falling in 3-5 age groups, 38% are enrolled in some kind of facility. 35% children are enrolled in Govt schools and only 2.7% are attending Non-State educational facilities: 2% children are attending private schools; remaining 0.3% is enrolled in Madrasah and 0.5% in other type of schools.
- 62% children are not enrolled in any type of schools of the total 383 children. Almost 56% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 71.2% comprising 30% girls and 70% boys.
- Majority 62% children are enrolled in government schools and only 9% are attending Non-State educational facilities: all the students are enrolled in private schools
- Of children enrolled in school, 3% children take paid tuition after school hours. 1% of children enrolled in government schools and 18% of those children going to private schools are taking tuitions.
- 29% children in Ghotki surveyed under ASER 2010 are not enrolled in schools. Of this, 6.3% children have dropped out whereas 22.5% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 43% children assessed in Ghotki-Rural can read at least a sentence in Urdu or his/her own language and 26% children can read story (level 2) text. In the age group of 6-16, 16% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 45% of Class 3 students are able to read sentences (level 1 text). 44% of such children are attending public schools whereas 54% are enrolled in private schools. Nearly 81% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 38.5% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 36% can read sentences and 25% of out of school children can read story level text. Only 26% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, only 17% children can read sentences in English, 38% can read words whereas 28% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that only 27% children enrolled in Class 3 can read English words and 4.7% can read sentences fluently. Of those who read sentences, 28.6% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 41% of children stand at beginners' level, 38% are able to read words and 20% are able to read sentences.

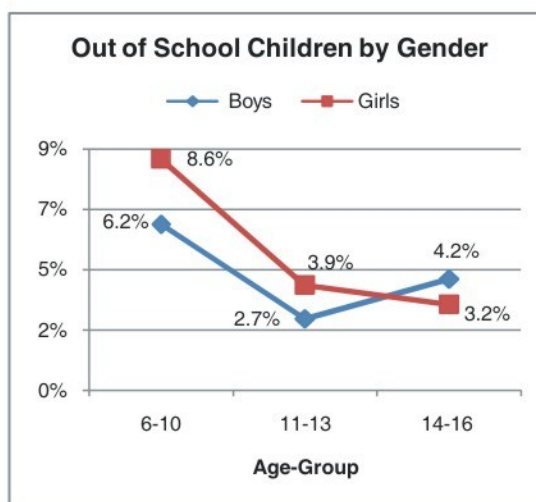
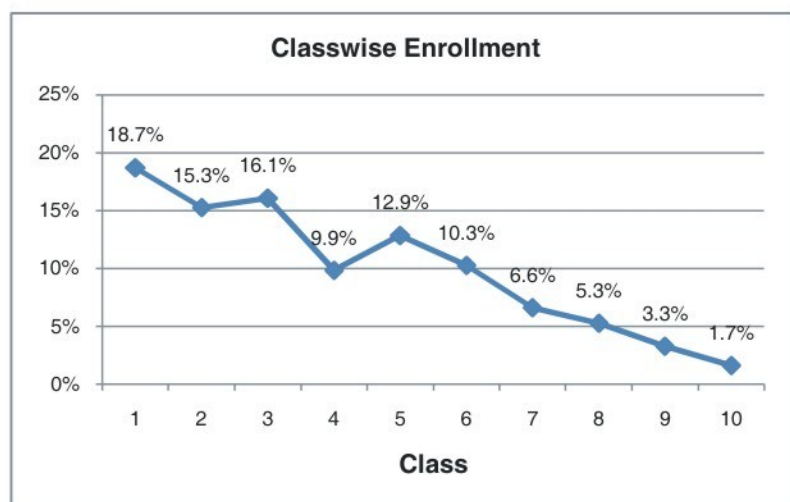
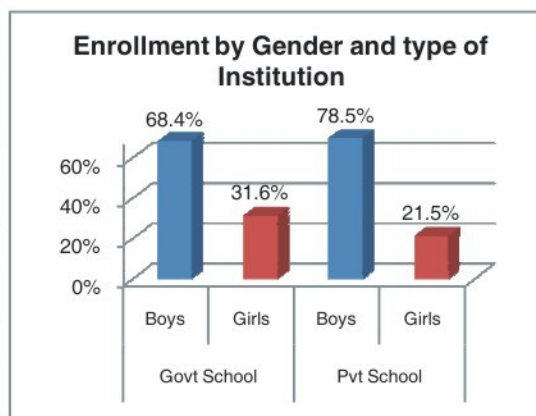
Arithmetic

- Of total children assessed in Ghotki-Rural, 37% children can do 2 digit subtraction sums with carry whereas 17% can do 3 digit division sums and 17% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 41% of those enrolled in Class 4 are able to do subtraction sums and 10% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 53% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 6.5% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to both private and public schools is almost same and far from being satisfactory i.e. 17% of private school students of Class 5 could do division correctly and 16% of Class 5 students studying in government schools could do division correctly.
- The arithmetic ability of out of school children shows better trends with 22% able to do division sums and 35% able to do subtraction correctly.

Ghotki (Rural)

School Enrollment and Out of School Children

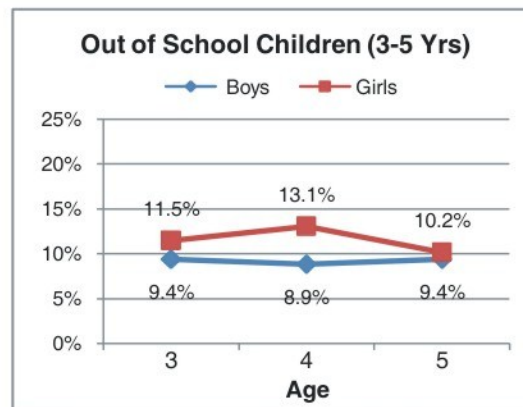
Age Group	%Children In Different Types Of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	65.9	8.8	-	-	22.2	3.1	100
11-13	63.6	8.6	-	-	20.2	7.6	100
14-16	48.9	9.7	-	-	26.4	15.0	100
6-16	62.3	8.9	-	-	22.5	6.3	100
Total	71.2				28.8		100
By Type	87.5	12.5	-	-			



Age group 6-10: 14.8% (8.6+6.2) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	8.0	0.0	0.0	1.1	90.9	100
4	19.3	2.8	0.0	0.9	77.1	100
5	57.0	2.2	0.5	0.0	40.3	100
3-5	35.0	1.8	0.3	0.5	62.4	100
Total	37.6				62.4	100
By Type	93.1	4.9	0.7	1.4		

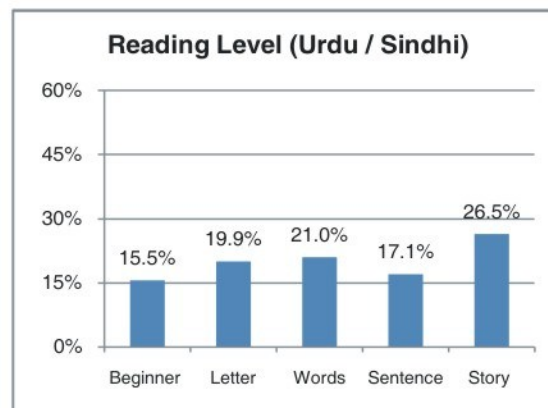
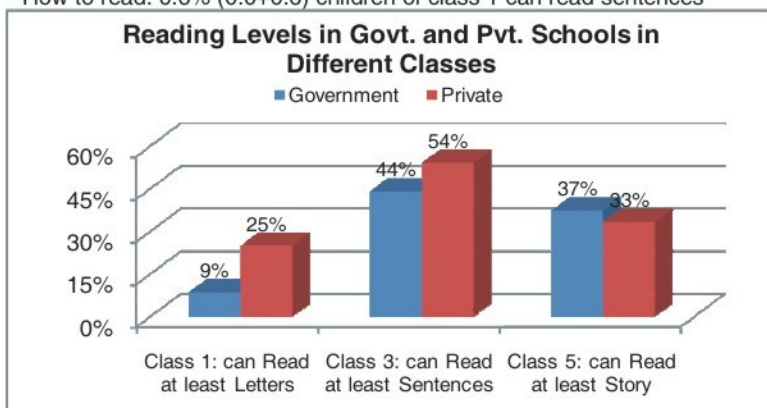
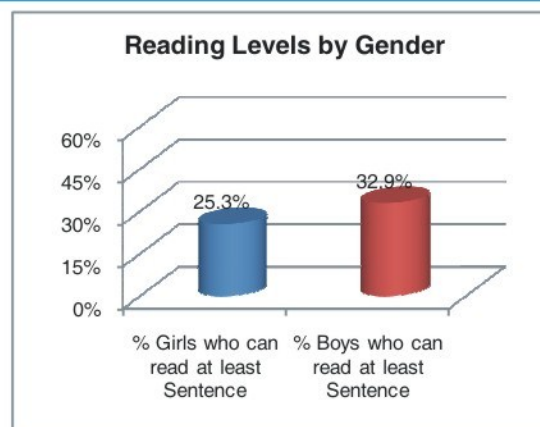


Age 3: 20.9% (9.4+11.5) children are out of school

Reading Levels (Urdu / Sindhi)

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	40.1	49.0	10.2	-	0.6	100
2	14.8	37.3	38.0	7.0	2.8	100
3	4.5	13.5	36.8	26.5	18.7	100
4	2.2	14.1	38.0	39.1	6.5	100
5	2.6	5.1	23.1	30.8	38.5	100
6	-	4.1	7.2	32.0	56.7	100
7	-	7.8	7.8	20.3	64.1	100
8	-	-	6.3	10.4	83.3	100
9	3.2	-	-	3.2	93.5	100
10	-	-	7.1	28.6	64.3	100

How to read: 0.6% (0.0+0.6) children of class 1 can read sentences

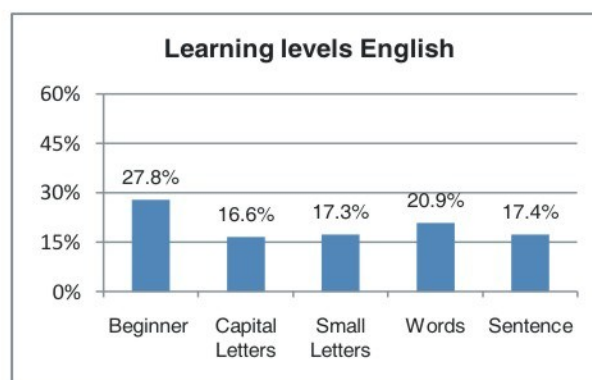
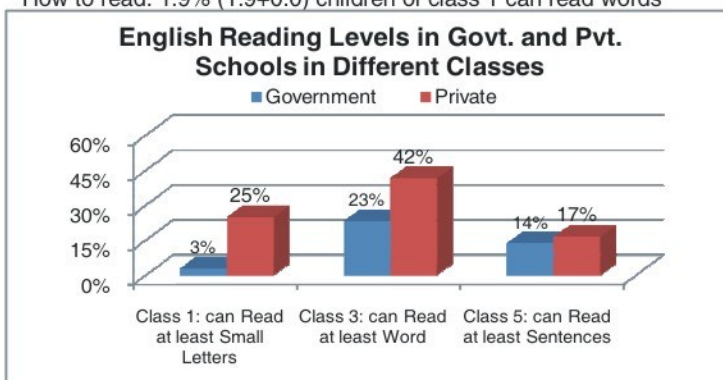


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	67.5	27.3	3.2	1.9	-	100
2	39.3	28.1	23.0	8.9	0.7	100
3	20.3	17.6	35.1	22.3	4.7	100
4	18.9	13.3	27.8	33.3	6.7	100
5	14.7	11.2	21.6	37.9	14.7	100
6	5.2	3.1	12.5	45.8	33.3	100
7	3.3	8.3	13.3	31.7	43.3	100
8	-	4.1	8.2	14.3	73.5	100
9	3.3	-	3.3	6.7	86.7	100
10	-	-	20.0	-	80.0	100

How to read: 1.9% (1.9+0.0) children of class 1 can read words

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
33.3	-
41.7	-
39.4	71.4
23.3	33.3
45.5	58.8
54.5	28.1
68.4	53.8
85.7	50.0
-	65.4
-	75.0

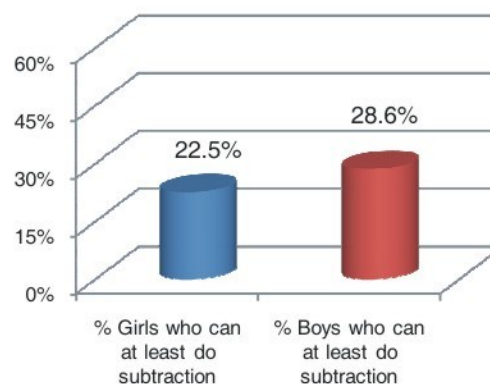


Arithmetic

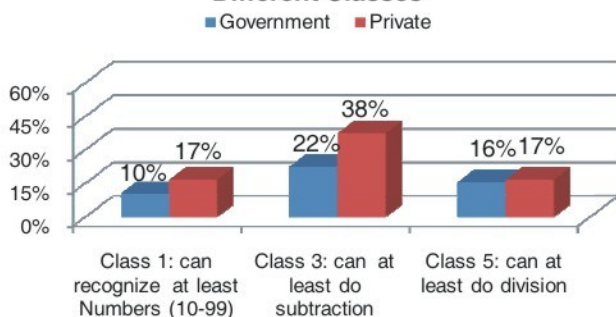
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	45.9	42.1	11.3	0.6	0.0	100
2	16.3	31.9	44.7	5.0	2.1	100
3	8.0	15.3	51.3	17.3	8.0	100
4	6.5	9.7	43.0	31.2	9.7	100
5	5.1	12.7	21.2	44.9	16.1	100
6	1.0	3.1	15.6	54.2	26.0	100
7	1.6	6.5	6.5	37.1	48.4	100
8	0.0	2.0	6.1	22.4	69.4	100
9	0.0	0.0	6.7	16.7	76.7	100
10	0.0	6.7	6.7	20.0	66.7	100

How to read: 0.6 (0.0+0.6) children on class 1 can do subtraction

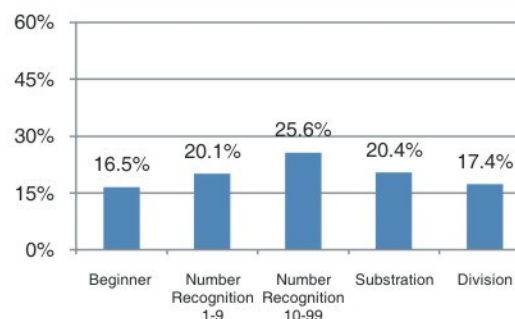
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



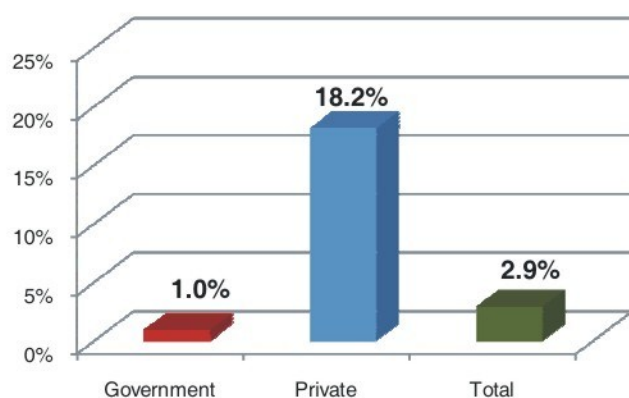
Arithmetic Levels



Paid Tuition

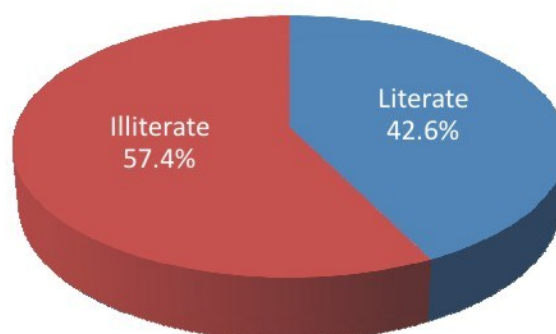
School/Class	1	2	3	4	5	6	7	8	9	10
Govt. (%)	0.0	0.8	0.8	1.2	4.3	1.2	0.0	0.0	0.0	0.0
Pvt. (%)	16.7	8.7	16.7	12.5	16.7	21.4	22.2	14.3	50.0	25.0

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers' Literacy



Khairpur (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Khairpur. The information was collected on 1, 951 children (57% male, 43% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 27 government schools and 7 private schools. Mother's literacy information was also collected on 667 mothers.

Mothers' Literacy:

- Out of total, 30% agreed to be tested whereas 41% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 41% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 508 children falling in 3-5 age groups, 42.3% are enrolled in some kind of facility. 33.1% children are enrolled in Govt schools and only 9.3% are attending Non-State educational facilities: 8.9% children are attending private schools; remaining 0.4% is enrolled in other type of schools.
- 58% children are not enrolled in any type of schools of the total 508 children. Almost 51% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 77.5% comprising 36% girls and 64% boys.
- Majority 59.1% children are enrolled in government schools and only 18.4% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, 18% of the students are enrolled in private schools, 0.1% in Madrassah and remaining 0.6% in others.
- Of children enrolled in school, 9.2% children take paid tuition after school hours. 4.3% of children enrolled in government schools and 26% of those children going to private schools are taking tuitions.
- 22.5% children in Khairpur surveyed under ASER 2010 are not enrolled in schools. Of this, 4.8% children have dropped out whereas 17.7% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 44% children assessed in Khairpur-Rural can read at least a sentence in Urdu or his/her own language and 22% children can read story (level 2) text. In the age group of 6-16, 27% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 31% of Class 3 students are able to read sentences (level 1 text). 23% of such children are attending public schools whereas 38% are enrolled in private schools. Nearly 84.3% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 33.3% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. Only 11% can read sentences and 6% of out of school children can read story level text. Majority 70% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, only 19% children can read sentences in English, 40% can read words whereas 36% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that only 30% children enrolled in Class 3 can read English words and 8.2% can read sentences fluently. Of those who read sentences, 20% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 86% of children stand at beginners' level, 7% are able to read words and 3% are able to read sentences.

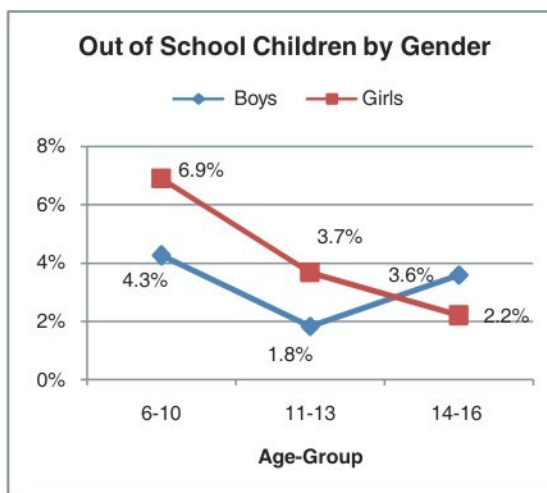
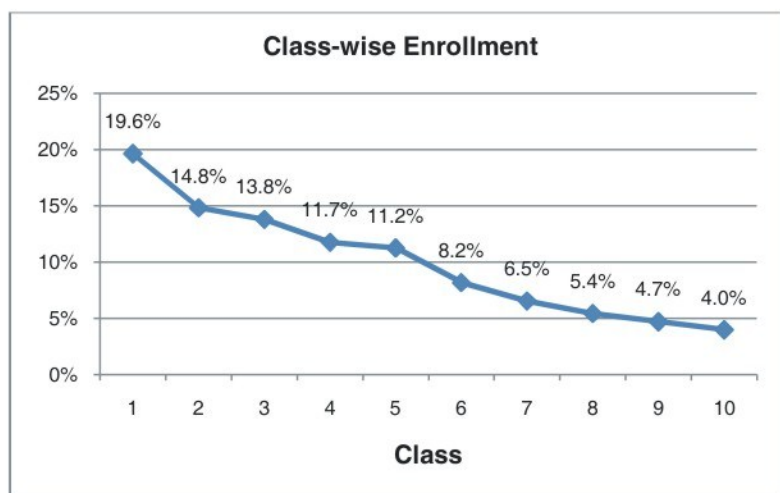
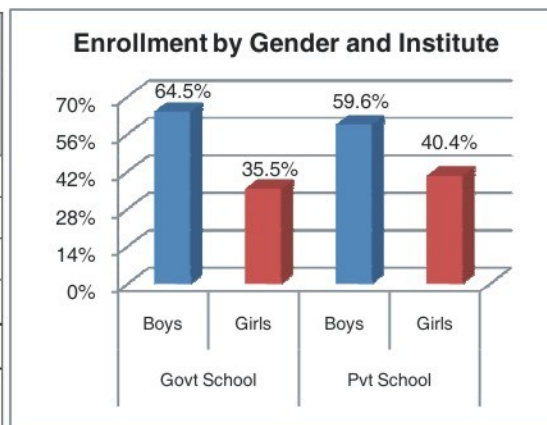
Arithmetic

- Of total children assessed in Khairpur-Rural, 30% children can do 2 digit subtraction sums with carry whereas 15% can do 3 digit division sums and 29% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 38% of those enrolled in Class 4 are able to do subtraction sums and only 2% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 54% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 5.6% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private school is relatively better as compare to public. 46% of private school students of Class 5 could do division correctly while only 17% of Class 5 students studying in government schools could do division correctly.
- The arithmetic ability of out of school children shows that only 1% able to do division sums and 6% able to do subtraction correctly.

Khairpur (Rural)

School Enrollment and Out of School Children

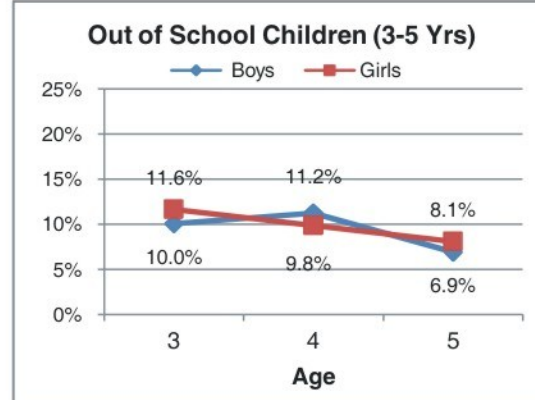
Age Group	%Children In Different Types Of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	58.6	21.7	-	0.9	17.8	1.0	100
11-13	61.2	14.0	-	0.3	17.9	6.5	100
14-16	58.1	9.3	0.4	-	17.1	15.0	100
6-16	59.1	17.8	0.1	0.6	17.7	4.8	100
Total	77.5				22.5		100
By Type	76.3	22.9	0.1	0.8			



Age group 6-10: 11.2% (1.1+1.3) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	11.9	0.8	0.0	0.0	87.3	100
4	25.9	8.4	0.0	1.2	64.5	100
5	50.9	13.9	0.0	0.0	35.2	100
3-5	33.1	8.9	0.0	0.4	57.7	100
Total	42.3				57.7	100
By Type	78.1	20.9	0.0	0.9		



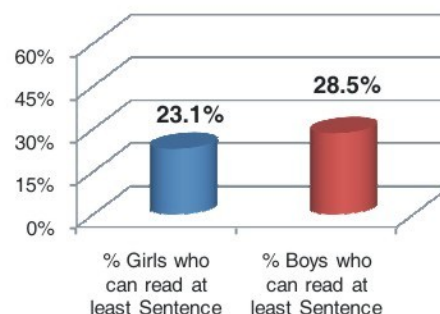
Age 3: 21.6% (10.0+11.6) children are out of school

Reading Levels (Urdu / Sindhi)

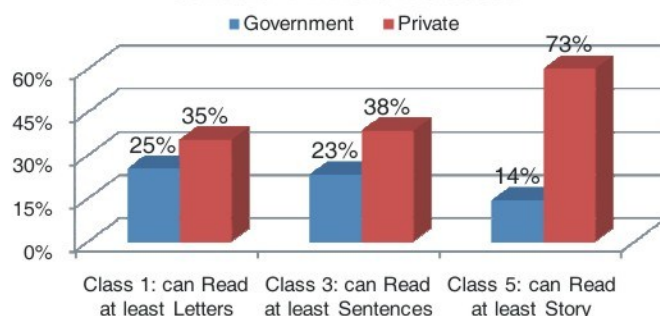
% Children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	40.4	25.8	23.8	6.6	3.3	100
2	17.8	17.0	40.7	17.0	7.4	100
3	13.2	20.7	35.5	14.9	15.7	100
4	7.5	15.9	38.3	17.8	20.6	100
5	6.5	6.5	30.1	23.7	33.3	100
6	7.7	4.6	10.8	21.5	55.4	100
7	7.0	3.5	10.5	22.8	56.1	100
8	-	-	11.4	22.7	65.9	100
9	7.5	2.5	5.0	7.5	77.5	100
10	3.2	3.2	3.2	9.7	80.6	100

How to read: 9.9% (6.6+3.3) children of class 1 can read sentences

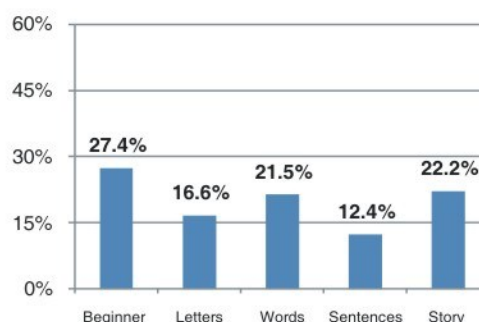
Reading Levels by Gender



Reading Levels (Language) in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

Classwise % Children Who Can Read English

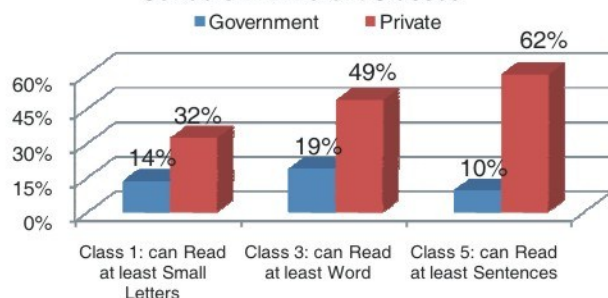
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	58.6	20.4	9.9	9.9	1.3	100
2	37.6	19.5	13.5	24.1	5.3	100
3	31.1	22.1	16.4	22.1	8.2	100
4	32.1	10.4	15.1	35.8	6.6	100
5	18.9	7.4	14.7	33.7	25.3	100
6	11.8	8.8	11.8	25.0	42.6	100
7	12.1	1.7	6.9	25.9	53.4	100
8	9.1	-	4.5	31.8	54.5	100
9	7.3	2.4	-	24.4	65.9	100
10	3.2	-	6.5	9.7	80.6	100

Comprehension

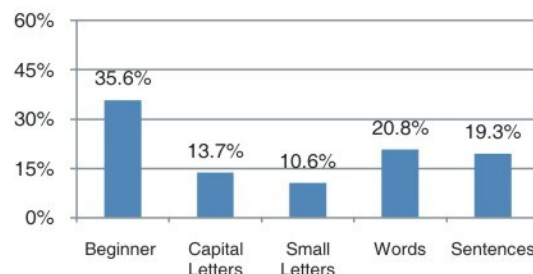
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
26.7	50.0
40.6	57.1
48.1	20.0
50.0	28.6
43.8	41.7
47.1	51.7
46.7	77.4
78.6	50.0
40.0	55.6
-	80.0

How to read: 11.2% (9.9+1.3) children of class 1 can read words

English Reading Levels in Govt. and Pvt. Schools in Different Classes



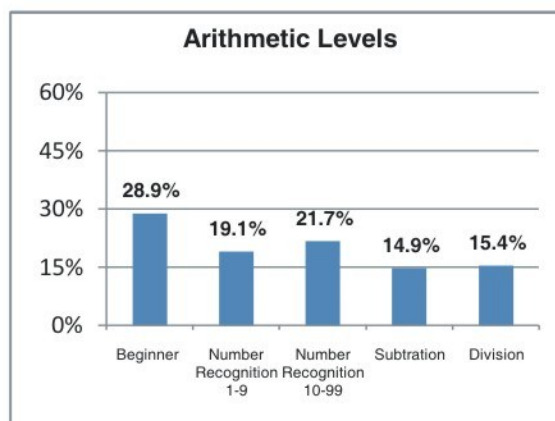
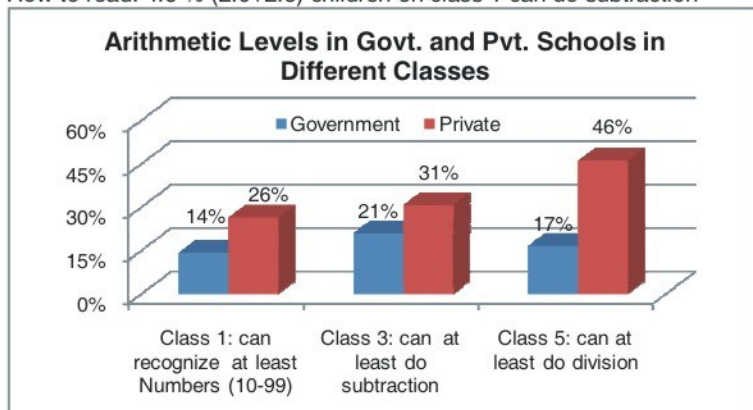
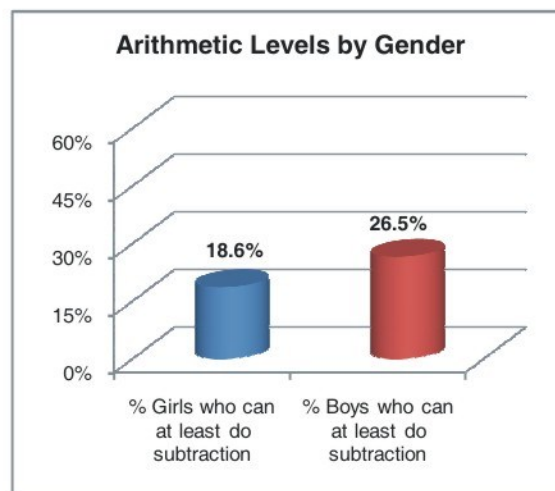
English Learning levels



Arithmetic

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	46.7	32.2	16.4	2.6	2.0	100
2	18.4	27.2	40.4	10.3	3.7	100
3	12.9	22.6	38.7	20.2	5.6	100
4	5.6	14.0	40.2	38.3	1.9	100
5	5.3	5.3	24.2	37.9	27.4	100
6	5.9	7.4	19.1	26.5	41.2	100
7	3.5	10.5	12.3	26.3	47.4	100
8	0.0	4.7	16.3	25.6	53.5	100
9	2.4	2.4	14.6	19.5	61.0	100
10	3.3	0.0	13.3	3.3	80.0	100

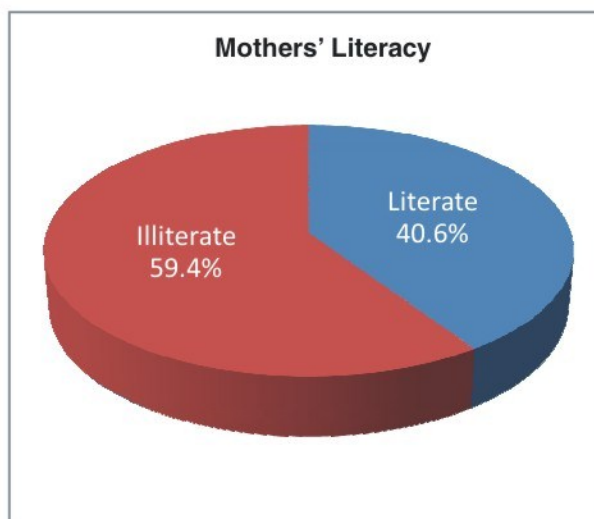
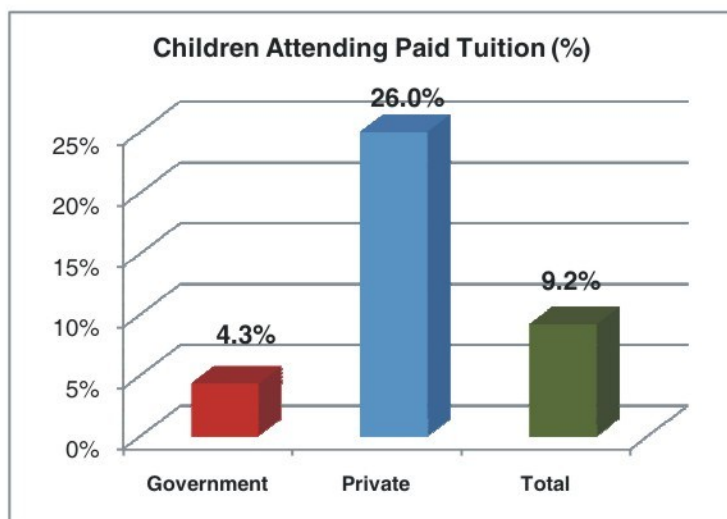
How to read: 4.6 % (2.0+2.6) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	3.2%	2.9%	6.3%	3.3%	3.6%	6.6%	3.5%	4.8%	5.4%	5.7%
Pvt.	11.8%	35.0%	28.2%	24.0%	30.8%	22.2%	14.3%	18.2%	11.1%	25.0%

Mothers' Literacy



Mirpurkhas (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District MirpurKhas. The information was collected on 1,645 children (56% male, 44% female) for 3-16 years age group from 586 households.
- In addition, school profile information was collected on 23 government schools and 4 private schools. Mother's literacy information was also collected on 632 mothers.

Mothers' Literacy:

- Out of total, 61% agreed to be tested whereas only 13% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 17% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 403 children falling in 3-5 age groups, 30.8% are enrolled in some kind of facility. 26.6% children are enrolled in Govt schools and only 4.2% are attending Non-State educational facilities: all the children are attending private schools.
- 69.2% children are not enrolled in any type of schools of the total 403 children. Almost half (50%) of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 62.7% comprising 30% girls and 70% boys.
- Majority 54% children are enrolled in government schools and only 8.4% are attending Non-State educational facilities: almost all i.e. 8.3% of the students are enrolled in private schools and only 0.1% in Madrassah.
- Of children enrolled in school, 7.5% children take paid tuition after school hours. 5.6% of children enrolled in government schools and 18% of those children going to private schools are taking tuitions.
- 37.3% children in Mirpurkhas surveyed under ASER 2010 are not enrolled in schools. Of this, 6.6% children have dropped out whereas 30.8% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 31% children assessed in Mirpurkhas-Rural can read at least a sentence in Urdu or his/her own language and 13% children can read story (level 2) text. In the age group of 6-16, 26% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 32% of Class 3 students are able to read sentences (level 1 text). 25% of such children are attending public schools whereas 43% are enrolled in private schools. Nearly 89.3% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 33.3% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 14% can read sentences and 7% of out of school children can read story level text. Majority 62% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, only 14% children can read sentences in English, 34% can read words whereas 47% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that only 38% children enrolled in Class 3 can read English words and 10.3% can read sentences fluently. Of those who read sentences, 71% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 80% of children stand at beginners' level, 10% are able to read words and 4% are able to read sentences.

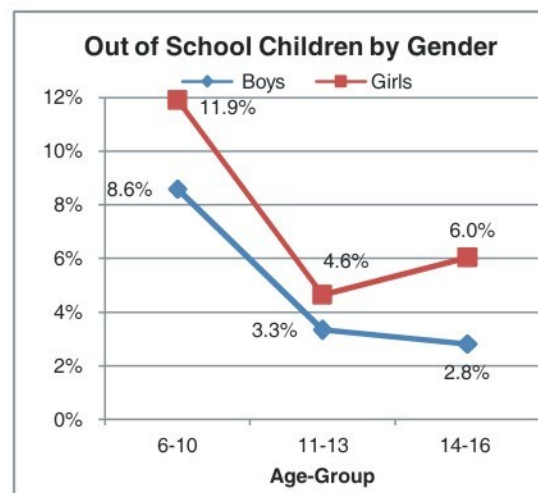
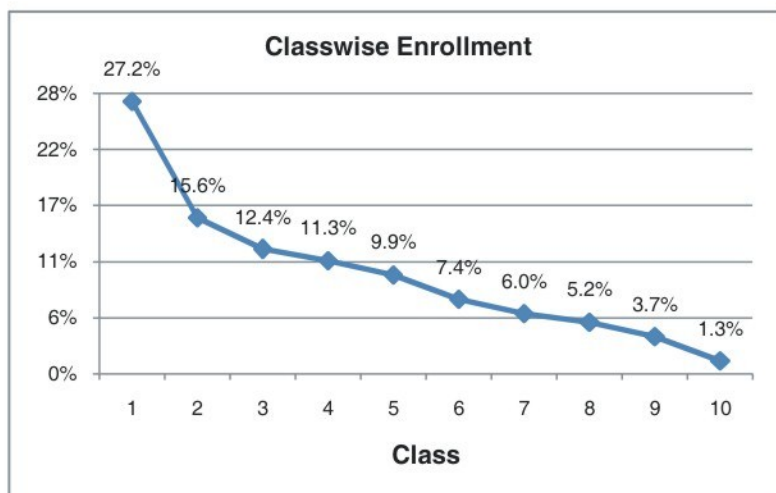
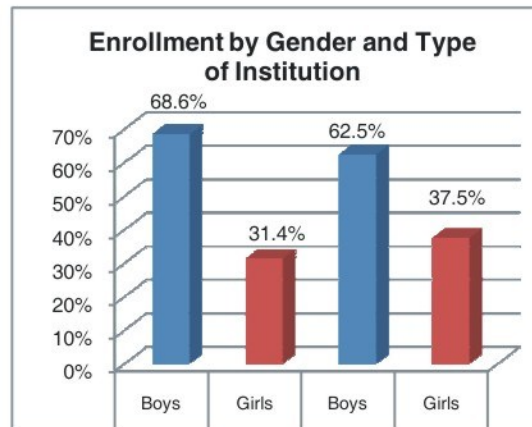
Arithmetic

- Of total children assessed in Mirpurkhas-Rural, 30% children can do 2 digit subtraction sums with carry whereas 12% can do 3 digit division sums and 34% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 36.4% of those enrolled in Class 4 are able to do subtraction sums and 17% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 36% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 10.4% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to public school shows that 26% of the students of class 5 could do division correctly while none of the private school students of class 5 could do division correctly.
- The arithmetic ability of out of school children shows that 5% able to do division sums and 13% able to do subtraction correctly

Mirpurkhas (Rural)

School Enrollment and Out of School Children

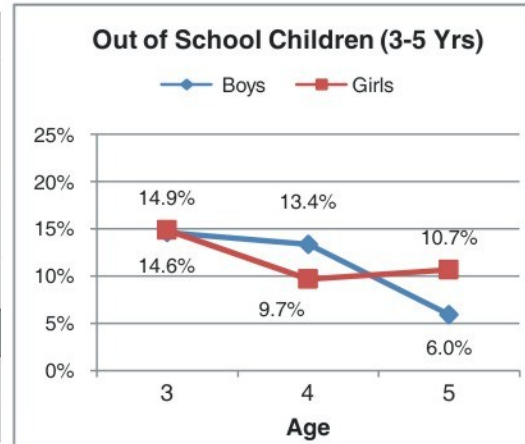
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	57.9	9.9	0.1	-	29.0	3.0	100
11-13	50.5	8.6	-	-	29.7	11.3	100
14-16	44.4	2.1	-	-	38.6	14.8	100
6-16	54.3	8.3	0.1	-	30.8	6.6	100
Total	62.7				37.3		
By Type	86.6	13.3	0.1	-			



Age group 6-10: 20.5% (11.9+8.6) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	10.4	1.5	0.0	0.0	88.1	100
4	27.5	1.5	0.0	0.0	71.0	100
5	41.6	9.5	0.0	0.0	48.9	100
3-5	26.6	4.2	0.0	0.0	69.2	100
Total	30.8				69.2	100
By Type	86.3	13.7	0.0	0.0		



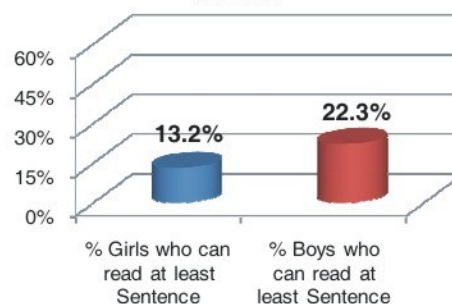
Age 3: 29.5% (14.6+14.9) children are out of school

Reading Levels (Urdu /Sindhi)

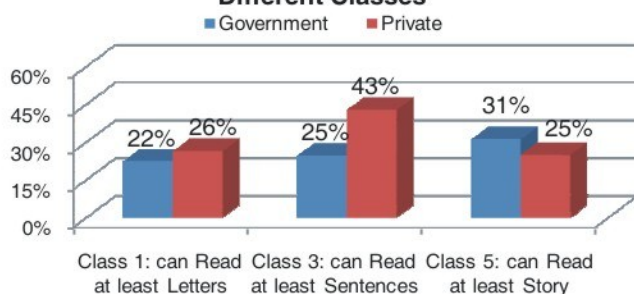
% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	29.4	38.2	25.7	5.9	0.7	100
2	19.2	31.7	35.6	7.7	5.8	100
3	10.7	20.0	37.3	21.3	10.7	100
4	9.3	9.3	32.0	36.0	13.3	100
5	15.9	9.5	19.0	22.2	33.3	100
6	35.6	4.4	22.2	24.4	13.3	100
7	22.2	5.6	16.7	36.1	19.4	100
8	17.2	3.4	20.7	37.9	20.7	100
9	10.0	5.0	5.0	40.0	40.0	100
10	-	-	-	22.2	77.8	100

How to read: 6.6% (5.9+0.7) children of class 1 can read sentences

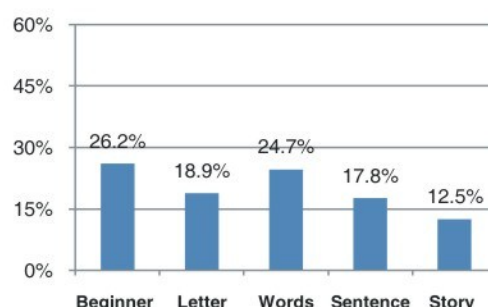
Reading Levels (Language) by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu/ Sindhi)



Learning Levels (English)

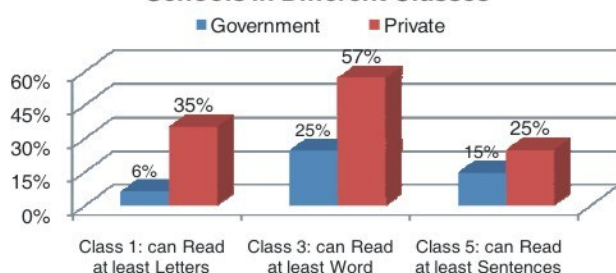
Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	74.8	6.7	9.2	7.6	1.7	100
2	58.1	10.5	10.5	17.4	3.5	100
3	41.2	8.8	11.8	27.9	10.3	100
4	33.3	9.3	18.7	29.3	9.3	100
5	38.7	4.8	17.7	21.0	17.7	100
6	44.2	7.0	2.3	23.3	23.3	100
7	25.0	5.6	13.9	27.8	27.8	100
8	20.7	3.4	10.3	24.1	41.4	100
9	13.6	4.5	9.1	18.2	54.5	100
10	-	-	11.1	11.1	77.8	100

How to read: 9.3% (7.6+1.7) children of class 1 can read words

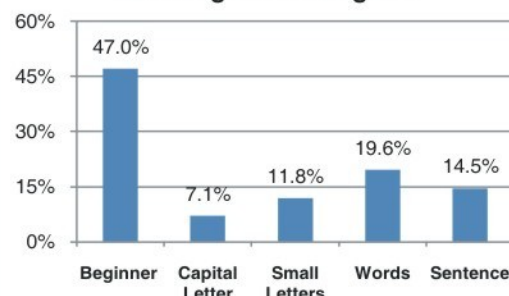
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
44.4	50.0
20.0	33.3
47.4	71.4
59.1	14.3
38.5	54.5
70.0	60.0
30.0	20.0
71.4	58.3
75.0	58.3
100	28.6

English Reading Levels in Govt. and Pvt. Schools in Different Classes



Learning Levels English



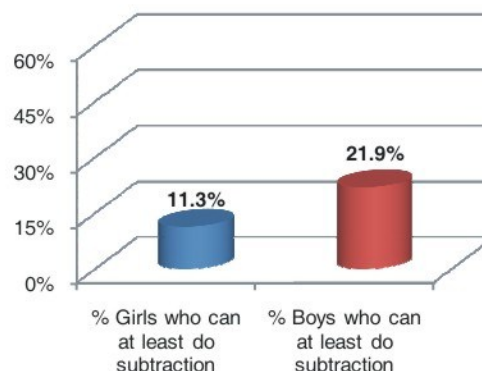
Arithmetic

Class-wise, % Children Who Can

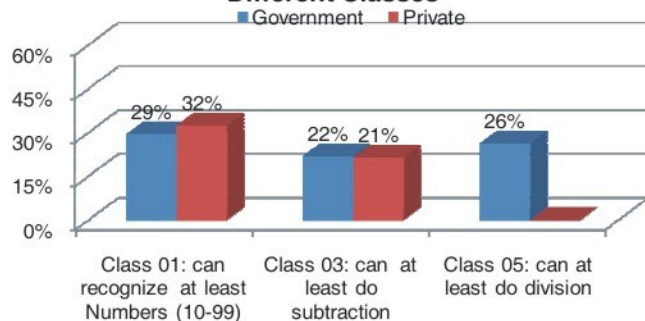
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	60.9	22.7	12.5	3.1	0.8	100
2	27.2	39.1	23.9	6.5	3.3	100
3	16.7	20.8	36.1	19.4	6.9	100
4	10.4	10.4	26.0	36.4	16.9	100
5	15.9	9.5	25.4	23.8	25.4	100
6	38.6	2.3	13.6	27.3	18.2	100
7	24.3	0.0	10.8	32.4	32.4	100
8	17.2	0.0	10.3	41.4	31.0	100
9	15.0	0.0	5.0	20.0	60.0	100
10	0.0	0.0	0.0	55.6	44.4	100

How to read: 3.9 % (3.1+0.8) children on class 1 can do subtraction

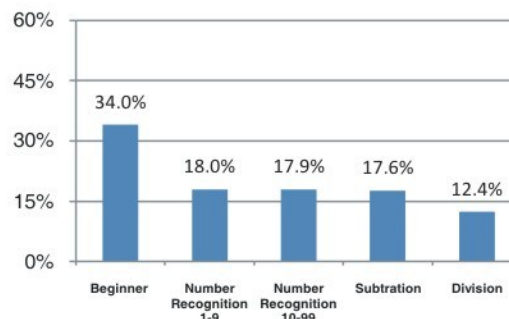
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



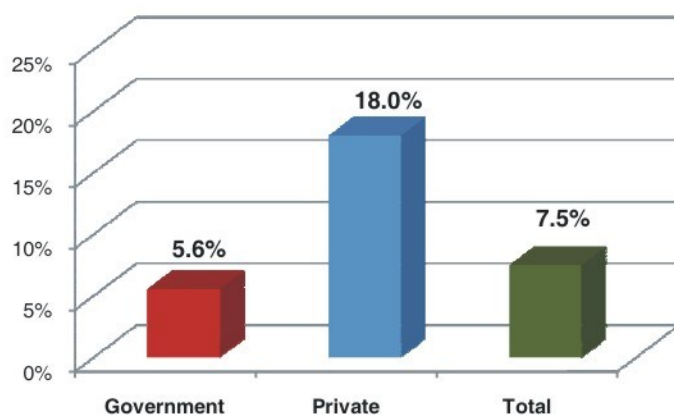
Arithmetic Levels



Paid Tuition

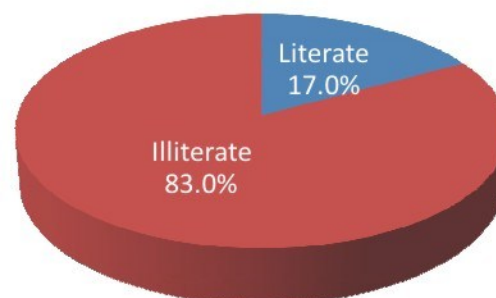
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	5.1%	2.3%	5.5%	6.9%	4.9%	6.7%	2.4%	6.1%	16.7%	25.0%
Pvt.	8.8%	21.7%	21.4%	14.3%	25.0%	71.4%	100.0%	-	0.0%	0.0%

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers' Literacy



Mithi (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Mithi-Rural. The information was collected on 1,740 children (55% male, 45% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 23 government schools and 1 private school. Mother's literacy information was also collected on 615 mothers.

Mothers' Literacy:

- Out of total, 50% agreed to be tested whereas only 18.5% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 10% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 348 children falling in 3-5 age groups, 39% are enrolled in some kind of facility. 35.3% children are enrolled in Govt schools and only 3.7% are attending Non-State educational facilities: 0.6% children are attending private schools and remaining 3.2% children are attending Madrasahs.
- 60.9% are not enrolled in any type of schools of the total 348 children. 49% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 71.4% comprising 40% girls and 60% boys.
- 67.1% children are enrolled in government schools and only 3.7% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, 0.6% of the students are enrolled in private schools and 3.2% in Madrasahs.
- Of children enrolled in school, 2.8% children take paid tuition after school hours. 2.6% of children enrolled in government schools and 7.1% of those children going to private schools are taking tuitions.
- 28.6% children in Mithi surveyed under ASER 2010 are not enrolled in schools. Of this, 4.4% children have dropped out whereas 24.2% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 26% children assessed in Mithi-Rural can read at least a sentence in Urdu or his/her own language and 16% children can read story (level 2) text. In the age group of 6-16, 34% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 26.5% of Class 3 students are able to read sentences (level 1 text). 21% of such children are attending public schools whereas 60% are enrolled in private schools. Nearly 84.7% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 28.4% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 11% can read sentences and 7% of out of school children can read story level text. Majority 73% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, only 16% children can read sentences in English, 29% can read words whereas 48% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that only 20% children enrolled in Class 3 can read English words and 4.2% can read sentences fluently. Of those who read sentences, 50% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 80% of children stand at beginners' level, 10% are able to read words and 6% are able to read sentences.

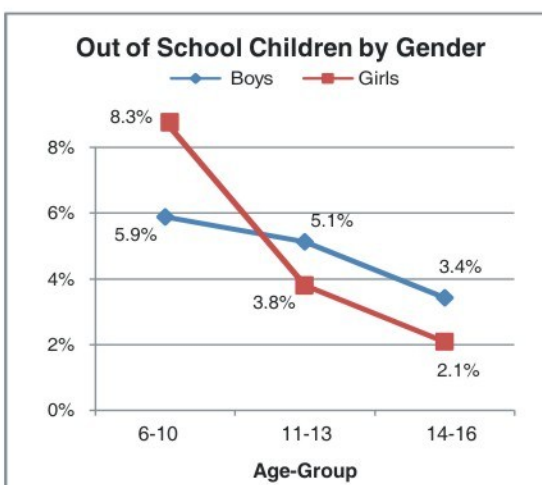
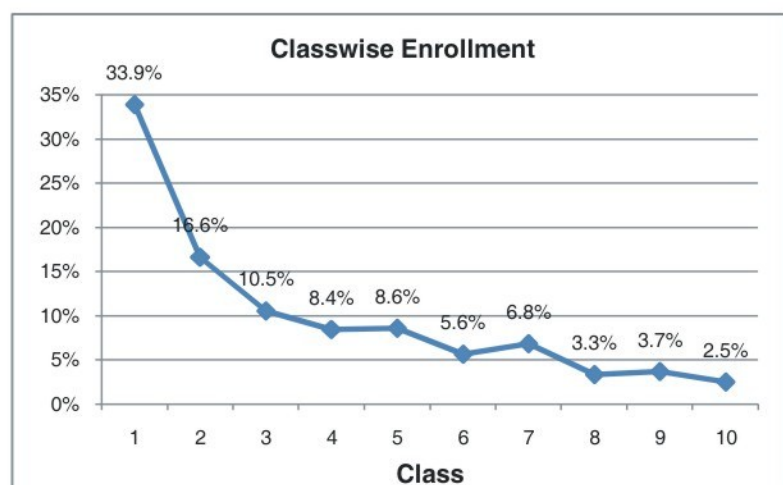
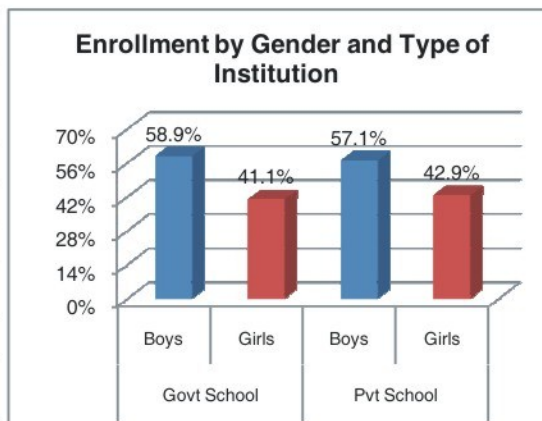
Arithmetic

- Of total children assessed in Mithi-Rural, 23% children can do 2 digit subtraction sums with carry whereas 14% can do 3 digit division sums and 37% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 12.2% of those enrolled in Class 4 are able to do subtraction sums and 14.6% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 60% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 13.4% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is far better than public schools. The data shows that almost all of the private school students of class 5 could do division correctly while only 15% of the public school students of class 5 could do division correctly.

Mithi (Rural)

School Enrollment and Out of School Children

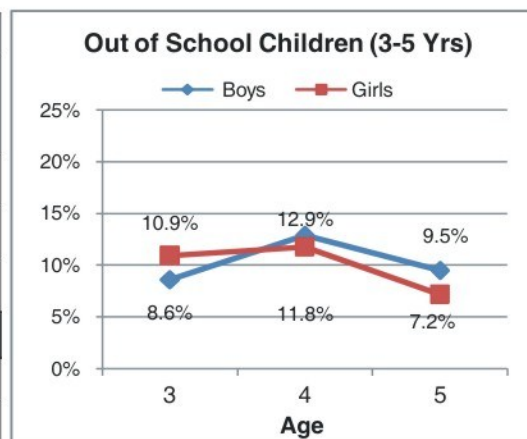
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	72.3	1.8	3.1	-	21.7	1.1	100
11-13	58.6	2.5	1.6	-	28.3	9.0	100
14-16	58.9	1.6	0.5	-	27.9	11.1	100
6-16	67.1	1.9	2.4	-	24.2	4.4	100
Total	71.4				28.6		100
By Type	94.0	2.7	3.3	-			



Age group 6-10: 14.2% (5.9+8.3) children are out of school

Early Years of Schooling (Pre-Schooling)

%Children Who Attend Different Types Of Pre-Schools					Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others		
3	10.5	0.0	0.0	0.0	89.5	100
4	16.8	0.0	2.8	0.0	80.4	100
5	58.8	1.2	4.8	0.0	35.2	100
3-5	35.3	0.6	3.2	0.0	60.9	100
Total	39.1				60.9	100
By Type	90.4	1.5	8.1	0.0		

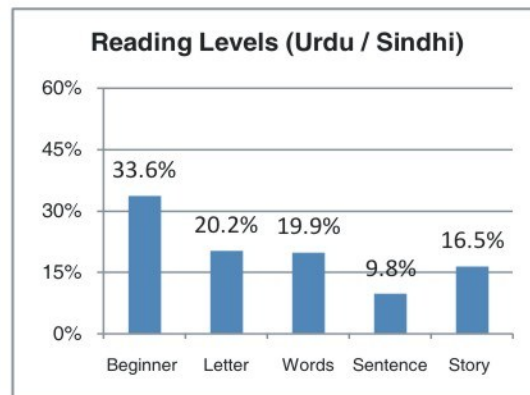
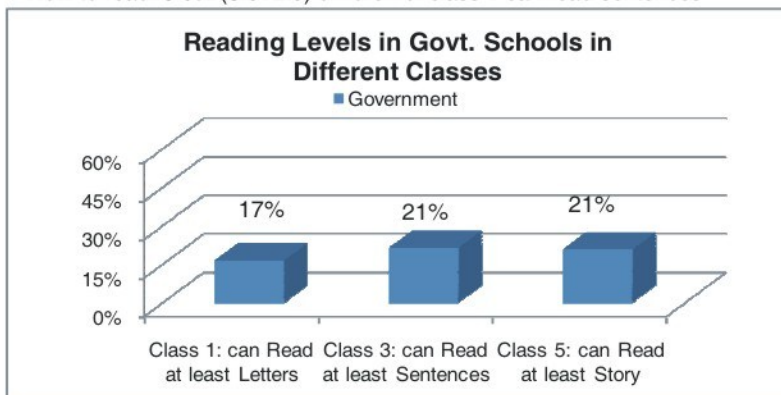
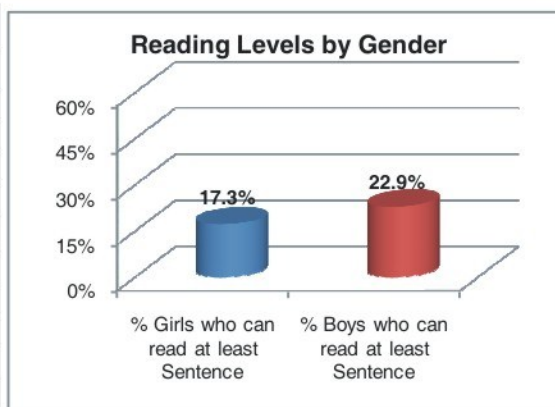


Age 3: 19.5% (8.6+10.9) children are out of school

Reading in Own Language

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	40.1	36.1	18.9	3.0	2.0	100
2	24.1	31.9	28.9	9.6	5.4	100
3	18.4	18.4	36.7	11.2	15.3	100
4	10.1	29.1	31.6	11.4	17.7	100
5	3.7	7.4	32.1	28.4	28.4	100
6	8.5	4.3	29.8	19.1	38.3	100
7	3.1	7.8	12.5	9.4	67.2	100
8	16.7	-	13.3	36.7	33.3	100
9	9.1	-	9.1	18.2	63.6	100
10	4.8	-	-	38.1	57.1	100

How to read: 5.0% (3.0+2.0) children of class 1 can read sentences

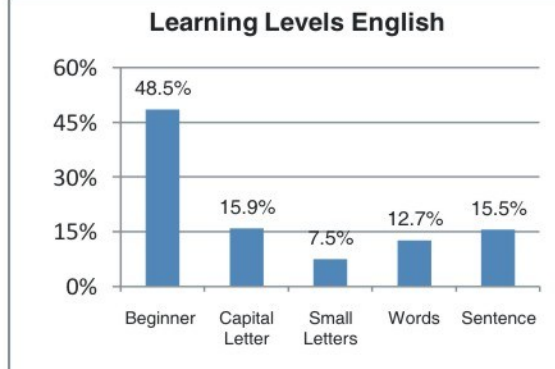
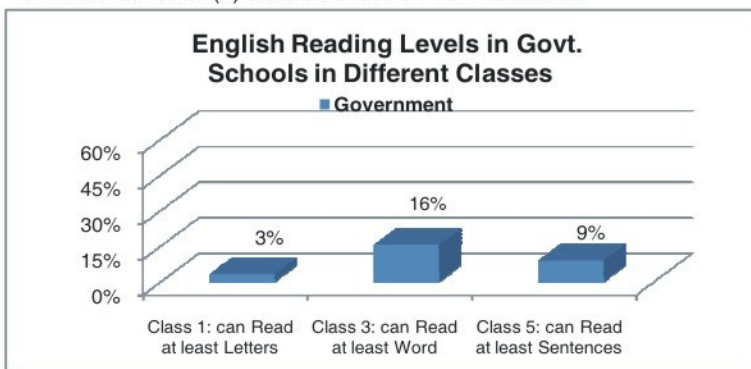


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	83.3	11.0	0.7	3.9	1.1	100
2	66.9	19.0	4.9	6.1	3.1	100
3	40.6	28.1	11.5	15.6	4.2	100
4	31.3	26.3	16.3	17.5	8.8	100
5	16.9	20.8	27.3	24.7	10.4	100
6	8.5	17.0	10.6	21.3	42.6	100
7	17.2	6.3	3.1	17.2	56.3	100
8	20.7	-	13.8	34.5	31.0	100
9	8.6	8.6	5.7	14.3	62.9	100
10	4.8	-	-	38.1	57.1	100

How to read: 5.0% (2) children of class 1 can read words

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
72.7	33.3
30.0	60.0
46.7	50.0
64.3	100
10.5	75.0
60.0	55.0
72.7	47.2
90.0	77.8
80.0	86.4
100	100



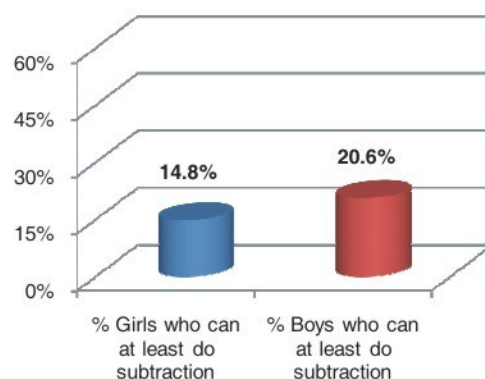
Arithmetic

Class-Wise, % Children Who Can

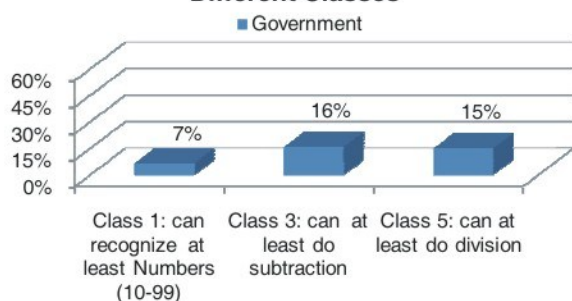
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	46.7	43.1	9.2	1.0	0.0	100
2	27.4	41.5	23.2	6.1	1.8	100
3	20.4	25.5	34.7	13.3	6.1	100
4	13.4	28.0	31.7	12.2	14.6	100
5	3.8	6.3	43.8	23.8	22.5	100
6	10.9	2.2	26.1	32.6	28.3	100
7	7.8	9.4	9.4	31.3	42.2	100
8	15.6	3.1	18.8	25.0	37.5	100
9	5.6	2.8	19.4	11.1	61.1	100
10	4.8	0.0	4.8	0.0	90.5	100

How to read: 1.0% (1.0+0.0) children on class 1 can do subtraction

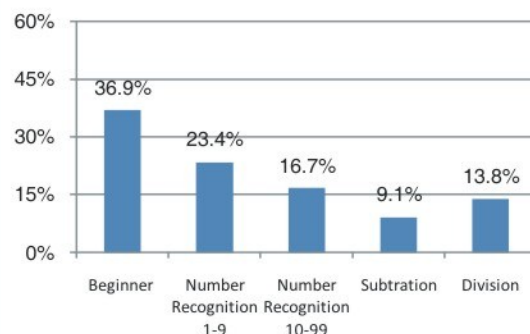
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



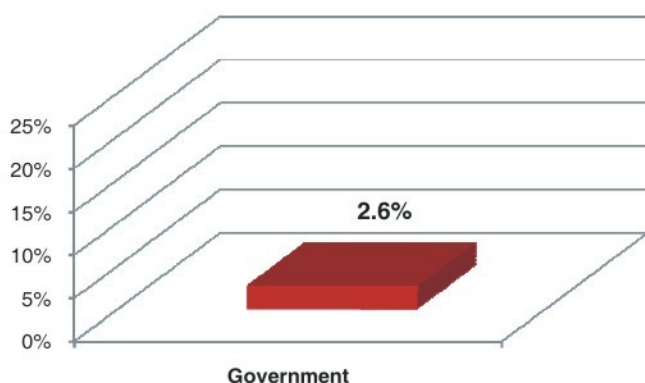
Arithmetic Levels



Paid Tuition

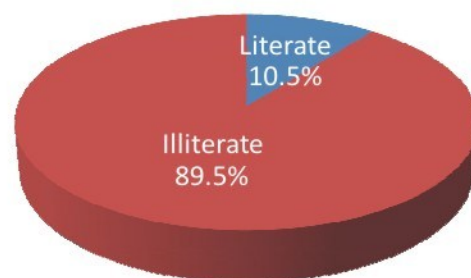
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	0.3%	1.8%	1.9%	2.4%	2.3%	5.3%	7.6%	8.3%	13.2%	3.8%
Pvt.	-	-	-	-	-	-	-	-	-	-

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers' Literacy



Note: The analysis of learning level of private school children was not done because of insignificant or non-representative of private schooling.

Sukkur (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Sukkur-Rural. The information was collected on 1,915 children (60% male, 40% female) for 3-16 years age group from 597 households.
- In addition, school profile information was collected on 19 government schools and 2 private schools. Mother's literacy information was also collected on 687 mothers.

Mothers' Literacy:

- Out of total, 24% agreed to be tested whereas 23% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 37% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 523 children falling in 3-5 age groups, 23% are enrolled in some kind of facility. 16.8% children are enrolled in Govt schools and only 6.3% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, all 6.3% children are attending private schools.
- 77% are not enrolled in any type of schools of the total 523 children. 43.5% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 58.5% comprising 34% girls and 66% boys.
- 48.8% children are enrolled in government schools and only 9.8% are attending Non-State educational facilities: 9.6% of the students are enrolled in private schools, 0.1% in Madrasahs and 0.1% in other type of schools.
- Of children enrolled in school, 4.9% children take paid tuition after school hours. 1.8% of children enrolled in government schools and 19.4% of those children going to private schools are taking tuitions.
- 41.5% children in Sukkur surveyed under ASER 2010 are not enrolled in schools. Of this, 8.0% children have dropped out whereas 33.5% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- Only 23% children assessed in Sukkur-Rural can read at least a sentence in Urdu or his/her own language and 16% children can read story (level 2) text. In the age group of 6-16, 42% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 24.7% of Class 3 students are able to read sentences (level 1 text). 11% of such children are attending public schools whereas 50% are enrolled in private schools. Nearly 87% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 33.8% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 10% can read sentences and 7% of out of school children can read story level text. Majority 78% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, only 14% children can read sentences in English, 30% can read words whereas 35% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that only 22.5% children enrolled in Class 3 can read English words and 8.5% can read sentences fluently. Of those who read sentences, 50% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 85% of children stand at beginners' level, 6% are able to read words and 2% are able to read sentences.

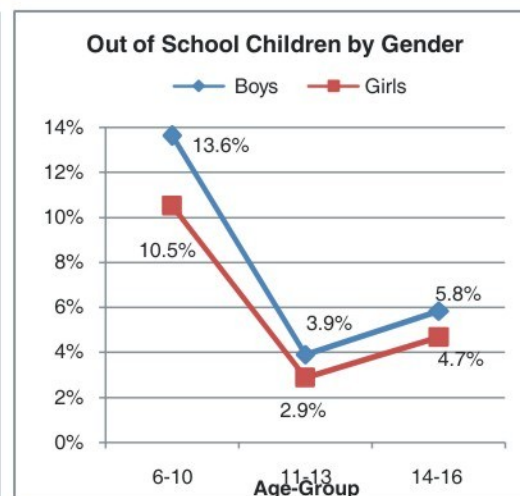
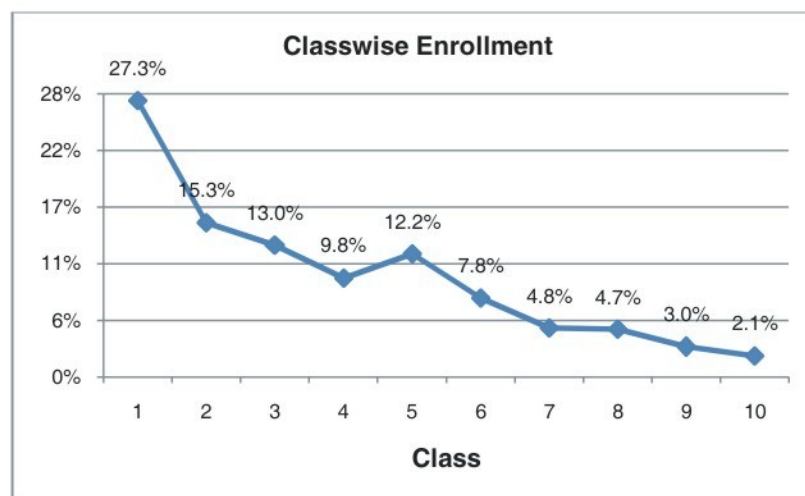
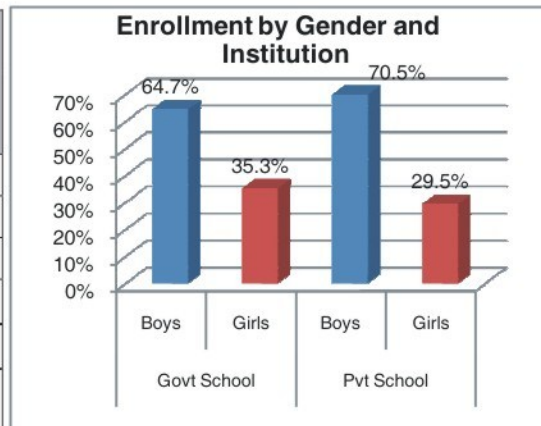
Arithmetic

- Of total children assessed in Sukkur-Rural, 16% children can do 2 digit subtraction sums with carry whereas 7% can do 3 digit division sums and 46% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 17.2% of those enrolled in Class 4 are able to do subtraction sums and 6.3% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 69% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 7.8% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is far better than public schools. The data shows that almost 36% private school students of class 5 could do division correctly while only 8% of the public school students of class 5 could do division correctly.
- The arithmetic ability of out of school children shows that 3% able to do division sums and 6% able to do subtraction correctly.

Sukkur (Rural)

School Enrollment and Out of School Children

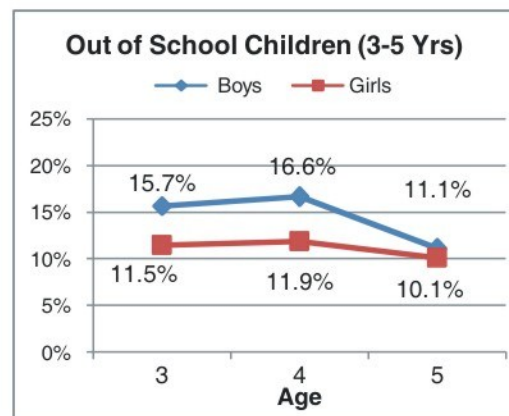
Age Group	%Children In Different Types Of Schools				% Out of School		Total
	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	49.4	9.8	-	0.1	34.6	6.0	100
11-13	55.9	11.5	0.4	-	27.0	5.2	100
14-16	39.2	6.8	-	-	37.2	16.8	100
6-16	48.8	9.6	0.1	0.1	33.5	8.0	100
Total	58.5				41.5		100
By Type	83.4	16.4	0.1	0.1			



Age group 6-10: 24.1% (13.6+10.5) children are out of school

Early Years of Schooling (Pre-Schooling)

Age Group	% Children Who Attend Different Types Of Pre-Schools				Out of school (%)	Total
	Govt.	Private	Madrasah	Others		
3	2.0	1.4	0.0	0.0	96.6	100
4	10.5	7.2	0.0	0.0	82.3	100
5	33.8	9.2	0.0	0.0	56.9	100
3-5	16.8	6.3	0.0	0.0	76.9	100
Total	23.1				76.9	100
By Type	72.7	27.3	0.0	0.0		



Age 3: 27.2% (11.5+15.7) children are out of school

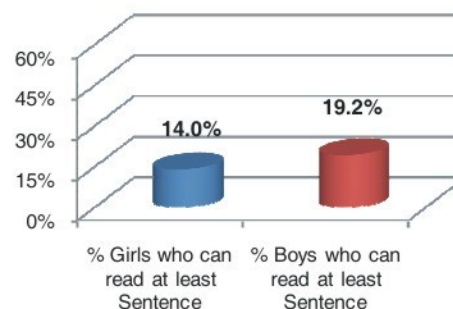
Reading in Own Language

% Children Who Can Read

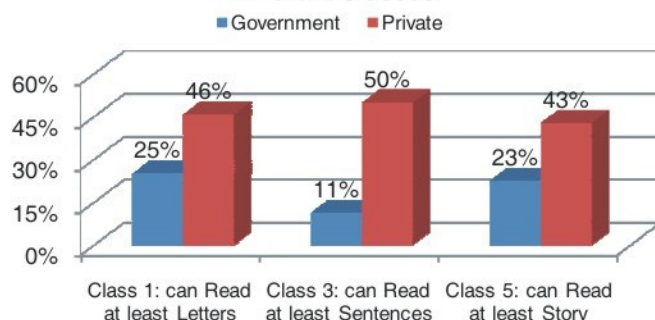
Class	Nothing	Letters	Words	Sentences	Story	Total
1	36.2	29.4	28.2	4.5	1.7	100
2	18.8	36.5	29.2	10.4	5.2	100
3	15.6	33.8	26.0	11.7	13.0	100
4	11.5	18.0	23.0	21.3	26.2	100
5	6.8	6.8	27.0	25.7	33.8	100
6	8.0	8.0	14.0	20.0	50.0	100
7	-	16.1	9.7	19.4	54.8	100
8	8.3	8.3	-	33.3	50.0	100
9	-	-	10.5	10.5	78.9	100
10	22.2	-	11.1	-	66.7	100

How to read: 6.2% (4.5+1.7) children of class 1 can read sentences

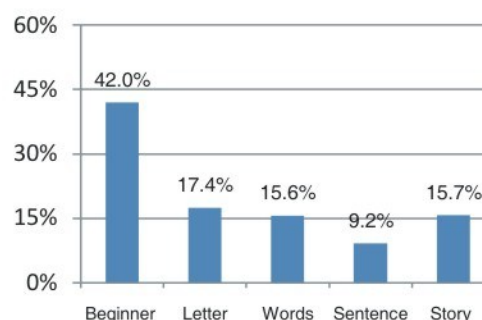
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Levels (English)

Classwise % Children Who Can Read English

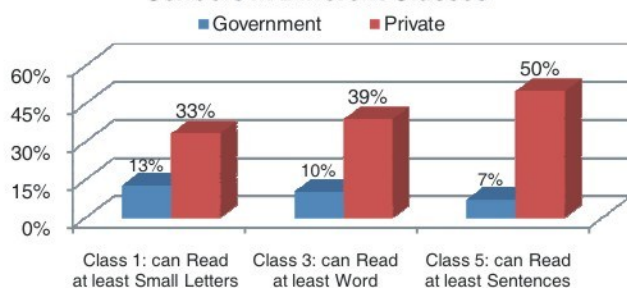
Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	59.5	20.8	13.7	4.2	1.8	100
2	40.4	24.7	19.1	11.2	4.5	100
3	42.3	25.4	9.9	14.1	8.5	100
4	19.0	15.9	28.6	23.8	12.7	100
5	18.3	18.3	15.5	29.6	18.3	100
6	18.0	18.0	12.0	26.0	26.0	100
7	13.3	16.7	6.7	36.7	26.7	100
8	8.0	8.0	16.0	24.0	44.0	100
9	5.3	5.3	5.3	21.1	63.2	100
10	25.0	12.5	12.5	-	50.0	100

How to read: 6.0% (4.2+1.8) children of class 1 can read words

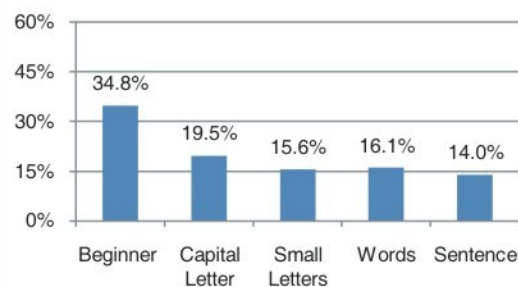
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
28.6	-
50.0	-
30.0	50.0
33.3	50.0
47.6	30.8
23.1	23.1
54.5	62.5
16.7	72.7
25.0	75.0
-	50.0

English Reading Levels in Govt. and Pvt. Schools in Different Classes



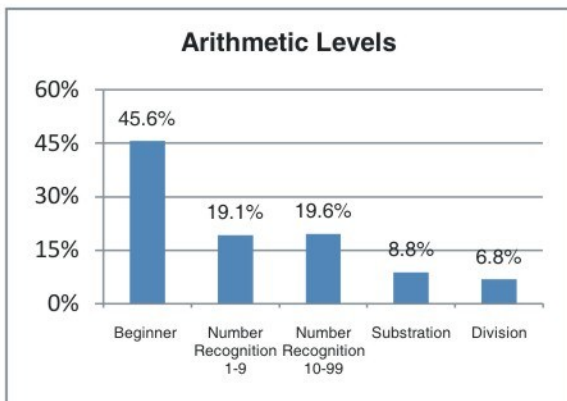
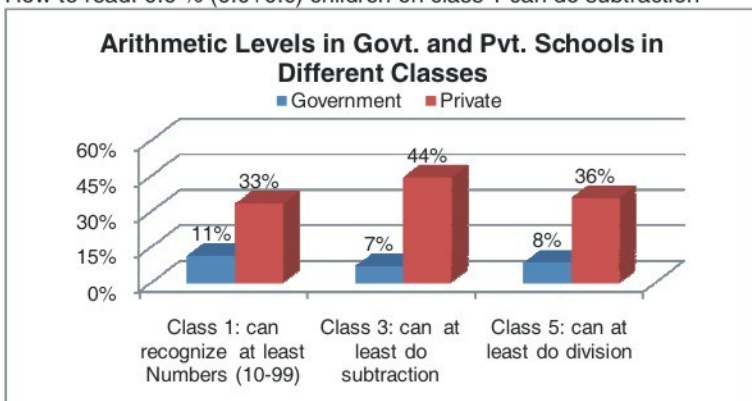
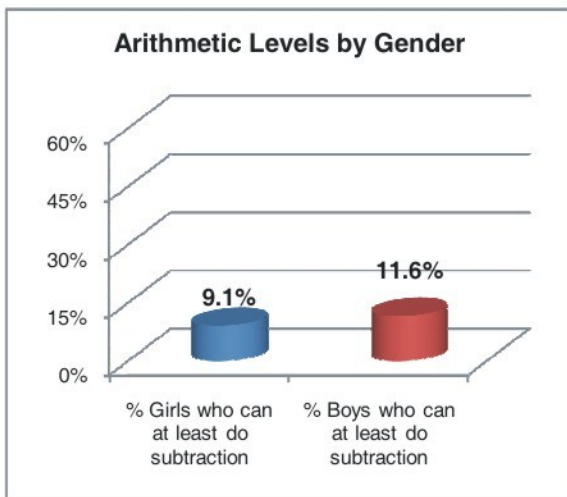
Learning Levels English



Arithmetic

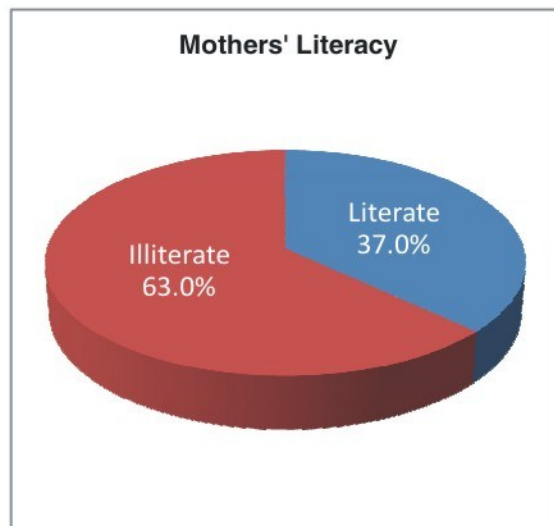
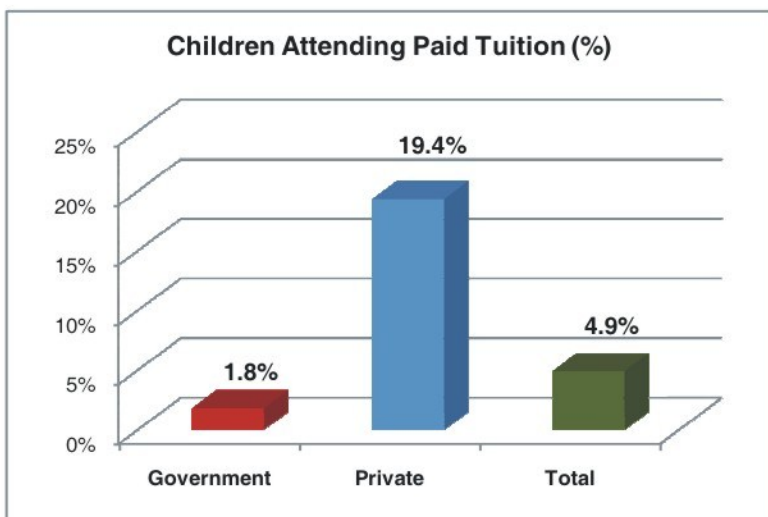
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	42.1	40.4	17.5	0.0	0.0	100
2	24.2	35.8	32.6	4.2	3.2	100
3	17.1	38.2	26.3	11.8	6.6	100
4	7.8	26.6	42.2	17.2	6.3	100
5	8.3	19.4	33.3	22.2	16.7	100
6	6.0	14.0	34.0	26.0	20.0	100
7	6.7	6.7	46.7	23.3	16.7	100
8	8.3	4.2	16.7	41.7	29.2	100
9	0.0	5.3	31.6	26.3	36.8	100
10	22.2	11.1	11.1	11.1	44.4	100

How to read: 0.0 % (0.0+0.0) children on class 1 can do subtraction



Private Tuition Mothers' Literacy

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	1.0%	0.0%	1.1%	0.0%	3.6%	3.8%	0.0%	6.5%	0.0%	0.0%
Pvt.	25.0%	31.6%	16.7%	38.5%	7.1%	10.0%	14.3%	28.6%	14.3%	0.0%



Umerkot (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Umerkot. The information was collected on 1, 515 children (61% male, 39% female) for 3-16 years age group from 580 households.
- In addition, school profile information was collected on 29 government schools and 1 private school. Mother's literacy information was also collected on 605 mothers.

Mothers' Literacy:

- Out of total, 49% agreed to be tested whereas 17% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 16% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 328 children falling in 3-5 age groups, 27.7% are enrolled in some kind of facility. 25.3% children are enrolled in Govt schools and only 2.4% are attending Non-State educational facilities: all 2.4% children are attending private schools.
- 72.3% are not enrolled in any type of schools of the total 328 children. 45% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 66.3% comprising 34% girls and 66% boys.
- 62.2% children are enrolled in government schools and only 4.1% are attending Non-State educational facilities: 3.8% of the students are enrolled in private schools and remaining 0.3% in Madrassahs.
- Of children enrolled in school, 3.8% children take paid tuition after school hours. 3.3% of children enrolled in government schools and 12% of those children going to private schools are taking tuitions.
- 33.7% children in Umer Kot surveyed under ASER 2010 are not enrolled in schools. Of this, 8.6% children have dropped out whereas 25.2% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- Only 30% children assessed in Umer Kot-Rural can read at least a sentence in Urdu or his/her own language and 28% children can read story (level 2) text. In the age group of 6-16, 26% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that 57.3% of Class 3 students are able to read sentences (level 1 text). 38% of such children are attending public schools whereas 60% are enrolled in private schools. Nearly 72% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 64.4% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 17% can read sentences and 11% of out of school children can read story level text. Majority 73% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, only 17% children can read sentences in English, 26% can read words whereas 49% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that only 14% children enrolled in Class 3 can read English words and 6.5% can read sentences fluently. Of those who read sentences, 83.3% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 87% of children stand at beginners' level, 7% are able to read words and 3% are able to read sentences.

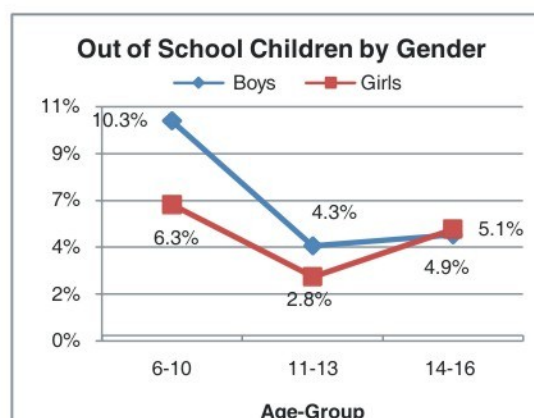
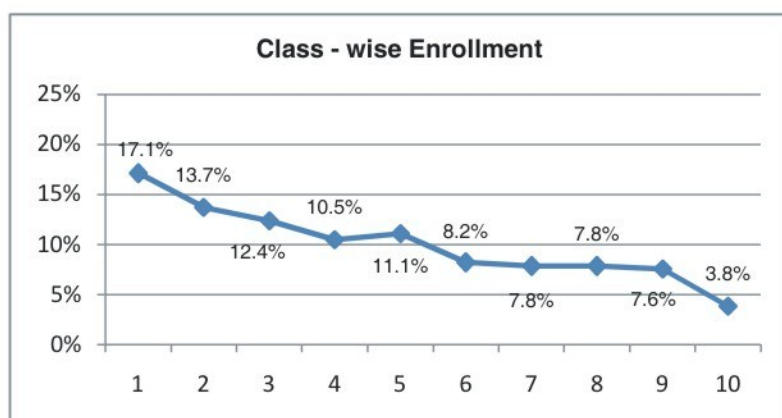
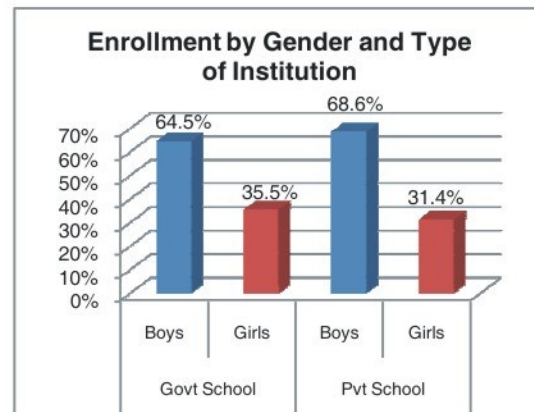
Arithmetic

- Of total children assessed in Umer Kot-Rural, 25% children can do 2 digit subtraction sums with carry whereas 13% can do 3 digit division sums and 40% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 28.8% of those enrolled in Class 4 are able to do subtraction sums and 9.1% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 45.5% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 16.7% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better than public schools. The data shows that almost 75% private school students of class 5 could do division correctly while 25% of the public school students of class 5 could do division correctly.
- The arithmetic ability of out of school children shows that 1% able to do division sums and 7% able to do subtraction correctly.

Umerkot (Rural)

School Enrollment and Out of School Children

%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	67.9	4.0	0.1	-	25.3	2.7	100
11-13	61.5	2.6	0.9	-	22.1	13.0	100
14-16	46.1	4.4	-	-	28.1	21.5	100
6-16	62.2	3.8	0.3	-	25.2	8.6	100
Total	66.3				33.7		100
By Type	93.9	5.7	0.4	-			

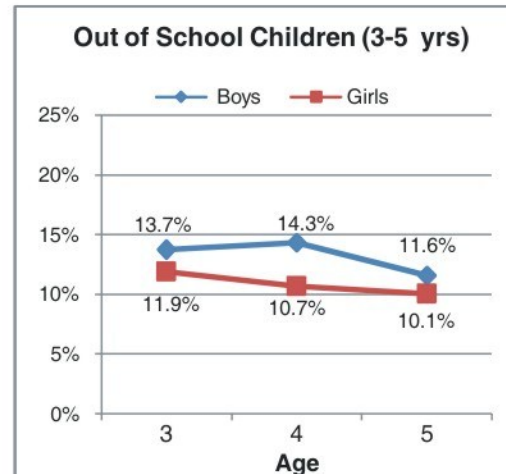


Age group 6-10: 16.6% (10.3+6.3) children are out of school

Early Years of Schooling (Pre-Schooling)

Table : % Children who attend different types of pre-schools schools

Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	1.2	0.0	0.0	0.0	98.8	100
4	8.3	6.3	0.0	0.0	85.4	100
5	50.3	1.4	0.0	0.0	48.3	100
3-5	25.3	2.4	0.0	0.0	72.3	100
Total	27.7				72.3	100
By Type	91.2	8.8	0.0	0.0		

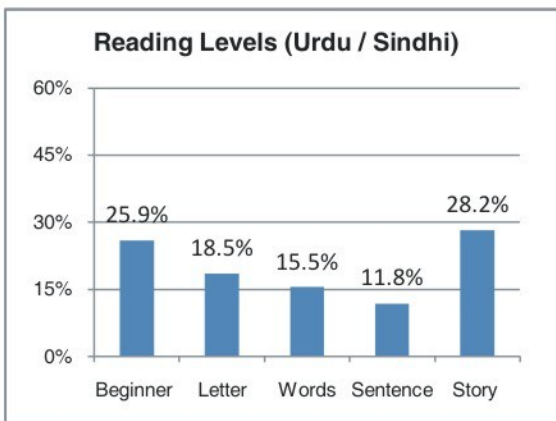
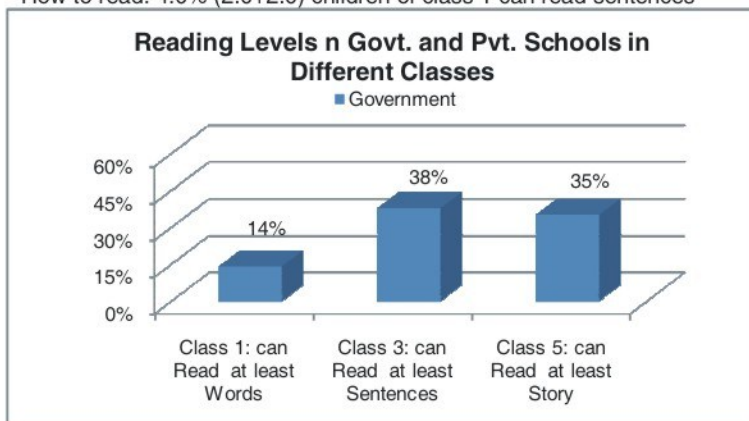
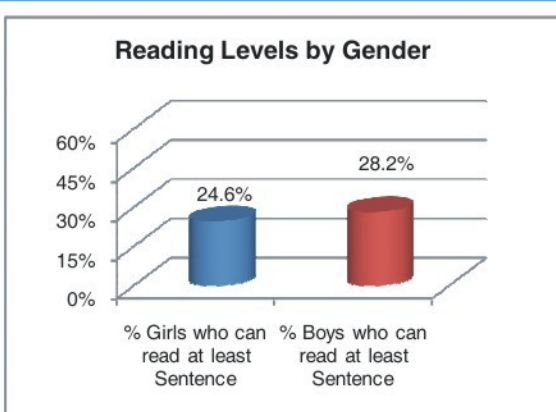


Age 3: 25.6% (11.6+13.7) children are out of school

Reading in Own Language

% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	39.0	43.9	13.2	2.0	2.0	100
2	10.6	28.0	39.4	15.2	6.8	100
3	2.1	14.6	26.0	29.2	28.1	100
4	4.5	9.1	19.7	24.2	42.4	100
5	2.3	3.4	6.9	23.0	64.4	100
6	5.9	5.9	-	5.9	82.4	100
7	-	-	8.3	8.3	83.3	100
8	-	-	4.3	4.3	91.3	100
9	-	-	-	-	100	100
10	-	-	-	-	100	100

How to read: 4.0% (2.0+2.0) children of class 1 can read sentences

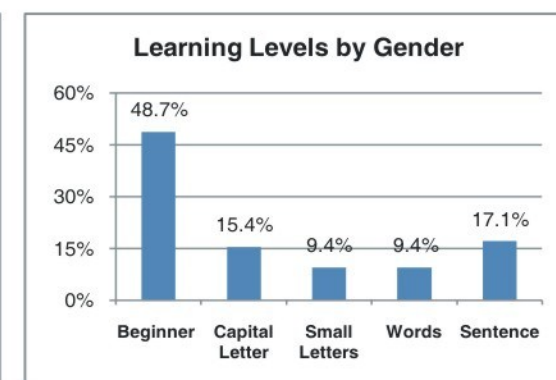
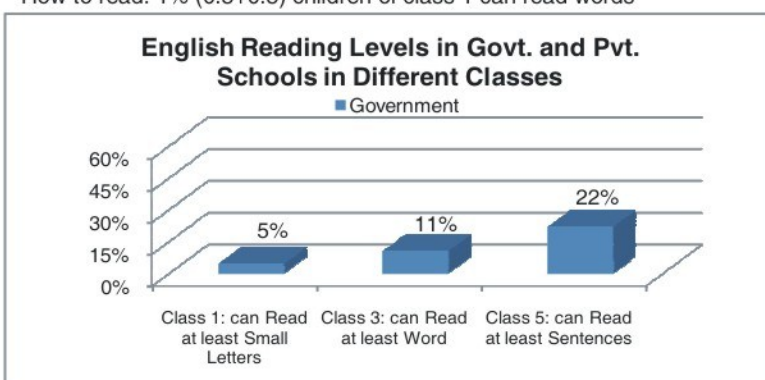


Learning Levels (English)

Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	83.9	11.2	3.9	0.5	0.5	100
2	65.9	20.2	10.1	3.9	-	100
3	36.6	36.6	12.9	7.5	6.5	100
4	35.4	15.4	16.9	24.6	7.7	100
5	19.5	14.9	19.5	20.7	25.3	100
6	5.9	5.9	2.9	35.3	50.0	100
7	5.6	2.8	5.6	13.9	72.2	100
8	-	4.2	4.2	-	91.7	100
9	-	-	6.7	6.7	86.7	100
10	-	-	-	-	100	100

How to read: 1% (0.5+0.5) children of class 1 can read words

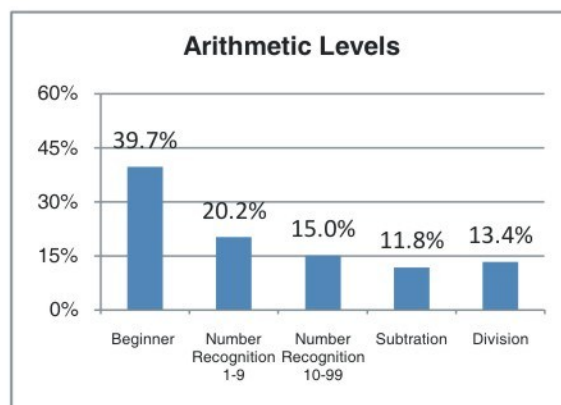
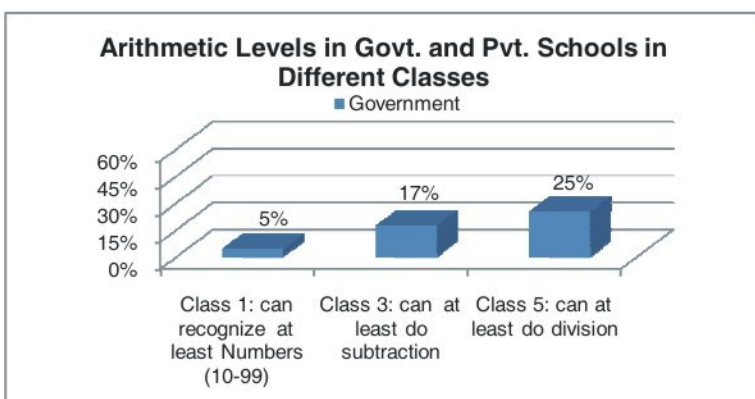
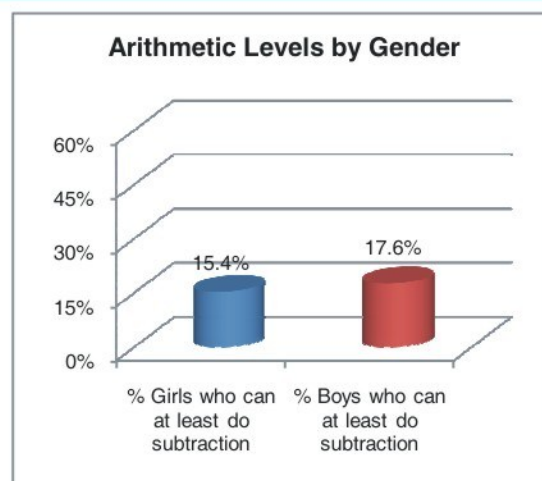
Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
-	-
40.0	-
85.7	83.3
56.3	80.0
55.6	54.5
58.3	52.9
60.0	53.8
-	77.3
100	84.6
-	100



Arithmetic

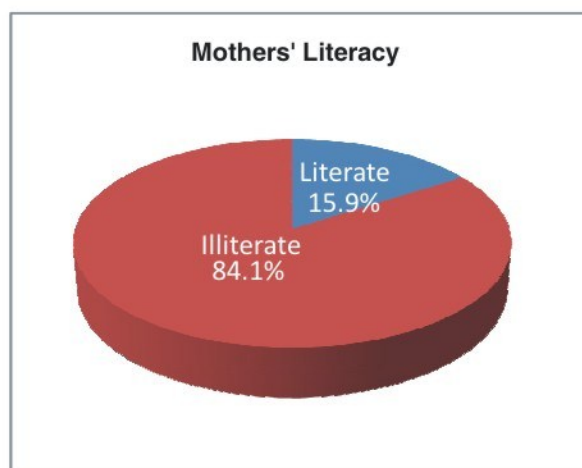
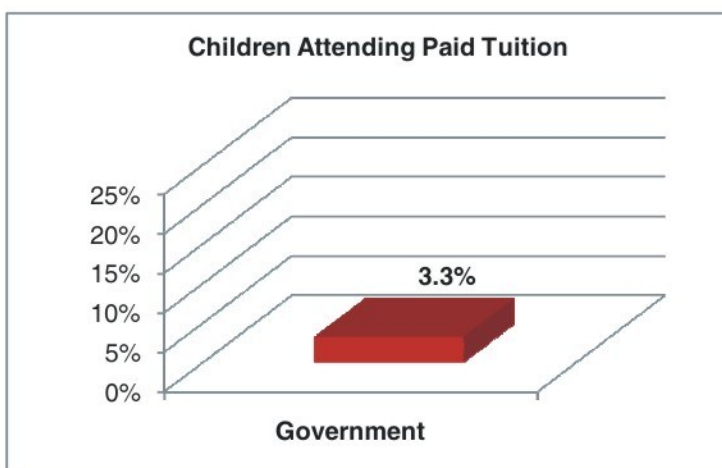
Class	Class-Wise, % Children Who Can					
	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	63.9	31.2	4.4	0.5	0.0	100
2	31.5	43.8	20.8	3.8	0.0	100
3	17.0	27.7	30.9	21.3	3.2	100
4	16.7	10.6	34.8	28.8	9.1	100
5	5.7	6.9	21.8	35.6	29.9	100
6	14.7	2.9	8.8	41.2	32.4	100
7	8.3	2.8	11.1	19.4	58.3	100
8	8.3	0.0	4.2	4.2	83.3	100
9	0.0	0.0	14.3	7.1	78.6	100
10	0.0	0.0	0.0	16.7	83.3	100

How to read: 0.5% (0.5+0.0) children on class 1 can do subtraction



Paid Tuition Mothers' Literacy

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	3.2	3.0	1.0	4.1	2.2	0.0	0.0	5.7	10.0	16.7
Pvt.	0.0	0.0	10.0	0.0	0.0	25.0	33.3	100.0	0.0	0.0



Note: The analysis of learning level of private school children was not done because of insignificant or non-representative of private schooling.





Azad Jammu & Kashmir
Muzaffarabad
Bagh

Azad Jammu & Kashmir (Rural)

- ASER 2010 Survey was conducted in 60 randomly selected villages in 2 districts of Azad Jammu & Kashmir namely Bagh and Muzaffarabad (Rural only). The information was collected on 3, 173 children (53% male, 47% female) for 3-16 years age group from 1199 households.
- In addition, school profile information was collected on 58 government schools and 58 private schools. Mother's literacy information was also collected on 1239 mothers.

Mothers' Literacy:

- Out of total, 60% agreed to be tested whereas only 14% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 50% are found to be literate.

For Children of Age Group 3-5 years

- Of the total 506 children falling in 3-5 age group, 73 % are enrolled in some kind of preschool facility.
- Out of children enrolled, 28.7% children are enrolled in Govt schools, 44.5% are attending Non-State educational facilities.
- With respect to Non-State schools, 43.5% children are attending private schools; remaining 0.8% is enrolled in Madrasah and 0.4% in other type of schools.
- 27% children are not enrolled in any type of schools of the total 506 children. Almost 45% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 94.7% comprising 47% girls and 53% boys.
- 52.7% children are enrolled in government schools, nearly 42% are attending Non-State educational facilities. The enrolment share of NSP facilities stands at 40.9% children enrolled in private schools; remaining 0.7 % is enrolled in Madrasah schools and 0.3% in other type of schools.
- Of children enrolled in school, 8.8% children take paid tuition after school hours. 4.9% of children enrolled in government schools and 13.4% of those children going to private schools are taking tuitions.
- Only 5.3 % children in AJK-Rural surveyed under ASER 2010 are not enrolled in schools. Of this, 4.2 % children have dropped out whereas 1% has never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 66% children assessed in AJK-Rural can read at least a sentence in Urdu or his/her own language and 47% children can read story (level 2) text. In the age group of 6-16, only 2% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that 52.6% of Class 3 students in AJK-Rural are able to read sentences (level 1 text). 42% children are attending public schools whereas 52% are enrolled in private schools. Nearly 74% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, 53% could read a story text (level-2). These findings become reflective of quality of learning taking place in the schools especially when compared with reading ability of out of school children.
- Data on reading ability of out of school children shows interesting trends. 69% can read sentences and 44% of out of school children can read story level text. Only 3% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 74.5% children can read sentences in English, 25% can read words whereas 2.7% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading shows that 69.8% children enrolled in Class 3 can read English words and 26.3% can read sentences fluently. Of those who read sentences, 56% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While only 4% of children stand at beginners' level, 71% are able to read words and 42% are able to read sentences.

Arithmetic

- Of total children assessed, 64% children can do 2 digit subtraction sums with carry whereas almost 40% can do 3 digit division sums. Only 2% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. In AJK- Rural, over 74.2% of those enrolled in Class 4 are able to do subtraction sums and 38% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 26% of Class 4 students stand

at number recognition level (i.e. Level 1 curricular standard) but none of Class 4 student is at beginners' level in AJK. This trend is indeed better compared to other provinces and regions.

- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 45% of private school students of Class 5 could do division correctly as opposed to 36% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows that 32% able to do division sums and an impressive 61% able to do subtraction correctly.

School Profile

- School profile information was collected 110 schools: 57 were government schools and 53 were private schools.
- Out of these 57 govt. schools 15 were boys schools, 18 were girls schools and 24 schools were categorised as boys & girls or mix schools.
- Out of 53 private schools surveyed, 6 were boys schools, 10 were girls schools and 37 were boys & girls schools or mix schools

Attendance Levels

- Overall student attendance in government schools stands at 91% as per register and 90% according to the headcount on the day of school visit. The attendance level in primary schools is 91% whereas in elementary schools, attendance is 92%.
- The overall attendance in private schools is 93% as per headcount and also as per register, at primary level, it is 95%.
- 28 sanctioned teaching positions are found to be vacant in the government schools, not a single post is vacant in primary schools in surveyed under ASER.
- Teachers' attendance in government schools is 89%. At primary level, attendance level is 95% whereas the average rates fluctuate from 94% to 87% and 84% for Elementary, High and other schools.
- Overall teachers' attendance rate for private schools stands at 90%. At primary level, attendance level is 85% whereas the attendance is 86%, 96% and 91% for Elementary, High and other schools respectively.

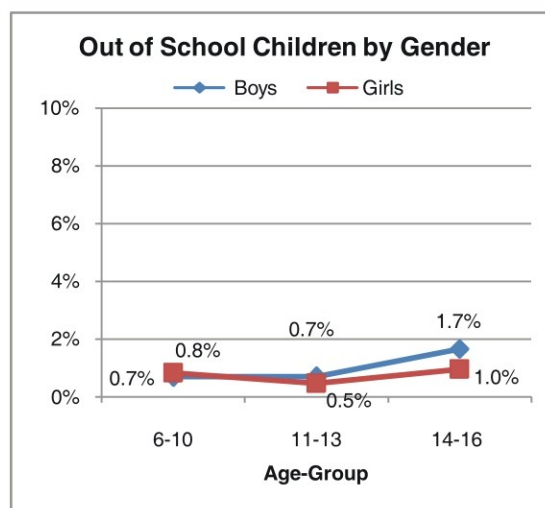
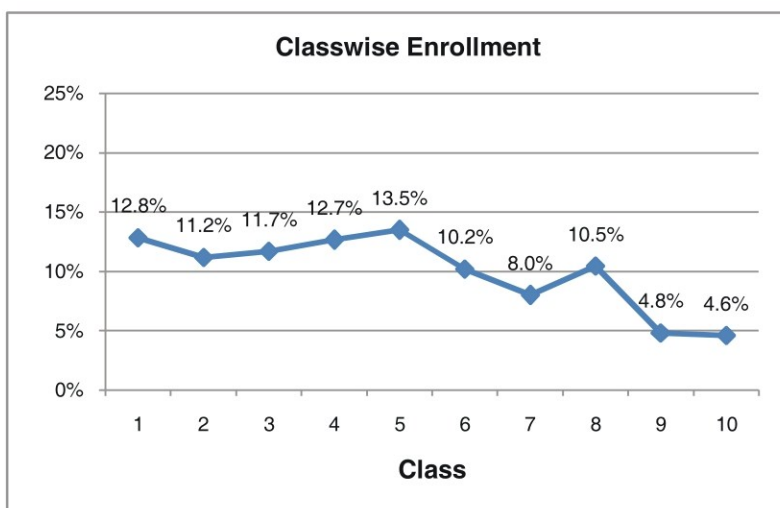
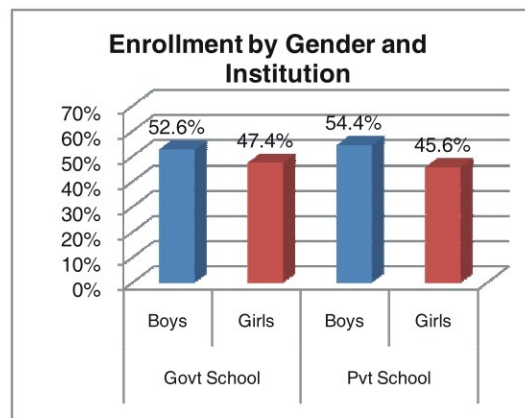
Physical Facilities

- Of the total government primary schools, 50% have useable water facility available (hand pump or water tap) and 25% exist with a functional toilet. Water facility is available in 50% elementary schools, 60% high and 63% other schools. Moreover, 39% of elementary schools, 53% high and 38% of other schools are found to have functional toilets in the government sector.
- Provision of water and toilet facility in private schools is also varying across levels of schools. 28% of primary schools have useable water facility and 17% have a functional toilet. Water facility is available in 35% elementary and 38% high schools. Moreover, 35% of elementary and 38% of high schools have functional toilets in the private sector.
- The average number of rooms used for conducting classes at primary level in government schools is 2 whereas in private schools, average number of primary classrooms is also 1.
- Availability of boundary walls in government school is 13% for primary schools whereas 5.6% of private schools at primary level are with boundary walls.
- Out of 57 surveyed government schools, 20 Schools received any type of grant in the year 2009-10: 6 schools are primary schools, 4 are elementary schools, 4 are high schools and 6 were categorized as other type of schools. On the other hand out of 53 private schools none of them received any type of grant from govt. Sector.

Azad Jammu & Kashmir (Rural)

School Enrollment and Out of School Children

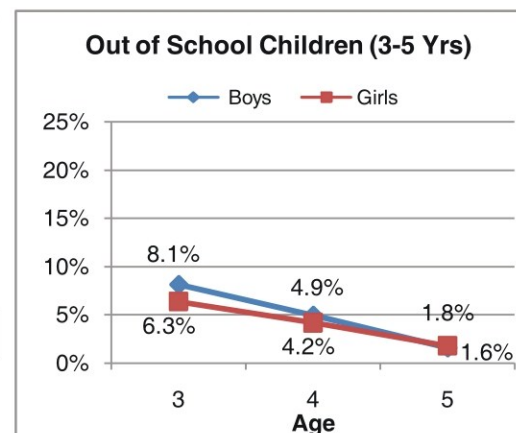
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	49.3	46.9	0.3	0.5	1.2	1.8	100
11-13	56.3	38.5	0.7	0.2	1.3	3.1	100
14-16	56.5	29.9	1.6	-	0.8	11.2	100
6-16	52.7	40.9	0.7	0.3	1.1	4.2	100
Total	94.7				5.3		100
By Type	55.7	43.2	0.7	0.3			



Age group 6-10: 1.5% (0.7+0.8) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						Out of school (%)	Total
Age Group	Govt.	Private	Madrasah	Others			
3	12.5	25.8	0.8	0.0	60.8	100	
4	27.0	46.0	0.6	0.0	26.4	100	
5	39.2	51.4	0.9	0.5	8.0	100	
3-5	28.7	43.5	0.8	0.2	26.9	100	
Total	73.1				26.9	100	
By Type	39.2	59.5	1.1	0.3			



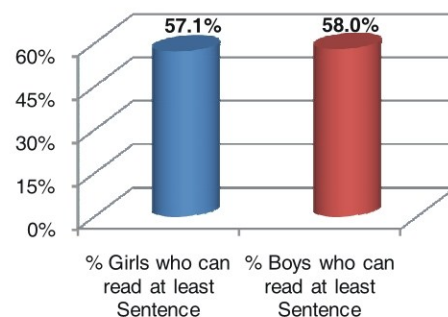
Age 3: 14.3% (30.1+6.3) children are out of school

Reading Levels (Urdu / Sindhi)

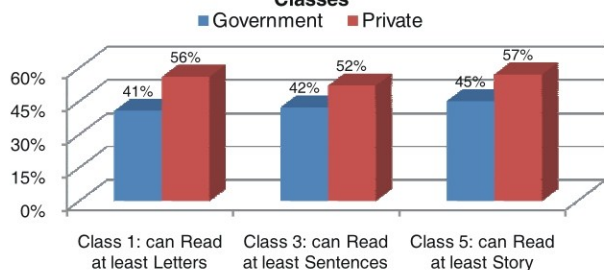
% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	6.3	28.6	49.5	10.2	5.3	100
2	0.5	19.1	42.8	21.9	15.8	100
3	0.9	9.1	37.4	26.5	26.1	100
4	-	3.9	17.3	28.7	50.0	100
5	0.4	4.0	12.1	30.4	53.1	100
6	-	2.3	6.1	19.2	72.3	100
7	-	3.1	3.1	20.2	73.6	100
8	0.5	1.0	2.0	8.5	87.9	100
9	2.0	-	2.0	7.1	88.9	100
10	-	3.2	2.1	1.1	93.7	100

How to read: 15.5% (10.2+5.3) children of class 1 can read sentences

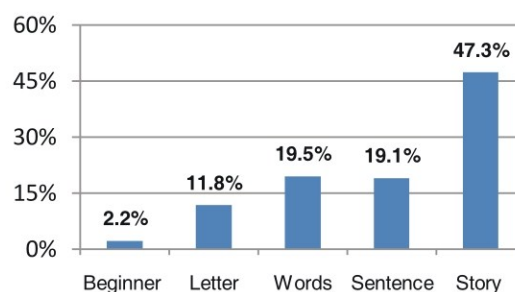
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu / Sindhi)



Learning Level (English)

Class wise % Children Who Can Read English

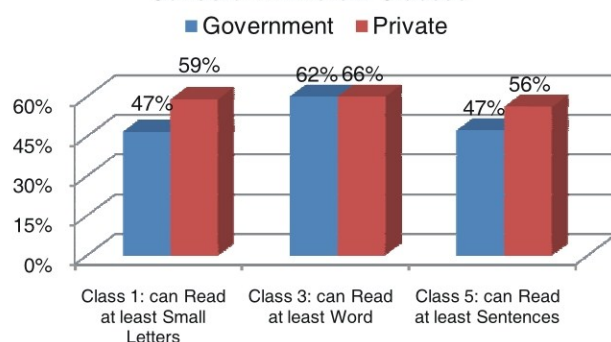
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	4.9	22.5	34.3	30.9	7.4	100
2	1.5	16.5	24.8	38.8	18.4	100
3	3.0	10.8	16.4	43.5	26.3	100
4	-	2.4	8.8	35.7	53.0	100
5	0.8	1.2	10.8	30.4	56.9	100
6	-	1.0	4.8	14.0	80.2	100
7	-	1.3	1.3	10.3	87.2	100
8	0.5	0.5	1.6	6.3	91.0	100
9	1.1	1.1	1.1	6.5	90.2	100
10	-	2.3	-	3.5	94.2	100

How to read: 38.3% (30.9+7.4) children of class 1 can read words

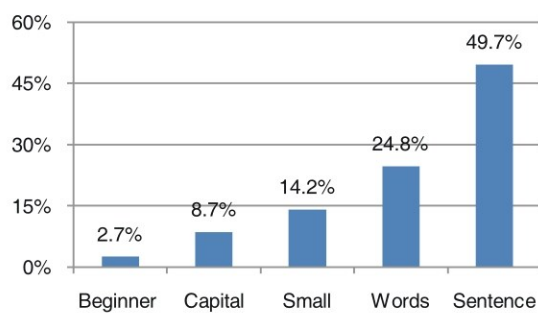
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
36.5	53.3
41.3	63.2
30.7	55.7
41.6	55.3
45.6	64.9
24.1	71.1
37.5	72.8
25.0	76.2
33.3	85.5
33.3	87.7

English Reading Levels in Govt. and Pvt. Schools in Different Classes

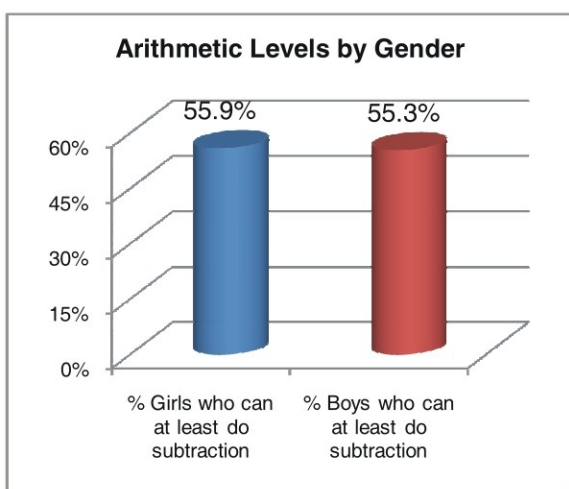


Learning Levels English

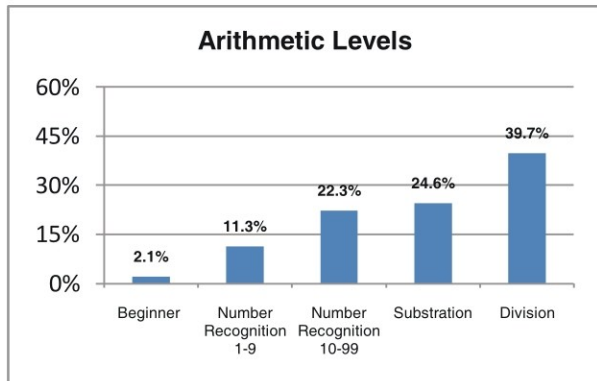
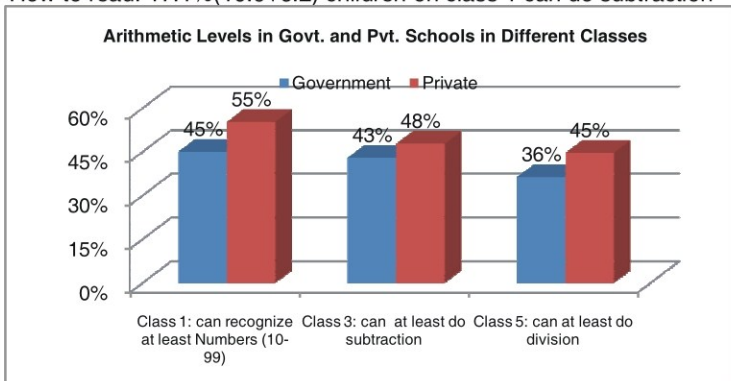


Arithmetic

Class-Wise, % Children Who Can						
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	3.8	29.4	49.8	10.9	6.2	100
2	0.9	22.9	39.3	24.3	12.6	100
3	1.8	13.2	34.8	35.7	14.5	100
4	0.0	3.6	22.2	36.1	38.1	100
5	0.7	1.5	16.7	39.3	41.8	100
6	0.5	0.5	8.8	26.7	63.6	100
7	0.0	0.0	5.6	24.4	70.0	100
8	0.5	0.0	1.5	21.0	76.9	100
9	2.1	0.0	2.1	11.6	84.2	100
10	0.0	1.1	3.3	4.4	91.2	100

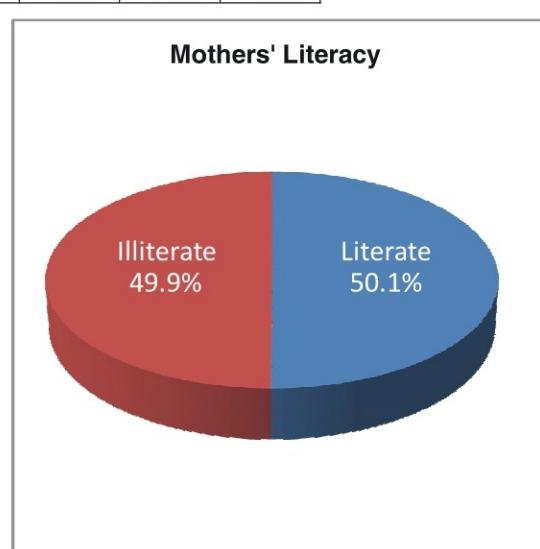
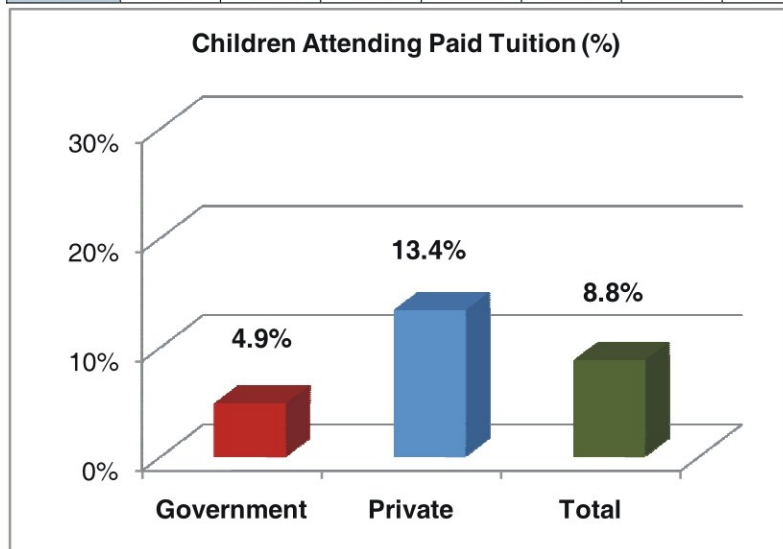


How to read: 17.1% (10.9+6.2) children on class 1 can do subtraction



Paid Tuition

School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	0.7	2.5	0.8	4.3	2.7	4.1	5.0	11.5	15.2	16.4
Pvt.	7.2	12.9	12.8	20.0	20.0	23.5	10.4	13.7	21.6	10.5



School Observation

	Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary (1-5)	1	2	13	16	1	1	16	18
Elementary (1-8)	4	7	7	18	3	5	12	20
High (1-10)	7	6	2	15	2	1	5	8
Other	3	3	2	8	0	3	4	7
Total	15	18	24	57	6	10	37	53
%	26%	32%	42%	100%	11%	19%	70%	100%

	Children attendance (%) on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
attendance (as per register)	90.8	92.1	90.3	91.6	91.2	94.7	96.2	85.4	95.5	92.8
attendance (as per headcount)	89.7	90.8	89.0	89.7	89.8	94.2	96.0	86.3	97.1	93.1

	Teacher Attendance on the day of visit									
	Government School					Private School				
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Overall
Teacher attendance (average) %	95%	94%	87%	84%	89%	85%	86%	96%	91%	90%
No of Vacant posts	0	9	13	6	28					

		School Facilities (%)							
		Government School				Private School			
		Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Water	Useable	50.0	50.0	60.0	62.5	27.8	35.0	37.5	28.6
	Not Useable	50.0	50.0	40.0	37.5	72.2	65.0	62.5	71.4
Toilet	Useable	25.0	38.9	53.3	37.5	16.7	35.0	37.5	42.9
	Not Useable	75.0	61.1	46.7	62.5	83.3	65.0	62.5	57.1

	School Facilities - Class Room							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
Rooms available (Avg)	2.7	4.3	9.1	5.4	1.1	3.2	5.5	3.1
Used for classes (Avg)	1.6	2.8	6.8	4.8	1.0	2.7	4.9	3.0
Availability of Play ground	43.8%	33.3%	66.7%	37.5%	5.6%	15.0%	25.0%	28.6%
Availability of Boundary wall	12.5%	22.2%	66.7%	37.5%	5.6%	30.0%	37.5%	28.6%

	School Funds							
	Grants received by school							
	Government School				Private School			
	Primary (1-5)	Elementary (1-8)	High (1-10)	Other	Primary (1-5)	Elementary (1-8)	High (1-10)	Other
No. of school received any grant	6	4	4	6	-	--	-	-
Average amount of Grant	103000	22500	45750	103000	-	-	-	-

Muzaffarabad (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Muzaffarabad. The information was collected on 1,587 children (55% male, 45% female) for 3-16 years age group from 599 households.
- In addition, school profile information was collected on 30 government schools and 11 private schools. Mother's literacy information was also collected on 626 mothers.

Mothers' Literacy:

- Out of total, 46% agreed to be tested whereas 19% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 41% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 261 children falling in 3-5 age group, 78.2% are enrolled in some kind of facility. Only 21.1% children are enrolled in Govt schools, 57.1% are attending Non-State educational facilities.
- Of the enrollment catered through Non-State schools, 55.6% children are attending private schools; remaining 1.1% is enrolled in Madrasah and 0.4% in other type of schools.
- 21.8% children are not enrolled in any type of schools of the total 261 children. Almost 40% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 94.2% comprising 45% girls and 55% boys.
- Only 47.3% children are enrolled in government schools, 46.8% are attending Non-State educational facilities. Of the enrolment catered through Non-State schools, majority i.e. 45.2 % children are enrolled in private schools; remaining 1.1 % is enrolled in Madrasah and 0.5% in other type of schools.
- Of children enrolled in school, 12.0% children take paid tuition after school hours. 7.2% of children enrolled in government schools and 16.4% of those children going to private schools are taking tuitions.
- Only 5.8% children in Muzaffarabad surveyed under ASER 2010 are not enrolled in schools. Of this, 1.7% children have dropped out whereas 4.2% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 69% children assessed in Muzaffarabad can read at least a sentence in Urdu or his/her own language and 51% children can read story (level 2) text. In the age group of 6-16, 2% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 55.8% of Class 3 students are able to read sentences (level 1 text). 33% children are attending public schools whereas 57% are enrolled in private schools. Nearly 70.8% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 52.3% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 69% can read sentences and 37% of out of school children can read story level text.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 54% children can read sentences in English, 74% can read words whereas 2% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 59.2% children enrolled in Class 3 can read English words and 28.3% can read sentences fluently. Of those who read sentences, 55.9% can understand their meaning.
- The level of English reading in out of school children is quite insightful.

Arithmetic

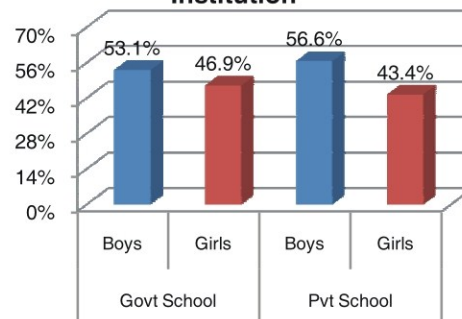
- Of total children assessed in Muzaffarabad, 62% children can do 2 digit subtraction sums with carry whereas 37% can do 3 digit division sums. Only 2% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 68.9% of those enrolled in Class 4 are able to do subtraction sums and 28.8% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 25.8% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 0.0% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 38% of private school students of Class 5 could do division correctly as opposed to 21% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 18% able to do division sums and 47% able to do subtraction correctly.

Muzaffarabad (Rural)

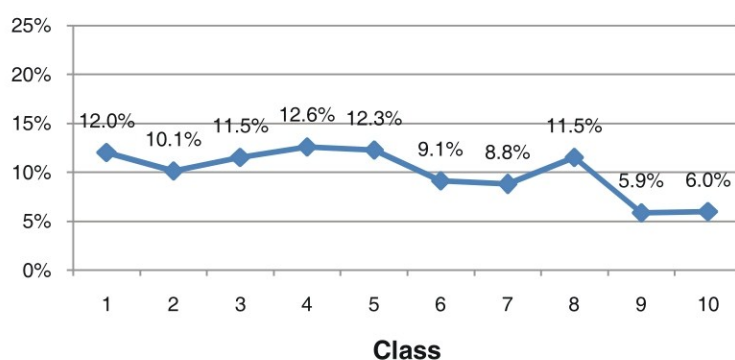
School Enrollment and Out of School Children

%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	41.1	54.1	0.4	0.9	1.8	1.6	100
11-13	51.6	41.5	0.9	0.3	2.4	3.3	100
14-16	56.6	29.2	2.7	-	0.7	10.8	100
6-16	47.3	45.2	1.1	0.5	1.7	4.2	100
Total	94.2				5.8		100
By Type	50.3	48.0	1.1	0.6			

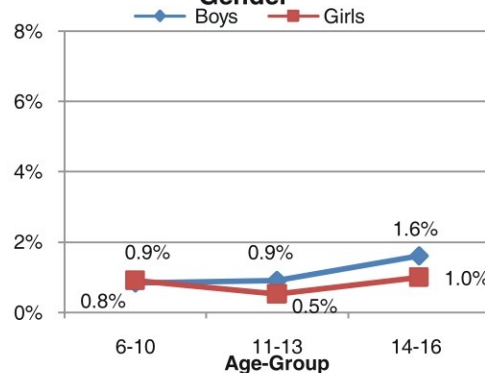
Enrollment by Gender and Type of Institution



Classwise Enrollment



Out of School Children by Gender

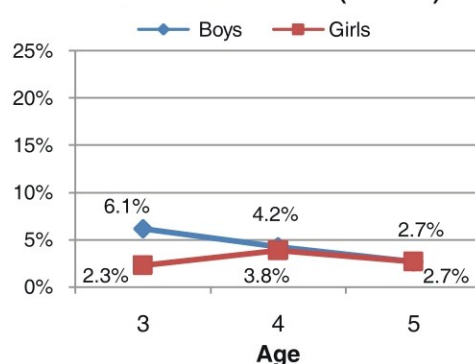


Age group 6-10: 1.7% (0.8+0.9) children are out of school

Early Years of Schooling (Pre-Schooling)

% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	20.7	41.4	0.0	0.0	37.9	100
4	18.3	58.1	1.1	0.0	22.6	100
5	23.6	60.9	1.8	0.9	12.7	100
3-5	21.1	55.6	1.1	0.4	21.8	100
Total	78.2				21.8	100
By Type	27.0	71.1	1.5	0.5		

Out of School Children (3-5 Yrs)



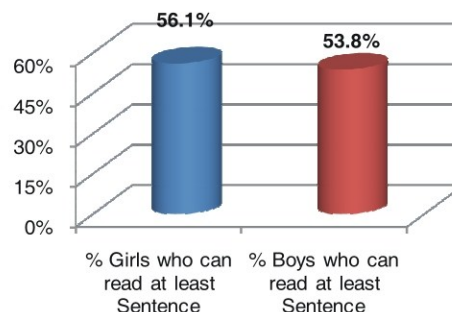
Age 3: 8.4% (6.1+2.3) children are out of school

Reading Levels

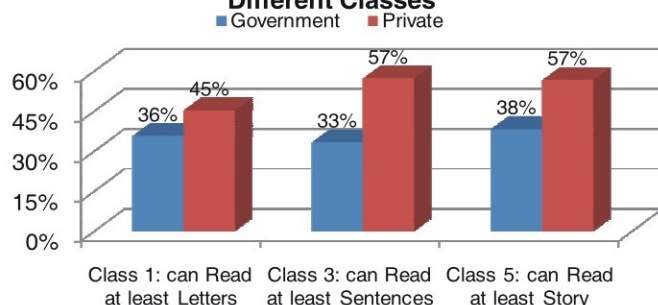
% Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	3.1	34.4	41.7	13.5	7.3	100
2	-	28.3	35.4	15.2	21.2	100
3	1.7	13.3	29.2	26.7	29.2	100
4	-	4.5	17.4	26.5	51.5	100
5	-	6.2	13.8	27.7	52.3	100
6	-	1.0	5.7	20.0	73.3	100
7	-	4.1	-	23.5	72.4	100
8	-	-	2.6	9.5	87.9	100
9	1.5	-	3.1	9.2	86.2	100
10	-	4.5	3.0	1.5	91.0	100

How to read: 20.8% (13.5+7.3) children of class 1 can read sentences

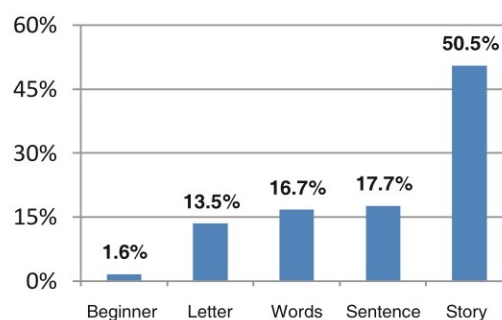
Reading Levels by Gender



Reading Levels in Govt. and Pvt. Schools in Different Classes



Reading Levels (Urdu/ Sindhi)



Learning Levels (English)

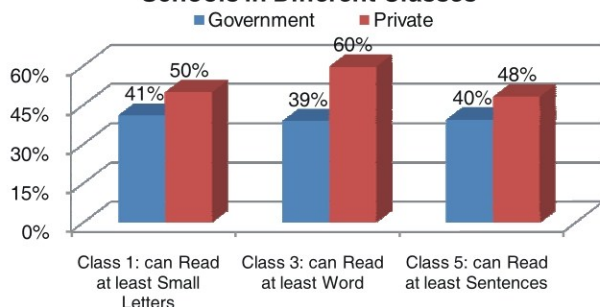
Classwise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	5.2	24.0	34.4	29.2	7.3	100
2	-	26.6	26.6	27.7	19.1	100
3	2.5	13.3	25.0	30.8	28.3	100
4	-	3.1	10.7	31.3	55.0	100
5	0.8	2.4	14.6	30.1	52.0	100
6	-	1.0	3.9	10.7	84.5	100
7	-	1.1	-	12.6	86.3	100
8	-	0.9	1.8	5.4	92.0	100
9	-	1.6	1.6	8.1	88.7	100
10	-	3.2	-	4.8	92.1	100

How to read: 36.5% (29.2+7.3) children of class 1 can read words

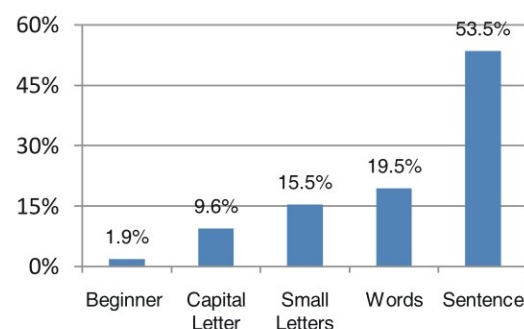
Comprehension

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
17.9	42.9
30.8	38.9
37.8	55.9
48.8	52.8
35.1	60.9
27.3	60.9
41.7	63.4
50.0	68.0
40.0	78.2
33.3	86.2

English Reading Levels in Govt. and Pvt. Schools in Different Classes



Learning Levels English



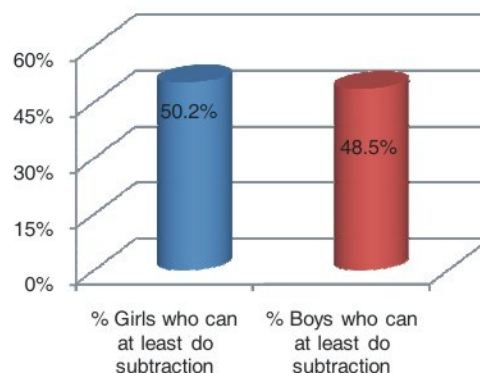
Arithmetic

Class-Wise, % Children Who Can

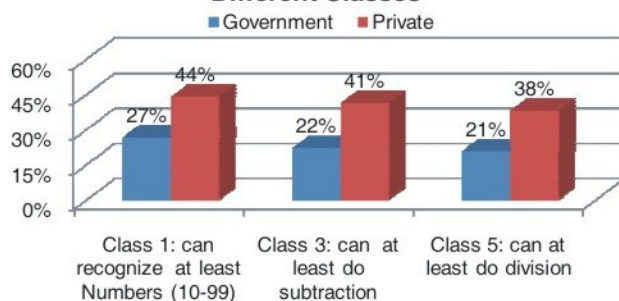
Class	Nothin g	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10- 99			
1	3.2	38.9	42.1	13.7	2.1	100
2	0.0	28.9	45.4	17.5	8.2	100
3	1.7	15.5	43.1	29.3	10.3	100
4	0.0	5.3	25.8	40.2	28.8	100
5	0.8	3.1	18.5	45.4	32.3	100
6	0.9	0.9	9.3	33.6	55.1	100
7	0.0	0.0	5.3	30.9	63.8	100
8	0.0	0.0	2.7	22.7	74.5	100
9	1.6	0.0	3.3	16.4	78.7	100
10	0.0	1.6	4.8	6.3	87.3	100

How to read: 15.8% (13.7+2.1) children on class 1 can do subtraction

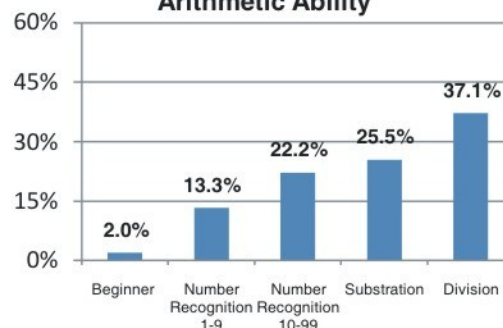
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



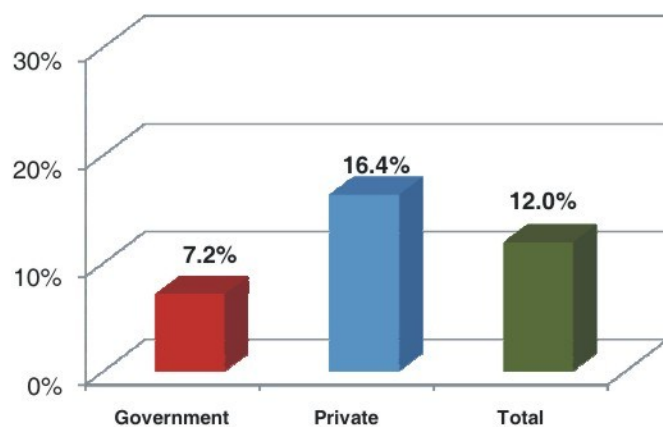
Arithmetic Ability



Paid Tuition

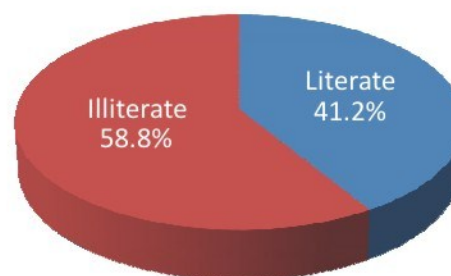
School/ Class	1	2	3	4	5	6	7	8	9	10
Govt.	1.8%	2.0%	1.9%	2.7%	2.3%	4.0%	6.3%	17.9%	20.9%	20.5%
Pvt.	8.1%	17.6%	13.4%	26.9%	26.7%	32.2%	10.3%	13.2%	26.9%	14.8%

Children Attending Paid Tuition (%)



Mothers' Literacy

Mother Literacy



Bagh (Rural)

- ASER 2010 Survey was conducted in 30 randomly selected villages of District Bagh. The information was collected on 1, 586 children (52% male, 48% female) for 3-16 years age group from 600 households.
- In addition, school profile information was collected on 29 government schools and 27 private schools. Mother's literacy information was also collected on 613 mothers.

Mothers' Literacy:

- Out of total, 73% agreed to be tested whereas 10.4% were available but declined to read a paragraph in their own language (Level 2 text of ASER tool used for testing mothers). Of those tested, 56% were found to be literate.

For Children of Age Group 3-5 years

- Of the total 244 children falling in 3-5 age group, 67.2% are enrolled in some kind of facility. Only 36.5% children are enrolled in Govt schools, 30.7% are attending Non-State educational facilities: 30.3% children are attending private schools; remaining 0.4% is enrolled in Madrasah and 0.0% in other type of schools.
- 32.4% children are not enrolled in any type of schools of the total 244 children. Almost 49% of out of school children are girls.

For Children of Age Group 6-16 years

- School enrollment across all grades stands at 94.5% comprising 45% girls and 55% boys.
- Only 59.3% children are enrolled in government schools, 35.3% are attending Non-State educational facilities: 35.1% children are enrolled in private schools and 0.2% is enrolled in Madrasah.
- Of children enrolled in school, 4.8% children take paid tuition after school hours. 2.7% of children enrolled in government schools and 8.1% of those children going to private schools are taking tuitions.
- Only 5.5% children in Bagh surveyed under ASER 2010 are not enrolled in schools. Of this, 0.4% children have dropped out whereas 5.1% have never been enrolled.

Learning Levels

Reading Level (Urdu/Sindhi)

- 65% children assessed in Bagh can read at least a sentence in Urdu or his/her own language and 45% children can read story (level 2) text. In the age group of 6-16, 3% children are not able to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 49.1% of Class 3 students are able to read sentences (level 1 text). 49% children are attending public schools whereas 40% are enrolled in private schools. Nearly 77.3% children cannot read a story which is according to the curricular standards of Class 2. Of children currently enrolled in Class 5, only 53.8% could read a story text (level-2).
- Data on reading ability of out of school children shows interesting trends. 69% can read sentences and 45% of out of school children can read story level text. Only 3% of out of school children are at the beginners' level and cannot recognize alphabets.

English Reading and Comprehension

- Of total children assessed under ASER 2010, 46% children can read sentences in English, 75% can read words whereas 3% children stand at beginners' level unable to recognize alphabets and words.
- Class wise analysis of English reading and comprehension shows that 81.3% children enrolled in Class 3 can read English words and 24.1% can read sentences fluently. Of those who read sentences, 55.6% can understand their meaning.
- The level of English reading in out of school children is quite insightful. While 2% of children stand at beginners' level, 66% are able to read words and 42% are able to read sentences.

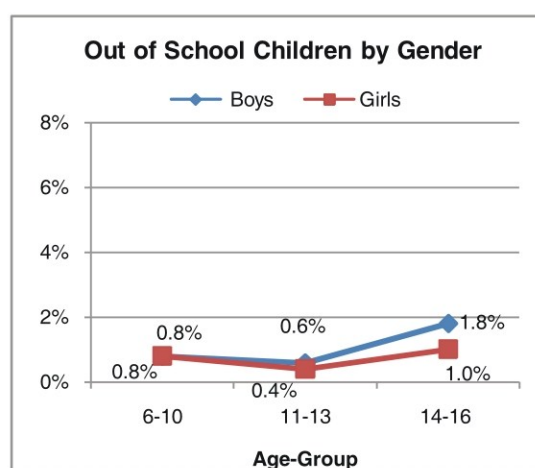
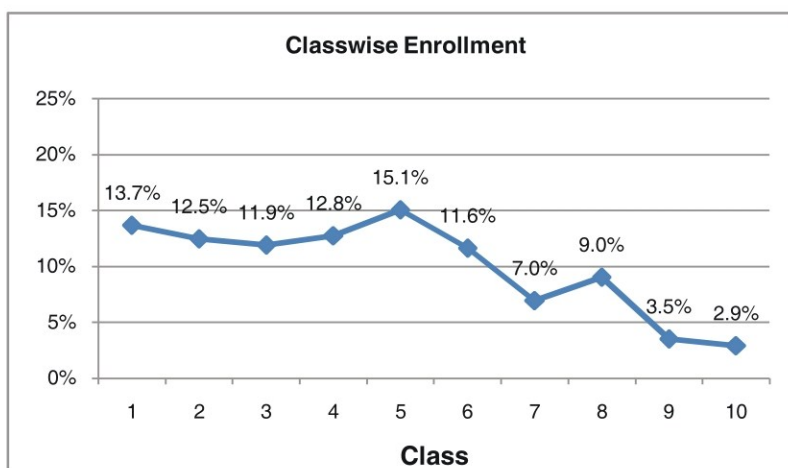
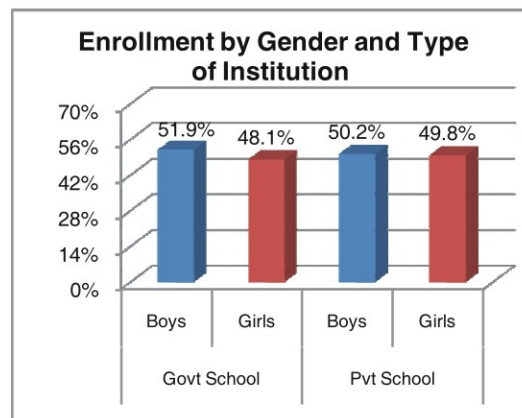
Arithmetic

- Of total children assessed in Bagh, 62% children can do 2 digit subtraction sums with carry whereas 33% can do 3 digit division sums. Only 2% stand at beginners' level i.e. not recognize 0-9 numbers.
- Since the math assessment tool covers upto Grade 3 standard of the curriculum, for class wise analysis, learning level of Class 4 students is looked at. Nearly 80.0% of those enrolled in Class 4 are able to do subtraction sums and 48.3% are able to do 3-digit division sums correctly, which is according to grade 3 curricular standard. 18.3% of Class 4 students stand at number recognition level (i.e. Level 1 curricular standard) and 0.0% are at beginners' level where they are unable to recognize even basic 0-9 numbers.
- Arithmetic learning level of children going to private schools is better but far from being satisfactory. 53% of private school students of Class 5 could do division correctly as opposed to 50% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows interesting trends with 33% able to do division sums and 62% able to do subtraction correctly.

Bagh (Rural)

School Enrollment and Out of School Children

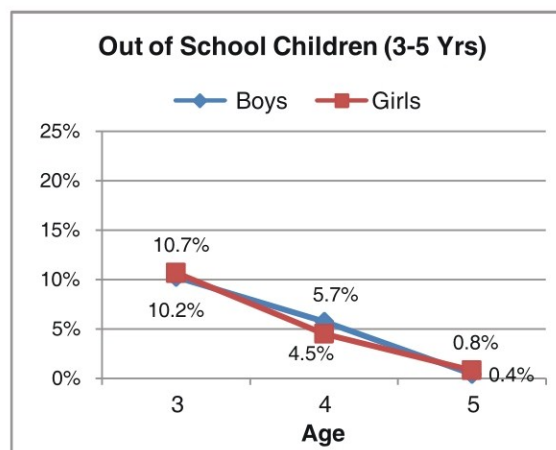
%Children In Different Types Of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	59.6	37.0	0.2	-	0.4	2.8	100
11-13	61.5	34.5	0.4	-	-	3.6	100
14-16	55.6	30.9	-	-	1.0	12.6	100
6-16	59.3	35.1	0.2	-	0.4	5.1	100
Total	94.5				5.5		100
By Type	62.7	37.1	0.2	-			



Age group 6-10: 1.6% (0.8+0.8) children are out of school

Early Years of Schooling (Pre-Schooling)

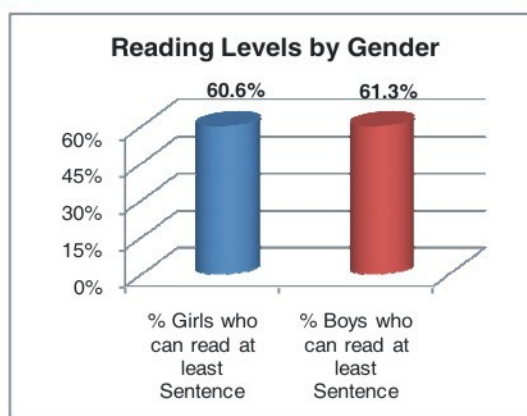
% Children Who Attend Different Types Of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school (%)	Total
3	4.8	11.3	1.6	0.0	82.3	100
4	37.0	32.1	0.0	0.0	30.9	100
5	55.4	40.6	0.0	0.0	3.0	100
3-5	36.5	30.3	0.4	0.0	32.4	100
Total	67.2				32.4	100
By Type	54.3	45.1	0.6	0.0		



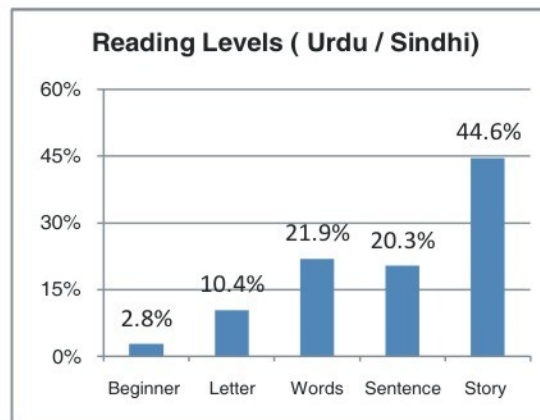
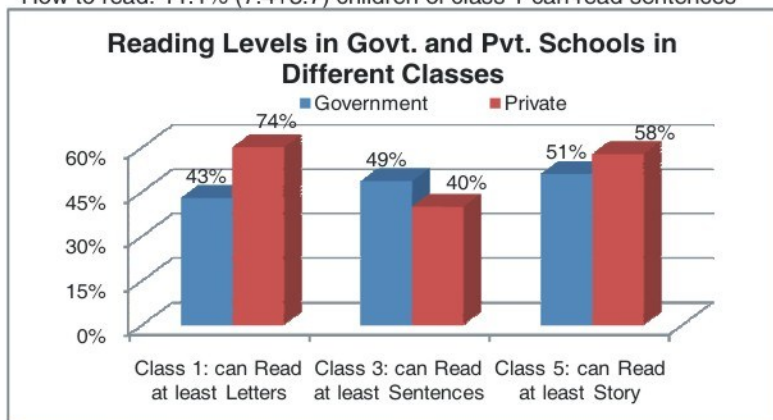
Age 3: 20.9% (10.2+10.7) children are out of school

Reading Levels (Urdu /Sindhi)

% Children Who Can Read						
Class	Nothing	Letter	Words	Sentences	Story	Total
1	9.3	24.1	55.6	7.4	3.7	100
2	0.9	11.3	49.6	27.8	10.4	100
3	-	4.5	46.4	26.4	22.7	100
4	-	3.3	17.2	31.1	48.4	100
5	0.7	2.1	10.5	32.9	53.8	100
6	-	3.7	6.5	18.5	71.3	100
7	-	1.6	7.8	15.6	75.0	100
8	1.2	2.4	1.2	7.3	87.8	100
9	2.9	-	-	2.9	94.1	100
10	-	-	-	-	100	100



How to read: 11.1% (7.4+3.7) children of class 1 can read sentences

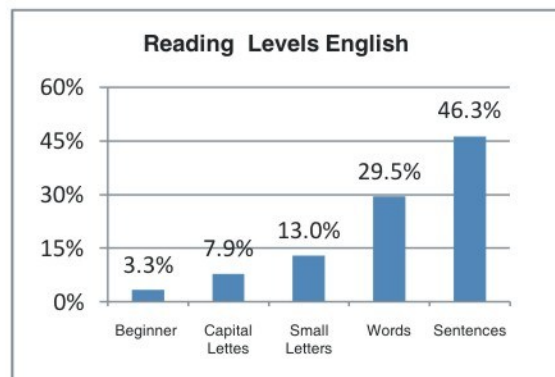
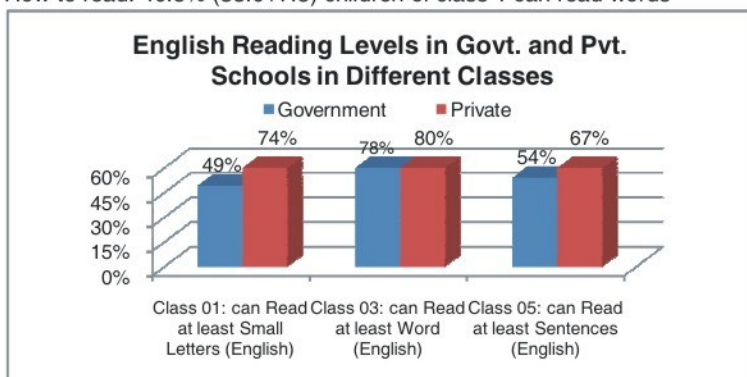


Learning Levels (English)

Classwise % Children who can read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	4.7	21.7	33.0	33.0	7.5	100
2	2.7	8.1	23.4	48.6	17.1	100
3	3.6	8.0	7.1	57.1	24.1	100
4	-	1.7	6.8	40.7	50.8	100
5	0.7	-	7.3	30.7	61.3	100
6	-	1.0	5.8	17.3	76.0	100
7	-	1.7	3.3	6.7	88.3	100
8	1.3	-	1.3	7.9	89.5	100
9	3.3	-	-	3.3	93.3	100
10	-	-	-	-	100	100

Comprehension	
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
51.4	62.5
46.3	84.2
26.6	55.6
35.4	58.3
54.8	67.9
22.2	82.3
25.0	86.8
-	88.2
-	100
-	91.3

How to read: 40.5% (33.0+7.5) children of class 1 can read words



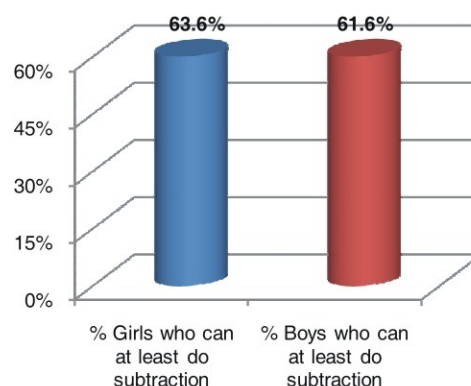
Arithmetic

Class-Wise, % Children Who Can

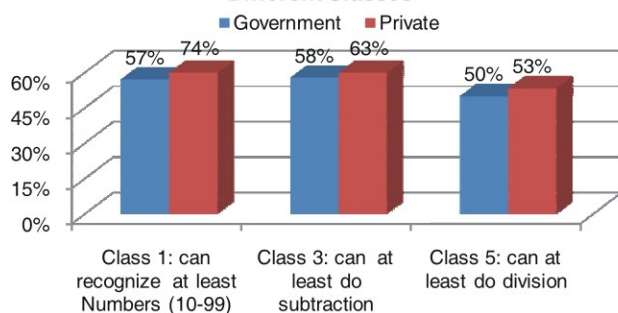
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	4.4	21.9	55.3	8.8	9.6	100
2	1.7	18.1	34.5	29.3	16.4	100
3	1.8	10.8	26.1	42.3	18.9	100
4	0.0	1.7	18.3	31.7	48.3	100
5	0.7	0.0	15.2	33.8	50.3	100
6	0.0	0.0	8.2	20.0	71.8	100
7	0.0	0.0	6.2	15.4	78.5	100
8	1.2	0.0	0.0	19.0	79.8	100
9	2.9	0.0	0.0	2.9	94.1	100
10	0.0	0.0	0.0	0.0	100	100

How to read: 18.4% (8.8+9.6) children on class 1 can do subtraction

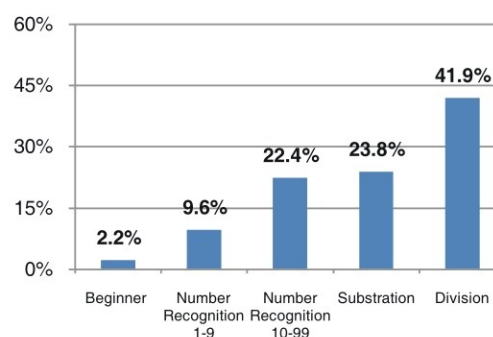
Arithmetic Levels by Gender



Arithmetic Levels in Govt. and Pvt. Schools in Different Classes



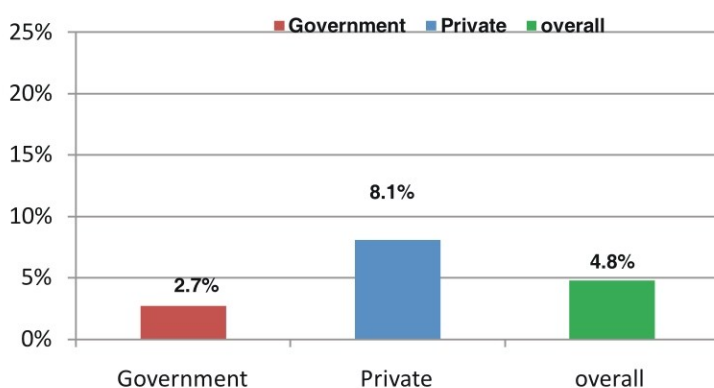
Arithmetic Levels



Private Tuition

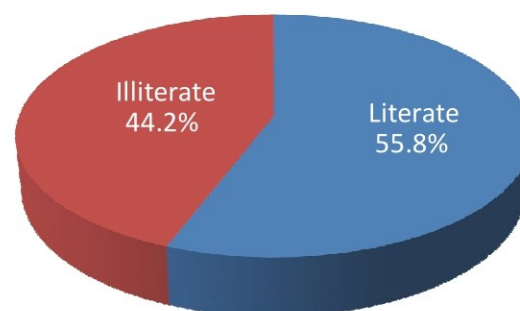
School/Class	1	2	3	4	5	6	7	8	9	10
Govt.	2.6%	0.0%	5.3%	4.5%	3.1%	1.4%	5.4%	1.6%	4.3%	5.9%
Pvt.	5.7%	6.4%	11.4%	9.6%	11.1%	10.3%	10.7%	15.0%	9.1%	0.0%

Children Attending Paid Tuition (%)



Mothers' Literacy

Mothers Literacy





Annexure

ASER Pakistan (Rural) 2010 Summary
Age Class Composition in Sample 2010
ASER Tools 2010

Sr No	Districts	% Children				% Mothers' literacy	Urdu / Sindhi		English		Math		
		in Pre School (Age 3-5)	Out of School (Age 6-14)	(Girls) Out of School (Age 6-14)	in Private School		Attending Paid Tuition (Gov & Pvt. Schools)	% Children who can read Sentence	% Children who can read Story	% Children who can read Word	% Children who can read Sentence	% Children who can do Subtraction	% Children who can do Division
Punjab													
1	Chiniot	45%	23%	14%	13%	19%	22%	47%	35%	54%	30%	41%	26%
2	Faisalabad	59%	7%	3%	25%	20%	37%	59%	44%	61%	38%	55%	33%
3	Jhang	45%	20%	12%	19%	9%	27%	48%	36%	47%	24%	41%	24%
4	Kasur	46%	23%	12%	33%	22%	20%	45%	34%	42%	24%	35%	20%
5	Khanewal	58%	14%	7%	22%	24%	42%	57%	38%	59%	34%	52%	30%
6	Lahore	53%	12%	6%	44%	41%	43%	52%	42%	58%	36%	39%	21%
7	Mianwali	48%	13%	7%	23%	11%	42%	62%	41%	64%	40%	62%	36%
8	Multan	45%	19%	10%	31%	17%	32%	55%	37%	63%	39%	52%	32%
9	Nankana Sahib	53%	16%	9%	19%	32%	29%	58%	44%	58%	31%	49%	25%
10	Rahim Yar Khan	46%	24%	14%	14%	7%	24%	46%	35%	48%	26%	36%	19%
11	Rawalpindi	68%	3%	2%	27%	14%	46%	54%	32%	67%	35%	53%	26%
12	Sargodha	61%	11%	6%	28%	25%	41%	57%	42%	58%	36%	51%	33%
13	Sheikhupura	69%	13%	5%	38%	30%	37%	55%	41%	57%	30%	47%	21%
		52%	15%	8%	26%	22%	34%	54%	39%	57%	33%	47%	27%
Sindh													
14	Gotki	38%	29%	16%	9%	3%	43%	44%	26%	38%	17%	38%	17%
15	Khairpur	42%	22%	13%	18%	9%	41%	35%	22%	40%	19%	30%	15%
16	MirpurKhas	31%	37%	23%	8%	8%	17%	30%	13%	34%	14%	30%	12%
17	Mithi	39%	27%	14%	2%	3%	10%	26%	16%	28%	16%	23%	14%
18	Sukkar	23%	41%	18%	10%	5%	37%	25%	16%	30%	14%	16%	7%
19	Umer kot	28%	34%	14%	4%	4%	16%	40%	28%	26%	17%	25%	13%
	Singh	33%	32%	16%	9%	5%	24%	33%	20%	33%	17%	27%	13%

Sr No	Districts	% Children					% Mothers' literacy	Urdu / Sindhi			English		Math	
		in Pre School (Age 3-5)	Out of School (Age 6-14)	(Girls) Out of School (Age 6-14)	in Private School	Attending Paid Tuition (Gov & Pvt. Schools)		% Children who can read Sentence	% Children who can read Story	% Children who can read Word	% Children who can read Sentence	% Children who can do Subtraction	% Children who can do Division	
Balochistan														
20	Barkhan	31%	19%	13%	0%	0%	12%	29%	13%	39%	17%	35%	14%	
21	Chaghi	27%	48%	23%	0%	0%	56%	4%	1%	2%	1%	4%	1%	
22	Jaffarabad	28%	46%	17%	1%	1%	18%	22%	13%	38%	18%	18%	9%	
23	Kallat	31%	42%	16%	1%	8%	5%	34%	25%	44%	23%	37%	23%	
24	Quetta	40%	21%	10%	21%	21%	27%	51%	31%	61%	30%	41%	21%	
	Balochistan	31%	35%	16%	5%	6%	17%	30%	18%	39%	19%	29%	15%	
Khyber Pakhtunkhwa														
25	Abbotabad	68%	6%	3%	34%	7%	38%	69%	52%	71%	42%	62%	35%	
26	Charsadaha	35%	23%	14%	19%	11%	12%	71%	52%	77%	56%	69%	49%	
27	Mansehra	40%	12%	8%	23%	7%	26%	55%	42%	63%	39%	51%	30%	
28	Peshawar	56%	14%	6%	42%	12%	37%	50%	35%	56%	37%	49%	32%	
	KPK	48%	15%	8%	29%	9%	28%	61%	45%	67%	44%	58%	36%	
Gilgit-Baltistan														
29	Gilgit	64%	6%	3%	65%	12%	55%	60%	47%	72%	49%	56%	34%	
Azad Jammu & Kashmir														
30	Bagh	68%	5%	2%	35%	5%	56%	65%	45%	76%	46%	66%	42%	
31	Muzafarabad	78%	6%	2%	45%	12%	41%	68%	51%	73%	54%	63%	37%	
	AJK	73%	5%	2%	41%	9%	50%	66%	47%	74%	50%	64%	40%	
Islamabad-ICT														
32	Islamabad	68%	3%	1%	33%	28%	46%	58%	42%	70%	40%	55%	29%	
	Grand Total	45%	20%	10%	22%	14%	32%	49%	34%	55%	32%	44%	25%	

Annexure: Age Class Composition in Sample 2010

All Pakistan																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	41.3	26.6	16.8				15.3					100				
2	13.8	31.8	27.1	10.5				16.9				100				
3	3.1	12.3	34.2	18.4	17.5			14.4				100				
4	1.1	2.7	11.8	25.1	29.0	9.6			20.7			100				
5		1.0	4.0	7.9	34.2	17.4	18.6			16.9		100				
6			2.2	2.0	12.4	20.5	33.2	14.4			15.4	100				
7				2.2		2.7	8.3	29.5	27.1	18.8	11.4	100				
8					2.0		1.6	11.8	26.0	32.2	17.4	8.9	100			
9						1.5		3.1	8.7	31.9	34.9	19.9	100			
10							1.4		2.1	11.0	32.5	53.1	100			

Jaffarabad																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	64.6	13.4	12.2					9.8				100				
2	12.9	43.5	24.1	8.8					10.6			100				
3	2.8	5.6	52.1	13.2	13.2					13.2		100				
4	1.1	1.1	12.6	32.2	17.2	8.0					27.6	100				
5		0.0		3.2	6.5	35.5	11.8	17.2			25.8	100				
6			0.0		2.6	7.9	5.3	52.6	13.2		18.4	100				
7				0.0		0.0	6.3	6.3	31.3	37.5	18.8	100				
8					0.0			0	0.0	30.0	40.0	10.0	20.0	100		
9									0.0	0.0	12.5	62.5	25.0	100		
10										0.0	0.0	0.0	100.0	100		

Azad Jammu & Kashmir																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	27.9	21.9	13.0					37.2				100				
2	16.6	27.9	33.6	7.4					14.4			100				
3	3.6	14.7	38.8	24.1	9.8				8.9			100				
4	2.1	3.9	19.9	18.1	30.2	9.3				16.4		100				
5		2.5	5.3	11.7	29.4	16.7	22.0				12.4	100				
6			3.2		2.3	18.1	19.9	25.8	20.4			10.4	100			
7				7.3		1.6	6.3	25.1	33.0	13.6	13.1	100				
8					8.3		1.3	8.3	24.2	34.2	17.9	5.8	100			
9						4.5		0.0	8.0	27.3	39.8	20.5	100			
10							3.6		3.6	14.3	42.9	35.7	100			

Kallat																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	28.3	29.9	18.1						23.6			100				
2	13.9	18.3	21.1	14.4						32.2		100				
3	3.7	7.4	28.9	13.3	20.0						26.7	100				
4	0.0	3.7	3.7	13.6	32.1	11.1					35.8	100				
5		1.4	11.0	1.4	27.4	15.1	15.1				28.8	100				
6			0.0		5.1	10.3	5.1	30.8	23.1		25.6	100				
7				0.0		0.0	10.0	30.0	20.0	25.0	15.0	100				
8					0.0			0	0.0	14.3	42.9	21.4	21.4	100		
9							0.0		0.0	16.7	33.3	16.7	33.3	100		
10								0.0		0.0	0.0	100.0	100			

Muzafarabad																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	37.5	31.7	21.2					9.6				100				
2	21.5	28.0	34.6	7.5					8.4			100				
3	6.6	12.5	35.3	23.5	15.4				6.6			100				
4	3.9	2.6	19.7	23.0	29.6	9.2				11.8		100				
5		2.0		6.8	17.0	30.6	13.6	19.0			10.9	100				
6			3.6		0.9	20.9	24.5	24.5	15.5		10.0	100				
7				0.9		0.0	12.3	30.2	33.0	14.2	9.4	100				
8					4.4		0.7	14.6	28.5	35.8	11.7	4.4	100			
9						1.4		1.4	5.7	27.1	47.1	17.1	100			
10							0.0		2.8	9.9	42.3	45.1	100			

Quetta																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	24.1	29.1	26.6						20.3			100				
2	12.6	25.8	21.4	14.3						25.8		100				
3	6.9	18.1	19.7	17.6	18.6					19.1		100				
4	2.2	11.5	12.9	10.1	20.9	10.8					31.7	100				
5		2.4		8.0	16.8	20.0	10.4	21.6			20.8	100				
6			2.2		6.7	11.1	8.9	23.3	20.0		27.8	100				
7				6.2			3.7	12.3	23.5	9.9	23.5	21.0	100			
8					1.4			8.1	13.5	20.3	28.4	20.3	8.1	100		
9							0.0		2.0	6.0	22.0	32.0	38.0	100		
10								7.1			0.0	7.1	21.4	64.3	100	

BAGH																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	48.9	22.2	17.8					11.1				100				
2	35.9	41.3	14.1	5.4					3.3			100				
3	18.2	35.5	23.6	11.8	6.4				4.5			100				
4	5.7	20.5	18.9	28.7	8.2	9.8				8.2		100				
5		6.3		7.7	25.9	19.6	24.5	6.3			9.8	100				
6			2.7		15.3	11.7	30.6	25.2	9.0		5.4	100				
7				4.6		4.6	16.9	40.0	20.0	12.3	1.5	100				
8					3.4		6.9	23.0	31.0	26.4	9.2	0.0	100			
9						2.9		17.6	23.5	44.1	11.8	0.0	100			
10							7.1		14.3	42.9	35.7	0.0	100			

Barkhan																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	40.0	16.7	20.0						23.3			100				
2	12.9	21.0	26.6	14.5						25.0		100				
3	3.6	7.1	26.2	16.7	19.6					26.8		100				
4	1.6	3.3	5.7	12.2	31.7	9.8					35.8	100				
5		1.4		8.3	5.5	20.0	9.0	19.3			36.6	100				
6			6.2		1.0	17.5	10.3	21.6	10.3		33.0	100				
7				3.8			8.8	5.0	12.5	20.0	25.0	25.0	100			
8					4.2			2.1	15.8	5.3	30.5	18.9	23.2	100		
9						2.9			11.8	2.9	17.6	20.6	44.1	100		
10							0.0			3.3	11.7	16.7	68.3	100		

Balochistan																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	36.4	24.4	19.8					19.5				100				
2	12.9	25.7	22.1	14.0					25.3			100				
3	4.0	9.9	27.9	15.0	17.9					25.2		100				
4	1.2	5.0	9.2	16.0	23.8	9.8					34.9	100				
5		1.5		7.8	9.2	23.3	10.5	17.8			30.0	100				
6			3.1		3.4	13.1	8.2	27.1	15.5		29.6	100				
7				4.8		4.8	8.7	17.3	16.8	24.5	23.1	100				
8					2.5		4.5	13.4	12.4	30.2	19.8	17.3	100			
9						0.9		6.4	6.4	22.0	28.4	35.8	100			
10							2.5		2.5	10.0	16.3	68.8	100			

Gilgit																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	29.4	28.6	17.5						24.6			100				
2	6.5	22.2	26.8	17.6						26.8		100				
3	2.7	5.4	23.6	15.5	23.6						29.1	100				
4	3.4	0.9	3.4	15.5	28.4	19.8					28.4	100				
5		0.7		2.1	4.3	30.0	17.1	25.7			20.0	100				
6			0.9		0.9	7.1	9.8	40.2	19.6		21.4	100				
7				3.5			0.0	8.8	7.9	32.5	34.2	13.2	100			
8					1.5			0	13.4	10.4	43.3	26.9	4.5	100		
9						2.4			0.0	7.2	31.3	36.1	22.9	100		
10							1.8			1.8	7.3	32.7	56.4	100		

Islamabad -ICT																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	50.0	31.4	10.8				7.8					100				
2	26.2	43.8	21.5	5.4				3.1				100				
3	2.6	25.0	34.6	25.0	5.8				7.1			100				
4	0.0	2.3	12.3	30.0	33.1	10.0			12.3			100				
5	1.8	4.4	13.3	31.0	29.2	11.5			8.8			100				
6	0.0		11.3	13.4	17.5	38.1	13.4		6.2			100				
7		2.1		1.1	17.9	23.2	35.8	13.7	6.3			100				
8			2.6		0	10.3	28.2	38.5	15.4	5.1		100				
9				0.0		1.4	7.2	30.4	47.8	13.0		100				
10					2.0		2.0	6.1	12.2	77.6		100				

Peshawar																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	32.9	28.7	19.6					18.9				100				
2	9.7	36.4	30.9	9.1				13.9				100				
3	1.7	11.3	32.2	15.8	22.6				16.4			100				
4	1.5	0.7	7.5	26.1	29.9	11.2			23.1			100				
5	0.8	2.5	5.8	33.3	13.3	21.7			22.5			100				
6		1.2		0.0	7.1	21.2	30.6	20.0		20.0		100				
7			0.0		0.0	2.3	26.7	33.7	25.6	11.6		100				
8			2.6			1.3	7.9	15.8	30.3	30.3	11.8	100				
9				0.0			0.0	5.1	30.5	40.7	23.7	100				
10					0.0			2.9	5.9	17.6	73.5	100				

Khyber - Pakhtunkhwa																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	36.8	29.6	17.3				16.3					100				
2	9.2	35.2	30.5	9.2				15.9				100				
3	2.6	9.5	35.4	20.2	20.1			12.1				100				
4	1.1	1.7	10.4	26.6	29.8	10.7			19.8			100				
5	0.9	3.4	5.5	36.3	17.9	20.3			15.8			100				
6	0.9		0.2	7.6	19.0	36.6	17.8		17.8			100				
7		2.0		0.8	5.3	32.7	28.2	22.1	8.9			100				
8			1.6		0.6	7.6	27.4	36.3	16.9	9.6		100				
9				1.3		1.0	6.6	34.2	37.2	19.6		100				
10					1.6		2.1	7.3	24.5	64.6		100				

Faisalabad																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	47.2	28.3	11.8					12.6				100				
2	12.4	35.3	32.7	7.2				12.4				100				
3	0.7	7.5	40.4	18.5	22.6			10.3				100				
4	0.0	0.6	7.6	30.6	33.1	8.3			19.7			100				
5	0.7	3.7	3.0	44.8	20.1	14.2			13.4			100				
6	0.0		1.8	12.8	24.8	39.4	10.1		11.0			100				
7		1.3		2.6	10.3	37.2	26.9	10.3	11.5			100				
8			0.0		0	19.7	32.4	28.2	18.3	1.4		100				
9				0.0		2.0	6.0	36.0	44.0	12.0		100				
10					0.0			0.0	14.3	48.6	37.1	100				

Abbotabad																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	46.5	31.7	9.9				11.9					100				
2	12.3	41.0	28.7	9.0				9.0				100				
3	3.6	10.0	42.9	20.0	14.3			9.3				100				
4	0.8	0.8	12.7	32.5	25.4	11.1			16.7			100				
5	1.6	7.1	7.1	31.0	15.1	24.6			13.5			100				
6	0.0		0.0	5.0	18.5	39.5	17.6		19.3			100				
7		0.0		1.3	9.1	24.7	40.3	20.8	3.9			100				
8			1.3		0	6.4	28.2	43.6	12.8	7.7		100				
9				0.0		1.3	10.5	34.2	42.1	11.8		100				
10					0.0		2.0	8.2	28.6	61.2		100				

Jhang																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	39.1	31.8	15.2					13.9				100				
2	14.0	35.1	32.2	10.5				8.2				100				
3	2.2	12.9	38.8	19.4	20.9			5.8				100				
4	0.0	0.0	14.0	30.6	30.6	9.9			14.9			100				
5	0.0		0.8	10.0	38.3	21.7	20.0		9.2			100				
6	6.0		2.4	8.4	32.5	38.6	8.4		3.6			100				
7		0.0		2.9	11.8	39.7	26.5	13.2	5.9			100				
8			3.9		3.9	9.8	25.5	39.2	13.7	3.9		100				
9				1.8		5.3	7.0	42.1	36.8	7.0		100				
10					0.0			0.0	12.9	41.9	45.2	100				

Charsada																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	33.0	20.0	27.0				20.0					100				
2	9.9	31.9	27.7	5.7				24.8				100				
3	4.4	6.9	38.4	17.6	20.1			12.6				100				
4	2.1	4.1	15.1	19.2	32.9	9.6			17.1			100				
5	0.7		2.7	2.7	50.7	13.5	15.5			14.2		100				
6	2.5		0.8	9.0	19.7	34.4	19.7		13.9			100				
7		3.3		0.8	2.5	40.2	18.0	22.1		13.1		100				
8			1.1		0	7.6	33.7	30.4	15.2	12.0		100				
9				3.4		1.7	5.1	38.1	25.4	26.3		100				
10					1.7		3.3	5.0	16.7	73.3		100				

Rawalpindi																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	50.7	30.4	8.7					10.1				100				
2	18.3	40.0	26.1	7.8				7.8				100				
3	3.9	18.4	37.9	23.3	10.7			5.8				100				
4	0.8	1.6	10.2	32.0	30.5	12.5			12.5			100				
5	0.0		1.3	6.7	36.9	20.1	21.5		13.4			100				
6	1.1		1.1	11.6	31.6	33.7	12.6		8.4			100				
7		1.2		1.2	9.4	32.9	29.4	16.5	9.4			100				
8			1.6		0	6.5	35.5	40.3	12.9	3.2		100				
9				0.0		0.0	8.8	29.8	45.6	15.8		100				
10					0.0			0.0	9.7	41.9	48.4	100				

Mansehra																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	36.5	35.2	13.8				14.5					100				
2	4.8	31.7	34.9	13.5				15.1				100				
3	0.7	9.9	28.9	28.9	22.5			9.2				100				
4	0.0	0.8	5.6	29.6	30.4	11.2			22.4			100				
5	0.7		1.4	6.5	28.3	29.0	20.3		13.8			100				
6	0.0		0.0	9.0	17.1	40.5	14.4		18.9			100				
7		4.1		1.4	9.6	35.6	26.0	19.2	4.1			100				
8			1.5		1.5	8.8	30.9	42.6	8.8	5.9		100				
9				0.0		0.0	6.3	29.2	54.2	10.4		100				
10					4.1		0.0	10.2	34.7	51.0		100				

Punjab																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	39.6	28.9	17.1					14.4				100				
2	14.4	31.9	28.5	10.1				15.1				100				
3	2.9	14.2	33.1	20.1	18.7			11.1				100				
4	0.8	2.2	13.3	25.7	30.5	9.6			17.9			100				
5	0.5		2.8	8.3	35.6	19.3	19.4		14.2			100				
6	1.7		1.9	13.0	22.7	34.4	13.6		12.7			100				
7		1.5		3.0	8.9	32.7	26.6	16.1	11.1			100				
8			1.5		1.8	13.9	27.4	30.5	17.0	7.9		100				
9				1.4		4.4	9.7	32.1	33.0	19.4		100				
10																

Sargodha																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	48.1	28.8	7.7				15.4					100				
2	37.3	35.6	12.7	7.6				6.8				100				
3	10.5	42.1	23.3	15.8	3.0				5.3			100				
4	1.6	9.6	37.6	23.2	9.6	10.4			8.0			100				
5		1.6		5.5	39.8	20.3	20.3	6.3		6.3		100				
6			0.0		14.5	25.3	27.7	18.1	3.6		10.8	100				
7				1.5		8.8	42.6	33.8	10.3	0.0	2.9	100				
8					2.6		13.0	36.4	24.7	14.3	9.1	0.0	100			
9						3.6			14.3	35.7	32.1	14.3	0.0	100		
10							0.0			7.5	47.5	45.0	0.0	100		

Khairpur																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	40.2	29.9	13.7					16.2				100				
2	13.1	43.8	21.2	8.0					13.9			100				
3	3.8	14.4	53.8	10.6	9.8					7.6		100				
4	0.9	7.0	7.9	36.8	27.2	6.1				14.0		100				
5		1.8		5.5	4.6	38.5	15.6	17.4			16.5	100				
6			1.3		1.3	6.3	36.3	35.0	6.3		13.8	100				
7				4.7		6.3	4.7	31.3	31.3	12.5	9.4	100				
8					3.8		0	11.3	37.7	17.0	15.1	100				
9						2.2			8.7	10.9	39.1	30.4	8.7	100		
10							2.6			0.0	10.3	53.8	33.3	100		

Chiniot																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	35.9	23.9	25.6					14.5				100				
2	14.8	24.2	28.9	13.3					18.8			100				
3	2.1	14.6	21.9	21.9	26.0					13.5		100				
4	1.0	5.1	15.3	15.3	26.5	5.1					31.6	100				
5		0.0		4.0	13.0	31.0	19.0	21.0			12.0	100				
6			4.1		2.0	8.2	20.4	34.7	14.3			16.3	100			
7				6.0		8.0	8.0	22.0	20.0	22.0		14.0	100			
8					2.6		0	5.1	38.5	23.1	28.2	2.6	100			
9						0.0			6.5	19.4	32.3	22.6	19.4	100		
10							0.0			0.0	41.7	29.2	29.2	100		

Mianwali																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	58.4	26.0	6.5					9.1				100				
2	21.2	39.8	24.8	7.1					7.1			100				
3	6.4	18.3	34.9	18.3	11.0					11.0		100				
4	0.0	2.6	16.9	33.8	26.0	9.1					11.7	100				
5		0.0		4.8	10.8	45.8	19.3	13.3			6.0	100				
6			1.3		1.3	14.7	34.7	26.7	12.0		9.3	100				
7				0.0		1.4	7.1	31.4	31.4	21.4	7.1	100				
8					0.0			3.4	17.2	24.1	27.6	22.4	5.2	100		
9						0.0			4.3	10.6	29.8	31.9	23.4	100		
10							3.1			0.0	12.5	28.1	56.3	100		

Kasur																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	28.0	28.0	26.5					17.4				100				
2	13.1	26.9	31.5	8.5					20.0			100				
3	2.7	16.3	29.3	15.0	23.1					13.6		100				
4	0.0	2.3	14.5	24.4	28.2	11.5					19.1	100				
5		1.1		4.2	10.5	15.8	24.2	26.3			17.9	100				
6			1.1		2.2	20.2	13.5	32.6	11.2			19.1	100			
7				4.8		0.0	20.6	31.7	28.6	7.9	6.3	100				
8					1.6		3.2	11.3	38.7	22.6	11.3	11.3	100			
9						1.5			6.1	7.6	36.4	24.2	24.2	100		
10							0.0			2.3	16.3	23.3	58.1	100		

Multan																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	41.1	28.8	21.9					8.2				100				
2	27.5	28.2	22.5	5.6					16.2			100				
3	2.5	24.2	33.8	24.8	10.8					3.8		100				
4	2.1	0.7	11.6	30.8	34.2	6.8					13.7	100				
5		0.8		4.7	10.1	32.6	20.2	19.4			12.4	100				
6			0.0		0.0	9.2	18.5	35.4	24.6		12.3	100				
7				1.9		1.9	11.3	35.8	30.2	3.8	15.1	100				
8					4.2			2.1	2.1	31.3	25.0	25.0	10.4	100		
9						5.1			10.3	15.4	23.1	20.5	25.6	100		
10							0.0			0.0	23.5	41.2	35.3	100		

Khanewal																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	55.9	30.4	6.9					6.9				100				
2	21.1	41.4	22.7	6.3					8.6			100				
3	5.5	22.6	35.6	20.5	13.0					2.7		100				
4	0.7	5.0	19.9	27.7	28.4	6.4					12.1	100				
5		0.7		1.5	13.2	44.1	18.4	12.5			9.6	100				
6			2.2		3.3	16.5	23.1	36.3	12.1		6.6	100				
7				0.0		6.8	5.1	30.5	22.0	16.9	18.6	100				
8					1.2		3.7	17.1	24.4	34.1	13.4	6.1	100			
9						1.9			7.7	11.5	23.1	36.5	19.2	100		
10							3.6			1.8	10.9	18.2	65.5	100		

Nakana Sahib																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	30.5	33.5	22.0					14.0				100				
2	8.7	29.1	25.6	13.4					23.3			100				
3	1.7	9.2	30.1	21.4	24.3					13.3		100				
4	1.2	1.2	15.2	19.4	35.8	8.5					18.8	100				
5		0.9		1.8	6.4	35.0	15.9	24.5			15.5	100				
6			1.6		1.6	20.0	24.8	29.6	15.2		7.2	100				
7				3.4		2.5	5.0	40.3	21.0	15.1	12.6	100				
8					0.7			2.8	23.2	25.4	33.1	9.2	5.6	100		
9						0.0			5.8	7.2	33.3	33.3	20.3	100		
10							0.0			1.9	14.8	33.3	50.0	100		

Lahore																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	32.3	29.1	19.0					19.6				100				
2	9.1	25.2	32.9	11.9					21.0			100				
3	5.2	6.0	27.6	17.2	25.4					18.7		100				
4	0.0	0.0	17.4	20.0	28.7	16.5					17.4	100				
5		0.0		4.1	12.3	33.6	14.8	14.8			20.5	100				
6			2.2		2.2	7.8	15.6	35.6	22.2		14.4	100				
7				0.0		4.7	8.1	31.4	22.1	20.9	12.8	100				
8					1.2		0	17.4	18.6	22.1	24.4	16.3	100			
9						2.4			3.6	13.3	25.3	32.5	22.9	100		
10							0.0			4.8	16.7	35.7	42.9	100		

Rahim Yar Khan																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	28.3	30.0	19.2					22.5				100				
2	10.7	29.8	20.6	13.7					25.2			100				
3	3.5	20.0	32.2	10.4	16.5					17.4		100				
4	2.6	4.3	11.3	20.9	29.6	11.3					20.0	100				
5		1.1		2.3	5.7	25.0	26.1	19.3			20.5	100				
6			2.6		3.9	10.5	21.1	32.9	11.8		17.1	100				
7				0.0		7.6	7.6	24.2	22.7	25.8	12.1	100				
8					0.0		0	15.7	17.6	35.3	19.6	11.8	100			
9						0.0			2.7	2.7	35.1	29.7	29.7	100		
10							0.0				3.1	18.8	43.8	34.4	100	

Sheikhupura																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	44.0	25.5	14.9				15.6					100				
2	9.4	29.8	33.9	14.0				12.9				100				
3	0.6	7.4	26.4	23.3	22.7				19.6			100				
4	0.0	3.1	10.0	14.6	36.2	11.5			24.6			100				
5		0.7		3.0	4.4	32.6	14.8	22.2		22.2		100				
6			0.8		0.8	9.3	13.6	39.0	11.0		25.4	100				
7				2.1		1.1	5.3	20.2	34.0	21.3	16.0	100				
8					2.3		2.3	8.0	18.4	32.2	24.1	12.6	100			
9						2.2			4.4	8.9	22.2	37.8	24.4	100		
10							0.0			12.5	0.0	29.2	58.3	100		

Sindh																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	49.8	20.3	15.1					14.7				100				
2	14.1	36.7	25.8	8.0					15.4			100				
3	3.1	10.3	44.9	13.6	14.4					13.6		100				
4	0.9	3.2	8.9	33.0	27.5	6.0					20.5	100				
5		1.2		4.6	5.8	41.9	15.6	13.6			17.2	100				
6			4.8		1.3	13.6	29.9	30.4	7.8		12.3	100				
7				2.5		5.3	6.3	35.9	24.4	17.2	8.4	100				
8					3.2		0.8	8.0	33.1	29.1	15.9	10.0	100			
9						2.6			3.2	10.1	37.0	30.7	16.4	100		
10							3.3				1.7	7.5	48.3	39.2	100	

Umerkot																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	38.0	36.7	7.6					17.7				100				
2	34.6	32.3	12.6	14.2					6.3			100				
3	2.7	47.3	19.6	15.2	3.6					11.6		100				
4	2.7	5.3	22.7	33.3	5.3	21.3					9.3	100				
5		2.1		6.3	46.3	13.7	13.7	6.3			11.6	100				
6			2.3		4.7	23.3	25.6	18.6	14.0		11.6	100				
7				2.3		2.3	36.4	15.9	29.5	4.5	9.1	100				
8					2.7		2.7	32.4	43.2	13.5	5.4	0.0	100			
9						0.0			0.0	50.0	18.2	31.8	0.0	100		
10							0.0				0.0	58.3	41.7	0.0	100	

Ghotki																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	49.5	20.4	16.5					13.6				100				
2	16.4	45.7	17.9	7.1					12.9			100				
3	1.9	11.7	42.9	9.1	15.6					18.8		100				
4	1.1	2.1	7.4	50.0	19.1	3.2					17.0	100				
5		1.7		6.6	1.7	48.8	19.8	8.3			13.2	100				
6			1.0		0.0	13.1	32.3	32.3	9.1		12.1	100				
7				0.0		3.3	10.0	28.3	35.0	15.0	8.3	100				
8					2.0		2.0	3.9	35.3	25.5	19.6	11.8	100			
9						3.1			0.0	6.3	21.9	46.9	21.9	100		
10							0.0				0.0	12.5	56.3	31.3	100	

Mirpurkhas																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	45.0	13.3	20.8					20.8				100				
2	22.8	21.8	33.7	5.9					15.8			100				
3	12.2	12.2	25.6	14.6	23.2					12.2		100				
4	2.6	2.6	17.9	16.7	28.2	7.7					24.4	100				
5		3.0		10.4	10.4	28.4	9.0	11.9			26.9	100				
6			30.8		5.8	28.8	5.8	19.2	0.0		9.6	100				
7				11.9		19.0	7.1	23.8	11.9	14.3	11.9	100				
8					11.1		0	13.9	13.9	30.6	16.7	13.9	100			
9						4.0		4.0	12.0	28.0	28.0	24.0	100			
10							11.1			22.2	11.1	22.2	33.3	100		

Mithi																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	60.5	18.1	9.9					11.5				100				
2	11.4	40.6	24.6	8.6					14.9			100				
3	0.9	9.6	52.6	13.2	14.9					8.8		100				
4	1.1	2.2	4.4	38.5	27.5	4.4					22.0	100				
5		0.0		4.3	7.5	44.1	14.0	12.9			17.2	100				
6			1.6		0.0	23.0	42.6	23.0	3.3		6.6	100				
7				0.0		2.8	5.6	55.6	19.4	13.9	2.8	100				
8					2.8		0	5.6	50.0	30.6	2.8	8.3	100			
9						5.0			0.0	10.0	55.0	20.0	10.0	100		
10							0.0				0.0	48.1	51.9	100		

Sukkur																
Class	6	7	8	9	10	11	12	13	14	15	16	Total				
1	46.4	22.5	15.2					15.9				100				
2	12.8	31.6	32.5	6.0					17.1			100				
3	1.0	10.7	41.7	17.5	10.7					18.4		100				
4	0.0	1.3	11.4	26.6	31.6	10.1					19.0	100				
5		1.0		0.0	7.2	40.2	18.6	17.5			15.5	100				
6			0.0		0.0	7.9	30.2	41.3	11.1		9.5	100				
7				0.0		0.0	7.9	31.6	28.9	23.7	7.9	100				
8					0.0		0	10.5	26.3	34.2	26.3	2.6	100			
9						0.0			4.2	20.8	20.8	41.7	12.5	100		
10							11.8			0.0	11.8	35.3	41.2	100		

NAME OF THE VILLAGE: *Birpani*

District: *Bagh*

Annual Status of Education Report
ASER 2010
 Facilitated by SAFED

MAP OF THE VILLAGE

INSTRUCTIONS TO FILL THE MAP

- Mark the different hamlets/sections
- Number each hamlet/section on the map
- Mention the total (approx.) number of households in each hamlet/section
- Indicate which sections/ hamlets were surveyed

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

LEGEND

	<i>Hamlet</i>
	<i>School</i>

TOTAL HOUSEHOLDS	<i>20</i>
APPROX. POPULATION	<i>10,000</i>
Total No. of schools	Private
PRIMARY (1-5)	<i>04</i>
Sec./Elementary (1-8)	<i>01</i>
High (1-10)	<i>02</i>

Annexure: ASER Tools 2010 - Household Survey Sheet

ASER-PAKISTAN 2010 SURVEY - HOUSEHOLD SURVEY SHEET

Household Information		Date of Survey		Start Time		End Time		Province		Union Council		Village																									
Household ID: 10		10-10-2010		10:48 AM		11:07 AM		M.Z.D (A.K)		M.Z.D (A.K)		HEER KUTLI																									
Name of Family Head: M. ZAMAN		Day of Survey: Sunday		Name of Surveyor(1): M. B. NARAS		Name of Surveyor(2): AMJID ALI		District: M.Z.D		Tehsil: M.Z.D																											
Serial No	Mother's Name	Mother's Code	Father's Information (Fill in for each child)			Educational Status (3-16 Years)			Drop Outs			Current Schooling Status (Age 3-16)			Tuition (Is the child currently taking any PAID Tuitions)			Does the child go to the surveyed school?			Basic Learning Levels (for 5-16 age group)			English (5-16 age group) (✓ the highest level ONLY)			Tick if the child was available for test										
			Age	Gender (M=Male, F=Female)	Never enrolled	Dropped out	Currently enrolled	Completed schooling	Drop out if skipped school	Institute Type (✓ Tick what is applicable)	Govt.	Private	Madrasah	NFE	Other	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes		No	Yes	No	Yes	No					
1	KARBEEM JAN	145	15	M	✓	✓	✓	10th	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
2	KARBEEM JAN	145	12	M	✓	✓	✓	8th	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
3	KARBEEM JAN	145	10	M	✓	✓	✓	5th	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
4	KARBEEM JAN	145	5	M	✓	✓	✓	ONE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
5	KARBEEM JAN	145	15	F	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
6																																					
7																																					
8																																					
9																																					
10																																					
TOTAL																																					

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

Mother's Code	II) Mothers Education Level				Mothers access to MEDIA				Mothers Test				III) Household Indicators																									
	Name	Age	Tick if attended School	Tick if never attended school	Does Mother watch TV?	Does Mother listen to radio?	Can Read LANGUAGE SENTENCE	CANNOT Read LANGUAGE SENTENCE	Not available for test	Available but not tested	Type of House	Electricity Connection (look for fittings)	Toilet in the Household	Total Number Of mobile phones within this household	How many of the Following does your Household have (Write Number)																							
					Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No						
1	KARBEEM JAN	38	✓		✓	✓					✓	✓	✓	2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2																																						
3																																						
4																																						

Annexure: ASER Tools 2010 - School Sheet

GOVERNMENT SCHOOL OBSERVATION SHEET - ASER Pakistan 2010

Instructions: Visit any government school which has the highest enrollment in Class 1 to 5. 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. If the standard has many sections, choose any one.

Name of School: F-G Girls primary school District: Gilgit Province: Gilgit-Baltistan

Name of Village: Zulfigarabad Date of visit: 2-11-2010 Arrival Time: 10:00 am

From which Class to which Class. (Tick any one)
 Class 1 to 5 Class 1 to 8 Class 1 to 10 Others 1 to 8 1 to 10 1 to 4 Girls Only Boys Only School Girls Only School

EMIS Code: 11043 Date of visit: 2-11-2010 Arrival Time: 10:00 am

School Established Year: 1970 Day of visit: Tuesday Departure Time: 10:30am

How far is the village from the district headquarters? (in km) 3 km Is there a bus-stop in the village? Yes No Name of Surveyors (1) Alia Fehmi Name of Surveyors (2) Shafiq Anjum

Any NGO affiliated with School Yes No If "Yes" mention name: Unicef Since (Year) 2008 Any Project/Project Started in Schools Govt. Private No Project

Class	Kachi (when relevant)		Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Children's enrollment (Take from register yourself)	43	24	21	31	32	40												
Children's attendance (Today's as per register)	26	21	18	29	25	32												
Children's attendance Today*	26	21	18	29	25	32												

*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.

Class	Number Sanctioned posts		Number Present Today/At time of survey		Number on official leave		Number teachers on leave for any other non official reasons		Number residents of THIS village	
	M	F	M	F	M	F	M	F	M	F
Head Teacher	1	1	1	1						
Regular Govt. Teachers (Doesn't include Head Teacher)	8	8	7	7			1	1	4	4
Para/Contract teachers (appointed by Panchayat or VEC/PTA/SMC/SC)			2	2					1	1
Any other person(s) teaching in the school										

(I) Children's Enrollment & Attendance

Children's enrollment (Take from register yourself)

Children's attendance (Today's as per register)

Children's attendance Today*

(II) Teachers
(Ask HM/Head teacher)

Head Teacher

Regular Govt. Teachers (Doesn't include Head Teacher)

Para/Contract teachers (appointed by Panchayat or VEC/PTA/SMC/SC)

Any other person(s) teaching in the school

(III) School FUND Information

Who answered this section? (Tick relevant)

Head Teacher Para/Contract Teacher Regular Teacher No response Other

Did you receive the money? (July 2009 - June 2010)

Did you receive the money?	Which month the grant was received (DD/MM/YY)	Amount of the grant (Rs.)	Did you receive the money? (If yes then what amount was received?)	Which month the grant was received (DD/MM/YY)	Amount of the grant (Rs.)
Yes	March 2010	4000	Yes	March 2010	4000

(IV) The Fund was spent on (tick ALL that apply)

Compound / Premises	Water/toilet Facilities	Furniture	Other
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Building	Inside the classroom		
New ROOM			

(V) Class Room Observations (Observe yourself)

Are the children of this class sitting with children from any other class? If yes, then with which class? (write)

Where were they seated (tick one)

Is there a blackboard/ white board for this class? Could you easily write on the blackboard?

Did most of the children (75%) have reading textbooks? (Ask the children to show you their language textbooks and assess accordingly)

Apart: from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?

(VI) Facilities in the school (From Observation)

Total number of rooms in the school (count yourself): 4

Total number of rooms in the school being currently used by the children (count yourself): 3

Tick where relevant

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

If drinking facility available, was it useable? Yes No

Is there boundary wall/fence? Yes No

Is there a toilet/latrine, is it useable? Yes No

Does the school have any library books? Yes No

Could you see the library books? Yes No

Is there a playground in the school? Yes No



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