



Annual Status of Education Report (ASER) Pakistan

STANDARDS MANUAL



TABLE OF CONTENTS

STANDARDS MANUAL

1	<ul style="list-style-type: none">• ASER STANDARDS ON ASSESSMENT<ul style="list-style-type: none">• INTRODUCTION• FOREWORD
2 3	<ul style="list-style-type: none">• ASER STANDARDS ON METHODOLOGY• ASER STANDARDS ON ASSESSMENT AND ASSESSMENT DEVELOPMENT PROCESSES
4 5 6	<ul style="list-style-type: none">• ASER STANDARDS ON PARTNERS ORGANISATIONS AND INDIVIDUALS• ASER STANDARDS ON TRAINING PROCESSES• ASER STANDARDS ON MONITORING

ASER STANDARDS ON ASSESSMENT

INTRODUCTION:

ASER - The Annual Status of Education Report (ASER) is a citizen led; household based initiative that aims to fill a gap in learning outcomes and provide reliable estimates on the schooling status of children aged 5-16 years residing in the rural districts of Pakistan. ASER seeks to improve the status of education nationwide by providing a reliable set of data on an annual basis about what children learn, how they learn, where they learn, education status of their mothers etc. By using an innovative citizen driven approach, ASER intends to mobilize policy makers as well as ordinary citizens- parents, students, local communities and the public at large – to become aware of actual levels of children’s literacy and numeracy, and build on that awareness to stimulate practical community and policy change across Pakistan. ASER has the following key components:

1. A large household based survey covering all i.e. 138 districts and major urban cities¹ of the country;
2. The use of an easy tool to assesses minimum levels of literacy and numeracy that can be easily administered;
3. Inspiring a citizen volunteer-driven approach to conduct the assessment;
4. Instant feedback of the assessment results to parents/ guardians, children and local leaders;
5. Broad communication across the country through the media and other forms to create debate;
6. Facilitating thoughtful learning and monitoring throughout, and feeding back these lessons into the next year’s preparations, and
7. Repeating the survey each year to create and sustain momentum for change.
8. To get reliable data on the status of children schooling and basic learning levels.

Unlike contemporary national assessments, ASER involves ordinary citizens in the process of data collection; empowering them with an accessible tool for evidence gathering and action. The idea is to create citizen pressure in a campaign mode for holding the education system accountable for its dissatisfactory deliverables. ASER helps in identifying gaps that need to be bridged in order to move forward towards fulfilling the obligations under Article 25-A i.e. **“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.”** Moreover, ASER adheres to country specific policies and guidelines related to methodology and test development for national assessment. ASER methodology and process is derived from methodology followed by ASER India and East Africa Uwezo. Also, the learning instruments comprise of grade two level competencies as given in the national curriculum 2006. The ASER Standards Manual is the

¹ In 2011: 3 urban centres were surveyed. In 2012: 6 urban centres were surveyed. In 2013: 13 urban centres were surveyed.

source document for the detailed organizational standards across the two main areas of ASER operations: Assessment and communication.

FOREWORD:

This manual was developed to provide guidance to all members of staff; interns and consultants; ASER partner organizations and groups officially affiliated with the initiative; and all other involved in the development and communication. Implementation of these guidelines will help users identify, locate and apply ASER standards across all areas of ASER operations.

ASER data is collected and organized each year through a gender disaggregated lens of access, quality and equity. It assesses whether children of age 5-16 can perform literacy and numeracy skills of grade 2 and 3 level. Thus, it vividly illustrates the learning outcomes of children no matter which type of school/ institution they attend or do not attend. ASER data covers a wide range of educational indicators including enrollment levels, school facilities, mothers' literacy and various other school elements, apart from the learning levels of the children. The remarkable feature about the data is that every indicator measures both the public schools outcome as well as that of private school. In addition, demographic information on households allows for robust analysis of educational outcomes for various subgroups of the population. The assessment methodology employs two stage stratified sampling to obtain a representative sample of the national population. Parents of children assessed are provided with instant feedback on their children's performance as well as information about things they can do to improve learning for their children and in the community.

SECTION 2

ASER STANDARDS ON METHODOLOGY

The sampling methodology is inspired from ASER India's model.

2.1 SAMPLING:

- I. **SAMPLE DESIGN:** The total population of the survey consists of all rural districts of Pakistan. In addition to this, major cities² will be also be included in the sample population to account for urban analysis.
- II. **SAMPLING FRAME:** Each district will be provided with:
 - a) A village list (Selected using PPS technique)
 - b) Data from the last population census 1998 on the total number of households.
 - c) Total population of each village in the list.
- III. Keeping in view the variability of the variables, population distribution and field recourses, a total sample size of 600 households pertaining to 20 households from each village will be selected.
- IV. The sample design will constitute of a two stage stratified sampling technique. This will be obtained by selecting 30 villages per district and 20 households per village.

First Stage: 30 villages selected from each district using the village directory of 1998 census.

Second Stage: 20 households will be selected from each of selected villages.

The villages will be selected randomly using the village directory of 1998 census. This will be done by using the Probability Proportional to Size Sampling Technique (PPS). This technique is adopted as it is the most appropriate one to use when the sampling units are of different sizes. In our case, the sampling units are the villages and will be termed as Primary Sampling Units (PSU's). PPS will allow villages with larger populations to have a higher chance of being selected in the sample. Sample primary units (PSU's) have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence.

- V. For rural areas, every year 20 villages from the previous year are retained and 10 new villages are added. Ten villages are randomly dropped each year from the previous year's list and ten more villages are added from the population village directory. The ten new villages are selected using PPS technique. The 20 old villages and the 10 new villages will provide a "rotating panel" of villages generating precise estimates for changes. As one of the objectives of ASER is to measure the change in learning; creation of rotating panel will be the most suitable sampling strategy.
- VI. Each district team will receive a village list carrying the data from the Population Census on total number of households and total population as mentioned above. The

² In 2011: 3 urban centres were surveyed. In 2012: 6 urban centres were surveyed. In 2013: 13 urban centres were surveyed.

- village list will also specify the villages surveyed last year along with current villages. The village list will be final and cannot be replaced under normal circumstances. This will maintain randomness of sample and will ensure reliable estimates. However, the villages can be replaced only if the survey cannot be undertaken because of a natural disaster for e.g. floods, earthquake etc. The head office should be notified instantly in the case of replacement and the village should be replaced using PPS technique again.
- VII. Households will be termed as secondary sampling units (SSU's). The households will be chosen, once the surveyors have made the village map. The map will further be divided into four parts. In each of the four parts, surveyors will be asked to start from the central location and pick every 5th household in a circular fashion till five households are selected from each part.
 - VIII. One public and one private school per village shall be automatically included in the sample. Where there is more than one public school, the high school will be selected. If there is more than one public high school in the village, girls high school will be selected.
 - IX. In urban localities, each city will be divided into well defined blocks consisting of 200-250 households.
 - X. Blocks will be identified through FBS's technical assistance which is a nationally acclaimed body. These blocks will be considered Primary Sampling Units (PSUs) for urban domain. The PSU's will be selected using probability proportional to size (PPS) method.
 - XI. The list of the identified blocks selected by FBS will carry total number of households present in each block.
 - XII. Households have been treated as secondary sampling units (SSUs).
 - XIII. Once the list is provided to the head office, a specific number of household i.e. 12 will be selected from each sample block using systematic sampling technique.

2.2 DATA COLLECTION:

- I. National assessments shall be conducted annually from September till December across Pakistan. Where there is a significant country-wide event that might prevent the assessment to take place (for example, the census or an election) this shall be communicated by the head office to their partner organizations (and vice versa i.e. local partner should communicate to head office) well in advance of the planned assessment.
- II. National assessments shall be household based. The survey should be conducted over the weekend when kids are present at home.
- III. School observation component will also be captured to collect school level data. Hence, no survey will be carried out during school holidays.
- IV. Data will be collected by the volunteers. Volunteers recruited should meet the minimum education standards according to the standards outlined in section 4.3 of this manual.
- V. Volunteers are expected to visit both the government and private school in addition to twenty sample household to meet all survey requirements.
- VI. Children will only be tested in the household environment. No child whatsoever will be tested in their school environment.
- VII. The age of children to be tested will be from 5-16 years of age.
- VIII. A survey booklet comprising of:

- a) village information sheet
- b) school data sheet (1 for private and 1 for government)
- c) household survey sheet

will be used by the volunteers to capture the required data as set out in the survey booklet provided to them during the training session. The description of the above mentioned survey sheet is described below:

- The village information sheet captures data on the population and a map describing the location of households and spread of population.
- The household survey sheet captures data on preschool attendance, schooling status, gender & age, mother's information and education status, competency level per child, and household demographic information;
- The school data sheet collects data on student enrolment, number of teachers, attendance levels of both students and teachers, funding status, and teachers funding status, and personal information about the head teacher, class room observation etc.

IX) It is the responsibility of the head office to monitor the data collection process across the country. This will be done according to the standards mentioned in section 6 of the manual.

X) Data cross check should take place after it reaches the head office for cleaning and entry.

XI) A minimum of three districts will undergo a full district recheck

- a) ASER team members will perform the recheck.
- b) All the enumeration areas will be visited for recheck.
- c) A random sample of at least eight household and government school shall be visited per village.
- d) The data collected through this exercise will be matched with the original figures collected by volunteers.
- e) The relevant district coordinators will be reported about the discrepancies if identified any.

XII) The data rechecking process shall be regarded as a critical opportunity to communicate ASER and the ASER findings to citizens in their households and teachers in their school environment.

2.3 DATA PROCESSING AND ANALYSIS:

Data processing shall include a three stage level comprising:

STAGE 1: DATA CLEANING

1. The first stage of data cleaning shall take place at the district level, before the survey booklets are returned to the head office.
2. Upon collection of the survey sheets, the district coordinators shall check the accuracy with which the data has been entered by the volunteers
3. The second stage of data cleaning shall be done at the head office.

4. The data analysis team shall check the survey booklets for consistency of villages visited against sampling frame, numbering of data form and overall visual check on the presence of the data.
5. If data is deemed inaccurate, the district coordinator will be notified immediately and the village will be surveyed again.

STAGE 2: DATE ENTRY

1. The data entry software will be developed and finalized before the data forms are received from the field (at the head office).
2. Data entry of all assessment forms will take place in the ASER data centre situated in the head office.
3. It must be ensured through monitoring and evaluation that the operators are well trained and produce work of high quality.
4. Each data entry operator will be given a unique ID that will allow the administration of head office to monitor the quality of their entries.

STAGE 3: DATA CRUNCHING

1. Data crunching will be done by head office using Microsoft excel and Microsoft access.

STAGE 4: DATA RE-ENTRY

- 1) 20% percent of the total data shall be re-entered for rechecking. If more than 2 mistakes are noted, the entire village shall be re-entered

SECTION 3

ASER STANDARDS ON ASSESSMENTS AND ASSESSMENT DEVELOPMENT PROCESSES

The ASER assessment tools assess the learning levels of children aged 5-16 years. They are based on the assessment of basic competencies up to classes 2 & 3 defined by the National Curriculum of Pakistan 2006. ASER Pakistan 2011 tools were piloted in 10 districts across all the provinces. The piloting was conducted by each district team in one village. The framework for tool development was then revised after receiving feedback from the district teams.

3.1 FRAMEWORK FOR ASSESSMENT DEVELOPMENT:

- I. Reading assessment tools will be developed in three basic languages i.e. Urdu, Pashto and Sindhi used as a language of pedagogy in schools across Pakistan. Children can choose to be assessed in a language of their own choice.
- II. A bonus question that assesses comprehension shall be included in the assessment booklet. The bonus question will be derived from the Grade 2 Curriculum. The purpose of the bonus question will be to assess comprehension skills of the child with respect to the particular subject. The children reaching the highest competency level will be asked to answer the bonus question.
- III. The Urdu/Sindhi/ Pashto, English and numeracy tests will consist of four levels and they will be testing a variety of competencies as follows:

➤ URDU/SINDHI/ PASHTO :

- a) Basic recognition of language through alphabets (Level 1) and words (Level 2).
- b) Reading Skills through sentence / paragraph (Level 3) and story reading (Level 4).
- c) Comprehension skills by asking two bonus questions from story.
- d) Listening skills shall be assessed by orally posing the comprehension questions.
- e) The levels shall be used for grading and grading instructions shall be contained in each level.

➤ ENGLISH:

- a) Letter recognition assessed through capital (Level 1) and small alphabets (Level 2).
- b) Reading assessed through simple words (Level 3) and sentences (Level 4).
- c) Comprehension by asking meaning of words and sentences (Bonus Questions).
- d) The levels shall be used for grading and grading instructions shall be contained in each level.

➤ **NUMERACY:**

- a) Basic numeracy skills will be assessed through number recognition. Number recognition from 1-9 will be regarded as Level 1 while number recognition from 10-99 will be termed as Level 2.
- e) Advance numeracy skills will be assessed by posing subtraction (Level 3) and division questions (Level 4).
- f) Bonus questions asked after the third and fourth level will assess the applied mathematics skills.
- g) The levels shall be used for grading and grading instructions shall be contained in each level.

3.2 ASSESSMENT DEVELOPMENT PROCESS:

- I. The assessment developed for Urdu/Sindhi/Pashto, English, numeracy should be based on the lines of the assessment development framework mentioned earlier.
- II. The tools developed should be shared with ASER partners and various learning assessment experts for approval.
- III. Two sample each with comparable difficulty level, shall be developed for both Urdu/Sindhi/Pashto, English and numeracy
- IV. Font used should be similar to those found in school textbooks.

3.3 ASSESSMENT ADMINISTRATION AND GRADING:

- i. To avoid any perceived ‘familiarity’, a different set of assessment shall be administered to each child (5-16 years of age) within the household. Each sample shall consist of the English , Urdu/ Sindhi/ Pashto, and numeracy component
- ii. As many attempts as possible shall be offered to the child before grading
- iii. The child shall be graded based on the highest level achieved. The standard grading instructions are as follows:

➤ **URDU:**

- a) Students will be asked to start from level three as Urdu is the first language and most students do have command over the basics. The third level is the sentences. He/she may read it slowly or make two three mistakes in reading the sentences correctly. As long as the child reads the text like a sentence and not like a string of words, he/she should be marked on the sentence level.
- b) If the child reads the sentences fluently and with ease, then he/she should be asked to read the story i.e. the highest level. If the child can read the story fluently, he/she should be marked at this level. If she is unable to read it with ease, he/she should be marked as a child who can read sentences.
- c) The children, who cannot read the sentences with ease i.e. the third level, will be shown a string of words. The child should be allowed to select and read 5 options. The child must correctly read exactly 4 choices to be considered at this level.

- d) If the child is not able to read 4 out of 5 words, he will be shown a list of letters. The child must correctly read 4 options from 5 to be marked at this level. If the child cannot read 4 out of 5 letters, and then he/she should be marked as beginner.

➤ **ENGLISH:**

- a) Students are made to start from reading capital letters. If she/he is unable to recognize 4 out of 5 letters from the list, then he/she should be marked under the “beginner” category. If she correctly recognizes 4 out of 5 letters, then the child will be shown a list of small letters.
- b) If he/she reads capital letters but is struggling with identifying small letters and doesn't exactly recognize small 4 letters, then he/she should be marked on capital letter i.e. level 1. The child must read 4 out of letters to move on to the next level.
- c) Level 3 requires a child to read 4 out of 5 words correctly. The children recognizing less than 4 words will be marked on level 2 i.e. small letters while the ones who read 4 words will move on to the last level.
- d) The children reaching the highest level i.e. reading sentences are required to read 2 sentences correctly out of 4. The children who are unable to read 2 sentences will be marked on level 3 i.e. words.

➤ **NUMERACY:**

- a) The child will be asked to solve two questions of subtraction. He/she is supposed to solve both of them correctly in order to move to the next level.
- b) The next level is that of division. The children need to solve both of them correctly to be marked at this level. If he/she is unable to solve even one of them, he/she will be marked at level three i.e. subtraction.
- c) Those who cannot solve two questions of subtraction correctly will be shown a list of numbers from 10-99 for recognition. He must recognize 4 out of 5 numbers to be marked at this level. If he is unable to recognize all 4 of them then he will be shown a list of numbers from 1-9 for recognition. The children recognizing all 4 numbers correctly will be marked on this level while the rest will be termed as beginners.

SECTION 4

ASER STANDARDS ON PARTNERS, ORGANISATIONS AND INDIVIDUALS

ASER seeks to encourage interested citizens to act improving the quality of education for all. To achieve this, ASER will enter into partnerships with organizations and individuals in order to implement all activities related to assessment and communication. Ideally, volunteers who conduct the household assessments will come from the district where the assessment is carried out.

In addition, recruitment will seek to create gender equity amongst researchers in order to facilitate assessments with children.

4.1 PARTNER ORGANIZATIONS:

- I. The ASER implementing partner shall be an organization that:
 - Is registered
 - Is local
 - Is based within the sampled district
 - Is operational
 - Has local presence in their area of operation
- II. In every province, the ASER secretariats are responsible for visiting at least three potential partner organization with which ASER may enter into a partnership agreement.
- III. A partner selection tool shall be used to record information on the visited organizations
- IV. Partner organizations wishing to work with ASER will undergo a rigorous selection process to ensure quality implementation of the assessment. This includes:
 - An institution capacity assessment conducted by a core team comprised of the ASER secretariat and committed members who understand ASER's philosophy and approach
- V. Once the information for three potential partner organizations in the district has been completed, it is the responsibility of the secretariat to assess against the criteria. They must complete a comparative analysis document prior to making their final selection.
- VI. All organizations selected must have passion for citizen based action, must be acceptable with ability to engage, and must be willing to commit to ASER standards.
- VII. A Memorandum of Understanding (MoU) will be entered between ASER and the chosen organization. The MOU will contain the obligations of both the partner and ASER. The MoU will be reviewed and renewed on an annual basis.
- VIII. ASER will seek strategic partnerships with large national organization. Those who partner with ASER and assume a regional function must participate in key technical and administrative ASER processes i.e. conducting district level training workshops nationwide.

IX. ASER will seek strategic partnerships with international organizations. These organizations will support ASER in agreed functions including funding and logistical arrangements.

4.2 DISTRICT CONTACT PERSONS/ DISTRICT COORDINATORS (DCP/DC):

The partner organization will assign their own district coordinators from the areas in which they are operating for each district.

The district coordinator will essentially be the one who has been working in the district assigned to him.

The district coordinators thus identified will serve as master trainers who will train the volunteers.

Master Trainers must possess reasonable research skills and have had previous experience in facilitation and training.

Master Trainers are also expected to demonstrate an understanding of the ASER initiative and maintain high level planning and coordination skills.

4.3 VOLUNTEER:

- i) ASER shall engage volunteers as the main enumerators during the assessment process. Ideally, the volunteers should meet the following criteria:
 - a. Can read English;
 - b. College graduates above 15 years of age.
 - c. Have access to a mobile phone;
 - d. Ideally, come from the village where the assessment will be conducted.
- ii) Each village shall have 2 volunteers; preferably one female and one male
- iii) A call for volunteers will be distributed in the district and villages where the assessment will be conducted
- iv) The DCP/DC, together with at least two other responsible person, shall select the volunteers

SECTION 5

ASER STANDARDS ON TRAINING PROCESSES

4.1 TRAINING MODEL:

- I. ASER uses a cascading training model comprising three tiers of trainings sessions organized at national, provincial and district levels. The training provided at national and provincial level will be done by ASER team members. ASER team members are research associates possessing technical expertise. They are proficient trainers and researchers. In addition to this, they will serve as key facilitators at the district level workshops conducted by district coordinators.
- II. The training session held at the national level will be for partner organization. ASER team members will explain the process and ASER initiative to the members in detail.
- III. Second training session is conducted at provincial level. The workshops are arranged in each province. The participants of the national workshop will conduct the provincial workshops facilitated by the core ASER team members. The district coordinators from each district (that is supposed to be surveyed in the respective province) will attend the workshops. It is mandatory for all district coordinators to attend the training sessions conducted by ASER. The participants will be rigorously trained for conducting the ASER survey as these master trainers will train 60 volunteers in each district.
- IV. The provincial training workshop will last for three days.
- V. The district coordinators will be given the list of the selected villages that are supposed to be surveyed along with dates for the district training workshops on the last day of training.
- VI. Evaluation of the field visits and the training session will be an integral part of the training workshops for district coordinators. The evaluation criterion is described in section 6 of the document in detail. All participants will be required to take a quiz which is designed to test their knowledge on ASER process. This evaluation process will be used to identify the weak master trainers. ASER team members will accompany the weak trainers at district level trainings for assistance.
- VII. The district level training workshops will be arranged by the district coordinators of the respective districts. ASER team members will serve as key facilitators during the process of training and arrangements while the training session will be conducted by the district coordinators themselves.
- VIII. The format of the training workshop will remain the same as that of the provincial workshop.
- IX. School and villages that will be visited during the practical session should be easily accessible from the training venue.
- X. The volunteers will be evaluated and assessed on the basis of a quiz taken on the last day of training. A weak performing volunteer will be paired with a better performing volunteer.
- XI. Volunteers will be provided the name of the assigned villages on the final day of training.
- XII. After the three day training session, volunteers are expected to visit the assigned villages and conduct the actual survey during the next two days.

5.2 TRAINING METHODOLOGY:

- I. Workshop will comprise of a three day training sessions.
- II. The first will be a theory session where participants will be explained in detail about different steps of the survey process.
- III. The second day will be a practical, hands-on application session of the ASER Assessment tools. Participants will visit the nearby village and will perform a mock survey for practice.
- IV. The final day is reserved for feedback and evaluation. The participants will discuss the issues and problems faced by them during the mock exercise. The survey plan will be shared with the participants with a recap of the entire process. The volunteers will be evaluated and assessed on the basis of a quiz taken on the last day of training.
- V. Field visits will be conducted in schools and households at both district and provincial training levels
- VI. During the practical training, all volunteers must complete field visits to at least one government school and at least 5 households.

5.3 TRAINING MANUALS:

- I. The head office shall prepare the training manuals and share with the field offices across country for review.
- II. The training manual will be systematic and follow chronological order as per the various stages of conducting the assessment.
- III. One centrally prepared programme shall be prepared and used for all training levels. The will allow a standard schedule of all training sessions.
- IV. The training manual will be reviewed and updated annually, before the next training is conducted.
- V. The manuals will always use simple and direct language.
- VI. It should be in English and Urdu language both.
- VII. Illustrations shall be used in the training manuals and given to both district coordinators and volunteers.

SECTION 6

ASER STANDARDS ON MONITORING

6.1 OBJECTIVE OF MONITORING:

The objective of monitoring is to ensure the quality of the survey and correct figures to be collected for analysis. Monitoring will be of two types:

a) MONITORING OF DISTRICT COORDINATOR VIA HEAD OFFICE :

ASER core team at the Head Office will monitor the district coordinators posted in each district. The ASER team shall call up each DC on specified days and record information about the events of the day.

b) MONITORING OF VOLUNTEERS BY DC:

The DC will keep track of the volunteers and their activities to report to the head office afterwards. DC's should have the contact numbers of all volunteers for this purpose and should know which villages each survey team shall be surveying

6.2 PRE MONITORING PREPARATION:

The DC should take some steps before the monitoring of volunteers begins:

a) IDENTIFYING WEAK/AVERAGE/ STRONG VOLUNTEERS:

The identification of strong and weak participants should be done according to the following criteria:

- i. ASER Quiz Analysis: Analyze the results of the quiz which volunteers undertake during the last day of training and identify the weak, average and top performers.
- ii. Observations during Field Visit: Performance of participants during the field visit needs to be observed closely. The DCs should note the mistakes being made during the field visit identify the volunteers on the basis of their understanding and provide feedback to all the volunteers.
- iii. On the basis of the above mentioned criteria, the volunteers should be divided in pairs. No pair should have two weak volunteers.

6.3 MONITORING DURING THE SURVEY:

- a) Number of villages to be monitored: Every DC is required to monitor 3-5 villages per day.
- b) Selection criteria for villages: The villages for monitoring should be selected based on the performance of volunteers surveying those villages – i.e. the DC should monitor teams which are weak and require help.
- c) The DC should monitor different villages over the two days and should not revisit the same teams, unless they are very weak.
- d) Aspects to be monitored by DC:
 - i. Is the school observation being done properly? The DC is required to check the enrolment and attendance (Head Count) details. He should also speak to principal to confirm if the grants information has been recorded correctly
 - ii. Are the households being selected on the basis of the rule described in the methodology?
 - iii. Are the children being tested according to the instructions described in the testing manual?

6.4 OTHER THINGS TO DO DURING MONITORING:

- i. In addition to monitoring villages, a DC must make phone calls to all the other teams as volunteers may have questions/doubts, once they start conducting the survey.
- ii. On the second evening of the survey, the DCs should call up all teams and make arrangements to collect all survey sheets as soon as possible so that the data checking process start the next day.
- iii. At the end of the survey, the DC should indicate the villages he has monitored on the District Compilation Sheet.

ANNEXURE

CHECKLISTS AND GUIDELINES

REPORTS AND PUBLICATIONS:

ASER produces a number of printed reports and reports cards for each district and urban cities covered. The reports present data on selected aspects of the school, school participation and competency levels of children in basic literacy and numeracy according to gender, classes and the type of school i.e. public or private. ASER thereafter develops communication that uses this evidence as the pivot of creating general awareness as spurring conversations and actions among varied audiences. The reports are therefore considered to be a critical vein in the communication highway. This section contains the standards that will guide the conceptualization and preparation of the variety of reports and publication by ASER.

1. TYPES OF PUBLICATIONS (POST ASSESSMENT)

- i) A national report shall be prepared within three month of the conclusion of the annual national assessment.
- ii) This shall be a comprehensive report whose main intention will be to communicate the status of learning level in areas such as Urdu/Sindhi/Pashto, Maths and English.
- iii) The national report shall be in print, CD format and pdf on the internet.
- iv) The language shall be English.
- v) The datasets from which the reports are compiled will be available on the ASER website.
- vi) A district ranking report card shall be prepared for each province/region.
- vii) Report cards detailing the education status of individual district shall be prepared.

2. STRUCTURE

All publications produced by ASER shall adhere to an agreed structure, standard and quality.

- I. Structure of the National Report: the cover page will contain the following information
 - ASER (Country)
 - Year of Publication
 - Title (ASER: ANNUAL STATUS OF EDUCATION REPORT)
 - Strip of photographs taken during the National Assessment
 - ASER Logo (bottom middle)
- II. Format for the National Report:
 - Key Facts/Key Findings
 - Detailed Findings

III. Content and style of Annual Report:

- i) The annual national report shall conform to all ASER Branding Standards – as laid out in the ASER Branding Manual
 - ii) The annual nationwide report shall be in English. It may be further translated into other local languages.
 - iii) The writing style of the report shall be simple and accessible to the reader. Key facts shall be explained in a concise and precise manner.
 - iv) The national report is not solely intended for an academic audience. Hence effort should be made by the authors to ensure that every segment related to learning assessment specifically is easy to comprehend.
 - v) The national report shall mainly utilize descriptive statistics that may be presented in a variety of tables, graphs and maps
 - vi) The style and format of the national report shall remain constant, as is the nature of annual reports
 - vii) The report may only go to print after the final draft has been thoroughly reviewed and edited by ASER staff, external members and board of directors.
 - viii) The national report shall be in print, CD format and pdf format to be made available on the ASER website.
 - ix) The datasets shall be made available on the ASER website for further use. However the user needs to acknowledge ASER when using the data.
-