ABOUT THE SURVEY

SAMPLE DESIGN – RURAL (Villages)

Total Population: The total population of this survey consists of 155 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
155	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[1].

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 5th household on the left hand-side in a circular fashion till 5 households are selected from each part.

Selection of School

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

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[1] "Block wise provisional summary results of 6th population and housing 2017 (as on January 03,2018)" by census division, Pakistan Bureau of Statistics www.pbscensus.gov.pk

SURVEY METHODOLOGY

WHAT TO DO IN THE VILLAGE

Contact Village Elder: Introduce yourself to the village elder, councilor and/or to 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. in home. We are conducting this research in more than 4,500 villages and in 155 rural 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 look at 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:

o Talk to people: How many different hamlets/sections are in the village? Where are they loca ted? 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, 11th house, 16th house, etc.). Get information about the household and children following instructions in the next section.

- o 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.

- o 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.

- o 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 informat ion 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 holiday.

If every house is turning out to be a No Response house, think about your team and strategy. I t may be because there are two male members going to the houses hence refused permission.

How to sample households in a hamlet in a village
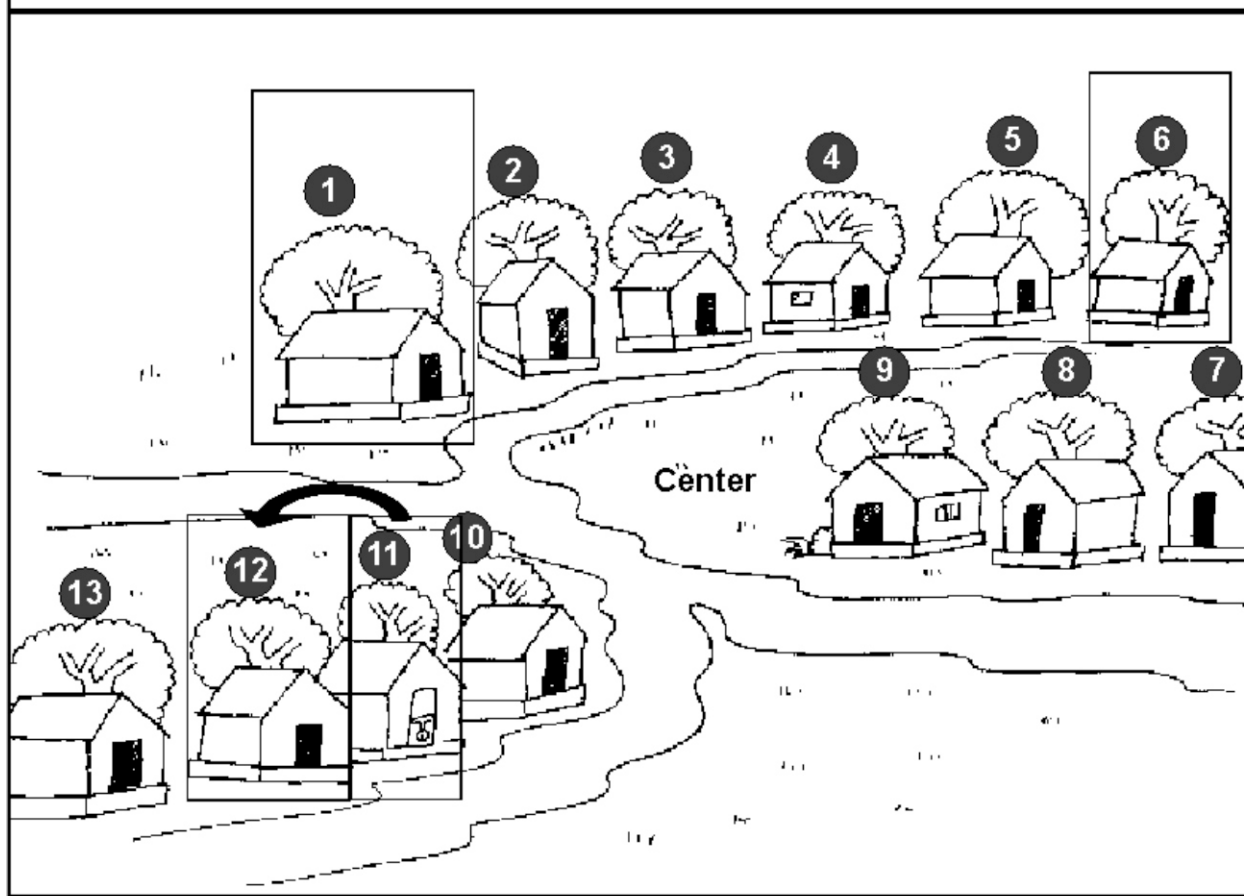
Instructions:

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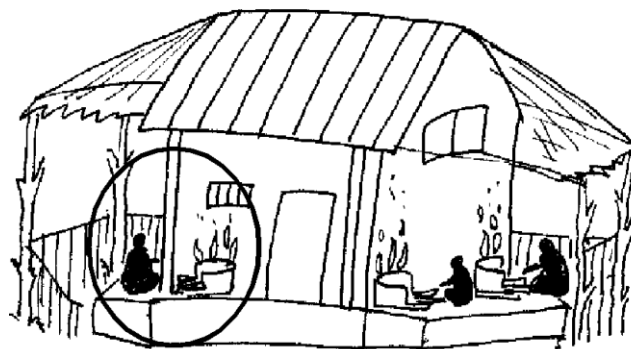
In the 5th HH ask how many 'chulhas/kitchens' are there? If there are more than 1, then randomly select any one of the 'chulhas/kitchens'. After completing survey in this house proceed to the next 5th HH.

WHAT TO DO IN EACH HOUSEHOLD

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

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

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

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

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

> **Surveyors:** Write down the names of the surveyors.

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

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

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

> **Children 3 to 4:** On the household sheet, note down child's name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**

- o 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.

- o Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).

- o 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.

- o 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.

- o 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.

- o Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).

- o Also ask the enrolled children if they go to the specific school which you have/will be surveying.

- o **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.
- o **Parents' Education: Following information regarding parents education will also be recorded**
  - ■ Total number of Children (0-16)
  - ■ 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)

- o Ask the child if s/he has dropped out and the last class that was passed. Also ask for the reason of dropping out or being never enrolled (such as law and order, poverty, flood, school building shifted by government or others).
- o Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

OTHER THINGS TO REMEMBER:

- o **Non-resident children**: Do not survey children who are visiting their relatives and friends in the sampled village.

- o **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:

Kutcha 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.

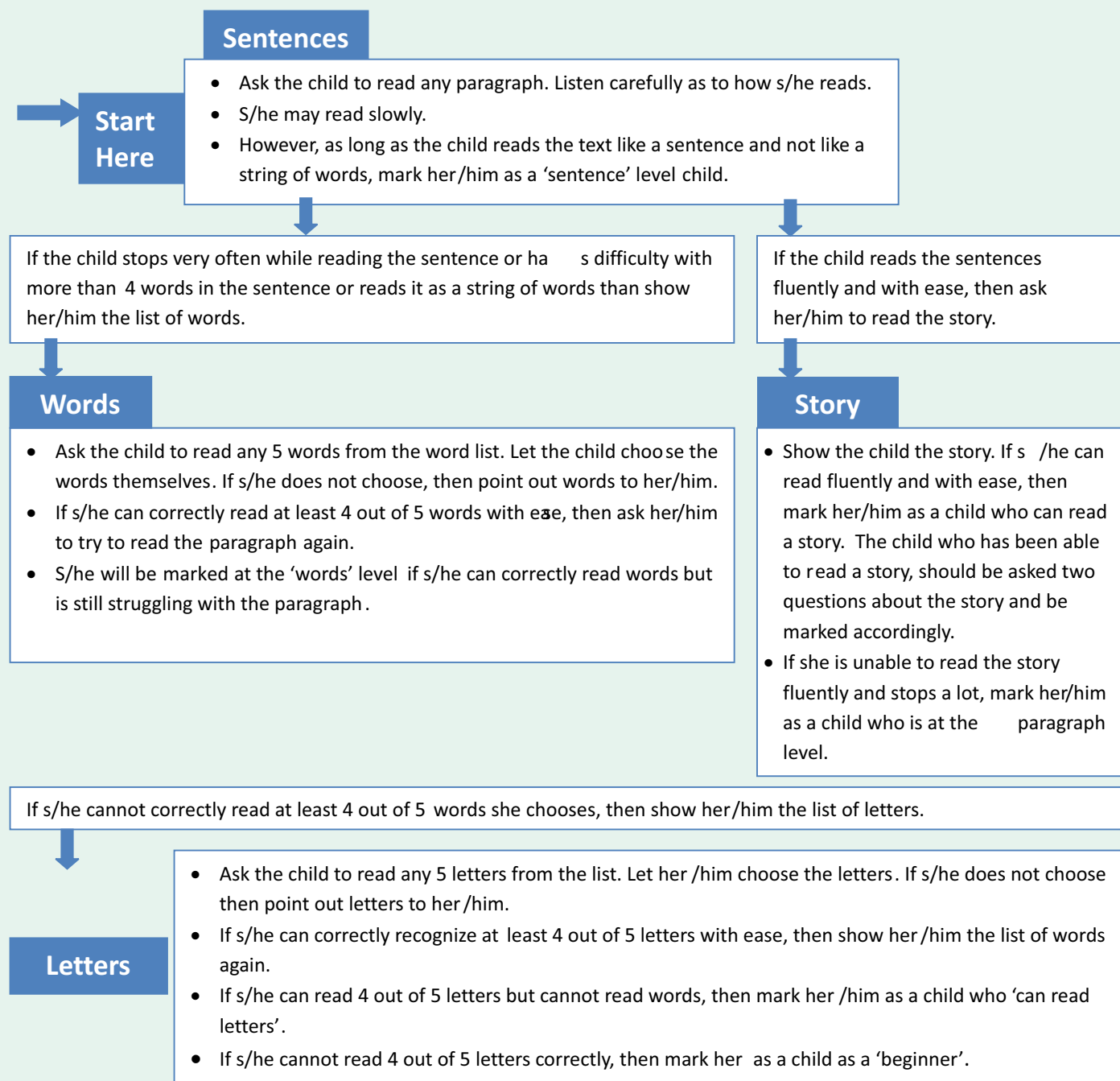Internet Connection: Mark yes or no by observing if the household has internet connection.

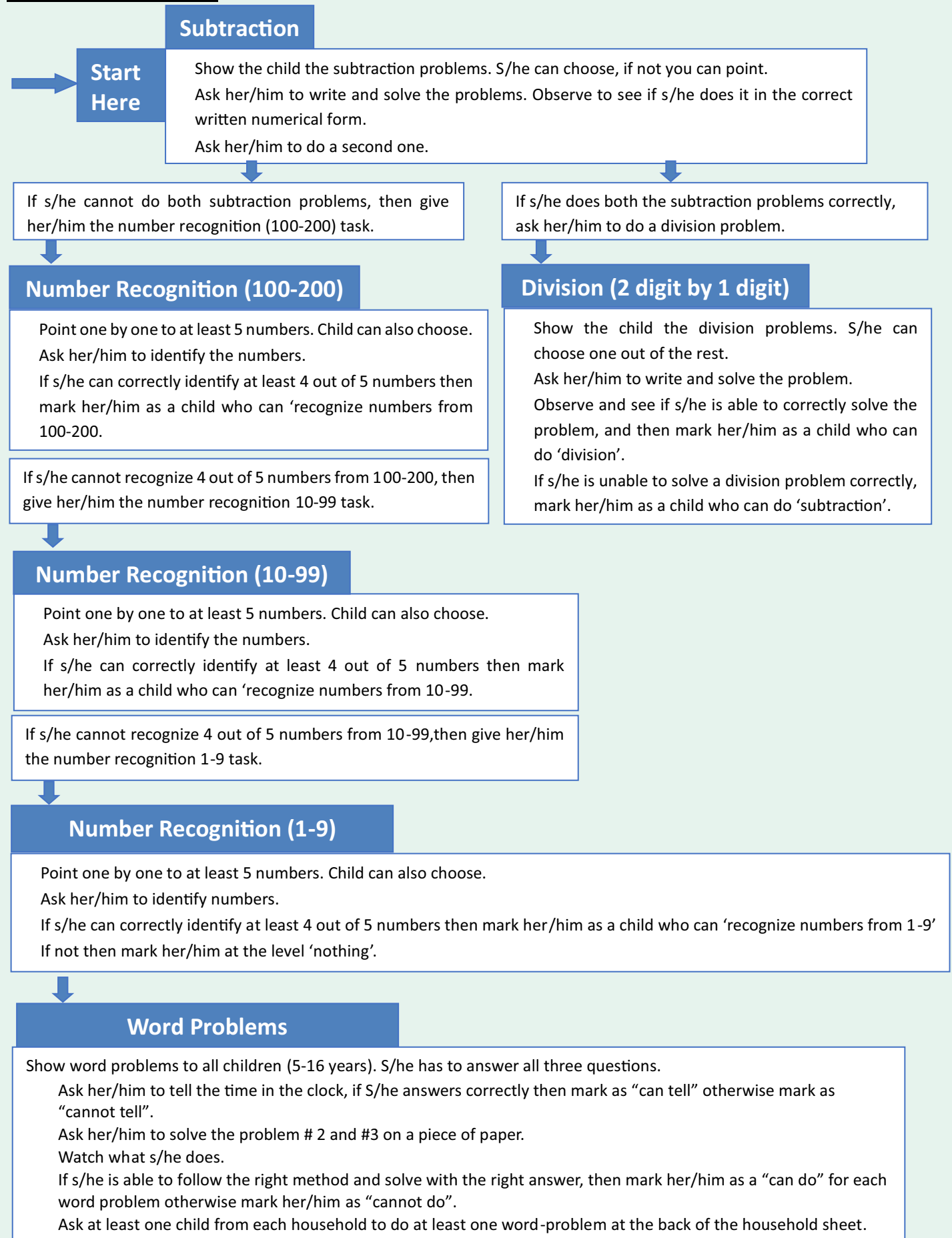Do you use: Mark yes if the household is using SMS or WhatsApp services and no if otherwise.

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.
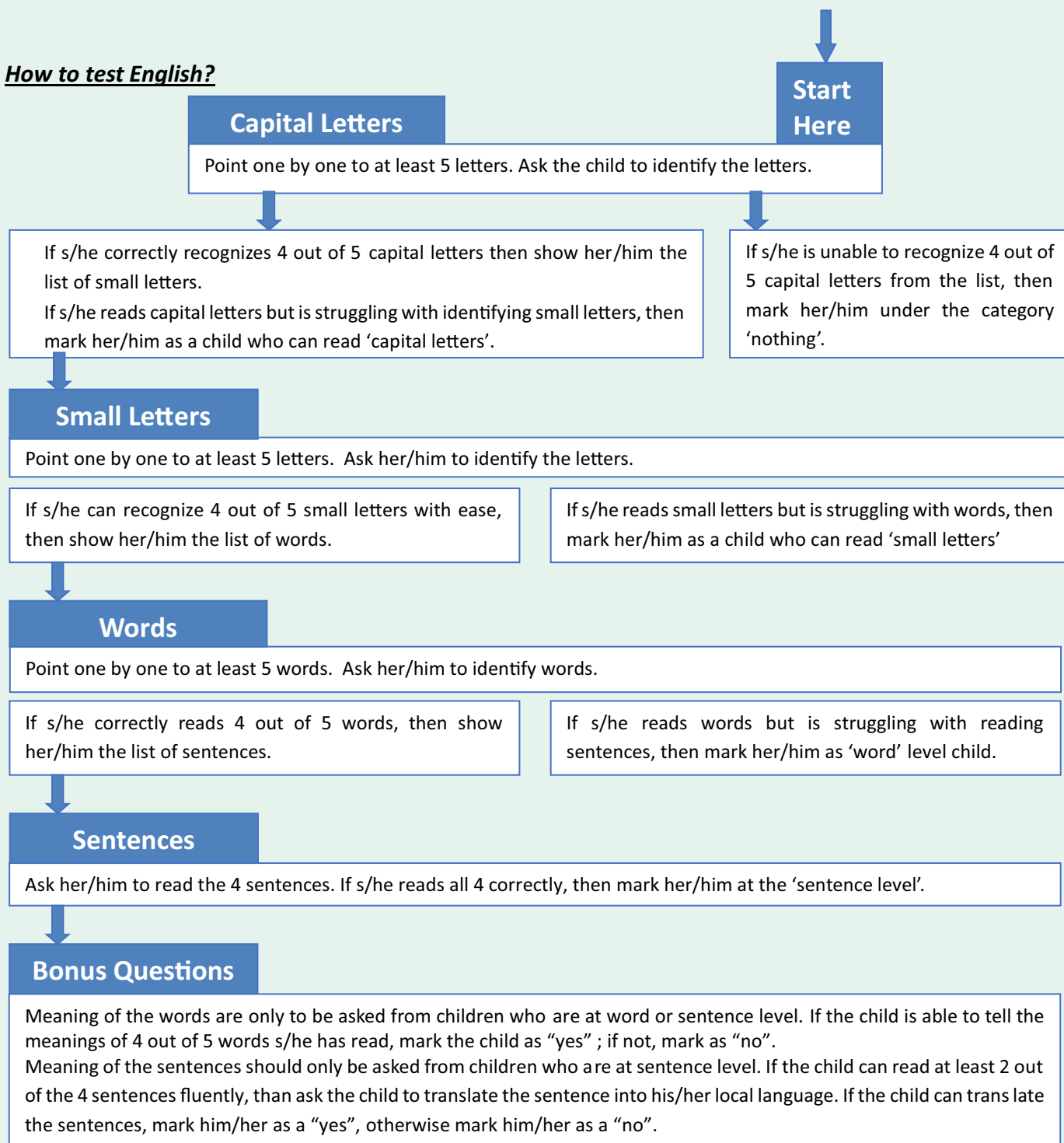
HOW TO TEST READING?

Start Here

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 her/him.
- If s/he can correctly read at least 4 out of 5 words with ease, then ask her/him to try to read the paragraph again.
- S/he will be marked at the 'words' level if s/he can correctly read words but is still struggling with the paragraph.

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. The child who has been able to read a story, should be asked two questions about the story and be marked accordingly.
- 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 again.
- If s/he can read 4 out of 5 letters but cannot read words, then mark her/him as a child who 'can read letters'.
- If s/he cannot read 4 out of 5 letters correctly, then mark her as a child as a 'beginner'.

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.

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

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.

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 (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'.

Word Problems

Show word problems to all children (5-16 years). S/he has to answer all three questions.

Ask her/him to tell the time in the clock, if S/he answers correctly then mark as "can tell" otherwise mark as "cannot tell".

Ask her/him to solve the problem # 2 and #3 on a piece of paper.

Watch what s/he does.

If s/he is able to follow the right method and solve with the right answer, then mark her/him as a "can do" for each word problem otherwise mark her/him as "cannot do".

Ask at least one child from each household to do at least one word-problem at the back of the household sheet.

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 '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'.

Bonus Questions

Meaning of the words are only to be asked from children who are at word or sentence level. If the child is able to tell the meanings of 4 out of 5 words s/he has read, mark the child as "yes" ; if not, mark as "no".

Meaning of the sentences should only be asked from children who are at sentence level. If the child can read at least 2 out of the 4 sentences fluently, than ask the child to translate the sentence into his/her local language. If the child can translate the sentences, mark him/her as a "yes", otherwise mark him/her as a "no".

How to test General Knowledge?

ENGLISH

This section should only be asked from children who are at "Word" level on English Tool.
   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".

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS:

Mention the name of the Target Village on the top.

Take permission from Head Masters/Mistress or Teacher of respective Class before observing the class.

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 than 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, **than go to the nearest Government School located in a nearby village.**

If there 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):
- o   Boys and Girls School
- o   Boys only School
- o   Girls only School

Tick Medium of School
- o   English
- o   Urdu
- o   Pashto
- o   Sindhi
- o   Arabic
- o   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

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

What to do in Government/Private School?

Children's Enrollment & Attendance: (Section 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.

Health and Disability (Observe and Ask if required): (Section III)

Request the Head Teacher to provide information on health and disability section and tick relevant.
a) Do you have children with disability in your school?
b) If yes, how many? Ask for total number and gender wise information.
c) Type of Disability (Tick relevant)
d) Do you have special facilities / personnel available? (Tick relevant)

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

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. Number of teachers appointed (male and female both).
   c. Regular/Government teachers (male and female both) <u>do not</u> include the Head Master.
   d. ECE teacher/ECE assistant: If the school has ECE teacher or assistant.
   e. Contract/Para teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), local government, or community. Mark that separately.
   f. Number of Teachers present on the day of the survey.
   g. Number of Teachers living in this village, if applicable.
   h. 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:
o 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.
o 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.

<u>Note: Total numbers of teachers must be equal to total number of appointed teachers.</u>

No. of Teachers who got training in the last Year (July 2017 –Till 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:

>   Is there a complete school boundary wall/fence?
>   Drinking facility available and being used by children
>   Toilet available and being used by children. You need to check the functionality and also observe if children are going to toilet present in the school or are they using staff toilet or one available in t he mosque for example. Ask children.
>   Are there separate toilets for girls and boys?
>   Does the school have working library books?
>   Is there any playground?
>   Does the school has an electricity connection?
>   Is there a computer lab?
>   Does the school have internet connection?
>   Does the school have smart boards?
>   Does the school have solar panel?
>   Is there a useable furniture available in this School?

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 for July 2018 to June 2019.
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 2019 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 2018 to June 2019 and July 2019 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. If the school received a fund, then note down where that fund was spent or used.
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.

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

Household Survey Sheet

ASER 2019 — GOVERNMENT SCHOOL OBSERVATION SHEET

Annual Status of Education Report — Facilitated by SAFED

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 HM, meet the senior most teacher of the school). Documents required: Enrollment/ Attendance register.

Name of School: G. Boys Primy School
Village/Block: Khalong Ronga
Tehsil/Taluka: Gronba
District/Agency: SKd
Province: GB
Target Village: Khalong rong f

EMIS/BEMIS/SEMIS Code: 21050
School Established Year: 1990

From which Class to which Class. (Tick any one)
| Kachi/ECE to 5 ✓ | Class 1 to 5 | Class 1 to 8 | Class 1 to 10 |

Type of School (Tick any one)
| Boys & Girls School | Boys Only School ✓ | Girls Only School |

Medium of Instruction (Tick any one): English Medium | Urdu Medium | Sindhi Medium | Pashto Medium | Arabic Medium | Other

Date of visit: Saturday
Day of visit: 27-10-2019
Arrival Time 12:00
Departure Time 12:00
Surveyor (1) Shakir/19
Surveyor (2) Nasreen

(I) Children's Enrollment & Attendance

	ECE/Class Kachi (When Relevant)	Class Paki (When Relevant)	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Total Boys	Total Girls
Children's enrollment (Take from register yourself)	14	15	28		13	17	24						84	27
Children's attendance Today* (Head Count)	14	14	26		13	16	22						82	25
School Fee (Per Month)														

*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
(Observe yourself) If the class has many sections, choose any one.

	Class 2 Yes	Class 2 No	Class 8 Yes	Class 8 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	

(IV) Teachers

	No. of Sanctioned posts F	M	No. of Appointed Teachers F	M	No. of Teachers Present Today (On the day of survey Physically) F	M	No. of Teachers residents of THIS Villages F	M
Head Teacher	01	01	01	01	01	01		
Regular Govt. Teachers (Doesn't include Head Teacher)	02	09	7	7	7			
ECE Teacher / ECE Assistant								
Contract teachers (appointed by local govt. / community / SMC)								

(V) No. of Qualified Teaching Staff

Education	Below Matric	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
Professional	None	PTC	CT	B.Ed	M.Ed	Other
		3	3	5	3	

(VI) No. of Teachers who got training with in last year (July 2018 - Till date)
None	Less then 15 days	15-30 days	More then 30 days
7	1		

(III) Health and Disability

	Yes	No
Do you have children with disabilities in your school?		✓

If Yes, how many? Total 2 | Girls 2 | Boys 2

Type of Disability
Visual	
Hearing	
Physical	✓
Intellectual	
Behavioral	✓
Multiple	

Do you have special facilities / personnel available?
Ramps	
Accessible Toilets	
Health and Nutrition Officer	
Others	

(VII) Facilities in the School (From Observation)

Total number of rooms in the school (count yourself)	6
Total number of Class rooms being used by children (count yourself)	4
Tick where relevant	Yes / No
Is there a complete boundary wall / fence?	✓
Is there useable drinking water facility for children?	✓
Are there useable toilets / latrines for children?	✓
Are there separate toilets for girls and boys?	✓
Does the school have a working library?	✓
Is there a playground in the school?	✓
Does the school have an electricity connection?	✓
Does the school have solar panels?	✓
Is there a computer lab?	✓
Does the school have an internet connection?	✓
Does the school have smart Boards?	✓
Is there useable furniture available in this school?	✓

Government School Observation Sheet

ASER 2019
Annual Status of Education Report
Facilitated by SAFED

GOVERNMENT SCHOOL OBSERVATION SHEET

Name of School: G. Boys Primary School   **Village/Block:** Kholis   **Tehsil/Taluka:** Gromba   **District/Agency:** Sakrala   **Province:** GB

Head Teacher/Principal Name:

Got the Fund/Grant information from: Head Teacher ☐   Regular Teacher ☐   Para Teacher ☐   Other ☐   **Mobile No.** 0341-8912763   **Phone No.**

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

Is SMC/SC/PTA/PTC/PTSMC Active? Yes ✓ No ☐   **Total Members:** 10   **Active Members:** 05   **Amount in Bank:** 0   **Last Meeting Date** 20-09-19

(IX) FY July 2018 to June 2019

Sr #	Type of Funds	Did you receive the Money?			If Yes, then				
		Yes	No	Don't Know	What was the amount of Fund/ Grant (Rs.) ?	Which Month/ Year was the Fund/ Grant received (MM/YY) ?	Did you spend the FULL amount ?		
							Yes	No	Don't Know
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	✓			30,000	Nov		✓	
2	Farogh-e-Taleem Fund 12 Months ☐ 1 Month ☐								
3	Tuck-shop Fund								
4	Rent for cycle stand								
5	School Construction								
6	Non Salary Budget (NSB)								
7	School Specific Budget								
8	School Consolidation Budget								
9									
10									

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

New Class Room/s	Repair of Class Room/s
New verandah	Repair of Building
New Toilets	Repair of Toilet/s
New Main Gate	Repair of Furniture
Boundary Wall	Repair of Water facility
Purchase of New Furniture	Internet Connection Bill
Purchase of New Learning Material	Repair of Computer/s
Purchase of Stationery	Repair of Fans
Purchase of Library books	Para Teacher/s Salary
White Wash/Paint	Uniform

(✓ marks: Repair of Furniture, Repair of Water facility)

(X) FY July 2019 to Date of Survey

Sr #	Type of Funds	Did you receive the Money?			If Yes, then				
		Yes	No	Don't Know	What was the amount of Fund/ Grant (Rs.) ?	Which Month/ Year was the Fund/ Grant received (MM/YY) ?	Did you spend the FULL amount ?		
							Yes	No	Don't Know
1	SMC/SC/PTA/PTSMC PTC/Funds (Annual)	✓			30,000			✓	
2	Farogh-e-Taleem Fund 12 Months ☐ 1 Month ☐								
3	Tuck-shop Fund								
4	Rent for cycle stand								
5	School Construction	✓			45000			✓	
6	Non Salary Budget (NSB)								
7	School Specific Budget								
8	School Consolidation Budget								
9									
10									

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

New Class Room/s	Repair of Class Room/s
New verandah	Repair of Building
New Toilets	Repair of Toilet/s
New Main Gate	Repair of Furniture
Boundary Wall	Repair of Water facility
Purchase of New Furniture	Internet Connection Bill
Purchase of New Learning Material	Repair of Computer/s
Purchase of Stationery	Repair of Fans
Purchase of Library books	Para Teacher/s Salary
White Wash/Paint	Uniform

(✓ marks: Purchase of New Furniture, White Wash/Paint)

PRIVATE SCHOOL OBSERVATION SHEET

Annual Status of Education Report **2019** — ASER Facilitated by SAFED

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.

Field	Value
Name of School	Sb School
Village/Block	Khalga
Tehsil/Taluka	Skardu
District/Agency	Skardu
Province	GB
Since (Year)	1994

School Ownership: Private ☐ NGO Assisted ☐

Type of School (Tick any one): Boys & Girls School ☐ Boys Only School ☐ Girls Only School ☐

If "Yes" mention name: ____

School Established Year ____

Field	Value
Date of visit	27-10-2019
Day of visit	Saturday
Arrival Time	9:40 pm
Departure Time	10:31 am
Name of Surveyors (1)	Shakila
Name of Surveyors (2)	Nasreen

From which Class to which Class. (Tick any one): Kachi/ECE to 5 ☐ Class 1 to 5 ☐ Class 1 to 8 ☐ Class 1 to 10 ☐ Others ☐

Medium of Instruction: English Medium ☐ Urdu Medium ☐ Pashto Medium ☐ Sindhi Medium ☐ Arabic Medium ☐ Other ☐

(I) Children's Enrollment & Attendance

	Nursery/LKG	Prep/UKG	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Total Boys	Total Girls
Children's enrollment (Take from register yourself)	26	26	29	30	21	29	29						65	125
Children's attendance Today* (Head Count)	20	26	20	30	21	29	29						65	115
School Fee (Per Month)	100	100	100	100	60	100	100							

*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
(Observe yourself) If the class has many sections, choose any one.

Observe and tick the relevant box.	Class 2 Yes	Class 2 No	Class 8 Yes	Class 8 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) Teachers

	Number Appointed F	M	Number Present Today (On the day of survey) F	M	Number of teachers residents of THIS Village F	M
Head Teacher	1	1				
Full Time Teachers	6	6			6	
ECE Teacher (including ECE)						
Part Time Teachers						

(IV) Health and Disability

Do you have children with disabilities in your school? Yes ☐ No ☑

If Yes, how many? Total ____ Girls ____ Boys ____

Do you have special facilities available? Ramps ☐ Accessible Toilets ☐ Others ☐

Type of Disability: Physical ☐ Intellectual ☐ Visual ☐ Hearing ☐ Behavioral ☐ Multiple ☐

(V) School FUND Information
(Ask Headmaster this section. If absent, indicate who answered the section)

Who answered this section? (✓ Tick relevant) Head Master ☑ Teacher ☐ Other ☐

Did you get any FUNDS from Govt ☐ Private Individual ☑ NGO ☐

If Yes, what was the amount of this FUND (Annual)? ____

Where the funds are expected to be used? ____

In which month was this FUND received? ____

Name of Department/Organization ____

Do you have a PTA/SMC in your School? Yes ☑ No ☐

(VI) No. of Qualified Teaching Staff

	Jul 2017–Jun 2018 Yes	No	Jul 2018 - Till date Yes	No
	✓		✓	

Education	Below Matric	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
			2	4			

Professional	None	PTC	CT	B.Ed	M.Ed	Other
			2	4		

(VII) Facilities in the School (From Observation)

Facility	Value
Total number of rooms in the school (count yourself)	7
Total number of Class rooms being used by children (count yourself)	
	Yes	No
Is there a complete boundary wall / fence?	✓	
Is there useable drinking water facility for children?	✓	
Are there useable toilets / latrines for children?	✓	
Are there separate toilets for girls and boys?	✓	
Does the school have a working library?	✓	
Is there a playground in the school?	✓	
Does the school have an electricity connection?	✓	
Does the school have solar panels?		
Is there a computer lab?	✓	
Does the school have an internet connection?		
Does the school have smart Boards?	✓	
Is there useable furniture available in this school?	✓	

Private School Observation Sheet

HOUSEHOLD SURVEY SHEET

Annual Status of Education Report — **2019** — Facilitated by SAFED

I) Child Information

HouseHold ID	1	Name of Family Head	Shams	Date of Survey	27/10/2019	Start Time	8:30	Province	GB	Union Council	GAMBA
		Male 3	Female 4	Day of Survey	Sunday	End Time	9:00	District/Agency	Skardu	Village/Block	Khalang-yang
				Name of Surveyor (1)	Shakila	Name of Surveyor(2)	Nasreen	Tehsil/Taluka	Skardu no.1		

Current Schooling Status (Age 3-16)

Serial No	Mother's Name	Name of Child	Age (3-16 years)	Gender (M=Male F=Female T=Transgender)	Educational Status (3-16 Years) Tick (✓) what is applicable — Never enrolled / Dropped out / Currently enrolled	Drop outs / Never Enrolled	Ever Attended School (Yes/No)	Class/Grade Current	Institute Type (Tick) Government / Private / Madrassah / NFE/Other	Does the Child go to the surveyed School (Yes/No)	TUITION (Is the child currently taking any PAID Tuition) Yes/No	If Yes Fees (Rs./month)
1	Shakila	mujtaba	8	M	✓ currently		✓ Yes	Nur	✓ Govt	✓ Yes	✓ No	
2		musooma	11	F	✓ currently		✓ Yes	1	✓ Govt	✓ Yes	✓ No	
3		kaneez	13	F	✓ currently		✓ Yes	3	✓ Govt	✓ Yes	✓ No	
4		Sadiq	15	F	✓ currently			8	✓ Govt	✓ Yes	✓ No	

Basic Learning Levels (for 5-16 age group)

Urdu/Sindhi/Pashto (✓) the highest level ONLY: Beginner/Nothing / Letters / Words / Sentences / Story

Letters	Words	Sentences	Story	Q1	Q2	Language
✓				✓		u
	✓		✓	✓	✓	u
		✓	✓	✓	✓	u
		✓	✓	✓	✓	u

Arithmetic Levels (for 5-16 age group) Math (✓) the highest level ONLY: Beginner/Nothing, Number Recog 1-9, Number Recog 10-99, Number Recog 100-200, Subtraction, Division, Word Problems

English (5-16 age group) English Reading (✓) the highest level ONLY: Beginner Nothing, Capital Letters, Small Letters, Words, Sentences

General Knowledge

II) Child's Mother Information

Serial No.	Name	Age	Total No. of Children (Ever Had) Age 0-16	Ever Attended School Yes/No	HIGHEST class/Grade (COMPLETED)
1	SHAKILA	30	4	✓ Yes	F-A

III) Child's Father Information

Name	Age	Ever Attended School Yes/No	HIGHEST class/Grade (COMPLETED)
	32	✓ Yes	8th

IV) Household Indicators

Electricity Connection (Look for wires fittings) Yes/No	Solar Panel Yes/No	Type of House: House Owned (Yes/No) / Kutcha / Semi Pucca / Pucca (brick & cement)	Present in the Household: TV / Computer/Tablet/Laptop / Internet Connection (Yes/No)	Means of Communication: Mobile Phone / Smart Phone / None	Do you use: SMS / WhatsApp (Yes/No)	Vehicle owned by Household (Mention in numbers): Motor Bike / Car
✓ Yes	✓ Yes	✓ Yes, ✓ Pucca	✓ ✓ ✓	✓	✓ ✓	0 0

* L= Law and Order, P= Poverty, F=Flood, S= School building shifted by govt, N= No school, B= Negative Behavior towards child, M=Migration O= Others

** U= Urdu, S= Sindhi, P= Pashto

V) Are you recipient of cash transfers or Qarz-e-Hasna/interest-free loans : 1. BISP: Yes ☐ No ☐   2. Ehsas Yes ☐ No ☑   3. Punjab Social Protection Authority: Yes ☐ No ☑ 4. Akhuwat: Yes ☐ No ☑ 5. Other: Yes ☐ No ☑

English Tools

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Start from Here

Capital Letters — Sample-2

```
C        Q        A

    T        I

P        W        H

    F        V
```

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

بچے سے کوئی سے پانچ حروف بتانے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہیے۔

PAGE ①

Small Letters — Sample-2

```
d        k        h

    e        f

s        r        b

    n        u
```

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

بچے سے کوئی سے پانچ حروف بتانے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہیے۔

Kindly fold the paper.

English Tools

Annual Status of Education Report
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Words — Sample-2

```
Sun      Ear      Red

    Sweet      Hand

Read      Ice      Fish

    Walk      Rice
```

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

بچے سے کوئی سے پانچ الفاظ بتانے کو کہیں۔ 5 میں سے 4 صحیح ہونے چاہیے۔

Ask the child to tell the meaning of the identified words in local language.

بچوں سے ان کی مادری زبان میں بتائے گئے الفاظ کا مطلب پوچھیں۔

PAGE ②

Sentences — Sample-2

Zain has a school bag.

Its color is blue.

It has two pockets.

He keeps his books in it.

Sentences

I have a sister.

Her name is Shazia.

She likes to play football.

She is a very good player.

Ask the child to read 1 set of sentences only. 2 sentences out of 4 must be correct.

بچے سے کوئی 1 جملوں کا سیٹ پڑھنے کو کہیں۔ 4 جملوں میں سے 2 صحیح ہونے چاہیں۔

Ask the child to tell the meaning of the sentences in local language.

بچے سے ان کی مادری زبان میں جملوں کا مطلب پوچھیں۔

Kindly fold the paper.

Urdu Tools

Annual Status of Education Report 2019 — Facilitated by SAFED

Urdu Tools

Sample-1 — Words الفاظ

کتاب	بہار
بات	سورج	رنگ
سفر	انار
بکری	عینک	تازہ

بچے سے کوئی سے پانچ الفاظ نانے کو کہیں۔5 میں سے صحیح ہونے چاہیے۔

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

PAGE ①

Sample-1 — Letters حروف

ت	د
چ	س	ز
ک	م
ط	ف	و

بچے سے کوئی سے پانچ حروف نانے کو کہیں۔5 میں سے 4 صحیح ہونے چاہیے۔

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

Kindly fold the paper.

Annual Status of Education Report 2019 — Facilitated by SAFED

Urdu Tools

Start from Here

Sample-1 — Story کہانی

بانو کو پودے لگانا بہت پسند ہے۔ وہ اپنے پودوں کا بہت خیال رکھتی ہے اور روزانہ اُنہیں پانی دیتی ہے۔ ایک دن بانو کے چھوٹے بھائی، شاہد نے اُس سے پوچھا: "باجی! آپ پودوں سے اتنا پیار کیوں کرتی ہیں؟" یہ سن کر بانو نے کہا: "شاہد پودے ہمارے ماحول کو صاف ستھرا رکھنے اور ہمیں آلودگی سے پاک ہوا میں سانس لینے میں مدد کرتے ہیں۔ اس لیے ہمیں پودے لگانا اور ان کا خیال رکھنا چاہیے۔"

QUESTIONS سوالات

Q1 بانو کو کیا کرنا پسند ہے؟

Q2 ہمیں پودے کیوں لگانے چاہئیں؟

Ask the child to read story fluently.
Ask questions, to ensure child understands the story, and mark accordingly

بچے سے کہانی روانی سے پڑھنے کو کہیں۔
اگر بچہ کہانی پڑھ لے تو اس سے سوالات پوچھیں۔

PAGE ②

Sample-1 — Sentences جملے

صفدر دوسری جماعت میں پڑھتا ہے۔
اس کے پاس ایک طوطا ہے۔
طوطے کا رنگ سبز ہے۔
وہ دونوں خوب باتیں کرتے ہیں۔

Sentences جملے

فوزیہ اور افضل بہن بھائی ہیں۔
وہ صبح سویرے اٹھتے ہیں۔
وہ ہر روز سکول جاتے ہیں۔
وہ گھر کے کام کاج میں مدد بھی کرتے ہیں۔

Ask the child to read any 1 set of sentences.
Child must read the sentences fluently.

بچے سے کوئی 1 پیراگراف پڑھنے کو کہیں۔ روانی سے جملے کی طرح پڑھے۔

Kindly fold the paper.

Math Tool

Arithmetic Tools

ASER 2019
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Sample 2

Sample 2

Q1: What is the time in this clock?

Q2: There are 16 red pencils and 10 green pencils in a box. How many pencils are there in the box altogether?

a) 35
b) 26
c) 30
d) 36

Q3: Humera has 7 books. Rabia gave her 4 more books. How many books does Humera have altogether?

س 1 : اس گھڑی پہ کیا وقت ہوا ہے؟

س 2 : ایک ڈبے میں 16 سرخ اور 10 سبز پنسلیں ہیں۔ ڈبے میں موجود کل پنسلوں کی تعداد کیا ہو گی؟

ا ۔ 35
ب ۔ 26
ج ۔ 30
د ۔ 36

س 3 : حمیرا کے پاس 7 کتابیں ہیں۔ رابعہ اُسے مزید 4 کتابیں دیتی ہے۔ بتائیے حمیرا کے پاس کل کتنی کتابیں ہو گئیں؟

Ask all the children (5-16 years). If a child answers the questions correctly, mark her/him as a "can do" child, otherwise mark as "cannot do"

16-5 سال کے تمام بچوں سے حل کروائیں۔ اگر بچہ سوالات کے جوابات صحیح دیتا ہے تو Can do پر نشان لگائیں ورنہ Cannot do پر نشان لگائیں۔

General Knowledge Tool

General Knowledge

ASER 2019
Annual Status of Education Report
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Sample 1

English

Sample 1

This test is for children who are at word level in English

Q1: Look at the picture and answer accordingly.

(I) What is the boy doing in the picture?

(a) Writing

(b) Reading

(c) Sleeping

(II) What is the girl doing in the picture?

(a) Playing

(b) Jumping

(c) Laughing

Q2: Complete the sentence by replacing pictures with words.

This is a _____

This is a _____

This is a _____

Ask the child to look at the picture and then ask 2 questions from the child. Mark "Yes" if the child answers correctly, otherwise mark as "No".

بچے کو تصویر دیکھنے کو کہیں اور پھر 2 سوال پوچھیں۔ اگر بچہ صحیح جواب دیتا ہے تو "Yes" پر نشان لگائیں، ورنہ "No" پر نشان لگائیں۔

Ask the child to complete the sentences by identifying the pictures of the items drawn on the sample (in English). If a child answers any 2 correctly, mark her/ him "Yes", otherwise "No".

بچے کو اوپر دی گئی تصاویر کی نشاندہی کرنے کو کہیں۔ اگر بچہ کوئی سے 2 کا صحیح جواب (انگریزی میں) دے تو Yes ورنہ No پر نشان لگائیں۔

Sindhi Tool