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ASER
PAKISTAN

Annual Status of Education Report
Aser-Pakistan 2008

IDARA-E-TALEEM-O-AAGAHI
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South Asian Forum for Education Development

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ASER Pakistan 2008
Annual Status of Education Report (Rural)
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ASER Pakistan 2008

Provisional

March 30, 2010

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South Asian Forum for Education Development

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Contents

Message from
Federal Minister, Ministry of Education, Pakistan

It is indeed my pleasure to share this message on the occasion of the launch of the Annual Survey of Education Report (ASER) Pakistan 2008. The Government of Pakistan through its Ministry of Education is committed to the philosophy and practice of Public Private Partnerships, a strategy which is well acknowledged as international best practice (World Bank Patrinos 2009 & Budding, B. et al. 2007). We welcome the ASER initiative by our civil society partners which will help us to know the learning levels of children of ages 3-16 in rural areas of Pakistan.

The Ministry of Education is committed to rigorously conducting students' achievement surveys for which the National Education Assessment System (NEAS) program has been fully operationalized with its 9 affiliated bodies across all provinces and areas in Pakistan. NEAS is planned as a sample-based national assessment for Grade 4 and Grade 8 levels, in four subjects: (Language, Mathematics, General Science, Social Studies). NEAS is intended not only to make public our progress on the quality challenge but also to help develop our national capacity for taking on board learning achievements of elementary level students. It also informs the national curriculum, texts books/learning material, teachers' capacity for engaging in meaningful teaching learning processes at the classroom level, assessment/examination methodologies and inevitably policy and sector plans formulation and reviews.

ASER Pakistan 2008 is a complementary household based survey in rural areas meant to assess learning level competencies for children aged 3 to 16 years in any type of school, non-formal program and also out of school. Such a survey is extremely useful for us, providing us with a reasonably complete picture of learning in rural areas for assessing numeracy and literacy skills equivalent up to grade II level in Urdu, Sindhi other local languages and English. We thank our partners who have launched this powerful tool and wish them the very best for ensuring a consistent annual ASER survey from 2010 — 2015. It will track progress or challenges faced by children in the above age group in their learning and also learning environments. It is heartening to know that experts and concerned citizens, who are the friends of education in Pakistan, are keen to extend their services so that the citizens living in our rural areas are able to access and understand what their children learn and what they ought to achieve.

We at the Ministry of Education, sincerely hope that ASER Pakistan under the South Asia Forum For Education Development (SAFED) will in times to come extend to urban areas and continue to provide us nuanced information about the public and private sector so that as partners we can radically improve our interventions for Quality Education for All in Pakistan.

Sardar Assef Ahmed Ali,
Federal Minister, Education
March 2010

ASER Pakistan

1. Notes on ASER Pakistan

The Annual Status of Education Report (ASER) Pakistan 2008 has been undertaken under the umbrella of the South Asia Forum for Education and Development (SAFED).

SAFED

The South Asian Forum for Education Development (SAFED) is an education forum for Afghanistan, Pakistan, India, Bhutan, Nepal, Bangladesh, Sri Lanka, Maldives and Burma. SAFED in Urdu means white, the color of PEACE. Education and learning is a powerful platform, to recognize and celebrate diversity across and within borders. SAFED is a forum to foster policy dialogues between public sector, civil society organizations and private sector working jointly for learning solutions to reduce poverty through Quality Education for All.

SAFED, managed by the Idaraa-e-Taleem-o- Aagahi(ITA) or the centre for education and consciousness, was proposed at the Alliance for Education Development (AfED)'s conference, "Local governance Texts and Contexts: Perspectives from South Asia" held in February 2006 in Lahore. It was officially launched on February 2, 2006, fully endorsed by the 200 participants and the Minister of Education, Government of Punjab, present at the Conference as the Chief Guest.

Objectives:

- To research and implement best practices in education through regional partnerships.
- To promote regional partnerships for learning and policy solutions.
- To generate a world class body of knowledge for sharing and quality decision making across the region.

Areas of Focus:

- Policy and Curriculum Reforms
- Quality: Teaching and Support Systems; Assessing Learning Levels
- Up scaling Girls' Education
- Education for Sustainable Development
- Human rights, Peace and Citizenship Education
- Education in Emergencies

The above will be embedded in gender, partnerships and linkages across basic and higher education.

Membership to SAFED

Membership is open to individuals and institutions in the public and private sectors. SAFED invites memberships to a South Asian alliance to radically improve education and learning possibilities for the region. Details at www.safedafed.org or email at safedafed@gmail.com for further queries.

"Given the sheer force of the contemporary phase of globalization, South Asians cannot afford to lose sight of the role they need to play not just on the global stage but in the regional and inter regional areas of economy, culture and politics. Without denying the difficulties presented by the current configuration of political forces in their respective countries, educationists in South Asia should take heed to Tagore's and Iqbal's call for an enlightened world view based on an education which inculcates pride not arrogance, understanding not ignorance, compassion not inhumanity."

Ayesha Jalal – Professor of History, Tufts University-2006

ASER Pakistan: Preparedness and Processes

Setting the Scene for ASER Implementation in Pakistan

In August 2006 and June 2007 two teams from the Pakistan chapter of SAFED visited India to meet with Pratham, a well known non-governmental organization, for exploring what works in promoting quality education across the borders. The SAFED teams took part in training sessions for ASER in Rajasthan and Delhi and also participated in the field testing of ASER methodology and tools. The possibilities for ASER Pakistan were discussed threadbare with Pratham and a strategy for its replication in Pakistan was made with specific adaptations.

ASER Pakistan seeks to extend the concept of an Education Watch through a replicable, predictable annual measurement and mobilization exercise, informing the public about where we stand on children's learning levels between the ages of 3-16 years.

Unfortunately when it comes to the quality data, three are challenges of low reliability. ASER provides ground for evidence based discourse on the status of education and creates space for policy recommendations based on data collected by grassroots and national organizations alike working as partners of SAFED. This is a citizens' led initiative to inform the public and all stakeholders across public and non-state sectors including households and children about the current condition of what children know in basic literacy and numeracy up to grade II level. The information in ASER helps mobilize society to take action, because children matter and their learning matters. These children are our future nation-builders. Early learning and quality education is important for sustainable, long-term development of societies.

Technical input from ASER India

In August 2008 a group of ASER master trainers from Pratham and ASER Centre, India, led by Dr. Rukmini Banerjee and Dr. Wilima Wadhwa, visited Pakistan to conduct a training workshop for potential ASER surveyors, titled "ASER Pakistan: A National Initiative for Quality Education." SAFED (with ITA as its secretariat www.safedafed.org), hosted the event in collaboration with the Institute of Education and Research (IER) University of Punjab, the Children's Global Network, Pakistan and Pakistan Coalition for Education (PCE).

The 5-day workshop attended by 55 self financed participants from the length and breadth of Pakistan was a huge success. Not only the quality of information and knowledge imparted by the ASER India was superb, but also the hands on practice of the survey. This included mapping, selection of households, testing the tools, communication skills in 6 villages of Sheikhupura District as well as reporting results and compiling district report cards.

One of the most important part of the workshop was the suggestion and modification round. Adapting a regional tool to local contexts, the structure of the education sector, both public and private etc. was critical. The presence of the Indian team during this discussion was strategic to fulfill local requirements for the survey while keeping intact the core parameters and philosophy of ASER.

ASER India – their Experience and Powerful Advocacy for Change

Generating the Spirit of Voluntarism: Participation & Commitments

ASER Pakistan has been a mirror image of its Indian counterpart in terms of its cost-sharing approach and collaboration with civil society organizations, universities, colleges, research students, school teachers and international NGOs.

The workshops as well as the ASER surveys in respective districts were organized by our honorable partners and most expenses were also borne by them. It would have been impossible for SAFED to have launched such a survey at its own expense. Without the help of our partners and the commitment of the volunteers involved, this survey could not have taken place.

It can be safely stated that the vision of generating voluntarism on such a scale was made possible after the example set by the annual ASER India survey series since 2005. People from all walks of life participated in the surveying all over the country. These people included students, academics, media, NGO workers, retired personnel from the respective survey target area/district.

Even before the surveys had begun in Pakistan, men and women were ready to go into areas that were earmarked as no-go areas in interior Sindh. Some of these areas posed more problems than any seen by ASER India teams during their survey, but our partners went in and retrieved information as well as they could. This undertaking is yet another milestone for what citizens can achieve when they are motivated for the greater good of their communities- equipping themselves appropriately with information for demanding and organizing better services in education.

Although ASER Pakistan 2008 was planned for 30 -40 districts, but due to emergencies of earthquake/floods in Balochistan and intensification of conflict in NWFP and FATA two major provinces could not participate. NWFP partners tried to attempt the survey until March 2009, but the progressive deterioration and expansion of conflict left no choice but to abandon the survey.

The 11 district rural ASER Pakistan 2008 in many ways may be treated as Phase I or a pilot phase.

ASER Pakistan 2008 symbolizes growing communities of practice spread across India East Africa and Pakistan!

Asante ASER[1]

by Sakshi Kapoor[2]

The story of ASER in the last five years has been a mixed bag for most Indian states. But whatever the tenor, every year since 2005, the story of "what is the status of education" in rural India has been heard, read and discussed by many.

What was different about ASER in 2009 was its adoption and adaptation in three East African countries – Kenya, Uganda and Tanzania. This ASER like initiative in East Africa is called 'UWEZO' which means 'capability' in Kswahili. It is led by government, civil society organizations, and citizen groups to "promote learning in East Africa". UWEZO seeks to adapt ASER methods to measure the learning competencies of children in literacy and numeracy. Like ASER, the UWEZO effort will generate information on children's learning in a manner that informs the public, stimulates national debate and creates pressure for policy changes. The acceptance of ASER in other countries as an innovative example of how to engage citizens to measure progress towards goals of elementary education has been an impact in itself.

I was part of the ASER team from India that visited Tanzania to help to start the process. Our task was to train a pool of master trainers who would train volunteers for the national assessment. The first such training was for the master trainers from the northern region of Tanzania. Besides giving an overview of ASER in India, we were not sure what else we could contribute. But our Tanzanian counterparts told us that our mere presence in the training workshop was crucial for the trainers to realize "it is doable; they have done it for many years".

In the frenzy and intensity of doing ASER in India, we sometimes forget the core essence of the activity itself. But in a country thousands of miles away from India, ASER came across as an inspiring example for fueling another national citizen led endeavour. In many instances, during our visit, the scale of ASER in India was quoted to motivate Tanzanians and to convince them that they were embarking upon a mission that would prompt action based on real time evidence and informed discussion. Listening to these discussions we regained our confidence and realized that ASER was not just about training a pool of volunteers to collect data from the villages but an accomplishment that is seen as a means to push a collective force towards a national cause.

The approach for undertaking a large scale assessment such as UWEZO in Tanzania is very different than it is in India. In our country, any organized group can carry out surveys in the field. Also after several years of doing ASER in India, we do not find it daunting to mobilize substantial number of participants in every district. However, in Tanzania, a sequence of administrative processes needs to be followed. From seeking permission from the ward offices for conducting the survey, to ensuring that participants are compensated appropriately, the implementation of any 'non–government' activity in Tanzania is marked by a lot of clerical groundwork.

Given this backdrop, ASER as an uncomplicated, feasible platform for mass participation came across powerfully during the field visits. In our visits to semi urban areas and government schools, we found that school teachers, parents, government officials and youth were getting interested and engaged. This was reassuring for the UWEZO team members who were initially not sure how Tanzanian people would react to the ASER approach. As foreign observers we could not comprehend the actual conversations in the village about children, education, reading or math. However, we could see that the process of testing children in the household was sparking off discussions quite similar to those that happen in India. The simple act of testing reading in an easy-to-do and easy-to-understand way gave concrete shape to the problem and a definite direction to the solution. It helped people see that learning outcomes are measureable, simple tools are available and results can be generated instantly for immediate action. All of this helped UWEZO gain ready acceptance in the land whose first president was a teacher. The initial work with seeding UWEZO also led participants to see that community led volunteer driven large scale evaluations were possible. This was a revelation among

[1] Asante in Kswahili means "Thank you"

[2] Sakshi Kapoor is a Senior Research Associate at ASER Centre, Delhi - India

civil society organizations in Tanzania since the 'spirit of volunteerism' is thought not to be inherent in the Tanzanian community. However, through our field visits in Tanzania we recognized a strong underlying current - it sets the stage for a united national campaign that can drive the wheels of change. In a country largely driven by foreign aid, this nuance of ASER and now a driving force of UWEZO was remarkable.

As "doers" of ASER in India we have had many opportunities to discuss the data, list out its implications, drive community action, fight the opponents, disseminate the findings to a vast and varied audience and stimulate debate. After several years of experiences with ASER across the country, we had begun to take these key elements for granted. Getting caught up in this whirl was easy and therefore the characteristics of ASER became as a matter of fact for us. But as representatives of ASER in a country in East Africa we became mindful of the strength of ASER - speed, scalability and regularity; strengths which are now guiding UWEZO and becoming internalized by its "doers". We realized that the UWEZO coordinators were conscious and sensitive of these unique traits of ASER and wanted to instill these in the UWEZO initiative. They made all efforts to ensure that their master trainees and core team members engaged in conversations with us to take full advantage of our visit. It became evident to us that the purpose of our visit was not just to impart technical knowledge about the survey to the UWEZO team members but also to inculcate in them the fundamentals of ASER.

Whether it is through UWEZO or through a similar activity in Pakistan in 2008, numbers from such national assessments tell us the status of how much or how little are children learning in school. But whatever the numbers; whatever the saga of elementary education in India or in Kenya or in Tanzania - what is extraordinary is the fact that ASER as a method, as a design, as a mass movement has no boundaries. Asante ASER!

ASER Pakistan: The Raison D'être

Research on Assessment in Pakistan: Context of Issues

By Amima Sayed

Assessment of children's academic or broadly speaking, educational attainments is a prime concern of a range of stakeholders including policy makers, academicians, parents, development and agency workers and so on and so forth. For one reason, assessment results provide a testimony to the system of education and all the investments (or lack thereof) – the worth of monetary resources spent as well as the functionality of system and relevance of policies and reforms become all too clear when gauged against the learning outcomes of children/youth. Since the stakes are multiple and high, the field of assessment is not only highly contentious, contested, controversial but the results and findings are largely inaccessible even to practitioners and policymakers in the education sector let alone a common citizen. Although parents are given a result card to inform them about their child's progress, they have usually no way of understanding what "48" marks out of 100 mean in terms of their child's learning of that subject.

The issues surrounding learning assessment are exemplified in Pakistan Education Sector. Time and again, people working for improvement of education in Pakistan have encountered one massive problem i.e. lack of easy-to-use, relevant and updated information on quality of learning and education. Redundant policies, poor planning, dysfunctional programmes or sheer inaction are some of the obvious consequences of this dearth of analysis. With increasing international pressure, some efforts for generating information for evidence-based planning have been made in recent past; however, they are few and far between.

Of the limited research conducted on quality of education, schools or teaching and learning in Pakistan, there is an overwhelming focus on the physical provisions, outputs and indicators like enrolment and attendance level. It is not to slight the importance of such indicators or schools equipped with physical facilities, however, they are not helpful in understanding the quality of learning outcomes of school-going population in Pakistan. The rare occasions that research focus is specifically on learning and educational quality, it takes eternity to have the research findings out even for dissemination. As a result, they can be used for an academic pursuit but relevance of the research findings for planning and policy making at any level-Is rather compromised. At another level, the understanding and use of research findings by educational players like teachers, school heads, parents, villagers, political representatives or general citizenry is negligible. This is mainly because they either do not get full access to results and findings or it is too technical and abstract for a range of stakeholders to make sense of.

Purpose and Focus of ASER Pakistan

Launching an initiative like ASER Pakistan is critical to respond to the challenges discussed above. SAFED and its partner organizations decided to replicate ASER India because it provided concrete example of how as technical an information like learning assessment can be made simple for its users with immense impact on policy level-Initiatives. The vision of ASER Pakistan is that **each child is learning and learning well inside or out of school.** The strategy employed to reach this vision is to collect simple information on learning skills of children and make them available in such a simple form that people can use them and take action for improvement.

The key objectives of ASER Pakistan are as follows:

- Collect information on the learning levels of children (of ages 3-16) to demonstrate the ?current? state of affairs
- Make the information on children relevant, simple and action oriented for parents, teachers, head teachers, community leaders
- Use the information to plan and advocate for reaching the ?desired? level of achievement
- Keep the information synthesis quick, timely, simple and technically sound to increase its utilization by policy makers and practitioners alike
- Generate qualitative insights into learning levels at scale to ensure the research can be used for large-scale policy reforms as well

ASER India has practically demonstrated that achieving ASER Pakistan objectives is not only possible but keeping the cycle going will eventually lead to massive improvements in the quality of education at a national level. Also the vision for children's learning or the "desired" state will continue to enrich. ASER India started off with 19 rural districts in 17 states of India collecting information on 600 households per district. By 2008, ASER reached over 704,000 children in 16,198 villages in 564 rural districts out of the total of 610 districts in India across all states and union territories. It takes a gargantuan effort from over 32,000 volunteers to finish the survey in 100 days with findings disseminated well in advance before the decisions on educational budget allocations are taken.

ASER Pakistan admittedly missed the 100 days timeline to complete the survey owing to a plethora of security, geo-political, resource and capacity constraints. However, what ASER Pakistan has achieved is gigantic and exhilarating enough to have our belief strengthened in the need and significance of this initiative. ASER 2008 covered 16703 children from 600 villages and 6600 households in 11 districts of Pakistan. There have been occasions where parents and District Education Staff were shaken on how little they know about their children's learning skills leading to collective action for improvement. Another major achievement has been the mobilization of student volunteers to carry out the survey. It was mainly because the process of information collection was simple and immediately made it visible that merely sending to school was not adequate.

Having survived the first round by learning the ropes, ASER Pakistan is going to be smooth and rapid in the coming years with its utilization also increased. While the organizational collaborations for ASER 2008 have been phenomenal also, it is expected that serious partners in the education sector will join hands to make ASER Pakistan a tool for social accountability and well-thought out, evidence based educational reforms.

Place and Significance of ASER Pakistan in the Assessment Initiatives in Pakistan

True to the tradition of research and inquiry, ASER Pakistan was questioned for its need, significance, methodology, sampling techniques, credibility of initiative and findings, and similar other concerns. These queries were addressed by SAFED and even on occasions, the technical partners Pratham and ASER Institute India responded to the concerns in light of their vast experience.

It is of critical importance to specify at the outset that ASER is neither a duplication of formal Assessment done in schools or at national level; nor is it a grade wise all encompassing psychometric analysis of students' achievement levels. While the methodology is technically sound and tools piloted and tested, ASER Pakistan does not want it to be confused with tracers' study or national assessment and examination and the likes.

ASER is simply looking at the basic level of reading and arithmetic skills of every child falling under its sample population irrespective of the child's enrolment in school or academic excellence. The intention is to improve the basic because if the foundations are strong, the level of learning achievements will be good as well be it for a child studying in Class 1 or Class 9 or 16 years old out of school youth.

As discussed earlier, the attention of research initiatives or even educational census is on gauging access and inputs and the findings are used for estimating inputs to schools. In India, interestingly even at the village level and within households, the major thrust of discussions was on inputs (such as teachers or scholarships) rather than on learning outcomes whereas in Pakistan, the basis and opportunity to have such discussions is limited to begin with. Notwithstanding the trend, the assumption at macro and micro levels appeared to be that if a child went to school, s/he would be learning.3

ASER Pakistan wants to explore whether such an assumption is relevant and connected to the micro level realities of Pakistani Education system.

[3] Abhijit Banerjee, Rukmini Banerji, Esther Duflo, Rachel Glennerster, Stuti Khemani : **Pitfalls of Participatory Programs: Evidence from a Randomized Evaluation in Education in India** DP6781. Discussion Paper Series. Centre for Economic Policy Research. The World Bank. 2008. http://www.cepr.org/pubs/new-dps/dplist.asp?authorid=168029. Also see 2007. Abhijit Banerjee, Rukmini Banerji, Esther Duflo, Rachel Glennerster, Stuti Khemani, and Sendhil Mullainathan **: Can Information Campaigns Raise Awareness Local Participation in Primary Education?** Economic and Political Weekly Vol 42. No 15. April 14 2007.

The measurement of basic reading and arithmetic does not in any way negate the importance of all other subjects and higher levels of learning. Moreover the scope of ASER Pakistan, just like its predecessor in India, is not static, as the country's children move well beyond this basic threshold, measurement of increasingly higher skills will be integrated into ASER. 4

In Pakistan, some other assessment systems, such as the National Education Assessment System, are already in place. As illustrated below, these systems focus on formal-grade-specific testing and therefore, do not provide national estimates or a district-wise picture of basic numeracy and literacy levels.

Box comparing ASER with NEAS and PEC

Comparison of ASER with NEAS and PEC		
National Education Assessment System	**Punjab Examination Commission**	**Annual Status of Education Report**
NEAS was initiate in the late 90s as a country-wide initiative to build assessment capacity at federal and provincial levels to measure learning outcomes, inform policy and improve the quality of education. NEAS is planned as a sample-based national assessment for grades 4th and 8th in four subjects: Language, Mathematics, Science, and Social Studies. To date NEAS has conducted four rounds of subject-based assessments (www.neas.gov.pk).	PEC is a provincial initiative of the government of the Punjab set up in 2006 to address the Quality Challenge. PEC is to function as an autonomous body to administer examinations for grade 5 and grade 8 in all subjects, in public sector and private assisted or private unaided schools. To date three rounds of assessments have been held in 2006, 2008/9 2009/10 (www.pec.edu.pk).	ASER is a household based survey to measure reading, comprehension and numeracy skills for children between the ages of 6-14. Launched in India in 2005 by Pratham (an NGO) conducted consecutively for 5 years since 2005) across all districts of India. It is a rural survey Compared to NEAS and PEC, ASER is a household based survey focusing on numeracy and literacy skills equivalent to grade II. To date one pilot has been conducted in 11 districts in 2008 (www.safedafed.org)

The findings of the ASER exercise are meant to be useful at national, state and district level. At the same time, the tools due to their simplicity and ease of use are used widely in schools by teachers and also in villages by parents or others. The local level use of ASER tools to understand the local situation is as important as the effort to inform the national debate. In India, over half of all mothers of children in the elementary school age are illiterate.5 Pakistan does not fare any better when trends of illiteracy in mothers is compared. It is essential that parents not only send their children to school but also figure out how to support children's learning. The ASER tool is a simple device that helps parents to understand where their children stand on basic abilities. This does not mean that ASER in any way devalues higher levels of learning that children must reach and master.

[4] In ASER 2006, fluent readers were asked comprehension questions. In ASER 2007, comprehension questions ere asked of all readers.

[5] See ASER 2006 report (www.pratham.org) for details of mothers ability to read simple text and years of schooling.

Reliability and Credibility of ASER – A response from ASER India

Sample design and sample size: ASER's sample design is based on the fact that it is a nationally representative survey. ASER was designed after consultation with statisticians at the Indian Statistical Institute and the NSSO. [6] Its sample size, which is larger than most surveys available for India, is determined by the decision to provide estimates at the district level. Most nationally representative surveys in India, do not give estimates at the district level, focusing instead on state and national estimates. While the sample size at the district level may require clubbing classes to get reliable estimates, at the state and national level, the sample size is extremely conservative and most variables of interest are estimated at very high levels of precision.[7]

Comparison with international tests: While there are a number of international pen-paper tests, there are fewer reading assessments that are used across countries. Among the well known ones are DIEBELS and EGRA which deal with reading ability in primary school grades. A recent study (2008) has looked at the properties of ASER vis a vis EGRA and DIEBELS and concludes that ASER items align well with items in the international standardized tests. [8]

Method of ASER testing: A fundamental element in ASER is local participation. Local groups volunteer time to carry out the survey. In each district, there is two days of training. One of these days is a field day in which all volunteers practice testing under supervision. There are training manuals that describe how testing is to be done. In 2007, training videos were also used. Although the testing process is relatively straightforward, care is taken to train volunteers to distinguish between the different reading levels and to ensure that children are at ease.
In any testing exercise, there is the issue of inter-rater reliability. For ASER as well, separate studies are being undertaken in 2008 to examine this issue.

Durability of the ability to read is certainly being tested. Empirical research has indicated that the literacy gains of schooling can be sustained only if a person has been to school for at least 4 to 5 years. The ASER data provides evidence for this yet again. If we want all our children to not only go to school and learn well, then we need to provide not only access to school but also the opportunity to learn for children who have dropped out or have never been to school. Therefore, assessing children who are not currently in school is very important.

[6] The National Sample Survey Organization (NSSO), is the organization that undertakes all large scale, nationally representative surveys, of the government.
[7] We have undertaken a study to evaluate the sensitivity of sample estimates to variations in sample design.
[8] Study commissioned by MIT to study ASER test vis a vis EGRA and DIEBELS 2008.

ASER Pakistan: A Bold Initiative

View from Pakistan Coalition for Education - PCE

By Zehra Arshad & Rabia Khan

Ten years from now, when the target date for th e Millennium Development Goals and EFA Goals has come and gone, we could be either grappling with questions about what went wrong or we could be rejoicing at timely smart decisions we had taken. The decisions that will impact the outcome ultimately depend on how serious the government, NGOs and donors are about the importance of conducting regular and widely disseminated assessments on learning outcomes.

In Pakistan the second largest share of budget spending goes to education after defense. As such it is crucially important to have high quality evaluations that just not inform but also improve democratic accountability of governments. The steady and reliable flow of information enhances the ability of civil society, and communities, and parents to push for improvements. ASER Pakistan aims to improve student learning through voluntary and cooperative professional efforts to significantly improve assessment of, (and accountability for), student learning outcomes.

ASER as a "public good"

Thanks to greater attention from the global community and concerted efforts of successive governments we have seen success in increasing access to basic education and raising completion rates. But what about the quality of education? Does a child attending class 3 or 6 know how to read and do simple arithmetic? Or a child, who has dropped out, has he or she retained what was learnt when in school?

ASER Pakistan is an ambitious and rigorous new effort in a right direction at a time when worldwide demand for reliable evidence to evaluate the impact of various social development programs is growing. In many developing countries these data are not available or not comparable over time, "what ASER Pakistan has achieved is gigantic and exhilarating enough" by producing a collection of baseline data in 11 districts of Pakistan.

This project is in response to the need to have simple, relevant and updated information on quality of learning and education for parents, teachers, head teachers, community leaders and policy makers. As such ASER is designed as a **"public good"** which we hope will act as a powerful catalyst, encouraging decision makers at all levels to commit to change in schools that are clearly letting their students down.

ASER Demonstrating A Collective Stewardship

ASER is more than one of the learning assessment approaches, it was a collective agreement from all participating stakeholders to commit some level of funding and time to a common effort, demonstrating *a collective stewardship* to the public. This is no mean feat when voluntary effort on this scale was unheard of before. With relativel y small amounts of money at hand the volunteers were relentless in measuring educational outcomes and assembling information by travelling distances both accessible and inaccessible by road, sometimes under dangerous conditions. We are proud that Pakistan Coalition for Pakistan actively participated in 2 provinces namely, Sind and Punjab while it was not possible to conduct this survey in Baluchistan and NWFP due to deteriorating security conditions in these provinces.

ASER - As a Regional Cooperation in Finding Solutions to Common Problems

ASER Pakistan is not just a smart effective tool to measure whether "*each child is learning and learning well inside or out of school"***.** It is a great proof to show how regional cooperation on best practices can effectively assist reforms in education sector in neighboring countries. The collaborative learning experience was widely welcomed and deeply appreciated. This kind of exchange enriches the knowledge base and understanding of what works in regional contexts.

ASER has successfully demonstrated that in order to really get at the root causes of the systemic problems ailing South Asian education sector requires a completely different way of operating. The

solutions demand cooperation rather than competition, collective action more than individual effort on the part of South Asian countries.

The Findings Have Serious Implications:

The testing of children in age group 3-16 is important as these are foundation years and as aptly described by the report "if the foundations are strong, the level of learning achievements will be good as well be for a child studying in Class 1 or Class 9 or 16 years old out of school youth."

The issue is urgent. When 19% of the children tested in the age group 13-14 years cannot read para or level-I text and 23.1% cannot do subtraction or Level-I (arithmetic) or in the higher age group of 15-16 years about 27.3% are unable to read the story text (level -2) where as about 36.3% of all children them are unable to solve simple division (level-II), then there is something seriously wrong with our decision-making.

Studies that focus on assessments well can yield both welcome and unwelcome surprises. For example when children were unable to read or do simple arithmetic sums many parents were shocked, they took it for granted that children are on the right track in learning basics and fundamentals. Similarly the learning achievement in the schools would be so frequently abysmally low was not expected. While Pakistan may have some of the best results in the world, (e.g. Ali Moeen taking 22 As in Cambridge International A Level Examination and securing a place in Guinness World Records) it also has much of the worst.

In ASER 2008, Pakistan, the tables 3 and 4 in National report there is a pleasant surprise that in class 1 among those tested 4 % can do division and read story text while in class 8, 18% cannot read story text and 26% cannot do division. Did the former group have effective teachers well immersed in content knowledge and pedagogical skills, or parents were participating in their children's learning process, or whether these children belonged to affluent families having access to first class private schools. These questions are not answered and do not fall within the scope of this report but definitely illustrate another benchmark.

The school education must catapult in coming years from the 18th to the 21st century through a truly remarkable crash program to upgrade the nation's education.

The results also confirm what other researchers have shown. For example according to the Learning and Educational Achievement in Punjab Schools (LEAPS) survey included learning outcomes for 12,000 students in grade III. The overall students' performance was low. The overall learning outcomes are far below the standards set at each grade-level (LEAPS 2007, p. iii). For example, 35 percent of students in grade I cannot subtract single-digit numbers, 76 percent of students in grade II cannot read. Analysis of the data shows that children in public schools are behind students in private schools by between 1.5 and 2 years (a child in private school in Grade III has the same performance as a child in public school in Grade 5) in the three tested subjects of English, Mathematics and Urdu (LEAPS 2007, p.31).

Why Make ASER Pakistan an Annual Exercise?

The ASER report draws no conclusions as to what are the solutions. But accumulation of results from this independent testing does suggest that enough evidence exists for emergency interventions. The Government needs to conduct a new policy analysis in the education sector and create a master plan rather than a patchwork of reforms.

What can be done to ensure that once children make it to school, they learn? What is needed to get children to learn? Teachers having good know ledge and skills in both content and pedagogy, good curriculum design, performance-based teacher bonuses, class room materials, management development, monitoring and evaluation and other key areas, how to weave this in a single plan to achieve demonstrable improvements in learning outcomes will require deep and continued non-partisan high-level political will to implement. Pakistan's most valuable asset is its people, yet this asset is being wasted. If we want to be a nati on which is better educated, more productive, more technologically advanced and more ingenious, we have to improve our schooling and learning outcomes, by investing in right programmes.

Pakistan is a weak state in terms of financial constraints and weak implementation environment as well as "weak" commitment to the expansion of quality education as a means of expanding basic skills in the population. Under these unfavorable circumstances the access to quality education for all will remain a dream. Producing ASER Pakistan at regular intervals has many advantages: not only would it contribute to improving parent participation and community involvement, but also has the advantage of being clear enough easily to hold the education officials accountable for education outcomes. Regular assessment of outcomes also helps in identifying and generating knowledge about how effectively and efficiently the resources are being employed.

International aid agencies are more and more focusing on performance/outcome based aid delivery. The Global Fund for Education as proposed by President Obama stresses the importance of education but also insists on a relentless focus on results across the whole education sector. ASER Pakistan generates knowledge that can be used to improve not only U.S. aid coming under Kerry Lugar Bill but also aid from other donors.

As there are too few incentives to conduct good assessment studies and too many obstacles, the efforts of SAFED to undertake an assessment of learning outcomes on this scale will promote genuine learning and could act as a powerful catalyst.

Assessments for What & By Whom – a citizens' agenda for education quality and reform

By Baela Raza Jamil[9]

When findings reveal powerfully what our children 3-16 years know or do not know up to grade II level in basic literacy and numeracy, district by district and village by village (16737 students; 11 districts, 324 villages, 6600 households), it is time for action by all of us who court education activism in Pakistan. It is time for us to ask ourselves questions about the design and process of learning transactions in the classrooms and, indeed outside. When we realize that it is not just the attendance rate of teachers (78%) that is an issue but also that of students (74%) by level of education and how it is impacting learning levels, it is time to look closely at what our monitoring systems have to offer and how these must be upgraded urgently as learning loss is taking place imperceptibly and tangibly. Added to this is the problematic of the learning environment which does matter. Such is the focus of ASER Pakistan 2008-a citizens' initiative, interrogating basic learning levels and learning spaces across 11 districts (rural). It reveals that overall, there are 65%, 5-16year olds who cannot read story level text and 73 % who cannot do two digit division[10]. ASER 2008 Pakistan is part of a wider movement to track quality, access and outcomes level efforts in education, based on evidence that can be accessed by citizens and government alike, to take timely action. The ASER initiative needs to be framed within the wider efforts to ascertain learning levels at primary, elementary and secondary level. Numerous studies and assessments have been undertaken since 1984 during the pre EFA and the two EFA milestone decades (Jomtien 1990 and Dakar 2000) on learning outcomes, illustrating that there is a critical need to understand how well our children are learning.

The discourse on quality in the EFA context during the 90s was also integrated in the multiple country wide donor funded primary education development programs (PEDP) in all provinces and the Federally Assisted Northern Areas (FANA) of Pakistan. These measured individual and aggregated students' achievement, gauging system wide efficiency and for policy corrections. A number of studies were thus conducted driven by the EFA movement, by donor funded primary education projects, the Social Action Plan (SAP) I& II efforts, as well as by the UNESCO country office. INGOs like Action Aid (1999) also joined the bandwagon engaging in more nuanced interpretations of learning outcomes as well as UNICEF in citizen led research such as the Assessment for Basic Competencies (ABC) in 1995.

Assessments have focused on several dimensions other than students' achievement results, including:

- Individual characteristics of pupil such as age, gender, ability etc.
- Family background/parental characteristics of pupil *i.e.* such as parental education, family income/wealth, household size and structure etc.
- Characteristics of school: School type, location (urban/rural), level of the school such as primary, middle, high; class size, facilities and resources available in the school, school practices, school councils/SMCs? working etc.
- Teacher characteristics in school *j* such as gender, teacher pay, education, training, e•perience, tenure etc.

What has remained problematic by and large is the infrequent, one off, and ad-hoc nature of the assessments. To overcome this problem towards during the latter half of 1990s, an initiative was launched under the Social Action Plan (SAP) called **the National Education Assessment System (NEAS)** for a rigorous, regular and reliable country wide assessment system which could eventually be linked to the cross country global programs of TIMSS[11] for comparability (NEAS, 2006

[9] Baela Raza Jamil is Coordinator SAFED /Director Program ITA 2010

[10] A large number in the figure is represented by 5-9 and 10-12 year olds or primary and middle level students which comprised 45% and 26% of the total number of students (16737) surveyed in the 3-16year age group in 11 districts-

[11] TIMMS or **Trends in International Math & Science Study** began in 1995 and PISA or **Programme for International Student Assessment** began in 2000. Both are OECD led tests for 4th and 8th graders, and 15 -16 year olds respectively. Whilst TIMMS measures traditional content knowledge, PISA is more application/ life skills in approach linked to workforce learning. TIMMS is repeated every four years and PISA is a 9 year cycle covering three core literacy areas every 3 years for: Reading; maths and science. (http://en.wikipedia.org/wiki/Programme_for_International_Student_Assessment)

www.neas.org.pk). NEAS has completed four rounds of two-stage stratified random cluster sample (gender and location) testing grades 4 and 8 children (17000- 15000) in core subjects of Core Subjects of mathematics, science, social science and language. The results reveal that, children by and large are performing well below the mean of 500. NE AS is now an institutionalized entity widely supported at the policy evil National Education Policy 1998-2010 and ESR Action Plan 2001-2005, with 9 outposts across the country. The parent wing for NEAS at the Ministry of Education is now the Policy & Planning Wing. Prior to that, NEAS was under the Projects Wing. and the Curriculum Wing respectively.

In 2006 the Punjab Examination Commission was established by the Government of Punjab to track achievement results of public funded students for grades 5 & 8 on a regular basis (public sector and Punjab Education Foundation schools). Its core focal tiers are the office of the Directorate of Public Instruction Elementary Education at the provincial level, the Directorate of Staff Development for quality feedback and teacher preparation and the district level offices. PEC awaits decision on its autonomous status by the Provincial Assembly (www.pec.org.pk). PEC is not a sample based test but like the census accounts for each and every student for the target grades (5 and 8) annual examinations. In its most recent round of examination (academic year 2009-10) it reached out to 2.2 million students across the province. Results for grade 8 and 5 in 2008 and 2009 reveal dramatic changes. Whilst for grade 8 they reveal a decrease in achievement from 63% 2008 to 55% in 2009 , for Grade 5 results reveal that students' overall pass rate increased dramatically from 28% in 2008 to 47% across all districts in 2009.

Citizen led – Regional Inspired Initiatives – Annual Status of Education Report (ASER) Pakistan 2008 - A pilot in 11 districts (rural) is positioned for scaling up across Pakistan in 2010. ASER is planned as a multi-year citizen led effort to mobilize from households across rural Pakistan information on what children of ages 3-16 know at the grade 2 level covering reading, comprehension and basic numeracy. The purpose of the ASER 2008's rapid assessment survey in rural areas is twofold: i) To get reliable estimates of the status of children's schooling and basic learning ii)To measure the change in these basic learning and school statistics.

Each year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions are added for exploring different dimensions of schooling and learning in the elementary stage. One government school and perhaps one private school if available in each sampled villages will be visited during ASER Survey. The villages are selected randomly using the village directory of the latest Census (1998). The sampling was done using the PPS (Probability Proportional to Size Sampling) technique. This method allows villages with larger populations to have a higher chance of being selected in the sample. Information on 16737 children was collected during the survey in 11 districts with 330 villages and 6600 households were surveyed. Our sample consists of 55.6% male and 44.4% female children

Learning and Educational Achievement in Punjab Schools **(LEAPS)** 2007

Box: 1- An Influential Study on Assessment by the World Bank in Punjab titled Learning and Educational Achievement in Punjab Schools **(LEAPS)** was conducted from 2003-2007 covering three districts of Attock, Faisalabad and Rahim Yar Khan. LEAP was undertaken by a World Bank commissioned team. It compared and contrasted public and private schools for grade 3 students in Maths, Urdu and English addressing three critical needs: i) filling the current informational void on what children are **learning** in Pakistani schools(in English, Mathematics and Urdu); ii) provide insights into the child's complete **educational environment,** collecting information on schools, teachers, and households and iii) examine the structure of **educational decisions** and outcomes in villages with private schools.

Sample Size: *The LEAPS surveys exploring the production function approach on education quality, were conducted in 112 villages in* the 3 districts of Punjab. Villages were chosen randomly from a list of villages *with at least one private school* according to the 2000 census of private schools.

The survey covered 812 government and private schools, 12,000 students (in 2003) 5,000 teachers and 2,000 households.

Instruments: a) **School Survey** b) **Teacher Survey** c) **Child Test:** All children in grade 3 in Urdu, Mathematics, and English. d) **Household Survey** for 1,800 households in the sampled villages, with a special focus on households with grade 3 students.

LEAPS (2007) Key Findings:

- Children are performing significantly below curricular standards. A majority of children cannot answer simple questions in Mathematics, Urdu, and English.
- By the end of Class 3 many children have not mastered the Class 1 curriculum in Mathematics and a majority has not mastered the Class 2 curriculum.
- By the end of Class 3, just over 50 percent of the tested children have fully mastered the Mathematics curriculum for grade-I.
- Students answered approximately 30 percent of the questions correctly in each subject? indicating that majority of exam questions were above the ability of most students.
- Children in private schools scored significantly higher than those in government schools, coming from the same village.

Many of the learning outcomes from LEAPs resonate the recent citizen led survey of 11 districts under ASER Pakistan 2008 (see main report)

ASER Pakistan 2008 has only completed its pilot phase. It promises to be a robust tool for rural areas. Its limitation is thus far its extension to urban areas, where as the other studies reveal learning levels are higher and where almost 35% of the country's population resides. Nonetheless it is a powerful tool led by citizens for the majority of the population if undertaken annually in a time-bound fashion as indeed is undertaken by ASER Centre and Pratham India since 2005.

ASER Pakistan 2008 - Positive lessons learnt were

- Data trends on education indicators in rural areas corroborate with the annual Pakistan Social Living Measurement survey (PSLMs) data - in so me areas improvements are noted (drop outs)
- Good support from the local people in villages to ASER Pakistan, many signed up as volunteers for the next round of ASER - ASER 2008 became a mobilization campaign ? tremendous positive energy by the people. It was not about government critique but a strong desire to know what /how much their children learn?
- A source of empowerment for local people, creating ownership and credibility of the process
- Many organizations who learnt the ASER methodology have actively practiced it intensively in formal and non-formal programs to measure learning baselines and diagnose quality interventions to improve learning outcomes - this is a positive practice.
- There is a big demand for ASER Pakistan, if it is predictable and regular - influenced largely by what ASER India has been able to achieve.

Challenges for ASER Pakistan

- A scaled up initiative cannot be sustained randomly through statements of intent by civil society organizations but they need to walk the talk and earmark resources for such an effort.
- Timelines are critical for an efficient and effective ASER Pakistan - NWFP- Balochistan and Sindh counterparts made many promises until March 2009. Sometime data retrieval became an issue as NGOs got busy with other 'priority projects'. It was not until June - July 2009 that the data was fully retrieved!
- With multiple partners funding their own ASER survey, sensitivity to timing was missing, the SAFED secretariat managing ASER Pakistan had no choice, but to wait.
- Funding was a major constraint for local partners (both strong and weak) - There is limited culture of doing things with 'own resources' only through donor supported projects.
- Volunteers were not tapped optimally through colleges /universities/media - often through local CSOs.
- Finding technical experts was difficult without funding in ASER Pakistan Secretariat at SAFED.

Conclusions:

The good news is that there has been a consistent interest and engagement with assessment and learning achievements in Pakistan nuanced across public and private sectors, since the last 25, albeit amongst restricted audiences. A significant portion of this may well be donor led, using mostly public sector institutions combining the objectives of national capacity building and stakeholder ownership.

There is a growing trend of well documented studies providing a rich source of learning material on the subject not just in Pakistan but in South Asia (ASER 2005-2009; Probe Report 1999; Bangladesh Education Watch (annual); Aslam & Kingdon 2008, Kingdon 2008; Rukmini & Kingdon 2009). There is also evidence of emerging learning belts within and across regions (SAFED, RECOUP[12]; and CREATE[13]). However, the audience is yet to multiply and reach decision makers where it matters most; the school, district/field teams, provincial and national tiers, to address quality, equity and access with transition from level to the ne•t.

New citizen led initiatives inspired from within the South Asian/Africa regions are finding partners in Pakistan (ASER India/UWEZO East Africa). ASER Pakistan 2008 by the South Asia Forum for Education Development (SAFED) supported by Idara-e-Taleem-o-Aagahi (ITA) www.safedafed.org is such an initiative. If ASER Pakistan is implemented over the next five years annually 2010 to 2015, it promises to provide a rich source of replicable and predictable data on what and how students (3-16 years) are learning across all systems of learning across rural Pakistan.

There are a number of critical issues that need to be urgently addressed. These are:

Institutionalization of Efforts: An institutionalized presence and complementarity is needed for country or province wide large scale assessments for NEAS, PEC or ASER.

Strategies for improving learning outcomes: There is an urgency to e•plore how students learn more effectively through stronger teaching methods and how this is to be reflected in teacher education approaches/policies.

Public vs. Private or Public & Private: What can be done to emulate characteristics of private sector management in public sector schools for improved learning outcomes, ensuring that the public sector facilities are not destined to poor learning outcomes, but public and private sectors may learn to complement each other in the silent emergency of education in Pakistan?

[12] **Research Consortium on Educational Outcomes and Poverty (RECOUP)** RECOUP is a research partnership of seven institutions in the UK, Africa and South Asia funded by the UK Department for International Development (DFID) and led by the University of Cambridge.(http://recoup.educ.cam.ac.uk)

[13] **The Consortium for Research on Educational Access, Transitions and Equity (CREATE)** is a multi-country research program, funded by the UK Department for International Development (DFID) (www.create-rpc.org)

Access & Investing in Girls Education: With so much data on handed with disaggregated learning outcomes of girls performing better, not just at the school but also in the labor market/earnings (Aslam, Bari & Kingdon 2008), how can their access be enhanced at each successive level of education in both public and private schools for greater externalities (Aslam 2010).

Building Capacities & Culture for Assessment: This needs to be undertaken at multiple levels not just in the institutions engaged with assessment/examinations but also in universities, research institutions, government and civil society organizations engaged in the business of improving quality.

Finally let us not forget the resolve of the Government as expressed in the National Education Policy 2009 (NEP 2009), for improving quality trough learning assessments. The critical actions include.

NEP 2009 Policy Actions:

1. Education system needs to be internationally competitive and Pakistan shall make efforts to offer itself for international level academic assessments by 2015, participating in mathematics and science assessment conducted under the umbrella of TIMSS..
2. Student performance shall be based on assessing competence in a specialized area that requires a given skill set. There shall be periodic reviews of the assessment system.
3. Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.
4. National standards shall be developed to reduce the differences in quality across regions. Assessment processes… be standardised … across the Boards over time, so that students appearing in examinations under different Boards are assessed against standardized benchmarks.
5. Examinations systems shall be standardised to reduce differentials across students appearing in different boards of examinations either through gradual reduction of the number of boards or any other mechanism deemed workable by the province/area government.
8. A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/ PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development. P. 47-48 NEC 2009

How can ASER Pakistan partner in helping the country to meet the challenge of implementing the above from a citizens' perspective or pushing the demand side for quality learning outcomes?

How can ASER Pakistan be rigorously undertaken each year until 2015, informing the national and global platforms such as Global Monitoring Reports / Human Development Report and the Federal Bureau of Statistics for measuring learning outcomes and indicators of EFA?[14]

[14] Action Aid Pakistan (1999). Comparative Analysis of Public, Private and NGO Schools.

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RECOUP **Research Consortium on Educational Outcomes and Poverty (RECOUP)** - UK Department for International Development (DFID) and led by the University of Cambridge.(http://recoup.educ.cam.ac.uk)

2. Methodology and Tools of ASER

(*Sourced from ASER India Reports with adaptations* www.asercentre.org)

About the ASER Survey

Choosing Villages: Sampling Strategy

The purpose of the ASER 2008's rapid assessment survey in rural areas is in twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level) at the district level; and (ii) to measure the change in these basic learning and school statistics. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions are added for exploring different dimensions of schooling and learning in the elementary stage. One government school in each sampled villages will be visited during ASER Survey.

The sampling strategy used will help to generate a representative picture of each district. The estimates obtained will then be aggregated (using appropriate weights) to the District, Province and National levels.

The villages were selected randomly using the village directory of the latest Census (1998). The sampling was done using the PPS (Probability Proportional to Size Sampling) technique. The PPS is a widely used standard sampling technique and is the appropriate technique to use when the sampling units are of different sizes. In our case, the sampling units are the villages. This method allows villages with larger populations to have a higher chance of being selected in the sample.

In ASER, every year, we will retain 20 villages from last year ASER survey and 10 new villages will be added. We will drop randomly drop 10 villages from ASER last year list, and 10 more villages will be added from the Population census village directory. The 10 new villages were also chosen using PPS. The 20 old villages and the 10 new villages will give us a "panel" of villages, which generates more precise estimates of changes. Since, one of the objectives of ASER is to measure the change in learning year to year basis, creating a panel is a more appropriate sampling strategy. Each district will receive a village list with appropriate block information along with the data from the Population Census on total number of households and total population. The village list will also specify which villages are from last year survey list, and which are new villages.

The village lists will be final and cannot be replaced. This is to maintain randomness of the sample to obtain reliable estimates.

What to do in the village?

(Instructions given to volunteers)

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

How to Make a Map?

Contact Village Elder: Introduce yourself to the Village Elder, Councilor or to other senior members of the Panchayat. Tell them about ASER. Get the approximate number of households in the village from the Councilor. Ask if he has a map of the village (usually the Patwari has it).

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

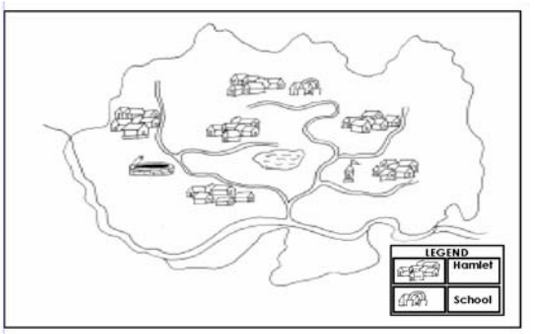
Rough map: It is often helpful to first draw all the roads or paths coming into the village and going out of the village. It helps to first draw a map on the ground so that people around you can see what is being done. Use the help of local people to show the main landmarks – mosques, river, road, school, bus-stop, baithak, shop etc. Mark the main roads/streets/paths through the village prominently on the map. If you can, mark the directions – north, south, east, and west.

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

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

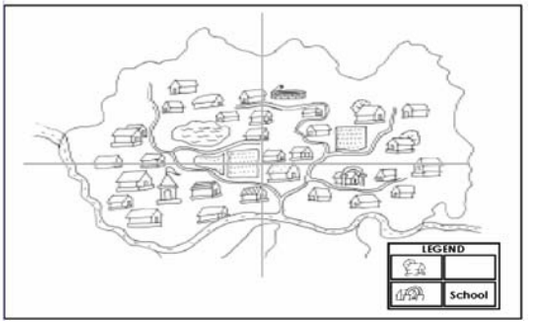
Village with hamlets: If the village has hamlets, then mark the hamlets on the map and indicate the approximate number of households in each hamlet. If the village consists of more than 4 different hamlets, then make chits with numbers for each hamlet. Randomly pick 4 chits.

On the Map: indicate which hamlets were randomly picked for surveying. If there are 4 or less hamlets, then we will go to all of these hamlets.



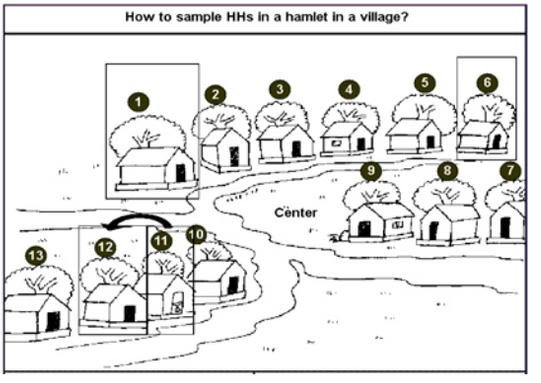
Village with continuous habitation: If the village is one continuous habitation then divide the entire village in 4 sections. For each section, note the estimated number of households.

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



How to sample households?

If the village consists of more than 4 different hamlets, then make chits with numbers for each hamlet. Randomly pick 4 chits. If there are 4 or less hamlets, then we will go to all of these hamlets. If the village is one continuous habitation, then divide the entire village into four quadrants/sections. We will visit each quadrant/section. Show these sections on the village map.



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

Go to each hamlet/section: Try to find the central point in that habitation. Stand facing dwellings in the center of the habitation. Visit every 5th dwelling from the left-hand side in the habitation (e.g. 5th house, 10th

house, 15th house, etc). Get information about the household and children following instructions in the next section?

Multiple Kitchens: Ask how many kitchens or 'chulhas' are there. If there is more than one kitchen, then randomly select any one of the kitchens in that household. After completing survey in this house, proceed to the next 5th house. (House in this case refers to every 'door or entrance to the house'). In this selected household, ask about all children in the age group 3 to 16 who eat from the same kitchen.

House Closed: If the selected dwelling is closed or if there is nobody at home, note that down on your compilation sheet as "house closed". This household DOES NOT count as a surveyed household. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.

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

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

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

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

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

Instructions :

1. Find central point in a hamlet. Stand facing the dwellings.

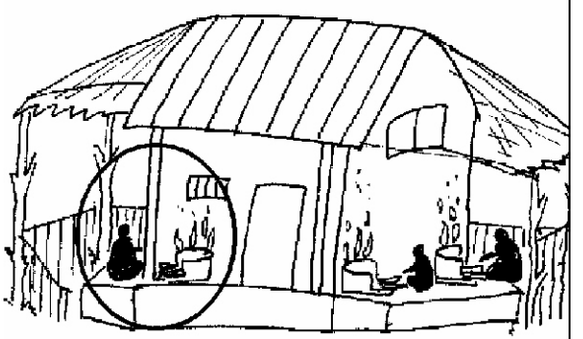
2. Survey every 5th HH (household) occurring on the left hand side.

3. In case of a locked HH or if there is nobody at home, note that down as 'house closed' and move to the next open house.

4. If a HH refuses to participate, note that down as 'no response' and move to the next HH.

5. If there are no children or no children in the age group of 3 to 16 in a HH but there are inhabitants, include that HH.

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



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

What to do in each household?

IN EACH SAMPLED DWELLING: We will note information about children who live in the household on a regular basis.

Children 3 to 6: On the Household sheet, note down child's name, age, whether they are attending Katchi or any kind of pre-school center. WE WILL NOT TEST CHILDREN AGED 3. Note down the mother's name as well. If the child is not going to any Katchi/pre-school etc., note it down under the "Not going to Pre-school" section.

Children 4 to 16: On the Household sheet, note down child's name, age and all other details. ALL CHILDREN IN THIS AGE GROUP (4-16) WILL BE TESTED IN BASIC READING AND BASIC ARITHMETIC. 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.

NOTE: FOR CHILDREN AGED 3-6, WE WILL ASK IF THEY ARE ATTENDING PRE-SCHOOL OR NOT.

We will test all hildren aged 5-16.

Mothers: In the section of the sheet on mothers, list the information about all mothers living in the household. Note down mother's age, whether this person has attended school or not and up to what class they have studied. If the mother is present in the household then talk to her directly to get information from her. Please ensure that the mother's data is recorded for every child (each row).

Other Things to Remember:

Non-Resident Children: Do not survey children who are visiting their relatives and friends in the sampled village. These children may be tested but make sure they are not recorded. Ask members of the household as well as neighbors about who all live in the household on a regular basis.

Older Children: Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like "children". Probe about who all live in the household to make sure that nobody that is in our age group gets left out. Further, often such children are busy working in the household or in the fields. Ask family members to call them so that you can speak to them directly. If they do not come immediately, mark that household and revisit it once you are done surveying the other households.

Children out of the Village: If there are children in the family but not in the village at present, do not take their details.

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

Make sure that each volunteer is neatly dressed, talks politely and is able to talk about ASER Pakistan 2008. Explain what you are doing and why. Tell people about ASER. Most of all enjoy yourself and make sure that children are enjoying themselves also.

Remember to thank people after you finish surveying the household.

What to do in a school?

General instructions

Visit any government school in the village with classes from Class 1 to 8. If there is no such school in the village which has classes from 1 to 8, then from the remaining government schools visit the school with the highest enrolment in class 1 to 4/5. In the top box of the Observation Sheet, tick according to the school type.

- Note the time of entry into the school.
- Meet the Head Master (if the Head Master (HM) is absent, then meet the senior most teacher of the school).
- When at the school, ask the Head Master for the Enrolment register or any official document on the enrolment in that school.
- Also note information on distance from district headquarters and if there is a bus-stop nearby.

What to do?

Section 1 - Children's Enrolment & Attendance:

ASK for the registers of all the standards and fill in the enrolment. If a standard/class has many sections, then randomly choose any one section.

Then 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 mi•ed 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 only children who are physically present in the class while you are counting should be included.

Section 2 - Teachers:

Ask the HM and note down the number of teachers appointed and present as well as the number absent. Please note that the number of regular government teachers does not include the Head Master.

If the school has para-teachers or teachers appointed by the School Management Committee (SMC), mark that separately.

Thereafter note how many of the absent teachers, if any, are absent due to official duty/training.

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

Section 3 - School Grant Information:

The Head Master should be asked this section. In the absence of the Head Master, ask another person this section and tick the designation of the person being asked this question. (Head Master/ Regular teacher/ Para teacher)

Ask if the school got a grant. If yes, note down the amount and when this grant was received. If the person answering this section says that he/she is going to receive the grant in the future, then mark "no".

Thereafter go down the list and ask if money was spent on each item or not for both years. Mark "yes" or "no" accordingly.

Ask the person answering this section about the grant very politely. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the ne•t section. The remaining questions of this section should be left BLANK.

Section 4—Class Room Observations

This section is for Std. 2 and Std. 4 only. If there is more than one section for a class, then randomly choose any one.

OBSERVE the seating arrangement of children (are they in mixed groups or sitting class-wise) and fill accordingly.

OBSERVE if children have their textbooks, a pen/pencil and a notebook. Ask the children to show these items to make a correct assessment.

Ask the teacher if the teacher follows a timetable? If yes, ask the teacher to show it to you. If not, mark "no". Based on the timetable, assess if the time table was followed at that particular time.

Thereafter assess if the subject being taught at the time of the observation matches with the subject mentioned in the timetable.

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.

Section 5—Infrastructure in School

OBSERVE the number of classrooms and if they are being used for children.

Similarly OBSERVE if there is a hand pump (see if water is potable), toilet (see if toilet is useable) and a mid-day meal (see if there is any evidence of the same).

Ask the teacher if the school has library books. If it does, ask the teacher or the students to show you the library books.

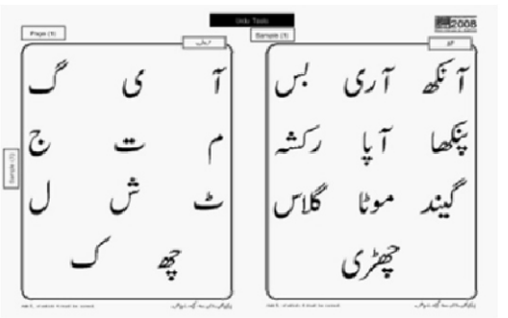
Section 6 – General Comments and Observations

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

Note the time of exit from the school.

ASER Tools

Developing the ASER Tools

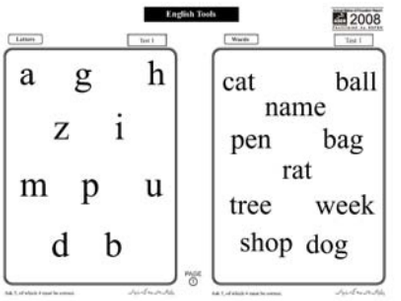


ASER Tools are developed by keeping the objectives of ASER in mind that "ASER is primarily a local citizens attempt to understand the status of schooling and basic learning of the children in his/her district." The tools are designed to achieving this objective. Expert opinion was required prior to the making of the tools. So, tools are reviewed and shared with individuals and institutions e.g. University of Education Lahore, Institute of Education and Research (IER), Punjab University and Punjab Examination Commission (PEC).

ASER tools have been developed to assess children's ability to read and to do simple arithmetic at the grade 2 levels. In developing ASER tools, it is ensured that:

- Tools are comparable across languages; that all tools are the same in every language (English, Urdu, Sindhi)
- Tools and tasks are simple and clear, so that a common man should be able to understand the tools used in survey.
- Tools are equivalent to state te•tbooks for Grade 1 and 2 in terms of content which is crossed checked.
- Pilot-Testing is done across the country before finalization.
- All surveyors practice a field day in a rural area in all districts during training held at national, provincial and district levels.
- Same tasks are given to all children between ages 4 to 16.
- Core set of tasks / tools (English & Arithmetic) used in ASER India 2007 survey were followed and some additional language tools are added such as Urdu and Sindhi language tools.

Piloting ASER Tools



Development of standardize Tools, especially new tools (Urdu); a phase of field testing is vital. The piloting is essential in terms to assess the use-ability of the tools, follow a line of investigation with a number of different tasks and grading instruction also. Pilot testing was conducted and the results were reviewed accordingly.

From September to October 2008, pilots were done in different districts of the country (all 4 provinces) not only to see how children in different parts of the country respond to different tasks but also to judge the compatibility of volunteers to administer the tests. ASER tools are used by hundreds of volunteers and thousands of children are assessed.

After Pilot-Testing tools was reviewed again for constraints. After incorporating all these changes, survey tools are finalized.

Assessment Tools & their focus:

Reading Tools:

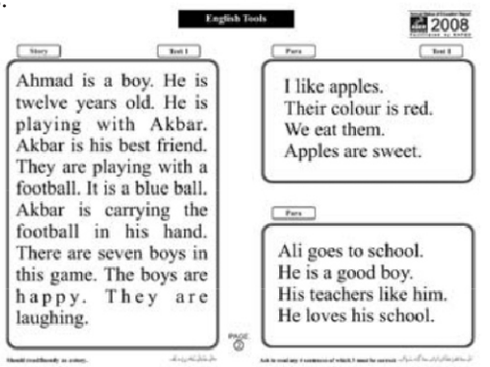
Reading tools are developed in three languages for ASER. Children can choose language of their own choice for learning test. Therefore, the ASER team has a set of tools in any basic language that the child is likely to know. ASER tools were developed in following languages:

- Urdu
- English
- Sindhi

There are four levels used in tools for assessing reading which are as following:

1. **Alphabets**

This includes a set of 10 different commonly used alphabets.



Simple Words

This includes a list of 10 different words (nouns and verbs).All words have 2 consonant and one or two vowels. All the words in word list are checked off against our grade 1 text books to make sure that these words are similar to those words found in textbooks and commonly used.

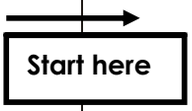
2. **Easy Paragraph**

This is a set of 4 sentences with 4-5 words in each sentence: 2 easy paragraphs in each sample. Care is taken to ensure that sentences are connected to each other. The words and sentence structure used in reading tools are similar to those in the grade 1 te•t books of the country. The words used in pa ragraphs are easy and common in daily usage.

3. **Simple Story**

These are 8-10 sentence long stories (approx. 60-65 words) with simple Vocabulary and sentence structure. Words and sentences used in story are comparable to grade 2 level te•tbooks of the state.

STEPS FOR ASSESING READING

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

Note: Children, who took basic reading test in English, need not to be tested in Urdu and vice versa.

Arithmetic Tools:

There are four categories used in arithmetic tool as same as in reading tool, for assessing arithmetic skills of children which are as following:

1. **Number recognition 1 to 9**: randomly chosen numbers from 1 to 9.
2. **Number recognition 11 to 99**: randomly chosen numbers from 11 to 99.
3. **Subtraction:**
   - 2 digits subtraction problems which must have borrowing.
   - Not put any number that have zero in the unit place.
4. **Division:**
   - 3 digits by 1 digit division problems
   - Keep the number "divisors"
   - Between 4 and 8 not include digit 5.

STEPS FOR ASSESSING BASIC ARITHMETIC SKILLS

Child's Arithmetic level	• How to test and what criteria to use for categorizing children
Division: 3 digits by 1 digit	• Show the child the division problems. She can choose one to try. If not, then you can pick one. Ask her to tell you what the problem is and what she has to do. • Then write the problem on a piece of paper and ask her to solve it. • Watch what she does. • If she is able to follow the right method and come to the right answer, then mark her as a "division" child. • If she is unable to do one problem, give her another problem from the sheet. • If she is unable to do either, mark her as a "subtraction child".
Subtraction: 2 digit borrowing Start here	• Show the child the subtraction problems. She can choose one. If not, then you can pick one. • Show the child the number on the top row of any problem and ask what that is (e.g. 56). If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Probe to see if she can recognize and identify 2 digit numbers. Show her the number on the ne•t line and do the same. Point to the minus sign and ask "what do you have to do". Once you have established that the child knows the numbers and knows what to do, then write down the sum on a piece of paper yourself or ask the child to copy it on a piece of paper and ask her to solve it. Watch while she solves it. See if she correctly moves from the units column to the tens column and solves the problem. • Give her another similar problem from the sums on the page. • If she correctly does both then show her the division problem. • If she does not want to attempt the division problem or is unable to do it, then mark the child as a "subtraction" child. • If she cannot correctly do the subtraction problems then give her the number recognition task described below.
Number recognition: 11-99	• Point one by one to at least 5 numbers. Child can also choose them. • Ask her to identify the numbers. • If she can correctly identify at least 4 out of 5 numbers, then mark her "Number Recognize 11-99" child. If not then give her the number recognition 1 to 9 task.

Number recognition: 1 to 9	• Point one by one to at least 5 numbers. Child can also choose them. • Ask her to identify the numbers. • If she can correctly identify at least 4 out of 5 numbers then mark her "Number Recognize 1- 9" child.
Beginner / Nothing	• Child cannot recognize any numbers.

ASER Findings

Rural – from 11 Districts of Pakistan

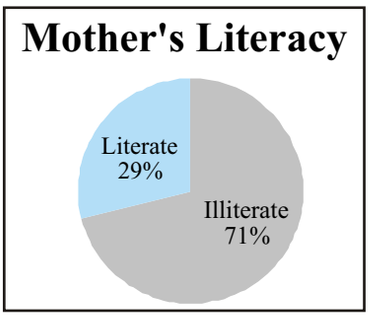
3. ASER Findings

National Picture:

Information on 16,737 children aged 3-16 years, was collected from the survey in 11 districts, viz., Khairpur, Dadu, Lahore, Faisalabad, Sheikhupura, Jhang, Multan, Mianwali, Rahim Yar Khan, Rawalpindi and Islamabad. 6,520 households were covered from 324 villages and 287 government schools. The sample consists of 55.6% male and 44.4% female children.

Mothers' Information:

Information from 8577 mothers was collected during the survey, 28.7%, mothers were literate and 71.3% were illiterate.



School Profile of 3-16 years Age Group

- The overall enrolment rate is 85% of all children (16,737) in the 3-16 years age group, with 5.7% of children in Pre School going (949) age group 3-6 years. Enrolment rate is 88% for the 5-16 years age group children (15,293).

Out of school children

Out of the 16,737 children surveyed, 15% of the age group 3-16 years is out of school (2503).

- 11.2% of all children never enrolled in any type of schools (1867)
- 3.8 % of all the children (1408) are drop outs.
- 54.6% 0f out of school children (2,503) are females.

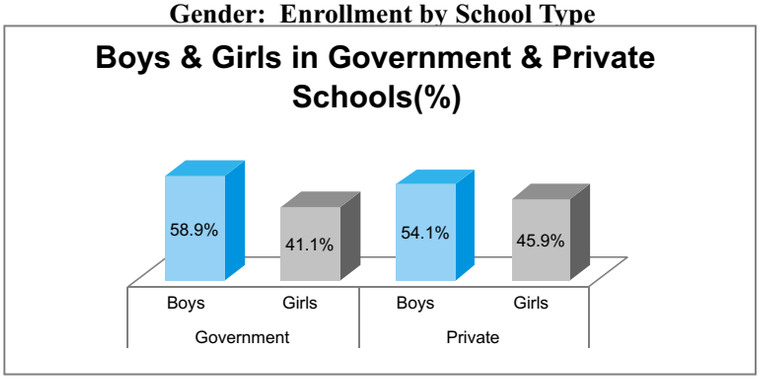
Table- 1: Profile of School going and out of school children:

Age Group	Pre-Schooling (%)	Schooling Status (Class 1 - on ward) (%)				Out of School (%)		Total (%)
		Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	29	10	7	1	1	0	52	100
5-9	7	62	20	1	1	1	9	100
10-12	0	72	18	1	1	4	5	100
13-14	0	66	17	1	0	10	6	100
15-16	0	62	14	1	0	17	6	100
3-16	5.7	60.7	17.3	0.6	0.7	3.8	11.2	100
	85					15		100
		76.5	21.8	0.8	0.8			

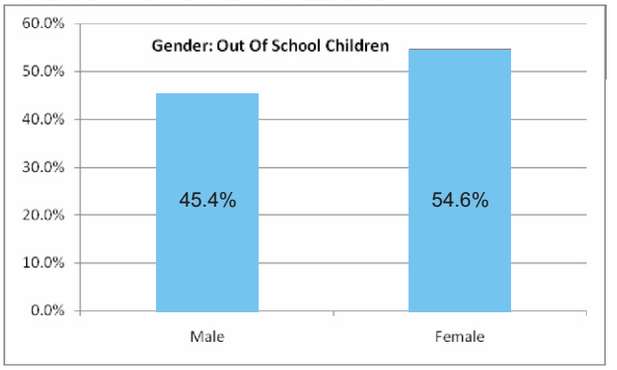
School Going Children 3-16 years age

76.5% of this age group is enrolled in government schools, 21.8% in private schools; 0.8% in Madaris and the remaining 0.8% in other type of schools.

Gender: Enrollment by School Type



Gender: Out of School Children



Learning

Learning Levels

- 48.6% of all the children in the age group 5-16 years cannot read para (level-I) whereas about 54.3% of all the children in the age 5-16 years cannot read story text (level-II).
- 65.1% of all the children in the age group 5-16 years cannot solve the subtraction (level-I) where as about 73% of all the children in the age 5-16 years cannot solve the division (level-II).

Table 2: Learning Levels

Ages Group	Who **cannot** read Para (%)		Who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	72.3	87.7	79.9	94.3
10-12	30.3	51.1	42.3	68.3
13-14	19.0	33.9	23.1	41.5
15-16	16.3	27.3	21.2	36.3
5-16	**48.6**	**65.1**	**54.3**	**73.0**

Learning Ability of the Age Group 5-9 Years:

- 72.3% of the children cannot read para or level - I text and 79.9% cannot do subtraction or Level-I(arithmetic).
- 87.7% of the children in this age group cannot read story text level-II and about 94.3% are unable to solve division (level-II).

Learning Ability of the Age Group 10-12 Years:

- 30.3% of the children cannot read para or level-I te•t and 42.3% cannot do subtraction or Level-I.
- 51.1% of the children in this age group cannot read story text level-II and about 68.3% are unable to solve division (level-II).

Learning Ability of the Age Group 13-14 Years:

- 19% of the children in this age group cannot read para or level-I text and 23.1% cannot do subtraction or Level-I(arithmetic).
- 33.9% of the children cannot read story text level-II and 41.5% children were also unable to solve division (level-II).

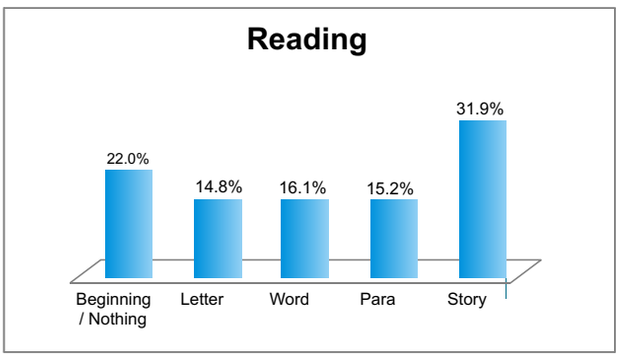
Learning Ability of the Age Group 15-16 Years:

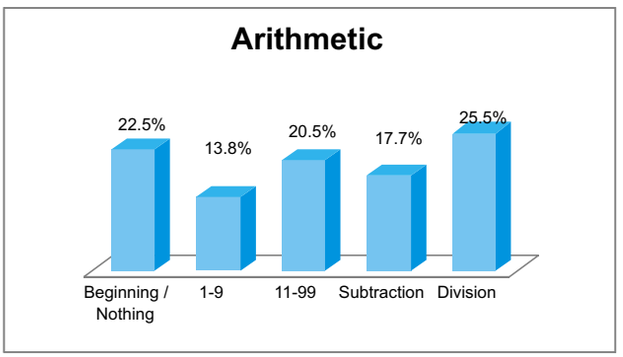
- As expected children's learning level rises with age but there are a large number of children in the higher age group of 15-16 years of age who cannot read and solve Level-II problems i.e. about 27.3% of all the children in the age group 15-16 years of age are unable to read the story text (level -2) where as about 36.3% of all children them are unable to solve simple division (level-II).

Reading:
16,737 children were tested on their reading abilities. Out of these, 31.9% were able to read the story text and 15.2% were able to read Para text. On the other hand, 16.1% of the children were able to read words and 14.8% were able to read letter whereas 22% were categorized as beginners or can't read.

Arithmetic:
16,737 children were tested on their arithmetic abilities. Out of these, 25.5% were able to do division correctly and 17.7% were able to do subtraction correctly. On the other hand, 20.5% of the children were able to recognize numbers from 11-99 and 13.8% were able to recognize numbers from 1-9 whereas 22.5% of the children were categorized as beginner or can't even recognize numbers.

Chart 5: **Learning Levels**





Learning – Class / Grade Wise

Table 3: **Reading**

Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	28	41	22	5	4	**100**
2	9	28	34	20	9	**100**
3	5	16	31	31	18	**100**
4	3	9	20	33	35	**100**
5	2	5	14	25	54	**100**
6	1	3	9	19	67	**100**
7	0	2	7	16	75	**100**
8	1	0	4	12	82	**100**

Table 4: **Arithmetic**

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	30	35	27	4	4	**100**
2	9	26	39	22	4	**100**
3	5	14	39	29	12	**100**
4	3	8	28	37	24	**100**
5	2	5	20	34	39	**100**
6	1	3	14	29	53	**100**
7	1	3	10	24	62	**100**
8	1	2	5	18	74	**100**

School Facilities

A total of 287 government schools were visited. Out of which,

- 220 schools are primary level with classes Katchi - to 5.
- 44 Schools are elementary level with classes Katchi to 8
- 23 schools are categorized as others with classes 1-10.

(Note: Schools with std. / class 1-10 or 5-8 are categorized as others)

Teachers and children:

Teachers' Attendance

- **Over all 77.7% of all the teachers were found to be attending** on the day of visit in sampled schools.
- Teacher attendance patterns indicate that 75% of teachers in primary schools (std. 1-5) were present on the day of visit.
- 82% of the teachers were found present in Elementary (std.1-8) schools, which is the highest teachers' attendance among all levels of schools.

	School with		
	Std 1-5	Std 1-8	Other
Children attendance	79%	72%	72%
Teachers attending	75%	82%	76%
PTR	49	39	29

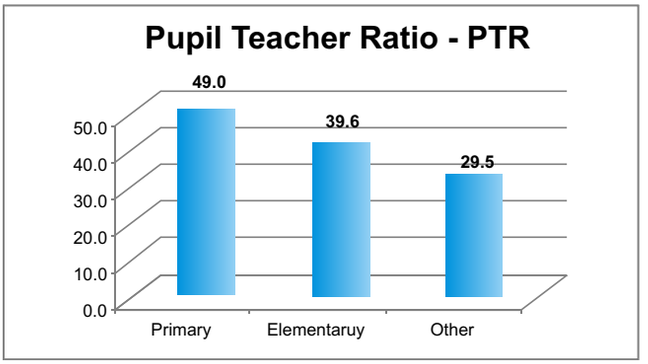
- 76% of the teachers were found present in the other levels of schools

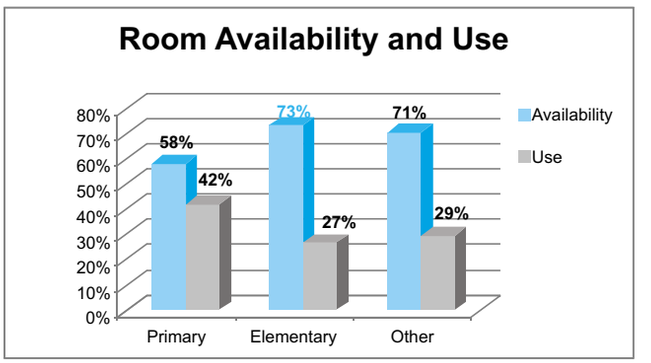
Students' Attendance

- **Over all 75% of all the children were found to be present** on the day of visit in sampled schools.
- Children's attendance pa tterns indicate that
  - About 79% of the children were present on the day of visit in primary (std. 1-5) schools, highest among all type of schools.
  - 72 % of the children were present in elementary (std. 1-8) schools
  - same number of children were found present in other levels of schools (high school, Private & non-formal Schools) on the day of visit,

Pupil Teacher Ratio (PTR)

- Over all pupils teacher ratio (PTR) in all 287 schools was 39 based on attendance enrolment. PTR ratio with respect to School level was:
  - PTR in Primary schools was 49.
  - PTR in Elementary schools was 39.
  - PTR in other levels of schools was 29.





School Facilities – Provision and Use:

- Of the 287 schools visited, the water facility (hand pump or water tab) worked in only 26% of the schools. The remaining 74% either do not have the facility or do not have it in working order.
- 33% of all the schools visited had toilet facilities, whereas 67% of the schools either do not have toilet facility or do not have it in working order.

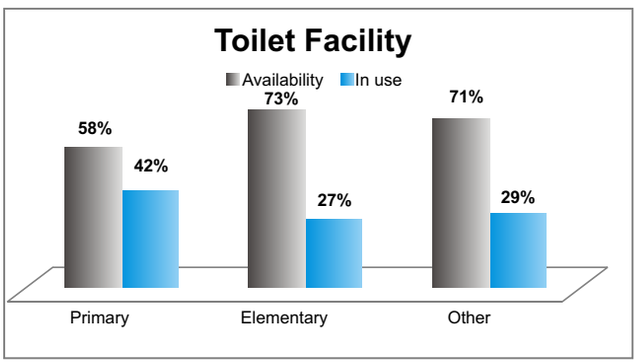
Missing Facilities by School Category

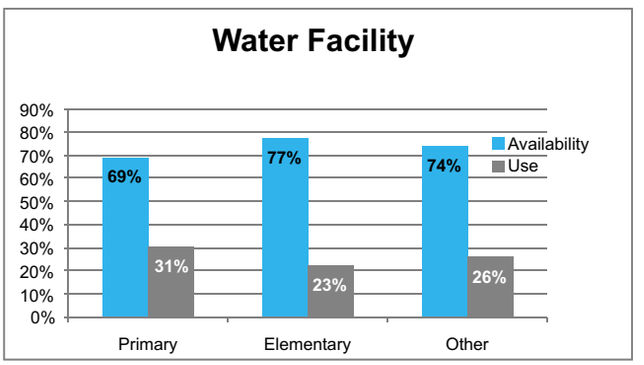
- 31% of the Primary schools had water facility in working order whereas 69% of the primary schools either do not have water facility or do not have it in working order.
- 42% of the Primary schools had toilet facility in working order where as 58% either do not have toilet facility or do not have it in working order.
- 23% of the Elementary schools had the water facility in working order where as 77% either do not have toilet facility or do not have it in working order .
- 27% of the Elementary schools had toilet facilities in working conditions where as remaining 73% either do not have toilet facility or do not have in working conditions.
- 26% other levels of schools had the water facility in working order whereas the remaining 74% schools either do not have water facility or do not have it in working order.
- 29% of the "other" levels of schools have toilet facilities in working conditions where as the remaining 71% either do not have toilet facility or do not have it in working order

Schools Facilities

Schools Facilities			
	Schools with		
	Std 1-5	Std 1-8	Others
Number of Schools Visited	220	44	23
Average No. of Rooms Available for Classes	4	6	9
Average No. of Rooms Used for Classes	3	5	7
Water Facility (in use) %	69%	77%	74%
Toilet Facility (in use) %	58%	71%	73%

Facilities: Provision and Use





ASER Pakistan 2008

Districts (Rural)

- **Islamabad**

- **Punjab**
  - Faisalabad
  - Jhang
  - Lahore
  - Mianwali
  - Multan
  - Rahim Yar Khan
  - Rawalpindi
  - Sheikhupura

- **Sindh**
  - Dadu
  - Khairpur

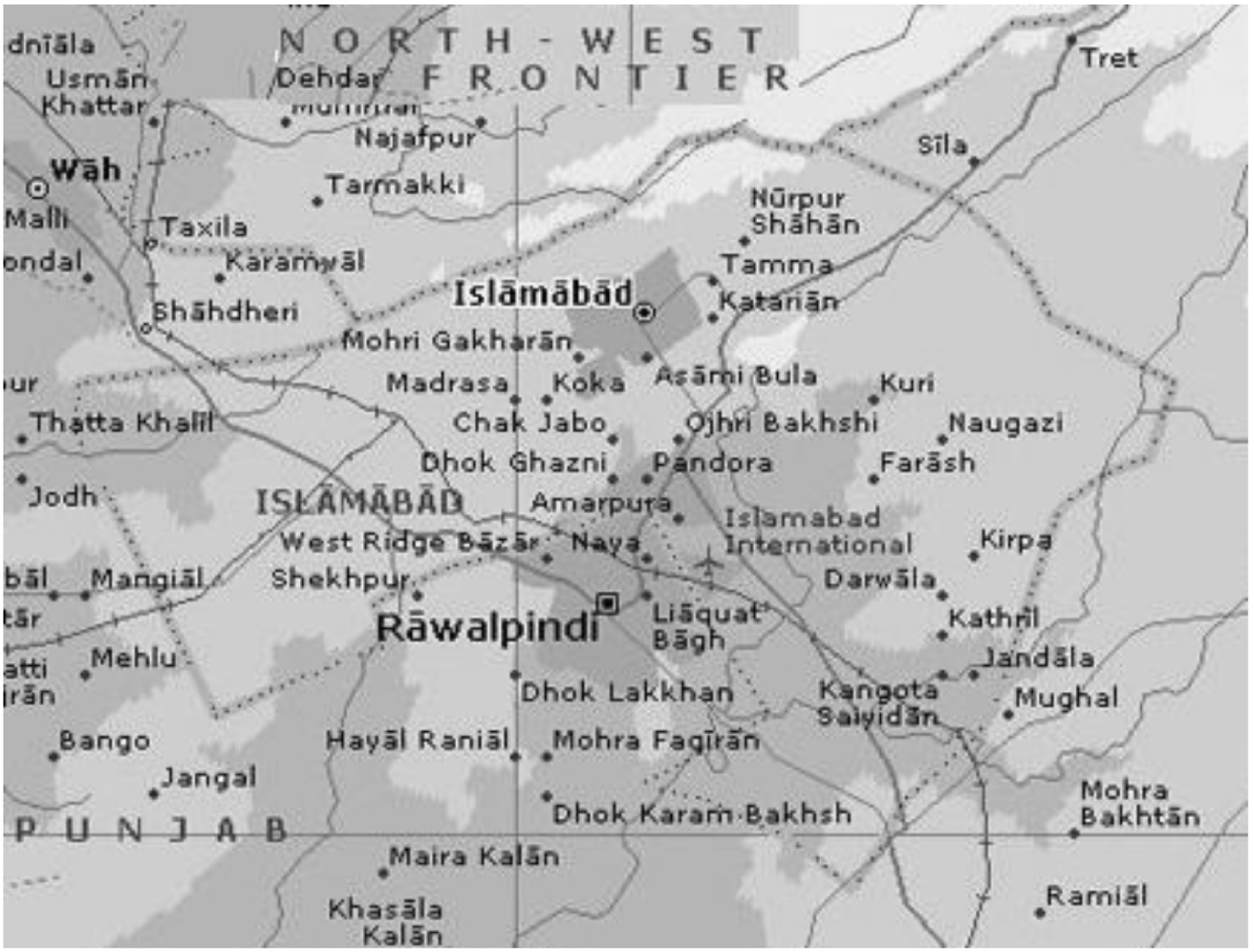
Islamabad (Rural)

Islamabad is the capital of Pakistan, and is the tenth largest city in Pakistan with an estimated population of 1.74 million in 2009. The Rawalpindi/Islamabad Metropolitan Area is the third largest in Pakistan, with a population of over 4.5 million inhabitants.

Islamabad is located in the Pothohar Plateau in the north of the country, within the Islamabad Capital Territory (ICT). The region has historically been a part of the crossroads of Punjab and North-West Frontier Province.

Islamabad boasts the highest Literacy rate in Pakistan at 72.88%. There are 433 schools in District Islamabad. Out of which, 197 schools are Primary schools, 64 middle schools level, 109 are High schools and 63 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris.

Map of Islamabad Capital Territory -ICT



Survey Findings:

Information on 1232 children of 3-16 years of age was collected surveyed in rural areas of capital tertiary Islamabad. Our sample consists of 47.7% male and 52.3% female children.

Mother's Information:

Information on 969 mothers' was collected, 46.4% were literate whereas 53.63% were illiterate.

School Profile of age 3-16 years:

- The overall enrollment rate is 94.5% of all the children (1232) in 3-16 year age group, with over 7.4% children in Pre School going (91) age group 3-6 years. Enrollment rate is 98% for 5-16 years of age children (1133).

Out of school children:

Out of 1232 children surveyed, 5.5% children are out of schools (68) in age group 3-16 years.

- 3.6% of all the children are never enrolled in any type of schools.
- 2.4% of all the children (1232) are drop outs.
- Nearly 54% out of school children (68) are females.
- Whereas 60% never enrolled in school children (45) are females.

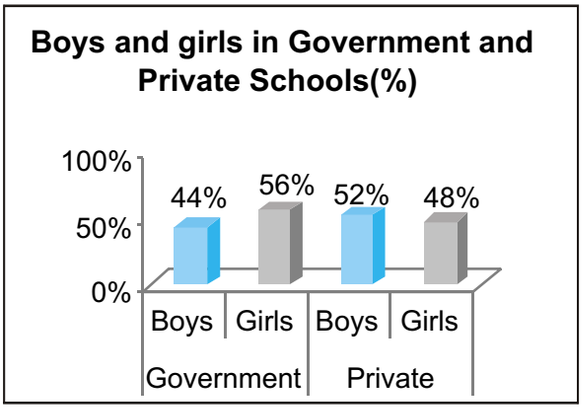
Educational Profile of 3-16 years of age Children by Schools Type:

Age Group	Children in different types of Schools (%)					Out of School (%)		Total
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	32	9	16	0	1	0	41	100
5-9	12	48	39	0	1	0	1	100
10-12	0	69	29	0	0	2	0	100
13-14	0	67	29	0	0	4	0	100
15-16	0	61	29	1	0	8	0	100
3-16	**7.4**	**54**	**32**	**0.2**	**0.5**	**2**	**4**	**100**
	94.5					**5.5**		**100**
		62.3	**36.9**	**0.19**	**0.6**			

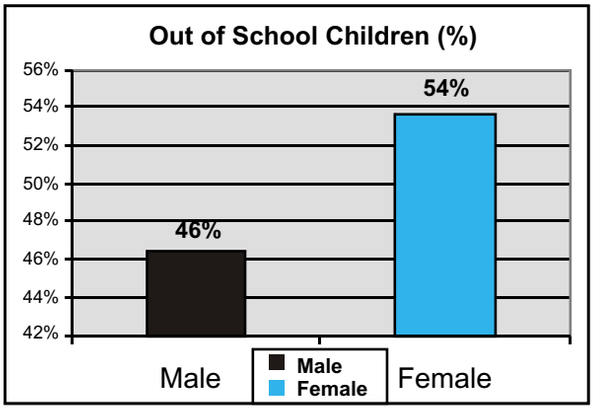
School Going Children 5-16 years age group:

- Out of 1106 school going children (5-16years), more than 60% children are enrolled in government schools, 34% children in private schools; and 1% children are enrolled in Madaris.

Gender: Enrollment by School type



Gender: Out of School Children



Learning

- 41% of all the children in the age group 5-16 years cannot read para (level-I) where as about 59% of all the children in the age 5-16 years cannot read story te•t (level-II).
- 51% of all the children in the age group 5-16 years cannot solve the subtraction (level-I) where as about 79% of all the children in the age 5-16 years cannot solve the division (level-II).

Learning Levels

Age Group	Who **cannot** read para (%)		Who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	70	88	79	97
10-12	22	44	38	76
13-14	9	23	19	52
15-16	9	21	14	45
5-16	**41**	**59**	**51**	**79**

Learning Ability of Age Group 5-9 Years:

- 70% children cannot read para or level-I text and 79% children cannot do subtraction or Level-I(arithmetic)
- 88% of children in this age group cannot read story text level-II and about 97% children in this age group are unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- 22% children cannot read para or level-I text and 38% children cannot do subtraction or Level-I.
- 44% of children in this age group cannot read story text level-II and about 76% children in this age group are unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- 9% children cannot read para or level-I text and 19% children cannot do subtraction or Level-I(arithmetic)
- 23% of children in this age group cannot read story text level-II and 52% children were also unable to solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- As expected children's learning le vel rises with age but still there are a large number of children in higher age group15-16 years of age who cannot read and solve Level-II problems i.e. about 21% of all the children in the age group 15-16 years of age are unable to read the story text (level -2) where as about 45% of all the children in the age 15-16 are unable to solve the simple division (level-II).

Learning – Class / Grade Wise

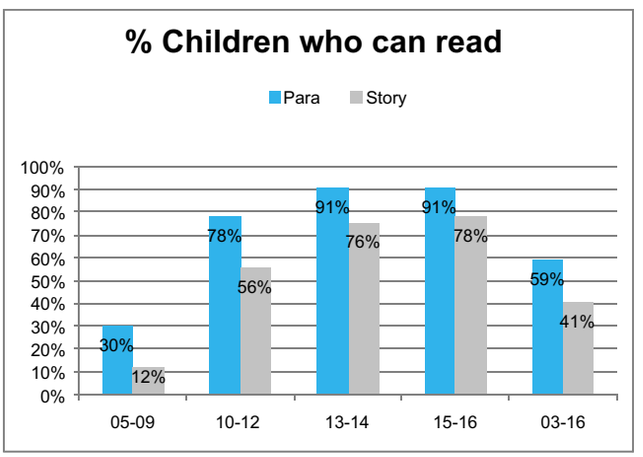
Reading

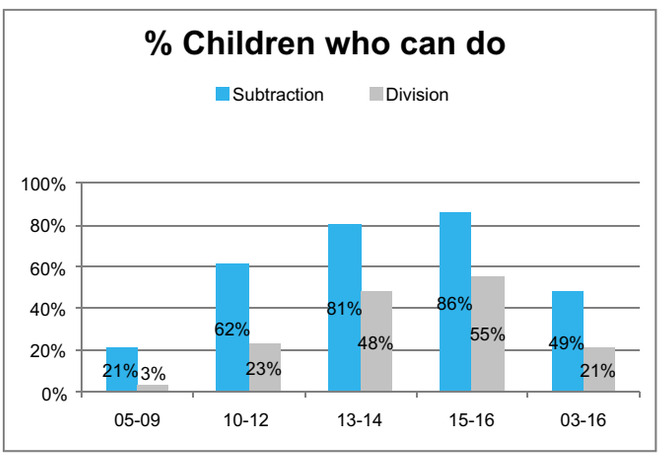
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	21.0	50.3	18.2	7.0	3.5	**100**
2	5.2	32.8	35.3	18.1	8.6	**100**
3	3.8	12.2	25.2	37.4	21.4	**100**
4	0.9	4.3	7.7	37.6	49.6	**100**
5	0.0	2.9	4.9	23.3	68.9	**100**
6	0.0	1.0	3.1	11.3	84.5	**100**
7	0.0	0.0	3.1	14.1	82.8	**100**
8	0.0	0.0	3.7	3.7	92.6	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	22.7	34.8	35.5	5.7	1.4	**100**
2	9.3	24.6	49.2	15.3	1.7	**100**
3	3.8	10.0	37.7	45.4	3.1	**100**
4	2.6	5.2	37.1	45.7	9.5	**100**
5	1.0	3.9	18.4	52.4	24.3	**100**
6	1.0	4.1	12.4	36.1	46.4	**100**
7	3.1	1.6	9.4	26.6	59.4	**100**
8	0.0	1.9	3.7	27.8	66.7	**100**

Learning Curves





**Information on Schools is not available as the Federal Directorate of Education (FDE) did not grant permission to collect date from public sector schools in Islamabad.

Faisalabad (Rural)

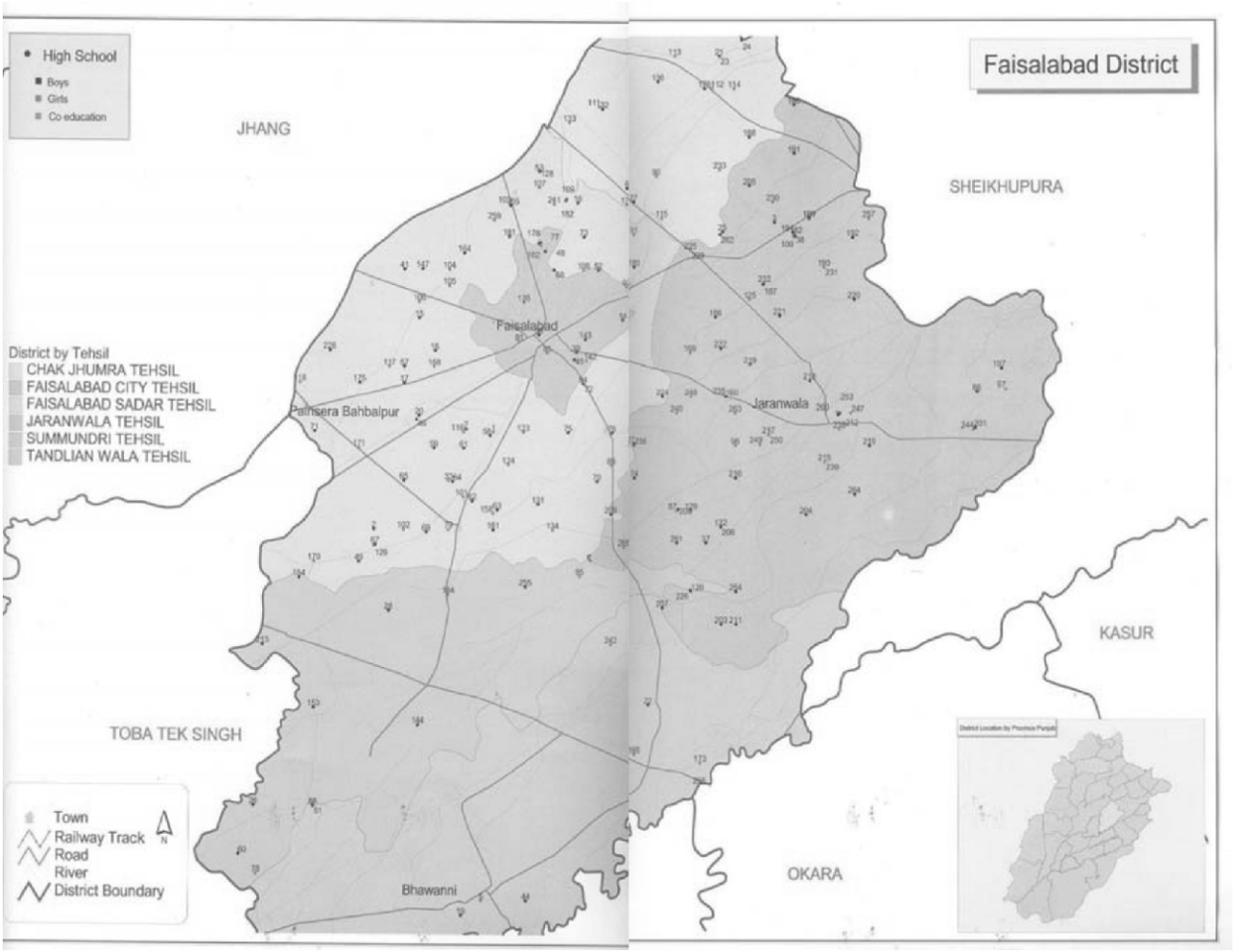
Faisalabad is one of the districts of Punjab, Pakistan. It is bound in the North by Gujranwala and Sheikhupura districts, in the East by Sheikhupura and Sahiwal districts, in the South by Sahiwal and Toba Tek Singh districts and in the west by Jhang district. The district is currently divided into six tehsils. Faisalabad district has an area of 5,856 sq km and a population of 35, 47,446.

Faisalabad district has been endowed in both agriculture and industry. The river Ravi flows on the Eastern and the Chenab on the Western boundary of the district. Faisalabad district has made rapid strides in the field of industry after independence, often called the "Manchester of Asia" for its extensive development of textile industry. It is a progressive district with generations of entrepreneurs keen to support human resource development.

The overall literacy rate of Faisalabad district is 51.9% and it is ranked 9th out of 34 districts of Punjab in terms of literacy rates. (PSLMs 2006-07)

There are 2856 Public schools in District Faisalabad. Out of which, 1980 are Primary schools, 447 middle Schools,351 are High schools and 78 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris. (NEC. 2005)

MAP Of Faisalabad



Survey Findings:

Information on 1631 children, (3-16 years age group) was collected by the survey in Faisalabad. Our sample consists of 53% males and 47% female children.

Mothers' information

Information on 719 mothers' was collected, 13.9% were literate, whereas 86.1% were illiterate.

School Profile of 3-16 years Age Group Children

- The overall enrollment rate is 85% of all the children (1631) in 3-16 years age group, with nearly 3% children in Pre School going (46) age group 3-6 years. Enrollment rate is also 90% for 5-16 years age group children (1472).

Out of school children

Out of 1631 children surveyed, nearly 15% children are out of school (239) in age group 3-16 years.

- 11% of all the children are never enrolled in any type of schools.
- More than 3 % of all the children (1631) are drop outs.
- 53 % out of school children (239) are females.

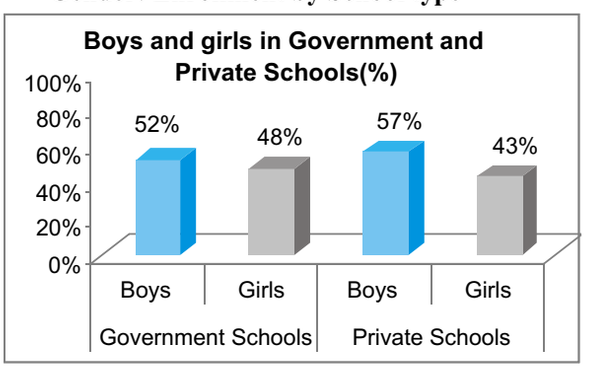
Educational profile of 3-16 years of age children

Age Group	Children in different Types of Schools (%)					Out of School (%)		Grand Total
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	13	11	17	0	3	0	55	100
5-9	4	50	37	0	1	0	8	100
10-12	0	59	31	2	0	4	5	100
13-14	0	65	22	0	0	7	5	100
15-16	0	70	12	0	1	10	7	100
3-16	**2.8**	**52.7**	**28.7**	**0.4**	**0.8**	**3.3**	**11.3**	**100**
	85.3					**14.7**		**100**
		64	**34.8**	**0.4**	**1.0**			

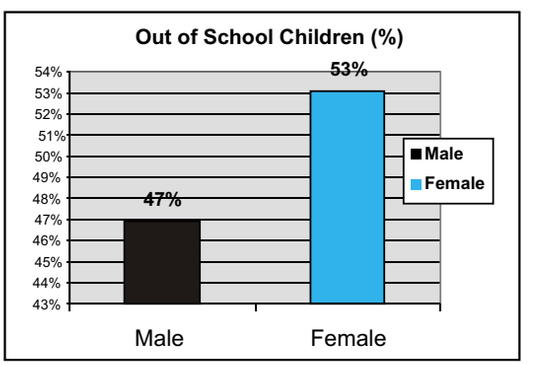
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1321.
- Out of 1321 school going children, more than 64% children are enrolled in government schools; over 34 % children are enrolled in private schools and remaining over 1% are enrolled in Madaris and other types of schools.

Gender: Enrollment by School type



Gender: Out of School Children



Learning

- 49% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and 56% children cannot solve 2 digit Subtraction (level-I)
- 67% of all the children in the age group 5-16 years cannot read story te•t (level-II) where as about 71% of all the children in the age 5-16 years cannot solve division problems (level-II).

Learning Levels

Ages	Who **cannot** read Para (%)		who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	80	93	81	93
10-12	31	61	40	67
13-14	17	35	30	43
15-16	13	22	28	35
3-16	**49**	**67**	**56**	**71**

Learning Ability of Age Group 5-9 Years:

- 80% children cannot read para or level-I text and almost same number of children cannot do subtraction question (arithmetic level-I)
- 93% children in this age group cannot read story text and same number of children in this age group were also unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- Almost 31% children cannot read para (level -1) and 40% children cannot solve 2 digit subtraction questions (arithmetic level-I).
- 61% of children in this age group cannot read story text level-II and about 67% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- Almost 17% children cannot read para or level-I-text and 30% children cannot solve subtraction questions (arithmetic level-I)
- 35% of children in this age group cannot read story text level-II and 43% children cannot solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- Although Children's learning level-Is rising with age but still there are a large number of children in higher age group15-16 years of age who cannot read and solve Level-II problems i.e. about 22% of all the children in the age group 15-16 years of age are unable to read the story text (level -2) and 28% all the children in the age 15-16 are unable to solve the simple division (level-II).

Learning – Class / Grade Wise

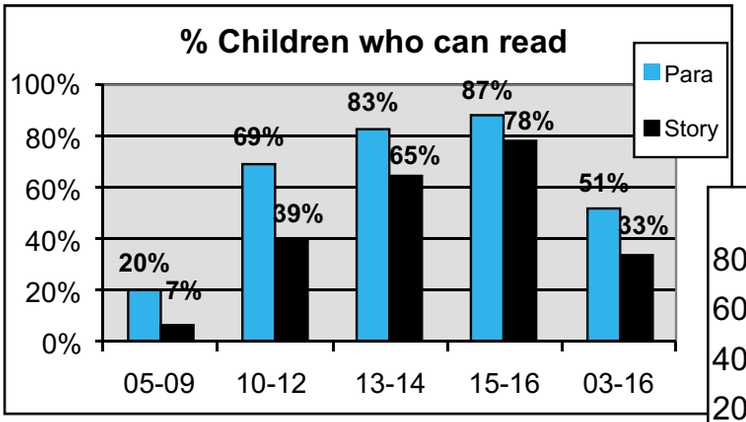
Reading

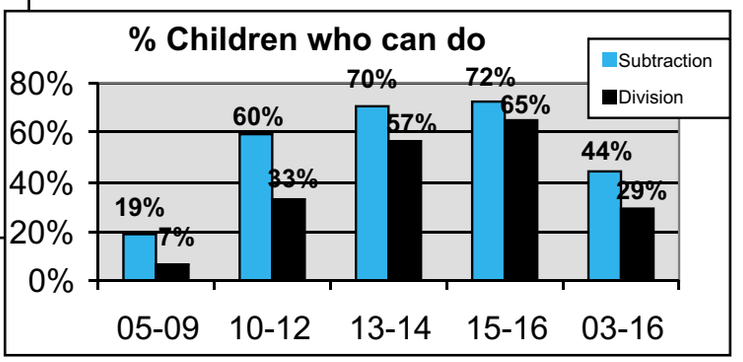
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	41.4	36.2	14.9	2.3	5.2	**100**
2	13.7	30.9	33.1	14.9	7.4	**100**
3	11.3	24.0	28.7	23.3	12.7	**100**
4	1.4	23.9	21.0	34.8	18.8	**100**
5	3.9	12.3	23.9	23.9	36.1	**100**
6	1.1	7.4	17.0	19.1	55.3	**100**
7	0.0	13.6	21.6	14.8	50.0	**100**
8	1.0	8.7	11.7	8.7	69.9	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	35.1	36.2	28.2	0.0	0.6	**100**
2	8.6	25.7	48.0	13.7	4.0	**100**
3	4.0	17.3	36.7	32.0	10.0	**100**
4	2.2	8.0	28.3	39.9	21.7	**100**
5	3.2	3.2	19.4	32.3	41.9	**100**
6	2.1	3.2	8.5	19.1	67.0	**100**
7	0.0	4.5	6.8	20.5	68.2	**100**
8	1.0	0.0	1.9	15.5	81.6	**100**

Learning Curves





School Functioning

Teachers and children:

- A total of 30 schools were visited. Out of which,
  - 19 schools are primary level with classes Katchi to Grade 5.
  - 6 schools is elementary level with classes Katchi to Grade 8.
  - 5 schools is other levels of level with classes 6-8.

Out of 30 schools 10 schools are boys schools, 17 schools are girls? schools and 3 schools are mi•ed (boys & girls/co education).

Teachers' Attendance

- Over all 61% of all the teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 54% teachers in primary schools were present on the day of visit, where as 79% and 50% teachers were present in Elementary and Other levels of schools respectively.

Students' Attendance

- Over all 84 % of all the children were found to be present on the day of visit in sampled schools.
- Children's attendance pa tterns indicate that 83% and 87% of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 82% children were present in other levels of schools on the day of visit, indicating highest attendance amongst all schools.

	Schools with		
	Std 1-5	Std 1-8	Others
Children Attendance	83%	87%	82%
Teachers Attendance	54%	79%	50%
PTR	66	35	25

School Facilities - Provision and Use

- Of the 30 schools visited, 80% schools water facility (hand pump or water tap) is working, the remaining 20% schools either do not have the facility or it was not in working order.
- 83% of all the schools visited, had toilet facilities, where as 17% schools either do not have toilet facility or it was not in working order.

Primary Schools & Missing Facilities

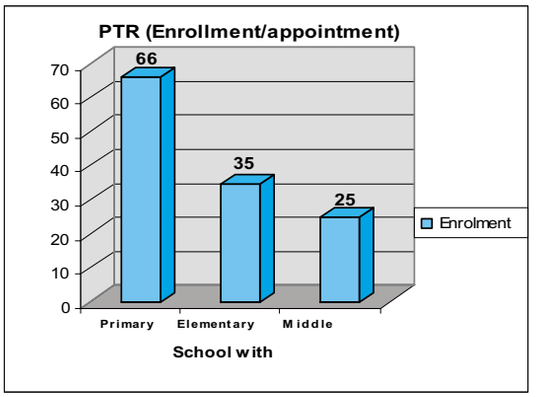
- 74% Primary schools had water facility in working order where as 26% primary schools either do not have water facility or it was not working.
- 79% Primary schools had toilet facility in working order where as 21% schools either do not have toilet facility or it was not working.
- All the Elementary schools had the water facility in working order.
- All the Elementary schools had the toilet facility in working order.
- 80% Other levels of schools had water in working order where as 20% schools either do not have water facility or it was not working.
- 60% Other levels of schools had toilet facility in working order where as 40% schools either do not have water facility or it was not working.
- On average 3 rooms are available for classes in primary schools, 7 rooms are available for classes in Elementary schools whereas 11 rooms are available for classes in other levels of schools.

Schools Facilities

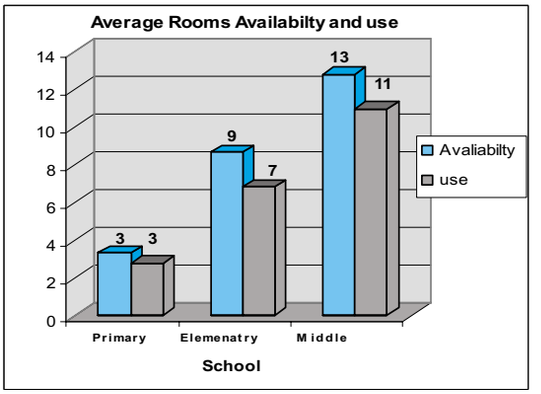
Schools Facilities			
	Schools with		
	Std 1-5	Std 1-8	Others
Number of Schools Visited	19	6	5
Average No. of Rooms Available for Classes	3	9	13
Average No. of Rooms Used for Classes	3	7	11
Children Per Class Rooms	70	50	24
Water Facility (in use) %	74%	100%	80%
Toilet Facility (in use) %	79%	100%	60%

Facilities: Provision and use

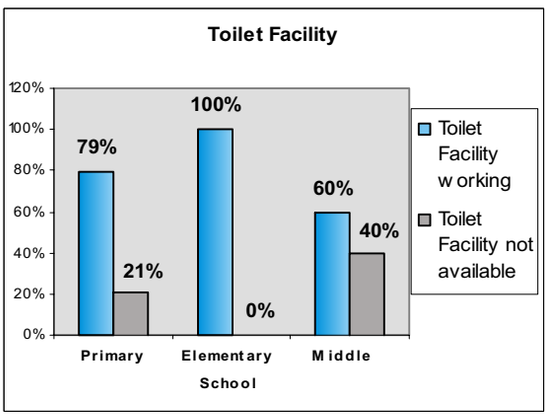
Pupil Teacher Ratio



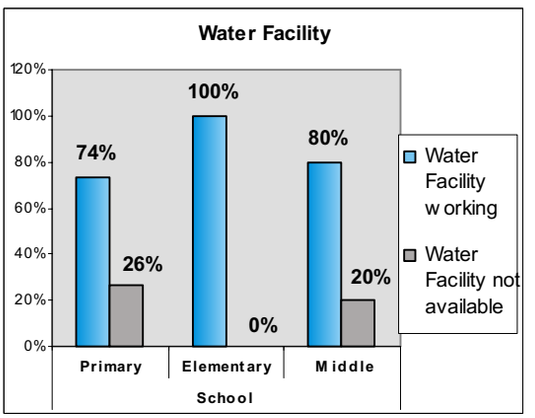
Rooms Availability & Use



Toilet Facility



Water Facility



Jhang (Rural)

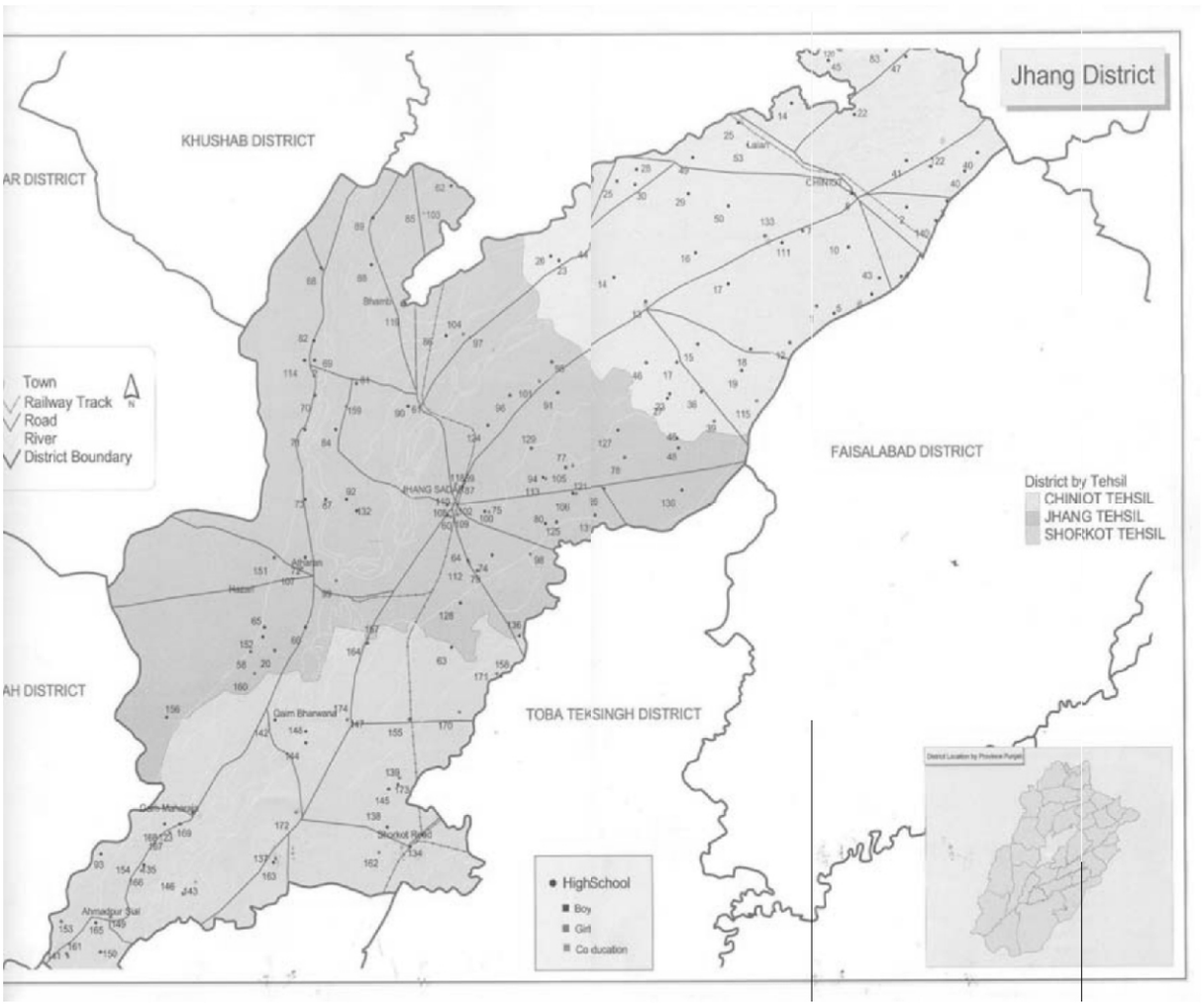
Jhang was built in 1288 by Rai Sial. The Sial tribe ruled this city for 360 years and the last ruler of the Sial Tribe was Ahmad Khan from 1812 to 1822 and then Sikh took over. And from the rule of the Sikh, Jhang was taken over by the British. A predominantly rural district which has been split into two in 2009 (Jhang and Chiniot)

The district is currently divided into 3 tehsils. Jhang district has an area of 3397 sq km and a population of 28,35,000. Jhang district has been endowed by nature with a rich soil, aided by an efficient irrigation system; it has earned a name for agricultural productivity and in furniture making. The major languages are Punjabi 87%, Urdu 11% and Other 2% (English etc.). Punjabi is the mother tongue of people.

The overall literacy rate of Jhang district is 37.1% and it is ranked 23rd out of 34 districts of Punjab in terms of literacy rates. (PSLMs 2006-07)

There are 3318 Public schools in District Jhang. Out of which, 2,824 are Primary schools, 279 middle Schools, 171 are High schools and 44 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris

Map of District Jhang



Survey Findings:

Information on 1823 children of 3-16 years of age was collected by the survey in district Jhang. Our sample consists of 63% male and 37% female children

Mothers' Information

Information on 930 mothers' was collected, 18.9% were literate whereas 81.1% were illiterate.

School Profile of age 3-16 years

- The overall enrollment rate is 75% of all the children (1823) in 3-16 year's age group, with over 8% children are in Pre School going (149) age group 3-6 years. Enrollment rate is also 75% for 5-16 years of age children (1589).
- Out of 1224 school going children, more than 95% children are enrolled in government school, 3.3% children are enrolled in private schools where as 1.7% of children are enrolled in Madaris and non-formal education schools.

Out of school children

Out of 1823 children surveyed, 25% children are out of schools in age group 3-16 years.

- 21.3% of all the children are never enrolled in any type of schools.
- 3.4% of all the children (1823) are drop outs.
- Nearly 55% out of school children (450) are females. Whereas 60% never enrolled in school children are females.

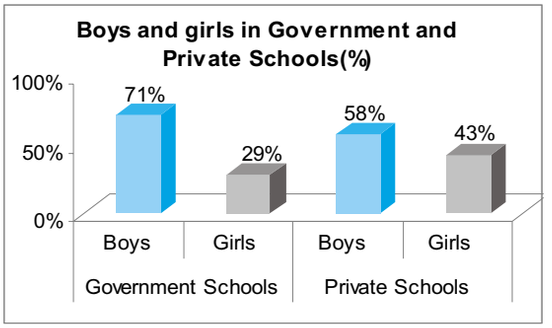
Educational profile of 3-16 years of age children

Age Group	Pre-School	In School children from Class-1 onwards (%)				Out of School (%)		Grand Total
		Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	25	13	1	0	0	0	60	100
5-9	11	69	2	0	1	0	17	100
10-12	0	79	2	0	1	4	13	100
13-14	0	73	4	0	0	10	14	100
15-16	0	52	4	1	0	24	19	100
3-16	**8.2**	**63.9**	**2.2**	**0.2**	**0.9**	**3.4**	**21.3**	**100**
	75.3					**24.7**		**100**
		95	**3.3**	**0.3**	**1.4**			

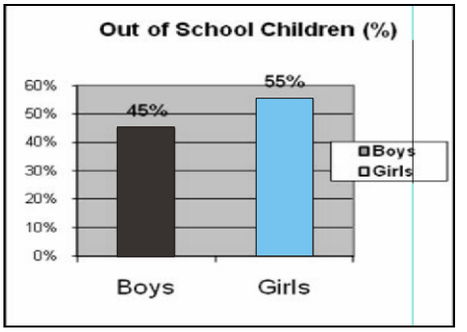
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1280.
- Out of 1280 school going children, more than 89% children are enrolled in government schools; over 3 % children are enrolled in private schools and remaining over 1% are enrolled in Madaris and other types of schools.

Gender: Enrollment by School Type



Gender: Out of School Children



Learning Level

- 44% of all the children in the age group 5-16 years cannot read the paragraph (Level-I) and 59% of all the children in the age group 5-16 years cannot read the Story text (Level -2).
- 45% of all the children in the age group 5-16 years cannot solve the subtraction (level-I) where as about 63% of all the children in the age 5-16 years cannot solve the division (level-II).

Learning Levels

Ages	% children who **cannot** read para		% children who **cannot** solve numeric problems0	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
05-09	64	82	65	88
10-12	21	36	22	40
13-14	19	24	17	24
15-16	24	25	22	24
5-16	44	59	45	63

Learning Ability of Age Group 5-9 Years:

- The learning ability is quite poor in age group 5-9 years of age as about 82% of children in this age group cannot read story text level-II and about 88% children in this age group are unable to solve division (level-II).
- Although Children's learning level-Is rising with age but still there are a large number of children in higher age group15-16 years of age who cannot read and solve Level-II problems i.e. about 24% of all the children in the age group 15-16 years of age are unable to read the story text (level -2) where as about 24% of all the children in the age 15-16 are unable to solve the simple division (level-II).

Learning Ability of Age Group 10-12 Years:

- 21% children cannot read para or level-I text and 36% of children in this age group cannot read story text level-II
- 22% children cannot do subtraction or Level-I(arithmetic) and about 40% children in this age group are unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- 19% children cannot read para or level-I te•t and 24% of children in this age group cannot read story text level-II
- 17% children cannot do subtraction or Level-I(arithmetic) and 24% children were also unable to solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- As expected children's learning level-Is rising with age but still there are a large number of children in higher age group15-16 years of age who cannot read and solve Level-II problems i.e. about 24% of all the children in the age group 15-16 years of age are unable to read the story text (level -2) where as about 25% of all the children in the age 15-16 are unable to solve the simple division (level-II).

Learning Level- Grade Wise

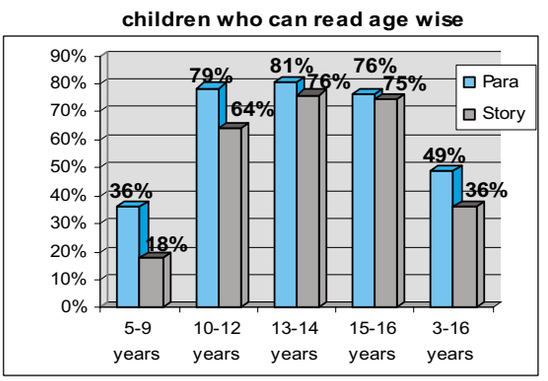
Reading

Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	15.0	40.6	36.1	7.5	0.8	**100**
2	3.5	8.9	29.2	40.6	17.8	**100**
3	0.0	4.4	10.4	43.4	41.8	**100**
4	0.0	1.9	3.1	18.9	76.1	**100**
5	0.0	0.5	3.3	5.5	90.7	**100**
6	0.0	1.3	1.3	2.6	94.9	**100**
7	0.0	0.0	1.8	0.0	98.2	**100**
8	0.0	0.0	0.0	0.0	100	**100**

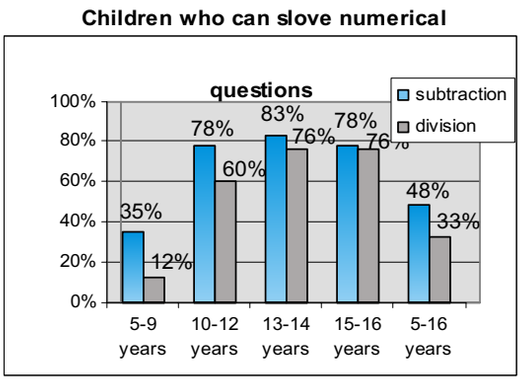
Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	15.0	36.5	43.6	3.4	1.5	**100**
2	2.0	9.4	29.7	56.9	2.0	**100**
3	0.5	3.3	13.7	53.3	29.1	**100**
4	0.0	1.9	3.1	26.4	68.6	**100**
5	0.0	1.6	2.7	6.6	89.0	**100**
6	0.0	0.0	2.6	1.3	96.2	**100**
7	0.0	0.0	1.8	0.0	98.2	**100**
8	0.0	0.0	0.0	0.0	100	**100**

Learning Curves



School Functioning



Total 30 schools were visited. Out of which

- 17 schools are with standard 1-5 (Primary)
- 10 Schools are with standard 1-8 (Elementary)
- 3 schools are with standard 6-8 (Other levels of).

Out of these 30 schools 17 schools are Boys schools, 10 schools are girls' schools and 3 schools are for boys & girls (co education)

Teachers' Attendance

- Over all 83% of all the teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicates the 81% teachers in primary schools were present on the day of visit in sampled Schools, where as 89% and 64% teachers were present in Elementary and Standard 6-8 respectively.

Teacher -Children Attendance			
	Schools with		
	Std 1-5	Std 1-8	Others
PTR	38	31	75
Teachers attendance	81%	89%	64%
Children attendance	85%	80%	52%

Students' Attendance

- Over all 76 % of all the children were found to be present on the day of visit in sampled schools.
- Children attendance patterns indicate that 85% and 80%of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 52% children were present in other levels of schools on the day of visit,-lowest attendance among other school types.
- Over all Pupils teacher ratio was 48 based on attendance enrollment. The pupil teacher ratio (PTR) was 48 in Primary schools where as Pupil-teacher ratio (PTR) in Elementary and other levels of school's was 31 and 75 respectively.

School Facilities - Provision and Use:

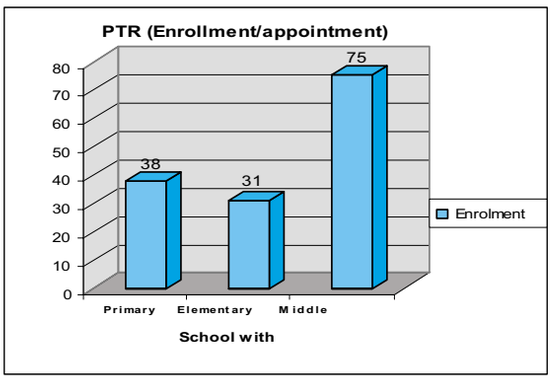
- Total 30 schools were visited. Out of which17 schools are with standard 1-5 (Primary), 10 Schools are with standard 1-8 (Elementary) and 3 schools are with standard 6-8 (Other levels). Out of these 30 schools 17 schools are Boys schools, 10 schools are girls' schools and 3 schools are for boys & girls (co education).
- 30% schools are without water. 83% of all the schools visited had either a hand pump or water tap. Out of which 70% facility (hand pump or water tab) is working.
- 43% schools are without toilets facility. 67% of all the schools visited, had the toilet facility, out of which 57% toilet facility is working.
- 71% of Primary schools have the water facility where as 35% primary schools have either no water facility or it is not working.
- Whereas 65% primary schools have toilet facility where as 41% schools have either no toilet facility or it is not working.
- 70% of Elementary schools have the water facility where as 30% schools have either no water facility or it is not working.
- Whereas 70% Elementary have toilet facility out of which 40% schools have either no toilet facility or it is not working.
- All the other levels of schools has the water facility and it is working properly.
- 67% other levels of schools have toilet facility where as only 33% schools toilet facility is working.
- 30 % girls' schools water facility is not in working order where as 50% girls' schools toilet facility is not in working orders.
- There are 170 rooms available in the 30 schools visited, out of which 122 rooms are used for classes. Remaining 48 rooms are either as stores or for other purposes.
- On average only 3 rooms are used for 5 classes in Primary schools. Whereas 7 rooms are used for 8 classes in Elementary. The conditions are better in other levels of schools as 4 rooms are used for 3 classes in these schools.

Teacher Children and Class Rooms

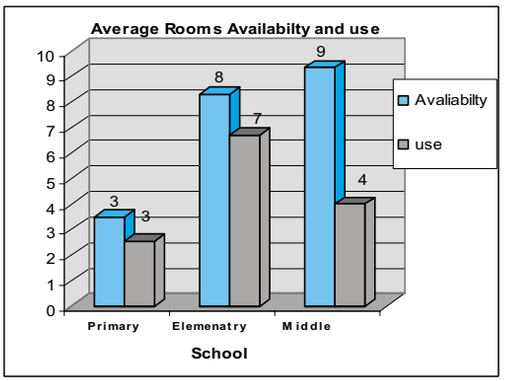
Teacher – Children Attendance			
	Schools with		
	Std 1-5	Std 1-8	Others
Children per class Room	33	43	48
Water Facility (in use) %	65%	70%	100%
Toilet Facility (in use) %	59%	60%	33%

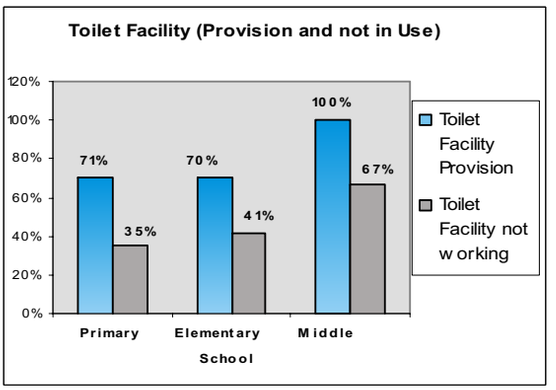
Facilities: Provision and use

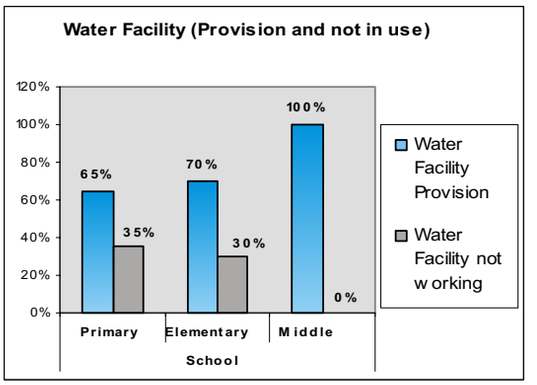
Pupil Teacher Ratio



Rooms Availability & Use







Lahore (Rural)

Lahore district occupies a central position, and is generally called '**The Heart of Pakistan**" with a population of more than 6,563,000 people (Census 1998).

The city as we know it today, reached its peak of glory during the Moghul rulers, especially in the reign of Akbar the Great, an eclectic but inclusive leader who appreciated diversity in religions and cultures of the Sub-Continent. Lahore is a centre for arts, crafts, literary and cultural activities. Lahore is a metropolitan city and an industrial hub

The overall literacy rate of Lahore district is 64.7% and it is ranked 2nd out of 34[15] districts of Punjab in terms of literacy rates (the Pakistan Social & Living Measurement survey- **PSLMs** 2006-07).

There are 1,330 Public schools in District Lahore. Out of which, 697 are Primary schools, 201 middle schools, 322 are High Schools and 110 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions /Deeni Madaris (NEC. 2005)

Map of Lahore

[15] At the time of PSLMs Survey 2006-07, Punjab has 34 districts now it has 36 districts.

Survey Findings:

Information on 1408 children, (3-16 years age group) was collected by the survey in Lahore District Our sample consists of 41% male and 59% female children.

Mothers' information

Information on 599 mothers was collected, 32.2% mothers' were literate whereas 67.8% were illiterate.

School Profile of 3-16 years Age Group Children

- The overall enrolment rate is 87% of all the children (1408) in 3-16 years age group, with nearly 12% children in Pre School going (168) age group 3-6 years. Enrolment rate is 92% for 5-16 years age group children (1243).

Out of school children

Out of 1408 children surveyed, nearly 13% children are out of school in age group 3-16 years.

- 7% of all the children are never enrolled in any type of schools.
- 6 % of all the children (1408) are drop outs.
- Nearly 62% out of school children (177) are females.
- 91 % of never enrolled in school (98) are females.

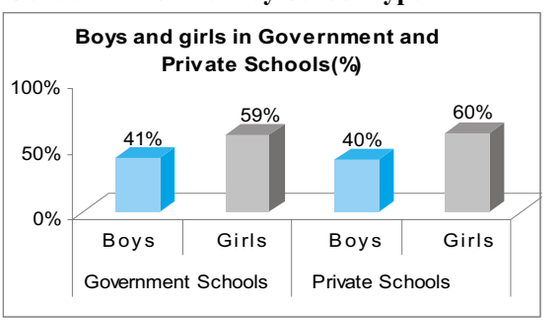
Educational Profile of 3-16 years of age Children by Schools Type

Age Group	Children in different types of schools					Out of School		Total (%)
	Pre-School (%)	Government (%)	Private (%)	Madrassah (%)	Other (%)	Drop-out (%)	Never Enrolled (%)	
3-4	52	2	2	0	0	0	44	100
5-9	14	41	39	1	1	2	3	100
10-12	0	59	35	0	1	4	1	100
13-14	0	54	34	1	1	10	0	100
15-16	0	47	18	2	0	30	3	100
3-16	**11.9**	**42.7**	**31.2**	**0.6**	**1.0**	**5.6**	**7.0**	**100**
	87.4					**12.6**		**100**
		57	**41.3**	**0.85**	**1.3**			

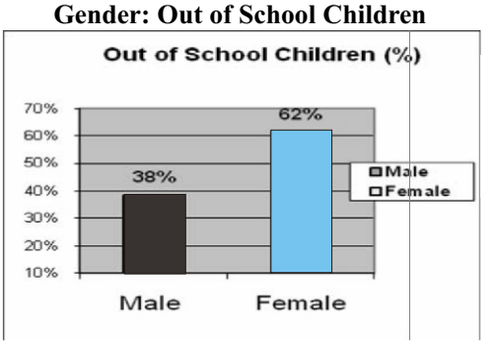
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1063.
- Out of 1139 school going children (5-16years), more than 56% children are enrolled in Government schools, 42.3% children in private schools; remaining 2% are enrolled in Madaris and other type of schools.

Gender: Enrollment by School Type



Gender: Out of School Children



Learning Levels

- Almost 56% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and 67 % cannot solve 2 digit Subtraction (Test level-I)
- 72% of all the children in the age group 5-16 years cannot read Story text (Test level-II) where as about 87% of all the children in the age 5-16 years cannot solve division problems (Test level-II).

Learning Levels

Ages (years)	Who **cannot** read (%)		Who **cannot** solve (%)	
	Para (level-I)	**Story** (level-II)	**Subtraction** (level-I)	**Division (level-II)**
5-9	87	96	94	99
10-12	34	63	50	87
13-14	15	32	32	66
15-16	13	31	28	52
5-16	**56**	**72**	**67**	**87**

Learning Ability of Age Group 5-9 Years:

- 83% children cannot read para or level-I text and 86% children cannot do subtraction question (arithmetic level-I)
- 94% of children in this age group cannot read story text level-II and about 97% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- Almost 34% children cannot read para (level -1) and 50%children in this age group cannot solve 2 digit subtraction questions (arithmetic level-I).
- 63% of children in this age group cannot read story text level-II and about 87% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- Almost 15% children cannot read para or level-I text and 32%cannot solve subtraction questions (arithmetic level-I)
- 32% of children in this age group cannot read story text level-II and 66% children cannot solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- Although Children's learning level-Is rising with age but still there are a large number of children in higher age group15-16 years of age who cannot read and solve Level-II problems i.e. about 31% of all the children in the age group 15-16 years of age are unable to read the story teXt (level -2) where as about 52% of all the children in the age 15-16 are unable to solve the simple division (level-II).

Learning – Class / Grade Wise

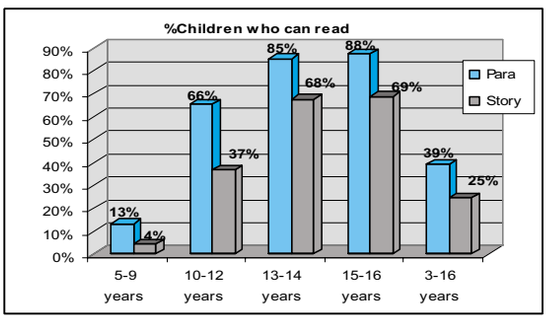
Reading

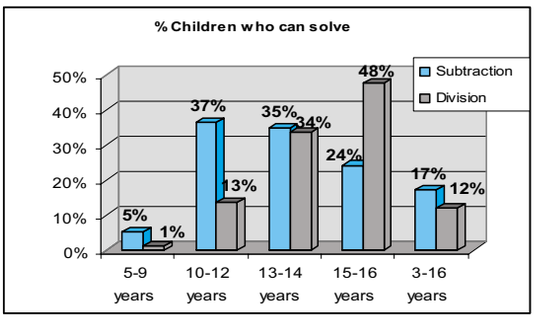
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	22.0	52.5	20.9	3.4	1.1	**100**
2	8.7	42.8	29.0	10.9	8.7	**100**
3	4.5	24.1	39.8	16.5	15.0	**100**
4	2.6	5.2	21.6	43.1	27.6	**100**
5	0.9	3.5	14.8	37.4	43.5	**100**
6	0.0	3.0	11.0	28.0	58.0	**100**
7	0.0	0.0	5.6	11.1	83.3	**100**
8	2.6	2.6	2.6	20.5	71.8	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	26.6	50.3	22.0	0.6	0.6	**100**
2	5.1	46.7	40.9	6.6	0.7	**100**
3	4.5	24.8	53.4	15.0	2.3	**100**
4	0.0	6.0	49.1	38.8	6.0	**100**
5	2.6	2.6	37.4	43.5	13.9	**100**
6	0.0	2.0	24.0	45.0	29.0	**100**
7	0.0	0.0	14.8	40.7	44.4	**100**
8	2.6	0.0	15.4	30.8	51.3	**100**

Learning Curves





School Functioning

- A total of 30 schools were visited. Out of which,
  - 19 schools are primary level with classes Katchi to 5.
  - 5 Schools are elementary level with classes Katchi to 8
  - 6 schools are others with classes 1-10.

  (Note: Schools with class 1-10 are others)
- Out of the 30 schools, 13 schools are boys' schools, 8 schools are girls' schools and 9 schools are mi•ed (boys & girls/co education)

Teachers' Attendance

- Over all 87% of all the teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 76% teachers in primary schools were present on the day of visit, where as 86% and 91% teachers were present in Elementary and Other levels of schools respectively.

Students' Attendance

- Over all 67 % of all the children were found to be present on the day of visit in sampled schools.
- Children's attendance patterns indicate that 67% and 45% of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 73% children were present in other levels (high school, Private & non-formal Schools) of schools on the day of visit, indicating highest attendance amongst all schools.

	Schools with		
	Std 1-5	**Std 1-8**	**Others**
Children Attendance	67%	45%	73%
Teachers Attendance	76%	86%	91%
Pupil Teacher Ratio - PTR	54	28	29

Pupil Teacher Ratio (PTR)

- Over all pupils teacher ratio (PTR) in all 30 schools was 33 based on attendance enrolment. (PTR ratio with respect to School level was:
  - PTR was 54 in Primary schools.
  - PTR in Elementary schools was 28.
  - PTR in other levels of schools was 29.

School Facilities - Provision and Use:

- Of the 30 schools visited, only in 60% schools water facility (hand pump or water tap) is working, the remaining 40% schools either do not have the facility or it was not in working order.
- 57% of all the schools visited, had toilet facilities, where as 43% schools either do not have toilet facility or it was not in working order.

Missing Facilities

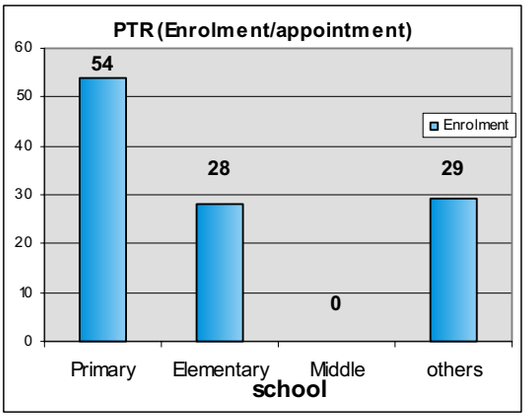
- 53% Primary schools had water facility in working order where as 47% primary schools either do not have water facility or it was not working.
- 42% Primary schools had toilet facility in working order where as 57% schools either do not have toilet facility or it was not working.
- 80% Elementary schools had the water facility in working order where as 20% schools either do not have toilet facility or it was not working. The pattern was similar with toilet facilities in elementary schools.
- 67% other schools had the water facility in working order, where as the remaining 33% schools either do not have water facility or it was not working
- 83% other levels of schools toilet facilities are in working conditions where as remaining 17% schools either do not have toilet facility or it was not in working conditions.
- 25 % girls' school water facility is not in working order and same number of girl's schools toilet facility was not in working order.
- 219 rooms were available in the 30 schools visited, out of which 189 rooms are used for classes. Remaining 22 or 10% rooms are either not suitable for classes or were used for some other purposes.

Schools Facilities

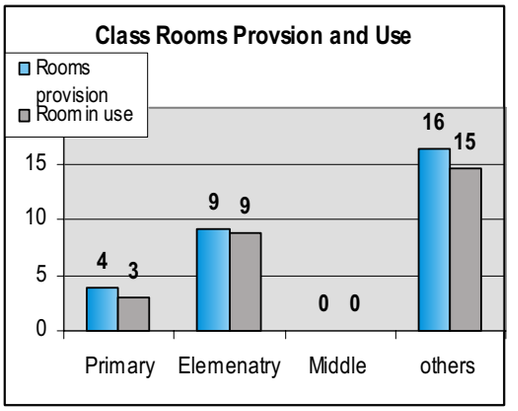
Schools Facilities			
	Schools with		
	Std 1-5	Std 1-8	Others
Number of Schools Visited	19	5	6
Average No. of Rooms Available for Classes	4	9	16
Average No. of Rooms Used for Classes	3	9	15
Children Per Class Rooms	45	35	48
Water Facility (in use) %	53%	80%	67%
Toilet Facility (in use) %	42%	80%	83%

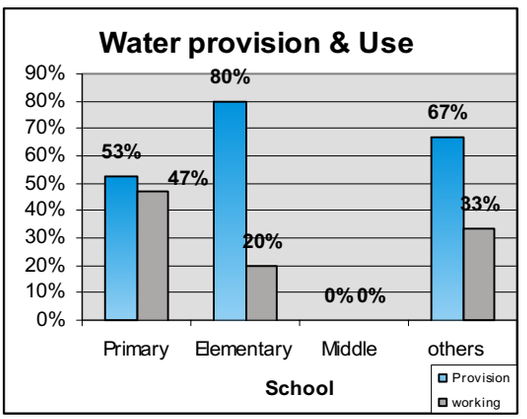
Facilities: Provision and use

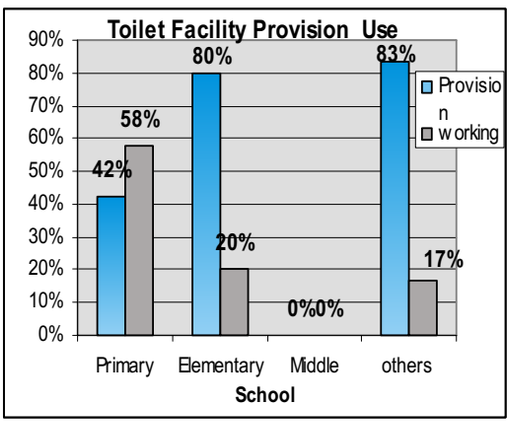
Pupil Teacher Ratio



Rooms Availability & Use







Mianwali (Rural)

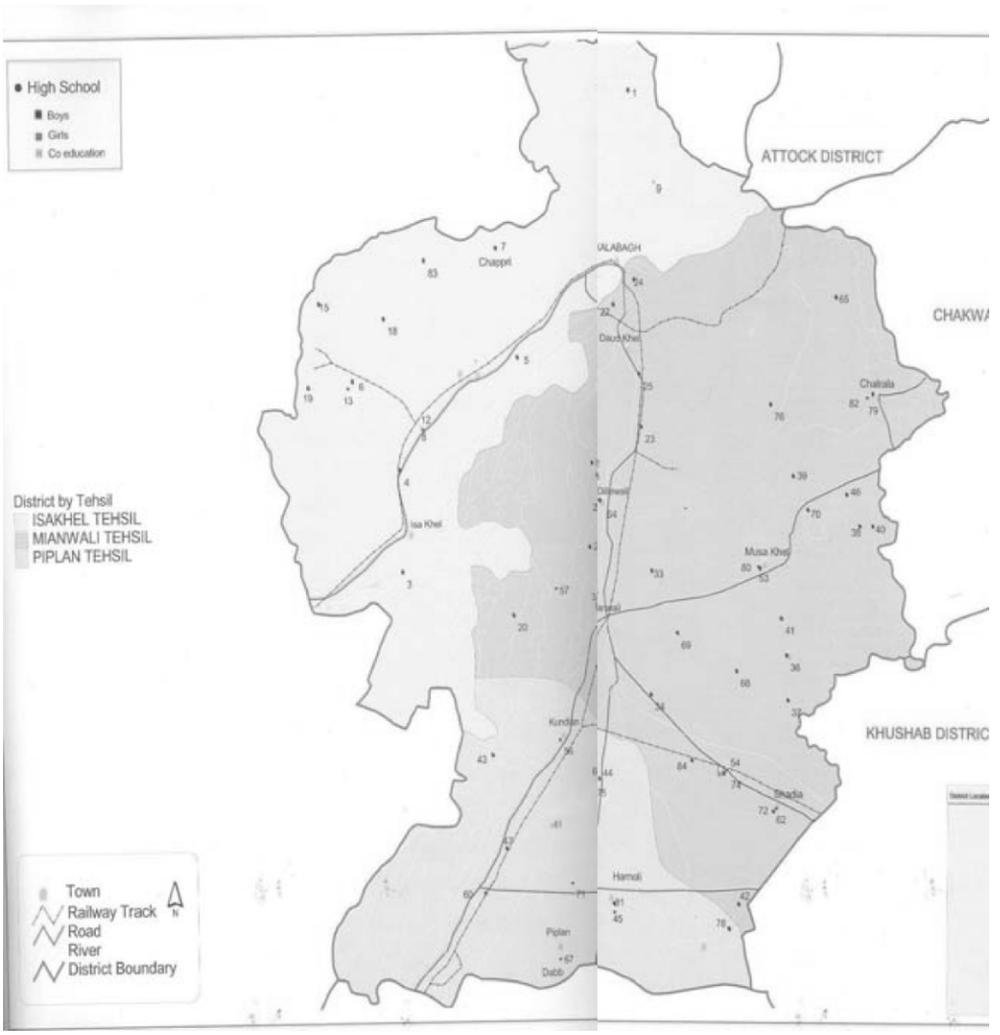
Mianwali District is situated in the north-west of Punjab province, Pakistan. The city is located at 32°34'60 N and 71° 32'60E with an altitude of 211 meters (695 feet). According to the 1998 census of Pakistan, the Mianwali city had a population of 85,000 inhabitants.

In November 1901, North West Frontier Province was carved out of Punjab and present day towns of Mianwali, Isa Khel, Kalabagh, and Kundian were separated from Bannu District (NWFP) and hence a new district named as Mianwali District was made with the headquarters in Mianwali city and placed in Punjab. Mianwali is also the hometown of renowned cricketer and philanthropist, Imran Khan.

The overall literacy rate of Multan district is 42.8% and it is ranked 17th out of 34 districts of Punjab in terms of literacy rates. (PSLMs 2006-07)

There are 1564 Public schools in District Mianwali. Out of which, 1289 are Primary schools, 161 middle Schools , 84 are High schools and 30 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris. (NEC. 2005)

MAP Of Mianwali



Survey Findings:

Information on 1631 children, (3-16 years age group) was collected by the survey in Mianwali. Our sample consists of 60% male and 40% female children.

Mothers' Information

Information on 919 mothers' was collected, 20% mothers' were literate whereas 80% were illiterate.

School Profile of 3-16 years Age Group Children

- The overall enrollment rate is 90% of all the children (1631) in 3-16 years age group, with over 4% children in Pre School going (64) age group 3-6 years. Enrollment rate is 95% for 5-16 years age group children (1416).

Out of school children

Out of 1631 children surveyed, over 10% children are out of school in age group 3-16 years.

- 8% of all the children are never enrolled in any type of schools.
- 2% of all the children (1631) are drop outs.
- Nearly 55% out of school children (170) are females.
- 60% of the never enrolled in schools (132) are females.

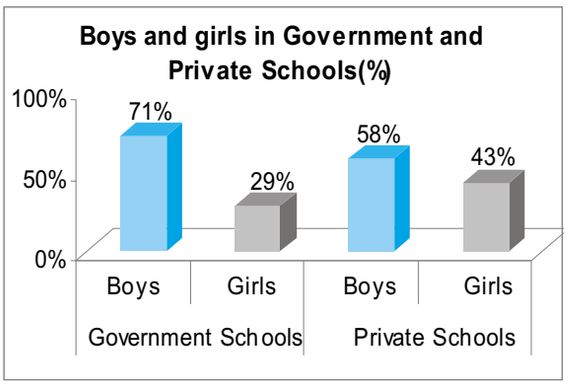
Educational Profile: 3-16 Years of Age Children

Age Group	Children In Different Types Of Schools (%)					Out of School (%)		Total
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	11	15	5	0	0	0	68	100
5-9	7	76	13	1	0	0	3	100
10-12	0	85	9	0	0	2	3	100
13-14	0	85	8	0	1	4	1	100
15-16	0	79	7	1	0	12	0	100
3-16	**3.9**	**74.7**	**10.2**	**0.4**	**0.3**	**2.3**	**8.1**	**100**
	89.6					**10.4**		**100**
		87	**12**	**0.5**	**0.4**			

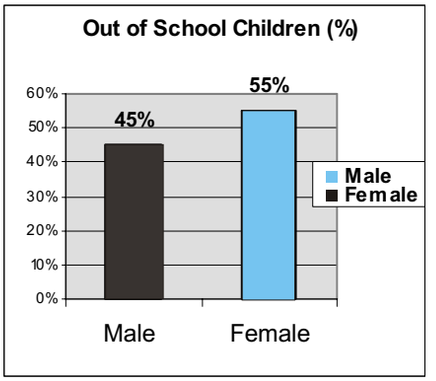
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1416.
- Out of 1416 school going children (5-16years), more than 87% children are enrolled in Govt. schools, 12% children in private schools whereas 1% children are enrolled in Madaris and non formal education schools.

Gender: Enrollment by School type



Gender: Out of School Children



Learning Levels

- 51% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and 70% of all the children in the age group 5-16 years cannot read Story teXt (Level -2).
- 57% of all the children in the age group 5-16 years cannot solve the subtraction (level-I) where as about 75% of all the children in the age 5-16 years cannot solve division problems (level-II).

Learning Levels

Age Group	Who **Cannot** read para (%)		Who **Cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	77	94	81	94
10-12	34	60	39	65
13-14	19	40	30	51
15-16	14	27	14	33
5-16	**51**	**70**	**57**	**75**

Learning Ability of Age Group 5-9 Years:

- 77% children cannot read para or level-I text and 81% children cannot do subtraction or Level-I(arithmetic)
- 94% of children in this age group cannot read story text level-II and same number of children in this age group are also unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- 34% children cannot read para or level-I text and 39% children cannot do subtraction or Level-I(arithmetic)
- 60% of children in this age group cannot read story text level-II and about 65% children in this age group are unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- 19% children cannot read para or level-I text and 30% children cannot do subtraction or Level-I(arithmetic)
- 40% of children in this age group cannot read story text level-II and 51% children were also unable to solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- As e•pected children's learning level-Is rising with age but still there are a large number of children in higher age group15-16 years of age who cannot read and solve Level-II problems i.e. about 27% of all the children in the age group 15-16 years of age are unable to read the story text (level -2) where as about 33% of all the children in the age 15-16 are unable to solve the simple division (level-II).

Learning – Class / Grade Wise

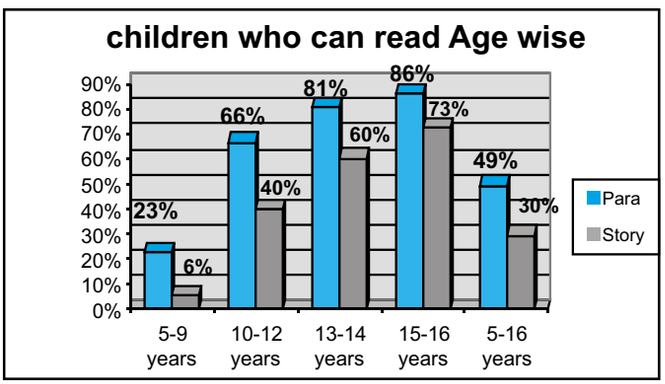
Reading

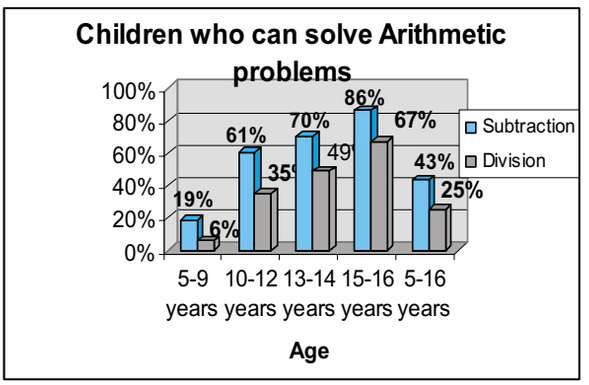
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	23.0	44.0	25.0	3.2	4.8	**100**
2	7.8	32.3	37.9	18.1	3.9	**100**
3	2.5	21.2	34.8	31.8	9.6	**100**
4	0.6	9.1	27.3	35.2	27.8	**100**
5	1.2	4.9	21.0	32.7	40.1	**100**
6	0.0	4.0	14.9	23.8	57.4	**100**
7	1.3	7.8	7.8	16.9	66.2	**100**
8	1.3	2.6	7.9	22.4	65.8	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	34.8	32.8	25.8	1.6	4.9	**100**
2	17.2	25.9	36.2	17.2	3.4	**100**
3	4.2	18.3	51.0	19.4	7.2	**100**
4	5.7	12.5	24.4	31.3	26.1	**100**
5	4.3	7.4	24.7	27.8	35.8	**100**
6	1.0	5.9	20.8	27.7	44.6	**100**
7	2.6	1.3	13.0	27.3	55.8	**100**
8	2.6	1.3	9.2	19.7	67.1	**100**

Learning Curves





School Functioning

Teachers and Children:

A total of 30 schools were visited. Out of which,

- 17 schools are primary level with grades Katchi to 5.
- 10 Schools are elementary level with grades Katchi to 8
- 3 schools are other levels of level with grades 6-8.

Out of these 30 schools, 17 schools are boys' scho ols, 11 schools are girls' schools and 2 schools are mixed (boys & girls/co education)

Teachers' Attendance

- Over all 80% of all the teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 73% teachers in primary schools were present on the day of visit, where as 91% and 77% teachers were present in Elementary and Other levels of schools respectively.

Students' Attendance

- Over all 76 % of all the children were found to be present on the day of visit in sampled schools.
- Children's attendance patterns indicate that 85% and 80% of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 52% children were present in other levels of schools on the day of visit, indicating lowest attendance amongst all schools.

	Schools with		
	Std 1-5	**Std 1-8**	**Others**
Children Attendance	85%	80%	52%
Teachers Attendance	73%	91%	77%
Pupil Teacher Ratio - PTR	38	38	85

Pupil Teacher Ratio (PTR)

- Over all pupils teacher ratio (PTR) in all 55 schools was 36 based on enrollment (i.e. number of children enrolled and number of teachers appointed). PTR ratio with respect to School level was:
  - PTR was 40 in Primary schools.
  - PTR in Elementary schools was 45.
  - PTR in Other levels of schools was 85.

School Facilities - Provision and Use:

- Of the 30 schools visited, only in 68% schools water facility (hand pump or water tap) is working, the remaining 28% schools either do not have the facility or it was not in working order.
- 57% of all the schools visited, had toilet facilities, where as 43% schools either do not have toilet facility or it was not in working order.

Missing Facilities

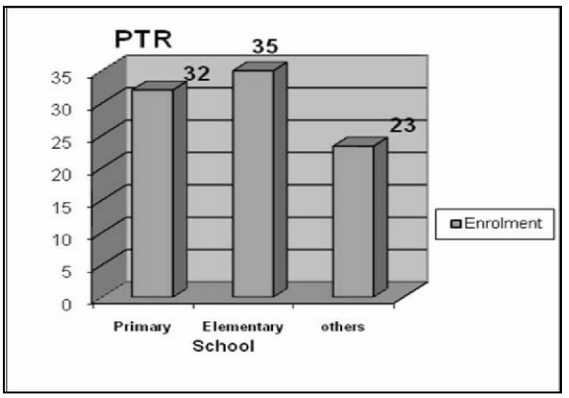
- 71% Primary schools had water facility in working order where as 29% primary schools either do not have water facility or it was not working.
- 53% Primary schools had toilet facility in working order where as 47% schools either do not have toilet facility or it was not working.
- 70% Elementary schools had the water facility in working order where as 30% schools either do not have toilet facility or it was not working.
- 60% Elementary schools had the toilet facility in working order where as 40% schools either do not have toilet facility or it was not working.
- 67% other levels of schools had the water and toilet (both) facility in working order where as 33% schools either do not have water and toilet facility or it was not working.
- 58 % girls' school water facility is not in workin g order where as 50% girls' school toilet facility was also not in working orders.
- There are 170 rooms available in the 30 schools visited, out of which 132 rooms are used for classes. The remaining 38 rooms are either used as stores or for other purposes.
- On average only 3 rooms are used for 6 classes in Primary schools. Whereas 6 rooms are used for 8 classes in Elementary level.
- The conditions are better in other levels of schools as 4 rooms are available for 3 classes.

Schools Facilities

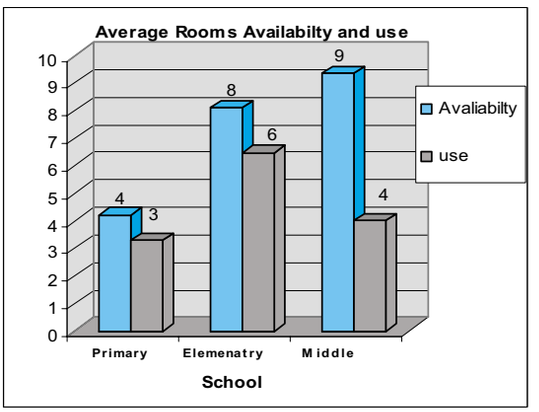
Schools Facilities			
	Schools with		
	Std 1-5	Std 1-8	Others
Number of Schools Visited	17	10	3
Average No. of Rooms Available for Classes	3	8	9
Average No. of Rooms Used for Classes	3	7	6
Children Per Class Rooms	33	43	48
Water Facility (in use) %	71%	70%	67%
Toilet Facility (in use) %	53%	60%	67%

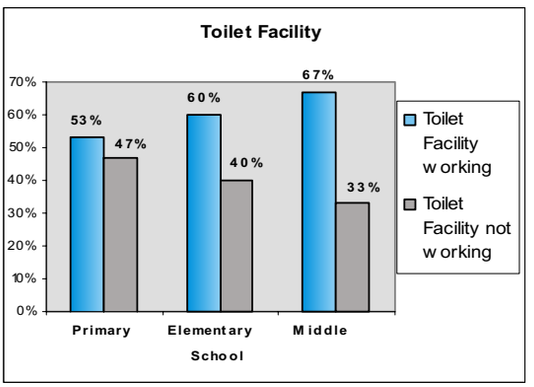
Facilities: Provision and use

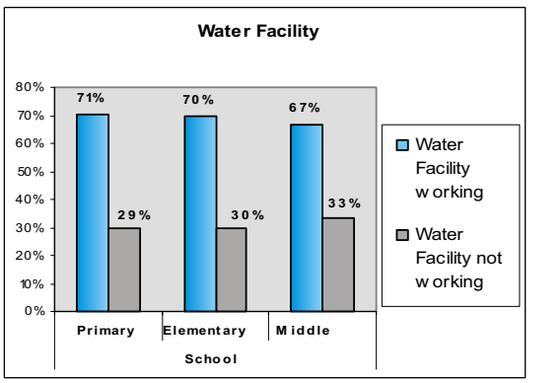
Pupil Teacher Ratio



Rooms Availability & Use







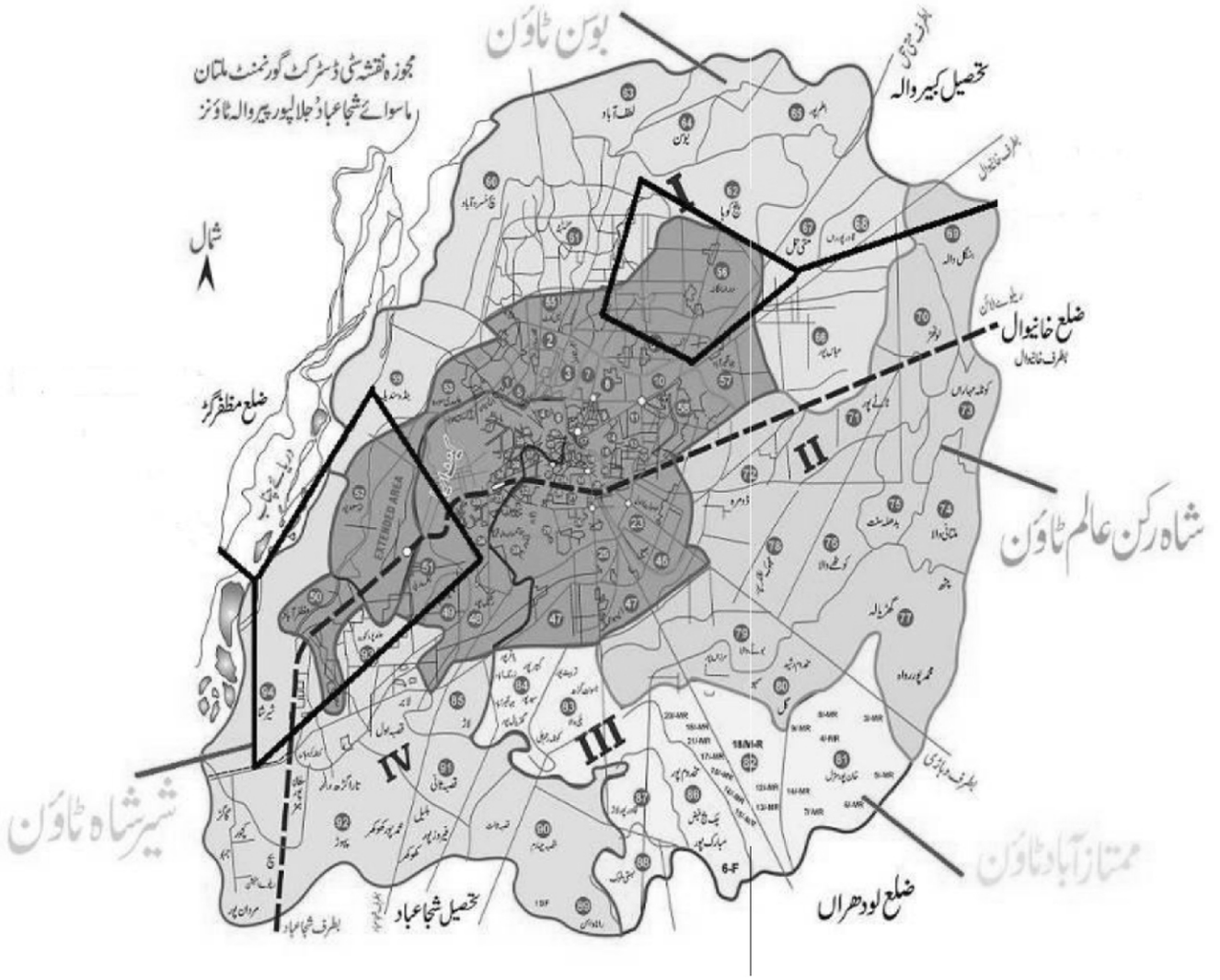
Multan (Rural)

Multan District is located in the southern part of the province Punjab. Multan District has a population of over 3.8 million—according to 1998 census—and the city itself is the sixth largest in Pakistan. It is situated on the east bank of the Chenab River, more or less in the geographic centre of the country and about 966 km (600 miles) from Karachi. Multan is an ancient city, known for its Sufi heritage. It is a rich agricultural and industrial centre, connected with industrial hubs of the country. It is famous for its handicrafts (carpets & ceramics) and cottage industries. It has over 3357 industrial units, as well as being a famous cotton and mango producing district of Pakistan.

The overall literacy rate of Multan district is 43.4% and it is ranked 16th out of 34 districts of Punjab in terms of literacy rates. (PSLMs 2006-07)

There are 1,668 Public schools in District Multan. Out of which, 1,281 are Primary schools, 195 middle schools, 144 are High schools and 48 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris. (NEC. 2005)

MAP Of Multan



Survey Findings:

Information on 1430 children aged 3- 16 years was collected by ASER survey in Multan. Our sample consists of 58.8 % male and 41.2% female children.

Mothers' information

Information on 610 mothers was collected, 13.4% were literate, whereas 86.6% were illiterate.

School Profile of 3-16 Years Age Group Children

- The overall enrollment rate is 87% of all the children (1430) in 3-16 years age group, with less than 1% children in Pre School going age group 3-6 years (12). Enrollment rate is 91% for 5-16 years age group children (1333).

Out of School Children

Out of 1430 children surveyed, over 13% children are out of school (188) in age group 3-16 years.

- 11% of all the children are never enrolled in any type of schools.
- Nearly 2% of all the children (1430) are drop outs.
- 49% of out of school children (188) are females.
- 67 % of never enrolled in schools children (163) are females.

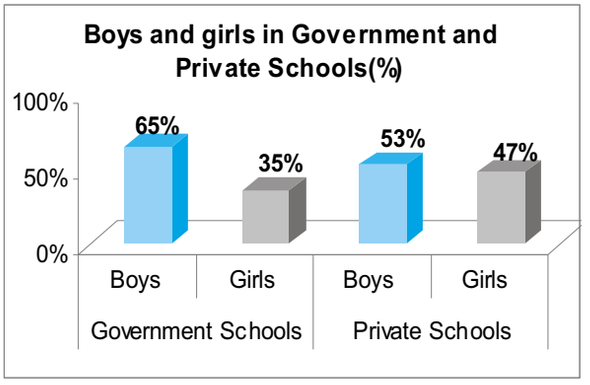
Educational Profile of 3-16 years of age Children by Schools Type

Age Group	Children in different types of Schools (%)					Out of School (%)		Total
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	5	7	12	4	3	0	68	100
5-9	1	45	28	5	5	1	14	100
10-12	0	65	25	5	2	2	1	100
13-14	0	68	21	3	0	4	3	100
15-16	0	68	23	2	0	4	3	100
03-16	**0.8**	**54**	**24.6**	**4.5**	**2.9**	**1.7**	**11.4**	**100**
	86.9					**13.1**		**100**
		63	**28.6**	**5.3**	**3.3**			

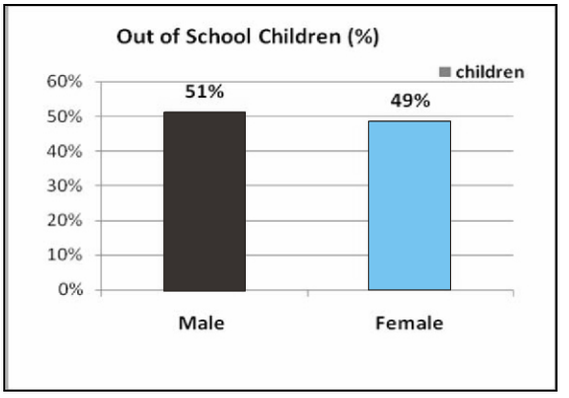
School Going children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1211.
- Out of 1211 school going children (5-16years), more than 63% children are enrolled in government schools over 28% children are enrolled in private schools, over 5% children are enrolled in Madaris and remaining about 3 % are enrolled in other types of schools.

Gender: Enrollment by School type



Gender: Out of School Children



Learning

- 35% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and 38% of all the children cannot solve 2 digits Subtraction (level-I).
- 55% of all the children in the age group 5-16 years cannot read Story text (level-II) where as about 59% of all the children in the age 5-16 years cannot solve division problems (level-II).

Table 1: Learning Levels

Age	Who **cannot** read para (%)		Who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	61	86	64	88
10-12	20	39	23	46
13-14 14	24 10	27		
15-16	6	13	11	22
5-16	**35**	**55**	**38**	**59**

Learning Ability of Age Group 5-9 Years:

- 61% children cannot read para or level-I text and 64% children cannot do subtraction question (arithmetic level-I)
- 86% of children in this age group cannot read story text level-II and about 88% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- Almost 20% children cannot read para (level -1) and 23% children cannot solve 2 digit subtraction questions (arithmetic level-I).
- 39% of children in this age group cannot read story text level-II and about 46% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- Almost 14% children cannot read para or level-I text and 10% children cannot solve subtraction questions (arithmetic level-I)
- 24% of children in this age group cannot read story text level-II and 27% children cannot solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- Almost 6% children cannot read para or level-I text and 11% children cannot solve subtraction questions (arithmetic level-I)
- 13% of children in this age group cannot read story text (level-II) and 22% children cannot solve division (level-II).

Learning – Class / Grade Wise

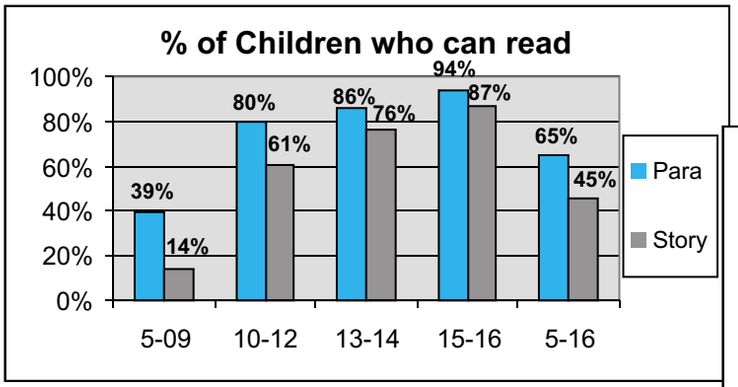
Reading

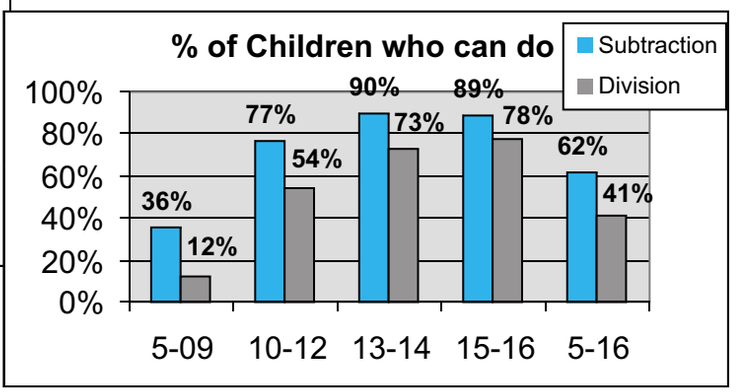
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	23.3	41.1	22.1	12.3	1.2	**100**
2	7.0	15.2	29.7	41.8	6.3	**100**
3	3.8	11.9	18.1	34.4	31.9	**100**
4	0.6	5.6	11.7	35.8	46.3	**100**
5	0.7	3.5	7.6	17.4	70.8	**100**
6	0.0	1.4	5.7	7.8	85.1	**100**
7	0.0	0.0	7.5	10.0	82.5	**100**
8	0.0	0.0	2.9	8.7	88.3	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	26.4	31.3	34.4	7.4	0.6	**100**
2	7.0	17.7	33.5	38.0	3.8	**100**
3	6.9	7.5	21.9	40.0	23.8	**100**
4	1.9	5.6	16.0	32.1	44.4	**100**
5	1.4	2.8	10.4	22.9	62.5	**100**
6	0.7	0.7	7.8	14.9	75.9	**100**
7	1.3	0.0	2.5	16.3	80.0	**100**
8	0.0	0.0	0.0	14.6	85.4	**100**

Learning Curves





School Functioning

Teachers and children:

- A total of 30 schools were visited, out of which,
  - 18 schools are primary level with classes Katchi to 5.
  - 8 Schools are elementary level with classes Katchi to 8
  - 4 schools are others level with classes 1-10

- Out of 30 schools16 schools are boys schools, 6 schools are girls' schools and 8 schools are mixed (boys & girls/co education).

Teachers' Attendance

- Over all 74% of all the teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 76% teachers in primary schools were present on the day of visit, where as 67% and 80% teachers were present in Elementary and other levels of schools respectively.

Students' Attendance

- Over all 79 % of all the children were found to be present on the day of visit in sampled schools.
- Children's attendance patterns indicate that 79% and 80% of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 88% children were present in other levels of schools on the day of visit, indicating highest attendance amongst all schools.

	Schools with		
	Std 1-5	Std 1-8	Others
Children Attendance (%)	79%	74%	88%
Teachers Attendance (%)	76%	80%	67%
Pupil Teacher Ratio - PTR	32	35	23

School Facilities - Provision and Use:

- Out of 30 schools visited, only in 73% schools water facility (hand pump or water tap) is working, the remaining 27% schools either do not have the facility or it was not in working order.
- 57% of all the schools visited, had toilet facilities, where as 43% schools either do not have toilet facility or it was not in working order.

Missing Facilities

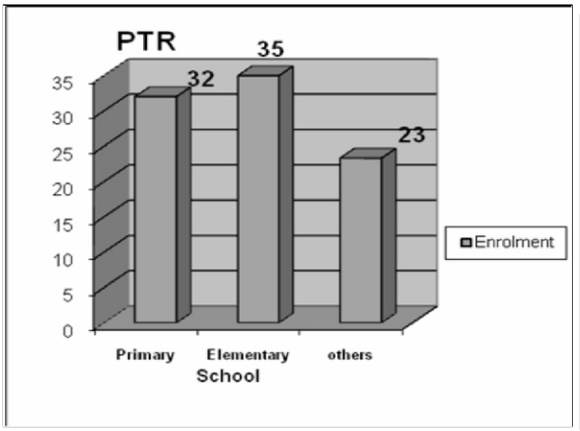
- 78% Primary schools had water facility in working order where as 22% primary schools either do not have water facility or it was not working.
- 61% Primary schools had toilet facility in working order where as 39% schools either do not have toilet facility or it was not working.
- 50% Elementary schools had the water facility in working order where as remaining 50% schools either do not have water facility or it was not working.
- 50% Elementary schools had the water facility in working order where as 50% schools either do not have toilet facility or it was not working.
- All other levels of schools had the water facilities in working conditions
- 50% other levels of school's had toilet facility whereas remaining 50% schools either do not have toilet facility or it is not working.

Schools Facilities

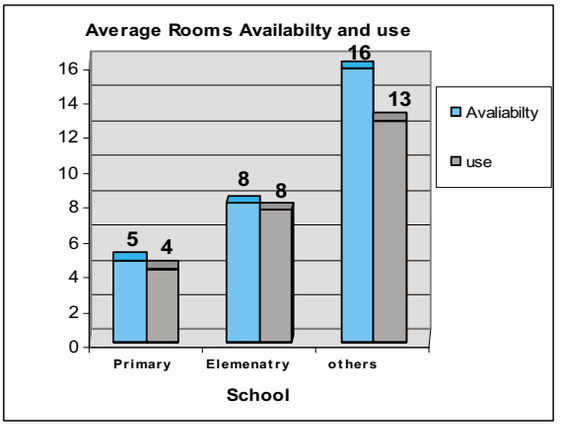
Schools Facilities			
	Schools with		
	Std 1-5	Std 1-8	Others
Number of Schools Visited	18	8	4
Average No. of Rooms Available for Classes	5	8	16
Average No. of Rooms Used for Classes	4	8	13
Children Per Class Rooms	30	33	20
Water Facility (in use) %	78%	50%	100%
Toilet Facility (in use) %	61%	50%	50%

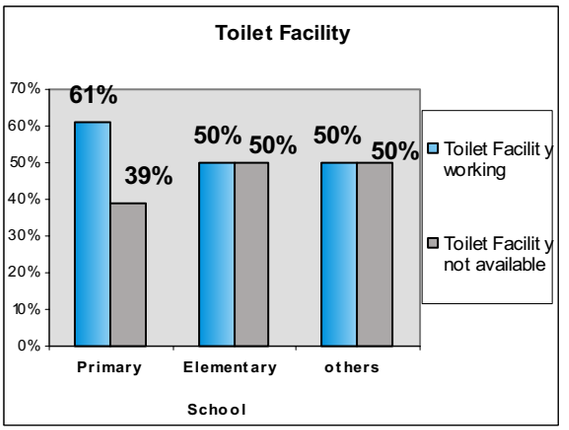
Facilities: Provision and use

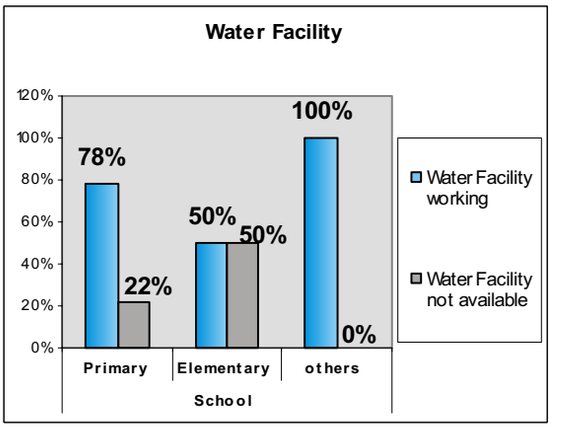
Pupil Teacher Ratio (PTR)



Rooms Availability & Use







Rahim Yar Khan (Rural)

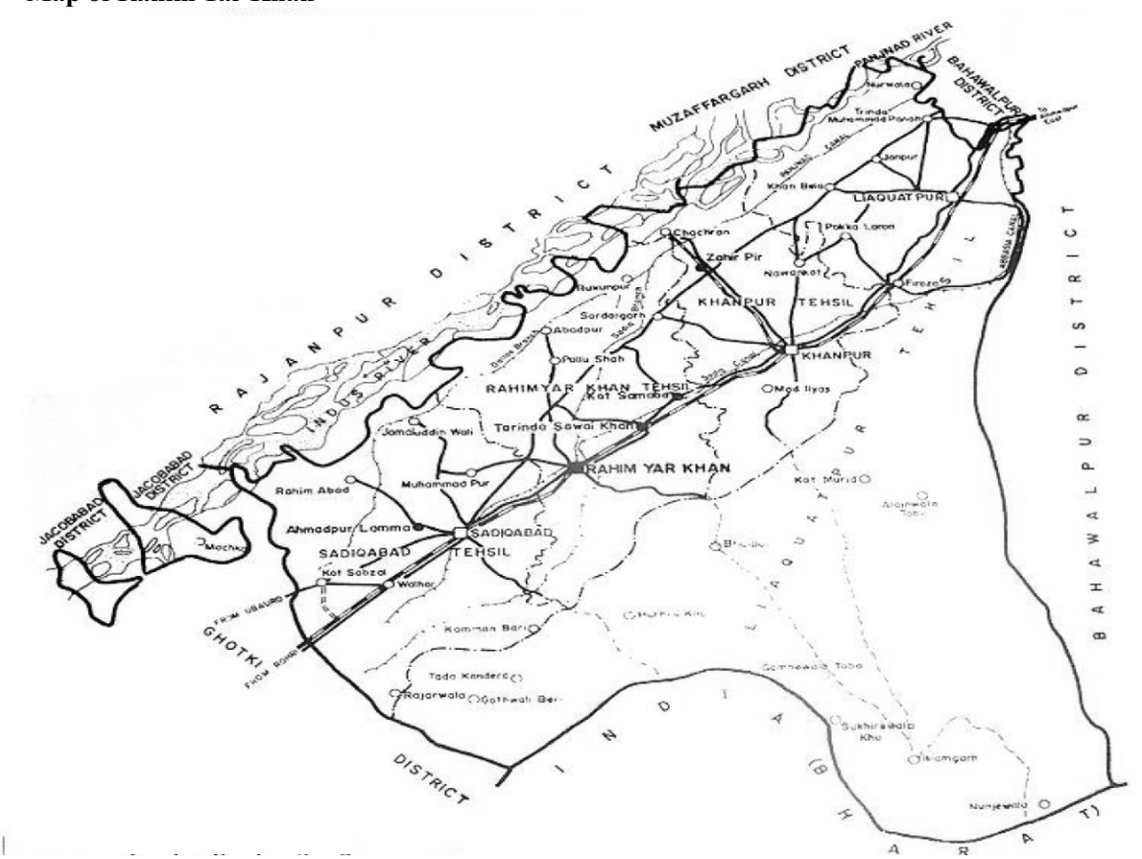
Rahim Yar Khan is the famous city in the South of Punjab. Rahim Yar Khan is bounded on the North by Muzaffargarh district, on the East by Bahawalpur district, on the South by Jasilmir (India) and Ghotki district of Sindh province and on the West by Ranjanpur district.

Rahim Yar Khan is predominantly a rural agricultural district with barely 19 percent population residing in urban areas. It is also a hub for agro-based industry and other industrial activities. The oldest UNILEVER plant is located in RYK. The rulers of Abu Dhabi have a presence in RYK, with interests in hunting. They have set up a palace, school and contribute somewhat to the economy. It is connected with the rest of the country through good roads, railway and air. The total population of Rahim Yar Khan District is approximately 3.3 million (2007). Saraiki is the predominant language being spoken in the district. Its largest minority group is Hindus. RYK is associated with the exploitative supply of the 'camel jockey kids', and more recently their return and rehabilitation.

The overall literacy rate of Rahim Yar Khan district is 33.1% and it is ranked 30th out of 34 districts of Punjab in terms of literacy rates. (PSLMs 2006-07)

There are 3,903 Public schools in District Rahim Yar Khan, 3,375 are Primary schools, 316 middle schools, 168 are High schools and 44 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris. (NEC. 2005)

Map of Rahim Yar Khan



Survey Findings:

Information on 1565 children, (3-16 years age group) was collected by the survey in Rahim Yar Khan. Our sample consists of 60% male and 40% female children.

Mothers' information

Information on 953 mothers' was collected, 31.4% were literate, whereas 68.6% were illiterate.

School Profile of 3-16 years Age Group Children

- The overall enrollment rate is 84% of all the children (1565) in 3-16 years age group, with over 6% children in Pre School going (96) age group 3-6 years.
- Enrollment rate is 87% for 5-16 years age group children (1455).

Out of school children

Out of 1565 children surveyed, 16% children are out of school in age group 3-16 years.

- 10% of all the children are never enrolled in any type of schools.
- 6 % of all the children (1565) are drop outs.
- Nearly 52% out of school children (248) are females.
- 56 % of never enrolled in schools children (150) are females.

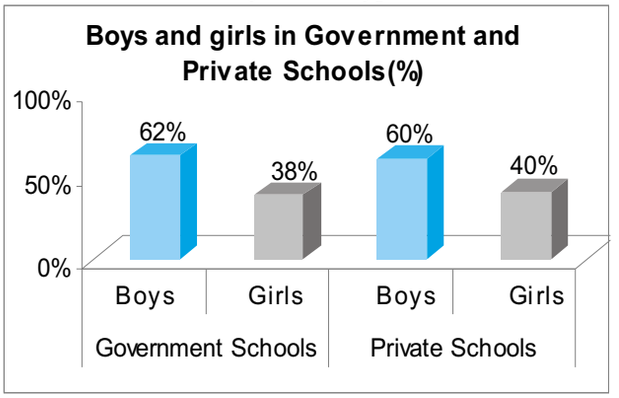
Educational profile of 3-16 years of age children

Age Group	Children in different types of Schools (%)					Out of School (%)		Total
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	25	5	8	1	0	0	60	100
5-9	8	69	14	0	0	1	7	100
10-12	0	74	18	0	0	5	3	100
13-14	0	66	13	1	0	16	5	100
15-16	0	53	8	0	0	35	4	100
3-16	**6**	**64**	**14**	**0**	**0**	**6**	**10**	**100**
	84					**16**		**100**
		81.5	**18.1**	**0.4**	**0.0**			

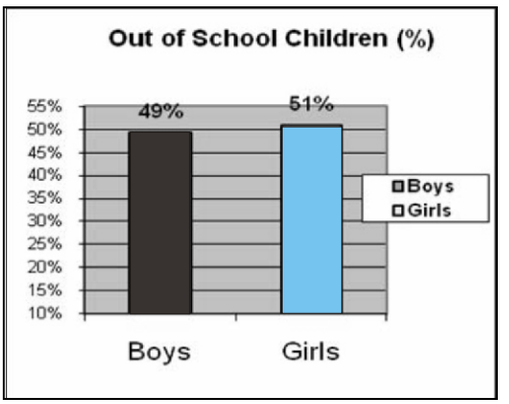
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1416.
- Out of 1455 school going children (5-16years), more than 81.5% children are enrolled in government schools, 18.1% children in private schools, remaining 0.4% are enrolled in Madaris.

Gender: Enrollment by School type



Gender: Out of School Children



Learning

- 62% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and solve 2 digit Subtraction (level-I)
- 76% of all the children in the age group 5-16 years cannot read Story text (level-II) where as about 84% of all the children in the age 5-16 years cannot solve division problems (level-II).

Learning Levels

Age Group	Who **cannot** read para (%)		Who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	83	94	86	97
10-12	42	63	44	76
13-14	29	47	29	61
15-16	25	42	22	53
5-16	**62**	**76**	**63**	**84**

Learning Ability of Age Group 5-9 Years:

- 83% children cannot read para or level-I text and 86% children cannot do subtraction question (arithmetic level-I)
- 94% of children in this age group cannot read story text level-II and about 97% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- Almost 42% children cannot read para (level -1) and cannot solve 2 digit subtraction questions (arithmetic level-I).
- 63% of children in this age group cannot read story text level-II and about 76% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- Almost 29% children cannot read para or level-I text and cannot solve subtraction questions (arithmetic level-I)
- 47% of children in this age group cannot read story text level-II and 61% cannot solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- Although Children's learning level-Is rising with age but still there are a large number of children in higher age group15-16 years of age who cannot read and solve Level-II problems i.e. about 25% of all the children in the age group 15-16 years of age are unable to read the story text (level -2) where as about 22% of all the children in the age 15-16 are unable to solve the simple division (level-II).

Learning – Class / Grade Wise

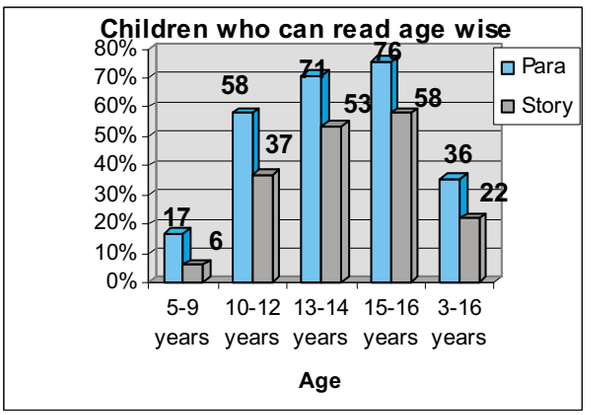
Reading

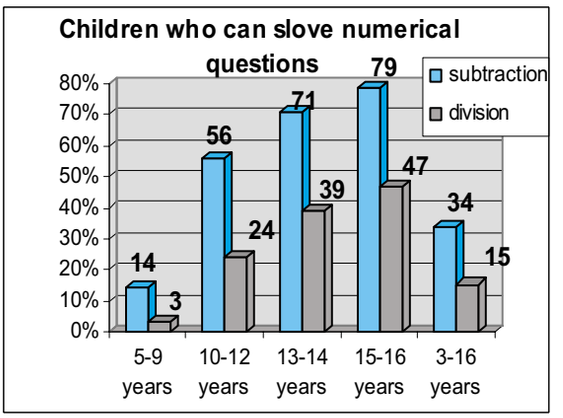
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	33.0	39.7	17.6	5.1	4.5	**100**
2	16.7	41.7	27.1	10.9	3.6	**100**
3	8.9	17.8	37.7	21.9	13.7	**100**
4	4.3	12.9	25.9	31.9	25.0	**100**
5	2.8	4.7	17.8	21.5	53.3	**100**
6	3.2	10.6	12.8	26.6	46.8	**100**
7	0.0	0.0	7.3	27.3	65.5	**100**
8	0.0	0.0	10.7	17.9	71.4	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	30.1	35.6	25.0	5.8	3.5	**100**
2	18.2	35.9	35.4	8.3	2.1	**100**
3	5.5	13.0	50.0	22.6	8.9	**100**
4	3.4	8.6	40.5	35.3	12.1	**100**
5	1.9	4.7	23.4	40.2	29.9	**100**
6	2.1	4.3	17.0	44.7	31.9	**100**
7	0.0	0.0	12.7	38.2	49.1	**100**
8	1.8	0.0	7.1	33.9	57.1	**100**

Learning Curves





School Functioning

Teachers and children:

A total of 30 schools were visited. Out of which,

- 21 schools are primary level with classes Katchi to 5.
- 5 Schools are elementary level with classes Katchi to 8
- 4 schools are other levels of level with classes 6-8.

Out of 30 schools18 schools are boys schools, 9 schools are girl's schools and 3 schools are mixed (boys & girls/co education)

Teachers' Attendance

- Over all 82% of all the teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 68% teachers in primary schools were present on the day of visit, where as 83% and 89% teachers were present in Elementary and Other levels of schools respectively.

Students' Attendance

- Over all 74 % of all the children were found to be present on the day of visit in sampled schools.
- Children's attendance patterns indicate that 69% and 79% of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 83% children were present in other levels of schools on the day of visit, indicating highest attendance amongst all schools.

	Schools with		
	Std 1-5	Std 1-8	Others
Children Attendance	69%	79%	84%
Teachers Attendance	68%	86%	89%
Pupil Teacher Ratio - PTR	49	24	25

School Facilities - Provision and Use:

- Of the 30 schools visited, only in 76% schools water facility (hand pump or water tap) is working, the remaining 24% schools either do not have the facility or it was not in working order.
- 64% of all the schools visited, had toilet facilities, where as 36% schools either do not have toilet facility or it was not in working order.

Primary Schools & Missing Facilities

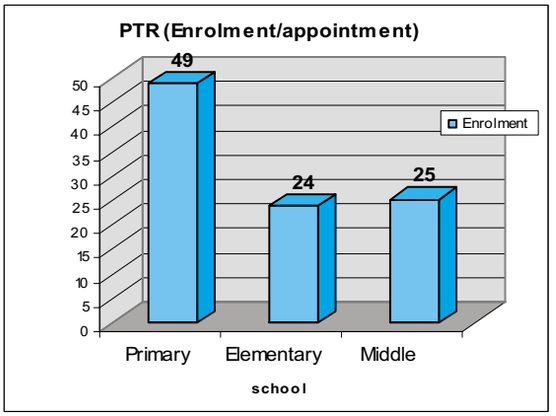
- 67% Primary schools had water facility in working order where as 33% primary schools either do not have water facility or it was not working.
- 57% Primary schools had toilet facility in working order where as 43% schools either do not have toilet facility or it was not working.
- 80% Elementary schools had the water facility in working order where as 20% schools either do not have toilet facility or it was not working.
- 60% Elementary schools had the water facility in working order where as 40% schools either do not have toilet facility or it was not working.
- 75% Other levels of schools had the water and toilet facilities in working conditions where as remaining 25% schools either do not have toilet facility or it was not in working conditions.
- 37 % girls' school water facility is not in workin g order where as 25% girls' school toilet facility was also not in working orders.

Schools Facilities

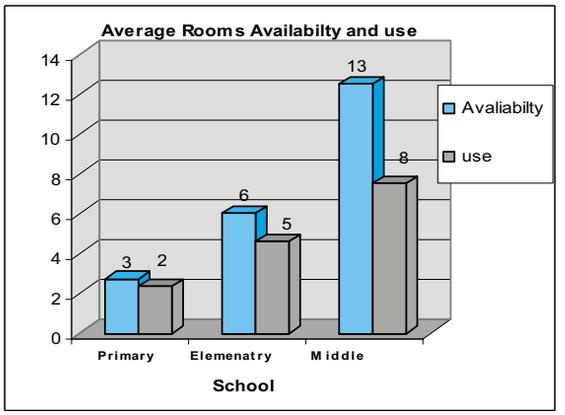
Schools Facilities			
	Schools with		
	Std 1-5	Std 1-8	Others
Number of Schools Visited	21	5	4
Average No. of Rooms Available for Classes	3	6	13
Average No. of Rooms Used for Classes	2	5	8
Children Per Class Rooms	45	39	32
Water Facility (in use) %	67%	80%	75%
Toilet Facility (in use) %	57%	60%	75%

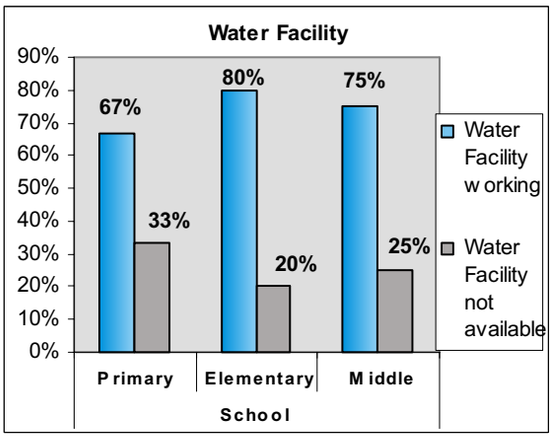
Facilities: Provision and use

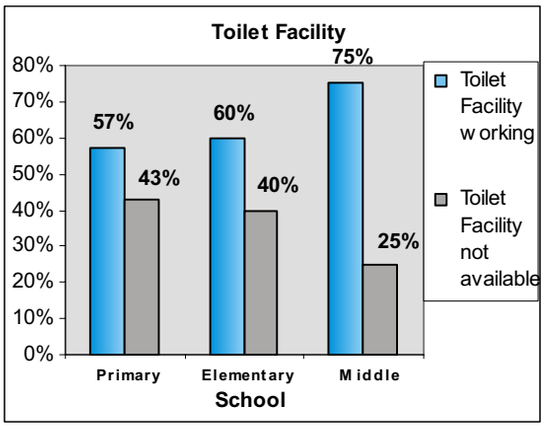
Pupil Teacher Ratio



Rooms Availability & Use







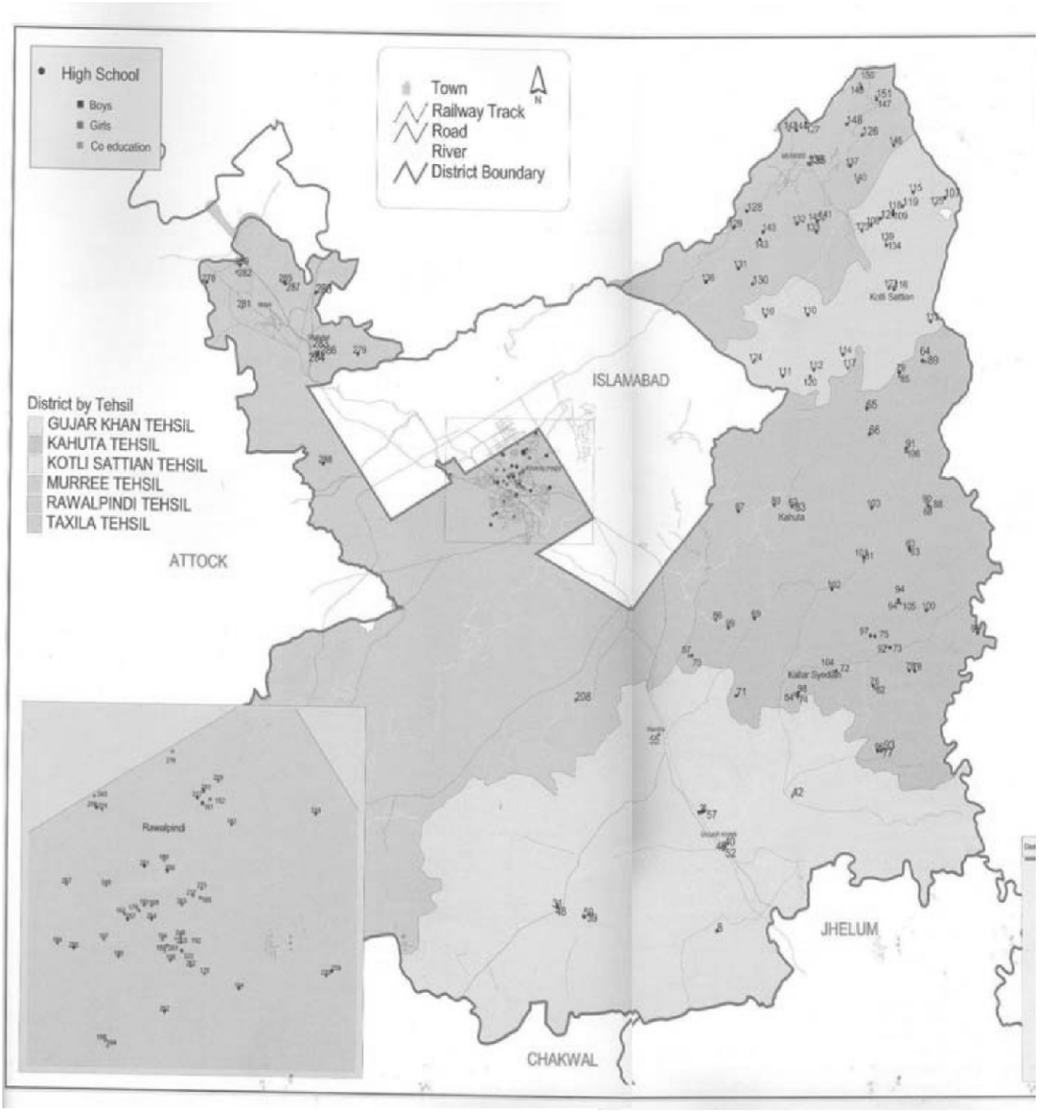
Rawalpindi (Rural)

Rawalpindi has a history spread over several millenniums extending to the ancient times corresponding with the decaying period of Buddhism to the invasions of the Macedonians and then to the dawn of the Muslims era. Archaeologists believe that a distinct culture flourished on this plateau as far back as 3000 years. The material remains found on the sight of the city of Rawalpindi prove the existence of Buddhist establishment contemporary to Taxila but less celebrated than its neighbors.

The overall literacy rate of Rawalpindi district is 70.5% and it is ranked 1st out of 34 districts of Punjab in terms of literacy rates. (PSLMs 2006-07).

There are 2,463 Public schools in District Rawalpindi. Out of which, 1706 are Primary schools, 306 middle schools, 334 are High schools and 117 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris. (NEC. 2005).

Map of Rawalpindi



Survey Findings:

Information on 1419 children, (3-16 years age group) was collected by the survey in Rawalpindi. Our sample consists of 50% male and 50% female children.

Mothers' information

Information on 594 mothers was collected, 45.1% were literate, whereas 54.9% were illiterate.

School Profile of 3-16 years Age Group Children

- The overall enrollment rate is 98% of all the children (1419) in 3-16 years age group, with over 3% children in Pre School going (49) age group 3-6 years. Enrollment rate is also 98% for 5-16 years age group children (1370).

Out of school children

Out of 1419 children surveyed, 2% children are out of school in age group 3-16 years.

- 1% of all the children are never enrolled in any type of schools.
- 2 % of all the children (1419) are drop outs.
- Nearly 75% out of school children (23) are females.

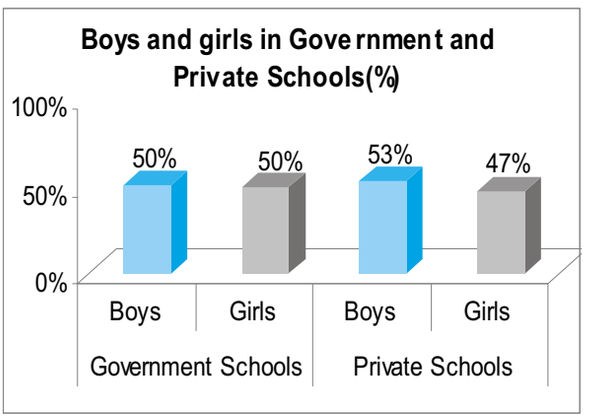
Educational Profile: 3-16 years of age Children

Age Group	Children indifferent types of schools (%)					Out of School (%)		Total (%)
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	71	18	10	0.0	0	0	0.0	100
5-9	2	74	23	0.4	0	0	0.1	100
10-12	-	84	15	0.0	0	1	0.0	100
13-14	-	67	25	0.0	0	8	0.0	100
15-16	-	70	14	0.0	0	16	0.0	100
3-16	3	74	20	0.2	0	2	0.1	100
	98					**2**		**100**
		78.5	**21.3**	**0.2**	**0.0**			

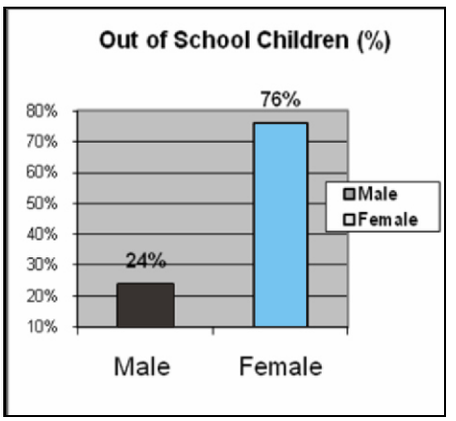
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1347.
- Out of 1347 school going children (5-16years), more than 78.5% children are enrolled in government schools; over 21.3 % children in private schools, and 0.2% are enrolled in Madaris.

Gender: Enrollment by School Type



Gender: Out of School Children



Learning

- 43% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and 48% children cannot solve 2 digit Subtraction (level-I)
- 64% of all the children in the age group 5-16 years cannot read Story text (level-II) where as about 76% of all the children in the age 5-16 years cannot solve division problems (level-II).

Learning Levels

Ages	Who **cannot** read para (%?)		Who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
05-09	56	77	62	88
10-12	27	51	31	65
13-14	19	37	26	48
15-16	24	32	24	38
05-16	**43**	**64**	**48**	**76**

Learning Ability of Age Group 5-9 Years:

- 56% children cannot read para or level-I text and 62% children cannot do subtraction question (arithmetic level-I)
- 77% of children in this age group cannot read story text level-II and about 88% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- Almost 27% children cannot read para (level -1) and 31% children cannot solve 2 digit subtraction questions (arithmetic level-I).
- 51% of children in this age group cannot read story text level-II and about 65% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- Almost 19% children cannot read para or level-I-text and 26% children cannot solve subtraction questions (arithmetic level-I)
- 37% of children in this age group cannot read story text level-II and 48% cannot solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- Although Children's learning level-Is rising with age but still there are a large number of children in higher age group15-16 years of age who cannot read and solve Level-II problems i.e. about 32% of all the children in the age group 15-16 years of age are unable to read the story text (level -2) and 38% all the children in the age 15-16 are unable to solve the simple division (level-II).

Learning – Class / Grade Wise

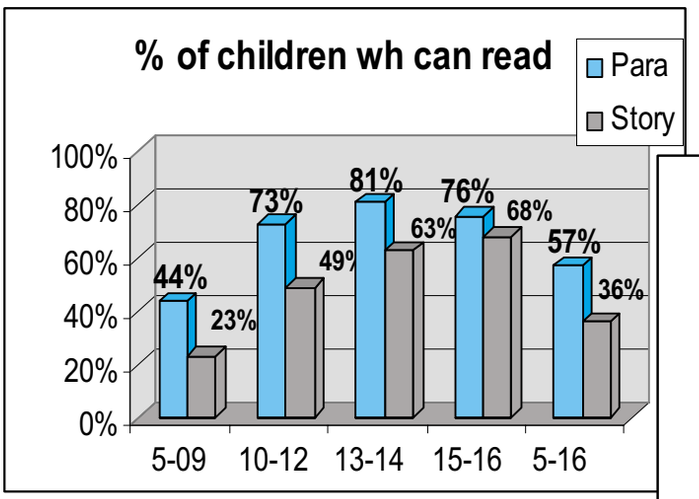
Reading

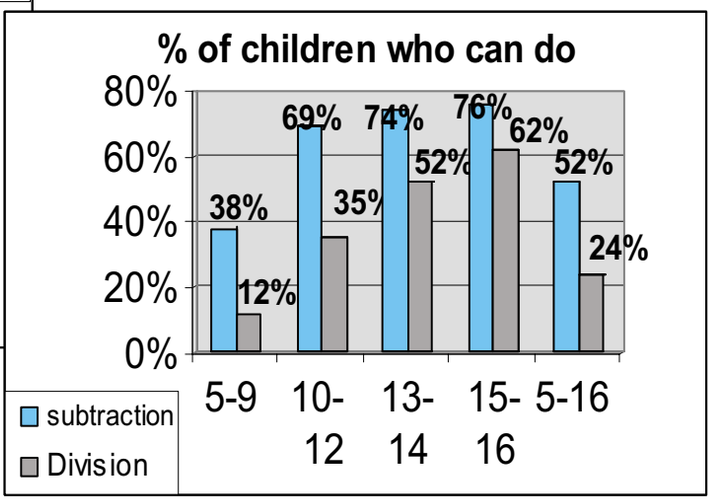
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	30.2	27.4	21.4	6.0	15.1	**100**
2	6.4	16.8	33.2	23.2	20.4	**100**
3	5.9	7.2	32.9	33.3	20.7	**100**
4	3.7	6.0	16.2	37.5	36.6	**100**
5	5.1	6.1	7.1	18.2	63.6	**100**
6	2.7	2.7	6.8	13.7	74.0	**100**
7	2.7	5.4	13.5	10.8	67.6	**100**
8	2.6	0.0	0.0	5.3	92.1	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	33.3	25.0	22.6	9.9	9.1	**100**
2	5.6	15.6	43.6	24.8	10.4	**100**
3	4.2	10.5	39.7	31.6	13.9	**100**
4	3.2	6.5	21.8	48.1	20.4	**100**
5	5.1	5.1	13.6	31.8	44.4	**100**
6	2.7	5.5	8.2	31.5	52.1	**100**
7	2.7	5.4	8.1	18.9	64.9	**100**
8	2.6	0.0	0.0	15.8	81.6	**100**

Learning Curves





School Functioning

Teachers and Children:

A total of 30 schools were visited. Out of which,

- 28 schools are primary level with classes Katchi to 5.
- 1 school is elementary level with classes Katchi to 8
- 1 school is other levels of level with classes 6-8.

Out of 30 schools 12 schools are boys schools, 8 schools are girls' schools and 10 schools are mixed (boys & girls/co education)

Teachers' Attendance

- Over all 56% teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 46% teachers in primary schools were present on the day of visit, where as 93% and 100% teachers were present in Elementary and Other levels of schools respectively.

Children -Teacher Attendance			
	Schools with		
	Std 1-5	Std 1-8	Std 5-8
PTR	38	14	19
Children attendance	98%	82%	94%
Teachers attending	46%	93%	100%

Students' Attendance

- Over all 91 % children were found to be present on the day of visit in sampled schools.
- Children's attendance patterns indicate that 98% and 82% of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 94% children were present in other levels of schools on the day of visit, indicating highest attendance amongst all schools.

School Facilities - Provision and Use:

- Of the 30 schools visited, only in 86% schools water facility (hand pump or water tap) is working, the remaining 14% schools either do not have the facility or it was not in working order.
- 75% of all the schools visited, had toilet facilities, where as 25% schools either do not have toilet facility or it was not in working order.

Primary Schools & Missing Facilities

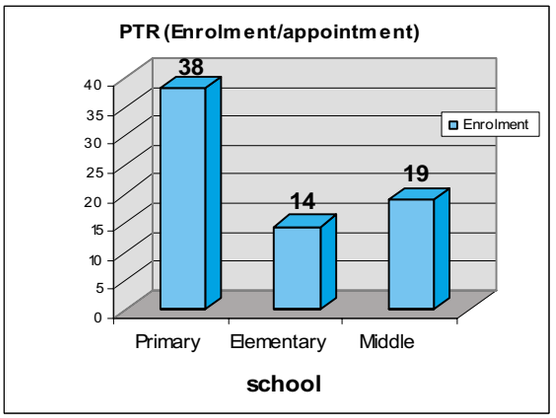
- 86% Primary schools had water facility in working order where as 14% primary schools either do not have water facility or it was not working.
- 75% Primary schools had toilet facility in working order where as 25% schools either do not have toilet facility or it was not working.
- All the Elementary schools had the water facility in working orders
- All the Elementary schools had the water toilet facility in working orders
- All the other levels of schools had the water facility in working orders
- All the other levels of schools had the water toilet facility in working orders
- on average 3 rooms are available for classes in all schools

Teacher Children and Class Rooms

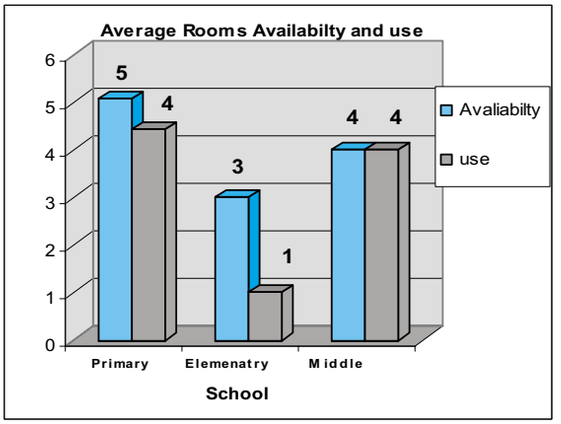
Key School Statistics for District Rawalpindi			
	Schools with		
	Std 1-5	Std 1-8	Std 5-8
No. of School Visited	28	1	1
Average Enrollment Children	131	216	190
Average Attendance Children	128	178	178
Children per Class Room	26	72	48
Water Facility (in use) %	86%	100%	100%
Toilet Facility (in use) %	75%	100%	100%

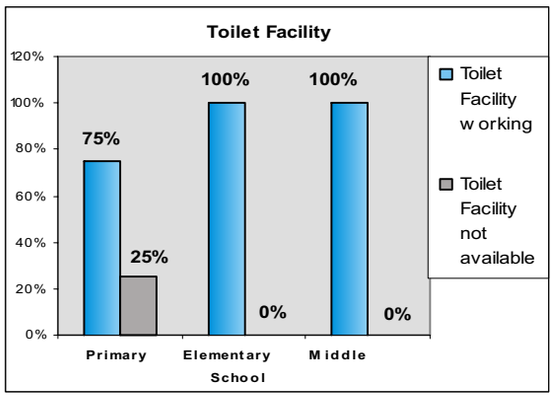
Facilities: Provision and use

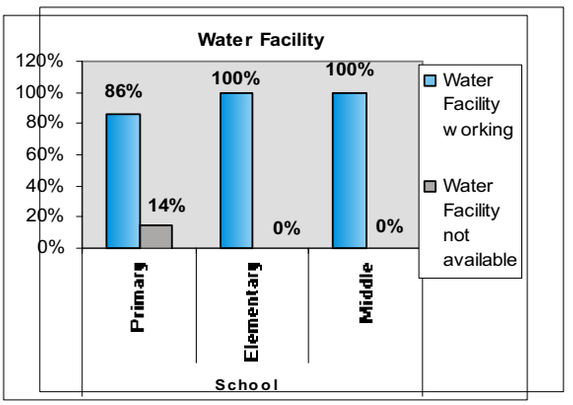
Pupil Teacher Ratio



Rooms Availability & Use







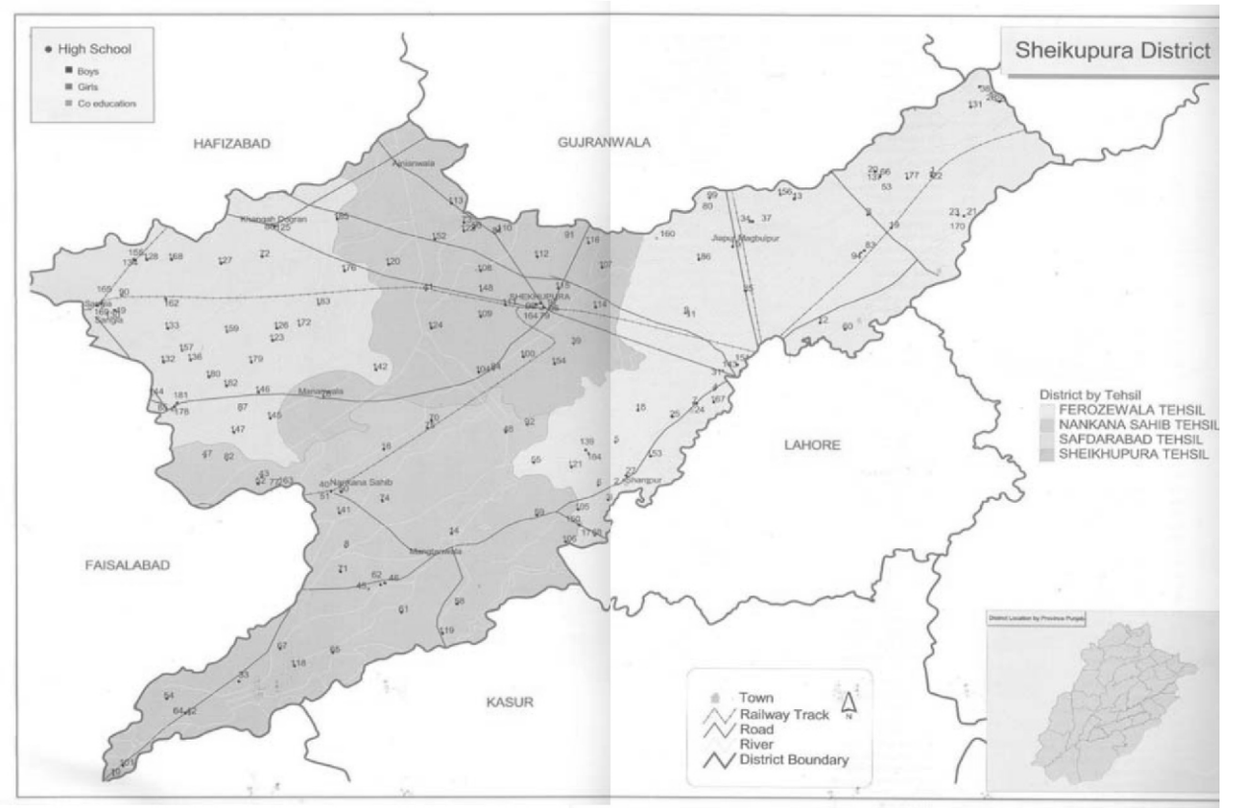
Sheikhupura (Rural)

Sheikhupura formerly Kot Dayal Das is an industrial city in the province of Punjab slightly northwest to Lahore in Pakistan. Sheikhupura is bound by 6 other districts of Pakistani Punjab namely: Lahore, Nankana Sahib, Narowal, Hafizabad, and Gujranwala. To the east is the international boundary of Amritsar-India Punjab. It is known for its historical places, and is commonly known locally as Qila Shaikhupura, because of the fort in the city, constructed by the Mughal Emperor Jahangir, also called 'sheikhu'. According to the 1998 census of Pakistan, the district had a population of 3,321,029 of which 25.45% is urban. The district comprises 4 tehsils: Sheikhupura, Ferozewala, Muridke and Sharaqpur.

The overall literacy rate of Sheikhupura district is 43.8% and it is ranked 15th out of 34 districts of Punjab in terms of literacy rates. (PSLMs 2006-07)

There are 2,220 Public schools in District Sheikhupura. Out of which, 1,703 are Primary schools, 293 middle Schools level and 173 are High Schools and 51 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris. (NEC. 2005)

MAP of Sheikhupura



Survey Findings:

Information on 1199 children, (3-16 years age group) was collected by the survey. Our sample consists of 56% male and 44 % female children.

Mothers' information

Information on 1093 mothers' was collected, 44.4% mother's were literate whereas 55.6% were illiterate.

School Profile of 3-16 years Age Group Children

- The overall enrollment rate is 93% of all the children (1199) in 3-16 years age group, with over 10% children in Pre School going (120) age group 3-6 years. Enrollment rate is 95% for 5-16 years age group children (1089).

Out of School Children

Out of 1199 children surveyed, 7% children are out of school in age group 3-16 years.

- 6% of all the children are never enrolled in any type of schools.
- Nearly 50% out of school children (84) are females.
- Nearly 57% never enrolled in schools (70) are females.

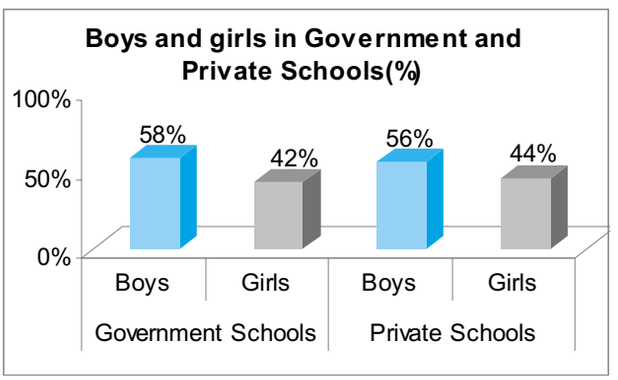
Educational Profile of 3-16 years of age children

Age Group	Children in different types of Schools (%)					Out of School (%)		Total
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	62	9	3	0	0	0	26	100
5-9	10	54	27	0	1	0	7	100
10-12	0	71	27	0	1	1	0	100
13-14	0	65	28	0	2	4	0	100
15-16	0	57	40	0	0	2	1	100
3-16	**10**	**56**	**26**	**0**	**1**	**1**	**6**	**100**
	93					**7**		**100**
		68	**31**	**0**	**1**			

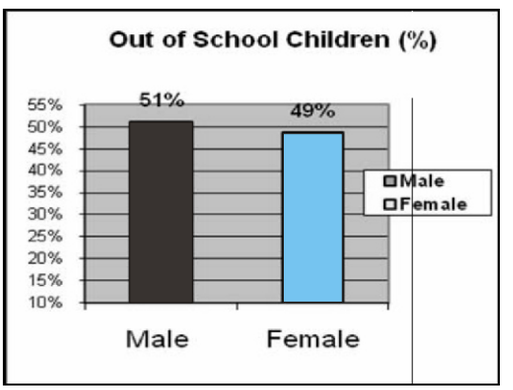
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1029.
- Out of 1029 school going children (5-16years), more than 68% children are enrolled in government schools, 31% children in private schools, remaining 1% are enrolled other types of schools.

Gender: Enrollment by School type



Gender: Out of School Children



Learning Levels

- Almost 43% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and 51% children cannot solve 2 digit Subtraction (level-I)
- 62% of all the children in the age group 5-16 years cannot read Story text (level-II) where as about 72% of all the children in the age 5-16 years cannot solve division problems (level-II).

Learning

Age Group	Who **cannot** read para (%)		Who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	74	90	82	93
10-12	25	50	35	67
13-14	7	26	13	44
15-16	4	14	6	20
5-16	**43**	**62**	**51**	**72**

Learning Ability of Age Group 5-9 Years:

- 74% children cannot read para or level-I tex and 82% children cannot do subtraction question (arithmetic level-I)
- 90% of children in this age group cannot read story text level-II and about 93% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- Almost 25% children cannot read para (level -1) and 50% cannot solve 2 digit subtraction questions (arithmetic level-I).
- 35% of children in this age group cannot read story text level-II and about 67% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- Almost 7% children cannot read para or level-I text and 13% cannot solve subtraction questions (arithmetic level-I)
- 26% of children in this age group cannot read story text level-II and 44% cannot solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- Children's in the age group15-16 years are performing relatively better as only 4% children cannot read para Level-I and only 6% cannot solve 2 digits subtraction level-I.
- 14% and 20% children cannot read story text (level-II) and cannot solve Division problems respectively.

Learning – Class / Grade Wise

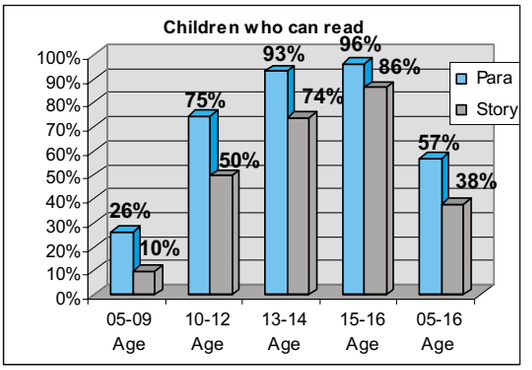
Reading

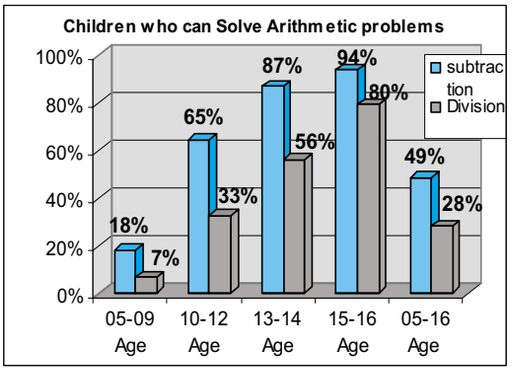
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	51.2	26.4	11.2	2.4	8.8	**100**
2	10.2	36.2	45.7	6.3	1.6	**100**
3	6.8	24.6	57.6	10.2	0.8	**100**
4	1.9	6.7	47.1	36.5	7.7	**100**
5	0.0	3.5	24.6	55.6	16.2	**100**
6	0.0	4.7	18.8	35.9	40.6	**100**
7	0.0	1.3	11.8	23.7	63.2	**100**
8	0.0	1.8	1.8	16.1	80.4	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	44.8	27.2	16.0	2.4	9.6	**100**
2	10.2	36.2	40.9	8.7	3.9	**100**
3	6.8	26.3	40.7	22.0	4.2	**100**
4	2.9	8.7	24.0	40.4	24.0	**100**
5	0.0	0.7	9.2	42.3	47.9	**100**
6	1.6	3.1	17.2	31.3	46.9	**100**
7	0.0	1.3	3.9	11.8	82.9	**100**
8	0.0	0.0	5.3	7.0	87.7	**100**

Learning Curves





School Functioning

Teachers and children:

A total of 30 schools were visited. Out of which,

- 26 schools are primary level with classes Katchi to 5.
- 3 Schools are elementary level with classes Katchi to 8
- 1 school is other levels schools with classes 6-8.

Out of the 30 schools, 14 schools are boy's schools, 10 schools are girl's schools and 6 schools are mi•ed (boys & girls/co education)

Teachers' Attendance

- Over all 85% of all the teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 86% teachers in primary schools were present on the day of visit, where as 83% and 92% teachers were present in Elementary and Other levels of schools respectively.

	Schools with		
	Std 1-5	Std 1-8	Others
Children Attendance	86%	47%	79%
Teachers Attendance	86%	83%	92%
PTR	56	54	41
Average Enrollment Children	178	519	487
Average Attendance Children	152	242	387

Students' Attendance

- Over all 76 % of all the children were found to be present on the day of visit in sampled schools.
- Children's attendance patterns indicate that 86% and 47% of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 79% children were present in other levels of schools on the day of visit, indicating highest attendance amongst all schools.

Pupil Teacher Ratio (PTR)

Over all pupils teacher ratio (PTR) in all 30 schools was based on enrollment/ Appointment). PTR ratio with respect to School level was:

- PTR was 56 in Primary schools.
- PTR in Elementary schools was 54.
- PTR in Other levels of schools was 41.

School Facilities - Provision and Use:

- Of the 30 schools visited, nearly 73% schools water facility (hand pump or water tap) is working, the remaining 27 % schools either do not have the facility or it was not in working order.
- 83 % of all the schools visited, had toilet facilities, where as 17% schools either do not have toilet facility or it was not in working order.

Primary Schools & Missing Facilities

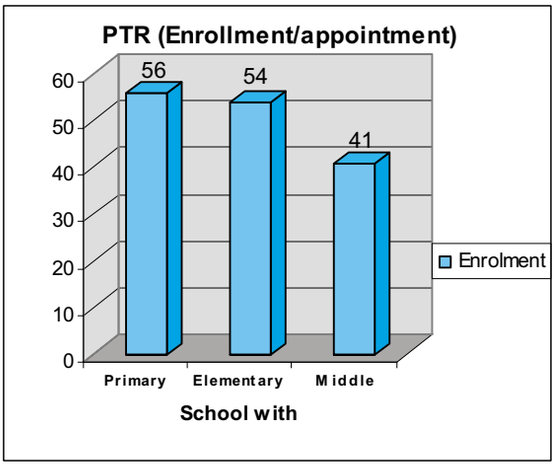
- 73% Primary schools had water facility in working order where as 27% primary schools either do not have water facility or it was not working.
- 81% Primary schools had toilet facility in working order where as 19% schools either do not have toilet facility or it was not working.
- 67% Elementary schools had the water facility in working order where as 33% schools either do not have toilet facility or it was not working.
- 100% Elementary schools had the water facility in working order.
- Situation is much better in other levels of schools, as 100% water and toilet facilities in working orders.
- In 20 % girls' school water facility is not in working order where as 36% boys' school water facility was also not in working orders.
- There are 142 rooms available in the 30 schools visited, out of which 99 rooms are used for classes, whilst the remaining 43 rooms are either used as stores or for other purposes.

Schools Facilities

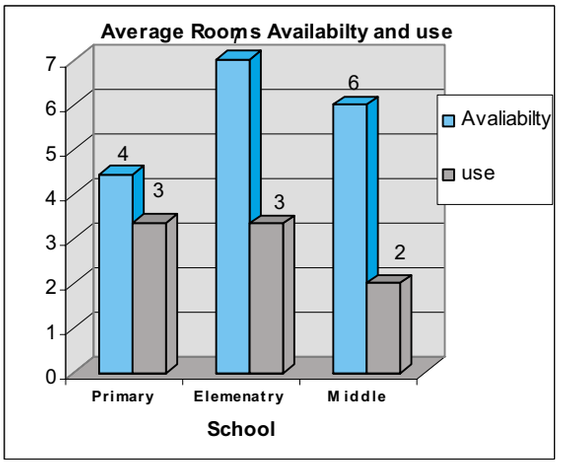
Schools Facilities			
	Schools with		
	Std 1-5	Std 1-8	Others
Number of Schools Visited	26	3	1
Average No. of Rooms Available for Classes	4	7	6
Average No. of Rooms Used for Classes	3	3	2
Children Per Class Rooms	40	74	81
Water Facility (in use) %	73%	67%	100%
Toilet Facility (in use) %	81%	100%	100%

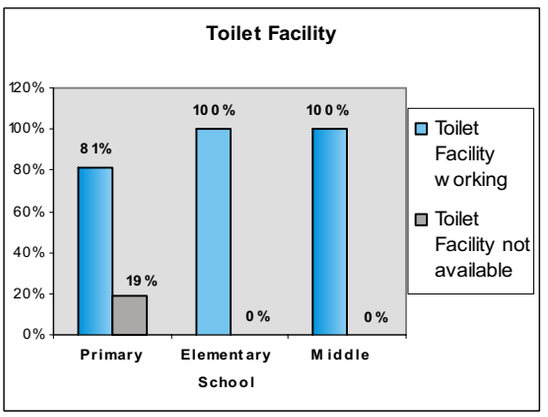
Facilities: Provision and use

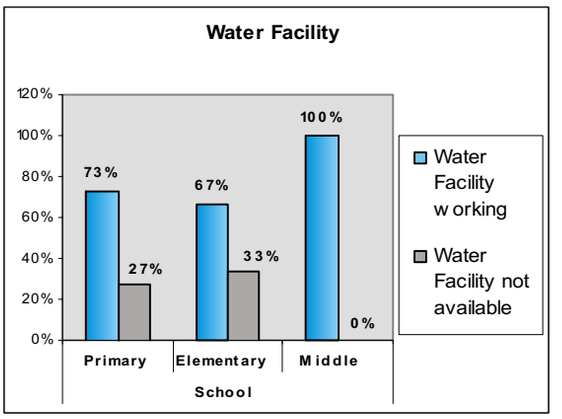
Pupil Teacher Ratio



Rooms Availability & Use





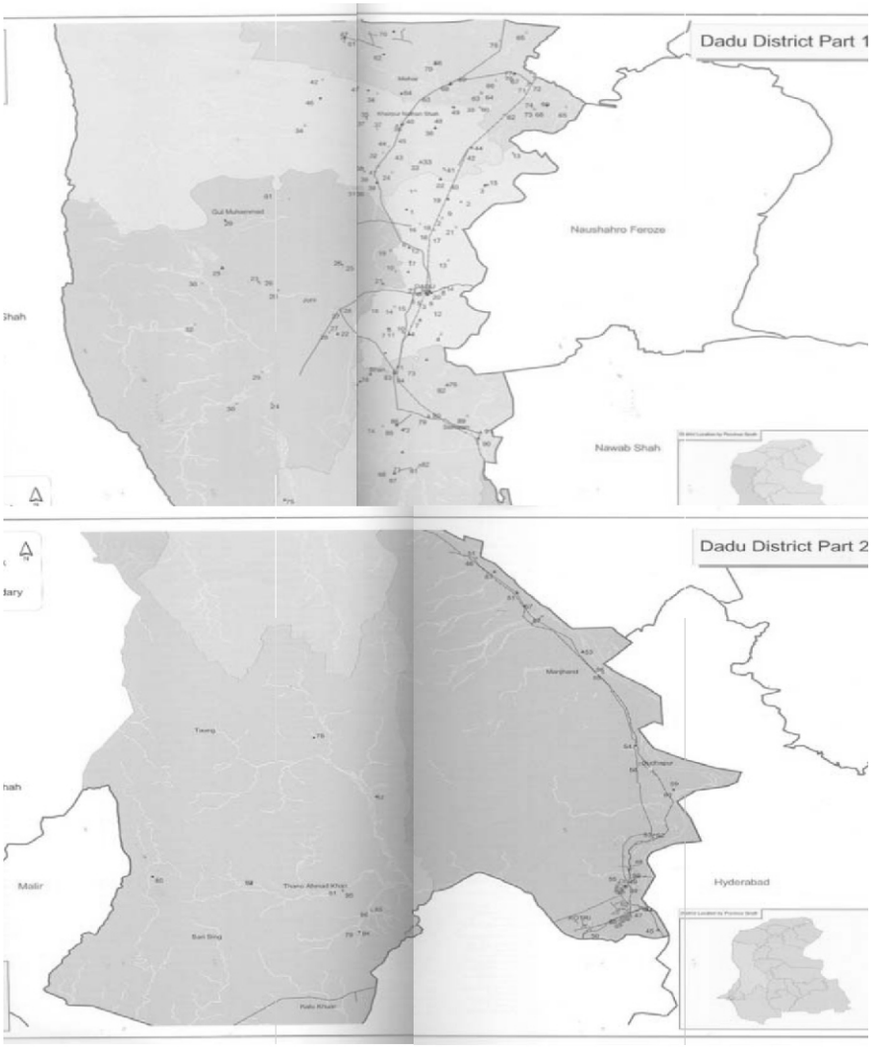


Dadu (Rural)

The population of the district is 1,688,810 according to 1998 census report. The rural and urban population of the district constitutes 79% and 21% of the total population respectively. The area of district is 19,070 square kilometres divided in seven talukas yielding population density of 88.6 persons per square kilometer. The average household size of the district is 5.5 persons, which is higher in urban areas at 6.3 as compared to that in rural areas at 5.3 implying more congestion in urban areas. More than 73% of the housing units in Dadu district are single room houses. In 2004 another district by the name of Jamshoro was carved out of District Dadu which comprised Taluka Kotri, Taluka Sehwan and Taluka Jamshoro which is the headquarter of the new district.

The overall literacy rate of District Dadu is 35.56% (Ministry of Education, Pakistan)
There are 2,375 Public schools in District Dadu. Out of which, 2135 are Primary Schools, 93 middle Schools and 102 are High Schools and 45 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Instituti ons/Deeni Madaris . (NEC. 2005)

Map of District Dadu



Survey Findings:

Information on1824 children, (3-16 years age group) were covered by the survey in 28 villages Khairpur. Our sample consists of 53.2% Male and 46.8 female children.

Mothers' Information

Information on 581 mothers' was collected, 31.5% were literate, whereas 68.5% were illiterate.

School Profile of 3-16 years Age Group Children

- The overall enrollment rate is 67% of all the children (1824) in 3-16 years age group, with over 2% children in Pre School going (31) age group 3-6 years. Enrollment rate is 69% for 5-16 years age group children (1248).

Out of school children

Out of 1888 children surveyed, over 33% children are out of school (624) in age group 3-16 years.

- 24% of all the children are never enrolled in any type of schools.
- Nearly 9% of all the children (1888) are drop outs.
- 56% of out of school children (624) are females.
- 69 % of never enrolled in schools children (458) are females.

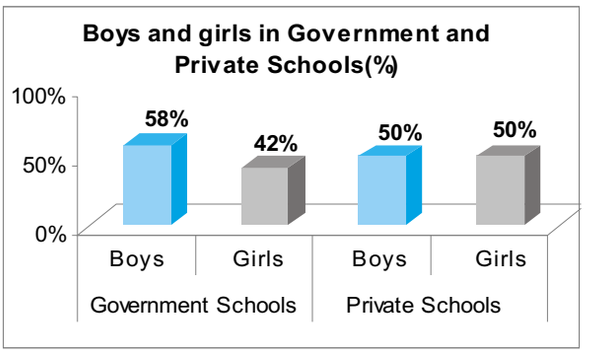
Educational profile of 3-16 years of age Children

Age Group	Children in different types of Schools (%)					Out of School (%)		Total
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	11	7	0	0	0	0	82	100
5-9	2	71	1	0	0	0	25	100
10-12	0	72	2	0	0	9	17	100
13-14	0	50	1	0	0	29	20	100
15-16	0	50	1	0	0	30	19	100
3-16	**2**	**64**	**1**	**0**	**0**	**9**	**24**	**100**
	67					**33**		**100**
		98	**2**	**0**	**0**			

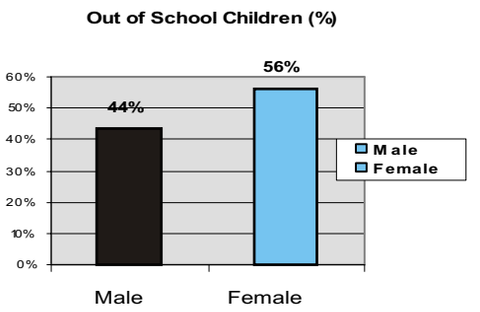
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1264.
- Out of 1264 school going children (5-16years), more than 98% children are enrolled in government schools, remaining 2% children are enrolled in private schools.

Gender: Enrollment by School Type



Gender: Out of School Children



Learning

- 42% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and 48% of all the children cannot solve 2 digit Subtraction (level-I)
- 52% of all the children in the age group 5-16 years cannot read Story text (level-II) where as about 57% of all the children in the age 5-16 years cannot solve division problems (level-II).

Learning Levels

Age (Years)	Who **cannot** read para (%)		Who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	59	74	69	81
10-12	22	26	24	29
13-14	29	35	32	37
15-16	31	36	32	39
3-16	**42**	**52**	**48**	**57**

Learning Ability of Age Group 5-9 Years:

- 59% children cannot read para or level-I text and 69% children cannot do subtraction question (arithmetic level-I)
- 74% of children in this age group cannot read story text level-II and about 81% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- Almost 22% children cannot read para (level -1) and 24% children cannot solve 2 digit subtraction questions (arithmetic level-I).
- 26% of children in this age group cannot read story text level-II and about 29% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- Almost 29% children cannot read para or level-I text and 32% children cannot solve subtraction questions (arithmetic level-I)
- 35% of children in this age group cannot read story text level-II and 37% children cannot solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- Almost 31% children cannot read para or level-I text and 32% children cannot solve subtraction questions (arithmetic level-I)
- 36% of children in this age group cannot read story text level-II and 39% children cannot solve division (level-II).

Learning levels Grade -Wise

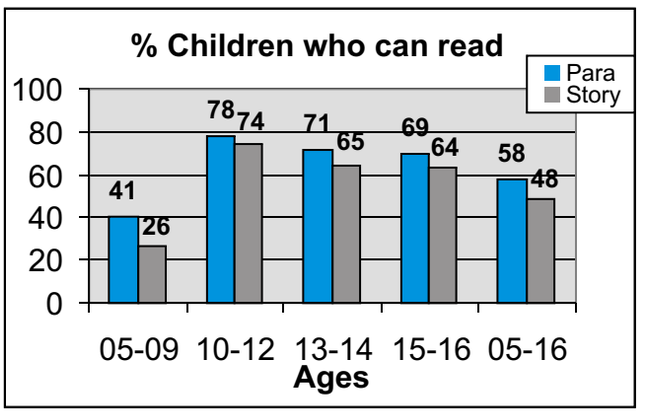
Reading

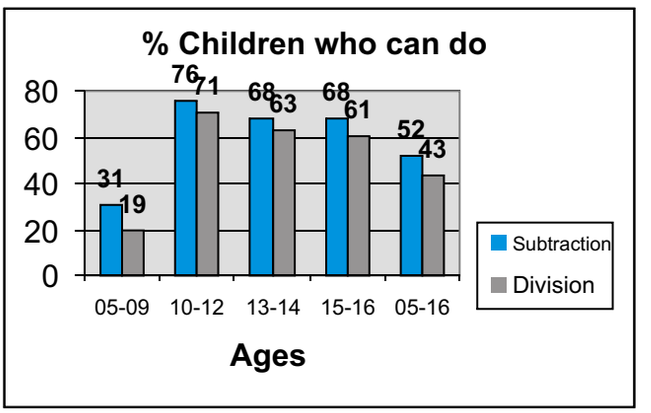
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	LEVEL 1 - Para (%)	LEVEL-II - Story (%)	Total (%)
1	31.7	30.7	32.2	4.4	1.0	**100**
2	1.4	7.3	32.6	39.9	18.8	**100**
3	0.5	0.5	3.4	21.8	73.8	**100**
4	0.6	0.0	0.6	1.2	97.6	**100**
5	0.0	0.0	1.1	0.5	98.4	**100**
6	0.0	0.0	1.4	0.0	98.6	**100**
7	0.0	0.0	0.0	1.4	98.6	**100**
8	0.0	0.0	0.0	0.0	100	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	51.2	27.3	20.5	0.5	0.5	**100**
2	2.3	15.1	55.5	19.7	7.3	**100**
3	1.0	0.0	12.1	31.6	55.3	**100**
4	0.6	0.0	0.6	4.8	94.0	**100**
5	0.0	0.0	2.1	2.6	95.3	**100**
6	0.0	0.0	1.4	4.1	94.5	**100**
7	0.0	0.0	1.4	1.4	97.2	**100**
8	0.0	0.0	0.0	2.0	98.0	**100**

Learning Curves





School Functioning

Teachers and children:

A total of 30 schools were visited. Out of which 5 schools were closed and,

- 23 schools are primary level with classes Katchi to 5.
- 2 Schools are elementary level with classes Katchi to 8

Out of 30 schools18 schools are boys schools, 7 schools are girls' schools.

Teachers' Attendance

- Over all 91% of all the teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 94% teachers in primary schools were present on the day of visit, where as 88% teachers were present in Elementary schools.

	Schools with	
	Class 1-5	Class 1-8
PTR	51	50
Children attendance	78%	69%
Teachers attendance	94%	88%

Students' Attendance

- Over all 73 % of all the children were found to be present on the day of visit in sampled schools.
- Children's attendance patterns indicate that 78% and 69% of enrolled children were present on the day of visit in primary schools and elementary schools respectively.

School Facilities - Provision and Use:

- Of the 25 schools visited, only in 60% schools water facility (hand pump or water tap) is working, the remaining 40% schools either do not have the facility or it was not in working order.
- About 37% of all the schools visited, had toilet facilities, where as 63% schools either do not have toilet facility or it was not in working order.

Missing Facilities

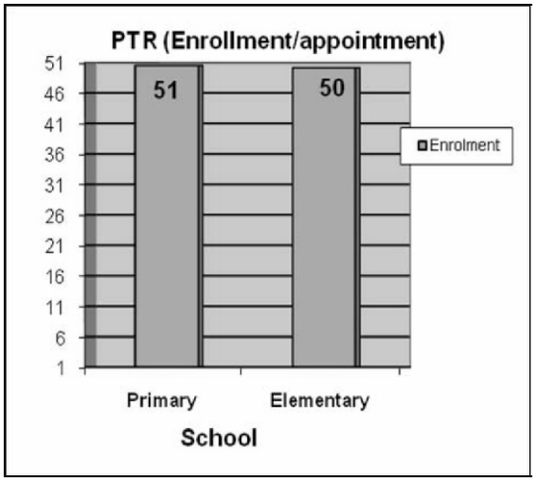
- 78% Primary schools had water facility in working order where as 22% primary schools either do not have water facility or it was not working.
- 48% Primary schools had toilet facility in working order where as 52% schools either do not have toilet facility or it was not working.
- All the Elementary schools had the water facilities in working conditions.
- 50% Elementary schools had the water facility in working order where as remaining 50% schools either do not have water facility or it was not working.

Teacher Children and Class Rooms

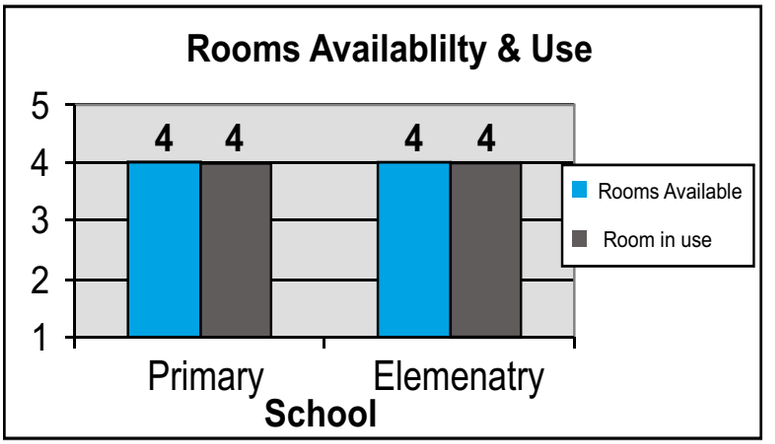
Key School Statistics for District Dadu		
	Schools with	
	Class 1-5	Class 1-8
Number of School Visited	23	2
Average no of Room available for Classes	4	4
Average no of Room used for Classes	4	4
Children per Class Room	57	50
Water Facility (in use) %	78%	100%
Toilet Facility (in use) %	48%	50%

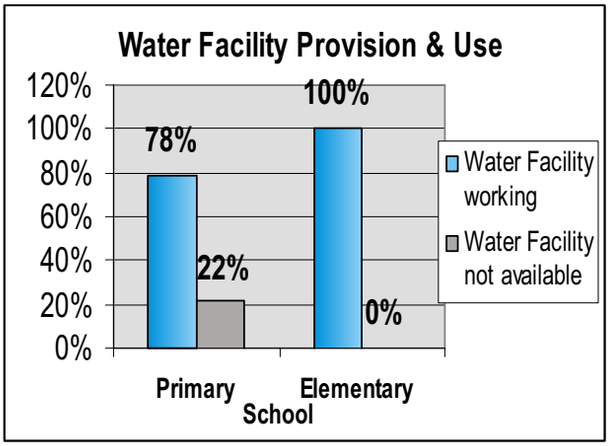
Facilities: Provision and Use

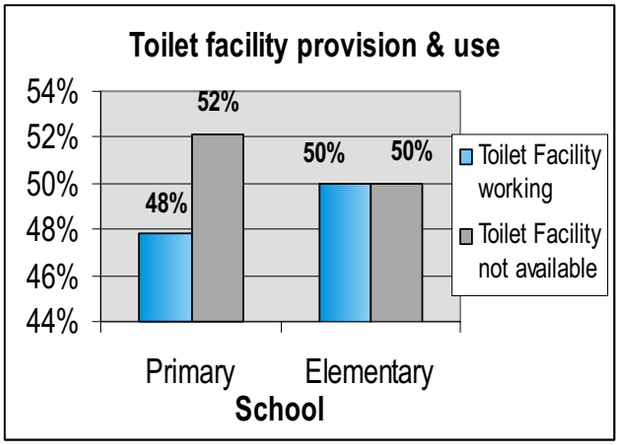
Pupil Teacher Ratio



Rooms Availability & Use







Khairpur (Rural)

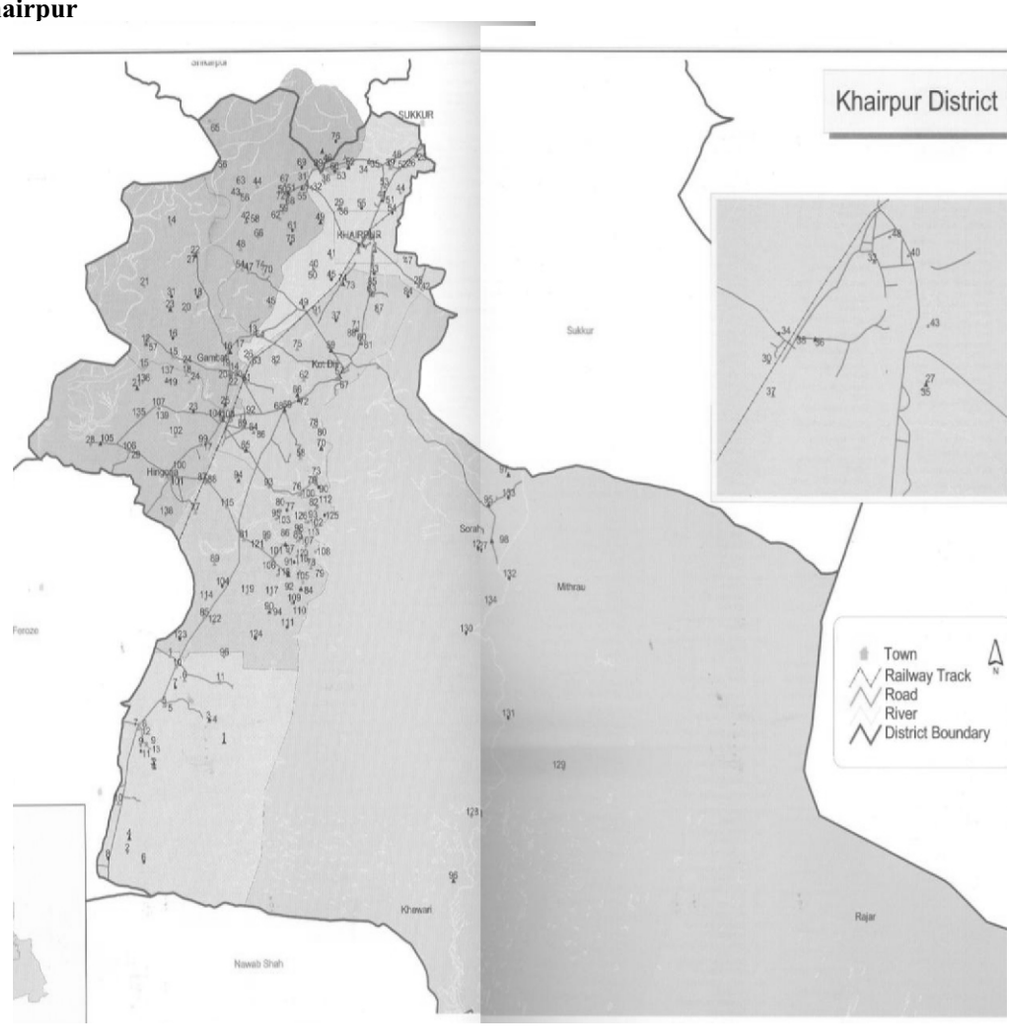
Khairpur once renowned for being a progressive princely state with widespread education has an area of 15,910 square kilometers. Khairpur District is located in northern Sindh and is bound on the north by Shikarpur and Sukkur; on the south by Sanghar and Nawabshah and on the west by Larkana and Naushahro Feroz.

According to the 1998 census of Pakistan, the district had a population of 1,546,587 of which 23.23% was urban. The average annual growth rate of the population is 2.71%.

The overall literacy rate of district Khairpur is 35.50% (Ministry of Education, Pakistan)

There are 2,961 Public schools in District Khairpur . Out of which, 2,640 are Primary schools, 176 middle schools, 109 are High schools and 36 are Higher. Sec/ Inter Colleges/ Degree Colleges (XIII-XIV)/ Technical & Vocational Institutions/Deeni Madaris. (NEC.2005)

Map of Khairpur



Survey Findings:

Information on 1575 children, (3-16 years age group) was collected by the survey in 28 villages of Khairpur. Our sample size consists of 66% males and 34 females.

Mother's information

Information on 610 mothers' was collected, 6.7% mothers' were literate whereas 93.3% were illiterate.

School Profile of 3-16 years Age Group Children

- The overall enrolment rate is 84% of all the children (1575) in 3-16 years age group, with nearly 9% children in Pre School going (139) age group 3-6 years. Enrolment rate is 89% for 5-16 years age group children (1373).

Out of school children

Out of 1575 children surveyed, over 16% children are out of school in age group 3-16 years.

- Over 13% of all the children are never enrolled in any type of schools.
- Nearly 3% of all the children (1575) are drop outs.
- 54% of out of school children (255) are females.
- 65 % of never enrolled in schools children (208) are females.

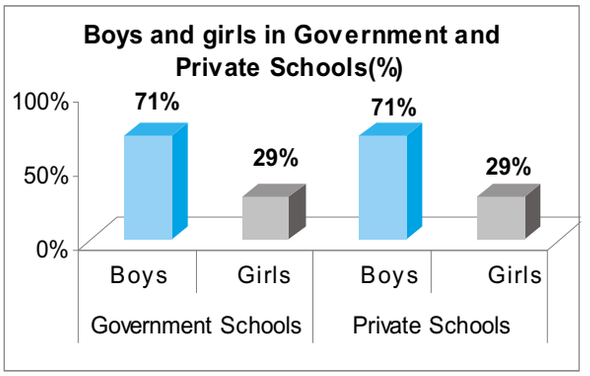
Educational profile of 3-16 years of age Children

Age Group	Children in different types do schools (%)					Out of School (%)		Total
	Pre-School	Government	Private	Madrassah	Others	Drop-out	Never Enrolled	
3-4	36	12	1	1	0	0	49	100
5-9	9	69	12	0	0	1	9	100
10-12	0	75	15	0	0	4	6	100
13-14	0	66	21	0	0	7	7	100
15-16	0	71	11	0	1	11	6	100
3-16	**8.6**	**62.7**	**12.0**	**0.3**	**0.3**	**2.9**	**13.2**	**100**
	83.9					**16.1**		**100**
	83	**16**	**0.43**	**0.3**				

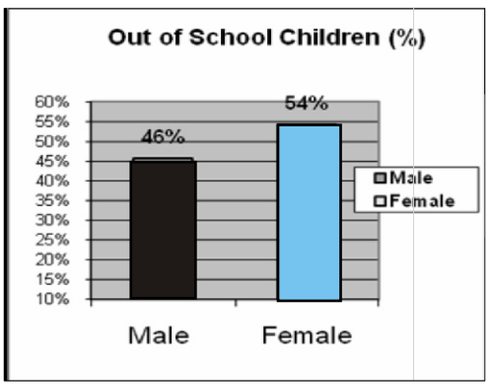
School Going Children 5-16 years age group

- The total numbers of school going children in the age group 5-16 are 1217.
- Out of 1217 school going children (5-16years), more than 83% children are enrolled in Govt schools, over 16% children in private schools, remaining 1% children are enrolled in Madaris and other levels of schools.

Gender Differences



Gender: Out of School Children



Learning

- 68% of all the children in the age group 5-16 years cannot read paragraph (Level-I) and 58% of all the children cannot solve 2 digit Subtraction (level-I)
- 82% of all the children in the age group 5-16 years cannot read Story text (level-II) where as about 80% of all the children in the age 5-16 years cannot solve division problems (level-II).

Learning Levels

Ages	Who **cannot** read para (%)		Who **cannot** solve numeric problem (%)	
	Para (level-I)	**Story (level-II)**	**Subtraction (level-I)**	**Division (level-II)**
5-9	91	98	82	97
10-12	58	82	40	76
13-14	25	50	21	45
15-16	20	35	18	36
5-16	**68**	**82**	**58**	**80**

Learning Ability of Age Group 5-9 Years:

- 91% children cannot read para or level-I text and 82% children cannot do subtraction question (arithmetic level-I)
- 98% of children in this age group cannot read story text level-II and about 97% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 10-12 Years:

- Almost 58% children cannot read para (level -1) and 40% children cannot solve 2 digit subtraction questions (arithmetic level-I).
- 82% of children in this age group cannot read story text level-II and about 76% children in this age group were unable to solve division (level-II).

Learning Ability of Age Group 13-14 Years:

- Almost 25% children cannot read para or level-I text and 21% children cannot solve subtraction questions (arithmetic level-I)
- 50% of children in this age group cannot read story text level-II and 45% children cannot solve division (level-II).

Learning Ability of Age Group 15-16 Years:

- Almost 20% children cannot read para or level-I text and 18% children cannot solve subtraction questions (arithmetic level-I)
- 35% of children in this age group cannot read story text level-II and 36% children cannot solve division (level-II).

Learning – Class / Grade Wise

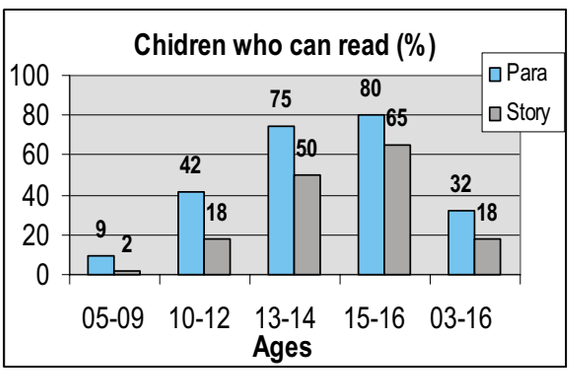
Reading

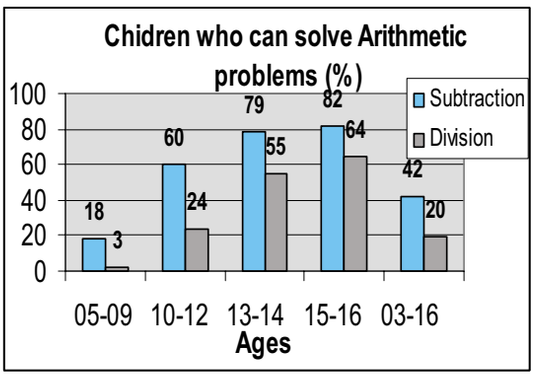
Class	Beginning / Nothing (%)	Letter (%)	Word (%)	Para (%)	Story (%)	Total (%)
1	37.0	48.3	13.9	0.4	0.4	**100**
2	14.8	42.3	34.2	6.0	2.7	**100**
3	9.5	28.5	35.8	24.1	2.2	**100**
4	10.5	26.7	36.6	15.7	10.5	**100**
5	4.0	22.0	32.0	29.3	12.7	**100**
6	1.4	4.1	16.4	34.2	43.8	**100**
7	1.5	1.5	13.6	33.3	50.0	**100**
8	0.0	0.0	7.2	17.4	75.4	**100**

Arithmetic

Class	Beginning / Nothing (%)	Numbers 1-9 (%)	Numbers 11-99 (%)	Subtraction (%)	Division (%)	Total (%)
1	31.7	42.2	23.9	2.2	0.0	**100**
2	6.7	28.2	44.3	18.8	2.0	**100**
3	2.9	13.9	44.5	30.7	8.0	**100**
4	5.2	7.0	40.7	37.2	9.9	**100**
5	0.0	2.0	31.3	50.7	16.0	**100**
6	0.0	0.0	5.5	37.0	57.5	**100**
7	0.0	0.0	1.5	39.4	59.1	**100**
8	0.0	0.0	1.4	20.3	78.3	**100**

Learning Curves





School Functioning

Teachers and children:

A total of 30 schools were visited. Out of which 2 schools were closed and,

- 25 schools are primary level with classes Katchi to 5.
- 1 Schools are elementary level with classes Katchi to 8
- 2 schools are others level with classes 5-8

Out of 28 schools17 schools are boys schools, 2 schools are girls' schools and 10 schools are mixed (boys & girls/co education).

Teachers' Attendance

- Over all 85% of all teachers were found to be attending on the day of visit in sampled schools. Teacher attendance patterns indicate that 93% teachers in primary schools were present on the day of visit, where as 63% and 100% teachers were present in Elementary and other levels of schools respectively.

Key School Statistics for District Khairpur			
	Schools		
	Primary	Elementary	Other levels
PTR	47	61	23
Children attendance	83%	65%	91%
Teachers attending (	94%	63%	100%

Students' Attendance

- Over all 79 % of all the children were found to be present on the day of visit in sampled schools.
- Children's attendance patterns indicate that 83% and 65% of enrolled children were present on the day of visit in primary schools and elementary schools respectively. About 91% children were present in other levels of schools on the day of visit, indicating highest attendance amongst all schools.

School Facilities - Provision and Use:

- Of the 30 schools visited, only in 65% schools water facility (hand pump or water tap) is working, the remaining 35% schools either do not have the facility or it was not in working order.
- About 50% of all the schools visited, had toilet facilities, where as 50% schools either do not have toilet facility or it was not in working order.

Primary Schools & Missing Facilities

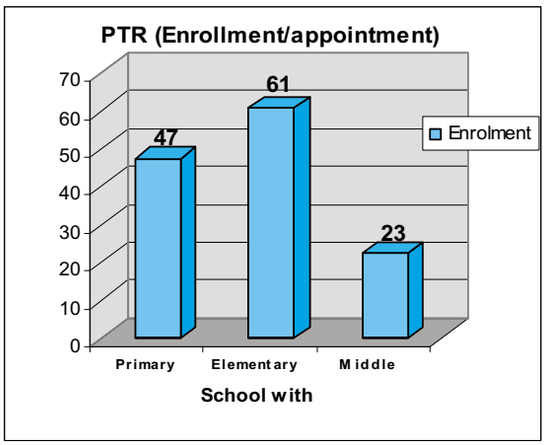
- 40% Primary schools had water facility in working order where as 60% primary schools either do not have water facility or it was not working.
- 48% Primary schools had toilet facility in working order where as 52% schools either do not t have toilet facility or it was not working.
- All the Elementary schools had the water facilities and toilet facilities in working conditions
- 50% Other levels of schools had the water facility in working order
- All Other levels of schools were either without the toilet facility or it was not working.

Teacher Children and Class Rooms

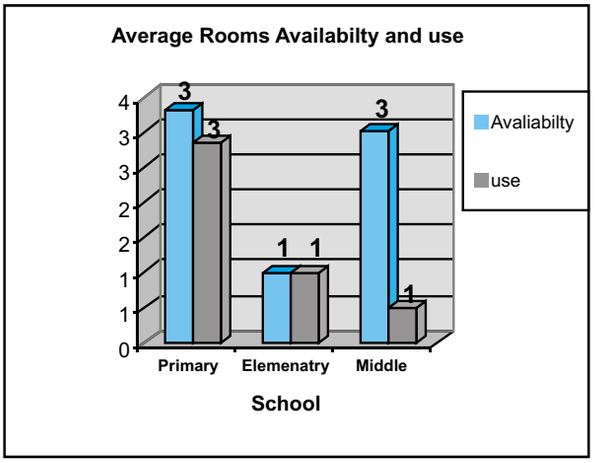
Key School Statistics for District Khairpur			
	Schools		
	Std 1-5	**Std 1-8**	**Others**
Number of school visited	25	1	2
Average Enrollment children	123	485	45
Average no of Room used for classes	3	1	1
Water Facility (in use) %	40%	100%	50%
Toilet Facility (in use) %	48%	100%	0%

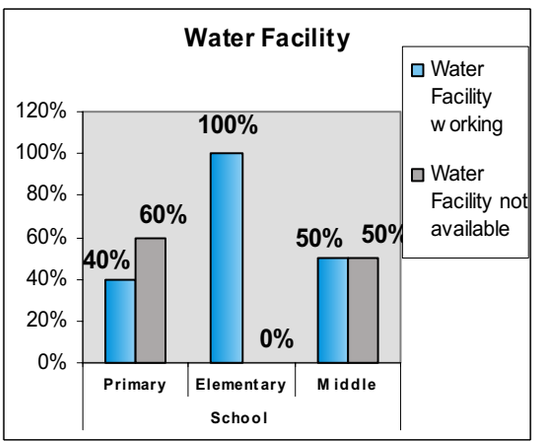
Facilities: Provision and Use

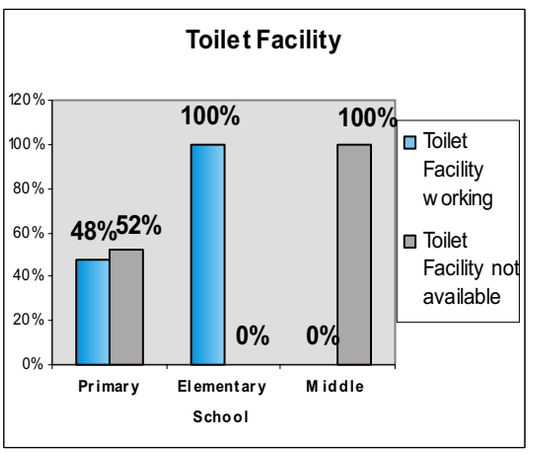
Pupil Teacher Ratio



Rooms Availability & Use







Annexure

Survey Forms: Household information Form

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ASER 2008 PAKISTAN

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ASER-PAKISTAN 2008 SURVEY- HOUSEHOLD SURVEY SHEET

Province	Sindh	Date	
District	Dadu	Name of Family Head	Nabi Bux
Tehsil	Kn Sheh	Age of Family Head	55
Union Council	Paryar	HH Sheet No	
Village	Bhagna	Name of Surveyor (1)	Abbass Ali
House No. (optional)		Name of Surveyor (2)	

Mailing Address: (Optional)

Total members in Household (with same kitchen) 14

Instructions:

Make a map.
If village habitation is by hamlets and it has more than 4 hamlets make chits and randomly pick 4 hamlets.
If village has 4 habitations or less, go to all of them.
If village is continuous, divided it into 4 sections. Visit 5 households in each section/ hamlet using the 5th house rule on the left-hand side.

Survey all children of **3-16 age**.
We will **not** test children **aged 3**.
Please ask Mother's information directly to them.
See document called 'Instruction Kit' for more detail.
Only if the mother is not present, then ask another family member.

Serial No	Name of Child (Children of 3-16 age group regularly living in the household)	Age	Gender (M=Male, F=Female)	Mother's Information (not to be tested) (Please tick for each child): Gone to school: Yes	Gone to school: No	Studied up to which class	Mother's Age	Pre-school Status (For 3-6 age group): Going	Not Going	Out of School children (for 4-16age group): Never Enrolled	Drop Out	If Drop out, studied up to which class	Dropout Year	Dropout Reasons	Schooling Status (for 4-16 age group) (Class/Grade 1 and above): Class Grade	Institute Type: Govt.	Private	Madrassah	NFE	Other	Tuition Status: Yes	No	If Yes Fees (Rs.)	Language of Tool: Urdu	English	Other*	Basic Learning Levels (for 4-16age group) Reading (Tick the highest level ONLY): Beginning / Nothing	Letter	Word	Para	Story	Math (Tick the highest level ONLY): Beginning/ Nothing	Number Range 1-9	Number Range 11-99	Subtraction	Division
1	Ab. Rahman	16	M		✓		50				✓	✓										✓					✓					✓					✓
2	Nazish	14	F		✓					✓												✓					✓					✓					
3	Para	12	F		✓					✓												✓					✓					✓					
4	Mujahid	4	M		✓		35								IV	✓						✓					✓					✓					✓
5	Mujeeb	8	M		✓		✓								III	✓						✓					✓					✓					✓
6	Toba	6	F		✓		✓								I	✓						✓					✓					✓					
7																																						
8																																						
9																																						
10																																						
11																																						
12																																						
13																																						
TOTAL					01					02	01					03						03				03			01				02	01				03

*Local Language

School Observation Form

SCHOOL OBSERVATION SHEET - ASER PAKISTAN 2008

INSTRUCTIONS : Visit any goverment school (Std 1 to 7/8). If there is no such school in the village which has classes from 1 to 7/8, then from the remaining government schools, visit the one which has the highest enrollment in Std 1 to 4/5. Meet Head Master (In absense of the HM, meet the senior most teacher of the school). Documents required: Enrollment/ Attendance register. If the standard has many sections, choose any one.

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PAGE 1 of 2

Name of school	Name of Village	UC	District

From which Std. to which Std. (Tick any one)	Type of School (Tick any one)	Date of visit	Name of Surveyors	Arrival time	Departure time
Class 1 to 7/8 / Class 1 to 4/5 / Class 5/6 to 7/8 / Others	Boys & Girls School / Boys only School / Girls only School				

How far is the village from the district headquarters? (in km)	Is there a bus-stop in the village? Yes / No

(I) Children's enrollment & Attendance	Class Kachi	Class Paki	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
Children's enrollment (Take from register yourself)										
Children's attendance(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.)										

Page 1of 2

(II) Teachers (Ask HM/Head teacher)	No. Appointed	No. Present (At time of survey)	No. Absent (At time of survey)	No. away due to Official Duty or Training	No. who live in this village/ neighbouring villages
Head Teacher					
Regular Govt. Teachers (Doesn't include Head Teacher)					
Para-teachers (appointed by Panchayat or VEC/PTA/SMC/SC)					
Any other person(s) teaching in the school					

(III) School Grant Information

Ask Headmaster this section. If absent, indicate who answered the section.

Who answerd this section?(Tick relevant)	Head Master	Teacher	Para-teacher

	2007		2008	
	Yes	No	Yes	No
Did you get a School Maintenance Grant?				
If yes, what was the amount of this Grant?				
In which month was this Grant received?				
What was this Grant spent on?(tick where applicable)				
Compound / Premises				
School Building				
Inside the classroom				
Water/toilet Facilities				
Furniture				
Other				

SCHOOL OBSERVATION SHEET - ASER 2008

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INSTRUCTIONS : Visit any goverment school (Std 1 to 7/8). If there is no such school in the village which has classes from 1 to 7/8, then from the remaining government schools, visit the one which has the highest enrollment in Std 1 to 4/5. Meet Head Master (In absense of the HM, meet the senior most teacher of the school). Documents required: Enrollment/ Attendance register. If the standard has many sections, choose any one.

(IV) Class Room Observations

Observe yourself.	Class. 2		Class. 4	
	Yes	No	Yes	No
Are the children of this Std. sitting with children from any other Std.?				
If yes, then with which class? (write)				
Is there a blackboard for this class?				
Could you easily write on the black-board?				
Did most of the children (75%) have textbooks? (Ask the children to show you their language textbooks and assess accordinly)				
Did most of the children (75%) have a pencil or pen?				
Did most of the children (75%) have a notebook to write on?				
Is there a timetable for this class? (Ask the teacher in the class to show you the timetable)				
Was the time table being followed at that particular point of time? (Based on observation of the class)				
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?				

General Comments/ Observations

(V) Facilities in the school (From Observation)

Total number of rooms in the School (count yourself).	
Total number of rooms in the School being currently used by the children (count yourself)	

Tick where relevant	Yes	No
Is there a handpump or a tap?		
If there is a handpump/tap, could you use it to drink water?		
Is there a toilet?		
If there is a toilet, could you use it?		
Does the school provide a mid-day meal to the children?		
If yes, is the mid-day meal cooked in the school?		
Did you see the meal being served to the children at the time of the survey?		
Did you see any other evidence of the mid-day meal in the school? (e.g. Dirty Utensils or the meal being cooked in the school)		
Does the school have any library books?		
Could you see the library books?		

ASER Village List

District: Dadu

Monder	Nari	Pipri	Johi Town
Siyal	Pir Gunio	Fateh pur	Kalhora
Gul Mohd.	Thull	Mureed Lakhani	Waryaso
Sonmayani	Qaim Jato	Gari Mahesar	Jaffar Lund
Kakar	Sodani	Murad Jamali	Bug
Wahi pandi	Bagna	Gadehi	Jalab
Sawaro	Marvi	Dur Muhammad	

District: Faisalabad

Boria Wali	Chak 109/RB	Chak No. 373-GB	Chak No. 137-GB
Chak No. 129/RB	Chak No. 591-GB	Chak No. 69-RB	Chak No. 248
Chak No. 209/RB	Gulhar	Killian Wala	Chak No. 302
Chak No. 199-GB	Chak No. 65-RB	Chak No. 398-RB	Chak No. 381-GB (2)
Chak 100-JB	Chak No. 434	Chak No. 510/GB	Chak No. 450-GB
Chak No. 246/RB	Chak No. 434/GB	Chak No. 87/GB	Chak No. 647-GB
Chak NO. 150/78 JB	Chak No. 481/GP	Chak No. 381-GB	
Chak No. 109	Chak No. 199 GB (2)	Chak No. 404-GB	

District: Jhang

Hammoana	Baqar Mehran	Chak No. 457/JB	Pir Abdul Rehman
Chak No. 239/JB	Chak No. 139/JB	Chak No. 010/1	Dab Kalan
Thatti Bala Raja	Kot Naulan	Basti Shah Shakoor	Chak No. 492/JB
Jahanian	Kot Khan	Bindi Patoana Khurd	Hassu Belal
Chak No. 465/JB	Chak Gumnana	Chak No. 175/JB	Mirak Sial
Kurk Muhammadi	Chak Kuriana Shumali	Chak No. 464/JB	Bhangoo Gharbi
Sabowala	Kharora Baqir	Shah Jeewana	
Chak No. 201/JB	Bhon	Chak No. 003/4 L	

District: Khair Pur

Araro	Mori	G. Muhammad Gad	Handyari
Naugar sher	Mian Khan	M. Umar Panhwar	Panhyar
Moheja	Beli Cham	Sobhodiro	M. Changal Jogi
Daraza Shareef	Ulra	Pharyaro	Tajal Sharif
Khuhra	Agha Hashim Shah	Khanan G Bhitt	Bindi Motayo
Haji Allah BUX	Nabahoo Pota	Baharo Lashari	Selhaja Lower
kalohar	Sono Gopang	Saindad Haji	
Shadi Shaheed	Chhodahio	Sobar Rind	

District: Lahore

Chak Dhira	Heer	Kamahan	Niaz Baig 2
Kalas Mari (khurd)	Lidhar	Jhuggian	Niaz Baig 3
Awan Dhai Wala	Bagarian	Manga Uttar 1	Shah pur
Atto ke Awan	Khand	Manga Uttar 2	Jia Bagga
Icho Gil	Attari Saroba	Sulan Ke	Manak
Handu Gujar	Dulu Kalan	Bho Patian	Bhai Kot (Raiwand)
Manawan	Gajju Matta	Chaung	
Lakhan Khi	Jhedu	Niaz Baig 1	

District: Mianwali

Turg Mashraqi	Rokhri Sharqi	9 / ML	Mala Khel
Thathi	KM Pakka	Chak No. 12/DB	Musa Khel
Sanda	Wah Bhujran	Chidru	Muzafar Janubi
Swance	Ayubabad	Kuch Tundar Khail	Mochh
Dhiba Kirsyal	W.Bala	Kundal	Yaru Khel
Dhok Sher Baz	Bhurion Wala	Kalwanwala	Lalo Khelwan
Dheer Umaid Ali	5/ML	Kundian	
Dhakuna Wala	Chak No. 4/DB	Kund	

District: Multan

B. Sukkhan	Saleh Meh	Bahadur Pur	Fateh Bela
Qutab Wali	Sujanpur	Bohar	Ager Khani
Kothy Wala	Kotla Raham Ali	Pir M. Habiba Syal	Beet Kech Shumali
Chak No. 12/MR	Binda Sindhiala	Chak No. 12-F	Alamgir
Inayatpur Mahota	Labar	Palia Kurana	Bakhar Arbi
Chak No. 72-M	IT Shumali	Baqir Abad Khakwani	Beet Kech Janubi
Bhakal Bhir	Alamdi Sura	Jungle Abdullah Shah	
Moza Khadal	Makhdoom Rasheed	Chak No. 73-M	

District: Rahim Yar Khan

Bangla Shireen	Iqbal Nagar	Chak No. 161/7R	Dondon Oat
Chachran	Rahim Abad	Basti Jamal Gujar	Goat Hayat
Chak No. 240/P	Chak No. 21/n	Basti Qazi	Kotla Pathan
Dari Akbar Ali	Lal Garh	Chak No. 1/P	Malik Pur
Sanghi	Thar Posti	Chak No. 64/P	Nonari
Kanday Wali	Chak 264/2P	Chak No. 97/P	Saeedpur
Puran	Chak 148/P	Chak No. 141/P	Mureed Abad
Dera Shams	Umer Wada	Chak No. 197/P	

District: Rawalpindi

Gulyana Lodhra	Bahahl	Samli Bhora Mal	Khirli
Chak Baz	Nala Musalmana	Bahndi	Kohala Kalan
Pindora	Janjooian	Goohi	Kirpal
Chinna	Darkali Mamoor	Ranotra	Pind Gondal
Jagi Narali	Soroha	Kalri	Dhok Saidu
Changa Banial	Nal Brahmana	Chak Lala	
Dhoong	Ganoian	Chak Jalaldin	
Bhangali Gujjar	Satian	Shakrial	

District: Sheikhupura

Kala	Marh Bhangwan	Keelay	Manawala Nar Singh
Moman Pura	Amin Shah	Chamber	Chachoke
Bukan Wal	Hussain Pura	Chak Chandu	Kalo Ke
Faizpur Khurd	Nangal Kasuwala	Botar	Chak Seethan
Fateh Rehan	Rakh Bawli Jamadar	Jatri Kohna	Dhir Dha
Sidan Wali	Shah Sultan	Nokhar	Millian Khan
Chak No. 44 UCC	Kot Mahmood	Feroze Wattuan	
Shamke	Kukri Pur	Kotla Panjju Baig	

Islamabad - ICT

Alipur	Jandala	Mughal	Siri
Ara	Khana Dak	Partal	Sohan
Dhok Niazian	Khijna	Phoolgran	Tarlai Kalan
Farash	Kot Hathial	Pind Baqwal	Tarlai Khurd
Harno	Kot Hathial South	Rawat Mohri	Tumair
Humak	Loi Bher	Sihala	
Hummak (2)	Mohra Nur	Sihali	

NAME OF THE VILLAGE: _____

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ASER PAKISTAN 2008
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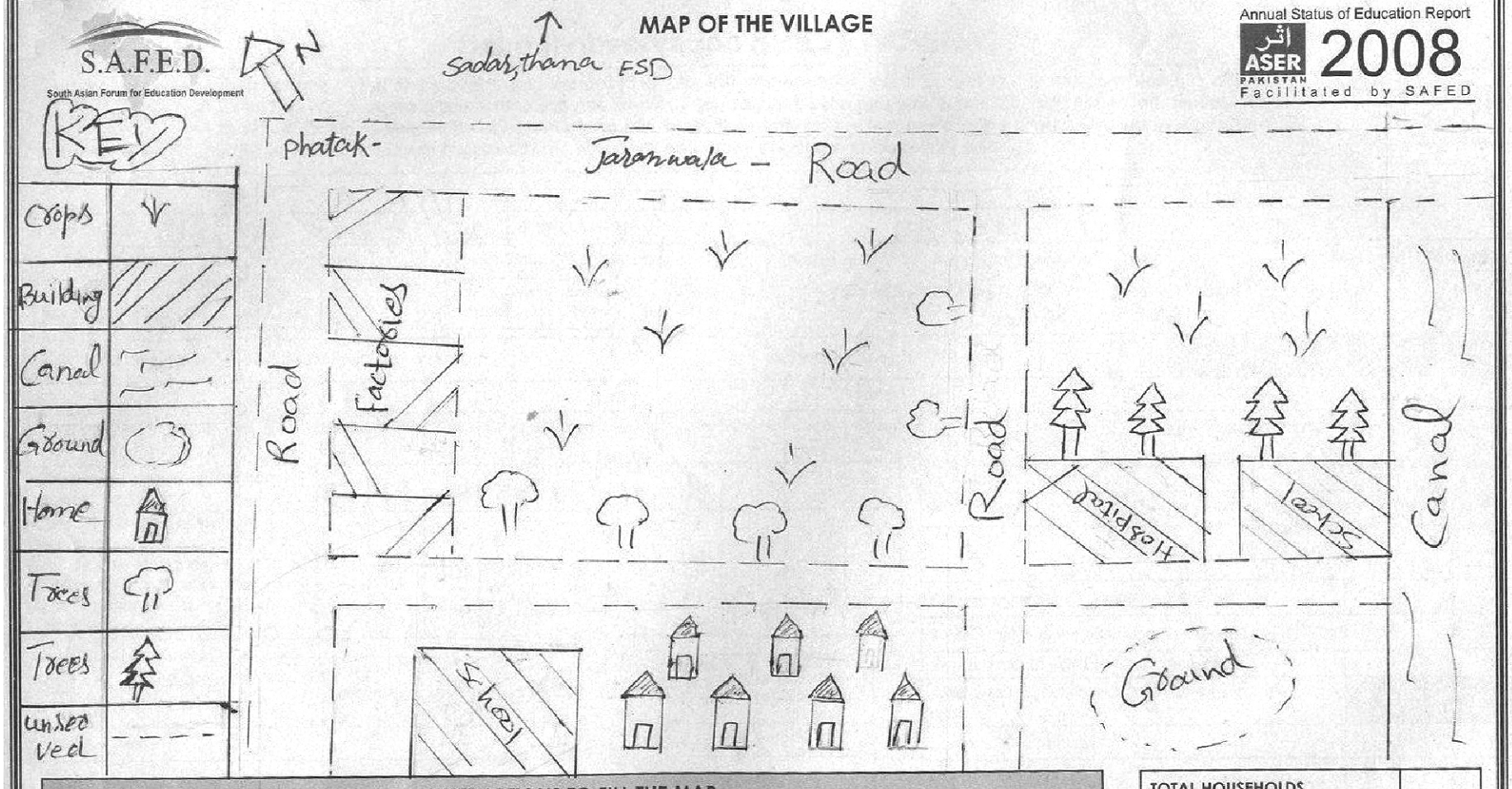
MAP OF THE VILLAGE



INSTRUCTIONS TO FILL THE MAP

- Mark the different hamlets/sections
- Number each hamlet/section on the map
- Mention the total (approx.) number of households in each hamlet/section
- Indicate which sections/ hamlets were surveyed
- Mark the hamlets/sections surveyed
- Show the main landmarks - schools, health centres,. Also use the following for reference - mosques, river, road, school, bus-stop, baithak, shop etc.
- Verify all the information on the map with people in the village as you walk around.
- Mark the directions in the map (North, South, East, West).

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

TOTAL HOUSEHOLDS	
APPROX. POPULATION	6600
TOTAL GOVERNMENT PRIMARY SCHOOLS	19,00
PRIMARY (1-5)	2
Secondary/Elementary (1-8)	

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