

Annual Status of Education Report ASER-PAKISTAN 2021

Provisional
March 10, 2022

NATIONAL



ASER Pakistan 2021
Annual Status of Education Report (ASER) Pakistan
National (Rural)
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This is the provisional ASER Pakistan 2021 report based on data received from districts collected by ITA partners by December 31, 2021. The final ASER Pakistan 2021 report will be available at our website www.aserpakistan.org on March 12, 2022.

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Content

Supporters and Partners of ASER Pakistan 2021	01
Message from Local Partners	02
Message from Development Partners	03
Notes on ASER	04
Technical Note	18
Findings	
National (Rural)	30
Provincial (Rural)	
Balochistan	54
Gilgit Baltistan	74
Islamabad - ICT	94
Khyber Pakhtunkhwa	108
Punjab	128
Sindh	148
Azad Jammu & Kashmir	168
About the Survey	188
Annexure	
Sample Description	206

Supporters of ASER 2021

- Foreign, Commonwealth & Development Office (FCDO)
- Idara-e-Taleem-o-Aagahi (ITA)

Partners of ASER 2021

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- Al-Fatah Welfare Organization
- AZAT Foundation
- Change thru Empowerment (CTE)
- EHED Welfare Organization
- First Step Organization (FSO)
- Geo-Tag Consultancy Firm & Enterprises (Geo-Tag)
- Governance Assistance Through Gender Mainstreaming & Social Resturing (G&GS)
- Hamza Development Foundation (HDF)
- Human Aid
- Human Resources Support Programme (HRSP)
- Ilm-o-Huner Foundation (IHF)
- Mohmand Community for Education and Development (MCED)
- National Commission for Human Development (NCHD)
- Saiban Kisan Society (SKS)
- Sindh Community Foundation (SCF)
- Society for Human Development (SHD)
- Society for the Empowerment of People (STEP)
- Sukaar Welfare Organization
- Youth for Democracy & Development (YDD)

Message from Local Partners

Annual Status of Education Report (ASER) is a citizen-led, household-based survey. It was conducted in 2021 during Covid-19 across 152 rural districts of Pakistan assessing the learning outcomes of children aged 5-16 while also collecting information on the impact of the pandemic on learning and other household indicators. The survey gives an overview of the learning competencies (grades 2/3-lower primary) of Pakistan's children whether in-school or out of school. This is achieved by mobilizing partners (20) and volunteers to conduct the survey. This citizen-led initiative trains and mobilizes mainly youth volunteers as enumerators, holding the education system accountable. The volunteers/enumerators are mobilized who have at least a graduate degree, have a mobile phone and a passion to highlight the challenges of the education sector as active citizens. In ASER 2021, 11,000 educated enumerators were provided three days of rigorous field based training, to conduct the oral one-to-one assessment in homes, triangulated by information from the households and visits to the local schools.

Through training and experience, ASER enables our ordinary-extraordinary citizens every year to assess the quality of education in Pakistan through a large body of open source evidence. We as local partners, who take part every year, reach out to randomly selected distant communities and households, have gained confidence to knock on doors to ask about a fundamental constitutional right under article 25 A.

We feel that our contribution is extremely important, not just because we provide assistance in collection of the annual data mapping children's learning progress, but because our aim is to put this information into the hands of parents and other local actors on the ground, enabling them to hold schools and local officials accountable for learning outcomes. We take immense pride in becoming an indispensable part of the ecosystem for change: both as a means to raise awareness around low learning levels and 'a force for bottom-up accountability and action to improve childrens learning in schools.

With these successes in hand, ASER Pakistan has the potential to go to great distance from data to action. Partnerships facilitated by ITA Teams through ASER Pakistan, not only enhance learning opportunities but also provide a platform for all civil society organizations to come together and build solutions with local people at the centre. We believe, that ASER/ITA Pakistan, through solid partnerships has the capacity to bring a meaningful and positive impact for education in Pakistan in the years to come as an entitlement for each child, adolescent and youth; and we will always be there as believers and activists for such a citizen led movement -from assessment to action !

Message from Development Partners



The massive and unprecedented disruption due to the Covid-19 pandemic has raised many challenges for education systems globally, and in Pakistan. Within the larger set of questions of the economy and health, there are many related to children and their education. This was a crisis within a crisis: even before the pandemic, learning levels were too low with 75% of children unable to read a simple story by the age of ten. The government responded to the pandemic by shutting down schools and, within days, coming up with solutions for continuity of learning. The efforts of the government through partnerships for reaching out to children at their homes and in their communities during the pandemic are to be lauded.

Although a lot of digital content was volunteered, crowdsourced and transmitted to help children continue to learn while at home, there is limited evidence on the extent to which this content reached children. In Pakistan, a number of studies have been done on the impact of the COVID-19 pandemic since the first extended lockdown was announced, but few cover learning outcomes from the layered lens of equity and gender, any across various geographies.

The longstanding citizen-led ASER Pakistan (rural) Report is welcome evidence from 152 districts nationwide. Committed to the principle of 'from assessment to action' for learning, ASER Pakistan has been collecting rich data trends on quality, inclusion, access and equity since 2010. Led by teams from Idara-e-Taleem-o-Aagahi (ITA) and its partners, it is a social movement for learning accountability and action. ITA and its 20 field partners including the National Commission for Human Development (NCHD) mobilized 11,000 educated volunteer/enumerators for this mammoth and critical undertaking.

The value of ASER Pakistan 2021 (rural) covering all provinces and areas of the country is its scale. It reached 247,978 children (3-16 years) from September-November 2021, a rare period of 'back to school' in relative continuity during COVID-19, barring brief school closures in some districts of the country. The method and practice of citizen-led data collection for learning at scale is a juggernaut for measuring quality, equity, access and inclusion for 3-16 year-olds, providing a rare and consistent look of the situation across the country.

As development partners supporting ASER Pakistan for many years, it is a bold public good, its methodology is validated by the UNESCO Institute of Statistics (UIS) and the data utilised for national global reports and sector plans to take action for improved foundational literacy and numeracy. We remain highly invested in promoting inclusive and equitable education to improve foundational learning in Pakistan. We are cognisant that half of school-going children in Pakistan do not learn the basics despite having spent at least 4 years in school and therefore commend ITA for producing an important and timely report that brings constructive attention to the ongoing learning crisis, especially during Covid-19, for positive mitigation measures. We thank ITA, its partners, youth and volunteers in Pakistan for this important report.

The value of ASER Pakistan is anchored in ownership by key stakeholders and decision makers committed to bold actions to meet national aspirations and targets of article 25-A and SDG 4.

NOTES ON ASER



Resilience & Resolve for Reforms: ASER Rural Pakistan 2021 on Education & Learning

Baela Raza Jamil

CEO, Idara-e-Taleem-o-Aagahi (ITA)

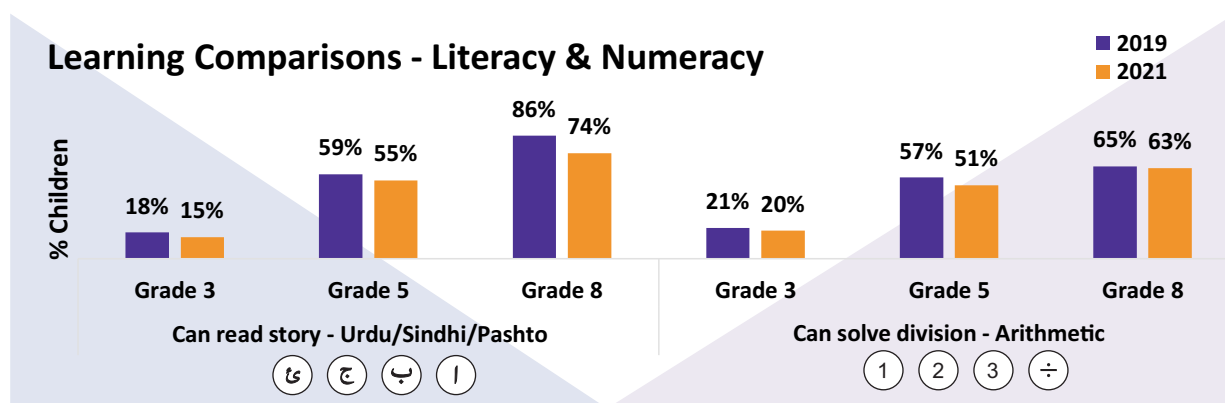
Schools in Pakistan have been shuttered intermittently since February 2020 (Sindh) and, the rest of the country since mid-March 2020. The longest school closure across Pakistan was from March to August 2020. Two years of the pandemic has witnessed extraordinary actions both by the government and the households; these are vital spaces where the child's best interests are likely to be recognized, nurtured and served. Emergencies, especially prolonged ones teach many lessons especially when data is available at scale to inform and design actionable initiatives. It is thus critical to highlight evidence-based challenges and trends that speak to the elements of resilience and resolve for reforms at a system level to bolster learning nationwide. These trends continue to be informed by data, country reports and surveys about 'learning losses' (WB/ITA/CDG 2020/21)¹, persistent learning gaps over time due to emergencies (Andrabi et. Al 2020)², equity concerns across poorest and richest households with respect to technology access, gender and inclusion.

ASER Pakistan 2021 (rural) is the first dataset at scale since March 2020, covering 152 districts of Pakistan as a National Education Survey during an unprecedented emergency. It reached 247,978 children 3-16 in 87,415 households, 4420 villages and 5698 schools (4096 government) through 11,000 volunteers and 20 civil society organizations including the National Commission of Human Development (NCHD). This survey is unique as it was conducted during a rare window of relative stability when schools remained more or less opened between September to November 2021. This was the largest of seven surveys conducted by ITA during the pandemic (ECE/4, Learning Losses/1, Urban Slums pilot and ASER 2021). Of these, three were virtual/telephonic, one face to face on an app entry and two with pen and paper face to face. Compared to the 'learning losses' survey in 16 districts in four provinces during February-March 2021, the ASER Pakistan 2021 (rural) is a nationwide survey at a time when children had a longer contact time in school with perhaps more established home and school routines. The results are interpreted against this backdrop.

What do learning trends tell us? Did we maintain, drop or exceed 2019 learning levels? Learning levels of children (in class 5 and class 3) mapped to grade 2 competencies have declined especially in Urdu/Sindhi and Pashto by 3-4% compared to 2019, whilst English competencies have been maintained and/or exceeded from 2019 level (1-4%) and Arithmetic competencies declined from 1-6 percent in grades 3 and 5 respectively. The score card on learning for grades 3, 5 and 8 highlights learning bottlenecks that persist when not supported at foundational levels in grade 3.

1. Azevedo, J. P., Hasan, A., Goldemberg, D., Iqbal, S. A., and Geven, K. (2020). Simulating the potential impacts of covid-19 school closures on schooling and learning outcomes: A set of global estimates. World Bank Policy Research Working Paper; www.aserpakistan.org
Girls Education and COVID 19 in Pakistan (2021) Malala Fund:
https://assets.ctfassets.net/0oan5gk9rgbh/5NYWB1DMSyo5a8VaQfOg7t/0386baa8673eefc0c4589be9f5c1be73/Pakistan_Report_16_MF.pdf
2. Andrabi, T., Daniels, B., Das, J. 2020. Human Capital Accumulation and Disasters: Evidence from the Pakistan Earthquake of 2005. RISE Working Paper Series. 20/039. https://doi.org/10.35489/BSG-RISE-WP_2020/039

Percentage of Children in Grades 3, 5 & 8 who could perform Grade 2 level competencies



The crisis of learning that pre dates the pandemic with only 15% and 20% children having some foundational literacy and numeracy for grade 3 points towards 'lost generations' in the making. This age group needs urgent action at scale covering lower primary levels (K-3) or 3-8 years to bridge the gaps early not just for learning, but also gender and equity.

The private school edge over government schools was maintained for literacy (61% vs. 54%) whilst in arithmetic both government and private schools were at par (38%).

What did children have to say about their learning support systems?

Children's response on Learning Support at home. The citizen led methodology has core principles of ensuring that learning measures are taken one on one from the child for direct light tough assessments. The COVID-19 ASER national survey gathered information from children (5-16 years old) directly on 'learning support' at home. The results are illuminating with the highest support attributed to 'family members'

Support on Learning at Home (%): response by children across Pakistan

	National	Sindh	Balocistan	Punjab	KP	ICT	GB	AJK
Family Members	68	79	65	63	70	71	68	65
TV/TeleSchool	57	69	39	68	45	89	45	52
SMART Phones	37	31	29	45	41	62	34	39
Computer	29	20	35	31	37	95	37	14
Digital Learning	14	14	05	12	21	21	14	10
Radio	06	05	03	11	08	67	04	03
Paid Tuitions	27	27	11	35	20	25	18	21

From 2020 March to December 2021 there is a clear support mix at household level for continuity of learning that has set aside the myth or perception that parents are passive and/or disinterested in their children's learning; even in low literacy households there is evidence of mothers engaging in active storytelling and other activities with their children (ITA, 2021). There is hope for bridging the traditional notion of 'home-school divide' where homes are simply considered vacant inactive spaces when it comes to learning support. This is a significant positive trend captured during the ASER Pakistan 2021 survey in rural areas. On the one hand it provides us

room for optimism with respect to household resilience on providing multi-level learning support, and on the other, households must be considered a vibrant partner for continuity of learning. The learning support at home ranges from a high of 68% by family members to technology supported measures including: TV/TeleSchool 57%, Smart phones 37%, Computer 29%, other Digital learning 14% to radio 06%. It is heartening to know that TeleSchool is continuing to see a higher engagement from 35 % in March 2021 to almost double by November 2021 in rural areas. What can be done to build on these positive trends within households at the system level?

Classroom Observations: Classroom observation was marked yes if children have their textbooks available for at least of one subject. For government schools, 86% of grade 2 children reported to be have reading textbooks against 91% of children enrolled in grade 8 Whilst the figures stand at 93% and 92% for private school children, respectively.











But coaching/tuitions reveal a rising trend and burden on households. What remains of concern from children's responses on learning support at home is that almost one third of are resorting to coaching/paid tuitions (27%). The ASER 2021 rural survey highlights that whilst children in private schools taking tuition has remained at the same level (22%) as in 2019, paid coaching has recorded a massive jump for children in government schools from 6% in 2019 to 20% in 2021! This cost adds to households' economic burden at a time when 16% HHs have been affected adversely by more than 50% income losses! For the poorest households this is a huge dent in disposable incomes and it is the poorest and poor children who are most likely to be enrolled in government schools.



Is Technology Equal? The presence of technology in households (cell /android phones, computer, digital learning, TV radio and smart phones) has been on the rise. Digging deeper, there are bound to be patterns of inequity within and across households; who gets, how much support and when/what time of the day? Is it more boys than girls, is it children without disabilities among siblings? How big are the differences by wealth quartiles and gender? These patterns have been traced in earlier surveys by ITA on early learning partnerships /ECE in 2020-2021). These are challenges of 'who has access to technology at home by gender?. Do girls have ready access or do they wait out their turns (Malala Fund 2021). Of the surveyed Households (HHs) 16% reported negative impact on incomes during COVID by more than 50% and 30% over all reported that their psychological wellbeing was negatively affected during COVID. Given these trends, 68% engagement of family members with children of school going age remains a sign of resilience and hope that has been validated repeatedly in other studies as well in Pakistan and many other countries (LLs/ELPs 2021). Can family support be a key building block in building forward better? Will the outreach of schools to homes and families be more positive as partners in learning?

The case for technology and its use in HHs may be important for industry partners, it is also a critical consideration for public policy to support vulnerable HHs through social safety nets instruments that offset low tech availability, but more importantly with tech enabled skills. The technology profile of households is changing rapidly. Compared to 2019 when 66 % of HHs (rural) who had cell phones, there are 77 % households in 2021. The evidence on technology in households must be factored in the initiatives for not just continuity of learning but also on content development and delivery options. The content must cover not just academics (K-12) but also make sufficient room for life skills that is fit for purpose for both students and household members. This is an opportunity for systems reforms that cannot be missed when it comes to the architecture of hybrid learning in the 'new normal'.

% Households of Tech Availability

	Electricity Connection	Solar Panel	TV	Radio	Computer/Laptop	Internet Connection	Mobile	Smart Phone	SMS	Whatsapp Usage
										
National	89.3	37.0	64.5	17.5	17.8	22.7	76.6	61.9	63.7	89.2
Punjab	96.7	21.3	81.4	17.9	24.3	29.1	77.2	71.5	68.0	92.1
Sindh	77.3	51.9	73.4	9.8	8.7	14.0	69.3	39.0	47.2	83.6
Khyber Pakhtunkhwa	90.8	49.9	55.6	19.6	15.9	20.4	79.9	67.7	65.8	88.9
Balochistan	84.9	39.5	47.3	21.3	13.8	22.0	76.6	55.1	63.2	97.2
Azad Jammu Kashmir	96.6	18.3	78.1	27.6	33.8	30.7	85.3	78.3	76.7	78.2
Gilgit-Baltistan	94.3	28.9	58.5	8.5	17.7	20.3	75.2	68.2	67.3	80.1
Islamabad	98.9	14.1	94.9	17.5	53.4	59.9	59.3	93.4	83.3	95.0

Social Safety Nets Provision: Targeted social safety nets for vulnerable groups providing relief for unmet needs and services has increased. In 2019, the ASER study found that 10% of the surveyed households were recipients of support from social safety nets (such as the Benazir Income Support Programme, Ehsaas, Pakistan Poverty Alleviation Fund, Akhuwat or others). However, in 2021 the percentage of households benefiting from these forms of support has risen to 16 per cent.

With better and regular data generation, it remains critical to ensure that disadvantaged and under-served regions, provinces, districts and households are compensated with targeted support. Proactive and bold public policy together with multi-level partnerships across homes, schools, government, industry and development partners for education and learning in Pakistan can accelerate actions for meeting targets for 25 A and SDG4. The promise of resilience has to be translated to a hitherto unprecedented resolve for reforms in Pakistan that can be tracked by citizens and government alike.

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Addressing Learning Crisis at the Foundational Level: Evidence from ASER

Hamza Sarfraz

Research Associate-ITA

As the global education systems forge ahead into the final decade to meet the Sustainable Development Goals (SDGs) 2030, the case for investing in Early Childhood Education (ECE) as a key foundational pillar is stronger than ever. Early childhood (ages 0-8) is a critical period for cognitive, social, emotional and physical development. Optimal development provides the foundation for future physical, emotional and mental health. The Sustainable Development Goals highlight pre-primary education for all as a key global target (4.2) to address learning, equity and inclusion. The economic case for support of early years education is also strong. Evidence suggests that children who experience sub-optimal development may have a 26% reduction in potential earnings as adults.¹

Despite this evidence, recent estimates suggest that as many as 250 million or 43% of children in low and middle-income countries (LMICs), are at risk of not reaching their developmental potential². Poverty, nutritional deficiencies, poor health care, and insufficient learning opportunities are cited as the key factors underpinning these failings. These failings have been exacerbated with the onset of the coronavirus disease of 2019 (COVID-19) pandemic, leading to school closures and uprooting the basic pedagogical structures that are central to early years learning. The pandemic-induced lockdowns had the adverse effect of making ECE inaccessible to a significant number of children. According to UNESCO estimates, last year, more than 1.6 billion students in over 180 countries, of whom 155 million children are at pre-school level, were affected by COVID-19. There has been an observable trend of pre-primary education being relatively neglected compared to other levels of education during school closures.

This neglect is particularly pronounced in Global South settings where young children from marginalized families and communities bear a heavy 'pandemic burden', the consequences of which are yet to be fully measured. It is against this context that large-scale datasets such as ASER have to be utilized to assess and document the short- and medium-term effects of COVID-19 on early learning. More specifically, the data will help identify and understand the extent to which parents and caregivers have been able to support development of their children at home, the kind of resources they had access to and the level of preparedness of schools and teachers to respond to the pandemic.

Early Learning during COVID-19

Despite a wide range of reforms and policies, there have been lags in the country with regards to implementation of these reforms and subsequently early learning delivery, outcomes, and infrastructure. These have been further magnified with the onset of COVID-19. Even before the pandemic, only an estimated 39% (rural) and 53% (urban) children (3-5 years) were in a formal ECE setting³. The COVID-19 pandemic only intensified this lag.

Due to Pakistan's proximity to China where the COVID-19 outbreak was first discovered, it was among the first countries to institute widespread school closures⁴. Schools began closing in Sindh province in February 2020, and by March 14, 2020 all schools were closed. Six months later, schools

1. https://gh.bmj.com/content/4/Suppl_4/e001302

2. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7295453/#R5>

3. ASER 2019

4. Geven & Hasan, 2020

began a staggered reopening, with early childhood education starting up again on September 30. The rising COVID-19 cases resulted in the provincial governments again closing schools in November⁵.

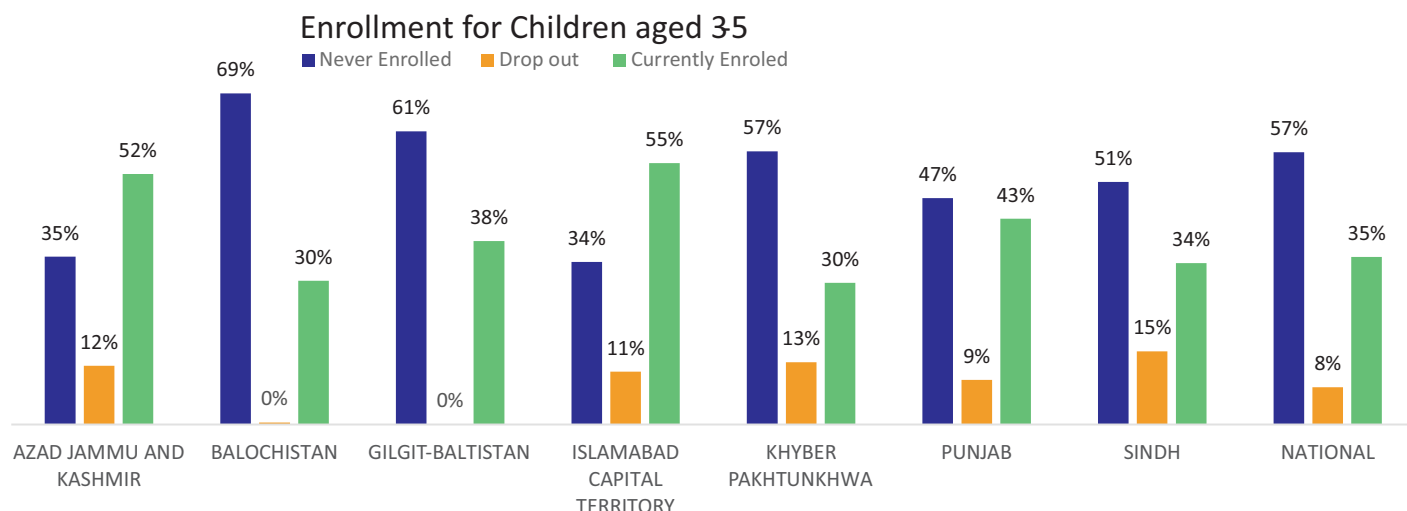
According to the Ministry of Federal Education & Professional Training (MoFE&PT)'s estimates, at least 40 million children across all grade levels were impacted by the pandemic⁶. The majority affected were the younger ECE/lower primary aged children who ended up being provided with far lesser options of distance learning and home schooling, as both service-providers and parents were unprepared for the task of supporting children in ECE. For instance, in the MoFE&PT's Resilience Plan for Education in June 2020, there was no mention of ECE and nor was there any concomitant increase in funding for ECE in the province.

This had a larger impact with regards to how ECE teachers were supported, how parents were engaged, how home learning took place during lockdown, how a systems-level strategy was devised, and ultimately how the learning losses incurred in early years during the pandemic will be mitigated moving forward. This may be changing gradually after one year of the pandemic.

Evidence from ASER

Enrollment

At the national level, ECE enrolment improved slightly during 2015-19 but has reduced further in 2021. It has dropped from 39% in 2019 to 35% in 2021. The onset of COVID-19 pandemic and the lockdowns it ensued have had an impact on the enrolment status of young children. There are wide intra-provincial disparities with some regions such as Balochistan and Gilgit-Baltistan containing a significant proportion of young children out of school. At the same time, other regions such as AJK and ICT show higher enrollment figures for children aged 3-5.



School Preparedness

School preparedness of young children can be gauged via learning levels. The ASER data has a specifically designed tool that quantifies learning levels for children in all grades within two specific domains:

- i. reading skills
- ii. arithmetic skills

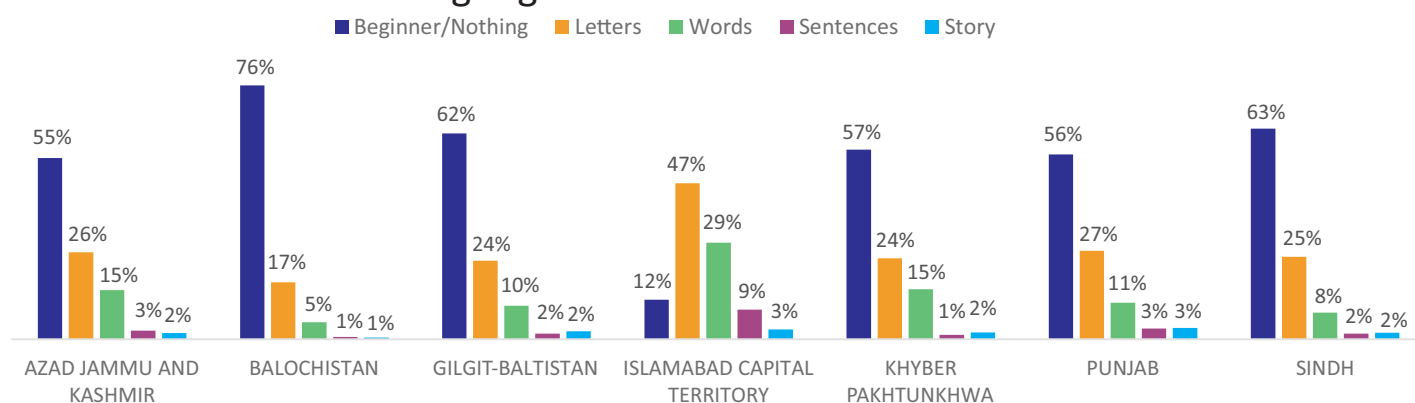
5. Ejaz et al., 2021

6. http://mofept.gov.pk/SiteImage/Misc/files/O_%20NERRP%20COVID-9%20MoFEPT%204%20May%202020%20Ver%2001.pdf

These two domains are also comparable to and coherent with the national and provincial curriculums. According to the Single National Curriculum Framework, there are certain competencies children are expected to have by the end of Grade 1 including, but not limited to:

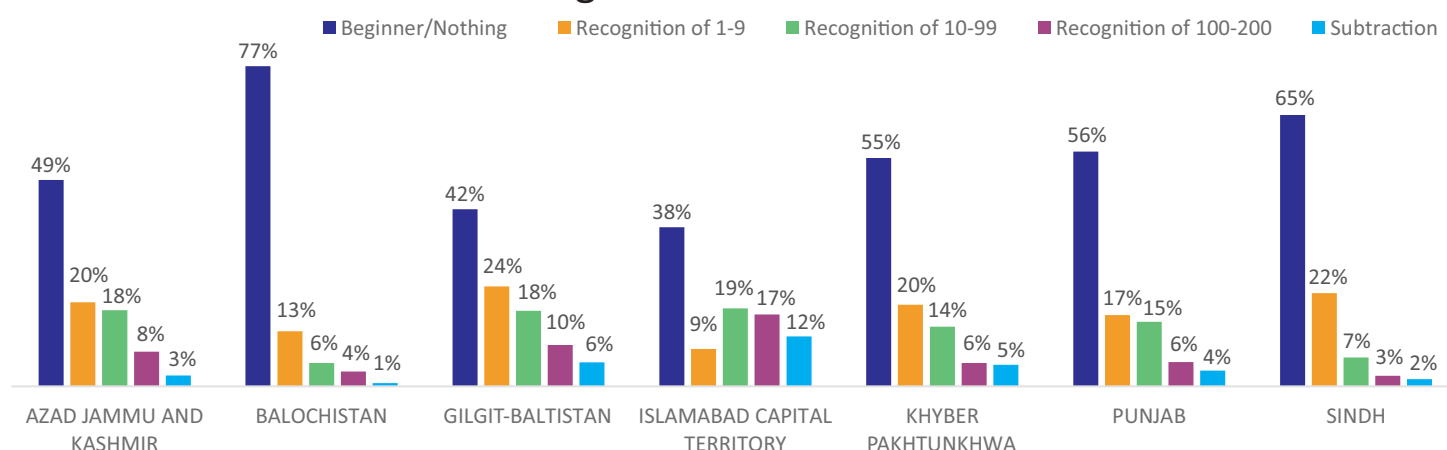
- i. ability to read and understand basic sentences, and short stories in a local language
- ii. ability to read letters, words, sentences and short stories that the student is familiar with
- iii. recognize numbers up to 100, add and subtract two-digit numbers, and be familiar with abstract concepts like time and date.

Reading Highest Level



Similar to enrolment, here too young children show clear disparities across regions. In some regions, such as Balochistan, more than three-fourth of the children aged 3-5 have reading skills at the beginner/nothing level and only one percent can read sentence and/or stories. The percentage of children who can read sentences or stories remains low throughout all regions.

Arithmetic Highest Level



Similarly for arithmetic, only a small percentage of young children across all regions recognize numbers above 100 and can-do simple functions such as subtraction. With the exception of ICT and GB, the majority of the children across Pakistan are at the beginner level for arithmetic.

Conclusion

Overall, enrollment and school preparedness figures have indicated some troublesome aspects of the COVID-19 pandemic. It is worth investigating the specific reasons for the lower performance across the country to understand why reforms towards learning levels are not producing required outcomes. Additionally, the low-enrolment districts in all provinces—also highlighted in some of the latest sector plans—should be targeted for increased enrolment. However, this provides limited data on early learning in Pakistan, and particularly with regards to out-of-school children, transition rates, gender, and specific learning environments. To inform better policy, there is a need to collect data and figures on these themes.

Other research initiatives that address these data gaps including the Early Learning Partnership (ELP) Phase II household survey should be utilized along with ASER to gather information on household conditions, learning and development outcomes, and the role the pandemic has played in bringing about this situation.



Learning Levels Under Stress (2019-2021)

The urgency for action to address Learning Losses

Jamal Munir

Research Associate-ITA

Educating a child during COVID-19 has found to be a monumental challenge. COVID-19 is wreaking havoc on the lives of school-going children. The abrupt school closures caused by the pandemic are aggravating the pre-existing global education crisis and are impacting education in unprecedented ways. Even before COVID-19 hit, the world was experiencing a learning crisis. 258 million children of primary and secondary school age were out of school, and the Learning Poverty rate in low and middle-income countries was 53% – meaning that over half of all 10-year-old children could not read and understand a simple text. In Sub-Saharan Africa, the figure was closer to 90%. At the peak of school closures in April 2020, 94% of students or 1.6 billion children were out of school worldwide¹. This implies the children are at a greater risk of learning crisis that they are coping in the current pandemic situation.

The ASER Pakistan 2021 (Rural) sheds light on the current situation of learning outcomes of children aged 5-16 years. It is the first largest citizen-led National Education Survey during pandemic since March 2020, conducted in 154 districts of Pakistan. The learning levels of children are assessed through specific language and arithmetic tools². The same approach is used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum³.

Learning Crisis in Pakistan

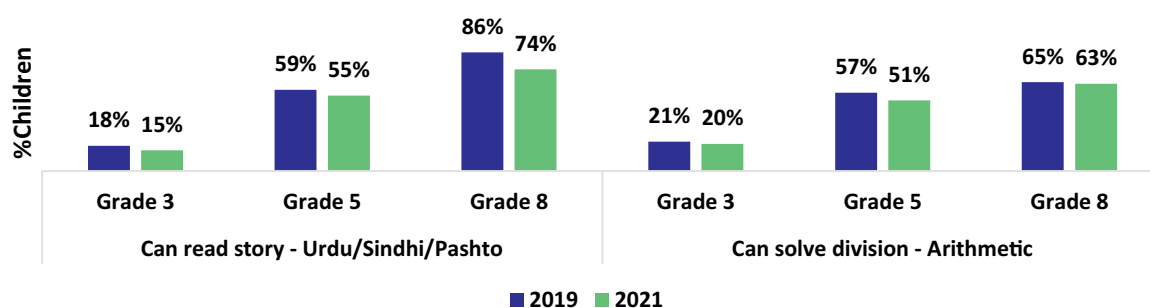
Class-wise Learning Levels: 2020 was the year of learning losses where learning levels of children in literacy (Urdu/Sindhi/Pashto) and numeracy have declined as compared to 2019. The learning outcomes for higher grade levels highlights learning bottlenecks that persist when not supported at foundational levels in grade 3. In ASER 2021, 15% of grade 3 children could read story in Urdu/Sindhi/Pashto compared to 18% in 2019. For grade 5, 55% of children could read a grade 2 level story in Urdu/Sindhi/Pashto compared to 59% in 2019. Similarly, in ASER 2021, 74% of grade 8 children could read story in Urdu/Sindhi/Pashto while 86% of the children were able to do the same in 2019. Moreover, for Arithmetic learning, the learning losses were exhibited by the children in grade 3, grade 5 and grade 8. In ASER 2021, 20% of grade 3 children were able to solve grade 2 level division as compared to 21% in 2019. Moreover, in 2021, 51% of grade 5 children were proficient enough to solve division whilst it is 57% in 2019. Similarly in 2021, 63% of grade 8 children were able to solve division as compared to 65% in 2019. Thus, the learning crisis during COVID-19 is discernable evidence that a Lost Generations are in making and urgent actions are required at scale covering lower primary levels to bridge the gaps for learning.

1. <https://www.worldbank.org/en/news/immersive-story/2021/01/22/urgent-effective-action-required-to-quell-the-impact-of-covid-19-on-education-worldwide>

2. ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

3. <https://snc.gov.pk/>

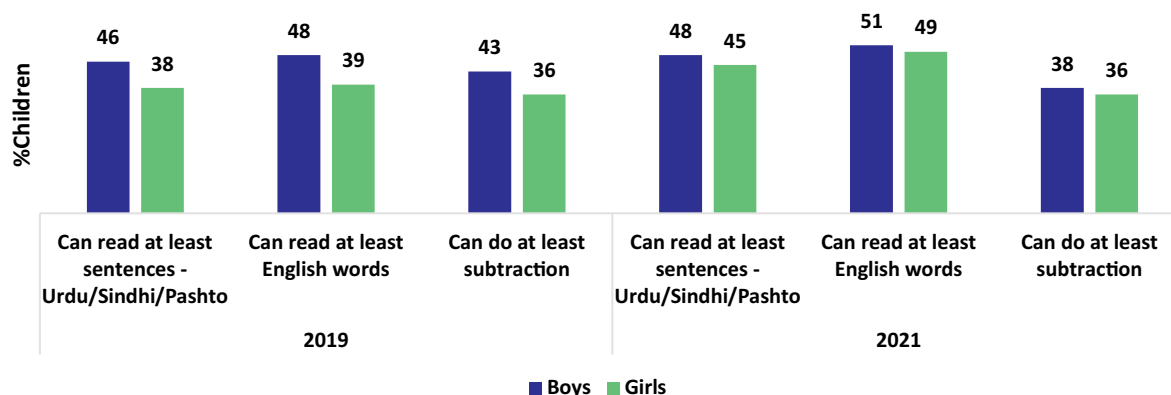
Learning Comparisons - Literacy & Numeracy



Gender Gap in Learning Persists:

The gender comparison reveals that boys outperform girls (age 5-16 overall) in literacy and numeracy skills. In ASER 2019 (Rural), 46% boys and 38% girls were able to read at least sentences in Urdu/Sindhi/Pashto, 48% boys and 39% girls could read at least English words and 43% of boys were proficient to do at least subtraction whilst it is 36% for girls. However, the findings from ASER 2021 (Rural) show that 48% of boys and 45% of girls could read at least sentences in Urdu/Sindhi/Pashto. Moreover, 51% of boys could read at least English words while 49% of girls can do the same. Correspondingly, 38% of boys were able to do at least subtraction compared to 36% of girls. Therefore, policies and programmes must be devised to support the learning of all children especially focusing on young children and girls for foundational literacy and numeracy (FLN).

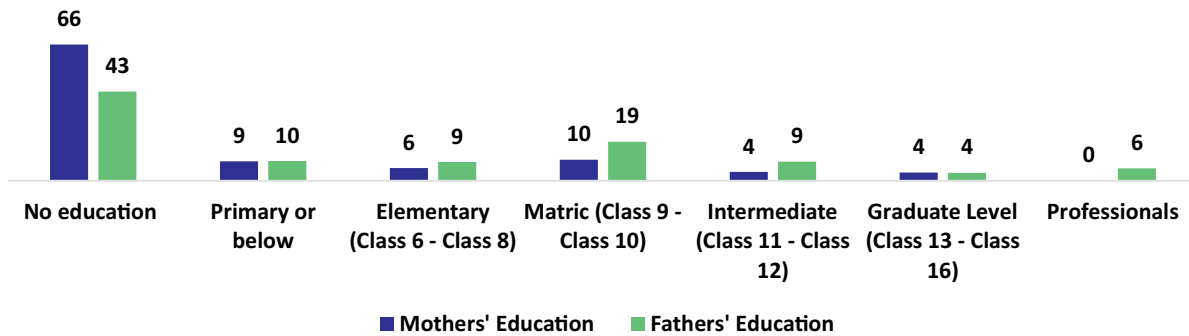
Learning by Gender (5 - 16) years



Parental Education:

Parents are active stakeholders in children's education and households demonstrate resilience. In ASER 2021 (Rural) study, 66% of the mothers and 43% of the fathers were found to be illiterate; only 8% of mothers and 19% of fathers had education above matric levels, whilst 25% of mothers and 38% of fathers had education up to matriculation levels including, primary education (1 to 5): 9% mothers, 10% fathers; elementary education (6 to 8): 6% mothers and 9% fathers; and matriculation (9 to 10): 10% mothers and 19% fathers. Educated mothers, at each level of completion, be it primary, middle, secondary and post-secondary play a positive role in children's learning outcomes.

% Parents Education



Impact of COVID-19 on Income AND Psychological Well-Being

The COVID-19 pandemic has created both financial and psychological stresses for caregivers. Financial stress on vulnerable households causes parents more likely to take children out of education, whether to reduce expenditures or to contribute financially to household incomes. Psychological stress renders parents less able to support their children's education. The ASER 2021 (Rural) study shows that 16% of households reported that their earnings during COVID-19 have been affected by more than 50%, while 30% reported that their psychological wellbeing has been affected by the COVID-19 pandemic. In ASER 2021 (Rural), 16% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat, etc.) compared to 10% of households receiving social protection grants in rural areas (ASER 2019). This is a positive finding for vulnerable households who have been affected by COVID-19. Thus, education inequities must be tackled on a fast track through targeted social protection programmes (Ehsaas) for all children – the poorest and poor, especially girls.





TECHNICAL NOTE

The COVID-19 pandemic has transformed society, exacerbated social and economic inequalities and challenges of education and learning. As part of efforts to curb its spread, governments around the world suspended face-to-face teaching in schools, affecting some 95 per cent of the world's student population – the largest disruption to education in history.¹ UNESCO data from April 2020 suggests that 1.6 billion learners around the world were affected by school closures due to COVID-19, and 188 countries closed down schools.²

Pakistan like all other countries had to resort to widespread school closures as a result of COVID-19 pandemic. In Sindh, school closures began from 27 February 2020, while for the rest of the country, they were closed from 14 March 2020. The longest duration of school closures across Pakistan was for six months from March to August 2020. School reopening was scaffolded with Classes 9–12 reopening on 15 September 2020, followed by Classes 6–8 on 23 September and nursery to Class 5 on 30 September. Following the third wave of the pandemic (April to May 2021), all children, from across both private and public schools, began attending on alternate days.

Even before the pandemic, Pakistan was facing a crisis in education, with 32% of children aged 5-16 years estimated to be out of school,³ and poor learning outcomes for those who are in education. The closure of education institutions due to COVID-19 has directly impacted on 40 million school-going learners⁴ from pre-primary and primary to higher secondary levels and magnified the risks and vulnerabilities of an already weak education system.

The suspension of face-to-face instruction has led to concerns about the consequences for student learning. Data on this question remains limited, and evidence on learning loss during lockdown has been fragmented. Unlike sectors such as the economy or health, school systems usually do not post data at short intervals. Schools and teachers have struggled to adopt online/distance/hybrid solutions for instruction, let alone for assessment and accountability.⁵ Earlier crises have shown that the effects of school closures can persist for many years: following the 2005 earthquake in Pakistan, an entire cohort of students aged 3–15 had lower academic scores four years later, despite substantial remediation efforts.⁶ While school closures have been effective in supporting efforts at social distancing, they may well have serious consequences for schooling and learning.

The Annual Status of Education Report (ASER) Pakistan, prepared by Idara-e-Taleem-o-Aagahi (ITA) and supported by Foreign Commonwealth and Development Office, is the largest citizen-led household-based survey, which is conducted regularly to provide reliable assessment-based estimates of education status and learning outcomes of children aged 5–16 years residing in rural districts of Pakistan. The methodology is based on citizen led assessments conducted across 15 countries with 9 members from Africa, 4 from South Asia and 2 from Latin-America. In 2021 (September- November), ASER annual round 2021 was conducted in order to not only collect information on enrolment and quality of learning but also as a first attempt on such a scale to quantify learning losses from Covid-19 by asking questions from the households and schools. 11,000 volunteers were trained for 3 days across all provinces by ITA Teams while following the SOP's and strictly adhering to Covid-19 precautions for preparing them to conduct ASER 2021.D

¹ United Nations, 2020.

² UNESCO, 2020. Available at: <https://en.unesco.org/covid19/educationresponse/>

³ Pakistan Social & Living Standards Measurement (PSLM) Survey, 2019/2020.

⁴ MoFEPT, 2020.

⁵ Kuhfeld et al., 2020.

⁶ Andrabi, Daniels & Das, 2020.

ASER 2021 has included separate sections both in the school sheet (government and private) as well as the household sheet to collect information on indicators such as facilities in schools (toilet, soap, isolation rooms, masks etc.) Covid precautions being followed in schools, earning and psychological well-being affected of the household etc. Along with that, a separate section was added in the household sheet to collect students' responses on learning support available during Covid-19 including material given from schools, the resources available (PTV/TeleSchool, computers, radio, parental support etc.) ASER 2021 has raised a bar by providing information from across Pakistan on the status of learning losses and the impact on the households posed by Covid-19. Such a rendition of information is vital for policy and planning, be it on learning, continuity of learning, technology, and health safety in terms of facilities that meet/do not meet the required [standards and guidelines as provided by the government](#).⁷

Details of the indicators are given below:

HOUSEHOLD SHEET:

- Covid-19 Specific household questions: The following questions were asked from the head of the household.
 - What level of threat do you think coronavirus poses to you and your family?
 - Was your earning affected due to lockdown?
 - Has your emotional well-being been affected due to Covid-19 and lockdown?
- Learning During Covid-19: This section has specially been added in ASER 2021 to collect information on how well the learning of the children was supported during Covid-19 when the schools were shut down. The questions asked directly from children are given below:
 - Hours spent studying during school closure period: Ask the child how many hours per day on average did the child spend studying during the schools shut down period and mark the most relevant option.
 - Difficult subjects to study on their own: ask the child which subject they found difficult to study on their own during the schools shut down period. Mark the relevant option. If the child says, they had no difficulty studying any subject, mark none.
 - Study material received from School: ask the child if they received any study resources or material from the school during the school shut down period. Mark yes if they did otherwise no.
 - Learning Support from teachers during schools closure: Ask the child how often did schools teachers or anyone from the school management reach out to them for providing learning support or resources. Mark the most appropriate response.
 - Learning Support sources: Ask the child if they used any of the following resources to continue learning during Covid-19: PTV's tele-school; government's radio school; digital resources from the school; other privately accessed digital resources; paid tuitions/academy; family members and friends/neighbours. Mark all the relevant options.
 - Time allocated for different activities on digital resources: ask the average number of hours the child spent with digital resources of the household doing "online learning", "playing games" and "other entertainment (music/movies, etc.)"
 - Does the child feel prepared for studying on their own if schools were to shut down again? Mark yes or no based on the child's response.

7

<http://mofept.gov.pk/SiteImage/Misc/files/Health%20Guidelines%20for%20Education%20Institutions%20Reopening%20during%20COVID%2019%20Pandemic.pdf>

GOVERNMENT & PRIVATE SCHOOL SHEET:

- Facilities (observe and mark yes if present and no otherwise:

Running water available in handwashing sinks?

Soap/Handwash available in handwashing sinks?

Are there useable toilets / latrines for students?

Are there separate toilets for girls and boys?

Running water available in toilets?

Are disinfectants available for cleaning?

Are toilets clean?

Clean drinking water available for students?

Isolation room available?

First aid equipment available

Covid-19 test done in schools by the government?

Total number of rooms in the school (count yourself)

Total number of classrooms being used by students (count yourself)

Average size of the classroom (in square feet)

Seating Arrangement (in feet)

No. of Handwashing sinks without running water (count yourself)

No. of handwashing sinks without soap/handwash (count yourself)

No. of Handwashing sinks (outside toilets)

No. of Handwashing sinks (inside toilets)

No. of Wuzu taps

No. of Toilets for Teachers only

No. of Toilets for Students only

No. of Toilets without running water (count yourself)

No. of Covid-19 Tests done in school

No. of Positive cases Identified

- **Covid-19 Precautions** (observe and mark yes if present and no otherwise):

Alternate day Schooling?

Awareness posters/IEC material displayed in school?

Temperature check at entrance?

Hand sanitization at entrance?

Masks wore by teachers and students at school?

Hand sanitizer available inside or outside every classroom for students

School policy on suspected Covid-19 cases:

- a. Move them to isolation room
- b. Send the person home immediately
- c. Call nearby health facility
- d. Call Covid-19 helpline
- e. No policy
- f. Other

School's Leave policy for Confirmed Positive Cases:

- a. Continue learning/teaching from home
- b. 14-days leave
- c. Return back to school only after a negative Covid test
- d. No policy
- e. Other

Is there a computer lab?

Is internet available in the school?

If yes, internet available in:

- a. computer labs?
- b. offices?
- c. classrooms?

H01: Household Code <u>18</u>	Tick only what is applicable			H05: Mother Language <u>Sindhi</u>	Date/Day of Survey Date: <u>18/1/2022</u> Day <u>Sunday</u> Start Time: <u>2:35</u> End Time: <u>2:55</u>
H02: Gender of the respondent <u>Male</u> <input checked="" type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/>	H03: Is respondent the head of the household? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			H06: Religion <u>Islam</u>	Name of Surveyor (1) <u>Ab. Khan</u> Name of Surveyor (2) <u>M. Ikramullah</u>
H04: Name of family head <u>Haji Radim</u>				Contact number of Surveyor (1) <u>0308-7466770</u>	Contact number of Surveyor (2) <u>0305-880340</u>
H07: What level of threat do you think Corona Virus poses to you and your family?					a.High <input type="checkbox"/> b.Moderate <input checked="" type="checkbox"/> c.Low <input type="checkbox"/> d.None at all <input type="checkbox"/>
H08: Was your earning affected due to lockdown?					a. 0%-10% <input type="checkbox"/> b. 11%-25% <input type="checkbox"/> c. 26%-50% <input checked="" type="checkbox"/> d. >50% <input type="checkbox"/>
H09: Has your emotional/psychological well-being been affected due to Covid-19 and lockdown?					a.Substantially affected <input type="checkbox"/> b.Some what affected <input type="checkbox"/> c.Affected only a bit <input type="checkbox"/> d.Not at all <input checked="" type="checkbox"/>

Sl. No.	General Information			C05: Educational Status Tick what is applicable (a-16 years)	C06: if Drop out studied up to which class (completed) C07: when did you drop out During Covid-19	C08: *Dropout reason	Current Schooling Status (Age 3-16 years)		Paid Tuition	Basic Reading Learning Levels (for 5-16 age group)		Numeracy Learning Levels (for 5-16 age group)				English Reading Learning Levels (for 5-16 age group)		General Knowledge	
	C01: Serial No. (Child's Code) C001: Mother's Code Reference: See the first column in 'B' Child's Mother Information" Table	C02: Name of Child (Children of 3-16 age group regularly living in the household)	C03: Age (3-16 years) C04: Gender (M=Male, F=Female, T=Transgender)				C10: Class/Grade/Current (Example ECE/Katchi/PSK/Grip/Nursery/1,2,3...9/10/11/12/Alc)	C11: Institute Type (Tick what is applicable) C12: Does the child go to any school? C13: Tuition (Is the child currently taking any PMD Tuition) C14: If Yes, Fee (Rs./month)		C15: Reading- Urdu/Sindhi/Pashto Tick the highest level ONLY	C16: *Language in which the child was tested	C17: Arithmetic (Number recognition & operations) Tick the highest level ONLY	C18: word problems	C19: English Reading Tick the highest level ONLY	C20: Understanding	C21: C22: C23: C24: C25: C26: C27:	C28: C29: C30: C31: C32: C33: C34: C35: C36: C37: C38: C39: C40: C41: C42: C43: C44: C45: C46: C47: C48: C49: C50: C51: C52: C53: C54: C55: C56: C57: C58: C59: C60: C61: C62: C63: C64: C65: C66: C67: C68: C69: C70: C71: C72: C73: C74: C75: C76: C77: C78: C79: C80: C81: C82: C83: C84: C85: C86: C87: C88: C89: C90: C91: C92: C93: C94: C95: C96: C97: C98: C99: C100: C101: C102: C103: C104: C105: C106: C107: C108: C109: C110: C111: C112: C113: C114: C115: C116: C117: C118: C119: C120: C121: C122: C123: C124: C125: C126: C127: C128: C129: C130: C131: C132: C133: C134: C135: C136: C137: C138: C139: C140: C141: C142: C143: C144: C145: C146: C147: C148: C149: C150: C151: C152: C153: C154: C155: C156: C157: C158: C159: C160: C161: C162: C163: C164: C165: C166: C167: C168: C169: C170: C171: C172: C173: C174: C175: C176: C177: C178: C179: C180: C181: C182: C183: C184: C185: C186: C187: C188: C189: C190: C191: C192: C193: C194: C195: C196: C197: C198: C199: C200: C201: C202: C203: C204: C205: C206: C207: C208: C209: C210: C211: C212: C213: C214: C215: C216: C217: C218: C219: C220: C221: C222: C223: C224: C225: C226: C227: C228: C229: C230: C231: C232: C233: C234: C235: C236: C237: C238: C239: C240: C241: C242: C243: C244: C245: C246: C247: C248: C249: C250: C251: C252: C253: C254: C255: C256: C257: C258: C259: C260: C261: C262: C263: C264: C265: C266: C267: C268: C269: C270: C271: C272: C273: C274: C275: C276: C277: C278: C279: C280: C281: C282: C283: C284: C285: C286: C287: C288: C289: C290: C291: C292: C293: C294: C295: C296: C297: C298: C299: C300: C301: C302: C303: C304: C305: C306: C307: C308: C309: C310: C311: C312: C313: C314: C315: C316: C317: C318: C319: C320: C321: C322: C323: C324: C325: C326: C327: C328: C329: C330: C331: C332: C333: C334: C335: C336: C337: C338: C339: C340: C341: C342: C343: C344: C345: C346: C347: C348: C349: C350: C351: C352: C353: C354: C355: C356: C357: C358: C359: C360: C361: C362: C363: C364: C365: C366: C367: C368: C369: C370: C371: C372: C373: C374: C375: C376: C377: C378: C379: C380: C381: C382: C383: C384: C385: C386: C387: C388: C389: C390: C391: C392: C393: C394: C395: C396: C397: C398: C399: C400: C401: C402: C403: C404: C405: C406: C407: C408: C409: C410: C411: C412: C413: C414: C415: C416: C417: C418: C419: C420: C421: C422: C423: C424: C425: C426: C427: C428: C429: C430: C431: C432: C433: C434: C435: C436: C437: C438: C439: C440: C441: C442: C443: C444: C445: C446: C447: C448: C449: C450: C451: C452: C453: C454: C455: C456: C457: C458: C459: C460: C461: C462: C463: C464: C465: C466: C467: C468: C469: C470: C471: C472: C473: C474: C475: C476: C477: C478: C479: C480: C481: C482: C483: C484: C485: C486: C487: C488: C489: C490: C491: C492: C493: C494: C495: C496: C497: C498: C499: C500: C501: C502: C503: C504: C505: C506: C507: C508: C509: C510: C511: C512: C513: C514: C515: C516: C517: C518: C519: C520: C521: C522: C523: C524: C525: C526: C527: C528: C529: C530: C531: C532: C533: C534: C535: C536: C537: C538: C539: C540: C541: C542: C543: C544: C545: C546: C547: C548: C549: C550: C551: C552: C553: C554: C555: C556: C557: C558: C559: C560: C561: C562: C563: C564: C565: C566: C567: C568: C569: C570: C571: C572: C573: C574: C575: C576: C577: C578: C579: C580: C581: C582: C583: C584: C585: C586: C587: C588: C589: C590: C591: C592: C593: C594: C595: C596: C597: C598: C599: C600: C601: C602: C603: C604: C605: C606: C607: C608: C609: C610: C611: C612: C613: C614: C615: C616: C617: C618: C619: C620: C621: C622: C623: C624: C625: C626: C627: C628: C629: C630: C631: C632: C633: C634: C635: C636: C637: C638: C639: C640: C641: C642: C643: C644: C645: C646: C647: C648: C649: C650: C651: C652: C653: C654: C655: C656: C657: C658: C659: C660: C661: C662: C663: C664: C665: C666: C667: C668: C669: C670: C671: C672: C673: C674: C675: C676: C677:		

Page No 44

* L=Law and order, P=Poverty, F=Flood, S=School building shifted, N=No school, B=Negative behavior towards child, M=Migration, C=due to Covid19, O=Other

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

Annual Status of Education Report
ASER 2021
 PAKISTAN
 Launching Month: September-August

c) Child's Mother Information							
CM101: Mother's Code	CM102: Mother's Name	CM103: Age	CM104: Total No. of Children (Ever Had)	CM105: Ever Attended School		CM106: Highest Class/Grade (COMPLETED)	CM107: Working women?
				Yes	No		
1	Rogafatima	39	04		✓		Yes <input type="checkbox"/> No <input type="checkbox"/>
2							Yes <input type="checkbox"/> No <input type="checkbox"/>
3							Yes <input type="checkbox"/> No <input type="checkbox"/>
4							Yes <input type="checkbox"/> No <input type="checkbox"/>
5							Yes <input type="checkbox"/> No <input type="checkbox"/>

Note: Write first Child's Mother Information and then go ahead for "(I) Child Information" after copying the mother's code from this table against their Child's Name

CFI01: Age	CFI02: Ever Attended School		CFI03: Highest Class/Grade (COMPLETED)
	Yes	No	
43		✓	

(IV) Household Indicators																												
		Availability in the household								Means of communication Do you use?						H30: Vehicle owned by household Mention in numbers												
H13: House Owned	H14: Type of House Tick only one	H15: Total number of male members		H16: Total number of female members		H17: Total earning members		H18: Total earning members under 18 years of age		H19: Source of Clean drinking water? Tick which is applicable		H20: Electricity connection (look for wires fittings)		H21: Solar Panel	H22: TV	H23: Radio	H24: Computer /Tablet/ Laptop	H25: Internet Connection	H26: Mobile	H27: Smart Phone	H28: SMS	H29: Whatsapp	a. Motor Bike	b. Car				
Yes	No	1	2	1	2	1	2	1	2	a. Tap water	b. Bore	c. Filteration plant	d. Tubel	e. Stream /Gushina	f. Other	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	1	2	
H31: Are you recipient of cash transfer or Safety-Net/Interest free loan?										a.BISP	Yes	No			b.Ehsas	Yes	No	c.Punjab Social Protection Authority	Yes	No	d.Akhwat	Yes	No	e. Other	Yes	No		

[illegible]

Page No 45

Government School Observation Sheet 1

2021		GOVERNMENT SCHOOL OBSERVATION - SHEET 1																																																																																			
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 the absence of the HM, meet the senior most teacher of the school). Documents required: Enrollment / attendance register.																																																																																					
Name of School: <u>BPS Viki Samsi</u>		Village/Block: <u>Viki Samsi</u>		Tehsil/Taluka: <u>Larkana</u>																																																																																	
District/Agency: <u>Larkana</u>		Province/Territory: <u>Sindh</u>		Target Village: <u>Viki Samsi</u>																																																																																	
From which class to which (Tick only one) Kachi/ECE to 5 <input checked="" type="checkbox"/> Class 1 to 5 <input type="checkbox"/> Class 1 to 8 <input type="checkbox"/> Class 1 to 10 <input type="checkbox"/> Others mention here <input type="checkbox"/>					Type of School (Tick only one) Boys & Girls School <input checked="" type="checkbox"/> Boys Only School <input type="checkbox"/> Girls Only School <input type="checkbox"/>			Medium of Instruction (Tick only one) English medium <input type="checkbox"/> Urdu Medium <input type="checkbox"/> Pashto Medium <input type="checkbox"/> Sindhi Medium <input checked="" type="checkbox"/> Arabic Medium <input type="checkbox"/> Others mention here <input type="checkbox"/>																																																																													
EMIS/BEMIS/SEMIS Code: <u>41302029</u>																																																																																					
School Established Year: <u>1910</u>																																																																																					
Date of Survey: <u>15-1-2022</u>		Start Time: <u>10:00</u>																																																																																			
Day of Survey: <u>Saturday</u>		End Time: <u>1:00</u>																																																																																			
Name of Surveyor (1): <u>Ali Zaman</u>		Name of Surveyor (2): <u>M. J. Karmullah</u>																																																																																			
(I) Children's Enrollment & Attendance																																																																																					
		<table border="1"> <thead> <tr> <th rowspan="2">ECE/Class Katchi</th> <th rowspan="2">Class Pakki</th> <th colspan="10">Class/Grade</th> <th colspan="2">Total</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Children's Enrollment (Take from register yourself)</td> <td>10</td> <td>46</td> <td>34</td> <td>37</td> <td>37</td> <td>44</td> <td>48</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>20</td> <td>45</td> </tr> <tr> <td>Children's attendance today* (Head Count)</td> <td>10</td> <td>26</td> <td>27</td> <td>20</td> <td>18</td> <td>34</td> <td>33</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>128</td> <td>30</td> </tr> <tr> <td>School Fee (Per Month)</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td></td> </tr> </tbody> </table>										ECE/Class Katchi	Class Pakki	Class/Grade										Total		1	2	3	4	5	6	7	8	9	10	Boys	Girls	Children's Enrollment (Take from register yourself)	10	46	34	37	37	44	48	0	0	0	0	0	0	20	45	Children's attendance today* (Head Count)	10	26	27	20	18	34	33	0	0	0	0	0	0	128	30	School Fee (Per Month)	0	0	0	0	0	0	0	0	0	0	0	0	0		
ECE/Class Katchi	Class Pakki	Class/Grade												Total																																																																							
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Children's attendance today* (Head Count)	10	26	27	20	18	34	33	0	0	0	0	0	0	128	30																																																																						
School Fee (Per Month)	0	0	0	0	0	0	0	0	0	0	0	0	0																																																																								
<small>*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.</small>																																																																																					
(II) Class room Observations																																																																																					
Observe and tick the relevant box.		Class 2		Class 8																																																																																	
		Yes	No	Yes	No																																																																																
Are the children of this class sitting with children from any other class?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																																																																
If yes, then with which class? (Write class name)																																																																																					
Is there a useable blackboard/white board for this class?		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																																																																
Did most of the children (75%) have reading textbooks? (ask children to show you their language textbooks and assess accordingly)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																																																																
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?		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																																																																
Where were they seated (tick only one)		Classroom		<input checked="" type="checkbox"/>		Verandah		<input type="checkbox"/>		Outdoor		<input type="checkbox"/>																																																																									
Total number of month/days school remained closed due to Covid 19: Month <u>7</u> Days <u>06</u>																																																																																					
(III) Health and Disability																																																																																					
Do you have children with disabilities in your school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																																																																																					
Type of Disability (Give numbers)		Some Difficulty		A lot of Difficulty		Cannot do at all		Facilities Available																																																																													
								Tick which is applicable																																																																													
Visual		Girls		<input type="checkbox"/>		<input type="checkbox"/>		Ramps																																																																													
		Boys		<input type="checkbox"/>		<input type="checkbox"/>																																																																															
Hearing		Girls		<input type="checkbox"/>		<input type="checkbox"/>		Accessible Toilets																																																																													
		Boys		<input type="checkbox"/>		<input type="checkbox"/>																																																																															
Physical		Girls		<input type="checkbox"/>		<input type="checkbox"/>		Health and Nutrition Officer																																																																													
		Boys		<input type="checkbox"/>		<input type="checkbox"/>																																																																															
Intellectual (Remembering or concentrating)		Girls		<input type="checkbox"/>		<input type="checkbox"/>		Trained Support Staff																																																																													
		Boys		<input type="checkbox"/>		<input type="checkbox"/>																																																																															
Self care		Girls		<input type="checkbox"/>		<input type="checkbox"/>																																																																															
		Boys		<input type="checkbox"/>		<input type="checkbox"/>																																																																															
Communicating with others		Girls		<input type="checkbox"/>		<input type="checkbox"/>																																																																															
		Boys		<input type="checkbox"/>		<input type="checkbox"/>																																																																															

Page No 03

Government School Observation Sheet 2

2021		GOVERNMENT SCHOOL OBSERVATION - SHEET 2																																																																																																																																																																																																																																																																																																						
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<td>No. of Positive cases identified</td> <td>0</td> </tr> </tbody> </table> </td> </tr> <tr> <td colspan="12"> (VIII) SMC/SC/PTA/PTC/PTSMC Information </td> </tr> <tr> <td colspan="2"></td> <td colspan="10"> <table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Is SMC/SC/PTA/PTC/PTSMC Active?</td> </tr> <tr> <td></td> <td></td> <td>Total members</td> </tr> <tr> <td></td> <td></td> <td>Active Members</td> </tr> <tr> <td></td> <td></td> <td>Amount in Bank</td> </tr> <tr> <td></td> <td></td> <td>Last Meeting Date</td> </tr> </tbody> </table> </td> </tr> <tr> <td colspan="12"> (IX) COVID 19 Precautions </td> </tr> <tr> <td colspan="2">Observation (Tick the relevant option)</td> <td colspan="10"> <table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>Alternate day Schooling?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>Awareness posters/IEC material displayed in school?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>Temperature check at entrance?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>Hand sanitization at entrance?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>Masks wore by teachers and students at school?</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td>Hand sanitizer available inside or outside every classroom for students?</td> </tr> <tr> <td colspan="2">School policy on suspected Covid-19 cases: (Tick the relevant option)</td> <td colspan="10"> <table border="1"> <tbody> <tr> <td><input type="checkbox"/></td> <td>a. Move them to isolation room</td> </tr> <tr> <td><input type="checkbox"/></td> <td>b. Send the person home immediately</td> </tr> <tr> <td><input type="checkbox"/></td> <td>c. Call nearby health facility</td> </tr> <tr> <td><input type="checkbox"/></td> <td>d. Call Covid-19 helpline</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>e. No policy</td> </tr> <tr> <td><input type="checkbox"/></td> <td>f. Other</td> </tr> </tbody> </table> </td> </tr> <tr> <td colspan="2">School's Leave policy for Confirmed Positive Cases: (Tick the relevant option)</td> <td colspan="10"> <table border="1"> <tbody> <tr> <td><input type="checkbox"/></td> <td>a. Continue learning/teaching from home</td> </tr> <tr> <td><input type="checkbox"/></td> <td>b. 14-days leave</td> </tr> <tr> <td><input type="checkbox"/></td> <td>c. Return back to school only after a negative Covid test</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>d. 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Page No 04

Government School Observation Sheet 3



GOVERNMENT SCHOOL OBSERVATION - SHEET 3

Head Teacher/Principal Name				Contact Number			
Funds information respondent				Admin or Finance officer/Head clerk/other			
Head Teacher <input checked="" type="checkbox"/>				Regular Teacher <input type="checkbox"/>			
Para Teacher <input type="checkbox"/>							

(X) FY July 2020 to June 2021								(XI) FY July 2021 to till date										
Sr#	Type of Funds	Did you received the fund? (Tick only one)			If Yes, then			Did you spent the full amount? (Tick only one)	Sr#	Type of Funds	Did you received the fund? (Tick only one)			If Yes, then			Did you spent the full amount? (Tick only one)	
		Yes	No	Don't Know	What was the amount of fund/grant?	Which month/year was the fund/grant received? (MM/YY)	Yes				No	Don't Know	What was the amount of fund/grant?	Which month/year was the fund/grant received? (MM/YY)	Yes	No		Don't Know
1	SMS/SC/PTA/PTSMC/PTC Funds (Annual)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	1	SMS/SC/PTA/PTSMC/PTC Funds (Annual)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PKR: 2000	Dec/20, 2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Farogh-e-Taleem Fund (Annual)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	2	Farogh-e-Taleem Fund (Annual)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Tuck shop Fund	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	3	Tuck shop Fund	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Rent for cycle stand Fund	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	4	Rent for cycle stand Fund	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	School Construction Fund	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	5	School Construction Fund	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Non Salary Budget (NSB)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	6	Non Salary Budget (NSB)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	School Specific Budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	7	School Specific Budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	School Consolidation Budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	8	School Consolidation Budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	9		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	10		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PKR: _____	/20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Fund Spent on (Tick all that apply)				The Fund Spent on (Tick all that apply)			
New Class Room/s	<input type="checkbox"/>	Repair of Classroom/s	<input type="checkbox"/>	New Class Room/s	<input type="checkbox"/>	Repair of Classroom/s	<input type="checkbox"/>
New Verandah	<input type="checkbox"/>	Repair of Building	<input type="checkbox"/>	New Verandah	<input type="checkbox"/>	Repair of Building	<input type="checkbox"/>
New Toilet/s	<input type="checkbox"/>	Repair of Toilet/s	<input type="checkbox"/>	New Toilet/s	<input type="checkbox"/>	Repair of Toilet/s	<input type="checkbox"/>
New Main Gate	<input type="checkbox"/>	Repair of Furniture	<input type="checkbox"/>	New Main Gate	<input type="checkbox"/>	Repair of Furniture	<input type="checkbox"/>
Boundary Wall	<input type="checkbox"/>	Repair of Water Facility	<input type="checkbox"/>	Boundary Wall	<input type="checkbox"/>	Repair of Water Facility	<input type="checkbox"/>
Purchase of New Furniture	<input type="checkbox"/>	Internet Connection Bill	<input type="checkbox"/>	Purchase of New Furniture	<input type="checkbox"/>	Internet Connection Bill	<input type="checkbox"/>
Purchase of New Learning Material	<input type="checkbox"/>	Repair of Computer/s	<input type="checkbox"/>	Purchase of New Learning Material	<input type="checkbox"/>	Repair of Computer/s	<input type="checkbox"/>
Purchase of Stationery	<input type="checkbox"/>	Teachers' Training	<input type="checkbox"/>	Purchase of Stationery	<input type="checkbox"/>	Teachers' Training	<input type="checkbox"/>
Purchase of Library Books	<input type="checkbox"/>	Para Teacher/s Salary	<input type="checkbox"/>	Purchase of Library Books	<input type="checkbox"/>	Para Teacher/s Salary	<input type="checkbox"/>
White Wash/Paint	<input type="checkbox"/>	Uniform	<input type="checkbox"/>	White Wash/Paint	<input type="checkbox"/>	Uniform	<input type="checkbox"/>
Hand sanitizers	<input type="checkbox"/>	Masks	<input type="checkbox"/>	Hand sanitizers	<input type="checkbox"/>	Masks	<input type="checkbox"/>
Disinfectants for building/furniture	<input type="checkbox"/>	Thermal Gun	<input type="checkbox"/>	Disinfectants for building/furniture	<input type="checkbox"/>	Thermal Gun	<input type="checkbox"/>

Page No 0

Private School Observation Sheet 1

ASER Pakistan 2021		PRIVATE SCHOOL OBSERVATION - SHEET 1											
Instructions: Visit any private school first preference to High School then Middle and then Primary. Meet Head master (in the absence of the HM, meet the senior most teacher of the school). Documents required Enrollment / attendance register.													
Name of School: Madina Model High School				Village/Block: Rakdeh				Tehsil/Taluka: Rakdeh					
District/Agency: Lodiana				Province/Territory: Sindh									
Ownership Status (Tick only one)													
a. Purely Private <input checked="" type="checkbox"/> b. Foundation Assisted Private School (PEF/SEF etc) <input type="checkbox"/> c. Trust/NGO/Community funded Private School <input type="checkbox"/> d. Public Private Partnership Govt. School <input type="checkbox"/>													
From which class to which (Tick only one)					Type of School (Tick only one)			Medium of Instruction (Tick only one)					
Kachi/ ECE to 5	Class 1 to 5	Class 1 to 8	Class 1 to 10	Others mention here	Boys & Girls School	Boys Only School	Girls Only School	English medium	Urdu Medium	Pashto Medium	Sindhi Medium	Arabic Medium	Others mention here
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
School Established Year: 2001					(I) Children's Enrollment & Attendance								
Date of Survey: 15-01-2022					ECE/Class Katchi, Class Pakki								
Day of Survey: Saturday					1 2 3 4 5 6 7 8 9 10 Boys Girls								
Name of Surveyor (1): Shameem Akhbar					Children's Enrollment (Take from register yourself)								
Name of Surveyor (2): Jehanzeb					Children's attendance today* (Head Count)								
					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 and tick the relevant box.				Class 2		Class 8		(III) Health and Disability					
				Yes	No	Yes	No	Do you have children with disabilities in your school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Are the children of this class sitting with children from any other class?				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Facilities Available					
If yes, then with which class? (Write class name)								Type of Disability (Give numbers)					
Is there a useable blackboard/white board for this class?				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Some Difficulty					
Did most of the children (75%) have reading textbooks? (ask children to show you their language textbooks and assess accordingly)				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A lot of Difficulty					
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?				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Cannot do at all					
Where were they seated (tick only one)								Visual					
Classroom				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Girls					
Verandah				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Boys					
Outdoor				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hearing					
								Girls					
								Boys					
								Physical					
								Girls					
								Boys					
								Intellectual (Remembering or concentrating)					
								Girls					
								Boys					
								Self care					
								Girls					
								Boys					
								Communicating with others					
								Girls					
								Boys					
								Total					
								Boys					
								Girls					

Total number of month/days school remained closed due to Covid 19: Month 6 Days

Page No 06

Private School Observation Sheet 2

2021 PRIVATE SCHOOL OBSERVATION - SHEET 2									
(IV) Staff		No. of Appointed		No. of Present Today (On the day of survey)		No. of Teachers residents of THIS VILLAGE			
Head Teacher (give number)		M	F	M	F	M	F		
Full Time Teachers (Including ECE) (give number)		5	12	5	12	2	11		
ECE Teachers (give number)		0	2	0	2	0	2		
Part time Teachers (give number)		1	1	0	0	1	1		
Sweepers (give number)		1	0	1	0	1	0		
Farash (give number)		1	1	1	1	1	1		
(VI) No. of Qualified Teaching Staff									
Education Give number	Below Matric	Matric	FA/Fsc	BA/BSc	MA/MSc	M.Phil	Other		
Professional Give number	None	PTC	CT	B.Ed	M.Ed		Other		
(VII) No. of Teachers who got training within last year (July 2020-Till date)									
None	Less than 15 days	15-30 days	More than 30 days						
	✓								
(V) School FUND (Ask Headmaster this section. If absent, indicate who answered the section)									
Who answered this section? (Tick the relevant option) Head Teacher <input type="checkbox"/> Teacher <input type="checkbox"/> Other <input checked="" type="checkbox"/> Owner									
Did you get any FUNDS from :									
Govt Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>									
Private Individual Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>									
NGO Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>									
If yes, what was the amount of this FUND? (Annual) PKR: _____ PKR: _____									
Where the funds are expected to be used? _____									
In which month was this FUND received? Month: _____ Month: _____									
Name of Department/Organization _____									
Do you have a PTA/SMC in your school: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>									
(VIII) Facilities in the school									
Observation (Tick the relevant option)									
Is there a complete boundary wall / fence? <input checked="" type="checkbox"/>									
Is there a playground in the school? <input checked="" type="checkbox"/>									
Does the school have an electricity connection? <input checked="" type="checkbox"/>									
Does the school have solar panels? <input checked="" type="checkbox"/>									
Does the school have a working library? <input checked="" type="checkbox"/>									
Does the school have teaching learning material? <input checked="" type="checkbox"/>									
Is there useable furniture available in this school? <input checked="" type="checkbox"/>									
Running water available in handwashing sinks? <input checked="" type="checkbox"/>									
Soap/Handwash available in handwashing sinks? <input checked="" type="checkbox"/>									
Observation (Tick the relevant option)									
Are there useable toilets / latrines for students? <input checked="" type="checkbox"/>									
Are there separate toilets for girls and boys? <input checked="" type="checkbox"/>									
Running water available in toilets? <input checked="" type="checkbox"/>									
Are Disinfectants available for cleaning? <input checked="" type="checkbox"/>									
Are Toilets Clean? <input checked="" type="checkbox"/>									
Clean Drinking water available for students? <input checked="" type="checkbox"/>									
Isolation room Available? <input checked="" type="checkbox"/>									
First Aid Equipment Available <input checked="" type="checkbox"/>									
Covid-19 Tests done in school by the government? <input checked="" type="checkbox"/>									
Observation (Tick the relevant option)									
Total number of rooms in the school (count yourself) 15									
Total number of classrooms being used by students (count yourself) 15									
Average size of the classroom (in square feet) 135 s/ft									
Seating Arrangement (in feet) 3.5 ft									
Observation (Tick the relevant option)									
No. of Handwashing sinks without running water (count yourself) 0									
No. of Handwashing sinks without soap/handwash (count yourself) 0									
No. of Handwashing sinks (outside toilets) 0									
No. of Handwashing sinks (inside toilets) 2									
No. of Wuzu taps 2									
No. of Toilets for Teachers only 1									
No. of Toilets for Students only 1									
No. of Toilets without running water (count yourself) 0									
Observation (Tick the relevant option)									
No. of Covid-19 Tests done in school 12									
No. of Positive cases Identified 0									
(IX) COVID-19 Precautions									
Observation (Tick the relevant option)									
Alternate day Schooling? <input checked="" type="checkbox"/>									
Awareness posters/IEC material displayed in school? <input checked="" type="checkbox"/>									
Temperature check at entrance? <input checked="" type="checkbox"/>									
Hand sanitization at entrance? <input checked="" type="checkbox"/>									
Masks wore by teachers and students at school? <input checked="" type="checkbox"/>									
Hand sanitizer available inside or outside every classroom for students? <input checked="" type="checkbox"/>									
School policy on suspected Covid-19 cases: (Tick the relevant option)									
a. Move them to isolation room <input type="checkbox"/>									
b. Send the person home immediately <input type="checkbox"/>									
c. Call nearby health facility <input type="checkbox"/>									
d. Call Covid-19 helpline <input type="checkbox"/>									
e. No policy <input type="checkbox"/>									
f. Other <input type="checkbox"/>									
School's Leave policy for Confirmed Positive Cases: (Tick the relevant option)									
a. Continue learning/teaching from home <input type="checkbox"/>									
b. 14-days leave <input type="checkbox"/>									
c. Return back to school only after a negative Covid test <input type="checkbox"/>									
d. No policy <input type="checkbox"/>									
e. Other <input type="checkbox"/>									
Observation (Tick the relevant option)									
Is there a computer lab? <input checked="" type="checkbox"/>									
Is internet available in the school? <input checked="" type="checkbox"/>									
If yes, internet available in: (Tick the relevant option)									
a. computer lab? <input type="checkbox"/>									
b. offices? <input type="checkbox"/>									
c. classrooms? <input type="checkbox"/>									

Page No 07

Village Observation Sheet

2021 VILLAGE OBSERVATION - SHEET											
Village/Block Code: V-112	Village Name: VIKI Sane	Town/UC Name: Dambra	Tehsil/Taluka Name: Larkana	District Name: Larkana							
SURVEYED HOUSEHOLD IDENTIFICATION FOR MONITORING											
<p>*First, draw a rough sketch of sampled VILLAGE on a rough sheet. Verify all the information on the sketch with people in the VILLAGE as you walk around. Once everyone agrees that the rough sketch is a good representation of the VILLAGE, and it matches with your experiences of walking around the whole VILLAGE, then copy the sketch on this sheet. Show the different sections of the surveyed VILLAGE and number them on the sketch.</p>											
VILLAGE FACILITIES											
V01: Approximate Population	V02: Approximate Households	V03: Local Languages	V04: Electricity	V05: Gas	V06: Government School	V07: Private School	V08: Madrasa	V09: Private Clinic	V10: Hospital	V11: Dispensary	V12: Maternity Centre
Give Number: 1400	Give Number: 200	Write the name of Languages: 1. Sindhi	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
					if yes, give number: 03	if yes, give number: 01					
					a. Purely Private b. Foundation Assisted (PEF/SEF etc.) c. Trust/NGO/Community Funded	a. Government b. Private c. Trust/NGO/Community Sponsord					

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English Tools

Capital Letters

Start from Here

Sample-1

D N P

J R

T X L

F Q

Small Letters

Sample-1

c v s

m i

u z a

e h

PAGE 1

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

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

Kindly fold the paper.

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English Tools

Words

Sample-1

Hen Black Ice

Lion Eye

Box Coat Cook

Ship Water

Sentences

Sample-1

Hira studies in class three.

She wakes up early.

She brushes her teeth daily.

She goes to school on time.

PAGE 2

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

Ask the child to tell the meaning of the identified words to mother language.

Kindly fold the paper.

Urdu Tools

Sample-1

Words الفاظ

کسان نرم
گاڑی ماں محفل
ایمان قوت
پاکستان دھوپ شجر

Sample-1

Letters حرف

ٹ ذ
ژ ص ح
ط ع
گ م و

Ask the child to read any 5 words, out of which 4 must be correct۔
بچے سے کوئی بھی لفظ درست پڑے تو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Ask the child to read any 5 letters, out of which 4 must be correct۔
بچے سے کوئی بھی لفظ درست پڑے تو کہیں۔ 5 میں سے 4 صحیح ہونے چاہئیں۔

Kindly fold the paper.

Urdu Tools

Start from Here

Sample-1

Story کہانی

سارہ اور عادل اپنے امی ابو کے ساتھ چڑیا گھر کی سیر کو گئے۔
انھوں نے چڑیا گھر میں مختلف جانور اور پرندے دیکھے۔ جنگل
کے بادشاہ شیر کو دیکھ کر سارہ اور عادل بہت خوش ہوئے۔
دونوں نے ہاتھی پر بیٹھ کر سیر کی۔ سارہ اور عادل نے جھولے
جھولے اور پکڑے بھی کھائے۔ دونوں بہت خوش ہوئے
اور اپنے امی ابو کا شکریہ ادا کیا۔

QUESTIONS سوالات

Q1 سارہ اور عادل کہاں گئے تھے؟
Q2 سارہ اور عادل نے اپنے امی ابو کا شکریہ کیوں ادا کیا؟

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

بچے سے کہانی روانی سے پڑھنے کہیں۔
اگر بچہ کہانی نہ سمجھتا تو اس سے سوالات پوچھیں۔

PAGE 2

Kindly fold the paper.

Sample-1

Sentences جملے

کرونا کی بیماری کی وجہ سے تمام اسکول بند ہو گئے۔
ریحانہ گھر پر ٹی وی کے ذریعے پڑھتی رہی۔
اس نے اردو کی آدھی کتاب پڑھ لی۔
اب سکول کھلے ہیں تو وہ ہر روز ماسک پہن کر سکول جاتی ہے۔

Sentences جملے

علی جماعت چہارم کا طالب علم ہے۔
اسے فٹ بال کا کھیل بہت پسند ہے۔
وہ خود بھی فٹ بال کھیلتا ہے۔
کھیل ہمارے جسم کو مضبوط اور صحت مندر رکھتے ہیں۔

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

بچے سے کوئی 1 سیٹ جملے روانی سے پڑھنے کہیں۔
بچہ جملے لکھی طرح پڑھے۔

Arithmetic Tools

Annual Status of Education Report
ASER
Pakistani
Facilitated by Idara-e-Taleem-o-Aagahi

2021

Sample 1

Sample 1

Q1: What is the time on this clock?



س 1۔ اس گھڑی پر کیا وقت ہوا ہے؟



Q2: There are 154 boys and 126 girls in a school.
How many students are there in school in total?

- a) 370 b) 280
c) 360 d) 380

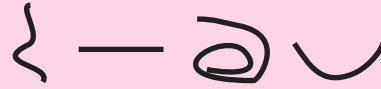
س 2۔ ایک اسکول میں 154 لڑکے اور 126 لڑکیاں ہیں۔

اسکول میں کل کتنے طلبہ و طالبات ہیں؟

- 280 (b) 370 (a)
380 (d) 360 (c)

Q3: Which of these is a straight line?

س 3۔ ان میں سے کوئی لکیر سیدھی ہے؟



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

5-16 سال کے تمام بچوں سے عمل کرنا ہوگا۔ اگر بچے سوالات کے جوابات صحیح دیتا ہے تو Can do پر نشان لگائیں۔ Cannot do پر نشان لگائیں۔

PAGE 2

General Knowledge Tool

General Knowledge

Annual Status of Education Report
ASER
Pakistani
Facilitated by Idara-e-Taleem-o-Aagahi

2021

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) Washing Hands
(b) Playing Cricket
(c) Combing Hair



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

- (a) Cleaning Face
(b) Drinking Water
(c) Brushing Teeth



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 بچے صحیح جواب دیتا ہے تو "Yes" پر نشان لگائیں، اور نہ "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 شناخت کر کے مکمل کریں۔ اگر بچے کوئی سے 2 کا صحیح جواب (انگریزی میں) دے تو Yes اور نہ No پر نشان لگائیں۔

Sindhi Tools

Start from Here

Sample - 1

لفظ Words

هاري نرم
گاڏي ماءُ محفل
ايمان طاقت
پاڪستان وڻ سج

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

بارکي ڪي به پنج اکر پڙهائڻ جي لاءِ چئو،
پنجن مان چار لفظ / جواب صحيح هجڻ

1
صفحو

Kindly fold the Paper.

Sample - 1

اڪر Letters

ت ذ
ڙ ص ح
ط ع
گ م و

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

بارکي ڪي به پنج اکر پڙهائڻ جي لاءِ چئو،
پنجن مان چار اکر / جواب صحيح هجڻ

Pashto Tools

Sample-1

کلمي Words

موتړ نرم
بزرگران ايمان مور
راتولول ځواک
پاکستان ونه لمر

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

بچے کوئی بھی پانچ کلمے پڑھانے کے لئے کہیں۔ 4 صحیح ہونے چاہئیں۔

PAGE
①

Kindly fold the paper.

Sample-1

ليکونې Letters

ت ز
ڙ ص ح
ط ع
گ م و

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

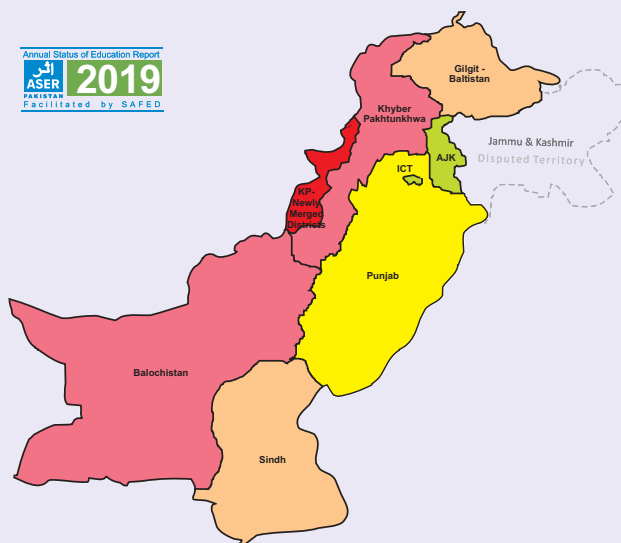
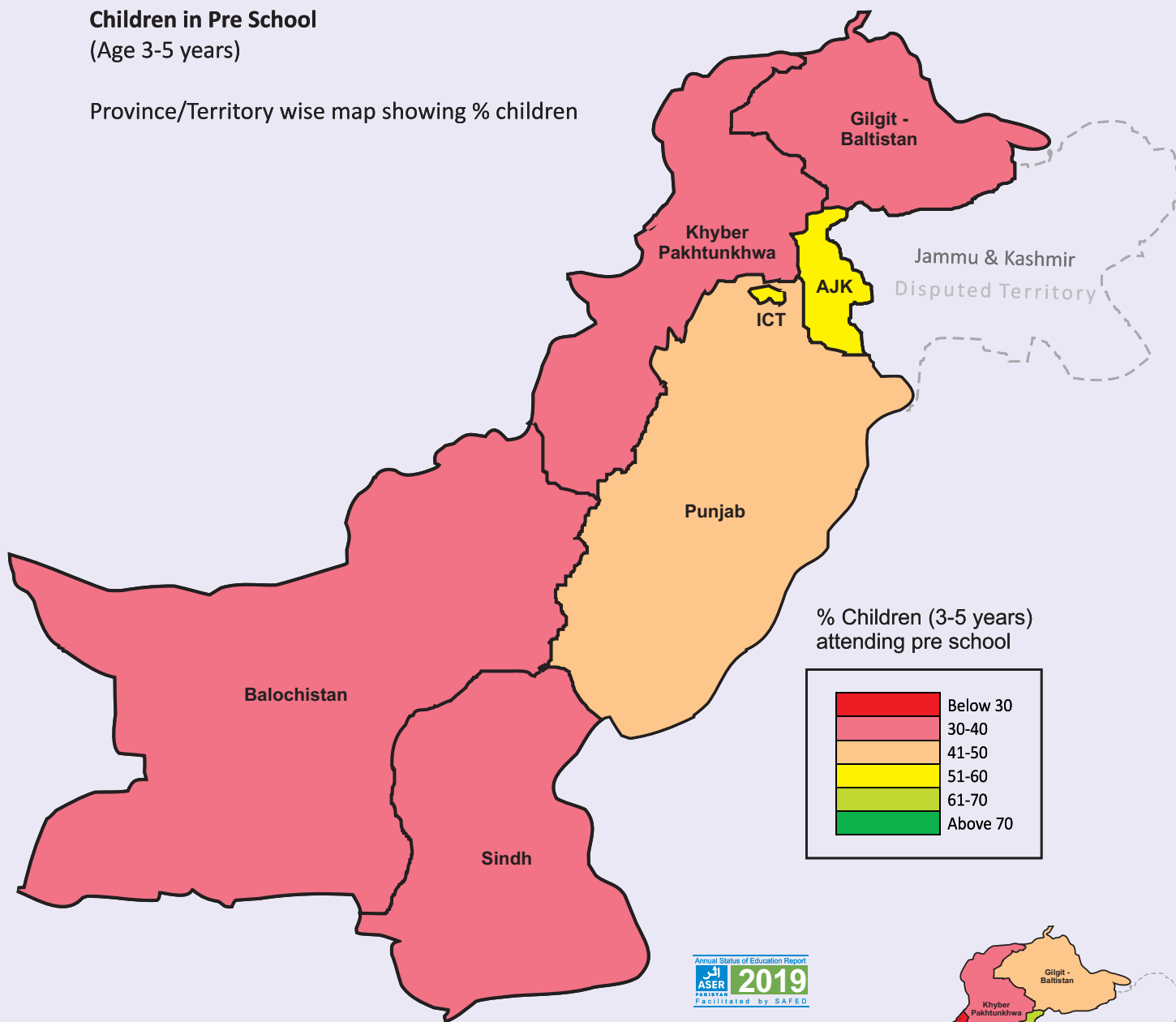
بچے کوئی بھی پانچ حرف پڑھانے کے لئے کہیں۔ 4 صحیح ہونے چاہئیں۔

NATIONAL (RURAL)



Children in Pre School (Age 3-5 years)

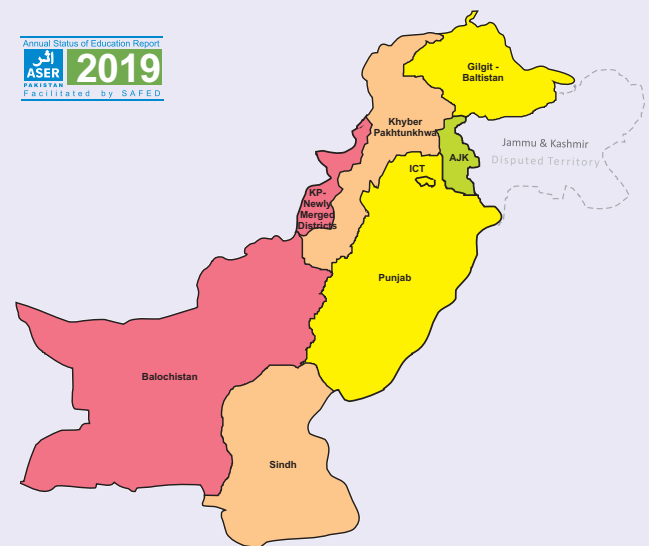
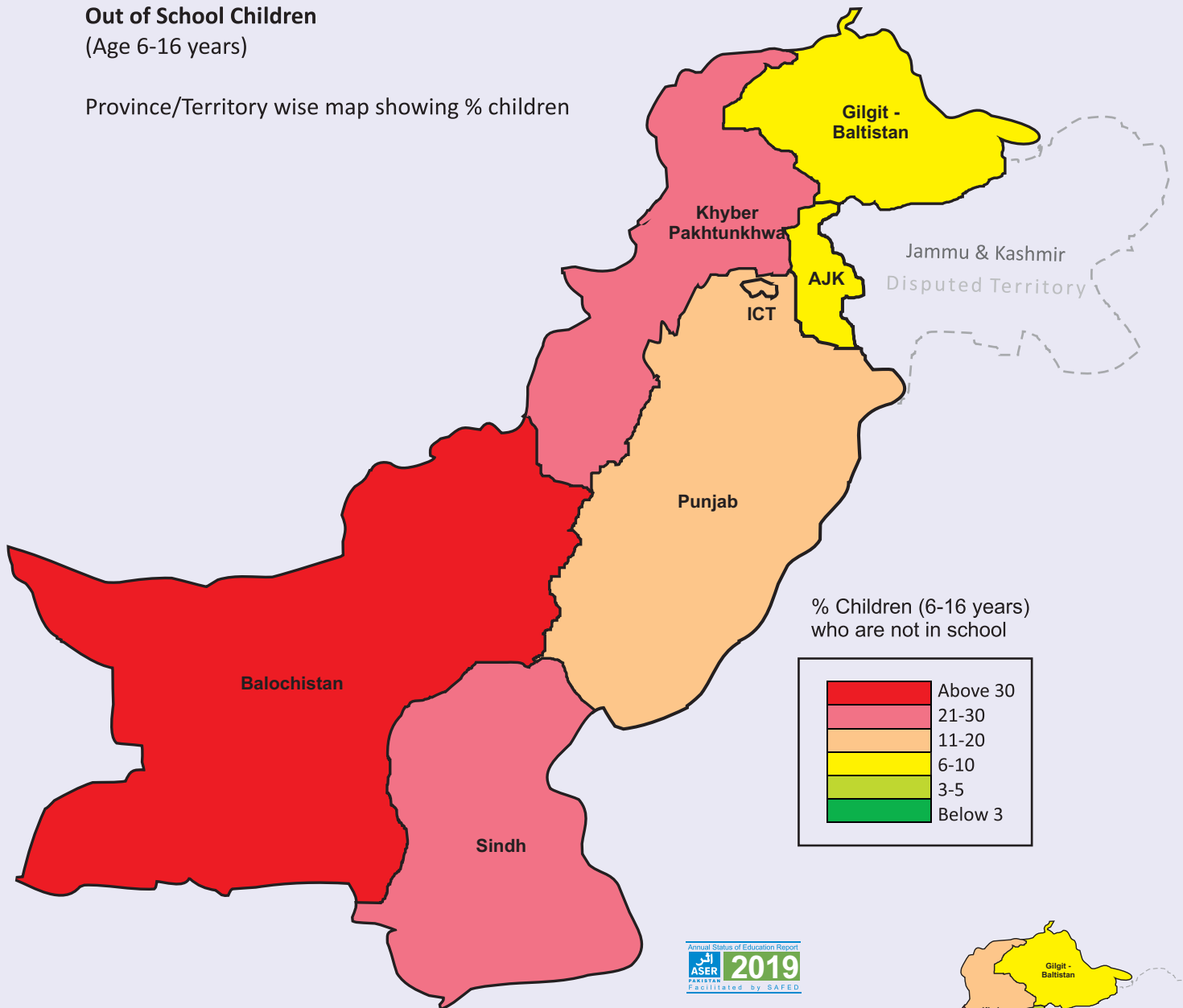
Province/Territory wise map showing % children



Maps may not be accurate or to scale. These are mere representations.

Out of School Children (Age 6-16 years)

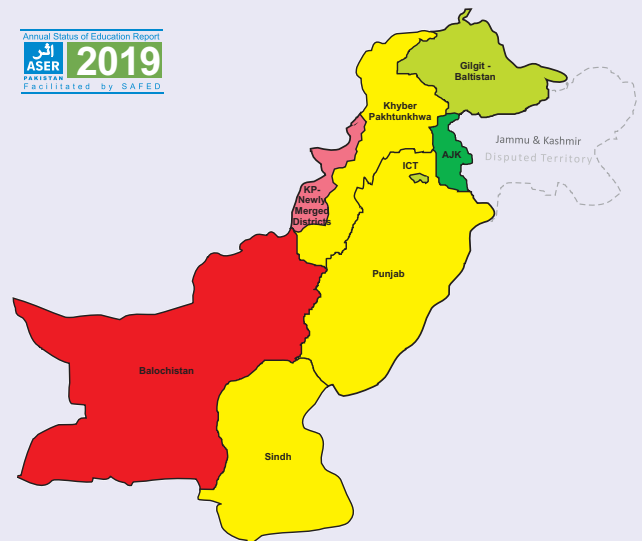
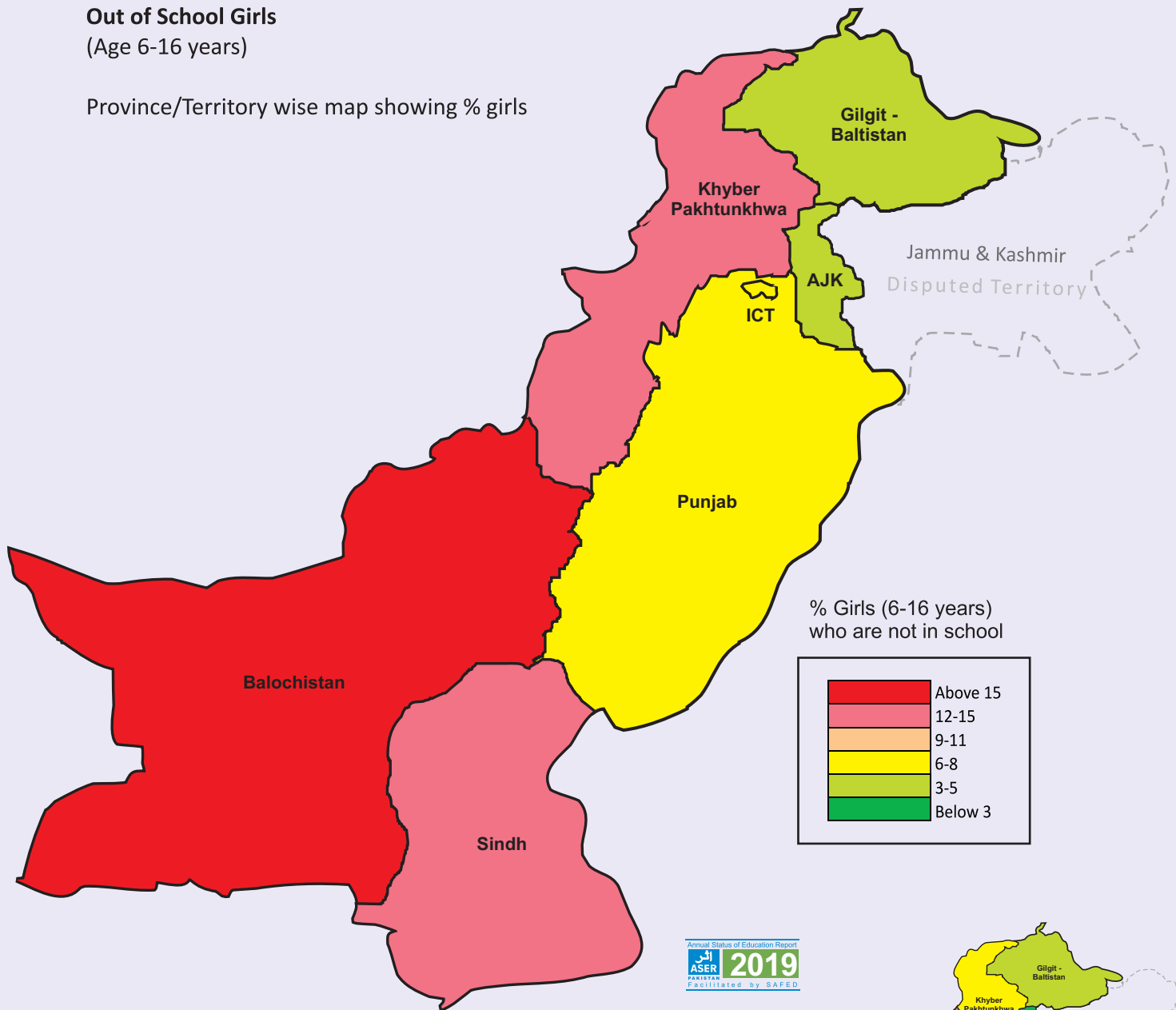
Province/Territory wise map showing % children



Maps may not be accurate or to scale. These are mere representations.

Out of School Girls (Age 6-16 years)

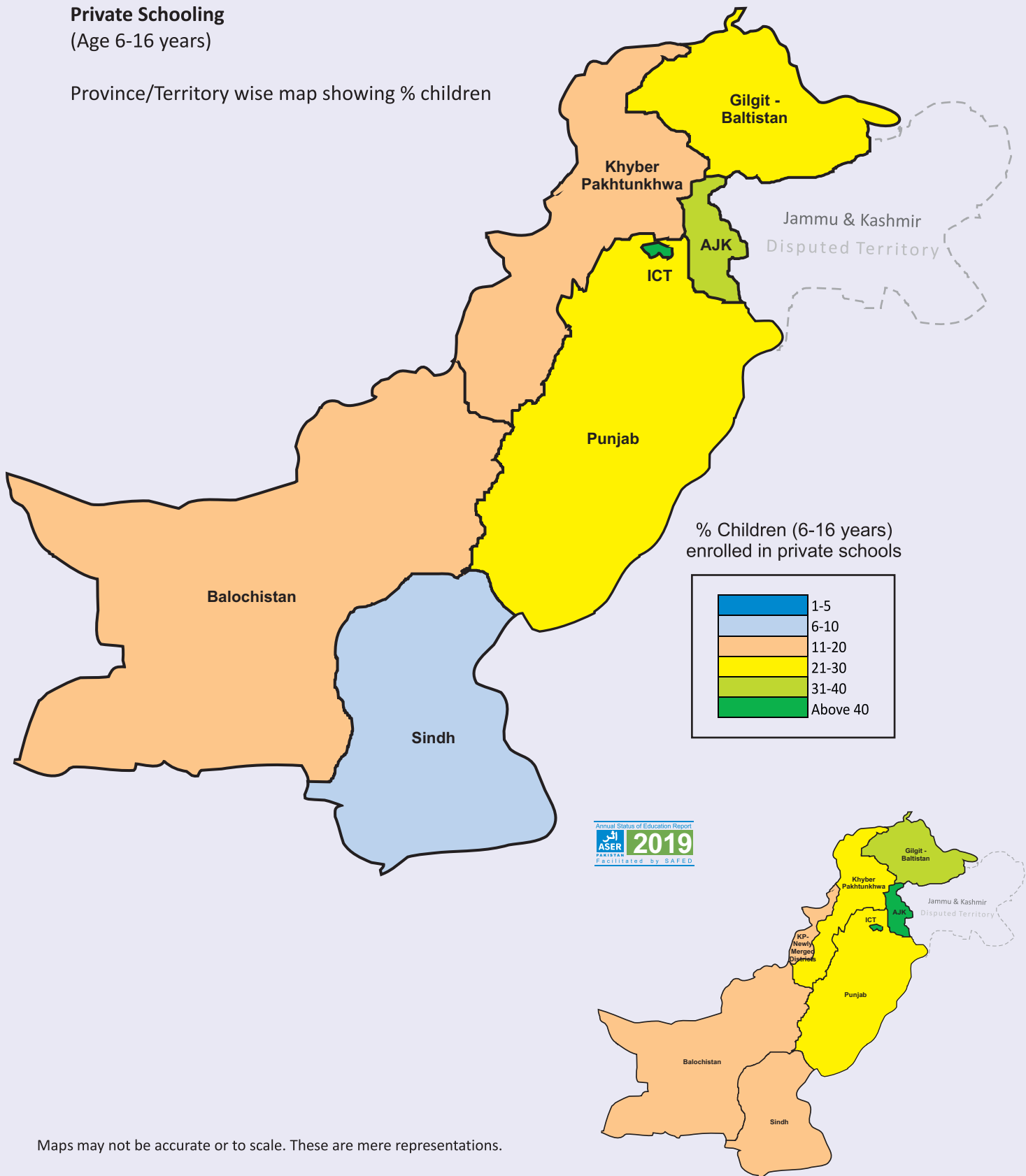
Province/Territory wise map showing % girls



Maps may not be accurate or to scale. These are mere representations.

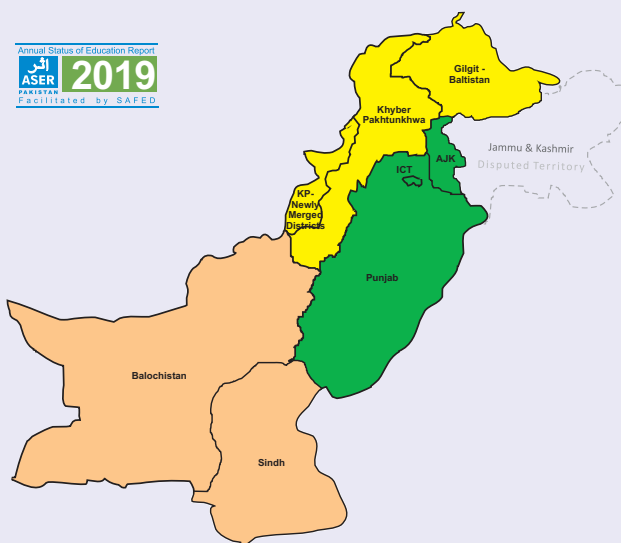
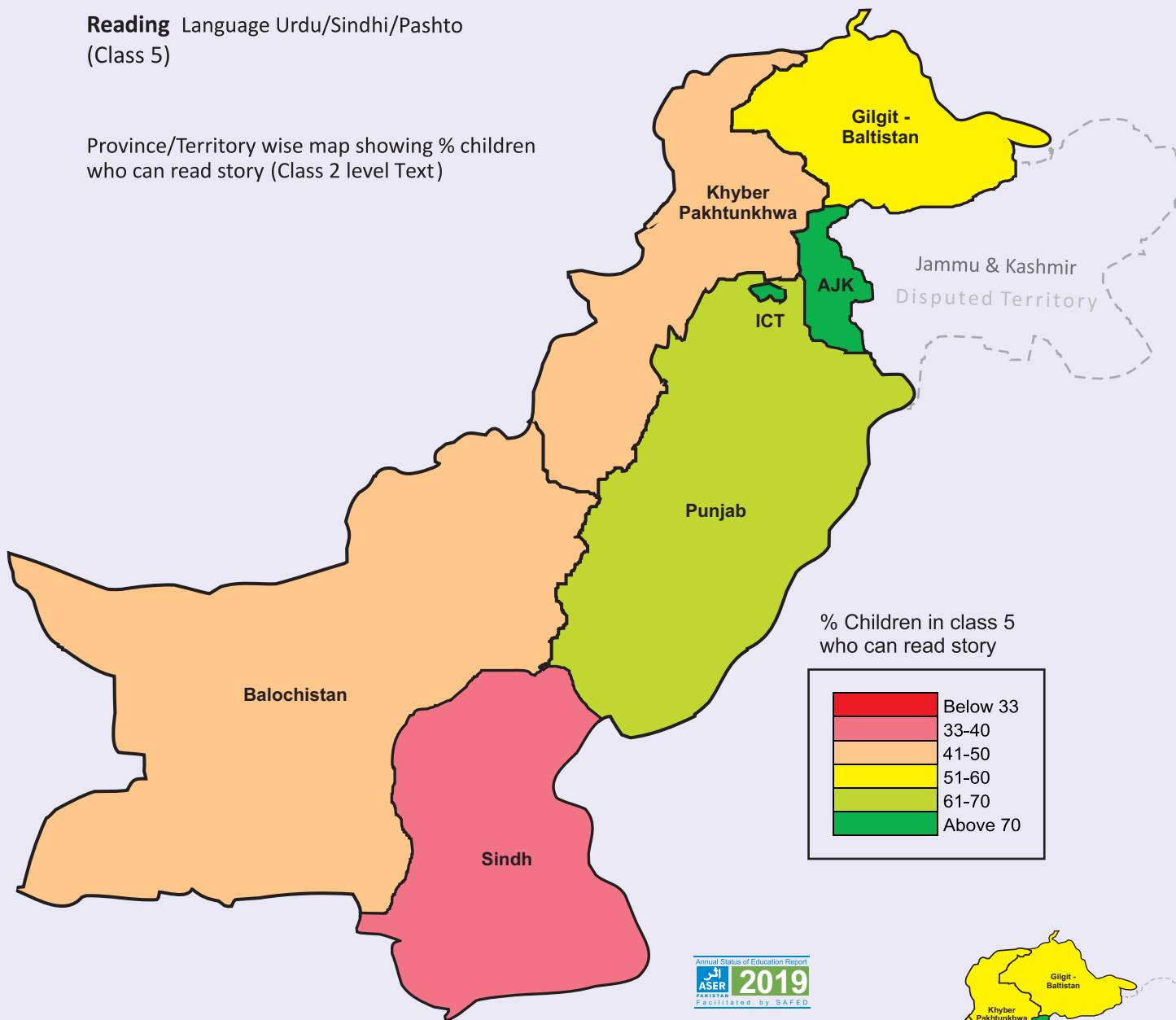
Private Schooling (Age 6-16 years)

Province/Territory wise map showing % children



Reading Language Urdu/Sindhi/Pashto
(Class 5)

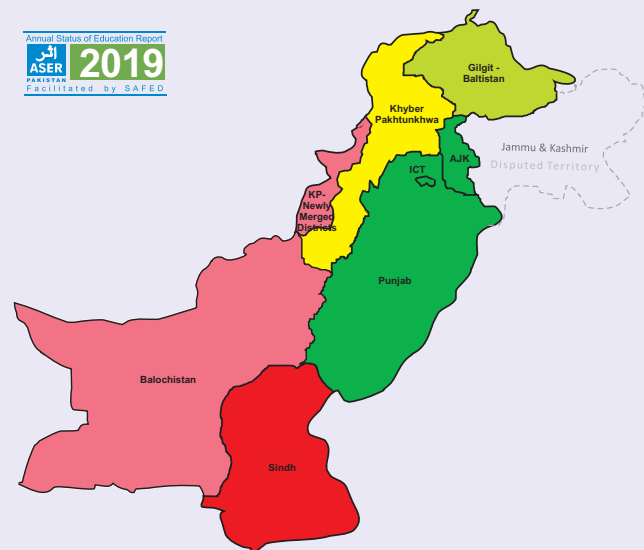
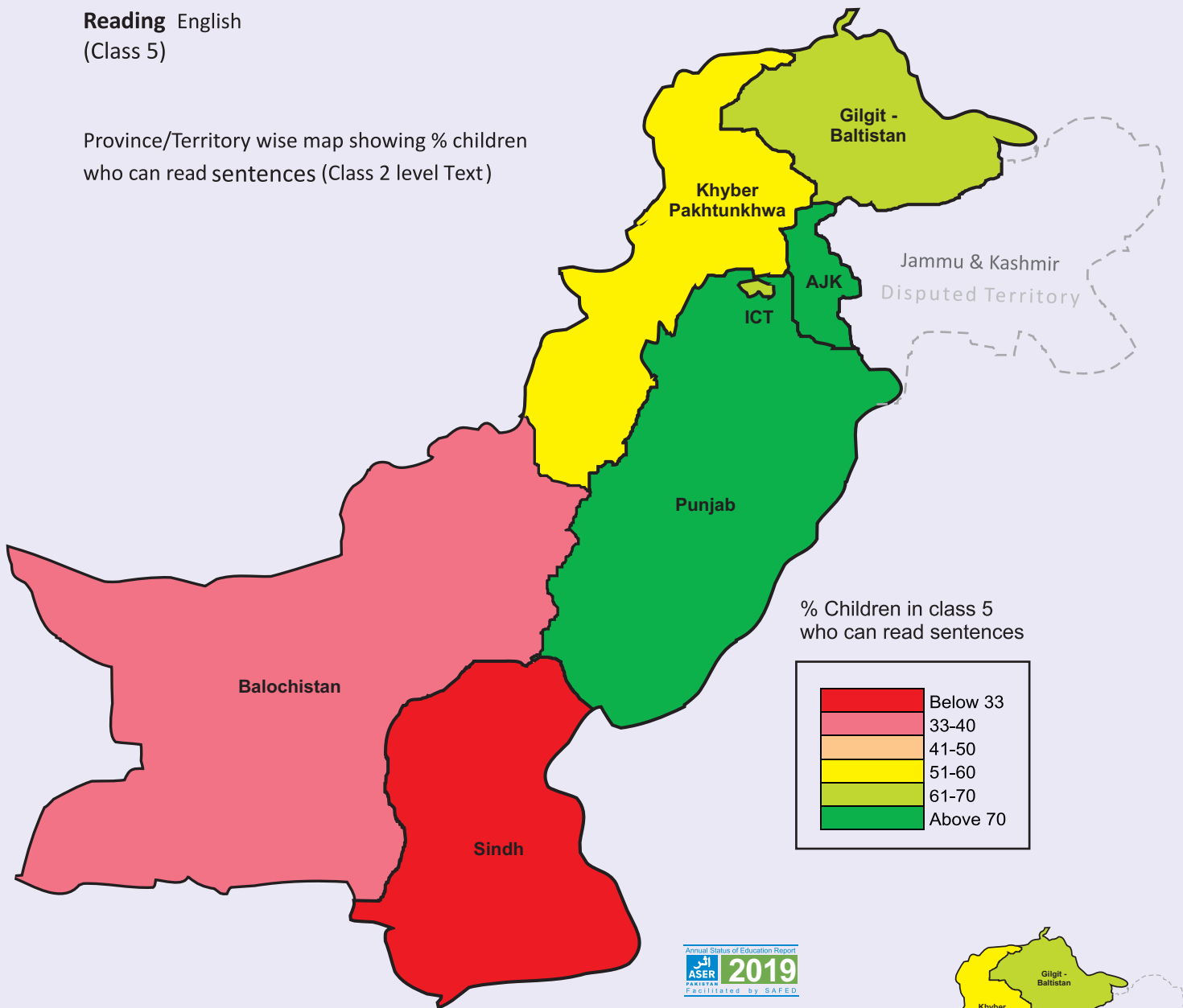
Province/Territory wise map showing % children who can read story (Class 2 level Text)



Maps may not be accurate or to scale. These are mere representations.

Reading English
(Class 5)

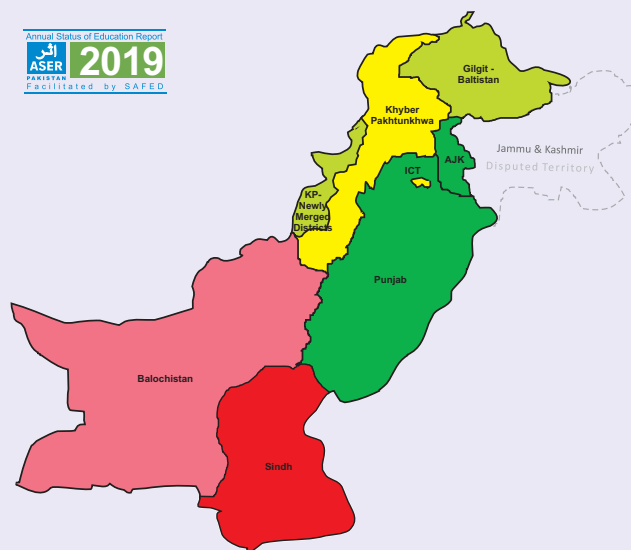
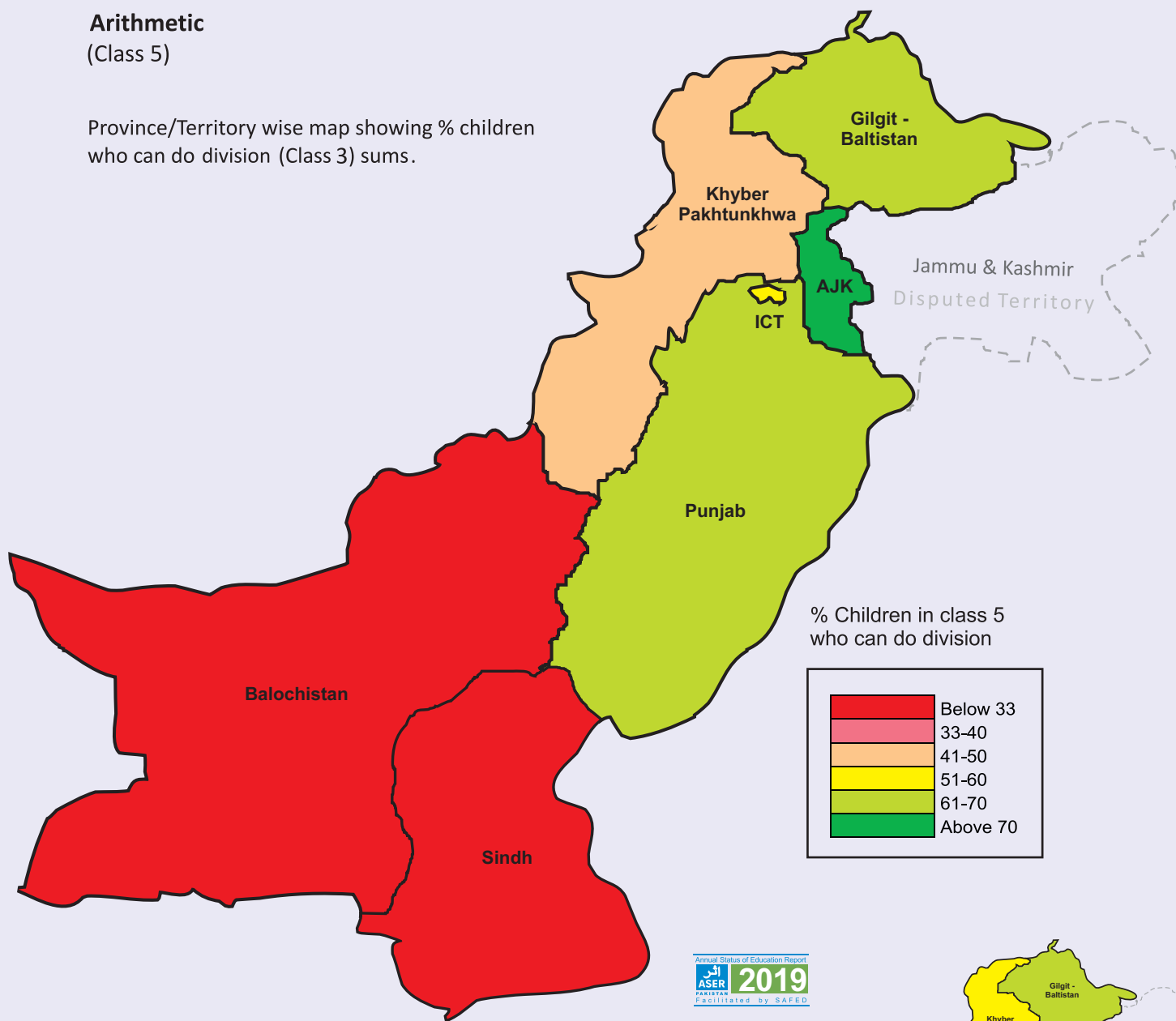
Province/Territory wise map showing % children who can read sentences (Class 2 level Text)



Maps may not be accurate or to scale. These are mere representations.

Arithmetic (Class 5)

Province/Territory wise map showing % children who can do division (Class 3) sums.

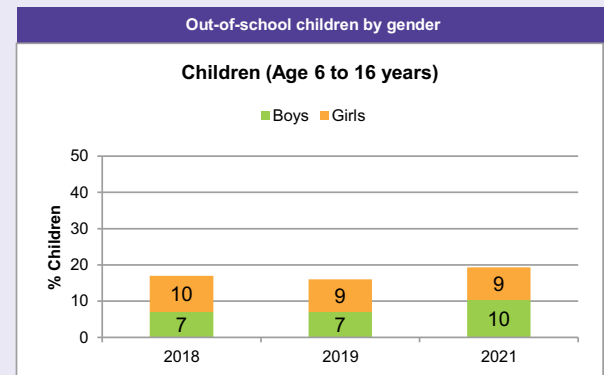
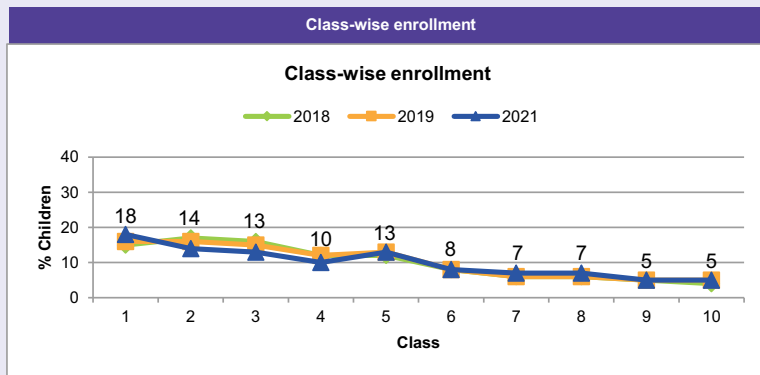
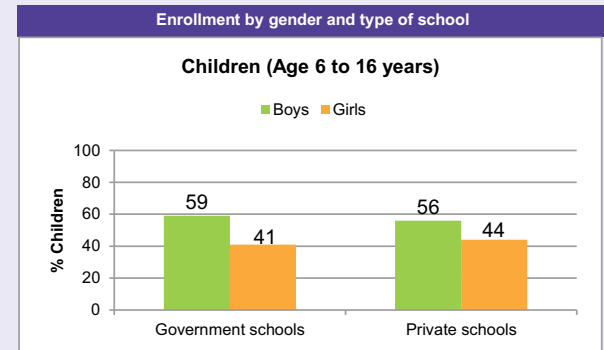


Maps may not be accurate or to scale. These are mere representations.

1.ACCESS

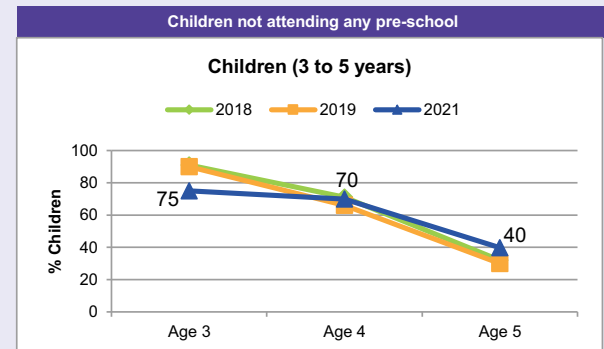
1.1.SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	67.3	17.4	0.9	0.1	11.3	3.0	100
11 - 13	67.6	11.8	0.1	0.0	8.4	12.1	100
14 - 16	61.3	14.3	1.1	0.0	10.6	12.7	100
6 - 16	65.4	14.5	0.7	0.1	10.1	9.3	100
Total		80.7			19.3		100
By Type	81.0	18.0	0.9	0.1			



1.2. EARLY YEARS SCHOOLING (PRE-SCHOOLING)

Age group	Govt.	% Children who attend different types of pre-schools			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	10.7	13.7	0.6	0.0	75.0	100
4	16.2	13.0	0.9	0.0	69.9	100
5	42.1	17.0	1.1	0.0	39.8	100
3 - 5	23.0	14.6	0.9	0.0	61.6	100
Total		38.4			61.6	100
By Type	44.0	54.9	1.1	0.0		



1.3. AGE CLASS COMPOSITION

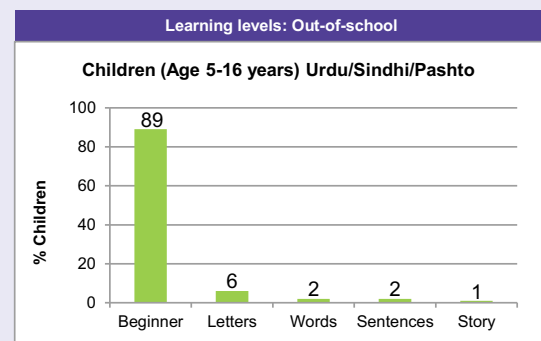
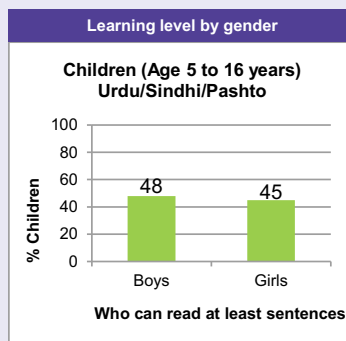
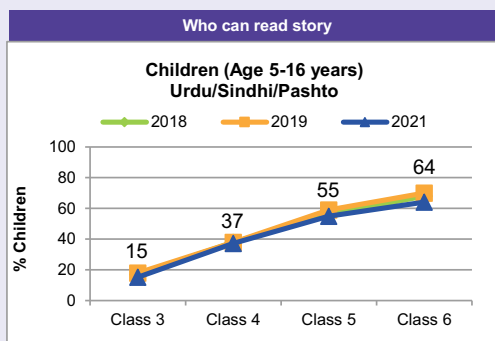
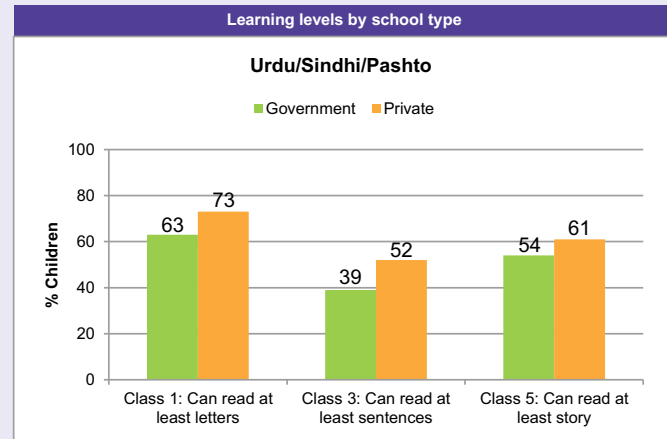
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	99.6	76.6	45.7	11.0	18.2	18.3	8.7	0.1	11.7	0.2	3.8	2.3	18.0
2			41.6	43.8									14.2
3				33.2	43.5								13.3
4					30.1	26.2	18.5						10.3
5						48.5	32.1	9.3					12.6
6	0.4	23.3					34.4	22.5	17.8	7.5			8.1
7			12.7	12	8.2	7		30.9	29.4	18.4	8.6	3.3	6.8
8							6.2	29.8	34.9	34.3	19.3	10.7	6.6
9								7.5	6.2	30.7	37.0	18.4	5.0
10										9.1	31.4	65.3	5.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

2. QUALITY

2.1. LEARNING LEVELS (URDU/SINDHI/PASHTO)

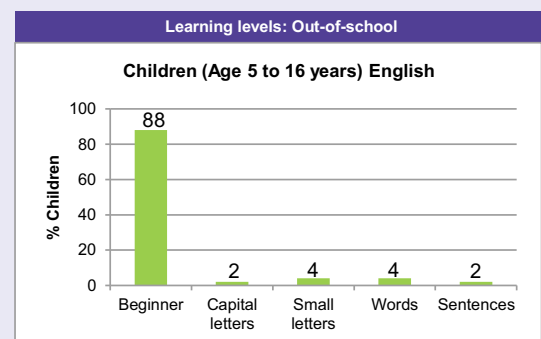
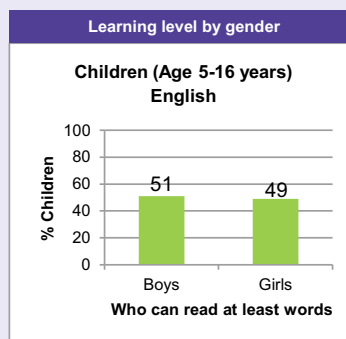
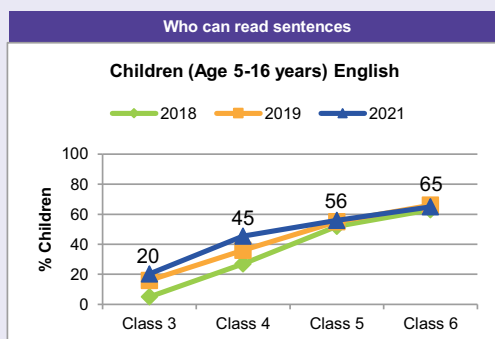
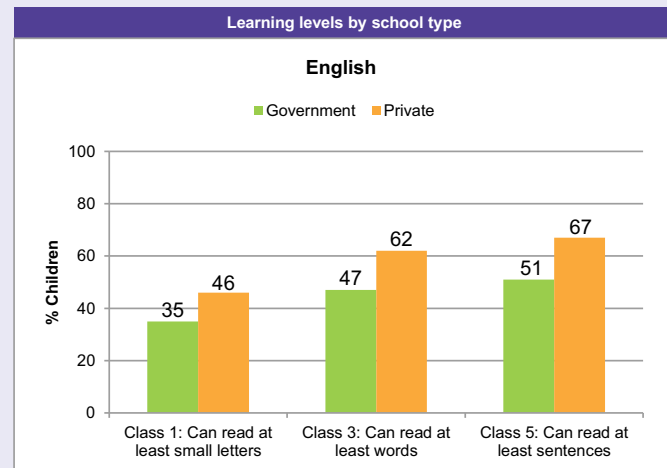
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.7	32.5	19.2	5.8	3.8	100
2	20.0	30.1	30.9	11.6	7.5	100
3	14.7	14.2	34.5	21.4	15.2	100
4	7.0	7.9	17.0	30.9	37.2	100
5	3.6	10.3	12.4	18.8	54.9	100
6	0.4	8.2	10.0	17.2	64.1	100
7	0.0	6.3	9.2	14.4	70.2	100
8	0.0	2.5	9.1	14.4	74.0	100
9	0.0	0.6	9.2	13.8	76.4	100
10	0.0	0.2	7.1	13.1	79.6	100

How to read: 9.6% (5.8+3.8) children of class 1 can read at least sentences



2.2. LEARNING LEVELS (ENGLISH)

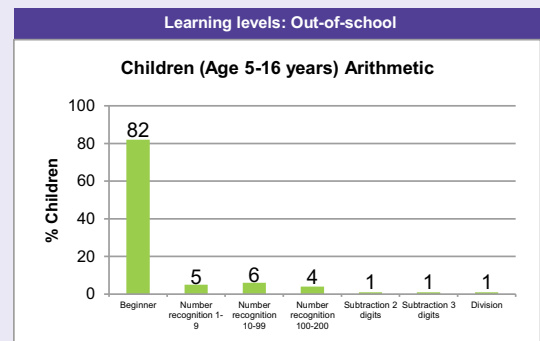
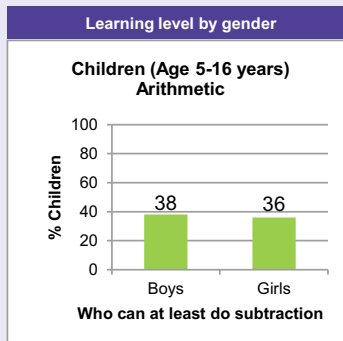
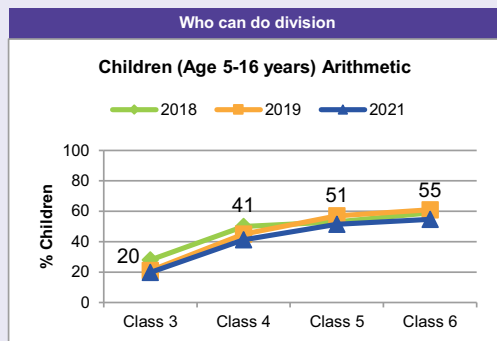
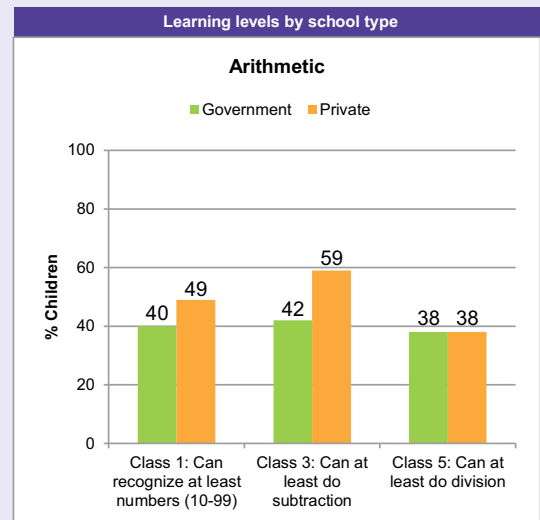
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	42.5	24.8	19.8	9.6	3.3	100
2	32.1	22.3	21.8	16.1	7.8	100
3	17.9	15.7	22.0	24.1	20.3	100
4	5.6	8.5	13.5	27.0	45.4	100
5	5.0	6.7	12.0	20.4	56.0	100
6	4.2	3.8	9.3	17.8	64.9	100
7	0.0	2.2	9.0	17.1	71.7	100
8	0.0	1.0	5.0	18.7	75.4	100
9	0.0	1.1	4.5	16.4	78.0	100
10	0.0	0.1	3.3	15.8	80.7	100
How to read:12.9%(9.6+3.3) children of class 1 can read atleast words						



2.3. LEARNING LEVELS (ARITHMETIC)

Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	35.9	20.5	19.2	11.2	8.9	2.5	1.9	100
2	18.7	21.9	20.6	16.7	12.9	2.0	7.2	100
3	13.0	11.4	16.9	15.3	13.5	10.1	19.8	100
4	5.4	5.7	6.9	11.0	15.9	13.9	41.2	100
5	0.0	3.6	7.1	8.0	12.3	17.6	51.4	100
6	0.0	1.4	2.4	9.0	12.2	20.3	54.7	100
7	0.0	0.0	2.1	5.7	11.2	18.9	62.1	100
8	0.0	0.0	0.0	3.1	7.2	26.3	63.4	100
9	0.0	0.0	0.0	0.0	6.3	30.0	63.7	100
10	0.0	0.0	0.0	0.0	3.7	31.5	64.8	100

How to read: 13.3% (8.9+2.5+1.9) children of class 1 can do at least subtraction



2.4. Bonus Questions

Urdu/Sindhi/Pashto			English		Math		
*Comprehension questions about story			% Children who can tell		*%Children Who can do		
Class	Question 1	Question 2	*Word Meanings	**Sentence Meanings	Time Recognition	Word problem 1	Word problem 2
1	79.3	75.3	62.6	78.8	20.7	19.9	20.4
2	77.1	77.8	67.9	81.2	32.6	31.3	27.2
3	82.1	81.6	74.3	83.0	46.5	43.2	39.7
4	89.3	83.4	84.4	86.1	65.6	61.5	56.8
5	90.1	85.3	88.2	88.7	70.7	67.0	61.7
6	92.8	88.0	93.7	90.9	81.5	76.7	71.4
7	90.9	87.0	95.7	93.2	85.0	79.6	74.3
8	91.5	88.0	96.3	94.0	87.7	82.5	77.1
9	90.2	87.4	97.3	95.6	88.5	84.8	80.3
10	83.6	81.2	97.8	96.3	86.6	83.3	80.4

*Comprehension questions about the story have been asked only from those children who were at story level in reading. How to read the data: Amongst the children of class 1 who are at story level in reading, 79.3% can answer the comprehension question 1 and 75.3% can answer question 2.

*Amongst the children of class 1 who are at sentence level in English reading, 78.8% can tell the meanings of those sentences. How to read the data: *Amongst the children of class 1 who are at least words level in English reading, 62.6% can tell the meanings of those words.

*Questions about time reading from analog clock, daily life word problems and geometry, have been attempted by all children of age 5-16 years during assessment. How to read the data: 20.7% children can recognise time from analog clock, 19.9% can solve daily life word problem and 20.4% can recognise geometry shapes

2.5. General Knowledge

*%Children who can do				*%Children who can do			
Class	Question 1(I)	Question 1(II)	Question 2	Class	Question 1(I)	Question 1(II)	Question 2
1	78.8	78.8	57.3	6	91.2	91.1	91.0
2	81.2	81.2	61.8	7	93.4	93.4	93.2
3	82.8	83.0	68.5	8	94.2	94.1	93.9
4	86.2	86.2	79.4	9	95.7	95.6	95.4
5	88.9	88.9	84.5	10	96.5	96.4	96.1

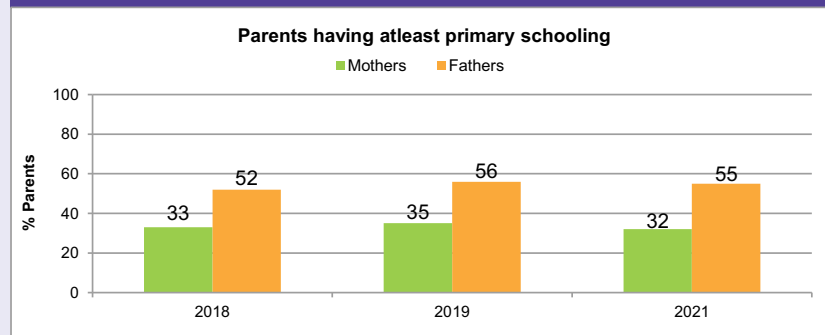
*General knowledge questions were asked only from those children who are at least at words level in English reading

3. PARENTAL EDUCATION AND PAID TUITION

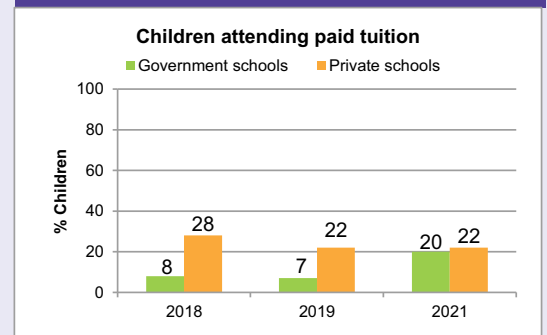
3.1. CLASS-WISE % CHILDREN ATTENDING PAID TUITION

Type/Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	18.0	16.4	9.9	12.5	30.8	25.0	29.2	31.1	22.7	34.0
Pvt.	22.7	23.6	25.8	27.0	32.0	29.2	27.1	30.3	29.4	31.6

3.2. Parental Education



3.3. Paid Tuition



4. SCHOOLS

4.1. NUMBER OF SURVEYED SCHOOLS

Type /Level	Government Schools				Private Schools			
	Boys & Girls	Boys	Girls	Total	Boys & Girls	Boys	Girls	Total
Primary	1053	1116	377	2546	462	67	27	556
Elementary	180	330	148	658	434	35	26	495
Secondary	171	516	205	892	357	30	16	403
Other	-	-	-	-	141	5	2	148
Total	1404	1960	730	4096	1394	137	71	1602

4.2. ATTENDANCE (%) ON THE DAY OF VISIT

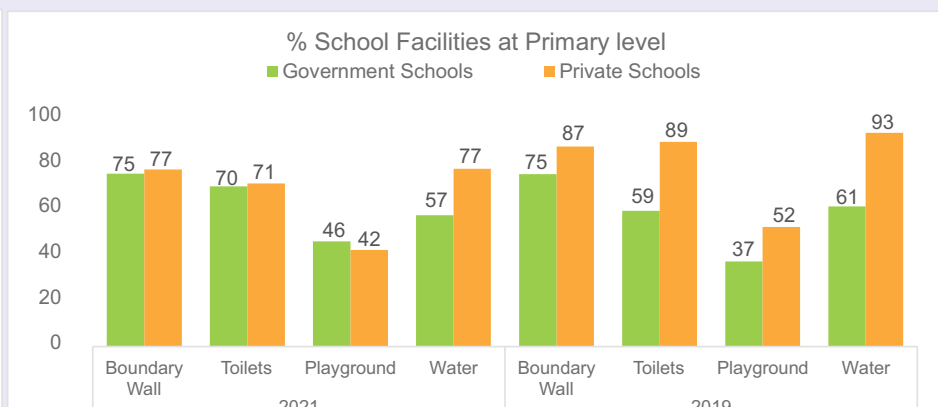
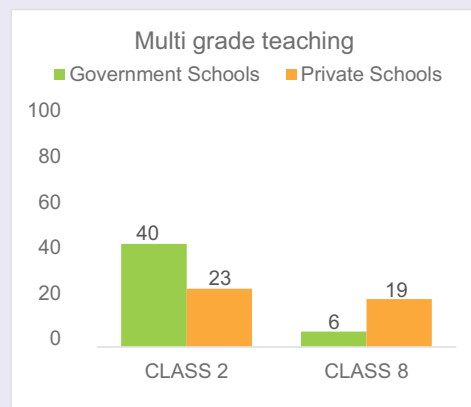
Type /Level	Government Schools				Private Schools			
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Overall
Children attendance	80.6	83.1	78.8	80.3	86.0	86.6	86.8	86.9
Teacher attendance	89.3	88.7	90.3	89.6	91.1	91.1	91.5	91.8

4.3. TEACHER'S QUALIFICATION (%TEACHERS)

General qualification			Professional qualification		
	Government Schools	Private Schools		Government Schools	Private Schools
Matric	3.3	5.1	PTC	15.3	15.4
Intermediate	12.0	20.2	CT	11.0	14.9
Graduation	31.9	36.8	BED	44.5	46.3
Master and Above	52.2	37.5	MED	26.8	20.7
Other	0.7	0.5	OTHER	2.4	2.8

4.4. SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Running water available in handwashing sinks	39.3	48.9	57.7	44.8	20.8	15.2	18.9	15.4	18.0
Complete boundary wall / fence	75.2	83.9	88.0	79.4	77.0	90.1	95.1	88.5	87.7
Useable toilets / latrines for students	69.7	87.3	91.4	77.3	71.0	87.1	89.2	70.2	79.3
Useable furniture	65.2	80.5	85.2	72.0	52.0	60.3	65.6	56.5	58.4
Working library	10.1	19.7	41.4	18.4	87.2	89.5	90.9	89.0	89.1
Playground	45.8	54.7	67.0	51.8	42.0	48.1	51.0	53.2	48.6
Soap/Handwash available in handwashing sinks	23.6	29.7	37.3	27.5	23.8	28.3	35.9	32.7	29.1
Electricity connection	68.2	74.2	83.9	72.6	68.1	72.5	80.4	75.7	73.3
Smart Boards	44.6	55.1	62.1	50.1	81.1	84.4	85.8	85.6	83.7
Solar panels	20.6	17.5	26.0	21.2	84.7	89.5	89.4	91.2	88.0
Separate toilets for girls and boys	34.5	44.2	53.7	40.2	62.2	62.3	73.5	68.5	65.7
Running water available in toilets	50.8	68.2	75.7	59.0	57.7	66.0	72.3	72.1	65.3
Disinfectants available for cleaning	35.5	49.7	61.6	43.5	81.3	88.4	90.8	94.4	87.1
Toilets Cleanliness	48.9	64.8	73.4	56.8	62.8	72.8	83.1	81.9	72.8
Clean Drinking water available for students	57.1	73.2	78.5	64.4	77.4	82.7	87.6	87.6	82.6
Isolation room available	15.4	20.0	25.0	18.3	64.1	67.7	75.8	76.6	69.4
First Aid Equipment Available	20.4	27.0	40.7	25.9	74.8	77.5	84.2	86.8	79.1
Covid-19 Tests done in school by the government	20.1	27.3	37.4	25.0	73.8	80.8	84.1	86.6	79.8



4.5. FUNDS/GRANTS (%SCHOOLS)

		Government Schools				Private Schools			
		Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2020	# of schools reported receiving grants	843	41	268	395	19	6	31	19
	%of schools reported receiving grants	40.3	26.6	46	51.4	5.6	2.9	6.3	4.7
	Average amount of grant (Rs.)	117379.0	40982.6	199935.1	288045.3	37303.4	87921.7	37454.8	33789.5
2021	# of schools reported receiving grants	528	19	152	294	12	3	21	8
	%of schools reported receiving grants	25.3	12.3	26.1	38.2	3.5	1.4	4.3	2
	Average amount of grant (Rs.)	85128.4	54982.8	70604.9	179210.3	2300.0	0.0	1761.9	1500.0

4.6. COVID-19 PRECAUTIONS (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Alternate day Schooling	23.5	31.9	33.6	27.1	30.6	40.8	41.9	34.0	36.9
Awareness posters/IEC material displayed in school	44.4	60.7	63.7	51.3	37.6	47.4	50.0	50.7	45.0
Temperature check at entrance	31.3	47.5	50.2	38.1	24.8	28.0	38.3	33.6	30.0
Hand sanitization at Entrance	36.0	50.0	56.5	42.7	37.7	38.0	48.3	42.9	40.9
Masks worn by teachers and students at school	45.2	55.5	64.5	51.1	59.2	69.0	76.4	79.0	68.4
Hand sanitizer available inside and outside of the classroom for students	29.0	41.6	47.8	35.2	42.9	55.8	63.6	52.5	53.0

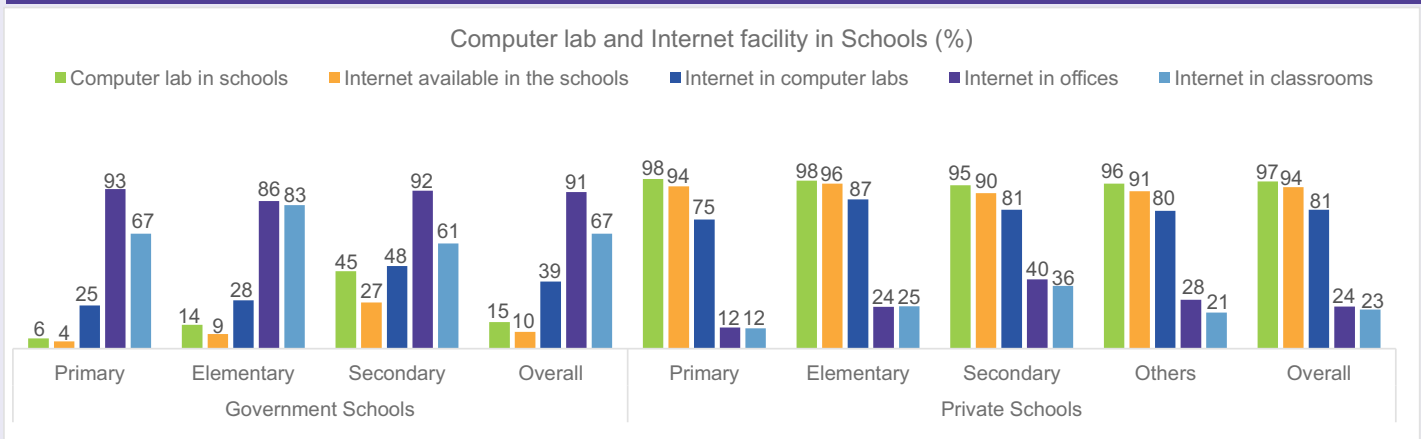
4.7. SCHOOL POLICY ON SUSPECTED COVID-19 CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Move them to isolation room	67.0	77.0	76.0	70.8	54.8	62.7	76.1	63.8	63.5
Send the person home immediately	93.6	95.5	97.2	94.7	60.5	70.3	76.0	73.4	68.6
Call nearby health facility	87.8	95.6	94.9	90.8	41.0	50.9	59.0	53.3	49.7
Call Covid-19 helpline	80.3	88.9	90.7	84.2	80.0	83.6	77.4	80.0	80.1
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

4.8. SCHOOL'S LEAVE POLICY FOR CONFIRMED POSITIVE CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Continue learning learning/teaching from home	76.4	84.7	81.0	78.9	93.8	92.8	81.7	93.8	88.8
14-days leave	91.8	94.8	95.3	93.3	93.6	97.3	88.9	96.0	93.8
Return back to school only after a negative COVID test	93.7	96.9	96.0	94.8	86.1	84.2	81.6	90.9	84.3
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

4.9. COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (%SCHOOLS)



4.10. DISABILITIES & FUNCTIONING IN SCHOOLS (%SCHOOLS)

Children with disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disability	81.7	80.1	70.9	79.1	87.1	74.4	66.8	60.7	75.8
Some Disability	18.3	19.9	29.1	20.9	12.9	25.6	33.2	39.3	24.2

4.11. FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (%SCHOOLS)

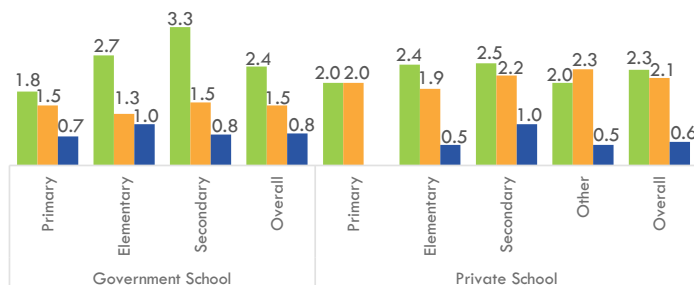
Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	17.8	16.3	20.9	18.5	16.0	24.4	31.4	12.8	23.1
Accessible Toilets	53.6	41.7	53.3	51.7	36.5	55.8	51.7	33.3	47.0
Health and Nutrition officer	7.6	7.8	12.4	9.1	9.6	20.7	17.0	10.2	15.7
Other facilities*	20.2	19.2	24.1	21.2	23.1	32.3	36.0	22.4	30.0

*Special Staff, Janitorial Staff, Pick and Drop Facilities

4.12. VISUAL & HEARING DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)

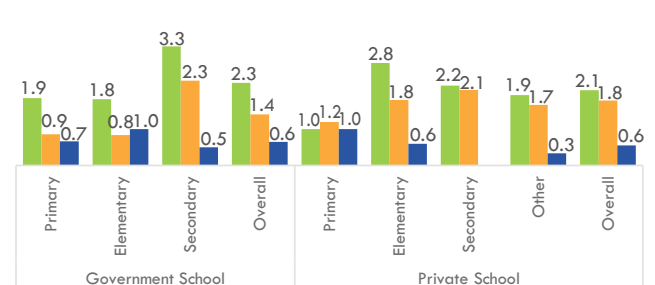
Visual Disability- Boys (Avg.) in Schools

Some difficulty A lot of difficulty Cannot do at all



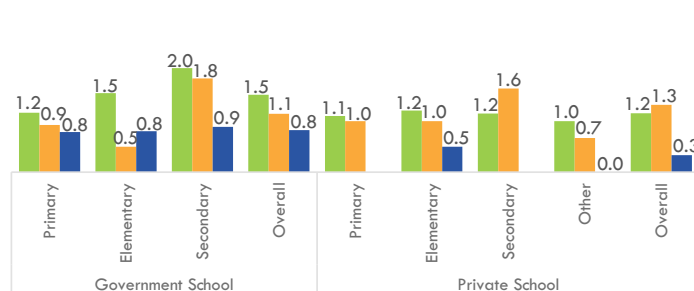
Visual Disability- Girls (Avg.) in Schools

Some difficulty A lot of difficulty Cannot do at all



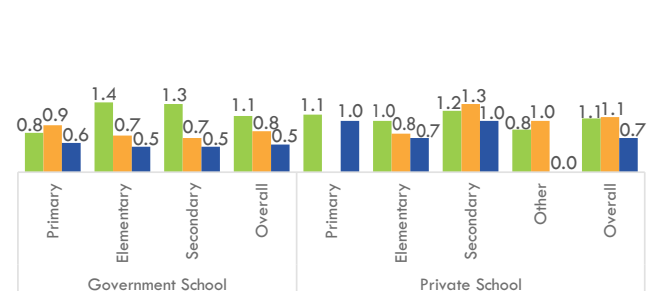
Hearing Disability- Boys (Avg.) in Schools

Some difficulty A lot of difficulty Cannot do at all

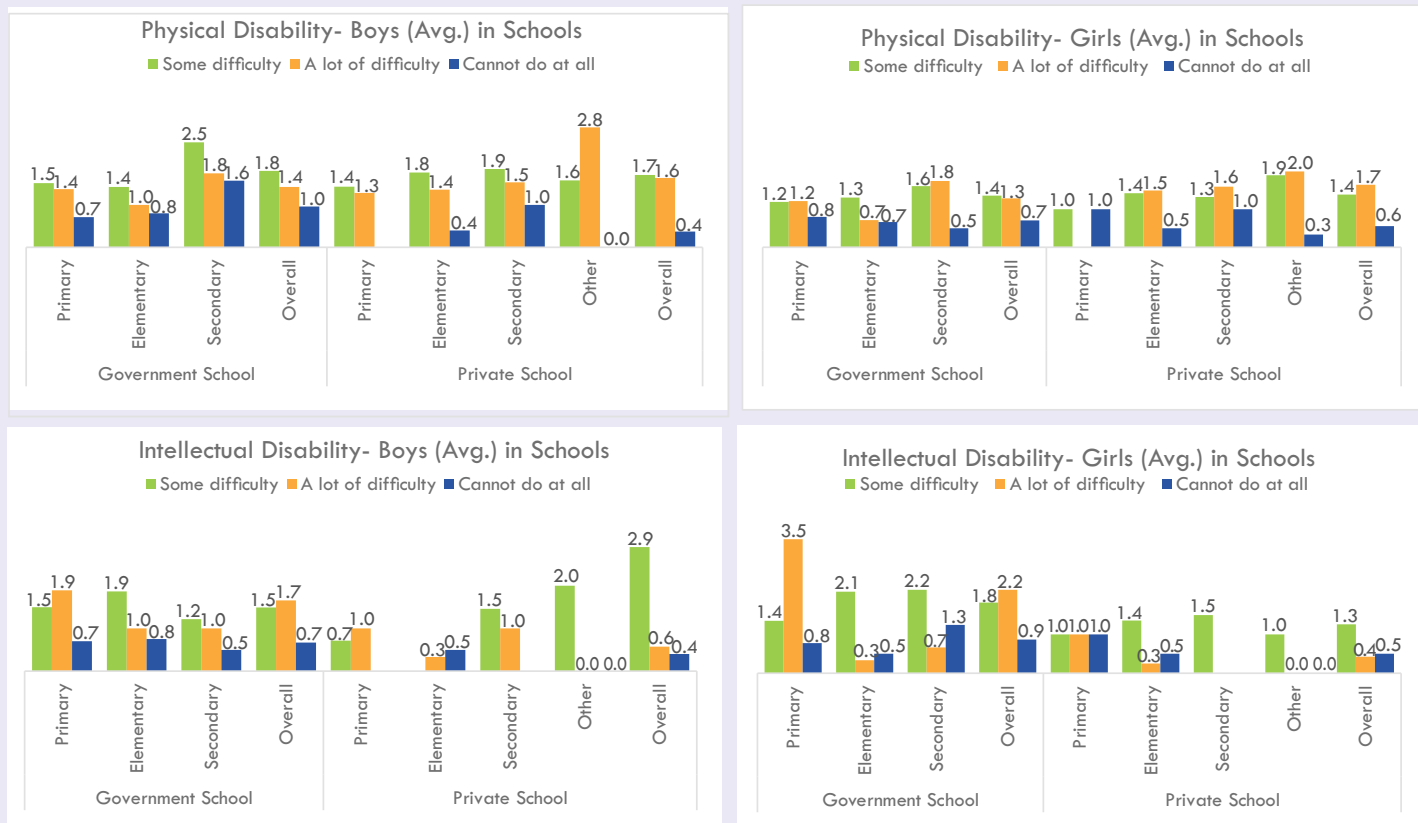


Hearing Disability- Girls (Avg.) in Schools

Some difficulty A lot of difficulty Cannot do at all



4.13. PHYSICAL & INTELLECTUAL DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)



4.14. SELF CARE & COMMUNICATION DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)



Finding Summary

Province/ Territory	ACCESS				QUALITY					
	Children (Age 3-5 years)	Children (Age 6-16 years)			CLASS 3					CLASS 5
	In Pre-School	Out of school (All)	Out of school (Girls)	In Private School	Who can read sentence (Urdu/Sindhi/ Pashto)	Who can read words (English)	Who can do subtraction (Arithmetic)	Who can read story (Urdu/Sindhi/ Pashto)	Who can read sentence (English)	Who can do division (Arithmetic)
AZAD JAMMU AND KASHMIR	52.2	8.2	4.0	44.1	55.6	62.9	75.2	72.3	86.1	71.6
BALUCHISTAN	30.1	38.1	20.0	14.0	35.2	25.3	27.0	46.3	38.8	26.3
GILGIT-BALTISTAN	38.4	10.1	5.1	27.1	31.9	39.5	66.0	52.0	61.0	64.8
ISLAMABAD ICT	54.7	14.8	7.0	43.2	100.0	73.7	100.0	74.0	61.5	51.1
KHYBER PAKHTUNKHWA	29.7	27.1	13.0	20.3	34.4	43.2	39.1	49.8	53.6	50.3
PUNJAB	43.1	13.8	6.0	22.6	44.4	50.8	58.6	68.4	73.2	68.9
SINDH	33.8	23.6	13.0	5.9	26.6	26.4	35.4	40.3	23.9	28.0
NATIONAL	38.4	19.3	9.0	19.0	36.6	44.4	43.4	54.9	56.0	51.4



Sample Composition

- ASER 2021 survey was conducted in 152 rural districts of Pakistan. This covered 87,415 households in 4,420 villages throughout the country during September-November 2021.
- Detailed information was collected on 247,978 children (57% males, 43% females) aged 3-16 years. Out of these 212,105 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 4096 government schools and 1602 private schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has increased when compared to 2019.

- In 2021, 19% of children were reported to be out-of-school which has increased when compared to 2019 (17%). 10% children have never been enrolled in a school and 9% have dropped out of school for various reasons.
- 81% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 81% (77% in 2019) of children were enrolled in government schools whereas 19% (23% in 2019) were going to non-state institutions (18% private schools, 1% Madrassah, 0% others). The share of private schools has dropped by 4% compared with 2019.
- Amongst the enrolled students in government schools, 41% were girls and 59% were boys whereas in private schools 56% enrolled children were boys and 44% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased in 2021 as compared to 2019.

- 38% of all school-aged children in the age bracket of 3-5 years were enrolled in schools as compared to 39% in 2019.

¹ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.² <https://snc.gov.pk/>

- 62% children of age 3-5 are currently not enrolled in any early childhood program/school.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through language and arithmetic tools. The same tools are used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum.

Learning levels of children (in class 5 and class 3) have declined:

- 55% of class 5 children could read a class 2 level story in Urdu/Sindhi/Pashto compared to 59% in 2019
- 15% of class 3 children could read story in Urdu/Sindhi/Pashto compared to 18% in 2019.

English learning levels (in class 5 and class 3) have improved marginally:

- 56% class 5 children could read sentences (class 2 level) compared to 55% in 2019.
- 20% class 3 children could read class 2 level sentences compared to 16% in 2019.

Arithmetic learning levels (in class 5 and class 3) have declined:

- 51% class 5 children could do two digit division as compared to 57% in 2019.
- 20% children enrolled in class 3 could do two-digit division compared to 21% in 2019.

THEME 5: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better in literacy compared to government counterparts whilst for numeracy they performed at par.

- 61% children enrolled in class 5 in private schools were able to read at least story in Urdu/Sindhi/Pashto as compared to 54% class 5 children enrolled in government schools.

- 67% private school children can read at least sentences in class 5 whereas only 51% government school children can do the same.
- 38% children enrolled in private schools (class 5) were able to do division when compared to 38% class 5 children enrolled in government schools.

THEME 6: GENDER GAP

Gender gap in learning: boys outperform girls (age 5-16 overall) in literacy and numeracy skills.

- 48% of boys and 45% of girls could read at least sentences in Urdu/Sindhi/Pashto.
- 51% boys could read at least English words while 49% of girls can do the same.
- 38% of boys were able to do at least subtraction compared to 36% girls.

THEME 7: PARENTAL EDUCATION

- 32% mothers (35% in 2019) and 55% fathers (56% in 2019) in the sampled households had completed at least primary education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students. It has increased significantly for government school students (6% in 2019). Overall paid tuition students in private schools is 22% compared to 20% in government schools.

- Children across all classes take private tuition; the percentage of students taking tuition varies for different classes/grades. For example, in government schools, 18% children enrolled in class 1 take private tuition compared to 34% children in class 10 take tuition.
- Increase in tuition in government schools by 14 % during COVID-19 is a burden on households.

THEME 9: MULTI-GRADE TEACHING

40% of surveyed government schools and 23% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed for multi-grade teaching with one teacher teaching more than one grade.
- It was found that 40% of the surveyed government schools and 23% of the surveyed private schools had Class 2 sitting with other classes. Also 6% of surveyed government schools and 19% of surveyed private schools had class 8 sitting with other classes.

THEME 10: LEARNING SUPPORT DURING COVID (CHILDREN'S RESPONSES)

Children (5-16 years) were asked about learning support during COVID-19.

From a high of 68% learning support from family members, 57 % availed PTV TeleSchool sessions, 37% had access to smart phones, followed by 29% with access to computer, 27% to paid tuition, 14% digital learning resources and 6% accessed radio programs.

THEME 11: TEACHER & STUDENT ABSENTEEISM

Student attendance is recorded by taking a headcount of all students present in school on the day of visit.

- Overall student attendance in surveyed government schools stood at **80%** whereas it was **87%** in private schools.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.
- Overall teacher attendance in surveyed government schools was **90%**, whereas it was **92%** in private schools.

THEME 12: TEACHERS' QUALIFICATION

- 32% teachers of surveyed government schools have done graduation as compared to 37% teachers of private schools. However, 27% have completed M.Ed in government schools compared to 21% in private schools.

THEME 13: SCHOOL FACILITIES

SURVEYED GOVERNMENT SCHOOLS:

- 70% of the surveyed government primary schools have functional toilets.
- 57% of the surveyed government primary schools have useable drinking water.
- 75% of the surveyed government primary schools, had complete boundary walls.
- **46% of surveyed government primary schools had playgrounds.**
- 68% of surveyed government primary schools had electricity connection.
- **6% of surveyed government primary schools had computer labs and 4% had internet facilities.**

SURVEYED PRIVATE SCHOOLS:

- 71% of the surveyed private primary schools have functional toilets.
- 77% of the surveyed private primary schools have useable drinking water.
- 77% of the surveyed private primary schools had complete boundary walls.
- **42% of surveyed private primary schools had playgrounds.**
- 68% of surveyed private primary schools had electricity connection.
- **98% of surveyed private primary schools had computer labs and 94% had internet facilities.**

THEME 14: SCHOOL GRANTS/FUNDS

25% of the government primary schools and 4% private primary schools received grants.

- 528 surveyed government primary schools had received grants in 2021 as compared to 12 surveyed private primary schools.

THEME 15: DISABILITIES & FUNCTIONINGS

ASER 2021, as part of the school level survey, included a "Health and Disability" section, whereby the head teachers/teachers were asked a number of questions pertaining to Children with Disabilities and Facilities for Children with Disabilities in their respective schools.

At the national level, 21% of the surveyed government schools were reported to be having children with disabilities while 24% of the private schools reported the same.

THEME 16: HOUSEHOLDS' ACCESS TO: TECHNOLOGY

ASER 2021 included a range of questions from households on technology access.

77% of households across all rural districts have mobile phones and 62% have smart phones.

Amongst mobile users, 89% use WhatsApp services, whilst 64% use SMS facility.

23% have internet connection and 18% have computer/laptops. 65% households have TV and 18% have radio.

THEME 17: HOUSEHOLDS' ACCESS TO SOCIAL SAFETY NETS & IMPACT ON INCOME AND WELL-BEING

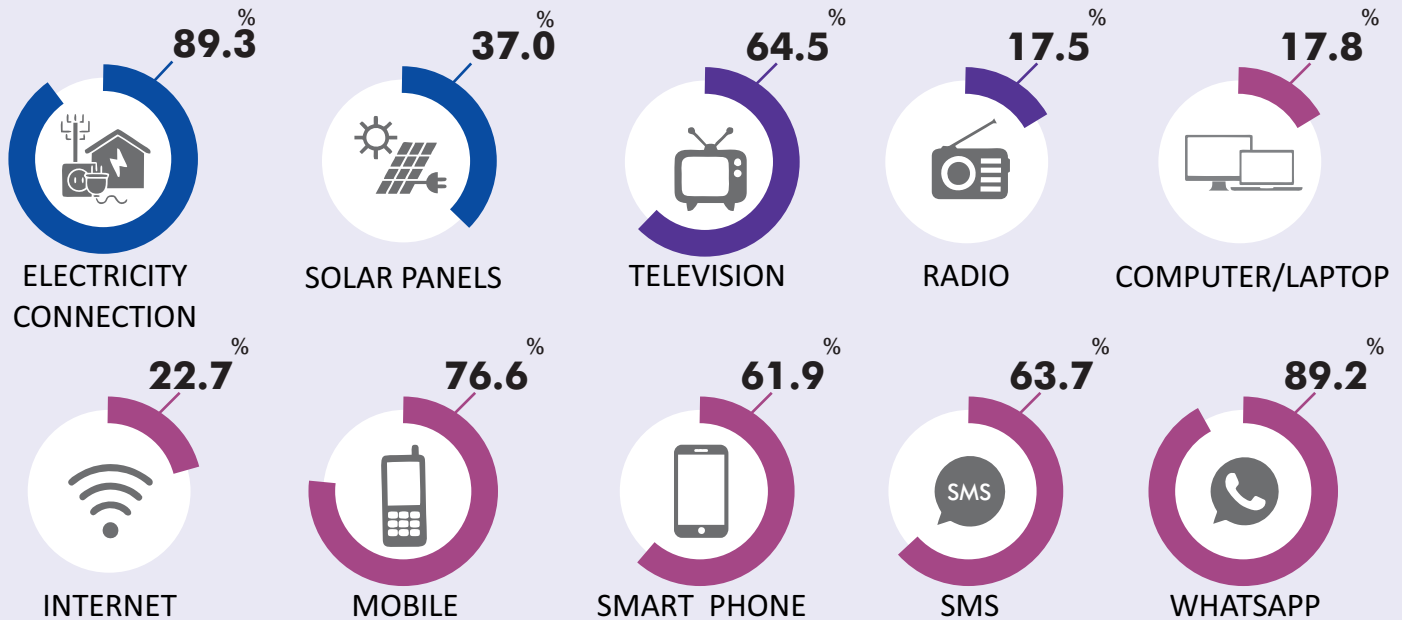
16% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat etc.)

16% households stated that their earnings during Covid were affected by more than 50%.

30% households stated that their psychological well-being was substantially affected during Covid.

ALTERNATE ENERGY, INFORMATION & COMMUNICATION TECHNOLOGY

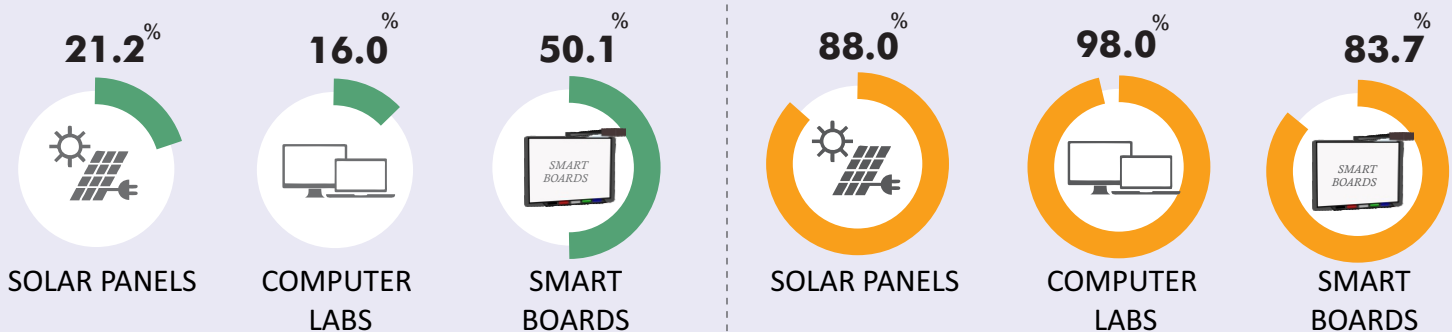
IN HOUSEHOLD



GOVT. SCHOOLS

IN SCHOOLS

PVT. SCHOOLS



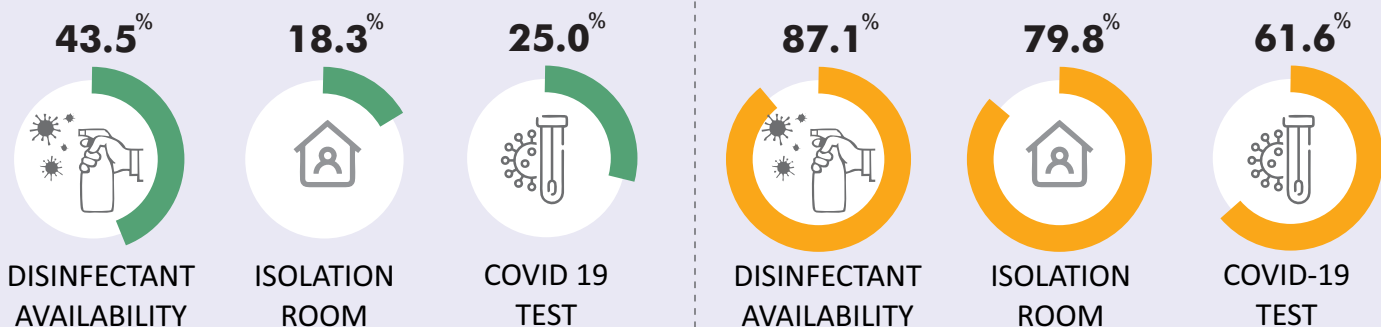
COVID-19 FACILITIES



GOVT. SCHOOLS

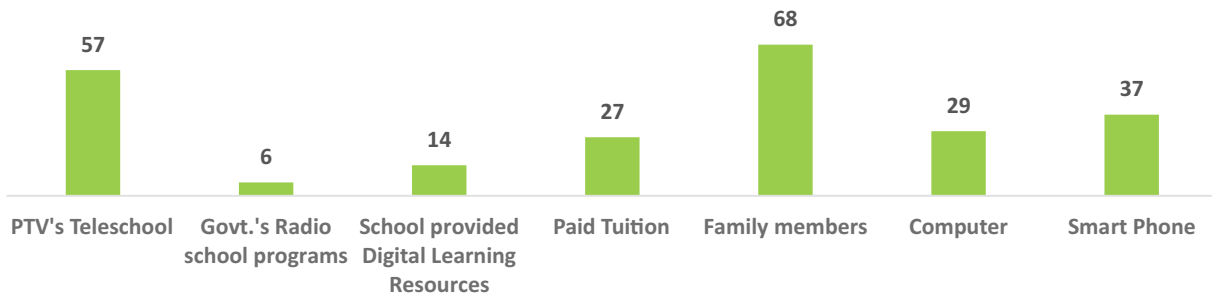
IN SCHOOLS

PVT. SCHOOLS



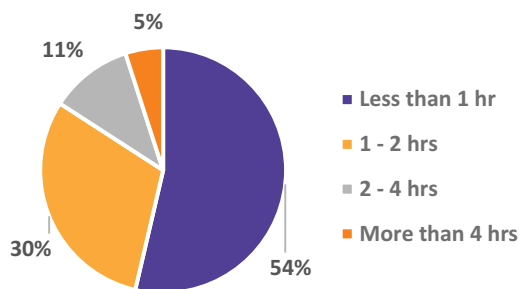
LEARNING SUPPORT DURING COVID-19

% Children-Type of Learning Support Availed

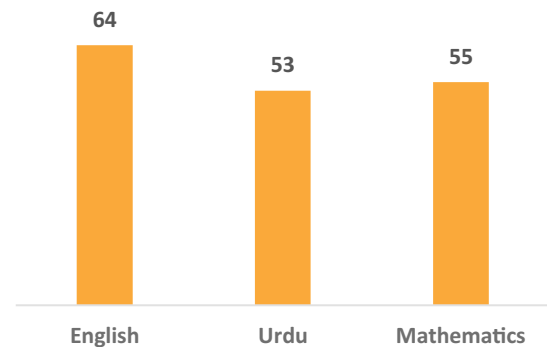


LEARNING DURING COVID-19 (STUDY DURING SCHOOLS SHUT DOWN)

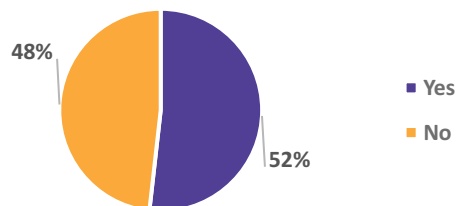
Average daily hours given to Studies



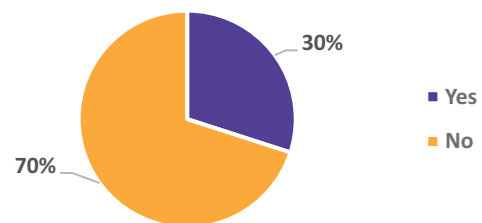
Subject that % children who found it difficult to study on their own



Do children feel confident to study on their own if Schools Shut Down again?



Did School provide Learning Material?



How often did School Management reach for providing Learning Support?



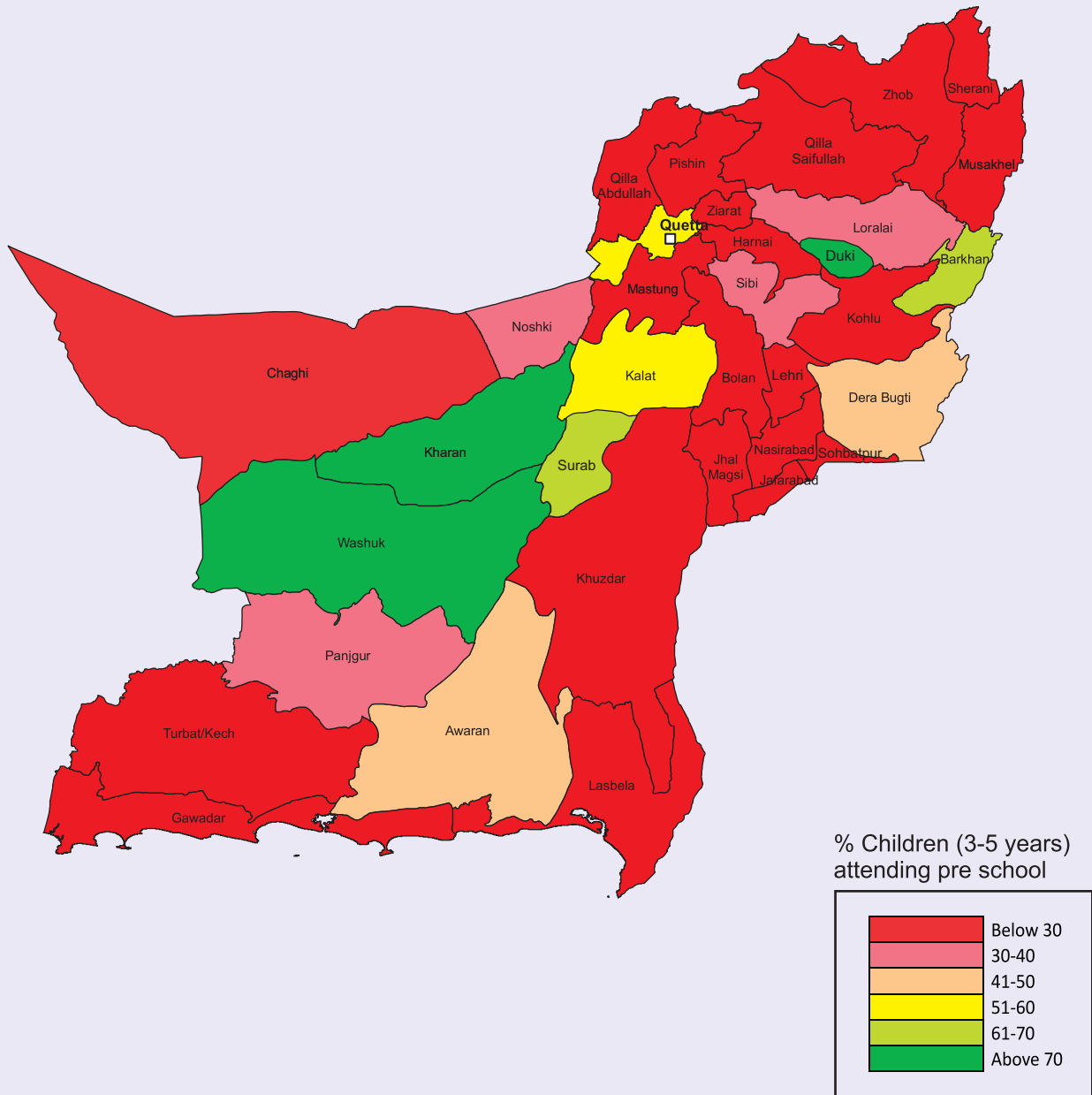


BALUCHISTAN (RURAL)

Children in Pre School

(Age 3-5 years)

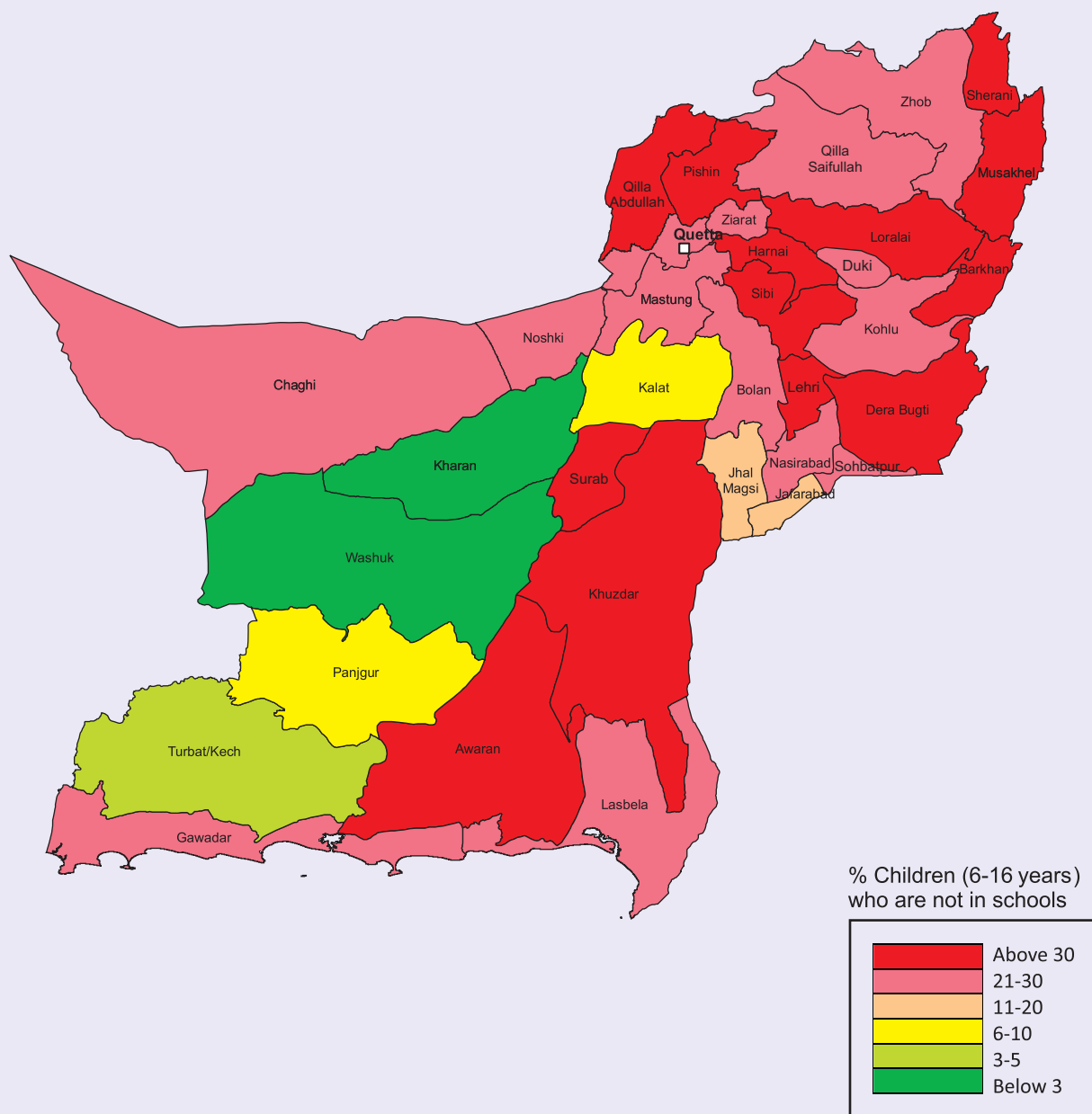
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

(Age 6-16 years)

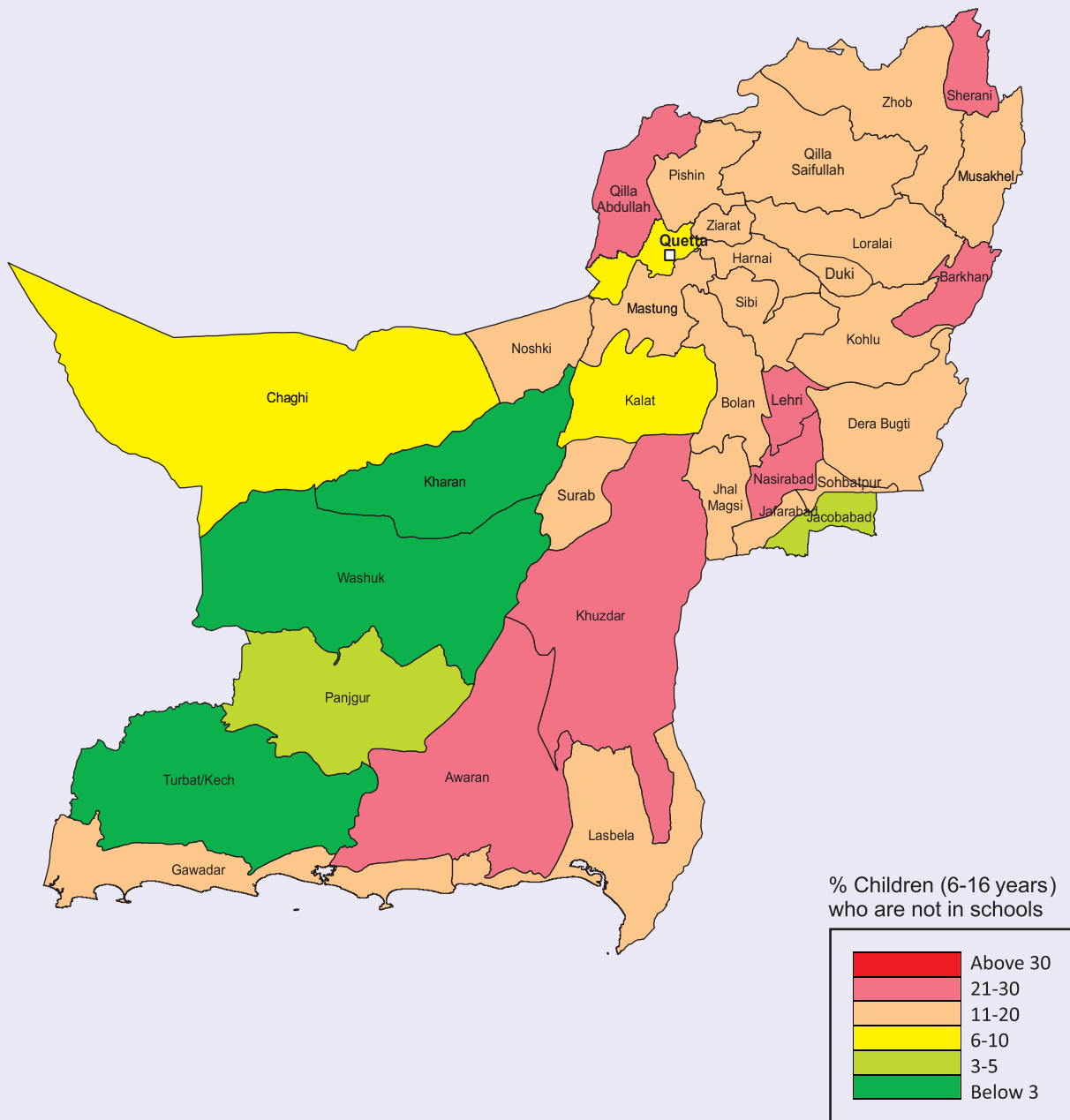
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

Out of School Girls (Age 6-16 years)

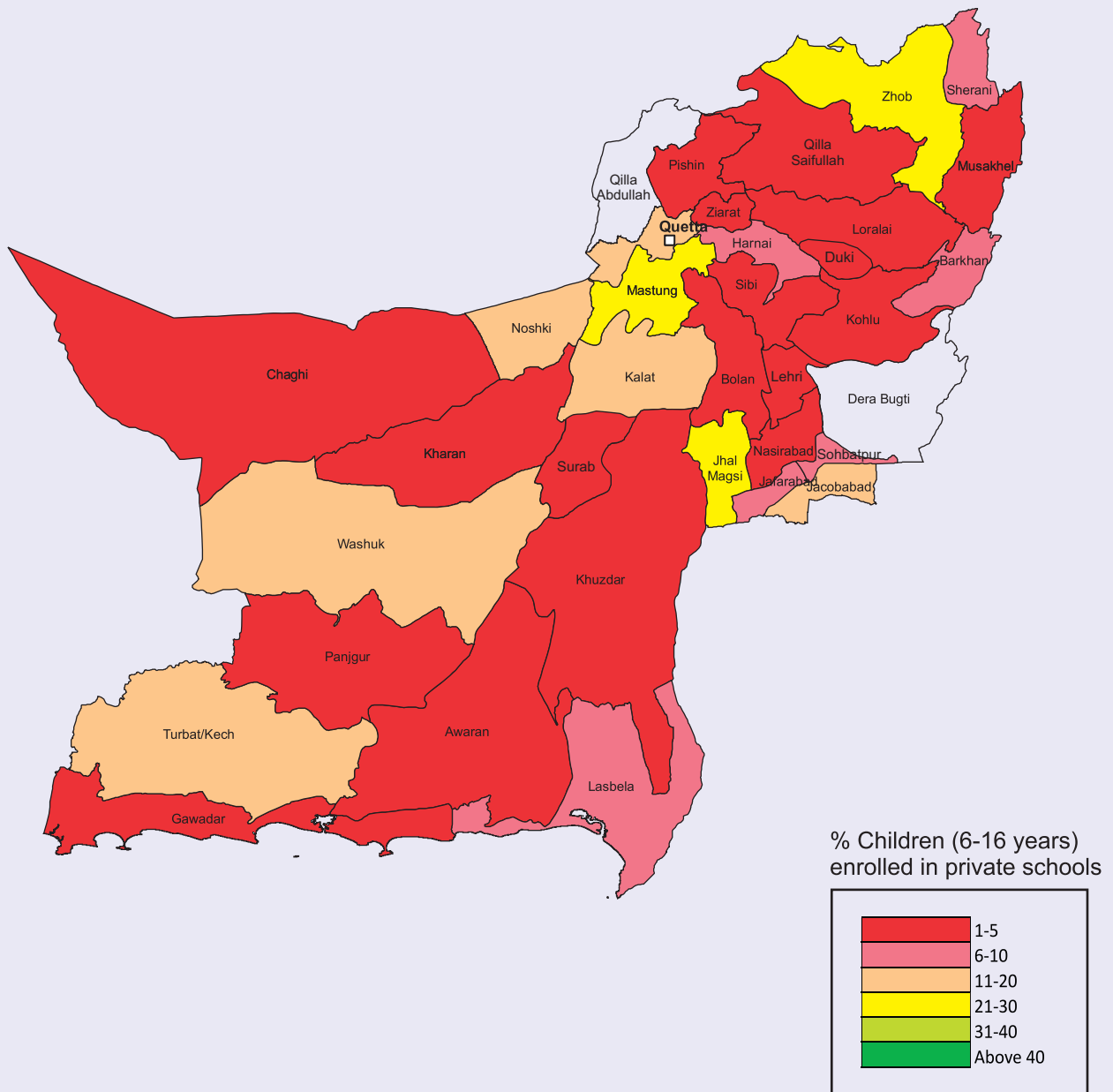
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

Private Schooling (Age 6-16 years)

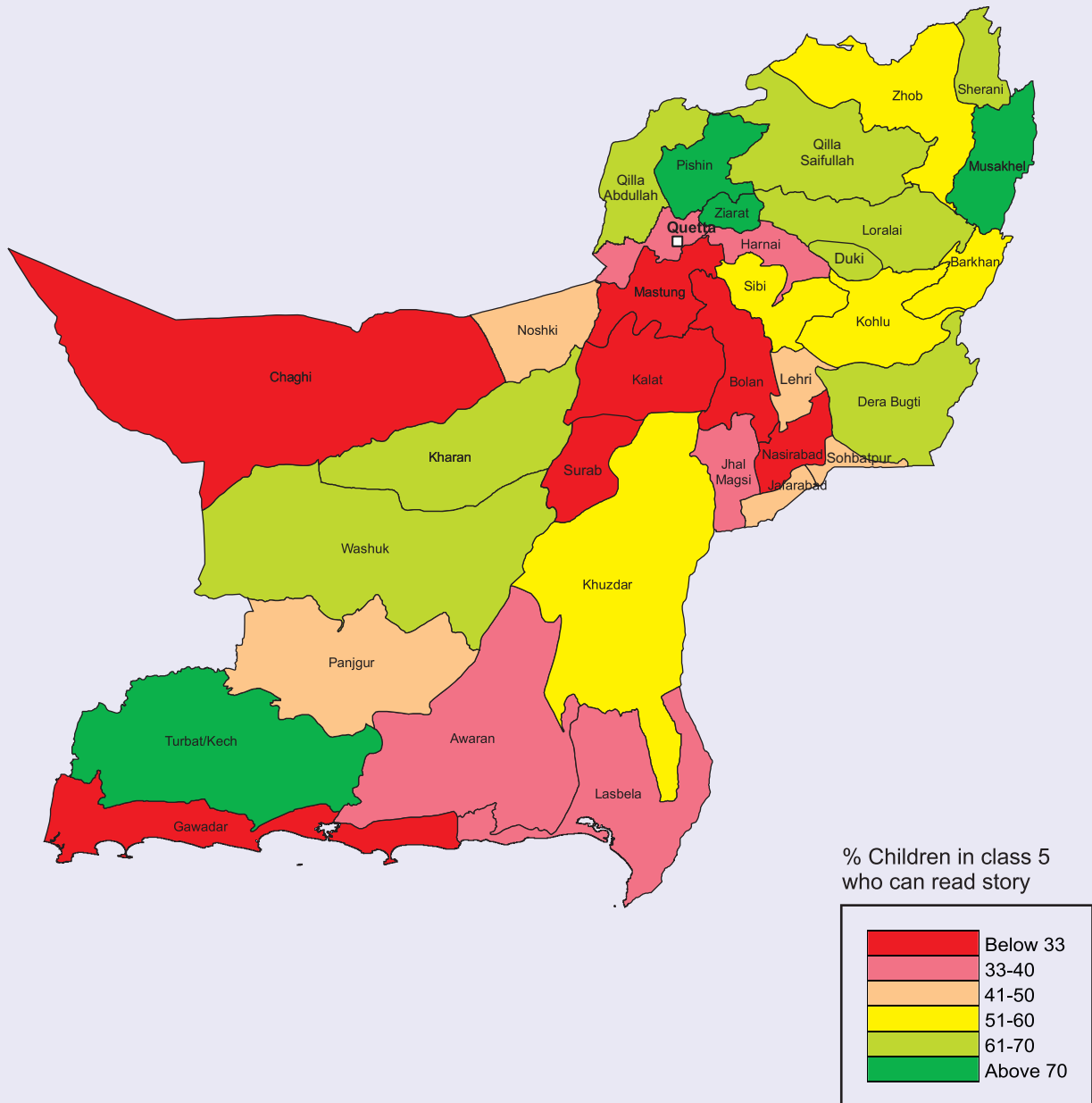
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

Reading Language Urdu
(Class 5)

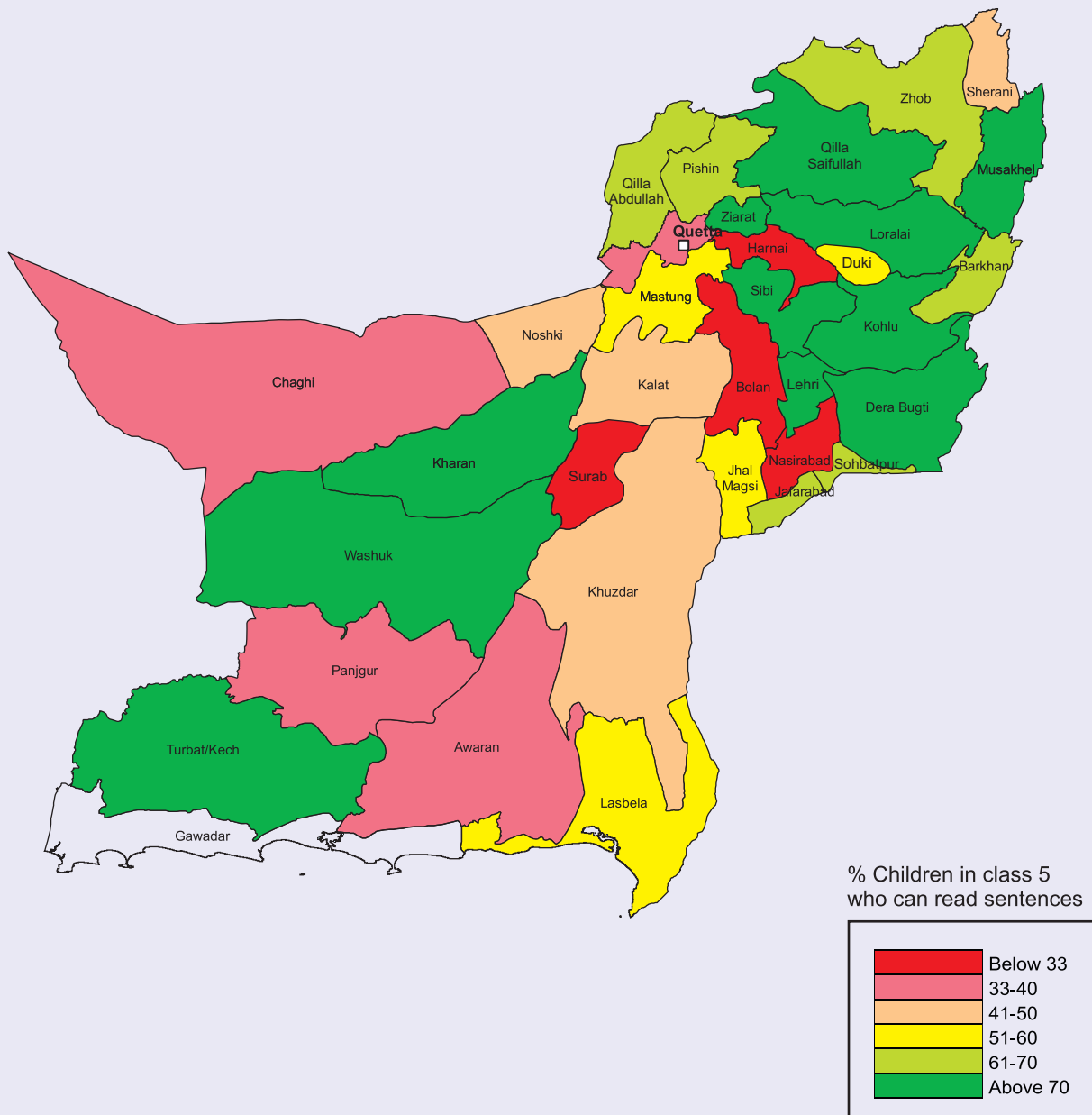
District wise map showing % children
who can read story (Class 2 level text)



Map may not be accurate or to scale. This is mere representations.

Reading English
(Class 5)

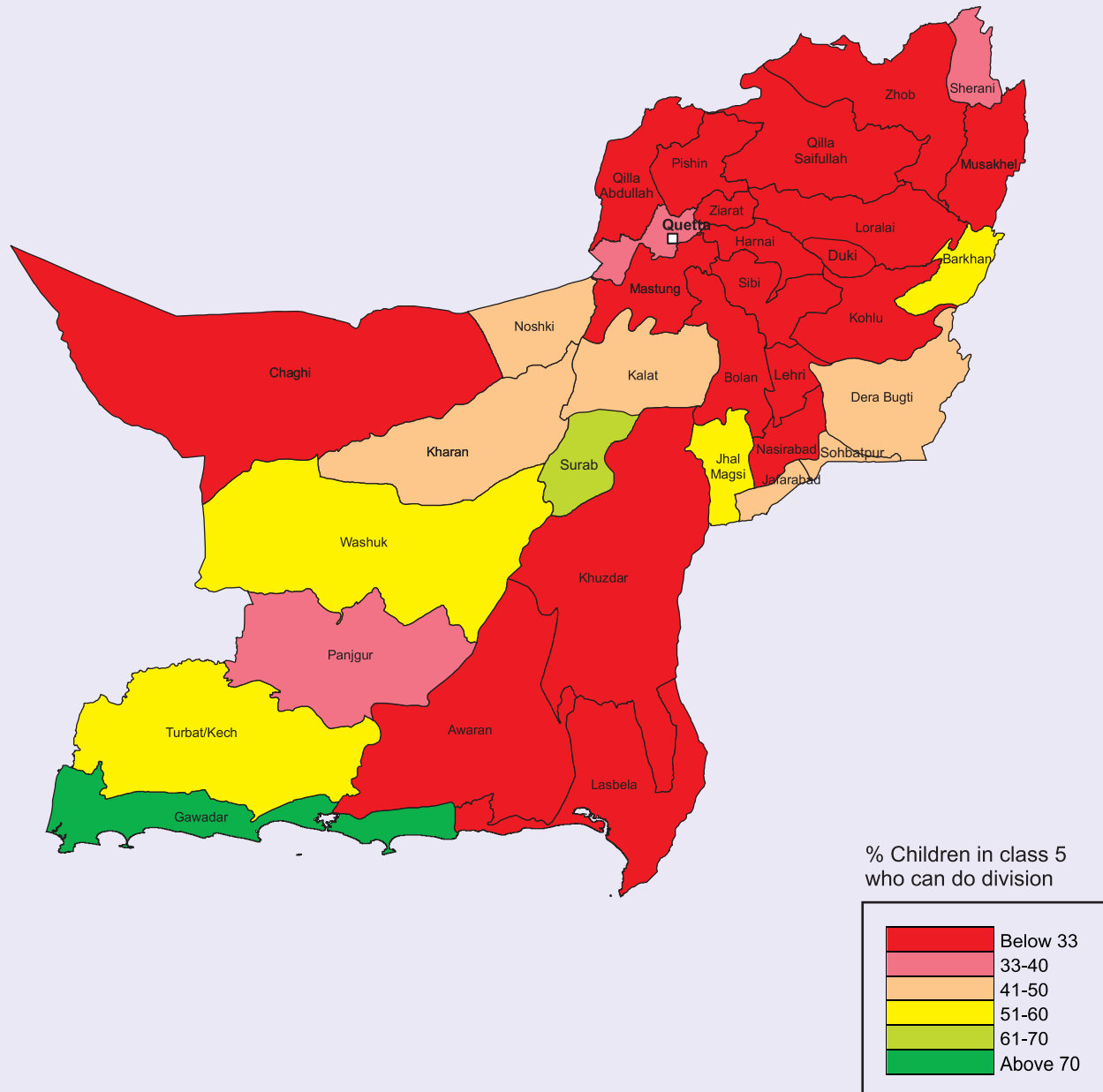
District wise map showing % children
who can read sentences (Class 2 level text)



Map may not be accurate or to scale. This is mere representations.

Arithmetic (Class 5)

District wise map showing % children
who can do division (Class 3) sums

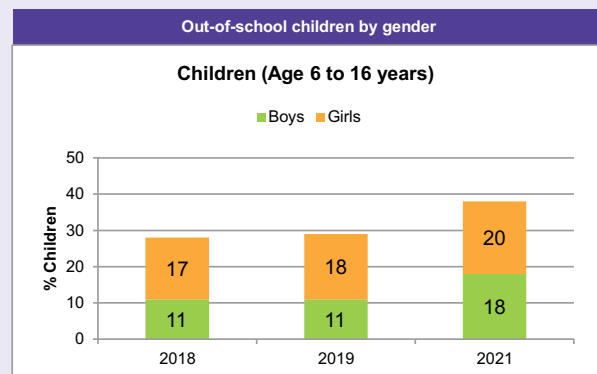
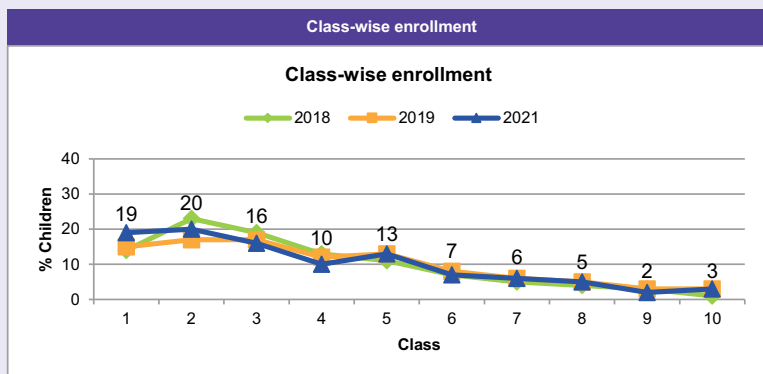
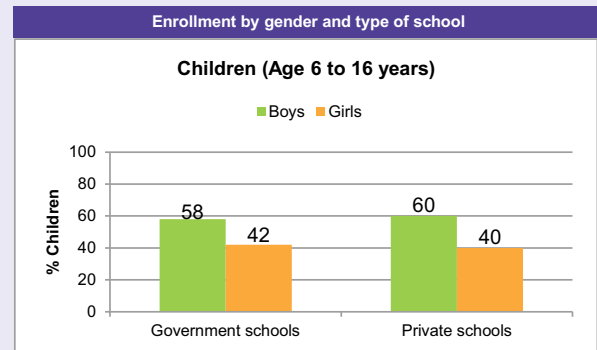


Map may not be accurate or to scale. This is mere representations.

1.ACCESS

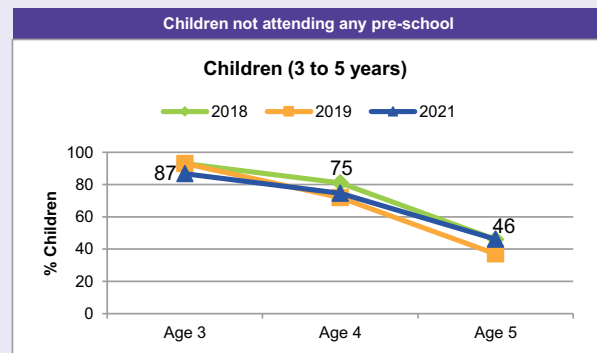
1.1.SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	other			
6 - 10	65.6	7.1	3.5	0.0	16.8	7.0	100
11 - 13	60.4	0.6	4.4	0.0	14.3	25.0	100
14 - 16	38.1	5.7	4.8	0.0	18.8	32.6	100
6 - 16	53.4	4.5	4.2	0.0	16.6	21.5	100
Total	62.1				38.1		100
By Type	86.0	7.2	6.8	0.0			



1.2. EARLY YEARS SCHOOLING (PRE-SCHOOLING)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	other		
3	16.0	0.6	0.0	0.0	86.7	100
4	10.4	15.0	0.0	0.0	74.6	100
5	33.7	20.2	0.0	0.0	46.1	100
3 - 5	20.0	11.9	0.0	0.0	69.1	100
Total	30.1				69.1	100
By Type	64.2	35.8	0.0	0.0		



1.3. AGE CLASS COMPOSITION

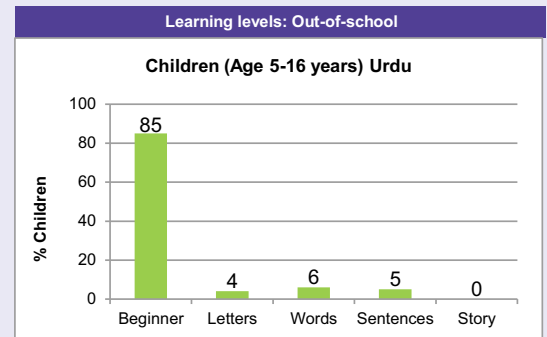
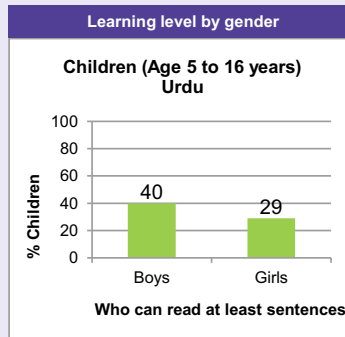
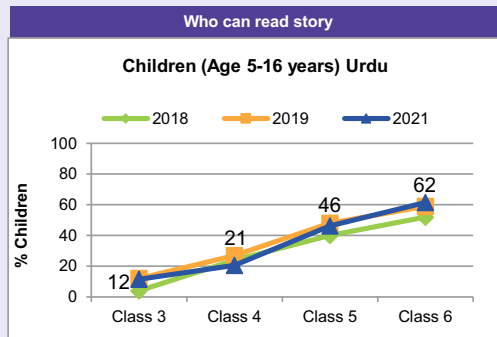
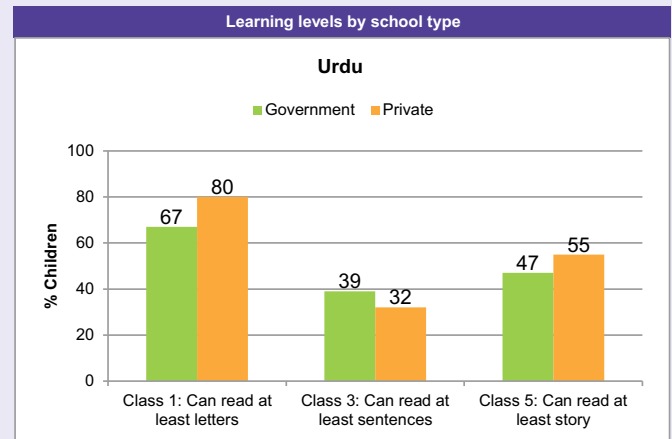
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100.0	77.5	59.3	8.3	36.2	35.6	14.5	10.8	18.0	6.4	21.9	27.7	18.4
2			32.9	61.1	45.4	20.9	35.5	18.0	18.0	21.9	27.7	18.4	19.6
3				20.4	14.3	38.5	19.8	42.2	18.2	41.1	33.6	29.4	16.3
4							28.1	18.1	29.9	27.3	14.9	29.6	9.9
5								25.1	18.2	41.1	33.6	29.4	12.7
6	0.0	22.5	7.8	10.2	4.1	5.0	2.1	3.8	1.9	4.7	14.9	29.4	6.5
7													6.2
8													5.0
9													1.8
10													3.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

2. QUALITY

2.1. LEARNING LEVELS (URDU)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	36.0	39.4	17.3	5.1	2.2	100
2	18.8	32.3	32.6	10.8	5.5	100
3	10.9	14.4	39.5	23.7	11.5	100
4	0.0	7.0	18.6	53.9	20.6	100
5	0.0	15.1	14.7	23.9	46.3	100
6	0.0	7.2	12.8	18.5	61.5	100
7	0.0	7.0	5.2	12.0	75.9	100
8	0.0	0.0	7.0	15.5	77.5	100
9	0.0	0.0	0.0	16.7	83.3	100
10	0.0	0.0	1.0	11.6	87.4	100

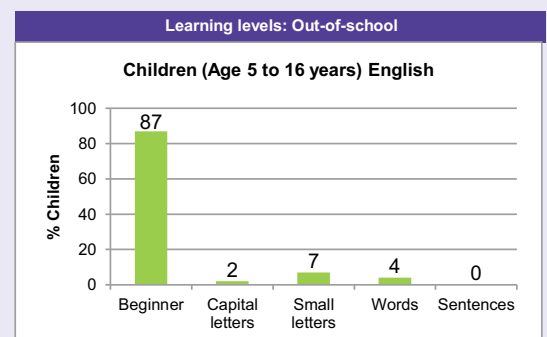
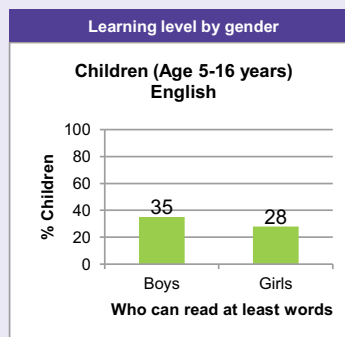
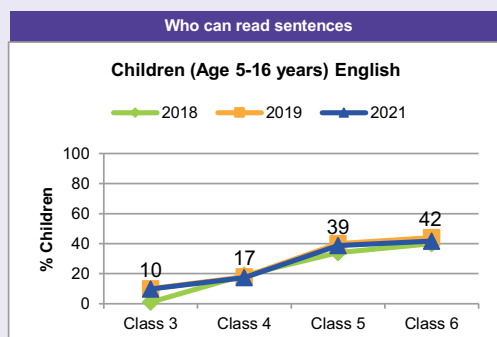
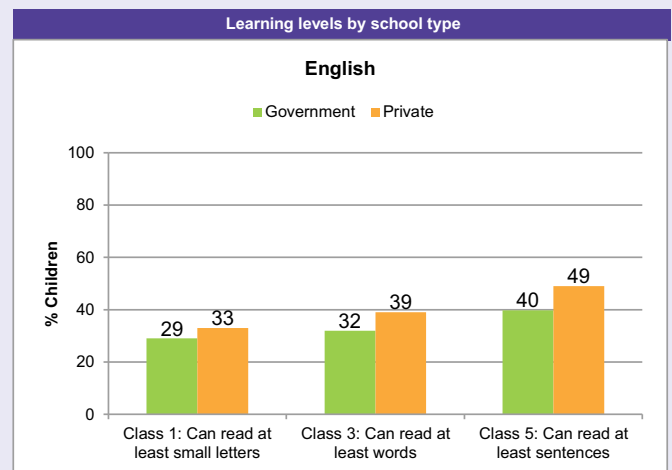
How to read: 7.3% (5.1+2.2) children of class 1 can read at least sentences



2.2. LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	45.8	29.9	17.4	5.6	1.3	100
2	38.0	21.0	28.0	8.2	4.8	100
3	31.6	22.3	20.8	15.5	9.8	100
4	0.0	17.4	29.4	35.9	17.3	100
5	0.0	13.2	20.2	27.9	38.8	100
6	0.0	10.4	20.6	27.3	41.7	100
7	0.0	5.1	19.7	25.8	49.4	100
8	0.0	0.0	7.5	17.6	74.9	100
9	0.0	0.0	9.5	12.3	76.2	100
10	0.0	0.0	7.1	14.4	78.5	100

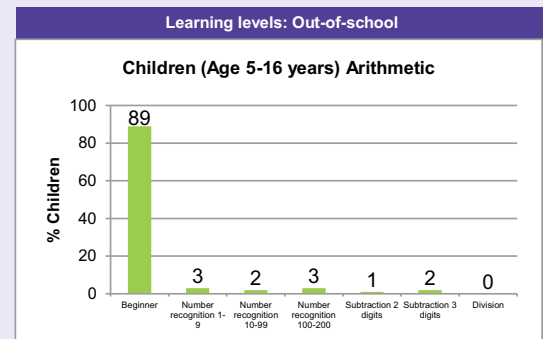
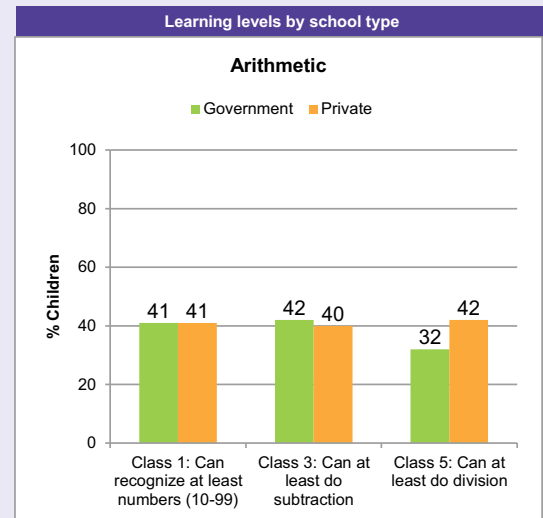
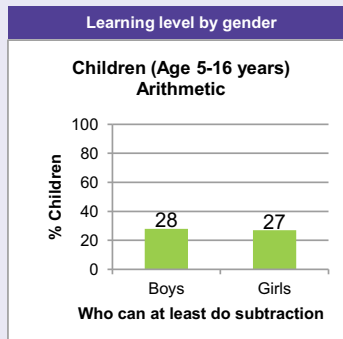
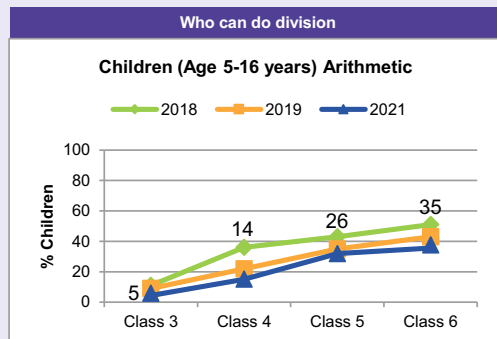
How to read: 6.9% (5.6+1.3) children of class 1 can read at least words



2.3. LEARNING LEVELS (ARITHMETIC)

Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	35.2	26.4	19.8	11.1	6.0	1.3	0.3	100
2	15.1	31.3	24.6	15.2	9.2	3.9	0.7	100
3	12.3	17.1	22.5	21.1	11.9	10.2	4.9	100
4	4.3	7.4	9.9	26.2	25.1	13.5	13.7	100
5	7.8	9.3	9.4	9.6	17.2	20.4	26.3	100
6	2.6	4.3	7.5	8.2	14.4	27.7	35.3	100
7	0.0	0.0	8.4	9.2	11.7	23.1	47.7	100
8	0.0	0.0	0.0	0.8	14.1	30.8	54.4	100
9	0.0	0.0	0.0	0.0	3.7	28.6	67.7	100
10	0.0	0.0	0.0	0.0	3.8	27.3	68.9	100

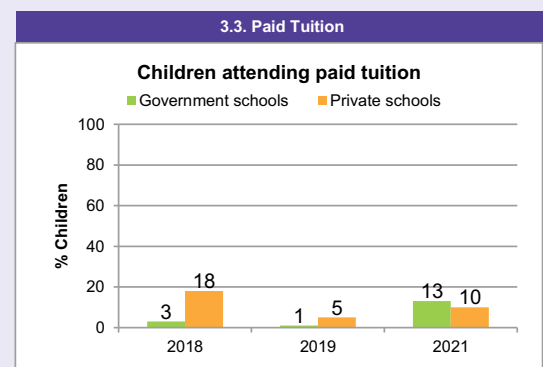
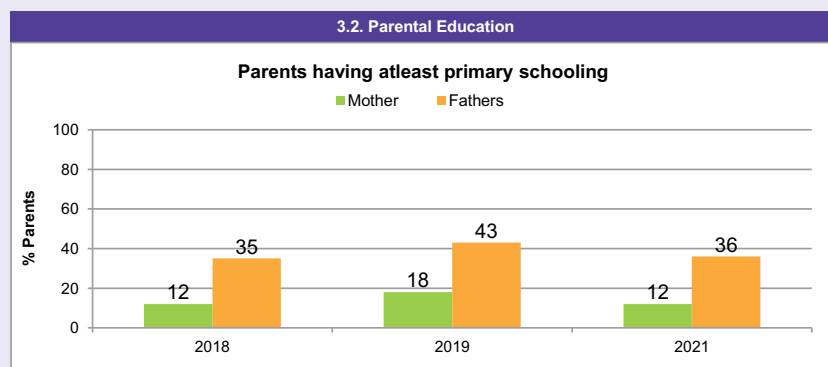
How to read: 7.6% (6+1.3+0.3) children of class 1 can do atleast subtraction



3. PARENTAL EDUCATION AND PAID TUITION

3.1. CLASS-WISE % CHILDREN ATTENDING PAID TUITION

Type/Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	19.2	13.8	2.2	2.3	24.4	11.1	21.3	27.3	9.3	37.1
Pvt.	17.9	15.6	6.5	100.0	75.0	0.0	4.7	62.5	15.4	27.8



4.SCHOOLS

4.1.NUMBER OF SURVEYED SCHOOLS

Type/Level	Government Schools				Private Schools			
	Boys & Girls	Boys	Girls	Total	Boys & Girls	Boys	Girls	Total
Primary	247	318	72	637	48	8	2	58
Elementary	17	91	17	125	33	1	0	34
Secondary	27	133	16	176	12	0	0	12
Other	-	-	-	-	1	0	0	1
Total	291	542	105	938	94	9	2	105

4.2. ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Children attendance	76.9	78.5	80.0	78.3	85.2	85.2	82.6	85.5	84.2
Teacher attendance	92.0	87.9	89.7	90.0	100.0	96.6	56.2	90.6	83.5

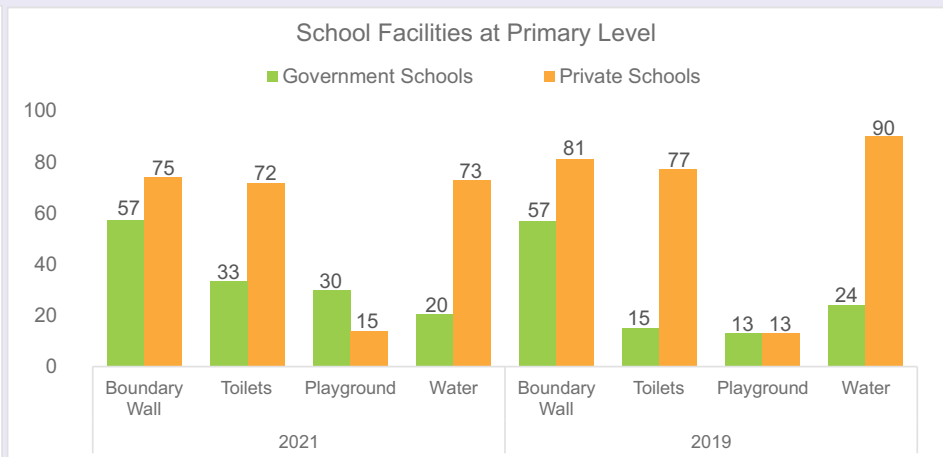
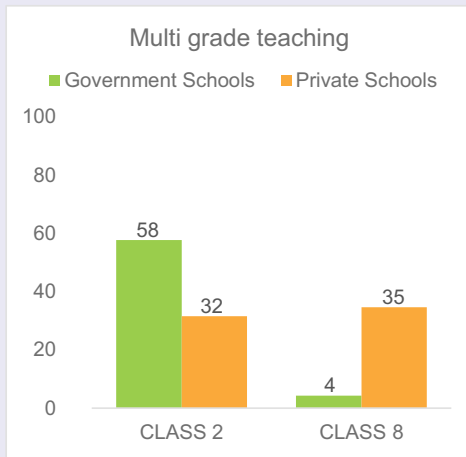
4.3.TEACHER'S QUALIFICATION (%TEACHERS)

General qualification			Professional qualification		
	Government Schools	Private Schools		Government Schools	Private Schools
Matric	4.9	12.5	PTC	30.2	34.9
Intermediate	29.8	29.4	CT	18.1	7.9
Graduation	42.1	34.9	BED	35.3	39.3
Master and Above	21.7	21.4	MED	13.9	12.0
Other	1.6	1.8	Other	2.5	5.9

4.4. SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Running water available in handwashing sinks	6.8	18.5	29.5	12.7	20.0	23.1	25.0	0.0	21.3
Complete boundary wall / fence	57.3	79.0	92.0	66.7	75.0	4.2	0.0*	0.0*	1.4*
Useable toilets / latrines for students	33.3	66.1	75.6	45.7	72.0	5.9*	20.0	0.0*	5.0*
Useable furniture	41.7	66.9	77.7	51.8	25.0	32.4	45.5	100.0	30.4
Working library	1.9	8.9	22.9	6.8	91.1	94.1	80.0	100.0	91.1
Playground	29.8	46.8	67.6	39.2	15.0	100.0*	100.0*	100.0*	100.0*
Soap/Handwash available in handwashing sinks	2.7	7.3	14.9	5.6	0.0	11.8	10.0	0.0	5.0
Electricity connection	49.8	52.8	63.6	52.8	42.9	23.5	20.0	0.0	33.7
Smart Boards	26.1	42.6	54.3	33.5	78.6	61.8	70.0	100.0	72.3
Solar panels	0.5	4.8	17.1	4.2	96.4	97.1	100.0	100.0	97.0
Separate toilets for girls and boys	6.2	20.0	23.6	11.3	41.1	8.8	10.0	0.0	26.7
Running water available in toilets	14.5	39.5	50.6	24.6	25.0	20.6	40.0	0.0	24.8
Disinfectants available for cleaning	5.2	22.8	31.4	12.5	75.0	76.5	80.0	100.0	76.2
Toilets Cleanliness	12.7	35.5	47.4	22.3	34.5	52.9	20.0	100.0	40.0
Clean Drinking water available for students	20.4	43.5	56.9	30.3	72.7	73.5	60.0	100.0	72.0
Isolation room available	4.0	8.1	10.9	5.8	44.4	47.1	20.0	0.0	42.4
First Aid Equipment Available	1.0	7.3	14.4	4.3	72.7	47.1	44.4	100.0	61.6
Covid-19 Tests done in school by the government	0.5	3.3	4.7	1.6	70.4	67.6	55.6	100.0	68.4

*represents insufficient data



4.5. FUNDS/GRANTS (%SCHOOLS)

		Government Schools				Private Schools			
		Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2020	# of schools reported receiving grants	30	0	11	31	0	1	0	0
	% of schools reported receiving grants	5.7	0	11.7	21.7	0	2.1	0	0
	Average amount of grant (Rs.)	49973.3	-	42945.5	91367.7	-	50000	-	-
2021	# of schools reported receiving grants	51	1	18	38	0	1	1	0
	% of schools reported receiving grants	9.7	33.3	19.1	26.6	0	2.1	2.9	0
	Average amount of grant (Rs.)	41354.9	5300	59727.8	84005.3	-	0	0	-

4.6. COVID-19 PRECAUTIONS (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary*	other*	Overall
Alternate day Schooling	0.2	0.0	1.2	0.3	18.2	26.5	11.1	0.0	20.2
Awareness posters/IEC material displayed in school	9.8	22.8	22.4	13.8	7.3	2.9	0.0	0.0	5.1
Temperature check at entrance	0.8	8.2	6.4	2.8	9.4	0.0	0.0	0.0	5.2
Hand sanitization at Entrance	3.9	12.2	10.5	6.2	3.7	2.9	0.0	0.0	3.0
Masks worn by teachers and students at school	5.7	16.3	26.2	10.9	9.3	8.8	0.0	0.0	8.0
Hand sanitizer available inside and outside of the classroom for students	1.8	8.2	5.8	3.4	1.8	2.9	0.0	0.0	2.0

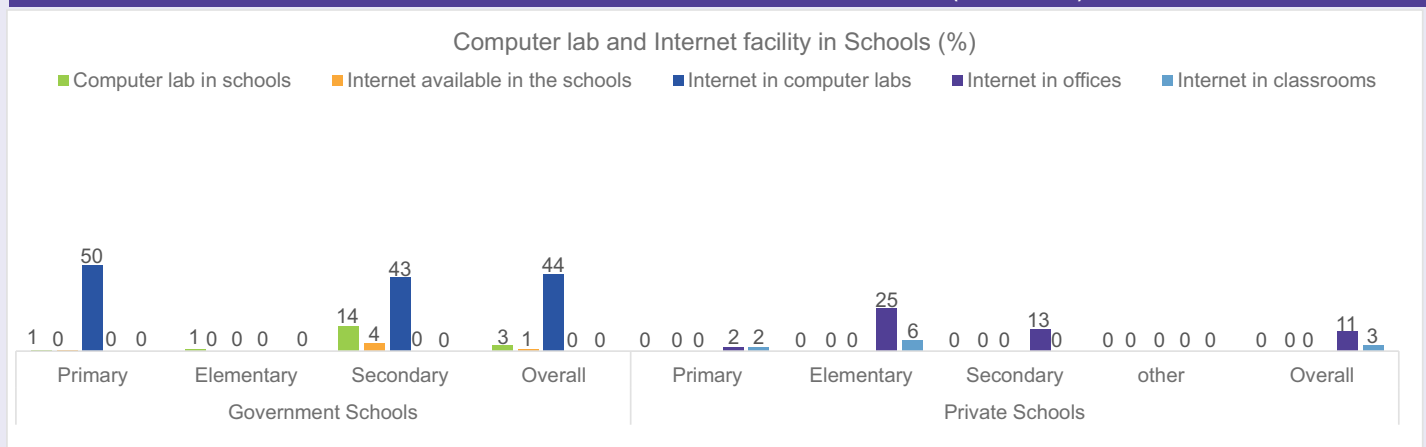
4.7. SCHOOL POLICY ON SUSPECTED COVID-19 CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary*	other*	Overall
Move them to isolation room	18.2	25.0	20.0	19.4	14.5	11.8	0.0	0.0	11.9
Send the person home immediately	94.2	92.6	97.2	94.4	18.2	14.7	0.0	0.0	14.9
Call nearby health facility	80.0	0.0	0.0	90.5	11.5	0.0	0.0	0.0	6.1
Call Covid-19 helpline	91.9	85.7	0.0	91.9	20.0	0.0	0.0	0.0	14.3
No policy	0.0	0.0	0.0	0.0	-	-	-	-	-
Other	0.0	0.0	0.0	0.0	-	-	-	-	-

4.8. SCHOOL'S LEAVE POLICY FOR CONFIRMED POSITIVE CASES (%SCHOOLS)

	Government Schools				Private Schools*				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Continue learning learning/teaching from home	16.7	50.0	16.7	25.0	0.0	0.0	0.0	0.0	0.0
14-days leave	91.2	84.6	93.1	90.5	92.9	0.0	0.0	0.0	98.1
Return back to school only after a negative COVID test	95.1	94.7	96.0	95.2	0.0	0.0	0.0	0.0	0.0
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

4.9. COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (%SCHOOLS)



4.10. DISABILITIES & FUNCTIONING IN SCHOOLS (%SCHOOLS)

Children with disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
No Disabilities	95.2	91.4	83.8	92.6	100.0	90.5	100.0	100.0	97.3
Some Disabilities	4.8	8.6	16.2	7.4	0.0	9.5	0.0	0.0	2.7

4.11. FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Ramps	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	50.0
Accessible Toilets	0.0	0.0	23.8	9.4	0.0	50.0	0.0	0.0	50.0
Health and Nutrition officer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
other facilities**	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	50.0

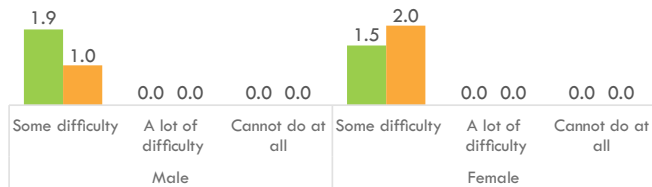
**Special Staff, Janitorial Staff, Pick and Drop Facilities

**0*represents insufficient data

4.12. TYPE OF DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)

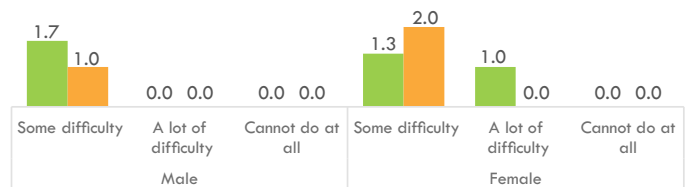
Visual Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Hearing Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



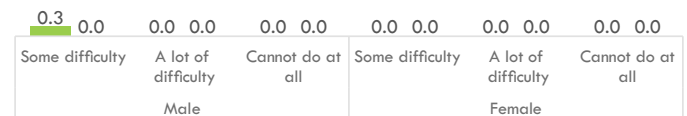
Physical Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



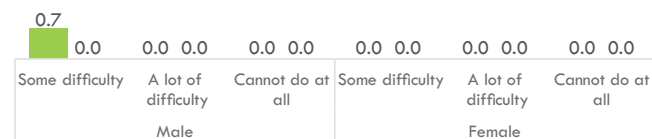
Intellectual Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Self Care Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Communication Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Sample Composition

- ASER 2021 survey was conducted in 35 rural districts of Baluchistan. This covered 20,158 households in 1018 villages throughout the province during September-November 2021.
- Detailed information was collected on 64,191 children (57% males, 43% females) aged 3-16 years. Out of these 52,561 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 938 government schools and 105 private schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has increased when compared to 2019.

- In 2021, 38% of children were reported to be out-of-school which has increased when compared to 2019 (30%). 17% children have never been enrolled in a school and 21% have dropped out of school for various reasons.
- 62% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 86% (86% in 2019) of children were enrolled in government schools whereas 14% (14% in 2019) of children were going to non-state institutions (7% private schools, 7% Madrassah, 0% other).
- Amongst the enrolled students in government schools, 58% were boys and 42% were girls whereas in private schools 60% enrolled children were boys and 40% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased in 2021 as compared to 2019.

- 31% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 32% in 2019.

- 69% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through language and arithmetic tools. The same tools are used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum.

Learning levels of children (in class 5) have declined:

- 46% of class 5 children could read a class 2 level story in Urdu compared to 48% in 2019.
- 12% of class 3 children could read story in Urdu as compared to 12% in 2019.

English learning levels (in class 5) have declined:

- 39% class 5 children could read sentences (class 2 level) compared to 40% in 2019.
- 10% class 3 children could read class 2 level sentences as compared to 10% in 2019.

Arithmetic learning levels (in class 5 and class 3) have declined:

- 26% class 5 children could do two digit division as compared to 35% in 2019.
- 5% children enrolled in class 3 could do two digit division as compared to 9% in 2019.

THEME 5: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 55% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 47% class 5 children enrolled in government schools.

¹ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

² <https://snc.gov.pk/>

THEME 7: PARENTAL EDUCATION

- 12% mother (18% in 2019) and 36% fathers (43% in 2019) in the sampled households had completed at least primary education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in government school students. Overall paid tuition students in government schools is 13% compared to 10% in private schools.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 19% children enrolled in class 1 take private tuition whereas 37% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

58% of surveyed government schools and 32% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed for multi-grade teaching with one teacher teaching more than one grade.
- It was found that 58% of the surveyed government schools and 32% of the surveyed private schools had Class 2 sitting with other classes. Also 4% of surveyed government schools and 35% of surveyed private schools had class 8 sitting with other classes.

THEME 10: LEARNING SUPPORT DURING COVID (CHILDREN'S RESPONSES)

Children (5-16 years) were asked about learning support during COVID-19.

From a high of 65% support availed from family members, 39% was taken from PTV TeleSchool sessions, 35% had access to computers and 29% to smart phones, 11% to paid tuition, 5% digital learning resources and 3% accessed radio programs for learning support.

THEME 11: TEACHER & STUDENT ABSENTEEISM

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at **78%** whereas it was **84%** in surveyed private schools.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at **90%**, whereas it was **84%** in surveyed private schools.

THEME 12: TEACHERS' QUALIFICATION

- 42% teachers of surveyed government schools have done graduation as compared to 35% teachers of surveyed private schools. However, 14% have completed M.Ed in government schools compared to 12% in private schools.

THEME 13: SCHOOL FACILITIES

SURVEYED GOVERNMENT SCHOOLS:

- 33% of the surveyed government primary schools have functional toilets.
- 20% of the surveyed government primary schools have useable drinking water.
- Amongst the surveyed government primary schools, 57% had complete boundary walls.
- **30% of surveyed government primary schools had playgrounds.**
- 50% of surveyed government primary schools had electricity connection.
- **1% of surveyed government primary schools had computer labs and 0% had internet facilities.**

SURVEYED PRIVATE SCHOOLS:

- 2% of the surveyed private primary schools have functional toilets.
- 73% of the surveyed private primary schools have useable drinking water.
- Amongst the surveyed private primary schools, 0% had complete boundary walls.
- **100% of surveyed private primary schools had play grounds.**
- 43% of surveyed private primary schools had electricity connection.
- **100% of surveyed private primary schools had computer labs and 93% had internet facilities.**

THEME 14: SCHOOL GRANTS/FUNDS

10% of the government primary schools and 0% private primary schools received grants.

- 51 surveyed government primary schools were receiving grants in 2021 as compared to 0 surveyed private primary schools.

THEME 15: DISABILITIES & FUNCTIONINGS

ASER 2021, as part of the school level survey, included a "Health and Disability" section under which the head teachers/teachers were asked a number of questions pertaining to Children with Disabilities and Facilities for Children with Disabilities in their respective schools.

At the provincial level, 5% of the surveyed government primary schools were reported to be having children with disabilities while 0% of the surveyed private primary schools reported the same.

THEME 16: HOUSEHOLDS' ACCESS TO: TECHNOLOGY

ASER 2021 also included a wide range of questions from the households on technological access.

77% of households have mobile phones and 55% have smart phones.

Amongst mobile users, 97% use WhatsApp services, whilst 63% use SMS facility.

22% have internet connection and 14% have computer/laptops. 47% households have TV and 21% have radio.

THEME 17: HOUSEHOLDS' ACCESS TO SOCIAL SAFETY NETS & IMPACT ON INCOME AND WELL-BEING

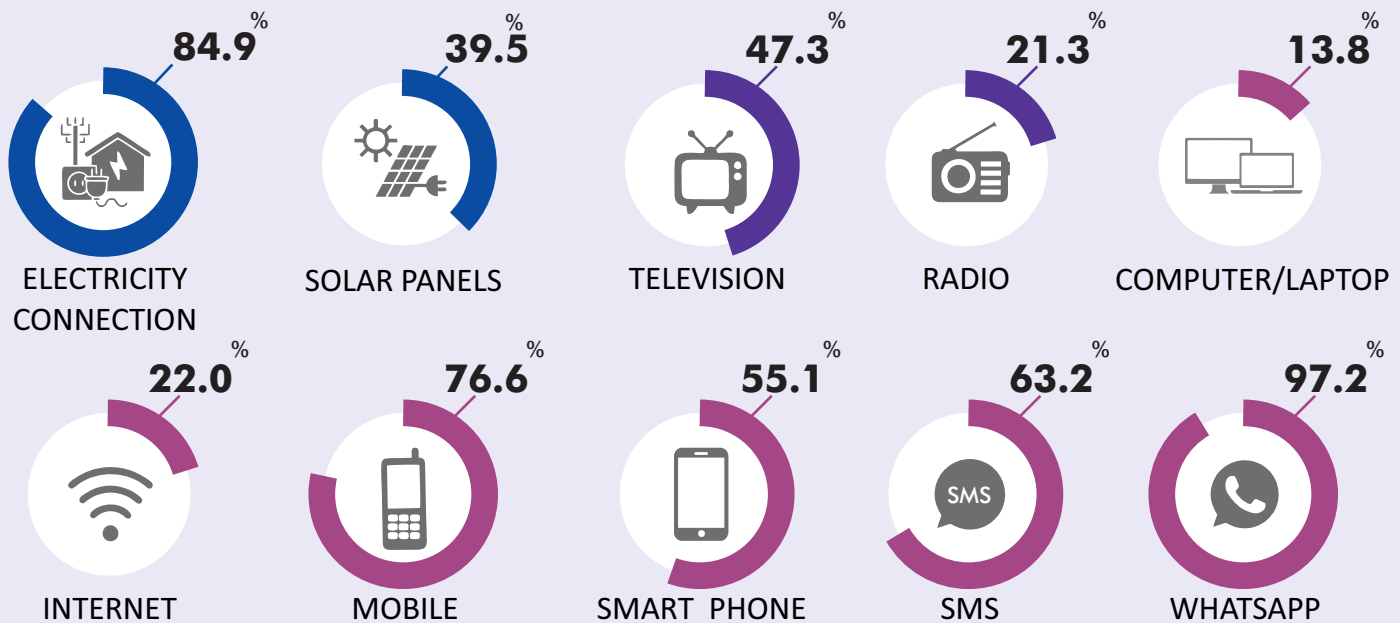
14% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat etc.)

11% households stated that their earnings during Covid were affected by more than 50%.

34% of the households stated that their psychological well-being was substantially affected during Covid



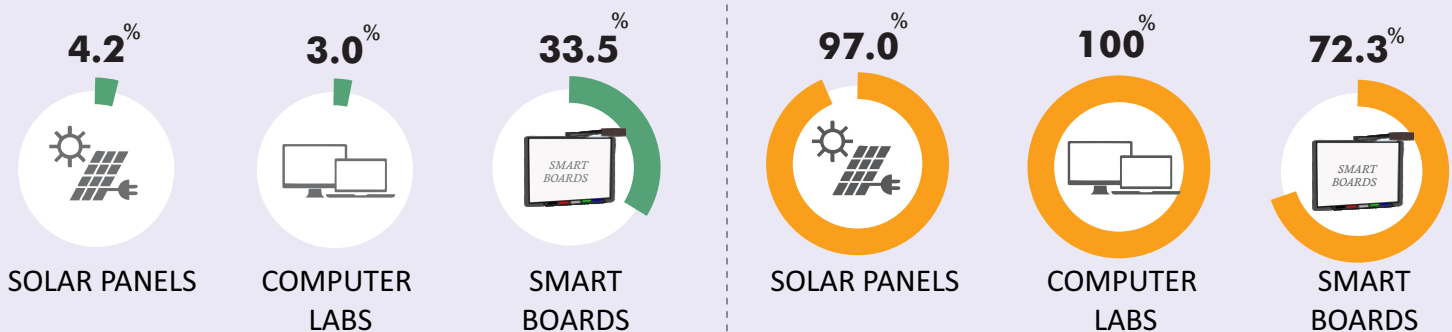
ALTERNATE ENERGY, INFORMATION & COMMUNICATION TECHNOLOGY IN HOUSEHOLD



GOVT. SCHOOLS

IN SCHOOLS

PVT. SCHOOLS



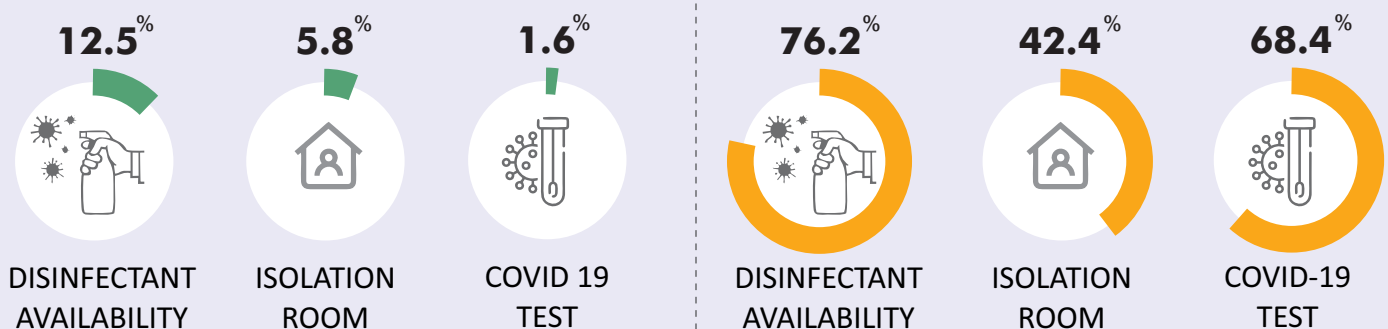
COVID-19 FACILITIES



GOVT. SCHOOLS

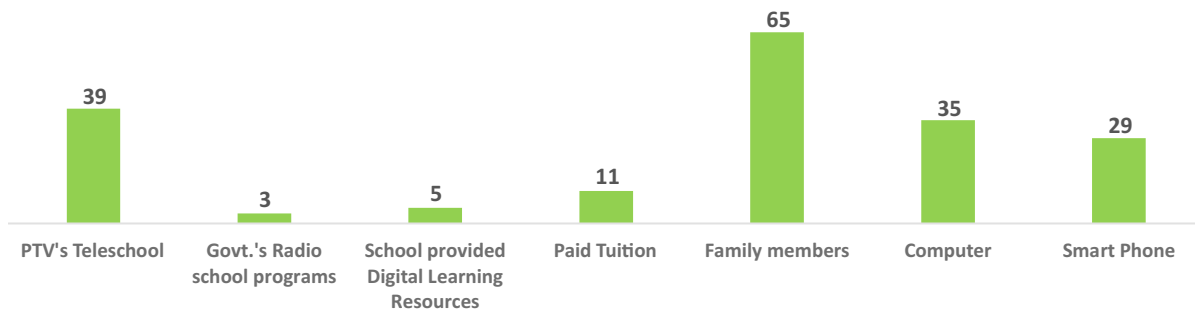
IN SCHOOLS

PVT. SCHOOLS



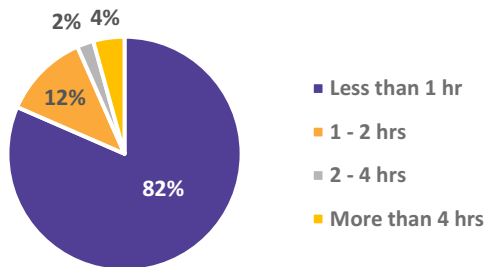
LEARNING SUPPORT DURING COVID-19

% Children Type of Learning Support Aailed

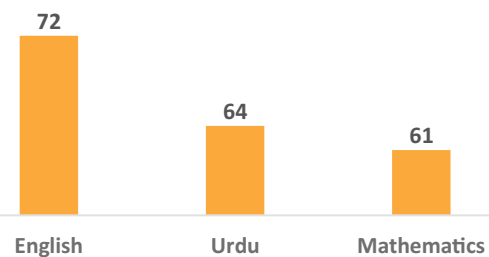


LEARNING DURING COVID-19 (STUDY DURING SCHOOLS SHUT DOWN)

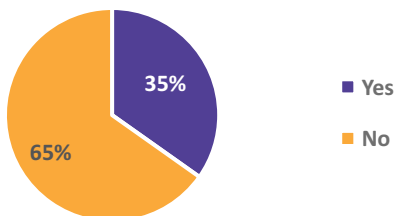
Average daily hours given to Studies



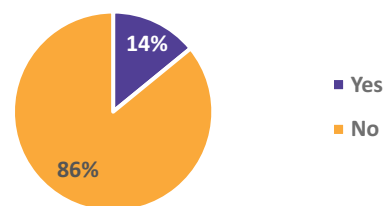
Subject that % children who found it difficult to study on their own



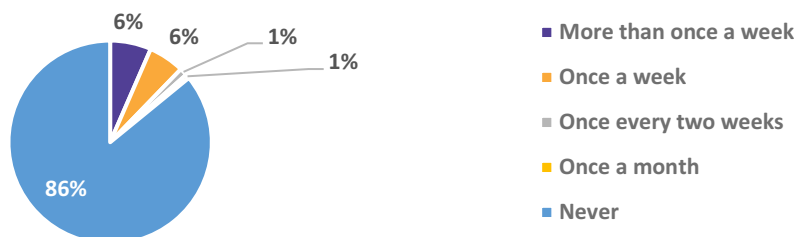
Do children feel confident to study on their own if Schools Shut Down again?



Did School provide Learning Material?



How often did School Management reach for providing Learning Support?



GILGIT-BALTISTAN (RURAL)

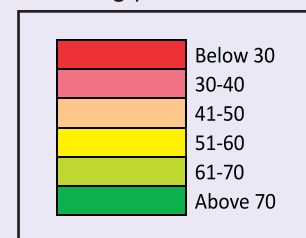
Children in Pre School

(Age 3-5 years)

District wise map showing % children



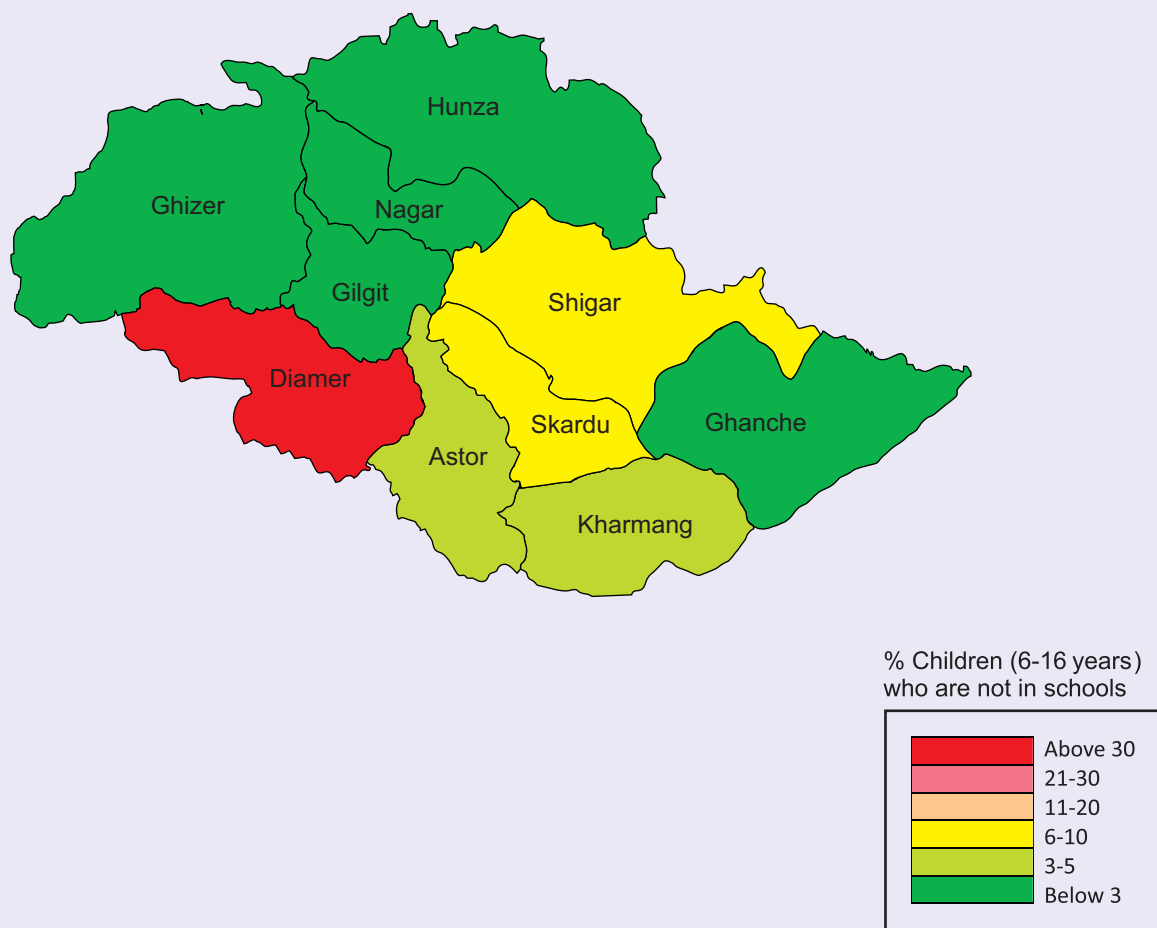
% Children (3-5 years)
attending pre school



Map may not be accurate or to scale. This is mere representations.

Out of School Children (Age 6-16 years)

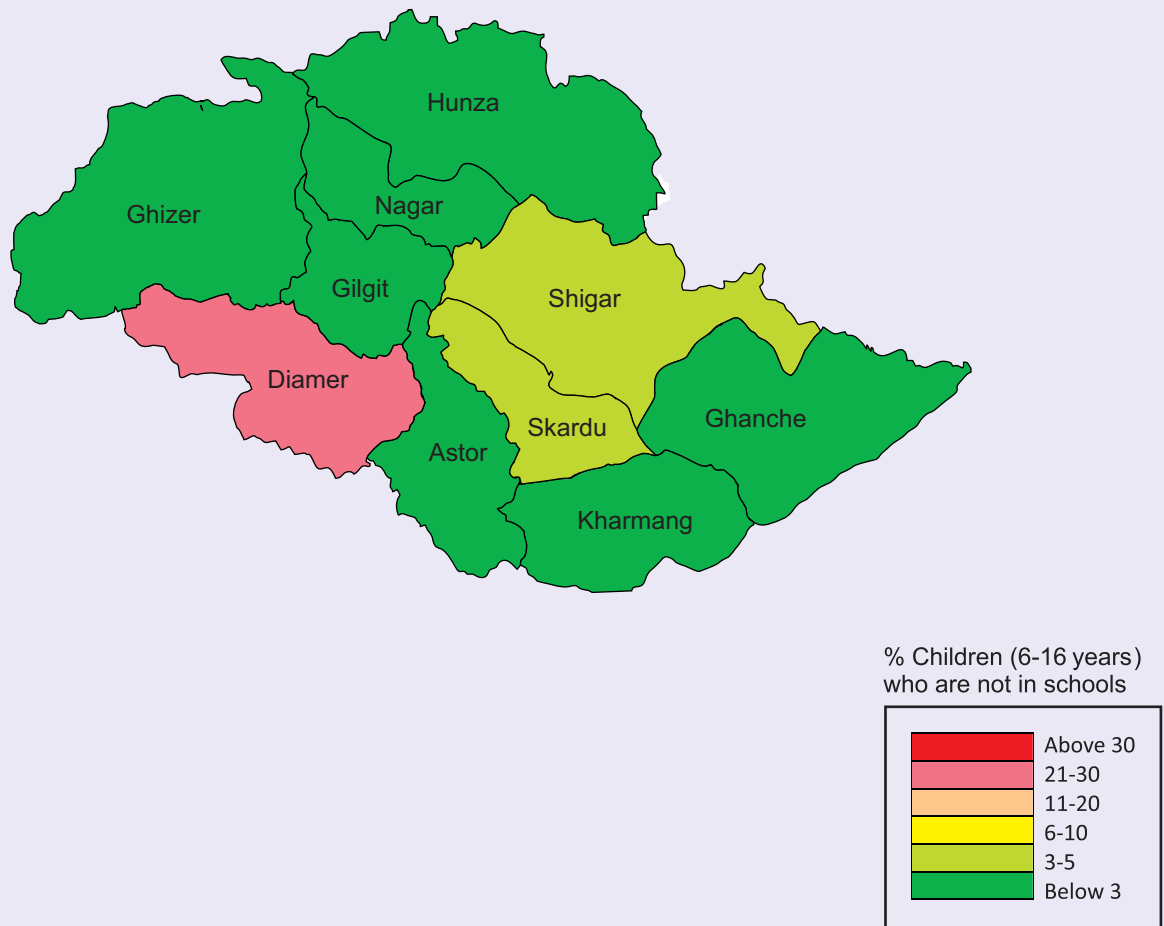
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

Out of School Girls (Age 6-16 years)

District wise map showing % children



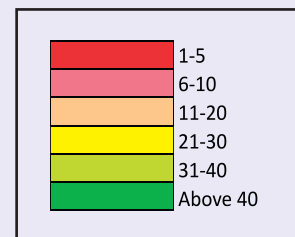
Map may not be accurate or to scale. This is mere representations.

Private Schooling (Age 6-16 years)

District wise map showing % children



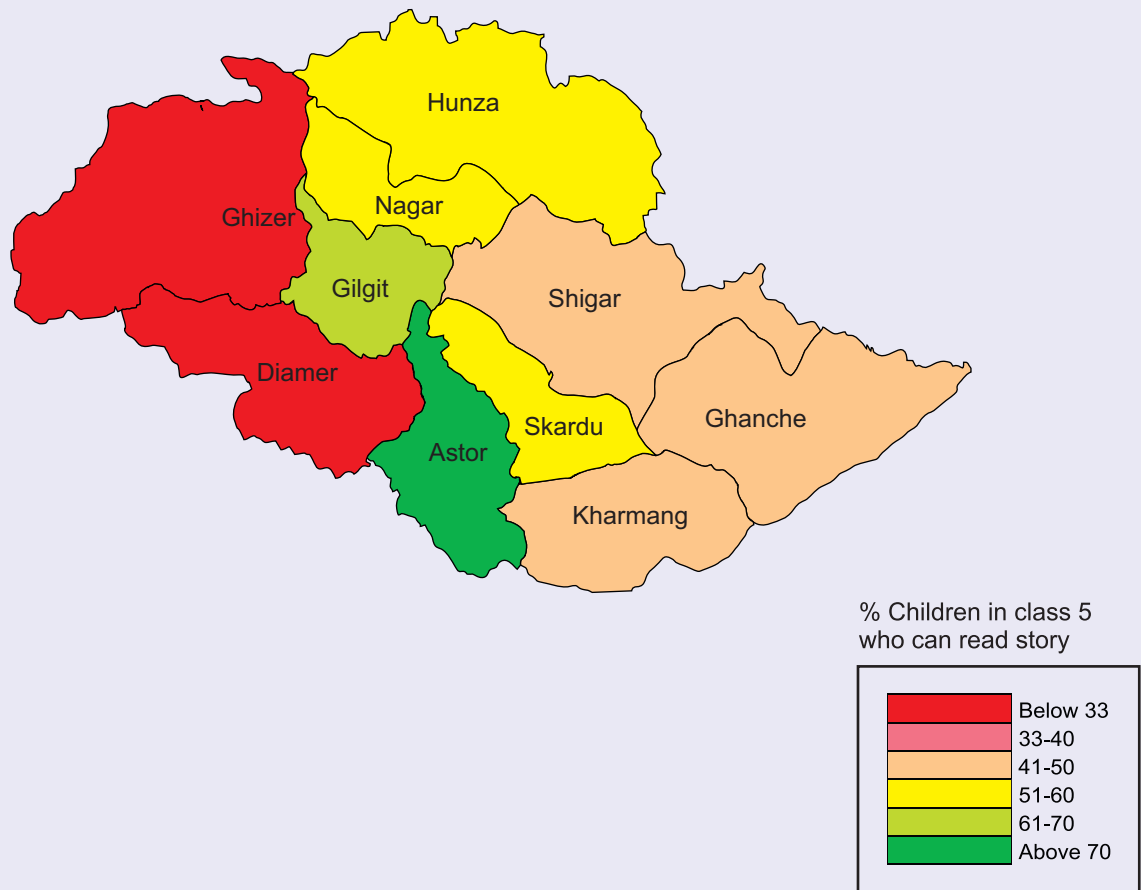
% Children (6-16 years)
enrolled in private schools



Map may not be accurate or to scale. This is mere representations.

Reading Language Urdu
(Class 5)

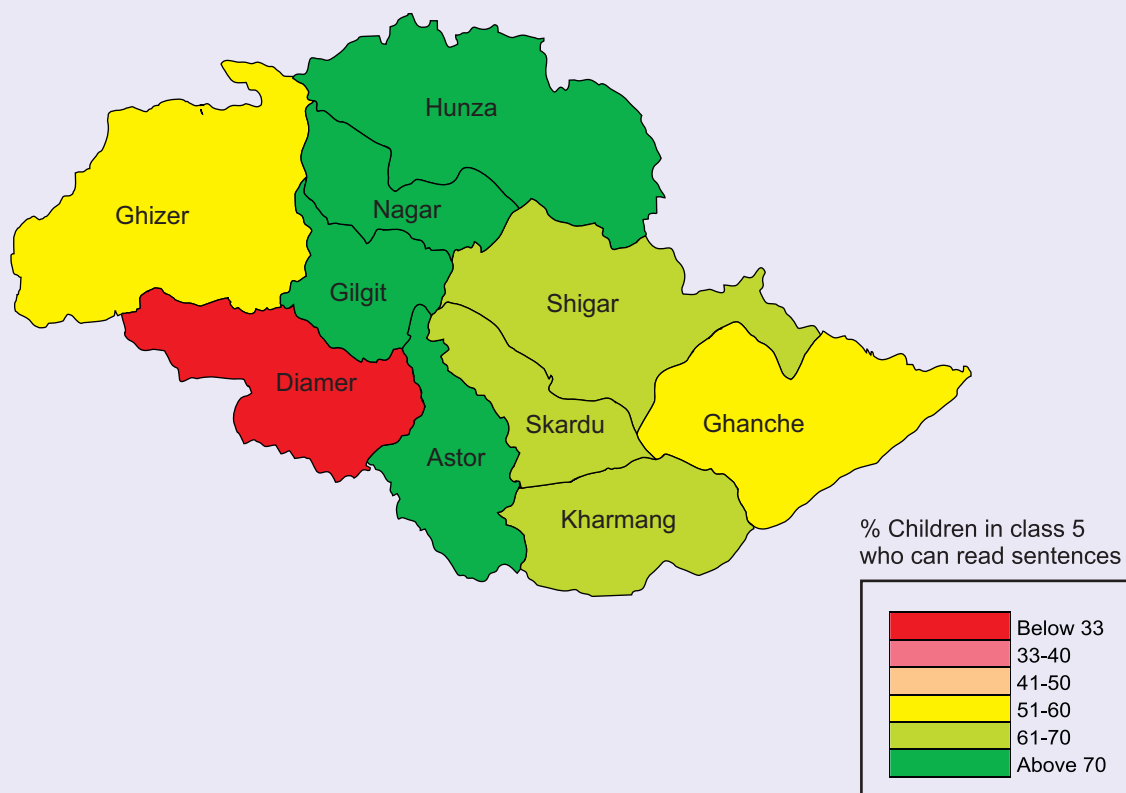
District wise map showing % children who can read story (Class 2 level text)



Map may not be accurate or to scale. This is mere representations.

Reading English
(Class 5)

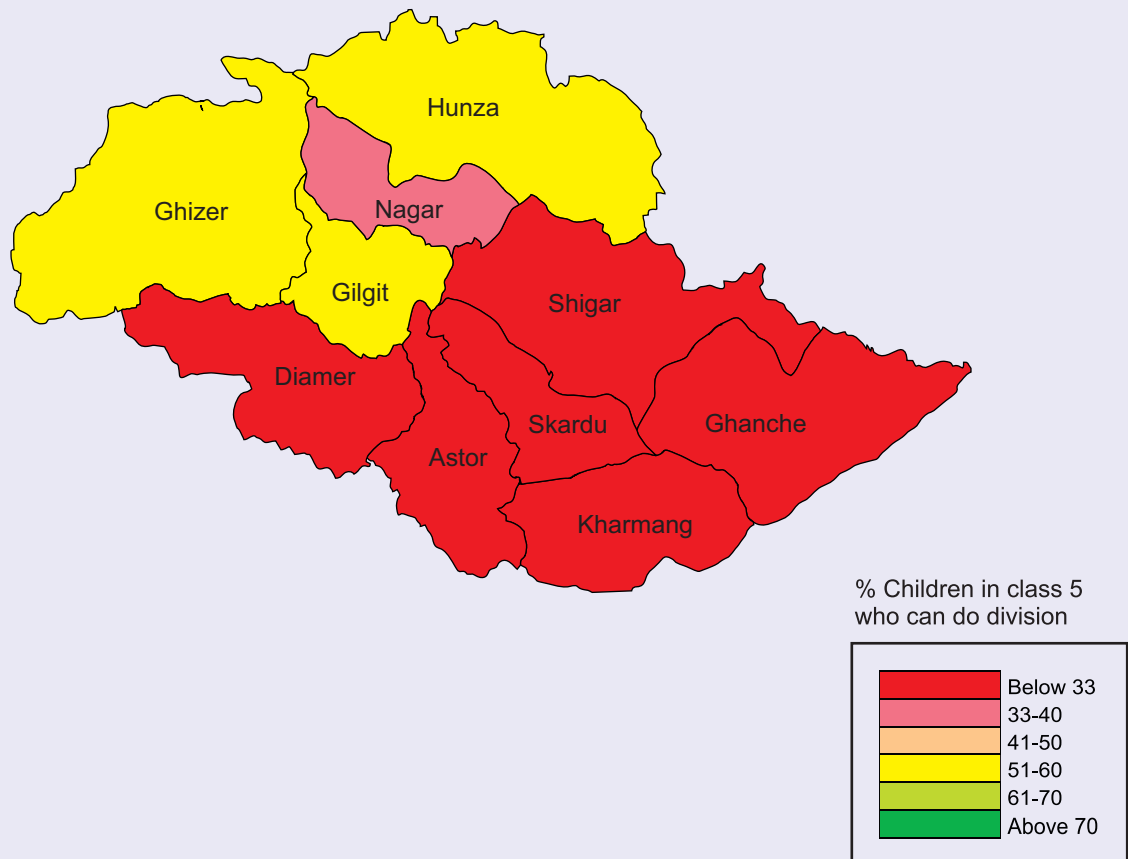
District wise map showing % children
who can read sentences (Class 2 level text)



Map may not be accurate or to scale. This is mere representations.

Arithmetic (Class 5)

District wise map showing % children who can do division (Class 3) sums

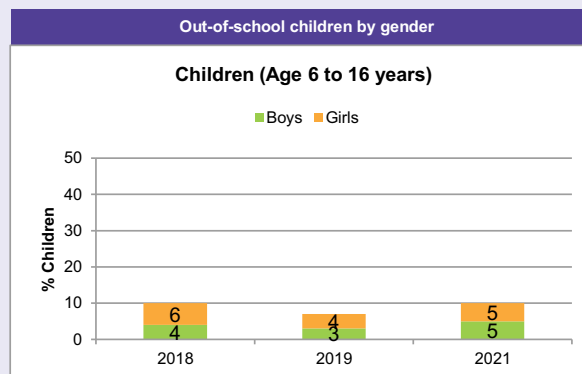
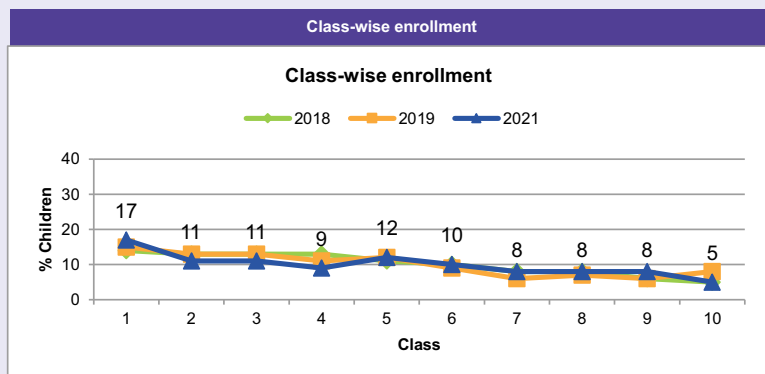
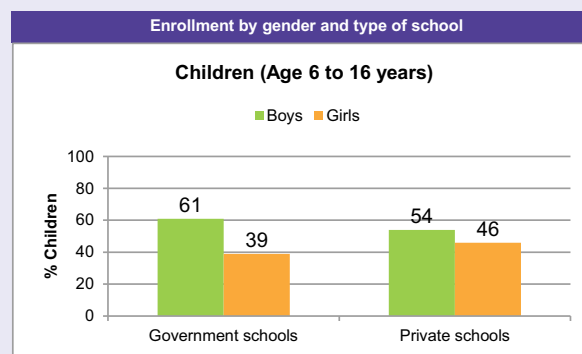


Map may not be accurate or to scale. This is mere representations.

1.ACCESS

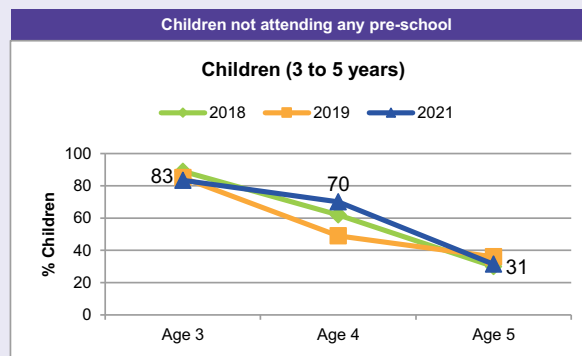
1.1.SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	other			
6 - 10	60.5	25.3	0.8	0.1	6.1	7.2	100
11 - 13	67.8	22.9	0.1	0.0	5.5	3.7	100
14 - 16	68.3	23.9	0.0	0.0	3.4	4.4	100
6 - 16	65.5	24.0	0.3	0.1	5.0	5.1	100
Total	89.9				10.1		100
By Type	72.9	26.7	0.3	0.1			



1.2. EARLY YEARS SCHOOLING (PRE-SCHOOLING)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	other		
3	9.8	6.8	0.0	0.0	83.4	100
4	12.8	17.1	0.0	0.0	70.1	100
5	26.0	42.5	0.1	0.0	31.4	100
3 - 5	16.2	22.1	0.0	0.0	61.6	100
Total	38.4				61.6	100
By Type	39.8	60.1	0.1	0.0		



1.3. AGE CLASS COMPOSITION

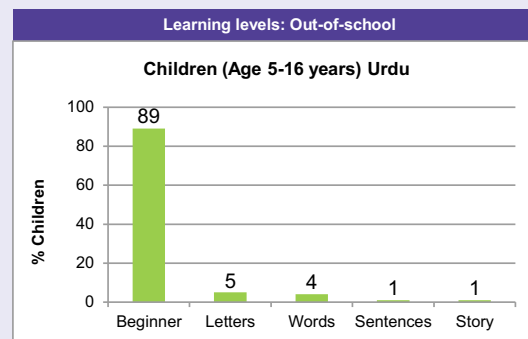
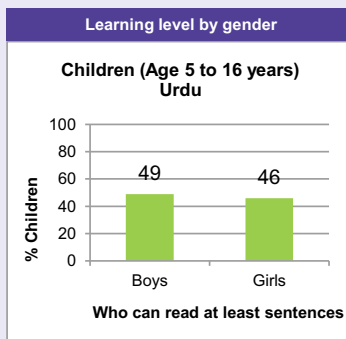
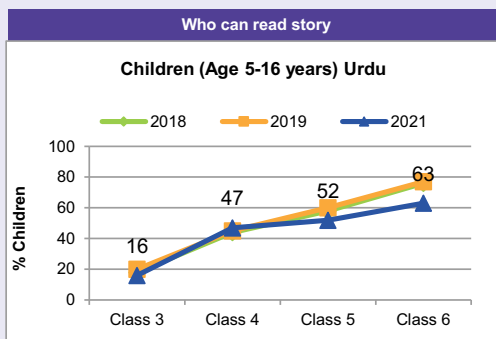
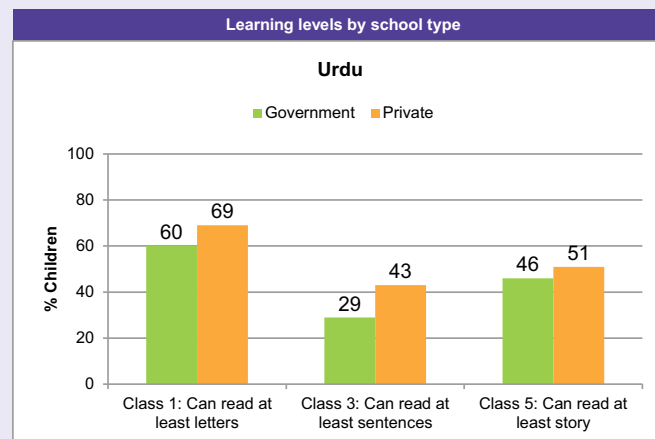
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100.0	80.3	47.5	17.6	18.3	16.1	12.7	14.2	14.0	14.3	20.1	22.8	16.2
2			36.9	40.3									11.0
3				26.7	48.0	20.1	21.3						11.3
4					23.1	51.1	21.7	19.8					9.3
5													12.2
6	0.0	19.7	15.6	15.4	10.6	12.7	8.9	35.4	22.7	16.1	23.0	26.4	10.5
7								30.2	19.9	22.5	37.8	50.8	7.8
8								10.2	35.0	8.5	19.2		8.0
9									8.4				8.3
10													5.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

2.QUALITY

2.1. LEARNING LEVELS (URDU)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.3	28.3	20.2	5.4	7.9	100
2	21.4	34.7	25.5	8.2	10.2	100
3	14.9	15.2	38.0	15.8	16.1	100
4	7.4	7.6	16.4	21.2	47.4	100
5	3.9	6.3	16.6	21.4	52.0	100
6	0.0	11.5	9.6	15.8	63.1	100
7	0.0	6.1	14.1	12.1	67.7	100
8	0.0	0.0	11.1	13.8	75.1	100
9	0.0	0.0	9.2	14.2	76.5	100
10	0.0	0.0	1.5	14.3	84.3	100

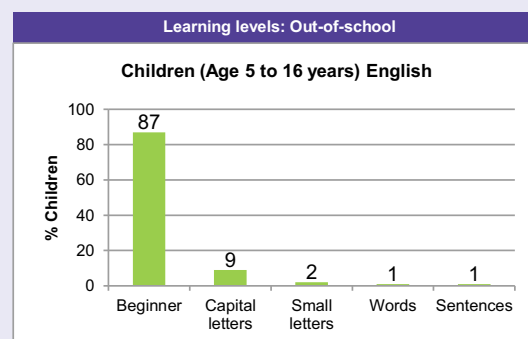
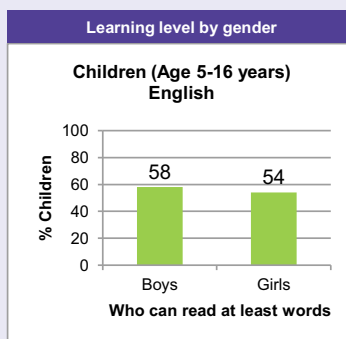
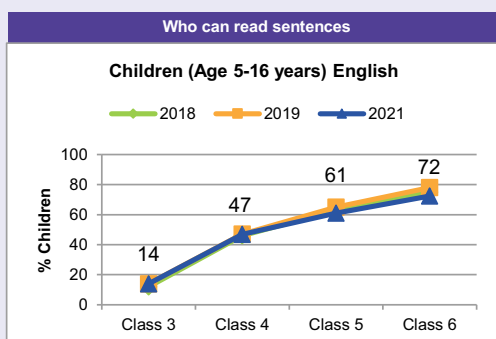
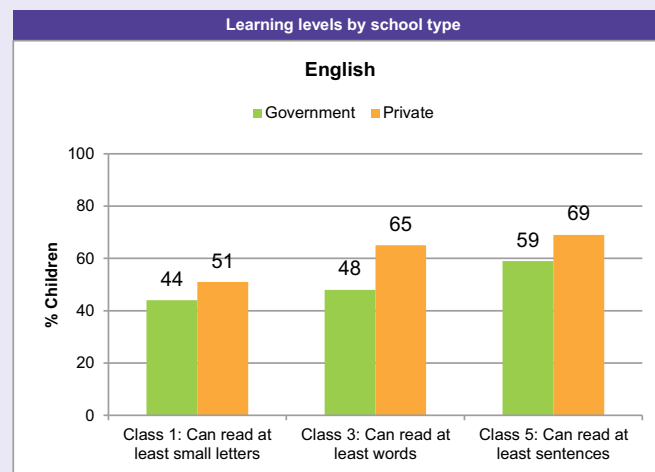
How to read: 13.3% (5.4+7.9) children of class 1 can read at least sentences



2.2. LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	37.5	22.6	25.2	12.4	2.3	100
2	35.8	22.7	19.1	18.5	3.9	100
3	22.6	12.9	25.0	25.5	14.0	100
4	10.5	10.3	14.2	18.2	46.8	100
5	0.0	11.8	13.1	14.1	61.0	100
6	0.0	4.8	9.7	13.2	72.4	100
7	0.0	0.0	11.6	14.5	73.9	100
8	0.0	0.0	0.0	19.2	80.8	100
9	0.0	0.0	0.0	16.2	83.8	100
10	0.0	0.0	0.0	15.6	84.4	100

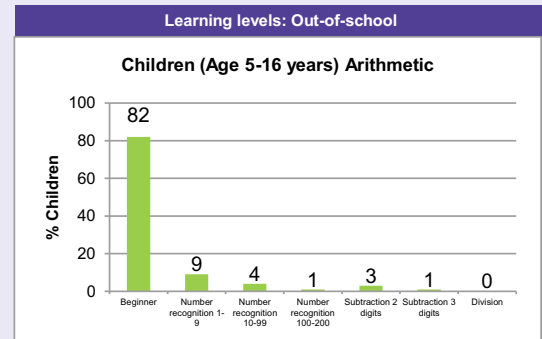
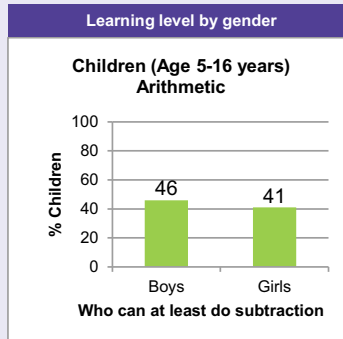
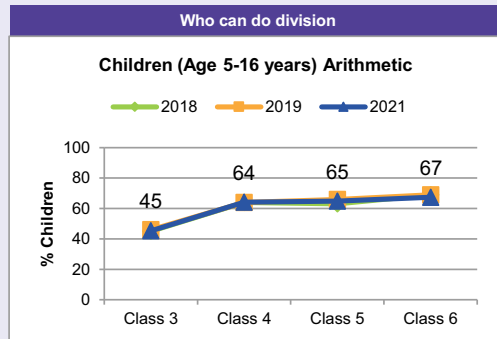
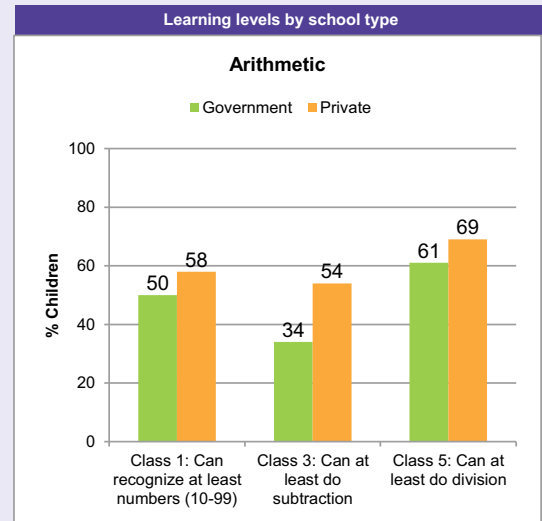
How to read: 14.7% (12.4+2.3) children of class 1 can read at least words



2.3. LEARNING LEVELS (ARITHMETIC)

Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	28.5	16.7	25.6	12.8	12.1	1.3	3.0	100
2	4.7	23.4	20.7	17.8	8.2	4.5	20.7	100
3	5.3	7.2	9.8	11.8	11.4	9.2	45.3	100
4	1.2	2.5	5.2	7.5	8.9	10.6	64.1	100
5	0.8	2.3	4.8	5.9	7.9	13.5	64.8	100
6	0.0	0.0	0.0	8.8	11.3	12.5	67.4	100
7	0.0	0.0	0.0	5.9	8.1	10.8	75.2	100
8	0.0	0.0	0.0	4.0	7.8	14.1	74.1	100
9	0.0	0.0	0.0	3.1	8.8	10.5	77.6	100
10	0.0	0.0	0.0	1.9	3.2	7.2	87.7	100

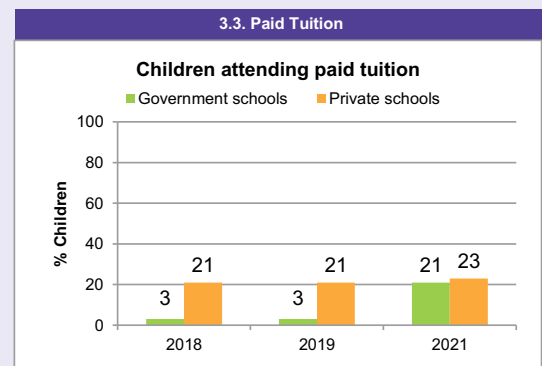
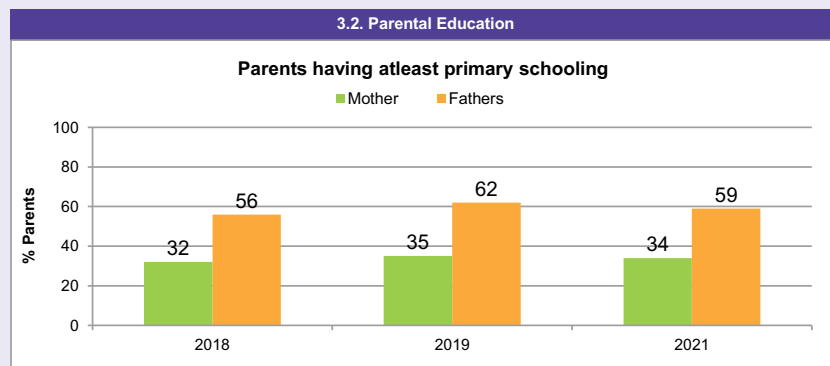
How to read: 16.4% (12.1+1.3+3) children of class 1 can do at least subtraction



3. PARENTAL EDUCATION AND PAID TUITION

3.1. CLASS-WISE % CHILDREN ATTENDING PAID TUITION

Type/Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	21.3	22.8	6.2	13.6	37.6	22.2	31.1	32.4	17.7	25.9
Pvt.	19.3	17.6	23.3	27.5	36.9	25.8	44.0	33.4	25.1	28.4



4.SCHOOLS

4.1.NUMBER OF SURVEYED SCHOOLS

Type/Level	Government Schools				Private Schools			
	Boys & Girls	Boys	Girls	Total	Boys & Girls	Boys	Girls	Total
Primary	63	77	21	161	49	2	0	51
Elementary	31	39	20	90	39	1	1	41
Secondary	36	52	32	120	62	2	4	68
Other	-	-	-	-	31	0	0	31
Total	130	168	73	371	181	5	5	191

4.2. ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Children attendance	87.3	88.4	87.6	87.8	87.3	91.1	90.6	87.3	88.4
Teacher attendance	88.2	83.9	88.7	87.2	93.9	97.4	94.2	92.3	93.5

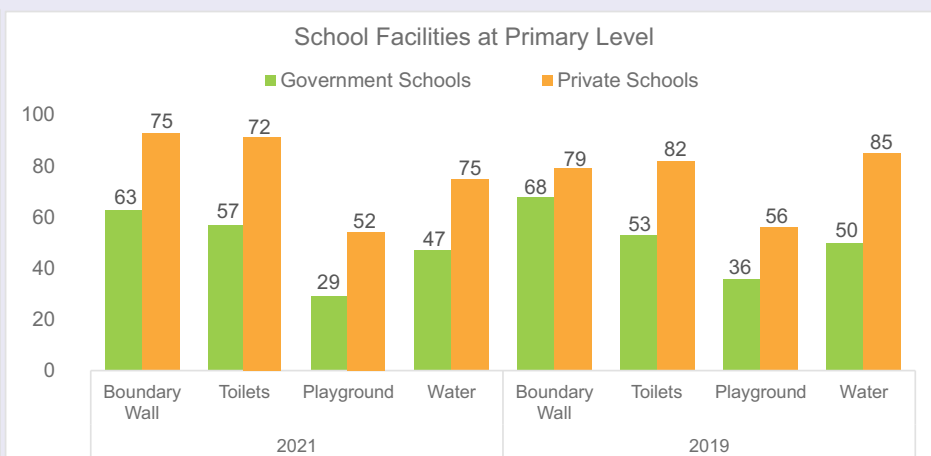
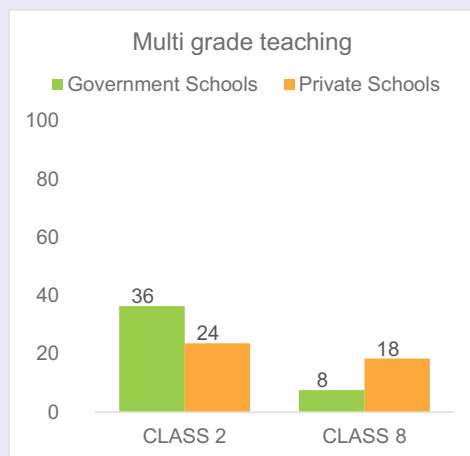
4.3.TEACHER'S QUALIFICATION (%TEACHERS)

General qualification			Professional qualification		
	Government Schools	Private Schools		Government Schools	Private Schools
Matric	2.1	1.8	PTC	2.7	2.3
Intermediate	13.5	15.8	CT	14.8	17.3
Graduation	43.2	37.3	BED	56.4	59.4
Master and Above	41.0	44.9	MED	26.0	19.5
Other	0.1	0.2	Other	0.1	1.6

4.4. SCHOOL FACILITIES (SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Running water available in handwashing sinks	38.5	55.2	60.5	49.6	33.3	30.0	15.6	18.5	23.9
Complete boundary wall / fence	62.7	79.1	84.9	73.8	75.0	9.7*	12.2*	17.9*	13.8*
Useable toilets / latrines for students	57.0	78.7	92.4	73.8	72.0	36.8	52.9	25.8	42.5*
Useable furniture	62.9	78.2	84.5	73.5	68.8	72.5	81.8	54.8	71.9
Working library	10.0	26.1	48.7	26.4	81.6	95.0	91.0	93.3	89.8
Playground	29.2	64.4	79.0	53.7	52.0	7.1*	3.2*	7.1*	4.1*
Soap/Handwash available in handwashing sinks	18.1	28.7	36.7	26.7	16.3	10.3	25.0	19.4	18.7
Electricity connection	66.7	79.3	92.4	78.1	85.7	73.7	79.4	64.3	77.6
Smart Boards	38.6	52.9	68.4	51.7	95.8	87.2	80.9	90.3	87.6
Solar panels	7.5	12.6	21.0	13.1	71.4	92.3	83.6	77.4	81.2
Separate toilets for girls and boys	26.9	47.2	62.5	43.4	75.0	66.7	72.1	51.7	68.5
Running water available in toilets	35.2	63.2	78.6	55.9	79.6	64.1	73.5	71.0	72.7
Disinfectants available for cleaning	30.6	46.5	66.1	46.0	83.7	82.1	81.5	90.3	83.7
Toilets Cleanliness	41.9	64.0	83.9	60.7	69.4	74.4	86.6	71.0	76.9
Clean Drinking water available for students	47.2	67.8	77.1	61.8	75.0	76.9	88.1	77.4	80.5
Isolation room available	11.5	11.5	15.3	12.7	66.7	59.0	75.0	75.9	69.6
First Aid Equipment Available	12.0	12.6	34.7	19.6	75.0	74.4	80.6	86.7	78.8
Covid-19 Tests done in school by the government	28.7	40.7	53.4	39.6	72.9	76.9	72.7	82.8	75.3

*represents insufficient data



4.5. FUNDS/GRANTS (%SCHOOLS)

		Government Schools				Private Schools			
		Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2020	# of schools reported receiving grants	20	4	10	28	1	2	5	5
	%of schools reported receiving grants	24.4	20	13.3	31.5	3	11.1	12.2	7.4
	Average amount of grant (Rs.)	23020	159500	63480	303642.9	200000	95000	10480	38000
2021	# of schools reported receiving grants	43	7	44	54	4	1	2	2
	%of schools reported receiving grants	52.4	35	58.7	60.7	12.1	5.6	4.9	2.9
	Average amount of grant (Rs.)	76396.3	71857.1	108265.9	362625	5000	0	0	6000

4.6. COVID-19 PRECAUTIONS (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Alternate day Schooling	13.0	23.3	28.3	20.4	21.3	35.9	30.8	27.6	28.9
Awareness posters/IEC material displayed in school	38.7	71.6	70.9	57.2	37.0	33.3	38.5	36.7	36.7
Temperature check at entrance	27.6	52.9	60.0	44.1	32.6	33.3	43.3	41.4	38.0
Hand sanitization at Entrance	35.9	53.4	63.2	49.0	31.0	39.5	46.0	43.3	40.5
Masks worn by teachers and students at school	44.3	61.4	65.5	55.3	65.2	83.8	78.1	74.1	75.3
Hand sanitizer available inside and outside of the classroom for students	26.6	37.2	48.3	36.3	42.6	52.6	55.4	43.3	49.4

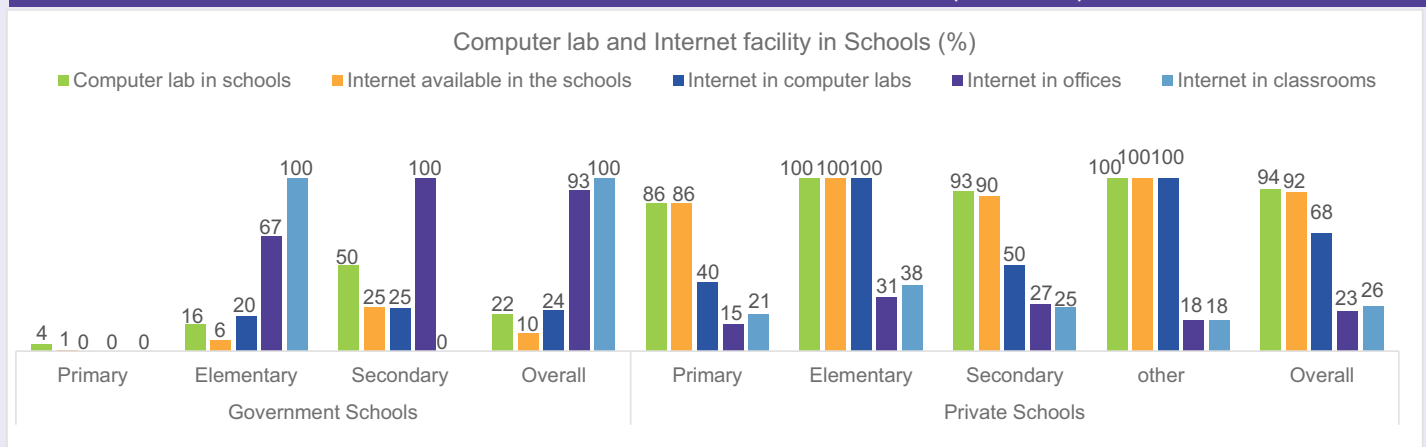
4.7. SCHOOL POLICY ON SUSPECTED COVID-19 CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Move them to isolation room	42.9	64.3	52.9	48.8	61.7	69.2	72.3	60.0	66.9
Send the person home immediately	77.4	90.0	93.4	85.1	66.0	79.5	82.5	79.3	77.0
Call nearby health facility	51.1	91.7	87.1	72.0	56.5	51.3	46.0	50.0	50.6
Call Covid-19 helpline	35.3	80.0	69.2	50.9	62.5	100.0	73.3	0.0	73.1
No policy	0.0	0.0	0.0	0.0	-	-	-	-	-
Other	0.0	0.0	0.0	0.0	-	-	-	-	-

4.8. SCHOOL'S LEAVE POLICY FOR CONFIRMED POSITIVE CASES (%SCHOOLS)

Class-wise children who can read	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other*	Overall
Continue learning learning/teaching from home	25.0	83.3	71.4	50.0	100.0	100.0	80.0	100.0	90.5
14-days leave	69.1	94.3	91.7	82.1	91.7	100.0	90.9	100.0	94.1
Return back to school only after a negative COVID test	60.0	94.4	91.1	79.4	75.0	100.0	0.0	100.0	75.0
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

4.9. COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (%SCHOOLS)



4.10. DISABILITIES & FUNCTIONING IN SCHOOLS (%SCHOOLS)

Children with disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
No Disabilities	78.0	77.1	75.0	76.8	85.7	68.0	77.8	67.7	75.6
Some Disabilities	22.0	22.9	25.0	23.2	14.3	32.0	22.2	32.3	24.4

4.11. FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Ramps	11.1	13.3	12.5	12.2	0.0	0.0	28.6	12.5	12.0
Accessible Toilets	65.0	62.5	50.0	59.6	50.0	83.3	37.5	30.0	46.4
Health and Nutrition officer	0.0	6.7	11.8	5.8	0.0	33.3	12.5	0.0	10.7
Other facilities**	10.0	35.7	33.3	25.0	0.0	57.1	37.5	30.0	34.5

**Special Staff, Janitorial Staff, Pick and Drop Facilities

**"0" represents insufficient data

4.12. TYPE OF DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)

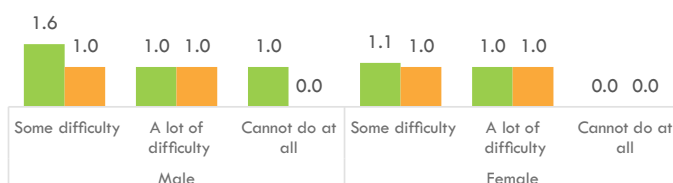
Visual Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



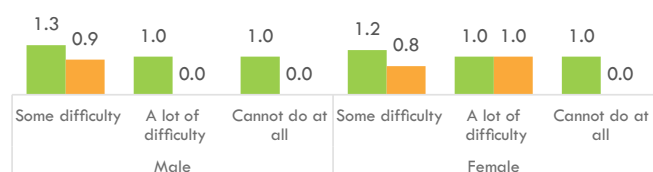
Hearing Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Physical Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Intellectual Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Self Care Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Communication Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Sample Composition

- ASER 2021 survey was conducted in 14 rural districts of Gilgit Baltistan. This covered 7916 households in 403 villages throughout the province during September-November 2021.
- Detailed information was collected on 20,426 children (56% males, 44% females) aged 3-16 years. Out of these 17,445 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 371 government schools and 191 private schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has increased when compared to 2019.

- In 2021, 10% of children were reported to be out-of-school which has increased when compared to 2019 (8%). 6% children have never been enrolled in a school and 8% have dropped out of school for various reasons.
- 90% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 73% (69% in 2019) of children were enrolled in government schools whereas 27% (31% in 2019) of children were going to non-state institutions (27% private schools, 0% Madrassah, 0% other). The share of private schools has dropped by 4% compared with 2019.
- Amongst the enrolled students in government schools, 61% were boys and 39% were girls whereas in private schools 54% enrolled children were boys and 46% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased in 2021 as compared to 2019.

- 38% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 44% in 2019.

¹ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

² <https://snc.gov.pk/>

- 62% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through language and arithmetic tools. The same tools are used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum.

Learning levels of children (in class 5 and class 3) have declined:

- 52% of class 5 children could read a class 2 level story in Urdu compared to 60% in 2019.
- 16% of class 3 children could read story in Urdu as compared to 20% in 2019.

English learning levels (in class 5) have declined:

- 61% class 5 children could read sentences (class 2 level) compared to 65% in 2019.
- 14% class 3 children could read class 2 level sentences as compared to 14% in 2019.

Arithmetic learning levels (in class 5 and class 3) have declined:

- 65% class 5 children could do two digit division as compared to 66% in 2019.
- 45% children enrolled in class 3 could do two digit division as compared to 46% in 2019.

THEME 5: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 51% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 46% class 5 children enrolled in government schools.

- 69% private school children can read at least sentences in class 5 whereas only 59% government school children can do the same.
- 69% children enrolled in private schools (class 5) were able to do division when compared to 61% class 5 children who were enrolled in government schools.

THEME 6: GENDER GAP

Gender gap in learning continues: boys outperform girls (age 5-16 overall) in literacy and numeracy skills.

- 49% of boys and 46% of girls could read at least sentences in Urdu.
- 58% boys could read at least English words while 54% of girls can do the same.
- Similarly, 46% of boys were able to do at least subtraction whereas only 41% girls could do it.

THEME 7: PARENTAL EDUCATION

- 34% mother (35% in 2019) and 59% fathers (62% in 2019) in the sampled households had completed at least primary education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students. Overall paid tuition students in private schools is 23% compared to 21% in government schools.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 21% children enrolled in class 1 take private tuition whereas 26% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

36% of surveyed government schools and 24% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed for multi-grade

teaching with one teacher teaching more than one grade.

- It was found that 36% of the surveyed government schools and 24% of the surveyed private schools had Class 2 sitting with other classes. Also 8% of surveyed government schools and 18% of surveyed private schools had class 8 sitting with other classes.

THEME 10: LEARNING SUPPORT DURING COVID (CHILDREN'S RESPONSES)

Children (5-16 years) were asked about learning support during COVID-19.

From a high of 68% support availed from family members, 45% was taken from PTV TeleSchool sessions, 37% had access to computers and 34% to smart phones, 18% to paid tuition, 14% digital learning resources and 4% accessed radio programs for learning support.

THEME 11: TEACHER & STUDENT ABSENTEEISM

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at **88%** whereas it was **88%** in surveyed private schools.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.
- Overall teacher attendance in surveyed government schools stood at **87%**, whereas it was **94%** in surveyed private schools.

THEME 12: TEACHERS' QUALIFICATION

- 43% teachers of surveyed government schools have done graduation as compared to 37% teachers of surveyed private schools. However, 26% have completed M.Ed in government schools compared to 20% in private schools.

SURVEYED GOVERNMENT SCHOOLS:

- 57% of the surveyed government primary schools have functional toilets.
- 47% of the surveyed government primary schools have useable drinking water.
- Amongst the surveyed government primary schools, 63% had complete boundary walls.
- **29% of surveyed government primary schools had play grounds.**
- 67% of surveyed government primary schools had electricity connection.
- **4% of surveyed government primary schools had computer labs and 1% had internet facilities.**

SURVEYED PRIVATE SCHOOLS:

- 43% of the surveyed private primary schools have functional toilets.
- 75% of the surveyed private primary schools have useable drinking water.
- Amongst the surveyed private primary schools, 16% had complete boundary walls.
- **0% of surveyed private primary schools had play grounds.**
- 86% of surveyed private primary schools had electricity connection.
- **86% of surveyed private primary schools had computer labs and 86% had internet facilities.**

THEME 14: SCHOOL GRANTS/FUNDS

52% of the government primary schools and 12% private primary schools received grants.

- 43 surveyed government primary schools were receiving grants in 2021 as compared to 4 surveyed private primary schools.

THEME 15: DISABILITIES & FUNCTIONINGS

ASER 2021, as part of the school level survey, included a "Health and Disability" section under which the head teachers/teachers were asked a number of questions pertaining to Children with Disabilities and Facilities for Children with Disabilities in their respective schools.

At the provincial level, 22% of the surveyed government primary schools were reported to be having children with disabilities while 14% of the surveyed private primary schools reported the same.

THEME 16: HOUSEHOLDS' ACCESS TO: TECHNOLOGY

ASER 2021 also included a wide range of questions from the households on technological access.

75% of households have mobile phones and 68% have smart phones.

Amongst mobile users, 80% use WhatsApp services, whilst 67% use SMS facility.

20% have internet connection and 18% have computer/laptops. 59% households have TV and 9% have radio.

THEME 17: HOUSEHOLDS' ACCESS TO SOCIAL SAFETY NETS & IMPACT ON INCOME AND WELL-BEING

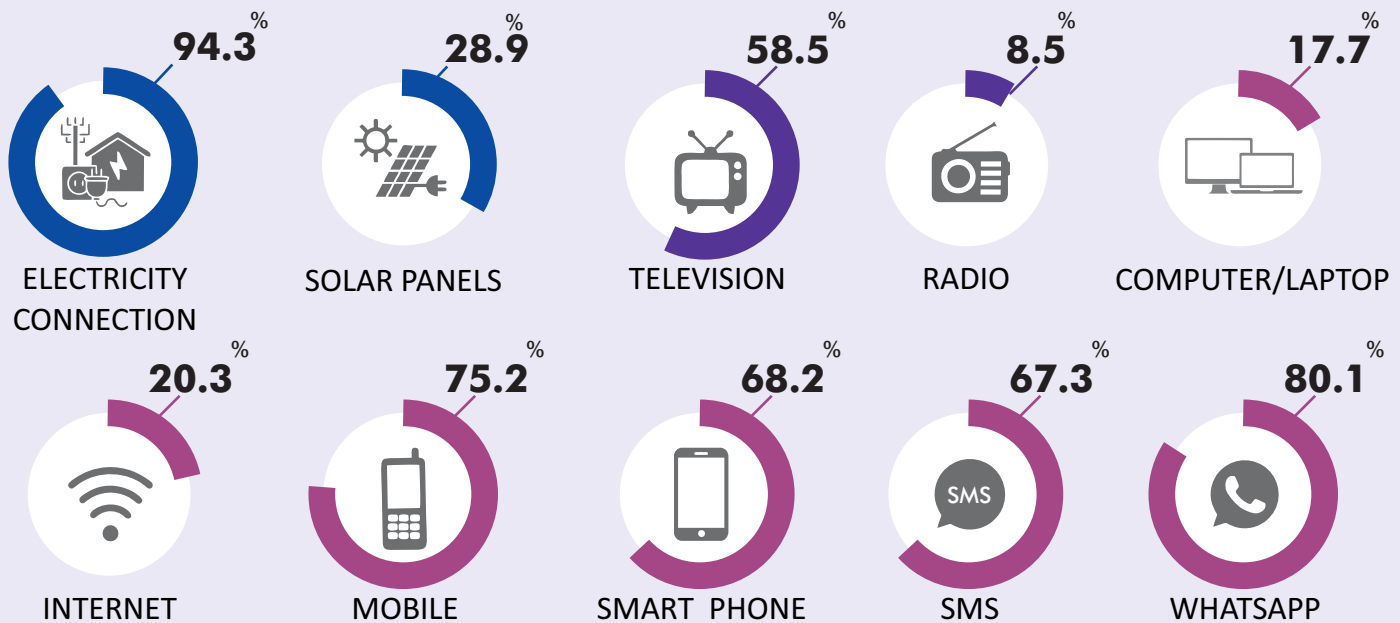
13% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat etc.)

12% households stated that their earnings during Covid were affected by more than 50%.

29% of the households stated that their psychological well-being was substantially affected during Covid

ALTERNATE ENERGY, INFORMATION & COMMUNICATION TECHNOLOGY

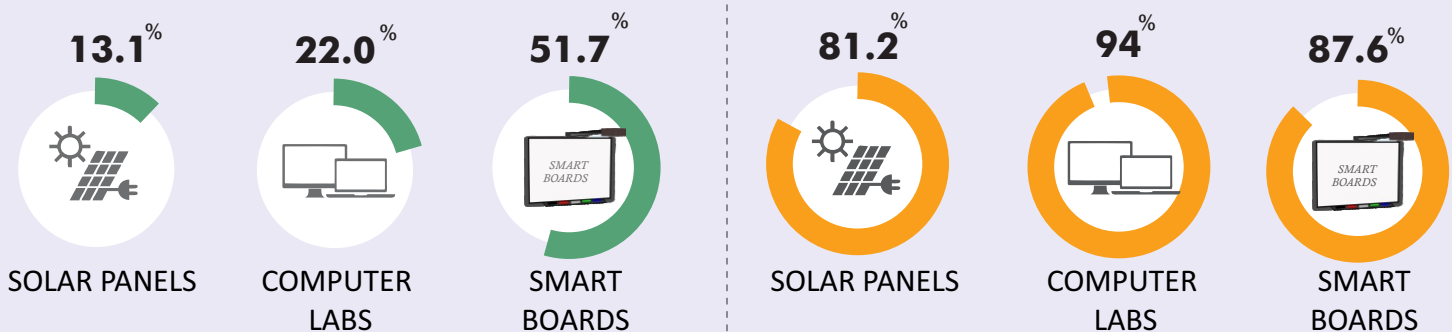
IN HOUSEHOLD



GOVT. SCHOOLS

IN SCHOOLS

PVT. SCHOOLS



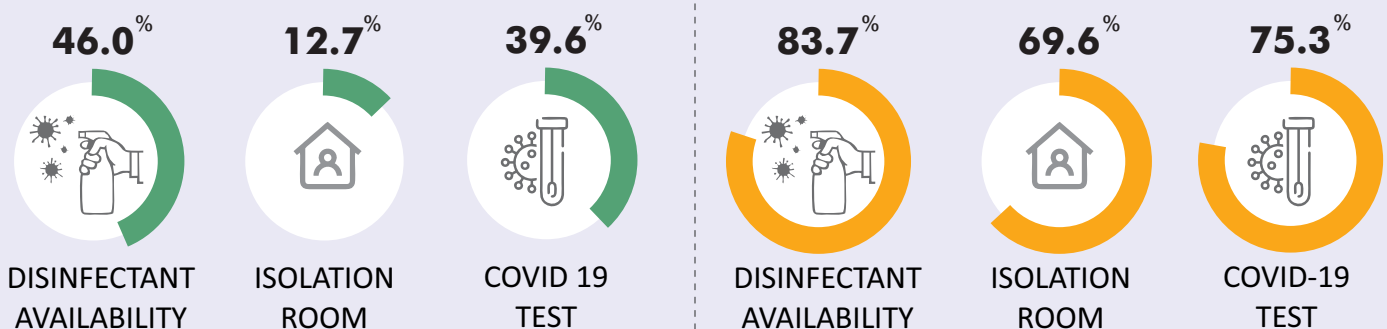
COVID-19 FACILITIES



GOVT. SCHOOLS

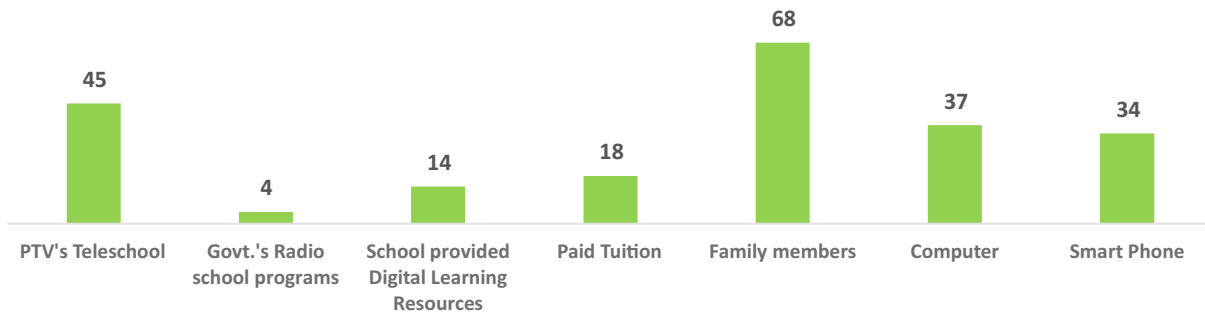
IN SCHOOLS

PVT. SCHOOLS



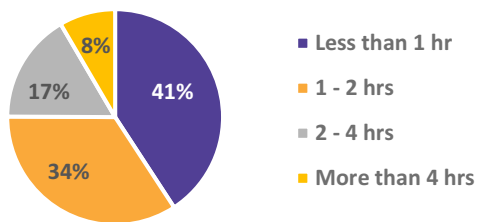
LEARNING SUPPORT DURING COVID-19

% Children-Type of Learning Support Aailed

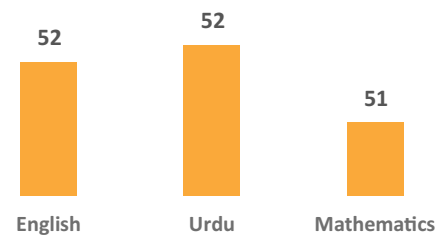


LEARNING DURING COVID-19 (STUDY DURING SCHOOLS SHUT DOWN)

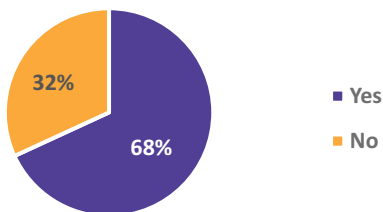
Average daily hours given to Studies



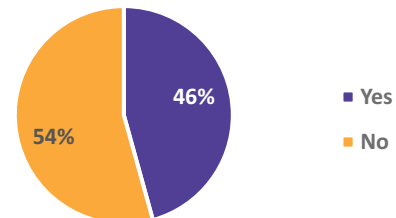
Subject that % children who found it difficult to study on their own



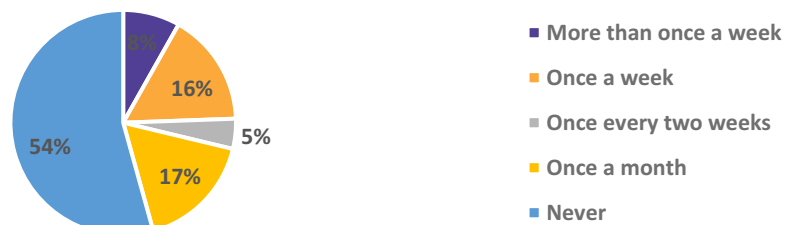
Do children feel confident to study on their own if Schools Shut Down again?



Did School provide Learning Material?



How often did School Management reach for providing Learning Support?

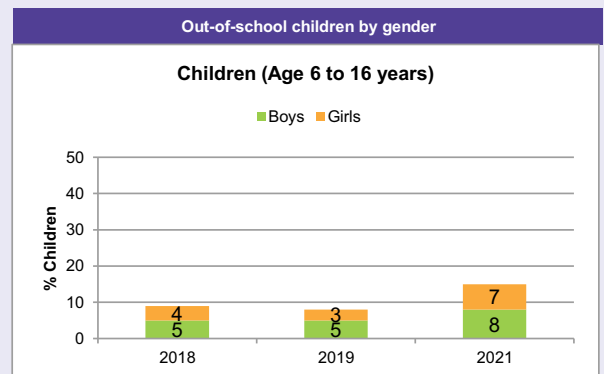
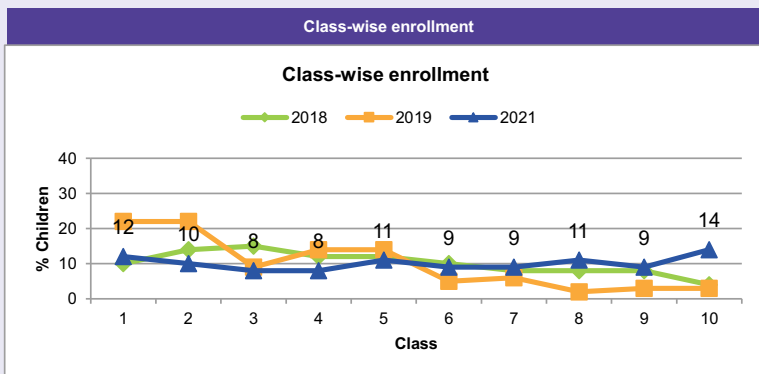
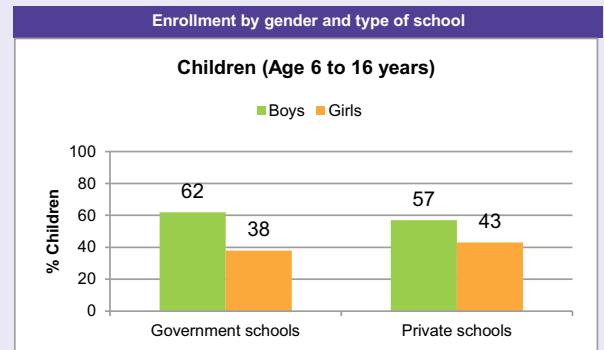


ISLAMABAD (RURAL)

1.ACCESS

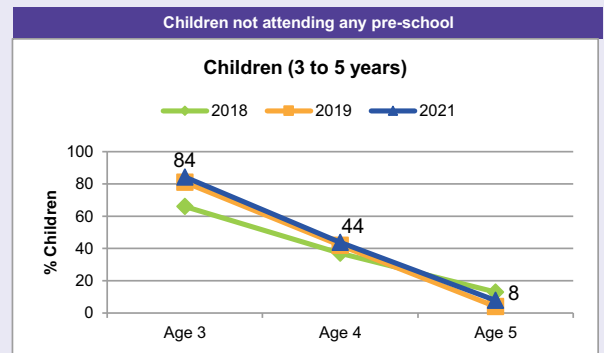
1.1.SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	other			
6 - 10	44.6	40.3	1.8	0.0	3.1	10.2	100
11 - 13	50.0	33.5	0.0	0.0	2.9	13.6	100
14 - 16	50.6	34.6	0.0	0.0	4.9	9.9	100
6 - 16	48.4	36.1	0.6	0.0	3.6	11.2	100
Total	85.2				14.8		100
By Type	56.8	42.4	0.7	0.0			



1.2. EARLY YEARS SCHOOLING (PRE-SCHOOLING)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	other		
3	5.4	10.3	0.0	0.0	84.3	100
4	19.3	37.0	0.0	0.0	43.7	100
5	41.3	50.9	0.0	0.0	7.8	100
3 - 5	22.0	32.7	0.0	0.0	45.3	100
Total	54.7				45.3	100
By Type	40.2	59.8	0.0	0.0		



1.3. AGE CLASS COMPOSITION

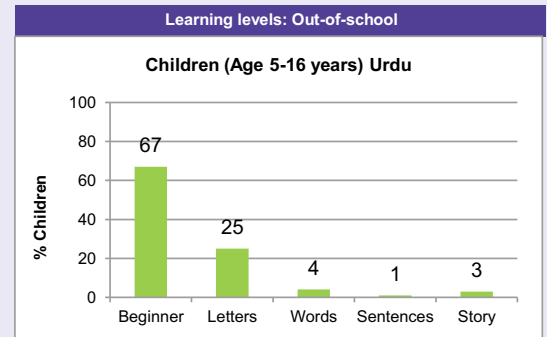
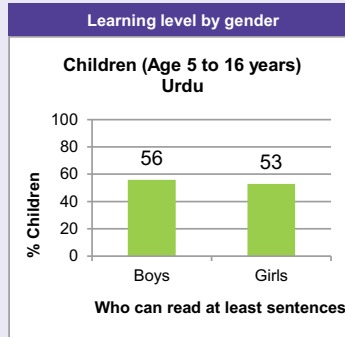
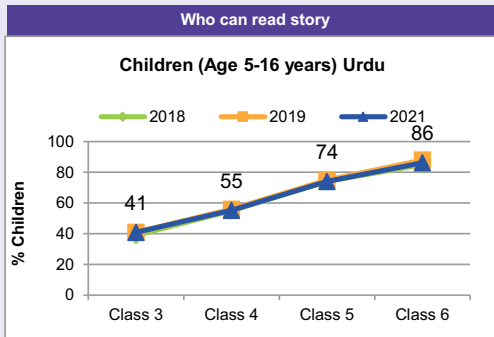
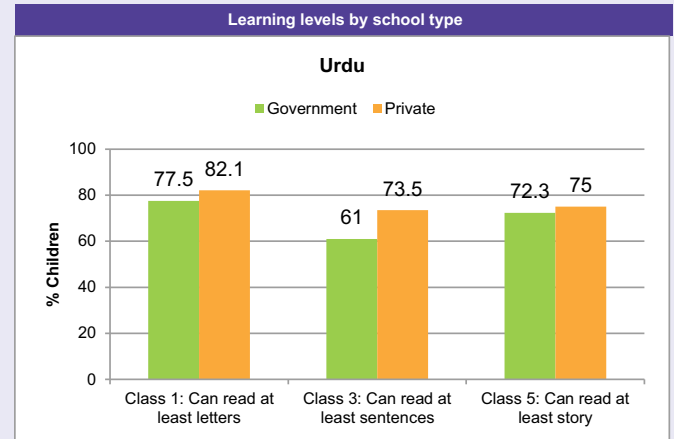
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100.0	53.2	19.8	1.7	2.0	3.2	0.0	2.7	0.0	4.2	4.1	8.9	11.3
2			58.1	31.0									9.6
3				47.4	21.2	17.5	5.6	11.8	0.0	4.2	4.1	8.9	7.7
4					50.5								8.0
5						65.1	25.6	11.8	7.4	5.1	10.6	7.4	11.2
6	0.0	46.8	22.1				62.2	24.5					9.1
7				19.8	26.3	14.3	6.7	52.7	38.0	5.1	10.6	7.4	9.4
8								52.7	49.6	39.8			10.8
9								8.2	5.0	39.0	41.5		8.8
10										11.9	43.9	83.7	14.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

2. QUALITY

2.1. LEARNING LEVELS (URDU)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	18.5	22.8	34.5	19.3	4.9	100
2	0.0	0.0	38.2	37.9	23.9	100
3	0.0	0.0	0.0	59.1	40.9	100
4	0.0	0.0	0.0	44.7	55.3	100
5	0.0	0.0	0.0	26.0	74.0	100
6	0.0	0.0	0.0	13.8	86.2	100
7	0.0	0.0	0.0	17.9	82.1	100
8	0.0	0.0	0.0	10.9	89.1	100
9	0.0	0.0	0.0	14.9	85.1	100
10	0.0	0.0	0.0	8.7	91.3	100

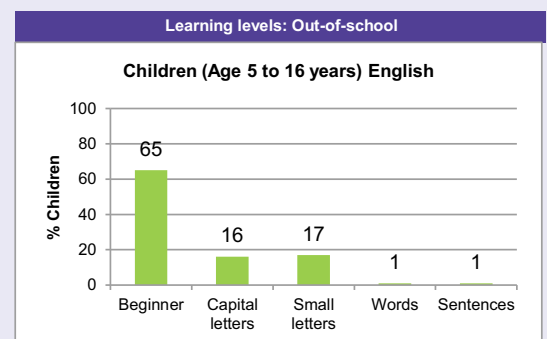
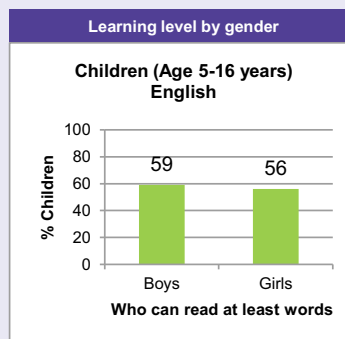
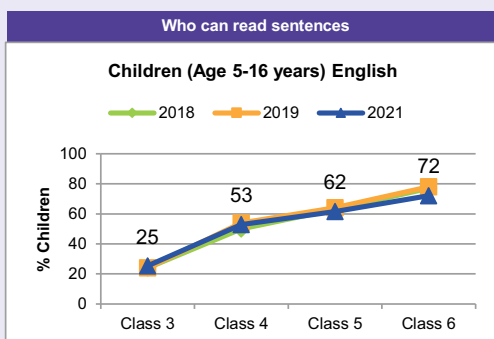
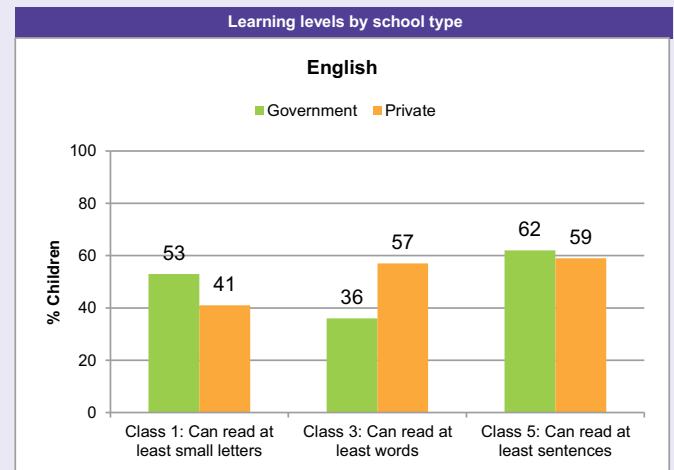
How to read: 24.2% (19.3+4.9) children of class 1 can read at least sentences



2.2. LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	0.0	0.0	58.3	38.6	3.1	100
2	0.0	0.0	54.8	36.3	8.9	100
3	0.0	0.0	26.3	48.3	25.4	100
4	0.0	0.0	18.4	28.7	52.9	100
5	0.0	0.0	9.0	29.5	61.5	100
6	0.0	0.0	4.3	23.6	72.1	100
7	0.0	0.0	4.1	21.4	74.5	100
8	0.0	0.0	2.9	17.0	80.1	100
9	0.0	0.0	1.8	17.2	81.0	100
10	0.0	0.0	1.7	16.3	82.0	100

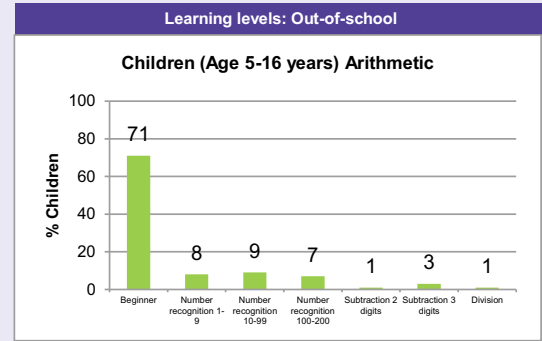
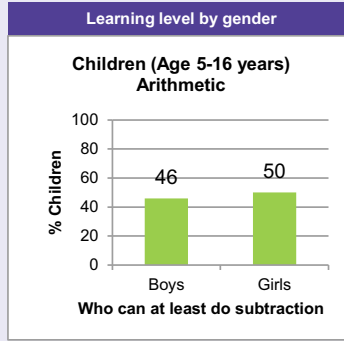
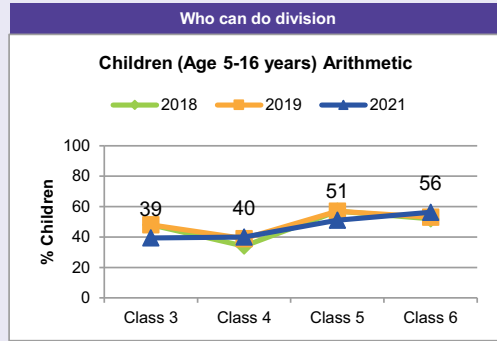
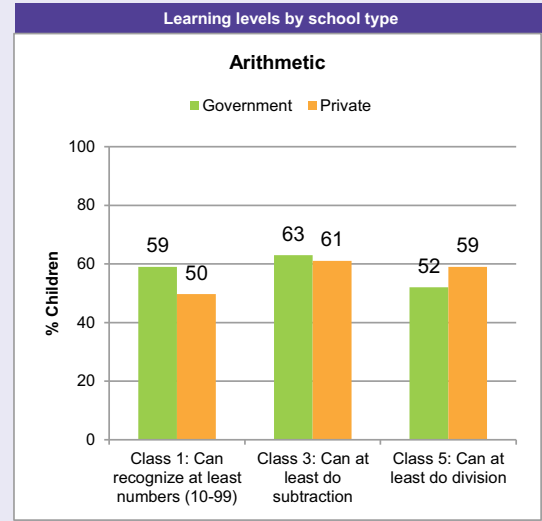
How to read: 41.7% (38.6+3.1) children of class 1 can read at least words



2.3. LEARNING LEVELS (ARITHMETIC)

Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	8.3	17.9	21.4	11.7	15.9	20.0	4.8	100
2	0.0	0.0	0.0	16.9	26.6	35.5	21.0	100
3	0.0	0.0	0.0	0.0	21.2	39.4	39.4	100
4	0.0	0.0	0.0	0.0	14.4	45.6	40.0	100
5	0.0	0.0	0.0	0.0	8.6	40.3	51.1	100
6	0.0	0.0	0.0	0.0	9.5	34.2	56.3	100
7	0.0	0.0	0.0	0.0	0.0	37.2	62.8	100
8	0.0	0.0	0.0	0.0	0.0	38.1	61.9	100
9	0.0	0.0	0.0	0.0	0.0	31.0	69.0	100
10	0.0	0.0	0.0	0.0	0.0	12.7	87.3	100

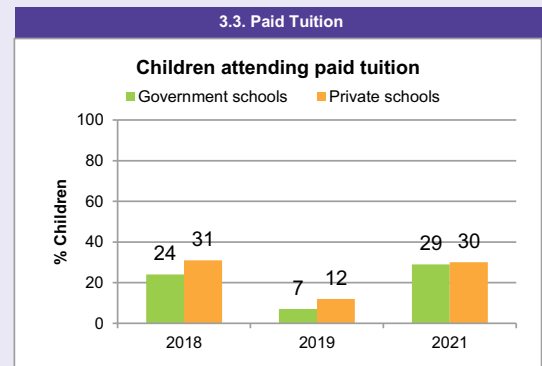
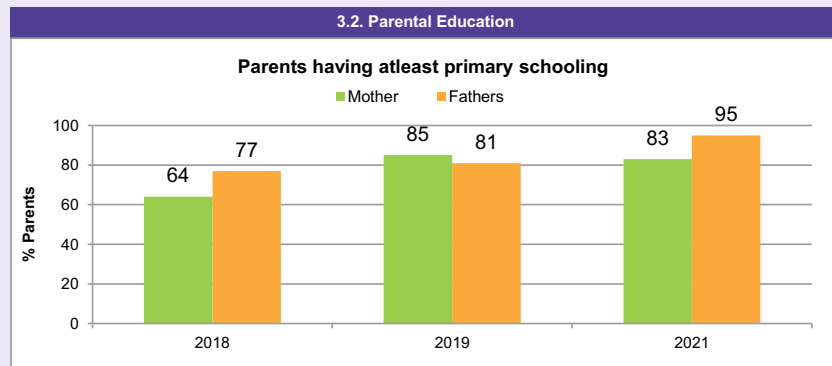
How to read: 40.7% (15.9+20+4.8) children of class 1 can do atleast subtraction



3. PARENTAL EDUCATION AND PAID TUITION

3.1. CLASS-WISE % CHILDREN ATTENDING PAID TUITION

Type/Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	30.8	38.1	24.2	35.3	37.5	23.3	32.3	25.4	29.8	22.0
Pvt.	13.9	30.4	24.1	22.9	41.7	34.1	46.4	38.9	78.9	61.1



4.SCHOOLS

4.1.NUMBER OF SURVEYED SCHOOLS

Type/Level	Government Schools				Private Schools			
	Boys & Girls	Boys	Girls	Total	Boys & Girls	Boys	Girls	Total
Primary	5	3	2	10	8	1	0	9
Elementary	0	6	3	9	10	0	0	10
Secondary	2	8	1	11	7	0	0	7
Other	-	-	-	-	0	0	0	0
Total	7	17	6	30	25	1	0	26

4.2. ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Children attendance	92.2	94.3	94.4	93.9	86.9	85.3	87.2	88.7	87.3
Teacher attendance	97.9	99.1	97.0	97.8	97.7	100.0	99.7	98.6	99.1

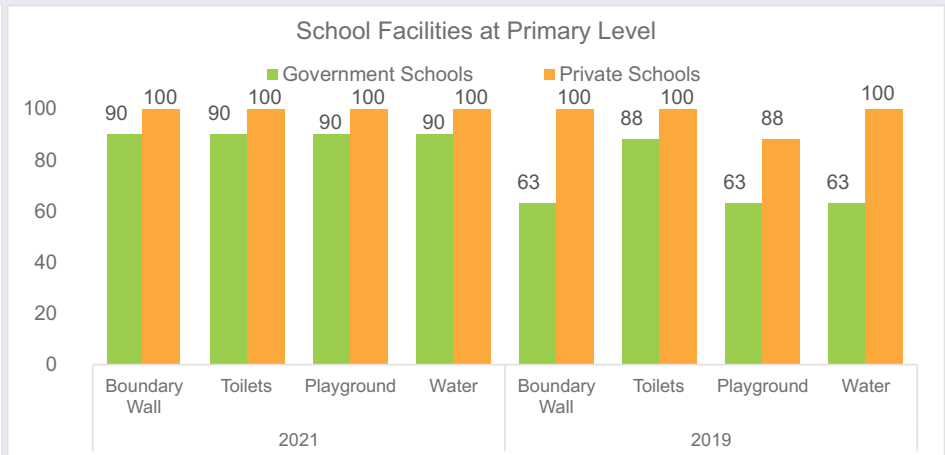
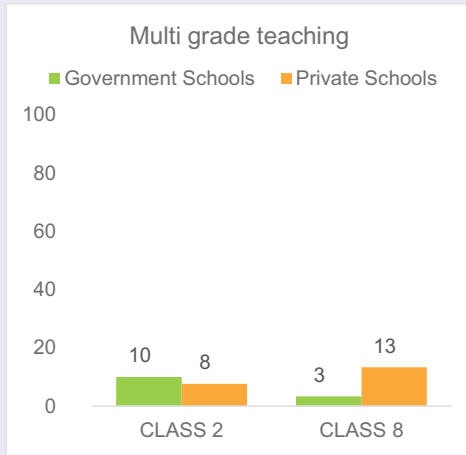
4.3.TEACHER'S QUALIFICATION (%TEACHERS)

General qualification			Professional qualification		
	Government Schools	Private Schools		Government Schools	Private Schools
Matric	0.3	0.7	PTC	2.9	1.4
Intermediate	1.7	12.1	CT	6.1	16.7
Graduation	16.6	40.2	BED	25.1	46.8
Master and Above	81.4	46.6	MED	65.9	34.7
Other	0.0	0.4	Other	0.0	0.5

4.4. SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other*	Overall
Running water available in handwashing sinks	100.0	100.0	72.7	90.0	0.0	12.5	0.0	0.0	5.3
Complete boundary wall / fence	90.0	100.0	100.0	96.7	100.0	11.1	0.0	0.0	4.3*
Useable toilets / latrines for students	90.0	100.0	100.0	96.7	100.0	80.0	100.0	0.0	84.6
Useable furniture	100.0	100.0	90.9	96.7	55.6	20.0	57.1	0.0	42.3
Working library	60.0	88.9	54.5	66.7	100.0	90.0	100.0	0.0	96.2
Playground	90.0	88.9	81.8	86.7	100.0	100.0	100.0	0.0	100.0
Soap/Handwash available in handwashing sinks	40.0	55.6	27.3	40.0	11.1	10.0	28.6	0.0	15.4
Electricity connection	100.0	88.9	100.0	96.7	100.0	100.0	100.0	0.0	100.0
Smart Boards	90.0	100.0	90.9	93.3	100.0	100.0	100.0	0.0	100.0
Solar panels	0.0	11.1	0.0	3.3	100.0	100.0	100.0	0.0	100.0
Separate toilets for girls and boys	90.0	66.7	63.6	73.3	100.0	60.0	85.7	0.0	80.8
Running water available in toilets	90.0	100.0	81.8	89.7	88.9	100.0	100.0	0.0	96.2
Disinfectants available for cleaning	100.0	100.0	81.8	93.1	88.9	88.9	71.4	0.0	84.0
Toilets Cleanliness	80.0	100.0	81.8	86.2	77.8	77.8	100.0	0.0	84.0
Clean Drinking water available for students	90.0	100.0	100.0	96.6	100.0	88.9	85.7	0.0	92.0
Isolation room available	40.0	12.5	36.4	31.0	100.0	88.9	57.1	0.0	84.0
First Aid Equipment Available	70.0	87.5	63.6	72.4	100.0	100.0	85.7	0.0	96.0
Covid-19 Tests done in school by the government	30.0	50.0	0.0	25.0	100.0	88.9	100.0	0.0	96.0

*represents insufficient data



4.5. FUNDS/GRANTS (%SCHOOLS)

		Government Schools				Private Schools			
		Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2020*	# of schools reported receiving grants	0	0	0	0	0	0	0	0
	% of schools reported receiving grants	0	0	0	0	0	0	0	0
	Average amount of grant (Rs.)	-	-	-	-	-	-	-	-
2021*	# of schools reported receiving grants	0	0	1	1	0	0	0	0
	% of schools reported receiving grants	0	0	16.7	14.3	0	0	0	0
	Average amount of grant (Rs.)	-	-	10000	50000	-	-	-	-

4.6. COVID-19 PRECAUTIONS (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Alternate day Schooling	20.0	11.1	9.1	13.3	33.3	22.2	42.9	0.0	32.0
Awareness posters/IEC material displayed in school	100.0	100.0	100.0	100.0	88.9	77.8	85.7	0.0	84.0
Temperature check at entrance	77.8	77.8	72.7	75.9	66.7	11.1	14.3	0.0	32.0
Hand sanitization at Entrance	40.0	55.6	63.6	53.3	44.4	10.0	20.0	0.0	25.0
Masks worn by teachers and students at school	100.0	88.9	100.0	96.7	100.0	100.0	85.7	0.0	96.2
Hand sanitizer available inside and outside of the classroom for students	11.1	33.3	18.2	20.7	88.9	60.0	71.4	0.0	73.1

4.7. SCHOOL POLICY ON SUSPECTED COVID-19 CASES (%SCHOOLS)

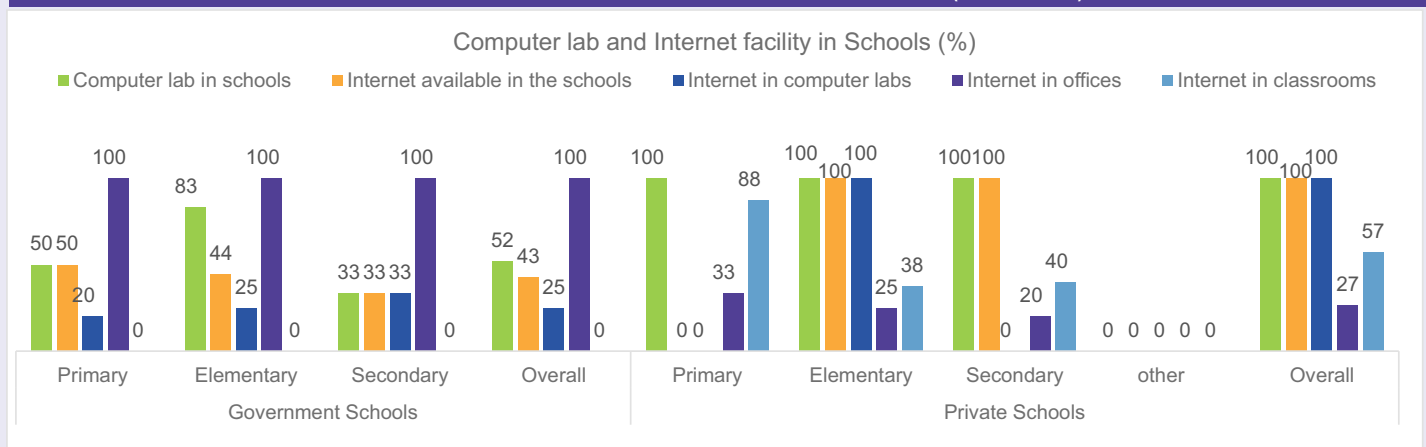
	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Move them to isolation room	0.0*	0.0*	100.0	100.0	100.0	60.0	71.4	0.0	76.9
Send the person home immediately	100.0	100.0	100.0	100.0	100.0	100.0	85.7	0.0	96.2
Call nearby health facility	0.0	100.0	100.0	100.0	22.2	30.0	33.3	0.0	28.0
Call Covid-19 helpline	0.0	0.0	100.0	100.0	100.0	0.0	100.0	0.0	100.0
No policy	0.0	0.0	0.0	0.0	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-

*represents insufficient data

4.8. SCHOOL'S LEAVE POLICY FOR CONFIRMED POSITIVE CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Continue learning learning/teaching from home	0.0	100.0	0.0	100.0	-	-	-	-	-
14-days leave	100.0	100.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0
Return back to school only after a negative COVID test	100.0	100.0	100.0	100.0	0.0	100.0	0.0	0.0	100.0
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	-	-	-	-	0.0	0.0	0.0	0.0	0.0

4.9. COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (%SCHOOLS)



4.10. DISABILITIES & FUNCTIONING IN SCHOOLS (%SCHOOLS)

Children with disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disabilities	75.0	57.1	55.6	62.5	85.7	0.0	50.0	-	45.0
Some Disabilities	25.0	42.9	44.4	37.5	14.3	100.0	50.0	-	55.0

4.11. FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	50.0	0.0	0.0	12.5	100.0	100.0	100.0	0.0	100.0
Accessible Toilets	100.0	0.0	0.0	25.0	100.0	100.0	100.0	0.0	100.0
Health and Nutrition officer	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0	100.0
Other facilities**	50.0	0.0	0.0	12.5	100.0	100.0	100.0	0.0	100.0

**Special Staff, Janitorial Staff, Pick and Drop Facilities

**0*represents insufficient data

4.12. TYPE OF DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)

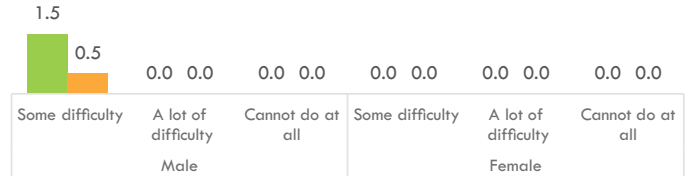
Visual Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



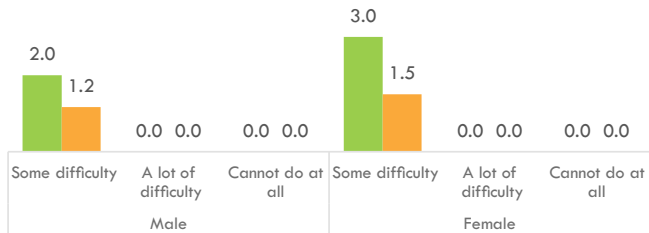
Hearing Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



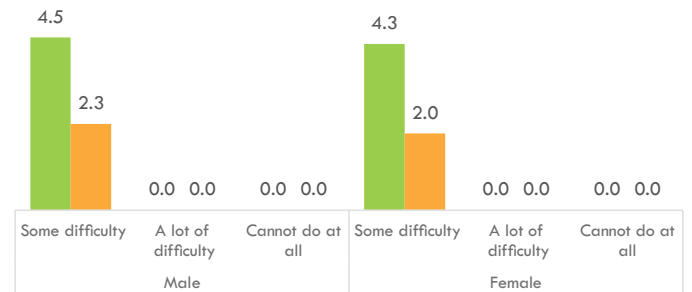
Physical Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Intellectual Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Self Care Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Communication Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Sample Composition

- ASER 2021 survey was conducted in 1 rural district of Islamabad Capitol Territory. This covered 594 households in 30 villages throughout the territory during September-November 2021.
- Detailed information was collected on 1670 children (59% males, 41% females) aged 3-16 years. Out of these 1461 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 30 government schools and 26 private schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has increased when compared to 2019.

- In 2021, 15% of children were reported to be out-of-school which has increased when compared to 2019 (9%). 4% children have never been enrolled in a school and 11% have dropped out of school for various reasons.
- 85% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 57% (54% in 2019) of children were enrolled in government schools whereas 43% (46% in 2019) of children were going to non-state institutions (42% private schools, 1% Madrassah, 0% other). The share of private schools has dropped by 3% compared with 2019.
- Amongst the enrolled students in government schools, 62% were boys and 38% were girls whereas in private schools 57% enrolled children were boys and 43% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased in 2021 as compared to 2019.

- 55% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 69% in 2019.

¹ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

²<https://snc.gov.pk/>

- 45% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through language and arithmetic tools. The same tools are used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum.

Learning levels of children (in class 5) have declined:

- 74% of class 5 children could read a class 2 level story in Urdu compared to 75% in 2019.
- 41% of class 3 children could read story in Urdu as compared to 41% in 2019.

English learning levels (in class 5 and class 3) have declined:

- 62% class 5 children could read sentences (class 2 level) compared to 64% in 2019.
- 25% class 3 children could read class 2 level sentences as compared to 26% in 2019.

Arithmetic learning levels (in class 5 and class 3) have declined:

- 51% class 5 children could do two digit division as compared to 57% in 2019.
- 39% children enrolled in class 3 could do two digit division as compared to 48% in 2019.

THEME 5: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 75% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 72% class 5 children enrolled in government schools.

- 57% private school children can read at least words in class 3 whereas only 36% government school children can do the same.
- 59% children enrolled in private schools (class 5) were able to do division when compared to 52% class 5 children who were enrolled in government schools.

THEME 6: GENDER GAP

Gender gap in learning continues: boys outperform girls (age 5-16 overall) in literacy and numeracy skills.

- 56% of boys and 53% of girls could read at least sentences in Urdu.
- 59% boys could read at least English words while 56% of girls can do the same.
- Similarly, 46% of boys were able to do at least subtraction whereas only 50% girls could do it.

THEME 7: PARENTAL EDUCATION

- 83% mother (85% in 2019) and 95% fathers (81% in 2019) in the sampled households had completed at least primary education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students. Overall paid tuition students in private schools is 30% compared to 29% in government schools.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 31% children enrolled in class 1 take private tuition whereas 22% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

10% of surveyed government schools and 8% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed for multi-grade teaching with one teacher teaching more than one

grade.

- It was found that 10% of the surveyed government schools and 8% of the surveyed private schools had Class 2 sitting with other classes. Also 3% of surveyed government schools and 13% of surveyed private schools had class 8 sitting with other classes

THEME 10: LEARNING SUPPORT DURING COVID (CHILDREN'S RESPONSES)

Children (5-16 years) were asked about learning support during COVID-19.

95% support was availed from computers, 89% was taken from PTV TeleSchool sessions, 71% from family members, 67% from radio programs, 62% had access to smart phones, 25% to paid tuitions and 21% to digital learning resources.

THEME 11: TEACHER & STUDENT ABSENTEEISM

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at **94%** whereas it was **87%** in surveyed private schools.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.
- Overall teacher attendance in surveyed government schools stood at **98%**, whereas it was **99%** in surveyed private schools.

THEME 12: TEACHERS' QUALIFICATION

- 17% teachers of surveyed government schools have done graduation as compared to 40% teachers of surveyed private schools. 66% have completed M.Ed in government schools compared to 35% in private schools.

THEME 13: SCHOOL FACILITIES

SURVEYED GOVERNMENT SCHOOLS:

- 90% of the surveyed government primary schools have functional toilets.
- 90% of the surveyed government primary schools have useable drinking water.
- Amongst the surveyed government primary schools, 90% had complete boundary walls.
- **90% of surveyed government primary schools had playgrounds.**
- 100% of surveyed government primary schools had electricity connection.
- **50% of surveyed government primary schools had computer labs and 50% had internet facilities.**

SURVEYED PRIVATE SCHOOLS:

- 78% of the surveyed private primary schools have functional toilets.
- 100% of the surveyed private primary schools have useable drinking water.
- Amongst the surveyed private primary schools, 0% had complete boundary walls.
- **100% of surveyed private primary schools had playgrounds.**
- 100% of surveyed private primary schools had electricity connection.
- **100% of surveyed private primary schools had computer labs and 0% had internet facilities.**

THEME 14: SCHOOL GRANTS/FUNDS

0% of the government primary schools and 0% private primary schools received grants.

- 0 surveyed government primary schools were receiving grants in 2021 as compared to 0 surveyed private primary schools.

THEME 15: DISABILITIES & FUNCTIONINGS

ASER 2021, as part of the school level survey, included a "Health and Disability" section under which the head teachers/teachers were asked a number of questions pertaining to Children with Disabilities and Facilities for Children with Disabilities in their respective schools.

25% of the surveyed government primary schools were reported to be having children with disabilities while 14% of the surveyed private primary schools reported the same.

THEME 16: HOUSEHOLDS' ACCESS TO: TECHNOLOGY

ASER 2021 also included a wide range of questions from the households on technological access.

59% of households have mobile phones and 93% have smart phones.

Amongst mobile users, 95% use WhatsApp services, whilst 83% use SMS facility.

60% have internet connection and 53% have computer/laptops. 95% households have TV and 18% have radio.

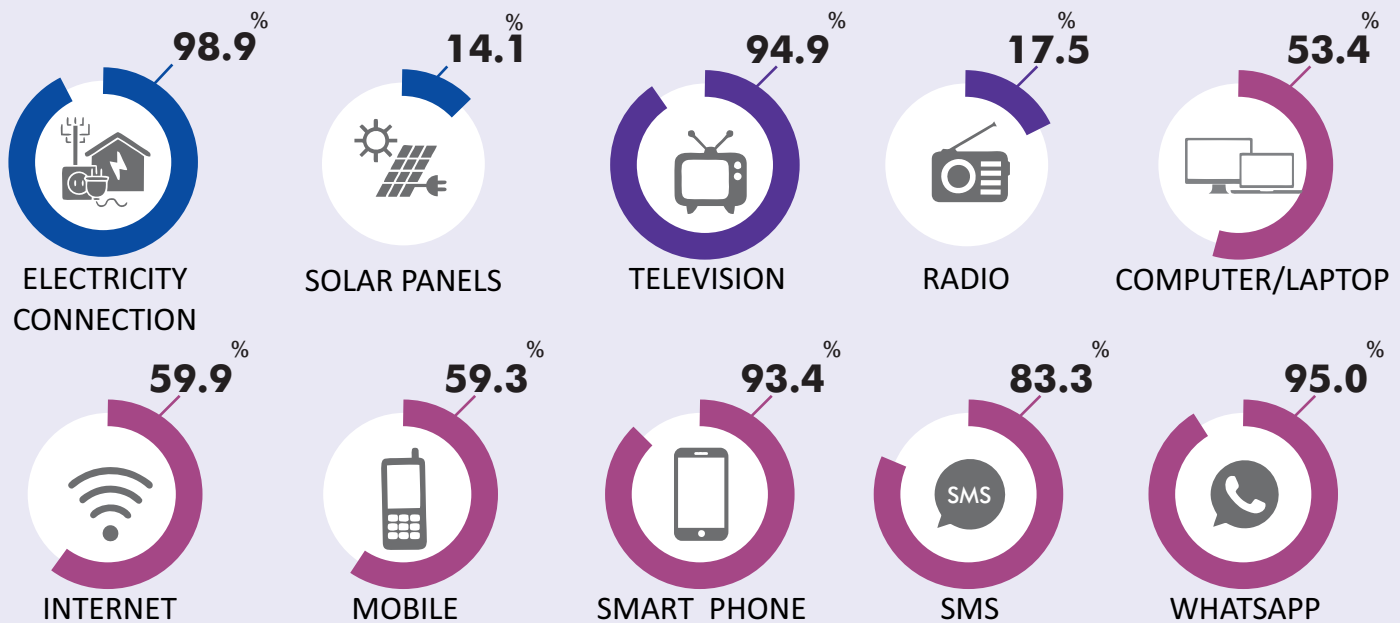
THEME 17: HOUSEHOLDS' ACCESS TO SOCIAL SAFETY NETS & IMPACT ON INCOME AND WELL-BEING

2% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat etc.)

9% households stated that their earnings during Covid were affected by more than 50%.

14% of the households stated that their psychological well-being was substantially affected during Covid

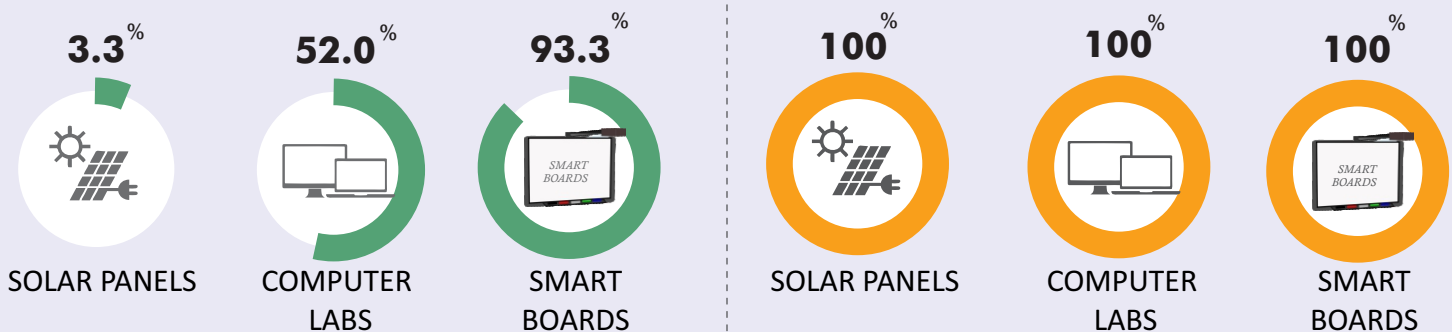
ALTERNATE ENERGY, INFORMATION & COMMUNICATION TECHNOLOGY IN HOUSEHOLD



GOVT. SCHOOLS

IN SCHOOLS

PVT. SCHOOLS



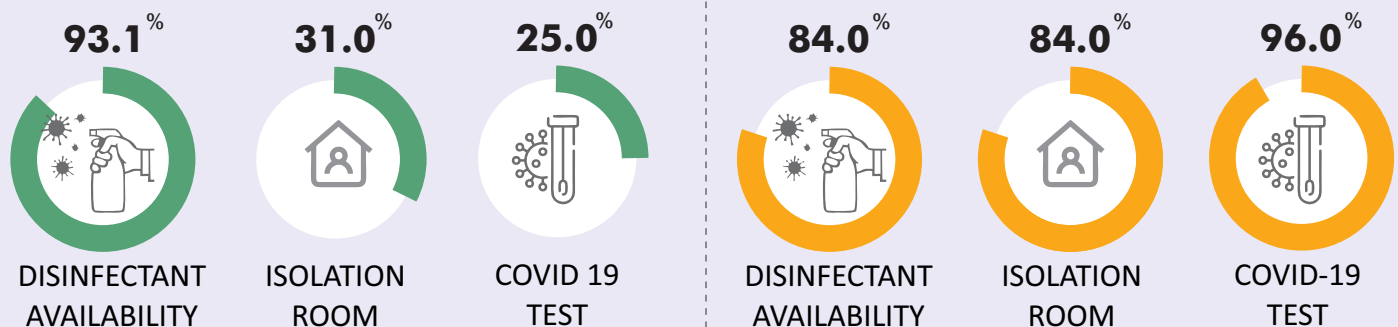
COVID-19 FACILITIES



GOVT. SCHOOLS

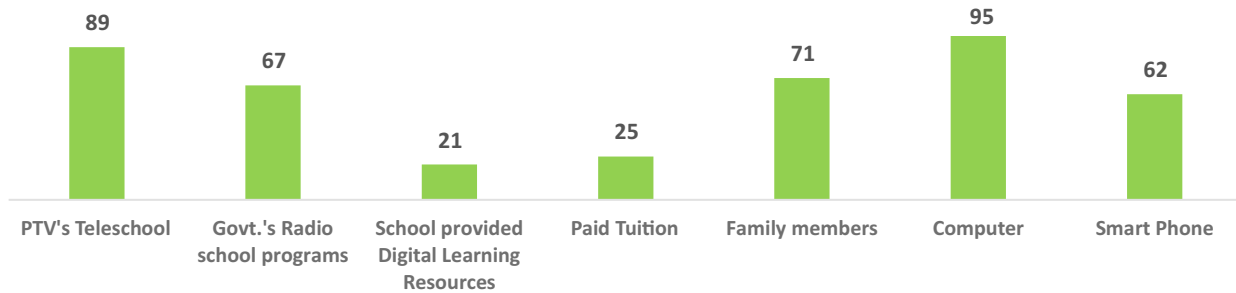
IN SCHOOLS

PVT. SCHOOLS



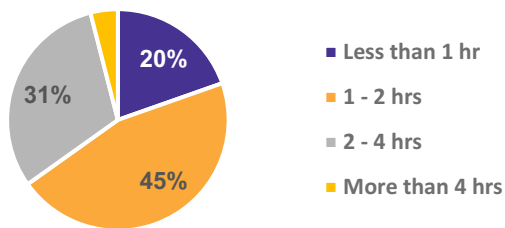
LEARNING SUPPORT DURING COVID-19

% Children Type of Learning Support Aailed

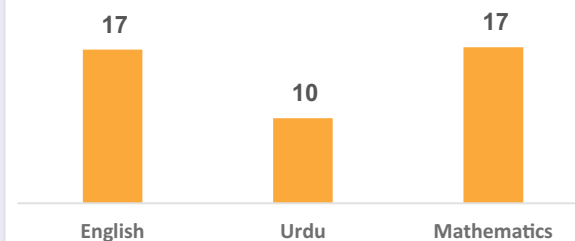


LEARNING DURING COVID-19 (STUDY DURING SCHOOLS SHUT DOWN)

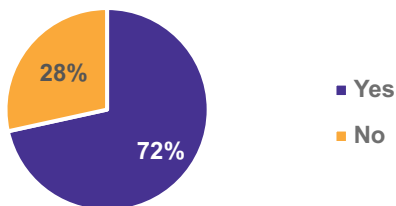
Average daily hours given to Studies



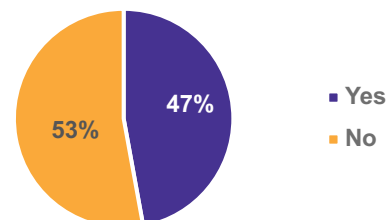
Subject that % children who found it difficult to study on their own



Do children feel confident to study on their own if Schools Shut Down again?



Did School provide Learning Material?



How often did School Management reach for providing Learning Support?



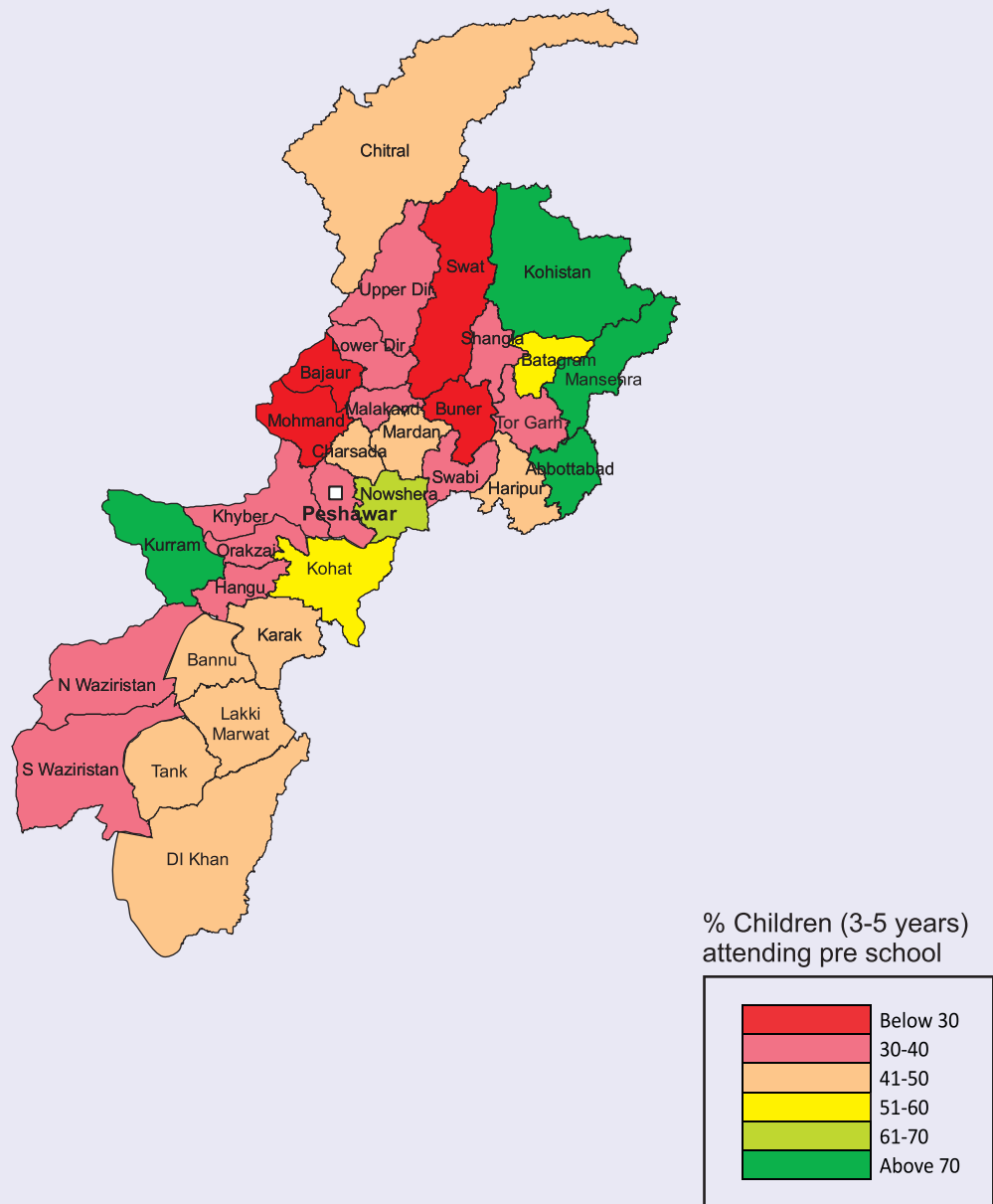


KHYBER PAKHTUNKHWA (RURAL)

Children in Pre School

(Age 3-5 years)

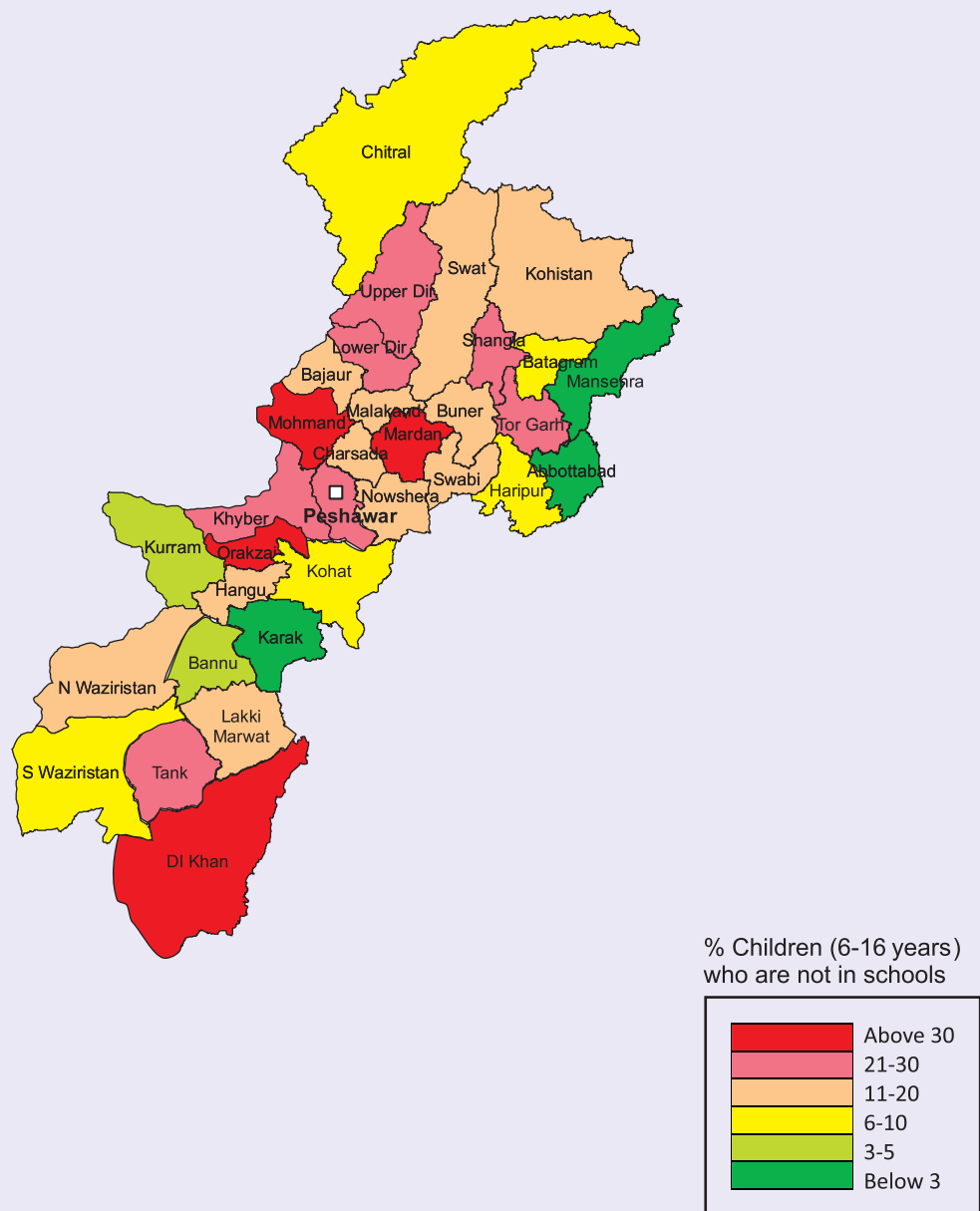
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

Out of School Children (Age 6-16 years)

District wise map showing % children

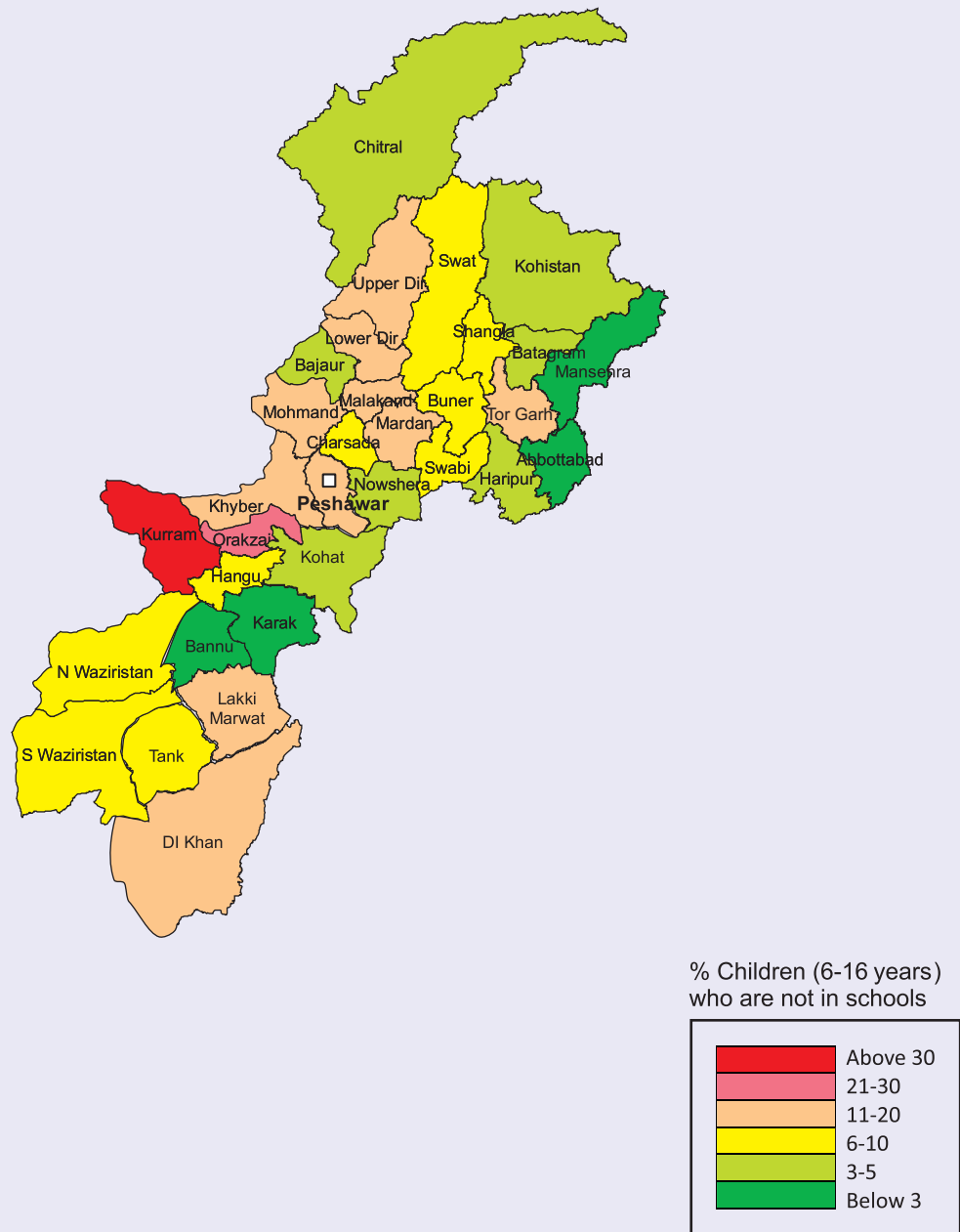


Map may not be accurate or to scale. This is mere representations.

Out of School Girls

(Age 6-16 years)

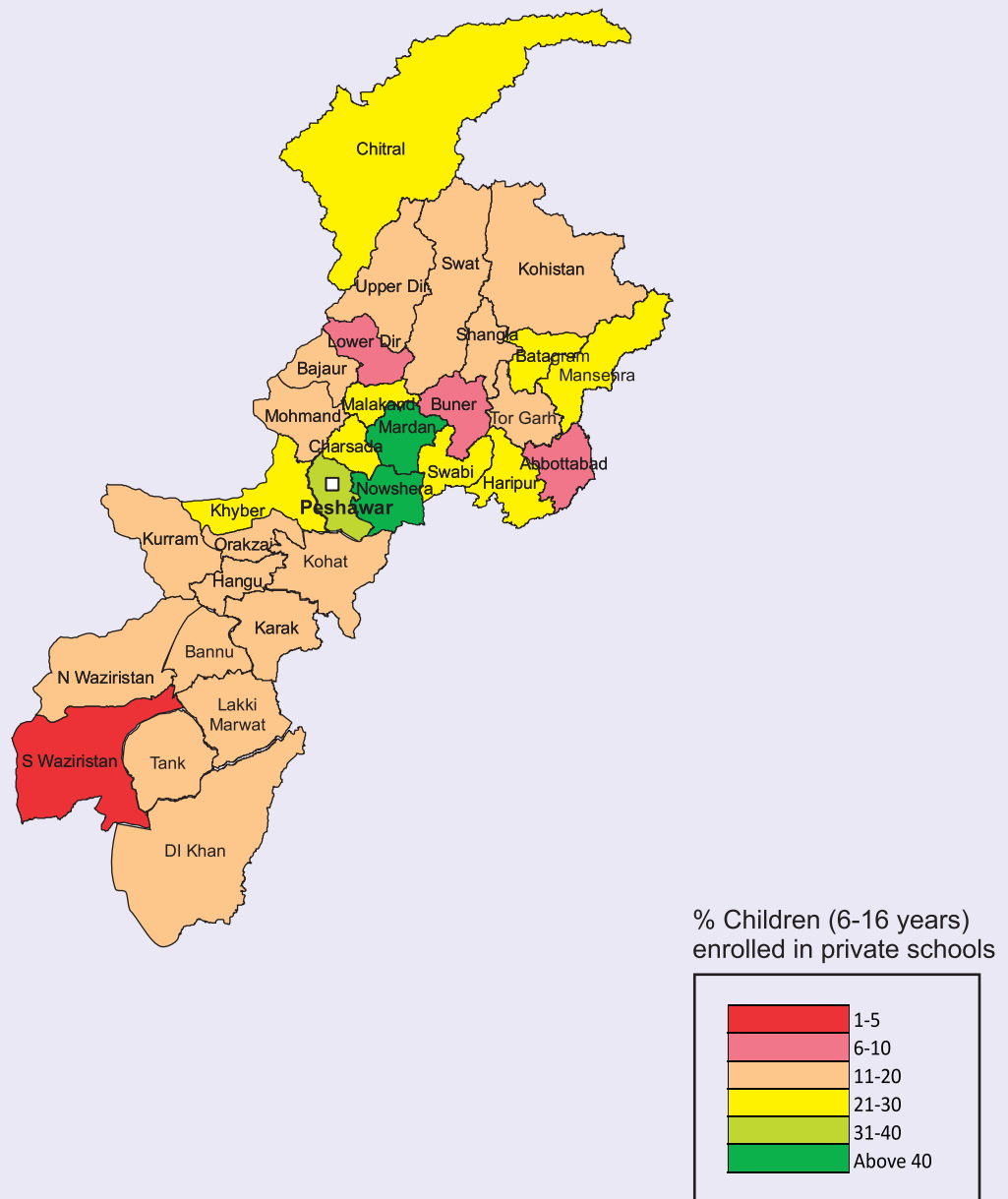
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

Private Schooling (Age 6-16 years)

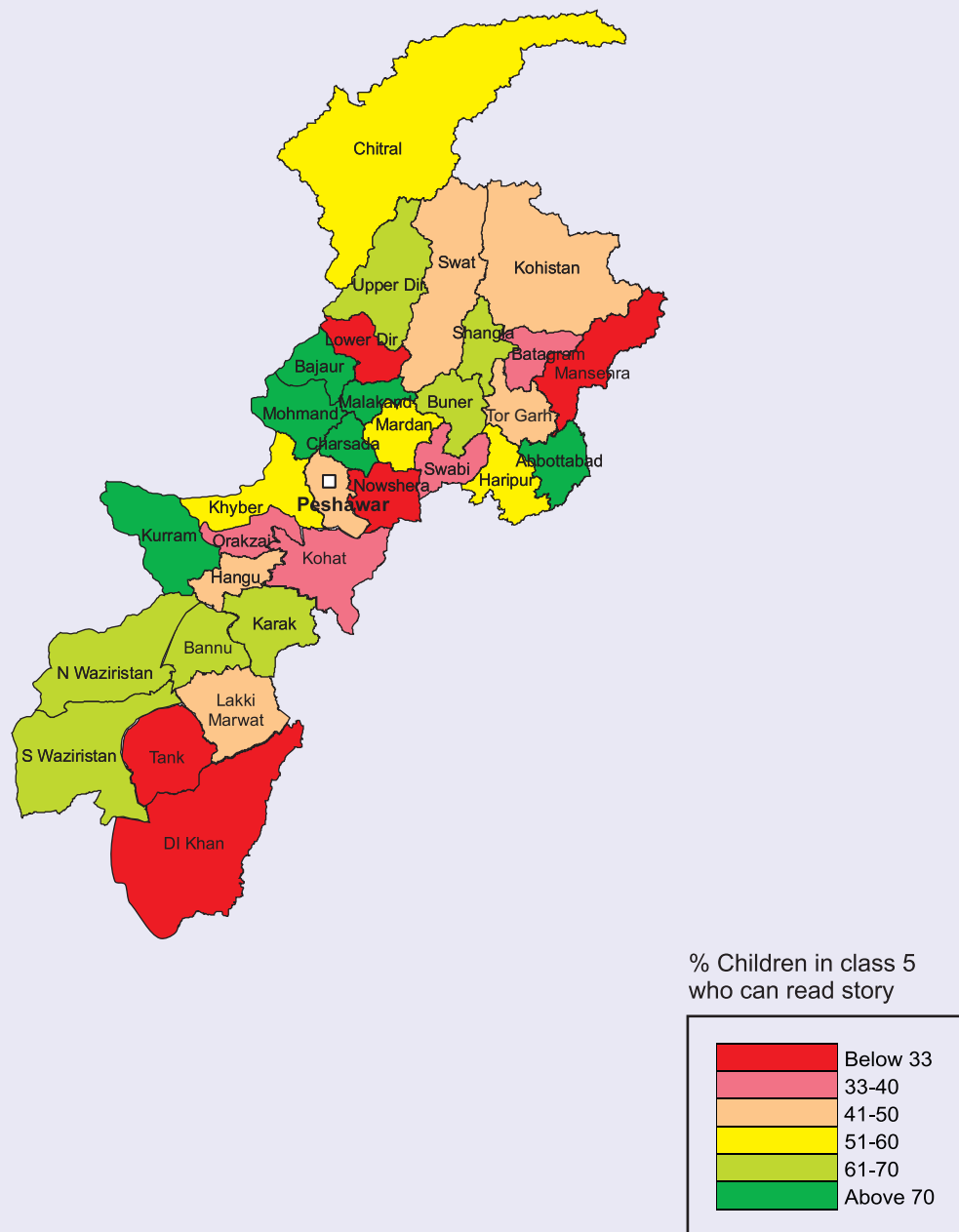
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

Reading Language Urdu/Pashto
(Class 5)

District wise map showing % children
who can read story (Class 2 level text)

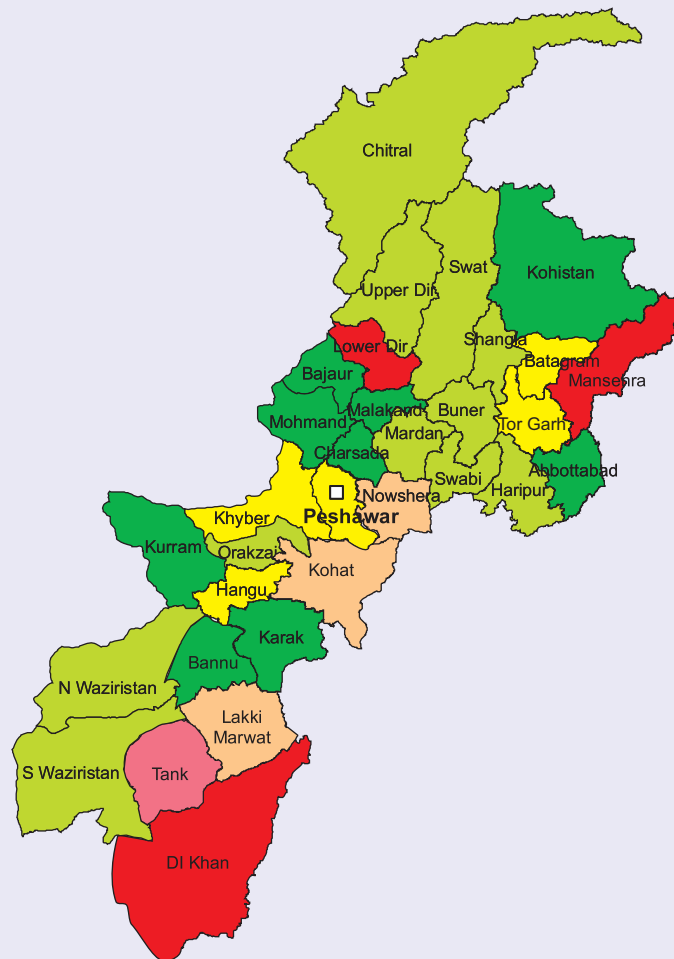


Map may not be accurate or to scale. This is mere representations.

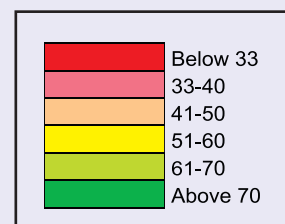
KHYBER PAKHTUNKHWA - RURAL

Reading English
(Class 5)

District wise map showing % children
who can read sentences (Class 2 level text)



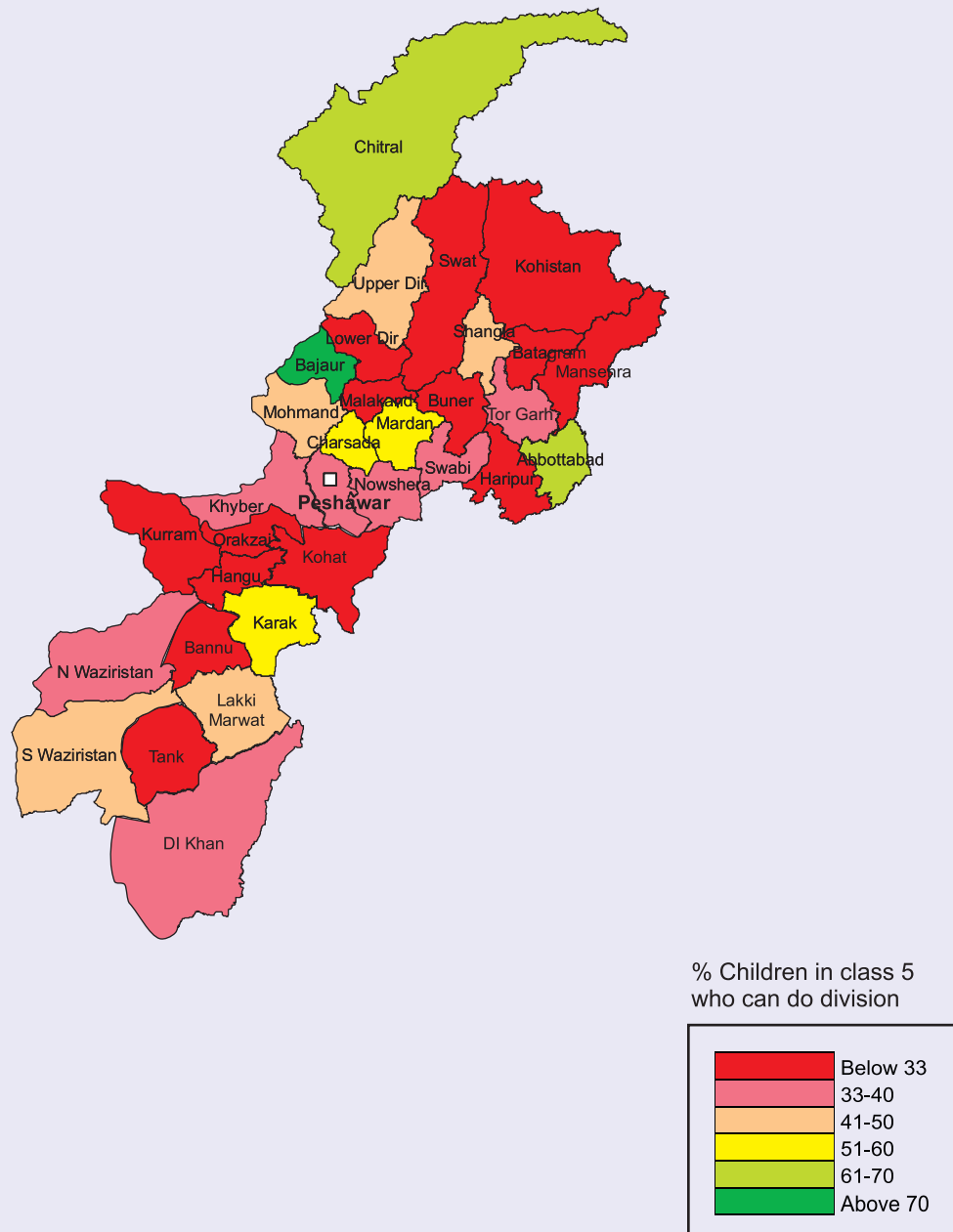
% Children in class 5
who can read sentences



Map may not be accurate or to scale. This is mere representations.

Arithmetic (Class 5)

District wise map showing % children who can do division (Class 3) sums

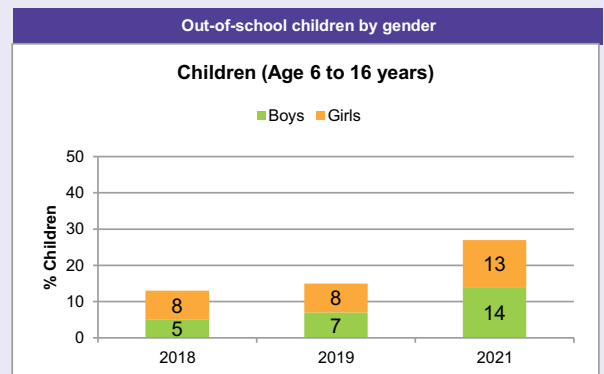
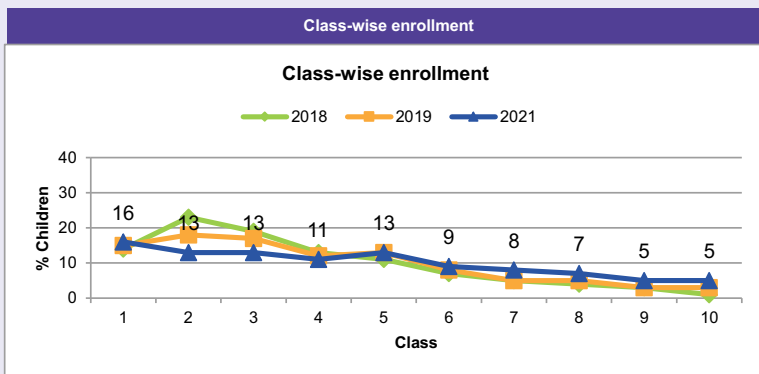
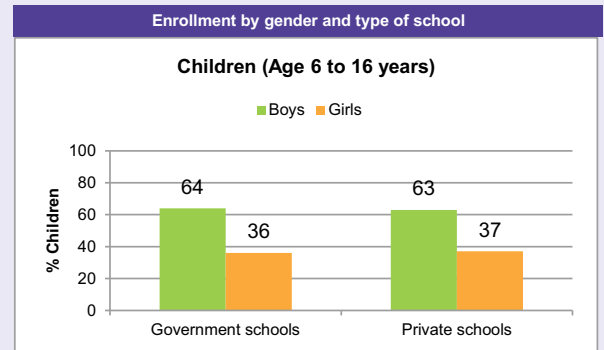


Map may not be accurate or to scale. This is mere representations.

1.ACCESS

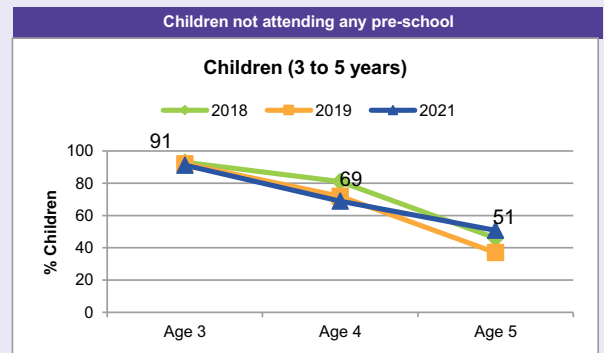
1.1.SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	other			
6 - 10	59.5	15.0	0.4	0.0	15.3	9.8	100
11 - 13	63.6	15.2	0.1	0.0	11.0	10.1	100
14 - 16	51.2	12.4	1.3	0.0	15.9	19.2	100
6 - 16	58.1	14.2	0.6	0.0	14.1	13.0	100
Total	72.9				27.1		100
By Type	79.7	19.5	0.8	0.0			



1.2. EARLY YEARS SCHOOLING (PRE-SCHOOLING)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	other		
3	2.0	6.3	0.5	0.0	91.2	100
4	17.1	13.1	0.9	0.0	68.9	100
5	25.8	22.0	1.4	0.0	50.8	100
3 - 5	15.0	14.7	0.7	0.0	70.3	100
Total	29.7				70.3	100
By Type	56.2	43.8	2.4	0.0		



1.3. AGE CLASS COMPOSITION

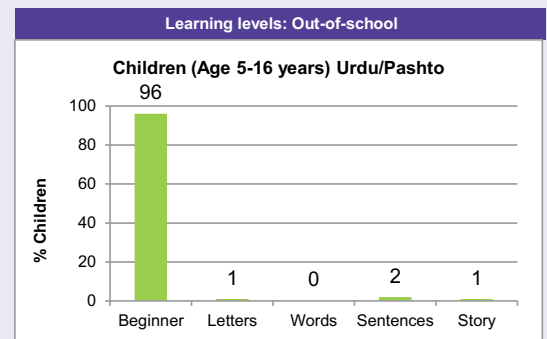
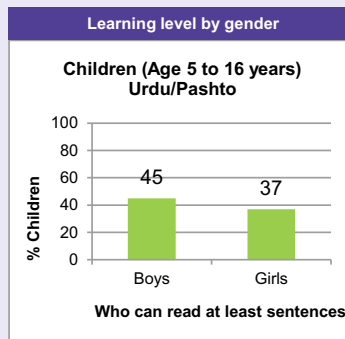
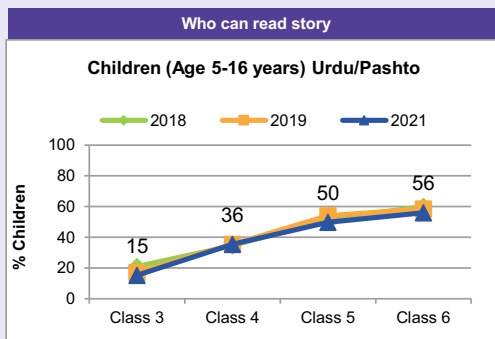
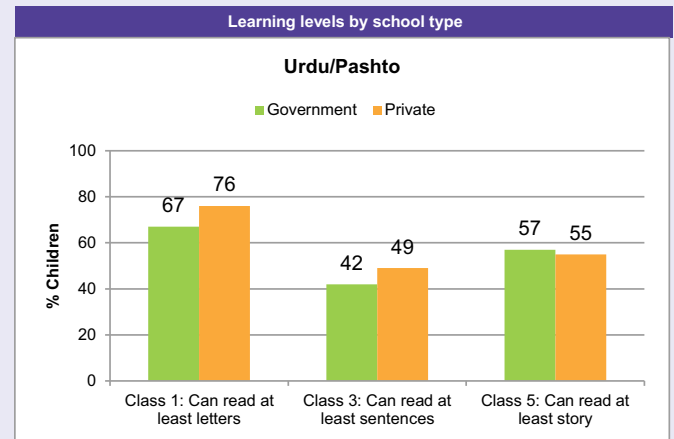
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100.0	75.7	40.3	10.4									15.9
2			45.8	37.1	10.9	12.2	5.6						13.3
3				41.2	44.3			6.9	8.4				13.5
4					36.5	29.7	12.7			7.3	11.2		10.7
5						50.2	36.3	18.3					12.7
6	0.0	24.3					39.7	34.3	12.7				8.8
7			13.9					34.4	39.4	15.2			7.9
8				11.3	8.2	7.9	5.7		35.1	45.7	18.2		7.2
9								6.2		25.1	46.5	18.1	5.1
10									4.3	6.7	24.2	71.5	4.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

2.QUALITY

2.1. LEARNING LEVELS (URDU/PASHTO)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	37.6	32.3	22.6	5.4	2.1	100
2	19.7	29.4	33.1	11.4	6.4	100
3	16.5	15.0	34.1	19.1	15.3	100
4	11.8	10.0	17.6	25.0	35.5	100
5	3.6	10.1	12.4	24.1	49.8	100
6	0.0	9.0	10.7	24.2	56.0	100
7	0.0	6.3	13.3	19.2	61.2	100
8	0.0	4.1	4.9	20.1	71.2	100
9	0.0	0.0	11.0	15.9	73.4	100
10	0.0	0.0	9.5	12.1	78.5	100

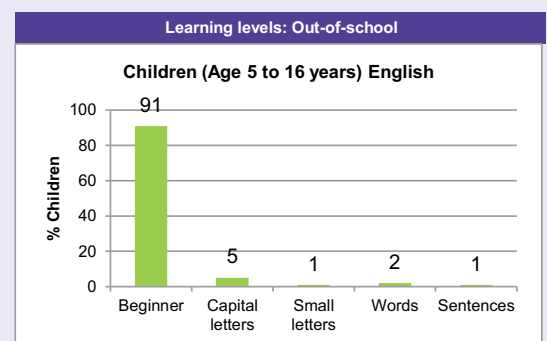
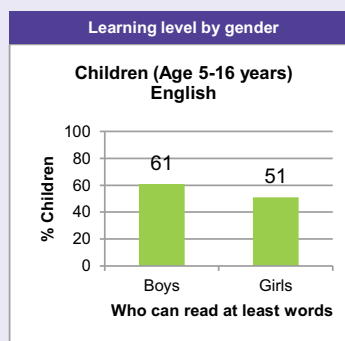
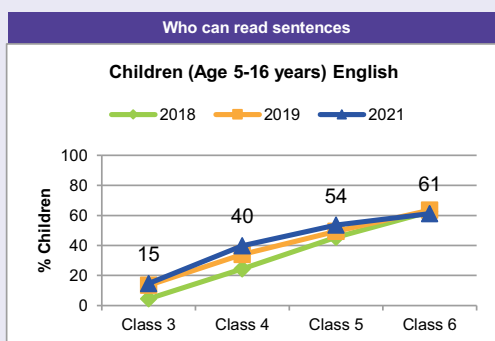
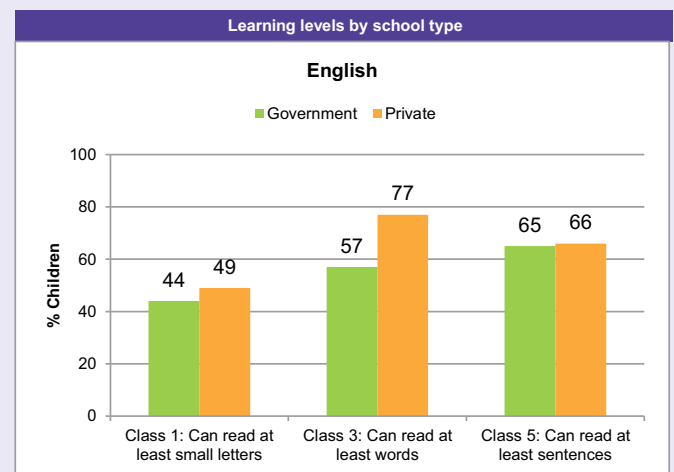
How to read: 7.5% (5.4+2.1) children of class 1 can read at least sentences



2.2. LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	29.1	33.1	22.3	12.6	3.2	100
2	23.4	31.1	18.5	18.9	8.3	100
3	9.8	22.8	24.5	28.5	14.7	100
4	0.0	10.2	9.9	40.0	39.9	100
5	0.0	4.7	8.0	33.7	53.6	100
6	0.0	4.0	8.3	26.5	61.2	100
7	0.0	0.0	11.3	19.4	69.3	100
8	0.0	0.0	7.1	18.9	74.0	100
9	0.0	0.0	5.8	15.1	79.1	100
10	0.0	0.0	0.0	16.0	84.0	100

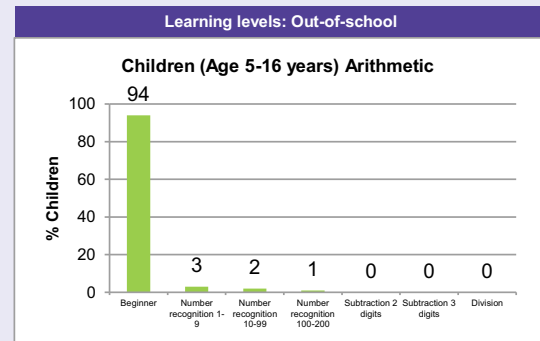
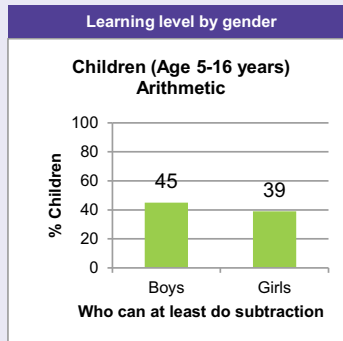
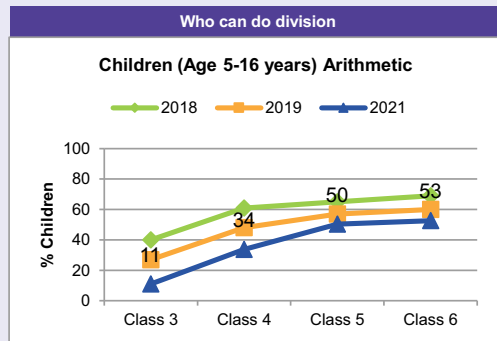
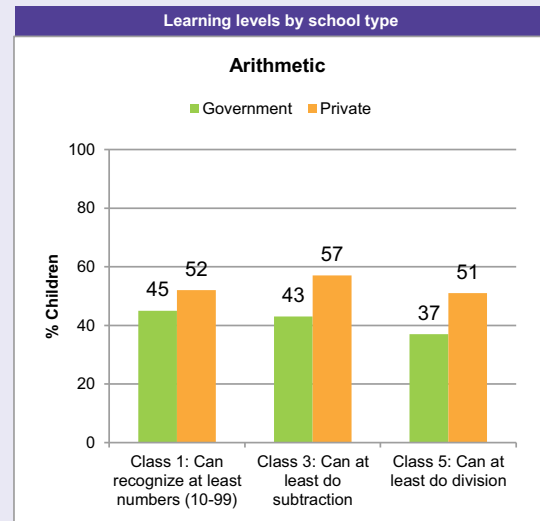
How to read: 15.8% (12.6+3.2) children of class 1 can read at least words



2.3. LEARNING LEVELS (ARITHMETIC)

Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	29.7	19.9	19.2	13.7	11.6	2.8	3.1	100
2	16.1	16.1	19.1	19.0	17.8	7.4	4.5	100
3	13.2	11.2	19.0	17.6	16.0	12.1	11.0	100
4	1.2	3.2	5.4	17.8	18.6	20.1	33.7	100
5	0.0	0.0	0.0	7.5	20.8	21.4	50.3	100
6	0.0	0.0	0.0	0.0	22.7	24.7	52.6	100
7	0.0	0.0	0.0	0.0	21.0	24.4	54.7	100
8	0.0	0.0	0.0	0.0	14.9	23.9	61.2	100
9	0.0	0.0	0.0	0.0	14.2	23.5	62.3	100
10	0.0	0.0	0.0	0.0	11.7	22.5	65.9	100

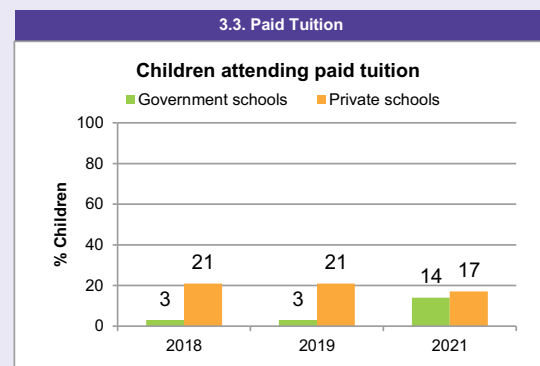
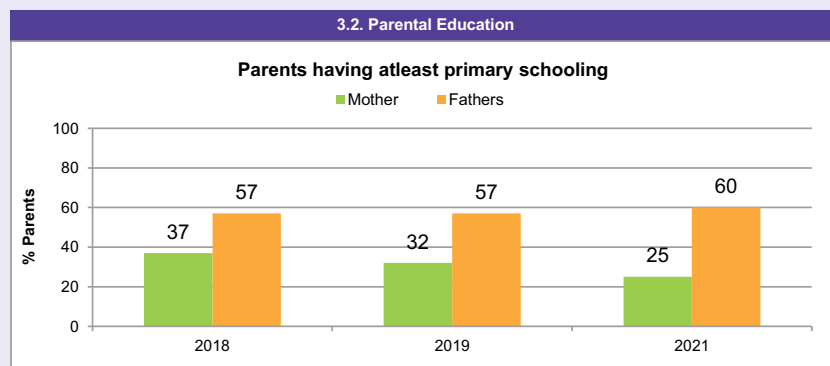
How to read: 17.5% (11.6+2.8+3.1) children of class 1 can do at least subtraction



3. PARENTAL EDUCATION AND PAID TUITION

3.1. CLASS-WISE % CHILDREN ATTENDING PAID TUITION

Type/Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	13.1	11.6	7.5	8.8	23.3	15.6	19.5	23.1	14.4	20.9
Pvt.	18.1	19.7	10.9	15.6	21.7	23.8	19.7	18.7	31.1	28.6



4.SCHOOLS

4.1.NUMBER OF SURVEYED SCHOOLS

Type/Level	Government Schools				Private Schools			
	Boys & Girls	Boys	Girls	Total	Boys & Girls	Boys	Girls	Total
Primary	255	312	57	624	103	25	3	131
Elementary	22	61	11	94	109	16	3	128
Secondary	26	134	23	183	107	21	2	130
Other	-	-	-	-	68	5	1	74
Total	303	507	91	901	387	67	9	463

4.2. ATTENDANCE (%) ON THE DAY OF VISIT

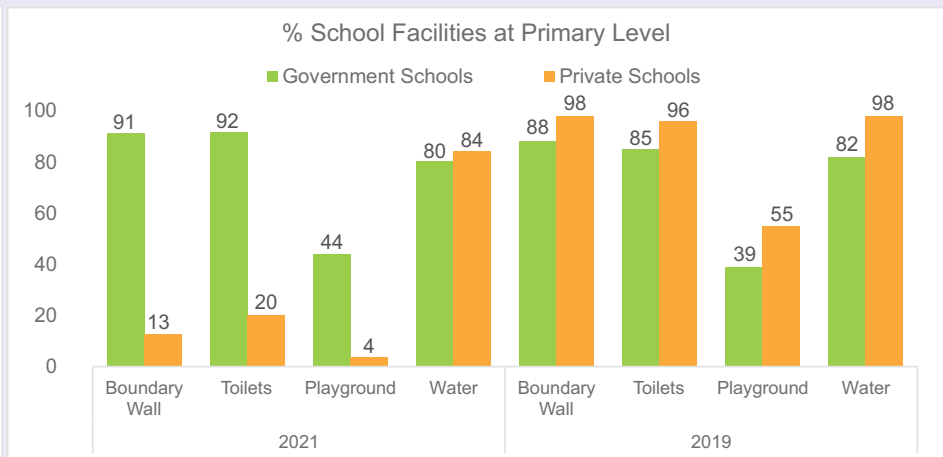
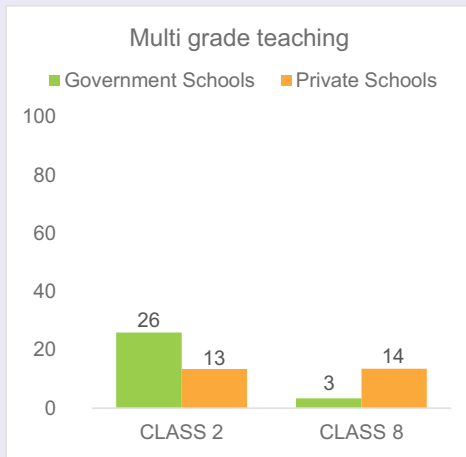
Type/Level	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Children attendance	86.0	86.0	84.8	85.6	88.9	90.1	89.9	90.3	89.9
Teacher attendance	90.9	89.5	93.3	91.7	94.3	85.6	94.8	90.1	92.1

4.3.TEACHER'S QUALIFICATION (TEACHERS)

General qualification			Professional qualification		
	Government Schools	Private Schools		Government Schools	Private Schools
Matric	1.7	3.5	PTC	19.6	26.4
Intermediate	7.5	15.4	CT	12.7	19.6
Graduation	22.5	32.8	BED	37.0	30.5
Master and Above	67.4	47.4	MED	27.7	19.5
Other	0.9	0.9	Other	3.0	4.0

4.4. SCHOOL FACILITIES (SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Running water available in handwashing sinks	57.7	52.7	73.3	60.3	18.2	21.1	18.0	11.8	17.7
Complete boundary wall / fence	91.5	92.6	90.6	91.4	12.8	16.0	12.6	7.5	12.6
Useable toilets / latrines for students	91.7	96.8	97.8	93.5	20.0	35.7	50.4	41.9	36.3
Useable furniture	69.5	77.7	89.0	74.3	51.2	72.2	68.0	55.4	62.4
Working library	12.2	8.5	39.3	17.2	92.2	90.5	92.2	85.1	90.6
Playground	44.0	22.3	52.0	43.3	3.7	4.4	3.7	0.0	3.2
Soap/Handwash available in handwashing sinks	33.9	35.1	54.7	38.2	38.5	33.1	41.1	43.2	38.5
Electricity connection	79.4	68.1	86.2	79.6	77.2	81.9	82.2	78.4	80.1
Smart Boards	59.7	46.8	55.1	57.4	85.3	90.6	85.6	84.9	86.8
Solar panels	44.4	35.1	49.2	44.4	99.2	98.4	97.7	97.3	98.3
Separate toilets for girls and boys	48.9	42.6	58.2	50.1	75.6	69.0	71.1	70.8	71.7
Running water available in toilets	74.7	77.4	87.1	77.5	67.7	74.0	73.6	71.6	71.7
Disinfectants available for cleaning	54.1	63.4	77.0	59.8	94.5	96.0	93.7	95.9	94.9
Toilets Cleanliness	70.9	80.4	88.2	75.4	69.5	79.0	86.7	83.6	79.2
Clean Drinking water available for students	80.3	87.2	89.3	82.9	84.4	84.1	88.2	89.2	86.2
Isolation room available	16.9	23.4	29.5	20.2	71.9	66.9	79.7	74.0	73.1
First Aid Equipment Available	28.3	28.0	51.7	33.0	82.3	80.0	88.1	90.5	84.6
Covid-19 Tests done in school by the government	28.7	27.2	48.6	32.6	88.4	79.4	89.0	89.0	86.2



4.5. FUNDS/GRANTS (%SCHOOLS)

		Government Schools				Private Schools			
		Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2020	# of schools reported receiving grants	184	4	25	56	3	1	2	2
	%of schools reported receiving grants	34.3	14.8	27.8	35.9	2.8	4.3	1.6	1.5
	Average amount of grant (Rs.)	141825.3	56500	88900	261124.8	3333.3	0	0	1500
2021	# of schools reported receiving grants	378	9	60	111	0	0	2	2
	%of schools reported receiving grants	70.4	33.3	66.7	71.2	0	0	1.6	1.5
	Average amount of grant (Rs.)	144962.9	48777.8	245815	340662.8	-	-	0	0

4.6. COVID-19 PRECAUTIONS (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Alternate day Schooling	35.1	28.1	39.3	35.2	30.8	35.8	38.6	29.7	34.1
Awareness posters/IEC material displayed in school	70.9	69.2	80.1	72.7	46.9	51.6	58.4	54.2	52.6
Temperature check at entrance	49.5	57.0	70.1	54.6	21.8	27.0	35.1	32.4	28.6
Hand sanitization at Entrance	57.7	61.1	76.4	62.0	47.5	42.6	42.9	32.9	42.5
Masks worn by teachers and students at school	71.7	64.5	80.9	72.8	83.9	75.0	81.5	78.1	79.8
Hand sanitizer available inside and outside of the classroom for students	48.1	52.2	65.9	52.2	59.7	63.5	71.4	56.2	63.5

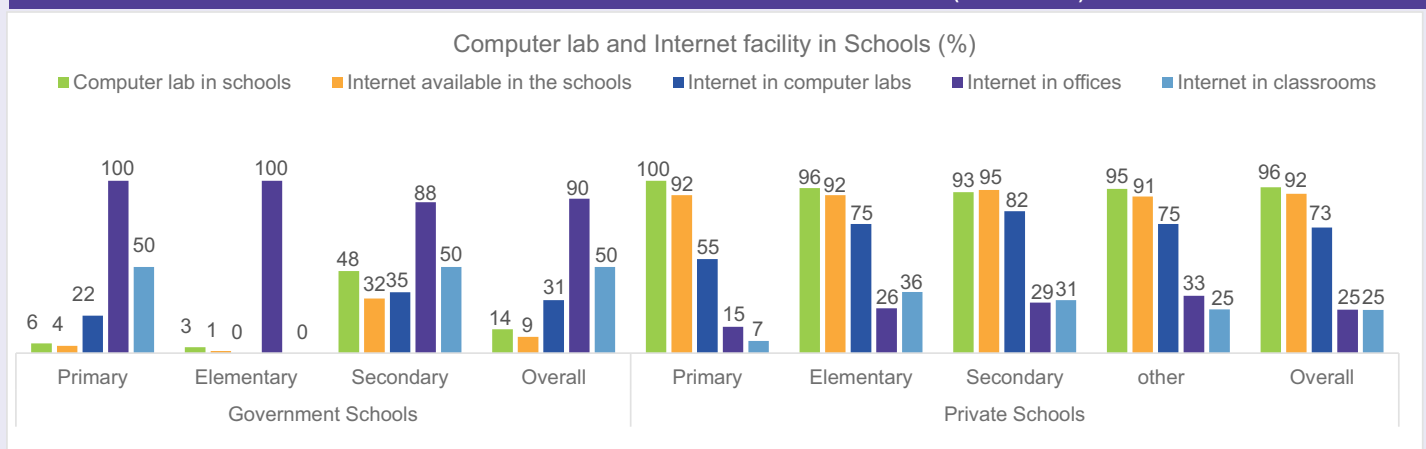
4.7. SCHOOL POLICY ON SUSPECTED COVID-19 CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Move them to isolation room	70.1	85.7	86.4	74.5	70.7	72.8	82.4	65.8	73.8
Send the person home immediately	96.9	100.0	99.1	97.7	80.3	76.2	81.3	73.6	78.3
Call nearby health facility	88.5	100.0	97.4	91.5	58.8	60.2	66.7	52.8	60.4
Call Covid-19 helpline	80.6	100.0	92.3	84.8	100.0	75.0	73.7	85.7	81.7
No policy	0.0	0.0	0.0	0.0	-	-	-	-	-
Other	0.0	0.0	0.0	0.0	-	-	-	-	-

4.8. SCHOOL'S LEAVE POLICY FOR CONFIRMED POSITIVE CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Continue learning learning/teaching from home	84.5	75.0	85.7	83.8	100.0	68.8	84.2	100.0	82.6
14-days leave	96.4	95.9	95.3	96.1	100.0	86.4	100.0	100.0	96.0
Return back to school only after a negative COVID test	97.2	100.0	93.1	96.6	100.0	58.3	81.8	100.0	77.4
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

4.9. COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (%SCHOOLS)



4.10. DISABILITIES & FUNCTIONING IN SCHOOLS (%SCHOOLS)

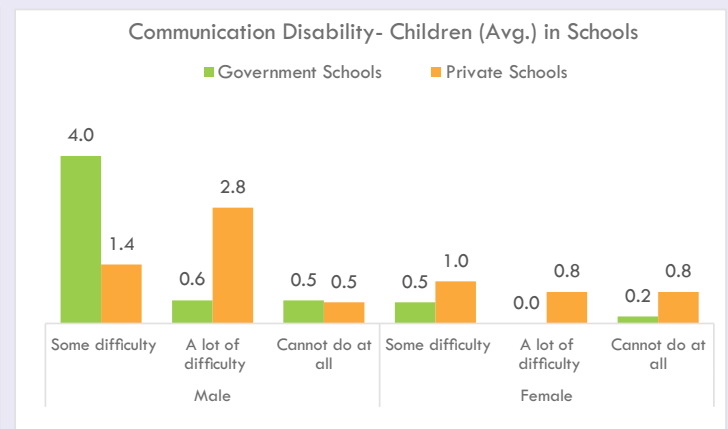
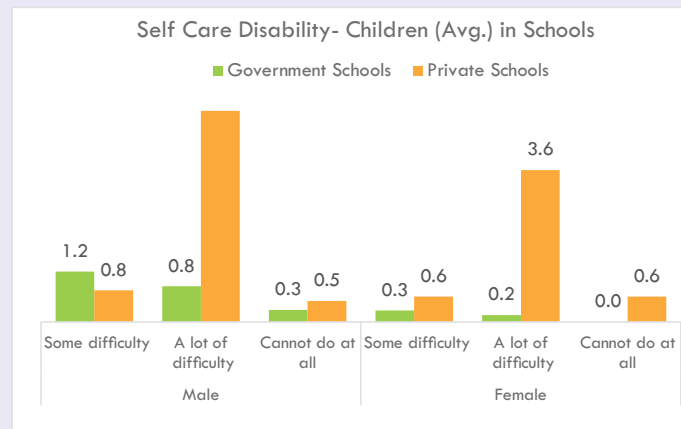
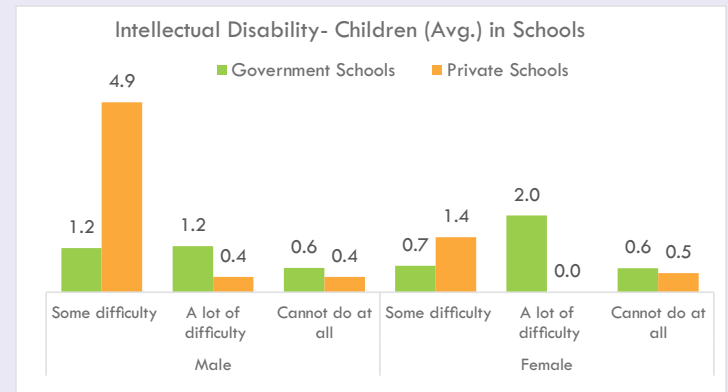
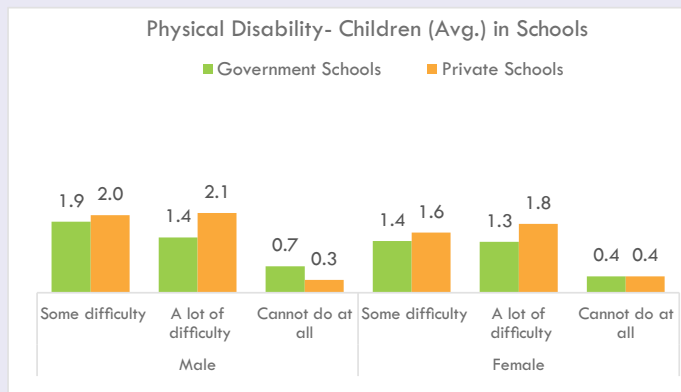
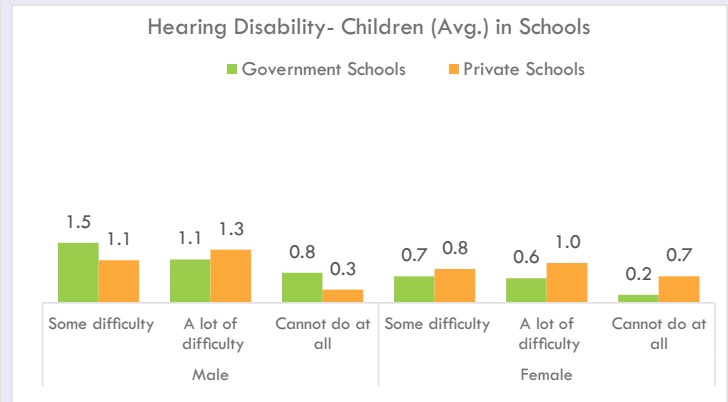
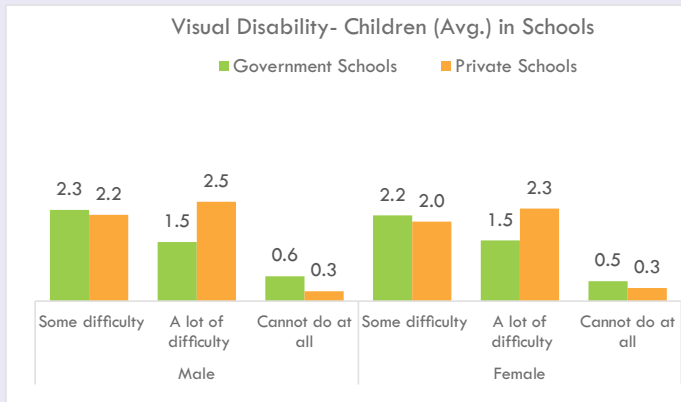
Children with disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
No Disabilities	61.0	54.9	48.3	57.8	78.3	62.2	45.3	49.3	60.5
Some Disabilities	39.1	45.1	51.7	42.2	21.7	37.8	54.7	50.7	39.5

4.11. FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Ramps	20.7	9.1	22.1	19.7	19.0	41.0	17.8	13.3	23.7
Accessible Toilets	63.1	48.6	64.9	61.9	54.5	73.2	58.3	37.5	57.3
Health and Nutrition officer	4.2	5.6	13.7	6.7	13.6	25.0	10.9	16.7	16.7
Other facilities**	24.9	20.0	31.5	25.9	36.4	42.5	37.5	16.7	34.3

**Special Staff, Janitorial Staff, Pick and Drop Facilities

4.12. TYPE OF DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)



Sample Composition

- ASER 2021 survey was conducted in 32 rural districts of Khyber Pakhtunkhwa. This covered 18,592 households in 937 villages throughout the province during September-November 2021.
- Detailed information was collected on 52,948 children (59% males, 41% females) aged 3-16 years. Out of these 45,916 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 901 government schools and 463 private schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has increased when compared to 2019.

- In 2021, 27% of children were reported to be out-of-school which has increased when compared to 2019 (9%). 14% children have never been enrolled in a school and 13% have dropped out of school for various reasons.
- 73% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 80% (77% in 2019) of children were enrolled in government schools whereas 20% (23% in 2019) of children were going to non-state institutions (19% private schools, 1% Madrassah, 0% other).
- Amongst the enrolled students in government schools, 64% were boys and 36% were girls whereas in private schools 63% enrolled children were boys and 37% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased in 2021 as compared to 2019.

- 30% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 35% in 2019.

- 70% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through language and arithmetic tools. The same tools are used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum.

Learning levels of children (in class 5 and class 3) have declined:

- 50% of class 5 children could read a class 2 level story in Urdu/Pashto compared to 55% in 2019.
- 15% of class 3 children could read story in Urdu/Pashto as compared to 19% in 2019.

English learning levels (in class 5 and class 3) have declined:

- 54% class 5 children could read sentences (class 2 level) compared to 60% in 2019.
- 15% class 3 children could read class 2 level sentences as compared to 21% in 2019.

Arithmetic learning levels (in class 5 and class 3) have declined:

- 50% class 5 children could do two digit division as compared to 53% in 2019.
- 11% children enrolled in class 3 could do two digit division as compared to 16% in 2019.

THEME 5: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 49% children enrolled in class 3 in a private school were able to read at least story in Urdu/Pashto as compared to 42% class 5 children enrolled in government schools.

¹ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

²<https://snc.gov.pk/>

- 66% private school children can read at least sentences in class 5 whereas only 65% government school children can do the same.
- 51% children enrolled in private schools (class 5) were able to do division when compared to 37% class 5 children who were enrolled in government schools.

THEME 6: GENDER GAP

Gender gap in learning continues: boys outperform girls (age 5-16 overall) in literacy and numeracy skills.

- 45% of boys and 37% of girls could read at least sentences in Urdu/Pashto.
- 61% boys could read at least English words while 51% of girls can do the same.
- Similarly, 45% of boys were able to do at least subtraction whereas only 39% girls could do it.

THEME 7: PARENTAL EDUCATION

- 25% mother (32% in 2019) and 60% fathers (57% in 2019) in the sampled households had completed at least primary education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students. Overall paid tuition students in private schools is 17% compared to 14% in government schools.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 13% children enrolled in class 1 take private tuition whereas 21% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

26% of surveyed government schools and 13% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed for multi-grade teaching with one teacher teaching more than one grade.

- It was found that 26% of the surveyed government schools and 13% of the surveyed private schools had Class 2 sitting with other classes. Also 3% of surveyed government schools and 14% of surveyed private schools had class 8 sitting with other classes.

THEME 10: LEARNING SUPPORT DURING COVID (CHILDREN'S RESPONSES)

Children (5-16 years) were asked about learning support during COVID-19.

From a high of 70% support availed from family members, 45% was taken from PTV TeleSchool sessions, 41% had access to smart phones, 37% with access to computer, 21% digital learning resources, , 20% to paid tuition and 8% accessed radio programs for learning support.

THEME 11: TEACHER & STUDENT ABSENTEEISM

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at **86%** whereas it was **90%** in surveyed private schools.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.
- Overall teacher attendance in surveyed government schools stood at **92%**, whereas it was **92%** in surveyed private schools.

THEME 12: TEACHERS' QUALIFICATION

- 23% teachers of surveyed government schools have done graduation as compared to 33% teachers of surveyed private schools. However, 28% have completed M.Ed in government schools compared to 20% in private schools.

THEME 13: SCHOOL FACILITIES

SURVEYED GOVERNMENT SCHOOLS:

- 92% of the surveyed government primary schools have functional toilets.
- 80% of the surveyed government primary schools have useable drinking water.
- Amongst the surveyed government primary schools, 91% had complete boundary walls.
- **44% of surveyed government primary schools had playgrounds.**
- 79% of surveyed government primary schools had electricity connection.
- **6% of surveyed government primary schools had computer labs and 4% had internet facilities.**

SURVEYED PRIVATE SCHOOLS:

- 20% of the surveyed private primary schools have functional toilets.
- 84% of the surveyed private primary schools have useable drinking water.
- Amongst the surveyed private primary schools, 13% had complete boundary walls.
- **4% of surveyed private primary schools had playgrounds.**
- 77% of surveyed private primary schools had electricity connection.
- **100% of surveyed private primary schools had computer labs and 92% had internet facilities.**

THEME 14: SCHOOL GRANTS/FUNDS

70% of the government primary schools and 0% private primary schools received grants.

- 378 surveyed government primary schools were receiving grants in 2021 as compared to 0 surveyed private primary schools.

THEME 15: DISABILITIES & FUNCTIONINGS

ASER 2021, as part of the school level survey, included a "Health and Disability" section under which the head teachers/teachers were asked a number of questions pertaining to Children with Disabilities and Facilities for Children with Disabilities in their respective schools.

At the provincial level, 39% of the surveyed government primary schools were reported to be having children with disabilities while 22% of the surveyed private primary schools reported the same.

THEME 16: HOUSEHOLDS' ACCESS TO: TECHNOLOGY

ASER 2021 also included a wide range of questions from the households on technological access.

80% of households have mobile phones and 68% have smart phones.

Amongst mobile users, 89% use WhatsApp services, whilst 66% use SMS facility.

20% have internet connection and 16% have computer/laptops. 55% households have TV and 20% have radio.

THEME 17: HOUSEHOLDS' ACCESS TO SOCIAL SAFETY NETS & IMPACT ON INCOME AND WELL-BEING

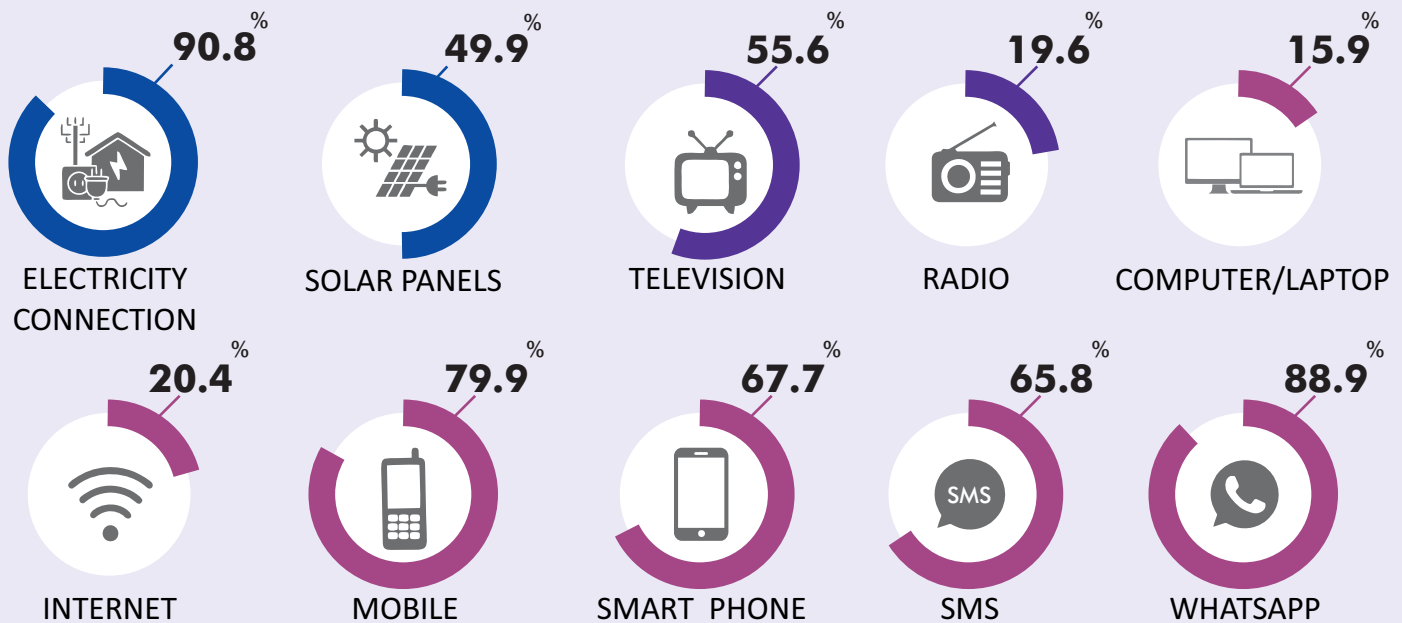
17% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat etc.)

16% households stated that their earnings during Covid were affected by more than 50%.

29% of the households stated that their psychological well-being was substantially affected during Covid

ALTERNATE ENERGY, INFORMATION & COMMUNICATION TECHNOLOGY

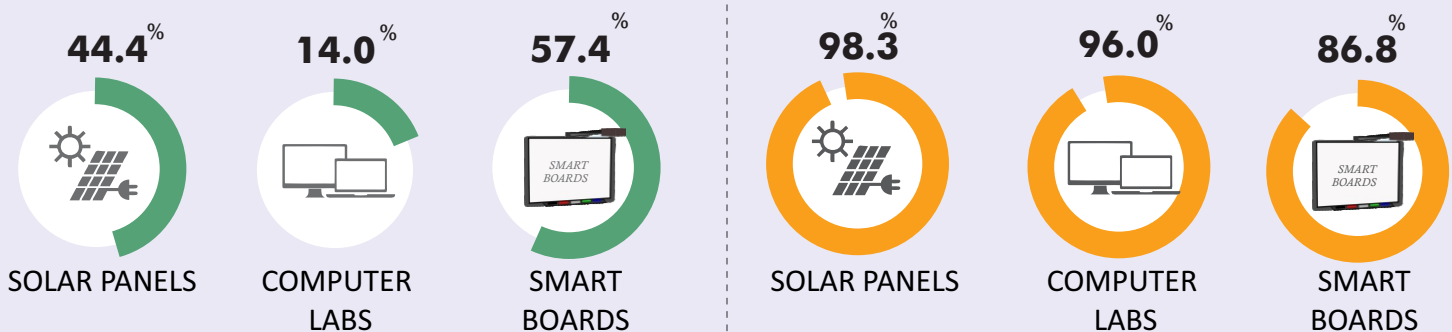
IN HOUSEHOLD



GOVT. SCHOOLS

IN SCHOOLS

PVT. SCHOOLS



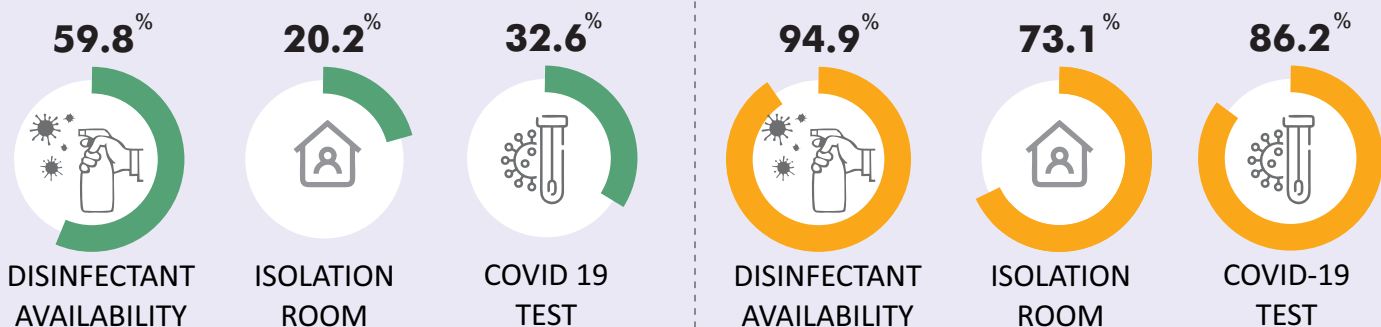
COVID-19 FACILITIES



GOVT. SCHOOLS

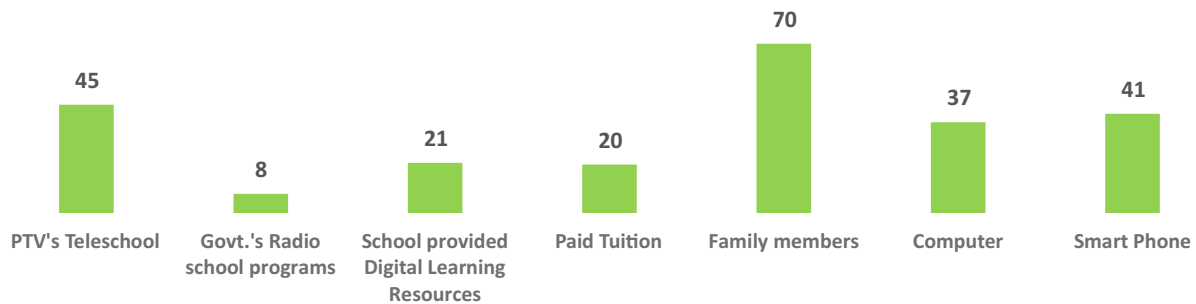
IN SCHOOLS

PVT. SCHOOLS



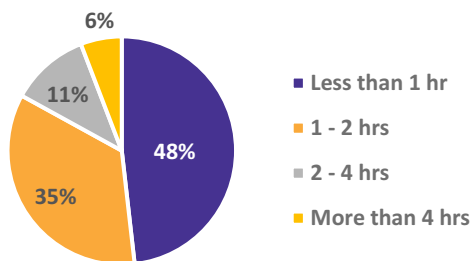
LEARNING SUPPORT DURING COVID-19

% Children Type of Learning Support Aailed

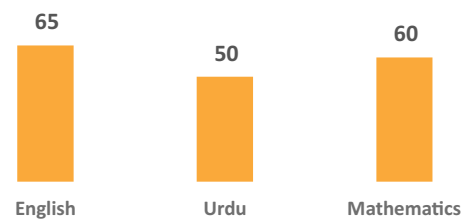


LEARNING DURING COVID-19 (STUDY DURING SCHOOLS SHUT DOWN)

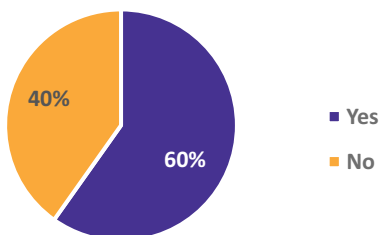
Average daily hours given to Studies



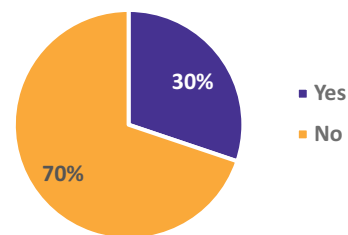
Subject that % children who found it difficult to study on their own



Do children feel confident to study on their own if Schools Shut Down again?



Did School provide Learning Material?



How often did School Management reach for providing Learning Support?

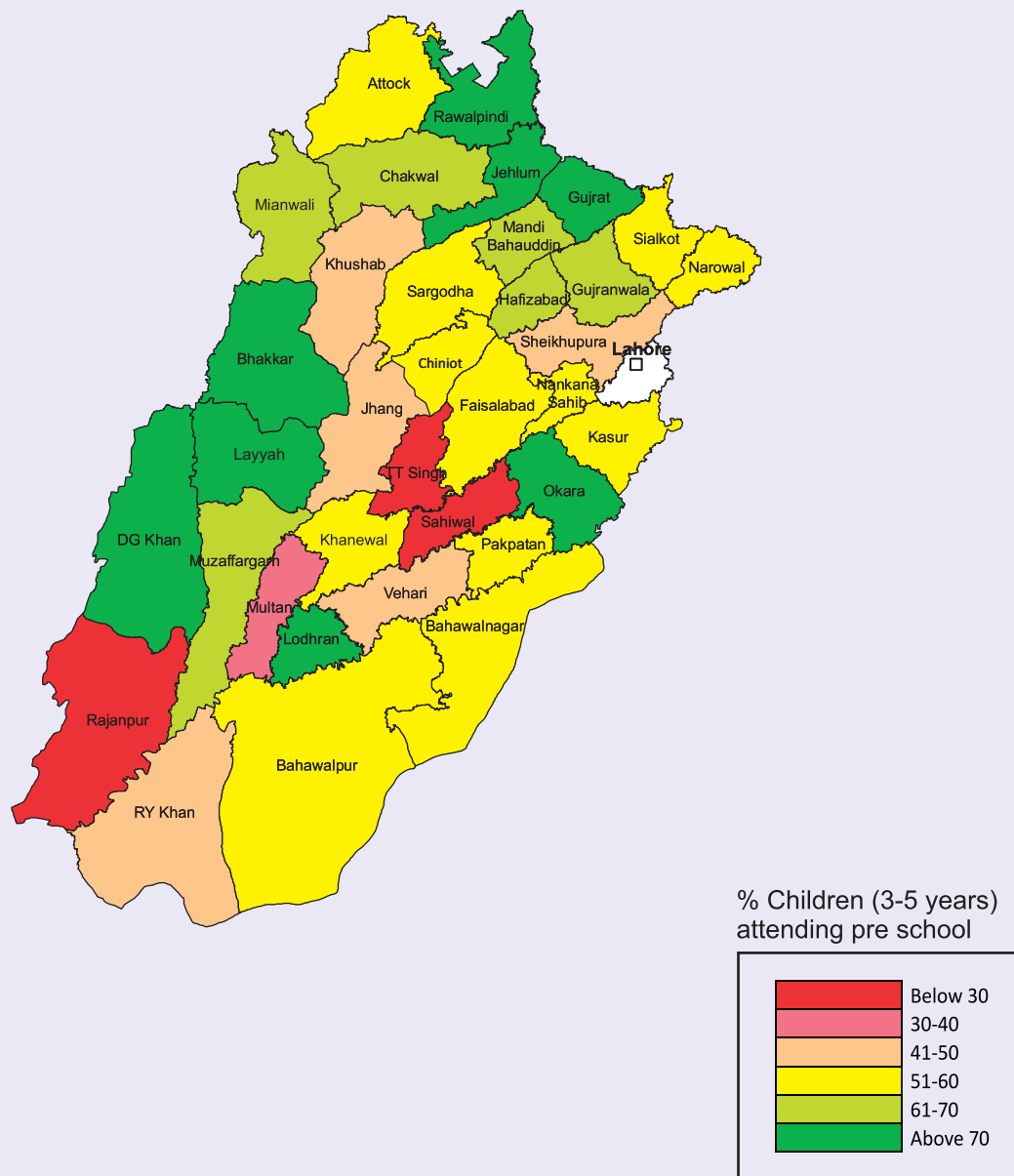


PUNJAB (RURAL)

Children in Pre School

(Age 3-5 years)

District wise map showing % children

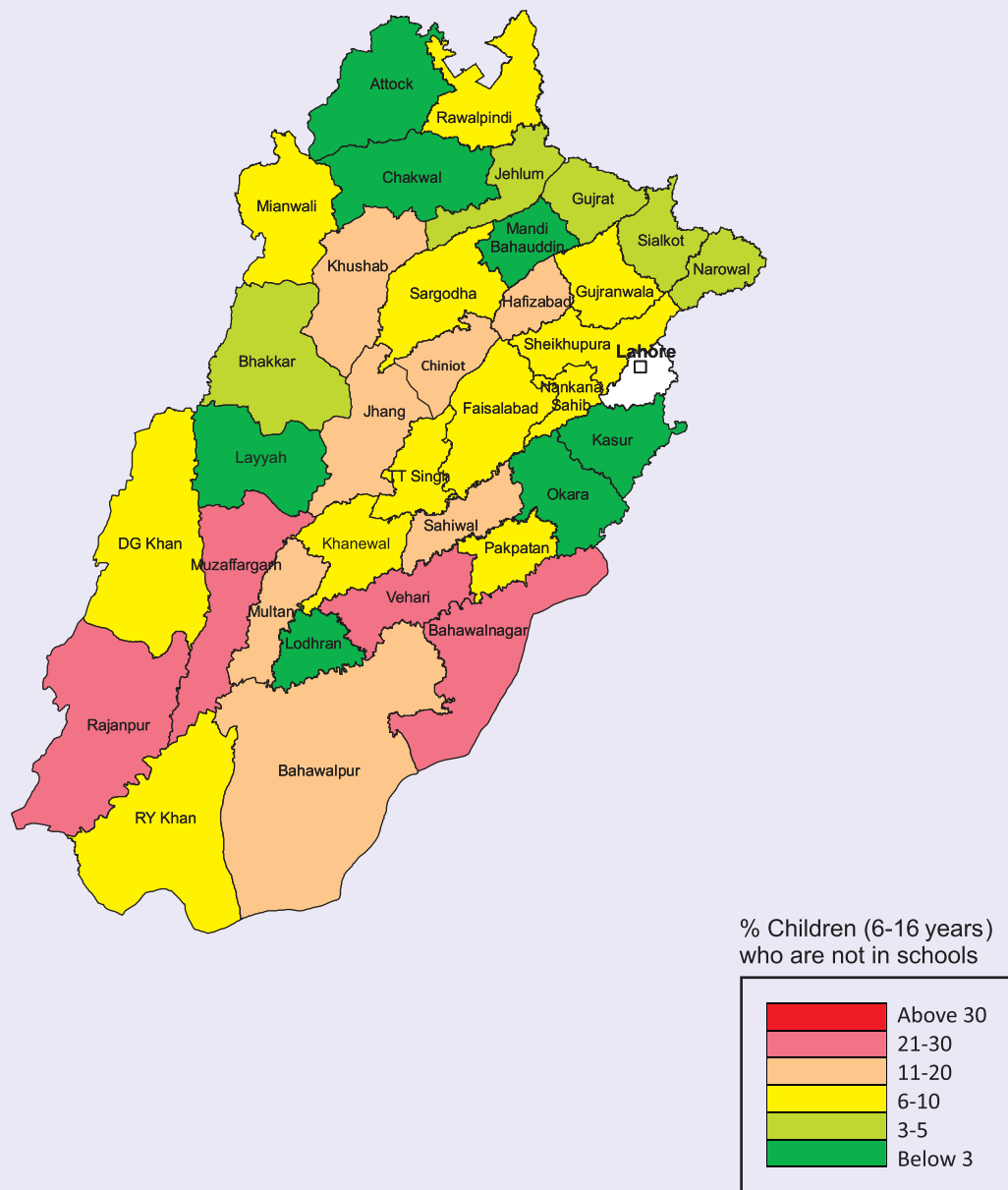


Map may not be accurate or to scale. This is mere representations.

This whole district of Lahore has been declared as an urban district. Therefore, only urban survey was conducted in Lahore

Out of School Children (Age 6-16 years)

District wise map showing % children

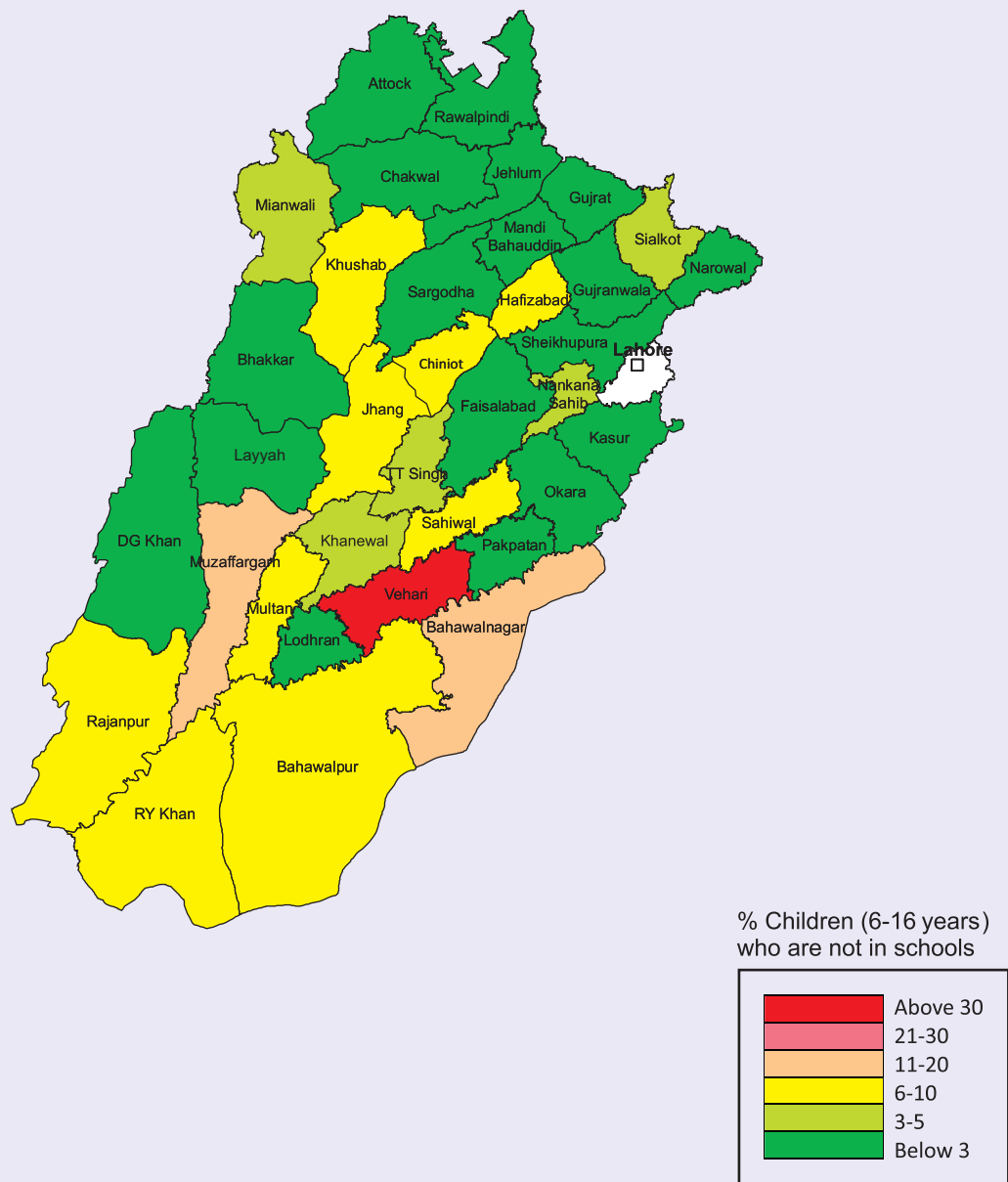


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This whole district of Lahore has been declared as an urban district. Therefore, only urban survey was conducted in Lahore

Out of School Girls (Age 6-16 years)

District wise map showing % children

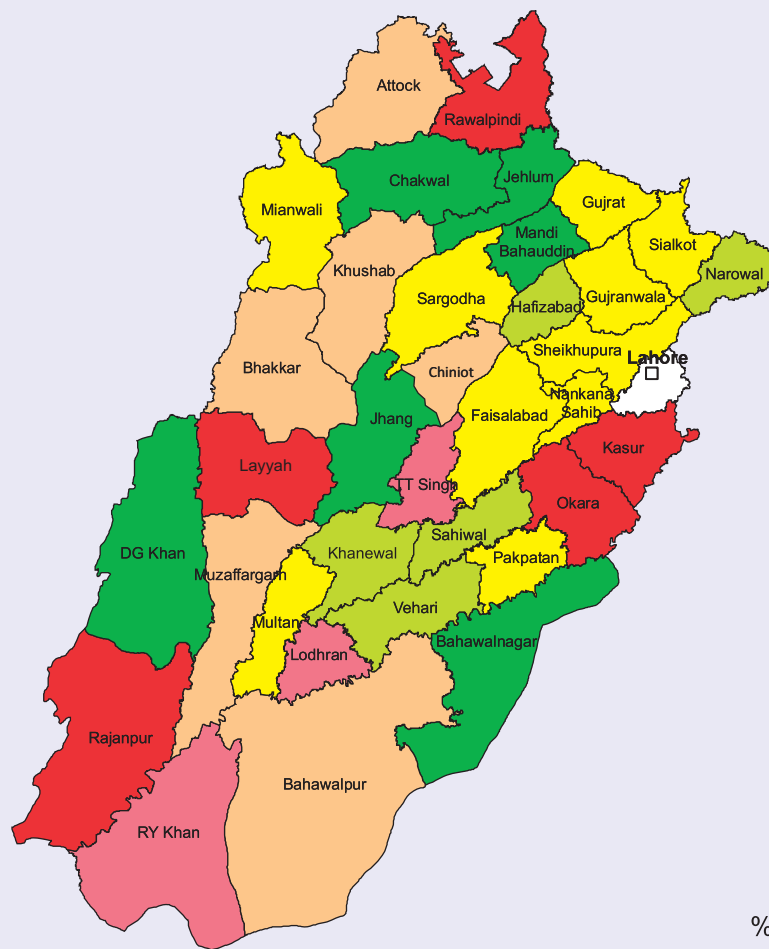


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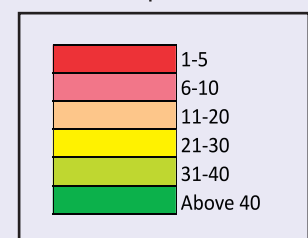
This whole district of Lahore has been declared as an urban district. Therefore, only urban survey was conducted in Lahore

Private Schooling (Age 6-16 years)

District wise map showing % children



% Children (6-16 years)
enrolled in private schools

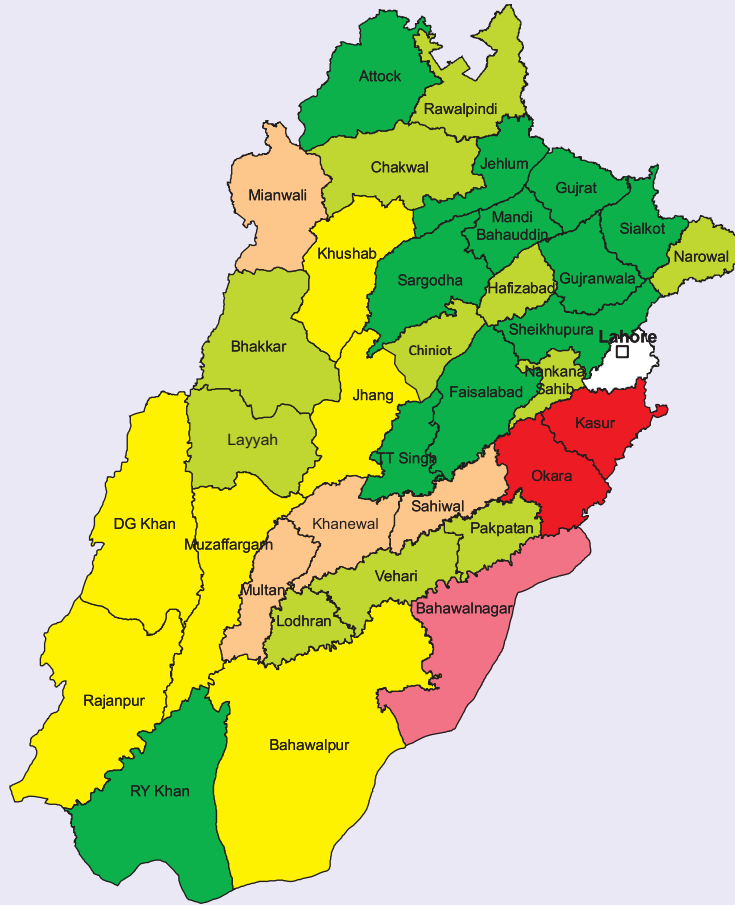


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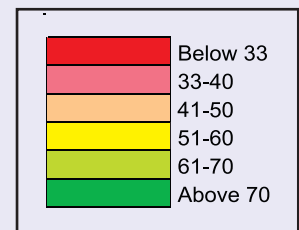
This whole district of Lahore has been declared as an urban district. Therefore, only urban survey was conducted in Lahore

Reading Language Urdu (Class 5)

District wise map showing % children who can read story (Class 2 level text)



% Children in class 5
who can read story

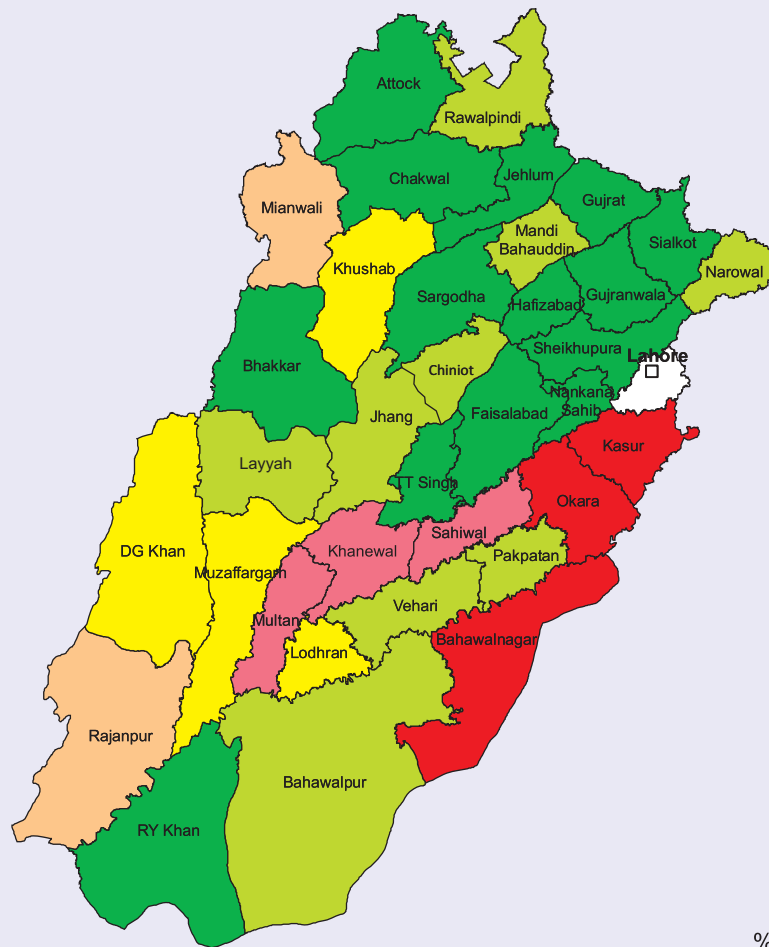


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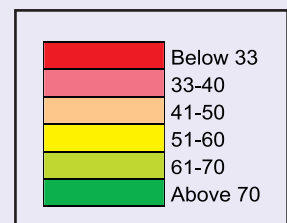
This whole district of Lahore has been declared as an urban district. Therefore, only urban survey was conducted in Lahore

Reading English (Class 5)

District wise map showing % children
who can read sentences (Class 2 level text)



% Children in class 5
who can read sentences

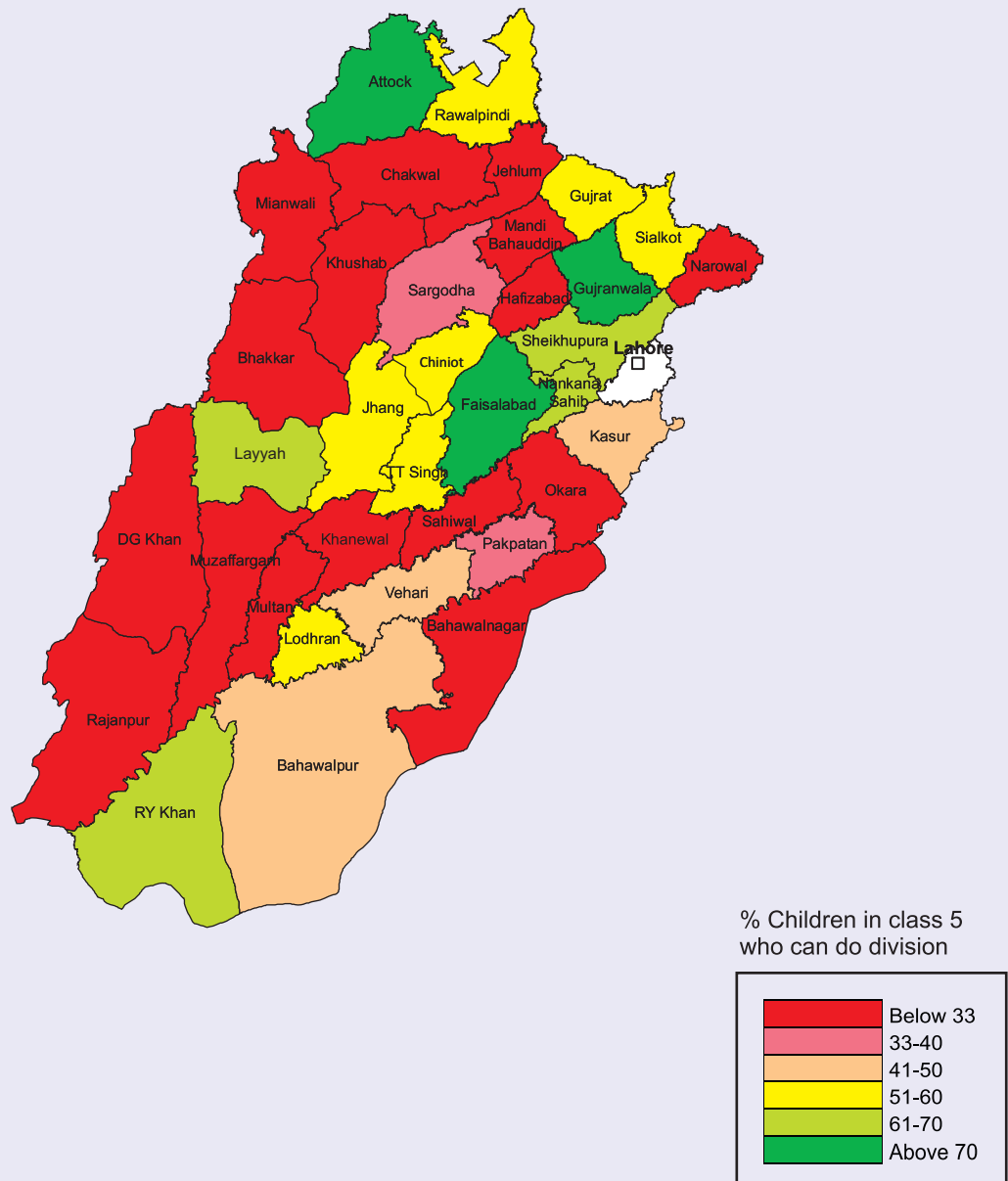


Map may not be accurate or to scale. This is mere representations.

This whole district of Lahore has been declared as an urban district. Therefore, only urban survey was conducted in Lahore

Arithmetic (Class 5)

District wise map showing % children who can do division (Class 3) sums



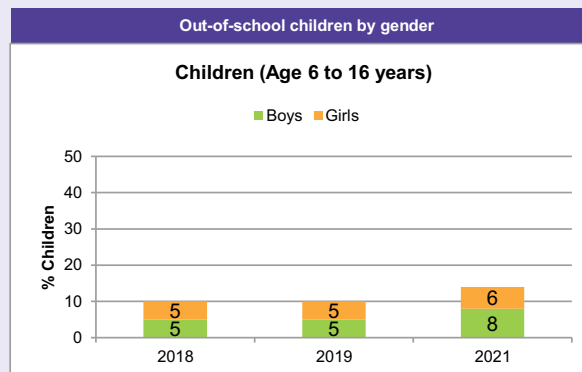
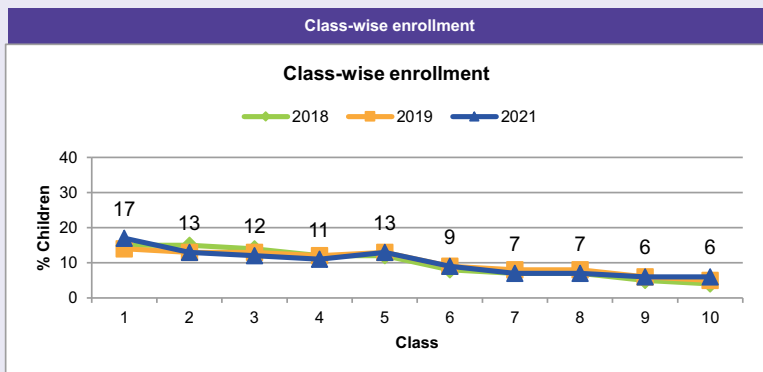
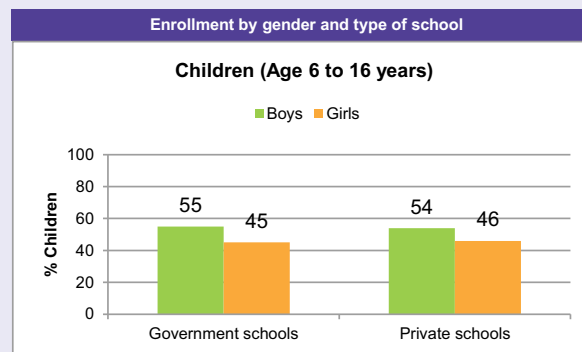
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1.ACCESS

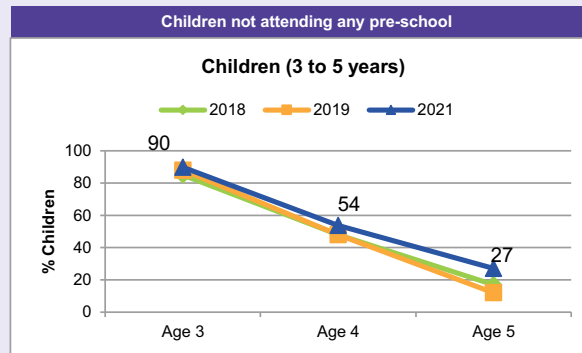
1.1.SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	other			
6 - 10	65.1	26.3	0.1	0.4	6.2	1.9	100
11 - 13	72.3	16.1	0.1	0.0	4.3	7.2	100
14 - 16	62.6	15.6	0.0	0.0	5.7	16.1	100
6 - 16	66.7	19.3	0.1	0.2	5.4	8.4	100
Total		86.2			13.8		100
By Type	77.4	22.4	0.1	0.2			



1.2. EARLY YEARS SCHOOLING (PRE-SCHOOLING)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	other		
3	6.8	3.2	0.2	0.0	89.8	100
4	25.1	20.0	1.2	0.0	53.7	100
5	42.1	29.8	1.0	0.0	27.1	100
3 - 5	24.7	17.7	0.8	0.0	56.9	100
Total	43.1				56.9	100
By Type	57.3	41.1	1.9	0.0		



1.3. AGE CLASS COMPOSITION

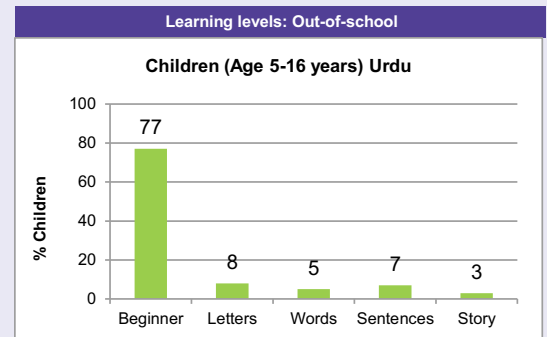
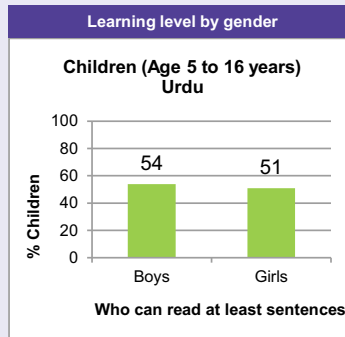
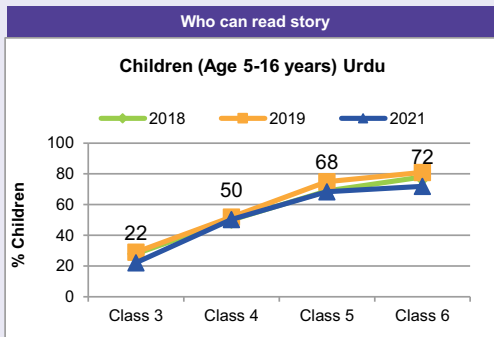
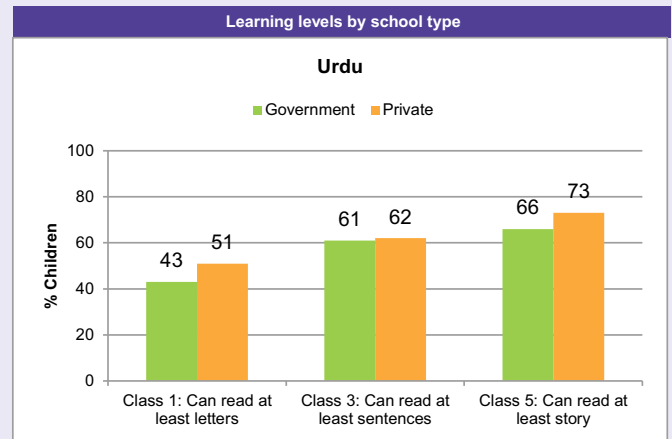
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100.0	74.9	43.0	8.6	12.3	12.0	6.1	7.2	7.6	5.4	8.3	11.3	16.1
2			43.1	39.6	38.9	38.3	30.8	14.0	15.4	17.5	16.9	12.1	12.7
3				38.6	38.3	30.8	14.0	15.4	17.5	16.9	12.1	12.1	12.1
4					38.9	30.8	14.0	15.4	17.5	16.9	12.1	12.1	11.4
5						50.9	38.1	15.4	17.5	16.9	12.1	12.1	13.1
6	0.0	25.1	13.9	13.2	10.5	6.2	8.3	9.3	7.4	6.4	39.3	76.7	8.8
7													7.3
8													7.2
9													5.6
10													5.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

2. QUALITY

2.1. LEARNING LEVELS (URDU)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.3	31.1	21.3	6.0	3.3	100
2	14.4	26.9	33.1	12.4	13.2	100
3	10.8	11.1	33.7	22.2	22.2	100
4	4.8	6.2	14.4	24.3	50.3	100
5	0.0	5.7	9.7	16.2	68.4	100
6	0.0	0.0	0.0	28.1	71.9	100
7	0.0	0.0	0.0	27.7	72.3	100
8	0.0	0.0	0.0	12.8	87.2	100
9	0.0	0.0	0.0	8.4	91.6	100
10	0.0	0.0	0.0	6.6	93.4	100

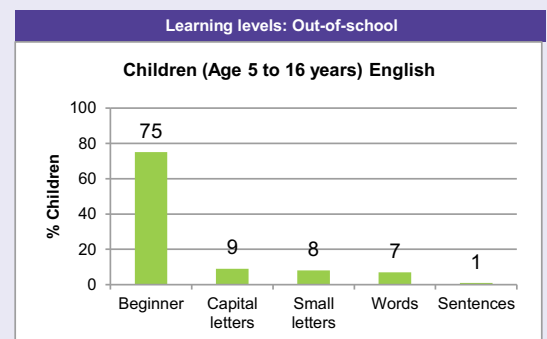
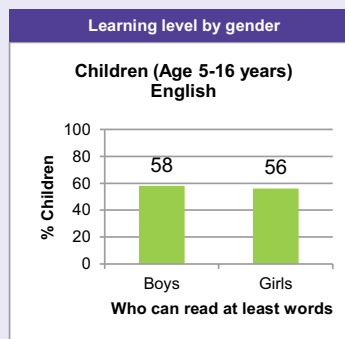
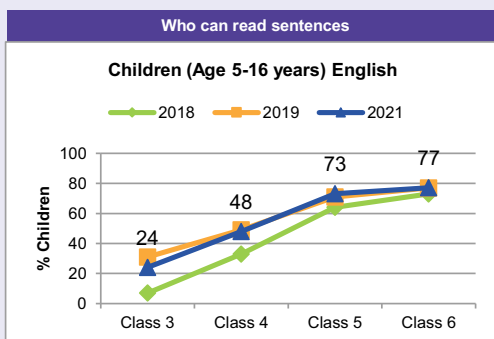
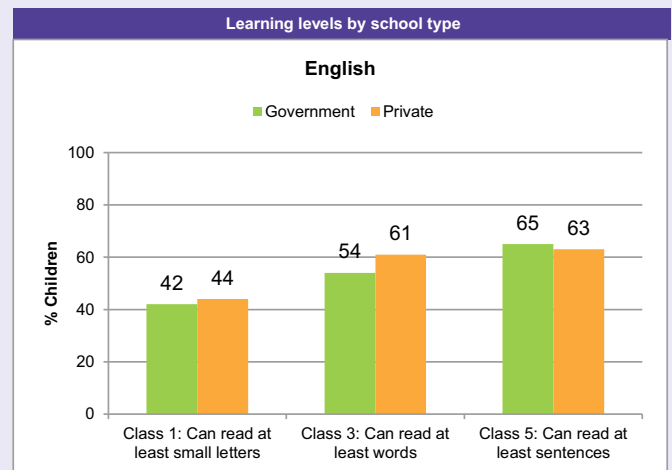
How to read: 9.3% (6+3.3) children of class 1 can read at least sentences



2.2. LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	37.5	25.2	22.7	10.5	4.1	100
2	25.0	20.2	20.4	20.6	13.8	100
3	12.4	12.8	24.0	26.7	24.1	100
4	0.0	5.0	13.5	33.5	48.0	100
5	0.0	0.0	7.2	19.6	73.2	100
6	0.0	0.0	6.8	16.1	77.1	100
7	0.0	0.0	7.1	13.4	79.5	100
8	0.0	0.0	4.7	13.0	82.3	100
9	0.0	0.0	0.0	12.1	87.9	100
10	0.0	0.0	0.0	7.5	92.5	100

How to read: 14.6% (10.5+4.1) children of class 1 can read at least words

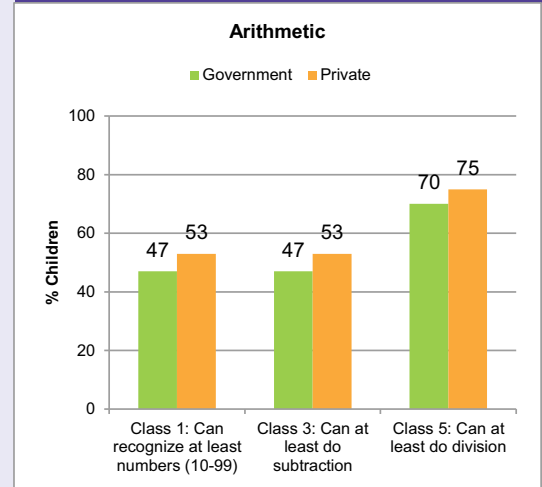


2.3. LEARNING LEVELS (ARITHMETIC)

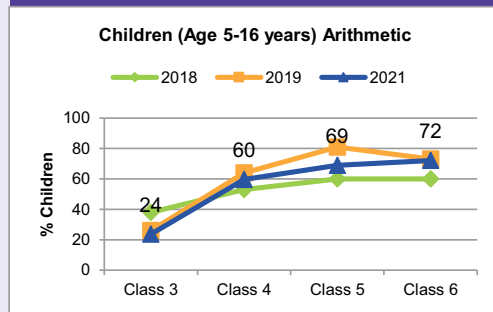
Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	32.8	15.9	20.1	13.6	11.8	3.4	2.3	100
2	16.8	17.3	19.7	18.9	15.4	7.2	10.1	100
3	11.4	8.8	16.2	17.3	18.3	16.6	23.7	100
4	6.0	5.2	7.3	17.2	21.8	19.7	59.7	100
5	3.1	5.7	6.3	11.5	18.8	20.8	68.9	100
6	0.0	0.0	0.0	0.0	0.0	27.9	72.1	100
7	0.0	0.0	0.0	0.0	0.0	21.7	78.3	100
8	0.0	0.0	0.0	0.0	0.0	20.2	79.8	100
9	0.0	0.0	0.0	0.0	0.0	17.1	82.9	100
10	0.0	0.0	0.0	0.0	0.0	14.4	85.6	100

How to read: 17.5% (11.8+3.4+2.3) children of class 1 can do at least subtraction

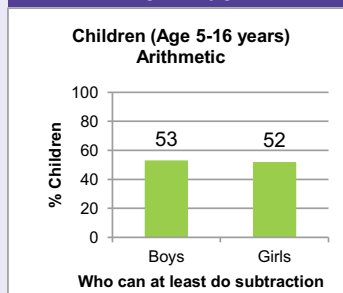
Learning levels by school type



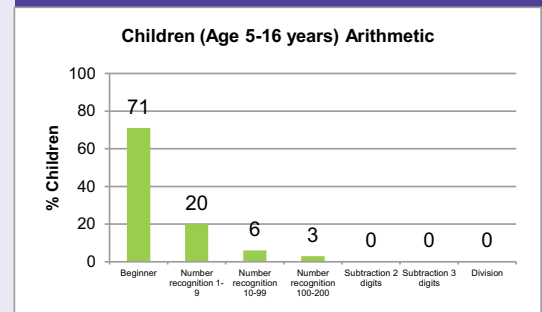
Who can do division



Learning level by gender



Learning levels: Out-of-school

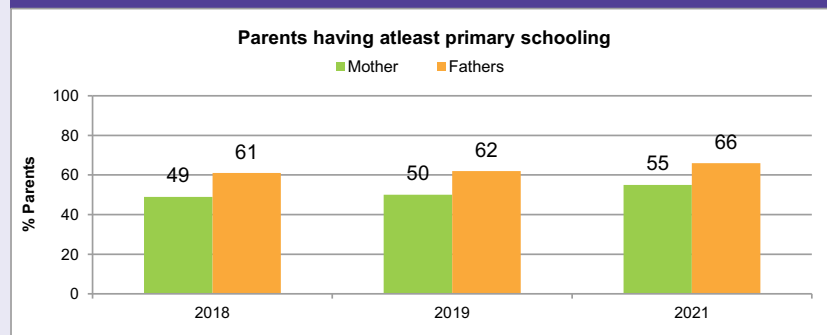


3. PARENTAL EDUCATION AND PAID TUITION

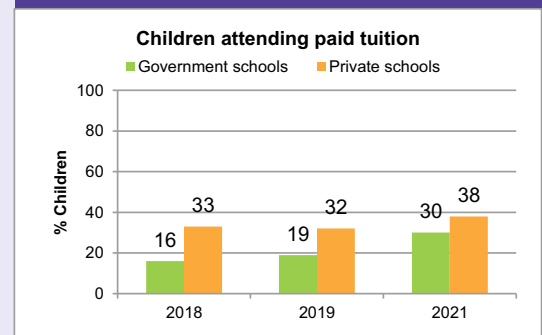
3.1. CLASS-WISE % CHILDREN ATTENDING PAID TUITION

Type/Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	25.7	24.0	20.4	24.1	39.1	39.2	40.7	36.7	33.8	43.1
Pvt.	44.2	45.0	46.4	35.0	41.9	37.0	40.3	54.2	42.7	58.9

3.2. Parental Education



3.3. Paid Tuition



4.SCHOOLS

4.1.NUMBER OF SURVEYED SCHOOLS

Type/Level	Government Schools				Private Schools			
	Boys & Girls	Boys	Girls	Total	Boys & Girls	Boys	Girls	Total
Primary	196	161	128	485	117	21	10	148
Elementary	55	78	64	197	146	14	17	177
Secondary	31	117	80	228	86	6	8	100
Other	-	-	-	-	20	0	1	21
Total	282	356	272	910	369	41	36	446

4.2. ATTENDANCE (%) ON THE DAY OF VISIT

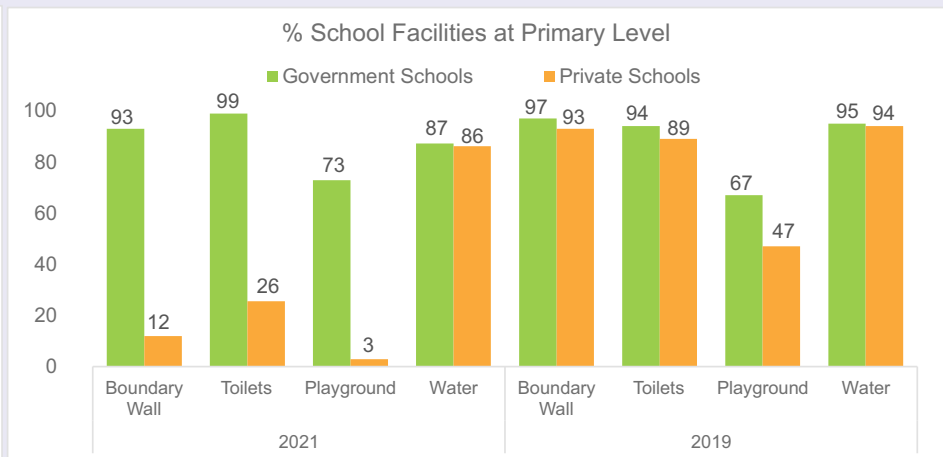
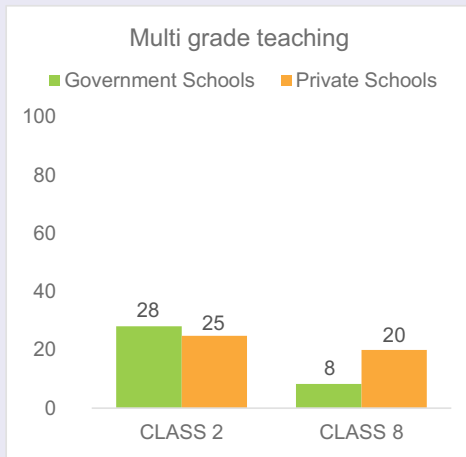
Type/Level	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Children attendance	80.7	83.6	77.0	79.6	85.7	87.3	86.4	87.0	86.6
Teacher attendance	88.5	91.2	89.1	89.4	83.4	84.5	90.2	93.1	89.7

4.3.TEACHER'S QUALIFICATION (%TEACHERS)

General qualification			Professional qualification		
	Government Schools	Private Schools		Government Schools	Private Schools
Matric	4.9	9.1	PTC	11.2	6.4
Intermediate	6.0	24.5	CT	4.4	4.4
Graduation	23.6	36.7	BED	51.8	66.9
Master and Above	65.1	29.6	MED	29.5	20.4
Other	0.3	0.1	Other	3.1	1.9

4.4. SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Running water available in handwashing sinks	76.3	68.4	70.9	73.2	25.7	11.6	26.6	26.7	20.1
Complete boundary wall / fence	93.0	95.9	93.0	93.6	11.9	9.6	12.5	37.5	12.6
Useable toilets / latrines for students	99.0	99.5	98.7	99.0	25.5	39.4	37.4	30.0	34.0
Useable furniture	94.8	94.3	95.5	94.9	52.1	55.0	59.8	55.0	55.1
Working library	20.2	30.3	65.3	33.5	95.0	94.2	90.8	100.0	94.0
Playground	72.9	76.6	82.1	76.0	2.9	3.9	8.2	7.1	4.7
Soap/Handwash available in handwashing sinks	55.2	48.2	46.2	51.4	20.9	30.1	33.7	25.0	27.7
Electricity connection	95.6	98.0	97.8	96.7	81.7	85.2	88.8	90.0	85.1
Smart Boards	74.1	79.7	83.7	77.7	88.6	85.5	87.9	85.0	87.0
Solar panels	21.9	19.5	22.6	21.6	93.0	91.3	93.9	95.0	92.6
Separate toilets for girls and boys	65.1	62.4	67.1	65.0	78.0	79.9	88.8	85.0	81.5
Running water available in toilets	88.3	91.3	89.2	89.2	73.4	71.8	74.5	75.0	73.1
Disinfectants available for cleaning	70.4	70.3	79.3	72.6	83.0	88.8	97.0	100.0	89.2
Toilets Cleanliness	82.6	81.1	86.4	83.2	68.4	74.9	82.8	78.9	74.8
Clean Drinking water available for students	87.3	89.8	91.0	88.7	86.1	92.3	93.9	100.0	91.0
Isolation room available	36.7	37.1	45.9	39.0	78.2	79.8	80.6	88.9	79.9
First Aid Equipment Available	53.1	54.5	66.8	56.8	81.8	87.7	89.9	78.9	85.9
Covid-19 Tests done in school by the government	37.2	40.1	53.6	42.0	79.9	88.6	86.5	89.5	85.3



4.5. FUNDS/GRANTS (%SCHOOLS)

		Government Schools				Private Schools			
		Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2020	# of schools reported receiving grants	235	4	95	146	9	2	18	9
	%of schools reported receiving grants	52.8	40	51.4	67.9	11.7	3	10.3	9
	Average amount of grant (Rs.)	66639	13418.5	73655.3	158040.7	31696	143765	43761.1	47444.4
2021	# of schools reported receiving grants	290	6	131	166	5	0	12	4
	%of schools reported receiving grants	65.2	60	70.8	77.2	6.5	0	6.9	4
	Average amount of grant (Rs.)	125574.4	82031	248701.7	305231	1520	-	3083.3	0

4.6. COVID-19 PRECAUTIONS (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Alternate day Schooling	44.0	55.5	58.9	50.2	44.6	54.6	49.5	61.1	50.4
Awareness posters/IEC material displayed in school	83.2	90.5	86.7	85.7	51.1	62.2	49.0	57.9	55.3
Temperature check at entrance	75.5	85.1	84.3	79.7	31.7	36.2	44.4	29.4	36.4
Hand sanitization at Entrance	75.6	79.9	84.1	78.7	42.9	39.5	61.3	68.4	46.8
Masks worn by teachers and students at school	78.7	76.4	86.1	80.0	78.5	80.1	83.5	94.4	81.0
Hand sanitizer available inside and outside of the classroom for students	63.0	69.4	78.4	68.2	61.1	72.6	77.6	78.9	70.2

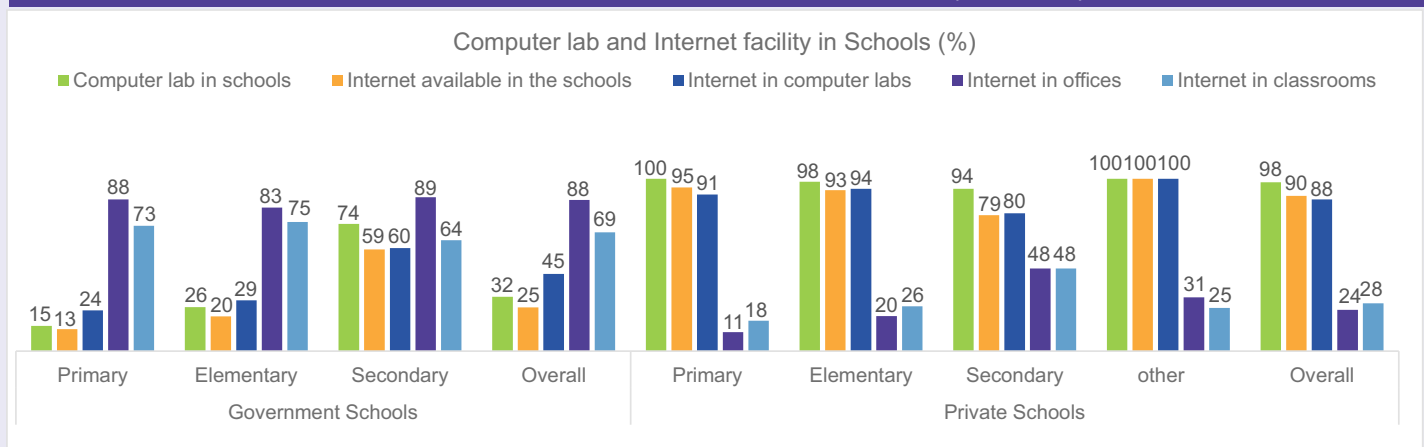
4.7. SCHOOL POLICY ON SUSPECTED COVID-19 CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Move them to isolation room	90.6	80.4	87.3	87.3	81.2	77.4	80.5	77.8	79.3
Send the person home immediately	98.5	94.7	98.0	97.6	76.2	81.9	74.7	72.2	77.9
Call nearby health facility	99.4	94.8	98.4	98.2	61.5	63.2	73.6	64.7	65.0
Call Covid-19 helpline	97.1	93.3	97.8	96.6	88.5	94.3	77.4	80.0	86.6
No policy	0.0	0.0	0.0	0.0	-	-	-	-	-
Other	0.0	0.0	0.0	0.0	-	-	-	-	-

4.8. SCHOOL'S LEAVE POLICY FOR CONFIRMED POSITIVE CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Continue learning learning/teaching from home	94.1	87.5	89.7	91.3	95.5	100.0	81.8	100.0	92.6
14-days leave	96.3	94.6	96.9	96.1	92.0	100.0	79.2	100.0	91.0
Return back to school only after a negative COVID test	98.7	95.5	98.9	98.2	83.3	93.8	85.0	100.0	88.2
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

4.9. COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (%SCHOOLS)



4.10. DISABILITIES & FUNCTIONING IN SCHOOLS (%SCHOOLS)

Children with disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
No Disabilities	86.0	83.2	69.1	81.1	85.8	79.2	78.1	47.4	79.5
Some Disabilities	14.0	16.8	30.9	18.9	14.2	20.8	21.9	52.6	20.5

4.11. FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (%SCHOOLS)

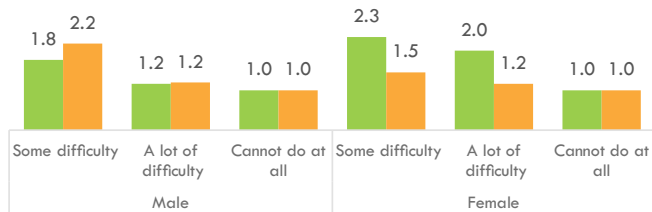
Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Ramps	28.6	37.0	32.7	32.0	28.6	20.8	62.5	11.1	31.7
Accessible Toilets	61.2	44.4	50.9	53.4	14.3	55.6	37.5	22.2	37.9
Health and Nutrition officer	30.0	14.8	17.3	21.7	14.3	15.4	25.0	0.0	15.4
Other facilities**	26.5	28.0	28.8	27.8	7.1	24.0	20.0	33.3	20.6

**Special Staff, Janitorial Staff, Pick and Drop Facilities

4.12. TYPE OF DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)

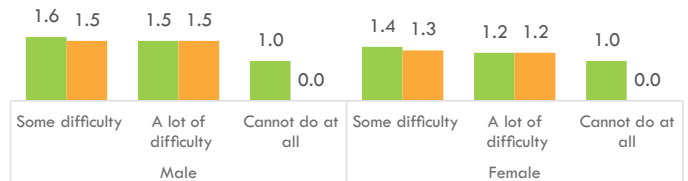
Visual Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



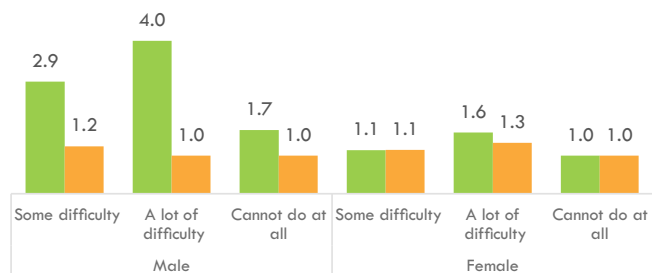
Hearing Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



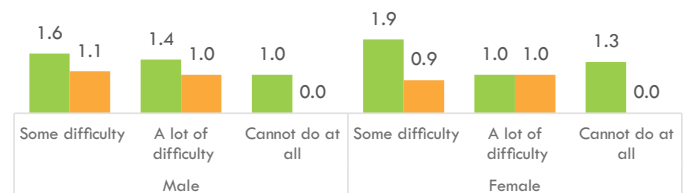
Physical Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



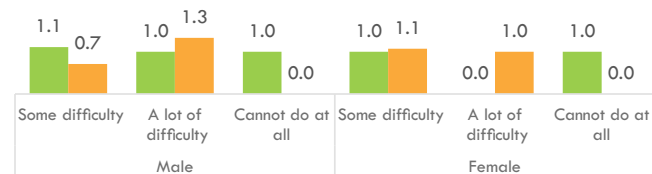
Intellectual Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



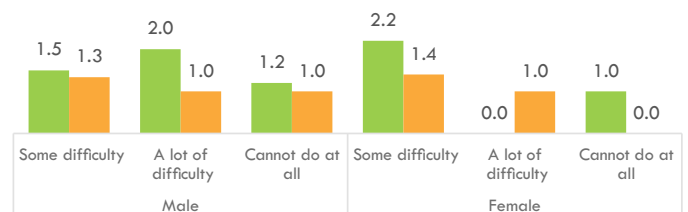
Self Care Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Communication Disability- Children (Avg.) in Schools

■ Government Schools ■ Private Schools



Sample Composition

- ASER 2021 survey was conducted in 35 rural districts of Punjab. This covered 20,062 households in 1018 villages throughout the province during September-November 2021.
- Detailed information was collected on 51,067 children (54% males, 46% females) aged 3-16 years. Out of these 44,670 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 910 government schools and 446 private schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has increased when compared to 2019.

- In 2021, 14% of children were reported to be out-of-school which has increased when compared to 2019 (9%). 6% children have never been enrolled in a school and 8% have dropped out of school for various reasons.
- 86% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 77% (72%) of children were enrolled in government schools whereas 23% (28%) of children were going to non-state institutions (22% private schools, 1% Madrassah, 0% others). The share of private schools has dropped by 5% compared with 2019.
- Amongst the enrolled students in government schools, 55% were boys and 45% were girls whereas in private schools 54% enrolled children were boys and 46% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased in 2021 as compared to 2019.

- 43% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 52% in 2019.

¹ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

² <https://snc.gov.pk/>

- 57% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through language and arithmetic tools. The same tools are used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum.

Learning levels of children (in class 5 and class 3) have declined:

- 68% of class 5 children could read a class 2 level story in Urdu compared to 75% in 2019.
- 22% of class 3 children could read story in Urdu as compared to 29% in 2019.

English learning levels (in class 5) have improved marginally:

- 73% class 5 children could read sentences (class 2 level) compared to 71% in 2019.
- 24% class 3 children could read class 2 level sentences as compared to 31% in 2019.

Arithmetic learning levels (in class 5 and class 3) have declined:

- 69% class 5 children could do two digit division as compared to 82% in 2019.
- 24% children enrolled in class 3 could do two digit division as compared to 26% in 2019.

THEME 5: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 73% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 66% class 5 children enrolled in government schools.

- 61% private school children can read at least words in class 3 whereas only 54% government school children can do the same.
- 75% children enrolled in private schools (class 5) were able to do division when compared to 70% class 5 children who were enrolled in government schools.

THEME 6: GENDER GAP

Gender gap in learning continues: boys outperform girls (age 5-16 overall) in literacy and numeracy skills.

- 54% of boys and 51% of girls could read at least sentences in Urdu.
- 58% boys could read at least English words while 56% of girls can do the same.
- Similarly, 53% of boys were able to do at least subtraction whereas only 52% girls could do it.

THEME 7: PARENTAL EDUCATION

- 55% mothers (50% in 2019) and 66% fathers (62% in 2019) in the sampled households had completed at least primary education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in private school students. Overall paid tuition students in private schools is 38% compared to 30% in government schools.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 26% children enrolled in class 1 take private tuition whereas 43% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

28% of surveyed government schools and 25% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed for multi-grade teaching with one teacher teaching more than one grade.

- It was found that 28% of the surveyed government schools and 25% of the surveyed private schools had Class 2 sitting with other classes. Also 8% of surveyed government schools and 20% of surveyed private schools had class 8 sitting with other classes.

THEME 10: LEARNING SUPPORT DURING COVID (CHILDREN'S RESPONSES)

Children (5-16 years) were asked about learning support during COVID-19.

From a high of 63% support from PTV TeleSchool sessions, 63% availed support from family members, 45% had access to smart phones, 31% with access to computer, 35% to paid tuition, 12% digital learning resources and 11% accessed radio programs for learning support.

THEME 11: TEACHER & STUDENT ABSEENTISM

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at **80%** whereas it was **87%** in surveyed private schools.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in surveyed government schools stood at **89%**, whereas it was **90%** in surveyed private schools.

THEME 12: TEACHERS' QUALIFICATION

- 24% teachers of surveyed government schools have done graduation as compared to 37% teachers of surveyed private schools. However, 30% have completed M.Ed in government schools compared to 20% in private schools.

THEME 13: SCHOOL FACILITIES

SURVEYED GOVERNMENT SCHOOLS:

- 99% of the surveyed government primary schools have functional toilets.
- 87% of the surveyed government primary schools have useable drinking water.
- Amongst the surveyed government primary schools, 93% had complete boundary walls.
- **73% of surveyed government primary schools had playgrounds.**
- 96% of surveyed government primary schools had electricity connection.
- **15% of surveyed government primary schools had computer labs and 13% had internet facilities.**

SURVEYED PRIVATE SCHOOLS:

- 26% of the surveyed private primary schools have functional toilets.
- 86% of the surveyed private primary schools have useable drinking water.
- Amongst the surveyed private primary schools, 12% had complete boundary walls.
- **3% of surveyed private primary schools had playgrounds.**
- 82% of surveyed private primary schools had electricity connection.
- **100% of surveyed private primary schools had computer labs and 95% had internet facilities.**

THEME 14: SCHOOL GRANTS/FUNDS

65% of the government primary schools and 7% private primary schools received grants.

- 290 surveyed government primary schools were receiving grants in 2021 as compared to 5 surveyed private primary schools.

THEME 15: DISABILITIES & FUNCTIONINGS

ASER 2021, as part of the school level survey, included a "Health and Disability" section under which the head teachers/teachers were asked a number of questions pertaining to Children with Disabilities and Facilities for Children with Disabilities in their respective schools.

At the provincial level, 14% of the surveyed government primary schools were reported to be having children with disabilities while 14% of the surveyed private primary schools reported the same.

THEME 16: HOUSEHOLDS' ACCESS TO: TECHNOLOGY

ASER 2021 also included a wide range of questions from the households on technological access.

77% of households have mobile phones and 71% have smart phones. Amongst mobile users, 92% use WhatsApp services, whilst 68% use SMS facility.

29% have internet connection and 24% have computer/laptops. 81% households have TV and 18% have radio.

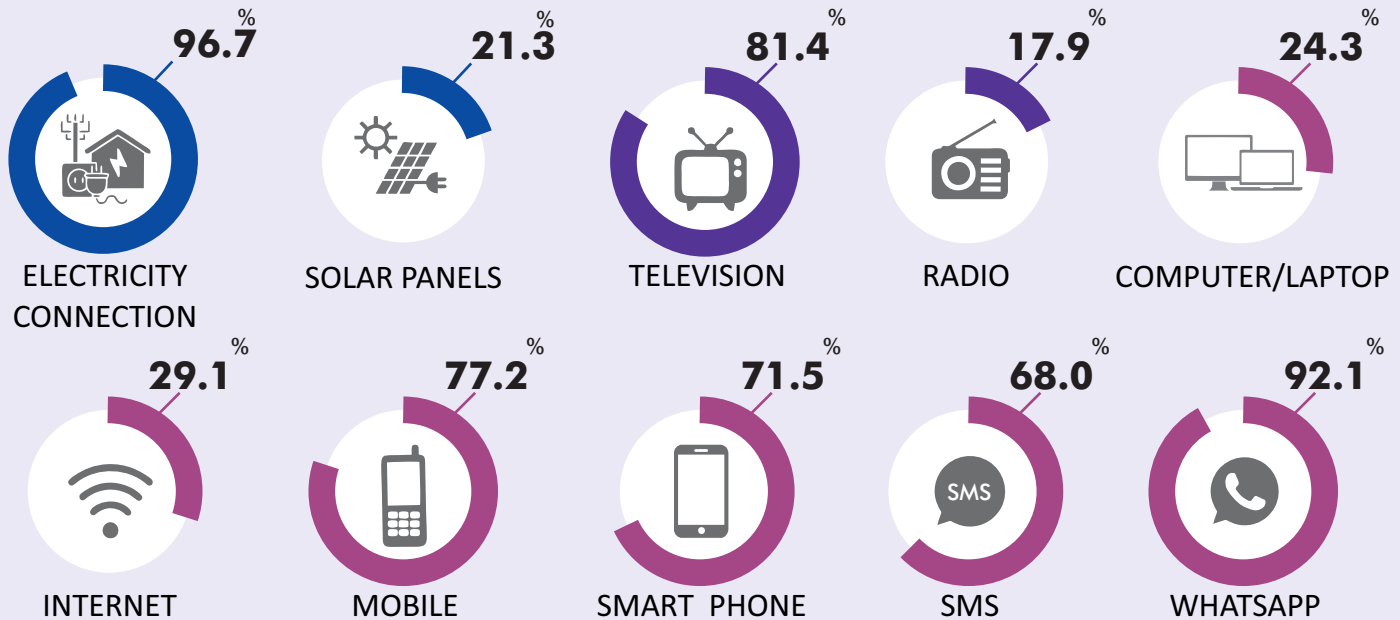
THEME 17: HOUSEHOLDS' ACCESS TO SOCIAL SAFETY NETS & IMPACT ON INCOME AND WELL-BEING

17% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat etc.)

19% households stated that their earnings during Covid were affected by more than 50%.

30% of the households stated that their psychological well-being was substantially affected during Covid.

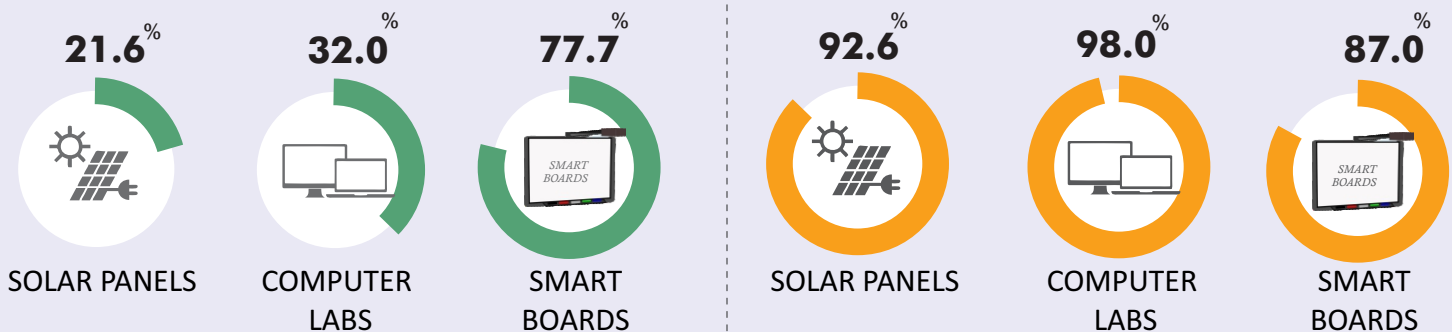
ALTERNATE ENERGY, INFORMATION & COMMUNICATION TECHNOLOGY IN HOUSEHOLD



GOVT. SCHOOLS

IN SCHOOLS

PVT. SCHOOLS



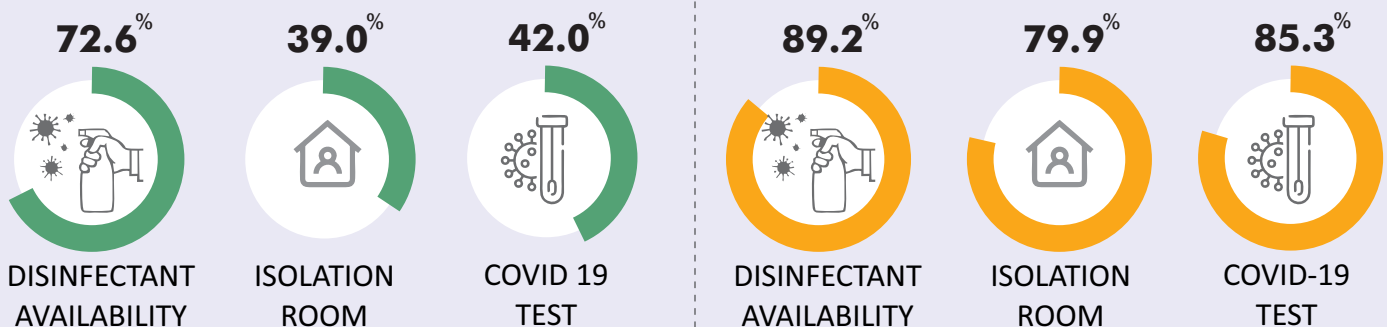
COVID-19 FACILITIES



GOVT. SCHOOLS

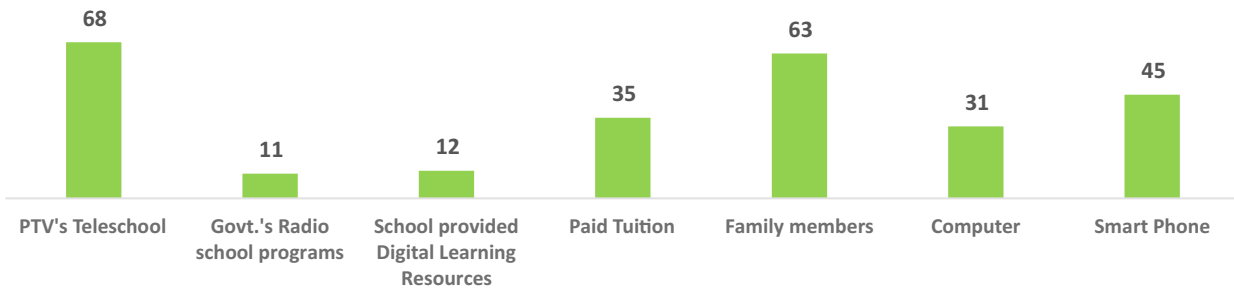
IN SCHOOLS

PVT. SCHOOLS



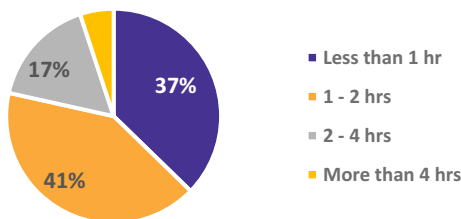
LEARNING SUPPORT DURING COVID-19

% Children Type of Learning Support Aailed

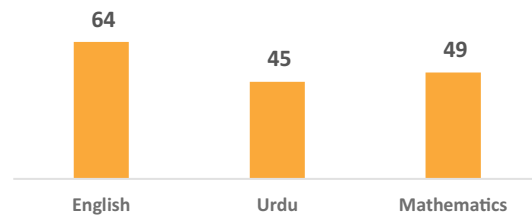


LEARNING DURING COVID-19 (STUDY DURING SCHOOLS SHUT DOWN)

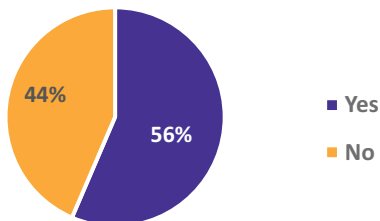
Average daily hours given to Studies



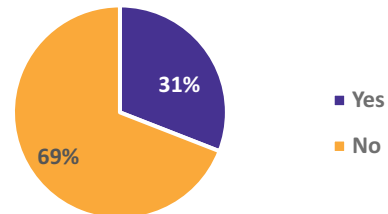
Subject that % children who found it difficult to study on their own



Do children feel confident to study on their own if Schools Shut Down again?



Did School provide Learning Material?



How often did School Management reach for providing Learning Support?

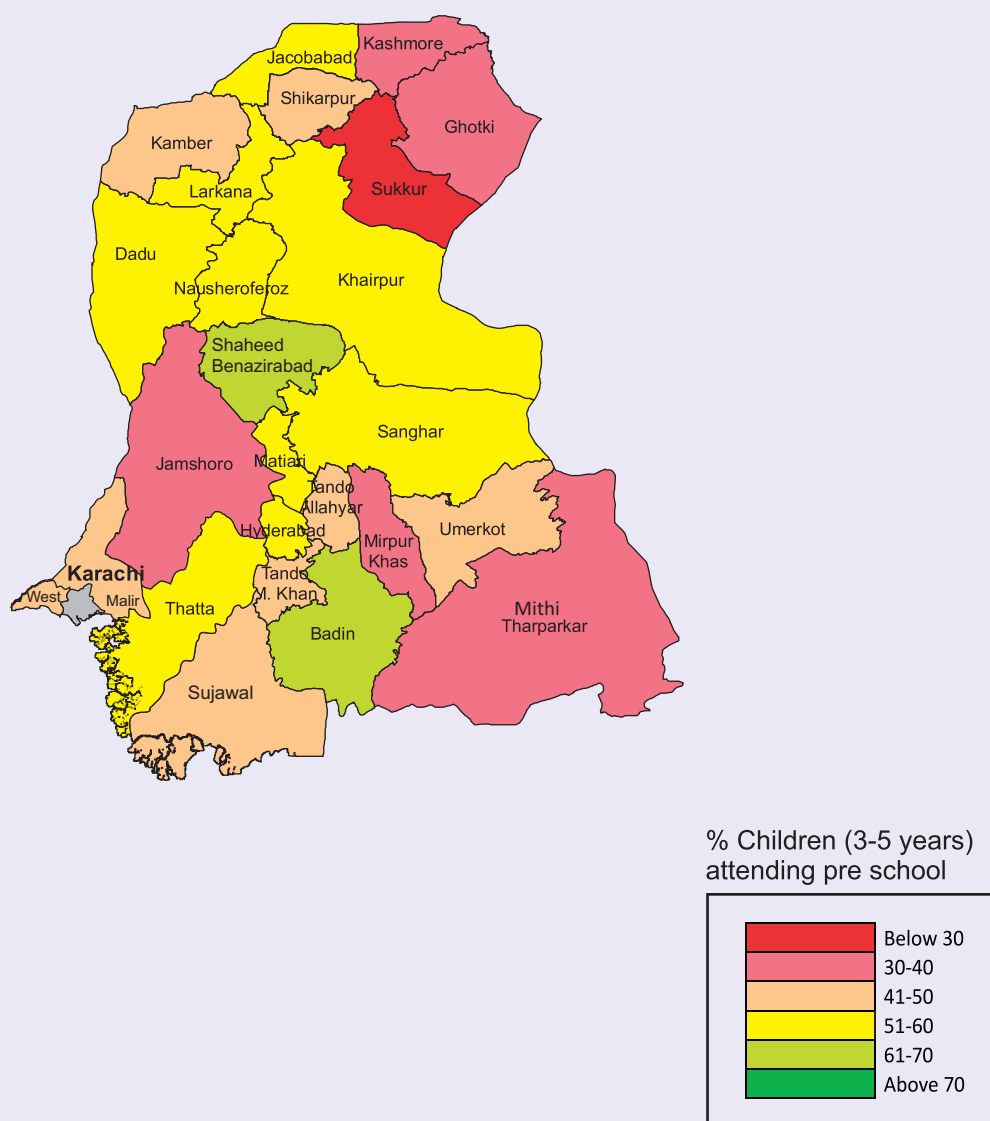


SINDH (RURAL)

Children in Pre School

(Age 3-5 years)

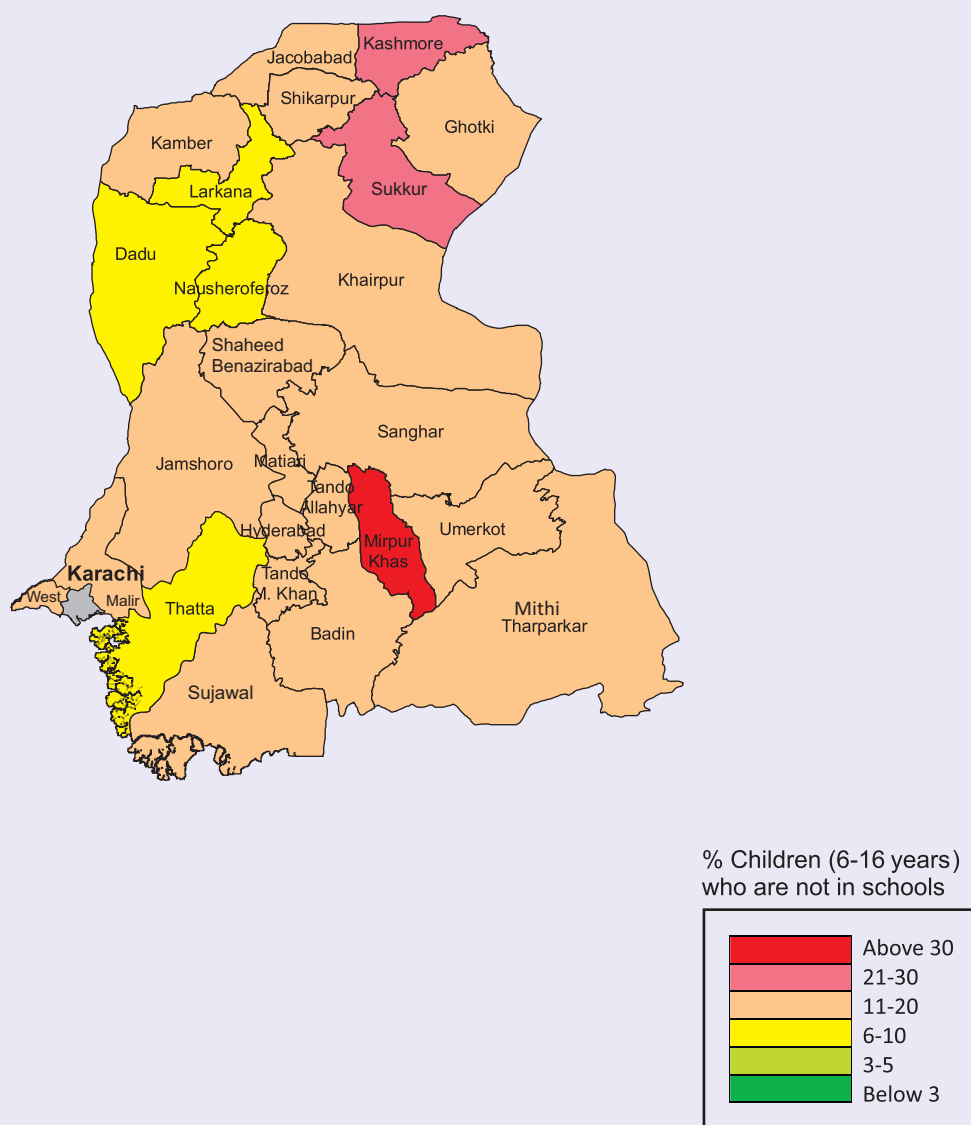
District wise map showing % children



Map may not be accurate or to scale. This is mere representations.

Out of School Children (Age 6-16 years)

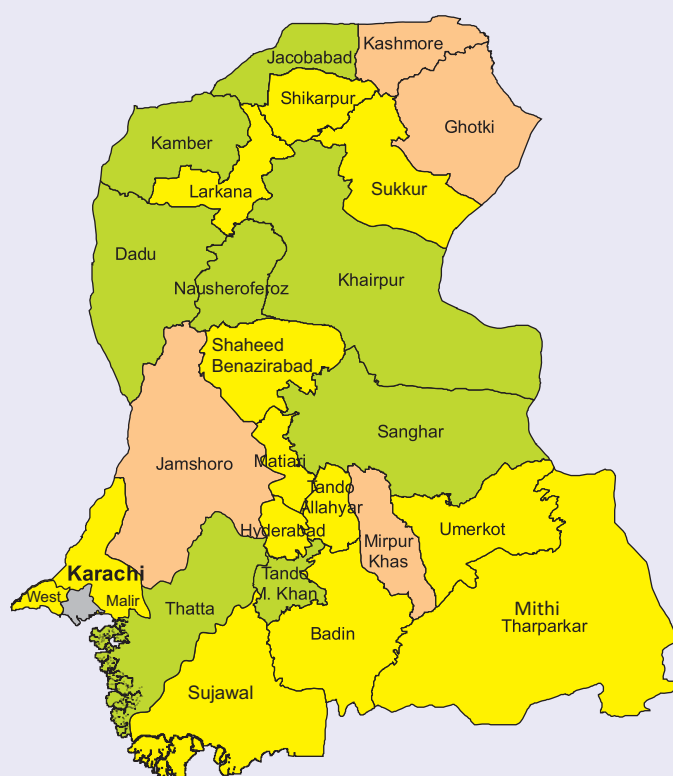
District wise map showing % children



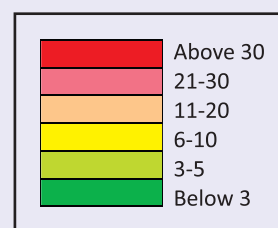
Map may not be accurate or to scale. This is mere representations.

Out of School Girls (Age 6-16 years)

District wise map showing % children



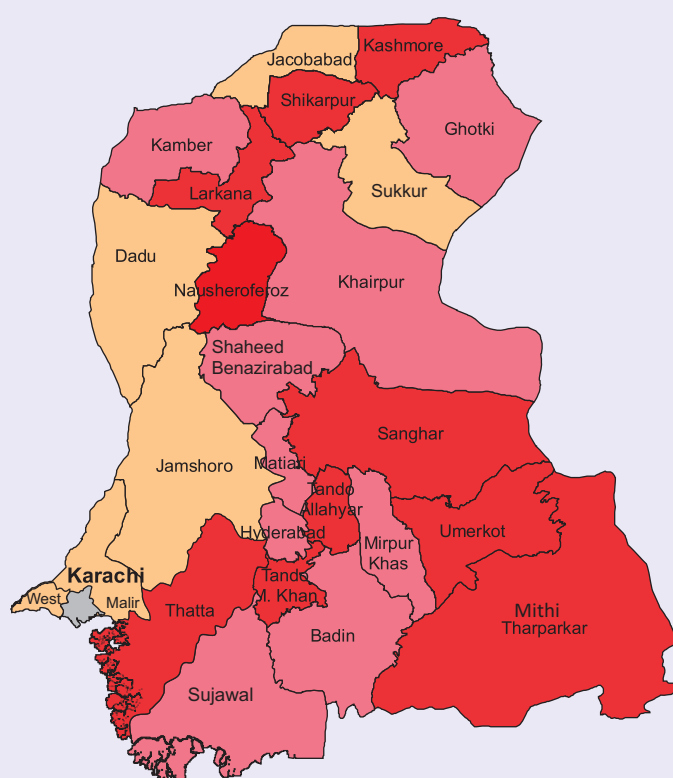
% Children (6-16 years)
who are not in schools



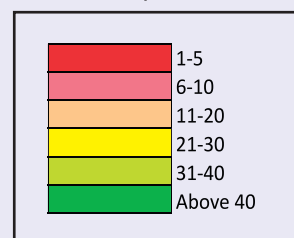
Map may not be accurate or to scale. This is mere representations.

Private Schooling (Age 6-16 years)

District wise map showing % children



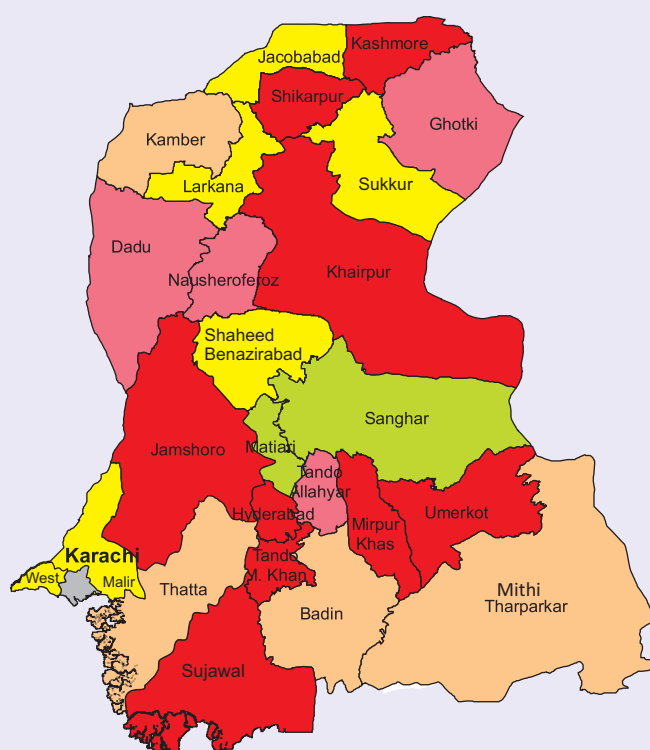
% Children (6-16 years)
enrolled in private schools



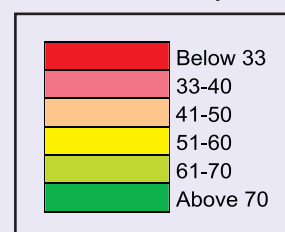
Map may not be accurate or to scale. This is mere representations.

Reading Language Urdu/Sindhi
(Class 5)

District wise map showing % children
who can read story (Class 2 level text)



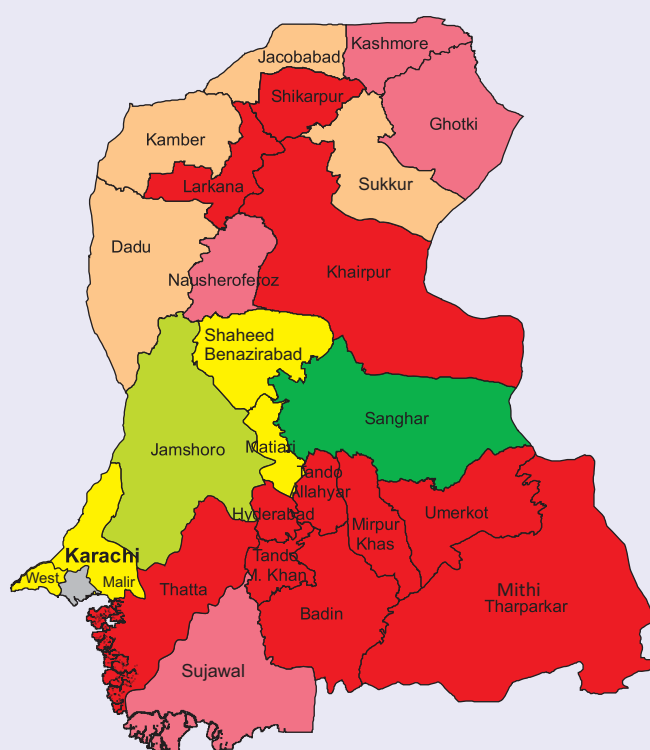
% Children in class 5
who can read story



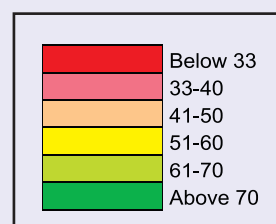
Map may not be accurate or to scale. This is mere representations.

Reading English (Class 5)

District wise map showing % children
who can read sentences (Class 2 level text)



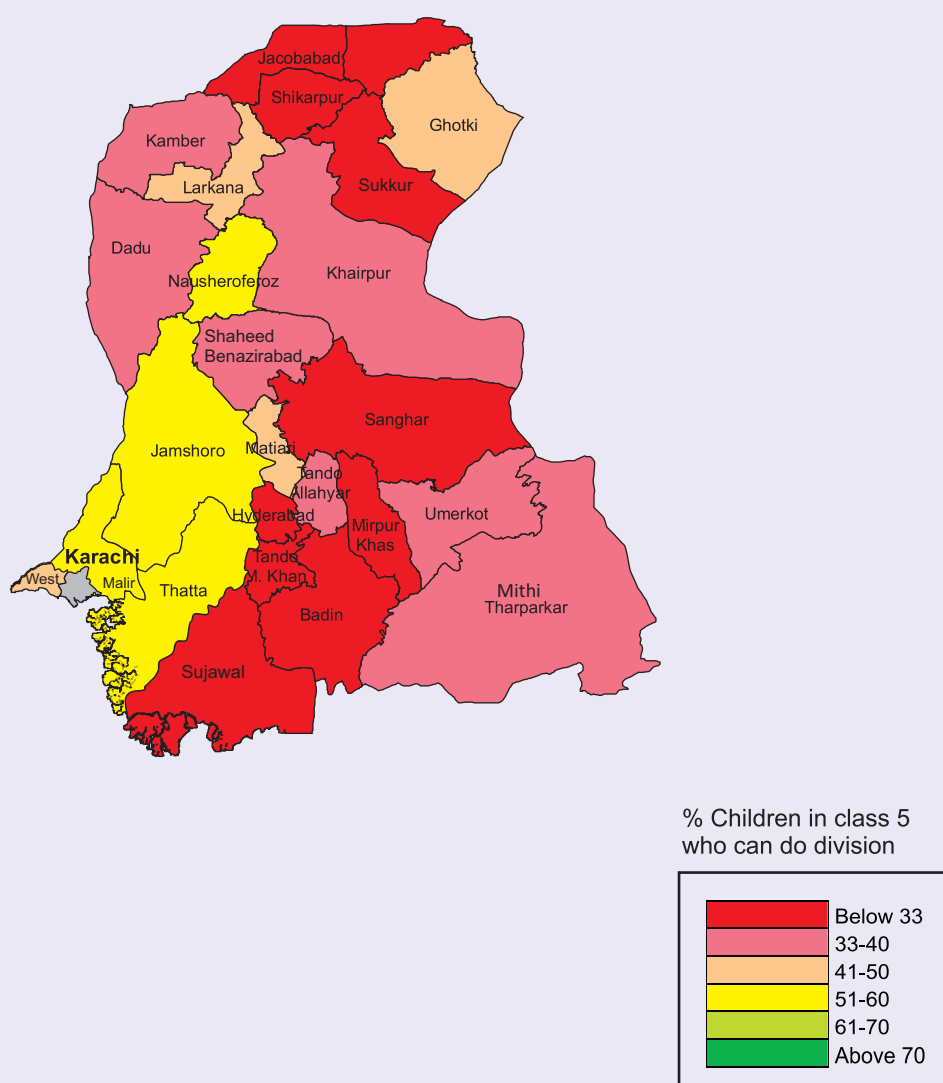
% Children in class 5
who can read sentences



Map may not be accurate or to scale. This is mere representations.

Arithmetic (Class 5)

District wise map showing % children who can do division (Class 3) sums

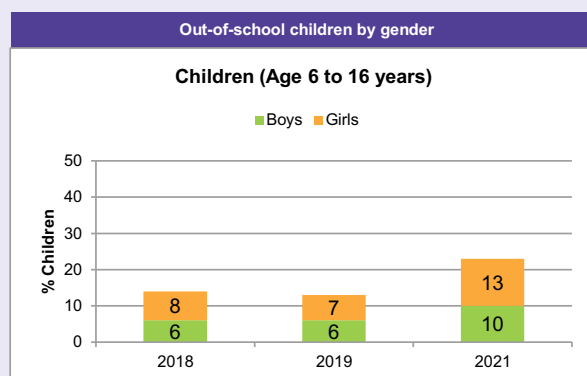
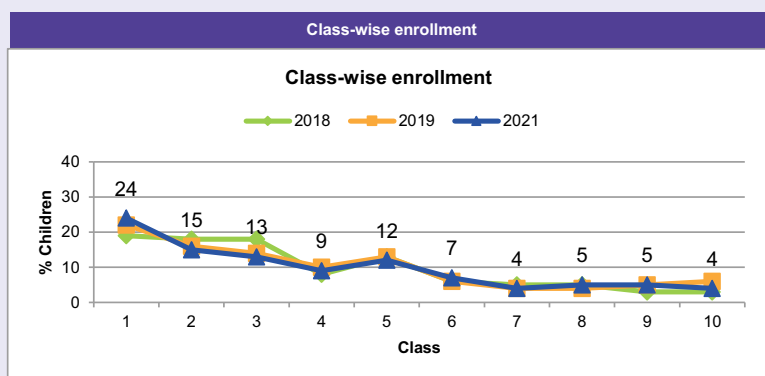
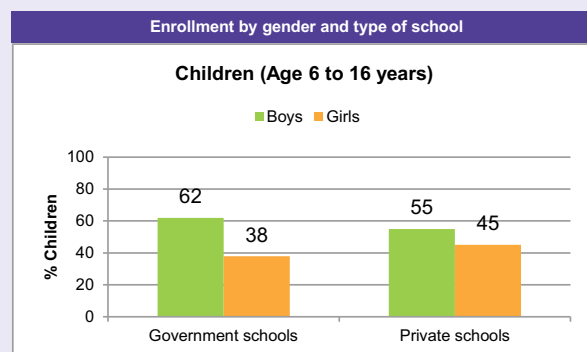


Map may not be accurate or to scale. This is mere representations.

1.ACCESS

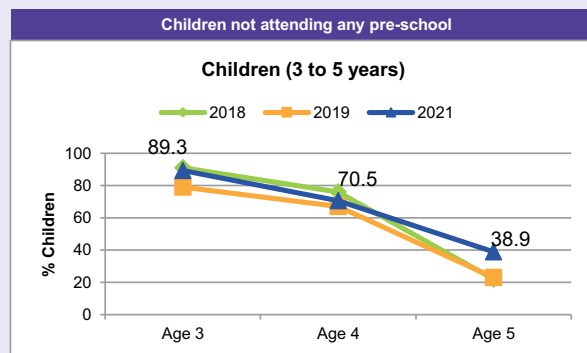
1.1.SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	other			
6 - 10	73.0	9.4	0.1	0.0	6.9	10.6	100
11 - 13	75.1	1.6	0.0	0.0	10.1	13.2	100
14 - 16	67.7	2.2	0.0	0.0	14.2	15.9	100
6 - 16	71.9	4.4	0.0	0.0	10.4	13.2	100
Total	76.4				23.6		100
By Type	94.1	5.8	0.1	0.0			



1.2. EARLY YEARS SCHOOLING (PRE-SCHOOLING)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	other		
3	4.4	6.3	0.0	0.0	89.3	100
4	20.2	9.3	0.0	0.0	70.5	100
5	49.4	11.7	0.0	0.0	38.9	100
3 - 5	24.7	9.1	0.0	0.0	66.2	100
Total	33.8				66.2	100
By Type	72.5	27.5	0.0	0.0		



1.3. AGE CLASS COMPOSITION

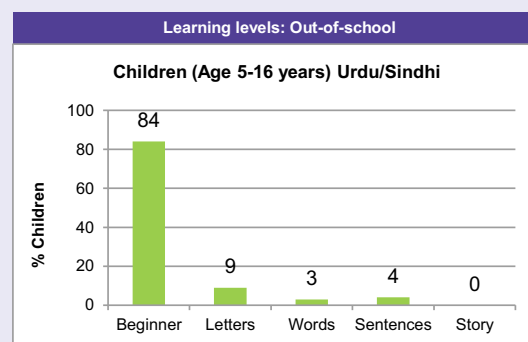
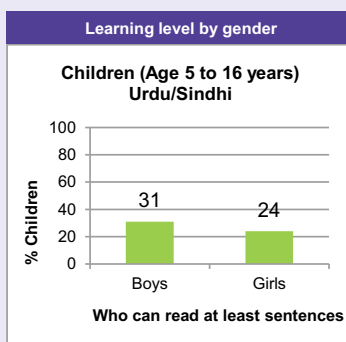
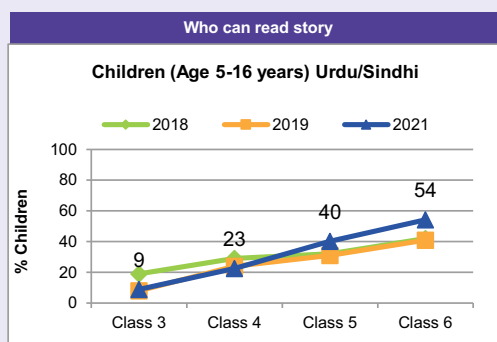
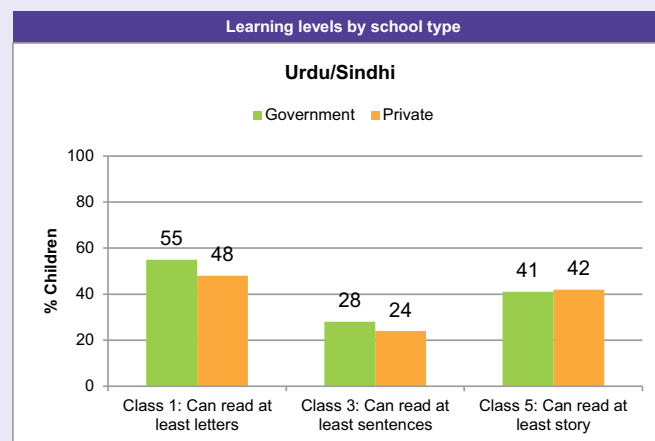
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100.0	78.5	43.0	17.7	15.4	18.8	12.3	15.0	21.1	11.4	16.5	23.3	23.5
2			45.5	40.1	30.8	22.9	17.7						15.2
3				32.1	47.2								13.6
4						53.2	31.7	25.1					9.4
5							34.9	28.6	14.9				12.4
6	0.0	21.5	11.6	10.1	6.6	5.1	3.3	25.8	18.7	12.1	19.0		7.1
7									36.9	23.3	29.3	16.4	5.2
8								5.5	8.3	47.1	35.2	60.3	4.9
9										6.1			4.3
10													
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

2.QUALITY

2.1. LEARNING LEVELS (URDU/SINDHI)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	49.9	31.8	13.5	4.0	0.8	100
2	32.1	31.5	25.9	8.2	2.3	100
3	24.8	19.9	28.7	17.7	8.9	100
4	6.7	12.5	21.5	36.7	22.6	100
5	6.6	14.3	16.8	22.0	40.3	100
6	0.0	2.1	4.5	39.2	54.2	100
7	0.0	0.0	6.4	38.0	55.6	100
8	0.0	0.0	0.0	35.8	64.2	100
9	0.0	0.0	0.0	27.2	72.8	100
10	0.0	0.0	0.0	20.4	79.6	100

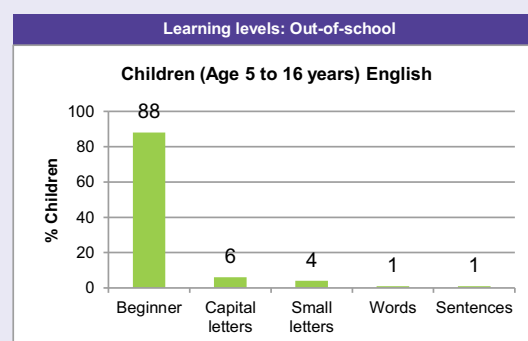
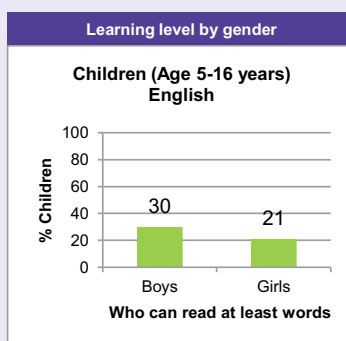
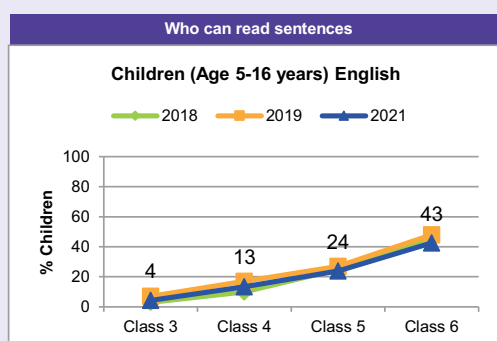
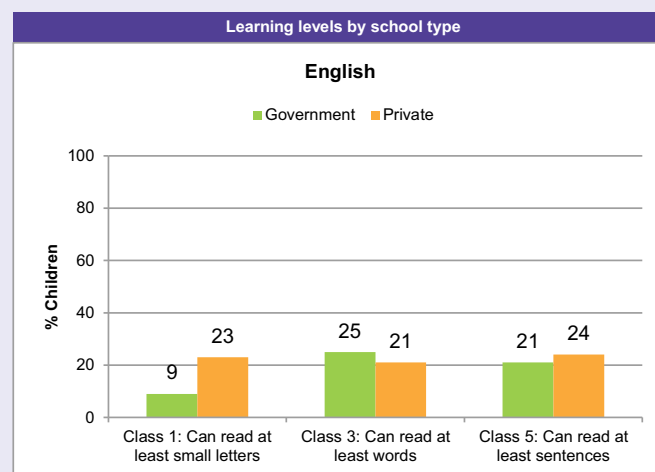
How to read: 4.8%(4+0.8) children of class 1 can read atleast sentences



2.2. LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	58.4	23.6	11.5	5.8	0.7	100
2	39.8	28.9	17.6	12.5	1.2	100
3	15.9	17.5	40.2	22.1	4.3	100
4	5.6	11.2	37.6	32.2	13.4	100
5	4.7	13.4	27.4	30.6	23.9	100
6	1.2	5.2	15.6	35.4	42.6	100
7	0.0	3.4	7.8	40.1	48.7	100
8	0.0	0.0	5.2	42.5	52.3	100
9	0.0	0.0	7.3	30.2	62.5	100
10	0.0	0.0	0.0	29.0	71.0	100

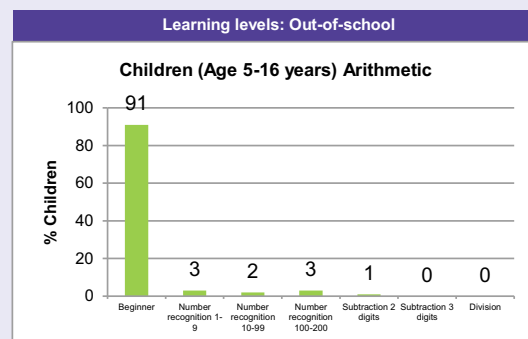
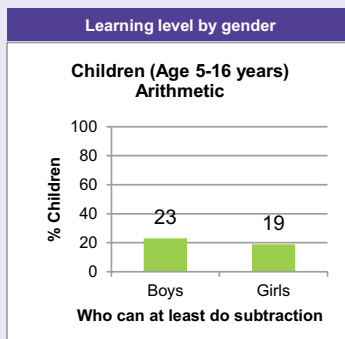
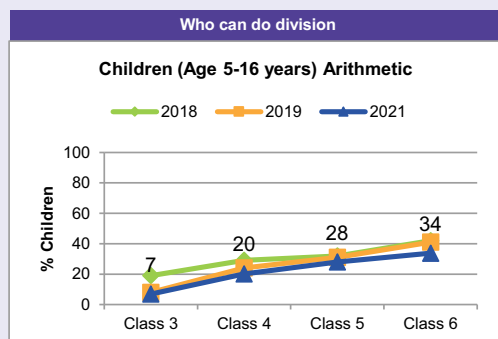
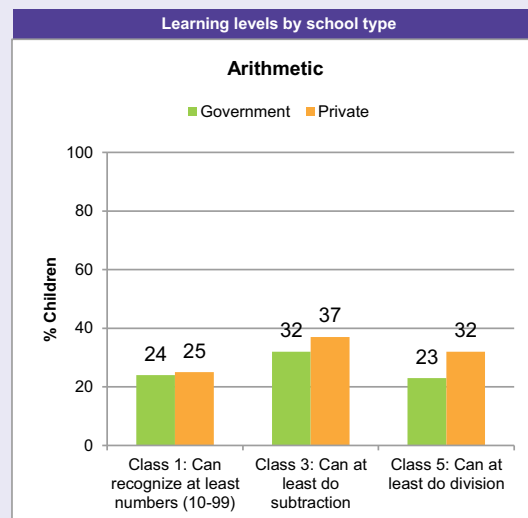
How to read: 6.5%(5.8+0.7) children of class 1 can read atleast words



2.3. LEARNING LEVELS (ARITHMETIC)

Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	49.1	23.6	13.8	5.0	4.5	2.2	1.0	100
2	31.0	21.5	18.6	10.7	10.0	5.1	3.0	100
3	20.0	13.2	15.7	15.0	14.9	13.6	6.9	100
4	7.9	4.7	5.3	23.1	18.8	22.0	20.2	100
5	5.2	5.9	10.0	11.8	17.8	21.3	28.0	100
6	0.0	0.0	0.0	15.9	22.5	27.8	33.8	100
7	0.0	0.0	0.0	16.6	18.4	29.5	35.6	100
8	0.0	0.0	0.0	15.2	17.4	27.2	40.3	100
9	0.0	0.0	0.0	8.2	19.2	29.8	42.8	100
10	0.0	0.0	0.0	5.1	18.7	31.2	45.0	100

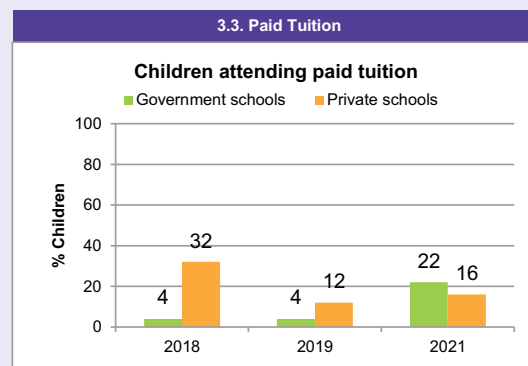
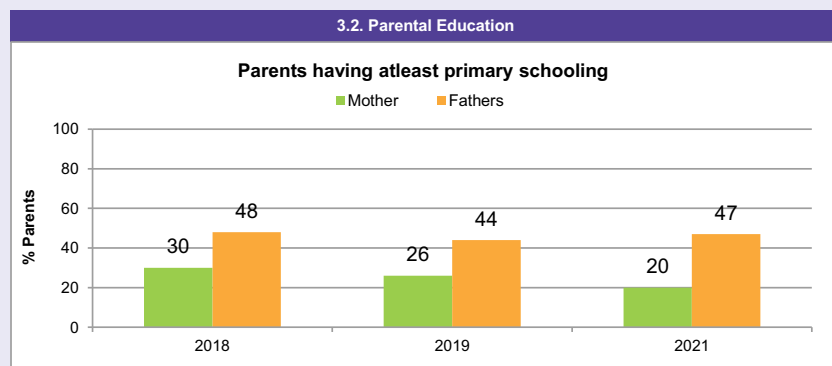
How to read: 7.7%(4.5+2.2+1) children of class 1 can do atleast subtraction



3. PARENTAL EDUCATION AND PAID TUITION

3.1. CLASS-WISE % CHILDREN ATTENDING PAID TUITION

Type/Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	13.0	15.9	12.0	15.3	36.6	34.3	39.6	41.3	28.9	44.1
Pvt.	19.3	9.9	11.4	14.5	12.5	46.2	26.7	46.7	21.1	44.4



4.SCHOOLS

4.1.NUMBER OF SURVEYED SCHOOLS

Type/Level	Government Schools				Private Schools			
	Boys & Girls	Boys	Girls	Total	Boys & Girls	Boys	Girls	Total
Primary	252	207	45	504	31	2	1	34
Elementary	41	22	5	68	36	1	0	37
Secondary	41	29	18	88	36	0	1	37
Other	-	-	-	-	6	0	0	6
Total	334	258	68	660	109	3	2	114

4.2. ATTENDANCE (%) ON THE DAY OF VISIT

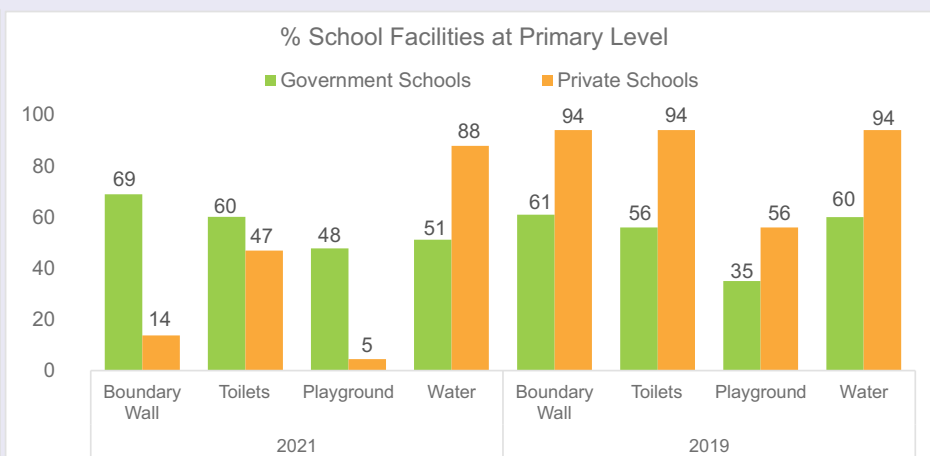
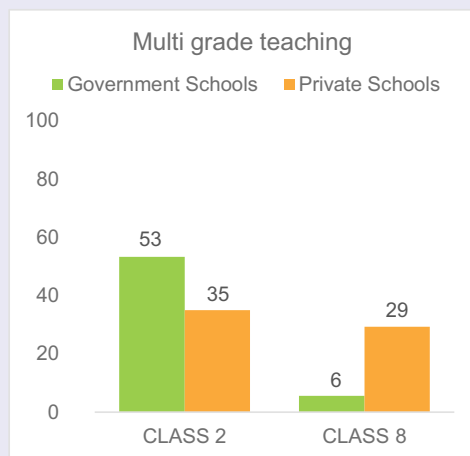
Type/Level	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Children attendance	71.1	70.2	61.5	67.6	73.6	75.5	73.6	77.8	75.5
Teacher attendance	86.0	85.0	87.8	86.5	87.3	95.1	91.4	90.7	90.8

4.3.TEACHER'S QUALIFICATION (%TEACHERS)

General qualification			Professional qualification		
	Government Schools	Private Schools		Government Schools	Private Schools
Matric	2.4	8.4	PTC	17.1	18.7
Intermediate	14.0	31.5	CT	9.8	15.4
Graduation	41.4	40.2	BED	40.8	45.5
Master and Above	41.6	19.6	MED	28.8	14.2
Other	0.6	0.3	Other	3.6	6.1

4.4. SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Running water available in handwashing sinks	23.7	44.1	52.3	29.6	37.9	12.5	27.3	0.0	24.0
Complete boundary wall / fence	68.9	77.9	85.1	72.0	13.8	6.1	15.2	0.0	10.9
Useable toilets / latrines for students	60.1	82.4	88.4	66.1	46.9	29.7	62.2	33.3	45.5
Useable furniture	61.2	77.9	77.9	65.2	69.7	59.5	59.5	66.7	62.8
Working library	6.6	13.8	22.4	9.4	68.8	64.9	91.9	100.0	76.8
Playground	47.8	46.3	58.6	49.1	4.5	0.0	3.2	0.0	2.2
Soap/Handwash available in handwashing sinks	11.7	23.5	33.0	15.8	57.6	81.1	73.0	66.7	70.8
Electricity connection	51.8	53.7	75.9	55.2	72.7	70.3	91.7	100.0	79.5
Smart Boards	26.5	41.2	43.7	30.3	90.9	94.6	94.6	83.3	92.9
Solar panels	23.2	32.4	36.5	25.9	90.9	89.2	83.8	100.0	88.5
Separate toilets for girls and boys	25.7	44.8	61.6	32.4	69.7	56.8	86.1	100.0	72.3
Running water available in toilets	35.8	52.9	68.6	42.0	72.7	81.1	80.6	100.0	79.5
Disinfectants available for cleaning	22.3	43.9	61.9	29.8	84.8	89.2	100.0	100.0	92.0
Toilets Cleanliness	38.3	60.3	67.4	44.5	75.8	78.4	97.3	100.0	85.0
Clean Drinking water available for students	51.2	71.6	75.6	56.6	87.9	86.1	89.2	100.0	88.4
Isolation room available	9.4	11.9	14.0	10.3	81.3	82.9	86.5	83.3	83.6
First Aid Equipment Available	8.7	17.9	26.7	12.1	84.4	86.5	94.4	100.0	89.2
Covid-19 Tests done in school by the government	16.0	23.5	35.6	19.5	71.9	97.3	94.4	83.3	88.3



4.5. FUNDS/GRANTS (%SCHOOLS)

		Government Schools				Private Schools			
		Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2020	# of schools reported receiving grants	59	7	11	29	4	0	6	2
	%of schools reported receiving grants	15.1	8.6	18.3	34.9	17.4	0	16.2	5.4
	Average amount of grant (Rs.)	20884.7	18142.9	36818.2	116637.9	40875	-	53500	11000
2021	# of schools reported receiving grants	80	17	14	22	2	1	4	0
	%of schools reported receiving grants	20.4	21	23.3	26.5	8.7	10	10.8	0
	Average amount of grant (Rs.)	23047.1	13576.5	28928.6	102182.7	0	0	0	-

4.6. COVID-19 PRECAUTIONS (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Alternate day Schooling	23.8	37.3	45.0	28.0	46.9	32.4	67.6	33.3	48.2
Awareness posters/IEC material displayed in school	27.4	49.2	65.9	34.9	51.6	64.9	70.3	83.3	64.0
Temperature check at entrance	8.9	24.2	27.1	13.0	40.7	37.1	58.8	20.0	44.6
Hand sanitization at Entrance	19.0	45.2	57.1	26.8	56.3	44.1	71.4	80.0	58.5
Masks worn by teachers and students at school	33.9	60.3	70.6	41.6	62.5	66.7	81.1	100.0	71.8
Hand sanitizer available inside and outside of the classroom for students	15.2	51.7	56.0	24.4	36.4	50.0	69.4	60.0	52.7

4.7. SCHOOL POLICY ON SUSPECTED COVID-19 CASES (%SCHOOLS)

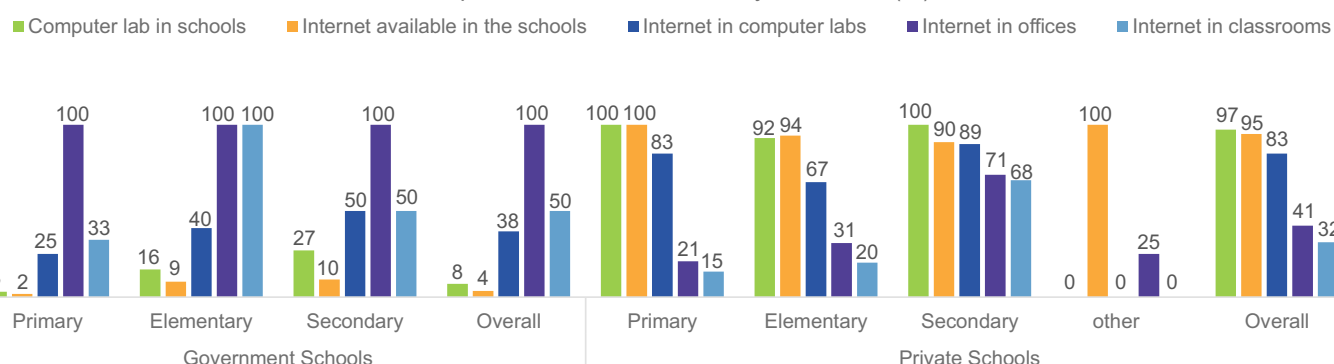
	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Move them to isolation room	59.4	88.9	100.0	68.2	57.6	61.1	89.2	100.0	71.2
Send the person home immediately	85.3	89.5	100.0	88.4	73.5	72.2	80.6	100.0	76.6
Call nearby health facility	81.5	90.9	92.3	83.8	54.5	52.8	68.6	100.0	60.6
Call Covid-19 helpline	76.9	71.4	85.7	77.3	66.7	80.0	92.9	100.0	84.6
No policy	0.0	0.0	0.0	0.0	-	-	-	-	-
Other	0.0	0.0	0.0	0.0	-	-	-	-	-

4.8. SCHOOL'S LEAVE POLICY FOR CONFIRMED POSITIVE CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Continue learning learning/teaching from home	82.7	100.0	93.3	86.1	75.0	100.0	85.7	0.0	88.0
14-days leave	87.8	100.0	96.4	90.9	81.8	100.0	81.3	100.0	88.1
Return back to school only after a negative COVID test	91.3	100.0	100.0	93.8	66.7	100.0	84.6	100.0	84.2
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

4.9. COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (%SCHOOLS)

Computer lab and Internet facility in Schools (%)



4.10. DISABILITIES & FUNCTIONING IN SCHOOLS (%SCHOOLS)

Children with disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
No Disabilities	84.6	87.3	81.0	84.4	87.1	67.7	71.4	100.0	76.5
Some Disabilities	15.4	12.7	19.0	15.6	12.9	32.3	28.6	0.0	23.5

4.11. FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (%SCHOOLS)

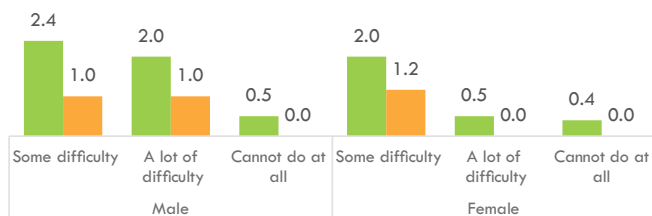
Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Ramps	8.3	16.7	0.0	7.4	0.0	0.0	44.4	0.0	20.0
Accessible Toilets	35.4	33.3	50.0	37.9	66.7	11.1	55.6	0.0	38.1
Health and Nutrition officer	4.8	0.0	12.5	6.0	0.0	0.0	44.4	0.0	19.0
Other facilities**	13.3	0.0	12.5	12.2	66.7	22.2	44.4	0.0	38.1

**Special Staff, Janitorial Staff, Pick and Drop Facilities

4.12. TYPE OF DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)

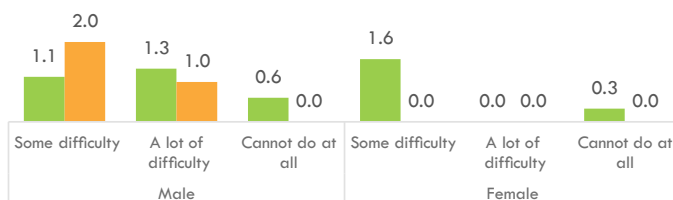
Visual Disability- Children (Avg.) in Schools

Government Schools Private Schools



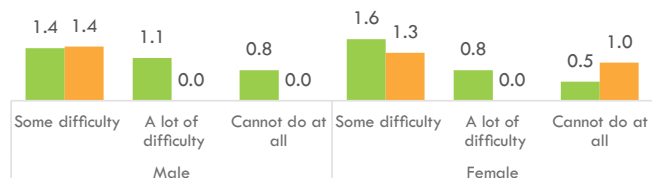
Hearing Disability- Children (Avg.) in Schools

Government Schools Private Schools



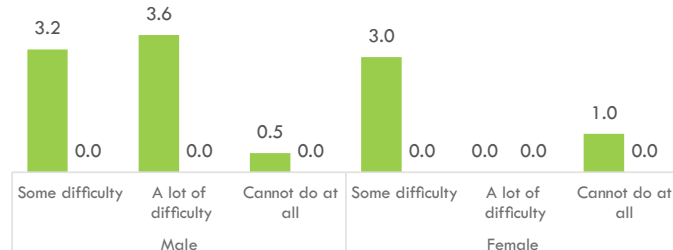
Physical Disability- Children (Avg.) in Schools

Government Schools Private Schools



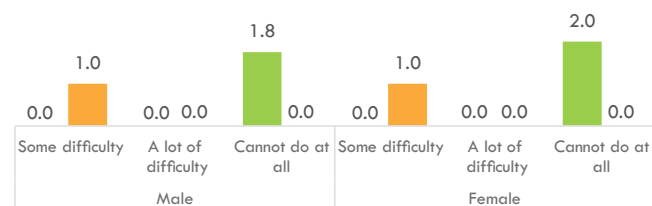
Intellectual Disability- Children (Avg.) in Schools

Government Schools Private Schools



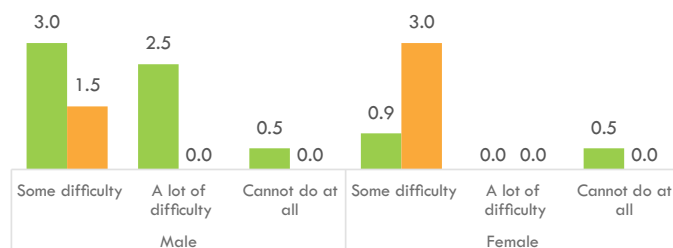
Self Care Disability- Children (Avg.) in Schools

Government Schools Private Schools



Communication Disability- Children (Avg.) in Schools

Government Schools Private Schools



Sample Composition

- ASER 2021 survey was conducted in 25 rural districts of Sindh. This covered 14,273 households in 720 villages throughout the province during September-November 2021..
- Detailed information was collected on 41,536 children (58% males, 42% females) aged 3-16 years. Out of these 35,506 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 660 government schools and 114 private schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has increased when compared to 2019.

- In 2021, 24% of children were reported to be out-of-school which has increased when compared to 2019 (14%). 11% children have never been enrolled in a school and 13% have dropped out of school for various reasons.
- 76% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 94% (88% in 2019) of children were enrolled in government schools whereas 6% (12% in 2019) of children were going to non-state institutions (6% private schools, 0% Madrassah, 0% other). The share of private schools has dropped by 6% compared with 2019.
- Amongst the enrolled students in government schools, 62% were boys and 38% were girls whereas in private schools 55% enrolled children were boys and 45% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased in 2021 as compared to 2019.

- 34% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 46% in 2019.

- 66% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through language and arithmetic tools. The same tools are used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum.

Learning levels of children (in class 5) have declined:

- 40% of class 5 children could read a class 2 level story in Urdu/Sindhi compared to 44% in 2019.
- 9% of class 3 children could read story in Urdu/Sindhi as compared to 9% in 2019.

English learning levels (in class 5 and 3) have declined:

- 24% class 5 children could read sentences (class 2 level) compared to 27% in 2019.
- 4% class 3 children could read class 2 level sentences as compared to 7% in 2019.

Arithmetic learning levels (in class 5 and class 3) have declined:

- 28% class 5 children could do two digit division as compared to 31% in 2019.
- 7% children enrolled in class 3 could do two digit division as compared to 8% in 2019.

THEME 5: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 42% children enrolled in class 5 in a private school were able to read at least story in Urdu/Sindhi as compared to 41% class 5 children enrolled in government schools.

¹ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

²<https://snc.gov.pk/>

- 24% private school children can read at least sentences in class 5 whereas only 21% government school children can do the same.
- 32% children enrolled in private schools (class 5) were able to do division when compared to 23% class 5 children who were enrolled in government schools.

THEME 6: GENDER GAP

Gender gap in learning continues: boys outperform girls (age 5-16 overall) in literacy and numeracy skills.

- 31% of boys and 24% of girls could read at least sentences in Urdu/Sindhi.
- 30% boys could read at least English words while 21% of girls can do the same.
- Similarly, 23% of boys were able to do at least subtraction whereas only 19% girls could do it.

THEME 7: PARENTAL EDUCATION

- 20% mother (26% in 2019) and 47% fathers (44% in 2019) in the sampled households had completed at least primary education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in government school students. It has increased significantly for government school students (4% in 2019). Overall paid tuition students in government schools is 22% compared to 16% in private schools.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 13% children enrolled in class 1 take private tuition whereas 44% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

53% of surveyed government schools and 35% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed for multi-grade

teaching with one teacher teaching more than one grade.

- It was found that 53% of the surveyed government schools and 35% of the surveyed private schools had Class 2 sitting with other classes. Also 6% of surveyed government schools and 29% of surveyed private schools had class 8 sitting with other classes.

THEME 10: LEARNING SUPPORT DURING COVID (CHILDREN'S RESPONSES)

Children (5-16 years) were asked about learning support during COVID-19.

From a high of 79% support availed from family members, 69% was taken from PTV TeleSchool sessions, 31% had access to smart phones, 20% with access to computer, 27% to paid tuition, 14% digital learning resources and 5% accessed radio programs for learning support.

THEME 11: TEACHER & STUDENT ABSENTEEISM

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at **68%** whereas it was **76%** in surveyed private schools.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.
- Overall teacher attendance in surveyed government schools stood at **87%**, whereas it was **91%** in surveyed private schools.

THEME 12: TEACHERS' QUALIFICATION

- 41% teachers of surveyed government schools have done graduation as compared to 40% teachers of surveyed private schools. However, 29% have completed M.Ed in government schools compared to 14% in private schools.

THEME 13: SCHOOL FACILITIES

SURVEYED GOVERNMENT SCHOOLS:

- 60% of the surveyed government primary schools have functional toilets.
- 51% of the surveyed government primary schools have useable drinking water.
- Amongst the surveyed government primary schools, 69% had complete boundary walls.
- **48% of surveyed government primary schools had playgrounds.**
- 52% of surveyed government primary schools had electricity connection.
- **3% of surveyed government primary schools had computer labs and 2% had internet facilities.**

SURVEYED PRIVATE SCHOOLS:

- 47% of the surveyed private primary schools have functional toilets.
- 88% of the surveyed private primary schools have useable drinking water.
- Amongst the surveyed private primary schools, 14% had complete boundary walls.
- **5% of surveyed private primary schools had playgrounds.**
- 73% of surveyed private primary schools had electricity connection.
- **100% of surveyed private primary schools had computer labs and 100% had internet facilities.**

THEME 14: SCHOOL GRANTS/FUNDS

20% of the government primary schools and 9% private primary schools received grants.

- 80 surveyed government primary schools were receiving grants in 2021 as compared to 2 surveyed private primary schools.

THEME 15: DISABILITIES & FUNCTIONINGS

ASER 2021, as part of the school level survey, included a "Health and Disability" section under which the head teachers/teachers were asked a number of questions pertaining to Children with Disabilities and Facilities for Children with Disabilities in their respective schools.

At the provincial level, 15% of the surveyed government primary schools were reported to be having children with disabilities while 13% of the surveyed primary private schools reported the same.

THEME 16: HOUSEHOLDS' ACCESS TO: TECHNOLOGY

ASER 2021 included a range of questions from households on technology access.

69% of households have mobile phones and 39% have smart phones.

Amongst mobile users, 84% use WhatsApp services, whilst 47% use SMS facility.

14% have internet connection and 9% have computer/laptops. 73% households have TV and 10% have radio.

THEME 17: HOUSEHOLDS' ACCESS TO SOCIAL SAFETY NETS & IMPACT ON INCOME AND WELL-BEING

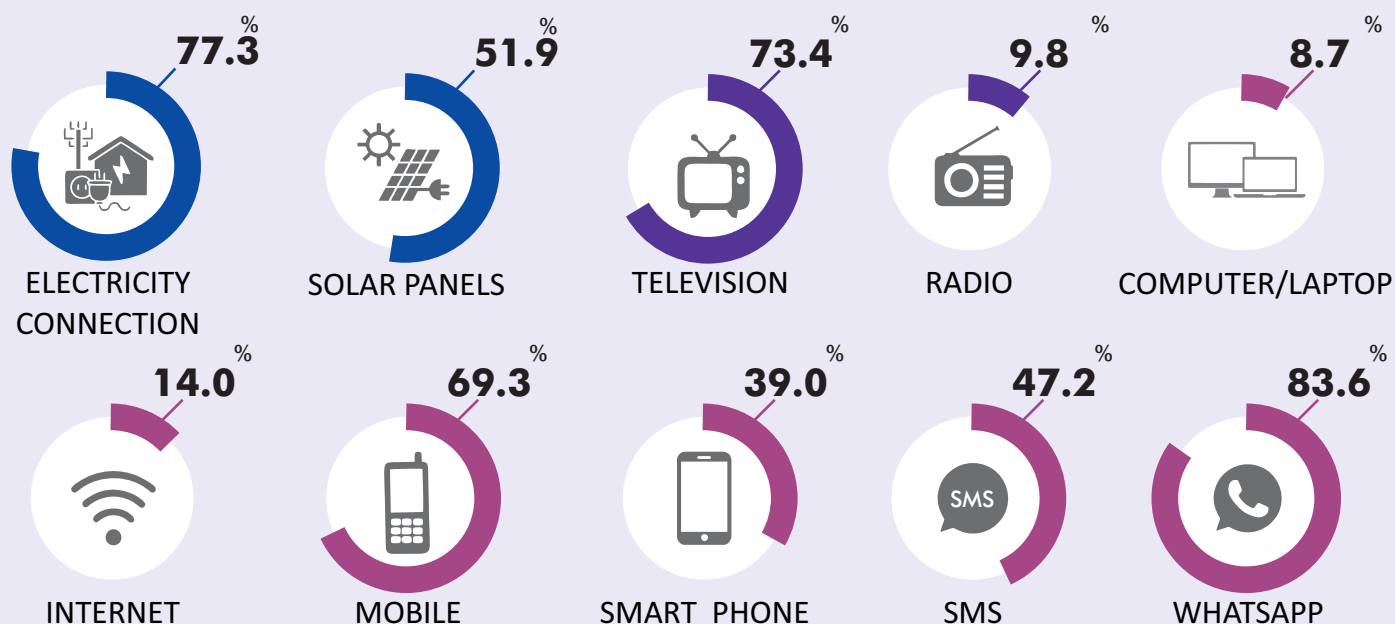
24% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat etc.)

20% households stated that their earnings during Covid were affected by more than 50%.

29% of the households stated that their psychological well-being was substantially affected during Covid

ALTERNATE ENERGY, INFORMATION & COMMUNICATION TECHNOLOGY

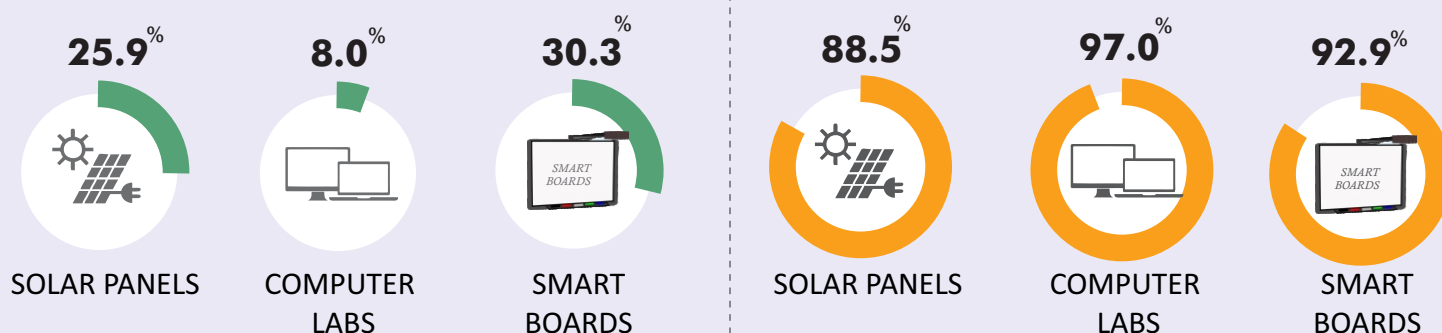
IN HOUSEHOLD



GOVT. SCHOOLS

IN SCHOOLS

PVT. SCHOOLS



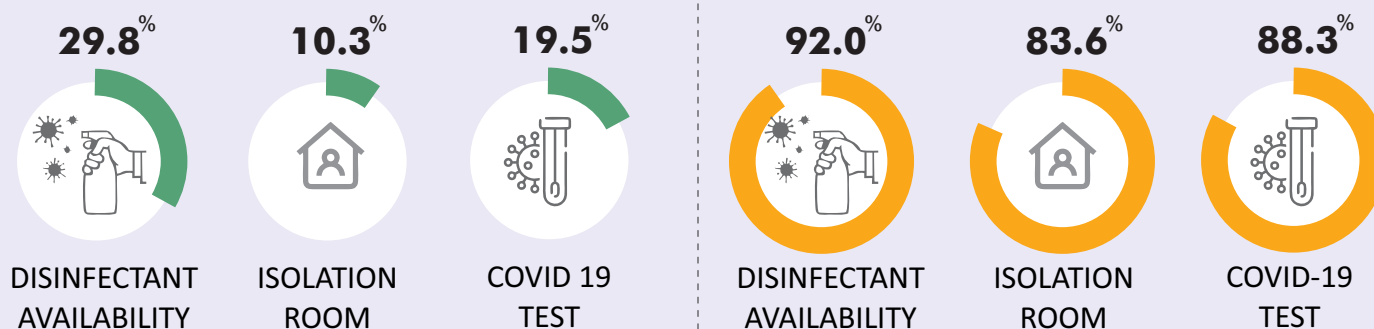
COVID-19 FACILITIES



GOVT. SCHOOLS

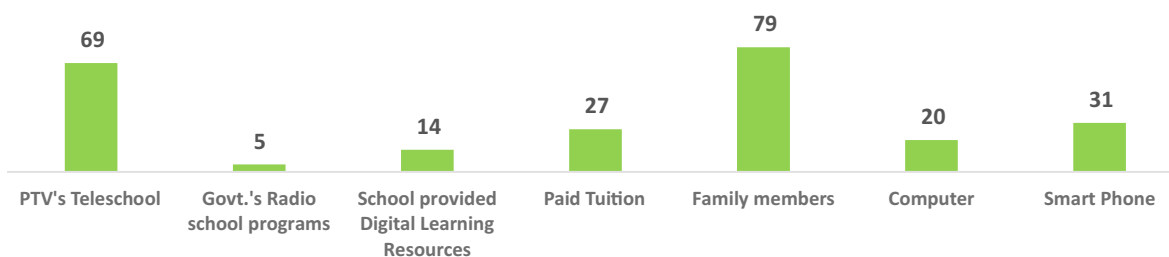
IN SCHOOLS

PVT. SCHOOLS



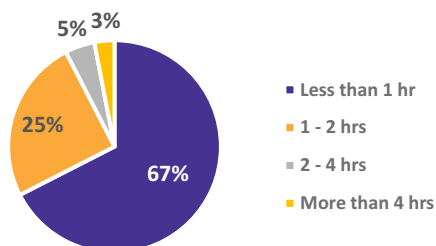
LEARNING SUPPORT DURING COVID-19

% Children Type of Learning Support Aailed

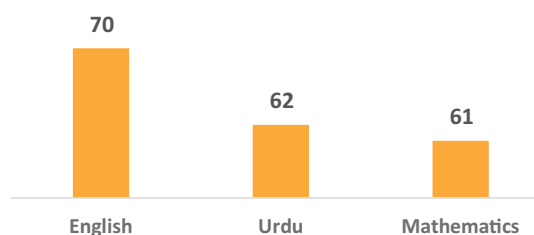


LEARNING DURING COVID-19 (STUDY DURING SCHOOLS SHUT DOWN)

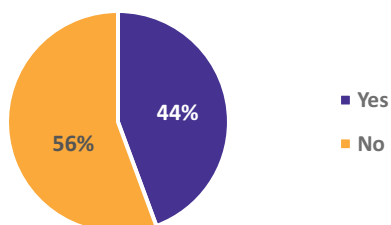
Average daily hours given to Studies



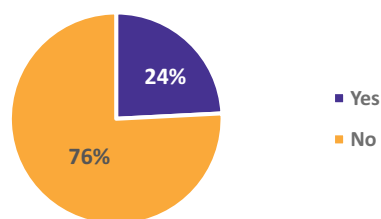
Subject that % children who found it difficult to study on their own



Do children feel confident to study on their own if Schools Shut Down again?



Did School provide Learning Material?



How often did School Management reach for providing Learning Support?

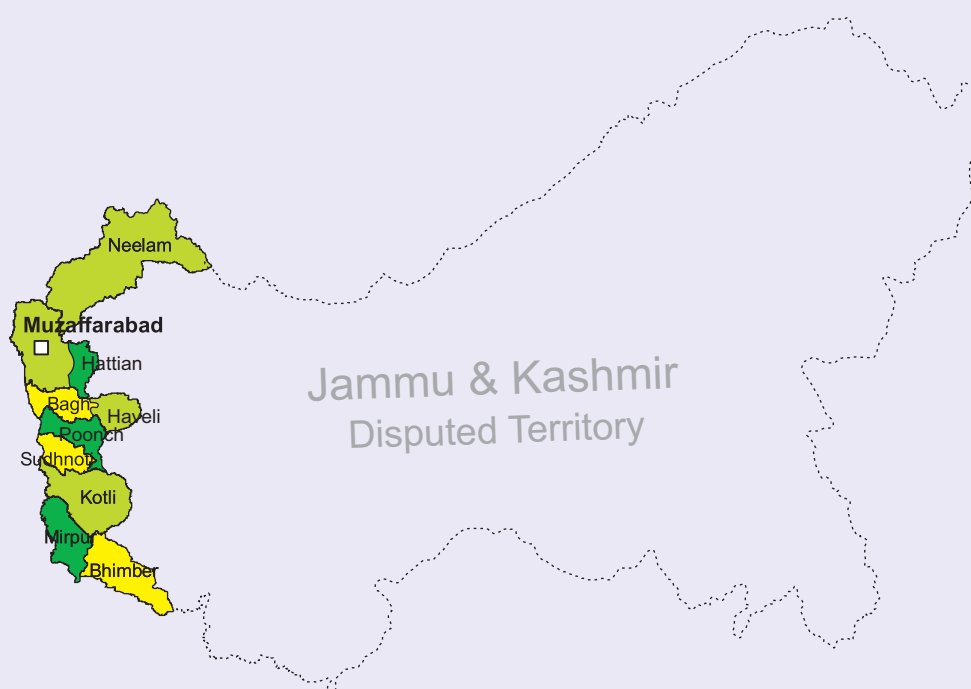


AZAD JAMMU & KASHMIR (RURAL)

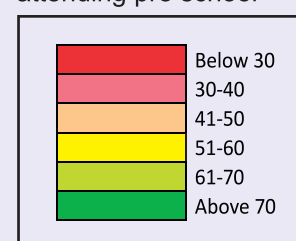
Children in Pre School

(Age 3-5 years)

District wise map showing % children



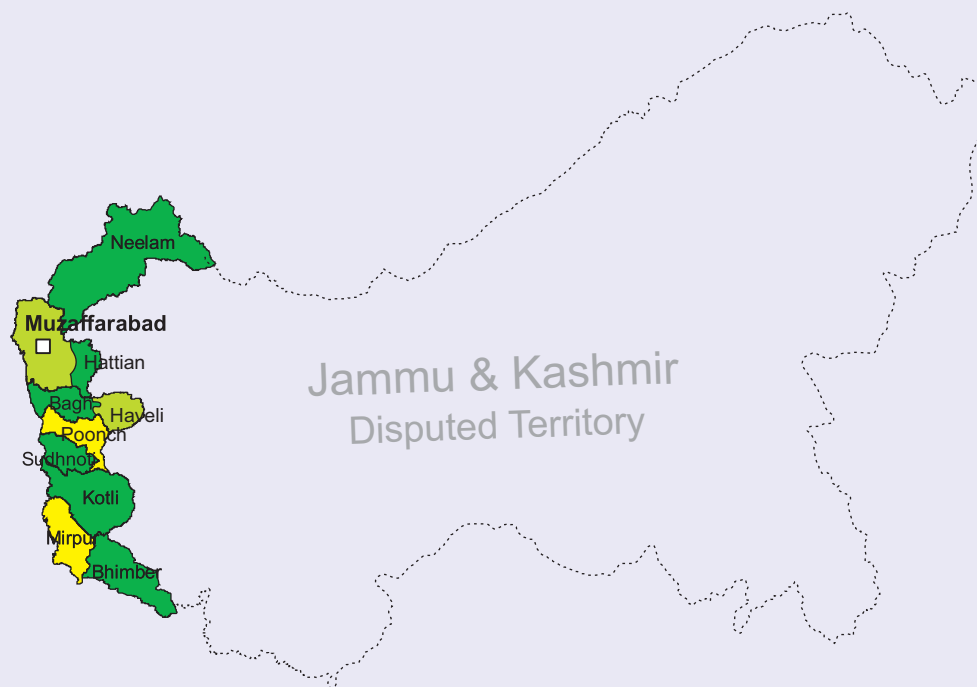
% Children (3-5 years)
attending pre school



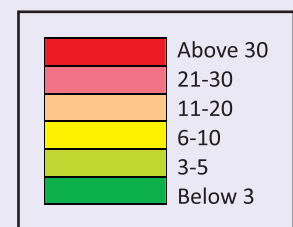
Map may not be accurate or to scale. This is mere representations.

Out of School Children (Age 6-16 years)

District wise map showing % children



% Children (6-16 years)
who are not in schools

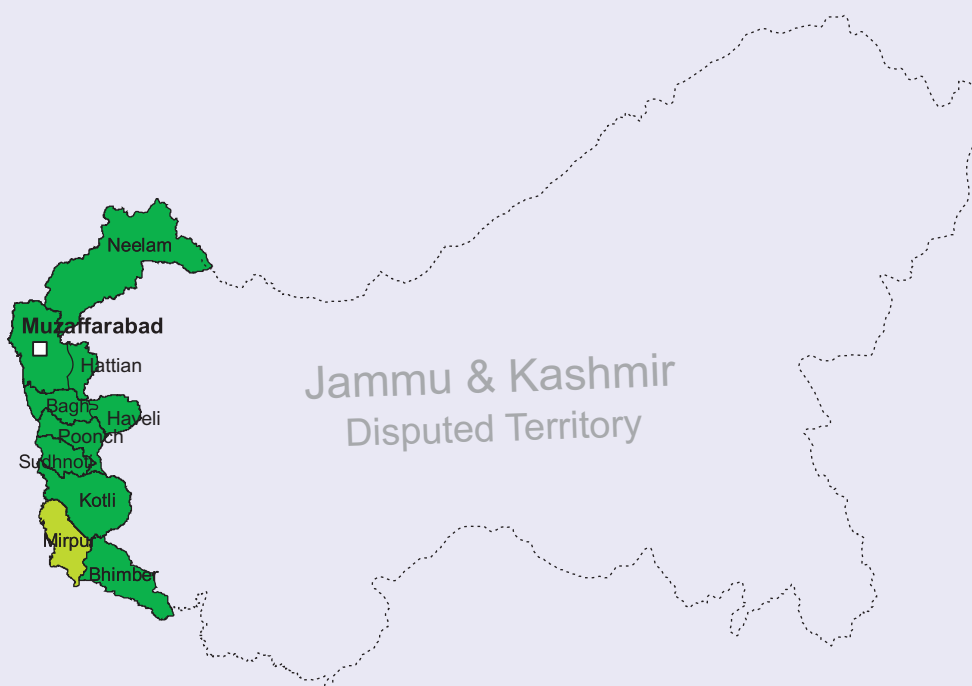


Map may not be accurate or to scale. This is mere representations.

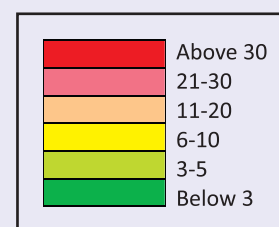
Out of School Girls

(Age 6-16 years)

District wise map showing % children



% Children (6-16 years)
who are not in schools

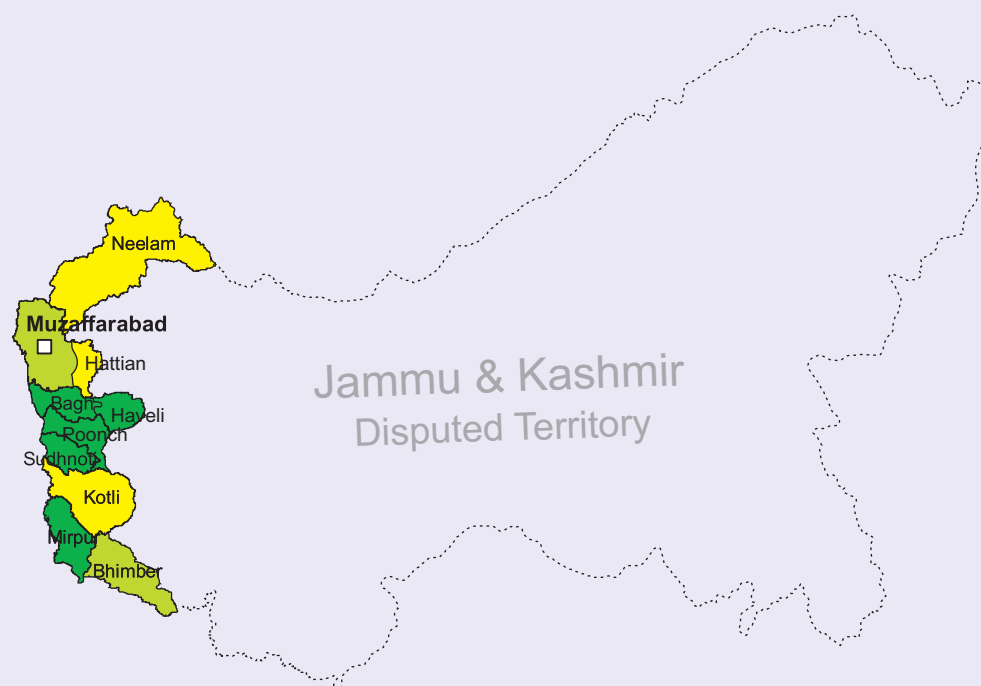


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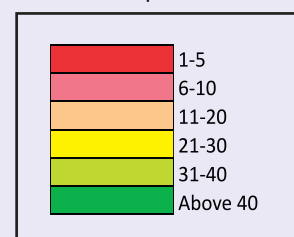
Private Schooling

(Age 6-16 years)

District wise map showing % children



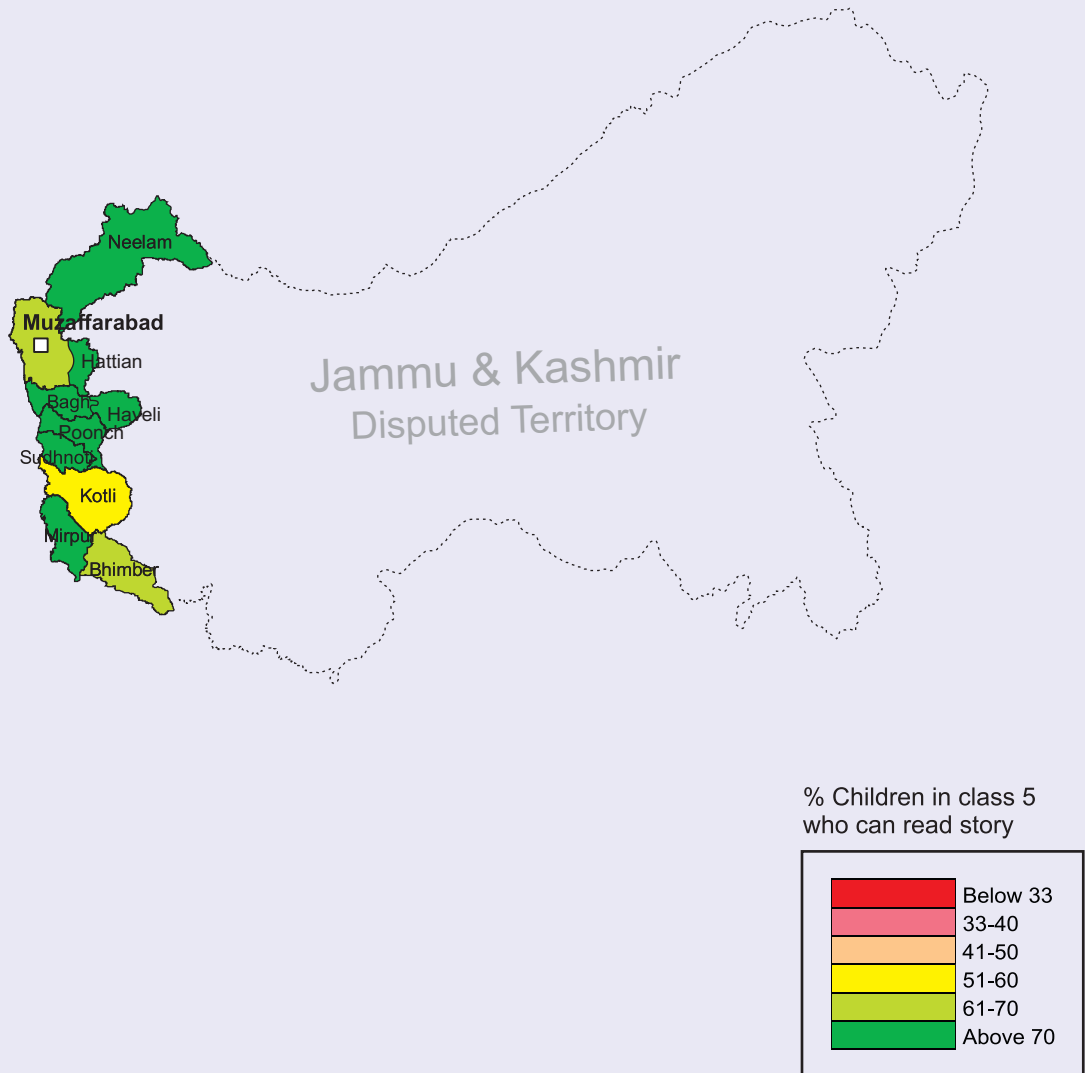
% Children (6-16 years)
enrolled in private schools



Map may not be accurate or to scale. This is mere representations.

Reading Language Urdu
(Class 5)

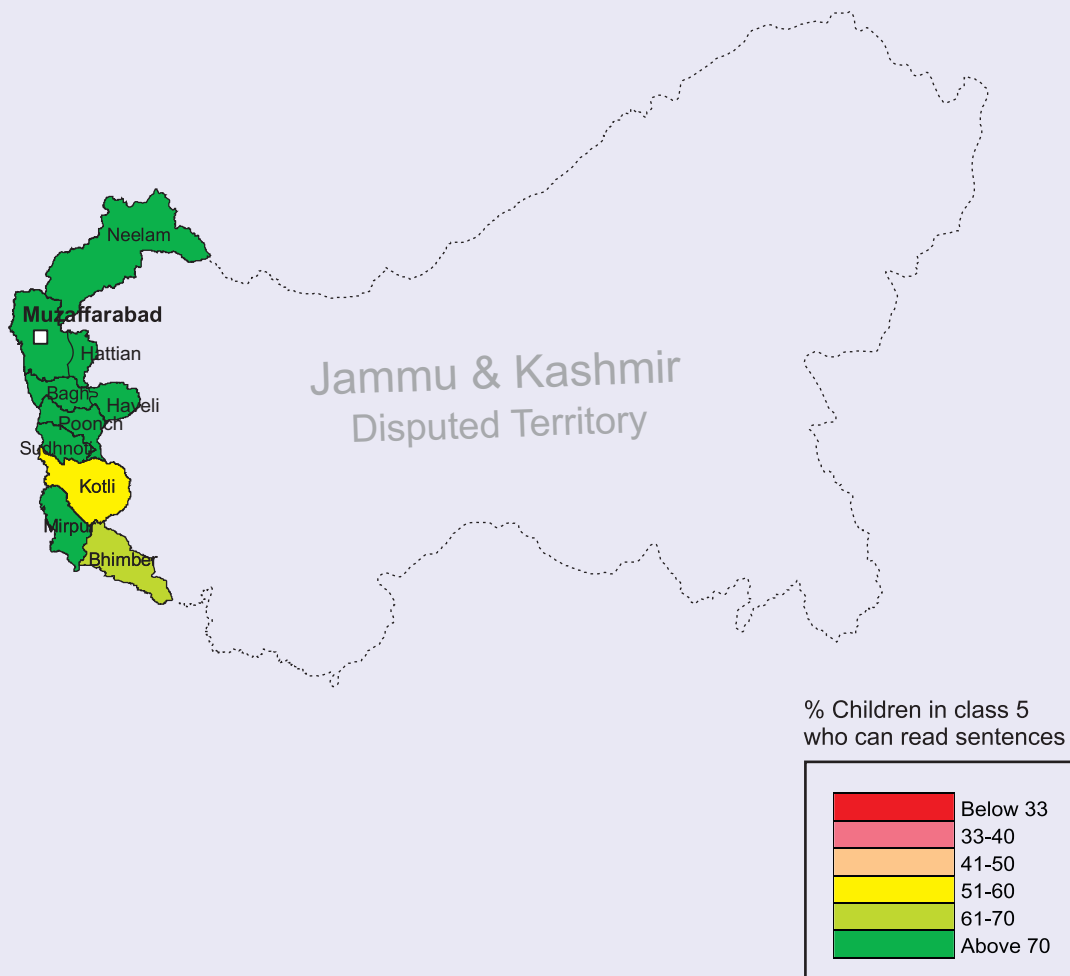
District wise map showing % children
who can read story (Class 2 level text)



Map may not be accurate or to scale. This is mere representations.

Reading English
(Class 5)

District wise map showing % children
who can read sentences (Class 2 level text)

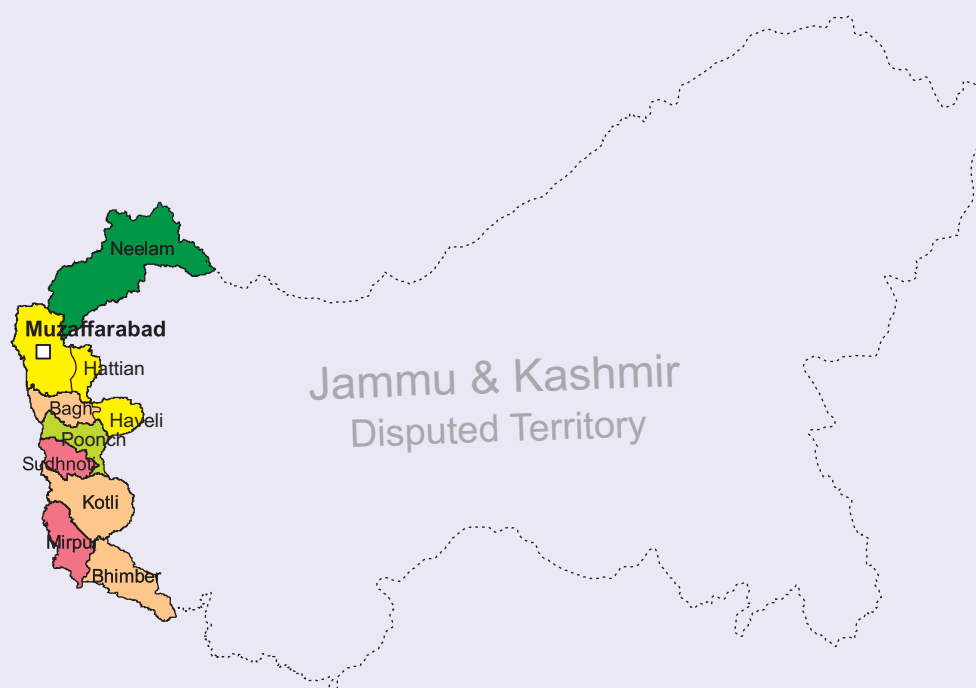


Map may not be accurate or to scale. This is mere representations.

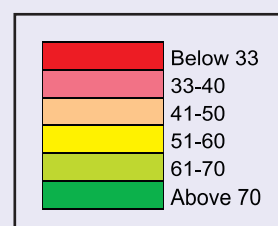
Arithmetic

(Class 5)

District wise map showing % children who can do division (Class 3) sums



% Children in class 5 who can do division

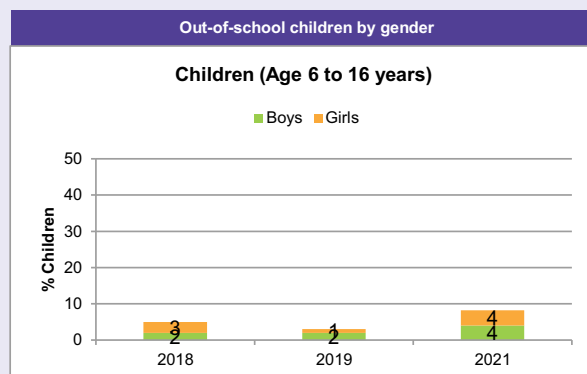
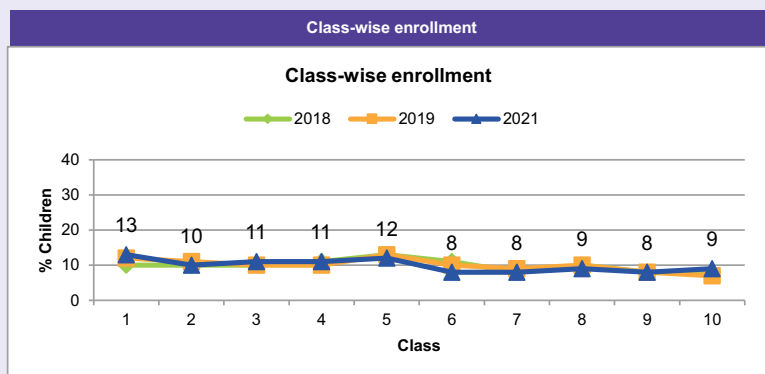
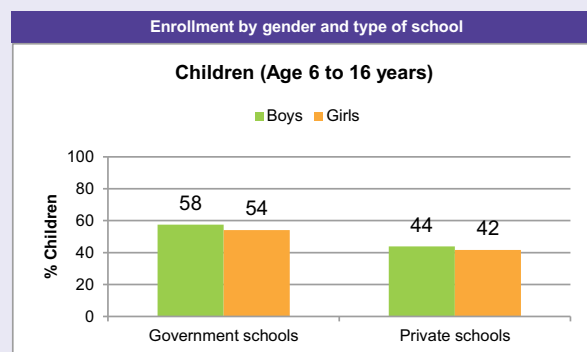


Map may not be accurate or to scale. This is mere representations.

1.ACCESS (AJK)

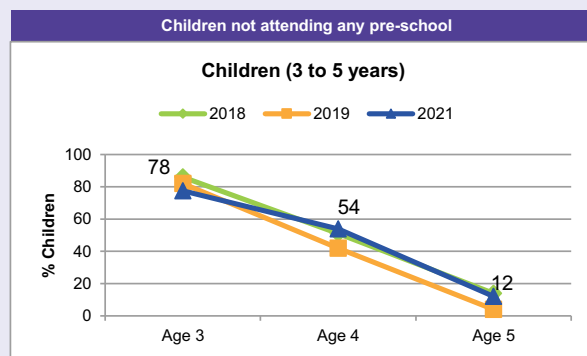
1.1.SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	other			
6 - 10	46.8	41.7	0.9	0.0	3.7	6.9	100
11 - 13	51.7	35.9	1.5	0.0	6.7	4.2	100
14 - 16	55.6	38.1	1.4	0.0	2.6	2.3	100
6 - 16	51.3	38.6	1.3	0.0	4.3	4.5	100
Total	91.8				8.2		100
By Type	55.9	42.7	1.4	0.0			



1.2. EARLY YEARS SCHOOLING (PRE-SCHOOLING)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	other		
3	5.9	16.6	0.0	0.0	77.5	100
4	18.4	27.7	0.0	0.0	53.9	100
5	42.8	45.1	0.0	0.0	12.1	100
3 - 5	22.4	29.8	0.0	0.0	47.8	100
Total	52.2				47.8	100
By Type	42.9	57.1	0.0	0.0		



1.3. AGE CLASS COMPOSITION

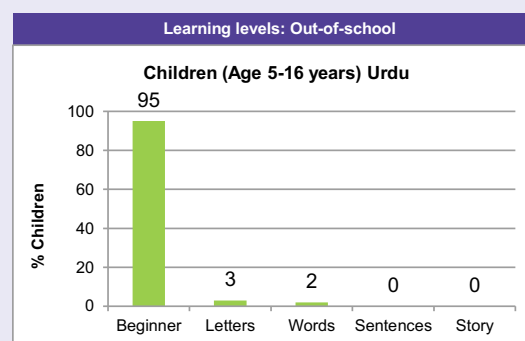
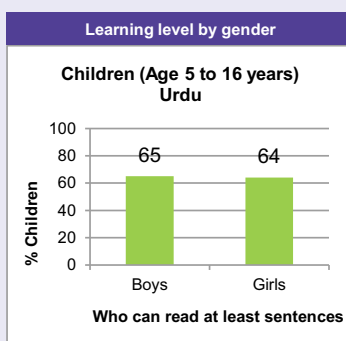
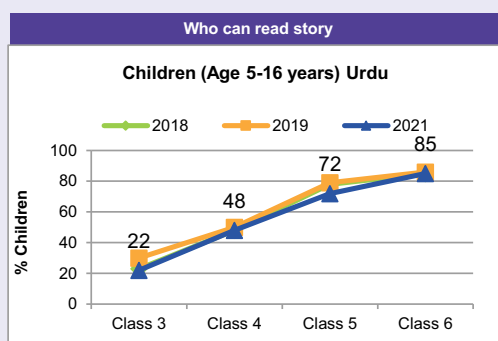
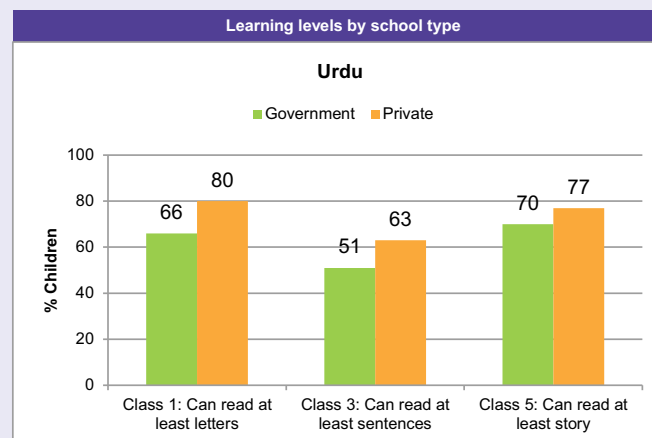
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100.0	76.1	43.2	4.0	6.4	5.5	1.8	3.4	3.6	3.0	2.7	4.2	12.7
2			39.2	39.2									10.4
3				36.3	42.9								10.7
4					35.0	31.0	9.9						10.6
5						51.9	42.7	8.6					12.3
6	0.0	23.9					30.5	40.5	5.6				8.3
7			17.5					32.2	38.9	10.6			8.5
8				20.5	15.7	11.6	15.1	15.3	41.5	41.6	7.5		9.2
9									10.4	36.7	52.7	10.5	8.5
10										8.1	37.2	85.3	8.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

2.QUALITY

2.1. LEARNING LEVELS (URDU)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.9	23.9	26.7	15.4	2.1	100
2	8.7	25.8	29.0	26.3	10.2	100
3	5.1	5.1	34.2	33.4	22.2	100
4	0.0	5.5	12.6	33.6	48.3	100
5	0.0	0.0	10.1	17.6	72.3	100
6	0.0	0.0	6.6	8.8	84.6	100
7	0.0	0.0	0.0	9.8	90.2	100
8	0.0	0.0	0.0	7.6	92.4	100
9	0.0	0.0	0.0	5.6	94.4	100
10	0.0	0.0	0.0	4.0	96.0	100

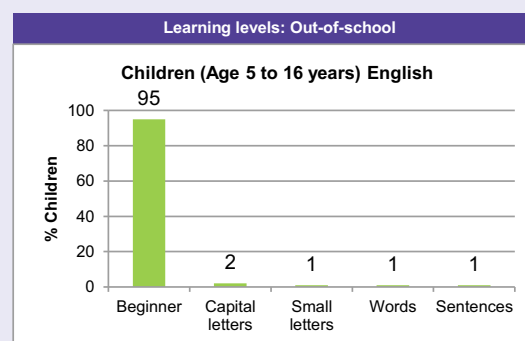
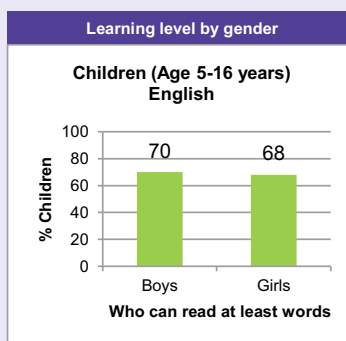
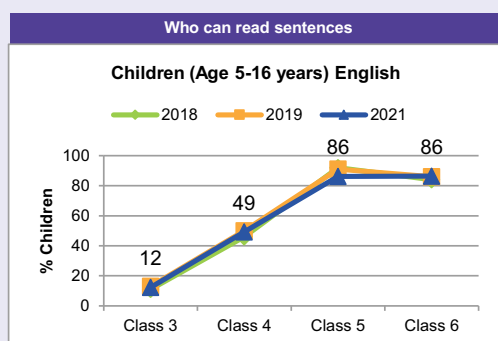
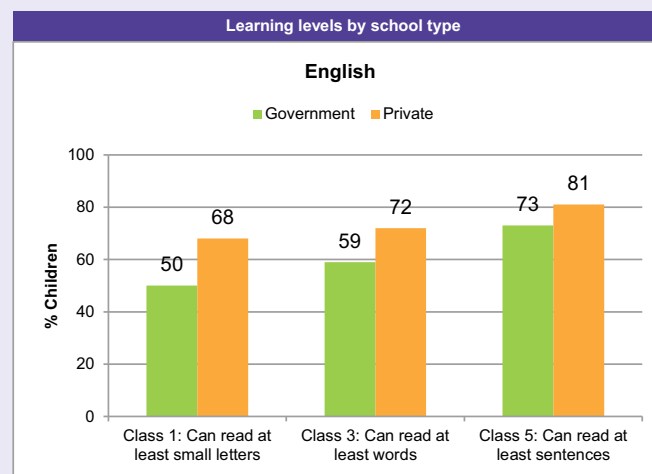
How to read: 17.5% (15.4+2.1) children of class 1 can read at least sentences



2.2. LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	32.5	13.3	33.0	19.3	1.9	100
2	12.8	20.7	26.0	33.3	7.2	100
3	0.0	9.3	27.8	50.6	12.3	100
4	0.0	0.0	0.0	50.8	49.2	100
5	0.0	0.0	0.0	13.9	86.1	100
6	0.0	0.0	0.0	13.6	86.4	100
7	0.0	0.0	0.0	12.7	87.3	100
8	0.0	0.0	0.0	11.6	88.4	100
9	0.0	0.0	0.0	8.8	91.2	100
10	0.0	0.0	0.0	5.1	94.9	100

How to read: 21.2% (19.3+1.9) children of class 1 can read at least words

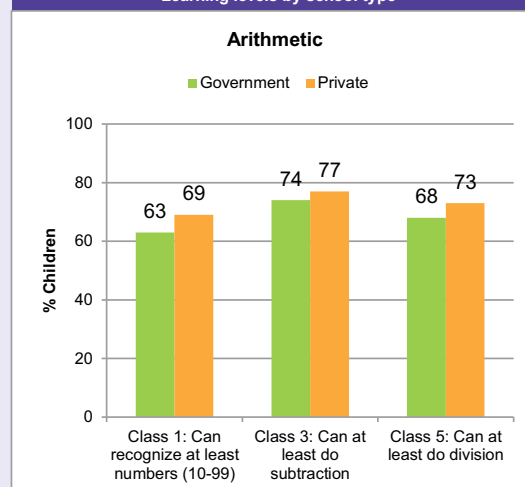


2.3. LEARNING LEVELS (ARITHMETIC)

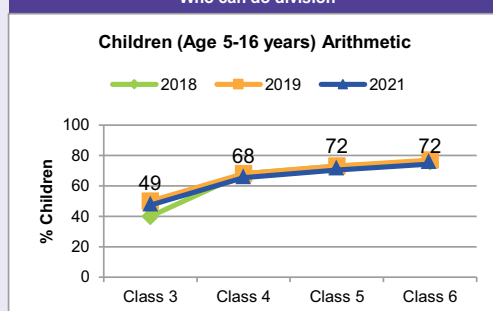
Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	21.3	11.7	26.5	16.3	11.7	3.7	8.8	100
2	7.5	7.3	8.7	19.4	19.0	6.6	31.5	100
3	1.1	2.2	9.4	12.1	12.6	13.9	48.7	100
4	0.0	0.0	3.6	8.6	9.3	10.5	68.0	100
5	0.0	0.0	0.0	0.0	3.4	24.7	71.6	100
6	0.0	0.0	0.0	0.0	6.8	21.1	72.1	100
7	0.0	0.0	0.0	0.0	10.5	16.8	72.7	100
8	0.0	0.0	0.0	0.0	8.8	17.4	73.8	100
9	0.0	0.0	0.0	0.0	4.0	21.9	74.1	100
10	0.0	0.0	0.0	0.0	0.0	21.1	78.9	100

How to read: 24.2% (11.7+3.7+8.8) children of class 1 can do at least subtraction

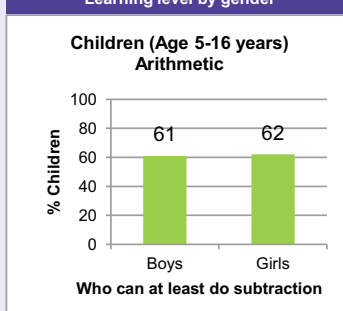
Learning levels by school type



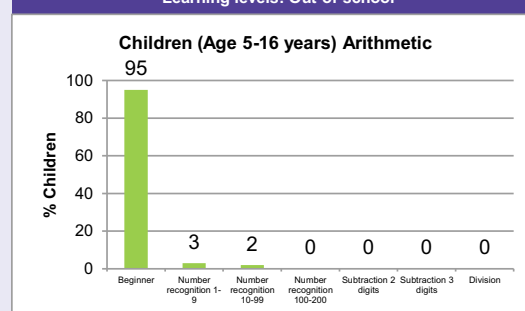
Who can do division



Learning level by gender



Learning levels: Out-of-school

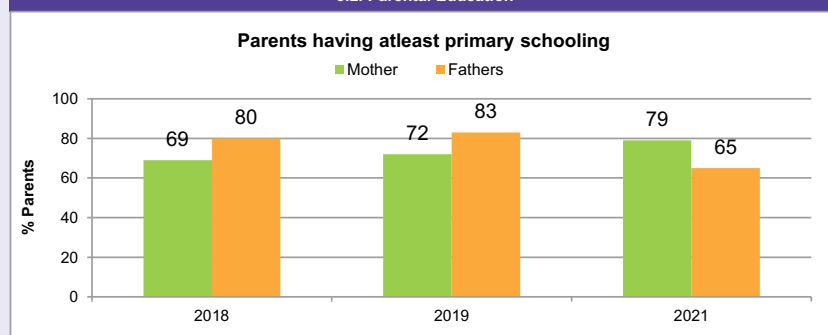


3. PARENTAL EDUCATION AND PAID TUITION

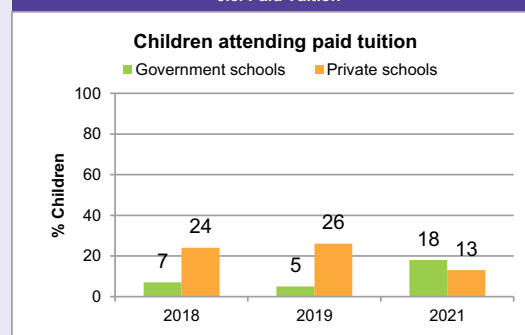
3.1. CLASS-WISE % CHILDREN ATTENDING PAID TUITION

Type/Grade	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	14.2	9.4	14.8	19.2	23.6	21.6	24.1	24.6	18.5	20.8
Pvt.	16.8	14.1	7.2	8.6	18.3	15.6	12.0	13.0	13.3	14.6

3.2. Parental Education



3.3. Paid Tuition



4.SCHOOLS

4.1.NUMBER OF SURVEYED SCHOOLS

Type/Level	Government Schools				Private Schools			
	Boys & Girls	Boys	Girls	Total	Boys & Girls	Boys	Girls	Total
Primary	35	38	52	125	106	8	11	125
Elementary	14	33	28	75	61	2	5	68
Secondary	8	43	35	86	47	1	1	49
Other	-	-	-	-	15	0	0	15
Total	57	114	115	286	229	11	17	257

4.2. ATTENDANCE (%) ON THE DAY OF VISIT

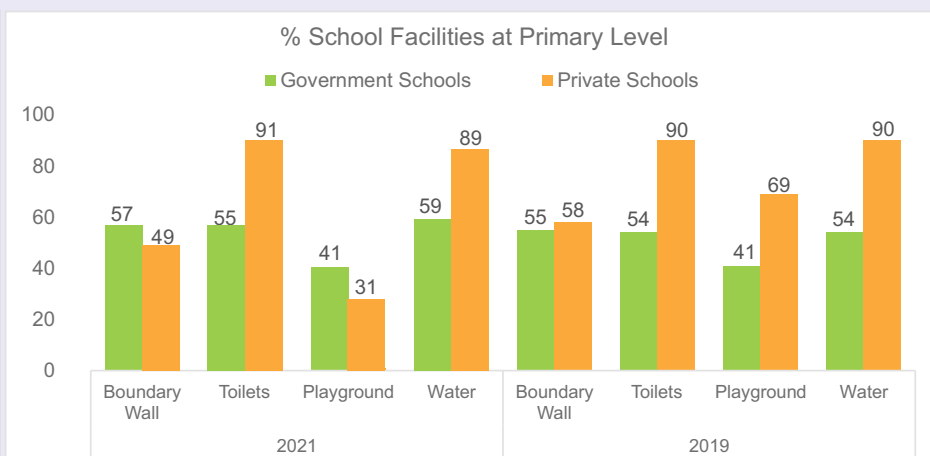
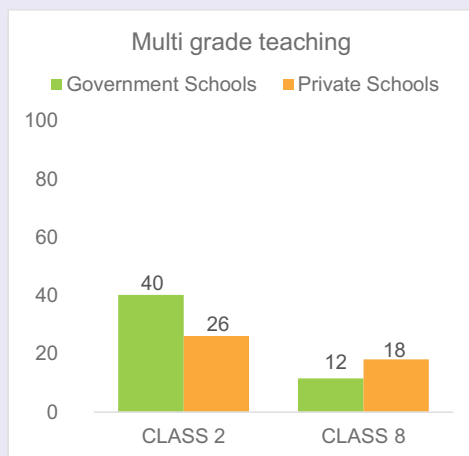
Type/Level	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Children attendance	80.2	85.1	88.4	85.6	85.7	87.3	91.1	85.8	87.5
Teacher attendance	88.5	88.0	91.8	90.0	95.7	94.2	96.9	96.8	96.3

4.3.TEACHER'S QUALIFICATION (%TEACHERS)

General qualification			Professional qualification		
	Government Schools	Private Schools		Government Schools	Private Schools
Matric	1.3	2.0	PTC	4.4	3.2
Intermediate	7.5	20.6	CT	10.5	16.0
Graduation	43.7	43.0	BED	50.2	53.8
Master and Above	47.7	34.4	MED	34.6	26.3
Other	0.1	0.0	Other	0.3	0.7

4.4. SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Running water available in handwashing sinks	28.2	34.7	47.6	35.7	12.2	4.8	7.0	23.1	9.9
Complete boundary wall / fence	56.8	50.7	57.1	54.4	49.0	56.6	70.0	56.7	60.9
Useable toilets / latrines for students	55.5	66.7	81.9	70.1	91.0	83.3	99.0	73.3	85.7
Useable furniture	65.3	73.3	72.9	69.7	53.6	64.7	59.2	60.0	58.0
Working library	12.0	13.3	29.4	17.5	77.6	83.8	87.8	80.0	81.3
Playground	40.7	49.7	77.6	60.3	30.9	0.0	72.6	0.0	45.6
Soap/Handwash available in handwashing sinks	10.4	14.7	29.4	17.2	17.6	7.4	20.4	6.7	14.8
Electricity connection	64.5	65.3	78.6	68.9	44.4	44.1	61.2	60.0	48.4
Smart Boards	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Solar panels	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Separate toilets for girls and boys	28.0	32.0	47.7	35.0	30.1	33.8	53.1	60.0	37.3
Running water available in toilets	50.0	60.0	70.2	58.7	29.6	47.1	59.2	66.7	42.0
Disinfectants available for cleaning	20.7	26.0	36.5	26.9	66.1	82.4	81.6	85.7	74.5
Toilets Cleanliness	43.5	52.1	52.4	48.4	55.2	61.8	68.8	92.9	61.6
Clean Drinking water available for students	49.2	65.8	69.4	59.6	59.2	61.8	77.6	78.6	64.5
Isolation room available	11.3	9.3	14.1	11.6	41.5	44.8	63.3	78.6	48.6
First Aid Equipment Available	7.4	6.7	24.7	12.4	55.6	57.4	67.3	71.4	59.2
Covid-19 Tests done in school by the government	18.0	18.9	21.4	19.3	52.8	62.7	77.6	78.6	61.6



4.5. FUNDS/GRANTS (%SCHOOLS)

		Government Schools				Private Schools			
		Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2020	# of schools reported receiving grants	0	0	0	0	2	0	0	1
	%of schools reported receiving grants	0	0	0	0	2.4	0	0	2
	Average amount of grant (Rs.)	-	-	-	-	25000	-	-	0
2021	# of schools reported receiving grants	0	0	0	0	1	0	0	0
	%of schools reported receiving grants	0	0	0	0	1.2	0	0	0
	Average amount of grant (Rs.)	-	-	-	-	0	-	-	-

4.6. COVID-19 PRECAUTIONS (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Alternate day Schooling	29.0	38.4	26.7	30.7	19.4	33.8	36.7	38.5	27.6
Awareness posters/IEC material displayed in school	22.1	28.4	38.8	28.8	19.5	19.7	34.7	42.9	23.8
Temperature check at entrance	23.6	13.7	18.8	19.6	17.8	19.0	23.9	35.7	20.3
Hand sanitization at Entrance	15.6	21.9	28.2	21.1	34.7	44.6	40.0	46.7	39.0
Masks worn by teachers and students at school	39.0	40.5	40.5	39.9	29.8	50.8	61.2	71.4	43.7
Hand sanitizer available inside and outside of the classroom for students	7.3	11.1	14.3	10.4	23.6	32.3	38.8	15.4	28.4

4.7. SCHOOL POLICY ON SUSPECTED COVID-19 CASES (%SCHOOLS)

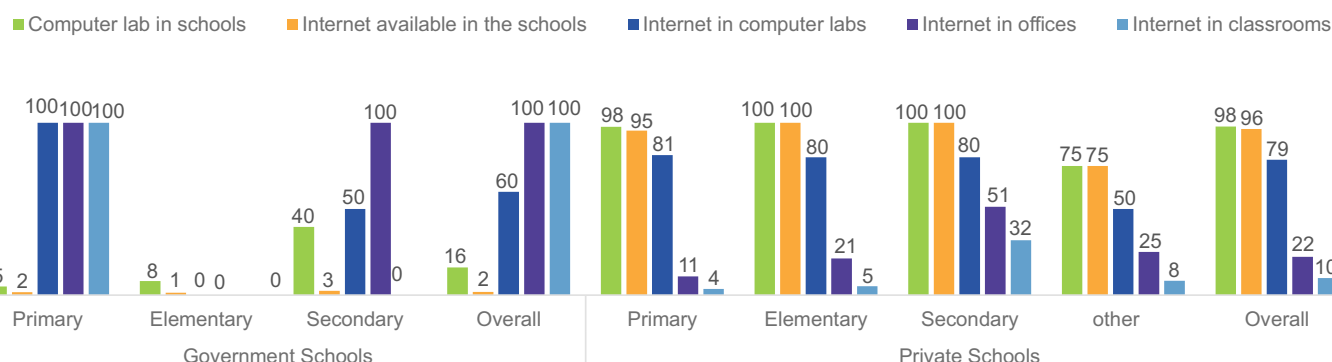
	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Move them to isolation room	90.0	85.7	42.9	75.0	21.3	31.3	65.3	35.7	33.3
Send the person home immediately	98.4	100.0	93.0	97.2	34.4	49.2	68.8	57.1	46.2
Call nearby health facility	96.9	100.0	90.0	95.8	5.8	31.7	39.1	35.7	20.5
Call Covid-19 helpline	88.9	100.0	60.0	84.2	78.6	66.7	72.7	50.0	72.2
No policy	0.0	0.0	0.0	0.0	-	-	-	-	-
Other	0.0	0.0	0.0	0.0	-	-	-	-	-

4.8. SCHOOL'S LEAVE POLICY FOR CONFIRMED POSITIVE CASES (%SCHOOLS)

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Continue learning learning/teaching from home	87.5	100.0	83.3	89.5	85.7	100.0	66.7	66.7	83.3
14-days leave	97.1	100.0	96.9	97.9	96.8	100.0	83.3	66.7	94.3
Return back to school only after a negative COVID test	97.7	100.0	96.4	97.9	90.0	100.0	75.0	66.7	86.4
No policy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

4.9. COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (%SCHOOLS)

Computer lab and Internet facility in Schools (%)



4.10. DISABILITIES & FUNCTIONING IN SCHOOLS (%SCHOOLS)

Children with disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
No Disabilities	92.1	87.0	83.8	88.3	92.3	93.7	82.5	100.0	91.5
Some Disabilities	7.9	13.0	16.2	11.7	7.7	6.4	17.5	0.0	8.5

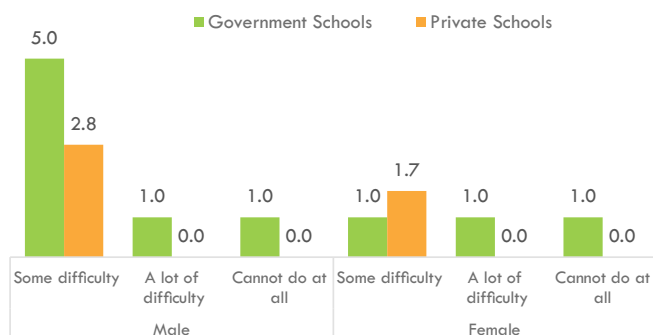
4.11. FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (%SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	other	Overall
Ramps	12.5	0.0	41.7	23.1	0.0	0.0	42.9	0.0	15.8
Accessible Toilets	37.5	25.0	66.7	46.4	12.5	25.0	66.7	0.0	33.3
Health and Nutrition officer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other facilities**	0.0	0.0	8.3	3.6	12.5	0.0	57.1	0.0	26.3

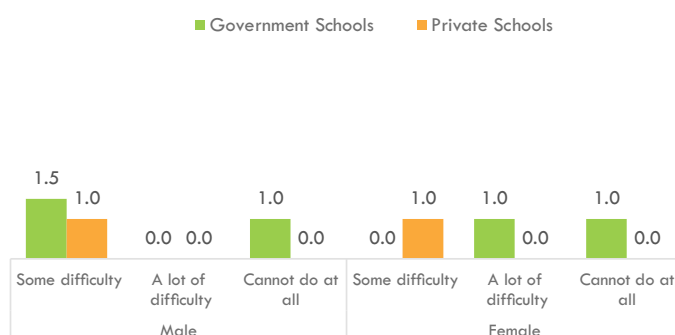
**Special Staff, Janitorial Staff, Pick and Drop Facilities

4.12. TYPE OF DISABILITIES (AVG. NUMBER OF CHILDREN IN SCHOOLS)

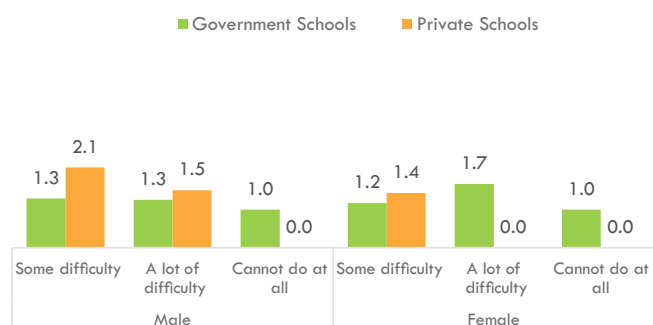
Visual Disability- Children (Avg.) in Schools



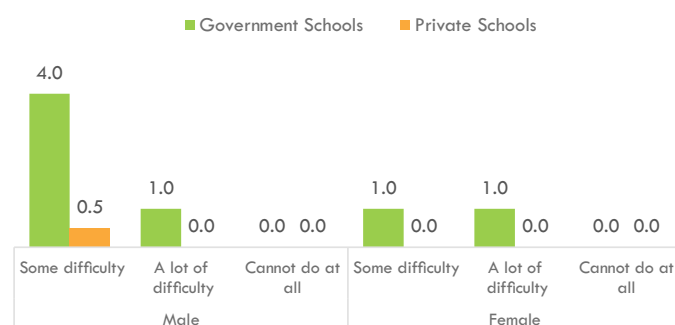
Hearing Disability- Children (Avg.) in Schools



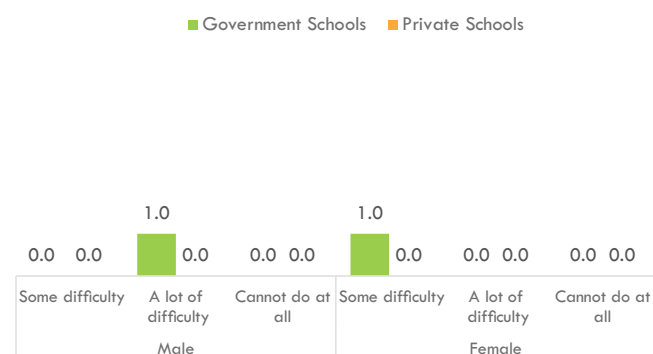
Physical Disability- Children (Avg.) in Schools



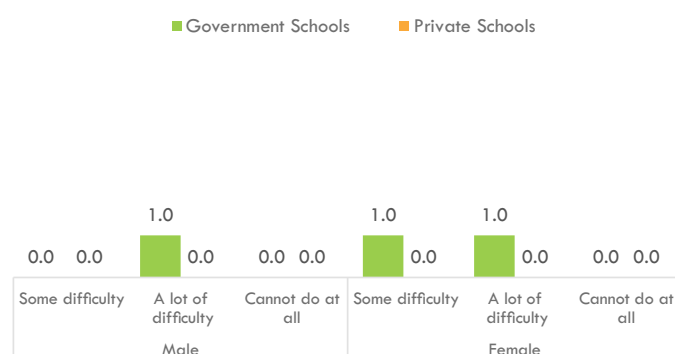
Intellectual Disability- Children (Avg.) in Schools



Self Care Disability- Children (Avg.) in Schools



Communication Disability- Children (Avg.) in Schools



Sample Composition

- ASER 2021 survey was conducted in 10 rural districts of Azad Jammu & Kashmir. This covered 5820 households in 294 villages throughout the province during September-November 2021.
- Detailed information was collected on 16,140 children (53% males, 47% females) aged 3-16 years. Out of these 14,546 children aged 5-16 years were tested for language and arithmetic competencies.
- School information on public and private schools was collected. A total of 286 government schools and 257 private schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has increased when compared to 2019.

- In 2021, 8% of children were reported to be out-of-school which has increased when compared to 2019 (3%). 6% children have never been enrolled in a school and 2% have dropped out of school for various reasons.
- 92% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 55% (54% in 2019) of children were enrolled in government schools whereas 45% (46%) of children were going to non-state institutions (44% private schools, 1% Madrassah, 0% other). The share of private schools has dropped by 1% compared with 2019.
- Amongst the enrolled students in government schools, 55% were boys and 45% were girls whereas in private schools 53% enrolled children were boys and 47% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

Proportion of enrolled children has decreased in 2021 as compared to 2019.

- 52% of all school-aged children within the age bracket of 3-5 years were enrolled in schools as compared to 60% in 2019.

¹ITA has detailed documents on the tools development process. Tools are developed after analyzing national textbooks and in consultation with expert groups at the provincial and national level. They are then piloted intensively before use to ensure comparability, consistency and reliability across provinces and over time.

² <https://snc.gov.pk/>

- 48% children of age 3-5 are currently not enrolled in any early childhood program/schooling.

THEME 3: CLASS WISE LEARNING LEVELS

Learning levels of children are assessed through language and arithmetic tools. The same tools are used for all children between the ages of 5 to 16. The literacy and numeracy assessments cover up to Class 2 level competencies mapped to the Single National Curriculum.

Learning levels of children (in class 5 and class 3) have declined:

- 72% of class 5 children could read a class 2 level story in Urdu compared to 79% in 2019.
- 22% of class 3 children could read story in Urdu as compared to 30% in 2019.

English learning levels (in class 5 and class 3) have declined:

- 86% class 5 children could read sentences (class 2 level) compared to 91% in 2019.
- 12% class 3 children could read class 2 level sentences as compared to 13% in 2019.

Arithmetic learning levels (in class 5 and class 3) have declined:

- 72% class 5 children could do two digit division as compared to 73% in 2019.
- 49% children enrolled in class 3 could do two digit division as compared to 50% in 2019.

THEME 5: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better compared to their government counterparts.

- 77% children enrolled in class 5 in a private school were able to read at least story in Urdu as compared to 70% class 5 children enrolled in government schools.

- 81% private school children can read at least sentences in class 5 whereas only 73% government school children can do the same.
- 73% children enrolled in private schools (class 5) were able to do division when compared to 68% class 5 children who were enrolled in government schools.

THEME 6: GENDER GAP

Gender gap in learning continues: boys outperform girls (age 5-16 overall) in literacy and numeracy skills.

- 65% of boys and 64% of girls could read at least sentences in Urdu.
- 70% boys could read at least English words while 68% of girls can do the same.
- Similarly, 61% of boys were able to do at least subtraction whereas only 62% girls could do it.

THEME 7: PARENTAL EDUCATION

- 79% mother (72% in 2019) and 65% fathers (83% in 2019) in the sampled households had completed at least primary education.

THEME 8: PAID TUITIONS

Private tuition incidence is greater in government school students. Overall paid tuition students in government schools is 18% compared to 13% in private schools.

- Children across all classes take private tuition; however, the percentage of students taking tuition varies at different class-level. For example, in government schools, 14% children enrolled in class 1 take private tuition whereas 21% children in class 10 take tuition.

THEME 9: MULTI-GRADE TEACHING

40% of surveyed government schools and 26% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed for multi-grade teaching with one teacher teaching more than one grade.

- It was found that 40% of the surveyed government schools and 26% of the surveyed private schools had Class 2 sitting with other classes. Also 12% of surveyed government schools and 18% of surveyed private schools had class 8 sitting with other classes.

THEME 10: LEARNING SUPPORT DURING COVID (CHILDREN'S RESPONSES)

Children (5-16 years) were asked about learning support during COVID-19.

From a high of 65% support availed from family members, 52% was taken from PTV TeleSchool sessions, 39% had access to smart phones and 14% to computers, 21% to paid tuition, 10% digital learning resources and 3% accessed radio programs for learning support.

THEME 11: TEACHER & STUDENT ABSENTEEISM

Student attendance is recorded by taking a headcount of all students present in schools on the day of visit.

- Overall student attendance in surveyed government schools stood at **86%** whereas it was **88%** in surveyed private schools.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.
- Overall teacher attendance in surveyed government schools stood at **90%**, whereas it was **96%** in surveyed private schools.

THEME 12: TEACHERS' QUALIFICATION

- 44% teachers of surveyed government schools have done graduation as compared to 43% teachers of surveyed private schools. However, 35% have completed M.Ed in government schools compared to 26% in private schools.

THEME 13: SCHOOL FACILITIES

SURVEYED GOVERNMENT SCHOOLS:

- 56% of the surveyed government primary schools have functional toilets.
- 56% of the surveyed government primary schools have useable drinking water.
- Amongst the surveyed government primary schools, 57% had complete boundary walls.
- **41% of surveyed government primary schools had playgrounds.**
- 65% of surveyed government primary schools had electricity connection.
- **5% of surveyed government primary schools had computer labs and 2% had internet facilities.**

SURVEYED PRIVATE SCHOOLS:

- 91% of the surveyed private primary schools have functional toilets.
- 89% of the surveyed private primary schools have useable drinking water.
- Amongst the surveyed private primary schools, 49% had complete boundary walls.
- 31% of surveyed primary schools had playgrounds.
- 44% of surveyed private primary schools had electricity connection.
- **98% of surveyed private primary schools had computer labs and 95% had internet facilities.**

THEME 14: SCHOOL GRANTS/FUNDS

1% of the government primary schools and 1% private primary schools received grants.

- No surveyed government primary schools were receiving grants in 2021 as compared to 1 surveyed private primary schools.

THEME 15: DISABILITIES & FUNCTIONINGS

ASER 2021, as part of the school level survey, included a "Health and Disability" section under which the head teachers/teachers were asked a number of questions pertaining to Children with Disabilities and Facilities for Children with Disabilities in their respective schools.

At the provincial level, 8% of the surveyed government primary schools were reported to be having children with disabilities while 7% of the surveyed private primary schools reported the same.

THEME 16: HOUSEHOLDS' ACCESS TO: TECHNOLOGY

ASER 2021 also included a wide range of questions from the households on technological access.

85% of households have mobile phones and 78% have smart phones.

Amongst mobile users, 78% use WhatsApp services, whilst 77% use SMS facility.

31% have internet connection and 34% have computer/laptops. 78% households have TV and 28% have radio.

THEME 17: HOUSEHOLDS' ACCESS TO SOCIAL SAFETY NETS & IMPACT ON INCOME AND WELL-BEING

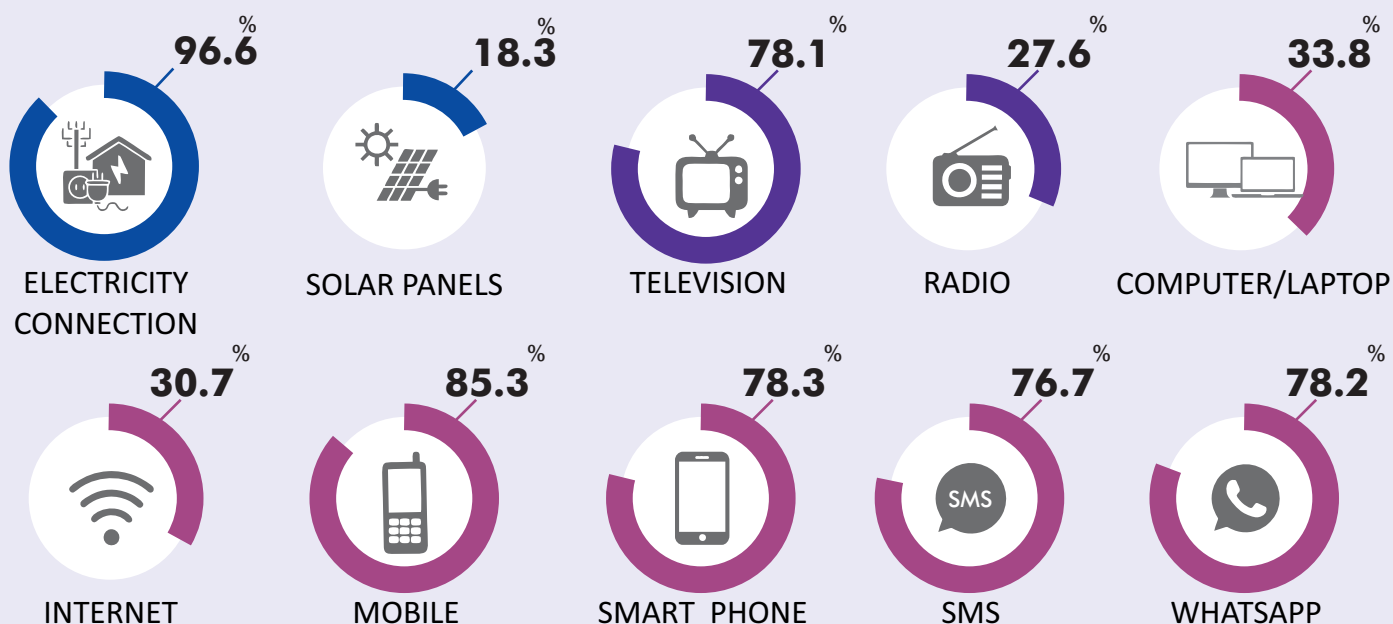
7% of the households stated that they have received support from social safety nets (Ehsaas, BISP, PSPA, Akhuwat etc.)

15% households stated that their earnings during Covid were affected by more than 50%.

25% of the households stated that their psychological well-being was substantially affected during Covid

ALTERNATE ENERGY, INFORMATION & COMMUNICATION TECHNOLOGY

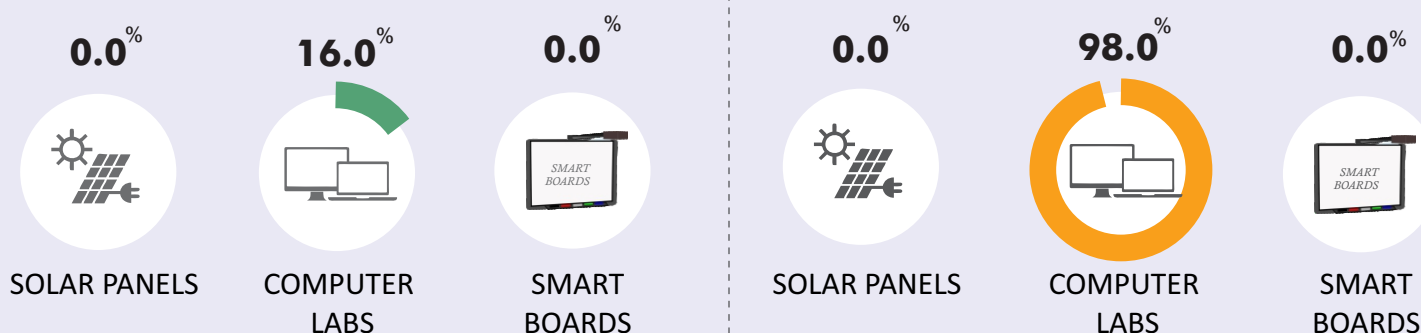
IN HOUSEHOLD



GOVT. SCHOOLS

IN SCHOOLS

PVT. SCHOOLS



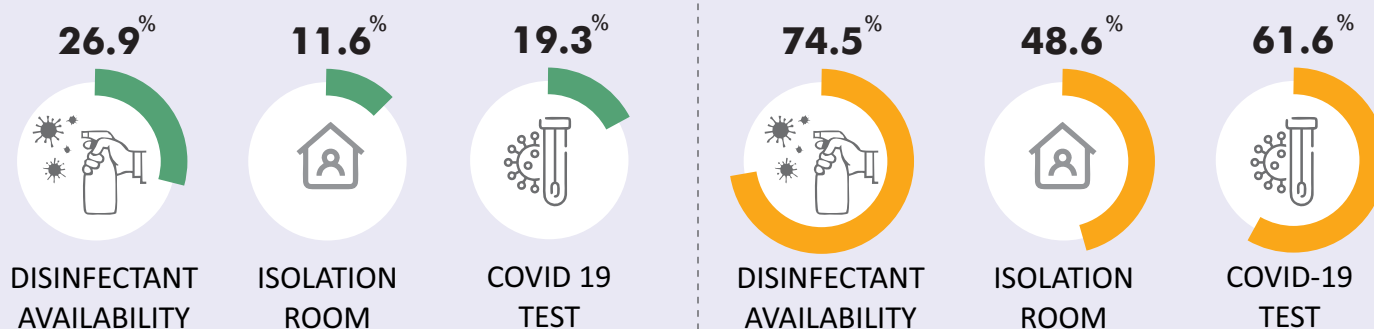
COVID-19 FACILITIES



GOVT. SCHOOLS

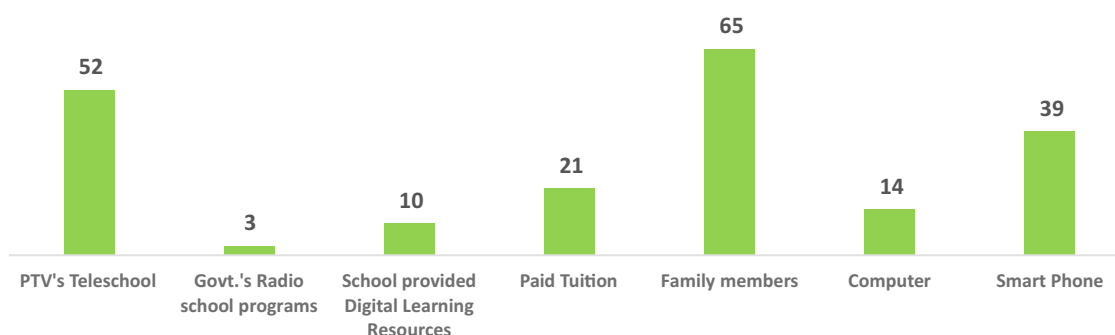
IN SCHOOLS

PVT. SCHOOLS



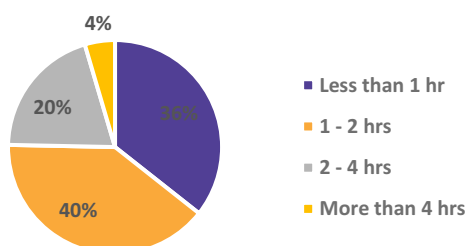
LEARNING SUPPORT DURING COVID-19

% Children-Type of Learning Support Availed

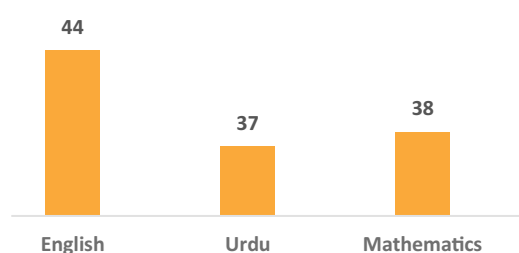


LEARNING DURING COVID-19 (STUDY DURING SCHOOLS SHUT DOWN)

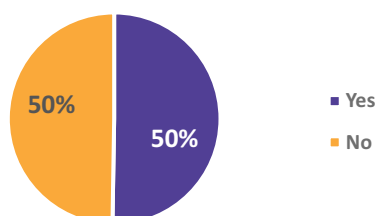
Average daily hours given to Studies



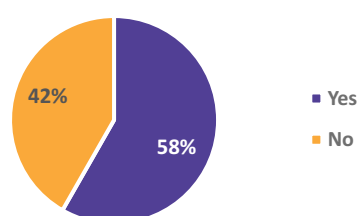
Subject that % children who found it difficult to study on their own



Do children feel confident to study on their own if Schools Shut Down again?



Did School provide Learning Material?



How often did School Management reach for providing Learning Support?



ABOUT THE SURVEY

Sample Design – Rural (Villages)

Total Population: The total population of this survey consists of 152 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
152	30	20

Sample Design: A two stage sample design was adopted:

- **First stage:** 30 villages selected using the provisional village directory of the 2017 census¹.
- **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)

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:

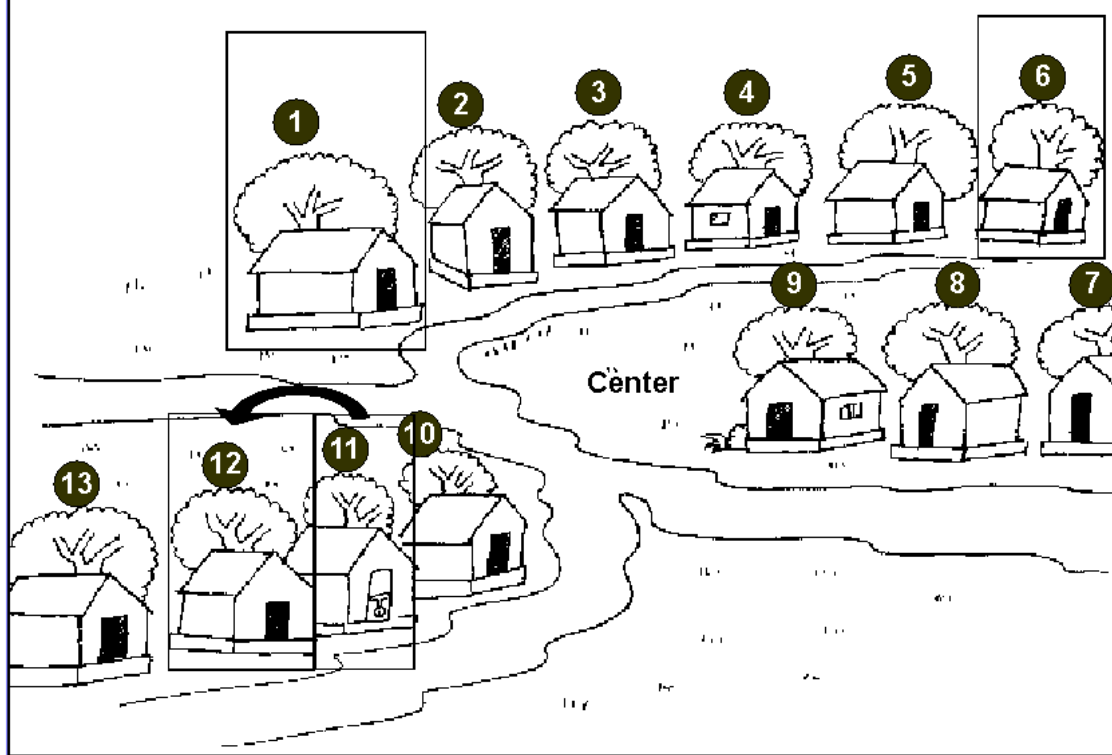
- Talk to people: How many different hamlets/sections are in the village? Where are they located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? How many government and private schools are in the village? Tell them about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

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

HOW TO SELECT HOUSEHOLDS

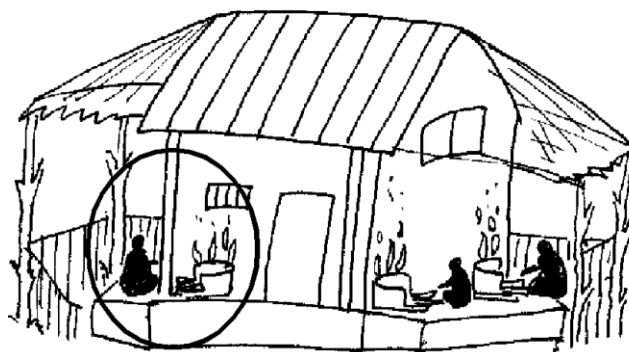
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 1st house, 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 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.

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)
- **Gender of the respondent:** Mark the gender of the respondent male, female or other. Tick only one option
- **Is respondent the head of the household?** Ask if the respondent is also the head of the household and mark the response in yes or no.
- **Name of Family Head:** write down the name of **Family head**.
- **Mother tongue:** Ask the respondent about *mother tongue of the children of the household* and write it down.
- **Religion:** Ask the religion of the respondent and write it down. Be very respectful and polite in asking this question.
- **Date and Time:** Write down the date, day, start & end time on the day of the survey visit.
- **Surveyors:** Write down the names of the surveyors.
- **Village identification:** Carefully fill out the relevant name of the village, tehsil/taluka, district and province.

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

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

- **Children 3 to 4:** On the household sheet, note down child's name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**
 - Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying.
- **Children 5 to 16:** On the Household sheet, note down child's name, age, gender and all other details.
 - Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
 - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying.
 - **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

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

- 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).
- Even the dropped out and never enrolled children aged 5 to 16 have to be tested.
- **Parents' Education: Following information regarding parents education will also be recorded**
 - Names and age of mother and father
 - Total number of children (ever had)
 - Whether mother and/or father have gone to school?
 - Mother and/or father's education (Highest class completed)
 - Ask from the mother if she is a working woman. Mark yes if she is and no if she is not working.
 - Do not take information if the father is dead.

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.

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

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

- Kutch House: The walls and/or roof of which are made of material other than those mentioned here, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
- Semi -Pucca house: A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.
- Pucca House: A pucca house is one, which has walls and roof made of the following material.
Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc. Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.

HH Members with the Same Kitchen: Write down the **number of male, female and other identifying members** eating from the same kitchen. This includes children. Write a total under each category and also mention total earning members of that particular household. Also mention total earning members under the age

Source of clean drinking water: ask the participants how they get clean drinking water and mark the appropriate response. If the response is not given in the options, write it down in the "other" option.

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

Solar Panel: Mark yes or no by observing if the household has solar panel facility available

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

Radio: Mark yes if the household has a Radio set otherwise mark No

Computer/Laptop/Tablet: Mark yes if the household has either computer, laptop or tablet, otherwise no.

Internet Connection: Mark yes if the household has internet connection available, otherwise No.

Means of Communication: Mark yes if the household has simple phone, smartphone, and can do SMS and use WhatsApp, in the respective 'yes' boxes.

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

Social-Safety Net Recipients:

Are you recipient of any cash transfer/safety-net cash/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/safety-net cash/Interest Free Loans from **Ehsaas**? If you have received any cash then mark 'Yes' otherwise mark 'No'.

Are you recipient of any cash transfer/safety-net cash/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/safety-net cash/Interest Free Loans from **Akhuwat**? If you have received any cash then mark 'Yes' otherwise mark 'No'.

- **Covid-19 Specific household questions:** The following questions will be asked from the head of the household.
 - What level of threat do you think coronavirus poses to you and your family?
 - Was your earning affected due to lockdown?
 - Has your emotional well-being been affected due to Covid-19 and lockdown?

LEARNING DURING COVID-19

This section has specially been added in ASER 2021 to collect information on how well the learning of the children was supported during Covid-19 when the schools were shut down. It is in continuation of section (I) "child's information". Continuation must be maintained in marking the responses. Child 1's responses on learning during Covid-19 should come in front of Child 1 from "child's information section". Similarly for child 2 and other children as well, the continuity has to be maintained in the order of information.

Child's name: Note the child's name again.

Hours spent studying during school closure period: Ask the child how many hours per day on average did the child spend studying during the schools shut down period and mark the most relevant option.

Difficult subjects to study on their own: ask the child which subject they found difficult to study on their own during the schools shut down period. Mark the relevant option. If the child says, they had no difficulty studying any subject, mark none.

Study material received from School: ask the child if they received any study resources or material from the school during the school shut down period. Mark yes if they did otherwise No.

Learning Support from teachers during schools closure: Ask the child how often did schools teachers or anyone from the school management reach out to them for providing learning support or resources. Mark the most appropriate response.

Learning Support sources: Ask the child if they used any of the following resources to continue learning during Covid-19 PTV's tele-school; government's radio school; digital resources from the school; other privately accessed digital resources; paid tuitions/academy; family members and friends/neighbours. Mark all the relevant options.

Time allocated for different activities on digital resources: ask the average number of hours the child spent with digital resources of the household doing "online learning", "playing games" and "other entertainment (music/movies, etc.)

Does the child feel prepared for studying on their own if schools were to shut down again? Mark yes or no based on the child's response.

OTHER THINGS TO REMEMBER:

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

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

HOW TO TEST READING?

Sentences

**Start
Here**

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

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 then show her/him the list of words.

Words

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

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

Story

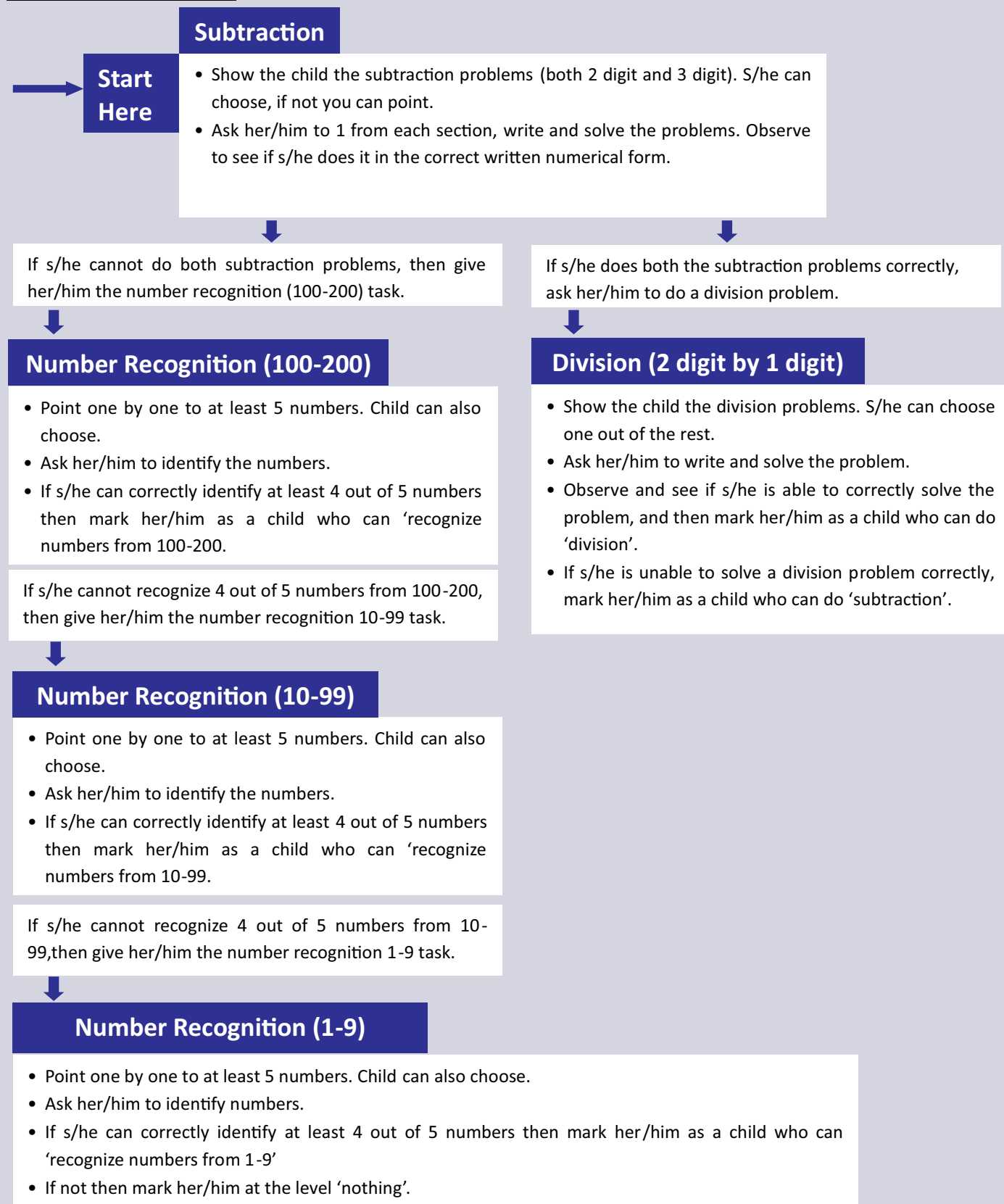
- Show the child the story. If s/he can read fluently and with ease, then mark her/him as a child who can read a story. The child who has been able to read a story, should be asked two questions about the story and be marked accordingly.
- If she is unable to read the story fluently and stops a lot, 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?





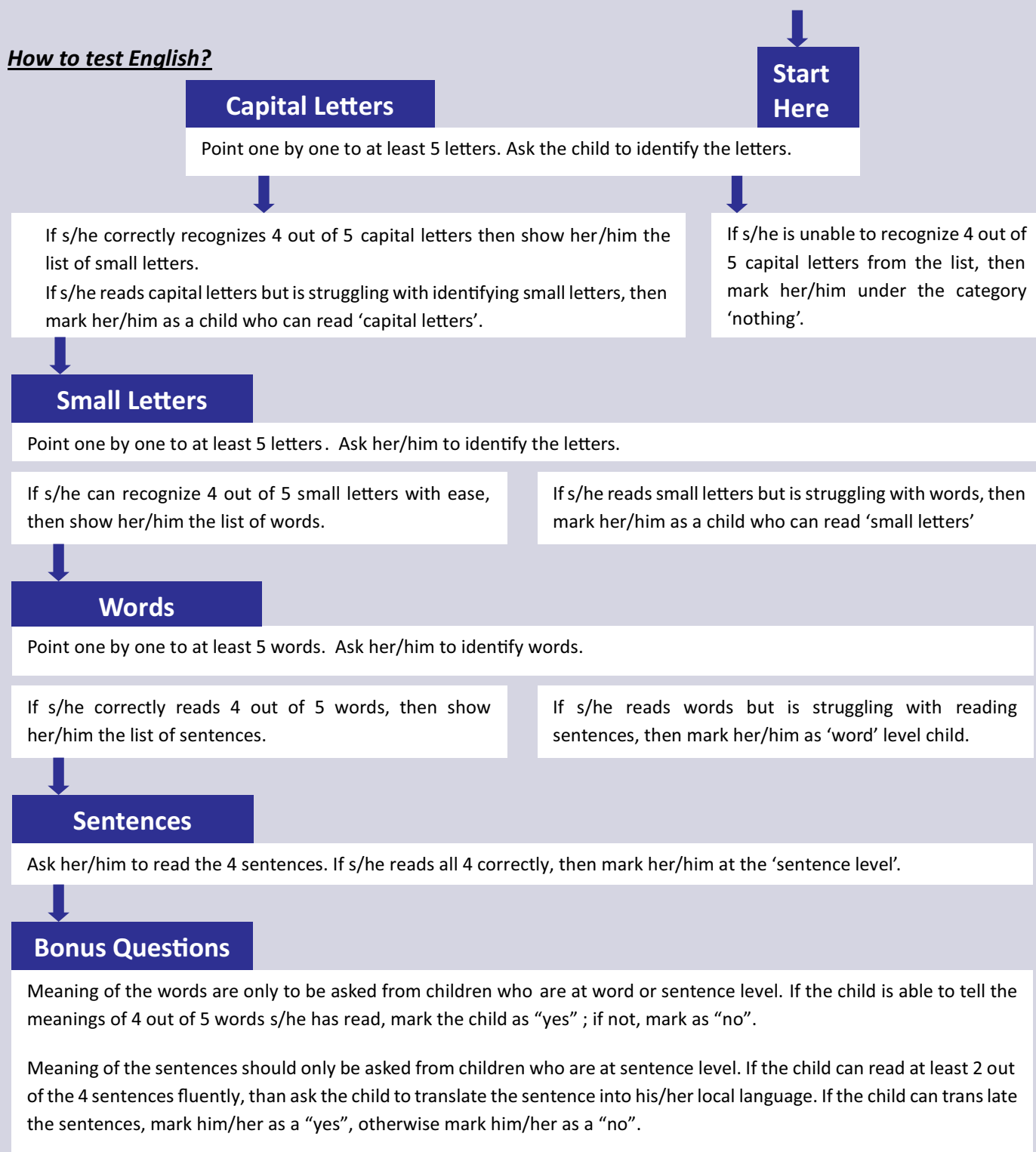
Word Problems

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 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 her/him to look at the picture and point which of these is a straight line. If S/he answers correctly then mark as “can tell” otherwise mark as “cannot tell”.
- 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?



How to test General Knowledge?

ENGLISH

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

- 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".
- 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 then go to a primary school. In the top box of the Observation Sheet, tick according to the school type. If there is no government school in the village, **then go to the nearest Government School located in a nearby village.**
- If 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 enrolment):
 - Boys and Girls School
 - Boys only School
 - Girls only School
 - Tick Medium of School
 - 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

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 Enrolment & 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 enrolment 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, veranda, 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)

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 posts for head and regular teaching positions (*Only for Government school*). Mark separately.
 - b. Number of head teacher and regular teachers appointed (male and female both). Mark separately.
 - c. ECE teacher/ECE assistant: If the school has ECE teacher or assistant.
 - d. 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.
 - e. Number of Teachers present on the day of the survey.
 - f. Number of Teachers living in this village, if applicable.
 - g. Also ask each category of teachers (Head Teacher, regular teachers, para -teachers) whether they reside in the village or a neighbouring village. Count the number of teachers residing in the same visited village and write this number in the observation sheet.
 - h. Mention the number of sweepers and faraash separately.

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 2020 –Till Date): (Section VI – Govt. School Sheet & Section VII - Pvt. 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.

SMC/SC/PTA Information: (Section VII– 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

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

Observe and mark yes if present and no otherwise:

- Is there a complete boundary wall/fence?
- Is there a playground in the school?
- Does the school have an electricity connection?
- Does the school have solar panels?
- Does the school have a working library?
- Does the school have smart Boards?
- Is there useable furniture available in this school?
- Running water available in handwashing sinks?
- Soap/Handwash available in handwashing sinks?
- Are there useable toilets/latrines for students?
- Are there separate toilets for girls and boys?
- Running water available in toilets?
- Are disinfectants available for cleaning?
- Are toilets clean?
- Clean drinking water available for students?
- Isolation room available?
- First aid equipment available?
- Covid-19 test done in schools by the government?

- Total number of rooms in the school (count yourself)
- Total number of classrooms being used by students (count yourself)
- Average size of the classroom (in square feet)
- Seating Arrangement (in feet)

- No. of handwashing sinks without running water (count yourself)
- No. of handwashing sinks without soap/handwash (count yourself)
- No. of handwashing sinks (outside toilets)
- No. of handwashing sinks (inside toilets)
- No. of Wuzu taps
- No. of toilets for teachers only
- No. of toilets for students only
- No. of toilets without running water (count yourself)
- No. of Covid-19 Tests done in school
- No. of positive cases identified

Covid-19 Precautions: (Section IX– Govt. School Sheet & Pvt. School Sheet)

Observe and mark yes if present and no otherwise:

Alternate day Schooling?

Awareness posters/IEC material displayed in school?

Temperature check at entrance?

Hand sanitization at entrance?

Masks wore by teachers and students at school?

Hand sanitizer available inside or outside every classroom for students

School policy on suspected Covid-19 cases:

- Move them to isolation room
- Send the person home immediately
- Call nearby health facility
- Call Covid-19 helpline
- No policy
- Other

School's Leave policy for Confirmed Positive Cases:

LS

- Continue learning/teaching from home
- 14-days leave
- Return back to school only after a negative Covid test
- No policy
- Other

Is there a computer lab?

Is internet available in the school?

If yes, internet available in:

- computer labs?
- offices?
- classrooms?

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.

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

1. For this section, note down information for July 2020 to June 2021.
2. Get funds information for **SMC/SC/PTA/PTC/PTSMC FUNDS, FAROGH-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 XI – Govt. School Sheet)

This section is similar to section X other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2021 to date of survey.

School Fund Information:

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 2020 to June 2021 and July 2021 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.

ANNEXURE



SAMPLE DESCRIPTION

Province	Districts covered	Villages covered	Households covered	Mother	Schools		
					Govt	Pvt	Total
AZAD JAMMU AND KASHMIR	10	294	5820	5843	286	257	543
BALUCHISTAN	35	1018	20158	20223	938	105	1043
GILGIT-BALTISTAN	14	403	7916	8015	371	191	562
ISLAMABAD CAPITAL TERRITORY	1	30	594	620	30	26	56
KHYBER PAKHTUNKHWA	32	937	18592	19030	901	463	1364
PUNJAB	35	1018	20062	19814	910	446	1356
SINDH	25	720	14273	14355	660	114	774
NATIONAL	152	4420	87415	87900	4096	1602	5698

Province	3-16 years children				5-16 years children				5-16 years children assessed			
	Male	Female	Transgender	Total	Male	Female	Transgender	Total	Male	Female	Transgender	Total
AZAD JAMMU AND KASHMIR	8589	7527	24	16140	7786	6740	21	14547	7786	6739	21	14546
BALUCHISTAN	36559	27527	105	64191	31123	22405	99	53627	30741	21730	90	52561
GILGIT-BALTISTAN	11536	8883	7	20426	9974	7464	7	17445	9974	7464	7	17445
ISLAMABAD CAPITAL TERRITORY	978	691	1	1670	874	586	1	1461	874	586	1	1461
KHYBER PAKHTUNKHWA	31491	21386	71	52948	27912	18191	67	46170	27825	18027	64	45916
PUNJAB	27573	23248	246	51067	24305	20282	219	44806	24233	20219	218	44670
SINDH	24029	17376	131	41536	21309	14903	120	36332	20931	14459	116	35506
NATIONAL	140755	106638	585	247978	123283	90571	534	214388	122364	89224	517	212105







Article: 25-A Right to Education

The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.



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