

Annual Status of Education Report



ANNUAL STATUS OF EDUCATION ASER-PAKISTAN 2023

Provisional
March 08, 2024

NATIONAL



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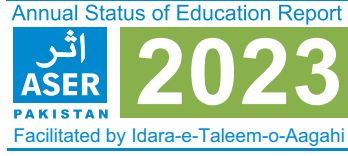
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Supporters of ASER 2023

- Foreign, Commonwealth & Development Office (FCDO)
- United Nations International Children's Emergency Fund (UNICEF)
- Voluntary Service Overseas (VSO)
- Idara-e-Taleem-o-Aagahi (ITA)

Partners of ASER 2023

- National Commission for Human Development (NCHD)
- Ilm-o-Hunar Foundation (IHF)
- First Step Organisation (FSO)
- Society for Empowerment of People (STEP)
- Saiban Kisan Society (SKS)
- Youth for Development & Democracy (YDD)
- Human Aid
- Mohmand Community for Education & Development (MCED)
- Sukkaar Welfare Organisation (SWO)
- Thar Education Alliance (TEA)
- Gwadar & Gwadar Seaports Organization (G&GS)
- Azat Foundation
- Change Thru Empowerment (CTE)
- EHED Foundation
- Geotag Consulting
- Hamza Development Foundation (HDF)

Mr. Waseem Ajmal Chaudhry

Secretary

Ministry of Federal Education and
Professional Training (MoFE&PT)



The Ministry of Federal Education and Professional Training (MoFEPT) commends ASER Pakistan, a flagship program of Idara-e-Taleem-o-Aagahi (ITA) for undertaking the largest household-based national learning assessment survey in 2023 to gauge the foundational literacy and numeracy proficiency of children in Pakistan between the ages of five and sixteen. ASER's methodology of collecting the data by mobilizing 11000 volunteers makes it not only unique but also transparent and inclusive. The MoFE&PT and the provincial governments through ASER 2023 have access to levels of foundational learning data across Pakistan for formal and non- formal, state and non-state education systems from ASER Pakistan as a regular benchmark and prime reference document for SDG 4.1 tracking by the SDG secretariat and also for Article 25 a, the fundamental right to education in Pakistan.

The Government of Pakistan is pleased to see that ASER Pakistan 2023 records improvement in the enrollment levels across the country corroborating with the Pakistan Institute of Education (PIE) 2024 Pakistan Education Statistics report, narrowing of gender gaps in enrolment and in learning due to both demand side factors and supply side efforts of all actors. We are dedicated to the core principles of inclusion, equity, quality and access in education as our top priorities. To that end we shall continue to use valuable disaggregated ASER findings for improving foundational literacy and numeracy and lifelong learning. ASER is a national asset working in close collaboration with public sector departments of school education and literacy and the MoFEPT to be used extensively in relevant citations at provincial, national and global levels for lower primary indicator of SDG 4.1.1 a.

ASER 2023 has met a national milestone by covering 123 urban districts alongside 151 rural districts reaching out to more than 272,370 children aged 3-16, and using an application for real time data collection. The urban sampling is supported by technical advice from the Pakistan Bureau of Statistics (PBS) another marker of public private collaboration for rigor, robust and responsible research. ASER over the years has been providing us information on other vital indicators including use of technology, climate change, COVID-19 losses, health, disability and functioning.

ASER makes the invisible, visible in 2023 with data on around 2000 transgenders in terms of enrolment and learning trends, for whom the government has begun initiatives for second chance learning. This is strong data to build on. Similarly, for the first time in ASER's history there is evidence of strong learning competencies at upper end for drop outs or OOSC (14 to 18%) nationally for immediate catch up remedial programs to continue learning and schooling they may have lost out on due to COVID-19 and floods. This too is a bold call to action for all actors.

Where was learning highest in the country? What were the key elements that led to such an outcome? Where are the challenges that must be tackled with evidence-based diagnostics and reflected in our sector plans, policies and implementation strategies? This is the power of ASER 2023 that must be disseminated for information and action at provincial district and village levels.

The promises we made nationally during the Pakistan Learning Conference, and establishment of Pakistan Foundational Learning Hub in 2023 are some of the proactive steps that the Government has taken unanimously in the federation to address the mighty educational challenges faced by the country. In the years to come, measuring learning losses at national/provincial level is a critical need for both accountability and action above all.

We are extremely thankful to ASER, ITA teams and their partners across Pakistan including NCHD for at scale efforts in generating a national repository of time series data set as a public good. This will help us in making informed policy decisions for implementation, that we fully own.

I thank all the development partners who have supported ASER Pakistan 2023 a singularly massive effort in democratizing foundational learning data and statistics for Pakistani children and citizens; it is a compelling investment for all of us in the run up to 2030 and beyond

Message from Local Partners

The Annual Status of Education Report (ASER), a citizen-led, household-based survey, was the largest conducted in terms of its scale and scope in the year 2023. Along with 151 rural, we as partners (also conducted the survey in 123 urban districts) which was a huge assignment to manage, given the paucity of time. The survey mobilized 16 partner organizations and 11000 educated graduate degree enumerators, a mobile phone and a passion to uncover the core challenges of the education sector as active citizens. The volunteers and the master trainers from partner organizations were provided three days of rigorous field based training, to conduct the oral one-to-one assessment in homes for both in-school and out of school children, triangulated by vital information from the households and visits to the local schools. In some districts, volunteers collected the information for the first time on the application, providing real time information.

Every year, ASER's extensive collection of open-source data allows our citizen volunteers to evaluate Pakistan's educational system by gathering information on the learning outcomes of children along with household and school level indicators. Our goal is to provide parents and other local actors with vital information on foundational learning so they can hold local officials and schools accountable for learning outcomes. This is why we feel that our contribution is so significant it goes beyond simply to collect the annual data mapping children's learning progress. We are proud of having established ourselves as a vital component of the change ecosystem, serving as a catalyst for bottom-up accountability and action to enhance learning in schools and to bring much needed attention to the core dimensions of access, learning and equity for tracking 25-A, right to education and SDG 4.

We are certain that ASER Pakistan 2023 can make significant progress in converting data into action. In addition to capacity building and partnerships provided by ITA teams through ASER Pakistan, we as civil society and autonomous organizations are extended a forum to collaborate and create solutions with the local community. Embarking on the journey of collecting real time data from the field, and reaching out to both urban and rural areas to present the first National Foundational Learning profile, we believe that ASER/ITA Pakistan, has the potential of changing the educational landscape in the years to come. We, as local supporters and partners are proud of our association with such an evidence based democratic citizen-led movement, from assessment to accountability to action!

Partners of ASER 2023

- National Commission for Human Development (NCHD)
- Ilm-o-Hunar Foundation (IHF)
- First Step Organisation (FSO)
- Society for Empowerment of People (STEP)
- Saiban Kisan Society (SKS)
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- Azat Foundation
- Change Thru Empowerment (CTE)
- EHED Foundation
- Geotag Consulting
- Hamza Development Foundation (HDF)

Message from Development Partners



Foundational learning is defined as basic literacy, numeracy, and transferable skills such as socioemotional skills that provide the fundamental building blocks for all other learning, knowledge, and higher-order skills. The Annual Status of Education Report (ASER), a flagship program by Idara-e-Taleem-o-Aagahi (ITA) has been providing policy makers and practitioners with an important measure of foundational literacy and numeracy levels for children aged 5-16 years across Pakistan since 2009. ASER - a call to action for stepping up efforts to improve foundational learning, is an essential public good produced by civil society in close collaboration with the government.

ASER 2023 marks yet another important milestone in this journey, providing household-based learning data for children across 151 rural and 123 urban districts. This is a huge undertaking reaching out to 272,370 children 3-16 years and 200,987 children age 5-16 years whose learning levels have been assessed using a simple grade two level tool (lower primary), robustly mapped to SDG 4.1.1 a and the national/ provincial curriculum student learning outcomes (SLOs), in rural Pakistan. ASER fills a critical gap in learning data as no other national or provincial assessment in Pakistan has consistently measured learning levels in early grades. By measuring learning for children across the ages of 5-16, ASER also shows that children who are not learning the basics by grade 3, continue to struggle, with foundational learning gaps persisting in grades 5, 8 and even 10. South-South learning networks, such as the PAL Network, of which ASER Pakistan is an integral member, are making a powerful case to focus efforts on foundational learning.

ASER provides open data on foundational learning, along with a host of other important education indicators, and is a national repository for evidence, mobilization, and actions for learning solutions. ASER is a reliable, meaningful measure of student learning and provides comparability over time, so that we can tell if things are improving or not. It can be used for reporting on SDG 4.1.1 a and Article 25-A of the Constitution of Pakistan, as a model of good practice and accountability for foundational learning results.

As development partners with a shared commitment to improving foundational learning for all, we have come together to address this challenge through the Global Coalition for Foundational Learning. The Global Coalition for Foundational Learning was founded in 2022 to bring together partners with a shared commitment to improving foundational learning for all and a desire to work together to drive change more quickly. The founding Development Partners of the Global Coalition for Foundational Learning are FCDO, UNICEF, UNESCO, USAID, the World Bank and the Bill & Melinda Gates Foundation (BMGF). We are committed to working differently and together, to ensure we meet the commitments as set out in the Commitment to Action on Foundational Learning, launched by the Coalition at the UN Secretary General's Transforming Education Summit (TES). Working closely with government partners, we are collaborating on addressing the learning crisis, including developing a shared understanding of the challenges in order to support country-led action and implementation, improve learning data and monitoring mechanisms and continue advocacy and communication on the importance of foundational learning.

We commend the efforts of the Government of Pakistan, both at Federal and Provincial levels, in pursuing this fundamental policy priority with the utmost focus and resolve. This is evident in the commitments made by the Government at the Pakistan Learning Conference, along with actions that are underway to deliver on these commitments, and the establishment of the Pakistan Foundational Learning Hub in 2022. Going forward a comprehensive response requires the Government to map existing programmes, leverage existing and new data to strengthen the case for investment in foundational learning, develop a common tool to measure and report on learning, assess learning losses at national/provincial level and provide teachers with tools for classroom-level measurement; adjust curriculum across and within subjects to support all children to acquire literacy, numeracy, and socio-emotional skills; align instruction with learning levels and needs ensuring continuous support for teachers and better use of teaching time ensuring children are taught at their correct learning level rather than by age or grade; and ensure teachers have access to high quality teaching materials. As a first step, and to complement ASER, we call on the Government to design and deploy a large-scale, nationally, and provincially representative, comparable learning data over time to know whether students are learning, which are being left behind and to understand where to adjust education policies and practices based on agreed minimum proficiency levels.



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ASER
PAKISTAN

2023

Facilitated by Idara-e-Taleem-o-Aagahi

NOTES ON ASER



Inequities in Access and Learning

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Institute of Development and Economic Alternatives

Imagine a boy born in a high income/wealth household in Karachi and a girl born in a low income/wealth household in rural Baluchistan. Will these two children, both children of the same country, have equal opportunities for accessing education and for learning? Clearly not. The boy in Karachi would probably get enrolled in one of the high-fee private schools, appear for IB or A' Levels eventually and then, possibly, go abroad for his undergraduate education. The girl from rural Baluchistan will have a hard time surviving infancy and early childhood. If she does, there is a significant probability she will not have access to a primary school. Even if she finishes primary, the chances of her making it to high school and successfully completing matriculation examination is in low single digits.

Article 25A: "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." Article 25A was added to the basic rights section of the Constitution of the country in 2010. There were laws for universal primary education even before then but the right to education, for all children and, in fact, the obligation (free and compulsory) to educate ALL children for 10 odd years was added to the Constitution in 2010. The tragedy is, despite the constitutional promise we are no closer to fulfilling this promise to our children than we were in 2010. By latest estimates more than 26 million children between the ages of five to sixteen years are out of schools in Pakistan. We have report after report, including many rounds of Annual Status of Education (ASER) data that show that the majority of children who are enrolled in schools have been and are getting poor quality of education. This has been corroborated by reports from the World Bank as well. Grade 5 children can hardly do grade 3 work, and many children in grade 8 are not able to read paragraphs and do simple mathematics. We are simply not living up to the promises we have made, implicitly and explicitly, to our children as far as educational opportunities to access and quality are concerned.

Since the 1980s we, as state and society, have also encouraged the private sector to develop as a provider of education services at both K-12 and university level. Today we have an education system in the country that is extremely differentiated, fragmented, diverse and inequitable. Educational institutions vary along many variables. Students can go to madrassas for religious education or mainstream schools for 'modern' education. Education can be in formal schools, informal schools and even in evening academies. Students can appear as 'private candidates' in public examinations if they have studied but are not enrolled in any registered school. Language of instruction can be local (in early years), Urdu or English. Textbooks can be state published ones, published by private publishers or even imported. School leaving examinations can be Dars e Nizami, matriculation, or foreign assessments like O and A' Levels, International Baccalaureate (IB) or American High School diploma. Madrassas do not, normally, charge for Dars e Nizami and even boarding and lodging is paid for. Government schools do not charge tuition fees and used to provide textbooks too. Private not-for-profit schools have low or no fees, while for-profit schools charge tuition fees based on the segment of the population they want to serve and the quality of education, in reality or in parental perceptions, they are able to deliver. Tuition fees of Rs. 50,000 per child per month are quite normal in high-fee schools. The very expensive ones go to almost Rs. 100,000 per child per month.

The children and parents' ability to access these opportunities depend on variables like parental income, the gender of the child, and rural vs urban location. But the most important variable here is parental income or wealth. How can we have equity in access and learning when the education system is so fragmented and differentiated.

ASER 2023 round results do show this clearly. When ASER data is divided into quartiles by parental income and wealth (on an asset-based index), we see patterns in access to quality education quite clearly. 73 percent of children from the poorest quartile are enrolled in ASER data, while 83 percent of children are enrolled from the richest quartile. Only 67 percent of girls from the poorest quartile are enrolled while 84 percent of the boys from richest quartile are enrolled. Income and wealth have an impact on access to education.

Though it has been hard to pin down quality differences across types of schools, private and public, rigorously, causally and precisely, but most data sets, including multiple rounds of ASER, do show that assessment results are better for private schools than government schools. This is true for even low-fee private schools. High-fee private schools, of course, offer much better quality of education. ASER 2023 data show parents are aware of these differences. Of the children enrolled in government schools 35 percent come from the lowest income quartile while 25 percent come from the richest quartile. For the private schools, only 17 percent of the children enrolled in private schools come from the poorest quartile while 32 percent come from the richest quartile. Access to private education is tied to income/wealth levels.

Getting extra coaching, called tuition in Pakistan and usually done after school hours, has become quite prevalent in our society. ASER 2023 data shows that those who attend private tuition do have, on average, better grades than those who do not have tuition. So, tuition matters. But tuition costs, and ability to get your child tuition is tied to parental income and wealth. ASER data shows that only 6 percent of children from the poorest quartile get tuition while the percentage goes up to 14 and 11 percent for the top two quartiles.

It is not surprising then that learning outcomes would be different for children from different income/wealth quartiles. Only 24 percent of children from the poorest quartile are at a level where they can read a simple story in Urdu, 43 percent of children from the richest quartile can do that. 25 percent of children from poorest quartile can read a sentence in English, 41 percent from the richest quartile are able to do that.

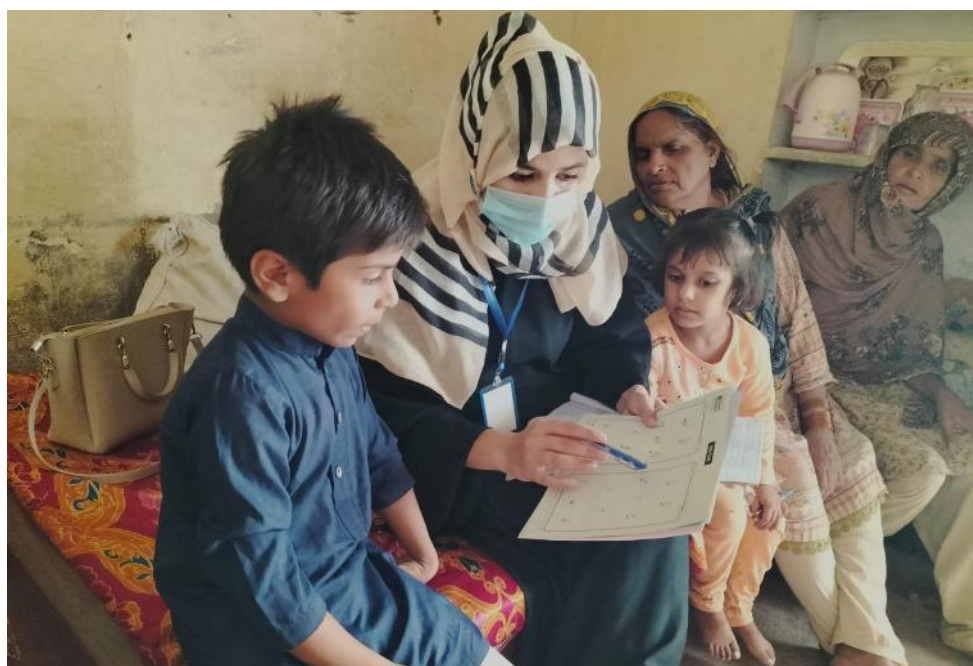
We have not talked about differently abled children here so far. All populations are expected to have 10-12 percent of people who are differently abled. We have data in Pakistan that shows that differently abled children are more likely to never enroll, are more likely to drop out early and are more likely to be ignored in the learning process even if they happen to be in classes. This is another dimension of the discrimination and differentiation that exists in Pakistan.

What does it mean to have a 'right to education' when 26 million children from the relevant age bracket do not have access to schools. What will we promise the girl born in a poor household in rural Baluchistan? As of now it seems to be the case that we are telling the girl that she will not get access to quality education. We do not have enough public schools across Pakistan and the quality of education being given by public schools, on average, is very poor. Since the girl's parents do not have resources to move her to the city and/or buy her quality education from the private providers, she will, most likely have to be another person in the 26 million who do not get to go to school.

The solution to the above problem is not to try and impose uniformity, by force, on the education system as was attempted through the Single National Curriculum (SNC) policy initiative of the last government. By default, or design, it ended up trying to pull back the high-fee private schools and impose on them the same curriculum that was to be taught in government and other schools (the government could not convince the madrassas to move to SNC though). This was a terrible idea.

The solution is in trying to raise the quality of education that is being offered by government schools and to extend the network of schools/education programmes to get the out of school children access as well. If government schools could offer a minimum standard of quality that gave students access to meaningful and decent education, it would automatically force low-fee private schools to raise their quality to at least that level if not higher otherwise parents will move children out of private schools. If government schools could offer decent quality at no cost (zero tuition and with distribution of books, stationary, uniforms and, possibly, access to transport) Article 25A could be given some meaning and substance. It would still be the case that very rich households will be able to get a higher quality by paying a lot more, and there is not much we can or should do about this, but, at least, the children from the poorest household would have access to at least a minimum quality that would allow them to move ahead in life. This is the only way the girl from the poor household in rural Baluchistan is going to have any opportunity for getting a decent education.

ASER 2023 data confirms that household income and wealth are important for access to quality education in Pakistan. If you have the resources, you can get good quality, but if you do not, you might be without schooling (26 million children) or have access to poor quality education. This does not come as a surprise. We know we have a very fragmented, differentiated and divided education system in Pakistan. The key question, for policy makers in particular and for the society at large is how do we reconcile these facts with the promise of the basic right to education (Article 25A of the Constitution). Do children have the right to education or not? If they do, it has to be irrespective of their parental income, geography, gender or any other variable. It has been 13 years since the inclusion of Article 25A in the Constitution and we have not yet answered this basic question.



The Climate Crisis

Education is Critical for Building Resilience to Vulnerabilities

Dr. Monazza Aslam & Dr. Shenila Rawal

Managing Partners,
Oxford Partnership for Education Research and Analysis

Pakistan ranks as the 5th most vulnerable country to the impacts of climate change according to the Global Climate Risk Index (UN Habitat, 2023). Climate change and displacement caused by rising global temperatures exacerbate the inequalities and barriers that already exist. In particular, the effects of these are felt more deeply by those belonging to more socio-economically disadvantaged backgrounds, by women and girls, rural communities, and persons with disabilities (UNESCO, 2023). The climate crisis also intersects with another crisis – interruptions to education and learning and the resulting widening inequalities caused by the Covid-19 pandemic.

There is evidence to show that disasters are now increasing in severity and occurring almost five times as often as they did 40 years ago and these disasters are disrupting the education of nearly 40 million children a year. The effects of these disasters on education are direct and indirect – flooding, for example destroys schools, droughts result in children having to go further to collect water, financial impacts of climate shocks mean families cannot afford to keep children in school. Even when children stay in school, environmental changes such as temperature increases and high levels of pollution make learning difficult, as children's physical wellbeing and ability to concentrate are compromised (FCDO Position Paper: The Climate Crisis and Girls' Education).

Current, high-quality research in global contexts shows that without urgent action, climate change will make it increasingly challenging to achieve a quality education. This is especially true for disadvantaged populations. Young Lives research has shown how childhood exposure to climate shocks such as droughts and floods can have an unequal impact on children's long term development and especially on girls and young women who bear the burden of these challenges. Research from Pakistan by Andrabi et al. (2020) that explores the impact of a disaster – the earthquake in Pakistan in 2005 – on student learning shows that it is important to assess children when they return to school post-disasters (earthquakes, pandemics etc.) to ensure they can be taught at the right level. It also shows the need for supporting communities in adapting and responding to 'what works' for them to improve schooling.

This year's Annual Status of Education Report (ASER 2023) has, for the first time, collected rich data on various indicators aimed at capturing self-reported indicators of some of the vulnerabilities that individuals across Pakistan face. Households across the country have been asked questions on aspects such as whether their household was affected by the floods in 2022, whether or not they are a refugee household and whether their family has been affected in any way by a natural disaster. The household survey sheet also included questions on whether the respondent believes themselves to be informed about what climate change is, whether (and by how much) the household's income was affected by the reported natural disaster, whether children's schooling was affected and whether the respondent's psychological wellbeing was affected by the incident. For the first time, we have data on 89,551 rural households, across 4,381 villages, in 151 districts on these critical aspects.

¹<https://www.riseprogramme.org/publications/working-paper-20039-human-capital-accumulation-and-disasters-evidence-pakistan>

The findings from ASER 2023 on these issues are stark. It is well known that certain regions in Pakistan are particularly prone to the impacts of climate change. It is well known that the recent floods that hit the country have been a catalyst for the many risks faced by vulnerable and marginalised populations living in these regions. The rural sample have revealed that whilst nationally, almost 22 percent of the households reported being affected by the floods in 2022, there are stark regional disparities with 49 percent of the households in Sindh and 47 percent in Balochistan noting that their household was affected by the 2022 floods (Figure 1). Other regions in Pakistan reported being substantially less impacted by the floods that devastated other regions so significantly. When asked whether the households have been impacted by *any natural disaster* in the past year (significantly impacted or moderately affected), the findings are even more telling – with 69 percent of households in rural Sindh and almost two thirds of those in rural Balochistan reporting being significantly or moderately impacted by any natural disaster/event in the past year. The self-reported incidences also rise for other regions, indicating the extent of vulnerability faced by rural populations across Pakistan (Figure 2). When asked whether (and to what extent) their income was negatively impacted by these events, nationally the findings suggest that almost half the sampled households reported a negative impact on earnings. In Balochistan, almost a quarter of the rural respondents sampled reported a decline in earnings between 26-50% and in Sindh the equivalent was almost 19% households.

Figure 1: Household self-reports on whether it was affected by the 2022 floods, rural

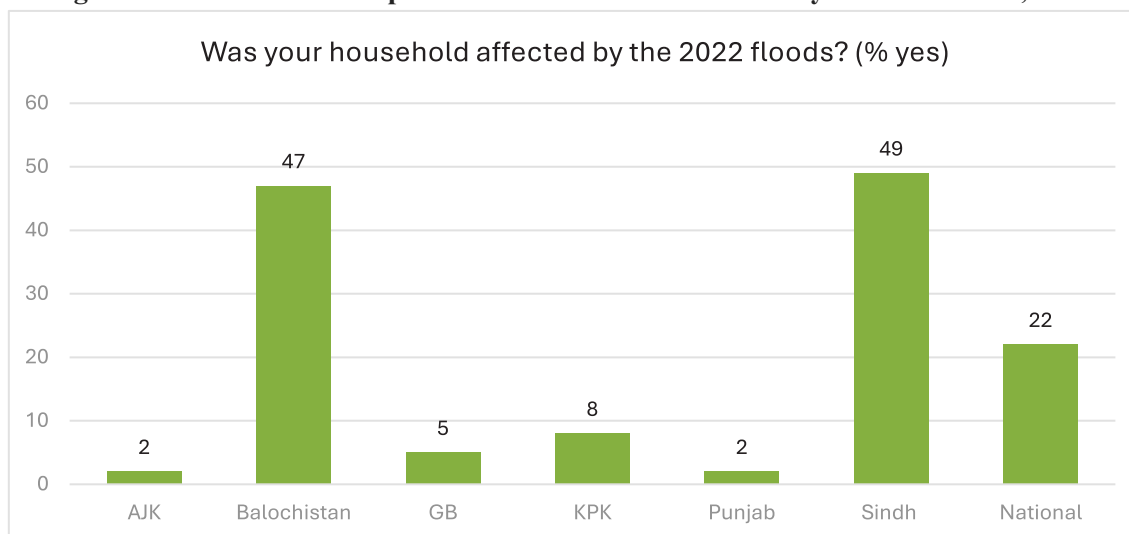
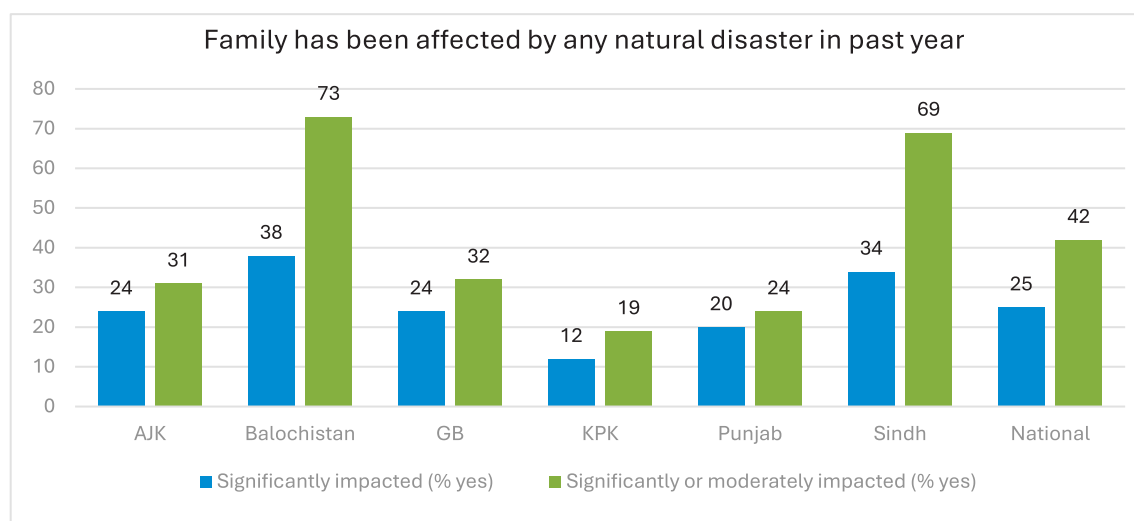


Figure 2: Household self-reports on whether it has been affected by any natural disaster in the past year, rural



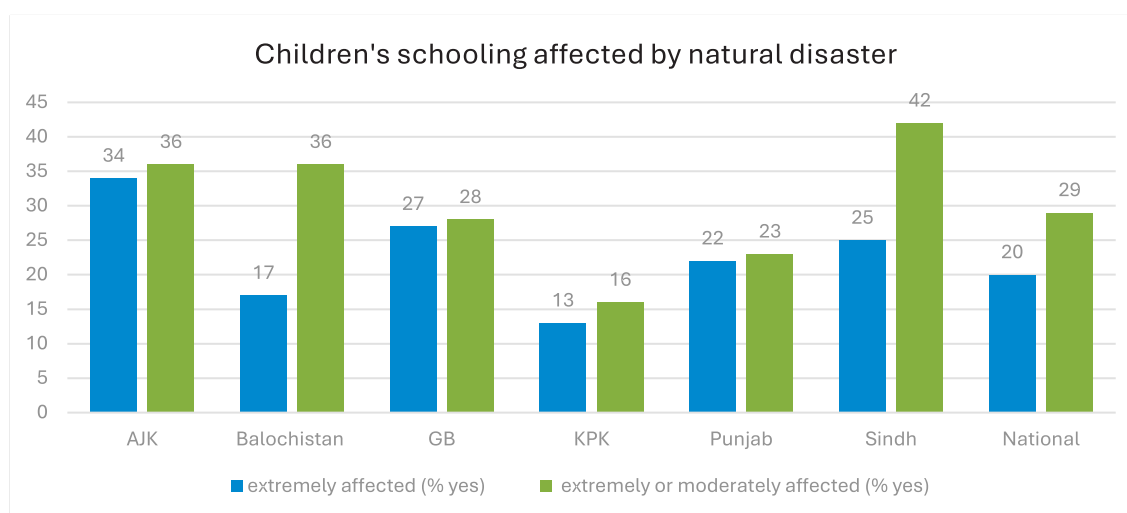
²When training the enumerators, the volunteers were instructed to explain to the respondents that the term covers phenomena such as floods, droughts, earthquakes, cyclones, wildfire etc. which may have affected them in the past year.

These climate related vulnerabilities also affect children the most - the recent floods of 2022 clearly indicated how children and their education was gravely affected across Pakistan (MPDSI, 2022). Idara e Taleem o Aagahi (ITA), in partnership with FCDO and the Sindh Education and Literacy Department (SELD), implemented the 'Foundational Learning Recovery: Flood Response in Sindh' programme in Shikarpur and Ghotki districts in Sindh. The programme consisted of three intervention arms including support in the form of materials and resources through distribution of back-to-school kits, school stabilization kits, and health and hygiene kits, and a 60-day Teaching at the Right Level (TaRL)-based, accelerated learning camps to boost learning of in-school children in grades 3-5 and for out of school children aged 6-13 years; and a micro-intervention in two villages from the target districts. A total of 210,000 children benefitted from the programme (i.e., intervention I, II, and III), out of which 30,873 children attended the TaRL-camps. Nearly 80 per cent those who attended the accelerated learning camps were mainstreamed into public schools. The assessment results from TaRL-based learning camps show significant improvements in learning levels across all 4 cohorts and the 3 subjects i.e., Sindhi, Arithmetic and English.

The decline in earnings reported as a result of natural disasters by respondents is likely to have an adverse impact on children's education. We know that climate shocks reduce incomes and this exacerbates a major barrier to education especially for the poorest, girls and children with disabilities. The limited resources on hand available to households are diverted for survival instead of for learning, trapping vulnerable populations in a vicious cycle of marginalisation, and vulnerability, facing school drop-out, child labour and in the case of girls, early marriage and early pregnancy. The impacts of climate shocks will have long lasting effects on the wellbeing, learning, life and economic outcomes of those directly affected but are also likely to be transmitted across future generations.

Figure 3 illustrates self-reported responses by households on whether their children's schooling was 'extremely affected' due to a natural disaster and here the findings indicate quite significant impacts on children in rural regions across almost all the regions – with almost 34 percent households reporting schooling being extremely affected in AJK followed by 27 percent in GB, closely followed by 25 percent in Sindh. It is worth noting that a fifth of all households in rural Pakistan (20 per cent) reported their children's schooling being 'extremely affected' due to a natural disaster.

Figure 3: Household self-reports on whether children's schooling has been affected by any natural disaster in the past year, rural



¹<https://cdpr.org.pk/wp-content/uploads/2023/11/Foundational-Learning-during-Emergencies-Learning-is-Not-a-Lost-1.pdf>

However, it is worth noting that only in Sindh and in Balochistan, the two most significantly flood-impacted provinces, a far larger percentage of households reported children's schooling being moderately affected by a natural disaster as well. Nationally, almost 30 percent of the respondents suggested schooling being significantly or moderately affected.

Other findings in ASER 2023 allude to the effects of these events on children's learning – there is a visible and significant decline in children's learning across most regions and whilst we can't attribute this decline directly to these events without more sophisticated analysis, it is safe to conclude that the school closures and lost schooling days from these events would have contributed to this learning loss. Figures 4 and 5 present the learning levels of percentage of grade 5 students who are able to read an Urdu story and the percentage of class 5 students who are able to do two-digit division, comparing the learning levels in 2014, 2019 (pre-pandemic) and the subsequent rounds of ASER (2021 and the most recent in 2023). There are some very striking findings apparent in these graphs. Firstly, it is worth noting that for Urdu and Arithmetic learning nationally, a larger percentage of children know how to read a story in Urdu or do division in 2023 (50% and 46.3% respectively) as compared to in 2014 (46.4% and 40.4% respectively). However, in 2019, before the pandemic hit, the percentage of children who could read an Urdu story or do division nationally had improved by 12.7 percentage points and 16.5 percentage points respectively. There is a noticeable decline in learning outcomes after the pandemic (comparing 2019 to 2021) in both Urdu and Arithmetic outcomes nationally and, similarly, there appears to be another declining trend between 2021 and 2023. This decline is larger in some regions than in others – we observe a small decline in the flood-impacted provinces of Balochistan and Sindh, but larger declines are visible in Punjab and Sindh in mathematics outcomes and in Punjab and KPK in Urdu outcomes.

Figure 4: Percentage of children who can read an Urdu story (5-16 years), rural, by region

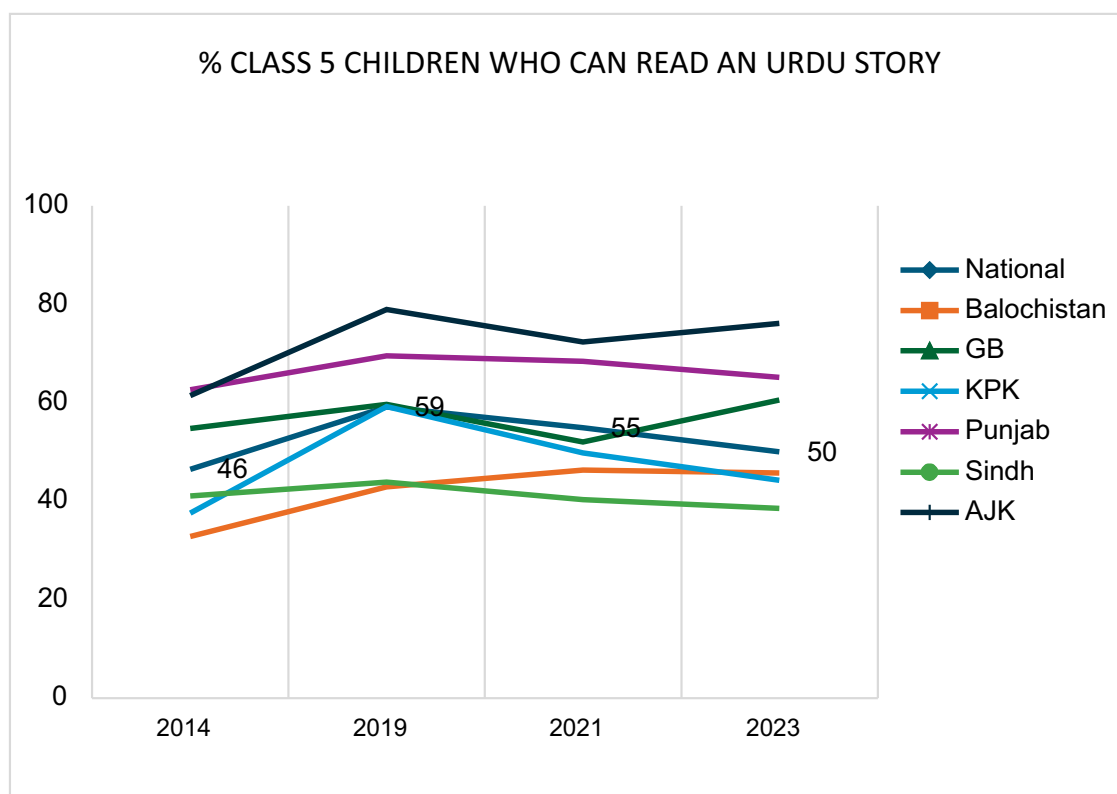
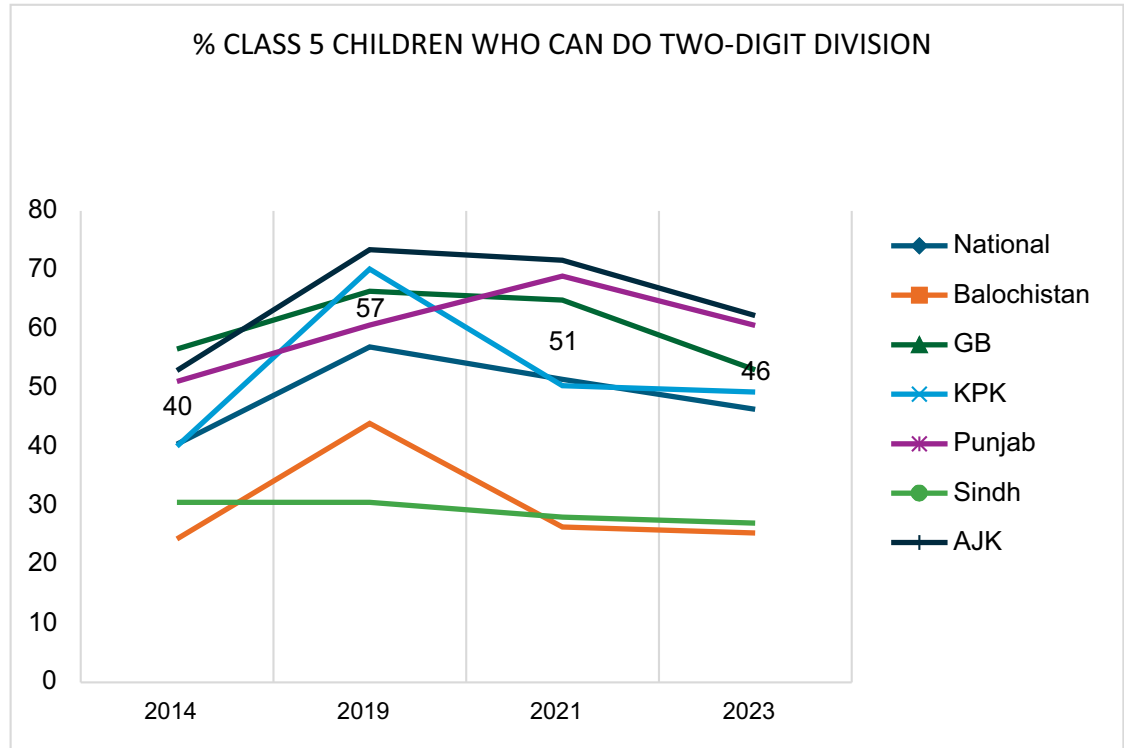


Figure 5: Percentage of children who can do two-digit division (5-16 years), rural, by region



Source: 2023 ASER rural report

The low levels of learning and their persistent nature in Pakistan is a cause for concern. The trends over the 9-year period between 2014-2023 suggest persistently low and declining learning levels across many regions in the country. Climate and environmental change pose an accelerating threat to the education of the most marginalised and poorest and especially girls and taking stock if this situation and planning for it is critical for Pakistan since 18% of rural girls aged 5-16 remain out of school as per the latest ASER figures. Pakistan stands at a crucial juncture – we know that many education systems are consistently failing the majority of children – many children in Pakistan can't read a simple text or do simple arithmetic. We know that Covid-19 was the biggest disruption to education in recent history and will continue to have long-lasting effects on access and learning. We know that natural disasters and conflict take children out of school and reduce their chances of re-entering the education system. We know that climate and environmental changes are likely to exacerbate conflict for scarce resources. And finally, we know that the burden of these climate-related incidents is most likely to be felt by the most marginalised, the most vulnerable – climate change will intensify these inequalities even more and will reverse any gains made in getting children into school and to give them a meaningful education.

ASER Pakistan Foundational Learning and SDG 4.1.1 a measure early, measure All, measure well-a vaccine for lifelong learning

Baela Raza Jamil

CEO-Idara-e-Taleem-o-Aagahi

What does it take to gather nationwide evidence on All Children Learning? ASER 2023 results are a contribution towards that ambition as a public good. There has been a growing movement for almost two decades to uncover the challenges of children unable to read and count at basic levels. Millennium Development Goal (MDG) 2 (2000-2015) focused on access; the absence of 'quality and learning' remained a matter of grave concern. Why was learning short changed in MDGs in spite of bold calls for quality in Education For All (EFA) global gatherings in Jomtien (1990) and Dakar (2000)? There was an urgency to make foundational literacy and numeracy in early grades a pre-requisite and essential building blocks for lifelong learning. The movement to harness and support child's learning capabilities as a fundamental entitlement began in 2005/6 in the global South to influence the architecture of the MDGs successor, SDGs 2030 and in particular SDG 4 goal, targets and indicators in 2015.

The Annual Status of Education Report (ASER) Pakistan is a flagship program by Idara-e-Taleem-o-Aagahi (ITA) since 2009/10 focused on foundational learning (FL) working in close collaboration with the government assessment bodies within the federation. ASER is a citizen-led household-based national survey measuring each child's learning one on one for competencies mapped to the national/provincial curriculum and standards for languages (Urdu/Sindhi), English and Arithmetic. It is equivalent to SDG 4.1.1a indicator at lower primary level. Since 2010 ASER surveys have been informing all stakeholders about the status of FL early in children's schooling journey as a benchmark indicator to inform policies, sector plans and programs to address quality, equity, inclusion and access. ASER Pakistan surveys are a citizens' accountability measure for the fundamental constitutional right to education upheld in Article 25 A, as part of the Eighteenth Constitutional Amendment (2010) for ALL children of Pakistan without discrimination aged 5-16 years. Quality translates into equity when early learning gaps lead to children falling behind, repeating grades, dropping out of school, or not enrolling, exacerbated by gender, wealth and geography. A girl child in the poorest wealth quartile, may not only lag behind her male siblings in the same household and across other wealth bands in learning and enrolment but may be even more fragile if she lives in rural areas or urban slums and suffers from any disability. When deprived of the foundational learning vaccine her entitlements are undermined, possibly leading to intergenerational deprivation; exclusions countries can ill afford.

Since 2010 ASER Pakistan has been sharing disaggregated trends on foundational learning boldly for provinces and areas covering all rural, representative urban districts and recently urban slums. These reveal clearly that when grade 3 children struggle in grade 2 level basic competencies, the challenge tragically persists. Learning mapped to ASER's grade 2 level tool is reported for children in grades 1-10 (5-16 years)

Language: letter, word, sentence, para and story.
Arithmetic: numbers and operations

https://palnetwork.org/*-1-1-a-campaign/

²Pratham, a civil society organization in India began citizen led, household-based assessments for foundational learning competencies (grade 2 level) in 2005 the beginning of the Global South movement.

Table 1: ASER 2023 Literacy and Numeracy Reporting by Grades:

Class/ Grade	Learning Level Urdu (story level)	Learning Level Arithmetic (2-digit division)
1	4.3	3
2	8.6	5.8
3	17.5	12.6
4	32	24.4
5	50	46.3
6	54.2	46.7
7	61.4	55.5
8	68.2	63.4
9	72.7	68.8
10	85.1	79.8

Table 1: ASER 2023 Literacy and Numeracy by Grade Level
 Note: Grades 3, 5, 8 and 10 learning gaps persist (Gr.3-10)

The table clearly reveals the consequences and patterns when grade 2 competencies are not achieved by grade 3. The learning gaps persist in grades 5, 8, and 10. Can investment in foundational learning be conceived as a survival vaccine for child mortality and well-being? Clearly the stakes for foundational learning have to be raised, both by society and state as these have been adopted in many countries embracing this goalpost as part of a national mission in Africa, Latin America, South East Asia and South Asia. Commitment to foundational learning by governments is an essential stepping stone for participation in international or regional assessments (ASER, PIRLS, PILNA, PASEC, ERCE/UNESCO assessing grades 2/3, TIMSS/4th grade). The Pakistan Institute of Education (PIE) as the national apex institution for data, statistics and learning under the Ministry for Federal Education and Professional Training (MoFE&PT) has spearheaded initiatives on learning assessments. PIE/MoFE&PT is a member of the Technical Cooperation Group (TCG) to provide inputs to the Inter-agency Expert Group (IAEG) of the UN Statistical Commission on SDGs indicators. The learning assessment initiatives by PIE in collaboration with provincial counterparts include [National Achievement Test \(NAT\)](#). PIE is mandated to consolidate and report national/provincial data and learning streams on SDG 4 to the UNESCO Institute of Statistics (UIS) and other relevant bodies. Pakistan pledged its support to the [Call for Action at the Transforming Education Summit \(2022\)](#) and is actively partnering with stakeholders of the [Global Coalition for Foundational Learning](#). The MoFE&PT has set up the [Pakistan Foundational Learning \(PFL\) Hub \(2023\)](#) to meet its national commitment for accelerated action to achieve FL in the country through multiple initiatives and stakeholders.

Nationwide data collected by ASER surveys in three alternate years (2019, 2021 and 2023) for the federation highlights overall declining foundational learning trends; this period includes national emergencies COVID-19 and floods/climate change.

³PIRLS: Progress in International Reading Literacy Study, PILNA: Pacific Islands Literacy and Numeracy Assessment, PASEC: Programme d'Analyse des Systemes Educatifs de la CONFEMEN, ERCE: Regional Comparative & Explanatory Study

⁴Call for Action at the Transforming Education Summit (2022)

⁵Global Coalition for Foundational Learning

⁶Pakistan Foundational Learning (PFL) Hub (2023)

Provinces	(Class 5) Learning Level Urdu (story)			(Class 5) Learning Level English (Sentences)			(Class 5) Learning Level Arithmetic (2 digit division)		
	2019	2021	2023	2019	2021	2023	2019	2021	2023
National	59.1	54.9	50.0	55.4	56.0	54.0	56.9	51.4	46.3
Khyber Pakhtunkhwa	59.2	49.8	44.2	59.8	53.6	48.0	70.1	50.3	49.2
Punjab	69.5	68.4	65.1	65.9	73.2	67.0	60.6	68.9	60.5
Balochistan	42.9	46.3	45.7	39.7	38.8	36.6	43.9	26.3	25.3
Sindh	43.8	40.3	38.5	26.6	23.9	22.0	30.5	28.0	27.0
GB	59.6	52.0	60.5	64.8	61.0	66.4	66.3	64.8	53.0
AJK	78.9	72.3	76.1	91.2	86.1	69.6	73.4	71.6	59.7

Table 2: Learning Trends 2019-2023 Grade 5 for Grade 2 level competencies

The good news is that the demand for schooling by households continues to grow in every province and area of the country highlighted by enrolment trends for girls and boys concurrently with runaway annual population growth rate (2.55%) for the fifth most populous country (241 million). The rising demand for education by a young citizenry with 70% population under 30 years of age augurs well for bridging of gender gaps in Pakistan. The incoming government/s after the recent general elections are poised to build stronger democratic foundations by raising the investment to at least 4% of GDP for quality education as a lifelong vaccine for all children. Rising enrolment and narrowing gender gaps must be positively converted to sustained actions for strong foundational learning. The MoFE&PT/PIE along with provincial and area counterparts must own, report and safeguard the anchor indicator SDG 4.1.1a, both nationally and globally as the country's commitment to "measuring early, for ALL and well" for accountability, quality, equity and inclusion in education. **#DataForFoundationalLearning**.



⁷Official education GDP expenditure reported is 1.4% (Economic Survey of Pakistan 2022-23-Chapt. 10)⁸Call for Action at the Transforming Education Summit (2022)

Learning Outcomes for Dropped-Out Children in Rural Pakistan and the Challenge of Mainstreaming

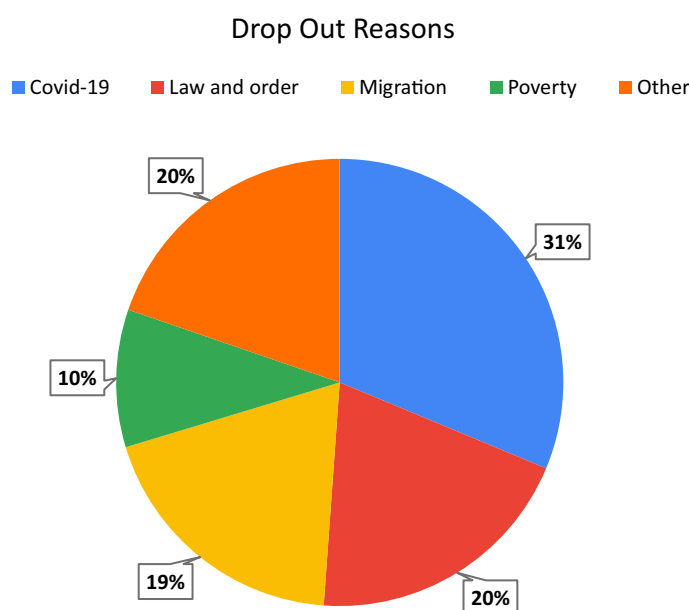
Zulfiqar Ali & Anisha Saleem

Data Analysts, ITA-ASER

With a growing young and an expanding population, Pakistan currently has over 63 million children between the ages of five and sixteen. Out of these, only 27 million (42%), are served by the public school system; over 20 million (32%), are not enrolled in school at all; and over 16 million (26%), are enrolled in private, nonprofit, or non-formal educational institutions¹. There have been efforts by the government and various national and international organizations to address the issue of out of school children and mainstreaming them into regular schools while also introducing alternative learning models. Still, Pakistan is miles away from meeting SDG indicator 4.1.4. (Out of school rate 1 year before primary, primary education, lower secondary education, upper secondary education).

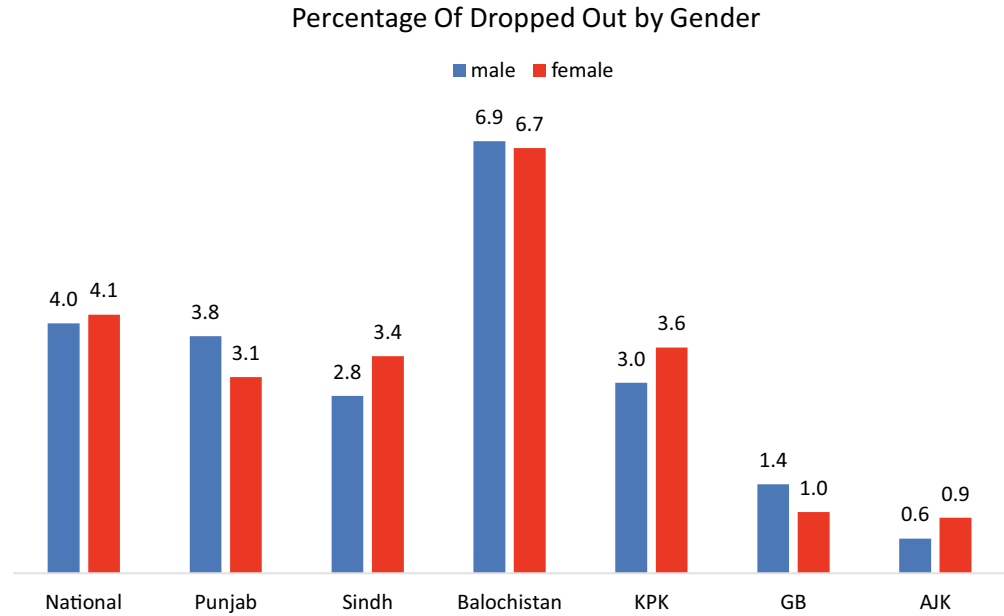
According to the recently released report of Pakistan Institute of Education (PIE) in the Pakistan Education Statistics (PES) report, there are 26.2 million out-of-school children for the year 2021-2022. ASER 2023 survey shows that approximately 14% of children are out of schools in rural areas of Pakistan. Out of all those who are currently not in school, 5% have dropped out from schools. The trade-off between attending school and staying at home is greatly impacted by the nation's high rate of inflation and political unrest in addition to a host of other problems. As stated by the ASER 2023 findings, the main reasons for dropping out of school are Covid-19 (31%), Law and Order (20%), Migration (19%), Poverty (10%), and others (20%). Several other reasons for dropping out are clubbed in the "other" category that includes child labor, child marriage, academic difficulties, low returns to education etc. Individually the percentages for all the other 14 reasons for dropping out of schools are very low.

Figure 1: Main reasons for dropping out of school (Age 6-16)



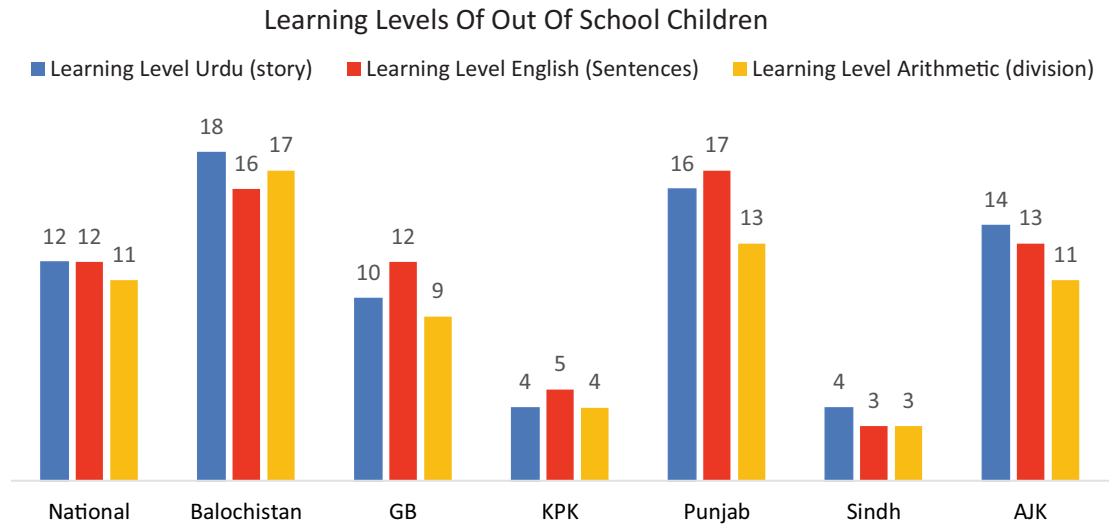
¹<https://mathsandscience.pk/publications/the-missing-third/>

Figure 2: Percentage of dropped out children (Age 5-16) by gender



Nationally it can be seen that more females are out of schools than males. 4% females and 4% males have dropped out as per the bar chart above. Balochistan has the highest percentage of dropped-out children. By gender more males in Balochistan as compared to females have dropped out. More females in Khyber Pakhtunkhwa have dropped out than females in Sindh and Punjab who are of the ages between 5-16 years.

Figure 3: Learning level (%) of out of school children (Age 5-16)



The ASER 2023 data indicates prior learning of children. The highest level of learning for Urdu in the ASER survey is story reading. It can be seen from the bar chart above that 18% of children, who have dropped out of schools in Balochistan, can read stories in Urdu which is closely followed by Punjab and Azad Jammu and Kashmir. Sentence reading is the highest competency for English Learning on the ASER English tool. 17% of students in Punjab and 16% children in Baluchistan stand at this level. Only a meager 3% of dropped-out children in Sindh can read sentences in English. Children who left schools but can read English sentences fluently in Khyber Pakhtunkhwa are 5% as compared to 12% in Gilgit-Baltistan. Similarly, 17% of dropped-out children in Balochistan can do a

two-digit division and only 3% children in Sindh can solve a two-digit division question.

These are the children who can be provided with remedial learning programs and then mainstreamed back to the education stream. Government and private entities who are working for the provision of catchup/remedial learning programs for out-of-school children should start by identifying such children at the ground level.

Table 1: Learning level (%) of out of school children (Age 5-16) by gender & provinces

	Urdu (Story)		English (Sentence)		Math (Division)	
	Male	Female	Male	Female	Male	Female
National	16	9	15	9	14	8
Punjab	14	18	16	17	13	14
Sindh	4	4	3	3	3	3
Baluchistan	25	12	22	12	21	11
KPK	6	3	7	4	5	3
GB	11	8	14	7	12	5
AJK	18	9	18	7	16	7

Out-of-school children (male) have higher competencies in Urdu, English, and Mathematics compared to female children aged 5 to 16. Nationally 16% male and 9% female dropped-out children can read a story in Urdu. 15% male and 9% females can read a set of two sentences in English fluently. 14% male and 8% females can solve a two-digit division question, which is the highest learning level in Numeracy/Mathematics.

25% male children in Balochistan can read a story in Urdu and that is followed by 18% males in AJK. 18% female children in Punjab can read an Urdu story which is the highest amongst all the provinces that is then followed by 12% females in Balochistan. It is interesting that children who have dropped out of school in Balochistan have better literacy skills than their counterparts in all the other provinces. These students can be identified in a timely manner and brought back to the schools. Around 22% males and 12% females in Balochistan can read sentences in English fluently which is highest among all the provinces. 18% males in AJK can read sentences which is second highest across all the other provinces. 17% of female out-of-school children can read sentences in English. 21% males and 14% female dropped-out children can solve a two-digit division question in Mathematics.

Policy Recommendations

- All the stakeholders who are working in the area of remedial learning programs for out-of-school children should identify such children who have the learning competencies but are not enrolled in schools.
- Alternative learning models should be adopted and implemented to make them stay within the education system.
- International best practices should be adopted, and Article 25-A of the constitution should be implemented in letter and spirit.
- Resources and right interventions should be targeted in consultation with education champions and service providers.

- **Table 2: Reasons for dropping out of school for grades 2, 3, 5 & 8**

Top 4 Dropped-out Grades	Top 4 Dropped-Out Reasons			
	Law and Order	Poverty	Migration	Covid-19
2	14%	9%	27%	32%
3	10%	7%	25%	41%
5	12%	13%	11%	44%
8	23%	9%	12%	35%

- ASER 2023 shows that 31% of the children leave school after grade 5 which is the highest in any grade. Covid-19 accounts for 44% and poverty (13%) of the reasons for dropping out followed by law and order (12%) at this level. The government should incentivize and put a check at grade 5 where most of the children change schools, which at times are not available in the same village, therefore they are left with no choice but to leave schools.



Unlocking Learning Resilience: Insights from ASER on Flood-Affected Districts in Sindh & Solutions for Learning Recovery

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Pakistan experienced one of the most devastating floods in its history in 2022, causing unprecedented damage to nearly 34,000 schools and impacting more than 3.6 million children (UNICEF, 2023). This led to setbacks in the education system in terms of interruption in schooling and learning losses. According to an in-depth damage assessment by the Sindh Education and Literacy Department (SELD), 19,808 out of 44,219 (i.e., 45%) schools were partially or fully damaged¹.

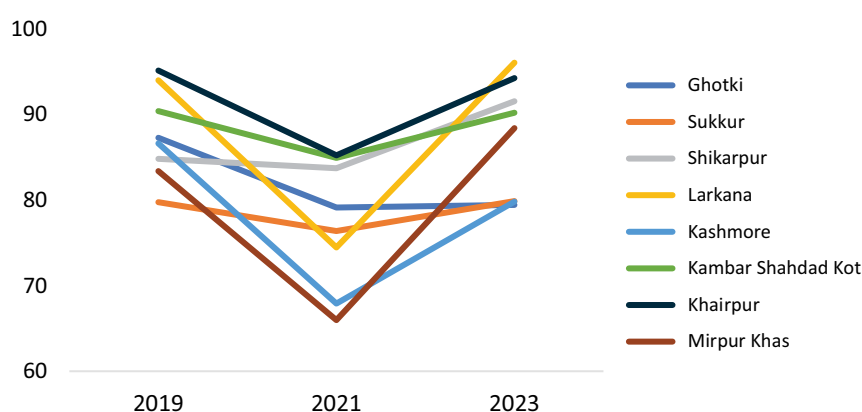
Strong global evidence indicates that disasters have a long-term, negative impact on learning (Baez, de la Fuente and Santos, 2010). Past crises in Pakistan also demonstrate this to be true, such as the 2005 earthquake which substantially reduced children's learning outcomes four years later². Even prior to the floods, the education system had not quite recovered from the COVID-19 related learning losses caused by school closures during the pandemic. Childrens' sustained lower learning levels have far-reaching consequences for the already dismal state of Pakistan's human capital, which is one of the lowest in the region.

The latest ASER data on Sindh offers critical insight into schooling access and foundational learning trends in flood affected districts. Additionally, it also attempts to gauge the various aspects of the impact of the flood emergency on households. In context of these findings, evidence-based and innovative interventions to recover learning in emergencies can be considered.

Enrolment and Learning Trends in Flood Affected Districts in Sindh

The overall share of enrolled children (age 6-16 years) in Sindh is around 85% according to the latest ASER 2023 cycle, which is despite the significant decrease in enrollment in 2021 relative to 2019 (80% as compared to 88%). Considering that two major shocks have impacted the education system in Sindh i.e., COVID-19 and the 2022 floods, the recovery in enrolment is reassuring. This trend is also reflected in the flood affected districts although with a large degree of variation.

Figure 1: Percentage enrollment (6-16 years) by district



¹[https://pnd.sindh.gov.pk/storage/resourcePage/6HlHeXyEgXgsTGiYMYVR2TJ1NAzS9eckS9eckS9GilZ1.pdf](https://pnd.sindh.gov.pk/storage/resourcePage/6HlHeXyEgXgsTGiYMYVR2TJ1NAzS9eckS9GilZ1.pdf)

²<https://blogs.worldbank.org/endpovertyinsouthasia/pakistans-floods-are-deepening-its-learning-crisis>

In stark contrast to the improvement in schooling access, the learning levels in Sindh remain dismally low; among children (ages 5-16 years), only 21% can read a Sindhi story, 20% can read an English sentence, and only 17% can do two-digit division. The trends in learning across flood affected districts are even more bleak. The percentage of children (age 5-16 years) who can read a Sindhi story is 11% in Larkana, 12% in Mirpur Khas, 13% in Shikarpur, 13% in Kambar Shahdad Kot, 13% in Khairpur, 14% in Ghotki, 18% in Sukkur, and 23% in Kashmore. Similarly, the share of children (age 5-16 years) who can do two-digit division is only 6% in Kambar Shahdad Kot, 9% in Shikarpur, 10% in Khairpur, 11% in Kashmore, 13% Larkana, 13% in Mirpurkhas, 15% in Ghotki and 17% in Sukkur.

Figure 2: Percentage Children that Read a Sindhi Story by District

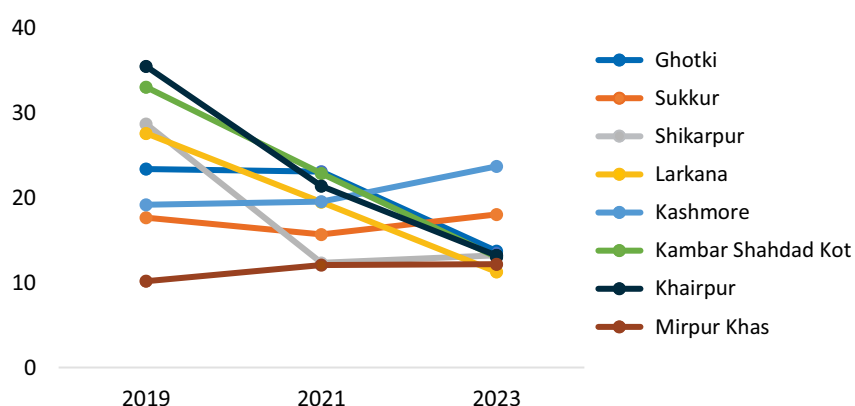
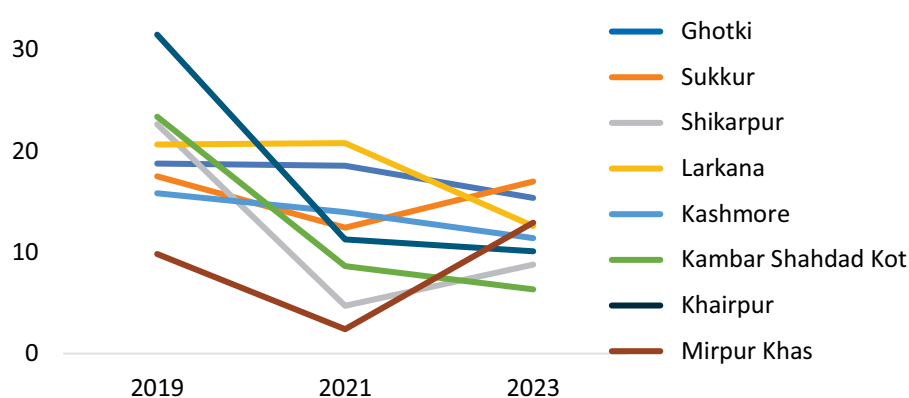


Figure 3: Percentage Children (5-16 years) that Can Do Two-Digit Division



The learning losses are far more pronounced for children of age group 6-13 years, reflecting a foundational learning crisis among primary- and middle-school going age children. Even more striking is the gender gap in learning levels among children of age 6-13 years which has also widened over time. The share of girls (6-13 years) who can read a Sindhi story was 22% in 2019 as compared to 25% for boys; whereas in 2023 only 15% girls can read a Sindhi story relative to 19% boys.

Impact of the 2022 Floods on Households and Schooling in Sindh

Households in Sindh were hit particularly hard by the climate-induced disaster. In Sindh, a substantial share (34%) of surveyed households reported being “significantly” affected by flooding in 2022. Across flood affected districts, the percentage of households “significantly”

affected was even higher; Khairpur (74%), Larkana (65%), Mirpur Khas (61%), Ghotki (45%), Sukkur (44%), Shikarpur (44%), Kashmore (36%), and Kambar Shahdad Kot (19%).

Furthermore, a large percentage of households reported being displaced in the aftermath of flooding; Shikarpur (15%), Larkana (8%), Kashmore (11%), Kambar Shahdad Kot (15%), Khairpur (18%), and Mirpur Khas (9%). This is validated by World Bank data that suggests that poorest households were nearly 3 times as likely to dwell in a temporary shelter.³

Loss of livelihood and displacement increased financial stress on households. Overall, 18% of surveyed households in Sindh reported their earning being negatively impacted by “more than 50%” due to flooding. Cross district variation is even more stark; the same level of income loss was reported in Khairpur (77%), Shikarpur (45%), Larkana (43%), Sukkur (39%), Kambar Shahdad Kot (16%), and Mirpurkhas (11%). Increase in socio-economic strain also impacted the mental health of household respondents; 28% households reported that their emotional and psychological well-being was “substantially affected” due to climate change. In districts that were worst hit by the floods, this percentage was significantly higher; Khairpur (74%), Larkana (66%), Mirpur Khas (45%), Sukkur (34%), Kambar Shahdad Kot (18%), Shikarpur (34%), and Ghotki (14%).

Education suffered major set-backs as learning was interrupted due to the flood-induced damage to infrastructure, use of schools as emergency shelters, and increase in travel time due to flooding⁴. This is also reflected in the latest ASER findings as 25% households in Sindh reported their children's schooling being “extremely affected” due to floods in 2022. In severely affected districts a higher share reported being “extremely affected”; Khairpur (76%), Larkana (59%), Shikarpur (41%), Sukkur (25%), Mirpur Khas (32%), Kambar Shahdad Kot (30%), and Kashmore (13%).

Awareness regarding climate change remains poor even in Sindh districts that were severely impacted by floods. Only 57% in Shikarpur reported being “informed” about climate change; 55% Larkana; 53% Kashmore; 50% Mirpur Khas; 33% in Sukkur; 30% in Kambar Shahdad Kot; and 21% in Ghotki.

Evidence-based Solution for Learning Recovery in Emergencies: Teaching at the Right Level (TARL)

In the aftermath of the devastating floods in 2022, Idaara-e-Taleem-o-Aagahi (ITA) collaborated with the School Education & Literacy Department (SELD), Government of Sindh, with generous and timely support from the Foreign Commonwealth & Development Office (FCDO) to address the learning emergency in Sindh. ITA proposed an ambitious, yearlong project “Recovery for Foundational Learning: Flood Response in Sindh”, in the flood affected districts of Shikarpur and Ghotki in upper Sindh, within 391 target schools of SELD. The programme consisted of three intervention arms. Immediate relief was provided in the form of 65,000 Back-to-School kits, 10,000 reusable Menstrual and Hygiene (MHM) kits, 800 School Stabilization Kits, 800 Teaching Learning Material (TLM) kits, and 4000 Health and Hygiene Kits in the target districts.

In addition to receiving relief kits, 30,879 children also received remedial education through “Chalo Parho Barho/Teaching at the Right Level (TARL)” learning camps to address gaps in

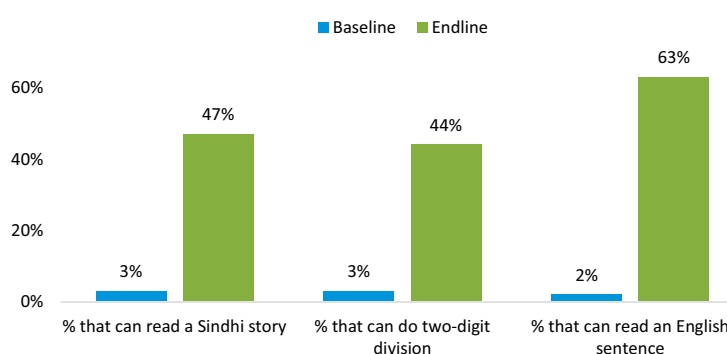
³ <https://blogs.worldbank.org/endpovertyinsouthasia/pakistans-floods-are-deepening-its-learning-crisis>

⁴ <https://blogs.worldbank.org/endpovertyinsouthasia/how-are-children-pakistans-2022-floods-faring>

foundational learning. 775 TARL-based learning camps were set up on government school premises to provide remedial instruction to in-school children within grade 3-5, and out-of-school children of ages 6-13 years. The accelerated learning camps facilitated student learning through structured and interactive activities to improve reading, writing, listening, speaking and practice in the three core subjects of Sindhi, Arithmetic and English. After the successful completion of the 60-day TARL-camp cycle, the children (including those out of school) were mainstreamed into public schools.

Chalo Parho Barho/TARL-based learning camps in Ghotki and Shikarpur improved basic literacy and numeracy among the 30,000+ beneficiary children. The results from periodic learning assessments (baseline, midline and endline) using ASER & International Common Assessment of Numeracy (ICAN) tools indicate steep gains; at endline 47% children could read a Sindhi story as compared to only 3% at baseline, at endline 44% could do two-digit division as compared to only 3% at baseline, and 63% could read an English sentence at endline as opposed to only 2% at baseline.

Figure 5: Progress in Basic Learning Levels of Children in CPB/TARL-based Learning Camps



Way Forward

The crisis in foundational literacy and numeracy pre-dates the emergencies in Sindh i.e., COVID-19 and the 2022 floods. The learning losses remain persistent despite the recovery in enrolment, especially in flood affected districts. The promising results of Chalo Parho Barho/TARL-based learning camps in Ghotki and Shikarpur in Sindh indicate that short-burst, intensive TARL-based learning camps can be adopted as a potential model for foundational learning recovery in emergency contexts. Beyond its application through short-term learning camps, TARL can be made part of mainstream teacher training programs to be used in regular grades along with tailored content, assessments, pedagogy, and teaching learning materials (TLMs). TARL can also be incorporated into mainstream schools through a “Reading/Literacy Hour” to improve foundational learning. The slight recovery in enrolment trends in Sindh is a bright spot despite the continued challenges to learning. There is a pressing need for timely and effective action to close the gaps in basic learning and secure prosperity for future generations.



Annual Status of Education Report



2023

Facilitated by Idara-e-Taleem-o-Aagahi

TECHNICAL NOTE



Pakistan is at a crossroads. On one hand, the country currently has the youngest population in its history (65% is below the age of 30 while 29% is between the ages of 15 to 29 years), which if equipped with relevant technical skills can result in dividends for the national economy. On the other hand, majority of the workforce lacks advanced skills required by the global labor markets; according to the ILO (2019) only 6% of youth have acquired technical vocational skills. The increasing share of unskilled working-age population threatens to become a demographic bomb, spelling potential disaster for the country.

The dismal reality is that Pakistan's human capital remains low and has only marginally grown over the past three decades. Pakistan's Human Capital Index (HCI) lies around 0.41, which is significantly lower than the regional average of 0.48 in South Asia. To remedy the situation, it is imperative to effectively tackle the prevailing crisis in the education sector.

Adverse shocks in the form of the COVID-19 pandemic and the devastating floods in 2022 have further worsened the education emergency. Before COVID-19, World Bank had estimated that 3 in 4 children in Pakistan were in learning poverty, whereas during COVID-19 the estimated learning poverty increased to more than 79%.

Before the COVID-19 related learning losses could be fully recovered, the country was faced with the unprecedented destruction caused by the floods in June-August 2022. Around 34,000 schools were damaged (UNICEF 2023) and access to schooling was disrupted for more than 3.5 million children, leading to setbacks in the education system in terms of interruption in schooling and learning losses. Without a comprehensive and timely intervention for learning recovery, the widespread disruption to education will have a long-term impact on Pakistan's human capital.

The Annual Status of Education Report (ASER) Pakistan, implemented by Idara-e-Taleem-o-Aagahi (ITA) and supported by Foreign Commonwealth and Development Office, is the largest citizen-led household-based survey, which is conducted biennially to provide reliable estimates of education status and foundational literacy and numeracy skills of children aged 5-16 years for rural districts of Pakistan. ASER Pakistan's methodology is citizen led household based assessment that is conducted across 15 countries; 9 members from Africa, 4 from South Asia and 2 from Latin-America.

The ASER 2023 survey cycle marked a significant shift for several reasons. First, the ASER rural survey adopted a hybrid model for data collection, consisting of both pen and paper-based personal interviews (PAPI) and computer assisted personal interviews (CAPI). Use of CAPI allowed for real time reporting and analysis. For this purpose, the ASER mobile data collection application was developed, through which the survey was conducted in 51 rural districts. The ASER App is also linked to an interactive dashboard which was used by the ASER team as well as field coordinators at the district level to monitor data collection, visualize data, and facilitate field management. An integrated database was also developed so that the data being uploaded through, both, the PAPI- and CAPI-based surveys can be consolidated, resulting in a single database through syncing of the two sources. 11,000 volunteers were trained for 3 days across all provinces by the ASER team for both PAPI- and CAPI-based surveys.

¹ <https://blogs.lse.ac.uk/internationaldevelopment/2022/12/05/can-pakistan-survive-the-next-75-years-without-strong-human-capital/>

² <https://www.worldbank.org/en/region/sar/publication/pakistan-human-capital-review-building-capabilities-throughout-life>

³ <https://reliefweb.int/report/pakistan/pakistan-education-sector-working-group-flood-response-performance-monitoring-dashboard-23-january-2023>

⁴ <https://blogs.worldbank.org/endpovertyinsouthasia/how-are-children-pakistans-2022-floods-faring>

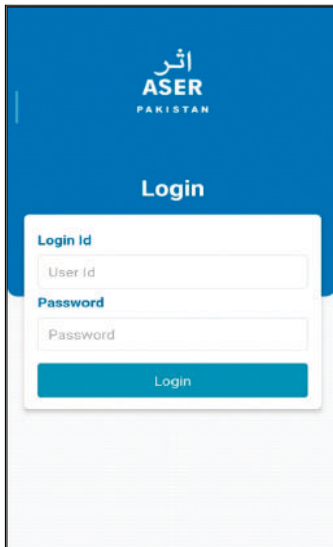


Figure 1: ASER App user authentication

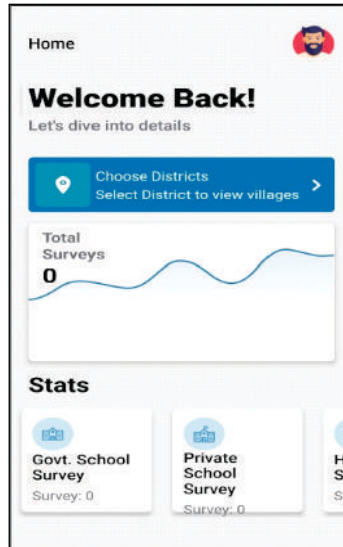


Figure 1: ASER App Home Screen



Figure 1: Survey Categories

Second, the ASER 2023 urban survey covers all 31 urban divisions of the 4 provinces of Pakistan, making it a nationally representative urban sample at the divisional level. The sample coverage of ASER 2023 has increased to 123 urban districts from only 20 urban districts covered in ASER 2021. For the current cycle, the urban sample covers 1154 urban blocks, comprising of 23,080 households using from sampling frame based on the Population and Housing Census 2017 provided by the Pakistan Bureau of Statistics.

ASER 2023 includes additional questions in sections in the school sheets (government and private) to collect information on indicators related to school facilities such as: ECE equipment, assistive devices and transport facility for Children with Disabilities (CWDs), and daycare facility for teachers. Keeping in view the devastation caused to the school infrastructure due to the floods; the facilities section includes questions on whether the school was damaged due to any natural disasters, the extent of the damage and any support received from the gov't or donor. A new section has been added to the school sheets to collect information on the frequency of teacher training and teacher training needs. Additional items have also been added on parent-teacher meetings and their frequency. These indicators provide critical inputs on the status of school effectiveness.

The household sheet also included questions on whether the household members are digitally literate in terms of use of computer and smartphone. The number of children who had a Birth registration certificate (B-Form) were also recorded. A section on climate change was included in the household sheet to record whether the household had been negatively impacted by the floods and to what extent. The questionnaire also recorded whether children's schooling had been affected due to any natural disaster. Finally, a section on child health was added for the first time to collect information on whether the child had received the 5 basic vaccines, and whether they had a vaccination card or other record.

Detail of the household indicators as well as those related to school facilities is given below:

Household Sheet

Information Communication Technology (ICT) Related Questions

The following additional questions on technology and its usage were added in the ASER 2023 survey questionnaire. These were asked from the head of the household:

- i. Total number of household members who can use a computer?
- ii. Total number of household members who can use a smartphone?
- iii. Total number of household members who can read newspaper?

New Section on Climate Change

The following items based on effects of climate change on households were added to the current cycle's household sheet. These were posed to the household head:

- i. Was your household affected by 2022-23 floods?
 - a) Yes
 - b) No
- ii. Are you a migrant/refugee/IDP?
 - a) Yes
 - b) No
- iii. How well informed do you feel you are about climate change?
 - a) Informed
 - b) Don't know
 - c) Uninformed
- iv. Has your family been impacted by a natural disaster/flooding within the last year?
 - a) Yes, significantly
 - b) Yes, moderately
 - c) No, not affected
- v. To what extent was your earning negatively impacted by natural disasters. e.g. flooding?
 - a) Less than 10%
 - b) btw 11%-25%
 - c) btw 26%- 50%
 - d) More than 50%
 - e) No affect
- vi. Has your emotional/psychological well-being been affected due to climate change?
 - a) Substantially affected
 - b) Somewhat affected
 - c) Affected only a bit
 - d) Not at all
- vii. Was any of your children's schooling affected due to a natural disaster within the last year (e.g. due to school closure, school absence, teachers' absence etc.)
 - a) Extremely affected
 - b) Somewhat affected
 - c) Moderately affected
 - d) Not at all

Information on Child's Health

Questions were also included to capture information on children's health. These questions were administered to the head of the household:

- i. In general, how would you describe the child's health?
 - a) Excellent
 - b) V. Good
 - c) Good
 - d) Fair
 - e) Poor
- ii. Has a doctor or healthcare provider ever told you that the child has any of the following health problems?
 - a) Allergies
 - b) Asthma
 - c) Type 2 Diabetes
 - d) Epilepsy
 - e) Heart condition
 - f) Blood disorders
 - g) Others
- iii. Has the child received any of the following basic vaccines?
 - a) BCG
 - b) Polio
 - c) DPT-HepB-Hib
 - d) Pneumococcal
 - e) Measles
 - f) All of the above
 - g) None
- iv. Does the child have a vaccination card from a public health provider OR any other document indicating child's vaccinations?
 - a) Yes, has only cards
 - b) Yes, has only other document
 - c) Yes, has card & other document
 - d) No, has no card & no other document
- v. Has your child received de-worming pills or any other medicine in school?
 - a) Yes
 - b) No
 - c) Don't Know
- vi. Out of all children how many children have been registered under NADRA? _____
- vii. How many of them have been issued birth certificates? _____

Government School and Private School Sheets

Class Observation

- i. Did you observe any ECE equipment? (toys, activity material)

Health and Disability – Facilities Available

- i. Trained support staff
 - a) Yes
 - b) No
- ii. Assistive devices for hearing impaired
 - a) Yes
 - b) No
- iii. Transport facility
 - a) Yes
 - b) No

Facilities in the School

- i. How many electronic tablets does the school have or have been assigned? _____
- ii. Was your school damaged by any natural disasters?
 - a) Yes
 - b) No
- iii. If yes. What was the extent of the damage?
 - a) Partially damaged
 - b) Fully damaged
- iv. Day care facility available for teachers?
 - a) Yes
 - b) No

Teacher Training

- i. Number of teachers who got training(s) recently.
 - a) None _____
 - b) Less than 15 days _____
 - c) 15-30 days _____
 - d) More than 30 days _____
- ii. What were the teacher training sessions based on? (multiple response)
 - a) Pedagogy
 - b) School Leadership
 - c) Subject Specific Knowledge
 - d) Curriculum
 - e) Assessment
 - f) Community Engagement
 - g) Classroom Management
 - h) Education and Technology
 - i) Others

- iii. What are the needs of the training staff?
- a) Pedagogy
 - b) School Leadership
 - c) Subject Specific Knowledge
 - d) Curriculum
 - e) Assessment
 - f) Community Engagement
 - g) Classroom Management
 - h) Education and Technology
 - i) Data Literacy
 - j) Teacher Leadership
 - k) Change Management
 - l) Others

Parent – Teacher Meetings & SMC/SC/PTA/PTSMC Information

- i. How many times in an academic year does the school organize parent-teacher meetings?
 - a) Monthly
 - b) Quarterly
 - c) Semi-Annually
 - d) Annually
 - e) None
- ii. Does the teacher follow up the parents in case of student absence?
 - a) Yes
 - b) No
- iii. How many parents attended the last (SMC/SC/PTA/PTSMC) meeting? _____
- iv. Date of the last SMC/SC/PTA/PTSMC meeting: _____



Government School Observation Sheet 1

2023 GOVERNMENT SCHOOL OBSERVATION - SHEET 1																									
Instructions: Visit any government school. First preference to be given to High School then Middle and then Primary. If there is no government school in the village, then visit the nearest government school. Meet the Head Teacher (in the absence of the HT, meet the senior most teacher of the school). Documents required: Enrollment / attendance register.																									
Name of School:				Village/Block:				Tehsil/Taluka:																	
District/Agency:				Province/Territory:				Target Village:																	
From which class to which (Tick only one)					Co-Ed or single gender school (Tick only one)			Medium of Instruction (Tick only one)																	
Kachi/ECE to 5	Class 1 to 5	Class 1 to 8	Class 1 to 10	Others mention here	Boys & Girls School	Boys Only School	Girls Only School	English Medium	Urdu Medium	Pashto Medium	Sindhi Medium	Arabic Medium	Others mention here												
EMIS/BEMIS/SEMIS Code:					(I) Children's Enrollment & Attendance			Class/Grade																	
School Established Year:					Children's Enrollment (Take from register yourself)			ECE/Katchi	Pakki	1	2	3	4	5	6	7	8	9	10	Boys	Girls	Other			
Date of Survey:					Children's attendance today* (Head Count)																				
Start Time:					Number of children enrolled (aged 4 and below)																				
End Time:					*Note: Take a headcount of children in the room. If merged groups, ask the children of each class to raise their hands separately and then count accordingly.																				
(II) Classroom Observations												(III) Health and Disability													
Observe and tick the relevant box.						Class 2				Class 8				Do you have children with disabilities in your school? Yes <input type="checkbox"/> No <input type="checkbox"/>						Facilities Available					
						Yes		No		Yes		No		Some Difficulty		A lot of Difficulty		Cannot do at all		Tick which is applicable		Yes		No	
Are the children of this class sitting with children from any other class?						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		Visual		Girls				Ramps		<input type="checkbox"/>		<input type="checkbox"/>	
If yes, then with which class? (Write class name)														Hearing		Girls				Accessible Toilets		<input type="checkbox"/>		<input type="checkbox"/>	
Is there a useable blackboard/white board for this class?						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		Physical		Girls				Health and Nutrition Officer		<input type="checkbox"/>		<input type="checkbox"/>	
Did most of the children (75%) have reading textbooks? (ask children to show you their language textbooks and assess accordingly)						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		Intellectual (Remembering or concentrating)		Girls				Trained Support Staff		<input type="checkbox"/>		<input type="checkbox"/>	
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games, etc.) available in the room?						<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		Self care		Girls				Assistive Devices for hearing impaired		<input type="checkbox"/>		<input type="checkbox"/>	
Where were they seated (tick only one)						Classroom		<input type="checkbox"/>		Verandah		<input type="checkbox"/>		Communicating with others		Girls				Transport facility		<input type="checkbox"/>		<input type="checkbox"/>	
Did you observe any ECE equipment? (toys, activity material)						Yes <input type="checkbox"/>		No <input type="checkbox"/>						Boys								<input type="checkbox"/>		<input type="checkbox"/>	

Page No 03

Government School Observation Sheet 2

2023 GOVERNMENT SCHOOL OBSERVATION - SHEET 2																																																																																																																																																																	
(IV) Teaching and Non-Teaching Staff						(V) No. of Qualified Teaching Staff						(VI) SMC/SC/PTA/PTC/PTSMC Information																																																																																																																																																					
<table border="1"> <tr> <th rowspan="2">No. of Sanctioned posts</th> <th rowspan="2">No. of Appointed posts</th> <th colspan="2">No. of Teachers Present today (On the day of survey)</th> <th colspan="2">No. of Teachers resident of THIS village</th> <th colspan="2">Number of children 3 years of age and below</th> </tr> <tr> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> </tr> <tr> <td>Head Teacher (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Regular Teachers (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ECE Teacher/ECE Assistant (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Contract Teachers (appointed by local govt./community/SMC) (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Administrative staff (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Support staff (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						No. of Sanctioned posts	No. of Appointed posts	No. of Teachers Present today (On the day of survey)		No. of Teachers resident of THIS village		Number of children 3 years of age and below		M	F	M	F	M	F	M	F	Head Teacher (give number)												Regular Teachers (give number)												ECE Teacher/ECE Assistant (give number)												Contract Teachers (appointed by local govt./community/SMC) (give number)												Administrative staff (give number)												Support staff (give number)												<table border="1"> <tr> <th>Highest level of education</th> <th>Below Matric</th> <th>Matric</th> <th>FA/FSC</th> <th>BV/BS/BS</th> <th>MA/MS/MS</th> <th>M.Phil</th> <th>PhD</th> <th>Other</th> </tr> <tr> <td>Give number</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Professional qualification</td> <td>None</td> <td>PTC</td> <td>CT</td> <td>B.Ed</td> <td>ME/MA/Ed</td> <td colspan="3">Other</td> </tr> <tr> <td>Give number</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td colspan="3"></td> </tr> </table>						Highest level of education	Below Matric	Matric	FA/FSC	BV/BS/BS	MA/MS/MS	M.Phil	PhD	Other	Give number									Professional qualification	None	PTC	CT	B.Ed	ME/MA/Ed	Other			Give number									<table border="1"> <tr> <th colspan="2">Is SMC/SC/PTA/PTC/PTSMC Active?</th> </tr> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2">Total members</td> </tr> <tr> <td colspan="2">Active Members</td> </tr> <tr> <td colspan="2">Amount in Bank</td> </tr> <tr> <td colspan="2">Last meeting</td> </tr> <tr> <td colspan="2">Date:</td> </tr> <tr> <td colspan="2">How many parents attended the last meeting?</td> </tr> <tr> <td colspan="2">When was the school council established?</td> </tr> </table>						Is SMC/SC/PTA/PTC/PTSMC Active?		Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	Total members		Active Members		Amount in Bank		Last meeting		Date:		How many parents attended the last meeting?		When was the school council established?	
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Partially damaged <input type="checkbox"/> Fully damaged <input type="checkbox"/>		No. of Toilets for Students only	M ___ F ___	Observation (Tick the relevant option)	Yes	No	No. of Toilets without running water (count yourself)		Are there useable toilets / latines for students?	<input type="checkbox"/>	<input type="checkbox"/>	Observation (Tick the relevant option)	Yes No	Are there separate toilets for girls and boys?	<input type="checkbox"/>	<input type="checkbox"/>	Is there a computer lab?	<input type="checkbox"/>	Running water available in toilets?	<input type="checkbox"/>	<input type="checkbox"/>	Is internet available in the school?	<input type="checkbox"/>	Are Disinfectants available for cleaning?	<input type="checkbox"/>	<input type="checkbox"/>	If yes, internet available in: (Tick the relevant option)		Are Toilets Clean?	<input type="checkbox"/>	<input type="checkbox"/>	a. computer labs?	<input type="checkbox"/>	Clean Drinking water available for students?	<input type="checkbox"/>	<input type="checkbox"/>	b. offices?	<input type="checkbox"/>	Sick room Available?	<input type="checkbox"/>	<input type="checkbox"/>	c. classrooms?	<input type="checkbox"/>	First Aid Equipment Available	<input type="checkbox"/>	<input type="checkbox"/>			Day care facility available for teachers.	<input type="checkbox"/>	<input type="checkbox"/>																																										
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Page No 04

Private School Observation Sheet 2

2023 PRIVATE SCHOOL OBSERVATION - SHEET 2																																																																							
(IV) Teaching and Non-Teaching Staff					(V) School FUND (Ask Head Teacher this section. If absent, indicate who answered the section)																																																																		
<table border="1"> <tr> <th rowspan="2">Head Teacher (give number)</th> <th colspan="2">No. of Appointed PAFs</th> <th colspan="2">No. of Teachers Present today (On the day of survey)</th> <th colspan="2">No. of Teachers absent at TMS Village</th> <th colspan="2">Number of Teachers with a degree or diploma or certificate</th> </tr> <tr> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> <th>M</th> <th>F</th> </tr> <tr> <td>Full Time Teachers (Including ECE) (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PTT Teachers (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part Time Teachers (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sweepers (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Administration Staff (give number)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					Head Teacher (give number)	No. of Appointed PAFs		No. of Teachers Present today (On the day of survey)		No. of Teachers absent at TMS Village		Number of Teachers with a degree or diploma or certificate		M	F	M	F	M	F	M	F	Full Time Teachers (Including ECE) (give number)									PTT Teachers (give number)									Part Time Teachers (give number)									Sweepers (give number)									Administration Staff (give number)									Who answered this section? (Tick the relevant option) Head Teacher <input type="checkbox"/> Teacher <input type="checkbox"/> Other <input type="checkbox"/> _____				
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					Did you get any FUNDS from :																																																																		
					Govt		Jul 2022 - Jun 2023		Jul 2023 to till date																																																														
					Private Individual		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>																																																														
					NGO		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>																																																														
(VI) No. of Qualified Teaching Staff					If yes, what was the amount of this FUND? (Annual)																																																																		
<table border="1"> <tr> <th>Highest level of education (give number)</th> <th>R/low Matric</th> <th>Matric</th> <th>FA/FS</th> <th>BA/BS/BS</th> <th>MA/MS/MS</th> <th>M.Phil</th> <th>PhD</th> <th>Other</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					Highest level of education (give number)	R/low Matric	Matric	FA/FS	BA/BS/BS	MA/MS/MS	M.Phil	PhD	Other										PKR: _____		PKR: _____																																														
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<table border="1"> <tr> <th>Professional qualification (give number)</th> <th>None</th> <th>FTC</th> <th>CT</th> <th>B.Ed</th> <th>M.Ed/N.A. Ed</th> <th>Other</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					Professional qualification (give number)	None	FTC	CT	B.Ed	M.Ed/N.A. Ed	Other								In which month was this R/IND received?		Month: _____																																																		
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					Name of Department/Organization		Month: _____																																																																
					Do you have a PTN/SMC in your school: Yes <input type="checkbox"/> No <input type="checkbox"/>		Infrastructure <input type="checkbox"/>		Infrastructure <input type="checkbox"/>																																																														
					How are the funds expected to be used? (see options on your right)		IT Equip./Sc. lab/Lib. <input type="checkbox"/>		IT Equip./Sc. lab/Lib. <input type="checkbox"/>																																																														
							Teaching learning material <input type="checkbox"/>		Teaching learning material <input type="checkbox"/>																																																														
							Salaries <input type="checkbox"/> Teacher training <input type="checkbox"/>		Salaries <input type="checkbox"/> Teacher training <input type="checkbox"/>																																																														
							Other <input type="checkbox"/>		Other <input type="checkbox"/>																																																														
(VIII) Facilities in the school																																																																							
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First Aid Equipment Available <input type="checkbox"/>					Is internet available in the school? <input type="checkbox"/>																																																																		
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Education and Technology <input type="checkbox"/> Data literacy <input type="checkbox"/> Teacher Leadership <input type="checkbox"/>																																																																							
Change management <input type="checkbox"/> Others <input type="checkbox"/>																																																																							
Did the school remain closed due to any natural disaster within the last year?																																																																							
Yes <input type="checkbox"/> No <input type="checkbox"/>																																																																							
If yes then for how many days? _____																																																																							

Village Observation Sheet

2023 VILLAGE OBSERVATION - SHEET										
Village/Block Code: _____ Village Name: <u>Khan bi Khilla mella</u> Town/UC Name: <u>mella</u> Tehsil/Taluka Name: <u>BARA</u> District Name: <u>Khyber</u>										
SURVEYED HOUSEHOLD IDENTIFICATION FOR MONITORING										
First, draw a rough sketch of sampled VILLAGE on a rough sheet. Verify all the information on the sketch w/ people in the VILLAGE as you walk around. Once everyone agrees that the rough sketch is a good representation of the VILLAGE, and it matches with your experiences of walking around the whole VILLAGE, then copy the sketch on this sheet. Show the different sections of the surveyed VILLAGE and number them on this sketch.										
VILLAGE FACILITIES										
V21: Approximate Population	V22: Approximate Households	V23: Languages	V24: Literacy	V25: Sex	V26: Open water source	V27: Private toilet	V28: Medicine	V29: Clinic	V30: Shop	V31: Dispensary
Give number: <u>1800</u>	Give number: <u>320</u>	Write the name of language: <u>Pashto</u>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
					Give number: <u>01</u>	Give number: <u>01</u>	Give number: <u>01</u>	Give number: <u>01</u>	Give number: <u>01</u>	Give number: <u>01</u>
					a. Public/Private Foundation Aided (FC/PS etc.) c. National/Community Funded d. Specialization	a. Public/Private Foundation Aided (FC/PS etc.) c. National/Community Funded d. Specialization	a. Government b. Private c. NGO/Community based	a. Government b. Private c. NGO/Community based	a. Government b. Private c. NGO/Community based	a. Government b. Private c. NGO/Community based

Annual Status of Education Report

 ASER 2023
 Pakistan by Idara-e-Taleem-o-Aagahi

English Tools

Start from Here

Capital Letters Sample-1

F C L

 P R

T A W

 U Y

Small Letters Sample-1

g n k

 i d

h e m


 o z

PAGE ①

Ask the child to read any 5 letters, out of which 4 must be correct. بچے سے کوئی بھی پائی پڑھا پڑھے تو کوئی 5 میں سے 4 صحیح ہو گیا ہوگا۔

Ask the child to read any 5 letters, out of which 4 must be correct. بچے سے کوئی بھی پائی پڑھا پڑھے تو کوئی 5 میں سے 4 صحیح ہو گیا ہوگا۔

Kindly fold the paper.

Annual Status of Education Report

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English Tools

Words Sample-1

Teach Safety Play

 Help Happy

River Cow Wash

 Track Clean

Sentences Sample-1

Tooba is a new girl in the classroom.

Sana is sitting with her.

They started talking.

They are friends now.

PAGE ②

Ask the child to read any 5 words, out of which 4 must be correct. بچے سے کوئی 5 لفظ پڑھا پڑھے تو کوئی 5 میں سے 4 صحیح ہونے چاہئے۔

Ask the child to tell the meaning of the identified words in their mother language. بچے سے ان لفظوں کا مطلب ان کی اپنی زبان میں پوچھنا۔

Ask the child to read 1 set of sentences only. 2 sentences out of 4 must be correct. بچے سے کُل 1 جملوں کا پڑھنا ہے۔ 4 جملوں میں سے 2 صحیح ہونے چاہئے۔

Ask the child to tell the meaning of the identified sentences in their mother language. بچے سے ان جملوں کا مطلب ان کی اپنی زبان میں پوچھنا۔

Kindly fold the paper.

Annual Status of Education Report
ASER 2023
 FACILITATED BY: DAN-e-Taleem-o-Aagahi

Urdu Tools

Sample-1

Words الفاظ

ترقی نزدیک

خوشی سواری سبزہ

گلی اہم

آم احساس جائزہ

Sample-1

Letters حرف

ق خ

ع ث ص

م ڈ

ی ت آ

PAGE ①

Ask the child to read any 5 words, out of which 4 must be correct. پچھنے والی کئی کئی الفاظ پڑھنے کے لیے کہیں 5 سے 4 صحیح ہونے چاہئیں۔

Ask the child to read any 5 letters, out of which 4 must be correct. پچھنے والی کئی کئی حرف پڑھنے کے لیے کہیں 5 سے 4 صحیح ہونے چاہئیں۔

Kindly fold the paper.

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ASER 2023
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Urdu Tools

Start from Here

Sample-1

Story کہانی

انعم اور فاطمہ صفائی کا ہمیشہ خیال رکھتی ہیں۔ تفریح کے دوران کوڑا دان ہونے کے باوجود جب کچھ طالبات کوڑا زمین پر پھینک دیتی تھیں تو انہیں بہت برا لگتا تھا۔ ایک دن وہ دونوں اپنے ساتھ بڑے بڑے تھیلے لے کر آئیں اور کوڑا اٹھا کر، ان کو تھیلوں میں ڈالنے لگیں۔ یہ دیکھ کر باقی طالبات بہت شرمندہ ہوئیں اور ان کے ساتھ مل کر کوڑا اٹھانے لگیں۔

اس عمل پر پرنسپل بہت خوش ہوئی اور انہوں نے تمام طالبات سے کہا کہ ہم سب کو زمین پر کوڑا نہیں پھینکنا چاہیے، بلکہ کوڑا دان میں ڈالنا چاہیے۔

QUESTIONS سوالات

Q1 پرنسپل نے تمام طالبات سے کیا کہا؟

Q2 طالبات نے انعم اور فاطمہ سے کیا سیکھا؟

Sample-1

Sentences جملے

شجر کاری سے مراد درخت اور پودے لگانا ہے۔

درخت اور پودے ماحول کو آلودگی سے بچاتے ہیں۔

احمد نے اپنی بہن کے ساتھ مل کر ایک پودا لگایا۔

دونوں بہن بھائی مل کر اس کا خیال رکھتے ہیں۔

Sentences جملے

علی اور آمنہ بہن بھائی ہیں۔

وہ دونوں ہر روز اسکول جاتے ہیں۔

آمنہ پڑھ لکھ کر پائلٹ بننا چاہتی ہے۔

علی بڑا ہو کر اُستاد بننا چاہتا ہے۔

PAGE ②

Ask the child to read story fluently, Ask questions, to ensure child understands the story, and mark accordingly. بچے سے کہانی پڑھانے کے لیے کہیں۔ پچھنے والی سوالات سے اس سے واقف ہو جائیں۔

Ask the child to read any 1 set of sentences. Child must read the sentences fluently. پچھنے والی ایک جملہ پڑھانے کے لیے کہیں۔ بچے کو جملے روانی سے پڑھنے چاہئیں۔

Kindly fold the paper.

Arithmetic Tool

Arithmetic Tools

Annual Status of Education Report
2023
Facilitated by Idara-e-Taleem-e-Aagahi

Sample-1

Single Digit Number Recognition	Two Digit Number Recognition	Three Digit Number Recognition
7 5	43 79	878 239
9 3	18 31	121 709
6 4	94 22	699 525
2 8	56 89	946 339
	64 72	440 887

From each section ask any 5 numbers from the child, out of which 4 numbers must be correct.
ہر ایک سیکشن میں سے بچے کو 5 اعداد پڑھنے کو کہیں، 5 اعداد میں سے 4 اعداد صحیح ہونے چاہئیں۔

Start from Here

Sample-1

2-digit Subtraction	3-digit Subtraction	Division
$\begin{array}{r} 56 \\ -15 \\ \hline \end{array}$	$\begin{array}{r} 349 \\ -147 \\ \hline \end{array}$	$\begin{array}{r} 7 \overline{)21} \end{array}$
$\begin{array}{r} 79 \\ -34 \\ \hline \end{array}$	$\begin{array}{r} 782 \\ -371 \\ \hline \end{array}$	$\begin{array}{r} 3 \overline{)48} \end{array}$
$\begin{array}{r} 92 \\ -67 \\ \hline \end{array}$	$\begin{array}{r} 816 \\ -468 \\ \hline \end{array}$	$\begin{array}{r} 5 \overline{)45} \end{array}$
$\begin{array}{r} 47 \\ -29 \\ \hline \end{array}$	$\begin{array}{r} 639 \\ -547 \\ \hline \end{array}$	$\begin{array}{r} 9 \overline{)72} \end{array}$

Ask the child to solve one 2 digit subtraction and one 3 digit subtraction question. Both must be correct.
بچے سے تین کے 2 اعداد پر 3 اعداد والے سو تالیں سے کوئی ایک سو تالیں پوچھیں جو صحیح ہونے چاہئے۔

Ask the child to solve any 1 division question. That must be correct.
بچے سے کوئی 1 سو تالیں سوال پوچھیں جو صحیح ہونے چاہئے۔

PAGE ①

Kindly fold the paper.

Arithmetic Tools

Annual Status of Education Report
2023
Facilitated by Idara-e-Taleem-e-Aagahi

Sample-2

Single Digit Number Recognition	Two Digit Number Recognition	Three Digit Number Recognition
2 6	47 92	876 219
8 5	16 35	133 748
3 4	74 23	624 595
7 9	58 87	957 379
	61 77	461 889

From each section ask the child to read only 5 numbers out of which 4 must be correct.
ہر ایک سیکشن میں سے بچے کو 5 اعداد پڑھنے کو کہیں، 5 اعداد میں سے 4 اعداد صحیح ہونے چاہئیں۔

Start from Here

Sample-2


2-digit Subtraction	3-digit Subtraction	Division
$\begin{array}{r} 76 \\ -54 \\ \hline \end{array}$	$\begin{array}{r} 854 \\ -632 \\ \hline \end{array}$	$\begin{array}{r} 3 \overline{)27} \end{array}$
$\begin{array}{r} 89 \\ -47 \\ \hline \end{array}$	$\begin{array}{r} 482 \\ -371 \\ \hline \end{array}$	$\begin{array}{r} 8 \overline{)56} \end{array}$
$\begin{array}{r} 95 \\ -87 \\ \hline \end{array}$	$\begin{array}{r} 826 \\ -709 \\ \hline \end{array}$	$\begin{array}{r} 3 \overline{)63} \end{array}$
$\begin{array}{r} 62 \\ -38 \\ \hline \end{array}$	$\begin{array}{r} 593 \\ -398 \\ \hline \end{array}$	$\begin{array}{r} 9 \overline{)81} \end{array}$

Ask the child to solve one 2 digit subtraction and one 3 digit subtraction question. Both must be correct.
بچے سے تین کے 2 اعداد پر 3 اعداد والے سو تالیں سے کوئی ایک سو تالیں پوچھیں جو صحیح ہونے چاہئے۔

Ask the child to solve any 1 division question. That must be correct.
بچے سے کوئی 1 سو تالیں سوال پوچھیں جو صحیح ہونے چاہئے۔

PAGE ①

Kindly fold the paper.



General Knowledge

Sample 1

English


Sample 1

This test is for children who are at word level in English

Q1: Look at the pictures and answer accordingly.


(I) What is this girl doing in the picture?

(a) Washing Hands
(b) Eating Food
(c) Reading a Book
(d) Writing a letter




(II) What is this boy doing in the picture?

(a) Watering a Plant
(b) Planting a Tree
(c) Playing Cricket
(d) Painting a Flower




Q2: Look at the pictures and complete the sentences.


These are _____



This is a _____



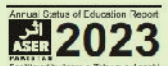
This is an _____



Ask the child to look at the pictures and then answer the given questions.
دیکھنے کے سوالات کا جواب دیں۔

Ask the child to complete the sentences by identifying the pictures of the items drawn on the sample (in English). If a child answers any 2 correctly, mark her/him "Yes", otherwise "No".
بچے کا اردی جی تمام زبان کا اردی کرنے کو کہیں۔ اگر بچہ کوئی سے 2 کا صحیح جواب (انگریزی میں) دے تو "Yes" ورنہ "No" پر نشان لگائیں۔

PAGE (1)



General Knowledge


Sample 1

English

Sample 1

This test is for children who are at word level in English

Q 1: What is the time on this clock?

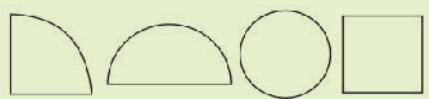


a) 4:15
b) 3:15
c) 3:20
d) 4:20

Q 2: Ahmed made 680 candies last week and 435 candies in the following week. How many candies has he made altogether.

a) 1115 b) 1045 c) 245 d) 235

Q 3: Look at these shapes. Which of these is a semi-circle?



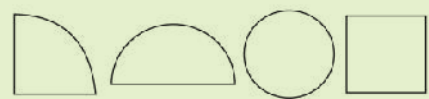
س 1: اس گھڑی پر کیا وقت ہو رہا ہے؟

a) 4:15
b) 3:15
c) 3:20
d) 4:20

س 2: احمد نے پچھلے ہفتے 680 تانیاں بنائیں۔ اگلے ہفتے میں 435 تانیاں بنائیں۔ احمد نے کل کتنی تانیاں بنائیں؟

a) 1115 b) 1045 c) 245 d) 235

س 3: دی گئی اشکال کو دیکھو اور بتاؤ ان میں سے کون سا نصف دائرہ ہے؟



Ask all the children (5-16 years). If a child answers the questions correctly, mark her/him as a "can do" otherwise mark as "cannot do"
5-16 سال کے تمام بچوں سے پل کروائیں۔ اگر بچہ سوالات کے جوابات صحیح دیتے تو Can do پر نشان لگائیں ورنہ Cannot do پر نشان لگائیں۔

سوال پوچھیں سب بچوں (5-16 سال) کو۔ اگر بچہ سوالات کے جوابات صحیح دیتے تو "Can do" پر نشان لگائیں ورنہ "Cannot do" پر نشان لگائیں۔

PAGE (2)

Sindhi Tools

Sample-1

لفظ Words

قلم سجاڻ

مِينهن افسوس هوا

تعريف راند

خيال دنيا زمين

Sample-1

اکر Letters

پ ن

گ و ج

ظ ڙ

س ي ف

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

ٻار کي ٻنهي ۾ پنج لفظ پڙهڻ ۾ چئو، پنج مان چار صحيح هجڻ گهرجن.

Kindly fold the paper.

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

ٻار کي ٻنهي ۾ پنج اکر پڙهڻ ۾ چئو، پنج مان چار صحيح هجڻ گهرجن.

Sindhi Tools

Sample-1

ڪهاڻي Story

انعر ۽ فاطمه صفائي جو هميشه خيال رکندا آهن. سير ۽ تفريح جي دوران گند جي ڏٺي هجڻ باوجود جڏهن ڪجهه شاگرد گند زمين تي اڇلائيندا آهن ته انهن کي سٺو نه لڳندو آهي. هڪ ڏينهن اُهي ٻئي پاڻ سان گڏ وڏا ٿيلها کڻي آيا ۽ گند کڻي انهن کي ٿيلهن ۾ وجهڻ شروع ڪيو. اهو ڏسي ٻيا شاگرد تمام گهڻو شرمندا ٿيا ۽ انهن سان گڏجي گند کڻڻ لڳا. ان عمل ڪرڻ تي پرنسپال تمام گهڻو خوش ٿيو ۽ سڀني شاگردن کي چيائين ته اسان کي زمين تي گند نه اچڻ گهرجي پر گند کي ان جي ڏٺي ۾ وجهڻ گهرجي.

سوَال QUESTIONS

Q1 پرنسپال سڀني شاگردن کي ڇا چيو؟

Q2 ٻين شاگردن انعر ۽ فاطمه کان ڇا سکيو؟

Sample-1

جملو Sentences

وڻڪاري مان مراد وڻ ۽ ٻوٽا پوکڻ آهي.

وڻ ۽ ٻوٽا ماحول کي گلائڻ کان بچائيندا آهن.

احمد پنهنجي پيڻ سان گڏجي هڪ ٻوٽو پوکيو آهي.

ٻئي ڀاءُ پيڻ گڏجي ان جو خيال ڪندا آهن.

جملو Sentences

علي ۽ آمنه پيڻ ڀاءُ آهن.

اهي ٻئي روزانو اسڪول ويندا آهن.

آمنه پڙهي لکي پائليٽ ٿيڻ چاهي ٿي.

علي وڏو ٿي استاد ٿيڻ چاهي ٿو.

Ask the child to read story fluently. Ask questions, to ensure child understands the story, and mark accordingly. Please refer to the instruction manual for this section.

ٻار کي ڪهاڻي رواني سان پڙهڻ جي لاءِ چئو. چيڪشنن ٻار پڙهي سمجهڻ ۽ سوال پڇيڻ.

Kindly fold the paper.

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

ٻار کان ٻنهي ۾ هڪ سٺ پڙهڻ جي لاءِ چئو. ٻار هي جملو رواني سان پڙهي.



Annual Status of Education Report

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2023

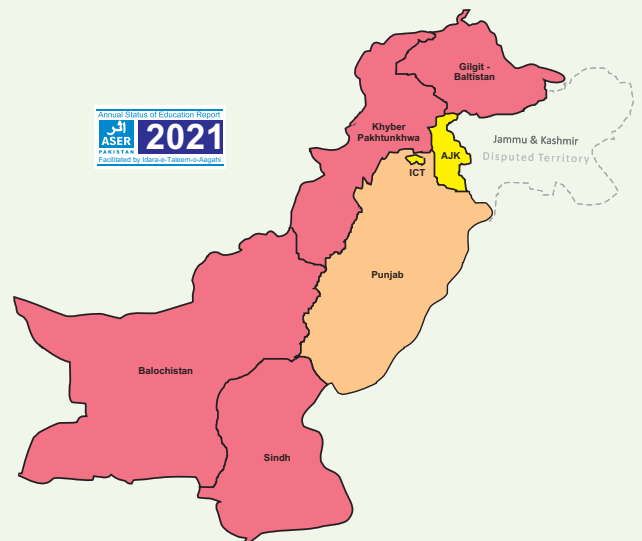
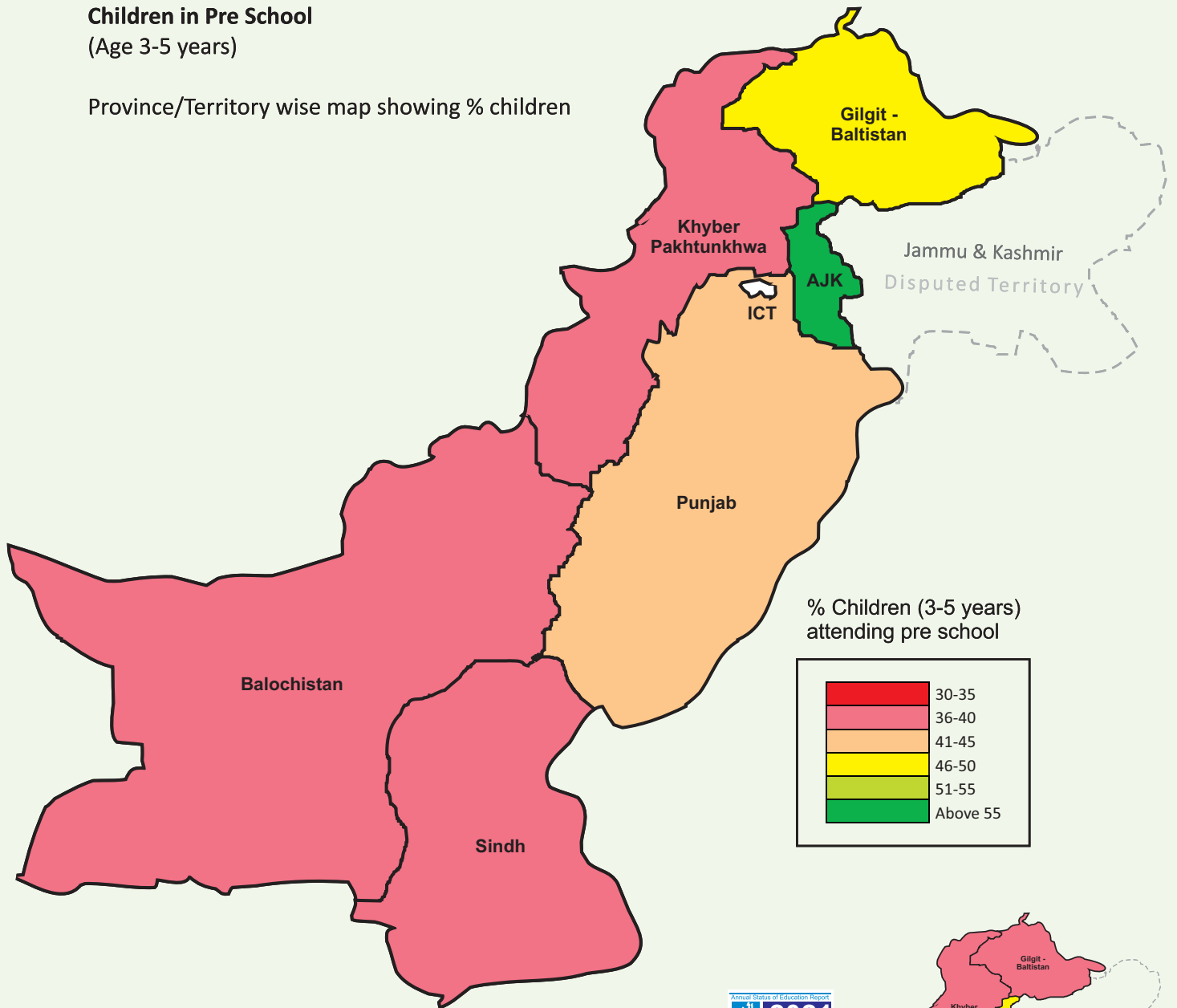
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NATIONAL (RURAL)



Children in Pre School (Age 3-5 years)

Province/Territory wise map showing % children

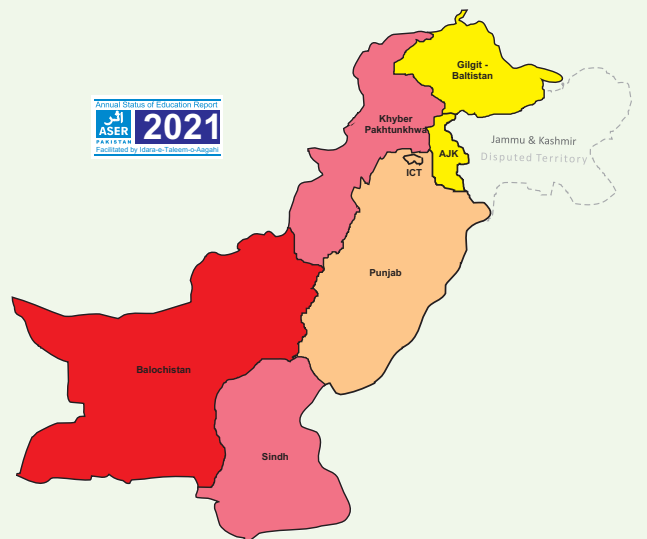
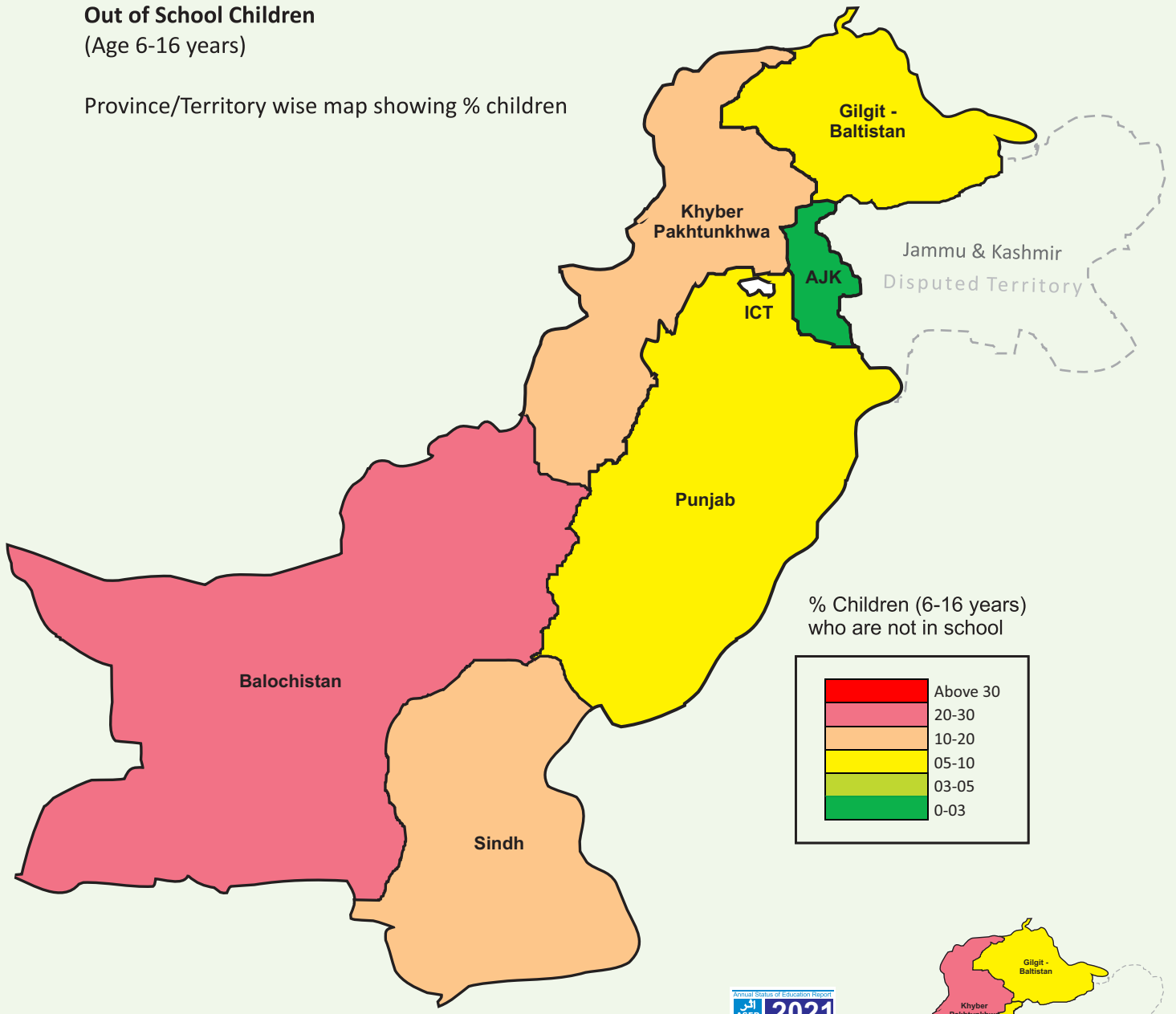


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NATIONAL - RURAL

Out of School Children (Age 6-16 years)

Province/Territory wise map showing % children

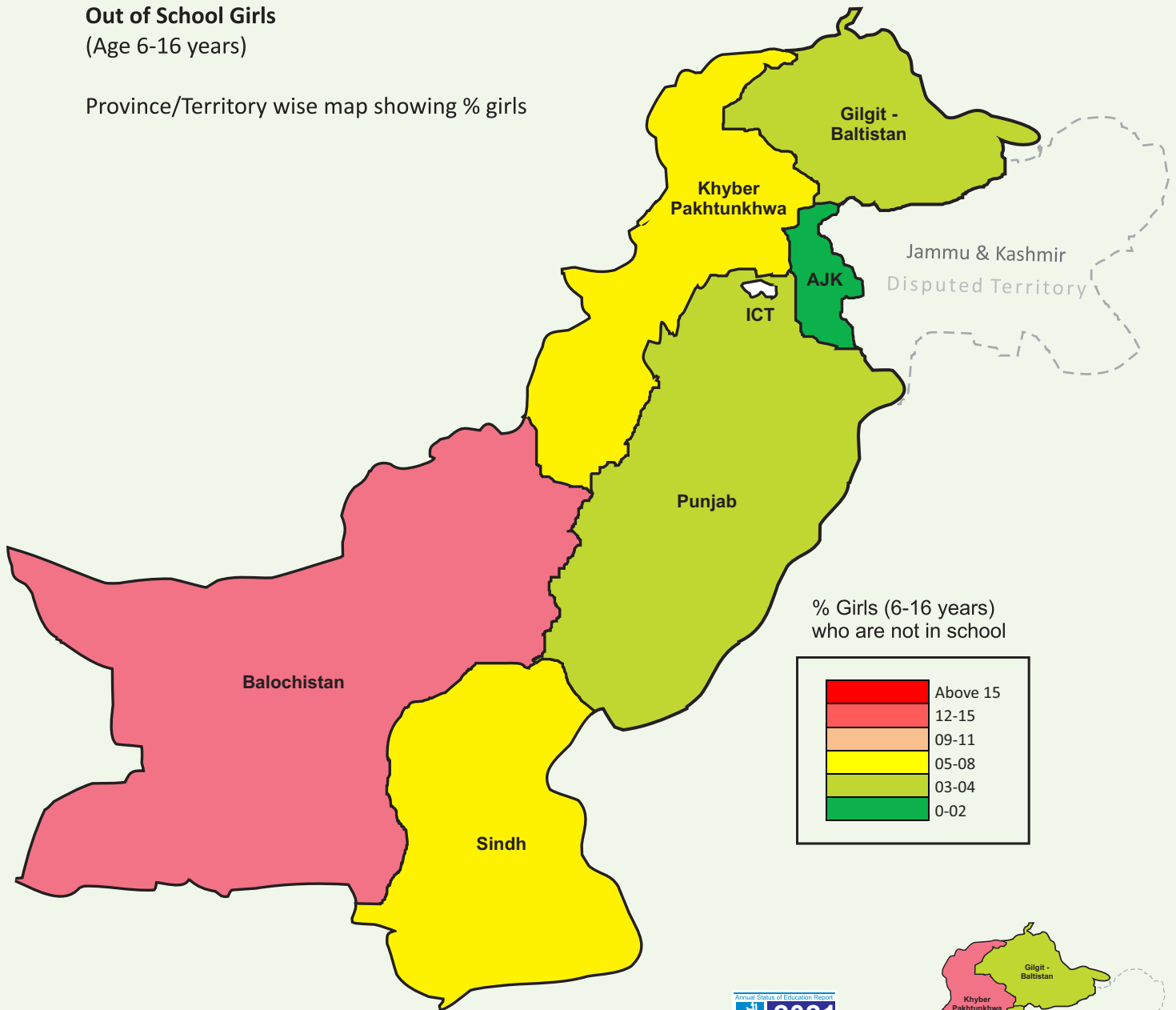


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NATIONAL - RURAL

Out of School Girls (Age 6-16 years)

Province/Territory wise map showing % girls

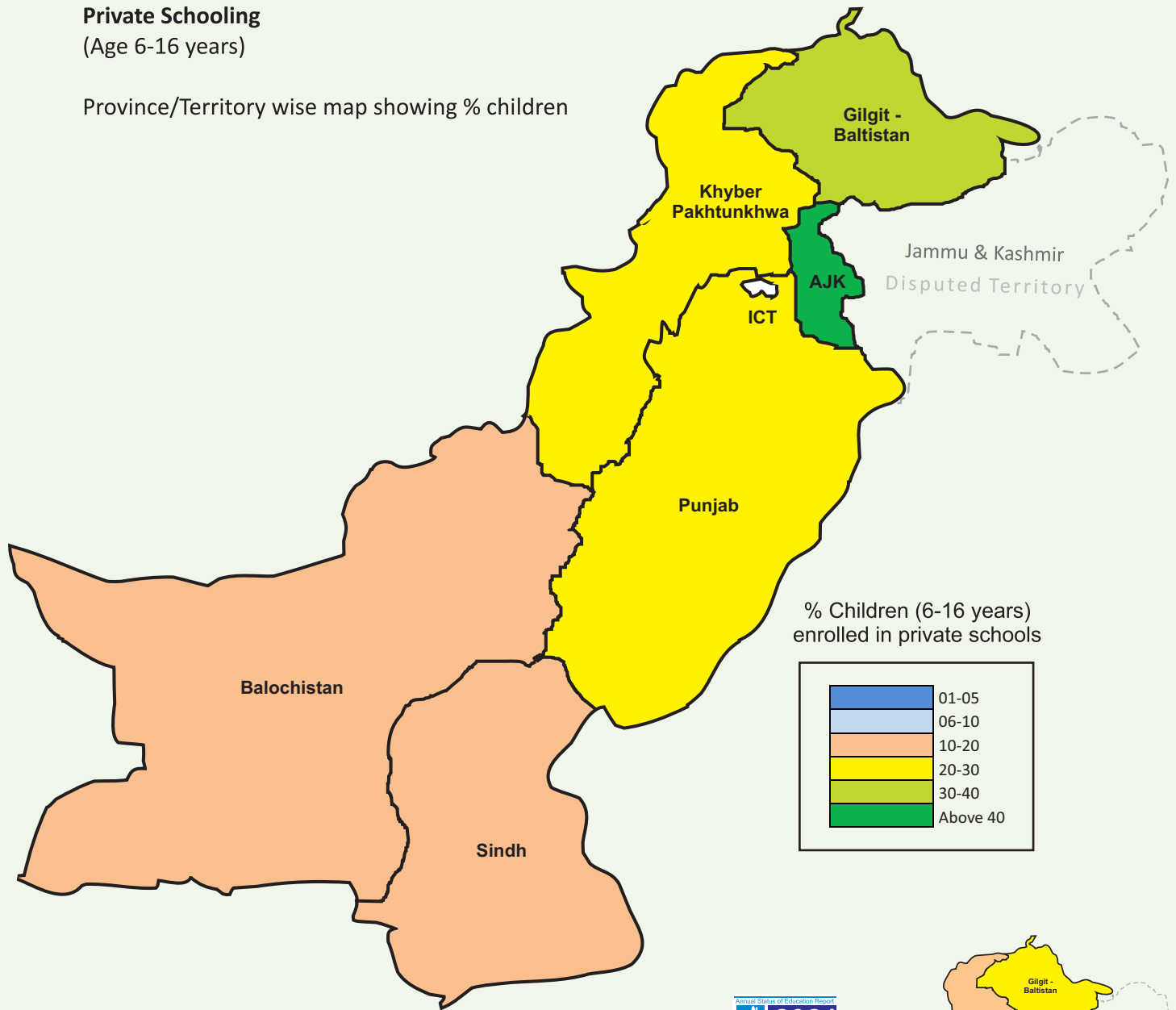


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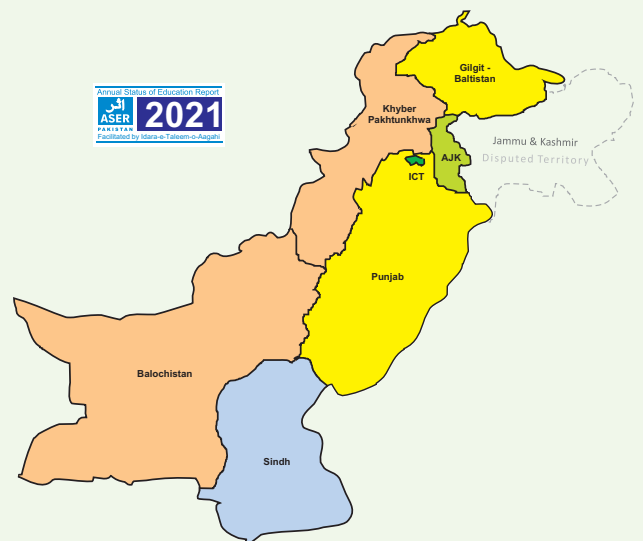
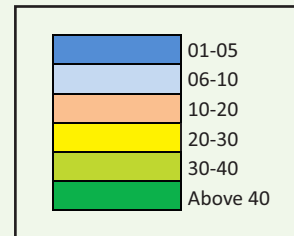
NATIONAL - RURAL

Private Schooling (Age 6-16 years)

Province/Territory wise map showing % children



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

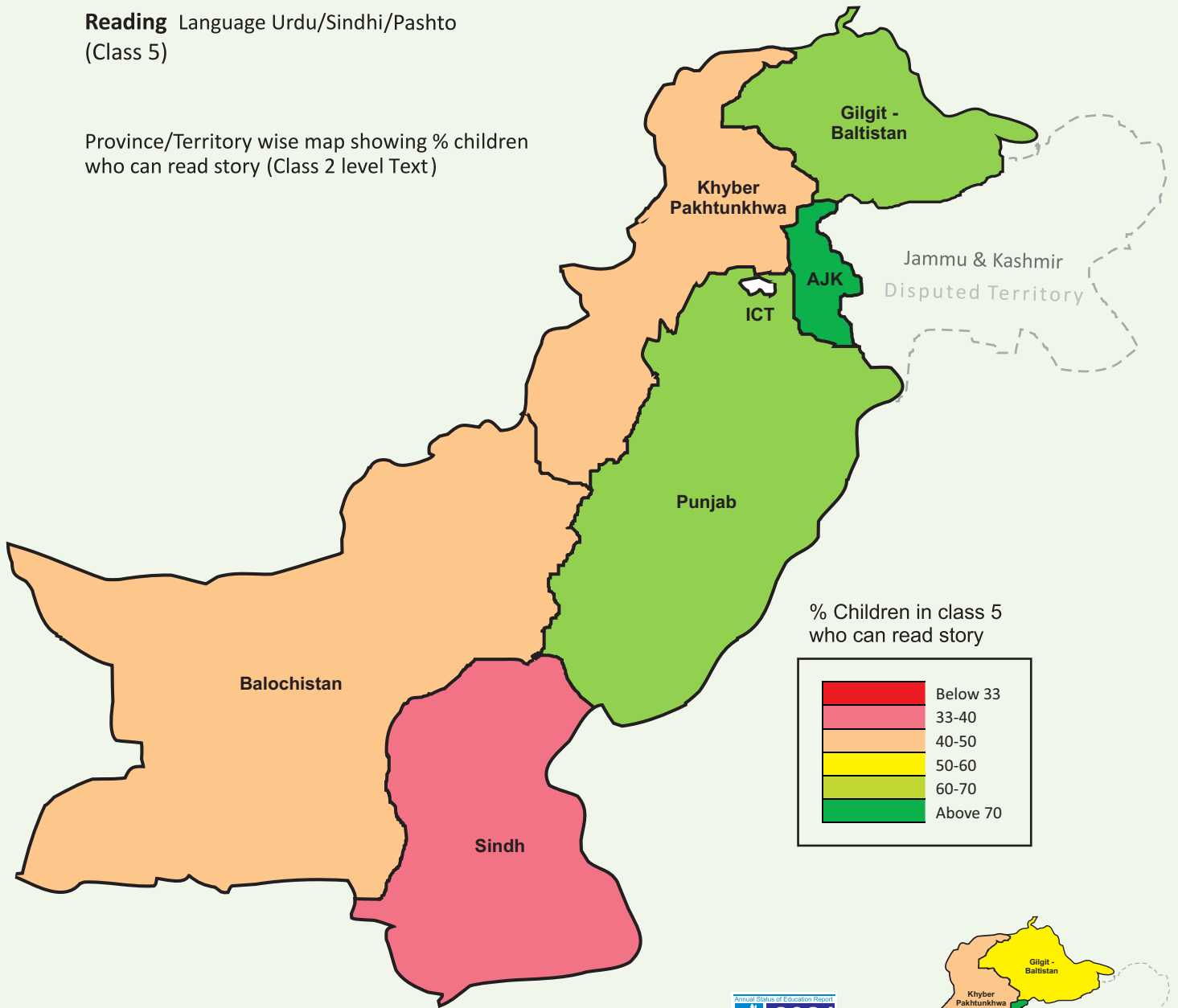


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NATIONAL - RURAL

Reading Language Urdu/Sindhi/Pashto
 (Class 5)

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

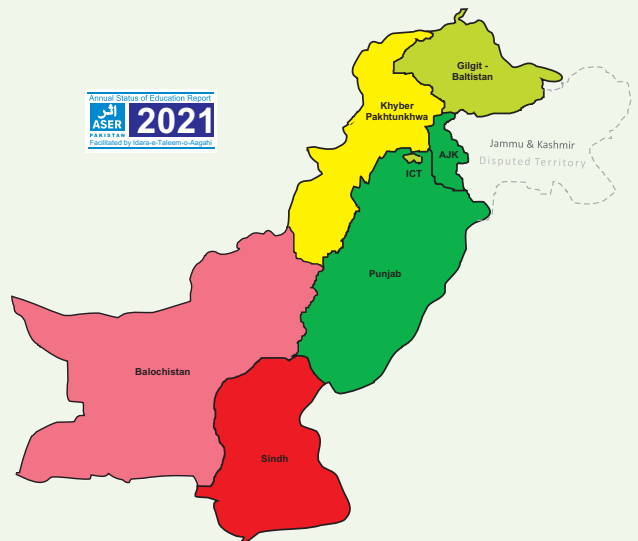
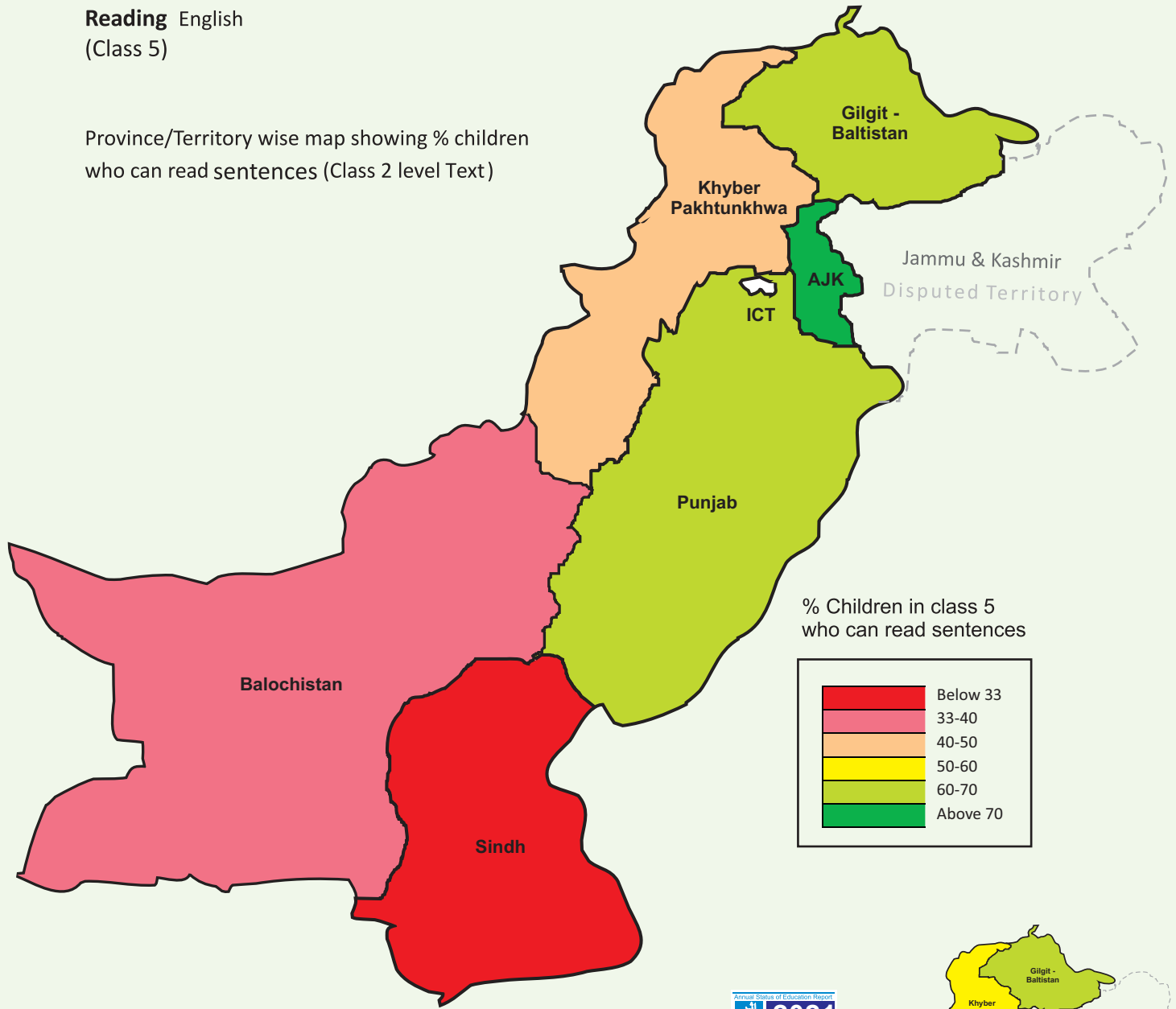


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NATIONAL - RURAL

Reading English
 (Class 5)

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

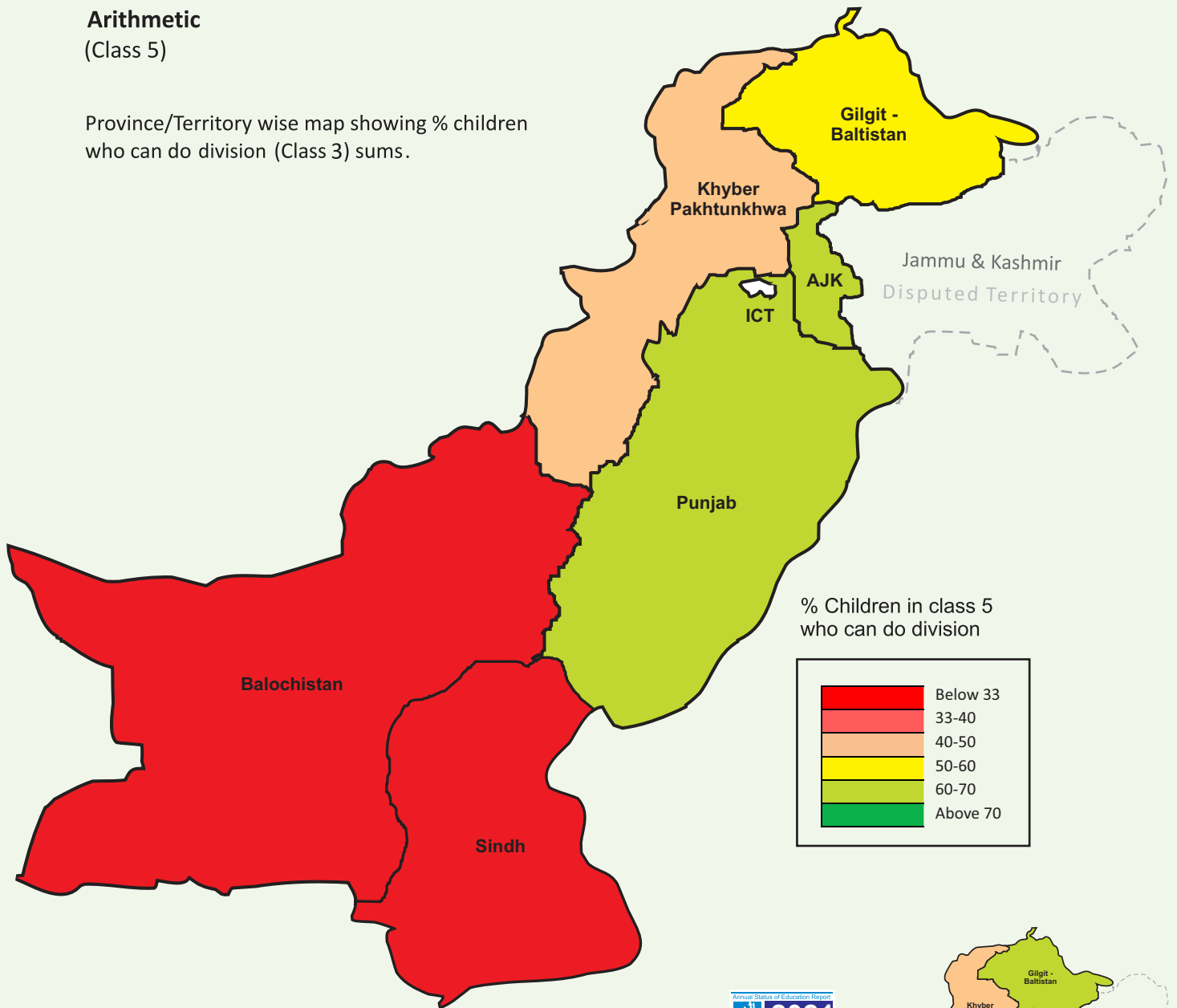


Maps may not be accurate or to scale. These are mere representations.

NATIONAL - RURAL

Arithmetic (Class 5)

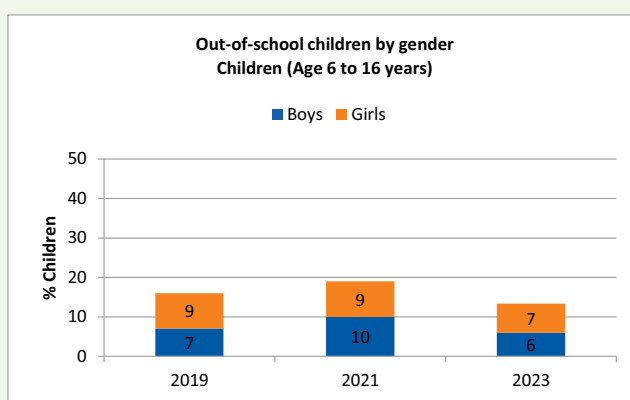
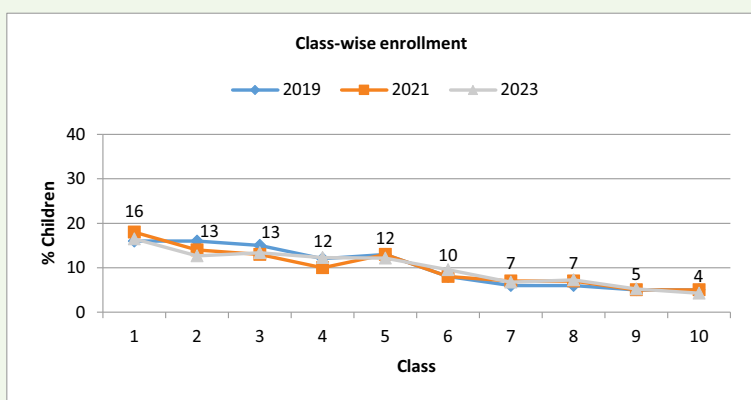
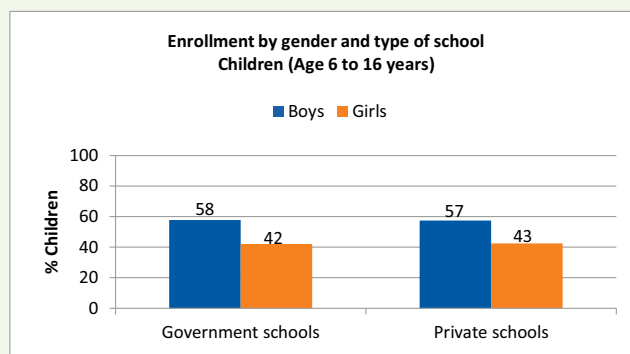
Province/Territory wise map showing % children who can do division (Class 3) sums.



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

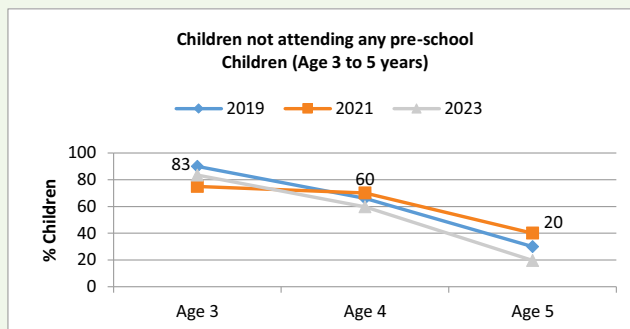
SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	69.55	16.72	2.28	0.55	9.16	1.74	100
11 - 13	65.03	17.63	2.10	0.41	8.33	6.51	100
14 - 16	60.34	16.81	1.80	0.27	9.13	11.65	100
6 - 16	66.73	16.95	2.14	0.46	8.96	4.75	100
Total	86.3				13.7		100
By Type	77	20	2	1			



EARLY YEARS SCHOOLING (PRE-SCHOOLING)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	12.5	3.5	0.4	0.1	83.5	100
4	30.2	9.0	0.7	0.4	59.7	100
5	53.5	12.2	0.2	0.5	33.6	100
3 - 5	31.4	8.1	0.5	0.3	59.7	100
Total	40.3				59.7	100
By Type	77.9	20.2	1.2	0.8		



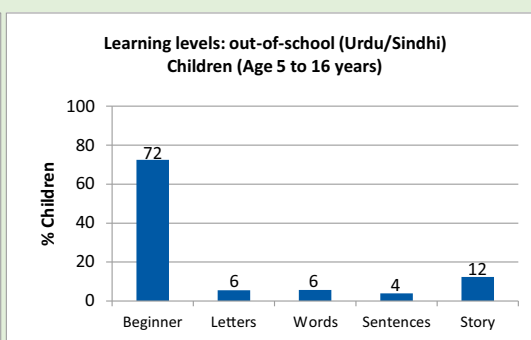
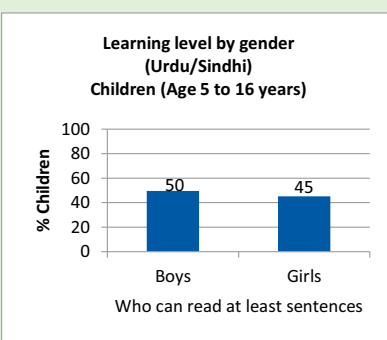
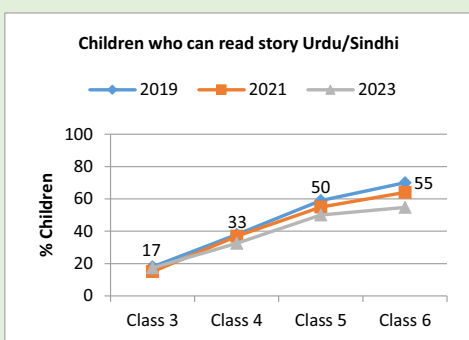
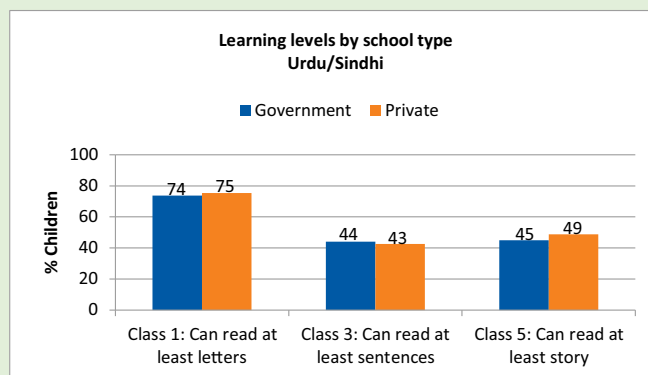
AGE CLASS COMPOSITION

Age/Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100	38.3	22.85	12.01	5.81	0	1.21	0.55	0.49	0.49	0.84	1.84	15.8
2	0	61.7	27.93	18.86	12.57	0	2.5	1.43	0.49	0.31	0.38	0.4	12.57
3		0	49.23	24.36	19.67	13.21	6.08	3.56	1.89	0.85	0.47	0.42	12.98
4			0	44.77	22.11	17.91	11.75	6.5	3.16	2.99	1.55	0.94	12.17
5				0	39.84	31.28	21.01	13.74	5.87	4.52	3.99	1.94	11.75
6					0	37.6	19.57	21.74	10.07	7.55	4.08	3.18	10.15
7						0	37.87	16.54	18.88	13.11	9.83	4.26	6.97
8							0	35.94	20.76	30.97	13.44	13.99	7.86
9								0	38.4	24.68	35.54	14.36	5.95
10									0	14.53	29.88	58.67	3.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

LEARNING LEVELS (URDU/SINDHI)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	30.3	44.0	16.3	5.2	4.3	100
2	17.0	26.7	34.8	12.9	8.6	100
3	11.2	15.5	31.4	24.4	17.5	100
4	10.0	10.1	23.7	24.3	32.0	100
5	6.9	7.9	15.5	19.7	50.0	100
6	9.6	4.3	13.6	18.3	54.2	100
7	8.3	3.5	10.5	16.3	61.4	100
8	8.8	2.5	6.7	13.9	68.2	100
9	9.3	2.0	4.3	11.7	72.7	100
10	3.4	1.0	2.5	8.0	85.1	100

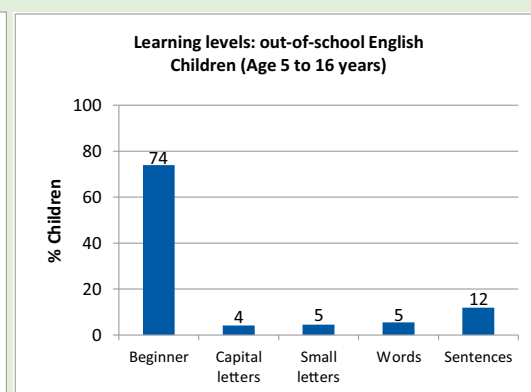
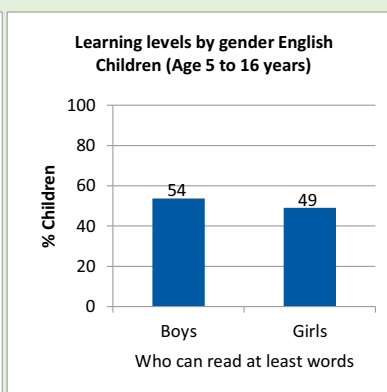
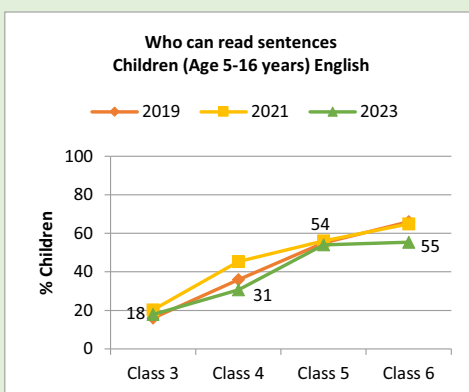
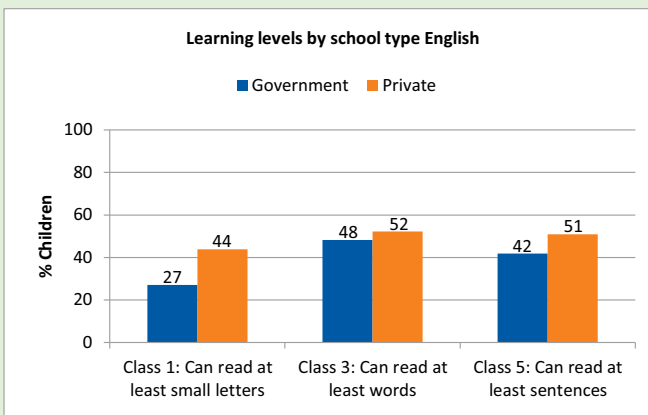
How to read: 9.5% (5.2+4.3) children of class 1 can read atleast sentence



LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	34.2	37.0	17.1	7.1	4.6	100
2	20.3	22.4	31.1	17.1	9.1	100
3	14.6	12.7	25.6	29.2	17.9	100
4	12.9	8.3	14.4	33.8	30.7	100
5	5.1	7.0	11.0	22.9	54.0	100
6	11.8	4.0	6.4	22.5	55.4	100
7	10.4	3.1	5.0	18.3	63.2	100
8	11.1	2.1	3.4	13.0	70.5	100
9	10.6	1.6	2.7	9.2	76.0	100
10	3.9	1.0	1.2	5.8	88.1	100

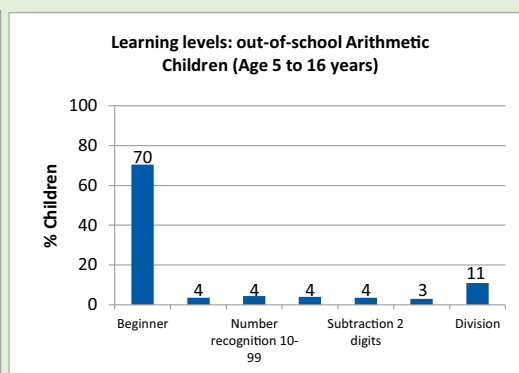
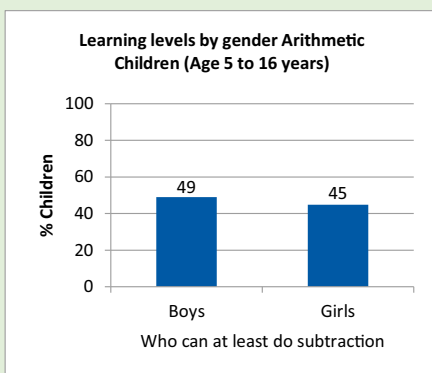
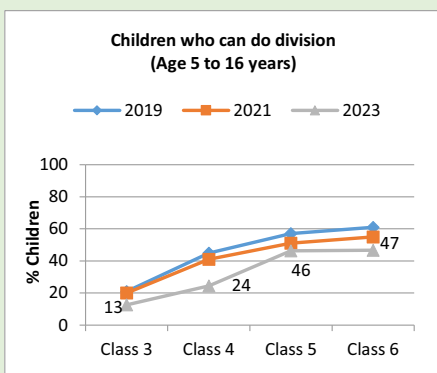
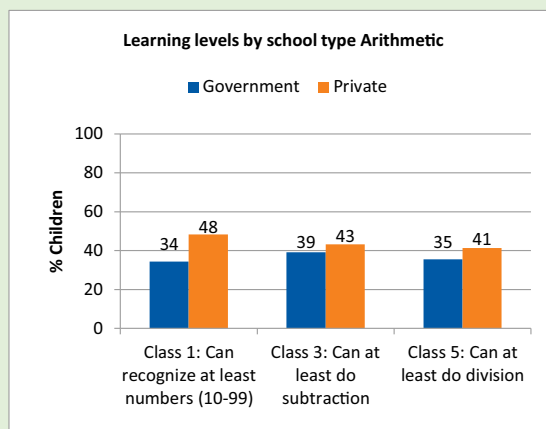
How to read: 11.7% (7.1+4.6) children of class 1 can read atleast word



LEARNING LEVELS (ARITHMETIC)

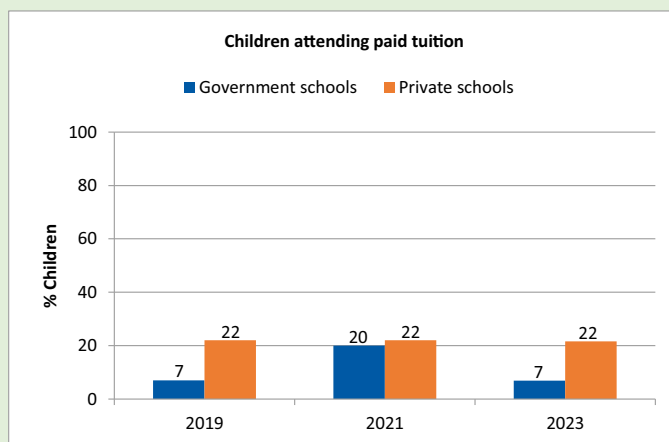
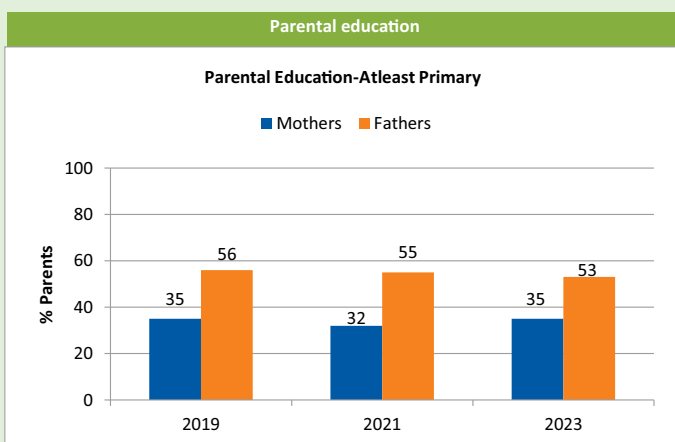
Class	Class-wise % children who can do							Total
	Nothing	Number recognition			Subtraction		Division (2 Digits)	
		1-9	10-99	100-200	2 Digits	3 Digits		
1	30.2	34.8	18.3	7.3	4.5	2.0	3.0	100
2	17.2	17.2	27.1	17.4	10.5	4.8	5.8	100
3	11.7	9.3	18.6	22.1	16.6	9.1	12.6	100
4	9.8	5.2	12.0	15.8	17.5	15.3	24.4	100
5	3.5	4.9	7.7	9.3	13.9	14.4	46.3	100
6	9.3	2.6	5.9	9.5	13.3	12.7	46.7	100
7	7.8	2.3	4.2	8.2	10.1	11.9	55.5	100
8	8.4	1.3	3.0	6.0	7.8	10.1	63.4	100
9	8.8	1.2	2.4	5.4	5.6	7.9	68.8	100
10	3.1	0.6	1.1	3.7	4.1	7.5	79.8	100

How to read: 9.5% (4.5+2.0+3.0) children of class 1 can do atleast subtraction



PARENTAL EDUCATION AND PAID TUITION

Class	Class-wise % children attending paid tuition											Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	By institution	
Govt.	4.26	5.01	5.13	6.89	6.95	8.7	9.95	10.2	12.2	13.39	6.85	9.66
Pvt.	22.13	22.82	21.62	21.79	22.4	22.37	20.17	20.48	23.98	22	21.64	



NUMBER OF SURVEYED SCHOOLS

Type/Level	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	1010	710	309	2029	376	56	24	456
Elementary	208	637	109	954	370	45	9	424
High	127	309	158	589	348	57	14	419
Others	243	388	161	792	292	55	8	355
Total	1588	2044	732	4364	1386	213	55	1654

ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85%	88%	88%	83%	87%	91%	90%	90%	77%	90%
Teacher attendance	88%	90%	92%	83%	89%	85%	86%	77%	84%	84%

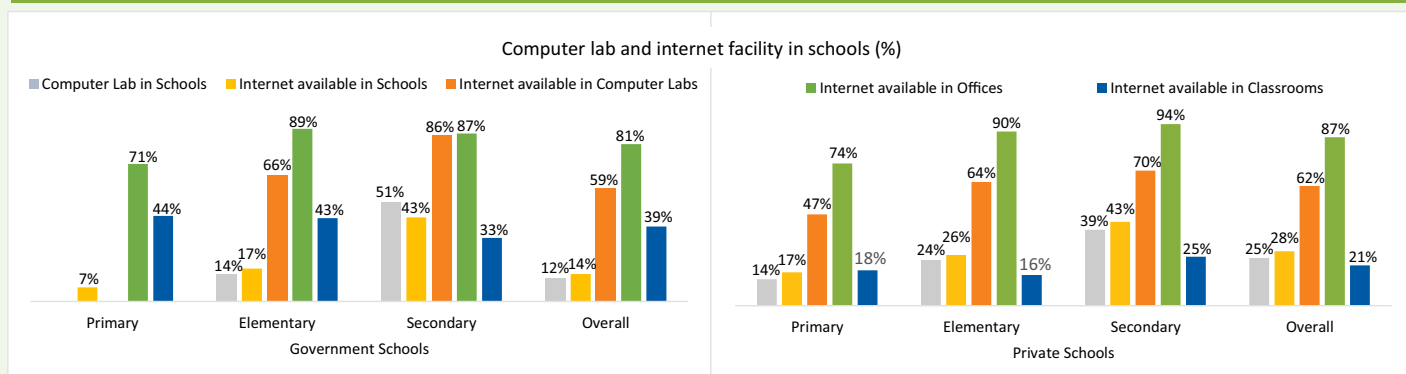
TEACHER'S QUALIFICATION (% TEACHERS)

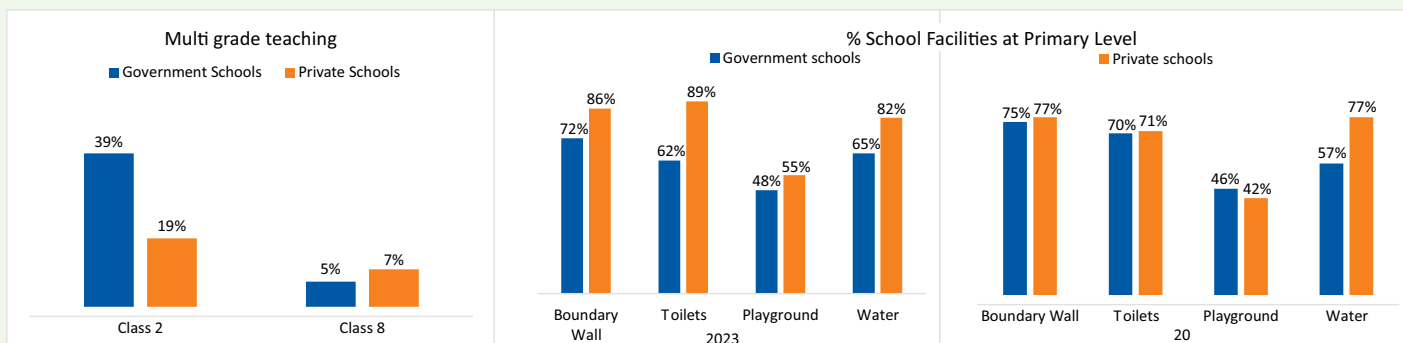
General qualification			Professional qualification		
	Government schools (%)	Private schools (%)		Government schools (%)	Private schools (%)
Matriculation	3.63	3.94	PTC	11.31	13.03
FA	8.08	17.93	CT	13.66	11.41
BA	31.09	37.96	B-Ed	45.14	48.61
MA or above	55.28	38.96	M-Ed or above	27.61	22.37
Others	1.92	1.2	Others	2.28	4.58

SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government schools				Private schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Complete Boundary Wall/Fence	72.1%	84.4%	89.7%	76.5%	85.8%	85.5%	93.3%	79.0%	86.5%
Playground	48.0%	69.0%	80.9%	56.0%	55.0%	63.8%	71.7%	58.5%	62.3%
Electricity Connection	70.9%	81.5%	89.2%	75.2%	88.4%	91.8%	94.8%	81.6%	89.8%
Solar Panels	24.4%	26.3%	27.8%	25.2%	31.0%	28.1%	36.3%	28.1%	31.1%
Working Library	9.1%	21.9%	50.1%	17.2%	28.2%	26.2%	54.5%	31.6%	35.0%
Useable Furniture	64.7%	81.1%	87.7%	70.5%	82.3%	86.7%	89.4%	77.1%	84.4%
Day care Facility for Teachers	6.8%	15.1%	24.4%	10.6%	18.3%	22.0%	35.8%	22.4%	24.4%
Running Water available in Handwashing Sinks	44.4%	60.5%	73.2%	51.1%	63.3%	64.1%	74.8%	60.0%	65.9%
Student Toilets Available	61.8%	82.1%	86.9%	68.4%	89.2%	90.6%	90.2%	82.1%	88.6%
Separate Toilets for girls and boys	31.0%	49.5%	54.3%	37.1%	67.0%	75.7%	77.5%	64.5%	71.6%
Running Water available in toilets	46.8%	75.2%	80.3%	57.0%	83.7%	85.5%	91.4%	76.5%	85.0%
Disinfectants available for cleaning	27.5%	46.9%	57.8%	35.8%	57.7%	66.7%	70.5%	60.4%	63.9%
Toilets Cleanliness	55.3%	68.6%	81.3%	61.2%	81.6%	84.0%	90.7%	79.1%	84.1%
Clean Drinking Water available for students	65.1%	76.5%	83.1%	69.4%	81.6%	84.8%	90.9%	78.6%	84.4%
Sick Room Available in schools	9.5%	17.5%	32.4%	14.1%	24.5%	22.1%	37.0%	24.2%	27.0%
First Aid Equipment Available	20.6%	32.6%	41.3%	25.4%	39.8%	48.4%	59.9%	51.0%	49.3%
ComputeLab Available	0%	14.5%	51.2%	12.3%	13.8%	23.7%	39.4%	22.2%	24.3%
Internet Available	7.3%	17.1%	43.4%	14.2%	17.3%	26.2%	43.4%	27.0%	28.0%

COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (% SCHOOLS)





Funds/Grants (% Schools)

	Government Schools				Private Schools			
	Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2022								
# of schools reported receiving grants	645	204	285	220	28	31	38	21
% of schools reported receiving grants	31%	47%	57%	32%	6%	7%	10%	6%
Average amount of grant (Rs.)	25,463.8	136,526.0	185,705.4	96,867.0	12,809.6	124,676.7	110,390.5	9,785.6
2023								
# of schools reported receiving grants	523	130	180	176	4	14	14	10
% of schools reported receiving grants	25%	30%	36%	26%	1%	3%	4%	3%
Average amount of grant (Rs.)	15,290.5	41,093.0	113,572.0	106,728.4	4,686.6	27,274.0	28,200.9	3,747.7

Disabilities and Functioning in Schools (% Schools)

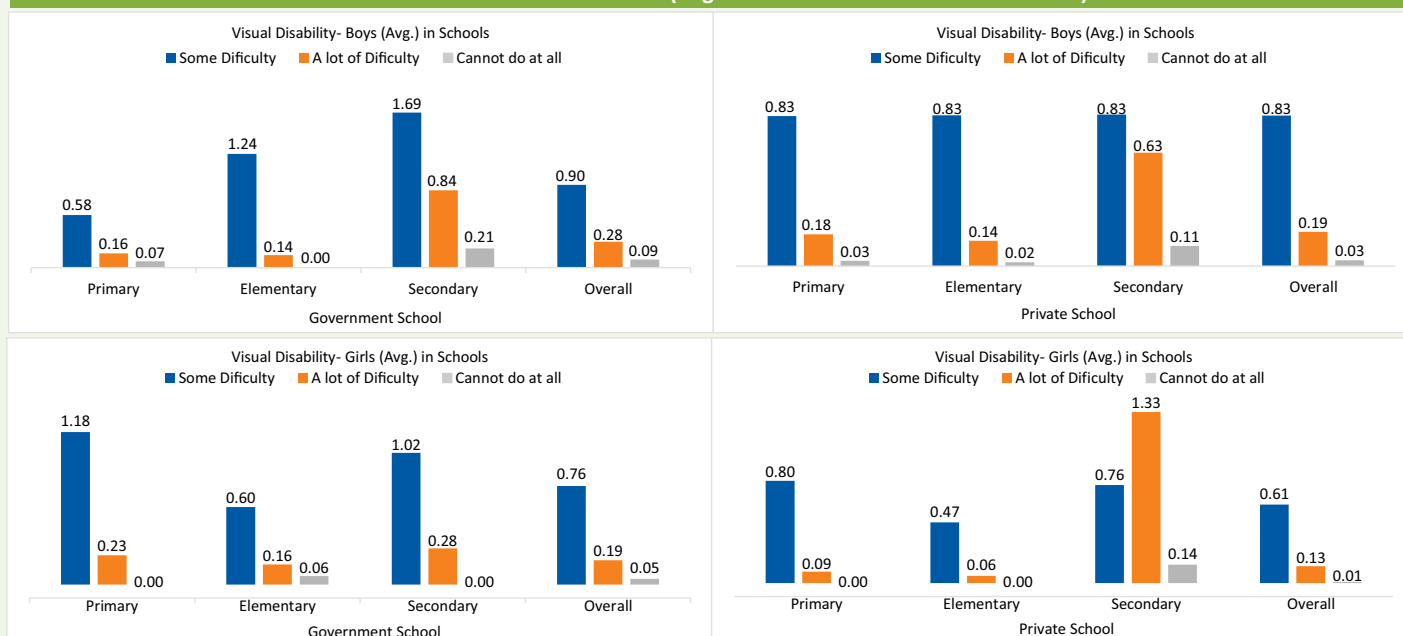
Children with Disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disability	91%	82%	85%	89%	94%	88%	84%	88%	89%
Some Disability	9%	18%	15%	11%	6%	12%	16%	12%	11%

Facilities for Children with Disabilities in Schools (% Schools)

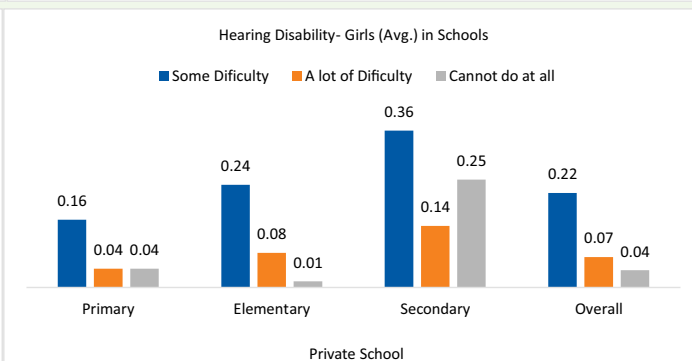
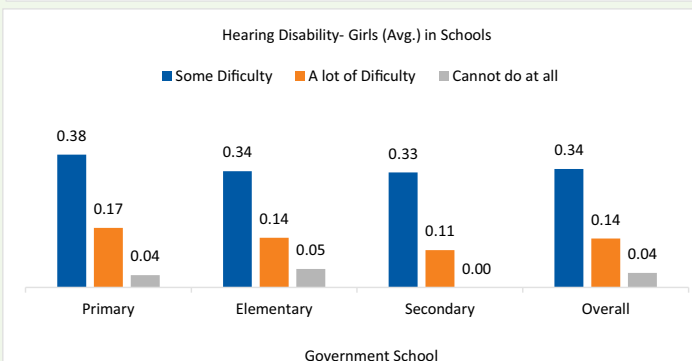
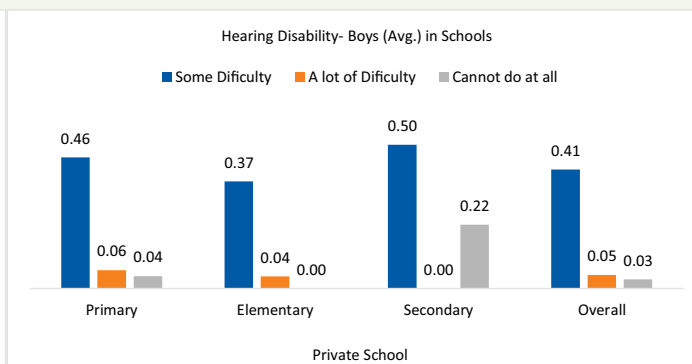
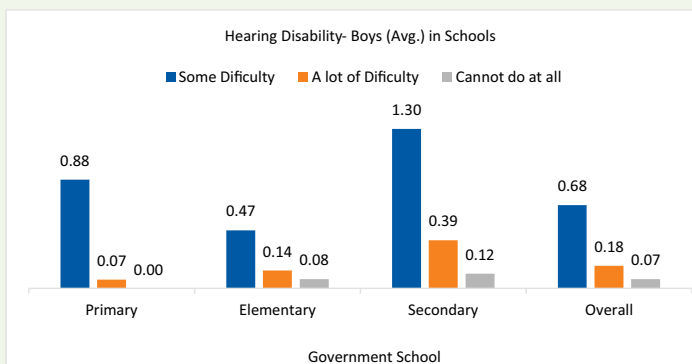
Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	19%	28%	41%	23%	51%	47%	57%	65%	55%
Accessible Toilets	49%	51%	64%	51%	53%	62%	54%	61%	57%
Health and Nutrition Officer	7%	15%	25%	10%	12%	12%	16%	12%	13%
Other Facilities*	0%	0%	0%	0%	18%	21%	22%	22%	21%

*Special Staff, Hearing Assistive devices and Transport Facility

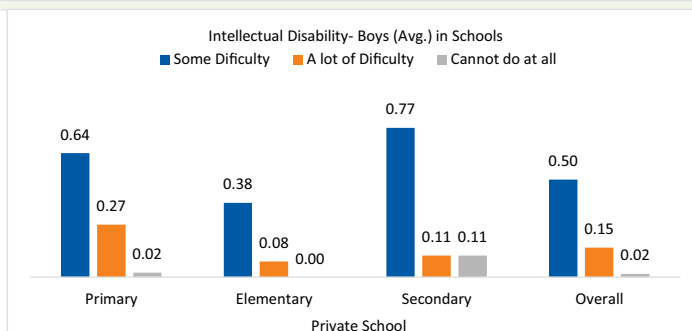
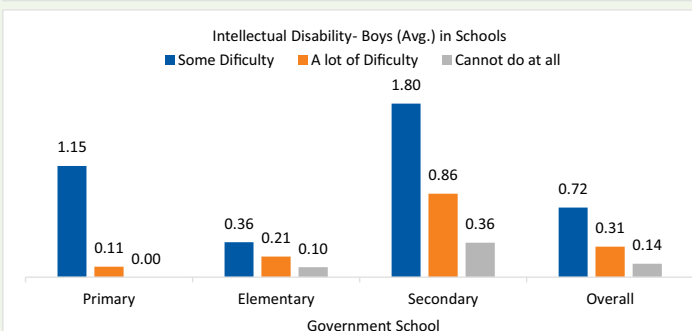
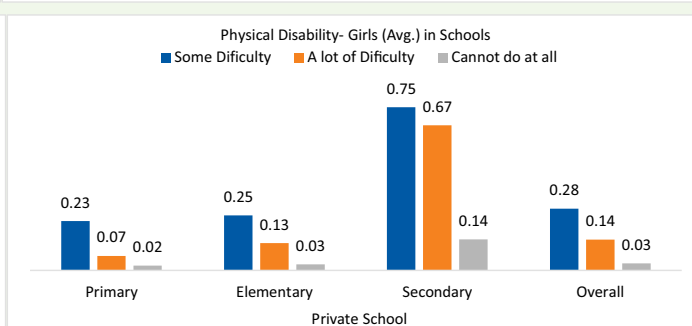
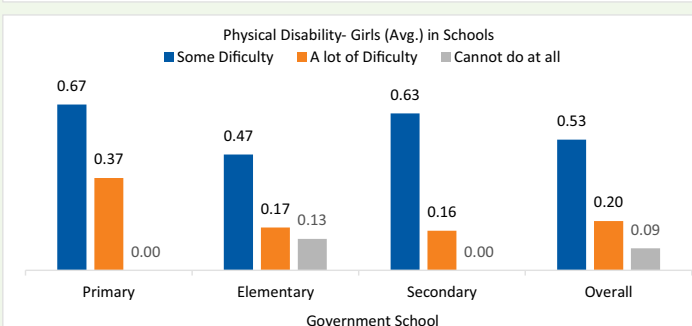
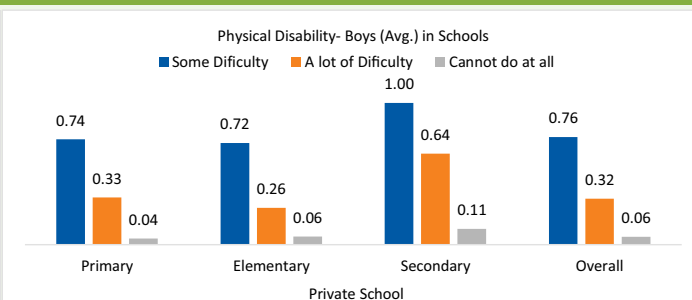
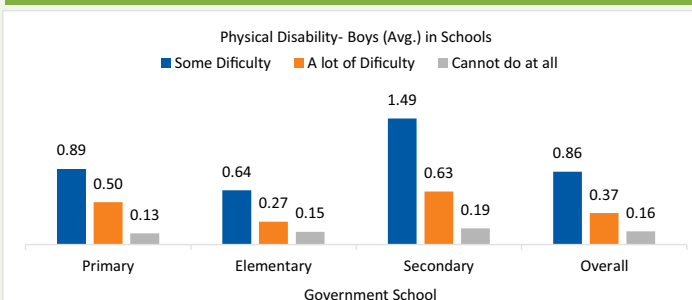
VISUAL & HEARING DISABILITIES (Avg. NUMBER OF CHILDREN IN SCHOOLS)

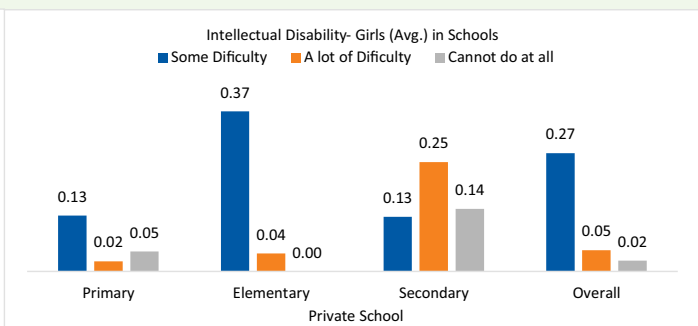
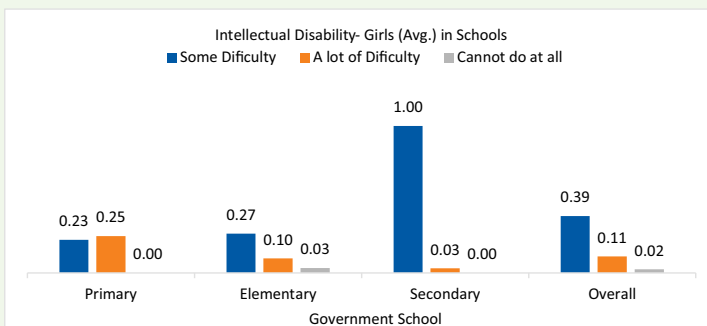


*The graphs on disability report findings based on the Washington Short Set which assesses children across six functionings: visual, hearing, physical, intellectual, self-care and communication with others, by school type, school level and gender.

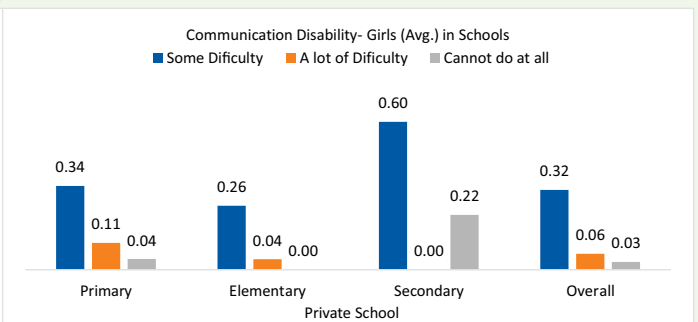
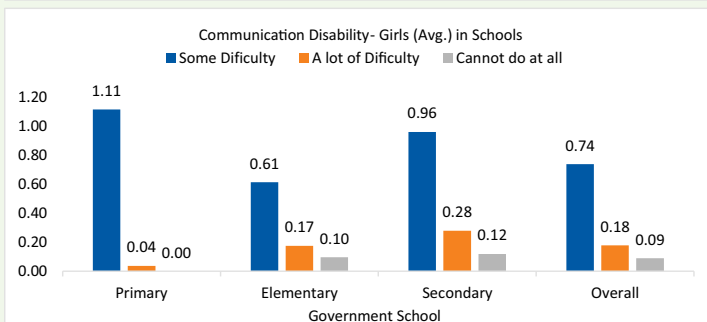
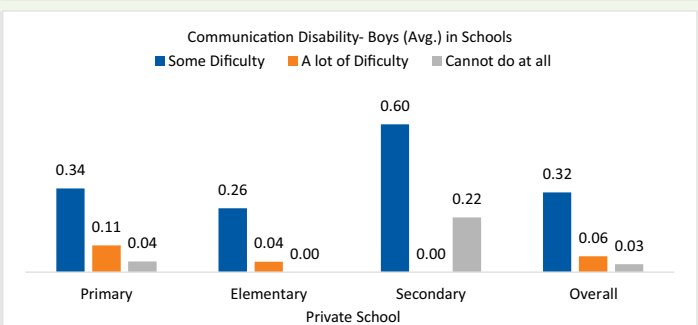
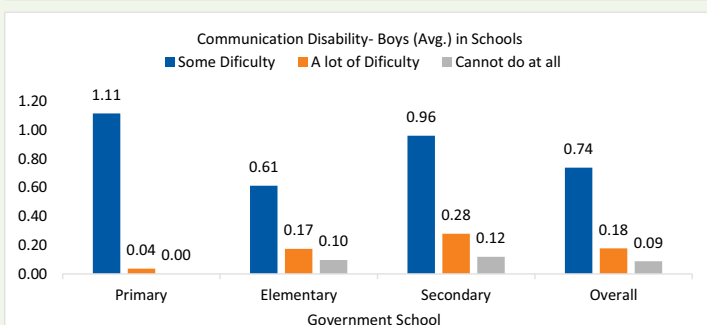
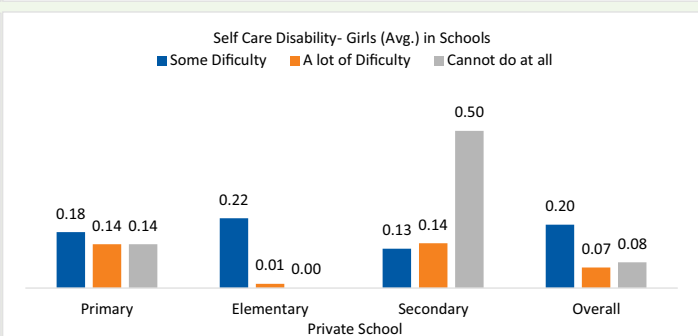
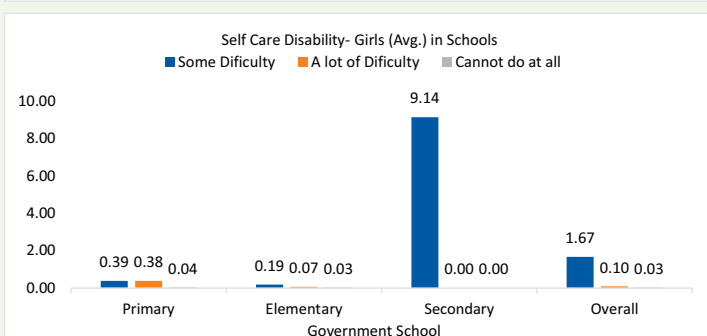
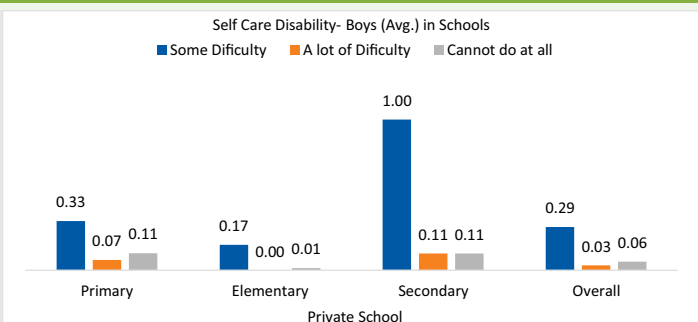
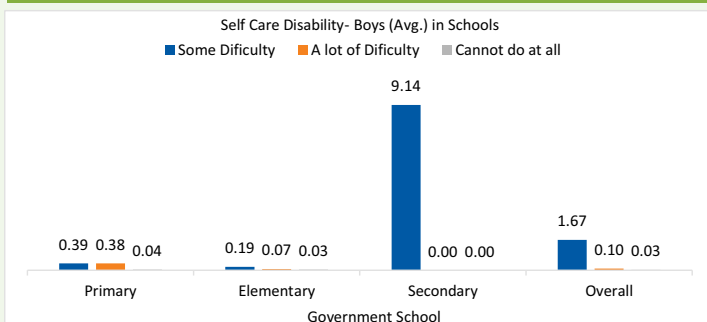


PHYSICAL & INTELLECTUAL DISABILITIES (Avg. NUMBER OF CHILDREN IN SCHOOLS)





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



Sample Composition

- ASER 2023 survey was conducted in 151 rural districts of Pakistan. This covered 84,882 households in 4,381 villages across the country during September-November 2023.
- Detailed information was collected for 212,537 children (55.2% males, 43.9% females and 0.9% transgenders) aged 3-16 years. Out of these 153,354 children aged 5-16 years were assessed for language and arithmetic competencies.
- School information was collected for public and non-state/private schools. A total of 4,364 government schools and 1,654 non-state/private institutions, including madrassahs and non-formal schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has decreased when compared to 2021 (5-16 years).

- In 2023, 14% of children were reported to be out-of-school; a decrease when compared to 2021 (19%). Around 9% of children have never been enrolled in a school and 5% have dropped out of school for various reasons.
- 86% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 77% (81% in 2021) of children were enrolled in government schools whereas 23% (19% in 2021) were going to non-state institutions (20% private schools and 2% Madrassah and 1% others). The share of private schools has increased by 4 percentage points compared with 2021, indicating its return to pre-COVID level.
- Amongst the enrolled students in government schools, 42% were girls and 58% were boys whereas in private schools 57% enrolled students were boys and 43% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

The proportion of children enrolled in ECE has increased in 2023 as compared to 2021.

- 40% of all school-aged children in the age bracket of 3-5 years were enrolled in ECE compared to 38% in 2021.

- 60% children of age 3-5 are currently not enrolled in any early childhood education program/school.
- Of the children enrolled in ECE, 78% are enrolled in government schools and 22% are enrolled in non-state institutions/private schools.

THEME 3: CLASS WISE LEARNING LEVELS

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

Urdu/Sindhi Learning levels of class 3 children have improved and of class 5 children have declined:

- 18% of class 3 children could read story in Urdu/Sindhi compared to 15% in 2021.
- 50% of class 5 children could read a class 2 level story in Urdu/Sindhi compared to 55% in 2021.

English learning levels of class 3 and class 5 children have declined:

- 18% of class 3 children could read class 2 level sentences compared to 20% in 2021.
- 54% of class 5 children could read class 2 level sentences compared to 56% in 2021.

Arithmetic learning levels of class 3 and class 5 children have declined:

- 13% of children enrolled in class 3 could do two-digit division compared to 20% in 2021.
- 46% of class 5 children could do two-digit division as compared to 51% in 2021.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better in literacy and numeracy compared to government counterparts, with provincial and area variations.

- 49% children enrolled in class 5 in private schools are

able to read at least a story in Urdu/Sindhi as compared to 45% class 5 children enrolled in government schools.

- 51% of class 5 children enrolled in private schools can read at least sentences in English whereas only 42% government school children can do the same.
- 41% of children enrolled in class 5 in private schools were able to do division as compared to 35% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning: boys outperform girls (age 5-16 overall) in literacy and numeracy skills; however, provincial and area variations reveal girls performing at par or better than boys in Punjab, GB and AJK

- 50% of boys and 45% of girls could read at least sentences in Urdu/Sindhi.
- 54% boys could read at least English words while 49% of girls can do the same.
- 49% of boys were able to do at least subtraction compared to 45% girls.

THEME 6: PARENTAL EDUCATION

- 35% mothers (32% in 2021) and 53% fathers (55% in 2021) in the sampled households had completed at least primary education.

THEME 7: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall, 22% students enrolled in private schools are attending paid tuition as compared to 7% students enrolled in government schools (20% in 2021).

- Children across all classes/grades take private tuition. In government schools, 4% of children enrolled in class 1 take tuition as compared to 13% children in class 10.
- In 2021, percentage of government school students availing paid tuition had increased to 20% from 7% in 2019 due to school closures. The decrease in share of government school students attending paid tuition by 13% (7% in 2023 compared to 20% in 2021) reflects the return to pre-pandemic levels.

THEME 8: MULTI-GRADE TEACHING

39% of surveyed government schools and 19% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed with one teacher teaching more than one grade.
- 39% of the surveyed government schools (40% in 2021) and 19% of the surveyed private schools (23% in 2021) had Class 2 sitting with other classes.
- 5% of surveyed government schools (as compared to 6% in 2021) and 7% of surveyed private schools (19% in 2021) had class 8 sitting with other classes.
- There is a marked decrease in multigrading in class 2 and class 8 across government and non-state institutions/private schools.

THEME 9: TEACHER & STUDENT ATTENDANCE

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

- Overall student attendance in surveyed government schools was **87%** whereas it was **90%** in private schools.
- 58% school teachers in Government Schools and 71% Private School teachers follow up with parents in case of student absence.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers present on the day of survey.
- Overall teacher attendance in surveyed government schools was **89%** whereas it was **85%** in private schools.

THEME 10: TEACHERS' QUALIFICATION

- 31% teachers in surveyed government schools have done graduation as compared to 38% teachers in private schools.
- However, 55% have completed M.Ed. in government schools compared to 39% in private schools.

THEME 11: CAPACITY BUILDING OF TEACHERS

- 36% of public-school teachers and 40% of private school teachers received training in the preceding 30 days or more from the date of survey.

- According to the public sector Head Teachers, Pedagogy (13%), Curriculum (12%) and School Leadership (11%) are the key areas of teacher training; followed by Assessment (10%) and Subject Specific Knowledge (10%).
- In comparison, for the private sector, Curriculum (16%), Pedagogy (13%) and Assessment (13%) are the key areas for teacher training, followed by Classroom Management (12%) and School Leadership (11%).
- Whereas, the core teacher training needs identified by the Head Teachers in public and private schools were Pedagogy (11%), School Leadership (10%), and Curriculum (10%); followed by Subject Specific Knowledge (9%), Assessment (9%), Classroom Management (9%), and Education & Technology (9%).

THEME 12: PARENT TEACHER MEETINGS

- 45% of surveyed government schools schedule monthly parent-teacher meetings as compared to 64% of private schools.

THEME 13: SCHOOL FACILITIES GOVERNMENT SCHOOLS:

- 70% of the surveyed government primary schools have functional toilets as compared to 70% in 2021.
- 65% of the surveyed government primary schools have usable drinking water in contrast to 57% in 2021.
- 72% of the surveyed government primary schools, had complete boundary walls as compared to 75% in 2021.
- **48% of surveyed government primary schools had playgrounds as compared 46% in 2021.**
- 71% of surveyed government primary schools had electricity connection as compared to 68% in 2021.
- **51% of surveyed government secondary schools had computer labs and 43% had internet facilities.**

PRIVATE SCHOOLS:

- 89% of the surveyed private primary schools have functional toilets as opposed to 71% in 2021.
- 82% of the surveyed private primary schools have usable drinking water as compared to 77% in 2021.
- 86% of the surveyed private primary schools had complete boundary walls in contrast to 77% in 2021.
- **55% of surveyed private primary schools had**

playgrounds as compared to 42% in 2021.

- 88% of surveyed private primary schools had electricity connection as compared to 68% in 2021.
- **39% of surveyed private secondary schools had computer labs and 43% had internet availability.**

THEME 14: SCHOOL GRANTS/FUNDS

A higher share of government schools as compared to private schools receive grants in the academic year 2022

- 31% government primary schools and 6% private primary schools received grants in the academic year 2022.
- 47% government elementary schools and 7% private elementary schools received grants in the academic year 2022.
- 57% government secondary schools and 10% private secondary schools received grants in the academic year 2022.

THEME 15: DISABILITIES & FUNCTIONINGS

- As part of the school-level survey, data on children with disabilities (CWDs) was also collected. Head teachers/teachers were interviewed using the Washington-UNICEF Short Set of questions, also known as the Washington Group/UNICEF Module on Child Functioning, which assesses children against 6 functionings i.e., visual, hearing, physical, intellectual, self-care and communication with others.
- At the national level, 11% of the surveyed government schools and 11% of private schools reported to have children with disabilities.

THEME 16: HOUSEHOLDS' ACCESS TO TECHNOLOGY & KNOWLEDGE OF ITS USAGE

- ASER 2023 (rural) included a range of questions at the household level regarding access to technology and knowledge of its usage.
- 85% of households across all rural districts have access to mobile phones and 61% have smart phones.
- Amongst mobile users, 60% use WhatsApp services, whilst 69% use (SMS) text messaging.
- 23% have an internet connection and 14% have computers. 62% of households have TV and 11% have radio.
- On average, at least 1 household member can use a

smartphone.

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

- 25% of the household respondents reported receiving welfare transfers via BISP; 2% Baitul-Maal; 1% PSPA; 1% Akhuwat and 8% through other channels.

THEME 18: CLIMATE CHANGE

- 27% of household respondents reported that they are well “informed” about climate change, whereas a significant share (73%) indicated that they are “uninformed”.
- 25% of households were “significantly” impacted by natural disasters within the last year, while 17% were “moderately” affected.
- 8% of household respondents reported that they suffered losses amounting to more than 50% of their earnings due to natural disasters within the last year, whereas 12% indicated that 26%-50% of their earnings were negatively impacted.
- 20% households reported that children's schooling was “extremely affected” by natural disasters/floods, whereas 9% indicated that it was “moderately affected”.
- A significant share (23%) of the household respondents reported that their psychological wellbeing was “substantially affected” due natural disasters, while 13% indicated their mental wellbeing

was “somewhat affected”.

- 33% of surveyed government schools were reported to be damaged by a natural disaster as compared to 16% of private schools.
- Out of surveyed government schools that were reported to be damaged, 92% were “partially damaged” while 8% were “fully damaged”.
- Out of surveyed private schools that were reported to be damaged, 97% were “partially damaged” and 3% “fully damaged”.
- Of schools that were reported to be damaged, 45% Government and 47% private schools received some assistance from the government or a donor organization.

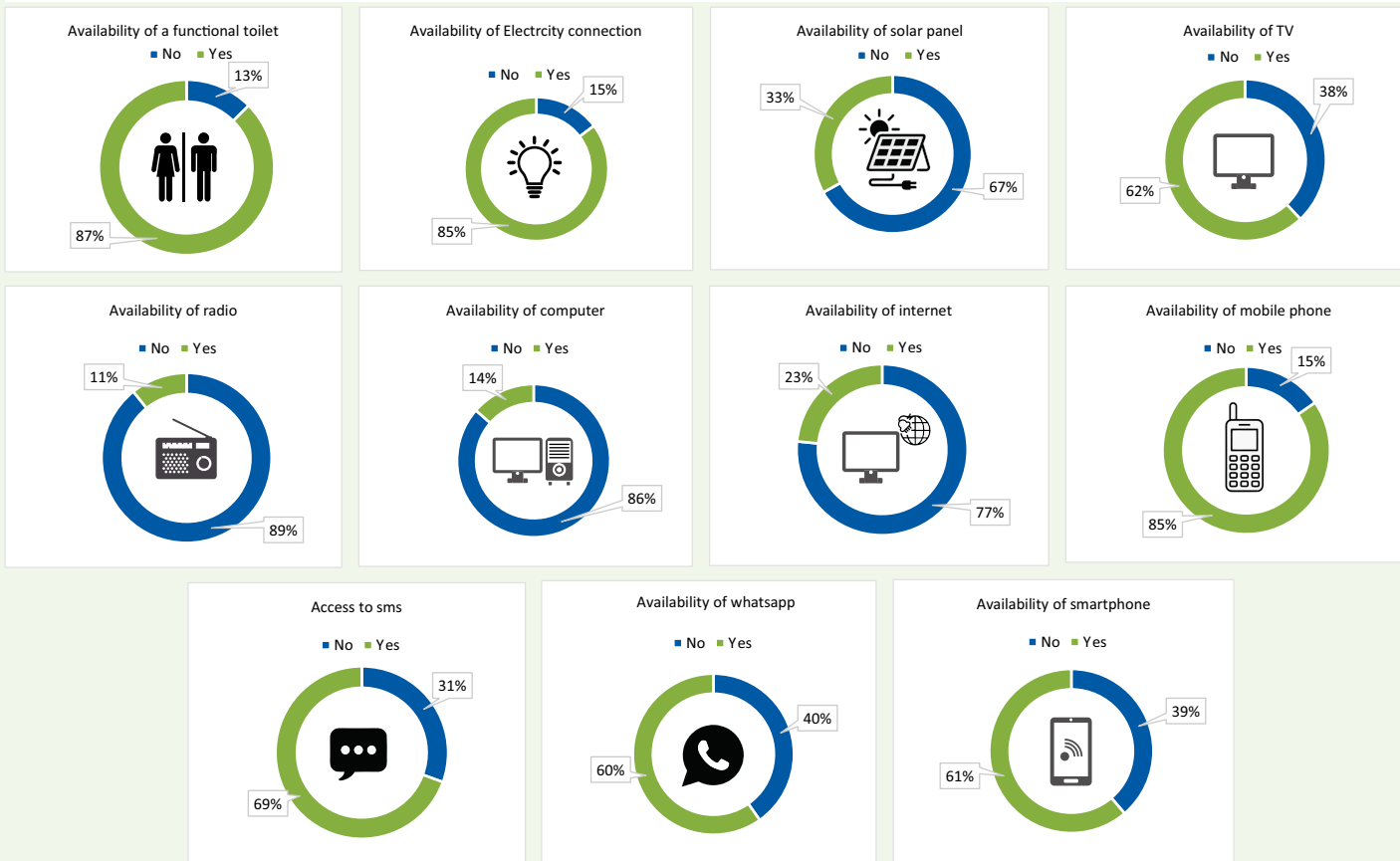
THEME 19: CHILDREN'S HEALTH

- 52% of children in surveyed households were reported to have received all the five basic vaccines (BCG, Polio, DPT-HepB-Hib, Pneumococcal, Measles) while 11% received none of the five basic vaccines.



AVAILABILITY OF BASIC FACILITIES & ACCESS TO MEANS OF COMMUNICATION

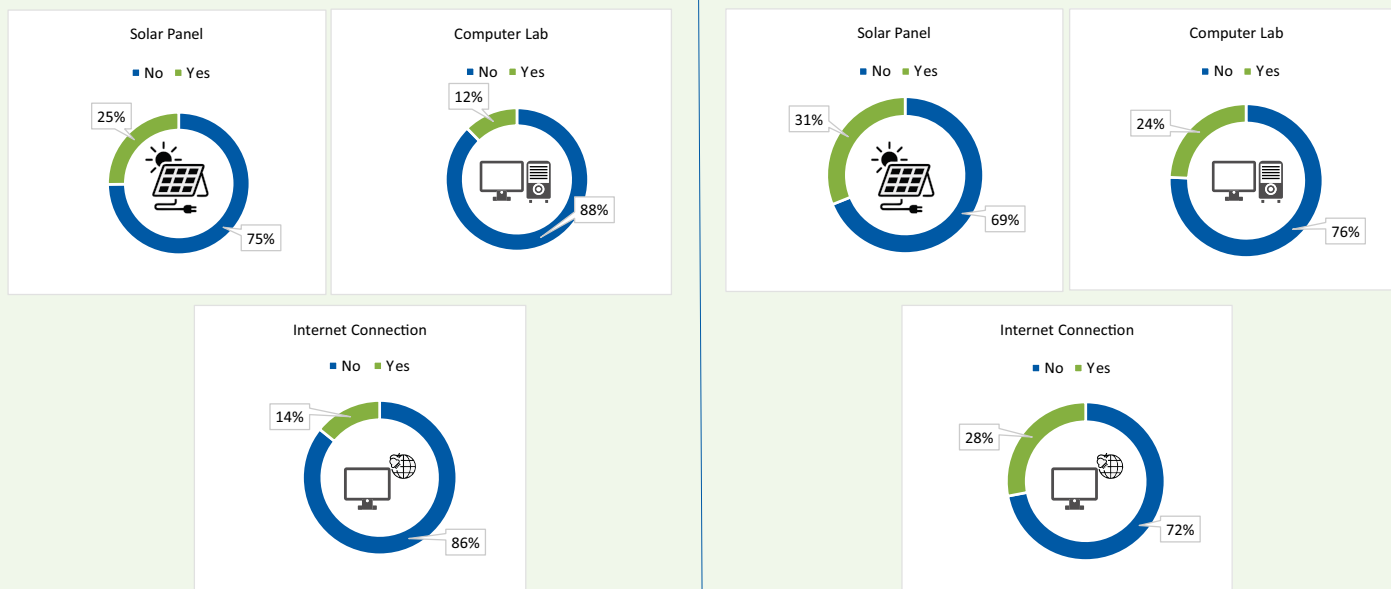
IN HOUSE



IN SCHOOLS

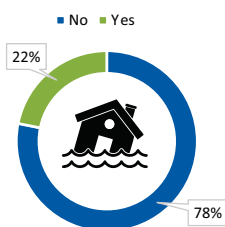
GOVT

PVT

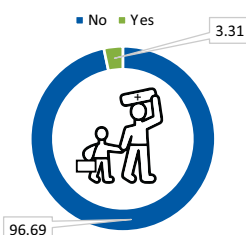


HOUSEHOLD LEVEL EFFECTS OF CLIMATE CHANGE

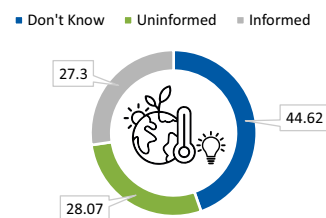
Was your household affected by floods?



Are you a Migrant/refugee/idp?

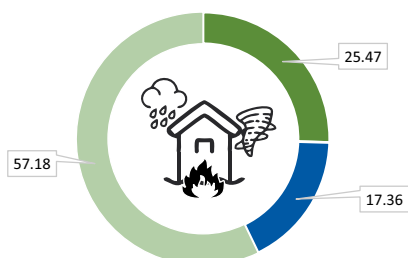


How Well Informed Are You About Climate Change?



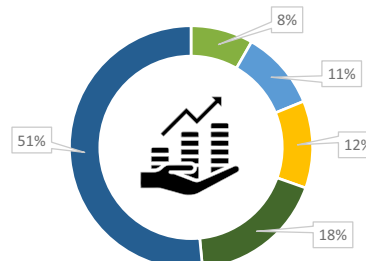
Has Your Family been Impacted by Natural Disaster?

Yes, significantly Yes, moderately No, not affected



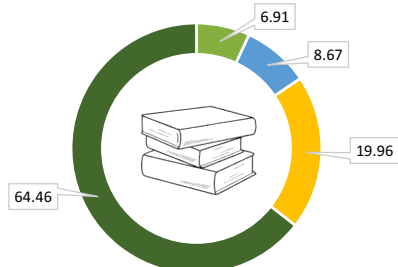
To What Extent Was Your Income Impacted?

More than 50% btw 11% - 25% btw 26% - 50% Less than 10% No affect



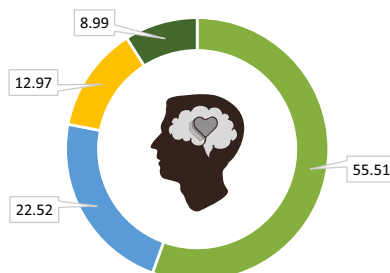
Was Children's Schooling Affected By Natural Disaster?

Somewhat affected Moderately Affected Extremely affected Not at all



Has Your Psychological Well Being Been Affected Due to Climate Change?

Not at all Substantially affected Somewhat affected Affected only a bit



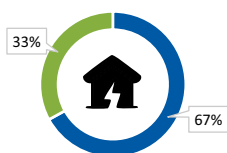
IN SCHOOLS

GOVT

PVT

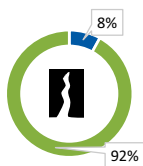
School damaged by any natural disaster

No Yes



Extend of the damaged caused by natural disaster

fully partially



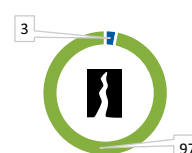
School damaged by any natural disaster

No Yes



Extend of the damaged caused by natural disaster

fully partially



Received assistance for the recovery of damage

No Yes



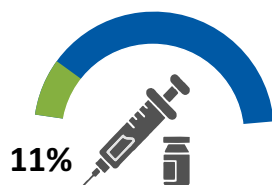
Received assistance for the recovery of damage

No Yes

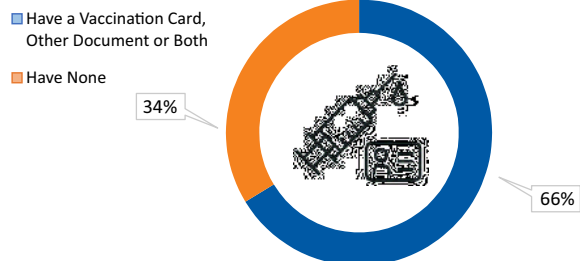


CHILD HEALTH INDICATORS - NATIONAL

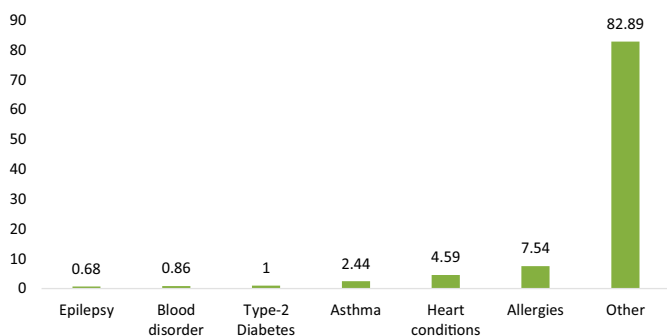
% Children that Received None of the Five Basic Vaccines



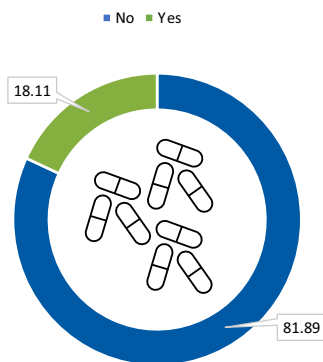
Whether Parent/Guardian Have a Vaccination Card, Other Document or Both



Diagnosed With a Health Problem By Doctor or Healthcare Provider

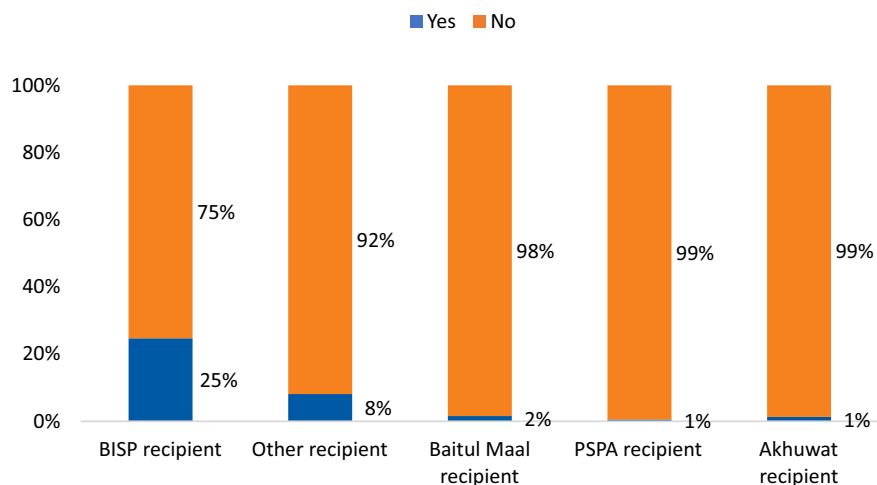


Has the Child Received Deworming Pills or Any Other Medicine in School?



SOCIAL SAFETY NET

Access to Social Safety Nets





Annual Status of Education Report

اثر
ASER
PAKISTAN

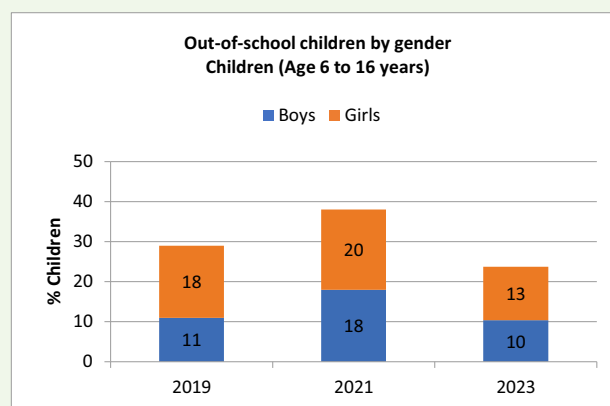
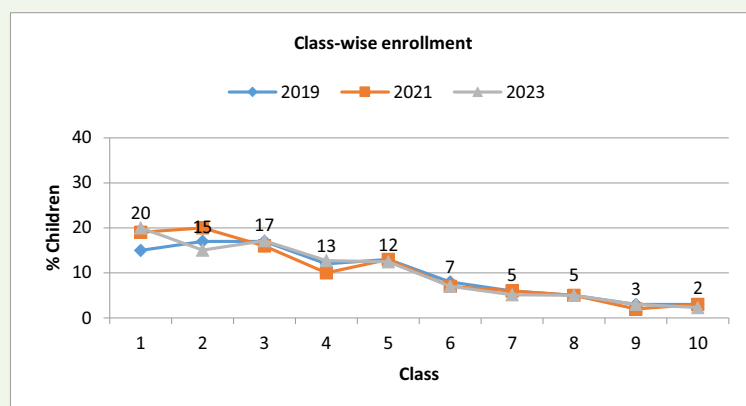
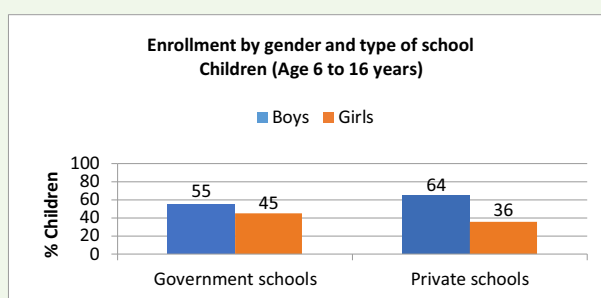
2023

Facilitated by Idara-e-Taleem-o-Aagahi

BALUCHISTAN (RURAL)

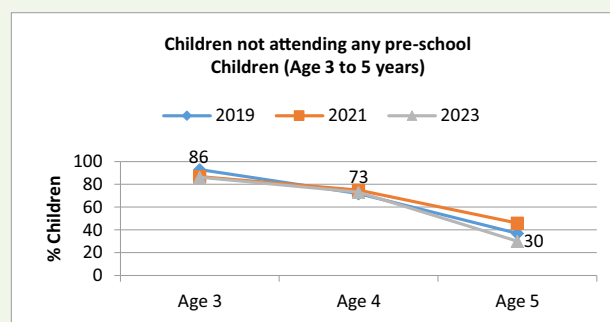
SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 to 10	72.56	3.67	4.81	0.05	15.83	3.08	100
11 to 13	62.04	2.98	3.99	0.07	16.06	14.86	100
14 to 16	55.61	2.67	2.74	0.07	15.53	23.39	100
6 to 16	67.55	3.36	4.30	0.06	15.83	8.89	100
Total		75.27			24.73		100
By Type	89.7	4.5	5.7	0.1			



EARLY YEARS SCHOOLING (PRE-SCHOOLING)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	12.28	0.88	0.53	0.02	86.29	100
4	23.68	1.97	1.09	0.02	73.24	100
5	66.46	3.27	0.17	0.02	30.08	100
3 to 5	35.15	2.08	0.59	0.02	62.15	100
Total		37.85			62.15	100
By Type	92.9	5.5	1.6	0.1		



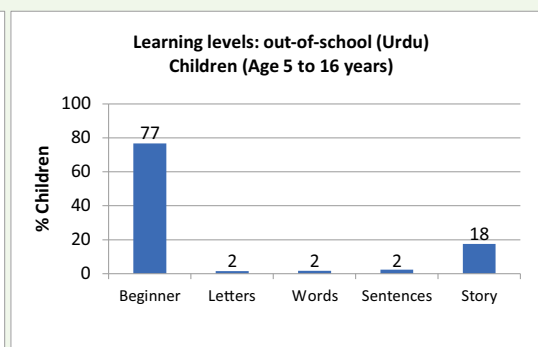
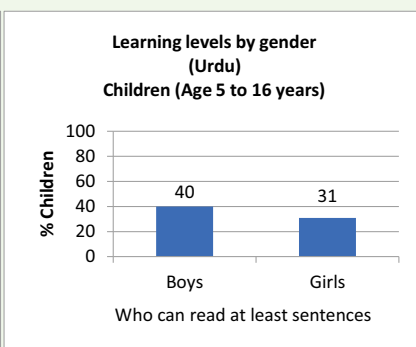
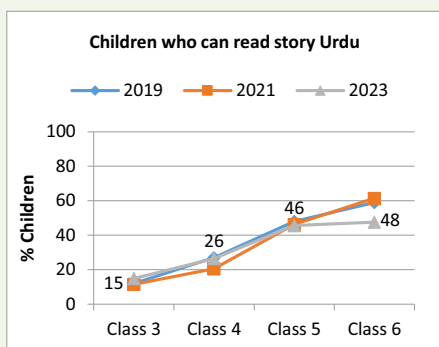
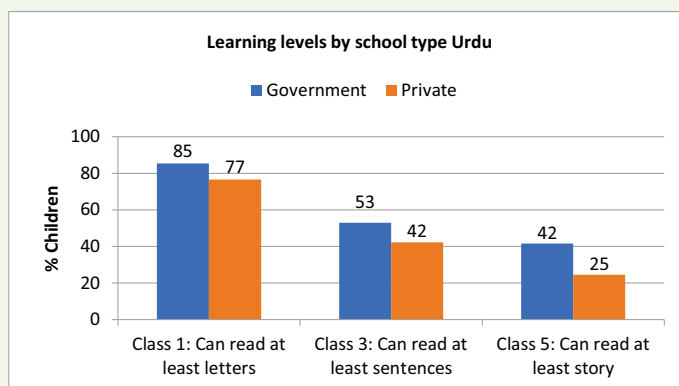
AGE CLASS COMPOSITION

Age/Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100	49.53	31.42	20.63	10.14	0	1.77	0.58	0.63	0.61	0.65	1.56	18.34
2	0	50.47	33.61	21.11	18.85	0	4.98	2.87	0.67	0.37	0.09	0.16	14.07
3	0	0	34.97	25.96	24.39	22.15	9.87	7.02	4.39	2.07	0.93	0.9	15.49
4	0	0	0	32.3	19.97	17.15	17.88	9.9	6.07	9.31	3.15	1.15	12.42
5	0	0	0	0	26.65	28.01	19.17	17.26	5.62	9.43	11.5	3.85	11.42
6	0	0	0	0	0	32.69	12.51	14.1	7.78	13.69	6.96	7.38	8.73
7	0	0	0	0	0	0	33.81	10.81	18.02	13.94	18.46	6.56	6.21
8	0	0	0	0	0	0	0	37.46	10.42	29.21	10.2	29.1	6.72
9	0	0	0	0	0	0	0	0	46.39	17.71	32.56	10.25	4.87
10	0	0	0	0	0	0	0	0	0	3.65	15.49	39.1	1.7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

LEARNING LEVELS (URDU/SINDHI)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	21.79	62.27	8.93	4.53	2.48	100
2	15.71	22.92	43.56	11.42	6.39	100
3	11.45	6.14	34.14	33.66	14.62	100
4	16.03	3.23	19.79	34.94	26.01	100
5	15.19	1.63	18.1	19.4	45.68	100
6	22.85	2.42	7.09	21.43	46.22	100
7	24.1	1.35	4.51	11.98	58.05	100
8	24.85	1.35	4.04	8.81	60.95	100
9	32.58	1.72	2.8	9.68	53.23	100
10	12.5	1.69	2.12	12.5	71.19	100

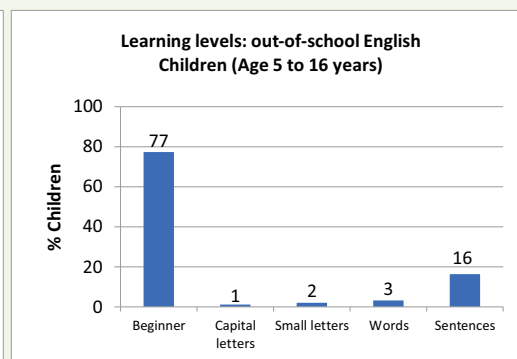
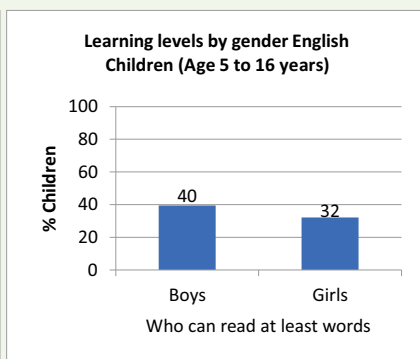
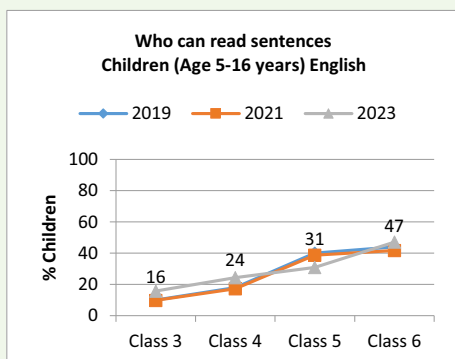
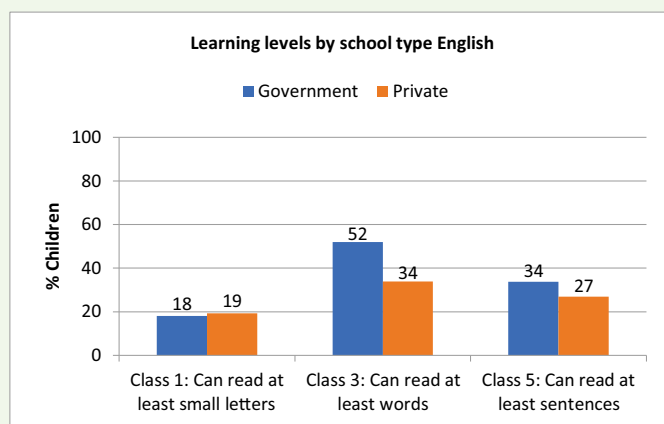
How to read: 6.8% (4.3+2.5) children of class 1 can read atleast sentence



LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	23.94	59.23	9.95	3.21	3.66	100
2	19.77	21.19	40.94	10.59	7.51	100
3	15.79	5.59	31.8	31.06	15.76	100
4	21.84	2.89	7.43	43.56	24.28	100
5	19.58	1.73	3.52	38.54	36.62	100
6	29.92	2.06	3.02	17.94	47.06	100
7	33.12	1.1	1.94	10.48	53.36	100
8	35.53	1.35	2.4	9.1	51.63	100
9	38.81	1.73	2.49	6.16	50.81	100
10	15.11	1.06	1.49	5.96	76.38	100

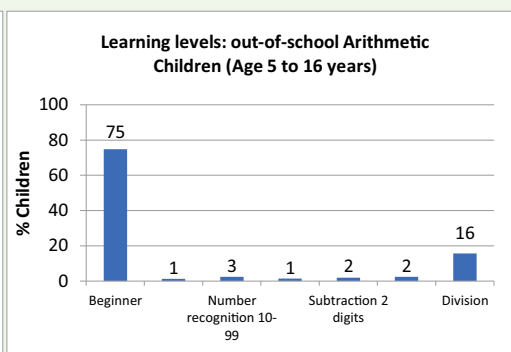
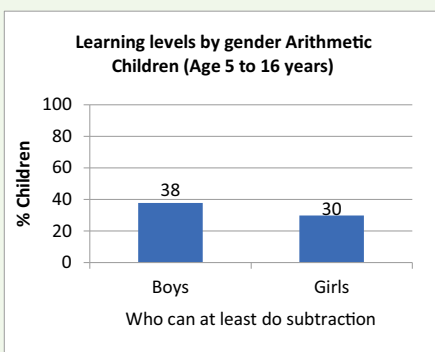
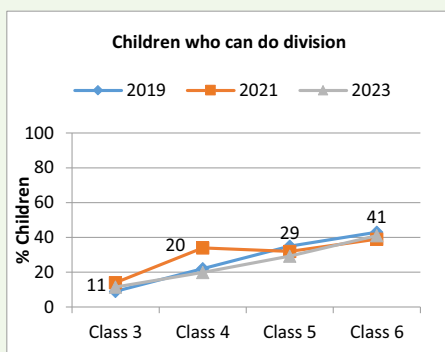
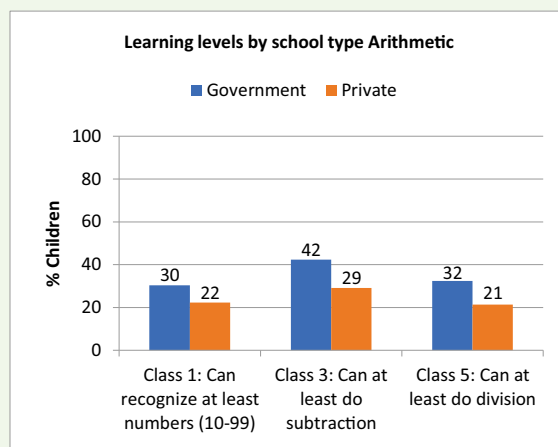
How to read: 6.9% (3.2+3.7) children of class 1 can read atleast word



LEARNING LEVELS (ARITHMETIC)

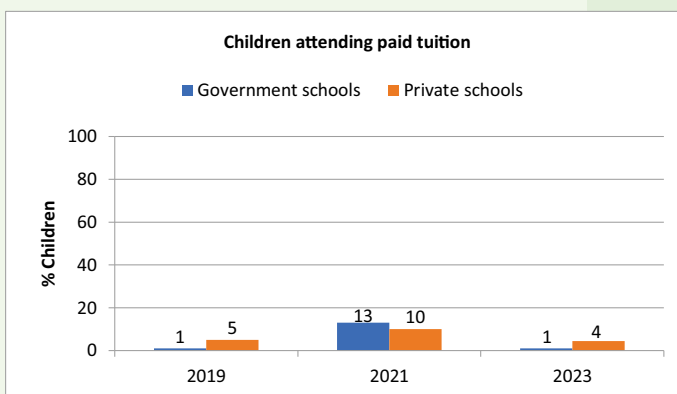
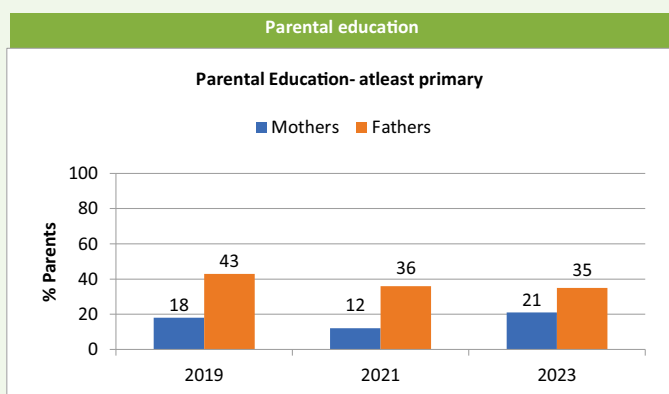
Class	Class-wise % children who can do							
	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	24.69	47.75	15.27	5.23	4.64	1.14	1.27	100
2	19.19	11.1	32.13	20.48	9.79	3.41	3.88	100
3	12.8	4.73	15.11	29.09	19.79	6.99	11.48	100
4	16.14	3.19	6.65	11.52	20.89	21.81	19.81	100
5	14.47	8.6	4.34	12.18	14.48	20.61	25.3	100
6	21.64	2.66	5.56	5.56	13.42	10.13	41.02	100
7	23.85	1.49	3.81	3.62	5.75	6.01	55.46	100
8	23.82	1.47	4.05	4.11	5.95	5.71	54.88	100
9	30.46	1.83	4.84	4.74	6.35	4.74	47.04	100
10	10.43	1.06	1.91	3.19	10.21	14.68	58.51	100

How to read: 7% (4.6+1.1+1.3) children of class 1 can do atleast subtraction



PARENTAL EDUCATION AND PAID TUITION

Type	Class-wise % children attending paid tuition										
	I	II	III	IV	V	VI	VII	VIII	IX	X	By Institution
Govt.	0.9	1.2	0.8	1.0	1.8	1.0	0.9	2.5	1.8	3.3	1.1
Pvt.	2.4	6.1	4.8	5.2	6.1	3.9	5.3	1.5	1.1	6.5	4.4
	1.3										



NUMBER OF SURVEYED SCHOOLS

Type/Level	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	99	138	59	296	34	8	0	42
Elementary	37	475	21	533	20	4	0	24
High	26	69	17	112	10	4	0	14
Others	13	74	10	97	64	0	1	65
Total	175	756	107	1038	128	16	1	145

ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	81%	82%	86%	75%	83%	89%	90%	93%		90%
Teacher attendance	88%	88%	89%	50%	85%	62%	24%	74%		60%

TEACHER'S QUALIFICATION (% TEACHERS)

	General qualification	
	Government schools (%)	Private schools (%)
Matriculation	6.23	15.53
FA	20.72	31.06
BA	37.99	29.46
MA or above	32.05	23.08
Others	3.02	0.87

	Professional qualification	
	Government schools (%)	Private schools (%)
PTC	14.70	11.40
CT	26.64	27.92
B-Ed	43.37	39.60
M-Ed or above	14.52	18.80
Others	0.78	2.28

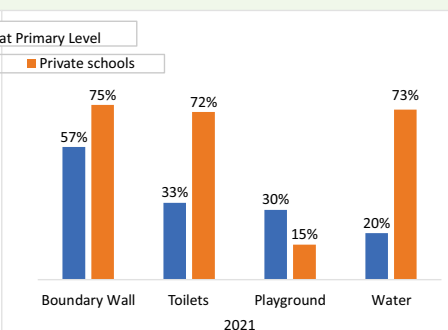
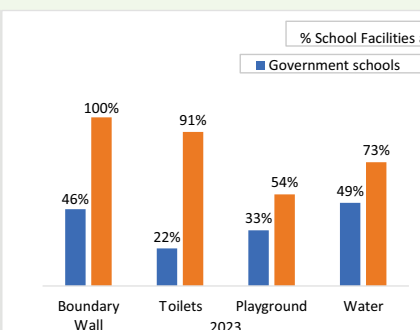
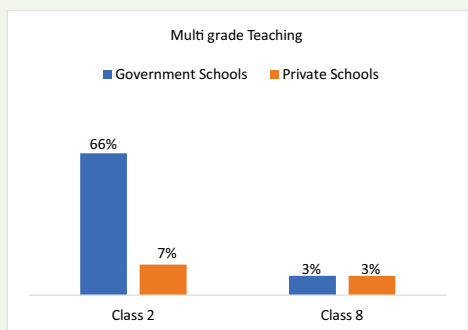
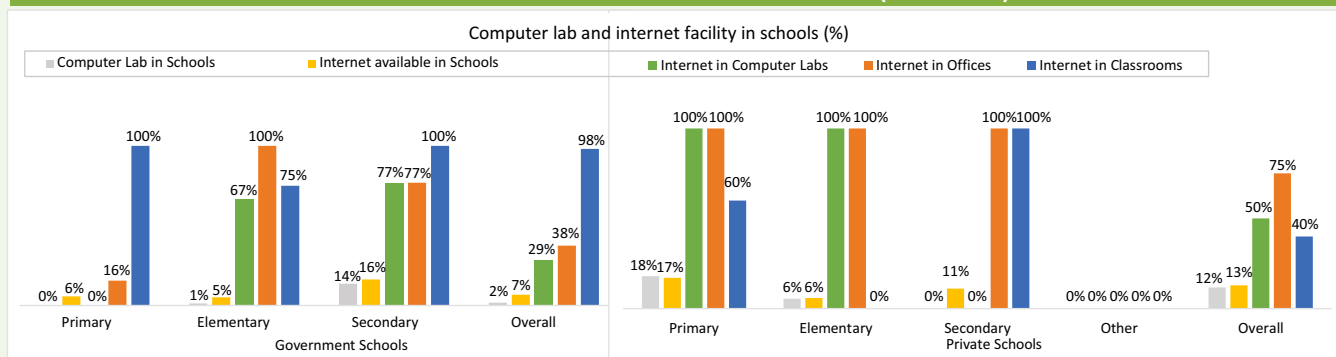
SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government schools				Private schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Complete Boundary Wall/Fence	45.6%	68.8%	88.4%	52.2%	100.0%	100.0%	100.0%	66.7%	98.8%
Playground	33.0%	61.3%	73.7%	39.8%	54.3%	96.0%	91.7%	100.0%	73.3%
Electricity Connection	63.4%	53.8%	72.6%	63.5%	97.8%	100.0%	91.7%	0.0%	95.3%
Solar Panels	4.4%	13.8%	37.9%	8.8%	34.8%	84.0%	83.3%	0.0%	55.3%
Working Library	1.4%	6.3%	38.7%	5.7%	26.1%	12.0%	33.3%	0.0%	22.4%
Useable Furniture	29.2%	53.2%	81.1%	36.9%	82.6%	76.0%	58.3%	50.0%	76.5%
Day care Facility for Teachers	0.9%	2.5%	12.8%	2.3%	4.4%	0.0%	20.0%	0.0%	5.0%
Running Water available in Handwashing Sinks	11.4%	17.5%	54.7%	16.6%	56.5%	16.0%	25.0%	0.0%	38.8%
Student Toilets Available	22.3%	56.8%	73.7%	30.9%	91.3%	100.0%	81.8%	50.0%	91.6%
Separate Toilets for girls and boys	6.0%	18.8%	30.9%	9.8%	46.7%	91.7%	81.8%	50.0%	64.6%
Running Water available in toilets	19.2%	38.7%	53.2%	24.6%	84.4%	83.3%	54.5%	50.0%	79.3%
Disinfectants available for cleaning	5.6%	13.3%	37.9%	9.9%	71.1%	79.2%	63.6%	50.0%	72.0%
Toilets Cleanliness	28.7%	30.4%	63.8%	32.5%	75.6%	75.0%	72.7%	50.0%	74.4%
Clean Drinking Water available for students	49.3%	48.1%	72.3%	51.6%	73.3%	75.0%	81.8%	50.0%	74.4%
Sick Room Available in schools	2.1%	2.5%	18.1%	3.8%	8.9%	0.0%	9.1%	0.0%	6.1%
First Aid Equipment Available	0.1%	2.5%	9.5%	1.4%	2.2%	0.0%	18.2%	50.0%	4.9%
Compute Lab Available	0%	1.3%	13.6%	1.8%	17.9%	5.6%	0.0%	0.0%	11.8%
Internet Available	5.7%	5.2%	16.3%	6.7%	17.1%	5.9%	11.1%	0.0%	12.9%

GRANTS

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other	
2022	# of schools reported receiving grants	48	19	42	9	0	0	0	1
	% of schools reported receiving grants	7%	27%	46%	7%	0%	0%	0%	2%
	Average amount of grant (Rs.)	1683.823529	10435.25352	55516.48352	2147.540984	0	0	0	0
2023	# of schools reported receiving grants	73	9	9	6	0	0	0	1
	% of schools reported receiving grants	11%	13%	10%	5%	0%	0%	0%	2%
	Average amount of grant (Rs.)	754.2647059	6377.464789	23318.68132	627.0491803	0	0	0	0

COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (% SCHOOLS)



DISABILITIES AND FUNCTIONING IN SCHOOLS (% SCHOOLS)

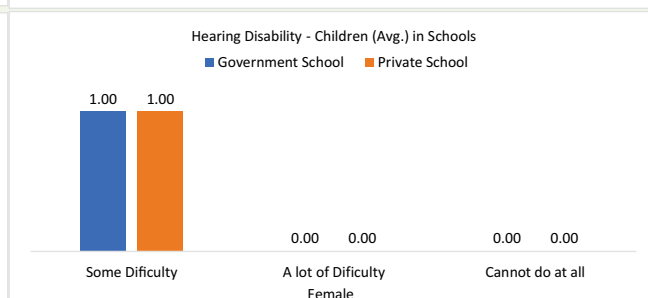
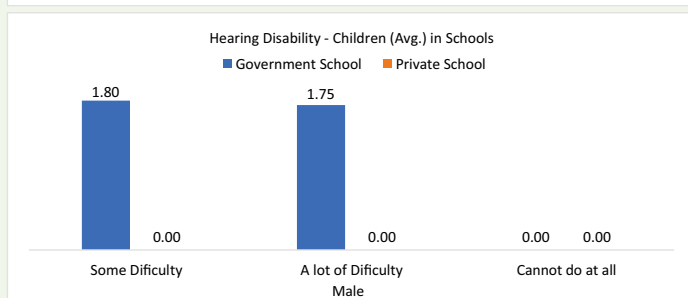
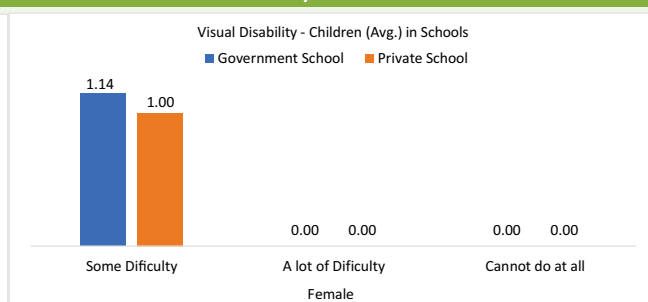
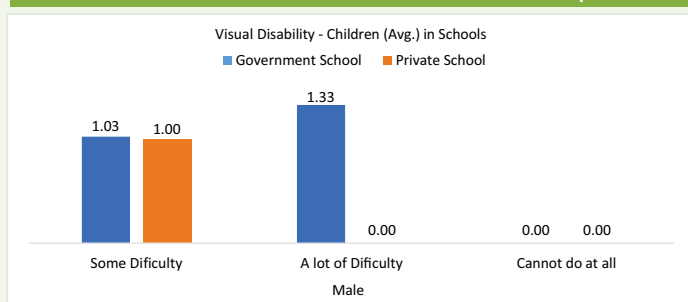
Children with Disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disability	92%	89%	78%	90%	100%	100%	70%	67%	95%
Some Disability	8%	11%	22%	10%	0%	0%	30%	33%	5%

FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (% SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	5%	8%	11%	6%	0%	0%	0%	0%	0%
Accessible Toilets	32%	15%	61%	35%	0%	0%	0%	0%	0%
Health and Nutrition Officer	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other Facilities*	12%	3%	4%	9%	0%	0%	11%	0%	8%

*Special Staff, Hearing Assistive devices and Transport Facility

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





*The graphs on disability report findings based on the Washington Short Set which assesses children across six functionings: visual, hearing, physical, intellectual, self-care and communication with others, by school type and gender.

Sample Composition

- ASER 2023 survey was conducted in 36 rural districts of Baluchistan. The survey covered 21,273 households in 1,068 villages throughout the province during September-November 2023.
- Detailed information was collected for 64,834 children (52.9% males, 46.1% females and 1.1% transgenders) aged 3-16 years. Out of these 42,045 children aged 5-16 years were assessed for language and arithmetic competencies.
- School information was collected for public and non-state/private schools. A total of 1,038 government schools and 145 non-state/private institutions, including madrassahs and non-formal schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has decreased when compared to 2021 (5-16 years).

- In 2023, 25% of children were reported to be out-of-school; a decrease when compared to 2021 (38%). Around 16% of children have never been enrolled in a school and 9% have dropped out of school for various reasons.
- 75% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 90% (86% in 2021) of children were enrolled in government schools whereas 10% (14% in 2021) were going to non-state institutions (4% private schools and 6% madrassahs). The share of private schools has increased by 4 percentage points compared with 2021, indicating its return to pre-COVID level.
- Amongst the enrolled students in government schools, 45% were girls and 55% were boys whereas in private schools 64% enrolled students were boys and 36% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

The proportion of children enrolled in ECE has increased in 2023 as compared to 2021.

- 41% of all school-aged children in the age bracket of 3-5 years were enrolled in ECE compared to 30% in 2021.
- 59% children of age 3-5 are currently not enrolled in

any early childhood education program/school.

- Of the children enrolled in ECE, 93% are enrolled in government schools and 7% are enrolled in non-state institutions/private schools.

THEME 3: CLASS WISE LEARNING LEVELS

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

Urdu Learning levels of class 3 children have improved and of class 5 children have remained the same:

- 15% of class 3 children could read story in Urdu compared to 12% in 2021.
- 46% of class 5 children could read a class 2 level story in Urdu compared to 46% in 2021.

English learning levels of class 3 have improved and of class 5 children have declined:

- 16% of class 3 children could read class 2 level sentences compared to 10% in 2021.
- 37% of class 5 children could read class 2 level sentences compared to 39% in 2021.

Arithmetic learning levels of class 3 children have improved and of class 5 children have declined:

- 11% of children enrolled in class 3 could do two-digit division compared to 5% in 2021.
- 25% of class 5 children could do two-digit division as compared to 26% in 2021.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better in literacy and numeracy compared to government counterparts.

- 55% children enrolled in class 5 in private schools are able to read at least a story in Urdu as compared to 47% class 5 children enrolled in government schools.
- 49% of class 5 children enrolled in private schools can read at least sentences in English whereas only 40%

government school children can do the same.

- 42% of children enrolled in class 5 in private schools were able to do division as compared to 32% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

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

- 40% of boys and 29% of girls could read at least sentences in Urdu.
- 35% boys could read at least English words while 28% of girls can do the same.
- 28% of boys were able to do at least subtraction compared to 27% girls.

THEME 6: PARENTAL EDUCATION

- 22% mothers (12% in 2021) and 35% fathers (36% in 2021) in the sampled households had completed at least primary education.

THEME 7: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall, 7% students enrolled in private schools are attending paid tuition as compared to 1% students enrolled in government schools (20% in 2021).

- Children across all classes/grades take private tuition. In government schools, 1% of children enrolled in class 1 take tuition as compared to 3% children in class 10.
- In 2021, percentage of government school students availing paid tuition had increased to 13% from 1% in 2019 due to COVID-19 related school closures. The decrease in share of government school students attending paid tuition by 12% (1% in 2023 compared to 13% in 2021) reflects the return to pre-pandemic levels.

THEME 8: MULTI-GRADE TEACHING

66% of surveyed government schools and 7% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed where one teacher was teaching more than one grade.
- 66% of the surveyed government schools (58% in 2021) and 7% of the surveyed private schools (32% in

2021) had Class 2 sitting with other classes.

- 3% of surveyed government schools (as compared to 4% in 2021) and 3% of surveyed private schools (35% in 2021) had class 8 sitting with other classes.
- There is a marked increase in multigrading in class 2 and decrease in class 8 across government schools and non-state institutions/ private schools in Balochistan.

THEME 9: TEACHER & STUDENT ATTENDANCE

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

- Overall student attendance in surveyed government schools was **83%** whereas it was **90%** in private schools.
- 19% school teachers in Government Schools and 72% Private School teachers follow up with parents in case of student absence.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers present on the day of survey.
- Overall teacher attendance in surveyed government schools was **85%** whereas it was **60%** in private schools.

THEME 10: TEACHERS' QUALIFICATION

- 38% teachers in surveyed government schools have done graduation as compared to 29% teachers in private schools.
- However, 32% have completed M.Ed. in government schools compared to 23% in private schools.

THEME 11: CAPACITY BUILDING OF TEACHERS

- 10% of public-school teachers and 0% of private school teachers received training in the preceding 30 days or more from the date of survey.
- According to the public sector Head Teachers, Pedagogy (13%), Curriculum (13%) and School Leadership (10%) are the key areas of teacher training; followed by Assessment (10%), Subject Specific Knowledge (9%) and Classroom Management (9%).
- In comparison, for the private sector, Curriculum (16%), Pedagogy (14%) and Assessment (13%) are the key areas for teacher training, followed by Classroom Management (12%), School Leadership (11%), and Education Technology (11%).

- Whereas, the core teacher training needs identified by the Head Teachers in public and private schools were Pedagogy (12%), School Leadership (11%), and Subject Specific Knowledge (10%); followed by Curriculum (9%), Classroom Management (7%), and Education & Technology (9%).

THEME 12: PARENT TEACHER MEETINGS

- 19% of surveyed government schools schedule monthly parent-teacher meetings as compared to 67% of private schools.

THEME 13: SCHOOL FACILITIES GOVERNMENT SCHOOLS:

- 22% of the surveyed government primary schools have functional toilets as compared to 46% in 2021.
- 49% of the surveyed government primary schools have usable drinking water in contrast to 30% in 2021.
- 46% of the surveyed government primary schools, had complete boundary walls as compared to 67% in 2021.
- **33% of surveyed government primary schools had playgrounds as compared 39% in 2021.**
- 63% of surveyed government primary schools had electricity connection as compared to 53% in 2021.
- **0.3% of surveyed government secondary schools had computer labs and 6% had internet facilities.**

PRIVATE SCHOOLS:

- 91% of the surveyed private primary schools have functional toilets as opposed to 5% in 2021.
- 73% of the surveyed private primary schools have usable drinking water as compared to 72% in 2021.
- 100% of the surveyed private primary schools had complete boundary walls in contrast to 1% in 2021.
- **54% of surveyed private primary schools had playgrounds as compared to 100% in 2021.**
- 98% of surveyed private primary schools had electricity connection as compared to 34% in 2021.
- **18% of surveyed private secondary schools had computer labs and 17% had internet availability.**

THEME 14: SCHOOL GRANTS/FUNDS

A higher share of government schools as compared to private schools received grants in the academic year 2022

- 7% government primary schools and 0% private

primary schools received grants in the academic year 2022.

- 27% government elementary schools and 0% private elementary schools received grants in the academic year 2022.
- 46% government secondary schools and 0% private secondary schools received grants in the academic year 2022.

THEME 15: DISABILITIES & FUNCTIONINGS

- As part of the school-level survey, data on children with disabilities (CWDs) was also collected. Head teachers/teachers were interviewed using the Washington-UNICEF Short Set of questions, also known as the Washington Group/UNICEF Module on Child Functioning, which assesses children against 6 functionings i.e., visual, hearing, physical, intellectual, self-care and communication with others.
- At the national level, 10% of the surveyed government schools and 5% of private schools reported to have children with disabilities.

THEME 16: HOUSEHOLDS' ACCESS TO TECHNOLOGY & KNOWLEDGE OF ITS USAGE

- ASER 2023 (rural) included a range of questions at the household level regarding access to technology and knowledge of its usage.
- 90% of households across all rural districts have access to mobile phones and 61% have smart phones.
- Amongst mobile users, 61% use WhatsApp services, whilst 75% use (SMS) text messaging.
- 19% have an internet connection and 8% have computers. 44% of households have TV and 16% have radio.
- On average, at least 1 household member can use a smartphone.

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

- 31% of the household respondents reported receiving welfare transfers via BISP; 5% Baitul-Maal.

THEME 18: CLIMATE CHANGE

- 22% of household respondents reported that they are well “informed” about climate change, whereas a significant share (78%) indicated that they are

- “uninformed”.
- 38% of households were “significantly” impacted by natural disasters within the last year, while 35% were “moderately” affected.
- 14% of household respondents reported that they suffered losses amounting to more than 50% of their earnings due to natural disasters within the last year, whereas 24% indicated that 26%-50% of their earnings were negatively impacted.
- 17% households reported that children's schooling was “extremely affected” by natural disasters/floods, whereas 19% indicated that it was “moderately affected”.
- A significant share (31%) of the household respondents reported that their psychological wellbeing was “substantially affected” due natural disasters, while 24% indicated their mental wellbeing was “somewhat affected”.
- 56% of surveyed government schools were reported to be damaged by a natural disaster as compared to 19% of private schools.
- Out of surveyed government schools that were reported to be damaged, 95% were “partially damaged” while 5% were “fully damaged”.
- Out of surveyed private schools that were reported to be damaged, 100% were “partially damaged”.
- Of schools that were reported to be damaged, 66% Government and 50% private schools received some assistance from the government or a donor organization.

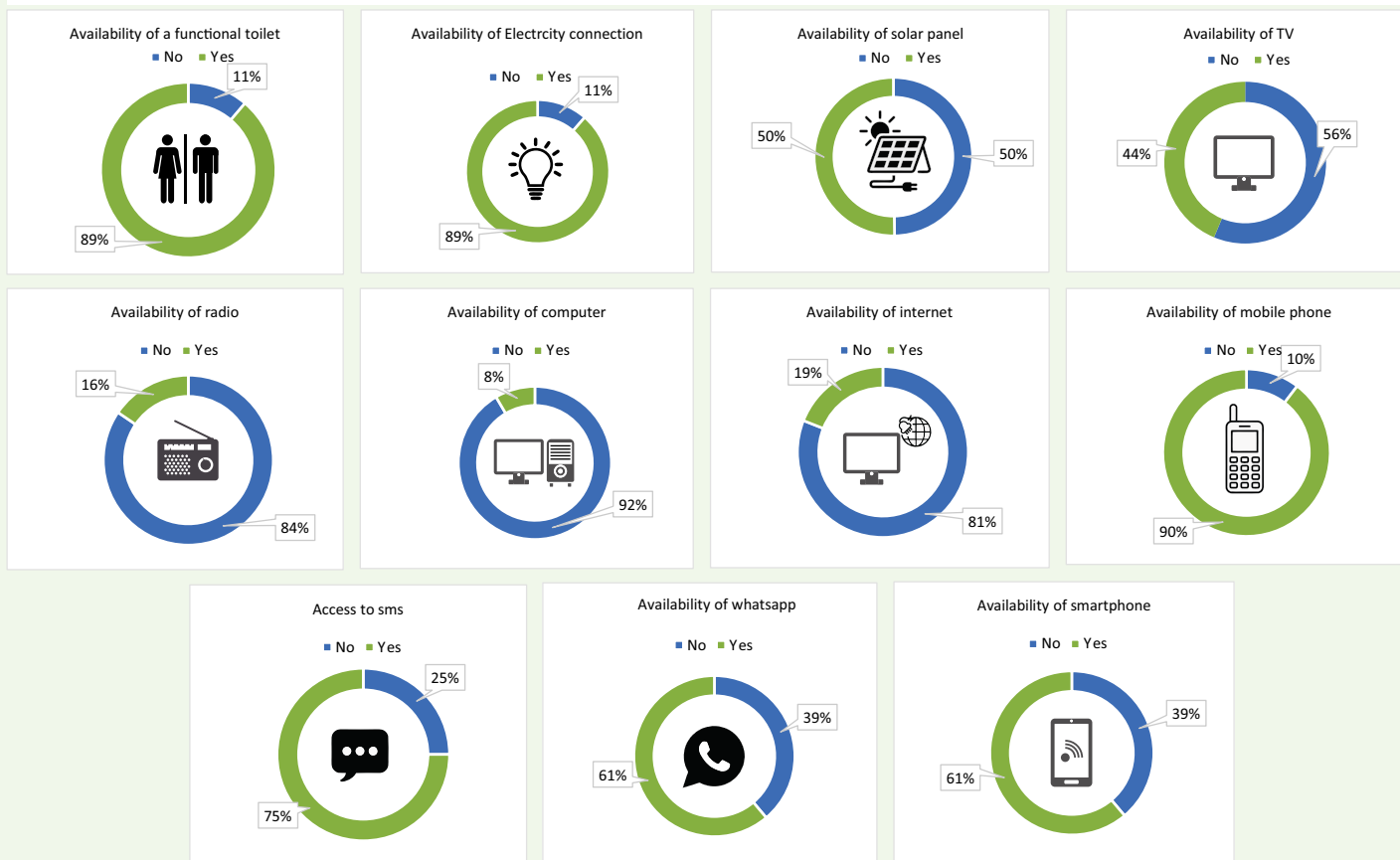
THEME 19: CHILDREN'S HEALTH

- 59% of children in surveyed households were reported to have received all the five basic vaccines (BCG, Polio, DPT-HepB-Hib, Pneumococcal, Measles) while 16% received none of the five basic vaccines.



AVAILABILITY OF BASIC FACILITIES & ACCESS TO MEANS OF COMMUNICATION

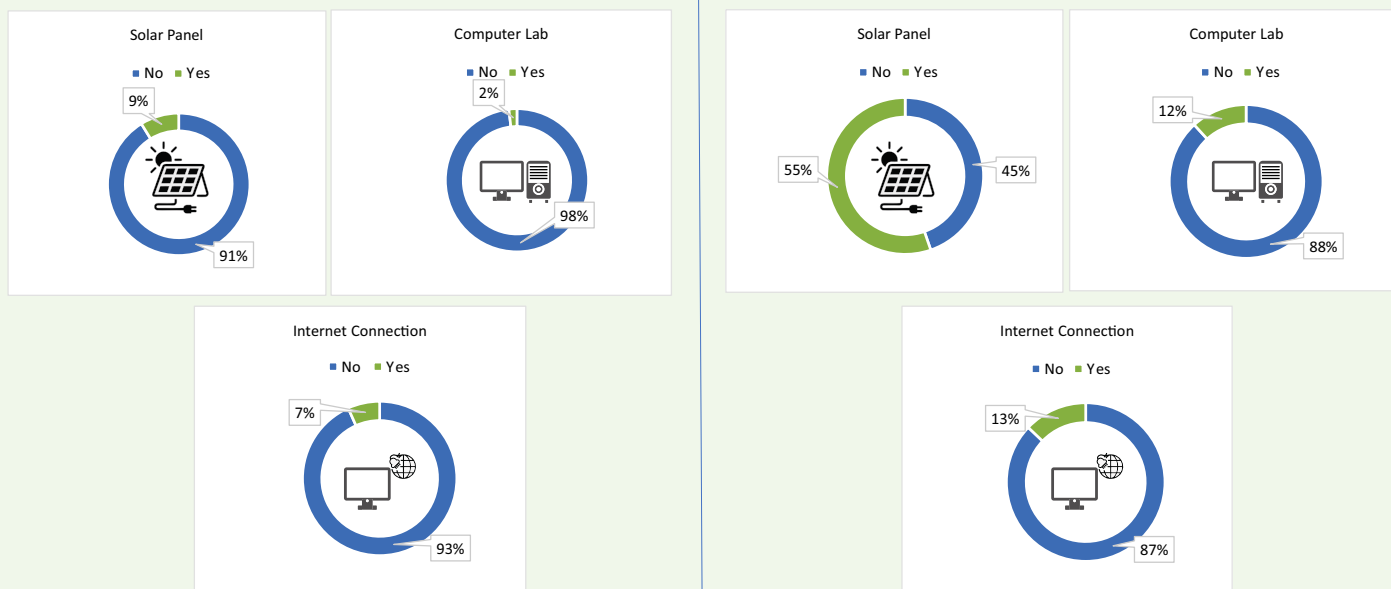
IN HOUSE



IN SCHOOLS

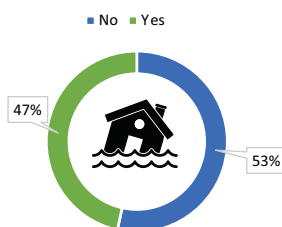
GOVT

PVT

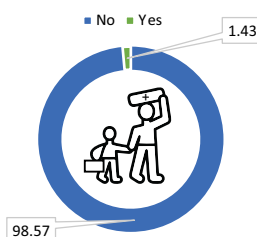


HOUSEHOLD LEVEL EFFECTS OF CLIMATE CHANGE

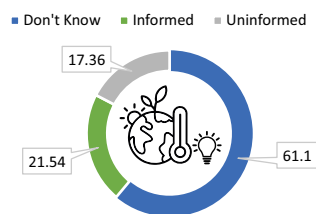
Was your household affected by floods?



Are you a Migrant/refugee/idp?

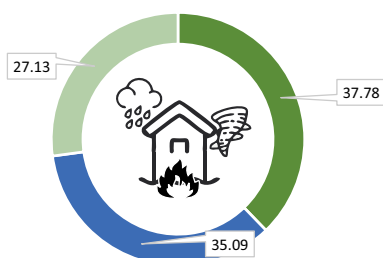


How Well Informed Are You About Climate Change?



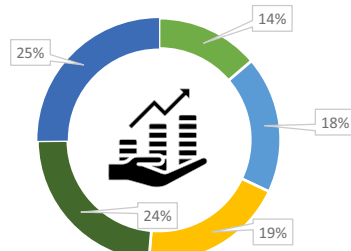
Has Your Family been Impacted by Natural Disaster?

Yes, significantly Yes, moderately No, not affected



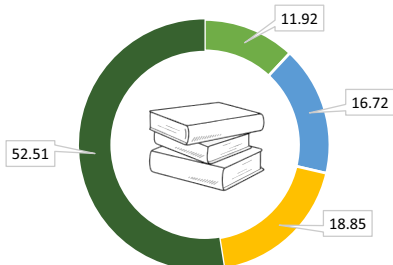
To What Extent Was Your Income Impacted?

More than 50% Less than 10% btw 11% - 25% btw 26% - 50% No affect



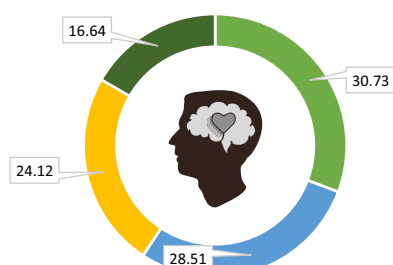
Was Children's Schooling Affected By Natural Disaster?

Somewhat affected Extremely affected Moderately Affected Not at all



Has Your Psychological Well Being Been Affected Due to Climate Change?

Substantially affected Not at all Some what affected Affected only a bit



IN SCHOOLS

GOVT

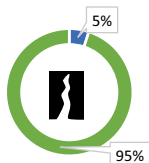
School damaged by any natural disaster

No Yes



Extend of the damaged caused by natural disaster

fully partially



PVT

School damaged by any natural disaster

No Yes



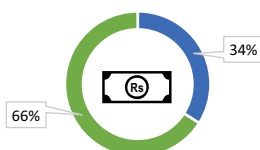
Extend of the damaged caused by natural disaster

fully partially



Received assistance for the recovery of damage

No Yes



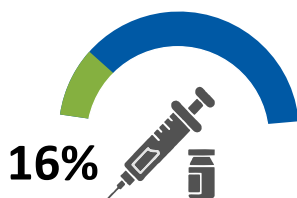
Received assistance for the recovery of damage

No Yes

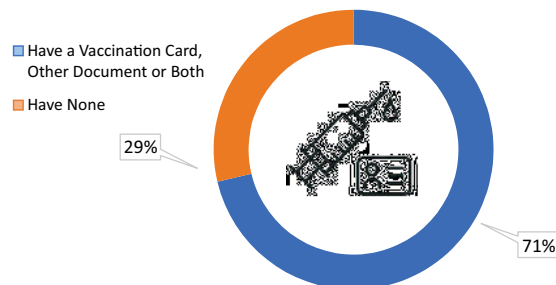


CHILD HEALTH INDICATORS - NATIONAL

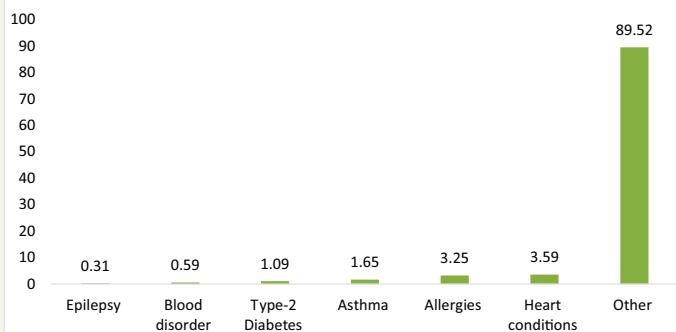
% Children that Received None of the Five Basic Vaccines



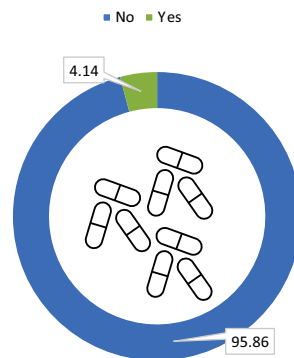
Whether Parent/Guardian Have a Vaccination Card, Other Document or Both



Diagnosed With a Health Problem By Doctor or Healthcare Provider

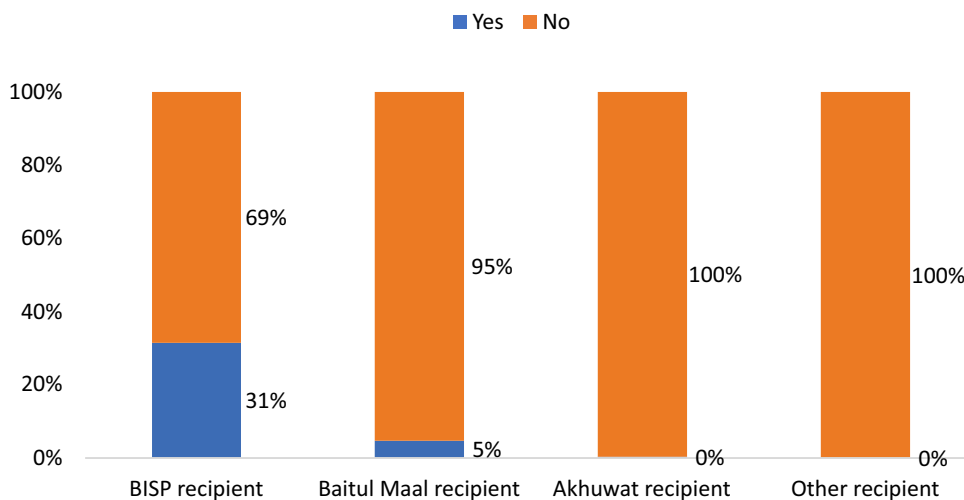


Has the Child Received Deworming Pills or Any Other Medicine in School?



SOCIAL SAFETY NET

Access to Social Safety Nets



Annual Status of Education Report

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2023

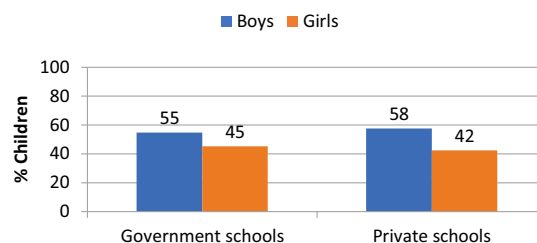
Facilitated by Idara-e-Taleem-o-Aagahi

GILGIT BALTISTAN (RURAL)

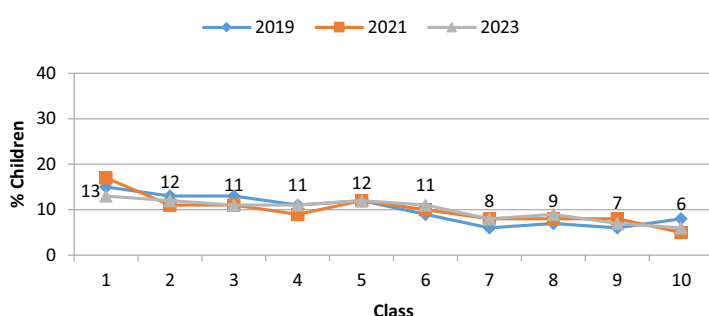
SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	58.5	32.4	1.1	0.1	7.2	0.7	100
11 - 13	59.4	35.7	0.9	0.0	2.7	1.3	100
14 - 16	59.3	33.7	1.2	0.2	2.2	3.3	100
6 - 16	58.9	33.5	1.1	0.1	4.9	1.5	100
Total	93.7				6.3		100
By Type	62.9	35.8	1.2	0.1			

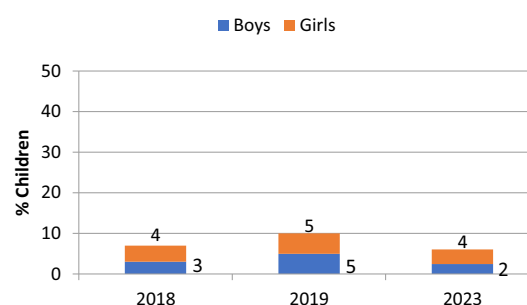
Enrollment by gender and type of school
 Children (Age 6 to 16 years)



Class-wise enrollment



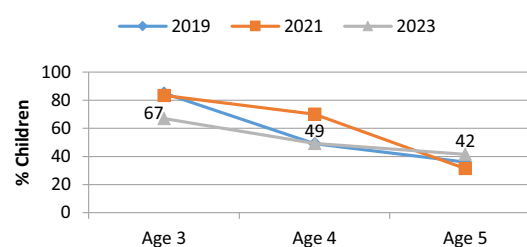
Out-of-school children by gender
 Children (Age 6 to 16 years)



EARLY YEARS SCHOOLING (PRE-SCHOOLING)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	12.2	19.9	0.9	0.0	67.0	100
4	26.9	21.7	1.9	0.2	49.3	100
5	30.3	27.8	0.4	0.0	41.5	100
3 - 5	22.6	22.8	1.1	0.1	53.4	100
Total	46.6				53.4	100
By Type	48.5	48.9	2.4	0.2		

Children not attending any pre-school
 Children (Age 3 to 5 years)



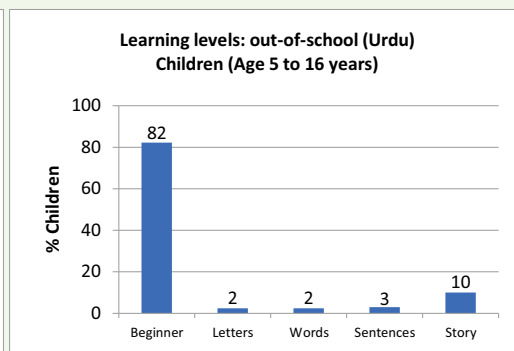
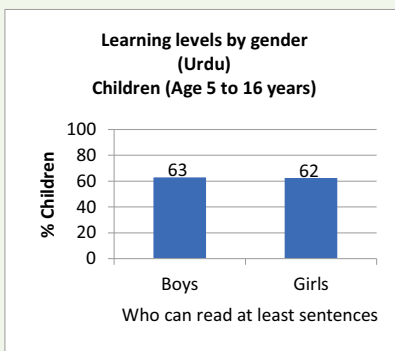
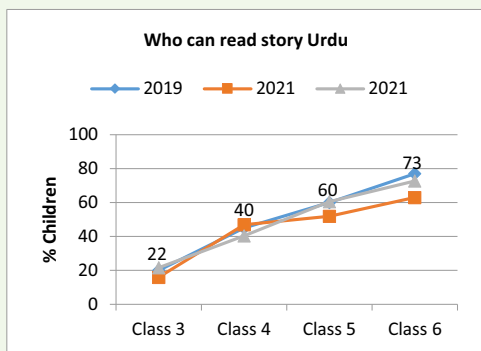
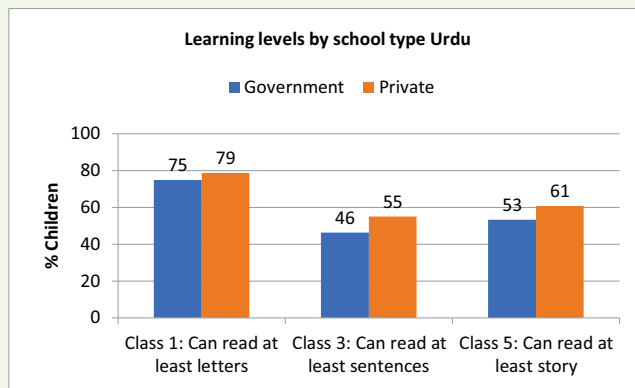
AGE CLASS COMPOSITION

Age/Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100	43.45	19.03	7.47	2.79	0	0.65	0.42	0.44	0.33	0.62	1.13	13.38
2	0	56.55	36.5	19.42	7.79	0	0.97	0.76	0.24	0.23	0.41	0.26	11.03
3	0	0	44.47	30.95	17.05	8.06	2.5	1.84	0.56	0.37	0.14	0.26	10.84
4	0	0	0	42.16	31.13	21.38	7.41	3.33	1.36	1.63	0.96	0.61	11.79
5	0	0	0	0	41.25	37.08	25.53	11.32	4.62	2.89	2.33	1.13	12.68
6	0	0	0	0	0	33.47	30.82	29.91	9.55	4.28	2.95	1.74	11.66
7	0	0	0	0	0	0	32.11	23.13	20.31	12.61	6.44	2.96	7.69
8	0	0	0	0	0	0	0	29.29	32.96	28.06	11.03	8.01	8.63
9	0	0	0	0	0	0	0	0	29.95	35.23	35.27	12.02	6.86
10	0	0	0	0	0	0	0	0	0	14.38	39.86	71.86	5.46
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

LEARNING LEVELS (URDU/SINDHI)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	26.4	33.4	26.0	6.6	7.6	100
2	14.0	20.5	32.3	19.0	14.2	100
3	7.9	11.8	31.4	27.4	21.6	100
4	4.8	5.7	16.4	32.8	40.3	100
5	3.5	2.1	7.1	26.9	60.5	100
6	3.7	1.7	5.3	16.7	72.7	100
7	2.9	0.8	2.8	9.7	83.9	100
8	2.8	0.5	1.1	5.2	90.4	100
9	4.5	0.2	0.5	3.0	91.9	100
10	1.9	0.4	0.0	2.1	95.7	100

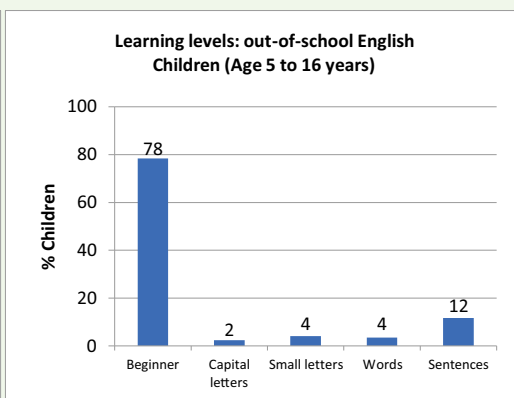
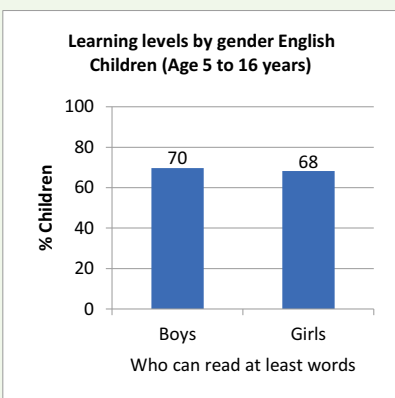
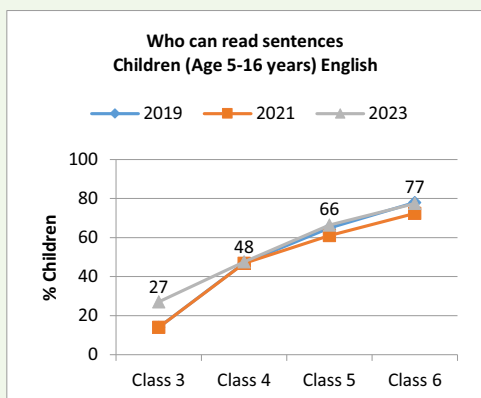
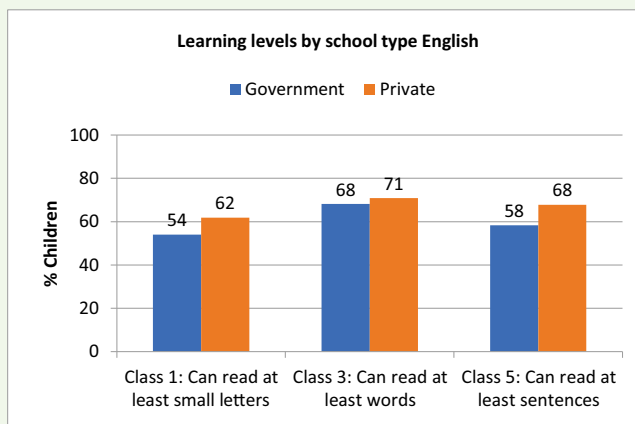
How to read: 14.2% (6.6+7.6) children of class 1 can read atleast sentence



LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	26.3	18.7	34.0	13.7	7.3	100
2	12.8	10.8	30.6	28.5	17.2	100
3	7.5	5.4	18.9	41.1	27.1	100
4	5.0	2.3	9.5	35.6	47.5	100
5	2.7	2.0	3.4	25.5	66.4	100
6	3.2	1.1	2.5	15.7	77.5	100
7	3.3	0.5	0.9	9.6	85.8	100
8	2.4	0.1	0.3	4.1	93.1	100
9	4.2	0.5	0.2	2.0	93.2	100
10	3.0	0.4	0.2	2.1	94.4	100

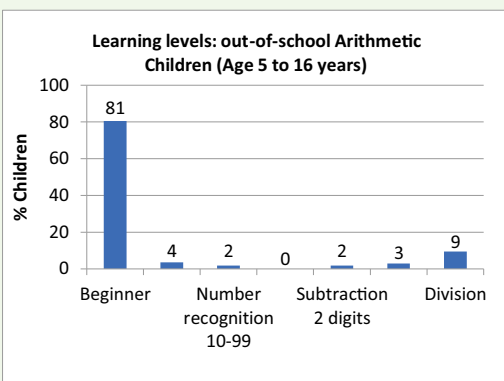
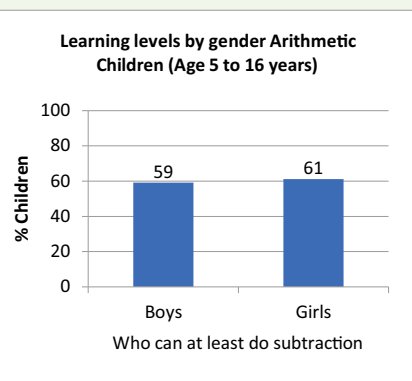
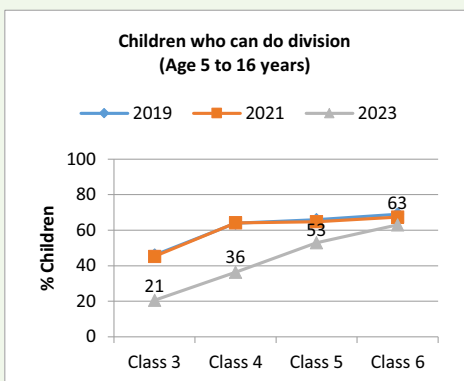
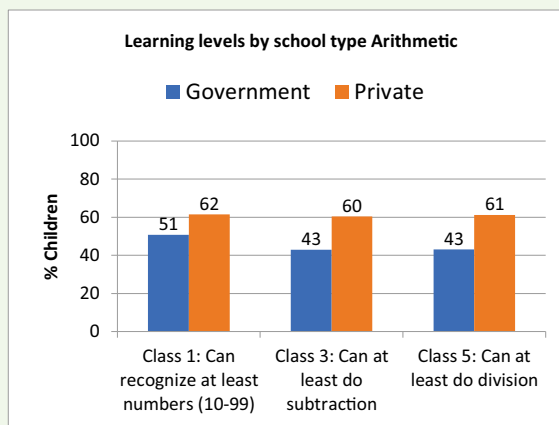
How to read: 21% (13.7+7.3) children of class 1 can read atleast word



LEARNING LEVELS (ARITHMETIC)

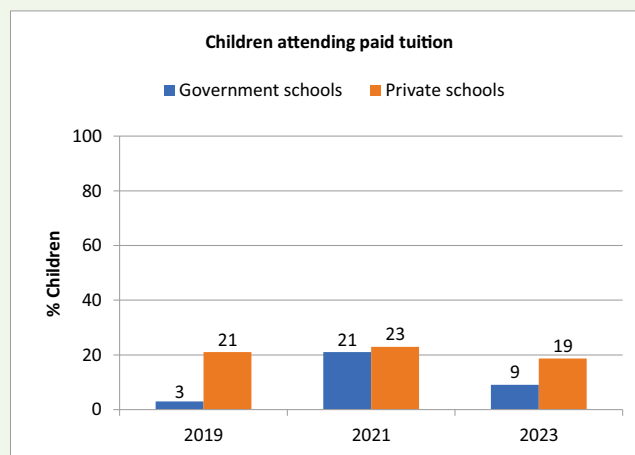
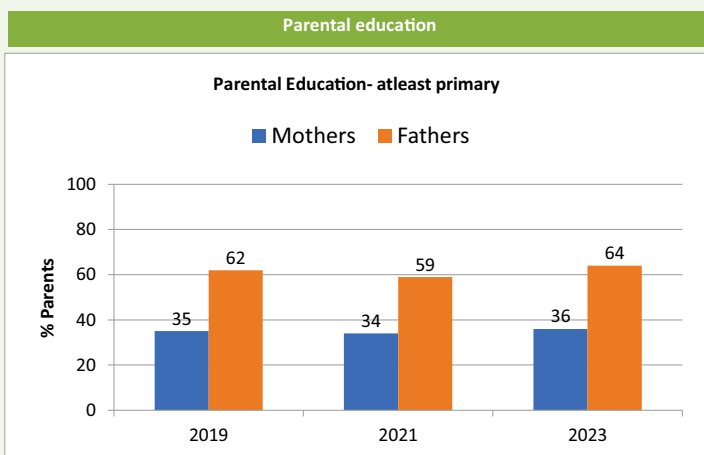
Class	Class-wise % children who can do							Total
	Nothing	Number recognition			Subtraction		Division (2 Digits)	
		1-9	10-99	100-999	2 Digits	3 Digits		
1	27.9	19.4	21.8	12.5	6.6	5.0	6.8	100
2	16.3	11.9	19.7	18.0	12.5	9.1	12.6	100
3	9.2	5.3	14.1	22.7	12.3	15.9	20.6	100
4	4.9	3.8	9.0	15.7	12.3	17.9	36.4	100
5	3.0	1.6	5.9	10.3	9.7	16.6	53.0	100
6	4.2	1.0	3.1	8.1	7.3	13.2	63.0	100
7	3.2	0.3	1.3	5.9	5.0	9.5	74.9	100
8	2.4	0.4	0.8	4.7	1.4	8.1	82.3	100
9	3.3	0.5	0.3	4.5	1.7	5.4	84.3	100
10	1.9	0.4	0.2	5.6	1.9	3.9	86.2	100

How to read: 18.4% (6.6+5+6.8) children of class 1 can do atleast subtraction



PARENTAL EDUCATION AND PAID TUITION

Class-wise % children attending paid tuition												
Type	I	II	III	IV	V	VI	VII	VIII	IX	X	By Institution	Total
Govt.	5.8	8.1	8.6	10.4	8.9	10.6	10.8	11.6	12.1	11.6	9.1	12.8
Pvt.	15.2	24.9	16.5	26.1	20.4	21.4	17.8	17.8	21.2	20.8	18.7	



NUMBER OF SURVEYED SCHOOLS

Type/Level	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	48	14	3	65	40	4	5	49
Elementary	38	34	9	81	28	5	1	34
High	24	23	20	67	48	3	1	52
Others	31	29	25	85	46	4	5	55
Total	141	100	57	298	162	16	12	190

ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	86%	84%	86%	94%	86%	86%	89%	76%	53%	81%
Teacher attendance	95%	91%	90%	91%	92%	69%	84%	67%		74%

TEACHER'S QUALIFICATION (% TEACHERS)

	General qualification	
	Government schools (%)	Private schools (%)
Matriculation	1.12	2.1
FA	9.84	15.22
BA	37.35	34.81
MA or above	49.76	46.15
Others	1.94	1.72

	Professional qualification	
	Government schools (%)	Private schools (%)
PTC	13.4	14.68
CT	2.14	1.53
B-Ed	50.9	51.98
M-Ed or above	30.07	26.13
Others	3.49	5.68

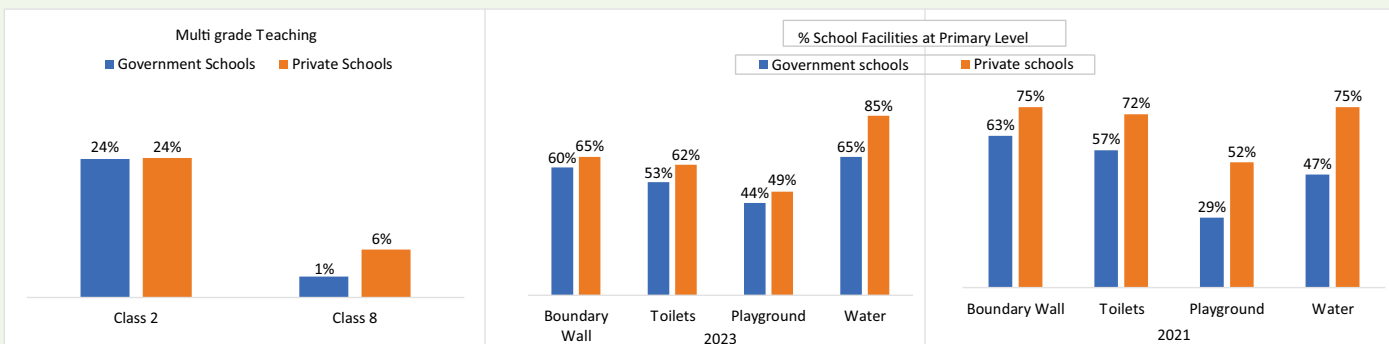
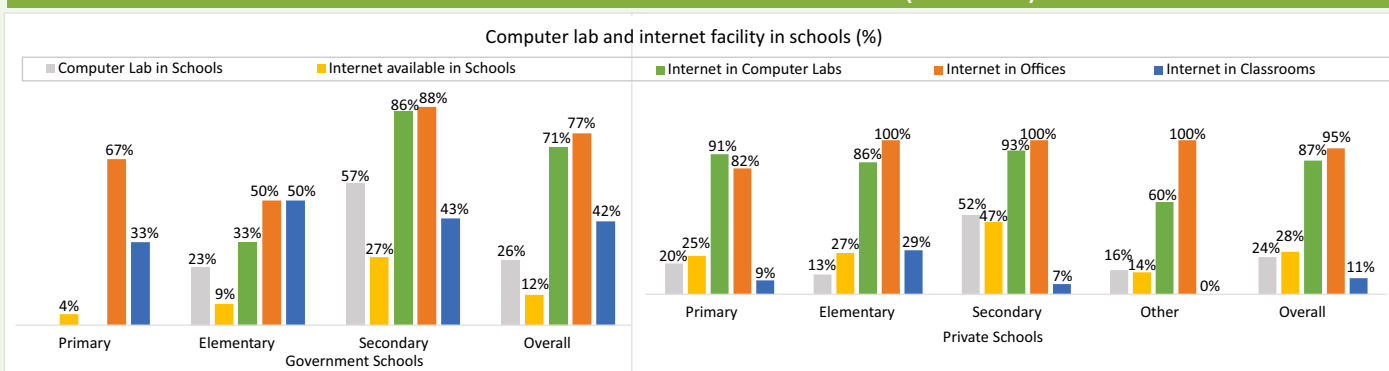
SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government schools				Private schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Complete Boundary Wall/Fence	60.4%	90.9%	84.1%	74.0%	65.3%	79.5%	88.4%	57.1%	71.9%
Playground	43.6%	63.6%	81.0%	59.1%	48.9%	75.0%	78.0%	54.2%	63.3%
Electricity Connection	67.3%	88.6%	95.2%	80.3%	71.7%	83.7%	95.2%	74.5%	80.9%
Solar Panels	19.0%	18.2%	27.0%	21.3%	29.5%	27.9%	22.0%	12.5%	22.7%
Working Library	17.3%	16.3%	50.0%	27.1%	38.3%	25.0%	75.6%	25.5%	40.2%
Useable Furniture	57.1%	75.0%	82.0%	68.5%	63.0%	78.6%	92.5%	61.7%	73.1%
Day care Facility for Teachers	17.3%	14.0%	25.4%	19.1%	25.0%	21.4%	52.6%	19.0%	28.8%
Running Water available in Handwashing Sinks	38.6%	59.1%	62.9%	50.2%	55.3%	63.6%	83.3%	52.1%	63.0%
Student Toilets Available	53.5%	86.0%	88.7%	70.9%	61.7%	79.1%	90.5%	66.0%	73.7%
Separate Toilets for girls and boys	35.6%	66.7%	62.1%	49.8%	57.8%	65.9%	80.5%	47.8%	62.4%
Running Water available in toilets	49.5%	79.1%	82.5%	65.7%	60.9%	67.4%	90.2%	59.1%	69.0%
Disinfectants available for cleaning	33.7%	37.2%	53.2%	40.4%	53.2%	61.0%	75.0%	48.9%	59.0%
Toilets Cleanliness	46.5%	62.8%	77.4%	59.3%	70.2%	73.2%	95.1%	66.7%	75.9%
Clean Drinking Water available for students	65.3%	65.1%	72.1%	67.3%	84.8%	73.8%	90.2%	67.4%	78.9%
Sick Room Available in schools	23.8%	16.3%	34.4%	25.4%	39.6%	25.6%	47.5%	14.0%	31.6%
First Aid Equipment Available	18.8%	26.2%	33.9%	24.9%	32.6%	32.6%	75.6%	26.1%	40.9%
Compute Lab Available	0%	23.3%	56.9%	26.0%	20.0%	12.9%	51.6%	15.8%	24.1%
Internet Available	4.4%	8.6%	27.3%	12.2%	25.0%	26.9%	46.9%	14.3%	27.7%

GRANTS

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other	
2022	# of schools reported receiving grants	29	24	34	42	3	8	4	3
	% of schools reported receiving grants	38%	57%	62%	54%	6%	18%	9%	6%
	Average amount of grant (Rs.)	20324.68831	67307.14286	131327.2727	66160.25641	137.254902	812587.75	2281.818182	156.8627451
2023	# of schools reported receiving grants	19	11	16	19	1	5	4	3
	% of schools reported receiving grants	25%	26%	29%	24%	2%	11%	9%	6%
	Average amount of grant (Rs.)	11215.58442	19117.85714	67909.12727	24779.48718	137.254902	142165	2281.818182	2156.862745

COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (% SCHOOLS)



DISABILITIES AND FUNCTIONING IN SCHOOLS (% SCHOOLS)

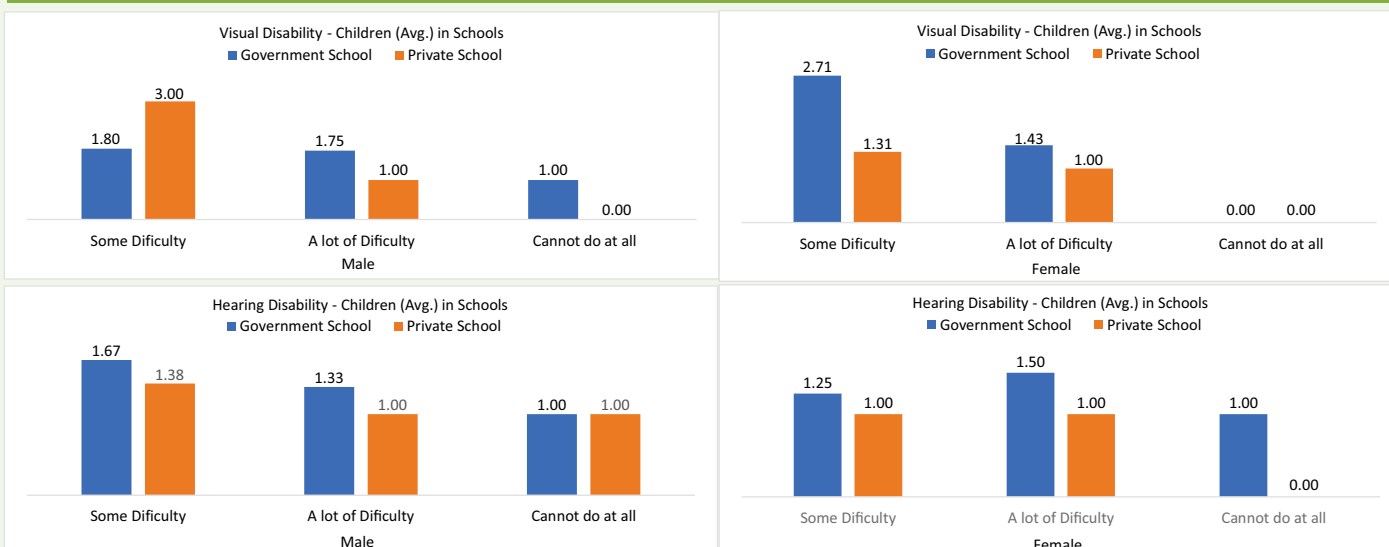
Children with Disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disability	78%	60%	77%	73%	89%	80%	60%	80%	78%
Some Disability	22%	40%	23%	27%	11%	20%	40%	20%	22%

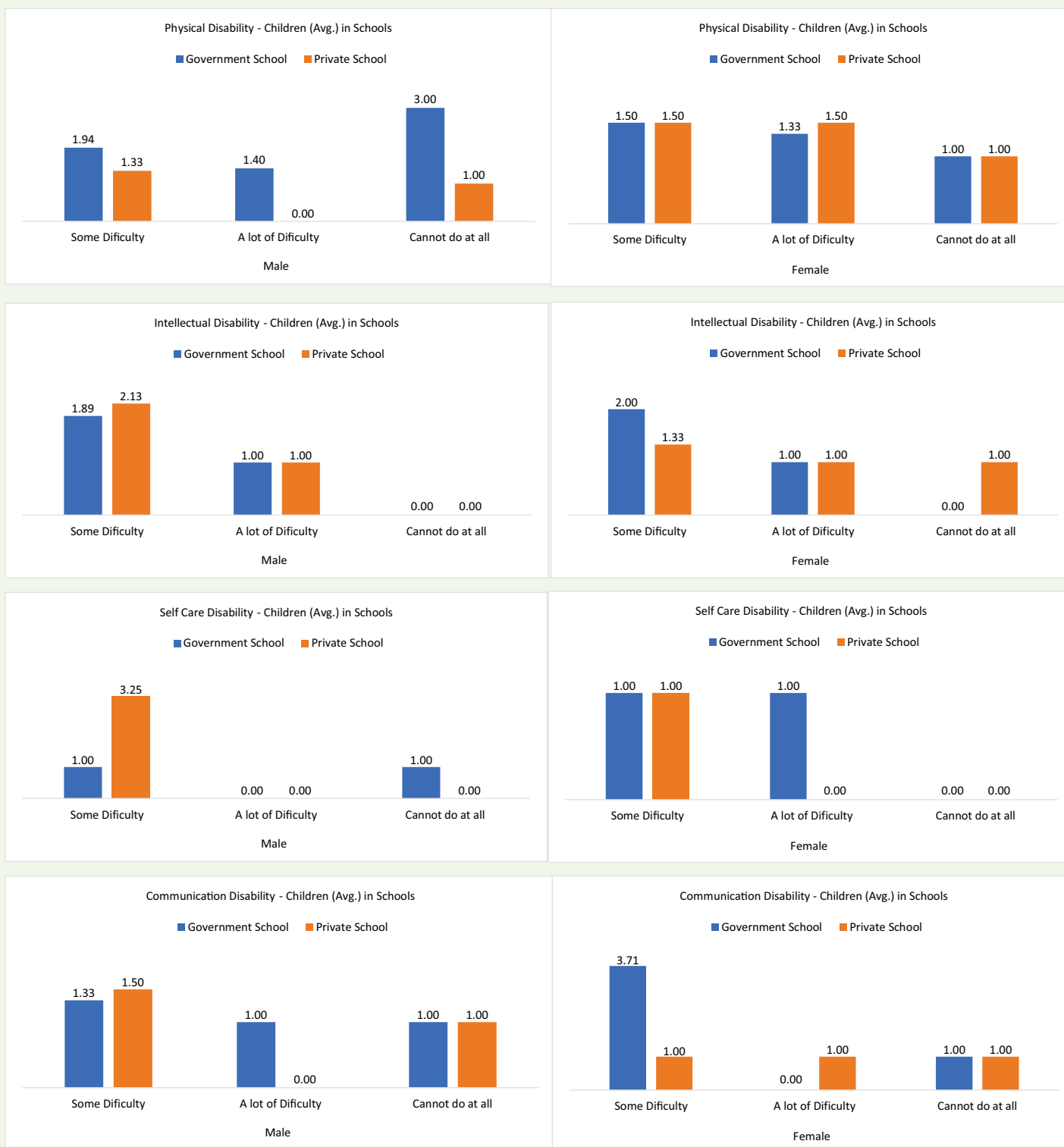
FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (% SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	0%	20%	17%	10%	0%	33%	29%	13%	23%
Accessible Toilets	40%	55%	82%	55%	67%	86%	93%	44%	76%
Health and Nutrition Officer	21%	0%	8%	12%	0%	14%	29%	11%	18%
Other Facilities*	15%	9%	6%	11%	28%	38%	41%	35%	37%

*Special Staff, Hearing Assistive devices and Transport Facility

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





*The graphs on disability report findings based on the Washington Short Set which assesses children across six functionalities: visual, hearing, physical, intellectual, self-care and communication with others, by school type and gender.

Sample Composition

- ASER 2023 survey was conducted in 10 rural districts of Gilgit-Baltistan. The survey covered 5,866 households in 298 villages across the province during September-November 2023.
- Detailed information was collected for 15,341 children (53.7% males, 44.8% females and 1.5% transgenders) aged 3-16 years. Out of these 11,150 children aged 5-16 years were assessed for language and arithmetic competencies.
- School information was collected for public and non-state/private schools. A total of 298 government schools and 190 non-state/private institutions, including madrassahs and non-formal schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has decreased when compared to 2021 (5-16 years).

- In 2023, 6.3% of children were reported to be out-of-school; a decrease when compared to 2021 (10%). Around 4.9% of children have never been enrolled in a school and 1.5% have dropped out of school for various reasons.
- 94% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 63% (73% in 2021) of children were enrolled in government schools whereas 37% (27% in 2021) were going to non-state institutions (36% private schools and 1% Madrassah and others). The share of private schools has increased by 10 percentage points compared with 2021, indicating its return to pre-COVID level.
- Amongst the enrolled students in government schools, 39% were girls and 61% were boys whereas in private schools 54% of enrolled students were boys and 46% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

The proportion of children enrolled in ECE has increased in 2023 as compared to 2021.

- 50% of all school-aged children in the age bracket of 3-5 years were enrolled in ECE compared to 38% in 2021.
- 50% children of age 3-5 are currently not enrolled in any early childhood education program/school.

- Of the children enrolled in ECE, 48.5% are enrolled in government schools and 51.5% are enrolled in non-state institutions/private schools.

THEME 3: CLASS WISE LEARNING LEVELS

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

Urdu Learning levels of class 3 and class 5 children have improved:

- 22% of class 3 children could read story in Urdu compared to 16% in 2021.
- 61% of class 5 children could read a class 2 level story in Urdu compared to 52% in 2021.

English learning levels of class 3 and class 5 have improved:

- 27% of class 3 children could read class 2 level sentences compared to 14% in 2021.
- 66% of class 5 children could read class 2 level sentences compared to 61% in 2021.

Arithmetic learning levels of class 3 and class 5 children have declined:

- 21% of children enrolled in class 3 could do two-digit division compared to 45% in 2021.
- 53% of class 5 children could do two-digit division as compared to 65% in 2021.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better in literacy and numeracy compared to government counterparts.

- 61% children enrolled in class 5 in private schools can read at least a story in Urdu as compared to 53% class 5 children enrolled in government schools.
- 68% of class 5 children enrolled in private schools can read at least sentences in English whereas only 58% government school children can do the same.

- 61% of children enrolled in class 5 in private schools were able to do division as compared to 43% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

Gender gap in learning: boys slightly outperformed girls (age 5-16 overall) in literacy while girls did well in numeracy skills.

- 63% of boys and 62% of girls could read at least sentences in Urdu.
- 70% boys could read at least English words while 68% of girls can do the same.
- 59% of boys were able to do at least subtraction compared to 61% girls.

THEME 6: PARENTAL EDUCATION

- 37% mothers (34% in 2021) and 64% fathers (59% in 2021) in the sampled households had completed at least primary education.

THEME 7: PAID TUITIONS

Private tuition incidence is greater in private school students. It has decreased significantly for government school students (21% in 2021). Overall, among those who attend paid tuition, 19% are enrolled in private schools as compared to 9% in government schools.

- Children across all classes/grades take private tuition. In government schools, 6% of children enrolled in class 1 take tuition as compared to 12% children in class 10.
- In 2021, the percentage of government school students availing paid tuition had increased to 21% from 3% in 2019 due to school closures. The decrease in share of government school students attending paid tuition by 12% (9% in 2023 compared to 21% in 2021) reflects the return to pre-pandemic levels.

THEME 8: MULTI-GRADE TEACHING

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

- Children of Class 2 and Class 8 sitting together with any other classes were observed with one teacher teaching more than one grade.
- 24% of the surveyed government schools (36% in

2021) and 24% of the surveyed private schools (24% in 2021) had Class 2 sitting with other classes.

- 1% of surveyed government schools (as compared to 8% in 2021) and 6% of surveyed private schools (18% in 2021) had class 8 sitting with other classes.

THEME 9: TEACHER & STUDENT ATTENDANCE

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

- Overall student attendance in surveyed government schools was **86%** whereas in private schools it was **82%**.
- 72% of school teachers in Government Schools and 76% Private School teachers follow up with parents in case of student absence.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers present on the day of survey.
- Overall teacher attendance in surveyed government schools was **92%** whereas it was **74%** in private schools.

THEME 10: TEACHERS' QUALIFICATION

- 37% of teachers in surveyed government schools have done graduation as compared to 35% teachers in private schools.
- However, 50% have completed M.Ed. in government schools compared to 46% in private schools.

THEME 11: CAPACITY BUILDING OF TEACHERS

- 14% of public-school teachers and 12% of private school teachers received training in the preceding 30 days or more from the date of survey.
- According to the public sector Head Teachers, Pedagogy (23%), School Leadership (22%) and Subject Specific Knowledge (13%) are the key areas of teacher training; followed by Curriculum (6%) and Education Technology (5%).
- In comparison, for the private sector, Curriculum (16%), Pedagogy (14%), and Assessment (13%) are the key areas for teacher training, followed by Classroom Management (12%) and School Leadership (11%).
- Whereas the core teacher training needs identified by the Head Teachers in public and private schools were Pedagogy (26%), School Leadership (21%) and Subject Specific Knowledge (11%); followed by Assessment

(7%), Curriculum (7%), School Leadership (6%), and Education & Technology (6%).

THEME 12: PARENT TEACHER MEETINGS

- 38% of surveyed government schools schedule monthly parent-teacher meetings as compared to 56% of private schools.

THEME 13: SCHOOL FACILITIES

GOVERNMENT SCHOOLS:

- 53% of the surveyed government primary schools have functional toilets as compared to 57% in 2021.
- 65% of the surveyed government primary schools have clean drinking water available in contrast to 47% in 2021.
- 60% of the surveyed government primary schools had complete boundary walls as compared to 63% in 2021.
- **44% of surveyed government primary schools had playgrounds as compared to 29% in 2021.**
- 67% of surveyed government primary schools had electricity connection as compared to 67% in 2021.
- **8% of surveyed government secondary schools had computer labs and 5% had internet facilities.**

PRIVATE SCHOOLS:

- 62% of the surveyed private primary schools have functional toilets as opposed to 72% in 2021.
- 85% of the surveyed private primary schools have clean drinking water available as compared to 75% in 2021.
- 65% of the surveyed private primary schools had complete boundary walls in contrast to 75% in 2021.
- **49% of surveyed private primary schools had playgrounds as compared to 52% in 2021.**
- 72% of surveyed private primary schools had electricity connection as compared to 67% in 2021.
- **20% of surveyed private primary schools had computer labs and 25% had internet availability.**

THEME 14: SCHOOL GRANTS/FUNDS

A higher share of government schools as compared to private schools received grants in the academic year 2022

- 38% of government primary schools and 6% private primary schools received grants in the academic year 2022.
- 57% of government elementary schools and 18%

private elementary schools received grants in the academic year 2022.

- 62% government secondary schools and 9% private secondary schools received grants in the academic year 2022.

THEME 15: DISABILITIES & FUNCTIONINGS

- As part of the school-level survey, data on children with disabilities (CWDs) was also collected. Head teachers/teachers were interviewed using the Washington-UNICEF Short Set of questions, also known as the Washington Group/UNICEF Module on Child Functioning, which assesses children against 6 functionings i.e., visual, hearing, physical, intellectual, self-care and communication with others.
- At the provincial level, 27% of the surveyed government schools and 22% of private schools reported having children with some disabilities.

THEME 16: HOUSEHOLDS' ACCESS TO TECHNOLOGY & KNOWLEDGE OF ITS USAGE

- ASER 2023 (rural) included a range of questions at the household level regarding access to technology and knowledge of its usage.
- 91% of households across all rural districts have access to mobile phones and 74% have smart phones.
- Amongst mobile users, 69% use WhatsApp services, whilst 83% use (SMS) text messaging.
- 30% have an internet connection and 23% have computers. 52% of households have TV and 12% have radio.
- On average, at least 2 household members can use a smartphone.

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

- 12% of the household respondents reported receiving welfare transfers via BISP; 2% Baitul-Maal; and 1% Akhuwat.

THEME 18: CLIMATE CHANGE

- 37% of household respondents reported that they are well “informed” about climate change, whereas a significant share (63%) indicated that they are “uninformed”.
- 24% of households were “significantly” impacted by natural disasters within the last year, while 8% were “moderately” affected.

- 3% of household respondents reported that they suffered losses amounting to more than 50% of their earnings due to natural disasters within the last year, whereas 7% indicated that 26%-50% of their earnings were negatively impacted.
- 27% households reported that children's schooling was “extremely affected” by natural disasters/floods, whereas 1% indicated that it was “moderately affected”.
- A significant share (26%) of the household respondents reported that their psychological wellbeing was “substantially affected” due natural disasters, while 7% indicated their mental wellbeing was “somewhat affected”.
- 25% of surveyed government schools were reported to be damaged by a natural disaster as compared to 24% of private schools.
- Out of surveyed government schools that were reported to be damaged, 97% were “partially damaged” while 3% were “fully damaged”.
- Out of surveyed private schools that were reported to be damaged, 98% were “partially damaged” while 2% were “fully damaged”.
- Of schools that were reported to be damaged, 48% Government and 35% private schools received some assistance from the government or a donor organization.

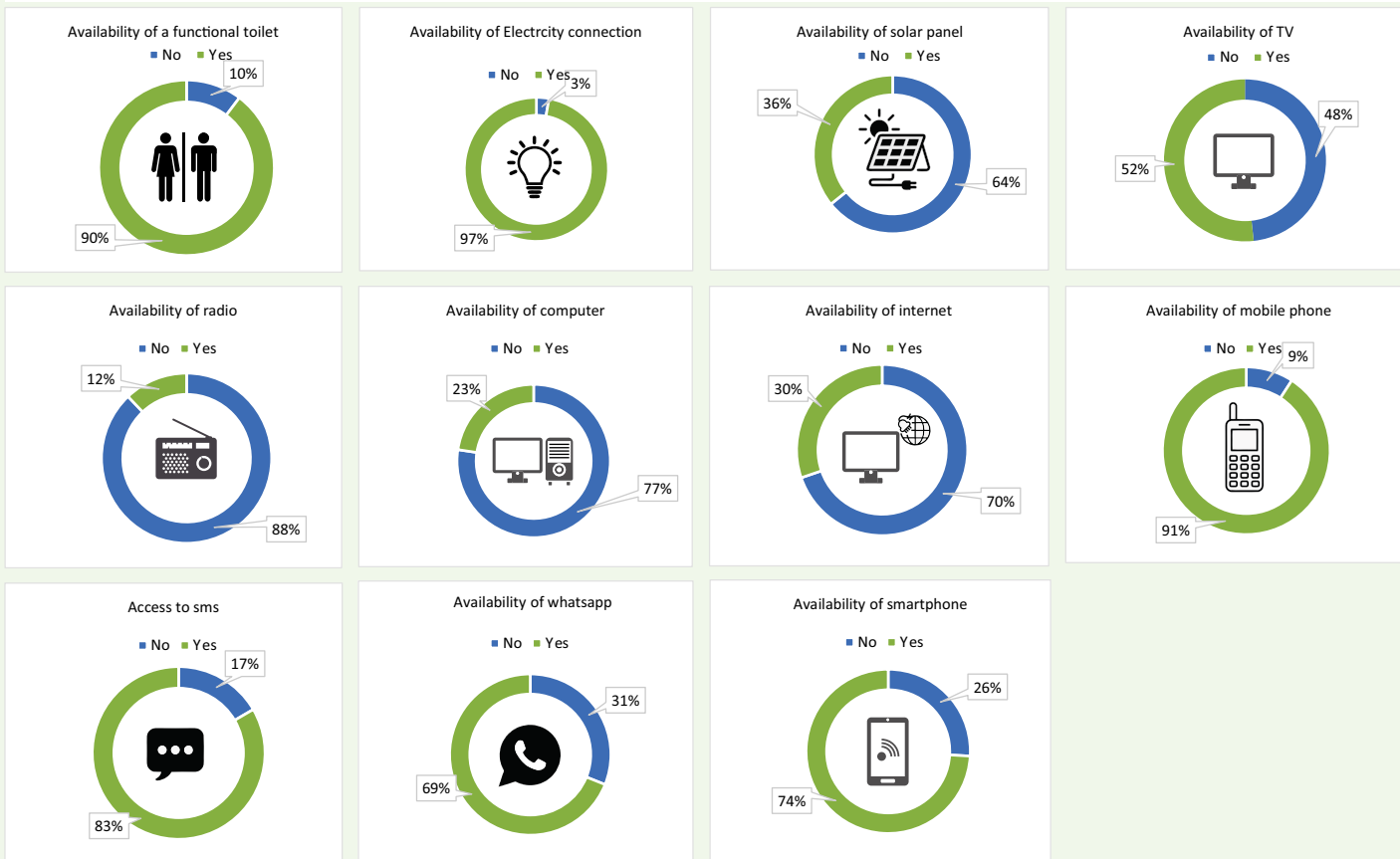
THEME 19: CHILDREN'S HEALTH

- 66% of children in surveyed households were reported to have received all the five basic vaccines (BCG, Polio, DPT-HepB-Hib, Pneumococcal, Measles) while 6% received none of the five basic vaccines.



AVAILABILITY OF BASIC FACILITIES & ACCESS TO MEANS OF COMMUNICATION

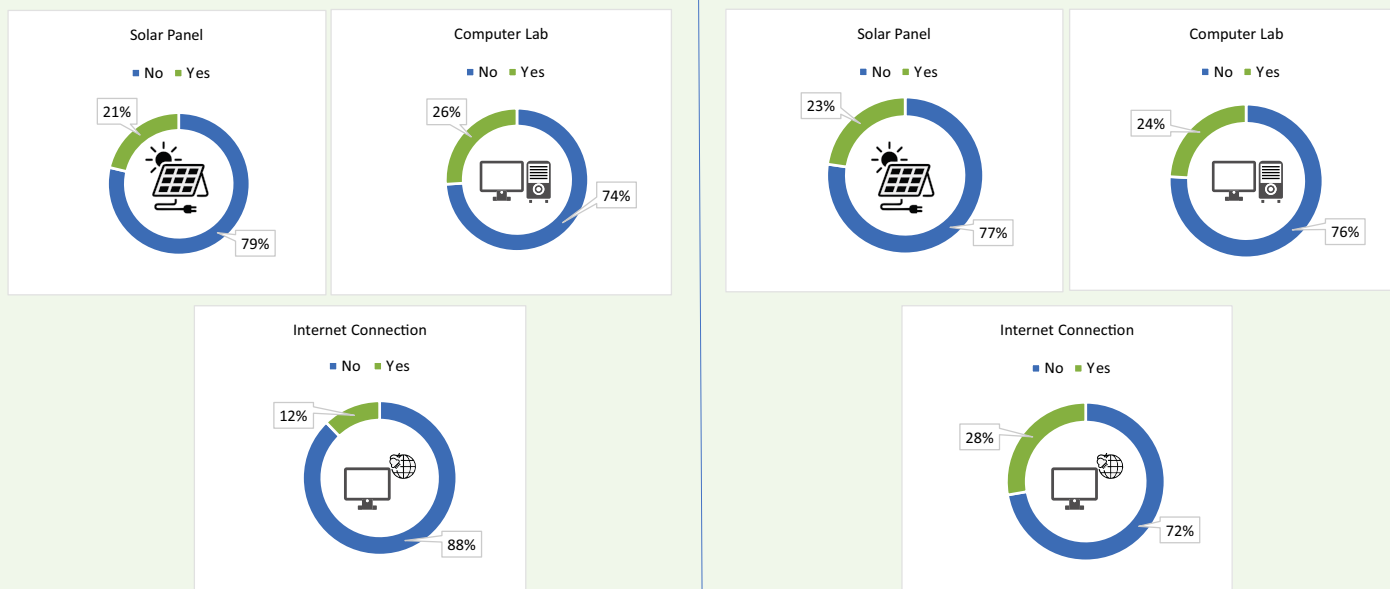
IN HOUSE



IN SCHOOLS

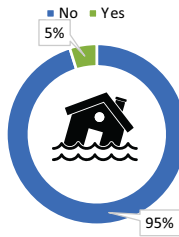
GOVT

PVT

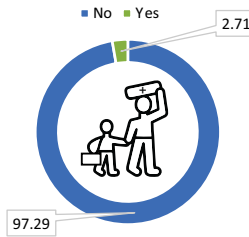


HOUSEHOLD LEVEL EFFECTS OF CLIMATE CHANGE

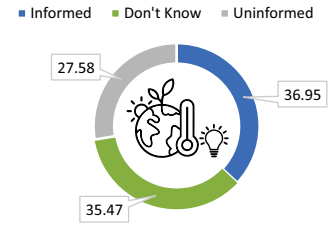
Was your household affected by floods?



Are you a Migrant/refugee/idp?

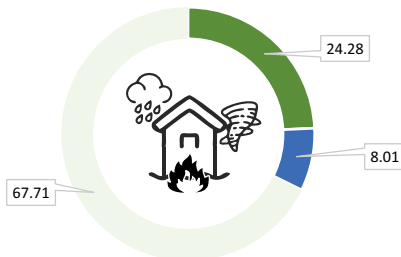


How Well Informed Are You About Climate Change?



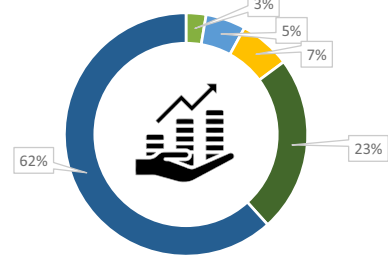
Has Your Family been Impacted by Natural Disaster?

Yes, significantly Yes, moderately No, not affected



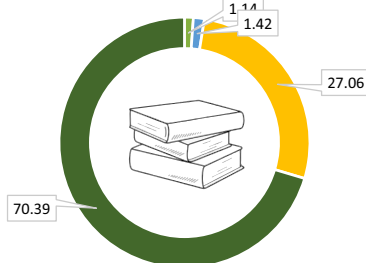
To What Extent Was Your Income Impacted?

More than 50% btw 11% - 25% btw 26% - 50% Less than 10% No affect



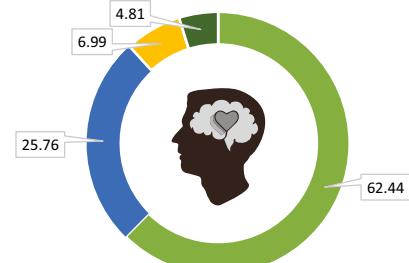
Was Children's Schooling Affected By Natural Disaster?

Moderately Affected Somewhat affected Extremely affected Not at all



Has Your Psychological Well Being Been Affected Due to Climate Change?

Not at all Substantially affected Some what affected Affected only a bit



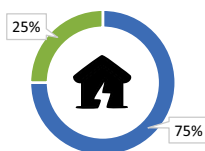
IN SCHOOLS

GOVT

PVT

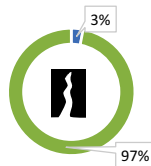
School damaged by any natural disaster

No Yes



Extend of the damaged caused by natural disaster

fully partially



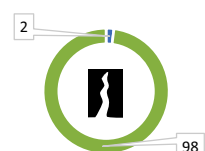
School damaged by any natural disaster

No Yes



Extend of the damaged caused by natural disaster

fully partially



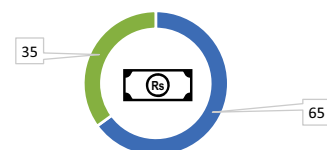
Received assistance for the recovery of damage

No Yes



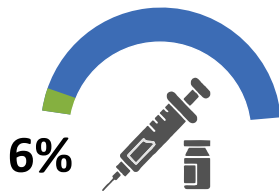
Received assistance for the recovery of damage

No Yes

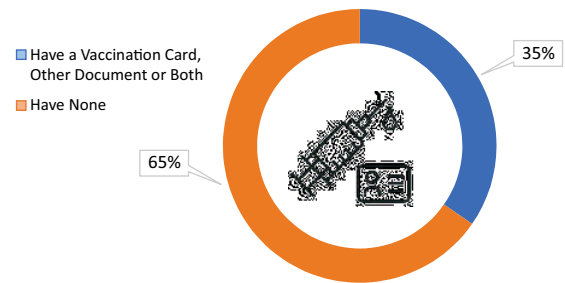


CHILD HEALTH INDICATORS - NATIONAL

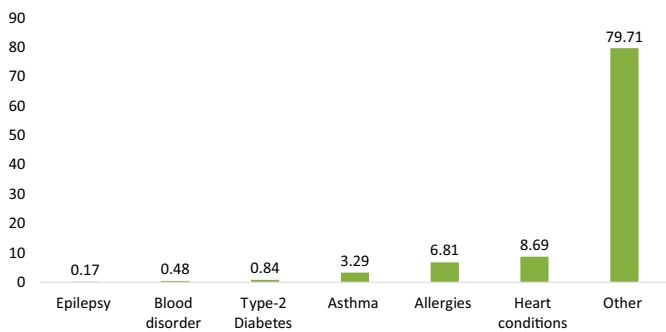
% Children that Received None of the Five Basic Vaccines



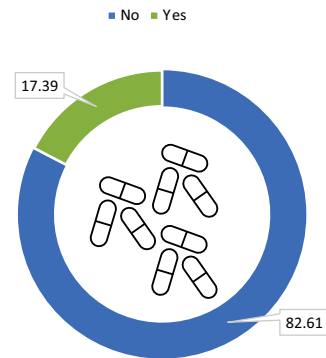
Whether Parent/Guardian Have a Vaccination Card, Other Document or Both



Diagnosed With a Health Problem By Doctor or Healthcare Provider

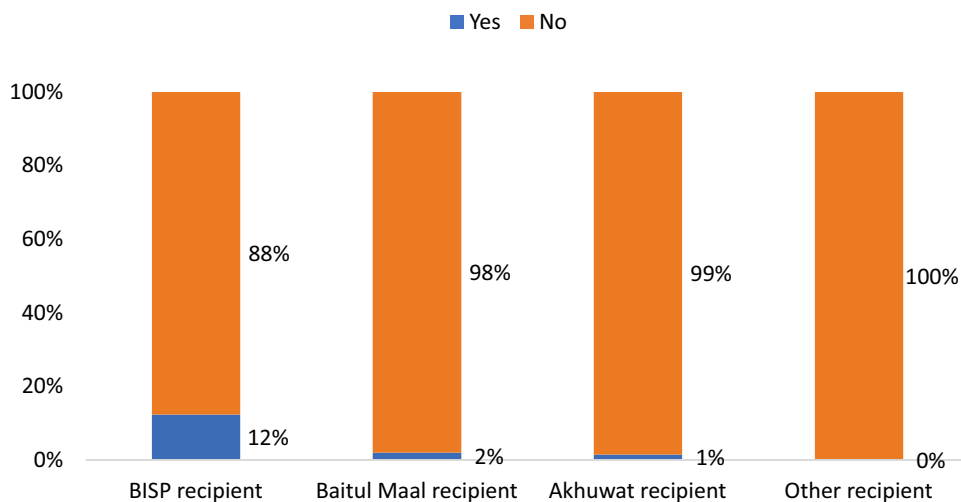


Has the Child Received Deworming Pills or Any Other Medicine in School?



SOCIAL SAFETY NET

Access to Social Safety Nets



Annual Status of Education Report

اثر
ASER
PAKISTAN

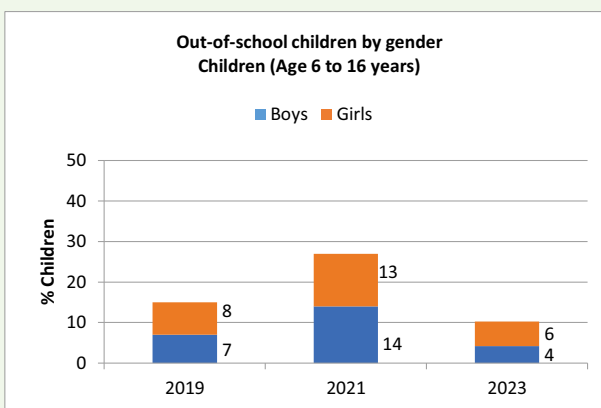
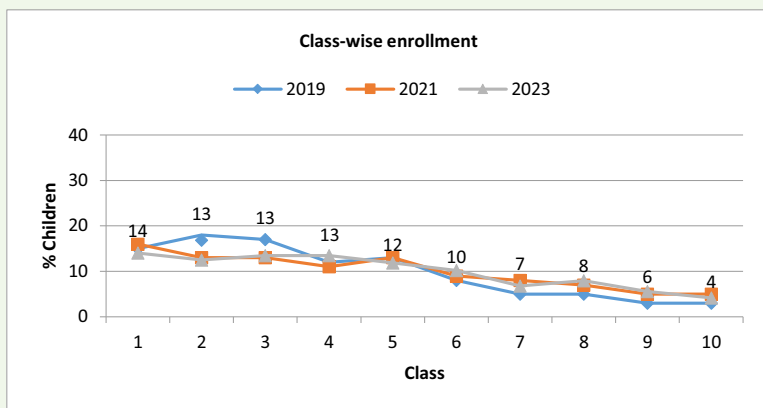
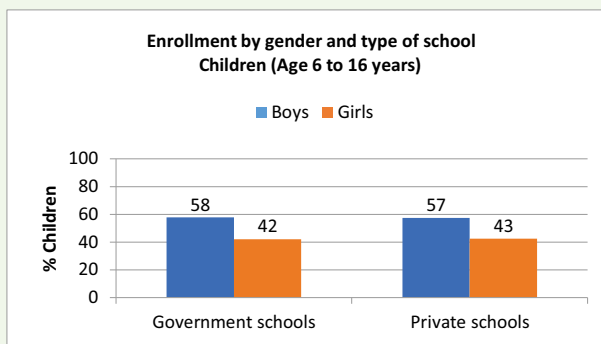
2023

Facilitated by Idara-e-Taleem-o-Aagahi

KHYBER PAKHTUNKHWA (RURAL)

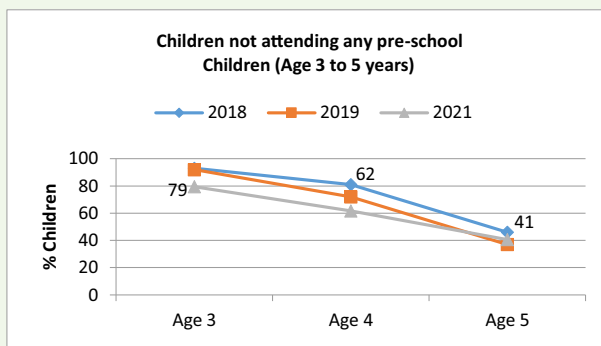
SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	69.8	19.9	1.8	0.5	6.7	1.2	100
11 - 13	67.0	20.1	2.5	0.4	6.8	3.3	100
14 - 16	63.1	16.1	2.4	0.2	9.1	9.2	100
6 - 16	67.9	19.3	2.1	0.4	7.2	3.1	100
Total	89.7				10.3		100
By Type	75.8	21.5	2.3	0.5			



EARLY YEARS SCHOOLING (PRE-SCHOOLING)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	18.4	1.7	0.4	0.0	79.4	100
4	28.3	8.9	0.9	0.1	61.8	100
5	50.4	8.2	0.4	0.4	40.6	100
3 - 5	31.9	6.3	0.6	0.2	61.1	100
Total	38.9				61.1	100
By Type	81.9	16.2	1.5	0.4		



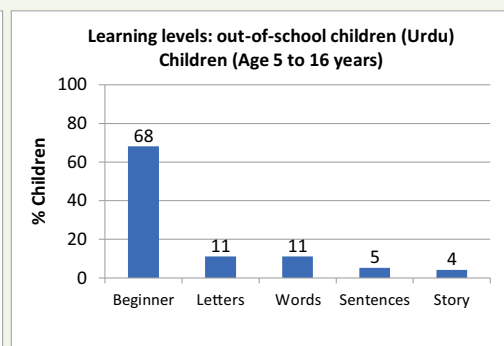
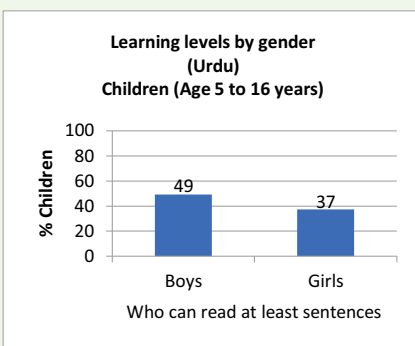
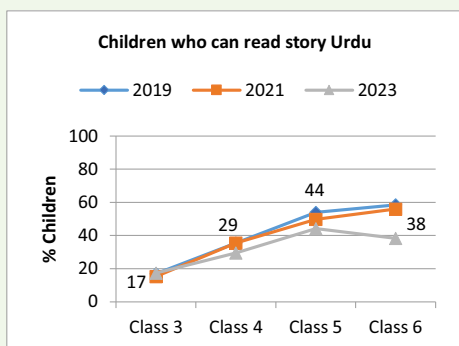
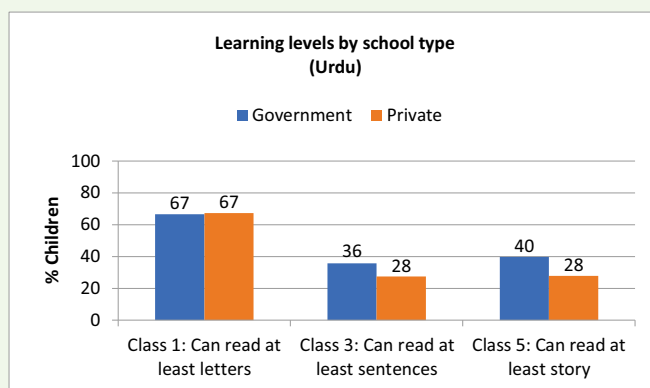
AGE CLASS COMPOSITION

Age/Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100	24.19	13.12	4.97	2.28	0	0.67	0.5	0.12	0.35	0.81	2.03	14.14
2	0	75.81	19.08	13.32	6.31	0	1.21	0.69	0.4	0.06	0.12	0.38	12.35
3	0	0	67.79	20.03	13.98	6.23	3.36	1.8	1.19	0.71	0.58	0.38	13.25
4	0	0	0	61.68	20.88	14.07	5.7	3.75	1.82	1.24	2.2	0.89	13.22
5	0	0	0	0	56.55	30.71	16.24	8.96	3.81	3.3	1.39	1.52	11.59
6	0	0	0	0	0	48.98	19.47	20.03	7.81	5.3	3.02	2.03	10.52
7	0	0	0	0	0	0	53.34	15.62	14.55	9.96	7.89	3.16	6.86
8	0	0	0	0	0	0	0	48.64	21.13	28.4	14.5	8.86	8.17
9	0	0	0	0	0	0	0	0	49.17	23.1	33.87	14.43	6.05
10	0	0	0	0	0	0	0	0	0	27.58	35.61	66.33	3.86
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

LEARNING LEVELS (URDU)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	37.9	35.9	18.9	4.0	3.4	100
2	19.3	33.9	28.9	10.7	7.2	100
3	11.2	25.5	30.6	16.1	16.6	100
4	7.8	16.6	29.6	16.7	29.3	100
5	0.0	8.7	26.2	20.9	44.2	100
6	6.9	7.0	25.5	21.3	39.4	100
7	4.6	6.0	21.2	26.0	42.2	100
8	6.1	4.1	14.5	23.3	52.0	100
9	5.6	4.1	10.1	23.1	57.2	100
10	3.0	1.3	4.4	17.8	73.4	100

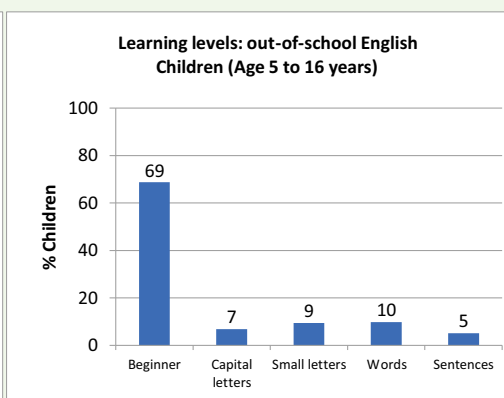
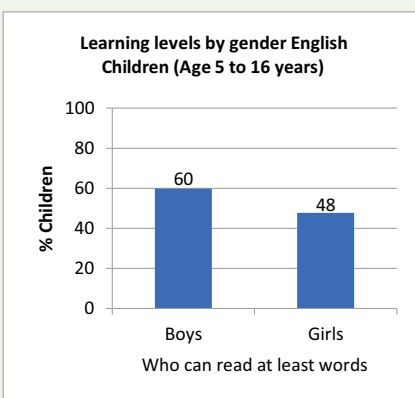
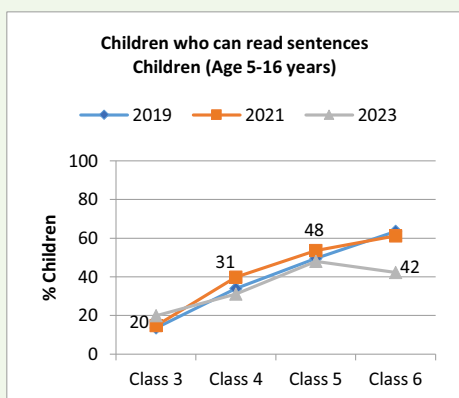
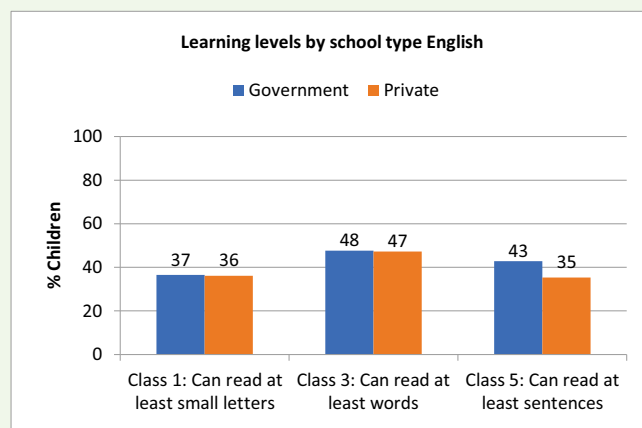
How to read: 7.4% (4.0+3.4) children of class 1 can read atleast sentence



LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	30.5	30.2	25.7	9.2	4.4	100
2	19.5	26.3	25.2	19.1	9.9	100
3	13.5	21.1	24.2	21.5	19.9	100
4	6.9	14.2	20.1	27.7	31.1	100
5	0.0	4.4	15.6	32.0	48.0	100
6	5.1	6.2	10.8	35.8	42.2	100
7	2.6	4.0	8.9	39.3	45.2	100
8	3.4	2.8	6.1	27.3	60.4	100
9	2.1	2.6	4.6	21.1	69.6	100
10	2.5	2.2	2.2	14.4	78.7	100

How to read: 13.6% (9.2+4.4) children of class 1 can read words



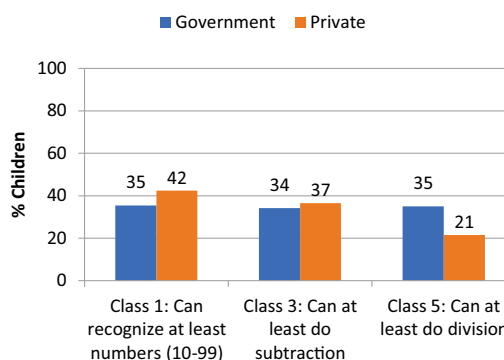
LEARNING LEVELS (ARITHMETIC)

Class-wise % children who can do

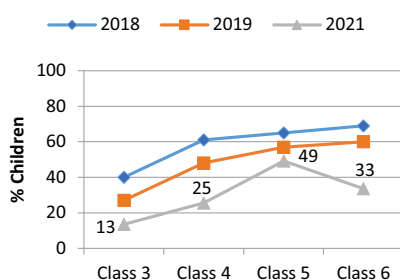
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	27.1	35.2	21.1	7.9	4.8	1.0	2.9	100
2	14.4	26.7	26.3	13.9	9.4	4.4	4.9	100
3	10.7	17.3	25.3	16.8	10.9	5.5	13.5	100
4	5.5	6.9	18.7	20.8	15.2	7.3	25.6	100
5	0.0	0.0	10.2	8.9	20.2	11.5	49.2	100
6	3.6	3.5	7.1	15.5	20.6	16.1	33.7	100
7	1.6	2.7	6.2	12.2	22.8	18.6	35.9	100
8	2.3	2.1	4.2	7.9	16.7	16.0	50.9	100
9	1.6	1.9	3.6	7.0	12.2	16.5	57.2	100
10	2.1	1.0	2.3	4.1	7.2	15.9	67.6	100

How to read: 8.7% (4.8+1.0+2.9) children of class 1 can do subtraction

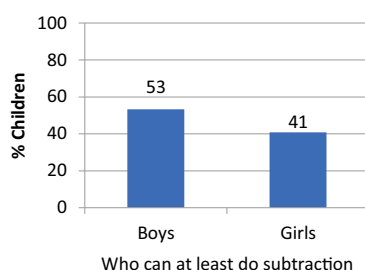
Learning levels by school type Arithmetic



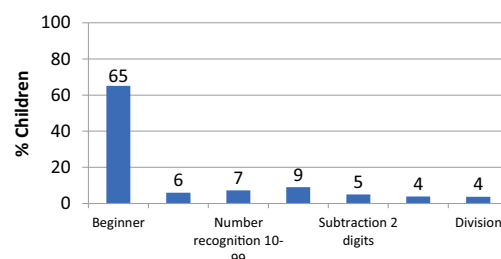
Children who can do division (Age 5 to 16 years)



Learning levels by gender Arithmetic Children (Age 5 to 16 years)



Learning levels: out-of-school Arithmetic Children (Age 5 to 16 years)



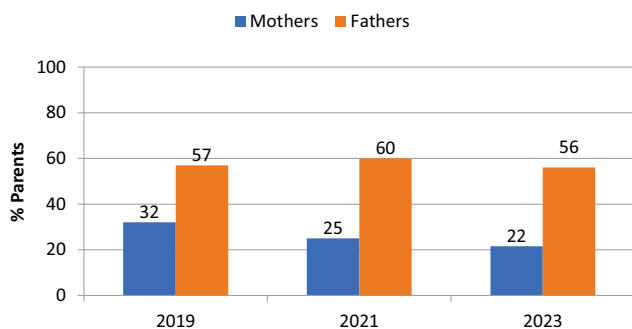
PARENTAL EDUCATION AND PAID TUITION

Class-wise % children attending paid tuition

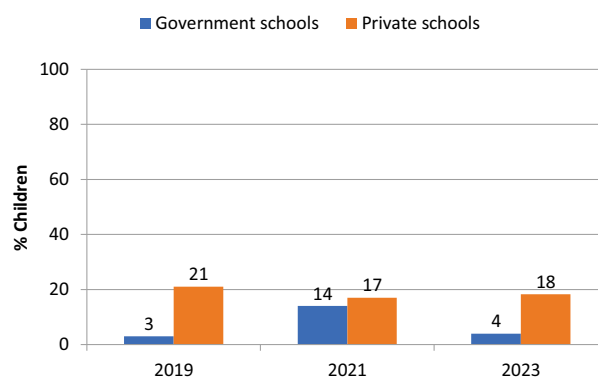
Type	I	II	III	IV	V	VI	VII	VIII	IX	X	By Institution	Total
Govt.	3.1	2.8	3.8	4.7	3.7	4.0	4.1	4.8	5.6	3.5	4.0	6.7
Pvt.	17.4	16.6	19.4	17.5	17.6	17.7	16.2	16.8	21.0	12.6	18.3	

Parental education

Parental Education-atleast primary



Children attending paid tuition



NUMBER OF SURVEYED SCHOOLS

Type/Level	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	278	310	78	666	113	38	7	158
Elementary	14	22	3	39	69	24	2	95
High	4	24	3	31	92	38	1	131
Others	45	192	40	277	33	47	1	81
Total	341	548	124	1013	307	147	11	465

ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	90%	85%	91%	88%	90%	93%	91%	93%	99%	93%
Teacher attendance	86%	91%	90%	88%	88%	91%	95%	75%		91%

TEACHER'S QUALIFICATION (% TEACHERS)

	General qualification	
	Government schools	Private schools
Matriculation	3.03	1.39
FA	6.4	13.93
BA	27.69	33.82
MA or above	60.17	49.47
Others	2.71	1.39

	Professional qualification	
	Government schools	Private schools
PTC	21.82	22.01
CT	28.39	26.46
B-Ed	31.3	32.62
M-Ed or above	15.66	15.66
Others	2.82	3.24

SCHOOL FACILITIES (%SCHOOLS)

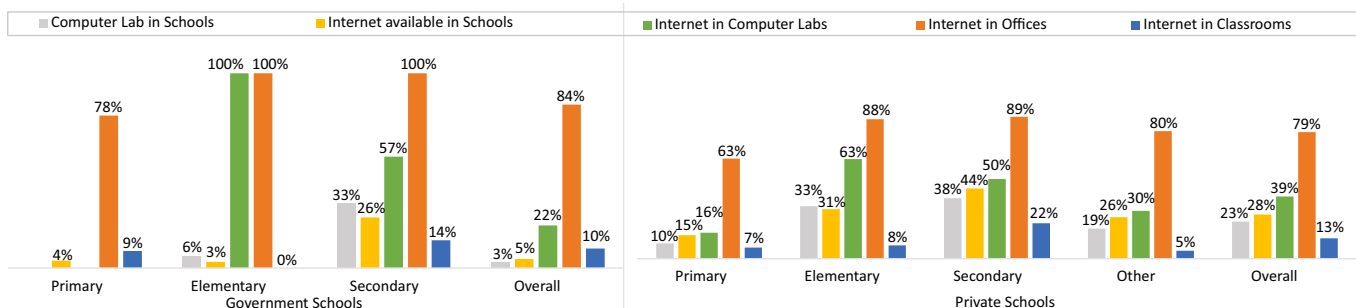
Facilities in Schools	Government schools				Private schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Complete Boundary Wall/Fence	93.8%	87.2%	86.7%	93.2%	97.6%	95.5%	98.4%	93.4%	96.7%
Playground	44.4%	53.8%	63.3%	45.6%	53.9%	67.8%	73.8%	48.7%	61.2%
Electricity Connection	83.0%	74.4%	76.7%	82.3%	93.3%	85.2%	94.4%	85.5%	90.8%
Solar Panels	46.8%	51.3%	69.0%	47.9%	31.7%	42.0%	47.2%	29.3%	37.6%
Working Library	11.9%	23.1%	36.7%	13.5%	18.9%	29.5%	56.3%	36.8%	34.4%
Useable Furniture	84.0%	79.5%	90.0%	84.0%	88.4%	78.4%	85.7%	77.6%	83.9%
Day care Facility for Teachers	8.2%	5.1%	23.3%	8.6%	18.4%	28.4%	33.9%	20.0%	24.7%
Running Water available in Handwashing Sinks	68.9%	59.0%	63.3%	68.1%	84.4%	64.7%	63.9%	57.9%	68.6%
Student Toilets Available	89.6%	84.6%	83.3%	89.1%	95.7%	89.2%	90.0%	89.3%	91.8%
Separate Toilets for girls and boys	41.2%	51.3%	50.0%	42.1%	71.2%	63.1%	70.0%	63.0%	68.0%
Running Water available in toilets	75.3%	68.8%	77.3%	74.8%	88.5%	89.8%	90.5%	82.9%	88.4%
Disinfectants available for cleaning	50.4%	51.5%	27.3%	48.9%	54.5%	59.8%	58.7%	59.2%	57.5%
Toilets Cleanliness	78.6%	64.1%	66.7%	77.4%	86.0%	74.7%	86.8%	81.3%	83.3%
Clean Drinking Water available for students	82.4%	87.2%	83.3%	82.7%	83.0%	83.9%	87.3%	85.5%	84.8%
Sick Room Available in schools	9.2%	5.1%	23.3%	9.6%	21.3%	30.1%	33.9%	25.3%	27.1%
First Aid Equipment Available	34.2%	21.1%	36.7%	33.7%	57.6%	57.5%	67.5%	67.1%	61.9%
Compute Lab Available	0%	6.1%	33.3%	2.7%	9.6%	32.9%	37.9%	18.9%	23.4%
Internet Available	3.8%	3.1%	25.9%	4.7%	14.7%	31.1%	44.0%	26.1%	27.7%

GRANTS

	Government Schools				Private Schools			
	Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other
2022								
# of schools reported receiving grants	201	13	7	87	4	3	8	7
% of schools reported receiving grants	42%	39%	27%	42%	3%	4%	7%	9%
Average amount of grant (Rs.)	48537.39583	32121.30303	281154.2308	240146.8125	7111.111111	3964.705882	67305.78512	5460.526316
2023								
# of schools reported receiving grants	133	5	3	72	0	0	0	1
% of schools reported receiving grants	28%	15%	12%	35%	0%	0%	0%	1%
Average amount of grant (Rs.)	8583.927083	3393.939394	8076.923077	253446.4183	0	0	0	522.7631579

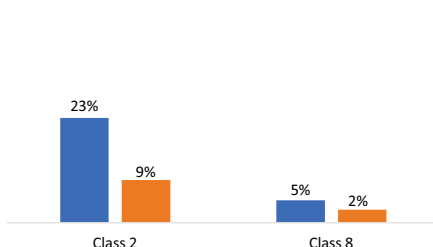
COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (% SCHOOLS)

Computer lab and internet facility in schools (%)



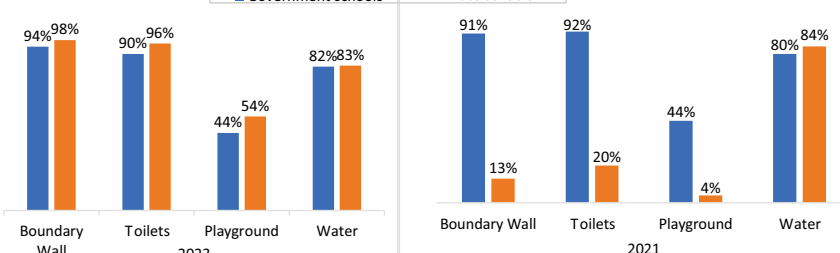
Multi grade Teaching

Government Schools Private Schools



% School Facilities at Primary Level

Government schools Private schools



DISABILITIES AND FUNCTIONING IN SCHOOLS (% SCHOOLS)

Children with Disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disability	89%	56%	73%	86%	94%	78%	85%	93%	88%
Some Disability	11%	44%	27%	14%	6%	22%	15%	7%	12%

FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (% SCHOOLS)

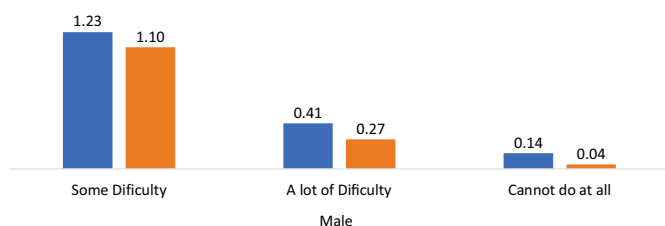
Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	19%	10%	19%	19%	33%	50%	83%	50%	59%
Accessible Toilets	60%	50%	56%	60%	64%	38%	31%	24%	37%
Health and Nutrition Officer	3%	5%	13%	4%	7%	8%	9%	6%	8%
Other Facilities*	7%	6%	15%	8%	14%	18%	14%	10%	14%

*Special Staff, Hearing Assistive devices and Transport Facility

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

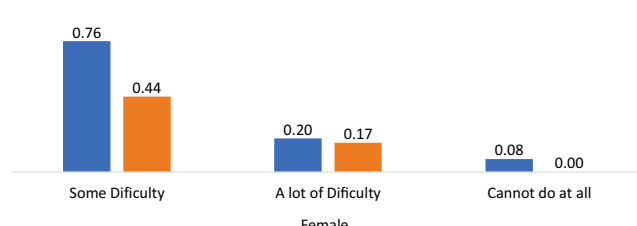
Visual Disability - Children (Avg.) in Schools

Government School Private School



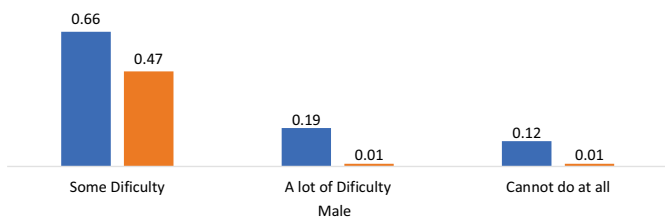
Visual Disability - Children (Avg.) in Schools

Government School Private School



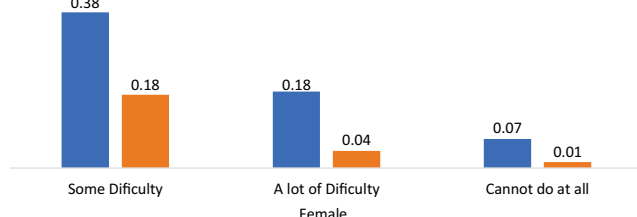
Hearing Disability - Children (Avg.) in Schools

Government School Private School



Hearing Disability - Children (Avg.) in Schools

Government School Private School





*The graphs on disability report findings based on the Washington Short Set which assesses children across six functionalities: visual, hearing, physical, intellectual, self-care and communication with others, by school type and gender.

Sample Composition

- ASER 2023 survey was conducted in 34 rural districts of Khyber Pakhtunkhwa. The survey covered 20,357 households in 962 villages across the country during September-November 2023.
- Detailed information was collected for 43,488 children (62.3% males, 37.4% females and 0.3% transgenders) aged 3-16 years. Out of these 31,618 children aged 5-16 years were assessed for language and arithmetic competencies.
- School information was collected for public and non-state/private schools. A total of 1013 government schools and 465 non-state/private institutions, including madrassahs and non-formal schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has decreased when compared to 2021 (5-16 years).

- In 2023, 10% of children were reported to be out-of-school; a decrease when compared to 2021 (27%). Around 7% of children have never been enrolled in a school and 3% have dropped out of school for various reasons.
- 90% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 76% (80% in 2021) of children were enrolled in government schools whereas 24% (20% in 2021) were going to non-state institutions (21.5% private schools and 2.3% madrassahs and 0.5% other institutions). The share of private schools has increased by 4 percentage points compared with 2021, indicating its return to pre-COVID level.
- Amongst the enrolled students in government schools, 42% were girls and 58% were boys whereas in private schools 57% enrolled students were boys and 43% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

The proportion of children enrolled in ECE has increased in 2023 as compared to 2021.

- 39% of all school-aged children in the age bracket of 3-5 years were enrolled in ECE compared to 30% in 2021.
- 61% children of age 3-5 are currently not enrolled in

any early childhood education program/school.

- Of the children enrolled in ECE, 82% are enrolled in government schools and 18% are enrolled in non-state institutions/private schools.

THEME 3: CLASS WISE LEARNING LEVELS

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

Urdu Learning levels of class 3 children have improved and of class 5 children have declined:

- 17% of class 3 children could read story in Urdu compared to 15% in 2021.
- 44% of class 5 children could read a class 2 level story in Urdu compared to 50% in 2021.

English learning levels of class 3 have improved and of class 5 children have declined:

- 20% of class 3 children could read class 2 level sentences compared to 15% in 2021.
- 48% of class 5 children could read class 2 level sentences compared to 54% in 2021.

Arithmetic learning levels of class 3 children have improved and of class 5 children have declined:

- 14% of children enrolled in class 3 could do two-digit division compared to 11% in 2021.
- 49% of class 5 children could do two-digit division as compared to 50% in 2021.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in government schools are performing better in literacy and numeracy compared to private counterparts.

- 40% children enrolled in class 5 in government schools are able to read at least a story in Urdu as compared to 28% class 5 children enrolled in private schools.
- 43% of class 5 children enrolled in government schools

can read at least sentences in English whereas only 35% private school children can do the same.

- 35% of children enrolled in class 5 in government schools were able to do division as compared to 21% class 5 children enrolled in private schools.

THEME 5: GENDER GAP

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

- 49% of boys and 37% of girls could read at least sentences in Urdu.
- 60% boys could read at least English words while 48% of girls can do the same.
- 53% of boys were able to do at least subtraction compared to 41% girls.

THEME 6: PARENTAL EDUCATION

- 22% mothers (25% in 2021) and 26% fathers (60% in 2021) in the sampled households had completed at least primary education.

THEME 7: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall, 20% students enrolled in private schools are attending paid tuition as compared to 4% students enrolled in government schools (14% in 2021).

- Children across all classes/grades take private tuition. In government schools, 3% of children enrolled in class 1 take tuition as compared to 4% children in class 10.
- In 2021, percentage of government school students availing paid tuition had increased to 14% from 3% in 2019 due to school closures. The decrease in share of government school students attending paid tuition by 10% (4% in 2023 compared to 14% in 2021) reflects the return to pre-pandemic levels.

THEME 8: MULTI-GRADE TEACHING

23% of surveyed government schools and 9% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any other classes were observed with one teacher

teaching more than one grade.

- 23% of the surveyed government schools (26% in 2021) and 9% of the surveyed private schools (13% in 2021) had Class 2 sitting with other classes.
- 5% of surveyed government schools (as compared to 3% in 2021) and 2% of surveyed private schools (14% in 2021) had class 8 sitting with other classes.
- There is a marked decrease in multigrading in class 2 and class 8 across government and non-state institutions/private schools.

THEME 9: TEACHER & STUDENT ATTENDANCE

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

- Overall student attendance in surveyed government schools was **90%** whereas it was **93%** in private schools.
- 72% school teachers in Government Schools and 69% Private School teachers follow up with parents in case of student absence.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers present on the day of survey.
- Overall teacher attendance in surveyed government schools was **88%** whereas it was **92%** in private schools.

THEME 10: TEACHERS' QUALIFICATION

- 28% teachers in surveyed government schools have done graduation as compared to 34% teachers in private schools.
- However, 60% have completed M.Ed. in government schools compared to 49% in private schools.

THEME 11: CAPACITY BUILDING OF TEACHERS

- 58% of public-school teachers and 72% of private school teachers received training in the preceding 30 days or more from the date of survey.
- According to the public sector Head Teachers, Curriculum (15%), Pedagogy (14%), and Assessment (12%), are the key areas of teacher training; followed by School Leadership (11%), Subject Specific Knowledge (10%), and Classroom Management (10%).
- In comparison, for the private sector, Curriculum (16%), Pedagogy (14%) and Assessment (13%) are

the key areas for teacher training, followed by Classroom Management (12%), School Leadership (11%), Subject Specific Knowledge (10%), and Education and Technology (10%).

- Whereas, the core teacher training needs identified by the Head Teachers in public and private schools were Pedagogy (11%), Curriculum (11%), Assessment (10%), and Education & Technology (10%); followed by Subject Specific Knowledge (9%), School Leadership (9%), and Classroom Management (9%).

THEME 12: PARENT TEACHER MEETINGS

- 73% of surveyed government schools schedule monthly parent-teacher meetings as compared to 63% of private schools.

THEME 13: SCHOOL FACILITIES

GOVERNMENT SCHOOLS:

- 90% of the surveyed government primary schools have functional toilets as compared to 94% in 2021.
- 82% of the surveyed government primary schools have usable drinking water in contrast to 83% in 2021.
- 94% of the surveyed government primary schools, had complete boundary walls as compared to 91% in 2021.
- **44% of surveyed government primary schools had playgrounds as compared 43% in 2021.**
- 83% of surveyed government primary schools had electricity connection as compared to 80% in 2021.
- **33% of surveyed government secondary schools had computer labs and 26% had internet facilities.**

PRIVATE SCHOOLS:

- 96% of the surveyed private primary schools have functional toilets as opposed to 36% in 2021.
- 83% of the surveyed private primary schools have usable drinking water as compared to 86% in 2021.
- 98% of the surveyed private primary schools had complete boundary walls in contrast to 13% in 2021.
- **54% of surveyed private primary schools had playgrounds as compared to 3% in 2021.**
- 93% of surveyed private primary schools had electricity connection as compared to 80% in 2021.
- **38% of surveyed private secondary schools had computer labs and 44% had internet availability.**

THEME 14: SCHOOL GRANTS/FUNDS

A higher share of government schools as compared to private schools received grants in the academic year 2022

- 42% government primary schools and 3% private primary schools received grants in the academic year 2022.
- 39% government elementary schools and 4% private elementary schools received grants in the academic year 2022.
- 27% government secondary schools and 7% private secondary schools received grants in the academic year 2022.

THEME 15: DISABILITIES & FUNCTIONINGS

- As part of the school-level survey, data on children with disabilities (CWDs) was also collected. Head teachers/teachers were interviewed using the Washington-UNICEF Short Set of questions, also known as the Washington Group/UNICEF Module on Child Functioning, which assesses children against 6 functionings i.e., visual, hearing, physical, intellectual, self-care and communication with others.
- At the national level, 14% of the surveyed government schools and 12% of private schools reported to have children with disabilities.

THEME 16: HOUSEHOLDS' ACCESS TO TECHNOLOGY & KNOWLEDGE OF ITS USAGE

- ASER 2023 (rural) included a range of questions at the household level regarding access to technology and knowledge of its usage.
- 84% of households across all rural districts have access to mobile phones and 66% have smart phones.
- Amongst mobile users, 63% use WhatsApp services, whilst 66% use (SMS) text messaging.
- 25% have an internet connection and 15% have computers. 44% of households have TV and 11% have radio.
- On average, at least 1 household member can use a smartphone.

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

- 24% of the household respondents reported receiving welfare transfers via BISP; 9% Baitul-Maal; and 2% Akhuwat.

THEME 18: CLIMATE CHANGE

- 24% of household respondents reported that they are

well “informed” about climate change, whereas a significant share (76%) indicated that they are “uninformed”.

- 12% of households were “significantly” impacted by natural disasters within the last year, while 7% were “moderately” affected.
- 3% of household respondents reported that they suffered losses amounting to more than 50% of their earnings due to natural disasters within the last year, whereas 4% indicated that 26%-50% of their earnings were negatively impacted.
- 13% households reported that children's schooling was “extremely affected” by natural disasters/floods, whereas 3% indicated that it was “moderately affected”.
- A significant share (11%) of the household respondents reported that their psychological wellbeing was “substantially affected” due natural disasters, while 7% indicated their mental wellbeing was “somewhat affected”.
- 16% of surveyed government schools were reported to be damaged by a natural disaster as compared to 9% of private schools.
- Out of surveyed government schools that were reported to be damaged, 89% were “partially damaged” while 11% were “fully damaged”.
- Out of surveyed private schools that were reported to be damaged, 94% were “partially damaged” and 6% “fully damaged”.
- Of schools that were reported to be damaged, 31% Government and 14% private schools received some assistance from the government or a donor organization.

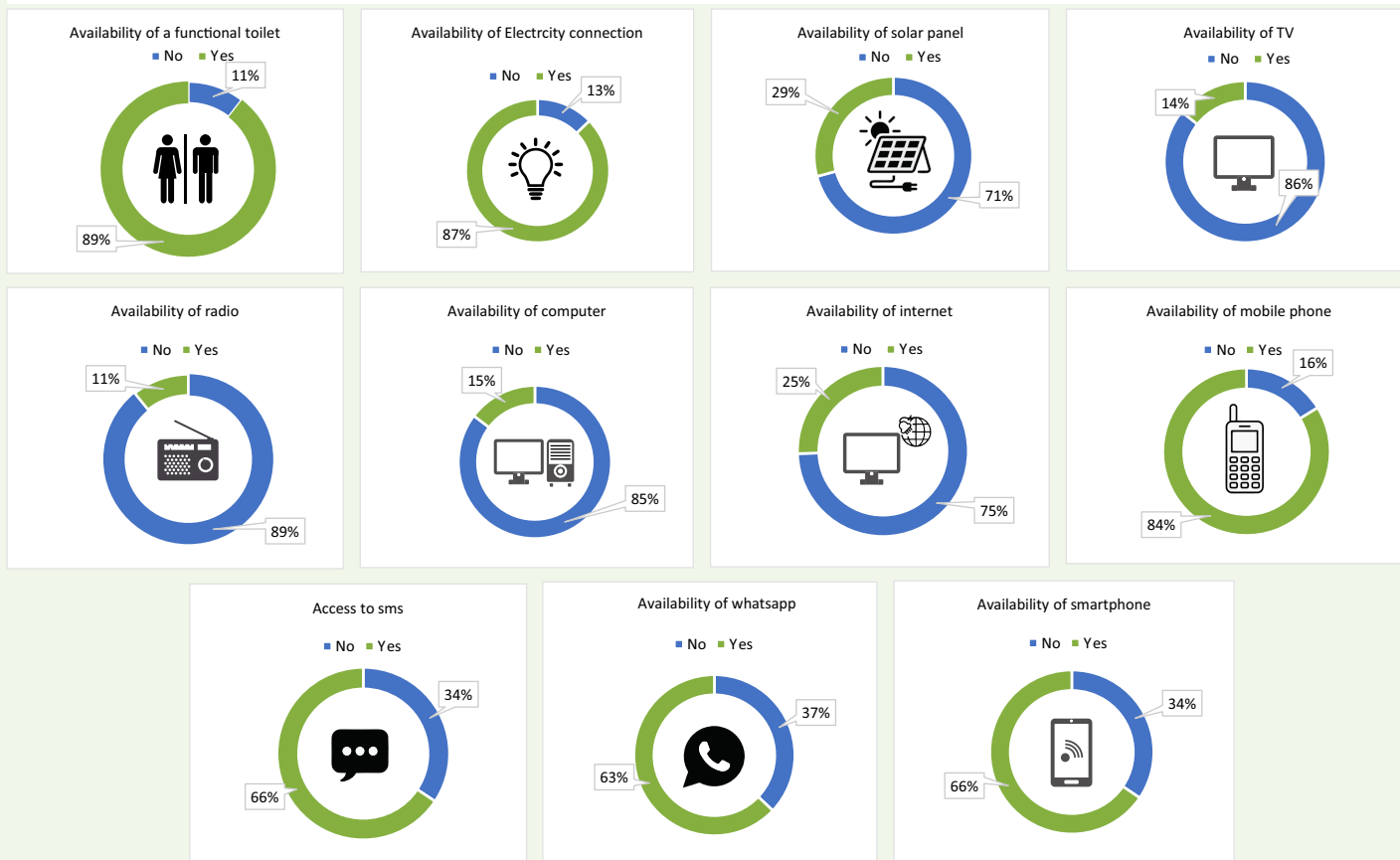
THEME 19: CHILDREN'S HEALTH

- 39% of children in surveyed households were reported to have received all the five basic vaccines (BCG, Polio, DPT-HepB-Hib, Pneumococcal, Measles) while 11% received none of the five basic vaccines.



AVAILABILITY OF BASIC FACILITIES & ACCESS TO MEANS OF COMMUNICATION

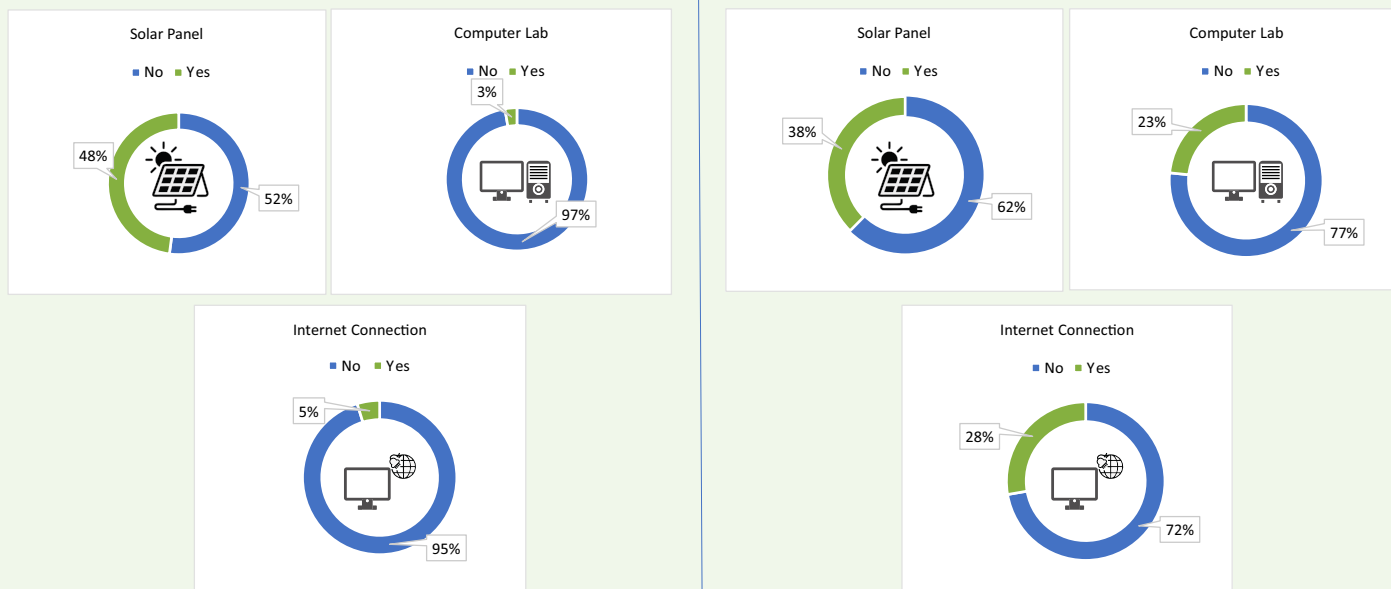
IN HOUSE



IN SCHOOLS

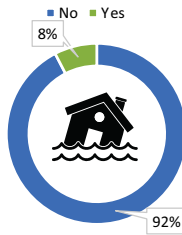
GOVT

PVT

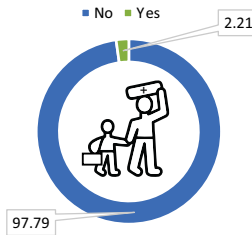


HOUSEHOLD LEVEL EFFECTS OF CLIMATE CHANGE

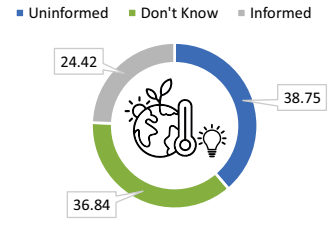
Was your household affected by floods?



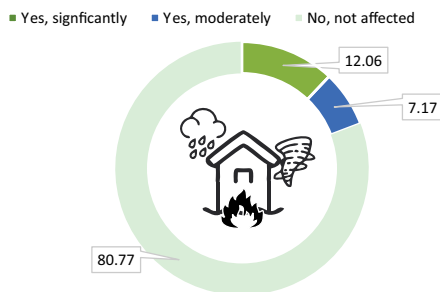
Are you a Migrant/refugee/idp?



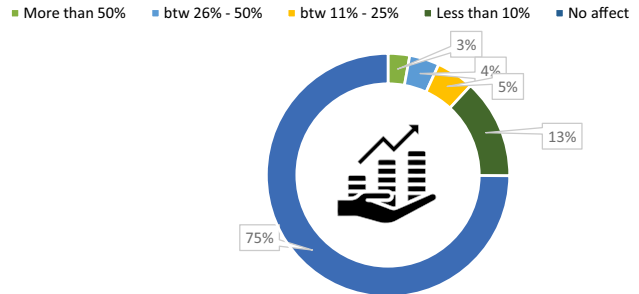
How Well Informed Are You About Climate Change?



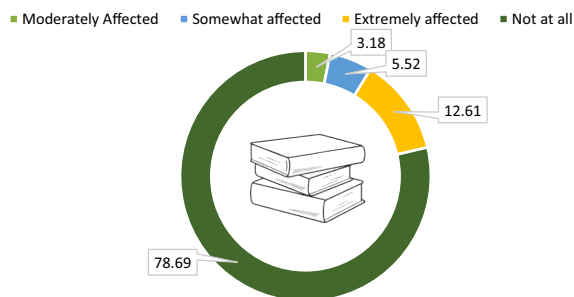
Has Your Family been Impacted by Natural Disaster?



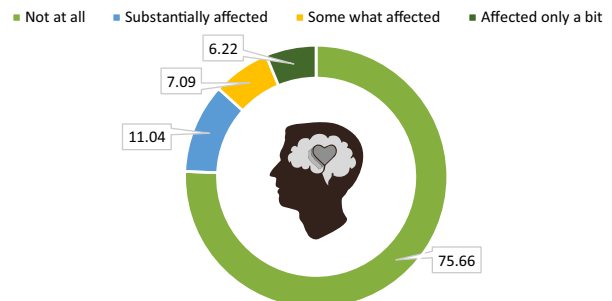
To What Extent Was Your Income Impacted?



Was Children's Schooling Affected By Natural Disaster?



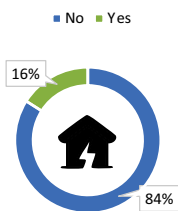
Has Your Psychological Well Being Been Affected Due to Climate Change?



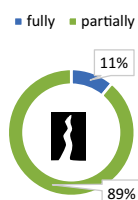
IN SCHOOLS

GOVT

School damaged by any natural disaster

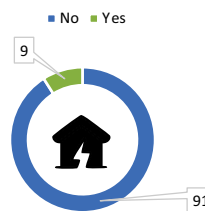


Extend of the damaged caused by natural disaster

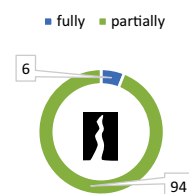


PVT

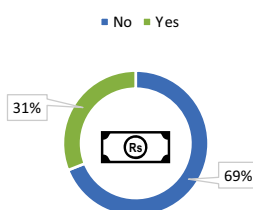
School damaged by any natural disaster



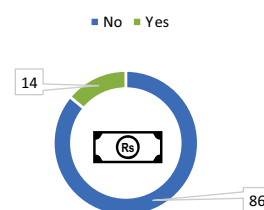
Extend of the damaged caused by natural disaster



Received assistance for the recovery of damage

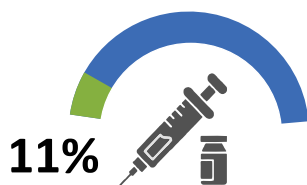


Received assistance for the recovery of damage

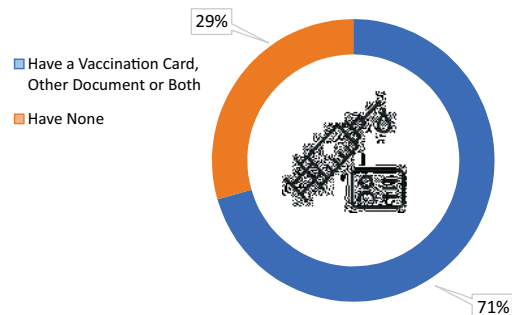


CHILD HEALTH INDICATORS - NATIONAL

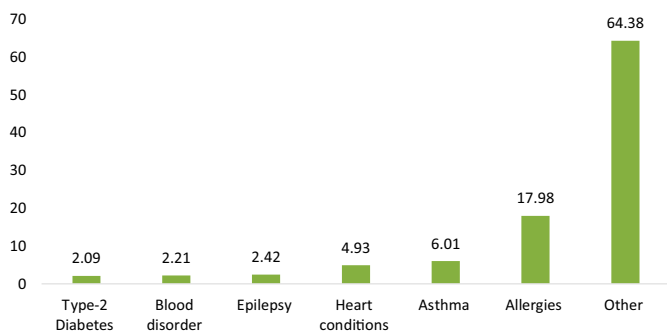
% Children that Received None of the Five Basic Vaccines



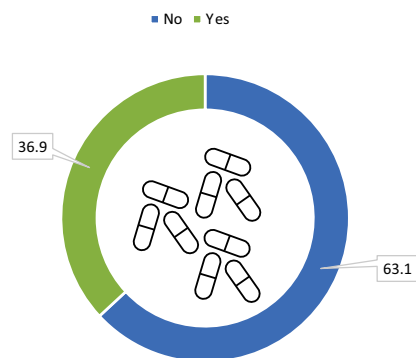
Whether Parent/Guardian Have a Vaccination Card, Other Document or Both



Diagnosed With a Health Problem By Doctor or Healthcare Provider

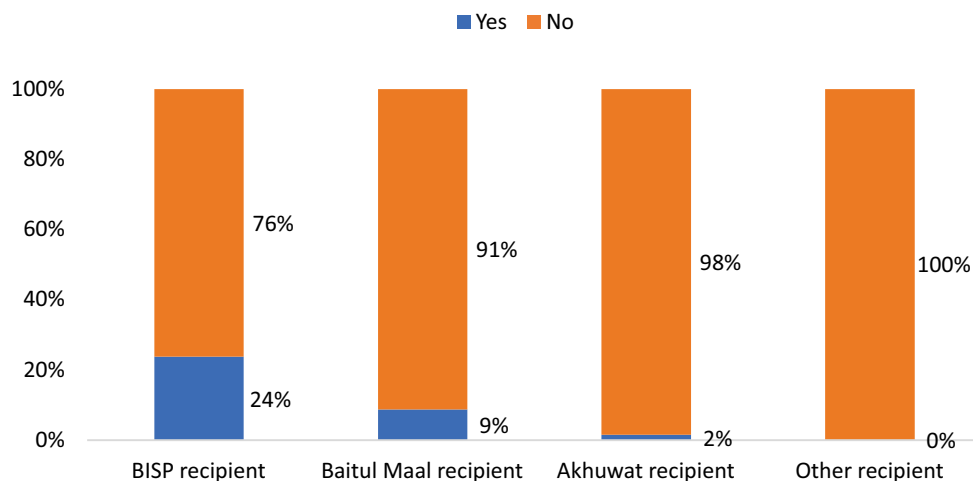


Has the Child Received Deworming Pills or Any Other Medicine in School?



SOCIAL SAFETY NET

Access to Social Safety Nets



Annual Status of Education Report

اثر
ASER
PAKISTAN

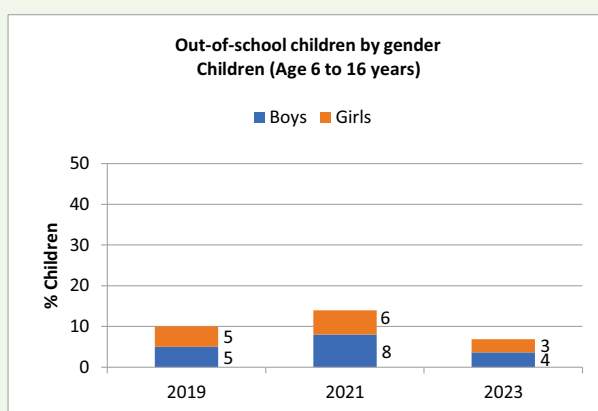
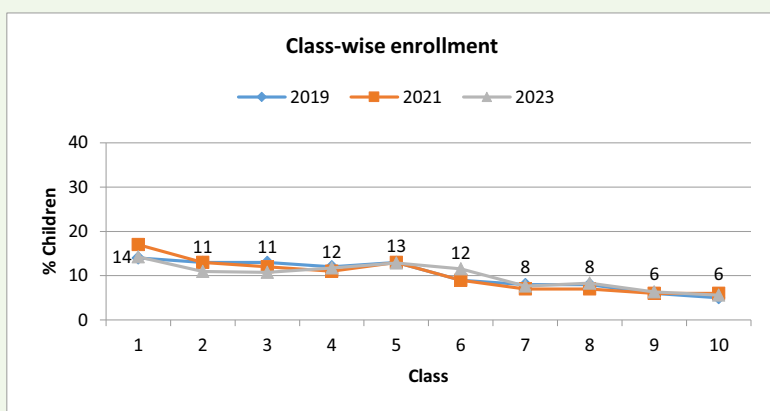
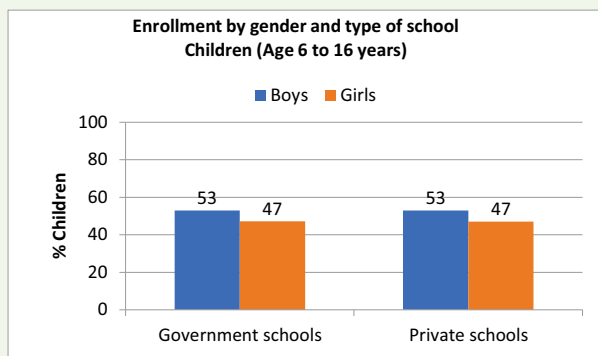
2023

Facilitated by Idara-e-Taleem-o-Aagahi

PUNJAB (RURAL)

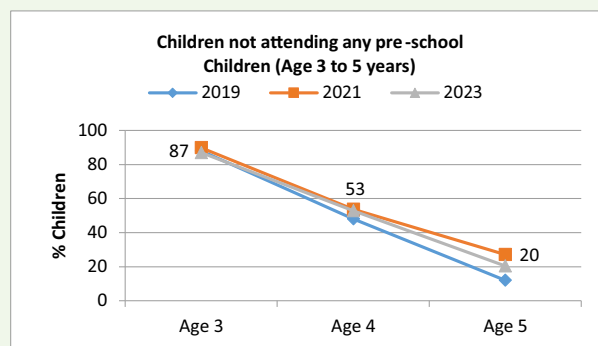
SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	63.9	29.2	1.2	0.9	3.5	1.2	100
11 - 13	68.4	23.9	1.3	0.4	2.6	3.3	100
14 - 16	64.9	19.2	1.6	0.4	4.4	9.4	100
6 - 16	65.3	25.7	1.3	0.6	3.5	3.6	100
Total			92.9			7.1	100
By Type	70.4	27.5	1.4	0.7			



EARLY YEARS SCHOOLING (PRE-SCHOOLING)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	8.0	4.9	0.1	0.0	87.0	100
4	28.6	17.9	0.2	0.5	52.8	100
5	49.8	29.2	0.1	0.5	20.4	100
3 to 5	25.6	15.6	0.2	0.3	58.3	100
Total			41.7		58.3	100
By Type	61.5	37.4	0.4	0.8		



AGE CLASS COMPOSITION

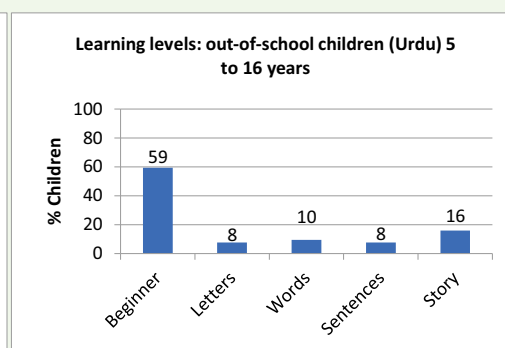
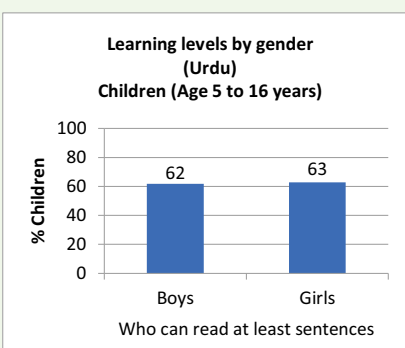
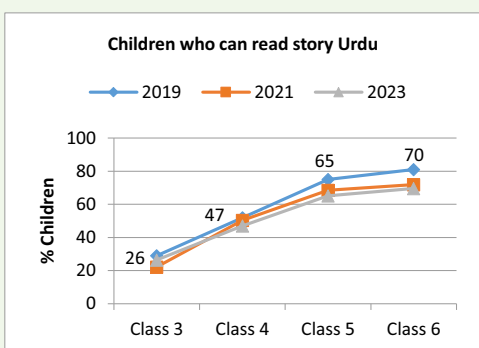
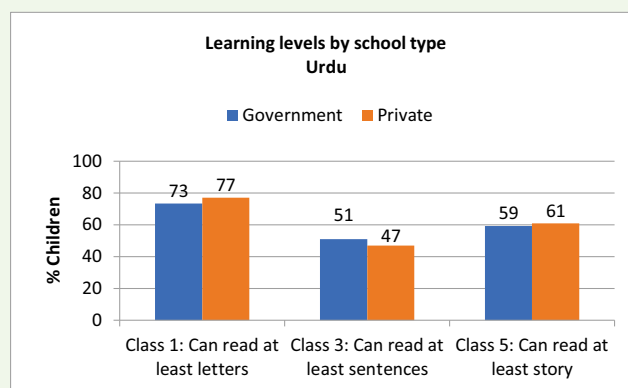
Age/Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100	43.45	19.03	7.47	2.79	0	0.65	0.42	0.44	0.33	0.62	1.13	13.38
2		56.55	36.5	19.42	7.79	0	0.97	0.76	0.24	0.23	0.41	0.26	11.03
3			44.47	30.95	17.05	8.06	2.5	1.84	0.56	0.37	0.14	0.26	10.84
4				42.16	31.13	21.38	7.41	3.33	1.36	1.63	0.96	0.61	11.79
5					41.25	37.08	25.53	11.3	4.62	2.89	2.33	1.13	12.68
6	0	0				33.47	30.82	29.9	9.55	4.28	2.95	1.74	11.66
7			0				32.11	23.1	20.31	12.61	6.44	2.96	7.69
8				0				29.3	32.96	28.06	11.03	8.01	8.63
9					0				29.95	35.23	35.27	12.02	6.86
10								0		14.38	39.86	71.86	5.46
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

LEARNING LEVELS (URDU)

Class-wise % children who can read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.5	32.3	23.1	7.8	9.4	100
2	14.0	21.8	34.7	14.8	14.7	100
3	7.6	13.8	29.7	22.5	26.4	100
4	6.3	7.3	20.1	19.3	47.0	100
5	0.0	3.5	14.2	17.2	65.1	100
6	4.6	2.1	8.7	15.1	69.6	100
7	3.5	2.2	6.7	14.4	73.3	100
8	2.9	1.6	3.8	11.6	80.2	100
9	3.9	1.2	1.9	7.6	85.5	100
10	1.6	0.6	1.7	3.6	92.4	100

How to read: 17.2% (7.8+9.4) children of class 1 can read atleast sentence

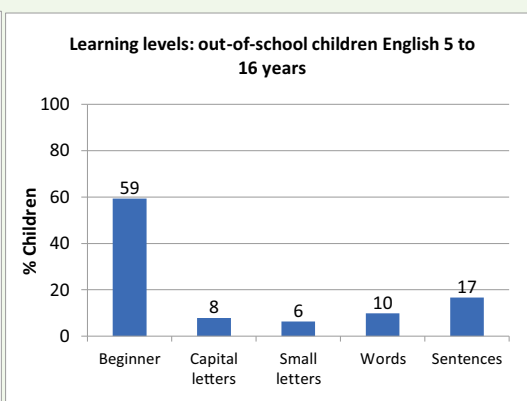
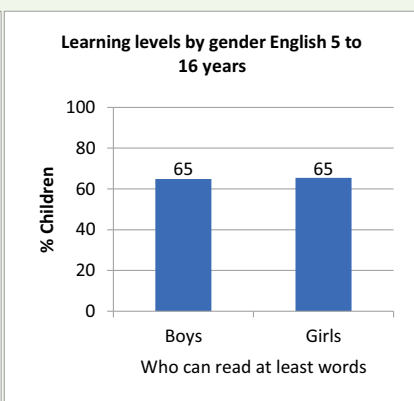
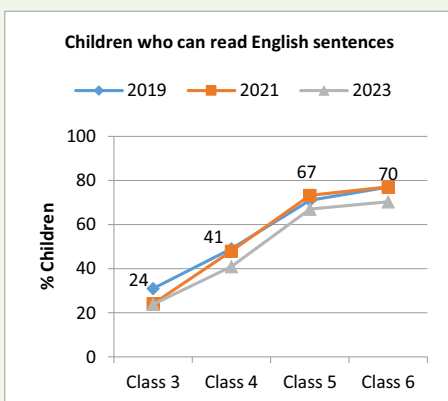
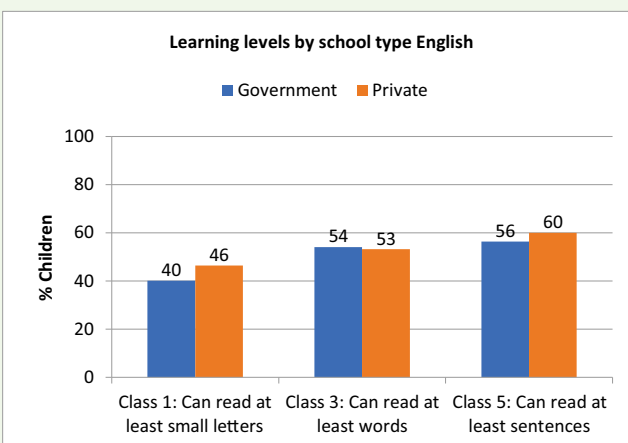


LEARNING LEVELS (ENGLISH)

Class-wise % children who can read

Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	29.8	29.0	22.0	10.8	8.4	100
2	16.1	19.1	29.7	22.1	13.0	100
3	8.7	13.9	24.5	29.1	23.8	100
4	7.6	5.7	16.6	29.2	40.9	100
5	0.0	0.0	8.1	24.9	67.0	100
6	5.5	2.4	5.0	16.8	70.4	100
7	3.2	2.2	3.2	14.2	77.3	100
8	3.2	1.7	1.9	8.8	84.4	100
9	4.3	1.0	1.3	5.1	88.3	100
10	2.0	0.7	0.5	3.2	93.6	100

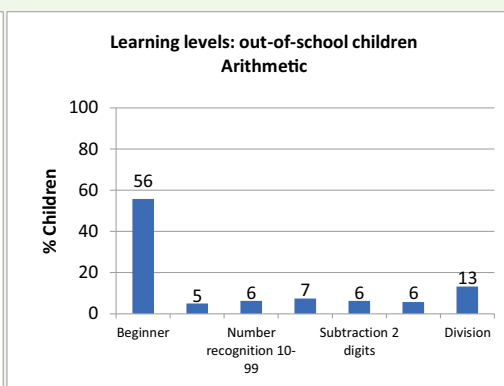
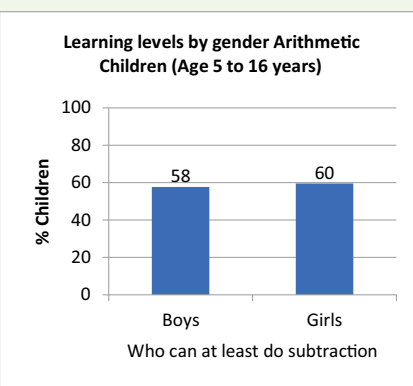
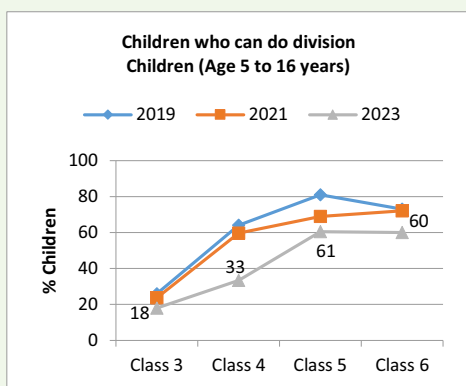
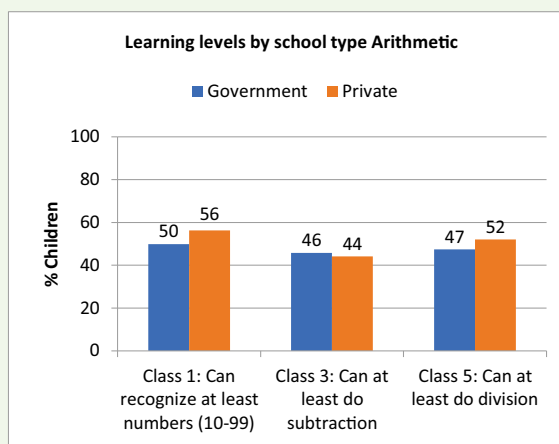
How to read: 19.2% (10.8+8.4) children of class 1 can read atleast word



LEARNING LEVELS (ARITHMETIC)

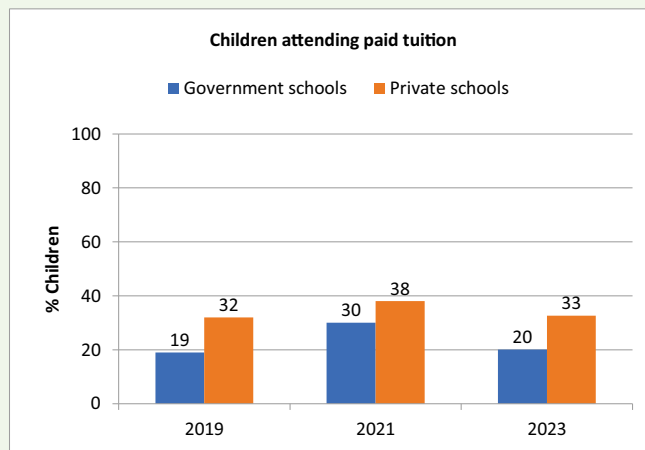
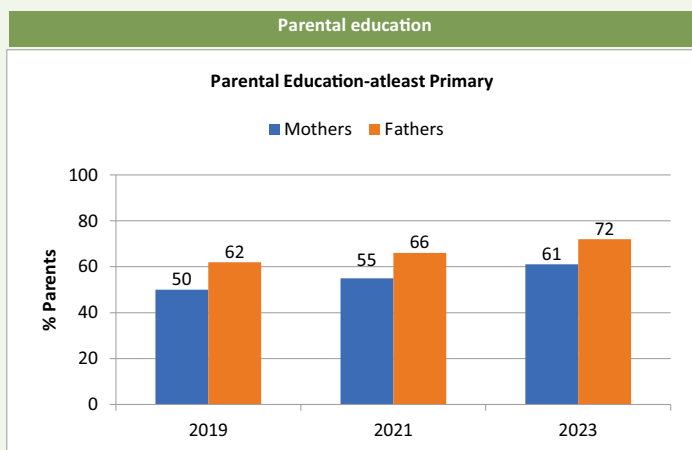
Class	Class-wise % children who can do							Total
	Nothing	Number recognition			Subtraction		Division (2 Digits)	
		1-9	10-99	100-200	2 Digits	3 Digits		
1	25.9	23.3	26.4	9.2	4.2	4.2	6.8	100
2	13.6	13.5	26.3	19.2	11.5	6.2	9.7	100
3	7.3	8.7	21.3	18.2	14.8	11.7	18.0	100
4	6.0	4.1	12.6	15.7	13.5	14.8	33.5	100
5	2.3	1.6	4.1	10.1	11.1	10.0	60.5	100
6	4.5	1.3	5.9	9.2	9.7	9.5	60.0	100
7	2.8	1.3	3.8	8.8	7.8	10.1	65.3	100
8	3.2	0.7	2.1	6.5	5.9	7.7	74.1	100
9	3.8	0.7	1.6	5.5	4.1	4.9	79.3	100
10	1.8	0.4	0.2	3.4	2.8	4.0	87.4	100

How to read: 15.2% (4.2+4.2+6.8) children of class 1 can do atleast subtraction



PARENTAL EDUCATION AND PAID TUITION

Type	Class-wise % children attending paid tuition											Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	By Institution	
Govt.	15.1	16.5	16.0	18.5	18.8	20.9	24.4	24.5	26.2	28.7	20.1	22.9
Pvt.	34.0	32.5	31.6	31.2	32.3	31.6	31.3	33.1	37.0	30.3	32.7	



NUMBER OF SURVEYED SCHOOLS

Type/Level	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	193	148	105	446	110	4	12	126
Elementary	55	76	53	184	162	11	6	179
High	24	159	86	269	120	8	10	138
Others	23	37	42	102	83	1	1	85
Total	295	420	286	1001	475	24	29	528

ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	90%	92%	91%	87%	91%	89%	91%	92%	94%	91%
Teacher attendance	85%	91%	93%	94%	89%	88%	81%	82%		85%

TEACHER'S QUALIFICATION (% TEACHERS)

	General qualification	
	Government schools (%)	Private schools (%)
Matriculation	4.68	5.28
FA	5.83	21.65
BA	25.26	39.54
MA or above	62.81	32.23
Others	1.42	1.29

	Professional qualification	
	Government schools (%)	Private schools (%)
PTC	6.01	5.92
CT	8.86	2.49
B-Ed	52.28	63.12
M-Ed or above	31	22.7
Others	1.86	5.77

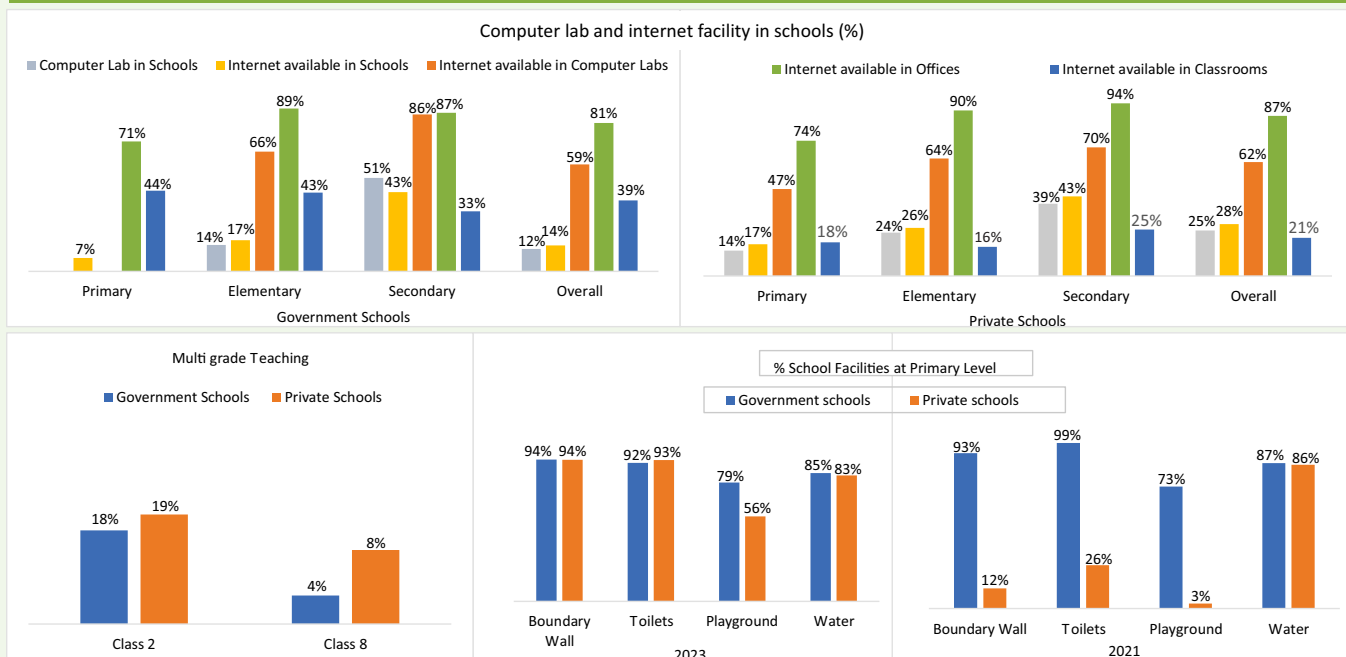
SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government schools				Private schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Complete Boundary Wall/Fence	93.7%	96.7%	99.3%	96.0%	93.5%	96.1%	97.8%	93.1%	95.5%
Playground	78.5%	84.2%	91.8%	83.7%	56.1%	61.2%	71.6%	64.8%	63.2%
Electricity Connection	94.1%	98.9%	98.1%	96.3%	88.5%	97.2%	97.0%	90.0%	94.0%
Solar Panels	31.3%	29.0%	24.9%	28.9%	30.9%	19.3%	27.1%	34.3%	26.3%
Working Library	20.0%	34.3%	60.9%	35.2%	37.7%	29.1%	46.6%	35.7%	36.8%
Useable Furniture	91.6%	93.4%	94.1%	92.7%	82.6%	92.6%	94.7%	84.1%	89.6%
Day care Facility for Teachers	14.5%	24.2%	33.6%	22.2%	27.1%	25.4%	31.1%	23.9%	27.2%
Running Water available in Handwashing Sinks	83.3%	87.4%	89.1%	85.9%	82.0%	88.1%	87.4%	87.1%	86.5%
Student Toilets Available	91.6%	95.6%	94.0%	93.1%	93.3%	93.6%	89.4%	92.6%	92.3%
Separate Toilets for girls and boys	66.6%	69.6%	62.0%	65.8%	79.5%	89.0%	82.6%	82.1%	84.0%
Running Water available in toilets	93.1%	98.3%	96.6%	95.2%	87.6%	94.9%	96.2%	86.6%	92.3%
Disinfectants available for cleaning	66.8%	84.7%	80.8%	74.5%	67.5%	75.6%	77.4%	77.6%	74.4%
Toilets Cleanliness	86.7%	87.9%	94.0%	89.2%	85.0%	94.8%	93.2%	90.9%	91.4%
Clean Drinking Water available for students	84.7%	91.2%	92.9%	88.5%	83.2%	94.9%	94.0%	88.1%	90.9%
Sick Room Available in schools	22.0%	31.5%	43.2%	30.3%	33.1%	26.3%	36.1%	26.9%	30.7%
First Aid Equipment Available	47.5%	55.5%	61.3%	53.3%	44.2%	66.1%	60.2%	61.2%	58.5%
Compute Lab Available	0%	24.9%	74.2%	32.5%	19.0%	30.4%	36.4%	32.8%	29.6%
Internet Available	20.7%	32.5%	69.2%	38.0%	21.3%	34.2%	46.7%	46.4%	36.2%

GRANTS

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other	
2022	# of schools reported receiving grants	256	130	193	30	20	17	21	7
	% of schools reported receiving grants	67%	75%	78%	34%	16%	10%	15%	9%
	Average amount of grant (Rs.)	65455.62663	173331.8555	288425.413	112454.0909	32186.10569	96699.15254	258491.9927	32757.92405
2023	# of schools reported receiving grants	206	88	146	31	2	8	10	3
	% of schools reported receiving grants	54%	51%	59%	35%	2%	5%	7%	4%
	Average amount of grant (Rs.)	63531.69191	91297.80925	199224.8947	191344.0455	5186.349593	29480.23164	48990.88321	10420.83544

COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (% SCHOOLS)



DISABILITIES AND FUNCTIONING IN SCHOOLS (% SCHOOLS)

Children with Disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disability	91%	87%	92%	90%	95%	92%	91%	90%	92%
Some Disability	9%	13%	8%	10%	5%	8%	9%	10%	8%

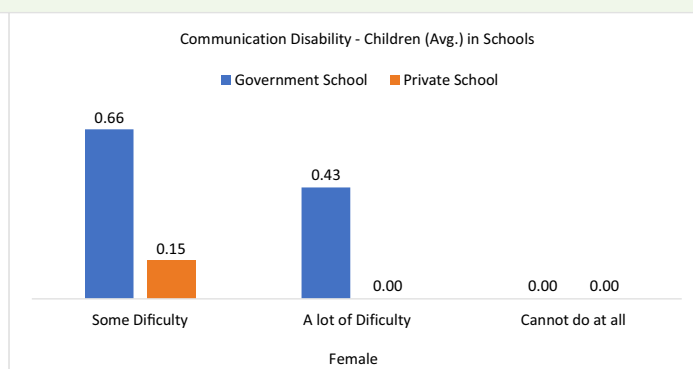
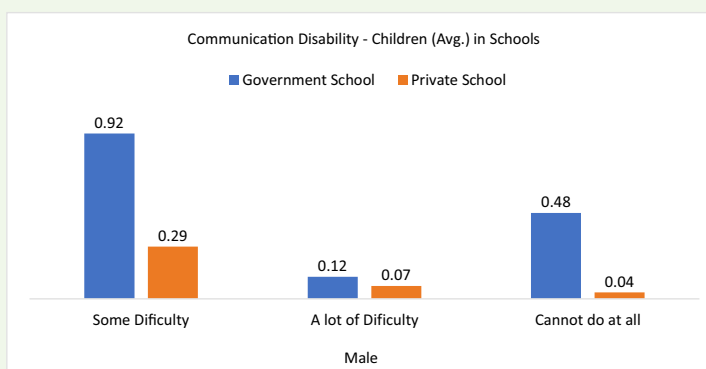
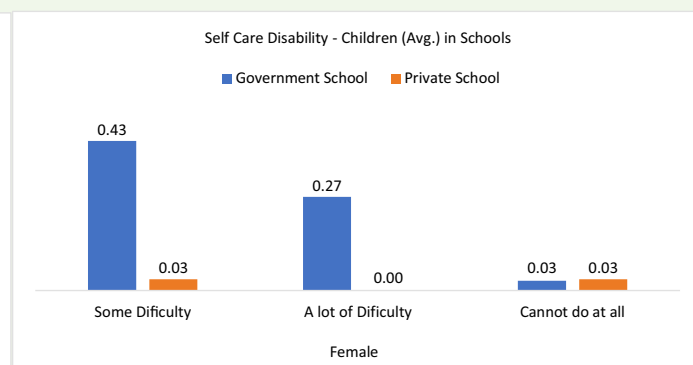
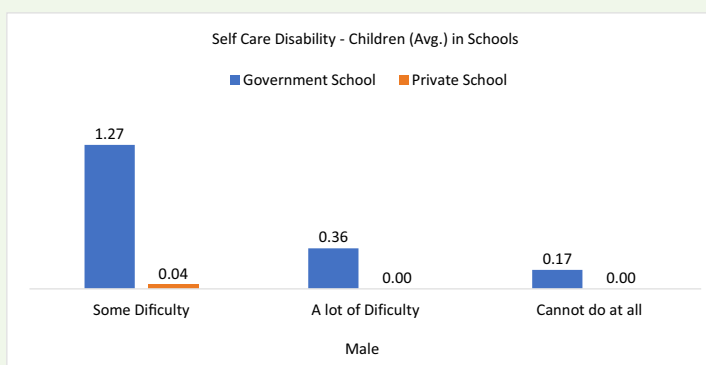
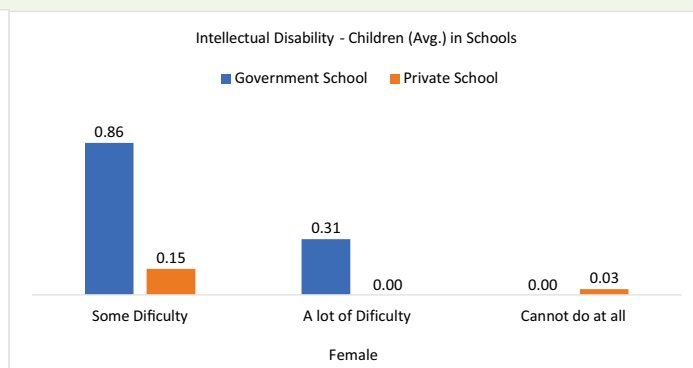
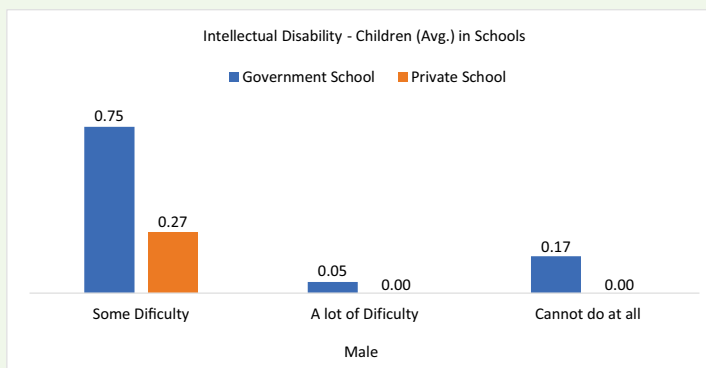
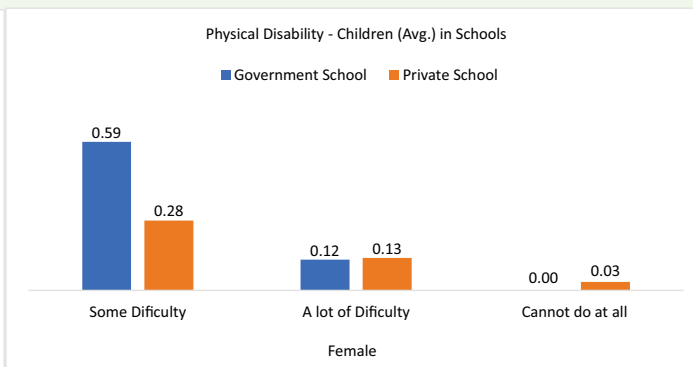
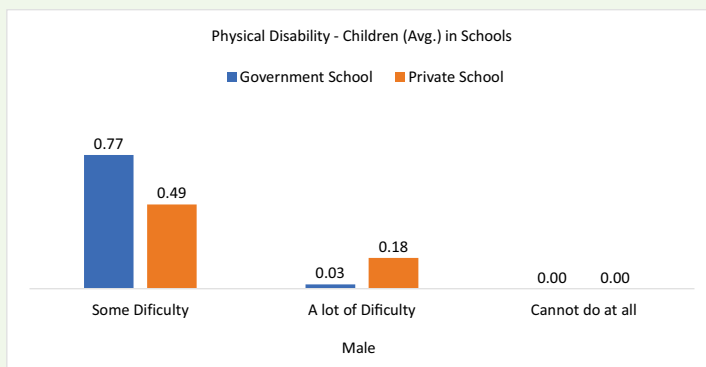
FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (% SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	44%	48%	56%	48%	74%	66%	82%	93%	77%
Accessible Toilets	68%	60%	71%	67%	53%	58%	65%	84%	63%
Health and Nutrition Officer	25%	28%	37%	29%	21%	15%	23%	22%	19%
Other Facilities*	6%	7%	7%	6%	18%	21%	23%	21%	21%

*Special Staff, Hearing Assistive devices and Transport Facility

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





*The graphs on disability report findings based on the Washington Short Set which assesses children across six functionalities: visual, hearing, physical, intellectual, self-care and communication with others, by school type and gender.

Sample Composition

- ASER 2023 survey was conducted in 35 rural districts of Punjab. The survey covered 20,565 households in 996 villages across the country during September-November 2023.
- Detailed information was collected for 41,582 children (51.9% males, 46.7% females and 1.4% transgenders) aged 3-16 years. Out of these 32,803 children aged 5-16 years were assessed for language and arithmetic competencies.
- School information was collected for public and non-state/private schools. A total of 1001 government schools and 528 non-state/private institutions, including madrassahs and non-formal schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has decreased when compared to 2021 (5-16 years).

- In 2023, 7% of children were reported to be out-of-school; a decrease when compared to 2021 (14%). Around 4% of children have never been enrolled in a school and 4% have dropped out of school for various reasons.
- 93% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 70% (77% in 2021) of children were enrolled in government schools whereas 30% (23% in 2021) were going to non-state institutions (28% private schools and 1% Madrassah and 1% others). The share of private schools has increased by 7 percentage points compared with 2021, indicating its return to pre-COVID level.
- Amongst the enrolled students in government schools, 47% were girls and 53% were boys whereas in private schools 53% enrolled students were boys and 47% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

The proportion of children enrolled in ECE has decreased in 2023 as compared to 2021.

- 42% of all school-aged children in the age bracket of 3-5 years were enrolled in ECE compared to 43% in 2021.

- 58% children of age 3-5 are currently not enrolled in any early childhood education program/school.
- Of the children enrolled in ECE, 61% are enrolled in government schools and 39% are enrolled in non-state institutions/private schools.

THEME 3: CLASS WISE LEARNING LEVELS

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

Urdu Learning levels of class 3 improved and class 5 children have declined:

- 26% of class 3 children could read story in Urdu compared to 22% in 2021.
- 65% of class 5 children could read a class 2 level story in Urdu compared to 68% in 2021.

English learning levels of class 3 remained same and class 5 children have declined:

- 24% of class 3 children could read class 2 level sentences compared to 24% in 2021.
- 67% of class 5 children could read class 2 level sentences compared to 73% in 2021.

Arithmetic learning levels of class 3 and class 5 children have declined:

- 18% of children enrolled in class 3 could do two-digit division compared to 24% in 2021.
- 61% of class 5 children could do two-digit division as compared to 69% in 2021.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better in literacy and numeracy compared to government counterparts.

- 61% children enrolled in class 5 in private schools are able to read at least a story in Urdu as compared to

- 59% class 5 children enrolled in government schools.
- 60% of class 5 children enrolled in private schools can read at least sentences in English whereas only 56% government school children can do the same.
- 52% of children enrolled in class 5 in private schools were able to do division as compared to 47% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

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

- 62% of boys and 63% of girls could read at least sentences in Urdu.
- 65% boys could read at least English words while 65% of girls can do the same.
- 58% of boys were able to do at least subtraction compared to 60% girls.

THEME 6: PARENTAL EDUCATION

- 38% mothers (55% in 2021) and 43% fathers (66% in 2021) in the sampled households had completed at least primary education.

THEME 7: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall, 33% students enrolled in private schools are attending paid tuition as compared to 20% students enrolled in government schools (30% in 2021).

- Children across all classes/grades take private tuition. In government schools, 15% of children enrolled in class 1 take tuition as compared to 29% children in class 10.
- In 2021, percentage of government school students availing paid tuition had increased to 30% from 19% in 2019 due to school closures. The decrease in share of government school students attending paid tuition by 10% (20% in 2023 compared to 30% in 2021) reflects the return to pre-pandemic levels.

THEME 8: MULTI-GRADE TEACHING

18% of surveyed government schools and 19% of surveyed private schools had Class 2 students sitting with other classes.

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

- 18% of the surveyed government schools (28% in 2021) and 19% of the surveyed private schools (25% in 2021) had Class 2 sitting with other classes.
- 4% of surveyed government schools (as compared to 8% in 2021) and 8% of surveyed private schools (20% in 2021) had class 8 sitting with other classes.
- There is a marked decrease in multigrading in class 2 and class 8 across government and non-state institutions/private schools.

THEME 9: TEACHER & STUDENT ATTENDANCE

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

- Overall student attendance in both surveyed government and private schools was 91%.
- 59% school teachers in Government Schools and 64% Private School teachers follow up with parents in case of student absence.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers present on the day of survey.
- Overall teacher attendance in surveyed government schools was **89%** whereas it was **85.3%** in private schools.

THEME 10: TEACHERS' QUALIFICATION

- 25% teachers in surveyed government schools have done graduation as compared to 40% teachers in private schools.
- However, 62% have completed M.Ed. in government schools compared to 32% in private schools.

THEME 11: CAPACITY BUILDING OF TEACHERS

- 47% of public-school teachers and 43% of private school teachers received training in the preceding 30 days or more from the date of survey.
- According to the public sector Head Teachers, Pedagogy (14%), Curriculum (15%), Assessment (12%) and School Leadership (11%) are the key areas of teacher training; followed by Classroom management (11%), Subject Specific Knowledge (11%) and Education and technology (9%).
- In comparison, for the private sector, Curriculum (16%), Pedagogy (13%) and Assessment (13%) are the key areas for teacher training, followed by Classroom Management (12%) and School Leadership (11%).

- Whereas, the core teacher training needs identified by the Head Teachers in public and private schools were Curriculum (13%), Pedagogy (13%), Assessment (11%), School Leadership (11%), Classroom management (10%), Education and technology (10%) Data Literacy (10%) and Subject Specific Knowledge (10%).

THEME 12: PARENT TEACHER MEETINGS

- 60% of surveyed government schools schedule monthly parent-teacher meetings as compared to 74% of private schools.

THEME 13: SCHOOL FACILITIES

GOVERNMENT SCHOOLS:

- 92% of the surveyed government primary schools have functional toilets as compared to 99% in 2021.
- 83% of the surveyed government primary schools have usable drinking water in contrast to 87% in 2021.
- 94% of the surveyed government primary schools, had complete boundary walls as compared to 93% in 2021.
- **79% of surveyed government primary schools had playgrounds as compared 73% in 2021.**
- 94% of surveyed government primary schools had electricity connection as compared to 96% in 2021.
- **74% of surveyed government secondary schools had computer labs and 69% had internet facilities.**

PRIVATE SCHOOLS:

- 93% of the surveyed private primary schools have functional toilets as opposed to 26% in 2021.
- 83% of the surveyed private primary schools have usable drinking water as compared to 86% in 2021.
- 94% of the surveyed private primary schools had complete boundary walls in contrast to 12% in 2021.
- **56% of surveyed private primary schools had playgrounds as compared to 3% in 2021.**
- 89% of surveyed private primary schools had electricity connection as compared to 82% in 2021.
- **30% of surveyed private secondary schools had computer labs and 36% had internet availability.**

THEME 14: SCHOOL GRANTS/FUNDS

A higher share of government schools as compared to private schools receive grants in the academic year 2022

- 67% government primary schools and 16% private primary schools received grants in the academic year 2022.
- 75% government elementary schools and 10% private elementary schools received grants in the academic year 2022.
- 78% government secondary schools and 15% private secondary schools received grants in the academic year 2022.

THEME 15: DISABILITIES & FUNCTIONINGS

- In ASER 2023, as part of the school-level survey, a "Health and Disability" section. Head teachers/teachers were interviewed using the Washington-UNICEF Short Set of questions, also known as the Washington Group/UNICEF Module on Child Functioning, which assesses children against 6 functionings i.e., visual, hearing, physical, intellectual, self-care and communication with others.
- In Punjab level, 9% of the surveyed government schools and 5% of private schools reported to have children with disabilities.

THEME 16: HOUSEHOLDS' ACCESS TO TECHNOLOGY & KNOWLEDGE OF ITS USAGE

- ASER 2023 (rural) included a range of questions at the household level regarding access to technology and knowledge of its usage.
- 87% of households across all rural districts have access to mobile phones and 70% have smart phones.
- Amongst mobile users, 72% use WhatsApp services, whilst 73% use (SMS) text messaging.
- 31% have an internet connection and 21% have computers. 75% of households have TV and 9% have radio.
- On average, at least 1 household member can use a smartphone.

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

- 21% of the household respondents reported receiving welfare transfers via BISP; 1% Baitul-Maal; 1% PSPA; 3% Akhuwat and 11% through other channels.

THEME 18: CLIMATE CHANGE

- 29% of household respondents reported that they are well “informed” about climate change, whereas a significant share (71%) indicated that they are “uninformed”.
- 20% of households/rains were “significantly” impacted by natural disasters within the last year, while 4% were “moderately” affected.
- 23% of household respondents reported that they suffered losses amounting to more than 50% of their earnings due to natural disasters/rains within the last year, whereas 4% indicated that 26%-50% of their earnings were negatively impacted.
- 22% households reported that children's schooling was “extremely affected” by natural disasters/rains, whereas 3% indicated that it was “moderately affected”.
- A significant share (20%) of the household respondents reported that their psychological wellbeing was “substantially affected” due natural disasters, while 7% indicated their mental wellbeing was “somewhat affected”.
- 18% of surveyed government schools were reported to be damaged by a natural disaster as compared to 16% of private schools.
- Out of surveyed government schools that were reported to be damaged, 98% were “partially damaged” while 2% were “fully damaged”.
- Out of surveyed private schools that were reported to be damaged, 96% were “partially damaged” and 4% “fully damaged”.
- Of schools that were reported to be damaged, 48% Government and 61% private schools received some assistance from the government or a donor organization.

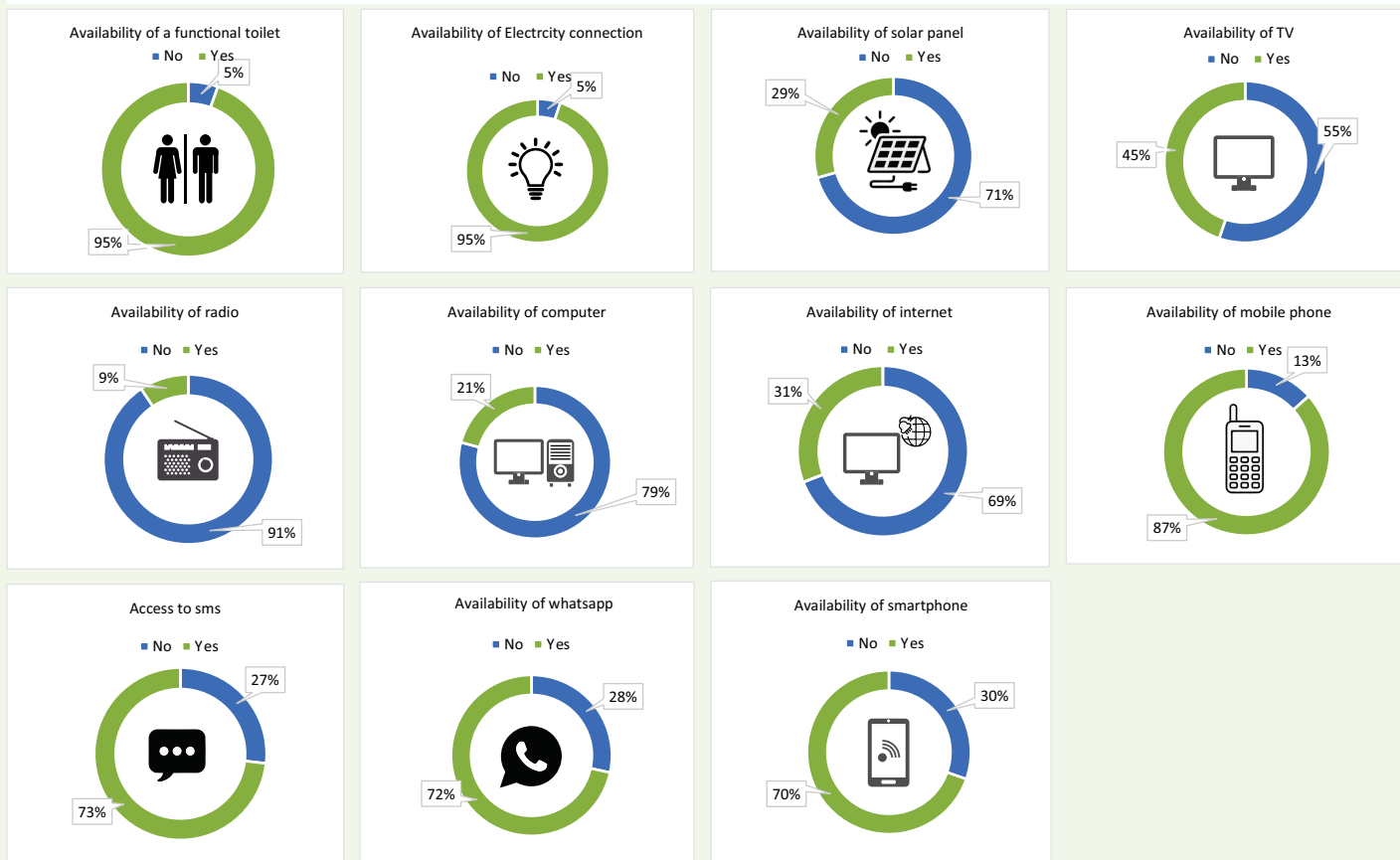
THEME 19: CHILDREN'S HEALTH

- 53% of children in surveyed households were reported to have received all the five basic vaccines (BCG, Polio, DPT-HepB-Hib, Pneumococcal, Measles) while 6% received none of the five basic vaccines.



AVAILABILITY OF BASIC FACILITIES & ACCESS TO MEANS OF COMMUNICATION

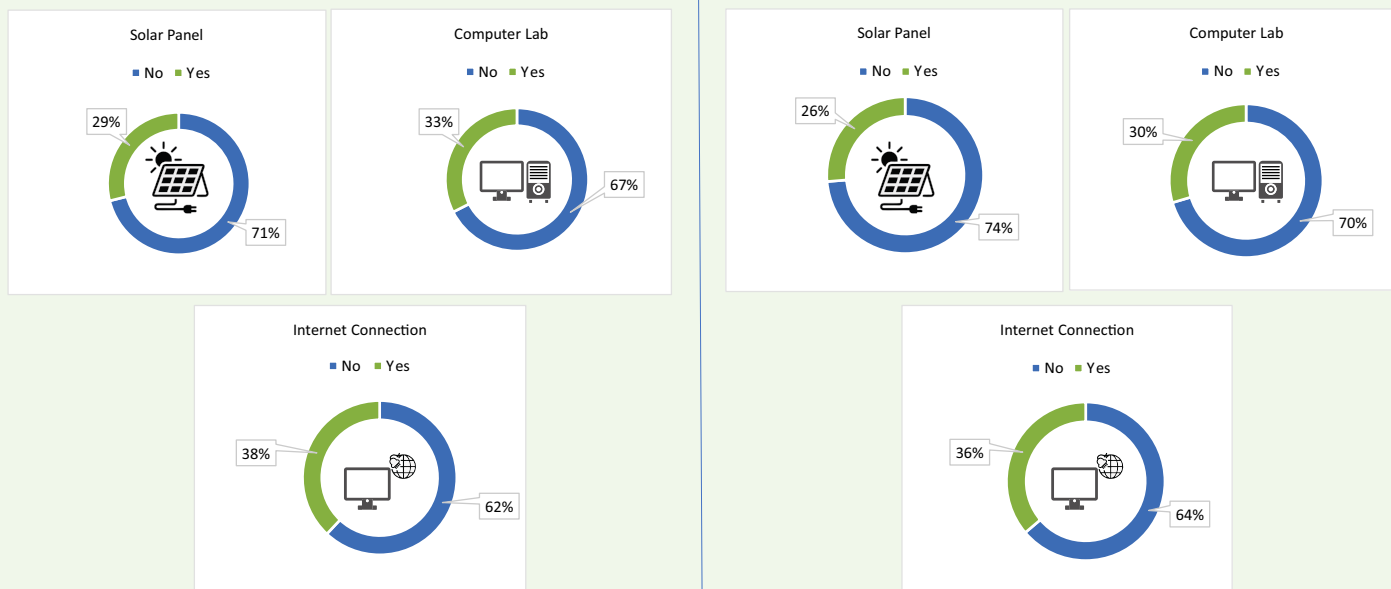
IN HOUSE



IN SCHOOLS

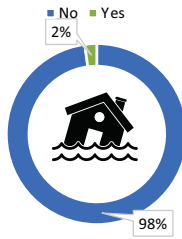
GOVT

PVT

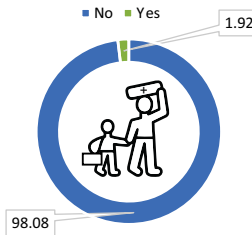


HOUSEHOLD LEVEL EFFECTS OF CLIMATE CHANGE

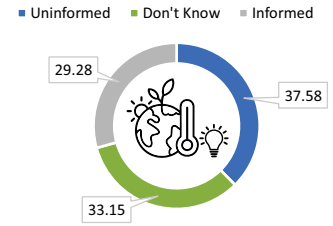
Was your household affected by floods?



Are you a Migrant/refugee/idp?

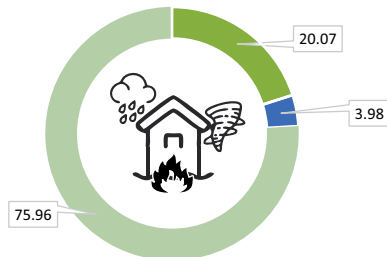


How Well Informed Are You About Climate Change?



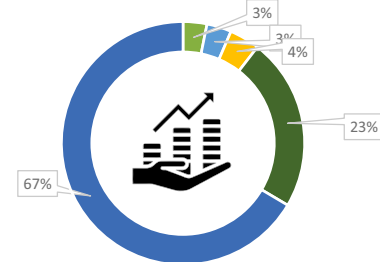
Has Your Family been Impacted by Natural Disaster?

Yes, significantly Yes, moderately No, not affected



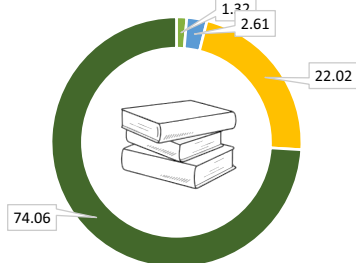
To What Extent Was Your Income Impacted?

Less than 10% btw 11% - 25% btw 26% - 50% More than 50% No affect



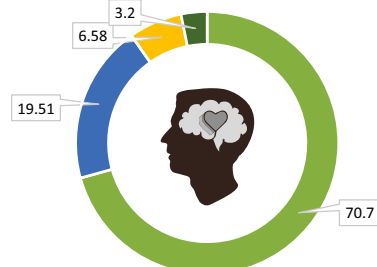
Was Children's Schooling Affected By Natural Disaster?

Moderately Affected Somewhat affected Extremely affected Not at all



Has Your Psychological Well Being Been Affected Due to Climate Change?

Not at all Substantially affected Affected only a bit Some what affected

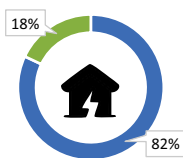


IN SCHOOLS

GOVT

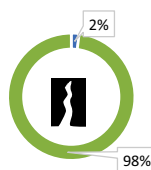
School damaged by any natural disaster

No Yes



Extend of the damaged caused by natural disaster

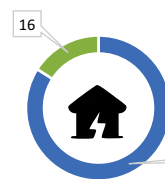
fully partially



PVT

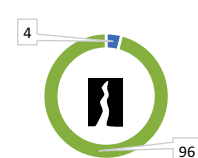
School damaged by any natural disaster

No Yes



Extend of the damaged caused by natural disaster

fully partially



Received assistance for the recovery of damage

No Yes



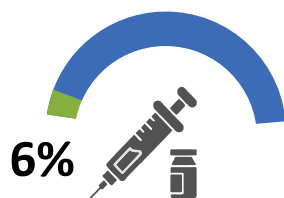
Received assistance for the recovery of damage

No Yes



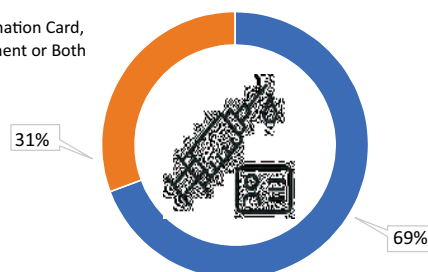
CHILD HEALTH INDICATORS - NATIONAL

% Children that Received None of the Five Basic Vaccines

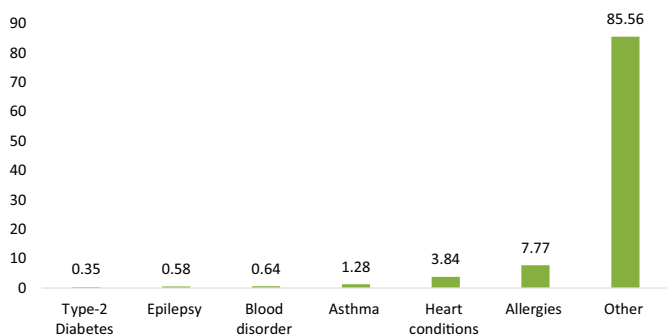


Whether Parent/Guardian Have a Vaccination Card, Other Document or Both

■ Have a Vaccination Card, Other Document or Both
 ■ Have None

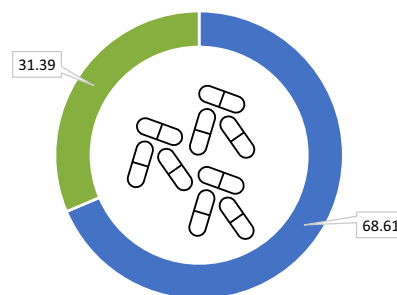


Diagnosed With a Health Problem By Doctor or Healthcare Provider



Has the Child Received Deworming Pills or Any Other Medicine in School?

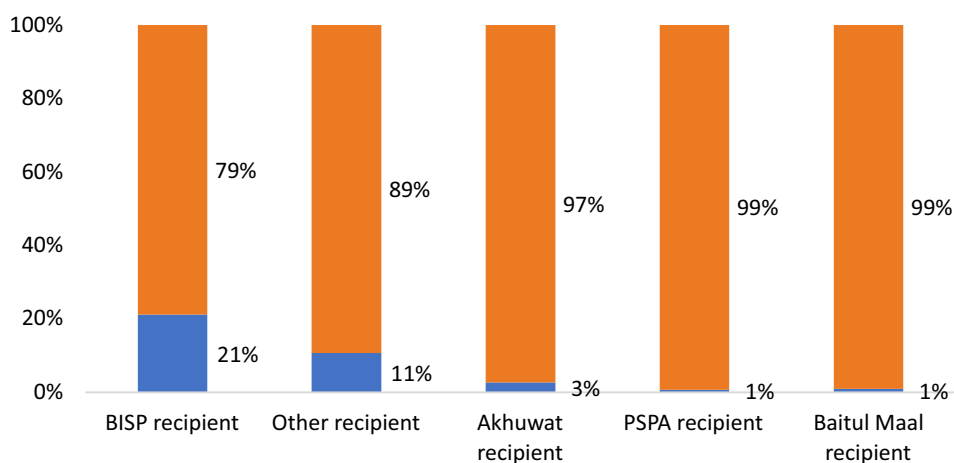
■ No ■ Yes



SOCIAL SAFETY NET

Access to Social Safety Nets

■ Yes ■ No



Annual Status of Education Report

اثر
ASER
PAKISTAN

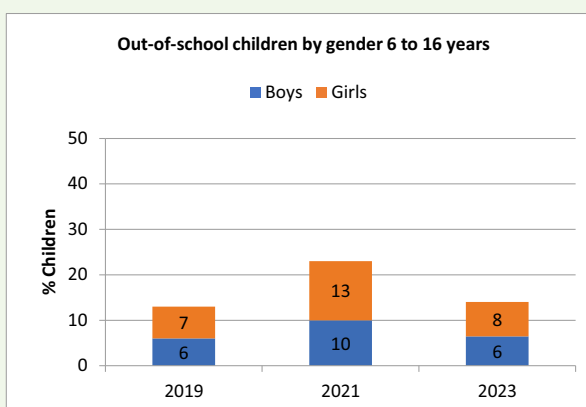
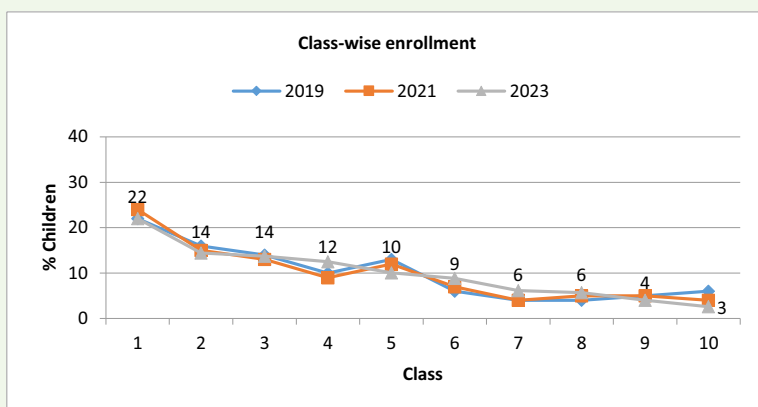
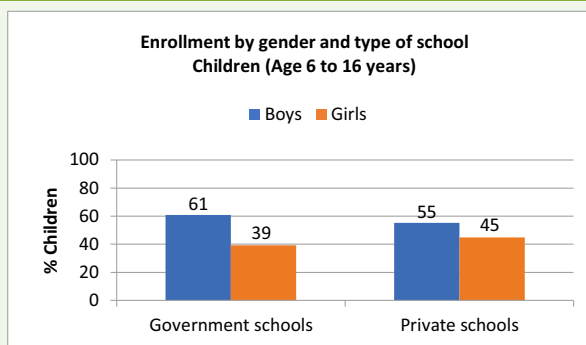
2023

Facilitated by Idara-e-Taleem-o-Aagahi

SINDH (RURAL)

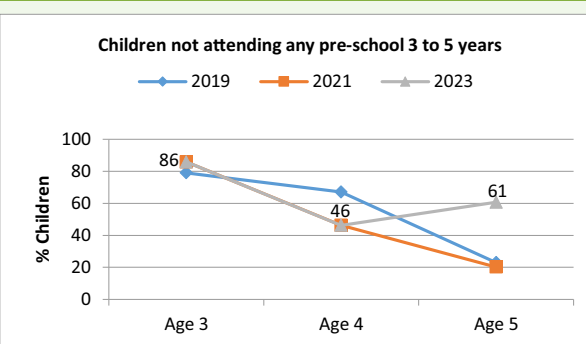
SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	80.7	7.6	0.3	1.4	8.8	1.4	100
11 - 13	72.3	10.0	0.3	1.1	10.7	5.6	100
14 - 16	62.7	9.7	0.3	0.7	16.0	10.6	100
6 - 16	75.9	8.4	0.3	1.2	10.3	3.8	100
Total	85.9				14.1		100
By Type	88.4	9.8	0.3	1.4			



EARLY YEARS SCHOOLING (PRE-SCHOOLING)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	12.7	0.9	0.2	0.3	85.9	100
4	49.3	3.2	0.2	1.1	46.2	100
5	34.7	1.6	0.3	2.7	60.8	100
3 to 5	34.2	2.1	0.2	1.2	62.3	100
Total	37.7				62.3	100
By Type	90.7	5.6	0.5	3.1		



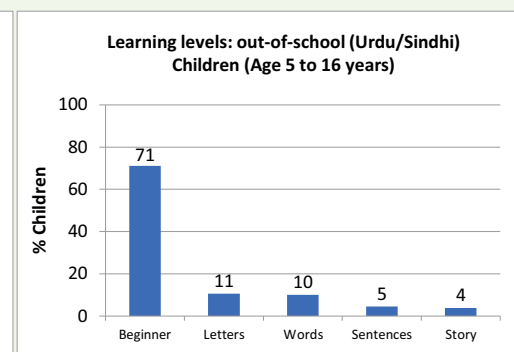
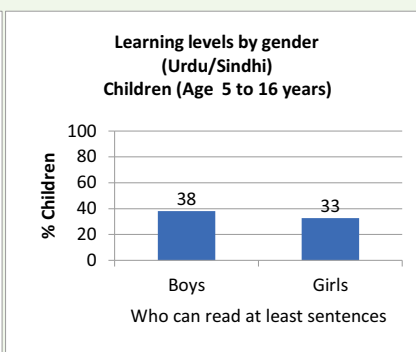
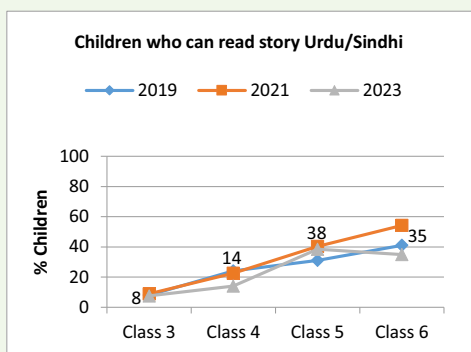
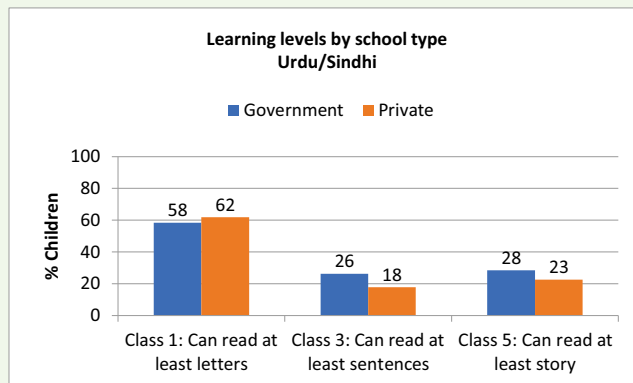
AGE CLASS COMPOSITION

Age/Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100	37.27	15.98	7.59	3.15	0	1.59	0.57	0.98	0.29	0.8	1.71	19.42
2	0	62.73	24.68	16.03	7.22	0	1.19	1.19	0.27	0.38	0.32	0.49	14.05
3	0	0	59.34	22.04	15.23	9.21	5.1	2.08	1.3	1.06	0.96	0.98	13.37
4	0	0	0	54.34	20.54	14.39	8.79	5.7	2.93	2.02	1.11	1.95	12.54
5	0	0	0	0	53.86	27.29	16.68	10.3	6.34	4.62	3.98	2.68	10.69
6	0	0	0	0	0	49.11	17.87	15.65	10.3	9.23	5.57	4.88	9.47
7	0	0	0	0	0	0	48.78	16.71	12.14	18.08	13.38	8.54	6.56
8	0	0	0	0	0	0	0	47.79	17.89	18.27	16.72	18.05	6.6
9	0	0	0	0	0	0	0	0	47.86	24.33	20.22	17.07	4.94
10	0	0	0	0	0	0	0	0	0	21.73	36.94	43.66	2.36
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

LEARNING LEVELS (URDU/SINDHI)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	43.9	38.1	13.3	3.5	1.2	100
2	22.3	36.3	27.2	11.0	3.2	100
3	17.0	27.3	31.6	16.6	7.6	100
4	12.0	19.5	33.1	21.4	14.0	100
5	8.7	11.6	18.1	23.1	38.5	100
6	10.2	10.0	23.6	21.2	35.0	100
7	9.2	8.0	19.0	21.1	42.7	100
8	10.9	6.0	11.1	23.0	48.9	100
9	12.4	3.6	7.7	18.8	57.6	100
10	5.2	2.7	7.9	14.3	70.0	100

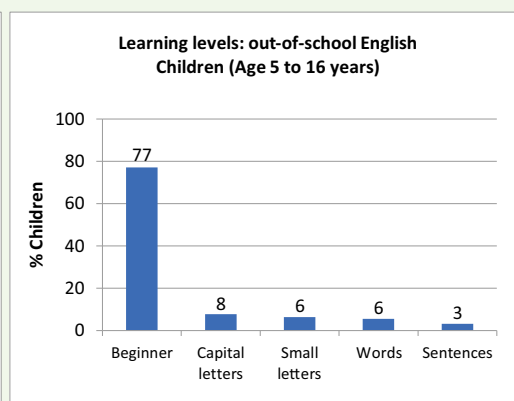
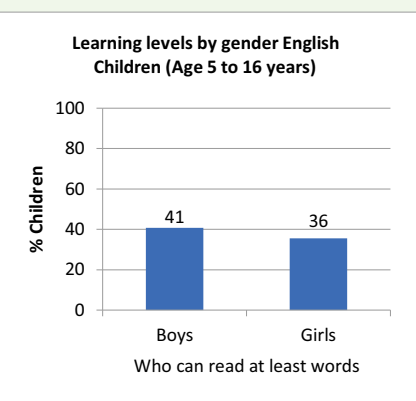
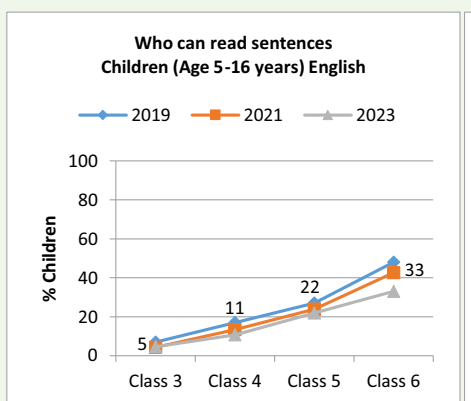
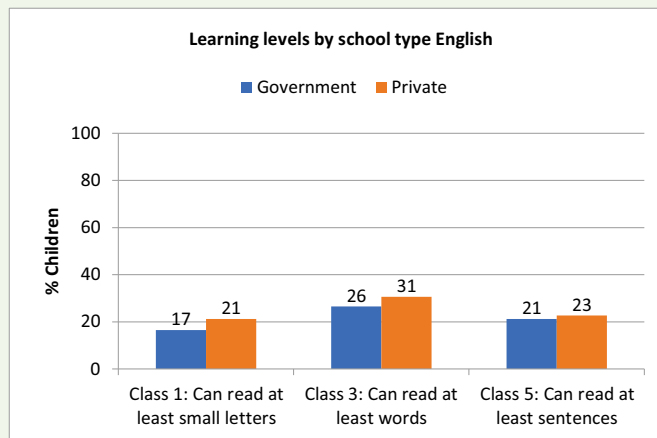
How to read: 4.7% (3.5+1.2) children of class 1 can read atleast sentence



LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	59.0	24.5	10.6	4.5	1.4	100
2	32.3	31.4	22.4	11.6	2.4	100
3	24.4	25.3	24.4	21.3	4.6	100
4	16.0	20.2	22.6	30.5	10.7	100
5	12.3	14.1	18.9	32.8	22.0	100
6	12.3	11.0	13.6	30.1	33.1	100
7	10.9	7.9	11.4	28.3	41.6	100
8	12.6	4.7	8.1	20.5	54.2	100
9	13.6	3.0	5.0	17.6	60.8	100
10	5.2	1.8	4.6	12.8	75.6	100

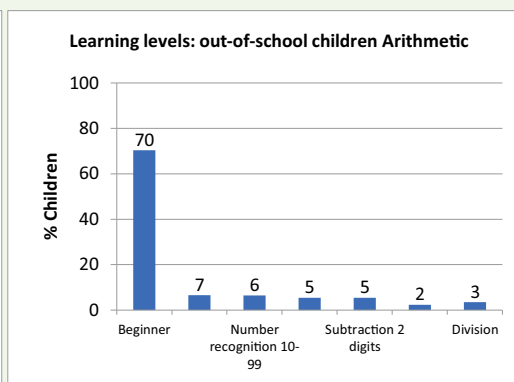
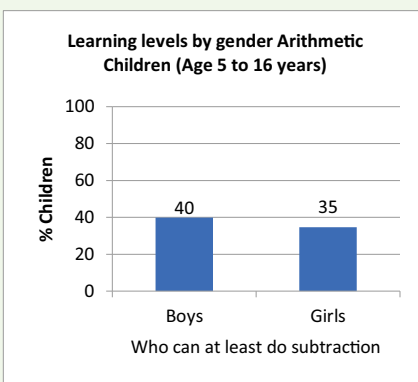
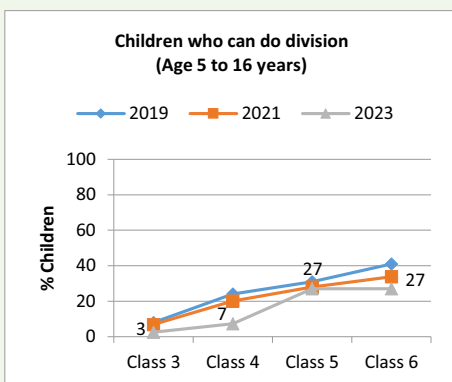
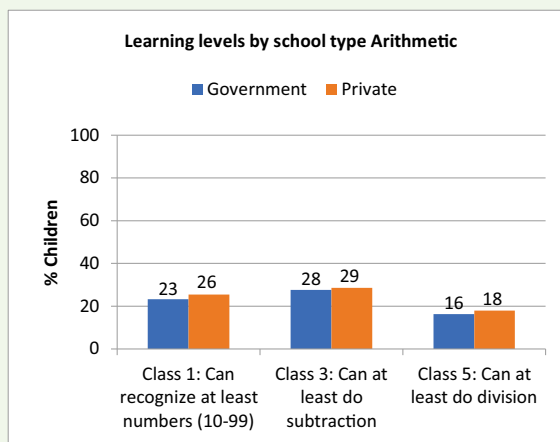
How to read: 5.9% (4.5+1.4) children of class 1 can read atleast word



LEARNING LEVELS (ARITHMETIC)

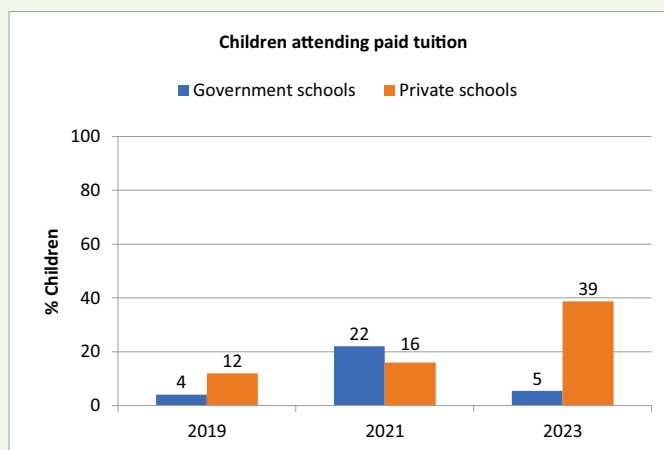
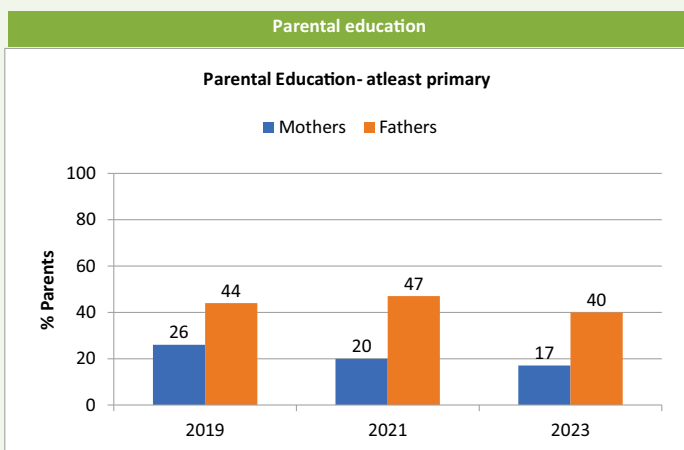
Class-wise % children who can do								
Class	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	45.8	31.8	12.2	5.1	3.2	1.1	0.8	100
2	21.8	30.1	21.7	12.0	9.2	4.0	1.2	100
3	17.3	17.7	23.1	15.3	16.1	8.0	2.5	100
4	11.7	9.7	20.0	18.5	19.7	13.1	7.4	100
5	7.6	5.7	10.2	13.4	18.0	18.2	27.0	100
6	10.7	5.9	8.8	14.4	15.4	17.7	27.1	100
7	9.0	5.4	6.2	13.1	14.0	17.0	35.4	100
8	11.1	2.5	5.0	8.7	10.8	14.6	47.2	100
9	12.7	2.4	2.6	6.8	7.4	12.0	56.2	100
10	5.6	0.9	3.0	7.0	6.5	12.4	64.7	100

How to read: 5.1% (3.2+1.1+0.8) children of class 1 can do atleast subtraction



PARENTAL EDUCATION AND PAID TUITION

Class-wise % children attending paid tuition												
Type	I	II	III	IV	V	VI	VII	VIII	IX	X	By Institution	Total
Govt.	3.0	3.5	4.5	5.8	4.8	6.4	9.6	7.1	11.8	13.5	5.4	8.2
Pvt.	35.1	37.3	40.2	38.4	37.6	42.6	37.2	38.3	40.2	52.0	38.7	



NUMBER OF SURVEYED SCHOOLS

Type/Level	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	343	86	45	474	17	1	0	18
Elementary	31	9	11	51	16	0	0	16
High	15	6	2	23	27	3	2	32
Others	112	29	31	172	24	1	0	25
Total	501	130	89	720	84	5	2	91

ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	75%	80%	75%	76%	76%	88%	87%	89%	83%	88%
Teacher attendance	89%	89%	94%	85%	88%	93%	95%	83%		92%

TEACHER'S QUALIFICATION (% TEACHERS)

	General qualification	
	Government schools (%)	Private schools (%)
Matriculation	3.53	11.29
FA	8.61	25.81
BA	42.89	41.06
MA or above	42.95	20.38
Others	2.03	1.47

	Professional qualification	
	Government schools (%)	Private schools (%)
PTC	9.2	19.92
CT	13.15	25.5
B-Ed	45.61	33.86
M-Ed or above	29.11	11.95
Others	2.93	8.76

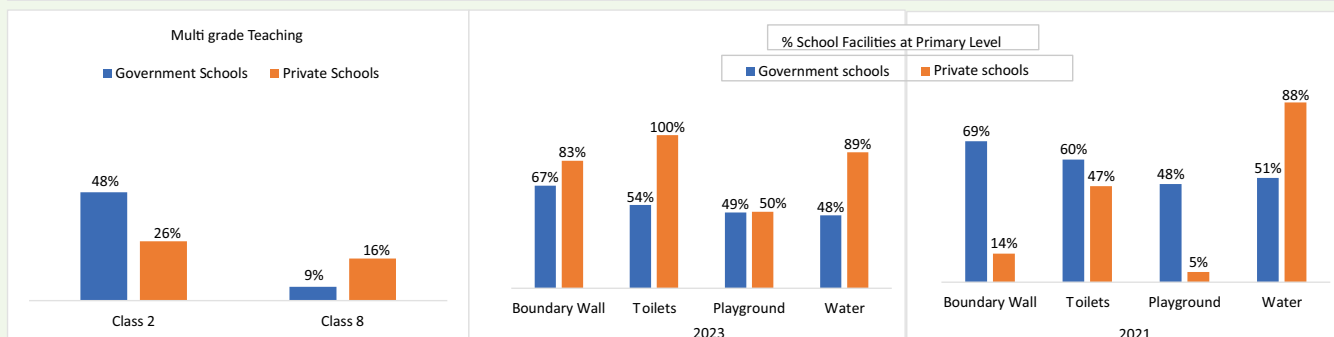
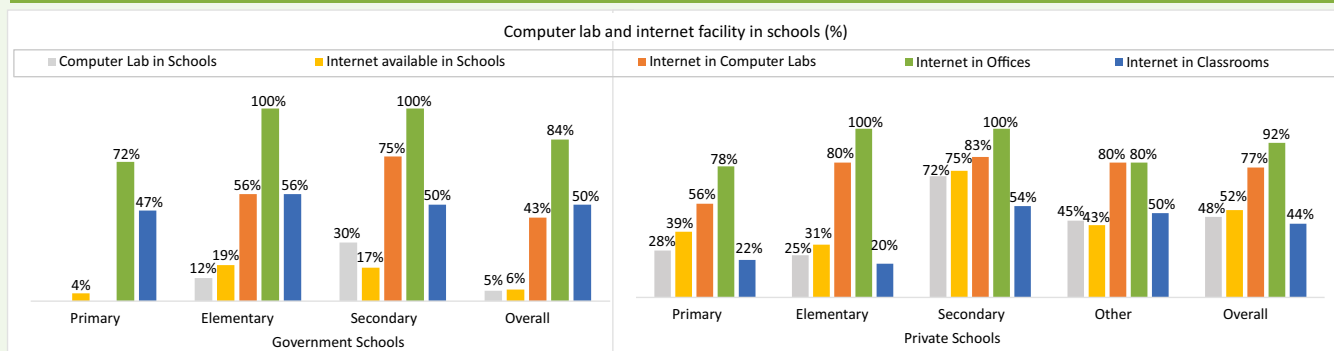
SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government schools				Private schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Complete Boundary Wall/Fence	67.1%	85.7%	87.0%	69.6%	83.3%	93.8%	96.9%	95.5%	93.2%
Playground	49.5%	68.0%	59.1%	51.6%	50.0%	75.0%	65.6%	68.2%	64.8%
Electricity Connection	44.9%	64.0%	65.2%	47.6%	88.2%	81.3%	93.8%	72.7%	85.1%
Solar Panels	22.1%	40.0%	26.1%	23.9%	50.0%	43.8%	71.9%	63.6%	60.2%
Working Library	5.0%	20.0%	27.3%	7.3%	27.8%	25.0%	75.0%	40.9%	47.7%
Useable Furniture	66.8%	90.0%	82.6%	69.7%	100.0%	100.0%	93.8%	100.0%	97.7%
Day care Facility for Teachers	4.4%	16.0%	21.7%	6.2%	23.5%	31.3%	67.9%	45.5%	45.8%
Running Water available in Handwashing Sinks	27.2%	50.0%	65.2%	31.0%	80.0%	100.0%	0.0%	100.0%	92.3%
Student Toilets Available	54.4%	70.0%	78.3%	56.9%	100.0%	93.8%	100.0%	90.9%	96.4%
Separate Toilets for girls and boys	19.4%	30.0%	60.9%	22.1%	70.6%	81.3%	85.7%	77.3%	79.5%
Running Water available in toilets	26.6%	72.2%	50.0%	31.5%	94.4%	87.5%	100.0%	90.9%	94.3%
Disinfectants available for cleaning	11.4%	22.2%	21.4%	12.8%	61.1%	81.3%	96.9%	81.0%	82.8%
Toilets Cleanliness	35.8%	64.0%	69.6%	39.9%	88.2%	93.8%	100.0%	95.5%	95.2%
Clean Drinking Water available for students	47.6%	72.0%	60.9%	50.5%	88.9%	93.8%	100.0%	90.9%	94.3%
Sick Room Available in schools	5.6%	10.0%	22.7%	6.7%	41.2%	18.8%	71.4%	40.9%	47.0%
First Aid Equipment Available	8.9%	32.0%	30.4%	11.9%	33.3%	56.3%	71.9%	72.7%	61.4%
Compute Lab Available	0%	12.0%	30.4%	5.4%	27.8%	25.0%	71.9%	45.5%	47.7%
Internet Available	4.1%	18.8%	17.4%	6.0%	38.9%	31.3%	75.0%	42.9%	51.7%

GRANTS

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other	
2022	# of schools reported receiving grants	107	15	4	51	1	2	4	2
	% of schools reported receiving grants	28%	34%	19%	31%	6%	13%	14%	8%
	Average amount of grant (Rs.)	6736.774536	7454.863636	14762.47619	8438.711656	50000	9375.125	12857.14286	12500
2023	# of schools reported receiving grants	88	16	4	46	1	1	0	1
	% of schools reported receiving grants	23%	36%	19%	28%	6%	6%	0%	4%
	Average amount of grant (Rs.)	6333.230769	13406.81818	62190.47619	11439.8773	50000	9375.125	0	12708.33333

COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (% SCHOOLS)



DISABILITIES AND FUNCTIONING IN SCHOOLS (% SCHOOLS)

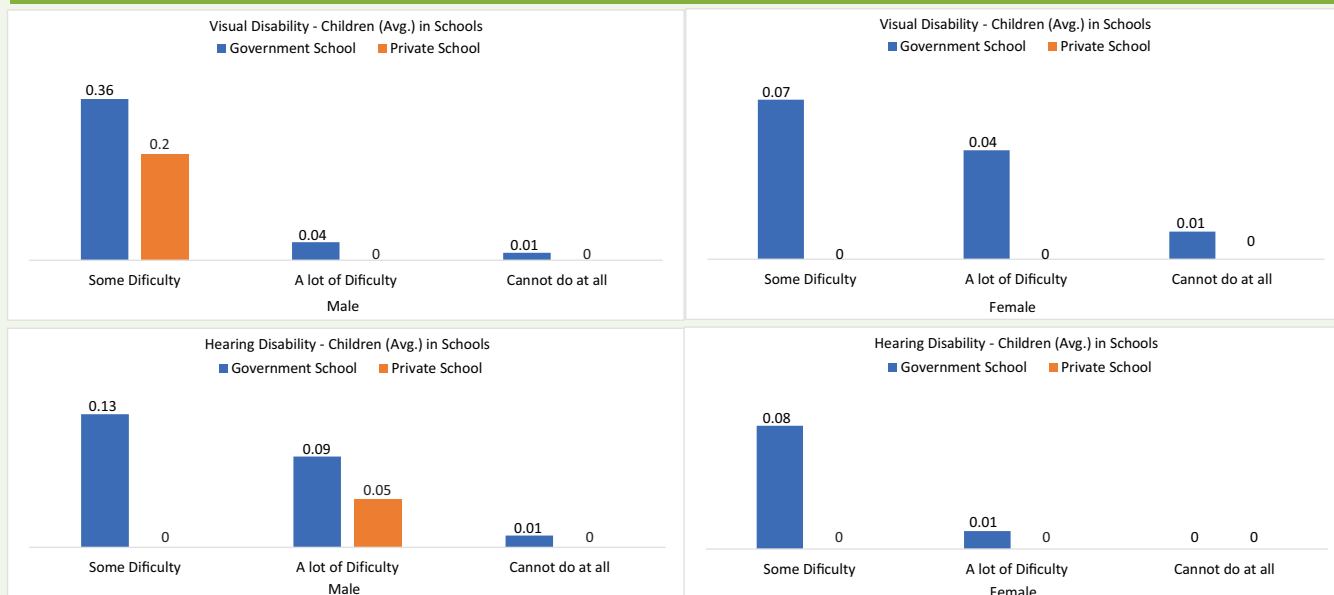
Children with Disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disability	97%	90%	91%	96%	94%	100%	100%	95%	98%
Some Disability	3%	10%	9%	4%	6%	0%	0%	5%	2%

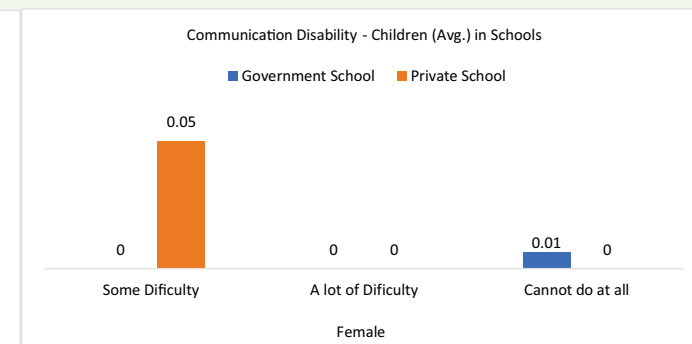
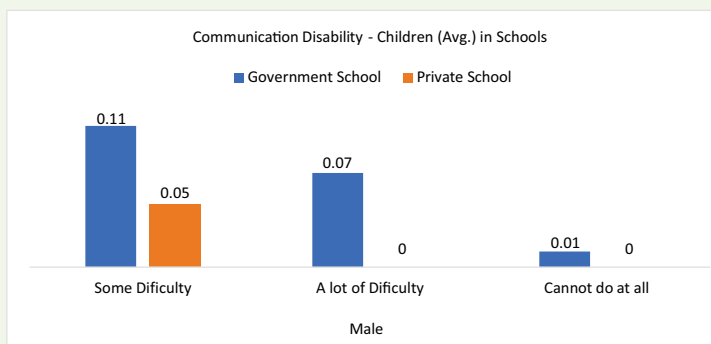
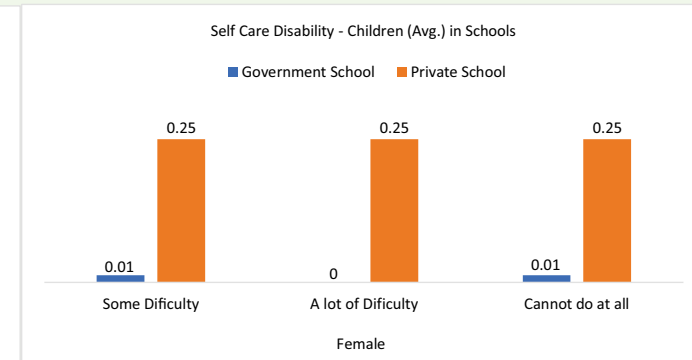
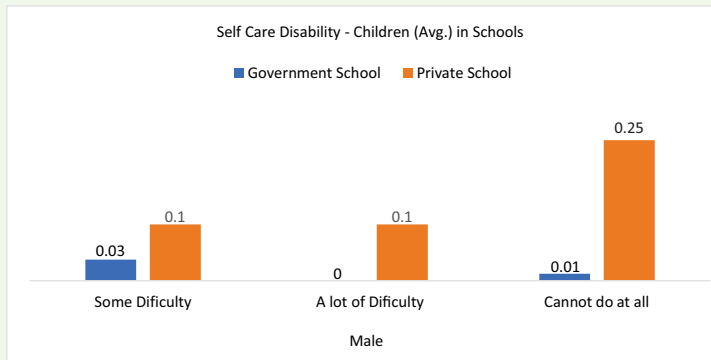
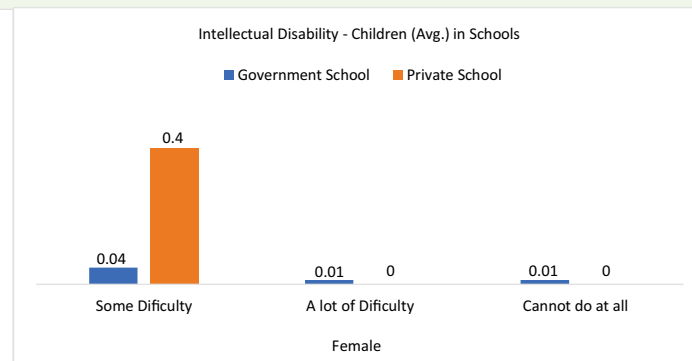
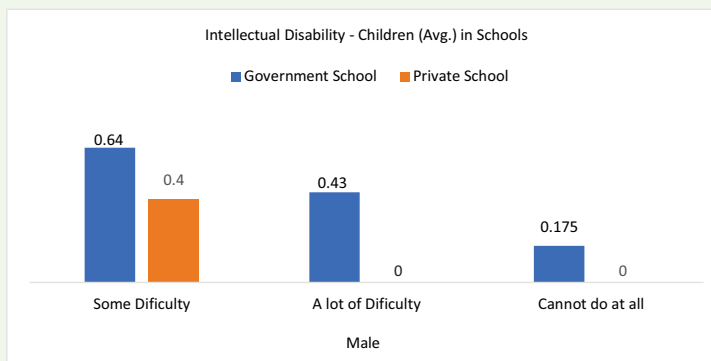
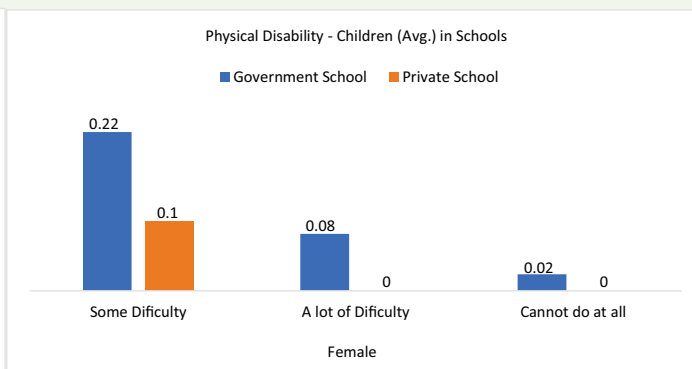
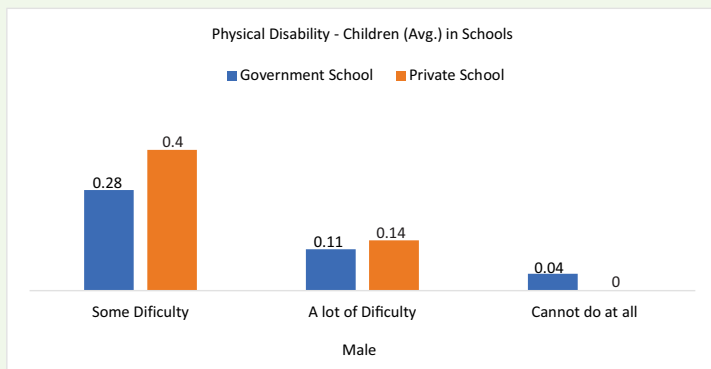
FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (% SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	7%	3%	18%	7%	33%	50%	83%	50%	59%
Accessible Toilets	20%	35%	33%	22%	64%	38%	31%	24%	37%
Health and Nutrition Officer	1%	3%	0%	1%	7%	8%	9%	6%	8%
Other Facilities*	3%	6%	6%	3%	14%	18%	14%	10%	14%

*Special Staff, Hearing Assistive devices and Transport Facility

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





*The graphs on disability report findings based on the Washington Short Set which assesses children across six functionalities: visual, hearing, physical, intellectual, self-care and communication with others, by school type and gender.

Sample Composition

- ASER 2023 survey was conducted in 25 rural districts of Sindh. The survey covered 15108 households in 734 villages across the country during September-November 2023.
- Detailed information was collected for 33,912 children (57.3% males, 42.6% females and 0.1% transgenders) aged 3-16 years. Out of these 24,794 children aged 5-16 years were assessed for language and arithmetic competencies.
- School information was collected for public and non-state/private schools. A total of 720 government schools and 91 non-state/private institutions, including madrassahs and non-formal schools were surveyed.

THEME 1: ACCESS

Proportion of out-of-school children has decreased when compared to 2021 (5-16 years).

- In 2023, 14% of children were reported to be out-of-school; a decrease when compared to 2021 (24%). Around 10% of children have never been enrolled in a school and 4% have dropped out of school for various reasons.
- 86% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 88% (94% in 2021) of children were enrolled in government schools whereas 12% (6% in 2021) were going to non-state institutions (9.8% private schools and 0.3% Madrassah and 1.4% others). The share of private schools has increased by 6 percentage points compared with 2021, indicating its return to pre-COVID level.
- Amongst the enrolled students in government schools, 39% were girls and 61% were boys whereas in private schools 55% enrolled students were boys and 45% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

The proportion of children enrolled in ECE has increased in 2023 as compared to 2021.

- 38% of all school-aged children in the age bracket of 3-5 years were enrolled in ECE compared to 34% in 2021.
- 62% children of age 3-5 are currently not enrolled in

any early childhood education program/school.

- Of the children enrolled in ECE, 91% are enrolled in government schools and 8% are enrolled in non-state institutions/private schools.

THEME 3: CLASS WISE LEARNING LEVELS

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

Urdu/Sindhi Learning levels of class 3 children and class 5 children have declined:

- 8% of class 3 children could read story in Urdu/Sindhi compared to 9% in 2021.
- 39% of class 5 children could read a class 2 level story in Urdu/Sindhi compared to 40% in 2021.

English learning levels of class 3 have improved and class 5 children have declined:

- 5% of class 3 children could read class 2 level sentences compared to 4% in 2021.
- 22% of class 5 children could read class 2 level sentences compared to 24% in 2021.

Arithmetic learning levels of class 3 and class 5 children have declined:

- 3% of children enrolled in class 3 could do two-digit division compared to 7% in 2021.
- 27% of class 5 children could do two-digit division as compared to 28% in 2021.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in private schools are performing better in numeracy compared to government counterparts while government schools are performing better in literacy.

- 23% children enrolled in class 5 in private schools are able to read at least a story in Urdu/Sindhi as compared to 28% class 5 children enrolled in government schools.

- 23% of class 5 children enrolled in private schools can read at least sentences in English whereas only 21% government school children can do the same.
- 18% of children enrolled in class 5 in private schools were able to do division as compared to 16% class 5 children enrolled in government schools.

THEME 5: GENDER GAP

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

- 38% of boys and 33% of girls could read at least sentences in Urdu/Sindhi.
- 41% boys could read at least English words while 36% of girls can do the same.
- 40% of boys were able to do at least subtraction compared to 35% girls.

THEME 6: PARENTAL EDUCATION

- 20% mothers (20% in 2021) and 20% fathers (47% in 2021) in the sampled households had completed at least primary education.

THEME 7: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall, 39% students enrolled in private schools are attending paid tuition as compared to 5% students enrolled in government schools (22% in 2021).

- Children across all classes/grades take private tuition. In government schools, 3% of children enrolled in class 1 take tuition as compared to 14% children in class 10.
- In 2021, percentage of government school students availing paid tuition had increased to 22% from 4% in 2019 due to school closures. The decrease in share of government school students attending paid tuition by 17% (5% in 2023 compared to 22% in 2021) reflects the return to pre-pandemic levels.

THEME 8: MULTI-GRADE TEACHING

48% of surveyed government schools and 26% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any

other classes were observed with one teacher teaching more than one grade.

- 48% of the surveyed government schools (53% in 2021) and 26% of the surveyed private schools (35% in 2021) had Class 2 sitting with other classes.
- 9% of surveyed government schools (as compared to 6% in 2021) and 16% of surveyed private schools (29% in 2021) had class 8 sitting with other classes.

THEME 9: TEACHER & STUDENT ATTENDANCE

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

- Overall student attendance in surveyed government schools was **76%** whereas it was **88%** in private schools.
- 71% school teachers in Government Schools and 83% Private School teachers follow up with parents in case of student absence.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers present on the day of survey.
- Overall teacher attendance in surveyed government schools was **88%** whereas it was **93%** in private schools.

THEME 10: TEACHERS' QUALIFICATION

- 43% teachers in surveyed government schools have done graduation as compared to 41% teachers in private schools.
- However, 43% have completed M.Ed. in government schools compared to 20% in private schools.

THEME 11: CAPACITY BUILDING OF TEACHERS

- 56% of public-school teachers and 81% of private school teachers received training in the preceding 30 days or more from the date of survey.
- According to the public sector Head Teachers, Assessment (16%), Community Engagement (13%), Pedagogy (13%), Education and technology (12%) and School Leadership (11%) are the key areas of teacher training; followed by Subject Specific Knowledge (10%) and Curriculum (10%).
- In comparison, for the private sector, Curriculum (16%), Pedagogy (13%) and Assessment (13%) are the

key areas for teacher training, followed by Classroom Management (12%) and School Leadership (11%).

- Whereas, the core teacher training needs identified by the Head Teachers in public and private schools were Curriculum (11%), Education and technology (11%), Pedagogy (10%), Classroom management (10%), Assessment (10%); followed by School Leadership (9%), Subject Specific Knowledge (9%), and Teacher leadership (8%).

THEME 12: PARENT TEACHER MEETINGS

- 38% of surveyed government schools schedule monthly parent-teacher meetings as compared to 58% of private schools.
- ### THEME 13: SCHOOL FACILITIES GOVERNMENT SCHOOLS:
- 54% of the surveyed government primary schools have functional toilets as compared to 66% in 2021.
 - 48% of the surveyed government primary schools have usable drinking water in contrast to 57% in 2021.
 - 67% of the surveyed government primary schools, had complete boundary walls as compared to 72% in 2021.
 - **49% of surveyed government primary schools had playgrounds as compared 49% in 2021.**
 - 45% of surveyed government primary schools had electricity connection as compared to 52% in 2021.
 - **27% of surveyed government secondary schools had computer labs and 50% had internet facilities.**

PRIVATE SCHOOLS:

- 100% of the surveyed private primary schools have functional toilets as opposed to 47% in 2021.
- 89% of the surveyed private primary schools have usable drinking water as compared to 88% in 2021.
- 86% of the surveyed private primary schools had complete boundary walls in contrast to 77% in 2021.
- **83% of surveyed private primary schools had playgrounds as compared to 5% in 2021.**
- 88% of surveyed private primary schools had electricity connection as compared to 73% in 2021.
- **100% of surveyed private secondary schools had computer labs and 90% had internet availability.**

THEME 14: SCHOOL GRANTS/FUNDS

A higher share of government schools as compared to private schools receive grants in the academic year 2022.

- 28% government primary schools and 6% private primary schools received grants in the academic year 2022.
- 34% government elementary schools and 13% private elementary schools received grants in the academic year 2022.
- 19% government secondary schools and 14% private secondary schools received grants in the academic year 2022.

THEME 15: DISABILITIES & FUNCTIONINGS

- In ASER 2023, as part of the school-level survey, a "Health and Disability" section. Head teachers/teachers were interviewed using the Washington-UNICEF Short Set of questions, also known as the Washington Group/UNICEF Module on Child Functioning, which assesses children against 6 functionings i.e., visual, hearing, physical, intellectual, self-care and communication with others.
- At the national level, 4% of the surveyed government schools and 2% of private schools reported to have children with disabilities.

THEME 16: HOUSEHOLDS' ACCESS TO TECHNOLOGY & KNOWLEDGE OF ITS USAGE

- ASER 2023 (rural) included a range of questions at the household level regarding access to technology and knowledge of its usage.
- 74% of households across all rural districts have access to mobile phones and 37% have smart phones.
- Amongst mobile users, 35% use WhatsApp services, whilst 56% use (SMS) text messaging.
- 13% have an internet connection and 5% have computers. 63% of households have TV and 4% have radio.
- On average, at least 1 household member can use a smartphone.

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

- 31% of the household respondents reported receiving welfare transfers via BISP; 1% Akhuwat and 5% through other channels.

THEME 18: CLIMATE CHANGE

- 33% of household respondents reported that they are well “informed” about climate change, whereas a significant share (67%) indicated that they are “uninformed”.
- 34% of households were “significantly” impacted by natural disasters within the last year, while 30% were “moderately” affected.
- 18% of household respondents reported that they suffered losses amounting to more than 50% of their earnings due to natural disasters within the last year, whereas 18% indicated that 26%-50% of their earnings were negatively impacted.
- 25% households reported that children's schooling was “extremely affected” by natural disasters/floods, whereas 17% indicated that it was “moderately affected”.
- A significant share (28%) of the household respondents reported that their psychological wellbeing was “substantially affected” due natural disasters, while 23% indicated their mental wellbeing was “somewhat affected”.
- 53% of surveyed government schools were reported to be damaged by a natural disaster as compared to 46% of private schools.
- Out of surveyed government schools that were reported to be damaged, 88% were “partially damaged” while 12% were “fully damaged”.
- Out of surveyed private schools that were reported to be damaged, 94% were “partially damaged” and 6% “fully damaged”.
- Of schools that were reported to be damaged, 16% Government and 47% private schools received some assistance from the government or a donor organization.

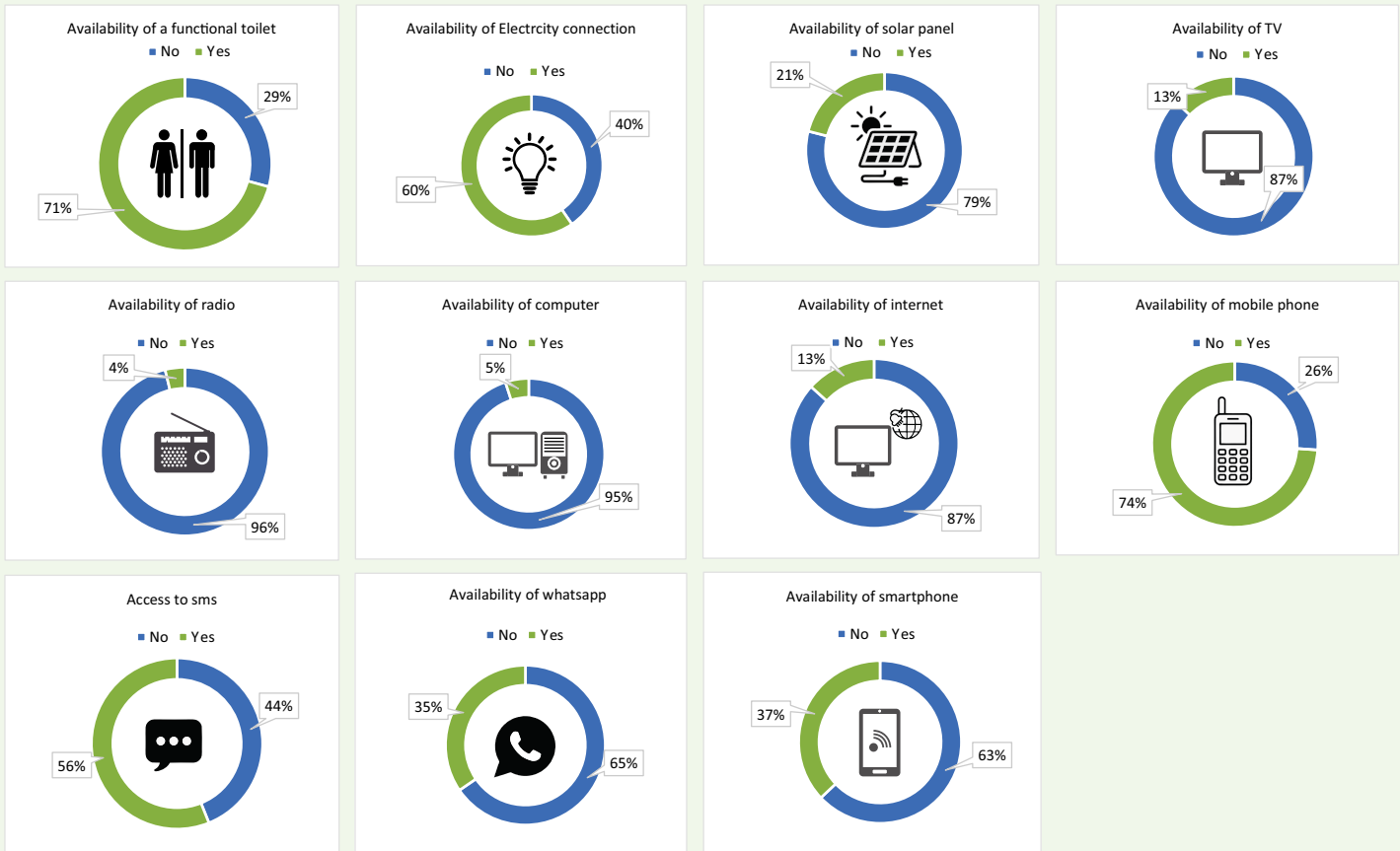
THEME 19: CHILDREN'S HEALTH

- 48% of children in surveyed households were reported to have received all the five basic vaccines (BCG, Polio, DPT-HepB-Hib, Pneumococcal, Measles) while 10% received none of the five basic vaccines.



AVAILABILITY OF BASIC FACILITIES & ACCESS TO MEANS OF COMMUNICATION

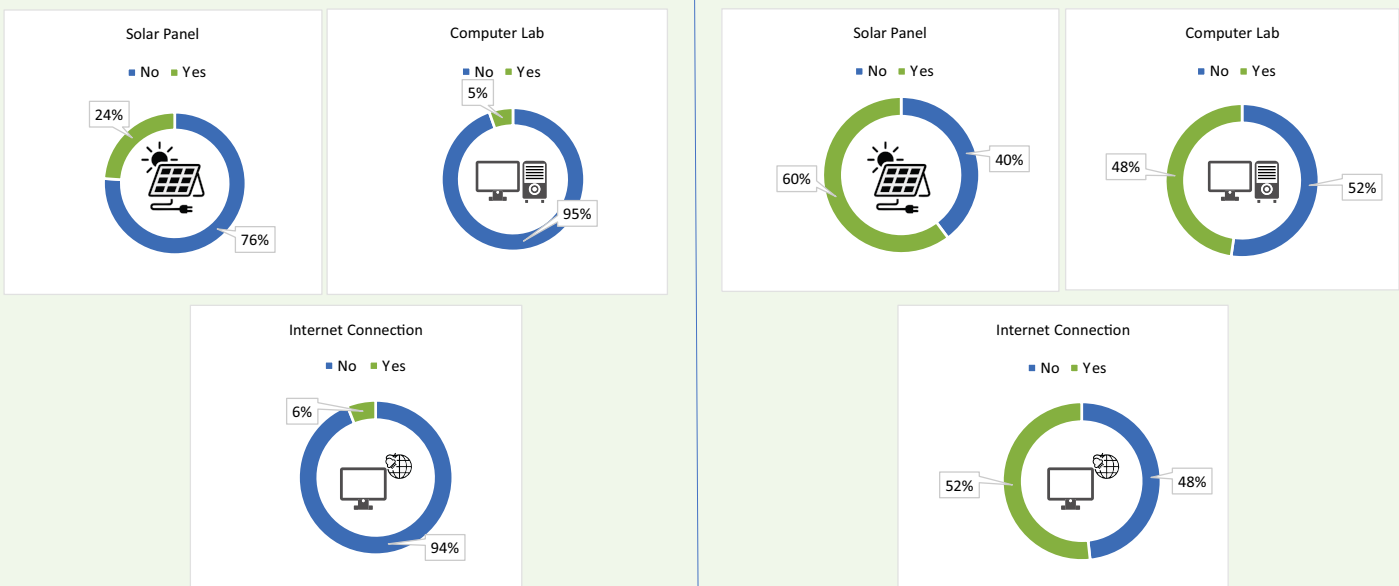
IN HOUSE



IN SCHOOLS

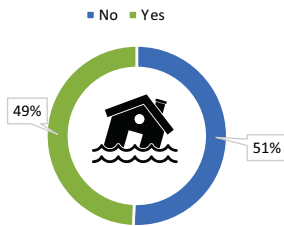
GOVT

PVT

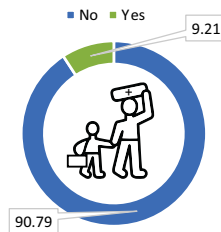


HOUSEHOLD LEVEL EFFECTS OF CLIMATE CHANGE

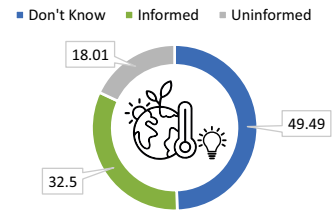
Was your household affected by floods?



Are you a Migrant/refugee/idp?

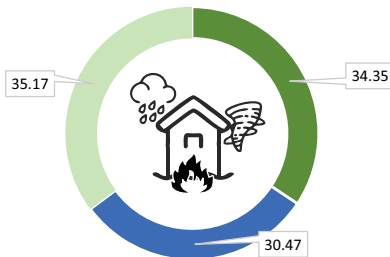


How Well Informed Are You About Climate Change?



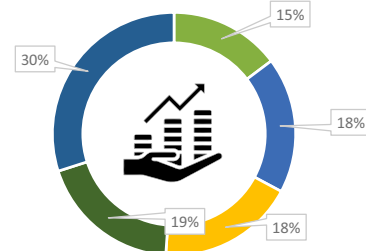
Has Your Family been Impacted by Natural Disaster?

Yes, significantly Yes, moderately No, not affected



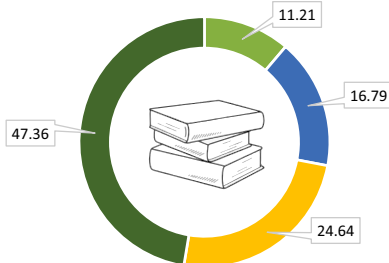
To What Extent Was Your Income Impacted?

Less than 10% More than 50% btw 26% - 50% btw 11% - 25% No affect



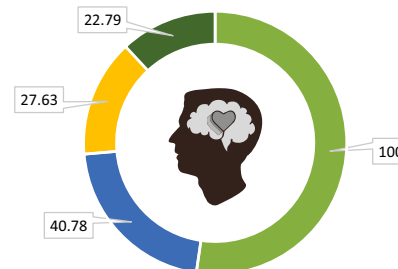
Was Children's Schooling Affected By Natural Disaster?

Somewhat affected Moderately Affected Extremely affected Not at all



Has Your Psychological Well Being Been Affected Due to Climate Change?

Total Not at all Substantially affected Some what affected



IN SCHOOLS

GOVT

PVT

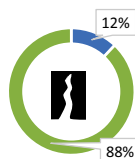
School damaged by any natural disaster

No Yes



Extend of the damaged caused by natural disaster

fully partially



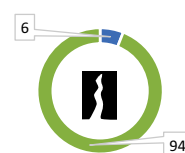
School damaged by any natural disaster

No Yes



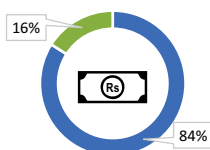
Extend of the damaged caused by natural disaster

fully partially



Received assistance for the recovery of damage

No Yes



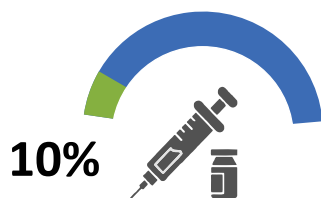
Received assistance for the recovery of damage

No Yes



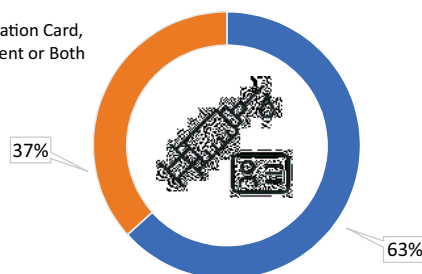
CHILD HEALTH INDICATORS - NATIONAL

% Children that Received None of the Five Basic Vaccines

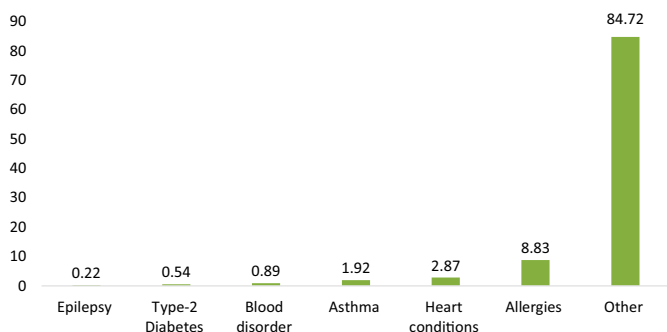


Whether Parent/Guardian Have a Vaccination Card, Other Document or Both

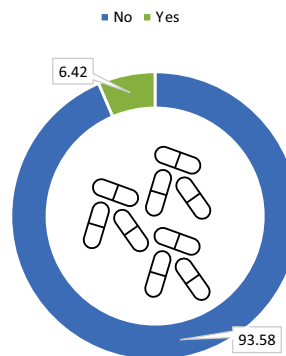
■ Have a Vaccination Card, Other Document or Both
 ■ Have None



Diagnosed With a Health Problem By Doctor or Healthcare Provider



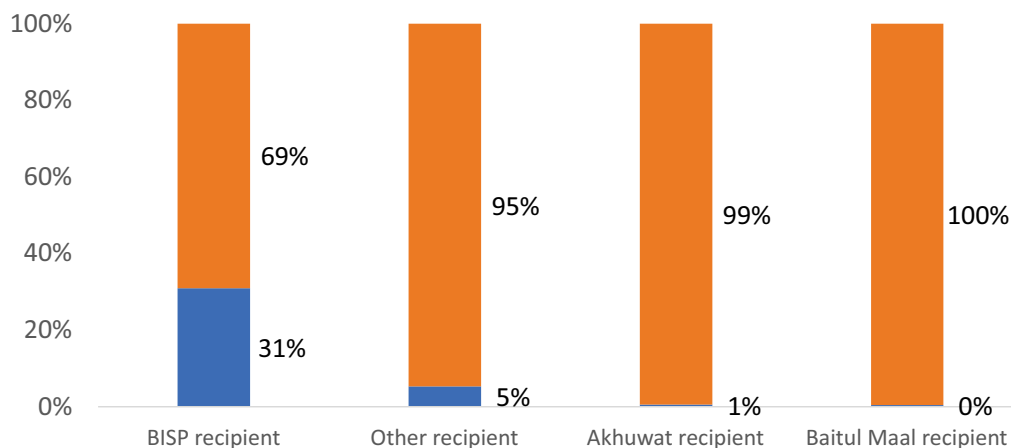
Has the Child Received Deworming Pills or Any Other Medicine in School?



SOCIAL SAFETY NET

Access to Social Safety Nets

■ Yes ■ No



Annual Status of Education Report

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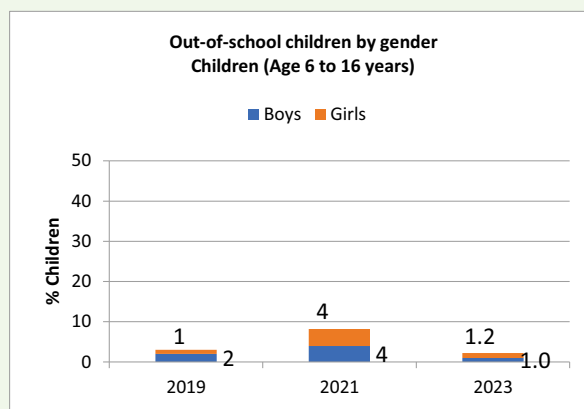
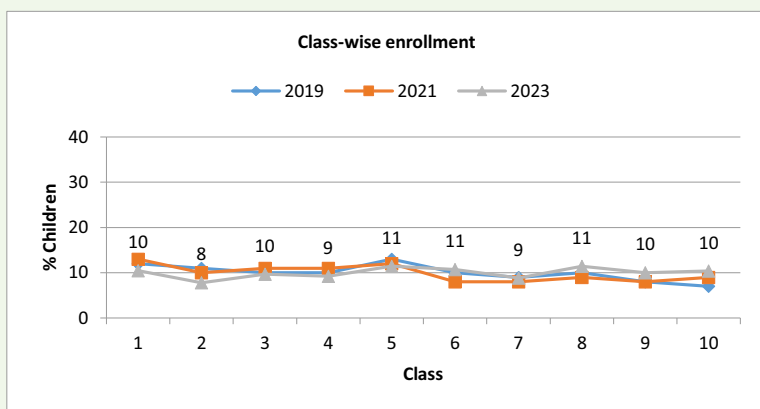
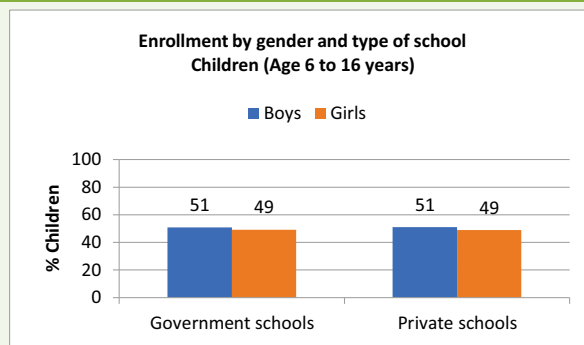
2023

Facilitated by Idara-e-Taleem-o-Aagahi

AZAD JAMMU & KASHMIR (RURAL)

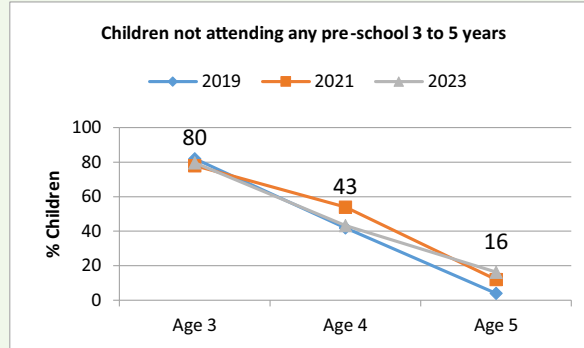
SCHOOL ENROLLMENT AND OUT-OF-SCHOOL CHILDREN

Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	48.9	48.2	0.5	0.6	1.5	0.2	100
11 - 13	53.7	43.0	1.0	0.5	1.2	0.6	100
14 - 16	54.1	41.1	1.1	0.1	1.5	2.1	100
6 - 16	51.7	44.7	0.8	0.4	1.4	0.9	100
Total	97.7				2.3		100
By Type	52.9	45.8	0.8	0.5			



EARLY YEARS SCHOOLING (PRE-SCHOOLING)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Non-state providers				
		Pvt.	Madrasah	Others		
3	10.9	9.5	0.0	0.0	79.6	100
4	23.4	32.4	0.0	0.9	43.3	100
5	33.7	49.1	0.3	0.5	16.3	100
3 - 5	24.3	33.2	0.1	0.5	41.9	100
Total	58.1				41.9	100
By Type	43.8	55.2	0.3	0.8		



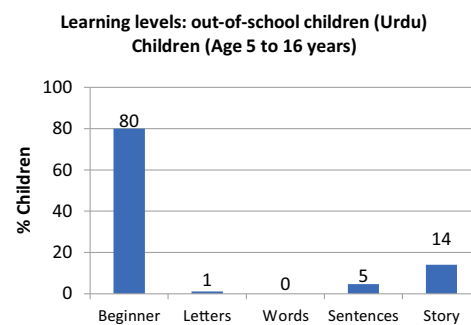
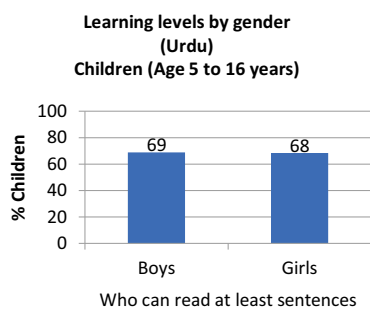
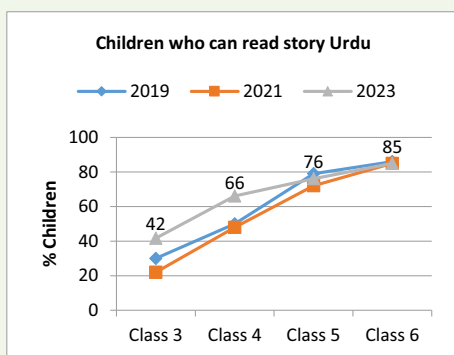
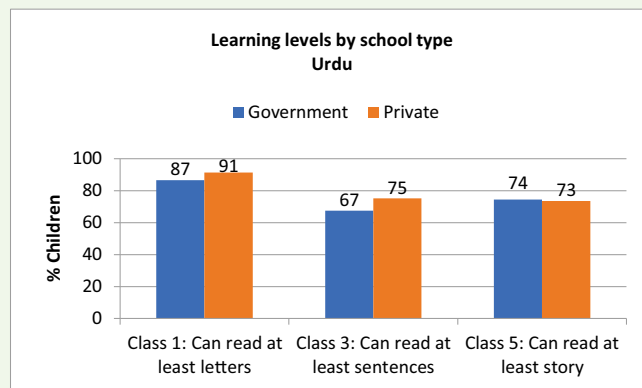
AGE CLASS COMPOSITION

Age/Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100	28.48	34.09	17.83	6.96	2.94	0.88	0.79	0.52	0.83	1.23	2.94	13.64
2	0	71.52	23.86	23.11	20.02	7.23	2.63	1.22	1.14	0.74	0.82	0.98	12.99
3	0	0	42.05	22.2	23.5	17.16	8.77	4.09	1.24	0.37	0.14	0	11.17
4	0	0	0	36.85	17.58	19.72	18.8	10.39	4.56	2.31	1.36	0.82	10.84
5	0	0	0	0	31.94	20.61	25.31	22.94	13.07	3.6	1.91	0.98	11.7
6	0	0	0	0	0	32.33	17.04	21.94	19.5	9.7	6.14	1.96	10.87
7	0	0	0	0	0	0	26.57	15.91	21.47	16.27	10.5	6.54	7.83
8	0	0	0	0	0	0	0	22.72	20.12	29.11	23.06	13.73	9.04
9	0	0	0	0	0	0	0	0	18.36	21.26	30.97	27.29	6.71
10	0	0	0	0	0	0	0	0	0	15.8	23.87	44.77	5.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

LEARNING LEVELS (URDU/SINDHI)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.3	30.9	35.5	8.9	11.5	100
2	6.3	11.1	39.2	24.8	18.6	100
3	5.8	3.4	20.0	29.1	41.7	100
4	4.2	1.0	9.3	19.5	66.0	100
5	5.2	0.9	3.9	13.9	76.1	100
6	6.2	0.2	1.2	7.4	85.0	100
7	3.4	0.1	0.0	4.2	92.4	100
8	5.3	0.0	0.2	1.2	93.3	100
9	2.7	0.1	0.1	1.0	96.1	100
10	1.9	0.1	0.0	0.9	97.0	100

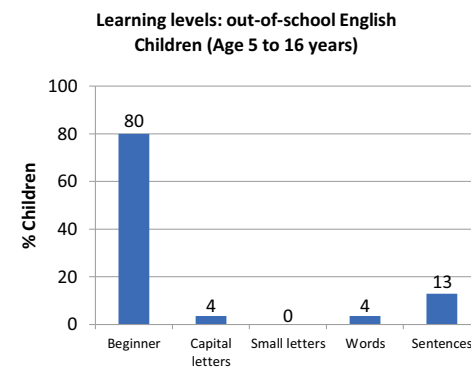
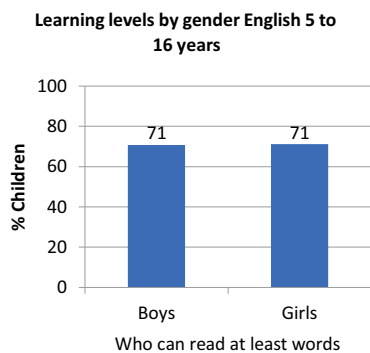
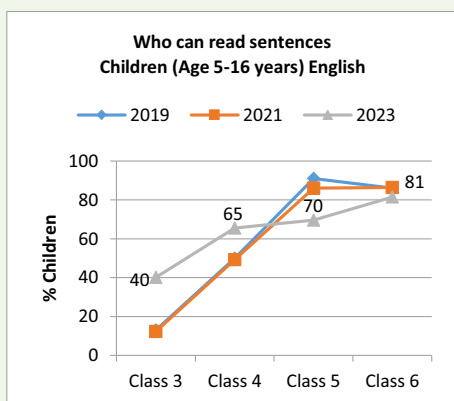
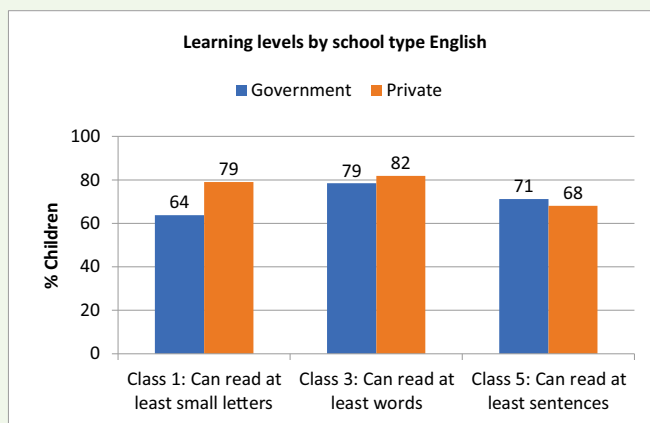
How to read: 20.4% (8.9+11.5) children of class 1 can read atleast sentence



LEARNING LEVELS (ENGLISH)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	17.2	13.4	39.7	20.6	9.1	100
2	8.0	7.8	24.2	43.5	16.5	100
3	8.3	2.3	9.7	39.6	40.1	100
4	7.0	1.5	3.4	22.6	65.5	100
5	7.1	1.0	2.4	19.8	69.6	100
6	8.4	0.3	0.6	9.3	81.5	100
7	4.4	0.4	0.3	5.0	90.0	100
8	6.6	0.0	0.2	2.0	91.2	100
9	4.2	0.4	0.1	1.3	94.1	100
10	3.1	0.3	0.0	0.7	95.9	100

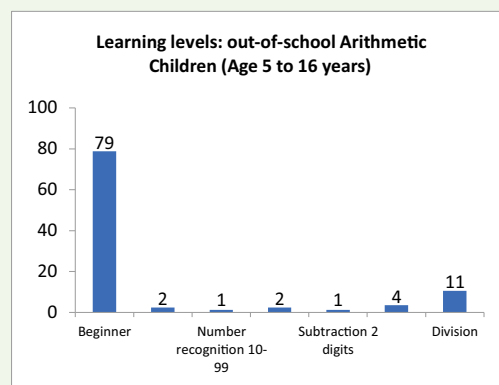
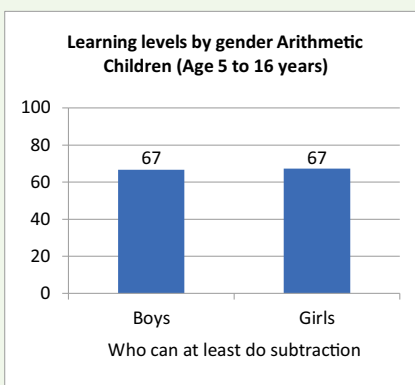
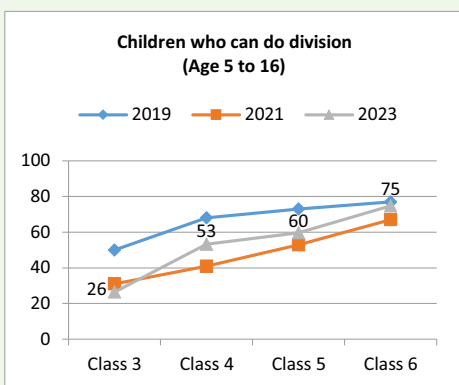
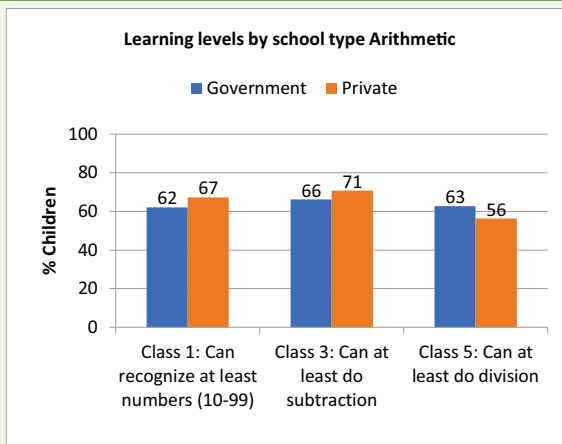
How to read: 29.7% (20.6+9.1) children of class 1 can read atleast word



LEARNING LEVELS (ARITHMETIC)

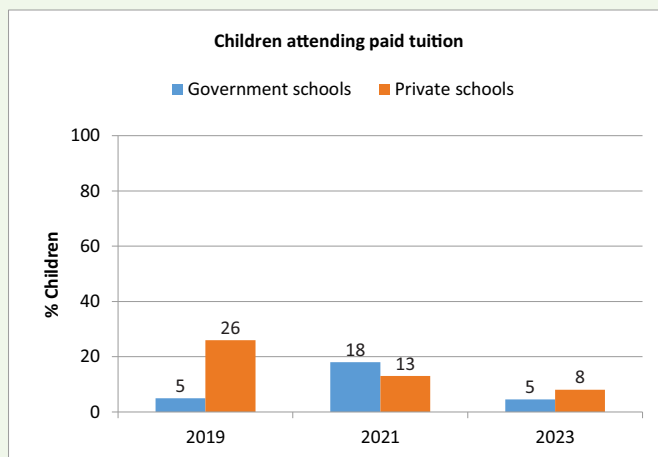
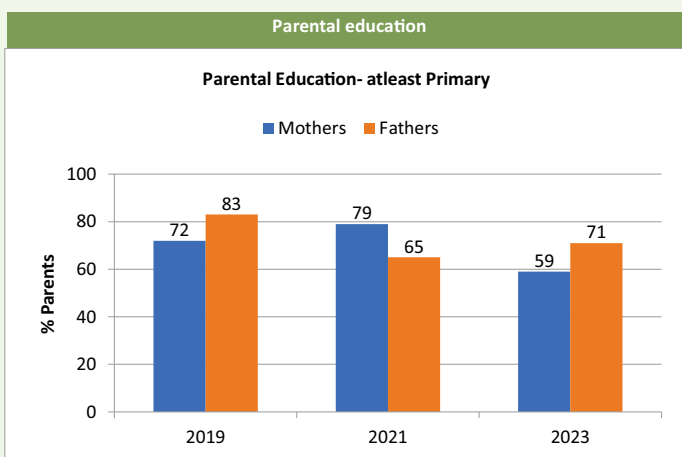
Class	Class-wise % children who can do							
	Nothing	Number recognition			Subtraction		Division (2 Digits)	Total
		1-9	10-99	100-200	2 Digits	3 Digits		
1	16.3	20.7	24.2	19.9	8.6	3.1	7.2	100
2	7.1	6.9	18.1	22.4	20.6	12.6	12.3	100
3	6.9	3.4	5.4	16.2	20.0	21.6	26.4	100
4	6.5	0.6	2.4	8.2	11.6	17.4	53.3	100
5	5.5	1.0	2.2	7.9	9.0	14.6	59.7	100
6	6.6	0.3	0.3	3.1	4.4	10.4	74.8	100
7	3.6	0.1	0.1	2.8	3.8	7.4	82.2	100
8	5.4	0.0	0.3	1.5	2.2	4.0	86.7	100
9	3.0	0.0	0.2	0.5	1.2	1.3	93.8	100
10	2.2	0.0	0.0	1.1	1.0	0.6	95.1	100

How to read: 18.9% (8.6+3.1+7.2) children of class 1 can do atleast subtraction



PARENTAL EDUCATION AND PAID TUITION

Type	Class-wise % children attending paid tuition											By Institution	Total
	I	II	III	IV	V	VI	VII	VIII	IX	X			
Govt.	3.9	4.7	7.0	5.6	4.2	4.2	2.8	3.9	5.0	7.4	4.5	6.2	
Pvt.	5.1	8.3	9.8	6.6	7.9	10.2	5.4	7.3	12.1	14.1	8.0		



NUMBER OF SURVEYED SCHOOLS

Type/Level	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	49	14	19	82	62	1	0	63
Elementary	33	21	12	66	75	1	0	76
High	34	28	25	87	51	1	0	52
Others	19	27	13	59	42	2	0	44
Total	135	90	69	294	230	5	0	235

ATTENDANCE (%) ON THE DAY OF VISIT

Type/Level	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	80%	87%	90%		87%	90%	86%	86%	93%	87.0%
Teacher attendance	95%	91%	92%	74%	92%	91%	84%	80%	86%	86%

TEACHER'S QUALIFICATION (% TEACHERS)

	General qualification	
	Government schools (%)	Private schools (%)
Matriculation	0.98	1.33
FA	6.25	13.35
BA	29.76	44.18
MA or above	62.36	40.77
Others	0.64	0.37

	Professional qualification	
	Government schools (%)	Private schools (%)
PTC	6.59	6.63
CT	2.94	0.94
B-Ed	38.77	54.56
M-Ed or above	50.00	34.06
Others	1.70	3.82

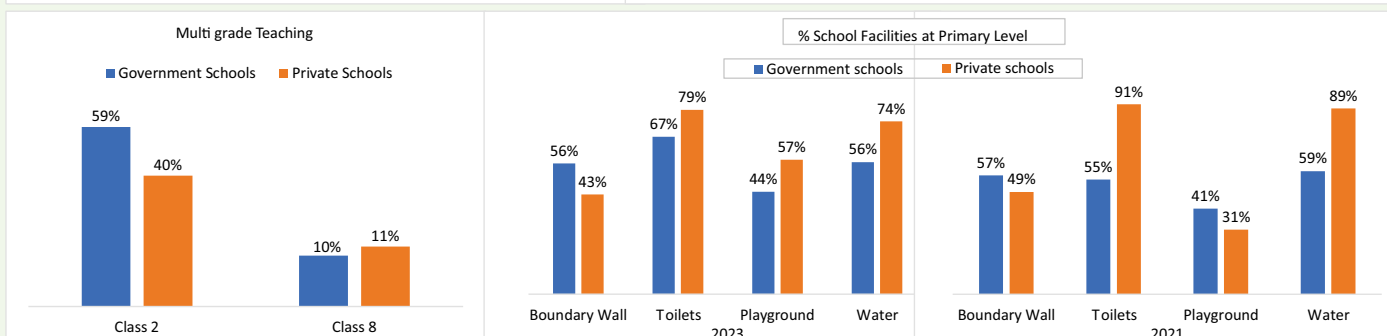
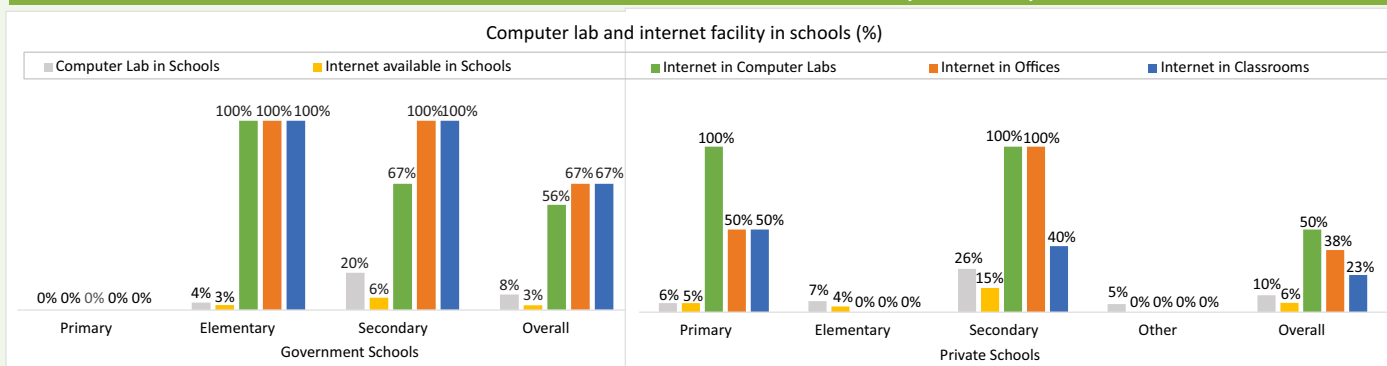
SCHOOL FACILITIES (%SCHOOLS)

Facilities in Schools	Government schools				Private schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Complete Boundary Wall/Fence	55.9%	65.4%	62.9%	60.6%	42.6%	43.8%	69.4%	45.5%	49.3%
Playground	43.8%	53.8%	65.7%	52.7%	57.4%	46.5%	63.3%	61.4%	56.0%
Electricity Connection	63.1%	79.5%	84.3%	73.7%	78.7%	91.7%	91.8%	77.3%	85.4%
Solar Panels	9.9%	16.7%	11.4%	12.4%	26.2%	9.7%	14.3%	13.6%	15.9%
Working Library	9.1%	12.8%	33.3%	16.7%	30.5%	19.4%	46.9%	16.3%	27.8%
Useable Furniture	65.5%	79.2%	76.8%	72.7%	75.0%	87.3%	87.8%	72.7%	81.3%
Day care Facility for Teachers	5.5%	11.7%	7.4%	7.9%	5.0%	11.6%	26.1%	19.0%	14.3%
Running Water available in Handwashing Sinks	32.1%	51.3%	52.9%	43.5%	40.0%	45.1%	62.5%	51.2%	48.6%
Student Toilets Available	67.3%	82.1%	80.0%	75.2%	78.7%	87.5%	89.8%	64.3%	81.3%
Separate Toilets for girls and boys	33.3%	37.7%	47.8%	38.5%	49.2%	56.3%	75.5%	46.5%	56.8%
Running Water available in toilets	55.0%	77.9%	78.3%	68.2%	74.6%	67.6%	85.7%	62.8%	72.5%
Disinfectants available for cleaning	25.5%	30.8%	47.1%	32.9%	35.0%	47.2%	65.3%	37.2%	46.0%
Toilets Cleanliness	48.6%	71.4%	71.4%	61.7%	71.7%	75.0%	89.8%	64.3%	75.3%
Clean Drinking Water available for students	56.4%	77.9%	75.4%	68.0%	73.8%	68.1%	89.8%	58.1%	72.4%
Sick Room Available in schools	11.8%	12.8%	14.5%	12.8%	13.1%	10.0%	28.6%	22.0%	17.2%
First Aid Equipment Available	8.2%	19.2%	15.9%	13.6%	13.3%	16.9%	28.6%	20.9%	19.3%
Compute Lab Available	0%	3.9%	19.7%	8.1%	5.6%	6.7%	26.2%	5.0%	10.2%
Internet Available	0.0%	2.7%	6.5%	2.6%	5.5%	3.5%	14.6%	0.0%	5.7%

GRANTS

	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Other	Primary	Elementary	Secondary	Other	
2022	# of schools reported receiving grants	1	2	3	0	0	1	1	1
	% of schools reported receiving grants	1%	3%	5%	0%	0%	1%	2%	2%
	Average amount of grant (Rs.)	0	378.787888	8110.689655	0	0	65.78947368	538.4615385	590.9090909
2023	# of schools reported receiving grants	3	1	2	1	0	0	0	1
	% of schools reported receiving grants	3%	2%	3%	4%	0%	0%	0%	2%
	Average amount of grant (Rs.)	0	0	7441	0	0	0	0	0.022727273

COMPUTER LAB AND INTERNET FACILITY IN SCHOOLS (% SCHOOLS)



DISABILITIES AND FUNCTIONING IN SCHOOLS (% SCHOOLS)

Children with Disabilities	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
No Disability	87%	90%	76%	85%	90%	90%	79%	87%	87%
Some Disability	13%	10%	24%	15%	10%	10%	21%	13%	13%

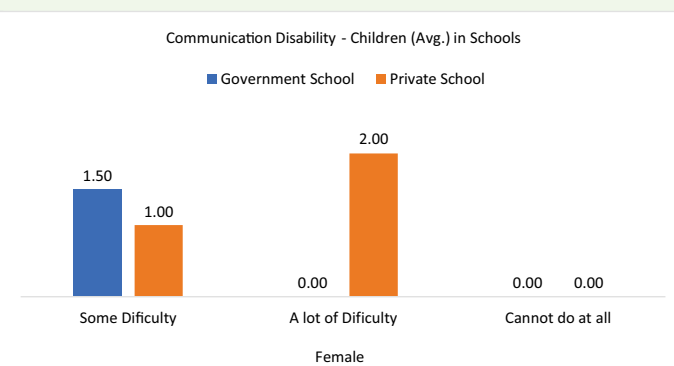
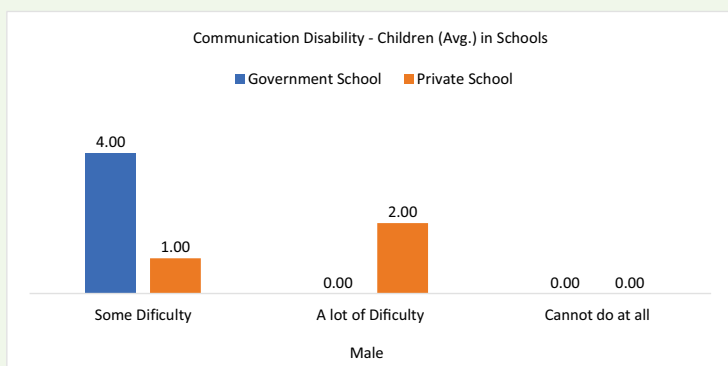
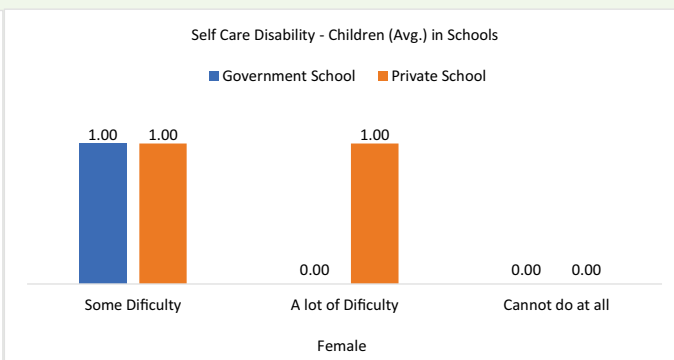
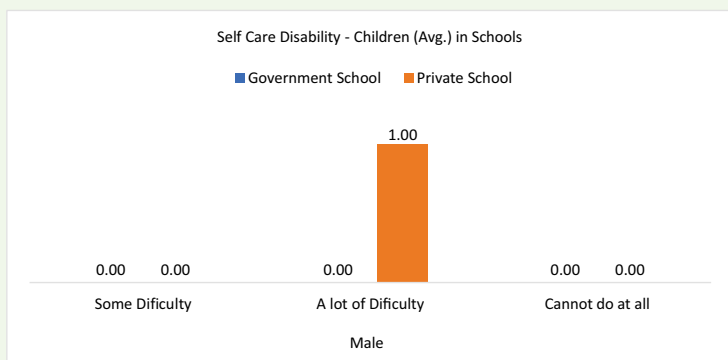
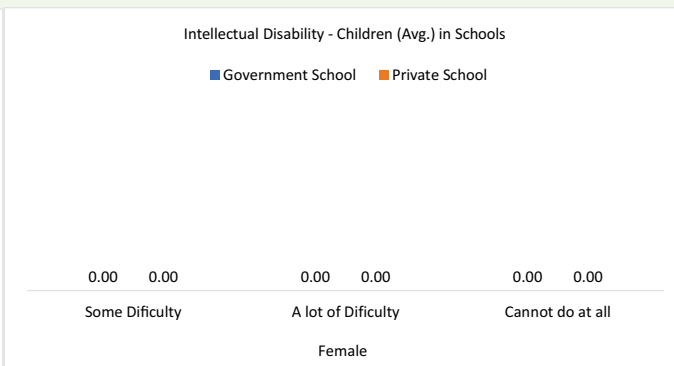
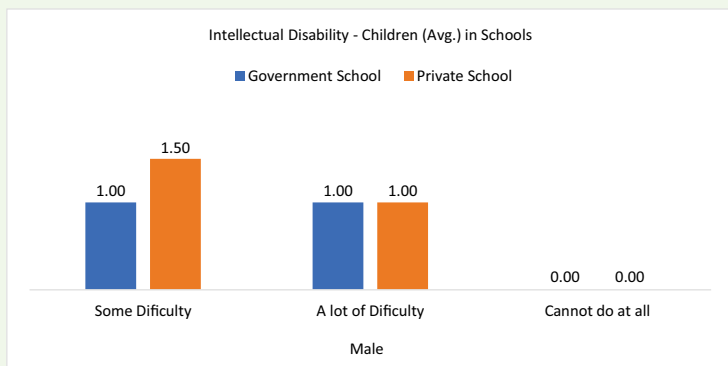
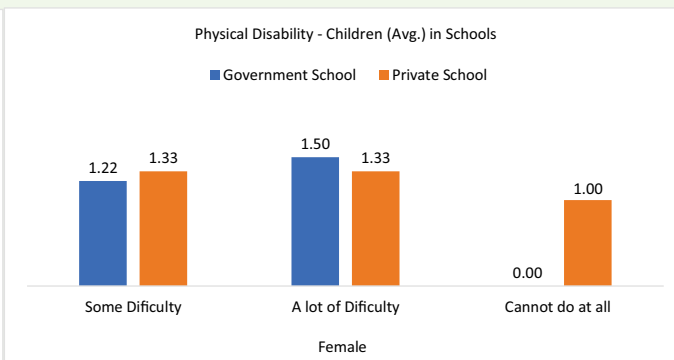
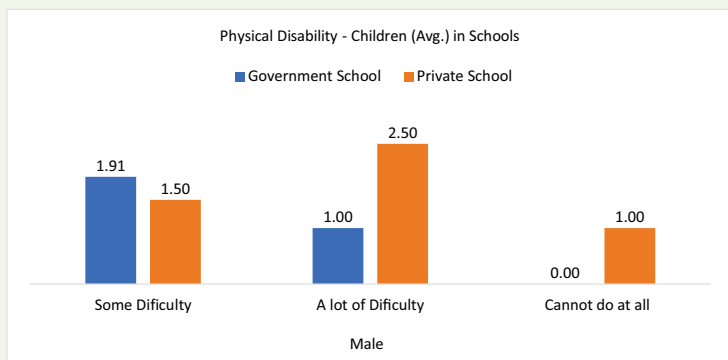
FACILITIES FOR CHILDREN WITH DISABILITIES IN SCHOOLS (% SCHOOLS)

Facilities in Schools	Government Schools				Private Schools				
	Primary	Elementary	Secondary	Overall	Primary	Elementary	Secondary	Other	Overall
Ramps	7%	0%	7%	6%	0%	20%	22%	50%	20%
Accessible Toilets	43%	57%	29%	40%	83%	60%	50%	60%	63%
Health and Nutrition Officer	0%	0%	0%	0%	0%	0%	0%	40%	8%
Other Facilities*	0%	5%	2%	2%	6%	0%	8%	27%	10%

*Special Staff, Hearing Assistive devices and Transport Facility

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





*The graphs on disability report findings based on the Washington Short Set which assesses children across six functionalities: visual, hearing, physical, intellectual, self-care and communication with others, by school type and gender.

Sample Composition

- ASER 2023 survey was conducted in 10 rural districts of Azad Jammu & Kashmir (AJ&K). The survey covered 5,843 households in 296 villages across the province during September-November 2023.
- Detailed information was collected for 12,091 children (49.5% males, 48.1% females and 2.4% transgenders) aged 3-16 years. Out of these 10,022 children aged 5-16 years were assessed for language and arithmetic competencies.
- School information was collected for public and non-state/private schools. A total of 294 government schools and 235 non-state/private institutions, including madrassahs and non-formal schools were surveyed.

THEME 1: ACCESS

The proportion of out-of-school children has decreased when compared to 2021 (5-16 years).

- In 2023, 2% of children were reported to be out-of-school; a decrease when compared to 2021 (8%). Around 1% of children have never been enrolled in a school and 1% have dropped out of school for various reasons.
- 98% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 53% (56% in 2021) of children were enrolled in government schools whereas 47% (44% in 2021) were going to non-state institutions (45.8% private schools and 0.8% Madrassah and 0.5% others). The share of private schools has increased by 3 percentage points compared with 2021, indicating its return to pre-COVID level.
- Amongst the enrolled students in government schools, 49% were girls and 51% were boys whereas in private schools 51% enrolled students were boys and 49% were girls.

THEME 2: EARLY CHILDHOOD EDUCATION

The proportion of children enrolled in ECE has decreased in 2023 as compared to 2021.

- 50% of all school-aged children in the age bracket of 3-5 years were enrolled in ECE compared to 52% in 2021.
- 50% children of age 3-5 are currently not enrolled in

any early childhood education program/school.

- Of the children enrolled in ECE, 43.8% are enrolled in government schools and 56.2% are enrolled in non-state institutions/private schools.

THEME 3: CLASS WISE LEARNING LEVELS

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

Urdu Learning levels of class 3 and class 5 children have improved:

- 42% of class 3 children could read story in Urdu compared to 22% in 2021.
- 76% of class 5 children could read a class 2 level story in Urdu compared to 72% in 2021.

English learning levels of class 3 have improved, and class 5 children have declined:

- 40% of class 3 children could read class 2 level sentences compared to 12% in 2021.
- 70% of class 5 children could read class 2 level sentences compared to 86% in 2021.

Arithmetic learning levels of class 3 and class 5 children have declined:

- 26% of children enrolled in class 3 could do two-digit division compared to 49% in 2021.
- 60% of class 5 children could do two-digit division as compared to 72% in 2021.

THEME 4: LEARNING LEVELS BY SCHOOL TYPE (GOVERNMENT VS PRIVATE)

Children enrolled in government schools are performing better in literacy and numeracy compared to private counterparts.

- 74% children enrolled in class 5 in government schools can read at least a story in Urdu as compared to 73% class 5 children enrolled in private schools.
- 71% of class 5 children enrolled in government

schools can read at least sentences in English whereas only 68% private school children can do the same.

- 63% of children enrolled in class 5 in government schools were able to do division as compared to 56% class 5 children enrolled in private schools.

THEME 5: GENDER GAP

Gender gap in learning: boys slightly outperform girls (age 5-16 overall) in literacy while they are at par with girls in numeracy skills.

- 69% of boys and 68% of girls could read at least sentences in Urdu.
- 71% boys could read at least English words while 71% of girls can do the same.
- 67% of boys were able to do at least subtraction compared to 67% girls.

THEME 6: PARENTAL EDUCATION

- 59% mothers (79% in 2021) and 74% fathers (65% in 2021) in the sampled households had completed at least primary education.

THEME 7: PAID TUITIONS

Private tuition incidence is greater for private school students. Overall, 8% of students enrolled in private schools are attending paid tuition as compared to 5% students enrolled in government schools (18% in 2021).

- Children across all classes/grades take private tuition. In government schools, 4% of children enrolled in class 1 take tuition as compared to 7% children in class 10.
- In 2021, the percentage of government school students availing paid tuition had increased to 18% from 5% in 2019 due to school closures. The decrease in share of government school students attending paid tuition by 13% (5% in 2023 compared to 18% in 2021) reflects the return to pre-pandemic levels.

THEME 8: MULTI-GRADE TEACHING

59% of surveyed government schools and 40% of surveyed private schools had Class 2 students sitting with other classes.

- Children of Class 2 and Class 8 sitting together with any

other classes were observed with one teacher teaching more than one grade.

- 59% of the surveyed government schools (40% in 2021) and 40% of the surveyed private schools (26% in 2021) had Class 2 sitting with other classes.
- 10% of surveyed government schools (as compared to 12% in 2021) and 11% of surveyed private schools (18% in 2021) had class 8 sitting with other classes.
- There is a marked increase in multigrading in class 2 and decrease in class 8 across government and non-state institutions/private schools.

THEME 9: TEACHER & STUDENT ATTENDANCE

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

- Overall student attendance in both surveyed government and private schools was **87%**.
- 79% of schoolteachers in Government Schools and 80% Private School teachers follow up with parents in case of student absence.
- Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers present on the day of survey.
- Overall teacher attendance in surveyed government schools was **92%** whereas it was **86%** in private schools.

THEME 10: TEACHERS' QUALIFICATION

- 30% of teachers in surveyed government schools have done graduation as compared to 44% teachers in private schools.
- However, 62% have completed M.Ed. in government schools compared to 41% in private schools.

THEME 11: CAPACITY BUILDING OF TEACHERS

- 16% of public-school teachers and 13% of private school teachers received training in the preceding 30 days or more from the date of survey.
- According to the public sector Head Teachers, Pedagogy (13%), Curriculum (12%) and Assessment (11%) are the key areas of teacher training; followed by School Leadership (10%) and Subject Specific Knowledge (10%).
- In comparison, for the private sector, Pedagogy (17%), Curriculum (14%), and School Leadership (11%) are

the key areas for teacher training, followed by Classroom Management (11%) and Education and Technology (10%).

- Whereas the core teacher training needs identified by the Head Teachers in public and private schools were Pedagogy (12%), Curriculum (10%) and School Leadership (10%); followed by Assessment (9%), Subject Specific Knowledge (9%), Education & Technology (9%) and Classroom Management (8%).

THEME 12: PARENT TEACHER MEETINGS

- 21% of surveyed government schools schedule monthly parent-teacher meetings as compared to 52% of private schools.

THEME 13: SCHOOL FACILITIES

GOVERNMENT SCHOOLS:

- 67% of the surveyed government primary schools have functional toilets as compared to 56% in 2021.
- 56% of the surveyed government primary schools have clean drinking water available in contrast to 49% in 2021.
- 56% of the surveyed government primary schools had complete boundary walls as compared to 57% in 2021.
- **44% of surveyed government primary schools had playgrounds as compared to 41% in 2021.**
- 63% of surveyed government primary schools had electricity connection as compared to 64.5% in 2021.
- **4% of surveyed government secondary schools had computer labs and 0% had internet facilities.**

PRIVATE SCHOOLS:

- 79% of the surveyed private primary schools have functional toilets as opposed to 91% in 2021.
- 74% of the surveyed private primary schools have clean drinking water available as compared to 59% in 2021.
- 43% of the surveyed private primary schools had complete boundary walls in contrast to 49% in 2021.
- **57% of surveyed private primary schools had playgrounds as compared to 31% in 2021.**
- 78% of surveyed private primary schools had electricity connection as compared to 44% in 2021.
- **6% of surveyed private secondary schools had**

computer labs and 6% had internet availability.

THEME 14: SCHOOL GRANTS/FUNDS

A higher share of government schools as compared to private schools received grants in the academic year 2022

- 1% government primary schools and 0% private primary schools received grants in the academic year 2022.
- 3% government elementary schools and 1% private elementary schools received grants in the academic year 2022.
- 5% government secondary schools and 2% private secondary schools received grants in the academic year 2022.

THEME 15: DISABILITIES & FUNCTIONINGS

- As part of the school-level survey, data on children with disabilities (CWDs) was also collected. Head teachers/teachers were interviewed using the Washington-UNICEF Short Set of questions, also known as the Washington Group/UNICEF Module on Child Functioning, which assesses children against 6 functionings i.e., visual, hearing, physical, intellectual, self-care and communication with others.
- At the provincial level, 15% of the surveyed government schools and 13% of private schools reported to have children with some disabilities.

THEME 16: HOUSEHOLDS' ACCESS TO TECHNOLOGY & KNOWLEDGE OF ITS USAGE

- ASER 2023 (rural) included a range of questions at the household level regarding access to technology and knowledge of its usage.
- 89% of households across all rural districts have access to mobile phones and 74% have smart phones.
- Amongst mobile users, 63% use WhatsApp services, whilst 73% use (SMS) text messaging.
- 26% have an internet connection and 16% have computers. 62% of households have TV and 22% have radio.
- On average, at least 1 household member can use a smartphone.

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

- 10% of the household respondents reported receiving welfare transfers via BISP; 1% Baitul-Maal; and 1% Akhuwat.

THEME 18: CLIMATE CHANGE

- 27% of household respondents reported that they are well “informed” about climate change, whereas a significant share (73%) indicated that they are “uninformed”.
- 24% of households were “significantly” impacted by natural disasters within the last year, while 7% were “moderately” affected.
- 3% of household respondents reported that they suffered losses amounting to more than 50% of their earnings due to natural disasters within the last year, whereas 8% indicated that 26%-50% of their earnings were negatively impacted.
- 34% households reported that children's schooling was “extremely affected” by natural disasters/floods, whereas 2% indicated that it was “moderately affected”.
- A significant share (29%) of the household respondents reported that their psychological wellbeing was “substantially affected” due natural disasters, while 5% indicated their mental wellbeing was “somewhat affected”.
- 25% of surveyed government schools were reported to be damaged by a natural disaster as compared to 11% of private schools.
- Out of surveyed government schools that were reported to be damaged, 70% were “partially damaged” while 30% were “fully damaged”.
- Out of surveyed private schools that were reported to be damaged, 100% were “partially damaged”.
- Of schools that were reported to be damaged, 62% Government and 67% private schools received some assistance from the government or a donor organization.

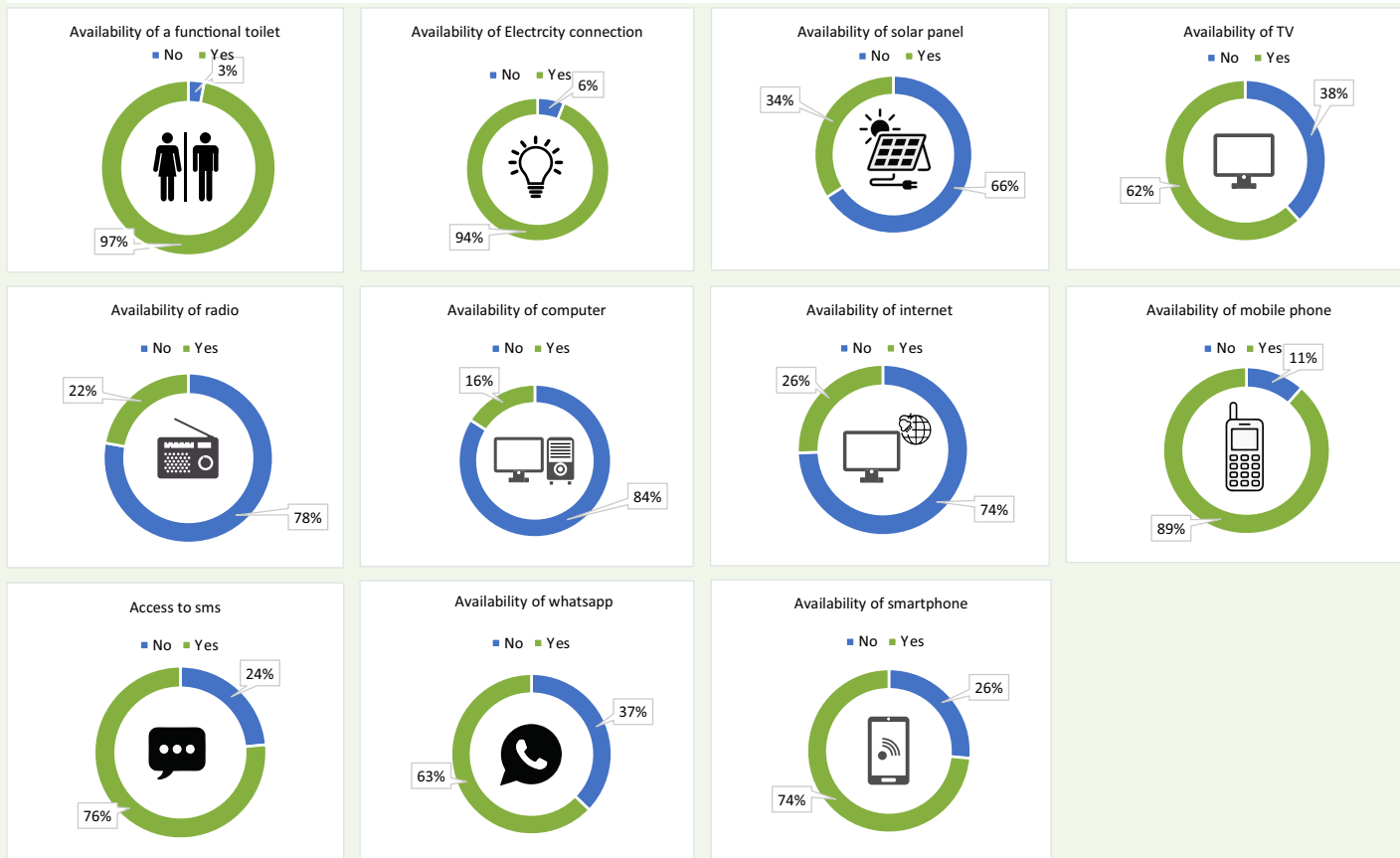
THEME 19: CHILDREN'S HEALTH

- 52% of children in surveyed households were reported to have received all the five basic vaccines (BCG, Polio, DPT-HepB-Hib, Pneumococcal, Measles) while 15% received none of the five basic vaccines.



AVAILABILITY OF BASIC FACILITIES & ACCESS TO MEANS OF COMMUNICATION

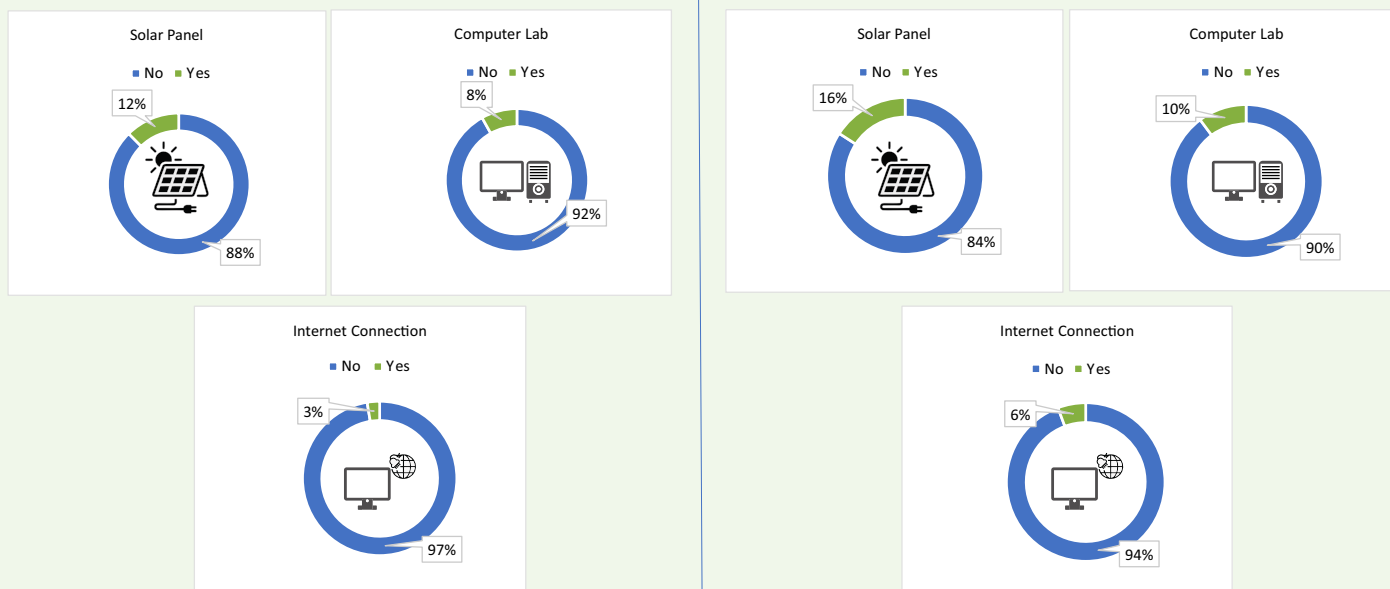
IN HOUSE



IN SCHOOLS

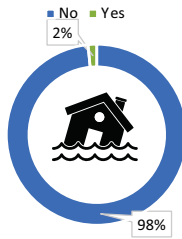
GOVT

PVT

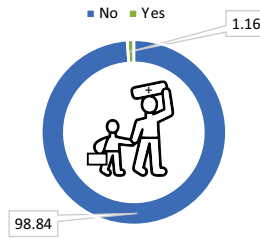


HOUSEHOLD LEVEL EFFECTS OF CLIMATE CHANGE

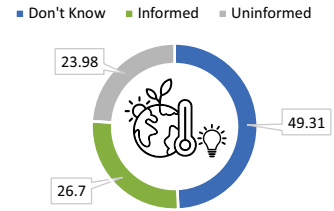
Was your household affected by floods?



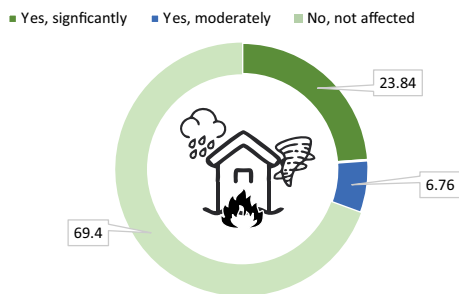
Are you a Migrant/refugee/idp?



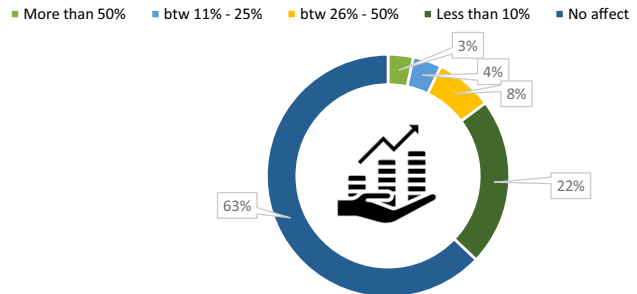
How Well Informed Are You About Climate Change?



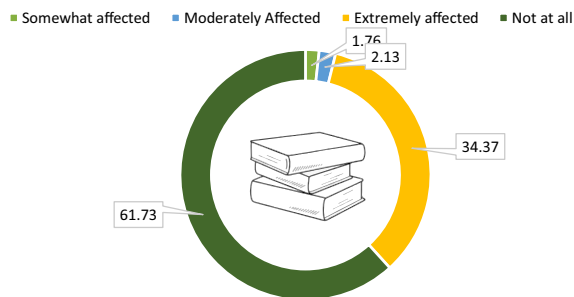
Has Your Family been Impacted by Natural Disaster?



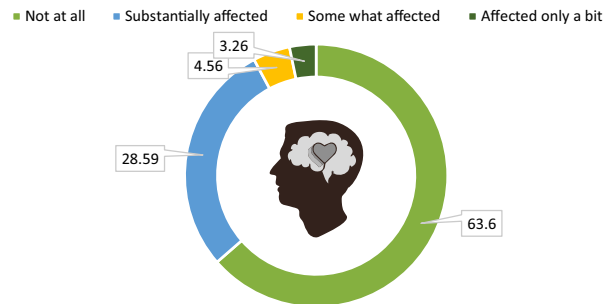
To What Extent Was Your Income Impacted?



Was Children's Schooling Affected By Natural Disaster?



Has Your Psychological Well Being Been Affected Due to Climate Change?

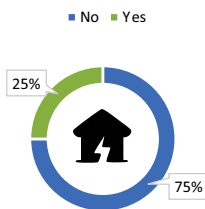


IN SCHOOLS

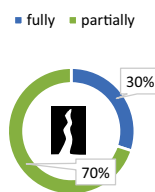
GOVT

PVT

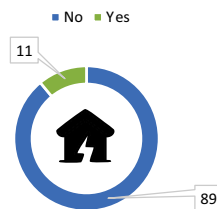
School damaged by any natural disaster



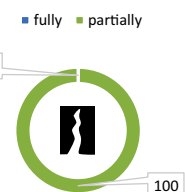
Extend of the damaged caused by natural disaster



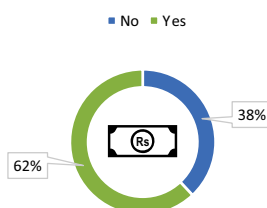
School damaged by any natural disaster



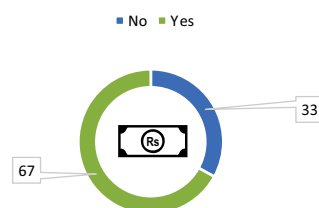
Extend of the damaged caused by natural disaster



Received assistance for the recovery of damage

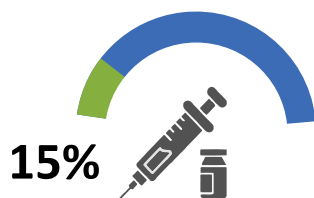


Received assistance for the recovery of damage

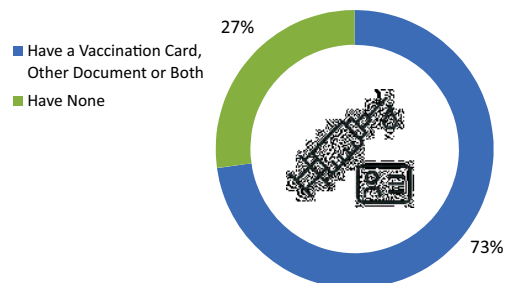


CHILD HEALTH INDICATORS - NATIONAL

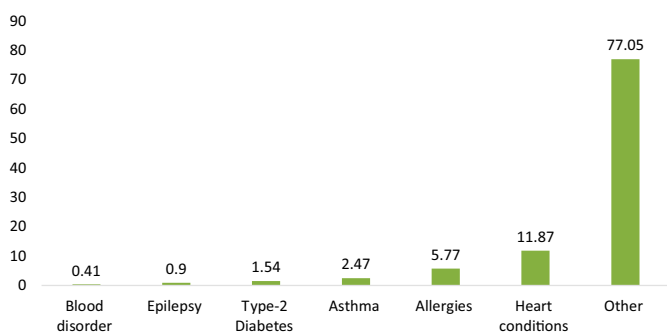
% Children that Received None of the Five Basic Vaccines



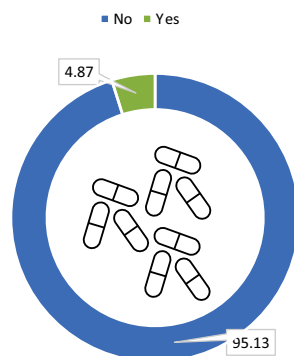
Whether Parent/Guardian Have a Vaccination Card, Other Document or Both



Diagnosed With a Health Problem By Doctor or Healthcare Provider

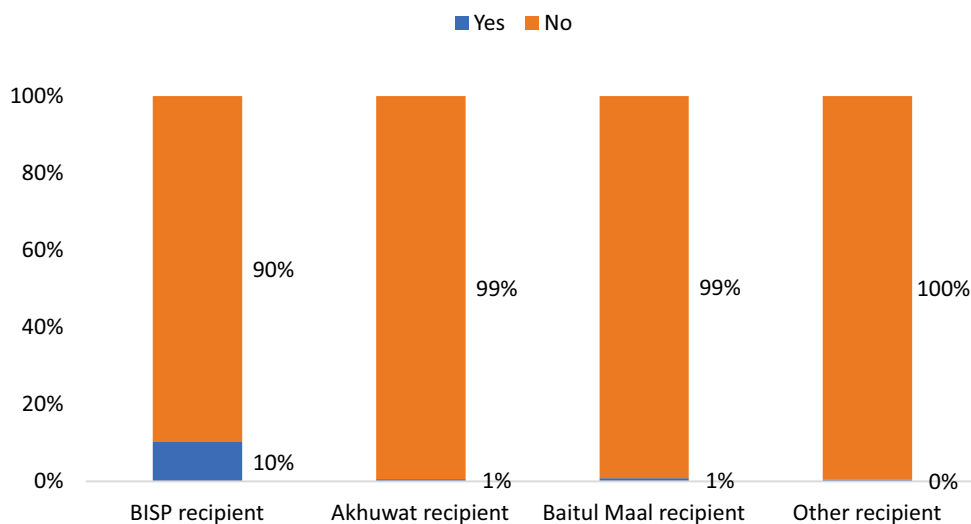


Has the Child Received Deworming Pills or Any Other Medicine in School?



SOCIAL SAFETY NET

Access to Social Safety Nets



Annual Status of Education Report

اثر
ASER
PAKISTAN

2023

Facilitated by Idara-e-Taleem-o-Aagahi

ABOUT THE SURVEY

SAMPLE DESIGN – Rural (Villages)

Total Population: The total population of this survey consists of 151 rural districts of Pakistan.

Sampling Frame: Each district is provided with

- A village list.
- Data from the Population Census 2017 on the total number of households.
- Total population of each village in the list.

Sample size and its Allocation:

- Keeping in view the variability of the key variables, population distribution and field resources, a total sample of 600 households pertaining to 20 households from each village is being used.
- Sample primary sampling units (PSUs) have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence.
- The detailed allocation plan is shown below:

Number of Districts	Number of Villages per District	Number of Households per Village
151	30	20

Sample Design: A two stage sample design was adopted:

- **First stage:** 30 villages selected using the provisional village directory of the 2017 census¹.
- **Second stage:** 20 households are selected in each of the 30 selected villages.

Selection of Primary Sampling Units (PSUs): Villages of districts have been taken as PSUs:

- Sample PSUs have been selected using probability proportional to size (PPS) method.
- Every year, 20 villages from the previous year are retained and 10 new villages are added. Ten villages are dropped from the previous year's list and 10 new villages are added from the population census village directory. The 10 new villages are also chosen using PPS.
- The 20 old villages and the 10 new villages give us a "rotating panel" of villages, which generates better estimates of changes.

Selection of Secondary Sampling Units (SSUs): Households have been treated as secondary sampling units (SSUs).

- Based on actual households in each sample PSUs, 20 households have been selected.
- We divide the village into four parts:
 - In each of the four parts, started from the central location and pick every 5th household on the left hand-side in a circular fashion till 5 households are selected from each part.

Selection of School

- 1 government school from each selected village (Mandatory)
- 1 private school from each selected village (Optional)

¹ "Block wise provisional summary results of 6th population and housing 2017 (as on January 03,2018)" by census division, Pakistan Bureau of Statistics www.pbscensus.gov.pk

SURVEY METHODOLOGY

WHAT TO DO IN THE VILLAGE

- **Contact Village Elder:** Introduce yourself to the village elder, councilor and/or to other senior members of the Panchayat. As you walk to reach the village elder, Panchayat or Councilor, talk to different people and ask about the village. Tell them about ASER. This initial walking and talking may take more than an hour. Get the approximate population number of households, languages spoken, and gas connection in the village from the Councilor.
- Also get information about Private schools, Hospital, dispensary, and maternity center (if available how many private schools in each category of private school i.e. purely private school, foundation assisted, trust/NGO, Special education).
- Ask about Government schools, Madrassa, private clinic (if available ask how many),
- While roaming in the village check for electric wiring/transformers for electricity connection.

HOW TO INTRODUCE ASER

It is important that ASER is introduced clearly and simply to the villagers. Following is a suggested way of explaining your purpose of visiting the village and the ASER survey: Our team is doing a survey on quality of education in Pakistan called Annual Status of Education Report (ASER). We want to know if the children of age 3-16 are learning anything in the school or outside of it i.e. in home. We are conducting this research in more than 4,500 villages and in 149 rural districts of Pakistan and your village has been selected as one of them. We will also go to one government school here and one private school (if there is one in the area) to look at their standard. We will select 20 households in your village and ask children to read and do mathematic sums etc. This way you will also know the standard of education, and as we ask the government, the village should also come together to improve educational standards.

The next step is to identify the households:

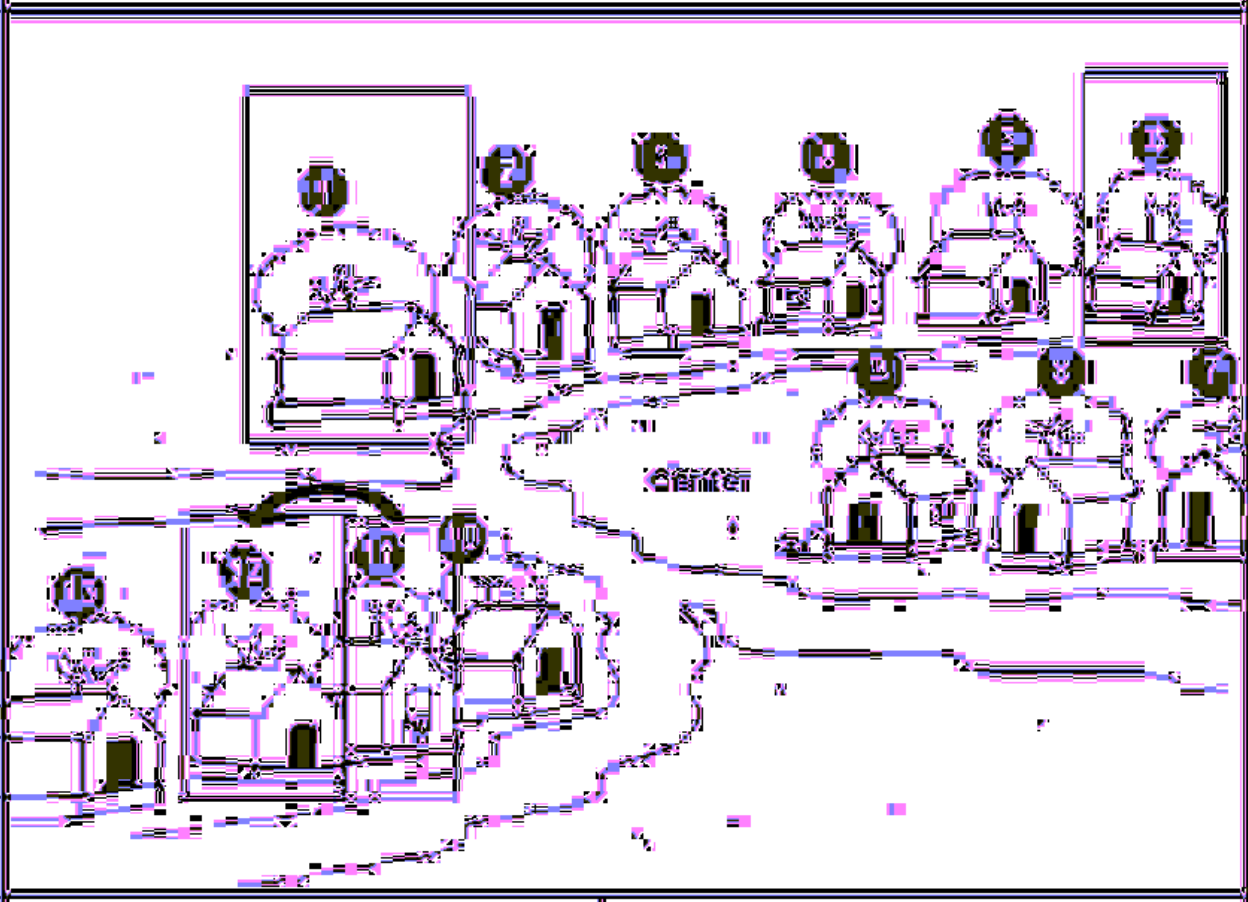
- Talk to people: How many different hamlets/sections are in the village? Where are they located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? How many government and private schools are in the village? Tell them about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

It is often helpful to first draw all the roads or paths coming into the village and going out of the village. It helps to first draw a rough sketch on the ground so that people around you can see what is being done. Mark hamlets, schools, households etc. with landmarks. With the help of the community members, identify different hamlets and their center point.

HOW TO SELECT HOUSEHOLDS

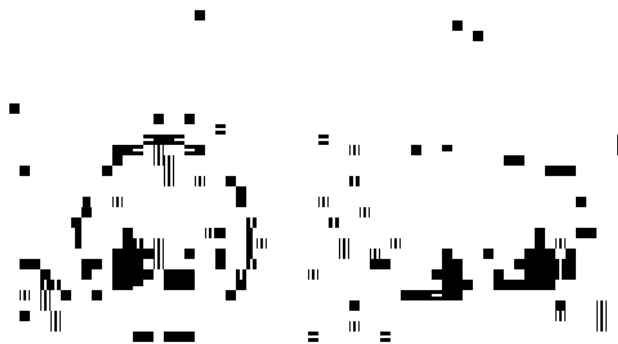
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g. 1st house, 6th house, 11th house, 16th house, and so on). Get information about the household and children following instructions in the next section.
 - House Closed: If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as “House Closed”. This household DOES NOT count as a surveyed household. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.
 - No Response: If a household refuses to participate, note that down on your compilation sheet as “No Response”. However, as above, this household DOES NOT count as a surveyed household. Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.
 - No Children: If there are no children or no children in the age group of 3–16 years in a household but there are inhabitants, this household Does Not count as surveyed household.
- Stop after you have completed 5 households in each hamlet/section. If you have reached the end of the section before 5 households are sampled, go around again using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue the survey till you have 5 households in the section.
- Now move to the next selected hamlet/section. Follow the same process.
- Make sure that you go to households ONLY WHEN children are likely to be at home. This means that the day of the household survey should be a Sunday or holiday.
- If every house is turning out to be a No Response house, think about your team and strategy. It may be because there are two male members going to the houses hence refused permission.

5th HH sample HHs in a hamlet in a village



Instructions:

1. Find central point in a hamlet. Stand facing the dwellings.
2. Survey every **5th HH** (household) occurring on the **Left Hand Side**.
3. In case of a locked HH or if there is nobody at home, note that down as '**House Closed**' and move to the next open house.
4. If a HH refuses to participate, note that down as '**No Response**' and move to the next HH.
5. If there are no children **or** no children in the age group of 3 -16 years in a HH but there are inhabitants, do not include that HH.
6. If you reach the end of the hamlet before five (5) HHs are sampled, go around again using the "every 5th HH rule".



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

WHAT TO DO IN EACH HOUSEHOLD

Basics of the household sheet: Following is some basic information required to be filled in the household sheet before the start of the survey.

Household with multiple kitchens: If there is more than one kitchen (chulhas) in the selected household, then randomly select any one of the kitchens in the household and record the total number of family members who eat from that chosen kitchen.

- **Household ID:** Write the household number (e.g. 1, 2, 3,.....20)
- **Gender of the respondent:** Select gender of the respondent. (Male, Female, other)
- **Respondent head of the family:** Ask if the respondent if s/he is head of family and select option (yes/no) accordingly.
- **Name of Family:** write down the name of **Family head.**
- **Mother language:** Write down the mother language of the family.
- **Religion:** Write down the religion of the household members.
- **Date and Time:** Write down the date, day, start & end time on the day of the survey visit.
- **In Each Sampled Household:** We will note information about the household and all the children (3-16 years), their mother and father who live in the household on a regular basis.
- **Children 3 to 4:** On the household sheet, note down child's name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**
 - Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying. whether they receive scholarship from government
- **Children 5 to 16:** On the Household sheet, note down child's name, age, gender and all other details.
 - Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
 - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying. and if they receive any government scholarship?
 - **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

Out of school children (drop outs and never enrolled children)

- Ask the child if s/he has dropped out and the last class that has passed. Also ask for the reason of dropping out or being never enrolled (such as law and order, poverty, flood, school building shifted by government or others). Reasons for not enrolling and never enrolled is mentioned at the bottom of the page with asterisk.
- Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

OTHER THINGS TO REMEMBER:

- **Non-resident children:** Do not survey children who are visiting their relatives and friends in the sampled village.
- **Older children:** Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like “children”.
- **Children out of the village:** If there are children in the family but who are not present in the village during the survey, do not take their details. There might be children of the household who study in other cities, do not include such children.
- **Mothers under or 16 years of age:** Often in villages, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age 5 to 16 years, and they will also be tested in all three assessments.

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

- **Parents’ Information: Following information regarding parent’s information will also be recorded:**
 - Name and Age
 - Total number of Children (0-16)
 - Whether mother and/or father have gone to school?
 - Mother and/or father’s education (Highest class completed)
 - Does mother father have CNIC?
 - Do not take information if the mother/father is Deceased/Alive.
 - Is mother working woman and is she married/widowed.

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

- 1) House Ownership: Mark yes or no regarding the ownership of the house.
- 2) 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.

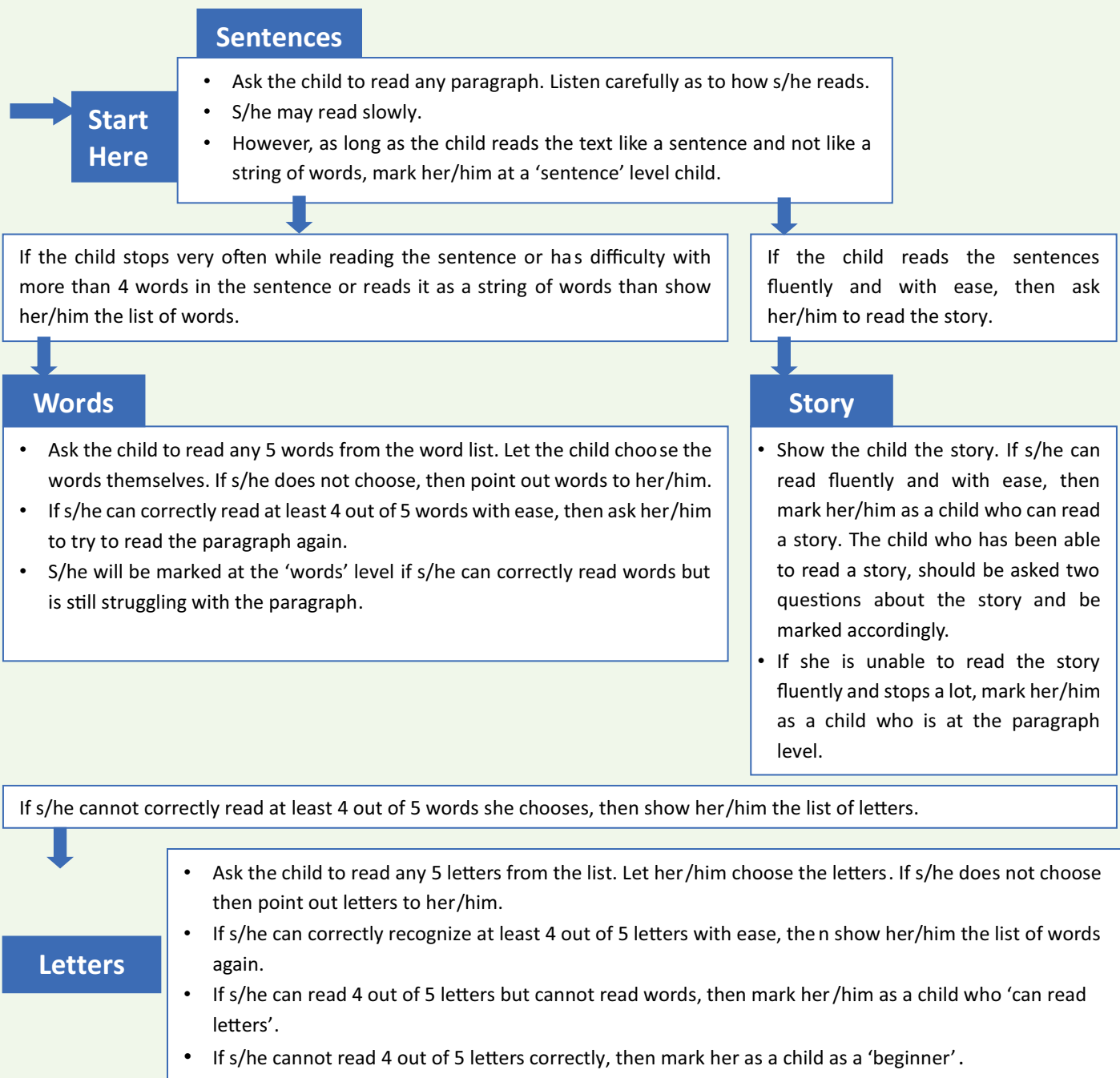
- 3) **Total household members:** Write down the **number of male and female members** eating from the same kitchen. Total number of earning members in the house and number of earning members who are below 18 age.
- 4) Ask the source of clean drinking water which are as follows:
 - a. **Tap water:** Water that is supplied through the tap.
 - b. **Bore:** groundwater that has been accessed by drilling a bore/hole into underground aquifers (water storages) and pumping to the surface.
 - c. **Filtration plant:** water supplied through filtration plant.
 - d. **Toba:** pond water.
 - e. **Stream/Chashma:** stream or chashma water.
 - f. Other
- 5) Functional toilet: Mark yes or no
- 6) Electricity Connection: Mark yes or no by observing if the household has wires/electric meters and fittings or not.
- 7) Solar Panel: Mark yes if the household has a solar panel otherwise mark no.
- 8) Television – TV in the household: Mark yes if the household has a TV set otherwise mark No.
- 9) Radio: ask the respondent if they have a radio and mark yes or no accordingly.
- 10) Computer/Tablet/Laptop: Mark yes if the household has a Computer/Tablet/Laptop otherwise mark No.
- 11) Internet Connection: Mark yes or no by observing if the household has an internet connection.
- 12) Means of communication: ask the respondent if they use mobile phone, smart phone, SMS, and WhatsApp for communication. And mark yes or no accordingly.
- 13) Vehicle owned by the households (Mention in numbers): Mention the number under the label “car” and “motorbike” if it is owned by the household.
- 14) Recipient of cash transfer or Safety -Nets: mark yes or no if respondent receives BISP, Bait-ul-maal, Punjab social protection authority, and Akhuwat.
- 15) Write the number of household members who can use a computer, use a smart phone, and read newspaper.
- 16) Take support from digital learning platform: mark PTV Tele School, no, or other.
- 17) Ask the respondent if their HH was affected by 2022-23 floods and mark yes/no accordingly.
- 18) If the HH is migrant/refugee/IDP then mark “**yes**” otherwise mark “**no**”.
- 19) Ask how well they are informed about climate change.
- 20) Has your family been impacted by natural disaster/flooding within the last year? Choose from “**Yes, significantly**”, “**Yes, moderately**”, or “**No, not affected**”.
- 21) To what extent were your earnings negatively impacted by natural disasters. E.g flooding? Select “**Less than 10%**”, “**btw 11% - 25%**”, “**btw 26% - 50%**”, “**More than 50%**”, or “**No affect**”.
- 22) Has your emotional/psychological well-being been affected due to climate changes? Choose from (Substantially affected, somewhat effected, Affected only bit, Not at all).
- 23) Mode of travel: Select all that apply (by foot, Bicycle, school transport, motor bike, car, other).
- 24) Time travel: mark the approximate time required to travel to school from “**Less than 0.5 hr**”, “**0.5 to 1 hr**”, or “**More than 1 hr**”.
- 25) Registered under NADRA: Write the number of children who have been registered under NADRA (have B -form).
- 26) Birth certificate: write the number of children for whom birth certificate has been issued.

- 27) Change of school: if any of the children have change the school in last year then mark yes and write the reason (such as law and order, poverty, flood, school building shifted by government, etc. these reasons are mentioned at the end of the survey tool page with an asterisk) to why they had to change school, otherwise choose no.
- 28) Educational expense: Total expense incurred on the child's education per month. Write the average expense of education per child per month.
- 29) Was any of your children's schooling affected due to natural disaster within last year (eg. Due to school closure, school absence, teachers' absence etc.): choose from extremely affected, moderately affected, somewhat affected, or not at all.

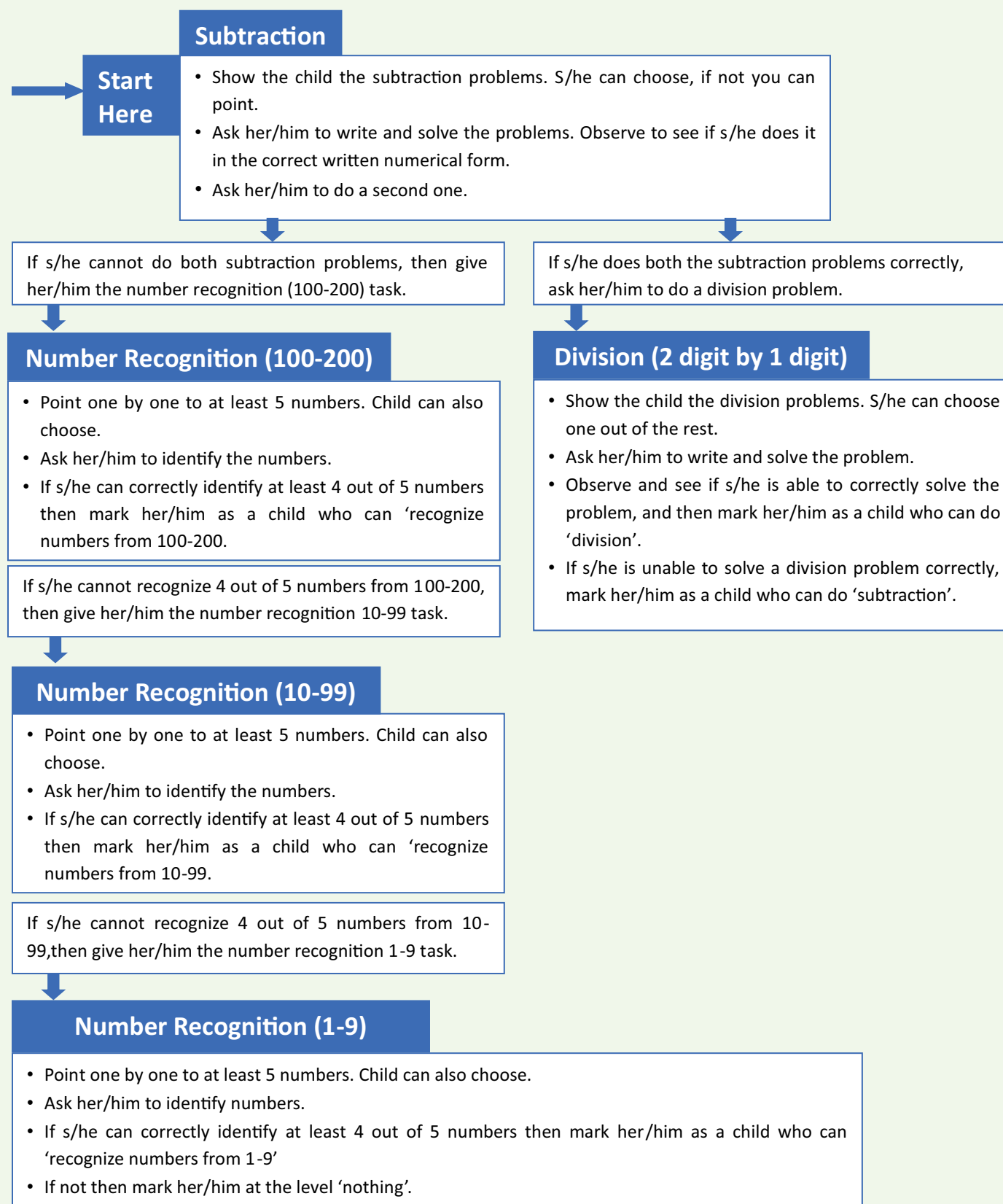
Information on child's health:

- 1) Copy name from the assessment sheet here.
- 2) Ask the respondent, how would they describe their child's health on a scale from Excellent to poor (Excellent, very good, good, fair, and poor).
- 3) **Diseases:** has a doctor or health care provider ever told you that the child has any of the following health problems?
 - a. Allergies
 - b. Asthma (also known as Dama)
 - c. Type 2 diabetes (known as sugar)
 - d. Epilepsy (known as Mirgi)
 - e. Heart condition
 - f. Blood disorder.
- 4) **Vaccines:** has the child received any of the following basic vaccines?
 - a. BCG (also known as TB)
 - b. Polio
 - c. DPT-HepB-Hib (also known as hepatitis)
 - d. Pneumococcal
 - e. Measles (Khasra)
 - f. If all of the vaccines are received, then choose "All of the above" and if none of the vaccines are received then choose "None".
- 5) Ask the respondent if their child have immunization card or any other documentation indicating child's vaccination. And choose the option accordingly.
- 6) Has your child received de-worming pills or any other medicine in school? Choose yes, no or don't know accordingly.

HOW TO TEST READING?



HOW TO TEST ARITHMETIC?





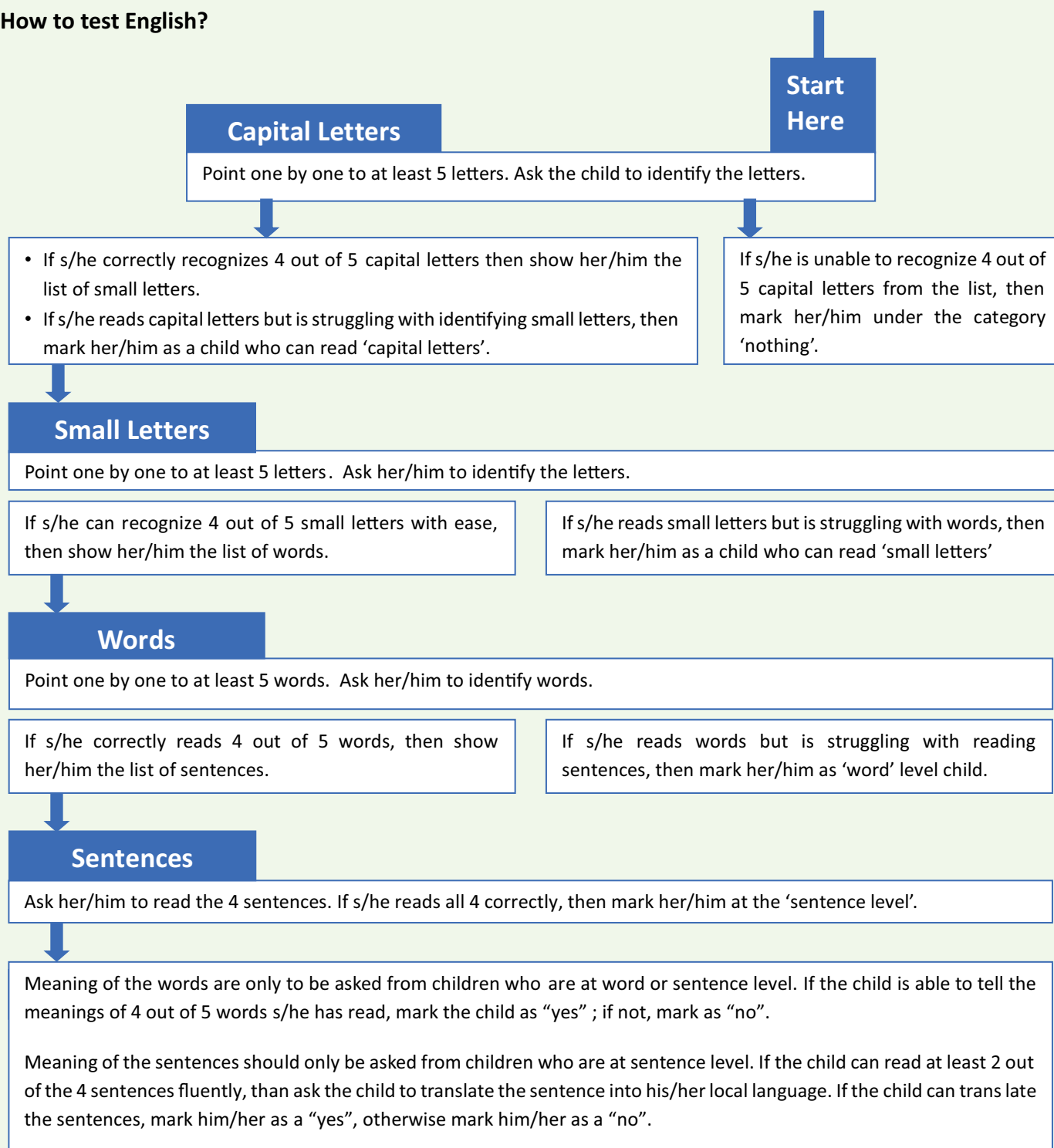
Word Problems

Show word problems to all children (5-16 years). S/he has to answer all three questions.

- Ask her/him to tell the time in the clock, if S/he answers correctly then mark as “can tell” otherwise mark as “cannot tell”.
- Ask her/him to solve the problem # 2 and #3 on a piece of paper.
- Watch what s/he does.
- If s/he is able to follow the right method and solve with the right answer, then mark her/him as a “can do” for each word problem otherwise mark her/him as “cannot do”.
- Ask at least one child from each household to do at least one word-problem at the back of the household sheet.



How to test English?



How to test General Knowledge?

ENGLISH

This section should only be asked from children who are at "Word" level on English Tool.

- Ask the child to see the picture and then ask two questions from the child. Mark "yes" if the child answer correctly, otherwise mark as "no".
- Ask the child to complete the sentences by identifying the picture of the items drawn on the sample. If a child answers any two correctly, mark him/her "yes", otherwise "no".

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS:

Mention the name of the Target Village on the top.

- Take permission from Head Masters/Mistress or Teacher of respective Class before observing the class.
- Visit any **government school** in the village with classes from Class 1 to 10 or High School. If there is no High school in the village, then go to a Middle School, in case Middle School is not available then go to a primary school. In the top box of the Observation Sheet, mark the school type. If there is no government school in the village, **than go to the nearest Government School located in a nearby village.**
- If the village has a Boy's High School and a Girl's High School, preference should be given to the girl's school.
- Meet the Head Master/Head Mistress (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and note down the following information:
 - Record the name of the School, name of the village, and name of Tehsil/Taluka, District/Agency and the Province.
 - Tick the school level i.e. Kachi/ECE to 5, Class 1 to 5, Class 1 to 8, and Class 1 to 10.
 - Tick the respective box for type of school i.e. High, Middle, Primary or Others.
 - Tick type of school (by enrollment):
 - Boys and Girls School
 - Boys only School
 - Girls only School
 - Tick the Medium of Instruction
 - English
 - Urdu
 - Pashto
 - Sindhi
 - Arabic
 - Or any other medium
 - EMIS/BEMIS/SEMIS Code: write the EMIS/BEMIS/SEMIS code of the school.
 - Write down school's establishment year.
 - If it is a private school or not, and whether the school is affiliated with any NGO.
 - Note the **Time of Entry** into the school and **Time of Exit** from School.
 - Date of visit: write down the date of survey

When at the school, ask the Head Master for the **enrollment register** or any official record of the school's enrolment.

What to do in Government/Private School?

Children's Enrollment & Attendance: (Section I)

1. ASK for the registers of all the Classes and fill in the enrollment. **If there is more than one section for same class, add the enrollment of all the sections and write accordingly.**
2. Make sure the HM has introduced you to the teacher. If not, introduce yourself and the ASER survey. Request for his/her permission to collect information on the classroom.
3. MOVE AROUND the class/area where children are seated and take down their attendance **class-wise by counting** them YOURSELF. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class-wise. Please note that you should **only** COUNT those children who are physically present in the class.
4. You can fill this information after you have collected all information from school records and registers. But make sure you do the head count of children enrolled in the school yourself also.

Class Room Observations (Observe and Ask if required): (Section II)

1. This section is to be filled for Class 2 and Class 8 only (in case of a primary school, do class 2 only). If there is more than one section for a class, then randomly choose any one. Write down the Class with whom these classes are sitting.
2. Is there a usable black/white board in the class? Yes/No – write on the black/white board yourself to find out.
3. OBSERVE if children have their textbooks for at least of one subject. Ask the children to show English textbook or that of Urdu to make a correct assessment.
4. Apart from the textbooks, OBSERVE if there is any other supplementary material (e.g. books, charts on the wall, board games, etc.) in the room. Mark accordingly for each class you observe.
5. OBSERVE where the Class is sitting (room, verandah, outdoor) and fill accordingly.
6. Observe any ECE equipment (toys, activity material) and mark accordingly.

Health and Disability (Observe and Ask if required): (Section III)

Request the Head Teacher to provide information on health and disability section and tick the relevant response options.

- a) Do you have children with disability in your school?
- b) If yes, how many in each type of disabilities (“visual”, “hearing”, “physical”, “intellectual”, “self-care”, “communication”) in the specific extent of disability (“some difficulty”, “a lot of difficulty”, “cannot do at all”)? Ask for total number and gender wise information.
- c) Do you have special facilities/personnel available? (Tick relevant option from the listed facilities: “ramps”, “accessible toilets”, “health and nutrition officer”, “trained support staff”, “assistive devices for hearing impaired”, and “transport facility”).

Teachers: (Section IV – Govt. School Sheet & Pvt. School Sheet)

1. Request the Head Teacher to provide you information on teachers in the school. Collect and note down the information on:
 - a. Number of sanctioned teaching posts (*Only for Government school*).
 - b. Number of teachers appointed (male and female both).
 - c. Regular/Government teachers (male and female both) do not include the Head Master.
 - d. ECE teacher/ECE assistant: If the school has ECE teacher or assistant.
 - e. Contract/Para-teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), local government, or community. Mark that separately.
 - f. Administrative staff
 - g. Support staff
 - h. Number of teachers/staff present on the day of the survey.
 - i. Number of teachers/staff living in the village, if applicable.
 - j. Also ask each category of teachers (Head Teacher, regular teachers, para -teachers) whether they reside in the village or a neighboring village and how many have more than 3 years of experience. Count the number of teachers residing in the same visited village and write this number in the observation sheet.

No. of Qualified Teaching Staff: (Section V – Govt. School Sheet & Section VI - Pvt. School Sheet)

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

- Educational Levels i.e. Below Matric, Matric, FA/F.Sc, BA, B.Sc, MA/M.Sc, M.Phil, PhD or any other. Count teachers for their respective highest educational level and mention the count in the respective boxes.
- Professional Qualification i.e. None, CT, PTC, B.Ed, M.Ed/MA.Ed, Others etc. Count teachers for their respective professional qualifications and mention the count in the respective boxes.

Note: Total numbers of teachers must be equal to total number of appointed teachers.

SMC/SC/PTA Information: (Section VI– Govt. School Sheet)

- Is SMC/SC/PTA/PTC/PTSMC active? (Yes or No).
- Write the total number of members.
- Write the number of active members.
- Write amount in bank.
- Write last meeting date.
- How many parents attended the meeting?
- When was the school council established?

Facilities in the School: (Section VII – Govt. School Sheet & Section VIII - Pvt. School Sheet)

Observe, count and write down:

- Total numbers of rooms in the school (observe and count)
- Number of rooms used for classes (observe and count)
- Average size of the classroom (in square feet)

Tick the relevant:

- Is there a complete school boundary wall/fence?
- Is there a playground?
- Does the school have an electricity connection?
- Does the school have solar panels?
- Does the school have a working library?
- How many electronic tables does the school have or have been assigned? (Give number)
- Is there useable furniture available in this school?
- IS running water available in handwashing sink?
- Was your school damaged by the natural disaster? If yes, then ask the extent of the damage (partially damaged or fully damaged) and if they received funding from govt or any other donor body.
- Drinking facility available and being used by children.
- Are there usable toilets/latrines for students?
- Are there separate toilets for girls and boys?
- Are disinfectant available for cleaning?
- Are the toilets clean?
- Clean drinking water for students?
- Is sick room available?
- Is first aid equipment available?
- Day care facility available for teachers?
- Is there a computer lab?

- Does the school have internet connection? If yes where? Give numbers.
- No. of hand washing sinks without water (count yourself).
- No. of handwashing sinks without soap/handwash (count yourself).
- No. of hand washing sinks outside toilets?
- No. of hand washing sinks inside toilets?
- No. of *wuzu* taps?
- No. of toilets for teachers only?
- No. of toilets for students only?
- No. of toilets without running water (count yourself).

No. of teachers who got training(s) recently: (Section VIII – Govt. School Sheet & Section VII – Pvt. School Sheet)

- This requires you to note down the number of teachers who received (teacher) training in the previous year. Mark how long ago the training was received i.e., “less than 15 days”, “15-30 days”, “more than 30 days”, or “none”.
- Ask the head teacher regarding the topics of these trainings. Mark the relevant response options from among those listed: “Pedagogy”, “School Leadership”, “Subject Specific Knowledge”, “Curriculum”, “Assessment”, “Community Engagement”, “Classroom Management”, “Education and Technology” and “Others”. More than one response option can be selected.
- Then, ask the head teacher regarding the training needs for teachers in the school. Then mark the relevant options from among those listed: “Pedagogy”, “School Leadership”, “Subject Specific Knowledge”, “Curriculum”, “Assessment”, “Community Engagement”, “Classroom Management”, “Education and Technology”, “Data Literacy”, “Teacher Leadership”, “Change Management”, and “Others”. More than one response option can be selected.

Parent-teacher meeting: (Section IX - Govt. School Sheet & Pvt. School Sheet)

- How many times in an academic year does the school organize parent-teacher meetings? Mark the relevant response from among: “monthly”, “quarterly”, “semi-annually”, “annually”, and “none”?
- Does the teacher follow up with the parent in case of student absence?
- How many marked absences are allowed in a month? Choose from 1, 2, 3, 4, and 5.
- Did the school remain closed due to any natural disaster within the last year? If yes, then for how many days?

Page No 2 (Only for Government School Sheet)

- Record Name of Head Teacher/Principal, school phone number and Head Teacher’s/Principal’s mobile number.
- The Head Master should be requested to provide information for this section. In the absence of the Head Master, ask Senior Most teacher OR the person who is in charge of the school to provide information for this section.

School Fund Information: (Section X – Govt. School Sheet)

1. For this section, note down information for July 2022 to June 2023, and July 2023 to date.
2. Write down the name of the person who provided the information.
3. If the school gets any funds from Government/Private Individual/NGO You can write down the name of other source of funds in the additional space given if there are any.
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 XI– Govt. School Sheet)

This section is similar to section IX other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2023 to date of survey.

School Fund Information: (Section XI and Section XII – Govt. School Sheet)

Below the fund section, also mark the relevant fields that inquire whether the fund was spend on utilities such as class room construction, school uniform, repair of computer etc.

Only for Private School Sheet

School Fund Information: (Section V – Pvt. School Sheet)

1. For this section, note down information for July 2022 to June 2023 and July 2023 to date of survey.
 2. Write down the name of the person who provided the information.
 3. If the school gets any funds from Government/ Private Individual/NGO, mark yes or no accordingly.
 4. If the school has received funds, then note down the **amount** and when these funds were received i.e., **month and year**. If the person answering this section says that he/she is going to receive funds in the future, then mark “No” . Also write the name of the Department/Organization providing the funds.
 5. If the school received a fund, then note down where that fund was spent or used.
 6. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.
- Note the **time of exit** from the school.

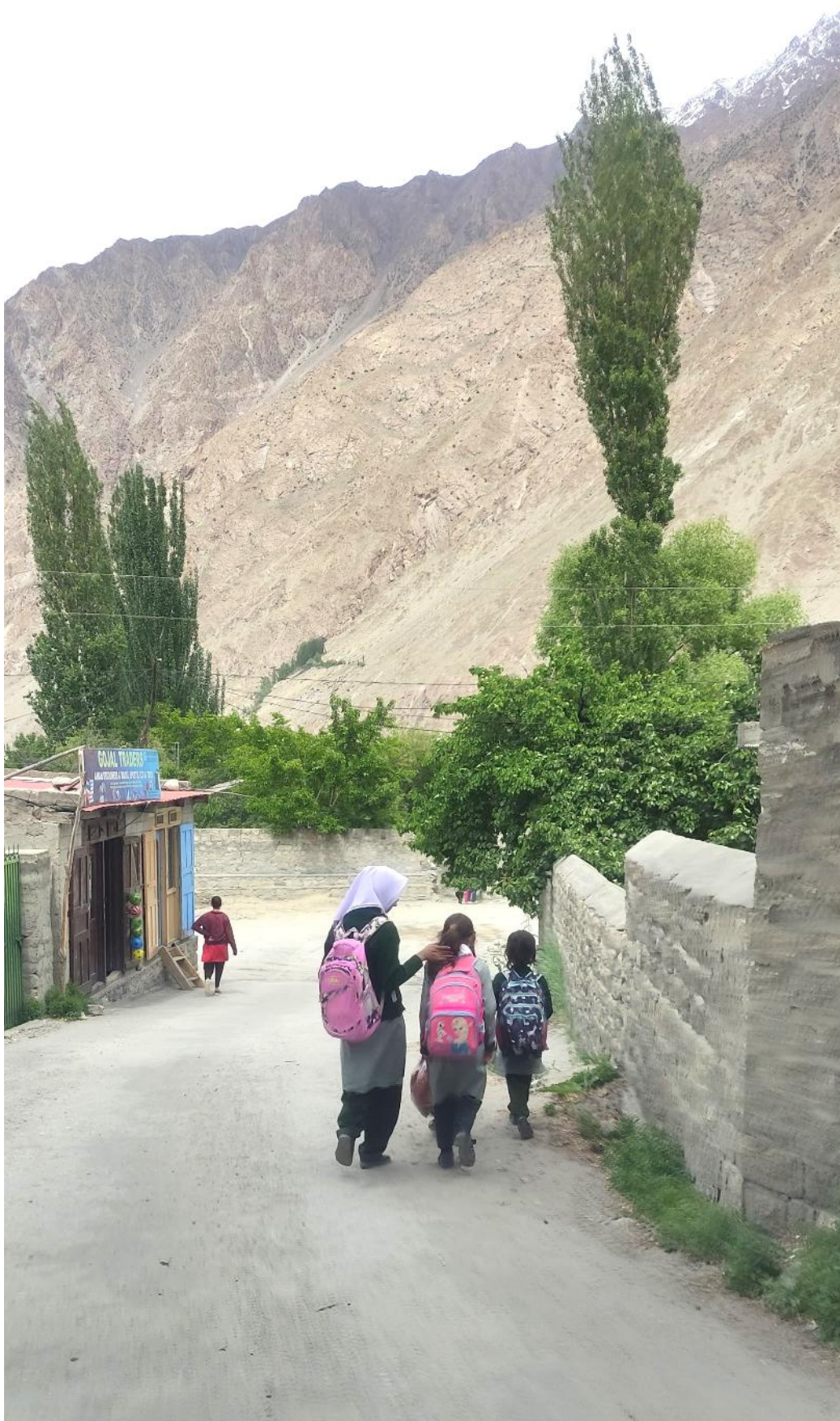
Annual Status of Education Report

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PAKISTAN

2023

Facilitated by Idara-e-Taleem-o-Aagahi

ANNEXURE



SAMPLE DESCRIPTION

Province	Districts covered	Villages covered	Households covered		Schools	
			Govt	Pvt	Govt	Total
AZAD JAMMU AND KASHMIR	10	296	5,843	235	294	529
BALOCHISTAN	36	1068	21,273	145	1038	1183
GILGIT BALTISTAN	10	298	5,866	190	298	488
KHYBER PAKHTUNKHWA	34	962	20,357	465	1013	1478
PUNJAB	35	996	20,565	623	1001	528
SINDH	25	734	15,108	91	720	811
ICT	1	27	539	26	24	50
NATIONAL	151	4381	89551	1775	4388	5067

Province	3-16 years children			5-16 years children			5-16 years children assessed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
AZAD JAMMU AND KASHMIR	5,987	5,813	12,091	5,675	5,281	11,032	5,194	4,766	10,022
BALOCHISTAN	34,270	29,864	64,834	29,332	25,314	55,296	23,270	18,275	42,045
GILGIT BALTISTAN	8,240	6,878	15,341	7,399	6,030	13,545	6,235	4,854	11,150
KHYBER PAKHTUNKHWA	27,109	16,245	43,488	24,387	14,303	38,820	20,891	10,627	31,618
PUNJAB	21,583	19,412	41,582	19,150	17,052	36,739	16,844	15,453	32,803
SINDH	19,443	14,447	33,912	17,093	12,445	29,559	14,607	10,172	24,794
ICT	704	585	1,289	604	486	1,090	506	416	922
NATIONAL	117336	93244	212537	103640	80911	186081	87547	64563	153354




Article: 25-A Right to Education


The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.



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