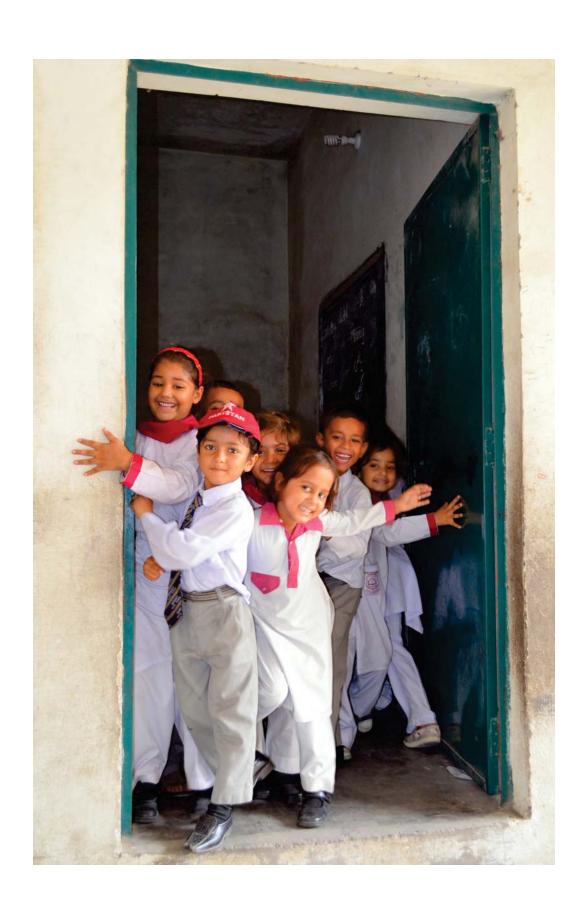
## About the Survey



#### 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:

Number of Districts	Number of Villages per District	Number of Households per Village
123	30	20

#### Sample Design: A two stage sample design was adopted:

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

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

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

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

- Based on actual households in each sample PSUs, 20 households have been selected.
- We divide the village into four parts:
  - o In each of the four parts, started from the central location and pick every 5<sup>th</sup> 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, 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 stratums 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:

Sr. No	City/Area		Sample Us)	Total		tal eholds	Total
		Urban	Rural		Urban	Rural	
1	Bahawalpur	14	26	40	280	520	800
2	Faisalabad	22	23	45	440	459	899
3	Gujranwala	21	21	42	420	416	836
4	Lahore	30	16	46	597	319	916
5	Multan	21	24	45	420	478	898
6	Rahim Yar Khan	12	25	37	240	500	740
7	Rawalpindi	20	23	43	398	460	858
8	Hyderabad	29	15	44	579	300	879
9	Karachi-Central	45	-	45	900	-	900

10	Karachi-East	48	_	48	942	-	942
11	Karachi-Malir	27	26	53	500	493	993
12	Karachi-South	48	-	48	909	-	909
13	Karachi-West	31	21	52	615	419	1034
14	Larkana	18	21	39	343	419	762
15	Sukkur	27	23	50	540	450	990
16	Khuzdar	8	29	37	160	558	718
17	Quetta	25	19	44	500	380	880
18	Mardan	15	30	45	299	600	899
19	Peshawar	22	26	48	437	520	957
20	Swat	13	30	43	260	600	860
21	Islamabad	24	19	43	480	380	860
	Total	520	417	937	10259	8271	18530

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

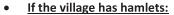
• Contact Village Elder: Introduce yourself to the Village Elder, Councilor or to other senior member(s) of the Panchayat to give them a sense of the visit's objective. As you walk around in the village talk to different people and ask about the village. Tell them about ASER. This initial walking and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

#### Mapping:

o <u>Talk to people</u>: 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.

- o 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.
- o 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.



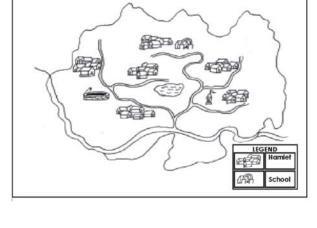
- o Mark the hamlets on the map and indicate the approximate number of households in each hamlet.
- If the village consists of more than 4 different hamlets, then make chits with numbers for each hamlet. Randomly pick 4 chits. On the map, indicate which hamlets were randomly picked for surveying.
- Do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

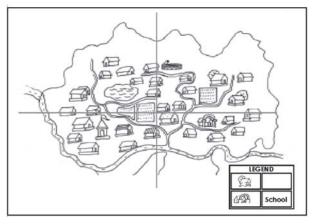
#### If it is a village with continuous habitation:

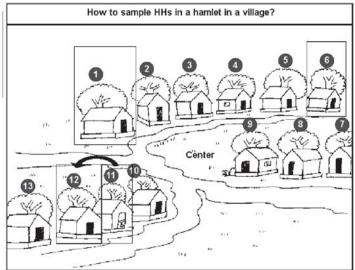
- Divide the entire village in 4 sections equally.
- For each section, note the estimated number of households.

#### **HOW TO SAMPLE HOUSEHOLDS**

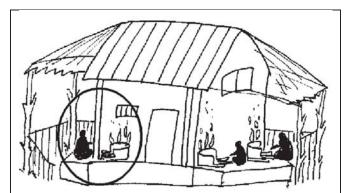
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that hamlet/section. Stand facing the houses in the center of the habitation.
- Conduct the survey with every 5<sup>th</sup> household rule, from the left-hand side in the habitation (e.g. 5<sup>th</sup> house, 10<sup>th</sup> house, 15<sup>th</sup> 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 5<sup>th</sup> 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.
- o 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.



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

- o 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 5<sup>th</sup> 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.
- <u>Total household members:</u> 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.
- <u>Village identification</u>: 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".
- o 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.
- o Mothers under or 16 years of age: Often in villages, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age 5 to 16 years, and they will also be tested in all three assessments.

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

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

- **Type of house the child lives in:** Types of houses are defined as follows:
  - Pucca House: A pucca house is one, which has walls and roof made of the following material.
    - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber etc.
    - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc
  - Kutcha House: The walls and/or roof of which are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
  - Semi -Pucca house: A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.
  - Ownership of House: whether they owned the house or not?

#### **Electricity in the household:**

- Mark yes or no by observing if the household has wires/electric meters and fittings or not.
- Mark yes even if electricity is off because of load shedding. (The purpose of this is to find out whether the household had the facility of electricity available to them or not)
- TV: Mark yes or no if there is a TV in the household.
- Mobile: Mark yes or no if the residents of the household posses a mobile phone.
- How far is the nearest school: Ask the one-way distance (in Km) of the nearest school from the house. It does NOT have to be the school their children go to.

#### HOW TO TEST READING (Urdu / Sindhi / Pashto)?

#### Sentences



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

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

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

#### Words

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

#### Story

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

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

#### Letters

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

#### How to test Arithmetic?

#### **Subtraction**



- Show the child the subtraction problems. S/he can choose, if not you can
- 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

#### **Capital Letters**

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
  - o Urdu
  - Pashto
  - Sindhi
  - Or any other Medium
- EMIS/BEMIS/SEMIS Code: write the EMIS/BEMIS/SEMIS 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?

#### <u>Children's Enrollment & Attendance</u> (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.
  - Number of teachers living in this village, if applicable.
  - g. Also ask each category of teachers (Head Teacher, regular teachers, para-teachers) whether they reside in the village or a neighboring village. Count the number of teachers residing in the same visited village/neighboring villages and write this number in the observation sheet.

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

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

- o 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.
- o 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-June2014) (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

#### **<u>School Fund Information</u>** (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.

3	of Education R	Report HouseHold ID	ID Name of Family Head	-	Zahoos	50	Date of Survey	urvey	61	11-01-	11		Start Time		12	2:35	-	3	Province	-	AJ	V	2	Union Council KOthou	Icii K	SH S	3		
A SEE	2014	4 80	Total membe SA KITC	-	Male F	Female 7	Day of Survey Name of Surve	Name of Survey Sunday	38	Sunday	y		End Time Name of Surveyor(2)	urveyor(2	120	Sax	SS pm	75.CM	5.55 pm District Agency Modern Agency	>	mirpu	Pu		Village/ Block		Dehri	، ير	Basim	m
1) C	Child Int	I) Child Information		Educati (3 -10	Educational Status (3 -16 Years)	s Drop Outs	Currer	rrent S	nt Schooling Status (Age 3-16)	ing St	atus (	Age 3-	16)		Basic (for	: Learni 5-16 ag	Basic Learning Levels (for 5-16 age group)	sis	(for 5-	Arithmetic Levels (for 5-16 age group)	evels group)	Engl	lsh (5-1	English (5-16 age group)	(dno	Genera	General Knowledge Questions	edge	ment
Moth	Mother's	Name of Child		-	Tick (✓)what is applicable	- Orog	Class/ Grade- Current	is./ le- lent wh	Institute Type ( VTick what is applicable )	se (✓Ti		The second second second	TUTTION (is the child currently taking	Urdu/S	Sindhi/ Par leve	/ Pashto (V.) the level ONLY)	aighe			1 5	ghest	Englis	(v the highest k English Reading	lave	800	Arithmetic		English Cae Name	sessa 101
Z Z	Name	(Children of 3-16 age group regularly living in the household)	(anaby 81-5) e	nder (M=Msle	peddo	Se de la se della se de la se de la se de la se de la se	ECE/Kachi, Nurser, 1, 2, 3, 9,10,11,12,	A STATE	elev	desesah	School School	CONTRACTOR STATE	PAID Tuition)	ginner / Noth	rds	ſ.	snuog	eunod ni egeugne.	inner! Nothi	nber Recog	ision	linner / hing hital Letters	all Letters rds	Meani	Senter	ort liet	1014	2	aldelisvA to
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TOTAL	41																												
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		II) Child's Mother Information	s Mother	Inform	ation			III) Child's Father Information	d's Fat	her Im	format	lon							N.	louse	IV) Household Indicators	ndica	tors						
Serial No.	Name	e Age		Total No. of Children	Gone to School		HIGHEST class/Grade (COMPLETED)	Age	Gone to School		HIGHEST class/Grade	9 0	Тур	Type of House	onse		House		Elect (Look	Electricity Connection	Electricity Connection (Look for wires & fittings)		TV in the	the contract of	Mobile in the		How far	How far is the nearest	TS.
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	and	others												The state of
	ur child nal aids s such a	Mobility aids												
	7) Does your child use any additional aids and appliances such as	Spis gninseH												
	7) D any ap	Classes	>											***************************************
	ring as with sige?	lls is ob ionnsO												
	child hambe membe e/she h pared v	Yes - a lot of difficulty												
	6) Does your child have difficulty in remembering things that he/she has learned, compared with children of the same age?	Yes – some difficulty												Mar will
	6) Do difficu thing learn childre	No difficulty	7	7	7							3		2000
	stood age, n of	Cannot do at all												000000
	5) Does your child have ifficulty in being understooby by others using customary/usual language compared with children of the same age,?	Yes - a lot of difficulty												N. C.
	toes your child he to being under by others using mary/usual languate pared with childrente same age.?	Yes – some difficulty			,									1000
	5) Does your child have difficulty in being understood by others using customary/usual language, compared with children of the same age.?	Ио фіціспіту	1	)	)									
		lle is ob fonns												
	4) Does your child have difficulty with self care such as feeding or dressing him/herself, compared with children of the same age?	Yes – a lot of difficulty		R										The same of
ing	es your y with se eding or self, cor	Yes – some difficulty												100000
ction	4) Do difficult as fe him/hei	Ио фітісиіту	7	1	7									-
IV) Health and Functioning	ared me	Cannot do at all												
and	child ha g, comp of the sa	Yes – a lot of difficulty												
ealth	3) Does your child have difficulty walking, compared with children of the same age?	Yes – some difficulty												No.
N (V	3) Do difficulty with cl	Ио антсилу	7	7	7									1
		lls is ob formsO												
	our child have learing, even i hearing aids?	Yes - a lot of difficulty												
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	2) Does y difficulty I wearing	No difficulty	1	1	1									
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	Does your child have difficulty seeing, even if wearing glasses?	Yes – a lot of difficulty												Total Control
	es your ulty seei aaring g	Yes – some difficulty	)											
	1) Do difficu	No difficulty		1	7									1
Facilitated by SAFED	Name of child	Children of 3-16 age group regularly living in the household)	Abdullah	Mohken	inal									
acilitated	oN ls	Child Sen	-		10	1								

Annual Status of Education Report						9	VER	Z	E	SC	일	20	BSE	RVA	GOVERNMENT SCHOOL OBSERVATION SHEET	SHE						100
Facilitated by SAFED near	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  Target  Target  Village:  Village:	sit any gov ment Scho	ernmen ol. Meet	t school	first pre faster (1	eference n abser	to High	School to	nen Mid	lle and ti enior mo	hen Prim st teach	ary, If the	ere is no school). I	governme	nt school in s required: E	the village, inrollment/	then visit	register.	Farget Village:	(E)	0	B
Name of School	1) Jaha	3	3	Elbert	Villaç	Village/Block:	.: ::	3,	3	Tehsil	Tehsil/Taluka		13	Dis	District/Agency	Sy /	1. C.P.	/ Prov	Province	7	3	
which Class to	nich Class. (7	Tick any or	ne)	L	Type	of Schoo	Type of School (Tick any one)	ny one)			2	edium o	School	Medium of School (Tick any one)	ne)	MA	EMIS/REMIS/SEMIS Code.	FMIS	3	3410	129	
Class Class C 1 to 8 11	Class 1 to 10	Others			Boys & Girls School		Boys Only School	Girls Only School			English Medium	Urdu	Pashto Medium	Sindhi	Other	Sch	School Established Year	ished Ye	ar ar			
Date of visit 20 - 1	4100-014	41		Day of visit	visit	,	1/80	3	Arrival Time	Time		Depar	Departure Time		Surveyor (1)		U. C. 12	Su Su	Surveyor (2)	O'S	9	3
Does the school has special children enrolled	pecial child	dren enro	Spelled ?	Yes	S	No	7	If y	es, are	there	any spe	cial fac	cilities fo	or those	If yes, are there any special facilities for those children?							
(I) Children's Enrollment	0		Class 1	Class	Class (	Class (	Class	Class Class	SS Class	SS Class	Class 10		Total		(IV) Teachers	S	No. of Sanctioned posts	No. of Appointed Teachers	No. of Teachers Present Today (On the day of survey Physically)	rs Present the day vsically)	No. of Teachers residents of THIS Villages	achers its of lages
	Relevant)	Relevant)	9									Male	Female	Head Teacher	cher							
Children's enrollment (Take from register yourself)	44	1	91	1	1	5	M					70		Regular Cinclude H	Regular Govt. Teachers (Doesn't include Head Teacher)	s (Doesn't	W	7	7			
Children's attendance			-		0	(		+	+	+		S		Para/Con by Panch	Para/Contract teachers (appointed by Panchayat or VEC/PTA/SMC/SC)	(appointed FA/SMC/SC)	Ser 1					
Today*(Head Count)	2	1	7	9	2	3	0	_	_							(V) No.	(V) No. of Qualified Teaching Staff	d Teachi	ng Staff			
School Fee (Per Month)														Education		Below Matric	fatric FA/	FSc BA/I	Matric FA/FSc BA/BSc MA/MSc	Sc M.Phil		Other
*Note: Take a headcount of children in the room. If merged groups, ask the children	fren in the rooi	m. If merge	d groups	ask the	children	of each	class to r	aise their	hands se	parately	of each class to raise their hands separately and then count accordingly	count acc	ordinaly.	Professional	None	ne PTC	CT	B.Ed	$\vdash$	M.Ed	Other	-
				MPACALIES										2001	ololiai	4						
(II) (Observe you	(II) Class Room Observations (Observe yourself) If the class has many sections, choose any one.	om Obse	ctions, ch	ns oose any c	one.				٦	II) Con	(III) Comments			(VI) N	(VI) No. of Teachers who got training with in last year (July 2013-June2014)	rs who go	t training	vith in las	t year (Ju	y 2013~J	une201	14)
		-	Class 2	52		Class 8								2	None	Less then 15 days	15 days	15-30	15-30 days	More then 30 days	ien 30	days
Observe and tick the relevant box.	relevant box		Yes	No.	Yes		No.								m							
Are the children of this class sitting with	ss sitting wit	+	1			+	T								(VII)	(VII) Facilities in the School (From Observation)	in the Sci	ool (From	n Observa	(lion)		
children from any other class?	ss?		2			-								Total nur	Total number of rooms in the school (count yourself)	is in the sc	loor (count	yourself).			1	
If yes, then with which class? (write) Is there a useable blackboard/white board	s? (write)	ard .	3	1		-								Total nur children	Total number of Class rooms in the school being currently used by children (count yourself)	s rooms in eff)	the school	being curr	ently used	by the	-	
for this class?			2											Tick whe	Tick where relevant						Yes	No
Did most of the children (75%) have reading	5%) have rea	ding	1											ls there	is there a useable drinking water facility for the children in the school ?	inking wate	r facility for	the childr	en in the s	_	7	
language textbooks and assess accordingly)	ss according	ly)	2			-								Is there	Is there complete boundary wall/tence? Is there a useable toilet / latrine for the children?	undary wal	/fence?	dren?		-	77	
Apart from text books, did you see any other	you see any	other												Does the	Does the school have any library books?	e any librar	y books?				-	7
supplementary material (e.g. Books, Charls	g. Books, Cha	arts	1			-								Could yo	Could you see the library books?	rary books	3					7
room?	available II	u me												Is there	Is there a playground in the school?	I in the sch	Sol?				7	
	Classroom	moo	1			-	T							Does the	Does the school has an electricity connection?	an electric	ty connecti	on?			7	
Where were they seated	Cidosi	1100	7				T							Is there	Is there a science laboratory?	oratory?						2
(tick one)	Verandah	Jah					T							Is there	Is there a computer lab?	ab?				1		7
	Outdoor	or					7		Forn	ore comme	nts use the	back side o	the page.	Does the	For more comments use the back side of the page. Does the school have internet?	e internet?						1

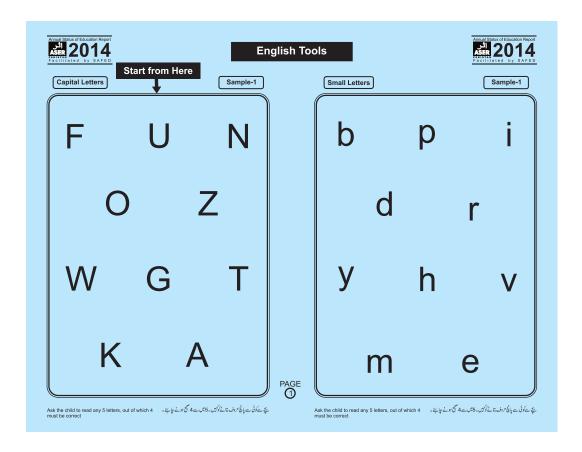
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Facili	Facilitated by SAFED Name of School	School		13.6	W M	V Elding	Village/Block:	ock:	1) one	100	Tehsil/Taluka	9/6	Distric	(District/Agency	1	189 Province		1	18
Неа	Head Teacher/Principal Name:	**		3	1000	2			0		Phone No.				Mobile No.			7561390	90
Got	Got the Fund/Grant information from:		Head Teacher	cher	7	Regul	Regular Teacher				Para Teacher			Other					
							VIII) SA	AC/SC	/PTA/PT	C/PTS	(VIII) SMC/SC/PTA/PTC/PTSMC Information								
ls SI	Is SMC/SC/PTA/PTC/PTSMC Active ?	ctive?	Yes	No		Total Members:	7	<b>A</b>	Active Members	pers	4 Amoi	Amount in Bank		6100/	2	Last Meeting Date	Date	20-	20-8-14
		(IX) F	Y July	/ 2013	(IX) FY July 2013 to June 2014	1014						(X) F	(July	2014 to	(X) FY July 2014 to Date of Survey	urvey			
S.	Type of Funds	Did	Did vou receive	eive		If Yes, then	hen			Si	Type of Funds	Č	100	orione		If Yes, then	en		
#		the	the Money ?	y ?	What was the	Which Month/ Year was	Did	Did you spend the FULL amount?	pend LL t?	#		5 -	the Money ?	the Money ?	What was the	Which Month/ Year was	Dic	d you sper the FULL amount?	Did you spend the FULL amount?
		Yes	o <sub>N</sub>	Don't Know	of Fund/ Grant (Rs.) ?	the Fund/ Grant received (MM/YY)?	Yes	°Z	Don't Know			Yes	2 Z	Don't Know	of Fund/ Grant (Rs.) ?	_	Yes	o N	Don't Know
-	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	7			75000	July 20th				T	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	SMC ual)	7						
2	Farogh-e-Taleem Fund 12 Months  11 Month		7							2	Farogh e-Taleem Fund 4 Months	pun	7						
3	Tuck-shop Fund		7							8	Tuck-shop Fund								
4	Rent for cycle stand		7							4	Rent for cycle stand	Pu	7						
5	School Construction		7							5	School Construction	on		3					
9 1										9									
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		The Fun	d Spen	It on (tick	The Fund Spent on (tick ALL that Apply)	ply)						The	Fund S	pent on (tic	The Fund Spent on (tick ALL that Apply)	(Ald			
New	New Class Room			Repair	Repair of Class Room	m		H		New	New Class Room		-	Rep	Repair of Class Room	moom		-	
New	New verandah			Repair	Repair of Building					New	New verandah		7	Rep	Repair of Building				
New	New Toilets			Repair	Repair of Toilets					New	New Toilets			Rep	Repair of Toilets				
New	New Main Gate			Repair	Repair of Furniture					New	New Main Gate			Rep	Repair of Furniture	0			
Boun	Boundary Wall		,	Repair	Repair of Water facility	ity				Boun	Boundary Wall			Rep	Repair of Water facility	cility			
Purch	Purchase of New Furniture Purchase of New Learning Material			Repair	Repair of Computer					Purch	Purchase of New Furniture			Rep	Repair of Computer	er			
Purch	Purchase of Stationery			Para te	Para teacher salary					Purch	Purchase of Stationery	latenai		Rep	Repair of Fans Para teacher salary	2			
Purch	Purchase of Library books			Uniform				I	I	Purch	Purchase of Library books			Uni	Uniform	,			
White	White Wash/Paint	7	,					7		White	White Wash/Paint								

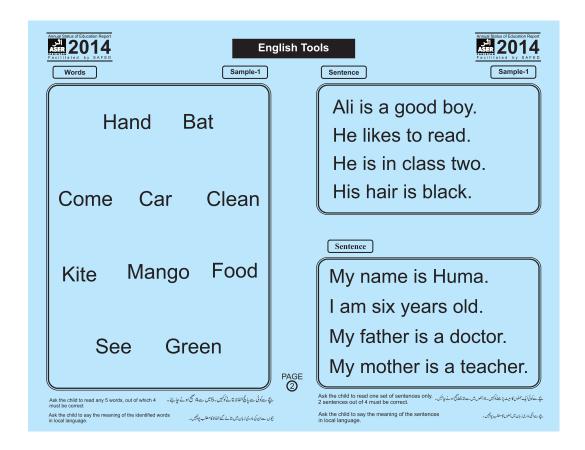
# PRIVATE SCHOOL OBSERVATION SHEET

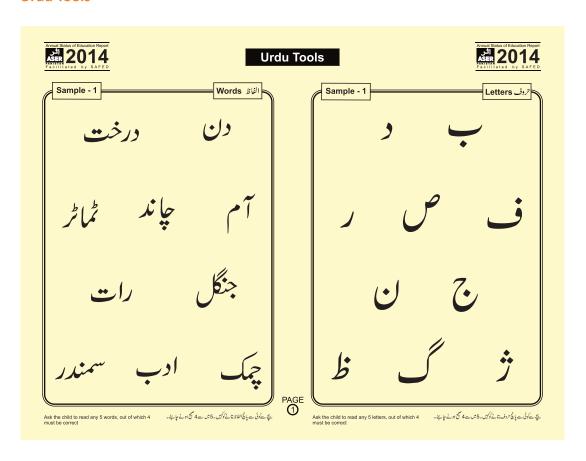
Name of School AL-Murtiza A Caclemy Murteadatiniage/Block: Murtaza A bad	rtea A	ademy	Murta	grapa	Village	/Block	: Murtaza A ba		Tehsil/Taluka	Aliabad	ad	District/Agency Hunza-Mager Province		Filgit	-Baltistan	His
From which Class to which Class. (Tick any one)	Class Class	any one) Others		Type of	Type of School (Tick	(Tick any	any one) Boys Only Girls Only	Scho	ol Establis	School Established Year 1993	F May 19	Date of visit 110ct 2014	Arrival Time	25:6		Mark of the
of School	Epglish	Urdu	1 -	Pashto		Sindhi	]			Other		Name of Surveyors (1)	eba			
A NO OFFICE AND SECTION OF SECTIO	Defilipped	with Cob		Voc				11.	Ada Whan	" Kont	00	Name of Surveyors (2)	since (Year)	2000		
any Moor cumanum	allillated	WILL SCI		200	- 1	$\dashv$	TES INCHINOR RA	11	N NE	11 1200	5	no.	(1001)	127		
Does the school has special children enrolled	pecial child	dren enrol	led ?	Yes		S	If yes,	ire there	any spe	cial faciliti	es for th	are there any special facilities for those children?				1
(I) Children's Enrollment	Nurserv/		Class	Class	_	Class	Class Class	Class Class	ss Class	Total		(V) School FUND Information (Ask Headmaster this section. If absent, indicate	ster this section	on. If abs	ant, ind	icate
& Attendance	LKG	UKG	_	7	ю		6 7			Boys Gi	Girls	who answered the section)	Jul 2013-Jun 2014		Jul 2014-till date	date
Children's enrollment	1	Ç	-	C		G		181		-	T	Who answered this section (* 1ick relevant) Head Master   Teacher   Other			Yes	°Z
	26	17	9	2	1		35 71 71	6		111 17	14 Did	Did you get any FUNDS from Government/ Private individuals/NGO?		7	-	1
Children's attendance Today* (Head Count)	हा	+	7	2	1	00	2 8 45	0		90	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	If Yes, what was the amount of this FUND (Annual) ?	ual) ?			
	(5)	20	T	-		7						In which month was this FUND received?				
School Fee (Per Month)	000	000	wh	20/	Tool	and a	700 800 800 PM	28				Name of Department/Organization				
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,	fren in the roo	om. If merged	groups,	ask the	children	of each	class to raise their hand	s separatel	y and then	count accord	ingly.		4			
)	II) Class	(II) Class Room Observations	serval	tions				Number		_	ners	o. of Qualified Te	eaching Staff			
(Observe y	oursen) II trie	ciass nas man	y security	diodes.	dilly olie		(III) leachers	Appointed	the day	on residents or		Education Below Matric Matric FA/FSc	BA/BSc MA/MSc		M.Phill	Other
			Class 2	s 2	Class 8	8 s			of survey)	_	9	3 1 - 1	-	5		
Observe and tick the relevant box.	e relevant	pox.	Yes	2	Yes	°N	Head Teacher	4	9	00		Professional O3 _ CI	B.Ed N	M.Ed	Other	_
Are the children of this class sitting with	lass sitting	y with		1		1			3		T	(VII) Facilities in the School (From Observation)	(From Observ	ration)		
children from any other class?	class /			1		T	Kegular				Tot	Total number of rooms in the school (count yourself)	rself).		14	
If yes, then with which class? (write) Is there a useable blackboard/white board	oard/white	board	>		>	T	(Doesn't include	20	7	d	Tot	Total number of Class rooms in the school being currently used by children (count yourself)	g currently use	d by the	11	
Tor this class ?				1		Ī	1				Tic	Tick where relevant			Yes	No
Did most of the children (75%) have reading	(75%) have	e reading	-	5	-		Community/				Ist	is there a useable drinking water facility for the children in the school	children in the	school ?		1
textbooks? (Ask children to show you their	to show you	u their	>	4	\		Part lime	1	()	-	Ist	Is there complete boundary wall/fence?				7
language textbooks and a	22222 2222	(AiBillia	-		>	Ī	leachers				Ist	Is there a useable toilet / latrine for the children?	2		\	1
Apart from text books, did you see any other	id you see	any other						(IV) Commonte	nonte		8	Does the school have any library books?			1	
supplementary material (e.g. Books, Charts	(e.g. Books	, Charts	-		1			A) collin	cilla		8	Could you see the library books?			7	
on the wall, Board Games	etc.) availa	ple in the	>		>		They bond		4.0	7 12 0		Is there a playground in the school?			1	
rooms						T	-		Gulpulers		_	Does the school has an electricity connection?				
		Classroom	7		>		ne don't	net a	Percelli	了	_	Is there a science laboratory?			>	
Where were they seated		Verandah					They may	MOST LOW	Dun 2	propor	_	is there a computer lab?			7	
(tick one)						Ī		,			ă,				1	1

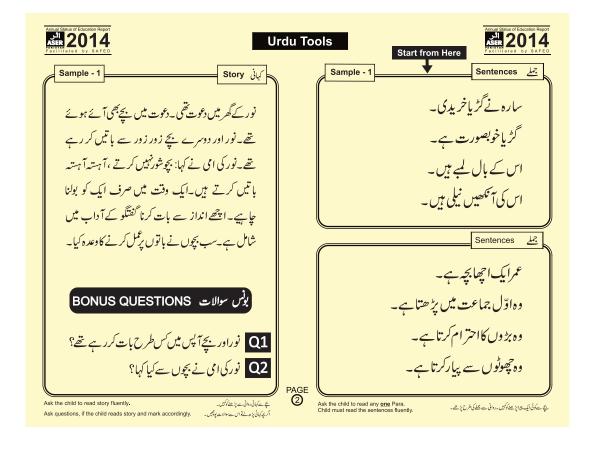
Facilitated by SAFED	Bridge  Rachi L-Road  Rachi L-Road  Mosque  Jamat Klana  Govt . School  Grovt . School	River	TOTAL HOUSEHOLDS 215 Approx. POPULATION 1500	O	0 10
cy:			2 11 1	Total n	Z
District/Agency:	HE VILLAGE/BLOCK / Jundrap		Post Office Yes Property Prope	Computer Center Health Facilities	Pacci Road
			ools, health centers, Also mosque, river, road, e, shop, etc.	2etc.)	ly on the map
Tehsil/Taluka:	MAP OF THE STANFACE OF THE STA	O FILL THE MAP	<ul> <li>Show the main landmarks - schools, health centers, Also use the following for reference - mosque, river, road, school, bus-stop, baithak, otaque, shop, etc.</li> <li>Verify all the information on the map with people in the</li> </ul>	village as you walk around.  Health facilities ( clinic/BHU/RHCetc.)	Mark the main roads/streets/paths through the village prominently on the map
		INSTRUCTIONS TO FILL THE MAP			ads/streets/paths thro
Village/Block:	B B B B B B B B B B B B B B B B B B B		Mark the different hamlets/ sections     Number each hamlet/section on the map     Mention the total (approx.) Number of	households in each hamlet/section  Mark the hamlets/sections surveyed	Mark the main ro.

#### **English Tools**





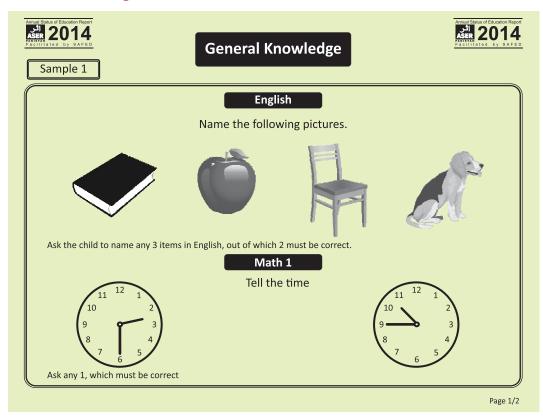


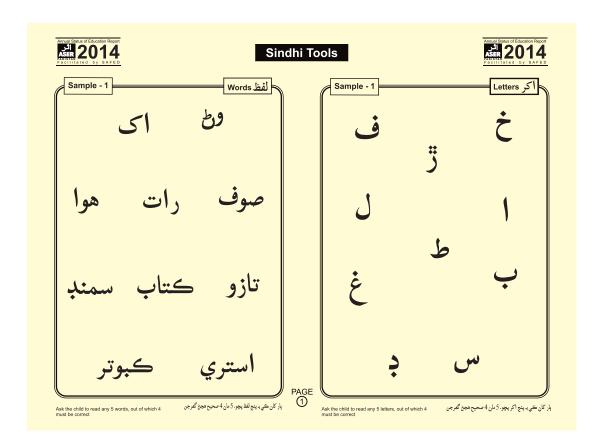


#### **Arithmetic Tool**

Sample - 1		Start	from Here	Sample - 1
Number Recognition 1-9	Number Recognition 10-99	Subtra	ction	Division
6 2	19 54	43 - <u>17</u>	66 - <u>29</u>	84 <b>÷</b> 7
1 7	43 66	96 - <u>49</u>	54 - <u>38</u>	75÷5
	35 79		_	
5 8	40 92	61 - <u>15</u>	73 - <u>25</u>	58÷2
3 9	26 80	82 - <u>44</u>	37 - <u>18</u>	72÷3
Ask any 5 from the child, out of which 4 must be correct.	Ask any 5 from the child, out of which 4 must be correct.	Ask child to solv Both must	e any two sums. be correct.	Ask child to solve any one sum. It must be correct.

#### **General Knowledge Tool**





#### **Pashto Tool**

