

Surveyors Names:	1.	2.
Village Name:		



INSTRUCTIONS BOOKLET

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WHAT TO DO IN THE VILLAGE

A list of villages for each district will be provided to each district team. It is **VERY IMPORTANT** that the district team visits **ALL** villages on the list given to them and surveys **20** randomly selected households in each selected village.

TASK 1: 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 more or less 158 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.

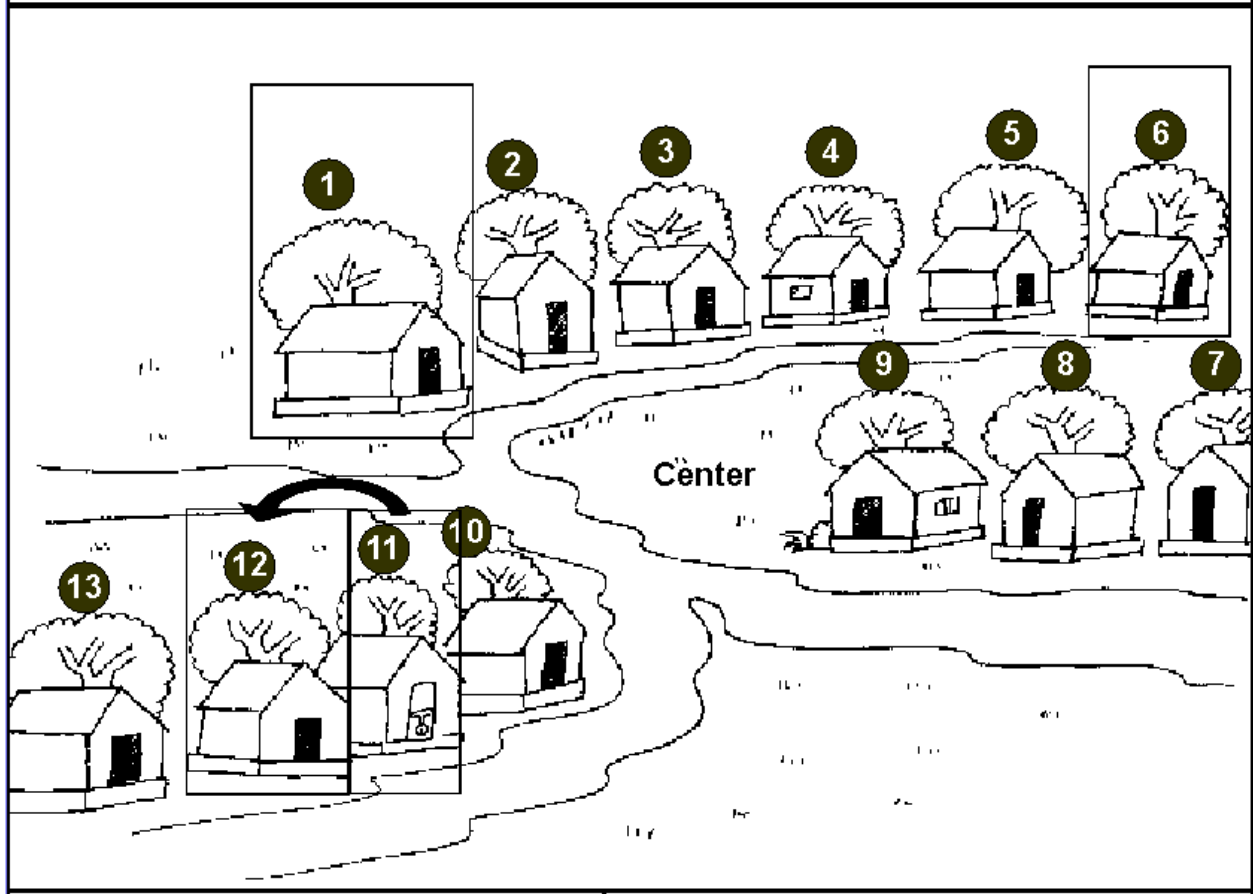
- **The next step is to identify the households:**
 - **Talk to people:** How many different hamlets/sections are in the village? Where are they located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? How many government 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. Refer to Annex A for further instructions.

TASK 2: HOW TO SELECT HOUSEHOLDS

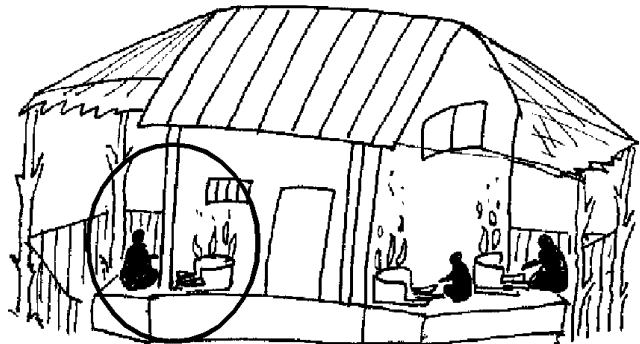
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 1st house, 11th house, 16th house, etc). Get information about the household and children following instructions in the next section.
 - **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 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.

How to sample HHs 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.

TASK 3: WHAT TO DO IN EACH HOUSEHOLD

General Information for Volunteers

- **Multiple kitchens:** Ask how many kitchens or 'chulhas' are there. If there is more than one kitchen, then **randomly select any one of the kitchens** in that household. After completing survey in this house, proceed to the next 5th house. (House in this case refers to every 'door or entrance to the house'). In this selected household, ask about all children in the age group 3 to 16 who eat from the same kitchen (i.e. for the number of family members for whom food is cooked and eaten together. They may be using the same kitchen or stove but preparing food separately for families).

In each sampled household: We will note information about all the children (3-16 years) who live in the household on a regular basis.

- **Children aging 3 to 5 years:** On the household sheet, note down child's name, age, whether they are attending Katchi or any kind of pre-school center. **WE WILL NOT TEST CHILDREN who are NOT 5 YEARS OLD YET.** It means that we will not be testing any child who is less than 5 years old (even if s/he is 4 yrs and 11 months old, we will NOT TEST him/her). If the child is not going to any Katchi /pre-school, etc., note it down under the "Never Enrolled" Educational Status section.

- **Children aging 5 to 16 years:** On the household sheet, note down child's name, age and all other details. **ALL CHILDREN IN THIS AGE GROUP (5-16) WILL BE TESTED for Reading, Arithmetic and English Language.** 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.

We will assess children age 5 and above even if they are studying in Katchi/Pre-primary or Pre-school, also children who are not enrolled in schools (out of school children) and also those who have never been enrolled.

OTHER THINGS TO REMEMBER:

- **Non-Resident Children:** Do not survey children who are visiting their relatives and friends in the sampled village. These children **may be tested** if the family or children insist but make sure they are **not recorded** in the household sheet. Ask members of the household as well as neighbors about who all live in the household on a regular basis.
- **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". Probe about who all live in the household to make sure that nobody that is in our age group is left out. Further, often such children are busy working in the household or in the fields. Ask family members to call them so that you can speak to them directly. If they do not come immediately, **mark that household and revisit** it once you are done surveying the other households.
- **Mothers under or of 16 years of age:** Often in villages, you can come across mothers who are below or 16 years of age. They will be **TESTED** for Reading, Mathematics and English Language as they fall under the survey age group. You will also collect information on them as mothers (i.e. if they have a child age 3 or above). However, **they MUST BE TESTED and RECORDED in their household sheet as well.**

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. 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 SURVEY SHEET

- **Household ID:** Write the household number (e.g. 1, 2, 3,.....20)
- **Name of Family Head:** Write down the name of the **family head**. This could be the head of the specific family that you will select for the survey or the person who is considered to be OVERALL head of the joint family.
- **Total HH Members with the Same Kitchen:** Write down the **number of male and female members** eating from the same kitchen. This includes children also.
- **Information about the Survey:** write down the date, day, start time, and the names of the surveyors. Fill out the village locality information such as, village, Union Council, Tehsil/Taluka, District, and Province.

Don't forget to put the end time when you have completed collecting information from one household.

I) CHILD'S INFORMATION

- **Mother's Name:** Write down the name of mother whose **child/children you will be testing first**.
- **Name of the Child:** Write down the name of children aging **3-16 years**, regularly living in the household.
- **Age:** Write down the age of the child (children aging **3-16 years** to be included only).
- **Gender:** Write down the gender of the child (**M for male child, F for female child and T for Trans gender**)

Educational Status (3-16 years)

- **Never Enrolled:** Tick the box if the child has never ever been registered in any school.
- **Dropped Out:** Tick the box if the child has stopped going to school without completing his/her schooling/education.
- **Currently Enrolled:** Tick the box if the child is currently going to school.

Drop outs

- **If dropped out, studied up to which class:** If the child has dropped out from school, write down the highest class the child has completed/passed. Don't write the class that s/he has last attended.
- **Dropout Reason:** What was the reason behind leaving school? (Write the initial letter of the appropriate option)
 - Law and Order: means violent conflict causing fear or harm to achieve a political goal
 - Poverty: is the state of one who lacks a certain amount of material possessions or money.
 - Flood: an overflow of water that submerges land which is usually dry.
 - School building shifted by government: the building of the school has been shifted to another location as per the orders of the government.
 - No school: If there is no school in that area.
 - B: Negative behavior towards child
 - Others: Any reason given by the respondent which does not fall in the above mentioned categories has to be recorded under the option of "others".

Never Enrolled

What was the reason behind Never Enrolled? (Write the initial letter of the appropriate option)

- Law and Order: means violent conflict causing fear or harm to achieve a political goal
- Poverty: is the state of one who lacks a certain amount of material possessions or money.
- Flood: an overflow of water that submerges land which is usually dry.
- School building shifted by government: the building of the school has been shifted to another location as per the orders of the government.
- No school: If there is no school in that area.
- B: Negative behavior towards child
- Others: Any reason given by the respondent which does not fall in the above mentioned categories has to be recorded under the option of "others".

Current Schooling Status (for ALL children aging 3-16 years)

- **Current Class/Grade:** Write down the class in which the child is enrolled at the time of survey.
- **Institution Type:** Tick the relevant school type. Whether the child is going to a Government School, Private School, Madrassah, NFE (Non Formal Education School), or any other type of school. **Madrassah does not refer to the Quran lessons that the child may be taking in a nearby mosque. By Madrassah, we mean the institution that the child would be attending like a day school or is living there for his/her studies.**
- **Medium of Instruction:** Ask the child about his/her medium of instruction in the school for example English, Urdu, Sindhi or Pashto medium and record accordingly in the survey sheet.
- **Does the child go to the Surveyed School?** Tick the relevant box, whether child goes to the surveyed school or not.

- Although you will be making the school observation on Monday or Saturday and doing the household survey on Sunday, information on schools existing in the village will be collected during sketching exercise. Therefore, make a decision about which school you will survey (both government and private school) and ask the children if they are going to any of those schools.

Tuition: Tick the relevant box, whether the child is taking **PAID** tuition or not. We will not consider it tuition if the child is sent to his/her uncle or school teacher in the evening without any money paid to them. If the child is currently taking tuition then, write down the amount of money they are paying in Pakistani rupees.

TASK 4: WHAT TO DO WITH CHILDREN - ASSESSMENT

IT IS IMPORTANT TO BE IN THE RIGHT FRAME OF MIND WHEN ASSESSING CHILDREN. REMEMBER WE ARE NOT GOING TO THE VILLAGE TO “TEST” CHILDREN OR TO BE EVALUATORS. WE ARE GOING TO FIND OUT WHAT CHILDREN CAN DO COMFORTABLY IN TERMS OF READING AND ARITHMETIC.

Given this objective, it is essential that children are relaxed and not worried about how they are going to perform. A friendly chat with the child prior to testing always helps to make friends and create a more relaxed atmosphere.

Often family members and neighbors gather to watch how the child is performing. This could potentially create tension for the child. ASER team should make sure that the child is not getting pressurized; this can be done by speaking in a friendly way to children and also to those who are watching. One member of the team can talk to the others, while the second member of the team can work with the child. Make sure you tell the family and all the elders around that you are trying to find out about quality of education, it is NOT about examining their child and HOW his/her learning can be improved through improving schools and pressurizing government to do better.

Encourage the child at whatever s/he is attempting to do in the test. Give the child enough time to read, solve and to think. Be patient.

Our attempt in the ASER survey is to establish the **HIGHEST** level at which the child can do different tasks (reading and arithmetic) **comfortably**. You may need to take a child through the series of tasks until you can decide where he or she is really at. Practice and familiarity with a task improves the child’s performance.

For example: The child first starts with trying to read the easy paragraph. You find that the child is reading very slowly and haltingly. Ask him/her to read words from the words list. See if she/he is able to read words easily. If not take her to the list of letters. If she is able to read letters with ease, **bring her back to the words**. If she can read the words comfortably, then bring her back to the original paragraph. It is very possible that now she can read the paragraph much more easily than she was doing before. Familiarity and practice has improved her performance. Allow the child to read or re-read the text 2-3 times. Use similar strategy for arithmetic tasks as well. For English Language test, since you are starting with alphabets, just give him/her more time and encourage them to try again.

What is a mistake and what is not: As you listen to children read, you may hear the following. Here are some examples from Urdu:

- “lagay” is read as “laga” or “chahiyay” is read as “chahta” or “hai” is read as “tha” etc. There may be variations in children’s reading due to local pronunciation or usage. Do **NOT** consider this a “mistake”.
- A word may be replaced with another word of the same meaning while reading. For example: the text says “barsaat ka mausam” but the child reads it as “barsaat ka waqt”. Do **NOT** consider this a mistake.

Usually if a child is told to read again carefully, he/she will read again and in most situations will not make these mistakes.

Here too, if a child is told to read again carefully – either he/she reads correctly or he/she continues to make the same mistake. Despite reading the same text several times, repeatedly reading a word wrong or not reading it at all, **have to be** treated as “mistakes” (as described immediately above) and means the child is having difficulty in reading that level. In a paragraph, if a child makes **3 or more “mistakes”** of this type then he/she cannot be considered a “para” child. The same goes for the reading of a story.

- **MAKE SURE THAT WHEN WE LISTEN TO CHILDREN READ OR DO ARITHMETIC, WE ARE NOT SIMPLY LOOKING TO CATCH MISTAKES.**
- **APPRECIATE AND UNDERSTAND THE ATTEMPT THAT THE CHILD IS MAKING.**
- **EVEN IF THE CHILD IS WRONG, DO NOT MARK THE MISTAKES IN FRONT OF HIM/HER. Do it immediately after you finish testing.**

STEPS FOR READING (Urdu/Sindhi/Pashto)

Sentences (Paragraphs)

Ask the child to read either of the 2 paragraphs.
 Let the child choose the paragraph herself. If the child does not choose give her any one paragraph to read. Ask her to read it.
 Listen carefully to how she reads.



The child is not at '**Paragraph Level**' if the child:
 Reads the paragraph like a string of words, rather than sentences.
 Reads the paragraph by joining letters to make a word and stops very often.
 Reads the paragraph fluently but with **more than 2 mistakes**.

The child is at "Paragraph level" if the child:
 Reads the paragraph like she is reading sentences, rather than a string of words.
 Reads the paragraph fluently and with ease, even if she is reading slowly.
 Reads the full paragraph with **2 or less than 2 mistakes**



If the child is not at '**Paragraph Level**' then ask the child to read words.

If the child can read a paragraph, then ask the child to read the story.



Word	Std II level text (Story)
<p>Ask the child to read any 5 words from the list of words. Let the child choose the words herself. If the child does not choose, then point out any 5 words one by one for her to read. The child is at 'Word Level' if the child reads at least 4 out of the 5 words correctly.</p>	<p>Ask the child to read the story. The child is at 'Story Level' if the child:</p> <ul style="list-style-type: none"> ✓ Reads the story like she is reading sentences, rather than a string of words. ✓ Reads the story fluently and with ease, even if she is reading slowly. ✓ Reads the full story with 3 or less than 3 mistakes.
<p>If the child is at 'Word Level', then ask her to try to read the same paragraph again and then follow the instructions for paragraph level testing. If she can correctly and comfortably read at least 4 out of 5 words but is still struggling with the paragraph, then mark the child at 'Word Level'. If the child is not at 'Word Level' (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.</p>	<p>If the child can read the story, then mark the child at 'Story Level'. If the child is not at 'Story Level', then mark the child at 'Sentence Level'</p>

Sentences

Ask the child to recognize any 5 letters from the list of letters.

Let the child choose the letters herself. If the child does not choose, then point out any 5 letters one by one for her to read.

The child is at 'Letter Level' if the child correctly recognizes at least 4 out of 5 letters correctly.

If the child is at 'Letter Level', then ask her to try to read the same words again and then follow the

instructions for word level testing.

If she can recognize at least 4 out of 5 letters but cannot read words, then mark the child at 'Letter Level'.

If the child is not at 'Letter Level' (cannot recognize at least 4 out of 5 letters chosen), then mark the child at 'Beginner Level'.

In the Household Survey Sheet, mark the child at the highest level she can reach.

STEPS FOR ENGLISH

Capital Letters

Start here

Ask the child to recognize any 5 letters from the list of capital letters.
Let the child choose the letters herself/himself. If the child does not choose, then point out any 5 letters randomly one by one for the child to read.
The child is at 'Capital Letter Level' if the child correctly recognizes at least 4 out of 5 capital letters correctly. However, please move forward to Small letters.

If the **child correctly recognizes at least 4 out of 5 capital letters** correctly then move forward to Small letters.

Note: if the child can read capital alphabets but is struggling with identifying small alphabets, then mark her/him as "capital letter" level child and do not move forward to small letters.

If the **child does not correctly recognize at least 4 out of 5 small letters** then mark her/him as "**Capital Letters Level**".

Small Letters

Ask the child to recognize any 5 letters from the list of small letters.
Let the child choose the letters herself/himself. If the child does not choose, then point out any 5 letters randomly one by one for the child to read.
The child is at 'Small Letter Level' if the child correctly recognizes at least 4 out of 5 letters correctly. However, please move forward to Words.

If the **child correctly recognizes at least 4 out of 5 words** then move forward to asking the child to tell the meaning of the identified **Words**.

If the child is able to tell the meanings of 4 out of 5 words he has read, mark the child as "yes" for word meanings; if not, mark as "no".

If the **child does not correctly recognize at least 4 out of 5 capital letters** then mark her/him as "**beginner/Nothing Level**".

Words

Ask the child to recognize any 5 words from the list of words.
Let the child choose the words herself/himself. If the child does not choose, then point out any 5 words randomly one by one for the child to read.
The child is at 'Word Level' if the child correctly recognizes at least 4 out of 5 words correctly then ask the child to tell the meaning of the identified words in their local language/mother tongue. However, please move forward to ask for the Sentences.

If the **child correctly recognizes at least 4 out of 5 small letters** correctly then move forward to **Word**.

Note: If the child can read small alphabets but is struggling with identifying small alphabets, then mark her/him as "small letter" level child and do not move forward to Words.

If the **child does not correctly recognize at least 4 out of 5 words** then mark her/him as "**Small Letters Level**".

Note: If the child does not want to read the sentences, or is unable to do so, mark her/him as "Word" child. Or if the child can read the words but is struggling with telling the meaning of the identified words, then mark her/him as "word level" child and move forward to Sentences.

Sentences

Ask the child to read either of the 2 paragraphs.

Let the child choose the paragraph herself. If the child does not choose give her any one paragraph to read.

Ask her to read it. Listen carefully to how she reads.

The child is at 'Sentences Level' if the child correctly reads 1 set of the sentences, at least 2 out of 4 sentences must be correct. If so then ask the child to tell the meaning of the read sentences in their local language/mother tongue.



If the **child correctly reads** at least **2 out of 4 sentences** then move forward to asking the child to tell the meaning of the read **sentences**.

Note: If the child can read the sentences but is struggling with telling the meaning of the read sentences, then mark her/him as **"Sentences Level"** child. If the child is able to tell the meanings of 2 out of 4 sentences he has read, mark the child as "yes" for sentences meanings; if not, mark as "no".



If the **child does not correctly read** at least **2 out of 4 sentences** then mark her/him as **"Words Level"**.

Note: If the child does not want to read the sentences, or is unable to do so, mark her/him as "Word" child.

In the Household Survey Sheet, mark the child at the highest level she can reach.

STEPS FOR ASSESSING BASIC ARITHMETIC

Subtraction (2 digits and 3 digits)

Start here

The child is required to solve any 2 subtraction problems either 2-digits, 3-digits with or without borrowing. Show the child the subtraction problems. First ask the child to choose a problem. If the child does not choose, pick a problem.

Ask the child what the numbers are, then ask the child to identify the subtraction sign and ask "what do you have to do".

It is not necessary that s/he should use the term MINUS or SUBTRACT, consider it correct if s/he conveys the meaning in her local language (e.g. nikalna hai is used for minus in Urdu/Sindhi/Pashto) If the child is able to identify the numbers and the sign, ask her to write and solve the problem at the back of the Household Survey Sheet. Check if the answer is correct.

Even if the child has answered the first subtraction problem incorrectly, ask the child to solve the second question following the process explained above. If the second problem is correct, ask the child to try and do the first problem again.

If the child makes a careless mistake, then give the child another chance with the same question.

If the child does not attempt both subtraction problems correctly, then ask the child to recognize numbers from 100-200. Even if the child does just one subtraction problem incorrectly, give her the number recognition (100-200) task.

If the child does both the subtraction problems correctly, ask her to do a division problem. If the child does not want to attempt the division problem or is unable to do it, then mark the child as a "subtraction" child.

Number Recognition (10-99)

Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself/himself. If the child does not choose, then point out any 5 numbers one by one for her to read. If s/he can correctly recognize at least 4 out of 5 numbers, then mark her at 'Number Recognition (10- 99) Level'.

If the child is not at '**Number Recognition (10-99) Level**' (cannot correctly recognize at least 4 out of 5 numbers chosen), then ask her/him to recognize numbers from 1-9.

Division (3-digits by 1-digit)

The child is required to solve 1 division problem. Show the child the division problems. She can choose any one problem. If not, then you pick one.

Ask her/him to write and solve the problem. Observe what s/he does. If s/he is able to correctly solve the problem, then mark the child at '**Division Level**'.

Note: The quotient has to be correct and there should not be any remainder. If the child makes a careless mistake, then give the child another chance with the same question.

If the child is unable to solve a division problem correctly, mark the child at '**Subtraction Level**'.

Number Recognition (1-9)

Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If the child does not choose, then point out any 5 numbers one by one for her to read.

If she can correctly recognize at least 4 out of 5 numbers, then mark her at 'Number Recognition (1-9) Level'.

If the child is not at 'Number Recognition (1-9) Level' (cannot recognize at least 4 out of 5 numbers chosen), then mark her/him at 'Beginner Level'.

The child must solve the numerical arithmetic and word problems at the back of the household survey sheet.

In the Household Survey Sheet, mark the child at the highest level s/he can reach.

Word Problem

For every child (5-16 years) the word problems are compulsory to solve. The child is required to answer all three questions.

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

Ask the child to solve the problem # 2 and #3 on a piece of paper.

Watch what s/he does.

If the child is able to follow the right method and come to the right answer of each question, then mark her/him as a "can do" for each word problems otherwise mark him/her as "cannot do" for the unsolved problem.

Ask at least one child from each household to do at least one word-problem at the back of the household sheet either the answer is right or wrong.

Basic General Knowledge Levels

Tick the relevant box, the highest level of learning General Knowledge (e.g. can identify, yes, no, can tell the time), the child achieves during the English and Math ability test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN TO YOU. For General Knowledge testing process, see the following table.

STEPS FOR ASSESSING BASIC GENERAL KNOWLEDGE (G.K)

Child's G.K Level	How to assess and what criteria to use for categorizing children
English	<p>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.</p> <p>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".</p> <p>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".</p>

Tick in the last column of the sheet if the child is of the age 5-16 years but was not available for assessment.

II) CHILD'S MOTHER INFORMATION

Mothers Education Level: In the section of the sheet on mothers, list the information about **ALL** mothers living in the household. Note down mother's name, age and number of children she has.

- **Tick the respective box:**
 - **Total No. of Children:** Write down the total no. of children from (0 to 16 years).
 - **Gone to school:** Tick the relevant box, Yes/No.
 - **HIGHEST Class Completed:** Write down the highest Class she has **passed**. Do not write the class from which she left school but the class she has completed.

Note: If the mother is present in the household then talk to her directly (if possible) to get information from her.

III) CHILD'S FATHER INFORMATION

Age: Record father's age and write in the respective box.

- **Tick the Respective box:**
 - **Gone to school:** Tick the relevant box, Yes/No.
 - **HIGHEST Class Completed:** Write down the highest Class he has **passed**. Do not write the class from which he left school but the class he has completed.

IV) HOUSEHOLD INDICATORS

All information on household indicators is to be recorded as much as possible based on observation and evidence. However, if for some reason you cannot observe it, note down what is reported by the household. Ensure that information is about assets owned 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.

Internet Connection: Mark yes if the household has Internet Connection 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.

Are you recipient of any cash transfer/Qarz-e-Hasna/Interest Free Loans from Benazir Income Support Program? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

Are you recipient of any cash transfer/Qarz-e-Hasna/Interest Free Loans from Punjab Social Protection Authority? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

Are you recipient of any cash transfer/Qarz-e-Hasna/Interest Free Loans from Akhuwat? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

NOTE: BE POLITE, OFTEN LOTS OF PEOPLE GATHER AROUND AND WANT TO KNOW WHAT IS GOING ON. EXPLAIN WHAT YOU ARE DOING AND WHY. TELL THEM ABOUT ASER. REMEMBER TO THANK PEOPLE AFTER YOU HAVE FINISHED SURVEYING THE HOUSEHOLD.

The below question (please see page number 13) is a new addition to the list of indicators that ASER taps every year. The question is aimed at children of age 10-16 only and intended to gather information of what prevents them from going to school. The volunteer will only ask the question from children who are 10-16 years old (whether enrolled or not enrolled) and will rank the best three options that the child (he/she) feels is causing a problem for him/her in attending school. The question with the options are below:

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):
 - Boys and Girls School
 - Boys only School
 - Girls only School
 - Tick Medium of Instruction
 - English
 - Urdu
 - Pashto
 - Sindhi
 - Arabic
 - 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 has special children enrolled? By special we refer to those children who have some sort of disability such as of sight, hear, walk, speak etc. Tick in the Yes or No box accordingly.
 - If there are any special children enrolled in the school, mention if there are any special facilities for those children.

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

1. Request the Head Teacher to provide you information on health and disability 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 / personal 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.
 - c. Regular/Government teachers do not include the Head Master.
 - d. ECE Teacher: If the School has ECE teachers appointed or ECE Assistant appointed
 - e. Contract/Para teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), NGO etc. 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 neighbouring 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 2018 –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
- Total number of Class rooms being used by children (count yourself)

Tick the relevant:

- 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?

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, FAROGH-E-TALEEM FUND, TUCK SHOP FUND, RENT FOR CYCLE STAND, SCHOOL CONSTRUCTION, NON-SALARY BUDGET, SCHOOL SPECIFIC BUDGET AND SCHOOL CONSOLIDATION BUDGET.** 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.
7. 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.

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. 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. Ask the person answering, where the funds are expected to be 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.

KEY POINTS TO REMEMBER (SUMMARY)

1. YOU CANNOT GO TO ANY VILLAGE OTHER THAN THE VILLAGE ASSIGNED.

- Meet Village Elder. Tell the Village Elder about ASER.
- Collect information about village and record it in the sheet provided.
- Walk around the village and identify surveyed households and schools.
- You can only visit a nearby village, if the selected village does not have a government school (primary, middle or high).

2. DIVIDE THE VILLAGE INTO SECTIONS OR PICK HAMLETS ACCORDING TO INSTRUCTIONS GIVEN TO YOU

- Go to the **middle** of each selected section/hamlet and survey every 5th house in the village, survey 20 households.
- Even if the chosen household has no children in the age group of 3-16, include such a household in the survey. In every house, take information for every child in the age group 3 to 16.
- Get information about each child on:
 - Name, age, gender, etc.
- If child is enrolled in school, then class and type of school (ask all children if they ever attended pre- school)
- If child is not currently in school, then ask details of when they dropped out etc.
- Whether the child takes paid tuitions.
- Father's age and schooling status.

3. ASSESS ALL CHILDREN IN THE AGE GROUP 5-16 YEARS:

- Basic Reading
- Basic Arithmetic
- Basic English

Observe the household and fill in household information about type of house, electricity connection, etc.

BEFORE LEAVING THE HOUSEHOLD, RE-CHECK TO MAKE SURE ALL INFORMATION IS COMPLETE AND ACCURATE.

SCHOOL OBSERVATION MUST BE DONE FOR 1 GOVERNMENT SCHOOL and 1 PRIVATE SCHOOL. You and your partner can split up and do one school each if there is limited time before the school gets over. Also female volunteer must go into the government girl's school as she will have access whereas the male member can go to private school meanwhile.

SCHOOL VISIT MUST BE DONE ON A WORKING DAY. ENSURE ALL SECTIONS OF THE SCHOOL OBSERVATION SHEET ARE FILLED IN PROPERLY.

Annex A

Village with hamlets:

- If the village has hamlets, then mark the hamlets on the sheet and indicate the approximate number of households in each hamlet. If the village consists of **more than 4 different hamlets**, then **make chits with numbers for each hamlet. Randomly pick 4 chits**. On the sheet, indicate which hamlets were randomly picked for surveying. Don't worry about one hamlet having more houses than the other, we will survey the randomly selected hamlet it has households in it.
- If there are 4 or less hamlets, then we will go to all of these hamlets. Suppose there are 3 hamlets and one of them is very large (for example has 200 households), we will roughly divide it into two sections and select 5 households from each section of that 1 hamlet. As for the remaining 2 hamlets, 5 households from each will be selected for the survey.

- **Village with continuous habitation:**

If the village is one continuous habitation then **divide the entire village in 4 sections**.

For each section, **note the estimated number of households**.