

Surveyors Names:	1.	2.
Village Name:		

Annual Status of Education Report



2012

Facilitated by SAFED

INSTRUCTIONS BOOKLET

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WHAT TO DO IN THE VILLAGE

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

TASK 1: 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 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. 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 4050 villages and in 135 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 and do math's 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.

- **Start mapping:** To get to know the village, walk around and start mapping.
 - **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.
 - **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** for example, 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. Usually surveyor can take a start from the North and from the houses on his/her left hand.
 - **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 fills out all the information provided. Do not forget to make legend of the map.

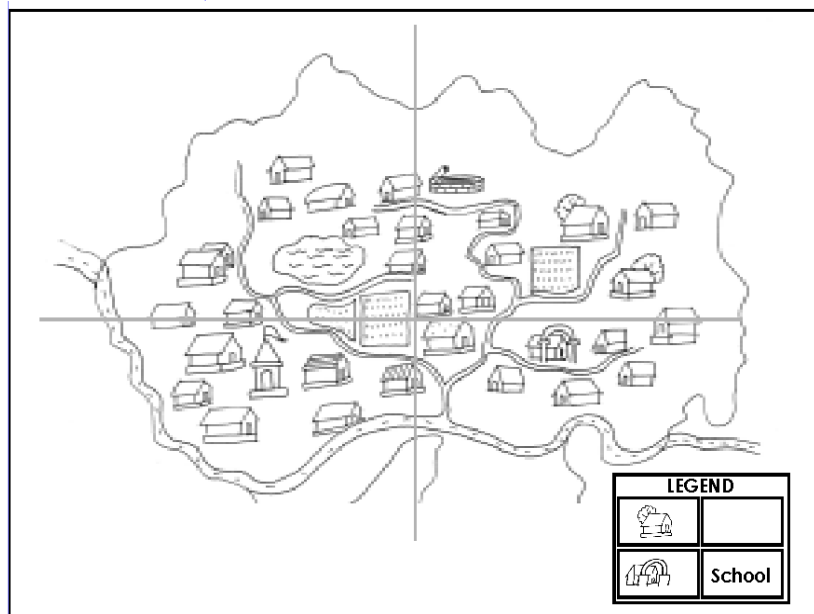
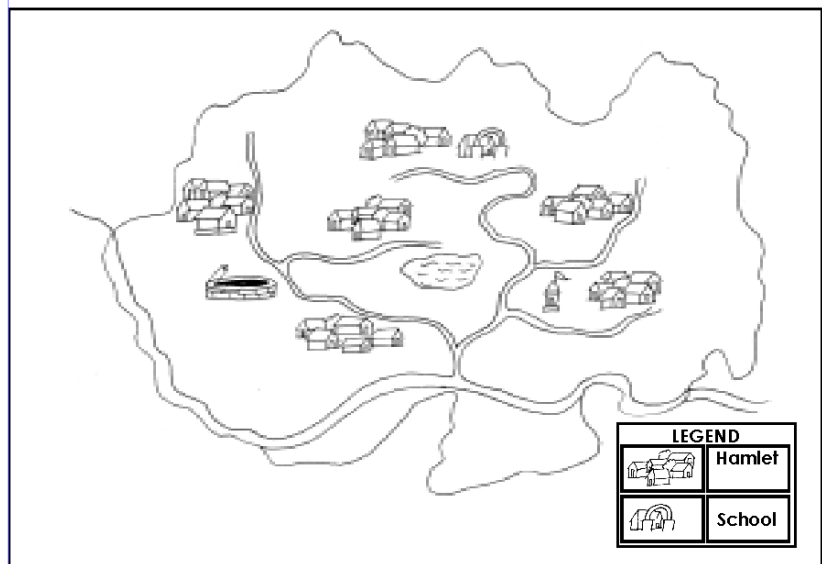
Village with hamlets:

- 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**.

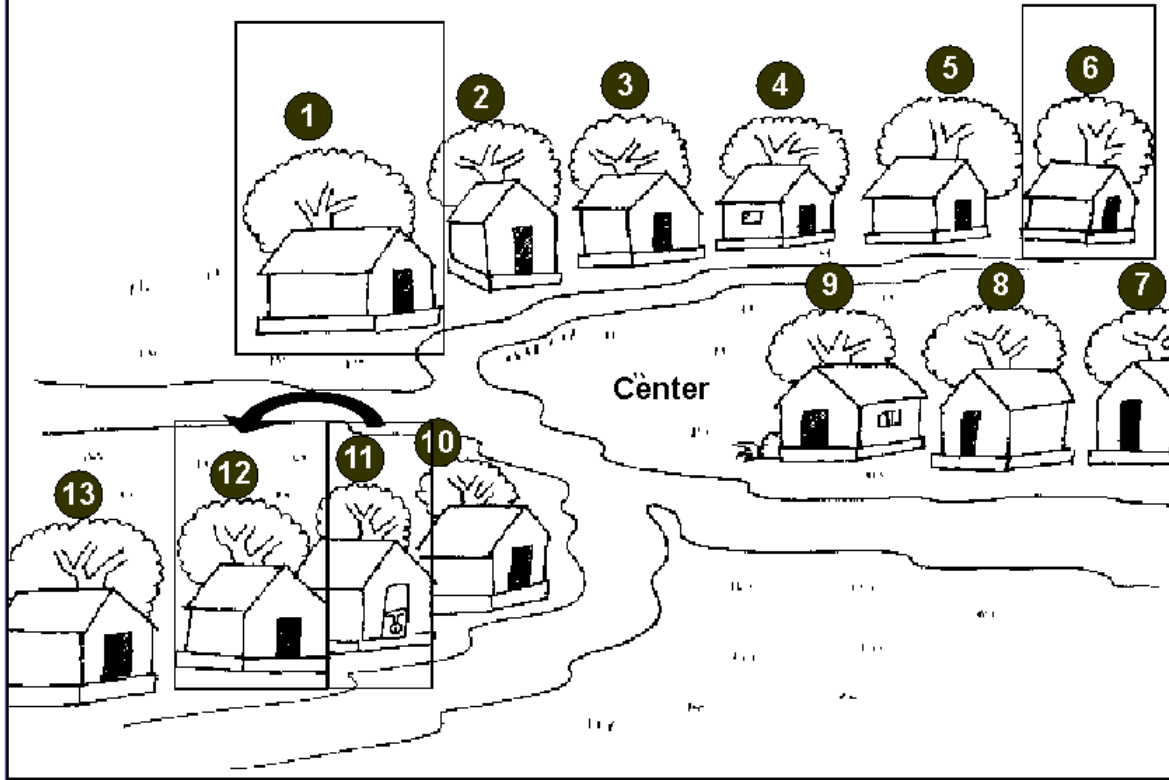
For each section, **note the estimated number of households**. Verify all the information on the map with people in the village as you walk around.



TASK 2: HOW TO SAMPLE HOUSEHOLDS

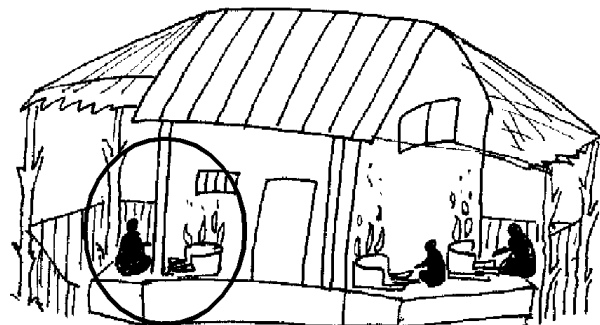
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 5th house, 10th house, 15th house, etc). Get information about the household and children following instructions in the next section.
 - **House Closed:** If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as “**House Closed**”. **This household DOES NOT count as a surveyed household.** Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.
 - **No Response:** If a household refuses to participate, note that down on your compilation sheet as “**No Response**”. However, as above, **this household DOES NOT count as a surveyed household.** Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.
 - **No Children:** If there are no children or no children in the age group 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 the day of 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 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/kitchens' are there? If there are more than 1, then randomly select any one of the 'chulhas/kitchens'. After completing survey in this house proceed to the next 5th HH.

TASK 3: WHAT TO DO IN EACH HOUSEHOLD

General Information for Volunteers

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

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

- **Children 3 to 5:** On the Household sheet, note down child's name, age, whether they are attending Katchi or any kind of pre-school center. **WE WILL NOT TEST CHILDREN who are not 5 YEARS OLD YET.** It means that we will not be testing any child who is 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 Katchi /pre-school, etc., note it down under the "Never Enrolled" Educational Status 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:

- **Non-Resident Children:** Do not survey children who are visiting their relatives and friends in the sampled village. These children **may be tested** if the family or children insist but make sure they are **not recorded** in the household sheet. Ask members of the household as well as neighbors about who all live in the household on a regular basis.
- **Older Children:** Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like "children". Probe about who all live in the household to make sure that nobody that is in our age group 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.
- **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 HOUSEHOLD

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 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) CHILD'S INFORMATION

- **Mothers name;** write down the name of mother whose **child/children you will be testing first**.
- **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 school.
- **Dropped Out:** Tick the Box if the child has stopped going to school without completing his/her schooling/education.
- **Currently Enrolled:** Tick the Box if the child is currently going to school.

Drop outs

- **If dropped out, studied up to which class:** if the child 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 was dropped out of school.

Current Schooling Status

- **Current Class/ Grade:** Write down the class in which child is enrolled 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.
- **Medium of Instruction** Ask children about their official medium of instruction in the school for example English, Urdu, Sindhi or Pashto medium and record accordingly in the survey sheet.
- **Does the Child go to the Surveyed School?** Tick the Relevant Box, whether child goes to the surveyed school or not.

Although you will be making the school observation on Monday 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.

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.

TASK 4: WHAT TO DO WITH CHILDREN: TESTING

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

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

Often family members and neighbors gather together to watch how the child is performing. This could potentially create tension for the child. The ASER team should make sure that the child is not getting pressurized, this can be done by speaking in a friendly way to children and also to those who are watching. One member of the team can talk to the others, while the 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 s/he is attempting to do in the test. Give the child ample time to read, solve and to think. Be patient.

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

For example: The child first starts with trying to read the easy paragraph. You find that 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 similar strategy for arithmetic tasks as well. For English Language test, since you are starting with alphabets, just give him/her more time and encourage them to try again.

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

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

Usually if a child is told to read again carefully, 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 (Ages 5-16)

Reading Tick the Relevant Box, the highest level of learning (e.g. Beginner/Nothing, Letter, Words, Sentences, Story), the child achieves during the reading Test. REMEMBER TO USE BOTH SAMPLES OF TOOLS GIVEN to you. Those who are able to read story should be tested for bonus question 1 and bonus question 2.

STEPS FOR ASSESING READING URDU, SINDHI, PASHTO

Child's reading level	How to test and what criteria to use for categorizing children
Bonus Questions	Those children who can easily read story should be tested for bonus question 1 and bonus question 2. This assess students for their comprehension skills.
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)	<p>Ask the child to read any easy Sentences.</p> <p>Listen carefully when the child reads.</p> <p>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).</p> <p>Once you have decided that this child is a "sentence" level child, ask the child to read the story.</p> <p>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.</p>
Words (Set of easy words)	<p>Ask the child to read any 5 words from the word list. Let the child choose the words herself. If s/he does not choose, then point out the words to him/her. If s/he 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.</p> <p>If she cannot correctly read at least 4 out of 5 words she chooses, then show her the list of letters.</p> <p>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.</p>
Letter (Set of common letters)	<p>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.</p> <p>ONLY ask the child to READ ANY FIVE. Please remember that choice should be given to child.</p>
Beginner/Nothing	Child cannot recognize even 4 out of 5 common letters from the letters list.
Language	Write the language in which child was tested i-e Urdu, Sindhi or Pashto

Start here



Basic Math/Arithmetic Levels

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
Bonus Questions	<ul style="list-style-type: none"> ▪ If he/she is able do Subtraction / Division correctly, Then Ask him/her to solve bonus Questions and mark accordingly.
Division: 3 digit by 1 digit	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 SUBTRACT, 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	<ul style="list-style-type: none"> ▪ 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 Recognition. 11 - 99" child. If not then give her the number recognition 1 to 9 task.
Number recognition: 1 to 9	<ul style="list-style-type: none"> ▪ 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 Recognition. 1 - 9" child.
Beginner	<ul style="list-style-type: none"> ▪ Child cannot even recognize 4 out of 5 numbers from the 1 to 9 number recognition list.

Start here




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
Capital Alphabets <div style="border: 1px solid black; padding: 2px; display: inline-block;">Start here</div> 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ From the list of 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.
Easy Sentences	Reading sentences: <ul style="list-style-type: none"> • Ask the child to read 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 words	Meaning of words: (after the child has been marked at "word" level) <ul style="list-style-type: none"> ▪ 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 beside 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".
Meaning of sentences	Meaning of sentences: (after the child has been marked at "sentence" level) <ul style="list-style-type: none"> ▪ 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 name, age and number of children she has.

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

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

III) CHILDS FATHER INFORMATION

Age: Record mothers age and write I the respective box.

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

IV) HOUSEHOLD INDICATORS

All information on household indicators is to be recorded as much as possible based on observation and evidence. However, if for some reason you cannot observe it, note down what is reported by the household. Ensure that information is about assets owned by the household. This information is being collected in order to link education status of the child with household economic conditions.

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

- **Kutcha House:** The walls and/or roof of which are made of material other than those mentioned here, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
- **Semi -Pucca house:** A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.
- **Pucca House:** A pucca house is one, which has walls and roof made of the following material. Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc. Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC, (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.

House Ownership: Mark yes or no regarding the ownership of the house

Electricity 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: Mark yes if any of the house hold use the mobile phone. We are only *collecting information on functional mobile phones and not looking at PTCL telephone, landline or V-phones.*

Television - TV: Mark yes if household have a TV set otherwise mark No.

V) GENERAL INFORMATION

How Far is the Nearest School: Ask the family head or other adults in the family about the distance, a child has to cover to reach school. You can ask approximate distance in kilometers and record it in the respective box.

Language Spoken at Home by Members of the Family: Ask mother, father or other correspondents about the language which is being spoken in the household. This can further be linked with the medium of instruction in the school and helps examining impact of mother's tongue on child's learning.

Preferred Medium of Instruction in the School: Ask the family what is their preferred medium of instruction in the school. For example ask them if they want their child to learn in school in Urdu, English or any other regional language and write the response in the respective box.

Computer Usage: Ask the family if anyone in the household knows how to use a computer and report your answer as yes or no. Remember this question does not ask for a computer present in the household.

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

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 10 or High School. If there is no High school in the village, then go to middle school, in case middle school is not available go to 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 go to nearest **Government School** located in near by village.
- 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 Following Information.
- Record Name of the School, name of village, name of Tehsil/Taluka, District/Agency and the Province.
- Tick the respective box for type of school i-e High, Middle or Primary.
- Tick type of school if it is:
 - Boys and Girls School
 - Boys only School
 - Girls only School
- Tick Medium of School
 - English
 - Urdu
 - Pashto
 - Sindhi
 - Or any other Medium
- EMIS Code: write the EMIS code of the school
- Write Down School since (Establishment Year).
- 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
- Any project started in the school. If yes who started the project? Government or Private sector? Tick the relevant box. (*Only for Government School Sheet*)
- School affiliation with any NGO like Punjab Education Foundation, Balochistan Education Foundation, Sindh Education Foundation, UNICEF, NCHD, etc (write NGO Name) if yes then ask the name and year of affiliation.
- 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?

Children's Enrollment & Attendance (Section 1)

1. ASK for the registers of all the Classes and fill in the **enrollment**. If there is more than one section 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.
5. Ask head teacher School Fee, separately for each class and record in the relevant box.

Class Room Observations, Observe and Ask if required (Section 2- Gov & Section III –Pvt)

1. This section is to be filled for Class 2 and Class 8 only (in case of primary school choose Class 5 instead of class 8. 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. 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.

General Comments and Observations (Section 3 - Gov & Comments –Pvt)

Write any general comments / observations that you noted while observing the school. Use back side of sheet for more comments/observations

Teachers - (Section 4 - Gov & Section 2 –Pvt)

1. Request the Head Teacher to provide you information on teachers in the school. Collect and note down the information on:
 - a. Number of Sanctioned Teaching Posts (*Only for Government school*)
 - b. Teachers appointed
 - c. Regular/Government teachers does not include the Head Master
 - d. Contract/Para teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), 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/neighbouring villages and write this number in the observation sheet.

No of Qualified Teaching Staff (Section 5 - Gov & Pvt)

Qualifications of teachers should be incorporated separately in the form of their

- o Educational Levels i-e Matric, FA/F.Sc, BA, B.Sc, MA/M.Sc, M.Phil or any other. Count teachers for their respective educational levels and mention the count in the respective boxes.
- o Professional Qualification i-e CT, PTC, B.Ed, M.Ed etc. Count teachers for their respective professional qualifications and mention the count in the respective boxes.

No of Teachers who Got training in the Last Year (Jul 2011-June2012) (Section 6 - Gov)

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 15 days, 30 days or more than 30 days.

Facilities in the School (Section 7 - Gov & Section 6 - Pvt)

Count yourself and Write down

- Total Numbers of rooms in The School.
- Number of rooms used for Classes

Tick the Relevant

- Drinking facility available and being used by children
- Is there school boundary wall/ fence?
- 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?
- Is there any special Teacher (PIT) for games/playtime?
- Is there a science Laboratory available in the School.
- Is there a computer lab.
- Does the school have internet?

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

Page No 2 (Only for Government School Sheet)

- Record Name of the School, name of village, name of Tehsil/Taluka, District/Agency and the Province.
- Record Name of Head Teacher/Principle, School phone number and Head Teacher/Principle mobile number
-
- The Head Master should be requested to provide information for this section. In the absence of the Head Master, ask Senior Most teacher OR the person who is in charge of the school to provide information for this section.

SMC/SC/PTA Information (Section 8 - Gov)

- Is SMC/SC/PTA active? Yes, No
- Write total number of members
- Write number of active members
- Write amount in bank

School Fund Information (Section 10 - Gov)

1. For this section, note down information for July 2011 to June 2012.
2. Get funds information for **SMC/SC/PTA FUNDS, FAROGE TALEEM FUND, TUCK SHOP FUND, CYCLE STAND FUND**, and Write down the name of other source of funds.
- 3.
4. 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".

5. If the fund was received ask if the school has spent the entire fund? Yes, No, Do not know.
6. There are instructions under this section asking where the school fund was spent? Mark which is relevant.
7. 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 11 - Gov)

This section is similar to section 10 other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2012 to date of survey.

Only of Private School Sheet

School Fund Information (Section 4 - Pvt)

1. For this section, note down information for July 2011 to June 2012 and July 2012 to date.
2. Write down the name of person who provide the infoamtion
3. If the school get any funds from Government/ Provate Individual/NGO, mark yes.
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,
5. 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.

Key Points to Remember / Summary

1. YOU CANNOT GO TO ANY OTHER VILLAGE

- 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.

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

- GO TO **MIDDLE OF** 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

3. 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 partner 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.