

ABOUT THE SURVEY

SAMPLING METHODOLOGY: RURAL DISTRICTS

This year, the villages have been selected using the provisional village directory of the 2017 census. This has led to addition of some new districts (Balochistan and Gilgit-Baltistan) as well as villages. Earlier the villages were selected from village directory of 1998 census. This might explain the variation in the results for this year when compared to the results of previous years. The below sampling is only for 154 rural districts and does not contain information on urban. This year information has been collected on 21 urban districts and Pakistan Bureau of Statistics has provided technical assistance on urban sampling. The sampling note on urban and its results can be found in a separate report which is only for Urban districts. ASER 2018 has also collected information on disability prevalence with the help of a separate questionnaire designed by Real Centre, Cambridge University. The information on disability has only been gathered from Punjab, Islamabad-ICT, Khyber Pakhtunkhwa and KP-Newly Merged Districts. Results of that can be found in a separate note included in the beginning of the report.

Total Population: The total population of this survey consists of 154 rural districts of Pakistan.

Sampling Frame: Each district is provided with

A village list.

Data from the Population Census 2017 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
154	30	20

Sample Design: A two stage sample design was adopted:

First stage: 30 villages selected using the provisional village directory of the 2017 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 starting from the central location, every 5th household on the left hand-side is selected 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)

SURVEY METHODOLOGY

WHAT TO DO IN THE VILLAGE

Contact Village Elder: Introduce yourself to the village elder, councilor and/or other senior members of the Panchayat. As you walk to reach the village elder, Panchayat or Councilor, talk to different people and ask about the village. Tell them about ASER. This initial walking and talking may take more than an hour. Get the approximate number of households in the village from the Councilor.

HOW TO INTRODUCE ASER

It is important that ASER is introduced clearly and simply to the villagers. Following is a suggested way of explaining your purpose of visiting the village and the ASER survey:

Our team is doing a survey on quality of education in Pakistan called Annual Status of Education Report (ASER). We want to know if the children of age 3-16 are learning anything in the school or outside of it i.e. at home. We are conducting this research in more than 4,500 villages and in 154 districts of Pakistan and your village has been selected as one of them. We will also go to one government school here and one private school (if there is one in the area) to assess their standard. We will select 20 households in your village and ask children to read and do mathematic sums etc. This way you will also know the standard of education, and as we ask the government, the village should also come together to improve educational standards.

The next step is to identify the households:

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

It is often helpful to first draw all the roads or paths coming into the village and going out of the village. It helps to first draw a rough sketch on the ground so that people around you can see what is being done. Mark hamlets, schools, households etc. with landmarks. With the help of the community members, identify different hamlets and their center point.

HOW TO SELECT 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 habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 1st house, 6th house, 11th house, etc). Get information about the household and children following instructions in the next section.

- House Closed: If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as “House Closed”. This household DOES NOT count as a surveyed household. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.
- No Response: If a household refuses to participate, note that down on your compilation sheet as “No Response”. However, as above, this household DOES NOT count as a surveyed household. Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.
- No Children: If there are no children or no children in the age group of 3–16 years in a household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take all the relevant information like the name of the family head, age and education related information of the mothers, if any. Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.

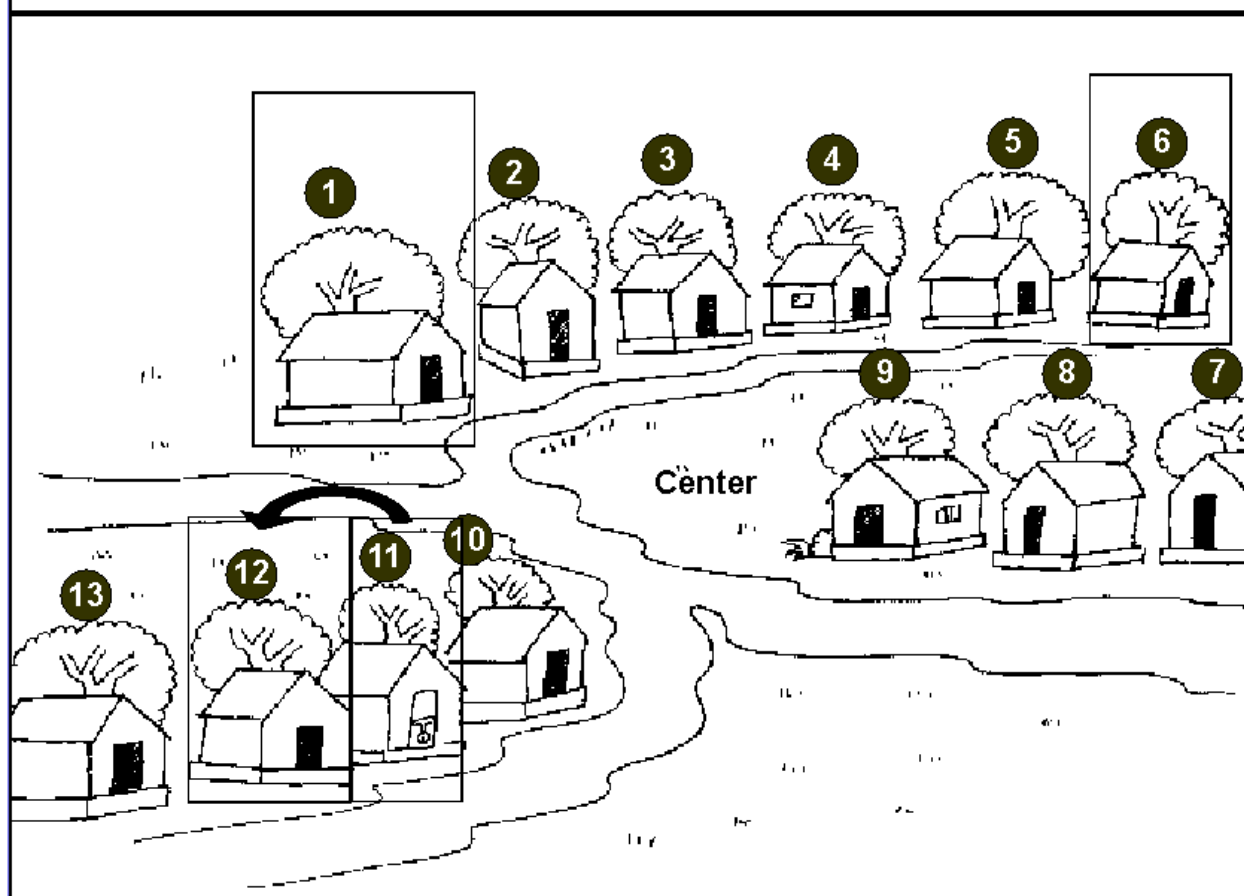
Stop after you have completed 5 households in each hamlet/section. If you have reached the end of the section before 5 households are sampled, go around again using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue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

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

Make sure that you go to households ONLY WHEN children are likely to be at home. This means that the day of the household survey should be a Sunday or a holiday.

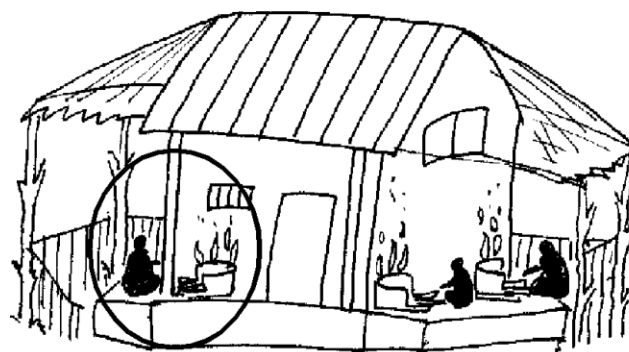
If every house is turning out to be a No Response house, think about your team and strategy. It may be because there are two male members going to the houses hence refused permission (as per local customs).

How to sample households in a hamlet in a village



Instructions:

1. Find central point in a hamlet. Stand facing the dwellings.
2. Survey every **5th HH** (household) occurring on the **Left Hand Side**.
3. In case of a locked HH or if there is nobody at home, note that down as '**House Closed**' and move to the next open house.
4. If a HH refuses to participate, note that down as '**No Response**' and move to the next HH.
5. If there are no children or no children in the



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

age group of 3 -16 years in a HH but there are inhabitants, include that HH.

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

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 also include children.

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 (0-16) and (17 and above)
 - ✦ 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 deceased.

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 of 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:

Kutch House: The walls and/or roof of which are made of material other than those mentioned here, 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.

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, ekra etc. Roof

Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.

House Ownership: Mark yes or no regarding the ownership of the house.

Electricity Connection: Mark yes or no by observing if the household has wires/electric meters and fittings or not.

Television (TV) in the household: Mark yes if the household has a TV set otherwise mark No.

Computer/Tablet/Laptop: Mark yes if the household has Computer/Tablet/Laptop otherwise mark No.

Mobile/Smart Phone in the household: Mark yes if the household has a mobile/smart phone. We are only collecting information on functional mobile/smart phones and not looking at PTCL telephone, landline or V-phones.

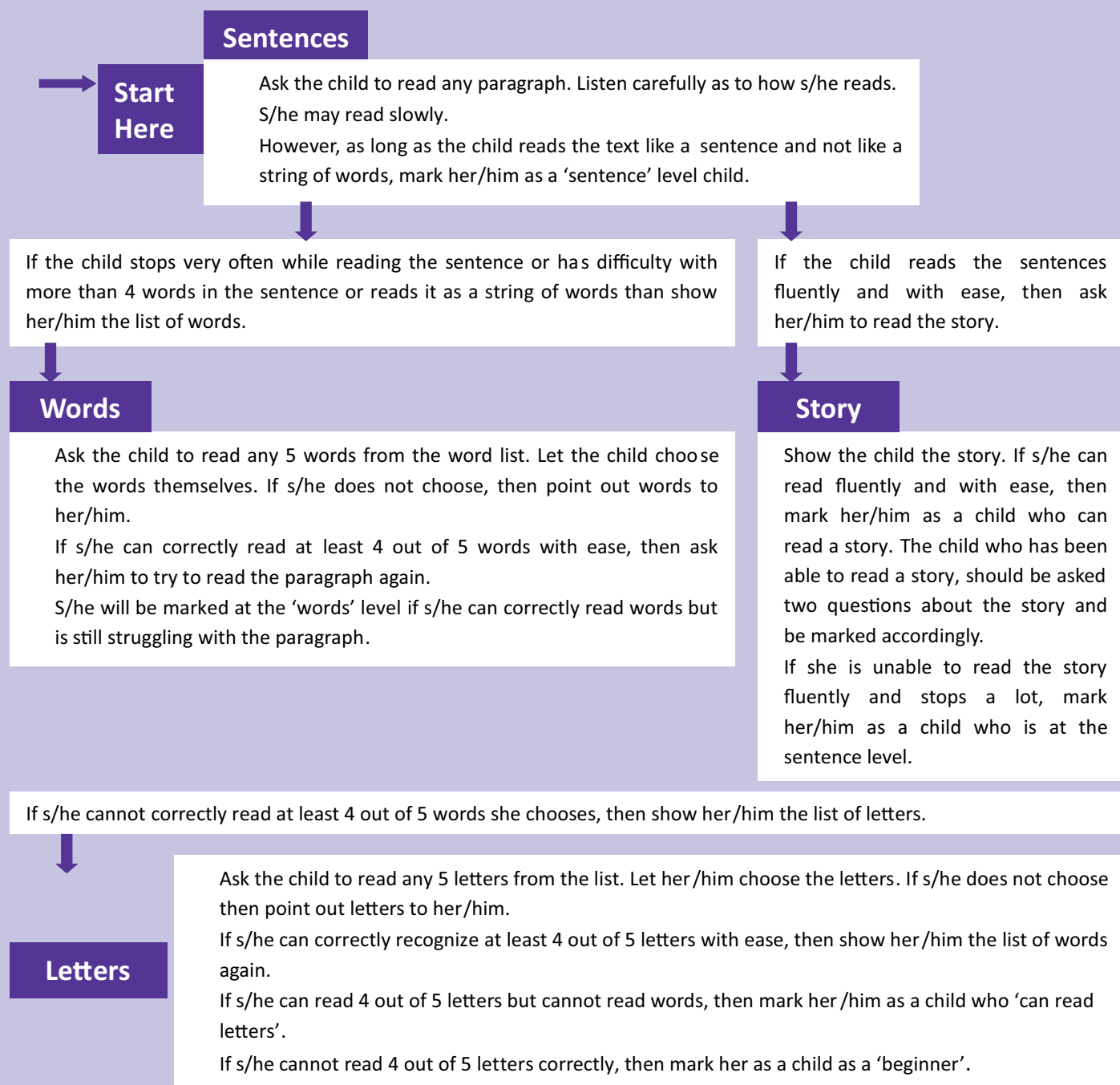
Do you use: Mark yes if the household is using SMS or WhatsApp services and no if otherwise.

Solar Panel: Mark yes if the household has a solar panel otherwise mark no.

Vehicle owned by the households (mention in numbers): Mention the number under the label “car” and “motorbike” if it is owned by the household.

Perception to be potential hindrances to achieve educational goals: Mark any three options opted by the children aged 6-16 years.

HOW TO TEST READING?



How to test Arithmetic?

Subtraction

Start
Here

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 (100-200) task.

Number Recognition (100-200)

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 100-200'.

If s/he cannot recognize 4 out of 5 numbers from 100-200, then give her/him the number recognition 10-99 task.

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.

Number Recognition (1-9)

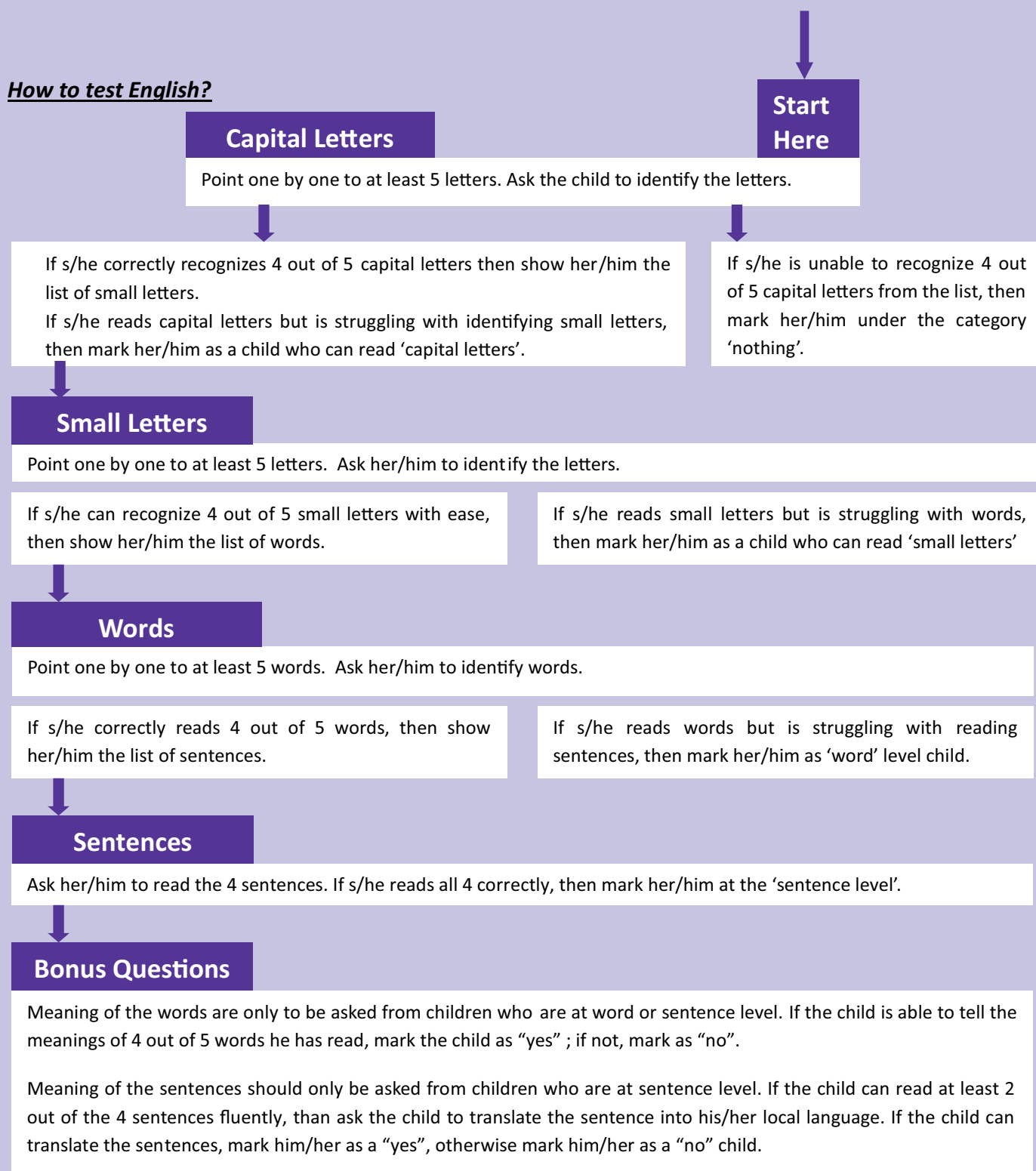
Point one by one to at least 5 numbers. Child can also choose.
Ask her/him to identify numbers.
If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 1-9'
If not then mark her/him at the level 'nothing'.

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

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'.

How to test English?



How to test General Knowledge?

ENGLISH

This section should only be asked from children who are at “Word” level on English Tool. This assesses students for their cognitive level of knowledge and understanding skills.

- a) Ask the child to see the picture and then ask two questions from the child. Mark “yes” if the child answer correctly, otherwise mark as “no”.
- b) Ask the child to complete the sentences by identifying the picture of the items drawn on the sample. If a child answers any two correctly, mark him/her “yes”, otherwise “no”.



ARITHMETIC

Ask all children aging 5-16 to attempt the “Math” section of the General Knowledge tool. The child should be asked to pick the largest number in question 1.

In question 2 and 3, ask the child to solve the word problems. The surveyor can read the questions to the child.

If a child attempts the questions correctly, mark him/her as a “yes” child, otherwise mark as “no”.

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS:

Mention the name of the Target Village on the top.

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 a middle school. In case middle school is not available then go to a 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, **then go to the nearest Government School located in a nearby village.**

If a village has a Boy's High School and a Girl's High School, preference should be given to the girl's school.

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 the village, name of Tehsil/Taluka, District/Agency and the Province.

Tick the respective box for type of school i.e. High, Middle, Primary or Others.

Tick type of school (by enrollment):

- ☐ Boys and Girls School
- ☐ Boys only School
- ☐ Girls only School

Tick Medium of School

- ☐ English
- ☐ 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).

If it is a private school, as if the school is affiliated with any NGO.

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? By special we refer to those children who have some sort of disability such as of sight, hearing, walking, speaking etc. Tick 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.

When at the school, ask the Head Master/Mistress for the **enrollment register** or any official document on enrollment in that school.

What to do in Government/Private School?

Children's Enrollment & Attendance: (Section I)

1. ASK for the registers of all the Classes and fill in the **enrollment**. **If there is more than one section for same class**, add the enrollment of all the sections and write accordingly.
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 on the classroom.
3. MOVE AROUND the class/area where children are seated and take down their attendance **class-wise** by **counting** them YOURSELF. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class-wise. Please note that you should **only** COUNT those children who are physically present in the class.
4. You can fill this information after you have collected all information from school records and registers. But make sure you do the head count of children enrolled in the school yourself also.
5. Ask head teacher about school fee, separately for each class and record it in the relevant box.

Class Room Observations (Observe and Ask if required): (Section II)

1. This section is to be filled for Class 2 and Class 8 only (in case of a primary school, do class 2 only). If there is more than one section for a class, then randomly choose any one. Write down the Class with whom these classes are sitting.
2. Is there a usable black/white board in the class? Yes/No – write yourself on the black/white board to find out.
3. 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.
4. 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.
5. OBSERVE where the Class is sitting (room, verandah, outdoor) and fill accordingly.

General Comments: (Section III Govt. School Sheet & Section IV Pvt. School Sheet)

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

Teachers: (Section IV – Govt. School Sheet & Section III –Pvt. School Sheet)

1. Request the Head Teacher to provide you with information on teachers in the school. Collect and note down information on:
 - a. Number of sanctioned teaching posts (*Only for Government school*).
 - b. Number of teachers appointed.
 - c. Regular/Government teachers (do not include the Head Master/Mistress).
 - d. Contract/Para teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), NGO etc. 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 and write this number in the observation sheet.

No. of Qualified Teaching Staff: (Section V – Govt. School Sheet & Section VI - Pvt. School Sheet)

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

- Educational Levels i.e. Below Matric, Matric, FA/F.Sc, BA, B.Sc, MA/M.Sc, M.Phil or any other. Count teachers for their respective highest educational level and mention the count in the respective boxes.
- Professional Qualification i.e. none, CT, PTC, B.Ed, M.Ed, Others etc. Count teachers for their respective professional qualifications and mention the count in the respective boxes.

Note: Total numbers of teachers must be equal to total number of appointed teachers.

No. of Teachers who got training in the last year (July 2017 – To Date): (Section VI – Govt. School Sheet)

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. None, less than 15 days, 15-30 days, and more than 30 days.

Facilities in the School: (Section VII – Govt. School Sheet & Pvt. School Sheet)

Count yourself and write down:

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

Tick the relevant:

Drinking facility available and being used by children

Is there a complete school boundary wall/fence?

Toilet available and being used by children. You need to check the functionality and also observe if children are using the toilet present in the school or are they using staff toilet or one available in the mosque for example. Ask children.

Does the school have library books?

Can 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 for students?

Does the school have internet?

Does the school have smart boards?

Does the school have solar panels?

Page No 2 (Only for Government School Sheet)

Record Name of the School, name of the village, name of Tehsil/Taluka, District/Agency and the Province.

Record Name of Head Teacher/Principal, School phone number and Head Teacher/Principal 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 VIII– Govt. School Sheet)

Is SMC/SC/PTA/PTC/PTSMC active? Yes or No

Write the total number of members.

Write the number of active members.

Write amount in bank

Write last meeting date

School Fund Information:(Section IX – Govt. School Sheet)

1. For this section, note down information from July 2017 to June 2018.
2. Get funds information for **SMC/SC/PTA/PTC/PTSMC FUNDS, FAAROG-E-TALEEM FUND, TUCK SHOP FUND, RENT FOR CYCLE STAND, AND SCHOOL CONSTRUCTION**. You can write down the name of other source of funds in the additional space given if there are any.
3. Ask if the school got a fund. If yes, then note down the amount and when this fund was received, write down the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the fund in the future, then mark “no”.
4. If the fund was received ask if the school has spent the entire fund. Yes, No, Do not know.
5. There are instructions under this section asking where the school fund was spent. Mark which is relevant.
6. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

School Fund Information: (Section X – Govt. School Sheet)

This section is similar to section IX other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2018 to date of survey.

School Fund Information:(Section XI and Section XII – Govt. School Sheet)

Below the fund section, also mark the relevant fields that inquire whether the fund was spend on utilities such as class room construction, school uniform, repair of computer etc.

Only for Private School Sheet

School Fund Information: (Section V – Pvt. School Sheet)

1. For this section, note down information for July 2017 to June 2018 and July 2018 to date.
2. Write down the name of the person who provided the information.
3. If the school gets any funds from Government/ Private Individual/NGO, mark yes or no accordingly.
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 giving the fund.
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.

Note the **time of exit** from the school.

HOUSEHOLD SURVEY SHEET

Annual Status of Education Report
ASER 2018
PROGRESSIVE & BAIKED

Household ID: 3

Name of Family Head: محمد علی

Male ☒ Female ☐

Date of Survey: 18-11-19

Day of Survey: Sunday

Name of Surveyor (1): محمد علی

Province: پنجاب

District/Agency: ضلع مظفر آباد

Tehsil/Taluka: تھسیل مظفر آباد

Union Council: یونین کونسل مظفر آباد

Village/Block: گروہ 39

Start Time: 10:55 AM

End Time: 11:15 AM

Name of Surveyor (2): محمد علی

I) Child Information

Serial No	Mother's Name	Name of Child (Child of 5-16 age group living in the household)	Age (3-16 years)	Gender (Male/Female)	Educational Status (3-16 years)	Drop Outs	Class / Grade / Current	Dropout reason	Government	Private	Madrasah	NFE/Other	Does the child go to the nearest school?	Tuition (in the child currently taking any PAID tuition)	Unaided/Nothing	Words	Sentences	Story	Question 1	Question 2	Language in which the child was tested	Arithmetic Levels (for 5-16 age group)	English (5-16 age group)	General Knowledge Questions
1	محمد علی	محمد علی	14	M	Never enrolled	Drop out	1st	Dropout reason	Government	Private	Madrasah	NFE/Other	Yes	No	Unaided/Nothing	Words	Sentences	Story	Question 1	Question 2	Language in which the child was tested	Arithmetic Levels (for 5-16 age group)	English (5-16 age group)	General Knowledge Questions
2	"	محمد علی	11	M	Never enrolled	Drop out	5th	Dropout reason	Government	Private	Madrasah	NFE/Other	Yes	No	Unaided/Nothing	Words	Sentences	Story	Question 1	Question 2	Language in which the child was tested	Arithmetic Levels (for 5-16 age group)	English (5-16 age group)	General Knowledge Questions
3	"	محمد علی	8	M	Never enrolled	Drop out	2nd	Dropout reason	Government	Private	Madrasah	NFE/Other	Yes	No	Unaided/Nothing	Words	Sentences	Story	Question 1	Question 2	Language in which the child was tested	Arithmetic Levels (for 5-16 age group)	English (5-16 age group)	General Knowledge Questions
4	"	محمد علی	6	F	Never enrolled	Drop out	1st	Dropout reason	Government	Private	Madrasah	NFE/Other	Yes	No	Unaided/Nothing	Words	Sentences	Story	Question 1	Question 2	Language in which the child was tested	Arithmetic Levels (for 5-16 age group)	English (5-16 age group)	General Knowledge Questions
5	"	محمد علی	3	F	Never enrolled	Drop out		Dropout reason	Government	Private	Madrasah	NFE/Other	Yes	No	Unaided/Nothing	Words	Sentences	Story	Question 1	Question 2	Language in which the child was tested	Arithmetic Levels (for 5-16 age group)	English (5-16 age group)	General Knowledge Questions
6																								
7																								
8																								
9																								
10																								

II) Child's Mother Information

Serial No.	Name	Age	Total No. of Children (Ever Had)	Age 0-17 and above	Ever Attended School	Highest class/Grade (Completed)
1	محمد علی	42	5	3	Yes	5th
2						
3						
4						

III) Child's Father Information

Serial No.	Name	Age	Ever Attended School	Highest class/Grade (Completed)
1	محمد علی	45	Yes	5th
2				
3				
4				

IV) Household Indicators

Serial No.	Type of House	Electricity Connection	House Owned	Present in the Household	Vehicle owned by Household
1	Kutcha (with Mud)	Yes	Yes	Yes	Yes
2	Semi Pucca	Yes	Yes	Yes	Yes
3	Pucca (with brick & cement)	Yes	Yes	Yes	Yes
4		Yes	Yes	Yes	Yes

V) Are you recipient of cash transfers or Qarz-e-Hasna/Interest-free loans:

1. Benazir Income Support Program: Yes ☒ No ☐

2. Punjab Social Protection Authority: Yes ☐ No ☒

3. Akhuwat: Yes ☐ No ☒

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Facilitated by SAIED

2018

GOVERNMENT SCHOOL OBSERVATION SHEET

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

Name of School: Government School, Chiniot District/Agency: Chiniot Province: Punjab

Village/Block: Chowara Tehsil/Taluka: Chowara EMIS/BEMIS/SEMIS Code: 33440579

From which Class to which Class (Tick any one)
 Class 1 to 5 ☒ Class 1 to 10 ☐ Others ☐

Medium of School (Tick any one)
 English Medium ☐ Urdu Medium ☐ Sindhi Medium ☐ Other ☐

Day of visit: Monday Arrival Time: 11:30 Departure Time: 1:30 School Established Year: 1988

Date of visit: 17-11-2018 Surveyor (1): M. Tahir Surveyor (2): S. F. Talib

Does the school have special children enrolled? Yes ☐ No ☒ If yes, are there any special facilities for those children?

(I) Children's Enrollment & Attendance		ECE/Class Room (When Relevant)		Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8		Class 9		Class 10		Total	
Children's enrollment (Take from register yourself)	41			40	28	32	27	13	11	10	13														215
Children's attendance Today (Head Count)	32			32	22	27	23	13	8	10	11														178
School Fee (Per Month)	20			20	20	20	20	20	20	20	20														

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

(II) Class Room Observations		Class 2		Class 8	
Observe and tick the relevant box.		Yes	No	Yes	No
Are the children of this class sitting with children from any other class?					
If yes, then with which class? (write)					
Is there a useable 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	

(III) Comments

The school condition is very best & they rooms are and all facilities available in school. The teachers were not well trained.

(IV) Teachers		No. of Sanctioned posts		No. of Teachers employed Today (On the day of survey Physically)		No. of Teachers Present Today (On the day of survey Physically)	
Head Teacher		1	1	1	1		
Regular Govt. Teachers (Don't include Head Teacher)		9	7	6			
Para/Contract teachers appointed by Panchayat or VEC/PTA/SMC/SC							

(V) No. of Qualified Teaching Staff		Below Matric		Matric		FA/FSc		BA/BSc		MA/MSc		M.Phil		Other	
Education															
Professional															

(VI) No. of Teachers who got training with in last year (July 2018 - Till date)		Less than 15 days		15-30 days		More than 30 days	
None							

(VII) Facilities in the School (From Observation)		Yes		No	
Total number of Class rooms in the school (count yourself)		10			
Total number of Class rooms in the school being currently used by the children (count yourself)		8			
Is there a useable drinking water facility for the children in the school?					
Is there a complete boundary wall/fence?					
Is there a useable toilet / latrine for the children?					
Does the school have any library books?					
Is there a playground in the school?					
Does the school has an electricity connection?					
Is there a science laboratory?					
Is there a computer lab?					
Does the school has an internet connection?					
Does the school have smart boards?					
Does the school have solar panels?					

For more comments use the back side of the page.

Page 2

GOVERNMENT SCHOOL OBSERVATION SHEET

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Name of School: مدرسة حكومية Village/Block: Chiniot District/Agency: Punjab Province: Punjab

Head Teacher/Principal Name: مدرس Phone No. 0348-1171975 Mobile No. 0348-1171975

Got the Fund/Grant information from: Head Teacher ☒ Regular Teacher ☐ Para Teacher ☐ Other ☐

(VIII) SMC/SC/PTA/PTC/PTSMC Information

Is SMC/SC/PTA/PTC/PTSMC Active? Yes ☒ No ☐ Total Members: 11 Active Members: 7 Amount in Bank: 1500 Last Meeting Date: 10-11-2018

(IX) FY July 2017 to June 2018

Sr #	Type of Funds	Did you receive the Money?		If Yes, then		Did you spend the FULL amount?
		Yes	No	What was the amount of Fund/Grant (Rs.)?	Which Month/Year was the Fund/Grant received (MM/YY)?	
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	15000	2018/09/19	<input checked="" type="checkbox"/>
2	Farogh-e-Taleem Fund 12 Months <input checked="" type="checkbox"/> 1 Month <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2400	July 2017 to June 2018	<input checked="" type="checkbox"/>
3	Tuck-shop Fund	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
4	Rent for cycle stand	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
5	School Construction	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
6						
7						
8						
9						
10						

(X) FY July 2018 to Date of Survey

Sr #	Type of Funds	Did you receive the Money?		If Yes, then		Did you spend the FULL amount?
		Yes	No	What was the amount of Fund/Grant (Rs.)?	Which Month/Year was the Fund/Grant received (MM/YY)?	
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	18300	11-2018	<input checked="" type="checkbox"/>
2	Farogh-e-Taleem Fund 7 Months <input type="checkbox"/> 1 Month <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9600		<input checked="" type="checkbox"/>
3	Tuck-shop Fund	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
4	Rent for cycle stand	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
5	School Construction	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
6						
7						
8						
9						
10						


(XI) The Fund Spent on (tick ALL that Apply)

New Class Room	<input type="checkbox"/>	Repair of Class Room	<input type="checkbox"/>
New verandah	<input type="checkbox"/>	Repair of Building	<input type="checkbox"/>
New Toilets	<input type="checkbox"/>	Repair of Toilets	<input type="checkbox"/>
New Main Gate	<input type="checkbox"/>	Repair of Furniture	<input type="checkbox"/>
Boundary Wall	<input type="checkbox"/>	Repair of Water facility	<input type="checkbox"/>
Purchase of New Furniture	<input checked="" type="checkbox"/>	Repair of Computer	<input type="checkbox"/>
Purchase of New Learning Material	<input checked="" type="checkbox"/>	Repair of Fans	<input type="checkbox"/>
Purchase of Stationery	<input checked="" type="checkbox"/>	Para teacher salary	<input type="checkbox"/>
Purchase of Library books	<input checked="" type="checkbox"/>	Uniform	<input type="checkbox"/>
White Wash/Paint	<input type="checkbox"/>		

(XII) The Fund Spent on (tick ALL that Apply)

New Class Room	<input type="checkbox"/>	Repair of Class Room	<input type="checkbox"/>
New verandah	<input type="checkbox"/>	Repair of Building	<input type="checkbox"/>
New Toilets	<input type="checkbox"/>	Repair of Toilets	<input type="checkbox"/>
New Main Gate	<input type="checkbox"/>	Repair of Furniture	<input type="checkbox"/>
Boundary Wall	<input type="checkbox"/>	Repair of Water facility	<input type="checkbox"/>
Purchase of New Furniture	<input type="checkbox"/>	Repair of Computer	<input type="checkbox"/>
Purchase of New Learning Material	<input type="checkbox"/>	Repair of Fans	<input type="checkbox"/>
Purchase of Stationery	<input type="checkbox"/>	Para teacher salary	<input type="checkbox"/>
Purchase of Library books	<input type="checkbox"/>	Uniform	<input type="checkbox"/>
White Wash/Paint	<input type="checkbox"/>		

Annual Status of Education Report ASER PAKISTAN 2018 FACILITATED BY S.A.P.E.D.																															
PRIVATE SCHOOL OBSERVATION SHEET Instructions: Visit any private school, first preference to High School then Middle and then Primary. Meet Head Master (in absence of the HM, meet the senior most teacher of the school). Documents required: Enrollment/Attendance register.																															
Name of School:		Village/Block:		Tehsil/Taluka:		District/Agency:		Province:																							
From which Class to which Class (Tick any one)		Type of School (Tick any one)		School Established Year		Date of visit		Arrival Time																							
Class 1 to 5		Boys Only School		2017		17-11-2018		2:00																							
Medium of School		Girls Only School		Other		Day of visit		Departure Time																							
English Medium		Sindh Medium		Hafiz Quran + General schooling		Saturday		3:30																							
Pashto Medium		Sindh Medium		Hafiz Quran + General schooling		Name of Surveyors (1)		Muitaba																							
Urdu Medium		Sindh Medium		Hafiz Quran + General schooling		Name of Surveyors (2)		Saifullah																							
Any NGO/Foundation affiliated with School?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		If "Yes" mention name:		Since (Year)		2017																							
Does the school have special children enrolled?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, are there any special facilities for those children?																											
(I) Children's Enrollment & Attendance		Prep/UKG		Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8		Class 9		Class 10		Total							
Children's enrollment (Take from register/journal)		35		66		97		12		10		0		13										96		77					
Children's attendance Today (Head Count)		54		34		8		10						12										73		45					
School Fee (Per Month)		550		450		450		450		450		450		450												897600					
Name of Department/Organization		PFF																								PFF					
(II) Class Room Observations		(Observe yourself) If the class has many sections, choose any one.		Class 2		Class 3		Class 4		Class 5		Class 6		Class 7		Class 8		Class 9		Class 10		Total		Boys		Girls					
Observe and tick the relevant box.		Yes		No		Yes		No		Yes		No		Yes		No		Yes		No		Yes		No		Yes		No			
Are the children of this class sitting with children from any other class?		✓																													
If yes, then with which class? (write)		3																													
Is there a useable 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																									
(IV) Comments		The condition of school is best.																													
For more comments (use the back side of the page)																															
(VI) No. of Qualified Teaching Staff		Below Matric		Matric		FA/FSc		BA/BSc		MA/MSc		M.Phil		Other		Education		Professional		None		PTC		CT		B.Ed		M.Ed		Other	
Total number of rooms in the school (count yourself)		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3	
Total number of Class rooms in the school being currently used by the children (count yourself)		3		3		3		3		3		3		3		3		3		3		3		3		3		3		3	
Tick where relevant		Is there a useable drinking water facility for the children in the school?		Is there a complete boundary wall/fence?		Is there a useable toilet / latrine for the children?		Does the school have any library books?		Is there a playground in the school?		Does the school have an electricity connection?		Is there a science laboratory?		Is there a computer lab?		Does the school have an internet connection?		Does the school have smart boards?		Does the school have solar panels?									
Yes		No		Yes		No		Yes		No		Yes		No		Yes		No		Yes		No		Yes		No		Yes		No	



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English Tools

Capital Letters

Start from Here

Sample-1

R B J

E N

Z U A

Q M

PAGE ①

Ask the child to read any 5 letters, out of which 4 must be correct. پچھاننے کے لیے کوئی بھی 5 حروف پڑھیں، جن میں سے 4 صحیح ہونے چاہئیں۔

Small Letters

Sample-1

b i s

p t


c h m

o y

PAGE ②

Ask the child to read any 5 letters, out of which 4 must be correct. پچھاننے کے لیے کوئی بھی 5 حروف پڑھیں، جن میں سے 4 صحیح ہونے چاہئیں۔

Kindly fold the paper.



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English Tools

Words

Sample-1

Cup Goat Bus

Fast Cold

Pen Life Easy

Sleep Blue

PAGE ②

Ask the child to read any 5 words, out of which 4 must be correct. پچھاننے کے لیے کوئی بھی 5 الفاظ پڑھیں، جن میں سے 4 صحیح ہونے چاہئیں۔

Ask the child to tell the meaning of the identified words in local language. پچھاننے والے الفاظ کے معنی مقامی زبان میں بتائیں۔

Sentence

Sample-1

Asif gets up early.
He likes to go to school.
He is in class two.
He is a good student.

Sentence

Sidra has a cat.
The cat is white.
It has green eyes.
It runs very fast.

PAGE ②

Ask the child to read one set of sentences only. 2 sentences out of 4 must be correct. پچھاننے کے لیے کوئی بھی ایک سیٹ جملے پڑھیں۔ 4 جملوں میں سے 2 جملے صحیح ہونے چاہئیں۔

Ask the child to tell the meaning of the sentences in local language. پچھاننے والے جملوں کے معنی مقامی زبان میں بتائیں۔

Kindly fold the paper.

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Urdu Tools

Sample-2

الفاظ Words

جوتا کاغذ

ستاره دنیا گرمی

کمرہ دریا

دوست قلم رات

Sample-2

الف Letters

پ ر

ش م ط

گ خ

د و غ

PAGE 1

Ask the child to read any 5 words, out of which 4 must be correct. بچہ سے کہی سے پانچ الفاظ پڑھائیں، 4 صحیح ہونے چاہئے۔

Ask the child to read any 5 letters, out of which 4 must be correct. بچہ سے کہی سے پانچ حرف تائے لکھیں، 4 صحیح ہونے چاہئے۔

Kindly fold the paper.

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Urdu Tools

Start from Here

Sample-2

Story کہانی

ایک دفعہ کا ذکر ہے کہ آمدھی کی وجہ سے چڑیوں کے گھونسلے درختوں سے زمین پر گر گئے۔ یہ دیکھ کر چڑیوں کو بہت افسوس ہوا مگر ایک بوڑھی چڑیا نے باقی چڑیوں کا حوصلہ بڑھایا اور سمجھایا کہ اگر سب چڑیاں ایک دوسرے کی مدد کریں تو سب گھونسلے دوبارہ بن سکتے ہیں۔ تمام چڑیاں اسٹھی ہو گئیں اور سب نے مل جل کر گھونسلے بنانے شروع کر دیئے۔ کچھ چڑیاں ٹکے لانے لگ گئیں اور کچھ چڑیاں ان ٹکوں سے گھونسلے بنانے لگ گئیں۔ کچھ ہی دیر میں تمام چڑیوں کے گھونسلے تیار ہو گئے۔ سب چڑیاں خوشی سے چپکنے لگیں۔

QUESTIONS سوالات

Q1 گھونسلے کس وجہ سے گر گئے تھے؟

Q2 بزرگ چڑیا نے باقی چڑیوں کو کیا سمجھایا؟

Sample-2

Sentences جملے

سال میں چار موسم ہوتے ہیں۔

بانو کو بہار کا موسم بہت پسند ہے۔

بہار میں ہر قسم کے پھول کھلتے ہیں۔

بانو کو پھول بہت پیارے لگتے ہیں۔

Sentences جملے

کسان اناج اگاتا ہے۔

کھیتوں کو پانی دیتا ہے۔

کسان بہت محنت سے فصل اگاتا ہے۔

اُس فصل کا پھل ہم سب کھاتے ہیں۔

PAGE 2

Ask the child to read story fluently. بچہ سے کہی کہانی پڑھائی جائے۔

Ask questions, if the child reads story and mark accordingly. اگر بچہ کہانی پڑھائے تو اس کے مطابق سوالات کو علامتیں لگائیں۔






Ask the child to read any 500 Para. Child must read the sentences fluently. بچہ سے کہی کہانی پڑھائی جائے۔ بچہ سے کہی کہانی پڑھائی جائے۔

Kindly fold the paper.

Arithmetic Tools						<small>Annual Status of Education Report</small> 2018 <small>Facilitated by SAFED</small>
Sample-1			Start from Here			Sample-1
Number Recognition 1-9	Number Recognition 10-99	Number Recognition 100-200	Subtraction	Division		
2 9	24 18	149 113	$\begin{array}{r} 38 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 5 \overline{)40} \end{array}$		
3 8	33 47	106 150	$\begin{array}{r} 587 \\ - 328 \\ \hline \end{array}$	$\begin{array}{r} 8 \overline{)72} \end{array}$		
4 7	63 38	132 121	$\begin{array}{r} 54 \\ - 48 \\ \hline \end{array}$	$\begin{array}{r} 4 \overline{)56} \end{array}$		
5 6	73 67	195 144	$\begin{array}{r} 66 \\ - 17 \\ \hline \end{array}$	$\begin{array}{r} 3 \overline{)84} \end{array}$		
From each section ask any 5 numbers from the child, out of which 4 number must be correct. <small>ہر ایک سیکشن سے بچہ کو 5 نمبرز پوچھیں، جن میں سے 4 نمبرز صحیح ہونے چاہئیں۔</small>			Ask child to solve any two sums. Both must be correct. <small>بچہ کو دو سوالات حل کرنے سے کہیں، دونوں صحیح ہونے چاہئیں۔</small>			

Kindly fold the paper.

General Knowledge Tool

General Knowledge		<small>Annual Status of Education Report</small> 2018 <small>Facilitated by SAFED</small>
Sample 1	English	Sample 1
Ask the tool from the children who are at word level in English		
<p>Q1: Look at the picture and answer accordingly.</p> <p>(I) What is the boy doing in the picture?</p> <p>(a) Bathing</p> <p>(b) Washing hands</p> <p>(c) Brushing teeth</p>  <p>(II) What are the children doing in the picture?</p> <p>(a) Playing</p> <p>(b) Reading books</p> <p>(c) Drawing pictures</p> 	<p>Q2: Complete the sentence by replacing pictures with words.</p> <p>This is a _____</p>  <p>This is a _____</p>  <p>This is a _____</p> 	
<p>Ask the child to see the picture and then ask two questions from the child. Mark "yes" if the child answer correctly, otherwise mark as "no".</p> <p>Ask the child to complete the sentences by identifying the picture of the items drawn on the sample (in English). If a child answers any two correctly, mark him/her "yes", otherwise mark "no".</p>		

Page 1/2

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Sindhi Tool

Sample-1
Words ڳالھ

سڙي جڳھ

ريل خوش هرڻ

روشن پهاڙ

سج ڪر رستو

Sample-1
Letters ٻولڻ

ح پ

ل ف ر

ع ت

ج و ڪ

PAGE ①

Ask the child to read any 5 words, out of which 4 must be correct.

PAGE ②

Ask the child to read any 5 letters, out of which 4 must be correct.

Kindly fold the paper.

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Sindhi Tool

Sample-1
Story

هڪ ڏينهن ريحانه پنهنجي ننڍي ڀيڻ فوزيه جي ڪمري جي حالت ڏسي حيران ٿي. ڪمري ۾ سامان هيٺانهن هوڏانهن هو. ٽيليوزن هلي رهي هئي. ڪيلي جا چلڪا هيٺي هوڏي پيا هئا. فوزيه، ريحانه کي پنهنجي ڪمري ۾ ڏسندي ٿي سڀ ڪجهه ٺيڪ ڪرڻ جي ڪوشش ڪئي. ايتري ۾ فوزيه جو ڪيلي جي چلڪي تي پير ٽرڪي ويو ۽ اها زخمي ٿي پئي. ان کي ڊاڪٽر ڏي کڻي ويا ۽ ان کي پٽي ٿي. فوزيه گهر اچي سڀ کان معافي ورتي ۽ واعدو ڪيو ته صفائي جو خاص خيال ڏيان رکندا.

QUESTIONS

Q1 ريحانه، فوزيه جي ڪمري ۾ ڇا ڏٺو؟

Q2 فوزيه زخمي ڪيئن ٿي؟

Sample-1
Sentences

هيءُ منهنجي سنڌي جو ڪتاب آهي.
 اهو مونکي ڏاڍو وڻندو آهي.
 ان ۾ مختلف قسم جون آگاهيون ۽ نظر آهن.
 مان ان کي روزانو پڙهندي آهيان.

اڄ منهنجي سالگرهه آهي.
 مان ڏاڍي خوش آهيان.
 منهنجيون سڀ سهليون آڻيون آهن.
 منهنجو ٻايا منهنجي لاءِ رانديڪا وٺي آيو آهي.

PAGE ②

Ask the child to read story fluently.
 Ask questions, if the child reads story and mark accordingly.

PAGE ③

Ask the child to read any 3 sentences.
 Child must read the sentences fluently.

Kindly fold the paper.

