

Annual Status of Education Report **ASER-Pakistan 2012**

National

Provisional
January 21, 2013



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and more than 9000 volunteers across Pakistan were also a significant part of ASER Pakistan 2012.

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Supporters and Partners of ASER Pakistan 2012

Supporters of ASER 2012

- British Council
- “The UK’s” Department for International Development - DFID
- Dubai Cares
- Foundation Open Society Institute - FOSI
- Idara-e-Taleem-o- Aagahi - ITA
- National Commission for Human Development - NCHD
- Oxfam GB
- Oxfam Novib
- Sindh Education Foundation - SEF

Partners of ASER 2012

- Al-Watan welfare organization
- Bacha Khan Trust Educational Foundation - BKTEF
- Community Research & Development Organization - CRDO
- Democratic Commission for Human Development –DCHD
- Department of Education, FATA
- Department of Elementary and Secondary Education, Khyber Pakhtunkhwa
- Directorate of Education, Gilgit Baltistan
- Education Department, Balochistan
- Education & Literacy Department, Sindh
- EHED Foundation
- Hamza Development Foundation, AJK
- Health and Nutrition Development Society - HANDS
- HWA Foundation
- Institute for Professional Learning - IPL
- National Commission for Human Development –NCHD
- Research & Community Development Organization–RCDO
- Right to Play
- School Education Department, Punjab
- Social Evolution Organization - SEO
- Society for Awareness, Advocacy and Development-SAAD

Foreword

Every child, woman and man has the human right to education, as a fundamental human right. The right to education is specifically set out in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Constitution of Pakistan. The Constitution of Pakistan 1973, after the 18th Amendment, has a new article 25A which has explicitly set free and compulsory education to all children of age 5 to 16 years as a fundamental obligation of the state.

What we see in Pakistan is the slow, if not negligible progress made in increasing enrollment of pupils in schools. The role of non-state actors may be increasing but still millions of children remain out of school in the country. Access to quality schooling remains a key challenge.

In the present times, it is clear to all stakeholders universal access without learning is unsustainable; the two cannot be addressed or achieved in isolation. Inflating enrollment levels in schools is futile unless the education that is provided in the schools contributes to the attainment of learning for unlocking many more skills and entitlements. It is hoped that the post 2015 development goals/agenda will ensure that the international efforts concentrate on the goal of universal learning and quality for every child.

ASER Pakistan starts a series of local and national conversations on universal learning and access in the country, when it asks about the impact or *ASER* (in Urdu) of schooling on the learning of children. By asking this question we hope to push ourselves and all other stakeholders of education to do more on attaining milestones for quality education for all.

ASER Pakistan built its design and methodology from the pioneering approach of the Annual Status of Education Report in India (www.asercentre.org). The methodology is being replicated globally. Most prominent examples amongst these are the ones being carried out in East and West African countries that underscore capability for learning.

In Pakistan, the ASER survey was first piloted in the year 2008/09. ASER 2012 is the fourth report that covers for the first time 136 rural districts and 6 urban districts of Pakistan.

At its core, ASER is a citizen-led household based assessment that complements education assessments conducted by the government. It is based on the concern that educational assessment studies may be enhanced in the country but may not reach out to all children in school and out of school who are promised education as a fundamental right under Article 25A. ASER seeks to fill this gap by generating household based data on children's literacy and numeracy across all provinces and regions of the country, in a manner that informs the general public, inspires a national discourse and initiates demand for policy and action; transformation from the bottom-up.

Message from ASER Partners

ASER Pakistan is the most unusual and sustained rights based journey, tracking learning and education through partnerships in Pakistan; it is run by the citizens and for the citizens. We, the partners of ASER feel proud of this enterprise that commits us to rigorous evidence based work on not just whether our children are going to school, but also if they are learning well.

Four years into the exercise since 2008, these skills are influencing provincial sector planning in the post 18th amendment phase. ASER is referenced for policies, planning, strategies and the legislation on the right to education as per article 25-A. ASER seeks evidence at the grassroots levels from each child one on one, and has the capability of bringing evidence back to the doorsteps of parents to help them understand the situation of access and learning in their own homes and neighborhoods. The ASER campaign connects communities through 'facts for action', it also extends access to simple tools for assessments that can be tried out by parents and citizens anywhere.

Nationwide large scale annual assessments are gathering momentum across Asia and Africa making learning central to the debates on education, illustrating the power of informed citizenry to influence national and global agendas for education and learning. ASER or **impact** (India/Pakistan), UWEZO or **capability** (Kenya, Tanzania & Uganda) BEEKUNGO or **we are in it together** (Mali) Jangandoo or **learn together** (Senegal) represent an organically growing movement for 'the right to learn and to be'.

ASER is a citizens' brand on learning accountability across organizations in a very inclusive manner. The institutions are coordinated by Idara-e-Taleem-o-Aagahi(ITA) and SAFED teams across Pakistan weaving networks powerfully and transparently; over 9000 volunteers came together for a unique capacity building opportunity to reach over 250,000 children in 2012. Over 8 days the citizens penetrate largely rural and some urban communities of Pakistan, knocking on doors for information on learning. This is an exercise on accountability and people's mobilization for education.

We, the ASER network represent organizations with nationwide presence (NCHD) to province wide semi autonomous bodies (SEF), CSOs such as (ITA, DCHD, HANDS, HDF, BKTEF, CRDO, RCDO, Right to Play, EHED, SAAD) to community based organizations. We are a merit and performance based credible socially responsible enterprise.

We feel humbled at the use of the data by government, non-governmental and political parties alike for debates and discussion on learning and what makes learning happen. Each year we encourage government's participation when finalizing the tools and dissemination of district report cards. We are keen to explore partnerships for the most effective communication techniques with media and social media groups. In 2012, we began our partnership with the nationwide "zara sochaiye" campaign to access people on this vital issue. ASER 2013 is dedicated as the year for Right to Education & Learning.



Message from ASER Development Partners



The Annual Status of Education Report (ASER) Pakistan is rapidly becoming a household name amongst planners and researchers across the country. Each year, we look forward to the results with great interest. As development partners, we acknowledge the efforts of Pakistani citizens and youth who have for three consecutive years delivered systematic household and school based information on key education indicators with quality and learning levels in the spotlight.

ASER 2012 is a particularly robust year, it covers 136 out of 145 rural districts, being the largest data set on learning levels of children aged 5-16 years in government and non-state schools and disaggregated by gender. **Twenty-three percent of all school aged children, predominantly girls in rural areas are still out of school reinforcing the urgency to address the education emergency.** Pakistan faces sobering challenges, emanating from education gaps that impact the quality of life, economic growth, choices and opportunities for its citizens. As development partners and supporters of ASER Pakistan we are committed to a citizen led process of accountability that is readily accessible to all citizens alike: parliamentarians, bureaucrats, researchers, teacher cadres, media, industry, education entrepreneurs, communities and parents.

ASER is a movement that spurs coalitions for education and governance reform. There are multiple stakeholders regionally and internationally tracking Pakistan's record on quality, reading and numeracy, access, equity, and the millennium development goals (MDGs). As conversations and actions become intense nationally on Right to Education Article 25A, and globally on the 2015 milestones of EFA and MDGs as well as the post 2015 development agenda, the ASER data is rich evidence based resource.

We are committed to Pakistan's roadmap to education improvement and transformation and hope that ASER will continue to support the system wide reform process underway in each province. From 2012 nationwide data will be benchmarked for each successive year to creatively seek solutions for improving nationwide reading and numeracy capabilities of children so that they can transit from primary to post primary levels as promised under 25A for 5-16 year olds. We also look forward to the ASER 2012 raw data being available worldwide for researchers to generate nuanced evidence on what makes 'learning' happen and improve across households, language and school level variables.



Notes on ASER 2012

ASER 2012 and Right to Education

the gaps that cannot wait for children aged 5-16

Baela Raza Jamil

Institute for Professional Learning (IPL)

South Asian Forum for Education Development (SAFED)

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

When the Annual Status of Education Report (ASER) was launched in Pakistan in 2009 as a citizen's accountability initiative, there was little hope that the Right to Education (RTE) would be made a fundamental constitutional right and ASER's alignment would be so perfectly matched with the RTE movement. In 2010 the 18th Amendment gifted the citizens of the country with article 25A in the 1973 Constitution, stating that; "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".

Together with Article 25 "Equality of Citizens"¹, Article 25A has doubly strengthened citizens' guarantees for children aged 5-16 to a fundamental right. The article clearly stipulates the State to be the main duty bearer for fulfilling this responsibility. The State according to Article 7 of the Constitution comprises both Federal and Provincial governments 'and such local authorities in Pakistan as are by law empowered to impose any tax or cess " (Constitution 1973) in the federation. It is the wider definition of the state that must be propelled when claiming fundamental rights, notwithstanding the abolition of the concurrent list and education becoming a devolved subject in Pakistan.

Each year, the ASER results are thus of vital importance for citizens and state to take stock of where we stand on several outcomes testifying for the RTE mandate. ASER 2012 was undertaken by 9000 educated citizens who volunteered for at least 5 to 8 days across 136 (out of 145) rural and 6 urban districts of Pakistan. This was the largest survey to date bringing hard facts to light for RTE. Compared to ASER 2011; the 2012 sample was as follows:

The survey is an oral one taken from each child of the age group 3-16 at the household level. At each village one government and one private school (if available) are visited to profile the sites where the children may possibly be learning.

The annual large scale national assessment completed in 16 weeks from survey to the report launch pioneered by South Asia (Pratham/India) and now practiced in 7 countries of Asia and Africa renders information on multiple indicators for children aged 3-16. These are:

- Net Enrolment Rate (NER) Early Childhood Education : 3-5 year olds (public and non-state)
- Net Enrolment Rate (NER) 5-16 year olds (public and non-state)
- Learning Assessments up to grade 2 level competencies 5-16 year olds by age, grade and also for out of school children
- Presence/attendance of both students and teachers on the day of the survey
- Multi-grade teaching
- Language of instruction in schools and language spoken at home and this year also what is preferred medium of instruction by the household/parents/guardians.
- Facilities in schools (state and non-state)
- Mothers/fathers' education up to primary level

The score card for RTE in Pakistan is indeed a matter of urgent reflection and action. After 32 months of Article 25A, only Islamabad Capital Territory (ICT) has in place Free & Compulsory Education Act 2012 that awaits rules of business for implementation. All provinces have prepared draft laws/bills, sadly with limited or no public debate. The have serious concerns about resource constraints under the devolved set up and ambiguities on 'state responsibilities' to

bridge the access and learning gaps for ALL 5-16 year olds. Pakistan spends just about a dwindling 2% of its GDP on education, which cannot possibly match its RTE challenges.

Year	Districts Covered	Village	Households	Children 3- 16 years			Mothers	Schools		
				Female	Male	Total		Gov.	Pvt.	Total
2012	142	4,226	82,521	104,166	147,278	251,444	83,746	4,117	1,827	5,944
2011	87	2,599	49,793	60,240	86,634	146,874	51,654	2,464	1,178	3,642

¹ Equality of citizens:

1.All citizens are equal before law and are entitled to equal protection of law.

2.There shall be no discrimination on the basis of sex.

3.Nothing in this Article shall prevent the State from making any special provision for the protection of women and children.

ASER 2012 highlights the following trends to spur national and global RTE action oriented debates for Pakistan.

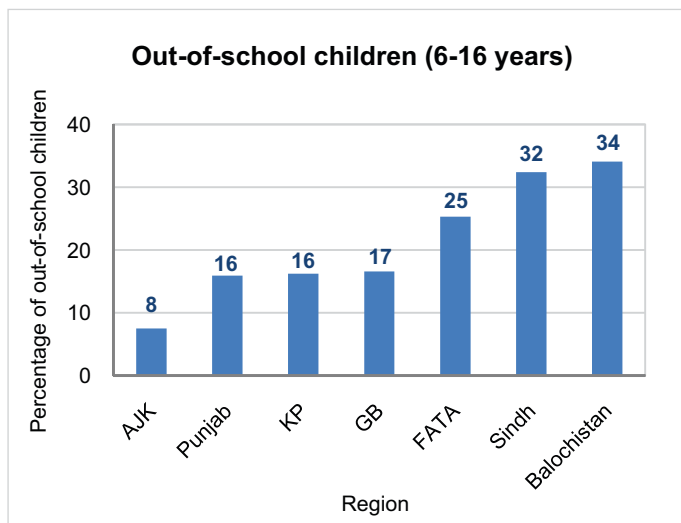
Out of school children and ASER

23% of rural and 7% of urban children aged 6-16 are not in schools with girls lagging behind boys by one third in rural areas. As highlighted by the Global Monitoring Report 2012, Pakistan ranks as the second highest country for out of school children. ASER provides the entire range of the spectrum from provinces and districts with highest to the lowest enrolment and learning levels, to urge governments and other stakeholders to adopt aggressive and creative approaches if indeed 25A is to become a reality. This is the largest data set that is available annually to analyze access and quality indicators across households and income levels measuring fundamental rights on the inequality continuum. 59% children in urban areas and 24% in rural areas study in private schools clearly establishing that RTE has to be crafted as a collaborative compact across the two sectors with continuous state initiatives on ownership, financing, standards and management.

The quality compass and RTE

The good news is that whilst overall learning levels show an improvement compared to ASER 2011 results, but barring Urdu/Sindhi/Pashto where 51% of children in Grade 5 can cope with Grade 2 level competencies, in English and Arithmetic 52% and 56% children respectively in Grade 5 are still unable to deal with basic Grade 2 level skills. This must be corroborated with facts from area school facilities which reveal the following. In public sector schools (rural) 50% of Grade 2 children are in a multi-grade situation sharing a teacher and space with more than one grade. Whilst the teachers and students' attendance has improved from 2011, on an average 13% of teachers and 18% of students are absent on any given day (Sindh 40% absent!). Interestingly the private school teachers' presence is at similar or lesser levels! It is a matter of routine across Pakistani schools that learning takes place amidst great linguistic disconnections; where the language of instruction may have nothing to do with home language versus aspirations of households of medium of instruction for their children. It is in such surreal dissonance that learning is negotiated across Pakistani classrooms. ASER recorded 41 home languages but the language of instruction available are only 4; Sindhi, Urdu, Pashto and English! Textbooks, teacher training, national curriculum and examination systems continue to operate in monolingual domains in a rich multi-lingual society. In Pakistan the National Curriculum 2006/7 and the National Education Policy (NEP 2009) or Sector Plans are sadly only available primarily in English!

Primary schools where bulk of the children are enrolled continue to suffer the most neglect in public sector emaciated facilities; ASER 2012 records barely 2.3 classrooms per



primary school; 50% usable toilets; 61% useable water, 31% playgrounds and 62% boundary walls.

The journey from pre-primary to primary and post-primary schooling

The RTE covers pre-primary, primary and post primary age groups; the RTE ICT Act 2012 and the draft laws have adopted a positively inclusive approach. ASER 2012 records that of 3-5 year olds (rural), 37% are enrolled in a pre-primary facility compared to 55% in urban districts with the highest numbers enrolled at age 5. However, at age 4, 68% (rural) and 41% (urban) are not attending any pre-school program. Global research (ARNEC 2012, Lancet 2011, 2007, Levin et al. 2008, Heckman & Masterov 2004) urges to invest in pre-primary for higher returns at primary and post primary levels translated into higher economic growth. The age group of Early Childhood Care and Education (ECCE) classically targets 0-8 years or 3-8 years overlapping with the primary age group for sustainable learning gains beyond pre-school. The NEP 2009 has fully integrated ECE into primary schools with many good practices and strategies documented on ECE in Pakistan (SEF 2009, AKF 2011, TRC 2002, 2007, Dept. of Schools Punjab 2012).

The quality nexus

ASER is about a powerful connection between quality and sustainable access; the two are inextricably linked for all service delivery planners and implementers. The results are a wakeup call for multiple stakeholders engaged in making 25A a reality, reaching 2015 milestones and providing inputs to the post 2015 global development goalposts. The hopes from all political parties are immense as campaigns mount for 25A, including the 'one million signatures campaign', 'We are Malala', 'Education First's Save Malala & Girls Education', 'Its my right make it right', and many more. It is not sufficient to have sound manifestoes on education for Pakistan but more importantly the five to six actionable steps that ASER 2013-

2015 will track each year as an accountability tool for politicians, state and the justice system. The divides across urban and rural areas as well as across provinces and within provinces are growing which need to be bridged with conviction and measurable actions. Punjab in ASER 2012 clearly stands out as an example of taking action with sustained political will as well as system and province wide reform; can other provinces do the same?

ASER - unpacking governance for a fundamental right

Each year at the ASER launches nationwide, parliamentarians and experts lament about the clichéd "governance challenges" that continue to plague the Pakistani education landscape. ASER report cards precisely and simply unpack 'governance' completely, indicator by indicator across diverse and specific geographies to demystify the term for the State and citizens alike. Each year ASER comes calling to ensure that ALL children of Pakistan can be provided their RTE as guaranteed under Articles 25A and 25 with enabling resources for education by the State (all levels), decent nation-wide/province-wide standards/norms and systems with clearly defined decision making jurisdictions.



Dr. Monazza Aslam

Institute of Education (IOE) – University of London and CSAE, University of Oxford

It is now a well-known fact that getting children into school is only half the battle, the other half being that they acquire meaningful learning and leave school able to translate their learning into productive living. It is also well understood that children in developing countries learn surprisingly little. This evidence comes not just from internationally comparable achievement data but more recently from initiatives such as the Annual Status of Education Report (ASER) in India and Pakistan with equivalents in the form of UWEZO in Kenya, Tanzania and Uganda and BEEKUNGO in Mali and JANGANDOO being piloted in Senegal.

International assessments reveal a dismal picture of learning in developing countries. In the Trends in International Mathematics and Science Study (TIMSS), for example, the average eighth-grade test-taker in South Africa answered only 18 per cent of questions correctly on the maths portion of the TIMSS in 2003, compared to 51 per cent in the United States (Gonzales et al, 2004)¹. Filmer, Hasan, and Pritchett (2006) note that on the Programme for International Student Assessment (PISA) of 2000, the average science score among students in Peru was equivalent to that of the lowest scoring 5 per cent of US students².

The ASER story reveals similar findings within South Asia. The latest ASER (2012) data from Pakistan for instance shows strikingly poor learning levels among students. When tested on grade 2 curriculum competencies in Urdu/local language, English and Mathematics, children in rural areas, and especially those residing in Balochistan and FATA, reveal very poor grasp of basic competencies. For example, among all children studying in grade 5 in rural Balochistan, almost 64 per cent *cannot* read stories in Urdu (the highest competency level tested in reading). Twenty-eight percent of grade 5 students cannot read sentences from grade 2 curriculum text. Almost 65 per cent of these students were unable to carry out grade 3 curriculum division sums despite reportedly studying in grade 5. A similarly depressing picture emerges from FATA – 54 per cent students in grade 5 cannot read Urdu/Pashto stories and as many as 11 per cent *grade 10* students cannot read stories in Urdu/Pashto language meant to be based on grade 2 curricular standard. Similar findings prevail in other competencies.

The question: why? i.e. *why do developing country children learn so little* continues to resound in education policy circles. This is pertinent not only because we have now been asking this question for the last few decades but also in light of the post-2015 agenda where an answer to this question has become even more important. Some answers to the 'why' posed in debates include and are not limited to the following:

1. Per capita expenditure on education in developing countries is inevitably lower because they have to educate larger populations of school going children.
2. Teacher salaries in developing countries are on average 3.7 times per capita GDP and in many developing countries teacher salaries constitute a major chunk of recurrent expenditure.
3. Non-teacher resources, such as textbooks, are scarce.
4. Teacher incentives are weak; teachers are often not in school and when in school are not necessarily found to be teaching.

As the Millennium Development Goals (MDGs) target period of 2015 comes closer, with many countries struggling to achieve the goals they had promised to achieve, 2012 has in particular seen a series of high-profile regional reflections and dialogues to shape the post 2015 learning agenda. The centrality of 'learning' is a common feature of all education debates. Consultations and expert opinions call for a renewed focus on the quality of learning being imparted to children with a need for education systems to 'train learners to be innovative, able to adapt to and assimilate change and to be able to continue learning'³. Increasingly, there is talk of learning to be creative, innovative, involving critical thinking and focusing on the development of non-cognitive skills and competencies that foster social cohesion and social and emotional development⁴.

The learning challenges faced by Pakistan, therefore, are multi-fold. As has been said, again and again, and yet again, the issue no longer is one of just getting a child into school. The crucial concern is to ensure that a 5 year old that enters school in a certain year exits it ready for the workforce with the requisite preparation to make a positive and productive

¹ http://timss.bc.edu/timss2003/intl_reports.html

² http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=803507

³ <http://www.uia.be/node/882109>

⁴ *Ibid*

contribution in society. The starting point, as many researchers increasingly argue, is to combine efficient educational spending with institutional change within educational systems. Within this framework, there is a crucial need to foster pedagogic change in the classroom. This includes focusing on better teaching techniques, use of quality textbooks and reading books, learning to read in mother tongue and effective teaching of reading in a second language, ensuring children receive enough learning and reading time and effective testing of learning outcomes to help ensure students learn more and teachers have the capability of teaching better.⁵

Meeting the learning goals for the future in Pakistan is highly dependent on effective teaching. Teachers are arguably the single most important input into education systems and Pakistan is not an exception. This argument is solidly backed by research evidence that confirms that teachers are the most important institutional factor in determining student outcomes. Given that improving teacher effectiveness is a policy amenable strategy, improving weak teaching may be the most effective means of raising school quality across the developing world (Glewwe and Kremer, 2006, p. 995)⁶. This includes ensuring equity, efficiency and effectiveness in the delivery of teaching services and making efforts to align learning goals with effective teaching.

Additionally, and perhaps equally importantly, there is an increased need to use learning indicators not only to gauge existing performance but also to more effectively towards targets. Simply put, learning indicators can help achieve several goals: inform policy, provide monitoring standards and help create new ones, identifying correlates of learning, increasing public awareness, promoting accountability and informing political debate⁷. Combining effective teaching, institutional change and effective monitoring with efficient educational spending can lead Pakistan towards *defining* and ultimately *achieving* learning goals.



⁵ Draws from 'Punjab Learning Outcomes and Assessment, a DFID summary technical paper', DFID, Chief Minister's Roundtable in London, DFID, Palace Street, October 2012.

⁶ Glewwe, P. and Kremer, M. (2006), 'Schools, teachers, and Education Outcomes in Developing Countries', in Handbook of the Economics of Education, Hanushek, E. And Welch, F. (eds.), Vol. 2.

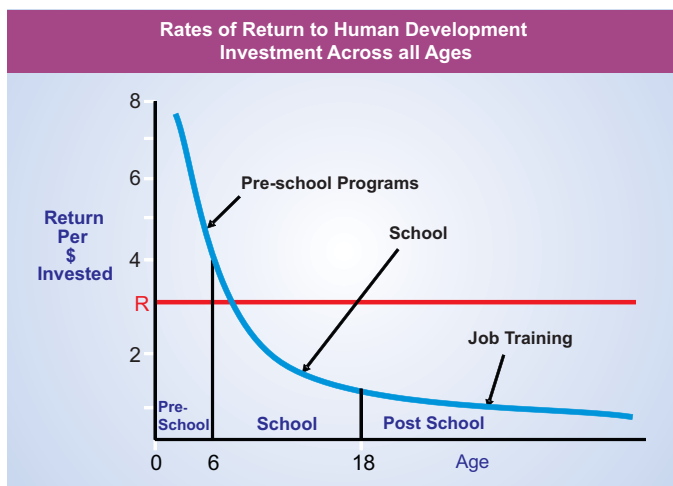
⁷ <http://unesdoc.unesco.org/images/0021/002136/213663e.pdf>

Get it early, Get it right: Early Years' Education in Pakistan

Amima Sayeed

Teachers' Resource Centre/ SAFED

Early Childhood Education, for children of age 3-8 years, is seen as the essential basis for holistic human development with supporting research evidence from economic, sociological, neurological, medical, and human development perspectives (GCE, 2012). Through multi-disciplinary research, it is demonstrated how healthy development in the earliest years of life builds the foundations of successful adaptation and effective learning that lead to better outcomes in academic achievement, responsible citizenship, lifelong health, and economic and human development (Shankoff, 2010). In addition to the societal and human gains, there are strong rate of return for investment in services in the early years. According to Nobel Laureate James Heckman, delayed investments in ECE massively diminish economic benefits as can be seen in the following figure. Internationally, the World Bank and other agencies have estimated the rate of return at \$3 for every \$1 spent, and returns double when the most vulnerable children are targeted.



Pedro Carneiro, James Heckman, *Human Capital Policy*, 2003

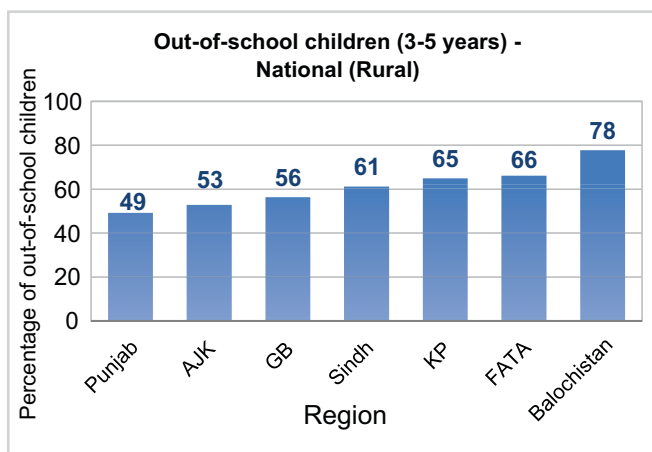
The ECE picture in Pakistan does not take account of research insights and evidence despite the international and national commitments made over the years for improving and expanding ECE as reflected in National Education Policy, 2009, National Plan of Action 2001-2015). More recently, Article 25-A of the constitution guarantees free education for all children of age 5-16, which becomes binding decree for inclusion of at least 1 year of pre-primary education to every Pakistani child before s/he enters the primary schooling cycle.

ASER Survey 2012 once again highlights that the basic issue of access to Early Childhood Education is not addressed. Almost 63% children between age 3-5 years are not receiving any formal or informal education focusing on the core domains of holistic development. This is highest for age 3 children 91% of

them remaining out of school. While the percentage of out of school children significantly drops at age 5, with only 62.2 attending the school, the right to education ensured by Article 25-A is not realized for 37.8 % of children of the surveyed households across Pakistan. For the pre-primary

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	6.0	2.9	0.3	0.1	90.7	100
4	21.2	10.3	0.6	0.3	67.6	100
5	45.5	15.4	0.9	0.4	37.8	100
3-5	26.2	10.0	0.6	0.3	62.9	100
Total	37.1				62.9	100
By type	70.5	27.0	1.7	0.7		

age group (3-5yrs), provincial figures are even more alarming with the lowest range at 50% out of school children in Punjab and highest at 78% in Balochistan. It is important to reiterate here that these figures are based on the ASER Survey of 4,033 villages in 80,209 households in the country where a total number of 57,503 children (47% girls, 53% boys) were found in this age group. The estimates done by provincial governments are sometimes even higher than the trends shown through ASER 2011 and 2012 data (for e.g., Balochistan).



The real question that ASER 2012 points at is why it is so difficult to develop and implement legal and implementation frameworks for providing ECE at a large scale despite the endless process of policy advocacy, policy formulation, and availability of cutting edge curriculum, teaching and research capacities within Pakistan? Is it the lack of intent to secure better future for children of Pakistan and in turn strengthened citizenry? Or are the political and systemic forces

unconvinced of the staggering impact good quality early years' education has on not only achievement levels in later years but also life- long learning. It is imperative to seek answers to these questions and also ensure that the State looks into the provision of at least one-year of quality Early Childhood Education as it is mandated by Article 25-A of the constitution. If the State in general, and Departments of Education in particular, are unable to establish as many schools for the 5 year old out of school children, then alternative spaces and their funding mechanisms should be looked into. The jaded justifications such as lack of resources, systems' capacity, political will and so on for continuing with the inaccessible and sparse provision of Early Childhood Education do not remain acceptable owing to the short and long-term significance of ECE on literacy, school completion, learning achievements and overall human development.

The quality of ECE provision for those 37.1% children of age 3-5 years attending some education facility is more often than not inadequate. Of the 37.1%, 26.2% are enrolled in a government school while 10.9% enrolled in non-state facilities (with the highest in private schools i.e. 10% and 0.6% and 0.3% in Madrasahs or other type of non-state facility respectively). Although gauging the learning outcomes for age 3-5 years is not in the current scope of ASER study, data on indicators pertaining to school facilities in public and private sector inform the quality of ECE service provision as well. For instance, the average number of rooms available in government schools is 2.3 whereas for private schools it stands at 4.1 at primary level. Similarly, only 31% government schools and 39% private schools are found to have a playground or safe play area where children could play.

Speaking of simply the physical spaces and security, the readiness of schools for young learners is fairly questionable. Do the schools, private or public, provide a learning environment which is conducive to their holistic development and if not that, only cognitive development? It is a question that merits serious deliberations and concrete steps.

Pakistan, in the last two years, has seen several efforts for educational improvement – some have only focused on missing facilities in schools, others have singularly targeted teachers' professional development or increasing literacy rates. However, both the scope and scale of these efforts (even when successful in their own right), is limiting when it comes to setting strong foundations and getting it right at the very first step of learning ladder. The time has come to urge the public and private educational planners, policymakers and investors to look at the bigger picture and develop strategies that are nuanced to the needs of an early & solid start to education. The provincial education sector plans in most provinces have included ECE as a separate strand (for instance, Balochistan, Khyber Pakhtunkhwa and Punjab) since 2011. From one year to another, the rolling out of these plans again is made conditional to legislative approvals and budgetary resources. It is critical for the Civil Society to mobilize parents, children and every citizen of Pakistan to push the State to deliver. After all, another delay will not only jeopardize the promising start children must get to realize their innate potential but also deprives Pakistan a chance of becoming a peaceful, productive and conscientious nation vis-à-vis social and economic parameters.



Teachers and education quality in Pakistan.

Dr. Gordon MacLeod

Independent Educator and Researcher - Australia

Global educational research shows that teachers are an important, if not the **key** factor, in delivering educational quality. Further, ASER studies show that Pakistan does not produce high educational outcomes. ASER 2012 tells us that overall academic performance in rural areas seems poor. Girls continue to do less well academically than boys; rural students do less well than urban students; many Class 5 students do not succeed with Class 2 problems or tasks; and private schools consistently outperform government schools. In one province, 40% of primary children and 17% of their teachers were absent from school on the day the 'ASER surveyors' came calling; in another 'region', more than 60% of government primary schools lacked useable water and in a third region almost 80% lacked useable toilets. It is clear that the 2012 ASER Report could easily produce a strong press reaction similar to that of 2011 which was characterised by 'teacher-bashing'. However, dispassionate examination of the 2012 report offers a different perspective.

The ASER 2012 Report is an extraordinary achievement and tribute to those who have worked on and supported it. The Report offers many indicators of education quality across Pakistan. The few indicators examined here show the overall complexity of the results and the consequent need to be balanced in interpreting them.

First, I explore some measures of school enrolment and attendance. The importance of these was shown in the UN Millenium Development Goals. Goal 2 was to achieve universal primary education (assessed by the percentages of the eligible population enrolled in and attending primary school). Goal 3 was to eliminate gender disparity in education (assessed by comparing the numbers of boys and girls enrolled in school). The simple arguments behind these goals are that educational quality cannot be achieved unless children are enabled to attend school and that this should apply to all children regardless of gender.

Across Pakistan, the combined-rural and combined-urban enrolment rates for age 6-16 children are 77% and 93%. Thus, in rural areas, more than one in five children remains out of school. But in some ways these national data conceal as much as they reveal. When we examine the provinces, regions, and territories sampled by ASER (henceforth 'regions') we quickly come to realise that there is good progress in some parts of Pakistan in enrolling children in school. In three of the regions assessed by ASER—Islamabad Capital Territory, Combined Urban Areas (Hyderabad, Karachi, Lahore, Multan, Peshawar and Quetta), and Azad Jammu and Kashmir, the percentages of children enrolled in school exceed 90%. In contrast, the non-urban areas of Balochistan and Sindh do badly, with only

two in every three school-age children enrolled in school. Thus, progress towards full enrollment is visible but also substantially variable in Pakistan.

Even if enrolled, children must attend school to obtain learning benefit. During their school visits, ASER data-collectors checked attendance rates. Urban student attendance was 84% (government) and 85% (private) while teacher attendance in both sectors was 89%. In rural private schools, student and teacher attendances were 86% and 88%; in government schools they were 82% and 87%. Again, these combined figures hide large differences. For example, in seven of the eight rural 'regions', student attendance in government schools was above 80%. In five of these it was above 85%. In rural Sindh, however, student attendance was only 60%. Similarly, government teacher attendance was at or more than 80% in all but one rural region. In six of the eight regions it was at or above 85%. In rural Sindh, however, it was only 77%. Why do some 20-25% more students and some 10% more teachers absent themselves from school in Sindh region than elsewhere throughout rural Pakistan?

ASER 2012 addresses how well Pakistan is addressing gender equality. The results are some of the most dispiriting in the ASER Report. In urban schools, girls constitute only 42% of the government enrolment and 41% of the private enrolment. In rural schools, both government and private, girls constitute only 36% or just over one-third of the enrolment. In government schools the lowest girls' percentages are in FATA (29%), Balochistan (31%) and Khyber Pakhtunkhwa (34%). In private schools, girls' enrolments are even lower. Large gender inequalities exist and persist throughout Pakistan.

Gender disparity is exacerbated by girls' poorer academic performance. Each of the regional ASER report cards provides a summary of gender-based performance in Urdu, English and Arithmetic. Across the eight rural 'regions' and the combined urban areas, data are provided on 27 indicators of academic performance. Remarkably and appallingly, boys do better than girls on every single one of these. The largest differences are seen in Sindh, Balochistan and FATA where for every ten girls who succeed in the specified academic tasks there are respectively 15, 22 and 25 boys who succeed. Not only are girls not attending school at the same level as boys but, when they do attend school, they are outperformed academically by boys. These gender differences do not bode well for the future of Pakistan. We know both from ASER 2011 and from a series of global researches summarised in UN reports that female education is an important predictor of future individual and family health, educational and socio-economic well-being.

The ASER Report highlights learning levels for Urdu/Sindhi/Pashto (USP), English and arithmetic as indicators of educational outcome quality. Many examples are provided in the Report. This short article mentions only three but they are typical of the overall results. These are the Class 5 performances in Urdu/Sindhi/Pashto, English and arithmetic at the highest level tested (reading a story; reading sentences; three-digit division). At the national urban level, 60%, 60% and 53% of Class 5 students succeed on Class 2 tasks. The comparable figures for the rural areas were 51%, 48% and 46%. It is easy to conclude that this is a mediocre level of performance and that it perhaps reflects poor teaching. But this would be wrong. Once again these combined figures hide the very large differences in provincial/regional performance. The table below shows the top and bottom three 'regional' performers in the three content-areas,

	USP	English	Arithmetic
Top three 'regions'	Punjab (67%)	Gilgit-Baltistan (68%)	Islamabad Capital Territory (56%)
	AJK (65%)	Islamabad Capital Territory (62%)	Punjab (56%)
	Combined Urban Areas (60%)	Punjab (61%)	Gilgit-Baltistan (56%)
Bottom three 'regions'	Khyber Pakhtunkhwa (43%)	Khyber Pakhtunkhwa (47%)	FATA (42%)
	Sindh (40%)	Balochistan (32%)	Balochistan (34%)
	Balochistan (36%)	Sindh (25%)	Sindh (27%)
<i>All 'regions' except Combined Urban are rural</i>			

There is a distinct pattern both here and across many other similar measures in the 2012 Report. It is a pattern that demonstrates two things—large diversity across the 'regions' but also substantial stability of individual 'regional' performance. Whilst the top three do vary, Punjab's performance (especially as the most populous province) is frequently meritorious whilst other 'successes' are the combined Urban Areas and the small population regions of Gilgit-Baltistan, Islamabad Capital Territory, and Azad Jammu and Kashmir. At the 'poor performance' end of the scale, rural Sindh figures most prominently (as, somewhat less so, does rural Balochistan).

ASER is primarily a household survey but also a survey of schools and their facilities. It is not a survey of teachers nor of their beliefs and behaviours, skills or knowledge. ASER does

what it does very well. It helps draw attention to overall progress, to areas or 'regions' of weakness and to issues of policy and implementation. But other work is needed. What are the barriers—systemic, administrative, bureaucratic, and political—that prevent teachers from fulfilling their full professionalism in some parts of Pakistan? What is effective teaching in Pakistan? What is effective teacher education for Pakistan? Substantial resources are currently being expended on pre-service teacher education and qualifications. Is this the best way of improving teacher quality? Global and local research suggests not. For example, Sindh already has almost twice as many Master of Education-qualified teachers as the national average and 7% more MA-qualified teachers than the national average but without improved quality outcomes.

This necessarily brief review of selected ASER Report data demonstrates that it would be erroneous to draw general conclusions about the inadequacy of Pakistan's teachers as reflected in their students' learning. The data show that some are clearly, obviously and consistently doing a good job as reflected in their students' learning outcomes. These are the teachers that should be encouraged and rewarded. Worldwide research shows, **all other things being equal**, that teachers have major contributions to make to high educational quality. But consistently in some rural parts of Pakistan, quality is low, student learning is poor, student enrolment is low, and student and teacher attendance are bad. For example, in rural Sindh only 68% of children are enrolled in school; daily absence can reduce this to 52%; those who do attend have poor learning levels; and only around one-third of enrolments are girls! We should ask why this is so? Those with responsibility for governance should ask the same question.

Public Private Comparisons: Can they help us improve the quality of both public and private schools?

Irfan Muzaffar

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The growth of private schools is specially pronounced in developing countries. The private school market, which had traditionally responded to the needs of the middle and high-income groups, has undergone massive segmentation and differentiation. Given the sheer number of private schools, especially the so-called *Affordable Private Schools* (APS), and the ever-increasing number of children from all social and economic strata that these schools enroll, they have become a focus of attention of policymakers, education researchers, and economists. More often than not, this attention has resulted in comparisons of the learning gains by the students enrolled in the comparable public and private schools. ASER's contribution to comparison of learning gains and school facilities of the public and private schools is part of this growing trend.

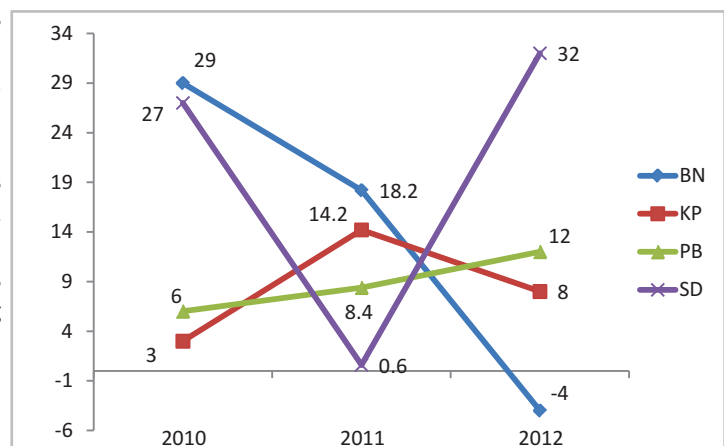
Before going any further I should note that I have been an avid consumer of ASER since it started publishing its reports in 2008. Since then this annual report of the state of education in Pakistan has gained in coverage, readership, and respectability. It is an impressive achievement and the least we can do by way of thanking the excellent team of volunteers that worked tirelessly to produce it is to offer the report a careful and generous reading. This article is written in this spirit. In what follows, I will consider the public-private comparative statistics in provincial level aggregates and will not delve in the details of the district level data. The article is organized in three parts. First, I will briefly review the enrolment patterns, followed by a comment on the need to use caution in interpreting the mean scores in comparative statistics. The article will end with a suggestion to reconsider the practice of using the public schools' performance as a reference point for the private schools.

Like in the past ASER reports, the public schools in all provinces continue to lead in enrollment in ASER 2012 report as well. The public school enrolment in Punjab and KP is low (at 67.4% and 68.8%) when compared with Baluchistan and Sindh (87.6% and 89.9%). Furthermore, while more boys are enrolled than girls in both public and private schools, fewer girls are sent to private schools. Compared with the public schools, the number of girls enrolled in the private schools drops by 11, 6, and 2 percentage points for Baluchistan, KP, and Sindh, respectively. Only in Punjab it increases by 2 points. This pattern suggests the ways in which the private schooling

inevitably leads to inequities in distribution of education. Although not in a definitive way, it also highlights that choices made by parents to maximize the returns on the investments of their children can work against girls. There is tendency to valorize *parental choice*. But we should also consider ways in which choice may work to undermine equity under constraints on income.

Affordability of APS has its limits. There are regions where poverty exceeds the capacity of parents to afford. There APS ceases to be affordable and, thus, feasible from the perspective of the entrepreneur. For example, APS are not available or opted for as much in the high poverty regions of Baluchistan and Sindh. ASER data shows that 69% and 67% in KP and Punjab respectively, while the numbers rise to 88% and 90% for Baluchistan and Sindh respectively. Evidently the APS become less affordable [or viable] in the rural high poverty regions of Baluchistan and Sindh. LEAPS surveys, although conducted in Punjab, also suggested that private entrepreneurs were more likely to set up schools in villages where they could find educated women willing to teach for low wages and parents with sufficient disposable incomes to pay for their children's education¹.

Broadly speaking, ASER 2012 findings are consistent with the previous ASER reports inasmuch as they uphold the relative superiority of the private schools on measures of literacy and numeracy. However, the readers need to be cautioned against interpreting these results too literally. Averages can be deceptive! Let me offer a very rudimentary analysis to emphasize the need for caution in interpreting the comparative statistics on learning gains. Consider the measure "Can read at least story" in Urdu/Sindhi/Pashto language. Please note that I am using this measure as an illustration only as an exhaustive analysis of all comparative measures is beyond the scope of this article.



¹ Andrabi, T., Das, J., & Khwaja, A. I. (2008). A dime a day: The possibilities and limits of private schooling in Pakistan. *Comparative Education Review*, 52(3), 329-355.1

The data points in the above chart represent differences between the mean scores of children attending public and private schools from the last three ASER reports. I will only comment on Baluchistan and Sindh to highlight the limitations of mean scores in comparative statistics. In the case of Baluchistan, the difference drops sharply from 29 in 2010 to 18.2 in 2011 to -4 in 2012. Could we interpret this to mean that public schools had been steadily improving and/or private schools declining in Baluchistan over the last three years? In Sindh, children enrolled in private schools outperform those in public schools by 29 points in 2010 but only by 0.6 in 2011 before rising again by 32 in 2012. Could we, on the basis of this data, claim that private schools in Sindh failed to teach more children to read a story in 2011 but did a much better job of it again in 2012? The answer to both questions is in the negative for the following reasons:

The mean scores hide the variations in learning gains due to other factors. Learning is influenced by factors that may have nothing to do with the type of school attended by the children. For example, the parents may be selective in sending their children to private schools to maximize returns to education of their children. The children going to private schools are also more likely to attend private tuitions after the school. They may also be less likely to suffer from nutritional deficiencies. Several out of the school influences may boost the learning gains of children attending private schools. Ravish Amjad, for instance, found that 75% of the differences between the levels of learning outcomes for *reading* could be ascribed to factors other than the type of schools after controlling for several household attributes.² The fluctuations in the average scores that I have indicated also point toward out of the school influences. Given that ASER is already collecting data on household attributes, might it be possible for it to provide adjusted mean scores in the subsequent reports.

Second, as has been noted by several observers in the past, including myself, that irrespective of the apparent relative superiority of the private schools, learning gains are low in both types of school.³ Notwithstanding their usefulness, the comparative statistics have also had the unfortunate effect of making the performance of public schools a reference point for the performance of private schools. When interpreted in this manner, such comparisons have created a dynamic in which both types of schools are framed by a futile debate that does not support improvement in either type of school.

We can understand the problem highlighted above in terms of the notion of the criterion and norm-reference assessment. A criterion-referenced score represents the test taker's performance against pre-defined criteria in a selected domain. When you assess a student, or a school, on a particular measure against a criterion then you do not look around to see how other students, or schools, are performing on that measure. You focus more on the performance of the examinee against a criterion. An *acceptable* score on predefined criteria, and not the *comparative score*, is important in the criterion-referenced assessments. The goal with this kind of assessment is to determine whether or not the examinee has the demonstrated mastery of specified knowledge and skills. In contrast, a norm-referenced score reflects the examinee's performance against the performance of other examinees. Wouldn't it be better to judge both public and private schools against the criteria of quality education rather than against each other?

This brief examination of the public private comparisons in ASER 2012 highlights the need to ensure equity in the presence of a growing and highly segmented private marketplace for education. Furthermore, although the mean scores provide useful information, they tend to make the performance of private schools a lot better than they actually are. Efforts should be made to sort the school effects from other variables that influence learning. Finally, it is time for us to intervene in a growing tendency to use public schools as a benchmark for the private schools. The benchmark for quality ought to be a definition of quality education for all types of schools rather than performance of one type of school.

² Amjad, R. (2012). Are private schools better at imparting learning than government schools? *ASER Pakistan 2011 Report*. Lahore: ASER.

³ Muzaffar, I., & Bari, F. (2010). Educational Debates in Pakistan: Barking up the Wrong Tree. *LUMS Social Science and Policy Bulletin*, 1(4): 2-6.

Parents' choices of language as the medium of instruction in schools

By Zubeida Mustafa

Independent journalist - Pakistan

It is now recognized worldwide that the language used as the medium of instruction in primary schools has a profound impact on the child's learning process. Everything else being equal, children do better academically when they are taught in a language they already know, that is, their home language. Their comprehension is better, their cognition develops faster and they can communicate more effectively as they have the skills to express themselves. They are certainly more confident.

With all the advantages that education in a child's mother tongue offers, it is surprising that not much attention has been paid to the issue. No language policy for education has been formulated in Pakistan. Neither has any research in the form of a survey on the ground been done.

Hence by adding some language-related questions in the survey form, the authors of the Annual Status of Education Report (ASER) 2012 have done a very commendable job. It will not only draw attention to this crucial question, it will also shed some light on how appropriate are our education strategies in the language context. The report also helps us assess the preferences of the parents which is important because it is primarily through them that a child derives the motivation to study a language. ASER asked three questions that focus on language. They are:

“What is the official medium of instruction in children's school?”

“What is the language spoken at home by family members?”

“What is the preferred medium of instruction at school?”

The answers to these questions, although the questions could have been more comprehensively phrased, reveal a wealth of information that could help the policymakers formulate more sensible policies on education. The main findings of the survey in the eight regions surveyed are

- Pakistan is a multilingual state. Not only does every province have its own language, there are a number of languages spoken in each unit and there is a lot of overlapping.
- The parents' preferences of the language they want to be used in their children's school are not uniform and vary from province to province. There must be hidden variations in every province too.
- There is a broad disconnect between the language spoken at home and the one used as the medium of instruction officially.

There are three main issues to be analysed and explored. First what do the parents prefer and what language they speak at home with the child. Secondly is there a disconnect between the home language and school language. Thirdly, if there is a disconnect how does it impact on education.

ASER 2012 gives the following results for medium preferences, the language spoken at home, and the medium of instruction:

Region	Preferred medium	Home language	Medium of instruction	
			Government schools	Private schools
Balochistan	Urdu (69%)	Balochi (44%) and Pushto 34%	Urdu (100%)	Urdu (49%) and English (51%)
Azad Jammu & Kashmir	Urdu (70%)	Hindko (34%) and Pahari (21%), Urdu (15%)	Urdu (97%) and English (3%)	Urdu (32%) and English (68%)
FATA	Home language (60%)	Pushto (99%)	Urdu (80%), English (2%) and Pashto (17%)	Urdu (12%), English (86%) and Pashto (2%)
Gilgit Baltistan	Urdu (54%)	Shina (47%) and Urdu (1%)	Urdu (68%) and English (32%)	Urdu (16%) and English (84%)
Islamabad Capital Territory	English (49%), Urdu (46%)	Urdu (47%) and Punjabi (28%)	Urdu (97%) and English (3%)	Urdu (32%) and English (68%)
Khyber Pakhtunkhwa	Home language (45%), Urdu(39%)	Pushto(77%) and Hindko (11%)	Urdu (66%), English (3%) and Pushto (30%)*	Urdu (23%), English (70%) and Pushto (7%)*
Punjab	Urdu (56%) and English (31%)	Punjabi (65%) and Seraiki (21%)	Urdu (50%) and English (50%)	Urdu (35%) and English (65%)
Sindh	Home language (90%)	Sindhi (86%) and Urdu (1%)	Urdu (2%), English (1%) and Sindhi (97%)	Urdu (59%), English (35%) and Sindhi (6%)

*With variety of languages spoken in the province, the medium of instruction is being changed. According to the Mother Tongue Education Bill adopted by the KP Assembly in 2011 all major languages of the province – Pushto, Hindko, Seraiki, Torwali, Khovar, etc – will be the medium of instruction where the speakers of a language are in a majority. This is a recent move and is not reflected in the schools on the ground.

What emerges clearly is that there is a disconnect between the three dimensions of language probed by the survey. Depending on how strong the feelings of the speakers are vis-à-vis their language, people at times do not display a pride in their language that distances them from their own mother tongue. The preferences of the parents for the medium in school may not necessarily be for the language they speak at home. That could be as a result of their inability to understand the question or the implications of their answer.

On the contrary, there are people with nationalistic sentiments that are reinforced, as in Sindh, by a strong linguistic tradition, a rich language and a wealth of literature.

English is another complicating factor. English is used as a medium of instruction mainly in private schools all over the country (68 percent) because they equate English with quality though this is a myth. Chasing the “English dream” is the government (especially in Punjab) that has switched over to the English medium in a big way. This is a new phenomenon of government schools -- where the poor study -- also turning to English medium (14 percent). This is mainly in Punjab. Since English is regarded to be the “language of power” as described by the leading linguist of Pakistan, Dr Tariq Rahman, this feature reflects the class divide as well. The rich go to private schools and learn in English. The poor go to public sector schools and learn in a local language.

It should be pointed out, though, that when a school describes its medium as English, it needs to be investigated further. My experience has shown that many institutions that describe themselves as English medium are actually using a concoction of various languages to teach their students. Since the textbooks are in English they call themselves English medium but the child cannot speak or express himself in correct English. This is most damaging to the child who simply resorts to the rote method to memorise the text and reproduce it in his exercise book.

What came as a pleasant surprise was that with the exception of ICT, nowhere else does a plurality exist for English as the preferred medium of instruction. In Islamabad 49 percent parents indicated English as their preferred language of education. In some provinces the support for English was extremely low at 3 percent in Balochistan and 7 percent in Sindh. This explodes the myth that is propagated that parents want their children to be taught in English. Many parents may want their children to learn English as another language but that is different from using English as a medium.

The preference for the home language as the medium is also very pronounced, though ASER did not specify the language when it noted the preference for the home language. In fact a correlation between the medium preference and the home language should have been probed. In some regions it was conspicuously missing.

It is interesting that in Sindh 90 percent voted for “home language”, 60 percent in FATA were for “home language” and 45 percent in KP want their home language to be the medium of instruction of their children in school. This is understandable. Pushto and Sindhi are developed languages with a rich stock of literature that cultivates a sense of pride in the speakers.

A word about Urdu. There is a strong preference indicated for Urdu in some provinces. They are Balochistan (69 percent), AJK (70 percent), Gilgit Baltistan (54 percent) and Punjab (56 percent). These are the provinces where the indigenous languages have been overshadowed by Urdu. Yet that does not justify abandoning the mother tongue.

ASER should try to relate the child's learning skills with the language that is the medium of instruction. It would be interesting to assess her/his performance against the language s/he learns in. Are her/his scores higher when s/he is taught in his mother tongue?

Disparities in education along socio-economic lines in Pakistan

Sehar Saeed and Huma Zia

Idara-e-Taleem-o-Aagahi / ASER Pakistan

“I want to send my children to school. I want them to have a better life than mine. But I cannot afford to pay their fees, buy them books or get them pencils every month. Mostly people of this village don't send their children to school and make them work instead as all of us are too poor. My children have been dropped out of primary school as I had no money”

The voice is that of Sakina Bibi; a mother and a resident of a remote village in Balochistan. One of the harsh realities behind the education crisis in Pakistan cannot be better summarized than the story presented above.

Today where due to rapid globalization, economic activity is becoming increasingly knowledge based and education has gained importance more than ever, the education system of Pakistan continues to stay ineffective and unproductive. The vital role and significance of education is largely mistreated and ignored in Pakistan¹. Moreover, the provision of educational opportunities is unfortunately determined and made available on the basis of regional disparities, rural-urban location, gender, types of schools, income and wealth of parents etc. Pakistani society has become largely fragmented and segregated on various socio-economic lines³. People falling in lower-middle income group remain deprived of quality education provided by private schools due to exorbitant fees charged by them while the government schools fail to come up at par in terms of quality of education. ASER (The Annual Status of Education Report) data reflects such inequalities very clearly. ASER 2012 pointed out the dismal performance of government schools as compared to private ones in language and arithmetic assessments.

ASER data can further be used to identify the relationship between students' performance and the disadvantages they face because of their home background. The household indicators tapped during the survey can be used as a baseline to determine the wealth status of households. A comparison of wealth status of households with the learning levels of children can provide a snapshot of the extent of inequality in learning levels across wealth distribution.

Such analysis on patterns of inequality in learning outcomes will bring the attention of the policy makers to formulate policies that empower children from poor backgrounds to beat the odds. The imbalances if not checked will push the inequities in the education sector further down the abyss. Providing equal opportunities in schooling along with strengthening quality of education can serve as a benchmark for bringing a change in social and economic outcomes. An equitable distribution of educational opportunities will allow the poor to gain from the benefits of economic growth and contribute towards higher growth rates. Whereas, depriving the poor from educational opportunities will result in lower economic growth and amplification of income inequality⁴.

Hence, equitable access and learning is a key to “sustained development”. This research appraises education inequalities in Pakistan with the help of ASER data (2012) covering 136 rural districts of Pakistan and investigates if the children from the lower income groups are worse off.

In order to highlight the above mentioned aspect of our education system, an ASER composite wealth index has been constructed by integrating all the households indicators mentioned in the survey form. These indicators measure the economic potential and achieved levels of income and wealth of a household. The table representing the variables used to create the wealth index is described below.

Variables	Description
Type of house	Type of house is a categorical variable with kutcha given the value 1, semi-pucca equals 2, and pucca equals 3.
House owned	Dummy equaling 1 if the house is owned, 0 otherwise.
Electricity connection	Dummy equaling 1 if the house had electricity (visible wires and fittings), 0 otherwise.
Toilet	Dummy equaling 1 if the household had a toilet, 0 otherwise.
Mobile	Dummy equaling 1 if anyone in the house has a mobile, 0 otherwise.
Television	Dummy equaling 1 if the household has a television, 0 otherwise.

¹ Jamal. H and Khan. A. 2005. “The Knowledge Divide: Education Inequality in Pakistan”. The Lahore Journal of Economics.

² UNESCO, EFA Global Monitoring Report. 2012.

³ A Study of Education, Inequality and Polarization in Pakistan. Tariq Rehman. Oxford University Press.

⁴ Javid. K. 2011. “Rural-Urban Divide in Education- Inequities Reinforcing Inequities”. ASER 2011

Construction of ASER wealth index:

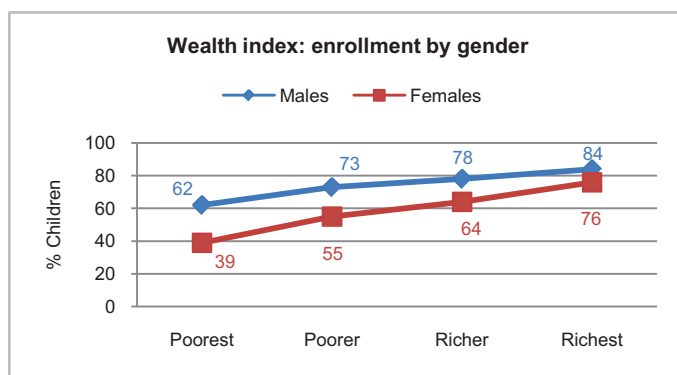
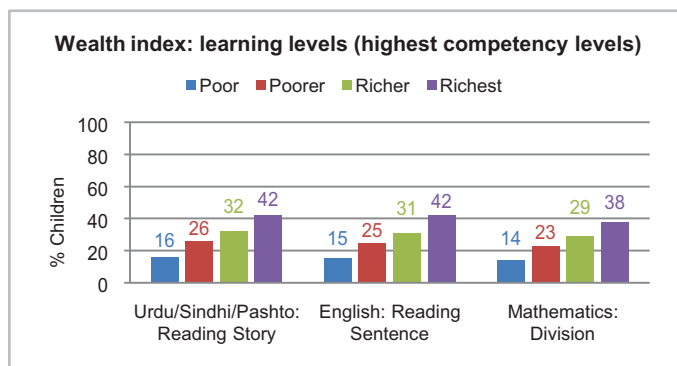
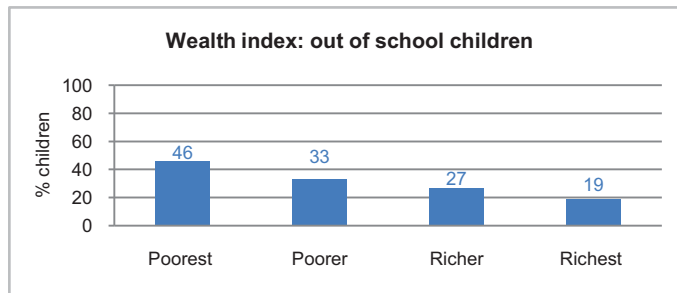
ASER wealth index has been developed by using principle component factor analysis procedure in the STATA software.⁵ Using the above mentioned method of creating quintiles, ASER 2012 data has been divided into four categories/quintiles (i.e. poorest, poorer, richer, and richest) which represent the entire population of Pakistan in a socio-economic context.

Results of the ASER 2012 data reveal that the poorest quintile has the highest level of children enrolled in government schools (91%) whereas the remaining 9% of the children are enrolled in the private sector schools. The second quintile, which is poorer, has 82% children enrolled in government schools and 18% children enrolled in private schools. The third quintile, richer, has 75% children enrolled in government schools and 25% in private schools. The richest quintile has the highest number of children enrolled in private schools (40%) and the lowest percentage of children in government schools (60%). It is evident from the figures that enrollment in government schools falls and for that of private school increases as we move along the wealth index towards the richest. A strong correlation between wealth and enrollment in private schools is established. Though a number of low fee private schools exist in the country, they are still more expensive than their public counterparts and thus are not affordable for all income quintiles⁶.

A large proportion of households are not able to send their children to schools at all because of poverty. Result of ASER 2012 displays the percentage of out-of-school children to be highest in the poorest quintile (46%) as compared to other quintiles.

Given the bleak picture portrayed by the disparities in enrollment according to types of schools, a similar image comes to light when the “learning levels” according to wealth status are taken into account. The graph clearly indicates that the learning levels of children are directly related to their wealth status. The learning level of children in all three subjects increases as we move along the wealth index towards the richest quintile. Poorest have the lowest learning levels (16% Urdu/Sindhi/Pashto, 15% English, and 14% Math) and richest have the highest learning levels (42% Urdu/Sindhi/Pashto, 42% English, and 38% Math). The households with better wealth status are able to spend significantly more on their children's education improving their opportunities for better quality schooling as reflected by the enrollment figures mentioned above.

The status of wealth was also found to be influencing gender inequity. The males and females of the lowest quintiles are particularly disadvantaged as only a limited set of educational opportunities is available to them. The percentage of males and females enrolled in schools goes up as we move along the wealth index towards the richest. Inadequate public expenditure in rural areas, limited number of schools, obsolete teaching methodology etc. might be the reasons leading towards restricted access to basic education which further transforms into learning gaps across different income groups.



⁵ It factorizes variables in a way such that it creates weighted combination of the input variables in the following manner e.g.

$$F_1 = a_{11}X_1 + a_{12}X_2 + \dots$$

In order to select factors, eigen values from a principal component analysis are used and the factor coefficient scores are created.

Further, the indicator values are multiplied by the coefficient scores and added to come up with the wealth index.

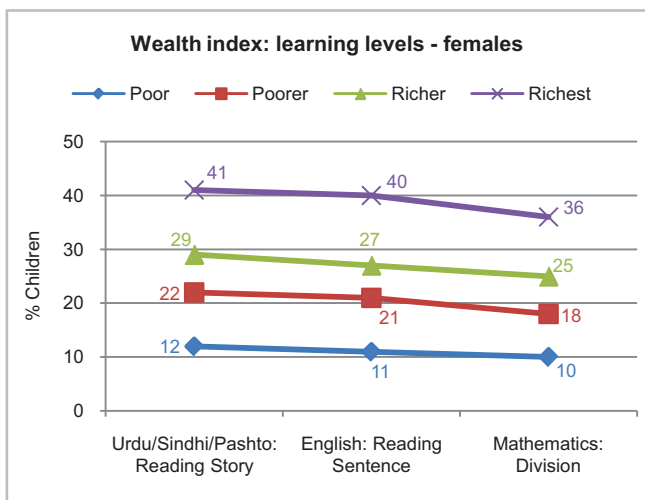
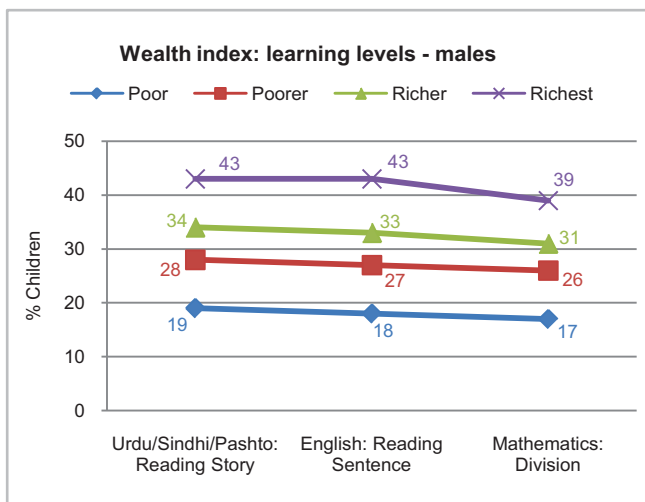
The index is then divided into groups/quintiles to categorize the population according to their wealth status.

⁶ Bari, F and Sultana, N. 2011. "Inequality in Education". ASER 2011.

The differences in learning levels for both males and females across different quintiles present an alarming picture. Learning levels of males and females improve as we move from the poorest quintile to the richest quintile. Highest learning levels of females are seen in the richest quintile across the three competency levels (41% Urdu/Sindhi/Pashto, 40% English, and 36% Mathematics). Similarly males falling in the richest income group are better able to perform the language and numeracy tasks than children falling in low income groups. This also confirms with the findings of PISA survey 2009⁷ that established: “the higher the quartile of the socio economic index to which a student belonged, the better the performance, with a similar pattern for boys and girls.”(EFA Global Monitoring Report 2012)

The current state as demonstrated by ASER 2012 clearly illustrates the appalling access and gender disparity created by differences in wealth status. This also corroborates with the results of World Inequality Database on Education (WIDE) produced by EFA Global Monitoring Report Team at UNESCO. The WIDE Database has provided figures for over 50 countries to allow for comparison in disparities across countries and to identify which groups are most disadvantaged within these countries on the basis of gender, wealth and location.

Article 25A embedded in the 1973 constitution of Pakistan that promises free and compulsory education for all children aged five to sixteen appears to be meaningless in a country where the education system is fragmented and inequality persists to such an extent. If our objective is to educate all children, we need to challenge the existing differences and divisions in order to provide equal set of opportunities to all children of the society. Moreover, at a time when the international community begins to plan post-2015 education goals and framework, it is vital to ensure that equity based targets are included and measuring marginalization in education is given a high priority.



⁷ Amongst learning assessments, PISA has done the most comprehensive coverage and surveyed 74 countries: all the OECD countries and forty other countries. The survey assessed the performance of 15 year olds and in addition collected data on parental occupation and education, selected home characteristics such as availability of books.

Reflections from India and East Africa

The journey of ASER from India to Pakistan

Rukmini Banerji

ASER Centre- India

Several years ago, seven intrepid travelers from India were at the Wagah border between India and Pakistan. On the India side, we had been doing ASER for a few years and interest in ASER type of work was increasing in other countries as well. Pakistan too was trying to understand what ASER could do. At the Wagah border, there is a long stretch of paved road between India and Pakistan. This section is a "no man's land". All Indians have seen this stretch in movies and heard about it from stories but actually being there is quite an emotional experience. Walking from India toward Pakistan, we were all thinking about our two countries - our joint histories and geographies, legacies and futures. As we walked, each of us lost in our own thoughts, we could see the gate and the check post looming up ahead on the Pakistan side. There under the high and lofty gate were the tall military personnel and also vaguely we could see two other people holding something. As we came nearer and nearer, we could

see the scene clearly. Standing all by themselves below the impressive gateway were Baela and a young man holding a banner which said "Welcome to Pakistan from the ASER Pakistan team to the ASER India team." I will never forget this moment - it was like we were coming home and were being welcomed by our own family.

We have all come a long way since then. We have learned a lot from our experiences and we continue to learn. Many of our problems are similar and so many of our solutions too can be shared. Our congratulations from India to the large and growing ASER family in Pakistan. Like you, we believe that it is only when ordinary people get together confront a problem and get their hands dirty in finding solutions that the big problems confronting our countries will begin to disappear. There will be a day, hopefully soon, when every child in India and Pakistan will be in school and learning well.

Why Effective Communication is Key

Sara Ruto

Uwezo at Twaweza - East Africa.

The citizen led assessment of basic literacy and numeracy are now well grounded in India, Pakistan, Kenya, Uganda, Tanzania, Mali and Senegal. A common thread uniting all seven initiatives is the recognition of the power of communication. Since inception in 2009, Uwezo in East Africa has sought to communicate the assessment results in ways that connect with the citizens, informs them and urges their agency to act. Our organizational theory of change supports the idea that when findings are communicated creatively and in ways that make meaning to citizens, they will understand the implications of the findings and decide to act. When this happens they will exert pressure and momentum will build over time and result in a tipping point that creates national conversation about the measure of education in East Africa. Our creation of a citizen movement who care about raising the quality of learning is almost hinged on effective and powerful communication. Uwezo communication is based on the following five tenets which are articulated as follows:

1. Every citizen has the right to know. We are compelled to present materials in ways that are understandable, simple, attractive and have reach.
2. All contact is communication. We plan and weave communication in all activities, before, during and after the national assessment.

3. Communication is of scale. Mass media is exploited for its massive reach. To delimited the effects of the 'spray and pray' we collect data on popular radio presenters and popular radio stations thereby allowing us to target a specific audience group.
4. Communication is interactive. Uwezo communication is designed to be 2-way. Citizens often reach back via telephone or SMS.
5. Repetition is used for effect. Given that messages that are remembered have a higher possibility of imploring action, we repeat the same message in different forms and formats, and in accessible languages.

The investment in communication has yielded fast returns, as today, our initiatives, across the continents are known for their focus on learning. We congratulate ASER Pakistan for the 2012 release. It offers a critical communication moment.

Stories from the field

Punjab – Nankana Sahib **Kamal Nawaz**

While travelling towards Nankana Sahib as the part of the ASER survey 2012, I was captivated by the holy structures on the way. Although Nankana is famous for its Gurdawara Janam Asthan; the area of Mariamabad (which holds an annual pilgrimage for Christians across the world) caught my attention the most. A towering statue of Mary stands tall over a hill revealing the existence of one of Pakistan's oldest Christian settlements. Even the teachers at the local government school were enthusiastic in informing about the rich history embedded in this area. Throughout this grueling ASER survey phase in Nankana Sahib a bit of history, a bit of culture worked as a perfect energizer for the volunteers. The participation of female volunteers in the survey was remarkable. Presence of female volunteers actually facilitated the survey as they were not only welcomed by the households but also families were more open to them in expressing their educational concerns. One of the village's elder even complained, 'one teacher running an entire school does not make any sense. This explains why my child's learning level is low in every subject. I don't know who keeps a check on these teachers but surely, they are not doing their job.'

This reflects the impact of ASER survey in spreading awareness amongst the parents regarding issues in education and the children's right to education. ASER is not just a report for the policymakers but also a platform for citizens where they can hold the education system accountable for its dissatisfactory deliverables.

Gilgit Baltistan - Skardu **Hasnain Astori**

ASER 2012 has reached out to 136 districts all across Pakistan. The sheer scale of the survey can be witnessed in the case of Gilgit Baltistan where some of the most remote settlements are located in areas inaccessible by road. In order to reach there our volunteers had to first go by jeep, then mule and finally by foot through the rugged unforgiving terrain. Mandial is a tiny settlement on the Pak-India border in Skardu district. When they reached the village in question which was located near the Pak-India border, they found that nearly half the residents had migrated due to poverty. The volunteers felt as if they had been taken back in time as most of the villagers had never seen many outsiders and had been living the same way for generations almost completely cut off from the rest of the world.

The findings were very disappointing with very low learning levels and no government school. The residents were overjoyed that an organization had taken an interest in their well being. This case shows not only the outreach of ASER but also that even a survey that is meant for learning levels can have so many other important functions and show many useful pieces of information.



Stories from the field

Azad Jammu & Kashmir - Hattian ***Ali Nabi Nur***

An interesting case in the region of Kashmir shows the impact of ASER on the citizens. A small village situated in the Hattian district in the green hills of Azad Jammu and Kashmir was surveyed for a second year in a row in 2012. When the results were shared, the volunteers noticed a very interesting reaction from the locals. "We saw the abysmal learning levels of the previous year," a village elder said indignantly, "However a year has gone by and the government has done nothing about it."

The locals were conscious about the poor learning levels of their children and a comparison of the survey results showed that no improvement had been seen. This led to a remarkable event. The villagers gathered together and formed a public interest group solely for the purpose of improving the status of education in their village.

"The teachers are normally absent and no one keeps a check on them," said one group member, "We need to stand up ourselves to make the government realize that education is our right". The group has done good work for the schools in the village and has even taken their plea to the media by getting a story in the local paper.

This is just a reflection of how ASER is not simply a survey but a tool for social change.

Balochistan – Chaghi ***Naghmana Ambreen***

The population of Chilghazi village of district Chaghi, famous for Reko Dig gold mines is approximately 2000 with a significant majority of Baloch people. While surveying the village, the ASER team faced a lot of hurdles due to the prevalent political crisis in the region. As we arrived at the location, most of the villagers were not ready to cooperate and refused to share information. Many of the villagers feared that the information might be used against them by government agencies. The biggest challenge for the ASER team members was to convince the villagers and change their mindset. Importantly, most of the

volunteers hailed from the same village and continued the survey phase. ASER team met the tribal head of the village and explained the purpose of this survey and how it can bring a positive change among the community towards education and enhance learning levels. Initially, there were apprehensions but the tribal head did allow the volunteers to interact with the villagers accompanied by his guards. The data collection phase turned out to be a stern examination of ASER team's resoluteness while under constant threat from local groups opposing government policies. We even learned that there was no school for girls in the area and a lot needs to be done for providing basic facilities such as drinking water or proper functioning toilets in schools. But it was a significant achievement for ASER team to conduct the survey even in such dire circumstances.

Sindh - Hyderabad ***Syed Ansar Shah***

During the ASER survey I saw a wide gap between the quality of education in private schools and government schools. I always had this question in mind as to why people prefer sending their children to private schools as opposed to government and I felt that government schools were being ignored or snubbed. However, I got the answer while surveying Qasimabad block in Hyderabad. The city contains a large concentration of Sindhis which also reflected in the specific cultural and traditional values of the locals. The government school in the area was in pitiful condition with no proper furniture or sitting area for the students. A leaking roof as well as scraped interior walls added to the appalling condition. The enrollment in the government primary school level suffered as a result of the low facilities being imparted in the school. I sincerely hope that the government with the help of the ASER report can take urgent measures to address these issues. I hope that one day our government schools would be able to compete with private schools as they are more accessible to the majority of the population.

About the Survey

Sample Design for ASER 2012 (Rural)

Total Population: The total population of this survey consists of 136 rural districts of Pakistan.

Sampling Frame: Each district is provided with

- A village list.
- Data from the Population Census 1998 on the total number of households
- Total population of each village in the list.

Sample size and its Allocation:

- Keeping in view the variability of the key variables, population distribution and field resources, a total sample of 600 households pertaining to 20 households from each village is being used.
- Sample primary sampling units (PSUs) have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence.
- The detailed allocation plan is shown below:

Number of Districts	Number of Villages per District	Number of Households per Village
136	30	20

Sample Design: A two stage sample design was adopted:

- **First stage:** 30 villages selected using the village directory of the 1998 census.
- **Second stage:** 20 households are selected in each of the 30 selected

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

- Sample PSUs have been selected using probability proportional to size (PPS) method.
- Every year, 20 villages from the previous year are retained and 10 new villages are added. Ten villages are dropped from the previous year's list and 10 new villages are added from the population census village directory. The 10 new villages are also chosen using PPS.
- The 20 old villages and the 10 new villages give us a "rotating panel" of villages, which generates better estimates of changes.

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

- Based on actual households in each sample PSUs, 20 households have been selected.
- We divide the village into four parts:
 - In each of the four parts, started from the central location and pick every 5th household in a circular fashion till 5 households are selected from each part.

Selection of School

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

Sample design for ASER 2012 (Urban)

Total Population: The total population of this survey consists of urban areas from Karachi, Hyderabad, Lahore, Multan, Quetta and Peshawar districts.

Sampling Frame: FBS has its own urban area frame updated in 2004 through Economic Census.

- Each of the 6 districts has been divided into well defined blocks consisting of 200-250 households.
- These blocks have been considered Primary Sampling Units (PSUs) for urban domain.

Stratification Plan: Each district has been further sub-stratified in the following strata:

- Low income groups
- Middle income groups.
- High income groups.
- Other Urban localities (there is no other urban locality in Karachi, Quetta & Peshawar)

Sample size and its Allocation: Keeping in view the variability of the key variables, population distribution and field resources, the following is the composition of the total 2328 sample households:

The 194 sample PSUs have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence. The detailed allocation plan of sample PSUs is shown below:

Serial No.	City/Area	No. of Sample PSUs			Other Urban	Total Sample PSUs	Households
		Type of Income Group					
		Low	Middle	High			
1	Karachi	11	20	4	0	35	420
2	Lahore	4	18	4	4	30	360
3	Peshawar	5	24	6	0	35	420
4	Hyderabad	7	19	4	4	34	408
5	Multan	5	17	3	5	30	360
6	Quetta	6	19	5	0	30	360
	Total	38	117	26	13	194	2328

Note: 12 households (SSUs) were selected from each sample PSU

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

Selection of primary sampling Units (PSUs):

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

Selection of Secondary Sampling Units (SSUs):

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

Selection of School

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

Survey Methodology

How to Make a Map and Sections

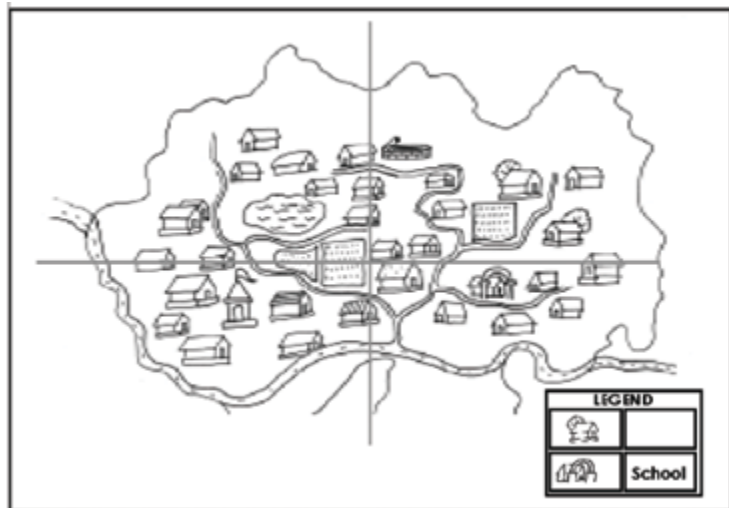
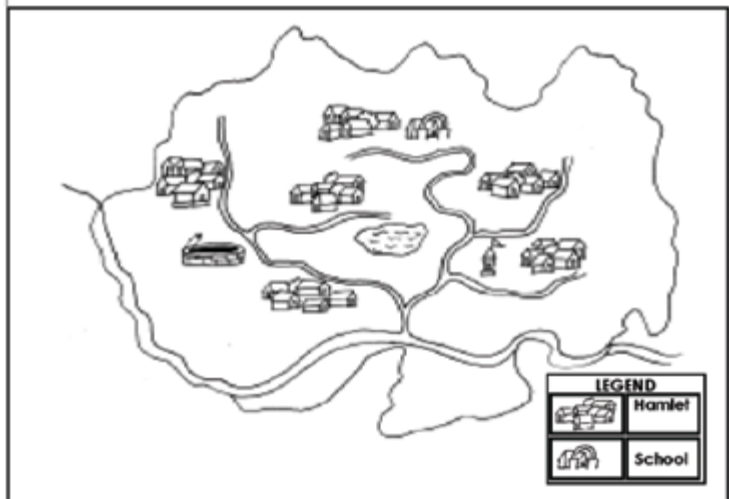
- **Contact Village Elder:** Introduce yourself to the Village Elder, Councilor or to other senior members of the Panchayat to give them a sense of the visit's objective. As you walk around in the village talk to different people and ask about the village. **Tell them about ASER.** This initial walking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

Mapping:

- **Talk to people:** How many different hamlets/sections are in the village? Where they are located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? Tell them about ASER.
- **Rough map:** It is often helpful to first draw all the roads or paths coming into the village and going out of the village. Use the help of local people to show the **main landmarks** – mosques, river, road, school, bus-stop, baithak, shop etc. Mark the main roads/streets/paths through the village prominently on the map. Marking the directions – north, south, east, and west will be helpful.
- **Final map:** Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, then copy it on the map sheet provided.

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

- **If the village has hamlets:**
 - Mark the hamlets on the map and indicate the approximate number of households in each hamlet.
 - If the village consists of **more than 4 different hamlets**, then **make chits with numbers for each hamlet. Randomly pick 4 chits.** On the map, indicate which hamlets were randomly picked for surveying.
 - Do not worry if there are more people in one hamlet than in the other.
 - If there are 4 or less hamlets, then we will go to all of these hamlets.
 - **If it is a village with continuous habitation:**
 - **Divide the entire village in 4 sections equally.**
- For each section, **note the estimated number of households.**



How to Sample Households

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

- Go to each hamlet/section. Try to find the central point in that hamlet/section. Stand facing the houses in the center of the habitation.

- Conduct the survey with every 5th household rule, from the left-hand side in the habitation (e.g. 5th house, 10th house, 15th house, etc). While selecting households, count only those households that someone lives in. In every selected household:

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

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

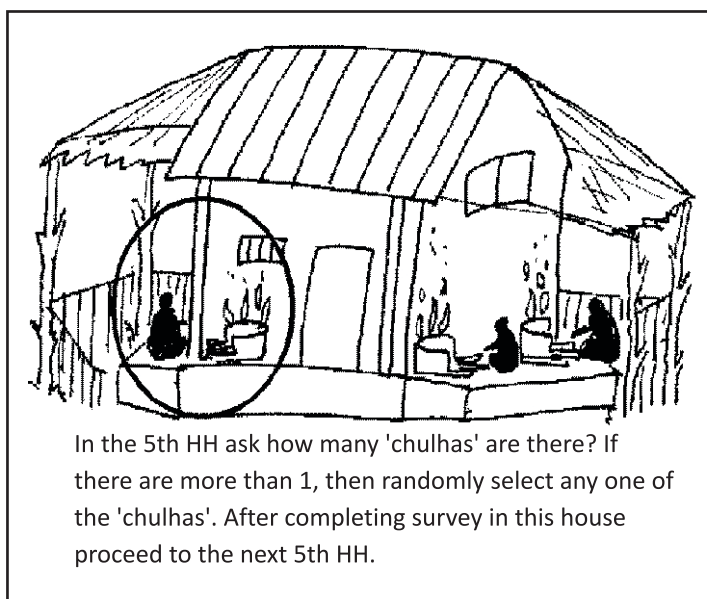
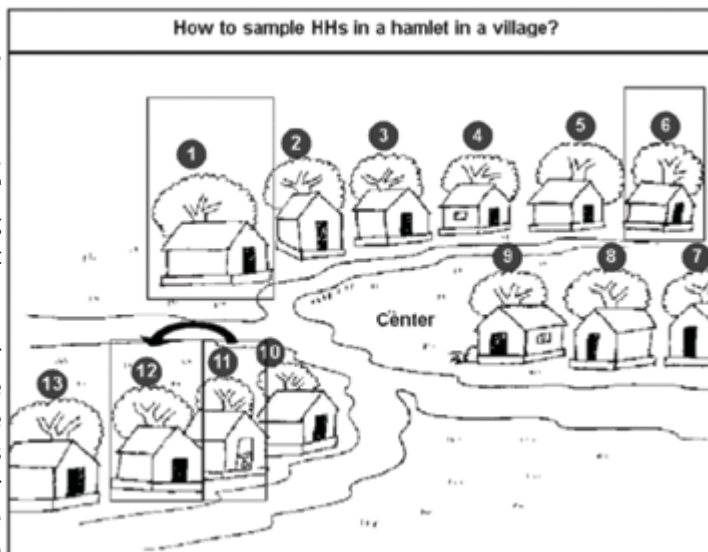
- **No response:** If a household refuses to participate, note that down on your compilation sheet as "No response". However, as above, **this household DOES NOT count as a surveyed household.** Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were 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 BE COUNTED as one of the 5 surveyed households in each hamlet/section.**

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

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

- Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be a **Saturday/Sunday or a holiday.**



What to do in Each Household

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

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

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

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

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

- **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.
- **Parents' Education : Following information regarding parents education will also be recorded**
 - Total number of Children
 - Whether mother & father have gone to school?
 - Mother & Father's education (Highest class completed)

Fathers: Note down the information about the father for each child in the age of 3 to 16. The information includes the fathers' age, whether he has attended school or not and up to what class has he studied. Fathers will not be tested.

- If the father is not present during the time of survey, note down all the available information
- Do not take information if the father is dead.

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)

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

- Ask for the last class that the dropped out child passed and the year in which he/she dropped out of school.
- Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

Other Things to Remember:

- **Non-resident children:** Do not survey children who are visiting their relatives and friends in the sampled village.
- **Older children:** Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like "children".
- **Children out of the village:** If there are children in the family but who are not present in the village during the survey, do not take their details.
- **Mothers under or of 16years of age:** Often in villages, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age 5 to 16 years, and they will also be tested in all three assessments.

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

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

- **Type of house the child lives in:** Types of houses are defined as follows:
 - **Pucca House:** A pucca house is one, which has walls and roof made of the following material.
 - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber etc.
 - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc
 - **Kutcha House:** The walls and/or roof of which are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.

- **Semi -Pucca house:** A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.
- **Ownership of House:** whether they owned the house or not?
- **Electricity in the household:**
 - Mark yes or no by observing if the household has wires/electric meters and fittings or not.
 - Mark yes even if electricity is off because of load shedding. (The purpose of this is to find out whether the household had the facility of electricity available to them or not)
- **Toilets:** Mark yes or no by observing if there is a constructed toilet in the house.
- **Mobile phone:** Write down the number of mobile phones are there in the household used by family members.
- **TV:** Mark yes or no based on their response.

General Information

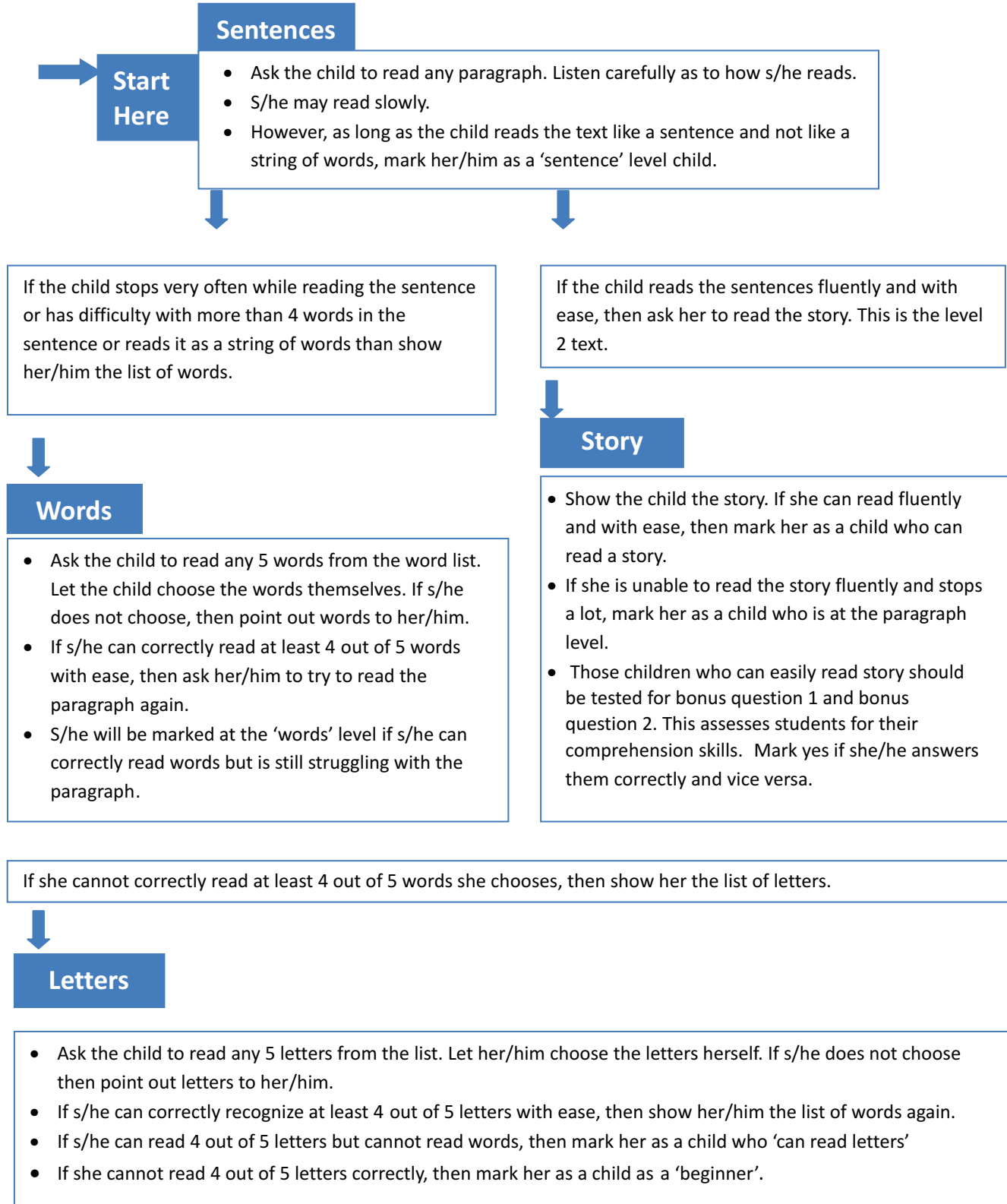
How Far is the Nearest School: Ask the family head or other adults in the family about the distance, a child has to cover to reach school. You can ask approximate distance in kilometers and record it in the respective box.

Language Spoken at Home by Members of the Family: Ask mother, father or other correspondents about the language which is being spoken in the household. This can further be linked with the medium of instruction in the school and helps examining impact of mothers tongue on child's learning.

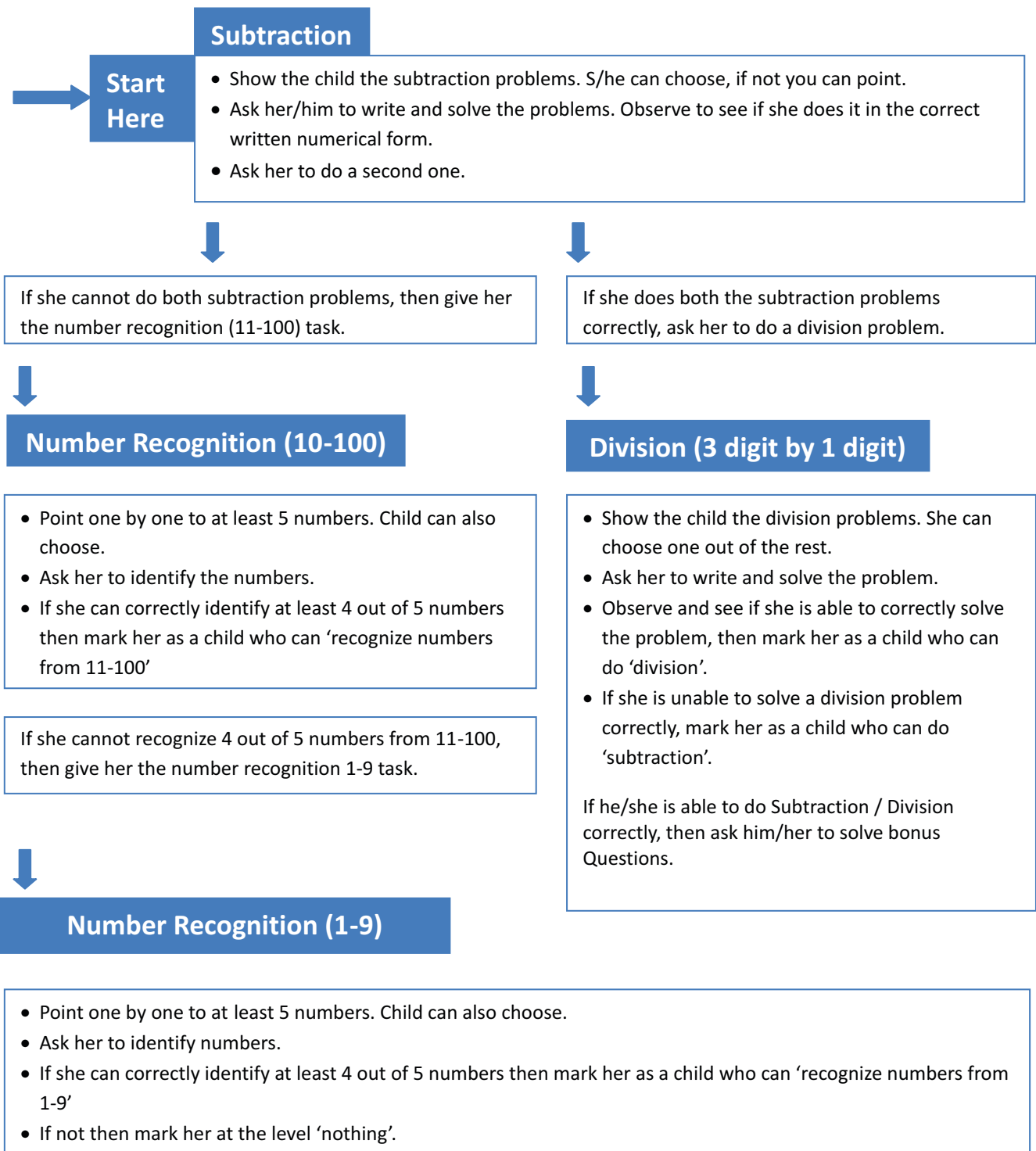
Preferred Medium of Instruction in the School: Ask the family what is their preferred medium of instruction in the school. For example ask them if they want their child to learn in school in Urdu, English or any other regional language and write the response in the respective box.

Computer Usage: Ask the family if anyone in the household knows how to use a computer and report your answer as yes or no. Remember this question does not ask for a computer present in the household.

How to test Reading?



How to test Arithmetic?



How to test English?

Start Here

Capital Letters

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

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

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

Small Letters

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

If she can recognize 4 out of 5 small letters with ease, then show her the list of words.

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

Words

Point one by one to at least 5 words. Ask her to read them.

If she correctly reads 4 out of 5 words, then show her the list of sentences.

If she reads words but is struggling with reading sentences, then mark her as 'word' level child.

Meaning of words: (after the child has been marked at "word" level)

- 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 beside 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".

Sentences

Ask her to read the 4 sentences. If she reads at least 2 out of the 4 fluently, then mark her at the 'sentence level'.

Meaning of sentences: (after the child has been marked at "sentence" level)

- 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.

What to Do in a School

General Instructions

- Take permission from head masters /mistress or teacher of respective class before observing the class.
- Visit any **government school** in the village with classes from Class 1 to 10 or High School. If there is no High school in the village, then go to middle school. In case middle school is not available go to primary school. In the top box of the Observation Sheet, tick according to the school type. If there is no government school in the village go to nearest **Government School** located in nearby village.
- Meet the Head Master/head Mistress (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and take Following Information.
- Record Name of the School, name of village, name of Tehsil/Taluka, District/Agency and the Province.
- Tick the respective box for type of school i-e High, Middle or Primary.
- Tick type of school
 - Boys and Girls School
 - Boys only School
 - Girls only School
- Tick Medium of School
 - English
 - Urdu
 - Pashto
 - Sindhi
 - Or any other Medium
- EMIS Code: write the EMIS code of the school
- Write Down School since (Establishment Year).
- Note the **Time of Entry** into the school and **Time of Exit** from School.
- Date of visit: write the date of survey
- Day of visit: write the day of survey
- Name of surveyors: write the names of both surveyors
- Any project started in the school. If yes who started the project? Government or Private sector? Tick the relevant box. (*Only for Government School Sheet*)
- School affiliation with any NGO like Punjab Education Foundation, Balochistan Education Foundation, Sindh Education Foundation, UNICEF, NCHD, etc (write NGO Name) if yes then ask the name and year of affiliation.
- When at the school, ask the Head Master for the **Enrollment register** or any official document on the enrollment in that school.

What to do in government / private school?

Children's Enrollment & Attendance (Section 1)

1. ASK for the registers of all the Classes and fill in the **enrollment**. If there is more than one section 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.
5. Ask head teacher School Fee, separately for each class and record in the relevant box.

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

1. This section is to be filled for Class 2 and Class 8 only (in case of primary school only choose Class 2. 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. Apart from the textbooks, OBSERVE if there is any other supplementary material (e.g. Books, Charts on the wall, Board Games, etc.) in the room. Mark accordingly for each class you observe.

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

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

Teachers - (Section 4 – Govt & Section 2 –Pvt.)

1. Request the Head Teacher to provide you information on teachers in the school. Collect and note down the information on:
 - a. Number of Sanctioned Teaching Posts (*Only for Government school*)
 - b. Teachers appointed
 - c. Regular/Government teachers does not include the Head Master
 - d. Contract/Para teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), mark that separately.
 - e. Number of Teachers present on the day of the survey
 - f. Number of Teachers living in this village, if applicable.
 - g. Also ask each category of teachers (Head Teacher, regular teachers, para-teachers) whether they reside in the village or a neighboring village. Count the number of teachers residing in the same visited village/neighboring villages and write this number in the observation sheet.

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

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

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

No. of Teachers who Got training in the Last Year (Jul 2011-June2012) (Section 6 - Govt)

This requires you to enlist number of teachers who got any training in the previous year, see the date mentioned above to count what is meant by one year. If yes determine the time period for the training e.g. 15 days, 30 days or more than 30 days.

Facilities in the School (Section 7 - Gov & Section 6 - Pvt)

Count yourself and Write down

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

Tick the Relevant

- Drinking facility available and being used by children
- Is there school boundary wall/ fence?
- Toilet available and being used by children. You need to check the functionality and also observe if children are going to toilet present in the school. Or are they using staff toilet or one available in the mosque for example. Ask children.

- Does the school have library books?
- Could you see the library books?
- Is there any playground?
- Is there any special Teacher (PIT) for games/playtime?
- Is there a science Laboratory available in the School.
- Is there a computer lab.
- Does the school have internet?
- *Note the **time of exit** from the school.*

Page No 2 (Only for Government School Sheet)

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

SMC/SC/PTA Information (Section 8 - Govt)

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

School Fund Information (Section 10 - Govt)

1. For this section, note down information for July 2011 to June 2012.
2. Get funds information for **SMC/SC/PTA FUNDS, FAROGHE TALEEM FUND, TUCK SHOP FUND, CYCLE STAND FUND**, and Write down the name of other source of funds.
3. Ask if the school got a Fund. If yes, then note down the amount and when this **fund** was received, write down the **Month and year** in which fund was received. If the person answering this section says that he/she is going to receive the **Fund** in the **future**, then mark “no”.
4. If the fund was received ask if the school has spent the entire fund? Yes, No, Do not know.
5. There are instructions under this section asking where the school fund was spent? Mark which is relevant.
6. Ask the person answering this section about the Fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

School Fund Information (Section 11 - Govt)

This section is similar to section 10 other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2012 to date of survey.

Only for Private School Sheet

School Fund Information (Section 4 - Pvt)

1. For this section, note down information for July 2011 to June 2012 and July 2012 to date.
2. Write down the name of person who provide the information.
3. If the school gets any funds from Government/ Private Individual/NGO, mark yes.
4. If the school got a Fund, then note down the amount and the **Month and the year** in which the fund was received. If the person answering this section says that he/she is going to receive the **Fund** in the **future**, then mark “no”. Also write the name of the Department/Organization,
5. Ask the person answering this section about the Fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

ASER 2012 Survey Tools

Household Survey Sheet

ASER-PAKISTAN 2012 SURVEY - HOUSEHOLD SURVEY SHEET

Annual Status of Education Report
ASER 2012
 Facilitated by SAIED

House Hold ID: 03

Name of Family Head: Murtaza
 Total HH With SAME KITCHEN: 3

Name of Surveyor (1): Zobia Noshin
 Name of Surveyor (2): Madha

Date of Survey: 14-10-2012
 Day of Survey: Sunday

Start Time: 9:35 am
 End Time: 9:50 am

Province: Punjab
 District/Agency: M.B.Din
 Tehsil/Taluka: M.B.Din

Union Council: Kandhan wala
 Village/Block: Kandhan wala

Serial No	I) Child Information		Educational Status (3-16 Years)		Current Schooling Status (Age 3-16)				Basic Learning Levels (for 5-16 age group)				Arithmetic Levels (for 5-16 age group)				English (5-16 age group)				Tick if the child uses Avella for the assessment																		
	Mothers Name	Name of Child (3-16 age group regularly living in the household)	Age	Gender (M=Male F=Female)	Tick (✓) what is applicable	Drop out year up to 2010	Drop out year up to 2010	Class / Grade (Example: ECE/Katchi, Nursery, 1, 2, 3, etc)	Institute Type (what is applicable)	What is official medium of instruction in children's school?	Does the child go to the school surveyed?	Tuition (if the child attending any PAID Tuition)	Letters	Words	Sentences	Story	Bonus Q 1	Bonus Q 2	Language in which the child was tested	Beginner/Nothing		Number Recog 1-9	Number Recog 11-99	Subtraction	Division	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	Shehnaz	Aaqib	16 M		✓			9th	Government	E	✓	✓							U																				
2	"	Sawaira	15 F		✓			5th	Private	E	✓	✓							U																				
3	"	Humaia	13 F		✓			7th	Private	E	✓	✓							U																				
4	"	Mugaddas	9 F		✓			4th	Private	E	✓	✓							U																				
5	"	Sana	7 F		✓			2nd	Private	E	✓	✓							U																				
6	"	Saqib	5 M		✓			Nursery	Private	E	✓	✓							U																				
7																																							
8																																							
9																																							
10																																							
TOTAL																																							

* English =E, Urdu =U, Sindhi =S, Pushto =P
 ** Urdu =U, Sindhi =S, Pushto =P

III) Child's Father Information

HIGHEST class/Grade (COMPLETED):

Gone to School: Yes No

Age: 50

IV) Household Indicators

House Owned: Yes No

Electricity Connection (Look for wires & plugs): Yes No

Mobile: Yes No

TV: Yes No

V) General Information

What is the Language spoken by family members? Urdu

Preferred Medium of instruction at School? English Urdu Local Language

Does anyone in the household know how to use a computer? Yes No

GOVERNMENT SCHOOL OBSERVATION SHEET - ASER Pakistan 2012 Page 2

Annual Status of Education Report
ASER
 PAKISTAN
 FACILITATED BY SAFED

Name of School: G.G.Els Karshan Wala Village: Karshan Wala Tehsil/Taluka: M.B.Din District/Agency: M.B.Din Province: Punjab
 Head Teacher/Principle Name: Aneesa Tufail Phone No.: _____ Para Teacher: _____ Other: _____
 Got the Fund/Grant information from: Head Teacher Regular Teacher AMOUNT IN BANK: -16000

Is SMC/SC/PTA Active: Yes No Total Members: 7 Active Members: 7

(X) FY July 2011 to June 2012										(XI) FY June 2012 to Date of Survey													
Sr #	Type of funds	Did you receive the Money			what amount of Fund/Gr and (Rs.)	If Yes then			Did you spend the FULL amount ?			Type of funds	Did you receive the Money			what amount of Fund/Gr and (Rs.)	If Yes then			Did you spend the FULL amount ?			
		Yes	No	Don't Know		Which Month/Year the Fund/Grant received (MM/YY)	Yes	No	Don't Know	Yes	No		Don't Know	Yes	No		Don't Know						
1	SMC/SC/PTA Funds (Annual)	✓	-	-	-16000				✓			SMC/SC/PTA Funds (Annual)	✓		16000	September	✓						
2	Farogh-e Taleem Fund (Approx. in March 2012)	✓	-	-	30000				-	✓		Farogh-e Taleem Fund (Approx. Last Month)	✓		30000							✓	
3	Tuck-shop Fund		✓									Tuck-shop Fund	✓										
4	Cycle Stand/Other Stand Funds		✓									Cycle Stand/Other Stand Funds	✓										
5	School Construction											School Construction											
6																							
7																							
8																							
9																							
10																							

The Fund Spent on (tick ALL that Apply)									
<input checked="" type="checkbox"/>	New Class Room	<input type="checkbox"/>	Repair of Class Room						
<input type="checkbox"/>	New verandah	<input type="checkbox"/>	Repair of Building						
<input type="checkbox"/>	New Toilets	<input type="checkbox"/>	Repair of Toilets						
<input type="checkbox"/>	New Main Gate	<input type="checkbox"/>	Repair of Furniture						
<input type="checkbox"/>	Boundary Wall	<input type="checkbox"/>	Repair of Water facility						
<input type="checkbox"/>	Purchase of New Furniture	<input type="checkbox"/>	Repair of Computer						
<input type="checkbox"/>	Purchase of New Learning Material	<input type="checkbox"/>	Para teacher salary						
<input type="checkbox"/>	Purchase of Stationery	<input type="checkbox"/>	Uniform						
<input type="checkbox"/>	Purchase of Library books	<input checked="" type="checkbox"/>	White Wash/Paint						

GOVERNMENT SCHOOL OBSERVATION SHEET - ASER Pakistan 2012

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

Target Village: Kadban Wala

Name of School G.G.E/s Kadban Wala Village Kadban Wala Tehsil/Taluka M.B.Din District/Agency M.B.Din Province Punjab

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

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

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

Date of visit 13-10-2012 Day of visit Saturday Name of Surveyors (1) Madina Gulshan (2) Zobia Nosheen

Any Project Started in Schools Govt. Private No Project Any NGO affiliated with School Yes No If "Yes" mention name: _____

EMIS Code: 34620059 Arrival Time 9:36
 School Established Year 1976 Departure Time 11:15

Since (Year) _____

(I) Children's Enrollment & Attendance	Class Kachi (When Relevant)	Class Paki (When Relevant)	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10
	Children's enrollment (Take from register yourself)	65	58	52	57	74	37	46	44	43		
Children's attendance Today* (Head Count)	57	46	52	66	28	20	20	37	38	35		
School Fee (Per Month)	20	20	20	20	20	20	20	20	20	20		

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

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

Are the children of this class sitting with children from any other class? if yes, then with which class? (write)	Class. 2		Class. 8	
	Yes	No	Yes	No
Classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verandah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(VII) Facilities in the school (From Observation)

Facility	Yes	No
Total number of rooms in the school (count yourself).		11
Total number of Class rooms in the school being currently used by the children (count yourself)		8
Tick where relevant		
Is there a useable drinking water facility for the children in the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a complete boundary wall/fence?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a useable toilet / latrine for the children?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the school have any library books?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Could you see the library books?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a playground in the school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there any special Teacher (PTT) for games/Playtime?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a Science Laboratory?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a computer lab?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the school have internet?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(III) Comments

سولہ کلاسوں میں 4 کلاسوں میں پڑھنے والے بچے ہیں۔
 کلاسوں میں پڑھنے والے بچے کی تعداد 57 ہے۔
 کلاسوں میں پڑھنے والے بچے کی تعداد 57 ہے۔

Use back side for more comments

PRIVATE SCHOOL OBSERVATION SHEET - ASER Pakistan 2012

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

Name of School Right way Public School Village Kadban Wala Tehsil/Taluka M.B.Din District/Agency M.B.Din Province Punjab

From which Class to which Class. (Tick any one)
 Class 1 to 5 Class 1 to 8 Others Type of School (Tick any one)
 Boys & Girls School Boys Only School Girls Only School Other

Medium of School English Medium Urdu Medium Pashto Medium Sindhi Medium Hafiz Qur'an + General schooling

Date of visit 13-10-2012 Arrival Time 11:45: am
 Day of visit Saturday Departure Time 1:00 Pm

Name of Surveyors (1) ZOBIA NOSHEEN
 Name of Surveyors (2) MADHA GUISHAN

Since (Year) _____

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

(I) Children's Enrollment & Attendance	Nursery/LKG/UKG/Prep	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10
Children's enrollment from register yourself	36	12	8	6	7	3	2	3	3		
Children's attendance Today* (Head Count)	34	12	8	6	7	5	2	3	3		
School Fee (Per Month)	100	200	200	200	250	250	250	250	250	250	250

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

(II) Teachers

Head Teacher	Number Appointed	Number Present Today (On the day of survey)	Number of teachers of residents of THIS village	Class: 2		Class: 8	
				Yes	No	Yes	No
Regular Teachers (Doesn't include Head Teacher)	5	5	5	✓		✓	
Community/Part Time Teachers	1	1	1	✓		✓	

Comments: The School was decorated very well.

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

Are the children of this class sitting with children from any other class? one

If yes, then with which class? (write) _____

Where were they seated (tick one)
 Classroom Verandah Outdoor

Is there a useable blackboard/white board for this class?

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?

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

Who answered this section? (Tick relevant)	FY 2011		FY 2012	
	Yes	No	Yes	No
Head Master <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Other <input type="checkbox"/>				
Did you get any FUNDS from Government/Private individuals/NGO?		✓		✓
If Yes, what was the amount of this FUND (Annual)?				
In which month was this FUND received?				
Name of Department/Organization				

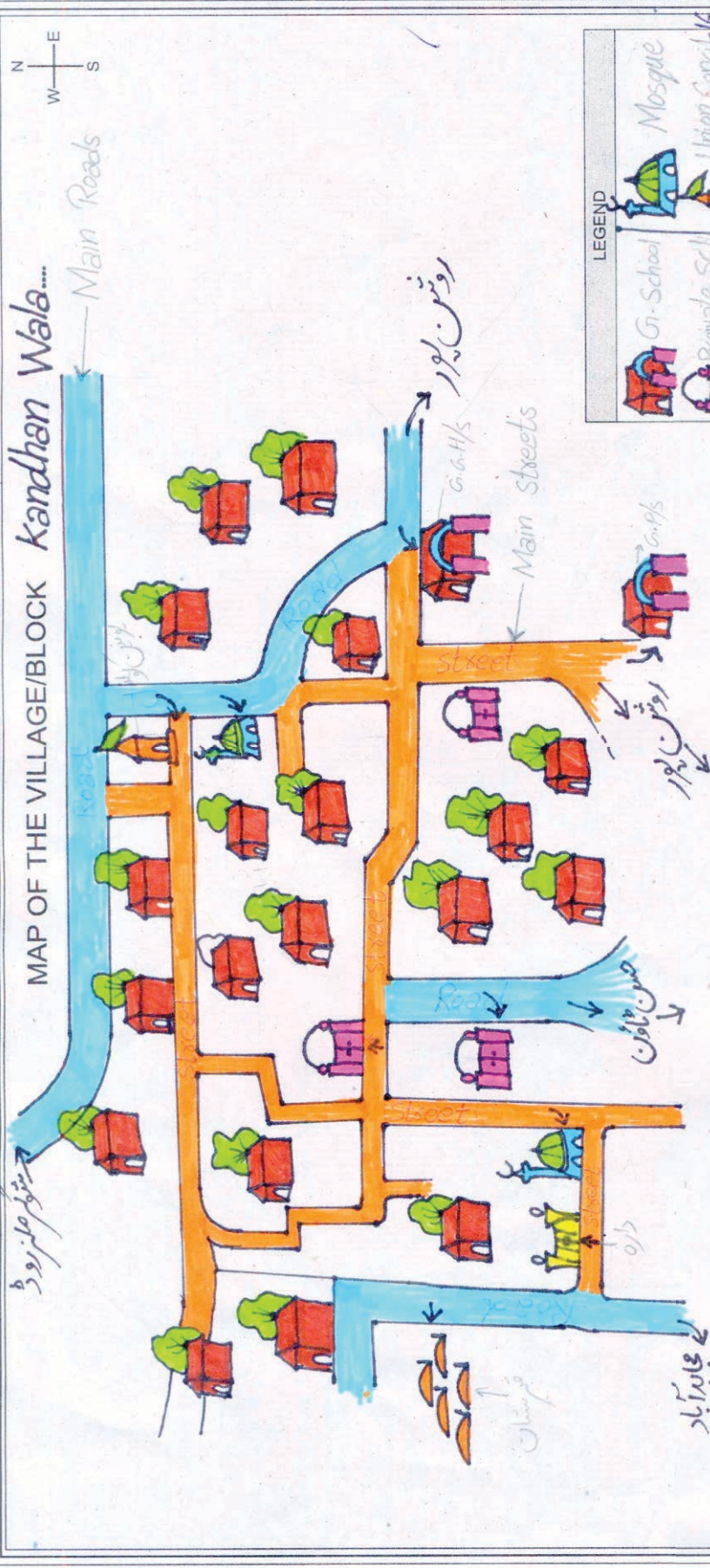
(V) No. of Qualified Teaching staff

Education	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
Professional		3	3			
CT						
MEd						
Other						

(VI) Facilities in the school (From Observation)

Facility	Yes	No
Total number of rooms in the school (count yourself)		2
Total number of Class rooms in the school being currently used by the children (count yourself)		2
Tick where relevant		
Is there a useable drinking water facility for the children in the school	✓	
Is there a complete boundary wall/fence?	✓	
Is there a useable toilet / latrine for the children?	✓	
Does the school have any library books?	✓	
Could you see the library books?	✓	
Is there a playground in the school?	✓	
Is there any special Teacher (PIT) for games/Playtime?	✓	
Is there a Science Laboratory?	✓	
Is there a computer lab?	✓	
Does the school have internet?	✓	

Village/Block: *Kandhan wala* Tehsil/Taluka: *M.B. DIN* District/Agency: *M.B. DIN*



LEGEND

	Gr. School		Mosque
	Private-Sch		Union Council-16
	Graveyard		Population

TOTAL HOUSEHOLDS	500	
Approx. POPULATION	2500	
Local Language	Punjabi	
Total number of School	Government	2
	Private	3

Facilities	Yes	No
Post Office	✓	
Bank	✓	
PCO	✓	
Internet Café/Computer Center	✓	
Health Facilities	✓	
Pacci Road	✓	

INSTRUCTIONS TO FILL THE MAP

- Mark the different hamlets/ sections
- Number each hamlet/section on the map
- Mention the total (approx.) Number of households in each hamlet/section
- Mark the hamlets/sections surveyed

• Show the main landmarks - schools, health centers, Also use the following for reference - mosque, river, road, school, bus-stop, bathak, otaque, shop, etc.

• Verify all the information on the map with people in the village as you walk around.

• Health facilities (clinic/BHU/RHC...etc.)

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

English Tools

Start Here

Capital Letters

Sample 1

A X F
D R
N O W
Y L

Small Letters

Sample 1

u z m
c s
e h p
k b

PAGE ①

Ask only 5, of which 4 must be correct.

کوئی سے پانچ پہچیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Ask only 5, of which 4 must be correct.

کوئی سے پانچ پہچیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

English Tools

Words

Sample 1

Boy Ink Leg
Hand Table
Mat Cup Van
Play Toy

Sentence

Sample 1

I go to school.
My uniform is white.
My shoes are black.
I love to read books.

Sentence

This is my bag.
It is a small bag.
It has two pockets.
I keep books in it.

PAGE ②

Ask only 5, of which 4 must be correct.

کوئی سے پانچ پہچیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Ask the child to say the meaning of the words in the local language.

بچوں سے الفاظ کے مطلب انکی مادری زبان میں پہچیں۔

Ask the child only to read one set of sentences, 2 out of 4 must be correct.

کوئی سے 4 خط پڑھنے کو کہیں میں سے 2 صحیح ہونے چاہئیں۔

Ask the child to say the meaning of the sentences in the local language.

جس سے الفاظ کے مطلب انکی مادری زبان میں پہچیں۔

Urdu Tools

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Sample 1

Words الفاظ

انار رنگ
ورق
کاغذ لٹو
جوڑتا بس
میز
امرود طوطا

PAGE 1

Ask only 5, of which 4 must be correct. کوئی سے باقی پوچھیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Sample 1

Letters حروف

گ ج
ث غ
ط م
ر ب

Ask only 5, of which 4 must be correct. کوئی سے باقی پوچھیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Urdu Tools

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Sample 2

Story کہانی

زینب کا گھر پیارا ہے۔ گھر کے پاس باغ ہے۔ باغ بہت خوبصورت ہے۔ وہ پھول دیکھ کر خوش ہوتی ہے۔ ایک صبح اس نے تتلی دیکھی۔ تتلی کے بہت سے رنگ تھے۔ اس کو تتلی بہت پسند آئی۔ اس نے تتلی کو پکڑنے کی کوشش کی۔ وہ اس کے پیچھے بھاگی۔ تتلی دیکھتے ہی دیکھتے غائب ہو گئی۔

BONUS QUESTIONS بونس سوالات

Q1 زینب کے گھر کے پاس کیا ہے؟
Q2 زینب کو کیا چیز پسند آئی؟

Child should read the story fluently.
Ask the Question and mark accordinglyروانی سے کہانی کے کلمے پڑھ سکے۔
اگر پوچھائی باتوں سے سوالات پوچھیں۔

PAGE 2

Start Here

Sample 2

Sentences جملے

یہ میری کتاب ہے۔
اس میں کہانیاں ہیں۔
میں اسے پڑھتی ہوں۔
مجھے یہ کتاب پسند ہے۔

Sentences جملے

کسان اناج اگاتا ہے۔
کھیتوں کو پانی دیتا ہے۔
سخت موسم میں کام کرتا ہے۔
ہم سب اناج کھاتے ہیں۔

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

بچے سے کوئی ایک جملہ پوچھیں۔ روانی سے جملے پڑھ سکتے ہیں۔

Math Tools

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Start Here

Sample 1

Sample 1

Number Recognition 1-9	Number Recognition 11-99
2 4	37 49
1 6	25 77
7 9	61 82
3 5	19 54
	57 68

Ask any 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Ask any 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Subtraction	Division
87 65 - 69 - 18 — —	348 ÷ 4
92 55 - 88 - 37 — —	644 ÷ 7
27 81 - 19 - 72 — —	210 ÷ 6
52 60 - 49 - 42 — —	376 ÷ 8

Ask any 2, both must be correct.
کوئی سے دو پوچھیں۔ دونوں صحیح ہونے چاہئیں

Ask any 1, which must be correct.
کوئی سے ایک پوچھیں۔ صحیح ہونا چاہیے

BONUS TOOL

بچھو اور کرو

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Sample 1

خریداری

50 روپے		گیند	قیمت جدول	80 روپے		کپ
15 روپے		بسکٹ		95 روپے		کتاب

ہدایات:-
 ○ پہلی جماعت سے پانچویں اور اس سے اوپر کے بچوں کو پوچھئے اور اسکول نہ جانالے بچوں میں سے 16 سال کی عمر کے بچوں کے دیکھئے۔
 ○ پڑل رپاشی سکول کے بعد بچوں کو پوچھئے۔
 ○ ہر سوال کو پوچھ کر تائیں کوئی بھی سوال دہر سے نہ پوچھو۔
 ○ عمل کرنے کا طریقہ دیکھائیں۔
 ○ سوال نمبر 1 اور 2 کے لئے جدول کے اہم پڑھو کر تائیں۔

مندرجہ بالا ااتصا اور ویکھیں۔ اس میں کئی چیزوں کی قیمت دی گئی ہے جیسے ایک کتاب 95 روپے کی ہے۔ انہیں دیکھ کر پیچھے دیئے گئے سوالات کے جوابات دیں۔
 1Q علی نے ایک کپ اور ایک کتاب خریدی۔ اس نے کل کتنی رقم ادا کی؟
 2Q آمنہ کی امی نے تین گیندیں خریدیں۔ انہوں نے کل کتنی رقم ادا کی؟

Sindhi Tools

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Start Here

Sample 1

ڪھاڻي Story

اڃ موڪل جو ڏينهن آهي، موسم به تمام سٺي آهي. ٿڌي ٿڌي هير گهلي رهي آهي. اسلم پنهنجي والد سان بازار ويو، بازار ۾ ڪيترائي دڪان ڏٺائين. انهن ميوا ۽ پاجيون ورتيون. اسلم پنهنجي لاءِ ڪتابن جو ٿيلهو ورتو. هن پيڻ لاءِ رانديڪا خريد ڪيا. انهن بازار ۾ ڪيترن قسمين شيون ڪاڏيون. اسلم تمام گهڻو خوش ٿيو.

BONUS QUESTIONS سوال

Q1 اسلم ڪنهن سان گڏ ۽ ڪٿي ويو هو؟

Q2 اسلم پيڻ جي لاءِ ڇا خريد ڪيو؟

Child should read the story fluently.

راڻي سان ڪھاڻيءَ جيان پڙهي سگهي.

PAGE 2

Sample 1

جملو Sentences

هي ۽ گرمي جو موسم آهي.
گرمي جي ڪري پگهر ايندو آهي.
اسين هن موسم ۾ ٿڌيون ٿڌيون شيون
ڪائيندا آهيون.
شام جو گهمڻ لاءِ ويندا آهيون.

جملو Sentences

آمنا تمام سٺي چوڪري آهي.
هوءَ جانورن سان پيار ڪندي آهي.
هن وقت به ٻليون آهن.
هوءَ انهن جو خيال رکندي آهي.

بار ڪي ڪتابهه پيرا پڙهڻ جو رٿي سان جملو جيان پڙهي. Child should read the sentences fluently.

Pashto Tools

Pashto Tools

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ASER 2012
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Start Here

Sample 1

قيصی Story

د زينب ڪور سره ڀ يو باغ دے۔ باغ ڊير
خائسته دے۔ هغي ڪبني گلونه هم دي۔
هغه دي ته گوري او خوشحاليږي۔ يو سحر هغي
يو پتنگ اوليدو۔ د پتنگ ڊير رنگونه وو۔ د
هغي پتنگ ڊير خوبش شو۔ هغي د پتنگ د
نيولو ڪوشش او ڪړو۔ هغي ورپسي منډه
ڪړه۔ خو ولې پتنگ د هغي د سترگو نه پناه شو۔

BONUS QUESTIONS بونس سوالونه

Q1 د زينب د ڪور خوا ڪبني څه دي؟

Q2 د زينب څه خوبش شو؟

Child should read the story fluently.

په روانه د قيصي په طور اولوله.

PAGE 2

Sample 1

جملو Sentences

دازما ڪتاب دے۔
په دې ڪبني قيصي دي۔
زه د اولمه۔
زما دا خوبش دے۔

جملو Sentences

زميندار د فصل ڪرونده ڪوي۔
پتو ته اوبه ور ڪوي۔
سخت موسم ڪبني ڪار ڪوي۔
مونږ ٽول دي نه فصل اخلو۔

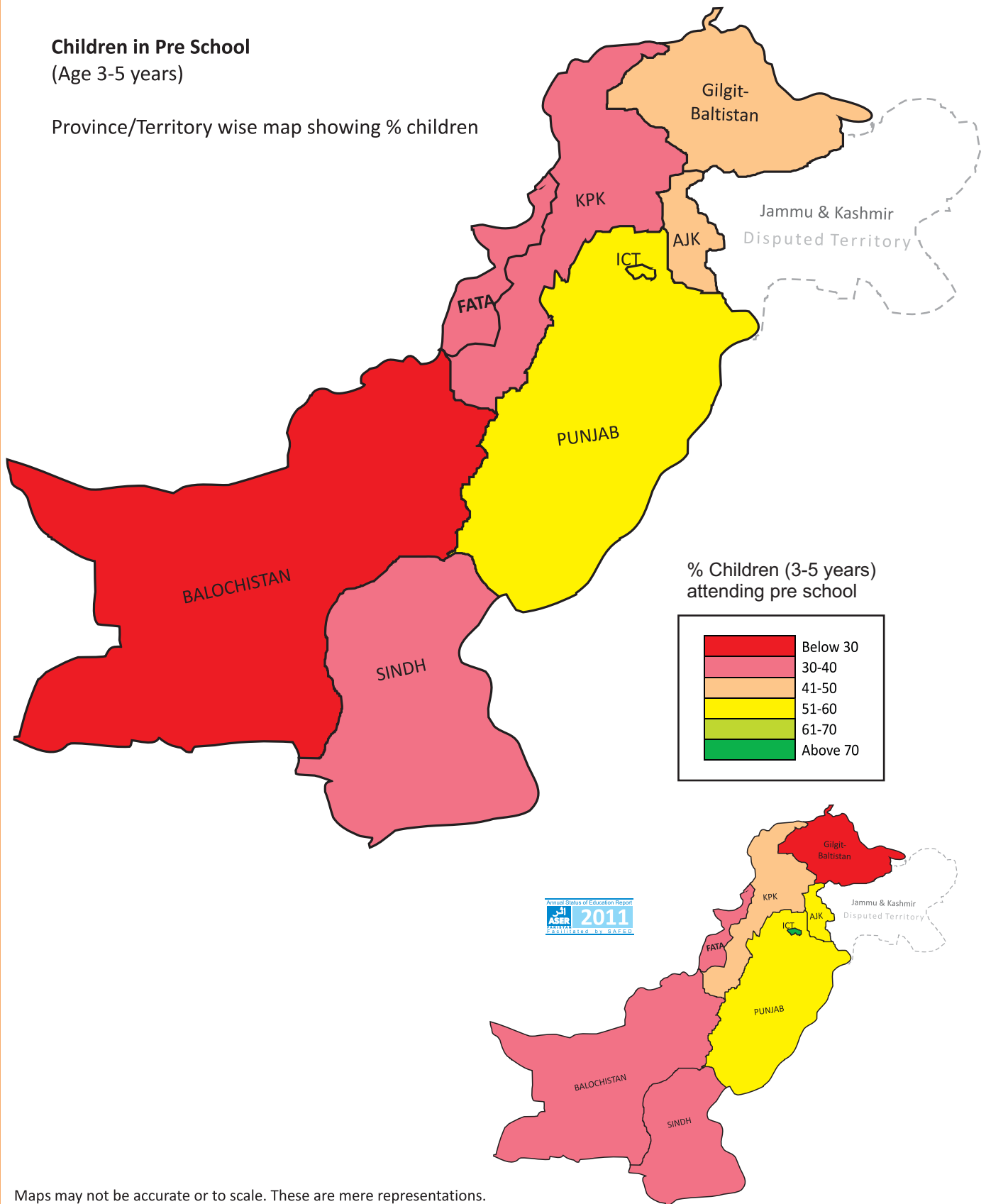
Ask the child to read one Para. Child should read the sentences fluently.

ماشوم ته يو پيرا اولولو ڊياري اولوتي. په روانه د جملو غوندې اولوله.

Findings (Rural)

Children in Pre School (Age 3-5 years)

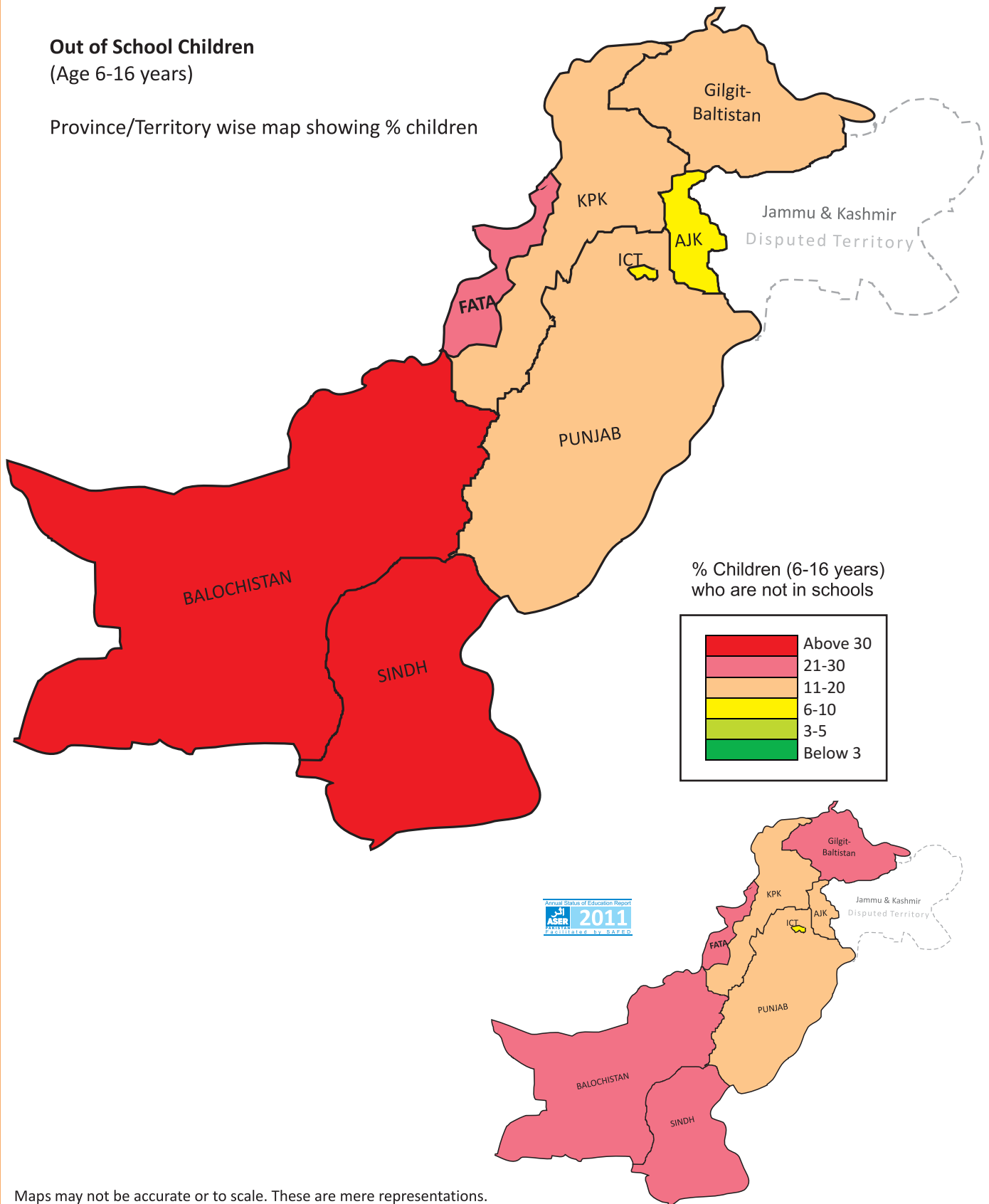
Province/Territory wise map showing % children



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

Out of School Children (Age 6-16 years)

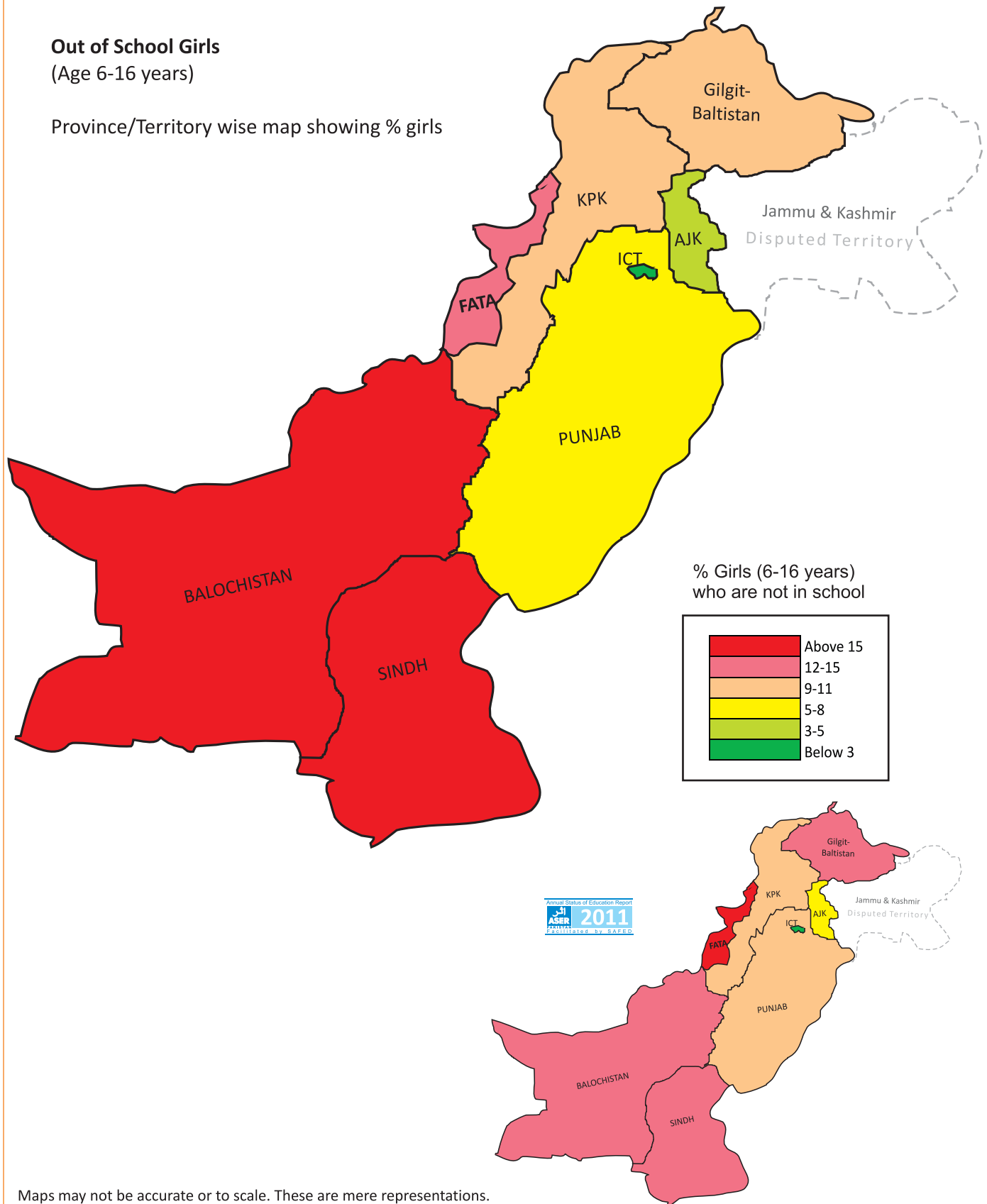
Province/Territory wise map showing % children



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

Out of School Girls (Age 6-16 years)

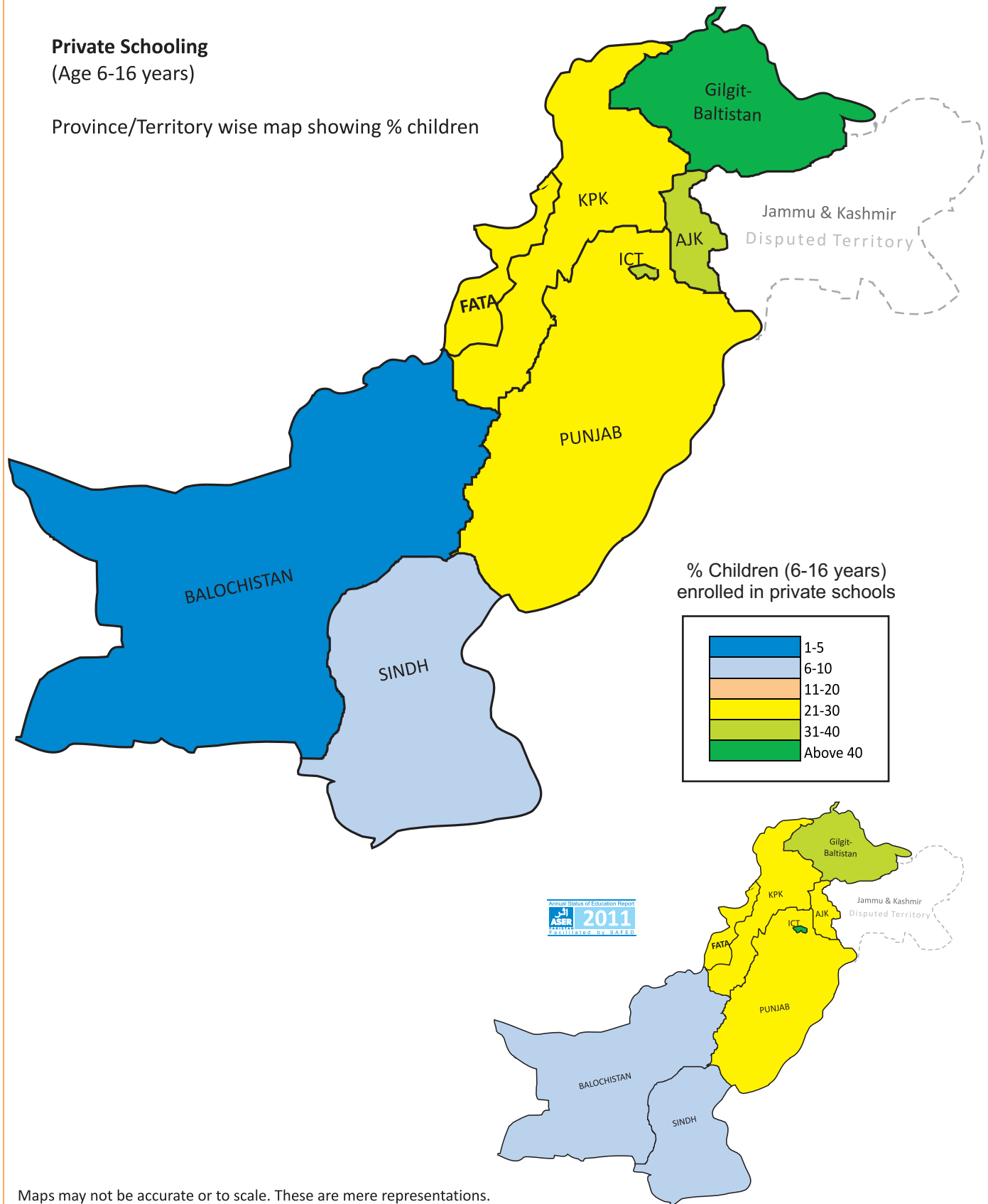
Province/Territory wise map showing % girls



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

Private Schooling (Age 6-16 years)

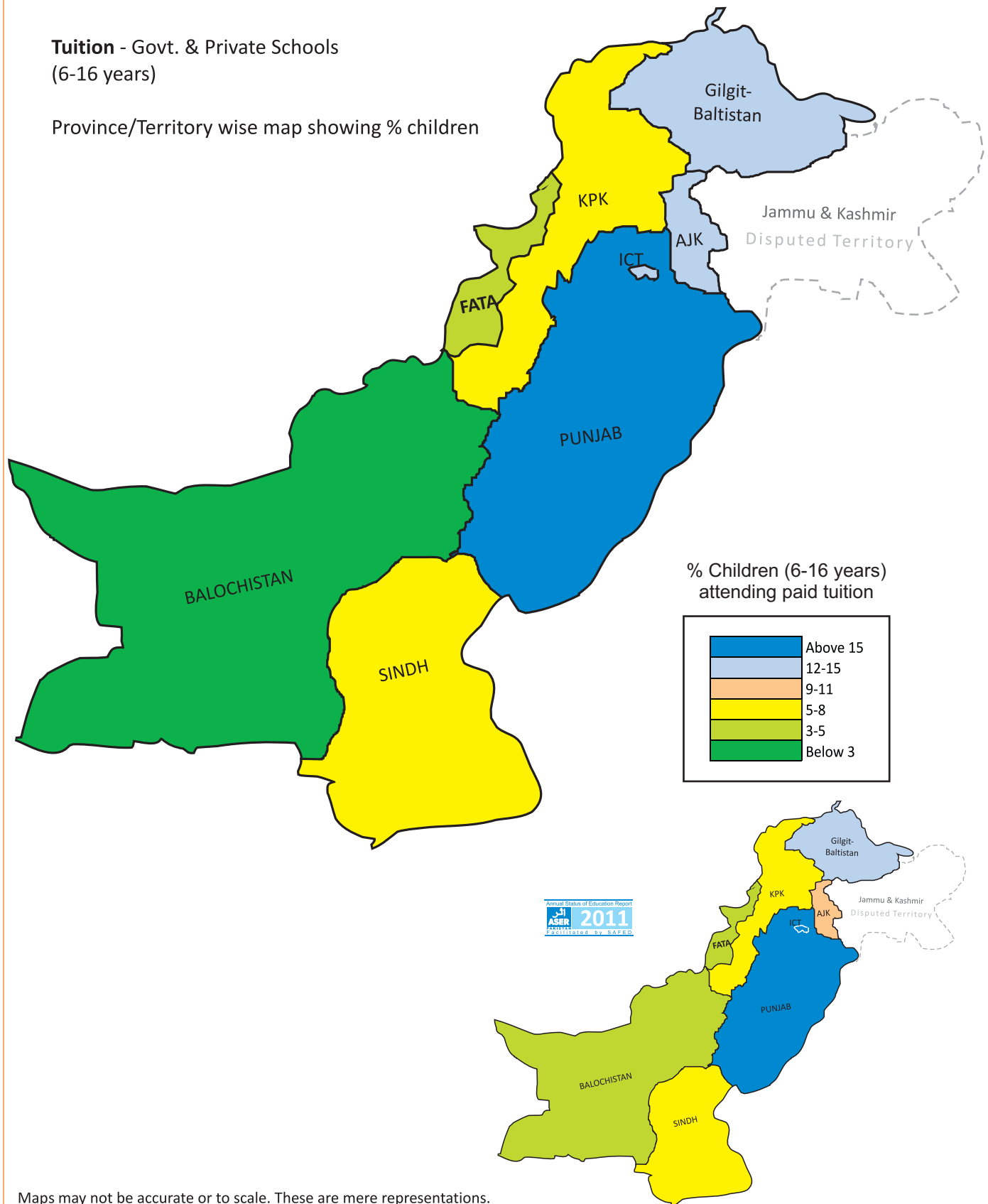
Province/Territory wise map showing % children



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

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

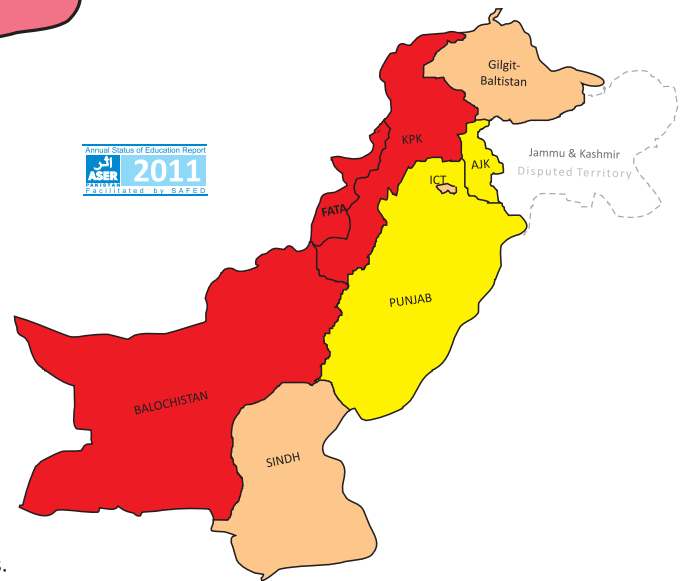
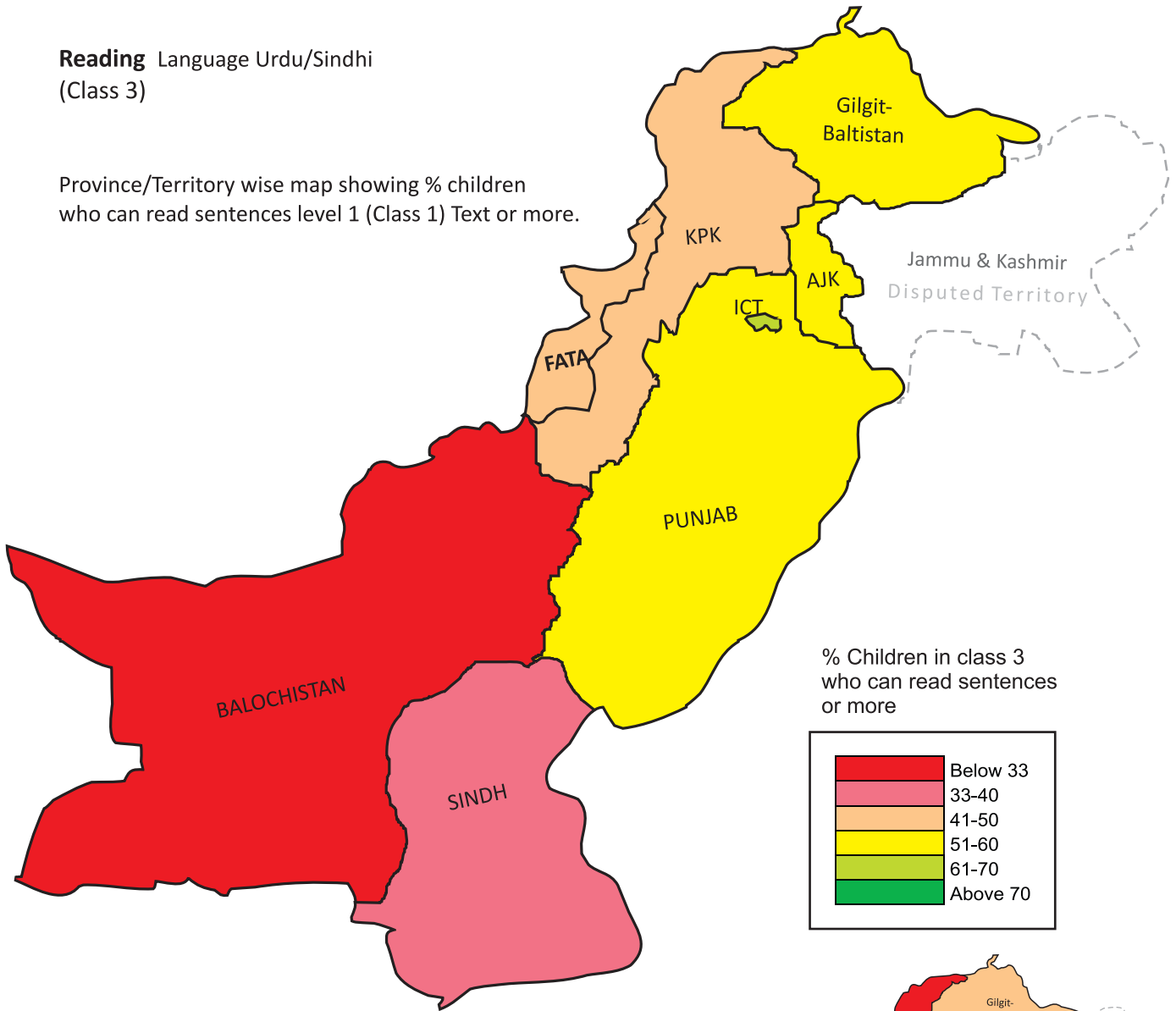
Province/Territory wise map showing % children



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

Reading Language Urdu/Sindhi
 (Class 3)

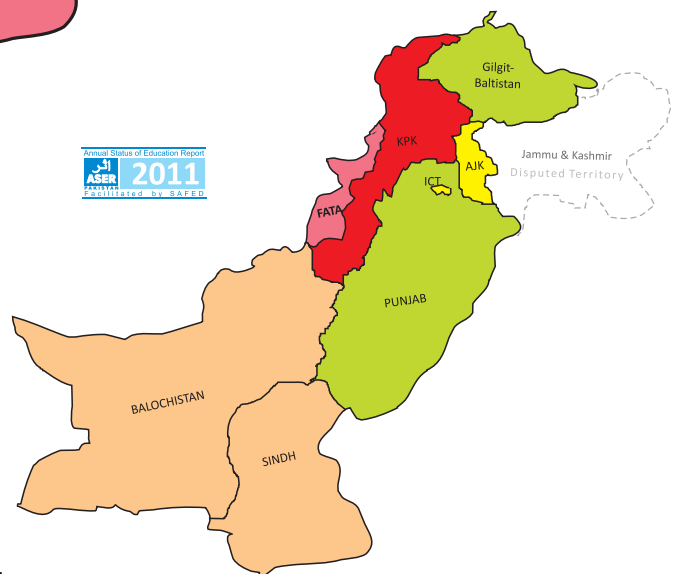
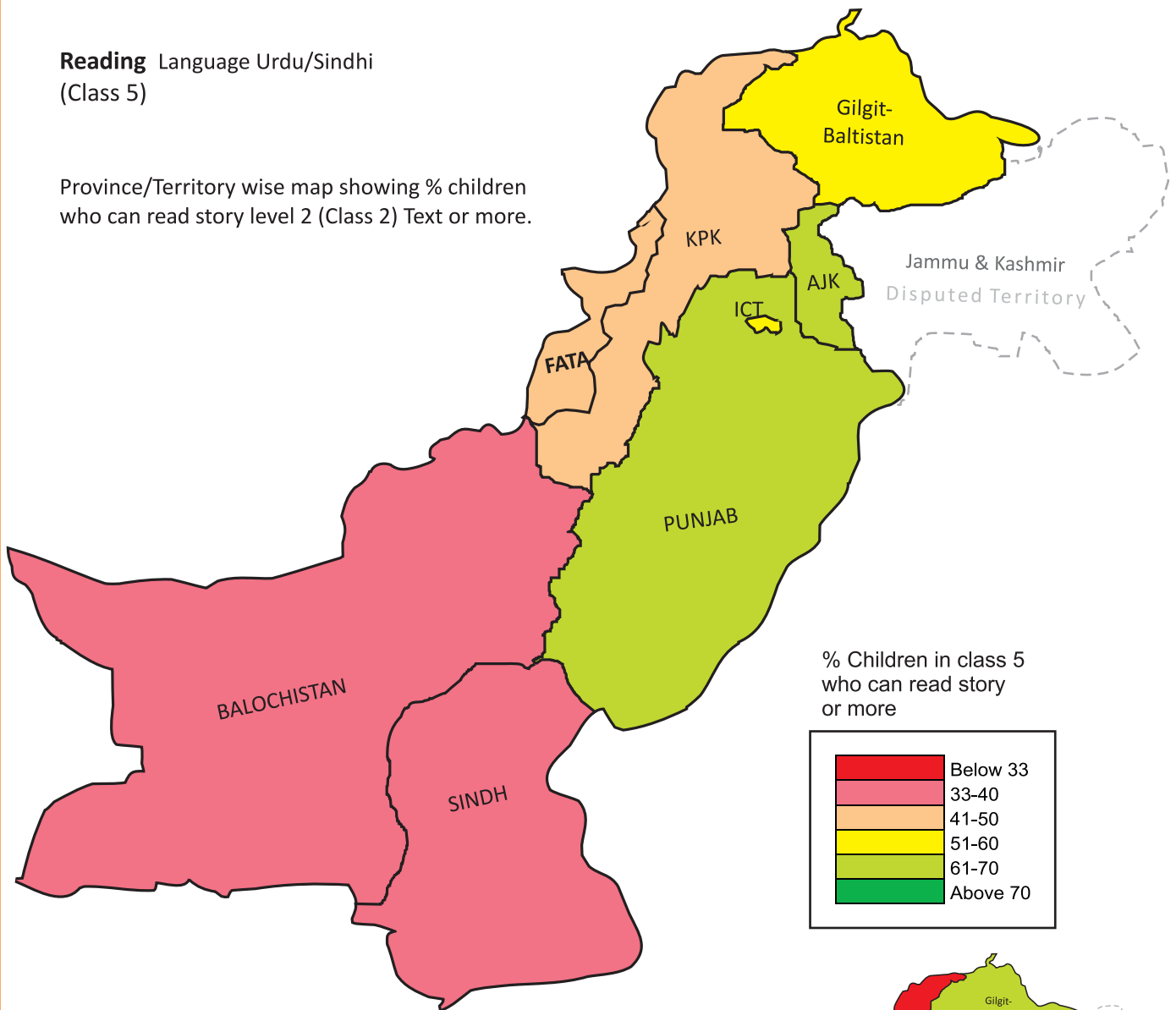
Province/Territory wise map showing % children who can read sentences level 1 (Class 1) Text or more.



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

Reading Language Urdu/Sindhi
 (Class 5)

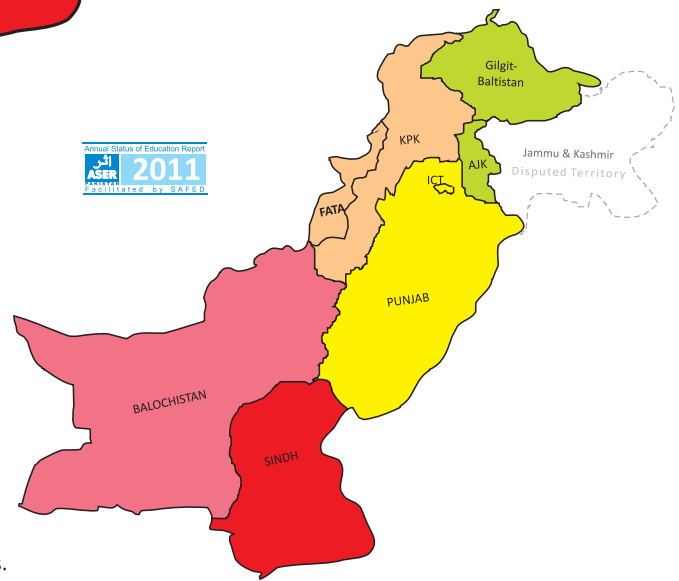
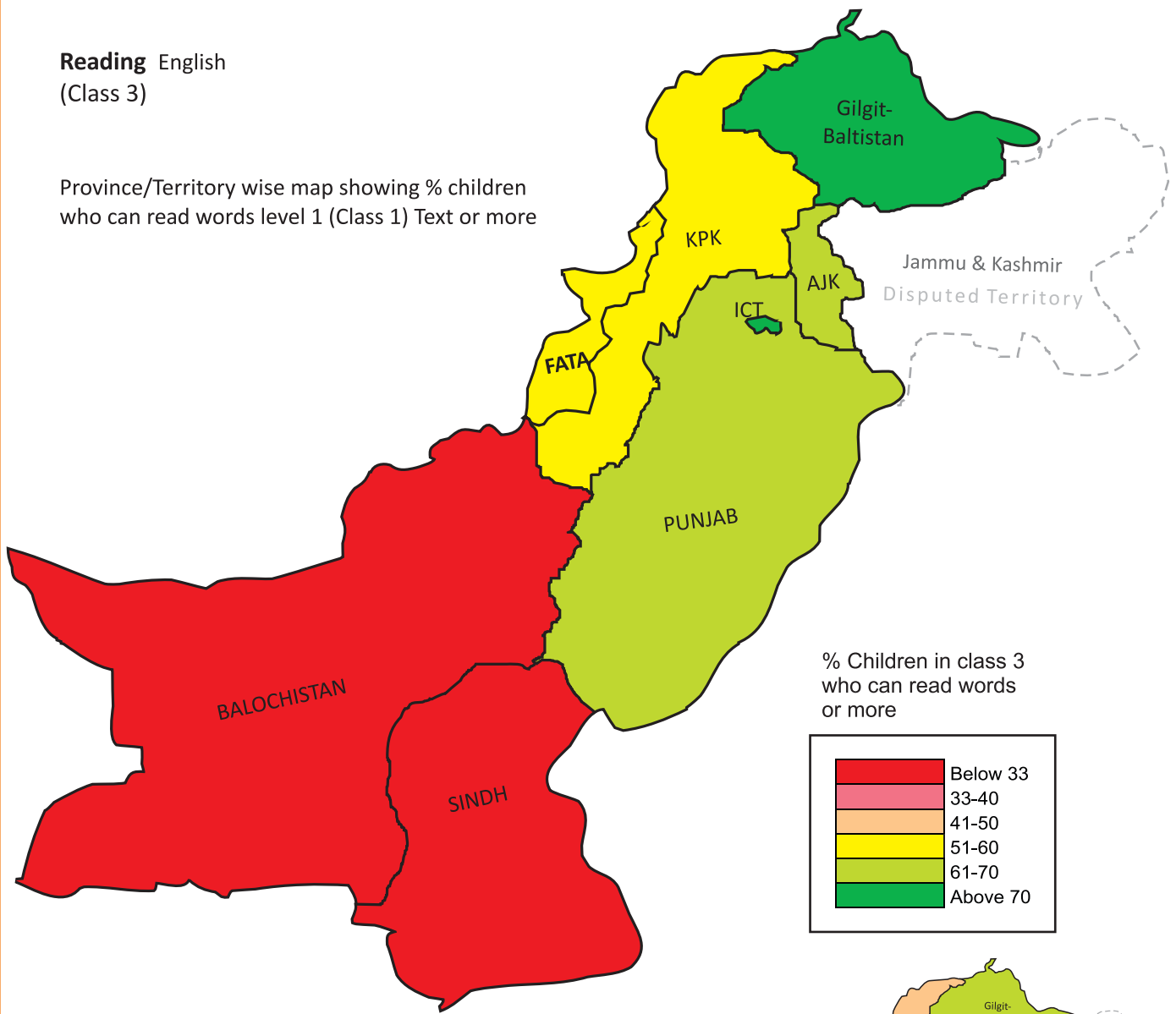
Province/Territory wise map showing % children who can read story level 2 (Class 2) Text or more.



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

Reading English (Class 3)

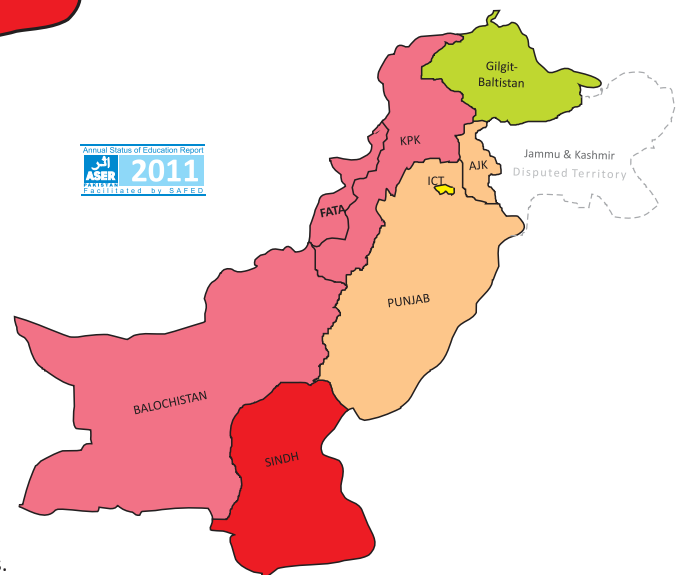
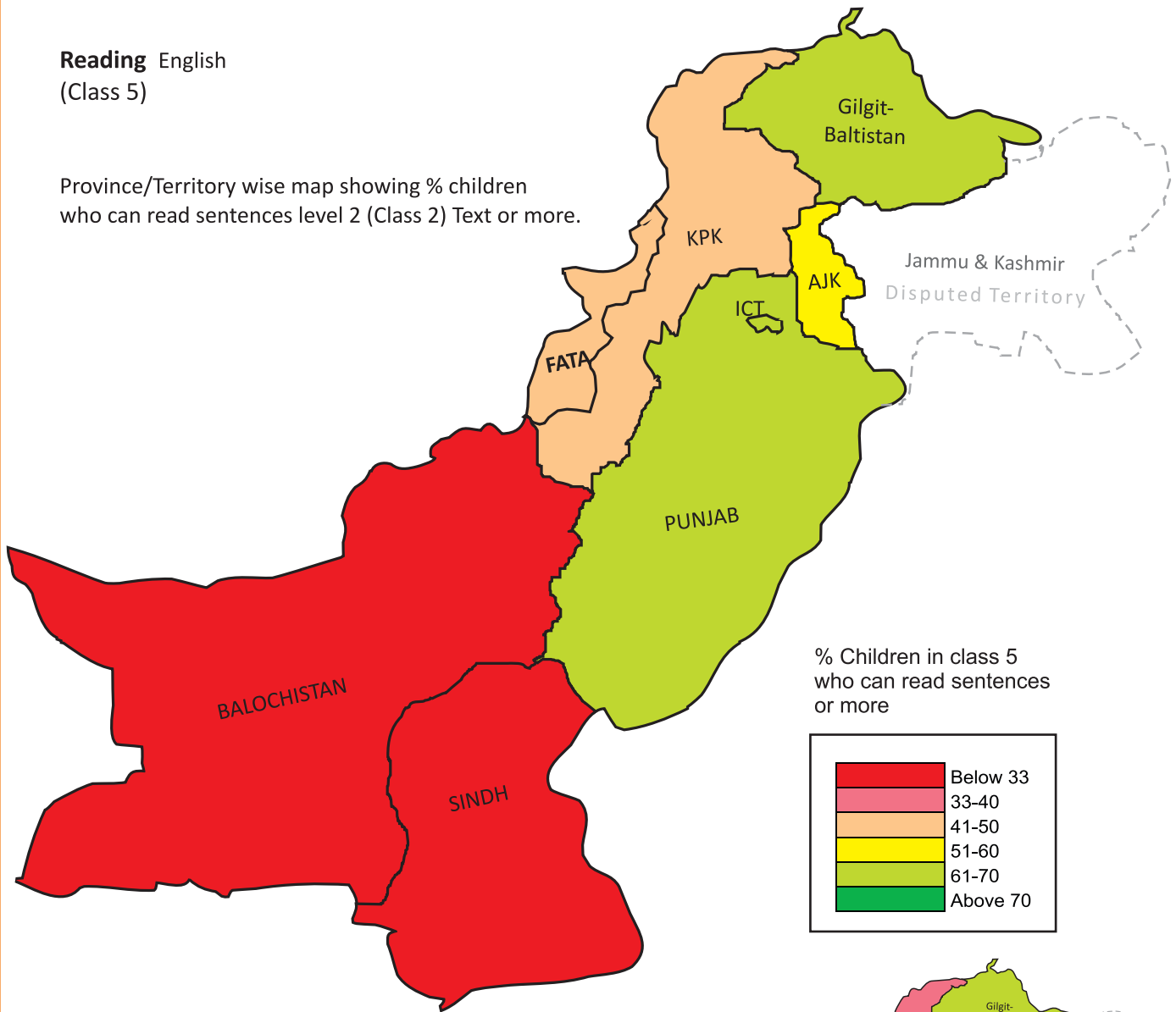
Province/Territory wise map showing % children who can read words level 1 (Class 1) Text or more



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

Reading English
 (Class 5)

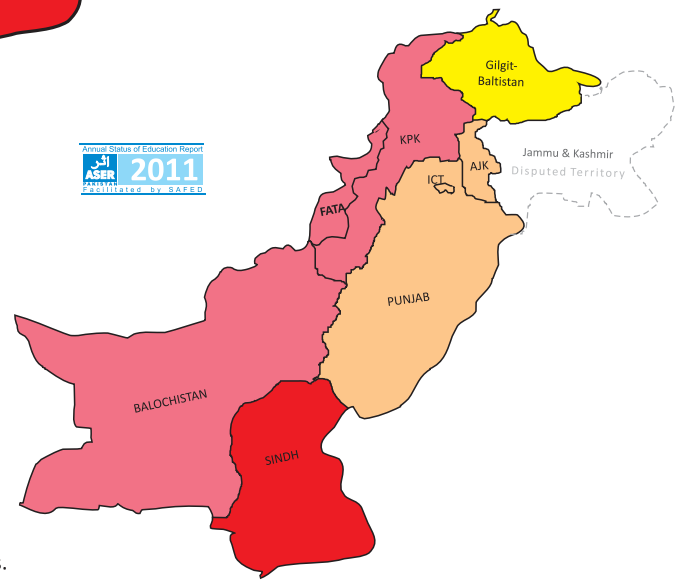
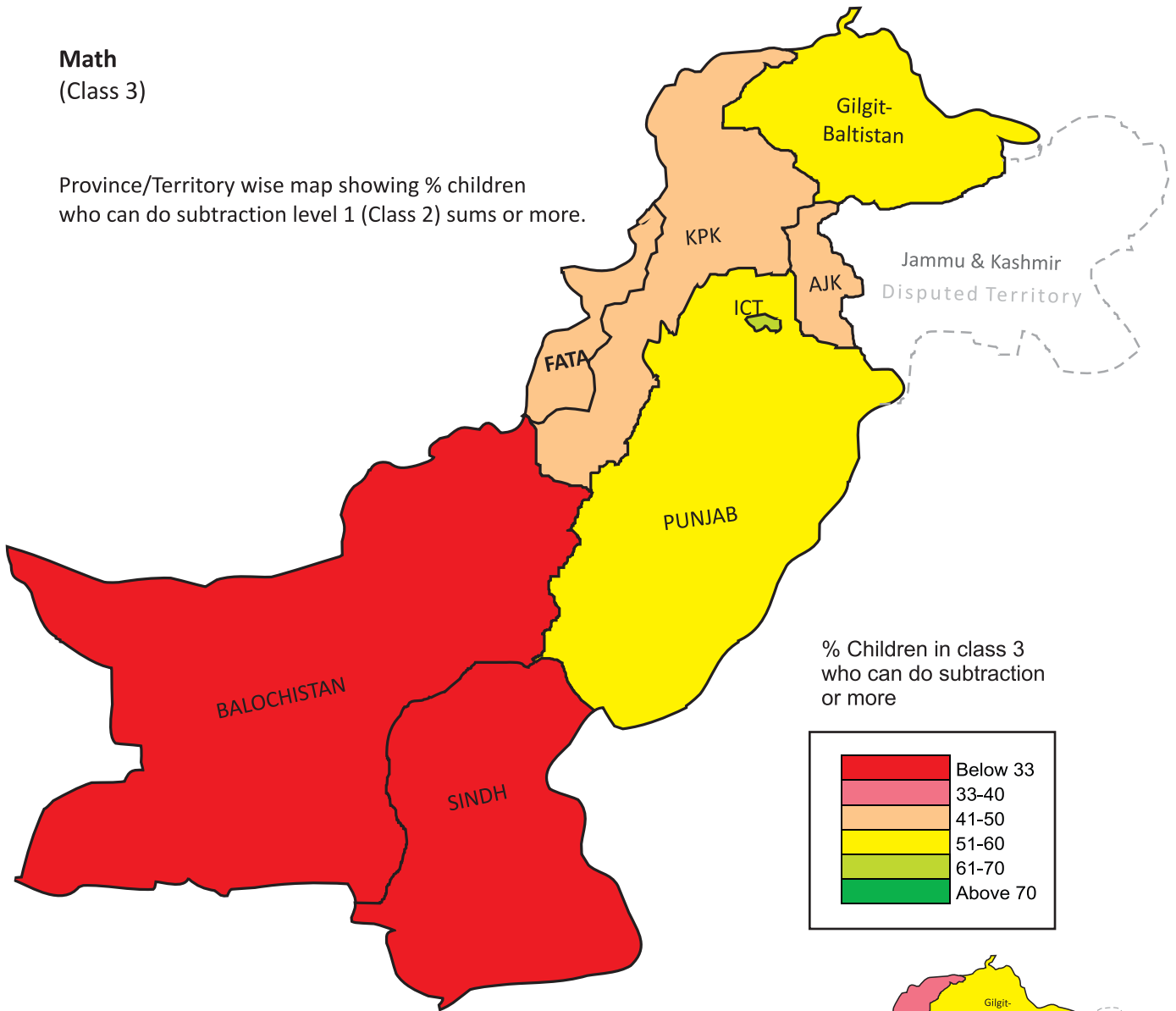
Province/Territory wise map showing % children who can read sentences level 2 (Class 2) Text or more.



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

Math (Class 3)

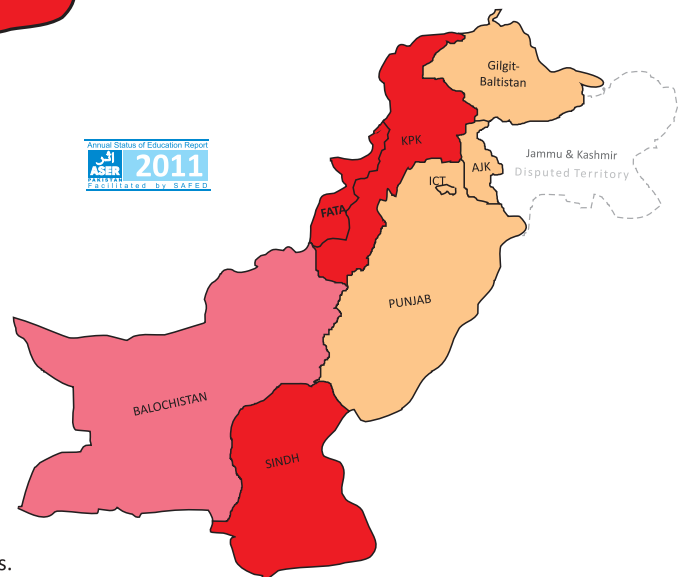
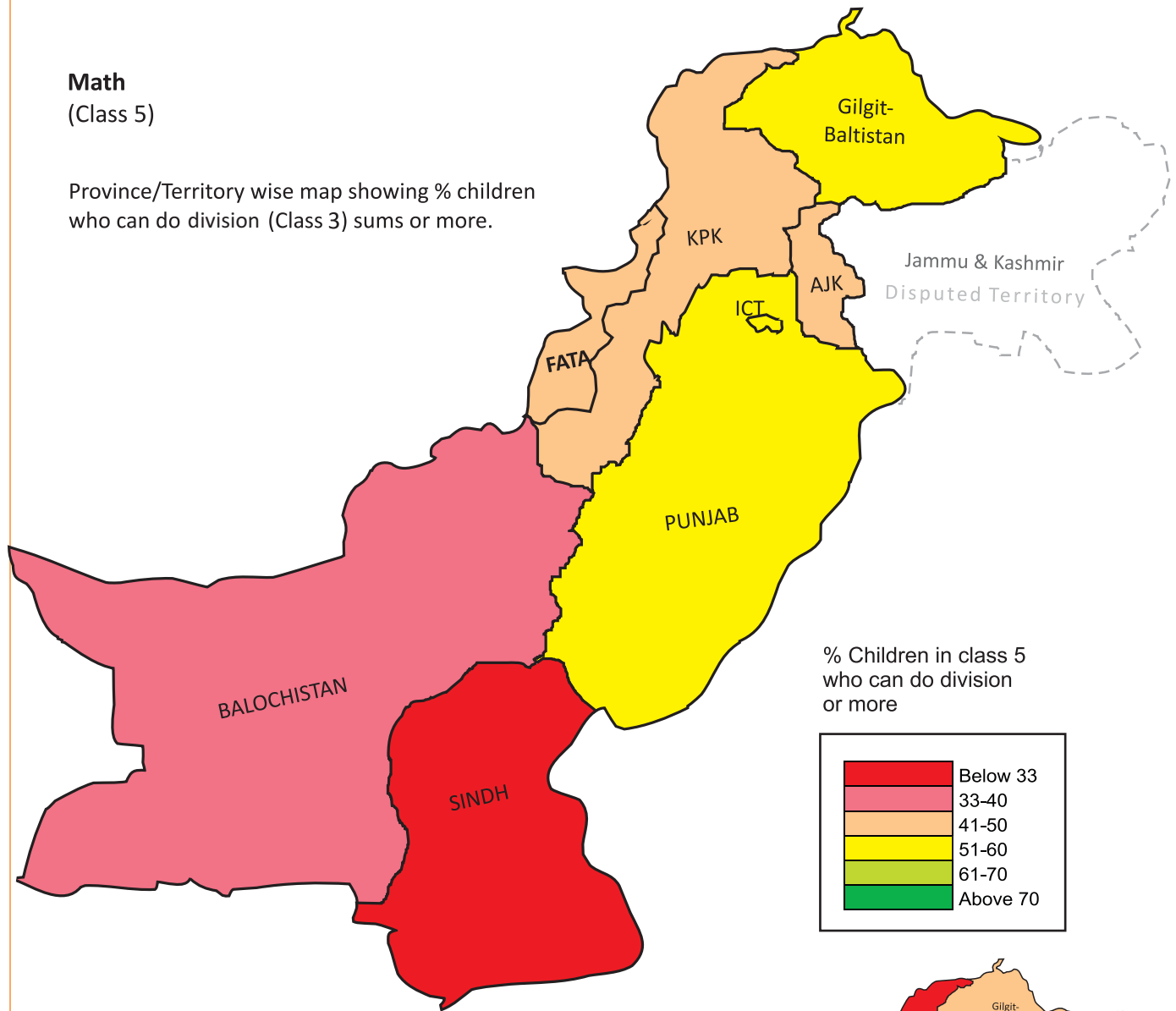
Province/Territory wise map showing % children who can do subtraction level 1 (Class 2) sums or more.



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

Math (Class 5)

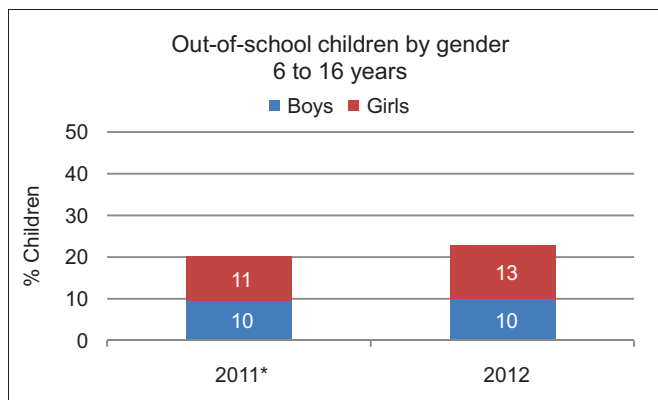
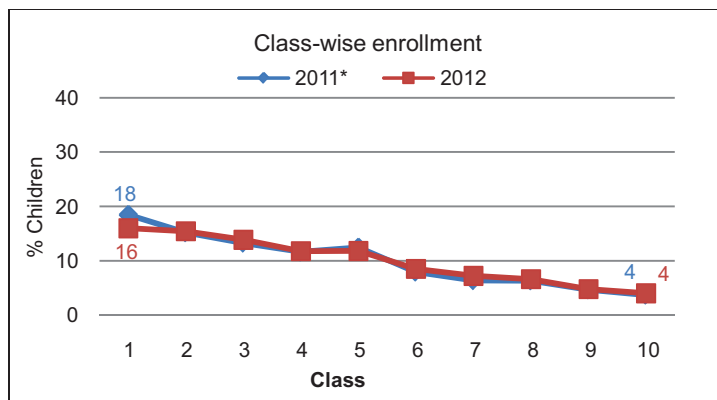
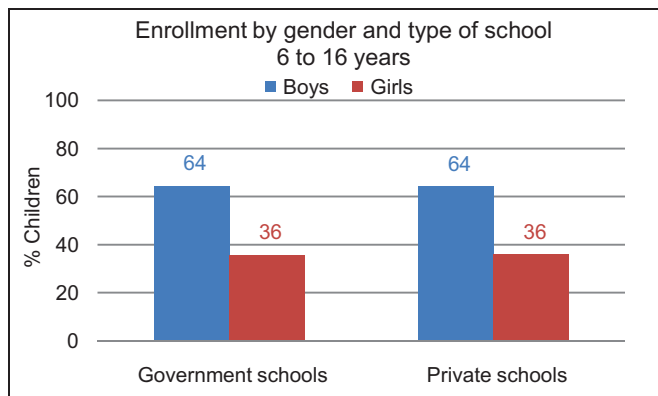
Province/Territory wise map showing % children who can do division (Class 3) sums or more.



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

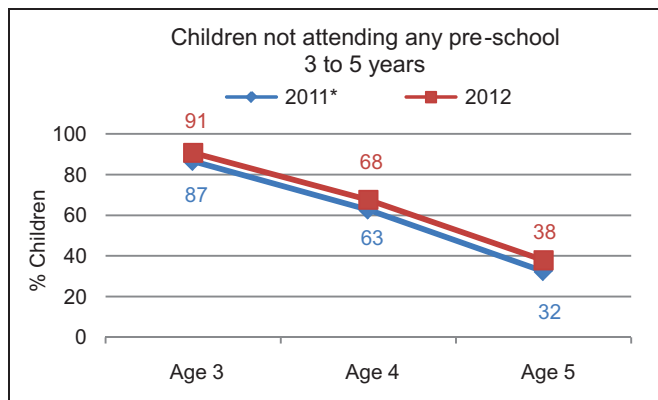
School enrollment and out-of-school children

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	58.7	18.4	2.0	0.5	18.8	1.6	100
11-13	58.4	17.0	2.5	0.4	16.0	5.7	100
14-16	51.6	15.2	2.0	0.3	18.5	12.3	100
6-16	57.2	17.4	2.1	0.4	18.1	4.7	100
Total	77.1				22.8		100
By type	74.1	22.6	2.7	0.6			



Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	6.0	2.9	0.3	0.1	90.7	100
4	21.2	10.3	0.6	0.3	67.6	100
5	45.5	15.4	0.9	0.4	37.8	100
3-5	26.2	10.0	0.6	0.3	62.9	100
Total	37.1				62.9	100
By type	70.5	27.0	1.7	0.7		

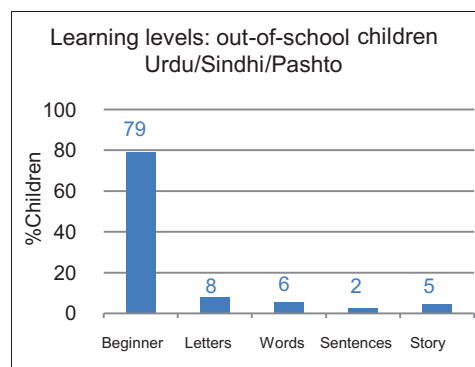
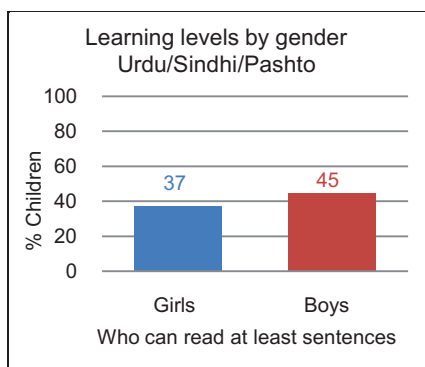
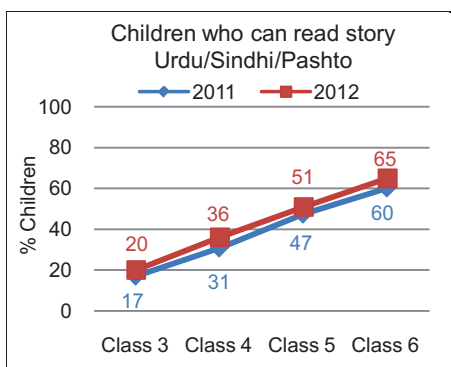
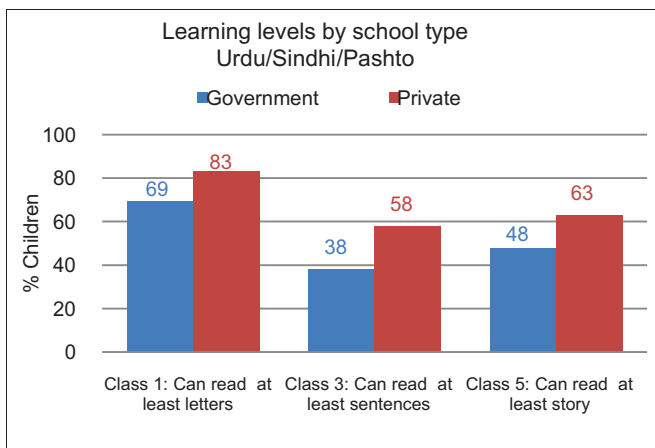


* In 2011, 85 districts of Pakistan were surveyed

Learning levels (Urdu/Sindhi/Pashto)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.6	38.4	25.9	4.5	3.7	100
2	11.6	25.4	41.1	13.3	8.6	100
3	7.2	13.0	37.2	22.5	20.1	100
4	3.9	7.3	25.3	27.3	36.1	100
5	3.9	4.0	16.8	24.4	50.9	100
6	3.3	2.5	10.2	19.1	64.9	100
7	3.5	1.7	6.3	15.9	72.6	100
8	0.0	0.0	1.5	11.7	86.8	100
9	0.0	0.0	0.8	6.9	92.3	100
10	0.0	0.0	0.7	6.1	93.2	100

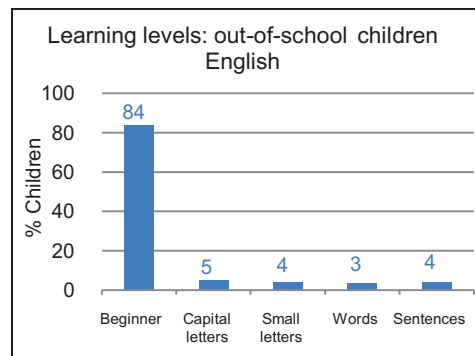
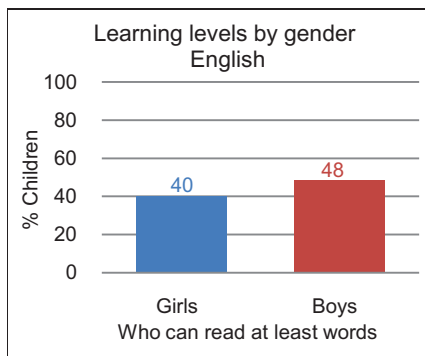
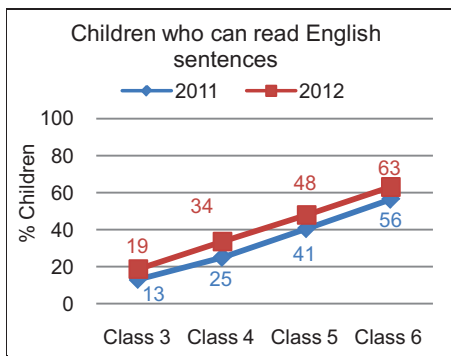
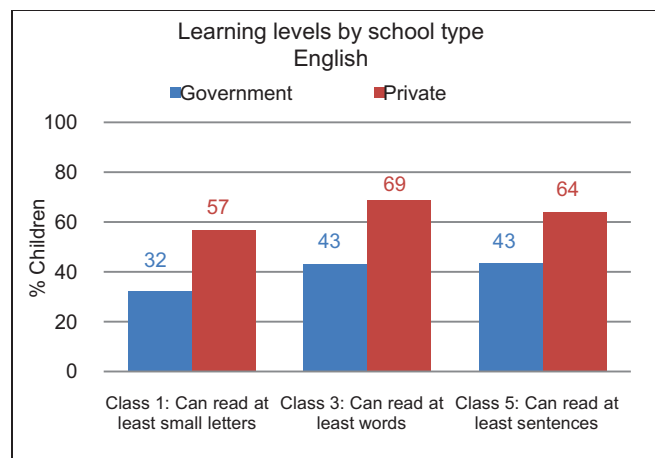
How to read: 8.2% (4.5+3.7) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	36.5	25.3	24.2	10.2	3.7	100
2	18.0	18.8	32.6	22.3	8.3	100
3	11.7	10.4	28.7	30.5	18.7	100
4	6.6	6.6	19.1	34.0	33.6	100
5	5.7	4.0	13.0	29.4	48.0	100
6	4.2	2.0	8.1	22.5	63.1	100
7	4.0	1.5	5.3	17.1	72.1	100
8	0.0	0.0	0.9	12.5	86.6	100
9	0.0	0.0	0.6	7.4	92.0	100
10	0.0	0.0	0.3	5.6	94.1	100

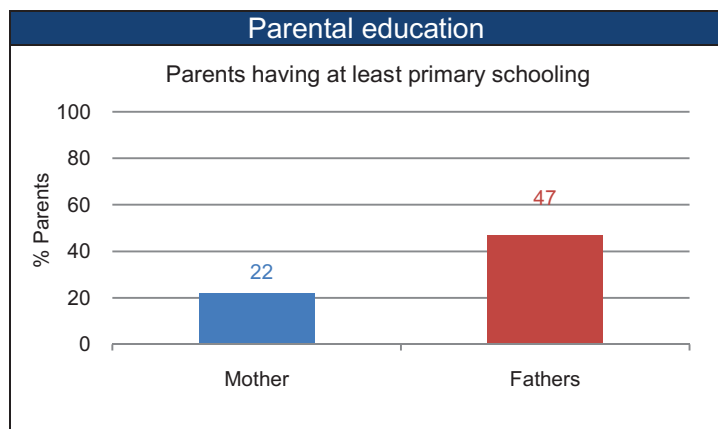
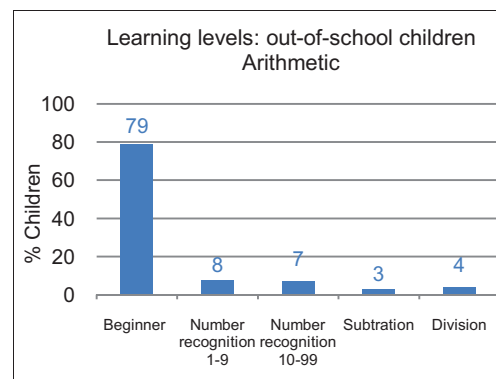
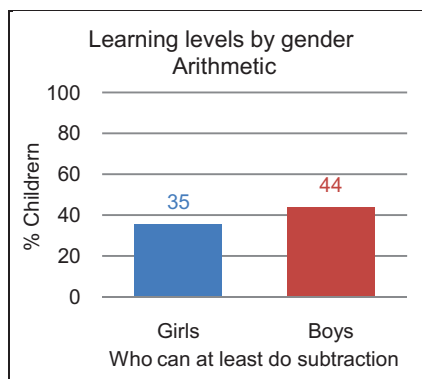
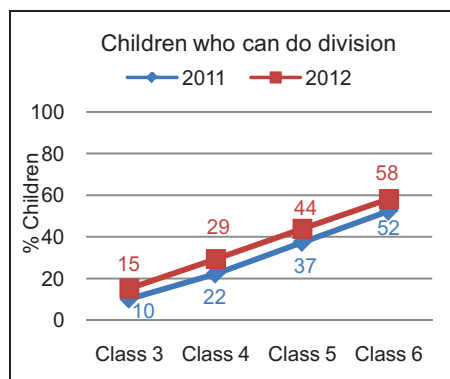
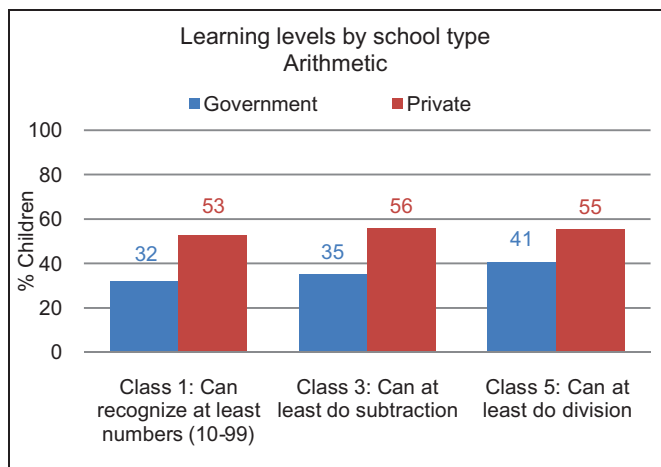
How to read: 13.9% (10.2+3.7) children of class 1 can read words



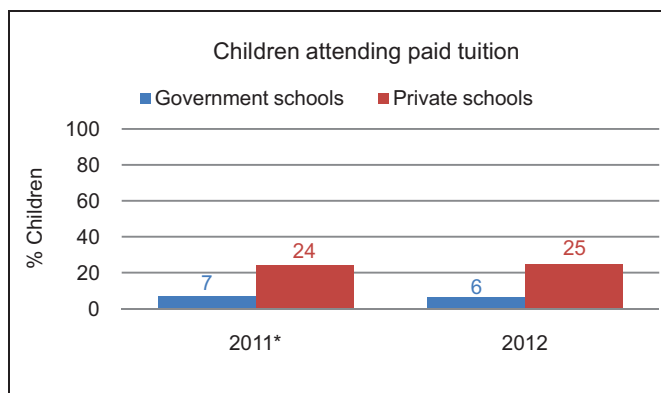
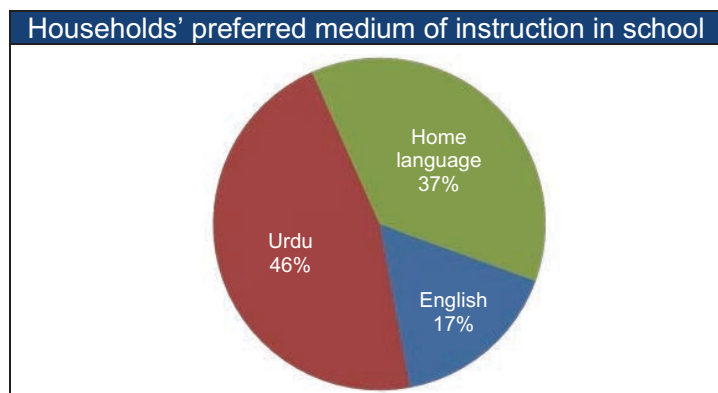
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	30.0	33.0	29.6	4.2	3.2	100
2	13.0	20.7	46.9	13.1	6.4	100
3	8.2	10.4	41.6	24.7	15.1	100
4	4.4	6.2	28.7	31.4	29.3	100
5	4.2	3.3	18.7	29.9	43.8	100
6	3.6	2.2	12.0	24.2	58.1	100
7	3.6	1.5	8.3	19.2	67.4	100
8	0.0	0.0	2.4	15.2	82.4	100
9	0.0	0.0	1.7	10.3	87.9	100
10	0.0	0.0	1.5	8.5	90.0	100

How to read: 7.4% (4.2+3.2) children of class 1 can do subtraction



Paid tuition										
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.8	5.2	5.1	6.4	6.6	8.1	8.1	9.5	13.0	12.5
Pvt.	24.3	25.5	25.1	24.9	26.0	25.4	25.8	26.0	29.3	28.5



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	1192	285	879	2356	46	17	420	483
Elementary	342	150	120	612	42	10	645	697
High	437	177	91	705	49	22	363	434
Others	165	23	73	261	10	0	36	46
Total	2136	635	1163	3934	147	49	1464	1660

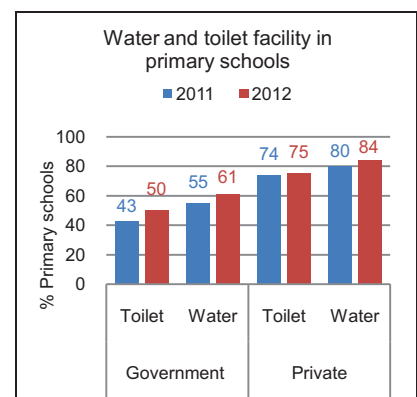
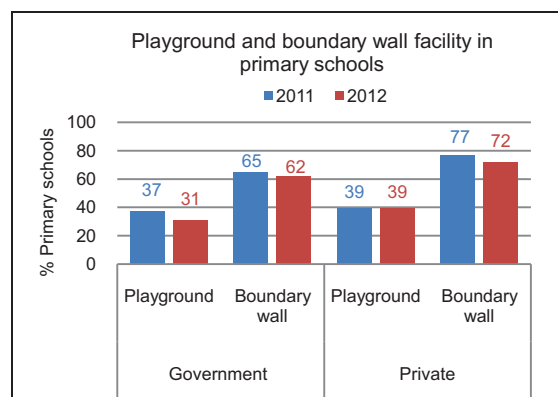
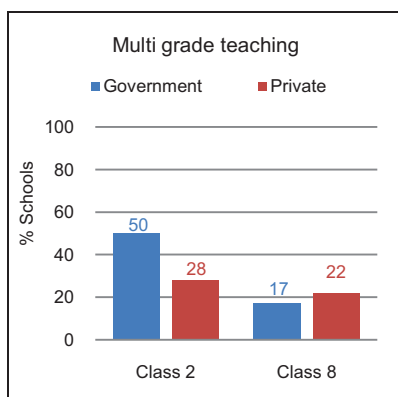
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	79.1	84.3	85.5	79.0	82.4	85.5	86.2	86.8	82.5	86.2
Teacher attendance	87.3	86.2	88.0	84.4	87.0	85.9	88.3	87.7	86.0	87.6

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	13.3	10.6
FA	18.4	28.6
BA	33.1	39.1
MA or above	34.3	21.0
Others	1.0	0.6

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	28.2	24.0
CT	16.1	18.7
B-Ed	36.1	43.5
M-Ed or above	16.1	9.6
Others	3.5	4.2

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.3	5.9	9.9	6.7	4.1	7.0	11.1	7.6
Useable water	60.6	74.7	80.5	74.5	83.6	91.0	92.0	97.8
Useable toilet	49.6	69.6	75.8	64.2	74.7	87.0	93.0	95.7
Playground	30.9	51.8	63.9	54.3	38.9	45.5	56.5	63.0
Boundary wall	61.8	70.9	76.7	72.9	71.9	85.5	87.4	97.8
Library	10.0	33.7	56.7	54.3	20.0	34.7	53.4	31.8
Computer lab	0.0	4.4	46.0	26.1	12.1	21.1	38.0	24.4

Grants									
2012*	# of schools reported receiving grants	626	226	265	79	17	36	19	4
	% of schools reported receiving grants	26.6	36.9	37.6	30.3	3.5	5.2	4.4	8.7
	Average amount of grant (Rs.)	29764	44104	73410	90597	176018	702825	1217272	75500
2011	# of schools reported receiving grants	949	322	333	150	26	38	29	4
	% of schools reported receiving grants	39.5	52.3	47.2	57.5	5.3	5.4	6.7	8.7
	Average amount of grant (Rs.)	52179	92552	414972	123010	55035	708515	1159860	106750



*Grants received till October 31, 2012

Sample Composition

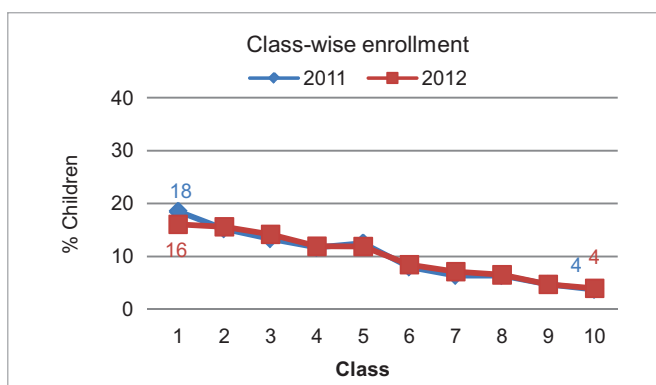
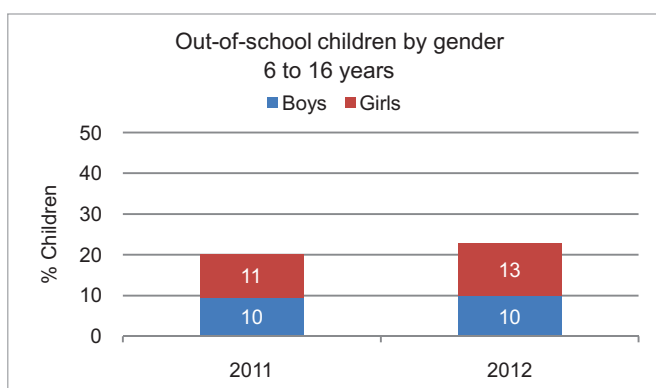
- The ASER 2012 survey was conducted in 136 out of 145 districts of Pakistan. This covered 80,209 households in 4,033 villages in the country.
- Detailed information was collected on 244,477 children (59% male, 41% female) aged 3-16 years. Out of these, children aged 5-16 were also tested for language and arithmetic competencies.
- School information on both public and private schools was collected. A total of 5,594 schools were surveyed, out of which 3,934 were government (60% primary, 16% elementary, 18% high, 6% others¹) and 1,660 were private schools (29% primary, 42% elementary, 26% high, 3% others).
- Fifty-four percent of the government schools were boys only, 16% were girls only, and 30% were co-education schools. Nine percent of the private schools were boys only, 3% were girls only, and 88% were co-education schools.

A large number of children continue to be out of school: twenty-three percent of all school-aged children in Pakistan are out of school.

- Of all children aged 6-16 years, 77% were reported being enrolled in schools.
- Twenty-three percent of all school-aged children have either dropped out of school (5%) or have never been enrolled in a school (18%).
- ASER 2011 showed 21% (11% + 10%) out-of-school children.
- In line with the findings from ASER 2011, more girls than boys continue to be out-of-school.
- For every sixteen children in Class 1, there are only four children in Class 10.



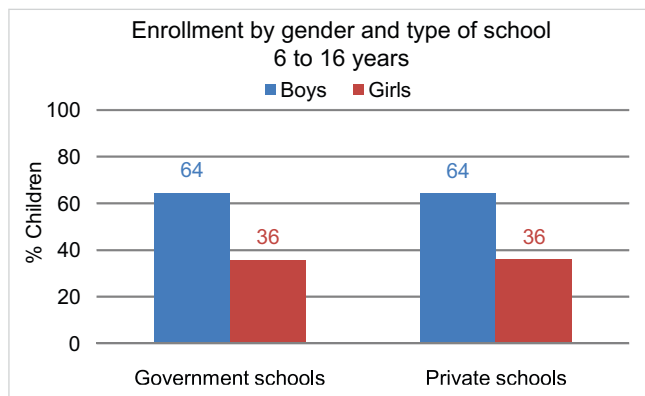
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	58.7	18.4	2.0	0.5	18.8	1.6	100
11-13	58.4	17.0	2.5	0.4	16.0	5.7	100
14-16	51.6	15.2	2.0	0.3	18.5	12.3	100
6-16	57.2	17.4	2.1	0.4	18.1	4.7	100
Total	77.1				22.8		100
By type	74.1	22.6	2.7	0.6			



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

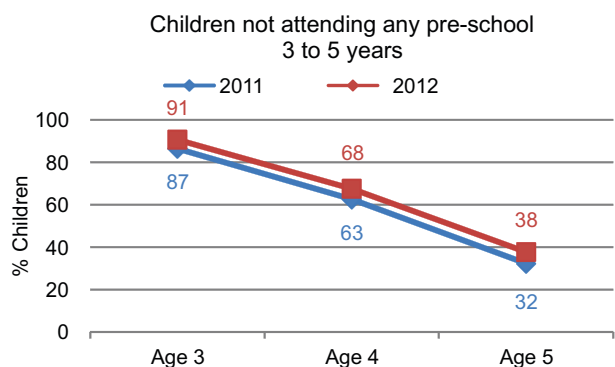
Private schools absorb a large share of school-aged children: twenty-six percent of all school-going children are enrolled in non-state schools in rural Pakistan.

- Twenty-three percent children are in private schools.
- Thirty-six percent of the children enrolled in the private schools are girls and 64% are boys.
- Approximately 3% of the total school-attending population attends madrasah schools and 1% attends non-formal institutes.



Sixty-three percent of the pre-primary age children are not attending any form of schooling.

- A total of 57,503 children aged from three to five were reached during the ASER 2012 survey in rural areas of the country.
- Consistent with last year's results, 63% of children aged 3-5 did not attend any form of pre-primary education.
- Of the children who do attend pre-primary education, 71% are enrolled in public institutions and 29% in private institutions.



Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	6.0	2.9	0.3	0.1	90.7	100
4	21.2	10.3	0.6	0.3	67.6	100
5	45.5	15.4	0.9	0.4	37.8	100
3-5	26.2	10.0	0.6	0.3	62.9	100
Total	37.1				62.9	100
By type	70.5	27.0	1.7	0.7		



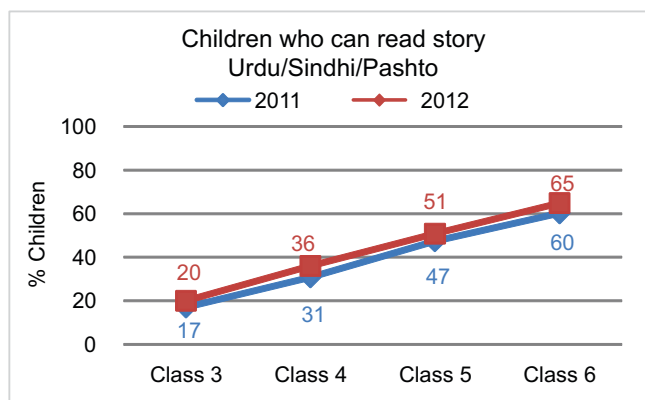
Learning levels of children are assessed through specific language and arithmetic tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels have improved since last year but still remain poor: Half of the children from Class 5 still cannot read Class 2 Urdu/Sindhi/Pashto story.

- Analysis of reading ability shows that 43% of Class 3 students were able to read Class 2 sentence and nearly 57% could not.
- In ASER 2011³, 47% of Class 5 students were reported as being able to read a story compared to 51% of Class 5 students who could do so in 2012.

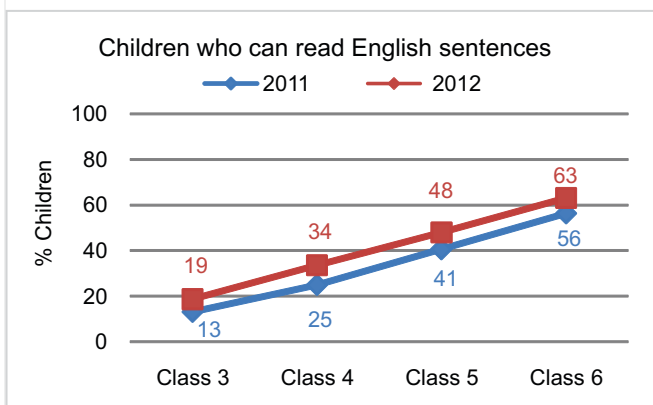
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.6	38.4	25.9	4.5	3.7	100
2	11.6	25.4	41.1	13.3	8.6	100
3	7.2	13.0	37.2	22.5	20.1	100
4	3.9	7.3	25.3	27.3	36.1	100
5	3.9	4.0	16.8	24.4	50.9	100
6	3.3	2.5	10.2	19.1	64.9	100
7	3.5	1.7	6.3	15.9	72.6	100
8	0.0	0.0	1.5	11.7	86.8	100
9	0.0	0.0	0.8	6.9	92.3	100
10	0.0	0.0	0.7	6.1	93.2	100

How to read: 8.2% (4.5+3.7) children of Class 1 can read sentence



Improvements can be seen in English competencies over the past year.

- In ASER 2011, 41% of Class 5 students were reported as being able to read Class 2 English sentences compared to 48% of Class 5 students who could do so in 2012.
- Sixty-three percent of Class 6 children and 72% of Class 7 children were able to accomplish Class 2 English tasks.



Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Total	
1	36.5	25.3	24.2	10.2	3.7	100
2	18.0	18.8	32.6	22.3	8.3	100
3	11.7	10.4	28.7	30.5	18.7	100
4	6.6	6.6	19.1	34.0	33.6	100
5	5.7	4.0	13.0	29.4	48.0	100
6	4.2	2.0	8.1	22.5	63.1	100
7	4.0	1.5	5.3	17.1	72.1	100
8	0.0	0.0	0.9	12.5	86.6	100
9	0.0	0.0	0.6	7.4	92.0	100
10	0.0	0.0	0.3	5.6	94.1	100

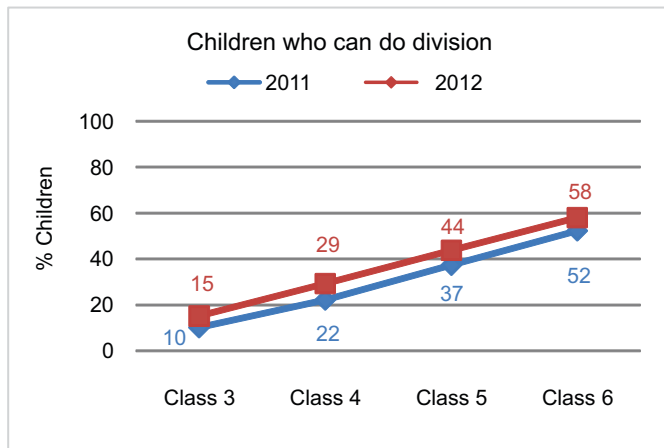
How to read: 13.9% (10.2+3.7) children of Class 1 can read words

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

³ Thirty-two rural districts of Pakistan were surveyed in 2010 as compared to 84 rural districts in 2011.

A larger proportion of children in Class 5 can solve Class 3 level arithmetic problems in 2012 as compared to 2011.

- Forty-four percent of Class 5 students were able to do 3-digit division sums compared to 37% of children in 2011.
- Thirty-three percent of Class 7 children could not do these same Class 3 problems.

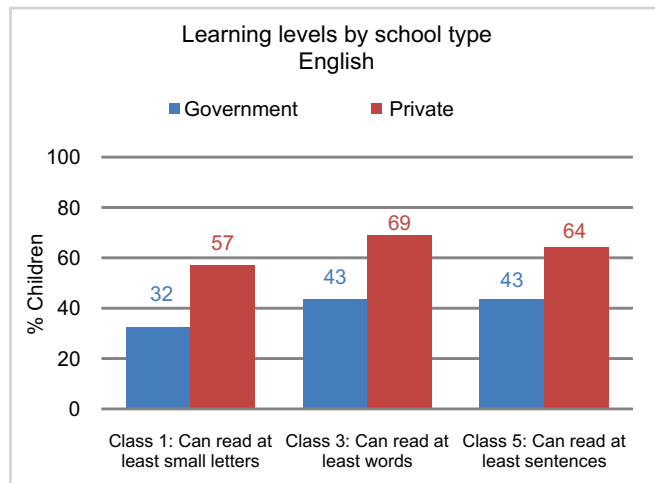
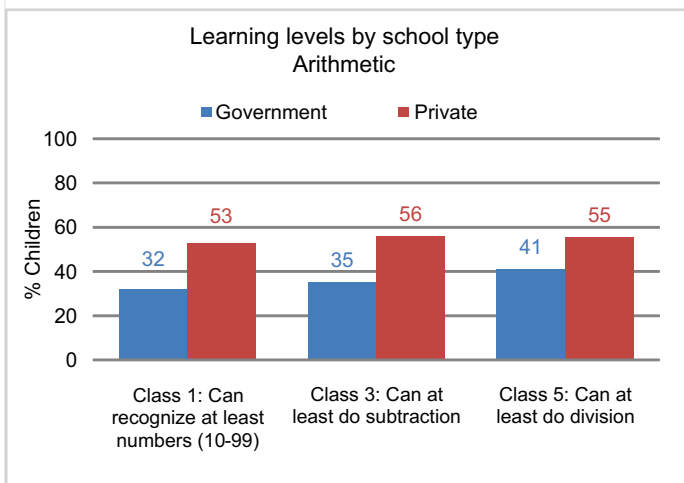
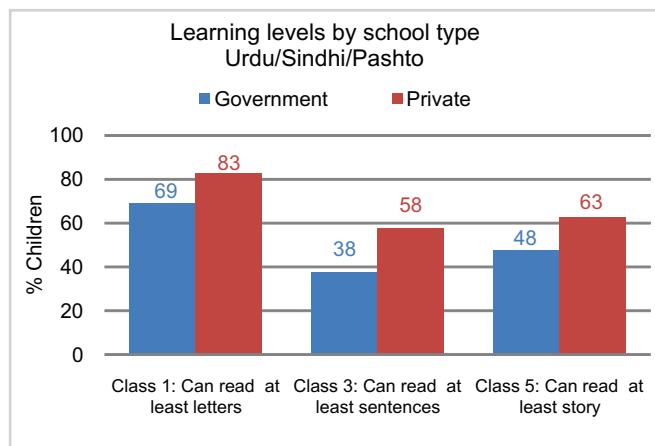


Class	Class-wise % children who can do					
	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	30.0	33.0	29.6	4.2	3.2	100
2	13.0	20.7	46.9	13.1	6.4	100
3	8.2	10.4	41.6	24.7	15.1	100
4	4.4	6.2	28.7	31.4	29.3	100
5	4.2	3.3	18.7	29.9	43.8	100
6	3.6	2.2	12.0	24.2	58.1	100
7	3.6	1.5	8.3	19.2	67.4	100
8	0.0	0.0	2.4	15.2	82.4	100
9	0.0	0.0	1.7	10.3	87.9	100
10	0.0	0.0	1.5	8.5	90.0	100

How to read: 7.4% (4.2+3.2) children of Class 1 can do subtraction

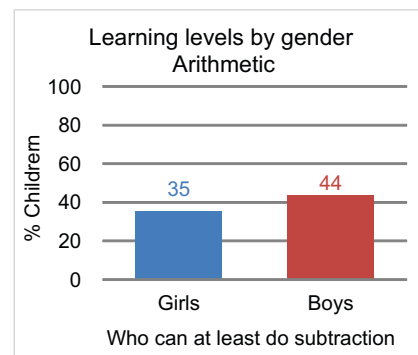
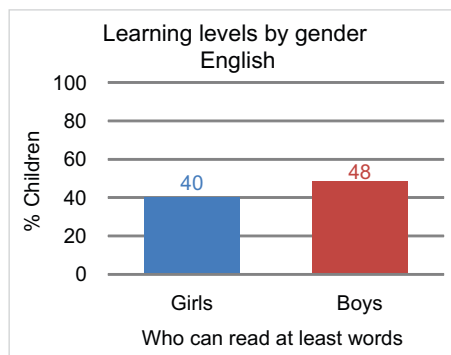
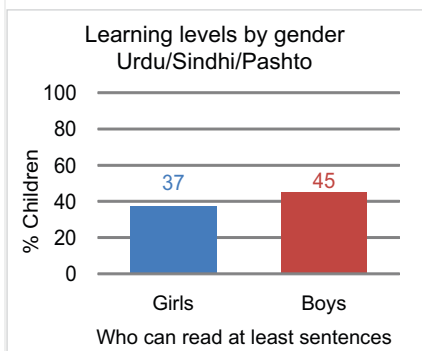
Students in private schools outperform students in government schools.

- Forty-eight percent of Class 5 students in government schools were able to read a story in Urdu/Sindhi/Pashto (the highest level of competency tested) compared to 63% of Class 5 students in private schools.
- In English, 43% of Class 5 students in government schools were able to read sentences compared to 64% of Class 5 students in private schools.
- This pattern of better performance among private school students is also reflected in arithmetic. Fifty-five percent of Class 5 private school children were able to do division problems of Class 3 (the highest competency tested) as against 41% of Class 5 government school children.



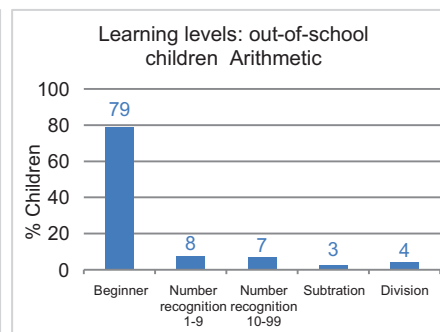
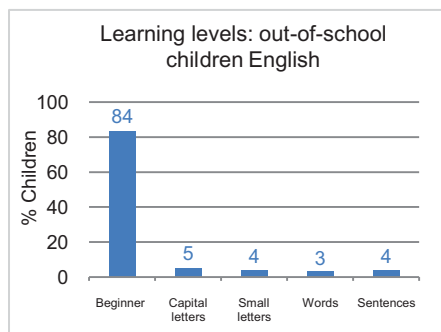
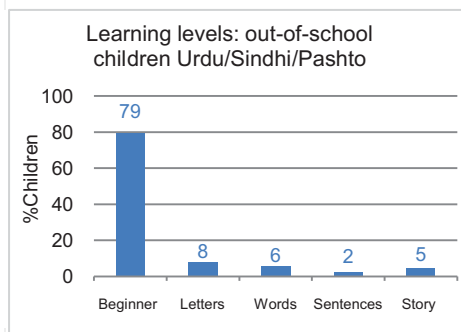
Gender gaps in learning outcomes: significant differences between boys and girls in literacy and numeracy skills.

- Forty-five percent of boys and 37% of girls were able to read at least Urdu/Sindhi/Pashto sentences.
- Forty-eight percent of boys and 40% of girls were able to correctly read English language words and sentences.
- Similarly, 44% of boys and 35% of girls were able to do subtraction or division problems.



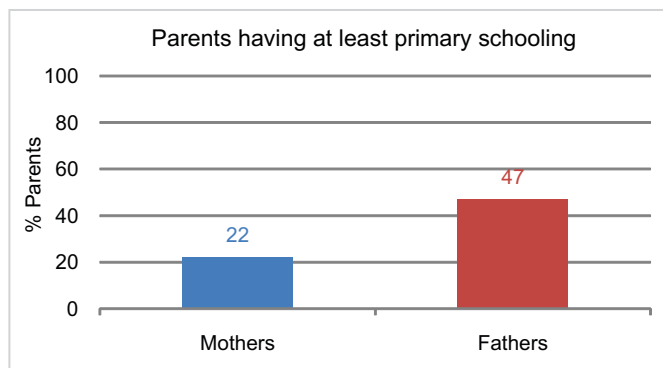
A modest proportion of 'out-of-school' children are at more than 'beginner' competency levels.

- Data on reading ability of out-of-school children shows that 5% of out-of-school children could read a story in Urdu/Sindhi/Pashto while 79% of these children were at the beginner level.
- English reading and comprehension competencies were also found in out-of-school children. While 84% of children were at beginners' level, 7% were able to read words and sentences.
- In arithmetic almost 4% out-of-school children were able to do division sums while 79% were at the beginner level.



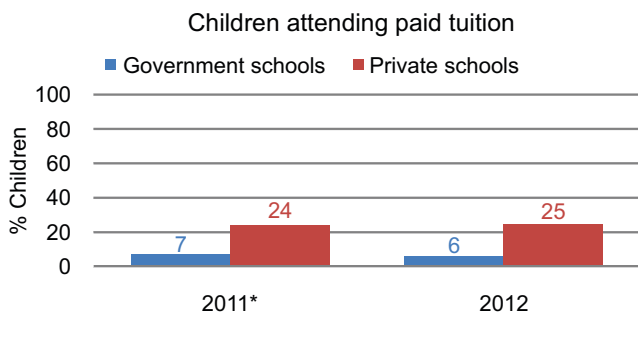
Only 22% of mothers in the sampled households had completed at least primary schooling.

- Out of the total mothers in the sampled households, 78% of them had not completed primary schooling.
- However, the data shows that 47% of fathers in the sampled households had completed primary schooling.



Private tuition incidence and uptake is more prevalent among private than government school students.

- Around 25% of all private school-going children take paid tuition while 6% of all government school children do so.
- Children across all private school classes undertake private tuition. In Class 1, 24% of private school children take paid tuition and in Class 10 of private schools this percentage rises to 29%.
- In government schools, the incidence of tuition-taking increases with class-level. Thirteen percent of children in Class 10 take paid tuition as compared to 5% in Class 1.



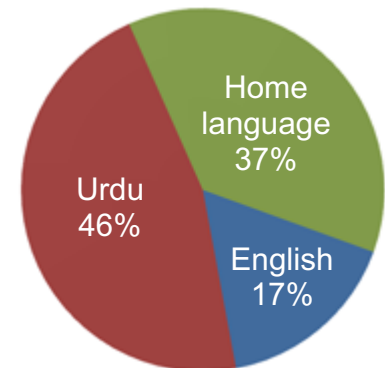
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.8	5.2	5.1	6.4	6.6	8.1	8.1	9.5	13.0	12.5
Pvt.	24.3	25.5	25.1	24.9	26.0	25.4	25.8	26.0	29.3	28.5

The national language, Urdu was used in only 4% of the households surveyed.

- ASER 2012 survey findings reveal that 41 different languages were used in the surveyed households throughout Pakistan.
- The 5 languages used commonly were; Pashto (27%), Punjabi (19%), Sindhi (16%), Balochi (10%) and Siraiki (7%).
- Twenty-one percent of the remaining households used other languages⁴.

The most preferred language for medium of instruction was Urdu.

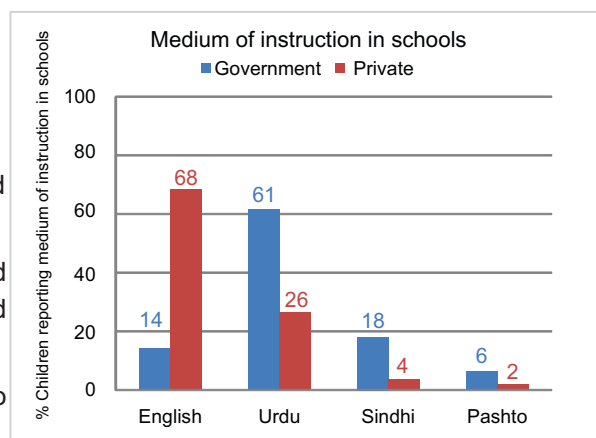
- Each household surveyed was also asked their preferred medium of instruction for their children in schools.
- Forty-six percent of all the households surveyed preferred Urdu as the medium of instruction in schools.
- Home language was preferred by a major proportion of 37% of all households and 17% surveyed households preferred English.



⁴ Urdu, Brahvi, Shina, Balti, Burushaski, Chitrali, Potwari, Gujrati, Khovar, Dhatki, Kashmiri, Bolari, English, Pahari, Rakhshani, Kutchi, Kohistani, Baltistan, Khetrani, Rachnavi, Wakhi, Rangri, Torwali, Yatgha, Myuti, Ridkhan, Mewati, Koli Muhajiri, Hindko, Marathi, Marwari, Darkhan, Persian,

The official medium of instruction of the schools attended by surveyed children was English, Urdu, Sindhi or Pashto.

- Each child was also asked the medium of instruction in their respective schools.
- Sixty-eight percent of the children in private schools reported English as their medium of instruction, 26% had Urdu, 4% Sindhi and 2% had Pashto.
- Sixty-one percent of the children in public schools reported having Urdu as their medium of instruction, 18% had Sindhi, 14% English and 6% had Pashto.
- The medium of instruction for each school visited was also asked during the survey.
- Of all the surveyed government schools in Pakistan, 60% were Urdu medium schools, 21% were English medium, 15% were Sindhi medium, 3% were Pashto medium schools and less than one percent was other mediums.
- Seventy-seven percent of the private schools surveyed were English medium, 18% were Urdu medium, 3% were Sindhi, 2% were other mediums, Pashto and Hifaz-e-Quran accounted for less than one percent each.



Eighteen percent of the children in government schools were absent.

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

- Overall student attendance in government schools stood at 82%.
- The overall attendance in private schools is 86% as per the headcount.

	Attendance (%) on the day of visit									
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	79.1	84.3	85.5	79.0	82.4	85.5	86.2	86.8	82.5	86.2
Teacher attendance	87.3	86.2	88.0	84.4	87.0	85.9	88.3	87.7	86.0	87.6

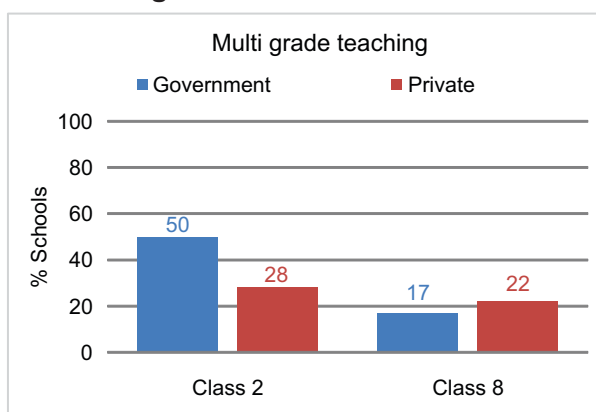
Thirteen percent and 12% teachers in government and private schools respectively were absent.

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

- Overall teacher attendance in government schools was 87%.
- The overall attendance in private schools is 88% as per the register.

Half of all government schools surveyed had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 50% of the surveyed government schools and 28% of the surveyed private schools had Class 2 sitting with other classes.
- Seventeen percent of surveyed government schools and 22% of surveyed private schools had Class 8 sitting with other classes.



More qualified teachers in government schools.

- Thirty-four percent of the teachers in government schools had post-graduate degrees, while private schools had only 21% teachers who did.
- Sixteen percent of the teachers had Masters in Education in government schools, while only 10% of the teachers in private schools had the same degree.

Teacher qualification - general (% of teachers)			Teacher qualification - professional (% of teachers)		
	Government schools	Private schools		Government schools	Private schools
Matriculation	13.3	10.6	PTC	28.2	24.0
FA	18.4	28.6	CT	16.1	18.7
BA	33.1	39.1	B-Ed	36.1	43.5
MA or above	34.3	21.0	M-Ed or above	16.1	9.6
Others	1.0	0.6	Others	3.5	4.2

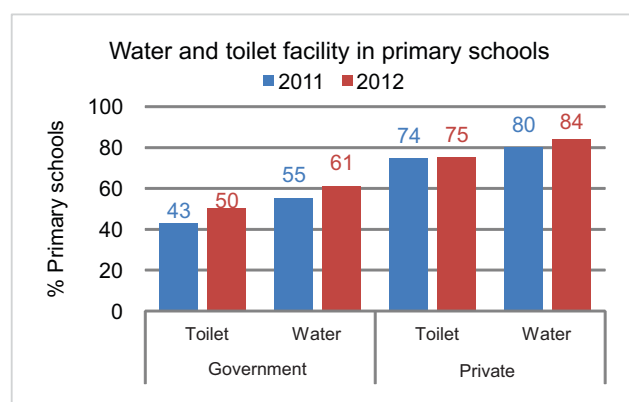
Larger proportions of surveyed government high schools had computer labs and library books in their premises as compared to private schools.

- Fifty-seven percent of the surveyed government high schools had library books available for students to use in the school premises, while 53% of the private schools had the same facility.
- Forty-six percent of government high schools had computer labs as opposed to 38% private high schools.

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Library	10.0	33.7	56.7	54.3	20.0	34.7	53.4	31.8
Computer lab	0.0	4.4	46.0	26.1	12.1	21.1	38.0	24.4

Fifty percent of the surveyed government primary schools did not have toilets and 39% did not have drinking water in the school premises.

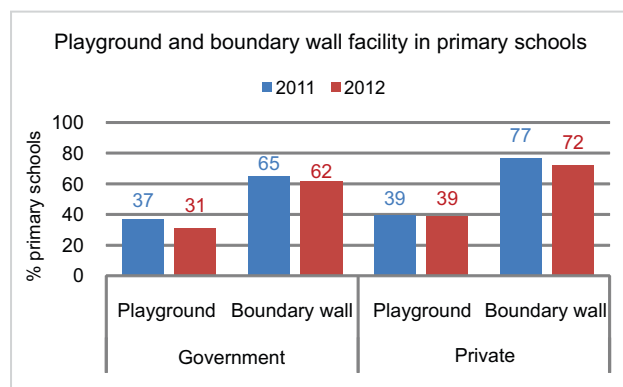
- Of the total government primary schools surveyed, 61% had useable water facility and 50% had a functional toilet.
- In ASER 2011, it was found that 55% of the government primary schools surveyed had useable water while 43% had a functional toilet.
- The percentage of private primary schools with useable water facility was 84% and 75% were found with a functional toilet in 2012.



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Useable water	60.6	74.7	80.5	74.5	83.6	91.0	92.0	97.8
Useable toilet	49.6	69.6	75.8	64.2	74.7	87.0	93.0	95.7

Larger proportion of private primary schools had playgrounds and boundary walls as compared to government primary schools.

- Among the government primary schools surveyed 31% had a playground within the school premises compared to 39% of private primary schools that had a playground.
- Boundary walls were found in 62% of the surveyed government and 72% in private primary schools.
- In ASER 2011, 65% of the surveyed government primary schools and 77% of the surveyed private schools were found with a boundary wall.



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Playground	30.9	51.8	63.9	54.3	38.9	45.5	56.5	63.0
Boundary wall	61.8	70.9	76.7	72.9	71.9	85.5	87.4	97.8

Ten rooms on average were being used for classroom activities in surveyed government high schools.

- Government primary schools had 2 rooms on average that were used for classes, while private primary schools had 4.
- Six rooms on average were being used in government elementary schools and 7 rooms in private elementary schools.
- In case of high schools, government schools had 10 rooms and private schools had 11 rooms on average for classroom activity.

School facilities – Average number of rooms used for classes								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.3	5.9	9.9	6.7	4.1	7.0	11.1	7.6

Forty percent of the government primary schools had received grants in the previous year.

- In 2011, among the government schools surveyed, 949 (40%) primary schools, 322 (52%) elementary and 333 (47%) high schools had received grants.
- The proportion of schools receiving grants in 2012 (23%) was less than 2011 (33%).

School Grants									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2012 ⁵	# of schools reported receiving grants	626	226	265	79	17	36	19	4
	% of schools reported receiving grants	26.6	36.9	37.6	30.3	3.5	5.2	4.4	8.7
	Average amount of grant (Rs.)	29764	44104	73410	90597	176018	702825	1217272	75500
2011	# of schools reported receiving grants	949	322	333	150	26	38	29	4
	% of schools reported receiving grants	39.5	52.3	47.2	57.5	5.3	5.4	6.7	8.7
	Average amount of grant (Rs.)	52179	92552	414972	123010	55035	708515	1159860	106750

⁵ Grants received till October 31, 2012

Provincial Report Cards



Balochistan (Rural)

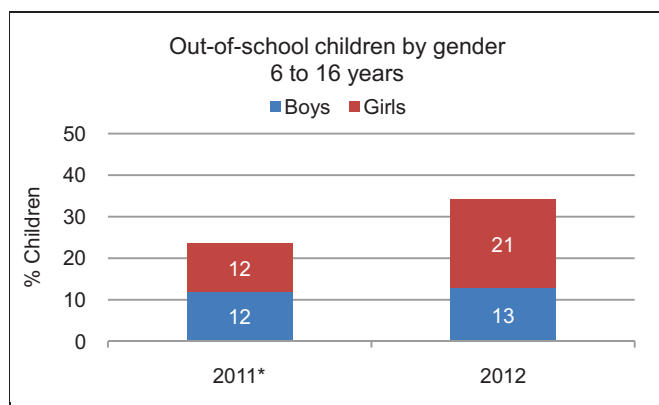
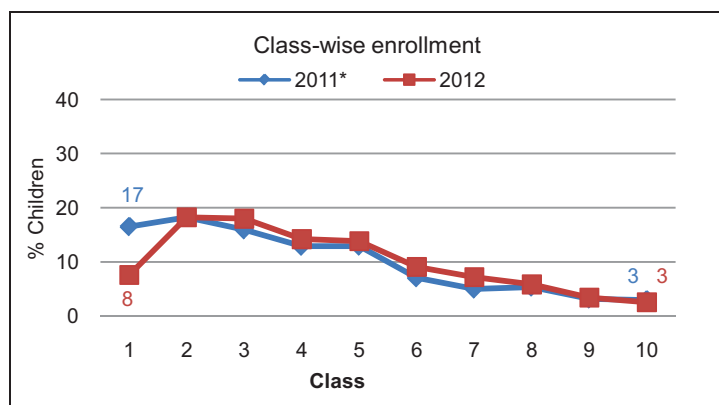
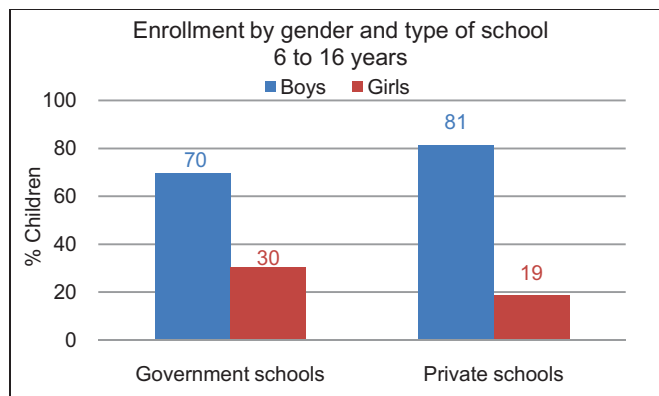


■ Covered □ Not Covered

Note: ASER Pakistan 2012 covered 28 districts out of total 30 districts (rural) in Balochistan

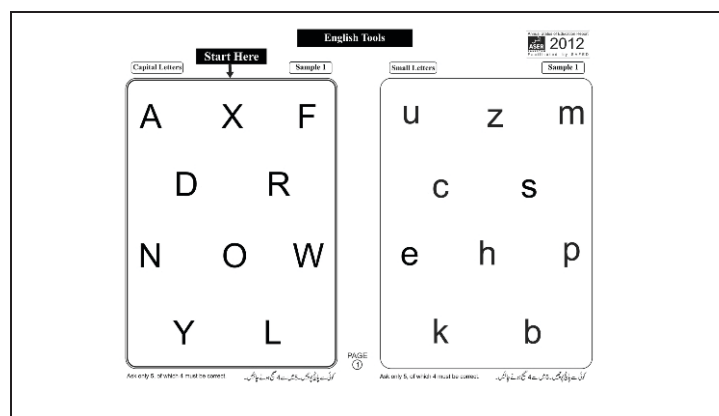
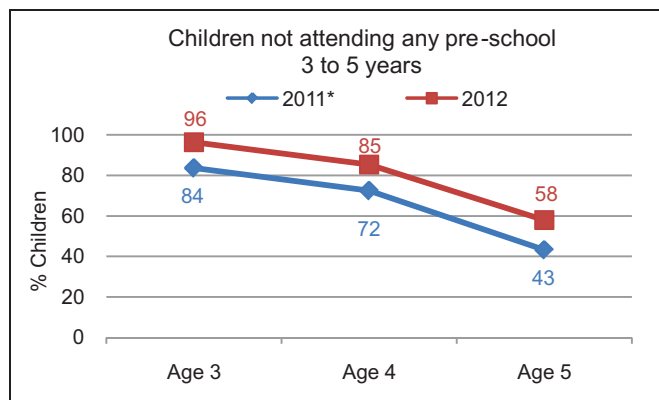
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	59.0	1.9	4.7	0.1	33.8	0.6	100
11-13	58.6	2.6	6.9	0.1	30.5	1.2	100
14-16	51.7	4.4	7.0	0.2	33.8	2.9	100
6-16	57.7	2.5	5.6	0.1	33.0	1.1	100
Total	65.9			34.1			100
By type	87.6	3.8	8.5	0.1			



Early years schooling (Pre-schooling)

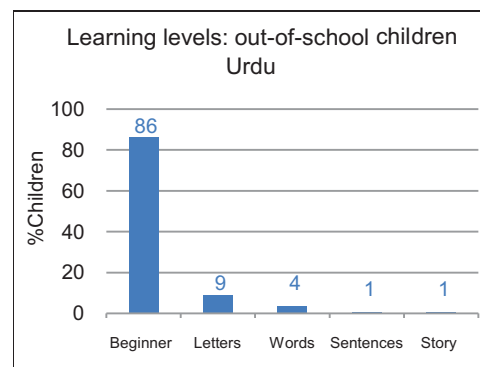
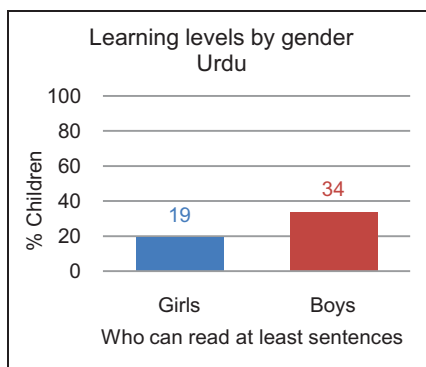
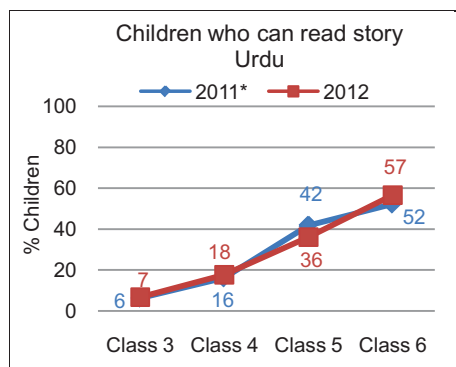
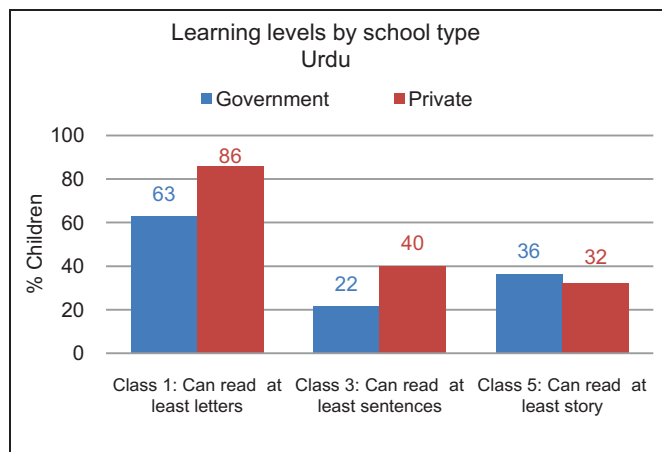
% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	3.2	0.1	0.3	0.0	96.4	100
4	13.8	0.6	0.3	0.0	85.3	100
5	39.8	1.0	1.3	0.0	57.9	100
3-5	21.0	0.6	0.7	0.0	77.7	100
Total	22.3			77.7		100
By type	94.1	2.7	3.2	0.0		



Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	36.6	41.6	17.8	3.0	1.1	100
2	13.2	34.1	40.2	9.3	3.1	100
3	10.5	15.1	52.1	15.5	6.8	100
4	3.6	7.1	38.0	33.6	17.7	100
5	3.4	2.4	21.8	36.3	36.1	100
6	2.4	1.3	13.3	26.3	56.6	100
7	1.9	0.7	8.5	23.7	65.1	100
8	0.0	0.0	2.6	15.3	82.1	100
9	0.0	0.0	0.9	9.3	89.8	100
10	0.0	0.0	0.5	6.6	93.0	100

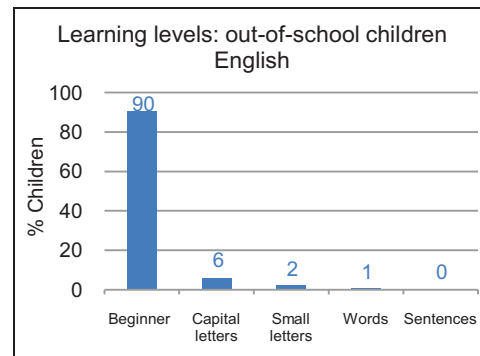
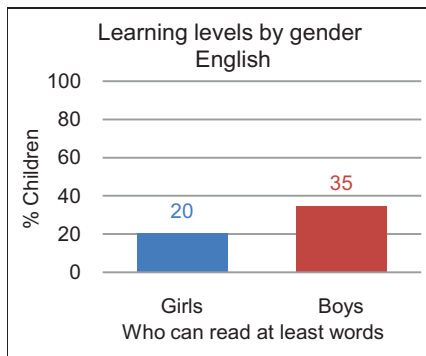
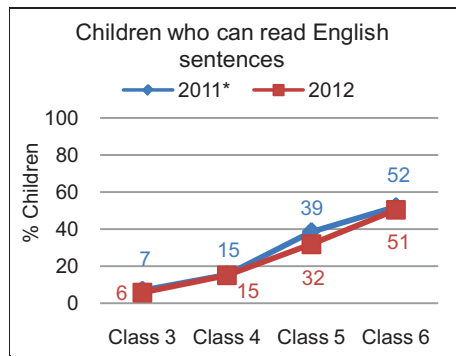
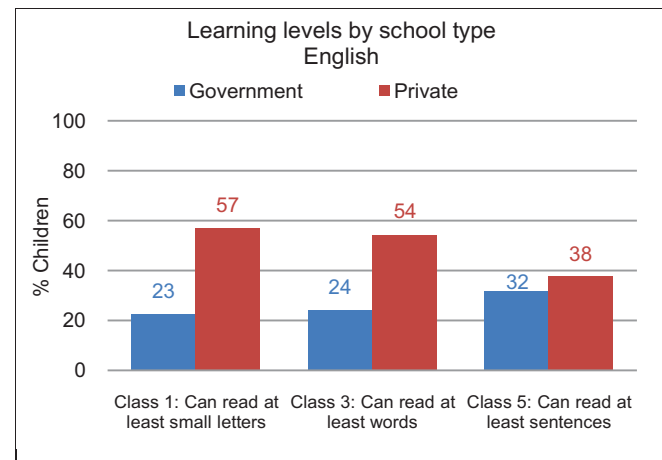
How to read: 4.1% (3.0+1.1) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	40.4	35.8	18.1	4.5	1.1	100
2	19.2	28.6	37.6	12.2	2.4	100
3	14.1	12.2	48.2	19.7	5.8	100
4	4.8	6.5	32.0	41.6	15.1	100
5	3.8	3.4	19.1	41.9	31.9	100
6	3.0	1.5	11.7	33.3	50.5	100
7	2.4	0.7	7.2	30.6	59.1	100
8	0.0	0.0	1.2	21.9	76.8	100
9	0.0	0.0	0.2	10.9	89.0	100
10	0.0	0.0	0.2	6.8	93.0	100

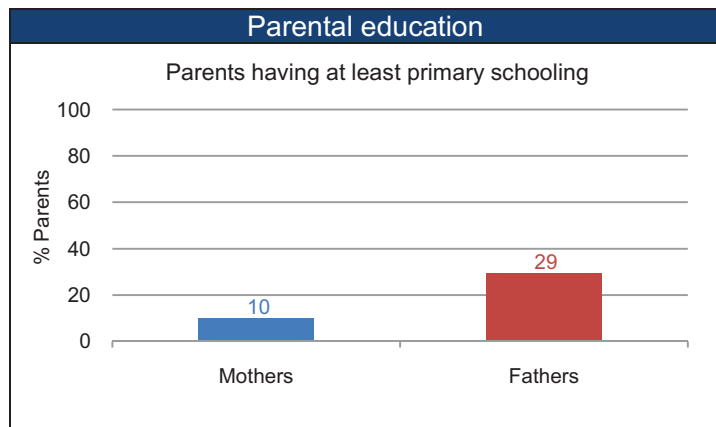
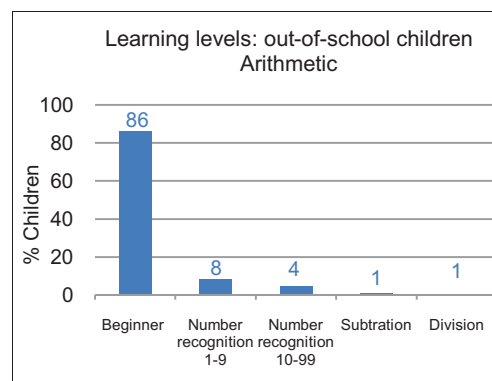
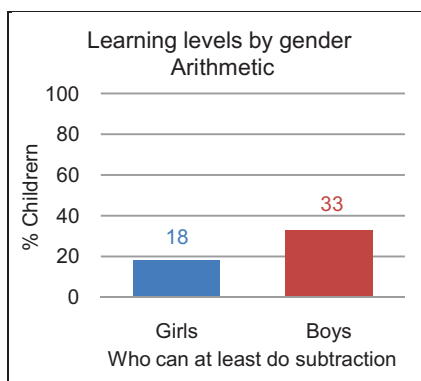
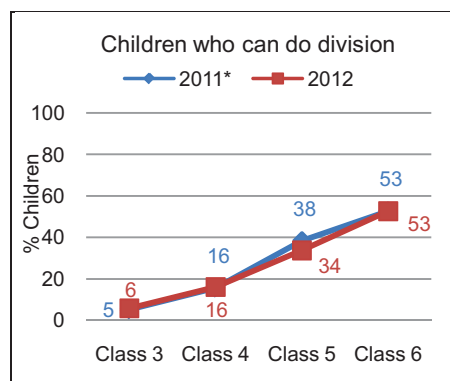
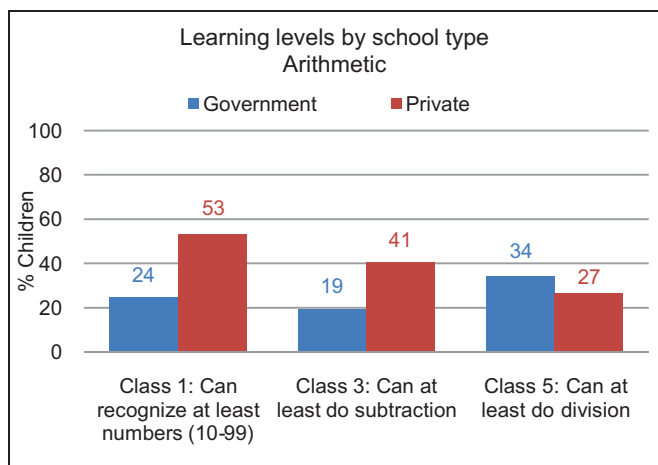
How to read: 5.6% (4.5+1.1) children of class 1 can read words



Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	36.7	38.0	22.4	2.2	0.7	100
2	13.9	28.5	46.7	8.4	2.5	100
3	10.6	10.7	58.4	14.5	5.8	100
4	3.8	5.3	41.5	33.3	16.1	100
5	3.3	2.4	23.0	37.6	33.7	100
6	2.9	1.4	15.0	28.1	52.6	100
7	2.0	0.7	9.7	27.9	59.8	100
8	0.0	0.0	2.5	20.3	77.2	100
9	0.0	0.0	2.3	11.9	85.8	100
10	0.0	0.0	0.7	9.5	89.8	100

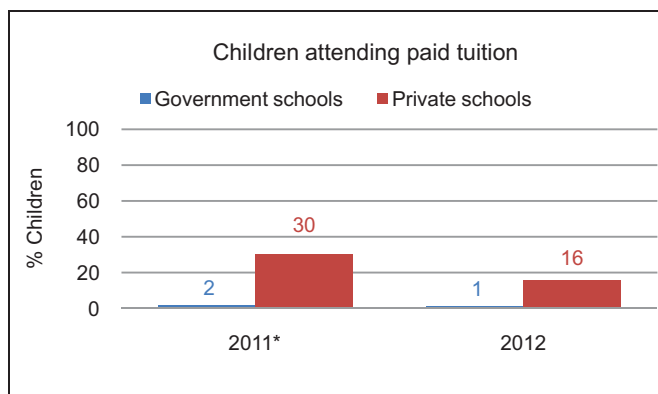
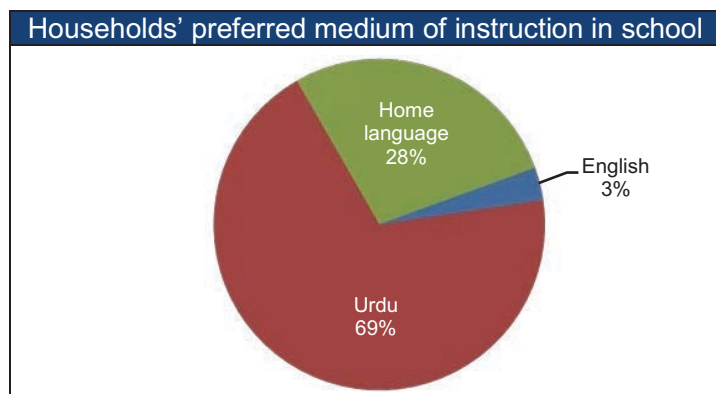
How to read: 2.9% (2.2+0.7) children of class 1 can do subtraction



Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.2	1.5	1.6	1.1	1.4	1.5	1.7	1.9	2.3	4.2
Pvt.	18.5	13.7	14.8	20.0	19.2	15.9	16.0	12.4	15.1	21.9



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	412	71	83	566	10	0	11	21
Elementary	85	14	13	112	4	0	16	20
High	98	8	16	122	2	0	10	12
Others	0	0	0	0	1	0	0	1
Total	595	93	112	800	17	0	37	54

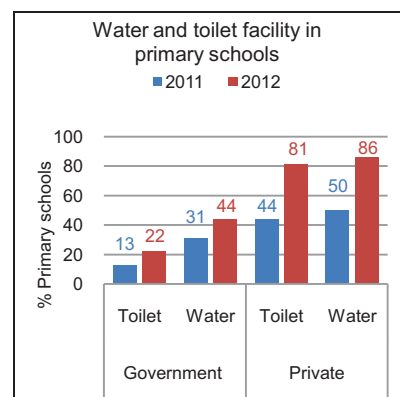
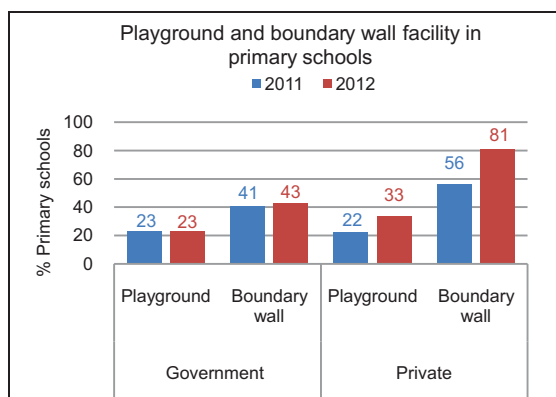
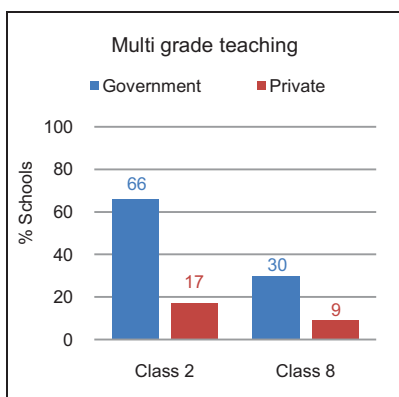
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	76.3	80.0	84.7	-	80.4	87.5	90.0	90.7	100	89.8
Teacher attendance	89.7	82.3	87.0	0	86.6	92.0	88.7	97.1	92.9	92.2

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	17.2	9.3
FA	31.2	41.3
BA	32.4	31.1
MA or above	18.0	18.1
Others	1.2	0.2

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	40.4	39.2
CT	16.1	6.5
B-Ed	31.9	41.0
M-Ed or above	8.9	13.4
Others	2.7	0.0

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	1.4	5.7	9.9	-	4.3	5.7	12.8	10.0
Useable water	43.8	53.7	58.8	-	85.7	85.0	100.0	100.0
Useable toilet	21.7	37.4	48.3	-	80.9	75.0	91.6	100.0
Playground	23.0	39.6	50.8	-	33.3	45.0	66.7	100.0
Boundary wall	43.1	64.8	75.6	-	80.9	75.0	91.6	100.0
Library	1.9	3.8	12.9	-	4.76	30.0	41.6	100.0
Computer lab	0.0	2.8	9.6	-	9.5	5.0	58.3	100.0

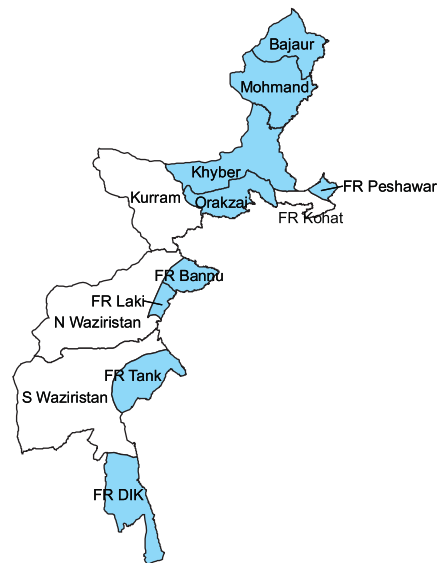
Grants									
2012*	# of schools reported receiving grants	16	3	5	0	0	1	1	0
	% of schools reported receiving grants	2.8	2.7	4.1	-	0.0	5.0	8.3	0.0
	Average amount of grant (Rs.)	307750	210500	474600	-	-	20000	13000	-
2011	# of schools reported receiving grants	15	6	10	0	1	1	1	0
	% of schools reported receiving grants	2.7	5.4	8.2	-	4.8	5.0	8.3	0.0
	Average amount of grant (Rs.)	453000	136715	302800	-	10000	20000	70000	-



*Grants received till October 31, 2012

Balochistan Findings (Summary)

District / Territory	% Children											
	Access					Quality						
	(Age 3-5)	(Age 6-16)				Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	in Pre-school	Out-of-school	Out-of-school (Girls)	in private school	who can read sentence (Urdu / Sindhi / Pashto)		Who can read word (English)	Who can do subtraction	who can read story (Urdu / Sindhi / Pashto)	Who can read sentence (English)	Who can do division	
Balochistan (Rural)	22.3	34.1	21.3	3.8	1.9	22.3	25.5	20.3	36.1	31.9	33.7	
Awaran	31.2	29.5	12.3	0.2	0.9	0.0	1.5	0.5	0.0	5.0	1.7	
Barkhan	5.1	54.4	38.2	1.7	0.0	2.4	2.4	1.2	10.8	2.6	13.2	
Chaghi	31.6	41.1	23.3	0.0	0.6	10.4	24.8	19.0	43.3	46.7	42.7	
Dera Bugti	1.5	72.5	42.1	0.0	0.3	5.3	7.9	2.6	0.0	0.0	0.0	
Harnai	25.3	19.3	17.1	0.3	0.0	30.2	35.1	32.5	50.6	54.5	53.8	
Jaffarabad	30.7	28.8	18.5	1.4	0.5	52.5	58.0	50.0	56.3	45.3	48.1	
Jhal Magsi	36.6	44.5	20.4	0.7	0.0	90.9	86.8	89.5	89.3	76.8	87.7	
Kalat	4.4	35.9	27.8	0.1	0.6	0.0	1.1	1.1	5.5	1.9	3.7	
Ketch	1.6	16.4	8.5	0.1	0.7	21.6	8.4	8.4	71.4	53.0	66.5	
Kharan	50.7	29.9	10.6	0.7	0.0	42.2	55.2	27.9	39.0	35.7	27.3	
Khuzdar	6.1	53.4	41.6	0.0	2.6	4.0	1.0	2.0	13.0	0.0	7.4	
Kohlu	4.2	67.5	36.1	0.9	2.5	1.6	1.6	1.6	3.6	0.0	3.6	
Lasbela	1.7	47.6	32.7	4.7	0.0	3.2	23.4	4.3	24.7	17.5	26.8	
Loralai	16.8	38.8	18.2	36.5	0.2	13.6	28.4	23.9	0.0	4.3	2.2	
Mastung	21.9	20.9	15.6	1.2	0.1	18.5	5.2	8.9	38.5	6.6	10.4	
Musa Khel	15.4	39.5	27.8	0.0	4.4	15.3	19.4	17.3	13.3	8.9	6.7	
Nasirabad	25.7	28.3	15.8	14.7	8.7	94.2	92.2	95.1	92.5	92.5	92.5	
Nushki	23.0	16.8	13.5	1.0	0.0	18.1	21.8	13.6	23.9	13.2	17.2	
Panjgur	61.6	20.1	10.9	0.7	0.4	50.9	65.5	50.3	24.3	44.1	36.4	
Pashin	36.5	22.6	13.5	2.9	1.4	6.2	8.1	5.2	7.5	6.5	5.3	
Qilla Abdullah	23.4	18.6	11.8	0.2	1.7	3.0	13.9	2.0	7.1	5.7	8.6	
Qilla Saifullah	4.4	23.6	19.4	0.1	2.6	46.4	24.6	49.4	85.2	72.1	84.5	
Quetta	21.5	15.6	9.0	31.6	0.1	39.0	51.8	29.4	35.5	46.9	25.7	
Sherani	6.0	40.5	20.4	0.0	2.1	5.8	38.7	5.1	27.8	25.3	30.0	
Sibi	59.5	13.1	8.4	0.2	14.2	16.6	16.0	12.7	20.0	21.3	19.9	
Washuk	12.5	47.1	22.4	0.1	0.0	1.6	3.9	2.3	7.9	10.5	9.2	
Zhob	9.7	44.4	36.5	3.0	2.1	4.9	7.3	4.9	5.3	8.1	2.7	
Ziarat	35.3	31.2	19.6	8.5	0.0	15.5	25.9	14.1	17.6	16.4	20.6	
Balochistan (Urban)												
Quetta - Urban	48.1	5.3	2.9	44.2	37.5	62.5	69.2	56.7	89.1	77.3	82.7	



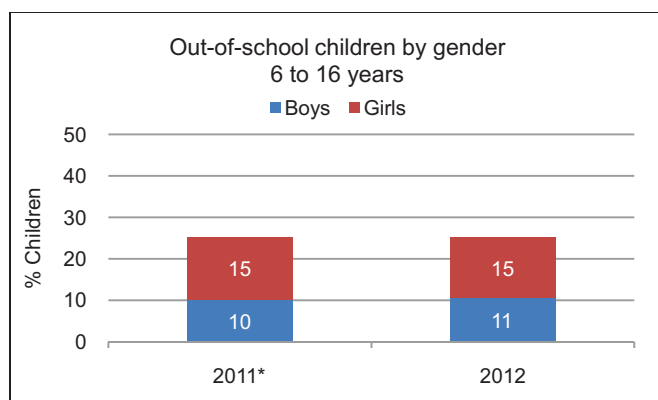
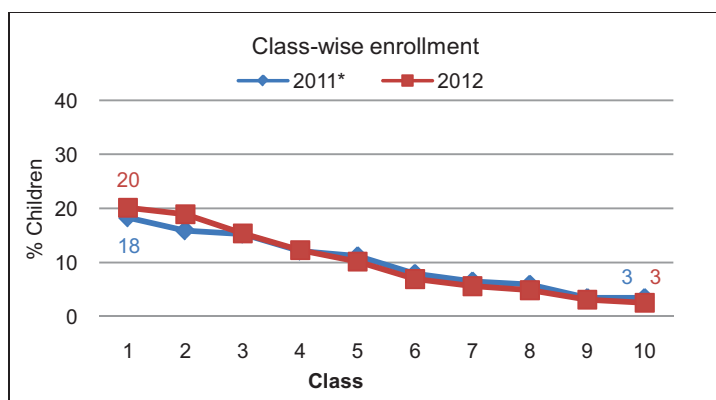
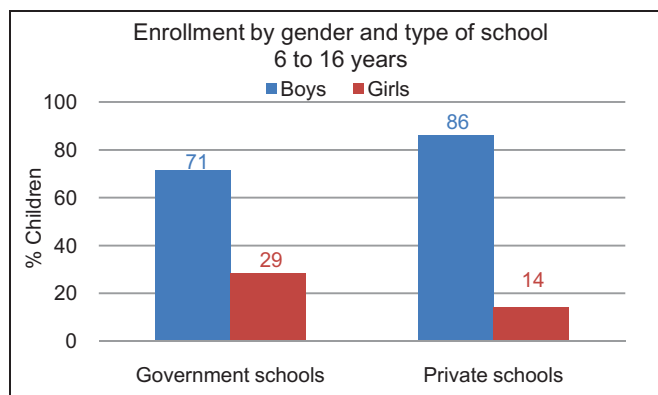
*F.R. - Frontier Region

■ Covered □ Not Covered

Note: ASER Pakistan 2012 covered 9 out of total 13 Agencies/Frontier Regions in FATA

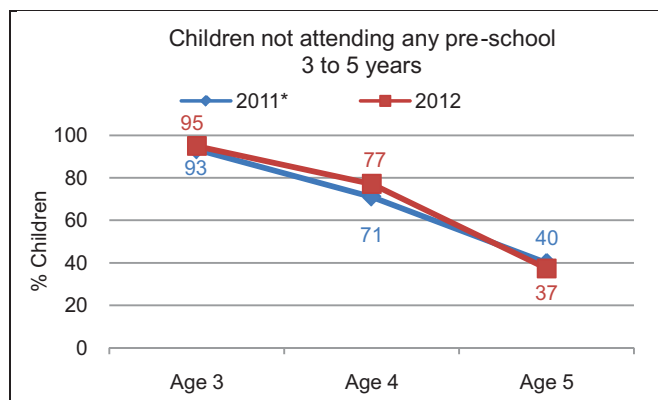
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	59.3	17.3	1.3	0.2	20.5	1.4	100
11-13	52.0	19.0	1.3	0.1	22.0	5.5	100
14-16	46.7	15.8	1.3	0.1	24.9	11.2	100
6-16	55.9	17.5	1.3	0.1	21.5	3.8	100
Total	74.8				25.3		100
By type	74.7	23.4	1.7	0.2			



Early years schooling (Pre-schooling)

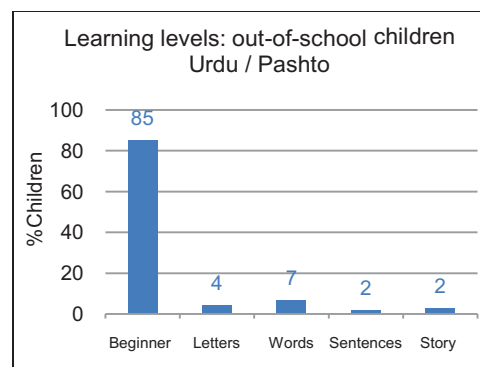
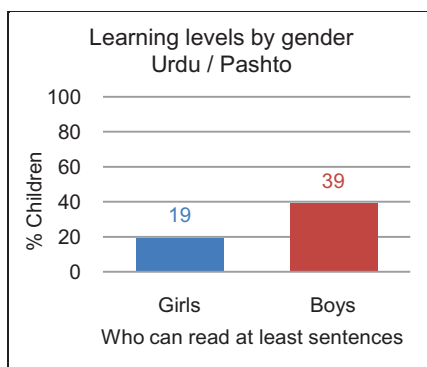
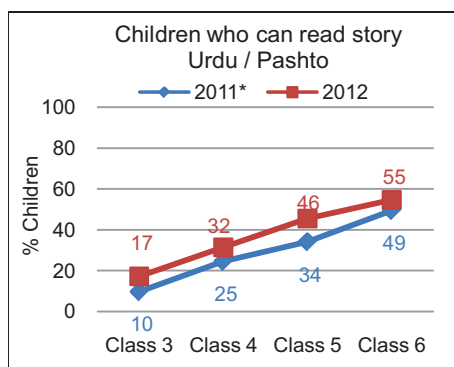
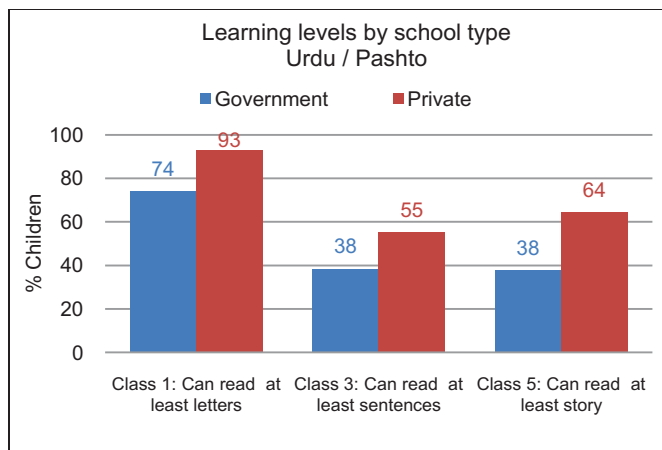
% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	3.5	0.5	1.1	-	94.9	100
4	16.7	4.7	1.4	0.1	77.1	100
5	50.1	11.3	1.3	-	37.3	100
3-5	26.4	6.1	1.3	-	66.1	100
Total	33.8				66.1	100
By type	78.1	18.1	3.7	0.1		



Learning levels (Urdu / Pashto)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	21.8	39.3	31.2	5.0	2.7	100
2	9.3	19.1	49.0	14.1	8.5	100
3	4.4	10.7	42.6	25.1	17.2	100
4	2.8	9.7	27.9	28.0	31.5	100
5	2.2	6.1	22.5	23.7	45.5	100
6	2.8	5.0	17.2	20.3	54.7	100
7	1.3	2.7	12.1	23.0	60.9	100
8	0.0	0.0	3.7	20.6	75.7	100
9	0.0	0.0	2.5	11.5	86.0	100
10	0.0	0.0	1.5	9.2	89.3	100

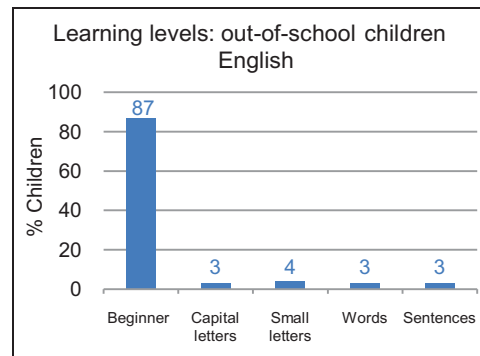
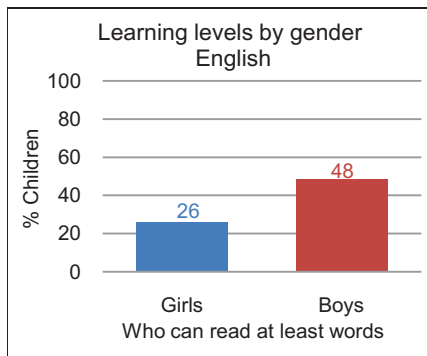
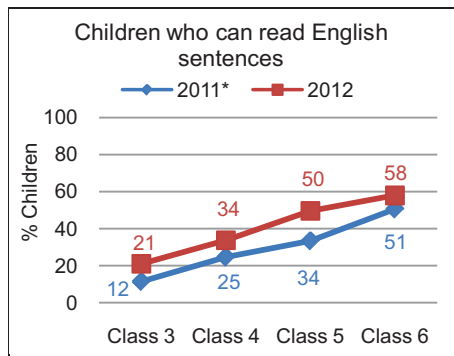
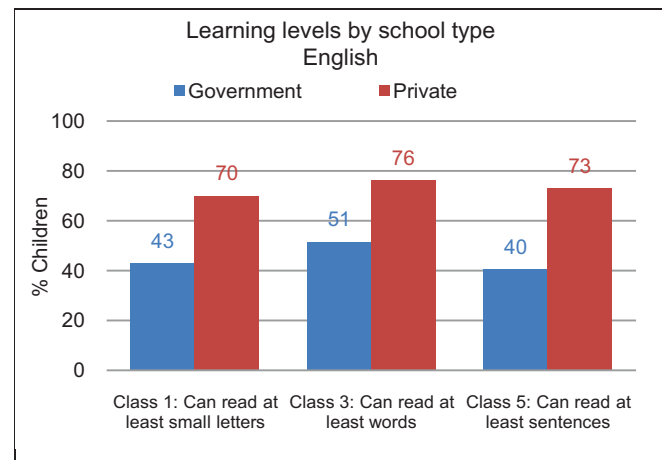
How to read: 7.7% (5.0+2.7) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	27.0	24.3	31.0	14.8	2.9	100
2	12.1	13.6	34.3	29.4	10.7	100
3	5.8	9.2	27.8	36.0	21.1	100
4	3.9	7.1	18.5	36.6	33.8	100
5	3.1	3.3	15.7	28.2	49.7	100
6	3.9	1.7	12.6	23.7	58.0	100
7	2.5	1.3	8.6	19.1	68.5	100
8	0.0	0.0	0.5	19.1	80.4	100
9	0.0	0.0	0.8	10.6	88.6	100
10	0.0	0.0	0.5	6.3	93.2	100

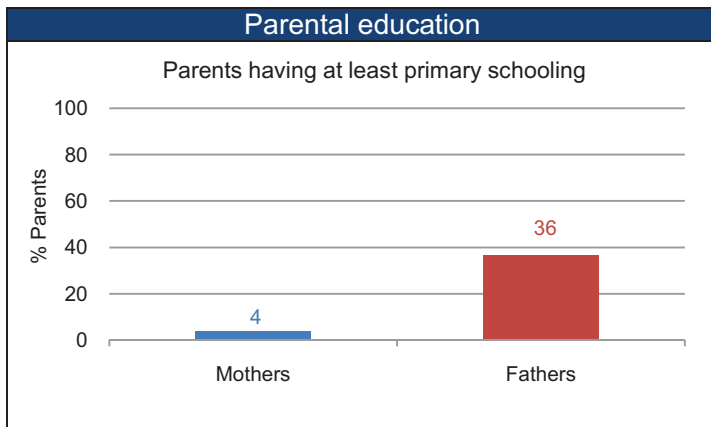
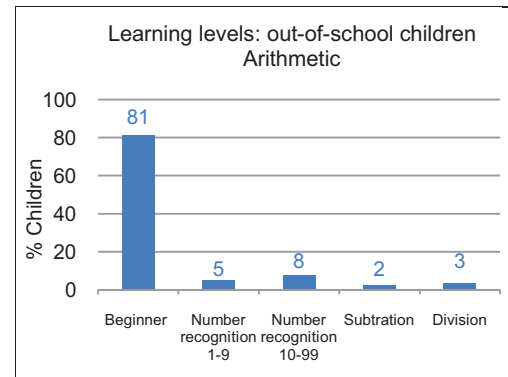
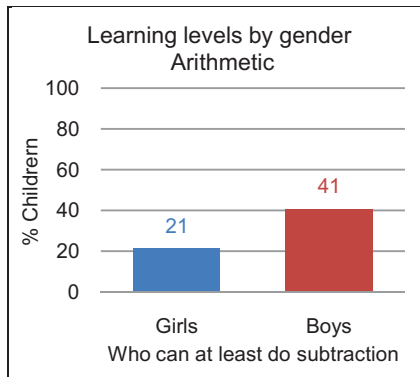
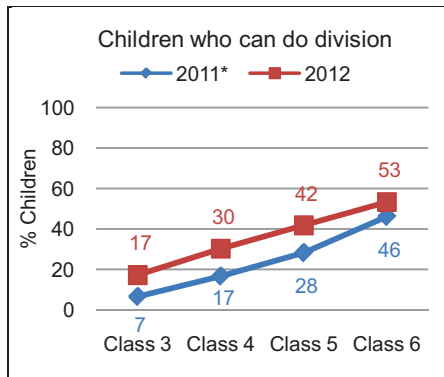
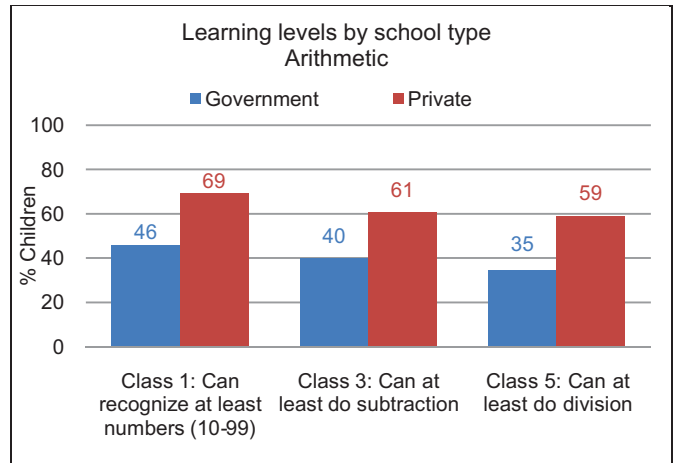
How to read: 17.7% (14.8+2.9) children of class 1 can read words



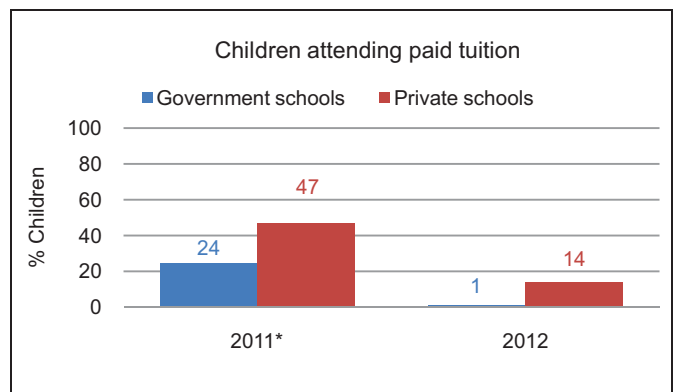
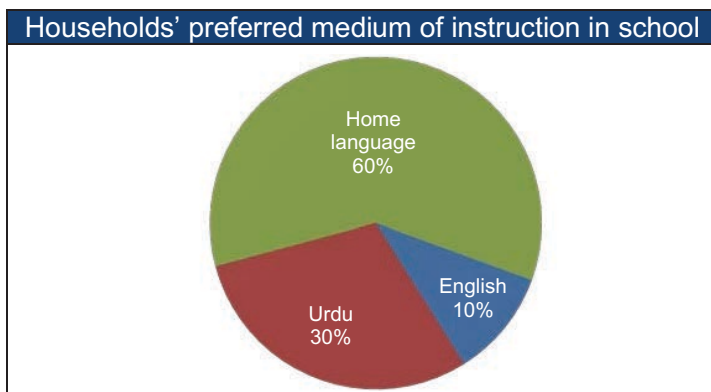
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	18.0	31.0	42.0	6.5	2.5	100
2	7.9	13.4	53.0	17.0	8.6	100
3	3.9	7.4	44.0	27.5	17.2	100
4	2.4	5.6	30.7	30.9	30.3	100
5	2.2	2.4	25.0	28.6	41.8	100
6	2.6	1.9	17.4	24.8	53.3	100
7	1.7	0.8	11.9	20.8	64.8	100
8	0.0	0.0	2.9	21.6	75.5	100
9	0.0	0.0	1.6	14.9	83.5	100
10	0.0	0.0	5.8	10.6	83.7	100

How to read: 9.0% (6.5+2.5) children of class 1 can do subtraction



Paid tuition										
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.2	0.7	1.4	1.5	0.3	1.5	1.6	2.5	1.4	1.7
Pvt.	8.3	12.3	12.8	15.8	14.9	16.4	20.9	26.1	27.5	30.2



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	135	28	42	205	2	0	13	15
Elementary	20	6	2	28	6	0	11	17
High	20	1	2	23	6	0	17	23
Others	2	0	0	2	0	0	0	0
Total	177	35	46	258	14	0	41	55

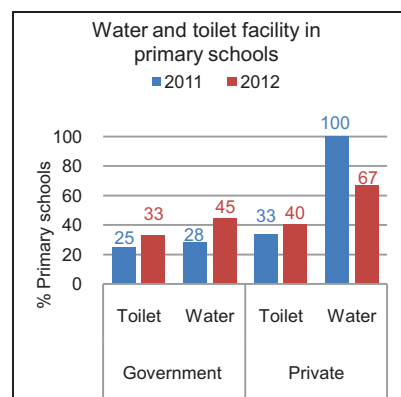
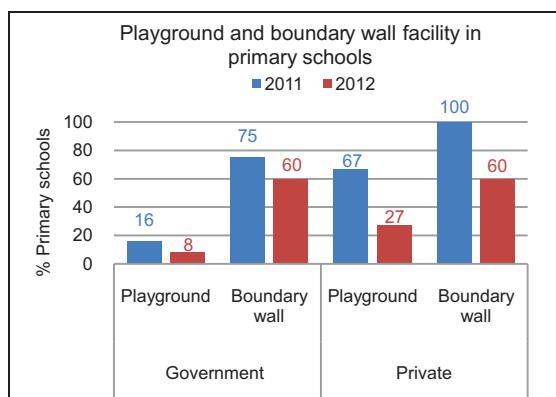
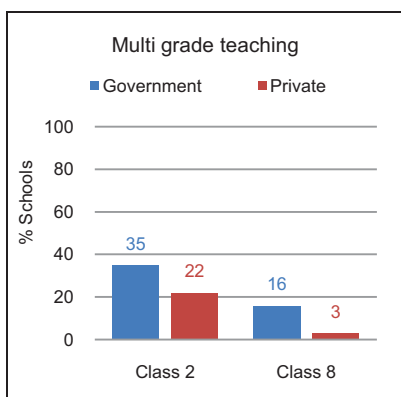
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	83.0	83.0	83.1	89.7	83.2	94.5	89.1	90.8	-	90.5
Teacher attendance	91.3	85.1	94.7	92.9	91.2	84.5	82.2	84.6	-	84.0

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	22.1	9.6
FA	26.2	29.5
BA	25.7	34.8
MA or above	24.2	25.9
Others	1.9	0.2

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	44.2	18
CT	19.5	41.4
B-Ed	20.5	27.9
M-Ed or above	7.8	5.4
Others	7.9	7.2

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.1	5.0	9.6	7.5	4.5	5.9	11.1	-
Useable water	44.6	57.1	60.8	100.0	66.7	88.2	91.3	-
Useable toilet	32.9	46.4	56.5	0	40.0	76.5	91.3	-
Playground	8.2	37.0	78.2	100.0	26.7	52.9	65.2	-
Boundary wall	60.2	82.1	82.6	50.0	60.0	94.1	95.6	-
Library	1.5	3.5	47.8	100.0	6.7	23.5	56.5	-
Computer lab	0.0	0	39.1	50.0	0	6.25	26.1	-

Grants									
2012*	# of schools reported receiving grants	0	0	1	0	0	0	0	-
	% of schools reported receiving grants	0.0	0.0	4.3	0.0	0.0	0.0	0.0	-
	Average amount of grant (Rs.)	-	-	136000	-	-	-	-	-
2011	# of schools reported receiving grants	1	2	2	0	0	0	0	-
	% of schools reported receiving grants	0.5	7.1	8.7	0.0	0.0	0.0	0.0	-
	Average amount of grant (Rs.)	5650	490500	28000	-	-	-	-	-



*Grants received till October 31, 2012

FATA Findings (Summary)

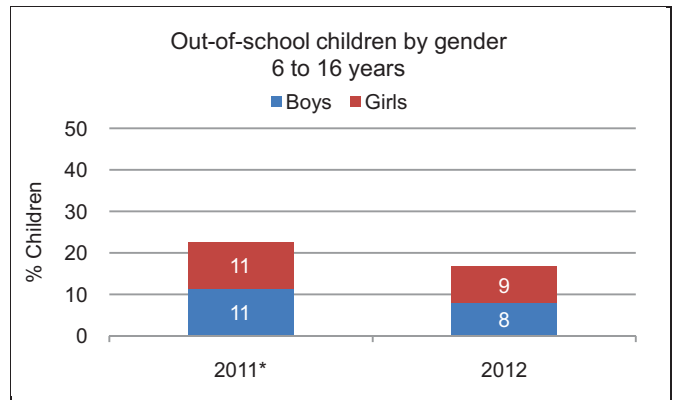
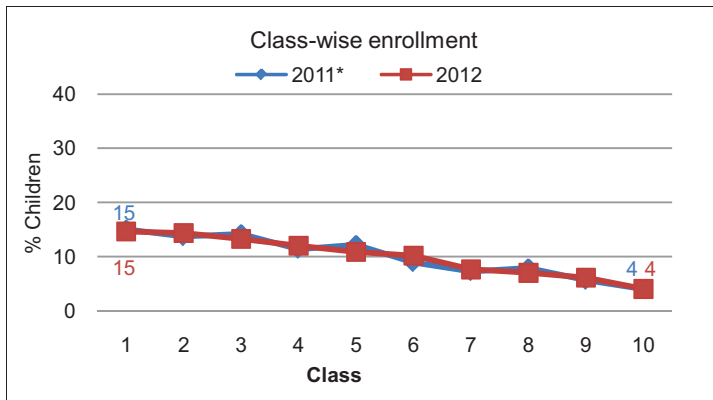
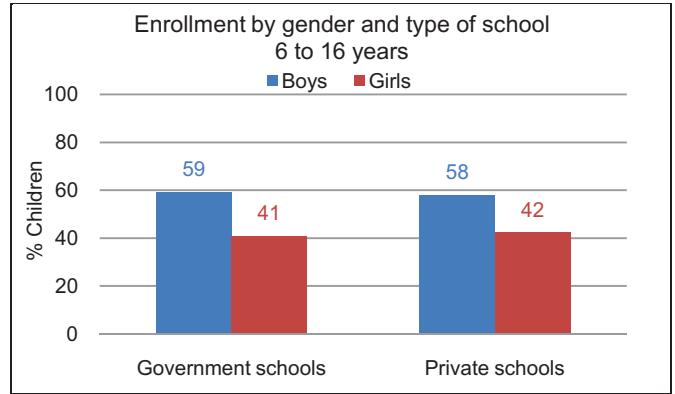
District / Territory	% Children											
	Access					Quality						
	(Age 3-5)		(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	in Pre-school	Out-of-school	Out-of-school (Girls)	in private school	who can read sentence (Urdu / Sindhi / Pashto)		Who can read word (English)	Who can do subtraction	who can read story (Urdu / Sindhi / Pashto)	Who can read sentence (English)	Who can do division	
FATA	33.9	25.3	14.7	23.4	4.1	42.3	57.2	44.6	45.5	49.7	41.8	
Bajaur	39.8	26.2	16.0	18.7	3.7	55.6	63.5	57.4	71.8	64.6	47.4	
F.R. Bannu	27.3	36.8	29.7	19.0	17.7	33.7	50.0	33.7	47.6	49.2	57.1	
F.R. Lakki Marwat	28.6	47.2	23.3	14.3	5.7	39.8	61.8	38.8	36.6	45.2	43.2	
F.R. Peshawar	32.5	8.2	5.9	19.1	1.0	23.5	38.3	35.8	21.5	22.1	25.3	
F.R. Tank	38.6	12.3	8.0	6.7	1.0	12.0	28.4	8.5	2.5	20.3	3.8	
Khyber Agency	43.5	11.3	8.3	56.7	4.5	48.4	71.3	55.7	51.5	63.0	45.9	
Mohmand	39.0	21.5	13.8	11.6	3.6	43.7	60.0	47.0	42.5	45.6	40.4	
Orakzai	34.9	15.4	10.2	23.8	2.0	74.8	78.2	74.5	78.5	77.7	75.3	
F.R. D. I. Khan	17.9	58.1	22.1	1.6	0.8	38.5	37.0	27.5	46.2	29.4	26.9	





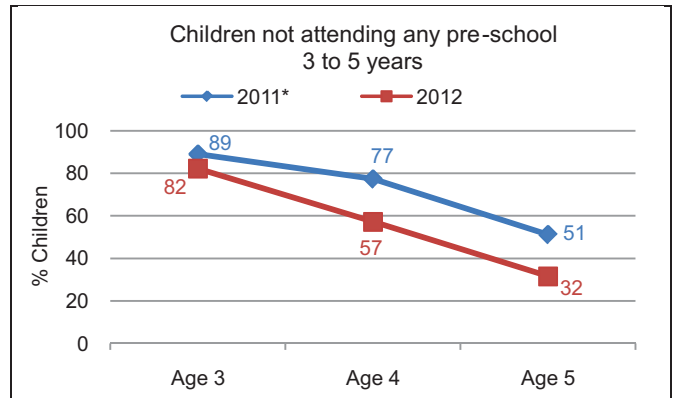
School enrollment and out-of-school children

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	43.6	35.2	2.4	2.3	15.3	1.2	100
11-13	45.5	37.3	1.9	1.6	10.9	2.8	100
14-16	46.8	30.5	1.4	1.4	13.1	6.8	100
6-16	44.8	34.6	2.0	1.9	13.7	2.9	100
Total	83.3				16.6		100
By type	53.8	41.5	2.4	2.3			



Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	6.9	9.2	1.1	0.6	82.2	100
4	21.3	19.2	1.2	1.1	57.2	100
5	37.6	26.7	1.4	2.7	31.6	100
3-5	22.4	18.6	1.3	1.5	56.3	100
Total	43.8				56.3	100
By type	51.2	42.5	2.9	3.4		



Urdu Tests 2012

Sample 2

کتاب کا کمر بڑھا ہے۔ گھر کے پاس پڑنا ہے۔ پڑھنا بہت ضرورت ہے۔ وہ پڑھنا دیکھ کر غلٹی ہوتی ہے۔ ایک سچ ان نے کئی دیکھی۔ کئی کے بہت سے رنگ تھے۔ ان کو کئی بہت پسند آئی۔ ان نے کئی کو پکڑنے کی کوشش کی۔ وہ ان کے پیچھے لڑائی۔ کئی دیکھنے ہی دیکھنے تاب ہو گئی۔

BONUS QUESTIONS

Q1 کتاب کے گھر کے پاس کیا ہے؟

Q2 کتاب کو کیا چیز پسند آتی؟

Sample 2

یہ میری کتاب ہے۔ اس میں کہانیاں ہیں۔ میں اسے پڑھتی ہوں۔ مجھے یہ کتاب پسند ہے۔

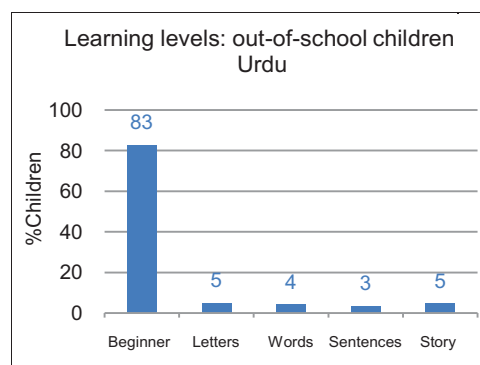
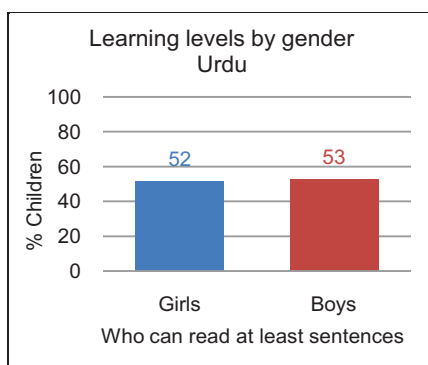
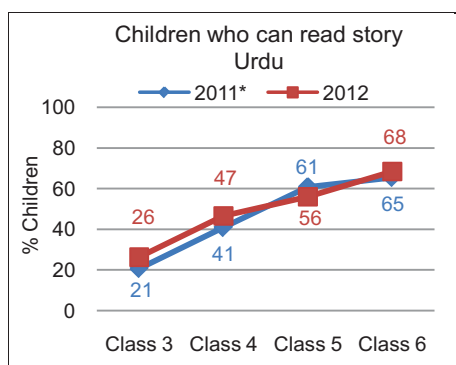
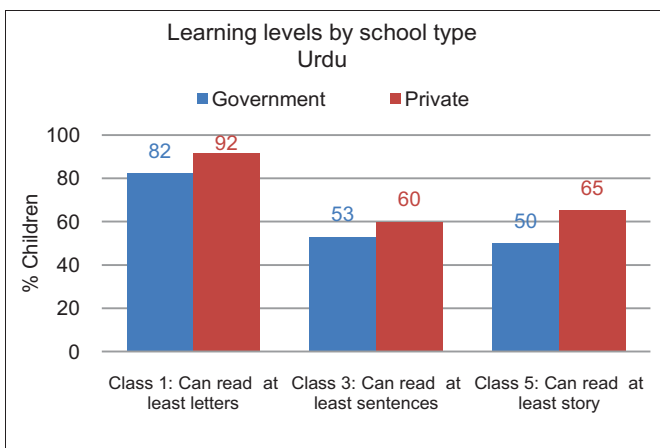
کسان اناج اگاتے ہیں۔ کیتوں کو پانی دیتے ہیں۔ سخت موسم میں کام کرتے ہیں۔ ہم سب اناج کھاتے ہیں۔



Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.3	44.6	26.1	6.8	9.2	100
2	7.0	23.1	39.8	17.0	13.1	100
3	3.9	11.7	29.1	29.0	26.3	100
4	2.7	4.9	17.3	28.6	46.6	100
5	3.4	4.0	12.2	24.4	56.0	100
6	2.6	2.7	5.9	20.4	68.4	100
7	2.7	1.4	2.7	16.1	77.0	100
8	0.0	0.0	1.2	12.8	86.1	100
9	0.0	0.0	0.6	7.9	91.5	100
10	0.0	0.0	1.3	7.1	91.6	100

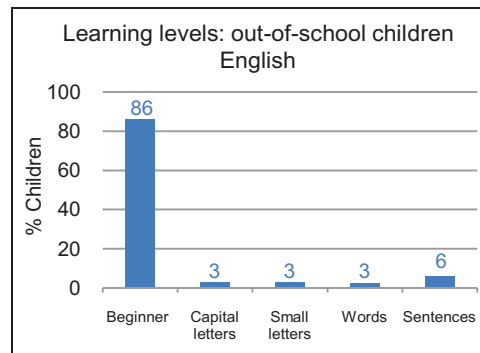
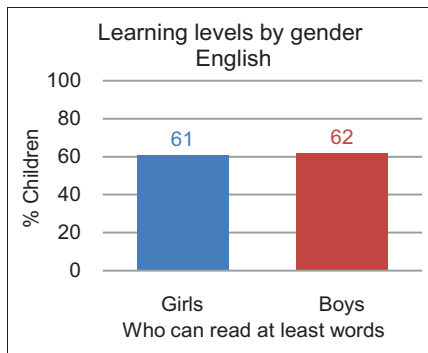
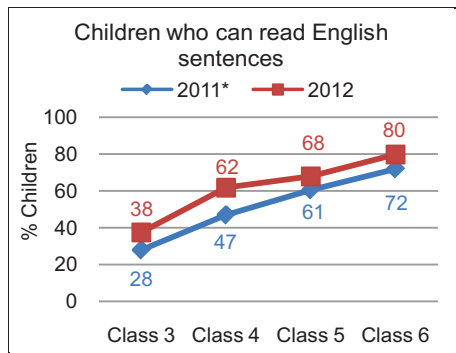
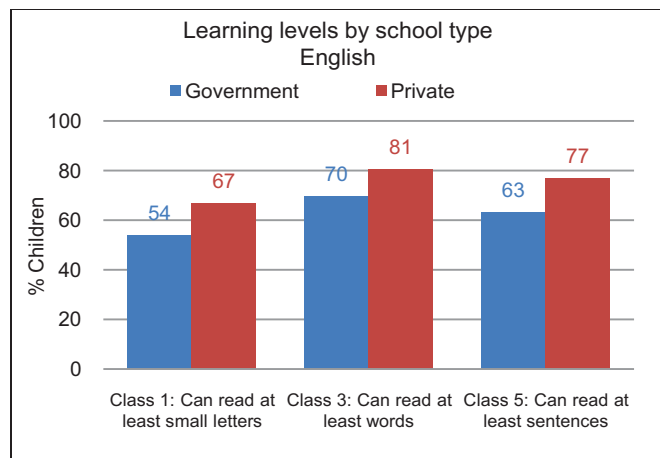
How to read: 16.0% (6.8+9.2) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	15.6	25.7	27.1	19.0	12.5	100
2	8.5	13.0	27.0	32.1	19.5	100
3	4.3	7.0	15.3	35.9	37.5	100
4	3.2	2.7	8.1	24.1	61.8	100
5	3.5	2.8	4.9	20.8	67.9	100
6	3.0	2.0	1.9	13.4	79.8	100
7	3.1	0.8	2.5	8.6	85.0	100
8	0.0	0.0	0.2	7.7	92.1	100
9	0.0	0.0	0.0	2.9	97.1	100
10	0.0	0.0	0.0	2.7	97.3	100

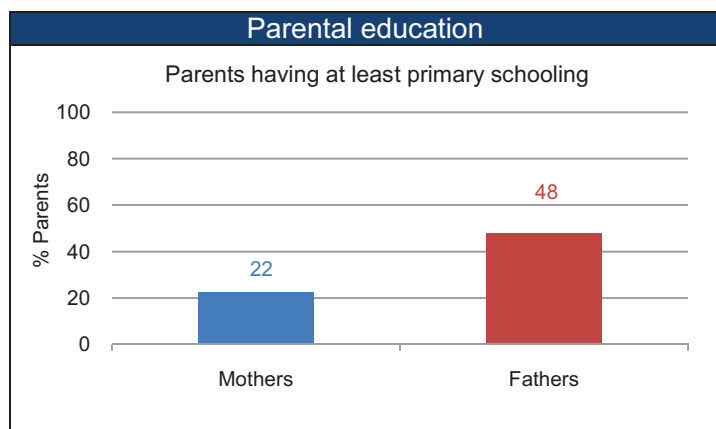
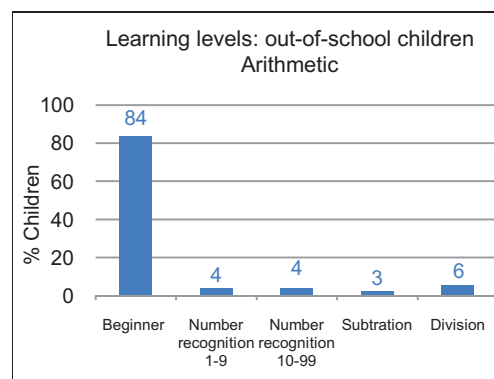
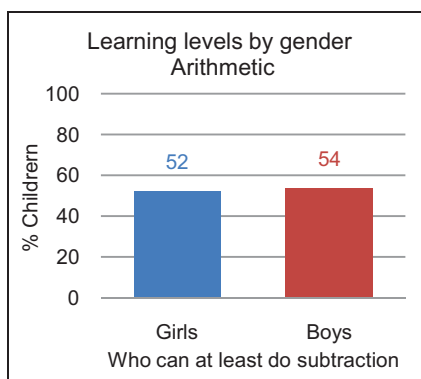
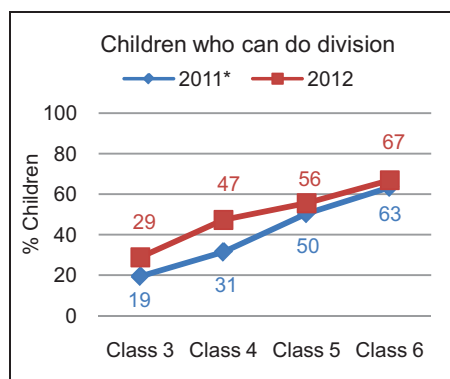
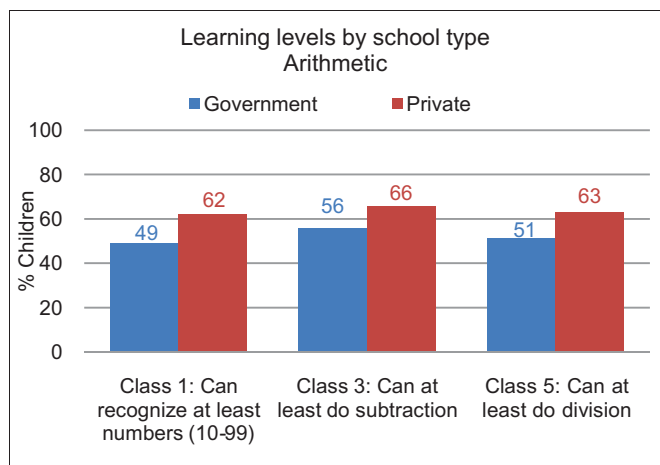
How to read: 31.5% (19.0+12.5) children of class 1 can read words



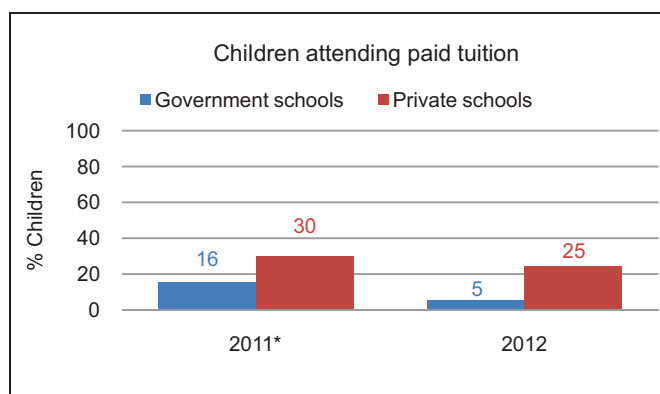
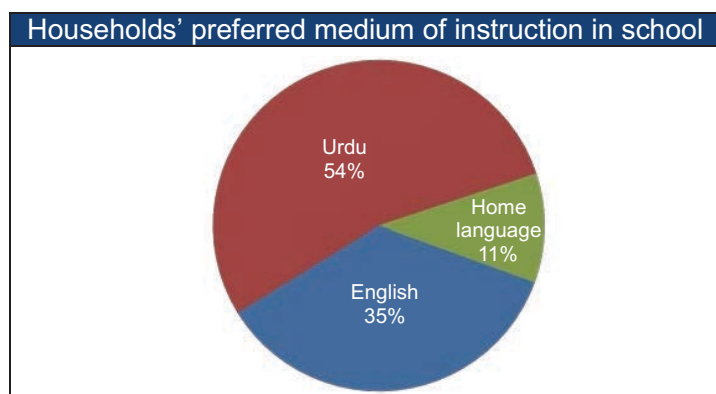
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	14.7	31.6	35.2	8.4	10.1	100
2	7.2	16.5	42.8	19.4	14.1	100
3	3.7	8.1	29.0	30.4	28.8	100
4	2.9	3.5	18.8	27.6	47.3	100
5	3.2	2.5	12.1	26.7	55.5	100
6	3.0	2.3	5.6	22.2	66.9	100
7	3.3	1.2	5.8	16.0	73.7	100
8	0.0	0.0	1.7	9.3	89.0	100
9	0.0	0.0	0.9	4.9	94.2	100
10	0.0	0.0	0.4	7.0	92.5	100

How to read: 18.5% (8.4+10.1) children of class 1 can do subtraction



Paid tuition										
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.7	6.0	4.7	6.6	6.3	2.9	5.4	7.0	9.4	7.9
Pvt.	25.8	29.1	25.1	28.3	26.3	18.7	23.8	24.5	22.6	17.8



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	28	3	35	66	5	5	45	55
Elementary	23	12	26	61	7	0	45	52
High	26	11	16	53	2	1	30	33
Others	7	4	10	21	0	0	3	3
Total	84	30	87	201	14	6	123	143

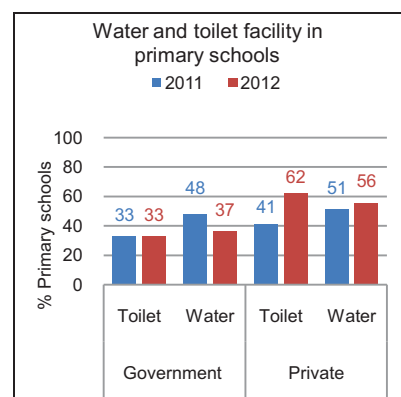
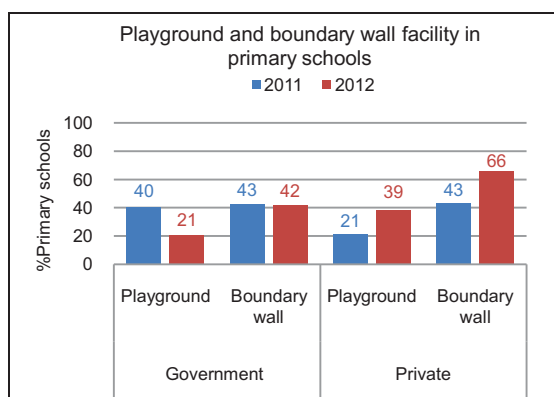
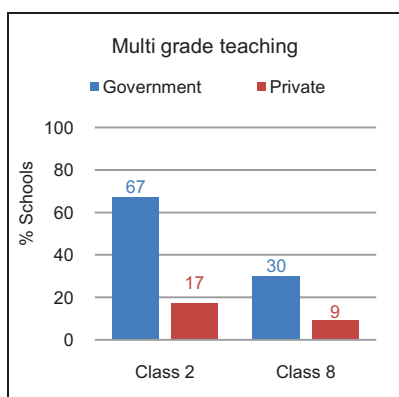
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.6	85.2	86.7	88.6	86.3	83.1	88.4	76.0	71.0	82.0
Teacher attendance	87.4	88.7	88.9	73.2	86.3	85.7	86.2	89.0	96.6	87.5

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	10.9	10.9
FA	21.3	25.3
BA	44.7	37.7
MA or above	22.4	25.3
Others	0.7	0.9

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	10.4	12.
CT	21.1	12.6
B-Ed	58.3	47.5
M-Ed or above	9.1	6.5
Others	1.0	3.7

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.8	6.5	10.6	7.9	4.3	6.2	11.0	6.7
Useable water	36.6	44.8	65.3	71.4	55.7	75.0	81.8	100.0
Useable toilet	32.8	55.1	58.4	57.1	62.3	62.7	90.9	100.0
Playground	20.9	59.3	69.2	85.7	38.5	43.1	69.7	66.7
Boundary wall	42.1	51.6	71.7	90.4	66.0	54.9	69.7	100.0
Library	8.2	25.4	71.1	61.9	30.7	47.1	60.6	100.0
Computer lab	0.0	8.6	37.7	42.8	12.0	12.0	39.4	50.0

Grants									
2012*	# of schools reported receiving grants	7	7	8	1	7	3	2	0
	% of schools reported receiving grants	10.6	11.5	15.1	4.8	12.7	5.7	6.1	0.0
	Average amount of grant (Rs.)	86053	18857	25575	80000	339943	73333	532250	-
2011	# of schools reported receiving grants	22	23	18	7	10	7	6	0
	% of schools reported receiving grants	33.3	37.7	34.0	33.3	18.1	13.4	18.2	0.0
	Average amount of grant (Rs.)	35340	24040	76376	102429	49760	34286	324500	-



*Grants received till October 31, 2012

Gilgit-Baltistan Findings (Summary)

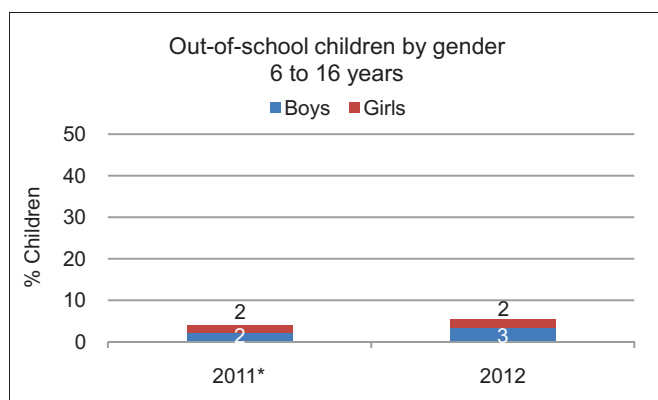
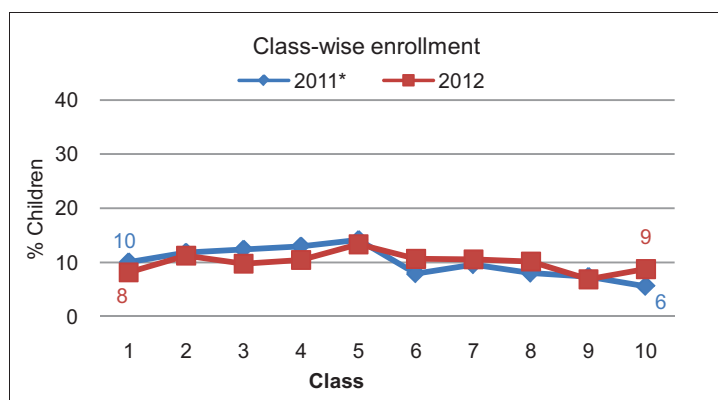
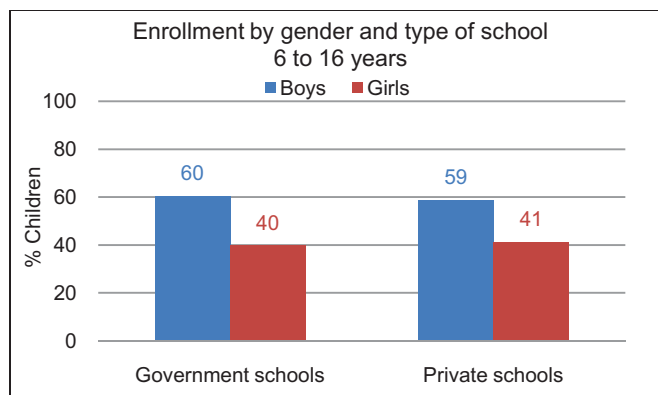
District / Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	in Pre-school	Out-of-school	Out-of-school (Girls)	in private school	Attending paid tuition (Govt. & Pvt. schools)	who can read sentence (Urdu / Sindhi / Pashto)	Who can read word (English)	Who can do subtraction	who can read story (Urdu / Sindhi / Pashto)	Who can read sentence (English)	Who can do division
Gilgit-Baltistan	43.7	16.6	8.8	41.5	13.8	55.3	73.4	59.2	56.0	67.9	55.5
Astore	39.1	17.1	10.4	24.7	21.4	56.7	82.4	62.9	52.0	71.0	58.5
Diamer	19.6	57.2	27.5	8.4	10.7	74.6	73.9	78.6	59.3	58.9	69.6
Ghanche	38.9	9.1	5.5	33.6	10.3	44.9	56.7	36.7	54.7	55.3	44.0
Ghizar	50.4	6.5	3.6	57.7	2.7	35.7	72.3	54.6	63.8	66.7	52.8
Gilgit	57.3	4.6	2.6	59.2	16.8	65.7	73.9	67.4	64.9	77.1	58.3
Hunza-Nagar	67.3	3.2	1.1	53.8	16.4	51.4	74.8	51.8	40.2	67.7	44.3
Skardu	42.0	10.4	7.1	33.0	16.0	56.0	73.8	56.6	53.4	68.6	62.5





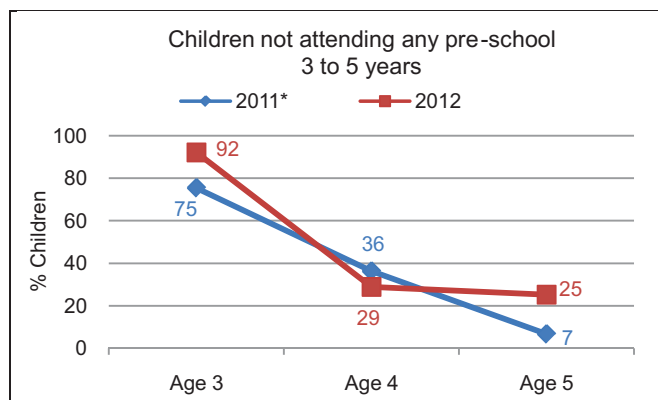
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	54.6	41.3	0.0	0.2	2.2	1.8	100
11-13	61.0	31.8	1.3	0.0	2.0	3.9	100
14-16	61.7	30.7	0.4	0.0	1.9	5.3	100
6-16	58.1	36.0	0.5	0.1	2.0	3.2	100
Total	94.7				5.2		100
By type	61.4	38.0	0.5	0.1			



Early years schooling (Pre-schooling)

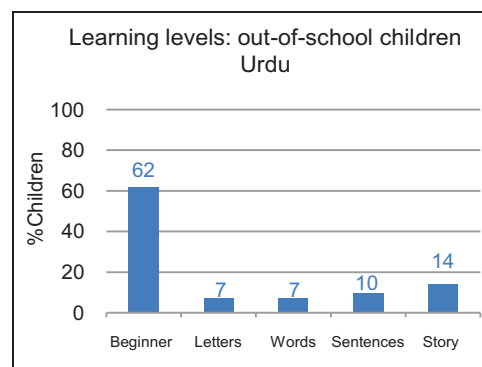
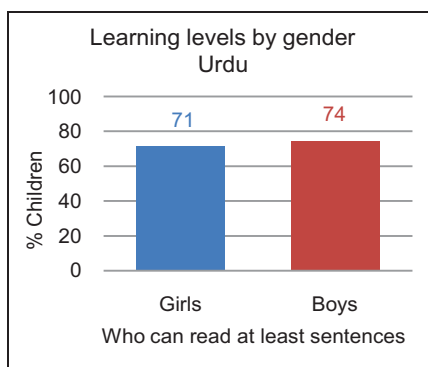
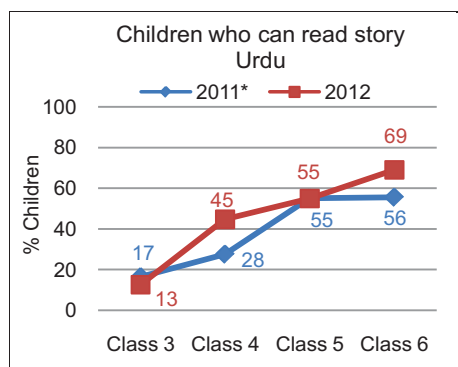
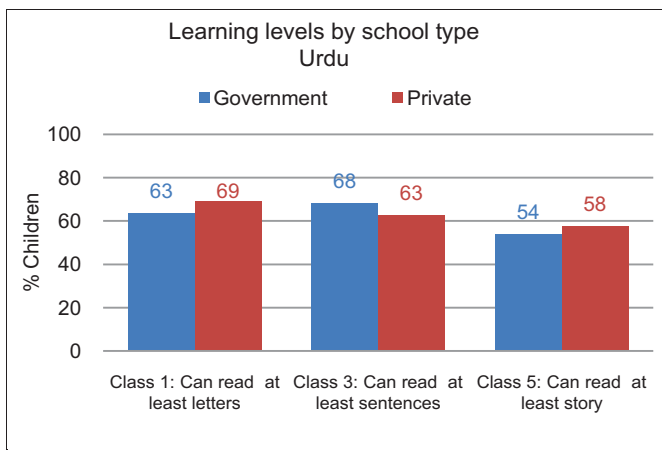
% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	7.9	0.0	0.0	92.1	100
4	21.9	49.3	0.0	0.0	28.8	100
5	23.3	51.5	0.0	0.0	25.2	100
3-5	16.7	39.3	0.0	0.0	43.9	100
Total	56.0				43.9	100
By type	29.9	70.1	0.0	0.0		



Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	33.3	23.2	30.4	8.7	4.3	100
2	3.3	7.8	46.7	31.1	11.1	100
3	3.4	2.3	28.7	52.9	12.6	100
4	0.0	0.0	9.4	45.9	44.7	100
5	0.0	4.0	9.0	32.0	55.0	100
6	0.0	0.0	6.0	25.0	69.0	100
7	0.0	2.5	2.5	17.7	77.2	100
8	0.0	0.0	0.0	25.3	74.7	100
9	0.0	0.0	2.1	4.2	93.8	100
10	0.0	0.0	0.0	3.0	97.0	100

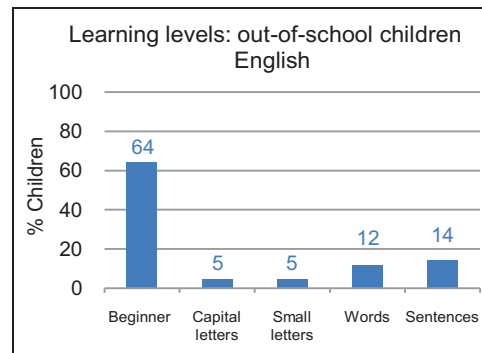
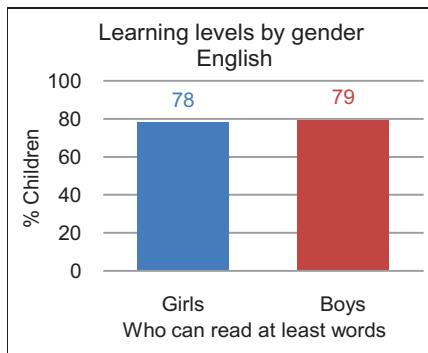
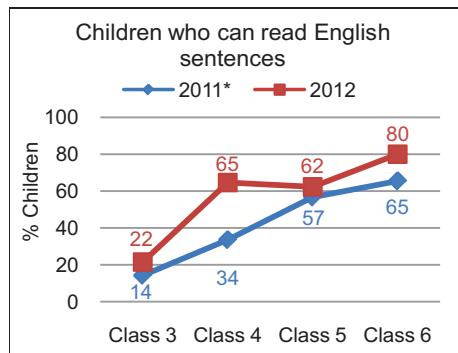
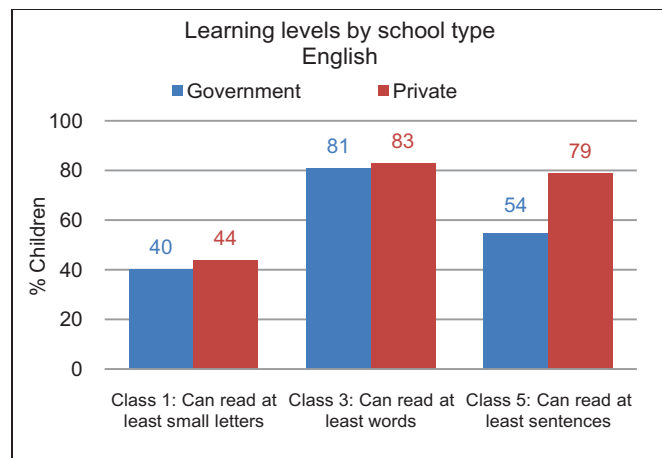
How to read: 13.0% (8.7+4.3) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	34.8	23.2	20.3	13.0	8.7	100
2	5.5	5.5	26.4	40.7	22.0	100
3	4.5	1.1	12.5	60.2	21.6	100
4	0.0	0.0	5.9	29.4	64.7	100
5	0.0	2.0	8.9	26.7	62.4	100
6	0.0	0.0	2.4	17.6	80.0	100
7	0.0	0.0	5.0	13.8	81.3	100
8	0.0	0.0	0.0	7.6	92.4	100
9	0.0	0.0	0.0	4.2	95.8	100
10	0.0	0.0	0.0	1.5	98.5	100

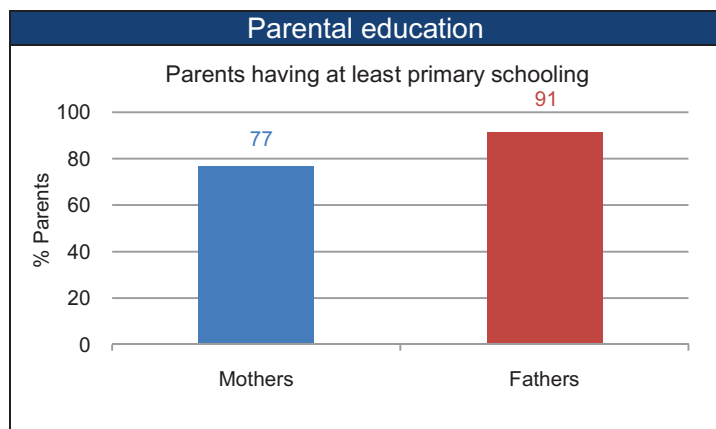
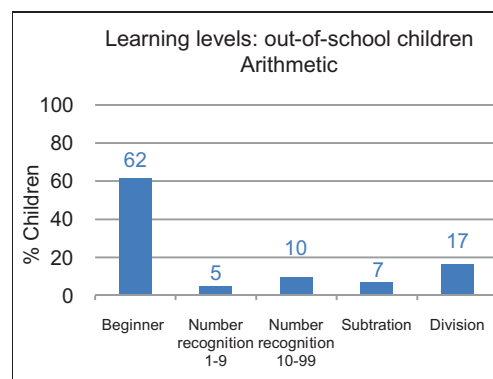
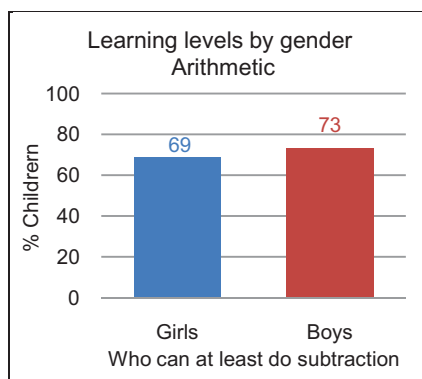
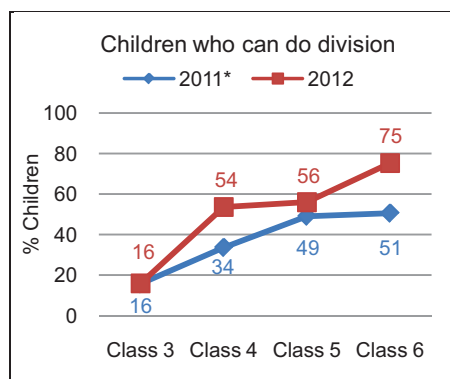
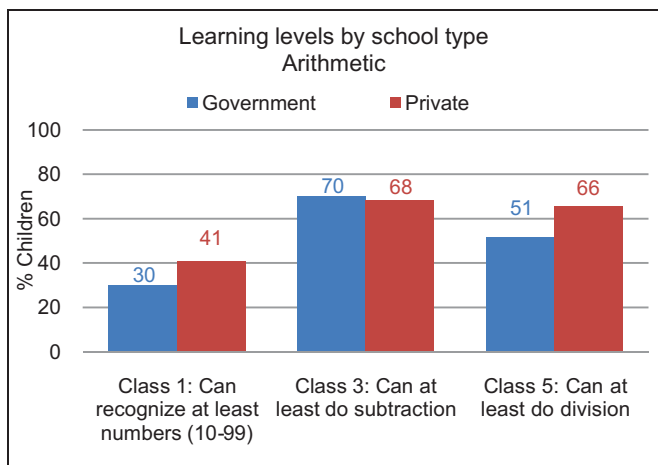
How to read: 21.7% (13.0+8.7) children of class 1 can read words



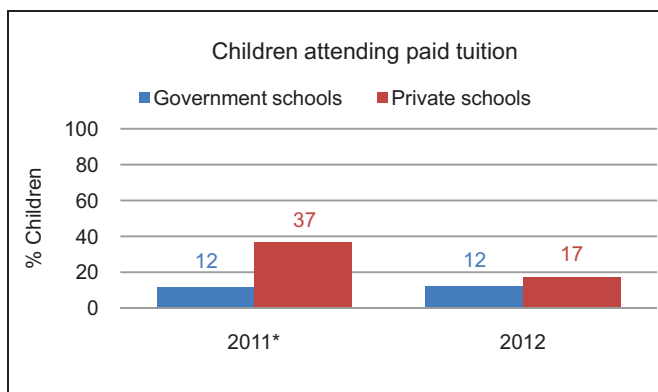
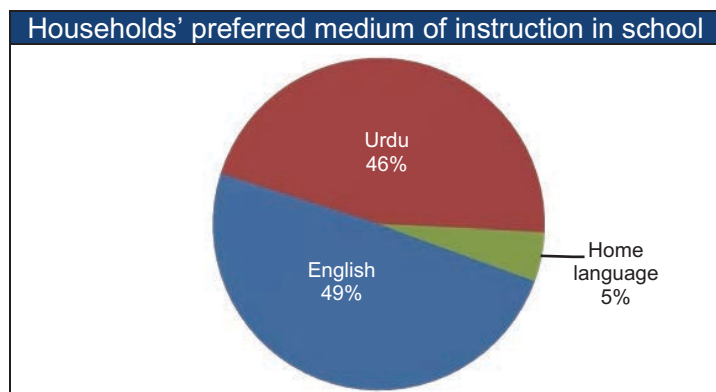
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	33.3	30.4	23.2	7.2	5.8	100
2	4.5	5.6	50.6	28.1	11.2	100
3	4.5	2.3	23.9	53.4	15.9	100
4	0.0	0.0	11.9	34.5	53.6	100
5	0.0	2.0	13.0	29.0	56.0	100
6	0.0	0.0	5.9	18.8	75.3	100
7	0.0	0.0	10.0	10.0	80.0	100
8	0.0	0.0	5.1	8.9	86.1	100
9	0.0	0.0	2.1	8.5	89.4	100
10	0.0	0.0	3.0	0.0	97.0	100

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



Paid tuition										
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	12.8	8.3	13.0	12.3	10.2	16.4	16.2	10.8	5.0	16.4
Pvt.	16.3	18.9	18.2	7.5	23.9	12.8	16.2	25.9	28.6	18.5



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	3	0	2	5	0	0	7	7
Elementary	1	3	0	4	0	0	2	2
High	12	3	3	18	2	0	8	10
Others	0	0	0	0	0	0	0	0
Total	16	6	5	27	2	0	17	19

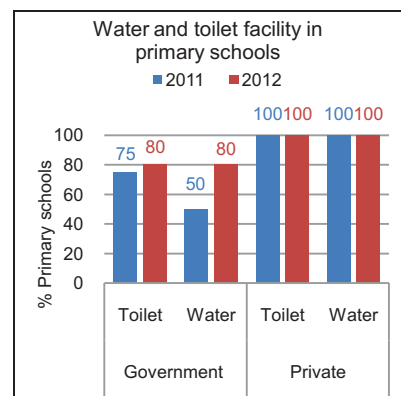
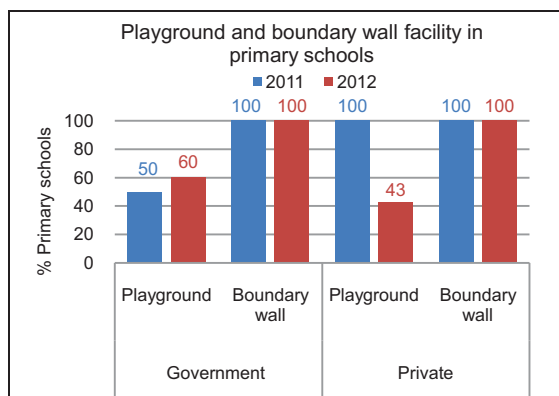
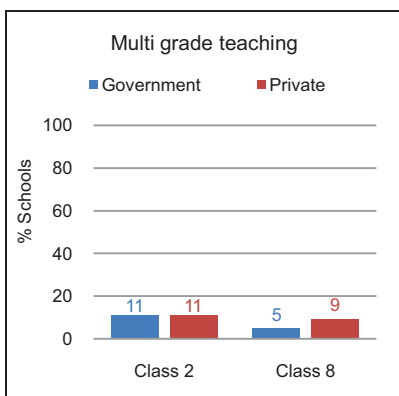
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	87.4	93.9	90.3	-	90.4	92.1	84.7	91.1	-	90.7
Teacher attendance	66.7	89.4	94.9	0	91.8	98.5	97.4	84.2	0	89.5

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	1.6	0.0
FA	2.9	1.5
BA	52.9	66.2
MA or above	42.7	31.6
Others	0.0	0.8

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	2.8	4.6
CT	3.5	3.8
B-Ed	47.0	53.1
M-Ed or above	46.7	38.5
Others	0.0	0.0

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	7.0	10.5	20.9	-	9.1	10.5	12.9	-
Useable water	80.0	100.0	94.1	-	100.0	100.0	90.0	-
Useable toilet	80.0	75.0	88.8	-	100.0	100.0	80.0	-
Playground	60.0	0.0	77.7	-	42.8	100.0	20.0	-
Boundary wall	100.0	100.0	100.0	-	100.0	100.0	100.0	-
Library	0.0	50.0	88.8	-	85.7	100.0	50.0	-
Computer lab	0.0	25.0	88.8	-	71.4	100.0	60.0	-

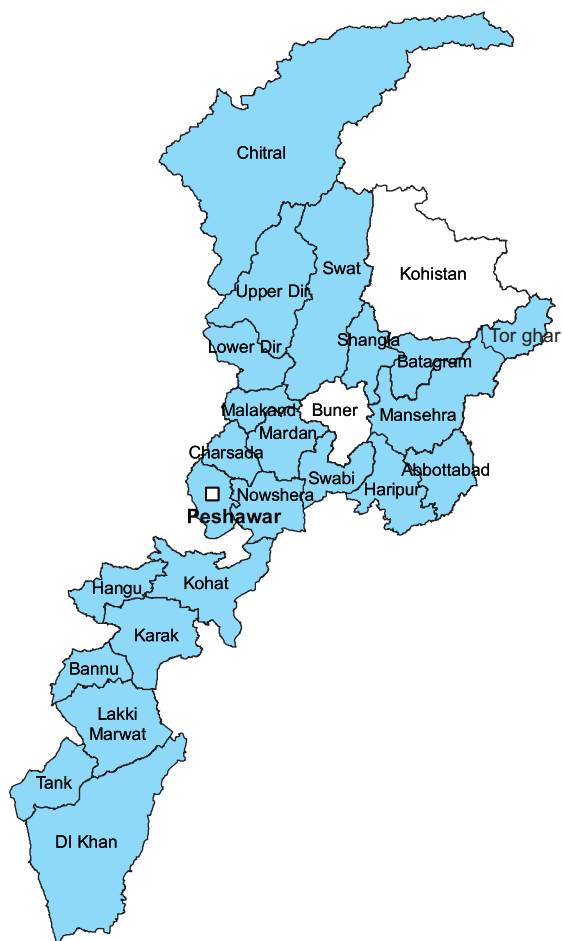
Grants									
2012*	# of schools reported receiving grants	3	1	9	0	0	0	1	0
	% of schools reported receiving grants	60.0	25.0	50.0	-	0.0	0.0	10.0	-
	Average amount of grant (Rs.)	8220	60000	174822	-	-	-	22000	-
2011	# of schools reported receiving grants	3	3	6	0	0	0	3	0
	% of schools reported receiving grants	60.0	75.0	33.3	-	0.0	0.0	30.0	-
	Average amount of grant (Rs.)	33120	25000	72233	-	-	-	35000	-



*Grants received till October 31, 2012



Khyber Pakhtunkhwa (Rural)

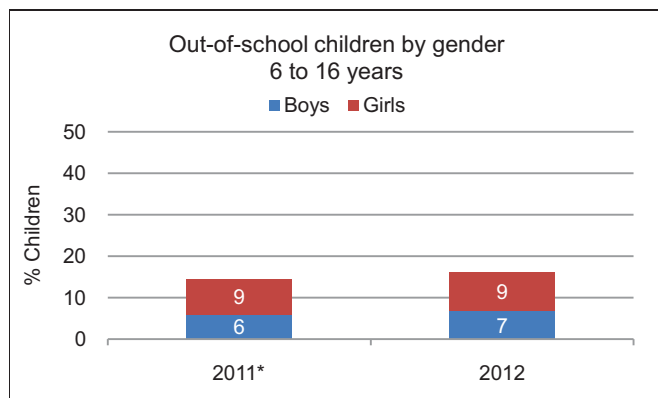
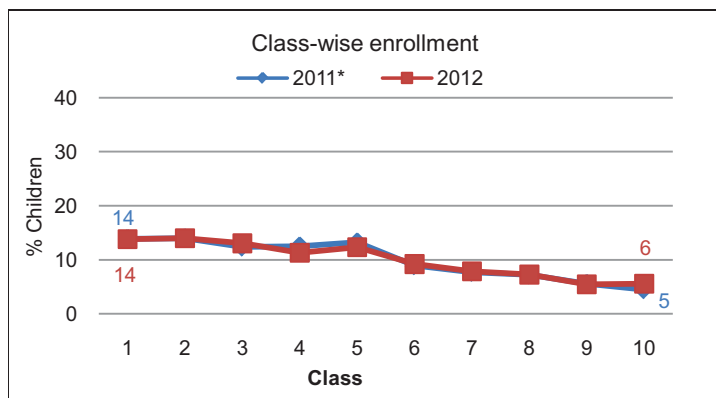
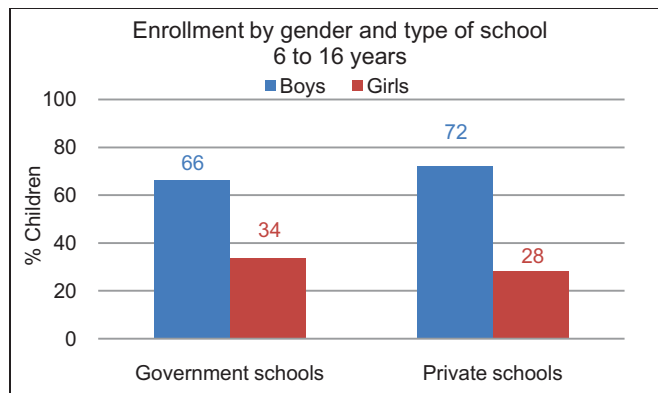


■ Covered □ Not Covered

Note: ASER Pakistan 2012 covered 23 out of total 25 districts (rural) in Khyber Pakhtunkhwa

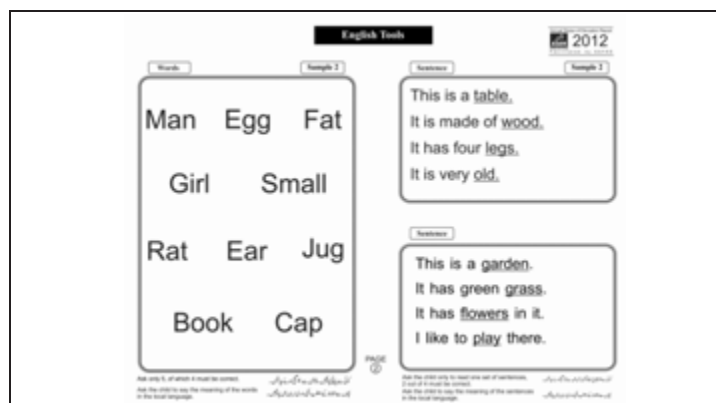
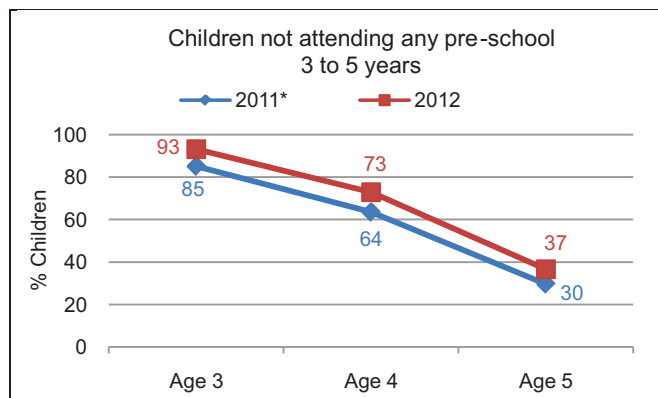
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	58.4	25.8	1.4	0.2	12.7	1.5	100
11-13	60.0	24.3	1.4	0.1	9.2	5.0	100
14-16	53.5	22.1	1.0	0.1	12.3	11.0	100
6-16	57.7	24.6	1.3	0.2	11.8	4.4	100
Total	83.8				16.2		100
By type	68.8	29.4	1.6	0.2			



Early years schooling (Pre-schooling)

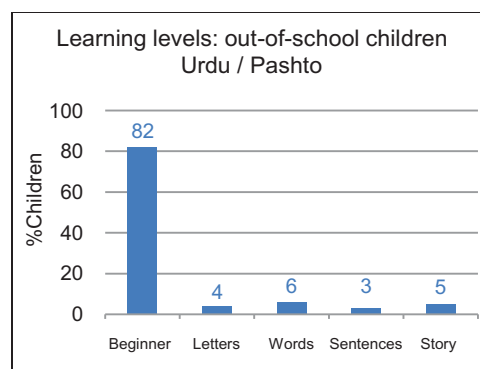
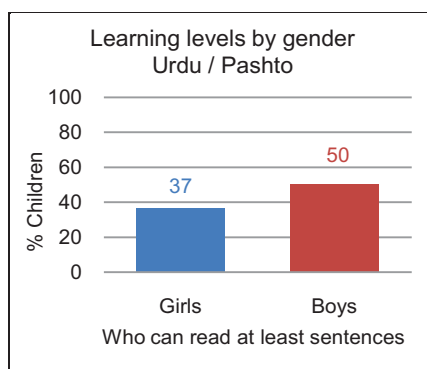
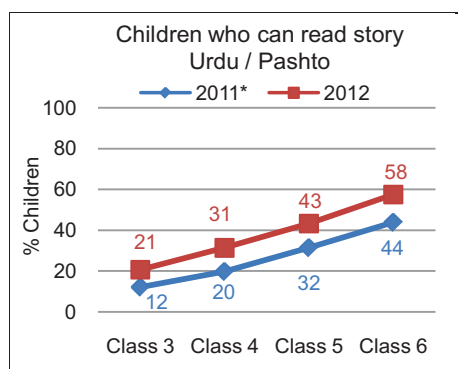
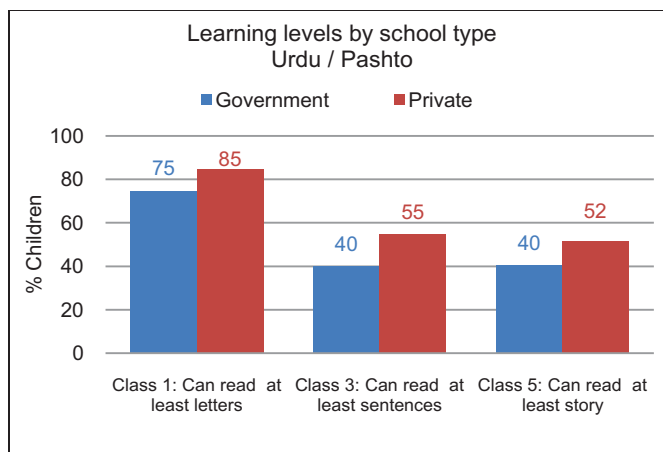
% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	4.1	2.7	0.1	0.0	93.1	100
4	14.9	11.2	0.8	0.1	72.9	100
5	41.5	21.0	0.7	0.2	36.6	100
3-5	22.0	12.4	0.5	0.1	64.9	100
Total	35.0				64.9	100
By type	62.8	35.3	1.5	0.3		



Learning levels (Urdu / Pashto)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.3	35.0	33.6	4.8	4.3	100
2	11.3	20.5	45.7	13.6	8.8	100
3	6.5	10.7	38.2	23.9	20.7	100
4	4.6	6.2	30.0	27.8	31.4	100
5	4.9	4.4	22.2	25.2	43.3	100
6	4.2	3.0	13.5	21.8	57.5	100
7	5.7	1.8	7.8	18.3	66.4	100
8	0.0	0.0	2.2	13.3	84.5	100
9	0.0	0.0	0.9	8.4	90.7	100
10	0.0	0.0	1.4	7.6	91.0	100

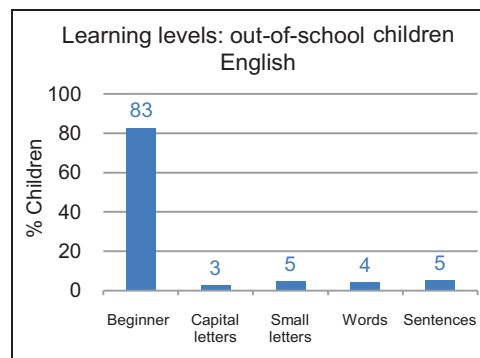
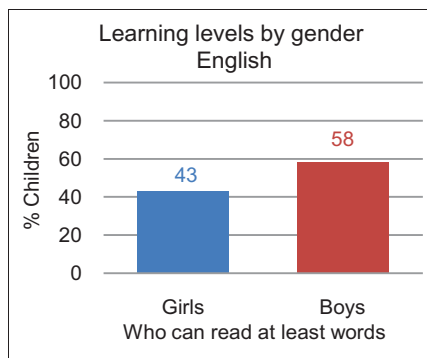
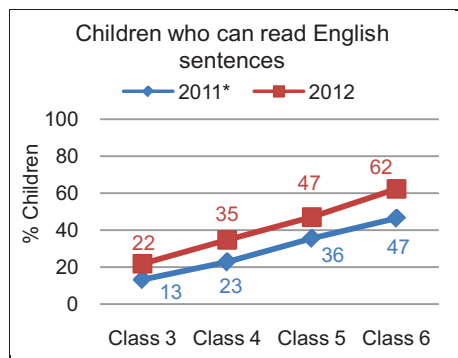
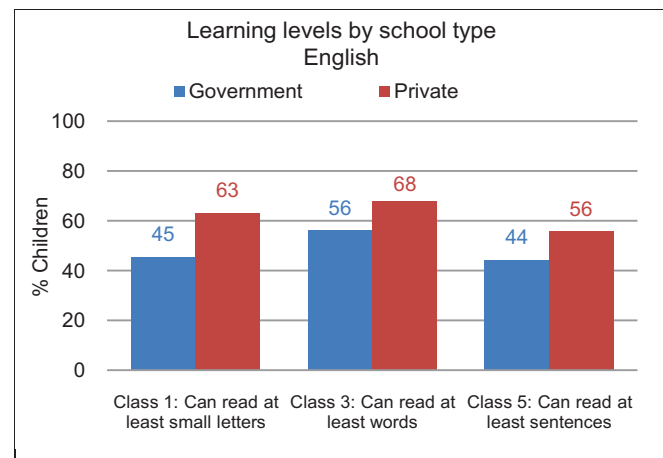
How to read: 9.1% (4.3+4.8) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	24.5	24.7	33.0	13.9	3.9	100
2	13.1	15.0	34.1	29.2	8.7	100
3	7.1	8.6	24.8	37.7	21.9	100
4	6.3	5.5	18.1	35.4	34.8	100
5	6.1	3.3	14.2	29.4	47.1	100
6	4.6	1.6	9.1	22.4	62.4	100
7	5.8	1.3	6.2	14.9	71.8	100
8	0.0	0.0	0.4	11.8	87.8	100
9	0.0	0.0	0.3	8.2	91.5	100
10	0.1	0.0	0.3	5.8	93.8	100

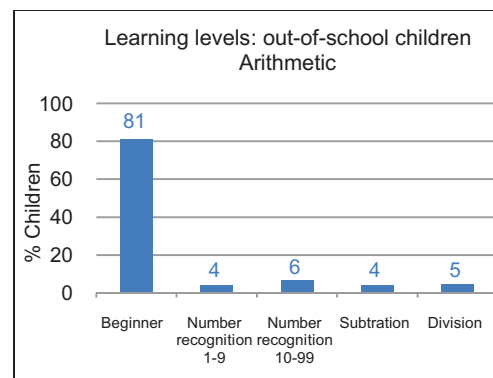
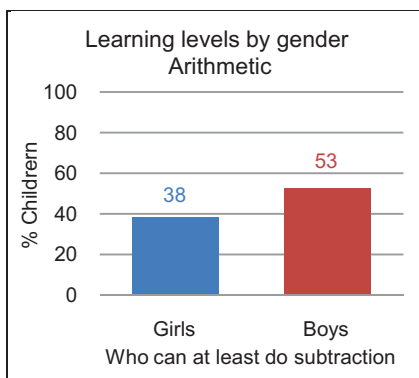
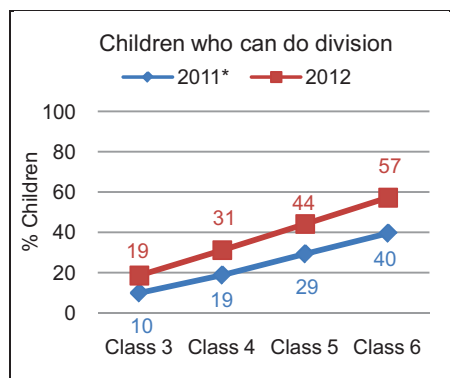
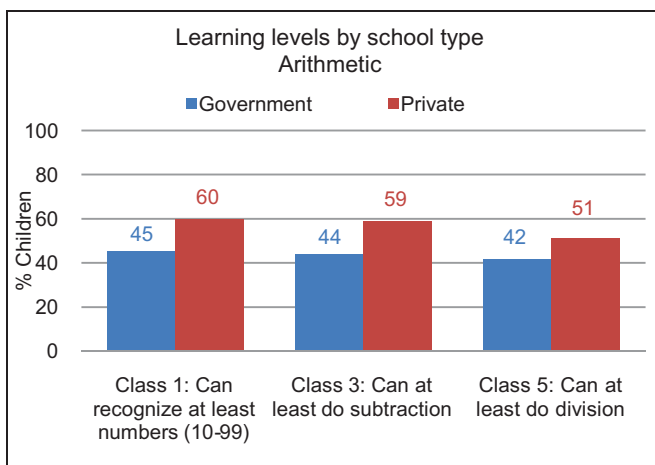
How to read: 17.8% (13.9+3.9) children of class 1 can read words



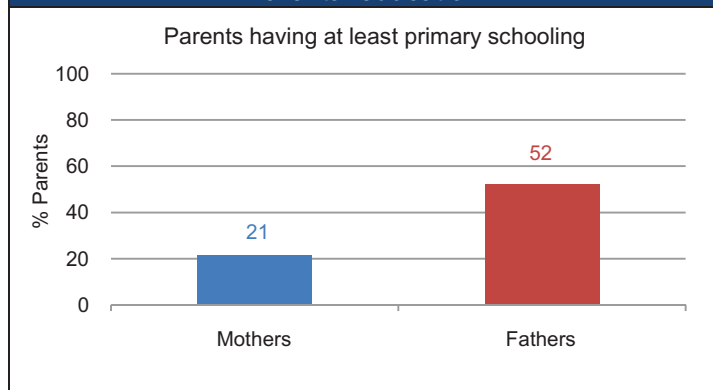
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	20.4	30.1	39.9	5.3	4.2	100
2	11.3	14.2	51.2	15.6	7.7	100
3	6.0	8.2	37.1	30.1	18.6	100
4	4.9	5.9	25.9	32.2	31.2	100
5	4.6	3.3	19.1	29.0	44.1	100
6	4.2	1.9	12.5	24.2	57.2	100
7	5.5	1.5	8.9	15.4	68.7	100
8	0.0	0.0	1.5	12.6	85.9	100
9	0.0	0.0	1.2	11.4	87.4	100
10	0.0	0.0	0.9	8.9	90.2	100

How to read: 9.5% (5.3+4.2) children of class 1 can do subtraction



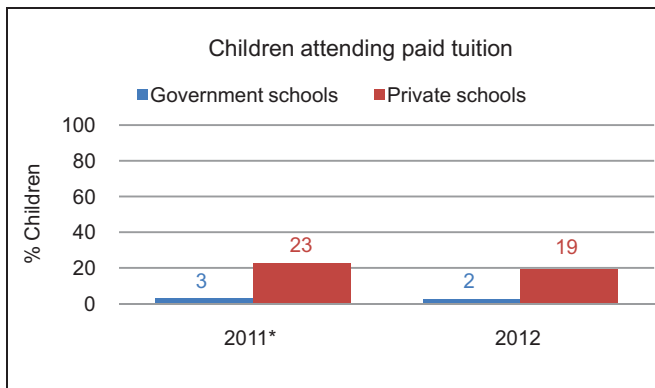
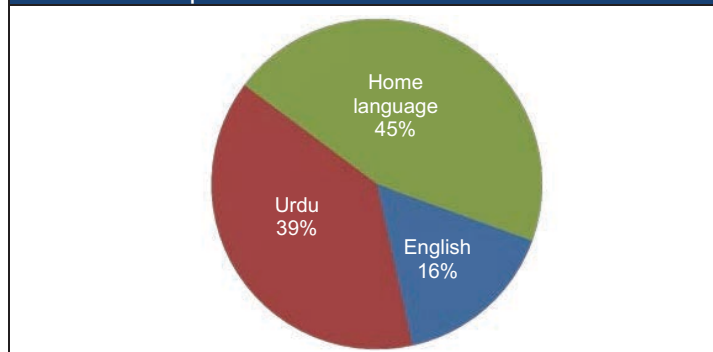
Parental education



Paid tuition

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.9	1.5	2.3	2.6	2.4	2.7	3.0	2.9	4.2	3.9
Pvt.	15.8	20.3	18.1	18.5	20.6	19.5	20.4	17.5	24.9	21.9

Households' preferred medium of instruction in school



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	164	220	44	428	17	2	68	87
Elementary	5	21	4	30	11	0	113	124
High	10	59	8	77	27	4	105	136
Others	18	107	6	131	6	0	5	11
Total	197	407	62	666	61	6	291	358

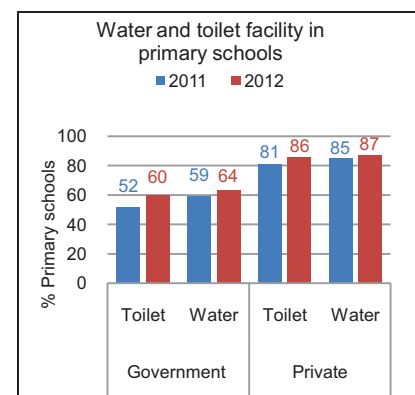
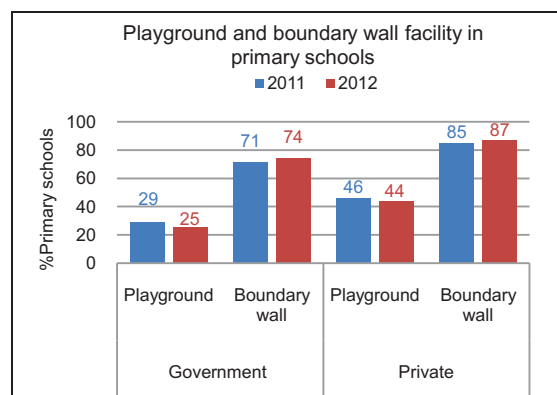
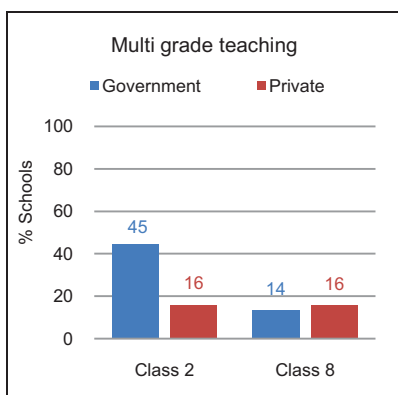
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.3	74.8	86.2	86.1	85.2	86.0	87.3	87.5	83.0	87.1
Teacher attendance	87.7	85.8	89.1	83.4	86.5	84.7	90.5	88.4	77.3	88.1

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	9.0	5.9
FA	16.7	24.9
BA	29.2	40.0
MA or above	43.7	28.3
Others	1.4	0.7

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	30.5	37.1
CT	24.1	21.0
B-Ed	27.1	28.6
M-Ed or above	13.7	8.2
Others	4.6	5.1

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.3	5.9	9.9	6.7	4.1	7.0	11.1	7.6
Useable water	63.6	64.2	81.8	70.0	86.9	91.8	89.9	100.0
Useable toilet	59.7	56.6	68.9	62.7	85.5	91.1	93.0	81.8
Playground	25.1	28.5	45.9	41.7	44.4	51.6	61.7	63.6
Boundary wall	74.2	68.9	82.8	70.5	86.7	91.1	93.2	90.9
Library	30.7	27.5	60.2	54.6	18.7	32.2	59.2	40.0
Computer lab	0.0	0.0	17.3	12.6	11.2	19.3	35.7	18.2

Grants									
2012*	# of schools reported receiving grants	203	7	21	45	0	1	2	0
	% of schools reported receiving grants	47.4	23.3	27.3	34.4	0.0	0.8	1.5	0.0
	Average amount of grant (Rs.)	30018	46594	137408	90077	-	40000	206838	-
2011	# of schools reported receiving grants	241	17	37	80	1	1	3	0
	% of schools reported receiving grants	56.3	56.7	48.1	61.1	1.1	0.8	2.2	0.0
	Average amount of grant (Rs.)	33875	36027	115951	84238	14000	30000	2630667	-



*Grants received till October 31, 2012

Khyber Pakhtunkhwa Findings (Summary)

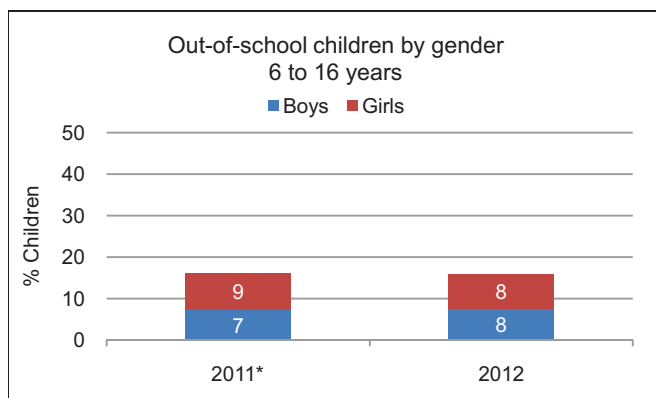
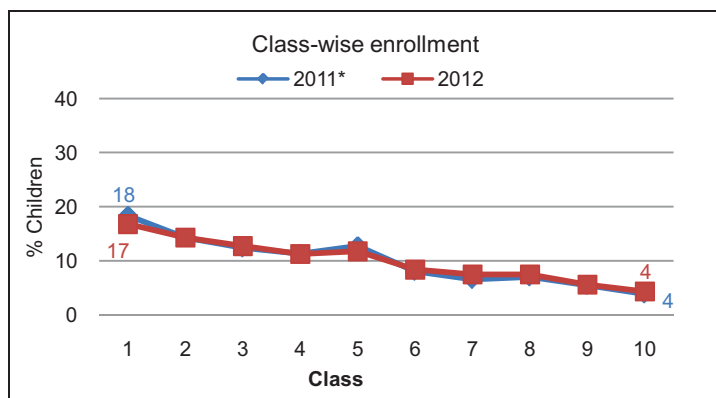
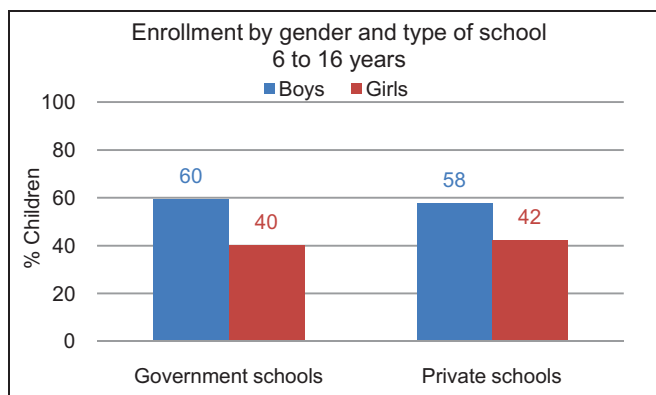
District / Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	in Pre-school	Out-of-school	Out-of-school (Girls)	in private school		who can read sentence (Urdu / Sindhi / Pashto)	Who can read word (English)	Who can do subtraction	who can read story (Urdu / Sindhi / Pashto)	Who can read sentence (English)	Who can do division
Khyber Pakhtunkhwa (Rural)	35.1	16.2	9.4	29.4	7.6	44.6	59.6	48.6	43.3	47.1	44.1
Abbotabad	41.5	9.6	3.7	41.8	20.9	57.1	69.7	54.5	50.7	41.6	40.3
Bannu	41.1	19.5	11.9	23.5	13.5	32.9	63.6	43.6	33.3	47.8	41.5
Batagram	33.0	26.7	16.0	29.4	4.6	37.6	58.2	45.5	39.4	42.6	43.2
Charsadaha	51.9	10.2	7.2	23.9	3.6	56.1	73.8	54.4	77.3	71.2	68.8
Chitral	24.2	5.5	4.4	37.4	4.5	79.3	94.6	87.4	50.4	63.8	49.1
D. I. Khan	29.0	29.0	13.5	18.6	8.9	35.7	42.6	36.5	47.4	45.5	41.4
Hangu	27.9	12.8	8.2	50.6	7.2	34.5	36.9	31.5	32.2	36.3	35.8
Haripur	56.6	6.7	2.4	26.2	7.2	64.6	84.0	67.1	71.4	74.1	65.5
Karak	42.5	5.3	4.3	48.2	5.0	33.3	35.9	65.0	32.7	46.3	65.5
Kohat	38.3	9.6	5.9	29.4	11.8	44.9	61.5	31.3	36.6	34.8	37.8
Lakki Marwat	26.2	18.5	11.6	14.6	7.7	41.7	60.4	50.0	26.9	45.0	43.2
Lower Dir	43.2	12.2	7.4	9.3	1.7	9.1	25.4	24.4	7.6	15.0	15.6
Malakand	48.2	6.3	3.7	21.9	7.6	36.7	59.3	57.4	34.3	43.2	41.3
Mansehra	51.7	6.2	2.6	32.3	11.6	40.8	46.2	32.4	48.0	35.0	36.2
Mardan	48.3	13.2	7.9	30.8	8.0	69.1	81.4	72.3	73.1	80.5	83.7
Nowshera	39.5	20.5	12.3	31.9	9.6	35.9	47.2	34.3	41.9	40.5	33.3
Peshawar	37.1	19.1	8.0	54.9	5.0	27.4	64.5	48.4	26.6	36.0	29.1
Shangla	22.9	24.2	15.6	25.5	8.4	39.2	49.3	38.4	58.0	57.3	52.0
Swabi	44.3	9.6	6.0	29.3	4.9	60.4	74.0	67.6	58.2	60.3	49.0
Swat	26.5	9.5	4.8	43.0	9.1	45.9	59.5	49.1	50.4	49.6	41.4
Tank	31.9	28.6	15.0	30.2	8.7	45.2	60.0	50.8	46.2	57.8	49.0
Tor Ghar	12.9	47.2	30.1	0.4	0.0	52.5	69.9	54.4	48.9	67.3	69.4
Upper Dir	25.1	19.9	12.0	10.2	3.5	51.6	54.9	45.7	50.0	42.5	40.7
Khyber Pakhtunkhwa (Urban)											
Peshawar - Urban	49.1	6.8	4.1	74.9	6.1	48.5	65.3	53.1	37.6	39.8	39.1





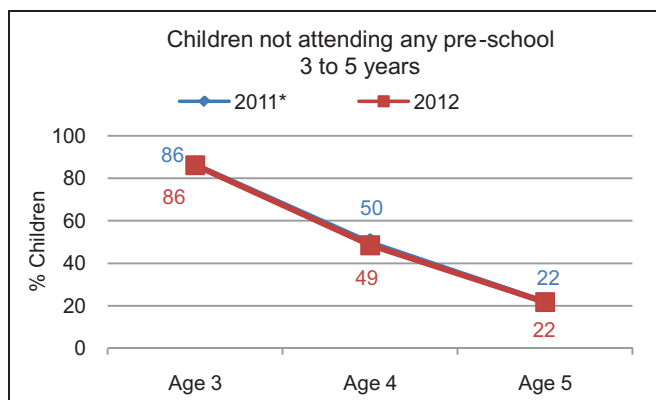
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	57.4	29.6	1.4	1.1	8.2	2.2	100
11-13	59.5	22.5	1.3	0.9	7.3	8.5	100
14-16	51.5	17.4	1.1	0.4	11.1	18.5	100
6-16	56.7	25.2	1.3	0.9	8.6	7.3	100
Total	84.1				15.9		100
By type	67.4	30.0	1.5	1.1			



Early years schooling (Pre-schooling)

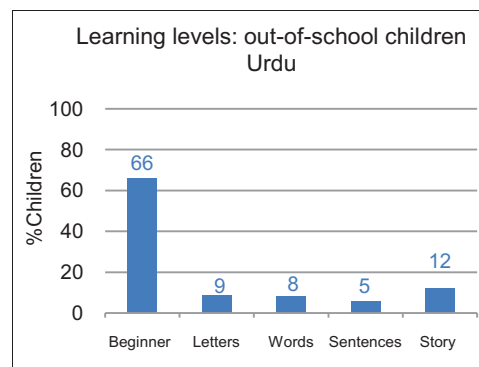
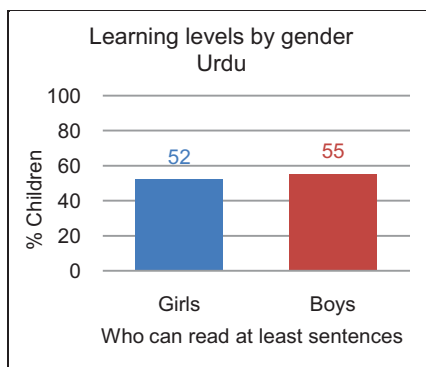
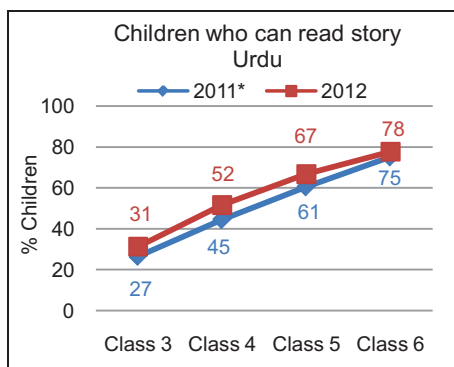
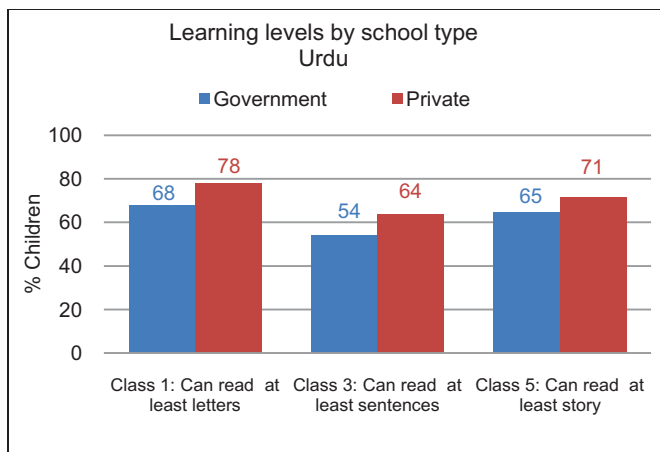
% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	7.2	6.2	0.3	0.2	86.1	100
4	28.6	21.1	0.9	0.9	48.5	100
5	45.9	30.4	1.1	0.8	21.8	100
3-5	29.1	20.3	0.8	0.6	49.2	100
Total	50.8				49.2	100
By type	57.3	39.9	1.6	1.2		



Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	29.0	35.2	25.5	5.5	4.9	100
2	10.3	20.8	39.5	15.7	13.8	100
3	5.8	9.8	27.1	26.0	31.3	100
4	3.5	4.8	15.3	24.8	51.6	100
5	2.8	2.3	9.3	18.9	66.7	100
6	3.6	1.3	5.0	12.5	77.7	100
7	3.3	1.0	3.9	9.6	82.2	100
8	0.0	0.0	0.6	7.5	92.0	100
9	0.0	0.0	0.2	4.4	95.4	100
10	0.0	0.0	0.1	4.5	95.3	100

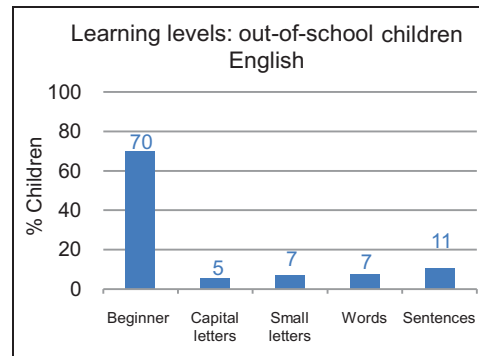
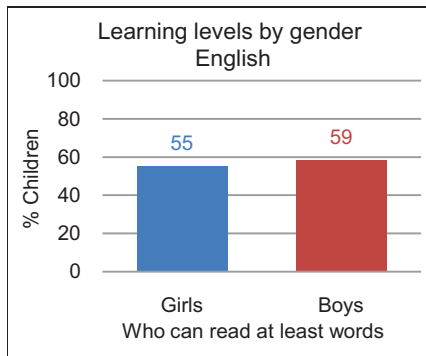
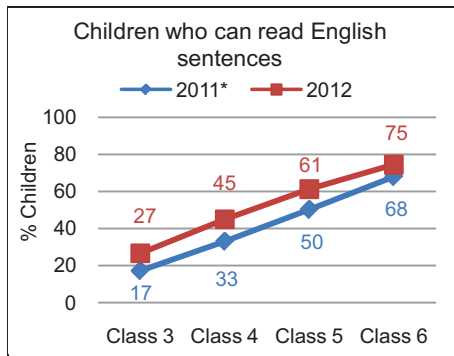
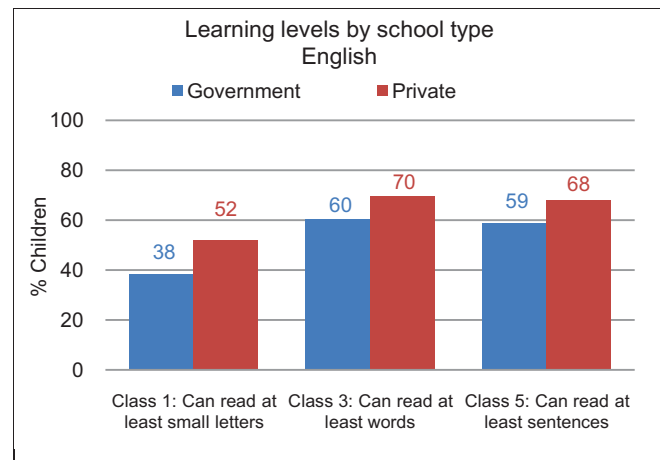
How to read: 10.4% (5.5+4.9) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	32.1	25.1	26.1	12.1	4.7	100
2	12.7	14.1	33.5	27.7	12.1	100
3	7.7	7.1	22.0	36.4	26.7	100
4	4.2	4.1	12.7	34.1	45.0	100
5	3.3	2.3	7.3	25.9	61.3	100
6	3.7	1.2	4.4	16.3	74.5	100
7	3.6	0.9	3.0	11.6	80.8	100
8	0.0	0.0	0.7	8.1	91.2	100
9	0.0	0.0	0.5	4.8	94.7	100
10	0.1	0.0	0.2	4.4	95.3	100

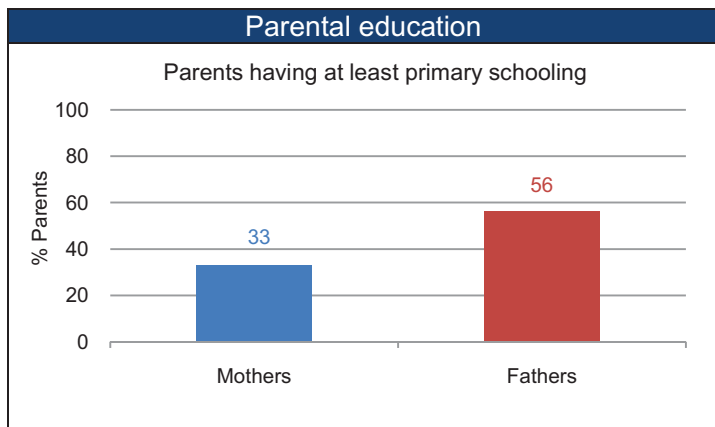
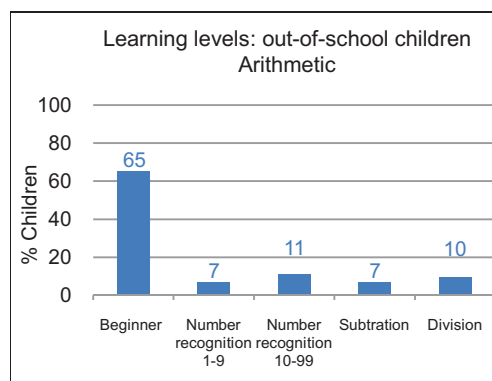
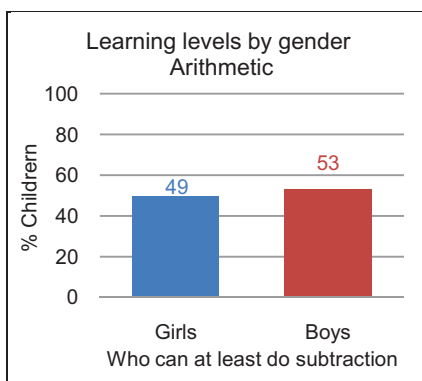
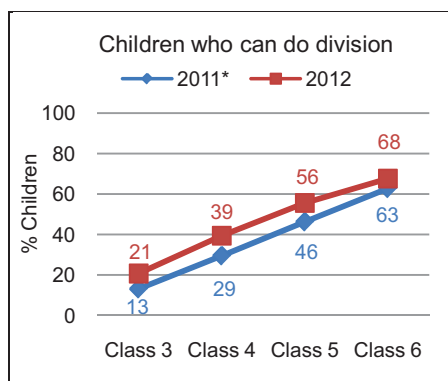
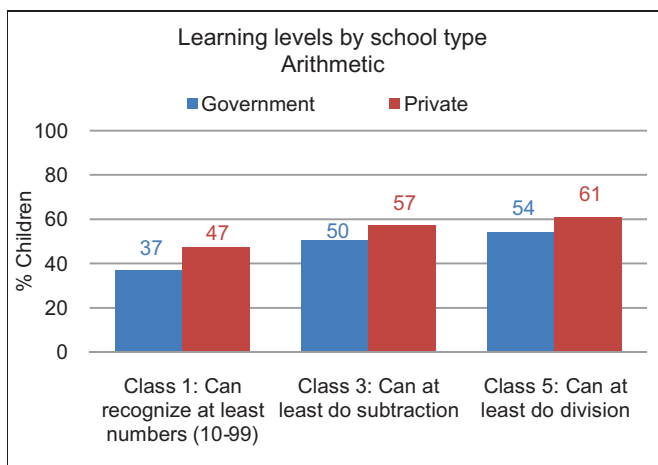
How to read: 16.8% (12.1+4.7) children of class 1 can read words



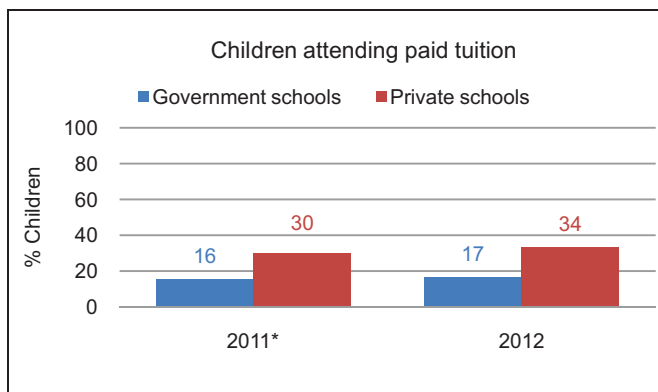
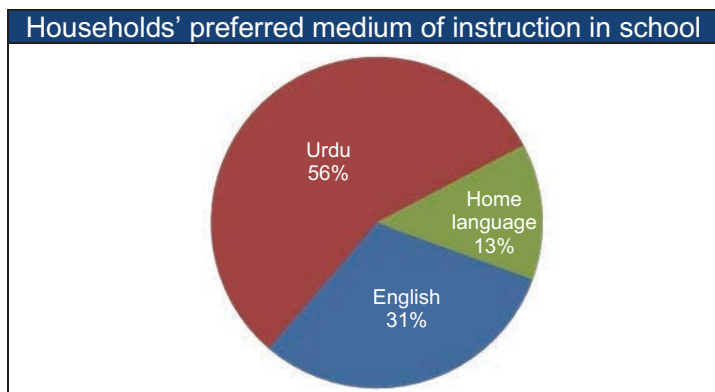
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	28.8	30.8	31.6	4.8	4.0	100
2	10.5	16.0	48.9	16.0	8.5	100
3	6.1	7.2	34.4	31.5	20.7	100
4	3.5	3.8	20.6	32.8	39.4	100
5	2.8	2.1	11.3	28.1	55.6	100
6	3.4	1.4	7.6	19.9	67.7	100
7	3.3	0.8	5.5	14.4	76.0	100
8	0.0	0.0	1.7	11.9	86.4	100
9	0.0	0.0	1.3	7.4	91.3	100
10	0.0	0.0	0.9	6.9	92.3	100

How to read: 8.8% (4.8+4.0) children of class 1 can do subtraction



Paid tuition										
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	11.2	14.0	14.0	16.9	16.6	20.8	19.1	21.8	30.3	29.4
Pvt.	32.5	34.7	35.5	33.5	33.7	35.6	35.1	34.4	38.2	37.9



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	218	102	146	466	7	8	128	143
Elementary	146	84	41	271	11	8	338	357
High	163	116	16	295	8	15	140	163
Others	26	6	2	34	2	0	25	27
Total	553	308	205	1066	28	31	631	690

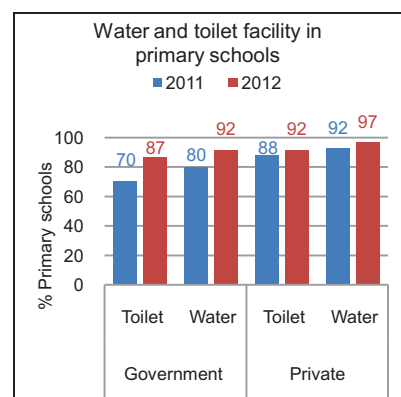
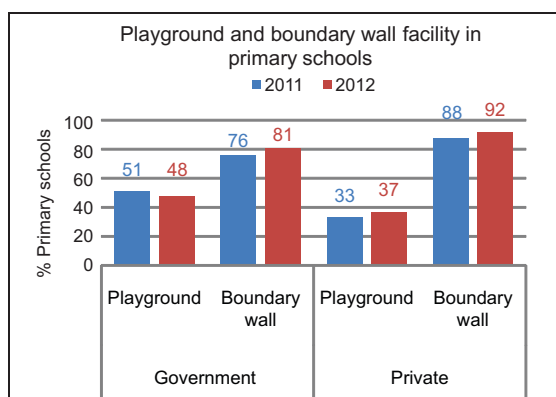
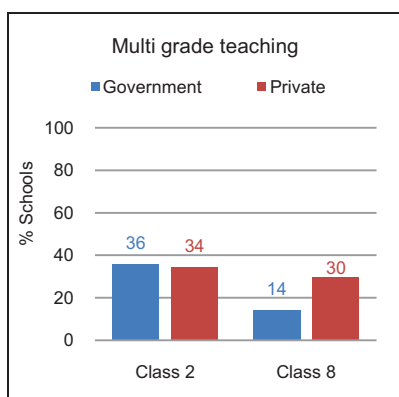
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	84.7	86.3	86.7	90.6	86.4	85.3	85.7	86.7	82.6	85.9
Teacher attendance	86.5	87.9	86.7	88.1	87.1	88.3	87.9	87.4	90.6	87.7

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	15.7	14.1
FA	13.1	30.4
BA	30.1	38.3
MA or above	40.5	16.7
Others	0.7	0.6

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	25.2	11.9
CT	12.9	8.1
B-Ed	39.9	63.5
M-Ed or above	18.4	11.8
Others	3.5	4.8

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.8	6.6	11.1	11.6	4.3	7.4	10.9	5.7
Useable water	91.5	95.1	92.1	91.1	96.5	96.1	97.5	96.3
Useable toilet	86.8	92.6	94.2	88.2	91.5	95.5	97.5	100.0
Playground	48.2	66.5	75.0	78.7	36.7	43.5	50.9	59.2
Boundary wall	80.6	83.2	86.0	79.4	92.3	96.4	96.3	100.0
Library	14.7	60.7	81.2	90.9	24.3	35.0	46.5	25.9
Computer lab	0.0	4.5	69.3	82.3	16.9	22.0	38.6	18.5

Grants									
2012*	# of schools reported receiving grants	322	201	213	23	5	29	13	3
	% of schools reported receiving grants	69.1	74.2	72.2	67.6	3.5	8.1	8.0	11.1
	Average amount of grant (Rs.)	16118	41711	55968	107235	104940	861438	1662692	100667
2011	# of schools reported receiving grants	408	251	238	25	6	26	14	2
	% of schools reported receiving grants	87.6	92.6	80.7	73.5	4.1	7.2	8.6	7.4
	Average amount of grant (Rs.)	41123	103122	185207	341404	102833	1017137	1679425	132500



*Grants received till October 31, 2012

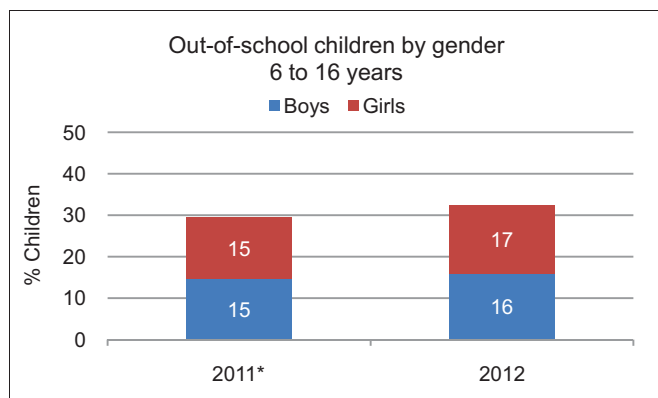
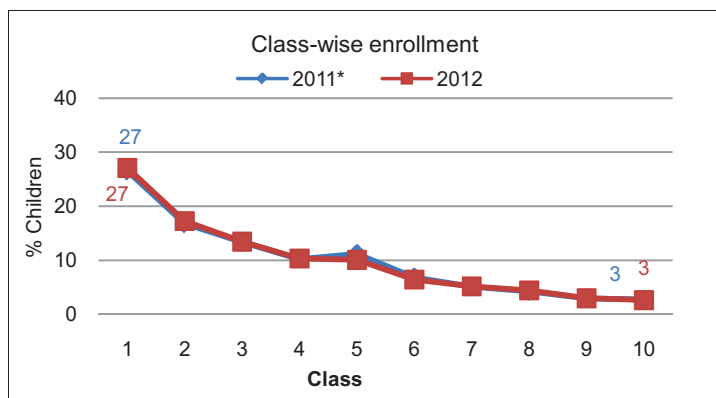
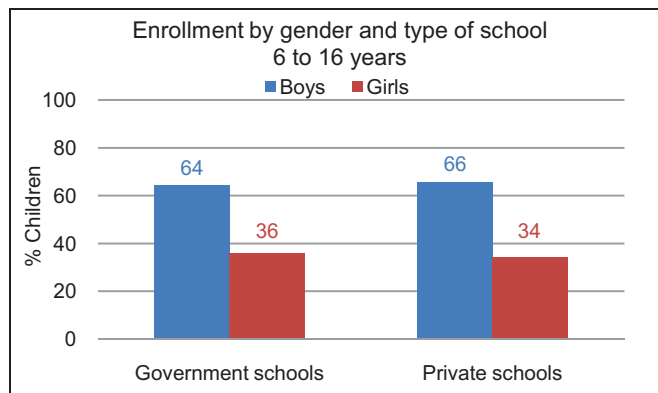
Punjab Findings (Summary)

District / Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	in Pre-school	Out-of-school	Out-of-school (Girls)	in private school		who can read sentence (Urdu / Sindhi / Pashto)	Who can read word (English)	Who can do subtraction	who can read story (Urdu / Sindhi / Pashto)	Who can read sentence (English)	Who can do division
Punjab (Rural)	50.8	15.9	8.4	30.0	22.2	57.3	63.1	52.3	66.7	61.3	55.6
Attock	63.8	7.9	4.3	30.3	35.6	35.4	32.7	30.0	41.7	51.1	34.8
Bahawalnager	55.2	20.5	12.2	19.4	10.9	80.2	79.2	73.7	78.9	65.3	67.0
Bahawalpur	53.9	22.6	12.4	30.8	19.7	65.9	65.2	39.5	77.3	74.7	53.6
Bhakkar	35.0	24.1	14.2	14.1	5.6	61.7	63.1	55.0	63.7	50.8	56.1
Chakwal	64.8	7.0	3.3	33.4	16.6	57.4	64.2	48.4	68.7	65.9	49.5
Chiniot	50.7	20.8	11.6	15.6	17.3	48.6	53.6	46.4	74.2	57.8	58.9
Dera Ghazi Khan	39.1	30.8	15.8	23.6	12.1	66.7	59.4	65.7	70.6	60.3	61.9
Faisalabad	43.7	15.3	7.5	24.5	28.3	60.7	71.3	59.6	74.8	69.5	69.0
Gujranwala	68.8	6.2	2.5	52.1	42.2	61.6	64.6	55.1	55.4	39.4	40.6
Gujrat	62.2	6.0	2.2	32.9	30.3	65.2	76.7	63.4	72.5	66.9	56.5
Hafizabad	55.8	10.8	4.7	31.1	24.6	47.7	51.5	48.1	70.4	53.5	52.2
Jhelum	63.6	2.9	1.3	20.9	16.2	21.2	26.2	18.8	41.7	40.8	36.9
Jhang	43.9	14.9	9.1	35.6	19.1	48.9	63.9	50.4	59.4	68.4	53.1
Kasur	51.9	15.9	7.3	48.5	24.8	40.5	51.2	37.6	59.0	55.4	45.1
Khanewal	60.1	14.9	7.5	25.3	27.1	67.2	75.9	63.7	79.1	70.7	68.1
Khushab	48.9	10.0	5.9	34.2	25.7	34.1	48.4	43.0	51.1	45.7	51.1
Lahore	56.2	14.5	7.4	46.2	43.7	56.8	65.8	39.6	66.0	61.4	40.0
Layyah	52.7	17.2	9.5	19.0	15.8	66.0	68.3	64.8	76.5	75.4	70.5
Lodhran	49.1	20.8	10.3	42.3	12.8	63.0	70.9	45.4	75.3	67.8	46.0
Mandi Bahuddin	53.9	10.3	5.3	32.6	27.4	75.6	81.8	70.8	70.2	61.7	53.5
Mianwali	49.4	16.2	10.9	19.3	17.3	68.3	68.5	55.6	75.6	69.2	70.5
Multan	52.5	17.6	9.5	38.5	26.3	59.3	68.2	43.7	61.2	71.2	55.6
Muzaffar Garh	36.5	22.8	10.9	17.3	17.1	43.6	43.0	38.6	64.9	55.4	50.9
Nankana Sahib	58.9	11.9	6.6	33.0	31.0	54.6	75.3	55.2	71.5	64.8	61.2
Narowal	53.5	4.6	2.3	51.7	28.7	64.2	68.3	57.0	80.8	78.8	69.9
Okara	52.7	13.3	8.0	28.9	20.4	62.4	78.6	77.0	68.3	82.1	74.2
Pakpattan	45.6	22.9	13.5	19.3	24.3	64.9	78.4	72.1	71.6	70.4	69.1
Rahim Yar Khan	48.4	34.9	18.0	19.6	7.2	38.5	45.7	34.8	67.8	62.1	52.5
Rajanpur	39.8	31.8	16.9	23.7	8.7	56.4	50.5	40.6	72.1	59.2	64.3
Rawalpindi	70.5	2.8	1.6	24.4	14.0	60.6	61.8	49.1	61.3	55.7	66.1
Sahiwal	56.6	18.2	10.4	21.3	15.9	58.5	57.8	45.5	51.1	45.1	42.8
Sargodha	61.3	14.2	8.8	23.1	17.9	51.2	54.3	48.8	51.1	38.1	34.3
Sheikhupura	47.8	12.8	5.9	41.7	38.9	49.6	65.3	50.4	71.0	68.5	56.9
Sialkot	23.4	6.4	2.5	49.7	14.6	51.8	46.4	37.6	68.9	49.6	48.5
Toba Tek Singh	67.6	15.2	5.6	19.4	36.2	75.7	77.2	72.6	77.3	72.0	67.2
Vehari	47.3	17.8	9.1	21.0	14.3	55.1	72.9	51.6	65.7	75.2	58.1
Punjab (Urban)											
Lahore - Urban	60.4	6.4	3.0	47.5	52.0	76.5	85.0	76.5	84.0	82.2	70.1
Multan - Urban	49.0	10.7	3.4	54.3	37.5	64.6	73.1	68.4	61.0	62.7	52.5



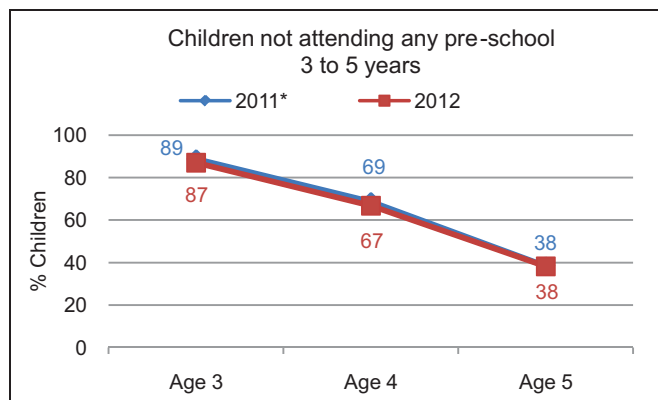
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	65.3	6.9	0.6	0.3	24.0	2.9	100
11-13	59.6	5.4	0.4	0.3	23.5	10.8	100
14-16	47.5	4.0	0.1	0.2	28.6	19.7	100
6-16	60.8	6.1	0.5	0.3	24.7	7.7	100
Total	67.7				32.4		100
By type	89.9	9.0	0.7	0.4			



Early years schooling (Pre-schooling)

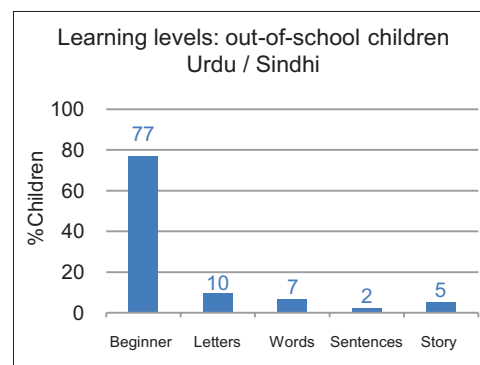
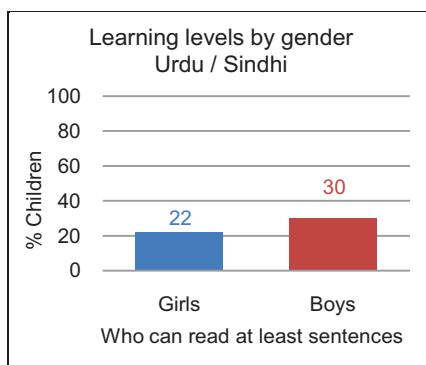
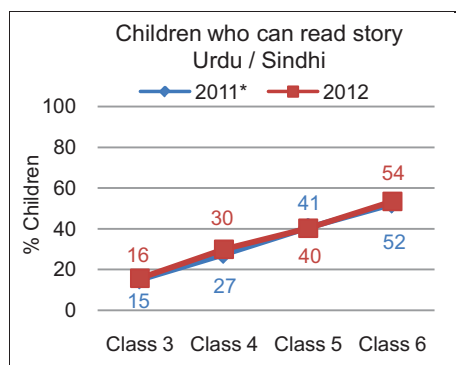
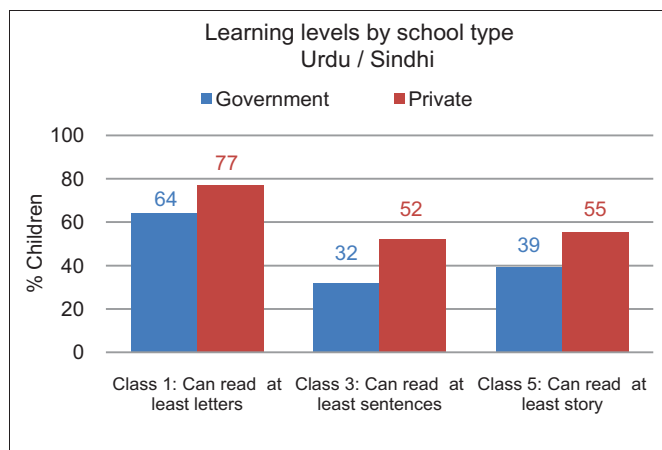
% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	11.8	1.2	0.0	0.0	87.0	100
4	29.3	3.7	0.1	0.1	66.8	100
5	55.8	5.6	0.2	0.1	38.2	100
3-5	34.9	3.7	0.1	0.1	61.2	100
Total	38.8				61.2	100
By type	89.9	9.5	0.3	0.2		



Learning levels (Urdu / Sindhi)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	34.9	42.0	19.0	2.3	1.8	100
2	17.1	32.8	34.0	10.9	5.3	100
3	10.9	21.9	33.3	18.1	15.7	100
4	7.5	15.9	25.8	20.8	30.0	100
5	8.6	10.7	20.9	19.4	40.3	100
6	5.6	6.7	16.4	17.9	53.5	100
7	7.3	5.7	8.9	18.2	59.9	100
8	0.0	0.0	1.9	17.4	80.7	100
9	0.0	0.0	2.2	11.7	86.2	100
10	0.0	0.0	1.1	12.3	86.6	100

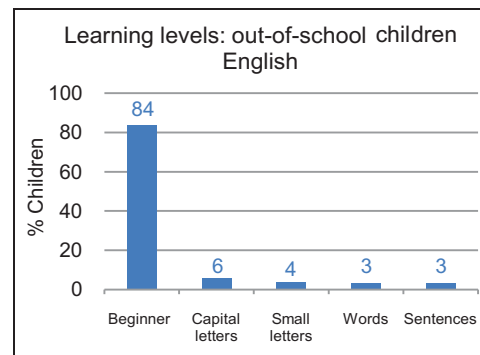
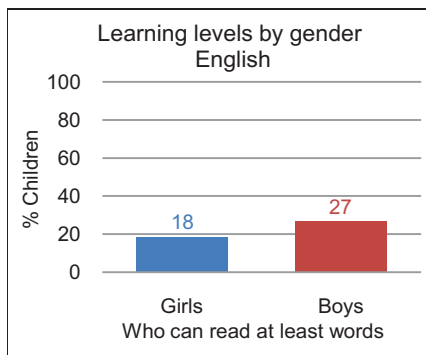
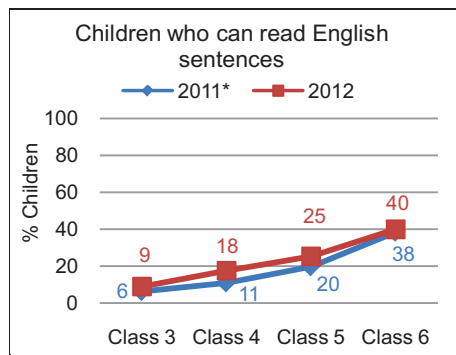
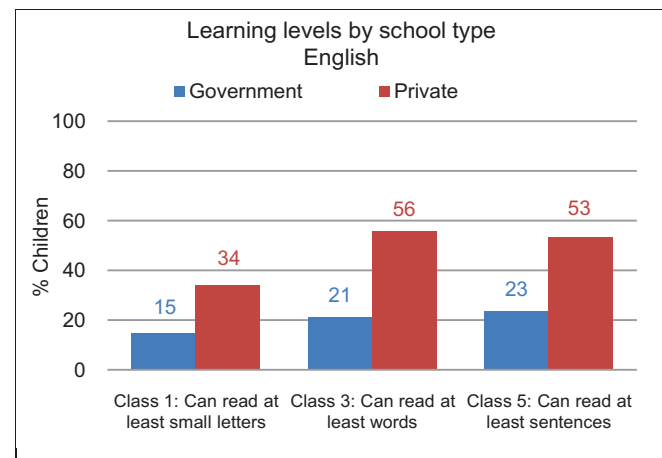
How to read: 4.1% (2.3+1.8) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	61.2	22.2	12.1	2.6	1.8	100
2	41.1	25.1	21.0	9.0	3.8	100
3	31.8	20.2	23.4	15.7	9.0	100
4	21.7	17.9	23.1	19.7	17.6	100
5	19.6	13.3	20.4	21.3	25.4	100
6	10.9	7.1	16.4	25.6	40.0	100
7	9.7	6.1	10.6	22.5	51.0	100
8	0.0	0.0	3.8	24.3	71.9	100
9	0.0	0.0	2.4	19.5	78.1	100
10	0.0	0.0	0.8	15.1	84.1	100

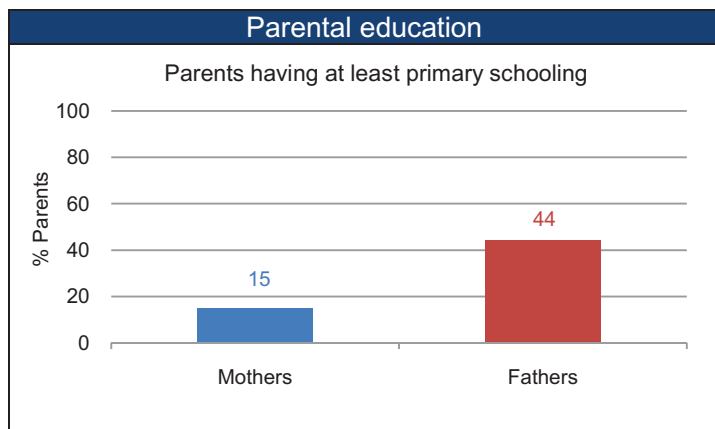
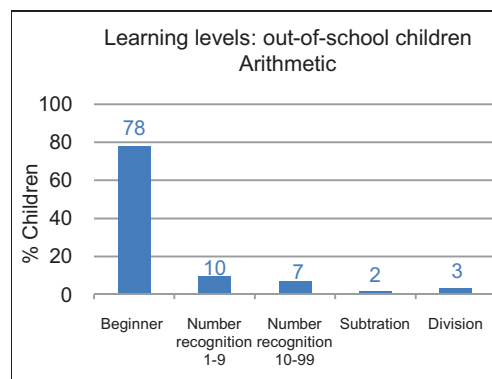
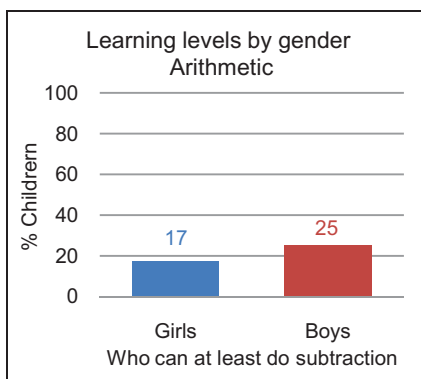
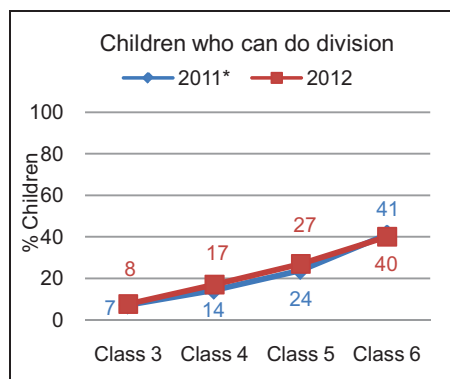
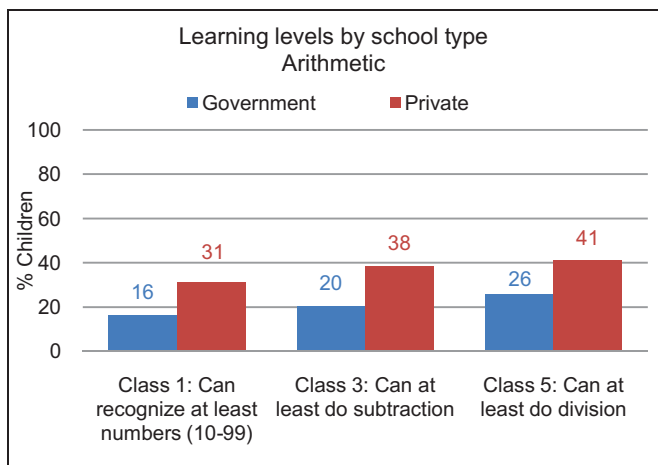
How to read: 16.8% (12.1+4.7) children of class 1 can read words



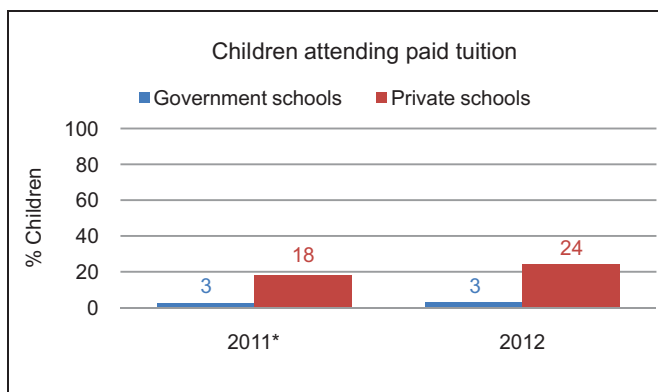
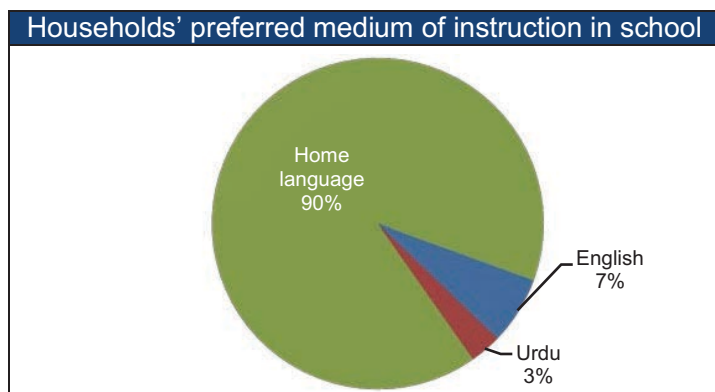
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	46.3	36.1	14.7	1.6	1.3	100
2	24.9	31.9	34.4	6.4	2.5	100
3	17.6	22.5	37.8	14.6	7.6	100
4	10.7	15.9	35.4	21.1	16.9	100
5	11.9	8.9	30.9	21.4	26.9	100
6	7.5	6.6	22.9	22.9	40.0	100
7	7.7	6.0	15.7	25.3	45.3	100
8	0.0	0.0	6.9	25.9	67.2	100
9	0.0	0.0	5.5	23.3	71.3	100
10	0.0	0.0	5.1	19.5	75.4	100

How to read: 8.8% (4.8+4.0) children of class 1 can do subtraction



Paid tuition										
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.5	3.1	2.3	3.1	2.7	5.0	3.9	4.0	4.8	5.5
Pvt.	19.0	18.4	27.3	25.5	29.2	31.9	31.0	38.9	35.2	48.3

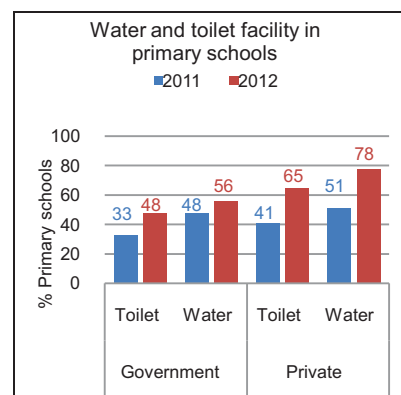
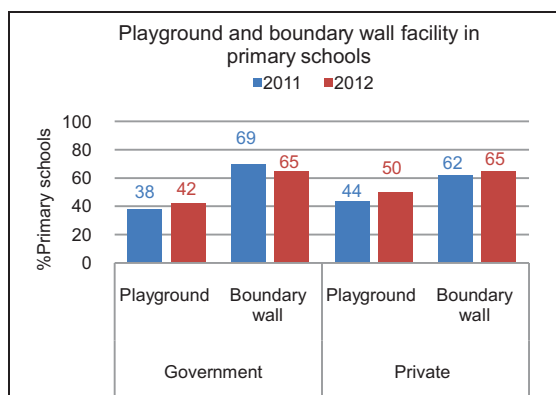
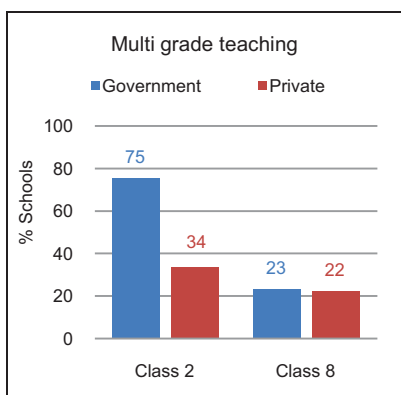


Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	131	17	342	490	2	2	36	40
Elementary	6	6	17	29	1	2	30	33
High	15	2	14	31	0	0	10	10
Others	22	7	42	71	0	0	2	2
Total	174	32	415	621	3	4	78	85

Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	61.3	64.0	57.7	55.0	59.6	75.1	79.7	74.7	95.1	77.4
Teacher attendance	83.6	82.2	82.9	82.7	83.2	73.5	85.2	86.9	66.7	82.5

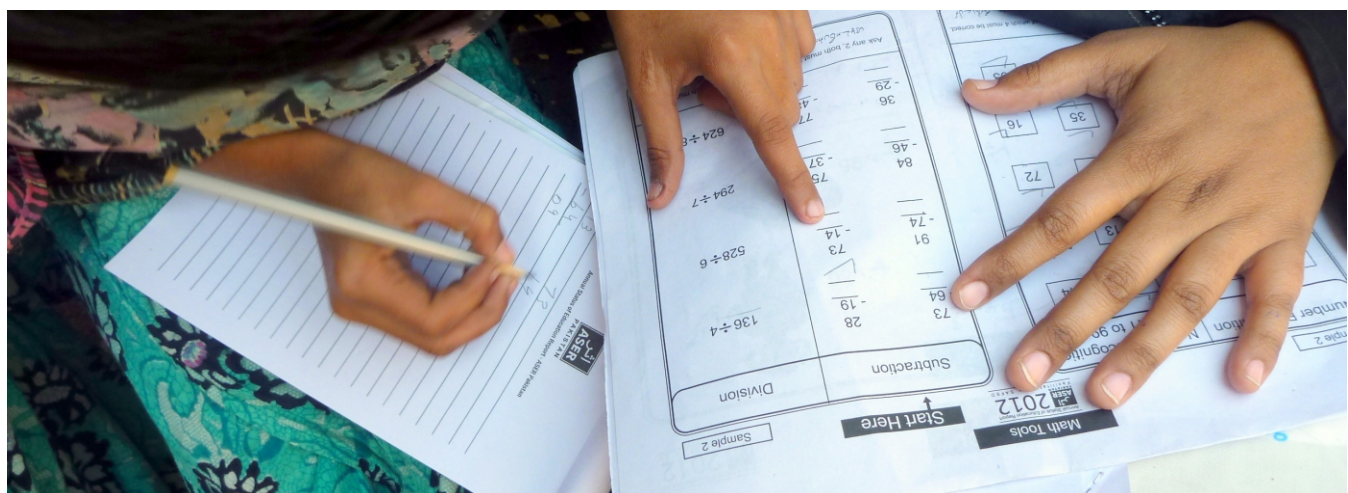
Teacher qualification - general (% of teachers)			Teacher qualification - professional (% of teachers)		
	Government schools	Private schools		Government schools	Private schools
Matriculation	5.1	9.3	PTC	30.8	23.8
FA	15.4	31.5	CT	6.8	25.8
BA	37.7	36.9	B-Ed	28.9	33.1
MA or above	40.8	21.6	M-Ed or above	30.5	9.9
Others	1.0	0.7	Others	3.0	7.3

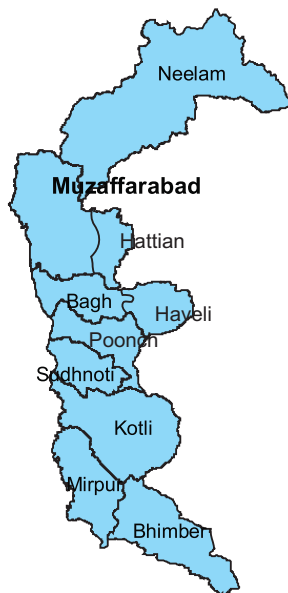
School facilities (% schools)									
	Government schools				Private schools				
	Primary	Elementary	High	Others	Primary	Elementary	High	Others	
Rooms used for classes (avg.)	2.0	3.0	5.8	5.5	2.5	7.0	12.7	2.0	
Useable water	55.6	62.0	82.1	74.6	77.5	96.8	80.0	100.0	
Useable toilet	47.6	64.2	78.5	58.5	65.0	93.5	90.0	100.0	
Playground	41.8	50.0	82.7	55.7	50.0	33.3	40.0	50.0	
Boundary wall	64.6	82.7	68.9	70.5	65.0	96.7	90.0	100.0	
Library	2.0	11.1	25.9	32.3	8.1	30.0	70.0	100.0	
Computer lab	0.0	7.4	23.0	16.1	7.9	30.0	20.0	100.0	
Grants									
2012*	# of schools reported receiving grants	74	7	7	10	2	0	0	0
	% of schools reported receiving grants	15.1	24.1	22.6	14.1	5.0	0.0	0.0	0.0
	Average amount of grant (Rs.)	24287	62000	64286	55730	21000	-	-	-
2011	# of schools reported receiving grants	258	18	18	38	4	1	0	1
	% of schools reported receiving grants	52.7	62.1	58.1	53.5	10.0	3.0	0.0	50.0
	Average amount of grant (Rs.)	65484	42889	86778	64745	59075	153000	-	162000



*Grants received till October 31, 2012

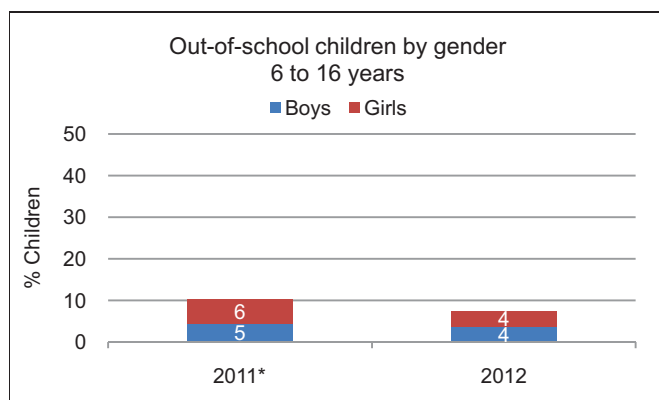
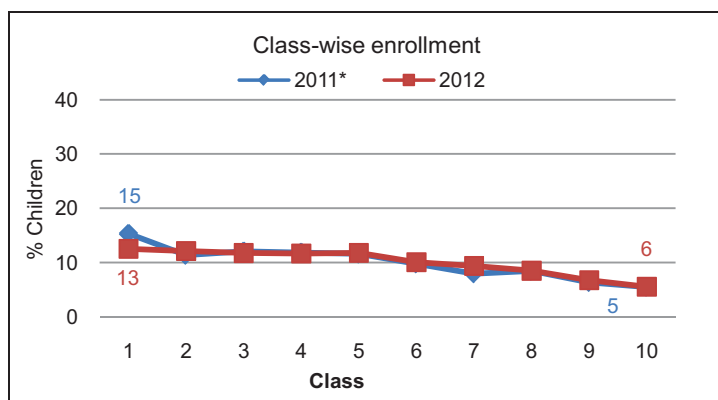
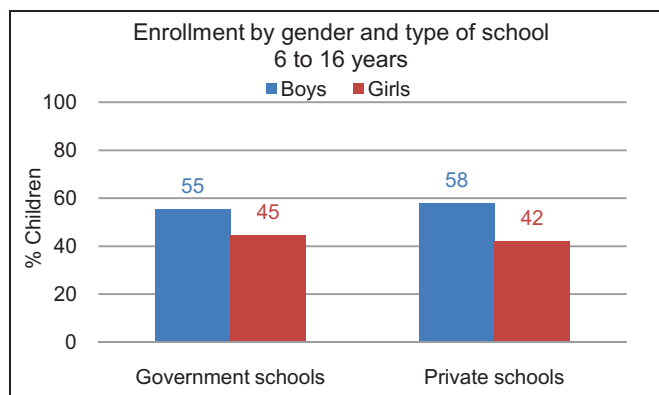
District / Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
in Pre-school	Out-of-school	Out-of-school (Girls)	in private school	who can read sentence (Urdu / Sindhi / Pashto)		Who can read word (English)	Who can do subtraction	who can read story (Urdu / Sindhi / Pashto)	Who can read sentence (English)	Who can do division	
Sindh (Rural)	38.8	32.4	16.6	9.0	5.0	33.8	24.7	22.2	40.3	25.4	26.9
Badin	45.9	32.5	17.4	2.5	1.7	59.2	37.6	40.8	49.3	29.6	37.5
Dadu	47.0	26.1	12.5	10.1	7.4	49.0	15.6	18.8	51.9	25.0	23.2
Gotki	32.8	26.3	15.5	15.5	3.5	68.8	28.1	42.2	65.2	27.9	51.6
Hyderabad	54.5	28.7	15.4	5.2	6.3	16.2	20.3	9.3	53.5	27.8	21.2
Jacobabad	39.7	24.1	12.4	5.8	7.1	22.9	19.0	13.6	32.5	10.3	8.5
Jamshoro	36.8	35.5	19.6	10.9	4.2	13.5	18.2	11.2	27.0	17.2	18.0
Kashmore	21.9	50.4	23.2	3.8	7.7	27.9	24.1	16.4	37.5	20.4	34.5
Khairpur	43.7	26.7	11.6	17.7	6.7	29.4	26.2	28.2	43.8	27.0	24.0
Larkana	46.0	25.9	11.5	13.2	11.1	37.9	28.5	25.8	50.0	38.9	36.7
Matiari	43.1	27.2	14.7	13.4	2.1	11.2	16.8	8.5	18.5	15.0	11.1
MirpurKhas	30.4	45.2	23.2	7.8	7.5	19.0	13.9	11.5	22.2	15.6	18.2
Mithi	42.6	28.6	14.5	0.2	0.8	22.2	8.1	9.9	37.2	7.1	18.4
Nowshero Feroze	57.7	20.4	12.6	7.7	6.0	42.7	32.6	40.4	57.0	45.5	52.5
Qambar Shahdadkot	30.8	39.4	19.5	6.7	6.3	28.6	24.6	22.0	41.7	32.7	24.5
Sanghar	29.3	40.4	21.9	14.4	3.9	51.1	47.7	42.7	49.1	34.7	28.3
Shaheed Benazirabad	54.0	23.9	10.0	5.1	2.9	28.0	25.9	19.5	34.1	30.4	31.9
Shikarpur	39.9	35.5	17.7	11.9	6.0	42.7	32.4	23.8	36.1	26.0	34.5
Sukkur	34.7	35.8	14.1	16.6	4.9	55.5	52.9	44.0	31.9	48.6	23.9
Tando Allah Yar	37.9	32.7	17.7	11.6	4.8	21.6	22.3	11.0	38.0	25.3	16.0
Tando Muhammad Khan	25.9	46.5	25.0	6.5	1.9	31.6	35.5	14.5	34.6	24.5	29.6
Thatta	33.5	33.6	18.6	3.8	3.7	15.6	10.8	10.3	25.8	15.5	14.6
Umer kot	28.0	27.0	15.5	8.2	2.6	37.1	16.0	22.9	43.4	27.9	36.1
Sindh (Urban)											
Hyderabad - Urban	59.1	8.6	3.3	53.3	40.7	37.2	50.0	28.3	23.3	43.2	19.7
Karachi - Urban	65.1	6.2	1.9	66.9	60.2	57.0	57.5	44.8	43.5	46.8	31.1





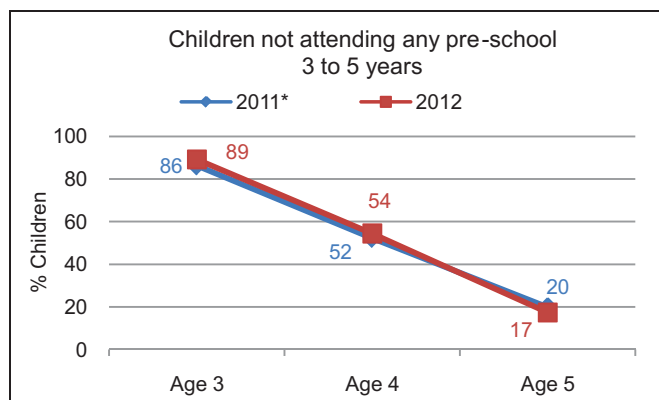
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	56.3	38.2	0.4	0.2	4.2	0.7	100
11-13	63.1	30.1	0.8	0.2	2.6	3.2	100
14-16	61.3	23.5	0.6	0.4	5.1	9.1	100
6-16	59.3	32.4	0.6	0.2	4.1	3.4	100
Total	92.5				7.5		100
By type	64.1	35.0	0.6	0.3			



Early years schooling (Pre-schooling)

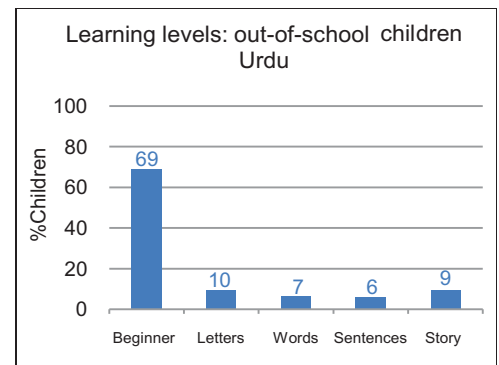
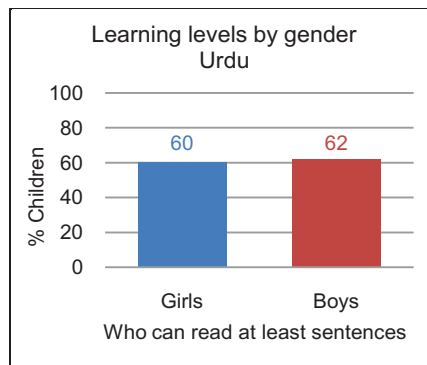
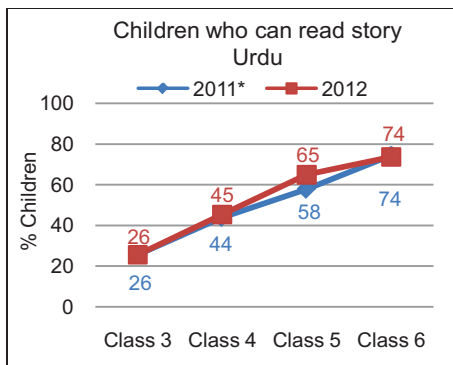
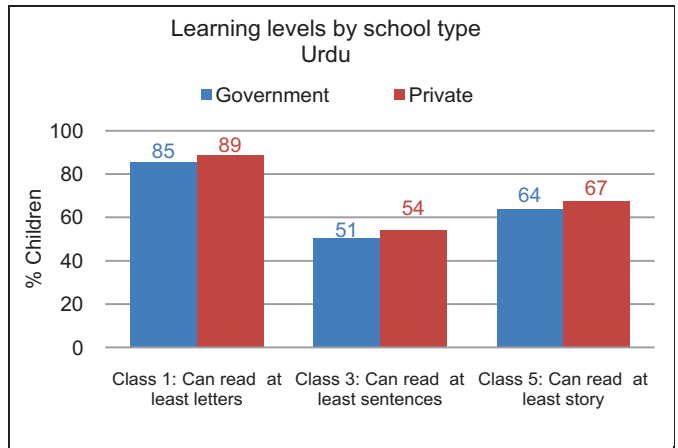
% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	4.6	6.1	0.2	0.0	89.1	100
4	20.5	24.6	0.4	0.1	54.4	100
5	44.8	37.5	0.2	0.2	17.4	100
3-5	23.8	23.0	0.3	0.1	52.8	100
Total	47.2				52.8	100
By type	50.5	48.8	0.5	0.2		



Learning levels (Urdu)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.5	39.3	37.3	6.1	3.9	100
2	5.5	23.6	45.3	16.1	9.4	100
3	2.9	10.8	34.1	26.5	25.6	100
4	1.4	4.8	21.6	26.8	45.4	100
5	1.3	1.4	10.7	21.7	64.9	100
6	0.9	0.8	5.4	19.2	73.7	100
7	0.7	0.7	3.4	10.7	84.6	100
8	0.0	0.0	0.5	7.0	92.5	100
9	0.0	0.0	0.6	3.8	95.6	100
10	0.0	0.0	0.0	1.7	98.3	100

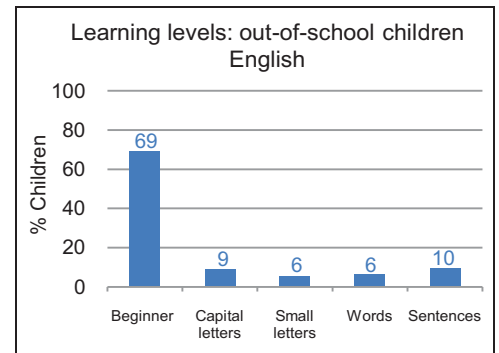
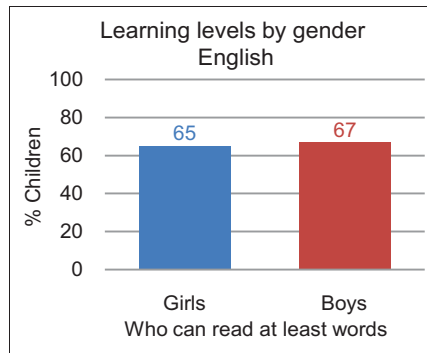
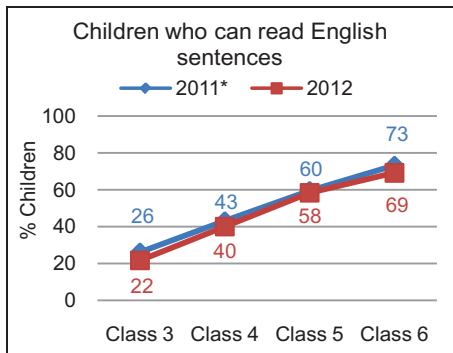
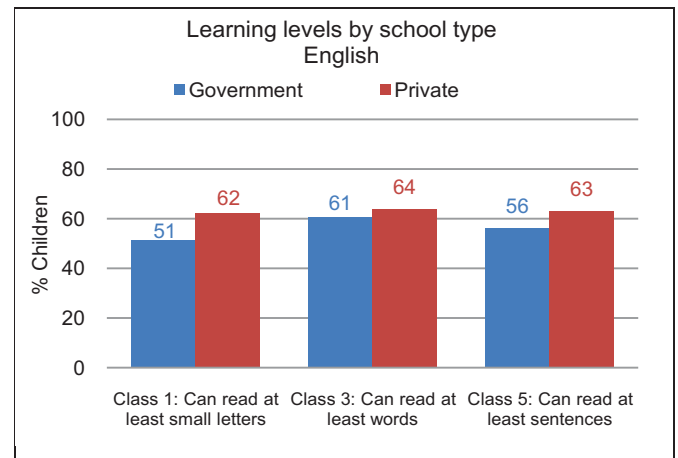
How to read: 10.0% (6.1+3.9) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	16.4	28.2	36.8	15.4	3.2	100
2	6.5	14.9	41.7	28.3	8.6	100
3	4.2	6.7	27.2	40.3	21.7	100
4	1.9	3.3	15.0	39.6	40.1	100
5	1.6	1.2	8.3	30.5	58.4	100
6	1.5	0.6	3.7	24.9	69.2	100
7	0.8	0.5	2.2	14.5	82.0	100
8	0.0	0.0	0.2	6.7	93.1	100
9	0.0	0.0	0.6	3.6	95.8	100
10	0.0	0.0	0.0	2.5	97.5	100

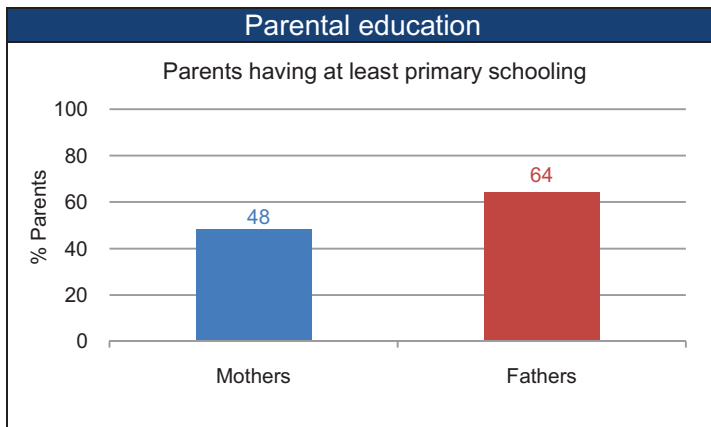
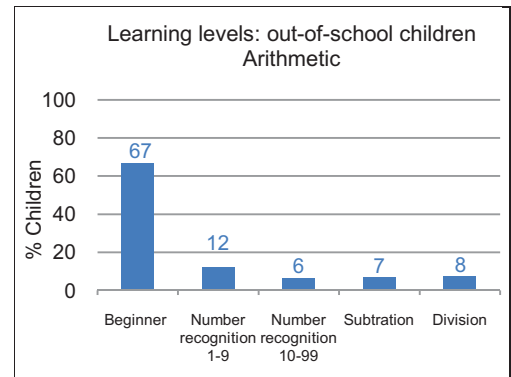
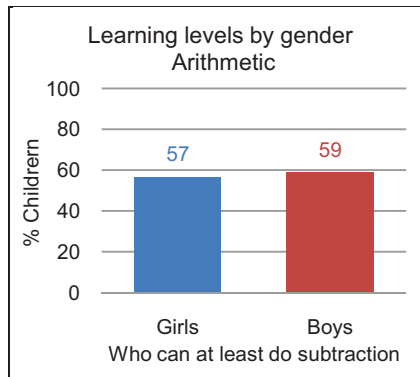
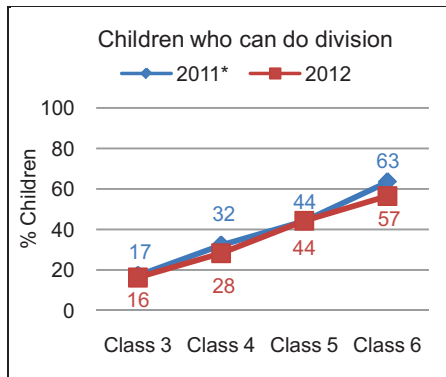
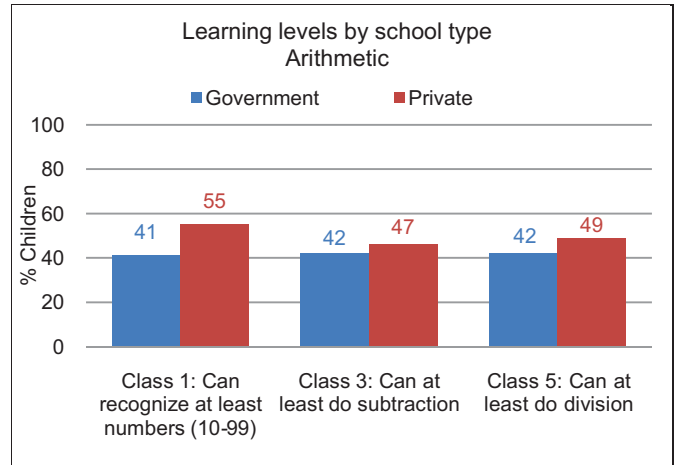
How to read: 18.6% (15.4+3.2) children of class 1 can read words



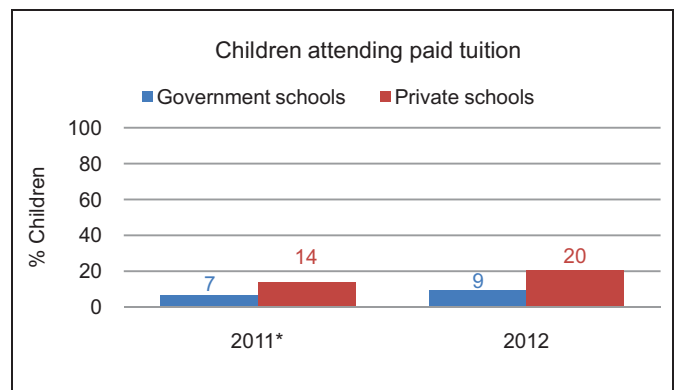
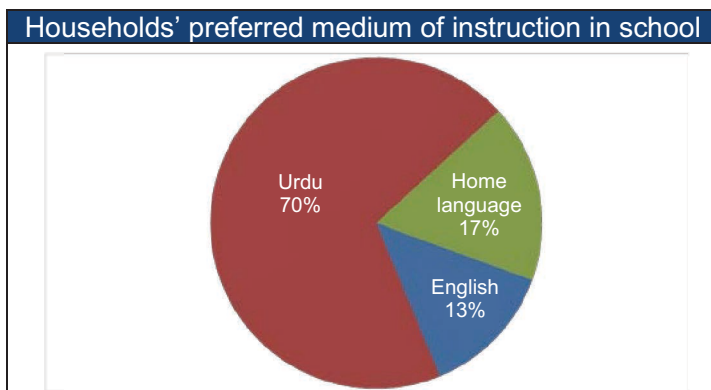
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	17.2	36.1	39.7	5.0	2.1	100
2	6.4	19.6	54.1	14.2	5.7	100
3	3.8	8.3	43.7	27.9	16.3	100
4	1.4	4.5	26.6	39.3	28.3	100
5	1.7	2.3	15.3	36.4	44.3	100
6	1.2	1.6	7.7	33.0	56.5	100
7	0.8	0.9	5.1	22.3	70.9	100
8	0.0	0.0	2.2	16.0	81.8	100
9	0.0	0.0	1.1	8.2	90.7	100
10	0.0	0.0	1.1	4.4	94.5	100

How to read: 7.1% (5.0+2.1) children of class 1 can do subtraction



Paid tuition										
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	9.4	10.0	8.2	9.6	12.0	10.5	9.1	8.7	7.9	8.4
Pvt.	22.7	18.5	17.1	17.8	21.7	22.7	20.8	23.2	23.9	28.9



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	45	20	65	130	3	0	112	115
Elementary	40	21	16	77	2	0	90	92
High	44	28	14	86	2	2	43	47
Others	1	0	1	2	1	0	1	2
Total	130	69	96	295	8	2	246	256

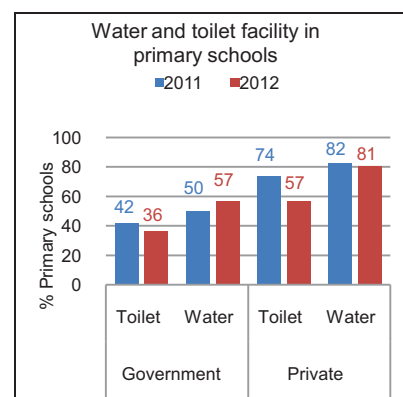
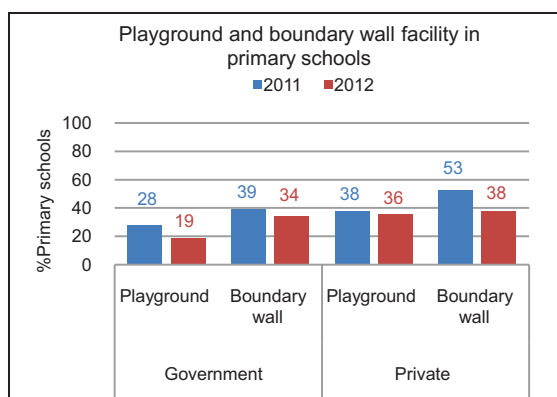
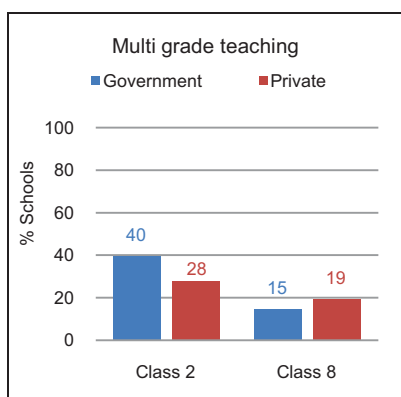
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	86.6	89.0	87.5	98.9	87.7	88.2	86.2	89.4	79.9	87.7
Teacher attendance	86.9	84.9	89.0	92.2	87.6	84.0	89.8	85.3	88.2	86.7

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	12.8	9.3
FA	21.3	31.2
BA	40.8	41.5
MA or above	24.3	17.4
Others	0.9	0.6

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	20.4	21.9
CT	20.0	30.6
B-Ed	45.9	38.5
M-Ed or above	10.7	6.9
Others	3.1	2.1

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2.1	4.7	6.5	6.5	3.4	5.4	8.1	18.5
Useable water	56.6	68.8	80.9	100.0	80.5	78.9	86.9	100.0
Useable toilet	36.2	59.2	68.6	100.0	56.6	63.7	82.9	100.0
Playground	19.0	28.5	42.5	100.0	36.4	47.8	56.5	100.0
Boundary wall	33.6	42.1	36.7	100.0	37.8	48.3	42.2	100.0
Library	3.2	7.9	23.7	100.0	14.9	32.6	54.3	100.0
Computer lab	0.0	3.9	41.7	100.0	6.5	26.4	40.4	100.0

Grants									
2012*	# of schools reported receiving grants	1	0	1	0	3	2	0	0
	% of schools reported receiving grants	0.8	0.0	1.2	0.0	2.6	2.1	0.0	0.0
	Average amount of grant (Rs.)	100	0	10000	-	15333	20000	-	-
2011	# of schools reported receiving grants	1	2	4	0	3	2	2	0
	% of schools reported receiving grants	0.8	2.6	4.7	0.0	2.6	2.1	4.3	0.0
	Average amount of grant (Rs.)	3000	52258	20840500	-	18667	17500	55000	-



*Grants received till October 31, 2012

Azad Jammu and Kashmir Findings (Summary)

District / Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	in Pre-school	Out-of-school	Out-of-school (Girls)	in private school	Attending paid tuition (Govt. & Pvt. schools)	who can read sentence (Urdu / Sindh / Pashto)	Who can read word (English)	Who can do subtraction	who can read story (Urdu / Sindh / Pashto)	Who can read sentence (English)	Who can do division
AJK	47.2	7.4	3.7	35.0	13.5	52.1	62.0	44.2	64.9	58.4	44.3
Bagh	54.5	2.1	0.9	27.8	8.0	54.1	59.6	33.6	92.1	80.3	59.8
Bhimber	65.1	5.0	2.7	50.9	8.3	69.5	75.5	69.2	63.3	52.1	48.0
Hattian	43.8	9.7	5.4	29.4	20.7	39.7	44.6	28.8	64.6	48.8	36.5
Haveli	42.3	9.0	3.8	35.3	13.0	42.9	56.2	40.0	59.3	55.3	49.6
Kotli	47.7	6.8	2.1	36.7	15.1	35.0	55.0	42.5	21.4	30.1	16.7
Mirpur	43.1	6.3	2.9	54.5	9.5	56.6	68.2	39.8	62.5	59.7	26.4
Muzaffarabad	52.1	10.4	4.8	33.0	16.7	43.6	57.3	40.0	56.5	52.8	34.9
Neelum	23.1	9.7	5.6	13.8	4.2	46.8	64.1	43.2	63.5	51.5	35.1
Poonch	49.9	8.7	5.1	37.3	30.7	61.9	68.2	54.7	79.5	80.5	74.8
Sudhnoti	50.0	4.4	1.6	44.4	7.7	69.9	72.3	55.8	77.5	70.7	55.3



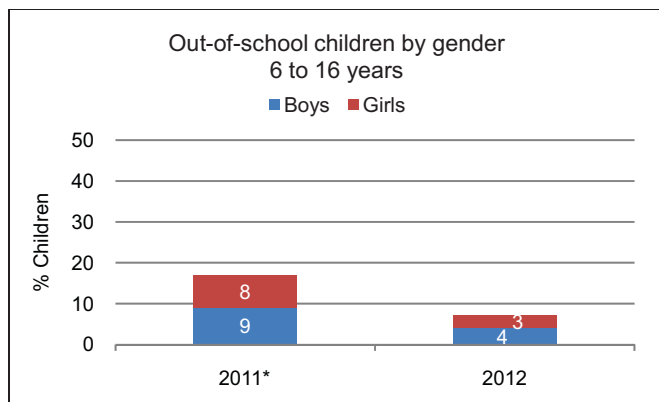
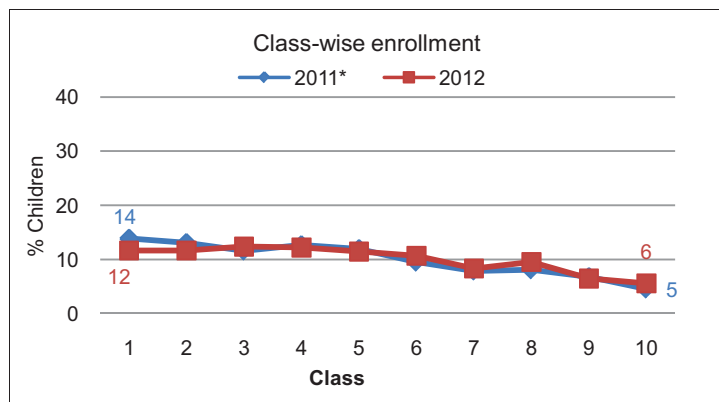
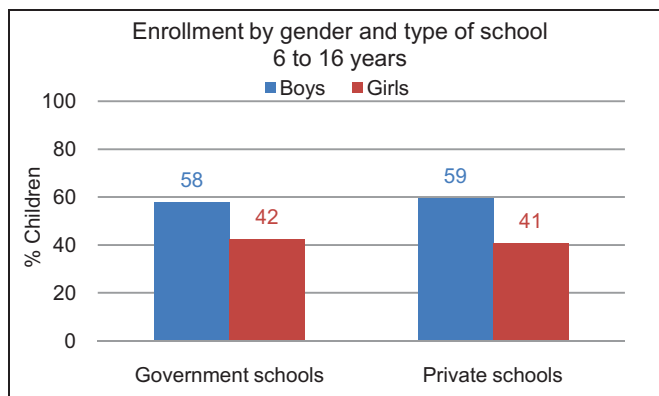


Findings (Urban)



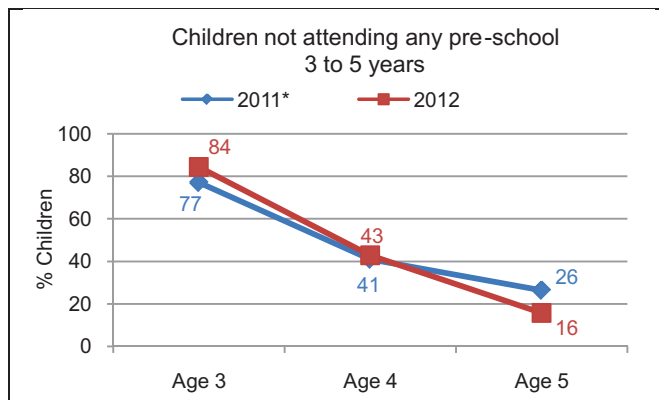
School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	33.5	58.7	2.0	0.2	4.7	1.0	100
11-13	38.8	52.6	2.3	0.3	3.3	2.7	100
14-16	46.7	40.7	1.0	0.1	5.2	6.3	100
6-16	38.0	52.8	1.8	0.2	4.5	2.7	100
Total	92.8				7.2		100
By type	41.0	56.8	2.0	0.2			



Early years schooling (Pre-schooling)

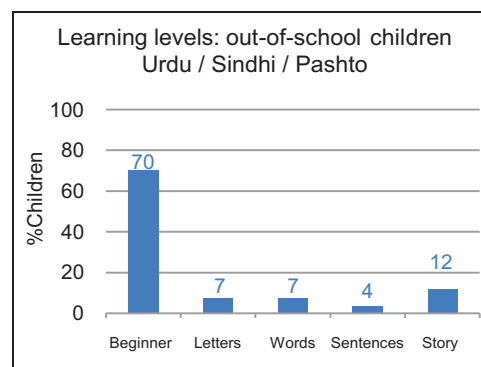
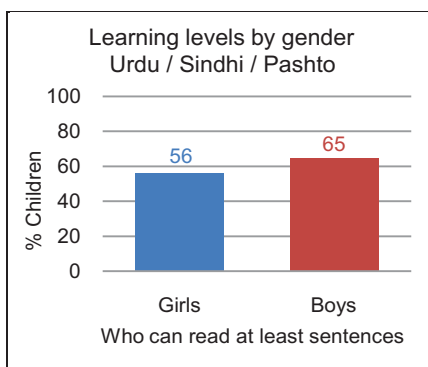
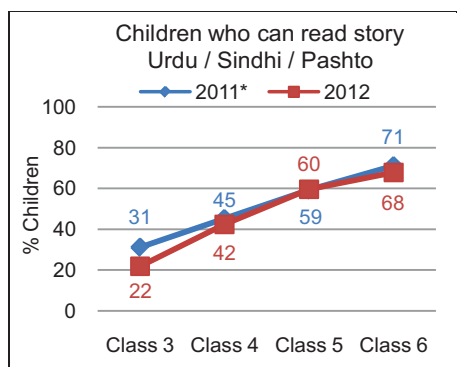
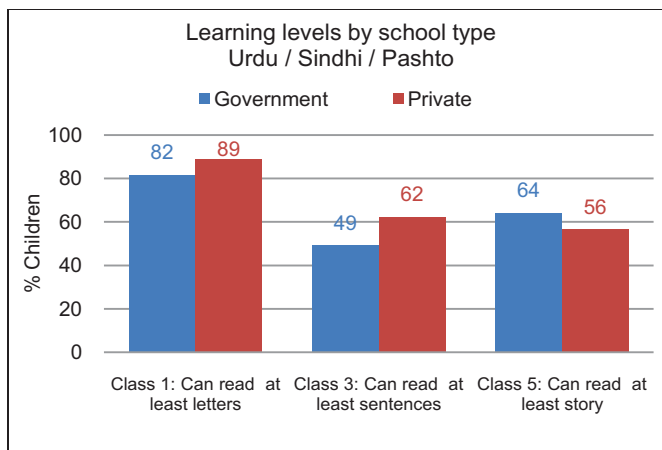
% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	4.3	11.1	0.0	0.3	84.3	100
4	13.9	41.9	1.1	0.2	42.8	100
5	26.0	56.0	2.2	0.0	15.8	100
3-5	15.6	38.2	1.2	0.1	44.8	100
Total	55.1				44.8	100
By type	28.4	69.2	2.2	0.3		



Learning levels (Urdu / Sindhi / Pashto)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.4	37.7	37.9	6.4	4.7	100
2	5.7	19.7	46.9	18.2	9.4	100
3	3.2	10.1	29.4	35.4	21.9	100
4	1.9	3.8	19.0	33.0	42.4	100
5	2.2	2.7	13.1	22.4	59.6	100
6	2.1	1.1	9.2	19.8	67.8	100
7	1.4	0.6	6.4	11.1	80.5	100
8	0.0	0.0	1.0	13.3	85.7	100
9	0.0	0.0	0.4	4.8	94.8	100
10	0.0	0.0	0.0	4.6	95.4	100

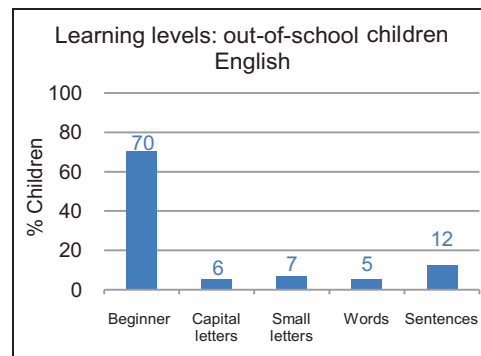
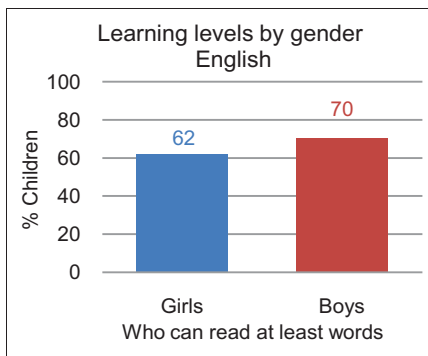
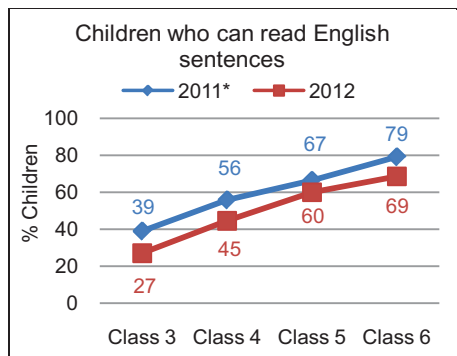
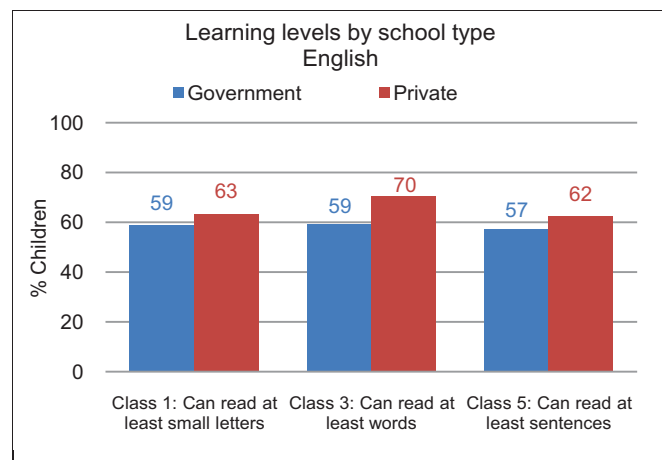
How to read: 11.1% (6.4+4.7) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	17.9	20.3	39.9	16.2	5.7	100
2	8.8	15.0	35.3	29.0	11.9	100
3	4.7	7.2	21.9	39.1	27.1	100
4	1.7	4.3	12.4	36.9	44.6	100
5	3.3	1.0	7.2	28.4	60.1	100
6	2.1	0.9	5.6	22.7	68.7	100
7	2.2	0.3	2.5	11.4	83.6	100
8	0.0	0.0	0.5	11.8	87.7	100
9	0.0	0.0	0.0	6.0	94.0	100
10	0.0	0.0	0.0	3.4	96.6	100

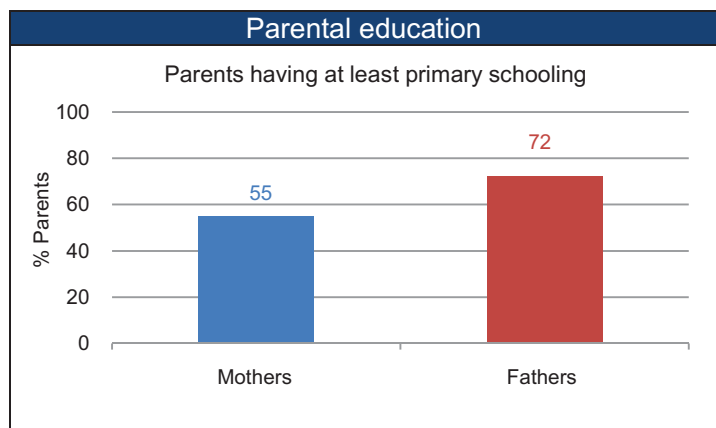
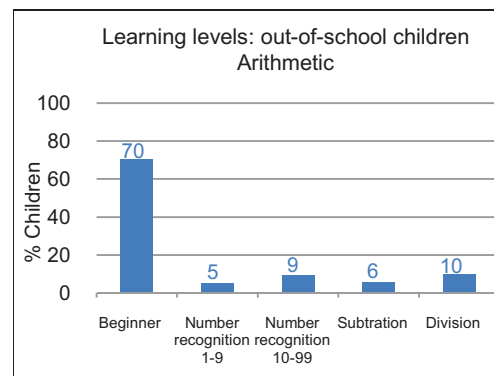
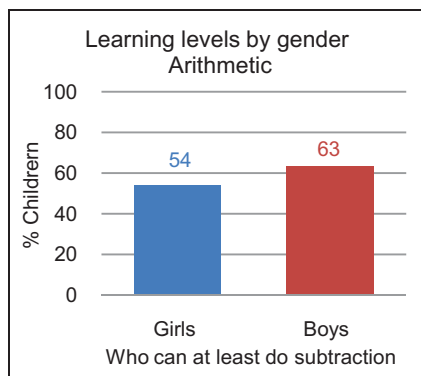
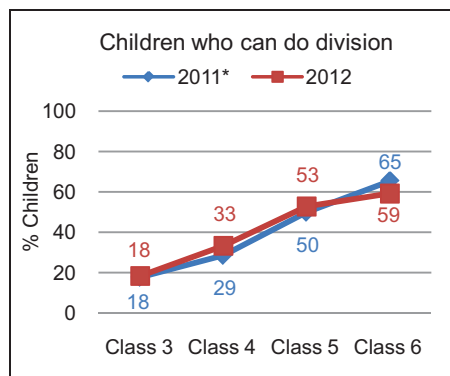
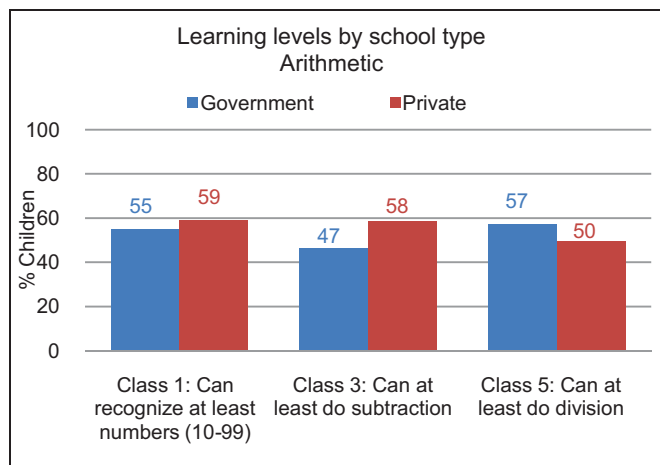
How to read: 21.9% (16.2+5.7) children of class 1 can read words



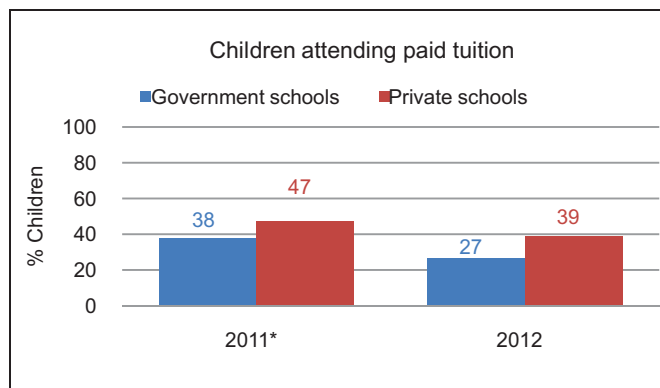
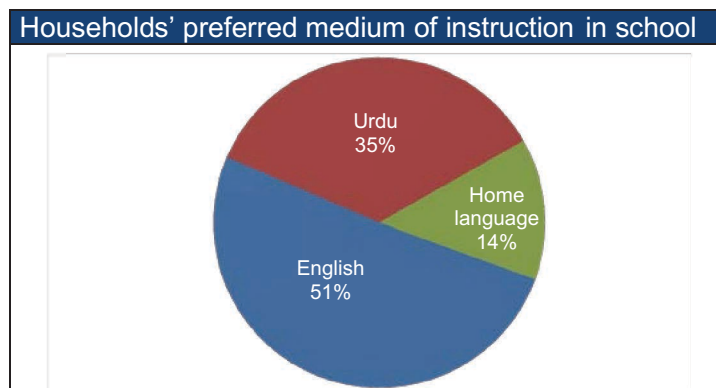
Learning levels (Arithmetic)

Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	18.4	23.8	47.5	6.1	4.2	100
2	7.4	15.1	53.6	17.6	6.3	100
3	4.1	9.2	32.7	35.7	18.3	100
4	2.1	4.7	19.5	40.4	33.3	100
5	2.2	2.4	16.5	26.0	52.8	100
6	1.9	1.3	13.1	24.5	59.2	100
7	1.9	0.6	5.0	17.4	75.2	100
8	0.0	0.0	1.8	17.1	81.2	100
9	0.0	0.0	0.0	5.9	94.1	100
10	0.0	0.0	2.1	8.0	89.9	100

How to read: 10.3% (6.1+4.2) children of class 1 can do subtraction



Paid tuition										
Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	26.0	26.8	25.1	26.9	27.9	32.2	28.4	27.0	25.6	28.5
Pvt.	37.3	40.3	43.7	41.6	43.4	36.7	35.0	34.3	35.5	46.8



Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	37	19	30	86	7	1	23	32
Elementary	7	11	7	25	4	1	60	65
High	26	20	5	51	7	1	61	69
Others	4	9	8	21	0	0	1	1
Total	74	59	50	183	18	3	145	167

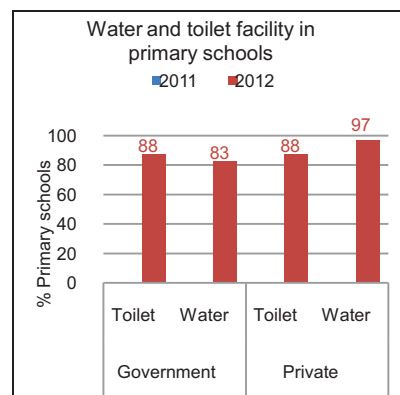
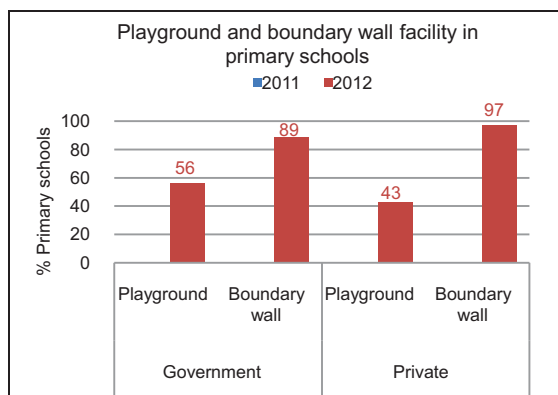
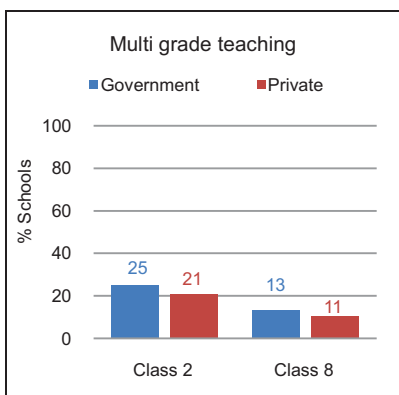
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	83.6	85.8	85.1	80.2	84.1	91.0	83.0	84.2	86.0	84.9
Teacher attendance	88.8	97.2	88.7	85.4	89.0	87.9	87.0	89.9	88.9	88.7

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	10.5	7.5
FA	18.5	26.3
BA	33.7	41.7
MA or above	36.6	23.5
Others	0.7	0.9

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	28.4	21.5
CT	12.3	19.9
B-Ed	34.9	39.6
M-Ed or above	22.2	18.5
Others	2.2	0.5

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	5.7	9.6	16.1	11.0	7.8	7.4	13.7	9.0
Useable water	82.7	92.0	97.9	94.4	96.8	95.3	100.0	100.0
Useable toilet	87.6	80.0	97.8	88.8	87.5	87.7	98.5	100.0
Playground	56.4	61.9	80.8	55.5	42.8	45.7	53.9	100.0
Boundary wall	88.8	84.0	91.8	88.8	96.8	100.0	98.5	100.0
Library	14.2	30.4	66.6	50.0	29.6	38.1	61.9	100.0
Computer lab	0.0	5.0	64.5	38.8	34.5	54.5	77.8	100.0

Grants									
2012*	# of schools reported receiving grants	18	8	14	5	1	2	2	0
	% of schools reported receiving grants	20.9	32.0	27.5	23.8	3.1	3.1	2.9	0.0
	Average amount of grant (Rs.)	21474	49663	75879	67415	2000	100000	168000	-
2011	# of schools reported receiving grants	34	16	24	8	2	2	1	0
	% of schools reported receiving grants	39.5	64.0	47.1	38.1	6.2	3.1	1.4	0.0
	Average amount of grant (Rs.)	48756	83884	147438	281143	12500	200000	336000	-



*Grants received till October 31, 2012

District / Territory	% Children											
	Access					Quality						
	(Age 3-5)		(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	in Pre-school	Out-of-school	Out-of-school (Girls)	in private school	who can read sentence (Urdu / Sindhi / Pashto)		Who can read word (English)	Who can do subtraction	who can read story (Urdu / Sindhi / Pashto)	Who can read sentence (English)	Who can do division	
Urban	55.2	7.2	3.1	56.8	34.0	57.3	66.2	54.0	59.6	60.1	52.8	
Hyderabad - Urban	59.1	8.6	3.3	53.3	40.7	37.2	50.0	28.3	23.3	43.2	19.7	
Karachi - Urban	65.1	6.2	1.9	66.9	60.2	57.0	57.5	44.8	43.5	46.8	31.1	
Lahore - Urban	60.4	6.4	3.0	47.5	52.0	76.5	85.0	76.5	84.0	82.2	70.1	
Multan - Urban	49.0	10.7	3.4	54.3	37.5	64.6	73.1	68.4	61.0	62.7	52.5	
Peshawar - Urban	49.1	6.8	4.1	74.9	6.1	48.5	65.3	53.1	37.6	39.8	39.1	
Quetta - Urban	48.1	5.3	2.9	44.2	14.1	62.5	69.2	56.7	89.1	77.3	82.7	



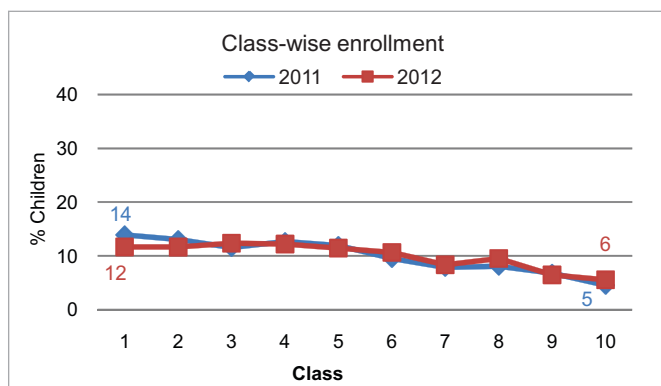
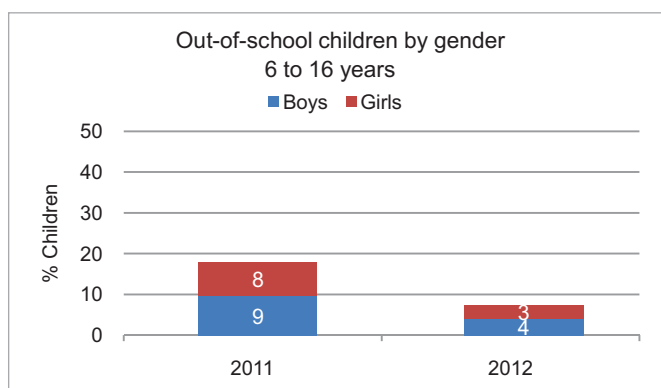
Sample Composition

- The ASER 2012 survey was conducted in 6 urban districts. This covered 2,312 households in 193 blocks. Compared to 3 urban districts of Karachi, Lahore and Peshawar, this round had Karachi, Hyderabad, Quetta, Multan, Lahore and Peshawar.
- Detailed information was collected on 6,967 children (58% male, 42% female) aged 3-16 years. Out of these, children aged 5-16 were also tested for language and arithmetic competencies.
- School information on both public and private schools was collected. A total of 350 schools were surveyed, out of which 183 were government (47% primary, 14% elementary, 28% high, 11% others¹) and 167 were private schools (19% primary, 39% elementary, 41% high, 1% others).
- Forty percent of the government schools were boys only, 33% were girls only, and 27% were co-education schools. Eleven percent of the private schools were boys only, 2% were girls only, and 87% were co-education schools.

A small proportion of children are out of school: seven percent of all school-aged children in urban are out of school.

- Of all children aged 6-16 years, 93% were reported being enrolled in schools.
- Seven percent of the school-aged children have either dropped out of school (3%) or have never been enrolled in a school (4%).
- A slightly greater percentage of boys were found to be out-of-school than girls.
- For every twelve children in Class 1, there are six children in Class 10.

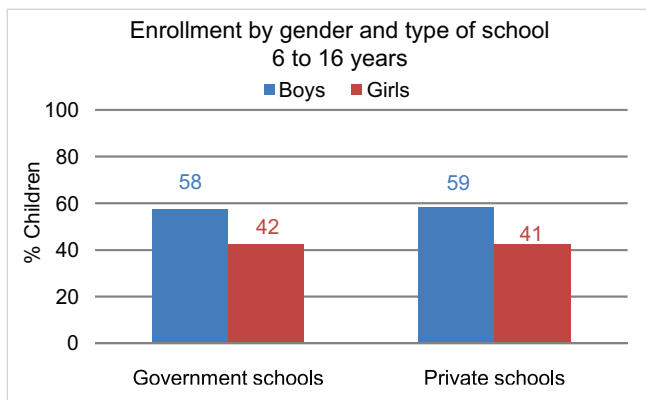
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	33.5	58.7	2.0	0.2	4.7	1.0	100
11-13	38.8	52.6	2.3	0.3	3.3	2.7	100
14-16	46.7	40.7	1.0	0.1	5.2	6.3	100
6-16	38.0	52.8	1.8	0.2	4.5	2.7	100
Total			92.8		7.2		100
By type	41.0	56.8	2.0	0.2			



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

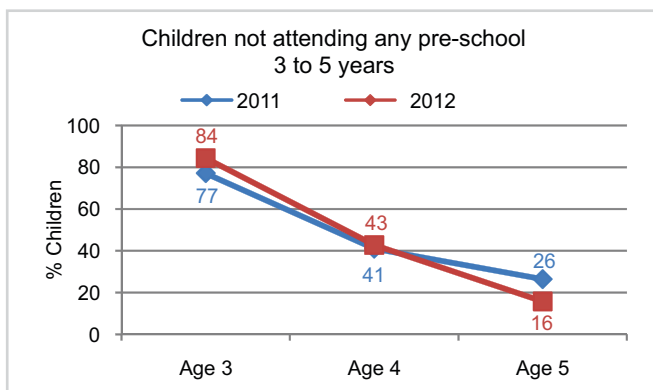
Private schools absorb a large share of school-aged children: fifty-nine percent of all school-going children are enrolled in non-state schools in urban areas.

- Forty-one percent of the children enrolled in private schools are girls and 59% are boys.
- 2% of the total school-attending population attends madrasah schools and other non-formal institutes.



Forty-five percent of the pre-primary age children are not attending any form of schooling.

- A total of 1,349 children aged from three to five were reached during the ASER 2012 survey in urban.
- 45% of children aged 3-5 did not attend any form of pre-primary education.
- Of the children who do attend pre-primary education, 28% are enrolled in public institutions and 72% in private institutions.



Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	4.3	11.1	0.0	0.3	84.3	100
4	13.9	41.9	1.1	0.2	42.8	100
5	26.0	56.0	2.2	0.0	15.8	100
3-5	15.6	38.2	1.2	0.1	44.8	100
Total		55.1			44.8	100
By type	28.4	69.2	2.2	0.3		

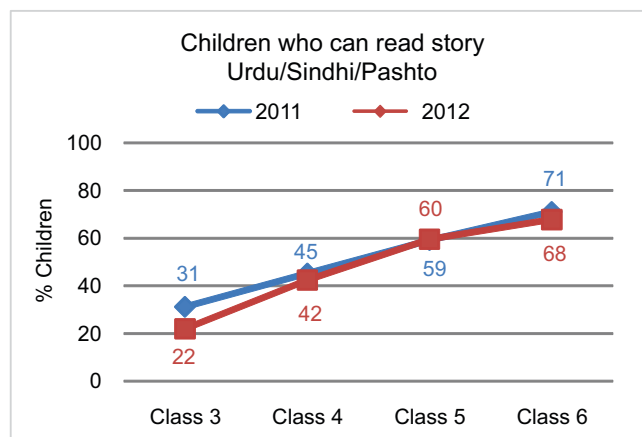


Learning levels of children are assessed through specific language and arithmetic tools². The same approach is used for all children between the ages of 5 to 16. The literacy assessments are designed to cover up to Class 2 level according to the national curriculum. The arithmetic tool covers up to Class 3 level.

Learning levels remain consistently poor: forty percent children from Class 5 cannot read Class 2 Urdu story.

- Analysis of reading ability shows that 57% of Class 3 students were able to read sentence and nearly 43% could not.
- In ASER 2011³, 59% of Class 5 students were reported as being able to read a story compared to 60% of Class 5 students who could in 2012.

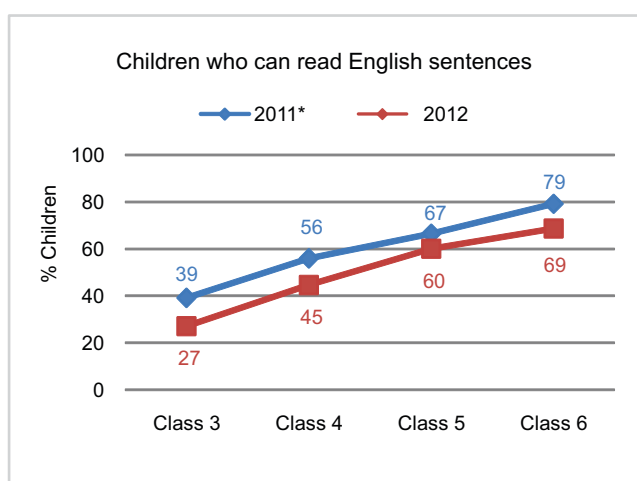
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.4	37.7	37.9	6.4	4.7	100
2	5.7	19.7	46.9	18.2	9.4	100
3	3.2	10.1	29.4	35.4	21.9	100
4	1.9	3.8	19.0	33.0	42.4	100
5	2.2	2.7	13.1	22.4	59.6	100
6	2.1	1.1	9.2	19.8	67.8	100
7	1.4	0.6	6.4	11.1	80.5	100
8	0.0	0.0	1.0	13.3	85.7	100
9	0.0	0.0	0.4	4.8	94.8	100
10	0.0	0.0	0.0	4.6	95.4	100



Deterioration can be seen in English competencies over the past year.

- In ASER 2012, 60% of Class 5 students were reported as being able to read Class 2 English sentences compared to 67% of Class 5 students who could do so in 2011.
- Sixty-nine percent of Class 6 children and 84% of Class 7 children were able to accomplish Class 2 English sentence tasks.

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	17.9	20.3	39.9	16.2	5.7	100
2	8.8	15.0	35.3	29.0	11.9	100
3	4.7	7.2	21.9	39.1	27.1	100
4	1.7	4.3	12.4	36.9	44.6	100
5	3.3	1.0	7.2	28.4	60.1	100
6	2.1	0.9	5.6	22.7	68.7	100
7	2.2	0.3	2.5	11.4	83.6	100
8	0.0	0.0	0.5	11.8	87.7	100
9	0.0	0.0	0.0	6.0	94.0	100
10	0.0	0.0	0.0	3.4	96.6	100

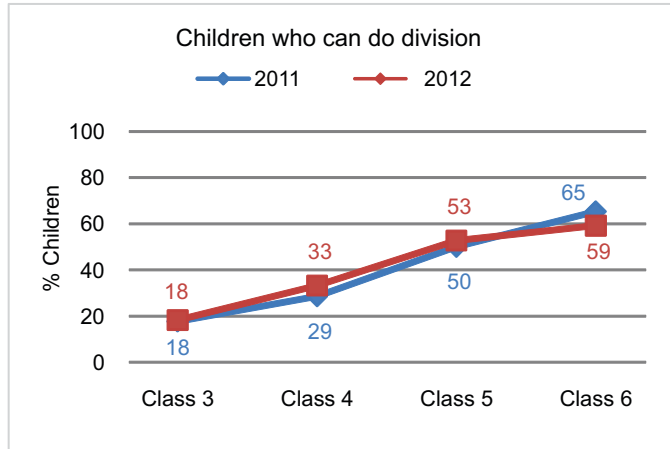


² ITA has developed detailed documents on the tools development process. The tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability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

³ Three urban districts i.e. Karachi, Lahore and Peshawar were surveyed in 2011.

A larger proportion of children in Class 5 can solve Class 3 level arithmetic problems in 2012 as compared to 2011.

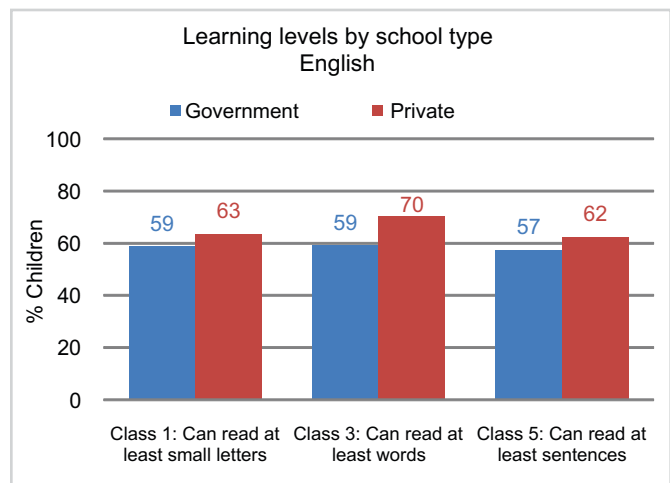
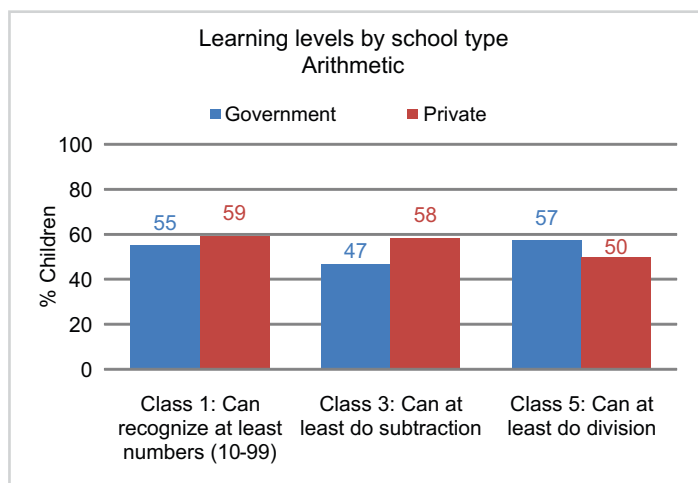
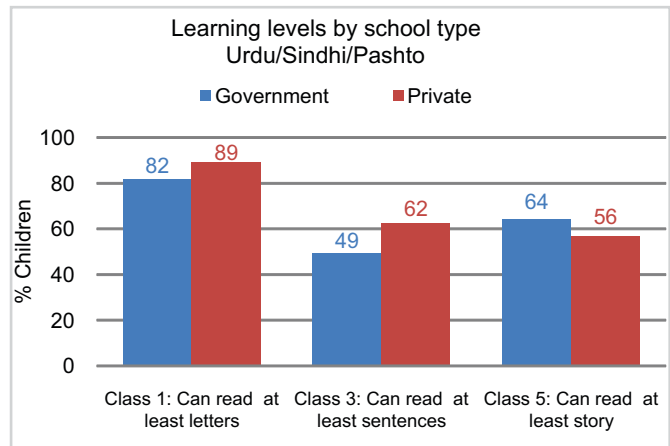
- Fifty-three percent of Class 5 students were able to do 3-digit division sums in 2012 as compared to 50% in 2011.
- Twenty-five percent of Class 7 children could not do these same Class 3 problems.



Class	Class-wise % children who can do					Total
	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	
		1-9	10-99			
1	18.4	23.8	47.5	6.1	4.2	100
2	7.4	15.1	53.6	17.6	6.3	100
3	4.1	9.2	32.7	35.7	18.3	100
4	2.1	4.7	19.5	40.4	33.3	100
5	2.2	2.4	16.5	26.0	52.8	100
6	1.9	1.3	13.1	24.5	59.2	100
7	1.9	0.6	5.0	17.4	75.2	100
8	0.0	0.0	1.8	17.1	81.2	100
9	0.0	0.0	0.0	5.9	94.1	100
10	0.0	0.0	2.1	8.0	89.9	100

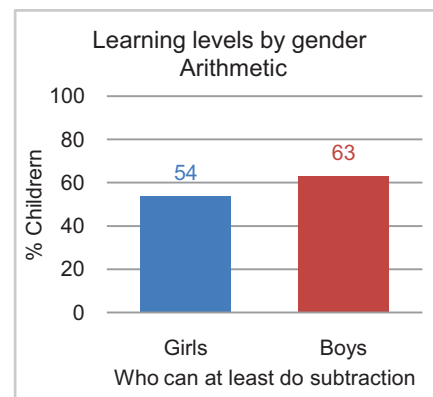
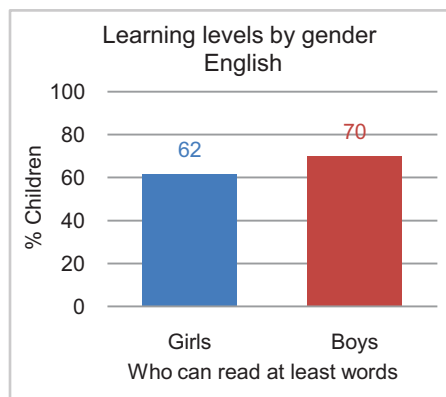
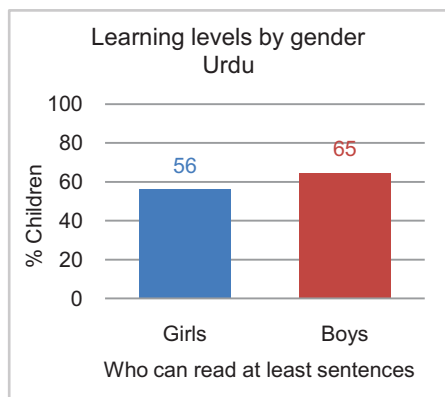
Students in government schools outperform students in private schools.

- Sixty-four percent of Class 5 students in government schools were able to read a story in Urdu (the highest level of competency tested) compared to 56% of Class 5 students in private schools.
- Only in English, the students of private schools outperformed students in government school. 57% of Class 5 students in government schools were able to read at least sentences compared to 62% of Class 5 students in private schools.
- This pattern of better performance among government school students is also reflected in arithmetic. Fifty-seven percent of Class 5 government school children were able to do division problems of Class 3 (the highest competency tested) as against 50% of Class 5 private school children.



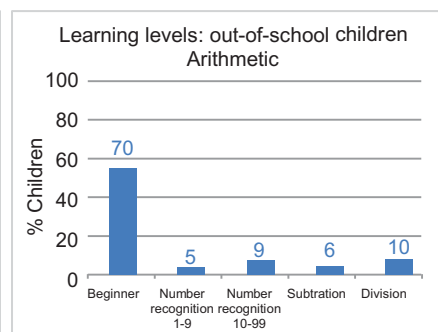
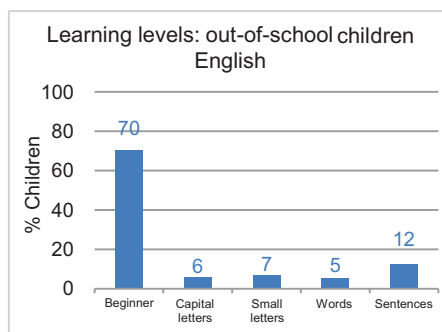
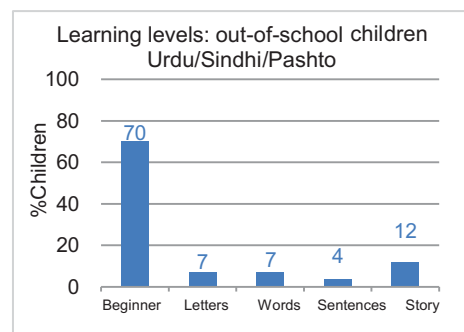
Gender gaps in learning outcomes: more boys than girls performed better in Urdu, English reading and numeracy skills.

- Sixty-five percent of boys and 56% of girls were able to read at least Urdu sentences.
- Seventy percent of boys and 62% of girls were able to correctly read English language words and sentences.
- Similarly, 63% of boys and 54% of girls were able to do subtraction or division problems.



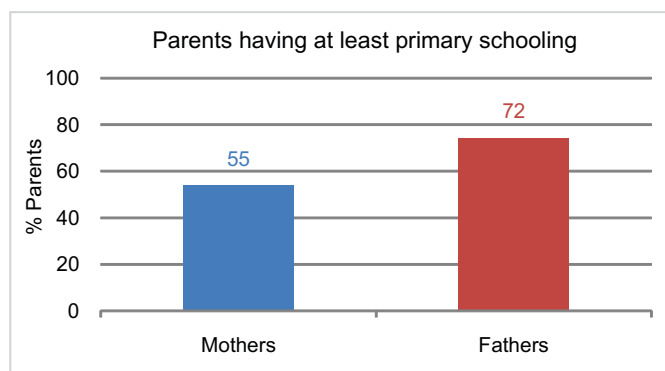
A moderate proportion of 'out-of-school' children are at more than 'beginner' competency levels.

- Data on reading ability of out-of-school children shows that 12% of out-of-school children could read a story in Urdu while 70% of these children were at the beginner level.
- English reading and comprehension competencies were also found in out-of-school children. While 70% of children were at beginners' level, 17% were able to read words and sentences.
- In arithmetic 10% out-of-school children shows were able to do division sums while 70% were at the beginner level.



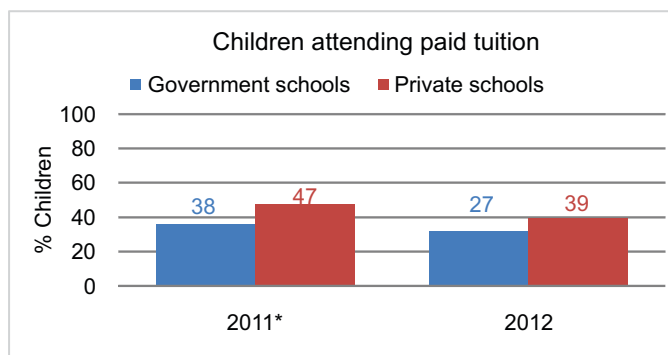
Fifty-five percent of the mothers in the sampled households had completed at least primary schooling.

- Out of the total mothers in the sampled households, 45% of mothers had not completed primary schooling.
- Seventy-two percent fathers in the sampled households had completed at least primary schooling.



Private tuition incidence is more prevalent among private than government school students.

- Around 39% of all private school-going children take paid tuition while 27% of all government school children do so.
- Children across all private school classes undertake private tuition. In Class 1, 37% of private school children take paid tuition and in Class 10 of private schools this percentage has risen to 47%.
- In government schools, the incidence of tuition-taking somewhat slightly increases with Class-level. Twenty nine percent of children in Class 10 take paid tuition as compared to 26% in Class 1.



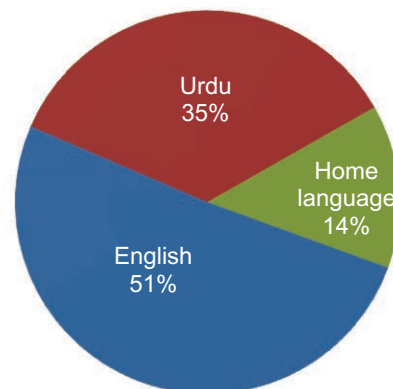
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	26.0	26.8	25.1	26.9	27.9	32.2	28.4	27.0	25.6	28.5
Pvt.	37.3	40.3	43.7	41.6	43.4	36.7	35.0	34.3	35.5	46.8

The national language, Urdu, was used in 48% of the households surveyed in urban districts.

- ASER 2012 survey findings revealed that 20 different languages were used in the surveyed households in urban.
- The 5 languages used commonly were; Urdu (48%) Pashto (21%), Punjabi (10%), Sindhi (6%), and Siraiki (6%).
- Eight percent of the remaining households used other languages.

The most preferred language for medium of instruction was English.

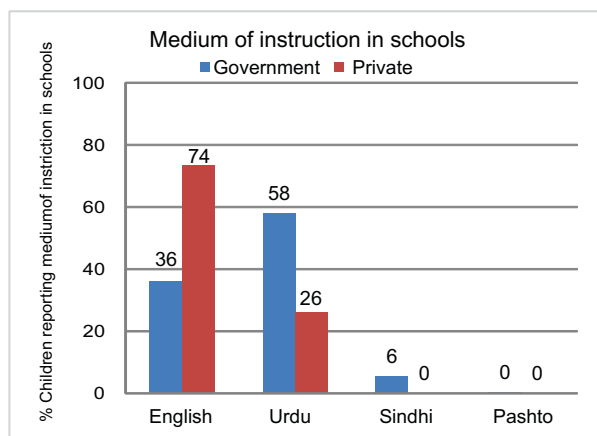
- Each household surveyed was also asked their preferred medium of instruction for their children in schools.
- Fifty one percent of the households surveyed preferred English as the medium of instruction in schools.
- Home language was preferred by 14% out of all households and 35% preferred Urdu.



⁴ Balochi, Balti, Bangali, Brahvi, Burushaski, English, Gujrati, Hindko, Kashmiri, Kutchi, Marwari, Mewati, Pathani, Persian, Potwari.

The official medium of instruction of the schools attended by surveyed children was English, Urdu, Sindhi or Pashto.

- Each child was also asked the medium of instruction in their respective schools.
- Seventy-four percent of the children in private schools reported English as their medium of instruction and 26% had Urdu.
- Thirty-six percent of the children in public schools reported having English as their medium of instruction, 58% schools had Urdu and 6% of the schools had Sindhi.
- The medium of instruction for each school visited was also asked during the survey.
- Thirty-four percent of the government schools surveyed in urban regions were English medium, 63% were Urdu medium, and 3% were Sindhi medium.
- Ninety-one percent of the private surveyed schools in the urban regions were English medium, 8% were Urdu medium, less than 1% were Sindhi medium schools.



Sixteen percent of the children in government schools were absent.

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

- Overall student attendance in government schools stood at 84%.
- The overall attendance in private schools is 85% as per the headcount.

Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	83.6	85.8	85.1	80.2	84.1	91.0	83.0	84.2	86.0	84.9
Teacher attendance	88.8	97.2	88.7	85.4	89.0	87.9	87.0	89.9	88.9	88.7

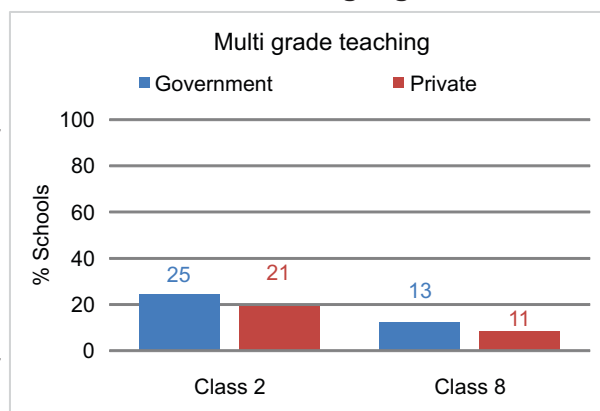
Eleven percent of the teachers in private and government schools were absent.

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

- Overall teacher attendance in government and private schools was 89%.

Twenty-five percent of government schools surveyed had Class 2 students sitting together with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 25% of the surveyed government schools and 21% of the surveyed private schools had Class 2 sitting with other classes.
- Similarly, 13% of surveyed government schools and 11% of surveyed private schools had Class 8 sitting with other classes.



More qualified teachers in government schools.

- Thirty-seven percent of the teachers in government schools had post-graduate degrees, while private schools had only 24% teachers with master's degrees.
- Twenty-two percent of the teachers had Masters in Education in government schools, while only 19% of the teachers in private schools had the same degree.

Teacher qualification - general (% of teachers)			Teacher qualification - professional (% of teachers)		
	Government schools	Private schools		Government schools	Private schools
Matriculation	10.5	7.5	PTC	28.4	21.5
FA	18.5	26.3	CT	12.3	19.9
BA	33.7	41.7	B-Ed	34.9	39.6
MA or above	36.6	23.5	M-Ed or above	22.2	18.5
Others	0.7	0.9	Others	2.2	0.5

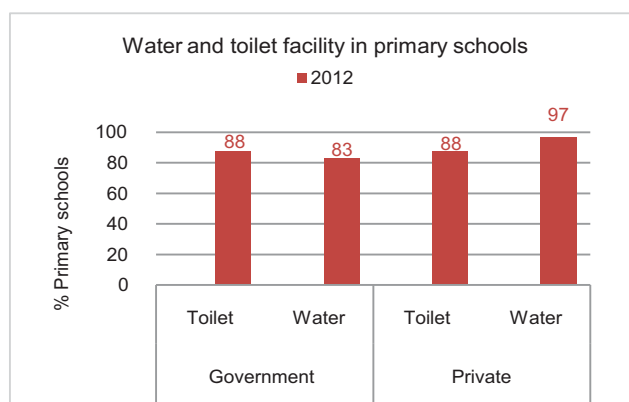
Larger proportions of private elementary schools had computer labs and library books in their premises as compared to government elementary schools.

- Thirty percent of the surveyed government elementary government schools had library books and 5% had computer labs as compared to 38% of private elementary schools having library books and 55% having computer labs.
- Sixty-seven percent of the surveyed government high schools had library books available for students to use in the school premises, while only 62% of the private schools had the same facility.
- Sixty-five percent of government high schools had computer labs as opposed to 78% private high schools.

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Library	14.2	30.4	66.6	50.0	29.6	38.1	61.9	100.0
Computer lab	0.0	5.0	64.5	38.8	34.5	54.5	77.8	100.0

Eighty-eight percent of the surveyed government primary schools had toilets and 83% had drinking water.

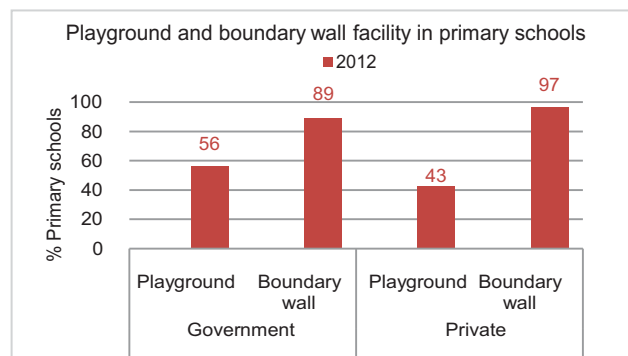
- Of the total government primary schools surveyed, only 17% did not have useable water facility and 12% did not have functional toilets.
- The percentage of private primary schools found with useable water facility was 97% and 88% had functional toilets in 2012.



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Useable water	82.7	92.0	97.9	94.4	96.8	95.3	100.0	100.0
Useable toilet	87.6	80.0	97.8	88.8	87.5	87.7	98.5	100.0

Larger proportion of private primary schools had boundary walls as compared to government primary schools.

- Among the government primary schools surveyed 56% had a playground within the school premises compared to 43% of private primary schools that had a playground.
- Boundary walls were found in 89% of the surveyed government and 97% in private primary schools.



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Playground	56.4	61.9	80.8	55.5	42.8	45.7	53.9	100.0
Boundary wall	88.8	84.0	91.8	88.8	96.8	100.0	98.5	100.0

Sixteen rooms on average were being used for classroom activities in surveyed government high schools.

- Government primary schools had 6 rooms on average that were used for classes, while private primary schools had 8.
- Ten rooms on average were being used in government elementary schools and 7 in private elementary schools.
- In case of high schools, government surveyed schools had 16 rooms on average for classroom activity and private schools had 14 rooms.

School facilities – Average number of rooms used for classes								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	5.7	9.6	16.1	11.0	7.8	7.4	13.7	9.0

Forty percent of the government primary schools had received grants in the previous year.

- In 2011, among the government schools surveyed, 34 (40%) primary schools, 16 (64%) elementary and 24 (47%) high schools had received grants.
- The proportion of schools receiving grants (14%) in 2012 (first 4 months of the fiscal year) was less than 2011 (25%).

School Grants									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2012 ⁵	# of schools reported receiving grants	18	8	14	5	1	2	2	0
	% of schools reported receiving grants	20.9	32.0	27.5	23.8	3.1	3.1	2.9	0.0
	Average amount of grant (Rs.)	21474	49663	75879	67415	2000	100000	168000	-
2011	# of schools reported receiving grants	34	16	24	8	2	2	1	0
	% of schools reported receiving grants	39.5	64.0	47.1	38.1	6.2	3.1	1.4	0.0
	Average amount of grant (Rs.)	48756	83884	147438	281143	12500	200000	336000	-

⁵ Grants received till October 31, 2012

Annexure

Findings (Summary)

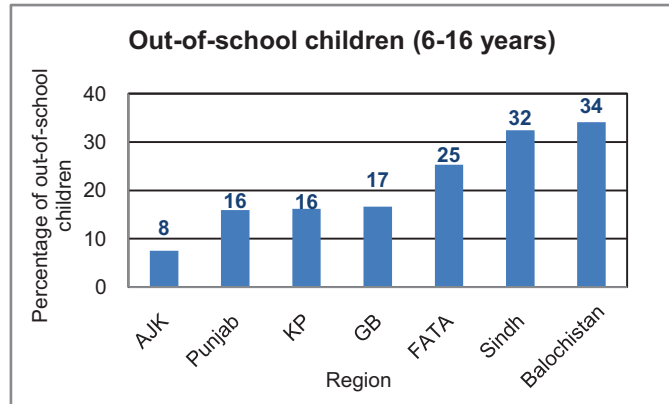
Territory	% Children											
	Access					Quality						
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3		Class 5				
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	in private school		Who can read sentence (Urdu / Sindhi / Pashto)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu / Sindhi / Pashto)	Who can read sentence (English)	Who can do division	
Rural	Azad Jammu and Kashmir (AJK)	47.2	7.4	3.7	35.0	13.5	52.1	62.0	44.2	64.9	58.4	44.3
	Balochistan	22.3	34.1	21.3	3.8	1.9	22.3	25.5	20.3	36.1	31.9	33.7
	Federally Administrated Tribal Areas (FATA)	33.9	25.3	14.7	23.4	4.1	42.3	57.2	44.6	45.5	49.7	41.8
	Gilgit-Baltistan	43.7	16.6	8.8	41.5	13.8	55.3	73.4	59.2	56.0	67.9	55.5
	Islamabad Capital Territory (ICT)	56.1	5.3	1.9	38.0	14.3	65.5	81.8	69.3	55.0	62.4	56.0
	Khyber Pakhtunkhwa	35.1	16.2	9.4	29.4	7.6	44.6	59.6	48.6	43.3	47.1	44.1
	Punjab	50.8	15.9	8.4	30.0	22.2	57.3	63.1	52.3	66.7	61.3	55.6
	Sindh	38.8	32.4	16.6	9.0	5.0	33.8	24.7	22.2	40.3	25.4	26.9
	National	37.1	22.8	12.9	22.6	11.3	42.6	49.2	39.9	50.9	48.0	43.8
	Punjab	55.1	8.4	3.2	50.6	45.4	70.6	79.1	72.5	73.9	73.5	62.5
	Sindh	62.4	7.4	2.6	60.1	50.6	46.7	53.6	36.3	32.6	44.9	24.8
	Balochistan	48.1	5.3	2.9	44.2	14.1	62.5	69.2	56.7	89.1	77.3	82.7
	Khyber Pakhtunkhwa	49.1	6.8	4.1	74.9	6.1	48.5	65.3	53.1	37.6	39.8	39.1
National	55.2	7.2	3.1	56.8	34.0	57.3	66.2	54.0	59.6	60.1	52.8	
Urban												

Sample Description

	Province	Districts Covered	Villages/ Blocks	House Hold	Children (3-16 Years)			Schools		
					Female	Male	Total	Gov.	Pvt.	Total
Rural	Azad Jammu and Kashmir (AJK)	10	297	5,885	6,896	8,365	15,261	295	256	551
	Balochistan	28	825	16,304	23,363	33,012	56,375	800	54	854
	Federally Administrated Tribal Areas (FATA)	9	270	5,375	6,646	11,788	18,434	258	55	313
	Gilgit-Baltistan	7	207	4,118	5,747	7,304	13,051	201	143	344
	Islamabad Capital Territory (ICT)	1	27	541	548	771	1,319	27	19	46
	Khyber Pakhtunkhwa	23	688	13,702	15,428	25,178	40,606	666	358	1,024
	Punjab	36	1,074	21,478	25,709	33,234	58,943	1,066	690	1,756
	Sindh	22	645	12,806	16,899	23,589	40,488	621	85	706
	National	136	4,033	80,209	101,236	143,241	244,477	3,934	1,660	5,594
	Punjab	2	60	718	900	1,071	1,971	58	52	110
Urban	Sindh	2	68	814	1,021	1,360	2,381	62	58	120
	Balochistan	1	30	360	481	858	1,339	28	26	54
	Khyber Pakhtunkhwa	1	35	420	528	748	1,276	35	31	66
	National	6	193	2,312	2,930	4,037	6,967	183	167	350
	National - Rural + Urban	142	4,226	82,521	104,166	147,278	251,444	4,117	1,827	5,944

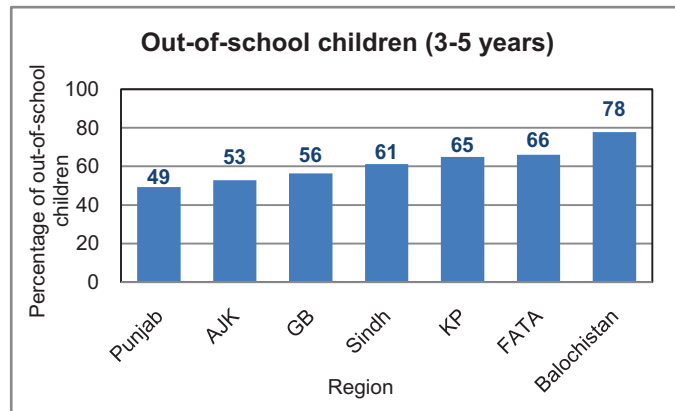
Balochistan had the highest percentage of out-of-school children

- The province of Balochistan has the largest percentage of out-of-school children (34%) amongst children aged, 6 to 16 years.
- The lowest percentage of out-of-school children was in AJK. Only 8% of school-aged children did not attend any form of schooling.



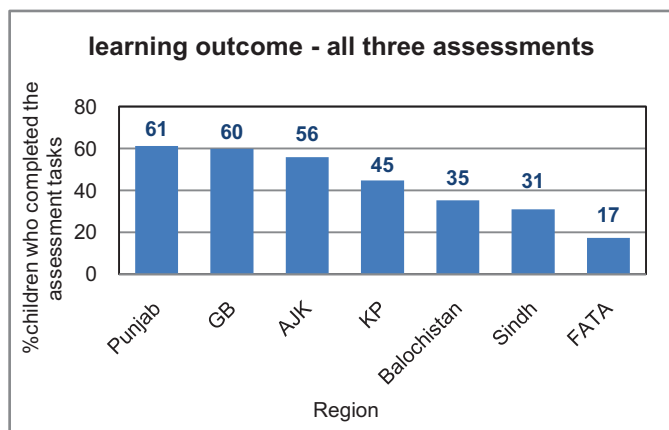
Balochistan had the highest percentage of young children (3 to 5 years) not attending pre-primary education

- In pre-primary education, the percentage of 3 to 5 years children not enrolled in any type of institute is highest in the province of Balochistan (78%).
- All regions in Pakistan (except Punjab) have more than half of their pre-primary aged children NOT attending pre-primary education..



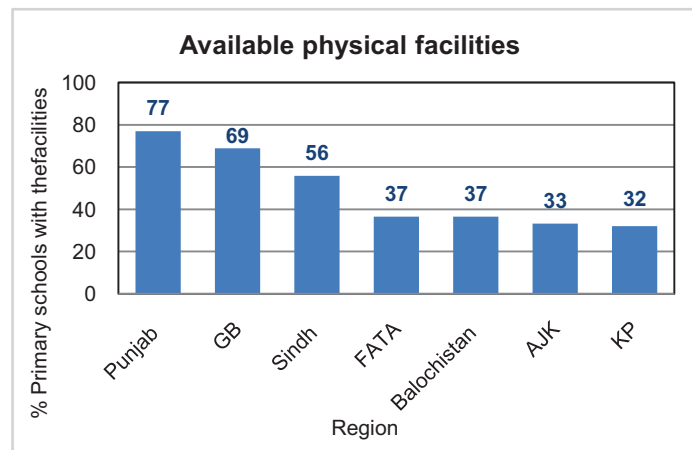
Punjab had the best and FATA the worst performance in terms of average assessment results for the three (English, Arithmetic and Language) assessments.

- When assessment results for class 5 children in all the regions of the country were assessed, FATA was least satisfactory. Only 17% of the Class 5 children in the region of FATA were able to accomplish Class 3 level tasks in Arithmetic and Class 2 level tasks for English and reading language.
- The percentage of Class 5 children able to accomplish class 2 level tasks in reading language (Urdu/Sindhi/Pashto) and Class 3 tasks in arithmetic was assessed for ranking purposes. Punjab (61%) was ranked number one, followed by GB (60%) and AJK (56%).
- GB was found to be the best performing region in English. Punjab was the best performing province in the reading language and Arithmetic tasks.
- In case of individual assessments, GB was found to be the best performing region in English, while Punjab was ranked number one for and Arithmetic and Urdu.



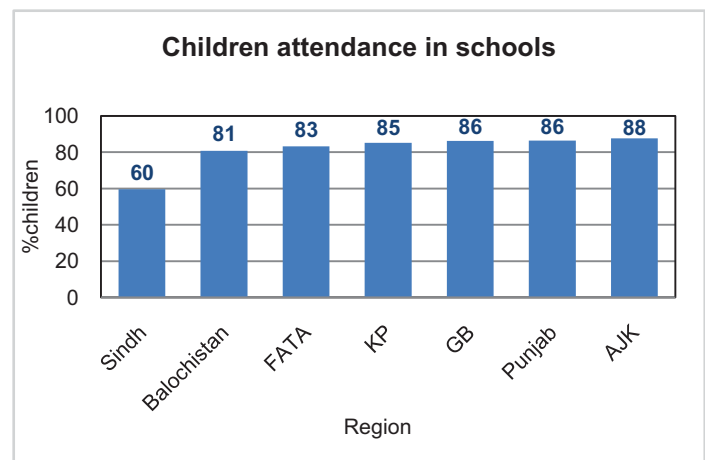
Punjab was the region with the highest percentage of primary schools with useable facilities

- The status of school facilities (safe drinking water, useable toilet, playground and a boundary wall) was assessed. Punjab was ranked first amongst all other regions in Pakistan. It had useable facilities in 77% of all ASER-surveyed primary schools.
- GB was ranked a close second with 69% of ASER- surveyed primary schools having useable facilities.
- KP was ranked last with only 32% of all ASER-surveyed primary schools having useable facilities



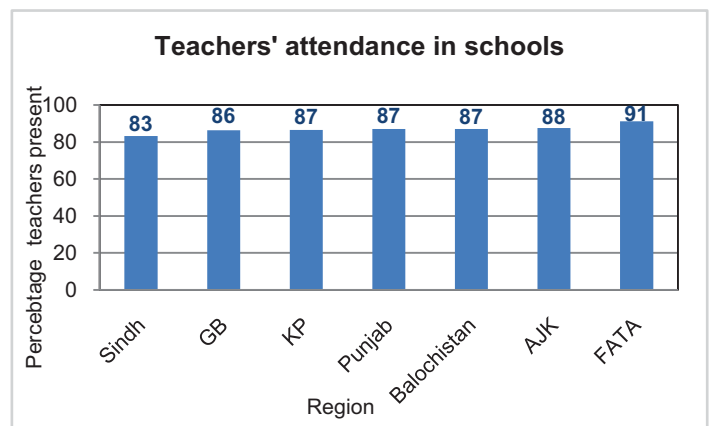
Sindh had the highest percentage of children absent from school.

- Only 60% of children were present in Sindh schools on the day of ASER survey.
- In contrast, 88% of the children were present in AJK schools on the day of ASER survey.
- In all regions except Sindh, attendance was more than 80% on the day of the ASER survey.



FATA had the highest percentage of teachers present in schools

- Sindh had the lowest percentage of teachers present in schools on the day of survey (83%).
- FATA had the highest percentage of teachers present on survey day. (91%).



Age Class Composition

National (Rural)															
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total		
01	81.8	64.5	34.6	14.4	6.6	14.0	17.1	21.4	24.4	23.3	25.2	28.1	16.0		
02	13.9	26.1	47.0	32.9	17.8								15.5		
03	4.3	9.4	13.6	36.6	30.4	17.7	18.2	21.4	28.6	17.6	19.3	20.5	13.9		
04			12.7	31.3	26.7	11.8									
05			10.9	30.6	31.7	21.4	11.8								
06			8.3	23.6	28.5	18.2	8.5								
07			8.2	19.7	28.6	17.6	7.2								
08			7.9	22.6	32.6	19.3	6.6								
09			1.2	5.3	20.2	34.4	20.5	4.8							
10			1.1	0.8	6.3	21.1	51.4	4.0							
Total			100	100	100	100	100	100	100	100	100	100	100	100	100

Balochistan (Rural)															
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total		
01	73.6	53.1	23.9	5.3	2.2	12.1	22.4	26.1	32.5	33.6	38.6	41.7	7.6		
02	18.5	36.9	59.3	41.9	28.7								18.2		
03	8.0	10.0	12.6	40.0	35.0	26.3	25.6	28.1	28.9	24.2	24.0	21.9	18.0		
04			10.3	25.0	28.3	14.2									
05			7.4	26.2	33.2	28.1	13.9								
06			5.8	14.3	30.0	23.6	9.1								
07			4.0	11.6	28.9	24.2	7.2								
08			4.1	13.7	27.6	24.0	5.9								
09			0.5	1.2	11.6	26.9	3.4								
10			0.2	0.2	3.1	10.5	36.4	2.5							
Total			100	100	100	100	100	100	100	100	100	100	100	100	100

FATA (Rural)															
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total		
01	88.4	75.2	37.6	13.9	6.6	14.2	16.3	26.1	31.4	28.2	28.5	28.9	20.1		
02	9.7	18.4	50.6	38.7	17.5								19.0		
03	1.9	6.4	9.7	37.3	33.3	20.7	21.6	19.8	27.2	18.7	17.5	20.5	20.0	15.4	
04			7.9	35.0	28.2	12.3									
05			5.8	30.2	31.0	19.8	10.2								
06			5.0	26.0	27.2	18.7	6.9								
07			4.5	22.0	24.9	17.5	5.6								
08			4.7	22.1	32.8	20.5	4.9								
09			0.5	2.6	17.9	31.4	3.1								
10			0.2	0.4	3.6	19.6	51.1	2.6							
Total			100	100	100	100	100	100	100	100	100	100	100	100	100

Age Class Composition

Gilgit – Baltistan (Rural)															
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total		
01	71.6	55.3	43.5	23.1	13.0	21.1	25.0	31.3	32.1	34.5	37.0	40.6	14.6		
02	20.1	29.8	36.9	31.1	24.3								14.4		
03	8.4	14.8	15.0	27.7	27.9	21.8	26.2	22.1	19.6	19.6	27.8	27.3	13.3		
04			15.5	20.2	25.7	7.6									
05			11.6	18.7	21.1	10.9									
06			9.0	17.6	23.7	10.2									
07			8.7	12.8	19.6	7.6									
08			9.5	14.1	22.0	7.0									
09			1.4	7.7	17.3	6.1									
10			0.7	1.0	6.5	4.0									
Total			100	100	100	100	100	100	100	100	100	100	100	100	100

Islamabad- ICT (Rural)															
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total		
01	87.8	37.1	6.7	4.0	1.3	0.8	0.9	2.6	4.5	5.8	0.0	13.0	8.2		
02	10.2	41.4	52.1	10.7	6.4								11.3		
03	2.0	21.4	31.1	45.3	7.7	3.8	3.5	11.7	37.1	10.5	11.3	3.7	9.8		
04			33.3	46.2	18.3	10.5									
05			28.2	51.9	24.6	13.3									
06			16.0	45.6	26.0	10.7									
07			21.1	36.4	37.1	10.6									
08			15.6	36.0	48.8	10.2									
09			4.4	15.7	25.6	6.9									
10			7.8	5.6	9.3	8.8									
Total			100	100	100	100	100	100	100	100	100	100	100	100	100

Khyber Pakhtunkhwa (Rural)															
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total		
01	85.0	69.5	34.1	11.6	4.2	9.9	10.5	14.9	17.0	16.1	16.1	14.4	13.8		
02	10.9	23.4	50.1	35.1	12.0								14.0		
03	4.1	7.1	12.9	40.9	33.8	14.3	14.8	19.8	38.4	15.9	45.2	14.9	13.1		
04			10.4	38.6	30.2	11.3									
05			9.2	37.7	41.3	12.3									
06			6.0	27.3	37.2	9.2									
07			5.7	22.9	38.4	7.9									
08			4.4	24.6	43.9	7.3									
09			0.4	3.2	20.5	5.5									
10			0.8	0.4	3.6	5.6									
Total			100	100	100	100	100	100	100	100	100	100	100	100	100

Age Class Composition

Punjab (Rural)															
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total		
01	81.5	61.8	34.4	15.5	6.9	13.0	13.9	18.3	19.6	17.2	18.6	25.0	16.8		
02	15.2	26.9	43.3	28.5	15.6								14.3	11.3	8.4
03	3.3	11.3	15.7	35.0	27.6	14.3	16.6	19.9	16.5	16.1	18.8	24.0	5.6		
04			15.9	30.9	25.1	12.2	22.7	25.2	16.1	18.8	24.0	5.6	4.3		
05			14.9	32.4	29.3	19.9	12.2	22.7	25.2	16.1	18.8	24.0	5.6	4.3	
06			11.3	25.6	25.3	16.5	12.2	22.7	25.2	16.1	18.8	24.0	5.6	4.3	
07			6.6	14.9	32.4	29.3	19.9	12.2	22.7	25.2	16.1	18.8	24.0	5.6	4.3
08			5.0	11.3	25.6	25.3	16.5	12.2	22.7	25.2	16.1	18.8	24.0	5.6	4.3
09			4.2	11.3	25.6	25.3	16.5	12.2	22.7	25.2	16.1	18.8	24.0	5.6	4.3
10			4.2	11.3	25.6	25.3	16.5	12.2	22.7	25.2	16.1	18.8	24.0	5.6	4.3
10			4.2	11.3	25.6	25.3	16.5	12.2	22.7	25.2	16.1	18.8	24.0	5.6	4.3
Total			100	100	100	100	100	100	100	100	100	100	100	100	100

Sindh (Rural)														
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total	
01	83.1	69.8	39.3	23.0	13.3	24.8	26.2	31.4	34.4	35.9	38.2	45.3	27.1	
02	11.9	23.4	43.5	27.0	14.5								17.3	
03	5.0	6.8	11.9	34.9	24.8	16.0	12.8	19.3	14.2	14.1	15.9	17.1	3.0	
04			11.5	33.7	20.2	12.8	19.3	14.2	14.1	15.9	17.1	3.0	2.6	
05			10.6	28.0	24.3	19.3	14.2	14.1	15.9	17.1	3.0	2.6	2.6	
06			8.2	27.0	19.8	14.2	14.1	15.9	17.1	3.0	2.6	2.6	2.6	
07			5.2	3.7	3.1	2.7	1.3	1.4	5.7	20.4	22.5	17.1	3.0	2.6
08			3.7	3.1	2.7	1.3	1.4	5.7	20.4	22.5	17.1	3.0	2.6	2.6
09			3.1	2.7	1.3	1.4	5.7	20.4	22.5	17.1	3.0	2.6	2.6	2.6
10			2.7	1.3	1.4	5.7	20.4	22.5	17.1	3.0	2.6	2.6	2.6	2.6
10			2.7	1.3	1.4	5.7	20.4	22.5	17.1	3.0	2.6	2.6	2.6	2.6
Total			100	100	100	100	100	100	100	100	100	100	100	100

Azad Jammu & Kashmir (Rural)													
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	81.1	59.5	35.5	15.1	7.0	8.1	15.6	12.6	18.3	16.5	18.2	17.3	12.5
02	16.9	27.8	44.3	30.6	14.3								12.1
03	2.0	12.7	15.4	32.9	31.8	14.8	16.0	21.6	17.9	18.6	22.2	21.0	6.7
04			17.4	29.7	31.9	16.0	21.6	17.9	18.6	22.2	21.0	6.7	5.5
05			13.6	30.5	31.7	16.0	21.6	17.9	18.6	22.2	21.0	6.7	5.5
06			11.2	24.5	34.8	17.9	21.6	17.9	18.6	22.2	21.0	6.7	5.5
07			4.7	11.0	21.2	36.4	18.6	22.2	21.0	6.7	5.5	5.5	5.5
08			4.2	3.6	3.5	1.2	1.3	6.0	18.7	43.0	21.0	6.7	5.5
09			3.6	3.5	1.2	1.3	6.0	18.7	43.0	21.0	6.7	5.5	5.5
10			3.5	1.2	1.3	6.0	18.7	43.0	21.0	6.7	5.5	5.5	5.5
10			3.5	1.2	1.3	6.0	18.7	43.0	21.0	6.7	5.5	5.5	5.5
Total			100	100	100	100	100	100	100	100	100	100	100

Age Class Composition

National – Urban															
Age Class	5	6	7	8	9	10	11	12	13	14	15	16	Total		
01	71.5	54.8	30.8	11.3	7.8	8.1	10.2	14.1	18.6	16.8	16.6	27.7	11.7		
02	26.1	30.6	39.4	29.3	10.5								11.7		
03	2.4	14.5	24.8	35.8	30.4	13.8	18.0	22.8	23.2	22.8	19.6	17.1	12.4		
04			19.9	32.3	33.8	12.2									
05			15.9	26.4	36.5	11.5									
06			14.0	23.9	33.4	10.7									
07			9.4	19.6	27.3	8.3									
08			9.2	27.1	38.1	9.6									
09			3.9	2.1	3.4	17.7	46.3	17.1	6.5						
10			0.9	0.5	4.6	17.4	55.1	5.6							
Total			100	100	100	100	100	100	100	100	100	100	100	100	100

Article: 25-A Right to Education

The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.



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