About the Survey
Sampling Methodology

**Total Population:** The total population of this survey consists of 144 rural districts of Pakistan. The sampling of ASER 2014 has been done in two parts:
1) The sampling of rural areas only has been done through the sampling method mentioned below.
2) The sampling of rural areas where urban survey was also taking place has been done by PBS (mentioned ahead)

**1) Sample Design - Rural Districts**

**Sampling Frame:** Each district is provided with
- A village list.
- Data from the Population Census 1998 on the total number of households.
- Total population of each village in the list.

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

<table>
<thead>
<tr>
<th>Number of Districts</th>
<th>Number of Villages per District</th>
<th>Number of Households per Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>123</td>
<td>30</td>
<td>20</td>
</tr>
</tbody>
</table>

**Sample Design:** A two stage sample design was adopted:
- **First stage:** 30 villages selected using the village directory of the 1998 census.
- **Second stage:** 20 households are selected in each of the 30 selected villages.

**Selection of Primary Sampling Units (PSUs):** Villages of districts have been taken as PSUs:
- Sample PSUs have been selected using probability proportional to size (PPS) method.
- Every year, 20 villages from the previous year are retained and 10 new villages are added. Ten villages are dropped from the previous year’s list and 10 new villages are added from the population census village directory. The 10 new villages are also chosen using PPS.
- The 20 old villages and the 10 new villages give us a “rotating panel” of villages, which generates better estimates of changes.

**Selection of Secondary Sampling Units (SSUs):** Households have been treated as secondary sampling units (SSUs).
- Based on actual households in each sample PSUs, 20 households have been selected.
- We divide the village into four parts:
  - In each of the four parts, started from the central location and pick every 5th household on the left hand-side in a circular fashion till 5 households are selected from each part.

**Selection of School:**
- 1 government school from each selected village (Mandatory)
- 1 private school from each selected village (Optional)
2) Sample design for 21 Urban & Rural Districts

To avoid bias in the sampling frame, sampling of 21 rural and urban districts was done by PBS. This way, it was ensured that the boundaries of rural and urban areas do not overlap with each other and selected blocks/villages are different for the urban districts and same rural districts

Total Population: The total population of this survey consists of all urban and rural areas from Bahawalpur, Faisalabad, Gujranwala, Hyderabad, Islamabad-ICT, Karachi Central, Karachi East, Karachi Malir, Karachi South, Karachi West, Khuzdar, Lahore, Larkana, Mardan, Multan, Peshawar, Quetta, Rawalpindi I, Rahim Yar Khan, Sukkur, Swat. Sampling Frame: PBS has its own urban area frame updated in 2011 through Economic Census.

- Each of the 21 districts has been divided into well defined blocks consisting of 200-250 households with well defined boundaries.
- These blocks have been considered Primary Sampling Units (PSUs) for urban domain.

Rural Frame consists of list of blocks. A block may be a whole village or part of a village. Rural Area Frame has been updated during house listing in 2011 for conduct of Census.

- Village or its parts are considered as Primary Sampling Units (PSUs) for rural domain.

Stratification Plan:

- Self Representative Cities (SRC): Karachi, Sukkur, Hyderabad, Lahore, Rawalpindi, Islamabad, Faisalabad, Peshawar, Multan & Quetta cities have been considered as large-sized cities. These cities constitute separate strata and have further been sub-stratified according to low-, middle-, and high-income groups.
- Other Urban Area: Rest of the part has been taken as other urban areas/localities. (Note: There is no other urban locality in District Islamabad, Peshawar & Quetta).
- Rural areas: In rural domain, each administrative district has been treated as independent and separate stratum.

Sample size and its Allocation: Keeping in view the variability of the key variables, population distribution and field resources, the following is the composition of the total 18,530 sample households:

A total sample of 937 PSUs have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence. The detailed allocation plan of sample PSUs is shown below:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>City/Area</th>
<th>Total Sample (PSUs)</th>
<th>Total</th>
<th>Total Households</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td>Total</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>1</td>
<td>Bahawalpur</td>
<td>14</td>
<td>26</td>
<td>40</td>
<td>280</td>
</tr>
<tr>
<td>2</td>
<td>Faisalabad</td>
<td>22</td>
<td>23</td>
<td>45</td>
<td>440</td>
</tr>
<tr>
<td>3</td>
<td>Gujranwala</td>
<td>21</td>
<td>21</td>
<td>42</td>
<td>420</td>
</tr>
<tr>
<td>4</td>
<td>Lahore</td>
<td>30</td>
<td>16</td>
<td>46</td>
<td>597</td>
</tr>
<tr>
<td>5</td>
<td>Multan</td>
<td>21</td>
<td>24</td>
<td>45</td>
<td>420</td>
</tr>
<tr>
<td>6</td>
<td>Rahim Yar Khan</td>
<td>12</td>
<td>25</td>
<td>37</td>
<td>240</td>
</tr>
<tr>
<td>7</td>
<td>Rawalpindi</td>
<td>20</td>
<td>23</td>
<td>43</td>
<td>398</td>
</tr>
<tr>
<td>8</td>
<td>Hyderabad</td>
<td>29</td>
<td>15</td>
<td>44</td>
<td>579</td>
</tr>
<tr>
<td>9</td>
<td>Karachi-Central</td>
<td>45</td>
<td>-</td>
<td>45</td>
<td>900</td>
</tr>
<tr>
<td>No</td>
<td>District</td>
<td>PSUs</td>
<td>HHs</td>
<td>HHHs</td>
<td>PSUs</td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
<td>------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>10</td>
<td>Karachi-East</td>
<td>48</td>
<td>48</td>
<td>942</td>
<td>942</td>
</tr>
<tr>
<td>11</td>
<td>Karachi-Malir</td>
<td>27</td>
<td>26</td>
<td>53</td>
<td>500</td>
</tr>
<tr>
<td>12</td>
<td>Karachi-South</td>
<td>48</td>
<td>-</td>
<td>48</td>
<td>909</td>
</tr>
<tr>
<td>13</td>
<td>Karachi-West</td>
<td>31</td>
<td>21</td>
<td>52</td>
<td>615</td>
</tr>
<tr>
<td>14</td>
<td>Larkana</td>
<td>18</td>
<td>21</td>
<td>39</td>
<td>343</td>
</tr>
<tr>
<td>15</td>
<td>Sukkur</td>
<td>27</td>
<td>23</td>
<td>50</td>
<td>540</td>
</tr>
<tr>
<td>16</td>
<td>Khuzdar</td>
<td>8</td>
<td>29</td>
<td>37</td>
<td>160</td>
</tr>
<tr>
<td>17</td>
<td>Quetta</td>
<td>25</td>
<td>19</td>
<td>44</td>
<td>500</td>
</tr>
<tr>
<td>18</td>
<td>Mardan</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>299</td>
</tr>
<tr>
<td>19</td>
<td>Peshawar</td>
<td>22</td>
<td>26</td>
<td>48</td>
<td>437</td>
</tr>
<tr>
<td>20</td>
<td>Swat</td>
<td>13</td>
<td>30</td>
<td>43</td>
<td>260</td>
</tr>
<tr>
<td>21</td>
<td>Islamabad</td>
<td>24</td>
<td>19</td>
<td>43</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>520</td>
<td>417</td>
<td>937</td>
<td>10259</td>
</tr>
</tbody>
</table>

Note: For each Sample PSU, 20 households (SSUs) will be selected.
20% of the sample size of the urban districts; covered in previous ASER Round (2013) has been taken into account.

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

**Selection of primary sampling Units (PSUs):**

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

**Selection of Secondary Sampling Units (SSUs):**

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

**Selection of School**

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

**SURVEY METHODOLOGY**

**HOW TO MAKE A MAP AND SECTIONS**

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

**Mapping:**

- **Talk to people:** How many different hamlets/sections are in the village? Where they are located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? Tell them about ASER.
- **Rough map:** It is often helpful to first draw all the roads or paths coming into the village and going out of the village. Use the help of local people to show the main landmarks – mosques, river, road, school, bus-stop, baithak, shop etc. Mark the main roads/streets/paths through the village prominently on the map. Marking the directions – north, south, east, and west will be helpful.

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

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

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

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

**HOW TO SAMPLE HOUSEHOLDS**

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

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

- Conduct the survey with every 5th household rule, from the left-hand side in the habitation (e.g. 5th house, 10th house, 15th house, etc). While selecting households, count only those households that someone lives in. In every selected household:
- **Multiple kitchens:** Ask how many kitchens or ‘chulhas’ are there? If there is more than one kitchen, then randomly select any one of the kitchens in the household. After surveying this household, select the next 5th household (door or entrance to the house). Ask for all the children in each household within the age group 3 to 16 who eat from the same chulha.

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

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

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

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

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

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

**WHAT TO DO IN EACH HOUSEHOLD**

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

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

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

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

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

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

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

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

- **Children 3 to 4**: On the household sheet, note down child’s name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**
  - Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.
  - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
  - Also ask the enrolled children if they go to the specific school which you have/will be surveying.

- **Children 5 to 16**: On the Household sheet, note down child’s name, age, gender and all other details.
  - Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
  - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.
  - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
  - Also ask the enrolled children if they go to the specific school which you have/will be surveying.
  - **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.
  - **Parents’ Education**: Following information regarding parents education will also be recorded
    - Total number of Children
    - Whether mother and/or father have gone to school?
    - Mother and/or father’s education (Highest class completed)
    - Do not take information if the father is dead.

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

- Ask for the last class that the dropped out child passed and the reason for dropping out (such as law and order, poverty, flood, school building shifted by government or others).
- Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

**OTHER THINGS TO REMEMBER:**

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

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

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

**Type of house the child lives in:** Types of houses are defined as follows:

- **Pucca House:** A pucca house is one, which has walls and roof made of the following material.
  - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber etc.
  - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.

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

- **Semi -Pucca house:** A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.

- **Ownership of House:** whether they owned the house or not?

**Electricity in the household:**

- Mark yes or no by observing if the household has wires/electric meters and fittings or not.
- Mark yes even if electricity is off because of load shedding. (The purpose of this is to find out whether the household had the facility of electricity available to them or not)

**TV:** Mark yes or no if there is a TV in the household.

**Mobile:** Mark yes or no if the residents of the household possesses a mobile phone.

**How far is the nearest school:** Ask the one-way distance (in Km) of the nearest school from the house. It does NOT have to be the school their children go to.
**HOW TO TEST READING (Urdu / Sindhi / Pashto)?**

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

- **Sentences**
  - If the child stops very often while reading the sentence or has difficulty with more than 4 words in the sentence or reads it as a string of words than show her/him the list of words.
  - If the child reads the sentences fluently and with ease, then ask her/him to read the story.

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

- **Letters**
  - Ask the child to read any 5 letters from the list. Let her/him choose the letters. If s/he does not choose then point out letters to her/him.
  - If s/he can correctly recognize at least 4 out of 5 letters with ease, then show her/him the list of words again.
  - If s/he can read 4 out of 5 letters but cannot read words, then mark her/him as a child who ‘can read letters’.
  - If s/he cannot read 4 out of 5 letters correctly, then mark her as a child as a ‘beginner/nothing’.

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

**Subtraction**
- Show the child the subtraction problems. S/he can choose, if not you can point.
- Ask her/him to write and solve the problems. Observe to see if s/he does it in the correct written numerical form.
- Ask her/him to do a second one.

If s/he cannot do both subtraction problems, then give her/him the number recognition (10-99) task.

If s/he does both the subtraction problems correctly, ask her/him to do a division problem.

**Number Recognition (10-99)**
- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify the numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can ‘recognize numbers from 10-99’.

If s/he cannot recognize 4 out of 5 numbers from 10-99, then give her/him the number recognition 1-9 task.

**Division (2 digit by 1 digit)**
- Show the child the division problems. S/he can choose one out of the rest.
- Ask her/him to write and solve the problem.
- Observe and see if s/he is able to correctly solve the problem, and then mark her/him as a child who can do ‘division’.
- If s/he is unable to solve a division problem correctly, mark her/him as a child who can do ‘subtraction’.

**Number Recognition (1-9)**
- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can ‘recognize numbers from 1-9’
- If not then mark her/him at the level ‘beginner/nothing’.
How to test English?

Start Here
Point one by one to at least 5 letters. Ask the child to identify the letters.

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

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

Small Letters
Point one by one to at least 5 letters. Ask her/him to identify the letters.

If s/he can recognize 4 out of 5 small letters with ease, then show her/him the list of words.

If s/he reads small letters but is struggling with words, then mark her/him as a child who can read ‘small letters’.

Words
Point one by one to at least 5 words. Ask her/him to identify words.

If s/he correctly reads 4 out of 5 words, then show her/him the list of sentences.

If s/he reads words but is struggling with reading sentences, then mark her/him as ‘word’ level child.

Sentences
Ask her/him to read the 4 sentences. If s/he reads all 4 correctly, then mark her/him at the ‘sentence level’.
**How to test General Knowledge?**

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

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

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

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

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

GENERAL INSTRUCTIONS

- Visit any government school in the village with classes from Class 1 to 10 or High School. If there is no High school in the village, then go to middle school. In case middle school is not available go to primary school. In the top box of the Observation Sheet, tick according to the school type. If there is no government school in the village go to nearest government school located in nearby village.
- Meet the Head Master/head Mistress (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and take the following information.
- Record the name of the school, name of village, name of Tehsil/Taluka, District/Agency and the province.
- Tick the respective box for type of school i.e. High, Middle, Primary or Other.
- Tick type of school if it is:
  - Boys and Girls School
  - Boys only School
  - Girls only School
- Tick Medium of School:
  - English
  - Urdu
  - Pashto
  - Sindhi
  - Or any other Medium
- EMIS/BEMIS/SEMIN Code: write the EMIS/BEMIS/SEMIN code of the school
- Write Down School since (Establishment Year).
- Note the Time of Entry into the school and Time of Exit from School.
- Date of visit: write the date of survey
- Day of visit: write the day of survey
- Name of surveyors: write the names of both surveyors
- Does the school have special children enrolled? Tick in the Yes or No box accordingly.
- If there are any special children enrolled in the school, mention if there are any special facilities for those children.
- School affiliation with any NGO like Punjab Education Foundation, Balochistan Education Foundation, Sindh Education Foundation, UNICEF, NCHD, etc (write NGO Name). If yes, then ask the name and year of affiliation (Only for private school sheet).
- When at the school, ask the Head Master for the enrollment register or any official document on the enrollment in that school.

WHAT TO DO in Government/Private School?

*Children’s Enrollment & Attendance* (Section 1- Govt. & Pvt.)

1. ASK for the registers of all the classes and fill in the enrollment.
2. Make sure the HM has introduced you to the teacher. If not, introduce yourself and ASER. Request for his/her permission to collect information in the classroom.
3. Take permission from Head Masters /Mistress or Teacher of respective class before observing the class.
4. MOVE AROUND to the classes/areas where children are seated and take down their attendance class-wise by counting them YOURSELF. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet (class-wise). Please note that you should only COUNT those children who are physically present in the class.
5. You can fill this information after you have collected all information from school records and registers. But make sure you do the head count of children enrolled in the school yourself also.
6. Ask head teacher for school fee, separately for each class and record in the relevant box.
7. Ask head teacher for total boys and total girls enrolled in the school.
**Class Room Observations, Observe and Ask if required** (Section 2- Govt. & Pvt.)

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

**General Comments and Observations** (Section 3- Govt. & Section 4- Pvt.)

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

**Teachers** (Section 4- Govt. & Section 3- Pvt.)

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

**No of Qualified Teaching Staff** (Section 5- Govt & Section 6- Pvt.)

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

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

**No. of teachers who got training in the last year (July 2013-June 2014)** (Section 6- Govt.)

This requires you to enlist number of teachers who got any training in the previous year, see the date mentioned above to count what is meant by one year. If yes determine the time period for the training e.g. 15 days, 30 days or more than 30 days.
**Facilities in the School** (Section 7- Govt. & Section 7- Pvt.)

Count yourself and write down:

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

Tick the Relevant

- Is drinking facility available and being used by children?
- Is there a complete school boundary wall/fence?
- Is toilet available and being used by children? You need to check the functionality and also observe whether children are going to the toilet present in the school or are they using staff toilet or one available in the mosque for example.
- Does the school have library books?
- Could you see the library books?
- Is there any playground?
- Does the school have an electricity connection?
- Is there a science laboratory available in the school?
- Is there a computer lab?
- Does the school have internet?

*Note the time of exit from the school.*

**Page No 2 (Only for Government School Sheet)**

- Record name of the school, name of village, name of Tehsil/Taluka, District/Agency and the province.
- Record name of Head Teacher/Principal, school phone number and Head Teacher/ Principal’s mobile number.
- The Head Master should be requested to provide information for this section. In the absence of the Head Master, ask senior most teacher OR the person who is in charge of the school to provide information for this section.

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

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

**School Fund Information** (Section 9- Govt.)

1. For this section, note down information for July 2013 to June 2014.
2. Get funds information for SMC/SC/PTA/PTSMC/PTC FUNDS, FAROGH-E-TALEEM FUND, TUCK SHOP FUND, CYCLE STAND FUND, SCHOOL CONSTRUCTION FUND and write down the name of other source of funds.
3. Ask if the school got a fund. If yes, then note down the amount and when this **fund** was received. Also mention the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the **fund** in the **future**, then mark “no”.
4. If the fund was received, ask if the school has spent the entire fund? Yes, No, Do not know.
5. There are instructions under this section asking where the school fund was spent? Mark which is relevant.
6. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.
**School Fund Information** (Section 10- Govt.)

This section is similar to section 10 other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2014 to date of survey.

**Only for Private School Sheet**

**School Fund Information** (Section 5- Pvt.)

1. For this section, note down information for July 2013 to June 2014 and July 2014 to date.
2. Write down the name of person who provides the information.
3. If the school gets any funds from government, private individual, or an NGO. Mark yes.
4. If the school got a fund, then note down the amount and when this fund was received. Write down the month and year in which fund was received. If the person answering this section says that he/she is going to receive the fund in the future, then mark “no”. Also write the name of the department/organization.
5. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.
### Household Survey Sheet

#### I. Child Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noor</td>
<td>Male</td>
</tr>
<tr>
<td>Fatima</td>
<td>Female</td>
</tr>
<tr>
<td>Afzal</td>
<td>Male</td>
</tr>
</tbody>
</table>

#### II. Child's Father Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noor</td>
<td>34</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

#### III. Child's Mother Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noor</td>
<td>45</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

#### IV. Household Indicators

<table>
<thead>
<tr>
<th>Name</th>
<th>House Owner</th>
<th>Electricity Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noor</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### IV) Health and Functioning

<table>
<thead>
<tr>
<th>Child Serial No</th>
<th>Name of child</th>
<th>1) Does your child have difficulty seeing, even if wearing glasses?</th>
<th>2) Does your child have difficulty hearing, even if wearing hearing aids?</th>
<th>3) Does your child have difficulty walking, compared with children of the same age?</th>
<th>4) Does your child have difficulty with self care such as feeding or dressing himself/herself, compared with children of the same age?</th>
<th>5) Does your child have difficulty in being understood by others using ordinary spoken language, compared with children of the same age?</th>
<th>6) Does your child have difficulty in remembering things that he/she has learned, compared with children of the same age?</th>
<th>7) Does your child use any additional aids and appliances such as</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abbett</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
<td>No difficulty</td>
</tr>
<tr>
<td>2</td>
<td>Am servicing</td>
<td>Yes - some difficulty</td>
<td>Yes - a lot of difficulty</td>
<td>Cannot do all</td>
<td>Cannot do all</td>
<td>Cannot do all</td>
<td>Cannot do all</td>
<td>Cannot do all</td>
</tr>
<tr>
<td>3</td>
<td>Cinnamon</td>
<td>Yes - some difficulty</td>
<td>Yes - a lot of difficulty</td>
<td>Cannot do all</td>
<td>Cannot do all</td>
<td>Cannot do all</td>
<td>Cannot do all</td>
<td>Cannot do all</td>
</tr>
</tbody>
</table>
### GOVERNMENT SCHOOL OBSERVATION SHEET 2014

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

#### Name of School

<table>
<thead>
<tr>
<th>Village/Block:</th>
<th>Tehsil/Taluka:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### From which Class to which Class?
- Class 1 to 8
- Class 1 to 10
- Others

#### Type of School
- Boys & Girls School
- Boys Only School
- Girls Only School

#### Medium of School
- English Medium
- Urdu Medium
- Punjabi Medium
- Sindhi Medium
- Other

#### EMIS/BEMS/SEMS Code:
3240129

#### School Established Year

#### Date of Visit: 20-10-2014

#### Does the school have special children enrolled?
- Yes
- No

#### School Fee (Per Month)

#### Children's enrollment (Tick box against yourself)

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Class 9</th>
<th>Class 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Children's attendance Today (Head Count)

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Class 9</th>
<th>Class 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Class 9</th>
<th>Class 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>16</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total
- Male: 86
- Female: 86

### Teachers

| Regular Govt. Teachers (doesn't include Head Teacher) | 3 |
| Prevent/Contract teachers (appointed by Panchayat or M.C.P.T./N.M.S.G.C.O) | 2 |

#### No. of Teachers Present Today (Count the day of course/Physically)

#### Teachers working at THIS Village

#### (IV) Teachers
- No. of Qualified Teaching Staff
  - Below Matric: 1
  - Matric: 1
  - BA/BSc: 1
  - MA/MSc: M.Phil: 0
  - Other: 0

#### (V) No. of Qualified Teaching Staff

#### (VI) No. of Teachers who got training with in last year (July 2013-June 2014)
- None
- Less than 15 days
- 15-30 days
- More than 30 days

#### (VII) Facilities in the School (From Observation)

- Total number of rooms in the school (count yourself)
- Total number of Class rooms in the school being currently used by the children (count yourself)
- Tick where relevant
  - Are there a class desk and chair for the children?
  - Are there a usable blackboard/white board for this class?
  - Did most of the children 75% have reading textbooks? (Ask children to show you their language textbooks and assess accordingly)
  - Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?
  - Where were they seated (tick one)
    - Classroom
    - Verandah
    - Outdoor
  - For more comments write the back side of the paper.
### (VIII) SMC/SC/PTA/PTC/PTSMC Information

<table>
<thead>
<tr>
<th>Is SMC/SC/PTA/PTC/PTSMC Active?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Members</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Active Members</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Amount in Bank</td>
<td>6100</td>
<td></td>
</tr>
<tr>
<td>Last Meeting Date</td>
<td>20-8-14</td>
<td></td>
</tr>
</tbody>
</table>

### (IX) FY July 2013 to June 2014

<table>
<thead>
<tr>
<th>Sr #</th>
<th>Type of Funds</th>
<th>Did you receive the Money?</th>
<th>What was the amount of Fund/Grant (Rs.)?</th>
<th>Which Month/Year was the Fund/Grant received (MM/YY)?</th>
<th>Did you spend the FULL amount?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SMC/SC/PTA/PTC/PTSMC (Annual)</td>
<td>Yes</td>
<td>75000</td>
<td>July 2014</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Farogh-e-Taleem Fund</td>
<td>12 Months</td>
<td>No</td>
<td>Don't Know</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Tuck-shop Fund</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rent for cycle stand</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>School Construction</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The Fund Spent on (tick ALL that Apply):**
- New Class Room
- New verandah
- New Toilets
- New Main Gate
- Boundary Wall
- Purchase of New Furniture
- Purchase of New Learning Material
- Purchase of Stationery
- Purchase of Library books
- White Wash/Paint

**The Fund Spent on (tick ALL that Apply):**
- Repair of Class Room
- Repair of Building
- Repair of Toilets
- Repair of Water facility
- Repair of Computer
- Repair of Furniture
- Para teacher salary
- Uniform
**PRIVATE SCHOOL OBSERVATION SHEET**

**Name of School:** Al Muriza Academy
**Village/Block:** Al Muriza Abad
**Tehsil/Taluka:** Al Muriza Abad
**District/Agency:** Gilgit Baltistan

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

**Type of School (Tick any one)**
- Boys & Girls School
- Boys Only School
- Girls Only School
- Others

**School Established Year:**
- Other

**Date of visit:** 11 Oct 2014
**Day of visit:** Saturday
**Arrival Time:** 9:35
**Departure Time:** 11:00

**Medium of School**
- English Medium
- Urdu Medium
- Pashto Medium
- Sindhi Medium
- Hakka Quran+ General schooling

**Any NGO/Foundation affiliated with School?**
- Yes √
- No

**If "Yes" mention name:**
- Aga Khan Board / Green School
- Fora Dina

**Since (Year):** 2011

**Does the school have special children enrolled?**
- Yes √
- No

**If yes, are there any special facilities for those children?**

**Children's Enrollment & Attendance**

<table>
<thead>
<tr>
<th>Class</th>
<th>Nursery/LKG</th>
<th>Prep/UKG</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Class 9</th>
<th>Class 10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>12</td>
<td>24</td>
<td>23</td>
<td>22</td>
<td>19</td>
<td>35</td>
<td>21</td>
<td>21</td>
<td>14</td>
<td>127</td>
<td>122</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>56</td>
<td>12</td>
<td>26</td>
<td>23</td>
<td>22</td>
<td>19</td>
<td>35</td>
<td>21</td>
<td>21</td>
<td>14</td>
<td>127</td>
<td>122</td>
<td></td>
</tr>
</tbody>
</table>

**School Fee (Per Month):**
- 600

**School FUND Information**

**Who answered this section?**
- Tick relevant
- Head Master
- Teacher
- Other

**Did you get any FUNDS from Government/Private individuals/NGO?**
- Yes
- No

**In which month was this FUND received?**
- Other

**School No. of Qualified Teaching Staff**

<table>
<thead>
<tr>
<th>Education</th>
<th>Below Matric</th>
<th>Matric</th>
<th>FA/BSc</th>
<th>BA/BSc</th>
<th>MA/MSc</th>
<th>M.Phil</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>03</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>

**Facilities in the School (From Observation):**

- Total number of roooms in the school (count yourself): 14
- Total number of Class rooms in the school currently used by the children (count yourself): 11

**Additional Observations:**

- Classroom
- Verandah
- Outdoor

**Comments:**
- They have computers but no any net facility.
- They have no any professional teacher.

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

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privateschoolobservation sheet

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Private School Observation Sheet
**English Tools**

**Capital Letters**
- F
- U
- N
- O
- Z
- W
- G
- T
- K
- A

**Small Letters**
- b
- p
- i
- d
- r
- y
- h
- v
- m
- e

**Words**
- Hand
- Bat
- Come
- Car
- Clean
- Kite
- Mango
- Food
- See
- Green

**Sentence**
- Ali is a good boy.
- He likes to read.
- He is in class two.
- His hair is black.

- My name is Huma.
- I am six years old.
- My father is a doctor.
- My mother is a teacher.
دو نرخ
آم چاند ثائر
جگل رات
چھ اوب سمندر

ماہ دئے غزیری-
گروۂ فوہارے سے-
اس کے ا بال لے بیہ-
اس کی کمی سے لے بیہ-

BONUS QUESTIONS

Q1 نور پرچم جنگ کی جانب سے بات کیوں رہے؟
Q2 نور میں کی مرے سے کاکی خاک؟
Arithmetic Tool

<table>
<thead>
<tr>
<th>Number Recognition 1-9</th>
<th>Number Recognition 10-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 2</td>
<td>19 54</td>
</tr>
<tr>
<td>1 7</td>
<td>43 66</td>
</tr>
<tr>
<td>5 8</td>
<td>35 79</td>
</tr>
<tr>
<td>3 9</td>
<td>40 92</td>
</tr>
</tbody>
</table>

Ask any 5 from the child, out of which 4 must be correct.

Subtraction

<table>
<thead>
<tr>
<th>43</th>
<th>66</th>
</tr>
</thead>
<tbody>
<tr>
<td>-17</td>
<td>-29</td>
</tr>
</tbody>
</table>

Ask any 5 from the child, out of which 4 must be correct.

Division

<table>
<thead>
<tr>
<th>84 + 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 + 5</td>
</tr>
<tr>
<td>58 + 2</td>
</tr>
<tr>
<td>72 + 3</td>
</tr>
</tbody>
</table>

Ask child to solve any two sums. Both must be correct.

Ask child to solve any one sum. It must be correct.

General Knowledge Tool

General Knowledge

Sample 1

English

Name the following pictures.

Ask the child to name any 3 items in English, out of which 2 must be correct.

Math 1

Tell the time

Ask any 1, which must be correct.