Surveyors Names:	
Village Name:	

Annual Status of Education Report
اثر ASER 2010
Facilitated by SAFED

INSTRUCTIONS BOOKLET

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S.A.F.E.D.
South Asian Forum for Education Development

WHAT TO DO IN THE VILLAGE

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

TASK 1: HOW TO MAKE A MAP

- **Contact Village Elder**: Introduce yourself to the Village Elder, Councilor or to other senior members of the Panchayat. As you walk about 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. Ask if he has a map of the village (usually the patwari has it). However, the map given by the Patwari/Village elder cannot be used as it is – you must go around the village and keep note of important & visible landmarks and setting of the village.

> **HOW TO INTRODUCE ASER**
>
> It is important that ASER is introduced clearly and simply to the villages. Following is a suggested way of explaining your purpose of visiting the village and the ASER survey:
> I and my team are doing a survey on quality of education in Pakistan called Annual Status of Education Report. We want to know if the children of age 3-16 are learning anything in the school or outside of it. We are conducting this research in 900 villages in 30 districts of Pakistan and your village is selected as one of them. We will also go to the government school here and private school if there is one in area to look at their standard. We will select 20 households in your village and ask children to read, do maths sums. This way you will also know the standard of education, and as we ask the government, the village should come together to improve educational standards also.

- **Start mapping**: To get to know the village, walk around and start mapping.

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

  o **Rough map**: 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 map on the ground so that people around you can see what is being done. Use the help of local people to show the **main landmarks** – mosques, river, road, school, bus-stop, baithak, shop etc. Mark the main roads/streets/paths through the village prominently on the map. If you can, mark the directions – north, south, east, and west.

  o **Final map**: Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, then copy it on paper.

Marking and numbering sections on the map: Use the map sheet provided and fill out all the information provided.
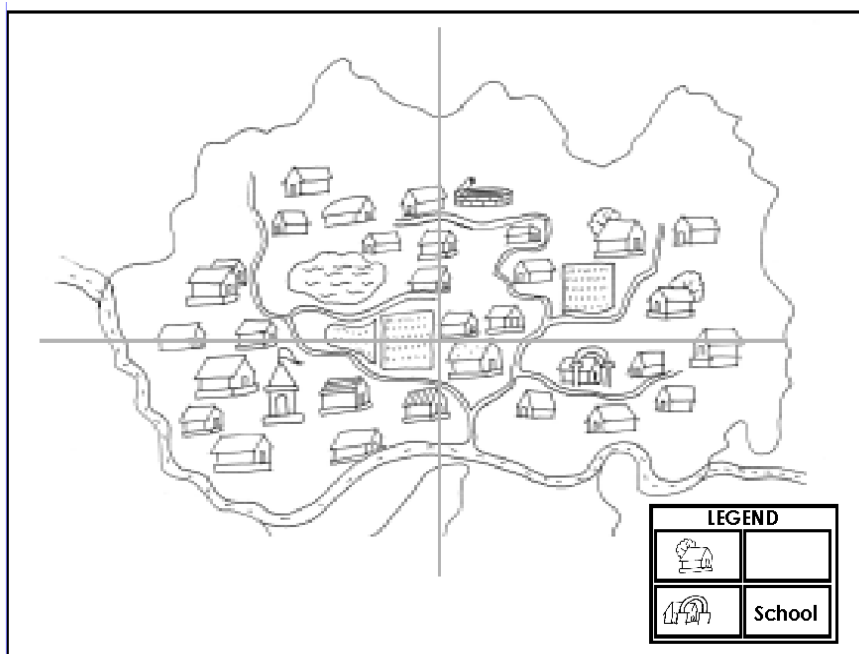
Village with hamlets:

- If the village has hamlets, then mark the hamlets on the map and indicate the approximate number of households in each hamlet. If the village consists of **more than 4 different hamlets,** then **make chits with numbers for each hamlet. Randomly pick 4 chits.** On the map, indicate which hamlets were randomly picked for surveying. Don't worry about one hamlet having more houses than the other, we will survey the randomly selected hamlet it has households in it.

- If there are 4 or less hamlets, then we will go to all of these hamlets. Suppose there are 3 hamlets and one of them is very large (for example has 200 households), we will roughly divide it into two sections and select five households from each section of that 1 hamlet. As for the remaining 2 hamlets, 5 households from each will be selected for the survey.
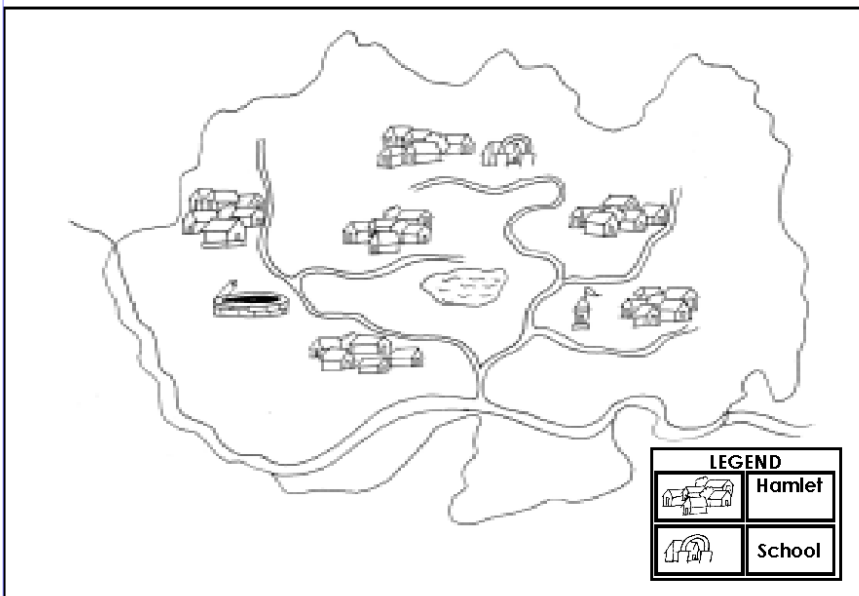
Village with continuous habitation:

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

For each section, **note the estimated number of households.** Verify all the information on the map with people in the village as you walk around.

TASK 2: HOW TO SAMPLE 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. 5th house, 10th house, 15th 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 3–16 in a household but there are inhabitants, **INCLUDE THAT HOUSEHOLD**. Take all the relevant information like the household number, 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/quadrant. Follow the same process.

- Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be a **Saturday/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?
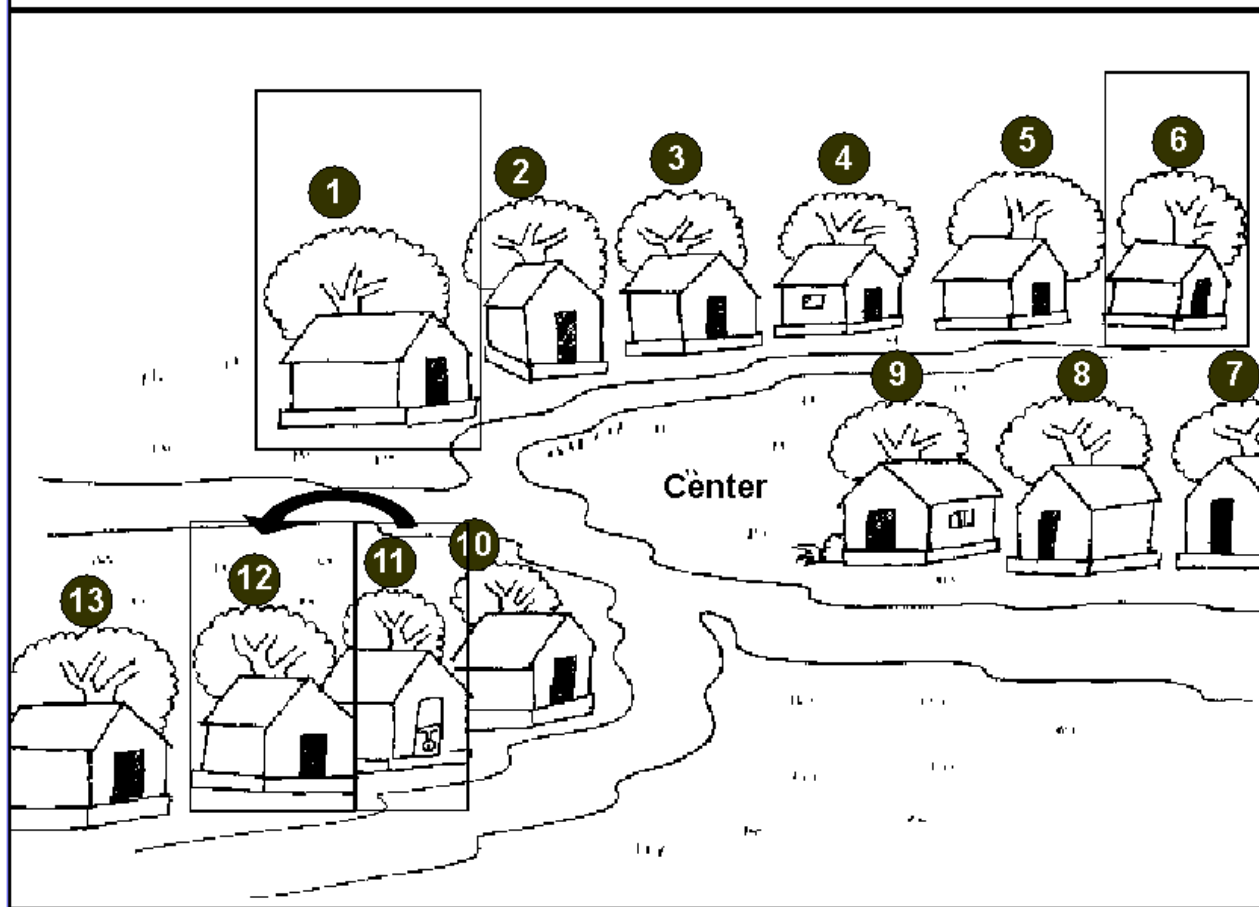
Instructions :

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 to 16 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".
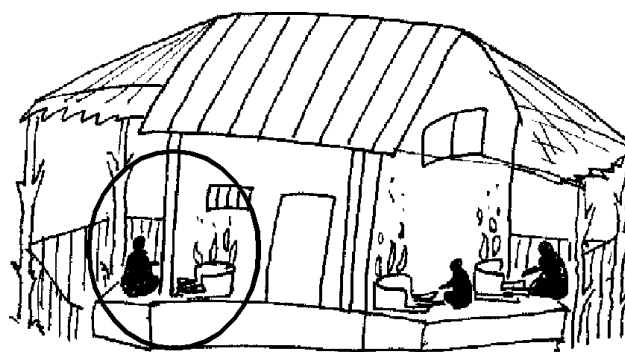
In the 5th HH ask how many 'chulhas' are there? If there are more than 1, then randomly select any one of the 'chulhas'. After completing survey in this house proceed to the next 5th HH.

TASK 3: WHAT TO DO IN EACH HOUSEHOLD

General Information for Volunteers

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

IN EACH SAMPLED Household: We will note information about all the children (3-16 years) who live in the household on a regular basis.

- **Children 3 to 5:** On the Household sheet, note down child's name, age, whether they are attending Kachi or any kind of pre-school center. **WE WILL NOT TEST CHILDREN who are not 5 YEARS OLD YET**. It means that we will not be testing any child who is between 3 and 5 years old (even if s/he is 4 yrs and 11 months old, we will NOT TEST him/her. If the child is not going to any Kachi /pre-school, etc., note it down under the "Not going to Pre-school" section.

- **Children 5 to 16**: On the Household sheet, note down child's name, age and all other details. **ALL CHILDREN IN THIS AGE GROUP (5-16) WILL BE TESTED for Reading, Arithmetic and English Language**. We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform. Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

We will test children age 5 and above even if they are studying in Katchi/Pre-primary or Pre-school.

OTHER THINGS TO REMEMBER:

- o **Non-resident children**: Do not survey children who are visiting their relatives and friends in the sampled village. These children may be tested if the family or children insist but make sure they are not recorded in the household sheet. Ask members of the household as well as neighbors about who all live in the household on a regular basis.

- o **Older children**: Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like "children". Probe about who all live in the household to make sure that nobody that is in our age group gets left out. Further, often such children are busy working in the household or in the fields. Ask family members to call them so that you can speak to them directly. If they do not come immediately, **mark that household and revisit** it once you are done surveying the other households.

- o **Mothers under or of 16 years of age**: Often in villages, you can come across mothers who are below or 16 yrs of age. They will be **TESTED** for Reading, Mathematics and English Language as they fall under the survey age group. You will also collect information on them as mothers (i.e. if they have a child age 3 or above). However, **they MUST BE TESTED and RECORDED in their household sheet as well.**

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But concentrate on the fact that data must be noted down **ONLY** for children from households that have been randomly selected.

REMEMBER TO THANK PEOPLE AFTER YOU FINISH SURVEYING THE HOUSHEOLD

Household Survey Sheet

- **Household ID:** Write the Household number (e.g. 1, 2, 3,……..20)
- **Name of Family:** write down the name of **Family head.** This could be the head of the specific family that you will select for the survey or the person who is considered to be OVERALL head of the joint family**.**
- **Total HH Members with the Same Kitchen:** Write down the **number of male and female members** eating from the same kitchen. This includes children also. .
- **Information about the Survey:** write down the Date, Day, Start Time, and the names of the Surveyors. Fill the out the village locality information such as, village, Union Council, Tehsil / Taluka, District, Province.
- Don't forget to put the end time when you have completed collecting information from one household.

I) GENERAL INFORMATION

- **Mothers Name;** write down the name of mother whose **child/children you will be testing first.**
- **Mother's Code;** Write down the Mother code. It is simply a number (1-10) that you give to each mother so you can differentiate between two persons of same name and their respective children. (same code as appears in the Mothers code column in the mother information section)
- **Child Father's Information:** write down the age of child's father. Also tick the relevant box if father has gone to School or not. Note down the the Highest class he has passed if he has gone to school.
- **Name of Child:** Write down the name of child age 3-16 years, regularly living in the household.
- **Age:** Write down the age of child (Only aged 3-16 years old)
- **Gender:** Write down the gender of the child (M for male child and F for female child)

Educational Status (3-16 years)

- **Never Enrolled:** Tick the Box if the child has never ever registered in any schoo**l.**
- **Dropped Out:** Tick if the Box the child has stopped going to school without completing his/her schooling/education.
- **Currently Enrolled:** Tick the Box if the child is currently going to school.
- **Completed schooling:** Tick if the child has completed Matric and currently not enrolled to any other school/ college and aged 16 years or below.

Drop Outs

- **If dropped out, studied up to which class:** if the child is dropped out from school, write down the highest class the child has completed/ passed.. Don't write the class that s/he has last attended.
- **Dropout Year:** write down year in which the child has dropped out of school. .

Current Schooling Status

- **Current Class/ Grade:** Write down the class in which child is going to at the time of survey.
- **Institution Type:** Tick the relevant school type. Whether the child is going to Govt. School, Private School, Madrassah, NFE (Non Formal Education School), or any other type of school. Madrassah does not refer to the Quran lessons that the child may be taking in a nearby mosque. By Madrassah, we mean the institution that the child would be attending like a day school or is living there for his/her studies.

School Absenteeism Information

Tick the Relevant Box (Yes or No)if the child has missed the schools for 4 or more consecutive days (i.e. all days continuously)due to illness.

Pre-Schooling Status

Did you ever go to the Pre School? Tick the Relevant Box. (Ask all the Children)
Tuition: Tick the Relevant box, whether child is taking the **PAID** tuition or not. We will not consider it a tuition if the child is sent to his/her uncle or school teacher in the evening without any money paid to them.

If the child is currently taking tuition then, write down the amount of money they are paying in Pakistani rupees.

Does the Child go to the Surveyed School? Tick the Relevant Box, whether child goes to the surveyed school or not.

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

TASK 4: WHAT TO DO WITH CHILDREN: TESTING

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

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

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

Encourage the child at whatever he or she is attempting to do in the test.
Give the child ample time to read, to solve and to think. Be patient.

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

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

What is a mistake and what is not: As you listen to children read, you may hear the following. Here are some examples from Urdu:
- "lagay" is read as "laga" or "chahiyay" is read as "chahta" or "hai" is read as "tha" etc. There may be variations in children's reading due to local pronunciation or usage. Do **NOT** consider this a "mistake".
- A word may be replaced with another word of the same meaning while reading. For example: the text says "barsaat ka mausam" but the child reads it as "barsaat ka waqt". Do **NOT** consider this a mistake.

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

MAKE SURE THAT WHEN WE LISTEN TO CHILDREN READ OR DO ARITHMETIC WE ARE NOT SIMPLY LOOKING TO CATCH MISTAKES.
APPRECIATE AND UNDERSTAND THE ATTEMPT THAT THE CHILD IS MAKING.
EVEN IF THE CHILD IS WRONG, DO NOT MARK THE MISTAKES IN FRONT OF HIM/HER. DO IT IMMEDIATELY AFTER YOU FINISH TESTING.

Basic Learning Levels.

Reading

Tick the Relevant Box, the highest level of learning (e.g. Nothing, Letter, Words, Sentences, Story), the child achieves during the reading Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you.

For Reading Test Process see following Table

STEPS FOR ASSESING READING

Child's reading level	How to test and what criteria to use for categorizing children
Story reading (Class 2 level text)	If the child reads the story fluently, with ease and speed, mark her as a **"story level" child (or a child who can read Std 2 level text)**.
Easy Sentences (Class 1 level text)	Ask the child to read any easy Sentences. Listen carefully when the child reads. The child may read slowly. She may stop frequently. But as long as she is **reading the text like she is reading a sentence rather than a STRING OF WORDS**, categorize her as a **"Sentence level" child (or a child who can read Std 1 level text)**. Once you have decided that this child is a "sentence" level child, ask the child to read the story. If a child is reading very slowly and stops between words for a long time, or if she is reading the text like it is one word after another, and therefore not reading the text like she is reading a sentence, then she is not a "Sentence level" child. Then you should take the child one level lower and ask her to read words.
Words (Set of easy words)	Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out the words to her. If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the easy paragraph again. She will be marked as a "word level" child if she can correctly read words but is still struggling with the easy paragraph. If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters. Don't let the child read MORE than FIVE words because it will be difficult for you to select which 4 or 5 words are to be marked correct.
Letter (Set of common letters)	Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again. She will be marked as a "letter level" child if she can read 4 out of 5 letters but cannot read words. ONLY ask the child to **READ ANY FIVE**. Please remember that choice should be given to child.
Beginner/Nothing	Child cannot recognize even 4 out of 5 common letters from the letters list.

Start here →

Basic Math

Tick the Relevant Box, the highest level of learning/ numeracy (e.g. Nothing, Number Recognition 1-9, Number Recognition 11-99, Subtraction, and Division), the child achieves during the arithmetic ability Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you. For Arithmetic Test Process see following Table

STEPS FOR ASSESSING BASIC MATHS

Child's math level	How to test and what criteria to use for categorizing children
Division: 3 digit by 1 digit	▪ Show the child the division problems. She can choose one to try. If not, then you can pick one. Ask her to tell you what the problem is and what she has to do. ▪ Then write the problem on a piece of paper and ask her to solve it. ▪ Watch what she does ▪ If she is able to follow the right method and come to the right answer, then mark her as a "division child. ▪ If she is unable to do one problem, give her another problem from the sheet. ▪ If she is unable to do either, mark her as a "subtraction child".
Subtraction: 2 digit borrowing **Start here** →	▪ Show the child the subtraction problems. She can choose one. If not, then you can pick one. ▪ Show the child the number on the top row of any problem and ask what that is (e.g. 56). If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Probe to see if she can recognize and identify 2 digit numbers. Show her the number on the next line and do the same. Point to the minus sign and ask "what do you have to do". It is not necessary that s/he should use the term MINUS or SUBSTRACT, consider it correct if she conveys the meaning in her local language (e.g. nikalna hai is used for minus in Urdu) ▪ Once you have established that the child knows the numbers and knows what to do, then write down the sum on a piece of paper yourself or ask the child to copy it on a piece of paper and ask her to solve it. Watch while she solves it. See if she correctly moves from the units column to the tens column and solves the problem. ▪ Give her another similar problem from the sums on the page. ▪ If she correctly does both then show her the division problem. ▪ If she does not want to attempt the division problem or is unable to do it, then mark the child as a "subtraction" child. ▪ If she cannot correctly do the subtraction problems then give her the number recognition task described below.
Number recognition: 11-99	▪ Point one by one to at least 5 numbers. Child can also choose them. ▪ Ask her to identify the numbers. ▪ If she can correctly identify at least 4 out of 5 numbers, then mark her "Number Recog. 11 - 99" child. If not then give her the number recognition 1 to 9 task.
Number recognition: 1 to 9	▪ Point one by one to at least 5 numbers. Child can also choose them. ▪ Ask her to identify the numbers. ▪ If she can correctly identify at least 4 out of 5 numbers then mark her "Number Recog. 1 - 9" child.
Beginner/ Nothing	▪ Child cannot even recognize 4 out of 5 numbers from the 1 to 9 number recognition list.

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English Competency Assessment

Tick the Relevant Box, the highest level of learning (e.g. Nothing, Capital Alphabets, Small Alphabets, Words, Sentences), the child achieves during the reading Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you. For Basic English Competency Assessment Test Process see following Table

STEPS FOR ASSESSING BASIC ENGLISH

READING: mark the highest reading level that the child is able to read comfortably.

MEANINGS: for word meanings & sentence meanings, separately note child's ability to do each.

English level	How to test and what criteria to use for categorizing children's ability in English
Beginner/Nothing	• Child cannot read even 4 out of 5 capital alphabets from the alphabets list.
Capital alphabets **Start here**	▪ Ask the child to read any 5 capital alphabets from the letters list. Let the child choose the letters herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of small alphabets. ▪ If the child can read capital alphabets but is struggling with identifying small alphabets, then mark her as "capital letter" level child. ▪ Child cannot recognize even 4 out of 5 capital alphabets from the letters list, then mark her as a "nothing" child. ▪ Remember to ask ONLY five alphabets so you are able to assess correctly.
Small alphabets	▪ Ask the child to read any 5 small alphabets from the letters list. Let the child choose the letters herself. If the child cannot choose, then point to 5 randomly chosen alphabets on the sheet. If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words. ▪ If the child can read small alphabets but is struggling with reading words, then mark her as "small letter" level child. ▪ Remember to ask ONLY five alphabets so you are able to assess correctly
Simple words	**Reading words:** ▪ From the list of 6 words ask the child to read any 5. ▪ If she can correctly read at least 4 out of the 5 words, then show the child the list of sentences. ▪ If the child does not want to read the sentences, or is unable to do so, mark her as ▪ "Word" child. ▪ **Meaning of words: (after the child has been marked at "word" level)** ▪ For the same words the child has just read, ask her to tell you the meaning of the words in her local language. ▪ Meaning of words can either be the literal meaning or can be an associated word. E.g. Instead of saying 'red' means 'laal' the child may point out to an object around her that is red in color. Similarly, instead of saying that 'man' means 'aadmi' the child may point to her father or to a man standing besides her. Similarly, for a word like 'cup', the child says 'Piyali'. All these responses are acceptable. ▪ If the child can correctly tell the meaning of at least 4 words, then mark her as "can say"; if not, mark "cannot say".
Easy sentences	**Reading sentences:** ▪ Ask the child to read the 4 sentences given. If the child can read at least 2 out of the 4 sentences as a complete sentence (does not stop frequently or does not read the sentence as a string of words), then mark her as "sentence" child. **Meaning of sentences**: (after the child has been marked at "sentence" level) • For the same sentences the child has just read; ask her to tell you the meaning of each sentence in her local language. • The child should be able to at least tell the meaning of the main underlined words in the sentence but do not point out these words to the child. E.g. for a sentence like 'what is your name?' the child should at least say 'what' means 'kya' and 'name' means 'naam'. It is acceptable as long as the child is able to say the meaning of the main words. • If the child can correctly tell the meaning of at least 2 sentences, then mark her as "can say" else "cannot say". • If the child cannot say the meaning of the sentences then ask the child meaning of the 5 words she read and mark accordingly.

II) MOTHERS' EDUCATION LEVEL

Mothers Education Level: In the section of the sheet on mothers, list the information about all mothers living in the household. Note down mother's age,

- **Tick the Respective box:**
    - o **If attended school:** Tick the Box if she has ever gone to school.
    - o **If never attended School:** Tick the Box if she has never ever gone to school
    - o **If Studied, What was the HIGHEST Class Completed**: write down the highest Class she has **passed**? Do not write the class from which she left school but the class she has completed.
    - o **Does mother Watch TV?** (YES / NO)
    - o **Does Mother Listen to Radio?** (YES / NO)

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

Mothers Test

(*Use the Reading Tool given to you to for learning Assessment of Children. Mothers will ONLY be asked to read the SENTENCES. You will NOT ASK her to read words, alphabets or story AT ALL.*)

- Ask mother to read the sentences and mark her accordingly
- **Can Read LANGUAGE Sentences:** Tick the Box Can Read LANGUAGE Sentences if she can read sentences
- **Cannot Read LANGUAGE Sentences:** Tick the Box Cannot Read LANGUAGE Sentences if she cannot read sentences.
- **Not Available for Test:** Tick the Box only when she is not present in household at the time of survey.
- **Available but Not tested:** Tick the box when she is present in the household but she has refused to read the test.

It is possible that mothers themselves or other family members say that they don't know how to read at all or can't remember anything from their school days. **Encourage** them to give it a **TRY** even if they feel they don't know. Be polite, patient and positive in asking them.

III) 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. Ensure that information is about assets owned by the household. This information is being collected in order to link education status of the child with household economic conditions.

Type of house the child lives in: Types of houses are defined as follows:

- **Kutcha House:** The walls and/or roof of which are made of material other than those mentioned above, 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.

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

Toilets: Mark yes or no by observing if there is a constructed toilet in the house.

Mobile phone: write down how many mobile phones are there in the household used by family members.
We are only collecting information on functional mobile phones and not looking at PTCL telephone, landline or V-phones.

Vehicles:
 For each of the given types of vehicles write the number in the appropriate box.
Apart from cycle other vehicles recorded should only include motorized vehicles. Three wheeler may include auto, tempo. Four wheeler may include bus, car, truck, etc.

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

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS

- 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 7/8. If there is no such school in the village which has classes from 1 to 7/8, then from the remaining government schools visit the school with the highest enrollment in Std 1 to 4/5. In the top box of the Observation Sheet, tick according to the school type.
- Note the **time of entry** into the school and **Time of Exit** from School.
- Meet the Head Master (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and Take Following Information.
    - o EMIS Code
    - o Write Down School since (Establishment Year).
    - o Distance from School to Bus Stop.
    - o
    - o Distance from Village to District head quarter.
    - o School affiliation with any NGO like Punjab Education Foundation, Balochistan Education Foundation, Sindh Education Foundation, UNICEF, NCHD, etc (write NGO Name)
- When at the school, ask the Head Master for the **Enrolment register** or any official document on the enrolment in that school.

WHAT TO DO in Government / Private School?

Section 1 - Children's Enrollment & Attendance
1. ASK for the registers of all the Classes and fill in the **enrollment and Today's attendance.** Note down girls and boys enrolment separately where you see both are enrolled. Take enrollment separately if class consists of both male and female children. If there are more than one sections for same class, randomly choose **any one** section.
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 to the classes/areas 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.

Section 2 - Teachers

1. Request the Head Teacher to provide you information on teachers in the school. Collect and note down the information on:
    a. Number of Sanctioned Teaching Posts
    b. Teachers appointed
    c. Number of Teachers present on the day of the survey
    d. Number of Teachers on official leave
    e. Number of Teachers on any other non official leave, and
    f. Number of Teachers living in this village, if applicable.

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2. Please note that the number of regular government teachers <u>does not</u> include the Head Master.
3. If the school has para-teachers or teachers appointed by the School Management Committee (SMC), mark that separately.
4. 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/neighbouring villages and write this number in the observation sheet.

Section 3—School Fund Information

1. 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. Tick the designation of the person being asked this question. (Head Master/ Regular teacher/ Para teacher)
2. For this section, note down information for 2009 **and** 2010.
3. Ask if the school got a Fund. If yes, note down the amount and when this **fund** was received, write down the **Month** 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".
(Write down the name of the Source of Fund (Govt. Private, NGO etc.)   **IF APPLICABLE!)**
4. 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.

Section 4— School Fund spent on

Tick the Relevant
- *C*ompound/Premises
- School Building
- New Room
- Inside Class room
- Water/ Toilet facilities
- Furniture
- Other
    (INFORMATION on SCHOOL FUNDS is NOT to be COLLECTED from PRIVATE SCHOOLS)

Section 5—Class Room Observations
Observe and Ask if required.
1. This section is to be filled for Class 2, Class 4 and Class 6 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. OBSERVE where the Class is sitting (room, verandah, outdoor)and fill accordingly.
3. Is there a Black Board in the class? Yes / NO
4. Check whether the Black board is useable or not? Write yourself on the Black Board.
5. 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.
6. Thereafter assess if the subject being taught at the time of the observation matches with the subject mentioned in the timetable.
7. 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.

Section 6—Facilities in the School
Count yourself and Write down
- Total Numbers of rooms in The School.
- Number of rooms used for Classes

Tick the Relevant
- Drinking water facility for the children in the school
- Drinking facility available and being used by children
- Is there school boundary wall/ fence?
- Toilet for children
- Toilet available and being used by children. You need to check the functionality and also observe if children are going to toilet present in the school. Or are they using staff toilet or one available in the mosque for example. Ask children.
- Does the school have library books?
- Could you see the library books?
- Is there any playground?

Section 6 – General Comments and Observations
Write any general comments / observations that you noted while observing the school.

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

REMEMBER TO THANK HEAD TEACHER / TEACHER AFTER COMPLETING THE SCHOOL OBSERVATION.

Key points to remember / summary

You cannot go to any other village other than the village assigned to you.

- **Meet village elder.** Tell villager elder about ASER.
- Collect information about village and record it in the sheet provided.
- **Walk around the village. Make a map.**

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

Give all children in the age group 5 to 16, a test of:

- Basic Reading
- Basic Arithmetic
- Basic English

Observe the household and fill in household information about type of household, type of house, electricity toilet, mobile phone, and vehicles etc.

Before leaving the household, re-check to make sure all information is complete and accurate.

School observation must be done for 1 government school and 1 private school. You and your colleague can split up and do one school each if there is limited time before the school gets over. Also female must go into the government school as she will have access, male member may get access to private schools also but will definitely not be allowed in government girls middle or primary school.

School visit must be done on a working day. Ensure all sections of the school observation sheet are filled in properly.