A Seminar Series

Enriching Young Minds

conducted by ASER Pakistan

February - April, 2015

Report Compiled by: ASER Pakistan Team - Centre for Research and Governance
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Concept Note: Enriching Young Minds

A Seminar Series Conducted by ASER Pakistan

After the successful National Launch of Annual Status of Education Report (ASER) 2014, the largest citizen led; household based initiative in Pakistan, the team set off to disseminate the findings of this report to all renowned universities of Pakistan. The one hour seminar series was aimed at enriching the young students about the current status of education in Pakistan and raise voice for ‘quality education’. The seminar series were designed to be a one hour interactive session with students to inform them about the Annual Status of Education Report (ASER) Pakistan and explain how they can use this huge dataset for their detailed researches.

Objective: The objective of the Seminar Series “Enriching Young Minds” by ASER Pakistan aims to create awareness about ASER amongst university students (particularly those who are about to begin with their dissertation) by showing a 15 minute ASER documentary and sharing a short presentation with them.

Background of ASER Pakistan 2008/9 – 2014

(A Citizen’s Accountability Initiative)

Since 2000, when the MDGs and the EFA goals were set, around 45 million children who previously did not have access to education have enrolled in primary school, and gender parity in primary education has improved significantly. Yet the work ahead is urgent and formidable. Around 40 percent children of all primary school age children in the world are either never enroll in school, fail to make it to the fourth year of their education, or if they do manage this, are not learning to read even basic sentences. In response to this crisis, international organizations, governments and other stakeholders all over the globe are analyzing the current measuring of assessing learning and turning their attention to the challenge of improving the quality of education. The focus of international advisory boards e.g. Open Working Group on Sustainable Development Goals (OWG-SDG), Global Monitoring Report (GMR), UNESCO Institute of Statistics (UIS) & World Bank are repositioning to determine a mode of measurement for learning assessment systems throughout the world (World Bank Symposium: Assessment for Global Learning, 2013).

The predominant view for assessing student learning is that it should be done in schools. Children not attending school are not accounted in any of the school-based assessments. These children are part of our population but are not accounted in any of the assessments gauging their learning levels. They are “invisible” and often not considered in policy and decision-making. The lack of data and information on children who are the most excluded from education are making it even more difficult to reach these children (Global Initiative on Out-of-School Children, 2014). In order to get accurate representation of all children—those who are currently enrolled in school, those who were once enrolled in school but dropped out, those who never enrolled in school, those who go to small, informal private schools,
those who are frequently absent from schools, etc.—you need a population-based measure of learning, gathered at the household-level.

The Annual Status of Education Report (ASER), pioneered by the Indian NGO Pratham (2005), has turned into an increasingly popular testing method which is adopted by several other countries. ASER is an oral assessment, which measures the learning of children at the household level. It is a “floor” level test, meaning the same test is given to children between the ages of 5 and 16, but younger children in grade 1 and 2 are not expected to be able to go beyond the first few tasks. ASER was conceptualized and designed as a large-scale rapid assessment to be carried out by local citizen (government teachers, graduate students, and any other community members). Therefore, the exercises are designed to be both simple and fast.

This unique nationwide large scale annual assessment gathered momentum across Asia and Africa in no time; making learning central to the debates on education, illustrating the power of informed citizenry to influence national and global agendas for education and learning. ASER or Impact (India 2005 & Pakistan 2008), Uwezo or Capability (East Africa 2009), Beekungo or are We Are In It Together (Mali 2012), Jangandoo or Learn Together (Senegal 2012) represent an organically growing movement for ‘the right to learn and to be’. Their simple, yet innovative approaches shine the spotlight on national levels of learning and school quality, using this knowledge to influence education policy and practice. In the process of spreading awareness of children’s learning levels among parents and communities, they increase the community sense of responsibility, elevate the importance of learning in education dialogues, and stimulate the momentum for widespread social change locally and internationally.

A South-South Initiative

Transforming into a South-South Initiative, these assessments are providing annual credible measures of student learning in seven countries covering 45% of children in the developing world. They demonstrate that it is feasible to measure learning on scale in a way that is meaningful for policy and that it is possible to marry rigor with simplicity. Over the last ten years, citizen-based, large-scale learning assessments have taken root in India2, Pakistan3, Tanzania, Kenya, Uganda4, Mali and Senegal. From 2014 onwards, these

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1 www.asercenter.org
2 www.asercenter.org
3 www.asercenter.org
4 www.asercenter.org
assessments will also be taking place in Nigeria and Mexico. In contrast to many other well-known education assessments, this assessment approach emerged from the global South and provides large-scale data on learning levels that also helps to strengthen domestic accountability.

**ASER Pakistan:**
Annual Status of Education Report (ASER) Pakistan is the largest citizen led; household based initiative that aims to fill a gap in learning outcomes and provide reliable estimates on the schooling status of children aged 3-16 years residing in the districts of Pakistan. This year ASER covered 144 rural districts and 21 urban districts across Pakistan reaching 4,698 villages/block, 93,096 households and 279,427 children throughout Pakistan. ASER mobilizes 10,000 plus ordinary citizens in the process of data collection and dissemination making it the largest annual survey of rural children done by the citizens of Pakistan every year. ASER has triggered several research and advocacy campaigns such as the Right to Education (Article 25-A) and the Alif-Ailaan Campaign. ASER influences the post 2015 global education development agenda at various forums and is quoted in the esteemed Global Monitoring Report 2013/14. It is also quoted in the Economic Survey of Pakistan 2012, 2013, 2014.

According to ASER 2014 national rural findings, 21% children aging 6-16 years continue to be out of school. Amongst those going to schools, 50% of class 5 children were not able to read class 2 level story in Urdu/Sindhi/Pashto. In the wake of bringing attention to the quality of education in Pakistan, ASER is disseminating its report at the largest scale ever. After the National launch at the Planning Commission of Pakistan on 8th January, 2015 by the Minister of Planning and Development, Mr. Ahsan Iqbal, we are in the phase of conducting provincial launches followed by the district launches.

ASER is a movement that is not only gaining momentum nationally but also on the global forum. Initiated in 2005 by a local NGO in India, ASER is now conducted annually in 8 countries (India, Pakistan, Tanzania, Kenya, Uganda, Mali, Senegal and Nigeria). Mexico will also be joining soon. In this regard, we are aiming to conduct a series of international launches starting with Pakistan High Commission in The United Kingdom (UK).

**Purpose of the Seminar/Key Objectives:**
The key objectives of the seminar:
- To highlight the challenges and progress of Pakistan pertaining to access and learning of all children aging 3-16 years in light of the ASER Pakistan.
- Conduct an interactive session with teachers and students on how to use ASER data set.

**ANNEX**

**Geography Covered & Beneficiaries**

3 [www.aserpakistan.org](http://www.aserpakistan.org)
4 [http://uwezo.net/](http://uwezo.net/)
To-date, five annual rounds of ASER have been completed and the geographical coverage is as under:

<table>
<thead>
<tr>
<th>Title</th>
<th>District/Agencies Covered</th>
<th>Direct Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Households</td>
</tr>
<tr>
<td>ASER Pakistan 2008/9</td>
<td>11 rural</td>
<td>6,520</td>
</tr>
<tr>
<td>ASER Pakistan 2010</td>
<td>32 rural</td>
<td>19,006</td>
</tr>
<tr>
<td>ASER Pakistan 2011</td>
<td>85 rural + 3 urban</td>
<td>49,873</td>
</tr>
<tr>
<td>ASER Pakistan 2012</td>
<td>136 rural + 6 urban</td>
<td>85,521</td>
</tr>
<tr>
<td>ASER Pakistan 2013</td>
<td>138 rural + 13 urban</td>
<td>87,044</td>
</tr>
<tr>
<td>ASER Pakistan 2014</td>
<td>144 rural+ 21 urban</td>
<td>93,096</td>
</tr>
</tbody>
</table>

The entire country of 180 million plus population and all education systems in Pakistan benefit from ASER Pakistan data and use it for design, planning and interventions.

Materials/Publications Produced under ASER Pakistan

Reports:
- ASER Pakistan 2008
- ASER Pakistan 2010
- ASER Pakistan 2011
- ASER Pakistan 2012
- ASER Pakistan 2013
- ASER Pakistan 2014


Other Publications:

Short Case Studies, Media Coverage & ASER Baithaks:
ASER Pakistan has been covered by both print and electronic media extensively from regional/local newspapers to international media like Voice of America & BBC-Urdu etc. Details are available at:

Impact:

ASER Endorsements:
- Endorsed by Chief Minister KPK; Education Minister AJK
- Politicians “Knocking for Education” – Ahsan Iqbal from PML-N
- Media: Major TV channel GEO is using ASER data for their campaign “Zara Sochiyae”
- (Let Us Reflect) http://www.geo.tv/, Fahd Husain & Fareeha Idrees, ASER ambassadors

**Global Impact:**
- ASER part of Global Monitoring Report
- Influencing the post 2015 development agenda and goal setting in regional and international meetings and consultations (GEFI: LMTF, GMR, CIES etc.)

**Quoting ASER:**
- Cited in key government documents e.g. Economic Survey 2012/3, Education Sector Plan Balochistan, Roadmap to Reform Education Program Punjab
- Pakistan Business Council including ASER data in their consultation
- Cited in Political Parties’ Manifestos (PTI) and ASER Report distributed to all political parties
- ASER data shared with the legal community, Judges, Chief Justices etc. in public interest litigation as well as the mounting campaign on Right to Education for implementing 25 A.
- ASER has triggered several research and advocacy campaigns: RTE, Alif Ailaan, DFID’s data depository (developyst) on Teacher Education, Social distance of Teachers and Quality in Low-Cost Private Schools.
- ASER dataset uploaded in the Pakistan Data Portal.
ASER Pakistan 2014

ASER ORIENTATION SEMINAR

AT

Al-Hamd University Balochistan
Zarghoon Road Campus Quetta
(Education Department)

March 28th, 2015

Prepared by: ASER team Balochistan
Acknowledgement

We, the ASER Balochistan team, express our sincere gratitude to Mr. Akmal, Coordinator Education Department, Mr. Imran Marketing Manager and Ms. Farah, In-charge Event Management, Alhamd University on providing us the opportunity to orient the students on the ASER findings. The session created awareness amongst students and faculty members about the quality of education. We are also thankful to the students of M. Phil for attending the seminar and sharing their thoughts, ideas, suggestions and queries on different aspects of ASER survey.
ASER - The Annual Status of Education Report (ASER) is a citizen led; household based initiative that aims to fill a gap in learning outcomes and provide reliable estimates on the schooling status of children aged 5-16 years residing in the rural districts of Pakistan. ASER seeks to improve the status of education nationwide by providing a reliable set of data on an annual basis about what children learn, how they learn, where they learn, education status of their mothers etc. By using an innovative citizen driven approach, ASER intends to mobilize policy makers as well as ordinary citizens - parents, students, local communities and the public at large – to become aware of actual levels of children’s literacy and numeracy, and build on that awareness to stimulate practical community and policy change across Pakistan.

ASER has the following key components:

1. A large household based survey covering all districts i.e. 144 rural districts and 21 major urban cities of the country;
2. The use of an easy tool to assess minimum levels of literacy and numeracy that can be easily administered;
3. Inspiring a citizen volunteer-driven approach to conduct the assessment;
4. Instant feedback of the assessment results to parents/guardians, children and local leaders;
5. Broad communication across the country through the media and other forms to create debate;
6. Facilitating thoughtful learning and monitoring throughout, and feeding back these lessons into the next year’s preparations, and
7. Repeating the survey each year to create and sustain momentum for change.
8. To get reliable data on the status of children schooling and basic learning levels.

Unlike contemporary national assessments, ASER involves ordinary citizens in the process of data collection; empowering them with an accessible tool for evidence gathering and action. The idea is to create citizen pressure in a campaign mode for holding the education system accountable for its dissatisfactory deliverables. ASER helps in identifying gaps that need to be bridged in order to move forward towards fulfilling the obligations under Article 25-A i.e. “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.” Moreover, ASER adheres to country specific policies and guidelines related to methodology and test development for national assessment. ASER methodology and process is derived from methodology followed by ASER India and East Africa Uwezo. Also, the learning instruments comprise of grade two level competencies as given in the national curriculum 2006.
The orientation program officially begun with the recitation of the Holy Quran. After the prayers, a round of introduction was conducted.

**Documentary and Presentation**

After the brief sharing of ITA and ASER, a documentary on ASER 2014 was shown to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER findings and specific results of Balochistan was delivered by Ms. Naghmana. Following are some of the important points highlighted during the presentation.

**ASER Pakistan 2014 Findings**

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

**ASER Balochistan 2014 Findings**

ASER 2014 was conducted in all rural districts of Balochistan including 2 urban districts namely Khuzdar and Quetta. This covered 18,536 households in 947 villages across Balochistan. Detailed information was collected on 60,535 children (61% males, 39% females) aged 3-16 years. Out of these 42,379 children aged 5-16 years were tested for language and arithmetic competencies. School information on public and private schools was collected. A total of 838 government schools (66% primary, 17% elementary, 17% high,
0% others) and 61 private schools (44% primary, 31% elementary, 25% high, 0% others) were surveyed. 58% of the government schools were boys only, 9% were girls only, and 33% were coeducation schools. In case of private schools, 17% were boys only, 8% were girls only, and 75% was coeducation schools. Some of the important points highlighted by the report are as follows:

- 33% children were reported to be out of school which is reduced to 1% as compared to 34% in 2013.
- 67% of all school aged children within the age bracket of 6-16 were enrolled in schools. Amongst these, 53.4% were enrolled in govt. schools and 13.5% were going to non state providers (9.4% private, 3.8% Madrassah, 0.3% others).
- Amongst the enrolled children in govt. schools 70% were boys and 30% girls whereas in private schools 67% enrolled children were boys and 33% were girls.
- 72.4% of the children aged 3-5 were currently not enrolled in any early childhood program/schooling.
- 67% children of class 5 could not read the text of a simple story. Similarly, only 53% children of govt. schools (class 1) could read at least letters whereas the level was much high in private schools and around 95% children of class 1 can read at least letters.
- English learning levels still remain poor; only 6% of class 3, 13% of class 4, 28% of class 5 and 46% of class 6 children could read at least English sentences.
- 67% of boys and 78% girls of rural Balochistan could not read at least words in English.
- Only 44% of class 6 children and 24% of class 5 children can do two digit divisions.

Questions and Answer Session

Participants from different districts also shared the current status of schooling and access of children to schools in their respective areas. They appreciated the work of ITA and suggested to continue this survey to know the progress each year. Different questions related to educational issues and ASER findings were asked by the participants. All questions were answered appropriately by Mr. Tanzeem and Naghmana from ITA Quetta Office. Most of the questions were based on the ASER methodology, sampling and standardized tools for assessing children. They were also oriented on how to use data set of ASER available at ASER website. At the end they are encouraged to take part in ASER, use raw data available at website and write blogs and articles related to the issues.
Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT

University of Balochistan, Balochistan
(Education Department)

Submission Date: 25th March, 2015

Prepared by: ASER Balochistan Team
Acknowledgement

We, the ASER Balochistan team, express our sincere gratitude to Mr. Nasir Baloch, Chairman Education Department on providing us the opportunity to orient the students on the ASER findings. The session created awareness amongst students and faculty members about the quality of education. We are also thankful to the students, researchers, and faculty members for attending the seminar and sharing their thoughts, ideas, suggestions and queries on different aspects of ASER survey.
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ASER has the following key components:

9. A large household based survey covering all districts i.e. 144 rural districts and 21 major urban cities of the country;
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ASER 2014 Orientation

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<thead>
<tr>
<th>Resource Persons from UoB:</th>
<th>Resource Persons from ASER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Mr. Nasir Baloch, Chairman Education Department, University of Balochistan</td>
<td>1. Ms. Naghmana Ambreen, Research Associate, Balochistan (ASER Pakistan) 2. Mr. Tanzeem, Provincial Coordinator, Balochistan (ASER Pakistan)</td>
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**Documentary and Presentation**

After a brief introduction of ITA and ASER, documentary on ASER 2014 was shown to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER findings Pakistan and specific important results of Balochistan was delivered by Ms. Naghmana. Following are some of the important points highlighted during the presentation.

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- Only 44% of class 6 children and 24% of class 5 children can do two digit divisions.

**Questions and Answer Session**

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1:** Is there any training conducted for volunteers and partners before going into the field and if yes what kind of methodology and practices are used often?

**Answer:** The answer to this question has three parts, and I shall explain each separately.

I. ASER uses a cascading training model comprising three tiers of trainings sessions organized at national, provincial and district levels. The training provided at national and provincial level is done by ASER core team members.
II. Second training session is conducted at provincial level. The workshops are arranged in each province. It is mandatory for all district coordinators to attend the training sessions conducted by ASER. The participants are rigorously trained for conducting the ASER survey as these master trainers have to train 60 volunteers in each district.
III. The provincial training workshop is conducted for three days.
IV. The district coordinators are given the list of the selected villages that are supposed to be surveyed along with dates for the district training workshops on the last day of training.

TRAINING METHODOLOGY:

I. Workshop comprises of three day training sessions.

II. The first day is a theory session where participants are explained in detail about different steps of the survey process.

III. The second day is a practical, hands-on application session of the ASER Assessment tools. Participants visit the nearby village and perform a mock survey for practice.

IV. The final day is reserved for feedback and evaluation. The participants discuss the issues and problems faced by them during the mock exercise.

V. During the practical training, all volunteers must complete field visits to at least one government and one private school and at least 5 households.

TRAINING MANUALS:

I. The head office prepares the training manuals and share with the field offices across country for review.

II. The training manual is systematic and follows chronological order as per the various stages of conducting the assessment.

III. One centrally prepared program is prepared and used for all training levels. The training manual is reviewed and updated annually, before the next training is conducted.

Question 2: How do you select the schools for ASER survey?

Answer: According to the ASER model, volunteers are to gather information on one government and one private school (if any) from their assigned villages. If the village has a Boy’s High School and a Girl’s High School, preference should be given to the girl’s school. With respect to type of school i.e. primary, middle, secondary, preference should be given to High School. If there is no High school in the village, then go to a middle school, in case middle school is not available than go to a primary school. If there is no government school in the village, than go to the nearest Government School located in a nearby village.

Question 3: Who is the target audience for the dissemination of ASER findings/report?

Answer: 
- Education department of Government and policy makers (Political leadership of parties)
- Development professionals including donors, international and multilateral organizations
- Educational institutes such as universities or research centers for utilizing ASER data
- General public, especially the Media (Electronic, social and print medium)
- Private sector (Corporate enterprises)
- Community mobilization for acquiring volunteers (local NGOs, students) and creating awareness on educational concerns (parents, teacher unions)
**Question 4:** What is the entire procedure to select volunteers for the survey?

**Answer:** ASER engage volunteers as the main enumerators during the assessment process. Ideally, the volunteers should meet the following criteria:

a. Can read English;

b. College graduates above 15 years of age.

c. Have access to a mobile phone;

d. Ideally, come from a nearby village where the assessment will be conducted.

For each village, we select 2 volunteers; preferably one female and one male. A call for volunteers is distributed in the district and villages where the assessment is conducted.

**Picture Gallery**
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT

University of Balochistan, Balochistan
(Gender Studies & Development Department)

March 12th 2015

Prepared by: ASER team Balochistan
Acknowledgement

We, the ASER Balochistan team, express our sincere gratitude to Madam Zeenat Baloch on providing us the opportunity to orient the students on the ASER findings. The session created awareness amongst students and faculty members about the quality of education. We are also thankful to the students, researchers, and faculty members for attending the seminar and sharing their thoughts, ideas, suggestions and queries on different aspects of ASER survey.
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<td>Development Department</td>
<td>2. Mr. Tanzeem, Provincial Coordinator,</td>
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<td>Balochistan (ASER Pakistan)</td>
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</table>

The orientation began officially with the recitation of the Holy Quran. After the prayers, a round of introduction was conducted.

**Documentary and Presentation**

After the brief sharing introduction, a documentary on ASER 2014 was shown to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER findings Pakistan and specific important results of Balochistan was delivered by Ms. Naghmana. Following are some of the important points highlighted during the presentation.

**ASER Pakistan 2014 Findings**

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

**ASER Balochistan 2014 Findings**

ASER 2014 was conducted in all rural districts of Balochistan including 2 urban districts namely Khuzdar and Quetta. This covered 18,536 households in 947 villages across Balochistan. Detailed information was collected on 60,535 children (61% males, 39% females) aged 3-16 years. Out of these 42,379 children aged 5-16 years were tested for language and arithmetic competencies. School information on public and private schools was collected. A total of 838 government schools (66% primary, 17% elementary, 17% high,
0% others and 61 private schools (44% primary, 31% elementary, 25% high, 0% others) were surveyed. 58% of the government schools were boys only, 9% were girls only, and 33% were coeducation schools. In case of private schools, 17% were boys only, 8% were girls only, and 75% was coeducation schools. Some of the important points highlighted by the report are as follows:

- 33% children were reported to be out of school which is reduced to 1% as compared to 34% in 2013.
- 67% of all school-aged children within the age bracket of 6-16 were enrolled in schools. Amongst these, 53.4% were enrolled in government schools and 13.5% were going to non-state providers (9.4% private, 3.8% Madrassah, 0.3% others).
- Amongst the enrolled children in government schools 70% were boys and 30% girls whereas in private schools 67% enrolled children were boys and 33% were girls.
- 72.4% of the children aged 3-5 were currently not enrolled in any early childhood program/schooling.
- 67% children of class 5 could not read the text of a simple story. Similarly, only 53% children of government schools (class 1) could read at least letters whereas the level was much higher in private schools and around 95% children of class 1 can read at least letters.
- English learning levels still remain poor; only 6% of class 3, 13% of class 4, 28% of class 5 and 46% of class 6 children could read at least English sentences.
- 67% of boys and 78% girls of rural Balochistan could not read at least words in English.
- Only 44% of class 6 children and 24% of class 5 children can do two-digit divisions.

**Questions and Answer Session**

Students from various geographical backgrounds were present at the session. Some of the participants raised questions particularly related to their own districts and were keen to know more. Some of the important questions raised by the students are as follows:

*Question 1:* Does government recognize the ASER data?

*Answer:* Indeed, ASER Pakistan is well-recognized nationally as well as internationally. The findings of ASER are used by all provincial Education Departments. It is also quoted in the annual Economic Survey of Pakistan.

*Question 2:* Who gives money for this report? Is it funded by the government?

*Answer:* ASER Pakistan is an initiative taken by Idara-e-Taleem-o-Aagahi (ITA) which is a public trust. The project is funded by ITA, DFID and OSF.
Question 3: How can we get involved in the ASER process being students?

Answer: There are various ways in which you can get involved in the process of ASER. This seminar today is one example. There is a registration sheet being circulated amongst all students which asks if you want to be involved with ASER, and if so, mention how. You can be a writer for ASER, a researcher, a blogger, a data user, a volunteer, and also an internee. Interested candidates please mention your correct email id and our team will get in touch with you.

Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT

Pakistan Institute of Development Economics, Islamabad

Submission Date: 25th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at Pakistan Institute of Development Economics (PIDE), Islamabad. It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of PIDE, Islamabad.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

1. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
2. To measure the change in these basic learning and school statistics from last year; and,
3. To interpret these results and use them to affect policy decisions at various levels.
ASER 2014 Orientation

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<thead>
<tr>
<th>Resource Persons from PIDE:</th>
<th>Resource Persons from ASER:</th>
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<tbody>
<tr>
<td>1. Dr. Faryal Aslam, Professor, PIDE</td>
<td>1. Huma Zia Faran, Asst. Program Manager</td>
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<tr>
<td>2. Nabeel Anwar, Seminar Series Manager</td>
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</tbody>
</table>

The program of the orientation seminar officially kicked off at 11:00 am on Wednesday 25th March, 2015 with recitation of Holy Quran. Following the prayers, Dr. Faryal Aslam, Professor gave the opening remarks. She introduced purpose of the seminar to the students and said a few words about the efforts made by the ASER team. She encouraged the students to take active part in the seminar as it was a rare chance that the creators of such a report were there to share the findings first hand.

**Documentary and Presentation**

After the welcome note, Ms. Huma Zia Faran, Asst. Project Manager ASER kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledged citizen led movement. Formal presentation on methodology and ASER results was delivered by Ms. Zia. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Huma Zia Faran also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

**Questions & Answer Session**

*Question 1:* How can we compare data to the previous years?
**Answer:** ASER is being published annually since 2008/9. You can access the raw data on our website and do comprehensive analysis over the years. Our national report gives a glimpse of the trends for the past two years.

**Question 2:** How can we check out which villages have been selected?

**Answer:** You can access the raw data from our website. Raw data lists all the data by village. You can access the names of the villages from there.

**Question 3:** How many villages do you take every year to create a panel dataset?

**Answer:** According to the ASER methodology, every year we keep 20 villages from the last year’s data and include 10 new villages as per PPS. Therefore, with the 20 villages from the previous year can be used to create a pseudo panel dataset.

**Question 4:** What is the timeline for ASER activities?

**Answer:** ASER activities are carried throughout the year. However, the peak time for ASER survey is from August till December as a major chunk of the work is done within three months. Data is collected, cleaned, processed, analyzed and printed within the time span of these three months. In January, the report is launched and after that for another six months, the dissemination of the report begins. The dissemination details have already been shared with you during the presentation.
Picture Gallery

Seminar Coverage Links


https://www.facebook.com/ASERPakistan/posts/747039358744642

ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT

Allama Iqbal Open University, Islamabad

Submission Date: 26th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at the Allama Iqbal Open University (AIOU), Islamabad. It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of AIOU, Islamabad.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

4. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
5. To measure the change in these basic learning and school statistics from last year; and,
6. To interpret these results and use them to affect policy decisions at various levels.

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<thead>
<tr>
<th>Resource Persons from AIOU:</th>
<th>Resource Persons from ASER:</th>
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<tr>
<td>3. Dr. Shahid Siddique, Vice Chancellor, AIOU</td>
<td>1. Huma Zia Faran, Asst. Program Manager, ASER Pakistan</td>
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<tr>
<td>4. Dr. Amir Shah, Event Organizer, AIOU</td>
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</tbody>
</table>

The program of the orientation seminar officially kicked off at 2:00 pm on Thursday 26th March, 2015 with recitation of Holy Quran. Following the prayers, Mr. Shahid Siddique gave the opening remarks. He introduced the ASER team to the students and said a few words about the efforts made by the ASER team. He encouraged the students to take active part in the seminar as it was a rare chance that the creators of such a report were there to share the findings first hand.
Documentary and Presentation

After the welcome note, Ms. Huma Zia, Asst. Project Manager ASER kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Ms. Saeed. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Huma Zia also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions & Answer Session

**Question 1:** What does ASER do about disable children?

**Answer:** I am glad you asked this question. As mentioned in the presentation, ASER brings in one element of innovation every year and this year ASER’s innovation focus was on health and functioning of children (you may refer to as disable children). We piloted this in some of the districts and worked on the results. The findings of the survey according to the health and functioning can be seen on our website.

**Question 2:** How can we access the raw data on your website? Please tell me precisely.

**Answer:** As mentioned, the ASER raw data is available on the website free of cost. When you open the ASER home page at [www.aserpakistan.org](http://www.aserpakistan.org), click on the tab which says “dataset”. This will open a new webpage. It will give you two options i) to fetch data via query ii) to download raw data. When you click on downloading raw dataset, a small 5 query form will appear which will ask you name, organization, email id and purpose of fetching data. Once you submit the form, the data is emailed to the given email id immediately.
Question 3: How has ASER been influencing policy making?
Answer: ASER Pakistan has been conducting theme-based policy dialogues for years now. Every year with the launch of the report, theme based policy dialogues are organized at national and provincial level. Federal ministers and other members of the education department are invited to be a part of the debate and encouraged to take the debate forward. ASER has been working in collaboration with the Federal and the Provincial governments for years now.

Picture Gallery
Seminar Coverage Links

http://www.aiou.edu.pk/


https://www.facebook.com/ASERPakistan/posts/752531508195427

ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT

Islamia College University, Kyber Pakhtunkhwa

Submission Date: 13th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah for the successful execution of the ASER 2014 Orientation Roundtable Seminar at Islamia College University. It would have not been possible to conduct this seminar without the cooperation and support of the administration of Economics Department of the institute.

We are also glad and extent our gratitude to the students and teachers who participated in the seminar.
Annual Status of Education Report - ASER

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

7. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
8. To measure the change in these basic learning and school statistics from last year; and,
9. To interpret these results and use them to affect policy decisions at various levels.
ASER 2014 Orientation

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<tr>
<th>Resource Person(s) from ICU:</th>
<th>Resource Person(s) from ASER:</th>
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<tr>
<td>6. Abid Ali, Lecturer of Economics</td>
<td>1. Ijaz ul Haq, Research Associate</td>
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</table>

The program of the orientation officially started at 11:00 a.m with the recitation of Holy Quran. Following the prayers, Mr. Abid Ali made the opening remarks. He congratulated ASER team and said that ASER has done a tremendous job and urged the student to use the data for their research and thesis work. He appreciated the efforts of the ASER team to conduct this seminar to bring awareness among the students.

**Documentary and Presentation**

After the welcome address, Mr. Ijaz Ul Haq, Research Associate ASER started the session by showing ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. After the documentary Mr. Ijaz gave presentation on methodology and ASER results of Khyber Pakhtunkhwa to the participants. Following are some of the important points highlighted during the presentation.

- 15% children remain out of school (6-16 years: rural)
- 68% of grade 5 children could not read a story in their local language according to grade 2 curriculum.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 17% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 30% of children enrolled in private schools were taking tuition whereas only 2% government school students were taking paid tuition.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 55% in rural Khyber Pakhtunkhwa.
Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1:** What are the benefits of this survey for the community?

**Answer:** There might not be any direct benefits but if we look at it critically it offers a range of benefits for the community. Firstly the data which gives district wise evidence of the learning levels and schooling of children (3-16 years) informs the community on the learning of their children allowing them to improve their learning at home. Secondly government will try to address the issues in the sector.

**Question 2:** Why you used only Pashtu tool in KPK but here we have many more languages?

**Answer:** Actually, it is based on the curriculum in schools and Pashtu is the only language which is taught in several schools and the other languages are not the part of curriculum.

**Question 3:** Is ITA a government organization?

**Answer:** No, it is a non-government organization working for the promotion of education in the country.

**Question 3:** Does ITA itself address the gaps which are identified by ASER survey?

**Answer:** Yes, there are several projects and programs initiated by ITA to fill the gaps identified by ASER survey. An example of such a program is Chalo, Parho, Barho (Accelerated Learning) where districts with the highest out of school children are identified and a small camp is conducted to bring the out of school children to the par of children in schools and enroll them in formal schooling. For children who are cannot be enrolled back in the formal schooling, ITA also offers technical and vocational training programs. Details of each of the program can be found at [www.itacec.org](http://www.itacec.org)
Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR

AT

Qurtaba University of Science and Information Technology, Peshawar

Submission Date: 16th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah for the successful execution of the ASER 2014 Orientation Roundtable Seminar at Education Department of Qurtuba University Peshawar on 14th March 2015. It would have not been possible to conduct this seminar without the cooperation and support of the administration of the university specially Kashif Amin, Coordinator Qurtuba University.

We are also glad and extent our gratitude to the students and teachers participated in the seminar.
The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

10. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
11. To measure the change in these basic learning and school statistics from last year; and,
12. To interpret these results and use them to affect policy decisions at various levels.

### ASER 2014 Orientation

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<tr>
<th>Resource Persons from QU:</th>
<th>Resource Persons from ASER:</th>
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<tr>
<td>7. Kashif Amin, Coordinator</td>
<td>1. Ijaz Ul Haq, Research Associate</td>
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</table>

The program of the orientation officially started at 3:00 p.m with the recitation of Holy Quran. Following the prayers, Dr. Sanaullah made the opening remarks. He appreciated the survey work and said that these kinds of surveys are important to know the standard of the education system in the country and asked the students to use the data which is free of cost available for all of them.
Documentary and Presentation

After the welcome Address, Mr. Ijaz Ulhaq, Research Associate ASER started the session by displaying ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. After the documentary, Mr. Ijaz gave presentation on methodology and ASER results of Khyber Pakhtunkhwa to the participants. Following are some of the important points highlighted during the presentation.

- 15% children remain out of school (6-16 years: rural)
- 68% of grade 5 children could not read a story in their local language according to grade 2 curriculum.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 17% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 30% of children enrolled in private schools were taking tuition whereas only 2% government school students were taking paid tuition.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 55% in rural Khyber Pakhtunkhwa.

Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

Question 1: How can we use the ASER data?
Answer: As I already told you that the raw data is available on our website. What you have to do is go to our website and then go to the data set and register yourself there. It is very easy to make access to data and to use it.

Question 2: What is the duration of data collection for ASER?
Answer: ASER is a 2 day data collection exercise. We survey the households mostly on Sundays and in schools on any day when they are open. The data collection process for ASER takes place simultaneously in all the provinces and districts. The overall data collection of ASER is completed within 45 days.

Question 3: How can we be involved in ASER?
Answer: You people can work with us as a volunteer to collect the data and we also offer internships for a short period of time.
Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR

AT

University of Peshawar, Khyber Pakhtunkhwa

Submission Date: 13th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Roundtable Seminar at IER Department, University of Peshawar. It would have not been possible to conduct this seminar without the cooperation and support of the administration of IER Department, Vice Chancellor of Peshawar University, and Head of Department, Dr. Shafqat Parveen.

We are also thankful to all the participants who joined us in the seminar to make it a success.
Annual Status of Education Report - ASER

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

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The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER is carried out in a campaign mode and is a truly national project. ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

13. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
14. To measure the change in these basic learning and school statistics from last year; and,
15. To interpret these results and use them to affect policy decisions at various levels.

ASER 2014 Orientation

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<th>Resource Persons from UOP:</th>
<th>Resource Persons from ASER:</th>
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<tr>
<td>8. Dr. Shafqat Perveen, Head of Department</td>
<td>1. Ijaz Ul Haq, Research Associate</td>
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<tr>
<td>9. Dr. Arshad Ali, Professor</td>
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The program of the orientation officially started at 9:30 a.m. with the recitation of Holy Quran. Following the prayers, Dr. Arshad Ali, gave the opening remarks. He explained to the students the purpose and the importance of the seminar and asked them to carefully listen to get the insight into the education crisis of the country. He also thanked ASER Pakistan for conducting the seminar.
Documentary and Presentation

After the welcome Address, Mr. Ijaz Ulhaq, Research Associate ASER kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results of Khyber Pakhtunkhwa was delivered by Mr. Ijaz Ul Haq. Following are some of the important points highlighted during the presentation.

- 15% children remain out of school (6-16 years: rural)
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- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 55% in rural Khyber Pakhtunkhwa.

Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1:** How you conducted the survey in the war torn region of FATA?

**Answer:** We work in collaboration with different organizations. In FATA, we conducted the survey with the help of NCHD and Haq Foundation. Due to the law and order situation, we could not collect data from all agencies in FATA. However, we covered as many as we could.

**Question 2:** Do you take some specified percentage of household in every district?

**Answer:** No we just take 600 household from every district. We use two stage sampling. In the first stage we select 30 villages and then we randomly select 20 households from each village.

**Question 3:** How can we be involved with ASER?

**Answer:** We need youth for this program at every level and you can help us as a volunteer for data collection and further more you can sent your CVs to us as we offer internship to students at our Lahore and Islamabad office.
Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR

AT

Forman Christian College, Lahore

Submission Date: 10th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at Forman Christian College, Lahore. It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of FC College, Lahore.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

16. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
17. To measure the change in these basic learning and school statistics from last year; and,
18. To interpret these results and use them to affect policy decisions at various levels.

**ASER 2014 Orientation**

<table>
<thead>
<tr>
<th>Resource Persons from FC College:</th>
<th>Resource Persons from ASER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Salahuddin Ayyubi, Assistant Professor, Department of Economics</td>
<td>1. Sahar Saeed, Program Manager</td>
</tr>
<tr>
<td>6. Zahid Iqbal, Assistant Professor, Department of Economics</td>
<td>2. Asif Bahadur, Research Associate</td>
</tr>
</tbody>
</table>

The program of the orientation seminar officially kicked off at 01:45 pm on Wednesday 4th March, 2015 with recitation of Holy Quran. Following the prayers, Mr. Salahuddin Ayyubi, Associate Professor gave the opening remarks. He introduced the ASER team to the students and said a few words about the efforts made by the ASER team. He encouraged the students to take active part in the seminar as it was a rare chance that the creators of such a report were there to share the findings first hand.
Documentary and Presentation

After the welcome note, Ms. Sahar Saeed, Project Manager ASER kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Ms. Saeed. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Sahar Saeed also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions & Answer Session

Question: What is meant by Two Stage Stratified Sample?
Answer: Since the sampling that we do for conducting survey in rural areas is stratified in two stages i.e. first for the district where we take 30 villages out of the total villages and sample them based on Probability Proportional to Size (PPS) and the same is used to choose 20 households out of the total households from the individual villages.
ASER Pakistan 2014

ASER ORIENTATION SEMINAR

AT

Government Degree College for Elementary Teachers, Multan

Submission Date: 13th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at Government Degree College for Elementary Teachers Multan. It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of Government Degree College for Elementary Teachers Multan.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
Annual Status of Education Report - ASER

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER is carried out in a campaign mode and is a truly national project. ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

19. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
20. To measure the change in these basic learning and school statistics from last year; and,
21. To interpret these results and use them to affect policy decisions at various levels.

ASER 2014 Orientation

<table>
<thead>
<tr>
<th>Resource Persons from GCET:</th>
<th>Resource Persons from ASER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Dr. Muhammad Farooq Khan, Principal, GDCET Multan.</td>
<td>1. Muhammad Fiaz, Statistician.</td>
</tr>
<tr>
<td></td>
<td>2. Muhammad Ismail, DM-ITA Multan.</td>
</tr>
</tbody>
</table>

The program of the orientation officially kicked off at 1:30 pm with recitation of Holy Quran. Following the prayers, Dr. Muhammad Farooq Khan gave the opening remarks. He appreciated the efforts put in by the ASER team and explained how ASER is an inclusive...
exercise which puts down all the facts and gives government a readymade dataset for policymaking.

**Documentary and Presentation**

After the welcome note, Muhammad Fiaz kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Mr. Fiaz. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Mr. Fiaz also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

**Questions and Answer Session**

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1**: Is the ASER data available free of cost?

**Answer**: Yes, it is free of cost and available for public, just login on ASER website and have it.

**Question 2**: ASER is an organization and where is its office?
**Answer:** ITA is Idara-e-Taleem-o-Aagahi, which is an NGO, working on Education whereas ASER (Annual Status of Education Report) is an initiative taken by ITA for assessment of children. ITA head office is in Lahore, regional offices are in different cities.

**Question 3:** Can we take part in this initiative and how?

**Answer:** Yes, indeed that is the intention behind this seminar today. We encourage students to get engaged with ASER Pakistan in any way they way. The registration sheet being circulated around has a column seeking your involvement with ASER. Kindly, mention if you want to be involved and write how you want to be involved and we will get in touch with you.

**Picture Gallery**
ASER Pakistan 2014

ASER ORIENTATION SEMINAR

AT

The Islamia University of Bahawalpur, Bahawalpur

Submission Date: 24th February, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at The Islamia University of Bahawalpur (IUB). It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of The Islamia University of Bahawalpur (IUB).

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
Annual Status of Education Report - ASER

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER is carried out in a campaign mode and is a truly national project. ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

22. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
23. To measure the change in these basic learning and school statistics from last year; and,
24. To interpret these results and use them to affect policy decisions at various levels.

ASER 2014 Orientation

<table>
<thead>
<tr>
<th>Resource Persons from IUB:</th>
<th>Resource Persons from ASER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Dr. Akhtar Ali, Chairman, Faculty of Education</td>
<td>1. M. Usman, Data Analyst</td>
</tr>
<tr>
<td>12. Dr. Rana M. Dilshad, Assistant Professor</td>
<td>2. Farina Rizwan, District Manager, Bahawalpur</td>
</tr>
</tbody>
</table>

The program of the orientation officially kicked off at 02:00 pm with recitation of Holy Quran. Following the prayers, Dr. Ali, Chairman Faculty of Education gave the opening remarks. He appreciated the efforts put in by the ASER team and explained how ASER is an inclusive exercise which puts down all the facts and gives government a readymade dataset for policymaking.
Documentary and Presentation

After the welcome note, Mr. Usman, Data Analyst ASER kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Mr. Usman. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Usman also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

Question 1: Why you conduct ASER survey every year?
Answer: As mentioned in the objectives, we aim to seek the quality of education in Pakistan. In order to do so, we conduct the large-scale household based assessment so we know the actual learning of the children and recommend policy actions accordingly. The purpose of doing the same activity year and year again is to determine the trend and make policy recommendations accordingly.

Question 2: Is urban representative, why less urban blocks covered by the urban survey in ASER?
Answer: Annual Status of Education Report is a rural survey taking place for the past 5 years. However, over the years, ASER started including urban districts in their reports to represent a comparison of the status of education in rural and urban settings. ASER covered 3 urban districts in 2011, 6 in 2012, 13 in 2013 and 21 in 2014.
**Question 3:** How do you select the schools for ASER survey?

*Answer:* According to the ASER model, volunteers are to gather information on one government and one private school (if any) from their assigned villages. If the village has a Boy’s High School and a Girl’s High School, preference should be given to the girl’s school. With respect to type of school i.e. primary, middle, secondary, preference should be given to High School. If there is no High school in the village, then go to a middle school, in case middle school is not available than go to a primary school. If there is no government school in the village, than go to the nearest Government School located in a nearby village.

**Question 4:** Can we take part in ASER survey? If yes, what is the procedure to do so?

*Answer:* Yes, indeed that is the intention behind this seminar today. We encourage students to get engaged with ASER Pakistan in any way they way. The registration sheet being circulated around has a column seeking your involvement with ASER. Kindly, mention if you want to be involved and write how you want to be involved and we will get in touch with you.
Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR

AT

Government Khawaja Fareed Degree Collge, Rahim Yar Khan

Submission Date: 13th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at Government Khawaja Fareed Degree Collge Rahim Yar Khan. It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of Government Khawaja Fareed Degree Collge, Rahim Yar Khan.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
Annual Status of Education Report - ASER

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

25. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
26. To measure the change in these basic learning and school statistics from last year; and,
27. To interpret these results and use them to affect policy decisions at various levels.

ASER 2014 Orientation

<table>
<thead>
<tr>
<th>Resource Persons from KFDC:</th>
<th>Resource Persons from ASER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Dr. Muhammad Ajmal Bhatti,</td>
<td>1. Muhammad Fiaz, Statistician.</td>
</tr>
<tr>
<td>Principal, Govt.KFDC RY Khan.</td>
<td></td>
</tr>
<tr>
<td>2. Dr. Muhammad Saeed, Head of</td>
<td></td>
</tr>
<tr>
<td>Economics Department.</td>
<td></td>
</tr>
</tbody>
</table>

The program of the orientation officially kicked off at 11:15 am with recitation of Holy Quran. Following the prayers, Dr. Muhammad Saeed, Head of Economics Department gave the opening remarks. He appreciated the efforts put in by the ASER team and explained how ASER is an inclusive exercise which puts down all the facts and gives government a readymade dataset for policymaking.
Documentary and Presentation

After the welcome note, Muhammad Fiaz kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Mr. Fiaz. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Mr. Fiaz also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

Question 1: How do you select the schools for ASER survey?

Answer: According to the ASER model, volunteers are to gather information on one government and one private school (if any) from their assigned villages. If the village has a Boy’s High School and a Girl’s High School, preference should be given to the girl’s school. With respect to type of school i.e. primary, middle, secondary, preference should be given to High School. If there is no High school in the village, then go to a middle school, in case middle school is not available than go to a primary school. If there is no government school in the village, than go to the nearest Government School located in a nearby village.

Question 2: ASER is an organisation?

Answer: ITA is Idara-e-Taleem-o-Aagahi, which is an NGO working on Education whereas ASER (Annual Status of Education Report) is an initiative taken by ITA for assessment of children.
Question 3: Can we take part in this initiative and how?
Answer: Yes, indeed that is the intention behind this seminar today. We encourage students to get engaged with ASER Pakistan in any way they way. The registration sheet being circulated around has a column seeking your involvement with ASER. Kindly, mention if you want to be involved and write how you want to be involved and we will get in touch with you.

Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT

Lahore College for Women University, Lahore

Submission Date: 6th April, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at Lahore College for Women University. It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of the LCWU.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
Annual Status of Education Report - ASER

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER is carried out in a campaign mode and is a truly national project. ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

28. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
29. To measure the change in these basic learning and school statistics from last year;
and,
30. To interpret these results and use them to affect policy decisions at various levels.

<table>
<thead>
<tr>
<th>Resource Persons from LCWU:</th>
<th>Resource Persons from ASER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Miss. Munnazah Tariq,</td>
<td>3. Sahar Saeed, Program Manager ASER</td>
</tr>
<tr>
<td>Head of Faculty Development Center</td>
<td>4. Muhammad Fiaz, Statistician</td>
</tr>
</tbody>
</table>

ASER 2014 Orientation

The program of the orientation officially kicked off at 1:30 am on Tuesday, 18th March, 2015 with recitation of Holy Quran. Following the prayers, Ms. Munnazah Tariq gave the opening remarks. She appreciated the efforts put in by the ASER team and explained how ASER is an inclusive exercise which puts down all the facts and gives government a readymade dataset for policymaking.
Documentary and Presentation

After the welcome note, Sahar Saeed kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Ms. Sahar. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Ms. Sahar also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1:** What is the impact of ASER and is the data available free of cost?

**Answer:** Yes, it is free of cost and available for public. Just login on to the ASER website and enjoy using free data. RTE campaign is started due to ASER evidence and facts.

**Question 2:** Is ASER an organization and where is its office?

**Answer:** ITA is Idara-e-Taleem-o-Aagahi, is an NGO working on Education whereas ASER (Annual Status of Education Report) is an initiative taken by ITA for assessment of children. ITA head office is in Lahore, regional offices are in different cities.

**Question 3:** Can we take part in this initiative and how?
Answer: Yes, indeed that is the intention behind this seminar today. We encourage students to be engaged with ASER Pakistan in any way they want. The registration sheet being circulated around has a column seeking your involvement with ASER. Kindly, mention if you want to be involved and write how you want to be involved and we will get in touch with you.

Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT
Post Graduate Degree College, Muzaffargarh

Submission Date: 16th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at Post Graduate Degree College Muzaffar Garh. It would have not been possible to fully conduct this seminar without the cooperation and support of the college administration.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
Annual Status of Education Report - ASER

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

31. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
32. To measure the change in these basic learning and school statistics from last year; and,
33. To interpret these results and use them to affect policy decisions at various levels.

**ASER 2014 Orientation**

<table>
<thead>
<tr>
<th>Resource Persons from PGDC:</th>
<th>Resource Persons from ASER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Prof. Khalil Ul Rehman Farooqi, Principal, Post Graduate Degree College Muzaffar Garh.</td>
<td>1. Muhammad Fiaz.</td>
</tr>
</tbody>
</table>

The program of the orientation officially kicked off at 10:00 am with recitation of Holy Quran. Following the prayers, Dr. Tariq gave the opening remarks. He appreciated the efforts put in by the ASER team and explained how ASER is an inclusive exercise which puts down all the facts and gives government a readymade dataset for policymaking.

**Documentary and Presentation**
After the welcome note, Muhammad Fiaz kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Mr. Fiaz. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
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- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Mr. Fiaz also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1**: Why ASER team is conducting these sessions for students?

**Answer**: ASER team is doing this for orientation of students and teachers regarding data and for easy access to ASER data for research purpose, this session will provide opportunity to have exposure about data collection and a comprehensive report on education status in our country.

**Question 2**: What about ASER acknowledgment and impact?

**Answer**: ASER report is quoted as reference in Economic Survey of Pakistan and the Global Monitoring Report. It has been used for policy making by our local government and various international organizations.

**Question 3**: Can we get a chance of internship in ASER?

**Answer**: Yes, indeed that is the intention behind this seminar today. We encourage students to get engaged with ASER Pakistan.

**Picture Gallery**

[Photography was not allowed in college]
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT

Punjab University, Lahore

Submission Date: 6th April, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at the Institute of Social and Cultural Studies (ISCS), Punjab University. It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of ISCS.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

34. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
35. To measure the change in these basic learning and school statistics from last year; and,
36. To interpret these results and use them to affect policy decisions at various levels.

**ASER 2014 Orientation**

<table>
<thead>
<tr>
<th>Resource Persons from PU:</th>
<th>Resource Persons from ASER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Asma Younas, Lecturer, Institute of Social and Cultural Studies (ISCS), Punjab University</td>
<td>1. Huma Zia, Asst. Program Manager</td>
</tr>
<tr>
<td></td>
<td>2. Asif Bahadur, Research Associate</td>
</tr>
<tr>
<td></td>
<td>3. Md. Fiaz, Statistician</td>
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</tbody>
</table>

The program of the orientation seminar officially kicked off at 11 am on Thursday, 2\(^{nd}\) April, 2015 with recitation of Holy Quran. Following the prayers, Huma Zia, Assistant Project Manager, gave the opening remarks. She informed the audience of the efforts put in by the ASER team and explained how it is an inclusive exercise which puts down all the facts, gives government a readymade dataset and allows them to use it for policymaking. According to her, ASER is building the information gap. She suggested that ordinary citizens must understand the true spirit of ASER and pressurize the politicians to play their role for betterment of education in our country.
Documentary and Presentation

After the welcome note, Ms. Huma Zia, Asst. Project Manager ASER kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Ms. Zia. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Huma Zia also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions & Answer Session

Question 1: Why aren’t you using Balochi in Balochistan to test the students? Also have you covered Makran?

Answer: There are two regional languages which are used for teaching in public schools i.e. Sindhi in Sindh and Pashto in KPK. There are no Balochi medium schools in the province hence it is not being used in ASER as well. And yes, Markan is covered in the ASER survey. You can access the year wise data for the said district from our website which is www.aserpakistan.org

Question 2: Has ASER covered anything related to teachers as they are an important contributor to our education system?

Answer: It has been one of the significant features of ASER report for the last so many years to highlight teachers’ qualifications, trainings and attendance information with student and school’s performance. ASER has constantly and persistently presented its stance on teachers’ training through its policy dialogues and advocacy campaigns.

Question 3: Any long lasting policy focus and policy change influenced by ASER?
**Answer:** Article 2-A was the outcome of unrelenting efforts of organizations seeking to make education the basic right of every child in Pakistan. One of the biggest influences of those efforts was Idara e Taleem o Agahi (ITA) and its director Baela Raza Jameel. There are more than 20 more projects which are related to school improvement and early child development which are spearheaded by ITA. But every effort takes time to be converted into impact so in the coming years we will surely be seeing an evident change in the education sector in Pakistan.

**Question 4:** Who are the students that you focus? More specifically from which class?

**Answer:** We focus on all students both male and female from public/private/madrassa/NFE schools of age 3-16 years and test them on the tools which are based on 2nd grade National Curriculum. It is pertinent to mention that our reports contain data from class Katchi to 10th.

**Question 5:** What can we do to improve the status of education in our local community using ASER?

**Answer:** ASER assessments tools are extremely simple and easy to conduct. Anyone of you can take the initiative and conduct the ASER assessment in a school near to your residential area and inform the administrators of the school about the learning levels which you took.
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT

Standard Degree College, Rahim Yar Khan

Submission Date: 12th March, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at Standard Degree College Rahim Yar Khan. It would have not been possible to fully conduct this seminar without the cooperation and support of the college administration.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
Annual Status of Education Report - ASER

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER is carried out in a campaign mode and is a truly national project. ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

37. To get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic) at the district level;
38. To measure the change in these basic learning and school statistics from last year; and,
39. To interpret these results and use them to affect policy decisions at various levels.

**ASER 2014 Orientation**

<table>
<thead>
<tr>
<th>Resource Persons from SDC:</th>
<th>Resource Persons from ASER:</th>
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<tbody>
<tr>
<td>17. Mr. Muhammad Ahsan, Principal, Standard Degree College RY Khan.</td>
<td>1. Muhammad Fiaz, Statistician.</td>
</tr>
</tbody>
</table>

The program of the orientation officially kicked off at 10:00 am with recitation of Holy Quran. Following the prayers, Muhammad Ahsan gave the opening remarks. He appreciated the efforts put in by the ASER team and explained how ASER is an inclusive exercise which puts down all the facts and gives government a readymade dataset for policymaking.

**Documentary and Presentation**

After the welcome note, Muhammad Fiaz kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in
2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Mr. Fiaz. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Mr. Fiaz also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

**Questions and Answer Session**

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1:** Why ASER team is conducting these sessions for students?

**Answer:** ASER team is doing this for orientation of students and teachers regarding data and for easy access to ASER data for research purpose, this session will provide opportunity to have exposure about data collection and a comprehensive report on education status in our country.

**Question 2:** ASER is an organization?

**Answer:** ITA is Idara-e-Taleem-o-Aagahi, which is an NGO working on Education whereas ASER (Annual Status of Education Report) is an initiative taken by ITA for assessment of children.

**Question 3:** Can we take part in this initiative and how?

**Answer:** Yes, indeed that is the intention behind this seminar today. We encourage students to get engaged with ASER Pakistan in any way they way. The registration sheet being circulated around has a column seeking your involvement with ASER. Kindly, mention if you want to be involved and write how you want to be involved and we will get in touch with you.
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT
University of Management and Technology, Lahore

Submission Date: 24th February, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at University of Management and Technology (UMT) Lahore. It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of University of Management and Technology (UMT), Lahore.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
**Annual Status of Education Report - ASER**

The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

ASER survey was first piloted in 2008/9. It covered 11 rural districts in 2010, 58 rural and 3 urban districts in 2011, 136 rural and 6 urban districts in 2012, 136 rural and 13 urban districts in 2013 and 144 rural and 21 urban districts in 2014.

The ASER model is such that 30 villages from each district and 20 households from each village are selected. This gives a total of 600 households per village. The villages are selected using a Probability Proportional to Size (PPS) sampling technique.

ASER is carried out in a campaign mode and is a truly national project. ASER involves ordinary citizens in the process of data collection and survey. In order to train these surveyors, workshops are held where the necessary skills are imparted. After the trainings are completed, the survey takes place and upon its completion, the results are then sent to SAFED by the surveyors through their respective district coordinators. ASER Pakistan workshop has the following objectives:

40. To get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic) at the district level;
41. To measure the change in these basic learning and school statistics from last year; and,
42. To interpret these results and use them to affect policy decisions at various levels.

**ASER 2014 Orientation**

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<tr>
<th>Resource Persons from UMT:</th>
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<tbody>
<tr>
<td>18. Dr. Ahmed F. Siddiqui, Chairperson, Department of Quantitative Methods</td>
<td>1. Sahar Saeed, Program Manager</td>
</tr>
<tr>
<td>19. Dr. Imran</td>
<td>2. Md. Fiaz, Statistician</td>
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<td>3. Asif Bahadur, Research Associate</td>
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</table>

The program of the orientation officially kicked off at 07:15 pm with recitation of Holy Quran. Following the prayers, Dr. Ahmed F. Siddiqui, Associate Dean, Chairperson Department of Quantitative Methods gave the opening remarks. He appreciated the efforts put in by the ASER team and explained how ASER is an inclusive exercise which puts down all the facts and gives government a readymade dataset for policymaking.

**Documentary and Presentation**
After the welcome note, Ms. Sahar Saeed, Project Manager ASER kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Ms. Saeed. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
- 54% of grade 5 children could not read a story in their local language according to grade 2 curriculum. 26% children were enrolled in non-state institutes in 2013 compared to 30% in 2014.
- 58% of grade 5 children could not read sentences in English.
- 60% of grade 5 children could not do two-digit division
- 12% of the primary government school teacher and 8% of the primary private school teachers were not present at the time of the survey.
- 25% of children enrolled in private schools were taking tuition whereas only 6% government school students were taking paid tuition in 2014.
- Percentage of mothers having at least primary education is 24% while the percentage of fathers having the same is 48% in rural Pakistan.

Sahar Saeed also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1:** Is urban representative, why less urban blocks covered by the urban survey in ASER?

**Answer:** Annual Status of Education Report is a rural survey taking place for the past 5 years. However, over the years, ASER started including urban districts in their reports to represent a comparison of the status of education in rural and urban settings. ASER covered 3 urban districts in 2011, 6 in 2012, 13 in 2013 and 21 in 2014.

**Question 2:** How do you select the schools for ASER survey?

**Answer:** According to the ASER model, volunteers are to gather information on one government and one private school (if any) from their assigned villages. If the village has a Boy’s High School and a Girl’s High School, preference should be given to the girl’s school. With respect to type of school i.e. primary, middle, secondary, preference should be given to High School. If there is no High school in the village, then go to a middle school, in case
middle school is not available than go to a primary school. If there is no government school in the village, than go to the nearest Government School located in a nearby village.

**Question 3**: What is the difference between ASER and ITA?

**Answer**: ITA is Idara-e-Taleem-o-Aagahi, which is an NGO working on Education whereas ASER (Annual Status of Education Report) is an initiative taken by ITA for assessment of children.

**Question 4**: What is the purpose of the household background indicators in the household survey sheet?

**Answer**: The household indicators tapped in during the survey as used as proxy to generate the status of wealth of the households being assessed. Since, it is an education survey, it is difficult to ask direct question on the income level of the household. Therefore, we use proxy indicators to gauge the socio-economic conditions of the surveyed households.

**Question 5**: Can we take part in ASER survey? If yes, what is the procedure to do so?

**Answer**: Yes, indeed that is the intention behind this seminar today. We encourage students to get engaged with ASER Pakistan in any way they way. The registration sheet being circulated around has a column seeking your involvement with ASER. Kindly, mention if you want to be involved and write how you want to be involved and we will get in touch with you.
Picture Gallery
ASER Pakistan 2014

ASER ORIENTATION SEMINAR
AT
University of Gujrat, Gujrat

Submission Date 6th April, 2015

Prepared by: ASER Team
Acknowledgement

All praise to Allah the Al-Mighty for the successful completion of the ASER 2014 Orientation Seminar at University of Gujrat (UoG). It would have not been possible to fully conduct this seminar without the cooperation and support of the administration of the UOG.

We are also thankful students and researchers for attending the seminar and for their admirable contribution during the seminar.
The Annual Status of Education Report (ASER) is a survey addressing the quality of education in Pakistan, and has been facilitated by ITA since 2008. ASER seeks to fill a gap in educational data by seeking to provide a reliable set of data at the national level that is comprehensive and, at the same time, easy to understand.

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43. To get reliable estimates of the status of children’s schooling and basic learning (reading and arithmetic) at the district level;
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**ASER 2014 Orientation**

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<tr>
<td>20. Prof. Umer Rafique, Sociology</td>
<td>5. Muhammad Fiaz, Statistician ASER Department</td>
</tr>
</tbody>
</table>

The program of the orientation officially kicked off at 1:30 pm on 30th March, 2015 with recitation of Holy Quran. Following the prayers, Prof. Umer Rafique gave the opening remarks. He appreciated the efforts put in by the ASER team and explained how ASER is an inclusive exercise which puts down all the facts and gives government a readymade dataset for policymaking.

**Documentary and Presentation**

After the welcome note, M. Fiaz kicked off the session by showing the ASER documentary to the participants. The documentary is a short account of how ASER started in 2008/9 and has
grown into a full-fledge citizen led movement. Formal presentation on methodology and ASER results was delivered by Mr. Fiaz. Following are some of the important points highlighted during the presentation.

- 21% children remain out of school (6-16 years: rural)
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Mr. Fiaz also presented findings about school facilities, attendance of students and teachers in both rural and urban Pakistan.

Questions and Answer Session

After the presentation, the floor was opened for question and answers from the audience. An account of the Q&A session is as follows:

**Question 1:** Data availability is free?

**Answer:** Yes, it is free of cost and available for public, just login on to ASER website and have it.

**Question 2:** ASER is an organization and where is its office?

**Answer:** ITA is Idara-e-Taleem-o-Aagahi is an NGO working on Education whereas ASER (Annual Status of Education Report) is an initiative taken by ITA for assessment of children. ITA head office is in Lahore, regional offices are in different cities.

**Question 3:** Can we take part in this initiative and how?

**Answer:** Yes, indeed that is the intention behind this seminar today. We encourage students to get engaged with ASER Pakistan in any way they way. The registration sheet being circulated around has a column seeking your involvement with ASER. Kindly, mention if you want to be involved and write how you want to be involved and we will get in touch with you.
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