Annual Status of Education Report
اثر ASER PAKISTAN 2013
Facilitated by SAFED

Annual Status of Education Report
ASER-Pakistan 2013

National

Provisional
January 16, 2014

ASER Pakistan 2013
Annual Status of Education Report
Date of Publication: January 16, 2014

This is the provisional ASER Pakistan 2013 report based on data received from districts collected by SAFED partners by November 30, 2013.
The final ASER Pakistan 2013 report will be available at our website www.aserpakistan.org on March 01, 2014

Cover photo: Aftab Ahmad
Other Photos: All photos taken by ASER volunteers during the survey.

Layout & Design by: Muhammad Abubakar and Aftab Ahmad

Published by:
South Asian Forum for Education Development (SAFED)
SAFED Secretariat
Idara-e-Taleem-o-Aagahi (ITA)
41-L, Model Town Extension, Lahore
Tel: (+92-42) 35173005-7

Islamabad Office:
House # 11, Street # 38,
F-6/1, Islamabad
Tel: (+92-51) 2824838

Price: Rs. 500/-

Annual Status of Education Report

ASER PAKISTAN 2013

Facilitated by SAFED

Annual Status of Education Report 2013

National

Provisional

January 16, 2014

Content

Supporters and Partners of ASER Pakistan 2013

Supporters of ASER 2013

- 'The UK government'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
- Sindh Education Foundation - SEF

Partners of ASER 2013

- Al-Watan Welfare Organization
- Change Through Empowerment - CTE
- Community Research & Development Organization - CRDO
- Democratic Commission for Human Development - DCHD
- Department of Education, FATA
- Department of Elementary and Secondary Education, Khyber Pakhtunkhwa
- Directorate of Education, Gilgit Baltistan
- Education Department, Balochistan
- Education & Literacy Department, Sindh
- EHED Foundation
- G & GS
- Geo-Tag
- Hamza Development Foundation, AJK
- Health and Nutrition Development Society - HANDS
- Idara-e-Taleem-o-Aagahi (ITA)
- Insan Dost Foundation
- Institute for Professional Learning - IPL
- MEHER
- National Commission for Human Development – NCHD
- National Rural Support Program - NRSP
- NGOs Development Society - NDS
- Research & Community Development Organization – RCDO
- School Education Department, Punjab
- SEDF
- Society for Awareness, Advocacy and Development - SAAD

Message from the Minister for Planning and Development

We, at the Ministry of Planning and Development, are cognizant of the importance of information/ evidence driven planning for sustainable development of any country. Keeping in mind the challenges of the 21st century, short term, medium term and long term plans are being carved out in order to bring the economy out of the current crises. In order to transition from a low value added agriculture economy to a knowledge economy, the three major players that need to come together are educational institutes /universities, the industry and the government. Since educational institutes/universities have a major role to play as far as preparing individuals for each sector of the economy is concerned, there is a need to align the education provisions, and training and development infrastructure of the education sector with the pace of the global economy. This is something that the Government of Pakistan is working on in the Vision 2025 Plan.

ASER Pakistan 2013 provides us with data on educational indicators from 138 rural districts and 10 urban districts. This unique large scale household assessment will no doubt help us identify gaps that need to be bridged in order to move forward towards fulfilling the obligations under 25-A. Since ASER 2012 provided the baseline markers for the entire country, ASER 2013 will help in exploring the differences, if any, in educational outcomes over the past one year. Thus, it will also serve as an indirect evaluation mechanism for programs that have been implemented by the Government within the last year. Surely ASER Pakistan (2010-15) will be a promising tool for all of us, complementing our work in collecting systematic evidence on learning outcomes for informing our policies, budgets and performance.

I congratulate to the Idara-e-Taleem-o-Aagahi /South Asia Forum for Education Development (SAFED) along with its national partners, Idara-e-Taleem-o-Agahi, the National Commission for Human Development (NCHD), Sindh Education Foundation (SEF), Democratic Commission for Human Development (DCHD) and the Departments of Education in Balochistan, FATA, Gilgit-Baltistan, Khyber Pakhtunkhwa, Punjab and Sindh. Above all, I heartily congratulate the 10,000 ASER volunteers, our committed citizens who reached out to 4,382 villages/blocks, 87044 households, and 263,990 children of Pakistan!

Ahsan Iqbal

Message from ASER Partners

Under article 25-A, every child aged 5-16 is entitled to free and compulsory education and this responsibility is not something that should be left only to the Government of Pakistan; every citizen should strive for access and quality of education. ASER Pakistan is a bold example of organized nationwide action.

ASER Pakistan (2009-2013) is a unique rights based journey by the citizens of Pakistan. It collects evidence at the grass roots level from each child one on one, and has the capability of bringing evidence back to the doorsteps of parents to help them understand what learning and access means within their own homes and neighborhoods. ASER is a movement of citizens that brings together 10,000 volunteers for an exceptional capacity building and accountability opportunity to reach over 250,000 children in 138 districts and agencies across Pakistan. It is run by citizens for the citizens. ASER is a platform that seeks to empower citizens through robust evidence. It helps them become more aware and responsible for the educational challenges in their own neighourhood and country. It is these fundamental dimensions of ASER that make us proud to be a part of this dynamic movement.

The ASER Pakistan network is inclusive. It comprises of organizations that range from those with nationwide presence i.e. Idara-e-Taleem-o-Aagahi (ITA), National Commission for Human Development NCHD), National Rural Support Program (NRSP), HANDS, DCHD, HDF to local institutions such as CRDO, RCDO, SAAD, EHED, Insan Dost Association, NGO's Development Society, SEDF, Change through Empowerment, MEHER, Al-Watan Forum and Hamza Development Foundation)to community based organizations and individuals and to semi autonomous bodies i.e. Sindh Education Foundation - SEF. What unites all of the organizations in our network is the firm belief that the education challenge in Pakistan needs to be addressed firmly backed by evidence by all citizens and the Government. Each year, we encourage the Government of Pakistan's representatives to participate in all phases, from tools finalization to district report card dissemination of ASER. It is extremely important that the Government, Judiciary, teacher unions/associations, political parties, media and CSOs alike should all make use of the ASER survey findings in policy debates, judgments, manifestoes, reportage, and strategies for policy and actions. ASER provides the perfect opportunity for citizen's engagement in public policy making. The rich data is the first step to deeper probing in critical areas which citizens can contribute to as partners with the Government for the attainment of the goal of Quality Education for 3-16 year olds in Pakistan.

Message from ASER Development Partners

OPEN SOCIETY FOUNDATIONS

UKaid from the British people

Annual Status of Education Report (ASER) Pakistan went bigger this year, collecting data from 138 out of a total of 145 rural districts/agencies across Pakistan. ASER Pakistan 2013 will be the largest data set available to researchers and planners in Pakistan regarding learning levels of children aged 5-16 years in government and non-state schools, disaggregated by gender, sector and geography. It is commendable that ASER is continuously expanding its scope as a country wide data set. As ASER grows and reaches out to more households and children each year, a greater number of citizens are engaged in a process whereby they get instant feedback on what children are learning at schools or otherwise.

As development partners, we acknowledge the robust efforts of Pakistani citizens, particularly the youth, engaged in education advocacy and monitoring of learning levels at the grass roots level. Besides providing systematic information on important education indicators for the last four years, this citizen led accountability involvement is also generating a strong network of civil society partnerships dynamically transforming into a social movement to demand the implementation of Article 25-A.

The trends highlighted by ASER 2013 are provocative and reinforce the urgency to address the education emergency in Pakistan. Twenty-one percent of all school aged children, predominantly girls in rural areas, are still out of school. Around fifty percent children enrolled in 3rd grade will move to the next grade without being able to perform two-digit subtraction. These education gaps are distressing because they translate into bigger problems on the macro level, inversely affecting quality of life, economic growth, and choices open to citizens to improve well-being. We view ASER as a powerful vehicle for remedying this situation by holding the education system to account for its performance.

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, globally on the 2015 milestones of EFA and MDGs as well as the post 2015 development agenda, the ASER data is a rich evidence based resource.

We remain 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. Nationwide data is benchmarked for each successive year to creatively seek solutions for improving nationwide reading and numeracy capabilities of children helping them transit from pre –primary to primary to post primary levels as promised under 25A for 5-16 year olds.

We look forward to the ASER 2013 raw data being available nationwide and worldwide for researchers to generate nuanced evidence on what makes 'learning' happen and improve it across households, language and school level variables.

دبي العطاء
Dubai Cares

IDARA-E-TALEEM-O-AAGAHI
ادارہ تعلیم و آگاہی

Notes on ASER 2013

Judicial Activism for Right to Education - Article 25-A; Excerpts from November 22, 2013, Supreme Court of Pakistan's Order

Court Order/Judgement on RTE and Miserable Condition of The schools – issues on November 22, 2013

IN THE SUPREME COURT OF PAKISTAN
(Original Jurisdiction)

PRESENT:
MR. JUSTICE IFTIKHAR MUHAMMAD CHAUDHRY, C.J
MR. JUSTICE IJAZ AHMED CHAUDHRY
MR. JUSTICE GULZAR AHMED

CONSTITUTION PETITION NO. 37 OF 2012
(Petition Regarding Miserable Condition of the Schools)

Date of hearing: 12.06.2013
For the Applicants
Mr. Nazir Ahmed Bhutta, ASC *(in CMA 1386/ 13)*
Nemo *(in CMA 300/13)*
Mr. Saleem Tariq Lone *(in CMA 11/13)*
Mr. Zulfiqar Hussain Noon *(in CMA 14/13)*

ORDER
IFTIKHAR MUHAMMAD CHAUDHRY

174. Now after devolution of the subject of education to the Provinces, it is obligatory on the Provincial Governments to ensure that the children of respective areas receive education as a Fundamental Right at all tiers of the education system; and it will only be possible if all the Provincial Governments as well as the Federal Government to assign top most priority to the subject of education because by imparting good education to our children we can make progress and ensure prosperity of the country; but unfortunately, as so far it has been noticed during hearing and after getting conducted survey through judicial officers, there is no occasion to express satisfaction on the education system in all the Provinces as well as ICT. One understand that at certain levels, measures have been or are being taken to improve educational system by ensuring regular functioning of the schools.

However, in our view, to achieve the goal of compulsory and free education for the children of the age of 5 to 16 years in view of Article 25A of the Constitution, following measures are required to be taken: -

(a) **Accreditation Boards in all Provinces and ICT be established under law with an authority, *inter alia*, to improve current miserable conditions of the institutions and also to ensure removal of ghost schools immediately** with penal action against responsible persons who had been receiving salaries and other perks without performing their duties;

(b) The Accreditation Boards shall be responsible to continue to strive for achieving the objects and purposes for which they have been established. The recommendations of the Board shall be liable to be implemented forthwith by the competent authority so that the improvement in the conditions of the schools is made visible;

© The Accreditation Boards may also consider to approach the respective Governments with the plea that the teachers be allowed to perform their task of imparting education, which is their basic assignment and respective institutions may make alternate arrangement of manpower from other departments to achieve the objects for which the teachers are always engaged and involved because on account of their authorized absenteeism the task of teaching the students has been suffering badly, which is an issue of national importance adversely affecting the future prosperity of Pakistan

(d) The Provincial Governments shall be bound to enforce Fundamental Rights enshrined in Articles 9 and 25A of the Constitution as in some of the Provinces legislation has already been made to enforce Article 25A, therefore, same may be acted upon strictly;

(e) The Provincial Governments and ICT must enhance budgetary allocations for improvement of the education system and also provide mechanism to ensure presence of students at the primary, middle and high schools levels;

(f) The Provincial Governments through the concerned authorities must ensure recovery of the possession of the schools buildings, which have been illegally occupied by influential persons and if there is any litigation pending, the Registrars of the respective High Courts shall ensure the decision of the cases expeditiously; and

(g) Similarly, cases pending before the High Courts and Supreme Court concerning the schools properties shall also be disposed of expeditiously.

CHIEF JUSTICE- JUDGE JUDGE
ANNOUNCED IN OPEN COURT ON 22.11.2013 AT ISLAMABAD
CHIEF JUSTICE APPROVED FOR REPORTING

Pg No: 1, 98-100.
Available at: http://rtepakistan.org/wp-content/uploads/2012/12/const.p.37_2012_final.pdf

Pg No: 1, 98-100. Available at: http://rtepakistan.org/wp-content/uploads/2012/12/const.p.37_2012_final.pdf

ASER and Right to Education - Tracking Provisions for Fundamental Rights and Social Justice

Baela Raza Jamil
Institute for Professional Learning (IPL)
South Asian Forum for Education Development (SAFED)
Idara-e-Taleem-o-Aagahi (ITA)

ASER 2013 is a citizens' compendium for tracking our journey towards the Right to Education (RTE) as contained in Article 25 A and its provincial and area enactments. The acts are in place for the Islamabad Capital Territory (ICT) and Sindh; the draft rules are being developed for ICT whilst in Sindh these are yet to be discussed. Balochistan Compulsory and Free Education Ordinance 2013 was notified on March 15th, 2013, with the Governor's assent but without the Assembly in session. Its validity is yet to be established; the provinces of Khyber Pakhtunkhwa and Punjab have yet to enact the legislation. The progress on implementation of 25 A is slow since it was added to the Constitution in April 2010 under the 18th Amendment. To remind ourselves the Article 25-A states "The State shall provide free and compulsory education to All children of the age of five to sixteen years in such a manner as may be determined by law".

This is a tall order; it means that the age defined includes pre- primary to grade 11 or higher secondary education. For a country that is still struggling with GER Early Childhood Education (91%), NER Primary (6-10) at 68%, NER Middle(11-13) at (38%) and NER Secondary(14-15) at 25% (PSLMs 2011-12) and with a GDP allocation hovering around 2%, RTE is still an elusive goal. The Sindh Right to Education Free and Compulsory Education Act 2013 provides for education beyond 16 years of age in order to ensure, "that a child so admitted to secondary education shall be entitled to free education till the completion of secondary education even after sixteen years". The constitutional provision of Article 25 A is our best hedge to ensure that this takes place and for citizens to claim that right with evidence drawn from reports such as ASER: (www.asperpakistan.org) that is well aligned to the age group focused on learning and also from the Pakistan Bureau of Statistics (PBS) household survey viz., Pakistan Social Living Standards Measurement (PLSM) survey (www.pbs.gov.pk) undertaken annually.

Legislation	Characteristics	Status
THE SINDH RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2013 Enacted March 6th, 2013	30 Articles divided in 8 chapters	Not implemented Education Advisory Council not notified
RIGHT TO FREE AND COMPULSORY EDUCATION ACT, 2012 EXTENDED TO ISLAMABAD CAPITAL TERRITORY Enacted on December 19th, 2012	29 Articles	Partial Implementation in Govt. Schools and Rules being finalized Education Advisory Council not notified

The ASER 2013 findings track several dimensions of the RTE Acts for ICT and Sindh. Both legislations have many common features as the former was enacted prior to Sindh. Some of the findings are presented below aligned to RTE provisions.

Chapter III Articles 7.4 in the Sindh Act and Article 3.3 in ICT Act both have the following all embracing provisions

It is obligation of the Government to

a) Provide free education to every child;
b) Ensure compulsory admission and attendance to complete school education;
c) Ensure that the disadvantaged child is not discriminated against and prevented from, on any grounds whatsoever for pursuing and completing education;
d) Provide infrastructure including standard school building, playgrounds, and laboratories, teaching learning material and teaching staff;
e) Monitor functioning of schools within its jurisdiction;
f) Decide the academic calendar;
g) Provide all training facilities for teachers and students;
h) Ensure good quality education confirming to the prescribed standard and norms;
i) Ensure timely prescribing of curriculum and courses of studies for education;
j) Ensure enabling learning environment for better teaching learning in schools.

(www.rtepakistan.org)

RTE ICT 2012 & Sindh 2013	RTE Tracked under ASER 2013
Number of Surveyed Locations and Schools	
RTE extends to ALL children of Pakistan 5-16 years of age	ASER Rural : Villages surveyed = 4112 Govt. Schools found = 3959 Private schools = 1694 In Balochistan 839 villages surveyed but only 724 with govt. schools (115 villages without govt. schools)
OOSC (Out of school children)5-16 years of Age	
Article: 3. Right of Child to free education Every child of the age of five to sixteen years regardless of sex and race shall have a fundamental right to free and compulsory education in neighborhood school till completion of secondary education; "Child in both acts means a child including a child with special education needs, male or female of the age five to sixteen year of age" Article: 4.S pecial Provision for education where a child has not been admitted in any school or though admitted could not complete his education, then he shall be admitted in an appropriate class in a formal or non-formal school.	21% children 6-16 out of school, a 2% improvement from 2012 when it was recorded as 23% children 6-16 out of school. For 5 year old children the comparable data is 33% out of school and 67% enrolled, an improvement of 5% from previous year 2012 when 38% 5 year olds were not in any school. ASER 2013 reveals enrollment by grade, whilst 16% of the total enrolled are in grade 1, 15% by grade 2and only 4% of the total enrolled are in grade 10- an unstable declining trend from primary to post primary levels ASER 2013 has not tracked disability
Pre Schooling	
Article: 9. Appropriate government to provide pre-schooling education. The appropriate government may make necessary arrangements for providing free pre-school education and early childhood care for the children above the age of three years until they join the school for education.	59% children not attending any school in early years schooling (Pre-Schooling) Overall 3-5 year old enrolment (41%) has improved by 3% as compare to 2012 For 5 years old age enrolment (67%) has improved by 5% as compared to 2012
Quality – Learning	
Under Articles 6 and 4 in respectively there are many provisions on quality as an obligation of the Government and similarly under - Article: 18. Duties of Teachers (1). A teacher shall perform the following duties , namely:- (c) assess the learning abilities of every child and supplement additional instructions, if any is required; (d) all round development of child (e) Building up child's knowledge. potentiality and talent; (f) adopt learning through activities , discovery and exploration in a child friendly and child – centered manner;	ASER's core task is tracking children's learning for Urdu/Mother tongue; English and Arithmetic up tograde 2 level competencies for 5-16 year olds. In fact it tracks minimum learning levels. **ASER 2013 National results** Urdu/Sindhi Pashto : Overall 51% children in class 5 will graduate without class 2 level competencies in Urdu/Sindhi/Pashto, English : 57% of class 5 children could not read sentences (class 2 level) Arithmetic. 57% class 5 children cannot do two-digit division. Learning levels remain poor and have deteriorated as compared to 2012.

<table>
<tr><th colspan="2">Qualified Teacher</th></tr>
<tr><td>Article: 17. Terms and conditions of service of teachers. (1) No person shall be appointed as a teacher unless he possesses the prescribed qualifications.</td><td>Qualifications in ASER 2013 have been recorded for a) General Qualifications and b) Professional Qualifications for public and private schools
For B.A/B.SC and post graduate M.A/M.S.C levels in public and private school the ASER 2013 findings are:
General: B.A/B.SC M.A/MSC
Public 34 % 37%
Private 39% 25%.
For B.Ed and M.Ed the ASER 2013 findings are:
Professional: B.Ed M.Ed
Public 40% 17%
Private 46% 11%
Some positive trends can be seen for public sector teachers: 17% of Government teachers possess M.Ed as compared to 11% private schools.
But to what extentresume effects have an impact on learning outcomes?</td></tr>
<tr><th colspan="2">Attendance Teachers & Students</th></tr>
<tr><td>Article 18 (1) Sindh and ICT: A teacher shall perform the following duties, namely:-
(a) maintain regularity and punctuality in attending the school;</td><td>Government Private
Teachers 87% 93%
Students 85% 89%</td></tr>
<tr><th colspan="2">Facilities in Schools</th></tr>
<tr><td>Article: 3.3 (g) ICT
Article 7.4 (d) Sindh
Provide infrastructure including school building playgrounds laboratories, teaching learning materials and teaching staff
(h/e) monitor functioning of schools within their jurisdiction.</td><td>Government Primary Schools Did not Have:
Working Toilets: 53% Drinking Water: 36%
Boundary Walls: 43% Playground: 72%
Computer Labs: 100% Libraries: 92%
From 2012 there is an overall decline in missing facilities.
Private Primary Schools.
Working Toilets: 24% Drinking Water: 17%
Boundary Walls: 28% Playground: 66%
Computer Labs: 100% Libraries: 81%
Although government schools are receiving better financial grants than private.</td></tr>
</table>

The tracking above shows the capability of the ASER tool to track RTE provisions with simplicity on core dimensions. This tracking must be accessible for ALL citizens, politicians and government alike to follow and take action if the citizens seek to assert their rights and claims through evidence. The constitution provides for key articles 9 (Security of Person-no person shall be deprived of life or liberty) 19 A (right to information) and 25 A (right to education) as the bare minimum for each citizen to claim their status and rights.

In 2014 ASER Pakistan will take bolder steps to track other areas of RTE legislation putting pressure, on the one hand, on governments to be accountable for ensuring compliance to the constitution and rights of citizens, and, on the other hand building an evidence based platform for citizens groups to demand quality education for ALL children aged 5-16.

The annual exercise as its name suggests in Urdu “Impact” must inform through innovative data literacy sessions for the judiciary, departments of education, planning and finance, teachers and citizens groups. It is also hoped that taking inspiration from the 100 page report of the former Chief Justice of Pakistan on the miserable state of public sector schools and Ghost Schools (Supreme Court 2013), ASER Pakistan will help generate substantive evidence to be used for proactive judgments, thus supporting the claims and rights of citizens for social justice at all levels of the judicial system; the civil, high and supreme courts of Pakistan.

The Big Divide? The Rural-Urban Story

ASER Team

While rural areas still house a large majority (about two-thirds) of the total population in Pakistan, the share of urban population has been progressively increasing over the past few decades. This is largely due to a structural transformation of the economy. Arguably, Pakistan today is increasingly an urban country. According to the latest Economic Survey, Pakistan was almost 38% urban in 2013, with projections of this proportion increasing to as much as 50% by 2030. Out of the total population of 184 million individuals, a significant proportion i.e. 70 million reside in urban areas and play a key role in the country's economic development.

Given the nature of this change, it is important to examine the status of infrastructure and services such as education and health facilities in both rural and urban areas in a bid to determine the extent to which they meet the needs of a growing and changing population. Amongst all services, education has always been considered central for swift and substantial progress. The future of a state rests upon the type of education provided to its citizens on the grounds of its holding a direct correlation with economic progress and social evolution.

ASER, the largest citizen-led household based survey has been providing reliable estimates on key indicators of education since 2010. ASER district/provincial level results are a good source for all provinces/districts to overview weak areas where serious and comprehensive efforts are required. The data has been endorsed by the Planning Commission of Pakistan (posted on its website) and has also been incorporated in the Economic Survey of Pakistan (2010-2011 & 2011-12).

Till date, four rounds of ASER have been completed. A unique feature of this exercise has been an attempt to include in the sample not only the rural districts of Pakistan but also a few urban centres. This has been done with the view to take into account the significant proportion of individuals that reside in urban regions as well as in view of the trend of increased urbanisation in the country. ASER has successively expanded from 84 districts in 2011 with initial sampling of 3 urban centres to 136 rural districts and 6 urban centers in 2012. This year, the survey was conducted across Pakistan (138 rural and 13 urban centers), the highest number of urban and rural areas surveyed representing a nationwide baseline. Detailed information was collected on 263,990[1] children (3-5 years old) from both urban and rural areas, out of which 14,158 were from urban centers[2]. Some interesting contrasts can be drawn from these data. A few major differences/similarities across the rural-urban regions are highlighted below. These findings must be taken with a pinch of salt and we recognise that the differences are only comparisons across limited urban regions and are not representative of all urban locales in the country. However, the fact that urban-level data to this extent are available for the first time allows us to paint a unique picture of the rural-urban divide, if only across a limited sample.

Not as many children in urban areas are out of school as compared to rural areas.

The results indicated the problem of out of school children to be more prevalent in rural areas as compared to urban districts. Amongst the children in our sample, larger proportion in rural areas (21%) was found to be out of school whereas only 8% out of school children were found in urban areas.

The Government school system continues to be the dominant source of education provision in rural districts as compared to urban areas.

Seventy-four percent of children in rural districts were enrolled in government schools as compared to only 41% in urban samples. In urban districts, the proportion of children enrolled in private and non-state institutions was significantly higher (59%) than the percentage of children enrolled in government school. The private sector appears to be emerging as a key player in urban areas.

There is a significant difference in the English learning levels of children residing in rural and urban areas of Pakistan.

Urdu/Sindhi/Pashto reading and numeracy skills of children throughout rural and urban Pakistan are low and not significantly different across the regions. This finding appears to hint at a very poor quality of education being imparted across the board in Pakistan. However, a significant difference can be seen in the learning competencies of children in rural and urban areas when it comes to English. A higher percentage (28%) of children in urban areas can read class 2 level sentences as compared to children in rural areas (15%). ASER gives direction to the

[1] 230,370 children of age group 5-16 were tested for language and arithmetic competencies overall (both rural and urban) i.e. 217,862 from rural and 12,508 from urban cities.

[2] ASER 2013 survey was conducted in 13 urban districts of Pakistan i.e. Karachi South, Karachi East, Karachi Central, Karachi Malir, Karachi West, Hyderabad, Sukkur, Lahore, Multan, Rahim Yar Khan, Faisalabad, Quetta and Peshawar. This covered 5,372 households in 270 blocks overall.

education departments of both the regions to take action accordingly.

Children enrolled in private schools are performing reasonably better than children enrolled in government schools throughout Pakistan.

Children enrolled in government schools across rural and urban areas of Pakistan are lagging behind in literacy and numeracy skills in comparison to children enrolled in private schools. However, as the private school advantage is being calculated relative to an incredibly low achievement level (government schools), in reality, this advantage does not necessarily amount to much.

Learning levels of out-of-school children in urban areas of Pakistan are far better than out-of-school children in rural areas.

ASER 2013 results have shown that never enrolled and dropped out children residing in urban areas are performing somewhat better when compared to the out-of-school children of rural areas. While less than 10% children are at the highest learning levels in rural areas, more than 20% of urban out-of-school children are achieving highest level competencies in language and arithmetic. One potential explanation for this finding is that the day-to-day interactions of urban out-of-school children are different from those of rural children. Potentials for learning through externalities (perhaps by engaging in employment activities such as street trade) are higher among urban children as compared to their rural counterparts.

Education levels of the mothers of the children surveyed in urban areas are twice as high as the education level of the mothers of the children surveyed in rural areas of Pakistan.

Sixty percent mothers of the sampled urban children have completed at least primary education whereas only 24% of the mothers of the sampled rural children have completed primary level education. This could be indicative of a selection effect: more educated individuals (hence mothers) choose to reside in urban localities (or choose to migrate to these regions) as compared to less educated ones.

Paid private tuition is an urbanized concept recently engulfing the rural population as well. However, it remains more dominant in urban areas.

Seventy-one percent of children in urban areas are taking paid private tuition in comparison to 30% in rural areas. The trend of private tuition, recently highlighted as shadow education, is on the rise throughout Pakistan (as proven by ASER results over the years). The incidence of private tuition remains higher in children enrolled in private schools as compared to children enrolled in government schools (rural and urban).

Multi-grade teaching is a dominant phenomenon in rural government schools as compared to urban government schools.

Rural and urban comparison of ASER reveals the astonishing reality that 48% of the rural government schools in our sample have class 2 sitting with other classes whereas only 22% urban government schools had class 2 children sitting with other classes. This highlights the need for availability of trained teachers in far flung rural areas of Pakistan.

The Provision of facilities (such as working toilet, water, boundary walls, playgrounds etc) in government schools is somewhat better in urban than rural areas

For example, only 31% of the surveyed government primary schools in urban districts did not have functional toilets as compared to 53% of the surveyed government primary schools in rural districts. Also, 45% of the surveyed government primary schools in urban districts had playgrounds as compared to 28% of the surveyed government primary school in rural districts.

The current comparison using ASER 2013 data has clearly illustrated some key differences across rural and urban samples. Some of these differences are quite stark - more children continue to be out of school in rural areas and the incidence of taking private tuition is strikingly higher in urban as compared to rural regions. However, some thought provoking (and arguably unexpected) similarities are also observed among the two sampled regions. The learning levels across a range of competencies are found to be similar across rural and urban areas, a finding that hints at the across-the-board poor level of schooling that is being imparted in the country. Improving indicators of education in urban and rural areas requires a holistic approach, covering the entire socioeconomic spectrum, which involves not only the local governments but also the provincial and federal governments A challenge, therefore, is to enhance the institutional interfaces, coordination and cooperation for integrated development activities, particularly in metropolitan areas and megacities, where there is extensive involvement of federal and provincial government agencies.

Analyzing Inter-Provincial Differences in Schooling Quality

Dr. Faisal Bari, Bisma Khan and Neelum Maqsood
Institute of Development and Economic Alternatives (IDEAS)

There is an on-going debate about the low learning levels in Pakistan's public schools. National level surveys and statistics paint a dreary picture of the educational outcomes of government–run schools in the country. The ASER 2013 report indicates that in rural areas of Pakistan, only 29% of class 1 children can recognize numbers (10-99) and only 22% of them can read small letters (English). Such national statistics, however, mask underlying differences across provinces. For instance, the ASER 2013 report shows that in the Punjab around 25% of class 1 children can read small letters (English) whereas in Sindh, a mere 8% of the children in the same class can read small letters (English). These stark differences across provinces in learning outcomes are a cause for concern. It is especially disconcerting given, in the aftermath of the 18th Amendment, the devolution of education related policy making to the provinces. It implies flawed policies in some provinces and a need for reform and learning from example across provinces. Why is Punjab taking the leading terms of educational outcomes? Is it due to a greater investment in the education sector, better quality teachers or some other factor? The provincial level data on educational resources available from the ASER survey can help us explore these issues.

One of the foremost reasons cited in the literature for weak learning outcomes is the lack of quality teachers. The broad consensus suggests that teacher competencies, pedagogical content knowledge and qualifications have a significant impact on student learning outcomes (Aslam and Kingdon 2011). In the literature 'teacher quality' is defined in terms of measurable characteristics such as academic qualifications, experience and training. Table1 below gives the ASER (2013) figures on teacher educational qualifications across the provinces in government schools. As the table shows, Khyber Pakhtunkhwa (KPK) has the highest proportion of Master degree holders and Balochistan has the lowest proportion of such teachers. Punjab and Sindh have a fairly similar distribution of teachers across qualifications. These statistics indicate that teacher qualifications do not have a strong bearing on student performance as despite KPK and Sindh being not that far behind Punjab in terms of teacher qualifications the learning outcomes in these province s lag behind those of Punjab. Teacher professional qualifications, however, tell a different story. There seems to be a positive relation between professional qualification and educational outcomes –Punjab, the province with the highest learning levels, has the greatest proportion of both B-Ed and M-Ed teachers. One caveat here is that these figures do not show the quality of the institutes attended by the teachers. It could be that a teacher with a Master's degree in Punjab has better content knowledge than a Master's degree holder from Balochistan. The same applies for professional qualifications. Thus these figures alone cannot be used to make any definite conjecture about the differing quality of teachers across provinces.

Table 1: Teacher Qualifications
(% teachers: Government Schools)

Qualification	Punjab	Sindh	Balochistan	Khyber Pakhtunkhwa
Matriculation	13.4	4.0	18.3	6.8
FA	11.7	13.5	29.5	13.3
BA	30.7	44.0	33.6	27.4
MA or Above	43.8	36.4	17.6	50.1
Other	0.4	2.2	1.0	2.4

Table 2: Teacher Professional Qualifications
(% teachers: Government Schools)

Qualification	Punjab	Sindh	Balochistan	Khyber Pakhtunkhwa
PTC	21.4	33.1	42.2	19.2
CT	11.1	3.5	16.9	19.9
B.Ed	42.4	37.8	27.4	35.1
M.Ed or Above	22.1	22.1	11.0	17.2
Other	3.1	3.5	2.5	8.6

Apart from teacher quality, school level factors such as class-size and school infrastructure, also have a bearing on academic performance. Large class-sizes and high student-to-teacher ratios (STRs) may result in poor learning outcomes as the students fail to receive adequate attention from their teachers. Multi-grade teaching, which involves multiple grades being taught together in the same classroom, may also result from high STRs. Multi-grade teaching in its self may not have adverse effects on student learning if it is planned and the curriculum is designed accordingly. However, in Pakistan most multi-grade teaching is unplanned and teachers are ill-prepared to handle such circumstances. The high rate of multi-grade teaching may result from low access to schools and high STRs. In Balochistan particularly the schools are very sparsely distributed and, as mentioned above, lack quality teachers. Students from different

grades are bundled together in single classrooms. This phenomenon is less prevalent in Punjab, where primary schools are more densely spread with every village having at least one primary school. A look at the data shows that multi-grade teaching is most prevalent in primary schools in the rural areas of Sindh (70%) and Balochistan (62%). These two regions also witness the worst student performance.

Schooling facilities also influence learning – if the environment is not conducive to learning then this will be reflected in student performance. The most important factor in this regard is schools having basic infrastructure such as boundary walls, access to clean drinking water and sanitation. The Punjab is far ahead of the rest of the country in this regard with 80% of rural government primary schools in Punjab having a boundary wall, 86% having a toilet and 95% having access to clean water. The other province do far worse - for instance, in Balochistan only 29% of all rural government primary schools have access to clean drinking water and a mere 17% have proper toilet facilities. This reflects a lack of investment in school infrastructure in these areas and failure to fully equip schools with much needed facilities.

We have seen that Punjab out performs other regions in teacher and school level characteristics. However, household characteristics such as parental education are also important determinants of students' educational outcomes. Punjab does better in this regard as well with 37% of mothers and 61% of fathers having attained education at-least up till the primary level. KPK comes second to Punjab having 22% of mothers and 54% of fathers with at least primary education. Sindh and Balochistan are the worst off with 14% and 11% of mothers and 43% and 23% of fathers having at least primary level of education respectively. Although a causal link cannot be established using these descriptive statistics, it is evident that there is as strong positive correlation between student learning levels and parental education.

We have seen that in almost all aspects the Punjab has an advantage over the other provinces. Under the 18th amendment, the responsibility to design policies for education has been devolved to the provincial government. Each province follows a broader national vision on education but works out the details on its own. However, such an arrangement is limiting for a province such as Balochistan that is constrained by its lower economic growth that hinders effective resource mobilization. For example, in 2011-12 a financial sum of Rs. 20 billion was set aside by the provincial government of Balochistan but that was considered insufficient to achieve the goal of article 25 A that makes education compulsory for ages 5-16. Punjab, on the other hand, has higher economic growth and it is not surprising that the learning levels in the Punjab are much higher than in the rest of Pakistan. This advantage in schooling infrastructure, resources and teacher quality results from both the financial advantage and the educational policy adopted in the Punjab. Punjab follows the principles of the National Education Policy 2009 that was designed with all provinces on board. One of the tenets of NEP is that the provision for girls' school be expanded. However, the provinces that are already constrained by finances have been unable to devise a workable formula to reduce discrepancies in education provision for the two genders. Punjab Government has taken initiative to reduce the gender gap in the provision of education and introduced the Women Empowerment Package in 2012, as part of which 60% of the funds out of Punjab Education Sector Reforms Program (PESRP) have been earmarked for improving facilities in girls' schools. Such aggressive policy changes have not been introduced in other provinces which have resulted in the persisting gender gap. The remaining provinces also lag behind in following other main mandates of the NEP: NEP gives provision for the less developed regions to accept diploma in education as the required qualification in place of B.Ed. for recruiting teachers. Balochistan has not yet followed the policy of raising the qualification level of teachers to graduation plus B.Ed. as it was envisaged in National Education Policy 2009. Poor quality of PTC and CT is blamed for the poor teaching quality in Balochistan. Some inter-provincial differences also arise from the geographic terrain and the distribution of schools in the province. In Balochistan for example the large distances between the residential places of teachers and the schools which account for the high absenteeism of teachers and students alike.

The disparity in educational indicators across the four provinces hints at the presence of key differences in the policy set and the financial resources available. A more rigorous analysis is needed to establish the causal link between provincial policies, resources and other characteristics and learning outcomes. National level statistics often mask provincial level disparities – for instance, high learning outcomes in the Punjab may lead to high national averages despite the low outcomes evidenced in provinces like Balochistan. Focus, hence, needs to be shifted from the national to the provincial level and inter-provincial learning gaps need to be reduced in order to achieve the MDG 2015 and EFA goals at the national level.

ASER 2013: Calling our teachers to account!

Dr. Monazza Aslam
Senior Research Fellow, ASER Pakistan
Institute of Education (IOE)-University of London & CSAE, University of Oxford

A teacher is a critical, some would argue the most focal, input in a child's educational experience. A motivating teacher can inspire, encourage and stimulate a child by transforming even the most insipid and lifeless subjects into magical texts. History is full of examples where individuals who have gone on to achieve great things and changed the course of history itself attribute their success to a motivational teacher. It should logically follow, therefore, that a dull and uninspiring teacher has the potential to also dangerously alter the course of a child's life.

Academics, researchers and policy-makers alike also recognise the importance of teachers in meeting more policy-oriented goals. Teachers are deemed crucial in meeting the demands of universal education for all children and, increasingly, it is acknowledged that improving teacher effectiveness is one of the most crucial elements in ensuring that this education is of a sufficiently high quality. Research evidence to date also confirms that teachers are the most important institutional factor in determining student outcomes. The improvement of teacher quality is not only necessary to ensure better student outcomes but is also important in acquiring consequent gains in student learning that have the potential to translate into massive economic gains that will benefit the country as a whole. Consider the following example: in a recent research paper, a prominent Education Economist from the US, Eric A. Hanushek, places a significant monetary value to the improvement of teaching quality in the US (Hanushek, 2011). In his estimate, the author argues that a teacher who is one standard deviation above the mean in effectiveness would generate annual marginal gains of $400,000 in terms of present value of future student earnings and potentially more when other conditions change. In this research he also suggests that if the bottom 5- 8 percent of teachers in the US were replaced with 'average' teachers, this could potentially improve US ranking in maths and science achievement to near the top in terms of international achievement rankings. The present value of this move is estimated to be worth around $100 trillion. Whilst these figures are representative of the US and not the developing world, they are indicative in providing a view of the significant potential benefits of teacher quality improvements in a country like Pakistan because the levels of teaching quality are potentially far lower to start off with as compared to the US.

What we do know about teacher quality in Pakistan paints a grim picture. Whilst Pakistan has made positive strides in relation to quantity of education achieved over the last few decades, education indicators in Pakistan regarding both quantity but particularly the quality of education have highlighted some key remaining concerns. Participation rates (particularly at higher education level), resourcing (particularly the lack of trained teachers) and academic results are comparatively low in relation to other countries within the region as well as internationally. These concerns with the quality of education in Pakistan have been attributed to the low quality of teaching within the country. Some authors perceive teaching at primary level as the last choice of government service in Pakistan and put forward the argument that therefore average and below average candidates tend to seek to join the teaching profession. In addition to this, it is also well known that recruitment and transfer/deployment is driven more by political economy than real merit. Low levels of teacher subject matter knowledge are also widely reported and this has been coupled with indications of dwindling levels of motivation linked to the low social status of the profession, lack of a structured promotions mechanism and poor working conditions.

Research in rural schools in Pakistan by Behrman et al. that looked at which schooling inputs are important for student outcomes found that increasing exposure to teachers and improving teacher quality are both likely to have higher returns than those investments that improve physical infrastructure and equipment. In addition to this if teachers are differentially effective then the teachers to whom a child is exposed can really matter to a child's educational attainment and can end up countering or reinforcing social and family influences and, in some cases, further increase inequity in educational opportunity for many children.

However, measuring teacher quality is a complex task because of the wide array of competencies and skills that teachers require. It depends on many observable as well as unobservable characteristics as well as intangible factors such as classroom interactions and motivation. Teacher quality in the very narrow sense has been defined by Eide et al. as the ability of a teacher to produce growth in their students' achievement. However, it is universally recognised that teacher quality is far wider than this and

must include an evaluation of their ability to improve a much wider array of student outcomes of an intellectual, social, physical and emotional nature and not just simply test scores. Teacher quality encompasses a range of competencies and skills. As already indicated, policy makers have tended to focus on improving the most measurable indicators of what is believed to encompass teacher quality. These include academic qualifications, years of training and experience. This is despite the fact that formal qualifications and measureable resumé characteristics of teachers (experience, degrees held, certification etc.) seldom predict effectiveness in raising student achievement. This is not to say that observable 'resume' characteristics are not important from an educational policy-making perspective. Academic qualifications for instance are thought to proxy for teacher ability. Trained teachers are believed to behave differently in classroom settings than untrained teachers. Thus, while these resume characteristics alone do not make an effective teacher, it is also evident that someone possessing six years or less of schooling or not having any formal training may not be prepared to teach primary school students. Highly acclaimed education systems of the world such as South Korea have been credited with attracting the best graduates into the profession and, whilst high academic records are not necessarily indicative of effective teaching, there is evidence that persistent entry of less intellectually capable people into the teaching force is likely to compromise the quality of teaching, with resultant negative implications for student outcomes. Setting minimum national qualifications and training requirements is therefore one way of differentiating between those who are certified to teach and those who are not. However, these measures are also almost entirely the only ones widely used by Ministries of Education and other bodies to recruit teachers and for their career progression.

ASER 2013 data provides a unique opportunity to identify the extent to which the 'observable' characteristics of teachers across rural and parts of urban Pakistan are meeting the 'minimum' qualification levels needed to make an effective teacher. Whilst it is impossible to draw any causal inferences from these simple descriptives, a quick glance at the data indicates that a significant majority of teachers are 'qualified' both in terms of their education levels as well as in terms of their professional training. Why then, do we not see a translation onto better student learning? As mentioned previously, teacher 'quality' encompasses a wide range of factors. One of those is clearly teacher 'effort'. This, in turn, depends crucially on the accountability and incentive structures faced by teachers. Teacher effort exerted while in school in many developing countries is at a pitiably low level, as measured by very high teacher absence rates. The problem therefore is not even one of low quality teaching but one of no teaching at all, for a significant part of the time (World Bank, 2004). Teacher absence has been linked with low student outcomes in a diverse group of countries. In some instances, it has been argued that improved accountability sanctions for punishment in the non-state sector create a more viable environment for higher teacher effort. This is said to be reflected in lower teacher absence rates in the private as opposed to the government sector. The ASER 2013 data measures teacher absence across the government and private sector and shows the same pattern. However, another major problem is that even when teachers are present in school, they are often not found engaged in teaching. Unfortunately, there is no statistical evidence of this in the ASER data. However, recent research from Pakistan indicates that teacher effectiveness may be related to more nuanced factors such as teaching processes and teacher attitudes (see Aslam and Kingdon 2010).

What then do we make of the picture so far? While there are obvious differences (by region, by province etc.), in 'teacher quality' as measured by qualifications and training levels, it seems that teachers in the country are reasonably well 'equipped' in terms of their educational and professional qualifications. And while they are absent, the absence levels are not so high so as to raise alarm bells. Why then do we see such poor learning levels among children in the country? Firstly, the fact that we have these descriptive pieces of evidence in no way establishes a causal relationship. Secondly, and perhaps more importantly, numerous other factors come into play in determining the relationship between teacher quality and student learning. In particular, the ASER 2013 data (as well as data from previous years) quite clearly indicates substantial incidence of multi-grade teaching in rural schools across the country. Multi-grade teaching has become a common strategy to deal with issues of teacher shortages and absences particularly in remote rural areas in several developing countries. Many agree that when it is a pedagogical choice that is accompanied with teacher training and learning materials that support this style of teaching, multi-grade teaching can be as if not more effective as mono-grade teaching. However in many developing countries multi-grade teaching has arisen due to necessity and not choice and therefore is rarely accompanied by the teacher training and resources to make this an effective teaching methodology. It is clear from the ASER data that multi-grade teaching is a widely occurring practice in various parts of the country. At the national level, for instance, 48% (15%) of children studying in class 2 (class 8) in rural government schools were studying in a multi-grade setting. In private schools, on the other hand, while the incidence of multi-grade teaching was lower in class 2 (30%), it was significantly higher in class 8 (37%). The high incidence of multi-grade teaching in rural Pakistani schools provides one potential indication of why children's learning outcomes are so poor despite apparently qualified and trained teachers. The fact of the matter is that the practice of multi-grade settings is based on teacher absences and shortages (i.e. out of necessity) rather than based on the choice of how best to address children's learning needs. As a consequence, teachers are ill-equipped in terms of their training preparation for how to teach children of different ages and grades into one class.

Improving 'teacher quality' in Pakistan needs to be a multi-pronged approach. One thing, however, is clear. 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) and Pakistan is no exception.

Measuring Gender & Educational Inequality-Addressing the Marginalized

Sehar Saeed & Huma Zia
Research & Policy Analyst, ASER Pakistan

Education in itself is a fundamental human right, a bedrock of development that contributes to all social, economic and environmental dimensions, leading to gains for generations to come. The dividends that result from investments in education are immeasurable. However, for these benefits to accrue, all girls and boys must have education opportunities both in and outside of school and should be acquiring meaningful learning that leads to mastery of skills.

Since 2000, the efforts to achieve the MDGs have yielded unprecedented progress in both the developed and the underdeveloped countries. While growth is noticeable, the sad reality is that the achievements have been uneven; constrained by trends in demography, urbanization, health, economic and shifting global realities. Gender inequalities and socioeconomic disparities persist especially amongst nomadic populations, geographically remote groups, and the socially and economically disadvantaged (EFA Agenda for South Asia, 2013). More than 57 million children continue to be denied their right to primary education due to the failure to reach the marginalized (EFA Global Monitoring Report, 2012). Failure to address the structural disparities linked to wealth, gender, ethnicity, language, disability and other markers of disadvantage is holding back progress towards Education for All and fuelling wider processes of social exclusion. Children and adolescents from the poorest households are at least three times more likely to be out of school than children from the richest households (MDG Report, 2013).

According to the analysis of household survey data carried out by The Global Initiative on Out-of-School Children, 23.8 million primary and 15.6 million secondary-age children are out of school in Bangladesh, India, Pakistan and Sri Lanka (UIS and UNICEF, 2010). The total number of out-of-school children in these countries is 39.4 million, out of which 53% are girls (UNESCO, 2010). Even in sub-Saharan Africa, over half of all out-of-school children, girls are more likely to be out of school than boys. Poor rural girls in particular face multiple disadvantages through gender discrimination and poverty which bar them from enrolling and lead to dropouts at greater rates than boys (The Global Compact on Learning: Policy Guide).

Where economic and gender disparities are preventing millions of girls and boys from even attending school, those who are attending often leave both primary and secondary levels without acquiring the basic knowledge, skills, and competencies. According to estimates in the 2012 EFA Global Monitoring Report: At least 250 million primary-school-age children around the world are not able to read, write or count well enough to meet minimum learning standards, including girls and boys who have spent at least four years in school. In Pakistan, large disparities in learning achievement exist and are heavily influenced by the type of school students attend and their family backgrounds. ASER (The Annual Status of Education Report) data reflects such inequalities very clearly. Shocking results from ASER Pakistan (2012,2013) have shown that the vast majority of pupils between 5-16 years old have not even achieved what is expected of a grade 2 student in language and mathematics. This is coupled with widespread social and gender disparities in educational outcomes reflected by creating an ASER wealth index with the help of household indicators tapped during the survey. Learning levels of children juxtaposed against the wealth status of households will provide a snapshot of the current status of learning inequalities and demonstrate how these have narrowed/widened in comparison to last year.

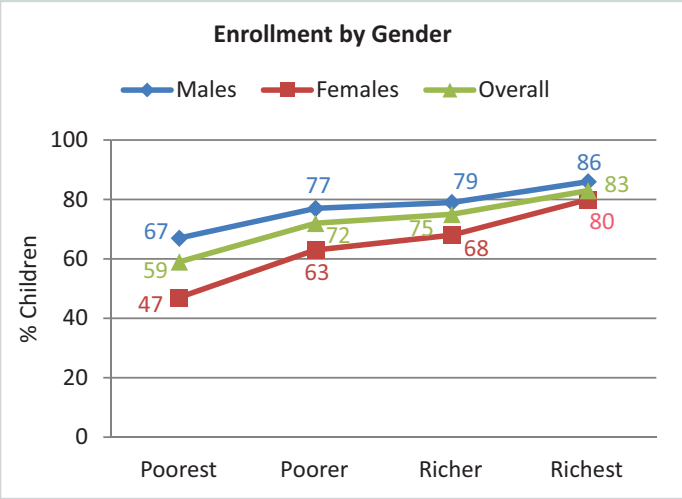
ASER WEALTH INDEX: FINDINGS

In order to determine differences in learning levels arising from inequalities, an ASER composite wealth index has been constructed by integrating the significant household indicators[1] mentioned in the survey form. These

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

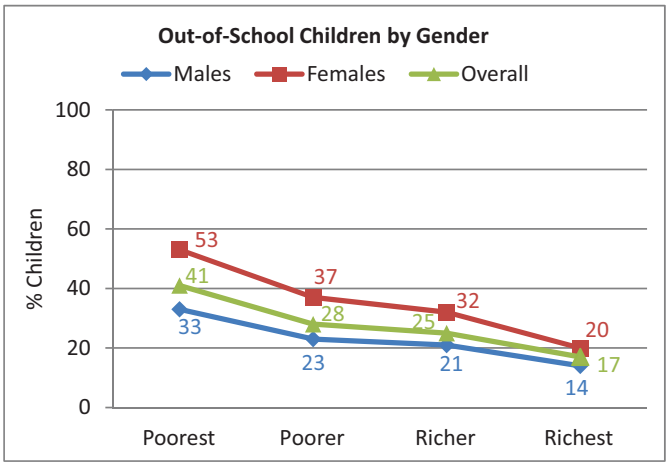
[2] It factorizes variables by creating a weighted combination of the input variables in the following manner e.g.
$F_1 = a_{11}X_1 + a_{12}X_2 + ...$
In order to select factors, eigen values from a principal component analysis are used and the factor coefficient scores are created. Further, the indicator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

indicators measure the economic potential and achieved levels of income and wealth of a household. ASER wealth index has been developed by using principle component factor analysis procedure in the STATA software[2]. Using this methodology, ASER 2013 national data (**138 rural districts of Pakistan**) has been divided into 4 categories/quartiles (i.e. poorest, poorer, richer, and richest) thereby representing the entire population of Pakistan in a socio-economic context.



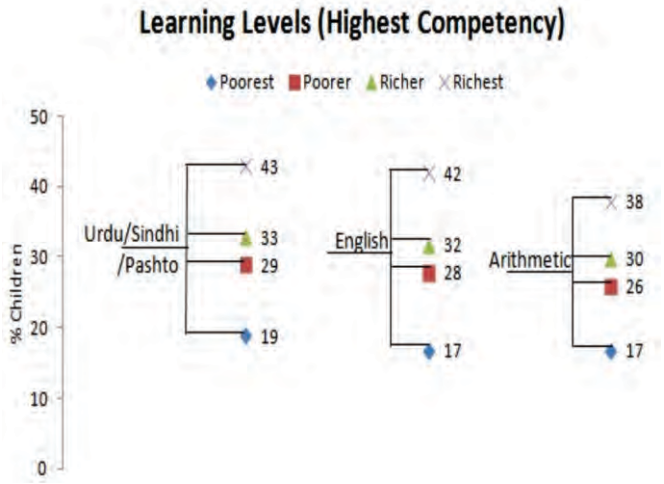
The results depicted by ASER Wealth Index (2012 and 2013) are no different. The results reveal that the richest quartile has the highest percentage of children enrolled (83%) whereas the poorest quartile has the lowest enrollment rate (59%). A strong correlation between wealth and enrollment is established as we move along the wealth index. Moreover, socio-economic background is also found to be influencing gender inequity. The males and females belonging to the poorest quartile are particularly disadvantaged as depicted by the lowest enrollment rates. The highest enrollment of males and females is again in the richest quartile (86% and 80% respectively). The most alarming trend is that of female's enrollment which not only decreases across all quartiles but also is lower than the enrollment rate of male population.

The findings also illustrate that children, particularly girls, from poor households face a much greater risk of being out of school. The percentage of out of school females is higher than the overall national rural results and is highest in the poorest quartile. Fifty-three percent females are out of school in the poorest quartile as compared to 20% females in the richest quartile. A lower percentage of males are out of school when compared to females but they also follow the same pattern i.e. the highest



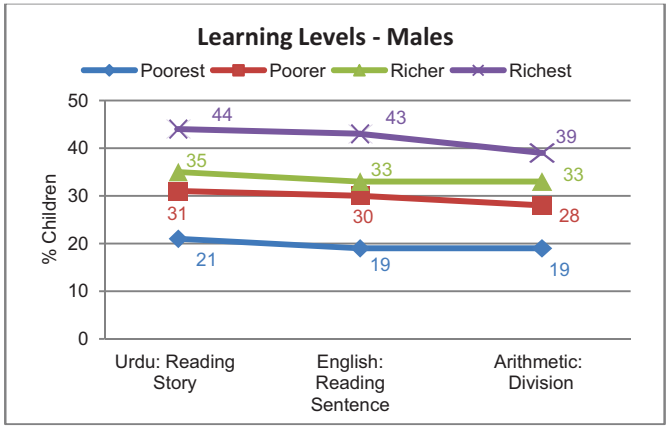
percentage of out of school males are in the poorest quartile (33%) and the lowest percentage of out of school males are in the richest quartile (14%).

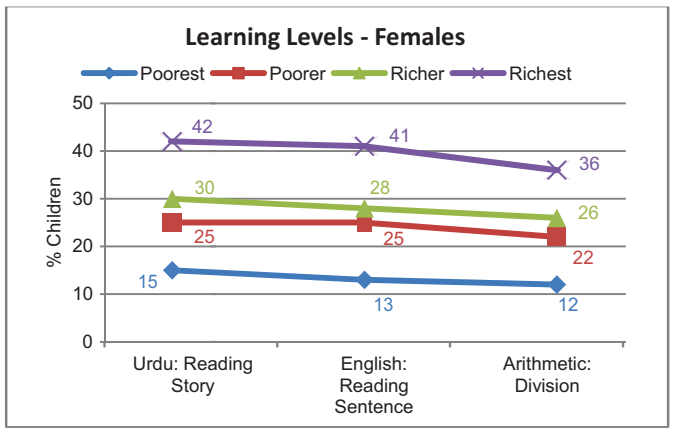
Given the disparities in enrollment and out-of-school children, ASER 2013 results further strengthens the stance that socio-economic factors are adversely affecting



the learning levels of children in Pakistan. The graph clearly indicates that the learning levels of children are directly related to their wealth status. Children falling in the 'richest' quartile have the highest learning levels in Urdu/Sindhi/Pashto, English, and Arithmetic whereas the children in the poorest quartile have the lowest learning levels. It can also be seen that the gap between the 'richest' and the 'poorest' quartile appears to be increasing whereas the gap between the 'poorer' and the 'richer' quartile is decreasing (when compared to the last year's results); thereby, leading to be divide between the rich and the poor.

Following the overall national trends, a gender-wise analysis was also conducted in order to determine the differences in learning levels of males and females. Males



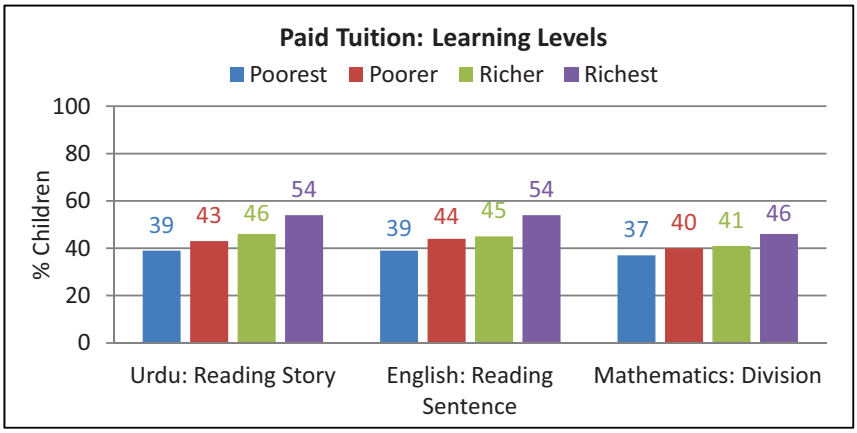


and females falling in the richest income group are better able to perform the language and numeracy tasks than children falling in low income groups. However, the learning levels of the females are lower when compared to the learning levels of males across all quartiles in both language and arithmetic competencies. Fifteen percent of the poorest females can read a story in Urdu/Sindhi/ Pashto as compared to 21% poorest males. Similarly, 12% poorest females can do two-digit division sums and 13% can read sentences in English whereas 19% of the poorest males can read sentences in English and do two-digit division sums.

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

Incidence of paid tuition was another factor that was investigated to assess whether it is strongly associated with learning achievement and also positively affected by wealth status. The findings show that a higher percentage of children (94%) belonging to the richer income group are taking tuition as compare to the children belonging to the poorest income group (43%). 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 variations in learning levels. The learning level of richest children taking paid tuition are far better (54%) when compared to 39% of the poorest children taking tuition (can read a story in Urdu/Sindhi/Pashto). Similar trends can be seen in the English and Arithmetic skills of children across all quartiles establishing that the children of the lowest quartiles are particularly disadvantaged as only a limited set of educational opportunities is available to them.

The current education status of Pakistan as demonstrated by ASER 2013 clearly sheds light on how disparities created by differences in wealth status are jeopardizing the future of millions of children. Education is at risk, requiring targeted action and a focus on access to equitable quality education and learning for all. If Pakistan has to achieve the goal of universal primary education by 2015, then the government must redouble its efforts for reaching the marginalized and improving the learning outcomes. In shaping education for the future, efforts to expand enrollment at all levels must be accompanied by policies emphasizing on inclusive approaches and overcoming inequality. Reforms such as an increasing access and improving affordability for excluded groups by lowering cost barriers, changing attitudes to girls' and women's place in society, offering financial incentives for school participation, bringing schools closer to marginalized communities, targeting financial and learning support to disadvantaged schools, and providing intercultural and bilingual education etc. have the potential to not only remove the flaws present in our education system but may also turn Pakistan into a true democratic and liberal society in the coming years.



Educating Our Mothers: Exploring the Link between Maternal Education and Child Outcomes

Maryam Saba and Zara Khan
Research Associate, ASER Pakistan

Maternal education levels are consistently found to be strongly correlated with child's educational achievement.Children's learning outcomes as well as time allocated to educational activities outside school, both have shown a positive linkage with the number of years of mother's schooling. Given this association, maternal education figures revealed by ASER 2013 are quite worrying. Seventy two percent of all the mothers surveyed in rural Pakistan have never been to school and the average number of years of schooling for those who have been to school is 2.8 years. These statistics have important implications for the future of children growing up in Pakistan.

Many studies show a considerable impact of an additional year of maternal schooling on child's learning outcomes. Children's performance on a standardized math test improved notably when mother's education increased by 1 year, the effect being largest for girls aged 7-8[2]. Children's test scores in English and Urdu and time spent on educational activities inside home also showed a strong correlation with mother's schooling[3]. Findings of Magnuson & Shager (2008)[4], which are disaggregated along socio-economic lines, suggest that children of advantaged mothers with lower levels of education appear to have improved reading skills when their mothers' education improves Moreover, mother's education is also found to have a positive correlation with children's readiness to attend school. Behrman and Rosenweig (2002) found that 1 year of maternal schooling increased children's years of education by 13%[5]. Another study suggeststhat mothers' participation in adult basic education improved children's school readiness even when mothers' earnings did not increase[6].

This intergenerational transmission of education works through various mechanisms. An educated mother will have high expectations for her children's educational success and will encourage them to develop high expectations of their own[7]. She will spend more direct time with the children on their school work and facilitate learning for them by employing other members of the household in reading to them or helping them with their school work[8]. An educated mother is also more likely to have health knowledge and adopt better healthcare practices[9]. This will ensure that the children are healthy and attend school regularly. Another pathway which is much talked about by the researchers is the household income- an educated mother is more likely to participate in the labor market which will in turn increase the household income and make the home environment favorable for learning.

These aforementioned studies[10] have typically focused on countries with high levels of female education and have mostly sought to study the impact of mother's additional secondary schooling or college education. Such studies are sparse in the third world countries where average level of maternal schooling does not exceed primary level, hence restricting the marginal impact that can be studied. With this year's ASER data, we set out to find whether this association holds in the context of Pakistan where female education levels are abysmally low. Looking at data from 138 rural districts/agencies, we study whether the impact of maternal education on child's achievement is significant at very low maternal education levels, whereby the average number of years of maternal schooling is 2.8 years.

This note undertakes a regression analysis to estimate the impact of an additional year of mother's schooling on the learning outcomes of children in English, Language[11], and Arithmetic, disaggregated by gender. Controlling for the father's years of education, probability of the child taking tuition, child's age and wealth[12] of the household, the

[1] See Moore and Schmidt, 2004, Furstenberg, Brooks-Gunn and Morgan, 1987, Behrman and Rosenweig 2002, Carnerio, Meghir and Parey, 2011, Andrabi, Das and Khwaja, 2009, Chevalier, Harmon, O'Sullivan, and Walker, 2005

[2] Carneiro, P., Meghir, C., & Parey, M. P. (2011). Maternal Education, Home Environments and the Development of Children and Adolescents. *Journal of the European Economic Association, Volume 11* , 123-160.

[3] Andrabi,T., Das, J., & Khwaja, A. (2009). What Did You Do All Day? Maternal Education and Child Outcomes. *Policy Research Working Paper 5143, The World Bank, Development Research Group*.

[4] Magnuson, K., & Shager, H. (2008). The Effects of Increased Maternal Education on Children's Academic Outcomes: Evidence from ECLS-K. *University of Wisconsin-Madison* .

[5] Behrman, J., & Rosenweig,M. (2002). Does Increasing Women's Schooling Raise the Schooling of the Next Generation? *American Economic Review, Volume 92, Number 1* , 323-334.

[6] Magnuson, K. (2003). The effect of increases in welfare mothers' education on their young children's academic and behavioral outcomes. *University of*

[7] Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: the indirect role of parental expectations and the home environment. *Journal of Family Psychology*

[8] Andrabi, Das, & Khwaja, 2009

[9] Aslam, M., & Kingdon, G. (2012). Parental Education and Child Health - Understanding the Pathways of Impact in Pakistan.*World Development.*

[10] With the exception of Andrabi, Das and Khwaja, 2009

[11] Language means Urdu/Pushto/Sindhi

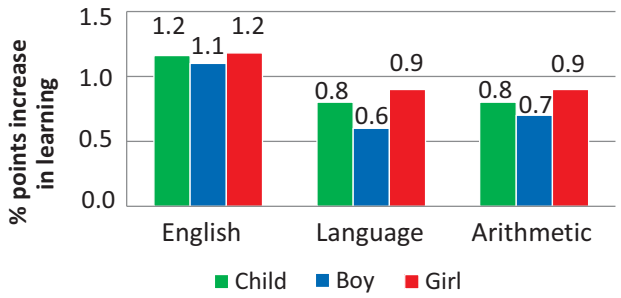
[12] Wealth of the household has been estimated by constructing a composite wealth index by incorporating indicators such as the type of house (semi *pucca*

note uses a probit regression model to study the effect mother's schooling has on the learning outcomes of children. Table 1 shows the dependent variables used in the analysis of each subject. This note does not take into account the effect of assortative mating which can be one channel through which maternal education affects child's education. Moreover, mother's access and ability have not been controlled for because of the lack of data on these indicators. This remains a potential area for further research.

Table 1 : Dependent Variables	
English Level	This variable is a dummy variable equaling 1 for children whose competency level in English, according to ASER assessment, is at least 'Word' and at most 'Sentence' level. Children whose competency level is Beginner, Small Letters or Capital Letters are assigned a value of 0
Language	This variable is a dummy variable equaling 1 for children whose competency level in Language, according to ASER assessment, is at least 'Sentence' and at most 'Story' level. Children whose competency level is Beginner, Letters and Words are assigned a value of 0
Arithmetic	This variable is a dummy variable equaling 1 for children whose competency level in Arithmetic, according to ASER assessment, is at least 'Subtraction' level and at most 'Division' level. Children whose competency level is Beginner and Number Recognition (0-9, and 10-99) are assigned a value of 0

Preliminary analysis on the ASER 2013 data shows that an additional year of mother's schooling[13] increases the probability of a child attaining advanced learning outcomes in English, Arithmetic and Language. As can be seen in Figure 1 which presents findings disaggregatedby gender, an additional year of mother's schooling increases the probability of being able to read English words and sentences by 1.18 percentage points for girls and 1.12 percentage points for boys. This difference between the effects on both genders is significant[14]. For language, a one year increase in mother's education increases the probability of child being able to read a sentence or story in Urdu/Sindhi/Pashto by 0.9 percentage points for girls and 0.6 percentage points for boys, though this difference is not very significant[15]. The impact of mother's additional schooling year on the probability of child being able to perform subtraction or division is 0.7 percentage points for boys and 0.9 percentage points for girls but as was the case with language, this difference is not very significant. These results show that for each additional year of schooling of the mother, the probability of performing better is higher for girls.

Figure 1: Impact of a One Year Increase in Mother's Schooling Years on the Learning Levels of Children



Interestingly, the highest marginal impact on the probability of child achievementis yielded by the primary level years of maternal schooling[16]. Sadly, only around 7.7% of the mothers in our sample had completed primary schooling. Figure 2, which presents findings disaggregated by gender, shows that the impact of an additional year of schooling for mothers whohave attained at least primary level on the probability of a child attaining advanced learning outcomes is 6.3 percentage points for English, 3.9 percentage points for Arithmetic, and 7.1 percentage points for Language[17]. For English, this probability of attaining advanced leaning outcomes is higher for girls, at 8.8 percentage points compared to only 4.8 percentage points for boys, a difference which is significant. For Language, the effect is 8.2 percentage points for girls and 6.2 percentage points for boys but since the difference between these two is insignificant[18], the effects are not very different from each other. In Arithmetic, an additional year of mother's schooling yields a 2.8 percentage point increase in the advanced arithmetic capabilities of a boy, but this effect is not significant. A

[13] The independent variable here for mother's schooling is a continuous one with values ranging from 0 years of education to 20 years of education
[14] Wald test yielded significant results
[15] Wald test yielded insignificant results
[16] The independent variables used for mother's schooling here represent different levels of education e.g. primary level
[17] All these are significant, even at 1% confidence level.
[18] According to a Wald test

highly significant impact exists for girls at 7.2 percentage points. It is important to note here that maternal education up till primary level has a greater impact on the probability of girls' achievement in school than the boys'.

Figure 2: Impact of a One Year Increase in Mother's Schooling Years, upto Primary Level, on the Learning Levels of Children

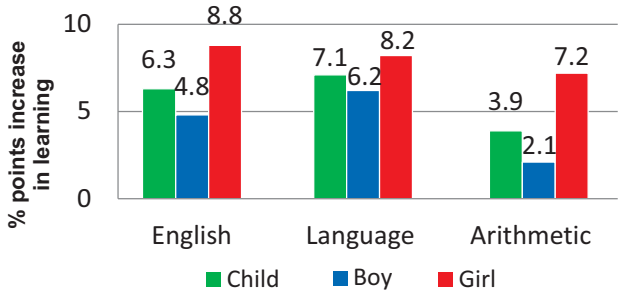


Table 2 shows the impact of a one year increase in mother's schooling on the probability of children attaining improved learning outcomes when maternal education is divided into primary and post-primary levels. What is interesting about these findings is that for Arithmetic and Language, those mothers who have completed primary learning and those who have attained more than primary education have similar impacts on the probability of girls attaining advanced learning scores. For example, the probability of a girl whose mother has attained primary schooling clearing the "Sentence" or "Story" level is 8.2 percentage points which is not significantly different than a girl whose mother has attained a level greater than primary. For English, the probability of a girl attaining outcomes is higher for mothers who have acquired more than 5 years of schooling. However, it is important to add here that even in English the probability of a girl performing better is higher than the probability of a boy, at both primary and greater than primary levels of education of the mother.

Table 2: The Impact of a 1 Year Increase in Mother's Schooling on the Probability of Children Attaining Advanced Learning Outcomes

	Educational Level of Mothers	English (Percentage Points)		Language (Percentage Points)		Arithmetic (Percentage Points)	
		Girls	Boys	Girls	Boys	Girls	Boys
1.	Primary Level	8.78	4.68	8.19	6.16	7.22	5.59*
2.	Post Primary Level	11.78	10.44	8.91	5.49	7.78	16.19

*Insignificant

The above mentioned statistics show that according to ASER 2013 estimates, concrete evidence exists for the view that mother's education has a strong bearing on children's academic achievement, especially on the educational attainment of girls. Moreover, the impact on children's learning outcomes is huge when mothers have completed at least primary schooling.The most important finding of this note is that even low levels of maternal education have a considerable impact on the learning levels of children, especially female children.

These findings have important policy implications for rural Pakistan. Investment could be made in some form of adult basic education improvement drive which targets to-be mothers and brings them at par with primary schooling level. The average years of schooling of a mother, and consequently, the learning outcomes of her children, could also be improved if some form of strings attached intervention could be put into place which makes it mandatory for women to attend school to avail the benefits of a particular social security/welfare program. For example, if the women beneficiaries of the Benazir Income Support Program are asked to take basic education courses in order for them to be eligible for the program, the average years of schooling for mothers could improve to a great extent.

It is important that while assessing what the children are learning at school and striving to improve it, we also look at the drivers of learning at home. And in this regard the importance of mother's attitude towards children's achievement at school cannot be overlooked. Even a few years of schooling can help the mother to realize that in order to succeed at school, her child needs to put in a certain level of effort. She will be clearer on the steps needed for academic achievement. It i s time that we realize how important this association between maternal education and probability of child's achievement is and consider introducing basic literacy programs for women which capitalize on this relationship.

What do we know about the use of ASER and how can we improve it?

Irfan Muzaffar
Education and Social Research Collective-United Kingdom

Surveys, such as ASER, feel the pulse of our education system in much the same way as the medical diagnostic tests assess the state of our body. We go for diagnostic tests either when asked by a physician or for voluntary periodic checks of the state of our health. If these assessments indicate presence of a disease in our body, we seek treatments to free us of the disease. If the treatment is successful the diagnostic tests following it should indicate absence of disease. Most individuals take the results of their diagnostic assessments seriously as they know that doing otherwise can jeopardize their health and well being. But do we also take the results of a diagnostic assessment of the health of our society as seriously?

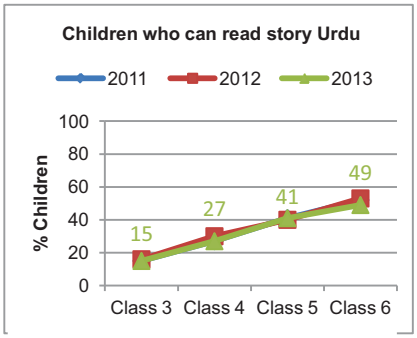
One doesn't have enough evidence to make any solid claims about how various stakeholders in education are responding to the yearly ASERs. In fact, if it is not already doing it, I suggest that ASER team should find ways of documenting its impact in terms of use of its results in other publications and its influence on education policy at the provincial and district level.

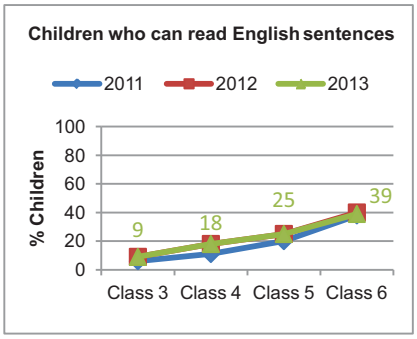
The need for such a study notwithstanding, the preliminary experience suggests that we are perhaps not making the optimal use of these assessments and the invaluable longitudinal and comparative data that they are making available. Here I am not referring to the usual series of policy dialogues conducted after the publication of each ASER, but to its regular use by the educational leaders at various levels as to take notice of the state of education in schools under their watch and take measures to improve the learning outcomes. I am also raising a question about the use of ASER by the academic and policy research community.

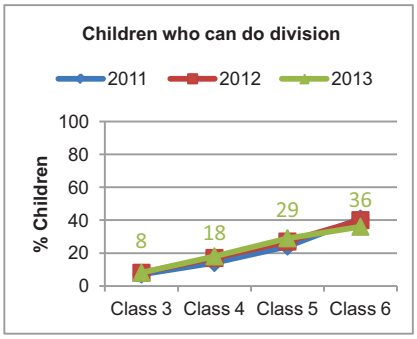
ASER is essentially a comparative report of the state of education. The provincial leaders, politicians and government servants, can potentially use it to develop a horizontal as well as a vertical sense of the educational health within their respective jurisdictions. The horizontal comparisons would involve comparing the results for their province with other provinces and the vertical assessment would imply looking at changes in the state of education of their province over time.

Imagine how useful this report could appear to leaders who cared about the state of education in the schools under their watch. Wouldn't they be deeply alarmed at discovering that 15% of girls and 14% of boys were found out of school? Wouldn't they have sleepless nights after finding that 40% of class 3 children in the government schools of their province could not read a sentence in Urdu and that this has been the case for the last three years? Imagine the civil society campaigners waving these results in the face of the public representatives and civil servants and demanding improvements. The governments, under such pressure, would seek advice from the concerned educators, members of the public, and civil society organizations on the steps they should take to make the next assessment look better. How could things not improve if so many well meaning, smart, and dedicated citizens had joined hands to change the state of education of their society.

Yet, if you look at the ASER data year after year, hardly anything has changed at the level of aggregates. For brevity, consider the charts below which show year wise comparison of percentage of children who could read a story in Urdu, read English sentences, and do division from the province of Sindh. As shown below, the data points showing the provincial aggregates for class 3-6 for the last three years are almost coincident. Its as if these data points were frozen in time.







To cut to the chase, while the policy dialogues organized by the ASER team play their role in making the provincial leaders aware of the state of education in their province, they can only go thus far. ASER is only

a diagnostic service. Those who provide diagnostic services are not usually the ones who also prescribe the medicine and certainly not the ones who must take the treatments as prescribed in order to improve the state of their health. By reading the educational pulse of the nation every year, ASER is providing a free feedback service for the institutions and individuals who are responsible for the delivery of education. They are the ones who must be held accountable for improving the educational outcomes of the schools under their watch. They should take the report cards produced by ASER much more seriously than they currently do. They should be used more frequently and more widely as reference points for improvement by the provincial departments of education and a basis for campaigning and advocacy by other civil society organizations.

At the district level the ASER report cards could be even more useful. In the form of a report card for his/her district, the EDOs have access to an independent assessment of the performance of schools within their jurisdiction on some key indicators of learning. As in the case of the provinces, the EDOs also have comparative information about the performance of their districts over time and in relation to other districts. If they notice that children's ability to solve simple division problems have declined over the past two years, they could request the teacher training resources within the province for a focused training of teachers on teaching division of whole numbers. They could also compare the percentage of the out of school children in their district with other similar districts in Punjab. EDO from, say, Chiniot could query EDO of Hafizabad about the strategies used in the latter's district to increase enrolment and retention. Thus, ASER can be used in the districts to raise questions, address problems, and create opportunities for sharing experiences between the districts, etc. ASER team should ask themselves as to what can be done to catalyse the use of ASER for improvement in the educational outcomes at the district level.

ASER team should also raise questions about how ASER is being put to use by education researchers at universities and non-governmental research organisations. Data can be collected about the use of the yearly reports to get a better sense of the impact of ASER on the work of policy researchers. On the basis of limited and anecdotal evidence, it seems that ASER is not used as much as much for raising questions and conducting in depth investigations at the district level. The longitudinal data now available with the ASER team can be used to discern various inter-provincial and inter-district comparative patterns. These should be documented and in-depth investigations can be designed to develop useful and policy relevant insights about ASER findings.

A glance at the citations of ASER India shows that its results are being referenced in a variety of publications on varied topics related to education. In Pakistan, the results of ASER are so far largely mobilized in the comparative studies of public and private schools. The comparative studies of public and private schools, as I have also argued in an earlier article[1], are have 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. Data produced by ASER could also be used to generate debate about the performance of public schools independently of the private schools. Districts and schools that work could be compared with those that were not performing well. Further data could be collected from households, where children are sent to the schools operating under Public Private Partnership (PPP) agreements. Opinions about such schools suggest promise of improving public schools without through PPPs. In a nutshell, there are various ways arrangements under which the public schools have also been shown to work and it is important to gain more knowledge about the PPP arrangements. Insights developed through such studies can be used to inform the efforts to improve the public schools.

Finally, let me take this opportunity to once again congratulate the team of dedicated professionals who organize the publication of ASER. Conducting a high quality nationwide household survey is a daunting task, especially under the current security conditions in Pakistan. Yet, for this team no challenge has been big enough to become an excuse for a delay in the development of this publication. Congratulations to them on successful completion of the ASER 2013!

[1] Muzaffar, I. (2013). Public Private Comparisons: Can they help us improve the quality of both public and private schools Annual Status of Education Report 2012 (pp. 16-17): ASER.

Voices from the field

Muhammad Hassan and Saddam,
Noshki, Balochistan

While conducting ASER survey in district Noshki in Balochistan, we met a shepherd- a young boy named Shah Mureed- who was very eager to know what was inside the bags we were carrying. Noticing his curiosity, we told him about ASER and what it aims to do. Upon getting to know that the assessment measures basic learning levels, he insisted on being assessed. His learning levels were as follows: Urdu: Words, Arithmetic: Subtraction, English: Beginner.

Mureed never attended school and yet his learning levels were good for his age. Puzzled, we asked him how he had managed to learn so much. Mureed told us that there was a school master in the locality who gave evening classes to kids in the evening. On his way back home every day, he would stand near the place where the class was being taught and carefully listen to everything. He has been doing so for the past 3 years.

'I enjoy doing math on the muddy ground with a broken tree branch or piece of coal while my sheep are grazing in the field. I pick up the newspapers or notebooks lying around, thrown away by people, and try and read whatever I can,' Mureed told us who were impressed with his determination to learn.

Mureed's story is one of the many stories in Balochistan where young boys are the sole breadwinners for their family and therefore cannot attend school. The question is- how will 25A be implemented for such children for whom the provision of free books and free enrolment is not enough? Do we have a plan for poverty alleviation in the far flung barren areas of Balochistan?

Afzal Shah,
Jamrud, FATA

This time around ASER surveyed four agencies and five FRs in Federally Administered Tribal Areas (FATA). Jamrud is a town located in Khyber Agency and is a doorway to the Khyber Pass located in Hindu Kush range. The town has road and rail linkages with Peshawar, and a pass connects it with Landi Kotal, located near the borders of Afghanistan. Jamrud, lying in proximity to the Khyber Pass, has remained a location on the trade route between Central Asia and South Asia and is a strategic military location as well.
Conducting ASER survey in Jamrud was a saddening experience. Thousands of children in Jamrud do not attend school because of poverty and security situation in the region. In the war against terrorism, 63 educational institutions in the agency were destroyed. Consequently, the literacy rate which is already only 39%- 63% male literacy and 16% female literacy- has plummeted further during the armed conflict.

Surveying the town was not an easy task. Most of the people of the community were non-cooperative because of the insecurity prevalent in the region. During the data collection process at village Wazir Dand, households were not ready to share any kind of information with us. We dealt with this situation by requesting a meeting with the village elders, termed as *jirga* in the local context, to explain the purpose of ASER. It was only after the *jirga* and the assurance of cooperation given by the village elders that we, the ASER volunteers could visit households and collect data.

Voices from the field

Zara Khan,
Peshawar, Khyber Pakhtunkhwa

"Summayyah used to like going to school but she had to discontinue schooling because her elder brother, Asim, would not allow it" Mirtaja Bibi answered when I asked if her 14 year old daughter was enrolled at any school.

It was a hot September afternoon and I was carrying out the ASER provincial training pilot survey at Mathra, a village around 40km from the main city of Peshawar, when I entered Summayah's house to collect household data. Summayyah was the only girl in her family who had studied at a school but had been forced to drop out from Grade 5 because her 16 year old brother, who himself was a drop out from Grade 2 because he failed thrice, would not allow it.

Mirtaja Bibi's answer to my question came as a shock to me and I inquired more about why he would stop his own sister from attending school. Apparently, going to school after a certain age was 'dishonor' in Asim's eyes. Puzzled, yet trying not to argue on the issue further, I asked Summayyah to sit and read out the ASER tools to me. "But why ask me these when I dropped out 3 years ago?" She questioned, her eyes running over the colorful assessment tools. Consequently, I started explaining to her how ASER seeks to measure the learning levels of not only the currently enrolled children, but also the drop outs and the children who have never been enrolled.

She started with her favorite subject, Maths, and to my surprise, aced the highest level: Division. Next, she read the Urdu story fluently and answered the comprehension questions correctly. She was on the highest level in English and General Knowledge too and every time, I used to say in an amazed manner '*Beta, ta kho dera takra e (*You are a genius*),'* her eyes would shine happily and her mother and grandmother would proudly pat her on the back. Since ASER covers all children in the 5-16 year old bracket, Asim was to be assessed next. Quite predictably, he was at the beginner level in Urdu, Math, and English.

I was saddened by what I had just seen but chose to keep silent. Packing my assessment and survey tools, I was just about to leave when the most unexpected thing happened. Mirtaja Bibi came running to me and thanked me for visiting their home. "Thank you for showing me how capable my daughter is! Even after three years, she remembers so much. How intelligent is she!," she uttered excitedly "I promise you Madam, I will do everything in my power to educate her, as much as I can. I do not want my *nalaiq* (good for nothing) son to ruin the future of my brightest child!," she said, drawing Summayyah close to her.

I smiled at Summayyah and she smiled back, happily. The purpose of ASER had been served.

Maryam Saba,
Multan, Punjab

We set out for Buua Pur around 10 in the morning on a hot September day. It is a half hour drive from urban Multan- a big and crowded city in South Punjab- and has all the characteristics of a small Punjabi town. One can tell where the city ends and the suburbs start as the road gives way to a dusty trail and bull carts replace cars as the means of transportation. Lush green fields line the narrow trail which is wide enough only for one car at a time. Where the fields end the housing starts, *kacha* and semi-*pucca* houses randomly erected over vast dusty grounds, lacking any order or plan.

We were in Buua Pur to conduct a pilot survey as part of ASER provincial training. Volunteers from all over South Punjab were gathered in Multan to attend a three day workshop on ASER methodology and this mock survey would acquaint them with the process of collecting data in a village. Our first stop was a government primary school- a decent building with two classrooms, a veranda, play ground, and

washroom. The veranda had kids of class 3 and 4 sitting together whereas kids of class 1 and 2 were sitting together in a classroom. Class 5 had one classroom to itself.

'The teacher who worked here before me left because this is a remote town. He wanted to work in the city. It's been a few months since I started teaching here but I think I won't want to leave this place,' told one of the two appointed teachers at the school. 'Why won't you be able to leave it?' I asked. 'Because of these kids. They are so bright. And they really want to learn. I won't be at peace with myself if I left them here with no one to teach them.'

This was coming from a teacher who was teaching three grades at a time with no one to share his responsibilities because the female teacher was on a maternity leave since a few months. We were touched by his sincerity and devotion.

When we assessed the students, we got to see what he meant when he said these children were really bright. Learning levels of children were up to the mark and surprisingly they were really good at mathematics and English- a trend scarcely found in the learning levels of public school children. We left the school knowing that these children were not only scoring good on the markers of literacy but when the time comes they would also score good on the markers of qualities like honesty and integrity that they would learn from their teacher.

Mumtaz Pirzada,
Nawab Shah, Sindh

It was a hot summer afternoon and I was in Nawabshah (Currently Shaheed Benazirabad)- one of the few districts of Sindh doing relatively well in terms of education- to carry out some fieldwork. I was exhausted by the time we got done with the day's work and decided to rest my back against a wall. As I stood there and looked around, I found out that the wall against which I was leaning belonged to a government school. It was a weekday and the school was empty. Feeling curious, I inquired the community people about it and came to know that the school had been empty for many months. It had no SEMIS code. Teachers were appointed and salaries were withdrawn regularly but the school was dysfunctional! I have come across similar situations in many villages in Sindh and it always saddens me that our education sector faces challenges from its keepers.

As I walked around the village inquiring about the school, I came across another sight- lot of children sitting in the shadow of an old *neem* tree and a middle-aged man teaching them. The scorching heat had not stopped that man from teaching and those children from attending the *neem* tree school. I was amazed at the contrast between this man and those government school teachers who withdrew salaries every month without coming to school.

I communicated this situation to my team and we decided to act on it. After a few days, we held a detailed discussion with the community and came to know that there was a political rift involved. Nevertheless, we decided to move that *neem* tree school to the empty government school building and the community was willing to deal with any hurdle that would come in the way of doing so. The *neem* tree school was immediately shifted inside the building, raising hope and morale for everyone in the village.

In the subsequent months I made some follow-ups on the progress of the new school and was glad to know that it is functioning and growing. It is amazing what can be done when citizens get together and decide to act.

ASER Pakistan 2013 Report: Dimension of Information

	ASER Pakistan 2011	ASER Pakistan 2012	ASER Pakistan 2013
Fields of Information	Age group 3 – 16: • Educational status • Current schooling status Age group 5-16 also did: • Reading tasks (Urdu/Sindhi/ Pashto & English) • Arithmetic tasks Other indicators include: • Mother's education • Mother's assessment • Household indicators such as type of house, availability of electricity and toilets, and number of mobile phones and vehicles. • School visits	Age group 3 – 16: • Educational status • Current schooling status Age group 5-16 also did: • Reading tasks (Urdu/Sindhi/Pashto & English) • Arithmetic tasks Other indicators include: • Paternal education • Household indicators such as type of house, house owned, availability of electricity and toilets, mobile phones, TV, computer knowledge and distance from school. • Language information (language spoken at home and preferred medium of instruction) • School visits	Age group 3 – 16: • Educational status • Current schooling status Age group 5-16 also did: • Reading tasks (Urdu/Sindhi/Pashto & English) • Arithmetic tasks • General knowledge tasks Other indicators include: • Paternal education • Household indicators such as type of house, house owned, availability of electricity, mobile phones and TV. Distance from school, number of vehicles, dairy/livestock, and cultivable area was also asked. • School visits
Sampling	Randomly Selected 10 villages from ASER 2010 20 Villages from ASER 2011	Randomly Selected 10 villages from ASER 2010 10 Villages from ASER 2011 10 Villages from ASER 2012	Randomly Selected 10 villages from ASER 2011 10 Villages from ASER 2012 10 Villages from ASER 2013
Coverage	84 rural districts & 3 urban centers	136 rural districts & 6 urban centers	138 rural districts & 13 urban centers

About the Survey

Sample Design - Rural

Total Population: The total population of this survey consists of 138 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
138	30	20

Sample Design: A two stage sample design was adopted:

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

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

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

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

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

Selection of School

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

Sample Design - Urban

Total Population: The total population of this survey consists of urban areas from Karachi (Karachi South, Karachi East, Karachi Central, Karachi West, Malir), Hyderabad, Sukkur, Lahore, Multan, Rahim Yar Khan, Faisalabad, Quetta and Peshawar districts.

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

- Each of the 13 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 stratums:

- Low income groups
- Middle income groups.
- High income groups.
- Income based stratification has not been done in Rahim Yar Khan Urban Area
- Other Urban localities (there is no other urban locality in Karachi South, Karachi East, Karachi Central, Karachi Malir, Karachi West, 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 5372 sample households:

The 281 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:

Sr. No	City/Area	No. of Sample PSUs				Other Urban	Total Sample (PSUs)
		Type of Income Group			Total		
		Low	Middle	High	of SRCs		
1	**KARACHI SOUTH**	-	-	-	22	-	**22**
2	**KARACHI EAST**	-	-	-	20	-	**20**
3	**KARACHI CENTRAL**	-	-	-	20	-	**20**
4	**KARACHI MALIR**	-	-	-	21	-	**21**
5	**KARACHI WEST**	-	-	-	19	-	**19**
6	**SUKKUR**	10	15	2	27	12	**39**
7	**HYDERABAD**	5	12	3	20	3	**23**
8	**LAHORE**	2	8	2	12	4	**16**
9	**RAHIM YAR KHAN**	-	-	-	0	19	**19**
10	**FAISALABAD**	2	4	2	8	5	**13**
11	**MULTAN**	2	6	2	10	9	**19**
12	**QUETTA**	2	13	2	17	0	**17**
13	**PESHAWAR**	2	16	4	22	0	**22**
Total		27	76	19	224	57	**270**

Note: For each Sample PSU, 20 households (SSUs) were selected

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

Selection of primary sampling Units (PSUs):

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

Selection of Secondary Sampling Units (SSUs):

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

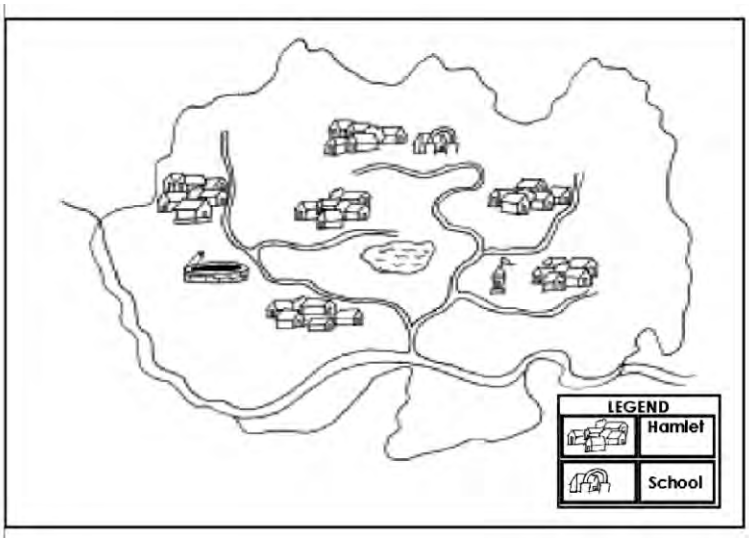
Selection of School

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

SURVEY METHODOLOGY

HOW TO MAKE A MAP AND SECTIONS

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

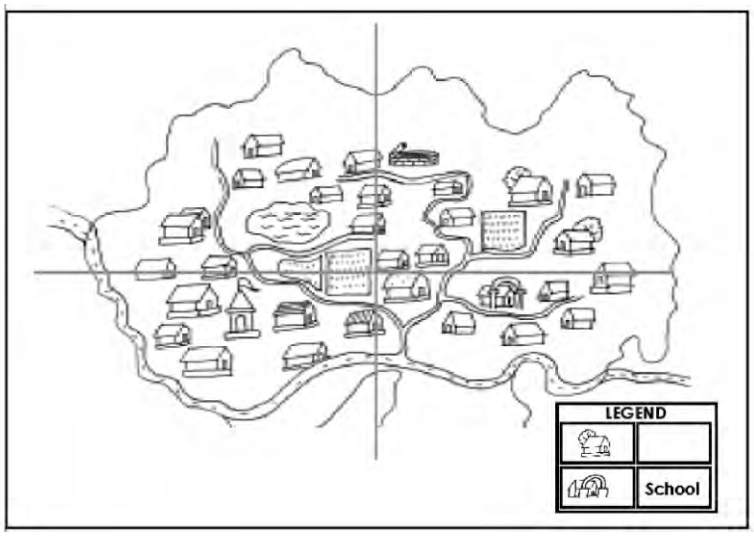


Mapping:

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

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

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



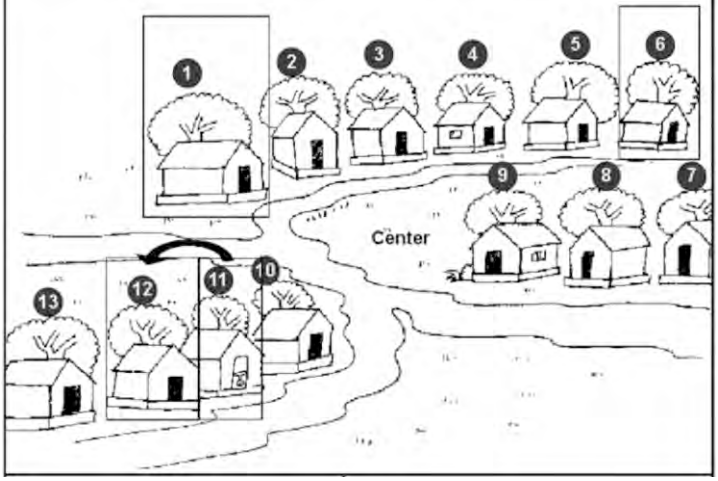
Marking and numbering sections on the map: Use the map sheet provided and fill out all the information provided.

- **If the village has hamlets:**
  - Mark the hamlets on the map and indicate the approximate number of households in each hamlet.
  - If the village consists of **more than 4 different hamlets,** then **make chits with numbers for each hamlet.**

- **Randomly pick 4 chits.** On the map, indicate which hamlets were randomly picked for surveying.
- Do not worry if there are more people in one hamlet than in the other.
- If there are 4 or less hamlets, then we will go to all of these hamlets.

- **<u>If it is a village with continuous habitation</u>:**
  - **Divide the entire village in 4 sections equally.**
  - For each section, **note the estimated number of households.**

How to sample HHs in a hamlet in a village?



HOW TO SAMPLE HOUSEHOLDS

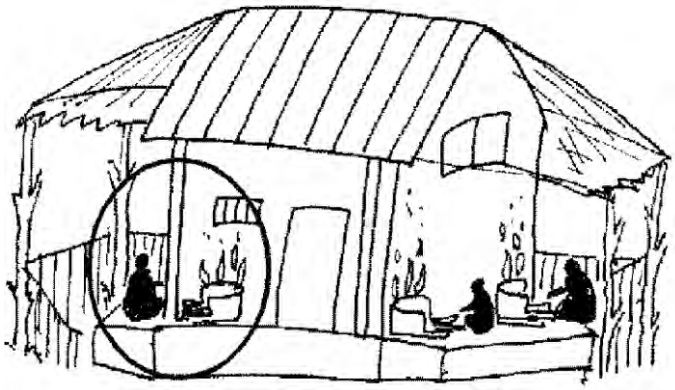
- In the entire village, information will be collected for 20 randomly selected households.

- 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:

  - **<u>Multiple kitchens:</u>** 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.

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



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

  - **<u>No response</u>:** If a household refuses to participate, note that down on your compilation sheet as "No response**".** However, as above, **this household IS NOT counted as a surveyed household.** Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey**.**

  - **<u>No children</u>:** If there are no children or no children in the age group 3–16 in a household but there are inhabitants, **INCLUDE THAT HOUSEHOLD**. Take all the relevant information like the household number, name of the family head, age and education related information of the mothers, if any. **Such a household WILL BE COUNTED as one of the 5 surveyed households in each hamlet/section.**

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

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

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

WHAT TO DO IN EACH HOUSEHOLD

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

- **Household ID:** Write the household number (e.g. 1, 2, 3,……..20)

- **Name of Family:** Write down the name of **Family head.**

- **Total household members:** Write down the **number of male and female members** eating from the same kitchen. This should include children also.

- **Date and Time:** Write down the date, day, start & end time on the day of the survey visit.

- **Surveyors:** Write down the names of the surveyors.

- **Village identification:** Carefully fill out the relevant name of the village, tehsil/taluka, district and province.

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

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

- **Children 3 to 5:** On the household sheet, note down child's name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**

    - Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.

    - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).

    - Also ask the enrolled children if they go to the specific school which you have/will be surveying.

- **Children 5 to 16**: On the household sheet, note down child's name, age, gender and all other details.

    - Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.

    - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.

    - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).

- Also ask the enrolled children if they go to the specific school which you have/will be surveying.

- **All children in this age group (5 to 16) will be tested in basic reading, Arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

- **Parents' Education: Following information regarding parents education will also be recorded**
  - Total number of children
  - Whether mother and/or father have gone to school?
  - Mother and/or father's education (highest class completed)
  - Do not take information if the father is dead.

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

- Ask for the last class that the dropped out child passed and the reason for dropping out (such as law and order, poverty, flood, school building shifted by government or others).

- Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

OTHER THINGS TO REMEMBER:

- **Non-resident children**: Do not survey children who are visiting their relatives and friends in the sampled village.

- **Older children**: Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like "children".

- **Children out of the village:** If there are children in the family but who are not present in the village during the survey, do not take their details.

- **Mothers under or 16 years of age**: Often in villages, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age 5 to 16 years, and they will also be tested in all three assessments.

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

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

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

Ownership of house: whether they owned the house or not?

- **Electricity in the household:**
  - Mark yes or no by observing if the household has wires/electric meters and fittings or not.
  - Mark yes even if electricity is off because of load shedding. (The purpose of this is to find out whether the household had the facility of electricity available to them or not)
- **TV:** Mark yes or no if there is a TV in the household.
- **Mobile:** Mark yes or no if the residents of the household posses a mobile phone**.**
- **How far is the nearest school:** Ask the one-way distance (in Km) of the nearest school from the house. It does NOT have to be the school their children go to.
- **Vehicles:** Write down the number of vehicles such as car, motor cycle, bicycle and tractor owned by the household.
- **Dairy & Livestock:** Write down the number of sheep/goat, cow/buffalo, poultry owned by the household.
- **Land:** Write down the total land area (in acres) owned by the household.

HOW TO TEST READING?

Start Here

Sentences

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

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

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

Words

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

Story

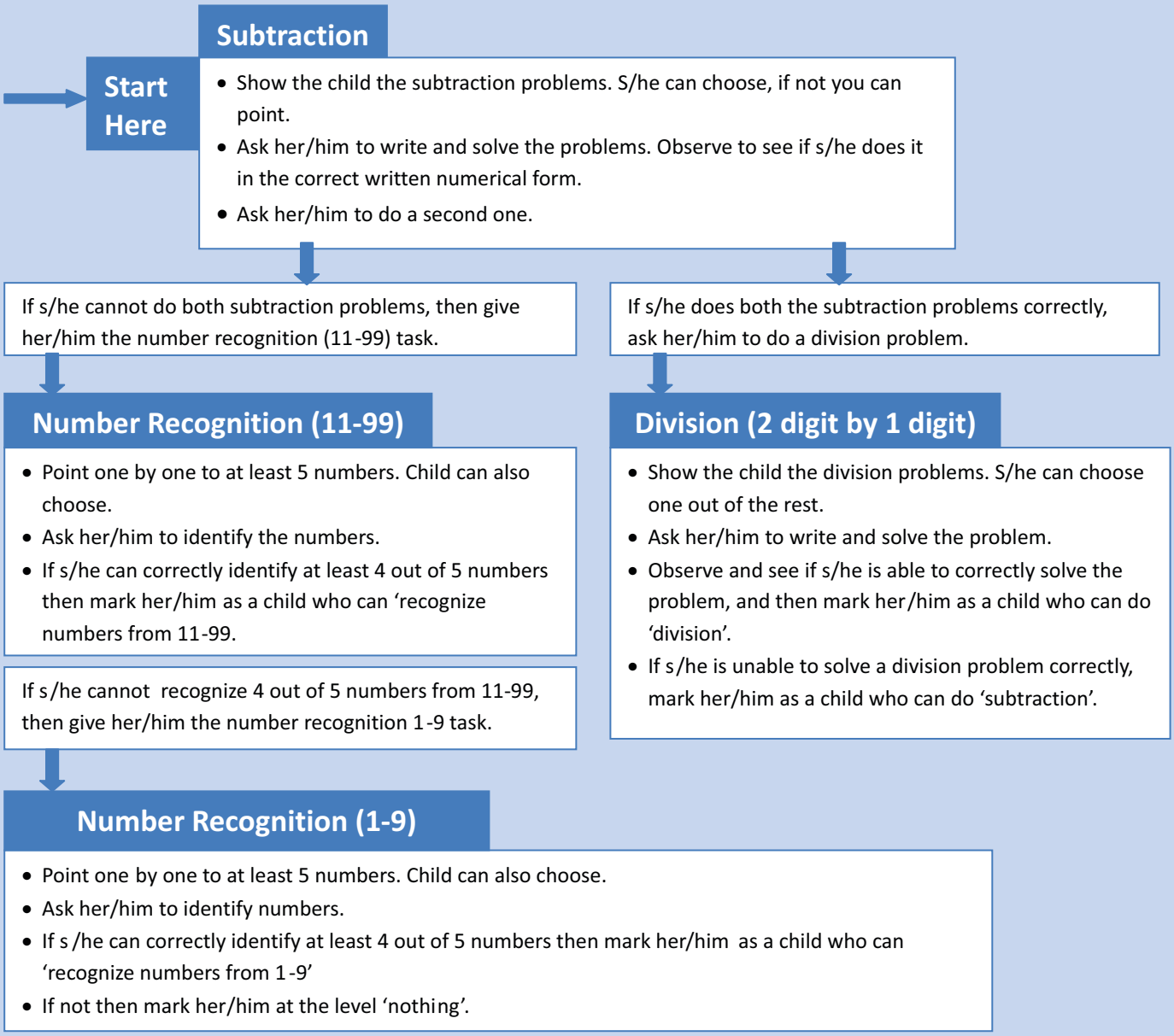
- Show the child the story. If s/he can read fluently and with ease, then mark her/him as a child who can read a story.
- If she is unable to read the story fluently and stops a lot, mark her/him as a child who is at the paragraph level.

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

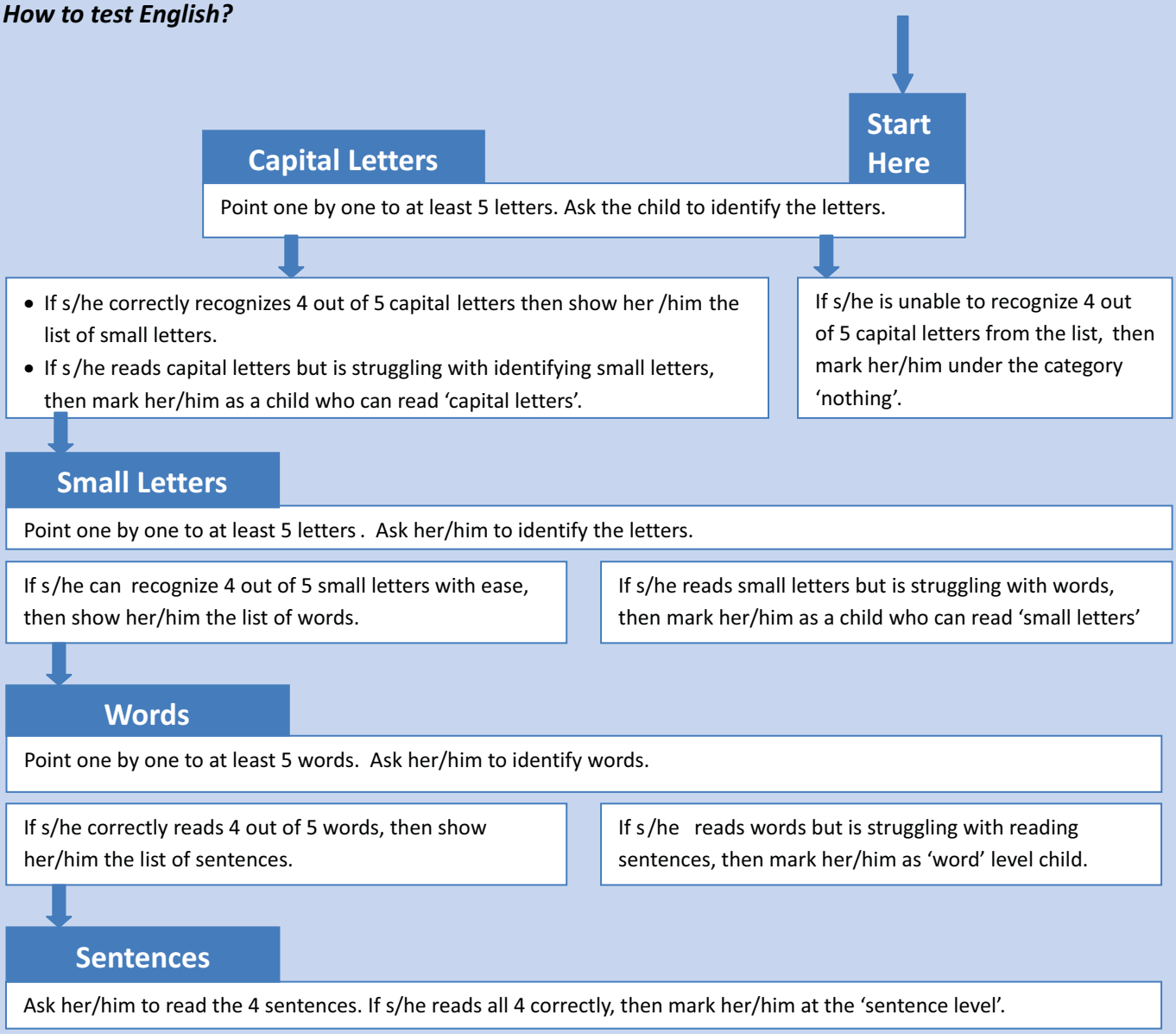
Letters

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

How to test Arithmetic?



How to test English?



How to test General Knowledge?

Urdu/Sindhi/Pashto

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

English

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

Arithmetic

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

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

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

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS

- 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 the following information.
- Record the name of the school, name of village, name of Tehsil/Taluka, District/Agency and the province.
- Tick the respective box for type of school i.e. High, Middle or Primary.
- Tick type of school if it is:
    - Boys and Girls School
    - Boys only School
    - Girls only School
- Tick medium of School:
    - English
    - Urdu
    - Pashto
    - Sindhi
    - Or any other Medium
- EMIS 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
- Has the school ever closed temporarily during the last year? If yes, for how many days? Tick the relevant box.
- What was the reason for temporary school closure? Flood, law and order, building shifted by government or any other. Tick the relevant box.
- School affiliation with any NGO like Punjab Education Foundation, Balochistan Education Foundation, Sindh Education Foundation, UNICEF, NCHD, etc (write NGO Name). If yes, then ask the name and year of affiliation *(Only for private school sheet).*
- When at the school, ask the Head Master for the **enrollment register** or any official document on the enrollment in that school.

WHAT TO DO in Government/Private School?

Children's Enrollment & Attendance (Section 1)

1. ASK for the registers of all the classes and fill in the **enrollment.**
2. Make sure the HM has introduced you to the teacher. If not, introduce yourself and ASER. Request for his/her permission to collect information in the classroom.
3. 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 3- Pvt.)

1. This section is to be filled for Class 2 and Class 8 only (in case of primary school only choose class 2). Write down the class with whom these classes are sitting.
2. OBSERVE where the class is sitting (room, verandah, outdoor) and fill accordingly.
3. Is there a black board in the class? Yes / NO
4. Check whether the black board is useable or not? Write yourself on the black board.
5. OBSERVE if children have their textbooks at least of one subject, ask the children to show English textbook or that of Urdu to make a correct assessment.
6. Apart from the textbooks, OBSERVE if there is any other supplementary material (e.g. books, charts on the wall, board games, etc.) in the room. Mark accordingly for each class you observe.

General Comments and Observations (Section 3- Govt. & 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 do not include the Head Master
    d. Contract/Para teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), mark that separately.
    e. Number of teachers present on the day of the survey.
    f. Number of teachers living in this village, if applicable.
    g. Also ask each category of teachers (Head Teacher, regular teachers, para-teachers) whether they reside in the village or a neighboring village. Count the number of teachers residing in the same visited village/neighboring villages and write this number in the observation sheet.

No of Qualified Teaching Staff (Section 5- Govt & Pvt.)
Qualifications of teachers should be incorporated separately in the form of:

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

No. of teachers who got training in the last year (July 2012-June 2013) (Section 6- Govt.)
This requires you to enlist number of teachers who got any training in the previous year, see the date mentioned above to count what is meant by one year. If yes determine the time period for the training e.g. 15 days, 30 days or more than 30 days.

Facilities in the School (Section 7- Govt. & Section 6- Pvt.)
Count yourself and write down:

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

Tick the Relevant

- Is drinking facility available and being used by children?
- Is there a complete school boundary wall/fence?
- Is toilet available and being used by children? You need to check the functionality and also observe whether children are going to the toilet present in the school. Or are they using staff toilet or one available in the mosque for example.
- Does the school have library books?
- Could you see the library books?
- Is there any playground?
- Is there any special Physical Training Instructor (PTI) 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/Principal, school phone number and Head Teacher/ Principal's mobile number.
- The Head Master should be requested to provide information for this section. In the absence of the Head Master, ask senior most teacher OR the person who is in charge of the school to provide information for this section.

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

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

School Fund Information (Section 10- Govt.)

1. For this section, note down information for July 2012 to June 2013.
2. Get funds information for **SMC/SC/PTA FUNDS, FAROGE 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.

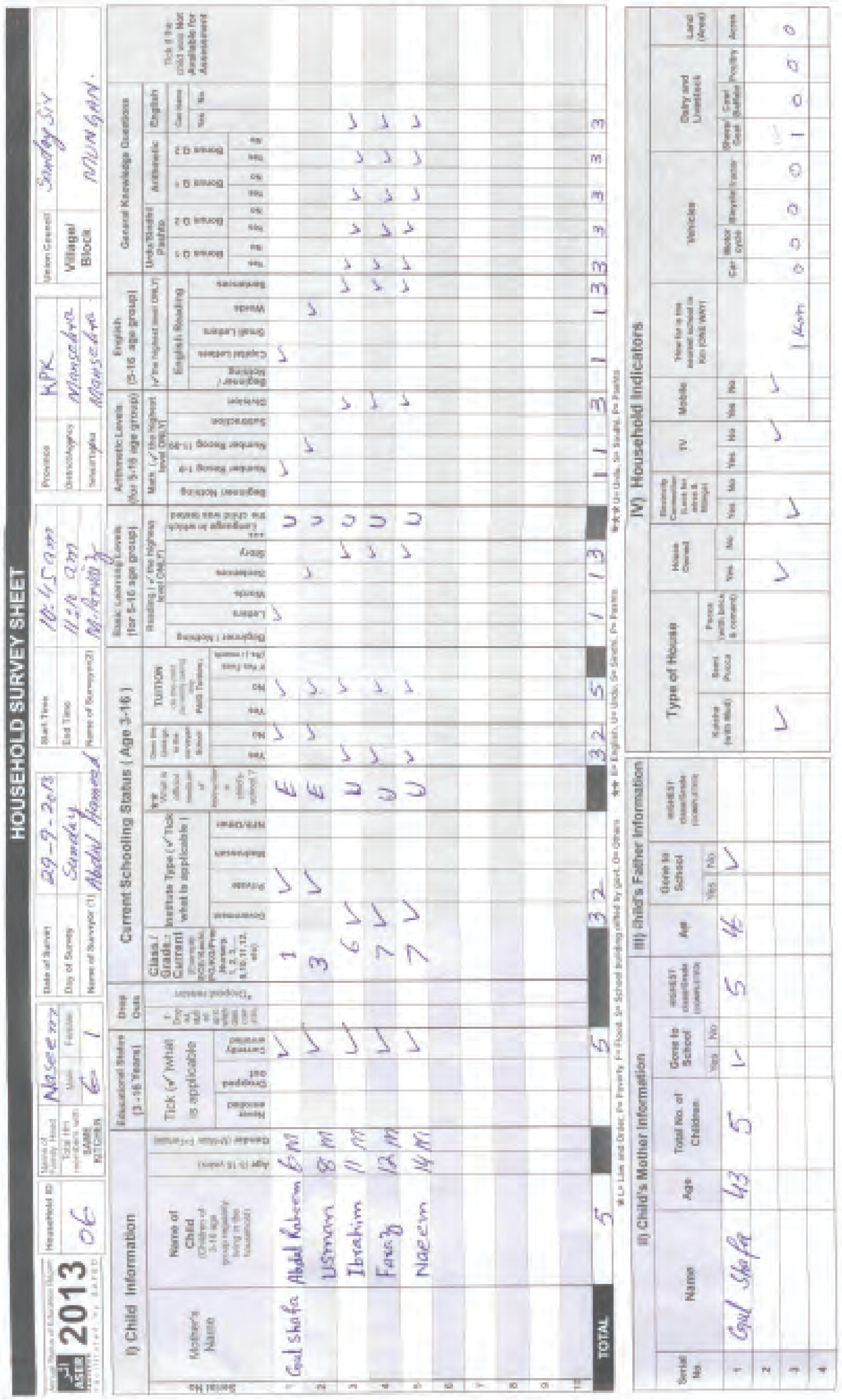
School Fund Information **(**Section 11- Govt.)

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 2013 to date of survey.

Only for Private School Sheet

School Fund Information (Section 4- Pvt.)

1. For this section, note down information for July 2012 to June 2013 and July 2013 to date.
2. Write down the name of person who provides the information.
3. If the school gets any funds from government, private individual, or an NGO. Mark YES otherwise NO.
4. If the school got a fund, then note down the amount and when this **fund** was received, write down the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the **fund** in the **future**, then mark "no". Also write the name of the department/organization.
5. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.



HOUSEHOLD SURVEY SHEET

ASER 2013

Household ID	Name of Family Head	Total HH members with SAME KITCHEN (Male / Female)	Date of Survey	Day of Survey	Name of Surveyor (1)	Start Time	End Time	Name of Surveyor (2)	Province	District/Agency	Tehsil/Taluka	Union Council	Village/Block
06	Naseem	6 / 1	29-9-2013	Sunday	Abdul Hameed	10:45 am	11:20 am	M. Arshad	KPK	Mansehra	Mansehra	Sandaysar	MUNGAN

I) Child Information / Current Schooling Status (Age 3-16)

Serial No	Mother's Name	Name of Child	Age	Gender	Currently enrolled	Class/Grade	Institute Type	Medium	Tuition
1	Gul Shafa	Abdul Raheem	6	M	✓	1	Private	E	No
2		Usman	8	M	✓	3	Private	E	No
3		Ibrahim	11	M	✓	6	Government	U	No
4		Faraz	12	M	✓	7	Government	U	No
5		Naeem	14	M	✓	7	Government	U	No
TOTAL		5			5		3 2		5

II) Child's Mother Information

Serial No.	Name	Age	Total No. of Children	Gone to School	Highest class/Grade (completed)
1	Gul Shafa	43	5	Yes	5

III) Child's Father Information

Age	Gone to School	Highest class/Grade (completed)
46	No	

IV) Household Indicators

Type of House	House Owned	Electricity Connection	TV	Mobile	How far is the nearest school	Car	Motor cycle	Bicycle	Tractor	Sheep/Goat	Cow/Buffalo	Poultry	Land (Acres)
Kutcha (with Mud)	Yes	Yes	No	Yes	1 Km	0	0	0	0	1	0	0	0

11

GOVERNMENT SCHOOL OBSERVATION SHEET

ASER 2013

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: Enrolment/ Attendance register

Target Village: Sohrab Khurd

Name of School	Village	Tehsil/Taluka	District/Agency	Province
Govt Model Elementry school	Sohrab Khurd	Nankana Sb	Nankana Sb	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

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

EMIS Code: 35610246

School Established Year: 1922

School Status: ☑ Functional ☐ Closed ☐ Shifted ☐ Others

Date of visit: 05-10-2013

Day of visit: Saturday

Arrival Time: 7-30 | Departure Time: 11-30 | Surveyor (1): MAHMOOD | Surveyor (2): SHAFQAT

Has the school temporarily closed during the last year? Yes ☐ No ☑ | If Yes, for how many days ? | Reasons for temporary school closure: Floods ☐ Law & Order ☐ Building shifted by govt. ☐ Others

(I) Children's Enrollment & Attendance

	Class Kachi (When Relevant)	Class Pakki (When Relevant)	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class10
Children's enrollment (Take from register yourself)	32	27	38	24	24	22	22	07	05	05		
Children's attendance Today* (Head Count)	27	25	24	22	23	21	22	07	05	05		
School Fee (Per Month)			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.

	Class: 2 Yes	Class: 2 No	Class: 8 Yes	Class: 8 No
Are the children of this class sitting with children from any other class?		✓		✓
If yes, then with which class? (write)				
Where were they seated (tick one) — Classroom	✓			
Where were they seated (tick one) — Verandah				
Where were they seated (tick one) — 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?	✓		✓	

(III) Comments

Use back side for more comments

(IV) Teachers

	No. of Sanctioned posts	No. of Appointed	No. of Present Today (On the day of survey) Physically	No. of Teachers residents of THIS Villages
Head Teacher	1	1	1	
Regular Govt. Teachers (Doesn't include Head Teacher)	10	10	10	1
Para/Contract teachers (appointed by Panchayat or VEC/PTA/SMC/SC)				

(V) No. of Qualified Teaching Staff

Education	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
	1		1	7		
Professional	CT	PTC	BEd	MEd	Other	
		2	3	6		

(VI) No. of Teachers who got training with in last year (July 2012 - June 2013)

None	Less then 15 days	15-30 days	More then 30 days
✓			

(VII) Facilities in the school (From Observation)

Total number of rooms in the school (count yourself).	9	
Total number of Class rooms in the school being currently used by the children (count yourself) -	9	
Tick where relevant	Yes	No
Is there a useable drinking water facility for the children in the school	✓	
Is there complete boundary wall/fence?		✓
Is there a useable toilet / latrine for the children?	✓	
Does the school have any library books?		✓
Could you see the library books?		✓
Is there a playground in the school?	✓	
Is there any special Teacher(PT) for games/Playtime?		✓
Is there a Science Laboratory?		✓
Is there a computer lab?		✓
Does the school have Internet?		✓

GOVERNMENT SCHOOL OBSERVATION SHEET

2013 | Page 2

Name of School: Govt model Elementary school | Village: Sohrab Khurd | Tehsil/Taluka: Nankana-sb | District/Agency: Nankana-sb | Province: Punjab

Head Teacher/Principle Name: SADIA AKRAM | Phone No. | Mobile: 0331-4247859

Got the Fund/Grant information from: Head Teacher ✓ | Regular Teacher | Para Teacher | Other

(VIII) SMC/SC/PTA Information

Is SMC/SC/PTA Active: Yes ✓ No | Total Members: 7 | Active Members 7 | AMOUNT in BANK

(IX) FY July 2012 to June 2013

Sr #	Type of funds	Did you receive the Money			If Yes, then				
		Yes	No	Don't Know	what was the amount of Fund/ Grant (Rs.)	Which Month/ Year the Fund/ Grant received (MM/YY)	Did you spend the FULL amount ? Yes	No	Don't Know
1	SMC/SC/PTA/SMCPTA Funds (Annual)	✓			50000	June 2013	✓		
2	Farogh-e- Taleem Fund (Approx. in March 2013)	✓			5350	March 2013	✓		
3	Tuck-shop Fund		✓						
4	Rent for cycle stand		✓						
5	School Construction		✓						
6									
7									
8									
9									
10									

The Fund Spent on (tick ALL that Apply)			
New Class Room		Repair of Class Room	
New veranda		Repair of Building	✓
New Toilets		Repair of Toilets	
New Main Gate		Repair of Furniture	
Boundary Wall		Repair of Water facity	
Purchase of New Furniture		Repair of Computer	
Purchase of New Learning Material		Para teacher salary	
Purchase of Stationery		Uniform	✓
Purchase of Library books			
White Wash/Paint			

(X) FY July 2013 to Date of Survey

Sr #	Type of funds	Did you receive the Money			If Yes, then				
		Yes	No	Don't Know	what was the amount of Fund/ Grant (Rs.)	Which Month/ Year the Fund/ Grant received (MM/YY)	Did you spend the FULL amount ? Yes	No	Don't Know
1	SMC/SC/PTA/SMCPTA Funds (Annual)		✓						
2	Farogh-e- Taleem Fund (Approx. Last Month)	✓			1485	sep 2013	✓		
3	Tuck-shop Fund		✓						
4	Rent for cycle stand		✓						
5	School Construction		✓						
6									
7									
8									
9									
10									

The Fund Spent on (tick ALL that Apply)			
New Class Room		Repair of Class Room	✓
New veranda		Repair of Building	
New Toilets		Repair of Toilets	✓
New Main Gate		Repair of Furniture	
Boundary Wall		Repair of Water facility	✓
Purchase of New Furniture		Repair of Computer	
Purchase of New Learning Material		Para teacher salary	
Purchase of Stationery	✓	Uniform	✓
Purchase of Library books			
White Wash/Paint			

ASER 2013

PRIVATE SCHOOL OBSERVATION SHEET

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

Name of School: Al-Masab Cadet Elementary School	Village: MORE KHUNDA	Tehsil/Taluka: Nankana-SB	District/Agency: Nankana-SB	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

School Established Year: 2010

Date of visit: 05-10-2013 — Arrival Time: 11:45

Day of visit: Saturday — Departure Time: 01:00

Name of Surveyors (1): MAHMOOD

Name of Surveyors (2): SHAFQAT

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

Any NGO/Foundation affiliated with School: Yes ☐ No ✓ — If "Yes" mention name: ______ Since (Year)

Has the school temporarily closed during the last year? Yes ☐ No ✓ — If Yes, for how many days? ______ Reasons for temporary school closure: Floods ☐ Law & Order ☐ Building shifted by govt. ☐ Others ______

(I) Children's Enrollment & Attendance	Nursery/LKG	Prep/UKG	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10
Children's enrollment (Take from register yourself)	25	36	33	23	21	21	20	19	14	10		
Children's attendance Today* (Head Count)	20	34	30	23	21	21	20	17	12	10		
School Fee (Per Month)	150	200	200	200	250	300	350	350	350	400		

*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	Number Appointed	Number Present Today (On the day of survey)	Number of teachers residents of THIS village
Head Teacher	1	1	1
Regular Teachers (Doesn't include Head Teacher)	08	06	07
Community/Part Time Teachers			

Comments: [illegible]

(III) Class Room Observations (Observe yourself. If the class has many sections, choose any one)		Class 2 Yes	Class 2 No	Class 8 Yes	Class 8 No
Are the children of this class sitting with children from any other class?		✓			✓
If yes, then with which class? (write)		3			
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) Head Master ☑ Teacher ☐ Other ☐

	FY 2012-13 Yes	FY 2012-13 No	FY 2013-14 Yes	FY 2013-14 No
Did you get any FUNDS from Government/ Private individuals/NGO?		✓		✓
If Yes, what was the amount of this FUND (Annual)?				
In which month was this FUND received?				
Name of Department/Organization				

(V) No. of Qualified Teaching staff

Education	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
	2	4	1			
Professional	CT	PTC	BEd	MEd	Other	

(VI) Facilities in the school (From Observation)

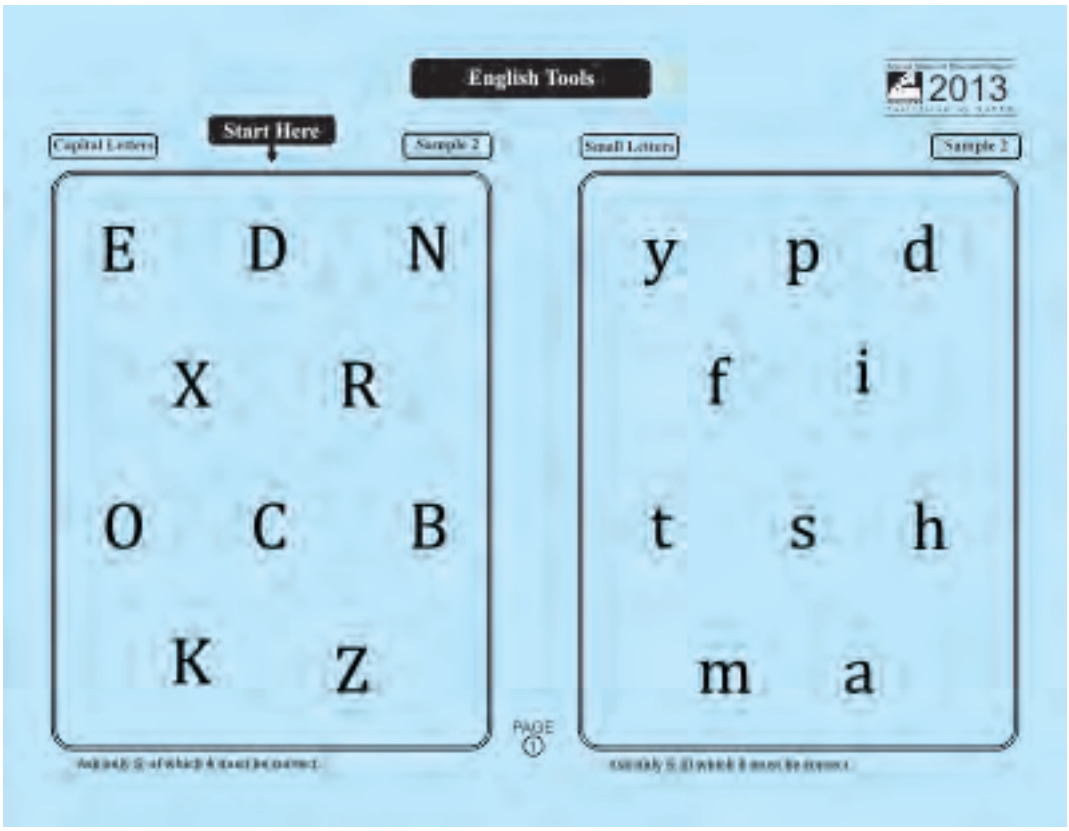
Total number of rooms in the school (count yourself):

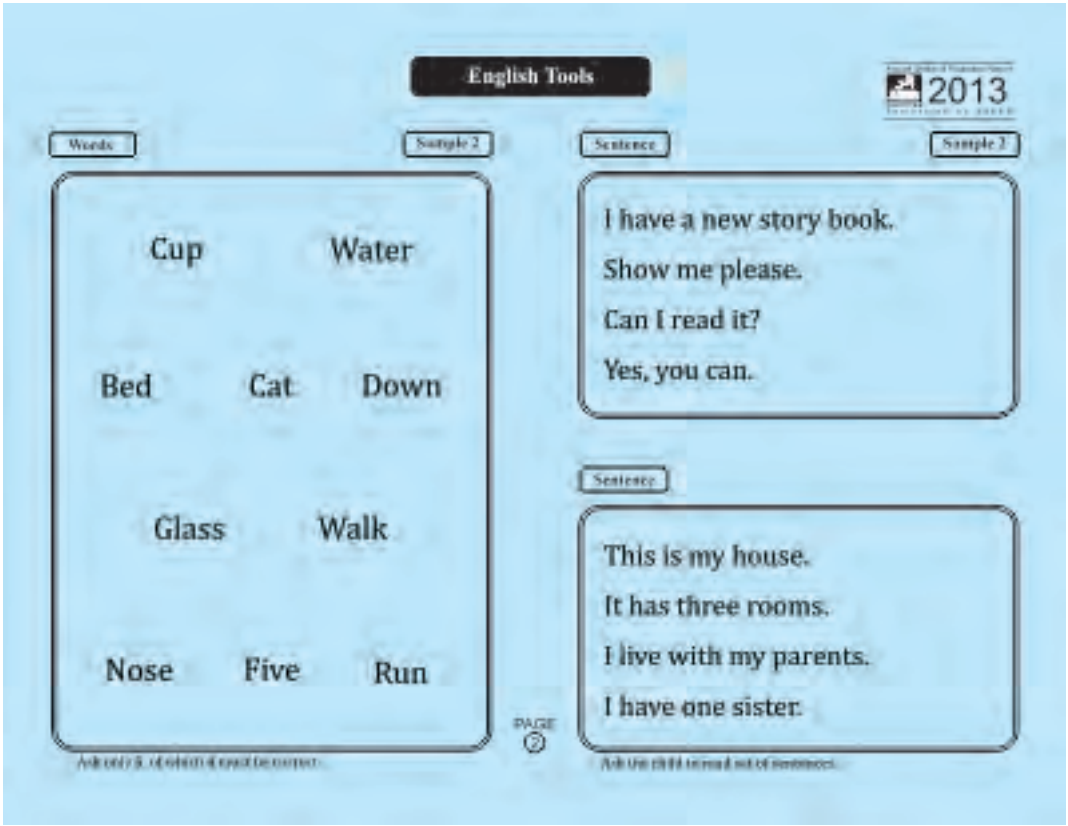
Total number of Class rooms in the school being currently used by the children (count yourself):

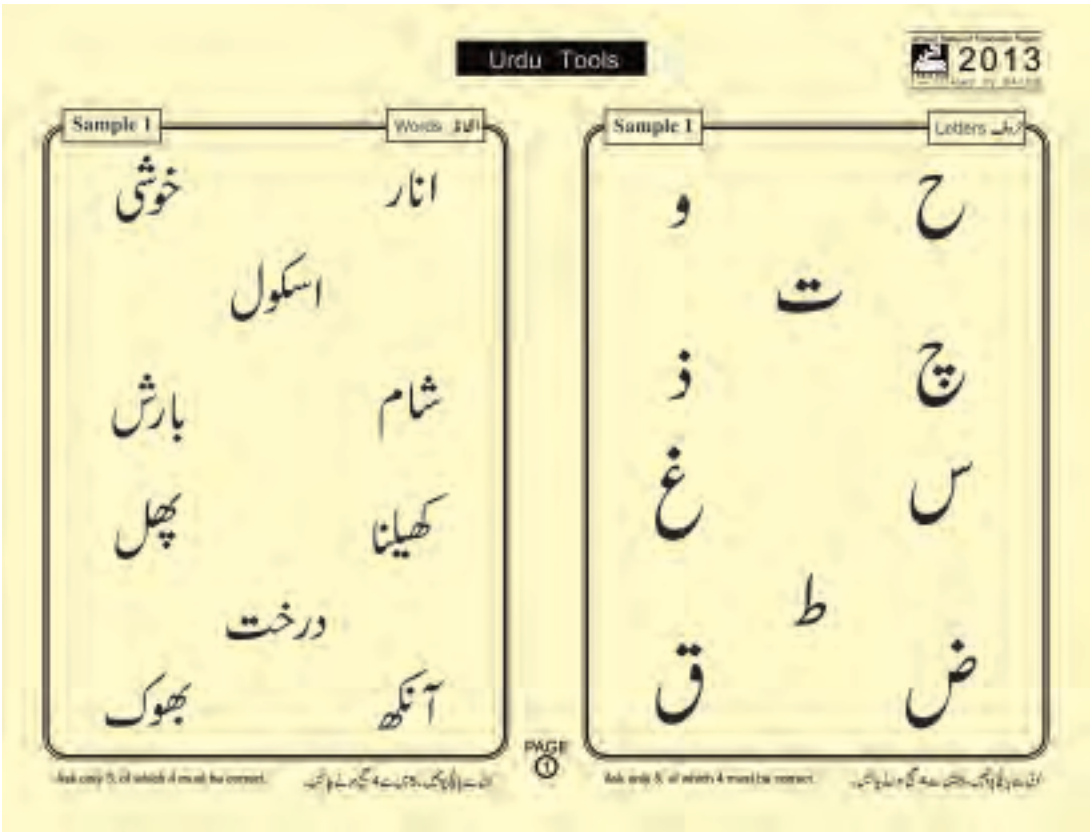
Tick where relevant	Yes	No
Is there a useable drinking water facility for the children in the school	✓	
Is there complete boundary wall/fence?	✓	
Is there a useable toilet / latrine for the children?	✓	
Does the school have any library books?		✓
Could you see the library books?		✓
Is there a playground in the school?	✓	
Is there any special Teacher (PTI) for games/Playtime?		✓
Is there a Science Laboratory?		✓
Is there a computer lab?		✓
Does the school have Internet?		✓

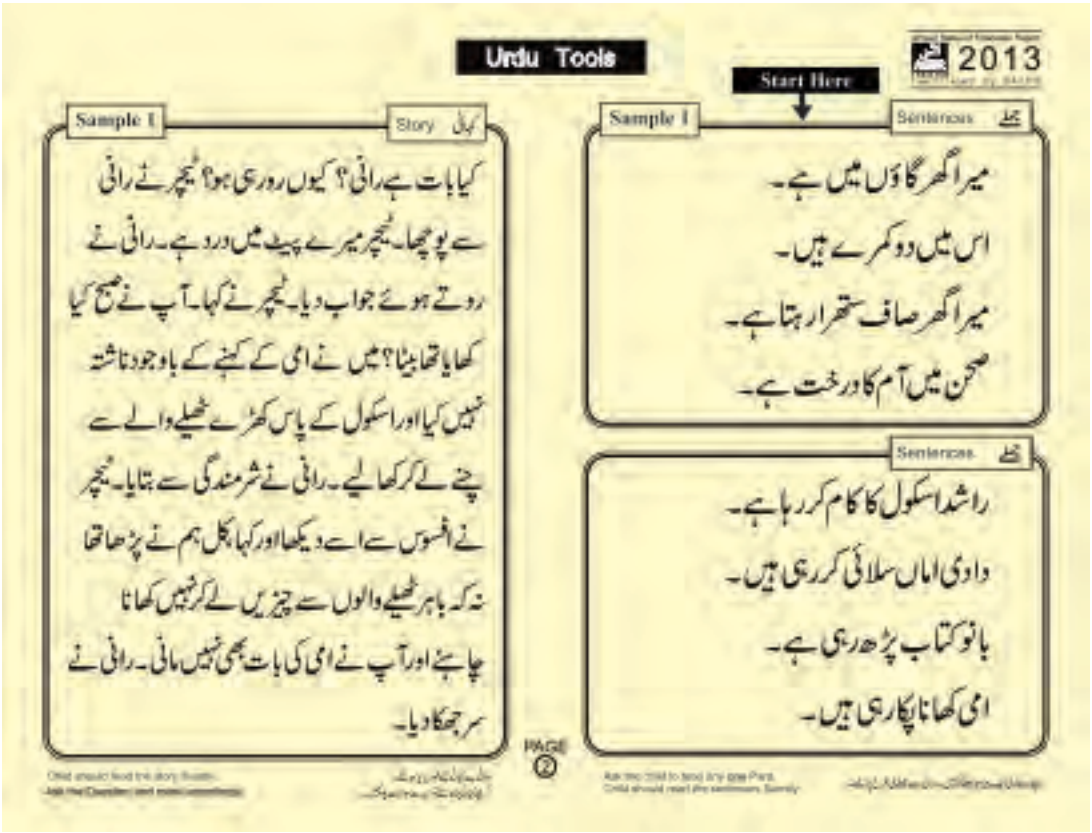
Village Map


2013
Village/Block
village A city#01
Mansehra
Tehsil/Taluka:
Mansehra
District/Agency:
Mansehra
MAP OF THE VILLAGE/BLOCK
N
W
E
LEGEND
School
Masjid
Household
Hospital
TOTAL HOUSEHOLDS
500
Approx. POPULATION
3000
Local Language
Urdu
Total number of School
Government
18
Private
25
Facilities
Yes
No
Post Office
Bank
PCO
Internet Cafe/ 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, baithak, statue, 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
MANSEHRA
Chinar Rd
Sahib Rd
Dhangri Poultry Farm
LABARKOT
MANDIAN

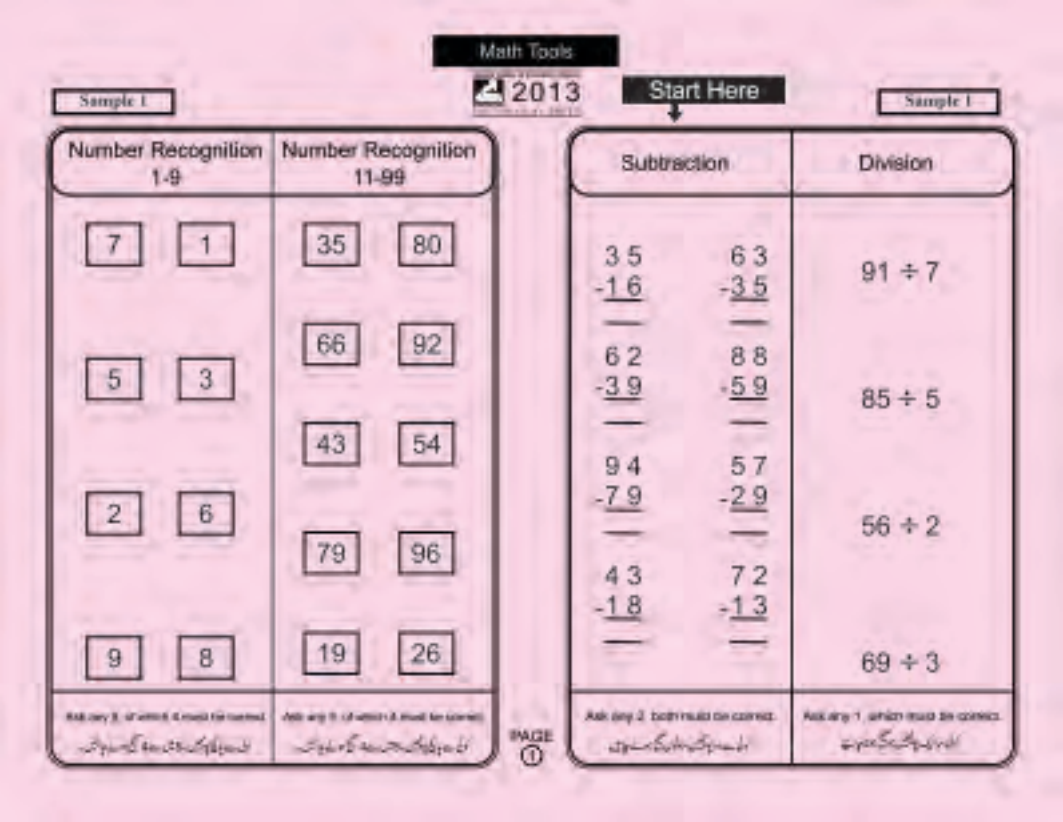

English Tools
2013
Start Here
Capital Letters
Sample 2
Small Letters
Sample 2
E D N
X R
O C B
K Z
y p d
f i
t s h
m a
PAGE
1


English Tools
2013
Words
Sample 2
Sentence
Sample 2
Cup Water
Bed Cat Down
Glass Walk
Nose Five Run
I have a new story book.
Show me please.
Can I read it?
Yes, you can.
Sentence
This is my house.
It has three rooms.
I live with my parents.
I have one sister.
PAGE
2

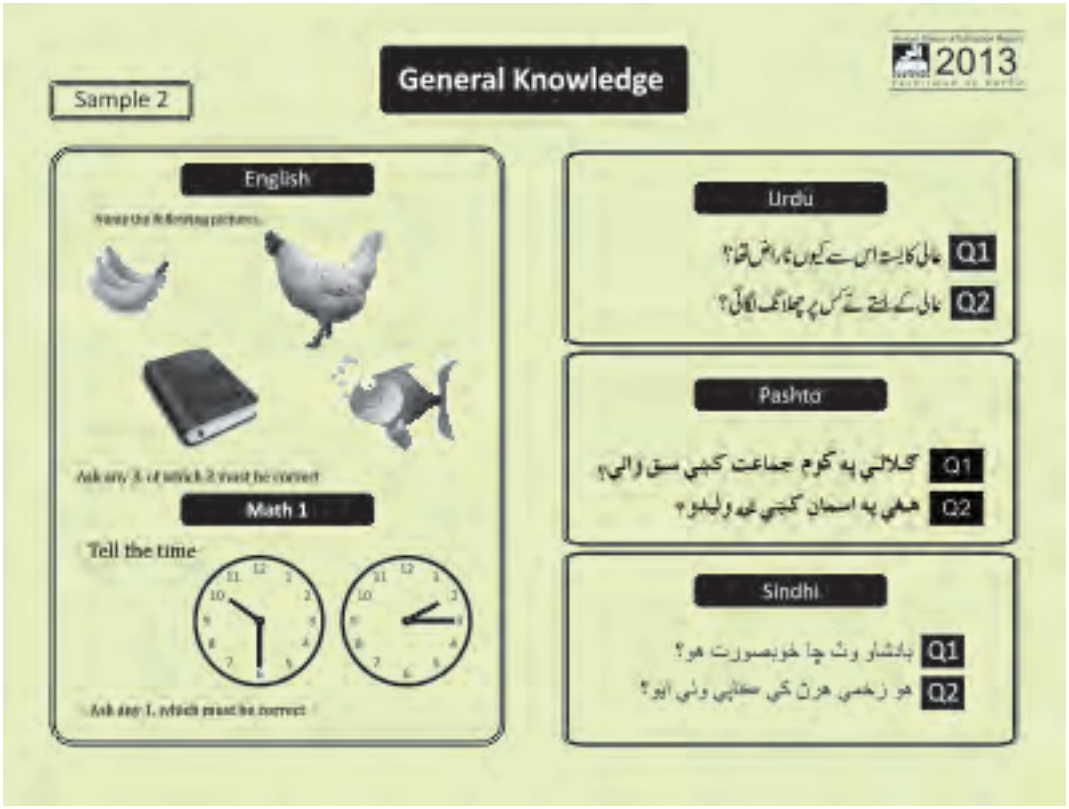

Urdu Tools
2013
Sample 1
Letters
ح
و
ت
چ
ذ
س
غ
ط
ض
ق
Sample 1
Words
انار
خوشی
اسکول
شام
بارش
کھیلنا
پھل
درخت
آنکھ
بھوک
PAGE 1


Urdu Tools
2013
Start Here
Sample 1
Story
کیا بات ہے رانی؟ کیوں رو رہی ہو؟ ٹیچر نے رانی سے پوچھا۔ ٹیچر میرے پیٹ میں درد ہے۔ رانی نے روتے ہوئے جواب دیا۔ ٹیچر نے کہا۔ آپ نے صبح کیا کھایا تھا بیٹا؟ میں نے امی کے کہنے کے باوجود ناشتہ نہیں کیا اور اسکول کے پاس کھڑے ٹھیلے والے سے چنے لے کر کھا لیے۔ رانی نے شرمندگی سے بتایا۔ ٹیچر نے افسوس سے اسے دیکھا اور کہا کل ہم نے پڑھا تھا نہ کہ باہر ٹھیلے والوں سے چیزیں لے کر نہیں کھانا چاہئے اور آپ نے امی کی بات بھی نہیں مانی۔ رانی نے سر جھکا دیا۔
Sample 1
Sentences
میرا گھر گاؤں میں ہے۔
اس میں دو کمرے ہیں۔
میرا گھر صاف ستھرا رہتا ہے۔
صحن میں آم کا درخت ہے۔
Sentences
راشد اسکول کا کام کر رہا ہے۔
دادی اماں سلائی کر رہی ہیں۔
بانو کتاب پڑھ رہی ہے۔
امی کھانا پکا رہی ہیں۔
PAGE 2

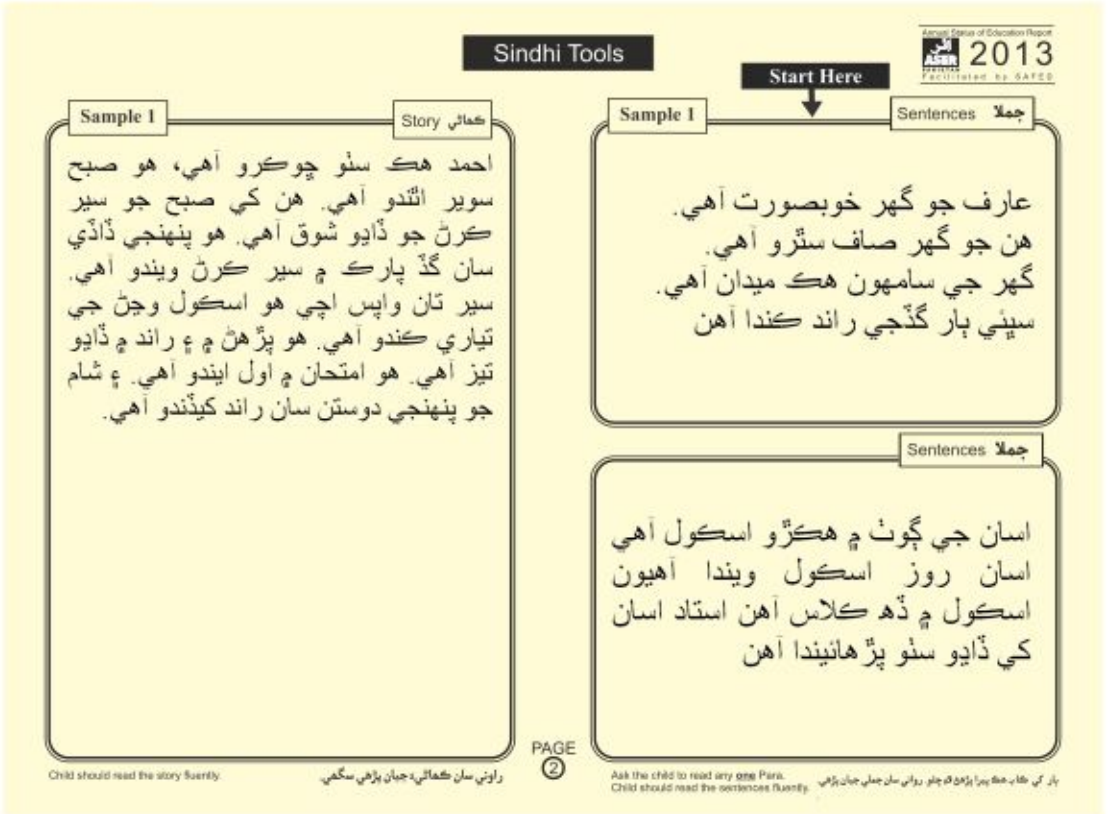
Math Tool



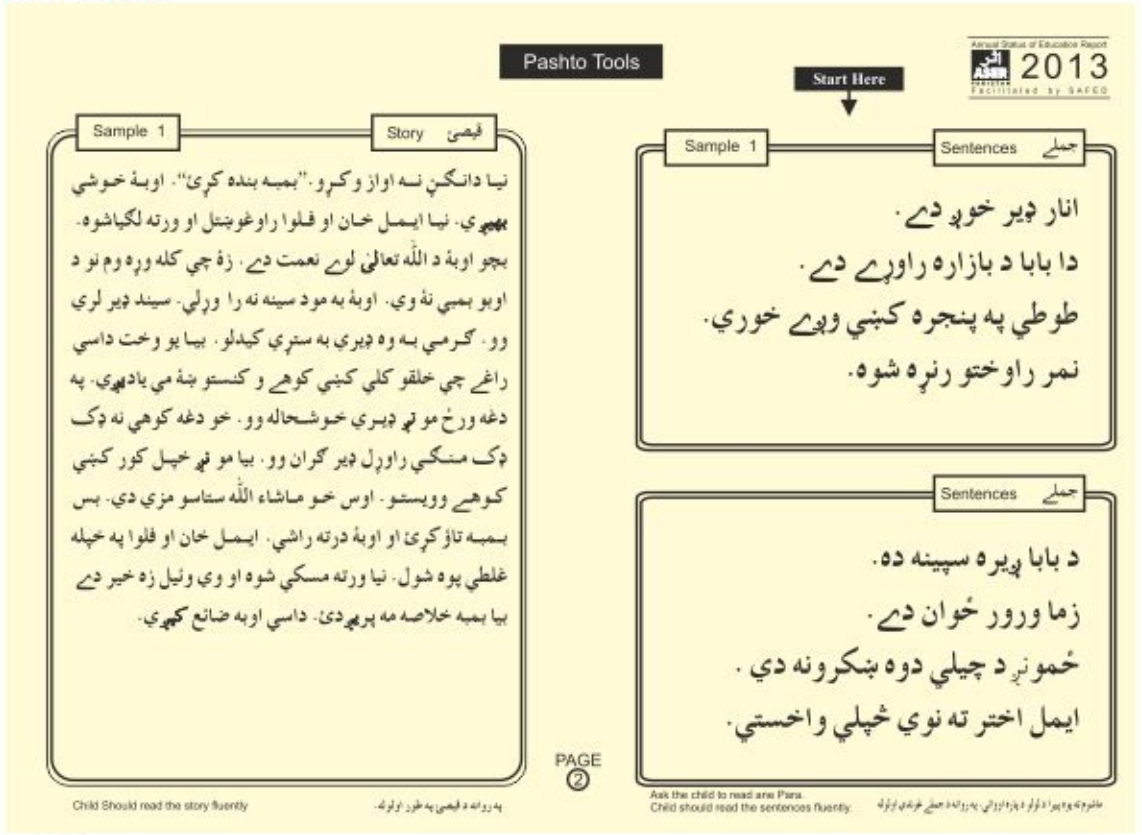
General Knowledge Tool



Sindhi Tool



Pashto Tool



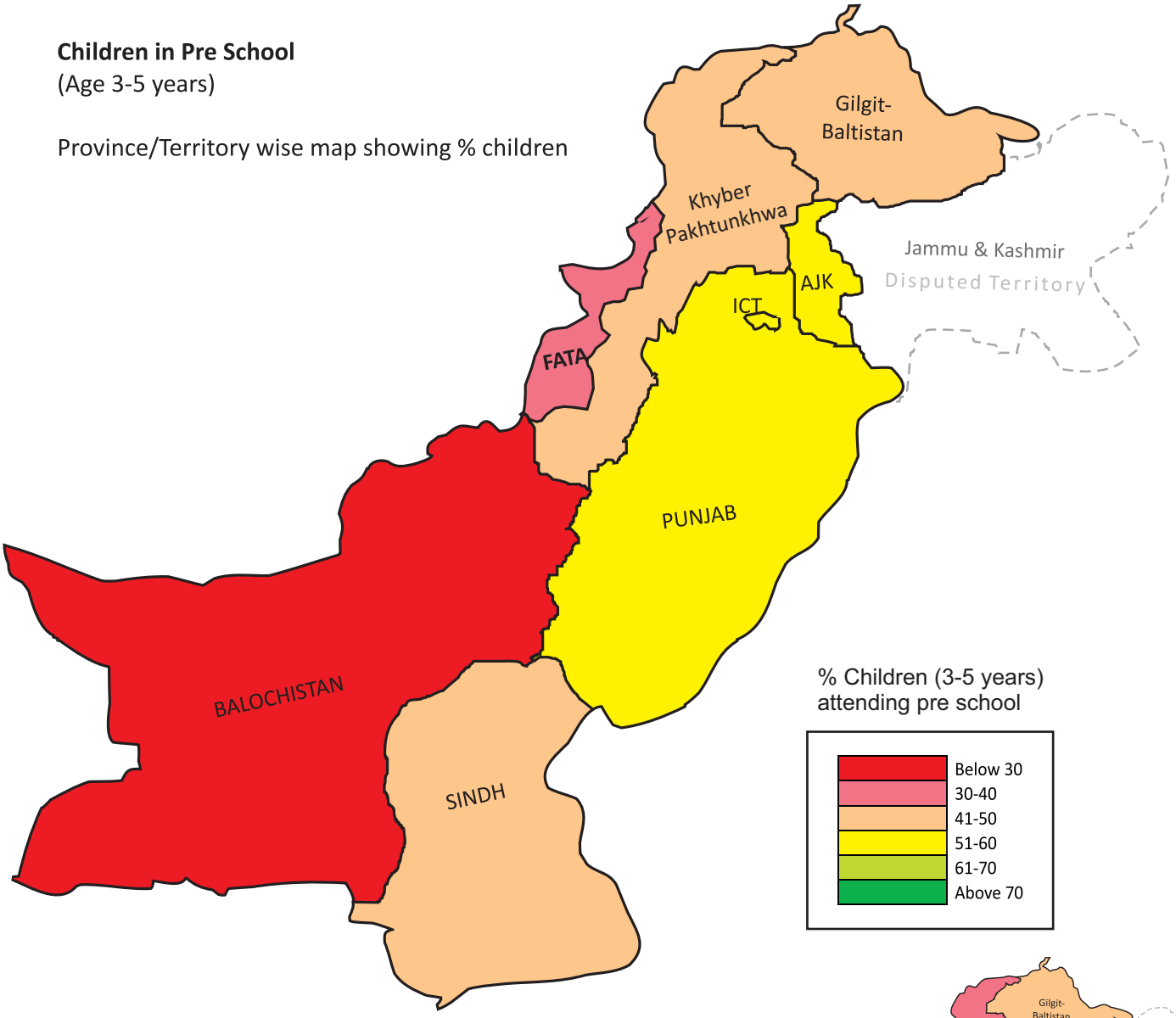
Errata: There is a printing error in the Sindhi tool image Sample-1 in the printed in the report (hard copy).

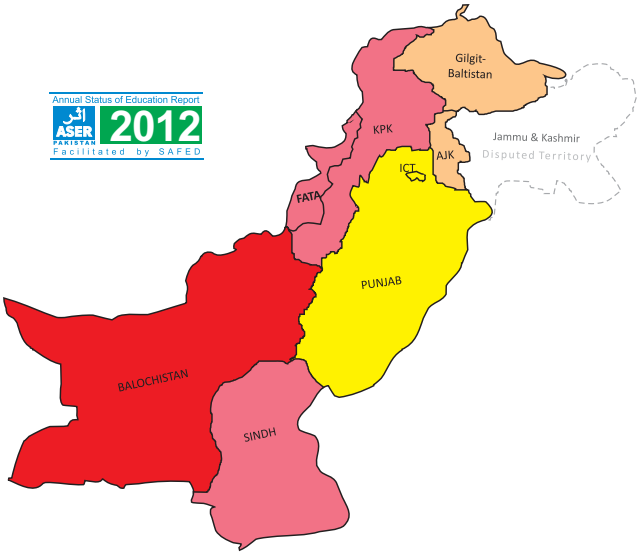
Findings
National
(Rural)

National Picture (Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children

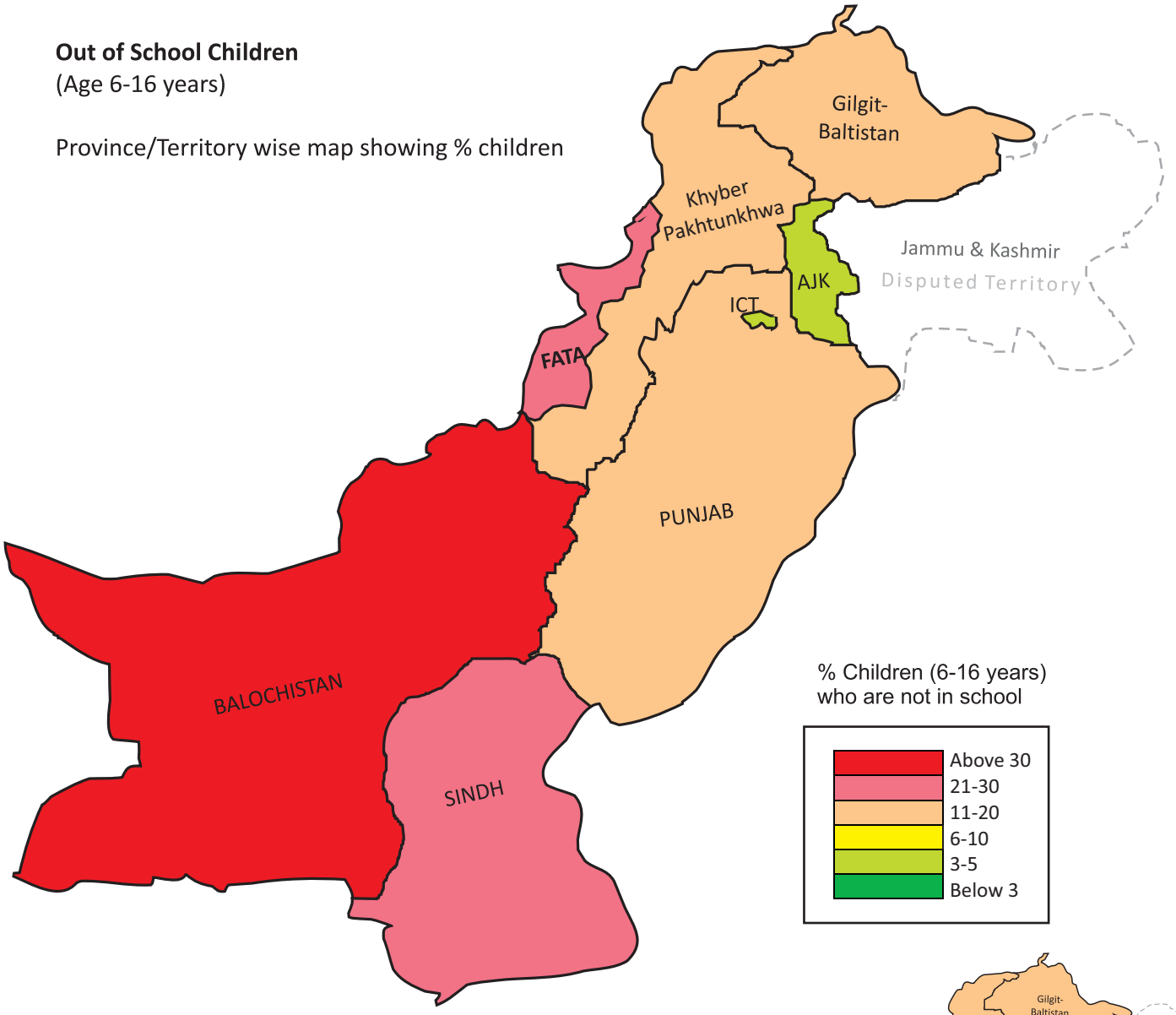


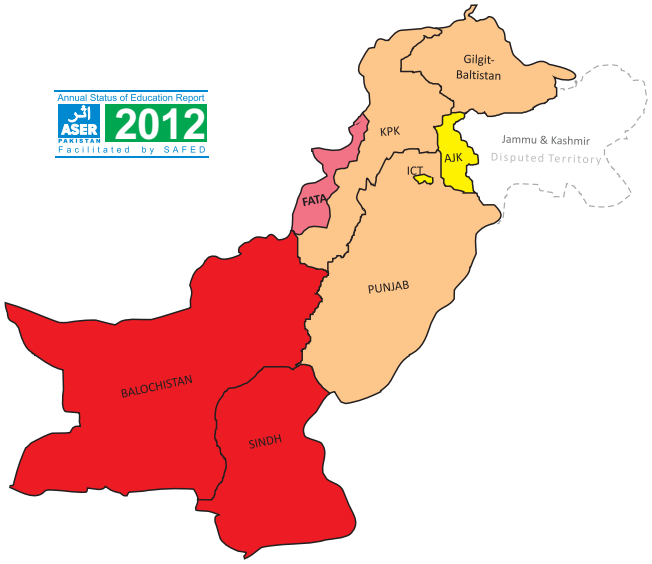


Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children



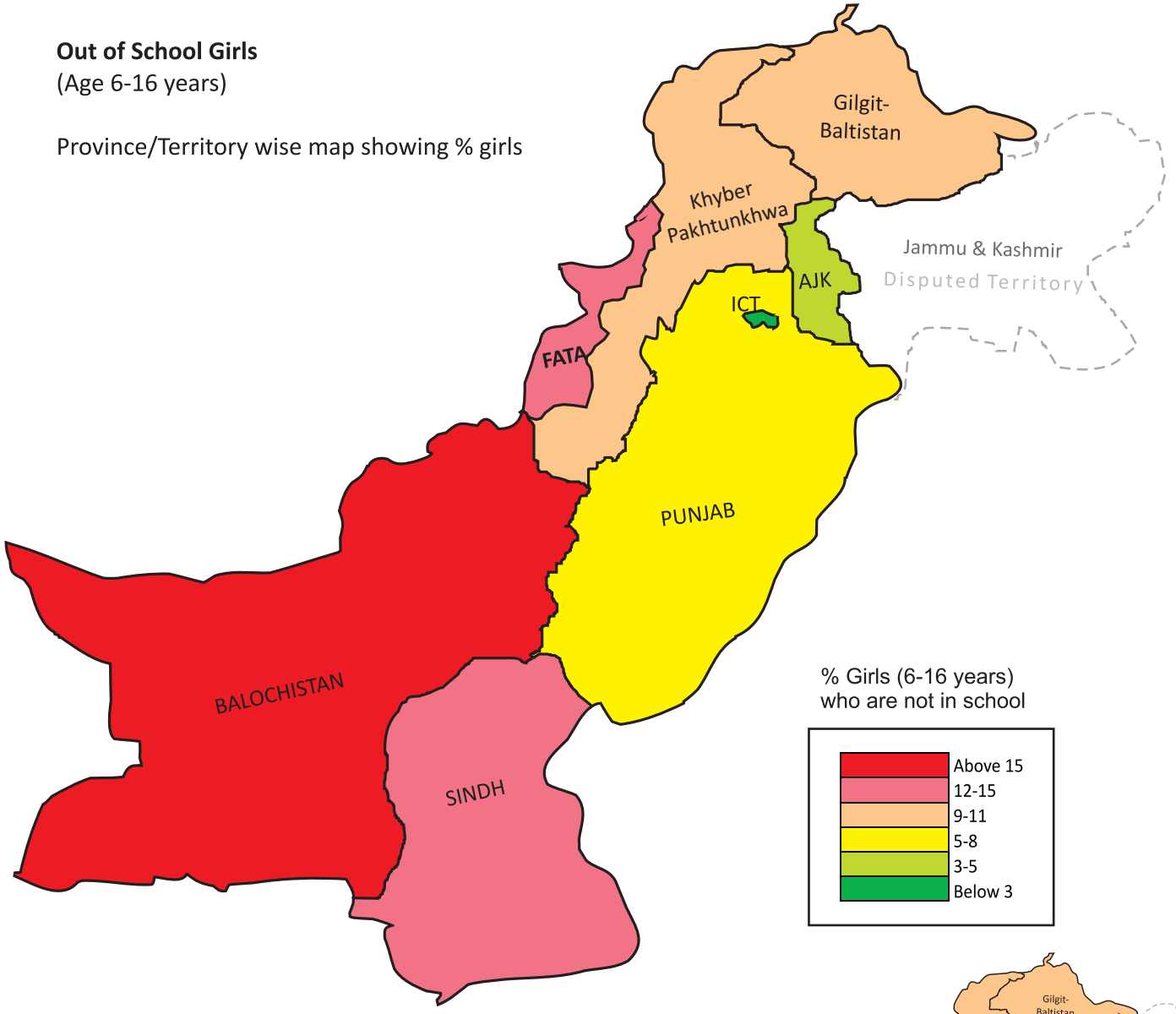


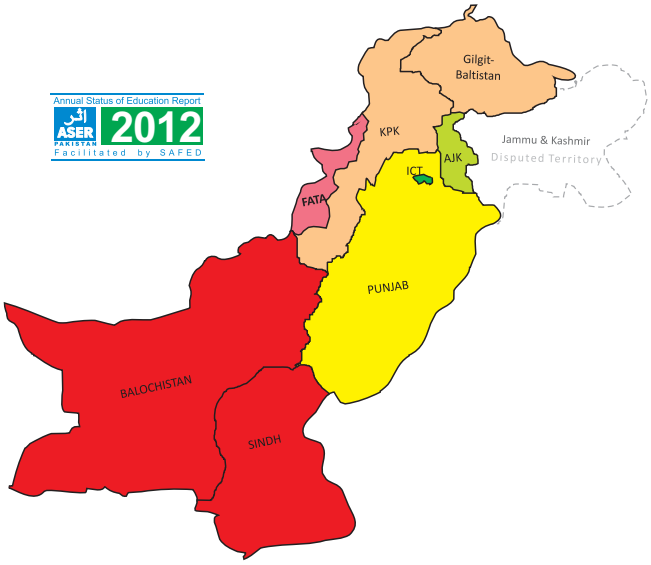
Maps may not be accurate or to scale. These are mere representations.

National Picture (Rural)

Out of School Girls
(Age 6-16 years)

Province/Territory wise map showing % girls



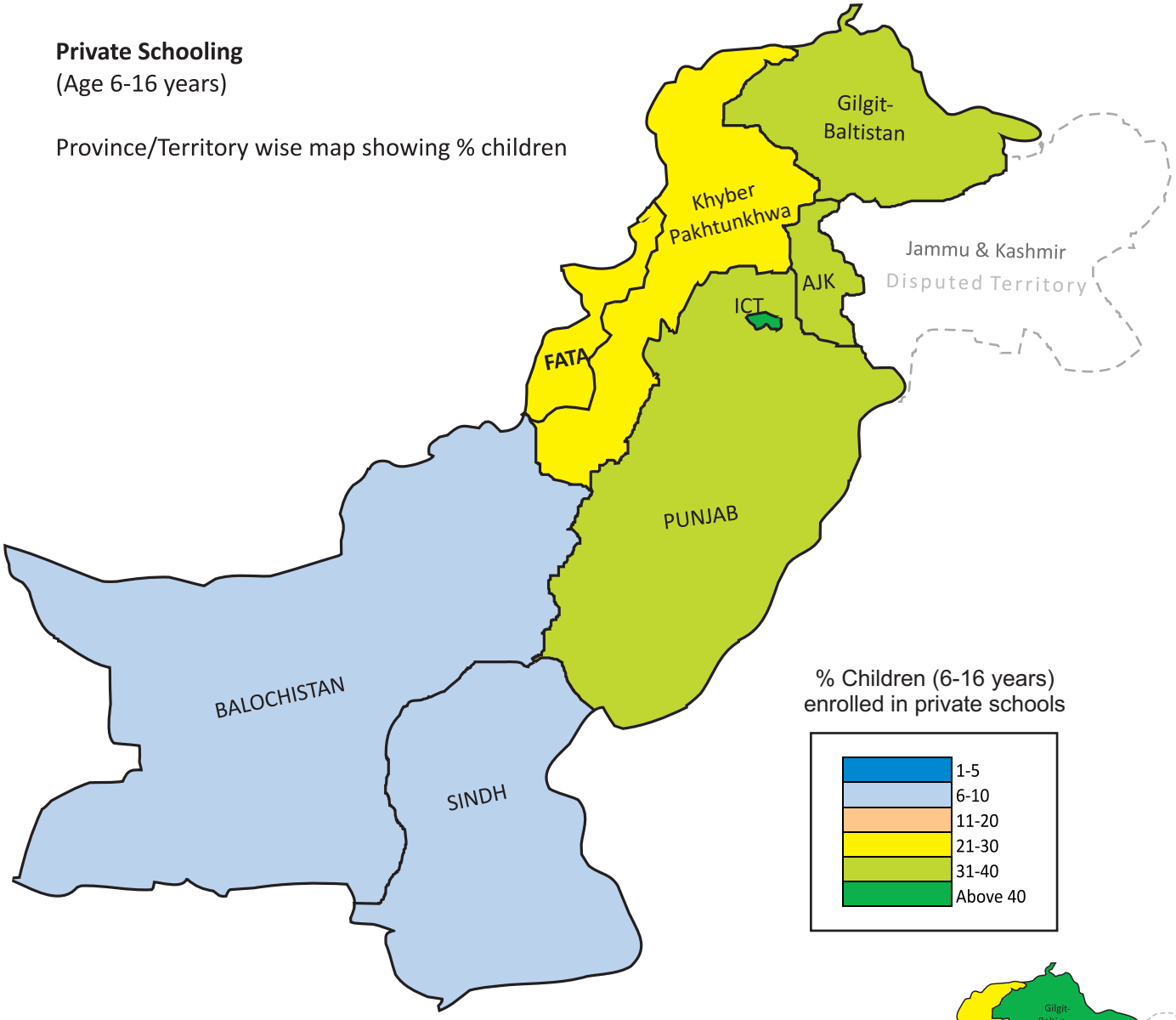


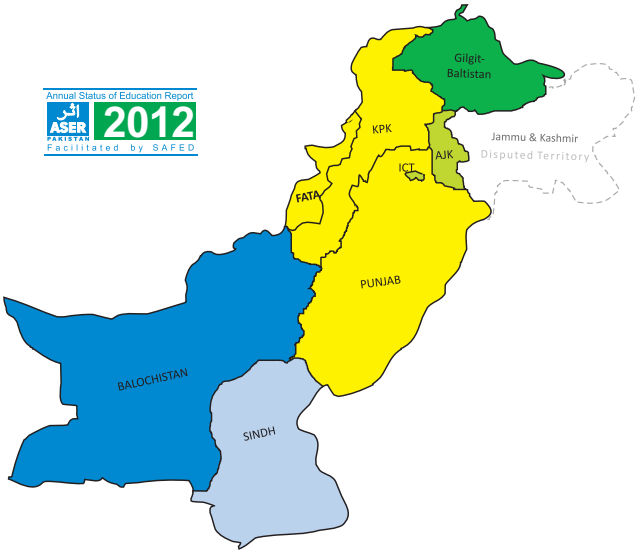
Maps may not be accurate or to scale. These are mere representations.

National Picture (Rural)

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



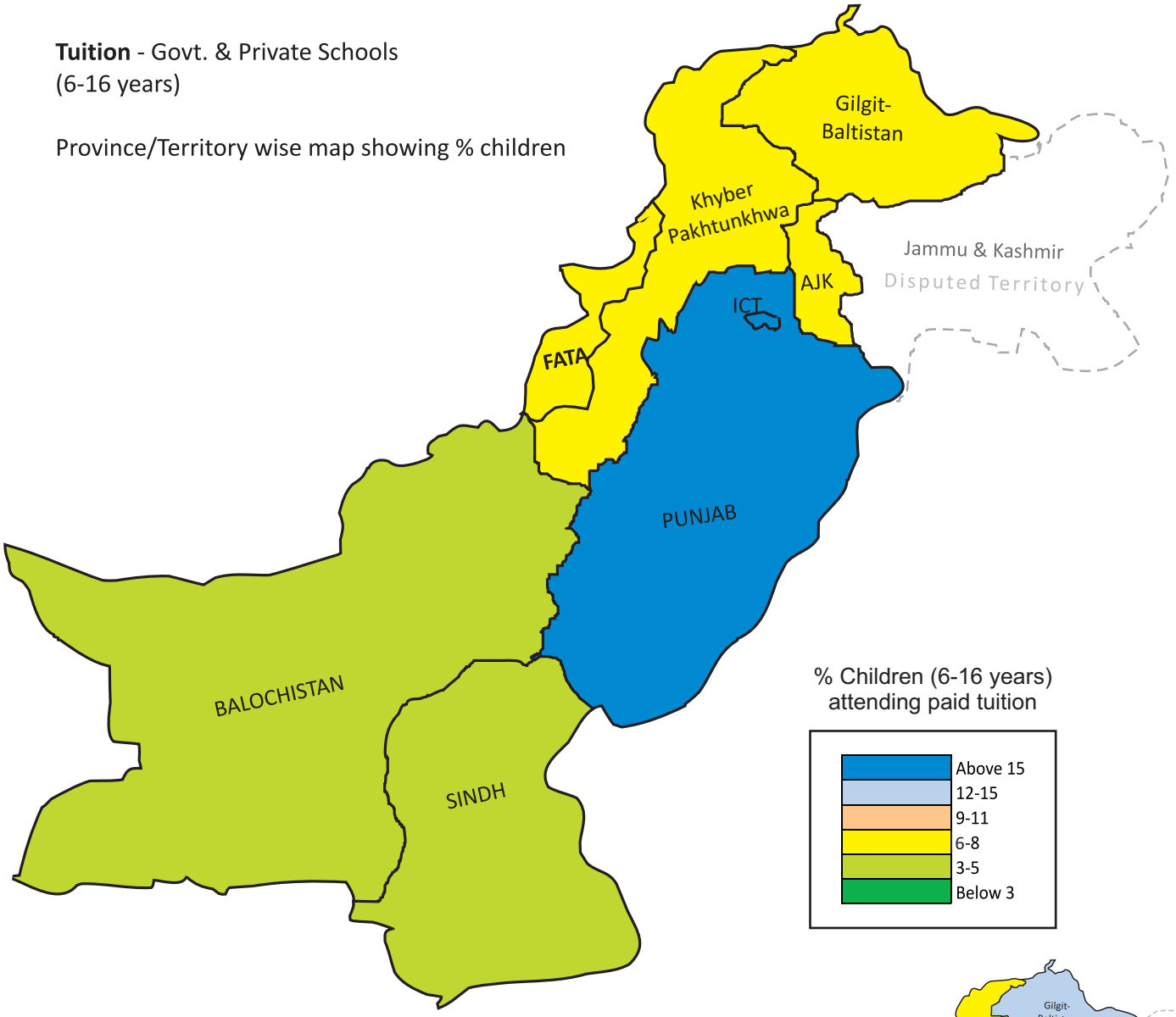


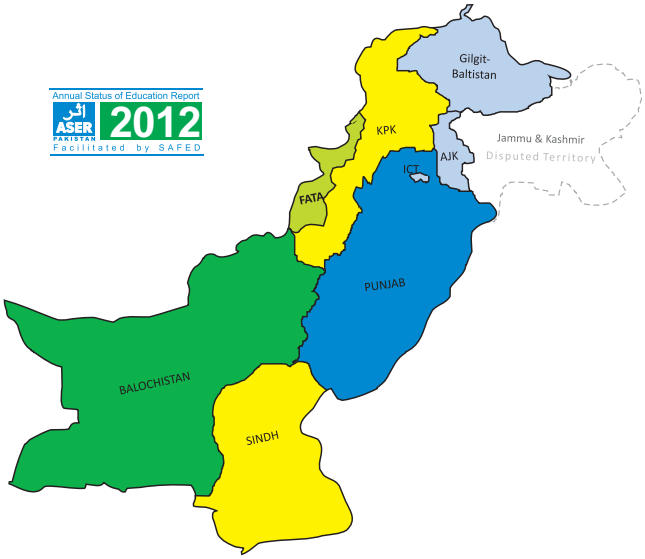
Maps may not be accurate or to scale. These are mere representations.

National Picture (Rural)

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

Province/Territory wise map showing % children



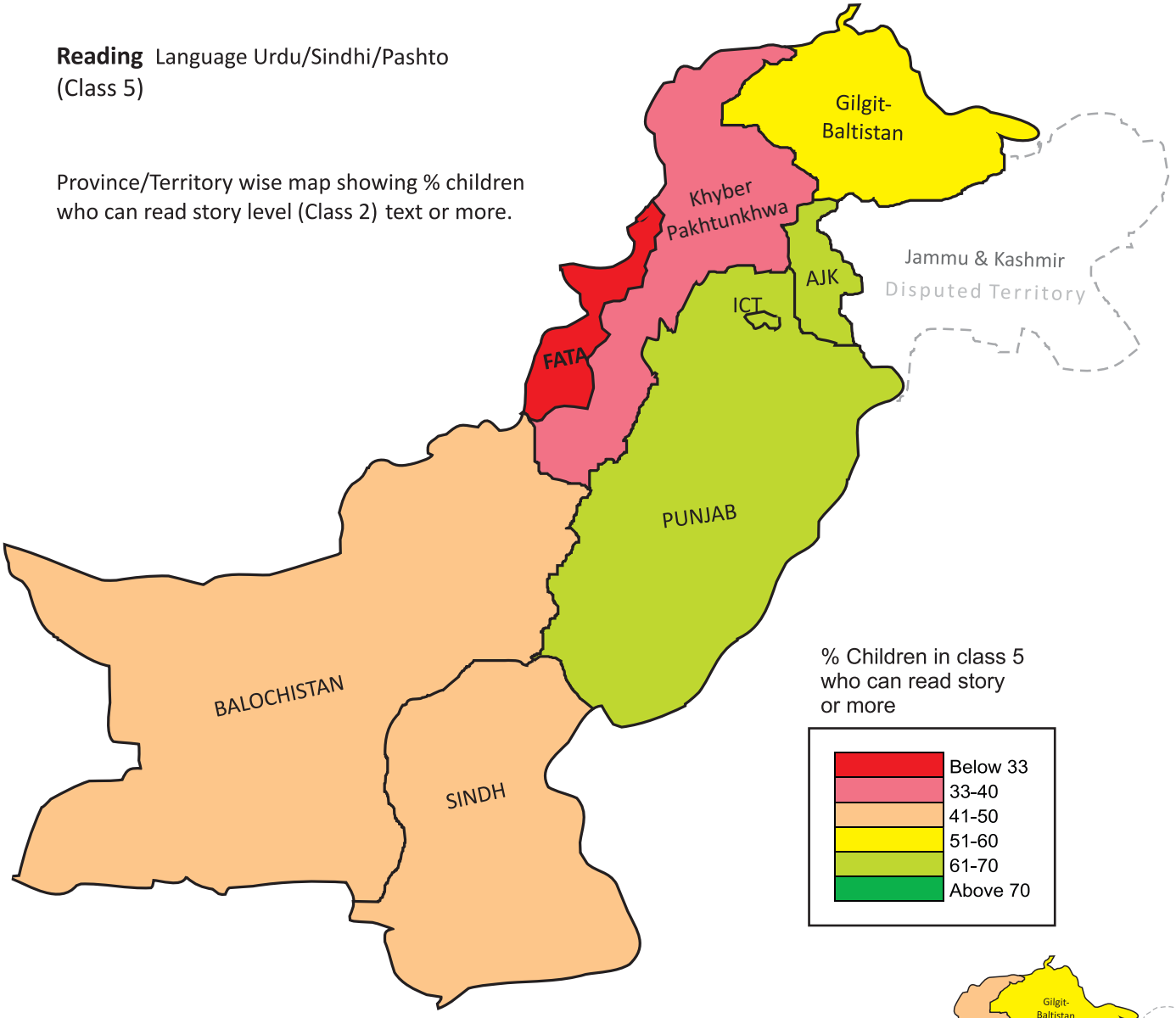


Maps may not be accurate or to scale. These are mere representations.

National Picture (Rural)

Reading Language Urdu/Sindhi/Pashto (Class 5)

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

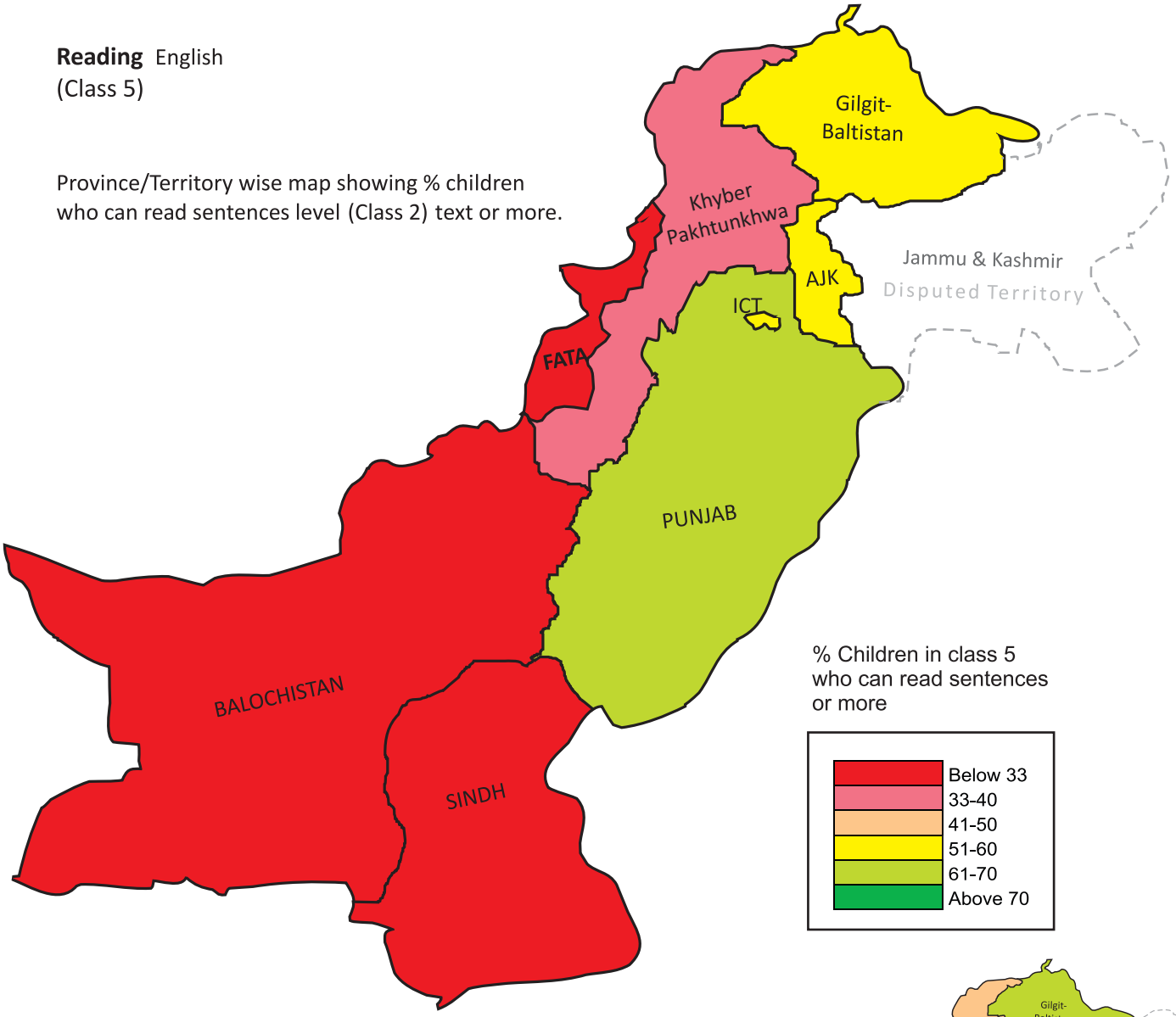


Maps may not be accurate or to scale. These are mere representations.

National Picture (Rural)

Reading English
(Class 5)

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

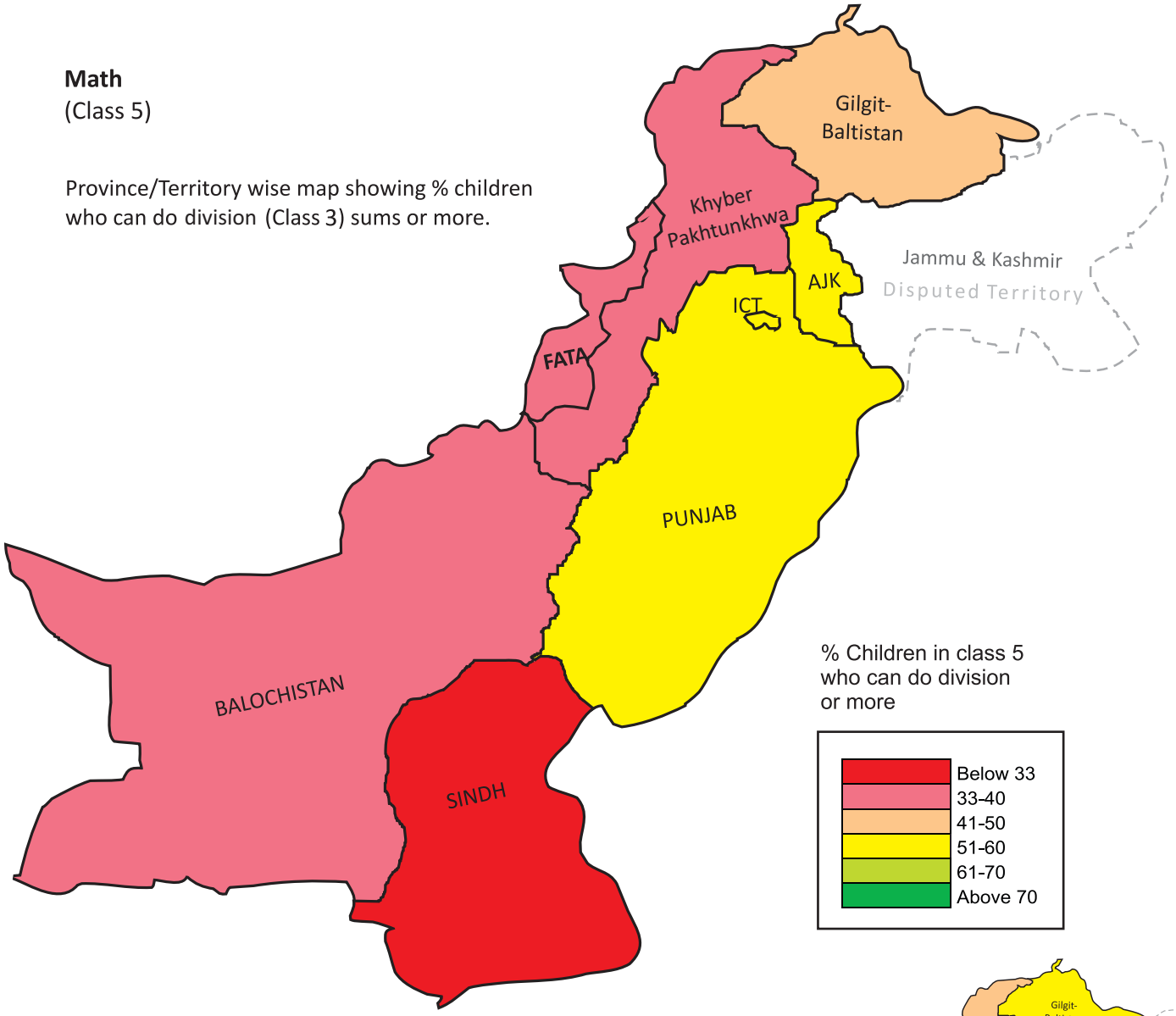


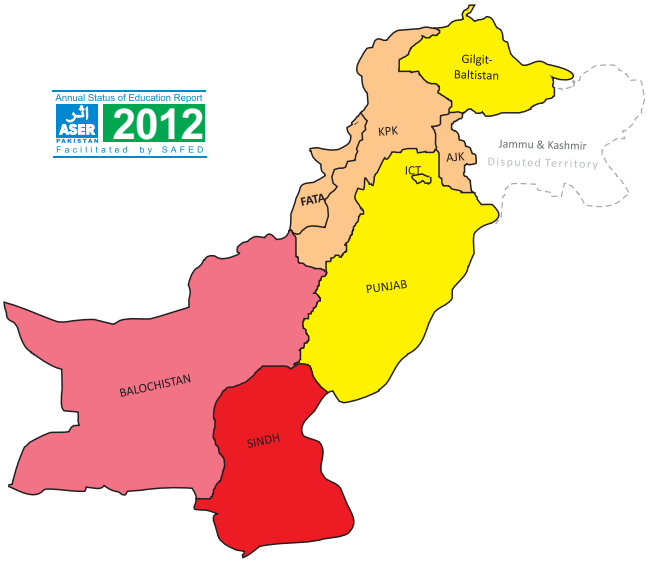
Maps may not be accurate or to scale. These are mere representations.

National Picture (Rural)

Math
(Class 5)

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



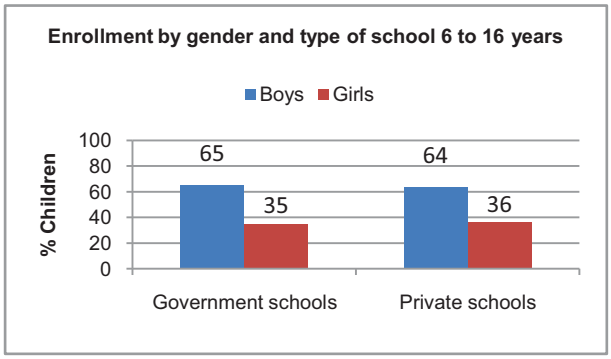


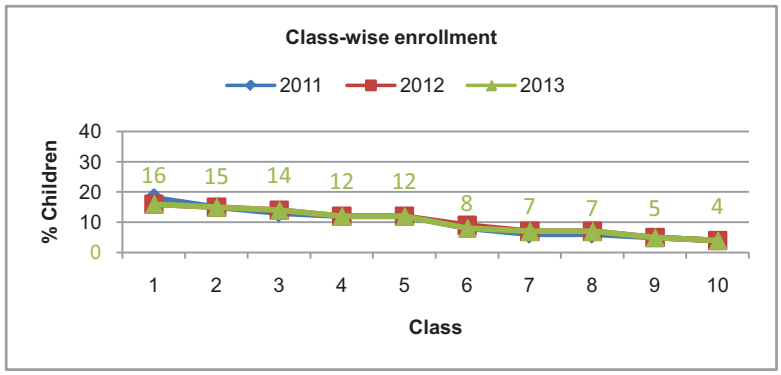
Maps may not be accurate or to scale. These are mere representations.

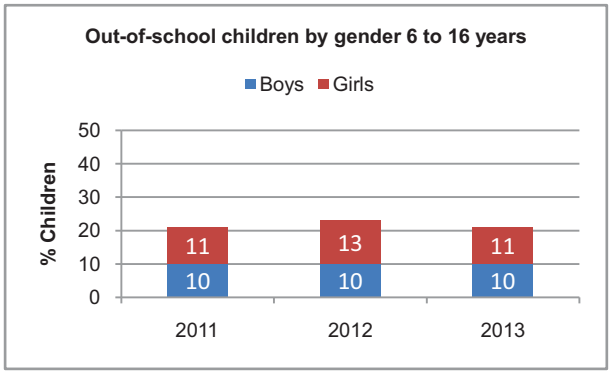
National (Rural)

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	59.0	19.7	2.1	0.7	16.2	2.4	100
11 - 13	59.8	18.0	2.1	0.6	12.2	7.2	100
14 - 16	53.3	14.8	1.8	0.2	15.2	14.6	100
6 - 16	58.1	18.3	2.0	0.6	15.0	6.0	100
Total	**78.9**				**21.1**		**100**
By Type	**73.5**	**23.2**	**2.6**	**0.7**			







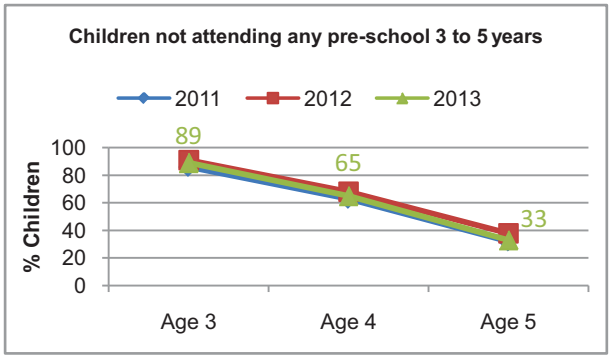
Age-Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	81.2	60.0	32.2	13.7	6.7	14.0	16.6	21.7	23.8	23.4	23.2	27.7	15.1
2	18.4	29.9	45.0	32.4	17.0								15.6
3	0.4	10.1	16.6	34.8	30.5	18.0							14.0
4			6.2	13.3	31.0	28.5	15.9						12.0
5				5.7	10.5	31.0	28.2	20.2					11.7
6					4.4	8.5	21.6	27.2	17.3				8.3
7						0.0	12.0	19.4	26.0	17.0			6.9
8							5.7	7.8	22.5	32.3	19.1		6.9
9								3.6	5.3	20.9	33.7	22.2	5.1
10									5.2	6.3	24.0	50.0	4.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 81.2% children of age 5 years are enrolled in class 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	7.1	3.2	0.2	0.1	89.3	100
4	23.0	11.1	0.6	0.5	64.8	100
5	45.1	19.4	1.4	0.6	33.4	100
3 - 5	**27.4**	**12.2**	**0.8**	**0.4**	**59.1**	**100**
Total	**40.9**				**59.1**	**100**
By Type	**67.1**	**29.8**	**2.0**	**1.1**		

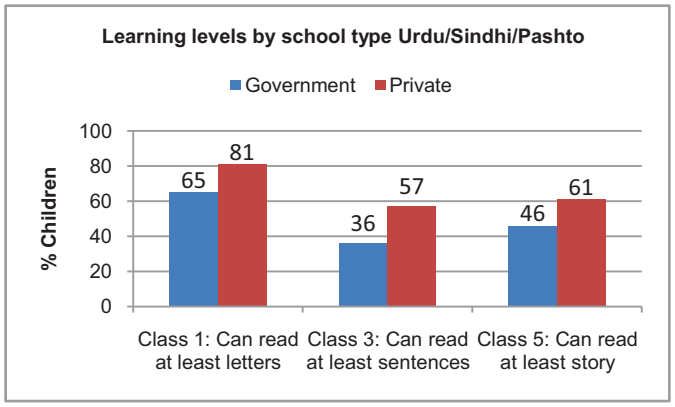


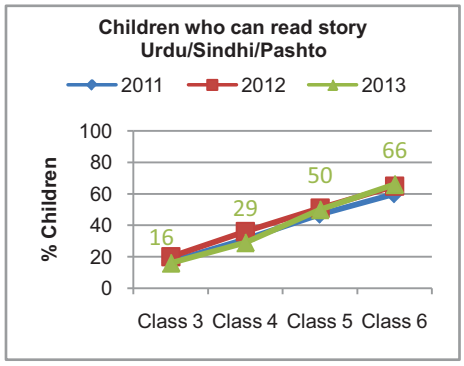
Learning levels (Urdu/Sindhi/Pashto)

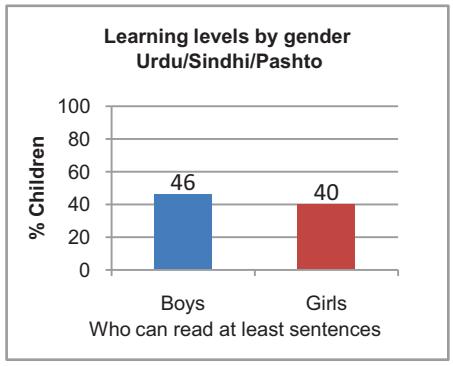
Class-wise % children who can read

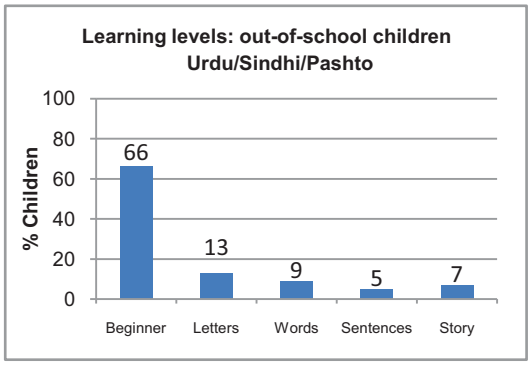
Class	Nothing	Letters	Words	Sentences	Story	Total
1	30.7	38.0	24.1	4.7	2.5	100
2	11.9	28.3	39.7	12.6	7.5	100
3	6.8	16.1	36.6	25.1	15.5	100
4	4.4	8.9	25.7	31.6	29.5	100
5	3.6	6.0	16.5	24.1	49.8	100
6	1.9	4.0	9.5	18.6	66.0	100
7	1.7	3.3	6.7	14.9	73.4	100
8	1.9	2.8	5.5	9.4	80.4	100
9	1.5	2.7	3.7	7.7	84.4	100
10	2.7	4.1	3.9	6.1	83.2	100

How to read: 7.2 % (4.7+2.5) children of class 1 can read sentences







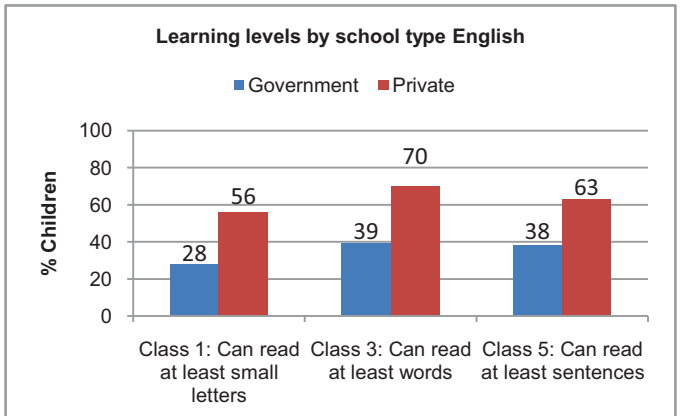


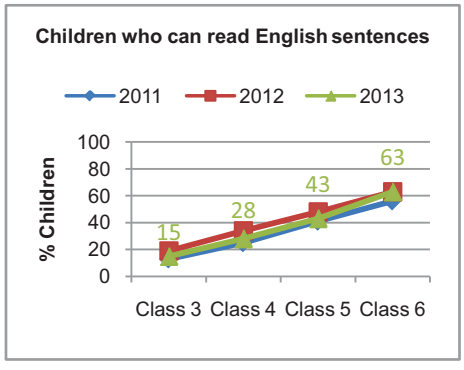
Learning levels (English)

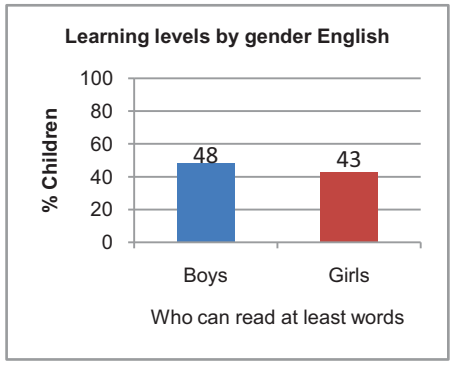
Class-wise % children who can read

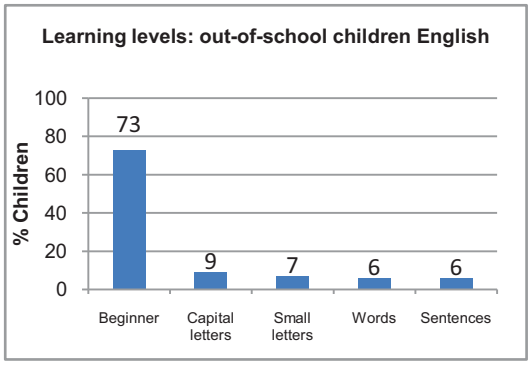
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	39.3	25.5	21.6	10.9	2.5	100
2	20.0	23.1	27.6	22.1	7.2	100
3	12.6	13.7	28.1	30.8	14.9	100
4	9.1	8.0	19.9	35.3	27.7	100
5	6.5	6.9	11.7	31.7	43.3	100
6	2.8	3.5	7.7	22.8	63.3	100
7	2.4	2.9	5.2	18.2	71.3	100
8	2.8	2.4	3.9	12.6	78.3	100
9	2.3	2.3	3.5	8.6	83.3	100
10	4.5	2.7	3.4	7.5	81.8	100

How to read: 13.4 % (10.9+2.5) children of class 1 can read words









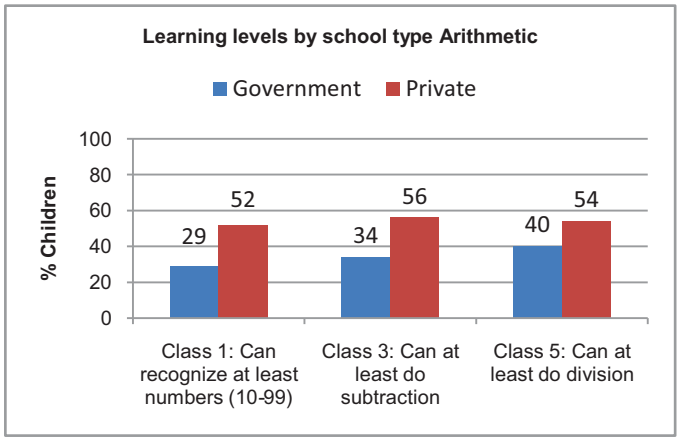
National (Rural)

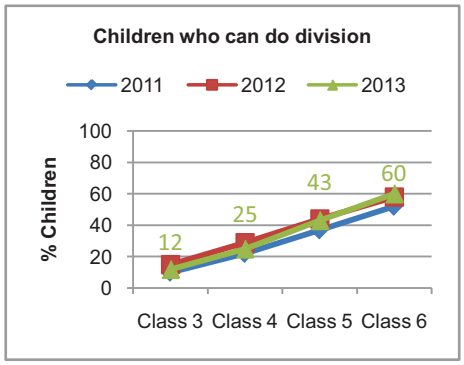
Learning levels (Arithmetic)

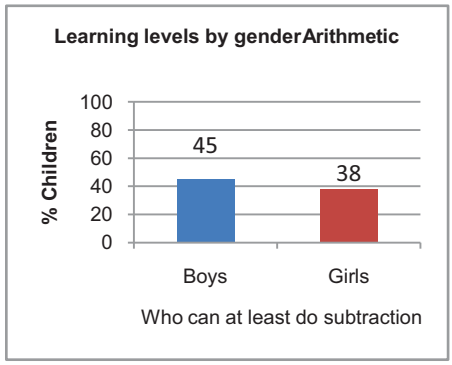
Class-wise % children who can do

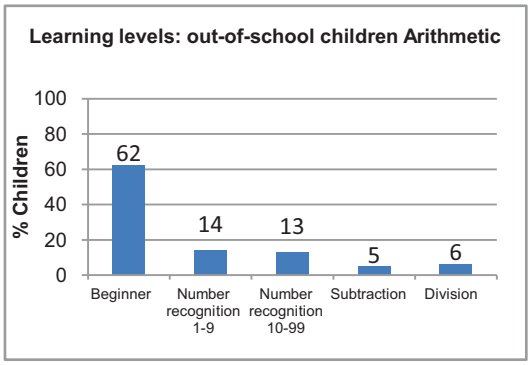
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	29.9	35.1	28.7	4.2	2.2	100
2	11.5	24.1	45.0	13.9	5.4	100
3	6.6	13.2	41.1	27.4	11.8	100
4	4.0	7.5	28.8	35.1	24.6	100
5	3.1	5.0	18.2	30.5	43.2	100
6	2.0	2.8	11.0	24.2	60.0	100
7	1.7	2.6	8.7	19.4	67.6	100
8	1.8	1.9	6.4	13.9	76.0	100
9	1.7	1.4	4.6	11.5	80.8	100
10	2.7	3.2	4.9	9.1	80.1	100

How to read: 6.4 % (4.2+2.2) children of class 1 can do subtraction

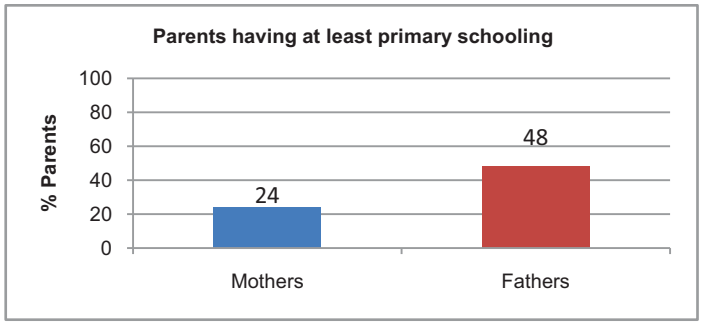








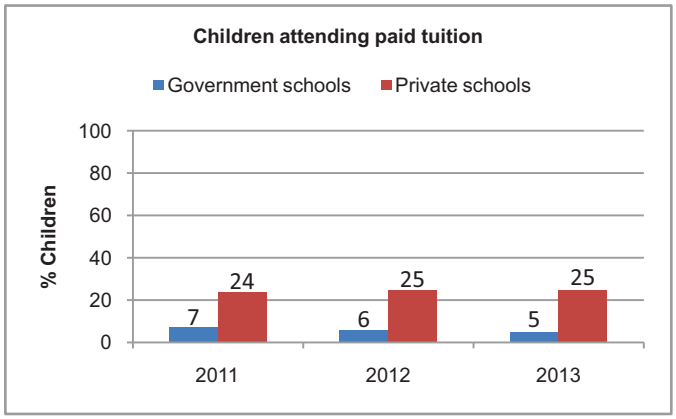
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.1	3.7	3.9	4.7	5.0	6.6	7.7	8.3	11.4	11.2
Pvt.	23.1	24.7	25.1	25.4	26.1	24.4	26.2	27.5	29.8	27.8



National (Rural) School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

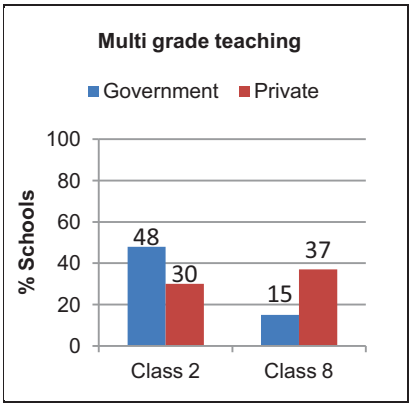
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	1104	235	886	2225	27	7	385	419
Elementary	336	152	147	635	48	18	616	682
High	506	166	98	770	65	15	392	472
Others	224	43	62	329	11	13	97	121
Total	**2170**	**596**	**1193**	**3959**	**151**	**53**	**1490**	**1694**

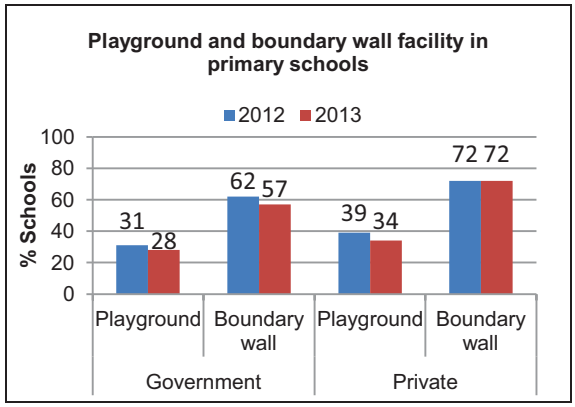
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	81.1	86.3	87.9	83.3	84.9	86.4	88.6	89.3	86.7	88.5
Teacher attendance	85.7	87.0	87.9	86.4	87.0	90.7	92.2	93.3	92.8	92.5

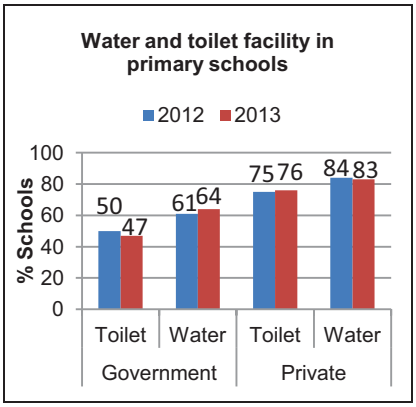
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	11.3	9.3
FA	16.5	26.4
BA	34.0	38.7
MA or above	37.0	24.9
Others	1.2	0.8

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	24.3	21.0
CT	14.3	15.2
B-Ed	39.6	46.3
M-Ed or above	17.4	10.6
Others	4.4	7.0

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.5	5.9	10.0	7.6	4.0	7.1	10.9	7.6
Useable water		63.9	81.9	85.5	88.1	83.1	90.9	91.3	77.7
Useable toilet		47.2	64.3	71.7	76.9	75.7	88.1	92.8	73.6
Playground		28.4	52.4	63.9	51.1	33.9	45.5	55.9	41.3
Boundary wall		56.7	68.3	75.2	79.9	71.8	85.0	87.5	76.0
Library		8.2	32.8	58.6	60.5	19.3	26.7	62.7	37.2
Computer lab		0.0	4.3	43.1	30.1	10.0	17.4	44.3	24.8
		Grants							
2013*	# of schools reported receiving grants	783	311	423	0	38	51	27	0
	% of schools reported receiving grants	35.7	49.1	55.5	0.0	9.1	7.5	5.7	0.0
	Average amount of grant (Rs.)	22825	25878	41258	0	108224	716227	704786	0
2012	# of schools reported receiving grants	1057	340	481	0	23	31	16	0
	% of schools reported receiving grants	48.2	53.7	63.1	0.0	5.5	4.5	3.4	0.0
	Average amount of grant (Rs.)	30428	47968	86332	0	72493	682721	153484	0







*Grants received till October 31, 2013

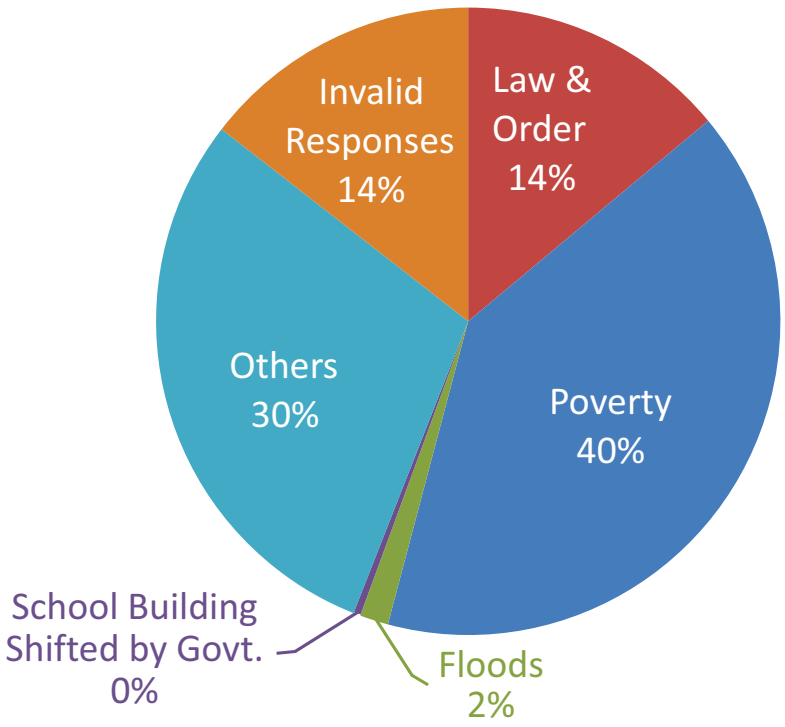
National (Rural)

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	*Non-state providers	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
National	40.9	21.1	11.3	26.5	10	40.6	45.7	39.1	49.8	43.3	43.2
Azad Jammu and Kashmir	57.7	5.2	2.7	38.6	7.5	60	70	57.9	61.4	57.8	50.5
Balochistan	18.8	33.8	17.3	14.7	3	30	20.5	25.8	48.8	29.1	38.6
FATA	39.3	21.4	13	26.2	6.7	36.4	52.1	45.5	30.2	27.9	37.4
Gilgit-Baltistan	41.3	15.7	9.8	42.6	7.4	46.8	65	49.2	51.1	60.4	50.1
Islamabad - ICT	50.9	4.9	2.2	43.9	27.7	64.5	65	53.2	61.5	60.4	51.8
Khyber Pakhtunkhwa	44.9	14	8.5	26.7	6.8	36.6	52.4	41.4	39	39.3	37.6
Punjab	52.8	15.7	8	35.7	21.6	52.8	62.3	50.4	65.8	62.1	56.3
Sindh	40.8	29.1	15.4	9.8	4.6	33	28.4	24.2	41.2	25.2	29.4

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.

Drop-out reasons



Sample Composition

- ASER 2013 survey was conducted in 138 rural districts of Pakistan. This covered 81,672 households in 4,112 villages across Pakistan.

- Detailed information was collected on 249,832 children (59% males, 41% females) aged 3-16 years. Out of these 217,862 children aged 5-16 years were tested for language and arithmetic competencies.

- School information on public and private schools was collected. A total of 3959 government schools (56% primary, 16% elementary, 19% high, 8% others[1]) and 1694 private schools (25% primary, 40% elementary, 28% high, 7% others) were surveyed.

- Fifty-five percent of the government schools were boys only, 15% were girls only, and 30% were coeducation schools. In case of private schools, 9% were boys only, 3% were girls only and 88% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2012.

- In 2013, 21% of children were reported to be out-of-school which has decreased as compared to previous year (23%). Fifteen percent children have never been enrolled in a school and 6% have dropped out of school for various reasons.

- Seventy-nine percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 74% of children were enrolled in government schools whereas 26% of children were going to non-state institutions (23% private schools, 3% Madrassah, 0% others).

- Amongst the enrolled students in government schools, 35% were girls and 65% were boys whereas in private schools 64% enrolled children were boys and 36% were girls.

- The percentage of out of school girls has decreased as compared to 2012.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Forty-one percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 37% in 2012.

- Fifty-nine percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children still remain poor: Half of the children from Class 5 still cannot read Class 2 Urdu/Sindhi/Pashto story similar to 2012.

- Fifty-nine of class 3 children could not read sentences in Urdu/Pashto/Sindhi compared to 57% in the previous year.

- Similarly, 31% of class 1 children cannot read letters in Urdu/Sindhi/Pashto as compared to 28% in 2012[3].

Deterioration can be seen in English competencies over the past year: 43% of class 5 children could read sentences (class 2 level) in 2013 as compared to 48% in 2012.

- Fifteen percent class 3 children can read class 2 level sentences as compared to 19% in 2012 and 13% in 2011.

- Thirty-nine percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 37% in 2012.

Arithmetic learning levels remain poor: 43% class 5 children can do division as compared to 44% in 2012.

- Forty-three percent children enrolled in class 5 can do two digit division in 2013 compared to 44% in 2012 and 37% in 2011.

- Thirty-two percent of class 7 children could not do the two-digit division in 2013 whereas 33% could not do so in 2012.

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

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

[3] One hundred and thirty six rural districts of Pakistan were surveyed in 2012.

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

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

- Sixty-one percent children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto/Sindhi as compared to 46% class 5 children enrolled in government schools.

- English learning levels of private schools children were better than public schools. Sixty-three percent private school children can read at least sentences in class 5 whereas only 38% government school children can do the same.

- Similarly, in arithmetic, 54% children enrolled in private schools (class 5) were able to do division when compared to only 40% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

Boys outperform girls in literacy and numeracy skills.

- Forty-six percent of boys could read at least sentences in Urdu/Pashto/Sindhi as compared to 40% of girls.

- Forty-eight percent boys could read at least English words while 43% of girls can do the same.

- Similarly, 45% of boys were able to do at least subtraction whereas only 38% girls could do it.

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

More than 30% of the 'out-of-school' children were at more than the beginner level.

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

THEME 7: PARENTAL EDUCATION

Twenty-four percent of mothers and 48% of father in the sampled households had completed at least primary education.

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

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.

- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 3% children enrolled in class 1 take private tuition whereas 11% children in class 10 take tuitions.

THEME 9: MULTI-GRADE TEACHING

Forty-eight percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching where one teacher has to teach more than one grade within the allotted time.

- It was found that 48% of the surveyed government schools and 30% of the surveyed private schools had Class 2 sitting with other classes.

- Fifteen percent of surveyed government schools and 37% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Fifteen percent children in government schools were absent.

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

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

Thirteen percent teachers in government schools and 7% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 87% and 93% in private school.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in private schools as compared to government schools

- Thirty-four percent teachers of government schools have done graduation as compared to 39% teachers of private schools.

- Forty percent of government school teachers had Bachelors in Education degrees, as compared to 46% teachers of private school.

THEME 12: SCHOOL FACILITIES

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

- Forty-three percent of surveyed government high schools had computer labs and 59% had library books in their premises as compared to surveyed private high schools where 44% had computer labs and 63% had library books.

Fifty-three percent surveyed government primary schools were without toilets and 36% were without drinking water.

- Fifty-three percent of the surveyed government primary schools did not have toilets in 2013 as compared to 50% in 2012, while 24% surveyed private primary schools were missing toilet facility in 2013 as compared to 25% in 2012.

- Thirty-six percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 39% in 2012. Similarly, 17% of the surveyed private primary schools in 2013 did not have drinking water facility as compared to 16% in 2012.

Forty-three percent of the surveyed government primary schools were without complete boundary walls and 72% were without playgrounds.

- Among the government primary schools surveyed, only 57% had complete boundary walls and 43% were missing complete boundary walls as compared to 38% in 2012.

- Twenty-eight percent of the surveyed private primary schools did not have complete boundary walls as in 2013 and 2012.

- Twenty-eight percent of government primary schools being surveyed had playgrounds in 2013 while 34% surveyed private schools had playgrounds.

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

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools, which is similar to 2012.

- In 2013, surveyed private high schools had 11 class rooms on average that were used for classroom activities which is similar to 2012.

THEME 13: SCHOOL GRANTS/FUNDS

Thirty-Six percent government primary schools and 9% private primary schools received grants.

- A higher number of surveyed government schools are receiving grants as compared to the surveyed private schools in 2013.

- Average amount of fund received is higher for surveyed private schools in comparison to the average grant amount received by surveyed government schools.

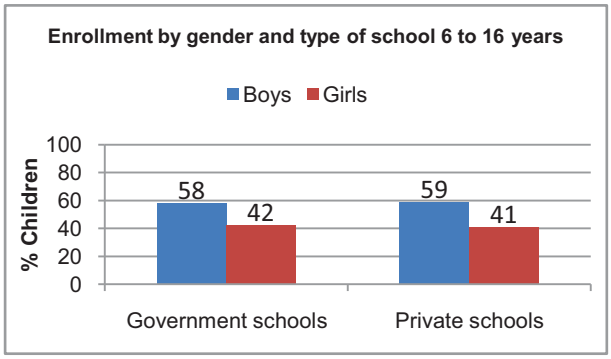
- The proportion of government primary schools receiving grants has decreased over the years. Forty percent government primary schools were receiving grants in 2011, 48% in 2012, and 36% in 2013.

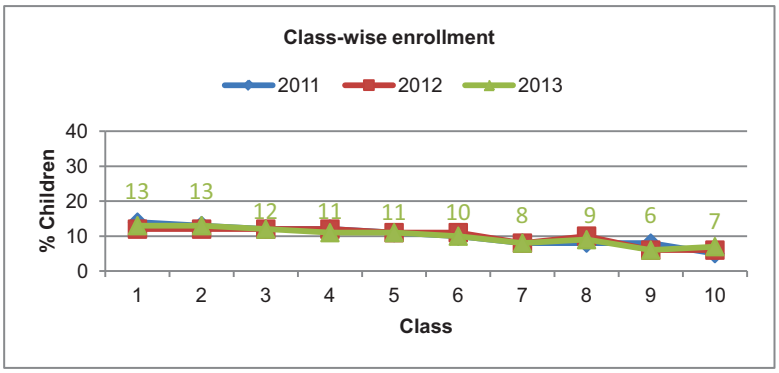
Findings
National
(Urban)

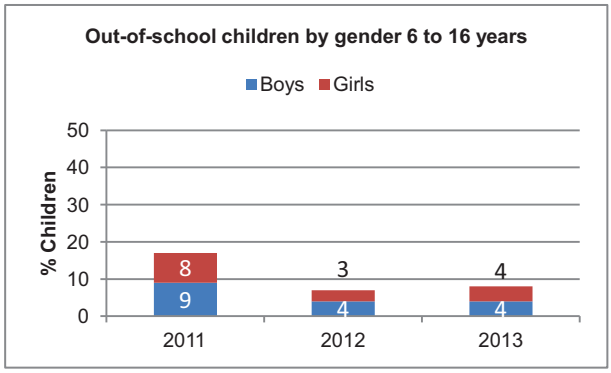
National (Urban)

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	31.9	60.0	1.6	0.2	5.1	1.2	100
11 - 13	42.7	49.3	1.9	0.1	3.2	2.8	100
14 - 16	46.5	39.4	1.3	0.1	4.8	7.9	100
6 - 16	**38.1**	**52.4**	**1.6**	**0.2**	**4.5**	**3.1**	**100**
Total	**92.3**				**7.7**		**100**
By Type	**41.3**	**56.8**	**1.7**	**0.2**			







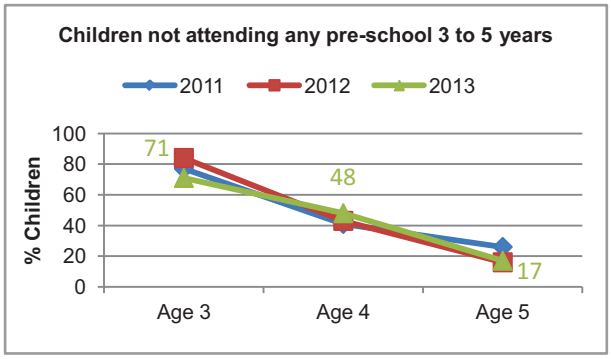
Age-Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	67.8	55.0	35.5	12.5	6.4	10.0	12.6	15.1	15.7	13.2	14.1	17.2	11.8
2	26.6	32.0	37.8	33.7	14.1								13.2
3	5.5	13.0	18.5	31.3	36.0	14.5							12.5
4			8.2	14.5	27.9	33.7	14.5						11.3
5				7.9	9.2	31.3	32.0	18.4					11.4
6					6.3	10.5	21.6	33.0	16.1				9.7
7						0.0	16.3	18.2	33.7	16.1			8.3
8							2.8	12.0	22.5	41.0	19.3		8.6
9								3.3	8.2	21.2	41.0	16.7	6.5
10									3.8	8.5	25.5	66.0	6.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 67.8% children of age 5 years are enrolled in class 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	4.6	23.8	0.0	0.3	71.4	100
4	9.6	41.3	0.8	0.1	48.2	100
5	18.3	63.7	0.8	0.1	17.1	100
3 - 5	**11.7**	**45.5**	**0.6**	**0.1**	**42.0**	**100**
Total	**58.0**				**42.0**	**100**
By Type	**20.2**	**78.5**	**1.0**	**0.2**		

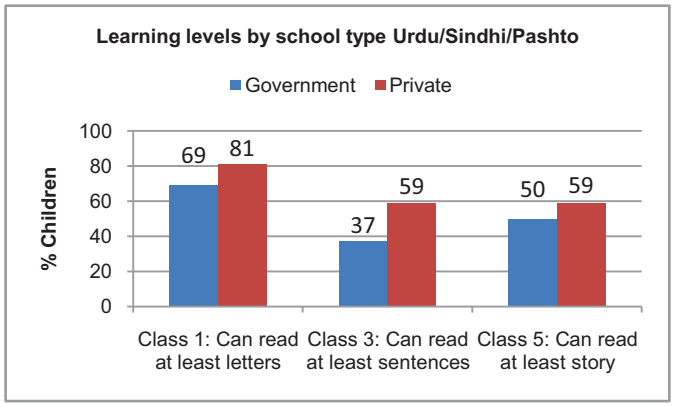


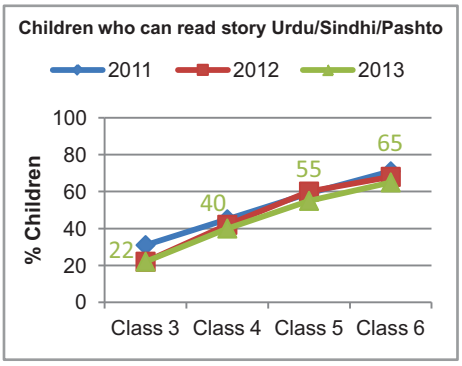
Learning levels (Urdu/Sindhi/Pashto)

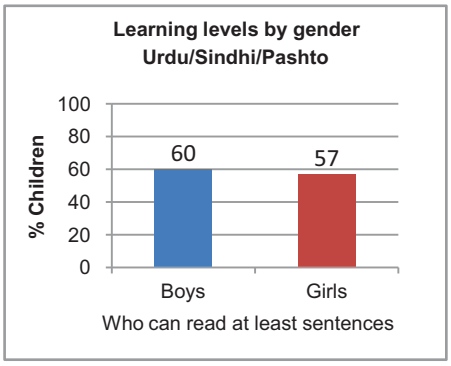
Class-wise % children who can read

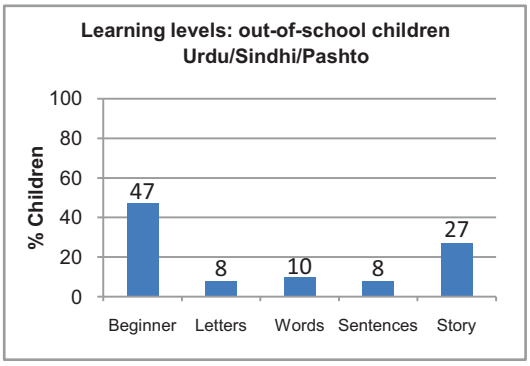
Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.2	33.8	30.3	7.4	5.4	100
2	6.6	20.8	39.9	19.0	13.6	100
3	3.2	8.9	36.7	28.8	22.4	100
4	2.4	5.4	24.3	28.2	39.8	100
5	1.8	2.4	15.7	24.9	55.2	100
6	1.3	2.3	10.1	21.1	65.2	100
7	0.7	1.4	5.9	17.0	75.0	100
8	1.4	1.7	4.4	16.2	76.3	100
9	0.9	1.2	2.3	7.6	88.0	100
10	0.7	1.9	1.9	7.3	88.1	100

How to read: 12.8 % (7.4+5.4) children of class 1 can read sentences







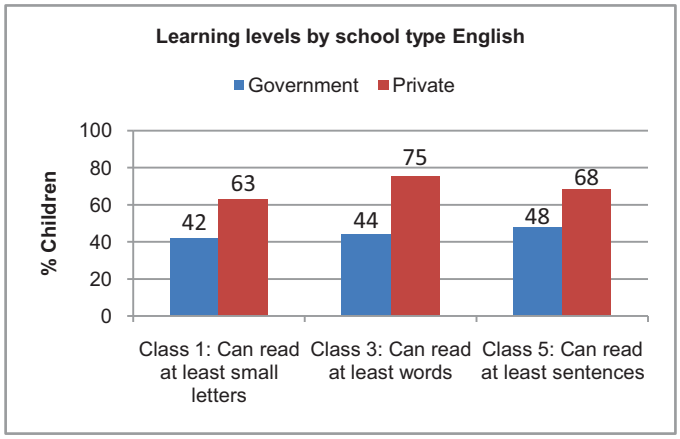


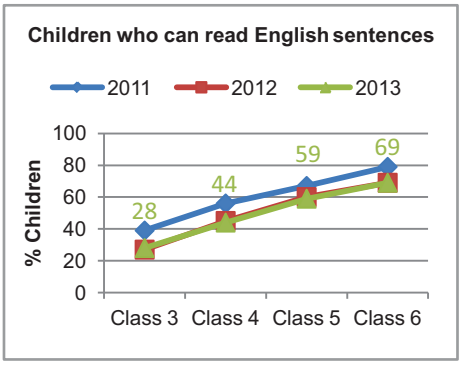
Learning levels (English)

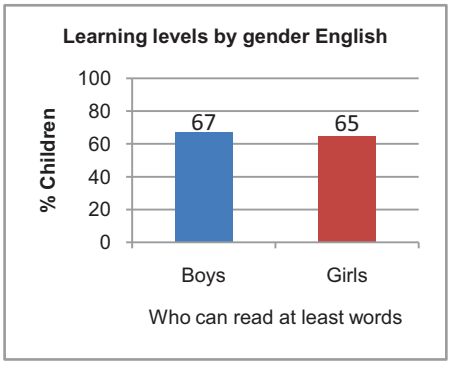
Class-wise % children who can read

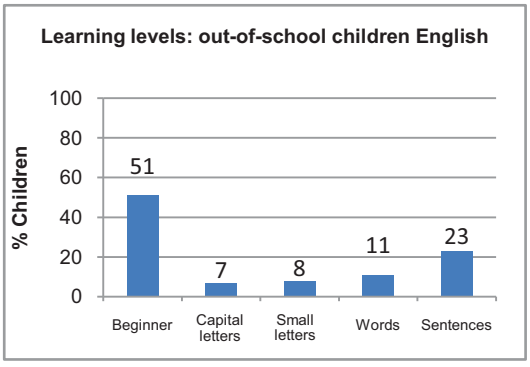
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	21.8	22.8	24.9	23.5	7.0	100
2	7.5	19.0	23.9	33.0	16.7	100
3	5.3	7.5	23.0	35.7	28.4	100
4	3.8	4.1	14.6	33.2	44.2	100
5	2.5	3.6	9.2	25.4	59.2	100
6	2.3	1.1	5.6	22.3	68.7	100
7	1.7	1.4	4.7	17.8	74.5	100
8	2.0	0.4	1.2	18.7	77.8	100
9	2.0	0.5	0.7	10.2	86.6	100
10	2.1	1.3	1.6	9.5	85.5	100

How to read: 30.5 % (23.5+7) children of class 1 can read words









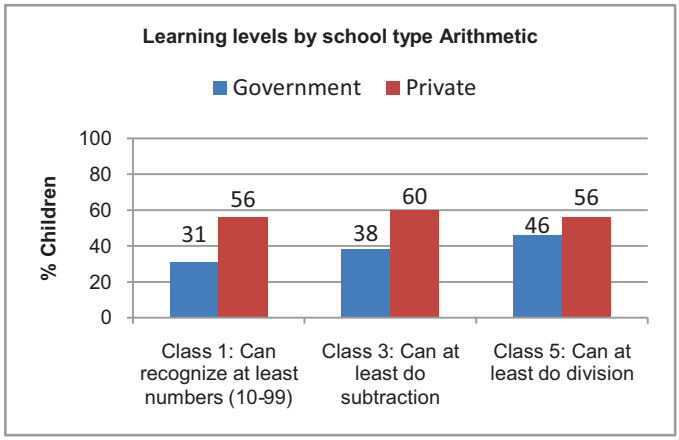
National (Urban)

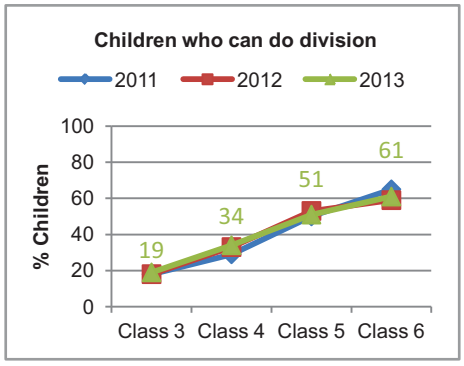
Learning levels (Arithmetic)

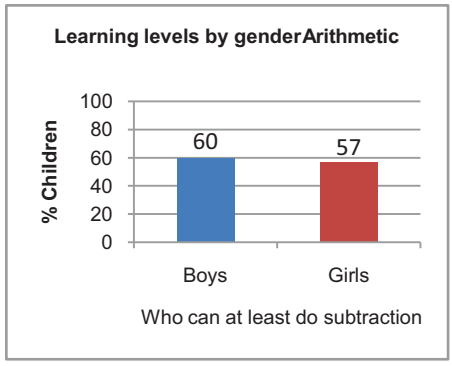
Class-wise % children who can do

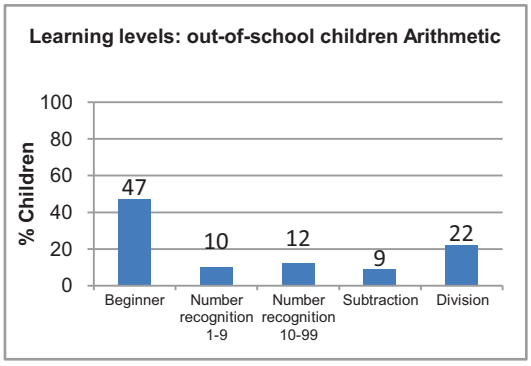
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	20.6	32.0	31.8	11.7	3.9	100
2	6.7	19.3	37.9	25.5	10.5	100
3	4.5	8.5	35.0	32.8	19.2	100
4	3.6	5.8	22.1	34.5	34.1	100
5	2.1	3.8	13.4	29.6	51.2	100
6	2.6	2.3	11.3	23.1	60.7	100
7	0.8	1.5	7.6	24.0	66.1	100
8	1.3	0.7	5.3	22.8	69.9	100
9	0.9	0.5	2.9	14.4	81.3	100
10	1.4	1.4	1.6	16.4	79.1	100

How to read: 15.6 % (11.7+3.9) children of class 1 can do subtraction

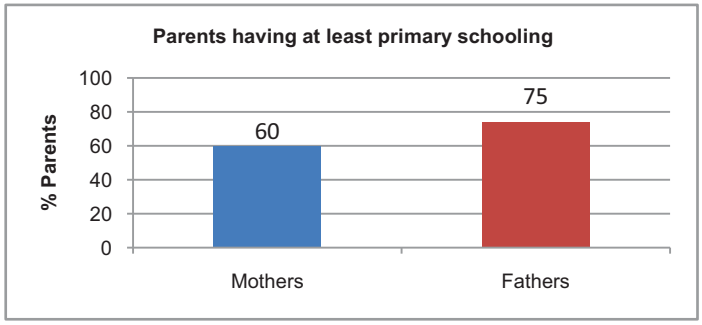








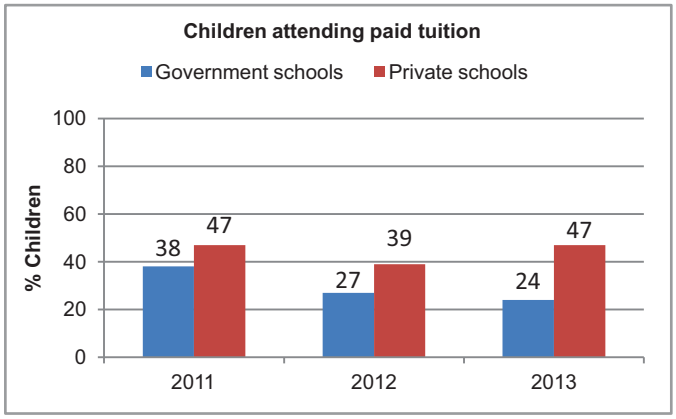
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	19.5	16.9	21.7	23.4	27.0	23.5	27.3	27.4	27.2	31.1
Pvt.	44.8	46.6	47.1	46.5	51.2	47.5	49.2	48.5	49.5	49.7



National (Urban)

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

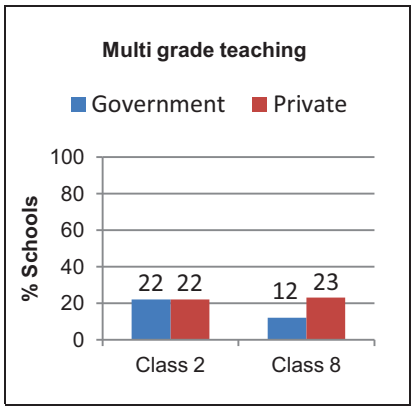
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	28	19	73	120	1	1	35	37
Elementary	16	12	11	39	3	3	59	65
High	20	31	10	61	14	7	98	119
Others	17	11	3	31	1	0	6	7
Total	**81**	**73**	**97**	**251**	**19**	**11**	**198**	**228**

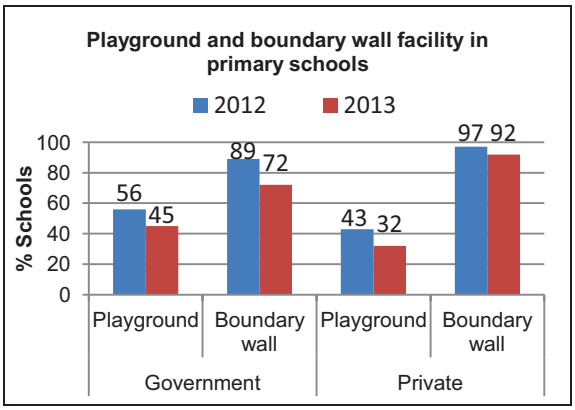
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	73.6	85.1	88.2	79.6	83.3	84.6	87.2	89.7	83.9	88.5
Teacher attendance	77.0	86.7	88.9	91.9	86.3	97.2	91.0	92.6	84.9	92.4

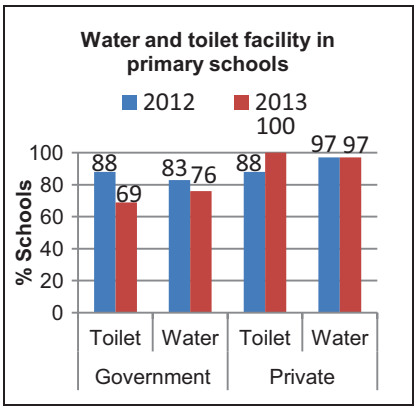
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	8.7	9.2
FA	11.6	25.1
BA	40.7	40.2
MA or above	38.7	24.8
Others	0.2	0.8

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	25.4	13.7
CT	12.3	8.7
B-Ed	36.5	52.8
M-Ed or above	23.3	19.6
Others	2.6	5.2

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		5.0	8.9	14.1	11.0	5.2	7.5	12.5	9.3
Useable water		75.8	89.7	95.1	87.1	97.3	90.8	99.2	85.7
Useable toilet		69.2	84.6	95.1	80.6	100.0	89.2	97.5	100.0
Playground		45.0	46.2	72.1	58.1	32.4	36.9	54.6	28.6
Boundary wall		71.7	87.2	96.7	93.5	91.9	92.3	94.1	85.7
Library		9.2	46.2	50.8	41.9	43.2	30.8	67.2	42.9
Computer lab		0.0	23.1	42.6	48.4	37.8	49.2	73.9	42.9
		Grants							
2013*	# of schools reported receiving grants	35	23	28	0	3	3	5	0
	% of schools reported receiving grants	29.7	59.0	45.9	0.0	8.1	4.6	4.2	0.0
	Average amount of grant (Rs.)	28164	57465	118659	0	185667	104800	610000	0
2012	# of schools reported receiving grants	60	28	34	0	0	0	4	0
	% of schools reported receiving grants	50.8	71.8	55.7	0.0	0.0	0.0	3.4	0.0
	Average amount of grant (Rs.)	24140	111759	202927	0	0	0	225000	0







*Grants received till October 31, 2013

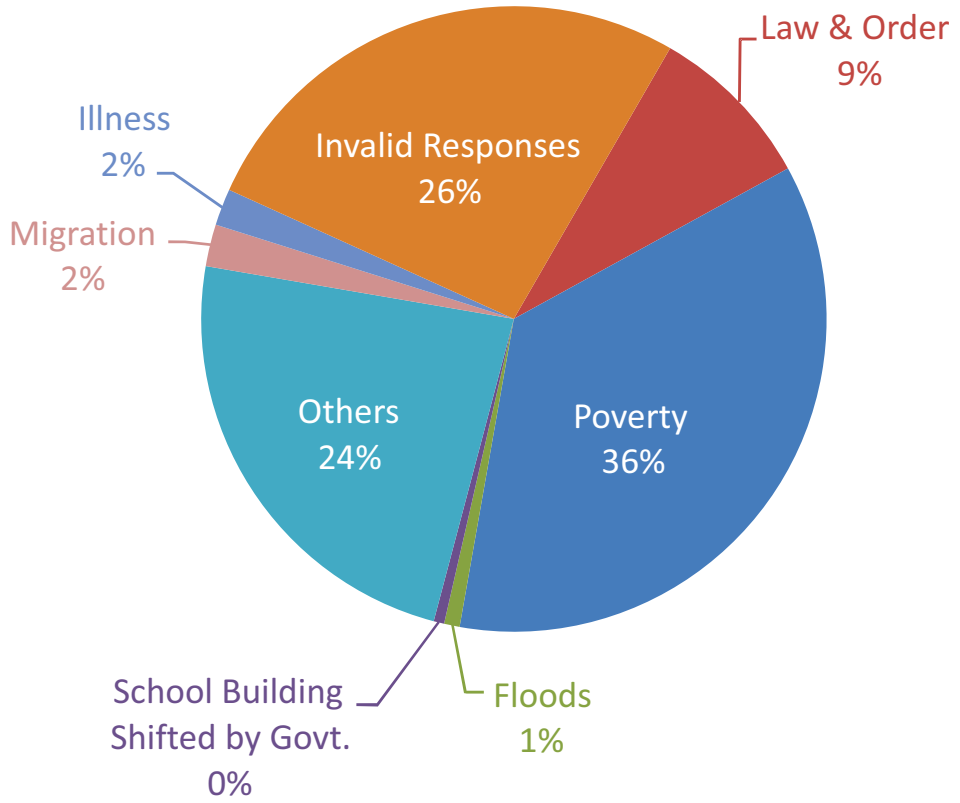
National (Urban)

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	*Non-state providers	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
National	58	7.7	3.6	58.7	38.2	51.2	64.1	52	55.2	59.2	51.2
Faisalabad	55.1	9	4	59.9	46.5	54	76	51	79.1	81.4	77.3
Lahore	65.2	3.7	1.7	51.7	58.4	78.7	90.2	75	78.4	88.1	70.6
Multan	59.8	4.5	1.9	61.9	36.8	77	83.6	63.3	84.1	85.9	76.6
Rahim Yar Khan	62.4	9.9	3.5	51.6	26.7	72.9	80.7	75.9	82	86	68
Hyderabad	62.2	9.1	4.5	55.2	39.8	49.4	67.1	50	42.1	50.7	43.8
Karachi	73.4	6.8	3.4	68.6	55.4	51.5	61.5	48.8	49.2	53.1	43.4
Sukkur	38.9	11.1	5.3	43.3	26	42.5	56.8	41.3	52.7	54.5	44.5
Quetta	26.6	15	6.2	58.8	8.2	57.8	34.1	44.6	76.9	55.8	69.2
Peshawar	41.7	2.3	1.3	57.4	0.6	15.8	68.7	60	13.5	27.4	30.5

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.

Drop-out reasons



Sample Composition

- ASER 2013 survey was conducted in 13 urban districts of Pakistan i.e. Karachi (Karachi South, Karachi East, Karachi Central, Karachi West, Malir), Hyderabad, Sukkur, Lahore, Multan, Rahim Yar Khan, Faisalabad, Quetta and Peshawar. This covered 5,372 households in 270 blocks overall.

- Detailed information was collected on 14,158 children (56% males, 42% females) aged 3-16 years. Out of these 12,508 children aged 5-16 years were tested for language and arithmetic competencies.

- School information on public and private schools was collected. A total of 251 government schools (48% primary, 16% elementary, 24% high, 12% others[1]) and 225 private schools (16% primary, 29% elementary, 52% high, 3% others) were surveyed.

- Thirty-two percent of the government schools were boys only, 29% were girls only, and 39% were coeducation schools. In case of private schools, 8% were boys only, 5% were girls only and 87% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has slightly increased as compared to 2012.

- In 2013, 8% of children were reported to be out-of-school which has decreased as compared to previous year (7%). Five percent children have never been enrolled in a school and 3% have dropped out of school for various reasons.

- Ninety-two percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 41% of children were enrolled in government schools whereas 59% of children were going to non-state institutions (57% private schools, 2% Madrassah, 0% others).

- Amongst the enrolled students in government schools, 42% were girls and 58% were boys whereas in private schools 59% enrolled children were boys and 41% were girls.

- The percentage of out of school girls has increased as compared to 2012.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Fifty-eight percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 55% in 2012.

- Forty-two percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children still remain poor: 45% class 5 children could not read a class 2 story in Urdu/Pashto/Sindhi compared to 40% in 2012.

- Analysis shows that 49% of class 3 children could not read sentences in Urdu/Pashto/Sindhi compared to 43% in the previous year.

- Similarly, 23% of class 1 children cannot read letters in Urdu/Sindhi/Pashto as compared to 13% in 2012[3].

English learning levels remain the same over the years: 60% class 5 children could read sentences (class 2 level) in 2012 and 2013.

- ASER 2013 reveals that 28% class 3 children can read class 2 level sentences as compared to 27% in 2012 and 39% in 2011.

- Twenty-two percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 18% in 2012.

Deterioration can be seen in Arithmetic learning levels over the past year: 51% class 5 children can do division as compared to 53% in 2012.

- Fifty-one percent children enrolled in class 5 can do two digit division in 2013 compared to 53% in 2012 and 50% in 2011.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.
[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.
[3] Six urban districts of Pakistan were surveyed in 2012.

- Thirty-four percent of class 7 children could not do the two-digit division in 2013 whereas 25% could not do so in 2012. There is a decline in the arithmetic learning of children.

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

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

- Fifty-nine percent children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto/Sindhi as compared to 50% class 5 children enrolled in government schools.

- English learning levels of private schools children were better than public schools. Sixty-eight percent private school children can read at least sentences in class 5 whereas only 48% government school children can do the same.

- Similarly, in arithmetic, 56% children enrolled in private schools (class 5) were able to do division when compared to only 46% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- Sixty percent of boys could read at least sentences in Urdu/Pashto/Sindhi as compared to 57% of girls. .

- Sixty-seven percent boys could read at least English words while 65% of girls can do the same.

- Similarly, 60% of boys were able to do at least subtraction whereas only 57% girls could do it.

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

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

Data reveals that the 27% of out-of-school children could read story in Urdu/Pashto/Sindhi, 23% could read sentences in English, and 22% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Sixty percent of mothers and 74% of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 40% had not completed even primary education.

- Twenty-six percent of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.

- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 20% children enrolled in class 1 take private tuition whereas 31% children in class 10 take tuitions.

THEME 9: MULTI-GRADE TEACHING

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

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 22% of the surveyed government schools and 22% of the surveyed private schools had Class 2 sitting with other classes.
- Twelve percent of surveyed government schools and 23% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSEENTISM

Seventeen percent children in government schools were absent

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

- Overall student attendance in government schools stood at 83% whereas it was 89% in private schools.

Fourteen percent teachers in government schools and 8% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 86% and 92% in private school.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in government schools as compared to private schools

- Forty-one percent teachers of government schools have done graduation as compared to 40% teachers of private schools.
- Thirty-seven percent of government school teachers had Bachelors in Education degrees, as compared to 53% teachers of private school.

THEME 12: SCHOOL FACILITIES

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

- Forty-three percent of surveyed government high schools had computer labs and 51% had library books in their premises as compared to surveyed private high schools where 75% had computer labs and 68% had library books.

Thirty-one percent surveyed government primary schools were without toilets and 24% were without drinking water.

- Thirty-one percent of the surveyed government primary schools did not have toilets in 2013 as compared to 12% in 2012; while 12% surveyed private primary schools were missing toilet facility in 2013 and 2012 both.

- Twenty-four percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 17% in 2012. Similarly, 3% of the surveyed private primary schools did not have drinking water facility in 2013 and 2012 both.

Twenty-eight percent of the surveyed government primary schools were without complete boundary walls and 55% were without playgrounds.

- Among the government primary schools surveyed, 72%% had complete boundary walls and 28% were missing complete boundary walls as compared to 11% in 2012.

- In 2013, 13% of the surveyed private primary schools did not have complete boundary walls , which is similar to 2012.

- Forty-five percent of government primary schools being surveyed had playgrounds in 2013 while 38% surveyed private primary schools had playgrounds.

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

- On average, 14 rooms were being used for classroom activities in the surveyed government high schools as compared to 16 in 2012.

- In 2013, surveyed private high schools had 13 classrooms on average that were used for classroom activities which is similar to 2012.

THEME 13: SCHOOL GRANTS/FUNDS

Thirty percent government primary schools and 8% private primary schools received grants.

- A higher number of surveyed government schools are receiving grants as compared to the surveyed private schools in 2013.

- Average amount of fund received is higher for surveyed private schools in comparison to the average grant amount received by surveyed government schools.

- The proportion of government primary schools receiving grants has decreased since last year. Forty percent government primary schools were receiving grants in 2011, 51% in 2012, and 30% in 2013.

Findings Provincial (Rural)

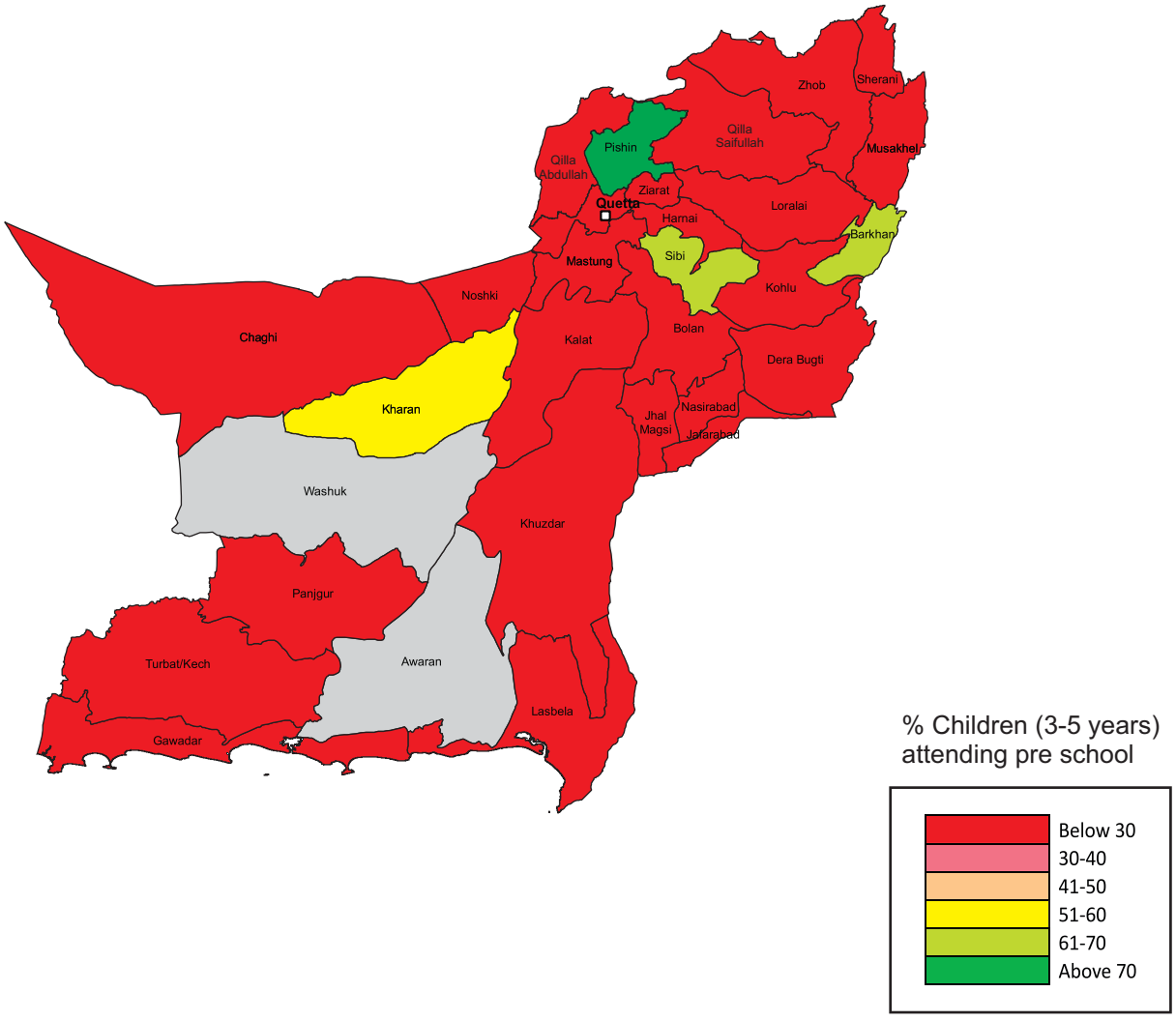

ASER

Balochistan
(Rural)


Super
Hilex

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children

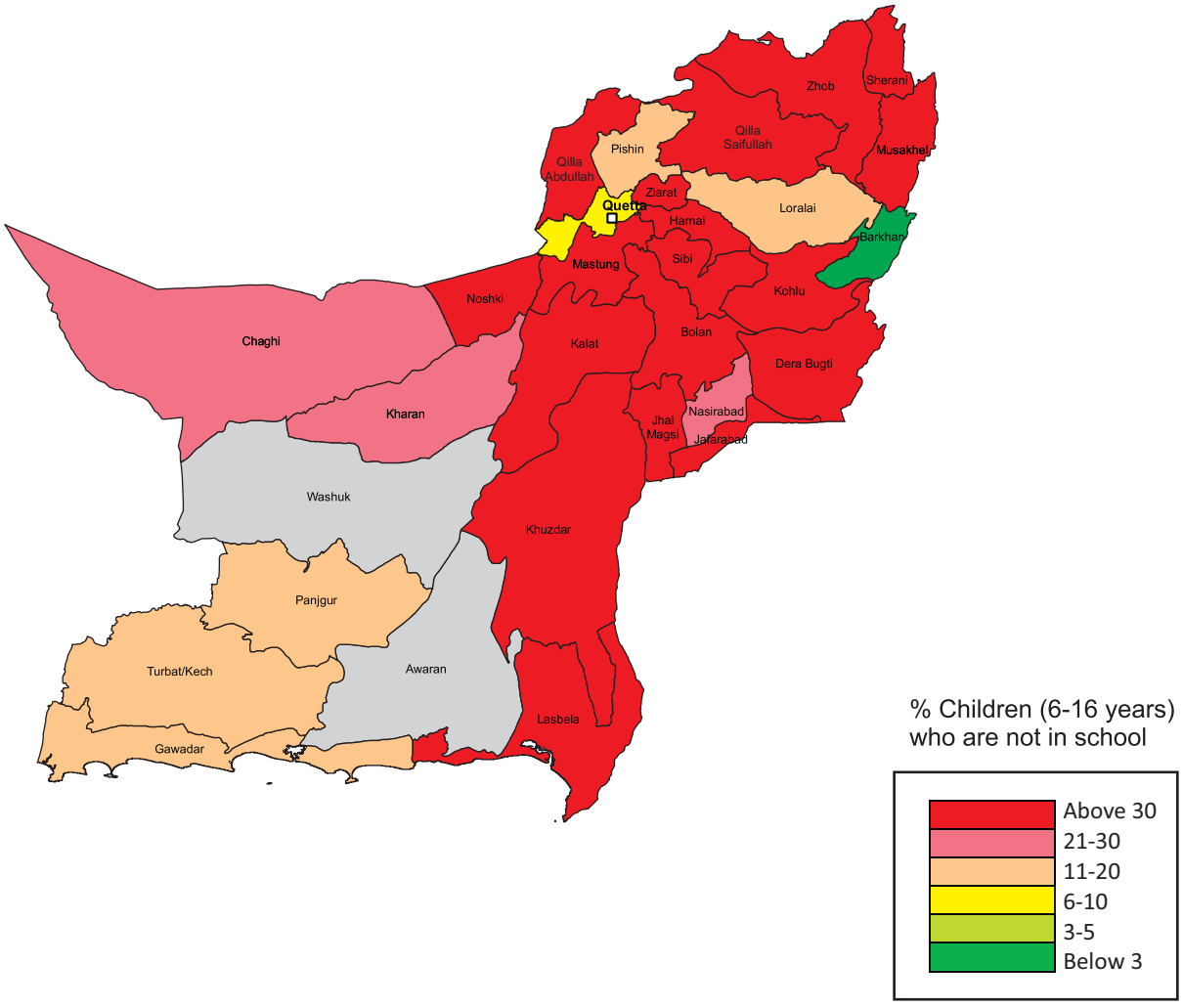


Not surveyed / Incomplete data

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

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children

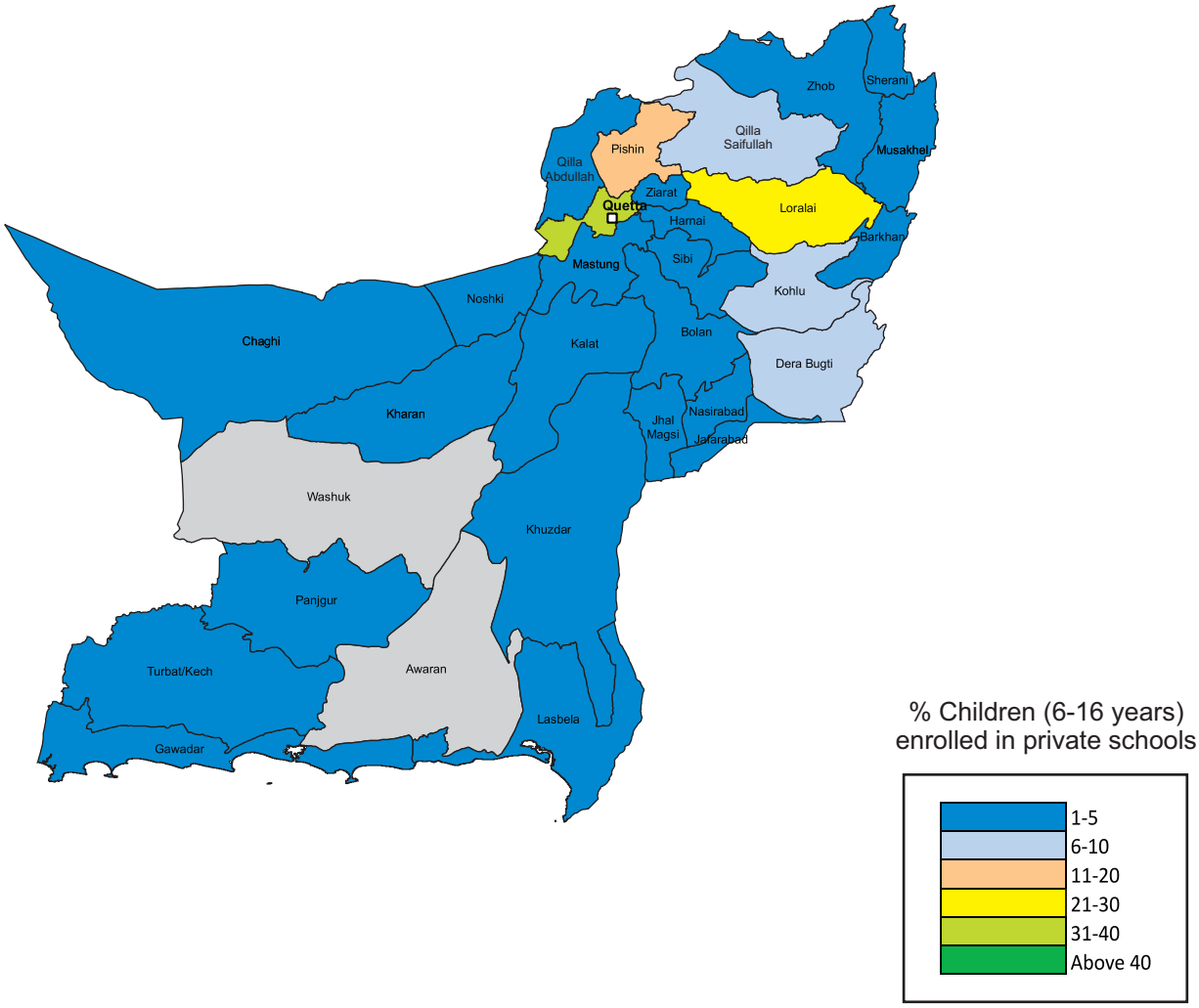


Not surveyed / Incomplete data

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

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children

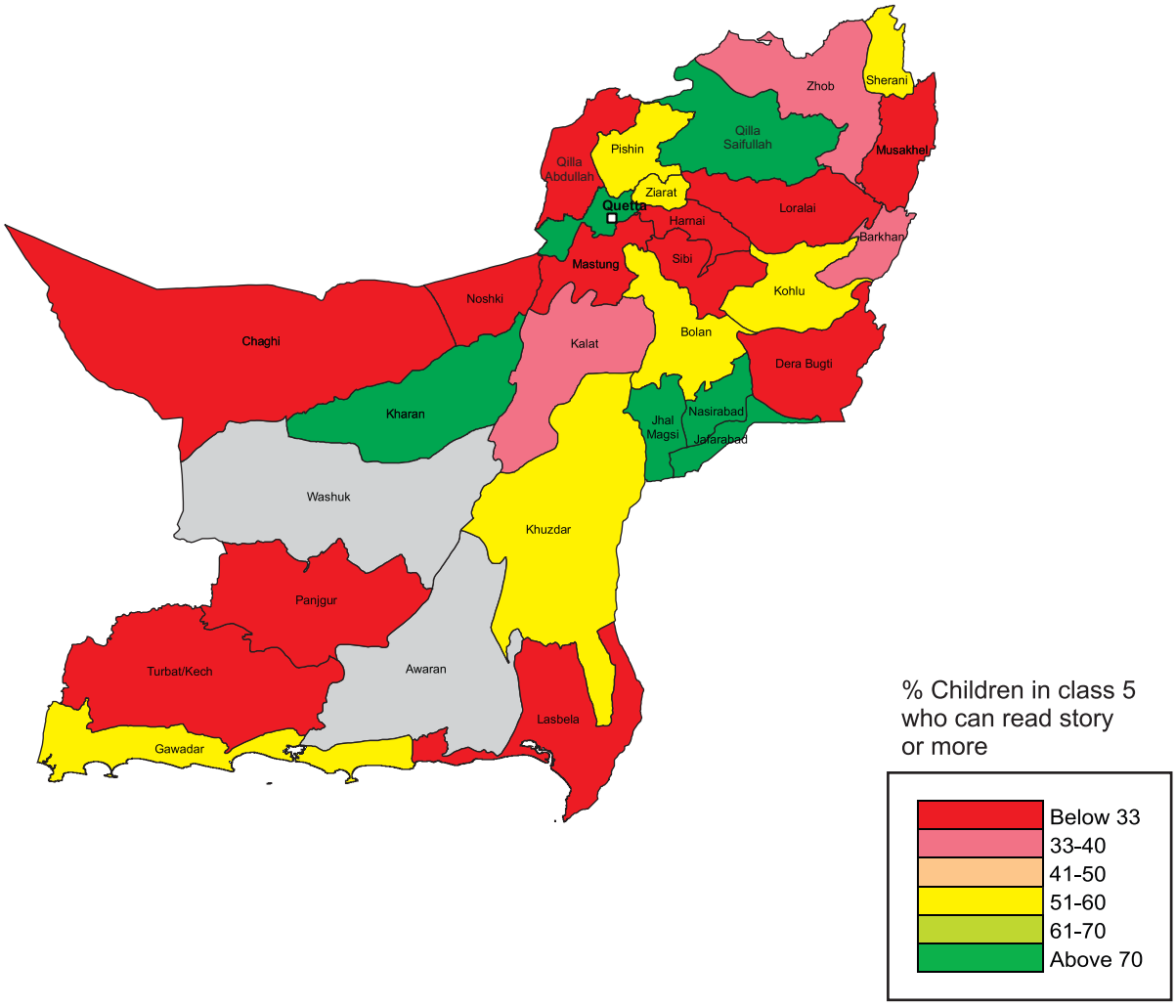


Not surveyed / Incomplete data

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

Reading Language Urdu
(Class 5)

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

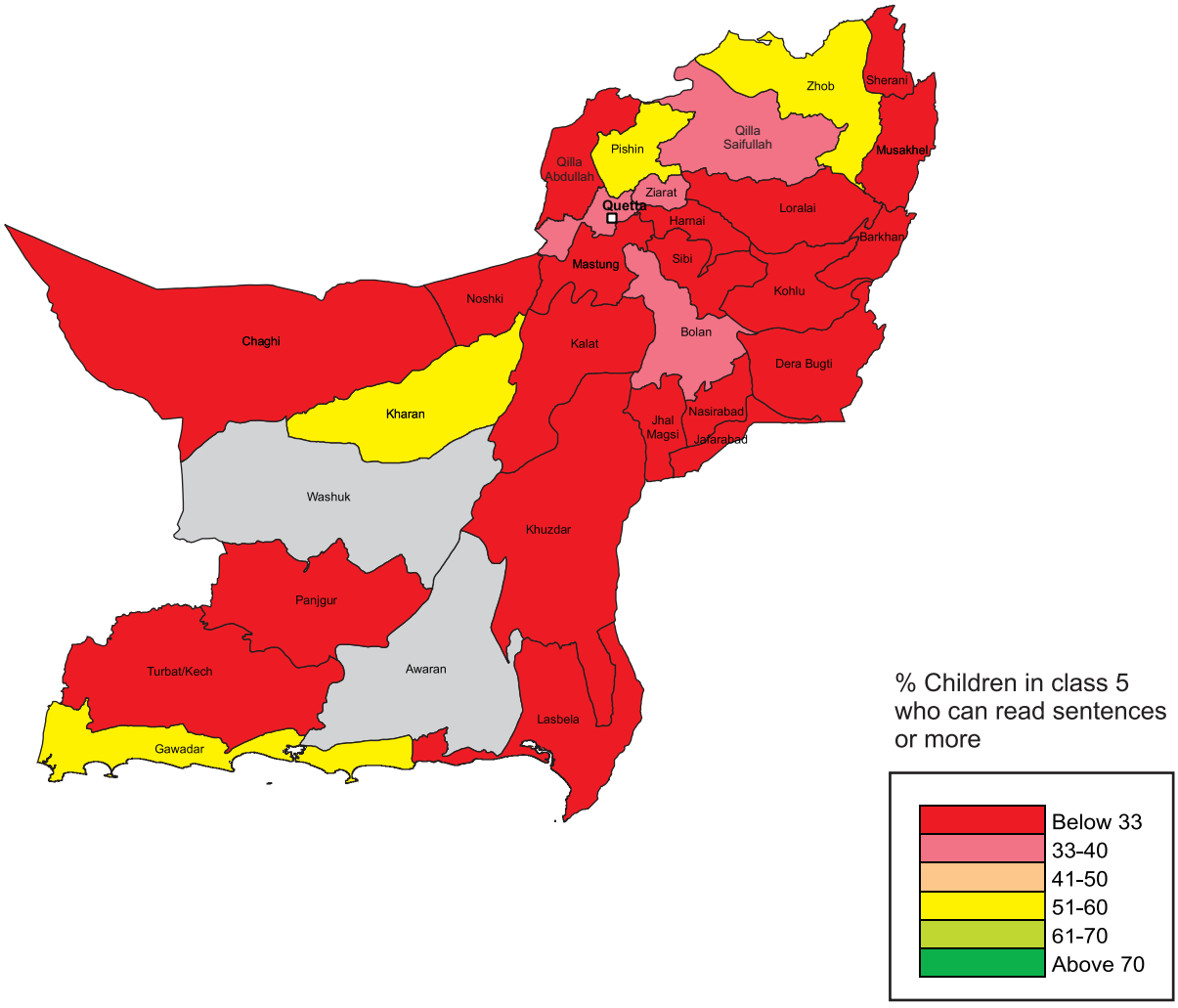


Not surveyed / Incomplete data

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

Reading English
(Class 5)

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

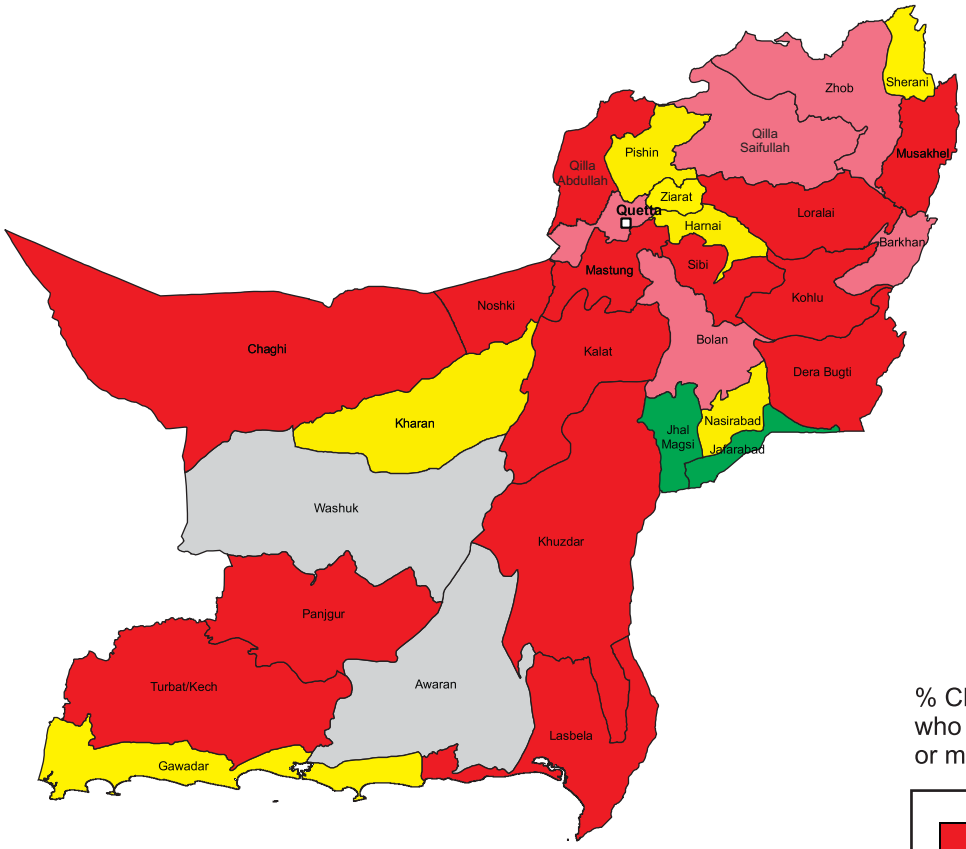


Not surveyed / Incomplete data

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.



% Children in class 5 who can do division or more

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

Not surveyed / Incomplete data

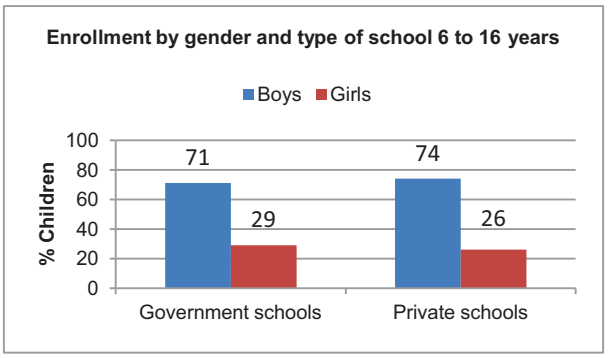
Maps may not be accurate or to scale. These are mere representations.

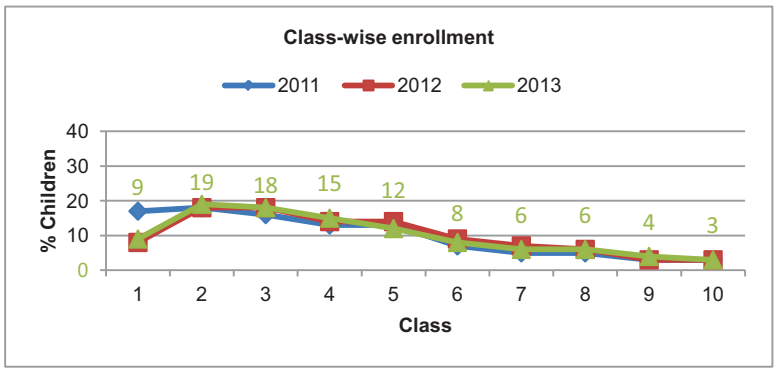
Balochistan (Rural)

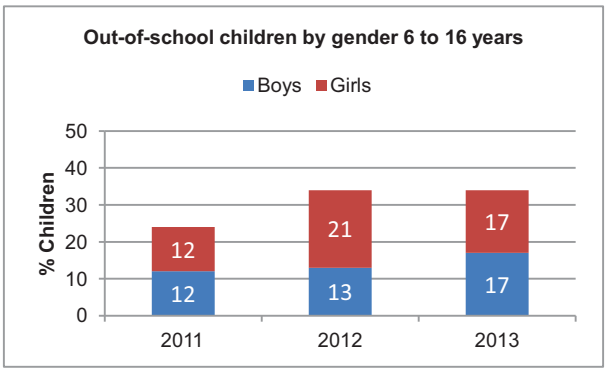
Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

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	56.1	3.9	5.4	0.2	29.7	4.6	100
11 - 13	59.4	3.9	5.8	0.5	19.4	10.9	100
14 - 16	53.2	4.3	5.1	0.3	20.9	16.2	100
6 - 16	**56.4**	**4.0**	**5.5**	**0.3**	**25.5**	**8.4**	**100**
Total	**66.2**				**33.8**		**100**
By Type	**85.3**	**6.0**	**8.3**	**0.5**			







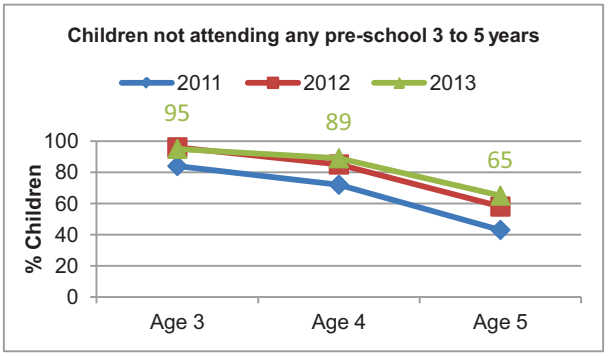
Age Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	70.8	39.0	28.1	8.2	6.5	13.5	29.0	30.6	42.6	34.6	41.1	35.5	8.7
2	29.2	46.0	51.7	43.1	23.2								18.8
3	0.0	15.1	15.1	31.0	44.4	27.3							18.5
4			5.2	14.4	20.0	35.1	25.3						15.1
5				3.3	4.5	20.6	29.1	25.4					12.2
6					1.4	3.5	9.3	32.5	19.7				8.0
7						0.0	4.2	6.4	25	20.3			5.8
8							3.0	2.2	6.3	37.7	25.0		6.3
9								2.9	1.4	5.5	25.5	25.8	3.6
10									5.0	1.9	8.4	38.7	3.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 70.8% children of age 5 years are enrolled in class 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	4.9	0.2	0.1	0.2	94.7	100
4	9.9	0.5	0.5	0.1	89.0	100
5	30.0	2.1	2.9	0.2	64.8	100
3 - 5	**16.3**	**1.0**	**1.4**	**0.1**	**81.2**	**100**
Total	**18.8**				**81.2**	**100**
By Type	**86.7**	**5.5**	**7.2**	**0.7**		



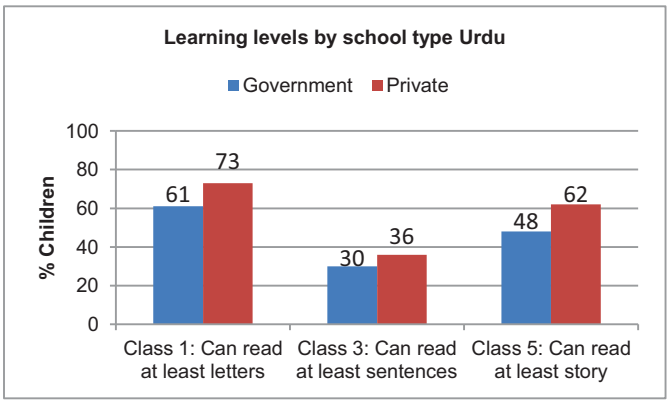
Balochistan (Rural)

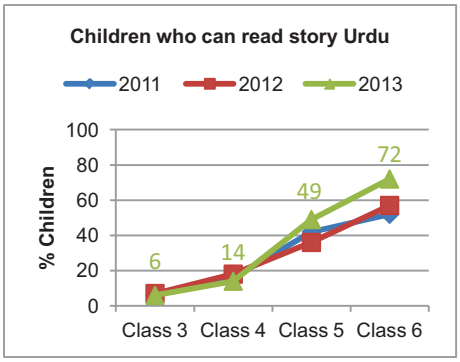
Learning levels (Urdu)

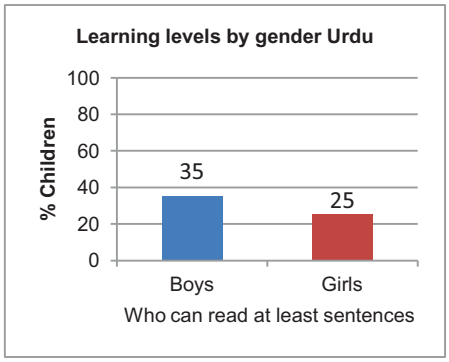
Class-wise % children who can read

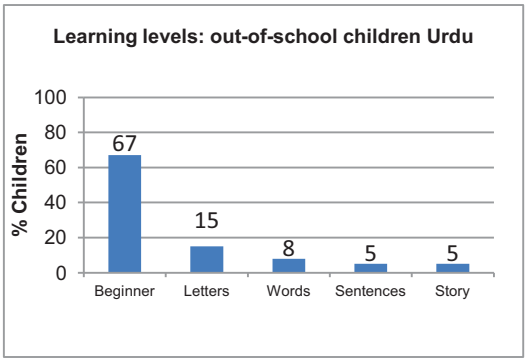
Class	Nothing	Letters	Words	Sentences	Story	Total
1	37.8	43.5	15.6	2.1	1.0	100
2	10.0	41.4	41.6	4.6	2.3	100
3	6.4	20.7	42.9	24.4	5.6	100
4	2.9	11.0	32.3	40.1	13.7	100
5	2.1	6.6	18.0	24.6	48.8	100
6	1.0	4.4	7.5	15.6	71.5	100
7	1.0	3.7	6.0	10.4	78.9	100
8	1.3	2.6	5.1	5.7	85.3	100
9	1.2	4.9	4.3	8.3	81.2	100
10	2.0	5.4	5.4	6.8	80.3	100

How to read: 3.1 % (2.1+1) children of class 1 can read sentences







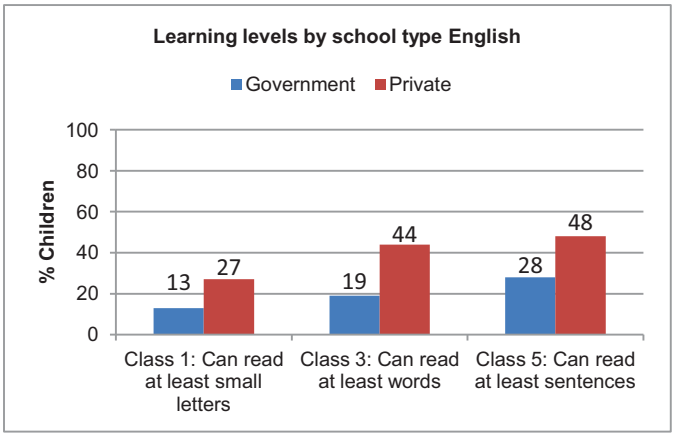


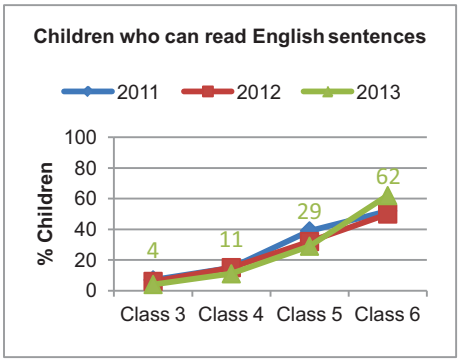
Learning levels (English)

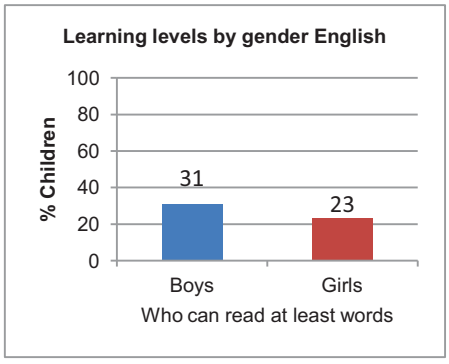
Class-wise % children who can read

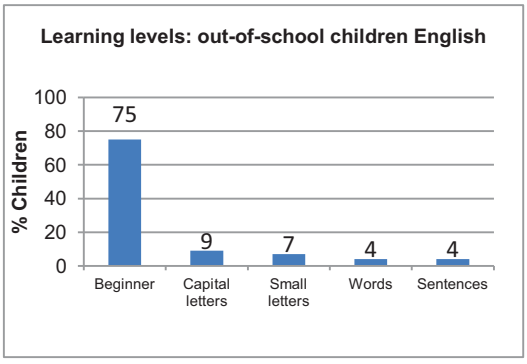
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	50.6	35.2	11.0	2.6	0.6	100
2	27.3	38.2	26.7	6.7	1.2	100
3	17.3	16.8	45.4	16.5	3.9	100
4	17.1	9.5	31.8	30.9	10.7	100
5	10.6	9.3	15.4	35.6	29.1	100
6	2.1	4.2	10.0	21.9	61.8	100
7	2.8	2.7	6.8	16.5	71.2	100
8	3.0	1.5	4.5	12.1	78.8	100
9	4.5	3.0	4.8	10.9	76.8	100
10	8.6	2.6	4.6	9.3	75.0	100

How to read: 3.2 % (2.6+0.6) children of class 1 can read words









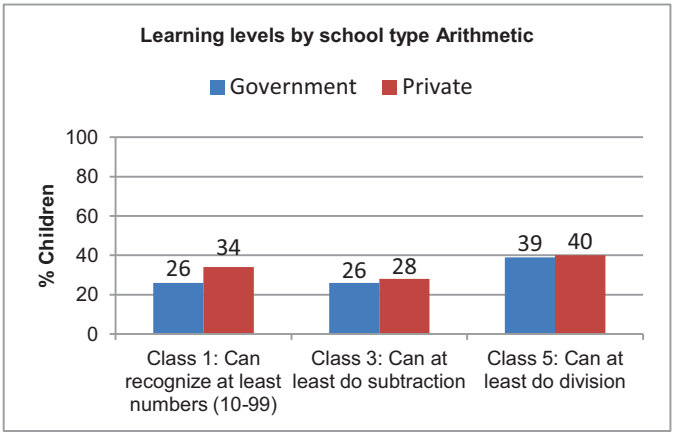
Balochistan (Rural)

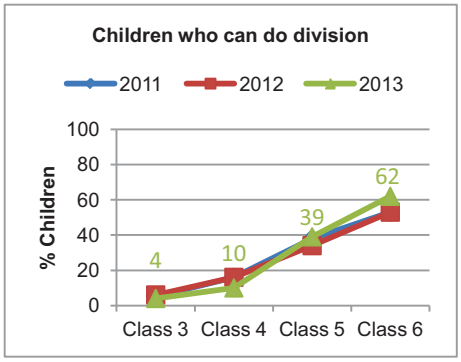
Learning levels (Arithmetic)

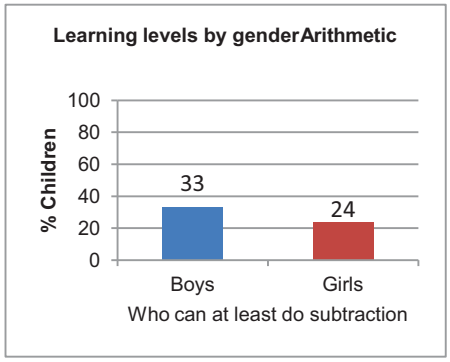
Class-wise % children who can do

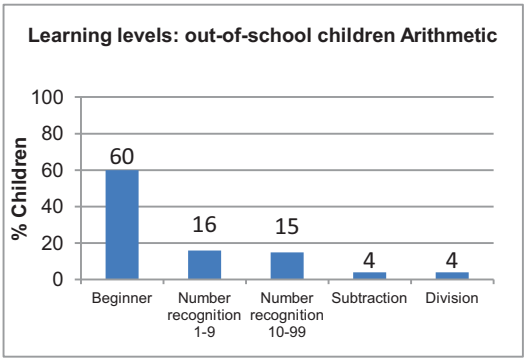
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	26.2	47.5	23.9	1.7	0.7	100
2	7.4	34.0	52.4	4.8	1.4	100
3	4.0	15.2	55.0	22.2	3.5	100
4	1.9	8.2	40.9	39.4	9.7	100
5	1.5	4.0	22.3	33.5	38.6	100
6	0.7	2.6	10.3	24.7	61.6	100
7	0.9	2.0	9.1	17.1	70.9	100
8	0.9	1.3	6.8	10.9	80.0	100
9	0.8	1.5	6.5	12.7	78.5	100
10	0.7	5.0	6.2	8.3	79.8	100

How to read: 2.4 % (1.7+0.7) children of class 1 can do subtraction

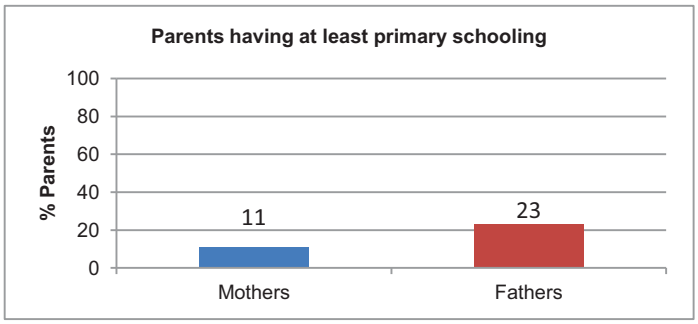








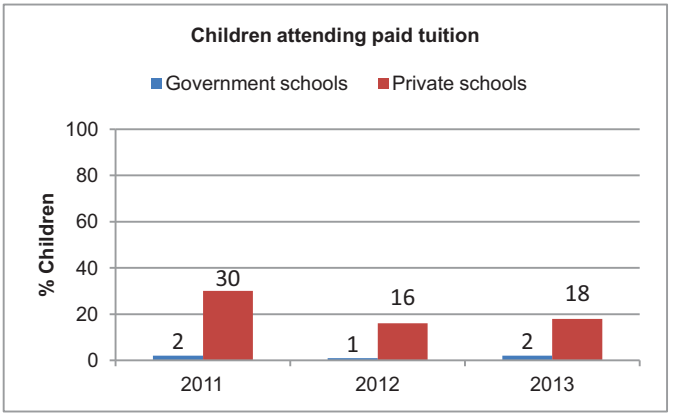
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.1	1.3	1.5	1.7	2.3	3.2	3.1	2.8	4.2	4.9
Pvt.	6.1	16.0	17.7	29.4	18.3	22.2	19.4	26.7	21.0	5.9



Balochistan (Rural) School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

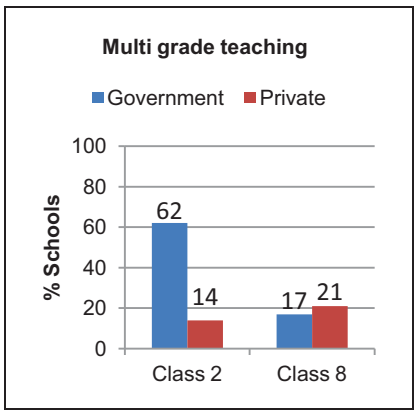
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	308	44	137	489	8	0	8	16
Elementary	64	11	26	101	6	1	10	17
High	97	10	22	129	7	3	15	25
Others	2	0	3	5	0	0	1	1
Total	**471**	**65**	**188**	**724**	**21**	**4**	**34**	**59**

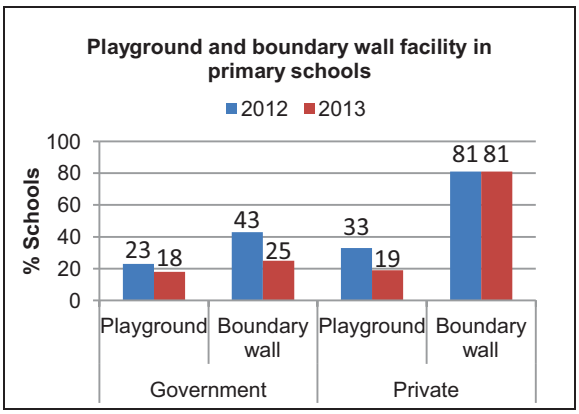
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	79.9	81.0	84.6	85.9	82.1	88.1	84.9	89.1	96.0	88.0
Teacher attendance	86.8	82.6	86.8	60.5	85.7	94.4	94.6	92.0	100.0	93.2

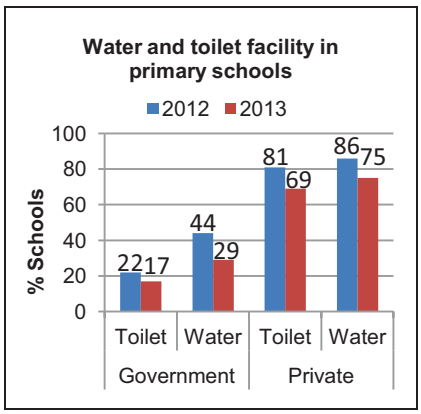
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	18.3	17.6
FA	29.5	27.0
BA	33.6	37.5
MA or above	17.6	17.9
Others	1.0	0.0

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	42.2	27.9
CT	16.9	14.3
B-Ed	27.4	37.4
M-Ed or above	11.0	15.6
Others	2.5	4.8

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.0	6.1	10.1	6.0	3.9	5.6	9.0	12.0
Useable water		28.8	55.4	63.6	40.0	75.0	82.4	92.0	0.0
Useable toilet		16.6	21.8	49.6	20.0	68.8	82.4	92.0	0.0
Playground		17.6	36.6	55.8	20.0	18.8	23.5	64.0	0.0
Boundary wall		24.7	42.6	68.2	60.0	81.2	88.2	88.0	0.0
Library		0.6	7.9	23.3	20.0	25.0	29.4	72.0	0.0
Computer lab		0.0	2.0	7.0	20.0	12.5	17.6	52.0	0.0
		Grants							
2013*	# of schools reported receiving grants	2	6	8	0	0	0	0	0
	% of schools reported receiving grants	0.4	6.1	6.3	0.0	0.0	0.0	0.0	0.0
	Average amount of grant (Rs.)	100000	51666	7875	0	0	0	0	0
2012	# of schools reported receiving grants	12	6	19	0	0	0	0	0
	% of schools reported receiving grants	2.6	6.1	15.0	0.0	0.0	0.0	0.0	0.0
	Average amount of grant (Rs.)	197333	31833	130000	0	0	0	0	0







*Grants received till October 31, 2013

Balochistan (Rural)

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	*Non-state providers	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
Balochistan	18.8	33.8	17.3	14.7	3	30	20.5	25.8	48.8	29.1	38.6
Barkhan	61.2	5.1	3.2	2.4	0	13.4	23.2	21.1	32.9	30.2	36.4
Bolan	25.9	57.2	30.6	6.8	0.5	29.8	35.9	20.7	65.4	40.4	46.2
Chaghi	28.2	29.9	20.9	6.3	1.2	16.4	19.6	25.2	18.2	6.2	21.8
Dera Bugti	0.6	89.7	30.1	14.4	0	33.3	19	25	20	20	0
Gwadar	6.7	11.8	4.6	2.6	1.2	10.1	23.1	12.9	65.4	63	64.1
Harnai	2.3	31.3	12.4	14.3	0.3	19.7	2.8	45.1	27.3	0	72.7
Jafarabad	3.4	41.7	25.4	0.3	2.5	81.9	2.2	80.6	97.4	7.2	94.1
Jhal Magsi	12.3	34.6	22.6	0.9	4.6	54.2	6.4	44.8	91.7	22.4	81
Kallat	11.6	44.3	19.7	22.5	0.4	28.4	19.1	16.9	48.2	18.2	9.1
Kech (Turbat)	24.1	12.2	4.7	0.7	9.3	3.3	8.7	1.7	14.3	11.4	8.2
Kharan	52.8	22.6	11.5	5.3	1.1	60.1	52.3	44.1	80.6	68.2	60.1
Khuzdar	8.4	49.5	20.7	30.3	0	51.5	17.5	29.5	55.8	14.3	29.3
Kohlu	9.4	42.9	22.2	15.4	0.5	38.5	23.1	36.8	60.5	14.3	25.6
Lasbela	4.4	67.6	36.9	2.8	1.3	20.7	31.1	31.1	17.9	17.9	14.3
Loralai	20.4	19.2	12.8	45.6	0.2	5	19	9.2	13.6	14.8	9.1
Mastung	16.1	40.5	24.6	15.5	0	4.3	6.3	6.4	1.9	2	1
Musakhel	14.3	52.8	26.1	4.4	0.6	4.6	2	1.9	6.6	5	1.7
Nasirabad	5.1	28	15.6	3	5.4	71.7	3.6	63.7	87.3	5	74.5
Nushki	3.2	49.1	23.9	1.3	0	2.3	5.5	7.7	5.4	2.7	5.4
Panjgur	5.9	20.4	8.6	2.4	0.6	15.4	23.2	6.5	27.3	27.7	10.2
Pishin	82.2	13.6	9.8	22.3	10.8	31.8	49.8	44	59.7	62.8	62
Qilla Abdullah	22.2	33	20.1	24.2	3.5	7.6	6.5	7.1	21.7	5.6	9.8
Qilla Saifullah	26.2	45.5	19.8	9.4	5.1	78.5	36.2	48.9	97.1	33.8	42.6
Quetta	15	6.1	3.4	43.3	1.8	40	29.1	12.6	77.3	41.9	33.1
Sherani	16.7	44.2	20.3	41.5	3.3	75.7	24.6	45.5	65.5	27.6	51.7
Sibi	64.5	31.7	18.1	3.7	11.8	15.2	15.4	13.6	13.7	9.6	8.2
Zhob	26.5	32	13.5	28.6	1.9	26.7	19.2	25.4	39.4	52.3	34.8
Ziarat	17	38.5	21.2	29.1	0	53.3	11.7	31.7	67.7	48.4	58.1

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.

Sample Composition

- ASER 2013 survey was conducted in 28 rural districts of Balochistan. This covered 16,592 households in 839 villages throughout the province.

- Detailed information was collected on 53,412 children (62% males, 38% females) aged 3-16 years. Out of these 38,930 children aged 5-16 years were tested for language and arithmetic competencies.

- School information on public and private schools was collected. A total of 724 government schools (68% primary, 14% elementary, 17% high, 1% others[1]) and 59 private schools (27% primary, 29% elementary, 42% high, 2% others) were surveyed.

- Sixty-five percent of the government schools were boys only, 9% were girls only, and 26% were coeducation schools. In case of private schools, 36% were boys only, 7% were girls only and 57% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children remained the same.

- In 2013, 34% of children were reported to be out-of-school which is similar to 2012 results. Twenty-six percent children have never been enrolled in a school and 8% have dropped out of school for various reasons.

- Sixty-six percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 85% of children were enrolled in government schools whereas 15% of children were going to non-state institutions (6% private schools, 8% Madrassah, 1% others).

- Amongst the enrolled students in government schools, 29% were girls and 71% were boys whereas in private schools 74% enrolled children were boys and 26% were girls.

- A larger percenatage of boys are out of school in 2013 whereas the percentage of out of school girls has decreased as compared to the previous year.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2012.

- Nineteen percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 22% in 2012.

- Eighty-one percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children show improvement: 51% class 5 children could not read a class 2 story in Urdu compared to 64% in 2012.

- Analysis shows that 70% of class 3 children could not read sentences in Urdu compared to 78% in the previous year.
- Similarly, 38% of class 1 children cannot read letters in Urdu as compared to 37% in 2012[3].

English learning levels still remain poor: 29% class 5 children could read sentences (class 2 level) in 2013 compared to 32% in 2012.

- ASER 2013 reveals that 4% class 3 children can read class 2 level sentences as compared to 6% in 2012 and 7% in 2011.

- Fifty-one percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 40% in 2012.

Arithmetic learning levels show slight improvement: 39% class 5 children can do division as compared to 34% in 2012.

- Thirty-nine percent children enrolled in class 5 can do two digit division in 2013 compared to 34% in 2012 and 38% in 2011. Slight improvements can be seen over the years.

- Twenty-nine percent of class 7 children could not do the two-digit division in 2013 whereas 40% could not do so in 2012.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.
[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.
[3] Twenty eight rural districts of Balochistan were surveyed in 2012.

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

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

- Sixty-two percent children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 48% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Forty-eight percent private school children can read at least sentences in class 5 whereas only 28% government school children can do the same.
- Similarly, in arithmetic, 40% children enrolled in private schools (class 5) were able to do division when compared to only 39% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- A higher percentage of boys (35%) compared to girls (25%) could read at least sentences in Urdu.
- Thirty-one percent boys could read at least English words while 23% of girls can do the same.
- Similarly, 33% of boys were able to do at least subtraction whereas only 24% girls could do it.

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

More than 20% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 5% of out-of-school children could read story in Urdu, 4% could read sentences in English, and 4% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Eleven percent of mothers and 23% of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 89% had not completed even primary education.
- Seventy-seven percent of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 1% children enrolled in class 1 take private tuition whereas 5% children in class 10 take tuitions.

THEME 9: MULTI-GRADE TEACHING

Sixty-two percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 62% of the surveyed government schools and 14% of the surveyed private schools had Class 2 sitting with other classes.
- Seventeen percent of surveyed government schools and 21% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Eighteen percent of the children in government schools were absent

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

- Overall student attendance in government schools was 82% whereas it was 88% in private schools.

Fourteen percent teachers in government schools and 7% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 86% and 93% in private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in private schools as compared to government schools

- Thirty-four percent teachers of government schools have done graduation as compared to 38% teachers of private schools.

- Thirty-seven percent of private school teachers had Bachelors in Education degrees as compared to 27% teachers of government school.

THEME 12: SCHOOL FACILITIES

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

- Seven percent of surveyed government high schools had computer labs and 23% had library books in their premises as compared to surveyed private high schools where 52% had computer labs and 72% had library books.

Eighty-three percent surveyed government primary schools were without toilets and 71% were without drinking water.

- Eighty-three percent of the surveyed government primary schools did not have toilets in 2013 as compared to 78% in 2012; while 31% surveyed private primary schools were missing toilet facility in 2013 as compared to 19% in 2012.

- Seventy-one percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 56% in 2012. Similarly, 25% of the surveyed private primary schools in 2013 did not have drinking water facility as compared to 14% in 2012.

Seventy-five percent of the surveyed government primary schools were without complete boundary walls and 82% were without playgrounds.

- Among the government primary schools surveyed, only 25% had complete boundary walls and 75% were missing complete boundary walls as compared to 57% in 2012.

- In 2013 & 2012, 19% of the surveyed private primary schools did not have complete boundary walls.

- Eighteen percent of government primary schools being surveyed had playgrounds in 2013 while 19% surveyed private primary schools had playgrounds.

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

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools in 2013 & 2012.

- In 2013, surveyed private high schools had 9 classrooms on average that were used for classroom activities. A decrease of 4 average points from the previous year.

THEME 13: SCHOOL GRANTS/FUNDS

Less than half percent of the government primary schools received grants whereas none of the private primary schools received any grant.

- A higher number of surveyed government schools received grants as compared to the surveyed private schools in 2013.

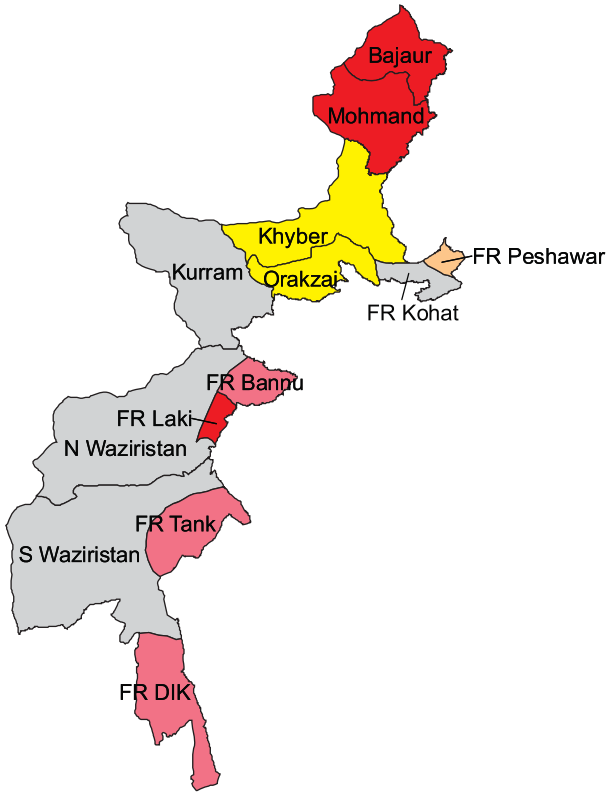
- Average amount of fund received is higher for surveyed government schools in comparison to the average grant received by surveyed private schools.

- The proportion of government primary schools receiving grants has decreased. Three percent government primary schools were receiving grants in 2011, 3% in 2012, and 0.4% in 2013.

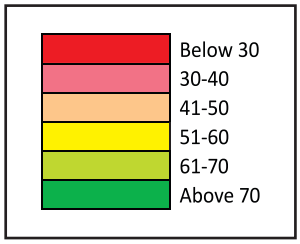
Federally Administrated Tribal Areas (FATA)
(Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children



% Children (3-5 years) attending pre school

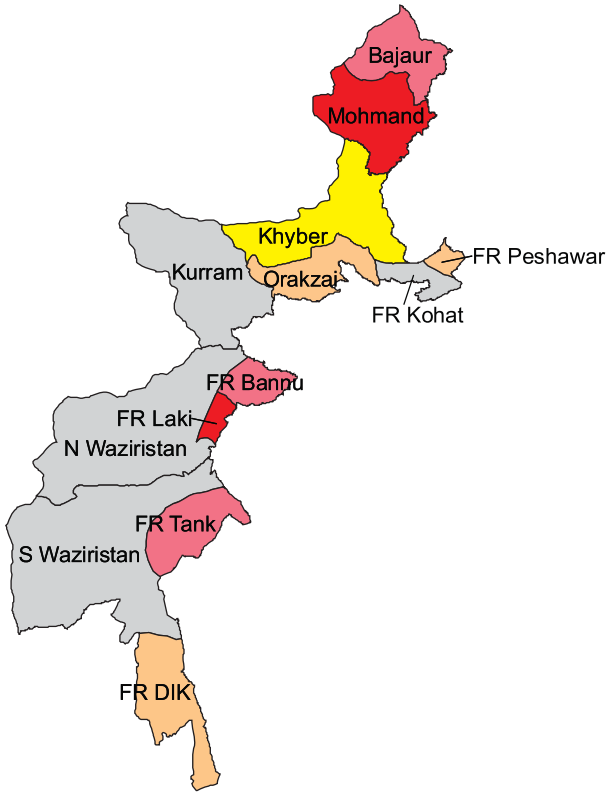


Not surveyed

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

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children



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

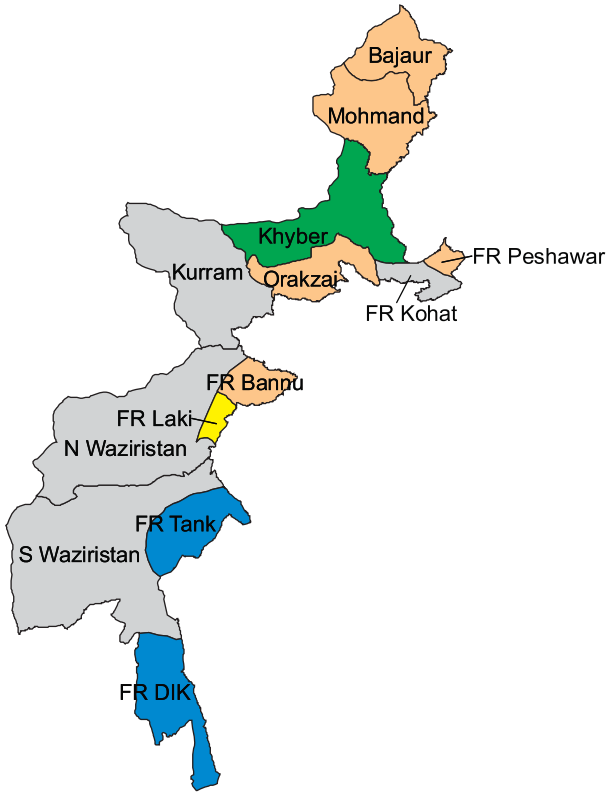
- Above 30
- 21-30
- 11-20
- 6-10
- 3-5
- Below 3

Not surveyed

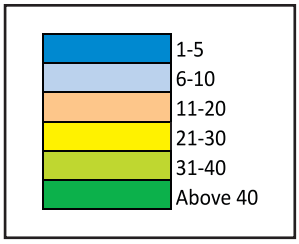
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



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

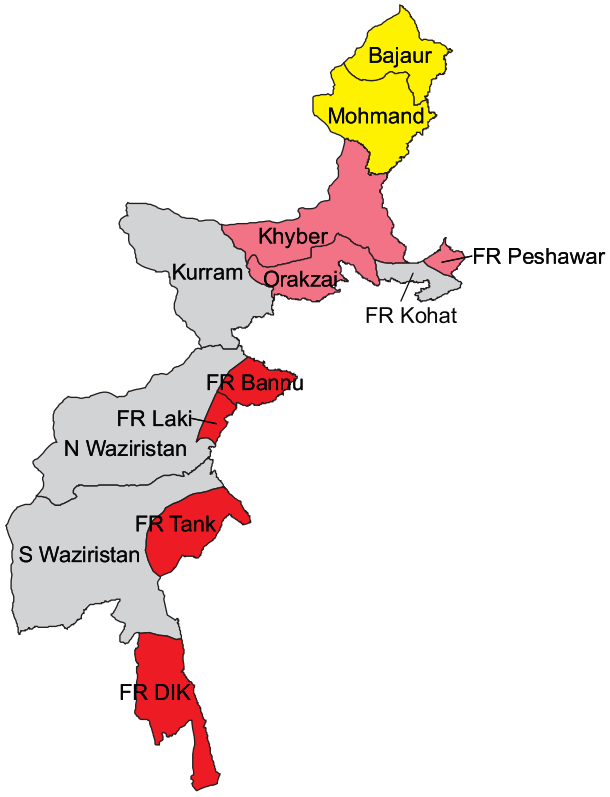


Not surveyed

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

Reading Language Urdu/Pashto
(Class 5)

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



% Children in class 5 who can read story or more

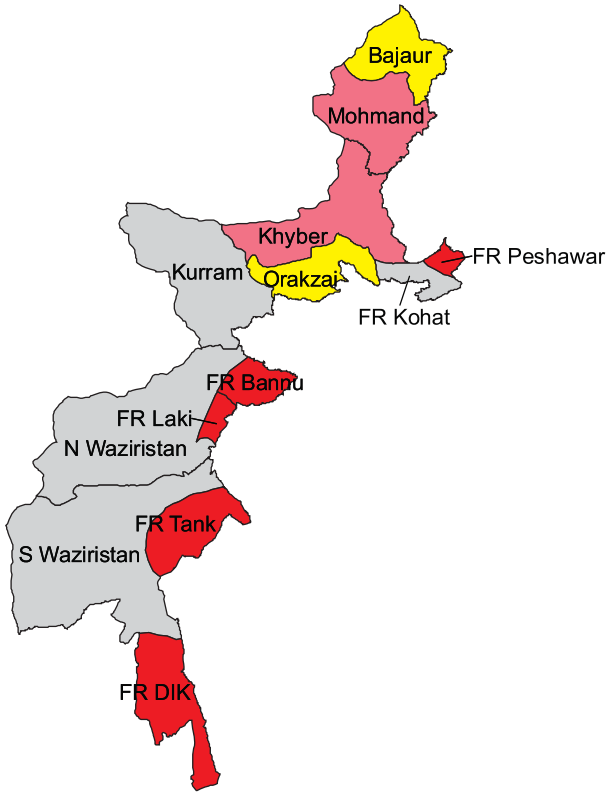
- Below 33
- 33-40
- 41-50
- 51-60
- 61-70
- Above 70

Not surveyed

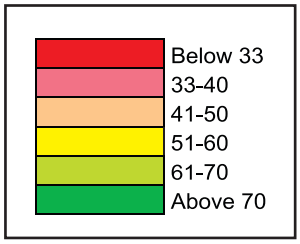
Maps may not be accurate or to scale. These are mere representations.

Reading English
(Class 5)

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



% Children in class 5 who can read sentences or more

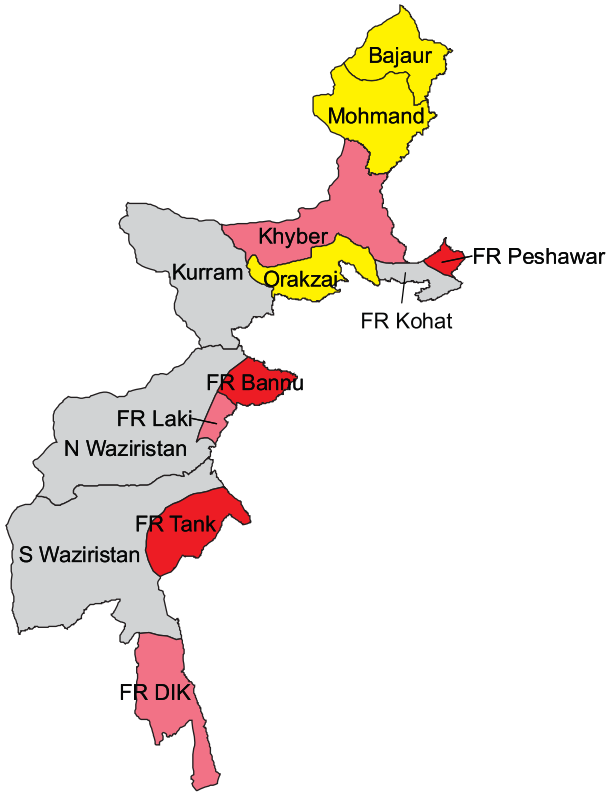


Not surveyed

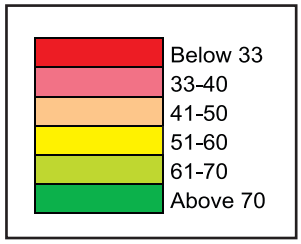
Maps may not be accurate or to scale. These are mere representations.

Math
(Class 5)

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



% Children in class 5 who can do division or more



Not surveyed

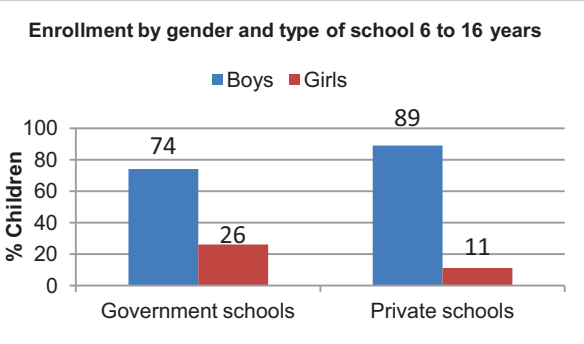
Maps may not be accurate or to scale. These are mere representations.

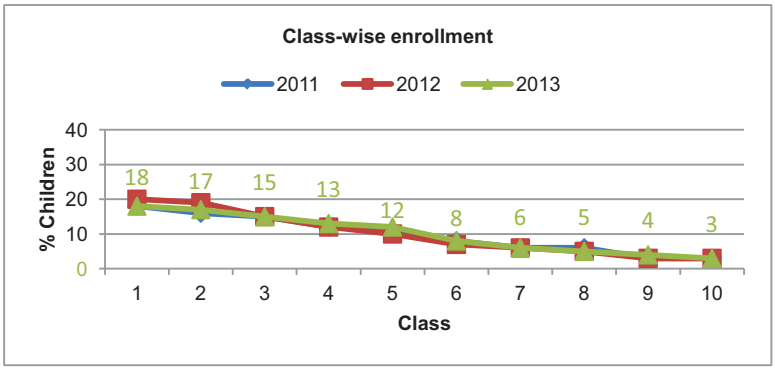
Federally Administrated Tribal Areas (Rural)

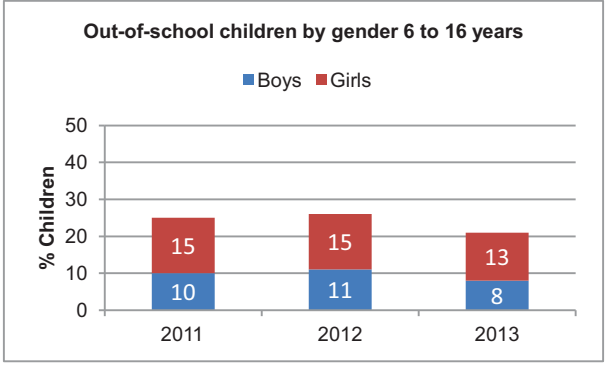
Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

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	61.9	17.1	2.2	0.6	16.6	1.6	100
11 - 13	56.7	19.1	2.5	0.3	15.2	6.2	100
14 - 16	45.2	19.2	2.3	0.0	18.2	15.0	100
6 - 16	**58.0**	**17.9**	**2.3**	**0.5**	**16.6**	**4.8**	**100**
Total	**78.6**				**21.4**		**100**
By Type	**73.8**	**22.7**	**2.9**	**0.6**			







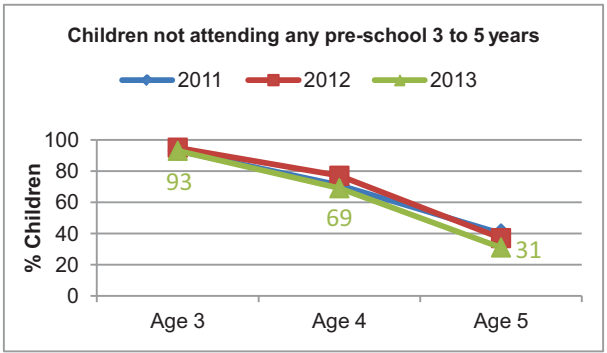
Age Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	73.1	66.3	32.2	13.0	5.4	11.5	13.2	19.7	20.9	22.6	21.3	25.1	16.8
2	20.5	25.6	46.1	32.6	14.5								17.1
3	6.4	8.1	16.2	38.1	28.9	14.0							14.8
4			5.5	11.6	39.8	32.3	15.0						13.5
5				4.7	8.0	35.6	35.1	19.6					11.7
6					3.4	6.6	23.1	33.9	16.7				7.8
7						0.0	9.5	18.1	30.9	18.7			5.9
8							4.1	6.5	23.4	33.7	19.0		5.4
9								2.2	4.1	20.4	32.8	20.2	3.6
10									3.9	4.7	26.9	54.7	3.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 73.1% children of age 5 years are enrolled in class 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	5.0	1.9	0.3	0.0	92.8	100
4	22.9	6.7	1.0	0.2	69.3	100
5	49.1	15.3	3.6	1.0	31.1	100
3 - 5	**28.2**	**8.8**	**1.8**	**0.5**	**60.7**	**100**
Total	**39.3**				**60.7**	**100**
By Type	**71.8**	**22.4**	**4.6**	**1.2**		



Federally Administrated Tribal Areas (Rural)

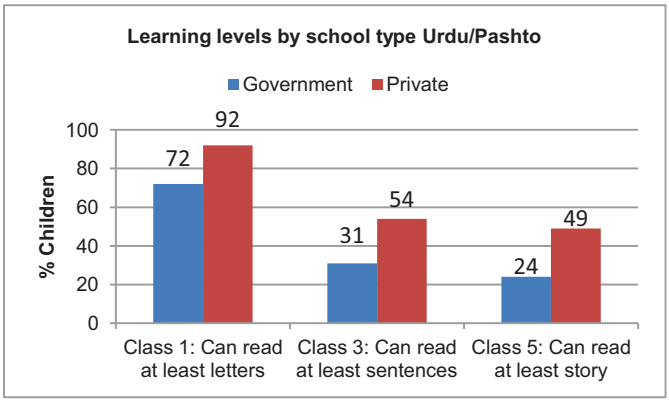
Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

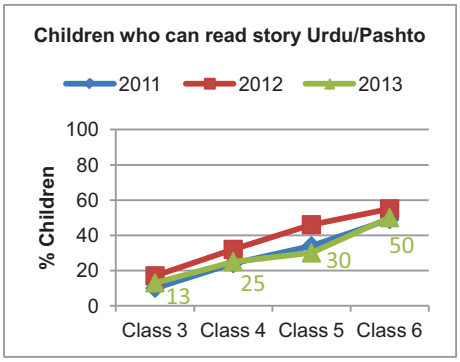
Learning levels (Urdu/Pashto)

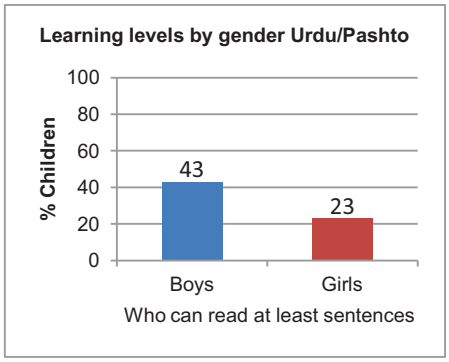
Class-wise % children who can read

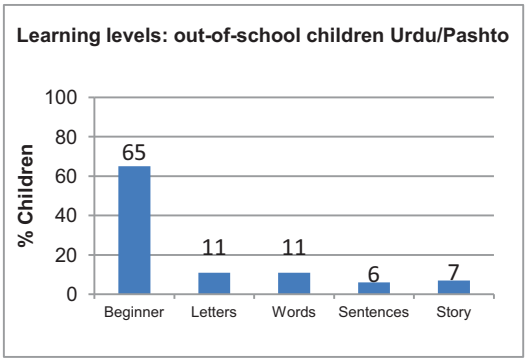
Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.3	34.6	32.7	6.1	3.4	100
2	9.6	21.0	47.6	14.0	7.8	100
3	8.2	12.9	42.5	23.5	12.9	100
4	7.3	7.6	31.0	29.4	24.8	100
5	8.2	6.9	30.6	24.1	30.2	100
6	2.4	6.5	18.9	22.6	49.6	100
7	2.4	5.0	12.2	21.3	59.1	100
8	2.2	2.6	11.0	12.7	71.5	100
9	0.3	4.3	6.4	10.7	78.4	100
10	1.2	8.1	4.4	6.5	79.8	100

How to read: 9.5 % (6.1+3.4) children of class 1 can read sentences







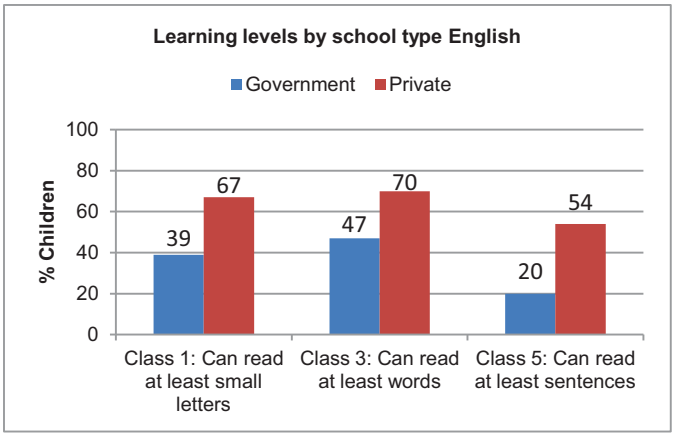


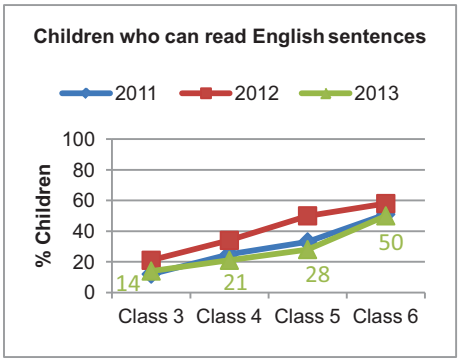
Learning levels (English)

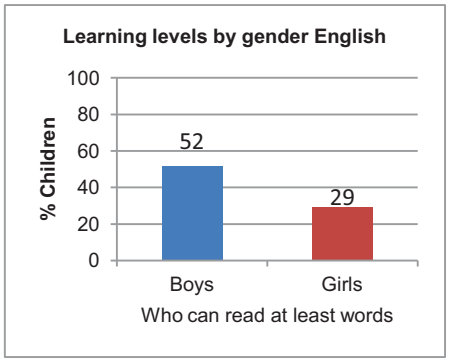
Class-wise % children who can read

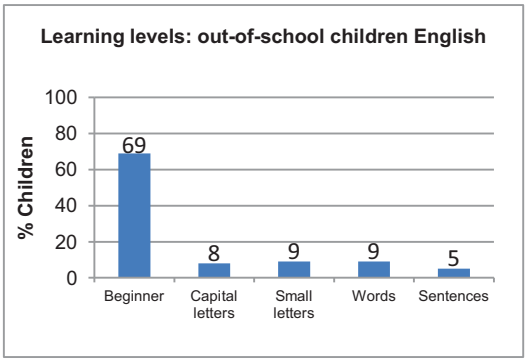
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	24.9	29.9	27.2	14.4	3.6	100
2	9.6	20.0	35.8	27.5	7.2	100
3	7.2	12.2	28.4	38.5	13.7	100
4	6.4	5.5	22.0	44.7	21.4	100
5	8.2	3.6	18.1	42.3	27.9	100
6	2.8	2.5	12.9	31.8	49.9	100
7	3.5	2.1	8.8	26.3	59.3	100
8	2.2	2.0	9.1	17.2	69.4	100
9	1.8	1.2	7.4	10.8	78.8	100
10	3.1	1.9	5.0	6.0	84.0	100

How to read: 18 % (14.4+3.6) children of class 1 can read words









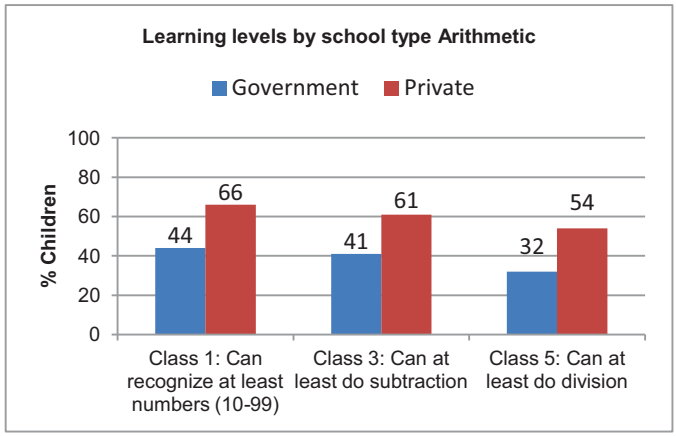
Federally Administrated Tribal Areas (Rural)

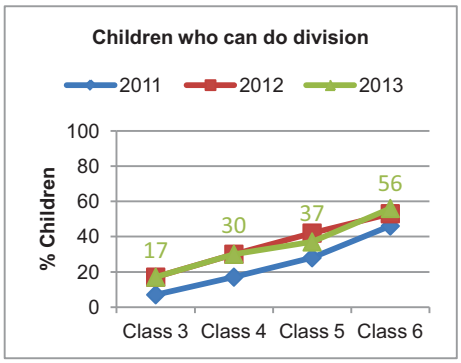
Learning levels (Arithmetic)

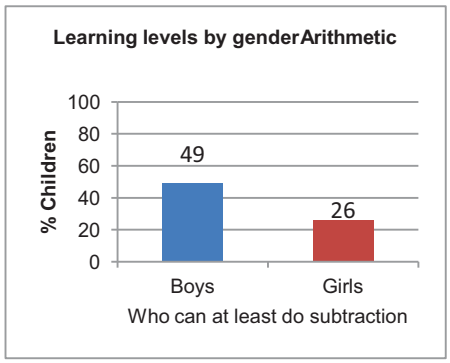
Class-wise % children who can do

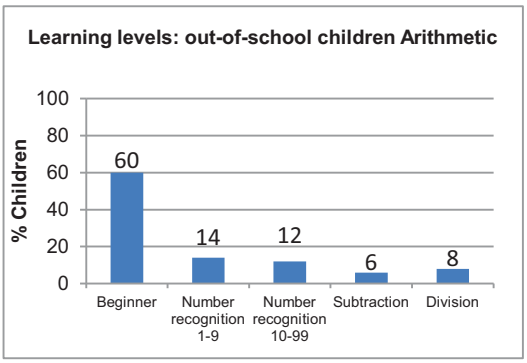
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	16.7	34.7	36.9	6.8	4.9	100
2	5.4	16.5	51.8	17.1	9.2	100
3	3.1	12.1	39.3	28.8	16.7	100
4	1.7	4.7	28.8	34.9	29.9	100
5	2.3	4.3	26.7	29.3	37.4	100
6	1.4	1.7	14.4	26.9	55.6	100
7	1.3	2.0	11.9	21.5	63.3	100
8	1.4	1.4	5.3	17.8	74.1	100
9	0.6	0.6	4.0	9.0	85.7	100
10	0.0	2.5	4.7	8.9	83.9	100

How to read: 11.7 % (6.8+4.9) children of class 1 can do subtraction

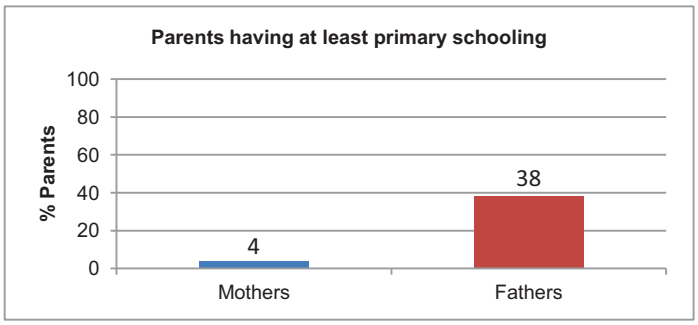








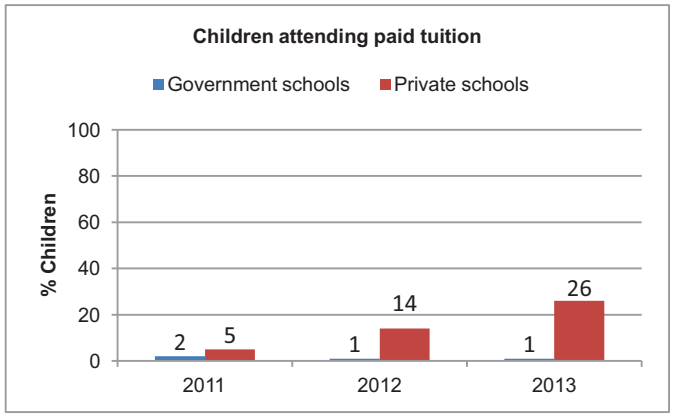
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.8	0.5	0.5	0.6	1.3	1.2	0.7	2.0	3.6	1.7
Pvt.	22.7	23.7	25.5	25.7	27.5	25.5	31.1	30.6	34.2	32.0



Federally Administrated Tribal Areas (Rural) School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

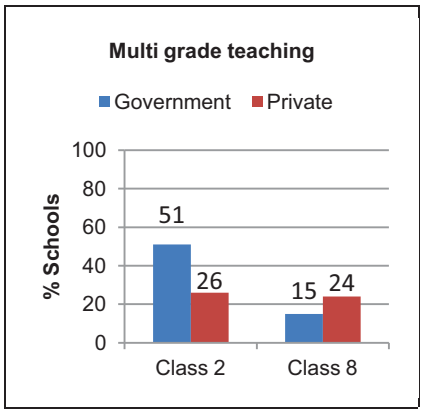
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	147	19	38	204	3	1	7	11
Elementary	17	4	3	24	4	0	9	13
High	25	5	4	34	4	0	15	19
Others	3	0	0	3	1	0	2	3
Total	192	28	45	265	12	1	33	46

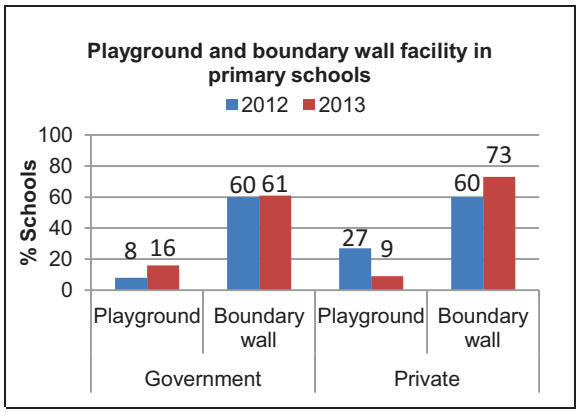
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.4	87.6	84.2	89.4	85.5	85.6	90.8	90.7	90.2	90.4
Teacher attendance	86.1	91.1	87.4	84.0	87.2	85.4	86.0	91.8	66.7	88.1

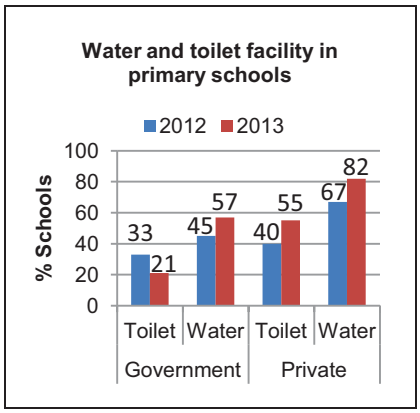
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	16.0	6.7
FA	23.8	31.7
BA	23.6	35.6
MA or above	31.4	24.7
Others	5.2	1.3

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	39.2	31.5
CT	13.1	18.0
B-Ed	24.5	38.0
M-Ed or above	11.5	7.0
Others	11.8	5.5

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		1.7	4.0	6.7	7.3	2.4	7.4	11.8	5.0
Useable water		57.4	87.5	79.4	66.7	81.8	100.0	78.9	100.0
Useable toilet		20.6	33.3	32.4	33.3	54.5	84.6	89.5	100.0
Playground		16.2	50.0	52.9	66.7	9.1	76.9	47.4	0.0
Boundary wall		60.8	79.2	76.5	66.7	72.7	100.0	94.7	100.0
Library		1.5	0.0	29.4	33.3	0.0	0.0	36.8	0.0
Computer lab		0.0	0.0	26.5	33.3	0.0	0.0	15.8	0.0
		Grants							
2013*	# of schools reported receiving grants	5	0	0	0	1	0	0	0
2013*	% of schools reported receiving grants	2.5	0.0	0.0	0.0	9.1	0.0	0.0	0.0
2013*	Average amount of grant (Rs.)	75600	0	0	0	0	0	0	0
2012	# of schools reported receiving grants	6	0	1	0	0	0	0	0
2012	% of schools reported receiving grants	3.0	0.0	3.2	0.0	0.0	0.0	0.0	0.0
2012	Average amount of grant (Rs.)	108833	0	0	0	0	0	0	0







*Grants received till October 31, 2013

Federally Administrated Tribal Areas (Rural)

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	*Non-state providers	Attending paid tuition (Govt. & Pvt. schools)	Who can read sentence (Urdu /Pashto)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu /Pashto)	Who can read sentence (English)	Who can do division
FATA	39.3	21.4	13	26.2	6.7	36.4	52.1	45.5	30.2	27.9	37.4
Bajaur Agency	28.6	24.9	13.6	22.4	6.6	45.6	46.5	32.7	72.6	53	58.3
F.R. - Bannu	37.9	28.2	23.6	26.1	7.8	44	49	41.6	10.7	27.8	25.7
F.R. - D.I. Khan	37.9	16.6	9.9	6.2	0.6	22.3	19	44.7	8.3	4.4	45.3
F.R. - Lakki Marwat	19.8	32.3	18	35.8	17.6	12.2	37.5	33.3	20.9	19.3	41
F.R. - Peshawar	43.9	15.2	12.4	17.9	12.2	29.7	43.8	39.6	41.7	10.2	13
F.R. - Tank	36.4	23.6	9.9	2.7	4.2	3.7	79.1	23.4	0.7	3.7	0.8
Khyber Agency	55.3	9.7	6.9	56.3	7.3	44	57	49.4	34.9	41.4	42.2
Mohmand Agency	23.2	36.5	20	19.2	2.1	46.4	58.6	60.6	57.4	45.5	52.5
Orakzai Agency	57.3	13.9	9.3	19.5	4.5	68.9	79.7	77.2	49.4	64.3	60.2

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.

Federally Administrated Tribal Areas (Rural)

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

Sample Composition

- ASER 2013 survey was conducted in 9 rural districts of FATA. This covered 5,271 households in 265 villages throughout the region.

- Detailed information was collected on 18,672 children (65% males, 35% females) aged 3-16 years. Out of these 15,841 children aged 5-16 years were tested for language and arithmetic competencies.

- School information on public and private schools was collected. A total of 265 government schools (77% primary, 9% elementary, 13% high, 1% others[1]) and 46 private schools (24% primary, 28% elementary, 41% high, 7% others) were surveyed.

- Seventy-three percent of the government schools were boys only, 11% were girls only, and 17% were coeducation schools. In case of private schools, 26% were boys only, 2% were girls only and 72% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2012.

- In 2013, 21% of children were reported to be out-of-school which has decreased as compared to previous year (25%). Seventeen percent children have never been enrolled in a school and 5% have dropped out of school for various reasons.

- Seventy-nine percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 74% of children were enrolled in government schools whereas 26% of children were going to non-state institutions (23% private schools, 3% Madrassah, 0% others).

- Amongst the enrolled students in government schools, 26% were girls and 74% were boys whereas in private schools 89% enrolled children were boys and 11% were girls.

- The percentage of out of school children (boys and girls) has decreased as compared to 2012.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Forty prcent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 34% in 2012.

- Sixty-one percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children still remain poor: 70% class 5 children could not read a class 2 story in Urdu/Pashto compared to 54% in 2012.

- Analysis shows that 64% of class 3 children could not read sentences in Urdu/Pashto compared to 58% in the previous year.
- Similarly, 23% of class 1 children cannot read letters in Urdu/Pashto as compared to 22% in 2012[3].

Deterioration can be seen in English competencies over the past year: 28% class 5 children could read sentences (class 2 level) in 2013 as compared to 50% in 2012.

- ASER 2013 reveals that 14% class 3 children can read class 2 level sentences as compared to 21% in 2012 and 12% in 2011.

- Twenty-five percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 27% in 2012.

Deterioration can be seen in Arithmetic learning levels over the past year: 37% class 5 children can do division as compared to 42% in 2012.

- Thirty-seven percent children enrolled in class 5 can do two digit division in 2013 compared to 42% in 2012 and 28% in 2011.

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

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

[3] Nine F.R. / agencies (Rural) of FATA were surveyed in 2012.

- Thirty-seven percent of class 7 children could not do the two-digit division in 2013 whereas 35% could not do so in 2012. There is a slight decline in the arithmetic learning of children.

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

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

- Forty-nine percent children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 24% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Fifty-four percent private school children can read at least sentences in class 5 whereas only 20% government school children can do the same.
- Similarly, in arithmetic, 54% children enrolled in private schools (class 5) were able to do division when compared to only 32% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- Forty-three percent of boys could read at least sentences in Urdu/Pashto as compared to 23% of girls.
- Fifty-two percent boys could read at least English words while 29% of girls can do the same.
- Similarly, 49% of boys were able to do at least subtraction whereas only 26% girls could do it.

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

More than 30% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 7% of out-of-school children could read story in Urdu/Pashto, 5% could read sentences in English, and 8% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Only 4% of mothers and 38% of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 96% had not completed even primary education.
- Sixty-two percent of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 1% children enrolled in class 1 take private tuition whereas 2% children in class 10 take tuitions.

THEME 9: MULTI-GRADE TEACHING

Fifty-one percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 51% of the surveyed government schools and 26% of the surveyed private schools had Class 2 sitting with other classes.
- Fifteen percent of surveyed government schools and 24% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Fourteen percent children in government schools were absent

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

- Overall student attendance in government schools stood at 86% whereas it was 90% in private schools.

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

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

- Overall teacher attendance in government schools was 87% and 88% in private school.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in private schools as compared to government schools

- Twenty-four percent teachers of government schools have done graduation as compared to 36% teachers of private schools.

- Twenty-five percent of government school teachers had Bachelors in Education degrees as compared to 38% teachers of private school.

THEME 12: SCHOOL FACILITIES

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

- Twenty-seven percent of surveyed government high schools had computer labs and 29% had library books in their premises as compared to surveyed private high schools where only 16% had computer labs and 37% had library books.

Seventy-nine percent surveyed government primary schools were without toilets and 43% were without drinking water.

- Seventy-nine percent of the surveyed government primary schools did not have toilets in 2013 as compared to 67% in 2012; while 45% surveyed private primary schools were missing toilet facility in 2013 as compared to 60% in 2012.

- Forty-three percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 55% in 2012. Similarly, 18% of the surveyed private primary schools in 2013 did not have drinking water facility as compared to 33% in 2012.

Thirty-nine percent of the surveyed government primary schools were without complete boundary walls and 84% were without playgrounds.

- Among the government primary schools surveyed, only 61% had complete boundary walls and 39% were missing complete boundary walls as compared to 40% in 2012.

- In 2013, 27% of the surveyed private primary schools did not have complete boundary walls as compared to 40% in 2012.

- Sixteen percent of government primary schools being surveyed had playgrounds in 2013 while 9% surveyed private schools had playgrounds.

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

- On average, 7 rooms were being used for classroom activities in the surveyed government high schools as compared to 10 in 2012.

- In 2013, surveyed private high schools had 12 classrooms on average that were used for classroom activities. A decrease of 1 average points from the previous year.

THEME 13: SCHOOL GRANTS/FUNDS

Three percent government primary schools and 9% private primary schools received grants.

- A higher number of surveyed private schools are receiving grants as compared to the surveyed government schools in 2013.

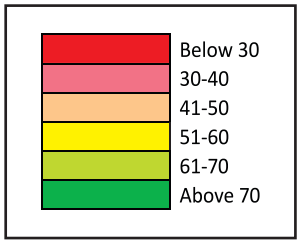
- Average amount of fund received is higher for surveyed government schools in comparison to the average grant amount received by surveyed private schools.

Gilgit Baltistan (Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children

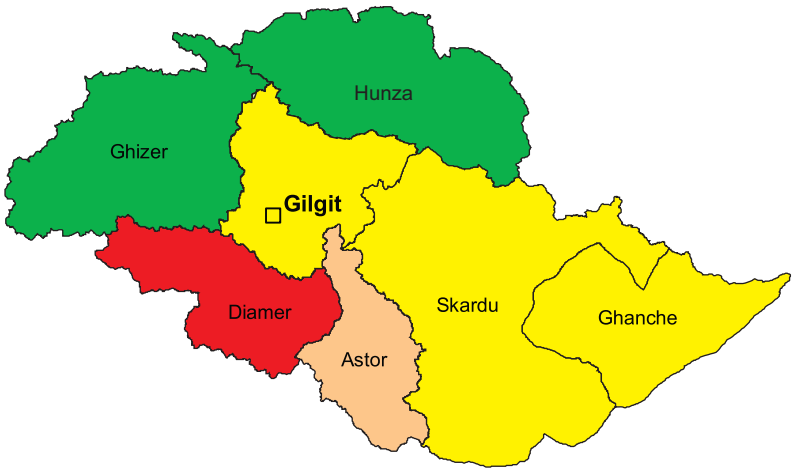
% Children (3-5 years) attending pre school



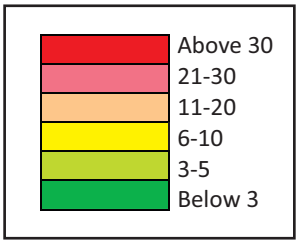
Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children



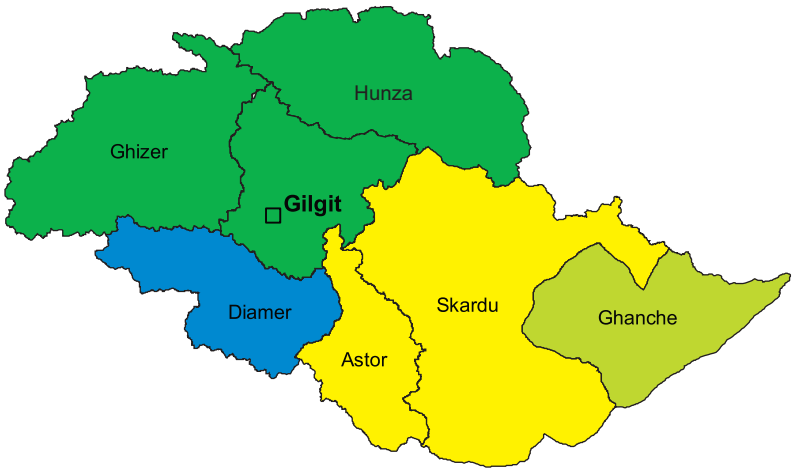
% Children (6-16 years) who are not in school



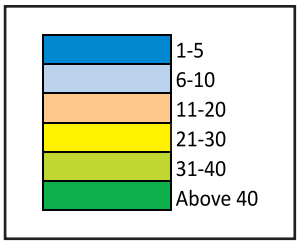
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



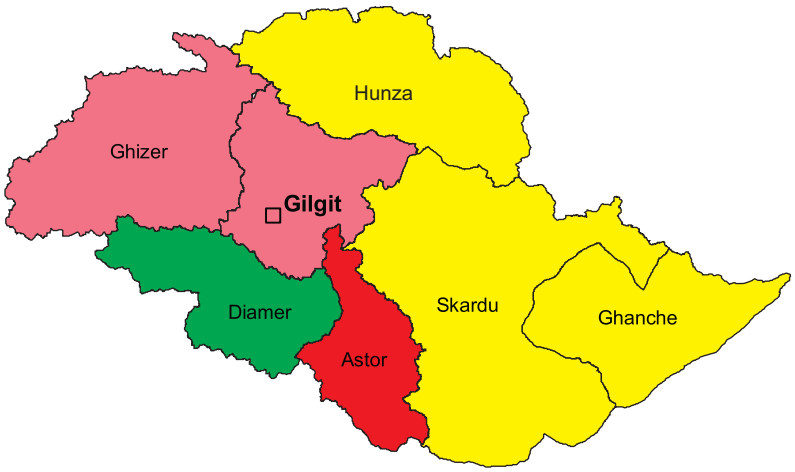
% Children (6-16 years) enrolled in private schools



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

Reading Language Urdu
(Class 5)

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



% Children in class 5 who can read story or more

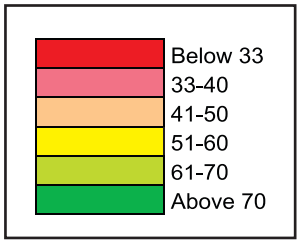
- Below 33
- 33-40
- 41-50
- 51-60
- 61-70
- Above 70

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

Reading English
(Class 5)

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

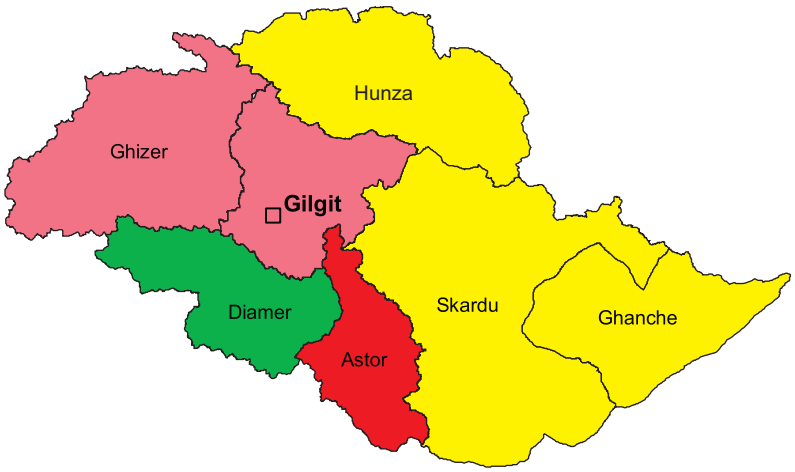
% Children in class 5 who can read sentences or more



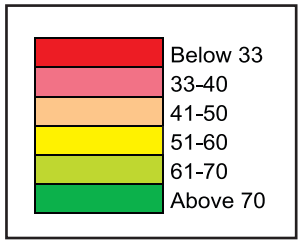
Maps may not be accurate or to scale. These are mere representations.

Math
(Class 5)

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



% Children in class 5 who can do division or more

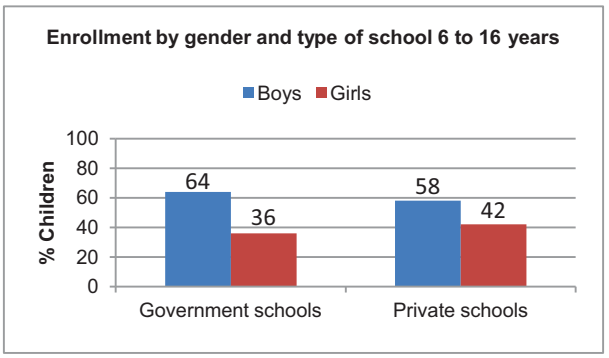


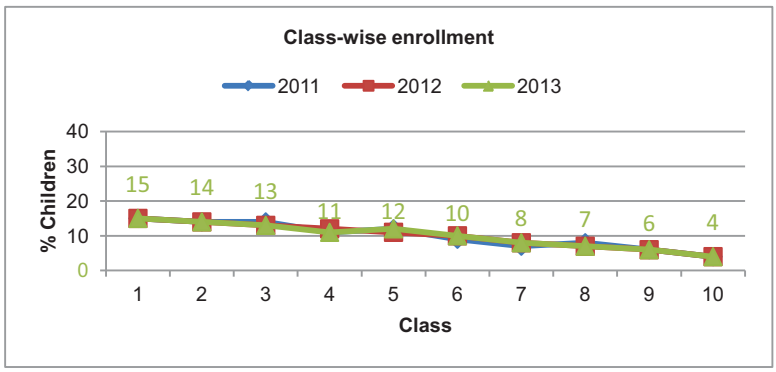
Maps may not be accurate or to scale. These are mere representations.

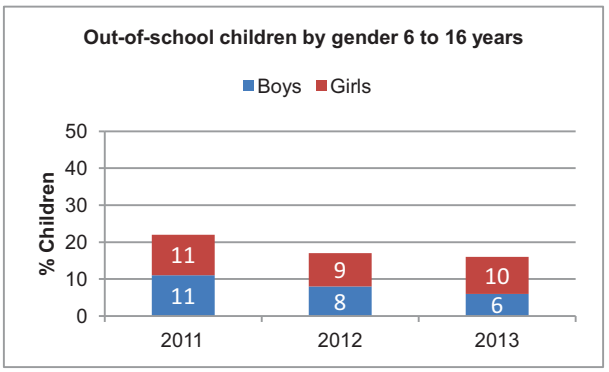
Gilgit-Baltistan (Rural)

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	45.5	34.5	1.3	1.5	16.5	0.8	100
11 - 13	50.6	36.3	0.7	1.2	8.5	2.8	100
14 - 16	52.1	29.0	1.0	0.5	10.9	6.5	100
6 - 16	**48.4**	**33.7**	**1.0**	**1.2**	**13.1**	**2.6**	**100**
Total	**84.3**				**15.7**		**100**
By Type	**57.4**	**39.9**	**1.2**	**1.4**			







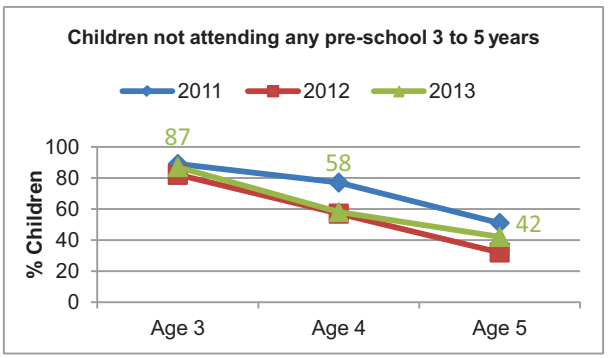
Age Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	79.3	62.2	45.4	24.4	13.6	21.7	25.8	29.5	31.8	31.2	35.9	40.0	14.6
2	20.7	29.1	33.3	35.5	23.8								14.2
3	0.0	8.7	15.7	23.7	29.1	24.7							12.7
4			5.6	12.2	21.5	26.2	20.3						11.6
5				4.2	8.0	20.7	24.5	24.8					11.7
6					4.0	6.8	15.7	23.8	24.6				10.0
7						0.0	10.6	14.3	22.2	20.6			8.1
8							3.0	5.2	13.1	24.1	25.3		7.1
9								2.4	5.5	17.0	25.3	26.6	5.9
10									2.9	7.1	13.5	33.4	4.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 79.3% children of age 5 years are enrolled in class 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	6.7	6.1	0.1	0.4	86.7	100
4	18.7	21.1	0.5	1.4	58.4	100
5	29.0	27.1	0.9	1.2	41.7	100
3 - 5	**20.1**	**19.6**	**0.6**	**1.0**	**58.7**	**100**
Total	**41.3**				**58.7**	**100**
By Type	**48.6**	**47.4**	**1.4**	**2.5**		



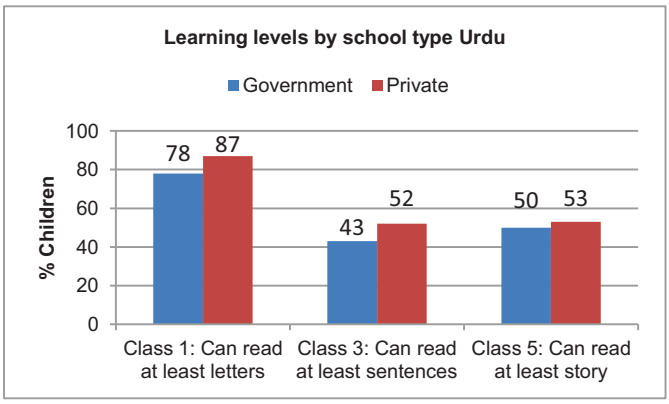
Gilgit-Baltistan (Rural)

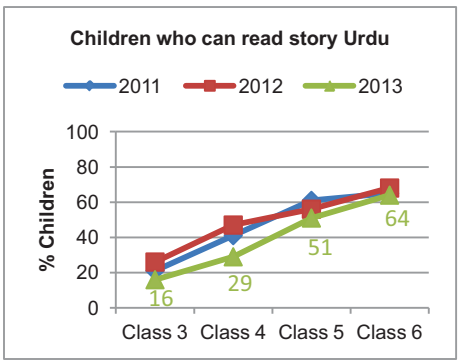
Learning levels (Urdu)

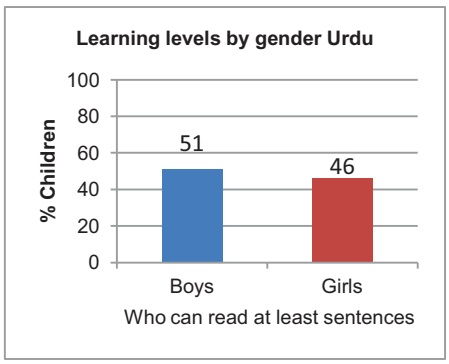
Class-wise % children who can read

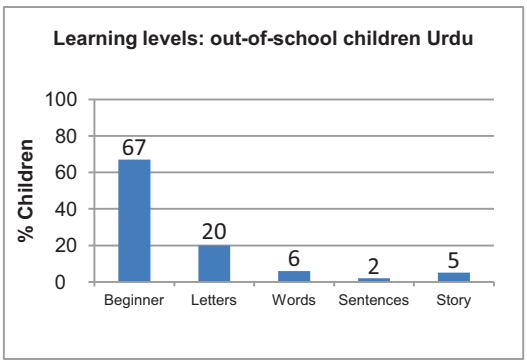
Class	Nothing	Letters	Words	Sentences	Story	Total
1	17.9	43.0	29.9	7.8	1.4	100
2	7.1	26.8	39.7	20.0	6.5	100
3	3.3	15.5	34.3	31.1	15.7	100
4	4.2	8.1	22.4	35.9	29.5	100
5	2.1	5.0	14.8	26.9	51.1	100
6	1.9	5.1	7.6	21.1	64.4	100
7	2.0	3.3	5.9	18.6	70.3	100
8	1.4	1.4	4.3	10.2	82.7	100
9	2.8	1.4	2.1	7.7	86.1	100
10	3.0	2.3	4.3	6.3	84.2	100

How to read: 9.2 % (7.8+1.4) children of class 1 can read sentences







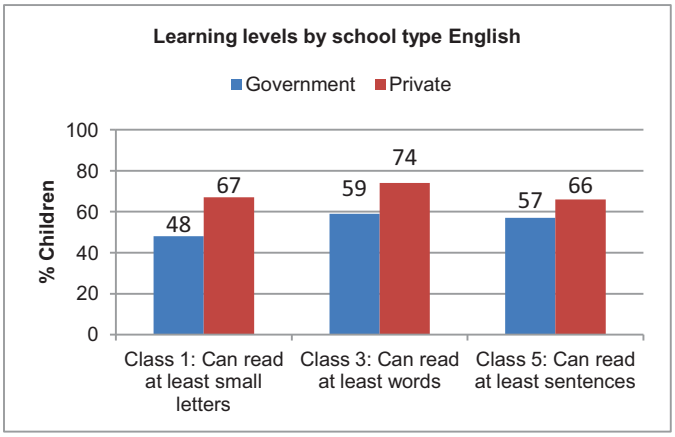


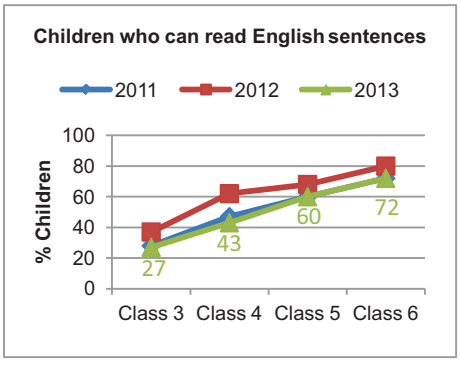
Learning levels (English)

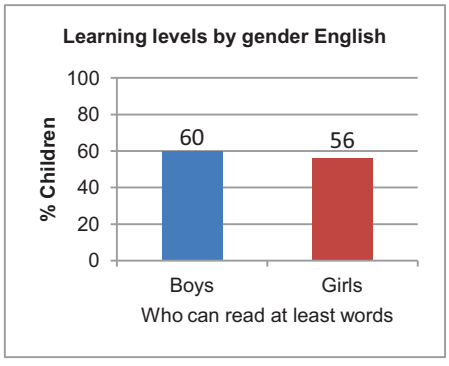
Class-wise % children who can read

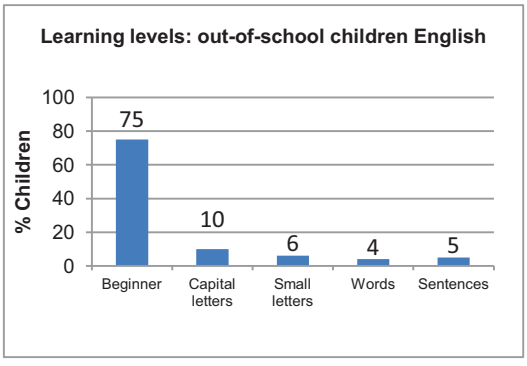
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	20.0	24.8	31.0	20.7	3.5	100
2	7.4	15.9	29.9	33.2	13.7	100
3	3.3	10.0	21.7	38.4	26.6	100
4	3.6	5.7	11.6	36.1	43.0	100
5	2.1	3.3	7.2	26.9	60.4	100
6	1.4	3.1	4.3	18.9	72.4	100
7	2.6	2.6	2.6	14.2	77.9	100
8	1.6	2.0	2.5	9.5	84.4	100
9	2.1	1.9	2.6	5.3	88.2	100
10	2.3	3.0	2.3	6.6	85.8	100

How to read: 24.2 % (20.7+3.5) children of class 1 can read words









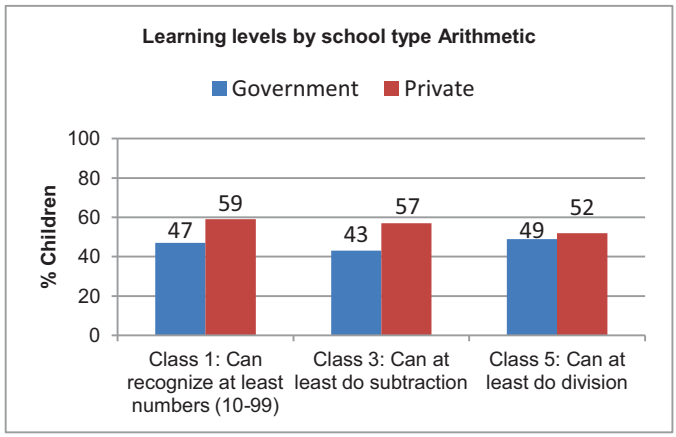
Gilgit-Baltistan (Rural)

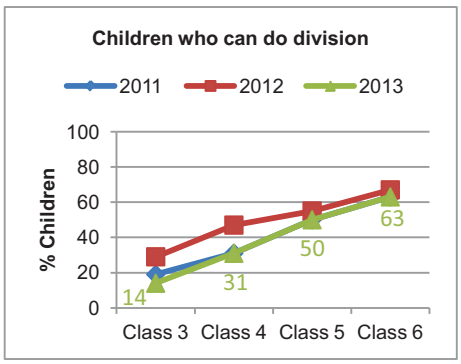
Learning levels (Arithmetic)

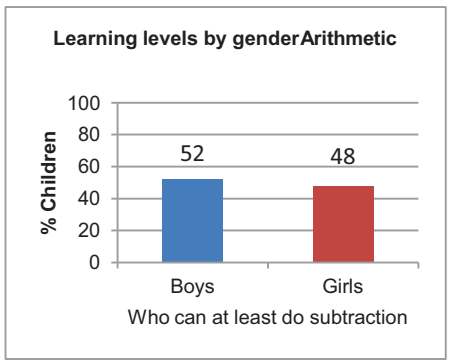
Class-wise % children who can do

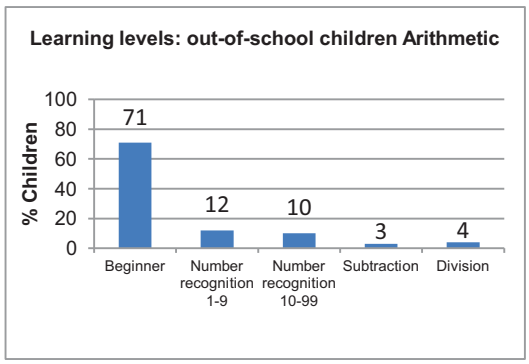
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	16.7	31.6	42.5	6.8	2.4	100
2	6.3	16.8	48.8	20.8	7.3	100
3	3.3	6.8	40.6	35.0	14.3	100
4	3.4	5.7	21.0	39.2	30.7	100
5	1.8	3.1	14.3	30.7	50.1	100
6	2.2	2.9	7.0	25.0	62.9	100
7	1.9	2.3	6.0	20.8	69.0	100
8	0.7	1.1	4.5	14.3	79.4	100
9	1.9	0.2	3.5	12.8	81.6	100
10	2.0	2.6	3.6	11.6	80.2	100

How to read: 9.2 % (6.8+2.4) children of class 1 can do subtraction

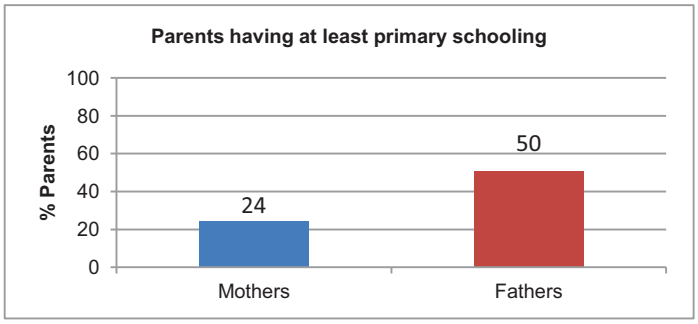








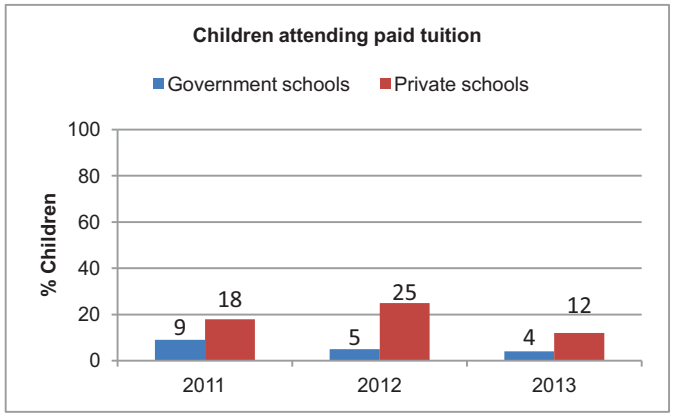
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.6	2.4	3.2	3.8	3.0	4.5	5.1	6.2	9.1	12.1
Pvt.	8.2	11.7	11.7	12.3	8.8	11.8	17.6	12.3	15.4	19.1



Gilgit-Baltistan (Rural) School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

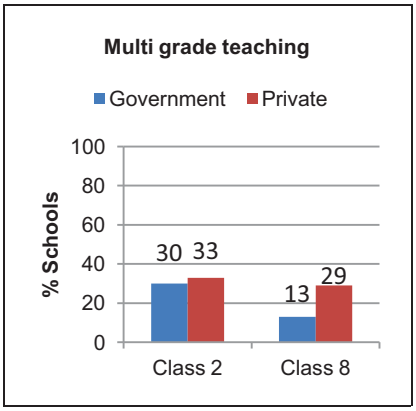
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	25	6	28	59	3	1	41	45
Elementary	25	10	23	58	2	1	29	32
High	35	16	21	72	1	0	38	39
Others	6	4	8	18	1	3	32	36
Total	**91**	**36**	**80**	**207**	**7**	**5**	**140**	**152**

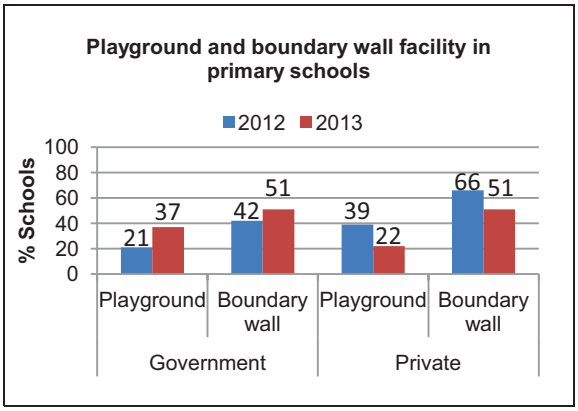
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	88.2	87.9	86.0	86.9	86.9	89.0	90.6	89.5	89.0	89.6
Teacher attendance	85.9	85.6	91.5	88.5	89.1	84.9	90.3	91.8	92.7	90.6

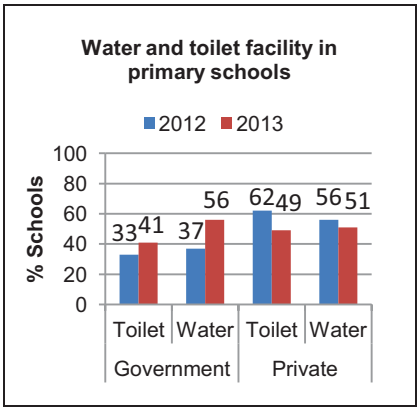
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	6.1	7.4
FA	18.8	22.0
BA	50.4	41.3
MA or above	24.5	29.1
Others	0.2	0.3

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	9.6	12.5
CT	17.7	23.0
B-Ed	59.7	50.3
M-Ed or above	10.9	8.7
Others	2.0	5.5

School facilities (% schools)								
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		3.4	6.1	10.0	7.2	3.5	7.5	9.9	6.4
Useable water		55.9	86.2	80.6	83.3	51.1	87.5	82.1	58.3
Useable toilet		40.7	63.8	62.5	66.7	48.9	81.2	87.2	63.9
Playground		37.3	65.5	77.8	66.7	22.2	46.9	46.2	41.7
Boundary wall		50.8	70.7	75.0	61.1	51.1	62.5	74.4	66.7
Library		11.9	25.9	38.9	61.1	13.3	31.2	74.4	30.6
Computer lab		0.0	8.6	33.3	55.6	0.0	18.8	48.7	11.1
		Grants							
2013*	# of schools reported receiving grants	4	14	18	0	5	3	5	0
2013*	% of schools reported receiving grants	6.8	24.1	25.0	0.0	11.1	9.4	12.8	0.0
2013*	Average amount of grant (Rs.)	5715	17570	46082	0	22800	293333	48300	0
2012	# of schools reported receiving grants	14	22	32	0	4	2	2	0
2012	% of schools reported receiving grants	23.7	37.9	44.4	0.0	8.9	6.2	5.1	0.0
2012	Average amount of grant (Rs.)	11118	18417	126639	0	105750	55000	16113	0







*Grants received till October 31, 2013

Gilgit-Baltistan (Rural)

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	Non-state providers	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	41.3	15.7	9.8	42.6	7.4	46.8	65	49.2	51.1	60.4	50.1
Astore	39.6	13.5	9	23.5	3.4	27.4	35.9	32.4	20.3	22.1	21.6
Diamer	14.9	54	34.3	10.9	1.3	69.7	80	64.5	89.9	84.3	79.3
Ghanche	45.5	8.9	5.2	39.8	4.1	52.8	68.3	57.9	54.1	72.5	63.4
Ghizer	59.5	4.1	2.4	58.6	5	36.3	61.9	37.4	43.6	50.7	38.6
Gilgit	44.1	9.9	5.5	51.8	12.4	45.7	64.6	51.5	43.8	58.2	44.1
Hunza-Nagar	70.7	2.1	1	65.3	10.6	41.2	75.8	53.1	57.3	75.4	57.4
Skardu	28.9	10.6	6.7	30.6	11.2	59.1	71.9	50.6	67.5	72.4	59.1

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.

Sample Composition

- ASER 2013 survey was conducted in 7 rural districts of Gilgit Baltistan. This covered 4,195 households in 210 villages throughout the province.
- Detailed information was collected on 13,783 children (56% males, 43% females) aged 3-16 years. Out of these 12,413 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 207 government schools (29% primary, 28% elementary, 35% high, 9% others[1]) and 152 private schools (30% primary, 21% elementary, 26% high, 24% others) were surveyed.
- Forty-four percent of the government schools were boys only, 17% were girls only, and 39% were coeducation schools. In case of private schools, 5% were boys only, 3% were girls only and 92% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has remained the same over the years.

- In 2013, 16% of children were reported to be out-of-school which is the same as that of previous year (16%). Thirteen percent children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- Eighty-four percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 57% of children were enrolled in government schools whereas 42% of children were going to non-state institutions (40% private schools, 1% Madrassah, 1% others).
- Amongst the enrolled students in government schools, 36% were girls and 64% were boys whereas in private schools 58% enrolled children were boys and 42% were girls.
- The percentage of out of school children (boys and girls) has decreased as compared to 2012.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2012.

- Forty-one percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 44% in 2012.
- Fifty-nine percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children still remain poor: 49% class 5 children could not read a class 2 story in Urdu compared to 44% in 2012.

- Analysis shows that 47% of class 3 children could not read sentences in Urdu compared to 45% in the previous year.
- Similarly, 18% of class 1 children cannot read letters in Urdu as compared to 16% in 2012[3].

Deterioration can be seen in English competencies over the past year: 60% class 5 children could read sentences (class 2 level) in 2013 as compared to 68% in 2012.

- ASER 2013 reveals that 27% class 3 children can read class 2 level sentences as compared to 38% in 2012 and 28% in 2011.
- Twenty percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 16% in 2012.

Deterioration can be seen in Arithmetic learning levels over the past year: 50% class 5 children can do division as compared to 56% in 2012.

- Fifty percent children enrolled in class 5 can do two digit division in 2013 compared to 56% in 2012 and 50% in 2011.
- Thirty-one percent of class 7 children could not do the two-digit division in 2013 whereas 26% could not do so in 2012. There is a decline in the arithmetic learning of children.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.
[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.
[3] Seven rural districts of Gilgit-Baltistan were surveyed in 2012.

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

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

- Fifty-three percent children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 50% class 5 children enrolled in government schools.

- English learning levels of private schools children were better than public schools. Sixty-six percent private school children can read at least sentences in class 5 whereas only 57% government school children can do the same.

- Similarly, in arithmetic, 52% children enrolled in private schools (class 5) were able to do division when compared to only 49% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- Fifty-one percent of boys could read at least sentences in Urdu as compared to 46% of girls.

- Sixty percent boys could read at least English words while 56% of girls can do the same.

- Similarly, 52% of boys were able to do at least subtraction whereas only 48% girls could do it.

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

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

- Data reveals that the 5% of out-of-school children could read story in Urdu, 5% could read sentences in English, and 4% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Twenty-four percent of mothers and 51% of father in the sampled households had completed at least primary education.

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

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.

- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 3% children enrolled in class 1 take private tuition whereas 12% children in class 10 take tuitions.

THEME 9: MULTI-GRADE TEACHING

Thirty percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 30% of the surveyed government schools and 33% of the surveyed private schools had Class 2 sitting with other classes.
- Thirteen percent of surveyed government schools and 29% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Thirteen percent children in government schools were absent

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

- Overall student attendance in government schools stood at 87% whereas it was 90% in private school.

Eleven percent teachers in government schools and 9% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 89% and 91% in private school.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in government schools as compared to private schools

- Fifty percent teachers of government schools have done graduation as compared to 41% teachers of private schools.

- Sixty percent of government school teachers had Bachelors in Education degrees, as compared to 50% teachers of private school.

THEME 12: SCHOOL FACILITIES

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

- Thirty-three percent of surveyed government high schools had computer labs and 39% had library books in their premises as compared to surveyed private high schools where 49% had computer labs and 74% had library books.

Fifty-nine percent surveyed government primary schools were without toilets and 44% were without drinking water.

- Fifty-nine percent of the surveyed government primary schools did not have toilets in 2013 as compared to 67% in 2012; while 51% surveyed private primary schools were missing toilet facility in 2013 as compared to 38% in 2012.

- Forty-four percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 63% in 2012. Similarly, 49% of the surveyed private primary schools in 2013 did not have drinking water facility as compared to 44% in 2012.

Forty-nine percent of the surveyed government primary schools were without complete boundary walls and 63% were without playgrounds.

- Among the government primary schools surveyed, only 51% had complete boundary walls and 49% were missing complete boundary walls as compared t0 58% in 2012.

- In 2013, 49% of the surveyed private primary schools did not have complete boundary walls as compared to 34% in 2012.
- Thirty-seven percent of government primary schools being surveyed had playgrounds in 2013 while 22% surveyed private primary schools had playgrounds.

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

- On average, 10 rooms were being used for classroom activities in the surveyed government high schools as compared to 11 in 2012.

- In 2013, surveyed private high schools had 10 classrooms on average that were used for classroom activities. A decrease of 1 average points from the previous year.

THEME 13: SCHOOL GRANTS/FUNDS

Seven percent government primary schools and 11% private primary schools received grants.

- A higher number of surveyed government schools are receiving grants as compared to the surveyed private schools in 2013.

- Average amount of fund received is higher for surveyed private schools in comparison to the average grant amount received by surveyed government schools.

- The proportion of government primary schools receiving grants is decreasing over the years. Twenty-seven percent government primary schools were receiving grants in 2011, 24% in 2012, and 7% in 2013.

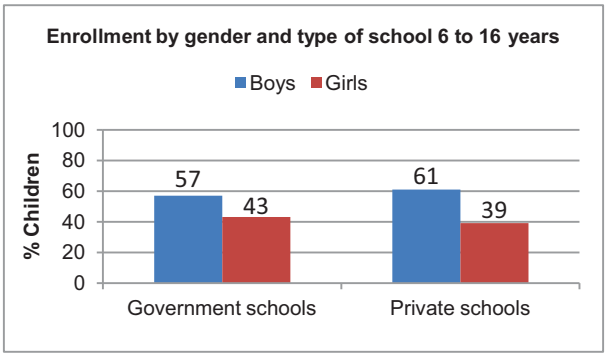
Islamabad ICT (Rural)

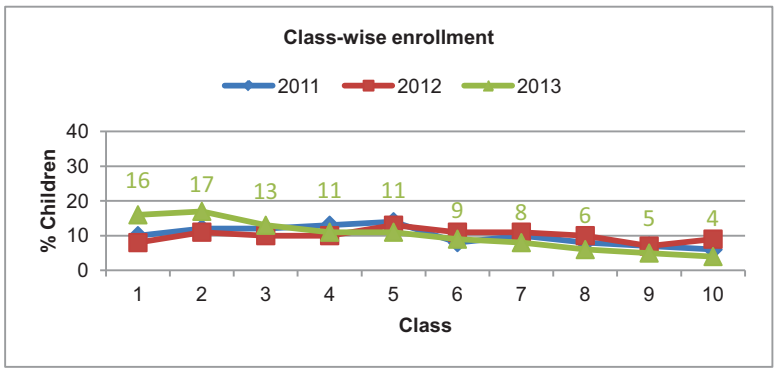
Islamabad-ICT (Rural)

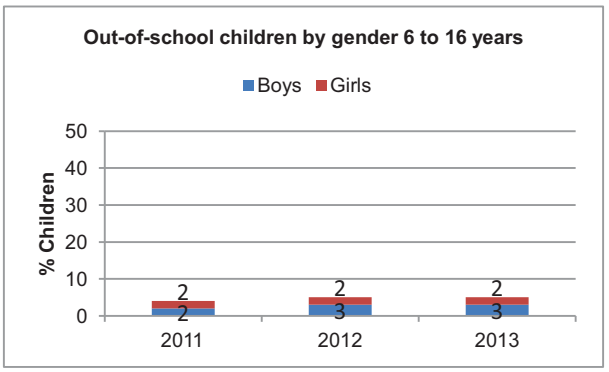
Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

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	52.4	43.6	0.5	0.3	2.4	0.8	100
11 - 13	53.9	40.4	1.3	0.3	2.2	1.9	100
14 - 16	55.7	30.0	2.4	0.0	5.2	6.7	100
6 - 16	**53.3**	**40.5**	**1.0**	**0.2**	**2.8**	**2.1**	**100**
Total	**95.1**				**4.9**		**100**
By Type	**56.1**	**42.6**	**1.1**	**0.2**			







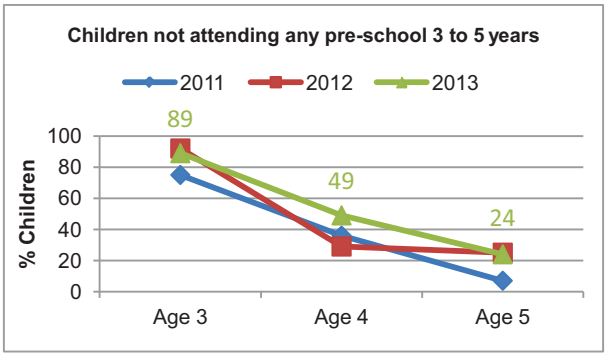
Age Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	86.2	54.8	31.8	12.8	6.6	6.7	4.8	13.4	11.1	16.2	10.9	15.2	15.9
2	13.8	37.6	47.1	38.3	13.9								16.9
3	0.0	7.5	18.5	34.8	32.8	15.7							12.9
4			2.5	10.6	38.5	30.6	16.3						11.5
5				3.5	8.2	35.8	30.8	23.7					11.0
6					0.0	11.2	37.5	27.8	16.2				8.9
7						0.0	8.7	27.8	39.4	16.2			7.9
8							1.9	2.1	28.3	36.8	14.5		5.7
9								5.2	4.0	25.0	40.0	34.8	5.4
10									1.0	5.9	34.5	50.0	4.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 86.2% children of age 5 years are enrolled in class 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	0.9	10.4	0.0	0.0	88.7	100
4	9.7	41.7	0.0	0.0	48.5	100
5	25.9	49.4	0.6	0.0	24.1	100
3 - 5	**14.4**	**36.3**	**0.3**	**0.0**	**49.1**	**100**
Total	**50.9**				**49.1**	**100**
By Type	**28.3**	**71.2**	**0.5**	**0.0**		



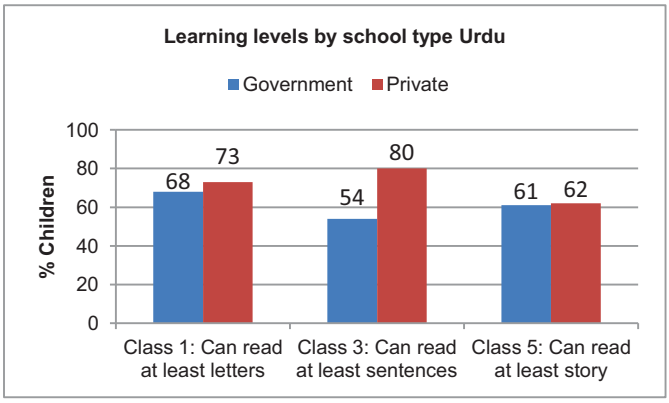
Islamabad-ICT (Rural)

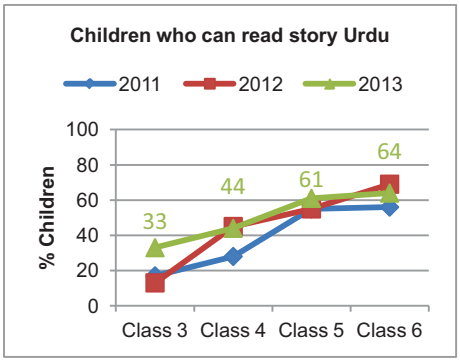
Learning levels (Urdu)

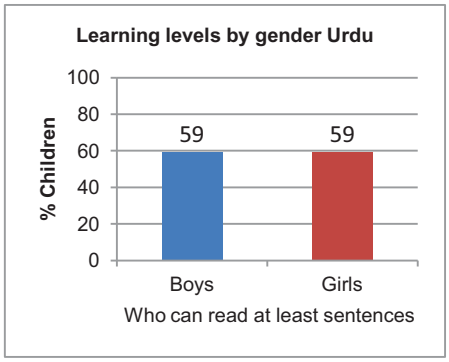
Class-wise % children who can read

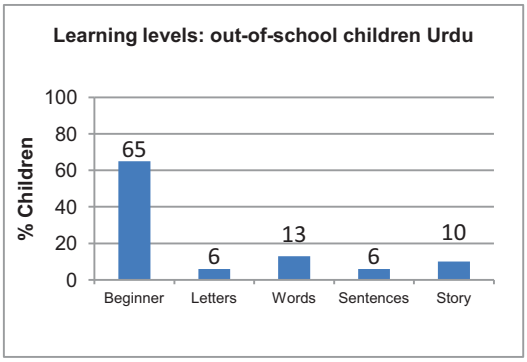
Class	Nothing	Letters	Words	Sentences	Story	Total
1	28.6	20.0	25.7	22.3	3.4	100
2	14.4	16.6	33.1	22.7	13.3	100
3	7.1	5.7	22.7	31.2	33.3	100
4	4.0	4.8	15.3	31.5	44.4	100
5	2.8	1.8	6.4	27.5	61.5	100
6	1.0	2.0	3.1	29.6	64.3	100
7	0.0	1.2	1.2	9.5	88.1	100
8	0.0	0.0	5.4	8.9	85.7	100
9	0.0	0.0	5.9	3.9	90.2	100
10	0.0	2.4	0.0	4.9	92.7	100

How to read: 25.7 % (22.3+3.4) children of class 1 can read sentences







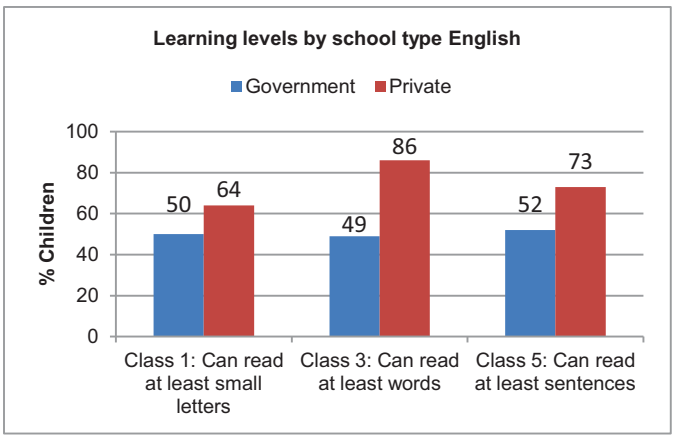


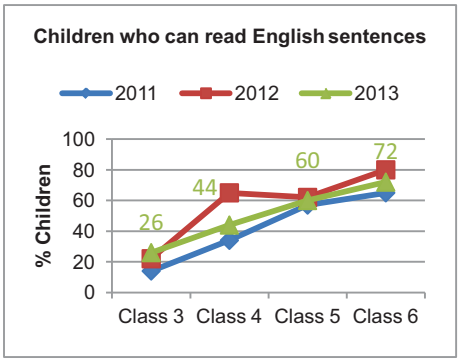
Learning levels (English)

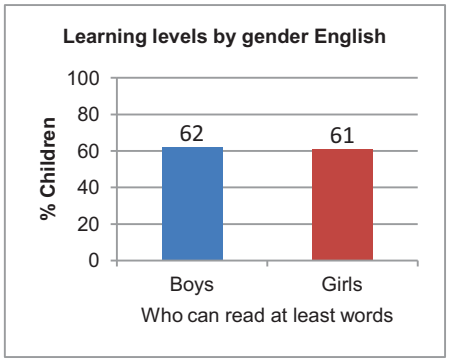
Class-wise % children who can read

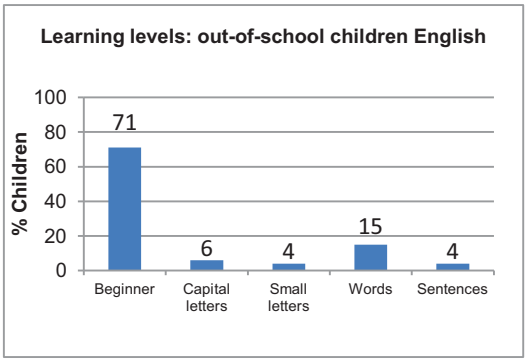
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	26.6	15.0	30.1	23.1	5.2	100
2	15.3	7.1	37.7	27.9	12.0	100
3	6.4	3.6	25.0	38.6	26.4	100
4	3.2	1.6	14.5	37.1	43.5	100
5	2.7	0.0	8.1	28.8	60.4	100
6	3.1	0.0	4.1	20.4	72.4	100
7	1.2	0.0	1.2	12.0	85.5	100
8	0.0	0.0	3.7	3.7	92.6	100
9	0.0	2.0	0.0	7.8	90.2	100
10	0.0	0.0	0.0	2.6	97.4	100

How to read: 28.3 % (23.1+5.2) children of class 1 can read words









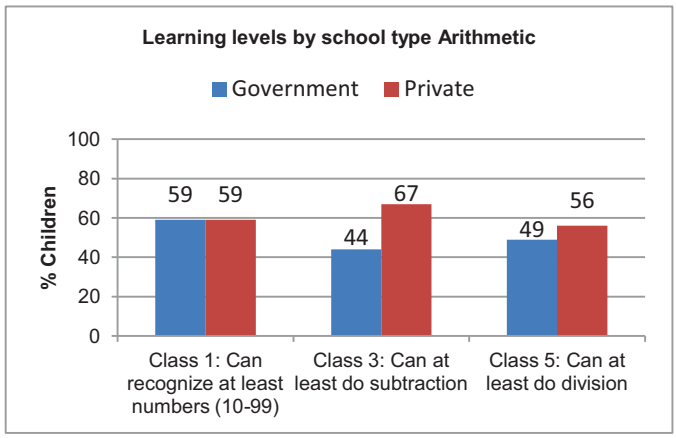
Islamabad-ICT (Rural)

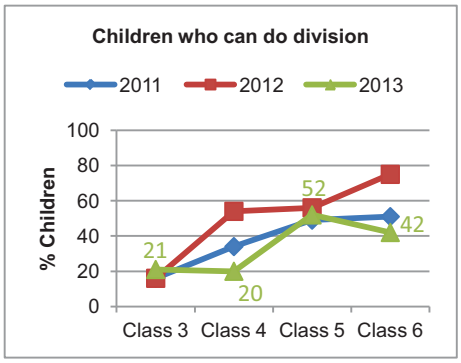
Learning levels (Arithmetic)

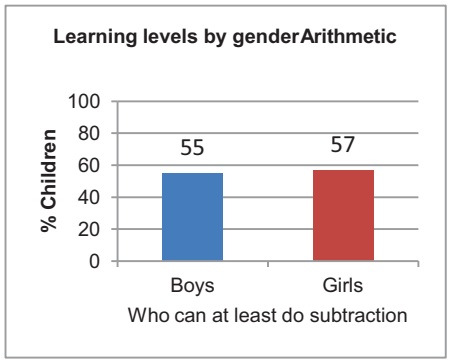
Class-wise % children who can do

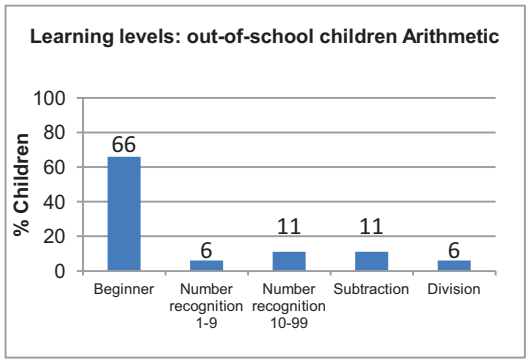
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	25.0	15.9	40.9	14.2	4.0	100
2	13.2	13.2	34.1	33.5	6.0	100
3	7.2	3.6	36.0	32.4	20.9	100
4	1.6	3.3	25.4	49.2	20.5	100
5	2.7	0.0	15.5	30.0	51.8	100
6	1.0	2.0	5.1	49.5	42.4	100
7	0.0	0.0	3.6	31.3	65.1	100
8	0.0	1.8	5.5	20.0	72.7	100
9	0.0	0.0	0.0	14.0	86.0	100
10	0.0	4.9	0.0	17.1	78.0	100

How to read: 18.2 % (14.2+4) children of class 1 can do subtraction

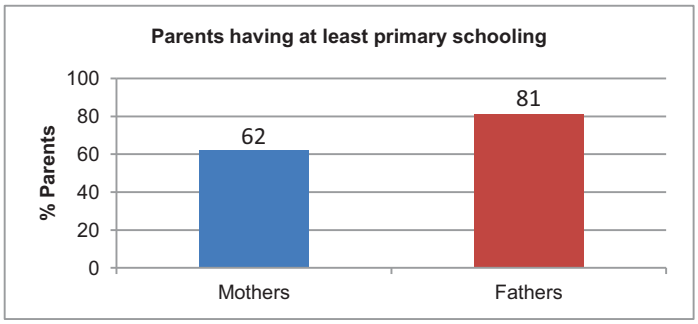








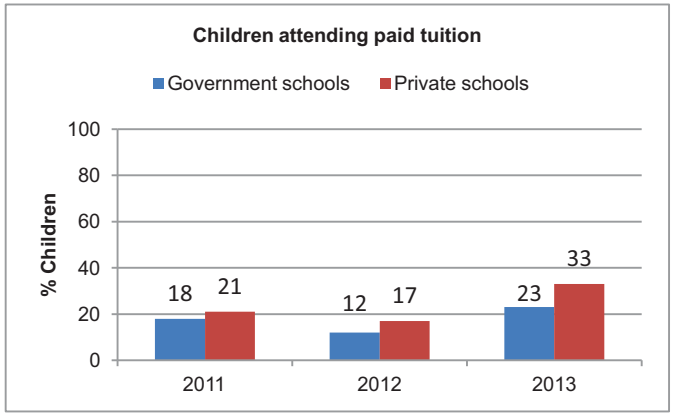
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	13.8	21.8	22.7	22.0	23.4	21.8	24.2	27.5	41.7	33.3
Pvt.	23.2	30.7	41.3	35.2	45.3	45.8	35.5	37.0	64.3	42.9



Islamabad-ICT (Rural) School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

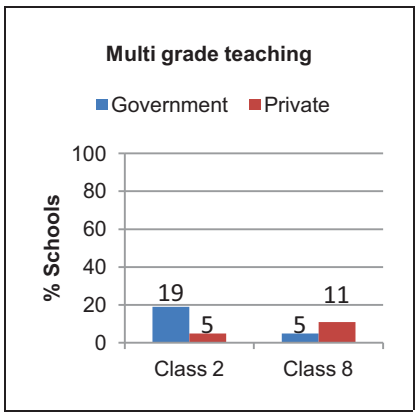
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	1	4	2	7	0	0	4	4
Elementary	5	1	0	6	0	0	9	9
High	9	2	2	13	0	1	8	9
Others	1	3	0	4	0	0	0	0
Total	**16**	**10**	**4**	**30**	**0**	**1**	**21**	**22**

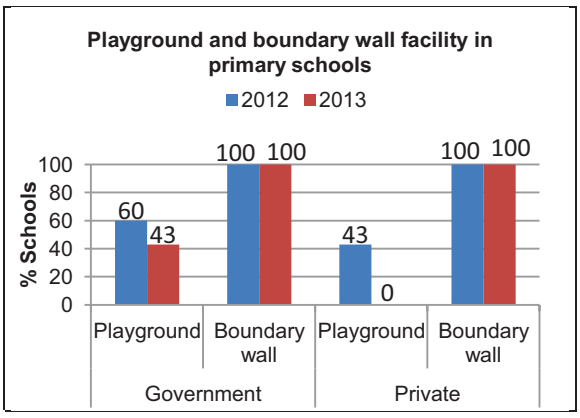
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	88.3	88.9	87.5	89.3	88.1	87.9	89.4	90.5	0.0	89.9
Teacher attendance	88.9	84.8	90.7	90.8	89.6	90.6	91.0	93.2	0.0	92.4

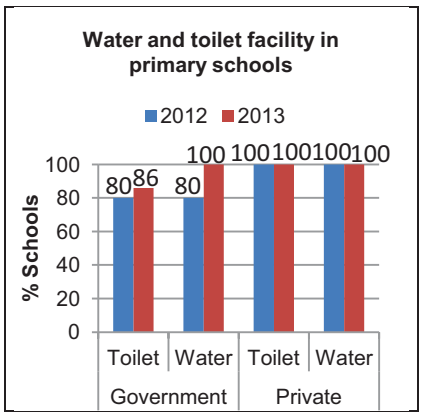
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	3.8	8.3
FA	11.6	16.6
BA	37.9	42.6
MA or above	46.7	32.5
Others	0.0	0.0

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	13.6	7.4
CT	10.5	3.4
B-Ed	46.8	59.1
M-Ed or above	22.7	23.5
Others	6.4	6.7

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		5.9	7.8	11.0	12.5	3.0	8.3	12.2	0.0
Useable water		100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0
Useable toilet		85.7	83.3	92.3	100.0	100.0	100.0	100.0	0.0
Playground		42.9	50.0	61.5	100.0	0.0	44.4	44.4	0.0
Boundary wall		100.0	100.0	76.9	100.0	100.0	100.0	88.9	0.0
Library		0.0	66.7	76.9	100.0	0.0	33.3	66.7	0.0
Computer lab		0.0	0.0	69.2	75.0	25.0	22.2	88.9	0.0
		Grants							
2013*	# of schools reported receiving grants	4	5	10	0	0	1	0	0
	% of schools reported receiving grants	57.1	83.3	83.3	0.0	0.0	11.1	0.0	0.0
	Average amount of grant (Rs.)	26273	48660	90752	0	0	140000	0	0
2012	# of schools reported receiving grants	4	5	9	0	0	1	0	0
	% of schools reported receiving grants	57.1	83.3	75.0	0.0	0.0	11.1	0.0	0.0
	Average amount of grant (Rs.)	24315	56910	85054	0	0	90000	0	0







*Grants received till October 31, 2013

Sample Composition

- ASER 2013 survey was conducted in Islamabad Capital Territory (ICT). This covered 599 households in 30 villages throughout the district.

- Detailed information was collected on 1,639 children (57% males, 43% females) aged 3-16 years. Out of these 1,236 children aged 5-16 years were tested for language and arithmetic competencies.

- School information on public and private schools was collected. A total of 30 government schools (23% primary, 20% elementary, 43% high, 14% others[1]) and 22 private schools (18% primary, 41% elementary, 41% high) were surveyed.

- Fifty-three percent of the government schools were boys only, 33% were girls only, and 14% were coeducation schools. In case of private schools, no boys only, 5% were girls only and 95% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children remains the same as compared to 2012.

- In 2013, 5% of children were reported to be out-of-school which is the same when compared to previous year. Three percent children have never been enrolled in a school and 2% have dropped out of school for various reasons.

- Ninety-five percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 56% of children were enrolled in government schools whereas 44% of children were going to non-state institutions (43% private schools, 1% Madrassah, 0% others).

- Amongst the enrolled students in government schools, 43% were girls and 57% were boys whereas in private schools 61% enrolled children were boys and 39% were girls.

- The percentage of out of school children (boys and girls) has remained the same when compared to 2012.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased as compared to 2012.

- Fifty-one percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 56% in 2012.

- Forty-nine percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children show improvement: 39% class 5 children could not read a class 2 story in Urdu compared to 45% in 2012.

- Analysis shows that 36% of class 3 children could not read sentences in Urdu compared to 35% in the previous year.
- Similarly, 29% of class 1 children cannot read letters in Urdu as compared to 33% in 2012.

English learning levels still remain poor: 60% class 5 children could read sentences (class 2 level) in 2013 as compared to 62% in 2012.

- ASER 2013 reveals that 26% class 3 children can read class 2 level sentences as compared to 22% in 2012 and 14% in 2011.

- Twenty-seven percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 35% in 2012.

Arithmetic learning levels decline: 52% class 5 children can do division as compared to 56% in 2012.

- Fifty-two percent children enrolled in class 5 can do two digit division in 2013 compared to 56% in 2012 and 49% in 2011.

- Thirty-five percent of class 7 children could not do the two-digit division in 2013 whereas 20% could not do so in 2012.

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

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

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

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

- Sixty-two percent children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 61% class 5 children enrolled in government schools.

- English learning levels of private schools children were better than public schools. Seventy-three percent private school children can read at least sentences in class 5 whereas only 52% government school children can do the same.

- Similarly, in arithmetic, 56% children enrolled in private schools (class 5) were able to do division when compared to only 49% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning continues: boys outperform girls in English reading.

- Same percentage of boys and girls (59%) could read at least sentences in Urdu.

- Sixty-two percent boys could read at least English words while 61% of girls can do the same.

- On the contrary, 55% of boys were able to do at least subtraction whereas only 57% girls could do it.

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

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

- Data reveals that the 10% of out-of-school children could read story in Urdu, 4% could read sentences in English, and 6% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Sixty-two percent of mothers and 81% of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 38% had not completed even primary education.
- Nineteen percent of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.

- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 14% children enrolled in class 1 take private tuition whereas 33% children in class 10 take tuitions.

THEME 9: MULTI-GRADE TEACHING

Nineteen percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 19% of the surveyed government schools and 5% of the surveyed private schools had Class 2 sitting with other classes.
- Five percent of surveyed government schools and 11% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Twelve percent of the children in government schools were absent

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

- Overall student attendance in government schools stood at 88% whereas it was 90% in private schools.

Ten percent teachers in government schools and 8% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 90% and 92% in private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in private schools as compared to government schools

- Thirty-eight percent teachers of government schools have done graduation as compared to 43% teachers of private schools.
- Forty-seven percent of government school teachers had Bachelors in Education degrees as compared to 59% teachers of private school.

THEME 12: SCHOOL FACILITIES

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

- Sixty-nine percent of surveyed government high schools had computer labs and 77% had library books in their premises as compared to surveyed private high schools where 89% had computer labs and 67% had library books.

Fourteen percent of the surveyed government primary schools were without toilets and none of them were without drinking water.

- Fourteen percent of the surveyed government primary schools did not have toilets in 2013 as compared to 20% in 2012, while all the surveyed private primary schools in 2013 and 2012 had toilet facility.
- None of the surveyed government primary schools were missing drinking water facility in 2013 as compared to 20% which were missing in 2012. Similarly, all the surveyed private primary schools in 2013 and 2012 had drinking water facility available.

None of the surveyed government primary schools were without complete boundary walls but 57% were without playgrounds.

- Among the government primary schools surveyed, all had complete boundary walls in 2012 & 2013.
- In 2012 & 2013, all of the surveyed private primary schools had complete boundary walls as well.
- Forty-three percent of government schools primary being surveyed had playgrounds in 2013 while none of the surveyed private primary schools had playgrounds.

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

- On average, 11 rooms were being used for classroom activities in the surveyed government high schools as compared to 21 in 2012.
- In 2013, surveyed private high schools had 12 classrooms on average that were used for classroom activities. A decrease of one average point from previous year.

THEME 13: SCHOOL GRANTS/FUNDS

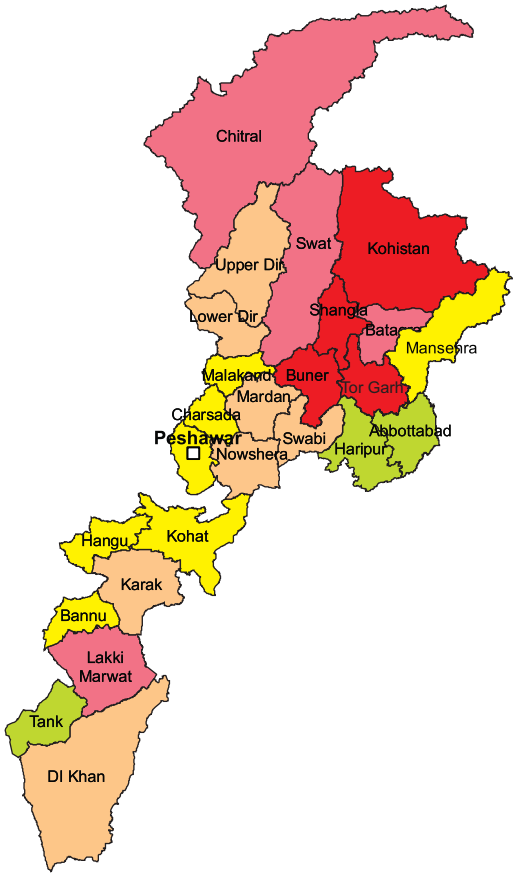
Fifty-seven percent government primary schools received grants whereas none of the private primary schools received any grants.

- A higher number of surveyed government schools are receiving grants as compared to the surveyed private schools in 2013.
- Average amount of fund received is higher for surveyed government schools in comparison to the average grant amount received by surveyed private schools.
- The proportion of government primary schools receiving grants has remained the same since last year. Sixty-six percent of government primary schools were receiving grants in 2011, 57% in 2012, and 57% in 2013.

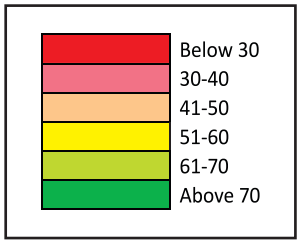
Khyber Pakhtunkhwa (Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children



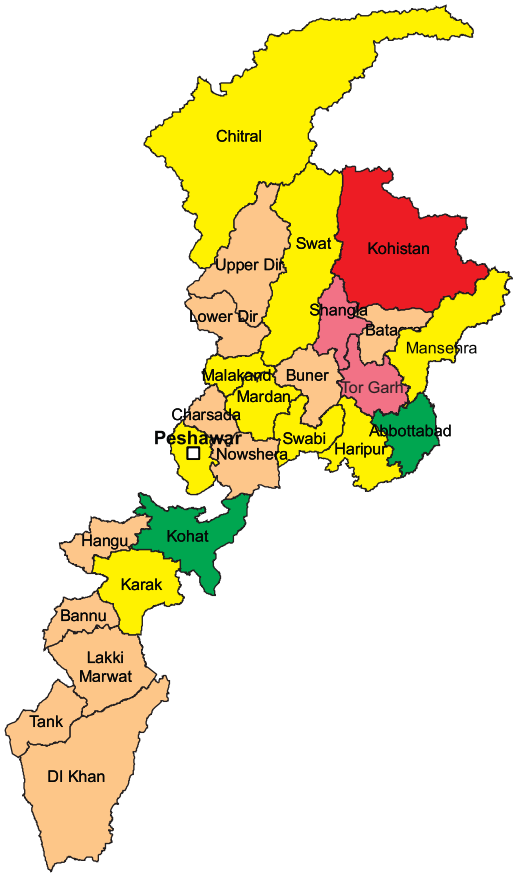
% Children (3-5 years) attending pre school



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

Out of School Children
(Age 6-16 years)

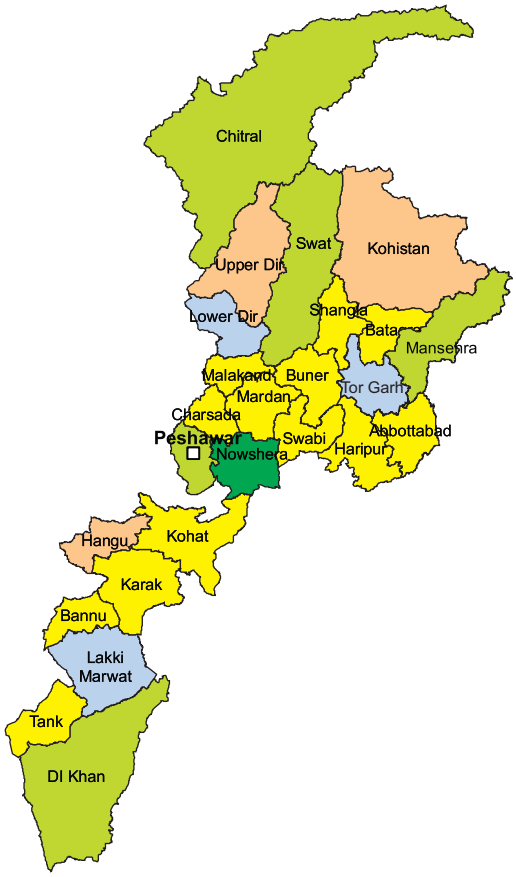
Province/Territory wise map showing % children



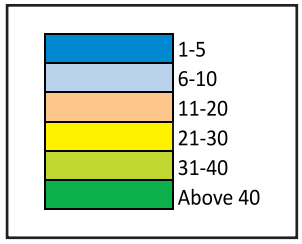
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



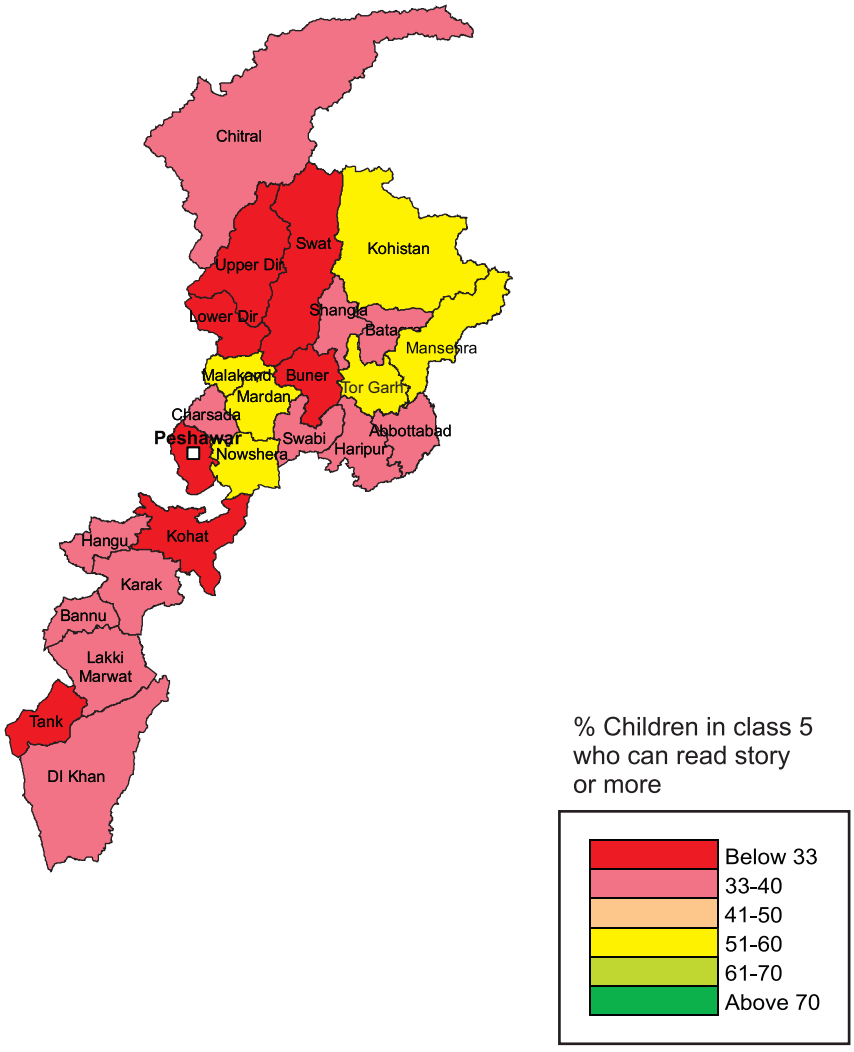
% Children (6-16 years) enrolled in private schools



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

Reading Language Urdu/Pashto
(Class 5)

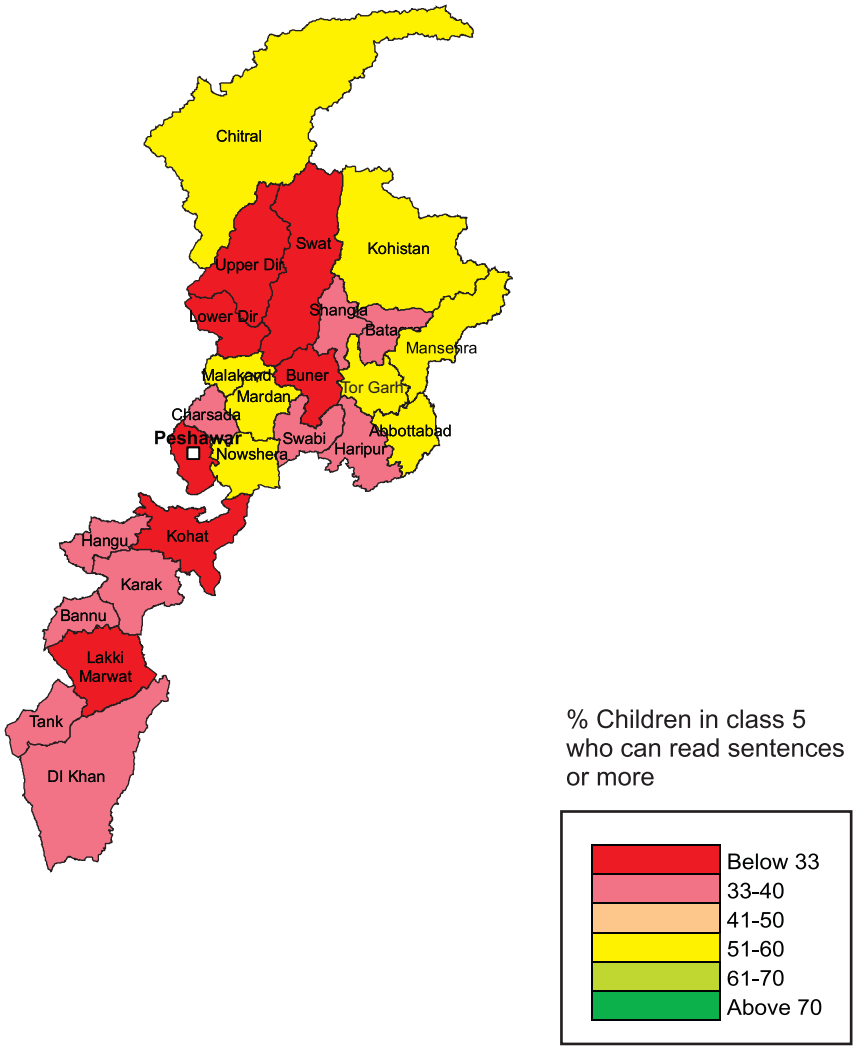
Province/Territory wise map showing % children who can read story level (Class 2) text or more.



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

Reading English
(Class 5)

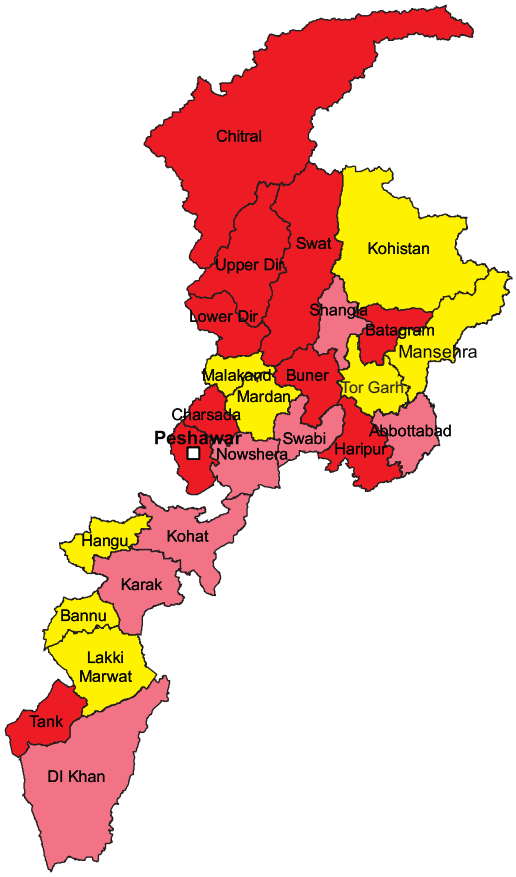
Province/Territory wise map showing % children who can read sentences level (Class 2) text or more.



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.



% Children in class 5 who can do division or more

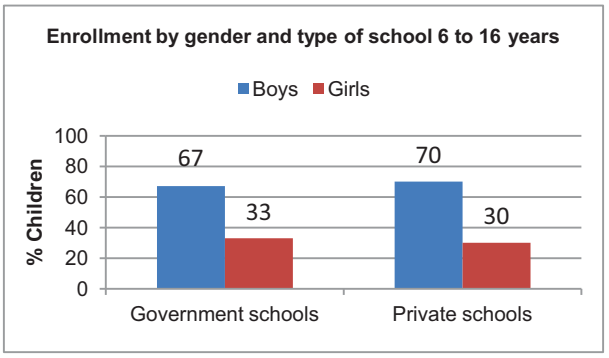
- Below 33
- 33-40
- 41-50
- 51-60
- 61-70
- Above 70

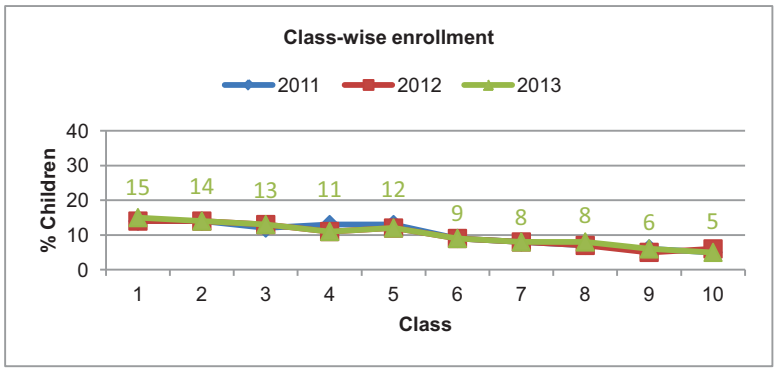
Maps may not be accurate or to scale. These are mere representations.

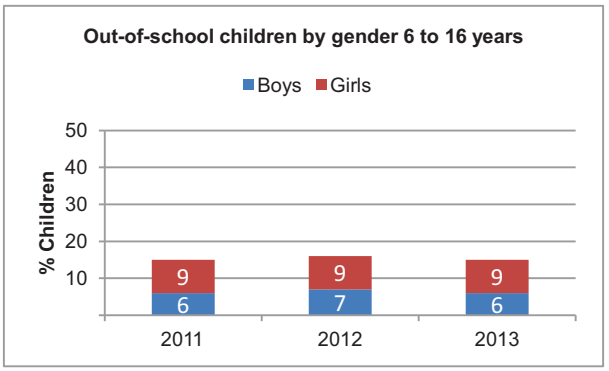
Khyber Pakhtunkhwa (Rural)

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	64.7	22.4	1.0	0.4	9.8	1.7	100
11 - 13	63.6	22.1	1.0	0.3	8.0	4.9	100
14 - 16	57.8	19.1	0.9	0.1	10.7	11.3	100
6 - 16	**63.0**	**21.6**	**1.0**	**0.3**	**9.5**	**4.5**	**100**
Total	**86.0**				**14.0**		**100**
By Type	**73.3**	**25.1**	**1.2**	**0.4**			







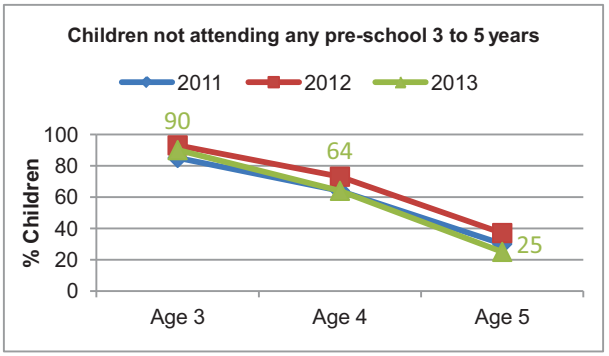
Age Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	86.0	66.0	31.5	11.0	4.8	9.7	9.4	17.3	14.8	18.2	15.8	19.2	13.9
2	14.0	26.2	48.7	33.3	14.1								14.3
3	0.0	7.8	15.0	39.4	28.6	14.8							12.7
4			4.9	11.8	38.0	27.4	13.1						11.3
5				4.6	10.6	39.5	30.1	18.3					12.0
6					4.0	8.6	30.8	28.4	15.7				9.0
7						0.0	11.3	25.6	32.2	15.9			7.9
8							5.3	7.5	29.1	38.2	16.3		7.9
9								2.9	3.6	23.0	43.0	15.8	5.7
10									4.6	4.7	24.9	65.0	5.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 86.0% children of age 5 years are enrolled in class 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	7.7	2.2	0.1	0.0	90.0	100
4	25.3	9.9	0.4	0.3	64.1	100
5	52.7	21.2	0.7	0.4	25.1	100
3 - 5	**31.8**	**12.5**	**0.4**	**0.3**	**55.1**	**100**
Total	**44.9**				**55.1**	**100**
By Type	**70.7**	**27.8**	**1.0**	**0.6**		



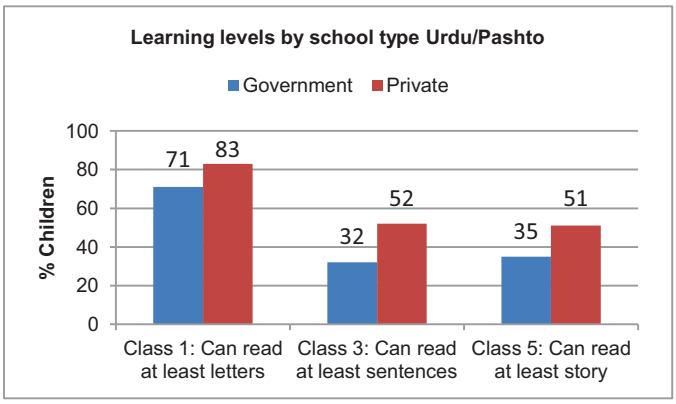
Khyber Pakhtunkhwa (Rural)

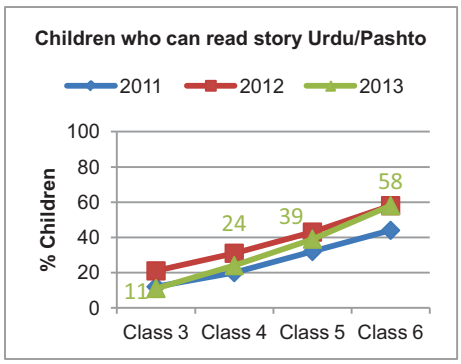
Learning levels (Urdu/Pashto)

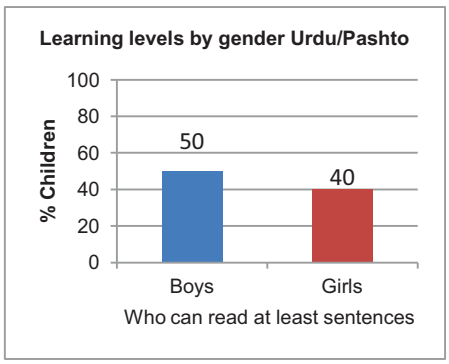
Class-wise % children who can read

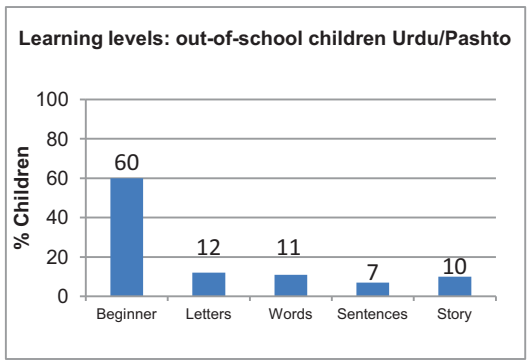
Class	Nothing	Letters	Words	Sentences	Story	Total
1	26.3	40.7	27.2	4.0	1.8	100
2	9.9	26.4	44.7	13.4	5.7	100
3	5.0	15.3	43.1	25.8	10.8	100
4	3.7	9.9	30.4	32.5	23.5	100
5	3.7	6.9	21.1	29.2	39.0	100
6	2.4	3.7	11.4	24.3	58.2	100
7	1.9	3.2	8.6	18.8	67.6	100
8	1.8	3.2	7.3	13.5	74.2	100
9	1.4	3.1	5.2	9.5	80.8	100
10	2.1	3.3	5.2	8.9	80.5	100

How to read: 5.8 % (4+1.8) children of class 1 can read sentences







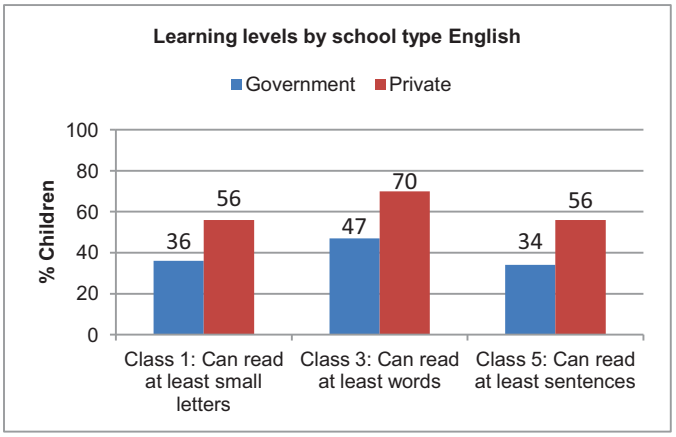


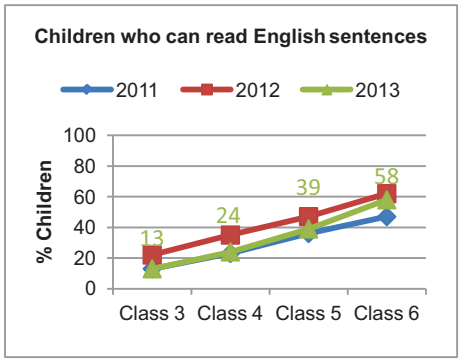
Learning levels (English)

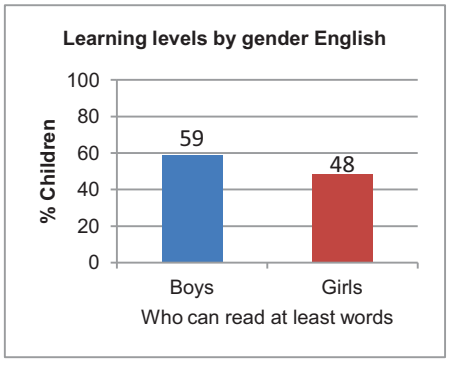
Class-wise % children who can read

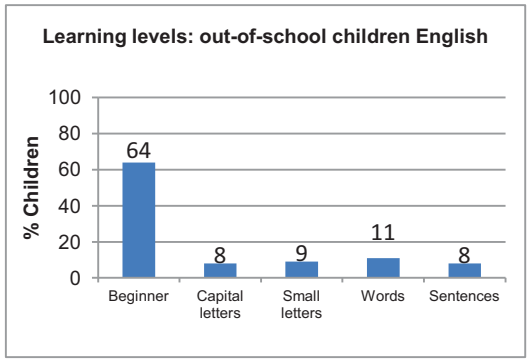
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	28.8	30.0	26.7	12.5	2.0	100
2	11.4	21.9	33.2	27.5	6.0	100
3	5.8	12.4	29.4	39.1	13.3	100
4	4.0	7.6	20.2	44.1	24.1	100
5	4.2	5.7	12.3	38.5	39.3	100
6	2.5	2.8	8.2	28.6	57.9	100
7	1.9	2.8	6.0	22.5	66.9	100
8	2.2	2.2	3.9	17.6	74.1	100
9	1.8	2.5	3.5	11.8	80.3	100
10	2.8	3.1	3.4	10.3	80.4	100

How to read: 14.5 % (12.5+2) children of class 1 can read words









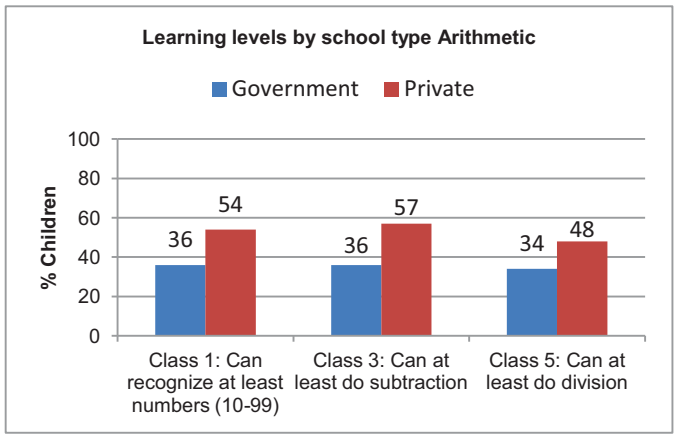
Khyber Pakhtunkhwa (Rural)

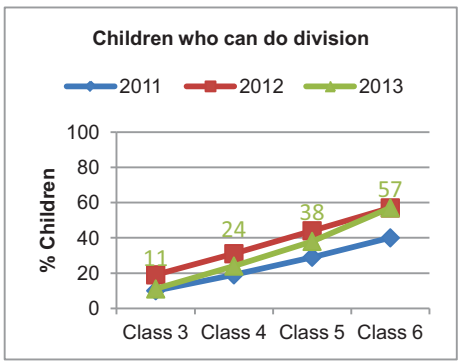
Learning levels (Arithmetic)

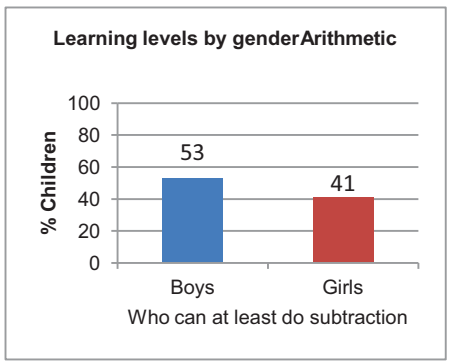
Class-wise % children who can do

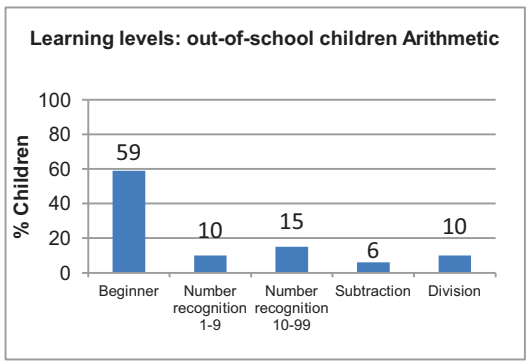
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	23.3	36.1	33.3	4.9	2.4	100
2	8.9	21.3	48.2	15.8	5.8	100
3	5.0	12.0	41.6	30.4	11.1	100
4	3.2	8.2	29.5	35.4	23.7	100
5	2.5	6.1	19.6	34.2	37.6	100
6	2.1	2.3	11.1	27.7	56.8	100
7	2.0	2.3	8.5	21.0	66.2	100
8	1.9	2.4	5.9	16.6	73.3	100
9	2.7	1.6	3.9	13.3	78.6	100
10	2.7	2.3	4.8	11.2	79.0	100

How to read: 7.3 % (4.9+2.4) children of class 1 can do subtraction

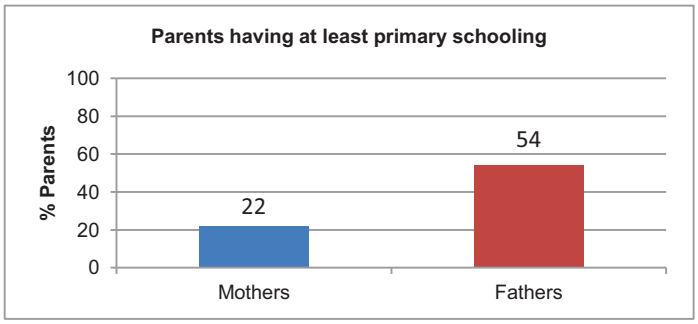








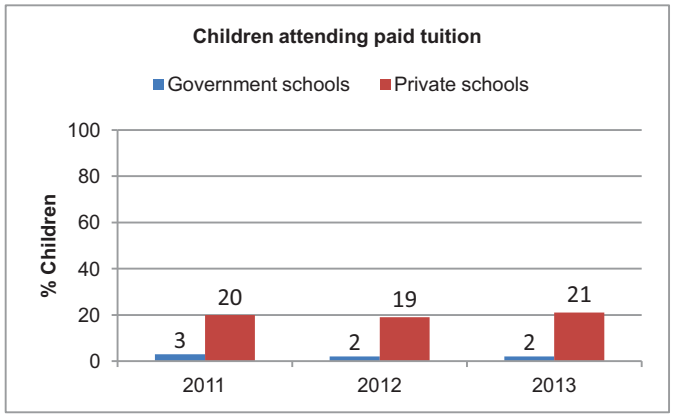
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.0	1.3	1.5	2.3	1.9	2.0	2.8	3.0	3.4	3.8
Pvt.	21.0	19.8	19.5	21.1	23.9	19.3	24.7	23.3	24.0	24.3



Khyber Pakhtunkhwa (Rural) School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

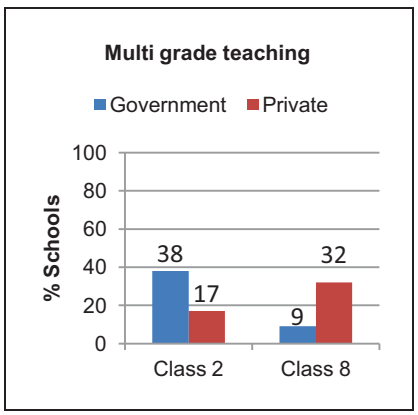
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	211	38	141	390	6	0	92	98
Elementary	39	13	10	62	21	1	79	101
High	82	7	7	96	35	2	99	136
Others	148	18	21	187	5	1	30	36
Total	**480**	**76**	**179**	**735**	**67**	**4**	**300**	**371**

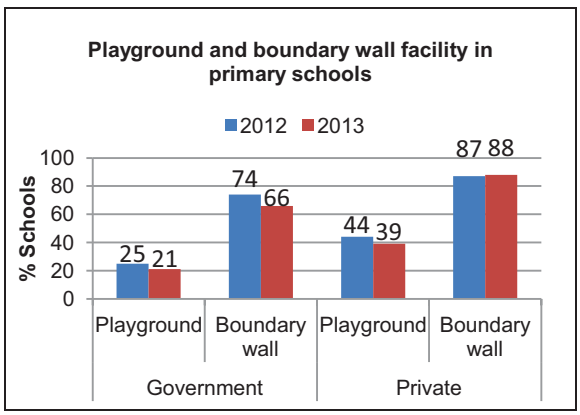
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	86.3	83.8	85.5	86.4	86.0	88.1	89.8	90.4	88.0	89.7
Teacher attendance	84.7	83.8	85.9	87.4	85.9	94.5	93.5	94.0	95.4	94.1

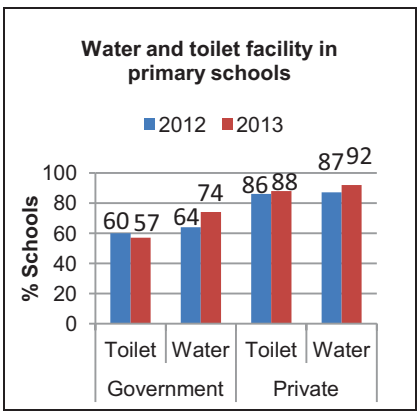
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	6.8	4.7
FA	13.3	20.8
BA	27.4	36.6
MA or above	50.1	36.3
Others	2.4	1.6

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	19.2	32.5
CT	19.9	17.5
B-Ed	35.1	32.6
M-Ed or above	17.2	8.4
Others	8.6	9.0

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		3.3	4.9	8.7	7.0	5.2	7.9	11.3	10.9
Useable water		74.1	80.6	89.6	89.3	91.8	88.1	96.3	88.9
Useable toilet		56.7	61.3	70.8	79.1	87.8	82.2	95.6	86.1
Playground		20.5	33.9	50.0	36.9	38.8	47.5	55.9	50.0
Boundary wall		65.9	77.4	81.2	84.5	87.8	85.1	92.6	86.1
Library		23.3	24.2	71.9	62.6	22.4	32.7	69.9	55.6
Computer lab		0.0	1.6	24.0	16.6	12.2	14.9	33.8	33.3
		Grants							
2013*	# of schools reported receiving grants	170	27	54	0	0	3	3	0
	% of schools reported receiving grants	43.7	43.5	56.2	0.0	0.0	3.0	2.2	0.0
	Average amount of grant (Rs.)	50561	78093	120775	0	0	184333	112066	0
2012	# of schools reported receiving grants	255	36	79	0	0	0	3	0
	% of schools reported receiving grants	65.6	58.1	82.3	0.0	0.0	0.0	2.2	0.0
	Average amount of grant (Rs.)	36109	54888	138341	0	0	0	0	0







*Grants received till October 31, 2013

Khyber Pakhtunkhwa (Rural)

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	*Non-state providers	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
Khyber Pakhtunkhw	44.9	14	8.5	26.7	6.8	36.6	52.4	41.4	39	39.3	37.6
Abbottabad	68.9	2	1.2	22.4	2	49.4	66.9	54.2	44.4	52.3	44.2
Bannu	55.1	15.8	9.4	27.6	9.5	30	50.7	38.3	38.1	38	57.5
Battagram	31.7	19.4	12.3	28.3	1.6	30.8	45.3	28.5	36.2	35.8	27.4
Buner	27.8	15	8.8	27.9	4.1	29.2	51.6	35.7	29.9	31	27.6
Charsadda	53.1	12.5	5.8	27	5.8	42.4	67.1	39	40.2	43.3	32.2
Chitral	36.8	7	5.7	37.4	9.7	52.9	65.9	46.4	36.2	58.4	29.8
Dera Ismail Khan	46.6	12.7	6.3	38.8	8.1	29.7	43.4	40	48.6	34.1	37.5
Hangu	51.7	11.4	9.1	17.7	3.1	55.3	71.5	61.6	40.9	46.7	50
Haripur	68.8	7.5	4.1	29.7	12.7	40.5	52.9	34.7	50	38.1	31.2
Karak	43.4	9.8	7.6	24.8	4.7	43.3	55.3	45.9	40.6	47.2	41.7
Kohat	54.3	2	1	24	15.1	22.4	46.1	42.5	24.5	21.6	45.9
Kohistan	27.7	43.7	27	21.3	3.2	48.8	58.2	43.9	60.5	60.5	51.2
Lakki Marwat	40.3	16.4	10.9	10.4	2.9	40.9	55.5	64.3	50.4	32.8	59.8
Lower Dir	43.7	19.8	13.3	9.8	1.8	26.8	33.3	33.3	21.4	17.9	16.3
Malakand	58.1	6.3	3.1	26.8	6.2	48	57.6	51.2	60	53.6	56.3
Mansehra	58.7	6.5	4	41.1	12.2	42.2	63.2	45.7	55.1	59.2	59.2
Mardan	43.8	9.4	5.1	27.2	9	55.5	78.4	66.9	73.5	72.1	68.4
Nowshera	45.2	12.5	8.1	47.8	6.4	55	68.6	62.1	50.8	55.8	48.3
Peshawar	56.5	9.6	5.5	37.1	10.2	34.8	44.4	29.3	18	20.6	13.2
Shangla	25.5	27.2	15.6	31.1	13	24.4	35.9	25	32.5	40.5	34.2
Swabi	41.8	9	5.4	26.8	7.5	38	55	41.4	45.2	50.4	37.7
Swat	33.9	9.5	7.1	33.2	9.5	26	31	27.7	21.1	18.3	18.1
Tank	60.3	19.4	9.2	24.8	6.5	29.8	50.4	43.2	21.6	33.9	28.9
Tor Ghar	28.7	29.8	16.7	10.8	5.4	28.1	47.9	27.7	70	54.9	50
Upper Dir	46.9	15.4	9.5	15.5	0.7	24	40.9	30	27.9	26.6	23.4

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.

Sample Composition

- ASER 2013 survey was conducted in 25 rural districts of Khyber Pakhtunkhwa. This covered 14,705 households in 741 villages throughout the province.
- Detailed information was collected on 45,290 children (62% males, 38% females) aged 3-16 years. Out of these 39,923 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 735 government schools (53% primary, 8% elementary, 13% high, 25% others[1]) and 371 private schools (26% primary, 27% elementary, 37% high, 10% others) were surveyed.
- Sixty-five percent of the government schools were boys only, 10% were girls only, and 24% were coeducation schools. In case of private schools, 18% were boys only, 1% were girls only and 81% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2012.

- In 2013, 14% of children were reported to be out-of-school which has decreased as compared to previous year (16%). Ten percent children have never been enrolled in a school and 4% have dropped out of school for various reasons.
- Eighty-six percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 73% of children were enrolled in government schools whereas 26% of children were going to non-state institutions (25% private schools, 1% Madrassah, 0% others).
- Amongst the enrolled students in government schools, 33% were girls and 67% were boys whereas in private schools 70% enrolled children were boys and 30% were girls.
- The percentage of out of school boys has decreased when compared to 2012.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Forty-five percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 35% in 2012.
- Fifty-five percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children still remain poor: 61% class 5 children could not read a class 2 story in Urdu/Pashto compared to 57% in 2012.

- Analysis shows that 37% of class 3 children could not read sentences in Urdu/Pashto compared to 55% in the previous year.
- Similarly, 26% of class 1 children cannot read letters in Urdu/Pashto as compared to 22% in 2012[3].

Deterioration can be seen in English competencies over the past year: 39% class 5 children could read sentences (class 2 level) in 2013 as compared to 47% in 2012.

- ASER 2013 reveals that 13% class 3 children can read class 2 level sentences as compared to 22% in 2012 and 13% in 2011.
- Twenty-nine percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 25% in 2012.

Deterioration can be seen in Arithmetic learning levels over the past year: 38% class 5 children can do division as compared to 44% in 2012.

- Thirty-eight percent children enrolled in class 5 can do two digit division in 2013 compared to 44% in 2012 and 29% in 2011
- Thirty-four percent of class 7 children could not do the two-digit division in 2013 whereas 31% could not do so in 2012. There is a slight decline in the arithmetic learning of children.

[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-8, 5-10 etc.
[2] ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.
[3] Twenty-three rural districts of Khyber Pakhtunkhwa were surveyed in 2012.

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

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

- Fifty-one percent children enrolled in class 5 in a private school were able to read at least story in Urdu/Pashto as compared to 35% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Fifty-six percent private school children can read at least sentences in class 5 whereas only 34% government school children can do the same.
- Similarly, in arithmetic, 48% children enrolled in private schools (class 5) were able to do division when compared to only 34% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- Fifty percent of boys could read at least sentences in Urdu/Pashto as compared to 40% of girls.
- Fifty-nine percent boys could read at least English words while 48% of girls can do the same.
- Similarly, 53% of boys were able to do at least subtraction whereas only 41% girls could do it.

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

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

- Data reveals that the 10% of out-of-school children could read story in Urdu/Pashto, 8% could read sentences in English, and 10% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Twenty-two percent of mothers and 54% of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 78% had not completed even primary education.
- Forty-six percent of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 1% children enrolled in class 1 take private tuition whereas 4% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

Thirty-eight percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 38% of the surveyed government schools and 17% of the surveyed private schools had Class 2 sitting with other classes.
- Nine percent of surveyed government schools and 32% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Fourteen percent children in government schools were absent

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

- Overall student attendance in government schools stood at 86% whereas it was 90% in private school.

Fourteen percent teachers in government schools and 6% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 86% and 94% in private school.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in private schools as compared to government schools

- Twenty-seven percent teachers of government schools have done graduation as compared to 37% teachers of private schools.
- Thirty-five percent of government school teachers had Bachelors in Education degrees, as compared to 33% teachers of private school.

THEME 12: SCHOOL FACILITIES

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

- Twenty-four percent of surveyed government high schools had computer labs and 72% had library books in their premises as compared to surveyed private high schools where 34% had computer labs and 70% had library books.

Forty-three percent surveyed government primary schools were without toilets and 26% were without drinking water.

- Forty-three percent of the surveyed government primary schools did not have toilets in 2013 as compared to 40% in 2012, while 12% surveyed private primary schools were missing toilet facility in 2013 as compared to 14% in 2012.

- Twenty-six percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 36% in 2012. Similarly, 8% of the surveyed private primary schools in 2013 did not have drinking water facility as compared to 13% in 2012.

Forty-four percent of the surveyed government primary schools were without complete boundary walls and 79% were without playgrounds.

- Among the government primary schools surveyed, only 66% had complete boundary walls and 44% were missing complete boundary walls as compared t0 26% in 2012.

- In 2013, 12% of the surveyed private primary schools did not have complete boundary walls as compared to 13% in 2012.

- Twenty-one percent of government primary schools being surveyed had playgrounds in 2013 while 39% surveyed private primary schools had playgrounds.

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

- On average, 9 rooms were being used for classroom activities in the surveyed government high schools as compared to 10 in 2012.

- In 2013, surveyed private high schools had 11 classrooms on average that were used for classroom activities which is similar to 2012.

THEME 13: SCHOOL GRANTS/FUNDS

Forty-four government primary schools received grants whereas none of the private primary schools received any grants.

- A higher number of surveyed government schools are receiving grants as compared to the surveyed private schools in 2013.

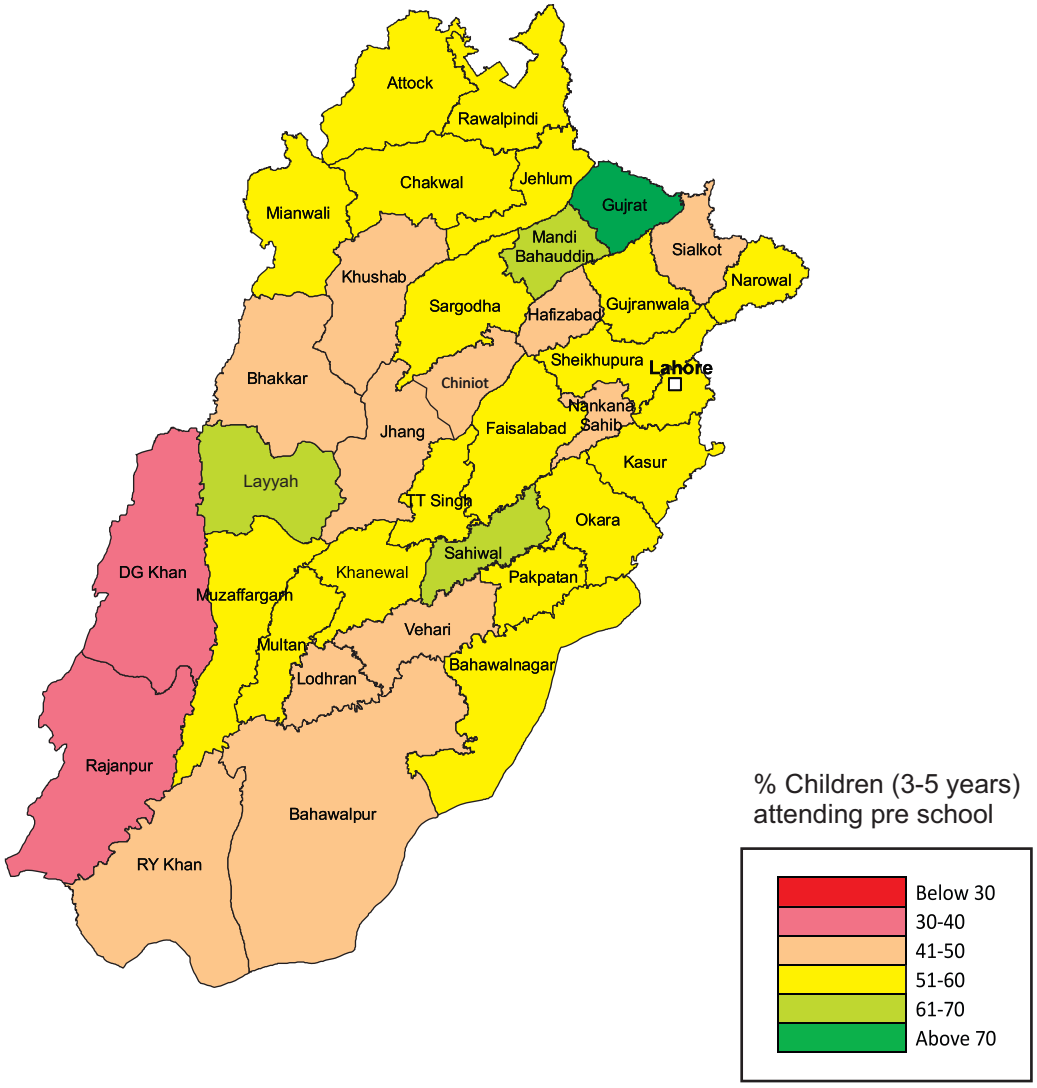
- Average amount of fund received is higher for surveyed government schools in comparison to the average grant amount received by surveyed private schools.

- The proportion of government primary schools receiving grants has decreased since last year. Fifty-six percent of government primary schools were receiving grants in 2011, 66% in 2012, and 44% in 2013.

Punjab
(Rural)

Children in Pre School
(Age 3-5 years)

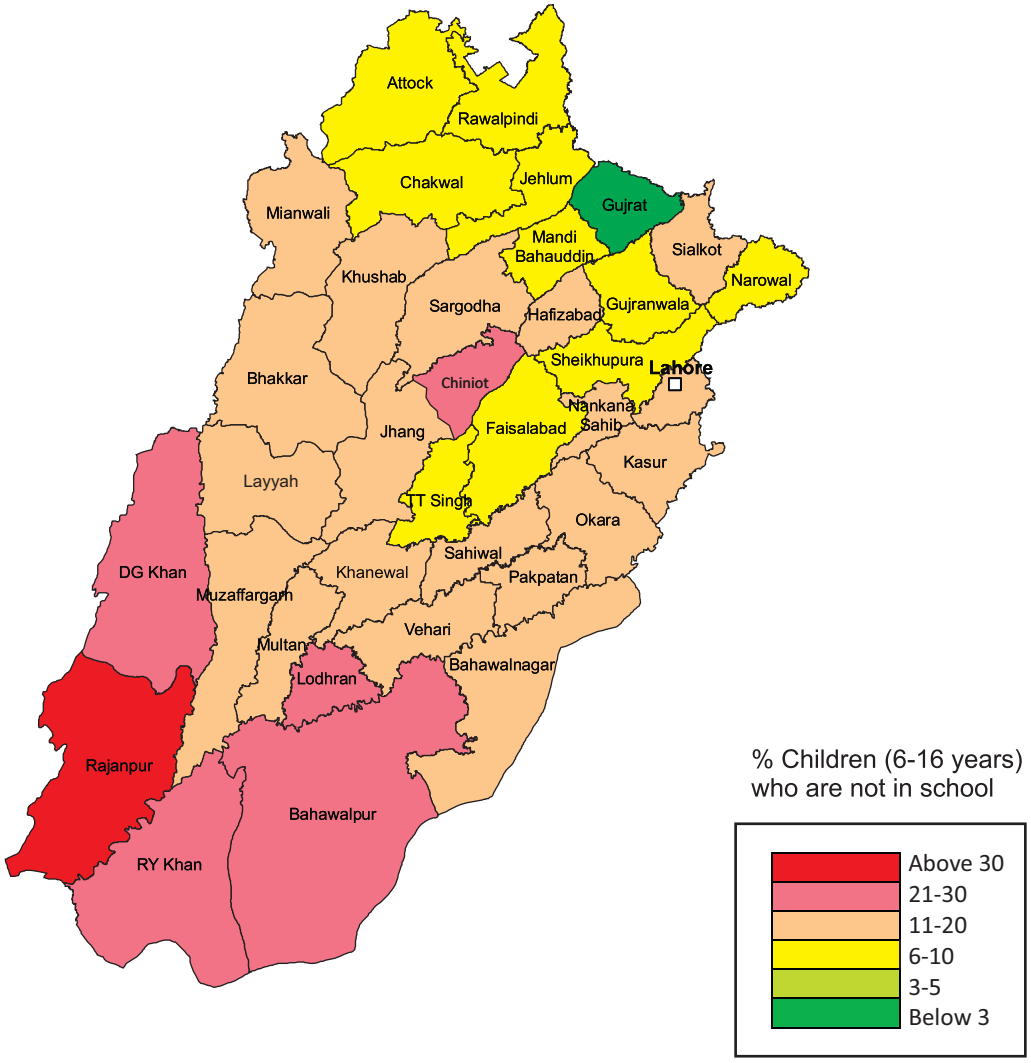
Province/Territory wise map showing % children



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

Out of School Children
(Age 6-16 years)

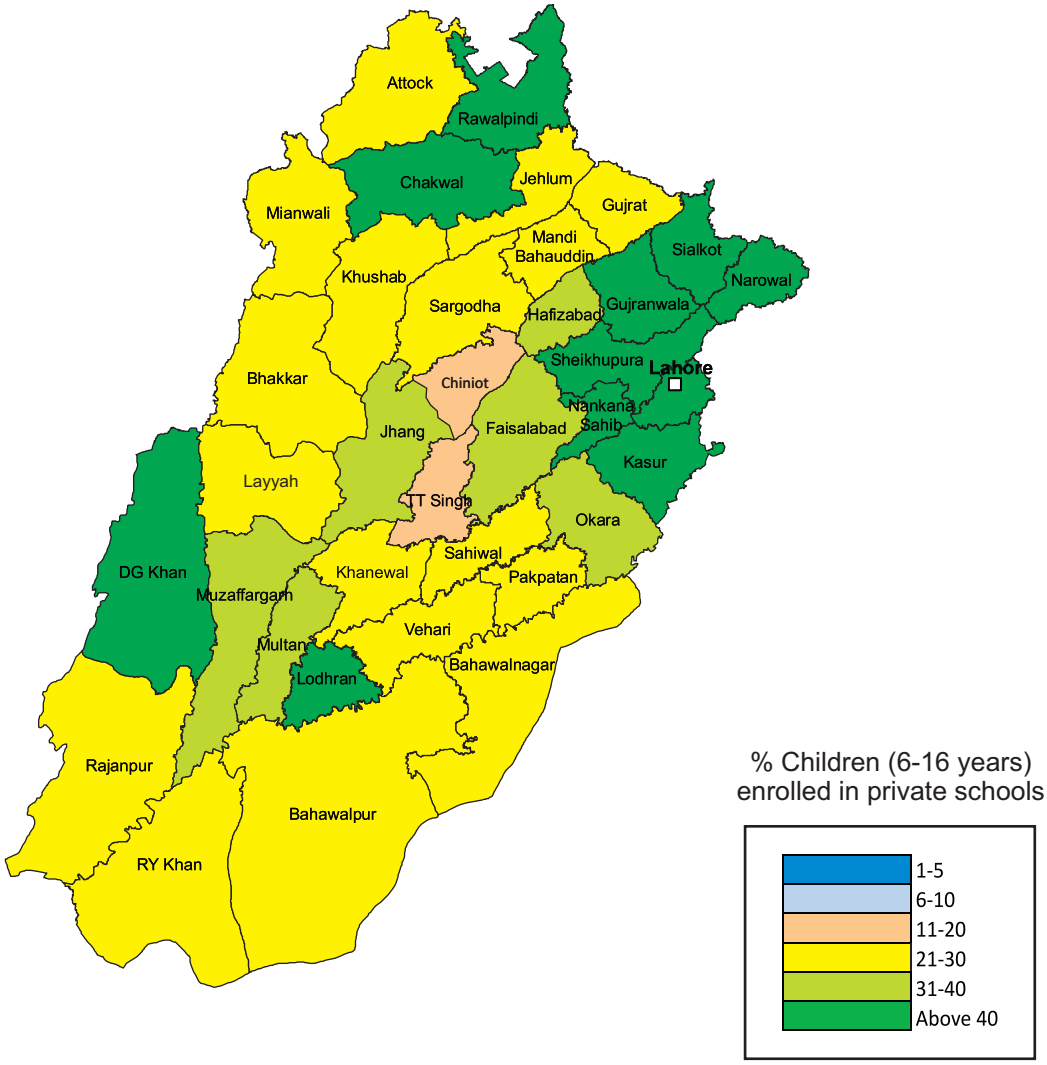
Province/Territory wise map showing % children



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

Private Schooling
(Age 6-16 years)

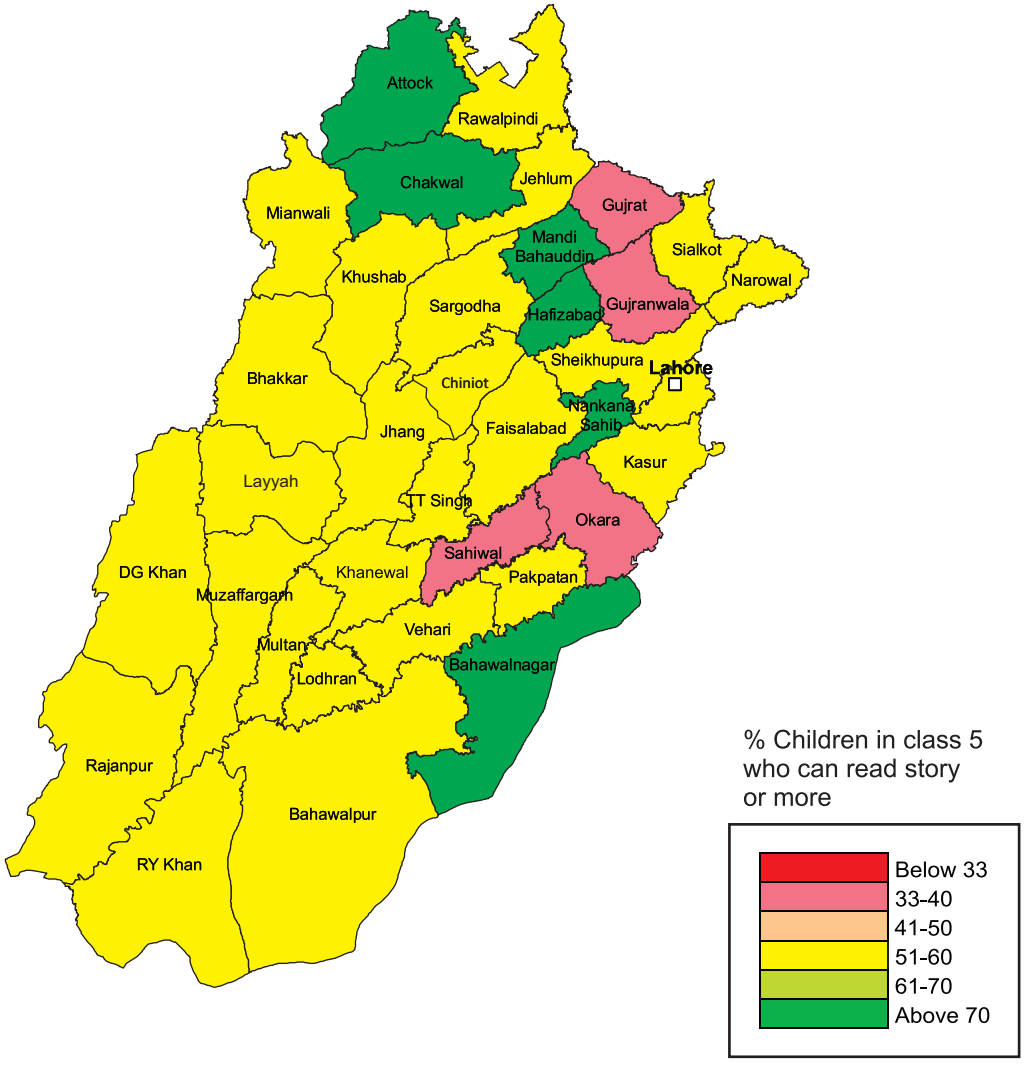
Province/Territory wise map showing % children



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

Reading Language Urdu
(Class 5)

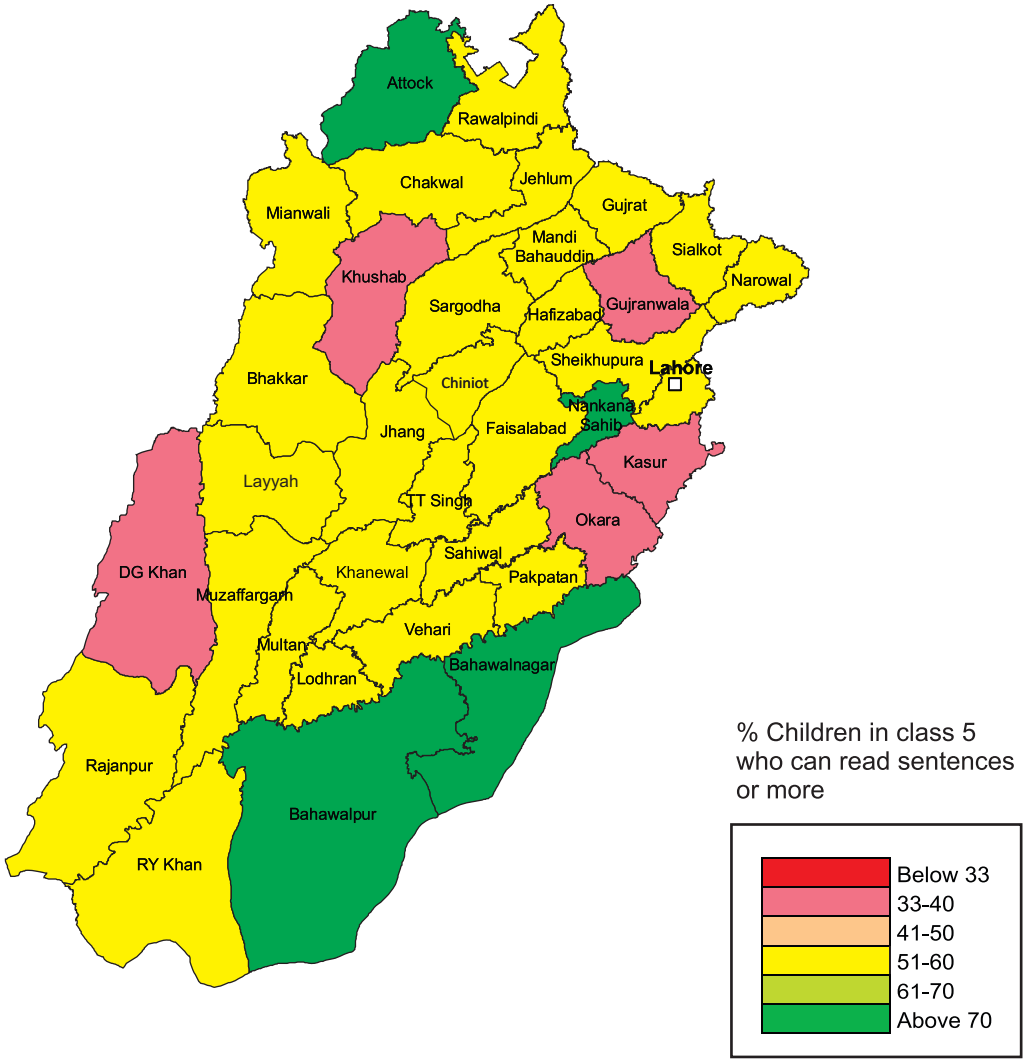
Province/Territory wise map showing % children who can read story level (Class 2) text or more.



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

Reading English
(Class 5)

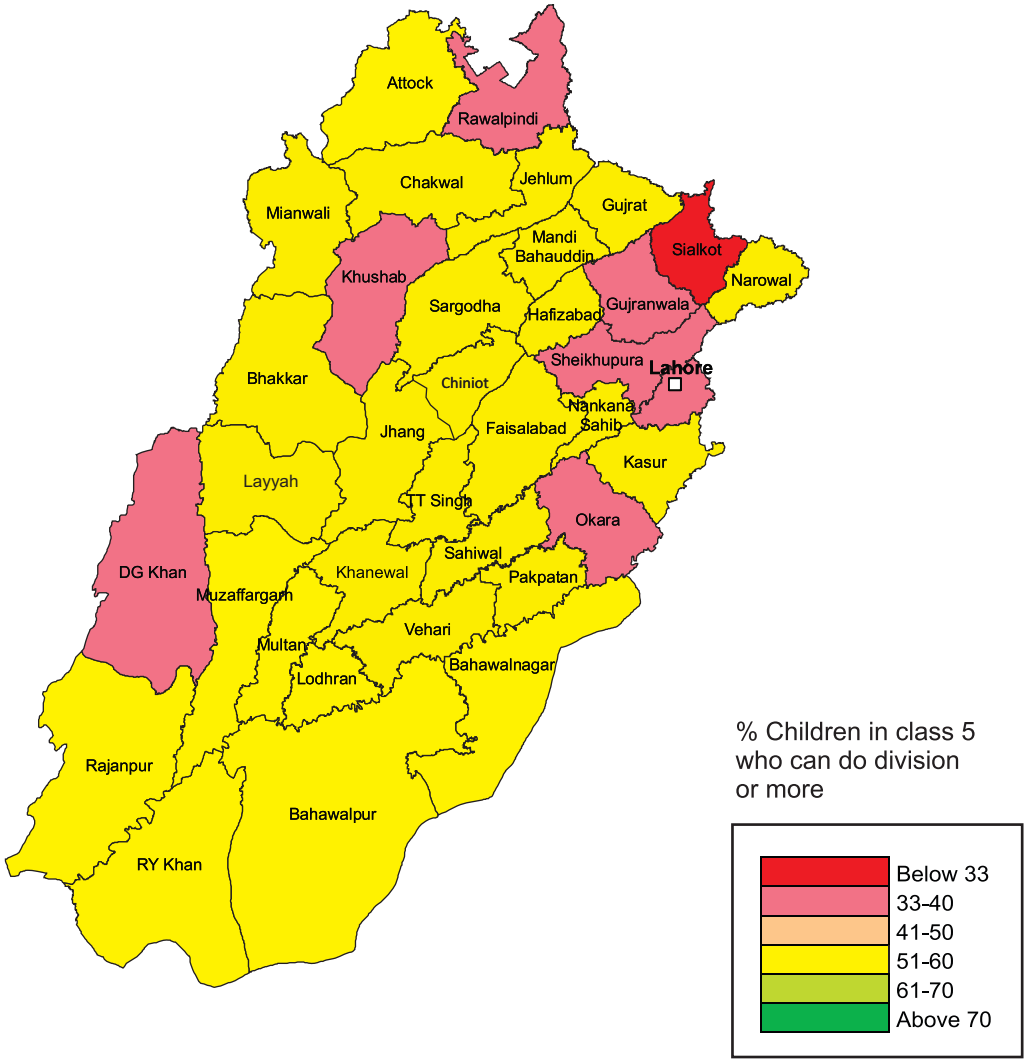
Province/Territory wise map showing % children who can read sentences level (Class 2) text or more.



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.

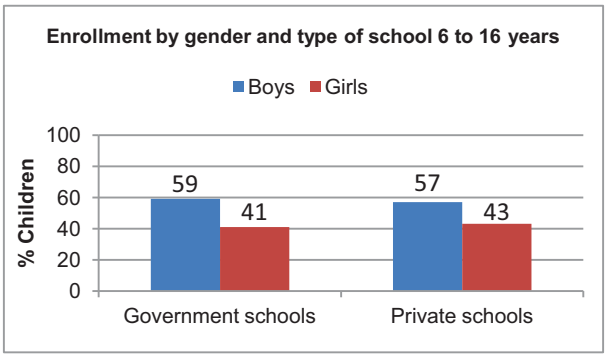


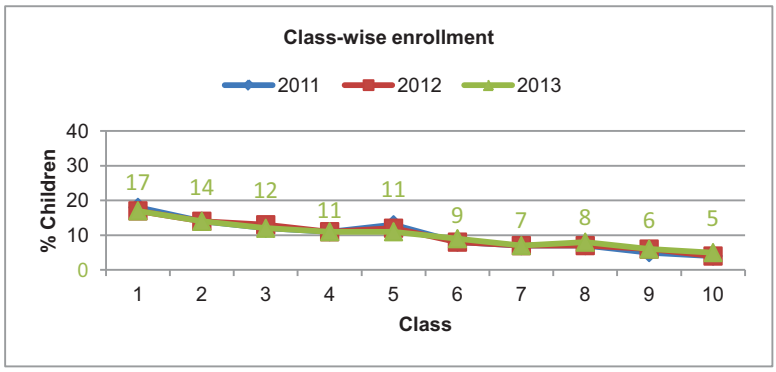
Maps may not be accurate or to scale. These are mere representations.

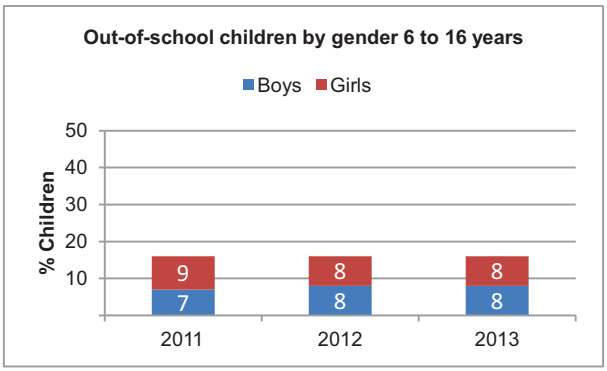
Punjab (Rural)

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	53.6	33.1	1.2	1.6	8.3	2.1	100
11 - 13	57.9	25.2	1.2	0.9	7.3	7.5	100
14 - 16	51.4	17.6	1.0	0.4	11.2	18.5	100
6 - 16	**54.3**	**27.8**	**1.2**	**1.2**	**8.7**	**7.0**	**100**
Total	**84.3**				**15.7**		**100**
By Type	**64.3**	**32.9**	**1.4**	**1.4**			







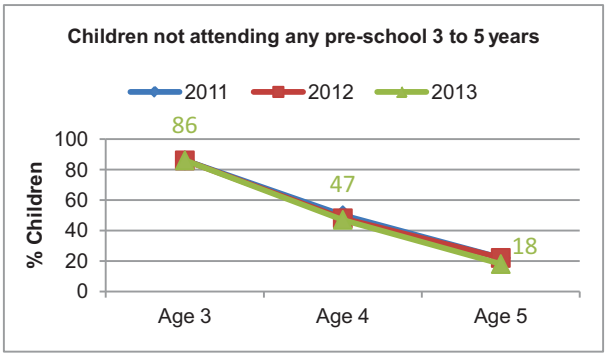
Age Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	80.0	56.2	31.6	14.0	6.1	14.5	12.4	17.0	17.2	16.8	16.0	21.4	15.1
2	20.0	32.0	41.9	27.6	16.2								14.7
3	0.0	11.9	18.7	34.3	23.9	15.2							12.6
4			7.7	16.1	31.4	25.6	13.4						11.3
5				8.0	15.7	31.8	25.4	18.3					11.4
6					6.6	12.9	23.0	25.6	16.6				8.8
7						0.0	18.0	22.4	23.6	14.3			7.2
8							7.9	12.4	28.3	29.9	18.2		7.7
9								4.2	8.8	29.5	36.7	26.0	6.3
10									5.6	9.4	29.1	52.6	4.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 80.0% children of age 5 years are enrolled in class 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	6.0	0.3	0.2	86.3	100
4	29.1	22.5	0.7	1.1	46.7	100
5	43.7	35.9	0.8	1.4	18.2	100
3 - 5	**28.4**	**22.9**	**0.6**	**0.9**	**47.2**	**100**
Total	**52.8**				**47.2**	**100**
By Type	**53.7**	**43.4**	**1.2**	**1.8**		

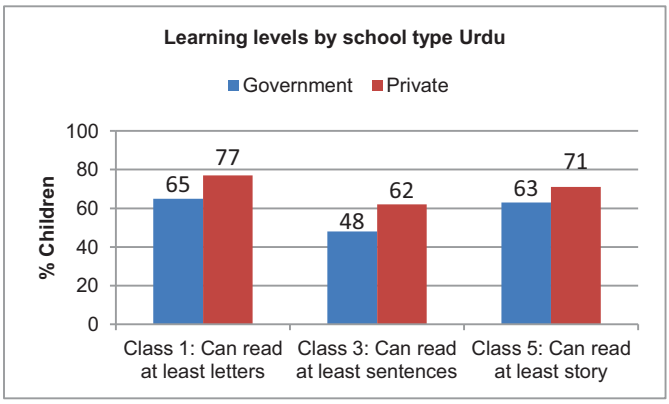


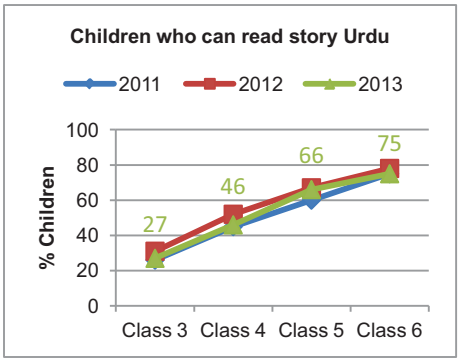
Learning levels (Urdu)

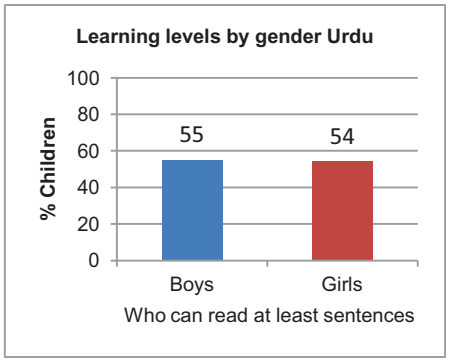
Class-wise % children who can read

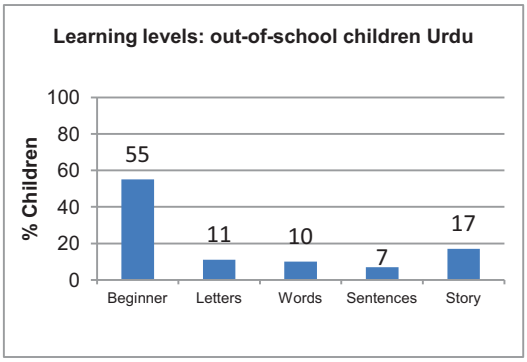
Class	Nothing	Letters	Words	Sentences	Story	Total
1	30.1	34.6	25.4	5.7	4.1	100
2	12.1	22.5	37.3	16.0	12.1	100
3	5.2	12.5	29.5	26.0	26.8	100
4	3.2	6.0	17.2	28.0	45.5	100
5	2.0	3.6	8.8	19.8	65.8	100
6	2.2	2.8	5.8	14.0	75.3	100
7	1.5	2.4	4.2	10.8	81.1	100
8	2.0	2.2	2.7	6.7	86.4	100
9	1.3	1.4	2.1	5.3	89.8	100
10	2.1	3.5	1.7	3.0	89.7	100

How to read: 9.8 % (5.7+4.1) children of class 1 can read sentences







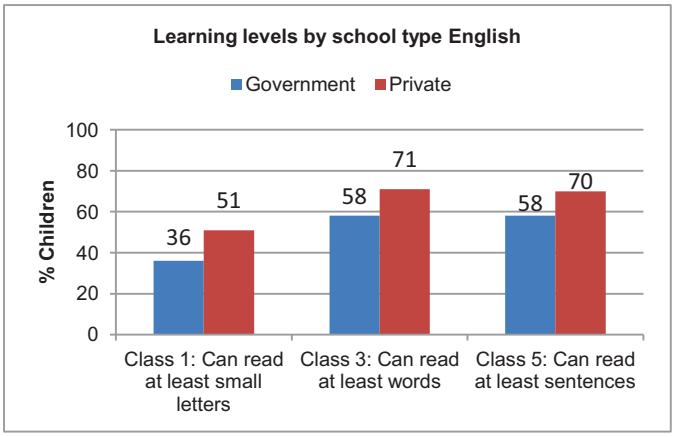


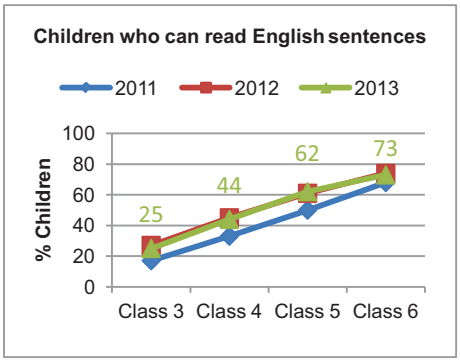
Learning levels (English)

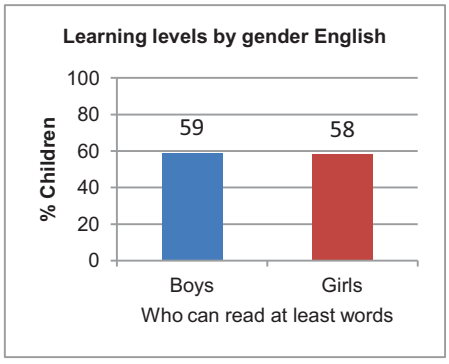
Class-wise % children who can read

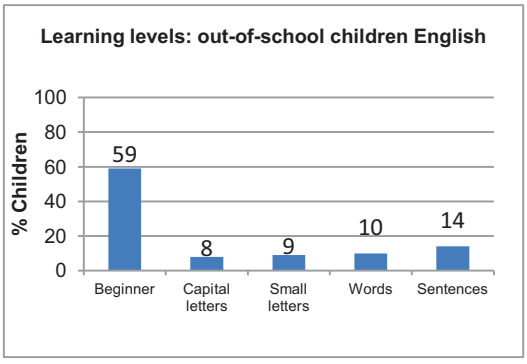
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	33.4	24.5	25.3	12.4	4.4	100
2	15.1	16.0	28.0	28.9	11.9	100
3	7.6	9.5	20.6	37.1	25.2	100
4	4.4	4.8	12.9	34.2	43.7	100
5	2.9	3.8	6.2	25.1	62.1	100
6	3.1	2.4	4.3	16.9	73.2	100
7	2.1	2.0	3.3	12.6	79.9	100
8	3.1	2.3	2.5	7.2	85.0	100
9	1.6	1.4	2.3	4.3	90.3	100
10	3.3	2.1	2.2	3.9	88.6	100

How to read: 16.8 % (12.4+4.4) children of class 1 can read words









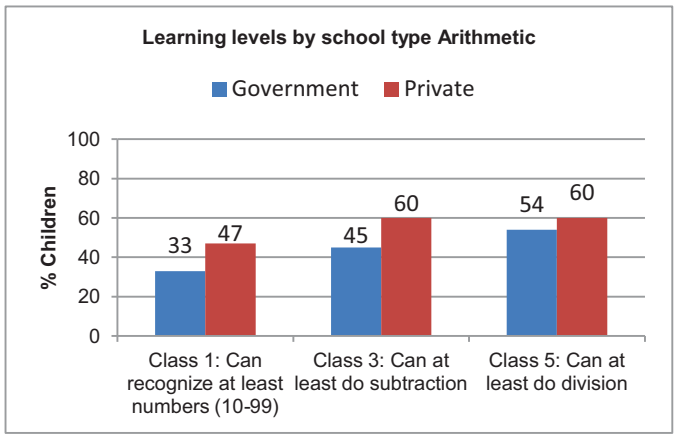
Punjab (Rural)

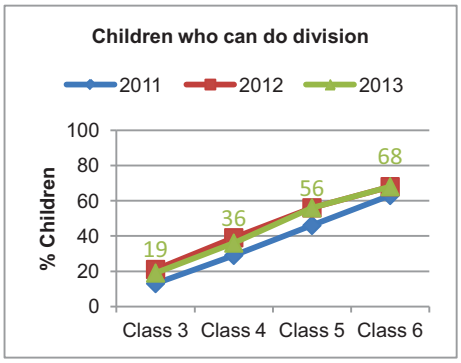
Learning levels (Arithmetic)

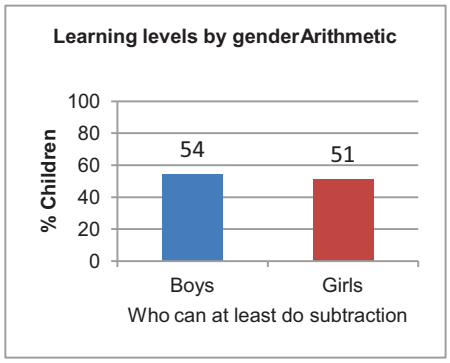
Class-wise % children who can do

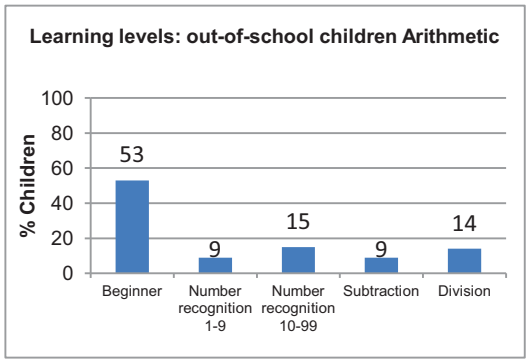
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	29.8	31.8	30.7	4.5	3.3	100
2	12.1	18.7	43.2	17.5	8.3	100
3	6.0	9.9	33.7	31.1	19.2	100
4	3.5	5.4	21.0	34.4	35.7	100
5	2.6	3.6	10.1	27.5	56.3	100
6	2.3	2.2	8.0	19.8	67.7	100
7	1.8	1.9	6.5	15.9	74.0	100
8	1.7	1.5	4.3	10.6	81.8	100
9	1.2	0.8	3.0	8.9	86.0	100
10	2.5	2.6	2.9	5.8	86.2	100

How to read: 7.8 % (4.5+3.3) children of class 1 can do subtraction

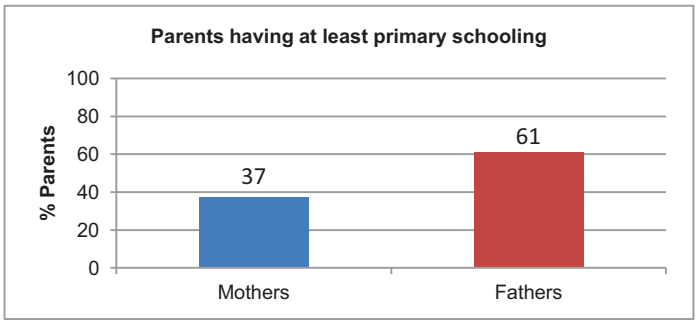








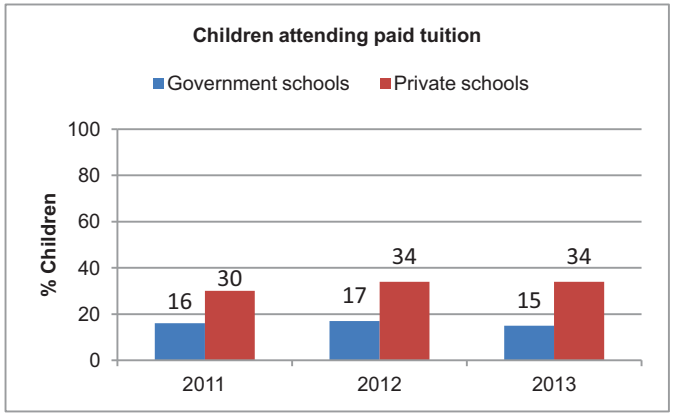
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	8.9	11.7	12.8	14.0	14.1	16.4	20.1	20.7	25.7	26.4
Pvt.	31.8	33.9	34.7	33.4	36.7	34.3	34.5	39.4	42.4	41.3



Punjab (Rural) School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	197	81	163	441	5	2	130	137
Elementary	132	77	43	252	12	13	368	393
High	203	102	19	324	15	9	154	178
Others	37	10	3	50	2	3	16	21
Total	**569**	**270**	**228**	**1067**	**34**	**27**	**668**	**729**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	86.2	89.1	89.8	91.5	89.1	85.9	88.1	88.3	88.4	88.0
Teacher attendance	87.5	88.3	88.5	90.9	88.5	86.9	91.8	92.9	92.5	91.6

Teacher qualification - general (% of teachers)

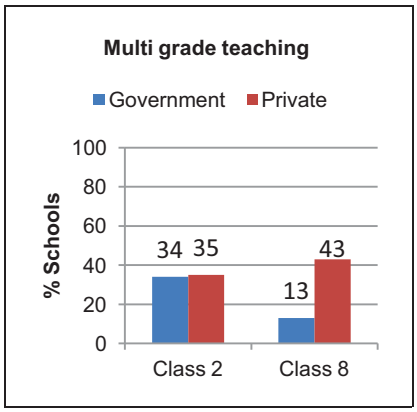
	Government schools	Private schools
Matriculation	13.4	12.9
FA	11.7	29.3
BA	30.7	38.3
MA or above	43.8	19.1
Others	0.4	0.4

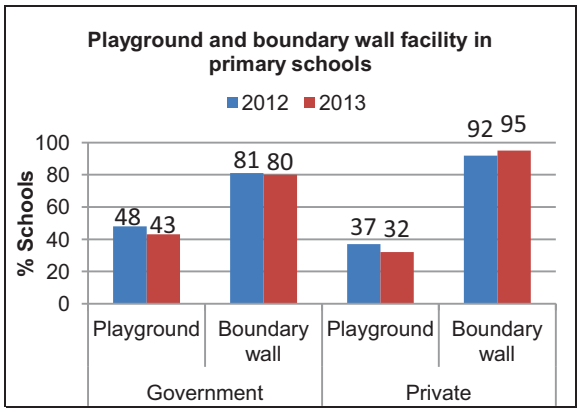
Teacher qualification - professional (% of teachers)

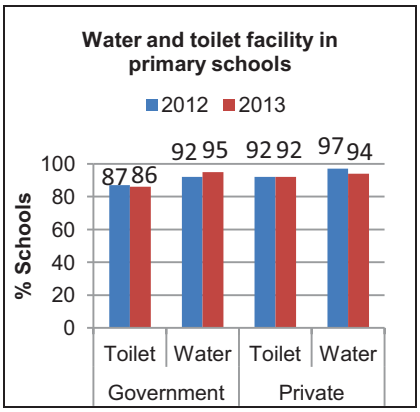
	Government schools	Private schools
PTC	21.4	9.2
CT	11.1	6.0
B-Ed	42.4	63.8
M-Ed or above	22.1	14.3
Others	3.1	6.6

School facilities (% schools)

		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		3.0	6.8	11.4	11.1	4.1	7.0	10.8	7.5
Useable water		95.0	97.2	97.2	96.0	94.2	97.2	96.6	95.2
Useable toilet		86.4	91.3	90.7	92.0	92.0	94.1	96.1	95.2
Playground		43.3	72.6	74.4	84.0	32.1	44.5	59.0	47.6
Boundary wall		80.5	82.1	84.9	80.0	94.9	96.7	98.3	95.2
Library		13.8	58.7	82.1	86.0	23.4	25.4	56.7	33.3
Computer lab		0.0	6.0	69.8	78.0	13.9	17.6	48.3	42.9
		Grants							
2013*	# of schools reported receiving grants	438	252	323	0	15	35	15	0
	% of schools reported receiving grants	100.0	100.0	100.0	0.0	10.9	8.9	8.4	0.0
	Average amount of grant (Rs.)	10161	19485	26852	0	250471	954417	1155701	0
2012	# of schools reported receiving grants	438	252	323	0	8	23	9	0
	% of schools reported receiving grants	100.0	100.0	100.0	0.0	5.8	5.9	5.1	0.0
	Average amount of grant (Rs.)	26257	49003	65488	0	131625	904971	236836	0







*Grants received till October 31, 2013

Punjab (Rural)

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	*Non-state providers	Attending paid tuition (Govt. & Pvt. schools)	Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Punjab	52.8	15.7	8	35.7	21.6	52.8	62.3	50.4	65.8	62.1	56.3
Attock	54	10.6	4.5	29.7	19.4	68.8	73	65.1	82.5	79.4	70.4
Bahawalnager	54.5	19.8	10.5	31.1	12.4	70.1	82.5	65.6	75.6	78.7	75.3
Bahawalpur	47.2	23.8	11.5	43.7	14.8	54.1	55.6	45.5	69	76.7	60.9
Bhakkar	43.4	15.3	9.4	25.8	8.4	57.3	69.2	62.4	67.3	66.7	68.9
Chakwal	58.2	6.7	3.3	42.6	31.5	75	78.8	66.2	81.6	74.8	72.5
Chiniot	50.4	27.3	16.4	20	10.8	47.9	65.6	50	64.6	59.1	61.2
Dera Ghazi Khan	38.4	29.8	14.3	43.4	10	43.2	49.1	42.7	58.6	48.3	46.5
Faisalabad	60.2	10.9	5.2	32.1	34.1	61.3	64.9	56.8	53.8	55.8	55.8
Gujranwala	58.9	6.6	3.5	49.4	34.8	46.7	50	30.3	46	43.4	35.4
Gujrat	78	5.1	1.7	28	27.6	36.4	50.8	41.8	48.8	53.7	58.7
Hafizabad	47.2	11.3	4.7	33.5	26.3	68.6	72.8	59.1	82.6	70.9	60.6
Jehlum	51.9	10.3	5.5	26.1	15.3	43.1	58	44.8	59.6	54.5	51.4
Jhang	50.4	15.6	9.6	38.4	12.6	62.6	71.5	55.3	67.9	57.5	55.7
Kasur	60.3	14.1	6.6	43.4	21.6	36.8	58.1	37.6	59.6	46.1	50.4
Khanewal	54.8	12.9	7	30.3	23.5	60.4	81	56.4	73.3	68.2	51.4
Khushab	42.2	18.2	11	29.8	19.4	44.4	46	41.5	52	41.4	43.4
Lahore	50.7	11.4	5.7	49.4	42.3	51.7	73.9	48.7	69.5	66.7	36.2
Layyah	63.3	11.4	5.4	27.3	9.5	55	62.8	55	74.5	63.1	60.4
Lodhran	48.4	21.2	12.2	51.4	7.3	55.1	70.3	60.4	75	70.7	62
Mandi Bahauddin	60.2	8.3	3.3	29.6	21.9	58.7	67.6	61.6	78.3	75	75.2
Mianwali	50.8	15.5	9.1	29.8	12.8	43.3	56	46.3	73.2	58.4	51.8
Multan	53.1	20.2	10.5	41.3	22	48.5	48.1	39.7	62	60.3	57.1
Muzaffar Garh	56.4	17.6	9.4	37.6	13.9	37	49.6	32.6	54.6	53.1	41.2
Nankana Sahib	49.7	11	6.2	45.4	30.9	64.4	79.7	61.5	80.6	79.6	68
Narowal	58.2	5.9	2.9	50.3	39	66.7	71.8	69	61	62.3	63.5
Okara	56.2	18.4	8.7	35.5	26.7	36.6	43.6	38.6	42.9	41.6	35.9
Pakpattan	56.5	18.9	10.3	30.9	16.5	45.5	54.2	57.5	63.2	58.6	57
Rahim Yar Khan	45	27.2	14.5	28.3	8.1	56.6	62.9	45.9	71.2	63.9	51.4
Rajanpur	39.5	40.7	18.6	32.9	9.8	52	51.5	53.8	69.9	62.4	66.3
Rawalpindi	57.3	7.3	3.7	41.2	27.5	70.5	76.2	63.9	67.6	69.2	46.7
Sahiwal	66.6	11.9	5.6	28.9	24.4	39	46	44.6	48.5	52.9	54.3
Sargodha	51	12	7.9	25.5	13.7	61.3	76.2	52.4	71.4	55.4	62.5
Sheikhupura	56.1	9.7	4.1	43.4	45.1	57.4	62.9	45.2	61.2	62.4	48
Sialkot	43.9	11.9	4.5	59.2	49.6	54.3	67	47.8	56	56.5	15.3
T.T.Singh	58.7	9.4	4.2	12.5	11.6	30.7	41.6	23.9	62.9	64.8	62.9
Vehari	49.8	18.3	9.2	32.7	20.6	55.3	71.4	59.3	66.7	72.8	69.6

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.

Sample Composition

- ASER 2013 survey was conducted in 36 rural districts of Pakistan. This covered 21,365 households in 1,074 villages throughout the province.

- Detailed information was collected on 59,092 children (56% males, 44% females) aged 3-16 years. Out of these 40,237 children aged 5-16 years were tested for language and arithmetic competencies.

- School information on public and private schools was collected. A total of 1,067 government schools (41% primary, 24% elementary, 30% high, 5% others[1]) and 729 private schools (19% primary, 54% elementary, 24% high, 3% others) were surveyed.

- Fifty-three percent of the government schools were boys only, 25% were girls only, and 22% were coeducation schools. In case of private schools, 5% were boys only, 4% were girls only and 91% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children remains the same

- In 2013, 16% of children were reported to be out-of-school which is the same as the previous year. Nine percent children have never been enrolled in a school and 7% have dropped out of school for various reasons.

- Eighty-four percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 64% of children were enrolled in government schools whereas 36% of children were going to non-state institutions (33% private schools, 1% Madrassah, 1% others).

- Amongst the enrolled students in government schools, 41% were girls and 59% were boys whereas in private schools 57% enrolled children were boys and 43% were girls.

- Equal proportion of boys and girls continue to be out-of-school in 2012 & 2013.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Fifty-three percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 51% in 2012.

- Forty-seven percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children still remain poor: 34% class 5 children could not read a class 2 story in Urdu compared to 33% in 2012.

- Forty-seven percent of class 3 children could not read sentences in Urdu compared to 43% in the previous year.
- Similarly, 30% of class 1 children cannot read letters in Urdu as compared to 29% in 2012[3].

English learning levels show very low improvement over the years: 62% class 5 children could read sentences (class 2 level) compared to 61% in the previous year.

- ASER 2013 reveals that 25% class 3 children can read class 2 level sentences as compared to 27% in 2012 and 17% in 2011.

- Thirty-three percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 32% in 2012.

Arithmetic learning levels remain the same: 56% class 5 children can do division in 2013 & 2012.

- Fifty-six percent children enrolled in class 5 can do two digit division in 2013 & 2012 compared 46% in 2011. Improvements can be seen over the years; however, it has remained the same when compared to the previous year.

- Twenty-six percent of class 7 children could not do the two-digit division in 2013 whereas only 24% could not do so in 2012.

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

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

[3] Thirty Six rural districts of Punjab were surveyed in 2012.

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

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

- Seventy-one percent children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 63% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Seventy percent private school children can read at least sentences in class 5 whereas only 58% government school children can do the same.
- Similarly, in arithmetic, 60% children enrolled in private schools (class 5) were able to do division when compared to only 54% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- A higher percentage of boys (55%) could read at least sentences in Urdu as compared to girls (54%).
- Fifty-nine percent boys could read at least English words while 58% of girls can do the same.
- Similarly, 54% of boys were able to do at least subtraction whereas only 51% girls could do it.

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

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

- Data reveals that the 17% of out-of-school children could read story in Urdu, 14% could read sentences in English, and 14% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Thirty-seven percent of mothers and 61% of father in the sampled households had completed at least primary education.

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

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 9% children enrolled in class 1 take private tuition whereas 26% children in class 10 take tuitions.

THEME 9: MULTI-GRADE TEACHING

Thirty-four percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 34% of the surveyed government schools and 35% of the surveyed private schools had Class 2 sitting with other classes.
- Thirteen percent of surveyed government schools and 43% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Eleven percent of the children in government schools were absent

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

- Overall student attendance in government schools stood at 89% whereas it was 88% in private schools.

Fourteen percent teachers in government schools and 8% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 86% and 92% in private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in private schools as compared to government schools

- Thirty-one percent teachers of government schools have done graduation as compared to 38% teachers of private schools.
- Sixty-four percent of private school teachers had Bachelors in Education degrees, as compared to 42% teachers of government school.

THEME 12: SCHOOL FACILITIES

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

- Seventy percent of surveyed government high schools had computer labs and 82% had library books in their premises as compared to surveyed private high schools where only 48% had computer labs and 57% had library books.

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

- Fourteen percent of the surveyed government primary schools did not have toilets in 2013 as compared to 13% in 2012; while 8% surveyed private primary schools were missing toilet facility in 2013 and 2012 both.

- Five percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 8% in 2012. Similarly, 6% of the surveyed private primary schools in 2013 did not have drinking water facility as compared to 3% in 2012.

Twenty percent of the surveyed government primary schools were without complete boundary walls and 57% were without playgrounds.

- Among the government primary schools surveyed, 80% had complete boundary walls and 20% were missing complete boundary walls as compared to 19% in 2012.

- In 2013, 5% of the surveyed private primary schools did not have complete boundary walls as compared to 8% in 2012.

- Forty-three percent of government primary schools being surveyed had playgrounds in 2013 while only 32% surveyed private primary schools had playgrounds.

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

- On average, 11 rooms were being used for classroom activities in the surveyed government high schools in 2013 & 2012.

- In 2013, surveyed private high schools also had 11 classrooms on average that were used for classroom activities which is similar to 2012.

THEME 13: SCHOOL GRANTS/FUNDS

All the government primary schools and only 11% private primary schools received grants.

- A higher number of surveyed government schools are receiving grants as compared to the surveyed private schools in 2013.

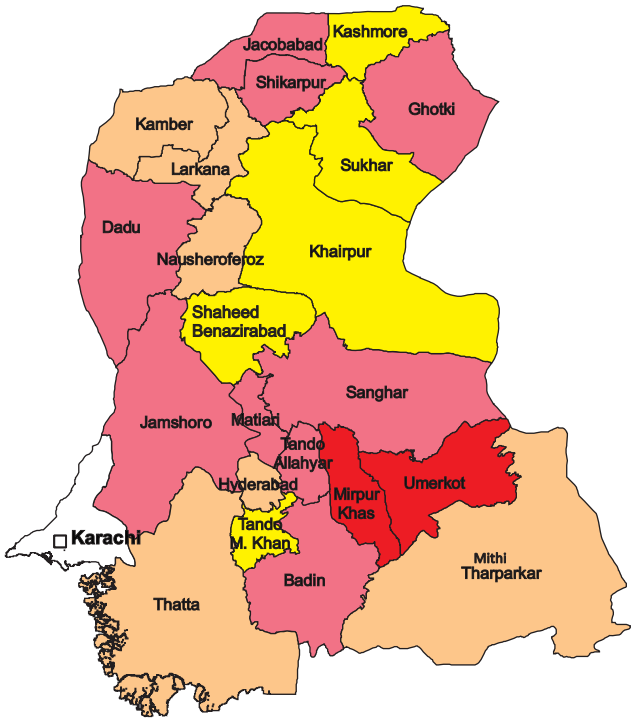
- Average amount of fund received is higher for surveyed private schools in comparison to the average grant amount received by surveyed government schools.

- The proportion of government primary schools receiving grants has remained the same since last year. Eighty-eight percent of government primary schools were receiving grants in 2011, 100% in 2012, and 100% in 2013.

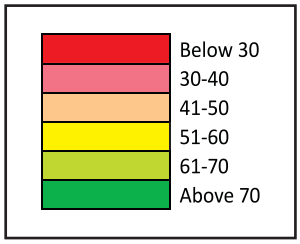
Sindh
(Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children



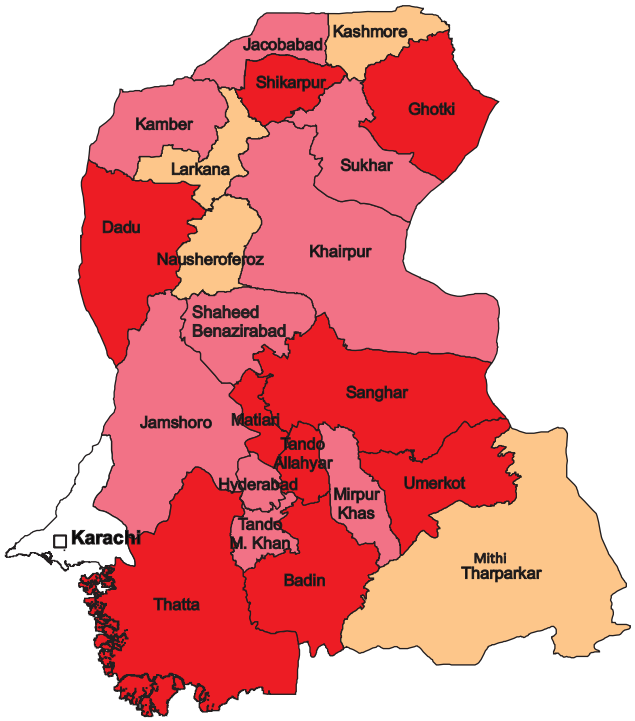
% Children (3-5 years) attending pre school



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

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children



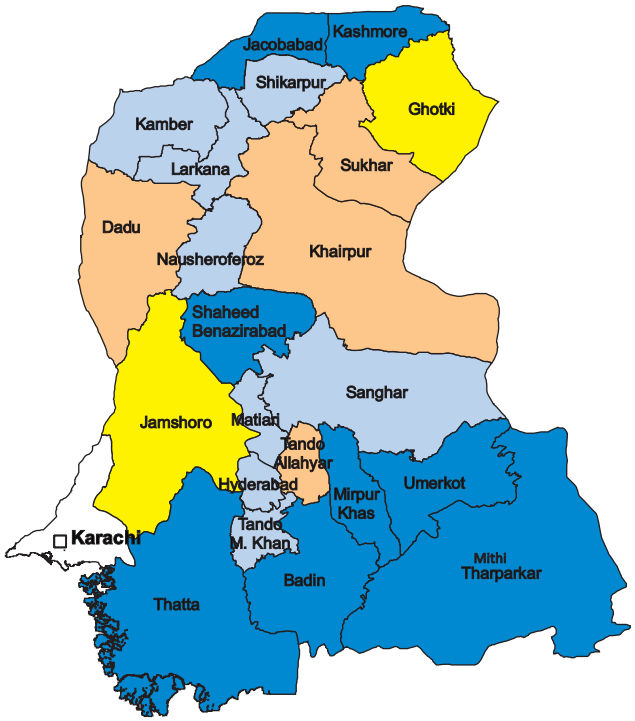
% Children (6-16 years) who are not in school

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

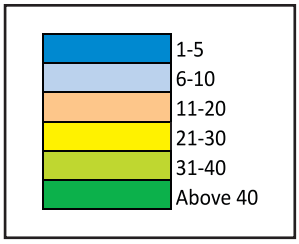
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



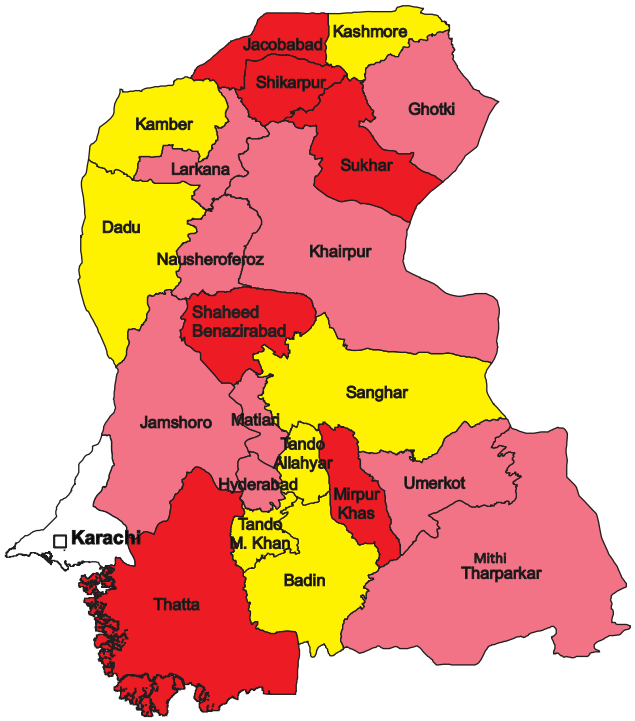
% Children (6-16 years) enrolled in private schools



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

Reading Language Urdu/Sindhi
(Class 5)

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



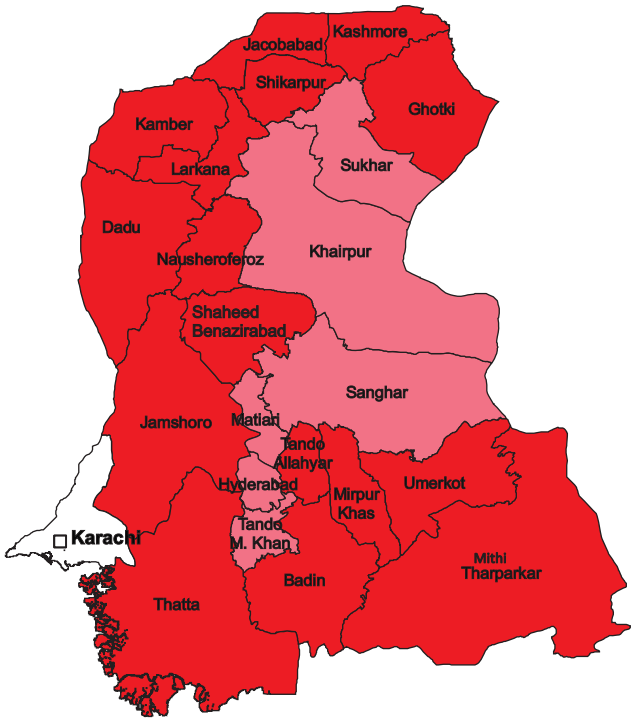
% Children in class 5 who can read story or more

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

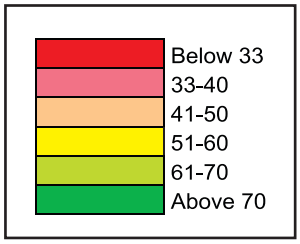
Maps may not be accurate or to scale. These are mere representations.

Reading English
(Class 5)

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



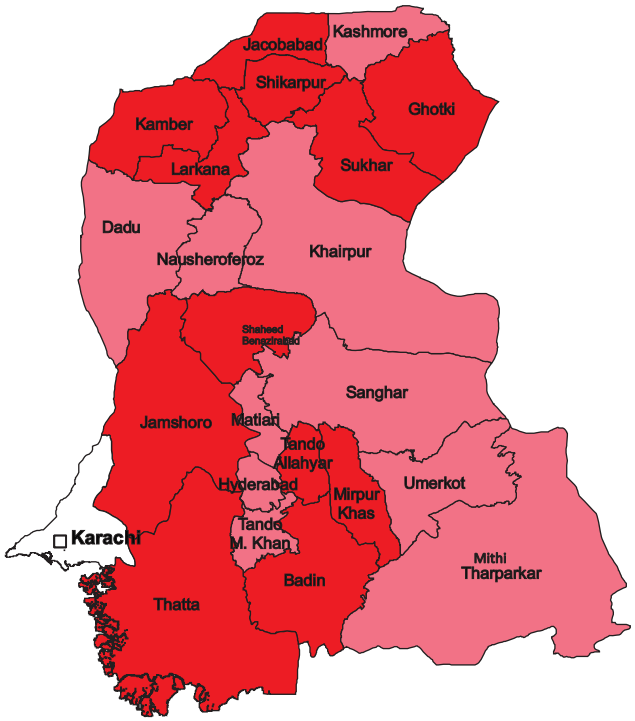
% Children in class 5 who can read sentences or more



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.



% Children in class 5 who can do division or more

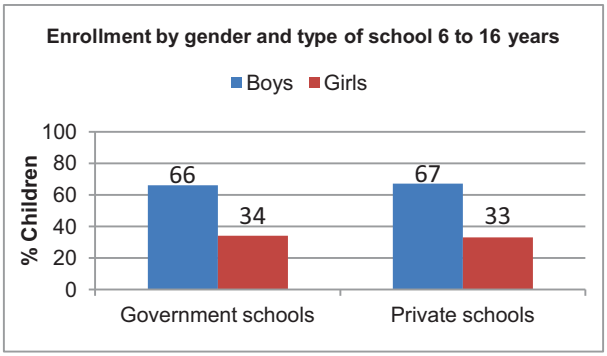
- Below 33
- 33-40
- 41-50
- 51-60
- 61-70
- Above 70

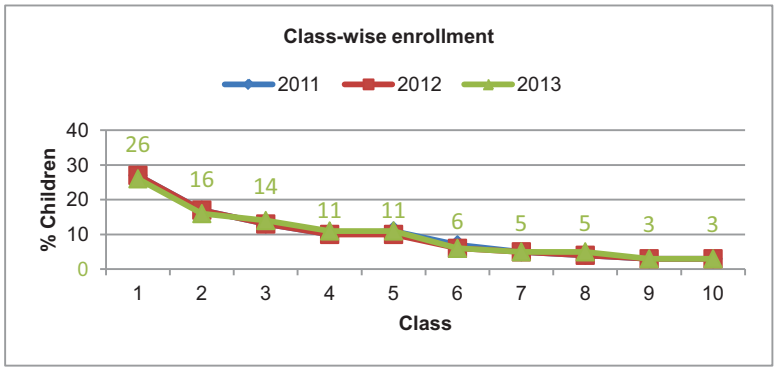
Maps may not be accurate or to scale. These are mere representations.

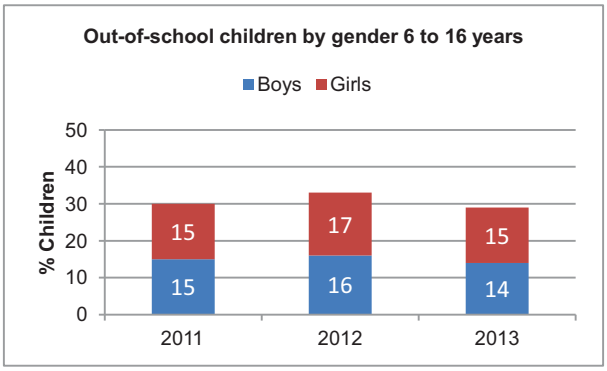
Sindh (Rural)

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	68.9	6.8	0.5	0.3	21.3	2.2	100
11 - 13	62.7	5.9	0.5	0.3	21.4	9.1	100
14 - 16	49.9	4.6	0.4	0.2	27.3	17.5	100
6 - 16	**63.9**	**6.2**	**0.5**	**0.3**	**22.5**	**6.6**	**100**
Total	**70.9**				**29.1**		**100**
By Type	**90.2**	**8.7**	**0.7**	**0.4**			







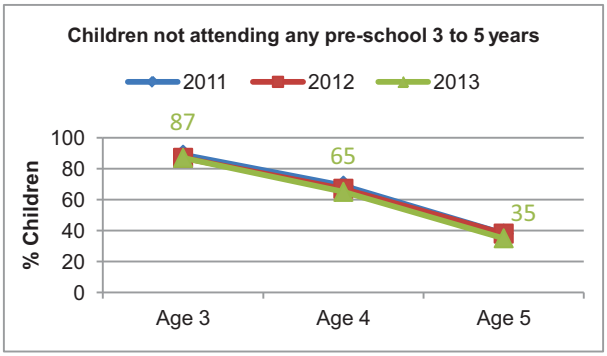
Age Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	85.4	66.1	33.6	19.2	10.0	21.1	21.4	31.8	32.4	33.9	33.4	43.8	24.0
2	14.6	24.5	43.9	26.3	14.6								16.9
3	0.0	9.5	16.2	37.1	27.6	16.7							14.9
4			6.3	10.9	33.1	25.1	11.3						10.9
5				6.5	9.2	30.6	26.1	20.3					11.3
6					5.4	6.5	21.2	18.4	13.7				5.8
7						0.0	12.7	17.9	18.3	15.1			4.8
8							7.3	6.5	23.4	21.1	16.1		4.8
9								5.0	4.3	20.5	19.9	16.5	3.2
10									7.9	9.4	30.6	39.8	3.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 85.4% children of age 5 years are enrolled in class 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	11.2	1.2	0.2	0.2	87.1	100
4	30.4	3.2	0.7	0.2	65.4	100
5	58.9	5.1	0.8	0.2	35.0	100
3 - 5	**36.6**	**3.4**	**0.6**	**0.2**	**59.2**	**100**
Total	**40.8**				**59.2**	**100**
By Type	**89.6**	**8.4**	**1.5**	**0.5**		



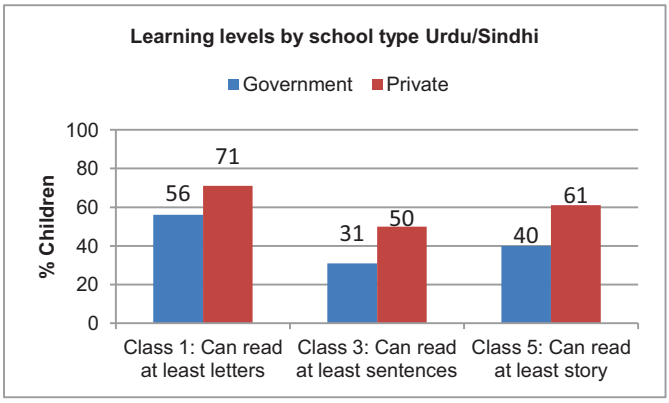
Sindh (Rural)

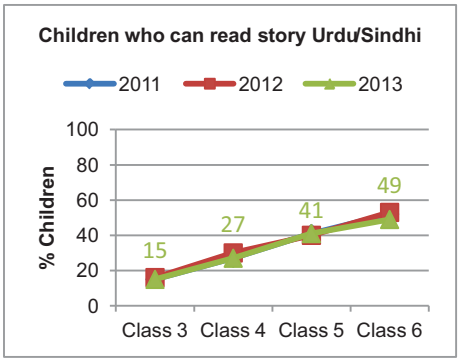
Learning levels (Urdu/Sindhi)

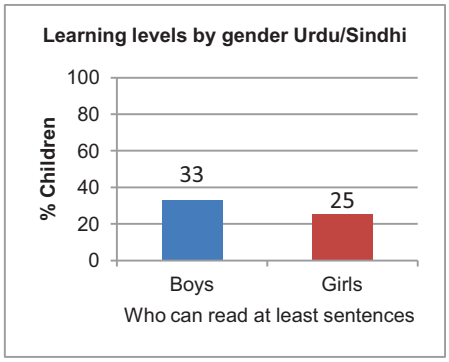
Class-wise % children who can read

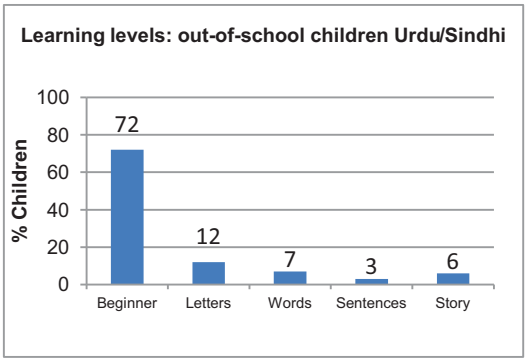
Class	Nothing	Letters	Words	Sentences	Story	Total
1	42.6	37.3	16.5	2.0	1.6	100
2	21.0	29.9	32.8	9.6	6.6	100
3	14.0	20.6	32.5	18.2	14.8	100
4	9.4	13.1	26.9	23.4	27.2	100
5	7.8	10.4	19.6	21.1	41.2	100
6	3.1	8.0	18.9	21.3	48.7	100
7	3.2	6.9	11.7	20.6	57.6	100
8	4.4	7.3	11.0	14.7	62.5	100
9	3.6	6.3	8.1	15.6	66.4	100
10	8.8	7.1	7.7	11.5	64.9	100

How to read: 3.6 % (2+1.6) children of class 1 can read sentences







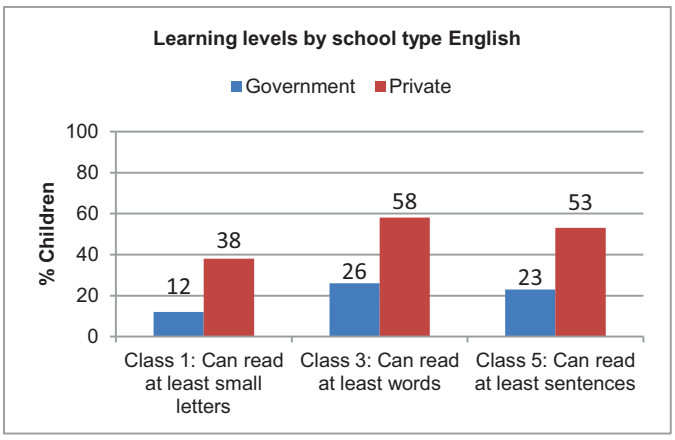


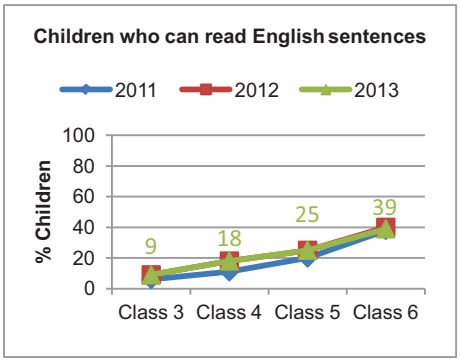
Learning levels (English)

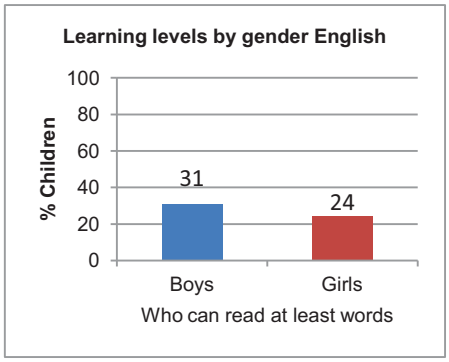
Class-wise % children who can read

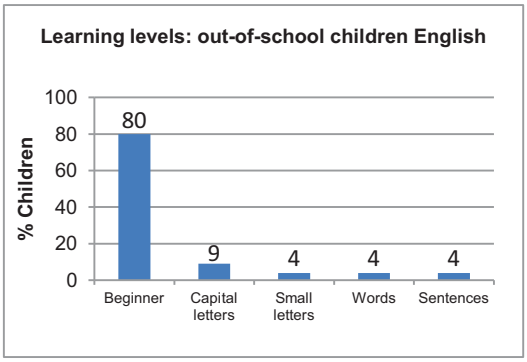
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	67.0	19.2	8.3	4.4	1.1	100
2	43.2	24.3	15.0	13.4	4.0	100
3	31.4	21.6	18.7	19.6	8.8	100
4	20.4	17.0	20.0	24.8	17.8	100
5	15.6	17.1	16.9	25.2	25.2	100
6	6.1	10.7	15.2	29.3	38.7	100
7	4.4	8.2	9.9	28.7	48.8	100
8	6.7	6.7	8.0	20.1	58.4	100
9	5.8	7.0	7.7	17.4	62.0	100
10	13.0	5.2	7.0	13.9	61.0	100

How to read: 5.5 % (4.4+1.1) children of class 1 can read words







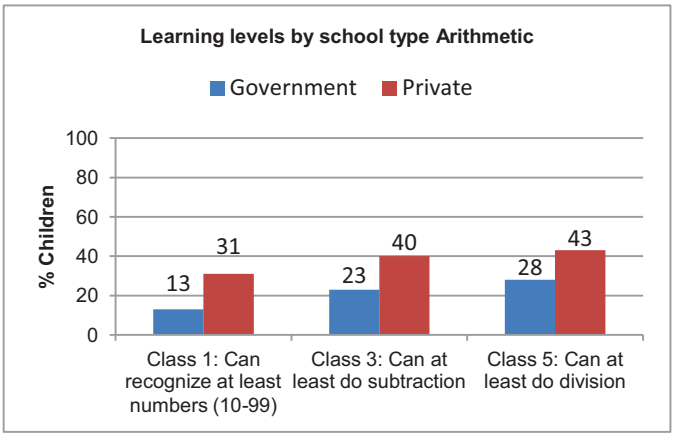


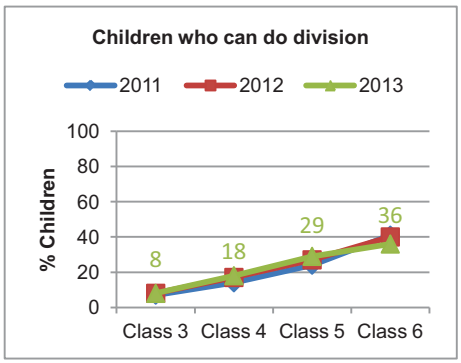
Learning levels (Arithmetic)

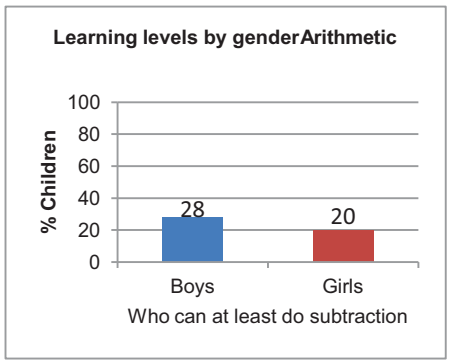
Class-wise % children who can do

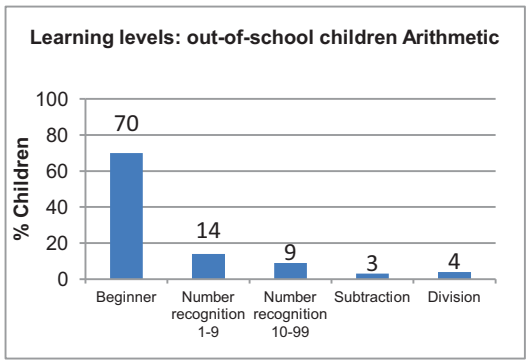
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	49.4	36.1	12.6	1.3	0.6	100
2	25.8	32.0	31.0	8.8	2.4	100
3	17.6	21.1	37.0	16.7	7.5	100
4	12.3	13.7	31.7	24.5	17.8	100
5	9.0	10.2	26.5	24.9	29.4	100
6	5.0	8.3	26.4	24.6	35.8	100
7	3.8	7.8	19.8	26.4	42.2	100
8	5.5	5.3	18.1	21.1	50.0	100
9	4.1	5.8	14.4	19.5	56.2	100
10	10.1	7.0	11.9	15.9	55.1	100

How to read: 1.9 % (1.3+0.6) children of class 1 can do subtraction

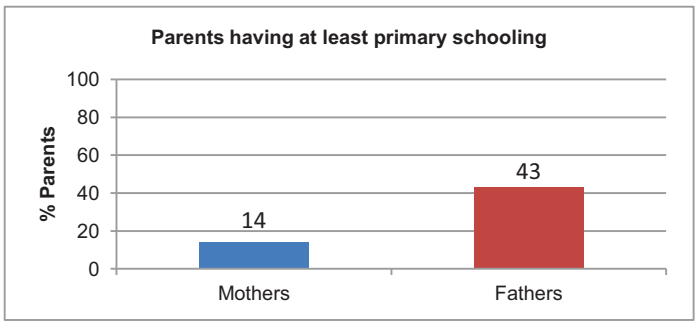








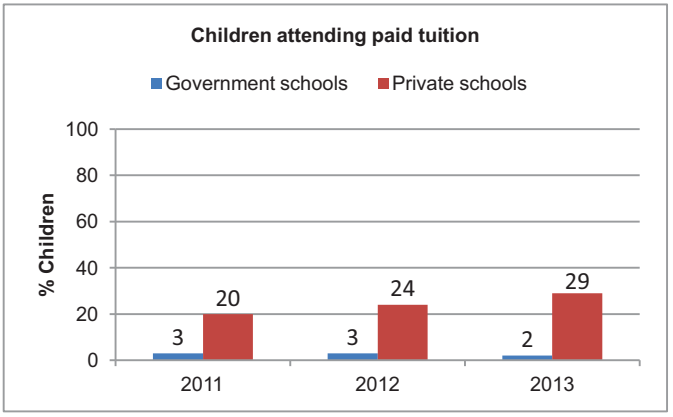
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.5	2.0	1.7	2.2	1.8	4.1	3.4	4.3	4.3	4.6
Pvt.	24.1	33.6	35.1	30.9	24.4	34.4	34.9	34.1	35.2	22.4



Sindh (Rural) School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	176	18	342	536	1	3	26	30
Elementary	1	4	23	28	1	0	25	26
High	7	0	9	16	0	0	7	7
Others	24	6	27	57	2	6	4	12
Total	**208**	**28**	**401**	**637**	**4**	**9**	**62**	**75**

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	67.2	58.9	63.9	62.5	65.5	65.4	82.5	70.9	60.8	74.4
Teacher attendance	84.2	81.6	80.2	77.7	82.1	91.9	94.2	89.4	87.7	91.9

Teacher qualification - general (% of teachers)

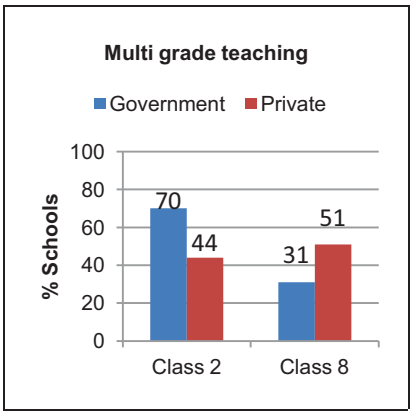
	Government schools	Private schools
Matriculation	4.0	4.7
FA	13.5	36.1
BA	44.0	35.8
MA or above	36.4	19.9
Others	2.2	3.6

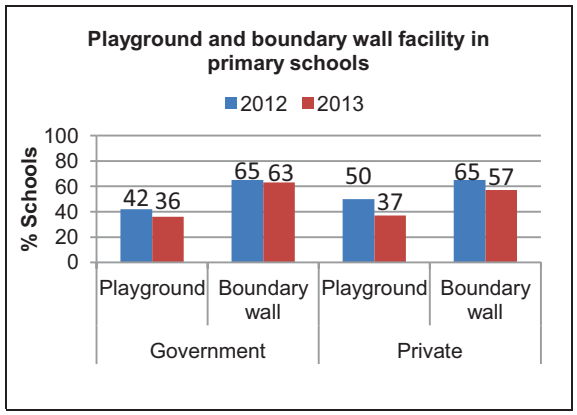
Teacher qualification - professional (% of teachers)

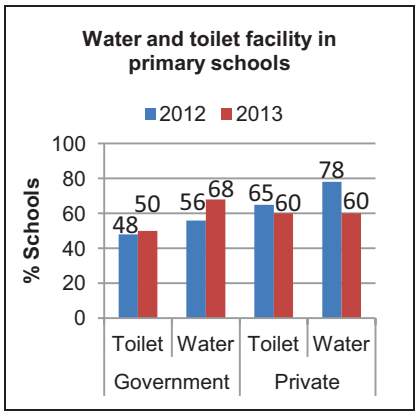
	Government schools	Private schools
PTC	33.1	21.1
CT	3.5	14.4
B-Ed	37.8	45.6
M-Ed or above	22.1	11.7
Others	3.5	7.2

School facilities (% schools)

		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		2.3	4.2	5.9	6.2	2.8	8.1	13.3	3.8
Useable water		67.7	67.9	75.0	84.2	60.0	88.5	100.0	91.7
Useable toilet		49.6	57.1	75.0	66.7	60.0	96.2	100.0	66.7
Playground		36.2	32.1	56.2	61.4	36.7	50.0	42.9	16.7
Boundary wall		63.2	71.4	68.8	75.4	56.7	92.3	85.7	91.7
Library		2.2	3.6	37.5	35.1	26.7	19.2	71.4	41.7
Computer lab		0.0	0.0	18.8	19.3	13.3	30.8	57.1	25.0
		Grants							
2013*	# of schools reported receiving grants	160	5	5	0	12	5	1	0
2013*	% of schools reported receiving grants	30.0	17.9	31.2	0.0	40.0	19.2	14.3	0.0
2013*	Average amount of grant (Rs.)	25799	37600	90000	0	17250	290000	600000	0
2012	# of schools reported receiving grants	327	15	11	0	7	1	0	0
2012	% of schools reported receiving grants	61.4	53.6	68.8	0.0	23.3	3.8	0.0	0.0
2012	Average amount of grant (Rs.)	24975	41200	152818	0	23857	50000	0	0







*Grants received till October 31, 2013

Sindh (Rural)

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	*Non-state providers	Attending paid tuition (Govt. & Pvt. schools)	Who can read sentence (Urdu /Sindhi)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu /Sindhi)	Who can read sentence (English)	Who can do division
Sindh	40.8	29.1	15.4	9.8	4.6	33	28.4	24.2	41.2	25.2	29.4
Badin	34.5	46.1	26.4	6	0.9	36.6	23.3	18.3	60	22.2	31.9
Dadu	38.5	31.3	17.9	14.5	10.8	53.6	45.7	49.6	55.7	27	37.2
Gotki	32.3	35.4	21.4	24.5	12.3	28.7	37.9	10.7	38.3	29.2	30.8
Hyderabad	45.5	27.1	13.6	7.9	4.2	34.8	54.3	33.7	34.2	48.7	36.8
Jacobabad	37.9	23	11.1	6.2	5.6	24.3	6.2	6.3	25.3	5.6	10
Jamshoro	39.2	29.4	14.8	25.7	9.2	34.5	25.2	29.6	45.3	29.3	20
Kashmore	56.9	20.3	10.3	4.1	0.6	24	17	16	58.4	23.9	45.7
Khairpur	50.9	21.1	10.6	12.8	4.4	50.3	54.7	53.2	42.3	42.5	45.7
Larkana	47.7	15.8	8.1	7.4	7.9	31.6	19.5	19.5	37.7	20	21.6
Matiari	35.5	35.8	18.3	10.5	4.9	20.5	21.8	24	33.3	34.8	33.7
Mirpurkhas	29.9	24.5	14	5.6	3.1	23.1	26.3	14.9	25.6	10.2	15
Mithi	48.9	17.2	7.9	0.5	2	37.1	19.8	18.8	47	22	37.3
Nowshero Feroze	49.6	18.6	10.8	11.3	5	43.9	23.4	37.7	43.5	20.9	37.4
Qambar Shahdad Kot	42.5	27.9	14.9	11.8	4.1	25.6	16.9	12.9	59.3	13.5	14.4
Sanghar	34.8	33.2	19.8	10.9	2.5	48	47	39	63.7	39.2	40.2
Shaheed Benazirabad	52.8	21.3	12.1	3.1	1.9	32.5	39.5	20.8	31.2	20.9	24.3
Shikarpur	33.7	40.7	18.9	10.1	2.6	31.9	18.7	20.7	31.3	15.8	21.9
Sukkur	39.2	22	10.7	11.9	2.9	34.2	47.2	34.7	20	33.6	23.3
Tando Allah Yar	31.1	41.4	23.3	12.1	4.9	36.1	12.3	13.4	62.7	31.4	27.5
Tando Muhammad Khan	56.2	27	15.4	13.6	5.4	42.6	39.8	38.1	58.6	35.3	44.2
Thatta	40.5	39.2	17.7	1.4	1.6	7.2	10.1	2.1	10.2	17	6.9
Umer kot	27.9	36.3	18.7	1	1.9	34.1	12.6	21.7	46.7	5.4	35.6

Sample Composition

- ASER 2013 survey was conducted in 22 rural districts of Sindh. This covered 13,020 households in 655 villages throughout the province.

- Detailed information was collected on 41,190 children (59% males, 41% females) aged 3-16 years. Out of these 27,234 children aged 5-16 years were tested for language and arithmetic competencies.

- School information on public and private schools was collected. A total of 637 government schools (84% primary, 4% elementary, 3% high, 9% others[1]) and 75 private schools (40% primary, 35% elementary, 9% high, 16% others) were surveyed.

- Thirty-three percent of the government schools were boys only, 4% were girls only, and 63% were coeducation schools. In case of private schools, 5% were boys only, 12% were girls only and 83% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2012.

- In 2013, 29% of children were reported to be out-of-school which has decreased as compared to previous year (32%). Twenty-two percent of the children have never been enrolled in a school and 7% have dropped out of school for various reasons.

- Seventy-one percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 90% of children were enrolled in government schools whereas 10% of children were going to non-state institutions (9% private schools, 1% Madrassah, 0% others).

- Amongst the enrolled students in government schools, 34% were girls and 66% were boys whereas in private schools 67% enrolled children were boys and 33% were girls.

- The percentage of out of school children (boys and girls) has decreased as compared to 2012.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Forty-one percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 39% in 2012.

- Fifty-nine percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children still remain poor: 59% class 5 children could not read a class 2 story in Urdu/Sindhi compared to 60% in 2012.

- Analysis shows that 67% of class 3 children could not read sentences in Urdu/Sindhi compared to 66% in the previous year.
- Similarly, 43% of class 1 children cannot read letters in Urdu/Sindhi as compared to 35% in 2012[3].

English learning levels remain the same over the years: 25% class 5 children could read sentences (class 2 level) in 2012 and 2013.

- ASER 2013 reveals that 9% class 3 children can read class 2 level sentences as compared to 9% in 2012 and 6% in 2011.

- Sixty-seven percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 61% in 2012.

Arithmetic learning levels show slight improvement: 29% class 5 children can do division as compared to 27% in 2012.

- Twenty-nine percent children enrolled in class 5 can do two digit division in 2013 compared to 27% in 2012 and 24% in 2011. Slight improvements can be seen over the years.

- Fifty-eight percent of class 7 children could not do the two-digit division in 2013 whereas 55% could not do so in 2012.

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

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

[3] Twenty two rural districts of Sindh were surveyed in 2012.

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

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

- Sixty-one percent children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi as compared to 40% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Fifty-three percent private school children can read at least sentences in class 5 whereas only 23% government school children can do the same.
- Similarly, in arithmetic, 43% children enrolled in private schools (class 5) were able to do division when compared to only 28% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- A higher percentage of boys (33%) could read at least sentences in Urdu/Sindhi as compared to girls (25%).
- Thirty-one percent boys could read at least English words while 24% of girls can do the same.
- Similarly, 28% of boys were able to do at least subtraction whereas only 20% girls could do it.

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

More than 20% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 6% of out-of-school children could read story in Urdu/Sindhi, 4% could read sentences in English, and 4% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Fourteen percent of mothers and 43% of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 86% had not completed even primary education.
- Fifty-seven percent of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITION

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 2% children enrolled in class 1 take private tuition whereas 5% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

Seventy percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 70% of the surveyed government schools and 44% of the surveyed private schools had Class 2 sitting with other classes.
- Thirty-one percent of surveyed government schools and 51% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Thirty-four percent of the children in government schools were absent

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

- Overall student attendance in government schools stood at 66% whereas it was 74% in private schools.

Eighteen percent teachers in government schools and 8% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 82% and 92% in private schools.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in government schools as compared to private schools

- Forty-four percent teachers of government schools have done graduation as compared to 36% teachers of private schools.

- Thirty-eight percent of government school teachers had Bachelors in Education degrees, as compared to 46% teachers of private school.

THEME 12: SCHOOL FACILITIES

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

- Only nineteen percent of surveyed government high schools had computer labs and 38% had library books in their premises as compared to surveyed private high schools where 57% had computer labs and 71% had library books.

Fifty percent of the surveyed government primary schools were without toilets and 32% were without drinking water.

- Fifty percent of the surveyed government primary schools did not have toilets in 2013 as compared to 52% in 2012; while 40% surveyed private primary schools were missing toilet facility in 2013 as compared to 35% in 2012.

- Thirty-two percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 44% in 2012. Similarly, 40% of the surveyed private primary schools in 2013 did not have drinking water facility as compared to 22% in 2012.

Thirty-seven percent of the surveyed government primary schools were without complete boundary walls and 64% were without playgrounds.

- Among the government primary schools surveyed, only 63% had complete boundary walls and 37% were missing complete boundary walls as compared to 35% in 2012.

- In 2013, 43% of the surveyed private primary schools did not have complete boundary walls as compared to 35% in 2012.

- Thirty-six percent of government primary schools being surveyed had playgrounds in 2013 while 37% surveyed private primary schools had playgrounds.

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

- On average, 6 rooms were being used for classroom activities in the surveyed government high schools in 2013 & 2012.

- In 2013, surveyed private high schools had 13 classrooms on average that were used for classroom activities which is similar to 2012.

THEME 13: SCHOOL GRANTS/FUNDS

Thirty percent of the government primary schools and 40% private primary schools received grants.

- A higher number of surveyed government schools are receiving grants as compared to the surveyed private schools in 2013.

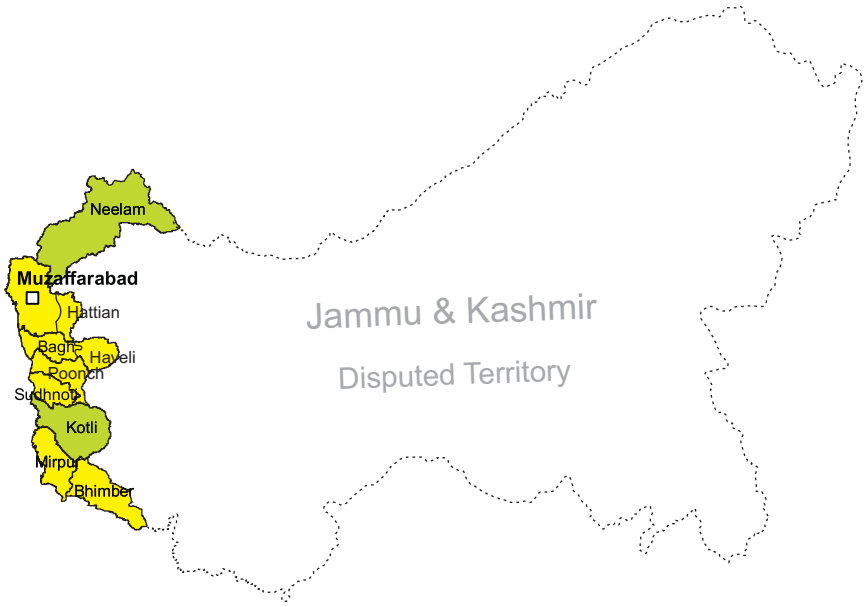
- Average amount of fund received is higher for surveyed private schools in comparison to the average grant amount received by surveyed government schools.

- The proportion of government primary schools receiving grants has decreased since last year. Fifty-three percent of government primary schools were receiving grants in 2011, 61% in 2012, and 30% in 2013.

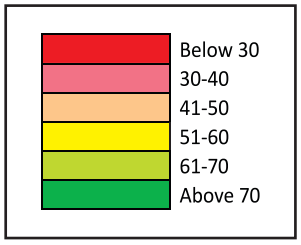
Azad Jammu & Kashmir (Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children



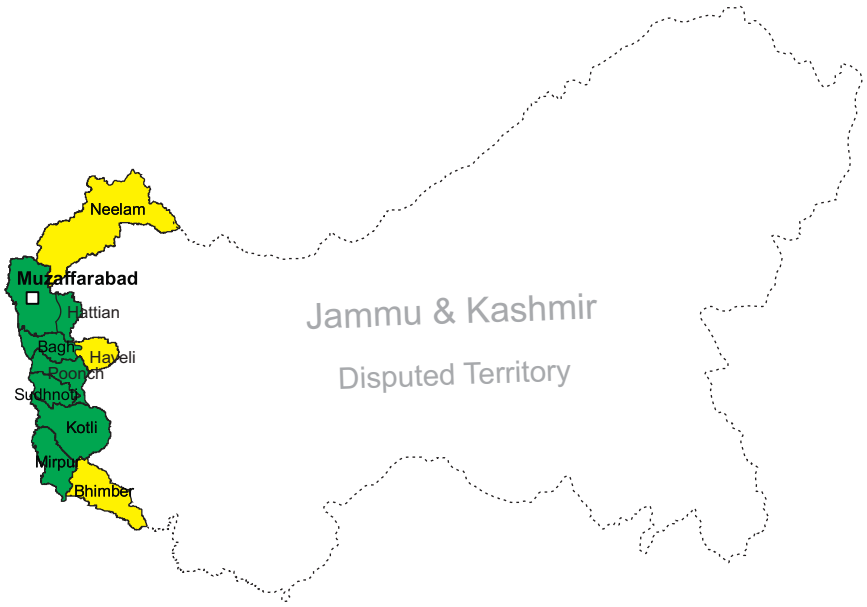
% Children (3-5 years) attending pre school



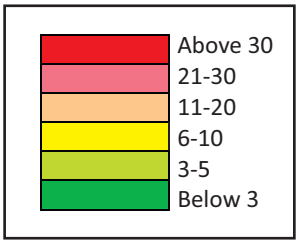
Maps may not be accurate or to scale. These are mere representations.

Out of School Children
(Age 6-16 years)

Province/Territory wise map showing % children



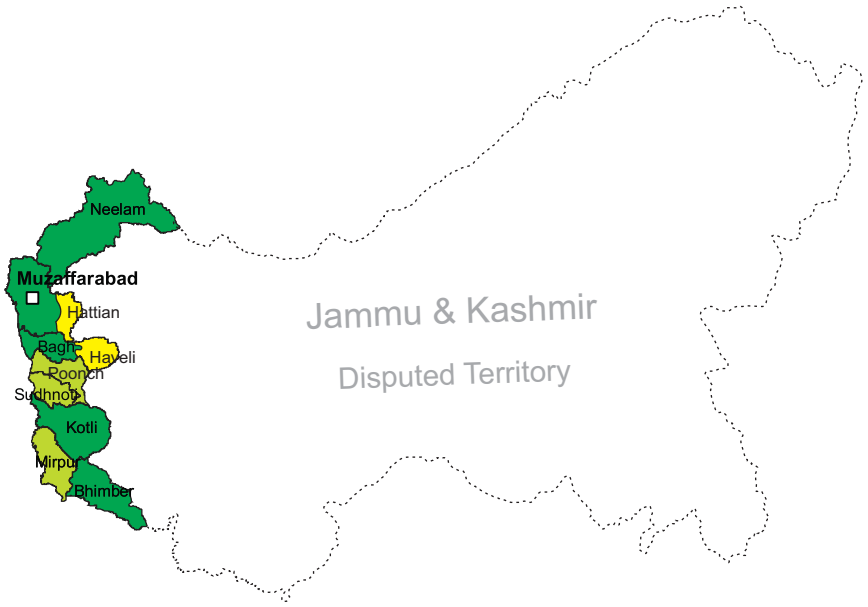
% Children (6-16 years) who are not in school



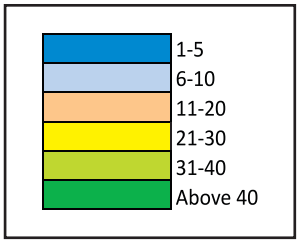
Maps may not be accurate or to scale. These are mere representations.

Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children



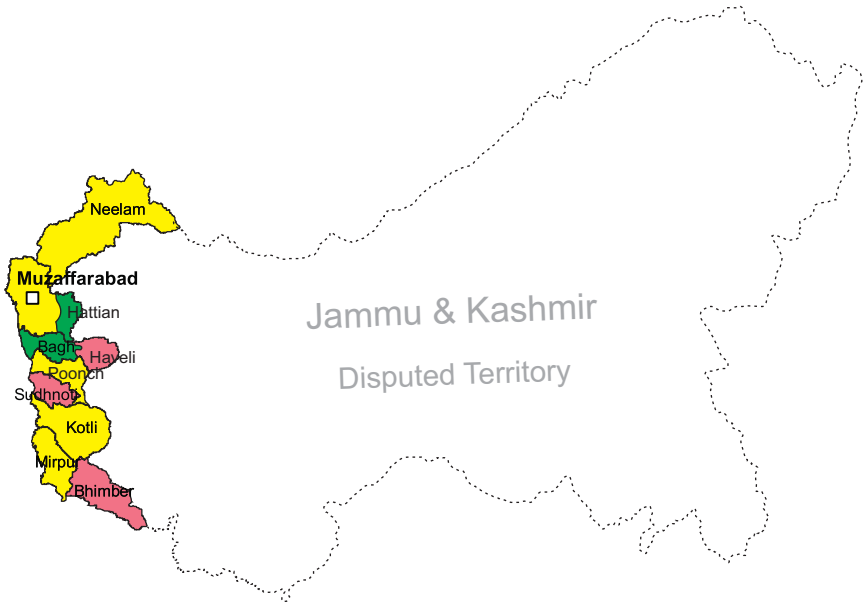
% Children (6-16 years) enrolled in private schools



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

Reading Language Urdu
(Class 5)

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



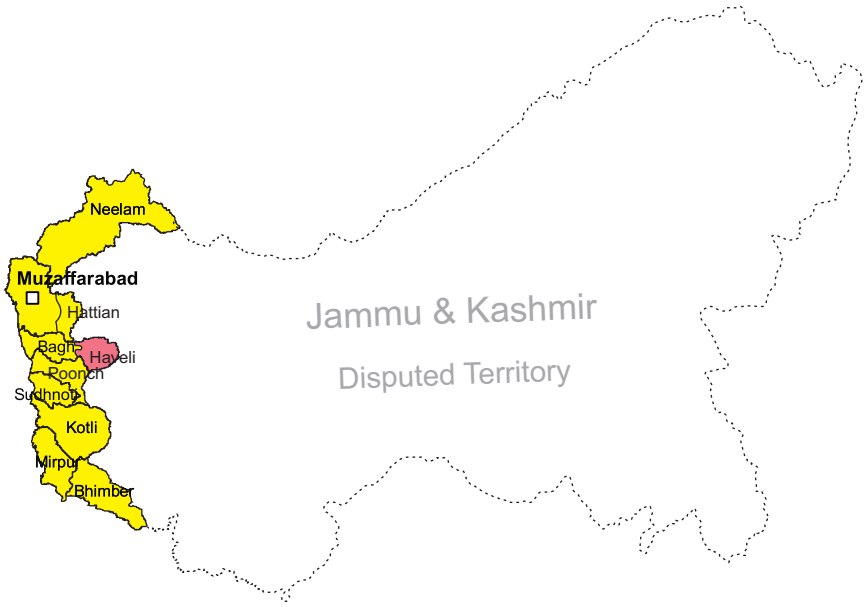
% Children in class 5 who can read story or more

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

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

Reading English
(Class 5)

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



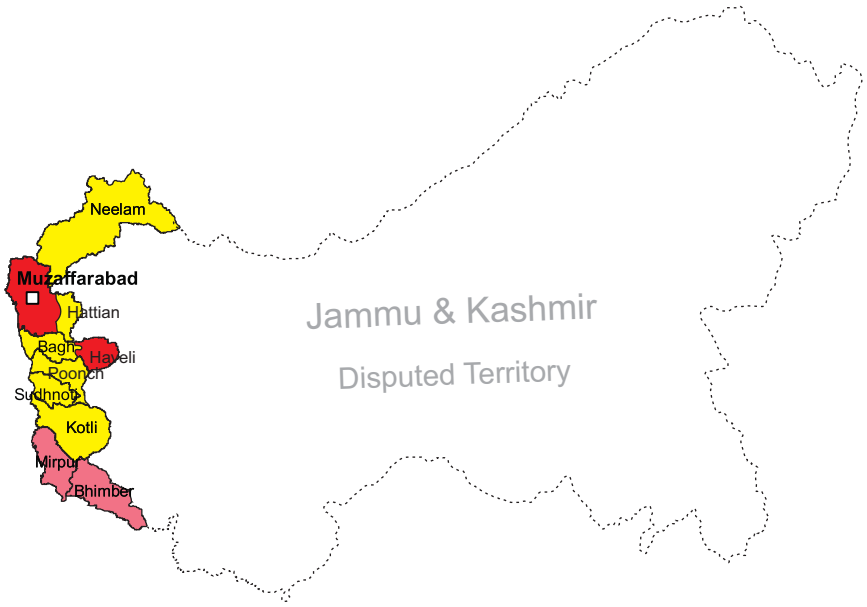
% Children in class 5 who can read sentences or more

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

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.



% Children in class 5 who can do division or more

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

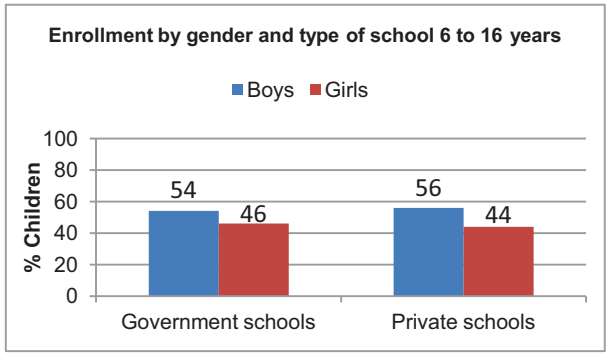
Maps may not be accurate or to scale. These are mere representations.

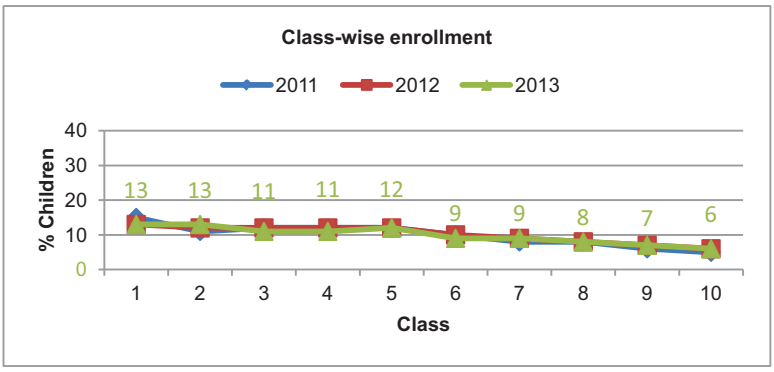
Azad Jammu & Kashmir (Rural)

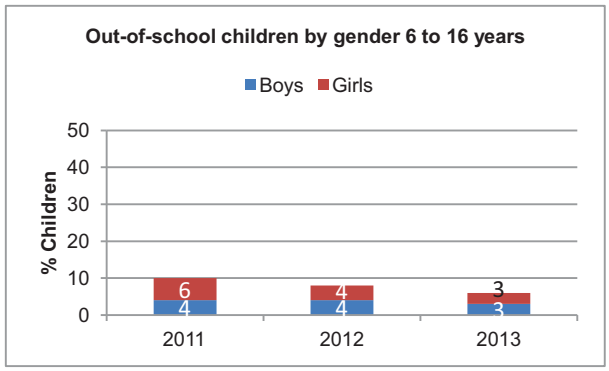
Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

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	54.0	42.0	0.7	0.2	2.4	0.5	100
11 - 13	62.6	31.3	1.0	0.2	2.1	2.7	100
14 - 16	62.5	25.2	1.3	0.1	3.5	7.5	100
6 - 16	**58.2**	**35.4**	**0.9**	**0.2**	**2.6**	**2.7**	**100**
Total	**94.8**				**5.2**		**100**
By Type	**61.4**	**37.4**	**1.0**	**0.2**			







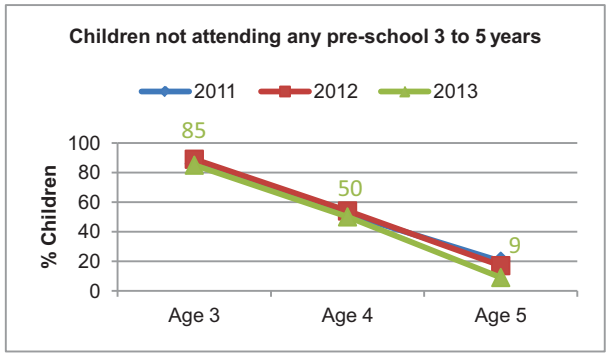
Age Class Composition

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	78.8	63.2	32.6	12.8	3.7	9.1	8.9	11.1	13.2	13.6	12.4	17.9	12.8
2	21.2	28.9	42.1	33.2	14.0								13.0
3	0.0	7.8	17.8	32.7	31.1	15.3							11.6
4			7.4	14.4	31.6	29.6	13.6						10.9
5				7.0	14.8	33.9	30.7	17.0					11.7
6					4.7	12.1	25.0	30.6	18.0				9.6
7						0.0	14.8	26.6	28.9	19.6			8.7
8							6.9	10.4	26.6	34.1	18.6		8.5
9								4.3	8.6	26.0	39.7	21.9	7.1
10									4.8	6.7	29.3	60.2	6.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

How to read: 78.8% children of age 5 years are enrolled in class 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	4.7	10.1	0.1	0.2	85.0	100
4	20.9	28.5	0.1	0.3	50.2	100
5	44.6	45.8	0.5	0.1	9.0	100
3 - 5	**26.5**	**30.7**	**0.3**	**0.2**	**42.3**	**100**
Total	**57.7**				**42.3**	**100**
By Type	**45.9**	**53.3**	**0.5**	**0.4**		



Azad Jammu & Kashmir (Rural)

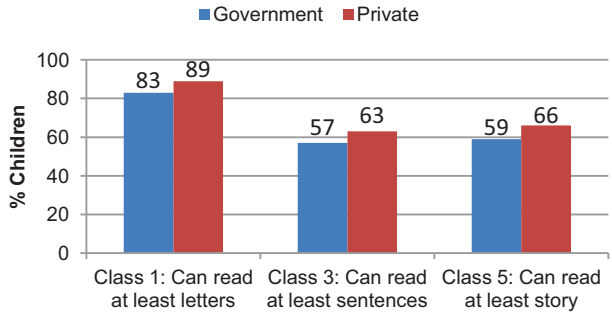
Learning levels (Urdu)

Class-wise % children who can read

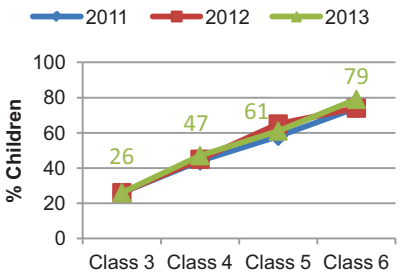
Class	Nothing	Letters	Words	Sentences	Story	Total
1	14.1	38.7	34.4	9.4	3.5	100
2	6.6	21.4	36.6	21.1	14.4	100
3	2.2	9.7	28.0	33.8	26.2	100
4	1.8	4.1	16.9	30.2	46.9	100
5	0.7	2.5	9.2	26.2	61.4	100
6	0.5	0.4	5.1	15.2	78.9	100
7	0.4	1.6	2.6	12.1	83.3	100
8	0.6	0.9	2.4	5.6	90.4	100
9	0.5	0.5	1.1	3.3	94.6	100
10	0.4	1.8	1.0	1.5	95.3	100

How to read: 12.9 % (9.4+3.5) children of class 1 can read sentences

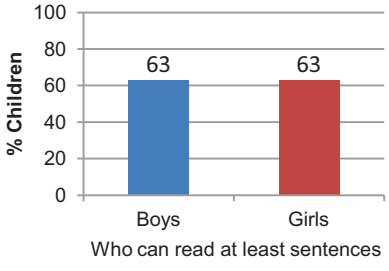
Learning levels by school type Urdu



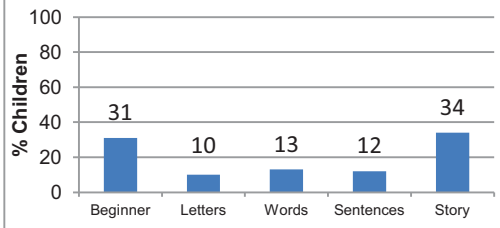
Children who can read story Urdu



Learning levels by gender Urdu



Learning levels: out-of-school children Urdu



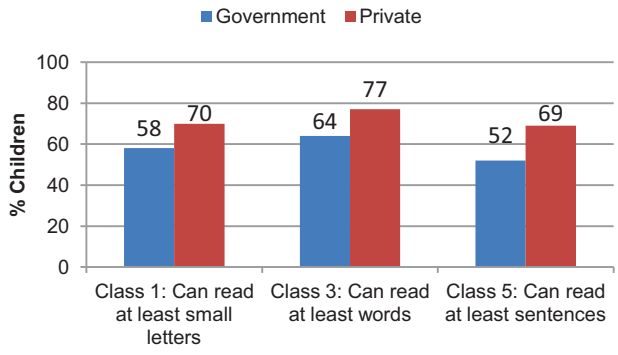
Learning levels (English)

Class-wise % children who can read

Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	13.6	22.8	39.7	21.2	2.7	100
2	6.8	14.8	30.6	34.4	13.4	100
3	2.7	8.0	19.3	44.4	25.6	100
4	2.2	3.8	12.3	36.7	45.0	100
5	1.0	2.3	7.8	31.1	57.8	100
6	0.8	0.8	3.0	17.5	77.8	100
7	1.1	1.2	1.9	13.6	82.2	100
8	0.7	0.8	1.3	9.2	88.0	100
9	0.9	0.6	0.8	5.7	92.0	100
10	0.7	1.3	1.6	3.9	92.4	100

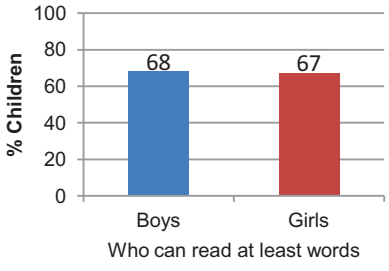
How to read: 23.9 % (21.2+2.7) children of class 1 can read words

Learning levels by school type English

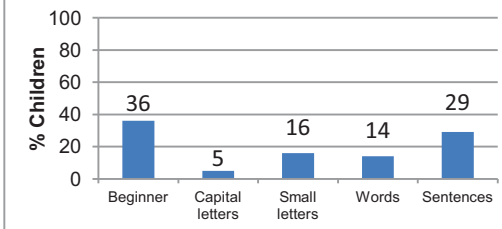


Children who can read English sentences

Learning levels by gender English



Learning levels: out-of-school children English



Azad Jammu & Kashmir (Rural)

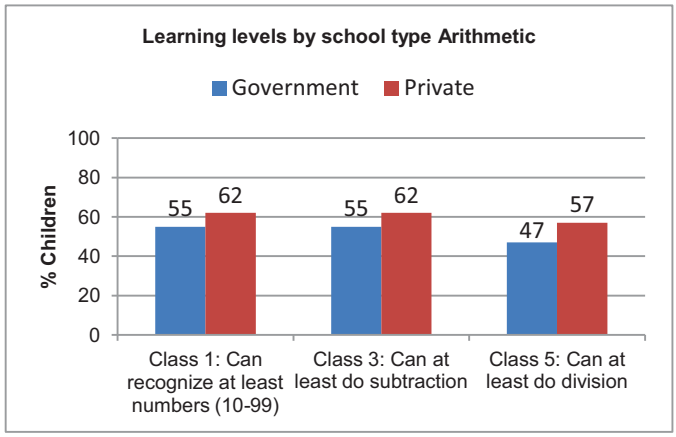
Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

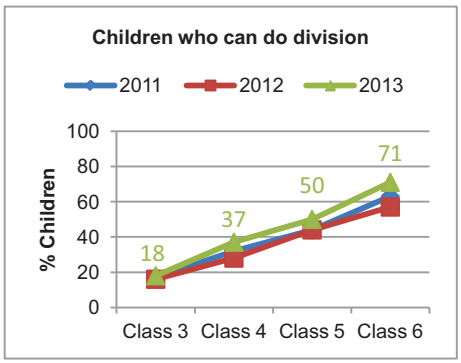
Learning levels (Arithmetic)

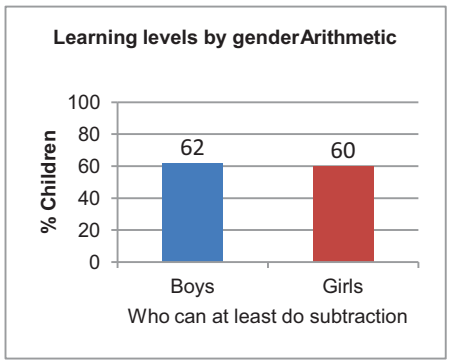
Class-wise % children who can do

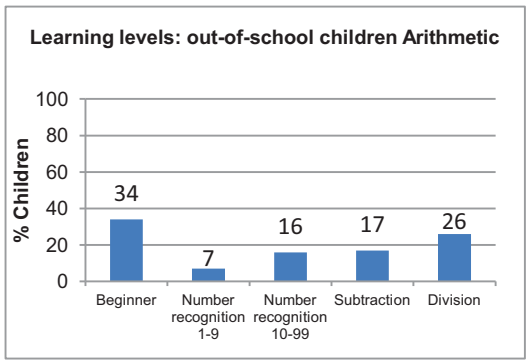
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	13.3	28.6	48.0	8.2	2.0	100
2	6.2	17.8	44.1	23.9	7.9	100
3	2.4	8.9	30.8	40.0	18.0	100
4	1.6	4.7	18.1	38.6	37.0	100
5	1.0	2.3	11.8	34.5	50.5	100
6	0.5	1.4	5.5	21.7	70.9	100
7	0.4	1.9	4.1	18.0	75.6	100
8	0.4	0.6	3.0	12.3	83.6	100
9	0.4	0.1	2.1	7.7	89.6	100
10	0.1	1.6	2.2	4.8	91.2	100

How to read: 10.2 % (8.2+2) children of class 1 can do subtraction

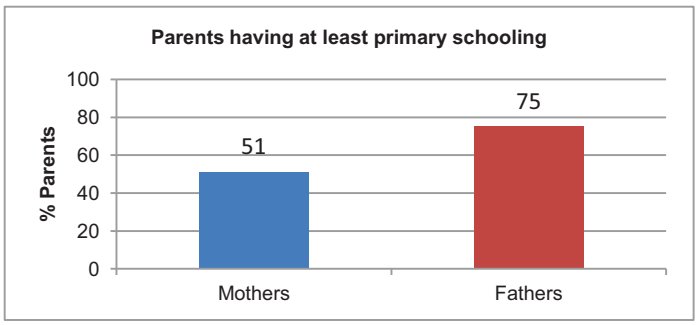








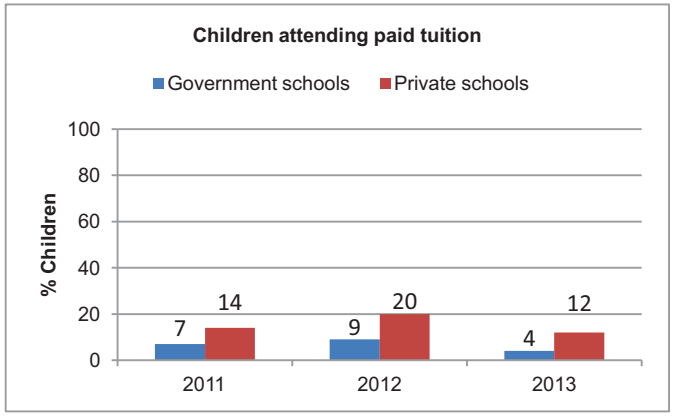
Parental education



Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.3	3.0	2.9	4.6	5.0	4.4	4.3	4.3	6.6	7.8
Pvt.	11.4	12.2	12.1	12.7	13.8	12.6	14.3	11.1	17.2	15.2



Azad Jammu & Kashmir (Rural)

School Report Card

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

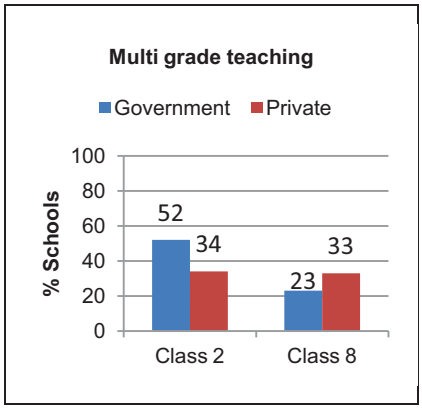
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	39	25	35	99	1	0	77	78
Elementary	53	32	19	104	2	2	87	91
High	48	24	14	86	3	0	56	59
Others	3	2	0	5	0	0	12	12
Total	**143**	**83**	**68**	**294**	**6**	**2**	**232**	**240**

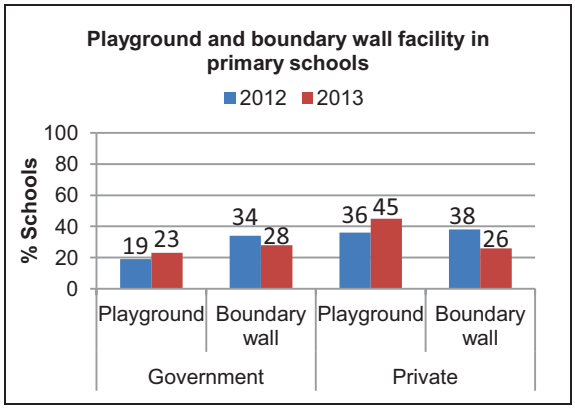
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	84.3	88.2	91.1	91.4	89.1	90.3	91.5	90.0	95.1	90.8
Teacher attendance	82.8	91.0	87.3	86.6	88.0	94.6	93.0	94.8	91.0	94.0

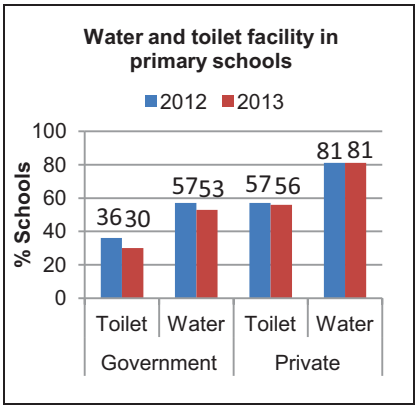
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	9.2	7.0
FA	18.3	28.2
BA	45.0	44.0
MA or above	26.4	20.5
Others	1.0	0.3

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	17.5	20.7
CT	19.3	23.1
B-Ed	49.5	44.2
M-Ed or above	10.7	7.5
Others	2.9	4.5

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		1.8	4.7	8.1	9.6	3.3	6.2	10.8	5.8
Useable water		52.5	70.2	75.6	80.0	80.8	68.1	71.2	58.3
Useable toilet		30.3	50.0	53.5	60.0	56.4	69.2	79.7	33.3
Playground		23.2	28.8	46.5	60.0	44.9	45.1	55.9	41.7
Boundary wall		28.3	48.1	43.0	40.0	25.6	36.3	49.2	25.0
Library		6.1	16.3	37.2	40.0	11.5	28.6	59.3	16.7
Computer lab		0.0	3.8	33.7	60.0	5.1	17.6	50.8	16.7
		Grants							
2013*	# of schools reported receiving grants	0	2	6	0	5	4	3	0
2013*	% of schools reported receiving grants	0.0	1.9	7.1	0.0	6.4	4.4	5.1	0.0
2013*	Average amount of grant (Rs.)	0	409	24893	0	6890	25000	172000	0
2012	# of schools reported receiving grants	1	4	6	0	4	4	2	0
2012	% of schools reported receiving grants	1.0	3.8	7.1	0.0	5.1	4.4	3.4	0.0
2012	Average amount of grant (Rs.)	5000	131697	55502	0	6087	25000	146000	0







*Grants received till October 31, 2013

Azad Jammu and Kashmir (Rural)

Findings (Summary)

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-of-school (Girls)	*Non-state providers	Attending paid tuition (Govt. & Pvt. schools)	Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Azad Jammu and K	57.7	5.2	2.7	38.6	7.5	60	70	57.9	61.4	57.8	50.5
Bagh	55.9	2.3	1.3	46.9	1.8	79.2	86.8	80.6	83.8	70.5	72.1
Bhimber	53.4	7.6	2.4	43.8	1.7	38.4	59.2	42.4	39.8	43.2	33
Hattian	57.5	4.6	2.5	27.5	11.2	71.4	75.2	56.8	82.7	69.9	64.1
Haveli	58.4	6.9	3	23.5	6.9	55.3	63.6	47.9	45.9	40.4	32.2
Kotli	66.7	5.5	3.3	44.2	10.1	70.2	84.9	66.9	64.3	61.9	56.3
Mirpur	57.2	3.1	1.4	32.6	5.7	56	59.6	55	56.9	54.2	37.8
Muzaffarabad	53.1	5.3	2.9	47.9	6.2	49	61.6	42.1	56.7	54.7	32.6
Neelum	66.8	7.5	4.4	45.2	5.7	51.9	69.9	60.5	62.2	63.6	62.7
Poonch	56.8	4.2	2	38.8	16.2	69.7	69.1	69.1	70.4	60.6	61.7
Sudhnati	51.3	5.7	3	38.8	6.7	52.3	67.7	52.8	47.6	60.7	56.1

*Non state providers includes; private schools, madrasah and other type of schools/education facilities.

Azad Jammu & Kashmir (Rural)

Annual Status of Education Report ASER PAKISTAN 2013 Facilitated by SAFED

Sample Composition

- ASER 2013 survey was conducted in 10 rural districts of Azad Jammu & Kashmir. This covered 5,925 households in 298 villages throughout the province.

- Detailed information was collected on 16,754 children (54% males, 46% females) aged 3-16 years. Out of these 14,789 children aged 5-16 years were tested for language and arithmetic competencies.

- School information on public and private schools was collected. A total of 294 government schools (34% primary, 35% elementary, 29% high, 2% others[1]) and 240 private schools (33% primary, 38% elementary, 25% high, 5% others) were surveyed.

- Forty-nine percent of the government schools were boys only, 28% were girls only, and 23% were coeducation schools. In case of private schools, 3% were boys only, 1% were girls only and 97% were coeducation schools.

THEME 1: ACCESS

Proportion of out-of-school children has decreased as compared to 2012.

- In 2013, 5% of children were reported to be out-of-school which has decreased as compared to previous year (7%). Three percent children have never been enrolled in a school and 3% have dropped out of school for various reasons.

- Ninety-five percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 61% of children were enrolled in government schools whereas 38% of children were going to non-state institutions (37% private schools, 1% Madrassah, 0% others).

- Amongst the enrolled students in government schools, 46% were girls and 54% were boys whereas in private schools 56% enrolled children were boys and 44% were girls.

- The percentage of out of school children (boys and girls) has decreased as compared to 2012.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has increased as compared to 2012.

- Fifty-eight percent of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 47% in 2012.
- Forty-two percent children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

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

Learning levels of children still remain poor: 39% class 5 children could not read a class 2 story in Urdu compared to 35% in 2012.

- Analysis shows that 40% of class 3 children could not read sentences in Urdu compared to 48% in the previous year.

- Similarly, 14% of class 1 children cannot read letters in Urdu as compared to 13% in 2012[3].

English learning levels remain the same over the years: 58% class 5 children could read sentences (class 2 level) in 2012 and 2013.

- ASER 2013 reveals that 26% class 3 children can read class 2 level sentences as compared to 22% in 2012 and 26% in 2011.
- Fourteen percent of children enrolled in class 1 cannot read capital letters in 2013 in comparison to 16% in 2012.

Arithmetic learning levels show improvement: 50% class 5 children can do division as compared to 44% in 2012.

- Fifty percent children enrolled in class 5 can do two digit division in 2013 compared to 44% in 2012 and 44% in 2011. Slight improvements can be seen over the years.

- Twenty-four percent of class 7 children could not do the two-digit division in 2013 whereas 29% could not do so in 2012.

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

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

[3] Ten rural districts of Azad Jammu & Kashmir were surveyed in 2012.

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

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

- Sixty-six percent children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 59% class 5 children enrolled in government schools.
- English learning levels of private schools children were better than public schools. Sixty-nine percent private school children can read at least sentences in class 5 whereas only 52% government school children can do the same.
- Similarly, in arithmetic, 57% children enrolled in private schools (class 5) were able to do division when compared to only 47% class 5 children who were enrolled in government schools.

THEME 5: GENDER GAP

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

- Same percentage of boys and girls (63%) could read at least sentences in Urdu.
- Sixty-eight percent boys could read at least English words while 67% of girls can do the same.
- Similarly, 62% of boys were able to do at least subtraction whereas only 60% girls could do it.

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

More than 60% of the 'out-of-school' children were at more than the beginner level.

- Data reveals that the 34% of out-of-school children could read story in Urdu, 29% could read sentences in English, and 25% children were able to do two-digit division.

THEME 7: PARENTAL EDUCATION

Fifty-one percent of mothers and 75% of father in the sampled households had completed at least primary education.

- Out of the total mothers in the sampled households, 49% had not completed even primary education.
- Twenty-five percent of the fathers had not even completed at least primary level education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private schools students.

- The incidence of private tuition remains higher in private school students when compared to government school students.
- Children across all classes take private tuition; however, the percentage of students taking tuition increases with class-level. For example, in government schools, 3% children enrolled in class 1 take private tuition whereas 8% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHIN

Fifty-two percent of surveyed government schools had Class 2 students sitting with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 52% of the surveyed government schools and 34% of the surveyed private schools had Class 2 sitting with other classes.
- Twenty-three percent of surveyed government schools and 33% of surveyed private schools had Class 8 sitting with other classes.

THEME 10: TEACHER & STUDENT ABSENTEEISM

Eleven percent children in government schools were absent

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

- Overall student attendance in government schools stood at 89% whereas it was 91% in private schools.

Twelve percent teachers in government schools and 6% teachers in private schools were absent.

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

- Overall teacher attendance in government schools was 88% and 94% in private school.

THEME 11: TEACHERS' QUALIFICATION

More qualified teachers in government schools as compared to private schools

- Forty-five percent teachers of government schools have done graduation as compared to 44% teachers of private schools.

- Fifty percent of government school teachers had Bachelors in Education degrees as compared to 44% teachers of private school.

THEME 12: SCHOOL FACILITIES

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

- Thirty-four percent of surveyed government high schools had computer labs and 37% had library books in their premises as compared to surveyed private high schools where 51% had computer labs and 59% had library books.

Seventy percent surveyed government primary schools were without toilets and 47% were without drinking water.

- Seventy percent of the surveyed government primary schools did not have toilets in 2013 as compared to 64% in 2012; while 44% surveyed private primary schools were missing toilet facility in 2013 as compared to 43% in 2012.

- Forty-seven percent of the surveyed government primary schools did not have drinking water in 2013 when compared to 43% in 2012. Similarly, 19% of the surveyed private primary schools did not have drinking water facility in 2013 and 2012 both.

Seventy-two percent of the surveyed government primary schools were without complete boundary walls and 77% were without playgrounds.

- Among the government primary schools surveyed, only 28% had complete boundary walls and 72% were missing complete boundary walls as compared to 66% in 2012.

- In 2013, 74% of the surveyed private primary schools did not have complete boundary walls as compared to 62% in 2012.

- Twenty-three percent of government primary schools being surveyed had playgrounds in 2013 while 45% surveyed private primary schools had playgrounds.

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

- On average, 8 rooms were being used for classroom activities in the surveyed government high schools as compared to 7 in 2012.

- In 2013, surveyed private high schools had 11 classrooms on average that were used for classroom activities. A decrease of 3 average points from the previous year.

THEME 13: SCHOOL GRANTS/FUNDS

None of the government primary schools and 6% private primary schools received grants.

- A higher number of surveyed private schools are receiving grants as compared to the surveyed government schools in 2013.

- Average amount of fund received is higher for surveyed private schools in comparison to the average grant amount received by surveyed government schools.

- The proportion of government primary schools receiving grants has decreased since last year. One percent government primary schools were receiving grants in 2011, 1% in 2012, and no funds were received in 2013.

Annexure


PRIMAX
FOAM

Sample Description

	Territory	Districts Covered	Villages/ Blocks	House holds	Children (3-16 Years)			Mothers	Schools		
					Female	Male	Total		Govt.	Pvt.	Total
Rural	Azad Jammu and Kashmir	10	298	5925	7761	8993	16754	5981	294	240	534
	Balochistan	28	839	16592	20515	32897	53412	16810	724	59	783
	FATA	9	265	5271	6559	12113	18672	6172	265	46	311
	Gilgit-Baltistan	7	210	4195	5978	7805	13783	4510	207	152	359
	Islamabad - ICT	1	30	599	704	935	1639	608	30	22	52
	Khyber Pakhtunkhwa	25	741	14705	17258	28032	45290	15029	735	371	1106
	Punjab	36	1074	21365	25976	33116	59092	20750	1067	729	1796
	Sindh	22	655	13020	16916	24274	41190	13269	637	75	712
	National	138	4112	81672	101667	148165	249832	83129	3959	1694	5653
Urban	Balochistan-Urban	1	17	339	406	572	978	339	16	13	29
	Khyber Pakhtunkhwa-Urban	1	22	439	504	875	1379	439	22	22	44
	Punjab-Urban	4	67	1339	1666	1876	3542	1326	67	65	132
	Sindh-Urban	7	164	3255	3550	4709	8259	3265	146	128	274
	National	13	270	5372	6126	8032	14158	5369	251	228	479
National Rural + Urban		**151**	**4382**	**87044**	**107793**	**156197**	**263990**	**88498**	**4210**	**1922**	**6132**

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.

ASER Pakistan Secretariat
Idara-e-Taleem-o-Aagahi (ITA)
41-L, Model Town Extension, Lahore-Pakistan
Tel: (+92-42) 35173005-6, Fax: (+92-42) 35173007

Islamabad Office:
H # 11, St # 38, F-6/1, Islamabad
Tel: (+92-51) 2824838, Fax: (+92-51) 9244159

www.aserpakistan.org