Annual Status of Education Report

اثر ASER PAKISTAN 2011

Facilitated by SAFED



Annual Status of Education Report 2011

Provisional

January 26, 2012

S.A.F.E.D.

South Asian Forum for Education Development



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& More than 5,000 Volunteers across Pakistan were also a significant part of ASER 2011

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Message from **Dr. Nadeem ul Haque**
Deputy Chairman Planning Commission of Pakistan

The Government of Pakistan has achieved a great milestone in the passing of the 18th amendment and Article 25-A, which for the first time in the history of Pakistan makes education a fundamental right. Education which has been neglected in the past has now come to the fore front of public debate. Education provision to all children aged 5-16 years is a huge undertaking which can only be achieved as a joint effort by all segments of the society. Civil society, teachers, students, parents and the government need to collaborate vigorously to achieve this goal. The role of the Government as a lead partner is critical for the sixth most populous country of the world where almost 62% of the children study in public sector schools.

ASER 2011 Pakistan provides us with baseline markers covering 84 rural districts including for the first time coverage of 3 urban districts, Karachi, Lahore and Peshawar. This will no doubt help us identify gaps that need to be bridged in order to move forward towards fulfilling the obligations under Article 25-A. Each year r ASER Pakistan is extending its outreach to cover each district of the country with a simple principled premise to achieve an outcomes-based learning framework for every child of Pakistan, without any discrimination. This year ASER has widened its outreach from 32 districts in 2010 to 85 districts of Pakistan including FATA which is an enormous feat. I applaud the ASER team on their success. Surely, ASER Pakistan 2010-2015 will be a promising tool for all of us, complementing our work in collecting systematic evidence on learning outcomes for informing our policies, budgets, and performance.

I congratulate the South Asia Forum for Education Development (SAFED) along with its national partners, Idara-e-Taleem-o-Aagahi (ITA), the National Commission for Human Development (NCHD), Sindh Education Foundation (SEF), Democratic Commission for Human Development (DCHD), Balochistan Boys Scouts Association (BBSA), the Departments of Education Balochistan, FATA, Gilgit-Baltistan, Khyber Pakhtunkhwa, Punjab and Sindh. Above all, I heartily congratulate the 5,000 ASER volunteers, our committed citizens who reached out to 2,599 villages/blocks, 49,793 households and 146,874 children of Pakistan!



Dr. Nadeem ul Haque
Deputy Chairman Planning Commission

Supporters and Partners of ASER Pakistan 2011

Supporters of ASER 2011

- "The UK's" Department for International Development - DFID
- Dubai Cares
- Foundation Open Society Institute - FOSI
- Idara-e-Taleem-o-Aagahi - ITA
- National Commission for Human Development - NCHD
- Oxfam Hong Kong - OHK
- Oxfam Novib
- Sindh Education Foundation - SEF

Partners ASER 2011

- Balochistan Boys Scouts Association - BBSA
- Community Development Organization - CDO
- Democratic Commission for Human Development - DCHD
- Devcon
- Education Department Balochistan
- Education Department FATA
- Education Department Gilgit - Baltistan
- Education Department Khyber Pakhtunkhwa
- Education Department Punjab
- Education Department Sindh
- Education, Health and Development - EHAD
- Federal Bureau of Statistics
- Hamza Development Foundation
- Institute for Education and Research
- Institute for professional Learning - IPL
- Khyber Social Welfare Organization - KSWO
- Kwendo Kor - KK
- PELI Alum
- Research and Community Development Organization Mianwali - RCDO
- Society for Advocacy, Awareness and Development - SAAD
- Think Pakistan



Pakistan is in a state of education emergency. There is a huge deficit in the provision of a quality education to children as a significant proportion of children are out of school. Those who have been reached and retained in schools are not learning well. In the efforts to end this emergency, it is absolutely necessary that student learning outcomes are measured and monitored on regular basis. While this purpose is being achieved partly by the large-scale student learning assessments conducted by the government, ASER is making important contributions in its own right by providing district-wise data on basic numeracy and literacy skills of children and their mothers. Its greatest value lies in its ability to create a citizen-led movement for improving on the low base of learning outcomes.

The UK government is helping Pakistan to end its education emergency by bringing more children into schools and enabling them to stay longer and learn better. As a part of this wider strategic priority, the Department for International Development (DFID) is collaborating with ASER to take it to scale. Moreover, DFID views ASER as a powerful vehicle for empowering citizens and civil society to hold the education system to account for its performance. Therefore, our collaboration with ASER also focuses on building coalitions for dialogue with districts and provincial governments, urging them to take concrete actions for improving learning levels. We look forward to ASER 2011 results and very much hope that they will be used to add further strength and force to the momentum for change. In the years to come, we wish to see this initiative moving forward for building on a strong foundation for citizen action on learning in schools.



OPEN SOCIETY
FOUNDATIONS

We at Foundation Open Society Institute (FOSI) – Pakistan are very excited about the opportunities that ASER represents. According to the Pakistani Constitution access to quality education is a basic right of every child. But that basic right has not and is not being extended to every child in Pakistan. We need initiatives that a) allow citizens to organize advocacy around this issue, b) generate evidence regarding educational outcomes, c) monitor and evaluate government and societal efforts in education sector, d) create tools for local level advocacy and monitoring & evaluation (M&E), and e) create impetus for long term and sustainable citizen involvement in the issue. ASER, based on household level literacy data from across the country is optimally designed to facilitate all of the above objectives.

We are really looking forward to the launch of the 2011 survey results through national, provincial and local consultations. We believe this will be a starting point of a new and much deeper citizen involvement in education advocacy and M&E. ASER 2011 is based on data from 85 districts, up from 32 districts in 2010. This should allow for the consultation/discussion and advocacy process to become deeper and more relevant at district and sub district level.

In the years to come, as ASER expands to cover all districts of the country and as its yearly surveys create across-time data, we hope the engagement of students, parents, local communities, citizens, civil society, academics, local, provincial and federal government officials, and international stakeholders will increase and become embedded into the education debate in the country. We hope that this engagement will be evidence-based and will allow progress tracking. By sharing its data and analysis, ASER will have a significant role to play in generating this evidence, creating tools for M&E and forming the basis for a sustainable citizen engagement on the issues of education. FOSI-Pakistan looks forward to being a partner in the journey ASER and its partners and Pakistan are embarking on.



National Commission for
Human Development - NCHD

Education is a fundamental right of all. It encompasses great benefits in terms of improving the skills and knowledge of individuals thus improving their overall output to the society. Therefore, it is the responsibility of every individual to strive for best quality education, not only for personal reasons but also for making beneficial contributions to the society as whole. At the NCHD, we believe it is the most fundamental tool necessary for human development. It is the main driver of social transformation and the journey of mankind to the ultimate limits of prosperity.

The Annual Status of Education Report (ASER) stands out in this regard as it is a very useful diagnostic tool to gauge the health of education in the country. Its importance is well established in terms of providing profound insights for improving the educational governance. The process it adopts to deliver the envisaged outputs makes it more special since it uses individuals, as volunteers, responsible to take it upon themselves to go and conduct surveys on education. This provides a great opportunity to the community volunteers to learn about finer aspects of quality in education. This exercise, at one end, provides insights to educationists and planners and on the other hand makes communities aware about education. Therefore it creates demand and support for quality education at the grassroots level. This, we believe, is the best possible way in terms of seeking energy and enthusiasm of our youth as well as their will to serve their communities.

Although education has become a fundamental right under Article 25-A of the constitution of Pakistan, after passing of the 18th amendment, however, it is now up to government, civil society and citizens to take measures to ensure that this right is delivered to all. Endeavors like the ASER, where communities and public sector functionaries work together to improve education, we believe, has a huge potential to assist in achieving the goal of quality education for all children.



Sindh
Education
Foundation

It gives me pleasure to present the publication on the citizens' led 'Annual Status of Education Report' for the year 2011. It is an important milestone towards the cause of education for all (EFA) and Millennium Development Goals (MDG). Education as a fundamental right is pivotal to social and economic development of the country and it is the duty of the State as well as the citizens alike to work hand in hand towards providing quality education to every child in the country. In this context ASER is an important initiative that provides the much needed input to policy makers involved in framing education policy in all the four provinces.

I am certain that ASER 2011 results covering 87 districts across the country will find justifiable space in the Government's economic and social policy document preparatory and as a result reflect in government policies. While such initiatives are critical in their significance, their relevance lies in their long-term and sustainable implementation at the grass root level. Therefore, it is important that governments, federal as well as provincial, benefit from this major initiative involving significant human and financial resources. As critical is that the key indicators on quality, access and equity of educational services are implemented through constitutional cover.

I take pride in being part of the ASER 2011 survey. Congratulations also to all whose efforts made this possible. The survey results should give further encouragement to the effort to establish citizens' engagement in public policy making. Success of ASER would open doors to other critical areas where citizens can actively contribute and provide informed and implementable inputs to the Government.



Notes on
ASER Pakistan 2011



Imagining 'one education for all'

By Arshed Bhatti, Education Consultant

When Prime Minister declared 2011 as year of education in Pakistan, many hoped that finally it would set the ball rolling for much awaited and mush desired education transformation. Some of us who worked on March for Education campaign for Pakistan Education Task Force which brought out critical report on Education Emergency in Pakistan were convinced that it was 'last chance' for the governments in Pakistan to do something for education. The 2011 passed as many years before it had, but nothing significant happened in education, in year of education.

One question that baffled before writing this piece was: what do people do when they have let their 'last chance' slip away from their grip? Should they quit the race, change the course, or let someone else run? I don't know a short answer, so the rest of this piece is an attempt to share an innovative and alternative course of action which in my view promises a winning race.

One of the few good things Pakistan's education scene has witnessed in last couple of years, besides the 18th Amendment, Article 25a & the devolution of education's delivery to provinces, is ASER (Annual Status of Education Report). I see that ASER will soon start getting the same attention and respect which the annual report on the state of human rights in Pakistan does.

One of the most lethal blind spots on the road to educational achievements – notwithstanding how bumpy, curvy & slippery that road may be – is credible, verifiable & quantifiable statistical snapshot of the ground realities of education in Pakistan. ASER has responded to an important need by collecting vital details of the big picture of educational achievements (the inputs & the outcomes - or a lack of both) succinctly & comprehensively. If there are still skids & derailments on this road, it would not be because of the blind spot, but for sleepy & non-serious drivers.

Now the next big challenge that follows ASER, in Baela's words, is: how to use ASER data for an effective advocacy at various levels so that the slogan of 'right to education' becomes a reality and does not haunt as repetitive rhetoric in the years to come! This piece is an effort to do that.

Some of the key statistical findings of the ASER 2011 (for KP & Sindh are) that over 60 per cent children still attend the public schools; the learning outcomes are very discouraging to put it politely; the facilities in public schools leave much to be desired; the teachers need to put up a better show both in showing up and showing the results; and the private schools, as believed by many, are not anywhere near in offering a panacea. However, one thing I noticed in the data is that the public sector, if improved, would still be a better bet for millions of children and it would neither be prudent nor advisable to write it off - yet.

In an opinion piece in Dawn in Feb 2011, I argued that 'doing more of the same' won't take our education anywhere. A year after, I reiterate it is time for citizens to act differently, definitely & defiantly to make governments act seriously for the provision of '**one education for all**'.

I am underscoring 'governmental action' because I believe the eventual transformation will come through government with State's full backing, institutionally, politically & financially. But let us not confuse governmental action with government provision and let us not accept that the governments keep doing what they have been doing in the last 65 years, and keep failing the way they have always failed. It certainly means we change the way we have been doing it, involve all others in doing it and take new and innovative routes. Consider.

1. Merging the redefined 'public' and the 'private':

Access to (including management & governance of) schooling is the biggest challenges with four facets: there are not enough schools; not enough schools for girls; not enough high schools; and not enough 'good' schools (which make pupil learn & succeed in life). Another aspect of access, many parents cannot afford to send children to 'good' (read private) schools. The inadequacies of access also relate to failures of governance & inadequacies of public sector's management.

Answer to this set of challenges is in blending the **place & space** of the public sector with **face & pace** of the private sector. In practical terms, this implies a set of initiatives & measures like:

Governments to provide land (space & place), while 'private sector' manages schools through more authorized principle, more involved parents & more qualified teachers.

The new management is subjected to a dedicated oversight of the elected people who are elected solely for this purpose: to manage education in their respective & defined jurisdictions.

This requires redefining & reconceptualization of 'education providers' by removing the binary of public & private and by agreeing that all education will be publically financed and

provided by the new entities who are competent, keen, committed & qualified with demonstrated track record of missionary zeal and requisite expertise.

2. Mainstreaming the technology in the entire spectrum of educational provision:

Today, technology has made life & many of the challenges far easier than they were imagined to be 10 years ago. The intelligent deployment of technological advances in telephony, internet & web-based technologies can help improve all aspects of education's entire spectrum without negatively displacing the labour force (teachers & managers).

In practical terms, it will imply infusion and intrusion of technology in all arenas of education's system & sector viz. planning & provision; allocation & spending; management & monitoring; the teaching & the text; assessment & learning; relevance & application, et al.

However, the involvement of technology will require new curriculum, new pedagogy, newly trained teachers, new social & political attitudes to schooling & education and new structures & mechanisms that will act differently to education ministries, departments & other authorities.

3. Separating provision, supervision & regulation:

There is need to follow two principles of common sense in this area. One, regulators, providers & monitors cannot be clubbed in the same entity. Two, s/he who pays must do so for services and products which have met the minimum and agreed standards of quality.

In practical terms, this will involve certain radical steps. The current departments of education will perform two functions viz. education financing which is tied to outputs/ results (like Punjab Education Foundation pays the private schools for PEF sponsored children); and enforcement of regulation to ensure minimum standards of service provision & learning outcomes are met.

The provision will be dispensed by citizen-led, regional education authorities. The regions can be defined geographically & linguistically (*Seraiki* region, Pashtun region, Balochi region, et al).

The supervision will be bifurcated into administrative & governance related oversight through peoples' representative specifically elected to govern management and provision of education. Validation & oversight of results (learning outcome, cost effectiveness etc.) can be carried out by publically financed, independently commissioned, citizen-led researches like ASER.

4. Laying a new, need-based, supply line of 'one education for all':

Adhering to the 'triple F' principle that engineers & designers follow the world over i.e. 'form follows function', we need to rebuild (more by readjusting & realigning than by reinventing the wheel) an education supply line that provides an education of same quality & content to all without any exception. Institutionally & structurally it will imply that a function is assigned to and performed by an entity whose core competencies match with the specifications of its job.

In practical terms this means, further & fully unfolding the process of devolution to districts as promised by the 18th Constitutional Amendment; doing away with the parallel and internecine streams & sets of schooling; providers are paid for a job well done, not merely for jobs that are assigned on paper but are either done halfheartedly or never done at all; and parents are more deeply and more actively involved in the governance of the schools their children attend.

5. Making research & evidence essential basis of all policies & plans:

There is hardly anyone who defies the logic and utility of research and evidence in informing, influencing & determining supply or its curtailment. However, in practical terms this means having one ASER for each region / cluster of districts & letting ASER be both the light and might of the planning and provision.

To conclude, one would assert that let us use & benefit from the wealth of insight the data in ASER offers. Let us do it seriously & earnestly; and let us do it like a marathon that is reinforced with regular sprints. The flipside of this assertion is that **let us not** have marathon sessions to plan a sprint that we know we – in all probability – would run like a marathon.

Arshed is former civil servant who runs a café, does education consulting, songwriting & filmmaking.

Early Childhood Education in Pakistan: *Realizing the Right to Early Start*

By Amima Sayeed, Education Consultant, Teachers' Resource Centre

The criticality and advantages of Early Childhood Education are now established from biological, social, economic, cultural and human development standpoints. The need for quality and encompassing ECE programmes is emphasized strongly because research proves that it positively impacts the physical, psychomotor, cognitive, social and emotional development of the child, including the acquisition of languages and early literacy. Children are active learners from birth, and the early years are vital to their success in school and later in life. Most importantly, investment in ECE and development programmes holds strong opportunity to break the cycle of inequities and poverty that has plagued millions of lives in Pakistan and elsewhere.

Pakistan's education system stands at a critical juncture with the constitutional decree of Article 25-A declaring Education as the fundamental right for children of 5-16yrs of age. In addition to its own constitution, Pakistan is also bound by international commitments and treaties. The Jomtien Declaration for Education For All stated that learning starts at birth. Ten years later, the 2000 Dakar Framework for Action reaffirmed this and 180 world leaders signed up to the Education For All goals where Goal One is to expand early childhood care and education. The UN Convention on the Rights of the Child (CRC), which is the most extensive international treaty on the rights of children, commits states to ensuring the rights of all children on the basis of equal opportunity. Moreover, the UN Committee on the CRC calls on states to recognize that children are active participants in decisions affecting them and to pay special attention to the neglected area of early childhood. However, with all the international and national bindings, there is little progress that has been made to ensure the rights of children to education as ASER 2011 reveals that 32.3% of children at age 5 were not enrolled in any school facility whereas Of 32,323 children surveyed in the 3-5 age group, 57.3% un-enrolled and only 42.8% were enrolled (girl's enrollment also stands at 42.2%).

Half of the critical period of Early Childhood years (0-8 age group) falls in the schooling age i.e. from age 5-8 years. While there is a growing emphasis on getting children enrolled in school, the real question is whether the schools are ready to induct young children and provide them with a thriving, curious, and positive learning environment. Are there adequate healthy spaces in the school to provide children breathing space? Is the teacher available to nurture and facilitate a batch of 35 or 50 young learners? Are there learning resources to make their experience challenging yet a fulfilling one? Do the teachers, if available, aware of the significance of ECE years and possess the skills and attributes of a quality caregiver for ECE? The findings from ASER 2011 respond to these questions to a large extent, and all the answers are in negative. The average number of rooms used for conducting classes at primary level in government schools was around 2 whereas in private schools, average number of primary classrooms was 4. Looking at as basic indicator as room availability, it becomes clear that providing a well-lit, ventilated, decent learning space for young learners to move around, engage in interactive activities and Plan-Do-Review cycle will be next to impossible. It is then no real surprise that ASER 2011 has found that more children in 3-5 age group are not enrolled in schools compared to ASER 2010 survey findings.

ASER 2011 also challenges the misplaced notion of ECE or Pre-Schooling as an urban phenomenon primarily catered through private education service providers. Of the total enrolled, 67.6% children were enrolled in government schools, 29.3% in private schools, 2.7% in madrasahs and the remaining 0.4% are enrolled in other types of schools such as non-formal day cares or literacy centres. Looking at the huge numbers approaching government schools for ECE, the public planning and financing wings cannot further delay action on the policy promulgations and provisions pertaining to ECE. It is the twelfth year since the National Education Policy called for regularization of Katchi in National Plan of Action and Education Sector Reforms-Action Plan, and third since the National Education Policy 2009 declared that "provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose." Pakistan has a tremendous advantage with a national ECE policy, research-based curriculum and local expertise in the field of ECE especially in the NGO sector for running effective, large-scale ECE quality programs. It must build on the available experiences and expertise to operationalize the national ECE framework. The failure to implement

policies is a failure of political commitment and education system as such. Pressure must be generated from all sections of society in order for the State, public and private education providers as well as donor agencies to fulfil their obligations to young children.

Pakistan has a tremendous advantage with constitutional provision, focused ECE National Plan and Education Policy, a cutting edge research-based National Curricular Framework that has been implemented both in diverse types of schools and has proven to be effective, and a valuable cache of experiences especially amongst the NGO sector to undertake teacher development and run large scale quality ECE programmes. With a shift in its educational financing priorities and evidence-based planning, the critical gaps can be closed that are currently impeding the expansion and improvement of Early Childhood Education. This will entail the following:

- Either through inclusion within the primary cycle or creating separate budget lines for ECE, projection and resource allocation for setting up and regularizing ECE classes across the public sector is critical. There is no hope for policy implementation until it is reflected in the budget documents of ECE, and that too in an integrated fashion. Separate teaching positions need to be created for ECE along with basic provision of learning resources. In the wake of RTE, this cannot be overemphasized as quality ECE experience cannot be provided without any teachers, space for children to breath and move around, and learning resources.

- There is a serious lack of coordination and alignment of targets. For ensuring that policies within and across ministries are implemented in their true spirit, it is critical for various stakeholders to come together and review the numerous documents, frameworks and overlapping roles and responsibilities and collapse them into few, decipherable and achievable plans. Concurrently, determining the lead organizations/ministerial units accountable for service provision and quality is imperative.

- There is no substitute for teacher training and provision of basic learning resources, if the purpose is to impart quality ECE in the public sector. Though follow-up support adds to the chances of uptake, however, the basic pre-requisites for running an ECE set up is that the teacher has an understanding and the skills to engage children in meaningful learning experiences. All existing and newly inducted teachers must be taken through a basic orientation of National ECE Curriculum and provided learning resources to ensure active teaching with young learners.

- Public sector has "developed capacities" for quality ECE programmes and their implementation at all levels trained hundreds from the cadres of teachers, supervisors and decision makers under a lot of NGO and donor-supported initiatives. It is imperative to properly channelize and build upon these capacities. The potential change makers are either working in isolation in some remote school or are too inundated with compliance duties that they do not use their potential and expertise. The jurisdictions, turfs and territories make it more difficult to pull the critical mass back together for planning and implementation of programmes. If these administrative hurdles are cleared out, the public sector has a very strong chance to emerge as a lead ECE implementing agency. Moreover, it can develop models of capacity utilization which other organizations can build upon.

Investment made now in ECE policies and programs will bring large future returns to individuals, families, communities, and nation at large. The damages of ignoring critical phase of human development are irreversible as we are experiencing them today, and any defense mounted is not enough to secure the people and the nation. The malaise of poverty, terrorism, discrimination can be addressed by taking a proactive approach and protecting the next generations from it. The call for action is deafening as ASER 2011 findings demonstrate yet again. It is for each citizen, as a collective and an individual, to demand for political commitment and play a vital role in safeguarding children and giving them a promising future.

Inequality in Education

By Dr. Faisal Bari and Nargis Sultana, Foundation Open Society Institute (FOSI)-Pakistan

Introduction

Educational opportunities available in Pakistan are of a very diverse nature. There are deep divisions based on regional disparities, rural-urban location, gender, income and wealth of parents, medium of instruction in schools, curricula and syllabi, ideological divides, type of schools, and access to extra coaching (shadow education), among others. In the last couple of decades as income and wealth inequalities have increased in Pakistani society in general, and our society has become more fragmented and divided, on various socio-economic lines, the disparities in education have also increased concurrently. The rapid growth of the private sector, over this period, has also added to the diversity and inequality of educational opportunities.

ASER data reflects these inequalities very clearly. There are significant differences in access to education, dropouts and proportion of out of school children, as well as learning achievements of children. These differences should be of grave concern to policy makers in Pakistan. Where they are a reflection of the existing disparities and divisions in the country, the schooling system will cause these disparities to increase manifold over the next few years if they remain unchecked and unchallenged. It is worth highlighting this aspect of our education system.

The Socio-Economic Gap

There has always been a hierarchy of schooling in Pakistan. However, the increasing range of private schools means the difference between high and low quality education is growing. There is a mushroom growth of the English-medium schools, especially at the primary level. English still fascinates parents who feel elated when their children demonstrate verbal skills in English. However, the high tuition schools that give good quality education, meant mainly for the elite, are indirectly perpetuating class distinctions as they mainly cater to the upper strata of society. Increasingly the quality of education depends on being able to pay for private education. Standard government schools deliver very low learning outcomes. Employment opportunities are dictated by the type of school attended. Schools, which might confer economic opportunities on students, are beyond the reach of normal citizens. Consequently, the school system reinforces the social gap rather than offering opportunities for social mobility.

In Pakistan enrolment in private educational institutions is 34% of total enrolment[1]. The number of private schools has increased, over the last decade, in Pakistan and they are no longer restricted to urban areas. Punjab and Kyber Pakhtunkhwa have seen significant growth in privates schooling in both urban and rural areas, with higher growth in urban areas, but interior Sindh and rural Balochistan have very few private schools. The major constraint, on opening private schools in various areas, seems to be the availability of teachers locally. Private schools have opened up in large numbers where there has been an available and ready supply of matric/intermediate pass individuals. These have mainly been females in Punjab and KP. This partially explains the expansion in these two provinces, aside from demand factor differences, and it also explains the constraint in interior Sindh and Balochistan. It also explains why most of private school expansion has happened at primary level. If we want similar expansion of private schooling in other areas we have to find the supply of teachers, local or ways of transporting teachers from other areas into supply constrained areas.

Private schools cost more than their public counterparts. Though most private schools are low fee schools, barring the small number of elite schools, they are still more expensive than public schools. Parents from all income quintiles send children to private schools but there is a strong correlation between wealth and enrolment in private schools. Parents from lower income quintiles sometimes need to decide which child to send to a private school if they cannot afford to send all their children. Some data is also showing that children from private schools also get more paid coaching, after school hours, than their public school counterparts. All of these trends will exacerbate educational and later opportunity and income/wealth disparities in the society.

Disparities in Access to Education

There are disparities in access to Education, particularly for the rural poor and girls. Substantial gender disparities continue to exist. Drop out rates between kachi and grade 5 are high. One of the reasons for low enrolment rates for girls, especially in rural areas is non-availability of local female teachers. Most of the government schools lack basic facilities like drinking water, electricity, latrines and boundary walls. Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) in the middle and matric level education are at lower level than in primary education (see Annex-1, table 1, 2 and 3). In particular, notice the NER

[1] Source: Government of Pakistan, Pakistan Education Statistics 2008-09.

differences across provinces, by gender, especially for Balochistan, and across the rural-urban divide. The drop in NER, from primary to high school, is indicative of both incompletion and transitional dropouts, and the level changes here are quite large: from 56 percent at primary, overall for Pakistan, to 12 percent at matriculation level.

Out of School Children

There are 7.261 million children out of school at the primary level, and 58% are female[2], and overall all estimates of 5-16 year olds who are out of school go up to 20 million children. This is a matter of deep concern for Pakistan. It speaks of emerging and critical social imbalance, calls for urgent, radical and revolutionary changes with respect to future financing and investment in education in the context of macro economic constraints, puts the country to a position to make hard choices between focused and obligatory coverage of all its children as part of their fundamental right. Given the inclusion of 25A in the Constitution of the Pakistan, the state has promised to provide for 'free' and 'compulsory' education of all 5-16 year olds. Though subordinate legislation has not been enacted on the Constitutional Amendment, and the provinces, to whom educational responsibilities have been devolved to, have not made plans for operationalizing 25A yet, we should be gearing up for the effort. In this context the issue of dropout and out of school children will gain even more importance. Currently, the millions out of school are leading to even higher disparities in the socio-economic setup of the country.

ASER Pakistan 2011 - Learning Levels

ASER is citizen-led initiative. The survey results provide information about how well children are learning across school systems. The data create awareness regarding children's learning level in government and private schools.

ASER data clearly shows that quality of education, measured in terms of numeracy and literacy (Urdu and English) skills also varies significantly across the various divides that we have mentioned above. There are significant differences in what grade one, grade three and grade five children know across provinces, even districts, and across the rural-urban divide. Children in Balochistan, for example, are on average not doing as well as children in Punjab and KP. Judging by what the children of a particular age or grade should know, keeping curriculum in mind, most children are doing poorly. So, on an absolute scale the quality of education that Pakistani children are getting, on average, is quite poor. But within school going children, again on average, public school children seem to be doing poorly when compared to their private school counter parts. This result has been corroborated by other studies too. At class three level only about 40 odd percent of children can read a sentence. English teaching is quite poor across the country, but it is specially poor in some areas. Similarly numeracy skills, on average, are poor too. But what is more important, from inequality and disparity perspective, is that even within the story of poor quality overall, there is tremendous variation and it is not random.

Conclusion

Article 25A promises free and compulsory education to all children. The idea behind the promise, whether it is seen in the language of rights or is seen in more functional terms as a public good argument, is to provide opportunities to all children so that they can develop their potential fully. But if the education system is as fragmented and divided as it is in Pakistan, how can any argument for opportunity for all, far less a move towards equal opportunities for all, be made or be credibly sustained. Our education system is divided on lines of geography, class, income/wealth, medium of instruction, cost, syllabi and curricula, and gender and these differences manifest themselves in differentials in access, dropouts and in the quality of education that is imparted. And existing differences in educational provision will, inevitably, create even bigger differences in the future and will further entrench differences too. If our objective is to educate all children, and at least to a minimum standard, so that these children can have some equality of opportunity, or at least a bigger set of opportunities available to each of them, we need to challenge the existing differences and divisions. 25A provides an opportunity for articulating this challenge through the subordinate legislation that will come and through the arrangements that we will make for operationalizing it. But the current state, amply demonstrated by ASER and other data, makes for a depressing reading.

[2] UNESCO, Education for All Global Monitoring Report 2011.

Table 1: Primary (Class 1-5) Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) - 2010-11 PSLM Percent

Province	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
PRIMARY GER									
(Class 1-5 & age 5-9)									
Pakistan	**109**	**103**	**106**	**96**	**75**	**86**	**100**	**83**	**92**
Punjab	111	108	109	100	88	94	103	93	98
Sindh	107	99	103	87	55	72	94	72	84
Khyber Pakhtunkhwa	105	96	100	100	73	87	101	76	89
Balochistan	117	84	102	85	43	66	92	52	74
PRIMARY NER									
(Class 1-5 & age 5-9)									
Pakistan	**67**	**65**	**66**	**57**	**48**	**53**	**60**	**53**	**56**
Punjab	69	69	69	60	55	58	62	59	61
Sindh	63	62	63	54	39	47	57	48	53
Khyber Pakhtunkhwa	63	58	61	56	43	50	57	45	51
Balochistan	69	58	64	53	29	42	56	35	47

Table 2: Middle (Class 6-8) Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) - 2010-11 PSLM Percent

Province	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
MIDDLE GER									
(Class 6-8 & age 10-12)									
Pakistan	**70**	**73**	**71**	**55**	**37**	**47**	**59**	**48**	**54**
Punjab	70	77	73	57	46	52	61	55	58
Sindh	67	72	69	43	18	32	52	42	48
Khyber Pakhtunkhwa	86	59	73	68	37	54	71	41	57
Balochistan	62	56	60	40	9	27	45	20	35
MIDDLE NER									
(Class 6-8 & age 10-12)									
Pakistan	**27**	**31**	**29**	**19**	**14**	**17**	**22**	**19**	**20**
Punjab	29	34	31	21	17	19	23	22	23
Sindh	26	30	28	18	8	13	21	17	19
Khyber Pakhtunkhwa	27	21	24	19	12	16	20	13	17
Balochistan	21	19	21	16	3	11	17	7	13

Table 3: Matric (Class 9-10) Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) – 2010-11 PSLM Percent

Province	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
MATRIC GER									
(Class 9-10 & age 13-14)									
Pakistan	**80**	**77**	**79**	**57**	**35**	**47**	**65**	**49**	**57**
Punjab	80	82	81	59	44	52	65	56	61
Sindh	84	75	79	46	15	32	63	45	55
Khyber Pakhtunkhwa	76	58	67	69	32	51	70	36	54
Balochistan	72	52	64	46	5	29	52	17	38
MATRIC NER									
(Class 9-10 & age 13-14)									
Pakistan	**16**	**20**	**18**	**10**	**8**	**9**	**12**	**12**	**12**
Punjab	17	25	21	11	11	11	13	16	14
Sindh	17	16	16	8	3	6	12	10	11
Khyber Pakhtunkhwa	9	12	10	7	5	6	8	6	7
Balochistan	13	8	11	7	1	4	8	3	6

Source: Government of Pakistan, Statistics Division, Federal Bureau of Statistics, Pakistan Social and Living Standards Measurement Survey (PSLM) – 2010-11.

ASER 2011 - Meeting the Gender Challenges in Pakistan

By Baela Raza Jamil, Coordinator SAFED,
Director Programs, Idara-e-Taleem-o-Aagahi (ITA), Director, Institute for Professional Learning (IPL)

Asiya's mother finally won the day in her household when she enrolled her daughter to the village school at age 7 in the Katchi (pre –primary) class. Asiya felt happy but a bit awkward since she stuck out as an older /taller child. In Katchi, she was lucky because the teacher began her day by coming first to her class and then moved to other classes in the two teacher girls' primary school with an enrolment of 150 children. After spending four years in school Asiya at age 10+ is now in grade 3, after repeating grade 2. She is determined to complete primary and secondary school.

In October 2011 when the ASER team knocked on Asiya's door her mother was delighted. In 2010 the survey team went to the house a few doors away. Asiya along with her mother had rushed to see what was happening in their otherwise undisturbed village. How her mother begged the team to test Asiya and her three brothers to report in the national survey, but was told that the survey was for a specific household only. Exactly one year later in 2011 a small miracle had happened when the survey team returned to their village and home to ask many questions and test Asiya and her brothers.

The gender challenge in Pakistan is a major one almost across all provinces and districts as corroborated by the ASER 2011 report for rural (84 districts) and urban areas (3 districts). According to the Human Development Report (HDR) 2011[1], the Gender Parity Index (GPI) for primary level in Pakistan is 0.85 and for secondary it is 0.83, targeted to reach 1 at primary and 0.90 at secondary level by 2015 in order to meet the MDGs and the EFA targets. The gender gaps are boldly illustrated by the primary completion rate (PCR) in the Pakistan Social Living & Measurement (PSLM) survey 2010-2011.

Table: Percentage distribution of population that has completed primary level or higher- by province & districts

Level	Male %	Female %	Total %
National	59	39	49
Punjab	60	44	52
Sindh	62	40	52
Khyber Pakhtunkhwa	57	26	41
Balochistan	48	13	32
Dera Bugti (Balochistan)	**15**	**0**	**9**
Kohistan (KP)	**21**	**2**	**13**

Source: PSLM 2010-2011 (Table 2.2)

The districts of Barkhan and Dera Bugti in Balochistan reveal 2% and 0% female primary completion rate or higher respectively! At the provincial level, in the best performing provinces of Punjab and Sindh the overall gender gap is 16% and 22%, whilst in KP it is 31% and Balochistan 35%! If we further disaggregate by locality (urban /rural) and gender the results are stark. According to Lloyd, Mete and Grant (2007) and Lockheed (2008)[2] heterogeneity in society (language, socio economic status, religion, and exclusions) create constraints to access in learning resulting in learning lags[3]. When girls take extra holidays as surrogate mothers, helping in domestic chores, child minding, harvesting and sowing seasons, the contact time for learning is reduced. It is further exacerbated by gender bias in textbooks, curriculum and classroom teaching practices. Only 8 percent of Balochi and 16 percent of Sindhi rural girls complete primary school compared to 42 and 49 percent of male counterparts and 64 percent urban girls and 72 percent urban Punjabi boys (PSLM 2010-11).

The Annual Status of Education report (ASER) 2011 surveyed a total number of 146,874 children, of which only 41 % were girls compared to 59% boys (in FATA 33% and Balochistan 36%). Access to girls is not always easy even at the household level. The case of missing girls has been highlighted as one indicator of gender inequality in societies where nature's survival advantage for girls soon disappears due to son preference and culturally constructed exclusions.

ASER data is collected and organized each year through a gender disaggregated lens for access, quality and equity. It vividly illustrates the challenges of gender equality across several dimensions.

Overall the enrollment in rural areas across public and private schools (5-16 years) is 63.5 % and 63% respectively (ages 5-16) for boys, whilst the comparative figures for girls are 36.4% and 37.4%!

The ASER 2011 reached out to 3,642 government and private schools across Pakistan revealing 37% government /public schools are mixed /coeducation institutions with the highest percentage in Sindh (83.4%), followed by Balochistan (40%) and lowest in FATA (4%) . In contrast, 88.34% private

[1] Human Development Report 2011 http://www.beta.undp.org/undp/en/home/librarypage/hdr/human_developmentreport2011.html
[2] Lloyd, C. B., C. Mete, and M. Grant. 2007. "Rural Girls in Pakistan: Constraints of Policy and Culture." In *Exclusion, Gender and Schooling: Case Studies from the Developing World*, eds. M. Lewis and M. Lockheed. Washington, DC: Center for Global Development. Lockheed M. (2008) The Double Disadvantage of Gender and Social Exclusion in Education in " In Girls' Education in the 21st Century Gender Equality, Empowerment, and Economic Growth, eds. Mercy Tembon and Lucia Fort
[3] Lockheed M. (2008). The Double Disadvantage of Gender and Social Exclusion in Education in " In Girls' Education in the 21st Century Gender Equality, Empowerment, and Economic Growth, eds. Mercy Tembon and Lucia Fort

schools are mixed with the highest in Punjab (92.3%) and lowest in Balochistan (75%) with FATA at 79.1%! Currently large amounts are spent in the public sector for maintaining parallel offices for girls and boys schools up to the elementary /secondary level. It is a policy issue worth reviewing to free critical resources for quality in education.

Table: Co-education Schools as a Percentage of All Schools (Rural)

	Public	Private
National	36.9%	88.3%
Khyber Pakhtunkhwa	21.6%	83.6%
Punjab	20.8%	92. 3%
Balochistan	40.0%	75.0%
Sindh	82.4%	87.8%
ICT	14.3%	96.1%
FATA	4.0%	79.1%
Gilgit-Baltistan	30.8%	81.5%
AJK	30.6%	86.9%

Source: ASER 2011 (Rural)

Learning levels by Gender (National/Rural/Urban)

At the heart of ASER is its focus on learning outcomes of children no matter which type of school/institution they attend or do not attend. The learning instruments comprise of grade two level competencies as given in the national curriculum 2006 along with the textbooks in use in all provinces in reading Urdu or the local language, English and arithmetic. The children (5-16 years) are tested in their homes and reported by gender, location and grade level if going to school or otherwise. In 2011, ASER Pakistan tested three major urban city districts as well (Karachi, Lahore and Peshawar) for the first time in collaboration with Federal Bureau of Statistics (FBS). The gender comparisons in 2011 results reveal the following trends at the national rural and in the three urban cities.

Table: Learning Levels- National (Rural)

	% who can read at least a Sentence (URDU)	% who can read at least Words (ENGLISH)	% who can at least do Subtraction
Girls	26.5	27.9	25.0
Boys	33.7	35.7	32.6

Source: ASER 2011

Table: Learning Levels- Urban-City District Karachi

	% who can read at least a Sentence (URDU)	% who can read at least Words (ENGLISH)	% who can at least do Subtraction
Girls	44.7	56.7	43.1
Boys	38.0	50.1	39.7

Source: ASER 2011

Table: Learning Levels- Urban-City District Lahore

	% who can read at least a Sentence (URDU)	% who can read at least Words (ENGLISH)	% who can at least do Subtraction
Girls	42.7	47.2	41.4
Boys	44.2	51.6	41.1

Source: ASER 2011

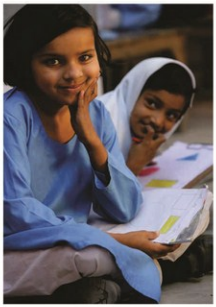
Table: Learning Levels- Urban-City District Peshawer

	% who can read at least a Sentence (URDU)	% who can read at least Words (ENGLISH)	% who can at least do Subtraction
Girls	32.3	39.0	32.7
Boys	48.1	54.9	48.1

Source: ASER 2011

Persistent gender based gaps in learning levels - the rural and urban evidence

The comparisons reported are for reading at least one small paragraph of sentences in Urdu/Sindhi, four out of five words with comprehension in English from a list of words and solving two sums of subtraction (two-digit) in arithmetic. The learning levels for girls in rural areas are consistently lower than boys in all three competencies across all provinces and areas reinforcing the notion that heterogeneity lowers access to learning, particularly for girls who may be more easily retained and restrained from regular attendance, even if they do get enrolled into schools. In the urban areas however, the gender gaps in learning narrow down and in the case of Karachi a mega city, girls clearly have done better than boys in all three areas. In Lahore the girls slightly surpass boys in arithmetic



[4] ASER India -http://www.asercentre.org/ngo-education-india.php?p=Spotlight%3A+ASER+2011

The passing of the 18th amendment Education and insertion of Article 25 A in the Constitution in 2010 has finally made education a fundamental right for all children aged 5-16 but almost 21 months down the road the legislation is yet to be finalized. In neighboring India the implementation began on April 1, 2010 and ASER India 2011 is already benchmarking the evidence for right to education (RTE)[4].

In Pakistan we hope that 2012 will be a year of action in bringing out the legislation for 25 A backed by government resolve to back it up with resources and implementation. In the education landscape we have many plus points with respect to gender if our policy makers take time to hear the people's voice. The households want education for their girls and boys, coeducation is not an issue to a majority of the households provided they are sure that learning is taking place. Many externalities are well understood by parents such as Asiya's mother with compelling evidence on impact of learning and progressive levels of schooling such as becoming a good human being/civic education; possibilities for higher labor force participation and economic productivity; lowering of infant and maternal mortality rates; reduction in fertility rate; opportunities for political participation and intergenerational benefits in multiple dimensions including challenging of adverse cultural practices and gender empowerment (Dollar & Gatti 1999; UNICEF 2003; Filmer 2000; Klasen 1999;). The government of Pakistan is committed to this principle and convinced of its advantages but the implementation remains painfully slow.

Asiya will go to school at all costs but will she be able to have consistent access to learning in school? Will she be able to have the luxury of her urban counterparts to narrow her learning gaps, even out or perhaps even outsmart the boys!



Rural-Urban Divide in Education - Inequities Reinforcing Inequities

By Kiran Javaid, Research Fellow, Development Policy Research Centre (DPRC)-LUMS

Education is the answer to most of the woes of our country. It is one of the key instruments that can bridge the gap between the under-developed country that Pakistan currently is and the developed one that it can be. To that end, it is important to understand what 'education' in this perspective, means. Is increase in enrolment the answer? Most of the South Asian countries, including Pakistan, have followed this model of just concentrating on enrolments over the last decade, but have still not been able to achieve all of their MDG and EFA objectives. Therefore, in addition to 'how long a child *stayed* in school?' question, the 'what a child *learns* while in school?' question is also critical.

Access and learning is crucial for development but 'equitable' access and learning is vital for 'sustained' development. The various dimensions of inequality (for example gender, socio-economic, rural-urban), if not taken into account, can result in lop-sided growth that has the potential to do more harm than good to the society. Such development stands the risk of strengthening the current power structures and relegating the already marginalized, further down the abyss. These inequalities do not exist in isolation - one form reinforces the other. This means that there are common causes, functioning through multiple mechanisms, inflating the inequities in the education sector.

Taking the case of rural-urban imbalance, we find that a rural child is 32% less likely to go to school and 50% more likely to be illiterate than an urban child[1]. Looking at these figures through the gender lens, we see that, as compared to their urban counterparts, rural males are 19.5% while rural females are 47% less likely to attend school. Out of those who do attend schools, for every two urban females only one rural female completes primary or higher level of education; this ratio for urban and rural males is 1.4:1. Therefore, there is substantial gap between rural and urban localities, which magnifies in terms of gender disparities (the gender parity index is 1.01 in urban areas and 0.68 in rural areas)[2].

The rural-urban divide hence also exacerbates the gender inequity. The rural landscape and lifestyle, which limits the set up of educational infrastructure on one hand and the access to that infrastructure on the other, works to the particular disadvantage of the females of that community. From the demand side, rural poverty and demand for child labour, and supply side factors like limited number of schools, greater distances from residence to school, low quantity and quality of teachers and inadequate public expenditure in rural areas, leads to restricted access to basic education. These dynamics have a multiplier effect, as it is more or less the same factors that fuel the gender gap.

Given the dismal picture painted by the disparities in enrolment figures, an interesting image comes to light when the 'learning' part of the story is taken into account. In term of learning outcomes (measured by Punjab Education Commission report 2011) for the province of Punjab, the urban students do only marginally better than the rural students in grade 5 and grade 8 exams. In fact, for a few subjects rural students score higher marks than the urban students. Measuring relative scores though allows us to rank different categories, does not show the true picture on the absolute scale. Learning levels are very poor all across the board, as ASER 2011 depicts: for the rural areas, on a test based on grade-2 level curriculums for Urdu and English, only 57% and 40% of grade 5 students (for Urdu and English language respectively) passed; similarly on a grade-3 level test for mathematics, only 37.3% passed. These numbers were around 10-15 percentage points better for the three urban districts included in ASER 2011. The issue of low absolute scores remains, but substantial expected disparity between rural and urban does not exist[3]. According to PEC, females score somewhat higher than males in both rural and urban areas and the differential is much higher for urban localities. This is also corroborated by ASER (2011) findings for the urban districts of Lahore and Karachi. However, ASER 2011 for rural locations, shows that for both languages and mathematics, boys perform better than girls, albeit only slightly.

Before we read too much into the learning outcomes narrative from disparities point of view, it must be noted

[1] Ministry of Education. (2011). Pakistan Social and Living Standards Measurement Survey PSLM 2010-11. Islamabad: Federal Bureau of Statistics.
Data on literacy is for population aged 10 or above.
[2] Academy of Educational Planning and Management. (2008). Pakistan Education Statistics 2007-08. Islamabad: Ministry of Education.
[3] Gondal, M. B. (2010). Secondary Analysis of Examination Results 2010: Performance of 5th and 8th Grade Students in Punjab, Pakistan. Lahore: Punjab Examination Commission.

that the net enrolment rates (NERs) in the rural areas fall substantially as the level of education increases. The difference between urban and rural NER is 20% for primary, 41.4% for middle and a sizeable 50% for the Matric level (16%, 38.7% and 47.6% respectively for Punjab)[4]. For all of these levels this difference is greatest for females. The absolute net enrolment rates for girls are also particularly low; only 14% rural females are enrolled at the middle and 8% at the Matric level[5]. For that reason, self-selection might be the determining factor behind the high learning levels for rural students (may be it is only the smartest children that are sent to school, and more particularly, allowed to complete primary or higher education). Here again, is another powerful evidence of greater gender disparities in rural, as compared to urban locations.

Therefore, access and gender disparity is worse in rural while learning shows a relatively better (though highly suspect) picture. While on the one hand the differences between rural and urban are quite alarming, particularly given their potential of feeding into gender disparities, on the other hand this means that if steps were taken to remove the rural-specific factors causing lack of access, the affect would again be multiplied, but this time positively, by improving the gender differences too. Therefore, a location-just policy plan will also serve as a gender-just (and income-just) plan.

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[4] Ministry of Education. (2011). Pakistan Social and Living Standards Measurement Survey PSLM 2010-11. Islamabad: Federal Bureau of Statistics.
[5] Ministry of Education. (2011). Pakistan Social and Living Standards Measurement Survey PSLM 2010-11. Islamabad: Federal Bureau of Statistics.

The Private Tuition Industry in Pakistan: An Alarming Trend

By Dr. Monazza Aslam, Research Associate, Institute of Education (IOE)-University of London

Rapidly increasing enrolments and financial constraints worldwide have put intense pressure on state sector provision of quality schooling leading to the emergence of a private sector, which has been absorbing an ever-increasing proportion of children in South Asia (Aslam 2009, Andrabi, Das and Khwaja, 2008 and Kingdon 2007)[1]. This in turn has raised pertinent questions regarding equity, efficiency and social justice. The emergence of the private sector has been accompanied in many countries by the stealthy evolution of a parallel or 'shadow' education system that provides *paid* supplementary tutoring outside normal school hours. Large private tutoring industries are now known to exist in economically and geographically diverse countries. There is substantial *anecdotal* evidence of the existence of large-scale private tutoring industries in India and Pakistan as anyone travelling even a few kilometres in a densely packed urban region will vouch for. However, it has not been possible to measure the extent of the shadow education sector in Pakistan largely due to unavailability of data. The ASER data allows for the first time for researchers to document the extent of private tuition prevalence in Pakistan. This brief note is based both on the trends emerging from ASER 2010 and 2011 data and from research conducted by Aslam and Atherton (2011)[2] that used the ASER 2010 data from Pakistan to document the incidence of private tuition in rural Pakistan (and India; the findings from India are suppressed due to space constraints, for more details refer to working paper cited in references).

It is surprising how little policy attention has been paid to what some academics now recognise as the 'third important education sector' (Dang and Rogers, 2010)[3]. The lack of existing evidence is worrying. The option of giving (for the teachers) and receiving (for the pupils) tuition outside of normal school hours changes the incentive structure of the provision of high quality instruction within the standard school system which in turn has implications for equity and social justice. The relationship between private tutoring and student achievement is also increasingly gaining policy attention as it calls into question the quality of schooling *during* school-hours. It also raises questions about ability to pay and ability to thus access this extra help. These questions become even more crucially important for Pakistan given the fundamental Right to Education as provided for in Article 25 A.

Interestingly, in some countries where the shadow education system has been studied it is believed that private tutoring caters to the needs of students trapped in poor-quality **state** schooling systems. This premise, however, has no basis in good-quality research in Pakistan. Pakistan has seen a mushrooming of very low-fee charging private schools (Aslam 2009). The quality of schooling these schools provide is often no different to the poor quality schooling provided by the state sector (Andrabi et al. 2008). There is, therefore, no reason to presume that only government school students will necessarily engage in private coaching activities.

While anecdotal evidence suggests that private tuition is widespread, it is important to expand such evidence using survey data to substantiate the claims. Data from ASER 2010 suggested that a significantly large proportion of children in Pakistan aged 3-16 years seem to be taking paid private tuitions. Across Pakistan, almost 16 percent enrolled rural children reported taking paid tuitions in 2010. This figure is about 11 percent according to the most recent estimates drawing from ASER 2011. As our data are drawn from rural samples only, these are likely to be *under-estimates* of the true levels, as tuition-taking is often more prevalent in urban areas (Bray 2009)[4]. ASER 2011 was unique because it allowed for the sampling of 3 urban locations as well; these included Lahore, Karachi and Peshawar. The incidence of private tuition-taking in these urban localities is about 62 percent in Lahore, 54 percent in Karachi and 34 percent in Peshawar, which gives credence to our belief that private tuition-taking is substantially more in urban areas. There are also some other interesting patterns emerging from the data. For example, the data suggest that the incidence of tuition-taking while mildly increasing with age (with the highest incidence of tuition-taking found in the 14-16 age-group which corresponds to the years when children are

[1] Andrabi, T. Das, J. and A. Khwaja(2002), 'The Rise of Private Schooling in Pakistan: Catering to the Urban Elite or Educating the Rural Poor?', World Bank and Harvard University.
Aslam, M. (2009), 'The Relative Effectiveness of Government and Private Schools in Pakistan: Are Girls Worse Off?', *Education Economics*, 17 (3), 329-353.
Kingdon, g. (2007), 'The Progress of School Education in India', *Oxford Review of Economic Policy*, 23 (2), 168-195.

[2] Aslam, M. And Atherton, P. (2011), 'The 'Shadow' Education Sector in India and Pakistan: the determinants, benefits and equity effects of private tutoring', Mimeo, Institute of Education, University of London, UK.

[3] Dang, H. and Rogers, F.H. (2008), 'The Growing Phenomenon of Private Tutoring: Does it Deepen Human Capital, Widen Inequalities or Waste Resources?', *The World Bank Research Observer*, advanced access published 18 April 2008.

[4] Bray, M. (2007), 'The Shadow Education System: Private Tutoring and its Implications for Planners', International Institute for Educational Planning, UNESCO, Paris 2007.

faced with the high school exam, Matric) is actually not very different across children aged 3-16. Tuition-taking appears to be prevalent across age groups in rural Pakistan. The amount spent on children's tuitions is also not insubstantial; on average parents spend Rs.293/month on private tuitions in rural Pakistan (ASER 2010). This equates to about $3.4/month[3]. This is not an insubstantial amount given that 60 percent of Pakistan's population reportedly lives on under $2/day[4].

A very interesting angle within this private tuition debate is whether children in private schools are less likely to engage in private tuition compared to their counterparts in government schools. This debate stems from the notion that private school students possibly face a better quality schooling which should reduce the likelihood of their taking private tuitions to supplement poor schooling. Government school students, on the other hand, are believed to face poorer quality schooling which would possibly increase the likelihood of them 'substituting' paid tuition for poor quality schooling. However, as mentioned before, this presumption has no premise on quality research. Aslam and Atherton (2011) found that private school pupils in rural Pakistan are significantly *more* likely to engage in paid tuition compared to government school students (based on ASER 2010 data). A similar trend is observed using ASER 2011 data. For example, almost 30 percent of all children aged 3-16 who are enrolled in private schools report taking private tuition in Punjab compared to about 16 percent children of the same age group who are enrolled in government schools. We observe the same patterns in Sindh, Punjab and Balochistan. Indeed, the gaps between incidence of tuition-taking between government and private school students are strikingly large in other provinces compared to Punjab. The largest gap between incidence of tuition-taking between private and government school students is observed in Balochistan in 2011 where only 2 percent government school students report taking tuitions compared to almost 30 percent private school students yielding a gap of almost 28 percent. The government-private gap is about 15 percentage points in Sindh (where 18 percent private school students report taking tuitions compared to only about 3 percent government school counterparts). Overall, there is also some evidence that the incidence of tuition taking among private school students in rural areas has somewhat declined even over the short 1 year period (2010-2011). This could be attributed to the fact that the survey in 2011 covers a much broader regional diaspora (far more districts are covered across each province). If anything, the finding that the incidence of tuition-taking is so high even when very low-literacy ranking districts are covered highlights the magnitude of tuition-taking across the country.

The existence of a fee-charging shadow sector has crucial equity implications for users and non-users for instance if it consumes substantial proportions of family income and imposes a heavy burden on low-income families. It is also argued that tutoring exacerbates social inequalities if it becomes accessible only to the rich or to the children of more educated parents or if the quality of tutoring accessed differs by social class. There are also important implications from the point of view of providers and the role school teachers play in providing the extra tuition at a cost and the impact it has for class-room teaching in general. The option of giving (for the teachers) and receiving (for the pupils) tuition outside of normal school hours changes the incentive structure of the provision of high quality instruction within the standard school system which in turn has implications for equity and social justice. It seems that parents in rural Pakistan are turning to private coaching more frequently than thought. Aslam and Atherton (2011) using ASER 2010 data further find that while private tutoring is not necessarily just the preserve of the rich in rural Pakistan, being richer does help increase the likelihood that a child will take private tuitions. Moreover, they conclude that private coaching imposes a significant burden on relatively low-income families in rural Pakistan. The authors also suggest that there are elements of gender differentiated treatment apparent in the uptake of private tuition emerging from the empirical analysis where a pro-male bias prevails in the decision of how much to spend conditional on enrolment i.e. parents are found, on average, to be spending significantly more on boys' tuition than in girls'. This suggests that private tutoring in Pakistan is capable of further exacerbating already-existing and deeply entrenched social inequalities.

Part of the explanation for the rise in private tutoring in Pakistan may rest on the poor quality of schooling that is provided to students *in* school. This may be because of several factors including poor facilities, outdated curriculums or untrained and even un-interested and incompetent teachers. It is harder, however, to reconcile many of the differential findings (such as differences in uptake of tuition by gender or by school type) on the basis of variations in schooling quality alone. An alternative explanation for the rise in private tuitions is based on the argument that teacher salaries in Pakistan are lower compared to salaries of persons in other professions and with similar educational qualifications which is cited as a

[3] As on 17 June 2011 (www.xe.com)
[4] http://en.wikipedia.org/wiki/Poverty_in_Pakistan

reason why teachers turn to giving private tuitions to supplement their incomes. Kingdon (2010) and Aslam, Kingdon and Rawal (2011)[4] argue that this is not based on solid evidence. Their analyses suggest that not only are teacher salaries in India and Pakistan equivalent to those in other professions but teacher salaries have risen *more* in real terms than salaries of persons in other professions. Teacher's often get 3-5 times as much (and even more in certain regions/states) as multiples of per capita GDP in Pakistan.

Salary increases are intended to improve the quality of public services delivered to citizens. The pay-rises are premised on higher salaries attracting better individuals into teaching and also on the idea that higher salaries motivate greater effort while in service, as per efficiency wage theory. However, Kingdon (2010)[5] argues that salary increases unrelated to performance are not necessarily efficiency enhancing. In order for higher pay to lead to higher effort, it must be the case that the threat of dismissal is credible if a worker is found to be shirking (e.g. if a teacher is found to be chronically absent). However, it is well known that in general in most South Asian countries, government school teachers are virtually un-sackable irrespective of effort. The fact that most government school teachers in Pakistan are hired 'permanently' and are virtually un-sackable means that they can get away not only with not turning up to teach (evidence suggests high absenteeism among teachers in Pakistan though there is a suggestion that things are improving) and also the possibility that teachers are able to create a *need* for private tutoring either by encouraging their students to take it (from them or others) or by not putting in enough effort while teaching in class which may indirectly lead to the need for extra help outside the classroom. Thus, lax governance and accountability structures surrounding the teaching profession especially in government schools is a more convincing argument for the rise of private tutoring industries in the two countries. However, it is again difficult to explain the heterogeneity in usage (by gender and school type for instance) on the basis of any of these arguments alone suggesting a very complex interplay of factors that give rise to the demand and the supply of paid private tutoring in Pakistan.

Aslam and Atherton's (2011) empirical work also finds that while private tuition has favourable effects on learning and achievement for all pupils, the main beneficiaries are government school pupils. Within government schools, it is the poorest students who gain the most, being far more likely to be at a higher reading or mathematics level. While it is the poor who are also least likely to be able to afford private tuition and hence to be priced out of the private tuition market when faced with poor quality general schooling in state schools, they are, also the most likely to *benefit* from any extra paid coaching in terms of achievement gains. This finding raises important policy questions about not just the existing quality of schooling but also about the consequent implications of the shadow education sector for social inequalities in access and quality in schooling.

Regardless of the reason for the rise of the shadow education sector in Pakistan, it is prominent and apparently here to stay. The consequent implications for equality and social justice are numerous, ranging from issues of why a person chooses to pay extra for tuition when 'free' government education apparently exists, who are the persons who can access paid coaching and how it impacts their learning and other educational outcomes. Even more broadly speaking, there is now almost universal agreement that what is learnt (in school and out of it) matters as much as, if not more than, the years of schooling acquired. There is evidence that cognitive skills have economically large effects on individual earnings and on national growth. This literature is summarised in Hanushek and Woessmann (2008), and appears quite conclusive. This suggests that the socio-economic implications of this neglected educational phenomenon – private tutoring – could be potentially dramatic.

[4] Aslam, M., Kingdon, G. and S. Rawal (2011), 'Teacher Quality in South Asia', Mimeo (University of Oxford and Institute of Education, University of London).
[5] Kingdon, G. (2010), 'The Impact of the Sixth Pay Commission on Teacher Salaries: Assessing Equity and Efficiency Effects', RECOUP Working Paper No. 29, May.
[6] Hanushek, E. and Woessmann, L. (2008), 'The Role of Cognitive Skills in Economic Development', *Journal of Economic Literature*, 46 (3), 607-668.
Aslam, M. and Kingdon, G. (2008), 'Gender and Household Education Expenditure in Pakistan: Engel Curve Evidence'. *Applied Economics* 40, No. 20, 2573 - 2591.

Public and Private Schooling: Taking the Current Debate Forward

By Dr. Irfan Muzaffar, Educational Researcher, Campaign for Quality Education

The comparative data on the performance of public and private schools generated by ASER confirms the trends already identified by the earlier comparative studies, notably those conducted by the LEAPS[1]. The conclusions reached by the LEAPS, ASER, and a host of other studies conducted in the South Asian region and elsewhere, is that children learn more in the private schools[2]. The recent data accumulated by ASER also shows that the parents sending their children to private schools are more likely to also send them for after school tuitions, which have been rechristened by the academics as the *shadow education*. Although this finding raises interesting questions about how to separate school effects on learning from the effects of *shadow education,* the identified trends remain favourable to private schools. Whether we like it or not the private sector's role in education is growing larger by the day. The current economic difficulties of the state and its demonstrated inability to effectively manage the existing public schools do not bode well for the public sector schools. I mention these trends in public private comparisons and their policy implications as a point of departure to suggest that we need to move beyond these debates. The important question is not, as I will explain in more detail below, whether but what new questions to raise and what new investigations to design? My suggestion is that further research should move beyond the mere comparisons of performance of public and private schools. Instead, we need to identify the school correlates of learning achievements in both sectors, which entails *digging deeper* and beyond.

Before I go any further, I wish to reiterate my position on comparative debates made in an earlier publication, which is that the public-private debate in Pakistan is barking up the wrong tree[3]. Once the trends have been identified, the returns to comparative work that keeps establishing apparent and relative superiority of private schools over the public schools are increasingly diminishing. While the share of private school enrolments is increasing by the day, it also remains true that public sector continues to lead the private sector in terms of the sheer number of students that it absorbs. The ASER (2011) data set, for instance, shows 74.4 % of all students enrolled are still in the public sector schools. The big policy question, therefore, is how to find ways of reforming both private and public schools. The comparisons of private with public are harmful for the former simply because they take the low performance of public schools as the benchmark for comparison. However, while the private schools outperform their counterparts in learning achievements, we also know that taken together both types of schools are below par in nearly all school subjects. Take a look for instance at the national data generated by ASER regarding the learning levels in Urdu. Private schools are 12 percentage points ahead of public schools with 57% of their 5th graders students able to *read at least a story* in Urdu. This relative lead of 12 percentage points therefore should not work to blind us to the fact that a whopping 43% of the private school students were unable to read a story in Urdu. Merely comparing the performance of private schools with already low performing public schools can only reinforce a false sense of relative superiority. Both private and public sector schools need improvement. I suggest two directions in which further work may be conducted to make this happen. The first has to do with an important gap in data about learning achievements in both types of schools, and the second has to do with supplementing the extensive quantitative data with thick descriptions about the processes underlying the quality education.

The gap in our knowledge to which I wish to draw your attention is about the *civic values* being learnt by our children in both public and private schools. My suggestion has to do with the broad purposes of universal education. I do not wish to belabour the point that education is both a public and a private good. As a private good, it helps the individual become socially and economically upwardly mobile. As a public good it prepares them to contribute just as productively to the civic and political life of the society[4]. The schools subjects whose learning achievements are currently being documented may serve the former purpose effectively. Educating for citizenship, however, needs attention in its own right. We need to recognize that the stake of the state in universal education was historically articulated precisely because of this need to inculcate good citizenship, a necessary ingredient of any modern state. The modern states have not permitted the mode of financing and provision of education, whether public or private, to compromise this stake.

My contention is that learning in the area of civic education has not so far been sufficiently represented in the available

[1] Andrabi, T., Das, J., Khwaja, A. I., Wishwanath, T., & Zajonc, T. (2006). Pakistan: Learning and Education Achievements in Punjab Schools (LEAPS): Das, J., Pandey, P., Zajonc, T., & Services, W. B. D. R. G. P. (2006). *Learning levels and gaps in Pakistan* (4067). World Bank, Development Research Group, Public Services Team.

[2] For a description of some of these studies in India, see, for example, Tooley, J. (2009). *The beautiful tree: A personal journey into how the world's poorest people are educating themselves*. Cato Inst.

[3] Muzaffar, I., & Bari, F. (2010). Educational Debates in Pakistan: Barking up the Wrong Tree? *Social Science and Policy Bulletin, 1*(4), 2-6.

[4] Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal, 34*(1), 39-81.

datasets for both public and private schools. There are some studies on the curricula in Pakistan and ways in which they have been promoting bigoted and intolerant attitudes. But enacted curriculum may not be the same as official curriculum. We need to know how our schools, both public and private, are faring in this area? The existing data are unable to provide an answer to this question and, therefore, need to be expanded to include what children are learning in the area of civic education. It is tacitly, if not explicitly, assumed in much of the investigation of private education provision that positive externalities of a good math and science education also spread into the area of good citizenry—a questionable assumption at best, but disastrous at worst.

Knowing more about the civic values being taught in the private schools is even more important because they, contrary to the common wisdom about them, are arguably more susceptible to promoting values that may encourage intolerance and bigoted attitudes. This is so because they must be responsive to market forces of demand and supply to stay afloat. To be seen as good by their clientele, they must be seen as responsive to the demands of their clients. As Andrabi et al. argue on the basis of the LEAPS data, the schools that parents perceived to be good also turned out to be better performers[5]. One cannot disagree with the contention of the private school advocates that the parents are much better informed about the performance of local schools than the ministries of education. But using the same logic, one may also argue that an unregulated education market place that depends completely on the free transactions between the suppliers and providers of education could increase the transmission and accumulation of some values that may be socially undesirable. What could, for instance, prevent a private market entrepreneur to respond to the demand of a particular market in ways that foster undemocratic values and intolerant attitudes toward minorities? This may be especially true for locales where such attitudes have already been strengthened due to Pakistan's early failures to foster good citizenship. When curriculum is not regulated, then the private providers should indeed sell what the market demands. In the recent past the incidents of intolerant attitudes toward minorities have registered a sharp increase in some areas of Pakistan. As it often happens many of these areas also suffer from chronic poverty. Yet, these are also the areas where the so-called Low Fees Private Schools [LFPS] are proliferating. What kind of civic values are taught through overt or 'hidden curricula' in these private schools? As I have suggested above, we have not so far attempted to answer this question through systematic investigation. We have so far been more concerned with the performance in math and science, which are, for want of a better term, value neutral. So while the data accumulated by ASER as well as other sources suggest that the private schools may be doing better in these school subjects, it is also important to find out how well they are doing on the metrics of good citizenship.

The second suggestion in this paper has to do with expanding our investigations to develop *effective school correlates.* The existing data about student learning achievement in both private and public schools may be mined and supplemented by qualitative data to identify effective school correlates for improving student achievements. Mining the existing ASER data sets further may help us in identifying variation in school performance within the schools in each sector. It can also help us identify the better as well as worst schools. The already rich data available about various school attributes may be further supplemented by the data generated through in-depth qualitative studies of the relatively better as well as possibly the worst performing schools. Such studies in both private and public sector schools will help us identify the effective school correlates as well as conditions under which learning suffers. This will be one way of moving beyond simple comparisons of learning achievements and toward an understanding of the processes that undergird quality. Clearly a rich understanding of such processes will help the schools, policymakers, as well as potentially inform the programs for initial preparation and professional development of teachers and school leaders.

In the nutshell then, what I have been arguing above is this: We need to rethink the public private debate focusing more on the civic function of education and on identifying effective school correlates. The datasets generated by ASER can be augmented by developing measures of learning in the area of civic education. They can also be immensely helpful in identifying high and low performing schools to ultimately develop effective school correlates.

[5] Andrabi, T., Das, J., Khwaja, A. I., Vishwanath, T., & Zajonc, T. (2007). Learning and Educational Achievements in Punjab Schools (LEAPS): Insights to inform the education policy debate. *World Bank, Washington, DC.*

Are private schools better at imparting learning than government schools?

By Ravish Amjad, Research and Policy Analyst, Idara-e-Taleem-o-Aagahi (ITA)

The debate on whether private schools provide better education than publically owned schools is highly crucial for policy development in Pakistan's education sector today. Whether the highly resource constrained government should aim to provide quality education itself or encourage the private sector as an even more prominent player in the education sector is a highly contentious issue that is debated at various levels and on many forums.

Various efforts by the government have led to an increase in primary enrolment levels in recent years. For instance, overall net enrolment levels in the country have increased from 42% in 1999 (PIHS 1998-99) to 56% in 2011 (PSLM 2010-11); a steady though some would argue a still insubstantial increase over a 10 year period. Coupled with these trends, the education sector in Pakistan has also witnessed an extraordinary increase in the share of private school enrolments during the same period. The striking increase of private schooling was once assumed to be only an urban phenomenon, however more recent research and rigorous analyses show that low-cost private schooling prevails across the country and is as much a rural phenomenon as it is urban. According to the Annual Status of Education Report (ASER) Pakistan 2010 and 2011, around 27% and 26% of the children enrolled respectively in the rural areas of the country are in private institutes, while the National Education Census (NEC) 2005 confirms the trend by quoting the figure of 33%. Given the importance of the private sector in Pakistani education, it cannot be ignored.

There is however significant disparity across regions in terms of the share of private sector involvement in education. According to ASER 2011, at one end of the spectrum lie the regions like Gilgit and AJK with 40% and 33% private sector involvement respectively, while on the other hand there are regions such as Sindh with 9% and Balochistan with 7% private schools enrolment. Punjab and Khyber Pakhtunkhwa lie between the two extremes with 31% and 28% private sector role respectively. However, it needs to be noted that whether the role of the private sector is low or high in each region, the overall trend is on the increase.

Within the context, the question arises as to what is causing an increase in the demand for private schools in rural areas? It is often argued that the relatively superior quality of education provided in private schools is the reason which puts them apart from the government schools. This perception in rural parents is borrowed from their urban counterparts, where not only the elite class but also middle and lower income classes strive to send their children to private schools, in their pursuit for better economic prospects in the future.

The ASER 2011 and 2010 raw data gives some credence to this belief. The percentage of children in grade 5 who could read at least a class 2 level Urdu language story was 45% children in 2011 and 42% children in 2010 in government schools, while 57% children in 2011 and 56% children in 2010 were able to read the same level text in private schools. The data shows an obvious (and significant) advantage for children going to private schools as compared to children going to government schools. However, it is not possible to infer that the quality of education that is available in private schools is better than the quality of education in public schools on the basis of raw differences in learning alone. This is because many factors including family background, level of motivation etc. may be driving these raw differences. If however, even after controlling for socio-economic status and other observed factors a difference remains, it could potentially be attributed to real differences in learning by school type. Whether these potential 'real' differences are due to differences in actual resources in schools or due to differences in teaching styles, pedagogy or in differences in management style (or due to any other reason including differences in ability or motivation) cannot be said unless more detailed data are available. However, by controlling for as many of the 'observed' characteristics on which data are available, we can come close to understanding whether there are differences in learning achievement across the two school types in the first place and try and understand potential reasons for why these differences may arise.

The following analysis undertakes regression analysis with the view to estimate 'achievement production functions'. These are estimated using linear probability models with 'reading story' as the dependent variable and controlling for a variety of independent variables. This estimation is done on all enrolled children aged 6-16 from ASER 2010. The affect of 'school type' on learning achievement is measured using a 'Private' school dummy variable with the view that the coefficient on this variable will help capture any possible differences in learning across private and government schools.

Considering various controls for such an analysis is important because there may be numerous reasons why a difference in educational outcomes (when measured through learning levels) is due to factors such as family background rather than differences in the types of schools that may stem from differences in school inputs such as the quality of instruction or even material factors. For instance, parents' education, especially mothers' education has a positive affect on learning levels of children, regardless of the fact that the child goes to a private or a public school. Similarly, there may be numerous

[1] Source: Government of Pakistan, Pakistan Education Statistics 2008-09.

other factors effecting learning outcomes other than the type of school, thus deriving inference from simple correlations may not be the most accurate thing to do. In order to control for these factors a simple econometric model is estimated using the following variables[1].

It is important to note that there are likely to be unobserved factors that we are clearly unable to control for when undertaking this regression analysis. For example, more motivated parents may choose to send their children to private schools or more able children may be more likely to attend private schools. As we are unable to control for innate ability and motivation, the coefficient on the 'private school' variable will clearly yield a biased estimate of the true private school effect. However, our data does not allow us to control for 'unobservables'. The results of the estimation model are not shown due to space constraints but the main findings are discussed below.

(by about 2 significant percentage points). The household assets taken together also positively affect the learning outcomes (by 1 percentage point), and the affect is significant, however, taken separately only having electricity and cellular phones in the house had significant affects (by about 7 and 2 percentage points). The type of house also had significant affect on the learning of a child. All this highlights the fact that household income and wealth can largely affect the learning results of the children, regardless of which school they go to.

Amongst other controls, paid private tuition had a positive and significant affect on a child's reading compatibility, while pre-schooling and absenteeism had small and insignificant affects. It is also interesting to note that children whose mothers report watching television and listen to the radio are also significantly more likely to be readers as compared to children whose mothers are not exposed to media in such a way.

Dependent Variable	Description for all enrolled children (aged 6-16)	Mean
Reading Story	Whether or not the child is able to read a class 2 level story (a dummy variable, equals 1 if child is able to independently read, 0 otherwise).	0.33
Independent Variables	**Description for all enrolled children (aged 6-16)**	**Mean**
Age	Age of the child (in years)	10.22
Private	Whether or not the child goes to a private school (equals 1 if attends private school, 0 if goes to government schools).	0.27
Female	Gender of the child is female (1), and male (0)	0.38
Absent	Dummy equalling 1 if the child was absent from school for 4 or more consecutive days in the last 6 months, equals 0 otherwise.	0.20
Preschool	Dummy equals 1 if child has ever attended a preschool, 0 otherwise.	0.34
Tuition	Dummy equalling 1 if the child reports taking paid private supplementary tuition ,0 otherwise.	0.16
Father Schooling	____	0.56
Mother Schooling	Dummy equalling 1 if child's mother ever attended school, 0 otherwise	0.29
Mother-TV-yes	Dummy equalling 1 if the mother of the child watches television, 0 otherwise	0.63
Mother-radio-yes	Dummy equalling 1 if the mother of the child listens to the radio, 0 otherwise	0.30
Kutcha/Semi-pucca	Dummy equalling 1 if the child lives in a kutcha/semi -pucca house, 0 otherwise (Pucca house is the excluded variable in the regression analysis)	0.35/0.37
Electricity	Dummy equalling 1 if the household that the child lived in had electricity, 0 otherwise	0.85
Toilet	Dummy equalling 1 if the household that the child lived in had toilets, 0 otherwise	0.75
Cellular Phone	Total number of cellular phones owned within the child's household	1.16
Cycle/Motorcycle	Total number of cycles and motorcycles owned within the child's household	0.37/0.31
Car/Tractor	Total number of cars and tractors owned within the child's household	0.07/0.05
Miscellaneous Assets	Total number of valuable vehicle owned within the child's household, such as rickshaw, qinqi or horse/donkey cart	0.03
Province	Dummy variables were created for each of the regions; Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa, Azad Jammu & Kashmir, Gilgit – Baltistan or ICT to determine the regional differential. Punjab is the excluded variable in the regression analysis.	-

Controlling for several observed factors that may be important determinants of learning the estimation suggests that a child with educated parents has a higher probability of being a reader, as compared to a child without an educated parent. Girls have a higher probability of being readers as compared to boys

Differences in learning are also observed across the regions in the country. These differences are captured through the provincial fixed effects. The data show that children belonging to the provinces of Sindh and Balochistan have lower probabilities of being readers as compared to children from

[1] The estimated model is a linear probability model with the form $A? = \alpha? + ?\beta?X? + \mu?$

Punjab (around 5 and 9 percentage points respectively), while children from KP, AJK, GB or ICT have higher probabilities of being readers as compared to children from Punjab. All these difference were found to be significant except the difference between a child from GB and ICT.

Once we control for all the above factors, children going to private schools still have a statistically significant learning advantage over the children going to government schools. The advantage at the national level for the children in the private schools as compared to the children going to government schools was 16 percentage points before controlling for factors other than the type of school. Once we control for observables, the difference decreases to 4 percentage points. In other words, the coefficient on the private school variable is 0.038 suggesting that children studying in private schools are roughly 4 percentage points more likely to be 'readers' as compared to children studying in government schools. This means that more than 75% of the differential between the levels of learning outcomes is ascribed to factors other than the type of school the child goes to.

Provincial level analysis was also conducted to account for the diversity across the regions. The following are the differentials in the learning levels before and after controlling for factors other than the type of school across different regions of Pakistan. For example, even after controlling for other factors the learning differential between government and private schools was the highest in case of Balochistan. It fell from 23.3 percentage points to 5.5 percentage points.

Regions	Uncontrolled Difference	Controlled Difference
Azad Jammu Kashmir (AJK)	2.0*	3.8
Balochistan	23.3	5.5
Gilgit-Baltistan (GB)	8.4	5.3
Islamabad Capital Territory (ICT)	-4.5	-0.2*
Khyber Pakhtunkhwa (KP)	4.9	3.7
Punjab	4.3	3.5
Sindh	9.2	4.4

Note: The coefficients with * are insignificant at the 95% level

In answer to our primary question as to whether private schools actually bring about better learning outcomes, this analysis provides results which points towards an affirmation. At first sight, this is not a huge difference. In fact, Bari and Muzaffar[2] (2010) in their paper are also of the opinion that the difference in the quality of education between private and public schools is marginal. However, it must be noted that these findings are based on a relatively simplistic model and that the dependent variable is 'reading' while in reality differences in learning achievement may be more prominent across the school types in other subjects, for instance mathematics. Having said that, even this simplistic model points to *some* learning advantage of private schools than their government counterparts. Whether this advantage prevails in mathematics or if the data are analysed with more complicated models is another research topic. The fact remains that students in both types of schools have incredibly poor learning outcomes. The focus needs to be on improving the quality for both and not any specific sector.

Furthermore, it is interesting to note that a correlation may exist between the state of private and government schools' facilities in all regions of the country. The ASER Pakistan results showed private schools facilities to be better off than the government schools on a majority of variables. For instance if Balochistan had the worst condition of physical facilities in government schools then the state of facilities in the private schools in Balochistan was also the worst off all. Similarly, Punjab's government facilities were better off than all other provinces, therefore the state of private schools was also better as compared to KP, Balochistan and Sindh. This shows that there may be a relationship amongst the state of private and public schools' facilities.

The government schools become a benchmark for the private schools. The private schools' aim to offer facilities just a notch superior to this benchmark and they are able to acquire a reasonable demand for their education provision. There remains no incentive for the private schools to improve their facilities or quality of education more than the government schools offer in their particular vicinity or any further than the bare minimum that is required for them to attract demand.

If the above mentioned relationship actually exists between the public and private schools, then there may be a better option for the policy makers if the resources available to the government are used to improve quality of education whilst at the same time increasing the number of schools, with the support of the private sector. If the quality of government schools is improved the benchmark for the private schools will also increase, thus indirectly improving the quality of private schools as well.

The ASER Pakistan data is a snap shot of the state of education in Pakistan. The countrywide data is robust, accurate and detailed. However it still covered a relatively selective portion of Pakistan's population in the year 2010. The above analysis and comparisons between the two types of school is aimed at clearing out the gaps in the public versus private debate on quality of education. The analysis might be even more accurate and is expected to provide even more nuanced findings in the following years of ASER in Pakistan.

[2] Bari, F., & Muzaffar, I. (2010). *Education Debate in Pakistan: Barking up the Wrong Tree?*

Stories from the Field



Azad Jammu & Kashmir – Neelum: The Neelum Valley in the region of Azad Jammu and Kashmir, adjacent to the Indian occupied Kashmir turned out to be one of the most difficult districts to reach for ASER. The lack of infrastructure and earthquake damaged roads was a major impediment in reaching numerous areas of the Valley, even for the local people. 10 hours of road travel from Muzzafarabad, adjacent to the beautiful Neelum River is not an easy travelling expedition to take. However there remains no second opinion on the incredibility of the region's magnificence. It truly is 'heaven on earth', as the saying goes.

Taking pictures of the sceneries was particularly disallowed in Sharda, the central tehsil of the Neelum Valley because of its proximity to the line of control. The only girls' school in the region was host to a small hut for shelter in case of emergency shelling from adjacent areas.

Regardless of the conditions prevailing in the region, the local people were enthusiastic towards issues pertaining to education. Artistic supplementary materials used in schools, a college for girls and ruins of a sizeable Buddhist University all show a high fervor towards acquiring education.

Ravish Amjad

Balochistan – Quetta: Reaching to inaccessible communities is the task that ASER holds on its shoulders. A task, which has so many unexplored problems ranging from insurgencies, displacement of villages due to floods, famine etc. ASER Balochistan 2011 survey was planned to be completed in 18 districts from each corner of the province of Balochistan. It took more than 2 months to complete the arduous task. It took longer than expected, mainly because of the displacement - due to the 2010 floods - of not just a few people but whole villages. There were also incidences where villages had been shifted to newly created districts.

The high spirits of the field teams in Balochistan was the reason why we were able to complete the ASER survey in 15 districts, even after confronting the above said problems, along with cultural barriers, physical distances and limited resources.

The lengthy distances from one place to another and in some cases from one hamlet of the village to another took hours of traveling on foot that too in a mountainous region could have only been done by high spirited and vigorous young people. My salute to ASER Balochistan volunteers!

Safyan Jabbar

Gilgit Baltistan – Gilgit: I was the focal person for ASER in GB, an area renowned for its breathtaking beauty and hilly terrain. The experience I want to share is when some of my colleagues went missing for a day in between travelling from far off areas to Skardu. The team of trainers, including 2 females were expected to arrive at 5:00 PM, and till midnight, there was no sign of them. There were no mobile signals on the route, which meant I could not contact them, despite my best efforts. Finally late at night they managed to call from a landline number explaining the cause of delay, their car broke at ASTAK.

I had to rescue the panicked team all by myself, as there was no one else around at that time of the night. After a haunted journey on completely empty roads right in the midst of forests and mountainous land, I was able to rescue my colleagues at the break of dawn.

This experience despite the difficulties taught me the importance of responsibility, team-work and going the extra mile to help ones colleagues. For this I will be eternally grateful to ASER.
Husnain Astori

Islamabad Capital Territory: This observation is from Phulgran, a village near Islamabad. During my school visit, I was taken aback by the information that the Head Teacher was not present as he had gone to attend a wedding ceremony. Meanwhile, people started gathering around me and started a plethora of complaints against the school. One old woman said that she had already filed complaints against the school faculty. However, all her complains had fallen on deaf ears. She grumbled that the Head teacher severely exploited their children, constantly bullying them for various favors. She added that last week they had given two bundles of husk (chaff) for animals to the head teacher on his demand, but he is still unsatisfied and was demanding more husk as tuition fee.



I hope that the ASER survey will go a long way in helping address the problems of these people, and that the government as well as the civil society organizations will take notice.
Muhammad Imran

Khyber Pakhtunkhwa – D. I . Khan: As a part of the ASER KP survey team, I visited D. I. Khan an area which has been a vicarious target of terrorism. What astonished me there was the sheer amount of out-of-school children in the place. Wow! I was astonished that even after the article 25-A, there are places where education is still a novelty. We visited a place called Gul Bara where the local tradition is to wear a Turban, so we were also given a piece of cloth to cover our heads. We also got to savor a specialty called PANDA in which the local people mix bread with the meat and then present it to the guests. I was astonished by how friendly the locals were, contrary to the media reports about the area being very inimical to outsiders. But then ASER is about dispelling myths through exposure to ground realities, and here I indeed found out new realities about D. I. Khan.
Zaki Ullah

Punjab – Mianwali: I want to share an experience with all of you from the village Chidru, a backward village located far east of Mianwali. Here during the ASER survey, as we were about to enter the school door we had to run for our lives and had to take refuge in a room because a fierce dog had started barking. After a while, a Maasi (maid) came to the rescue, and guided us to the school. Inside the school the scene was nothing short of scandalous. The cattle were tied in one end & the cotton was placed at the other. In the middle of such extremities were the children who did not even have any notion about their classrooms or grades. We were informed that the cattle in school were the property of the principal Sahiba (Madam). This also went on to explain presence of the dog that was there to guard her things!

Article 25-A says that education is the right of every child, but here in Mianwali we came to realize that maybe it is also a right of some animals!

Sami Khan

Sindh – Thatta: ASER 2011 has been a whirlwind of a ride. One experience that I would like to share comes from the cradle of Sindhi civilization, Thatta. Once a labyrinth of learning, the place today faces extreme hardship in terms of education. Here for the first time in my life, I found schools where the children did not even know what grade they belong to. And here among the Sindhi heat despite the onset of November, I found the actual meaning of education deprivation.



In Thatta standing amidst the cradle of human civilization, and listening to folklores lamenting wisdom, glory and love, one actually cannot estimate the gravity of the detrimental conditions of education in the area. Seeing Thatta in its gory triviality with plethora of the uneducated, the deprived and so-called learned, I actually wondered how we can relive or revive our past glories. Or should we even do so? Before ASER, education conditions in Pakistan were mere statistics for me. However, here in Sindh I actually realized what these figures convey in real life.

Rafeel Wasif

City district Karachi: In comparison to the villages, households are difficult to access in the urban cities. One can simply walk in houses in villages but in case of urban areas such as Karachi, the first task is to convince the security guards or servants even before meeting any member of the family. Eventually then one has to persuade the head of the family to let the children of the household to be tested. One of the most interesting incident that I confronted was when a head of the family in Clifton, Karachi got extremely annoyed with the fact that we wanted to test his children for a literacy test, where as his children according to him were going to the best private school in the country and the name of the school in itself needed no further testimony for them being literate or not.

Armaghan Rafay Khan


ASER

About the Survey (Rural)

Sample Design - Rural

Total Population: The total population of this survey consists of 84 rural districts of Pakistan.

Sampling Frame: Each district is provided with

- A village list.
- Data from the last Population Census 1998 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
84	**30**	**20**

Sample Design: A two stage sample design was adopted:

- **First stage**: 30 villages selected using the village directory of the 1998 census.
- **Second stage:** 20 households are selected in each of the 30 selected

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 in a circular fashion till 5 households are selected from each part.

SURVEY METHODOLOGY

HOW TO MAKE A MAP AND SECTIONS

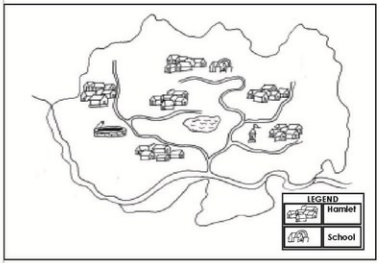
- **Contact Village Elder**: Introduce yourself to the Village Elder, Councilor or to other senior members of the Panchayat to give them a sense of the visit's objective. As you walk around in the village talk to different people and ask about the village. **Tell them about ASER**. This initial walking and talking may take more than an hour.

Mapping:

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

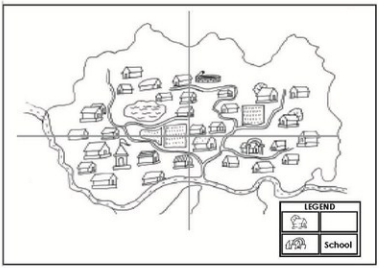
- **Rough map**: It is often helpful to first draw all the roads or paths coming into the village and going out of the village. Use the help of local people to show the **main landmarks** – mosques, river, road, school, bus-stop, baithak, shop etc. Mark the main roads/streets/paths through the village prominently on the map. Marking the directions – north, south, east, and west will be helpful.

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



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

- **If the village has hamlets:**
  - Mark the hamlets on the map and indicate the approximate number of households in each hamlet.
  - If the village consists of **more than 4 different hamlets,** then **make chits with numbers for each hamlet. Randomly pick 4 chits.** On the map, indicate which hamlets were randomly picked for surveying.
  - Do not worry if there are more people in one hamlet than in the other.
  - If there are 4 or less hamlets, then we will go to all of these hamlets.



- **If it is a village with continuous habitation:**
  - **Divide the entire village in 4 sections equally.**
  - For each section, **note the estimated number of households.**

HOW TO SAMPLE HOUSEHOLDS

- In the entire village, information will be collected for 20 randomly selected households.

- Go to each hamlet/section. Try to find the central point in that hamlet/section. Stand facing the houses in the center of the habitation.

- Conduct the survey with every 5th household rule, from the left-hand side in the habitation (e.g. 5th house, 10th house, 15th house, etc). While selecting households, count only those households that someone lives in. In every selected household:

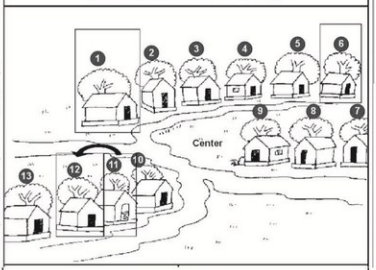
  - **Multiple kitchens:** Ask how many kitchens or 'chulhas' there are? If there is more than one kitchen, then randomly select any one of the kitchens in the household. After surveying this household, select the next 5th household (door or entrance to the house). Ask for all the children in each household within the age group 3 to 16 who eat from the same chulha

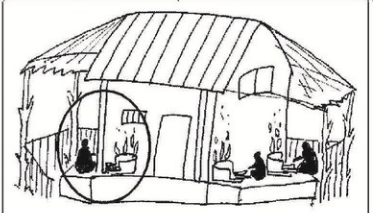
  - **House closed:** If the selected household is closed or if there is nobody at home, note that down on your compilation sheet as "house closed". **This household DOES NOT count as a surveyed household as one of the 20 households for the survey.** DO NOT include this household in the survey sheet.

  - **No response:** If a household refuses to participate, note that down on your compilation sheet as "No response". However, as above, **this household DOES NOT count as a surveyed household.** Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.

  - **No children:** If there are no children or no children in the age group 3–16 in a household but there are inhabitants, **INCLUDE THAT HOUSEHOLD**. Take all the relevant information like the household number, name of the family head, age and education related information of the mothers, if any. **Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.**

How to sample HHs in a hamlet in a village?





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

- **Stop after** you have completed **5 households in each hamlet/section**. If you have reached the end of the section before 5 households are sampled, **go around again** using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue the survey till you have 5 households in the section.

- Now move to the next selected hamlet/quadrant. Follow the same process.

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

WHAT TO DO IN EACH HOUSEHOLD

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

- **Household ID:** Write the household number (e.g. 1, 2, 3,.....20)
- **Name of Family:** write down the name of **Family head.**
- **Total household members:** Write down the **number of male and female members** eating from the same kitchen. This should include children also.
- **Date and Time:** Write down the date, day, start & end time on the day of the survey visit.
- **Surveyors:** Write down the names of the Surveyors.
- **Village identification:** Carefully fill out the relevant name of the village, tehsil/taluka, district and province.

In Each Sampled Household: We will note information about the household and all the children (3-16 years), their mother and father who live in the household on a regular basis.

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

- **Children 3 to 5:** 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 each enrolled child whether they had to miss school for 4 or more continuous days in the past schooling month.
    - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
    - Also ask the enrolled children if they go to the specific school which you have/will be surveying
- **Children 5 to 16**: On the Household sheet, note down child's name, age, gender and all other details.
    - Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
    - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.
    - Ask each enrolled child whether they had to miss school for 4 or more continuous days in the past schooling month.
    - Ask all (enrolled and dropped out) children if they ever went to any form of pre-school centre.
    - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
    - Also ask the enrolled children if they go to the specific school which you have/will be surveying.

- **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English. (**We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

Fathers: Note down the information about the father for each child in the age of 3 to 16. The information includes the fathers' age, whether he has attended school or not and up to what class has he studied. Fathers will not be tested.

- If the father is not present during the time of survey, note down all the available information
- Do not take information if the father is dead.

Mothers: Note down the name of the mother for each child, her age, whether she has attended school or not, her highest class completed, and whether she has attended any literacy program or not. Mothers will be tested. The tested material used for this purpose is the simple paragraph from the testing tool. Note down whether she was able to read or not.

- It would be best to have at least one female member in the survey team or be accompanied by a local woman to get the information.
- **Mother's Code:** Write down the Mother code. It is simply a number (1-10) that you give to each mother so you can differentiate between two persons of same name and their respective children. (same code as appears in the Mothers code column in the mother information section)
- ***Mothers' Test:*** *The mothers will ONLY be asked to read the sentences, and mark accordingly. Either of the following have to be selection:*
    - Whether she can read language sentences
    - Cannot read language sentences
    - Not available for test
    - Available but not tested (this option is valid when the mother is present in the household but she refuses to be tested)

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

- Ask for the last class that the dropped out child passed and the year in which he/she dropped out of school.
- 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.
- **Mothers under or of 16yrs 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.*

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

- **Type of house the child lives in**: Types of houses are defined as follows:
  - **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 etc.
    - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc
  - **Kutcha House:** The walls and/or roof of which are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
  - **Semi -Pucca house:** A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.

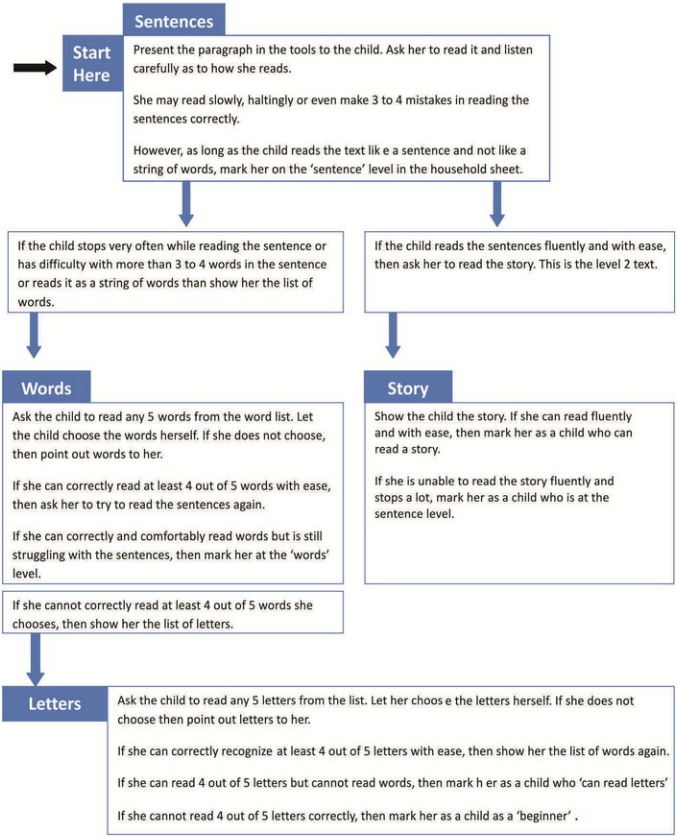
- **Electricity in the household:**
  - Mark yes or no by observing if the household has wires/electric meters and fittings or not.
  - Mark yes even if electricity is off because of load shedding. (The purpose of this is to find out whether the household had the facility of electricity available to them or not)

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

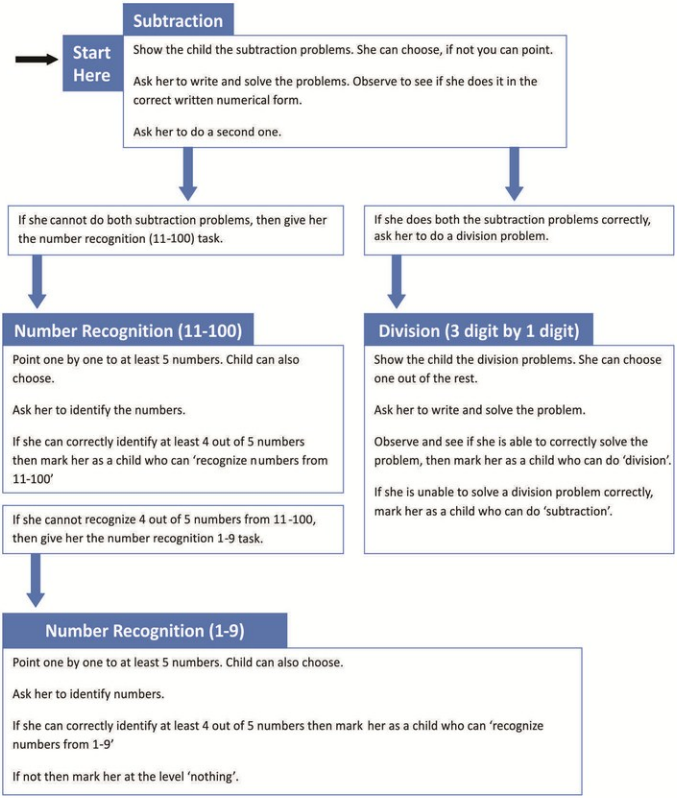
- **Mobile phone:** Write down the number of mobile phones are there in the household used by family members.

- **Vehicles:** For each of the given types of vehicles write the number in the appropriate box. The category 'other' includes any vehicle other than the ones mentioned, such as rickshaw, qinqi, horse cart, donkey cart etc.

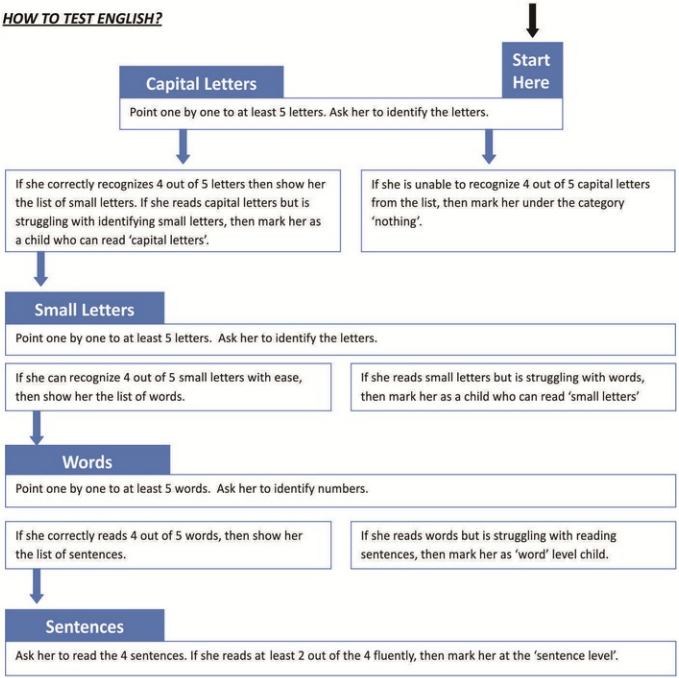
HOW TO TEST READING?



HOW TO TEST ARITHMETIC?



HOW TO TEST ENGLISH?



Meaning of Words and Sentences in Local Language

Word Meanings: If a child is able to read words, ask her their meaning in her own language. Meaning can be literal or even a closely associated word. If she correctly says the meaning of the 4 words , mark her as a child who 'can say meanings', otherwise mark her as a child who 'cannot say meanings'.

Sentence Meanings: If a child is able to read sentences, ask her the meaning of the underlined sentences in her own language. If she correctly says the meaning of at least 2 sentences, mark her as a child who 'can say meanings', otherwise mark her as a child who 'cannot say meanings'

WHAT TO DO IN A SCHOOL?

- Visit any **government school** in the village with classes from Class 1 to 10. If there is no such school in the village which has classes from 1 to 10, then visit an elementary/middle school. In case that is not available either, visit a primary school.

- In case there is no government school in the target village, visit a government school closest to the target village.

- Note the **time of entry, date, day** and **time of exit** from the school.

- Meet the Head Master (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school). The purpose and history of ASER need to be explained here.

- The following information has to be collected from the head teacher:

    - Which classes the school has.
    - Type of school, meaning only boys, only girls or boys & girls.
    - EMIS Code.
    - School's year of establishment.
    - Distance from school to bus stop.
    - Distance from village to district head quarter.
    - School affiliation with any NGO or Foundation

Children's Enrollment & Attendance

- Ask for the registers of all the classes and fill in the **enrollment and today's attendance.** If there are more than one sections for same class, randomly choose **any one** section.

- Move around to the classes/areas where children are seated and take down their attendance **class-wise** by counting them **YOURSELF**. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Please note that you should **only** COUNT those children who are physically present in the class.

Teachers

- Request the Head Teacher to provide you information on teachers in the school. Note down the information on:
    - Number of Sanctioned Teaching Posts
    - Teachers appointed
    - Number of Teachers present on the day of the survey
    - Number of Teachers on official leave
    - Number of Teachers on any other non official leave, and
    - Number of Teachers living in this village, if applicable.

Class Room Observations

- This section is to be filled for class 2 and class 8(where applicable). If there is more than one section for a class, then randomly choose any one.
- OBSERVE the seating arrangement of children (mixed groups or class wise)
- OBSERVE where the Class is sitting (room, verandah, outdoor).
- OBSERVE the condition of the blackboards in the class, if available.
- OBSERVE if majority of the children have their textbooks or not.
- OBSERVE if there is any other (except textbooks) supplementary teaching material available in the classroom like charts, books or board games.

School Fund Information

- For this section, note down information for financial year 2010 **and** 2011.
- The head teacher should be asked this section. In the absence of the head teacher, any other present teacher can be asked the questions.
- 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 then do not force the person and leave the section blank.
- Ask if the school got a Fund. If yes, note down the amount and date of receipt of the **fund**. If the person answering this section says that he/she is going to receive the **Fund** in the **future**, then mark "no".
    - Write down the name of the source of fund (Govt. Private, NGO etc.)
- Ask where the fund amount was used amongst the following categories:
    - Compound/Premises
    - School Building
    - New Room
    - Water/ Toilet facilities
    - Furniture
    - Inside Class room
    - Other

Facilities in the School

- OBSERVE and write down:
    - Total Numbers of rooms in The School.
    - Number of rooms used for Classes
- OBSERVE if the school had safe drinking water facility for the children.
- OBSERVE if the school has a boundary wall/ fence & playground or not.
- OBSERVE whether the school has functional toilet facility for children
- OBSERVE if the school had any library books?

Survey Tools
ASER 2011

ASER-PAKISTAN 2011 SURVEY - HOUSEHOLD SURVEY SHEET

Annual Status of Education Report ASER 2011 Facilitated by SAFED

House Hold ID	Name of Family Head	Mushtaq
14	Total HH members with SAME KITCHEN: Male 4, Female 3	

Date of Survey	09-10-2011
Day of Survey	Sunday
Name of Surveyor (1)	Shahid Hasan

Start Time	03:00 PM
End Time	03:35 PM
Name of Surveyor(2)	Niaz Shavit

Province	Punjab
District/Agency	Nankana
Tehsil/Taluka	Nankana

Union Council	Barkhurdar
Village/ Block	Bucheki

I) General Information

Serial No.	Mother's Name	Mother's Code	Father's Information (Fill in 'En' each child)		Name of Child (Children of 3-16 age group regularly living in the household)			Educational Status (3 -16 Years)			Drop Outs		Current Schooling Status (Age 3-16)													Basic Learning Levels (for 5-16 age group)						English (5-16 age group) (√ the highest level ONLY)						Tick if the child was NOT Available for Assessment
			Gone to School		Name	Relation (Mother / Father)	Age	Never Enrolled	Dropped out	Currently Attending	If Dropped out, in which class did child last study	Dropout Year	Class / Grade / Current (Example: ECE/ Kachi, PG/KG/Pre Nursery, 1, 2, 3, ... 9,10,11,12, etc)	Institute Type (√ Tick what is applicable)				School Attendance Information (For more information on recent curfew last month, point key)	Did the child EVER go to Pre-School/ School (Only to be answered for children in Class 1 and above)	Does the Child go to the current School	TUITION (Do the child currently taking PAID Tuition)		Reading (√ the highest level ONLY)				Math (√ the highest level ONLY)			English Reading		Meanings				
			Yes	No																			Beginner / Nothing	Letters	Words	Sentences	Story	Language in which Story can be read	Beginner / Nothing	Number Recog 1-9	Number Recog 10-99	Subtraction	Division	Nothing	Capital Letters	Small Letters	Words	Sentences	Can Say	Cannot Say	Can Say	Cannot Say	
1	Nasrin Bibi	1	45	✓	01	Riaz	9	M			✓		3	✓					✓	✓	✓	200	✓				✓						✓	-		-		-	
2		1	42	✓	02	Sabia	11	F			✓		5	✓					✓	✓	✓	200		✓			✓							✓		✓		✓	
3		1	48	✓	03	Waqi	13	M			✓		8	✓					✓	✓	✓	200				✓	✓					✓		✓		✓		✓	
4		1	48	✓	04	Asima	15	F			✓		9	✓					✓	✓	✓	200				✓	✓					✓		✓		✓		✓	
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TOTAL			4		4					4			4	4					4	4	4	4	1	1	2			2	2			1	1	2	2	2	2	

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

II) Mothers Education Level

Mother's Code	Name	Age	Total No. of Children of each mother	Gone to School		If studied, what was HIGHEST class/Grade COMPLETED	Tick if attended any Literacy Program		Mothers Test in Urdu/Sindhi/Pushto			
				Yes	No		Yes	No	Can Read LANGUAGE SENTENCE	CANNOT Read LANGUAGE SENTENCE	Not available for test	Available but not tested
1	Nasreen Bibi	45	05	✓		5		✓	✓			
2												
3												
4												

III) Household Indicators

Type of House			Electricity Connection (Link for wires & fittings)		Toilet in the Household	How many of the Following does your Household have? (Write Number)						
Kutcha (with Mud)	Semi Pucca	Pucca (with brick & cement)	Yes	No	Yes	No	Mobiles	T.V	Cycle	Motor Cycle	Car	Tractor	Other
		✓	✓		✓		1	1	1				

Household Survey Sheet

Annual Status of Education Report
ASER 2011
Facilitated by SAFED

GOVERNMENT SCHOOL OBSERVATION SHEET - ASER Pakistan 2011

Instructions: Visit any government school,first preference to High School then Middle and then Primary, If there is no government school in the village, then visit nearest Government School. Meet Head Master (in absence of the HM, meet the senior most teacher of the school). Documents required: Enrollment/ Attendance register.

Target Village: Bucheki

Name of School Govt High School (Boys) Bucheki **Village** Bucheki **Tehsil/Taluka** Nankana **District/Agency** Nankana **Province** Punjab

From which Class to which Class. (Tick any one)
Class 1 to 5 | Class 1 to 8 | Class 1 to 10 ✓ | Class 6 to 8 | Others

Type of School (Tick any one)
Boys & Girls School | Boys Only ✓ School | Girls Only School

EMIS Code: 35610207 **Date of visit** 10-10-2011 **Arrival Time** 9:15 AM

School Established Year 1914 **Day of visit** Monday **Departure Time** 9:50 AM

How far is the village from the district headquarters? (in km) 16 **Is there a bus-stop in the village?** Yes ☑ No ☐ **Name of Surveyors (1)** Shahid Anwar **Name of Surveyors (2)** Nazia Sheikh

Any NGO affiliated with School Yes ☐ No ☑ **If "Yes" mention name:** - **Since** (Year) **Any Project Started in Schools** Govt. ☐ Private ☐ No Project ☑

(I) Children's Enrollment & Attendance

Total Enrolment Girls: **Total Enrolment Boys:** 482

	Class Kachi (When Relevant)	Class Paki (When Relevant)	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class10
Children's enrollment (Take from register yourself)			21	21	30	35	27	23	76	85	56	70	38
Children's attendance (Today's as per register)			17	15	20	27	20	21	62	68	48	63	33
Children's attendance Today*			17	15	20	27	20	21	62	68	47	63	33
School Fee (Per Month)	Rs		20	20	20	20	20	20	20	20	20	20	20

*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) Teachers

	Number Sanctioned posts	Number Appointed		Number Present Today(On the day of survey) Physically		Number on official leave	Number of teachers on leave for any other non official reasons or **Absence**	Number of Teachers residents of **THIS village**
		M	F	M	F			
Head Teacher	1	1		1				
Regular Govt. Teachers (Doesn't include Head Teacher)	23	23		19			4	10
Para/Contract teachers (appointed by Panchayat or VEC/PTA/SMC/SC)								
Any other person(s) teaching in the school								

(iii) School FUND Information

Who answered this section?(Tick relevant) Head Teacher ☐ Para/Contract Teacher ☐ Regular Teacher ☑ No response ☐ Other ☐

Type of Grant/Fund	July 2010 - June 2011: Did you receive the money? Yes	No	If yes then what was the amount of the grant (Rs.)	Which month the grant was received (MM/YY)	July 2011 - To Date: Did you receive the money? Yes	No	Don't Know	If yes then what was the amount of the grant (in rupees)	Which month the grant was received (MM/YY)
1 FTF	✓		316832		✓			294463	
2									
3									
4									
5									

(IV) The Fund was spent on (tick ALL that apply)

Compound / Premises		**Water/toilet Facilities**	✓ **Other**
School Building		**Furniture**	✓
New ROOM		**Inside the classroom**	

(V) Class Room Observations (Observe yourself) If the class has many sections, choose any one.

	Class. 2 Yes	Class. 2 No	Class. 8 Yes	Class. 8 No
Are the children of this class sitting with children from any other class?		✓		✓
If yes, then with which class? (write)				
Where were they seated (tick one) Classroom		✓		✓
Verandah				
Outdoor				
Is there a blackboard/ white board for this class?	✓		✓	
Could you easily write on the blackboard/ white board?	✓		✓	
Did most of the children (75%) have reading textbooks? (Ask the children to show you their language textbooks and assess accordingly)	✓		✓	
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?	✓		✓	

(VI) Facilities in the school (From Observation)

Total number of rooms in the school (count yourself).	22	
Total number of rooms in the school being currently used by the children (count yourself)	12	
Tick where relevant	**Yes**	**No**
Is there a drinking water facility for the children in the school?	✓	
If drinking facility available, was it useable?	✓	
Is there complete boundary wall/fence?	✓	
Is there a toilet / latrine for the children?	✓	
If there is a toilet/latrine, is it useable?	✓	
Does the school have any library books?	✓	
Could you see the library books?	✓	
Is there a playground in the school?	✓	
Is there a Science Laboratory?	✓	

Annual Status of Education Report
ASER 2011
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PRIVATE SCHOOL OBSERVATION SHEET - ASER Pakistan 2011

Instructions :Visit any private school, first preference to High School then Middle and then Primary, Meet Head Master (in absence of the HM, meet the senior most teacher of the school). Documents required: Enrollment/ Attendance register.

Name of School	Village	Tehsil/Taluka	District/Agency	Province
Little Angel's Public Elementary School	Buchaki	Nankana	Nankana	Punjab

From which Class to which Class. (Tick any one): Class 1 to 5 | Class 1 to 8 ✓ | Class 1 to 10 | Class 6 to 8 | Others

Type of School (Tick any one): Boys & Girls School ✓ | Boys Only School | Girls Only School

School Established Year: 1995

Date of visit: 10-10-2011 | Day of visit: Monday

Arrival Time: 10:00 AM | Departure Time: 10:40 AM

Type of School ☐ English Medium ☐ Urdu Medium ☐ Hafiz Quran + General schooling ☐ Other:

Name of Surveyors (1) Shahid Ansar | Name of Surveyors (2) Nazia Shareef

Any NGO affiliated with School Yes☐ No☑ **If "Yes" mention name:** **Since** (Year)

Any Foundation affiliated with School Yes☐ No☑ **If "Yes" mention name:** **Since** (Year)

(I) Children's Enrollment & Attendance

Total Enrolment Girls: 141 Total Enrolment Boys: 121

	Nursery/LKG/UKG/Prep	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10
Children's enrollment (Take from register yourself)	76	35	21	24	44	38	30	25	29		
Children's attendance (Today's as per register)	57	23	17	17	33	34	28	22	27		
Children's attendance Today	57	23	17	17	33	34	28	22	27		
School Fee (Per Month) Rs	300	300	300	300	350	350	400	400	500		

*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) Teachers

	Number Appointed M	Number Appointed F	Number Present Today(On the day of survey) M	Number Present Today(On the day of survey) F	Number on official leave	Number teachers on leave for any other non official reasons or **Absence**	Number of teachers residents of THIS village
Head Teacher	1		1				1
Regular Teachers (Doesn't include Head Teacher)	6	6	6	6			10
Community/Part Time Teachers	1		1				
Any other person(s) teaching in the school							

(V) Class Room Observations (Observe yourself)If the class has many sections, choose any one.

	Class. 2 Yes	Class. 2 No	Class. 8 Yes	Class. 8 No
Are the children of this class sitting with children from any other class?		✓		✓
If yes, then with which class? (write)				
Where were they seated (tick one) Classroom	✓		✓	
Verandah				
Outdoor				
Is there a blackboard/white board for this class?	✓		✓	
Could you easily write on the blackboard/white board?	✓		✓	
Did most of the children (75%) have reading textbooks? (Ask the children to show you their language textbooks and assess accordingly)	✓		✓	
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?	✓		✓	

(III) School FUND Information (Ask Headmaster this section. If absent, indicate who answered the section)

Who answered this section?(✓Tick relevant)	FY 2010 Yes	FY 2010 No	FY 2011 Yes	FY 2011 No
Head Master ☐ Teacher ☑ Other ☐				
Did you get any FUNDS from Government?		✓		✓
If yes, what was the amount of this FUND?				
In which month was this FUND received?				
Name of Department/Organization				

(VI) Facilities in the school (From Observation)

Total number of rooms in the school (count yourself).	12
Total number of rooms in the school being currently used by the children (count yourself)	10

Tick where relevant	Yes	No
Is there a drinking water facility for the children in the school?	✓	
If drinking facility available, was it useable?	✓	
Is there complete boundary wall/fence?	✓	
Is there a toilet / latrine for the children?	✓	
If there is a toilet/latrine, is it useable?	✓	
Does the school have any library books?		✓
Could you see the library books?		✓
Is there a playground in the school?		✓
Is there a Science Laboratory		✓

VILLAGE: Buchaki **Tehsil/Taluka:** Nabi Kot Sar **District/Agency:** Nabi Kot Sar

ASER 2011 TESTING for BETTER

MAP OF THE VILLAGE/BLOCK



INSTRUCTIONS TO FILL THE MAP

- Mark the different hamlets/ sections
- Number each hamlet/section on the map
- Mention the total (approx.) Number of households in each hamlet/section
- Mark the hamlets/sections surveyed
- Show the main landmarks - schools, health centers, Also use the following for reference - mosque, river, road, school, bus-stop, baithak, otaque, shop, etc.
- Verify all the information on the map with people in the village as you walk around.
- Health facilities (clinic/BHU/RHC..etc.)

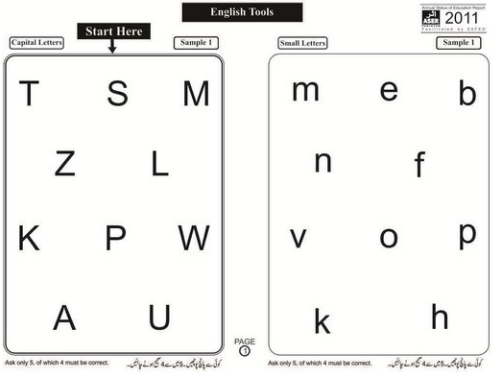
Mark the main roads/streets/paths through the village prominently on the map

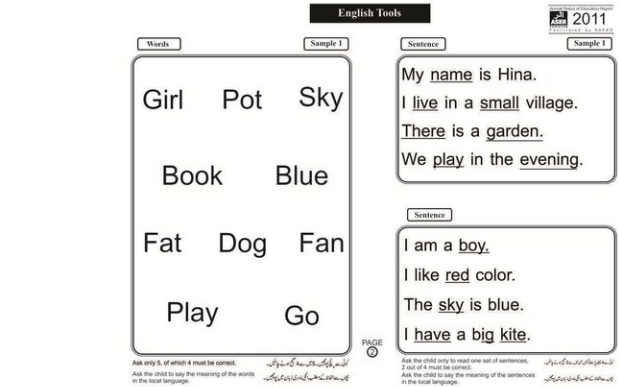
Facilities	Yes	No
Post Office	✓	
Bank	✓	
PCO	✓	
Health Facilities	✓	
Pacci Road	✓	

TOTAL HOUSEHOLDS	760	
Approx. POPULATION	4320	
Total No. Of School	Government	Private
Madrassah		
PRIMARY (1-5)	2	
Middle/Elementary (1-8/6-8)		
Sec /High (1-10/8-10)	2	

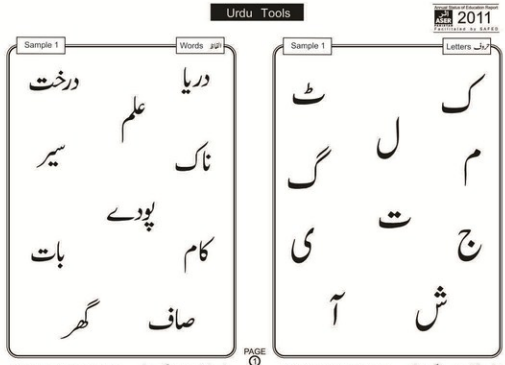
Village Map

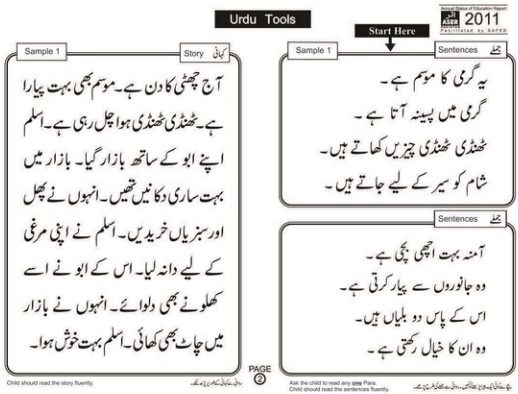
English Tools



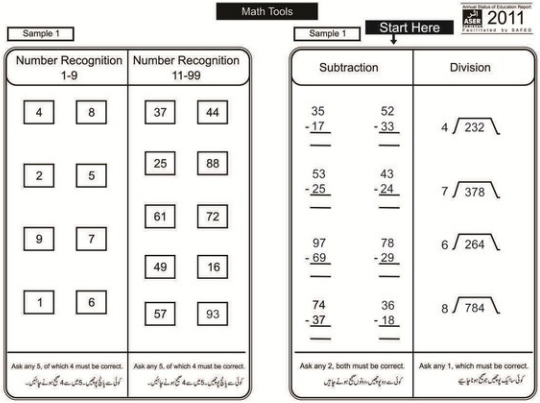


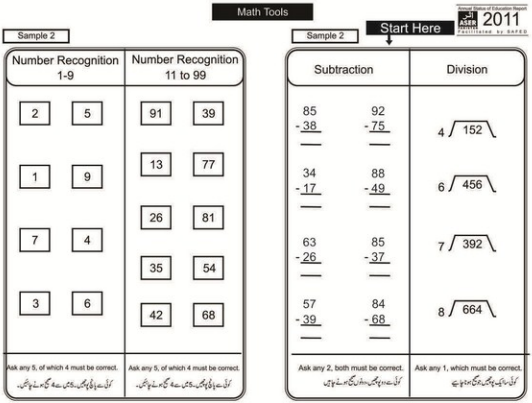
Urdu Tools


Urdu Tools
Annual Status of Education Report
ASER 2011
Facilitated by SAFED
Sample 1
Letters حروف
ک ٹ
م ل
گ
ج ت
ی
ش آ
Sample 1
Words الفاظ
دریا درخت
علم
ناک سیر
پودے
کام بات
صاف گھر
PAGE 1
Ask only 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔ ان میں سے 4 صحیح ہونے چاہئیں۔

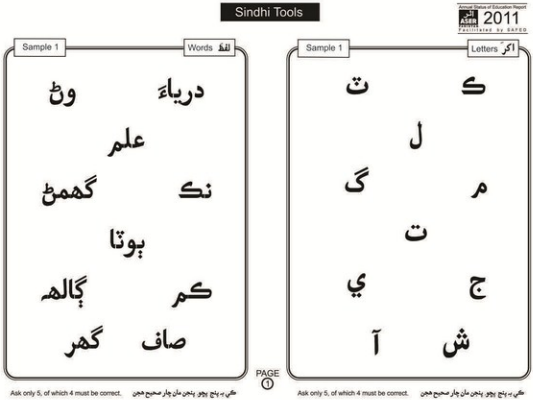

Urdu Tools
Annual Status of Education Report
ASER 2011
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Start Here
Sample 1
Story کہانی
آج چھٹی کا دن ہے۔ موسم بھی بہت پیارا ہے۔ ٹھنڈی ٹھنڈی ہوا چل رہی ہے۔ اسلم اپنے ابو کے ساتھ بازار گیا۔ بازار میں بہت ساری دکانیں تھیں۔ انہوں نے پھل اور سبزیاں خریدیں۔ اسلم نے اپنی مرغی کے لیے دانہ لیا۔ اس کے ابو نے اسے کھلونے بھی دلوائے۔ انہوں نے بازار میں چاٹ بھی کھائی۔ اسلم بہت خوش ہوا۔
Child should read the story fluently.
Sample 1
Sentences جملے
یہ گرمی کا موسم ہے۔
گرمی میں پسینہ آتا ہے۔
ٹھنڈی ٹھنڈی چیزیں کھاتے ہیں۔
شام کو سیر کے لیے جاتے ہیں۔
Sentences جملے
آمنہ بہت اچھی بچی ہے۔
وہ جانوروں سے پیار کرتی ہے۔
اس کے پاس دو بلیاں ہیں۔
وہ ان کا خیال رکھتی ہے۔
PAGE 2
Ask the child to read any one Para.
Child should read the sentences fluently.

Math Tools


Math Tools
Annual Status of Education Report
ASER PAKISTAN 2011
Institutionalized by SAFED
Sample 1
Number Recognition 1-9
4 8
2 5
9 7
1 6
Ask any 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں، چار سے چھ سہی ہونے چاہئیں۔
Number Recognition 11-99
37 44
25 88
61 72
49 16
57 93
Ask any 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں، چار سے چھ سہی ہونے چاہئیں۔
Sample 1
Start Here
Subtraction
35 - 17 = ___
52 - 33 = ___
53 - 25 = ___
43 - 24 = ___
97 - 69 = ___
78 - 29 = ___
74 - 37 = ___
36 - 18 = ___
Ask any 2, both must be correct.
کوئی سے دو پوچھیں، دونوں سہی ہونے چاہئیں
Division
4 / 232
7 / 378
6 / 264
8 / 784
Ask any 1, which must be correct.
کوئی سا ایک پوچھیں، سہی ہونا چاہیئے


Math Tools
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Sample 2
Number Recognition 1-9
2 5
1 9
7 4
3 6
Ask any 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں، چار سے چھ سہی ہونے چاہئیں۔
Number Recognition 11 to 99
91 39
13 77
26 81
35 54
42 68
Ask any 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں، چار سے چھ سہی ہونے چاہئیں۔
Sample 2
Start Here
Subtraction
85 - 38 = ___
92 - 75 = ___
34 - 17 = ___
88 - 49 = ___
63 - 26 = ___
85 - 37 = ___
57 - 39 = ___
84 - 68 = ___
Ask any 2, both must be correct.
کوئی سے دو پوچھیں، دونوں سہی ہونے چاہئیں
Division
4 / 152
6 / 456
7 / 392
8 / 664
Ask any 1, which must be correct.
کوئی سا ایک پوچھیں، سہی ہونا چاہیئے

Sindhi Tools



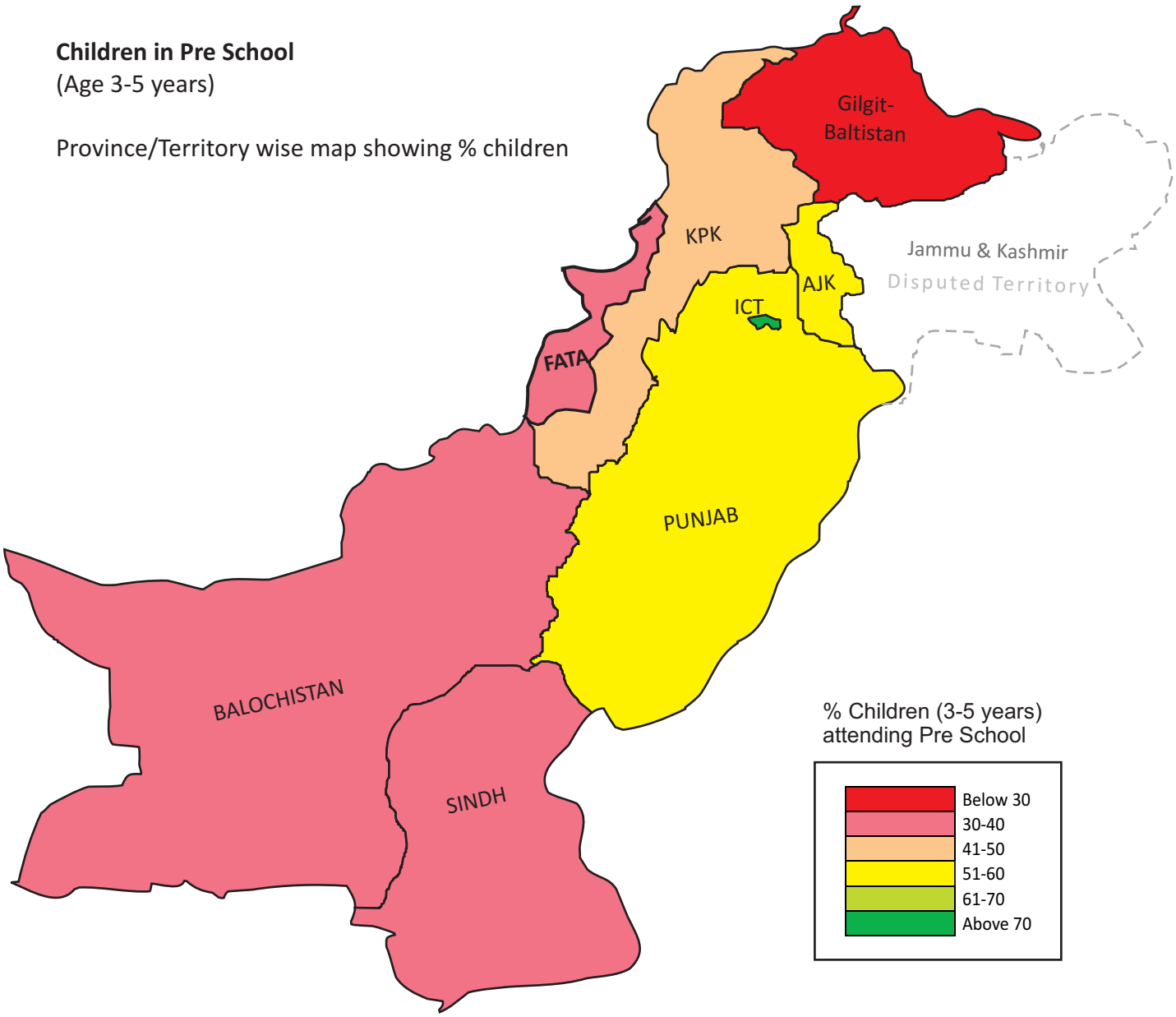




Findings

Children in Pre School
(Age 3-5 years)

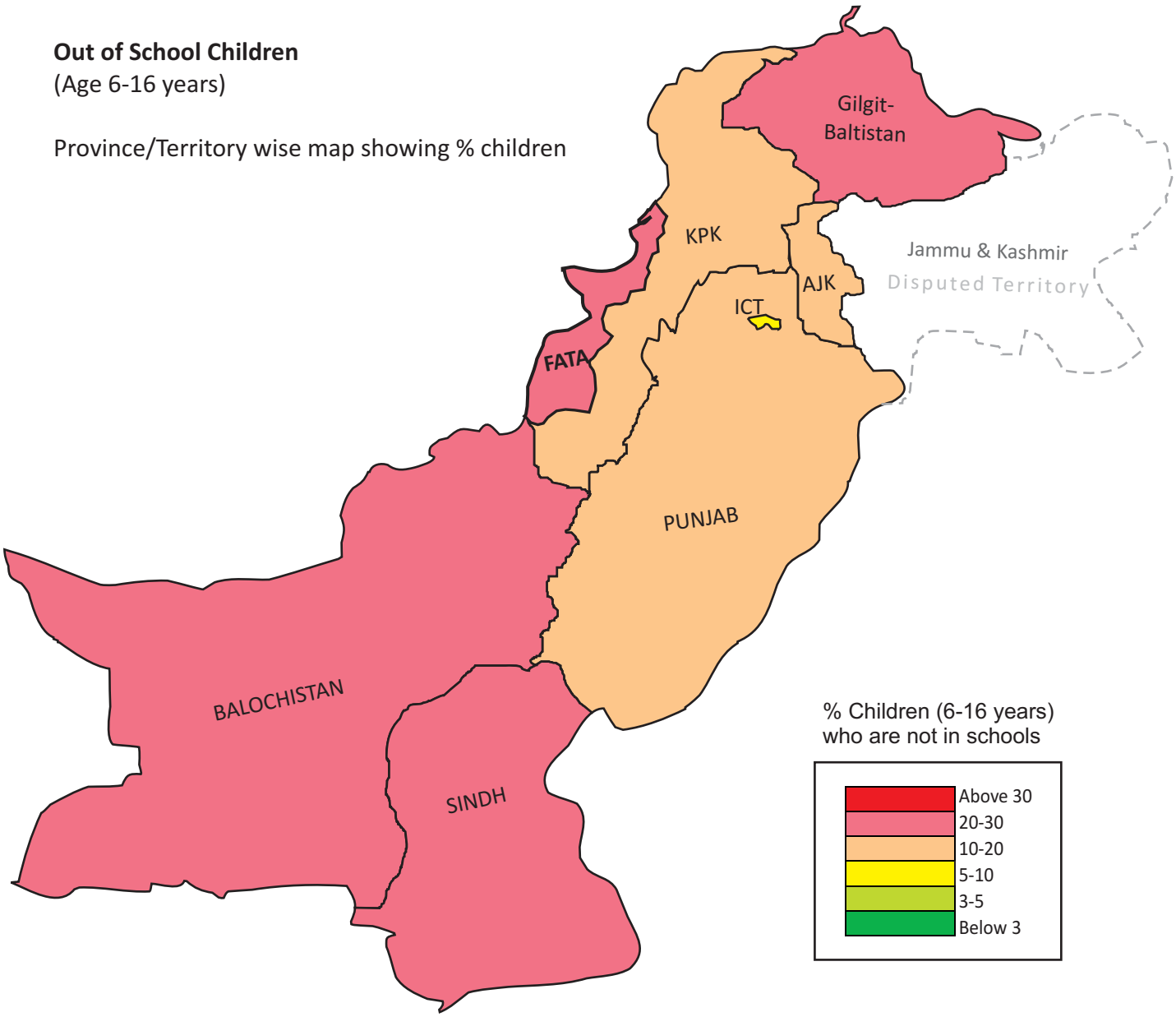
Province/Territory wise map showing % children



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

Out of School Children
(Age 6-16 years)

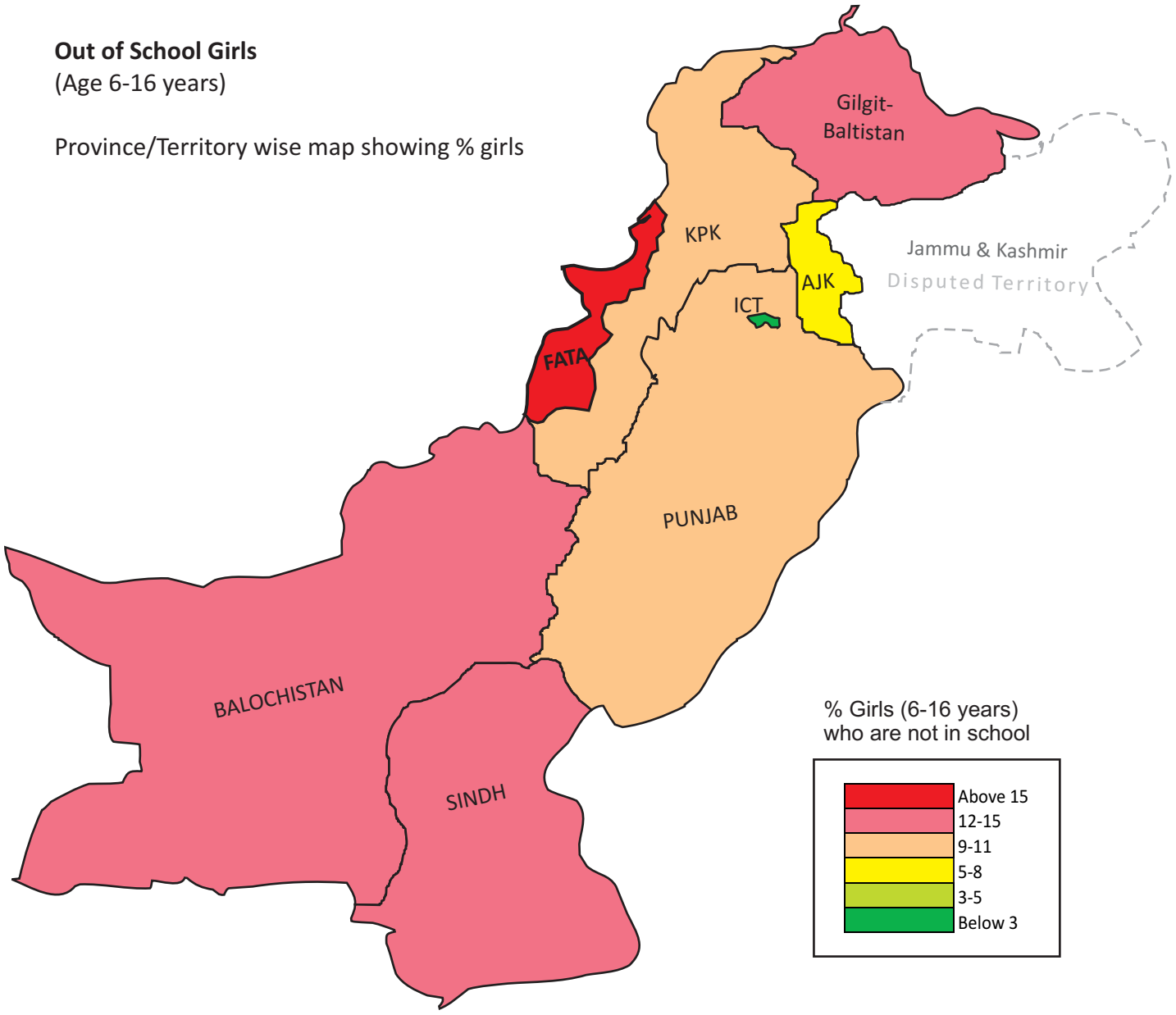
Province/Territory wise map showing % children



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

Out of School Girls
(Age 6-16 years)

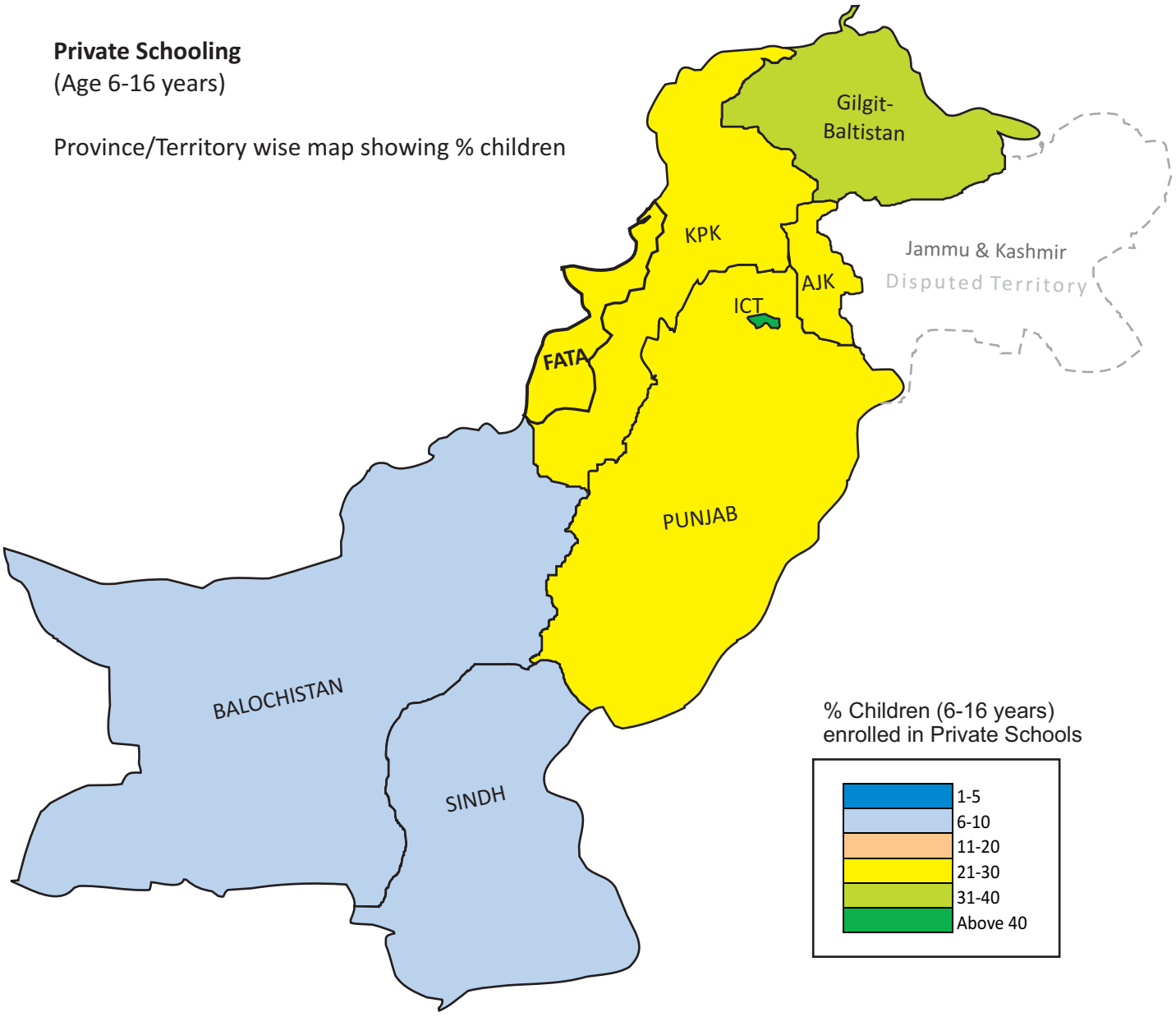
Province/Territory wise map showing % girls



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

Private Schooling
(Age 6-16 years)

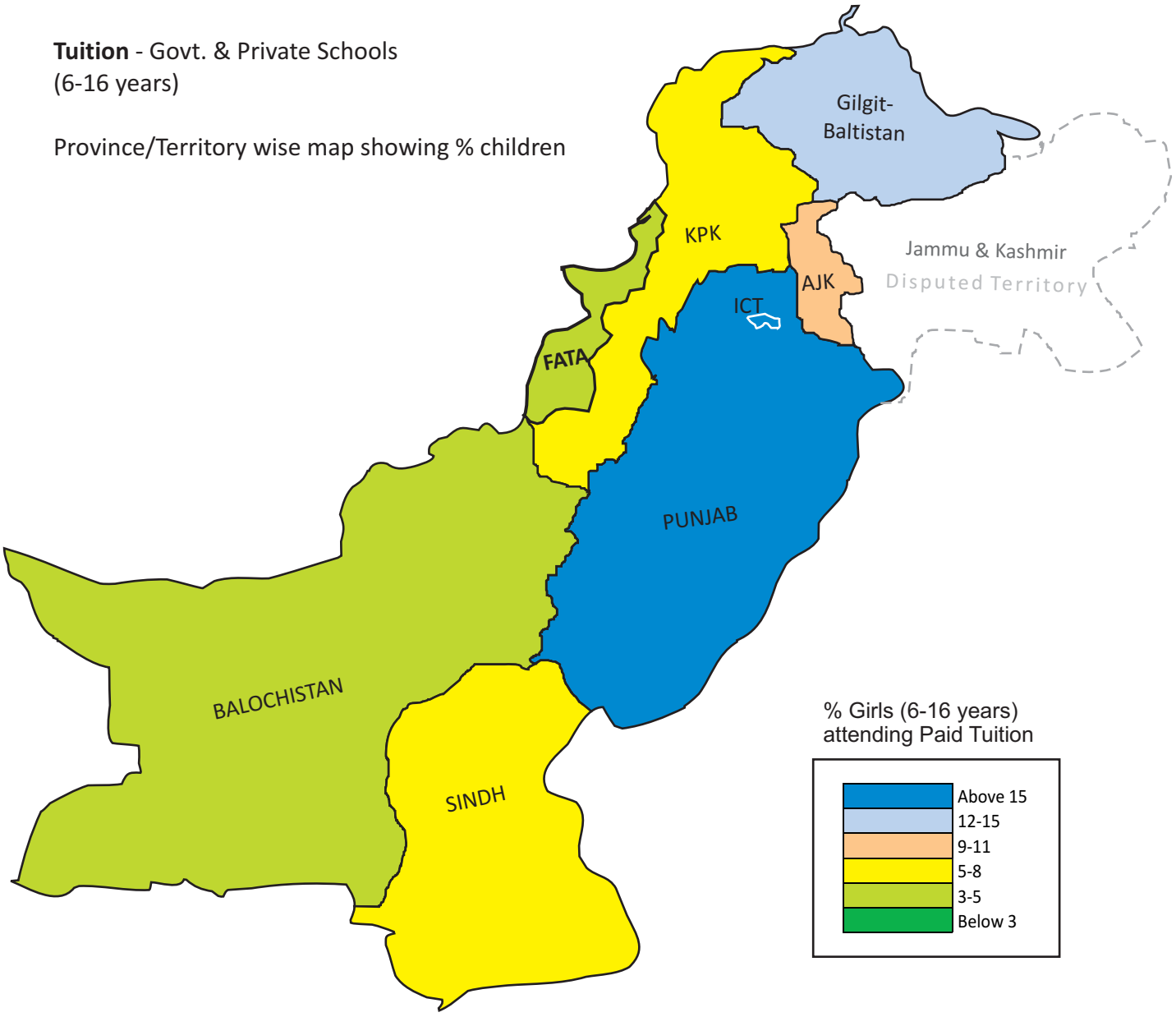
Province/Territory wise map showing % children



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

Tuition - Govt. & Private Schools
(6-16 years)

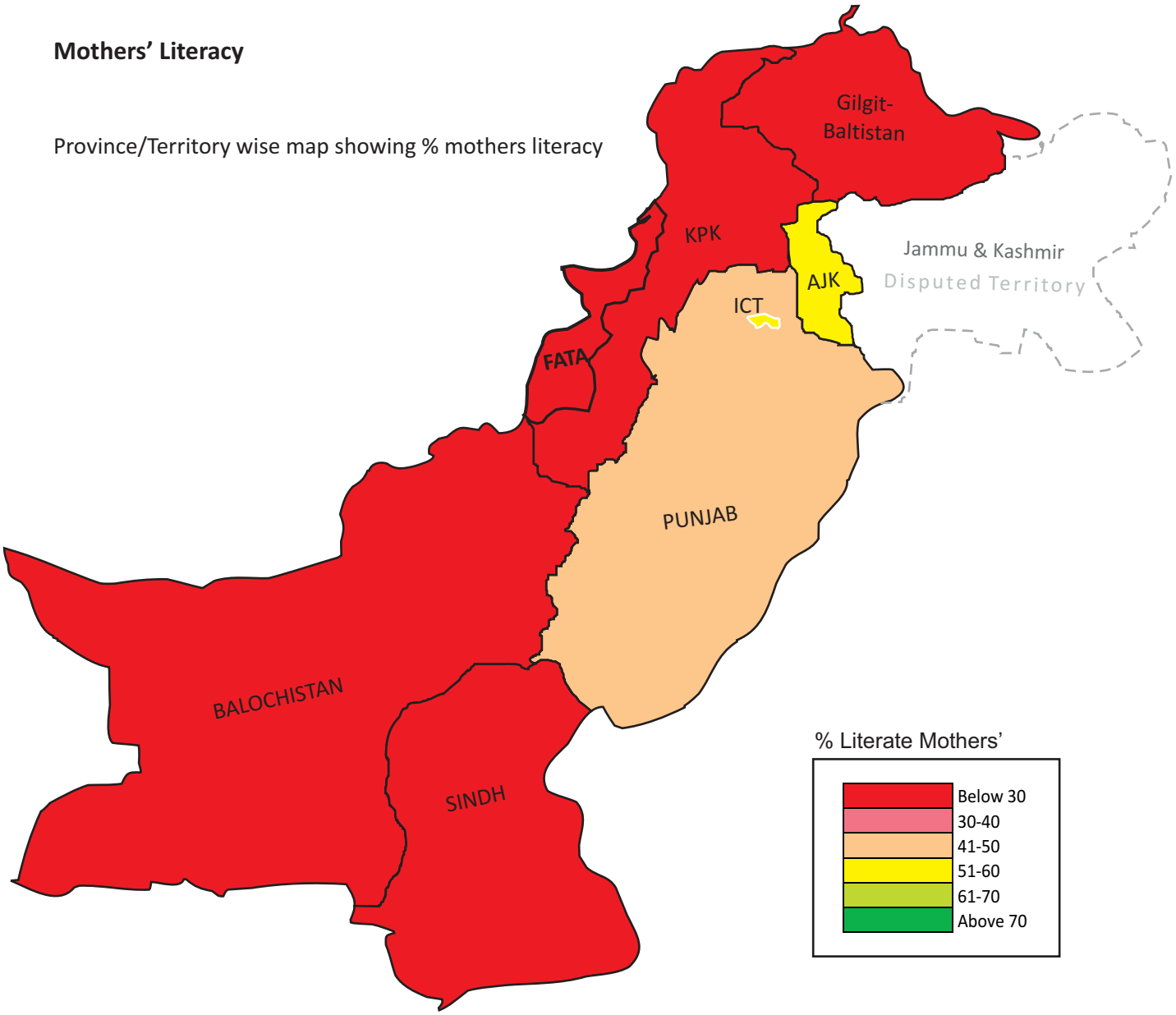
Province/Territory wise map showing % children



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

Mothers' Literacy

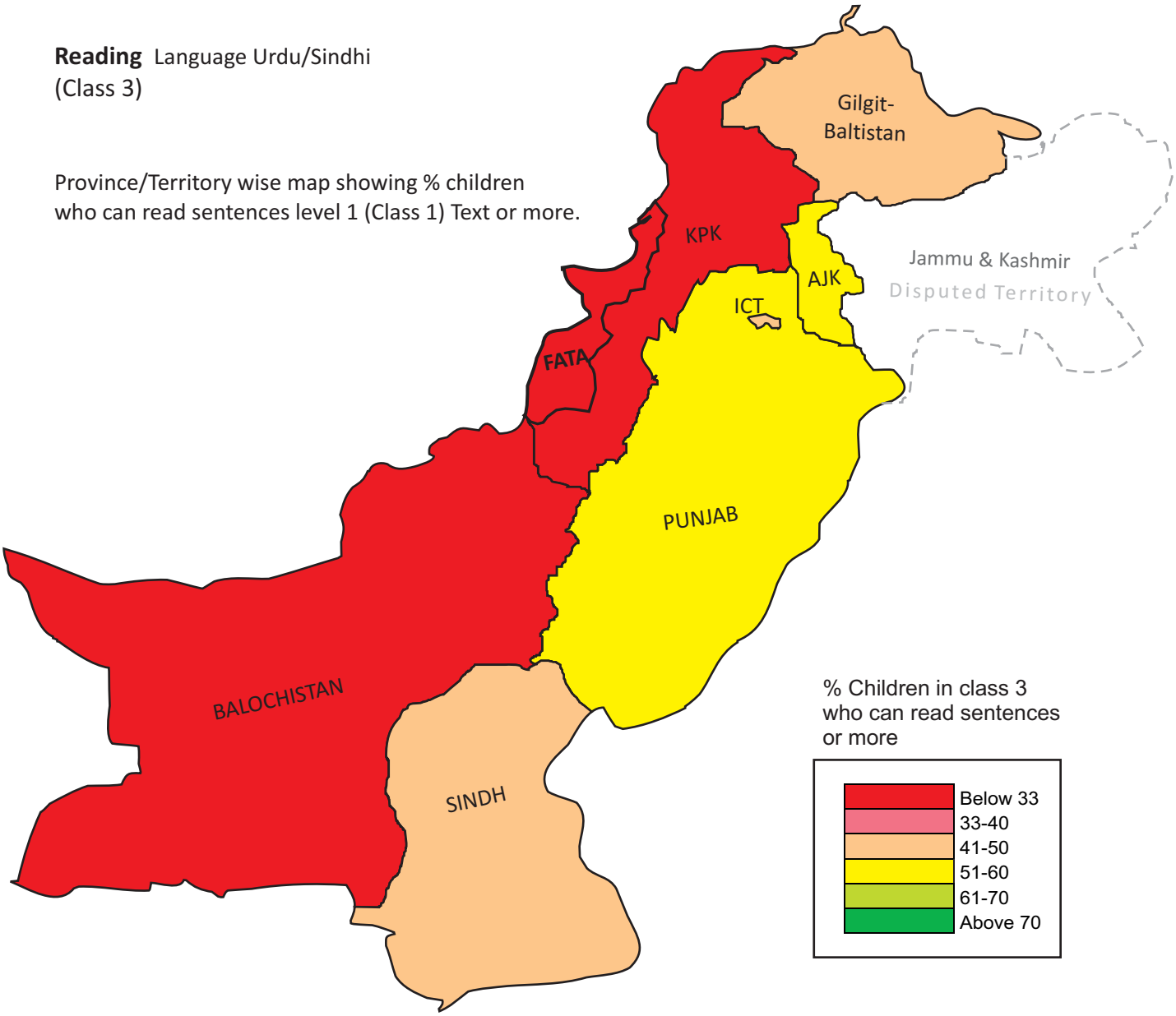
Province/Territory wise map showing % mothers literacy



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

Reading Language Urdu/Sindhi
(Class 3)

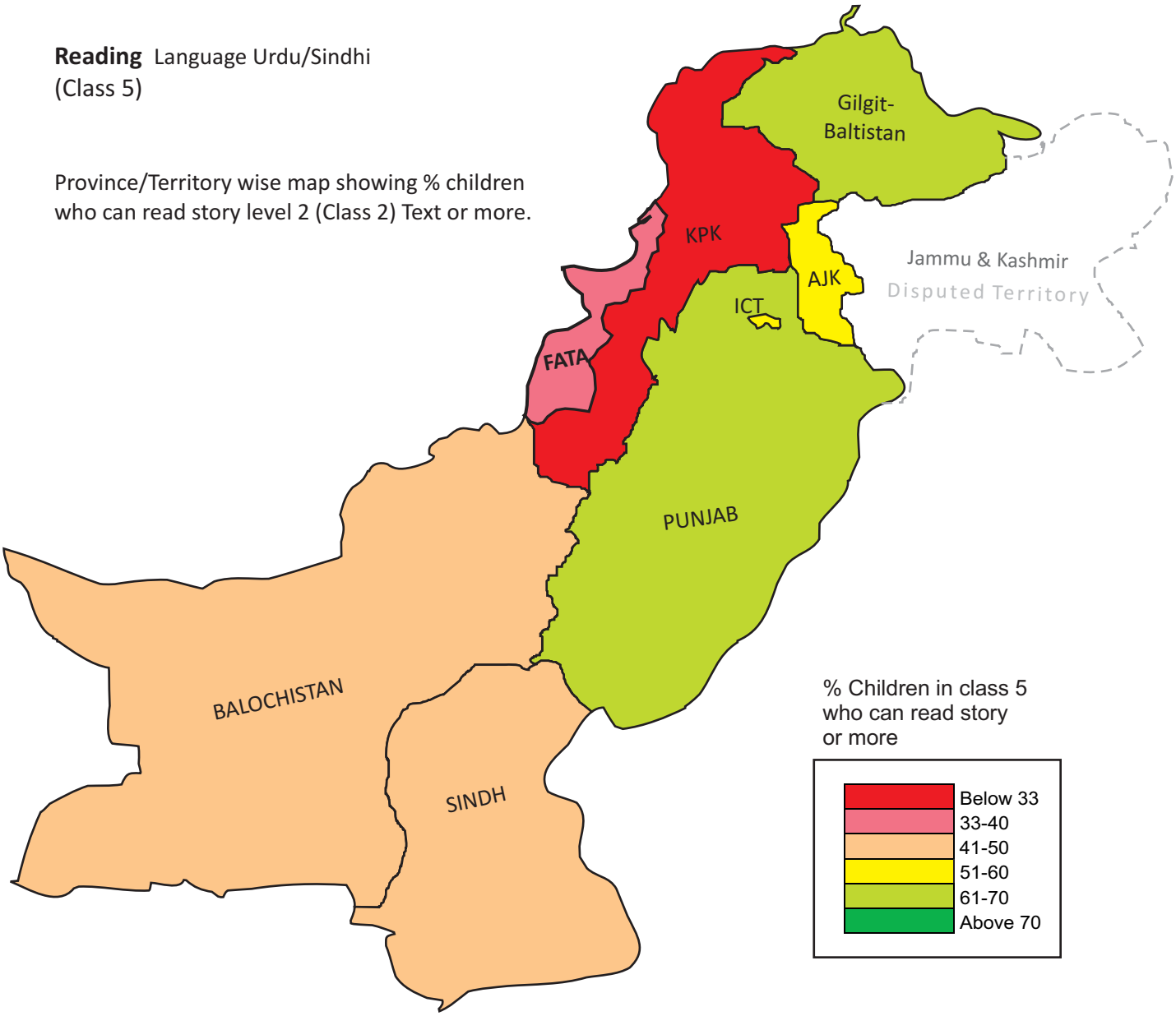
Province/Territory wise map showing % children who can read sentences level 1 (Class 1) Text or more.



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

Reading Language Urdu/Sindhi (Class 5)

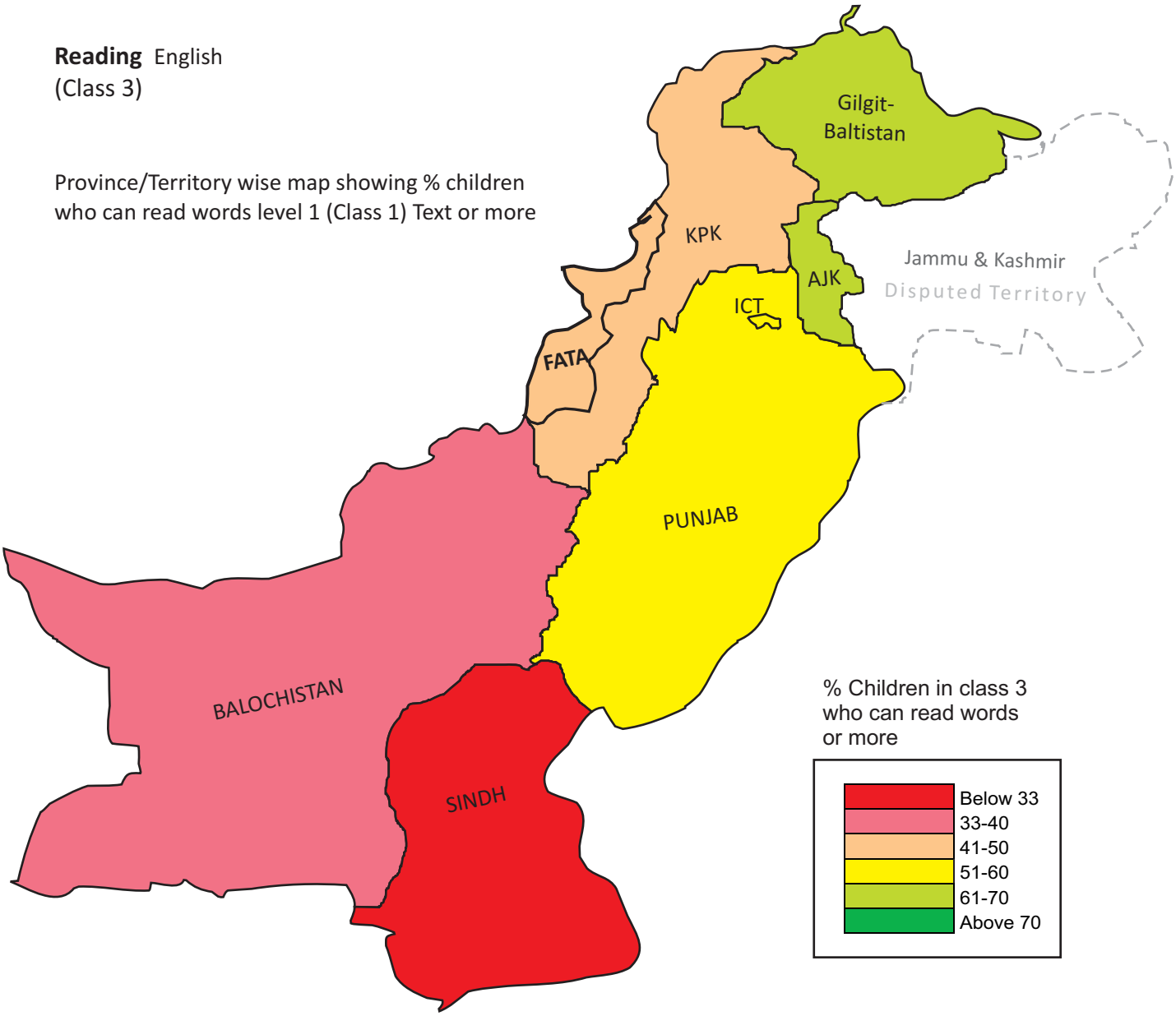
Province/Territory wise map showing % children who can read story level 2 (Class 2) Text or more.



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

Reading English
(Class 3)

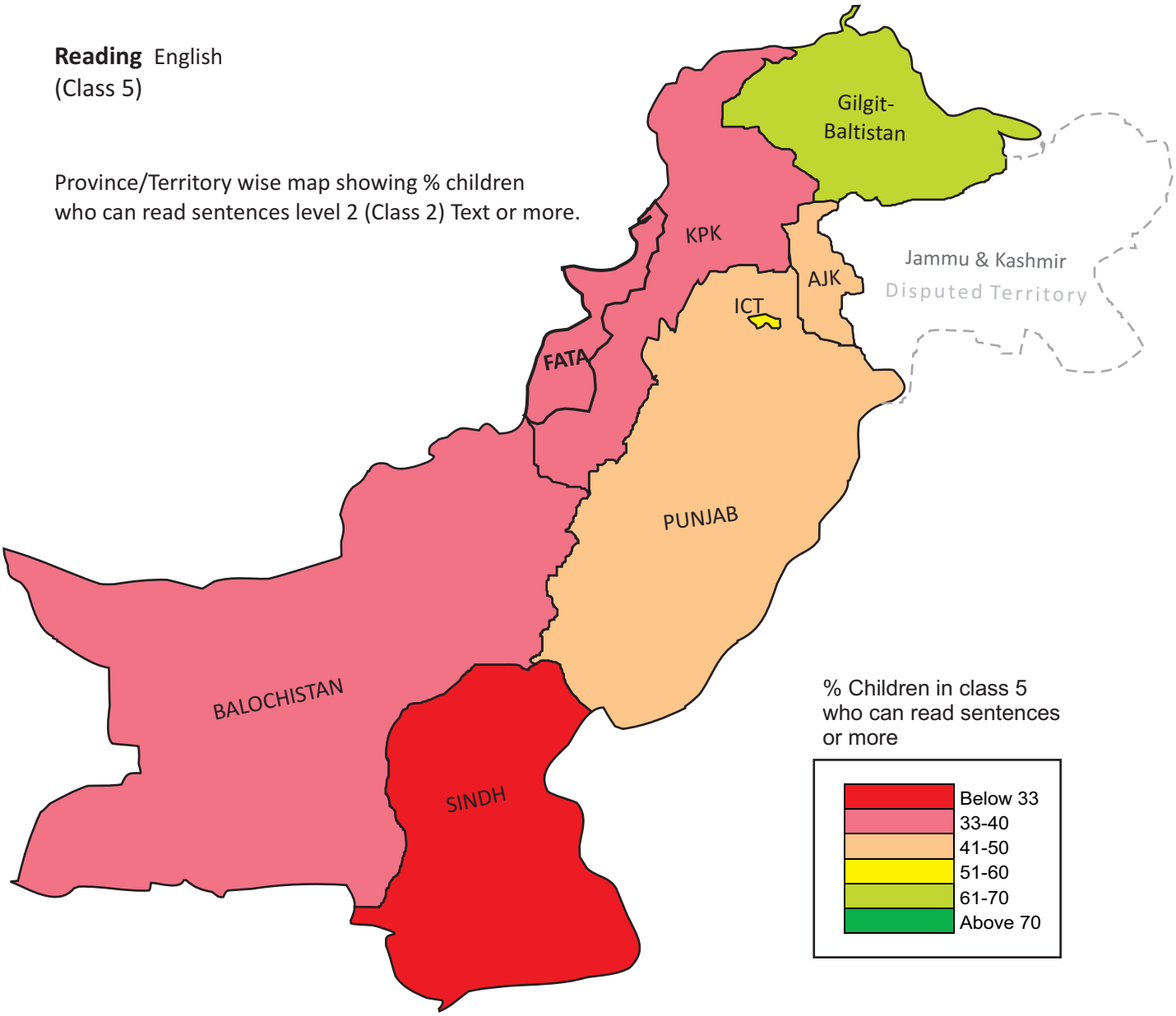
Province/Territory wise map showing % children who can read words level 1 (Class 1) Text or more



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

Reading English
(Class 5)

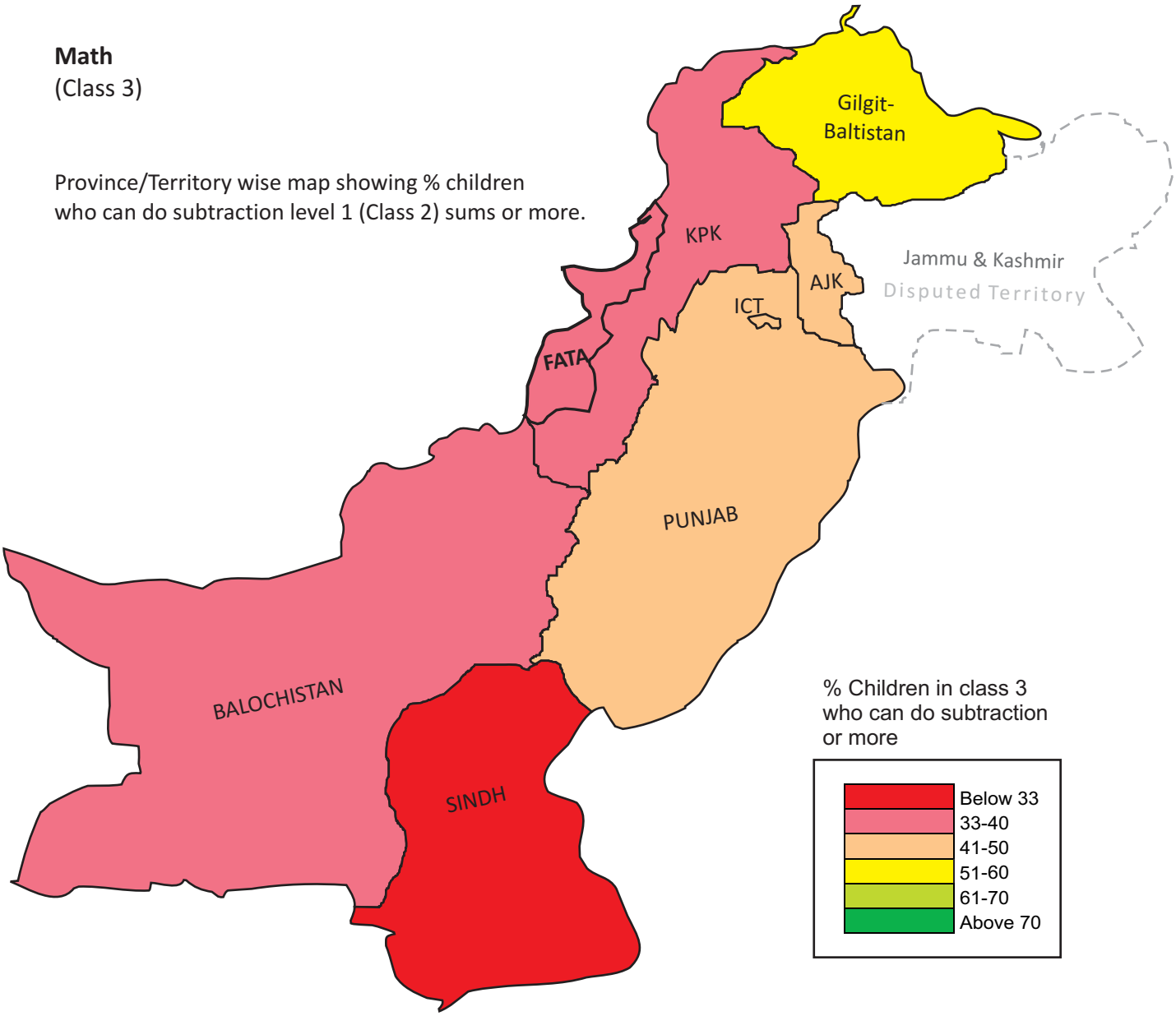
Province/Territory wise map showing % children who can read sentences level 2 (Class 2) Text or more.



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

Math
(Class 3)

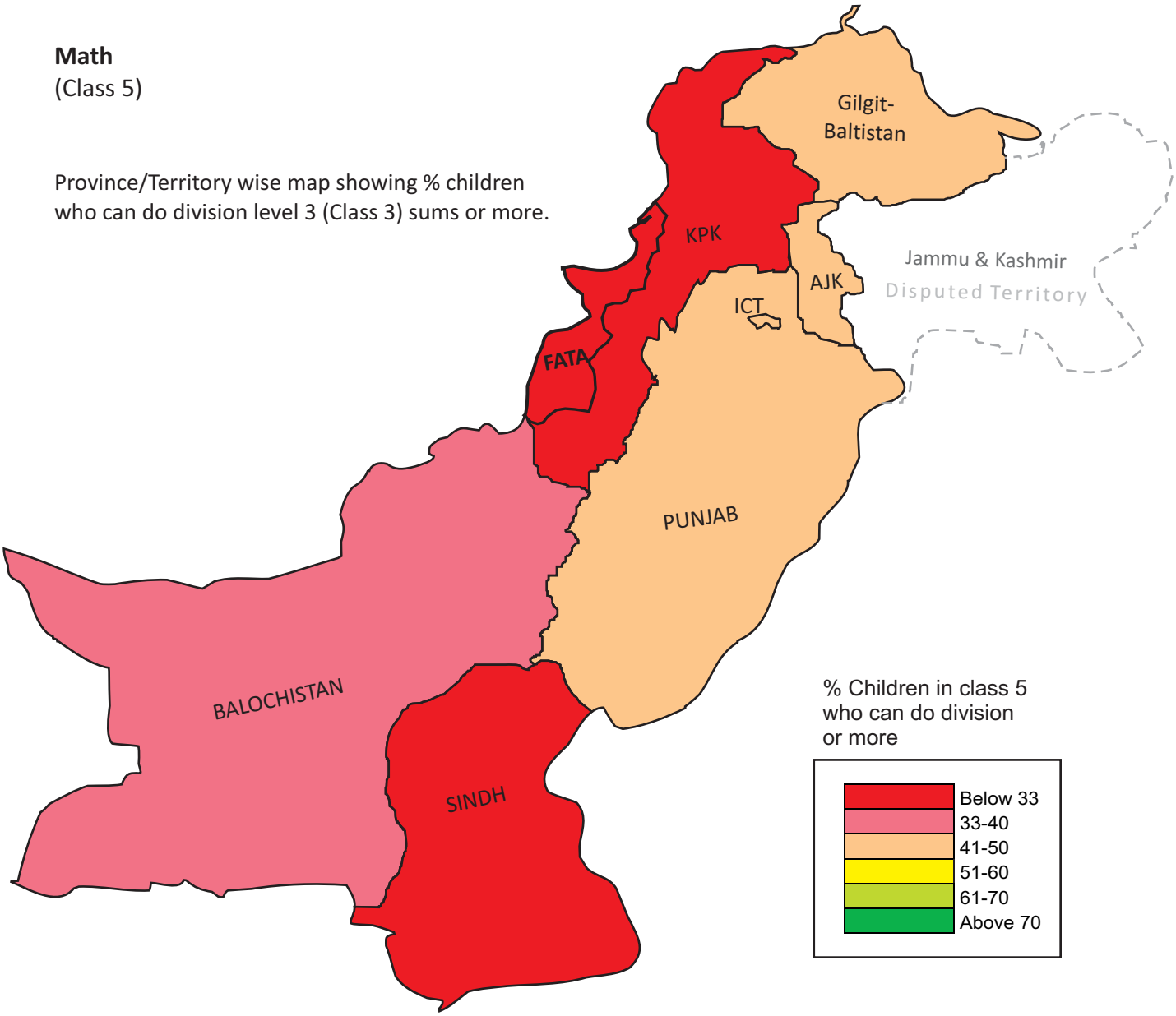
Province/Territory wise map showing % children who can do subtraction level 1 (Class 2) sums or more.



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

Math
(Class 5)

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



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

Sample Composition

- The ASER 2011 Survey was conducted in 84 Rural and 3Urban districts (Lahore, Peshawar and Karachi) of Pakistan. Total outreach of the survey was 85 districts.
  The rural sample comprised of:

Province	Districts
Punjab	28
Balochistan	15
Khyber Pakhtunkhwa	14
Sindh	17
Azad Jammu Kashmir	4
Gilgit-Baltistan	3
Fata	2
ICT	1

- A total of 48,646 households were surveyed in 2,502 villages across 84 rural districts.
- Detailed information was collected on 143,826 children (59% male, 41% female) for the 3-16 years age group and children aged 5-16 were tested for language and arithmetic competencies.
- Mothers' information was collected and their literacy levels measured. Information from 50,473 mothers in sampled households was collected.
- School information on both public and private schools was collected. A total of 3.466 schools were surveyed, out of which 2,376 were government and 1,090 were private schools.

National Summary RURAL

Enrollment Characteristics

Children aged 3-5 years (pre-schooling)

- Of 32,323 children in the 3-5 age group, 42.8% were enrolled (leaving 57.3% un-enrolled). Girl's enrollment stood at 42.2%.
- Of the total enrolled, 67.6% children were enrolled in government schools, 29.3% in private schools, 2.7% in madrasahs and the remaining 0.4% were enrolled in 'other[1]' types of schools.
- Among children aged 5, an age at which one expects children to be enrolled in some education facility, 32.3% were not enrolled in any school facility.

Children aged 6-16 years

- School enrollment for children aged 6-16 years, stood at 79.9%, comprising of 36% girls and 64% boys.
- Percentage of children found to be out of school were 20.1%. Of this the dropout rate stood at 5% while 15.1 % had never been enrolled. Among the out of school children 52.7% were found to be girls.
- Around 74 % children were enrolled in government schools and 26 % were attending Non-State educational facilities (private schools, madrasahs, non-formal education facilities etc).
- Of the enrolment catered through Non-State schools, 23.1 % children were in private schools;

[1] 'Other' includes non-formal education facilities, literacy centres etc.

2.1% in madrasahs and the remaining 0.3% were found in the 'other' types of schools.

- Provincial level data shows that the enrollment in private schools was concentrated in the regions of Punjab (31.4%) and Gilgit-Baltistan (40.1%). Lowest private school enrollment was found in Balochistan (6.9%).
- The proportion of out of school girls (5.2% in the 6-10 age group) appears to be larger than the proportion of out of school boys (4.3%) especially in the younger age groups.
- Of the enrolled children in the sample, 11% reported taking paid tuition. The incidence of attending tuitions was lower among children in public sector schools (7.1%) as compared to children in private sector schools (24%). Children in Punjab (20.2%) are by far the most intensive users of paid private tuition in the country.

Learning Levels

Learning levels of children are assessed through specific language and mathematics tools[2]. For basic reading and mathematics, the same test is given to children between the ages of 5 and 16. The tools assess whether children are able to do basic tasks in reading and arithmetic. The language test has been designed in way that it covers up to class 2 level text according to the national curricula. The arithmetic tool covers up to class 3 level text. For younger children in class 1 and 2, it is not expected that they will be able to go beyond the first few tasks. However it is expected that older children in class 3 onwards will be able to comfortably and confidently go beyond the simple tasks in the ASER assessment tools.

Reading Level (Urdu/Sindhi)

- Of the children assessed, 41.8 % could read at least a sentence in Urdu (or his/her own language) while 20.4% were unable to read letters and thus categorized as beginners.
- Class wise analysis of reading ability show that only 41.2% of Class 3 students were able to read sentences while, nearly 83% could not read a story
- In ASER 2010[3], 51.6% of class 5 students were reported as being able to read story compared to 47.4% of class 5 students who could read sentences in 2011.
- In government schools, only 37.5% of class 3 students were able to read sentences whereas 53.3% of class 3 students in private schools could read sentences.
- Data on reading ability of out of school children shows that 6.5% of out of school children could read story level text whereas 11.2 % were at sentence level. 64.9% of out of school children were found to be at the beginner level (i.e. could not recognize letters).

English Reading and Comprehension

- Of total children assessed, 25.8% children could read sentences in English, 44.4% read words while 28.5% children were unable to recognize alphabets and were thus at the beginner level.
- Class wise analysis of English reading shows that 45.4% children enrolled in Class 3 were able to read words and 13.1% could read sentences fluently. However, 29% of those who read sentences did so without understanding any meaning.
- In ASER 2010, 42.3% of class 5 students were reported as being able to read sentences

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

[3] 32 rural districts were surveyed in 2010 as compared to 84 rural districts in 2011.

compared to 40.6% of class 5 students who can read sentences in 2011.

- In government schools only 39.4**%** of class 3 students were able read words whereas 65.5% of class 3 students in private schools could read words.
- English reading and comprehension competencies were also found in out of school children. While 75.4% of children stood at beginners' level, 10.2% were able to read words and 4.7% could read sentences.

Arithmetic

- Of total children assessed, 40.1% could do 2 digit subtraction sums with carry whereas 23.6% were able do 3 digit division sums. The percentage of children at the beginners levels i.e. cannot recognize number 1-9 was 21.2%
- Math assessment tool covers up to Grade 3 standard of the curriculum. Class wise analysis of learning level show that 56.9% of those enrolled in Class 4 were able to do 2-digit subtraction sums and 22.2% could do 3-digit division sums.
- In ASER 2010, 34.3% of class 5 students were reported as being able to do 3-digit division sums compared to 37.3% of class 5 students in 2011.
- Arithmetic learning level of children going to private schools is slightly better but far from being satisfactory. 48.1% of private school students of Class 5 could do division correctly as opposed to 34.7% of Class 5 students studying in government schools.
- The arithmetic ability of out of school children shows that 5% were able to do division sums and 9.9% were able to do subtraction correctly. 64.9% of the out of school children were found to be at the beginner level.

School Profiles

A total of 3,466 (2,376 government and 1090 private) schools were surveyed in 2011.

Attendance Levels

Student

- Overall student attendance in government schools stood at 83.4% as per register and 79.7% according to the headcount on the day of school visit. The attendance level (headcount) in primary schools was 75.9% whereas it was 81.2 % and 83.6% in elementary and high schools respectively.
- The overall attendance in private schools is 89% as per register and 85.8% as per headcount. At the primary level the attendance as per head count was 85.2%, while it was 85.4% and 87.2% for elementary and high schools respectively.

Teacher

- Overall teachers' attendance in government schools was 83.1%. At the primary level, attendance was 85.1% whereas it varies from 82% to 84% for Elementary, High and other schools.
- Overall teachers' attendance rate for private schools stood at 89.7%. At primary level, attendance was 83.7% while for Elementary and High schools it was 89.6% and 92.2 % respectively.

Physical Facilities

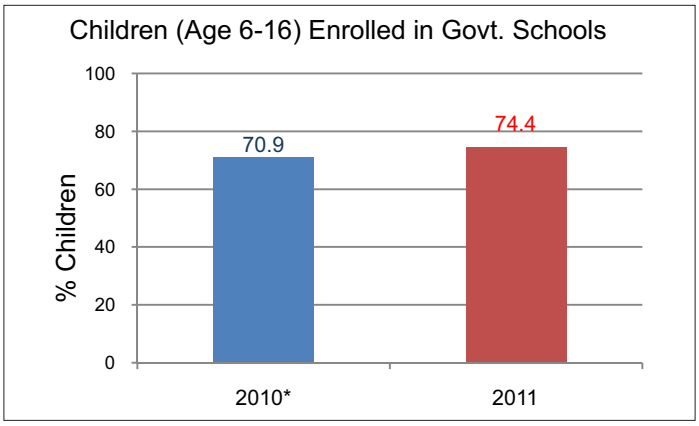
- Of the total government primary schools surveyed, 55.4% had useable water facility and 43% had a functional toilet. In ASER 2010, it was found that 57.5% of the government primary schools surveyed had useable water while 45.3% had a functional toilet.
- The percentage of private primary schools found with useable water facility was 79.9%, also 74.4% were found with a functional toilet.
- The average number of rooms used for conducting classes at primary level in government schools was around 2 whereas in private schools, average number of primary classrooms was 4.
- Boundary walls were found in 65.1% of the surveyed government primary schools whereas 76.6% of private primary schools had a boundary wall. In ASER 2010, 66.4% of the surveyed government primary schools were found with a boundary wall.
- Among the government primary schools surveyed 37.1% had a playground within the school premises compared to 39.3% of private primary schools that had a playground.
- The surveyors were asked to observe if class 2 and class 8 were sitting together with any other classes. It was found that in 44.4% of the surveyed government schools, class 2 was sitting with other classes. Similarly, in 11.3% of surveyed government schools, class 8 was found to be sitting with other classes.
- Among the government schools surveyed, 272 (19%) primary schools, 86 (23.6%) elementary and 97 (26.4%) high schools had received grants in 2011.

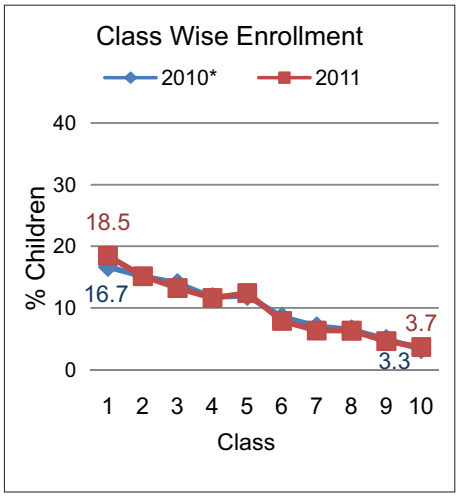
Mothers' Literacy

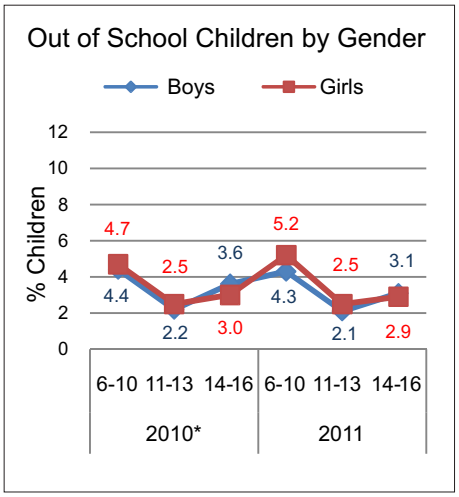
- Out of a total 50,473 mothers in the sampled households, 49% agreed to be tested for literacy whereas 16.9% were not available.
- Of those tested, only 34.5% were able to read simple sentences in their own language and 65.5% fell in the illiterate category. At the provincial level, the lowest rate of mothers' literacy in the rural sample was 12.8% in FATA while the most literate mothers were to be found in Punjab (41.6%).

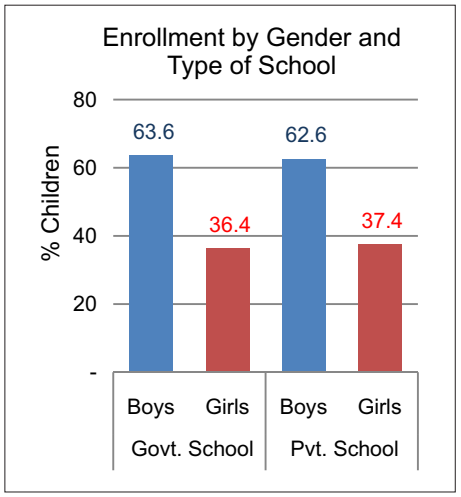
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	61.5	20.0	1.8	0.3	14.9	1.6	100
11-13	60.2	18.1	1.6	0.2	13.7	6.3	100
14-16	52.5	14.5	1.6	0.1	17.5	13.8	100
6-16	59.5	18.5	1.7	0.2	15.1	5.0	100
Total			79.9		20.1		100
By Type	74.4	23.1	2.1	0.3			



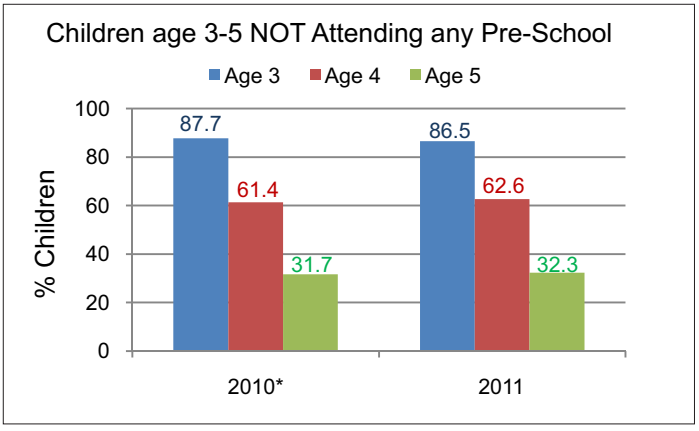






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	9.2	3.5	0.8	0.0	86.5	100
4	24.4	11.8	1.1	0.1	62.6	100
5	46.4	19.5	1.5	0.3	32.3	100
3-5	28.9	12.5	1.2	0.2	57.3	100
Total			42.8		57.3	100
By Type	67.6	29.3	2.7	0.4	67.6	100



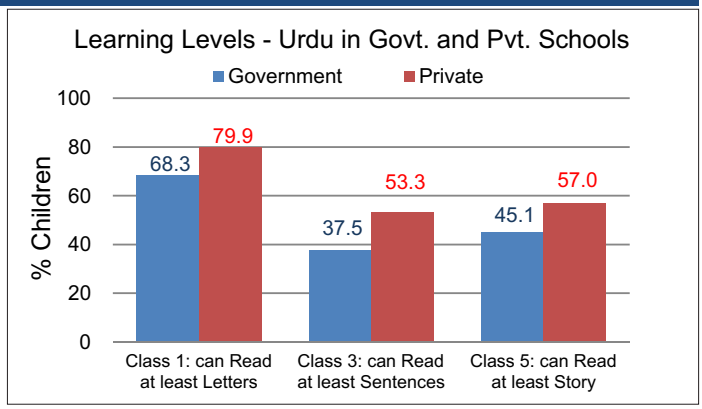
*In 2010, 32 districts of Pakistan were surveyed.

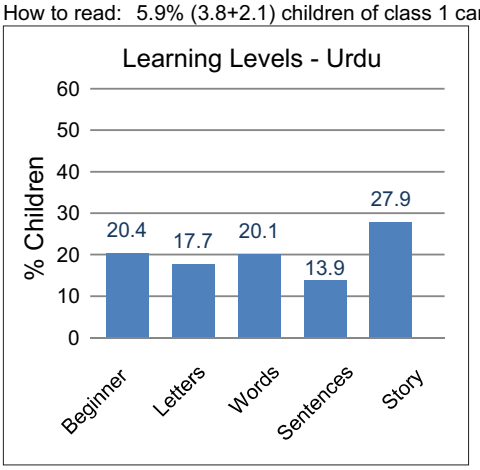
Learning Levels - Urdu

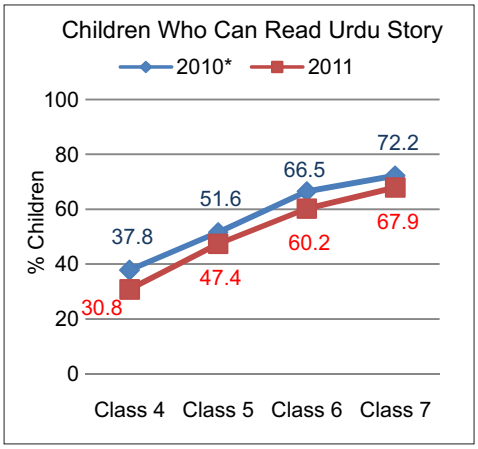
Class Wise % Children Who Can Read

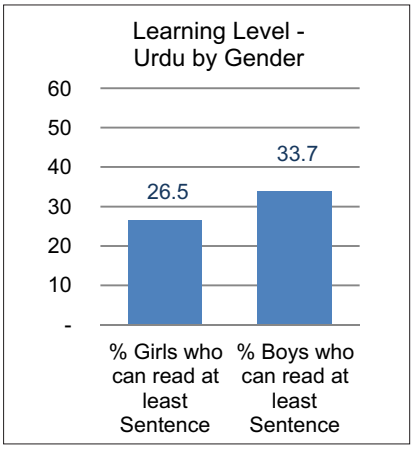
Class	Nothing	Letter	Words	Sentences	Story	Total
1	28.9	41.8	23.4	3.8	2.1	100
2	10.9	26.8	41.3	13.4	7.6	100
3	5.7	17.0	36.1	24.2	17.0	100
4	3.5	11.2	26.0	28.5	30.8	100
5	2.3	7.0	18.9	24.4	47.4	100
6	1.6	4.3	12.8	21.0	60.2	100
7	1.4	3.2	9.0	18.5	67.9	100
8	1.3	2.9	6.1	14.3	75.4	100
9	0.8	2.6	3.2	10.3	83.1	100
10	1.0	2.3	3.2	8.1	85.4	100

How to read: 5.9% (3.8+2.1) children of class 1 can read sentences







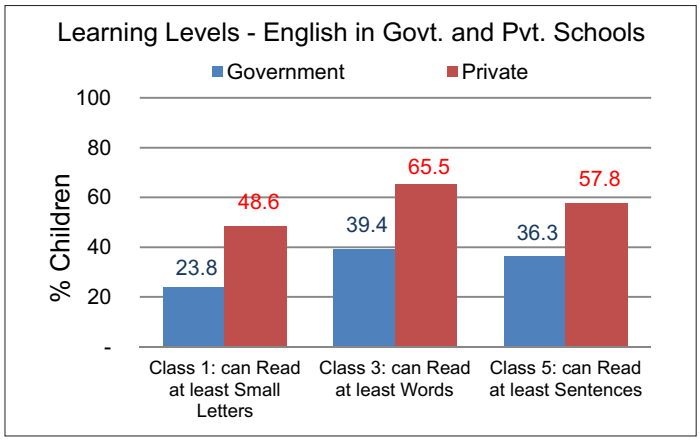


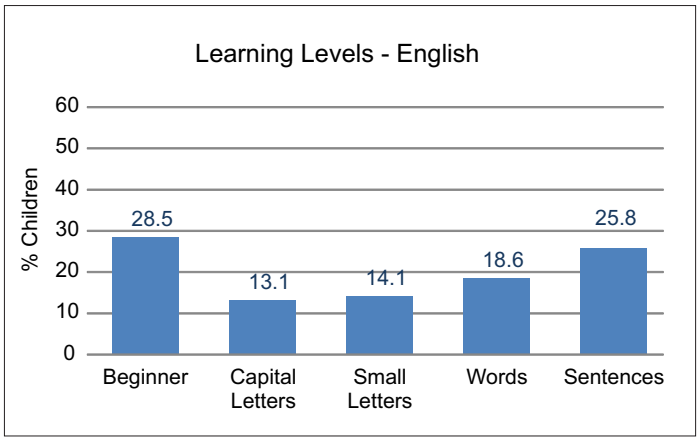
Learning Levels - English

Class Wise % Children Who Can Read English

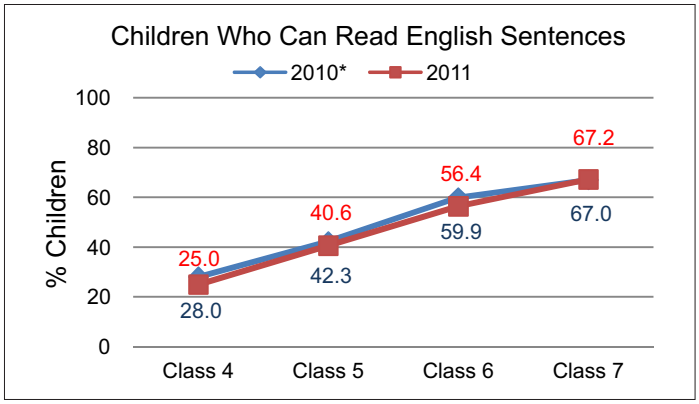
Class	Nothing	Capital letter	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	44.8	25.3	17.9	10.0	2.0	100	52.5	63.1
2	22.8	22.5	25.5	23.0	6.2	100	59.0	69.1
3	14.0	15.8	24.7	32.3	13.1	100	61.5	71.0
4	9.7	11.1	18.4	35.7	25.0	100	64.5	72.3
5	7.2	8.3	13.3	30.6	40.6	100	66.9	73.5
6	3.2	5.0	9.8	25.6	56.4	100	69.2	76.5
7	2.0	3.2	7.2	20.3	67.2	100	69.0	79.0
8	2.1	2.5	4.5	14.5	76.4	100	68.9	81.8
9	1.5	2.0	2.8	9.6	84.1	100	71.3	83.4
10	1.4	1.8	2.3	6.8	87.7	100	65.5	83.5

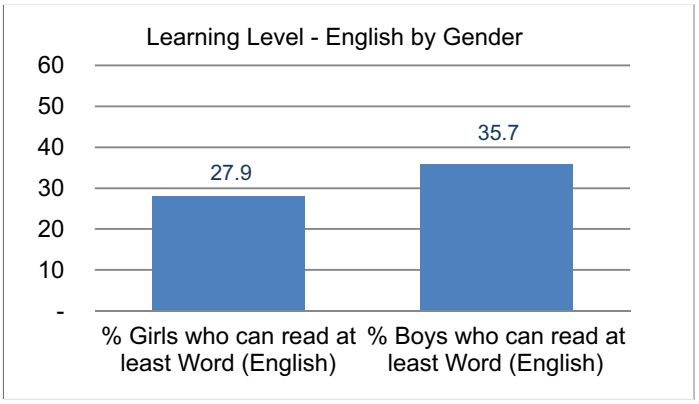
How to read: 12.0% (10.0+2.0) children of class 1 can read words





National (Rural)



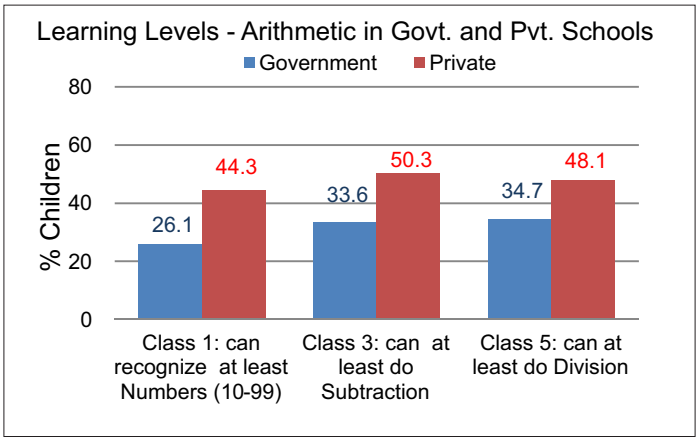


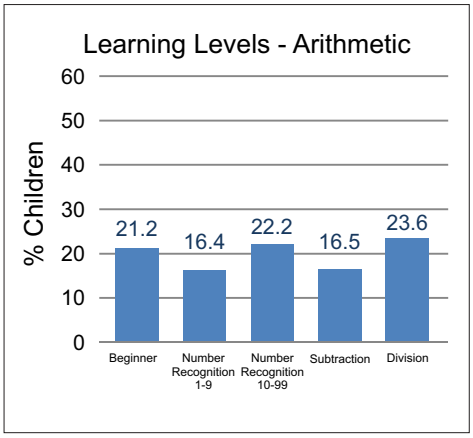
Learning Levels - Arithmetic

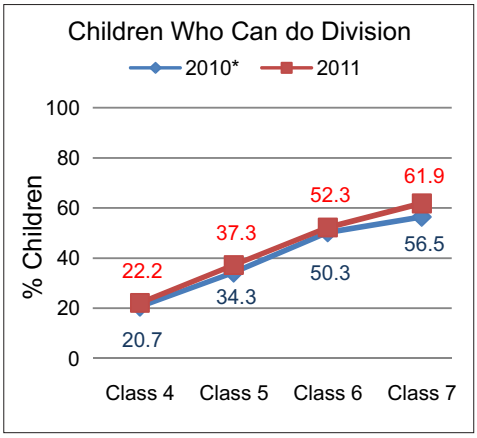
Class Wise % Children Who Can Do

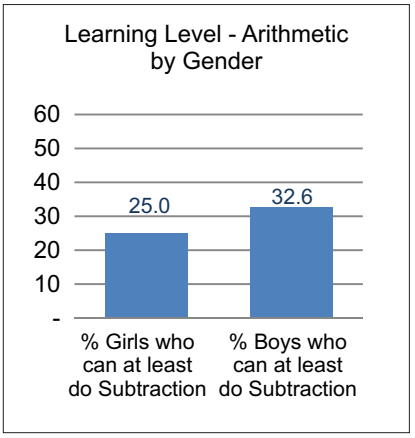
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	31.7	37.8	25.5	3.5	1.5	100
2	12.1	25.6	44.9	12.9	4.5	100
3	6.8	15.7	40.0	27.3	10.1	100
4	4.0	10.0	29.1	34.7	22.2	100
5	3.0	5.8	21.4	32.4	37.3	100
6	2.1	3.8	13.6	28.1	52.3	100
7	1.6	2.6	10.3	23.7	61.9	100
8	1.6	2.1	6.6	18.3	71.5	100
9	0.9	2.0	4.7	12.1	80.3	100
10	1.0	1.3	4.1	9.5	84.1	100

How to read : 5.0% (3.5+1.5) children of class 1 can do subtraction





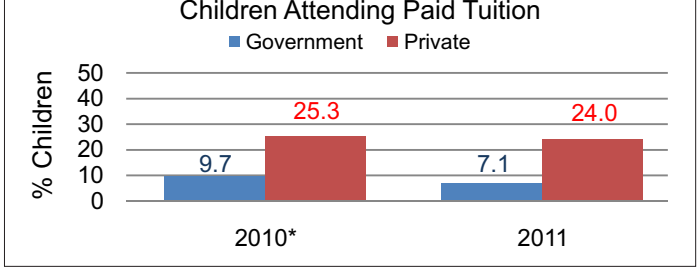




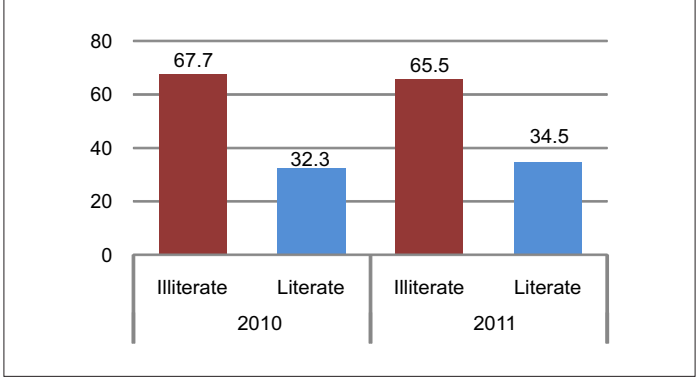
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.9	5.1	5.2	6.7	8.0	9.9	10.1	11.4	15.8	14.9
Pvt.	19.9	24.7	25.1	25.3	28.3	24.6	25.9	29.4	29.7	30.2



Mothers' Literacy



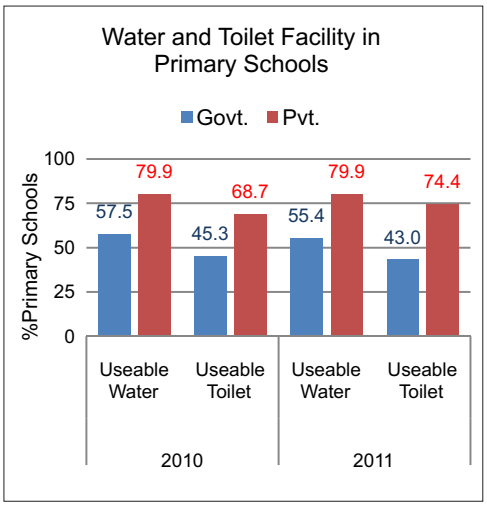
National - School Report Card

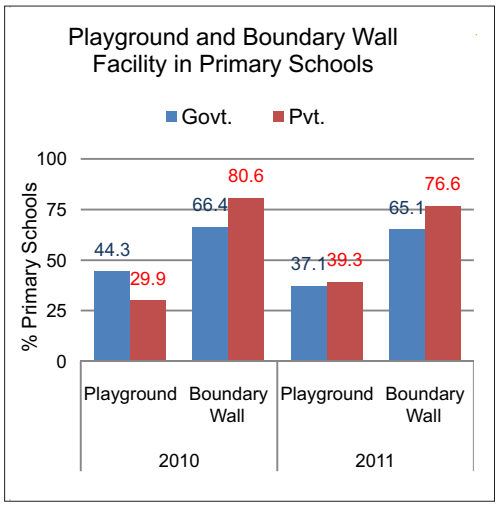
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	536	200	692	1428	22	16	270	308
Elementary	188	88	89	365	36	9	460	505
High	243	85	39	367	26	12	211	249
Other	126	33	57	216	4	2	22	28
Total	1093	406	877	2376	88	39	963	1090

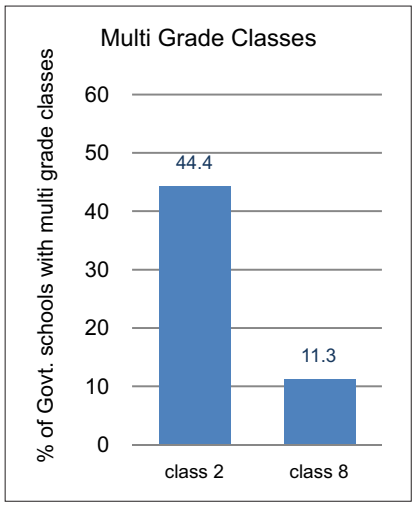
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	81.2	84.4	86.4	81.2	83.4	88.3	88.8	90.2	77.1	89.0
% of Attendance (as per headcount)	75.9	81.2	83.6	79.0	79.7	85.2	85.4	87.2	75.6	85.8

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	85.1	82.5	84.3	84.2	83.1	83.7	89.6	92.2	93.4	89.7

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	55.4	68.5	76.8	68.5	79.9	90.7	93.6	85.7
Useable Toilet (%)	43.0	60.5	61.0	57.4	74.4	90.9	92.8	85.7
Rooms Available	3.0	7.4	12.2	9.7	5.0	8.7	14.1	9.4
Rooms used for classes	2.5	5.9	9.4	6.9	4.2	7.7	12.4	9.2
Availability of Playground (%)	37.1	57.3	63.5	46.3	39.3	50.7	59.0	53.6
Availability of Boundary wall (%)	65.1	74.2	75.7	72.7	76.6	91.5	93.6	96.4







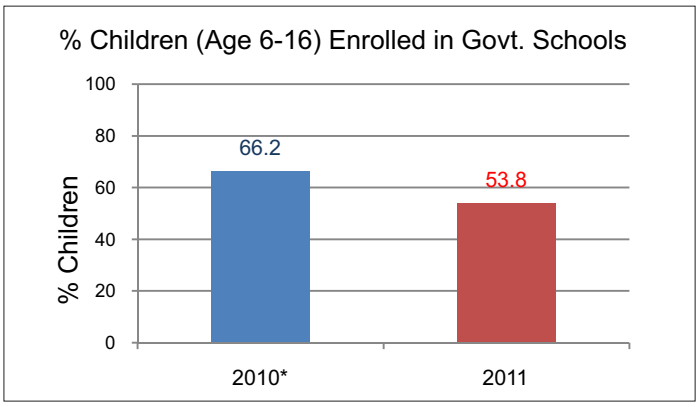
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	272	86	97	51	2	17	2	1
Average amount of grant	51,951	41,193	96,757	71,225	141,750	887,572	104,650	2,925,000

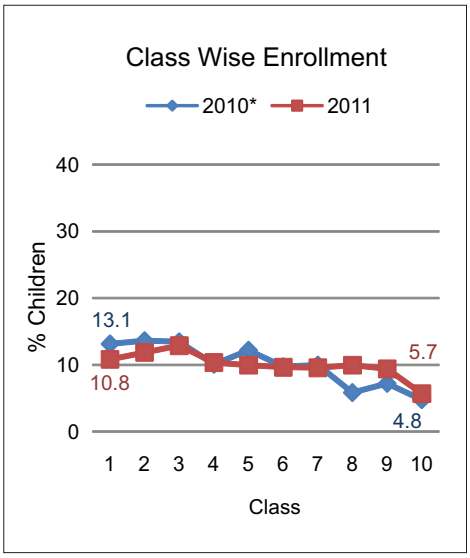


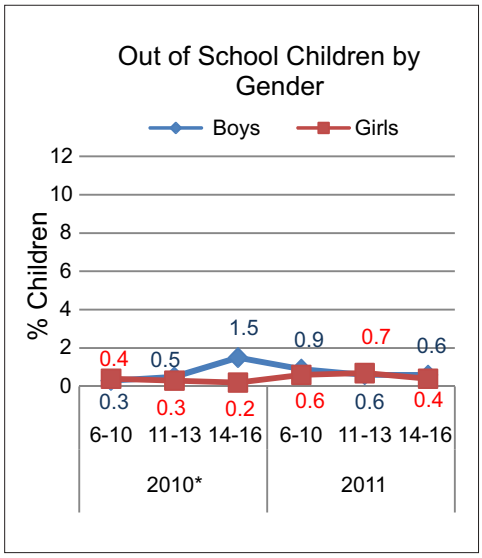
ICT - Islamabad

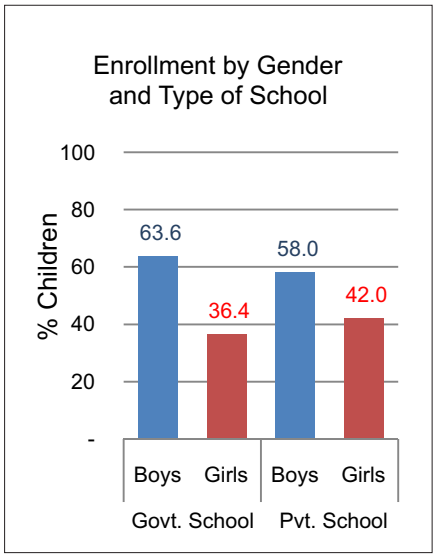
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	47.3	49.9	0.0	0.2	2.0	0.6	100
11-13	55.2	38.7	0.0	0.0	4.8	1.2	100
14-16	60.8	34.0	0.0	0.0	3.3	1.9	100
6-16	51.7	44.3	0.0	0.1	2.9	1.0	100
Total	96.1				3.9		
By Type	53.8	46.1	0.0	0.1			



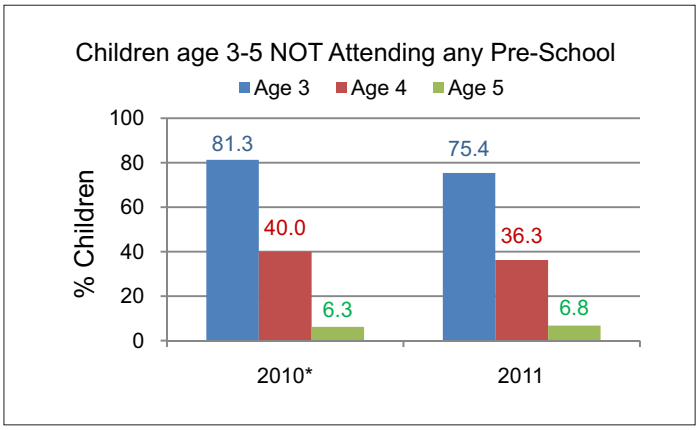






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	4.6	18.5	1.5	0.0	75.4	100
4	7.5	56.3	0.0	0.0	36.3	100
5	20.3	72.9	0.0	0.0	6.8	100
3-5	12.5	54.4	0.4	0.0	32.7	100
Total	67.3				32.7	
By Type	18.6	80.8	0.6	0.0		100



* ICT was surveyed in 2010

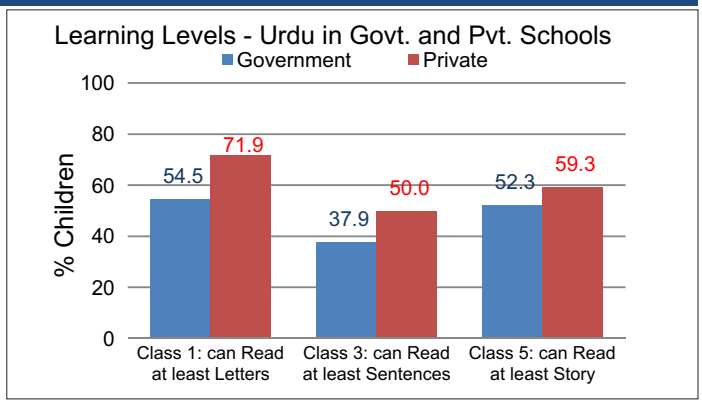
ICT - Islamabad

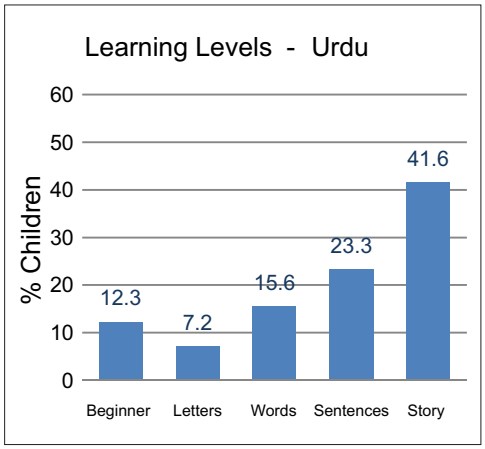
Learning Levels - Urdu

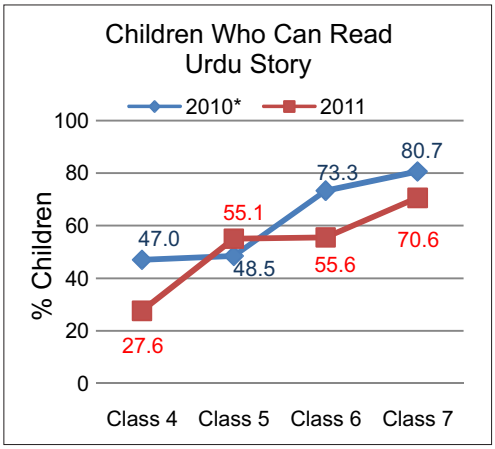
Class Wise % Children Who Can Read

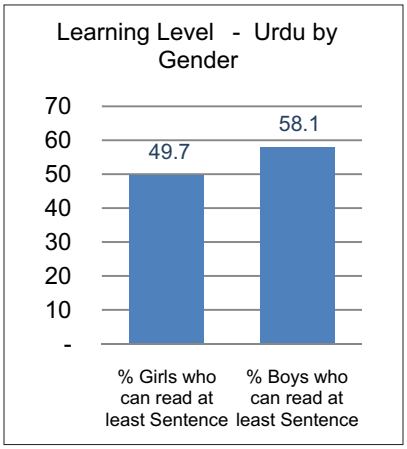
Class	Nothing	Letters	Words	Sentences	Story	Total
1	34.0	17.5	30.9	12.4	5.2	100
2	12.0	15.4	25.6	35.9	11.1	100
3	7.1	16.5	31.5	28.3	16.5	100
4	0.8	3.9	18.9	48.8	27.6	100
5	0.7	2.0	15.6	26.5	55.1	100
6	0.0	2.5	7.4	34.6	55.6	100
7	2.0	0.0	7.8	19.6	70.6	100
8	0.0	0.0	0.0	14.6	85.4	100
9	0.0	1.4	0.0	5.6	93.0	100
10	0.0	0.0	0.0	3.4	96.6	100

How to read:17.6% (12.4+5.2) children of class 1 can read sentences







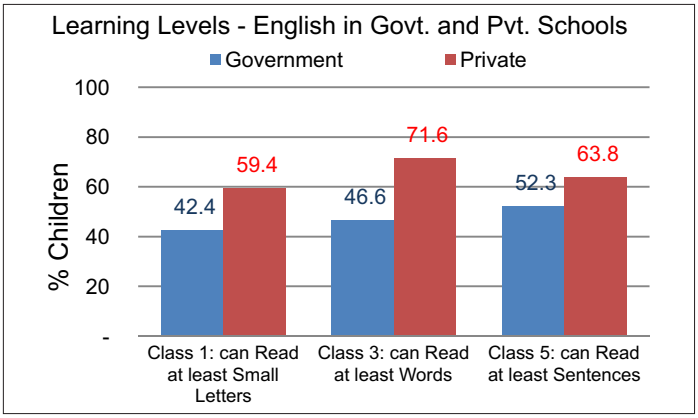


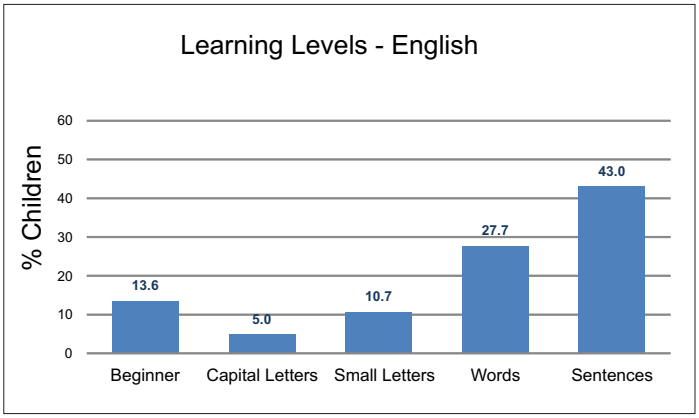
Learning Levels - English

Class Wise % Children Who Can Read English

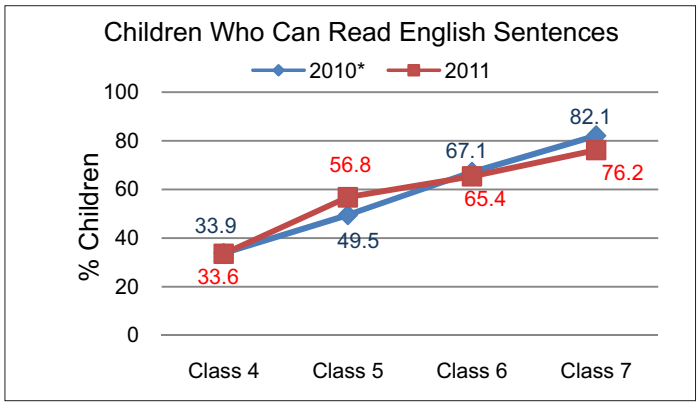
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	34.0	12.4	15.5	36.1	2.1	100	54.3	100.0
2	16.1	7.6	13.6	52.5	10.2	100	83.9	91.7
3	7.9	7.9	23.8	46.0	14.3	100	79.3	88.9
4	1.6	3.9	15.6	45.3	33.6	100	79.3	81.4
5	0.7	4.1	11.6	26.7	56.8	100	74.4	84.3
6	0.0	0.0	6.2	28.4	65.4	100	60.9	81.1
7	3.0	1.0	3.0	16.8	76.2	100	88.2	85.7
8	0.0	1.2	2.4	6.1	90.2	100	60.0	87.8
9	1.4	0.0	0.0	4.2	94.4	100	33.3	92.5
10	0.0	0.0	0.0	6.9	93.1	100	75.0	90.7

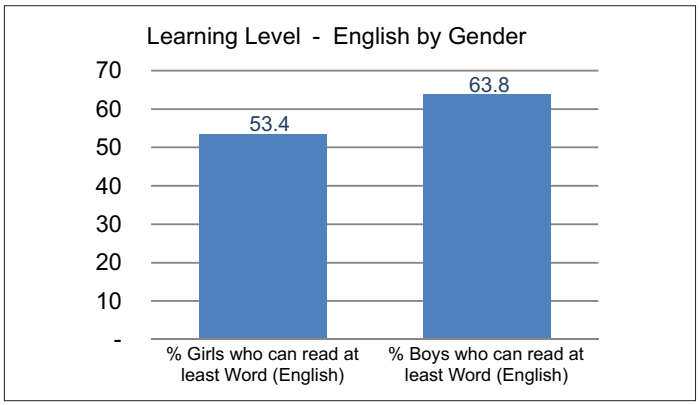
How to read: 38.2% (36.1+2.1) children of class 1 can read words





ICT - Islamabad



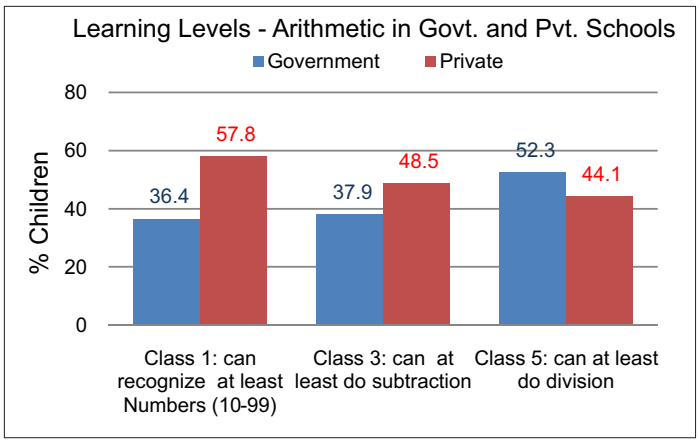


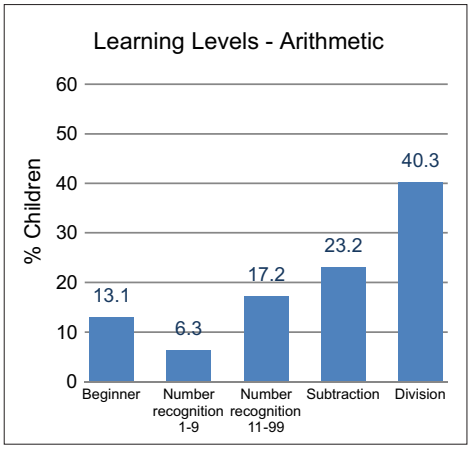
Learning Levels - Arithmetic

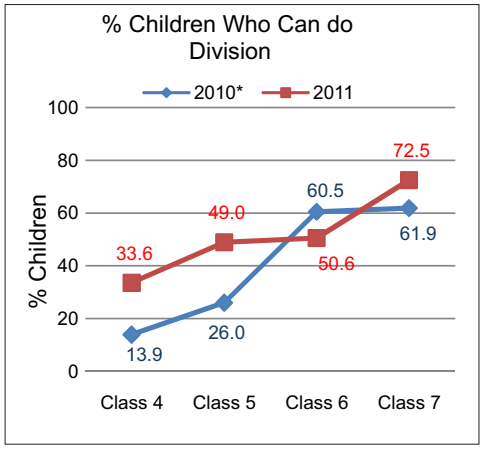
Class Wise % Children Who Can Do

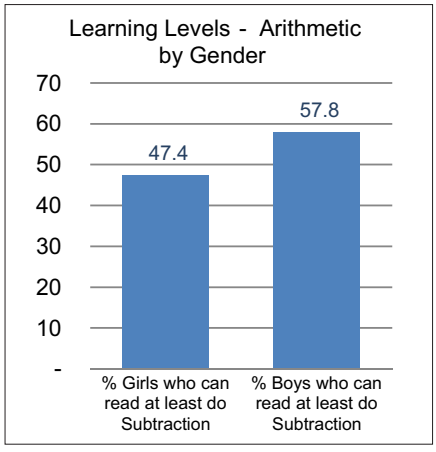
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	33.0	16.5	35.1	14.4	1.0	100
2	15.3	11.0	33.1	31.4	9.3	100
3	10.2	9.4	36.2	28.3	15.7	100
4	1.6	4.7	21.9	38.3	33.6	100
5	0.7	2.7	12.2	35.4	49.0	100
6	0.0	2.5	6.2	40.7	50.6	100
7	2.9	1.0	4.9	18.6	72.5	100
8	0.0	0.0	1.2	15.9	82.9	100
9	0.0	0.0	1.4	2.8	95.8	100
10	0.0	0.0	0.0	5.2	94.8	100

How to read: 15.4% (14.4+1.0) children of class 1 can do subtraction





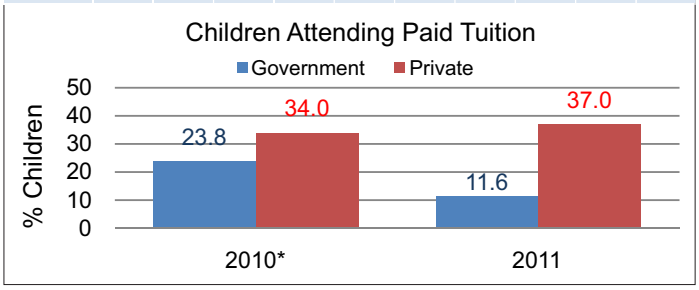




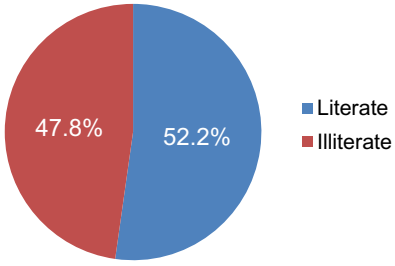
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	13.5	27.1	12.7	18.1	18.5	11.6	12.7	21.8	24.0	20.0
Pvt.	21.1	25.0	18.8	22.4	23.3	26.2	30.0	25.8	34.5	40.0



Mothers' Literacy



ICT - Islamabad

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

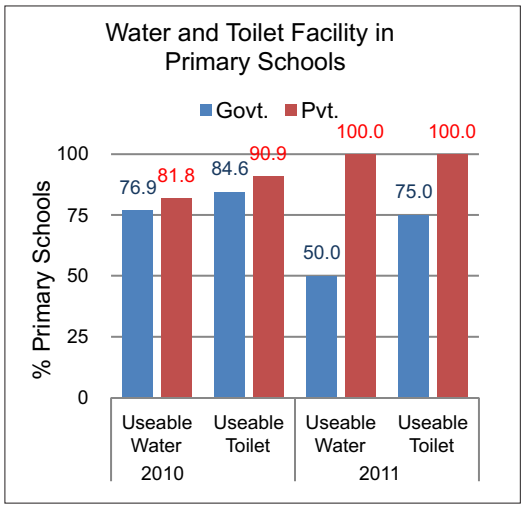
School Report Card

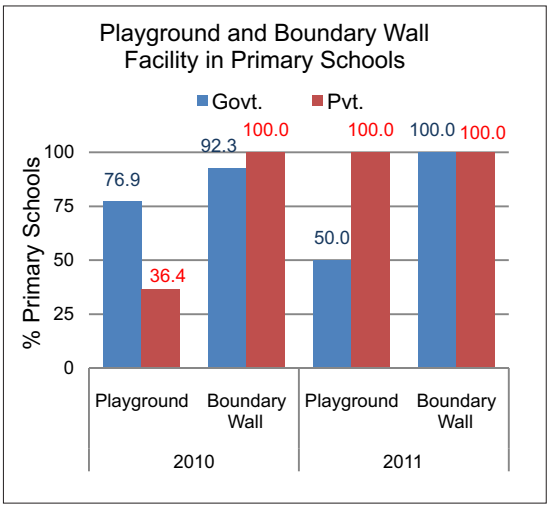
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	2	2	0	4	-	1	9	10
Elementary	4	1	3	8	-	-	4	4
High	7	4	1	12	-	-	12	12
Other	4	0	0	4	-	-	-	-
Total	17	7	4	28	-	1	25	26

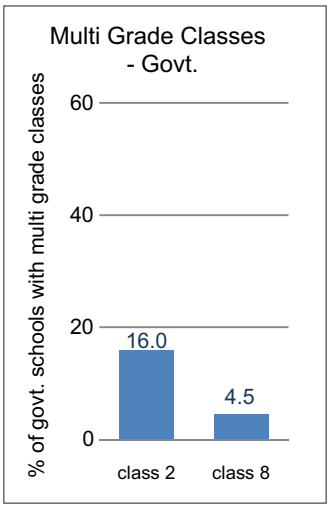
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	86.8	90.7	89.0	93.7	90.0	90.2	77.3	91.0	-	89.0
% of Attendance (as per headcount)	83.2	89.8	87.6	93.7	88.7	90.1	75.3	90.4	-	88.3

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	72.0	79.3	85.6	76.0	81.3	89.7	81.0	94.7	-	91.9

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	50.0	62.5	100.0	100.0	100.0	100.0	100.0	-
Useable Toilet (%)	75.0	50.0	83.3	100.0	100.0	100.0	100.0	-
Rooms Available	8.3	11.6	17.5	21.5	9.20	5.25	17.08	-
Rooms used for classes	6.5	9.6	15.0	17.5	8.00	5.00	14.58	-
Availability of Playground (%)	50.0	87.5	91.7	75.0	100.0	25.0	50.0	-
Availability of Boundary wall (%)	100.0	87.5	100.0	75.0	100.0	100.0	100.0	-







	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	-	1	-	-	-	1	-	-
Average amount of grant	-	55000	-	-	-	411,000	-	-

Balochistan



Surveyed Districts

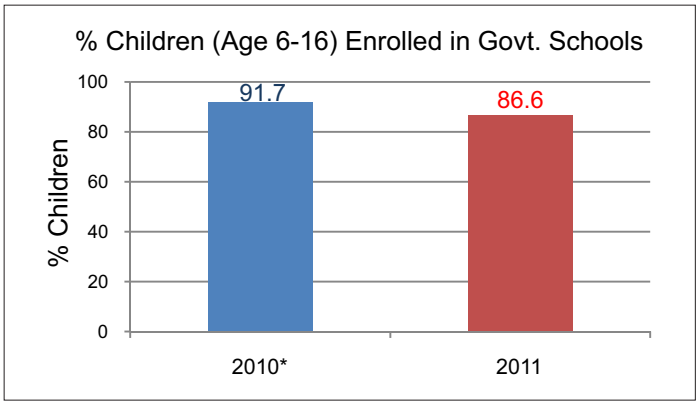
1 Barkhan
2 Chaghi
3 Kalat
4 Ketch
5 Kharan
6 Khuzdar
7 Musa Khel
8 Nushki
9 Pashin
10 Qilla Abdullah
11 Qilla Saifullah
12 Quetta
13 Sherani
14 Zhob
15 Ziarat

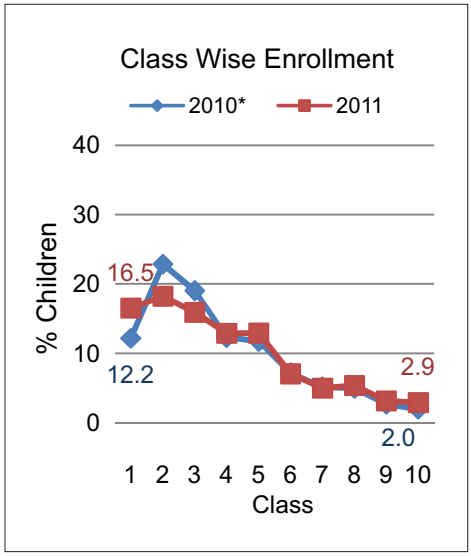
*Map may not be accurate or to scale. It is a mere representation

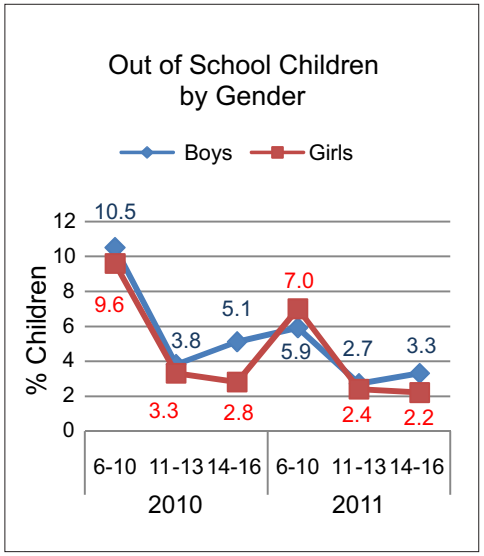
Balochistan

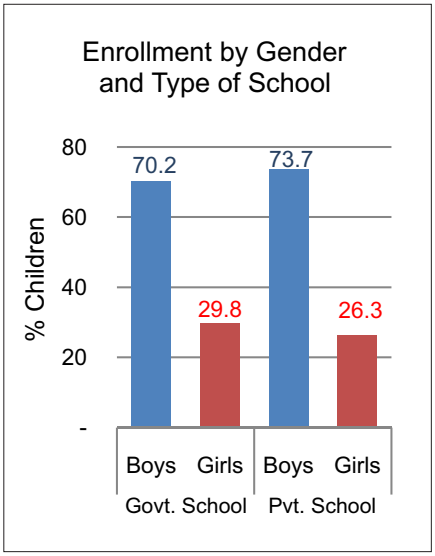
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	68.2	5.7	5.0	0.1	19.3	1.7	100
11-13	66.5	4.8	4.7	0.0	19.2	4.8	100
14-16	58.8	4.3	5.1	0.0	23.2	8.7	100
6-16	66.2	5.2	5.0	0.1	20.0	3.6	100
Total	76.5				23.6		
By Type	86.6	6.9	6.5	0.1			



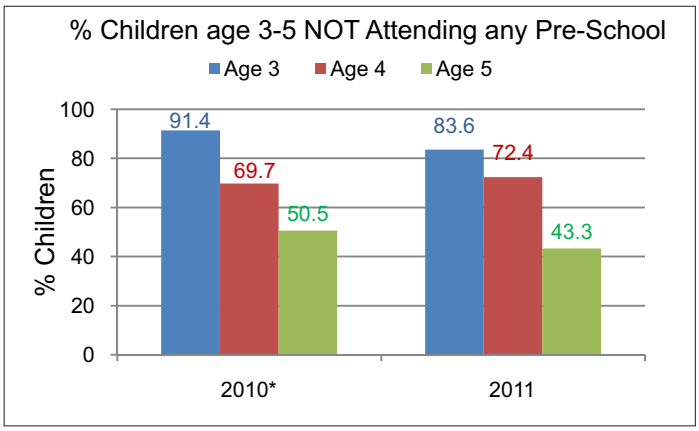






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	11.6	2.0	2.8	0.0	83.6	100
4	20.7	3.5	3.4	0.0	72.4	100
5	48.0	3.9	4.6	0.0	43.3	100
3-5	28.3	3.2	3.7	0.0	64.7	100
Total	35.2				64.7	
By Type	80.3	9.1	10.5	80.3		100



*In 2010, 6 districts of Balochistan were surveyed, out of which Jafarabad is not included in the 2011 report because of insufficient data received from the field

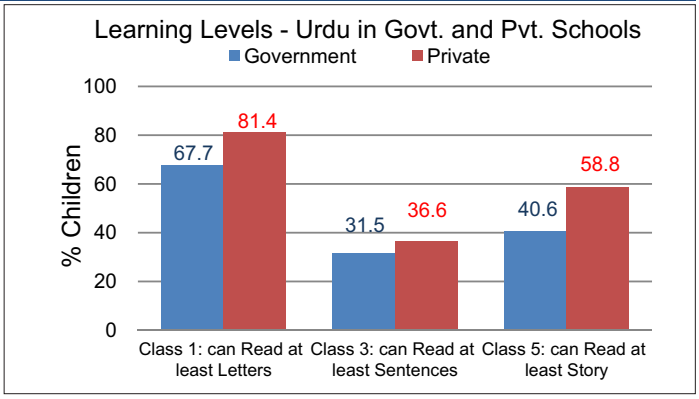
Balochistan

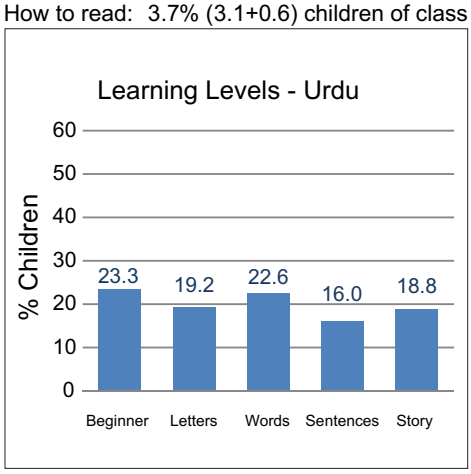
Learning Levels - Urdu

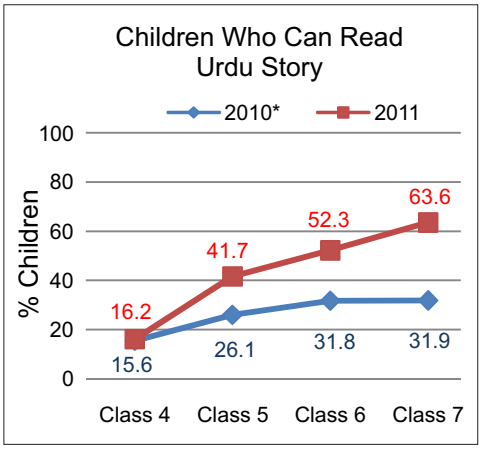
Class Wise % Children Who Can Read

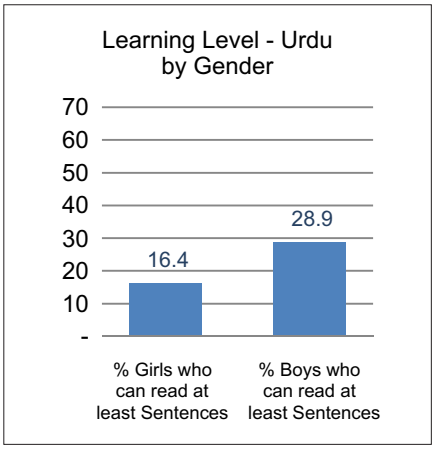
Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.5	46.7	18.1	3.1	0.6	100
2	10.7	29.9	48.6	7.7	3.1	100
3	5.0	20.3	42.9	25.6	6.3	100
4	2.3	11.1	27.3	43.1	16.2	100
5	2.1	5.4	17.4	33.5	41.7	100
6	2.3	5.2	12.8	27.5	52.3	100
7	2.1	4.2	9.3	20.8	63.6	100
8	2.1	3.6	7.3	17.1	69.9	100
9	1.7	3.7	3.2	13.1	78.2	100
10	3.2	2.4	3.4	9.2	81.8	100

How to read: 3.7% (3.1+0.6) children of class 1 can read sentences









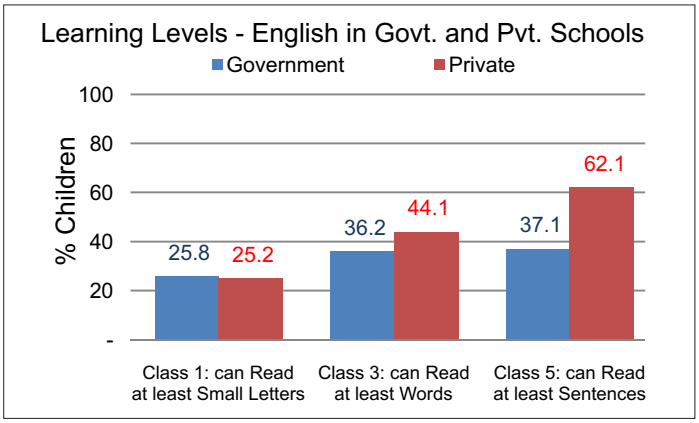
Learning Levels - English

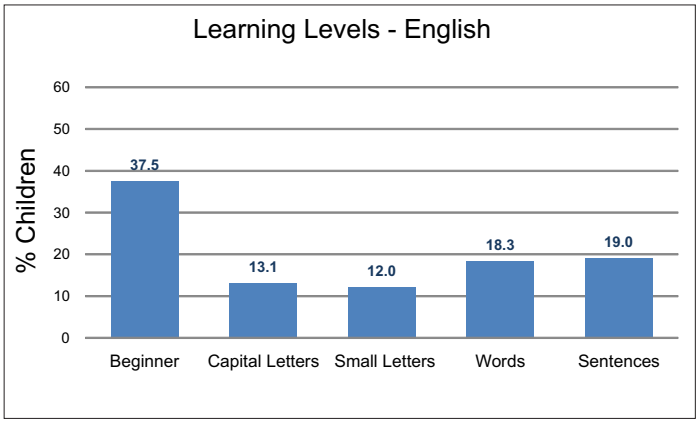
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	56.2	17.9	13.1	11.7	1.0	100
2	32.4	23.1	18.0	22.4	4.1	100
3	19.6	19.7	23.9	29.7	7.0	100
4	16.6	10.2	16.4	41.3	15.4	100
5	12.3	9.3	13.9	26.0	38.5	100
6	4.0	6.8	10.8	26.3	52.1	100
7	2.4	5.0	7.7	22.9	61.9	100
8	2.9	4.2	5.9	15.2	71.7	100
9	2.5	2.5	4.2	9.9	80.9	100
10	3.4	1.8	1.8	7.6	85.3	100

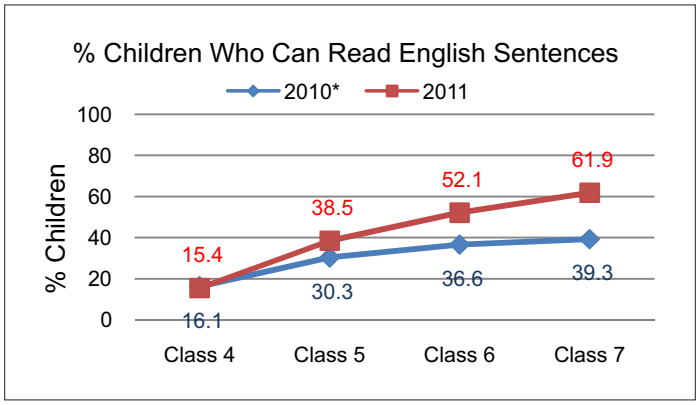
How to read: 12.7% (11.7+1.0) children of class 1 can read words

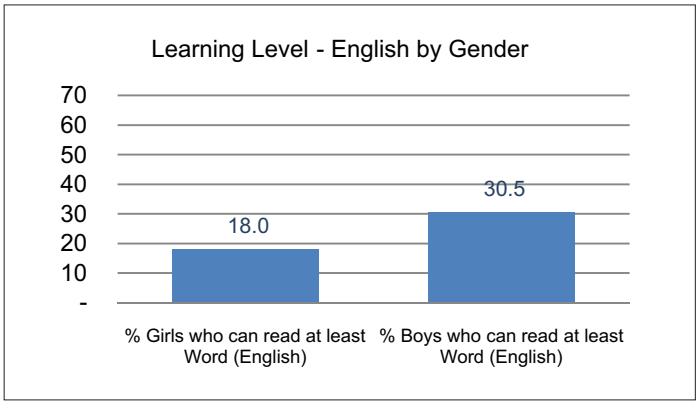
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
34.8	52.6
36.5	63.4
43.9	69.7
50.7	65.7
60.0	67.9
59.2	63.4
67.5	68.4
70.6	73.5
62.5	75.8
55.2	76.9





Balochistan



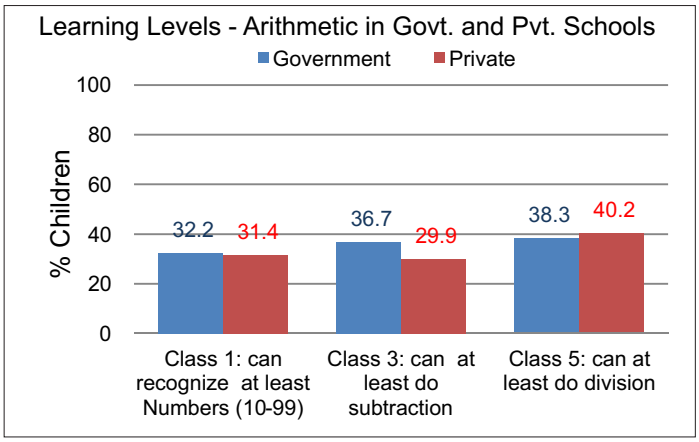


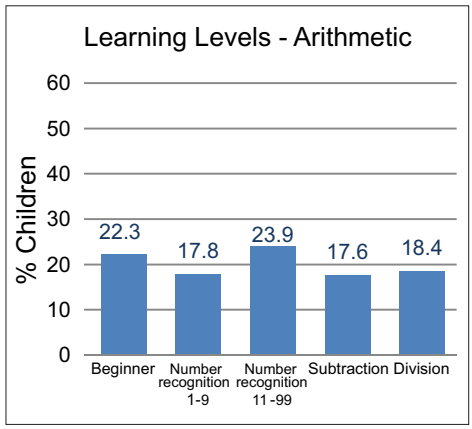
Learning Levels - Arithmetic

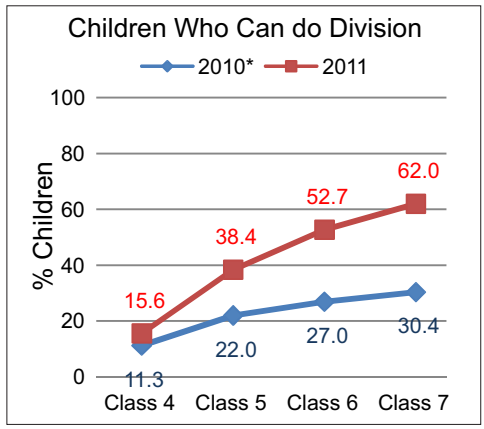
Class Wise % Children Who Can Do

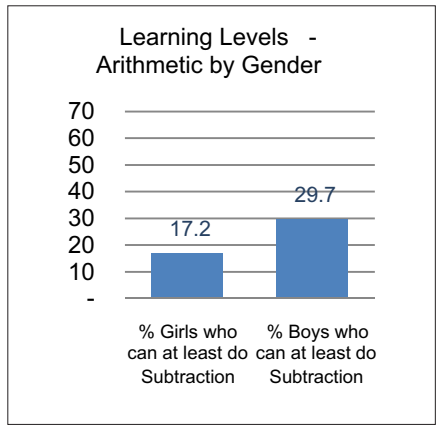
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digi ts by 1)	Total
		1-9	10-99			
1	27.7	40.1	28.0	3.4	0.8	100
2	9.7	25.5	50.8	11.2	2.8	100
3	5.0	16.4	42.3	31.2	5.1	100
4	2.7	8.4	27.7	45.6	15.6	100
5	2.1	4.1	20.1	35.4	38.4	100
6	2.2	5.5	10.5	29.2	52.7	100
7	2.9	4.0	8.1	23.1	62.0	100
8	1.8	3.9	7.4	18.2	68.6	100
9	2.2	3.0	3.0	9.0	82.8	100
10	3.2	2.4	4.0	10.8	79.7	100

How to read : 4.2% (3.4+0.8) children of class 1 can do subtraction





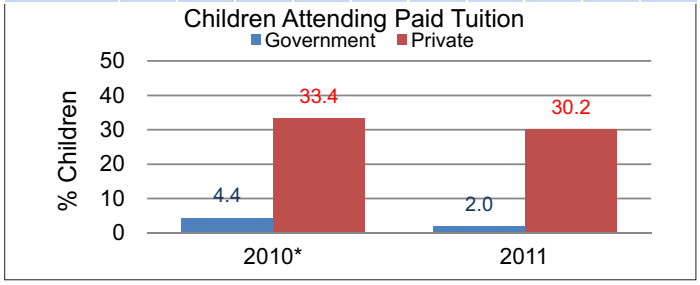




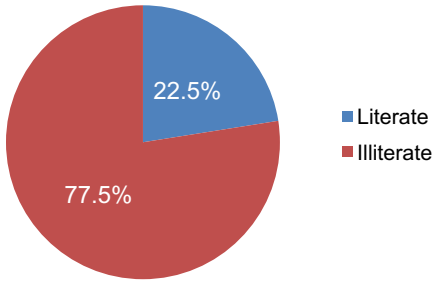
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt	0.8	1.0	1.8	2.6	2.7	3.6	3.4	3.2	3.6	4.6
Pvt	29.5	28.6	29.0	36.2	41.5	39.5	39.6	49.0	41.4	35.0



Mothers' Literacy



Balochistan

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

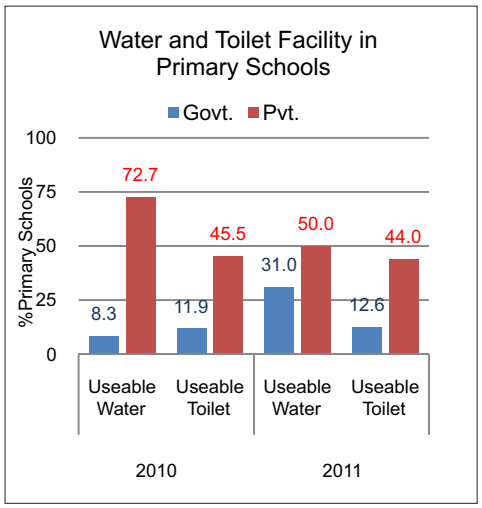
School Report Card

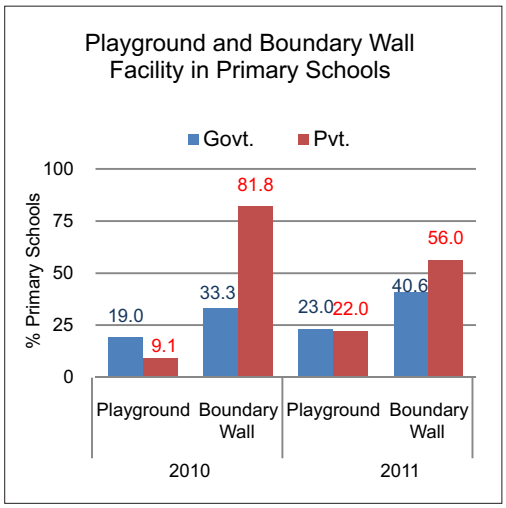
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	127	17	117	261	5	0	13	18
Elementary	33	11	25	69	1	0	4	5
High	35	2	8	45	0	0	4	4
Other	0	0	0	0	1	0	0	1
Total	195	30	150	375	7	0	21	28

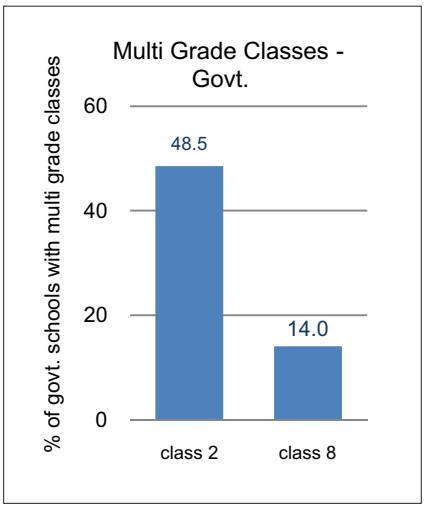
	Children Attendance on the Day of Visit									
	Governm ent School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	87.0	84.5	90.1	-	87.6	88.9	90.3	90.3	85.4	89.7
% of Attendance (as per headcount)	82.5	80.7	88.9	-	84.3	81.0	89.7	89.0	85.4	85.8

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	78.5	77.1	79.8	-	78.5	87.0	84.4	93.7	50.0	87.4

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	31.0	46.4	40.0	-	50.0	100.0	50.0	0.0
Useable Toilet (%)	12.6	29.0	11.1	-	44.4	60.0	75.0	0.0
Rooms Available	2.4	5.9	10.7	-	3.5	8.2	14.5	3.0
Rooms used for classes	2.1	5.0	9.0	-	3.1	8.2	11.5	3.0
Availability of Playground (%)	23.0	40.6	46.7	-	22.2	40.0	50.0	100.0
Availability of Boundary wall (%)	40.6	66.7	77.8	-	55.6	80.0	100.0	100.0





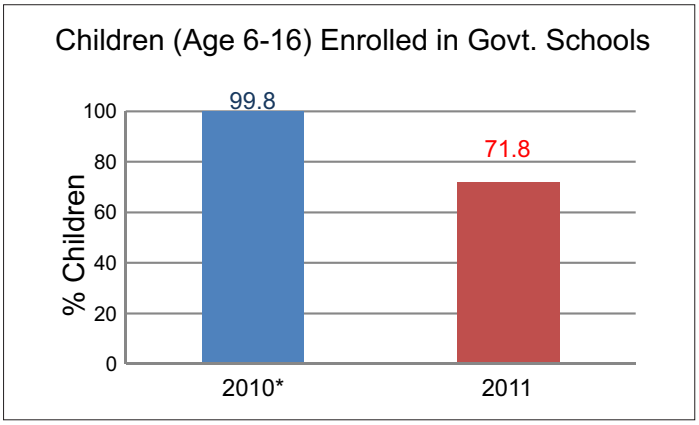


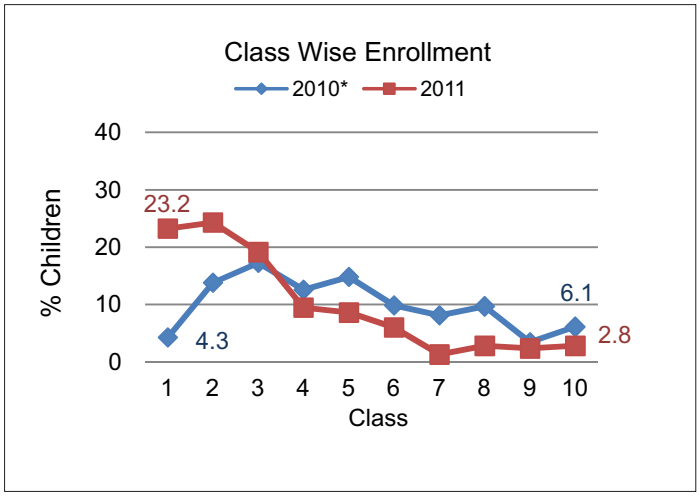
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	1	2	-	-	1	-	-	-
Average amount of grant	20,000	28,000			15,000	-	-	-

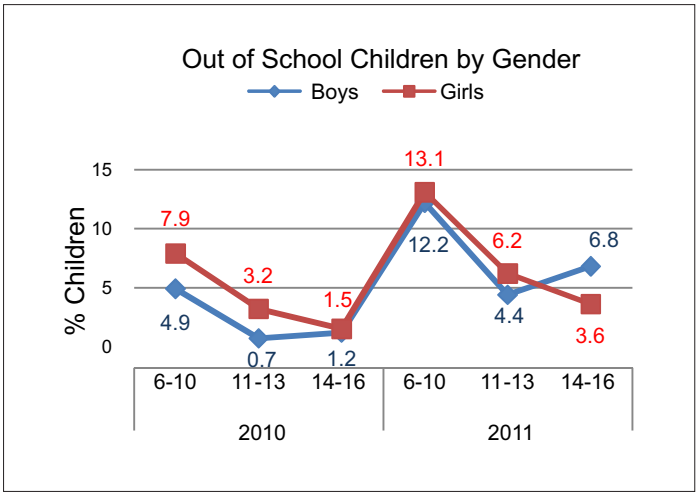
Barkhan

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	42.5	15.0	0.2	0.4	38.2	3.7	100
11-13	37.0	15.5	0.5	0.0	38.0	9.0	100
14-16	26.3	11.2	1.3	0.0	48.0	13.2	100
6-16	38.5	14.5	0.4	0.2	39.8	6.5	100
Total			53.6		46.3		100
By Type	71.8	27.0	0.8	0.4			

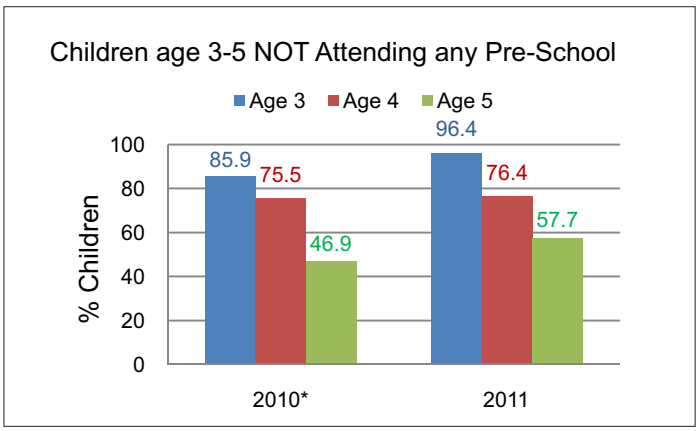






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre - Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	2.2	1.5	0.0	0.0	96.4	100
4	14.6	9.0	0.0	0.0	76.4	100
5	37.4	4.9	0.0	0.0	57.7	100
3-5	17.8	4.6	0.0	0.0	77.7	100
Total			22.4		77.7	
By Type	79.5	20.5	0.0	0.0		100



*District Barkhan was surveyed in 2010

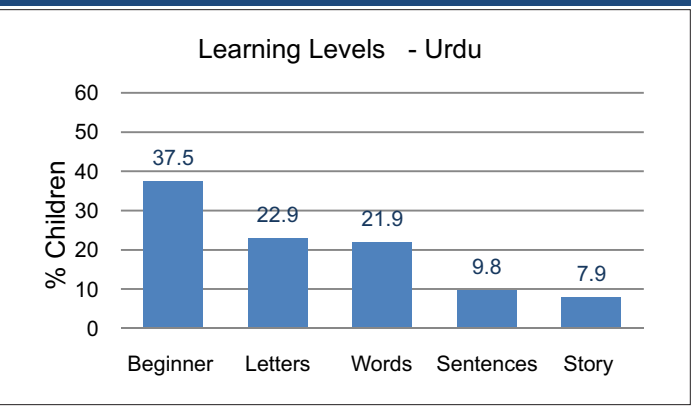
Barkhan

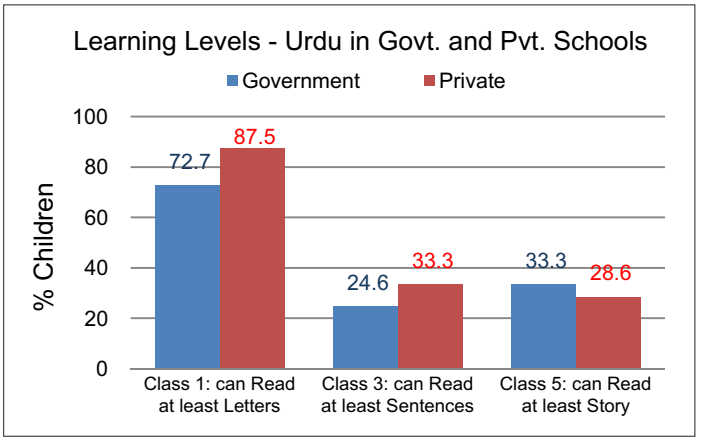
Learning Levels - Urdu

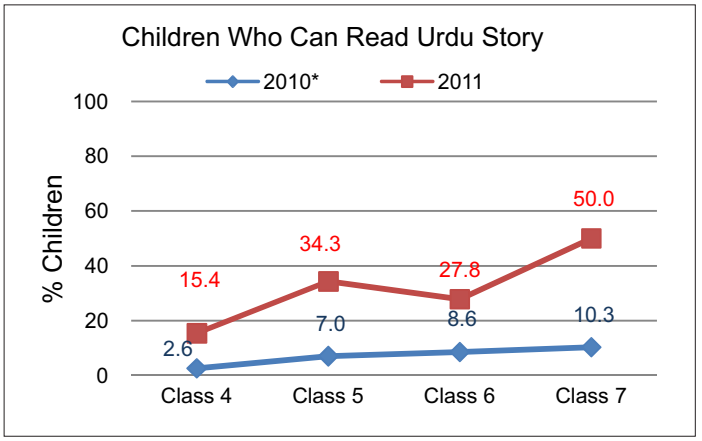
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.1	31.9	41.8	3.3	0.0	100
2	7.4	25.3	47.4	16.8	3.2	100
3	2.7	29.7	41.9	16.2	9.5	100
4	2.6	15.4	25.6	41.0	15.4	100
5	0.0	5.7	28.6	31.4	34.3	100
6	0.0	11.1	33.3	27.8	27.8	100
7	0.0	33.3	0.0	16.7	50.0	100
8	0.0	8.3	16.7	33.3	41.7	100
9	0.0	25.0	12.5	0.0	62.5	100
10	0.0	11.1	0.0	0.0	88.9	100

How to read: 3.3% (3.3+0.0) children of class 1 can read sentences







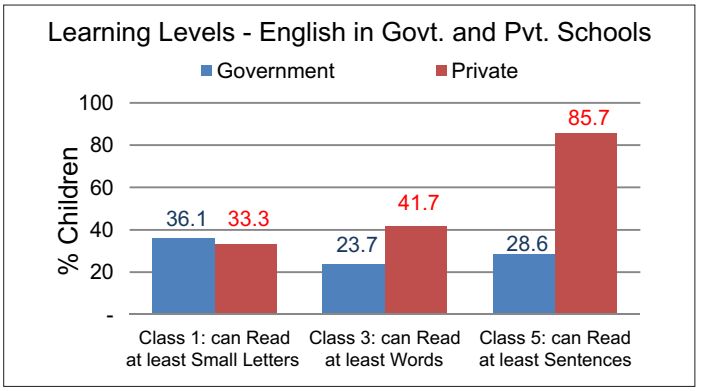
Learning Levels - English

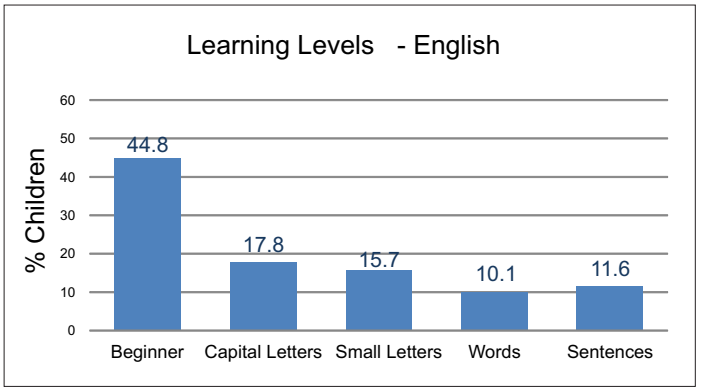
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	14.0	51.2	23.3	9.3	2.3	100
2	10.8	25.8	34.4	18.3	10.8	100
3	11.1	31.9	30.6	18.1	8.3	100
4	5.3	23.7	18.4	31.6	21.1	100
5	0.0	5.6	30.6	22.2	41.7	100
6	0.0	0.0	33.3	16.7	50.0	100
7	0.0	16.7	33.3	0.0	50.0	100
8	0.0	0.0	8.3	16.7	75.0	100
9	0.0	0.0	0.0	12.5	87.5	100
10	0.0	0.0	0.0	11.1	88.9	100

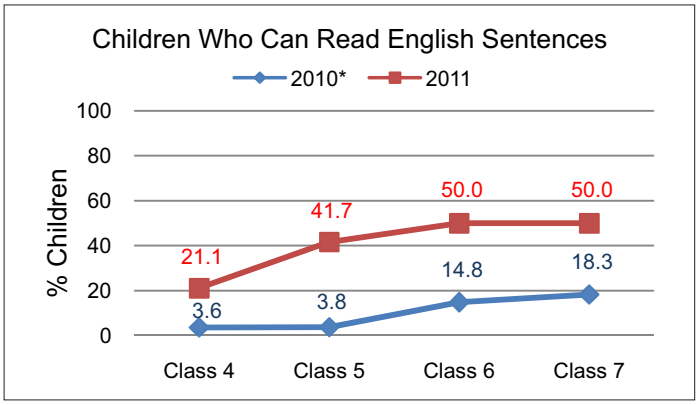
How to read: 11.6% (9.3+2.3) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
75.0	50.0
76.5	10.0
84.6	83.3
91.7	87.5
62.5	60.0
33.3	66.7
0.0	66.7
100.0	66.7
100.0	100.0
100.0	100.0





Barkhan



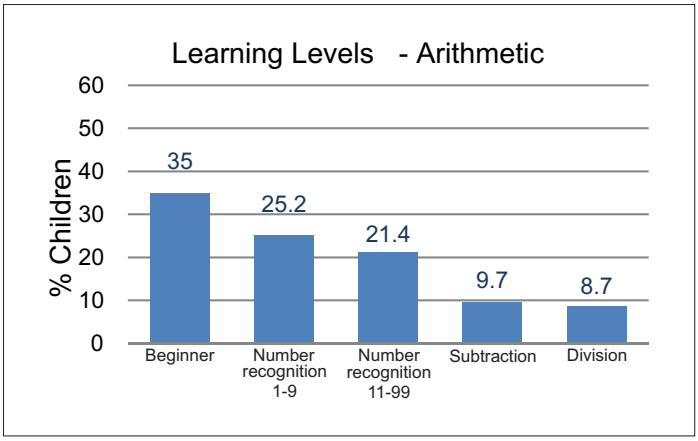


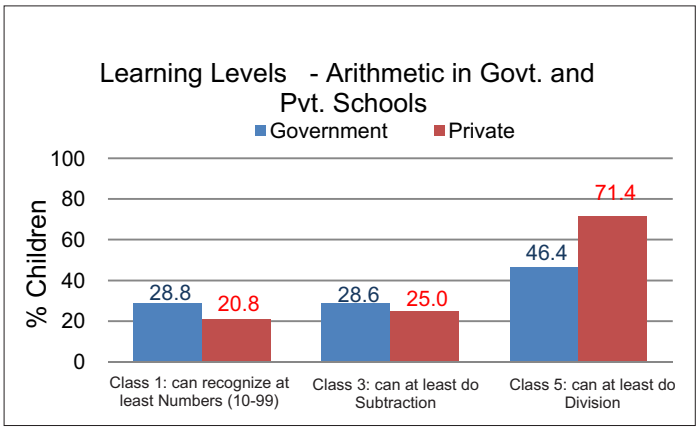
Learning Levels - Arithmetic

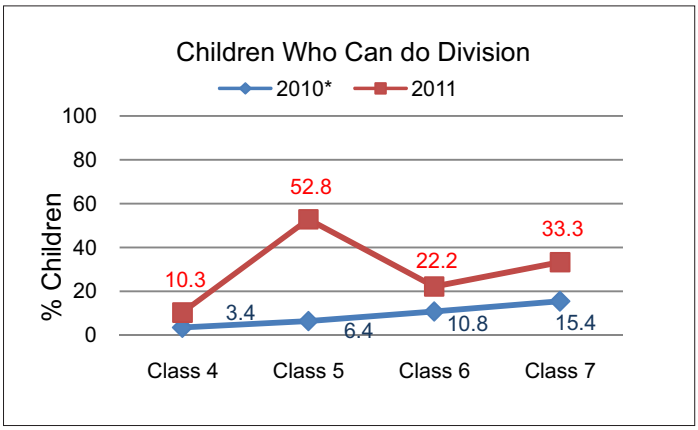
Class Wise % Children Who Can Do

Iass	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	11.0	61.5	25.3	1.1	1.1	100
2	3.1	29.6	52.0	8.2	7.1	100
3	2.6	17.1	51.3	23.7	5.3	100
4	2.6	15.4	38.5	33.3	10.3	100
5	0.0	5.6	8.3	33.3	52.8	100
6	0.0	11.1	22.2	44.4	22.2	100
7	0.0	16.7	16.7	33.3	33.3	100
8	0.0	0.0	8.3	41.7	50.0	100
9	0.0	12.5	12.5	0.0	75.0	100
10	0.0	11.1	0.0	33.3	55.6	100

How to read : 2.2% (1.1+1.1) children of class 1 can do subtraction



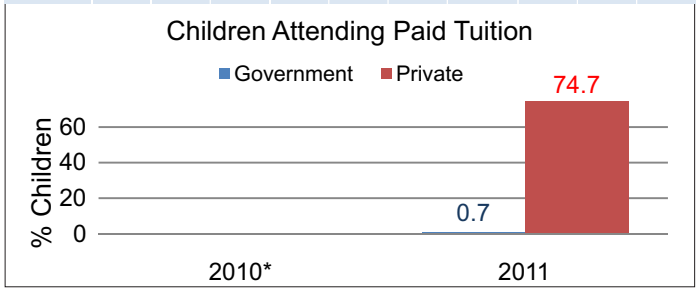




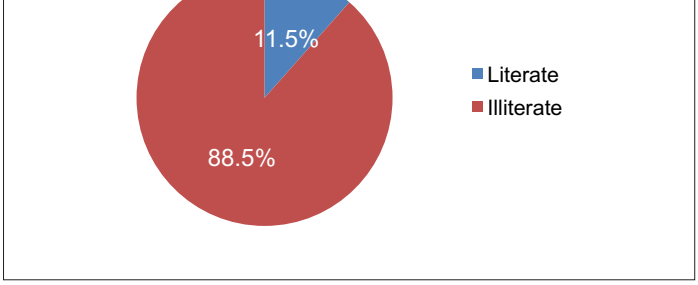
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	1.4	1.4	3.0	0.0	0.0	0.0	0.0	0.0	0.0
Pvt.	89.7	74.4	50.0	81.8	62.5	71.4	100.0	66.7	66.7	66.7



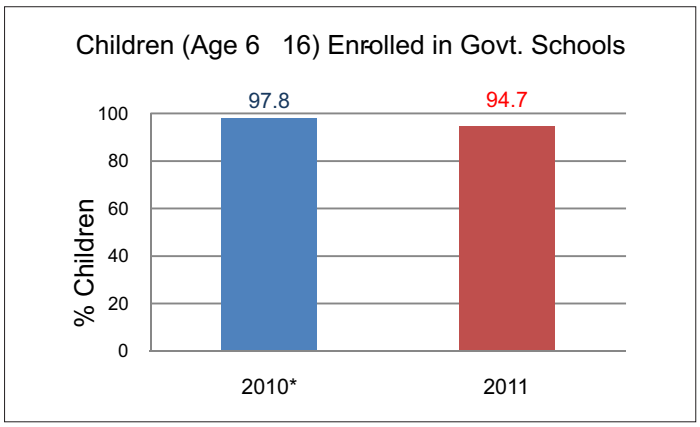
Mothers' Literacy

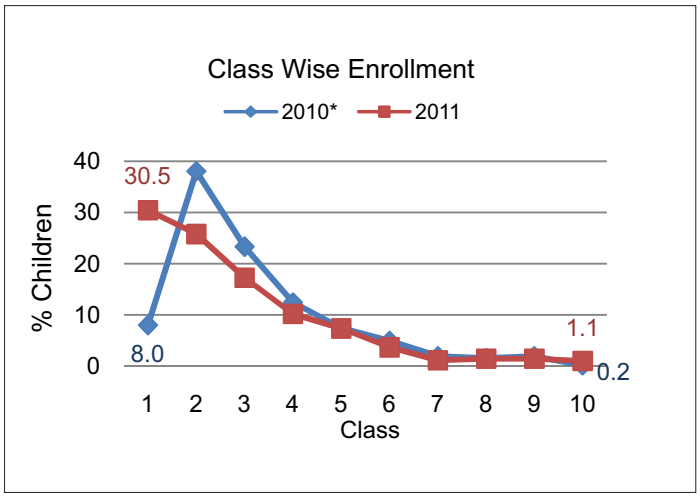


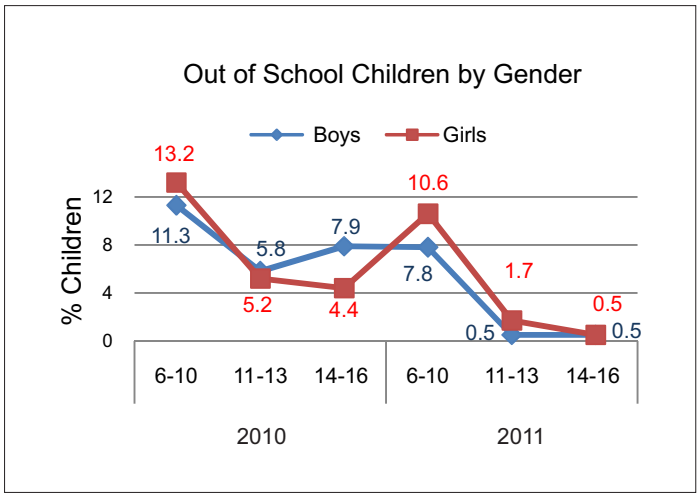
Chaghi

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	70.9	4.4	0.5	0.0	23.5	0.7	100
11-13	85.3	1.6	0.4	0.0	7.6	5.2	100
14-16	84.0	1.0	0.0	0.0	8.0	7.0	100
6-16	74.2	3.7	0.5	0.0	19.7	1.9	100
Total			78.4		21.6		100
By Type	94.7	4.7	0.6	0.0			

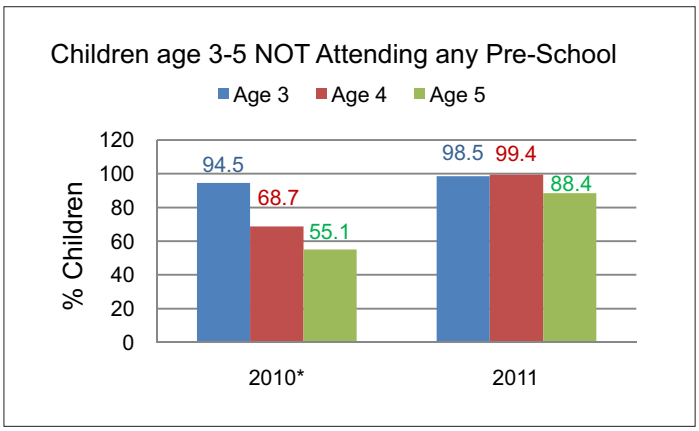






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	1.5	0.0	0.0	0.0	98.5	100
4	0.0	0.6	0.0	0.0	99.4	100
5	11.2	0.4	0.0	0.0	88.4	100
3-5	5.0	0.3	0.0	0.0	94.7	100
Total			5.3		94.7	100
By Type	94.1	5.9	0.0	0.0		100



*District Chaghi was surveyed in 2010

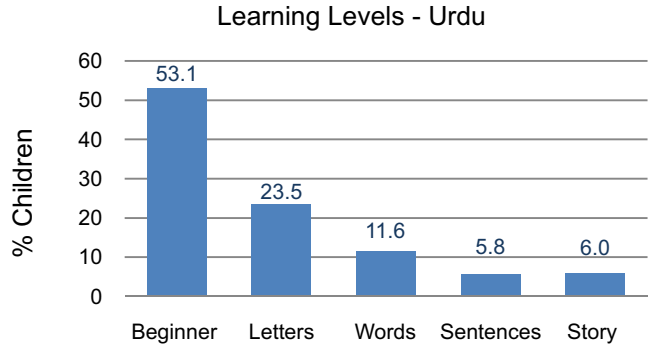
Chaghi

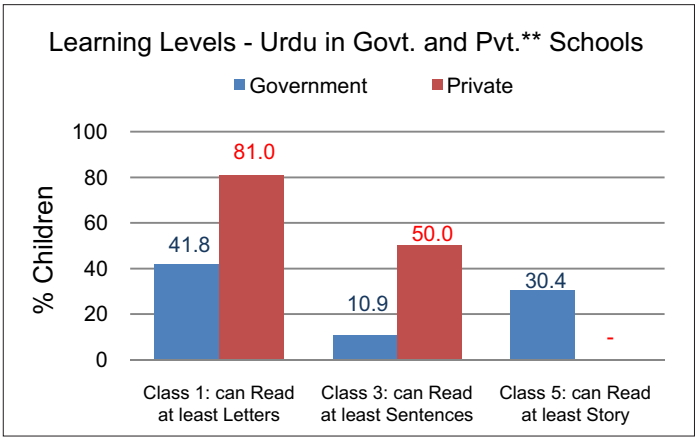
Learning Levels - Urdu

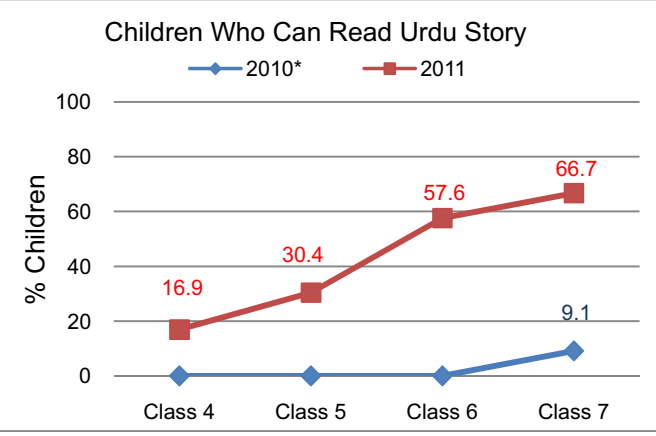
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	54.9	43.1	1.6	0.0	0.4	100
2	28.5	42.5	25.7	3.3	0.0	100
3	11.8	41.2	33.8	12.5	0.7	100
4	0.0	19.7	45.1	18.3	16.9	100
5	3.6	0.0	17.9	48.2	30.4	100
6	3.0	3.0	9.1	27.3	57.6	100
7	0.0	0.0	0.0	33.3	66.7	100
8	0.0	0.0	7.7	7.7	84.6	100
9	0.0	0.0	0.0	30.0	70.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 0.4% (0.0+0.4) children of class 1 can read sentences







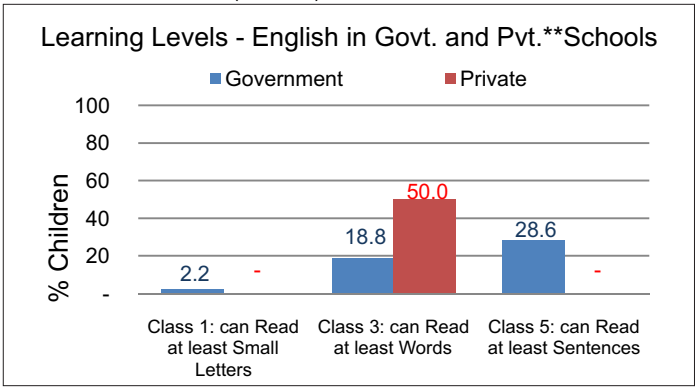
Learning Levels - English

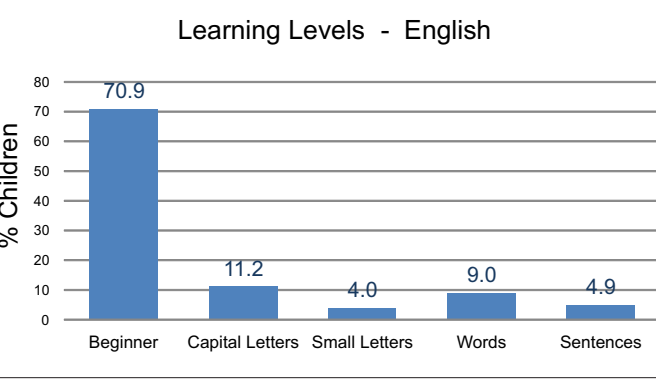
Class Wise % Children Who Can Read English

Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	87.1	10.9	0.8	1.2	0.0	100
2	62.8	22.3	11.2	3.7	0.0	100
3	41.2	32.4	5.9	19.9	0.7	100
4	15.5	21.1	11.3	50.7	1.4	100
5	1.8	3.6	10.7	55.4	28.6	100
6	3.0	6.1	6.1	39.4	45.5	100
7	0.0	11.1	0.0	22.2	66.7	100
8	0.0	0.0	7.7	7.7	84.6	100
9	0.0	0.0	0.0	10.0	90.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 1.2% (1.2+0.0) children of class 1 can read words

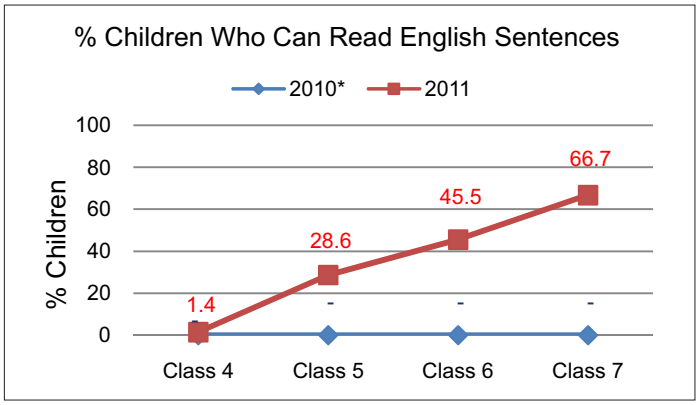
Of those who can read words, C% who can tell meanings	Of those who can read sentences, % who can tell meanings
33.3	0.0
25.0	0.0
37.0	0.0
44.4	0.0
67.7	12.5
76.9	20.0
100.0	16.7
100.0	45.5
100.0	66.7
0.0	55.6

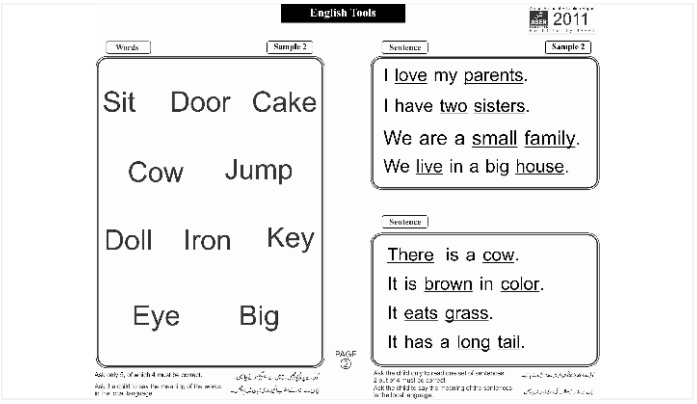




** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Chaghi



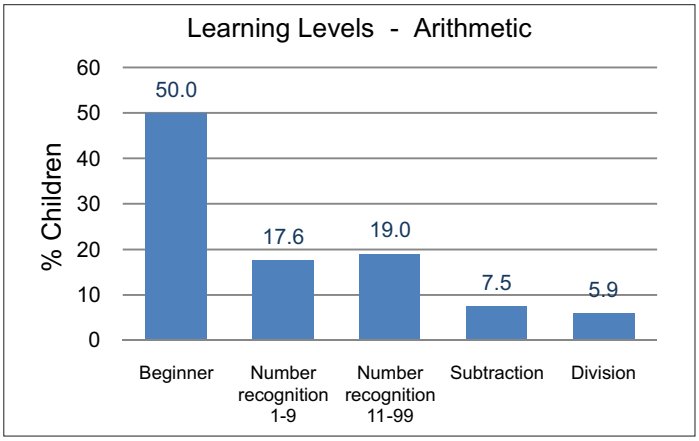


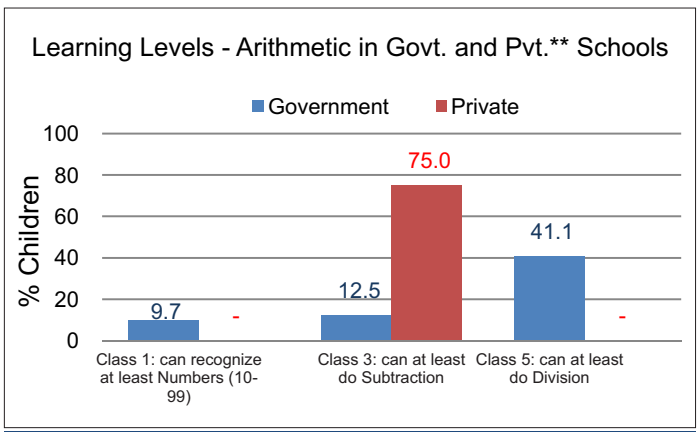
Learning Levels - Arithmetic

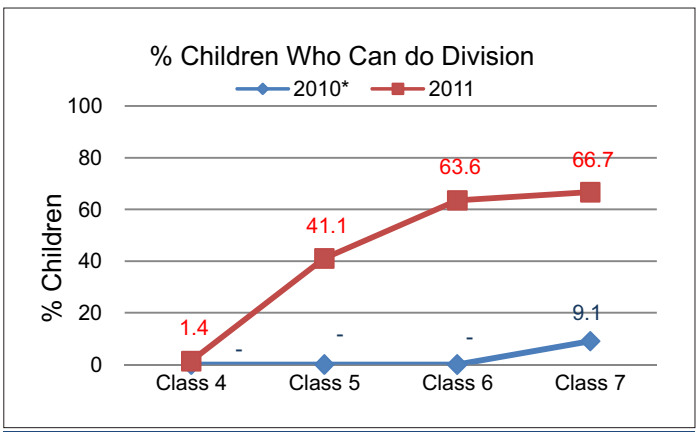
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	50.4	40.7	8.5	0.4	0.0	100
2	17.7	34.4	47.4	0.5	0.0	100
3	8.1	13.2	62.5	15.4	0.7	100
4	0.0	0.0	44.3	54.3	1.4	100
5	0.0	0.0	10.7	48.2	41.1	100
6	0.0	0.0	9.1	27.3	63.6	100
7	0.0	0.0	0.0	33.3	66.7	100
8	0.0	0.0	0.0	23.1	76.9	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read : 0.4% (0.4+0.0) children of class 1 can do subtraction



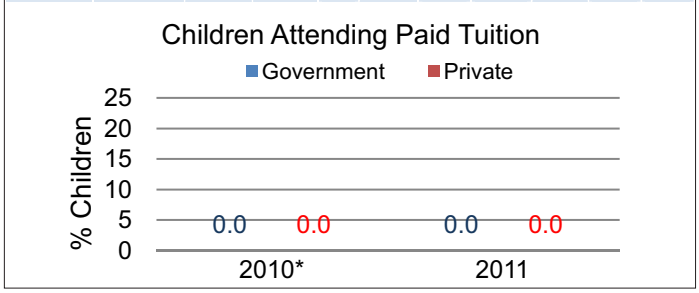




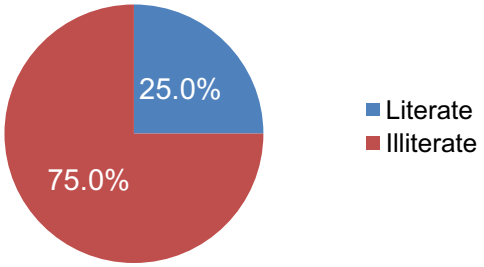
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pvt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



Mothers' Literacy

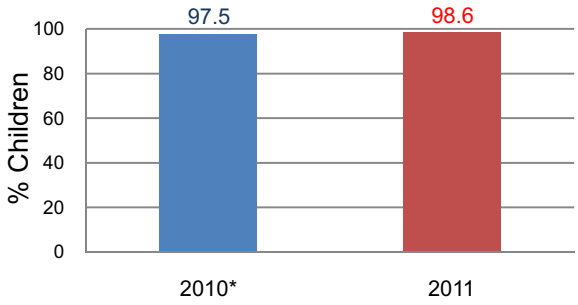


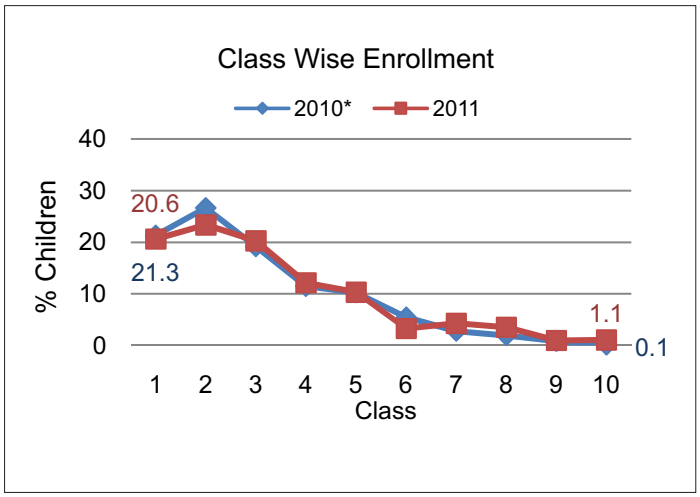
** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

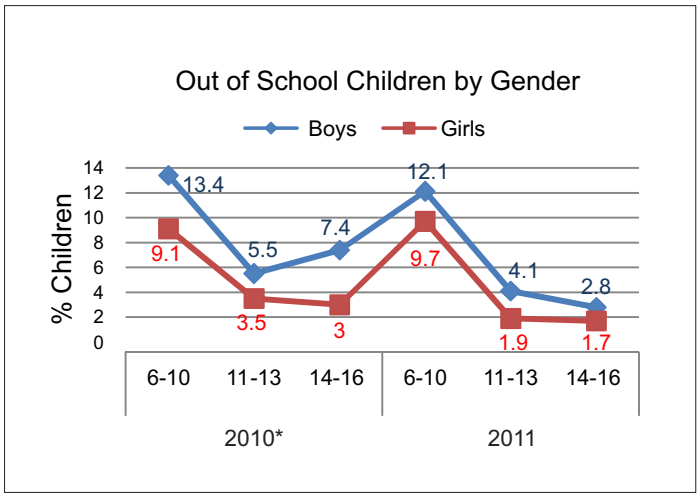
Kalat

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	67.6	0.4	0.3	0.0	29.5	2.1	100
11-13	67.9	0.0	0.9	0.0	25.5	5.7	100
14-16	59.4	0.8	0.8	0.8	32.8	5.5	100
6-16	66.7	0.4	0.5	0.1	29.1	3.2	100
Total			67.7		32.3		100
By Type	98.6	0.5	0.7	0.1			

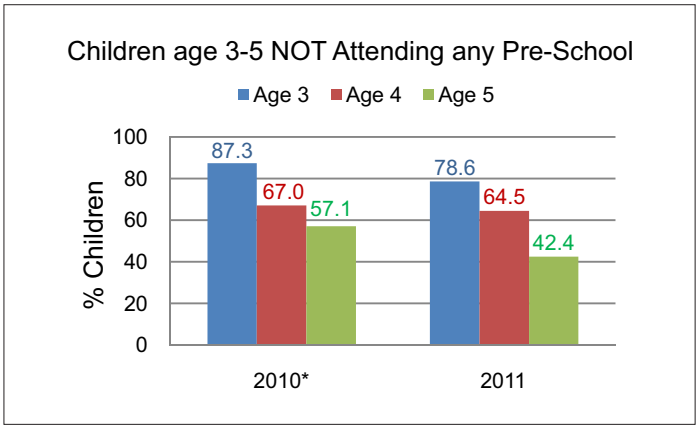






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	20.6	0.8	0.0	0.0	78.6	100
4	35.5	0.0	0.0	0.0	64.5	100
5	56.9	0.7	0.0	0.0	42.4	100
3-5	38.3	0.5	0.0	0.0	61.2	100
Total			38.8		61.2	100
By Type	98.7	1.3	0.0	0.0		100



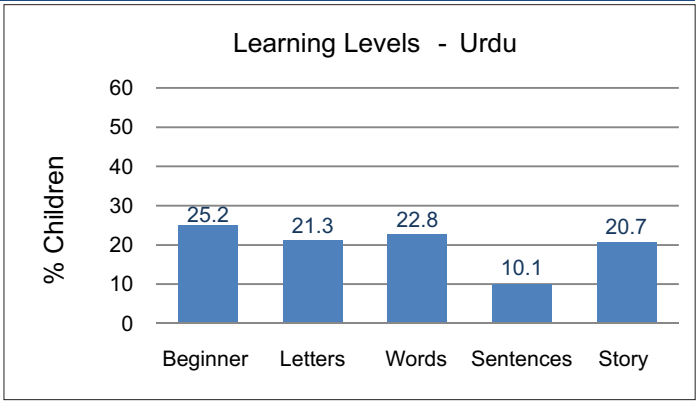
*District Kalat was surveyed in 2010

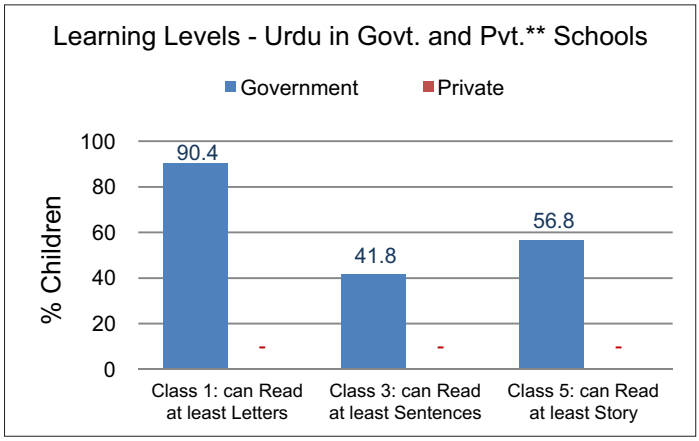
Kalat

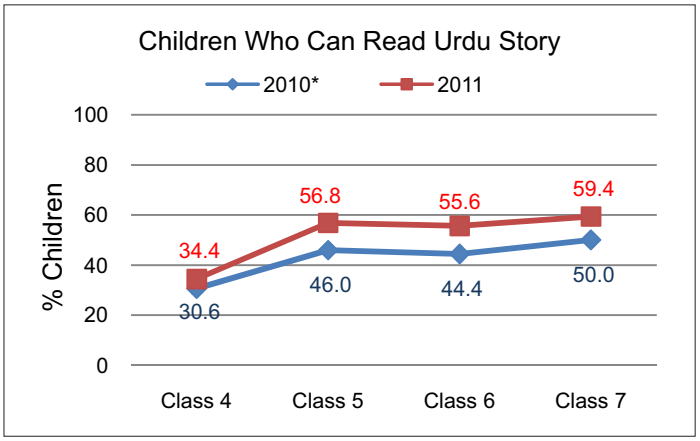
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	9.5	40.5	34.9	11.1	4.0	100
2	9.2	30.5	33.3	9.8	17.2	100
3	3.1	17.6	37.1	15.1	27.0	100
4	4.3	9.7	32.3	19.4	34.4	100
5	1.2	12.3	17.3	12.3	56.8	100
6	3.7	7.4	14.8	18.5	55.6	100
7	0.0	0.0	15.6	25.0	59.4	100
8	0.0	10.3	17.2	20.7	51.7	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	20.0	40.0	40.0	100

How to read: 15.1% (11.1+4.0) children of class 1 can read sentences





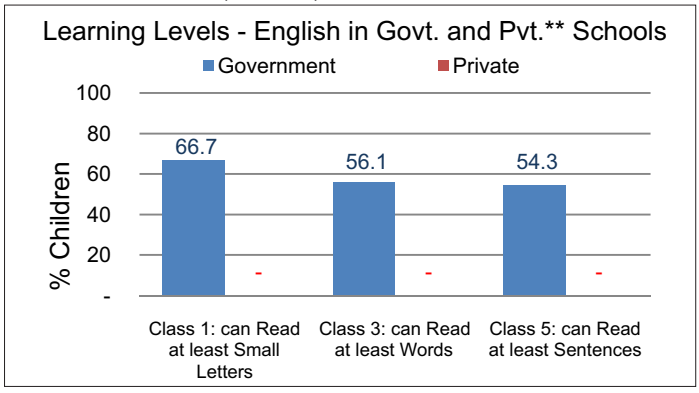


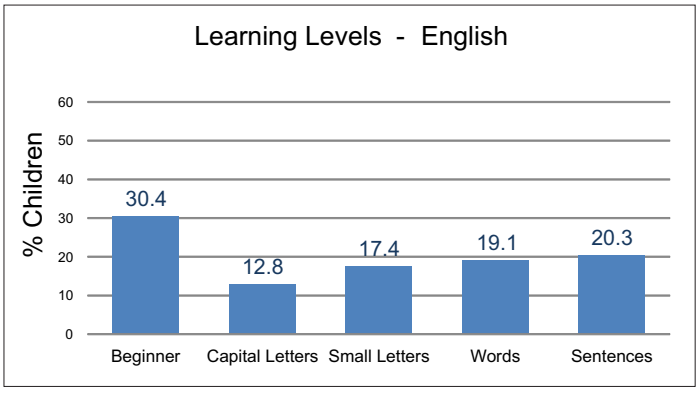
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	12.9	20.2	33.1	32.3	1.6	100
2	15.1	15.1	27.9	22.1	19.8	100
3	6.4	19.2	17.9	26.3	30.1	100
4	6.5	10.8	24.7	31.2	26.9	100
5	0.0	9.9	14.8	21.0	54.3	100
6	3.7	7.4	11.1	29.6	48.1	100
7	0.0	0.0	12.5	21.9	65.6	100
8	0.0	13.8	20.7	24.1	41.4	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	20.0	0.0	20.0	60.0	100

How to read: 33.9% (32.3+1.6) children of class 1 can read words

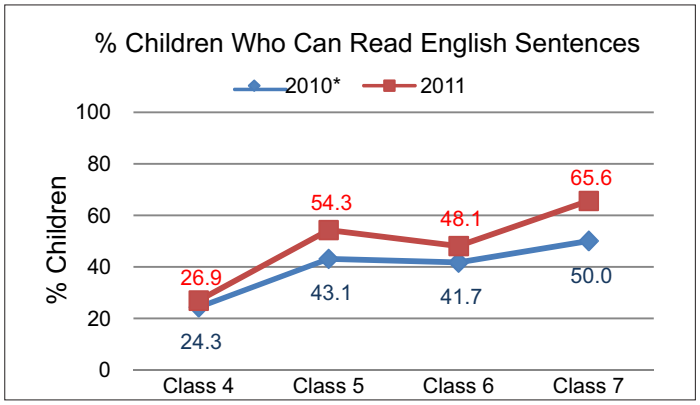
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
77.5	100.0
63.2	82.4
58.5	80.9
48.3	80.0
64.7	81.8
62.5	76.9
85.7	85.7
42.9	83.3
0.0	100.0
0.0	100.0

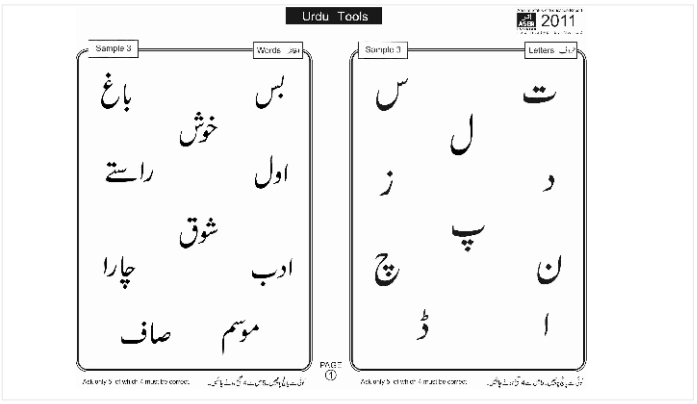




** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Kalat



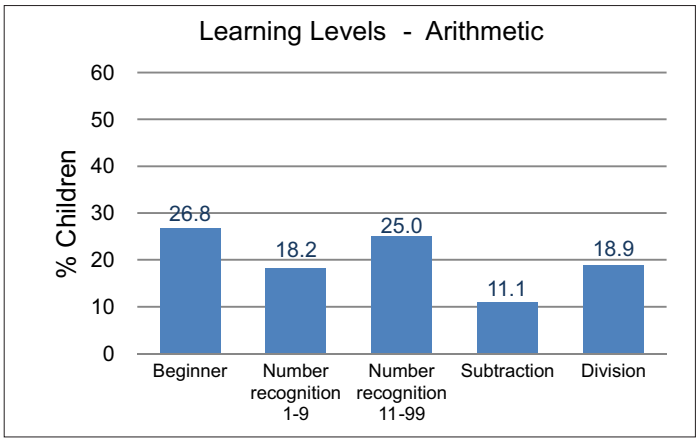


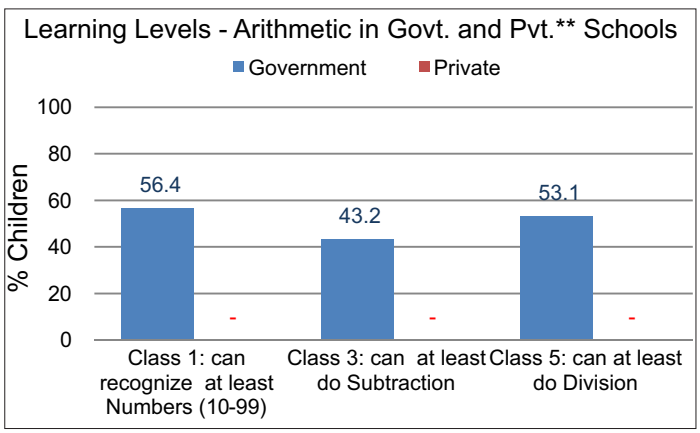
Learning Levels - Arithmetic

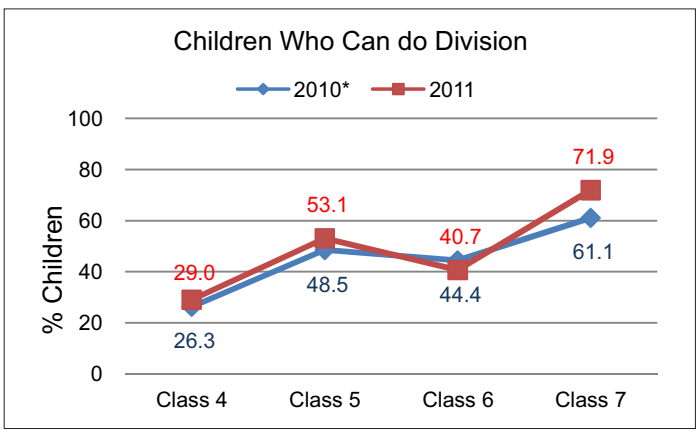
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	12.7	30.5	40.7	11.9	4.2	100
2	10.1	27.8	35.5	10.7	16.0	100
3	2.6	17.9	35.9	20.5	23.1	100
4	5.4	8.6	36.6	20.4	29.0	100
5	1.2	4.9	29.6	11.1	53.1	100
6	3.7	3.7	22.2	29.6	40.7	100
7	0.0	0.0	15.6	12.5	71.9	100
8	0.0	17.2	17.2	24.1	41.4	100
9	0.0	0.0	0.0	20.0	80.0	100
10	0.0	20.0	0.0	20.0	60.0	100

How to read :16.1% (11.9+4.2) children of class 1 can do subtraction



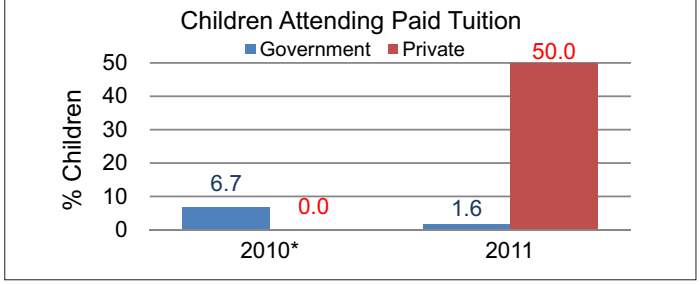




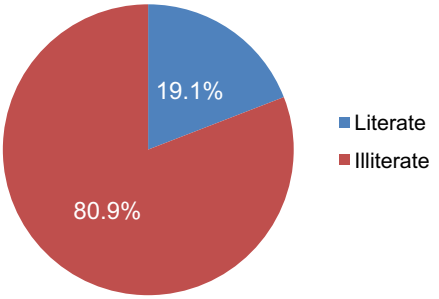
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.6	0.5	1.8	4.1	2.4	7.4	0.0	3.4	0.0	0.0
Pvt	100.0	100.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0

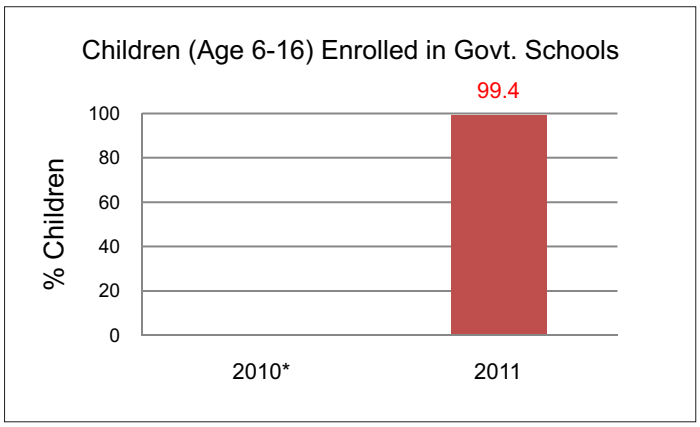


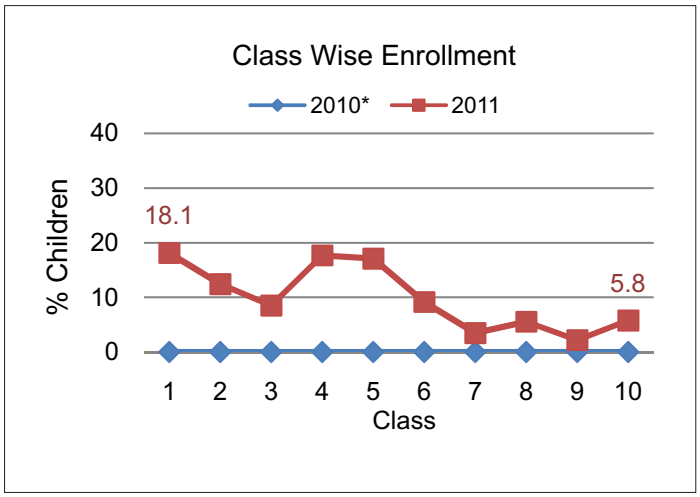
Mothers' Literacy

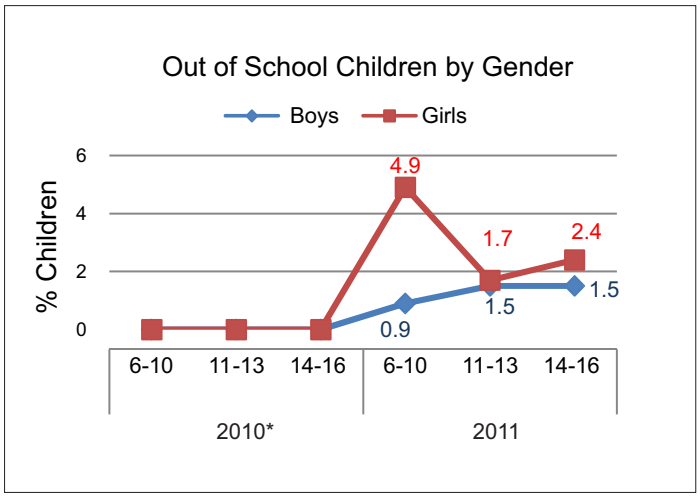


School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	90.6	0.1	0.2	0.1	8.0	0.9	100
11-13	82.1	0.0	0.8	0.0	8.4	8.8	100
14-16	77.1	0.0	0.4	0.0	12.7	9.7	100
6-16	86.7	0.1	0.4	0.1	8.9	3.9	100
Total	87.3				12.8		100
By Type	99.4	0.1	0.4	0.1			

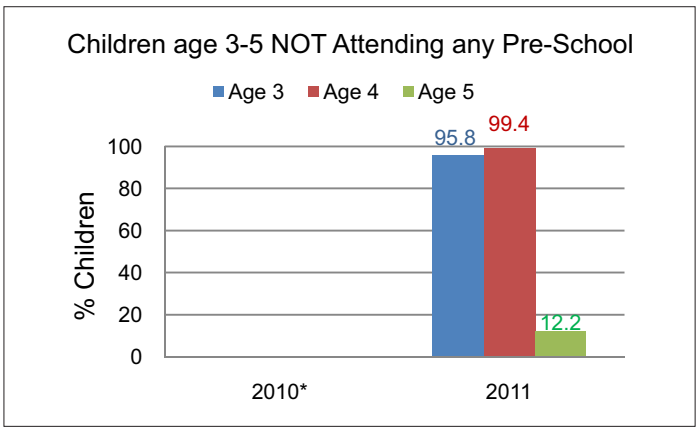






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre - Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	4.2	0.0	0.0	0.0	95.8	100
4	0.6	0.0	0.0	0.0	99.4	100
5	87.8	0.0	0.0	0.0	12.2	100
3-5	38.0	0.0	0.0	0.0	62.0	100
Total	38.0				62.0	100
By Type	100.0	0.0	0.0	0.0		100

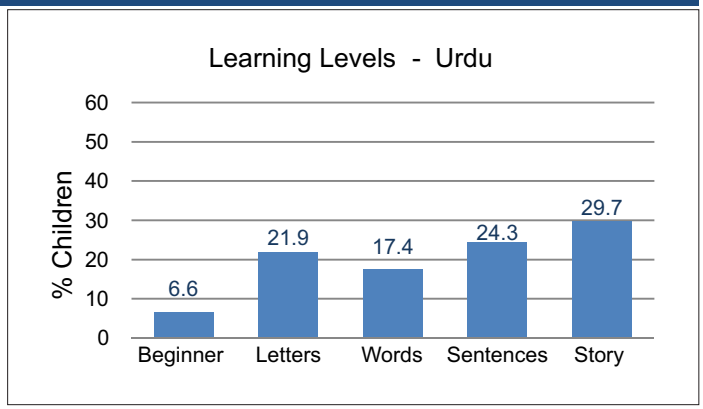


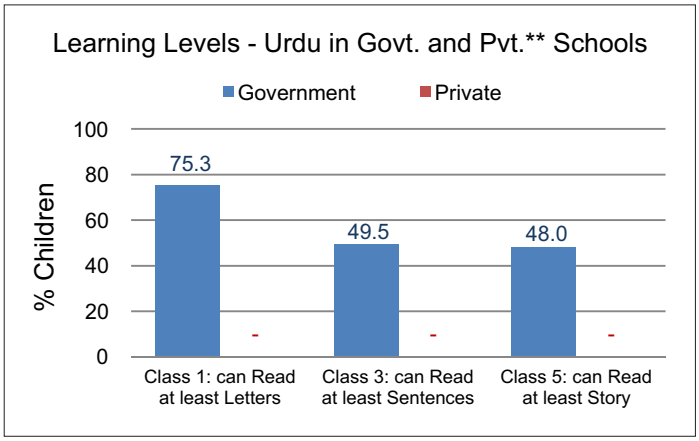
*District Ketch was not surveyed in 2010

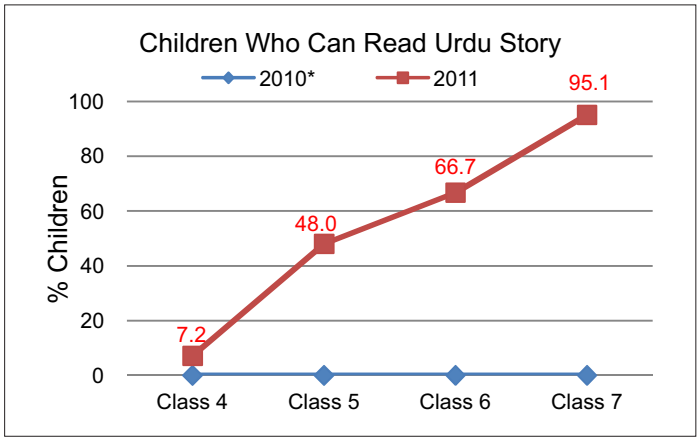
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	24.6	69.2	3.6	2.7	0.0	100
2	1.3	19.9	77.6	0.0	1.3	100
3	0.9	20.2	29.4	47.7	1.8	100
4	0.0	18.3	16.3	58.2	7.2	100
5	1.0	1.0	5.0	45.0	48.0	100
6	0.0	0.0	4.0	29.3	66.7	100
7	0.0	0.0	0.0	4.9	95.1	100
8	0.0	0.0	0.0	7.8	92.2	100
9	0.0	0.0	3.6	0.0	96.4	100
10	0.0	0.0	0.0	1.5	98.5	100

How to read: 2.7% (2.7+0.0) children of class 1 can read sentences





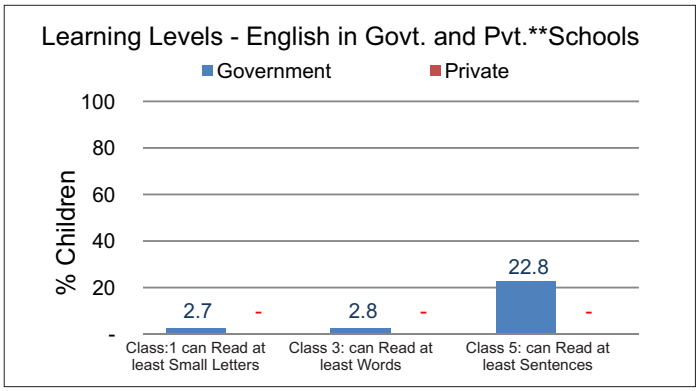


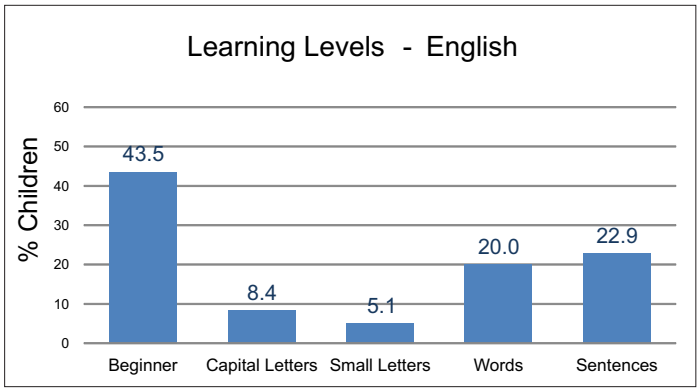
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	91.1	5.8	1.3	1.3	0.4	100
2	81.3	15.5	1.3	1.3	0.6	100
3	43.1	27.5	26.6	2.8	0.0	100
4	36.1	5.3	7.7	50.5	0.5	100
5	18.3	9.9	5.4	43.6	22.8	100
6	0.0	6.1	4.0	35.4	54.5	100
7	0.0	0.0	0.0	12.2	87.8	100
8	0.0	0.0	0.0	3.1	96.9	100
9	0.0	0.0	0.0	10.7	89.3	100
10	0.0	0.0	0.0	1.5	98.5	100

How to read: 1.7% (1.3+0.4) children of class 1 can read words

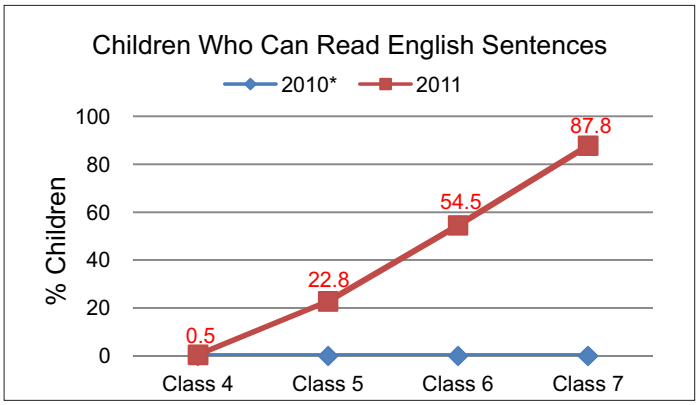
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
100.0	100.0
50.0	100.0
66.7	0.0
66.7	100.0
83.0	87.0
68.6	85.2
40.0	86.1
50.0	90.3
66.7	92.0
0.0	91.0





** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Ketch



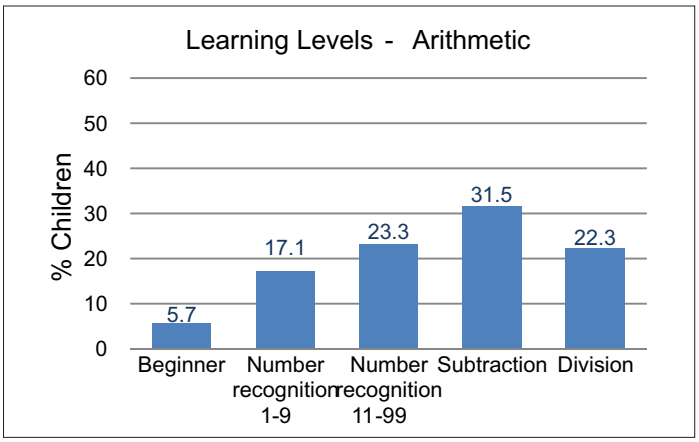


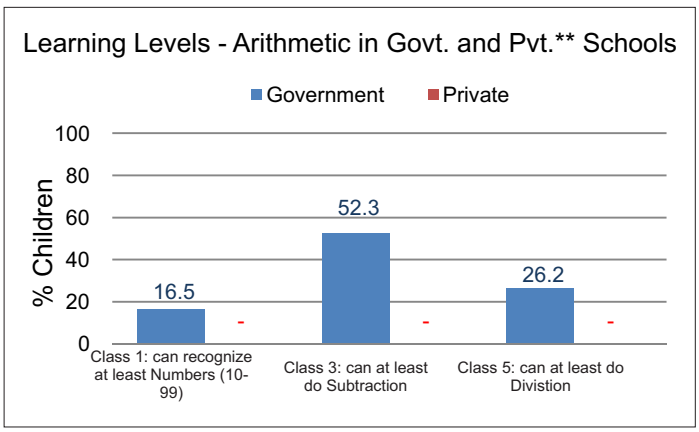
Learning Levels - Arithmetic

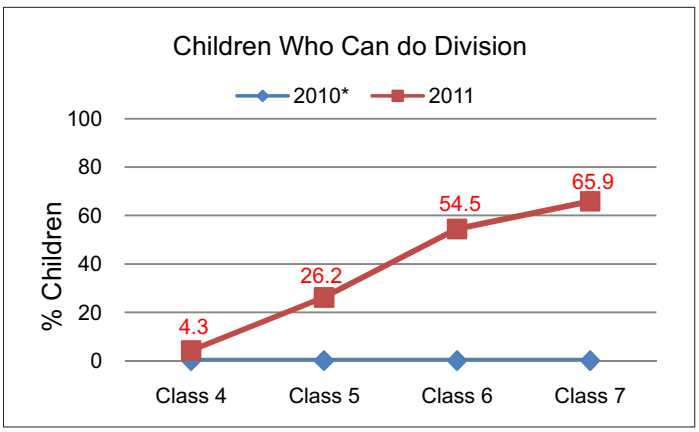
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	20.0	63.1	13.8	3.1	0.0	100
2	5.1	15.4	77.6	0.6	1.3	100
3	1.8	11.0	34.9	50.5	1.8	100
4	1.0	6.3	28.5	59.9	4.3	100
5	0.5	0.0	9.9	63.4	26.2	100
6	0.0	0.0	2.0	43.4	54.5	100
7	0.0	0.0	0.0	34.1	65.9	100
8	0.0	0.0	0.0	31.3	68.8	100
9	0.0	0.0	0.0	10.7	89.3	100
10	0.0	0.0	0.0	4.4	95.6	100

How to read : 3.1% (3.1+0.0) children of class 1 can do subtraction



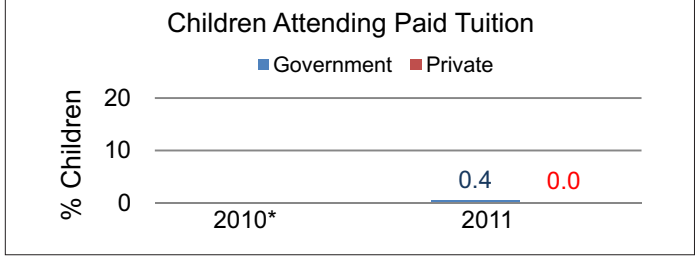




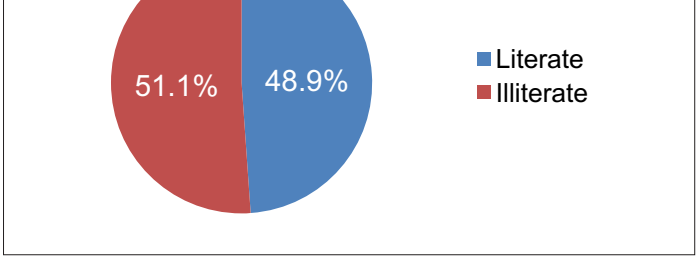
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.8	0.0	0.0	0.4	0.4	0.0	0.0	1.3	0.0	1.3
Pvt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



Mothers' Literacy

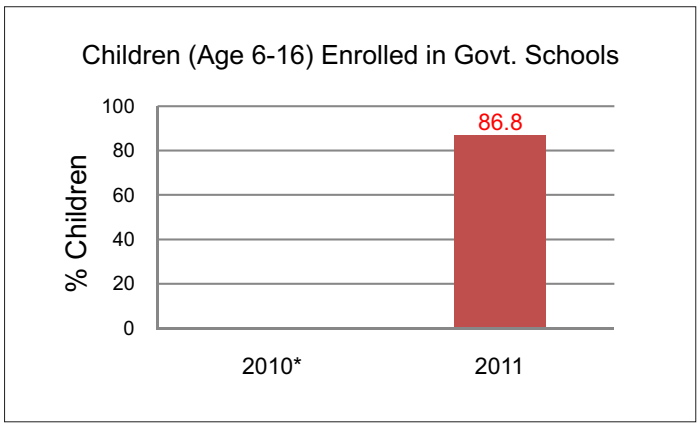


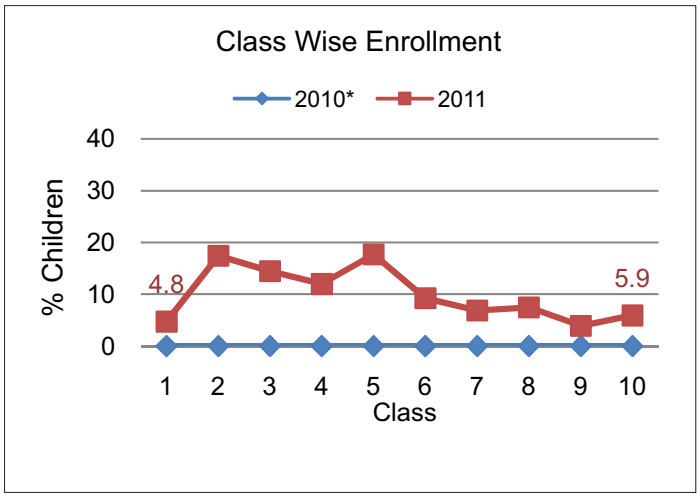
** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

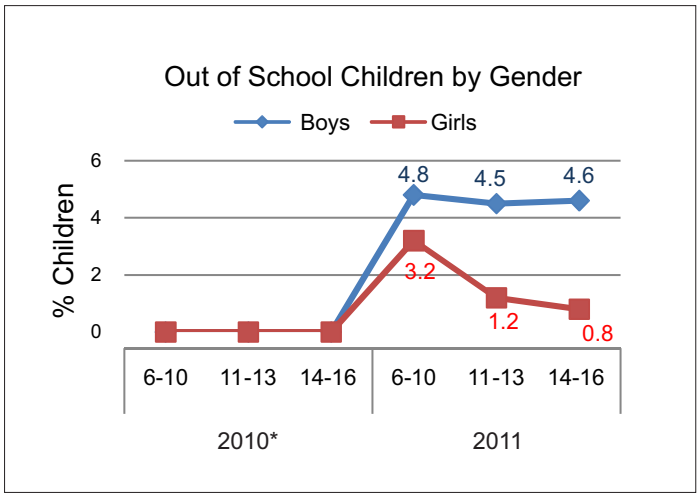
Kharan

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	72.1	8.0	5.8	0.0	12.1	1.9	100
11-13	66.9	3.1	3.5	0.4	24.6	1.5	100
14-16	68.8	1.9	4.6	0.0	20.9	3.8	100
6-16	70.3	5.6	5.0	0.1	16.8	2.3	100
Total			81.0		19.1		100
By Type	86.8	6.9	6.2	0.1			

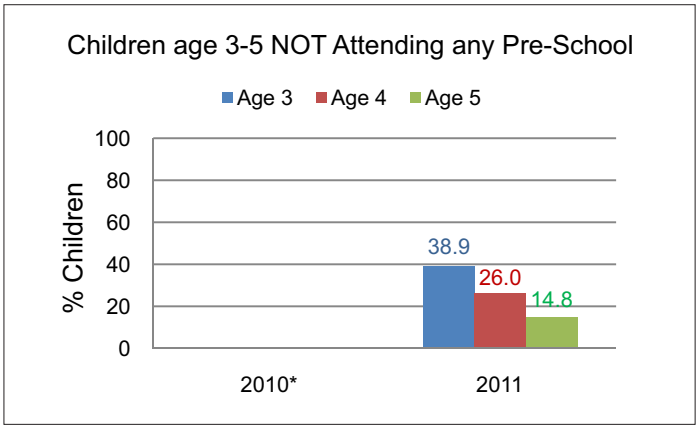






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre- Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	51.4	5.6	4.2	0.0	38.9	100
4	61.0	6.0	7.0	0.0	26.0	100
5	75.4	5.7	4.1	0.0	14.8	100
3-5	64.6	5.8	5.1	0.0	24.5	100
Total			75.5		24.5	100
By Type	85.6	7.7	6.8	0.0		100



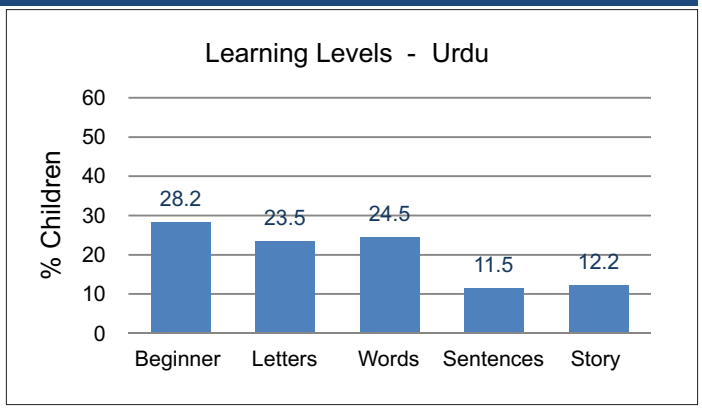
*District Kharan was not surveyed in 2010

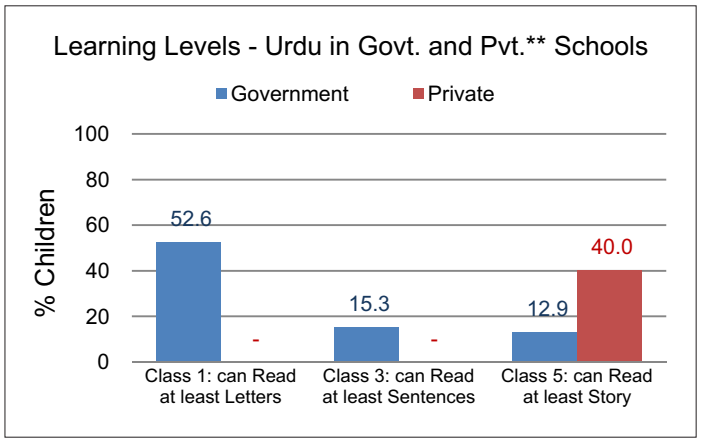
Kharan

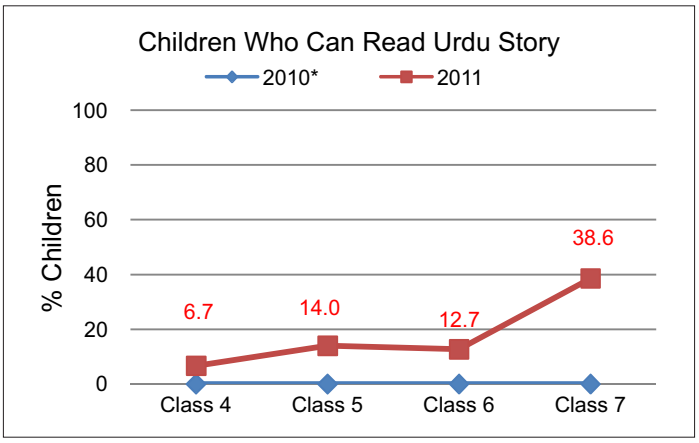
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	50.0	5.0	35.0	5.0	5.0	100
2	19.2	35.6	31.7	8.7	4.8	100
3	22.0	42.9	20.9	9.9	4.4	100
4	10.7	32.0	37.3	13.3	6.7	100
5	14.9	12.4	40.5	18.2	14.0	100
6	28.6	11.1	27.0	20.6	12.7	100
7	20.5	6.8	22.7	11.4	38.6	100
8	20.8	6.3	25.0	18.8	29.2	100
9	25.0	15.0	10.0	10.0	40.0	100
10	26.7	2.2	11.1	22.2	37.8	100

How to read: 10.0% (5.0+5.0) children of class 1 can read sentences





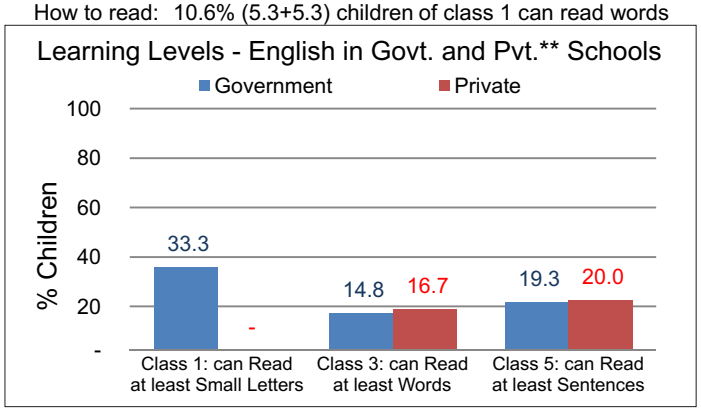


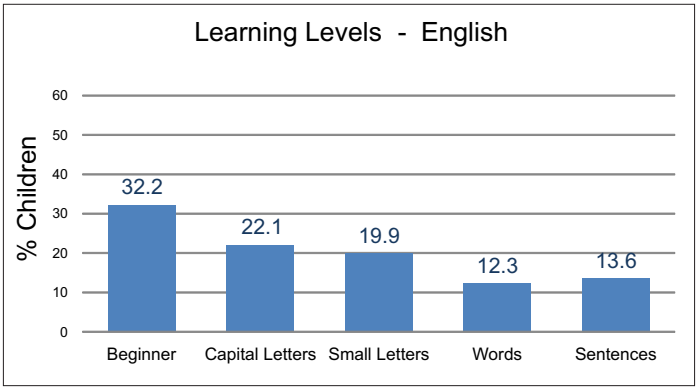
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	42.1	26.3	21.1	5.3	5.3	100
2	28.3	32.3	26.3	9.1	4.0	100
3	31.0	31.0	23.0	13.8	1.1	100
4	11.3	33.8	31.0	14.1	9.9	100
5	17.6	16.0	31.1	16.0	19.3	100
6	31.3	9.4	21.9	18.8	18.8	100
7	20.5	9.1	20.5	11.4	38.6	100
8	18.8	6.3	22.9	20.8	31.3	100
9	35.0	0.0	20.0	20.0	25.0	100
10	22.2	4.4	6.7	22.2	44.4	100

How to read: 10.6% (5.3+5.3) children of class 1 can read words

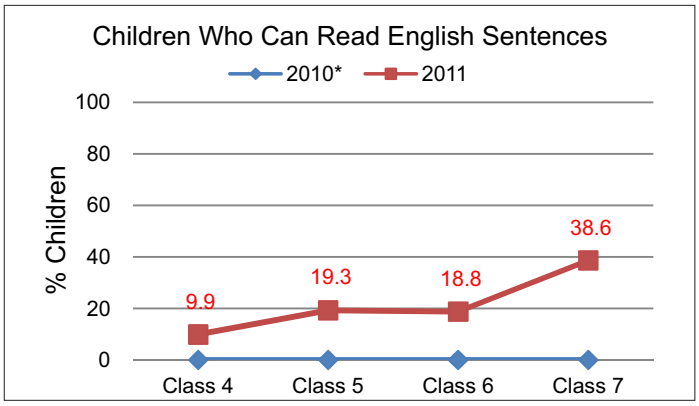
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
100.0	100.0
77.8	75.0
50.0	100.0
30.0	85.7
57.9	65.2
50.0	91.7
40.0	94.1
70.0	73.3
75.0	100.0
70.0	90.0

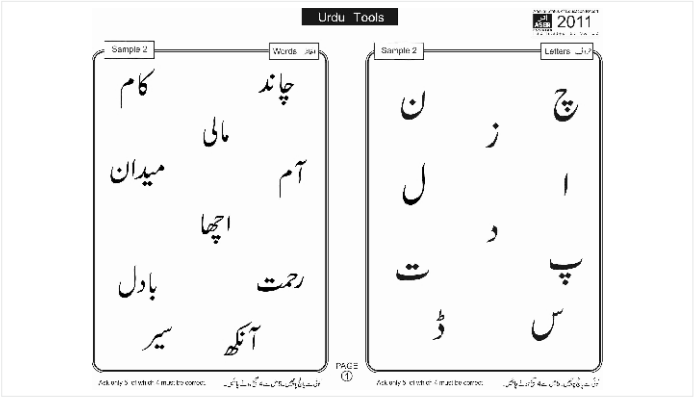




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Kharan



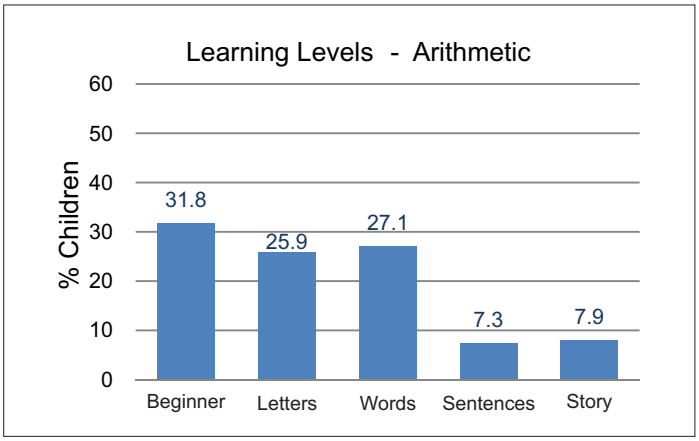


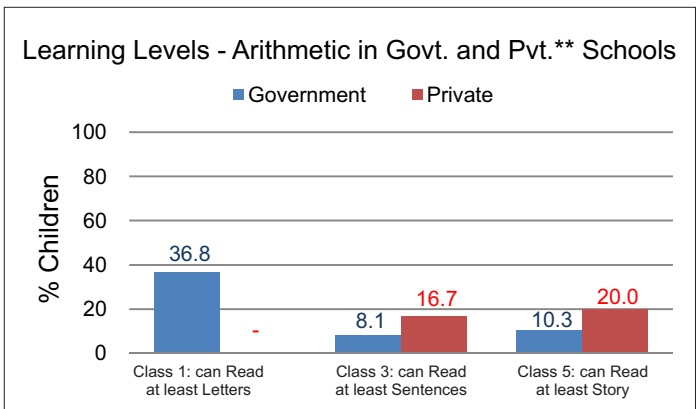
Learning Levels - Arithmetic

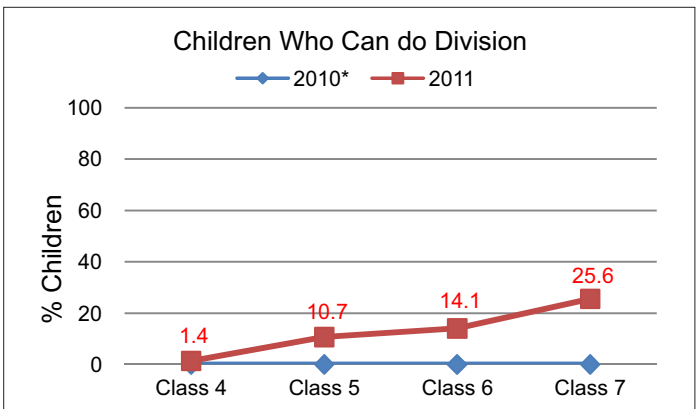
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	40.0	25.0	30.0	5.0	0.0	100
2	23.1	40.4	30.8	2.9	2.9	100
3	29.3	39.1	22.8	7.6	1.1	100
4	10.8	39.2	40.5	8.1	1.4	100
5	17.4	13.2	46.3	12.4	10.7	100
6	28.1	17.2	31.3	9.4	14.1	100
7	32.6	9.3	30.2	2.3	25.6	100
8	20.8	12.5	33.3	16.7	16.7	100
9	36.8	10.5	26.3	5.3	21.1	100
10	24.4	6.7	20.0	22.2	26.7	100

How to read : 5.0% (5.0+0.0) children of class 1 can do subtraction



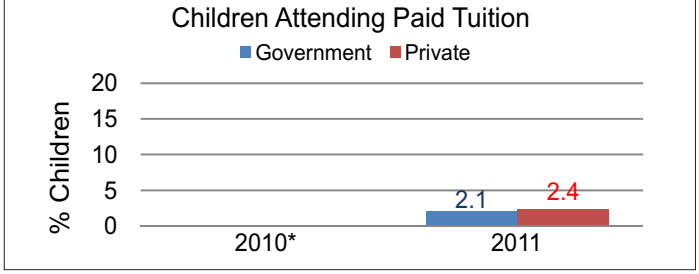




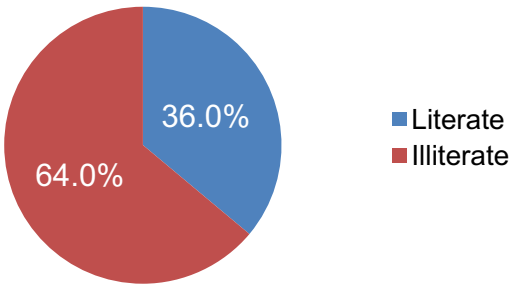
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.7	0.9	1.1	0.7	7.8	3.6	3.3	0.0	14.0
Pvt.	0.0	0.0	12.5	0.0	16.7	0.0	0.0	0.0	0.0	0.0



Mothers' Literacy

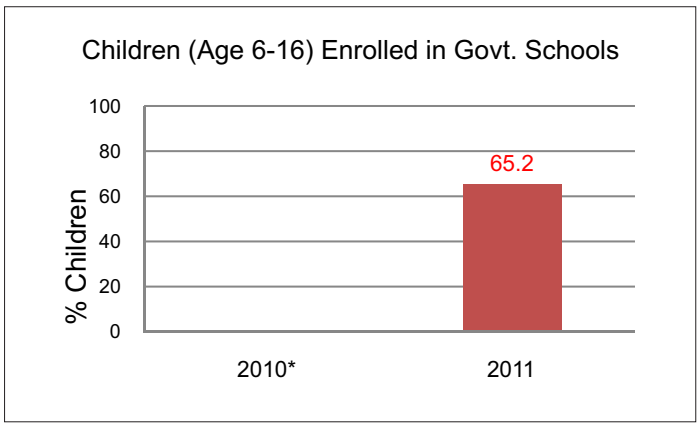


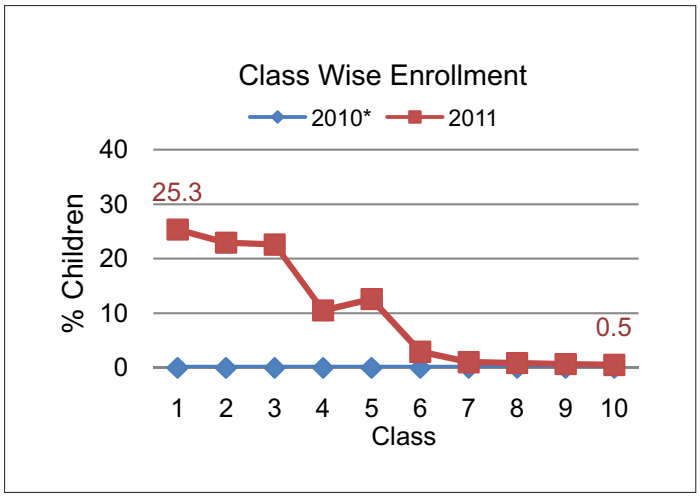
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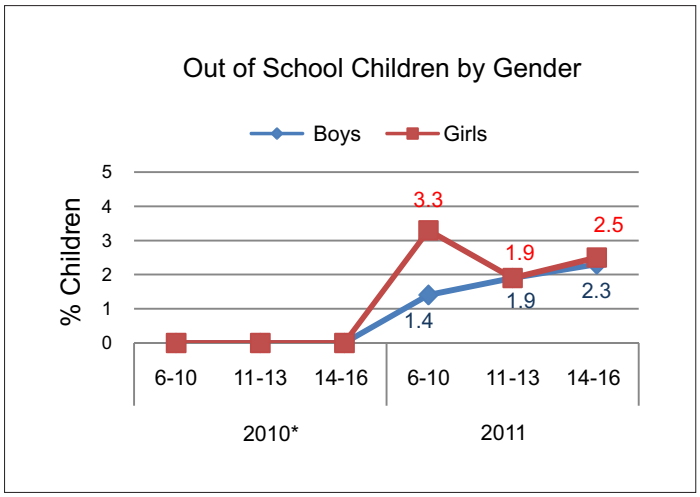
Khuzdar

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	65.2	0.4	27.2	0.0	6.5	0.7	100
11-13	48.2	0.0	28.8	0.0	18.7	4.3	100
14-16	32.2	0.0	40.9	0.0	22.8	4.0	100
6-16	56.5	0.2	29.9	0.0	11.4	1.9	100
Total			86.6		13.3		100
By Type	65.2	0.3	34.5	0.0			

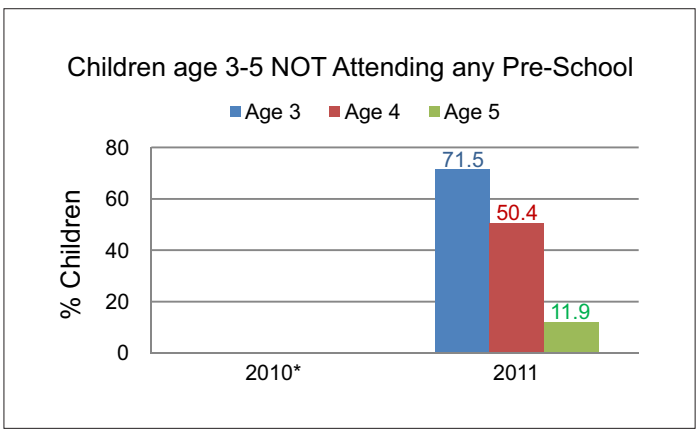






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre - Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	8.9	0.0	19.5	0.0	71.5	100
4	31.6	0.0	18.0	0.0	50.4	100
5	51.5	0.0	36.6	0.0	11.9	100
3-5	31.3	0.0	24.9	0.0	43.8	100
Total			56.2		43.8	100
By Type	55.7	0.0	44.3	0.0		100



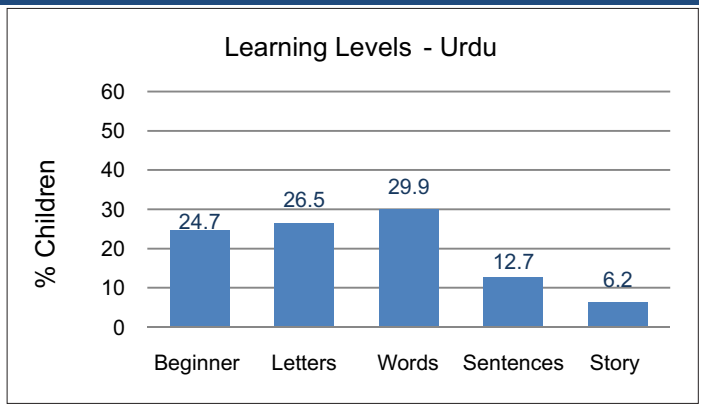
*District Khuzdar was not surveyed in 2010

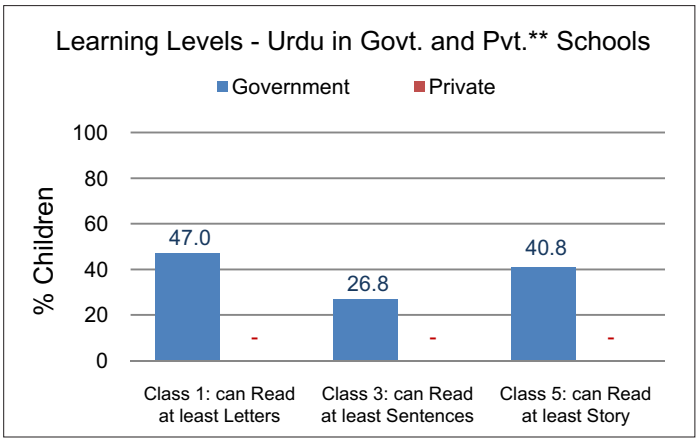
Khuzdar

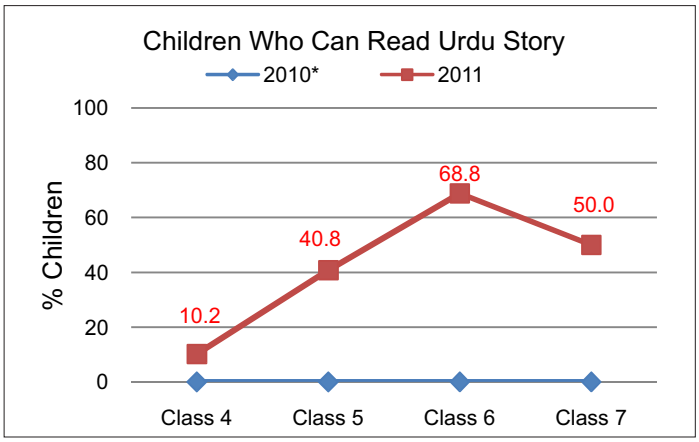
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	52.5	36.6	7.9	3.0	0.0	100
2	20.5	48.8	30.7	0.0	0.0	100
3	5.5	27.3	40.6	24.2	2.3	100
4	3.4	11.9	30.5	44.1	10.2	100
5	1.4	7.0	15.5	35.2	40.8	100
6	0.0	0.0	12.5	18.8	68.8	100
7	0.0	0.0	16.7	33.3	50.0	100
8	0.0	0.0	0.0	40.0	60.0	100
9	0.0	0.0	0.0	66.7	33.3	100
10	0.0	33.3	0.0	66.7	0.0	100

How to read: 3.0% (3.0+0.0) children of class 1 can read sentences





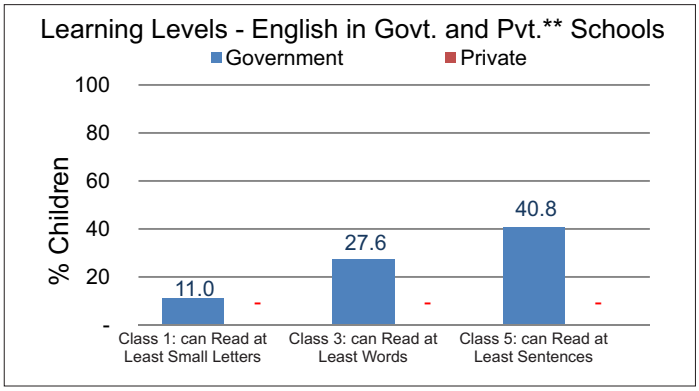


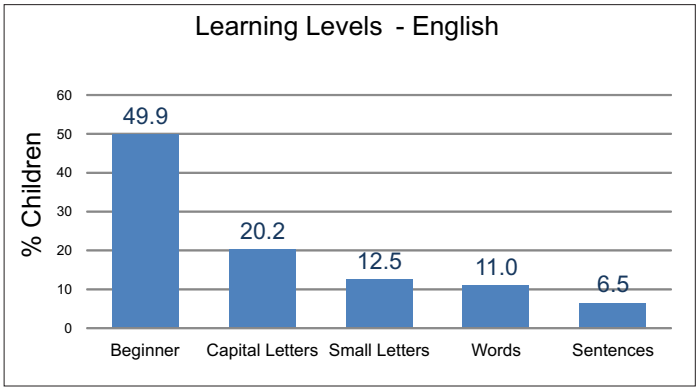
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	66.3	22.8	8.9	2.0	0.0	100
2	28.3	48.8	13.4	7.9	1.6	100
3	8.6	28.1	35.9	22.7	4.7	100
4	5.1	15.3	27.1	47.5	5.1	100
5	8.5	5.6	14.1	31.0	40.8	100
6	12.5	6.3	0.0	18.8	62.5	100
7	0.0	0.0	16.7	33.3	50.0	100
8	40.0	0.0	0.0	20.0	40.0	100
9	66.7	0.0	0.0	0.0	33.3	100
10	33.3	0.0	0.0	0.0	66.7	100

How to read: 2.0% (2.0+0.0) children of class 1 can read words

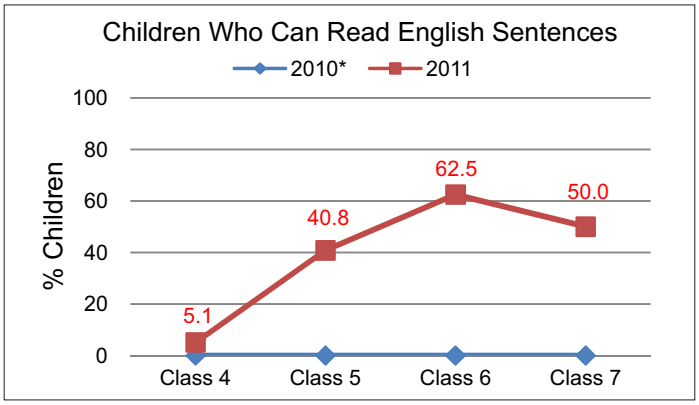
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
100.0	0.0
60.0	0.0
69.0	83.3
75.0	66.7
40.9	82.8
66.7	100.0
100.0	66.7
100.0	100.0
0.0	100.0
0.0	50.0

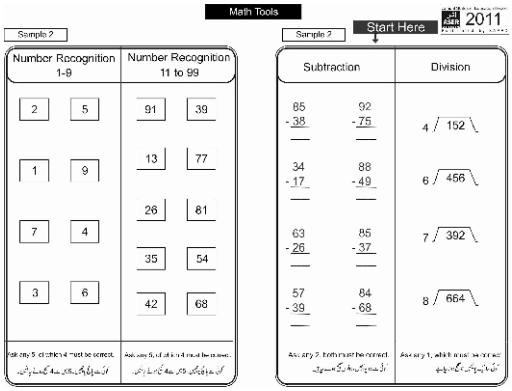




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Khuzdar



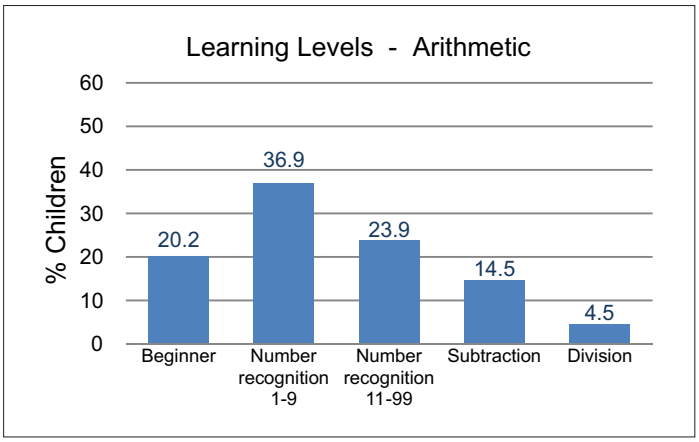


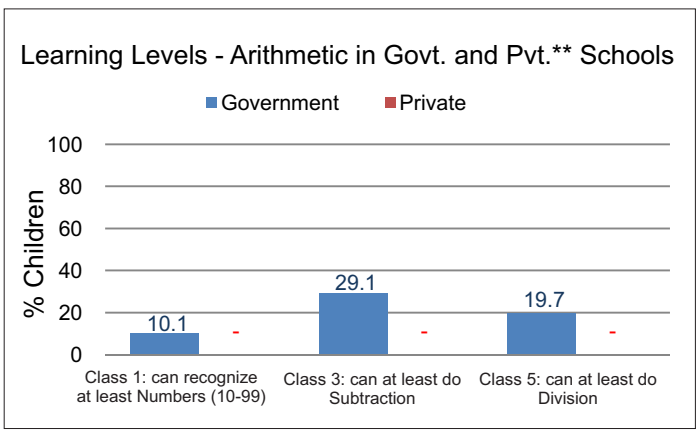
Learning Levels - Arithmetic

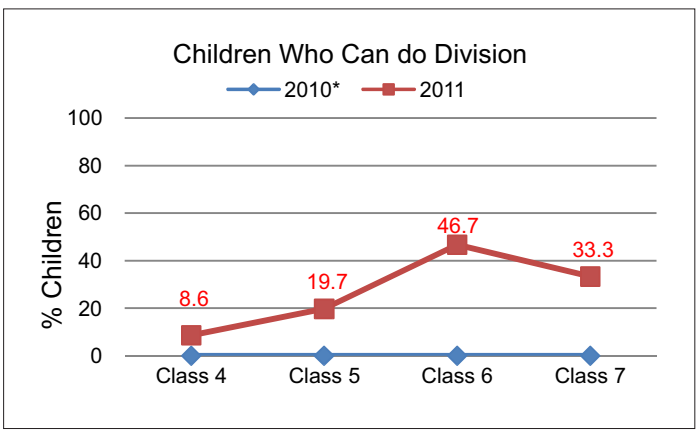
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	50.0	40.0	7.0	3.0	0.0	100
2	21.4	47.6	29.4	1.6	0.0	100
3	3.1	30.5	37.5	25.8	3.1	100
4	5.2	12.1	39.7	34.5	8.6	100
5	1.4	1.4	21.1	56.3	19.7	100
6	0.0	0.0	0.0	53.3	46.7	100
7	0.0	0.0	16.7	50.0	33.3	100
8	0.0	0.0	0.0	60.0	40.0	100
9	0.0	0.0	0.0	66.7	33.3	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read : 3.0% (3.0+0.0) children of class 1 can do subtraction



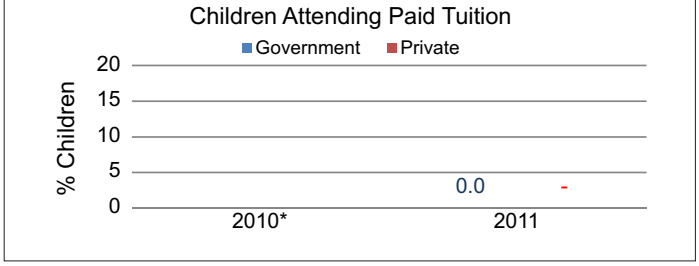




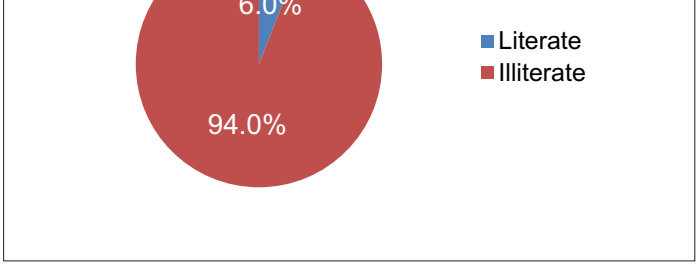
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pvt.**	-	-	-	-	-	-	-	-	-	-



Mothers' Literacy

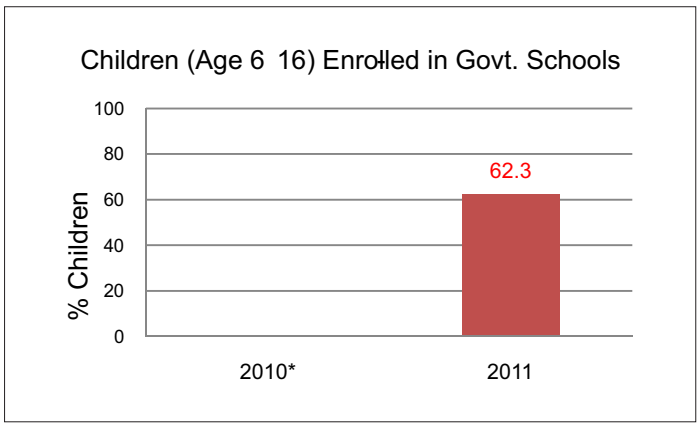


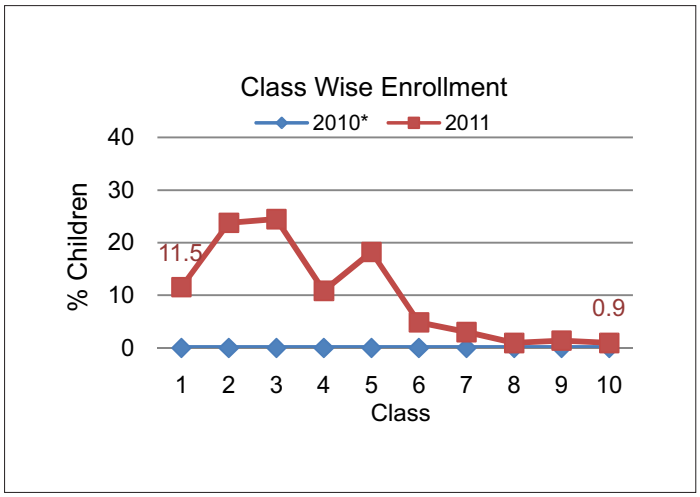
** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

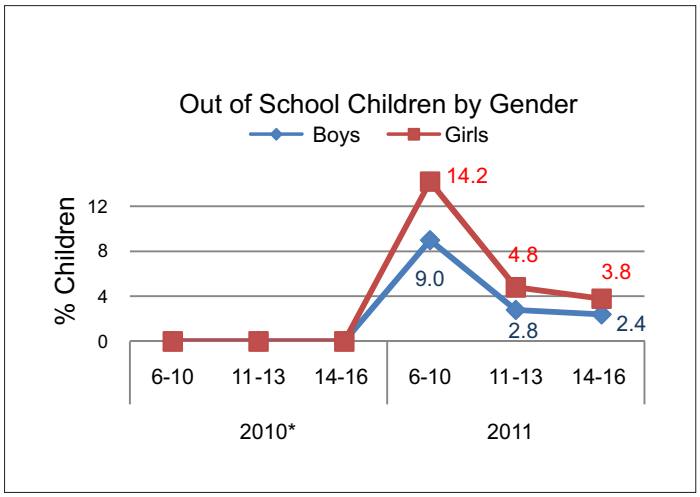
Musa Khel

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	43.3	10.9	14.4	0.0	30.4	1.0	100
11-13	31.7	6.0	13.8	0.0	43.1	5.4	100
14-16	21.8	2.7	16.4	0.0	55.5	3.6	100
6-16	39.3	9.3	14.5	0.0	35.0	2.0	100
Total	63.1				37.0		100
By Type	62.3	14.7	23.0	0.0			

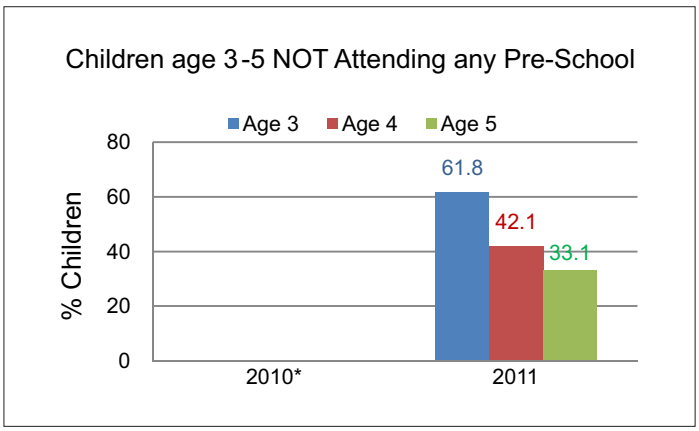






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	27.7	4.6	5.8	0.0	61.8	100
4	34.9	13.8	9.2	0.0	42.1	100
5	44.1	12.6	10.2	0.0	33.1	100
3-5	34.7	10.3	8.3	0.0	46.7	100
Total	53.3				46.7	100
By Type	65.2	19.3	15.5	0.0		100



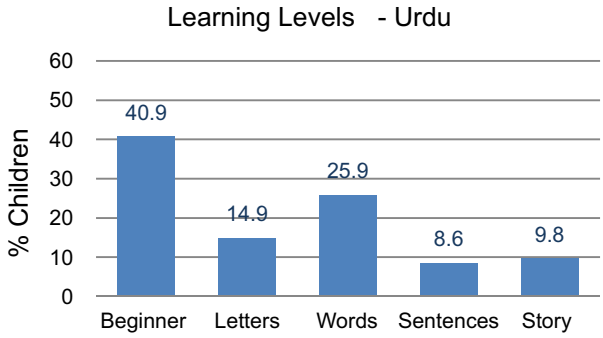
*District Musa Khel was not surveyed in 2010

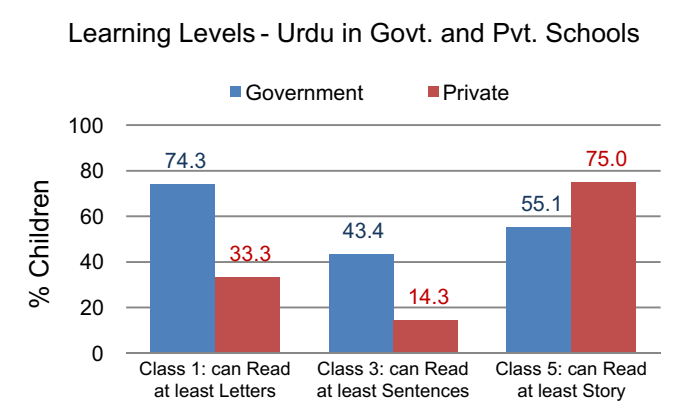
Musa Khel

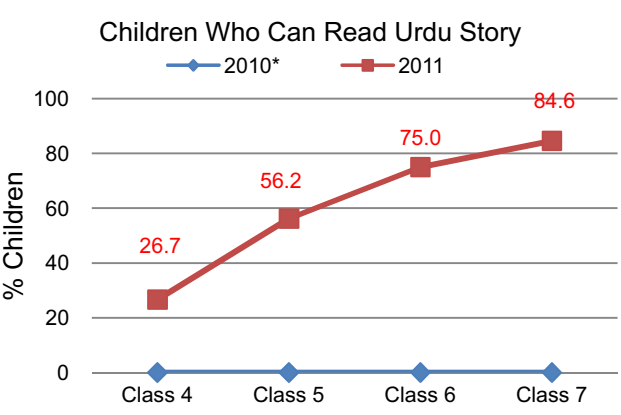
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letter	Words	Sentences	Story	Total
1	28.9	42.1	15.8	13.2	0.0	100
2	24.5	20.2	48.9	4.3	2.1	100
3	19.6	12.4	28.9	32.0	7.2	100
4	13.3	2.2	11.1	46.7	26.7	100
5	1.4	2.7	11.0	28.8	56.2	100
6	5.0	5.0	5.0	10.0	75.0	100
7	0.0	7.7	0.0	7.7	84.6	100
8	0.0	0.0	0.0	0.0	100.0	100
9	20.0	0.0	0.0	0.0	80.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 13.2% (13.2+0.0) children of class 1 can read sentences





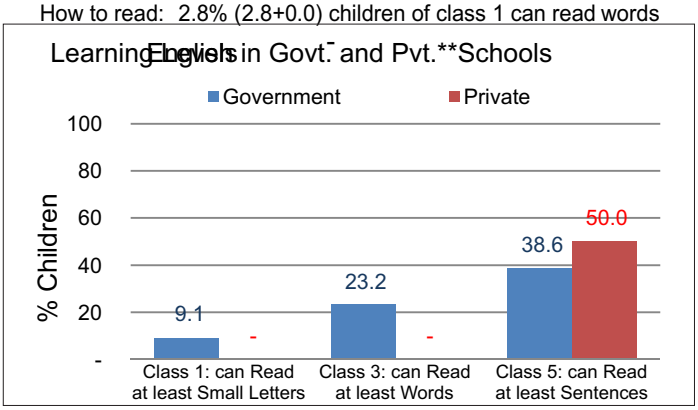


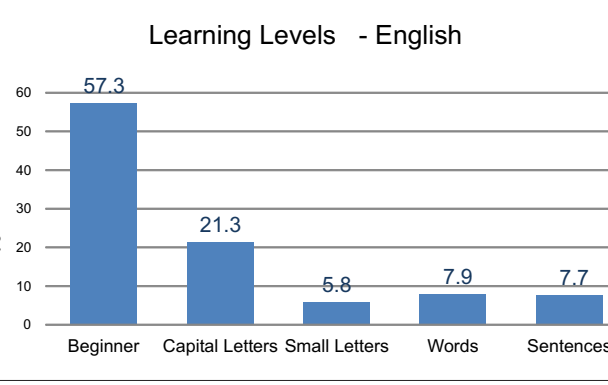
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	77.8	13.9	5.6	2.8	0.0	100
2	58.1	26.9	7.5	6.5	1.1	100
3	30.6	25.5	24.5	18.4	1.0	100
4	20.0	22.2	13.3	28.9	15.6	100
5	6.8	6.8	8.1	39.2	39.2	100
6	10.0	15.0	0.0	5.0	70.0	100
7	0.0	7.7	7.7	7.7	76.9	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 2.8% (2.8+0.0) children of class 1 can read words

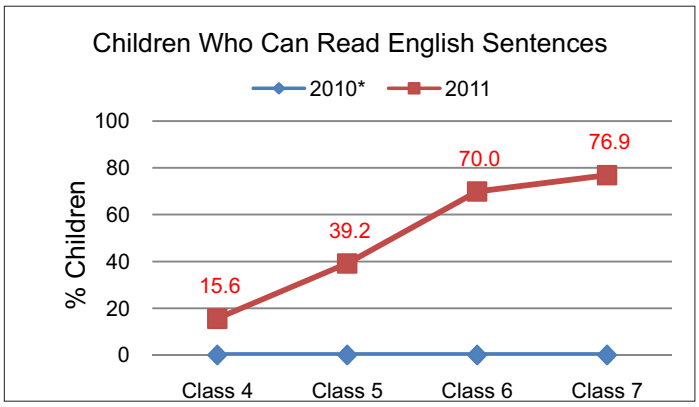
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
0.0	0.0
16.7	0.0
66.7	0.0
76.9	42.9
55.2	37.9
100.0	57.1
0.0	30.0
0.0	25.0
0.0	20.0
0.0	33.3

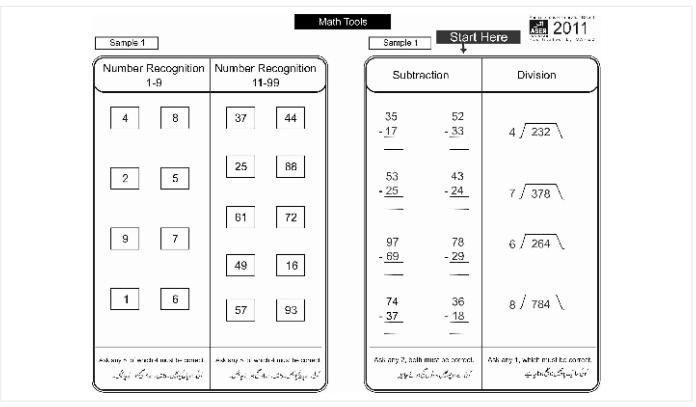




** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Musa Khel



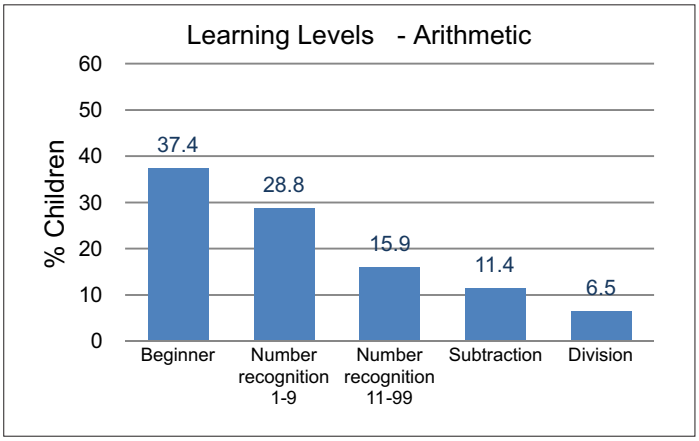


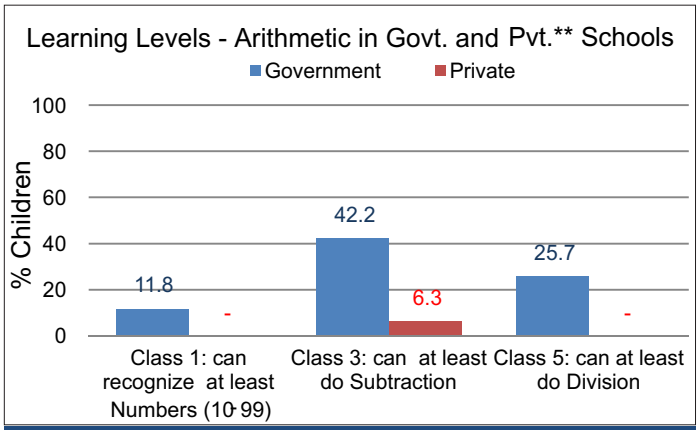
Learning Levels - Arithmetic

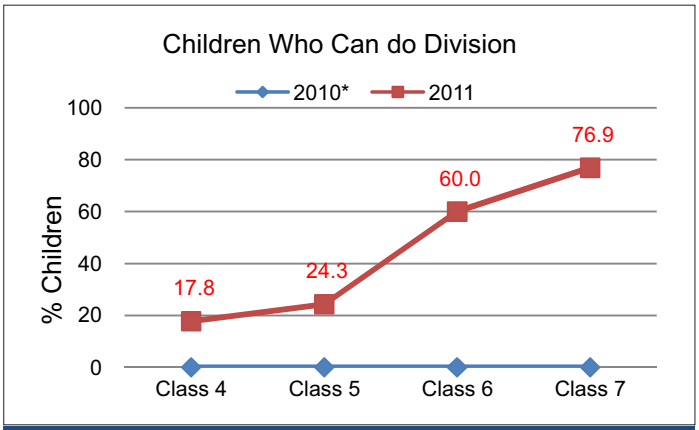
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1 9	10 99			
1	27.0	62.2	2.7	5.4	2.7	100
2	24.2	24.2	48.4	2.1	1.1	100
3	19.2	24.2	20.2	32.3	4.0	100
4	13.3	8.9	11.1	48.9	17.8	100
5	1.4	8.1	10.8	55.4	24.3	100
6	0.0	10.0	0.0	30.0	60.0	100
7	0.0	15.4	7.7	0.0	76.9	100
8	0.0	0.0	0.0	25.0	75.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	33.3	0.0	66.7	100

How to read : 8.1% (5.4+2.7) children of class 1 can do subtraction



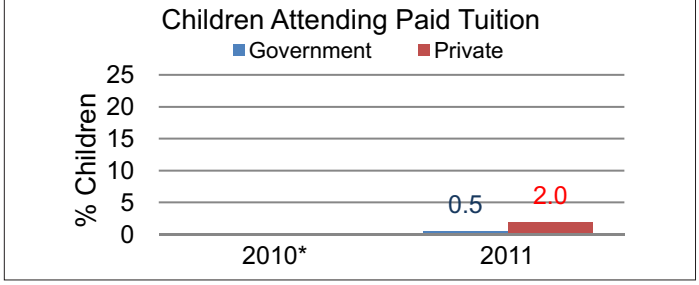




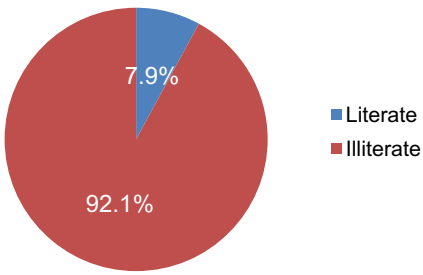
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pvt.	0.0	0.0	6.3	0.0	0.0	0.0	0.0	0.0	100.0	0.0



Mothers' Literacy

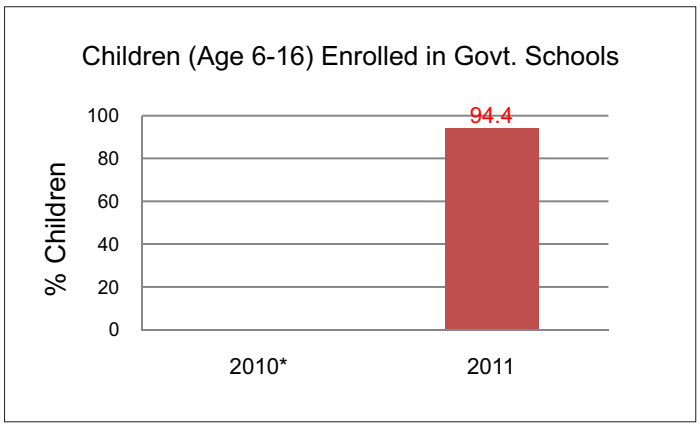


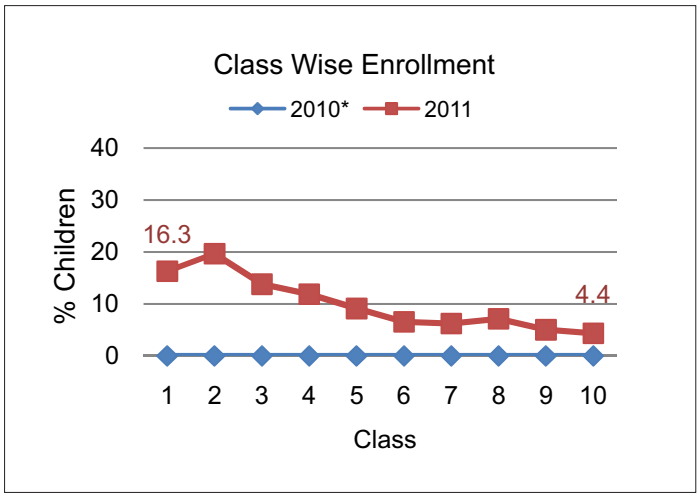
** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

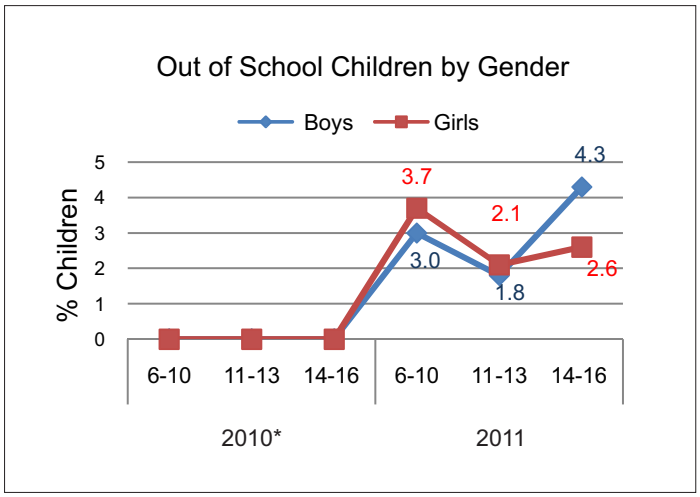
Nushki

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	83.4	3.1	1.1	0.0	9.2	3.4	100
11-13	78.3	2.5	2.0	0.0	11.4	5.9	100
14-16	64.8	3.1	2.9	0.0	17.6	11.6	100
6-16	77.8	2.9	1.7	0.0	11.7	5.9	100
Total			82.4		17.6		100
By Type	94.4	3.6	2.0	0.0			

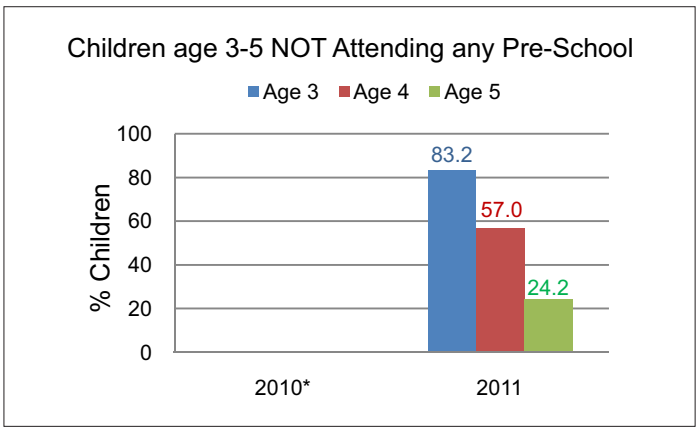






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	11.7	0.7	4.4	0.0	83.2	100
4	38.2	2.4	2.4	0.0	57.0	100
5	72.1	1.6	1.6	0.5	24.2	100
3-5	43.9	1.6	2.6	0.2	51.6	100
Total			48.3		51.6	100
By Type	90.8	3.4	5.5	0.4		100



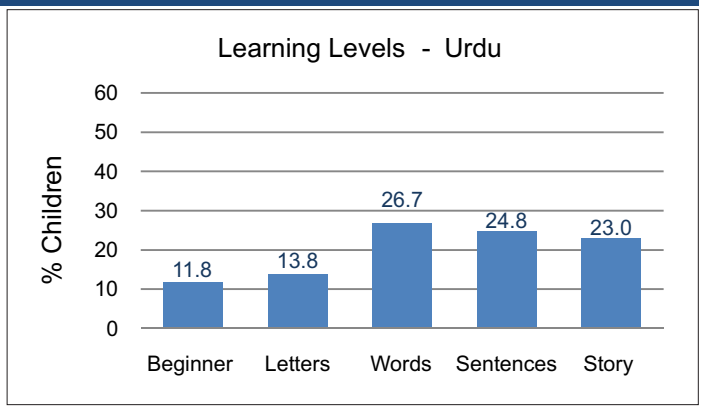
*District Nushki was not surveyed in 2010

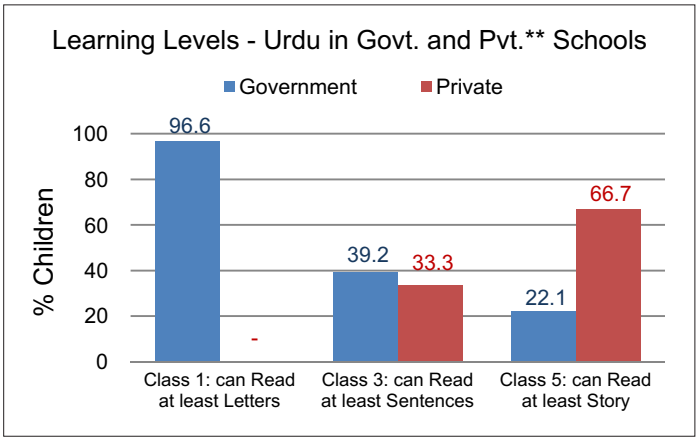
Nushki

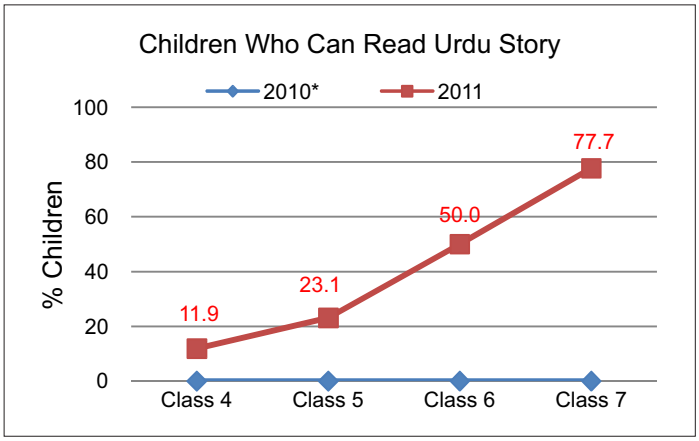
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	3.3	41.1	48.3	6.7	0.5	100
2	0.7	11.6	65.9	19.8	2.0	100
3	2.0	14.1	44.9	36.6	2.4	100
4	1.1	5.1	19.3	62.5	11.9	100
5	1.5	9.0	4.5	61.9	23.1	100
6	0.0	5.2	4.2	40.6	50.0	100
7	2.1	3.2	3.2	13.8	77.7	100
8	0.9	1.9	0.9	12.3	84.0	100
9	0.0	1.3	0.0	1.3	97.3	100
10	0.0	1.5	0.0	3.1	95.4	100

How to read: 7.2% (6.7+0.5) children of class 1 can read sentences





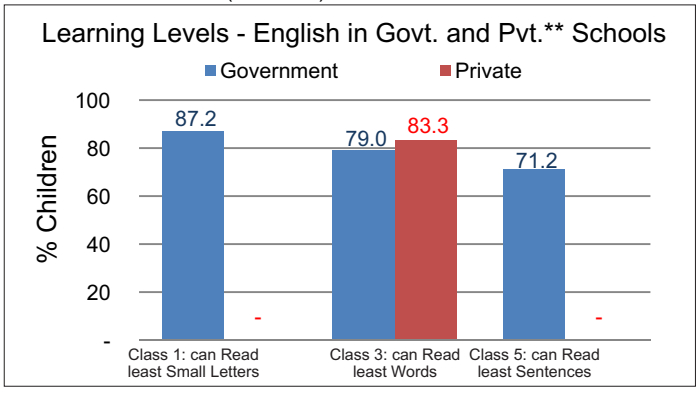


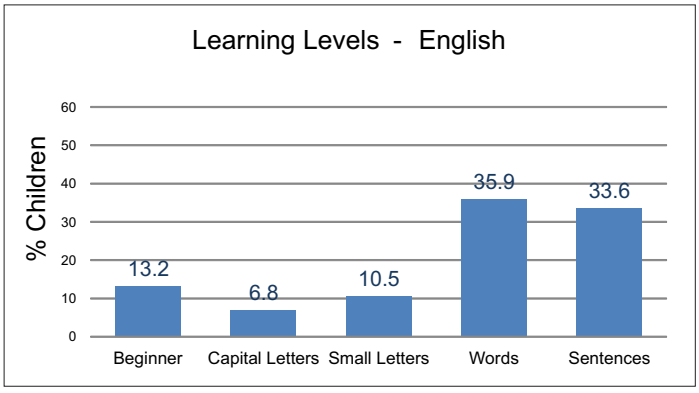
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	3.3	9.1	39.2	45.0	3.3	100
2	0.7	7.8	11.2	74.5	5.8	100
3	0.5	10.2	10.2	68.4	10.7	100
4	1.1	6.8	5.1	56.5	30.5	100
5	0.7	3.0	1.5	23.0	71.9	100
6	2.1	4.2	0.0	17.7	76.0	100
7	1.1	3.2	2.1	10.6	83.0	100
8	0.0	1.9	1.9	5.6	90.7	100
9	0.0	1.3	1.3	1.3	96.0	100
10	0.0	1.5	0.0	0.0	98.5	100

How to read: 48.3% (45.0+3.3) children of class 1 can read words

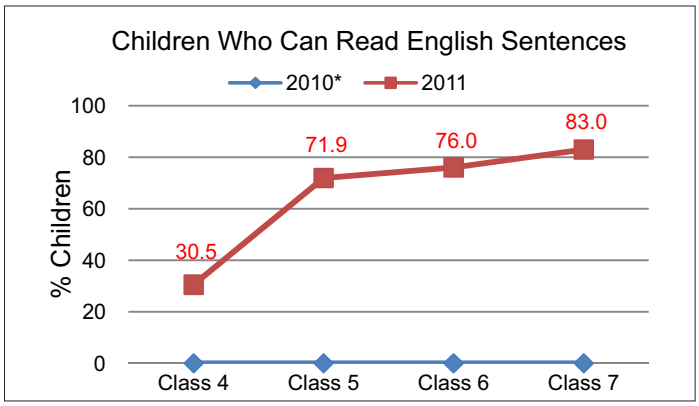
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
16.0	14.3
26.5	47.1
27.7	36.4
25.0	40.7
38.7	30.9
47.1	35.6
70.0	50.0
66.7	51.5
0.0	61.1
0.0	64.1





** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Nushki



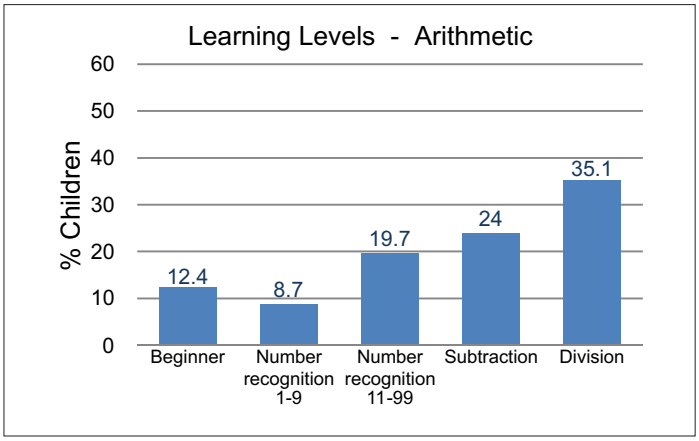


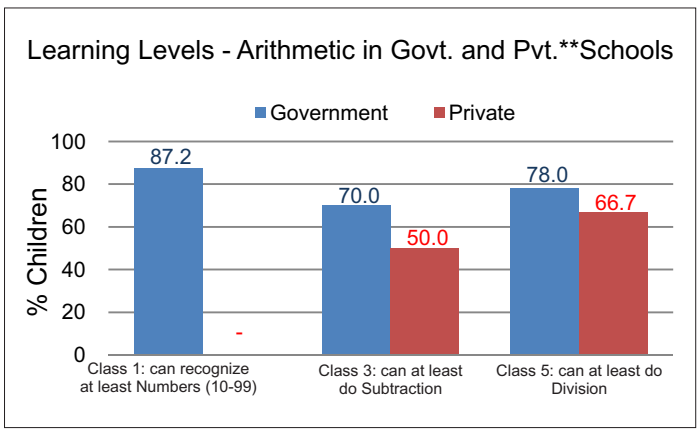
Learning Levels - Arithmetic

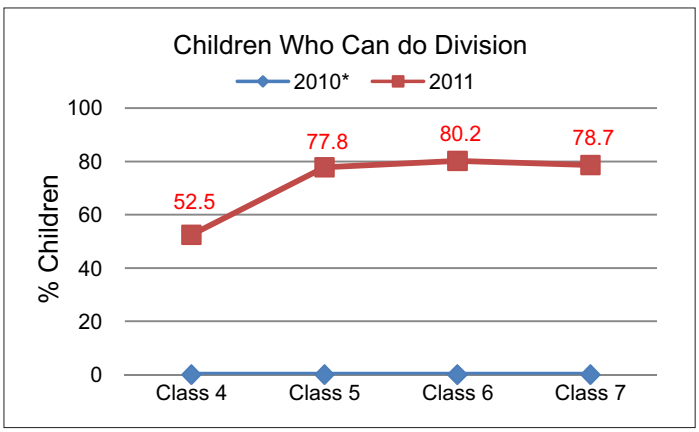
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	1.9	10.5	75.6	9.6	2.4	100
2	0.7	10.9	31.3	52.4	4.8	100
3	1.0	13.6	16.0	64.6	4.9	100
4	0.6	5.6	5.6	35.6	52.5	100
5	0.0	4.4	6.7	11.1	77.8	100
6	0.0	6.3	3.1	10.4	80.2	100
7	0.0	4.3	3.2	13.8	78.7	100
8	0.0	0.9	1.9	4.7	92.5	100
9	1.3	1.3	0.0	0.0	97.3	100
10	0.0	1.5	0.0	1.5	96.9	100

How to read : 12.0% (9.6+2.4) children of class 1 can do subtraction



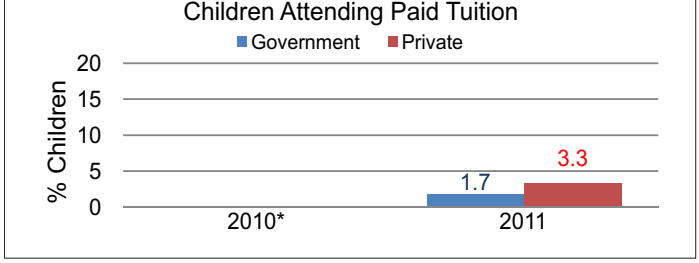




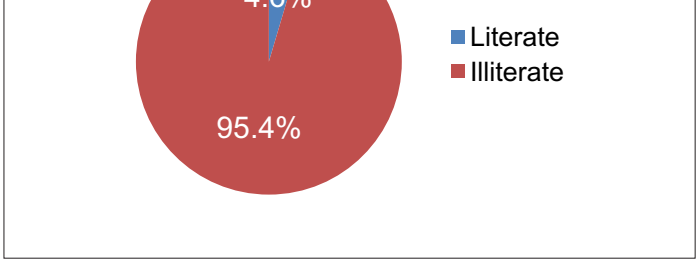
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.3	1.0	2.5	1.7	1.5	2.2	1.1	1.9	2.8	3.2
Pvt.	22.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



Mothers' Literacy

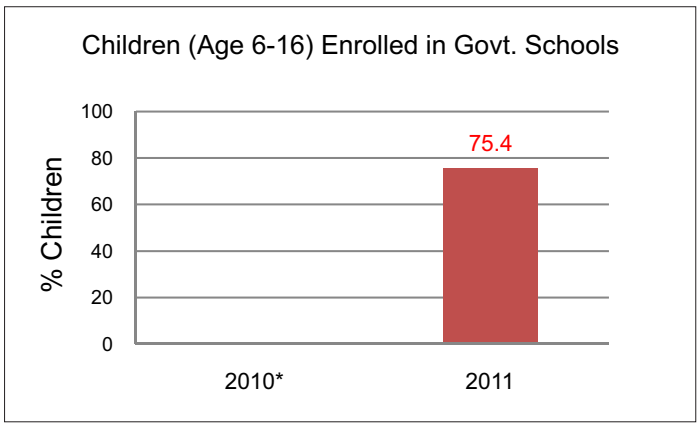


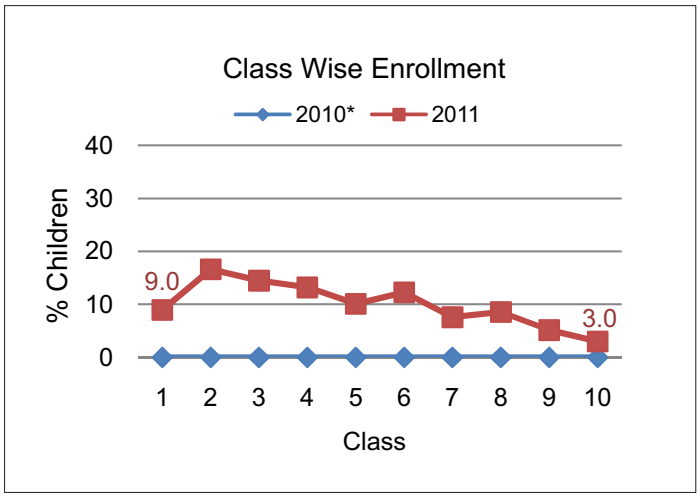
** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

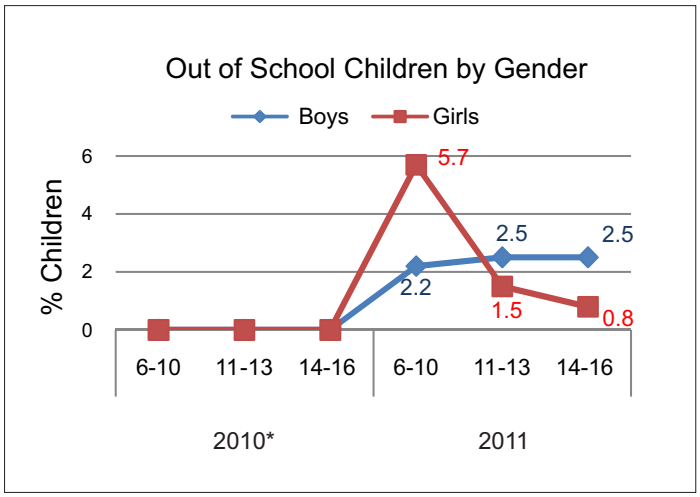
Pashin

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	63.8	14.7	6.7	0.0	13.4	1.3	100
11-13	64.2	12.2	9.0	0.0	11.8	2.8	100
14-16	64.0	11.9	7.0	0.0	10.1	7.0	100
6-16	64.0	13.5	7.4	0.0	12.3	2.8	100
Total			84.9		15.1		100
By Type	75.4	15.9	8.7	0.0			

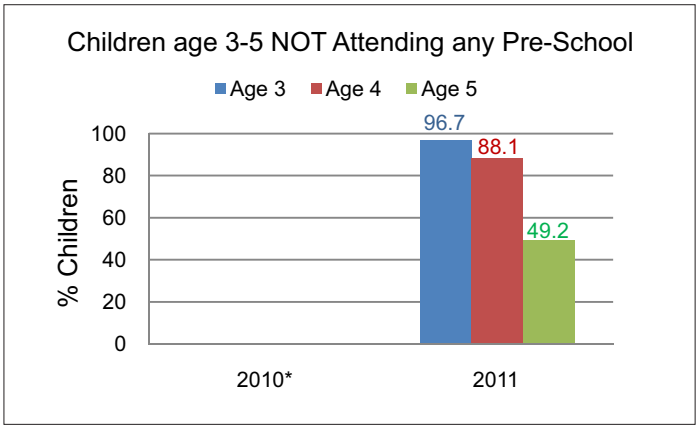






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre - Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	2.2	0.0	1.1	0.0	96.7	100
4	8.9	2.0	1.0	0.0	88.1	100
5	38.1	8.7	4.0	0.0	49.2	100
3-5	18.6	4.1	2.2	0.0	75.1	100
Total			24.9		75.1	100
By Type	74.7	16.5	8.9	0.0		100



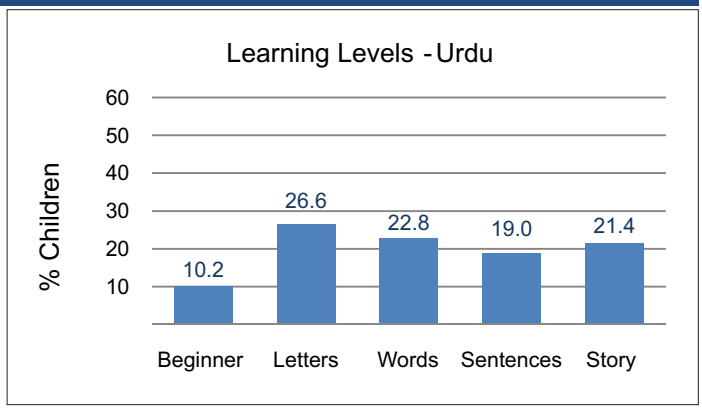
*District Pashin was not surveyed in 2010

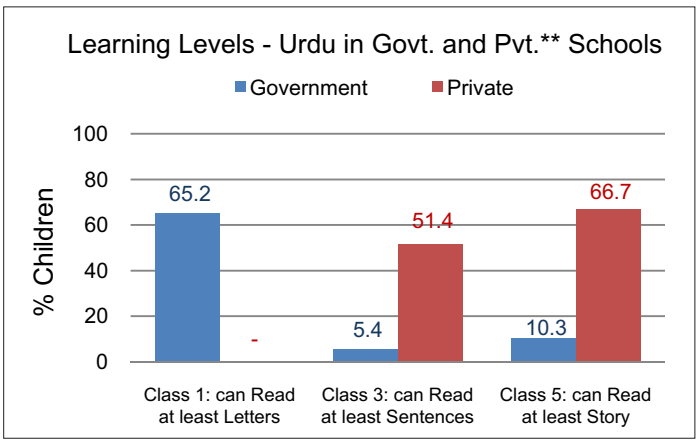
Pashin

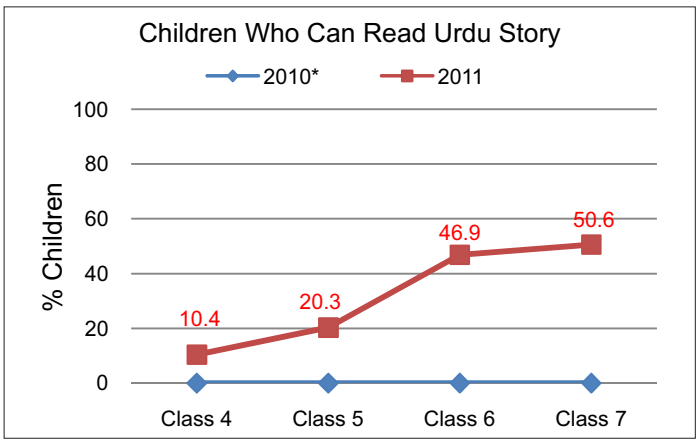
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	30.5	59.0	8.6	1.9	0.0	100
2	6.7	33.8	50.8	6.7	2.1	100
3	1.2	25.3	57.8	10.2	5.4	100
4	1.8	19.5	17.1	51.2	10.4	100
5	0.8	16.9	29.7	32.2	20.3	100
6	0.0	15.2	12.4	25.5	46.9	100
7	1.1	15.7	7.9	24.7	50.6	100
8	0.9	12.1	6.5	17.8	62.6	100
9	0.0	12.9	3.2	25.8	58.1	100
10	0.0	10.8	0.0	13.5	75.7	100

How to read: 1.9% (1.9+0.0) children of class 1 can read sentences





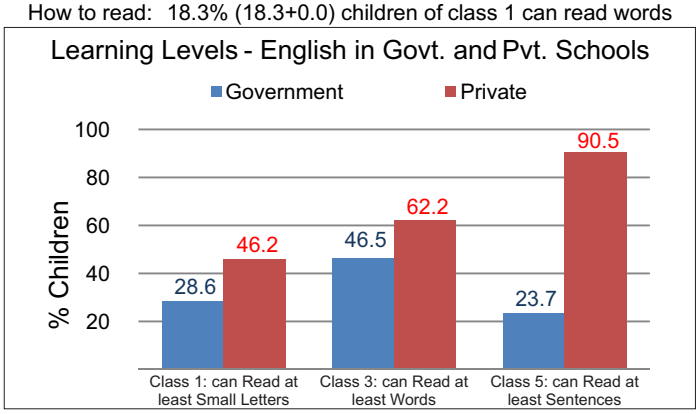


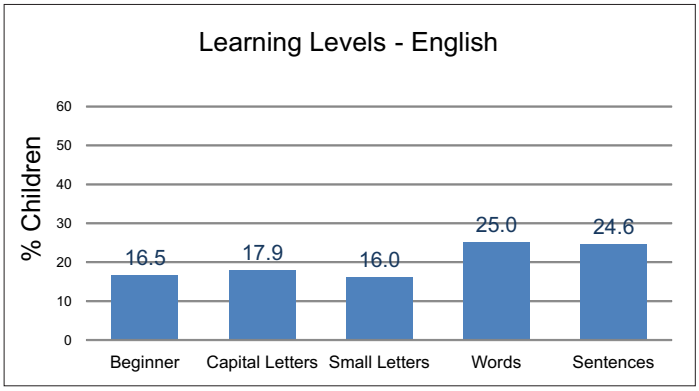
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	39.4	29.8	12.5	18.3	0.0	100
2	15.4	23.6	17.9	39.5	3.6	100
3	4.8	27.7	17.5	44.0	6.0	100
4	1.8	16.5	19.5	47.6	14.6	100
5	1.7	17.8	27.1	17.8	35.6	100
6	0.7	14.5	11.7	19.3	53.8	100
7	1.1	14.6	12.4	18.0	53.9	100
8	0.9	10.3	10.3	12.1	66.4	100
9	0.0	12.9	12.9	11.3	62.9	100
10	0.0	5.4	5.4	13.5	75.7	100

How to read: 18.3% (18.3+0.0) children of class 1 can read words

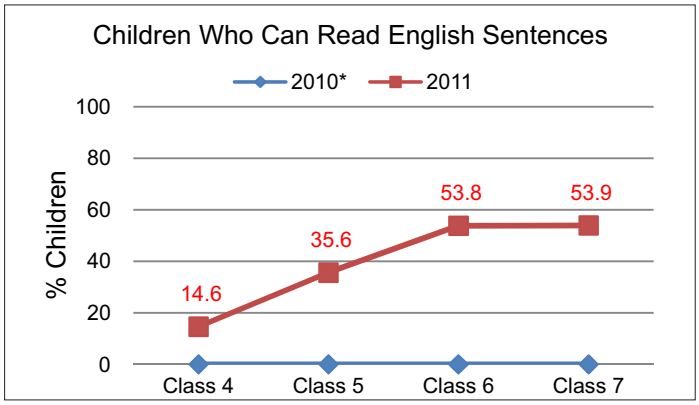
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
10.5	0.0
23.4	71.4
13.7	100.0
15.4	75.0
19.0	57.1
32.1	39.7
50.0	56.3
69.2	63.4
71.4	61.5
0.0	60.7

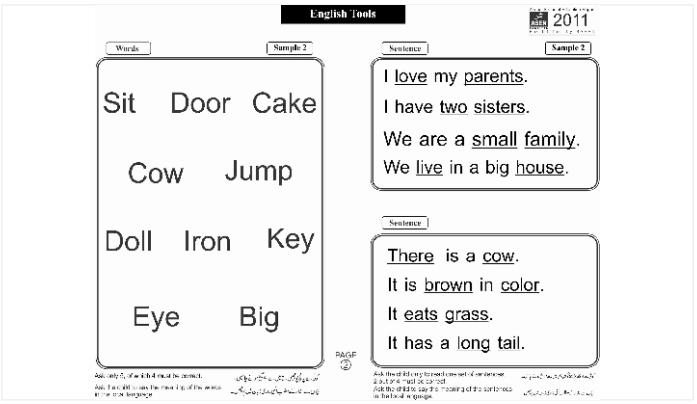




** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Pashin



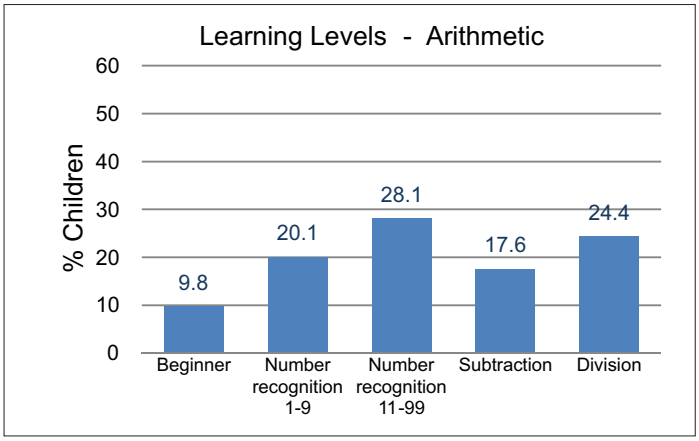


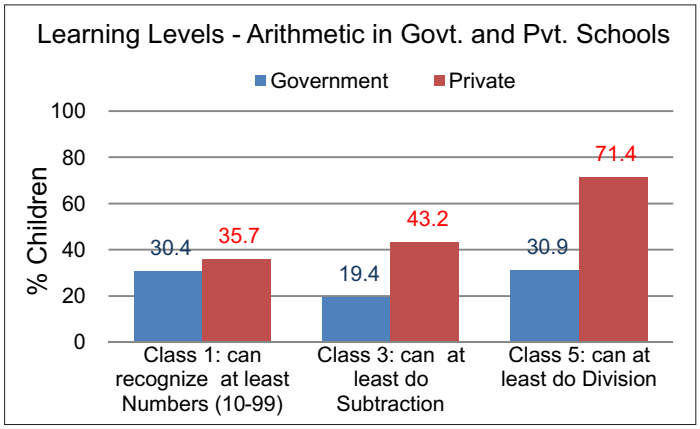
Learning Levels - Arithmetic

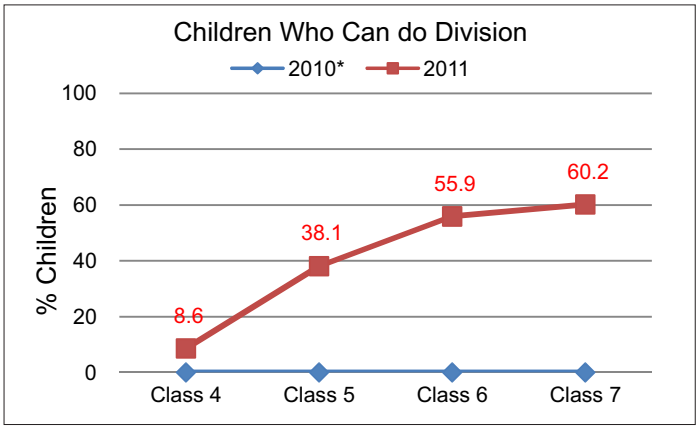
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	32.1	36.8	30.2	0.9	0.0	100
2	3.6	22.1	69.7	4.1	0.5	100
3	1.2	22.3	51.8	23.5	1.2	100
4	0.0	14.7	23.3	53.4	8.6	100
5	0.0	15.3	25.4	21.2	38.1	100
6	0.7	12.4	10.3	20.7	55.9	100
7	0.0	14.8	6.8	18.2	60.2	100
8	0.9	9.4	8.5	9.4	71.7	100
9	0.0	11.3	4.8	16.1	67.7	100
10	0.0	5.4	8.1	13.5	73.0	100

How to read : 0.9% (0.9+0.0) children of class 1 can do subtraction



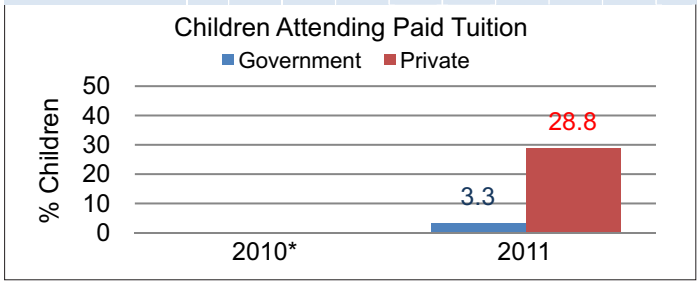




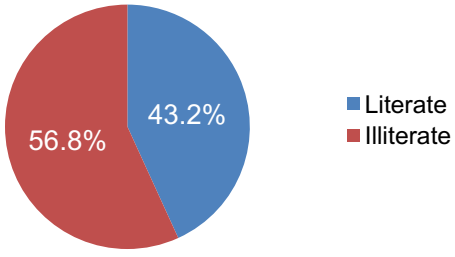
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.9	2.8	4.7	2.8	4.6	1.5	5.7	6.0	1.7	0.0
Pvt.	6.7	18.6	34.9	43.8	33.3	27.6	38.5	38.5	33.3	0.0



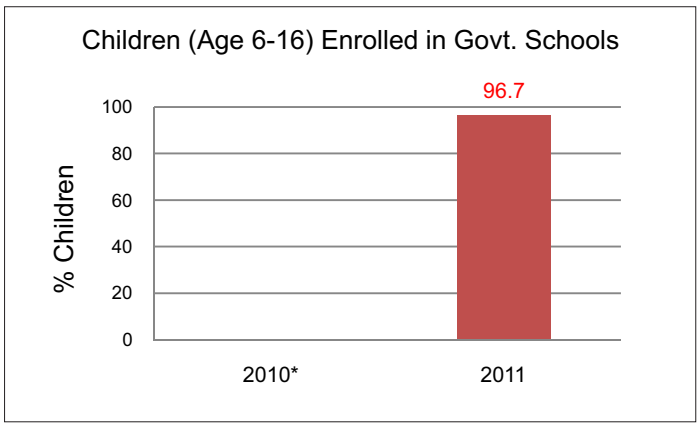
Mothers' Literacy

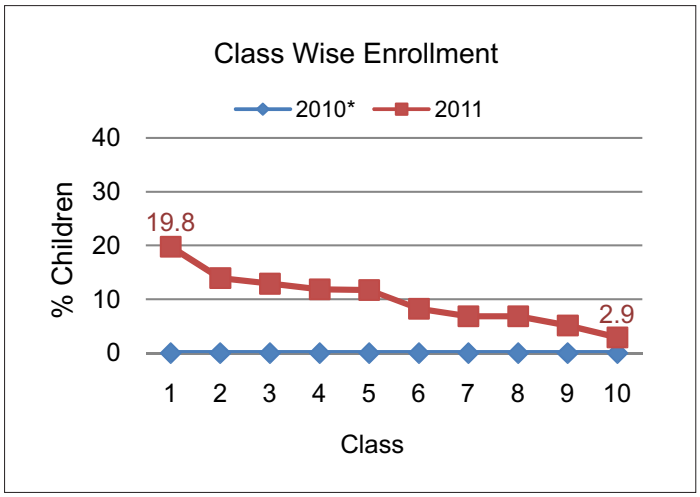


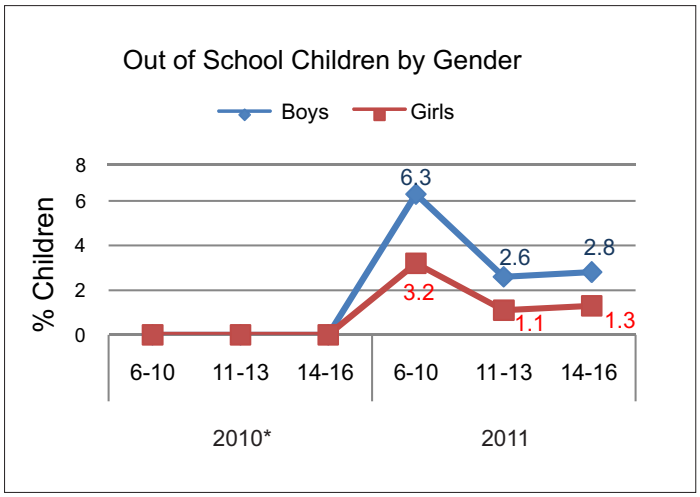
Qilla Abdullah

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	81.8	0.9	1.4	0.0	11.8	4.1	100
11-13	79.3	2.1	1.8	0.0	8.1	8.7	100
14-16	74.3	1.9	0.7	0.0	11.9	11.2	100
6-16	79.9	1.3	1.4	0.0	11.0	6.3	100
Total	82.6				17.3		100
By Type	96.7	1.6	1.7	0.0			

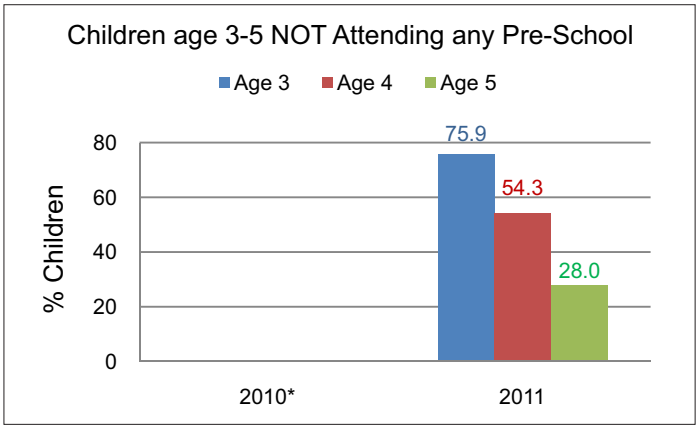






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre - Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	21.8	1.1	1.1	0.0	75.9	100
4	42.0	2.5	1.2	0.0	54.3	100
5	68.3	1.9	1.9	0.0	28.0	100
3-5	49.5	1.8	1.5	0.0	47.1	100
Total	52.8				47.1	
By Type	93.7	3.4	2.9	0.0		100



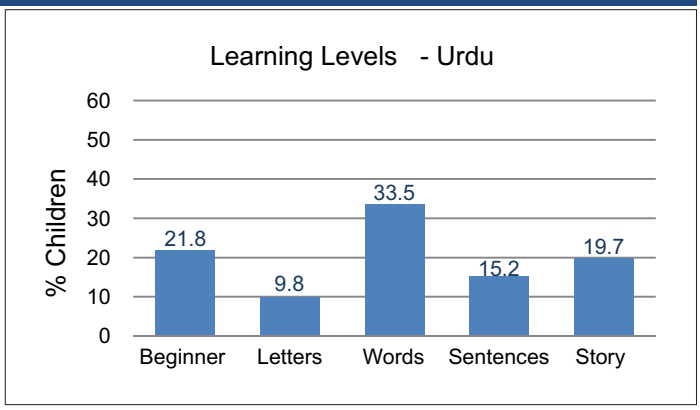
*District Qilla Abdullah was not surveyed in 2010

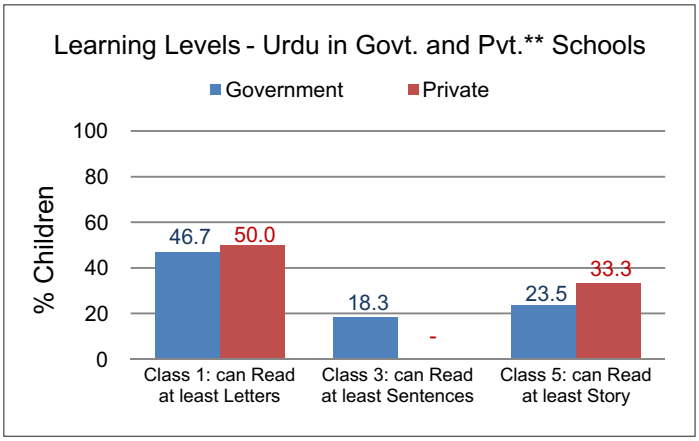
Qilla Abdullah

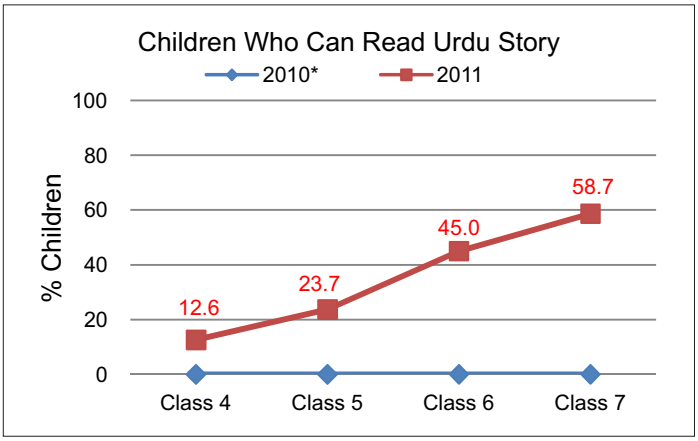
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	53.2	20.8	24.7	0.9	0.4	100
2	19.0	10.3	64.7	4.9	1.1	100
3	5.8	7.0	69.0	13.5	4.7	100
4	1.3	3.1	52.8	30.2	12.6	100
5	0.6	1.3	39.1	35.3	23.7	100
6	0.0	1.8	29.7	23.4	45.0	100
7	0.0	2.2	13.0	26.1	58.7	100
8	0.0	2.2	13.2	24.2	60.4	100
9	0.0	1.5	2.9	20.6	75.0	100
10	0.0	0.0	7.7	20.5	71.8	100

How to read: 1.3% (0.9+0.4) children of class 1 can read sentences





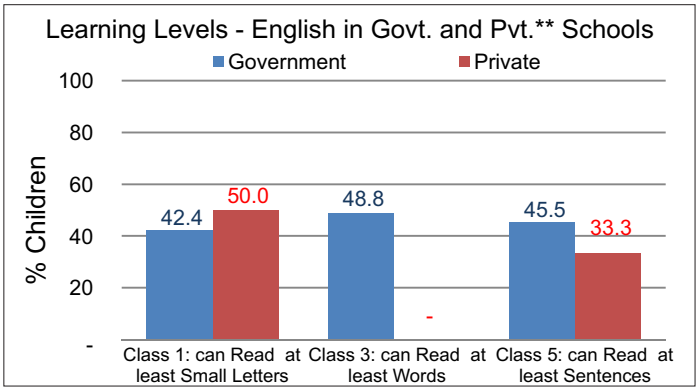


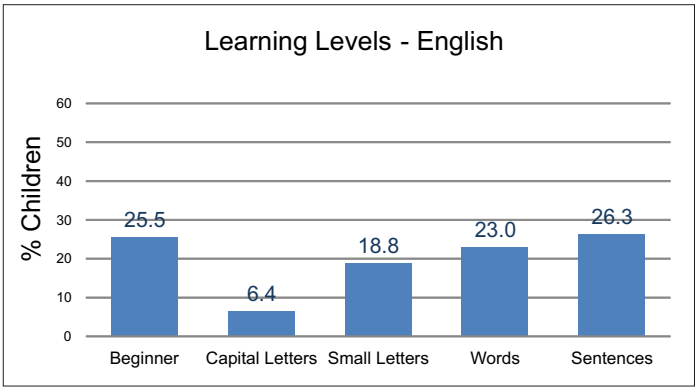
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	54.1	3.5	22.1	19.9	0.4	100
2	26.9	7.1	26.4	37.4	2.2	100
3	9.2	10.9	31.6	41.4	6.9	100
4	3.1	2.5	28.3	42.8	23.3	100
5	2.5	4.5	25.5	22.3	45.2	100
6	0.0	0.9	22.5	21.6	55.0	100
7	1.1	1.1	7.6	19.6	70.7	100
8	2.2	0.0	7.7	14.3	75.8	100
9	0.0	0.0	1.5	10.3	88.2	100
10	0.0	0.0	2.6	7.7	89.7	100

How to read: 20.3% (19.9+0.4) children of class 1 can read words

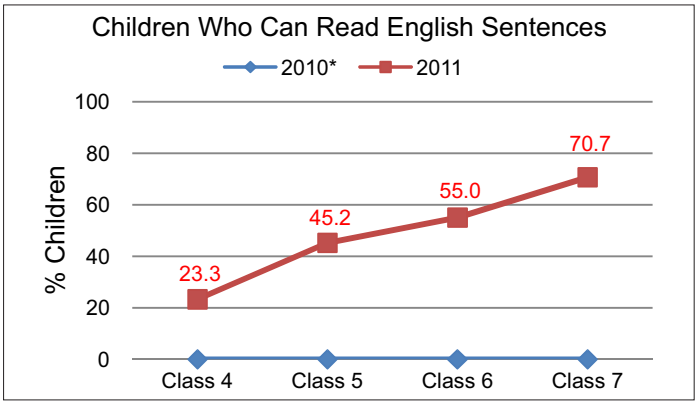
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
30.4	0.0
47.1	50.0
43.1	75.0
39.7	62.2
60.0	64.8
70.8	65.6
72.2	61.5
76.9	75.4
71.4	80.0
100.0	85.7

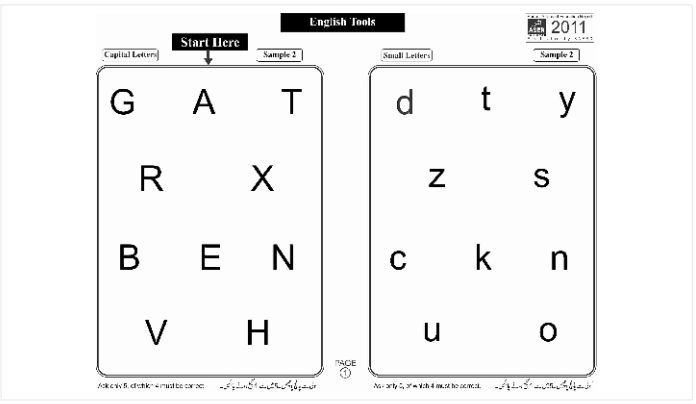




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Qilla Abdullah



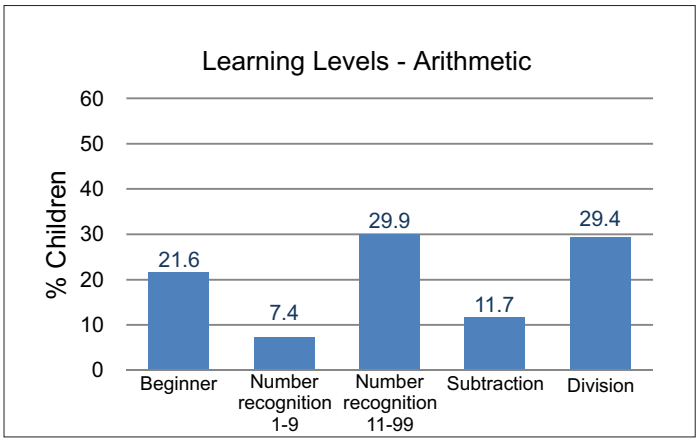


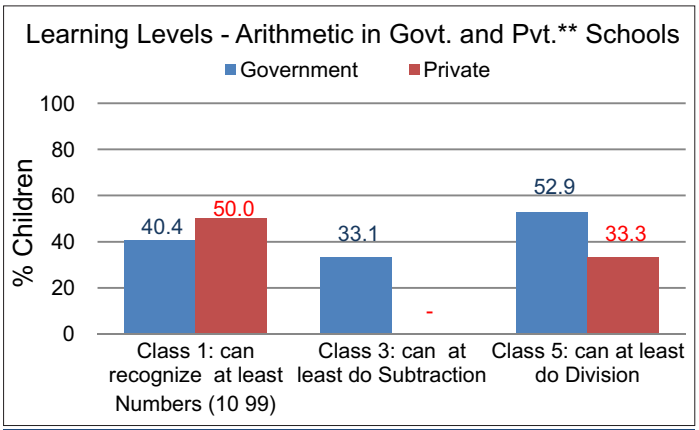
Learning Levels - Arithmetic

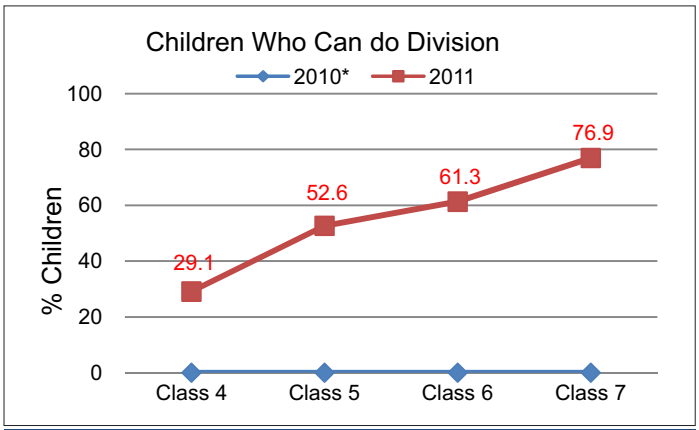
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	51.3	8.3	37.4	2.2	0.9	100
2	18.7	6.0	63.2	11.0	1.1	100
3	5.7	6.3	55.2	23.6	9.2	100
4	2.5	3.8	32.9	31.6	29.1	100
5	0.6	1.9	31.4	13.5	52.6	100
6	0.0	0.0	25.2	13.5	61.3	100
7	1.1	1.1	4.4	16.5	76.9	100
8	0.0	2.2	8.8	11.0	78.0	100
9	0.0	0.0	0.0	1.5	98.5	100
10	0.0	0.0	0.0	2.6	97.4	100

How to read : 3.1% (2.2+0.9) children of class 1 can do subtraction



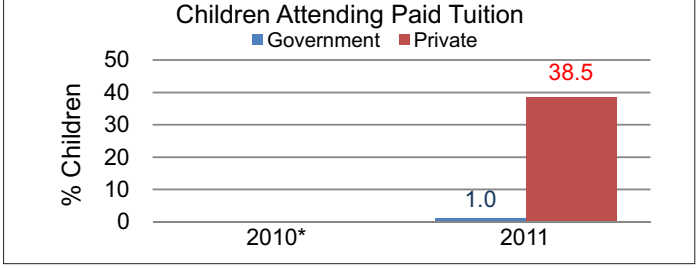




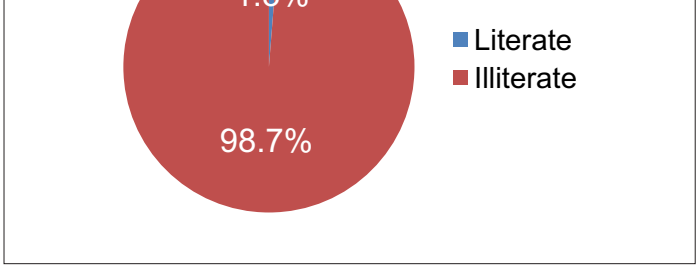
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.4	0.0	0.6	1.3	3.2	0.0	2.2	1.1	1.5	0.0
Pvt.	25.0	0.0	50.0	66.7	100.0	100.0	0.0	50.0	0.0	0.0



Mothers' Literacy

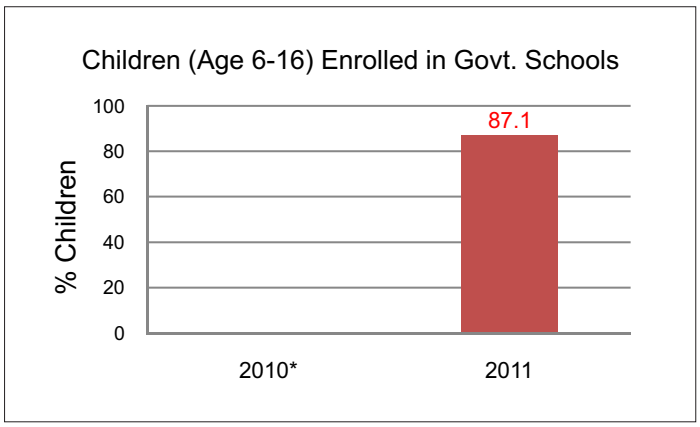


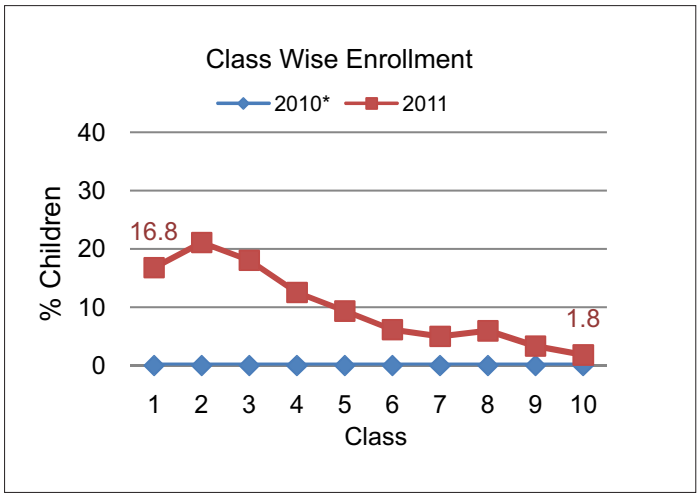
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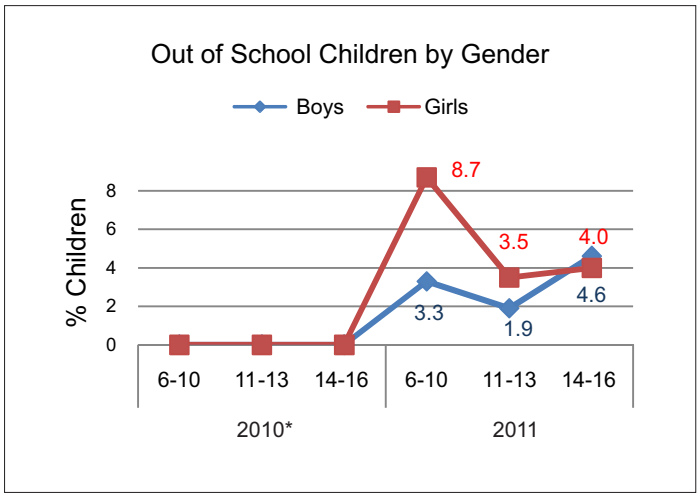
Qilla Saifullah

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	66.0	0.8	11.3	0.2	21.5	0.1	100
11-13	71.1	0.7	6.3	0.2	21.7	0.0	100
14-16	51.7	1.6	2.8	0.0	34.6	9.3	100
6-16	64.5	1.0	8.4	0.2	24.1	1.9	100
Total			74.1		26.0		100
By Type	87.1	1.3	11.4	0.2			

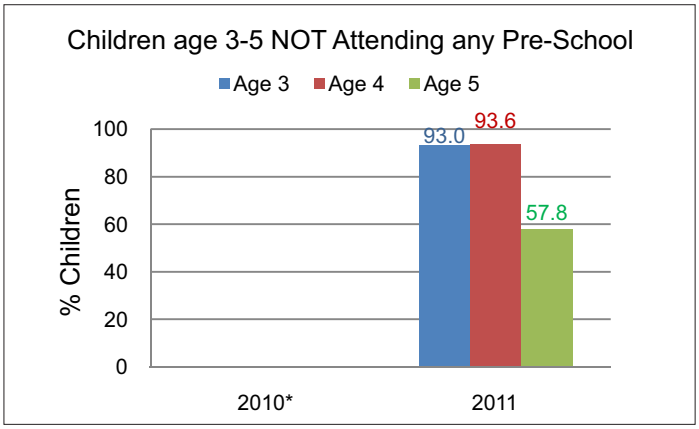






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	3.9	0.0	3.1	0.0	93.0	100
4	2.7	0.9	2.7	0.0	93.6	100
5	34.1	0.0	8.1	0.0	57.8	100
3-5	16.3	0.2	5.1	0.0	78.4	100
Total			21.6		78.4	100
By Type	75.3	1.1	23.6	0.0		100



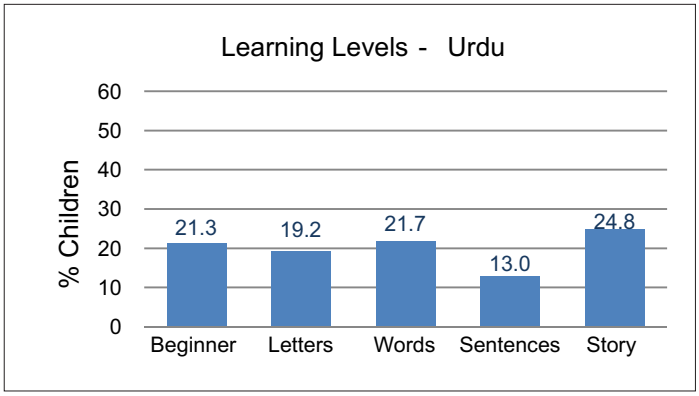
*District Qilla Saifullah was not surveyed in 2010

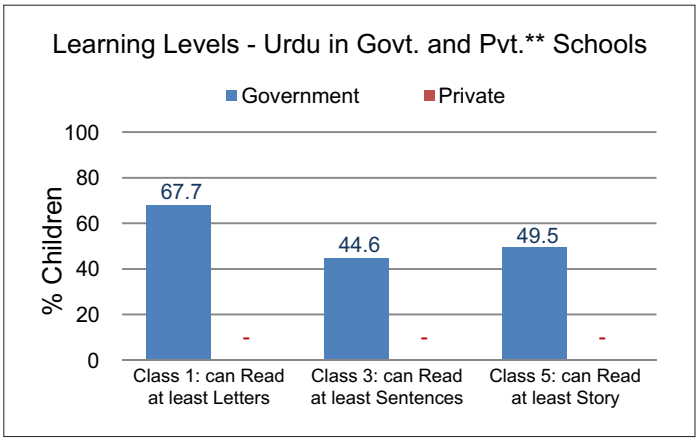
Qilla Saifullah

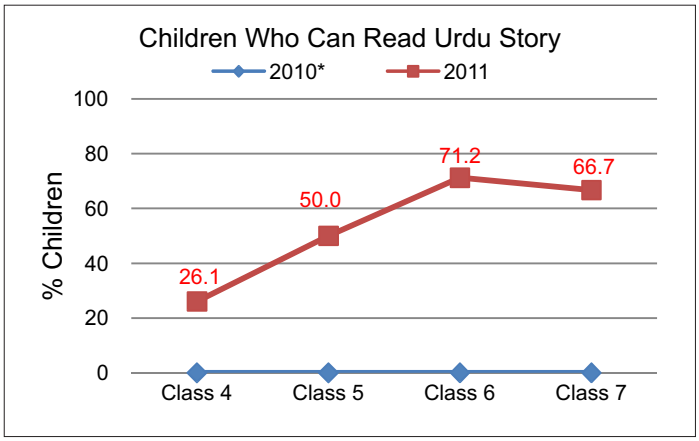
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	32.1	61.1	6.8	0.0	0.0	100
2	6.8	39.3	50.3	3.1	0.5	100
3	0.6	13.5	42.1	40.9	2.9	100
4	1.7	6.7	33.6	31.9	26.1	100
5	1.0	7.3	21.9	19.8	50.0	100
6	0.0	2.7	13.7	12.3	71.2	100
7	0.0	0.0	11.1	22.2	66.7	100
8	1.3	1.3	6.7	2.7	88.0	100
9	0.0	0.0	2.4	4.9	92.7	100
10	0.0	4.5	0.0	0.0	95.5	100

How to read: 0.0% (0.0+0.0) children of class 1 can read sentences





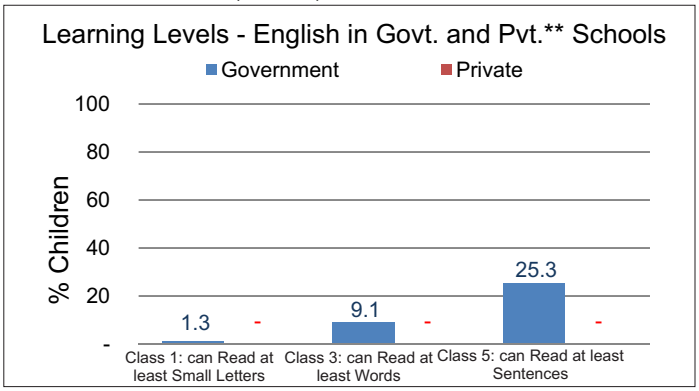


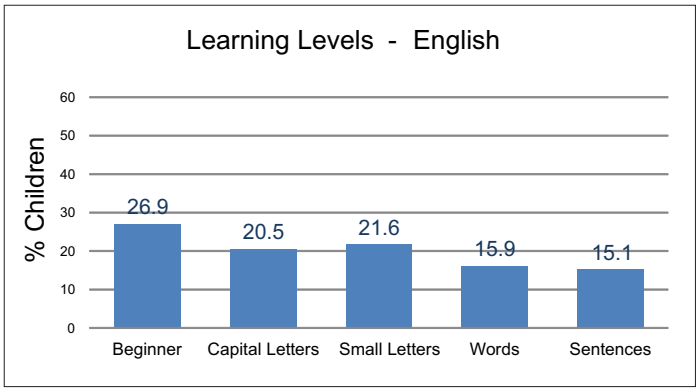
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	56.9	41.9	1.3	0.0	0.0	100
2	15.2	57.6	25.1	1.6	0.5	100
3	2.4	26.8	61.9	7.7	1.2	100
4	1.7	10.0	46.7	37.5	4.2	100
5	1.0	5.2	35.4	32.3	26.0	100
6	1.4	2.7	8.1	54.1	33.8	100
7	0.0	0.0	4.8	60.3	34.9	100
8	1.3	2.7	2.7	26.7	66.7	100
9	0.0	0.0	4.9	9.8	85.4	100
10	4.3	0.0	4.3	0.0	91.3	100

How to read: 0.0% (0.0+0.0) children of class 1 can read words

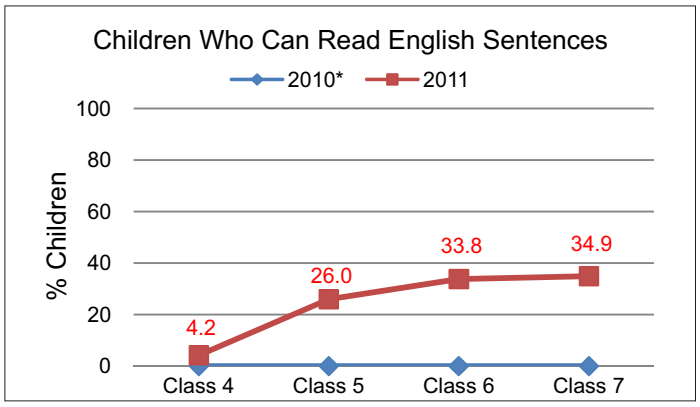
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
0.0	0.0
0.0	100.0
38.5	100.0
37.8	80.0
45.2	84.0
55.0	72.0
71.1	77.3
70.0	84.0
50.0	77.1
0.0	71.4





** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Qilla Saifullah



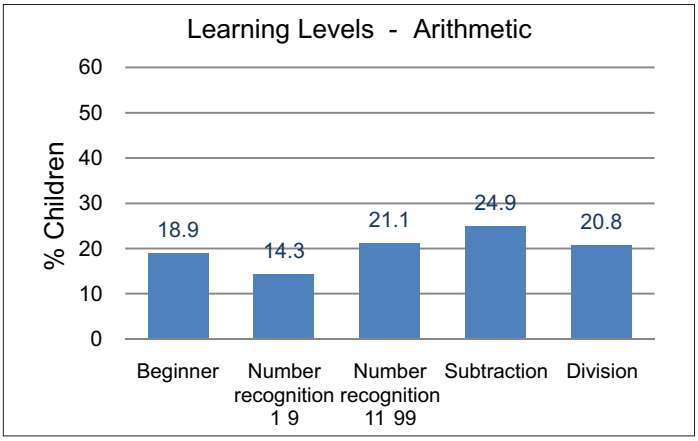


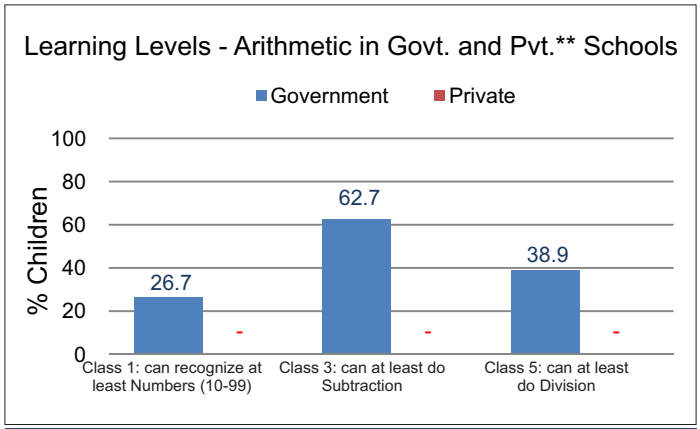
Learning Levels - Arithmetic

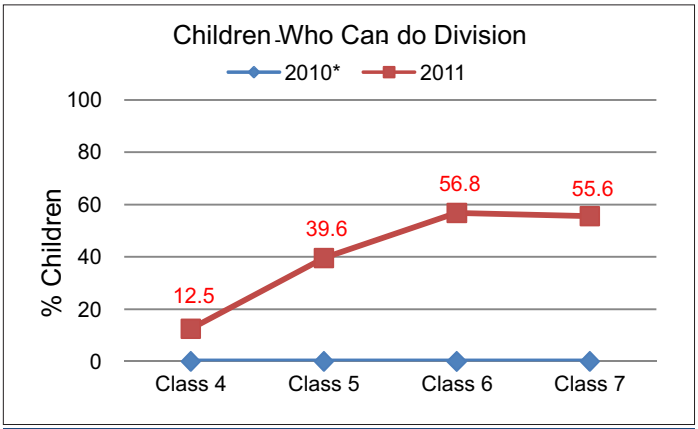
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	23.5	50.0	25.9	0.6	0.0	100
2	5.7	18.2	65.1	10.4	0.5	100
3	1.2	9.5	26.6	60.4	2.4	100
4	2.5	8.3	12.5	64.2	12.5	100
5	3.1	3.1	15.6	38.5	39.6	100
6	0.0	2.7	1.4	39.2	56.8	100
7	0.0	0.0	4.8	39.7	55.6	100
8	1.3	2.7	0.0	13.3	82.7	100
9	0.0	2.4	2.4	2.4	92.7	100
10	0.0	4.3	0.0	0.0	95.7	100

How to read : 0.6% (0.6+0.0) children of class 1 can do subtraction



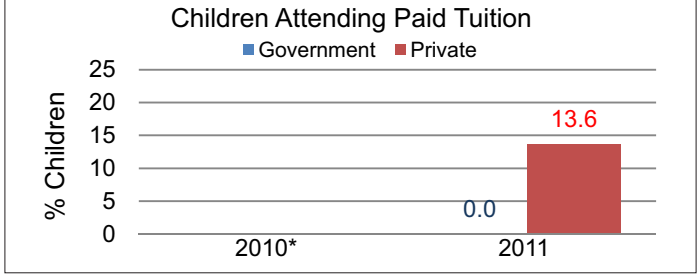




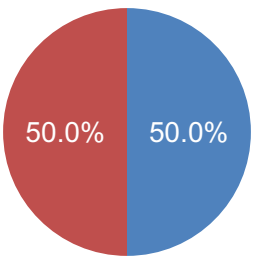
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pvt.	0.0	0.0	0.0	0.0	0.0	50.0	0.0	50.0	0.0	100.0



Mothers' Literacy

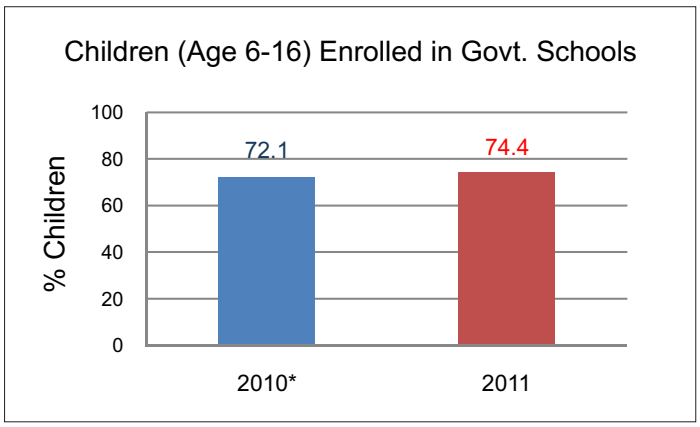


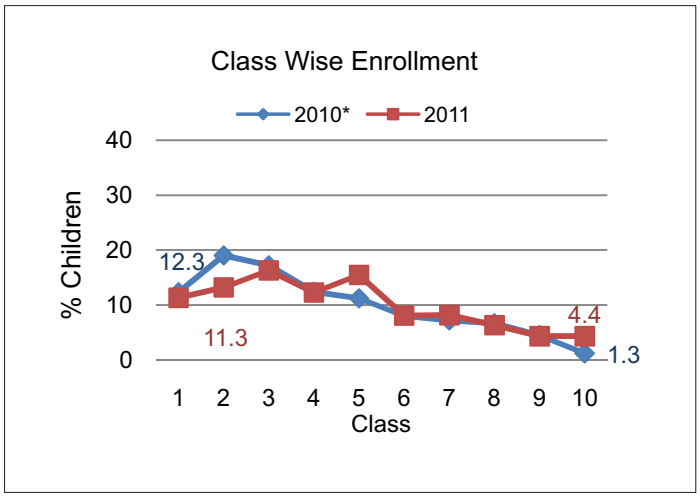
** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

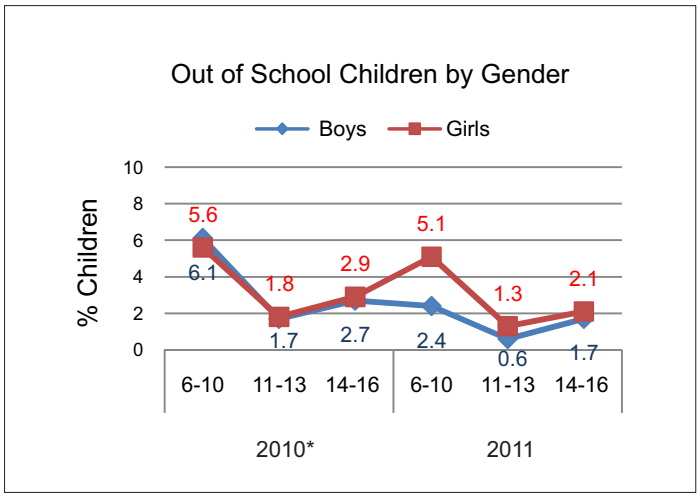
Quetta

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	62.1	20.7	4.1	0.0	12.0	1.1	100
11-13	69.5	15.1	5.8	0.0	7.5	2.1	100
14-16	65.9	11.3	5.5	0.0	8.0	9.3	100
6-16	64.5	17.4	4.8	0.0	10.2	3.1	100
Total			86.7		13.3		100
By Type	74.4	20.1	5.5	0.0			

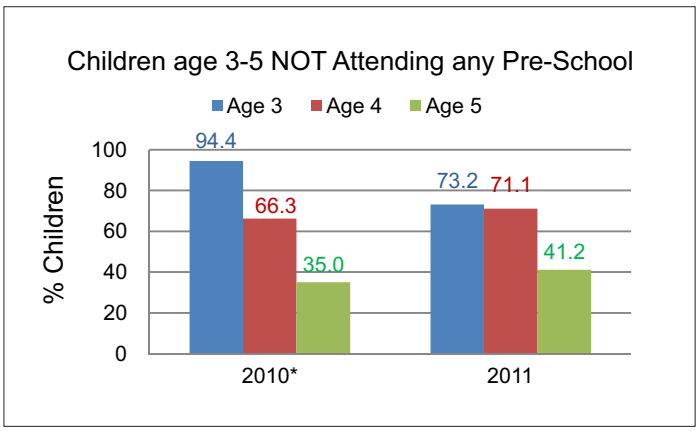






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	11.3	15.5	0.0	0.0	73.2	100
4	14.9	11.4	2.6	0.0	71.1	100
5	38.7	18.5	1.7	0.0	41.2	100
3-5	22.4	15.2	1.5	0.0	60.9	100
Total			39.1		60.9	100
By Type	57.4	38.8	3.9	0.0		100



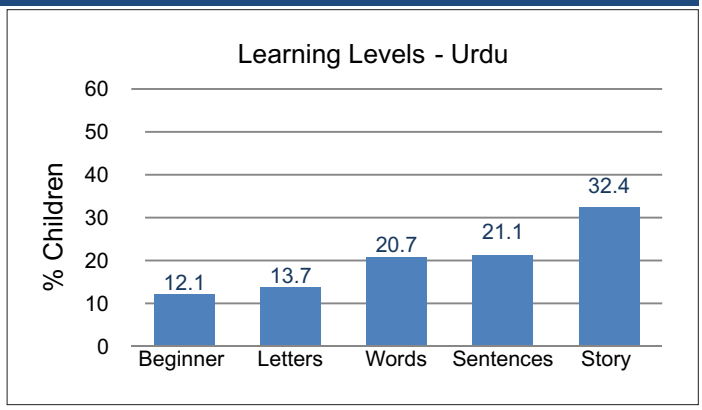
*District Quetta was surveyed in 2010

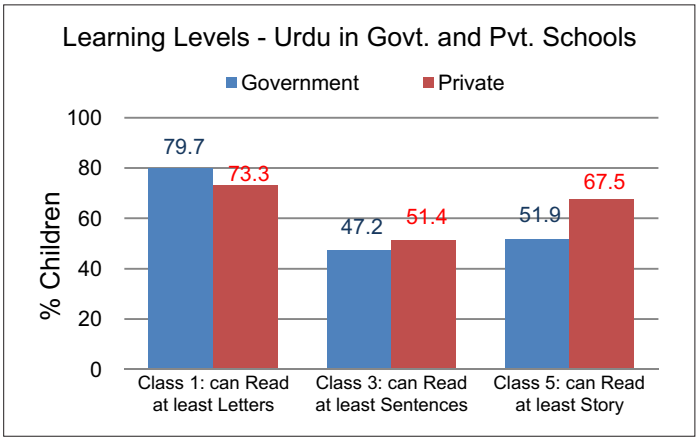
Quetta

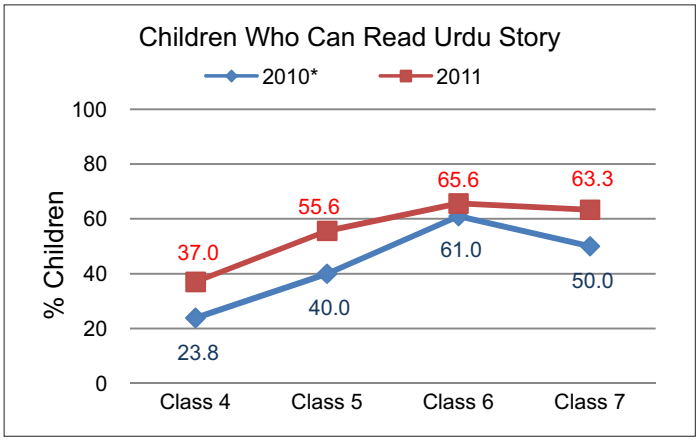
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.2	39.4	33.3	4.0	1.0	100
2	8.9	30.4	45.9	13.3	1.5	100
3	5.0	14.0	33.0	39.7	8.4	100
4	1.5	5.2	17.0	39.3	37.0	100
5	0.0	4.1	12.9	27.5	55.6	100
6	0.0	0.0	11.1	23.3	65.6	100
7	1.1	2.2	14.4	18.9	63.3	100
8	0.0	0.0	4.3	27.1	68.6	100
9	2.1	0.0	8.3	14.6	75.0	100
10	0.0	0.0	6.4	10.6	83.0	100

How to read: 5.0% (4.0+1.0) children of class 1 can read sentences





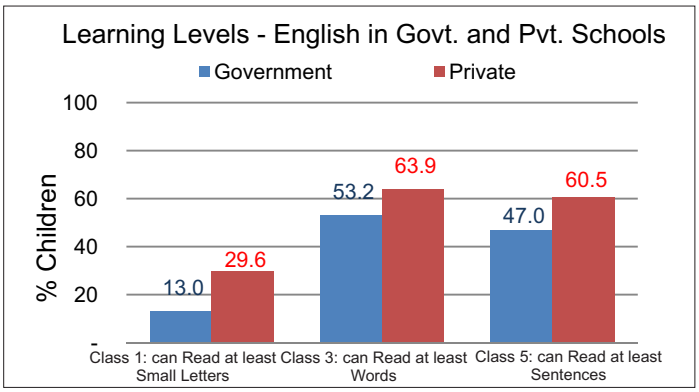


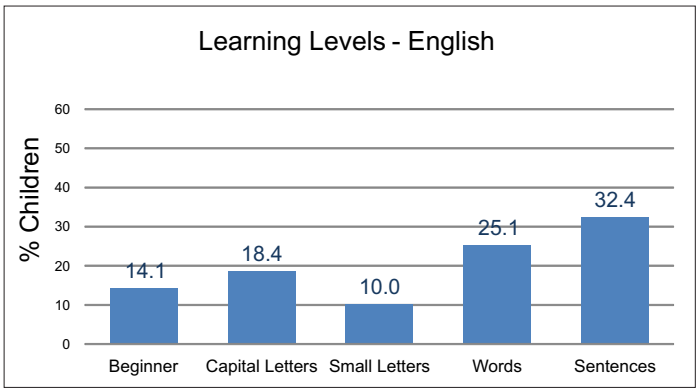
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small Letters	Words	Sentences	Total
1	24.0	58.3	14.6	2.1	1.0	100
2	9.8	37.6	30.8	21.1	0.8	100
3	7.3	16.9	20.3	48.6	6.8	100
4	3.7	8.2	3.7	45.5	38.8	100
5	1.8	8.2	7.1	32.9	50.0	100
6	1.1	2.2	3.3	28.9	64.4	100
7	3.3	4.4	4.4	24.4	63.3	100
8	0.0	2.9	1.4	18.6	77.1	100
9	2.1	0.0	2.1	16.7	79.2	100
10	0.0	2.1	0.0	6.4	91.5	100

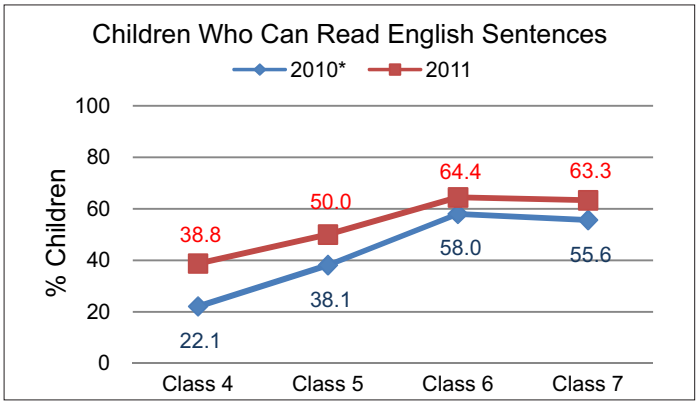
How to read: 3.1% (2.1+1.0) children of class 1 can read words

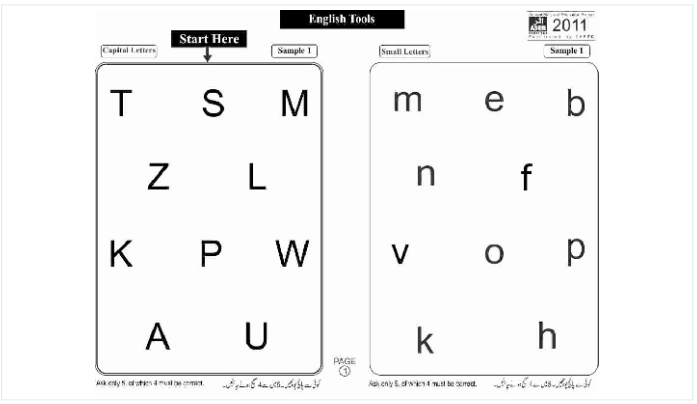
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
50.0	100.0
21.4	100.0
45.3	33.3
49.2	69.2
50.0	81.2
50.0	82.8
45.5	77.2
61.5	85.2
50.0	84.2
66.7	69.8





Quetta



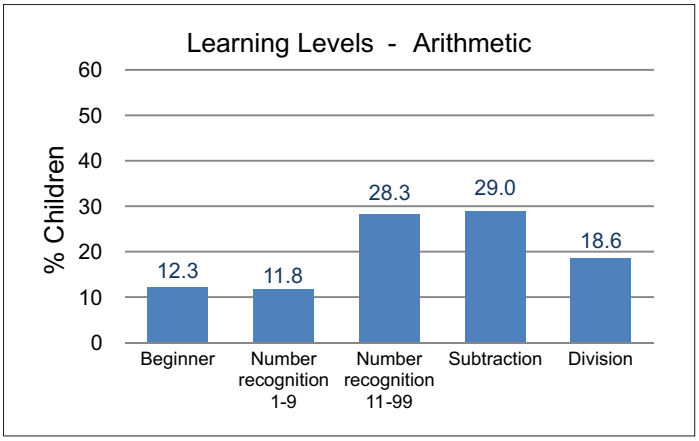


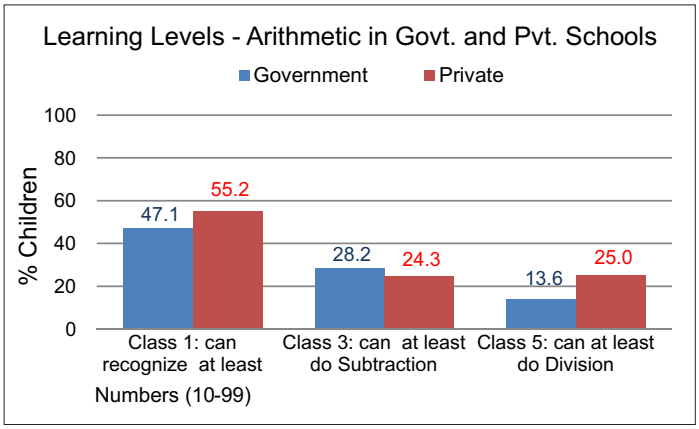
Learning Levels - Arithmetic

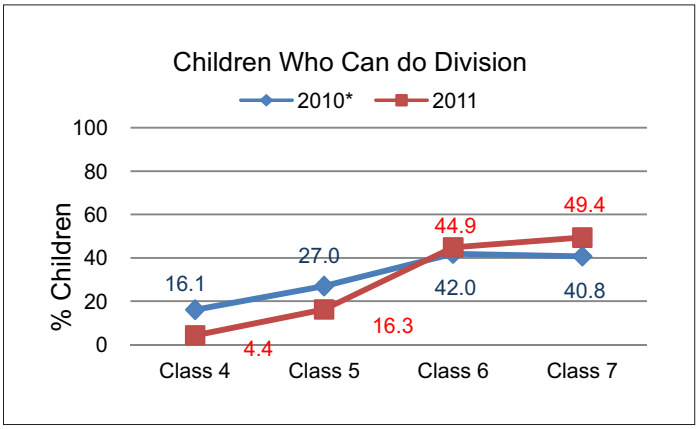
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	23.7	26.8	48.5	1.0	0.0	100
2	6.7	35.8	55.2	2.2	0.0	100
3	5.6	11.2	55.9	26.3	1.1	100
4	2.2	2.2	23.7	67.4	4.4	100
5	1.2	2.3	22.1	58.1	16.3	100
6	0.0	2.2	6.7	46.1	44.9	100
7	3.4	1.1	12.4	33.7	49.4	100
8	0.0	1.4	7.1	27.1	64.3	100
9	2.1	0.0	4.2	22.9	70.8	100
10	0.0	0.0	2.1	31.9	66.0	100

How to read : 1.0% (1.0+0.0) children of class 1 can do subtraction



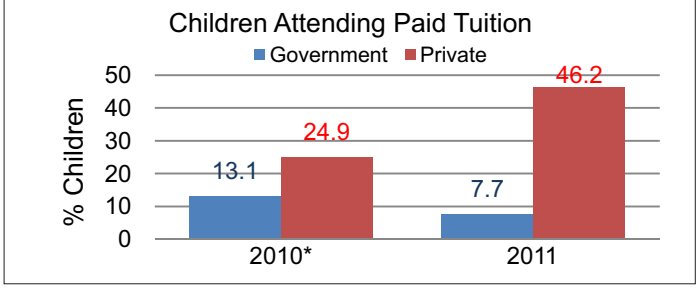




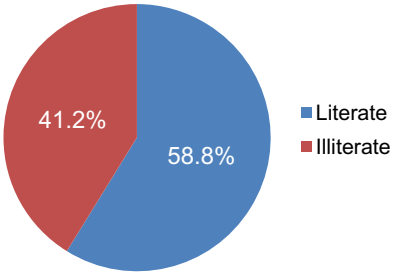
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.8	4.6	4.7	12.3	13.2	9.5	3.9	3.4	18.6	11.6
Pvt.	28.3	38.6	46.2	51.9	57.1	68.4	64.7	60.0	57.1	42.9



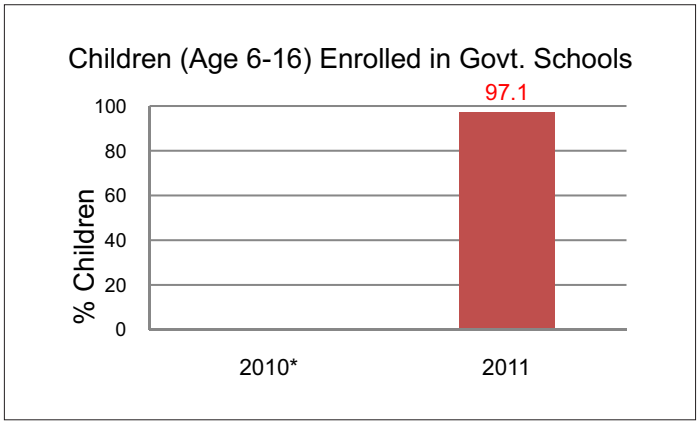
Mothers' Literacy

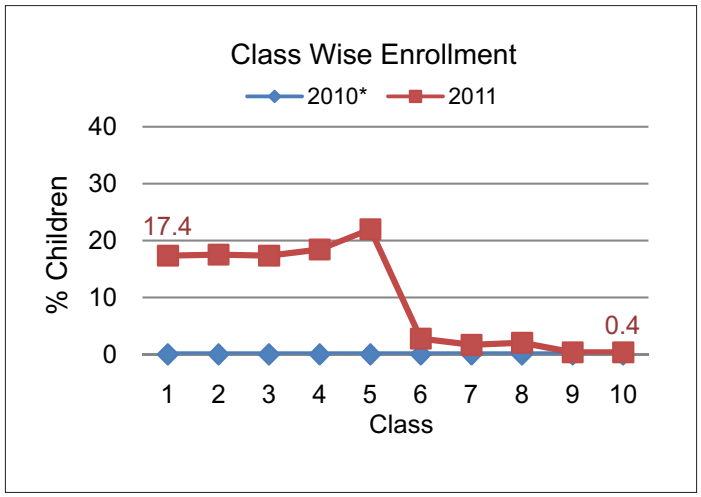


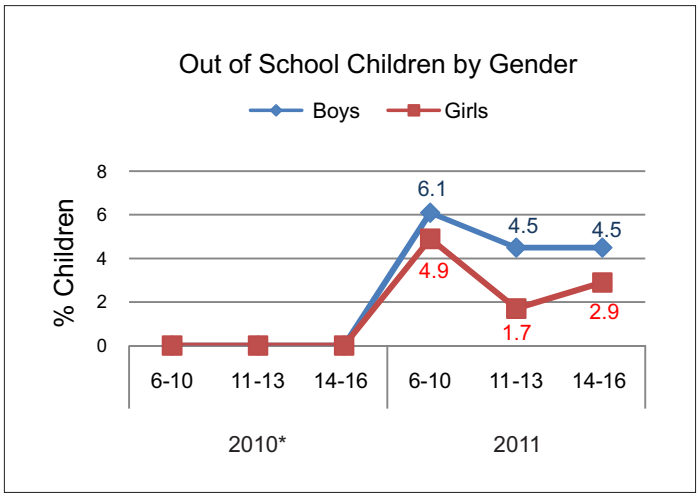
Sherani

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	81.7	0.0	2.1	0.0	15.5	0.6	100
11-13	69.4	0.0	1.4	0.0	19.7	9.5	100
14-16	23.9	0.0	4.2	0.0	50.7	21.1	100
6-16	73.1	0.0	2.2	0.0	20.0	4.6	100
Total			75.3		24.6		100
By Type	97.1	0.0	2.9	0.0			

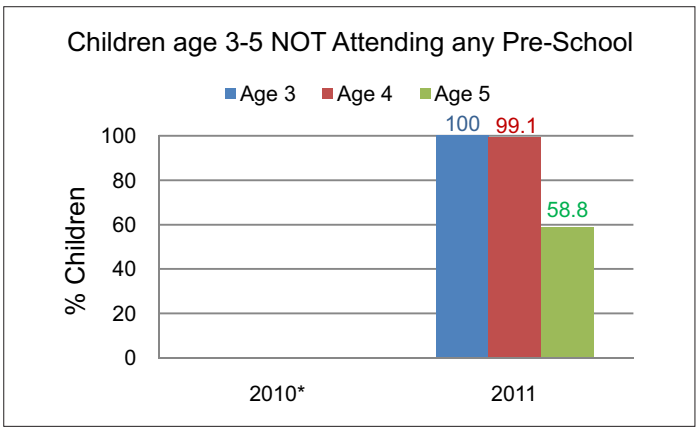






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	0.0	0.0	0.0	0.0	100.0	100
4	0.9	0.0	0.0	0.0	99.1	100
5	38.2	0.0	2.9	0.0	58.8	100
3-5	10.8	0.0	0.8	0.0	88.4	100
Total			11.6		88.4	100
By Type	93.1	0.0	6.9	0.0		100



*District Sherani was not surveyed in 2010

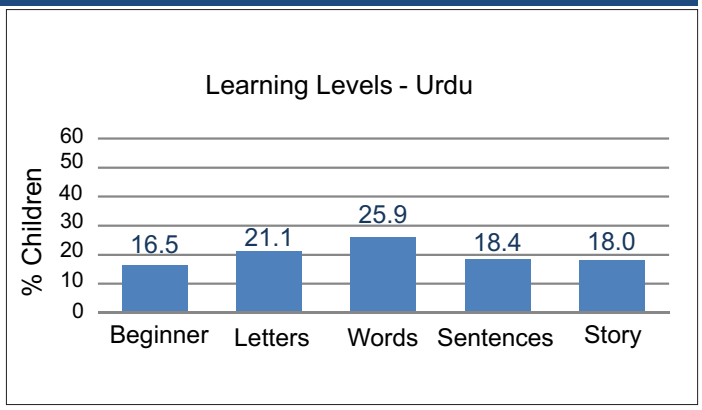
Sherani

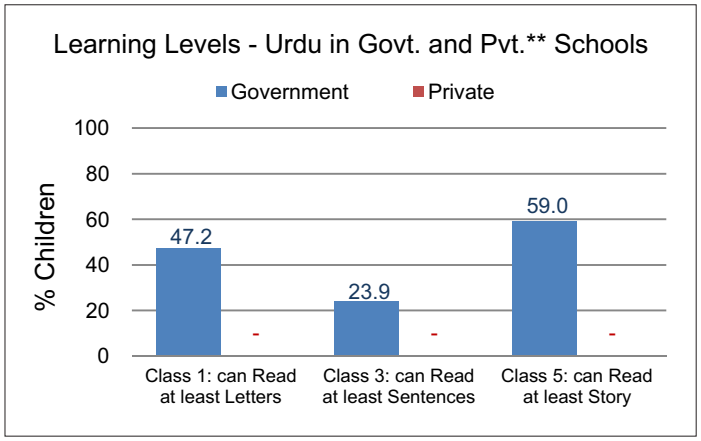
Learning Levels - Urdu

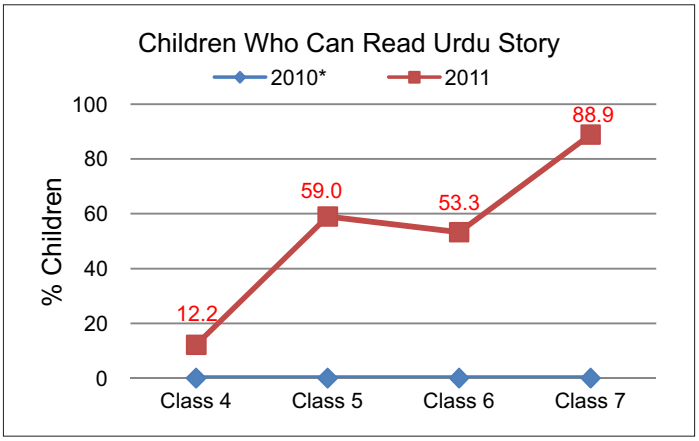
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	53.8	41.8	2.2	1.1	1.1	100
2	5.3	39.4	53.2	1.1	1.1	100
3	1.1	16.3	58.7	21.7	2.2	100
4	0.0	8.2	28.6	51.0	12.2	100
5	0.0	0.0	8.5	32.5	59.0	100
6	0.0	0.0	0.0	46.7	53.3	100
7	0.0	0.0	0.0	11.1	88.9	100
8	9.1	0.0	0.0	0.0	90.9	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 2.2% (1.1+1.1) children of class 1 can read sentences







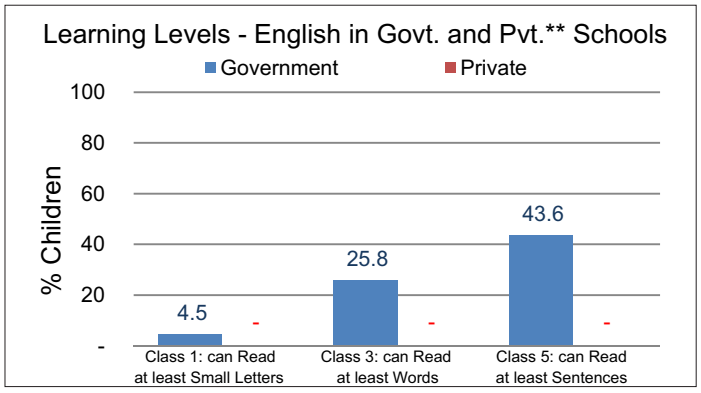
Learning Levels - English

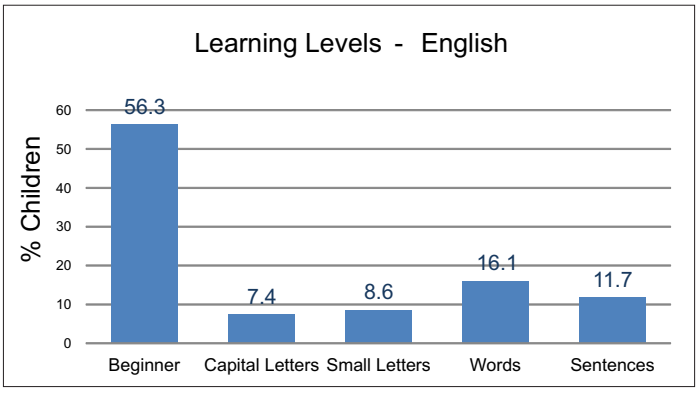
Class Wise % Children Who Can Read English

Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	89.0	6.6	1.1	2.2	1.1	100
2	62.4	10.8	22.6	2.2	2.2	100
3	41.9	11.8	20.4	24.7	1.1	100
4	40.8	6.1	7.1	42.9	3.1	100
5	26.5	8.5	5.1	16.2	43.6	100
6	0.0	6.7	13.3	60.0	20.0	100
7	0.0	0.0	0.0	44.4	55.6	100
8	18.2	0.0	0.0	27.3	54.5	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 3.3% (2.2+1.1) children of class 1 can read words

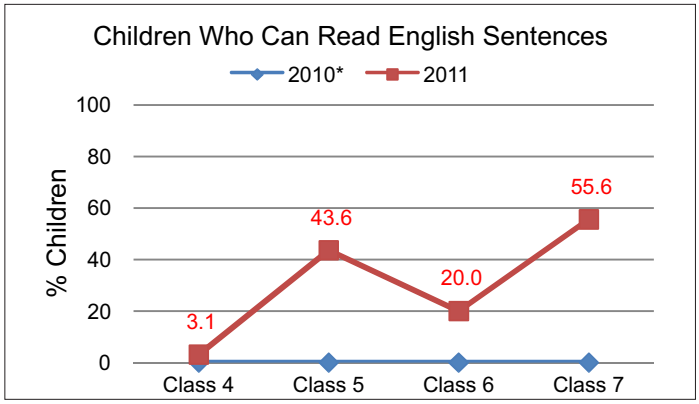
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
100.0	100.0
100.0	100.0
87.0	100.0
92.9	66.7
73.7	94.1
66.7	100.0
100.0	100.0
100.0	83.3
0.0	50.0
0.0	100.0

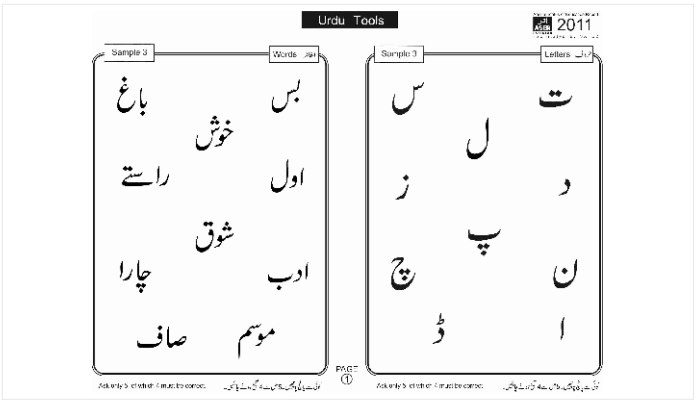




** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Sherani

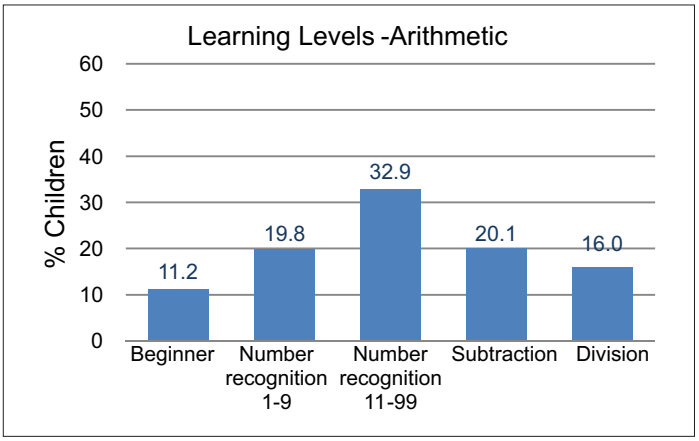


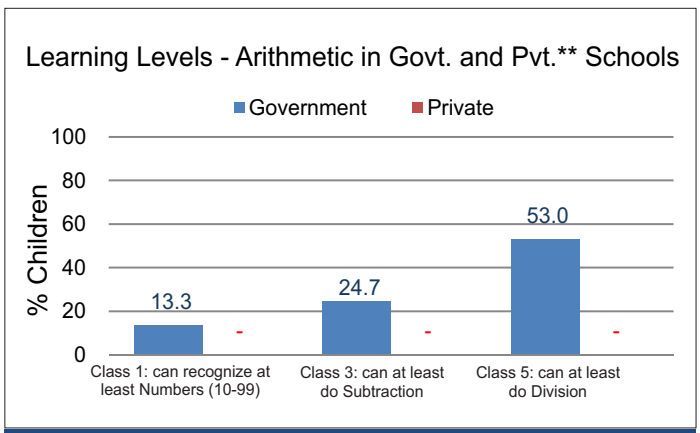


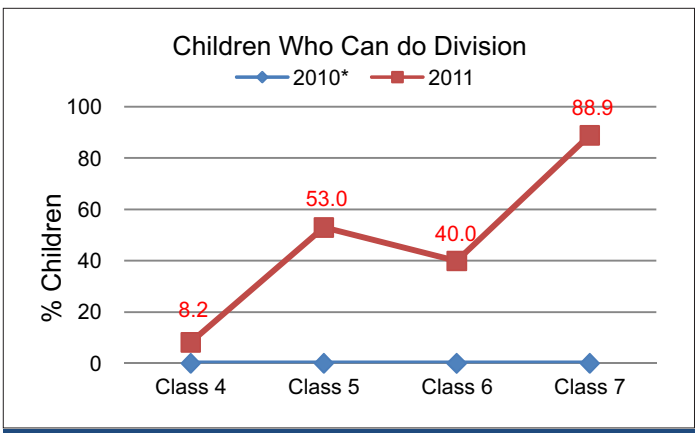
Learning Levels - Arithmetic

Class Wise % Children Who Can Do						
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	34.8	52.2	9.8	2.2	1.1	100
2	5.4	34.4	58.1	1.1	1.1	100
3	1.1	15.1	59.1	22.6	2.2	100
4	1.0	9.2	31.6	50.0	8.2	100
5	0.0	0.9	12.8	33.3	53.0	100
6	0.0	13.3	0.0	46.7	40.0	100
7	0.0	0.0	0.0	11.1	88.9	100
8	9.1	0.0	9.1	0.0	81.8	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read : 3.3% (2.2+1.1) children of class 1 can do subtraction

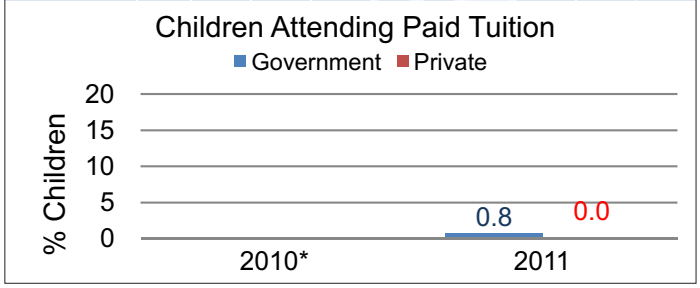




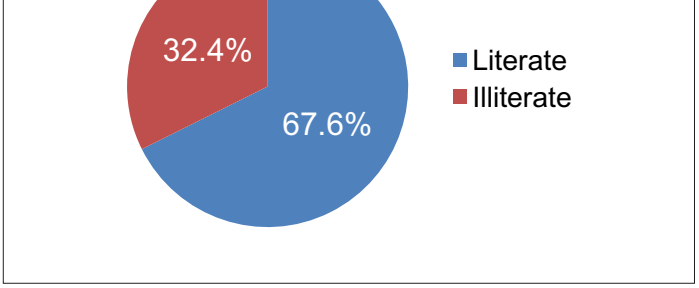


Paid Tuition

Class Wise % Children Attending Paid Tuition										
School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.2	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
Pvt	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



Mothers' Literacy

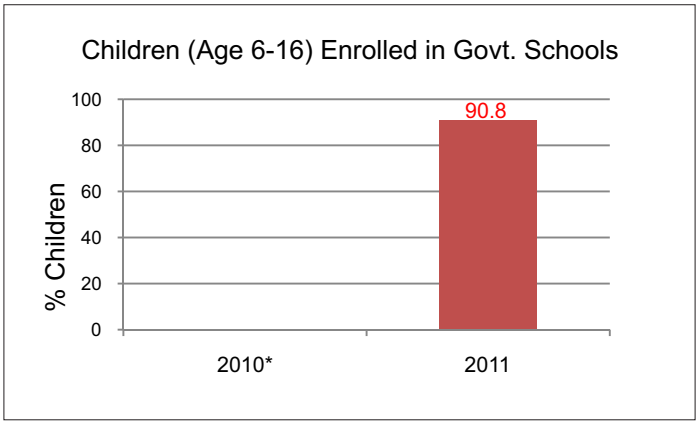


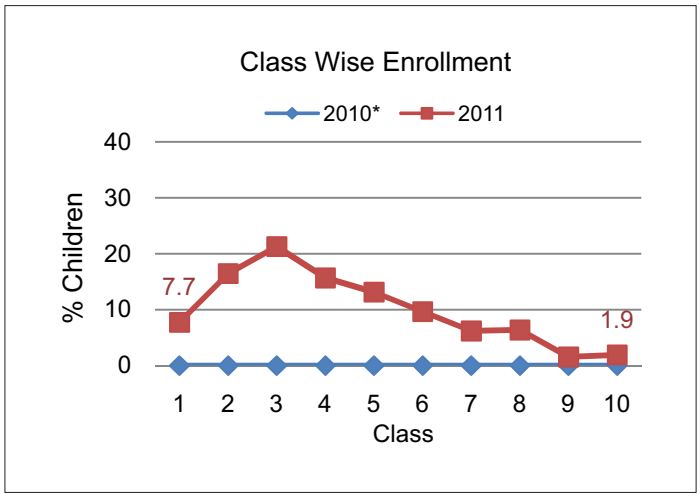
The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

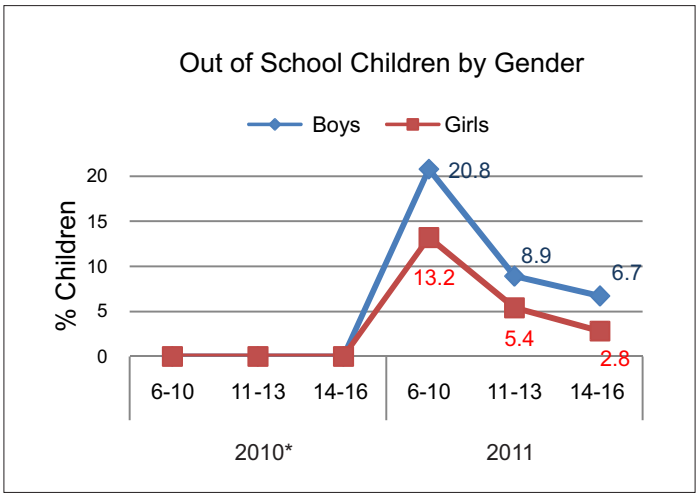
Zhob

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	38.0	1.2	2.4	0.1	55.3	2.9	100
11-13	38.6	2.3	0.7	0.0	50.5	7.9	100
14-16	39.3	5.1	0.5	0.0	46.7	8.4	100
6-16	38.4	2.2	1.6	0.1	52.7	5.1	100
Total			42.3		57.8		100
By Type	90.8	5.2	3.8	0.2			

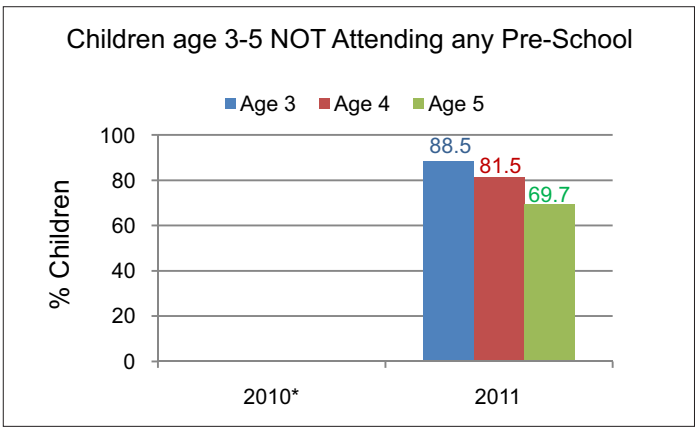






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre - Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	8.8	2.7	0.0	0.0	88.5	100
4	14.8	1.2	2.5	0.0	81.5	100
5	23.2	3.5	3.5	0.0	69.7	100
3-5	16.4	2.7	2.1	0.0	78.9	100
Total			21.2		78.9	100
By Type	77.5	12.7	9.9	0.0		100

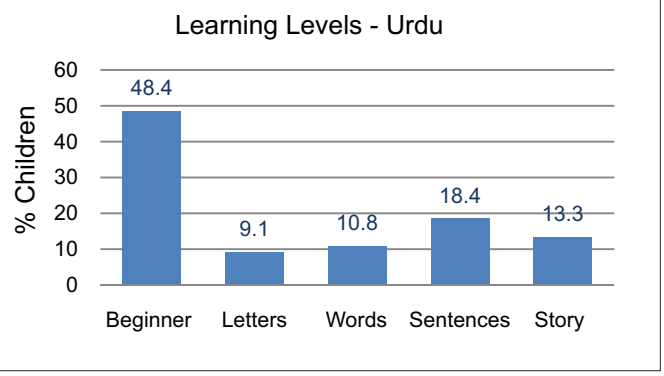


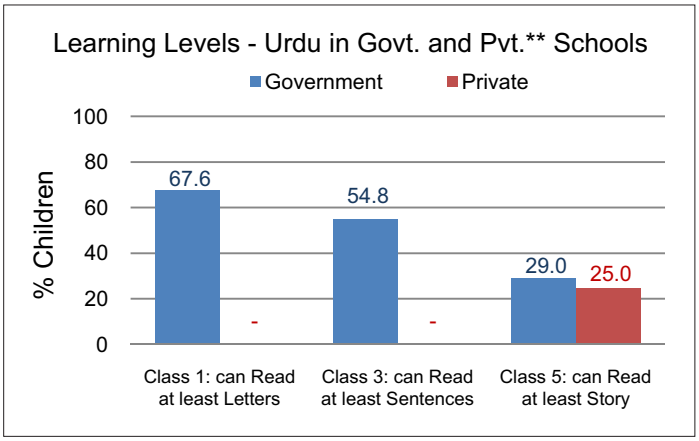
*District Zhob was not surveyed in 2010

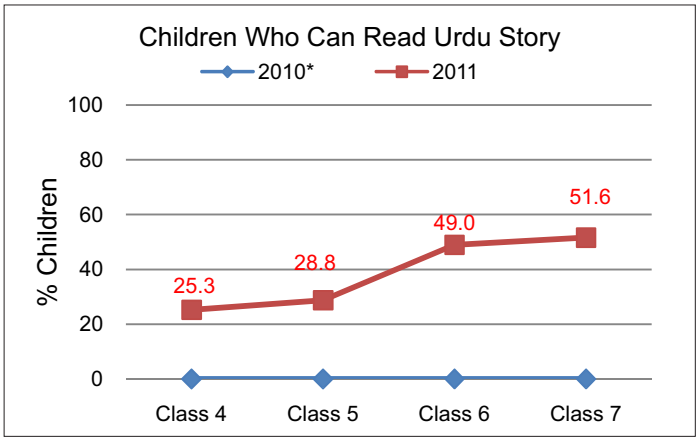
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	34.3	22.9	34.3	5.7	2.9	100
2	10.0	23.8	35.0	18.8	12.5	100
3	4.7	9.4	32.1	40.6	13.2	100
4	6.3	6.3	15.2	46.8	25.3	100
5	6.1	0.0	16.7	48.5	28.8	100
6	0.0	0.0	2.0	49.0	49.0	100
7	3.2	3.2	0.0	41.9	51.6	100
8	0.0	0.0	3.0	33.3	63.6	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	10.0	0.0	90.0	100

How to read: 8.6% (5.7+2.9) children of class 1 can read sentences





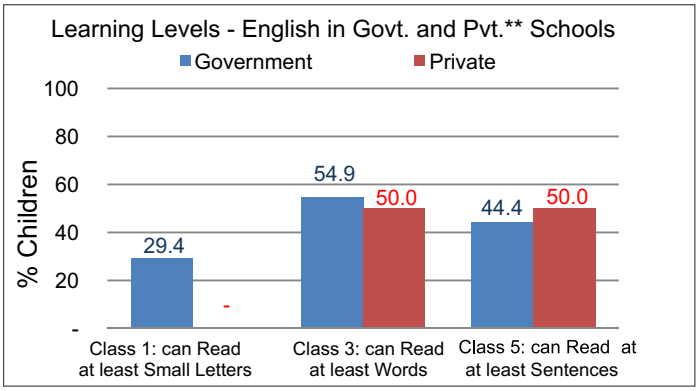


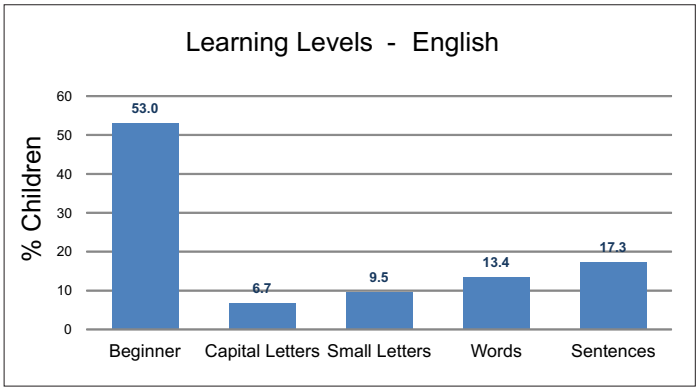
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	42.9	28.6	14.3	5.7	8.6	100
2	16.3	26.3	22.5	23.8	11.3	100
3	6.7	7.7	30.8	36.5	18.3	100
4	6.4	5.1	15.4	39.7	33.3	100
5	7.5	1.5	10.4	35.8	44.8	100
6	0.0	0.0	8.2	12.2	79.6	100
7	3.2	3.2	3.2	29.0	61.3	100
8	0.0	6.1	0.0	18.2	75.8	100
9	0.0	0.0	0.0	0.0	100.0	100
10	10.0	0.0	0.0	30.0	60.0	100

How to read: 14.3% (5.7+8.6) children of class 1 can read words

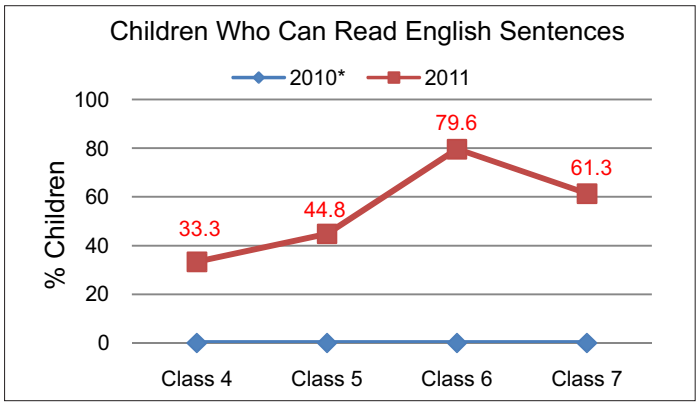
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
0.0	66.7
73.7	77.8
73.7	73.7
90.3	84.6
75.0	76.7
83.3	79.5
88.9	84.2
66.7	88.0
0.0	100.0
33.3	83.3





** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

Zhob



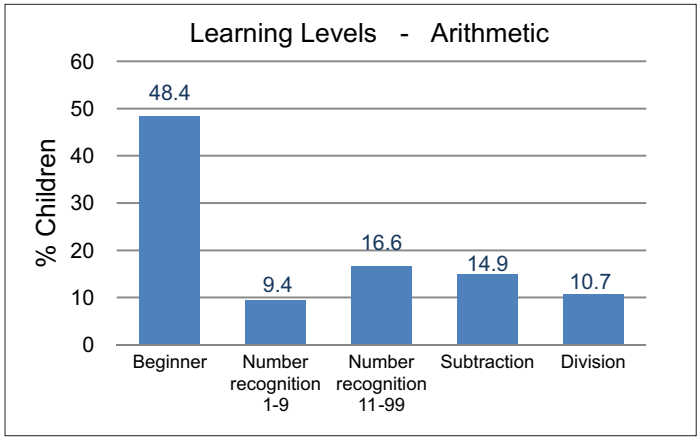


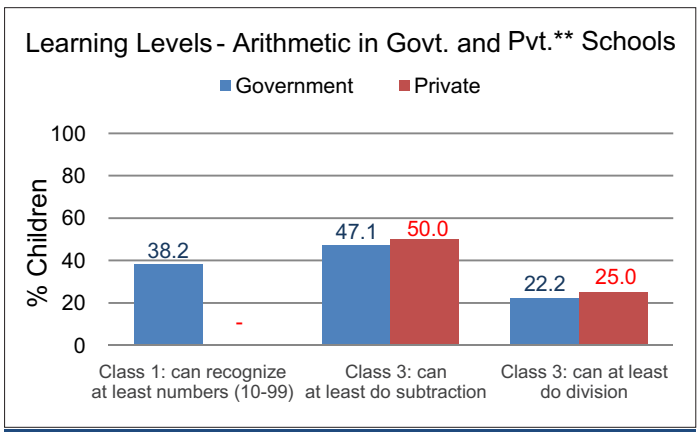
Learning Levels - Arithmetic

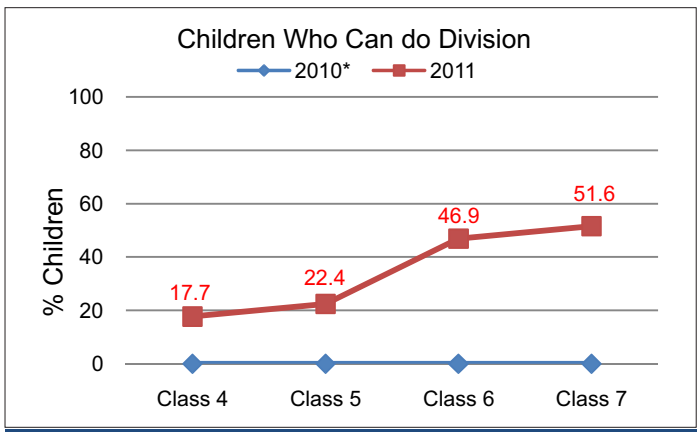
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	25.7	37.1	25.7	8.6	2.9	100
2	12.5	25.0	42.5	15.0	5.0	100
3	4.7	7.5	40.6	36.8	10.4	100
4	7.6	5.1	27.8	41.8	17.7	100
5	6.0	0.0	38.8	32.8	22.4	100
6	0.0	4.1	6.1	42.9	46.9	100
7	3.2	0.0	9.7	35.5	51.6	100
8	0.0	0.0	12.1	30.3	57.6	100
9	0.0	0.0	0.0	12.5	87.5	100
10	10.0	0.0	10.0	10.0	70.0	100

How to read : 11.5% (8.6+2.9) children of class 1 can do subtraction



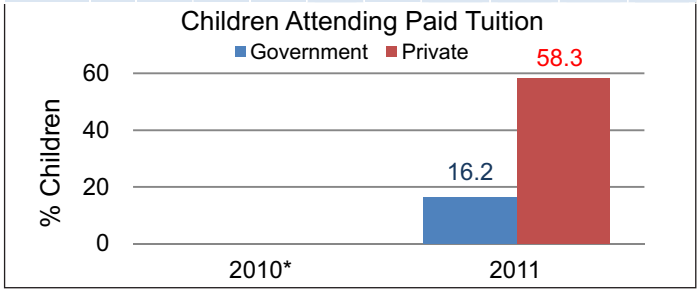




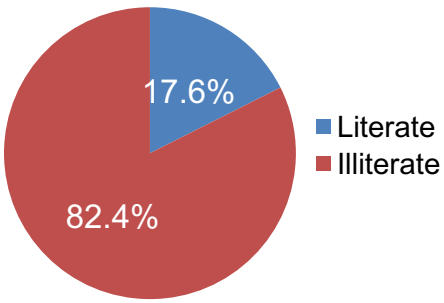
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	7.7	11.1	11.1	16.7	18.8	30.4	31.0	29.6	50.0	33.3
Pvt.	0.0	50.0	0.0	50.0	75.0	75.0	100.0	100.0	100.0	100.0



Mothers' Literacy

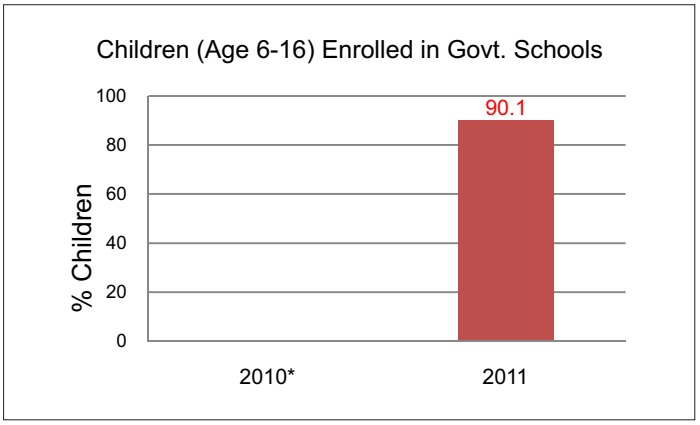


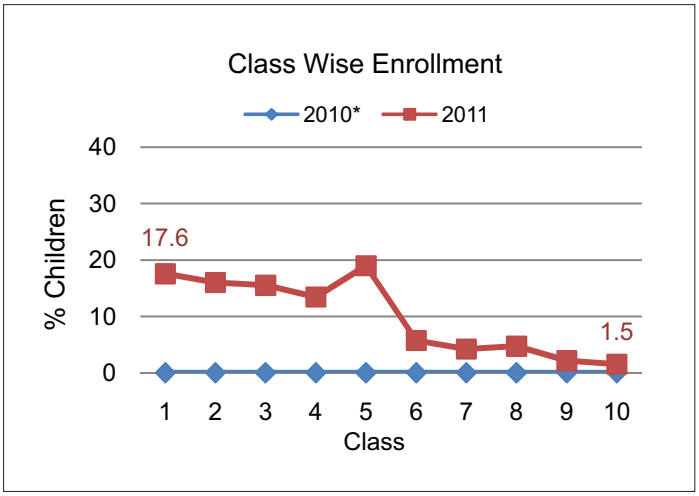
The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

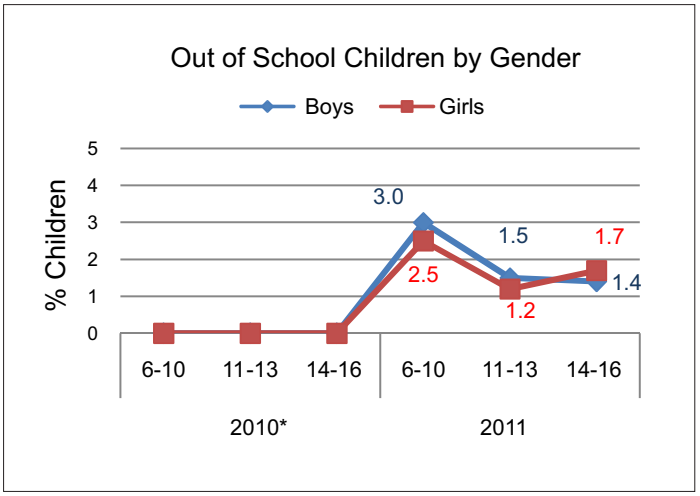
Ziarat

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	82.9	7.3	1.2	0.1	7.0	1.5	100
11-13	75.0	8.3	2.9	0.0	10.3	3.4	100
14-16	73.4	3.2	3.2	0.0	13.9	6.3	100
6-16	79.9	6.9	1.8	0.1	8.7	2.6	100
Total			88.7		11.3		100
By Type	90.1	7.8	2.1	0.1			

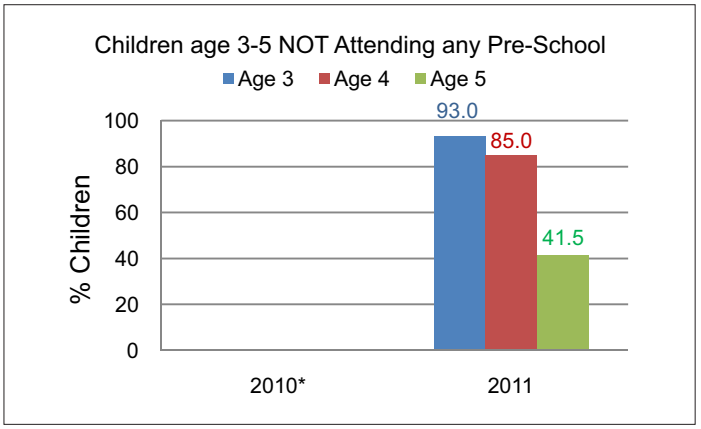






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt	Madrasah	Others	Out of School	Total
3	7.0	0.0	0.0	0.0	93.0	100
4	14.2	0.0	0.8	0.0	85.0	100
5	48.9	8.9	0.7	0.0	41.5	100
3-5	26.1	3.5	0.6	0.0	69.8	100
Total			30.2		69.8	100
By Type	86.4	11.7	1.9	0.0		100



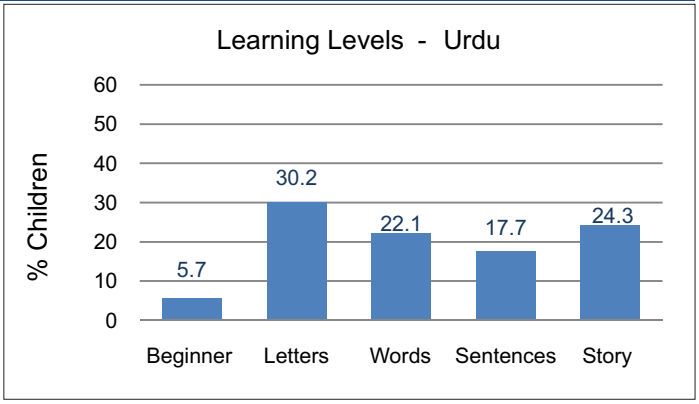
*District Ziarat was not surveyed in 2010

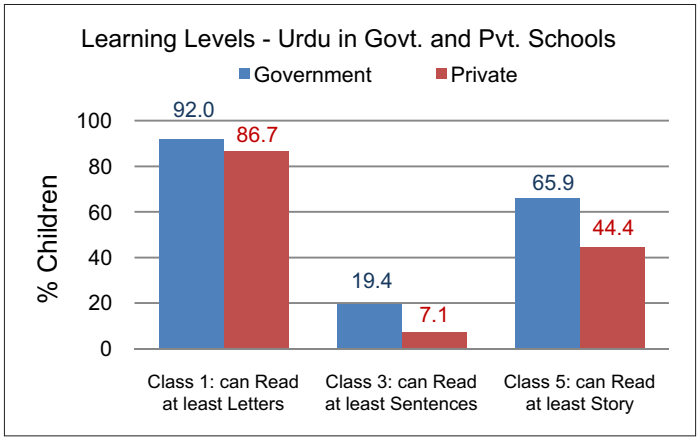
Learning Levels - Urdu

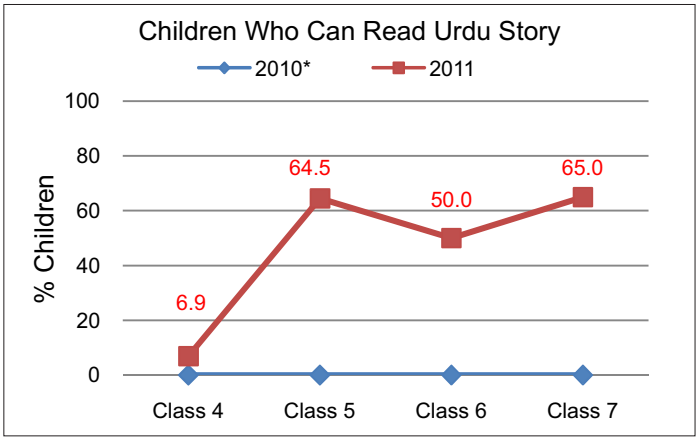
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	8.6	82.9	6.6	2.0	0.0	100
2	1.4	51.0	44.9	1.4	1.4	100
3	0.0	28.4	53.4	16.9	1.4	100
4	0.8	7.7	33.8	50.8	6.9	100
5	0.5	3.3	8.2	23.5	64.5	100
6	0.0	5.6	5.6	38.9	50.0	100
7	0.0	0.0	7.5	27.5	65.0	100
8	2.2	2.2	6.5	19.6	69.6	100
9	0.0	0.0	0.0	30.0	70.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 2.0% (2.0+0.0) children of class 1 can read sentences







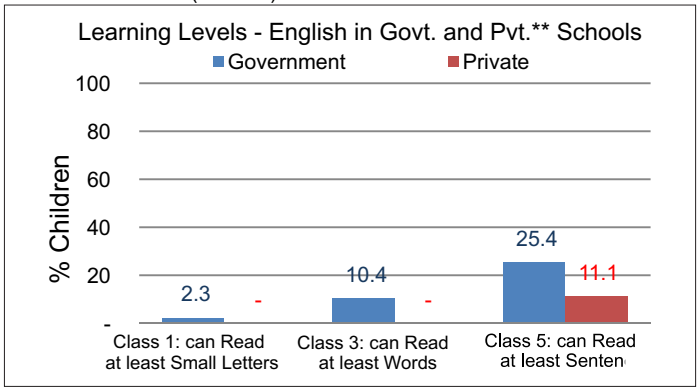
Learning Levels - English

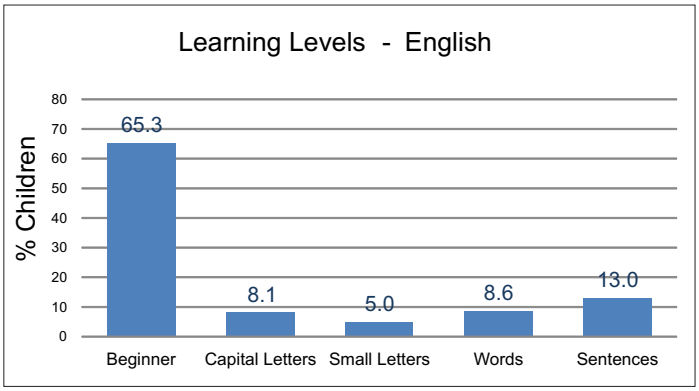
Class Wise % Children Who Can Read English

Class	Nothing	Capital Letters	Small letters	Words	Sentences	Total
1	95.3	2.7	1.4	0.7	0.0	100
2	86.3	7.5	5.5	0.7	0.0	100
3	81.1	2.0	7.4	8.1	1.4	100
4	74.8	3.1	4.6	16.8	0.8	100
5	49.2	18.6	3.8	3.8	24.6	100
6	9.3	20.4	22.2	27.8	20.4	100
7	0.0	10.0	15.0	30.0	45.0	100
8	8.7	8.7	0.0	26.1	56.5	100
9	0.0	5.0	0.0	20.0	75.0	100
10	0.0	0.0	0.0	13.3	86.7	100

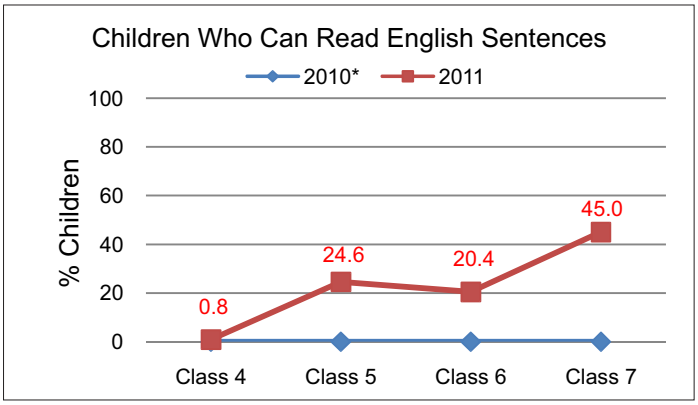
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
0.0	0.0
100.0	0.0
58.3	100.0
100.0	100.0
85.7	93.3
86.7	90.9
91.7	100.0
83.3	92.3
50.0	100.0
100.0	92.3

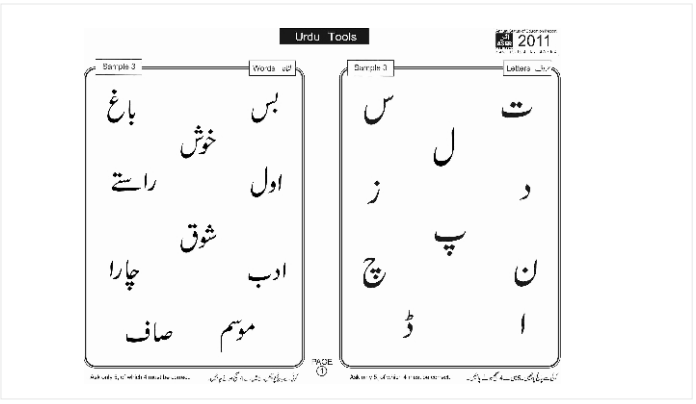
How to read: 0.7% (0.7+0.0) children of class 1 can read words





** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data



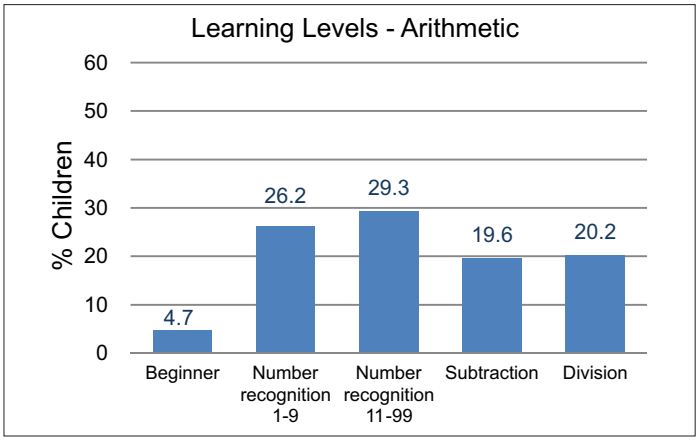


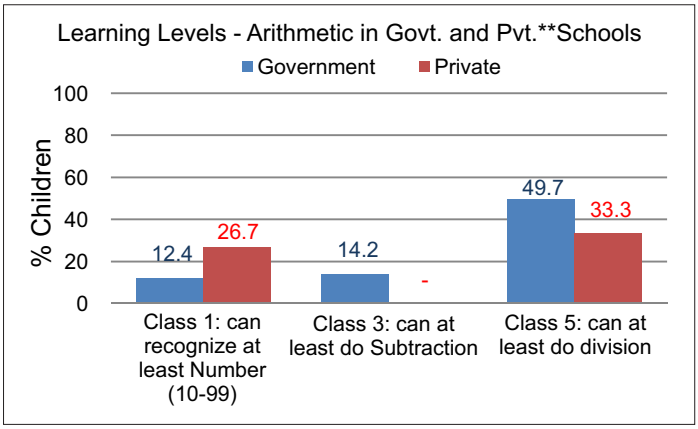
Learning Levels - Arithmetic

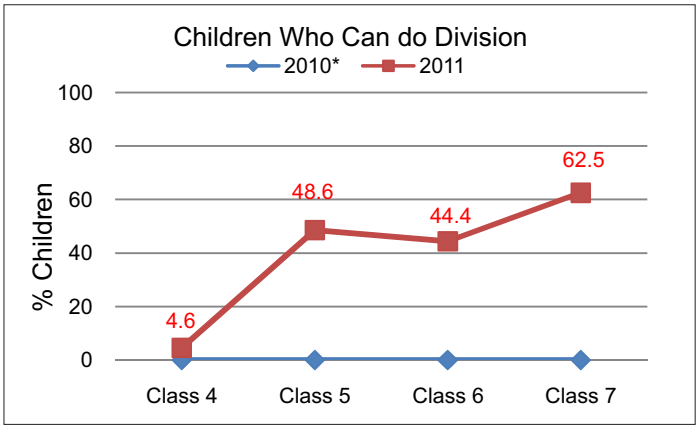
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	7.9	78.3	11.8	2.0	0.0	100
2	1.4	42.5	54.1	1.4	0.7	100
3	0.7	20.9	65.5	10.1	2.7	100
4	0.8	3.8	45.8	45.0	4.6	100
5	0.0	2.7	13.1	35.5	48.6	100
6	0.0	3.7	7.4	44.4	44.4	100
7	0.0	0.0	5.0	32.5	62.5	100
8	0.0	2.2	4.3	41.3	52.2	100
9	0.0	0.0	0.0	25.0	75.0	100
10	0.0	0.0	0.0	6.7	93.3	100

How to read : 2.0% (2.0+0.0) children of class 1 can do subtraction



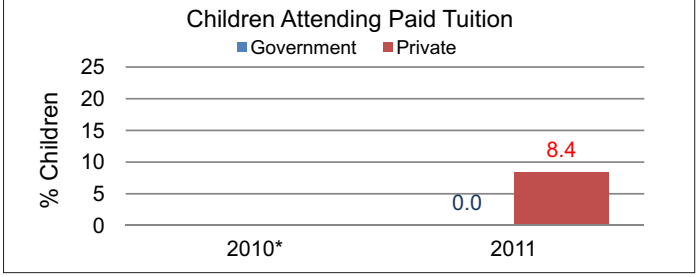




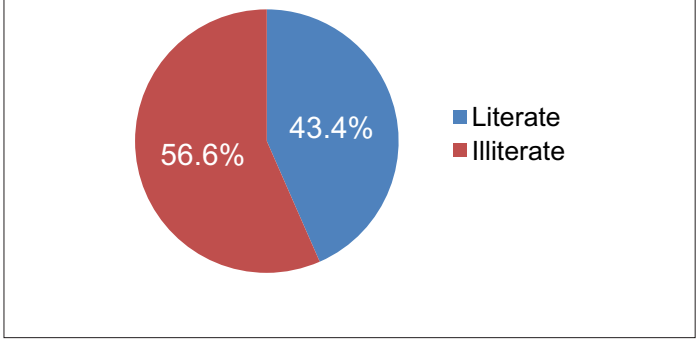
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pvt.	0.0	7.1	14.3	7.1	0.0	16.7	0.0	0.0	0.0	0.0



Mothers' Literacy



** The analysis of learning levels in private schools was not done due to insignificant or non representative private schooling data

FATA

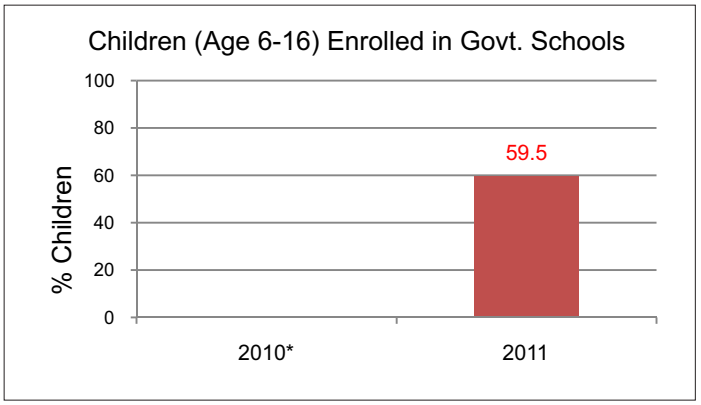


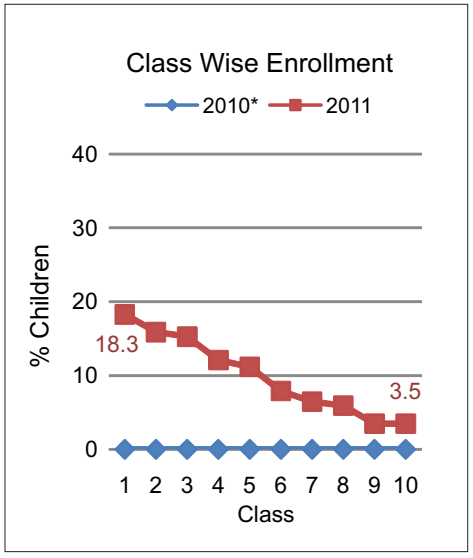
Surveyed Agencies
1. F.R. D.I. Khan
2. Khyber Agency

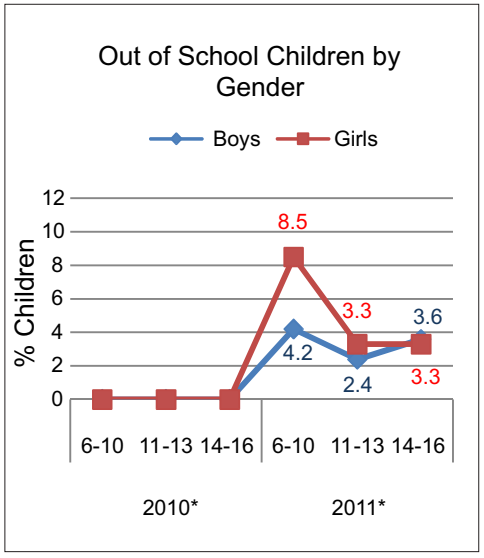
*Map may not be accurate or to scale. It is a mere representation

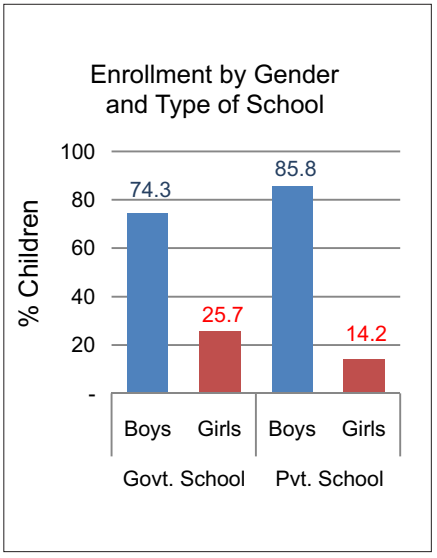
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	49.4	25.0	4.0	0.4	18.5	2.7	100
11-13	38.6	30.6	4.2	0.7	18.2	7.7	100
14-16	35.3	22.7	4.1	0.0	25.4	12.5	100
6-16	44.5	25.8	4.0	0.4	19.7	5.6	100
Total			74.7		25.3		
By Type	59.5	34.5	5.4	0.6			



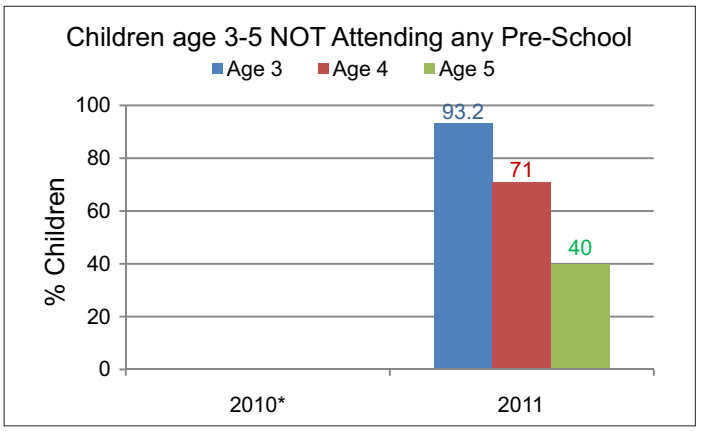






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	4.3	0.9	1.5	0.0	93.2	100
4	20.0	6.9	2.1	0.0	71.0	100
5	37.1	20.4	2.2	0.2	40.0	100
3-5	22.4	10.7	2.0	0.1	64.8	100
Total			35.2		64.8	
By Type	63.8	30.4	5.6	0.3		100



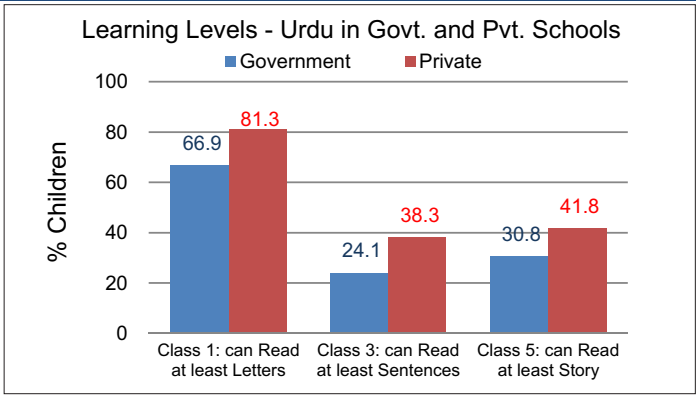
* FATA was not surveyed in 2010

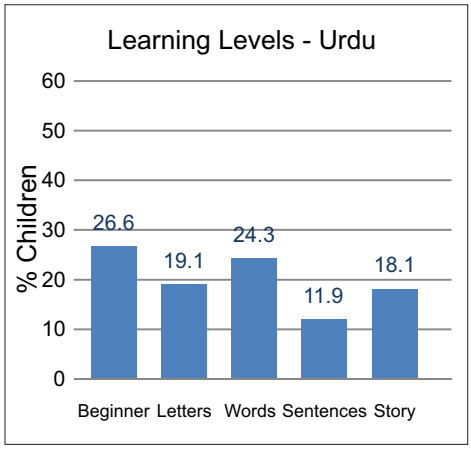
Learning Levels - Urdu

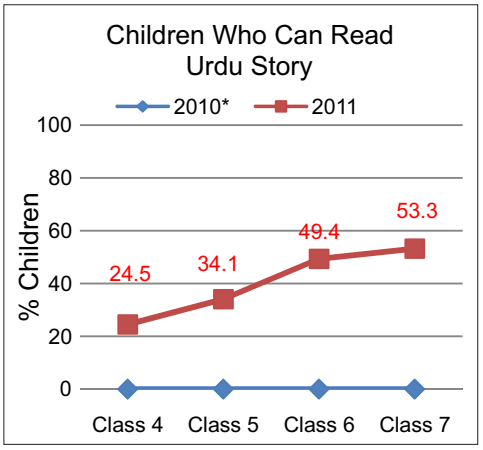
Class Wise % Children Who Can Read

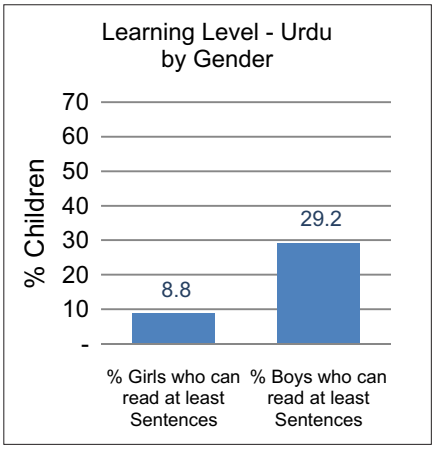
Class	Nothing	Letters	Words	Sentences	Story	Total
1	28.6	45.7	20.4	3.3	2.0	100
2	16.2	28.2	45.0	6.4	4.2	100
3	8.3	16.6	46.4	18.9	9.7	100
4	5.4	10.4	32.0	27.7	24.5	100
5	3.9	6.3	32.9	22.7	34.1	100
6	2.2	2.8	20.2	25.3	49.4	100
7	1.3	0.0	21.3	24.0	53.3	100
8	1.5	3.7	10.4	24.4	60.0	100
9	1.2	1.2	13.6	19.8	64.2	100
10	0.0	0.0	11.1	13.6	75.3	100

How to read: 5.3% (3.3+2.0) children of class 1 can read sentences







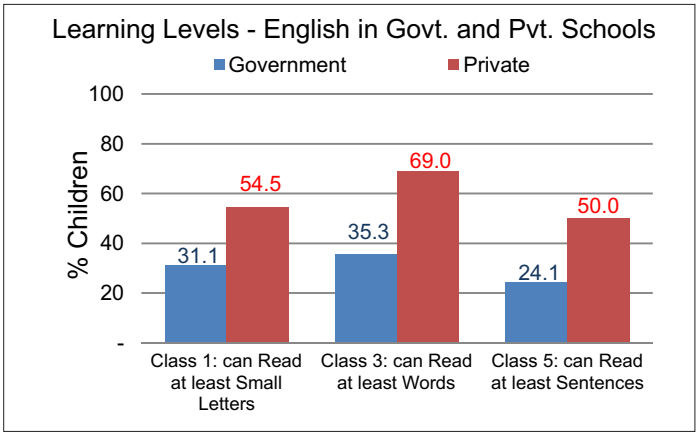


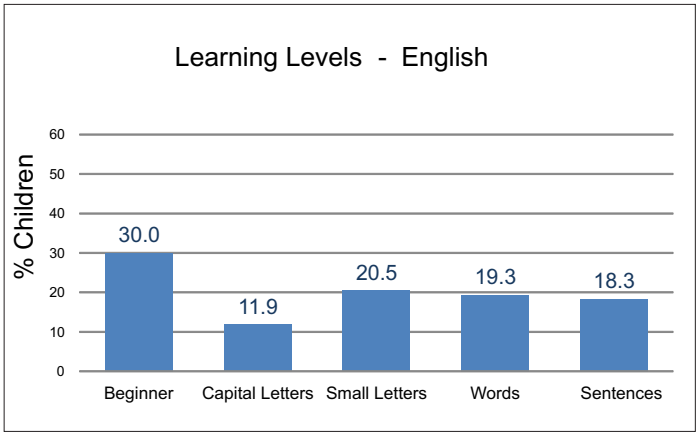
Learning Levels - English

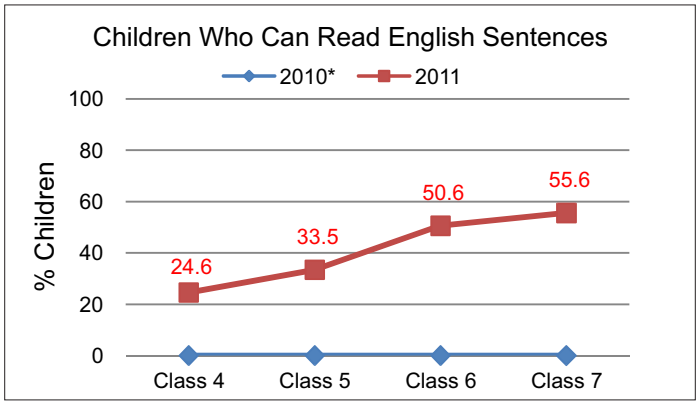
Class Wise % Children Who Can Read English

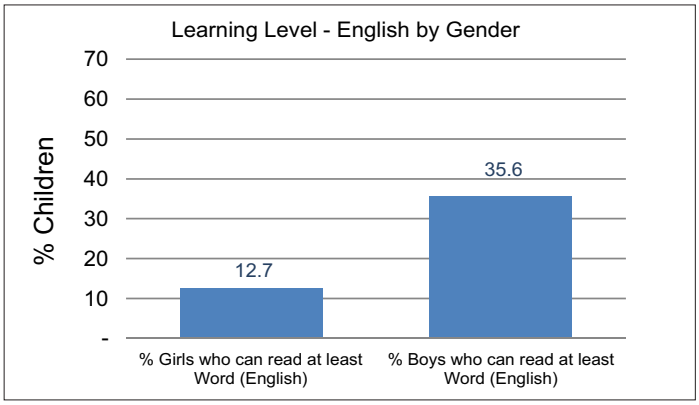
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	34.9	26.0	27.3	8.4	3.3	100	39.4	69.2
2	17.8	20.1	34.0	22.8	5.3	100	54.9	57.9
3	10.7	10.4	32.6	34.9	11.5	100	57.9	60.0
4	8.3	9.1	25.0	33.0	24.6	100	63.7	69.1
5	5.5	3.9	22.8	34.3	33.5	100	67.8	69.4
6	4.5	0.6	14.6	29.8	50.6	100	67.9	77.8
7	0.0	0.0	15.9	28.5	55.6	100	65.1	73.8
8	0.7	2.2	7.4	27.4	62.2	100	64.9	83.3
9	1.2	0.0	11.1	18.5	69.1	100	46.7	83.9
10	2.5	0.0	11.1	27.2	59.3	100	54.5	89.6

How to read: 11.7% (8.4+3.3) children of class 1 can read words







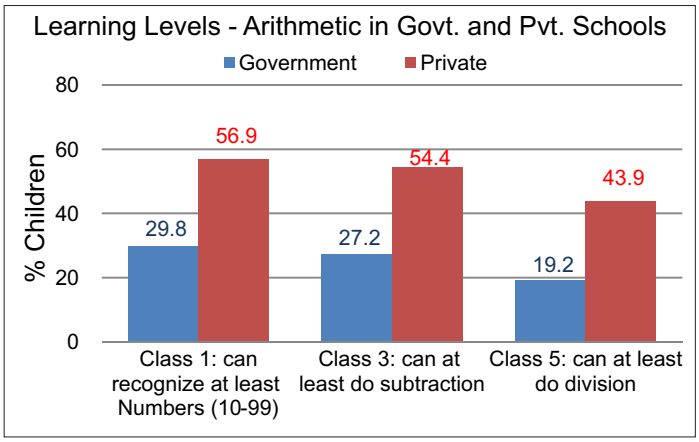


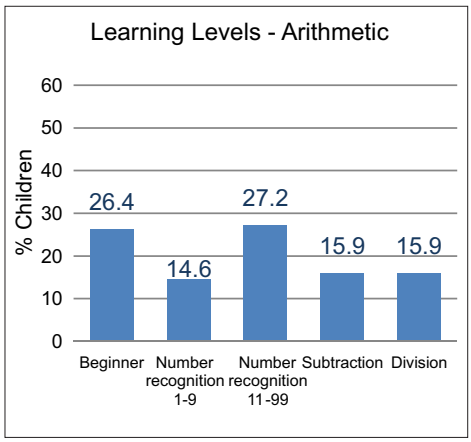
Learning Levels - Arithmetic

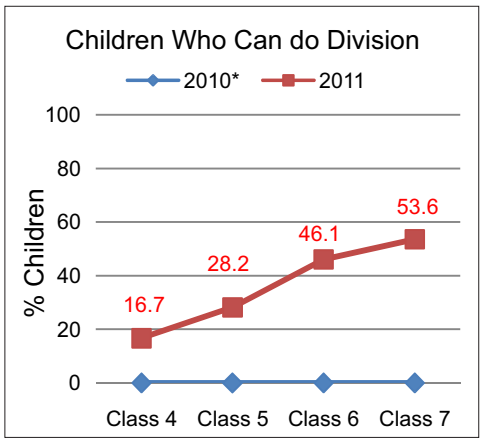
Class Wise % Children Who Can Do

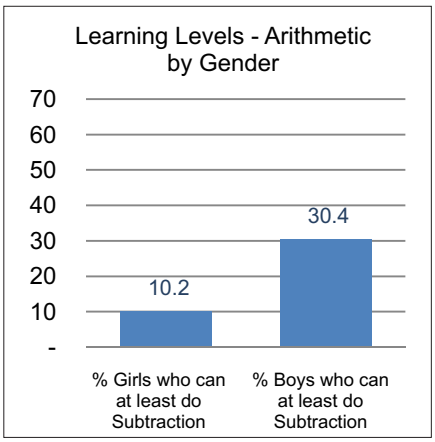
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	27.2	34.1	32.3	4.8	1.5	100
2	14.5	24.3	48.9	9.8	2.5	100
3	8.3	11.2	44.5	29.3	6.6	100
4	5.8	9.1	34.8	33.7	16.7	100
5	3.9	2.7	34.1	31.0	28.2	100
6	3.4	0.6	18.5	31.5	46.1	100
7	0.0	0.0	17.9	28.5	53.6	100
8	0.8	1.5	12.8	21.1	63.9	100
9	1.2	0.0	12.3	23.5	63.0	100
10	0.0	0.0	8.6	25.9	65.4	100

How to read: 6.3% (4.8+1.5) children of class 1 can do subtraction





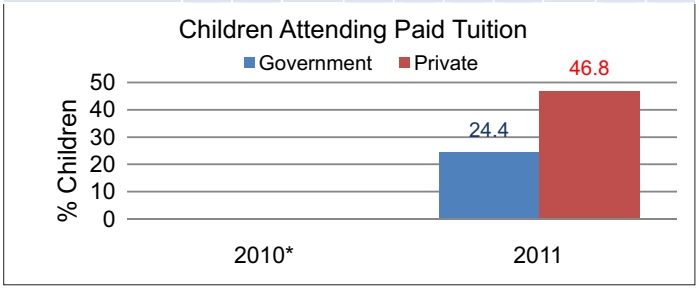




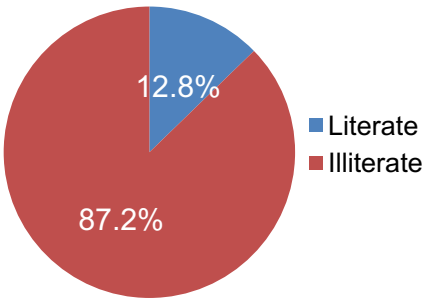
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.0	1.4	1.7	3.7	2.6	3.6	3.8	2.9	2.2	1.8
Pvt.	3.8	0.0	10.5	4.2	4.8	6.4	5.6	8.8	8.3	0.0



Mothers' Literacy



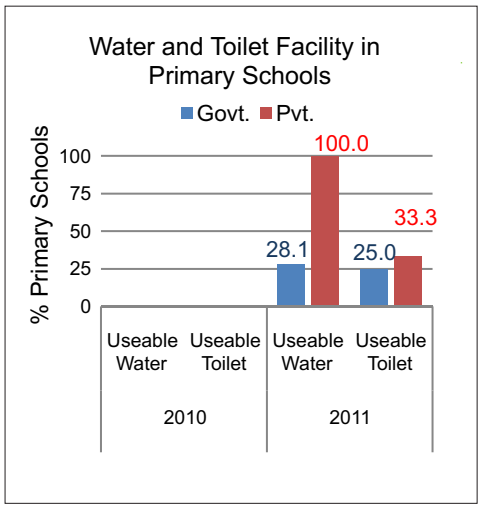
School Report Card

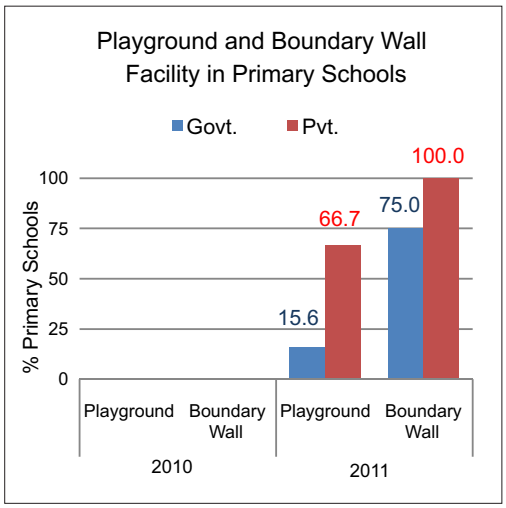
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	23	7	2	32	1	-	2	3
Elementary	8	2	-	10	2	-	9	11
High	7	-	-	7	2	-	8	10
Other	1	-	-	1	-	-	-	-
Total	39	9	2	50	5	-	19	24

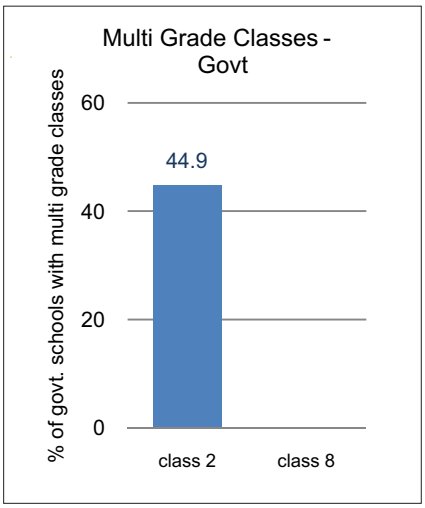
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	77.5	76.7	78.1	75.0	77.3	75.7	86.9	88.5	-	87.2
% of Attendance (as per headcount)	75.1	74.3	74.6	68.4	74.6	62.3	85.4	87.0	-	85.1

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	74.2	77.1	86.8	71.4	77.9	26.1	90.9	93.3	-	82.9

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	28.1	50.0	42.9	100.0	100.0	81.8	90.0	-
Useable Toilet (%)	25.0	40.0	42.9	0.0	33.3	81.8	100.0	-
Rooms Available	2.0	8.3	13.7	23.0	4.67	10.45	15.60	-
Rooms used for classes	1.8	7.7	7.1	10.0	3.33	8.82	13.20	-
Availability of Playground (%)	15.6	10.0	42.9	100.0	66.7	45.5	80.0	-
Availability of Boundary wall (%)	75.0	80.0	85.7	100.0	100.0	81.8	100.0	-





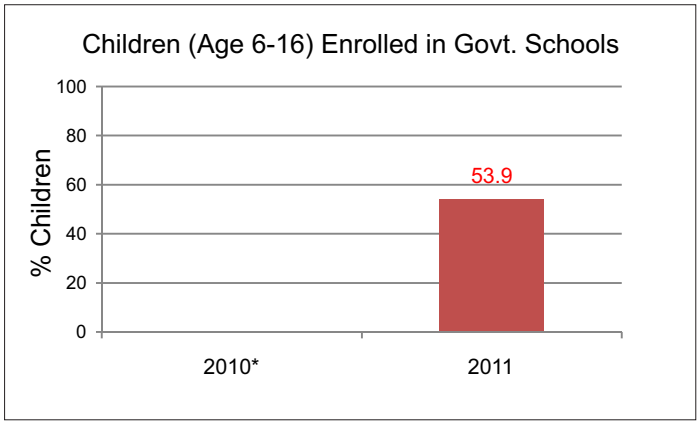


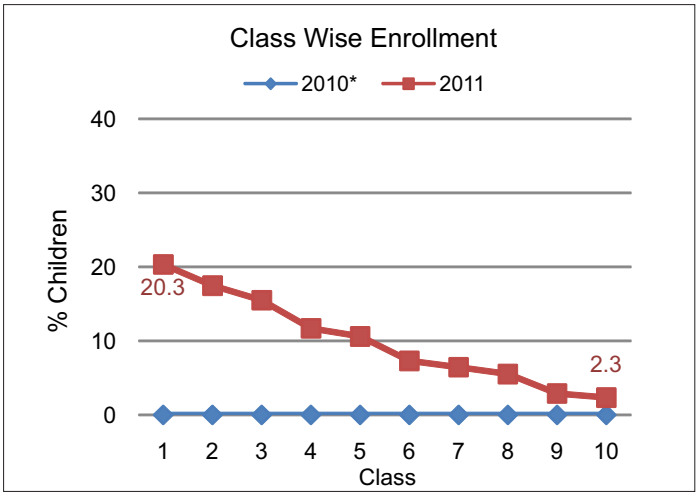
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	-	-	3	-	-	-	-	-
Average amount of grant	-	-	38,000	-	-	-	-	-

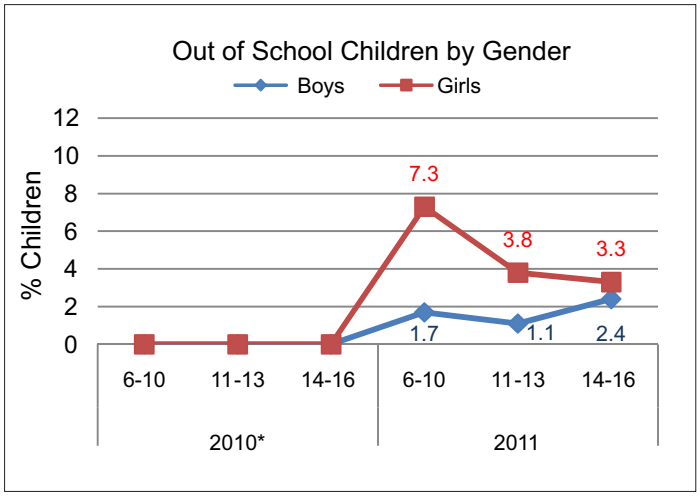
Khyber Agency

School Enrollment and Out of School Children

%Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	49.9	33.1	1.8	0.5	10.9	3.7	100
11-13	34.2	40.5	2.3	0.8	12.0	10.1	100
14-16	31.0	32.5	1.4	0.0	17.4	17.7	100
6-16	43.4	34.6	1.9	0.5	12.2	7.4	100
Total			80.4		19.6		
By Type	53.9	43.1	2.3	0.6			

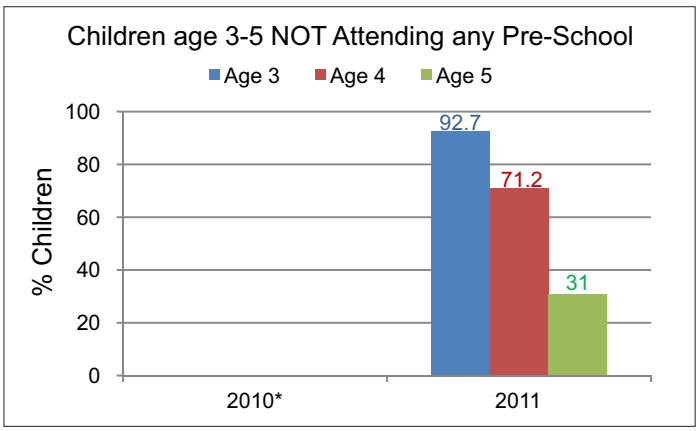






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	5.2	1.6	0.5	0.0	92.7	100
4	21.2	7.6	0.0	0.0	71.2	100
5	40.5	28.6	0.0	0.0	31.0	100
3-5	24.8	14.4	0.1	0.0	60.7	100
Total			39.3		60.7	
By Type	63.0	36.7	0.3	0.0		100



* Khyber Agency was not surveyed in 2010

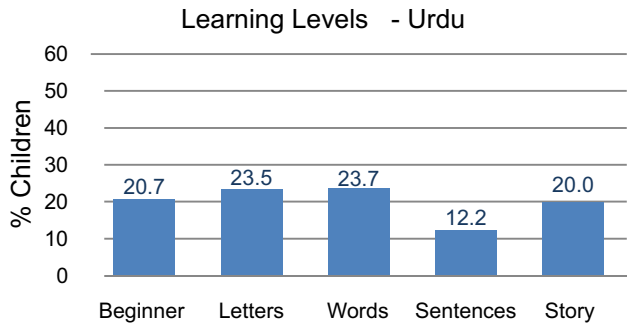
Khyber Agency

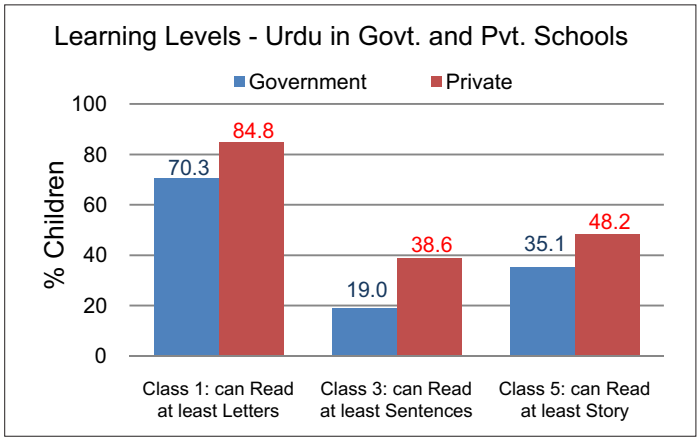
Learning Levels - Urdu

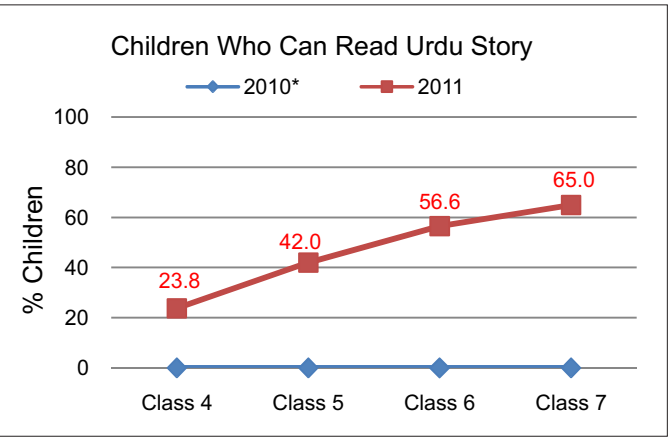
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	24.2	52.2	19.5	3.4	0.7	100
2	12.1	34.7	43.8	5.7	3.8	100
3	2.5	19.3	50.8	20.6	6.7	100
4	3.3	8.8	32.6	31.5	23.8	100
5	0.6	4.3	26.5	26.5	42.0	100
6	0.9	2.7	9.7	30.1	56.6	100
7	2.0	0.0	12.0	21.0	65.0	100
8	1.2	3.5	4.7	18.6	72.1	100
9	0.0	0.0	4.4	8.9	86.7	100
10	0.0	0.0	0.0	8.1	91.9	100

How to read: 4.1% (3.4+0.7) children of class 1 can read sentences





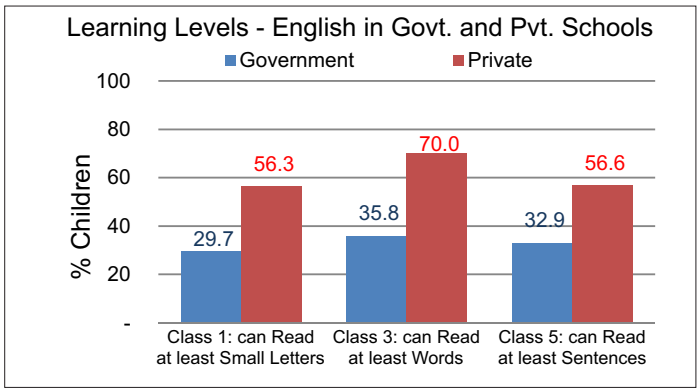


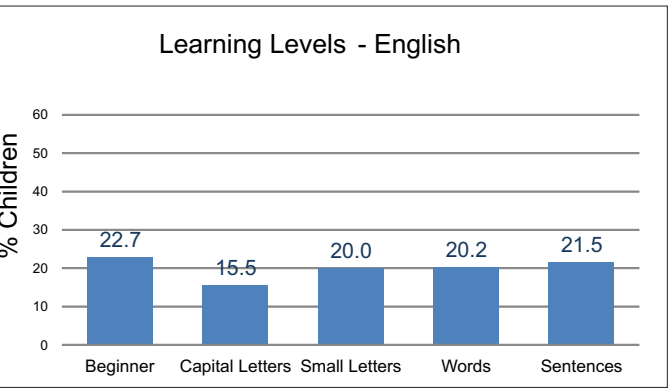
Learning Levels - English

Class Wise % Children Who Can Read English

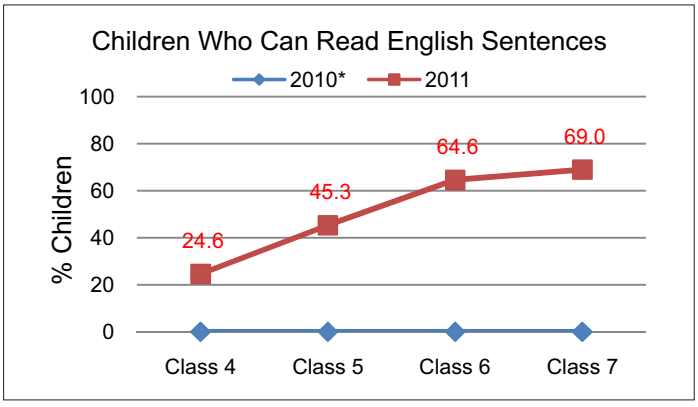
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	28.3	31.1	29.7	8.9	2.0	100	38.5	50.0
2	13.2	21.8	35.0	25.2	4.9	100	53.7	46.2
3	3.8	13.1	32.9	39.7	10.5	100	53.2	48.0
4	6.7	8.9	22.9	36.9	24.6	100	60.6	59.1
5	0.0	5.0	11.2	38.5	45.3	100	61.3	67.1
6	0.9	0.9	7.1	26.5	64.6	100	66.7	76.7
7	0.0	0.0	5.0	26.0	69.0	100	65.4	73.9
8	1.2	1.2	4.7	18.6	74.4	100	62.5	82.8
9	0.0	0.0	2.2	8.9	88.9	100	25.0	85.0
10	0.0	0.0	0.0	5.4	94.6	100	100.0	88.6

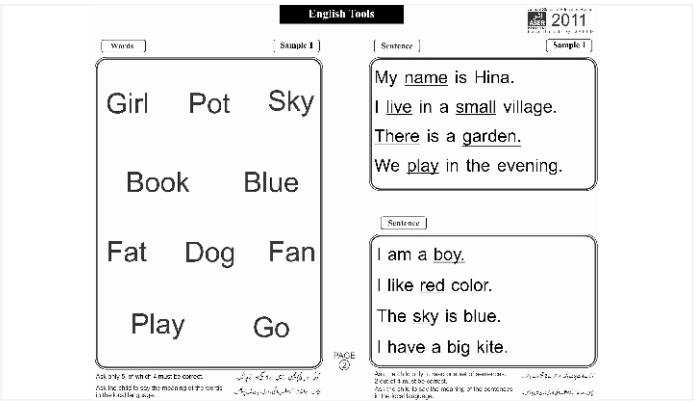
How to read: 10.9% (8.9+2.0) children of class 1 can read words





Khyber Agency



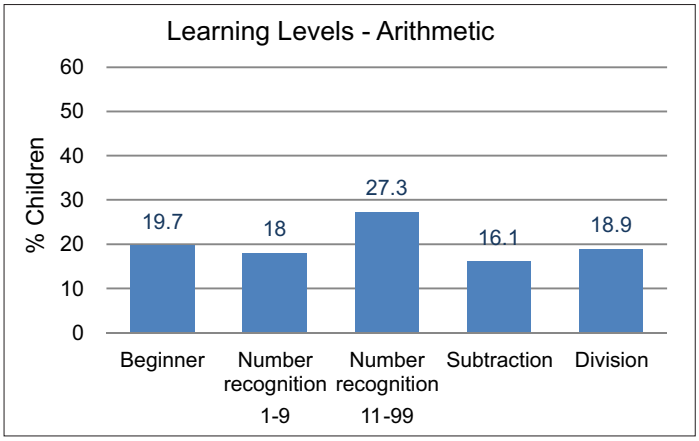


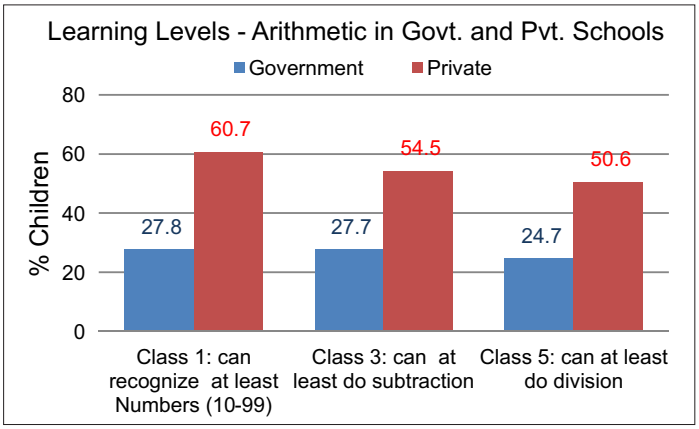
Learning Levels - Arithmetic

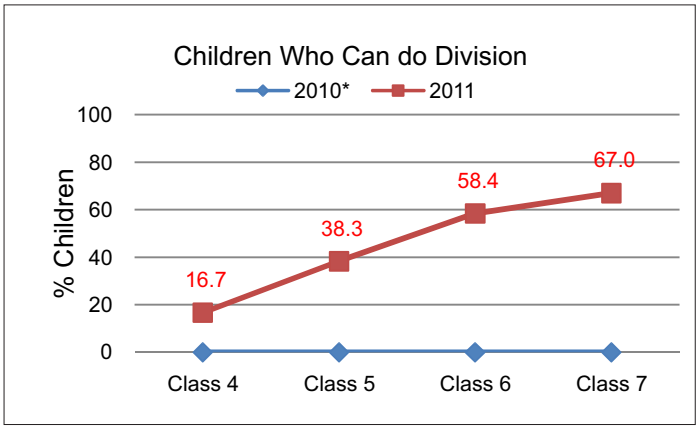
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	22.4	36.7	35.0	5.1	0.7	100
2	10.9	27.2	50.2	9.4	2.3	100
3	2.9	11.8	46.2	33.2	5.9	100
4	3.3	8.9	32.2	38.9	16.7	100
5	0.0	3.1	22.8	35.8	38.3	100
6	0.9	0.9	11.5	28.3	58.4	100
7	0.0	0.0	6.0	27.0	67.0	100
8	1.2	1.2	9.5	9.5	78.6	100
9	0.0	0.0	2.2	8.9	88.9	100
10	0.0	0.0	0.0	5.4	94.6	100

How to read : 5.8% (5.1+0.7) children of class 1 can do subtraction



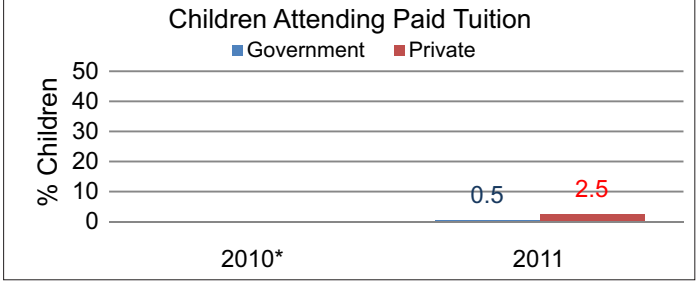




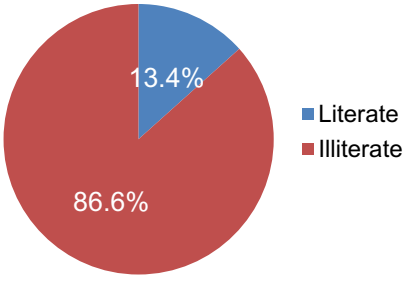
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	1.0	0.0	0.0	0.0	0.0	2.2	2.6	4.5	0.0
Pvt.	3.3	0.0	6.5	0.0	2.3	1.5	0.0	3.9	4.0	0.0



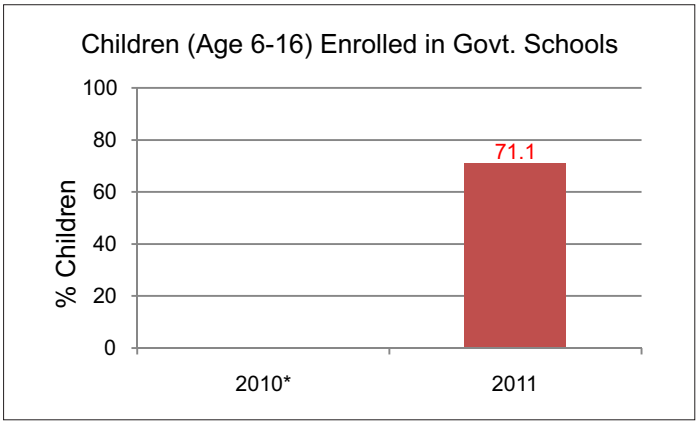
Mothers' Literacy

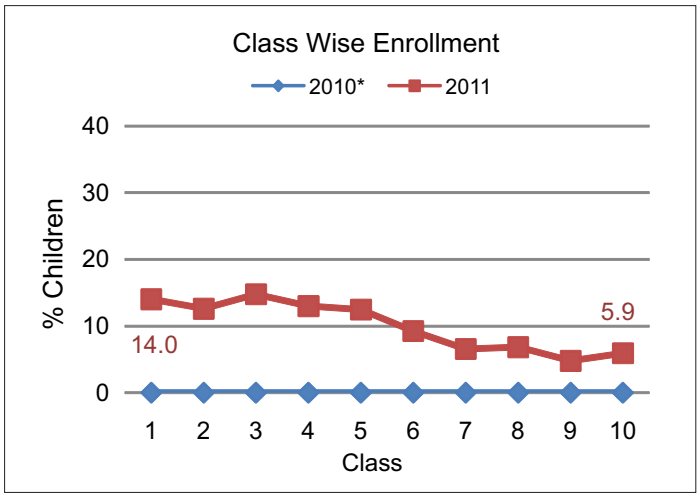


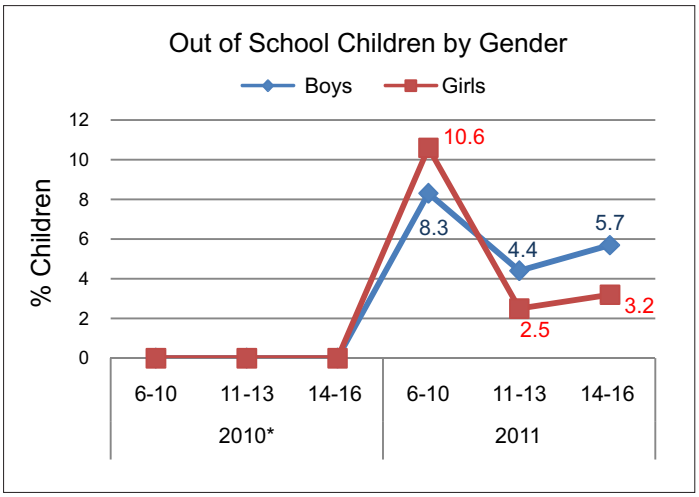
F.R. D.I.Khan

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	48.5	10.5	7.9	0.3	32.1	0.8	100
11-13	46.4	12.8	7.5	0.4	29.4	3.4	100
14-16	40.8	10.3	7.4	0.0	35.7	5.9	100
6-16	46.4	10.9	7.7	0.2	32.3	2.5	100
Total			65.2		34.8		
By Type	71.1	16.7	11.8	0.4			

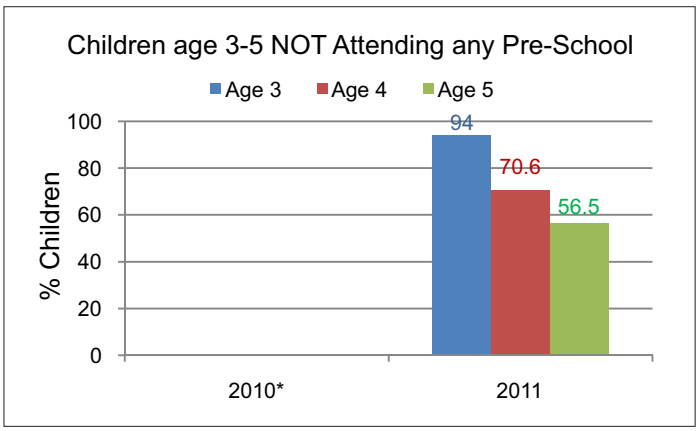






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	3.0	0.0	3.0	0.0	94.0	100
4	16.5	4.7	8.2	0.0	70.6	100
5	31.1	5.6	6.2	0.6	56.5	100
3-5	17.9	3.4	5.5	0.3	72.8	100
Total			27.1		72.8	
By Type	66.0	12.6	20.4	1.0		100



* F.R. D.I.Khanwas not surveyed in 2010

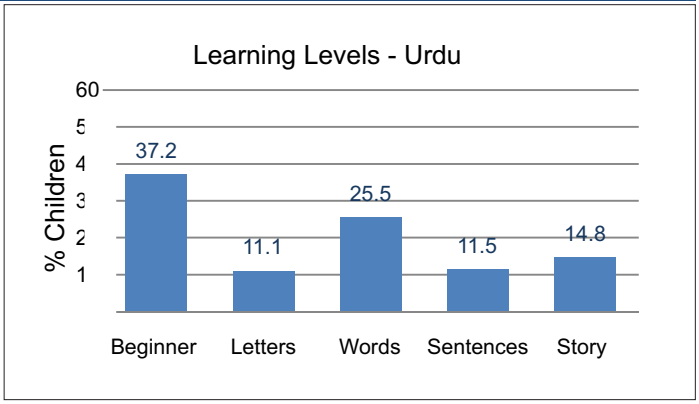
F.R. D.I.Khan

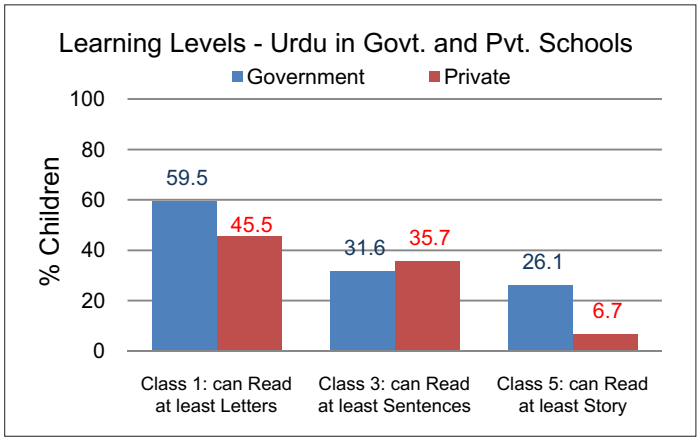
Learning Levels - Urdu

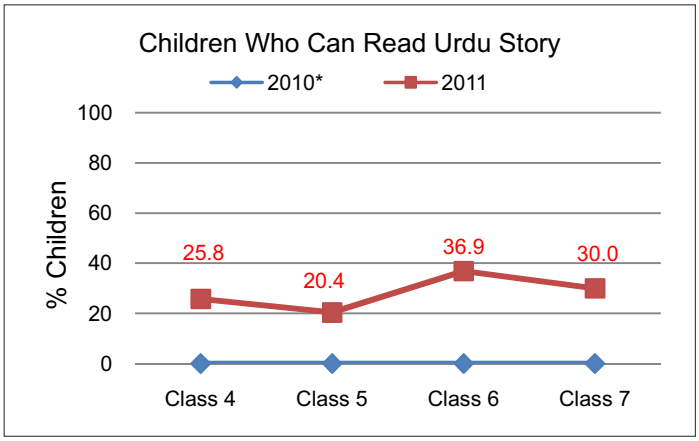
Class Wise % Children Who Can Read

Class	Nothing	Letter	Words	Sentences	Story	Total
1	41.4	26.3	23.2	3.0	6.1	100
2	28.0	9.7	48.4	8.6	5.4	100
3	20.7	10.8	36.9	15.3	16.2	100
4	9.3	13.4	30.9	20.6	25.8	100
5	9.7	9.7	44.1	16.1	20.4	100
6	4.6	3.1	38.5	16.9	36.9	100
7	0.0	0.0	40.0	30.0	30.0	100
8	2.0	4.1	20.4	34.7	38.8	100
9	2.8	2.8	25.0	33.3	36.1	100
10	0.0	0.0	20.5	18.2	61.4	100

How to read: 9.1% (3.0+6.1) children of class 1 can read sentences







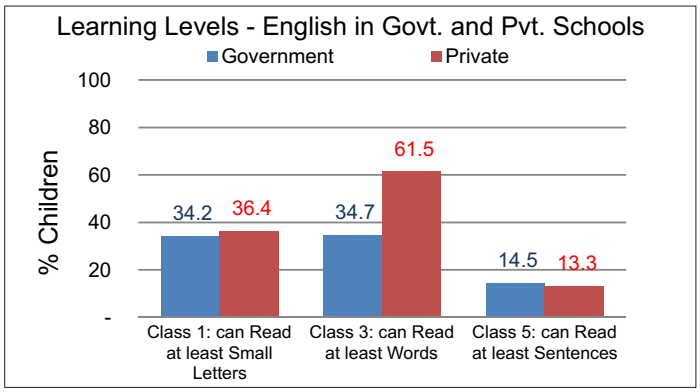
Learning Levels - English

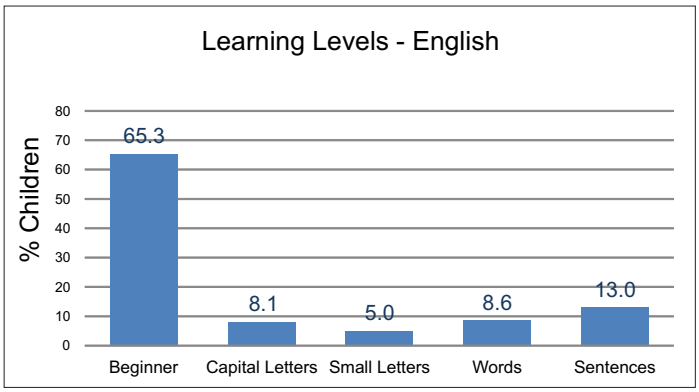
Class Wise % Children Who Can Read English

Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	54.5	11.1	20.2	7.1	7.1	100
2	31.2	15.1	31.2	16.1	6.5	100
3	25.5	4.5	31.8	24.5	13.6	100
4	11.3	9.3	28.9	25.8	24.7	100
5	15.1	2.2	43.0	26.9	12.9	100
6	10.8	0.0	27.7	35.4	26.2	100
7	0.0	0.0	37.3	33.3	29.4	100
8	0.0	4.1	12.2	42.9	40.8	100
9	2.8	0.0	22.2	30.6	44.4	100
10	4.5	0.0	20.5	45.5	29.5	100

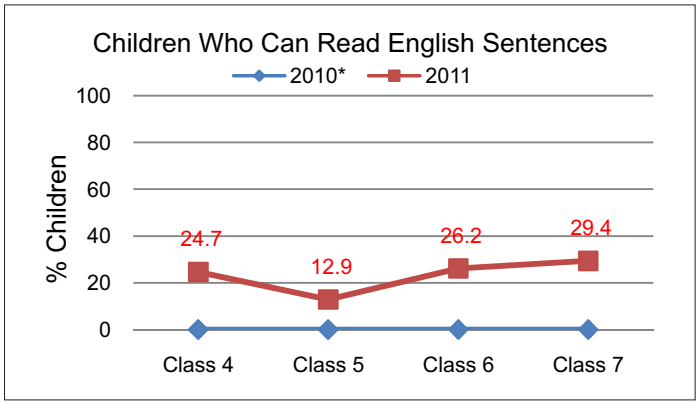
How to read: 14.2% (7.1+7.1) children of class 1 can read words

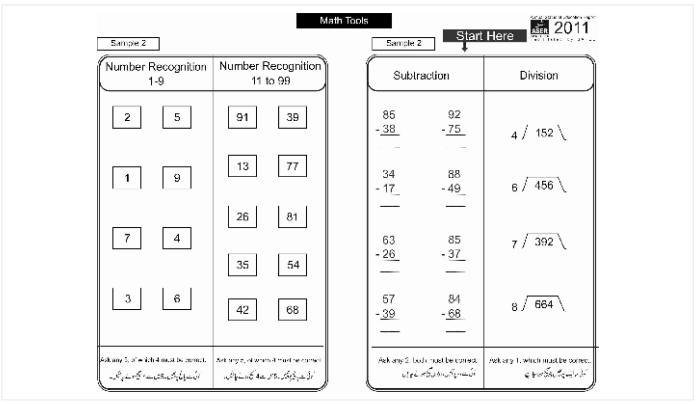
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
42.9	85.7
60.0	83.3
74.1	80.0
72.0	87.5
84.0	83.3
69.6	82.4
64.7	73.3
66.7	85.0
54.5	81.3
50.0	92.3





F.R. D.I.Khan



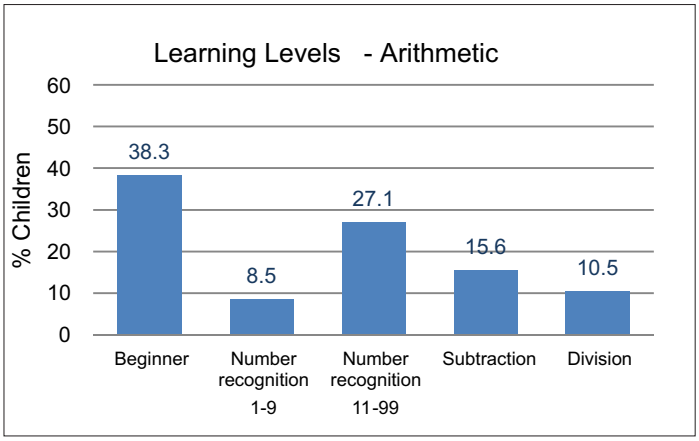


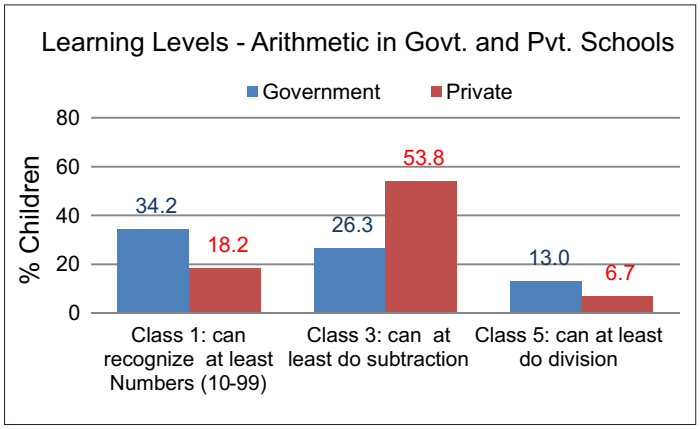
Learning Levels - Arithmetic

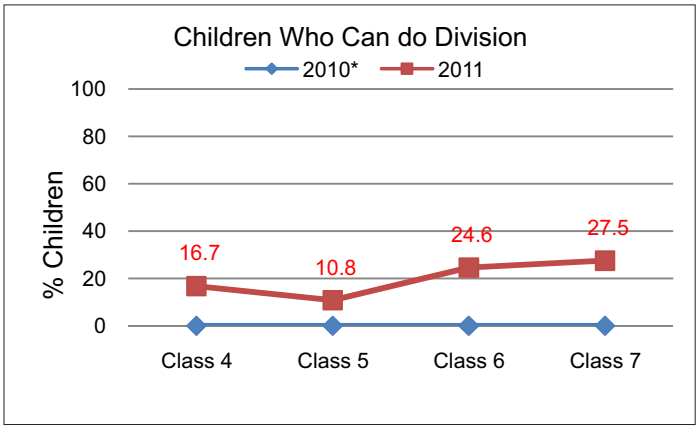
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	41.4	26.3	24.2	4.0	4.0	100
2	24.7	16.1	45.2	10.8	3.2	100
3	20.0	10.0	40.9	20.9	8.2	100
4	10.4	9.4	39.6	24.0	16.7	100
5	10.8	2.2	53.8	22.6	10.8	100
6	7.7	0.0	30.8	36.9	24.6	100
7	0.0	0.0	41.2	31.4	27.5	100
8	0.0	2.0	18.4	40.8	38.8	100
9	2.8	0.0	25.0	41.7	30.6	100
10	0.0	0.0	15.9	43.2	40.9	100

How to read : 8% (4.0+4.0) children of class 1 can do subtraction



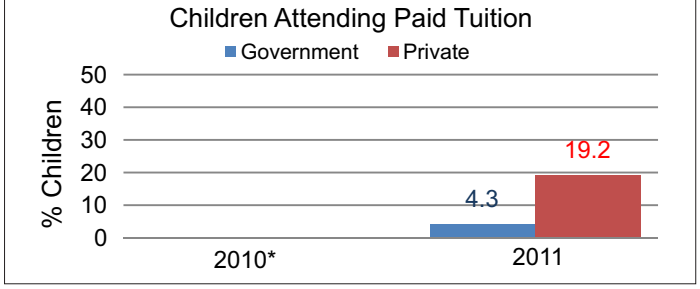




Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.4	2.4	4.2	8.1	5.6	6.8	5.7	3.2	0.0	2.6
Pvt.	9.1	0.0	35.3	36.4	17.6	33.3	30.8	23.5	18.2	0.0



Mothers' Literacy

*The analysis was not done due to insufficient data/non representative sample



Gilgit - Baltistan



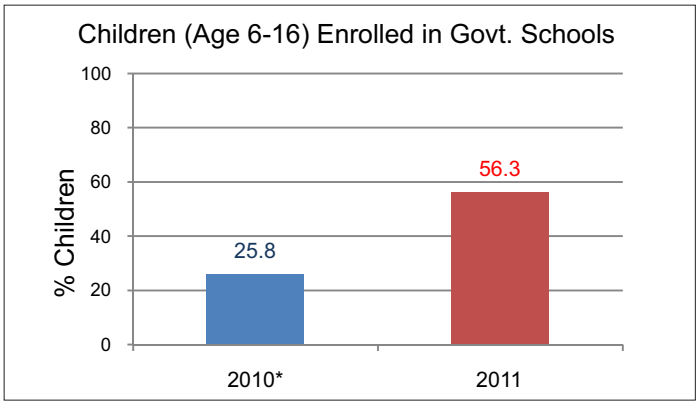
1 Diyamer
2 Gilgit
3 Skardu

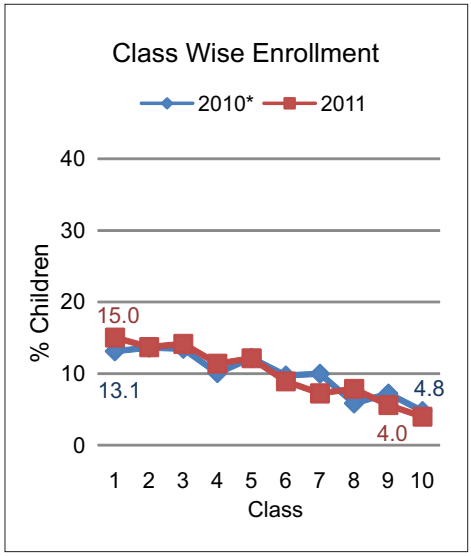
*Map may not be accurate or to scale. It is a mere representation

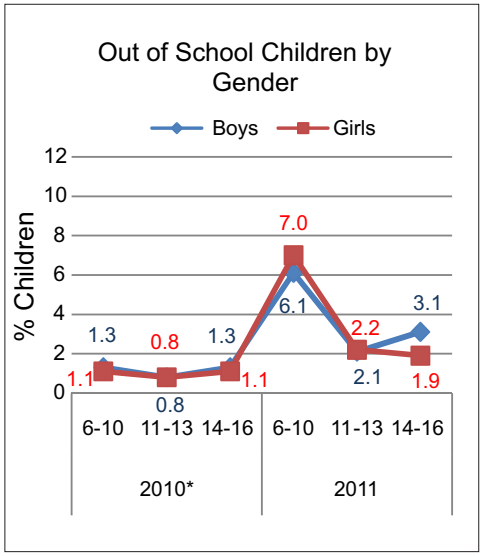
Gilgit - Baltistan

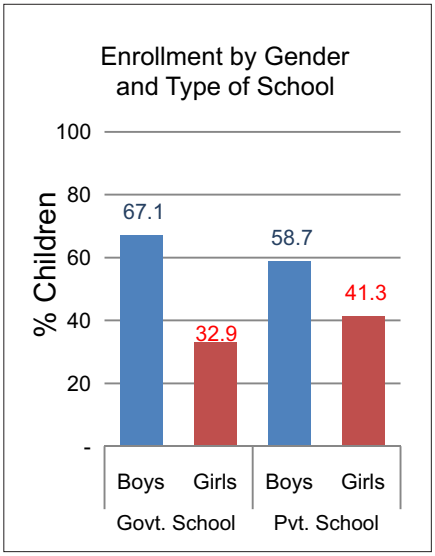
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	43.3	30.8	1.2	1.2	23.0	0.6	100
11-13	45.5	31.9	1.4	2.3	17.7	1.2	100
14-16	42.5	30.8	1.5	1.1	17.6	6.5	100
6-16	43.6	31.0	1.3	1.5	20.6	2.0	100
Total			77.4		22.6		100
By Type	56.3	40.1	1.7	1.9			



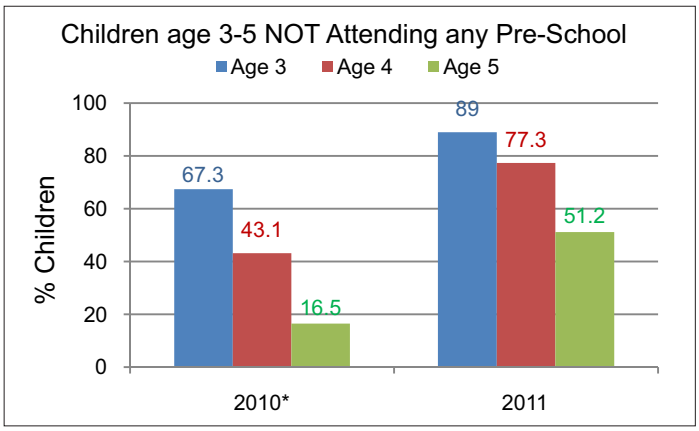






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre -Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	4.2	5.6	1.1	0.0	89.0	100
4	10.4	10.6	1.5	0.3	77.3	100
5	26.8	21.0	0.4	0.6	51.2	100
3-5	14.9	13.2	1.0	0.3	70.6	100
Total			29.4		70.6	
By Type	50.7	44.8	3.3	1.1		100



*In 2010, 1 district of Gilgit - Baltistan was surveyed

Gilgit - Baltistan

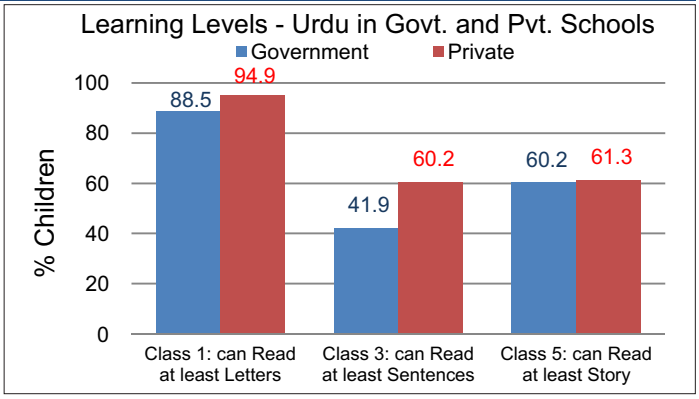
Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

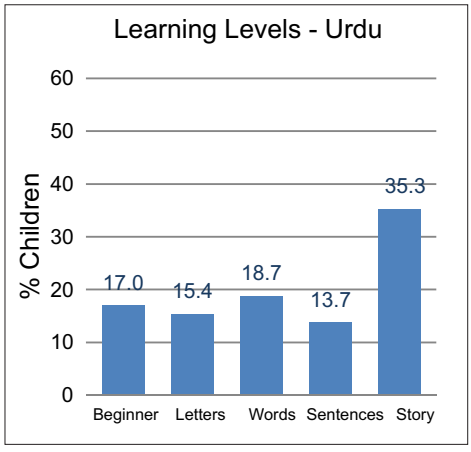
Learning Levels - Urdu

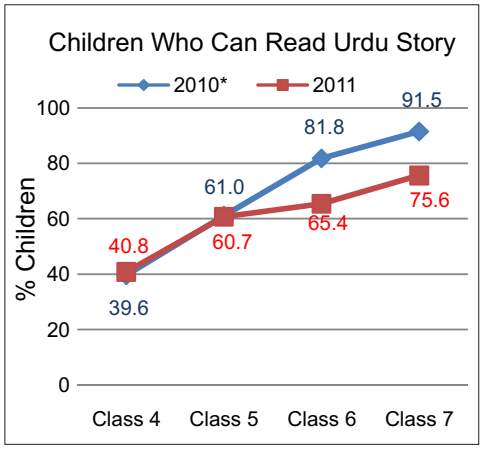
Class Wise % Children Who Can Read

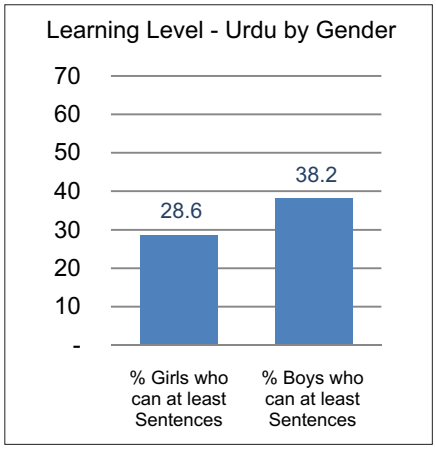
Class	Nothing	Letter	Words	Sentences	Story	Total
1	8.9	41.3	34.5	7.3	8.0	100
2	3.3	25.7	41.4	17.1	12.4	100
3	2.3	14.2	34.0	28.7	20.7	100
4	0.9	9.6	24.5	24.2	40.8	100
5	0.8	3.2	15.9	19.4	60.7	100
6	1.1	1.9	9.0	22.6	65.4	100
7	0.4	3.1	4.0	16.9	75.6	100
8	0.8	3.3	2.9	14.8	78.2	100
9	0.0	0.0	1.8	5.3	93.0	100
10	0.9	0.0	0.0	2.6	96.5	100

How to read: 15.3% (7.3+8.0) children of class 1 can read sentences







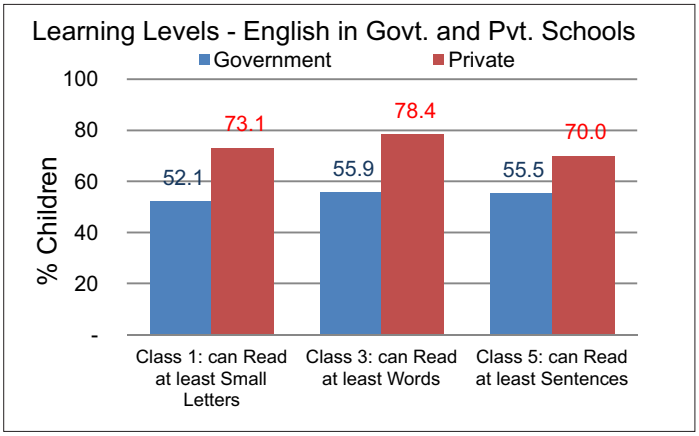


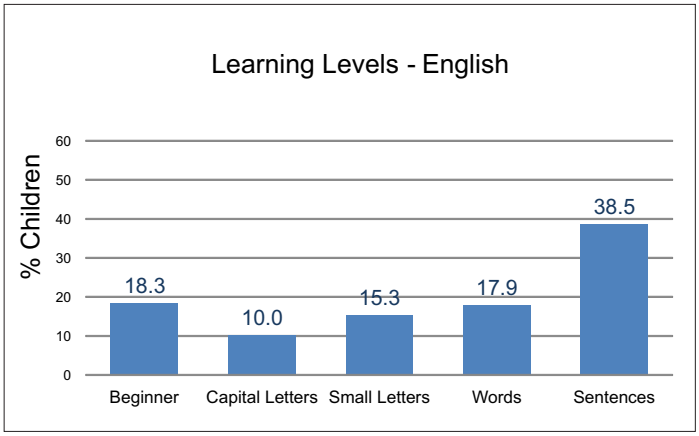
Learning Levels - English

Class Wise % Children Who Can Read English

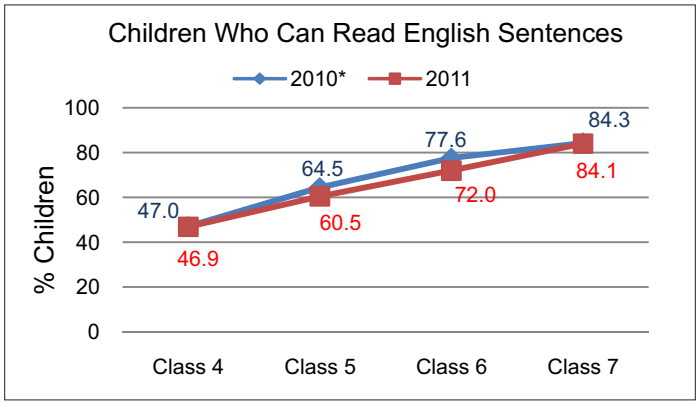
Class	Nothing	Capital letter	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	11.2	27.3	31.8	19.6	10.0	100	61.9	76.7
2	5.8	12.3	32.1	32.9	16.9	100	58.1	74.3
3	4.2	9.9	20.9	37.1	27.9	100	58.2	84.0
4	2.1	8.6	13.3	29.2	46.9	100	62.6	75.5
5	1.6	3.4	9.3	25.2	60.5	100	61.1	78.9
6	0.8	2.3	5.7	19.3	72.0	100	72.5	78.9
7	0.4	0.9	4.0	10.6	84.1	100	62.5	87.9
8	0.4	2.5	1.6	9.4	86.1	100	47.8	91.0
9	0.0	0.0	1.2	1.8	97.1	100	66.7	87.3
10	1.7	0.0	0.9	2.6	94.8	100	66.7	88.2

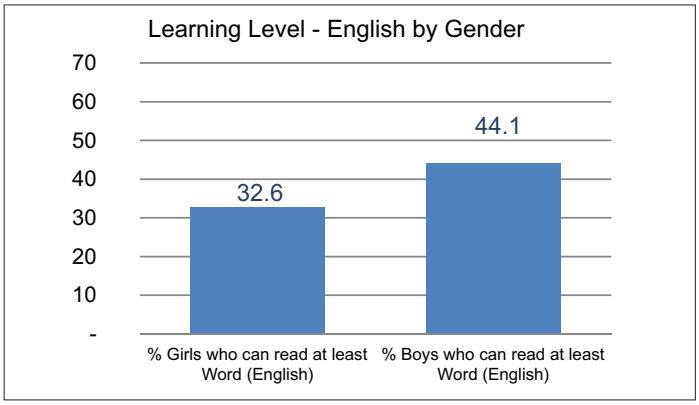
How to read: 29.6% (19.6+10.0) children of class 1 can read words





Gilgit - Baltistan



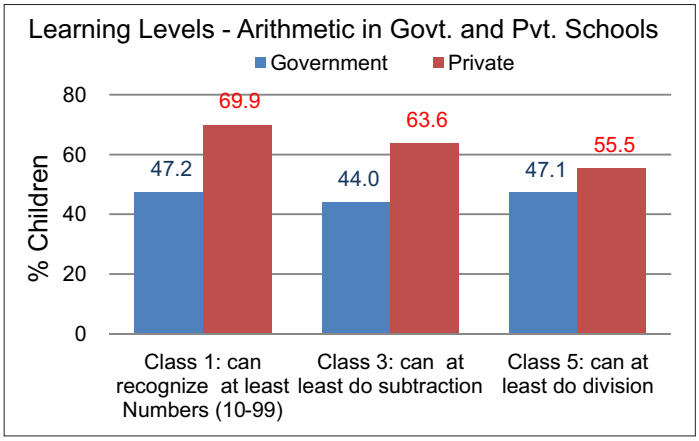


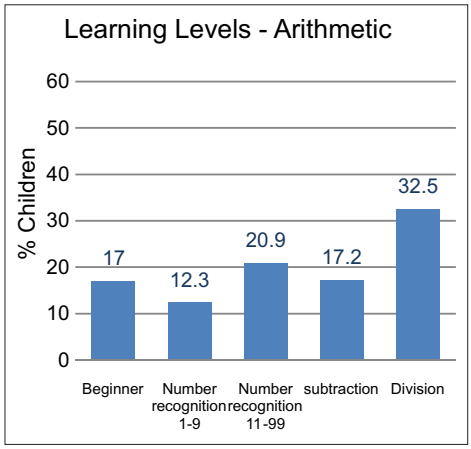
Learning Levels - Arithmetic

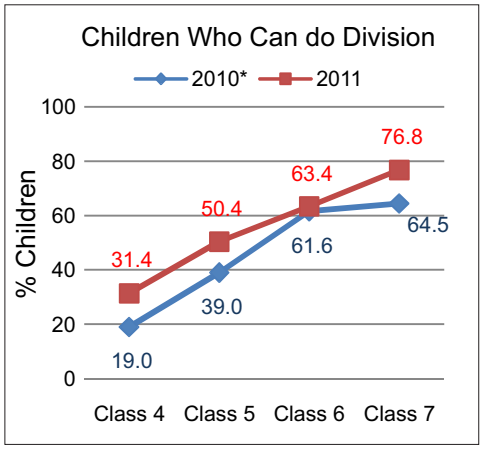
Class Wise % Children Who Can Do

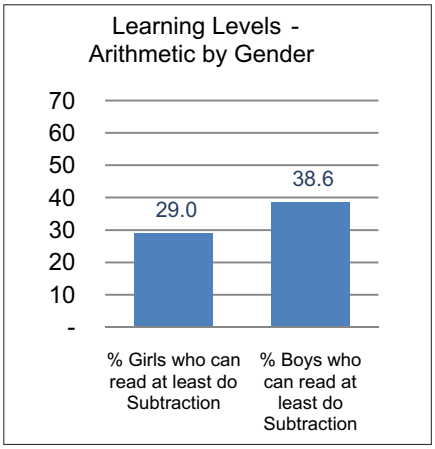
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	8.3	34.2	41.3	9.0	7.3	100
2	4.8	16.4	49.8	18.8	10.1	100
3	2.6	13.6	31.9	32.6	19.4	100
4	0.6	8.0	25.1	34.9	31.4	100
5	0.5	2.7	14.7	31.7	50.4	100
6	1.1	0.8	5.3	29.4	63.4	100
7	1.3	0.9	5.8	15.2	76.8	100
8	0.8	2.0	3.7	15.6	77.9	100
9	0.0	0.6	0.6	5.9	92.9	100
10	1.7	0.0	1.7	1.7	94.8	100

How to read: 16.3% (9.0+7.3) children of class 1 can do subtraction





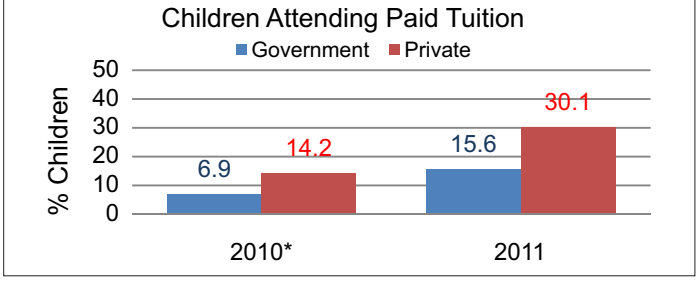




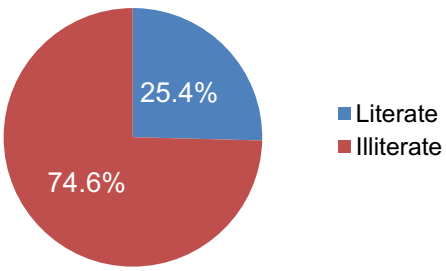
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.7	7.6	6.9	7.7	9.9	11.3	12.2	9.3	16.5	17.2
Pvt.	21.0	18.9	19.5	14.9	17.7	19.8	16.3	25.3	20.2	30.9



Mothers' Literacy



Gilgit - Baltistan

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

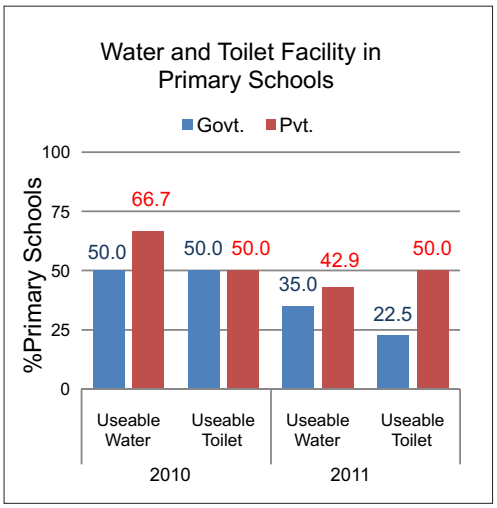
School Report Card

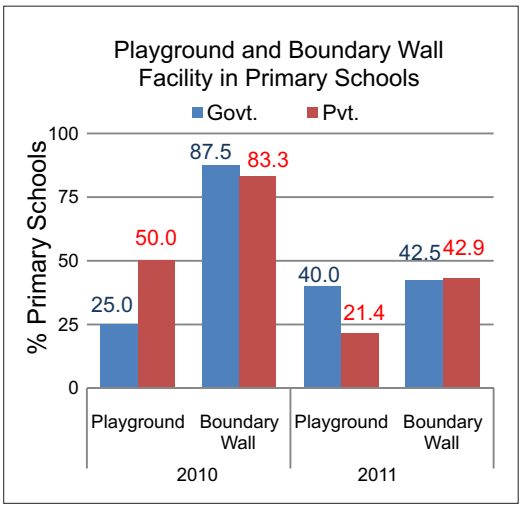
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	17	6	17	40	4	2	8	14
Elementary	16	3	5	24	1	1	20	22
High	6	3	1	10	1	1	15	17
Other	1	4	2	7	0	0	1	1
Total	40	16	25	81	6	4	44	54

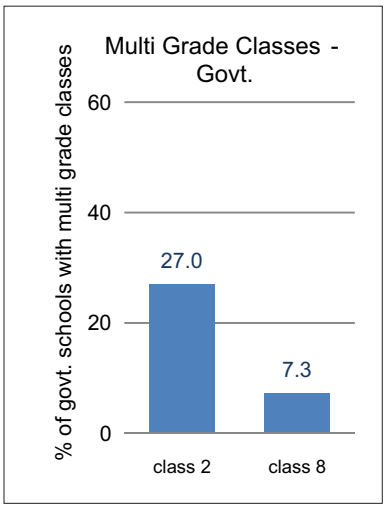
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	89.6	87.1	90.5	80.3	87.8	91.3	93.2	91.4	91.5	92.0
% of Attendance (as per headcount)	86.8	85.8	89.0	79.7	86.0	90.3	92.8	90.3	91.5	91.2

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	86.5	77.8	81.3	53.0	76.6	74.7	86.6	92.5	91.7	88.3

	School Facilities							
	Governn		t School		Private School			
	Primary	Elementa	High	Other	Primary	Elementary	High	Other
Useable Water (%)	35.0	41.7	80.0	57.1	42.9	72.7	88.2	100.0
Useable Toilet (%)	22.5	45.8	80.0	42.9	50.0	77.3	76.5	100.0
Rooms Available	3.0	7.9	15.2	10.3	4.57	7.59	20.12	19.00
Rooms used for classes	2.3	5.5	9.3	5.6	4.07	6.36	14.47	12.00
Availability of Playground (%)	40.0	70.8	80.0	57.1	21.4	77.3	88.2	100.0
Availability of Boundary wall (%)	42.5	70.8	90.0	71.4	42.9	77.3	94.1	100.0





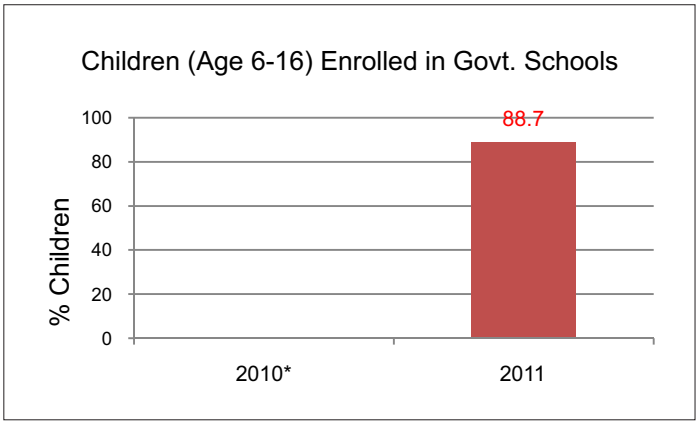


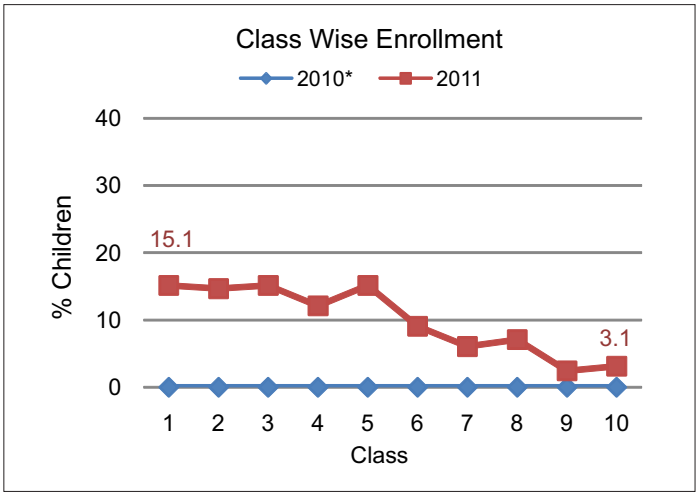
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	1	4	4	2	-	-	-	-
Average amount of grant	2000	14250	94725	11500	-	-	-	-

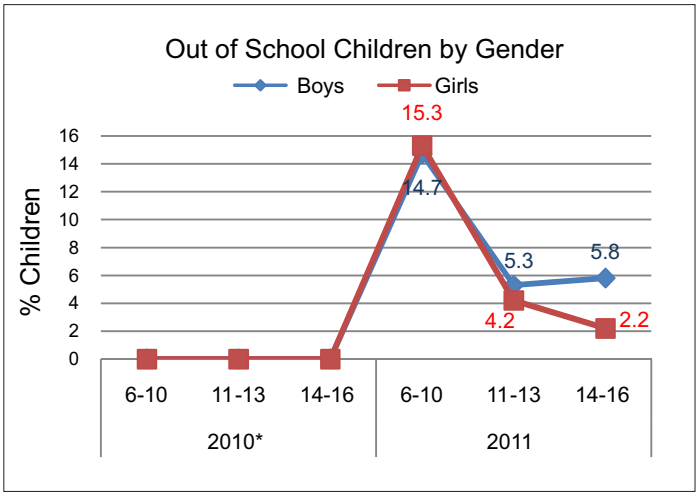
Diyamer

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	46.1	2.9	2.4	0.1	47.4	1.0	100
11-13	48.4	4.5	3.4	0.3	41.4	2.0	100
14-16	45.2	2.3	2.3	0.0	39.8	10.4	100
6-16	46.5	3.2	2.6	0.1	44.9	2.7	100
Total	52.4				47.6		100
By Type	88.7	6.0	5.0	0.2			

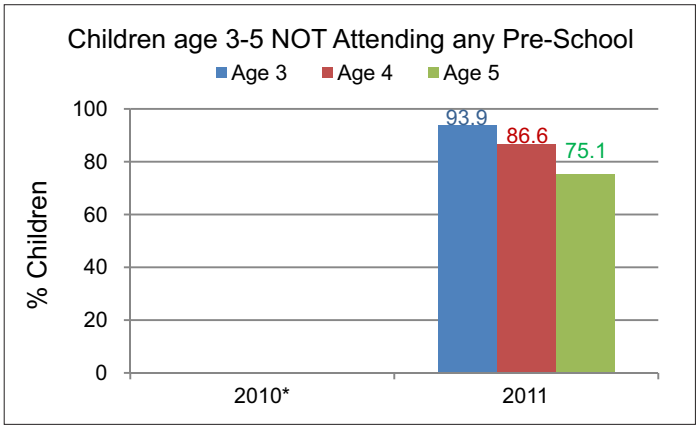






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	3.3	0.6	2.2	0.0	93.9	100
4	10.3	0.5	2.6	0.0	86.6	100
5	22.8	1.1	1.1	0.0	75.1	100
3-5	12.3	0.7	2.0	0.0	85.1	100
Total	15.0				85.1	
By Type	82.1	4.8	13.1	0.0		100



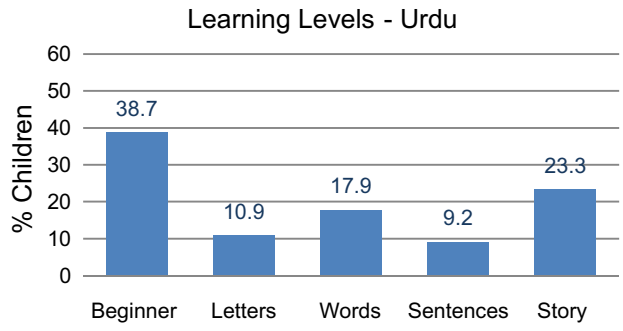
*District Diyamer was not surveyed in 2010

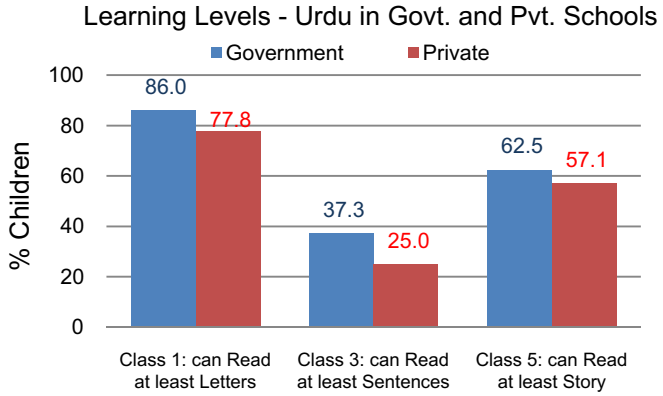
Learning Levels - Urdu

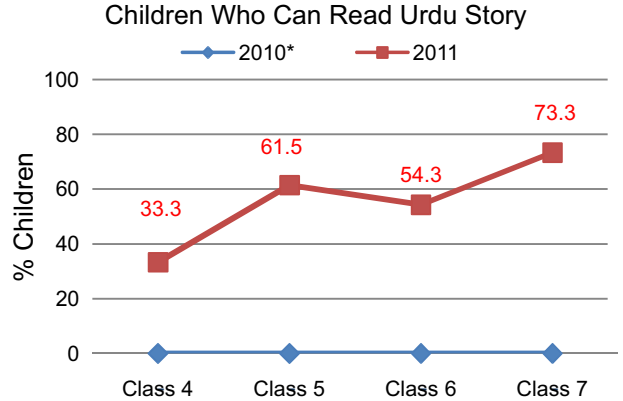
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	15.1	46.2	31.1	5.7	1.9	100
2	6.2	30.1	46.9	10.6	6.2	100
3	4.1	14.8	44.3	20.5	16.4	100
4	0.0	15.2	35.4	16.2	33.3	100
5	0.8	1.6	21.3	14.8	61.5	100
6	2.9	2.9	20.0	20.0	54.3	100
7	0.0	4.4	6.7	15.6	73.3	100
8	0.0	1.7	5.2	20.7	72.4	100
9	0.0	0.0	4.8	9.5	85.7	100
10	0.0	0.0	0.0	8.7	91.3	100

How to read:7.6% (5.7+1.9) children of class 1 can read sentences







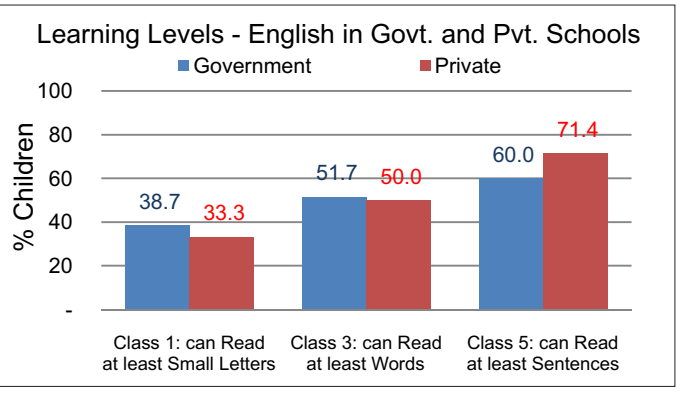
Learning Levels - English

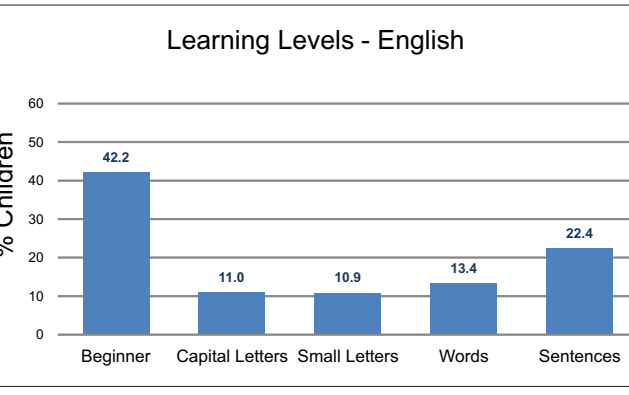
Class Wise % Children Who Can Read English

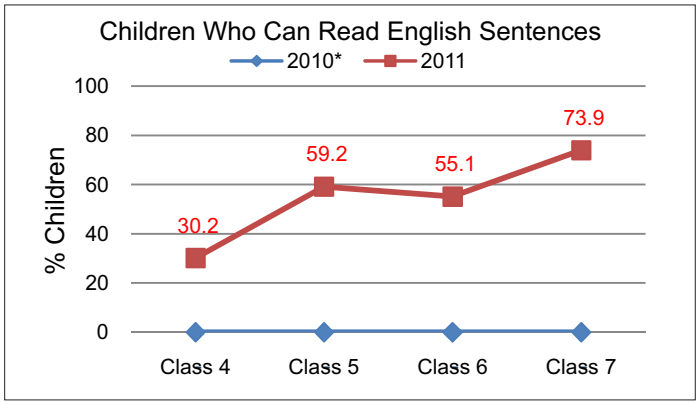
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	19.8	41.5	20.8	14.2	3.8	100
2	16.4	17.3	37.3	21.8	7.3	100
3	9.8	20.5	18.0	37.7	13.9	100
4	4.2	19.8	15.6	30.2	30.2	100
5	3.3	5.8	14.2	17.5	59.2	100
6	1.4	8.7	10.1	24.6	55.1	100
7	0.0	2.2	6.5	17.4	73.9	100
8	0.0	3.4	1.7	15.5	79.3	100
9	0.0	0.0	0.0	4.8	95.2	100
10	4.3	0.0	0.0	4.3	91.3	100

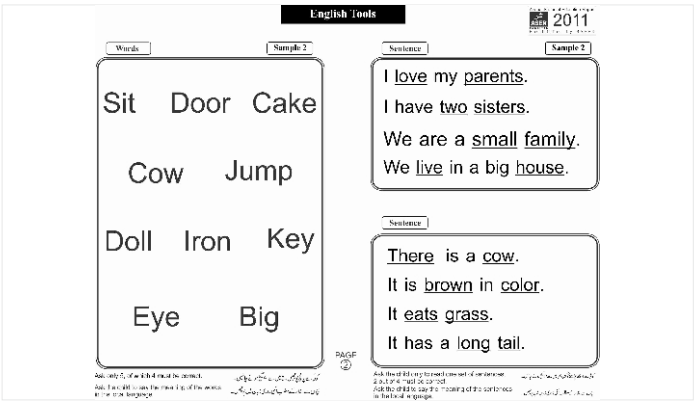
How to read: 18.0% (14.2+3.8) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
40.0	25.0
20.8	75.0
34.8	82.4
48.3	72.4
57.1	88.7
35.3	78.9
62.5	76.5
33.3	97.8
0.0	75.0
0.0	66.7







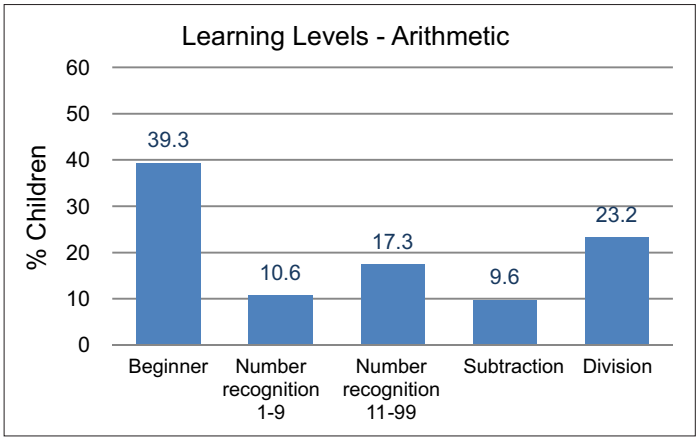


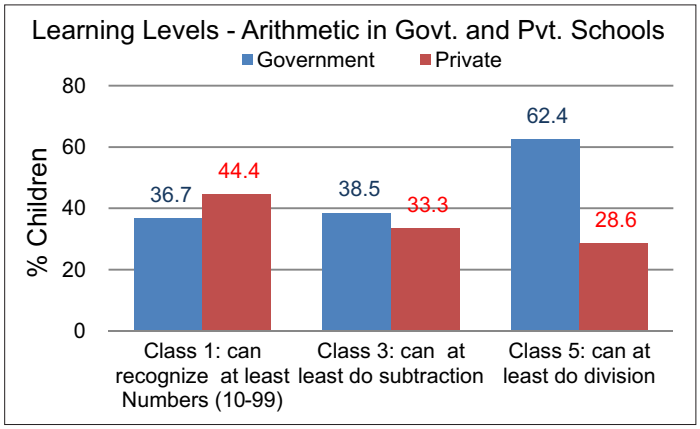
Learning Levels - Arithmetic

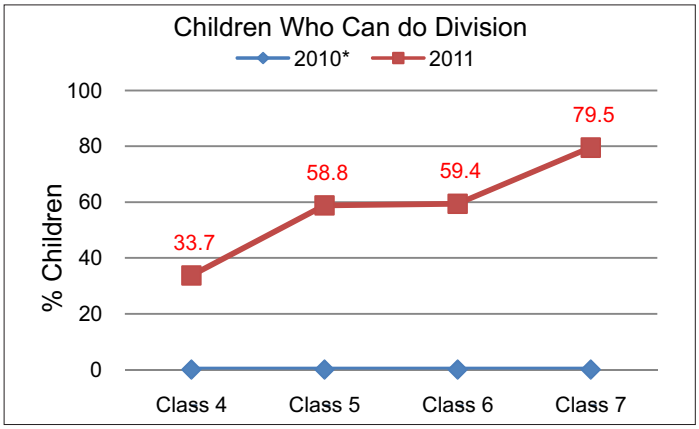
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	12.6	49.5	29.1	7.8	1.0	100
2	11.0	19.3	56.0	7.3	6.4	100
3	6.7	18.3	36.7	21.7	16.7	100
4	0.0	15.8	29.5	21.1	33.7	100
5	0.8	5.0	19.3	16.0	58.8	100
6	1.4	2.9	13.0	23.2	59.4	100
7	0.0	0.0	9.1	11.4	79.5	100
8	0.0	1.7	1.7	15.5	81.0	100
9	0.0	0.0	4.8	0.0	95.2	100
10	4.3	0.0	0.0	0.0	95.7	100

How to read: 8.8% (7.8+1.0) children of class 1 can do subtraction



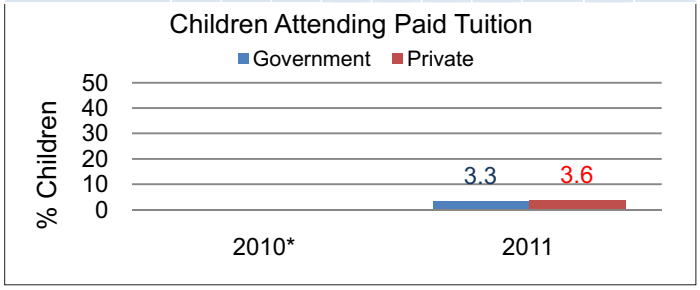




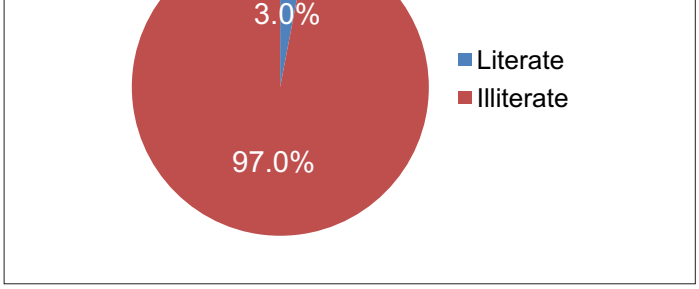
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.9	1.8	2.4	4.0	1.7	4.1	0.0	1.8	0.0	20.0
Pvt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	0.0	50.0

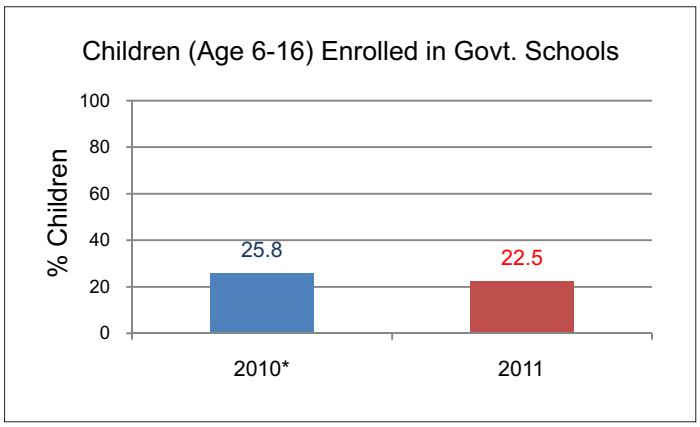


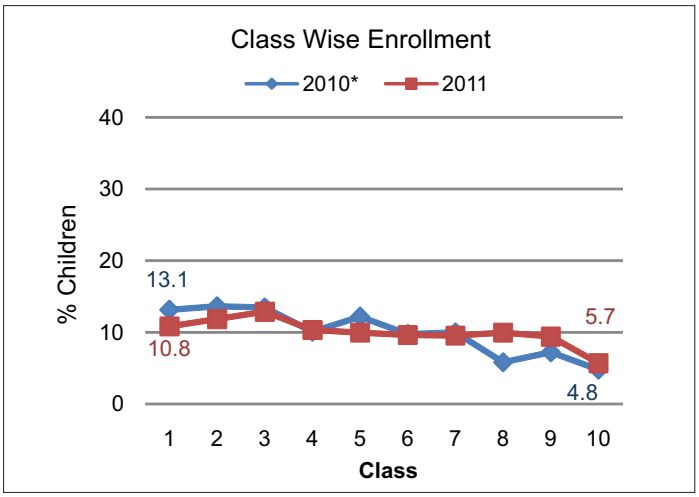
Mothers' Literacy

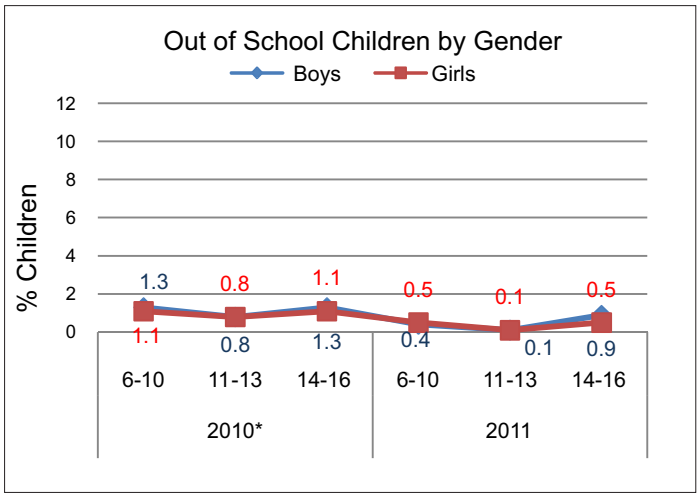


School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	16.5	76.8	0.8	3.8	2.1	0.0	100
11-13	24.5	67.7	0.6	6.1	0.6	0.6	100
14-16	28.2	62.8	1.3	2.8	1.8	3.1	100
6-16	21.9	70.5	0.9	4.1	1.6	1.0	100
Total			97.4		2.6		100
By Type	22.5	72.4	0.9	4.3			

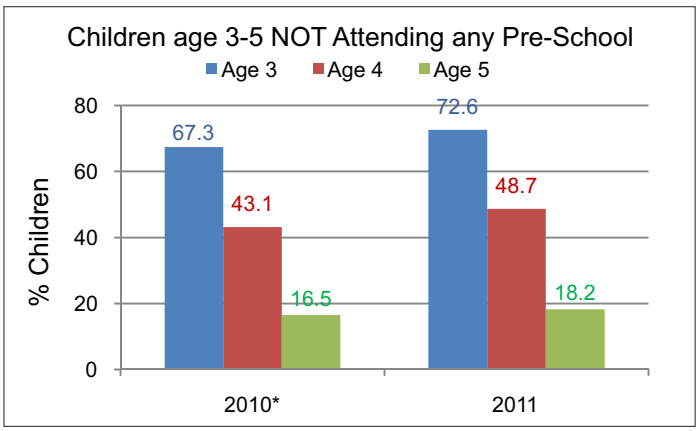






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	4.8	22.6	0.0	0.0	72.6	100
4	6.6	43.4	1.3	0.0	48.7	100
5	10.0	69.1	0.0	2.7	18.2	100
3-5	7.7	49.6	0.4	1.2	41.1	100
Total			58.9		41.1	
By Type	13.0	84.2	0.7	2.1		100



*District Gilgit was surveyed in 2010

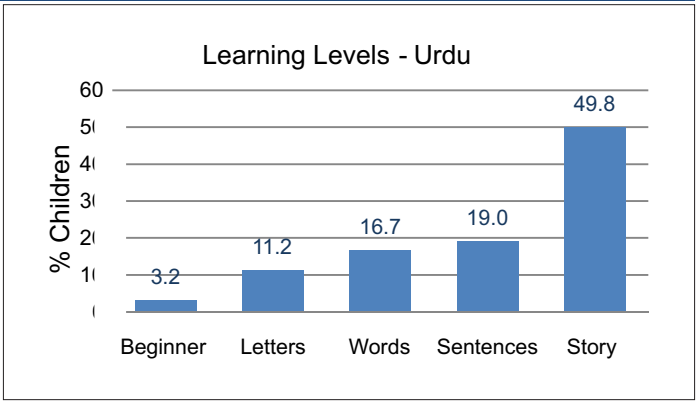
Gilgit

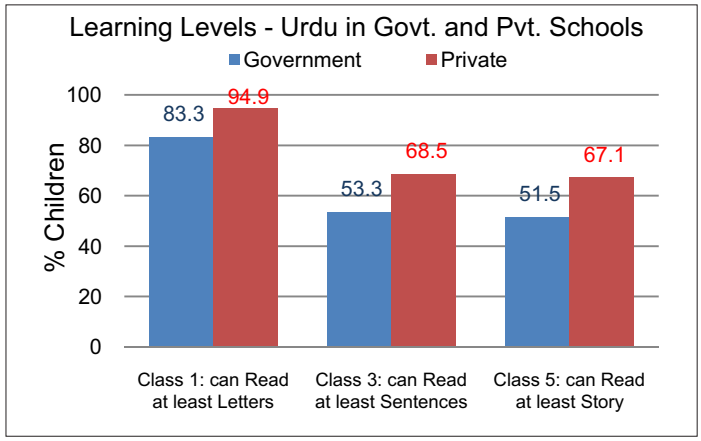
Learning Levels - Urdu

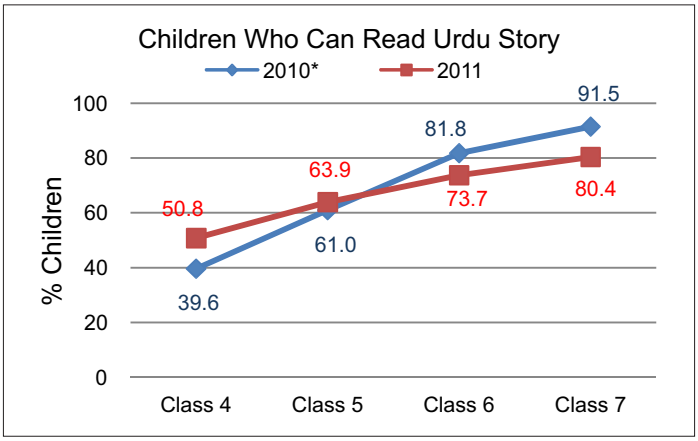
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	6.6	27.9	49.2	11.5	4.9	100
2	2.1	15.3	37.5	28.5	16.7	100
3	0.7	9.5	23.6	41.9	24.3	100
4	0.8	0.0	16.9	31.4	50.8	100
5	0.8	1.7	5.9	27.7	63.9	100
6	0.0	0.0	4.4	21.9	73.7	100
7	0.0	1.8	1.8	16.1	80.4	100
8	0.0	2.7	0.9	10.6	85.8	100
9	0.0	0.0	0.9	4.6	94.4	100
10	0.0	0.0	0.0	1.5	98.5	100

How to read: 16.4 % (11.5+4.9) children of class 1 can read sentences





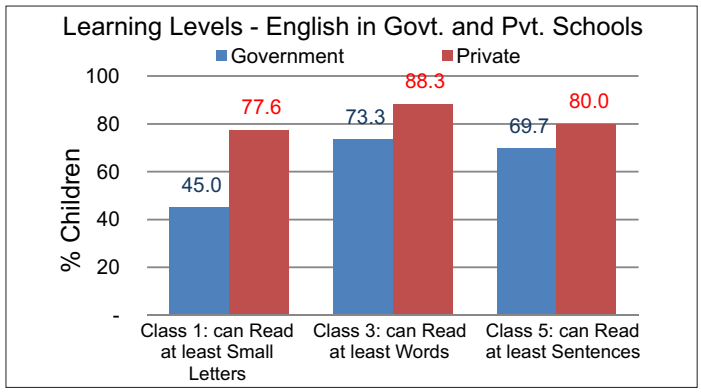


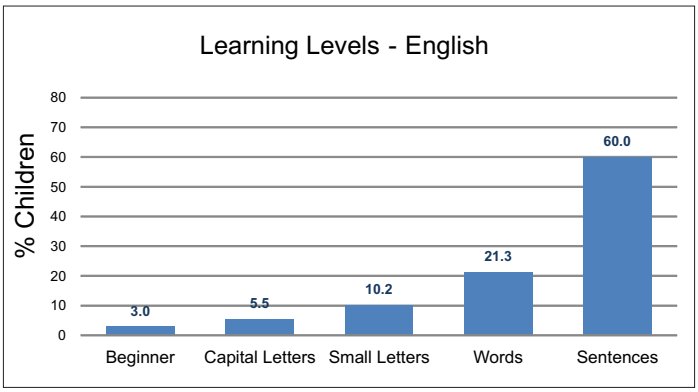
Learning Levels - English

Class Wise % Children Who Can Read English

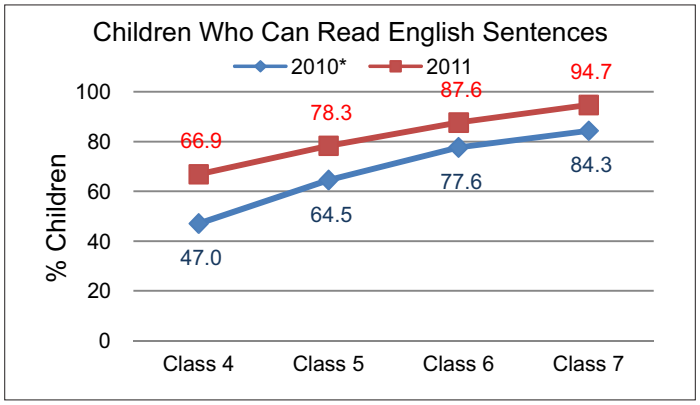
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	7.3	19.4	24.2	38.7	10.5	100	68.8	76.9
2	1.4	7.0	15.4	45.5	30.8	100	81.5	77.3
3	0.0	3.4	10.8	47.3	38.5	100	77.1	84.2
4	1.7	2.5	2.5	26.3	66.9	100	77.4	84.8
5	0.8	0.8	2.5	17.5	78.3	100	90.5	80.9
6	0.0	0.0	0.0	12.4	87.6	100	100.0	82.8
7	0.0	0.0	0.0	5.3	94.7	100	66.7	92.5
8	0.0	0.0	0.9	4.3	94.8	100	80.0	91.7
9	0.0	0.0	0.9	1.9	97.2	100	100.0	91.4
10	0.0	0.0	0.0	1.5	98.5	100	100.0	93.8

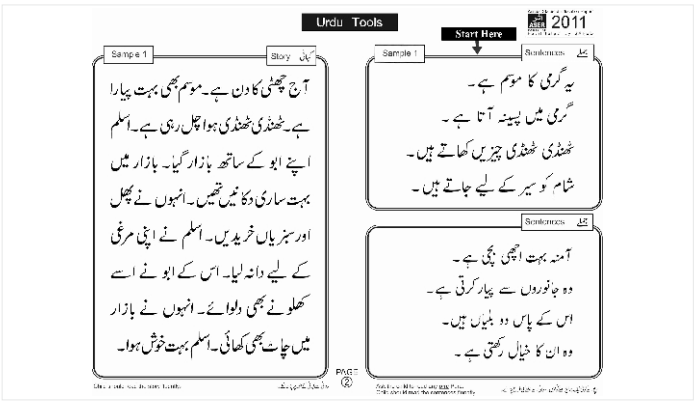
How to read: 49.2% (38.7+10.5) children of class 1 can read words





Gilgit



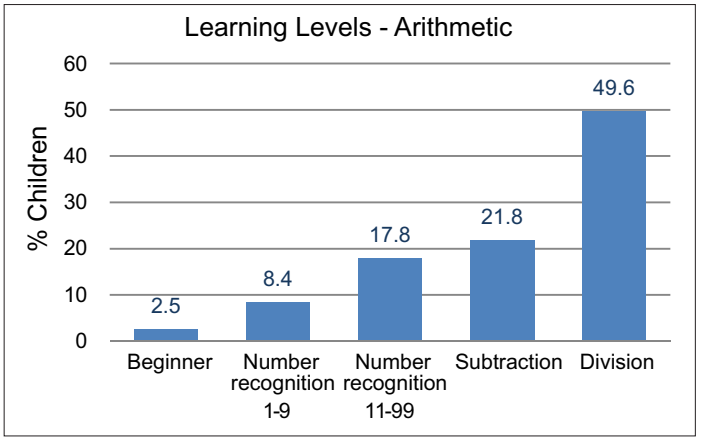


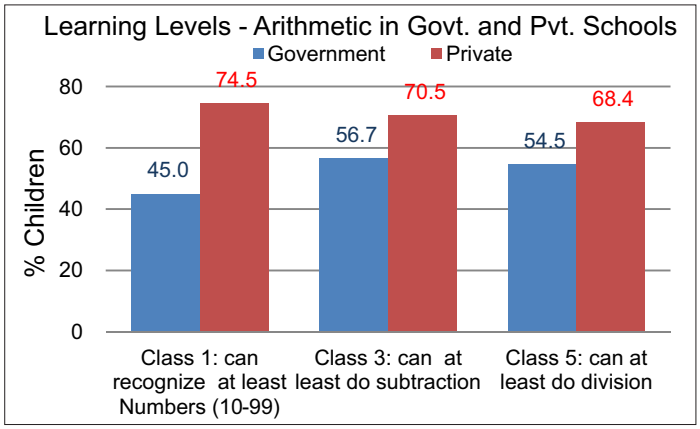
Learning Levels - Arithmetic

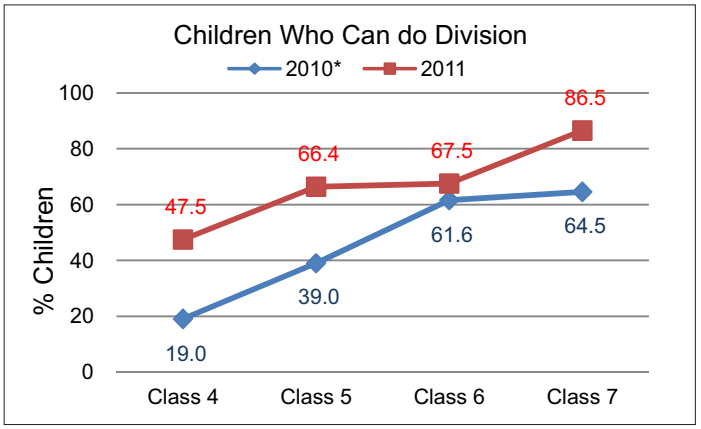
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	8.1	21.0	50.8	13.7	6.5	100
2	0.7	7.7	42.7	33.6	15.4	100
3	0.0	4.7	26.8	45.6	22.8	100
4	0.8	3.4	8.5	39.8	47.5	100
5	0.0	0.0	3.4	30.3	66.4	100
6	0.0	0.0	1.8	30.7	67.5	100
7	0.0	0.0	2.7	10.8	86.5	100
8	0.0	0.0	0.9	12.3	86.8	100
9	0.0	0.0	0.0	2.8	97.2	100
10	0.0	0.0	0.0	1.5	98.5	100

How to read: 20.2% (13.7+6.5) children of class 1 can do subtraction



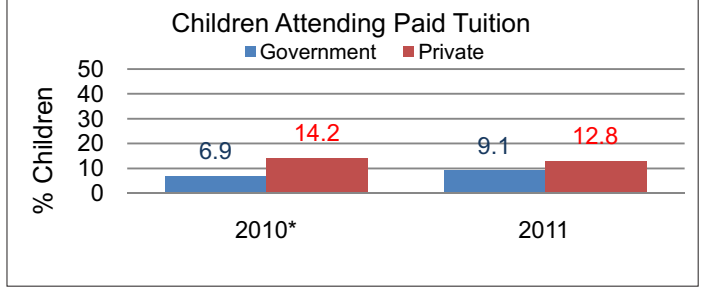




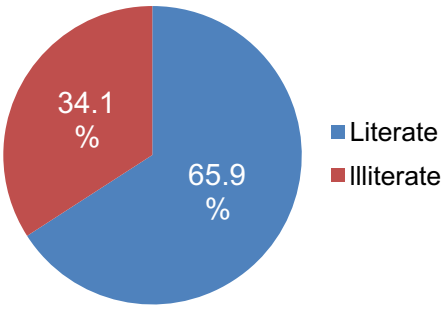
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.3	9.1	6.1	8.7	8.8	16.0	10.8	4.9	12.8	9.1
Pvt.	7.4	9.6	13.9	8.8	12.0	20.9	13.3	22.1	18.7	32.8



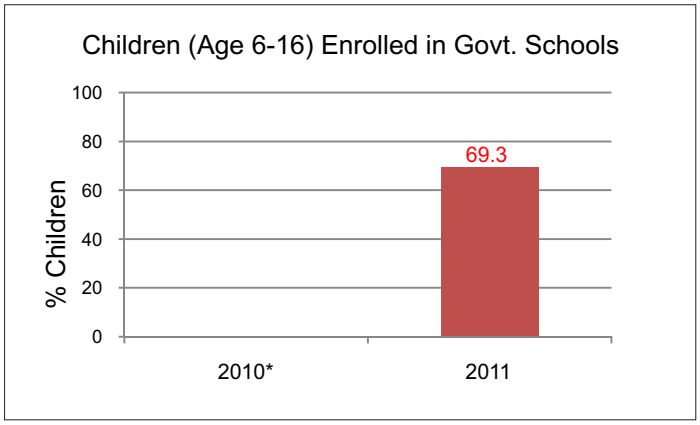
Mothers' Literacy

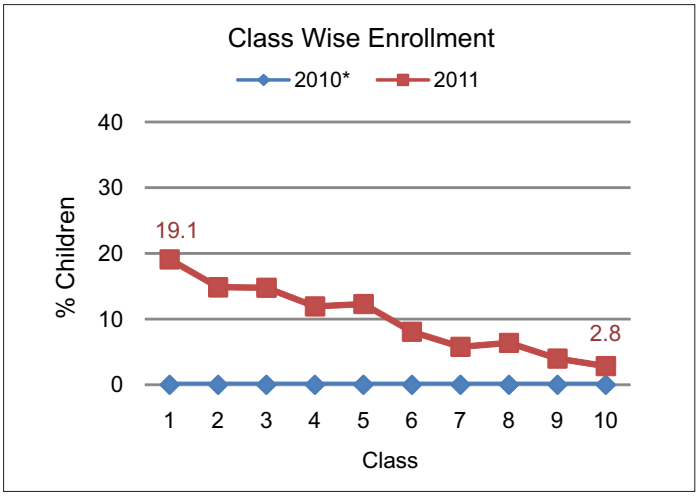


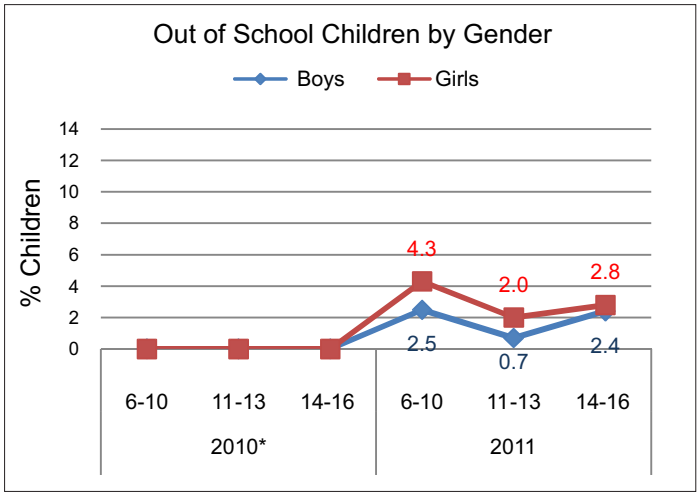
Skardu

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	58.0	29.6	0.1	0.7	11.1	0.5	100
11-13	64.0	22.9	0.3	0.3	11.4	1.1	100
14-16	57.3	15.5	1.2	0.0	18.6	7.3	100
6-16	59.1	25.3	0.4	0.5	12.7	2.0	100
Total			85.3		14.7		100
By Type	69.3	29.7	0.4	0.6			

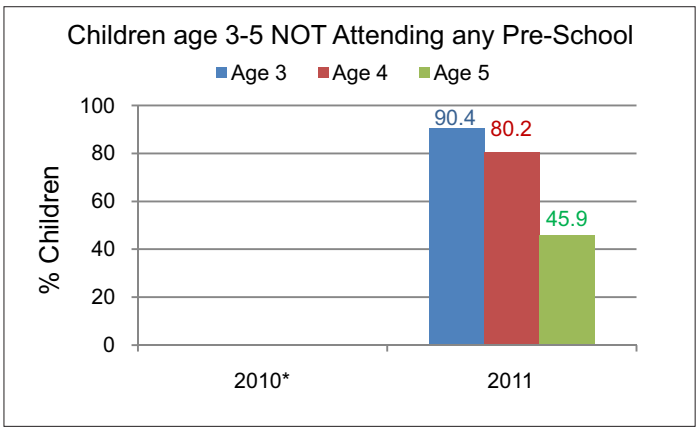






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	5.3	4.4	0.0	0.0	90.4	100
4	12.7	6.3	0.0	0.8	80.2	100
5	41.9	12.2	0.0	0.0	45.9	100
3-5	22.8	8.3	0.0	0.2	68.7	100
Total			31.3		68.7	
By Type	72.9	26.4	0.0	0.8		100



*District Skardu was not surveyed in 2010

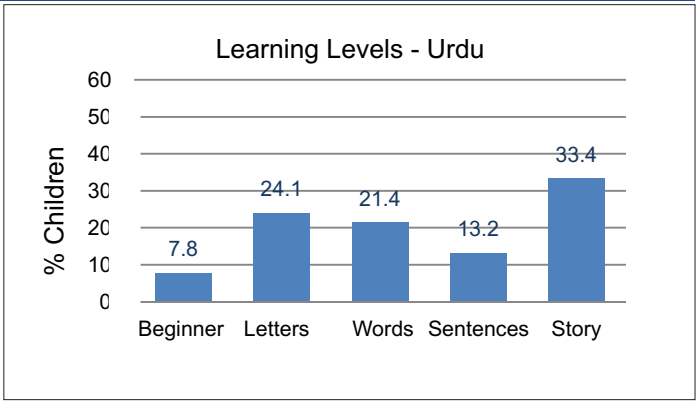
Skardu

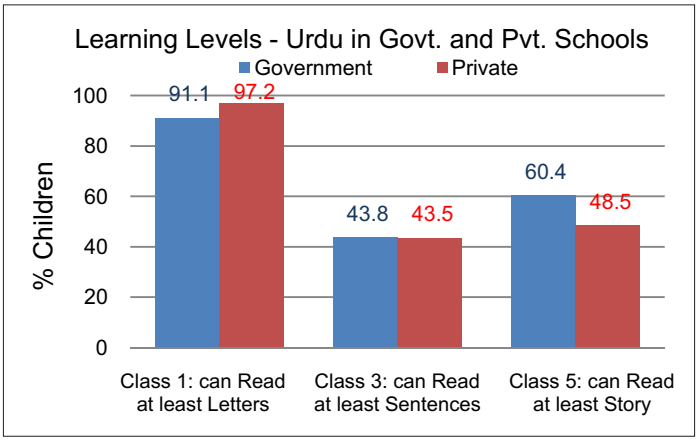
Learning Levels - Urdu

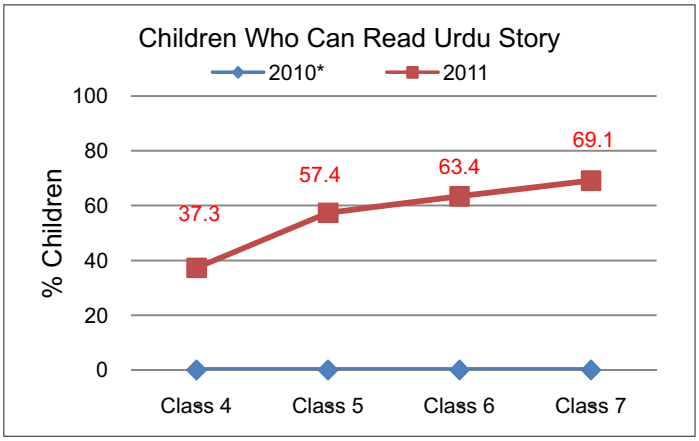
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	7.1	47.0	27.3	5.6	13.1	100
2	2.5	31.9	41.1	11.7	12.9	100
3	2.5	18.2	35.8	22.6	20.8	100
4	1.6	14.3	23.0	23.8	37.3	100
5	0.7	5.9	19.9	16.2	57.4	100
6	1.2	3.7	6.1	25.6	63.4	100
7	1.5	4.4	5.9	19.1	69.1	100
8	2.8	5.6	4.2	16.7	70.8	100
9	0.0	0.0	2.4	4.8	92.9	100
10	3.8	0.0	0.0	0.0	96.2	100

How to read:18.7% (5.6+13.1) children of class 1 can read sentences





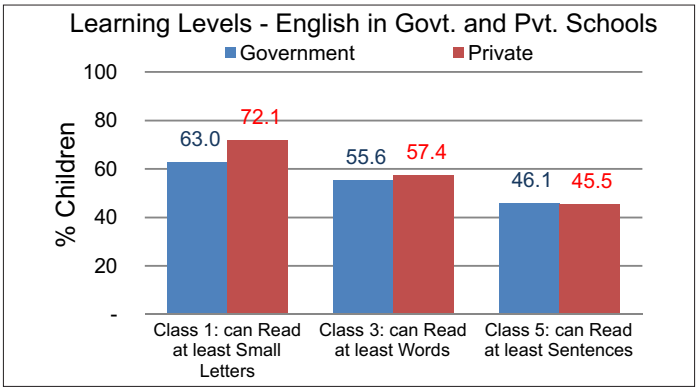


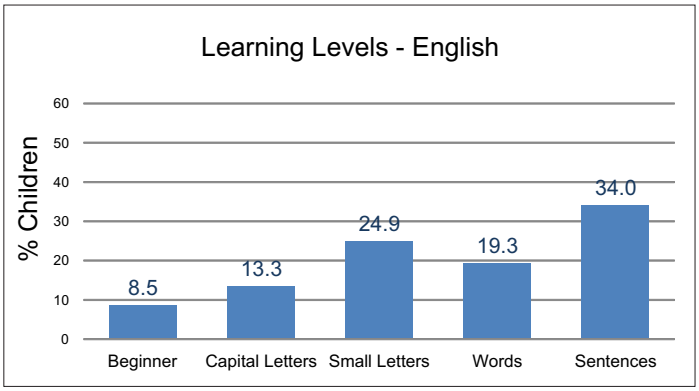
Learning Levels - English

Class Wise % Children Who Can Read English

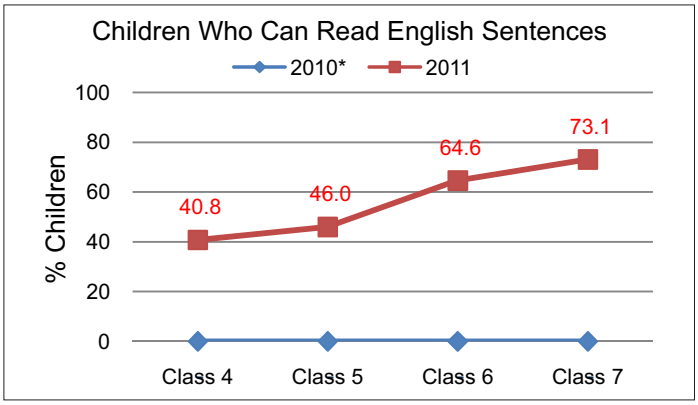
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	9.1	24.7	42.4	10.6	13.1	100	61.9	84.6
2	2.5	13.7	43.5	29.2	11.2	100	44.7	66.7
3	3.8	7.7	32.7	26.9	28.8	100	52.4	84.4
4	0.8	5.6	21.6	31.2	40.8	100	61.5	62.7
5	0.7	3.6	10.9	38.7	46.0	100	50.9	65.1
6	1.2	0.0	9.8	24.4	64.6	100	85.0	71.7
7	1.5	1.5	9.0	14.9	73.1	100	60.0	85.7
8	1.4	5.6	2.8	12.7	77.5	100	44.4	83.6
9	0.0	0.0	2.4	0.0	97.6	100	0.0	82.9
10	3.7	0.0	3.7	3.7	88.9	100	100.0	91.7

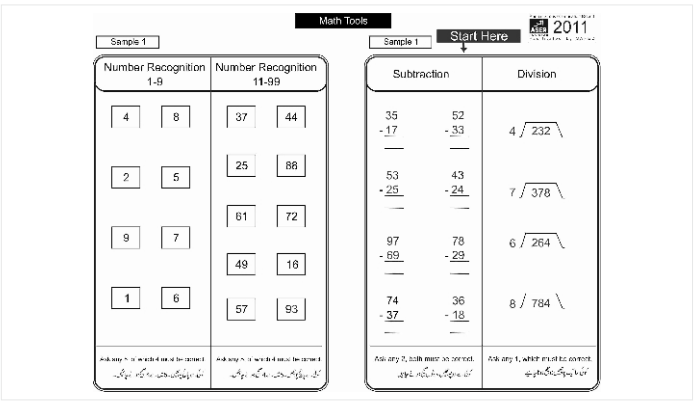
How to read: 23.7% (10.6+13.1) children of class 1 can read words





Skardu



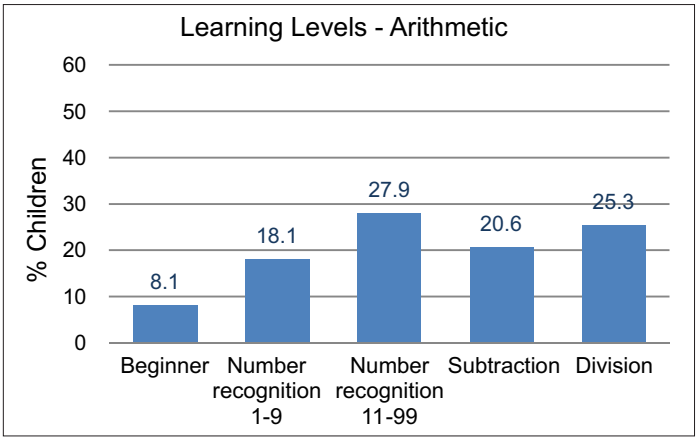


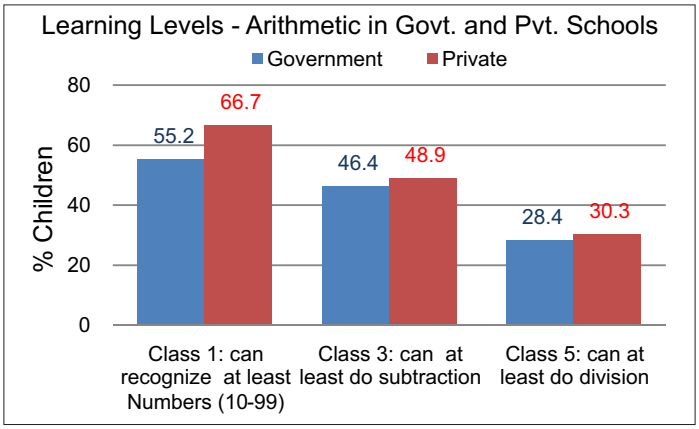
Learning Levels - Arithmetic

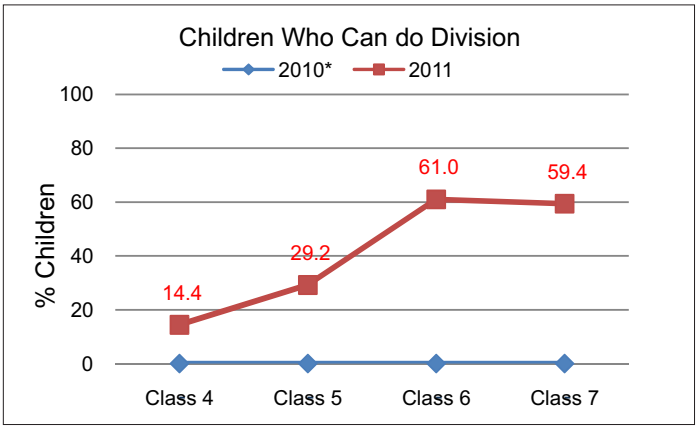
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	6.1	34.5	41.6	6.6	11.2	100
2	4.3	22.2	51.9	13.6	8.0	100
3	1.9	18.4	32.9	28.5	18.4	100
4	0.8	6.4	37.6	40.8	14.4	100
5	0.7	2.9	20.4	46.7	29.2	100
6	2.4	0.0	3.7	32.9	61.0	100
7	4.3	2.9	8.7	24.6	59.4	100
8	2.8	5.6	9.7	20.8	61.1	100
9	0.0	2.4	0.0	16.7	81.0	100
10	3.7	0.0	7.4	3.7	85.2	100

How to read: 17.8% (6.6+11.2) children of class 1 can do subtraction



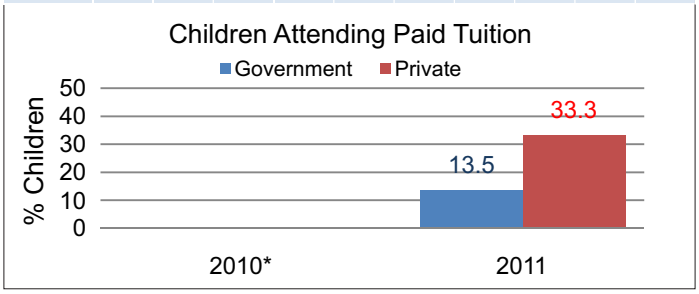




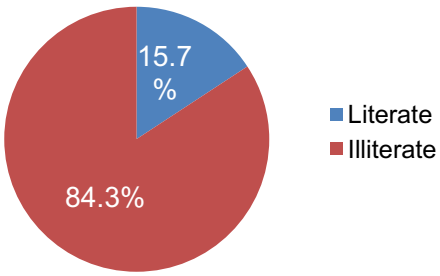
Paid Tuition

Class Wise % Children Attending Paid Tuition

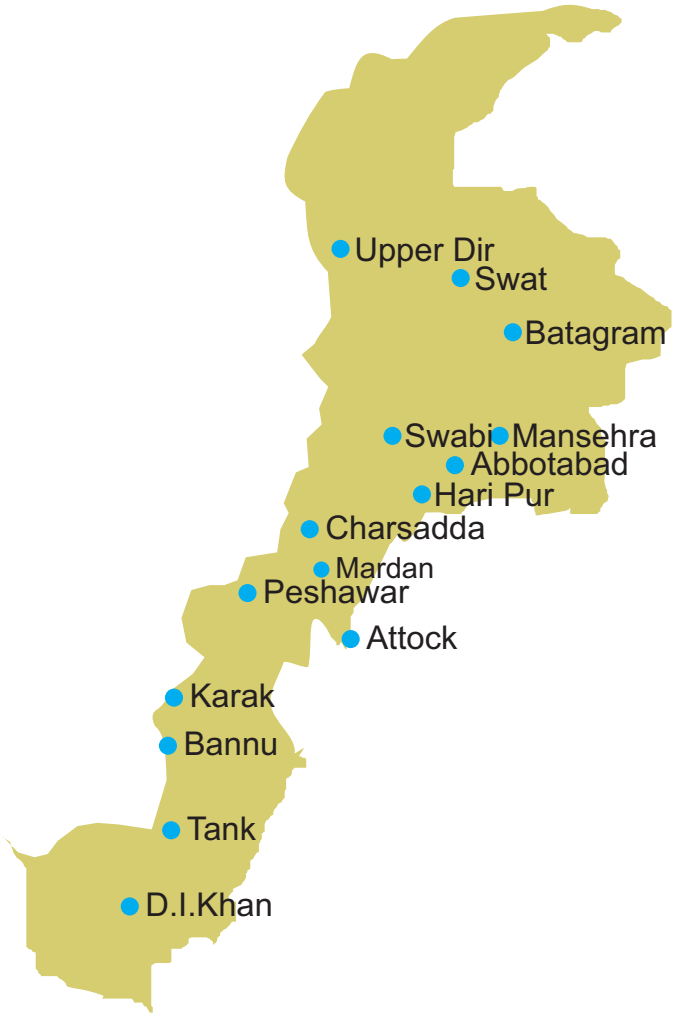
School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	7.6	12.4	11.3	10.9	18.3	16.5	24.1	18.5	27.3	17.9
Pvt.	40.2	40.6	32.8	29.5	34.2	19.2	30.0	38.9	37.5	12.5



Mothers' Literacy



Khyber Pakhtunkhwa



Surveyed Districts

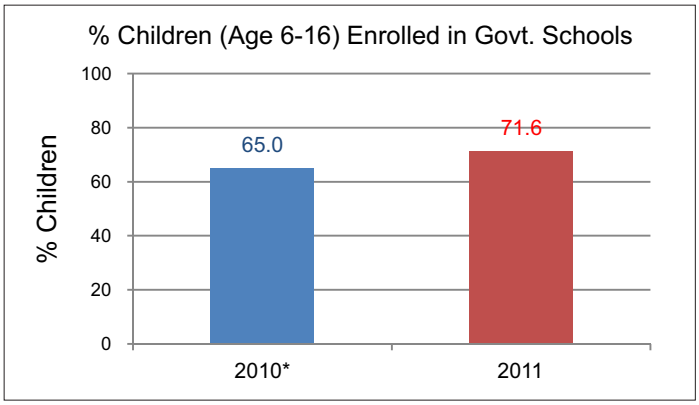
1. Abbottabad
2. Bannu
3. Batagram
4. Charsada
5. D.I.Khan
6. Haripur
7. Karak
8. Mansehra
9. Mardan
10. Peshawar
11. Swabi
12. Swat
13. Tank
14. Upper Dir

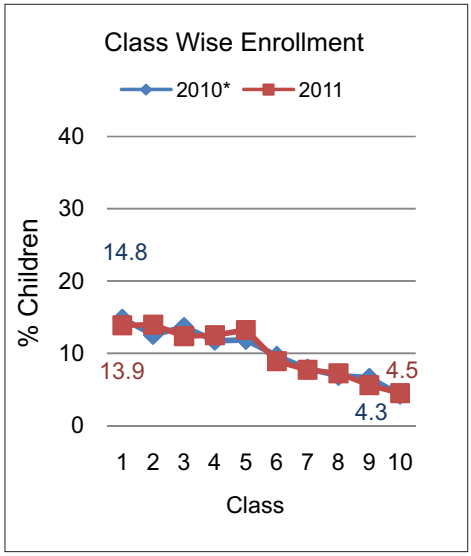
Map may not be accurate or to scale. It is a mere representation

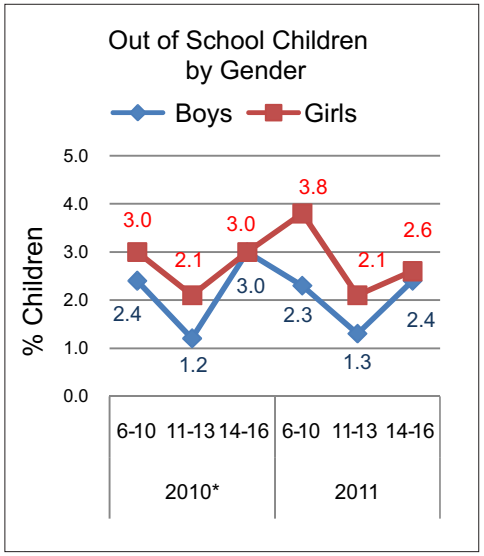
Khyber Pakhtunkhwa

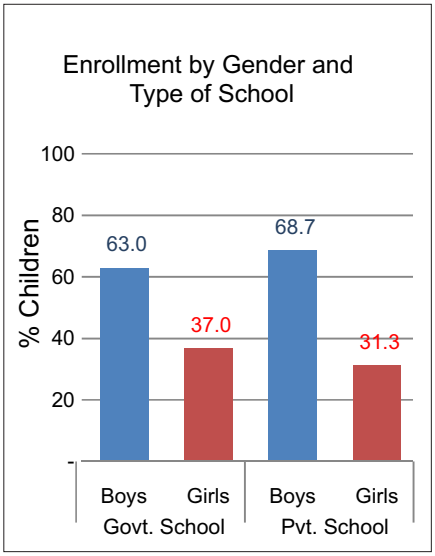
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	62.1	25.6	0.9	0.0	10.2	1.2	100
11-13	62.4	23.3	0.8	0.0	9.4	4.2	100
14-16	57.4	18.5	0.4	0.0	12.5	11.3	100
6-16	61.2	23.5	0.7	0.0	10.5	4.1	100
Total	85.4				14.6		
By Type	71.6	27.5	0.9	0.0			



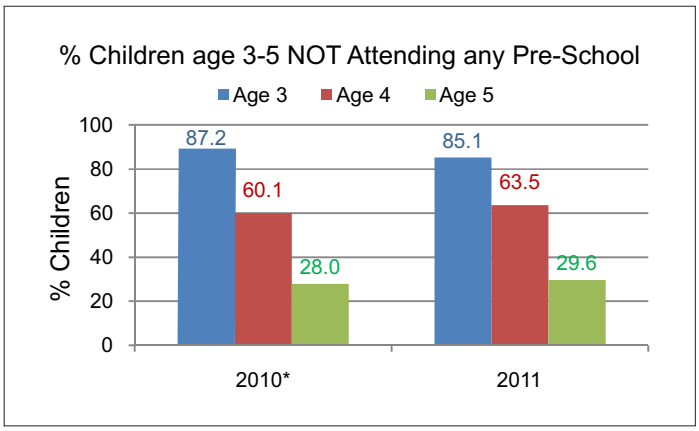






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	10.2	4.5	0.2	0.0	85.1	100
4	22.5	13.6	0.4	0.0	63.5	100
5	43.1	26.6	0.7	0.0	29.6	100
3-5	28.0	16.7	0.5	0.0	54.9	100
Total	45.2				54.9	
By Type	62.1	36.9	1.0	0.0		100



* In 2010 only 4 districts of KP were surveyed

Khyber Pakhtunkhwa

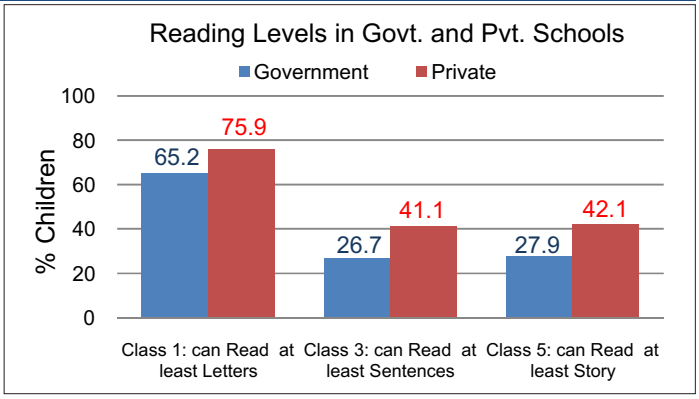
Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

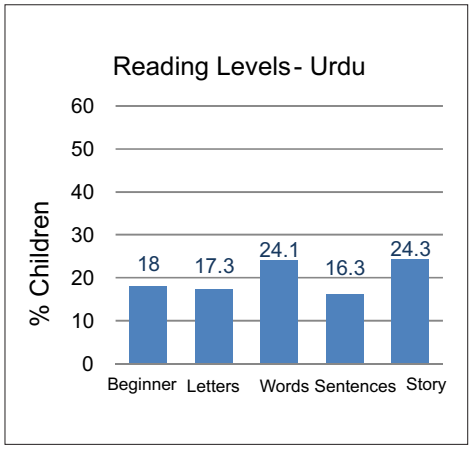
Learning Levels - Urdu

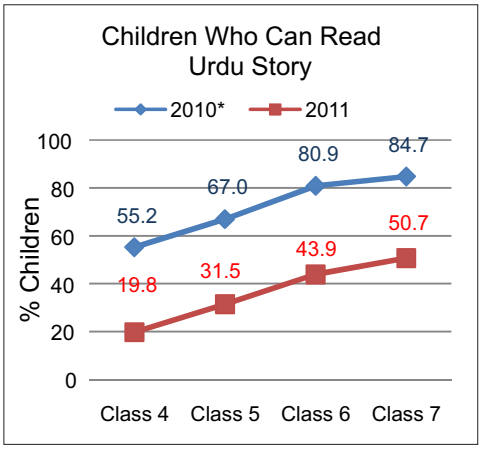
Class Wise % Children Who Can Read

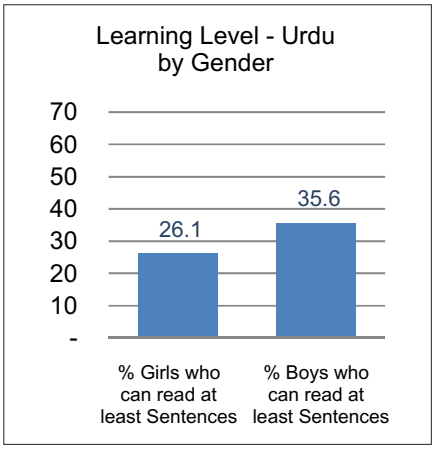
Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.6	35.6	26.3	4.1	2.4	100
2	14.9	26.7	38.3	13.0	7.2	100
3	8.9	19.8	40.1	19.2	12.1	100
4	4.6	15.4	34.2	26.0	19.8	100
5	2.7	10.3	30.5	24.9	31.5	100
6	0.8	7.2	21.0	27.0	43.9	100
7	1.4	5.2	14.5	28.3	50.7	100
8	1.3	4.9	8.7	22.8	62.4	100
9	0.0	5.5	5.5	17.7	71.4	100
10	0.0	4.5	4.2	15.6	75.6	100

How to read: 6.5% (4.1+2.4) children of class 1 can read sentences









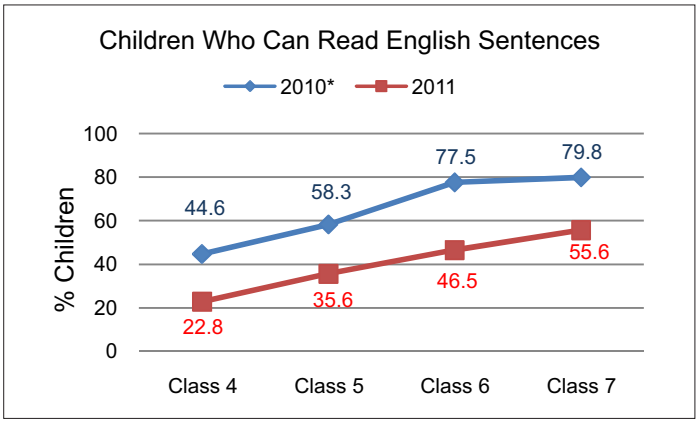
Learning Levels - English

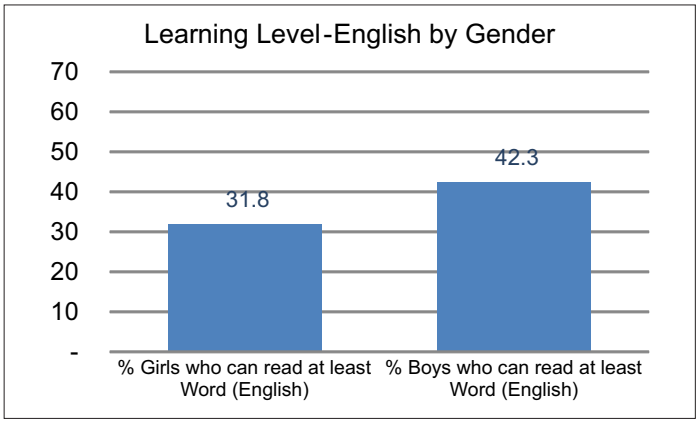
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	34.9	26.1	22.1	14.7	2.3	100
2	17.8	20.4	30.2	24.2	7.5	100
3	11.2	13.3	29.1	33.1	13.3	100
4	6.6	10.6	23.9	36.2	22.8	100
5	4.5	8.5	18.4	33.0	35.6	100
6	1.9	6.3	15.9	29.4	46.5	100
7	2.9	3.9	11.0	26.6	55.6	100
8	2.8	3.5	7.1	21.4	65.2	100
9	1.1	4.0	4.8	15.3	74.8	100
10	0.8	3.0	3.9	9.5	82.9	100

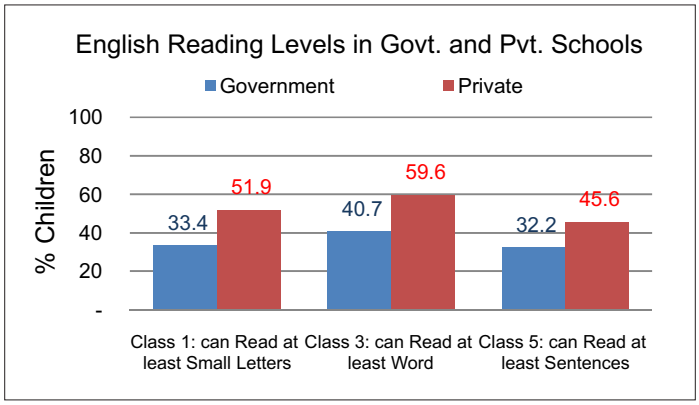
How to read:16.9% (14.6+2.3) children of class 1 can read words

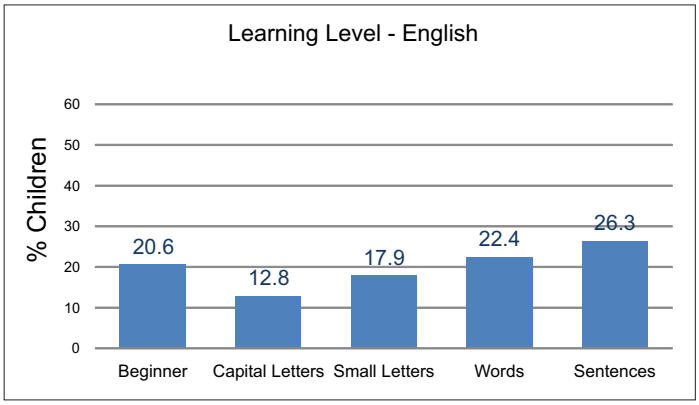
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
50.5	53.2
54.0	62.9
63.3	59.7
64.4	64.1
63.6	67.0
69.5	72.1
62.0	76.3
69.4	78.7
65.1	81.7
61.9	79.9





Khyber Pakhtunkhwa



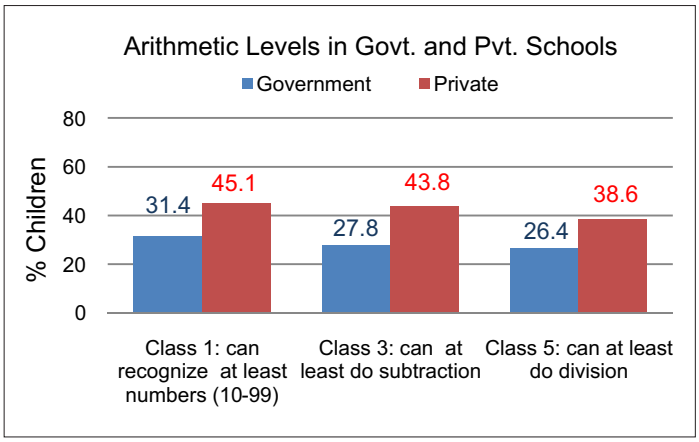


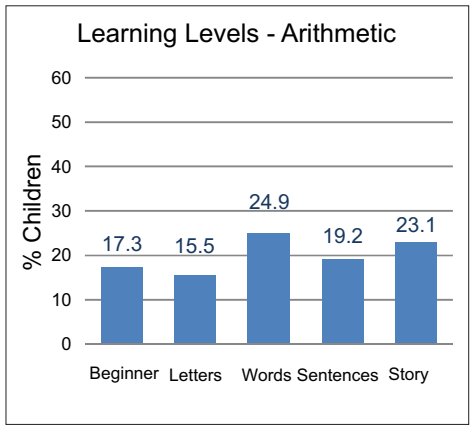
Learning Levels - Arithmetic

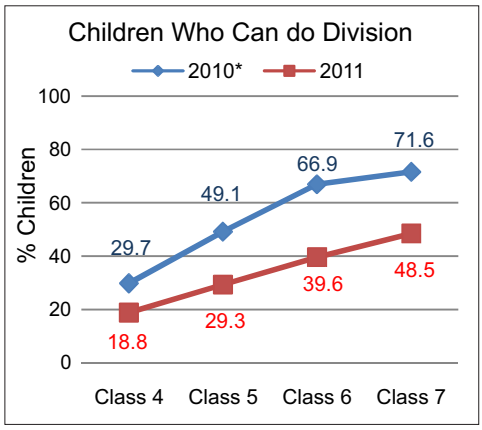
Class Wise % Children Who Can Do

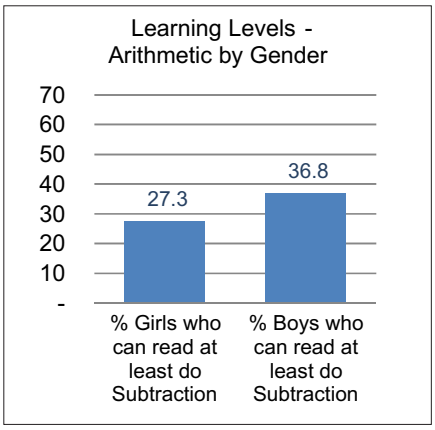
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 Digits)	Total
		1-9	10-99			
1	28.8	35.7	28.1	5.6	1.8	100
2	13.5	23.1	44.1	14.2	5.2	100
3	8.4	16.4	42.6	22.7	9.9	100
4	4.7	11.8	34.1	30.6	18.8	100
5	3.5	8.6	27.0	31.6	29.3	100
6	1.4	4.7	20.7	33.6	39.6	100
7	1.6	3.5	13.8	32.7	48.5	100
8	1.9	3.1	8.2	25.3	61.5	100
9	0.4	4.2	5.2	18.8	71.4	100
10	0.5	2.1	4.4	14.0	79.1	100

How to read: 7.4% (5.6+1.8) children of class 1 can do subtraction





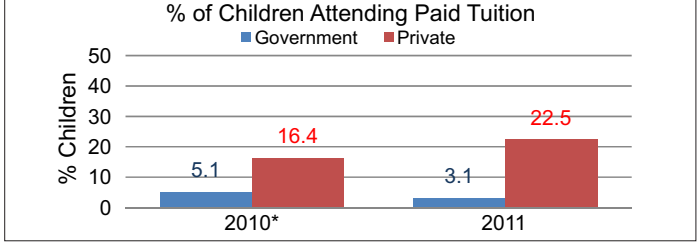




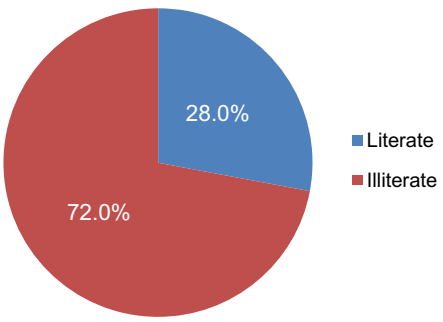
Paid Tuition

Class Wise % Children Attending Paid Tuition

Class	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.0	2.8	1.9	2.4	3.0	4.2	4.0	3.8	7.3	5.9
Pvt.	12.5	18.9	19.9	20.4	24.5	24.1	20.1	28.9	26.8	21.8



Mothers' Literacy



Khyber Pakhtunkhwa

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

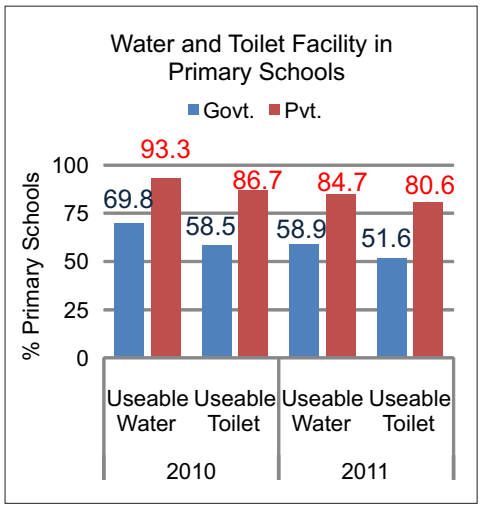
School Report Card

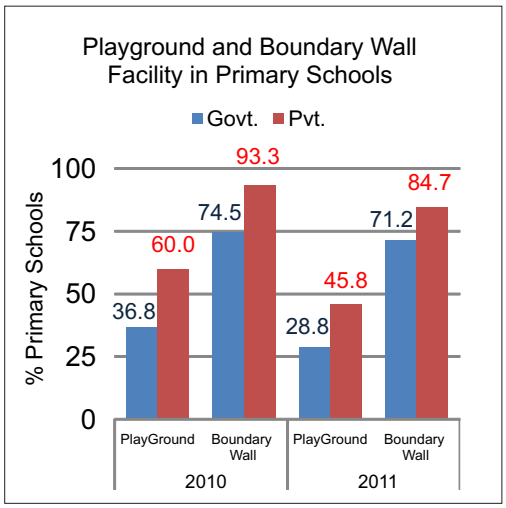
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	118	30	71	219	5	4	63	72
Elementary	9	6	1	16	17	1	74	92
High	39	6	4	49	13	0	62	75
Other	95	20	13	128	1	1	15	17
Total	261	62	89	412	36	6	214	256

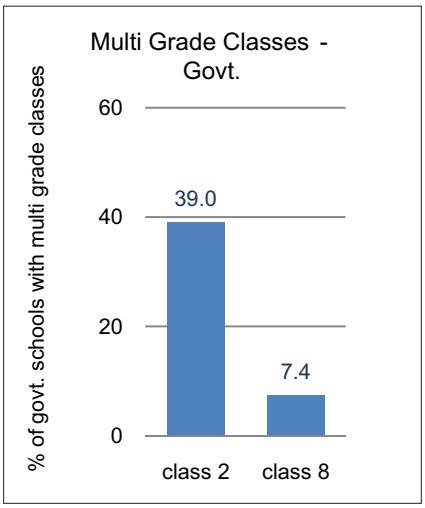
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	83.9	80.8	87.1	85.3	84.7	91.7	88.9	90.8	69.8	89.3
% of Attendance (as per headcount)	81.6	84.9	85.7	84.8	83.5	87.8	83.4	85.3	70.0	84.4

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	80.8	84.8	73.9	86.1	81.9	85.1	87.0	94.1	96.0	90.5

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	58.9	50.0	61.2	68.0	84.7	88.0	90.7	88.2
Useable Toilet (%)	51.6	62.5	49.0	60.9	80.6	88.0	89.3	94.1
Rooms Available	4.3	9.8	10.1	9.0	5.6	9.6	15.6	10.8
Rooms used for classes	3.5	7.7	7.0	6.4	4.8	8.3	14.0	9.3
Availability of Playground (%)	28.8	50.0	46.9	41.4	45.8	56.5	62.7	52.9
Availability of Boundary wall (%)	71.2	87.5	61.2	72.7	84.7	89.1	96.0	94.1





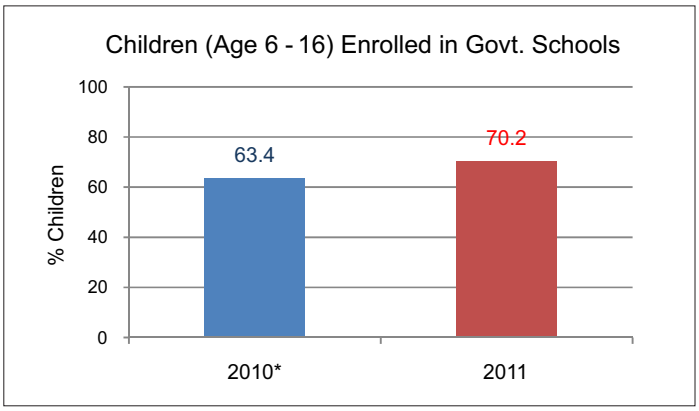


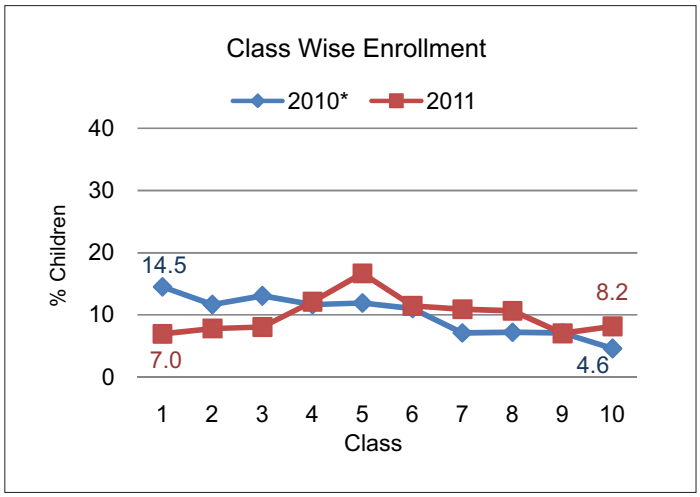
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	50	6	13	31	-	-	-	-
Average amount of grant	30021	29833	91077	74264	-	-	-	-

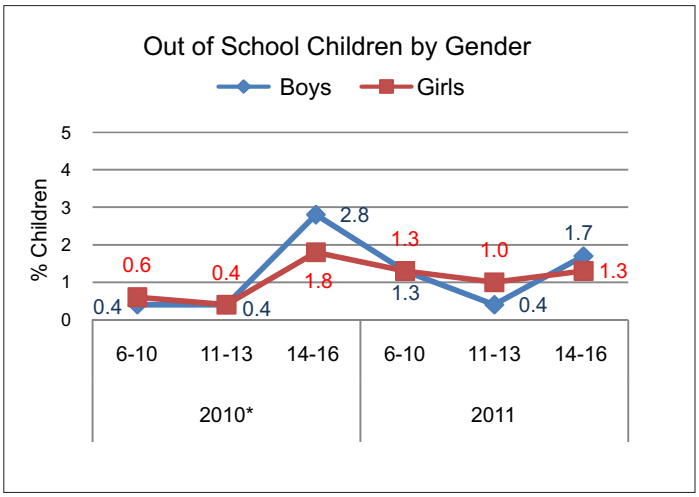
Abbottabad

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	65.8	27.9	0.4	0.0	5.7	0.2	100
11-13	69.7	25.8	0.0	0.0	4.2	0.2	100
14-16	58.2	28.9	0.0	0.0	5.9	6.9	100
6-16	65.2	27.5	0.2	0.0	5.3	1.8	100
Total	92.9				7.1		100
By Type	70.2	29.6	0.2	0.0			

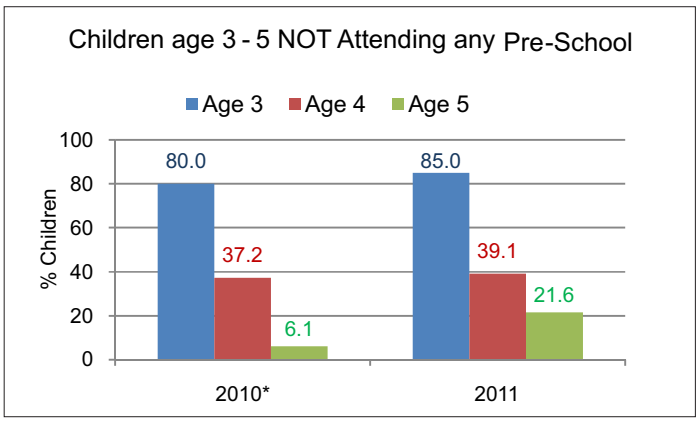






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	3.3	11.7	0.0	0.0	85.0	100
4	32.6	28.3	0.0	0.0	39.1	100
5	46.4	32.0	0.0	0.0	21.6	100
3-5	30.5	25.1	0.0	0.0	44.2	100
Total	55.6				44.3	100
By Type	54.9	45.1	0.0	0.0		100



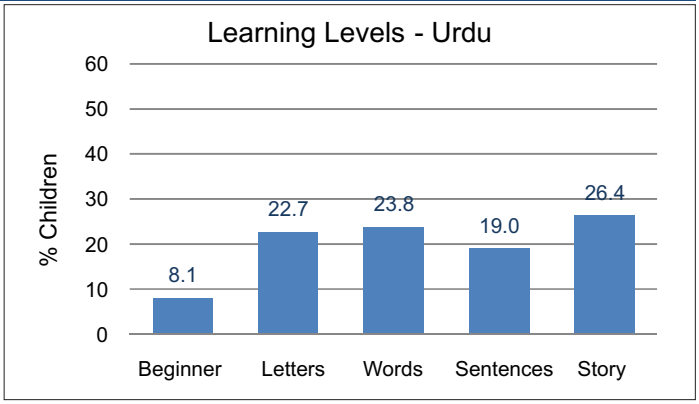
* District Abbottabad was surveyed in 2010

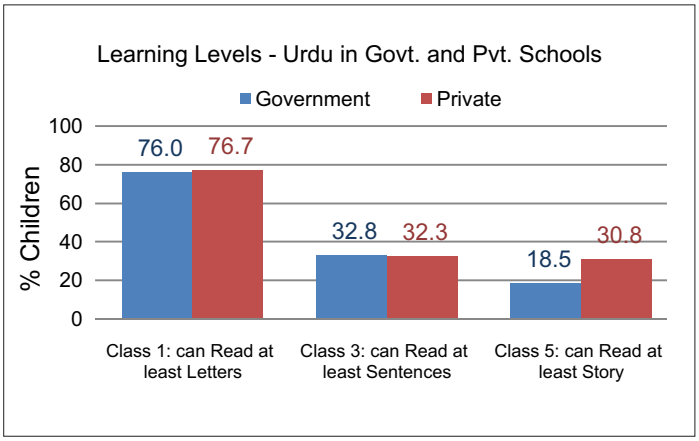
Abbottabad

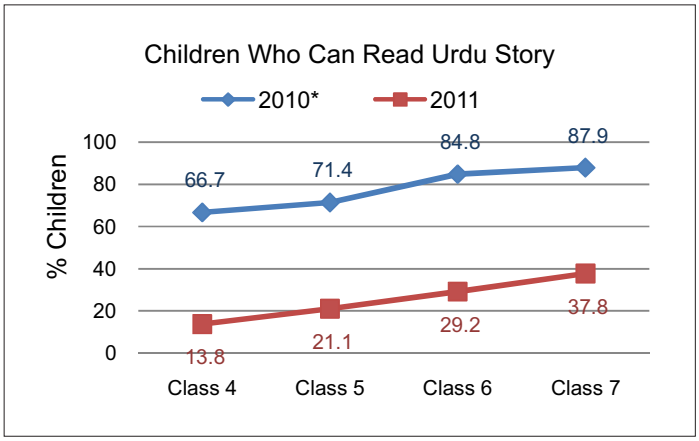
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.8	51.3	22.5	2.5	0.0	100
2	10.2	28.4	39.8	15.9	5.7	100
3	3.2	26.9	37.6	23.7	8.6	100
4	5.1	29.7	36.2	15.2	13.8	100
5	0.5	27.4	36.3	14.7	21.1	100
6	0.8	16.2	30.0	23.8	29.2	100
7	0.0	0.8	23.6	28.3	37.8	100
8	0.8	5.1	5.1	41.5	47.5	100
9	0.0	12.5	3.8	31.3	52.5	100
10	0.0	4.3	1.1	17.0	77.7	100

How to read: 2.5% (2.5+0.0) children of class 1 can read sentences





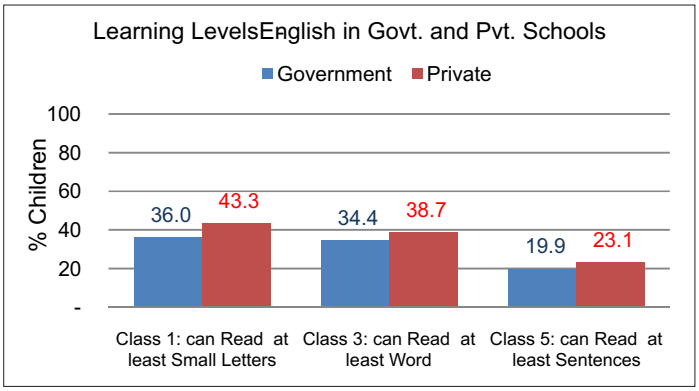


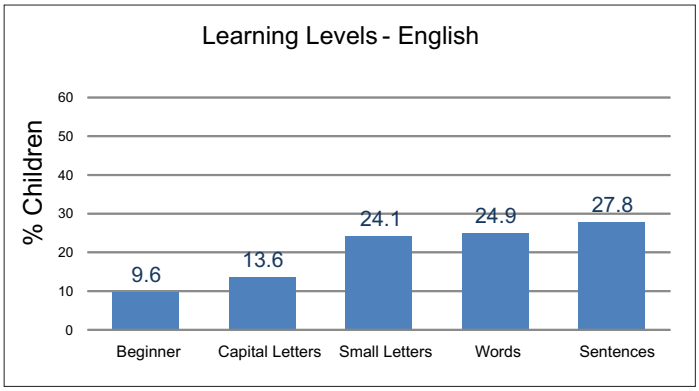
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	23.8	37.5	31.3	7.5	0.0	100
2	18.2	17.0	29.5	30.7	4.5	100
3	5.4	10.8	48.4	31.2	4.3	100
4	5.1	10.8	36.2	30.4	13.0	100
5	2.1	15.8	30.0	31.6	20.5	100
6	0.0	8.5	33.1	29.2	29.2	100
7	0.8	0.8	18.1	40.2	40.2	100
8	1.7	4.2	5.9	35.6	52.5	100
9	0.0	8.8	3.8	23.8	63.8	100
10	0.0	4.3	6.4	3.2	86.2	100

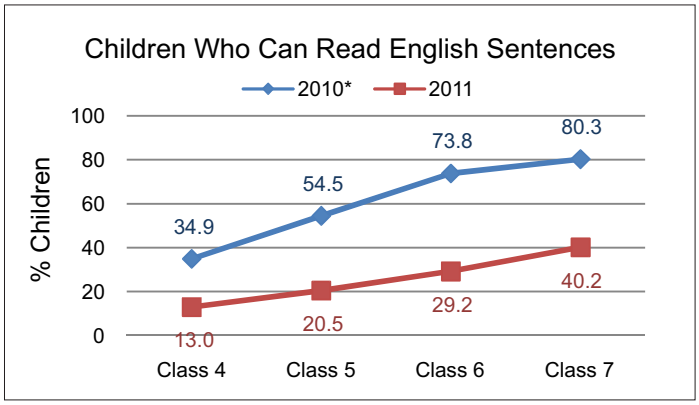
How to read: 7.5% (7.5+0.0) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
33.3	0.0
63.0	100.0
48.3	75.0
64.3	61.1
41.7	53.8
63.2	63.2
56.9	72.5
73.8	80.6
52.6	82.4
33.3	80.2





Abbottabad



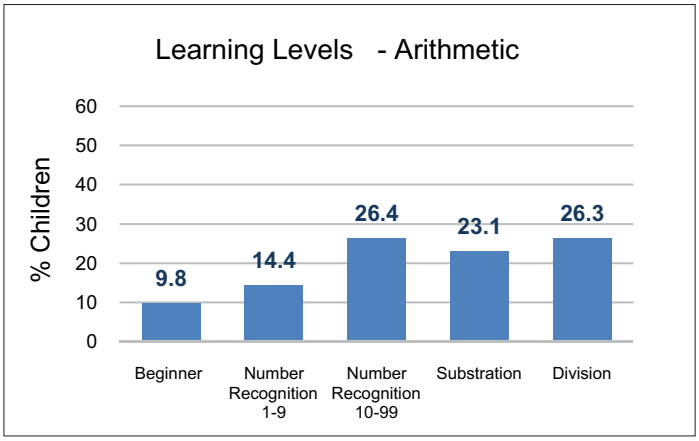


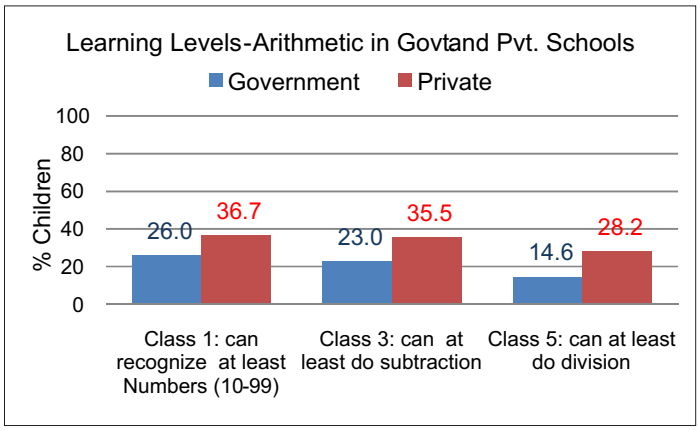
Learning Levels - Arithmetic

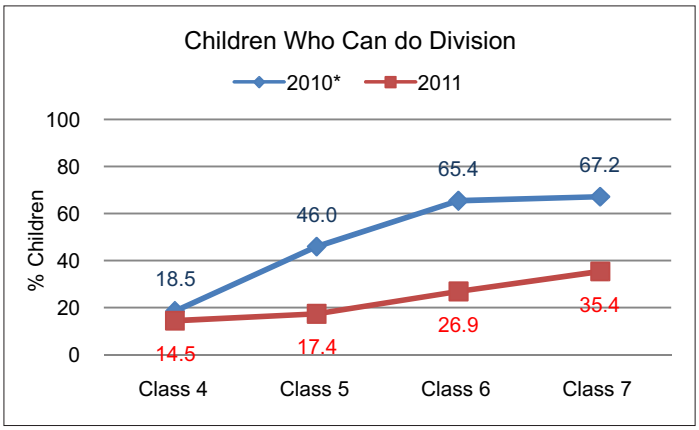
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	22.5	47.5	27.5	2.5	0.0	100
2	13.6	26.1	43.2	14.8	2.3	100
3	6.5	15.1	51.6	21.5	5.4	100
4	8.7	16.7	44.9	15.2	14.5	100
5	2.6	15.3	37.4	27.4	17.4	100
6	0.0	5.4	32.3	35.4	26.9	100
7	0.0	2.4	18.9	43.3	35.4	100
8	1.7	0.0	5.1	38.1	55.1	100
9	0.0	1.3	1.3	33.8	63.8	100
10	1.1	1.1	1.1	17.0	79.8	100

How to read: 2.5% (2.5+0.0) children of class 1 can do subtraction



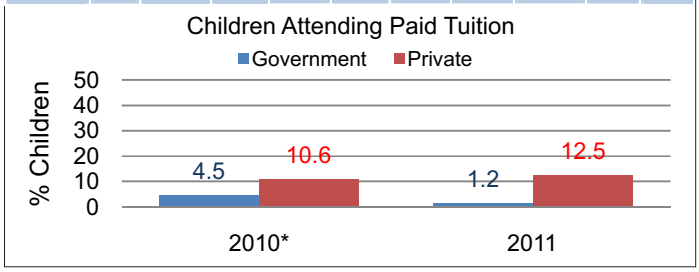




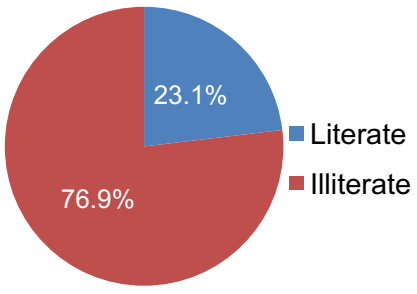
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	3.0	0.0	1.0	0.6	1.1	2.4	0.0	3.3	1.9
Pvt.	6.5	25.0	15.6	11.9	7.5	18.4	2.4	16.1	9.5	20.9



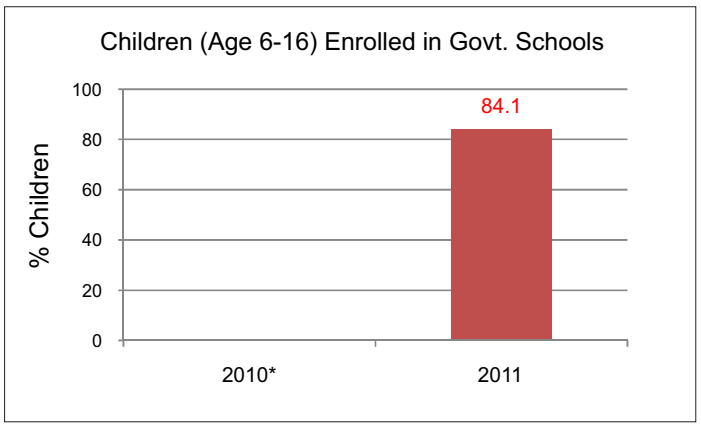
Mothers' Literacy

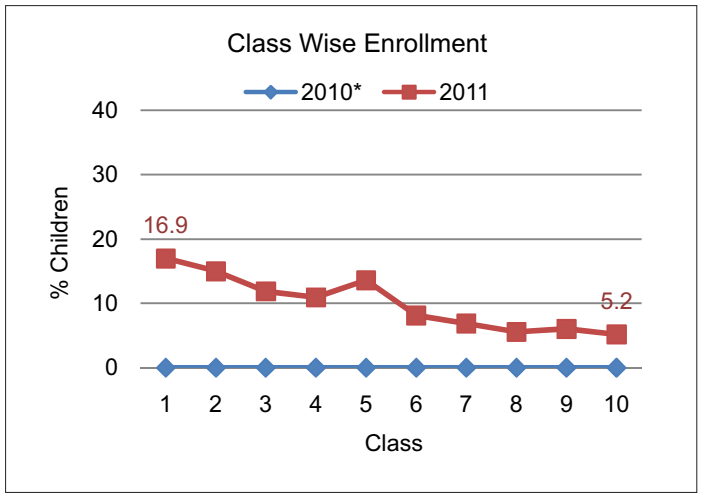


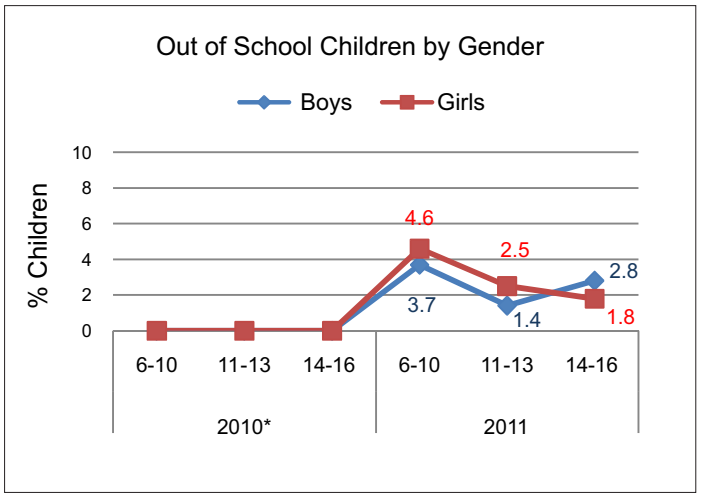
Bannu

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	72.1	14.5	0.1	0.0	12.8	0.5	100
11-13	68.6	10.6	0.4	0.0	17.6	2.9	100
14-16	63.4	10.6	0.0	0.0	16.7	9.3	100
6-16	69.8	13.1	0.2	0.0	14.4	2.5	100
Total	83.1				16.9		100
By Type	84.1	15.7	0.2	0.0			

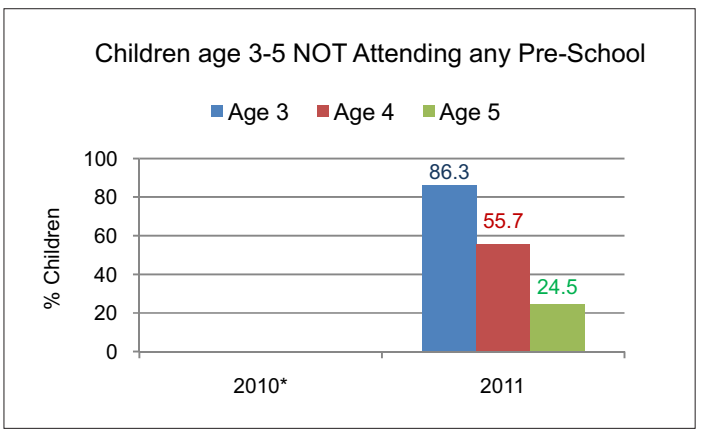






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	11.0	2.7	0.0	0.0	86.3	100
4	31.8	12.5	0.0	0.0	55.7	100
5	55.6	19.9	0.0	0.0	24.5	100
3-5	38.5	13.8	0.0	0.0	47.7	100
Total	52.2				47.8	100
By Type	73.6	26.4	0.0	0.0		100



* District Bannu was not surveyed in 2010

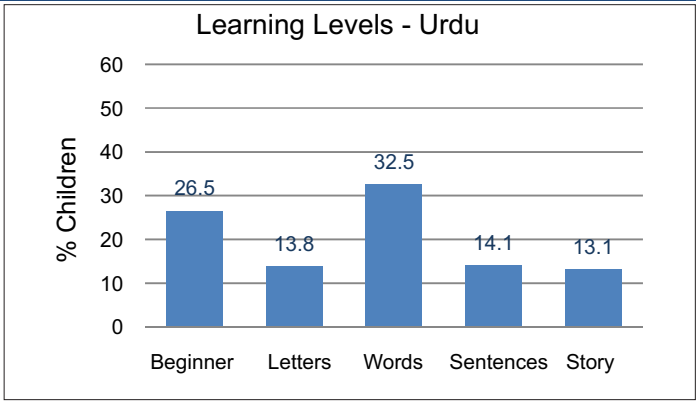
Bannu

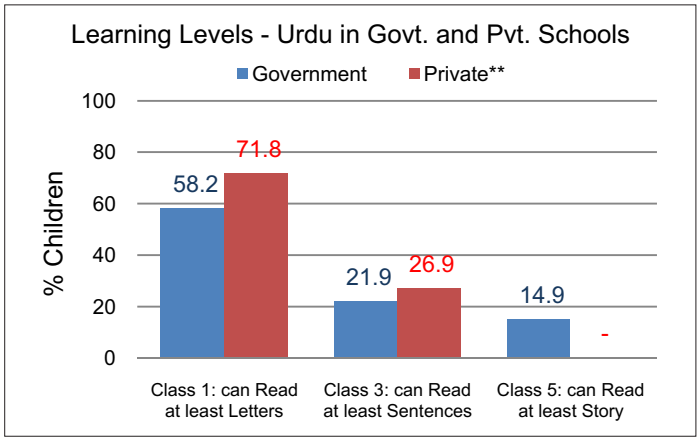
Learning Levels - Urdu

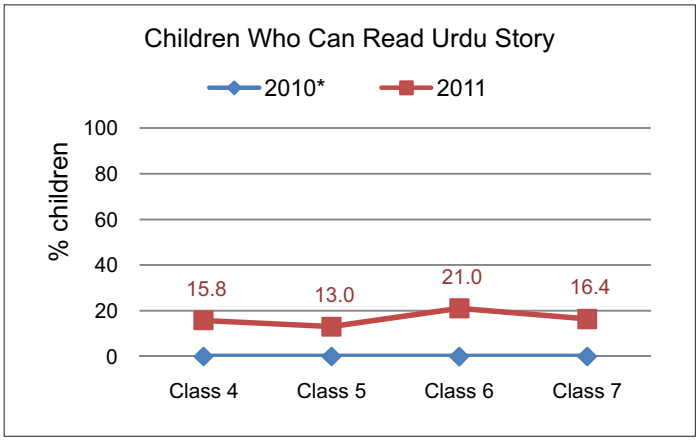
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.9	11.7	40.0	5.0	4.4	100
2	25.9	18.4	44.9	5.1	5.7	100
3	14.6	19.5	43.1	13.0	9.8	100
4	6.1	23.7	33.3	21.1	15.8	100
5	5.8	17.4	43.5	20.3	13.0	100
6	2.5	9.9	34.6	32.1	21.0	100
7	4.1	23.3	32.9	32.9	16.4	100
8	7.0	17.5	22.8	22.8	29.8	100
9	0.0	9.4	20.3	21.9	48.4	100
10	0.0	16.7	13.0	31.5	38.9	100

How to read: 9.4% (5.0+4.4) children of class 1 can read sentences







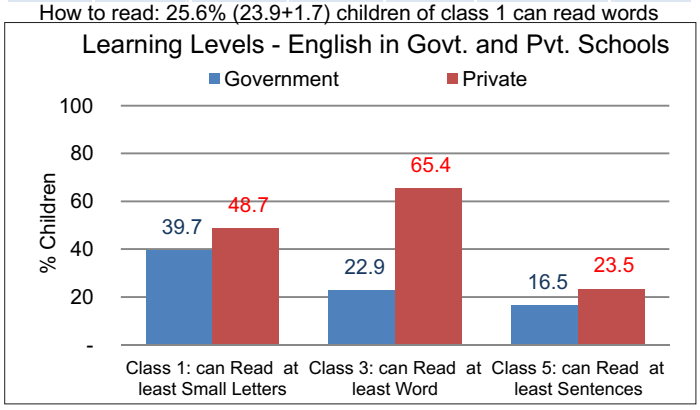
Learning Levels - English

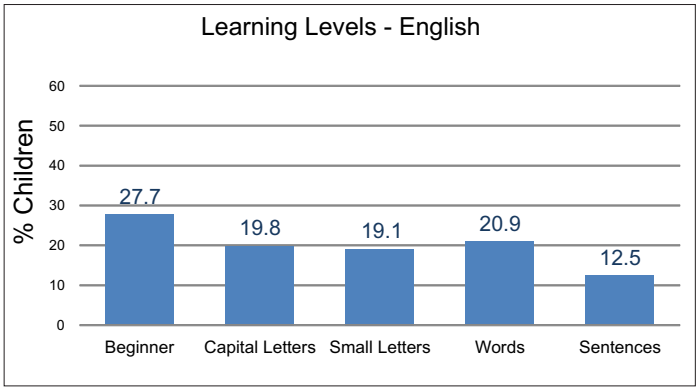
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	40.0	18.3	16.1	23.9	1.7	100
2	20.3	31.0	24.1	22.2	2.5	100
3	17.9	22.8	27.6	21.1	10.6	100
4	10.5	22.8	21.9	32.5	11.4	100
5	10.9	17.4	32.6	21.7	17.4	100
6	8.6	22.2	19.8	23.5	25.9	100
7	6.8	23.3	31.5	24.7	13.7	100
8	7.0	26.3	24.6	17.5	24.6	100
9	0.0	20.3	18.8	20.3	40.6	100
10	1.9	14.8	9.3	24.1	50.0	100

How to read: 25.6% (23.9+1.7) children of class 1 can read words

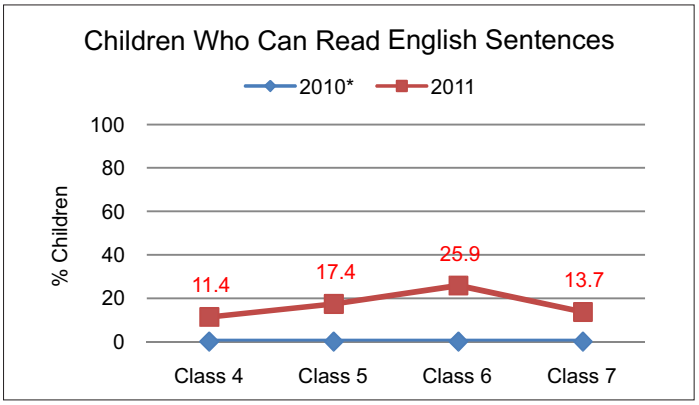
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
76.7	66.7
68.6	75.0
76.9	76.9
86.5	84.6
63.3	75.0
78.9	61.9
72.2	50.0
90.0	92.9
69.2	80.8
84.6	70.4

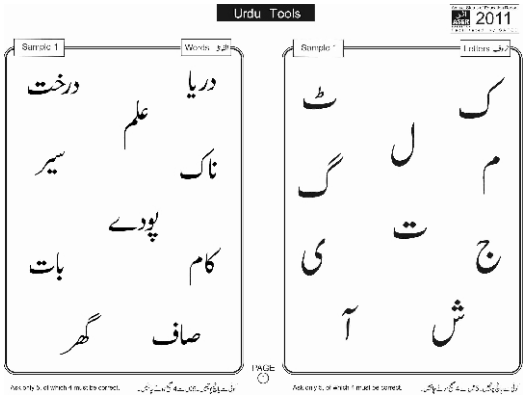




**The analysis of learning level in private School was not done due to insufficient or non-representitave private school data

Bannu



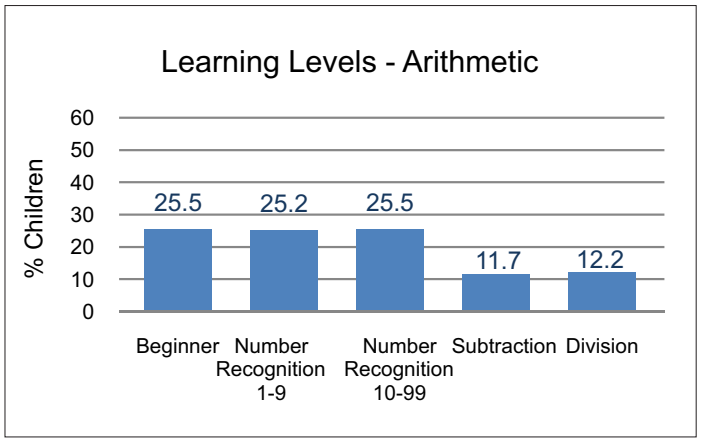


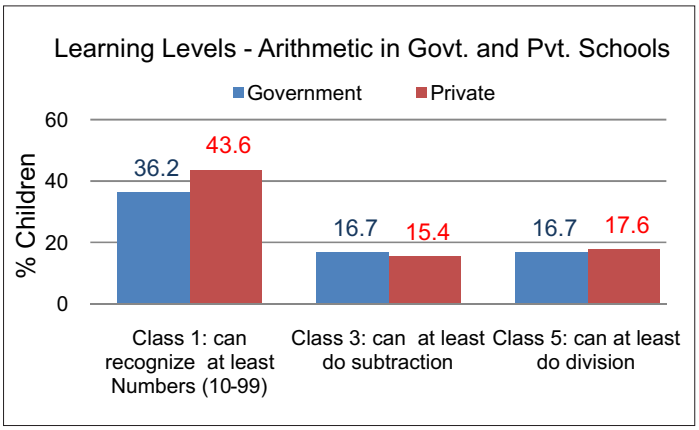
Learning Levels - Arithmetic

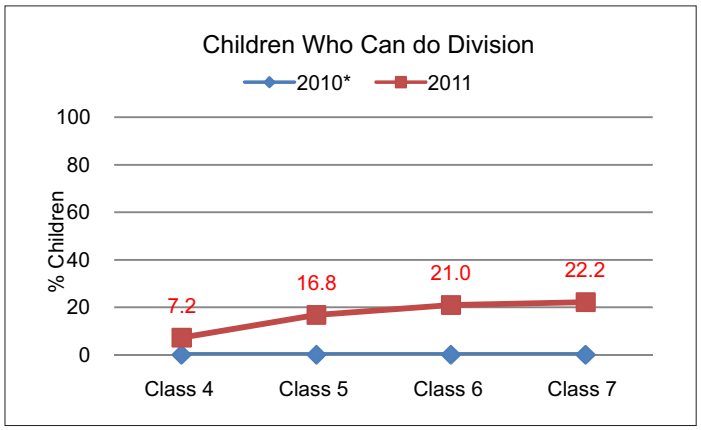
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	33.9	28.3	30.6	5.0	2.2	100
2	17.2	39.5	34.4	5.1	3.8	100
3	13.0	36.6	34.1	9.8	6.5	100
4	9.0	31.5	29.7	22.5	7.2	100
5	7.3	24.8	32.1	19.0	16.8	100
6	7.4	24.7	30.9	16.0	21.0	100
7	6.9	19.4	22.2	29.2	22.2	100
8	5.3	21.1	29.8	14.0	29.8	100
9	0.0	20.3	15.6	18.8	45.3	100
10	1.9	9.3	14.8	27.8	46.3	100

How to read : 7.2% (5.0+2.2) children of class 1 can do subtraction



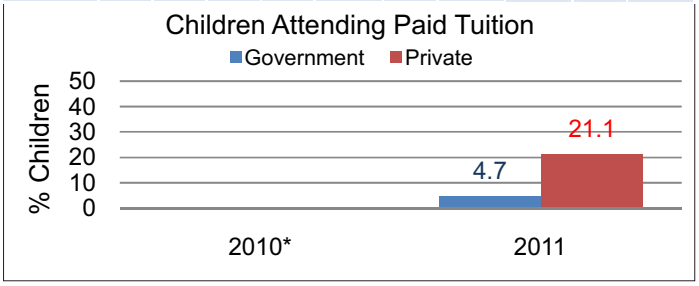




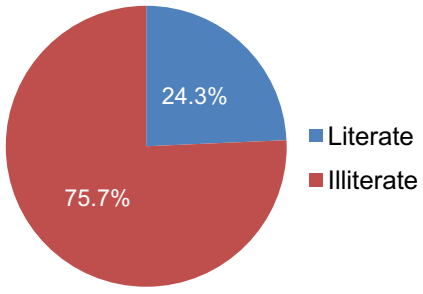
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	5.0	3.7	1.0	3.0	1.6	2.6	10.6	4.2	13.2	16.3
Pvt.	12.8	16.7	14.8	13.3	29.4	20.0	42.9	27.3	36.4	16.7



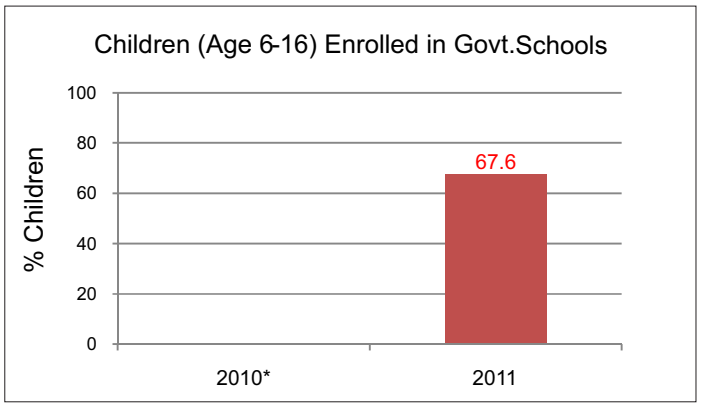
Mothers' Literacy

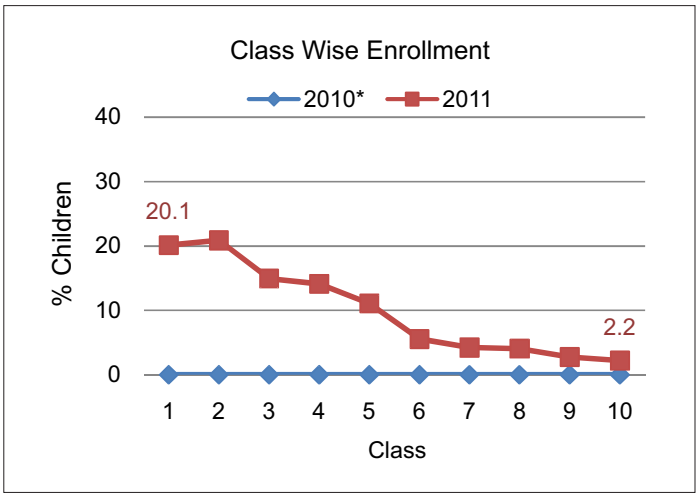


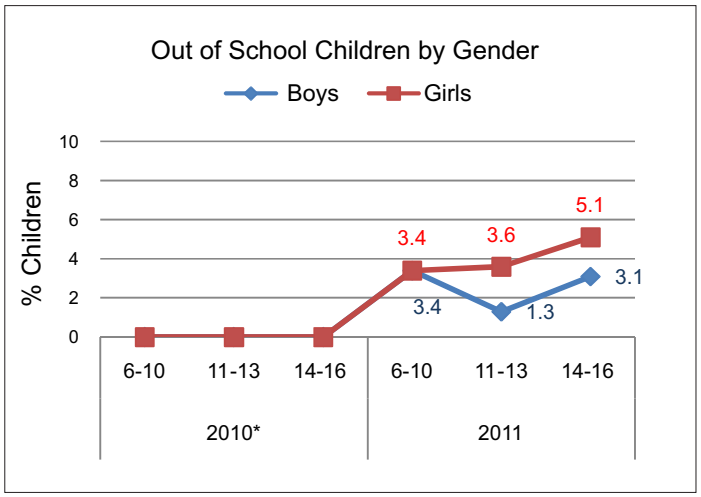
Batagram

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	60.8	23.0	4.5	0.0	9.9	1.8	100
11-13	49.8	22.7	5.8	0.0	11.3	10.4	100
14-16	39.3	15.0	3.7	0.0	17.2	24.7	100
6-16	54.1	21.4	4.6	0.0	11.7	8.2	100
Total	80.1				19.9		100
By Type	67.6	26.7	5.8	0.0			

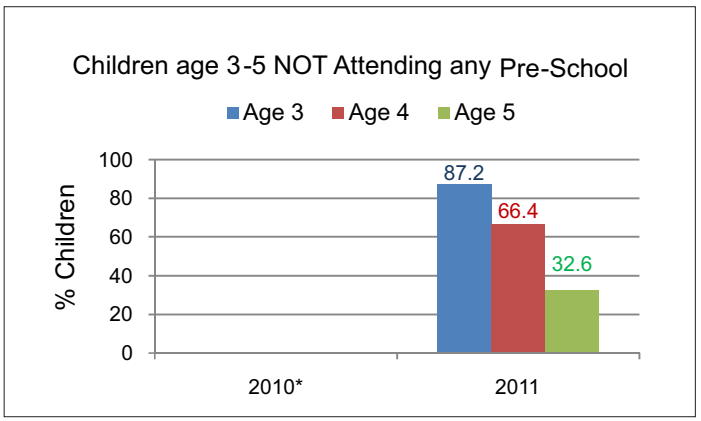






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrassah	Others	Out of School	Total
3	9.0	3.2	0.6	0.0	87.2	100
4	24.8	6.7	2.0	0.0	66.4	100
5	41.1	22.9	3.4	0.0	32.6	100
3-5	25.6	11.5	2.1	0.0	60.7	100
Total	39.2				60.8	100
By Type	65.4	29.3	5.3	0.0		100



* District Batagram was not surveyed in 2010

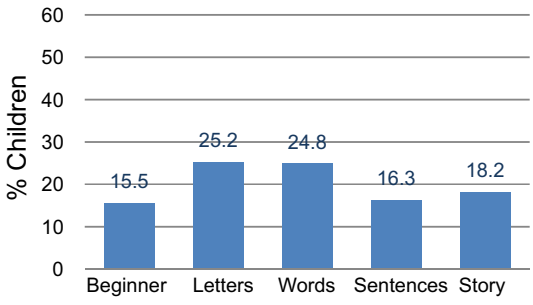
Batagram

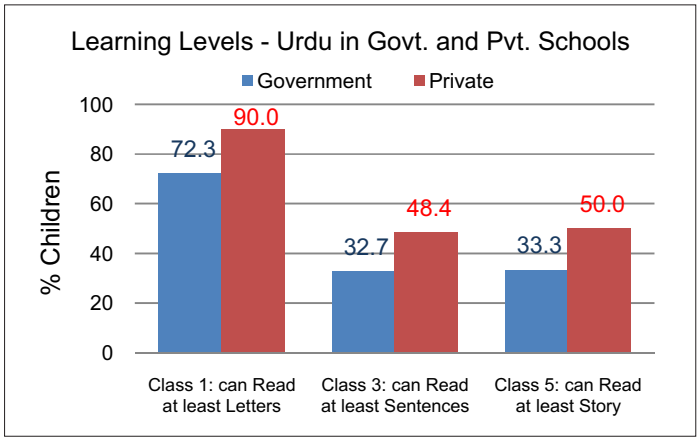
Learning Levels - Urdu

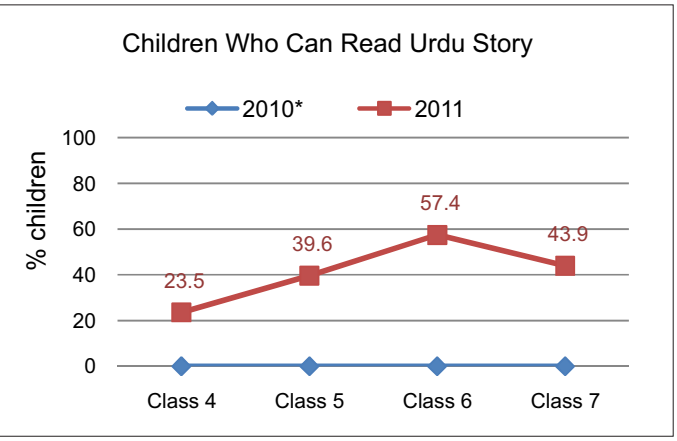
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.6	46.8	25.1	3.0	1.5	100
2	8.2	41.3	34.6	9.6	6.3	100
3	3.4	19.5	39.6	23.5	14.1	100
4	1.5	11.4	32.6	31.1	23.5	100
5	0.0	5.0	30.7	24.8	39.6	100
6	0.0	5.6	9.3	27.8	57.4	100
7	0.0	0.0	12.2	41.5	43.9	100
8	0.0	0.0	2.9	26.5	70.6	100
9	0.0	0.0	0.0	19.2	80.8	100
10	0.0	0.0	0.0	37.5	62.5	100

How to read:4.5% (3.0+1.5) children of class 1 can read sentences





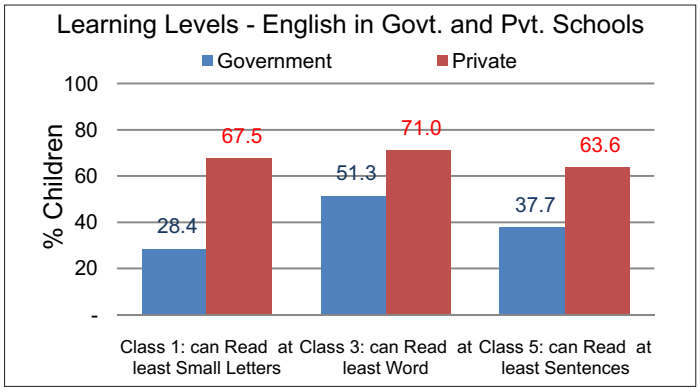


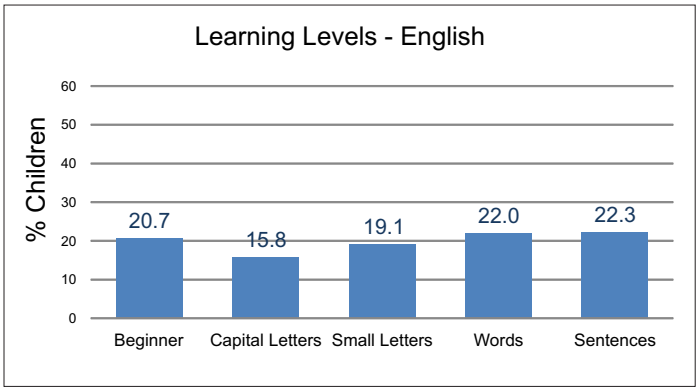
Learning Levels - English

Class Wise % Children Who Can Read English

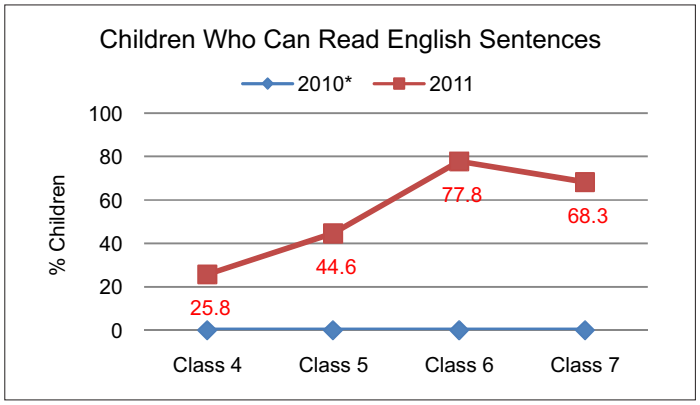
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	30.0	32.0	23.2	13.8	1.0	100	64.3	50.0
2	19.2	21.6	31.3	21.2	6.7	100	59.1	50.0
3	7.4	12.1	25.5	36.2	18.8	100	79.6	53.6
4	6.8	12.1	18.2	40.2	25.8	100	62.3	70.6
5	2.0	3.0	13.9	36.6	44.6	100	75.7	68.9
6	0.0	0.0	7.4	14.8	77.8	100	62.5	73.8
7	0.0	0.0	7.3	24.4	68.3	100	50.0	78.6
8	0.0	2.9	2.9	14.7	79.4	100	60.0	70.4
9	0.0	0.0	3.8	11.5	84.6	100	66.7	77.3
10	0.0	0.0	0.0	0.0	100.0	100	-	81.3

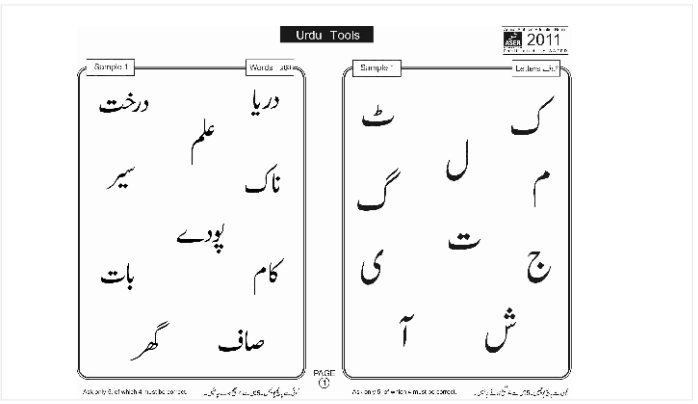
How to read:14.8% (13.8+1.0) children of class 1 can read words





Batagram



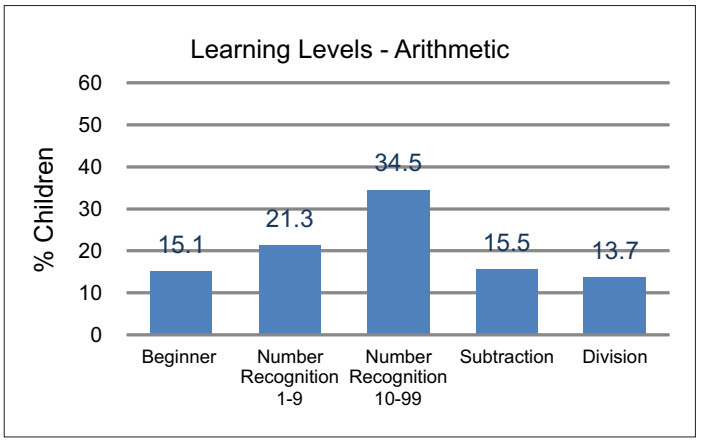


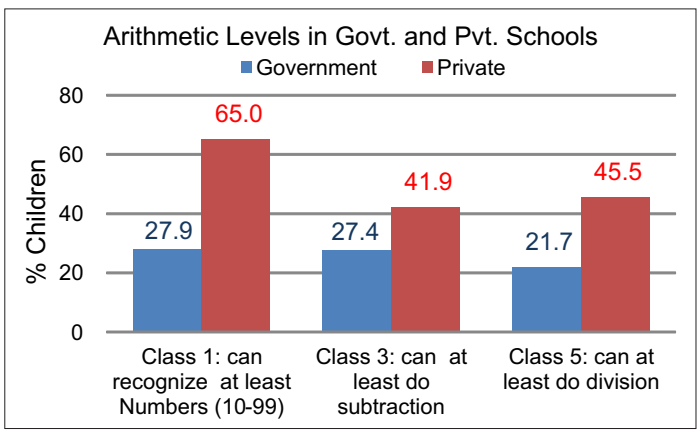
Learning Levels - Arithmetic

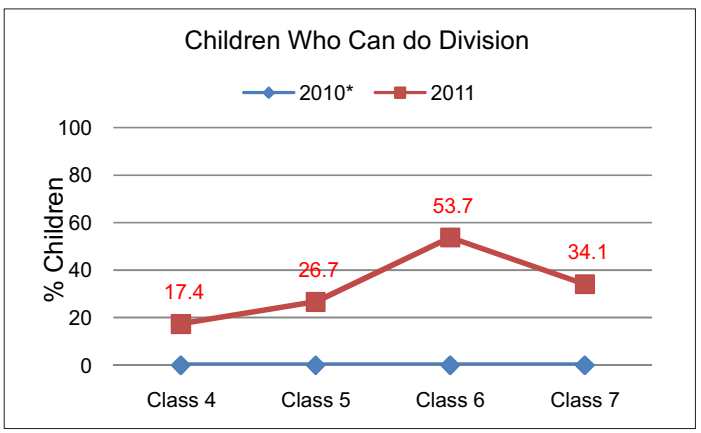
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	25.2	39.1	33.7	1.5	0.5	100
2	9.7	32.0	47.1	10.7	0.5	100
3	0.7	16.8	52.3	22.1	8.1	100
4	1.5	9.1	43.2	28.8	17.4	100
5	1.0	7.9	32.7	31.7	26.7	100
6	0.0	0.0	18.5	27.8	53.7	100
7	0.0	2.4	22.0	41.5	34.1	100
8	0.0	2.9	5.9	29.4	61.8	100
9	0.0	0.0	15.4	3.8	80.8	100
10	0.0	0.0	6.3	25.0	68.8	100

How to read: 2.0% (1.5+0.5) children of class 1 can do subtraction



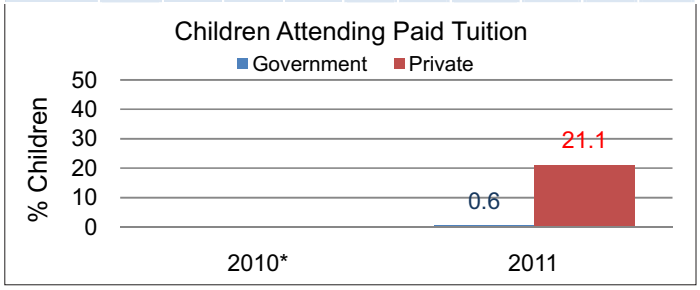




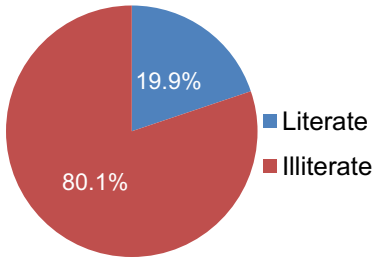
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.6	0.8	1.0	0.0	0.0	0.0	0.0	4.5	5.6
Pvt.	19.6	26.4	11.8	25.0	29.6	30.8	30.8	42.9	25.0	33.3



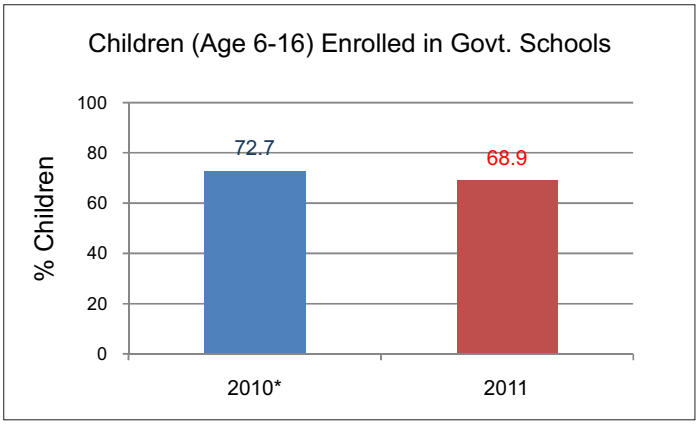
Mothers' Literacy

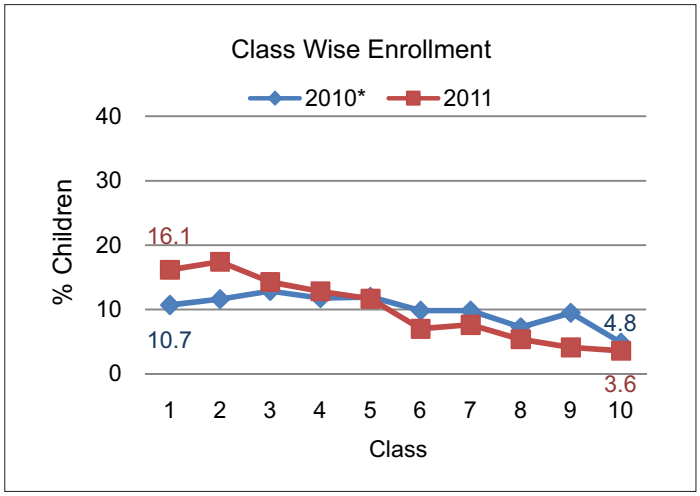


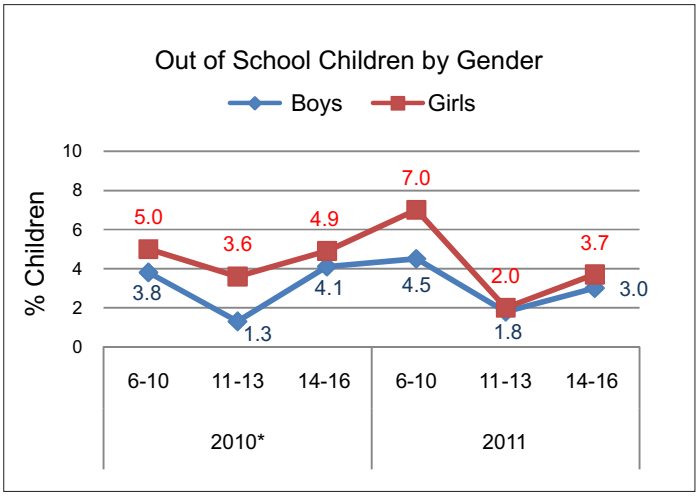
Charsada

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	51.2	28.5	0.2	0.0	19.5	0.7	100
11-13	60.9	20.8	0.6	0.0	14.4	3.4	100
14-16	53.3	15.2	0.3	0.0	21.8	9.4	100
6-16	53.7	23.9	0.3	0.0	18.9	3.1	100
Total	77.9				22.0		100
By Type	68.9	30.7	0.4	0.0			

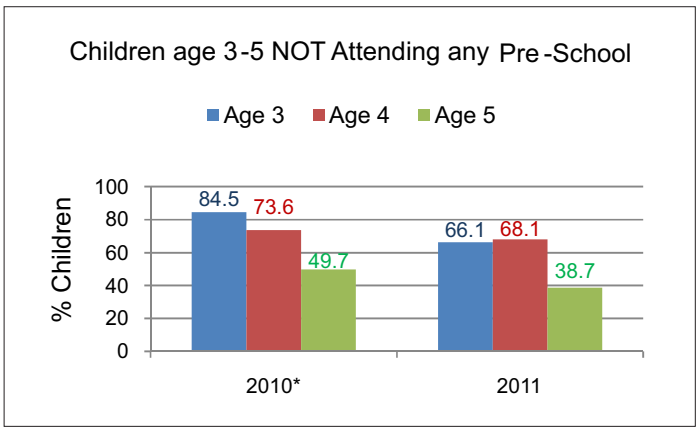






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	22.9	11.0	0.0	0.0	66.1	100
4	24.2	7.7	0.0	0.0	68.1	100
5	31.8	29.5	0.0	0.0	38.7	100
3-5	27.3	18.8	0.0	0.0	53.8	100
Total	46.1				53.9	100
By Type	59.3	40.7	0.0	0.0		100



* District Charsadda was surveyed in 2010

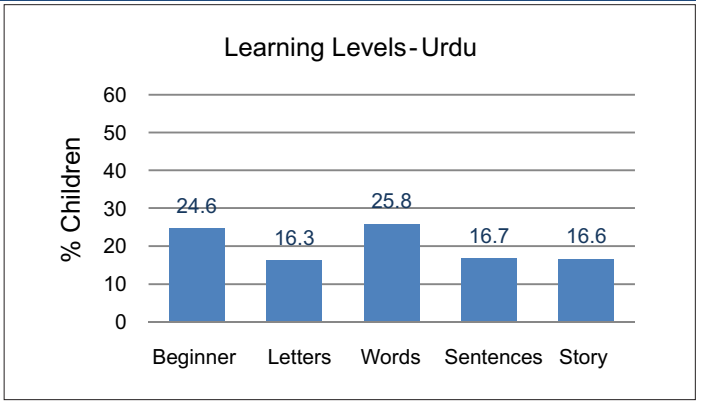
Charsada

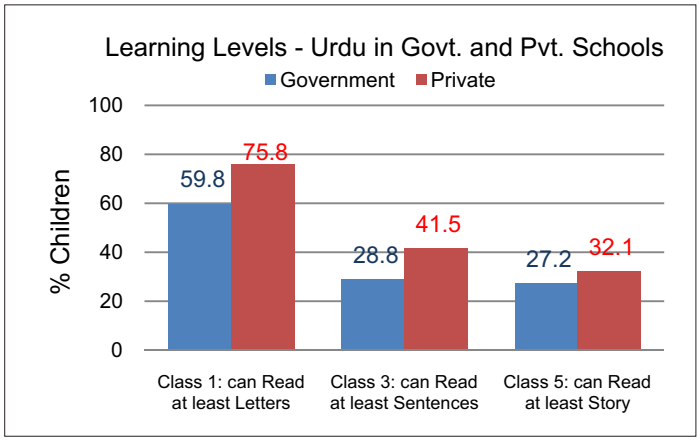
Learning Levels - Urdu

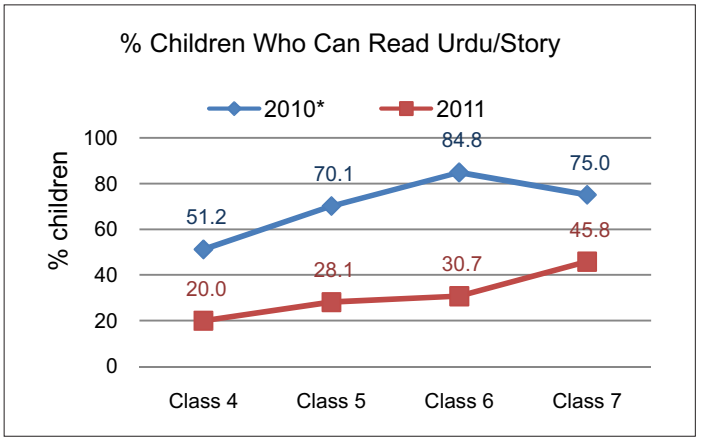
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	34.5	31.6	29.9	4.0	0.0	100
2	16.0	21.9	38.5	19.8	3.7	100
3	6.4	22.9	37.6	22.3	10.8	100
4	5.0	18.6	36.4	20.0	20.0	100
5	0.8	11.6	33.1	26.4	28.1	100
6	0.0	6.7	24.0	38.7	30.7	100
7	3.6	1.2	12.0	34.9	45.8	100
8	1.7	0.0	11.7	31.7	55.0	100
9	0.0	4.4	4.4	37.8	53.3	100
10	0.0	2.5	7.5	22.5	67.5	100

How to read:4% (4.0+0.0) children of class 1 can read sentences







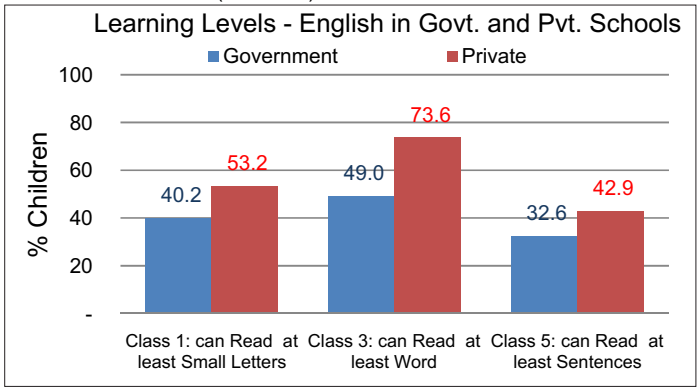
Learning Levels - English

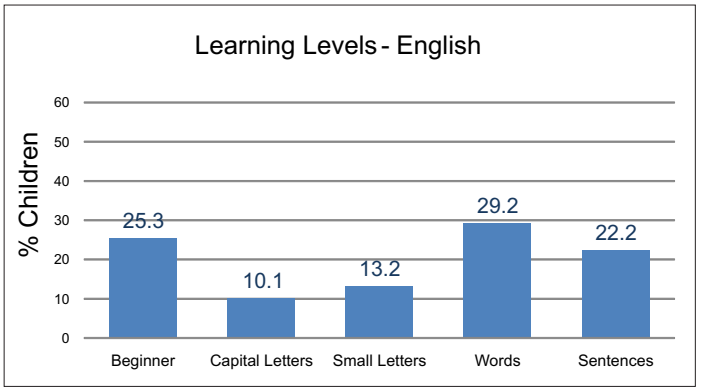
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	34.5	20.7	23.0	20.7	1.1	100
2	17.6	15.5	22.5	38.0	6.4	100
3	8.3	10.8	23.6	42.7	14.6	100
4	4.3	10.8	22.1	47.9	18.6	100
5	0.8	3.3	13.2	47.9	34.7	100
6	2.7	5.3	5.3	41.3	45.3	100
7	2.4	1.2	7.2	24.1	65.1	100
8	1.7	0.0	0.0	26.7	71.7	100
9	0.0	0.0	0.0	17.8	82.2	100
10	0.0	0.0	2.5	10.0	87.5	100

How to read: 21.8% (20.7+1.1) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
38.9	50.0
52.1	58.3
65.7	78.3
58.2	88.5
60.3	83.3
71.0	82.4
50.0	72.2
62.5	88.4
75.0	83.8
100.0	82.9





Charsada

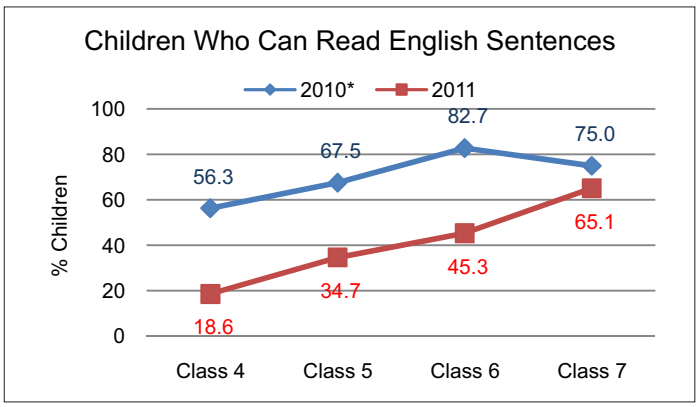


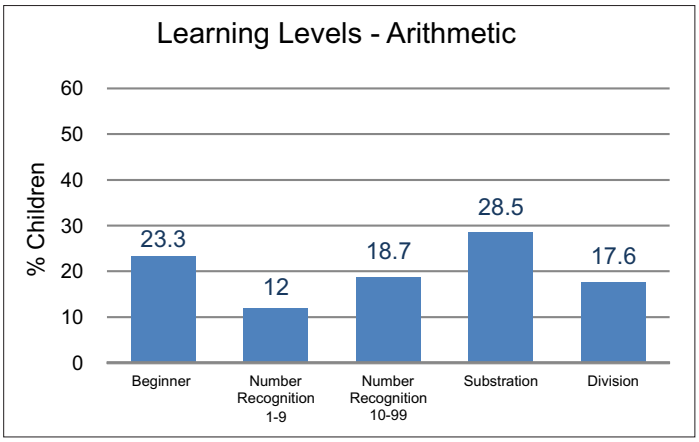
Learning Levels - Arithmetic

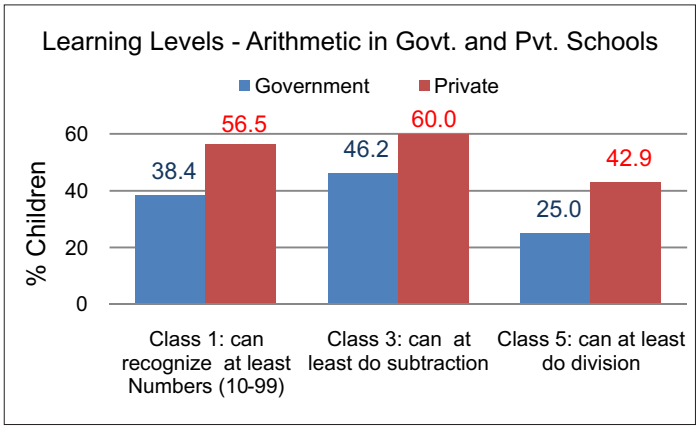
Class Wise % Children Who Can Do

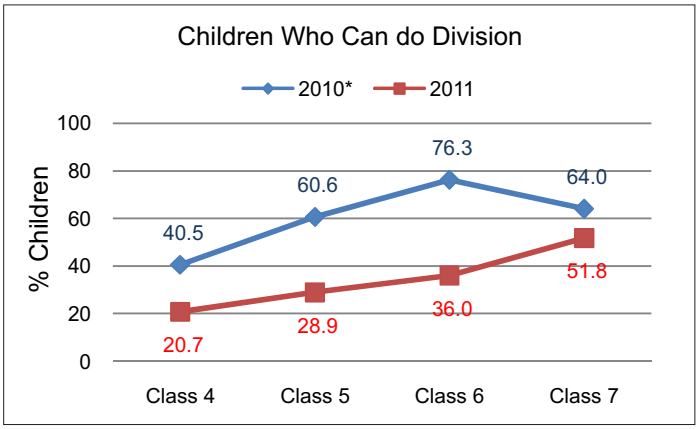
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	32.8	22.4	25.9	17.8	1.1	100
2	15.5	16.0	35.8	31.0	1.6	100
3	7.0	14.0	26.1	42.7	10.2	100
4	3.6	12.1	25.7	37.9	20.7	100
5	0.0	4.1	19.8	47.1	28.9	100
6	0.0	4.0	16.0	44.0	36.0	100
7	2.4	2.4	15.7	27.7	51.8	100
8	1.7	0.0	8.3	40.0	50.0	100
9	0.0	0.0	6.7	15.6	77.8	100
10	0.0	2.5	7.5	15.0	75.0	100

How to read : 18.9% (17.8+1.1) children of class 1 can do subtraction





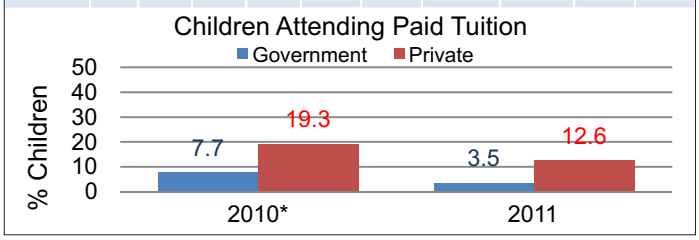




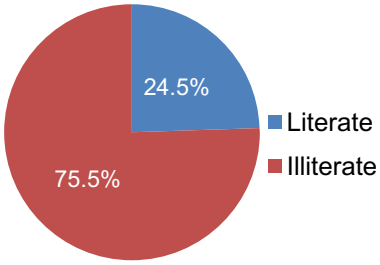
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	6.0	3.1	3.8	1.0	3.0	1.6	1.6	9.1	6.1	6.9
Pvt.	3.1	6.1	13.0	16.7	23.3	17.6	27.3	31.3	30.8	18.2



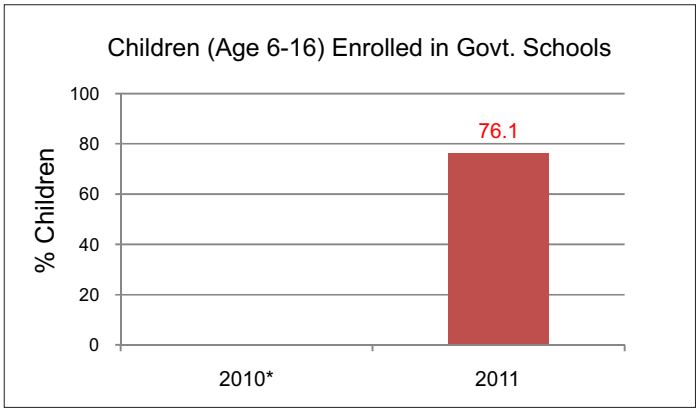
Mothers' Literacy

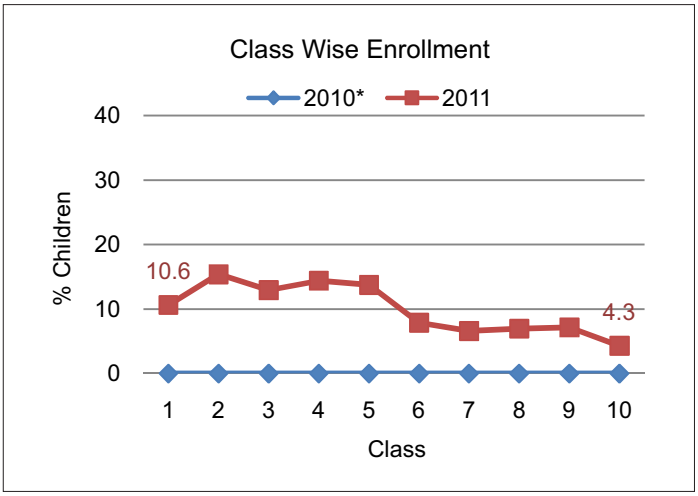


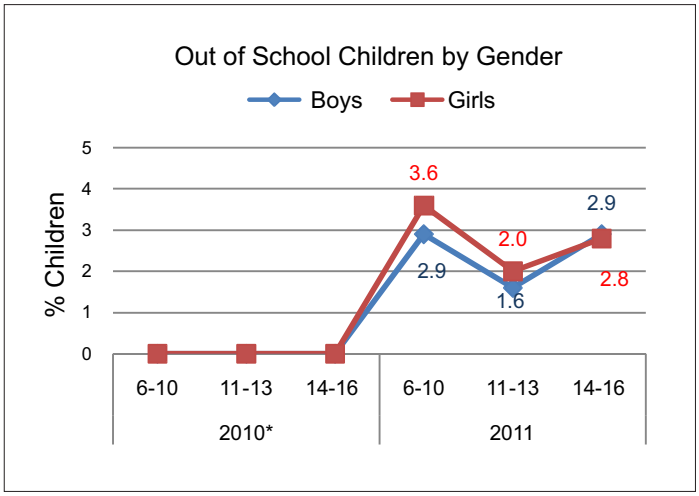
Dera Ismail Khan

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	64.9	22.0	1.4	0.0	9.7	2.0	100
11-13	65.1	17.3	1.4	0.0	9.0	7.3	100
14-16	60.8	13.5	0.0	0.0	11.5	14.2	100
6-16	64.0	19.1	1.1	0.0	10.0	5.9	100
Total	84.2				15.9		100
By Type	76.1	22.7	1.3	0.0			

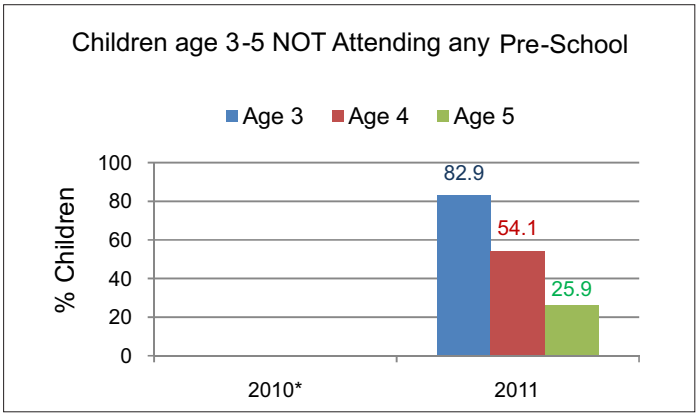






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre -Schools						
Age Group	Govt.	Private	Madrassah	Others	Out of School	Total
3	15.8	1.3	0.0	0.0	82.9	100
4	32.7	13.3	0.0	0.0	54.1	100
5	56.3	16.3	1.5	0.0	25.9	100
3-5	38.8	11.6	0.6	0.0	48.8	100
Total	51.1				48.9	100
By Type	75.9	22.8	1.3	0.0		100



* District D.I.Khan was not surveyed in 2010

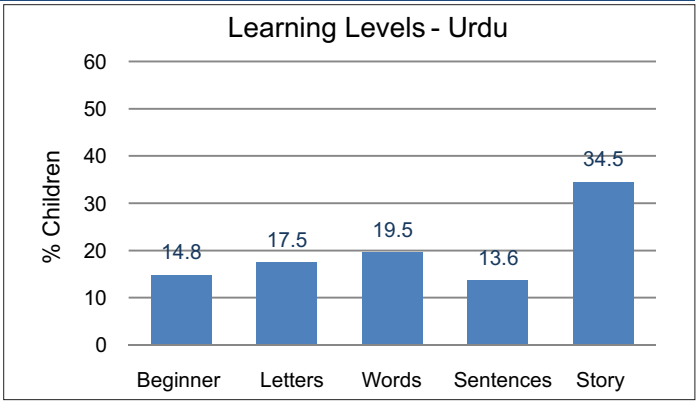
Dera Ismail Khan

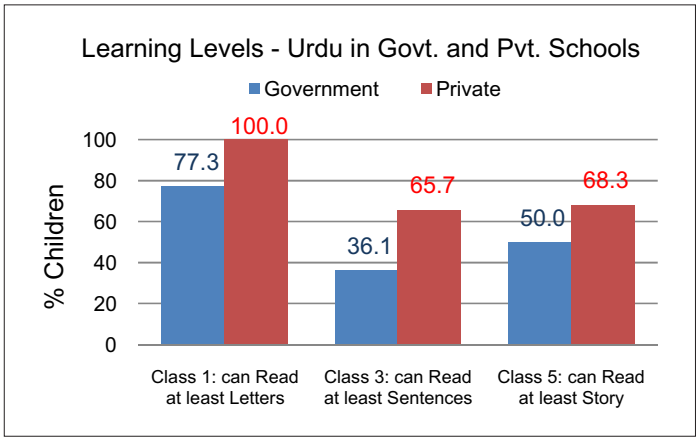
Learning Levels - Urdu

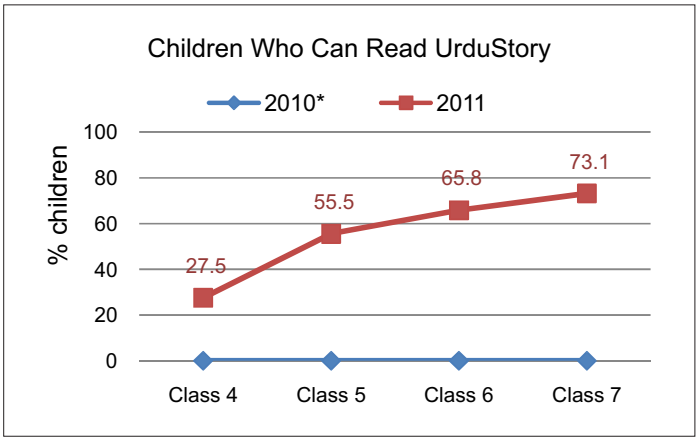
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	18.4	39.8	30.6	4.1	7.1	100
2	12.9	29.7	36.8	10.3	10.3	100
3	7.6	19.7	28.8	24.2	19.7	100
4	3.5	16.2	21.1	31.7	27.5	100
5	5.1	6.6	16.8	16.1	55.5	100
6	0.0	5.1	10.1	19.0	65.8	100
7	1.5	6.0	6.0	10.4	73.1	100
8	0.0	5.7	2.9	8.6	82.9	100
9	0.0	13.2	2.9	4.4	79.4	100
10	0.0	7.0	7.0	4.7	81.4	100

How to read:11.2% (4.1+7.1) children of class 1 can read sentences







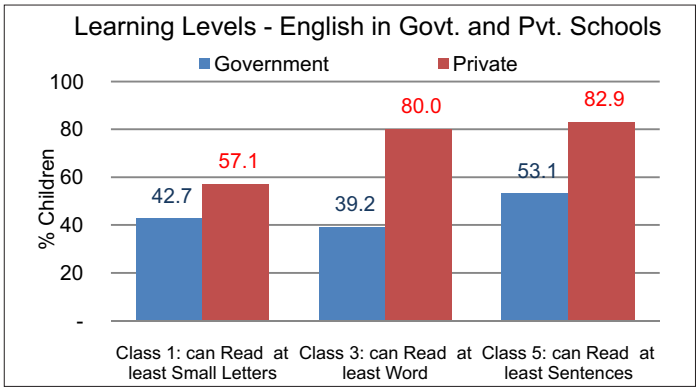
Learning Levels - English

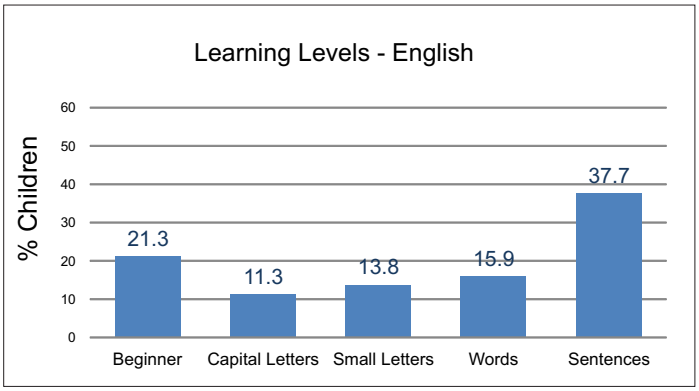
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	33.7	21.4	14.3	17.3	13.3	100
2	18.7	18.7	23.9	24.5	14.2	100
3	12.1	15.2	22.7	27.3	22.7	100
4	7.0	15.2	15.5	30.3	37.3	100
5	8.0	4.4	10.2	15.3	62.0	100
6	3.8	3.8	10.1	17.7	64.6	100
7	3.0	6.0	6.0	13.4	71.6	100
8	5.7	0.0	2.9	10.0	81.4	100
9	7.4	1.5	4.4	4.4	82.4	100
10	4.7	7.0	0.0	4.7	83.7	100

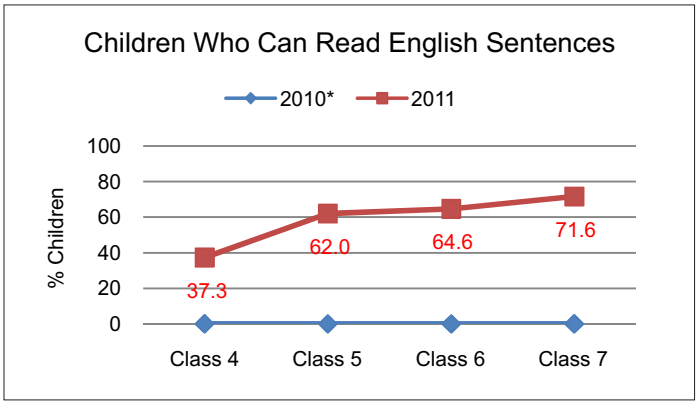
How to read: 30.6 (17.3+13.3) children of class 1 can read words

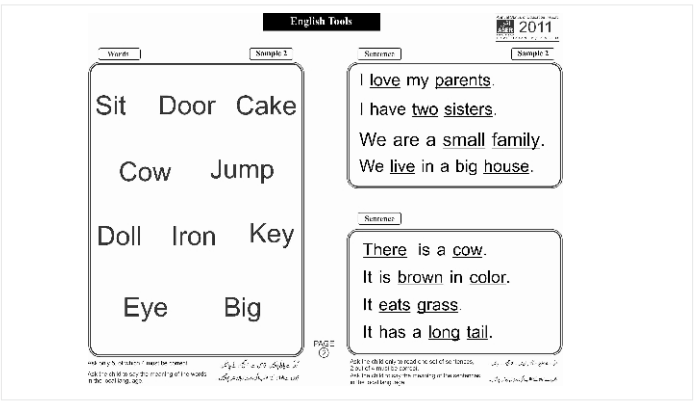
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
29.4	38.5
47.4	45.5
63.9	73.3
62.8	54.7
47.6	69.4
64.3	80.4
22.2	85.4
57.1	86.0
33.3	87.5
50.0	80.6





Dera Ismail Khan



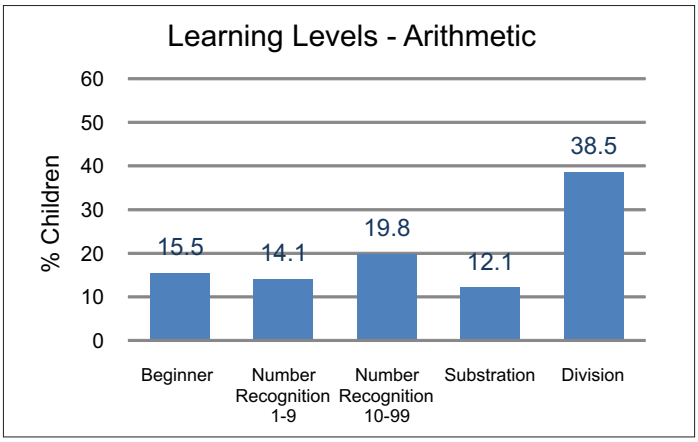


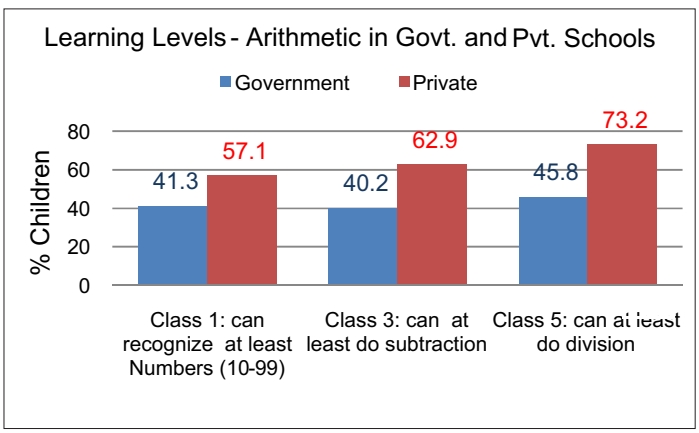
Learning Levels - Arithmetic

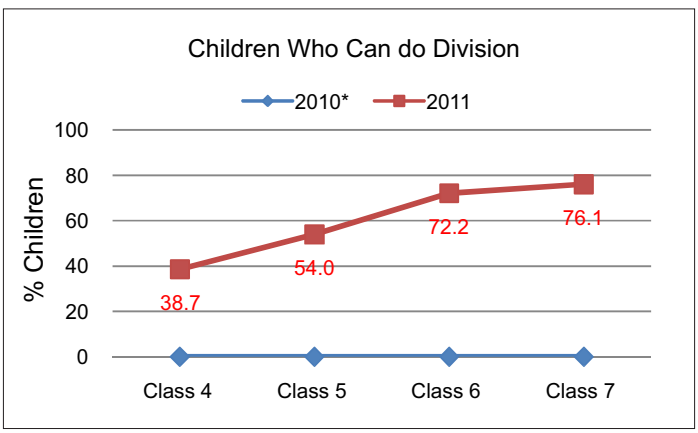
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	25.5	30.6	20.4	12.2	11.2	100
2	15.5	20.6	36.1	9.7	18.1	100
3	6.1	18.2	29.5	24.2	22.0	100
4	3.5	7.7	19.0	31.0	38.7	100
5	6.6	6.6	18.2	14.6	54.0	100
6	1.3	3.8	12.7	10.1	72.2	100
7	1.5	6.0	6.0	10.4	76.1	100
8	1.4	4.2	5.6	5.6	83.1	100
9	1.5	8.8	2.9	4.4	82.4	100
10	0.0	7.0	2.3	2.3	88.4	100

How to read: 23.4% (12.2+11.2) children of class 1 can do subtraction



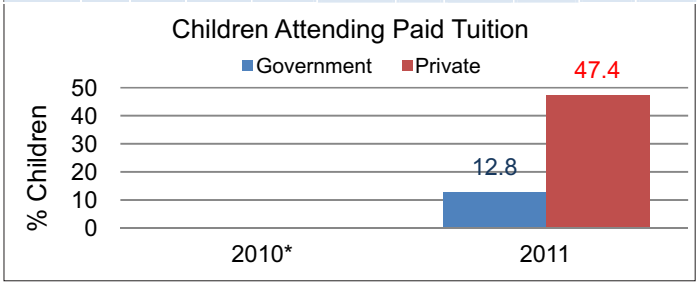




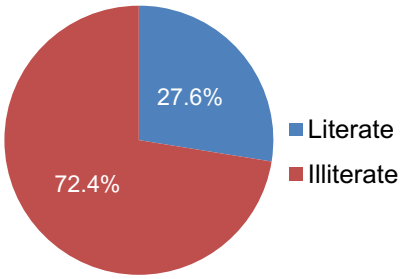
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.7	10.8	6.7	13.8	13.2	20.9	15.3	19.0	27.1	25.0
Pvt.	21.4	48.6	51.4	53.1	52.4	47.4	46.2	75.0	57.9	71.4



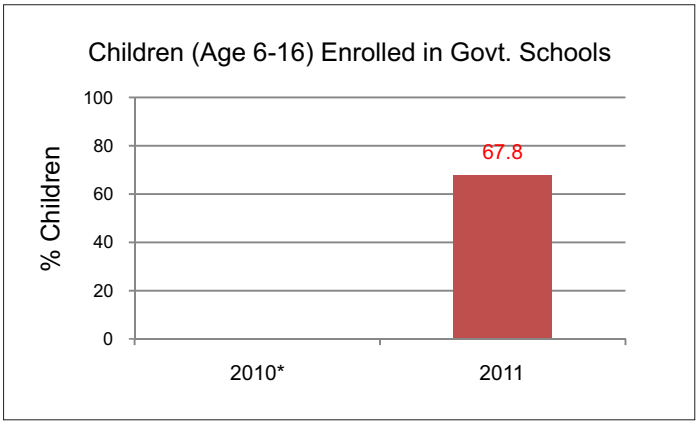
Mothers' Literacy

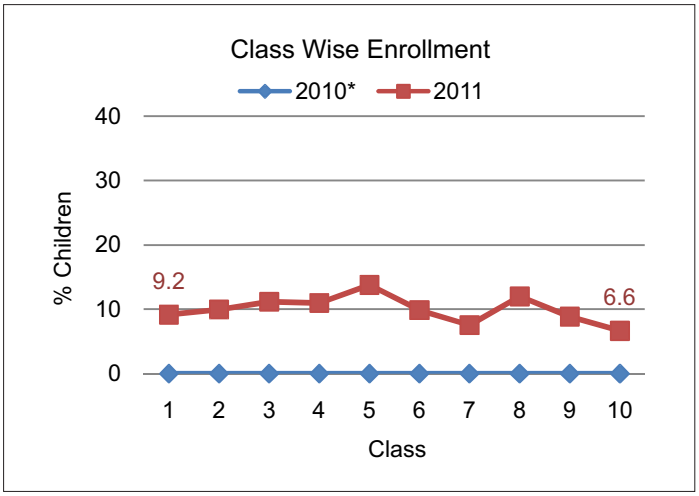


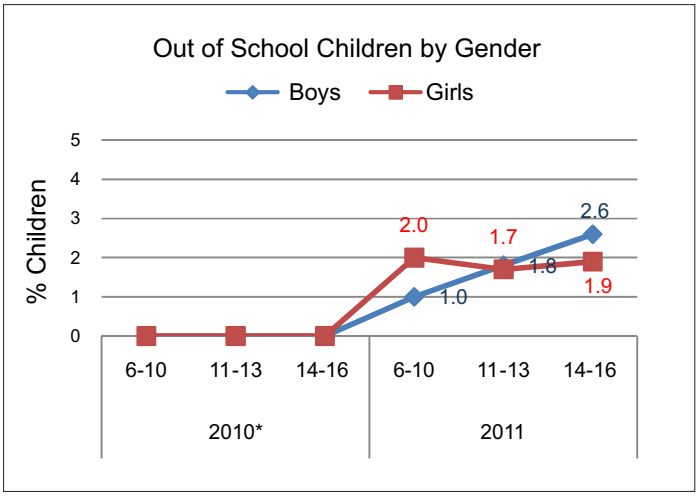
Haripur

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	56.2	36.1	1.2	0.0	6.1	0.4	100
11-13	60.7	27.2	0.0	0.0	8.4	3.7	100
14-16	67.6	15.5	0.0	0.0	8.4	8.4	100
6-16	60.5	28.2	0.5	0.0	7.4	3.5	100
Total	89.2				10.9		100
By Type	67.8	31.6	0.6	0.0			

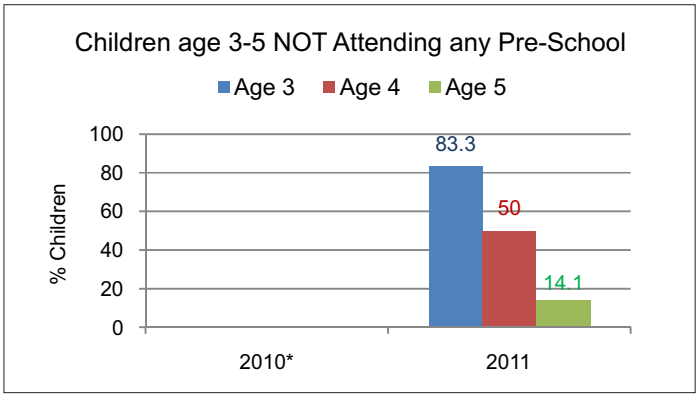






Early Years Schooling (Pre-Schooling)

% Children Who Attend DifferentTypes of Pre- Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	9.1	7.6	0.0	0.0	83.3	100
4	21.4	28.6	0.0	0.0	50.0	100
5	32.6	52.2	1.1	0.0	14.1	100
3-5	22.4	32.2	0.5	0.0	44.8	100
Total	55.1				44.9	100
By Type	40.7	58.5	0.8	0.0		100



* District Haripur was not surveyed in 2010

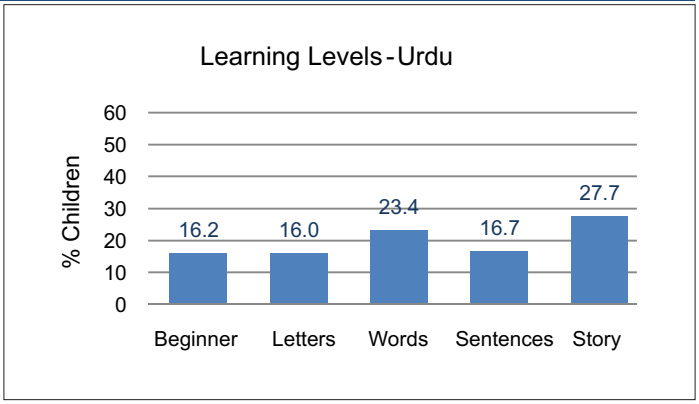
Haripur

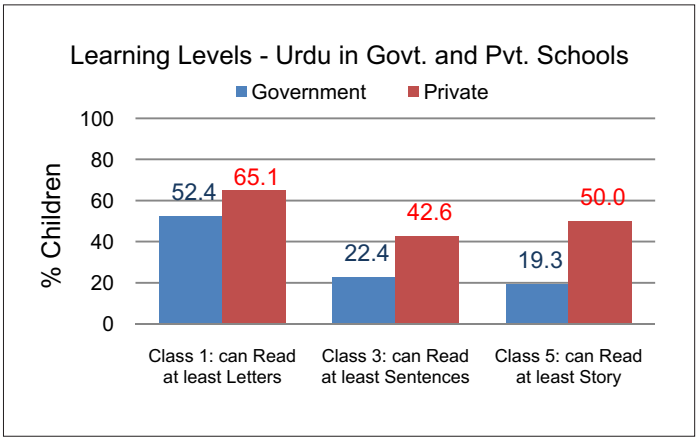
Learning Levels - Urdu

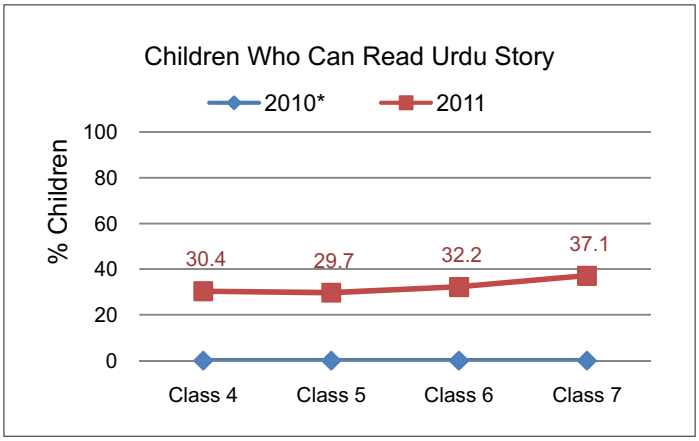
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	40.7	25.6	23.3	7.0	3.5	100
2	19.4	22.6	34.4	16.1	7.5	100
3	11.3	21.7	35.8	19.8	11.3	100
4	1.0	18.6	29.4	20.6	30.4	100
5	2.3	14.1	35.2	18.8	29.7	100
6	1.1	5.6	40.0	21.1	32.2	100
7	2.9	0.0	20.0	32.9	37.1	100
8	0.9	7.9	19.3	26.3	45.6	100
9	0.0	10.8	10.8	14.5	63.9	100
10	0.0	6.5	6.5	16.1	71.0	100

How to read:10.5% (7.0+3.5) children of class 1 can read sentences





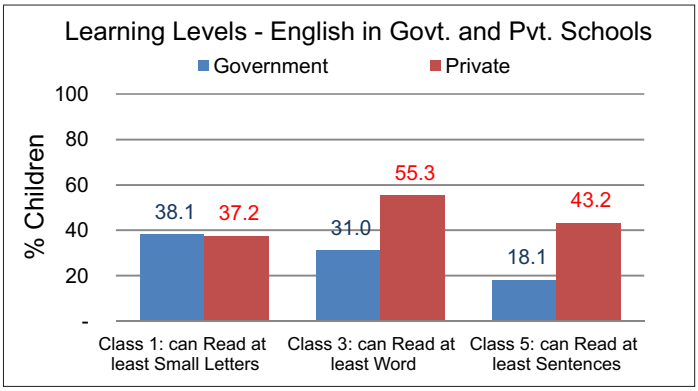


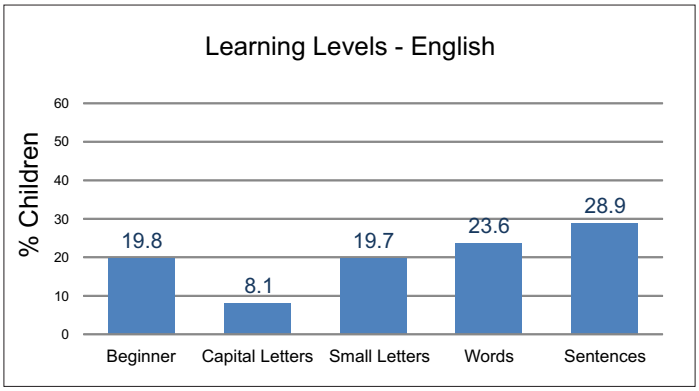
Learning Levels - English

Class Wise % Children Who Can Read English

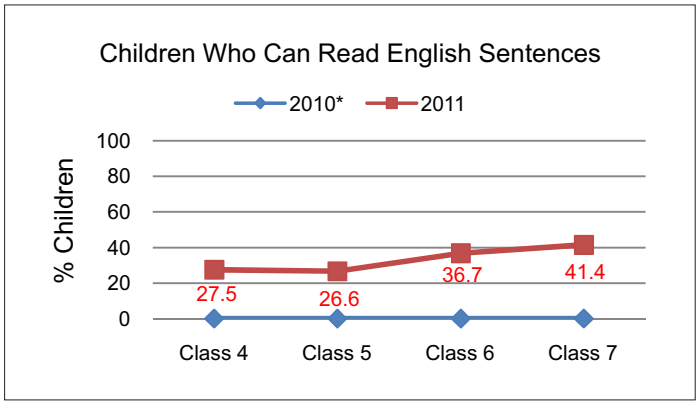
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	46.5	15.1	24.4	10.5	3.5	100	44.4	33.3
2	24.7	19.4	28.0	19.4	8.6	100	38.9	37.5
3	16.0	8.5	34.0	30.2	11.3	100	59.4	33.3
4	4.9	8.5	27.5	33.3	27.5	100	38.2	50.0
5	6.3	10.2	27.3	29.7	26.6	100	50.0	70.6
6	0.0	4.4	21.1	37.8	36.7	100	58.8	57.6
7	7.1	0.0	10.0	41.4	41.4	100	58.6	75.9
8	3.5	3.5	12.3	34.2	46.5	100	69.2	69.8
9	0.0	3.6	7.2	21.7	67.5	100	61.1	69.6
10	1.6	1.6	4.8	16.1	75.8	100	70.0	72.3

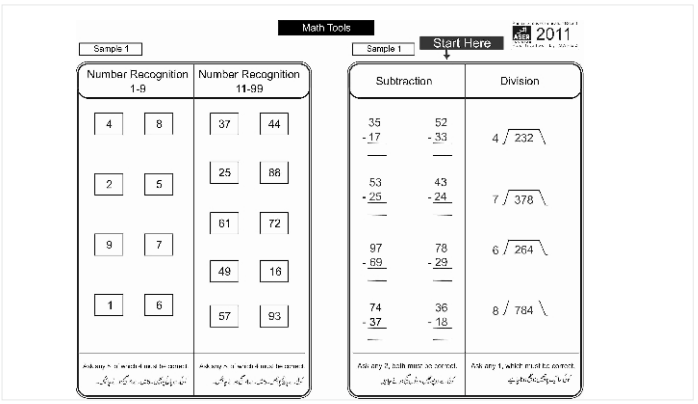
How to read:14% (10.5+3.5) children of class 1 can read words





Haripur



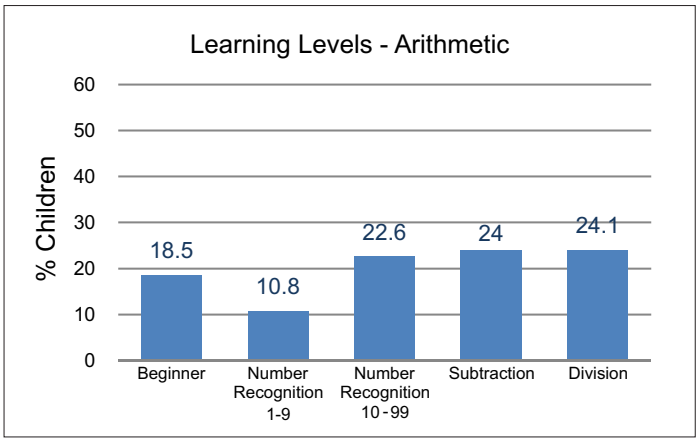


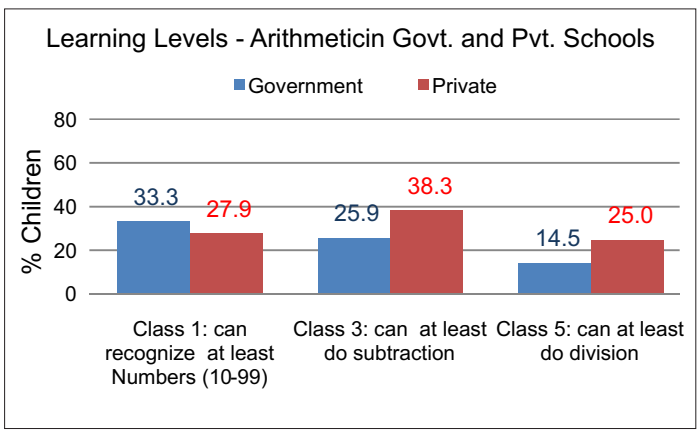
Learning Levels - Arithmetic

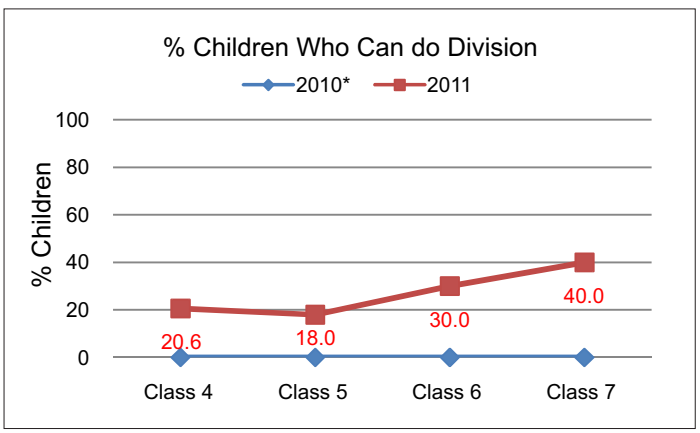
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	44.2	24.4	22.1	7.0	2.3	100
2	24.7	17.2	41.9	14.0	2.2	100
3	11.3	13.2	44.3	25.5	5.7	100
4	7.8	9.8	31.4	30.4	20.6	100
5	4.7	8.6	36.7	32.0	18.0	100
6	4.4	4.4	28.9	32.2	30.0	100
7	1.4	2.9	14.3	41.4	40.0	100
8	2.6	6.1	7.9	37.7	45.6	100
9	0.0	6.0	3.6	30.1	60.2	100
10	1.6	0.0	3.2	27.4	67.7	100

How to read: 9.3% (7.0+2.3) children of class 1 can do subtraction



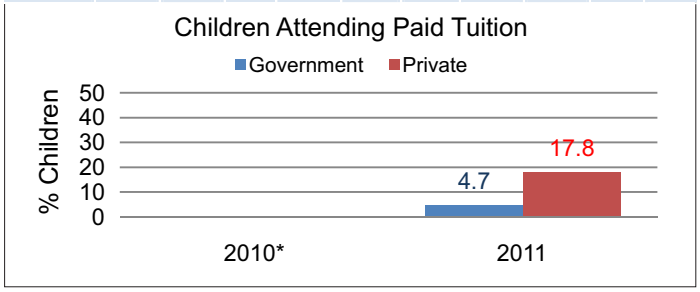




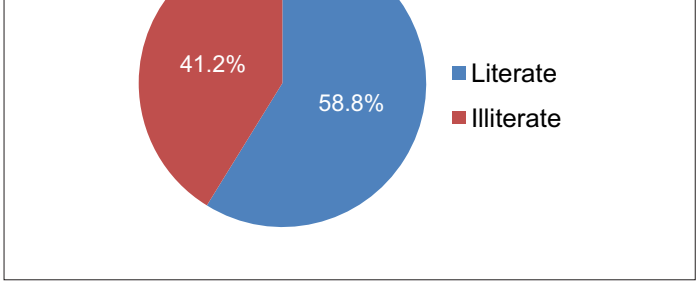
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	11.1	3.1	0.0	1.4	4.4	2.8	1.9	7.6	8.6	5.6
Pvt.	24.4	12.5	24.5	14.3	17.4	26.9	9.5	14.8	5.6	8.3

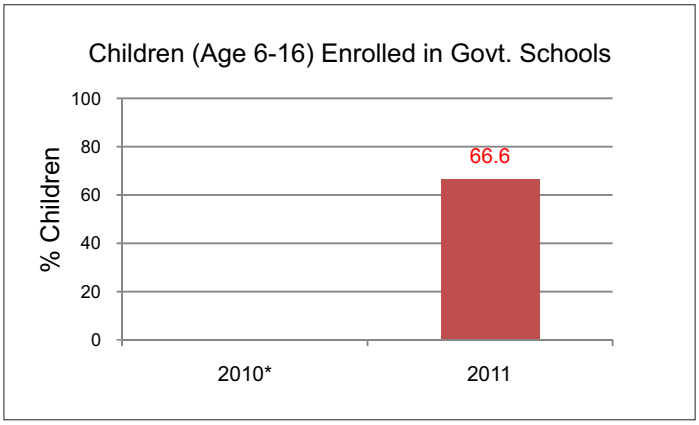


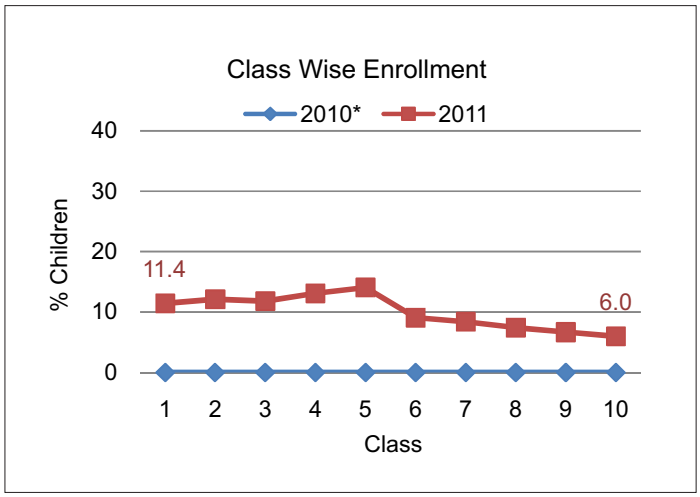
Mothers' Literacy

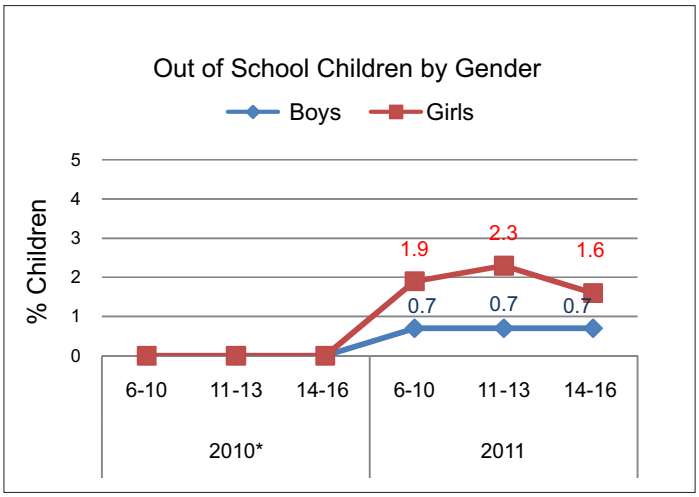


School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	64.0	31.1	0.0	0.0	4.1	0.8	100
11-13	61.1	27.9	0.3	0.0	7.3	3.5	100
14-16	54.5	33.5	0.0	0.0	7.3	4.7	100
6-16	61.4	30.7	0.1	0.0	5.6	2.3	100
Total			92.2		7.9		100
By Type	66.6	33.3	0.1	0.0			

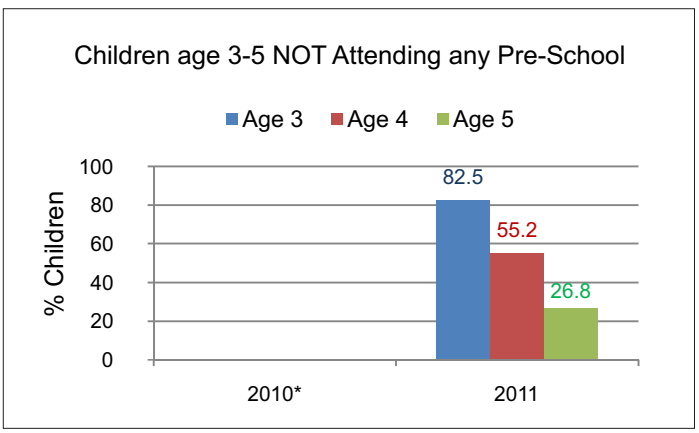






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	14.4	3.1	0.0	0.0	82.5	100
4	23.8	21.0	0.0	0.0	55.2	100
5	43.6	29.5	0.0	0.0	26.8	100
3-5	29.6	19.7	0.0	0.0	50.7	100
Total			49.3		50.7	100
By Type	60.1	39.9	0.0	0.0		100



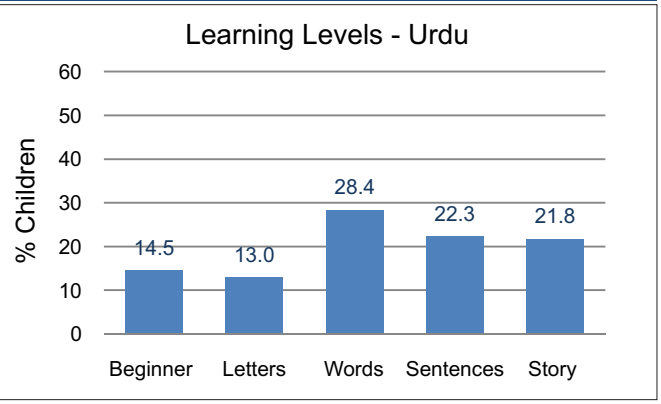
* District Karak was not surveyed in 2010

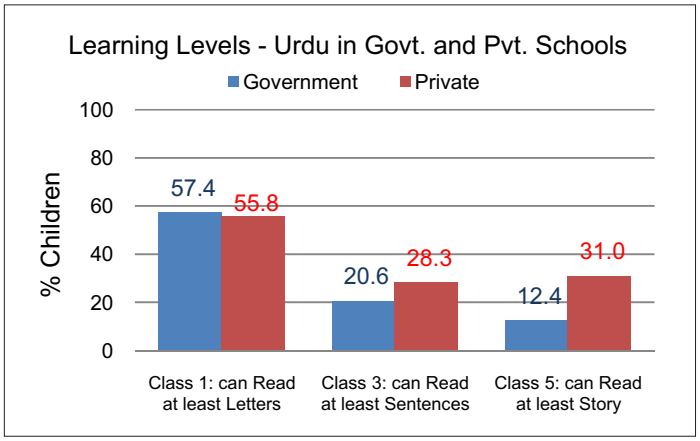
Learning Levels - Urdu

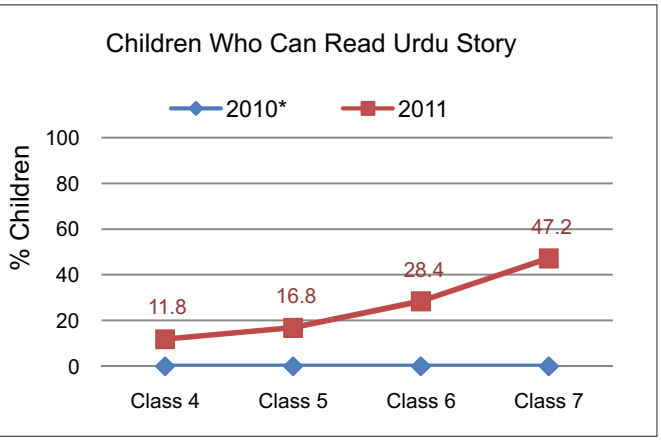
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	43.2	33.6	21.2	1.4	0.7	100
2	19.2	18.6	42.9	14.7	4.5	100
3	9.7	20.0	47.1	20.6	2.6	100
4	1.8	7.1	52.1	27.2	11.8	100
5	0.6	3.9	43.0	35.8	16.8	100
6	0.0	11.2	23.3	37.1	28.4	100
7	0.0	3.8	14.2	36.8	47.2	100
8	0.0	3.2	7.5	30.1	59.1	100
9	0.0	4.8	3.6	21.4	70.2	100
10	0.0	6.8	4.1	21.9	67.1	100

How to read: 2.1% (1.4+0.7) children of class 1 can read sentences







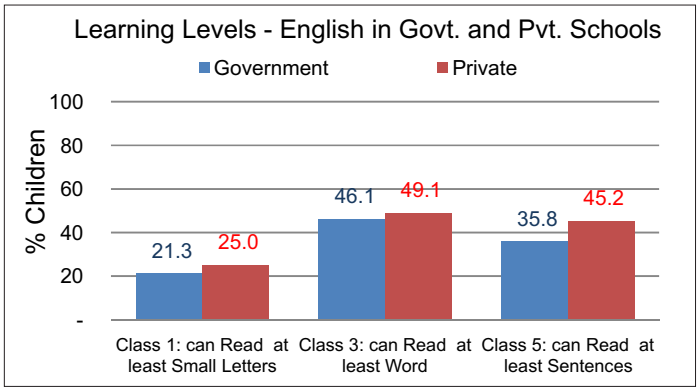
Learning Levels - English

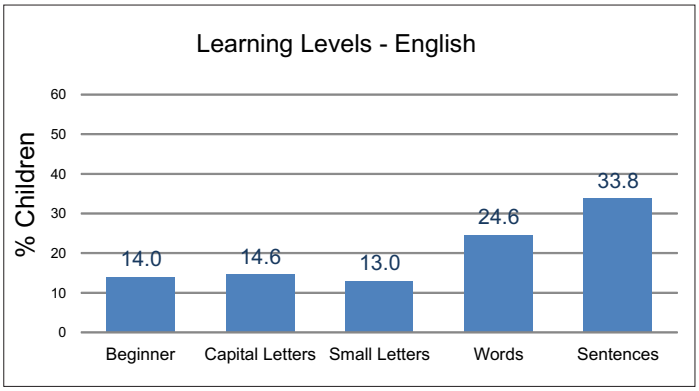
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	42.5	34.9	14.4	6.8	1.4	100
2	16.7	24.4	30.8	21.8	6.4	100
3	5.8	21.3	25.8	36.8	10.3	100
4	1.2	21.3	16.6	47.3	24.3	100
5	1.1	10.6	8.9	41.3	38.0	100
6	0.0	8.6	5.2	32.8	53.4	100
7	0.0	3.8	3.8	21.7	70.8	100
8	0.0	4.3	0.0	17.2	78.5	100
9	2.4	2.4	1.2	7.1	86.9	100
10	0.0	2.7	1.4	6.8	89.0	100

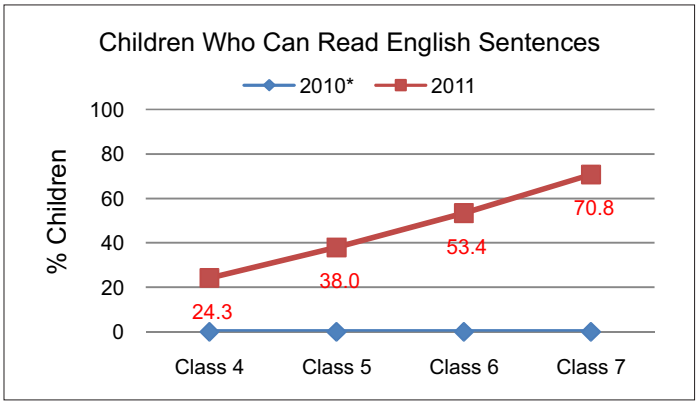
How to read: 8.2% (6.8+1.4) children of class 1 can read words

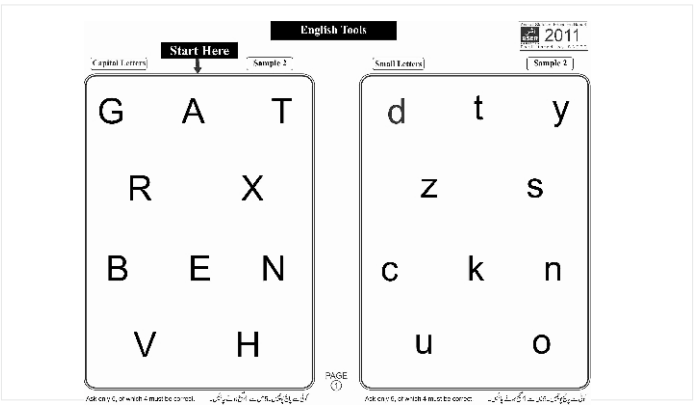
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
50.0	50.0
41.2	50.0
61.4	37.5
66.3	58.5
77.0	63.2
68.4	61.3
65.2	81.3
68.8	80.8
50.0	78.1
40.0	80.0





Karak



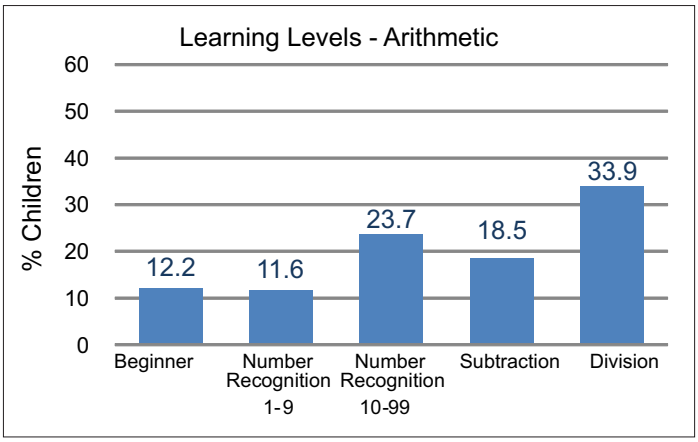


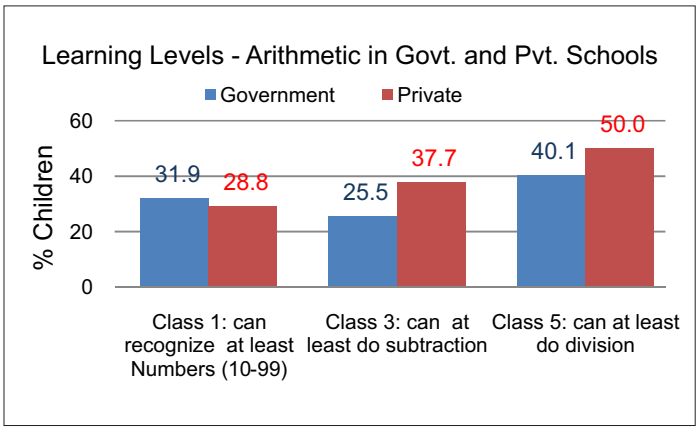
Learning Levels - Arithmetic

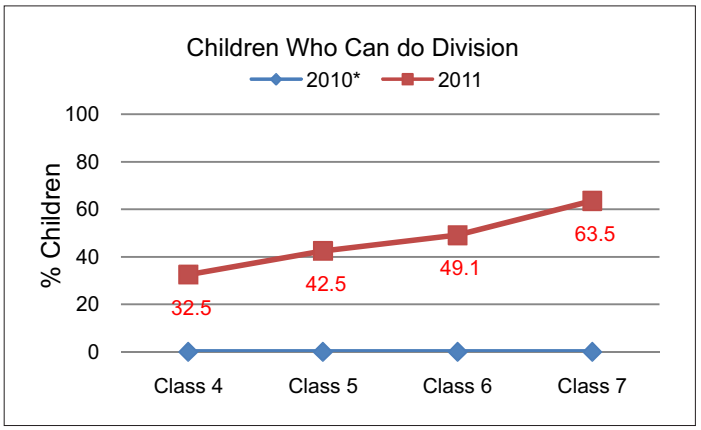
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	34.9	34.2	26.0	2.7	2.1	100
2	14.1	18.6	47.4	10.9	9.0	100
3	5.2	15.5	49.7	16.1	13.5	100
4	1.8	4.1	29.0	32.5	32.5	100
5	0.0	5.0	19.0	33.5	42.5	100
6	0.0	4.3	9.5	37.1	49.1	100
7	0.0	1.9	8.7	26.0	63.5	100
8	0.0	3.2	4.3	18.3	74.2	100
9	0.0	3.6	6.0	8.3	82.1	100
10	0.0	2.7	5.5	11.0	80.8	100

How to read: 4.8% (2.7+2.1) children of class 1 can do subtraction



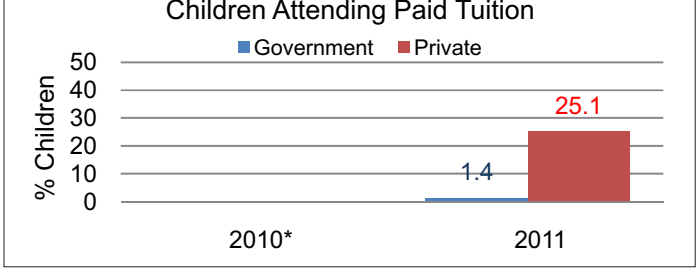




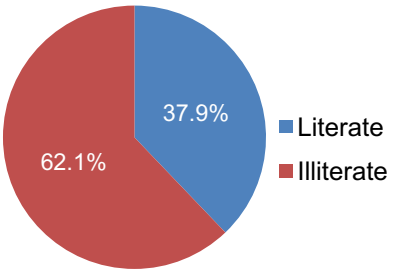
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.9	3.9	2.5	0.7	1.3	2.7	0.0	0.0	0.0
Pvt.	3.8	22.2	13.2	17.0	32.6	29.3	34.2	47.4	47.4	40.7



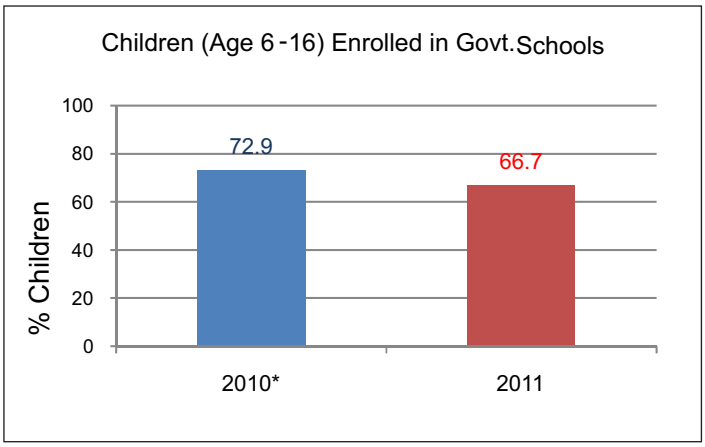
Mothers' Literacy

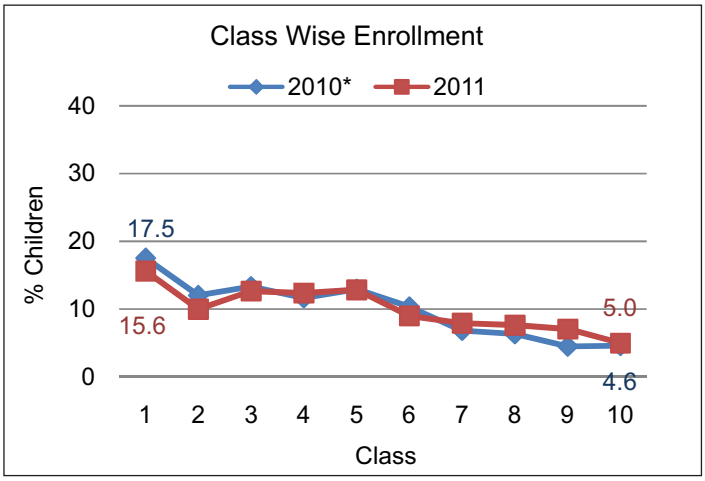


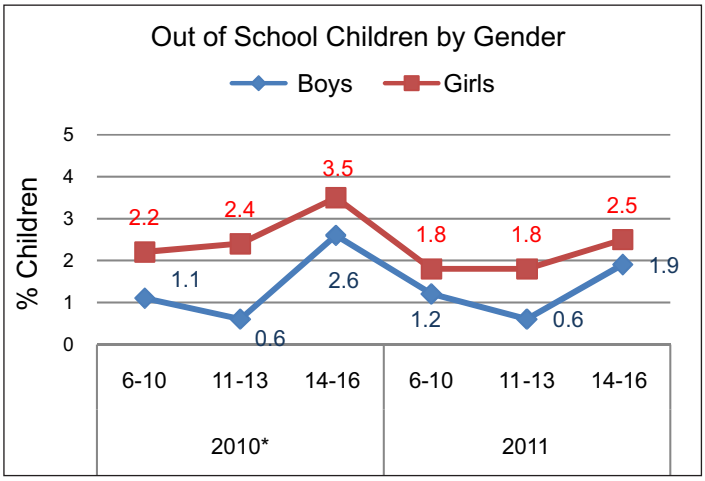
Mansehra

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Other	Never Enrolled	Drop out	
6-10	60.7	33.2	0.3	0.0	4.8	1.1	100
11-13	62.4	28.7	0.2	0.0	3.9	4.8	100
14-16	56.2	22.7	0.6	0.0	7.9	12.6	100
6-16	60.2	29.7	0.3	0.0	5.2	4.6	100
Total	90.2				9.8		100
By Type	66.7	32.9	0.4	0.0			

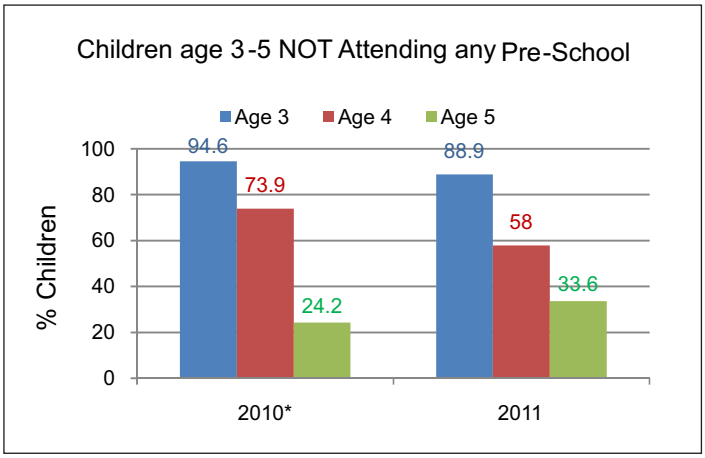






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	8.3	2.8	0.0	0.0	88.9	100
4	23.9	18.2	0.0	0.0	58.0	100
5	32.8	33.6	0.0	0.0	33.6	100
3-5	21.9	18.6	0.0	0.0	59.3	100
Total	40.5				59.4	100
By Type	53.9	46.1	0.0	0.0		100



* District Mansehra was surveyed in 2010

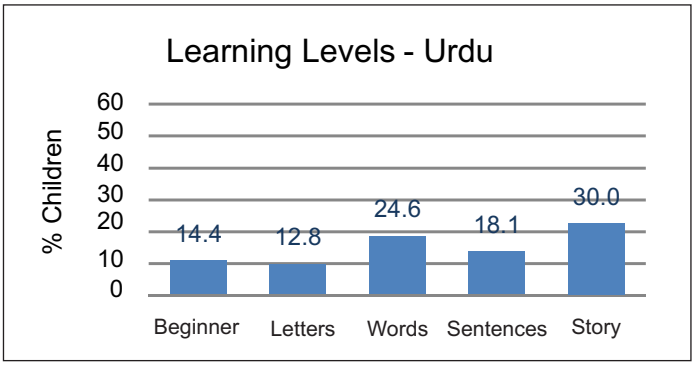
Mansehra

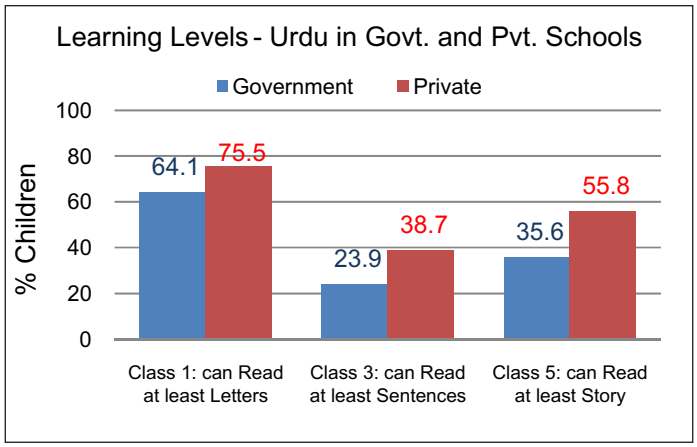
Learning Levels - Urdu

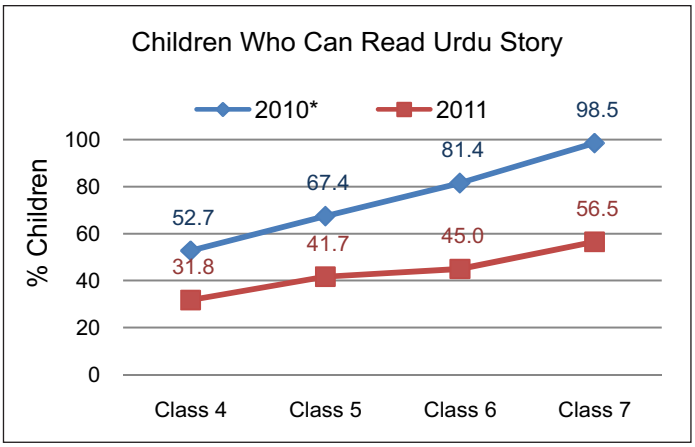
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	32.6	42.0	21.5	1.1	2.8	100
2	8.1	20.3	47.2	13.8	10.6	100
3	6.4	14.7	48.7	18.6	11.5	100
4	4.1	2.7	33.1	28.4	31.8	100
5	2.8	1.4	27.8	26.4	41.7	100
6	1.0	3.0	16.0	35.0	45.0	100
7	2.2	2.2	6.5	33.7	56.5	100
8	1.1	5.7	6.9	26.4	59.8	100
9	0.0	2.6	2.6	24.4	70.5	100
10	0.0	0.0	3.6	12.5	83.9	100

How to read: 3.9% (1.1+2.8) children of class 1 can read sentences







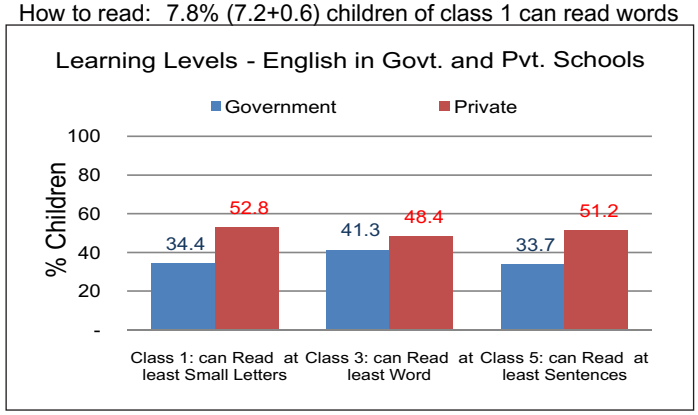
Learning Levels - English

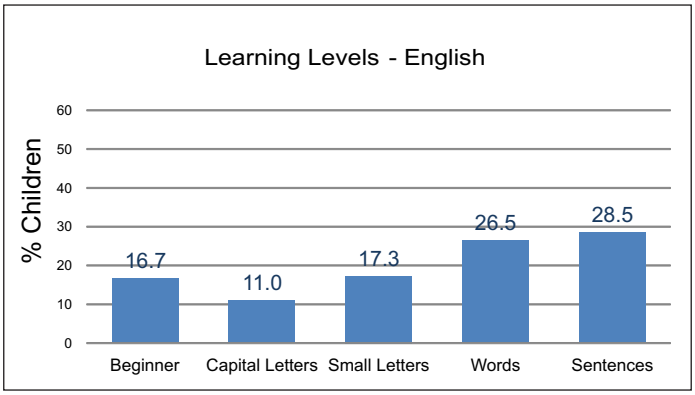
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	32.0	28.2	32.0	7.2	0.6	100
2	9.8	18.7	42.3	22.0	7.3	100
3	10.3	14.1	31.4	34.6	9.6	100
4	4.1	14.1	17.6	43.9	27.0	100
5	3.5	4.9	9.0	43.8	38.9	100
6	1.0	6.0	9.0	39.0	45.0	100
7	2.2	2.2	3.3	33.7	58.7	100
8	2.3	2.3	6.9	24.1	64.4	100
9	0.0	3.8	1.3	24.4	70.5	100
10	0.0	0.0	3.6	14.3	82.1	100

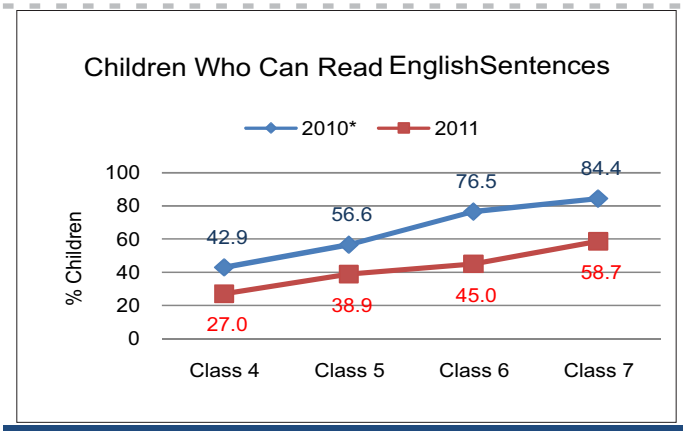
How to read: 7.8% (7.2+0.6) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
76.9	0.0
85.2	77.8
90.7	66.7
92.3	77.5
96.8	75.0
100.0	88.9
93.5	81.5
95.2	91.1
94.7	87.3
87.5	95.7





Mansehra



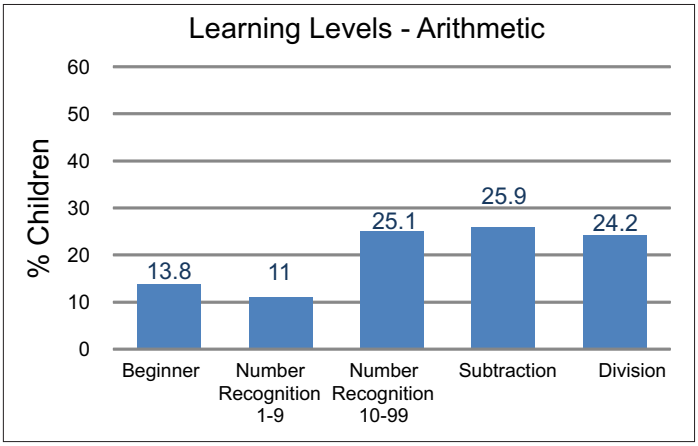


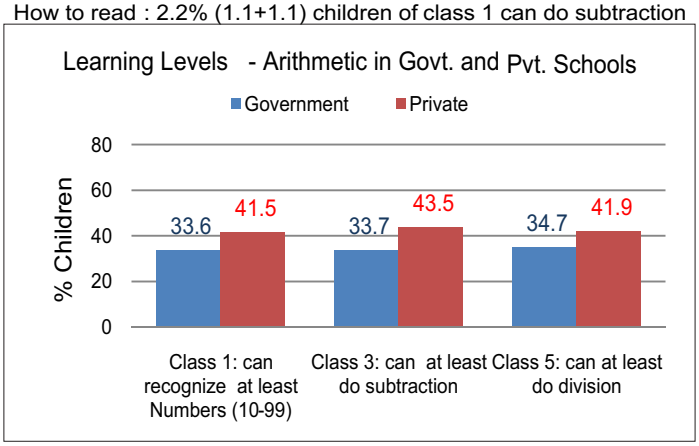
Learning Levels - Arithmetic

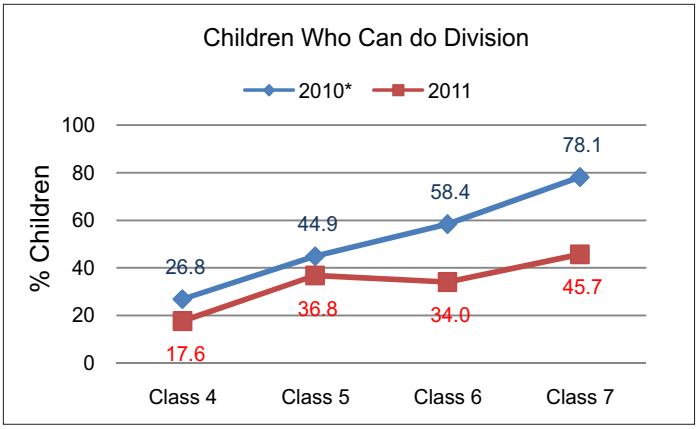
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	30.4	33.7	33.7	1.1	1.1	100
2	8.1	13.0	55.3	21.1	2.4	100
3	10.3	11.5	41.0	28.8	8.3	100
4	2.0	5.4	31.1	43.9	17.6	100
5	4.2	0.7	16.0	42.4	36.8	100
6	0.0	1.0	20.0	45.0	34.0	100
7	1.1	0.0	6.5	46.7	45.7	100
8	3.4	3.4	4.6	32.2	56.3	100
9	1.3	2.6	6.4	24.4	65.4	100
10	0.0	1.8	5.4	10.7	82.1	100

How to read : 2.2% (1.1+1.1) children of class 1 can do subtraction



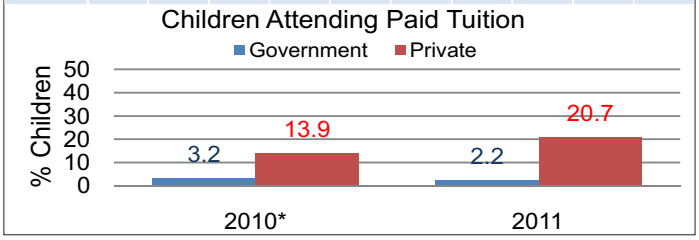




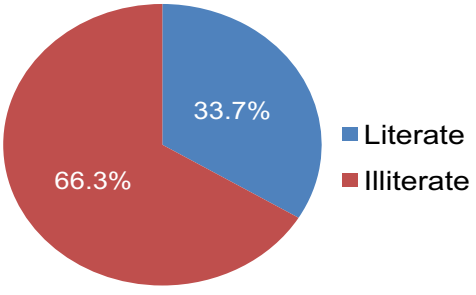
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.7	1.1	2.1	2.0	6.2	5.4	1.4	1.4	1.5	0.0
Pvt.	13.1	25.0	20.9	28.8	25.9	30.2	25.0	30.0	18.5	12.5



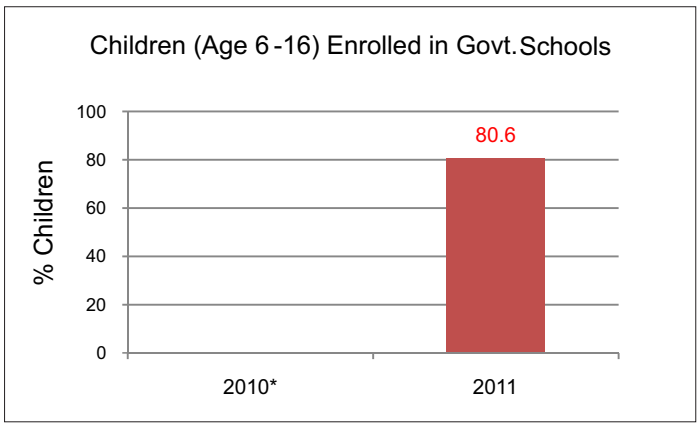
Mothers' Literacy

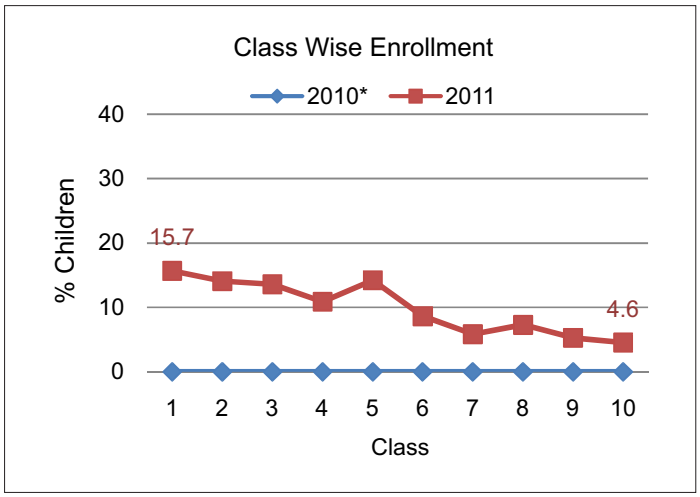


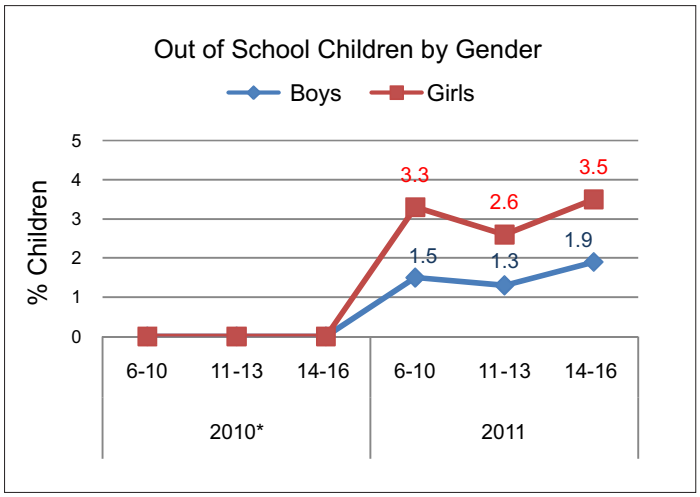
Mardan

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Other	Never Enrolled	Drop out	
6-10	71.2	18.1	1.3	0.0	8.0	1.3	100
11-13	68.1	16.1	1.1	0.0	10.3	4.5	100
14-16	65.4	8.7	0.3	0.0	13.3	12.3	100
6-16	69.1	15.6	1.0	0.0	9.7	4.5	100
Total	85.7				14.2		100
By Type	80.6	18.2	1.2	0.0			

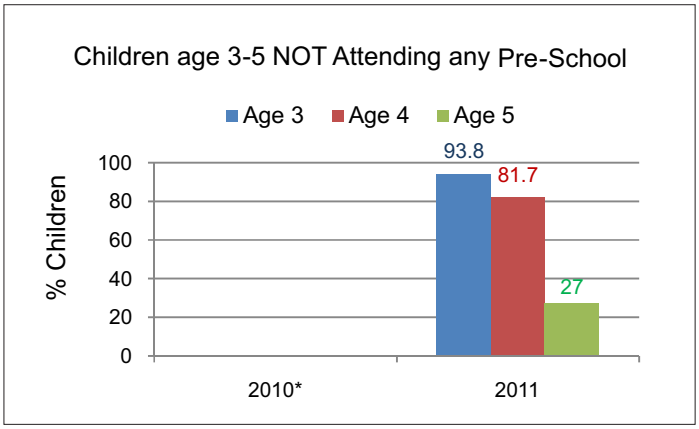






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	4.1	2.1	0.0	0.0	93.8	100
4	12.5	5.8	0.0	0.0	81.7	100
5	47.6	24.9	0.5	0.0	27.0	100
3-5	24.4	12.5	0.2	0.0	62.8	100
Total	37.1				62.9	100
By Type	65.7	33.7	0.6	0.0		100



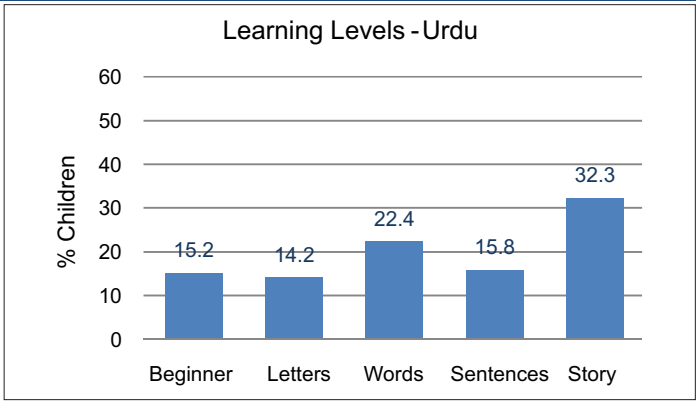
* District Mardan was not surveyed in 2010

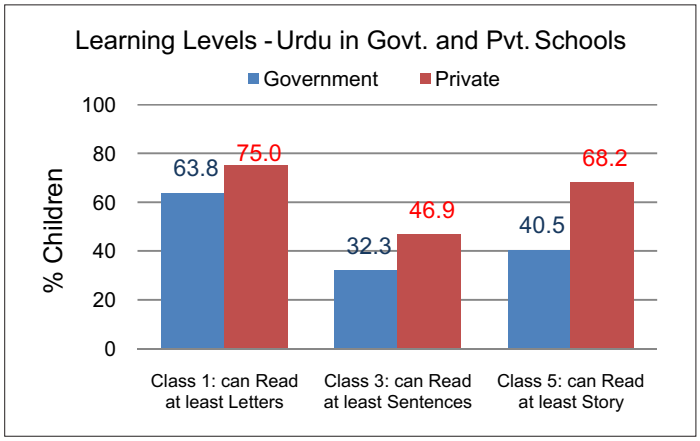
Learning Levels - Urdu

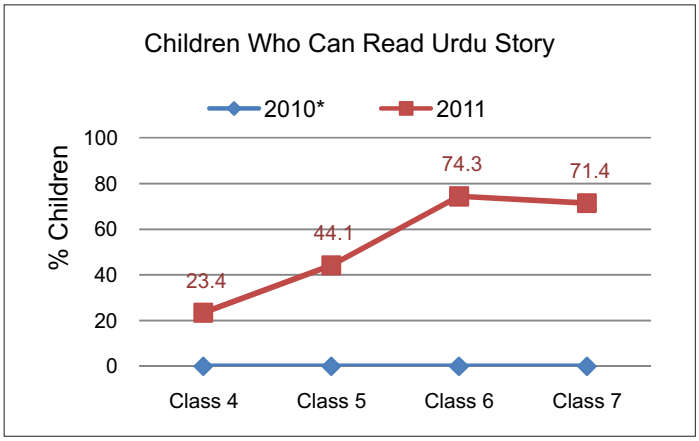
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	33.5	34.0	23.4	6.4	2.7	100
2	3.5	22.7	47.7	14.5	11.6	100
3	4.8	9.5	48.8	23.8	13.1	100
4	0.8	7.0	30.5	38.3	23.4	100
5	0.0	2.4	21.2	32.4	44.1	100
6	0.0	2.9	5.7	17.1	74.3	100
7	0.0	0.0	10.0	18.6	71.4	100
8	1.2	1.2	4.7	9.4	83.5	100
9	0.0	0.0	1.6	7.9	90.5	100
10	0.0	0.0	1.8	0.0	98.2	100

How to read: 9.1% (6.4+2.7) children of class 1 can read sentences







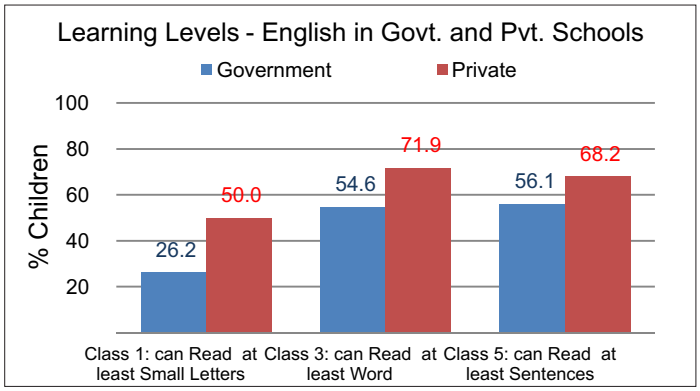
Learning Levels - English

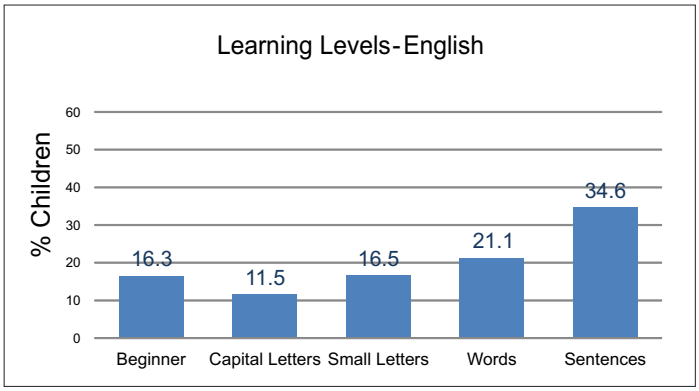
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	34.6	33.0	18.1	13.3	1.1	100
2	4.1	19.2	37.8	32.0	7.0	100
3	5.4	7.7	27.4	47.6	11.9	100
4	0.8	7.7	25.0	36.7	32.8	100
5	0.0	0.6	13.5	28.2	57.6	100
6	0.0	2.9	4.8	20.0	72.4	100
7	0.0	0.0	5.7	12.9	81.4	100
8	1.2	0.0	3.5	10.6	84.7	100
9	0.0	0.0	0.0	6.3	93.7	100
10	0.0	0.0	0.0	1.8	98.2	100

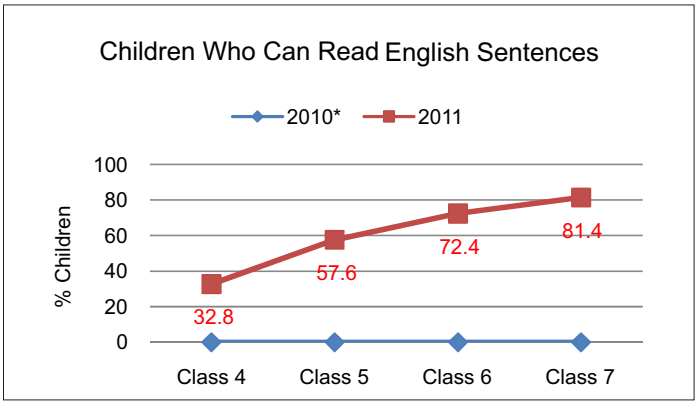
How to read: 14.4% (13.3+1.1) children of class 1 can read words

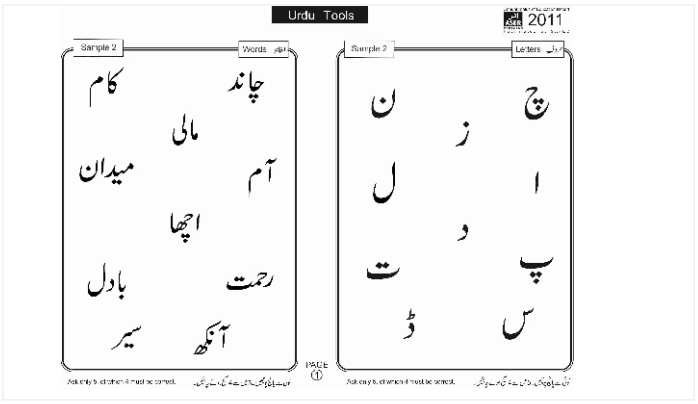
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
44.0	50.0
52.7	58.3
63.8	60.0
74.5	81.0
66.7	78.6
81.0	77.6
77.8	89.5
66.7	80.6
100.0	89.8
0.0	90.9





Mardan



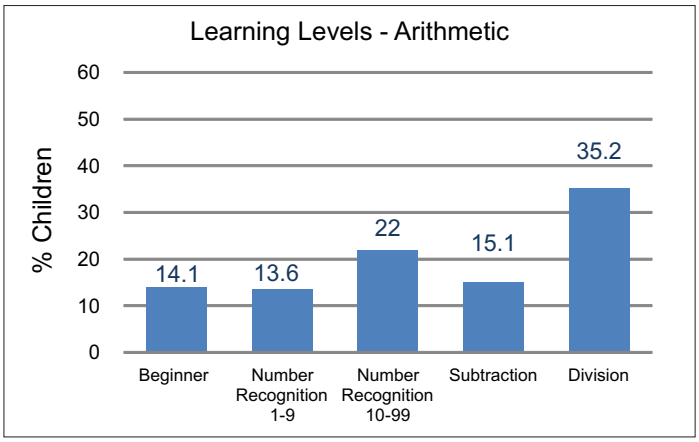


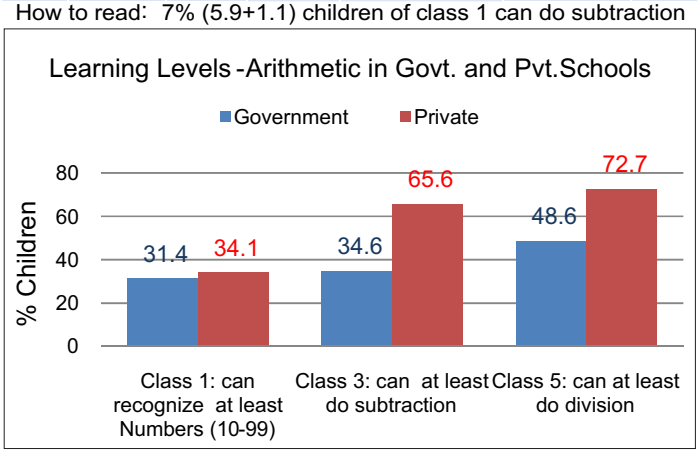
Learning Levels - Arithmetic

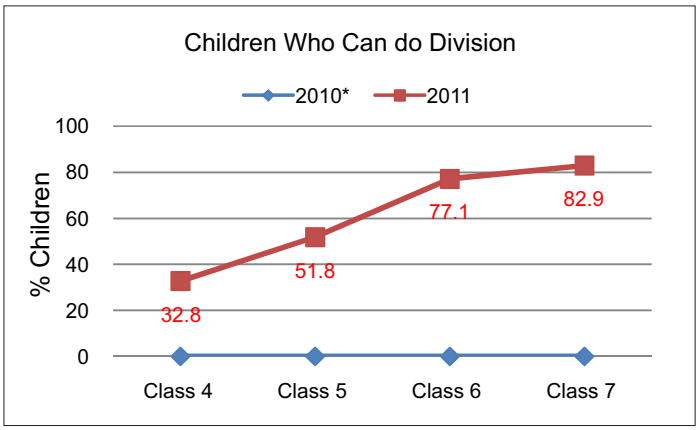
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	27.3	40.1	25.7	5.9	1.1	100
2	3.5	18.0	52.3	18.0	8.1	100
3	4.8	8.3	44.6	26.8	15.5	100
4	0.0	2.3	29.7	35.2	32.8	100
5	0.0	3.5	14.1	30.6	51.8	100
6	0.0	2.9	4.8	15.2	77.1	100
7	0.0	1.4	2.9	12.9	82.9	100
8	1.2	0.0	3.5	7.1	88.2	100
9	0.0	0.0	1.6	3.2	95.2	100
10	0.0	0.0	1.8	1.8	96.4	100

How to read: 7% (5.9+1.1) children of class 1 can do subtraction



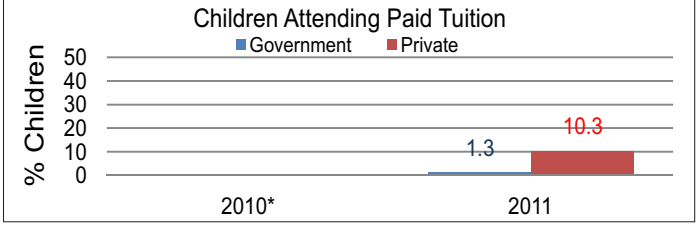




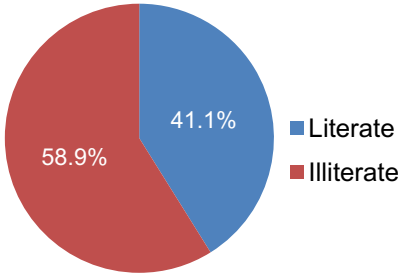
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	1.6	0.0	0.0	1.3	1.1	0.0	1.2	8.8	4.2
Pvt.	8.5	11.4	9.4	14.7	4.3	5.3	15.4	14.3	11.1	11.1



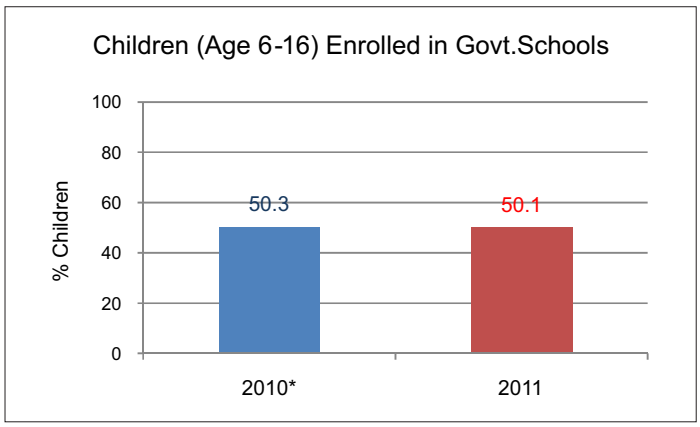
Mothers' Literacy

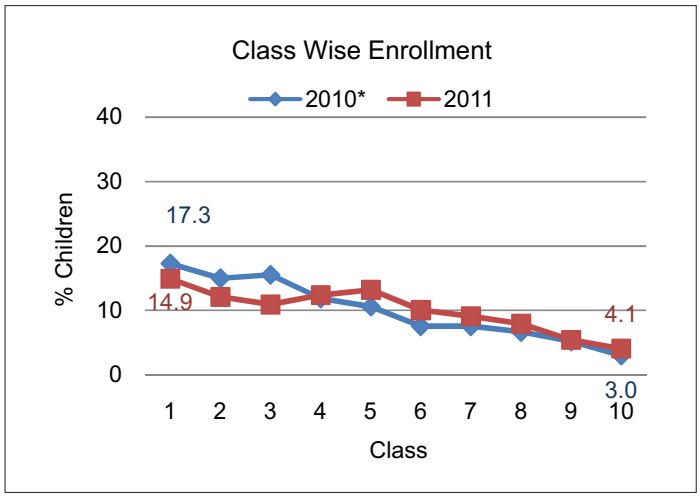


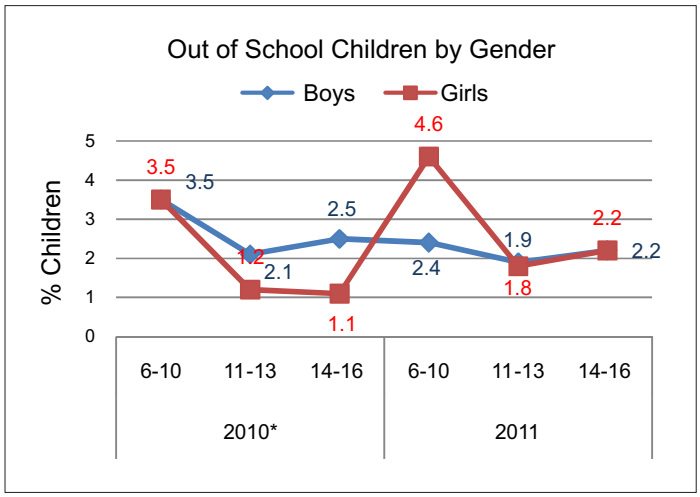
Peshawar

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	39.8	45.1	1.2	0.0	12.0	2.0	100
11-13	44.9	41.3	0.5	0.0	9.7	3.6	100
14-16	45.8	33.9	0.0	0.0	11.8	8.5	100
6-16	42.5	41.6	0.7	0.0	11.3	3.8	100
Total	84.8				15.1		100
By Type	50.1	49.1	0.9	0.0			

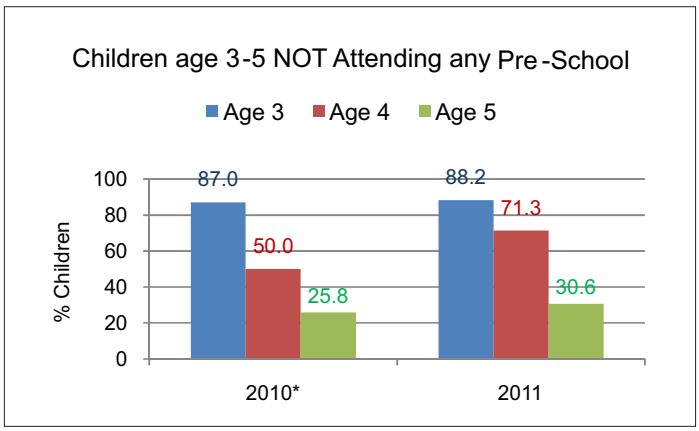






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	6.6	3.9	1.3	0.0	88.2	100
4	8.0	19.5	1.1	0.0	71.3	100
5	29.4	38.1	1.9	0.0	30.6	100
3-5	18.3	25.1	1.5	0.0	55.1	100
Total	44.9				55.1	100
By Type	40.7	55.9	3.4	0.0		100



* District Peshawar was surveyed in 2010

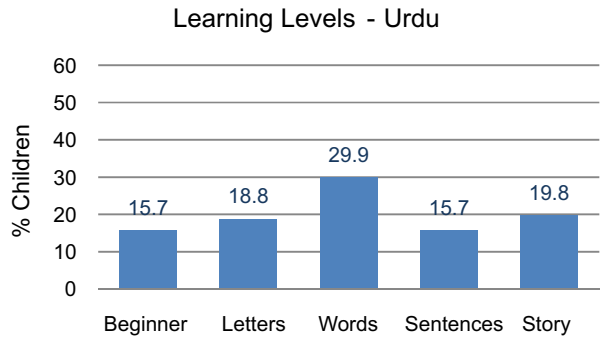
Peshawar

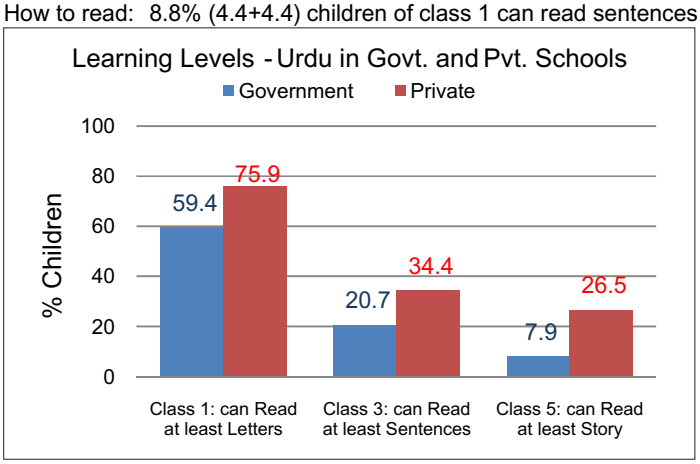
Learning Levels - Urdu

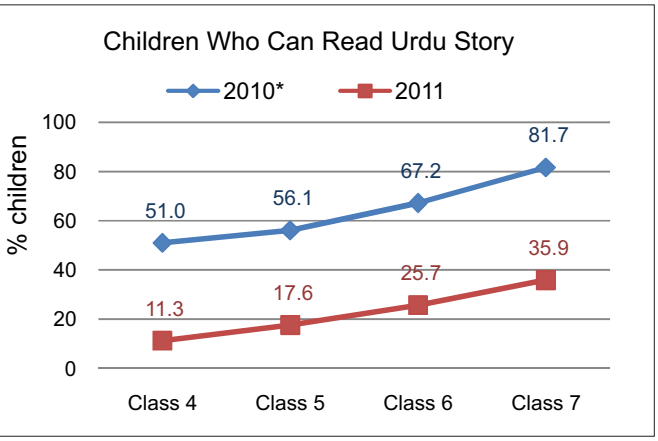
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.6	31.0	28.5	4.4	4.4	100
2	13.7	28.1	37.4	16.5	4.3	100
3	10.8	15.8	45.8	14.2	13.3	100
4	2.1	21.1	46.5	19.0	11.3	100
5	2.3	15.3	44.3	20.6	17.6	100
6	0.0	8.0	35.4	31.0	25.7	100
7	0.0	2.9	22.3	35.0	35.9	100
8	1.1	4.6	14.9	23.0	56.3	100
9	0.0	0.0	8.5	15.3	76.3	100
10	0.0	2.3	7.0	14.0	76.7	100

How to read: 8.8% (4.4+4.4) children of class 1 can read sentences







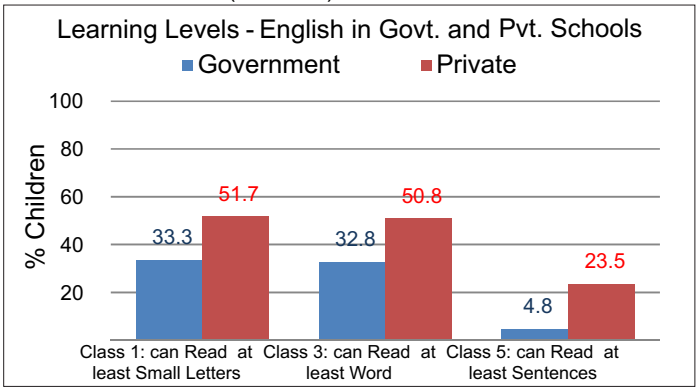
Learning Levels - English

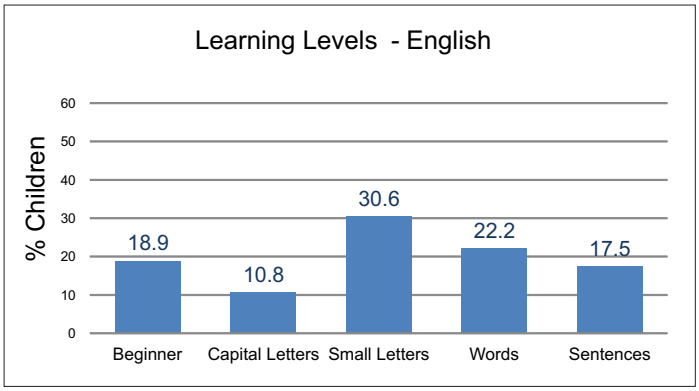
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	37.3	19.0	29.1	10.8	3.8	100
2	19.4	12.2	39.6	23.7	5.0	100
3	11.7	7.5	39.2	28.3	13.3	100
4	6.3	7.5	48.6	23.9	12.7	100
5	2.3	12.2	40.5	30.5	14.5	100
6	1.8	3.5	38.1	37.2	19.5	100
7	1.9	2.9	24.3	37.9	33.0	100
8	2.3	0.0	17.2	28.7	51.7	100
9	0.0	1.7	16.9	20.3	61.0	100
10	0.0	2.3	9.3	23.3	65.1	100

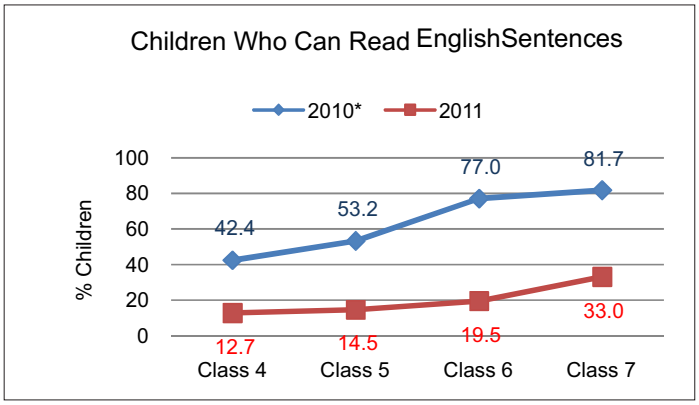
How to read: 14.6% (10.8+3.8) children of class 1 can read words

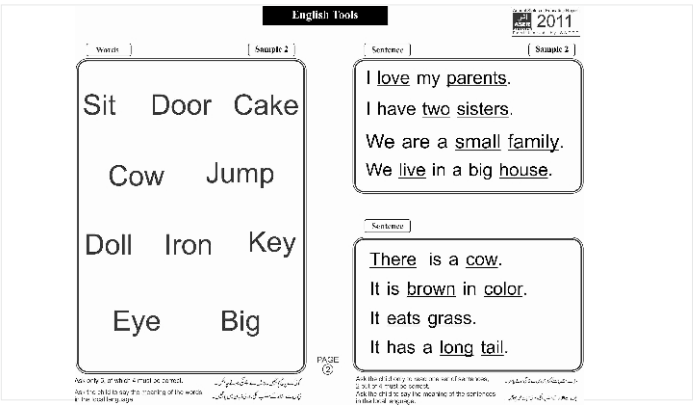
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
47.1	83.3
63.6	71.4
58.8	68.8
50.0	55.6
60.0	68.4
61.9	68.2
59.0	67.6
56.0	60.0
50.0	77.8
30.0	82.1





Peshawar



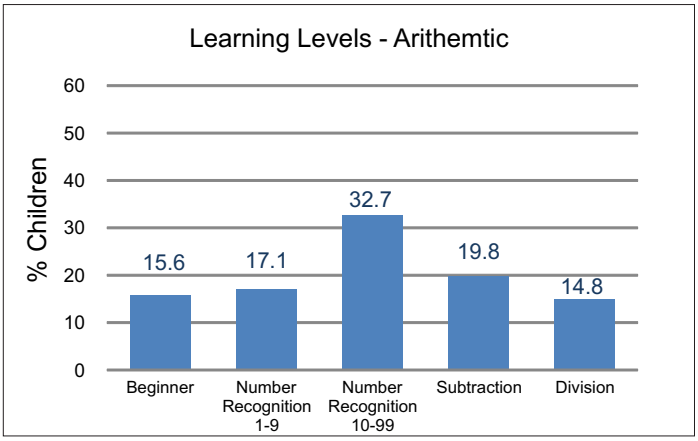


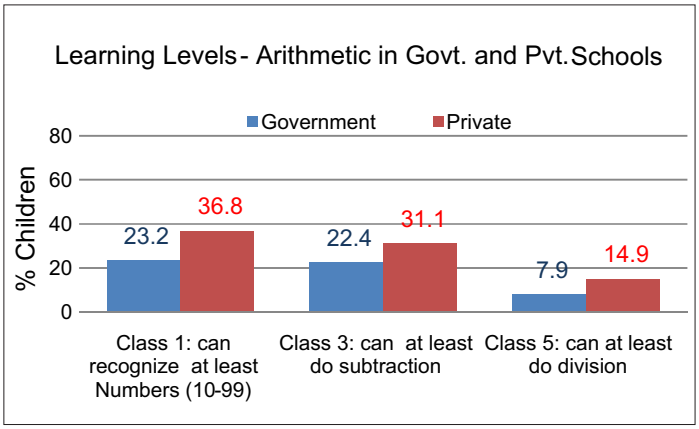
Learning Levels - Arithmetic

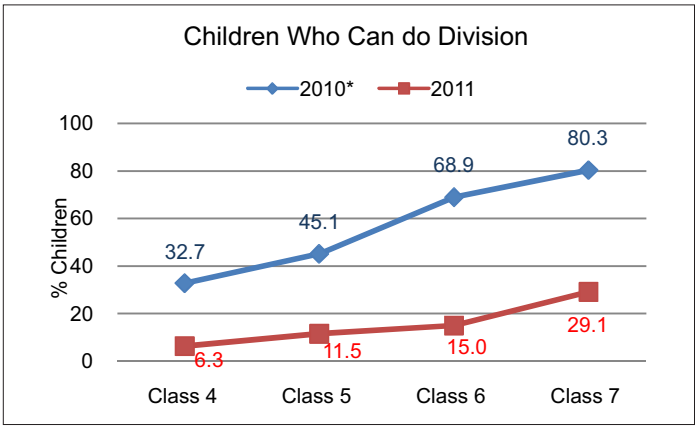
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	31.0	38.0	23.4	4.4	3.2	100
2	12.2	17.3	54.0	14.4	2.2	100
3	6.7	18.3	48.3	20.0	6.7	100
4	2.1	18.3	50.7	22.5	6.3	100
5	3.1	10.8	50.8	23.8	11.5	100
6	0.0	2.7	39.8	42.5	15.0	100
7	1.0	2.9	24.3	42.7	29.1	100
8	1.1	0.0	17.2	33.3	48.3	100
9	0.0	1.7	8.5	28.8	61.0	100
10	0.0	0.0	4.7	23.3	72.1	100

How to read : 7.6% (4.4+3.2) children of class 1 can do subtraction



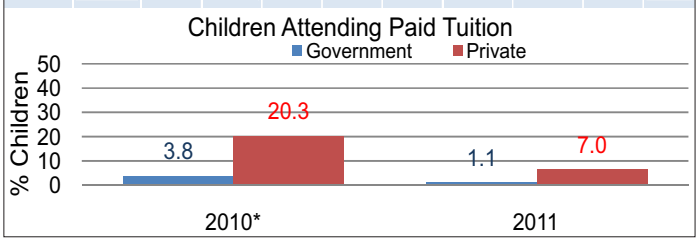




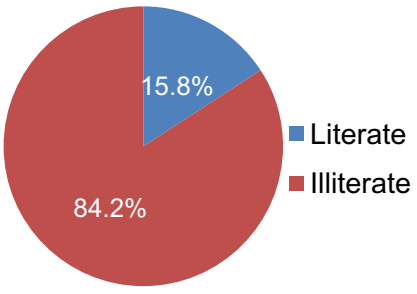
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.3	0.0	2.9	0.0	1.2	4.5	0.0	0.0	0.0	0.0
Pvt.	3.0	4.8	8.8	7.6	3.7	8.1	9.1	15.2	6.7	8.0



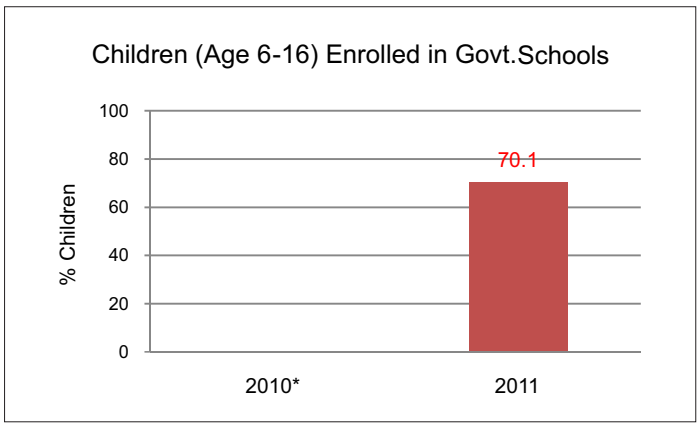
Mothers' Literacy

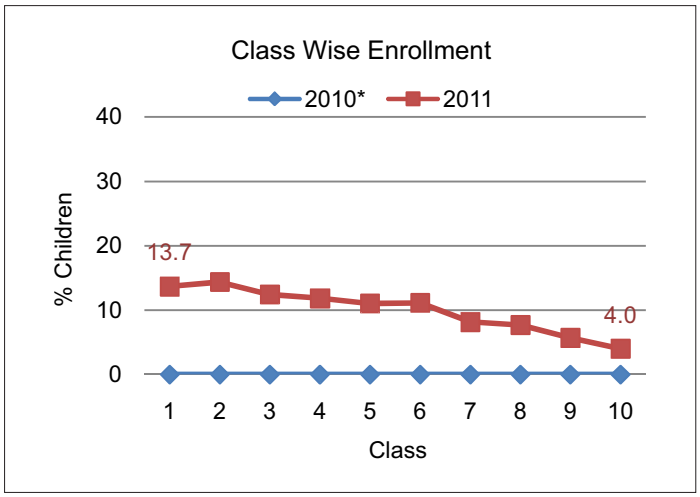


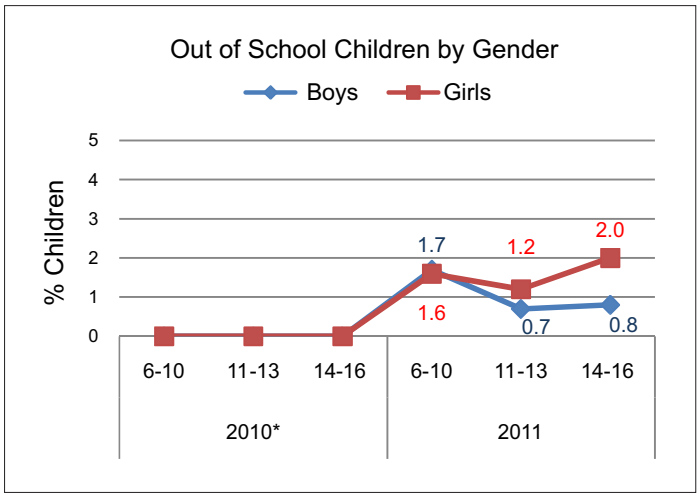
Swabi

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	59.4	34.0	0.4	0.0	5.9	0.3	100
11-13	68.5	23.6	0.6	0.0	4.8	2.4	100
14-16	73.1	12.2	0.0	0.0	8.6	6.1	100
6-16	64.4	27.1	0.4	0.0	6.1	2.0	100
Total	91.9				8.1		100
By Type	70.1	29.5	0.4	0.0			

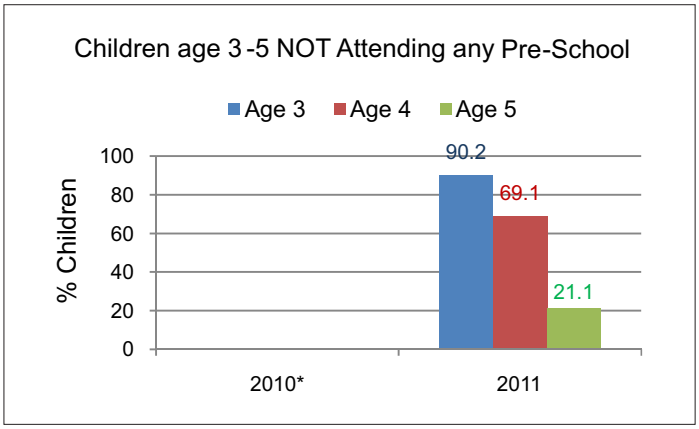






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Private	Madrassah	Other	Out of School	Total
3	5.9	3.9	0.0	0.0	90.2	100
4	13.6	17.3	0.0	0.0	69.1	100
5	45.1	33.8	0.0	0.0	21.1	100
3-5	24.0	20.1	0.0	0.0	55.8	100
Total	44.1				55.9	100
By Type	54.5	45.5	0.0	0.0		100



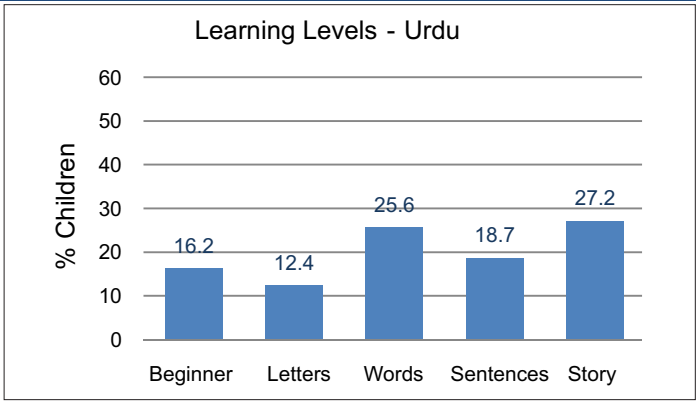
* District Swabi was not surveyed in 2010

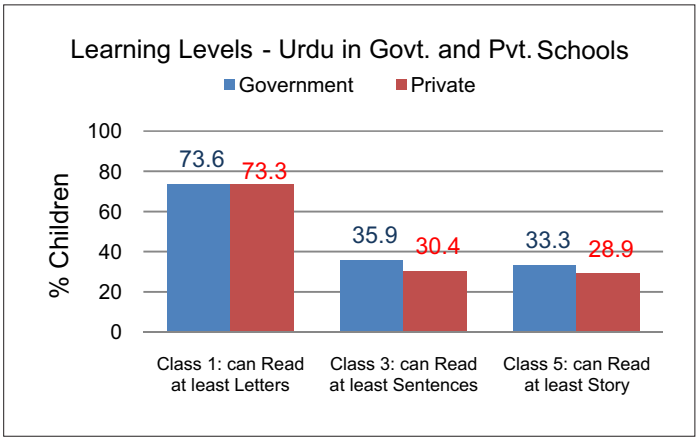
Learning Levels - Urdu

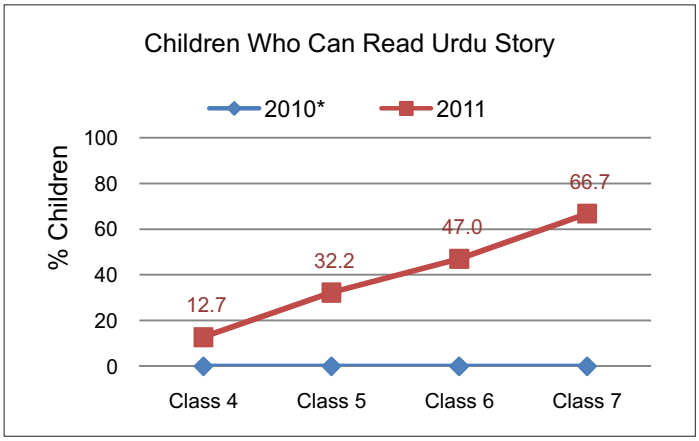
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	26.5	27.8	32.5	10.6	2.6	100
2	10.5	20.9	45.8	16.3	6.5	100
3	5.7	13.6	46.4	25.7	8.6	100
4	2.4	10.3	40.5	34.1	12.7	100
5	0.0	3.4	29.7	34.7	32.2	100
6	0.0	3.5	15.7	33.9	47.0	100
7	0.0	0.0	10.0	22.2	66.7	100
8	0.0	1.2	2.4	14.5	81.9	100
9	0.0	0.0	5.1	10.2	84.7	100
10	0.0	2.3	0.0	7.0	90.7	100

How to read:13.2%(10.6+2.6)children of class 1 can read sentences





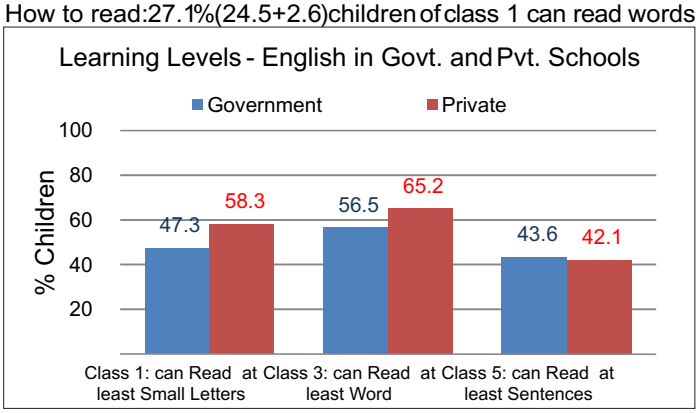


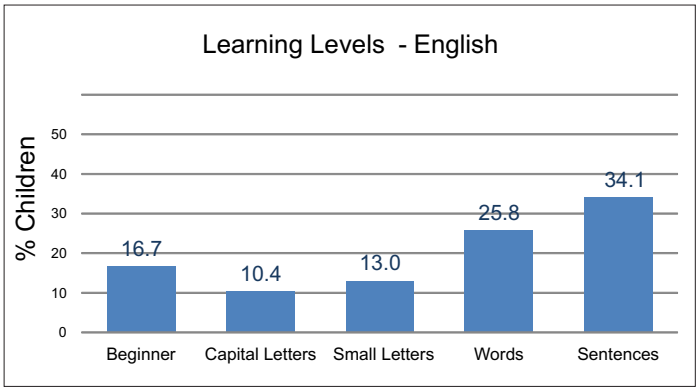
Learning Levels - English

Class Wise % Children Who Can Read English

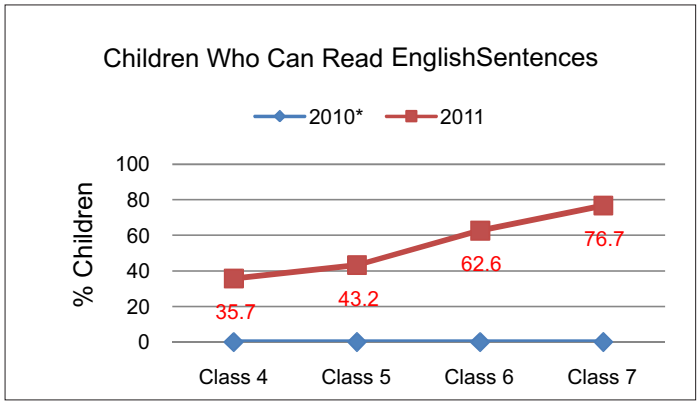
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	29.1	19.2	24.5	24.5	2.6	100	27.0	75.0
2	9.2	17.6	25.5	34.0	13.7	100	42.3	76.2
3	7.1	12.9	20.0	41.4	18.6	100	50.0	46.2
4	2.4	12.9	15.1	41.3	35.7	100	55.8	46.7
5	0.0	4.2	9.3	43.2	43.2	100	51.0	52.9
6	0.0	0.9	3.5	33.0	62.6	100	71.1	68.1
7	0.0	0.0	5.6	17.8	76.7	100	56.3	65.2
8	0.0	0.0	4.8	16.9	78.3	100	64.3	78.5
9	0.0	0.0	0.0	13.6	86.4	100	62.5	86.3
10	0.0	0.0	4.7	2.3	93.0	100	100.0	77.5

How to read:27.1%(24.5+2.6)children of class 1 can read words





Swabi



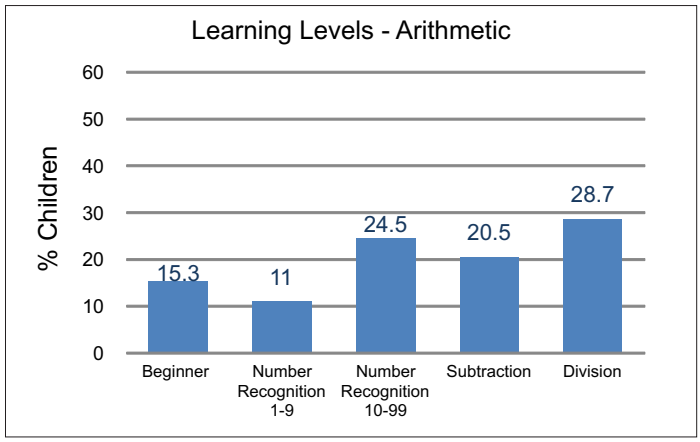


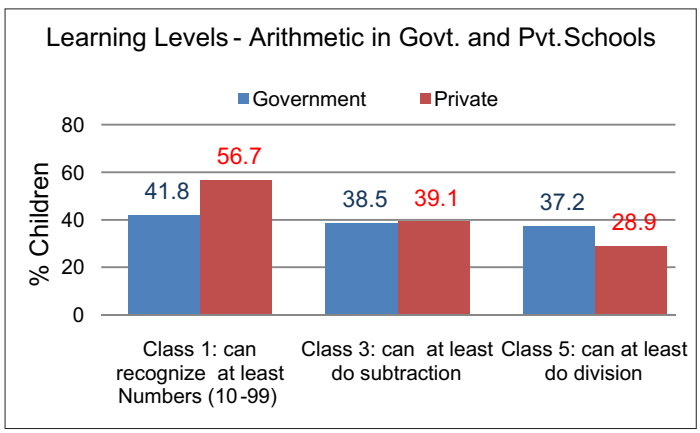
Learning Levels - Arithmetic

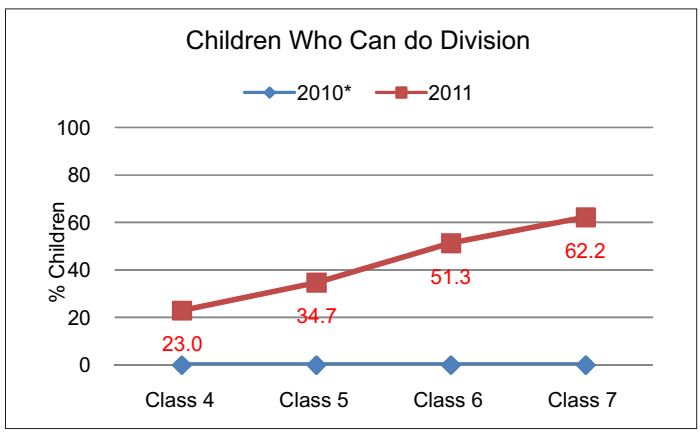
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	21.9	30.5	37.7	7.9	2.0	100
2	7.2	11.8	57.5	14.4	9.2	100
3	7.9	7.9	44.6	26.6	12.9	100
4	4.0	3.2	34.9	34.9	23.0	100
5	0.0	3.4	21.2	40.7	34.7	100
6	0.0	0.9	6.1	41.7	51.3	100
7	0.0	0.0	7.8	30.0	62.2	100
8	0.0	0.0	3.6	15.7	80.7	100
9	0.0	1.7	0.0	15.3	83.1	100
10	0.0	0.0	0.0	7.0	93.0	100

How to read : 9.9% (7.9+2.0) children of class 1 can do subtraction



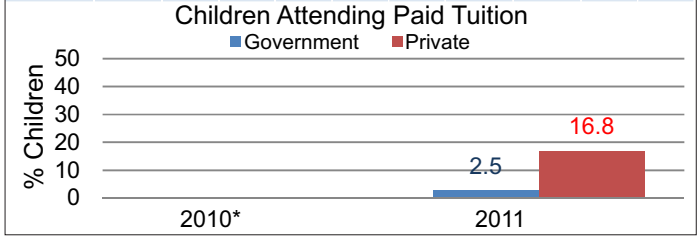




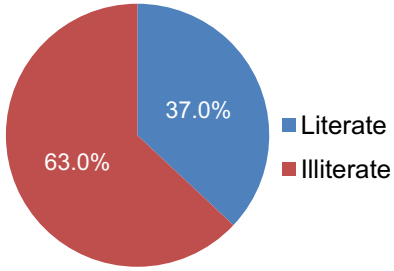
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.1	1.0	3.2	2.2	2.3	3.2	3.9	3.8	3.7	5.1
Pvt.	12.9	21.2	17.0	13.6	21.1	21.9	12.5	11.1	27.3	14.3



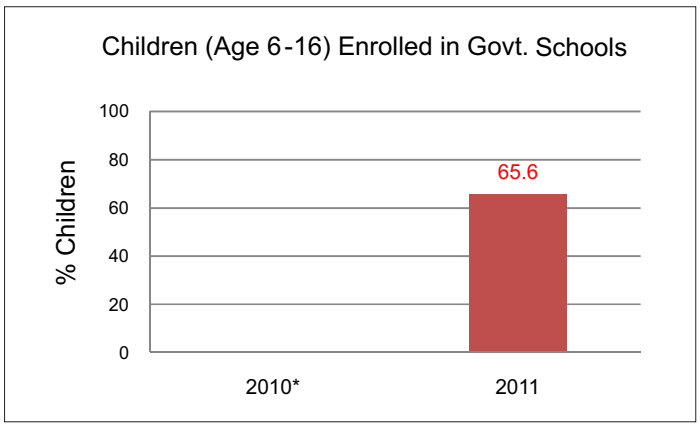
Mothers' Literacy

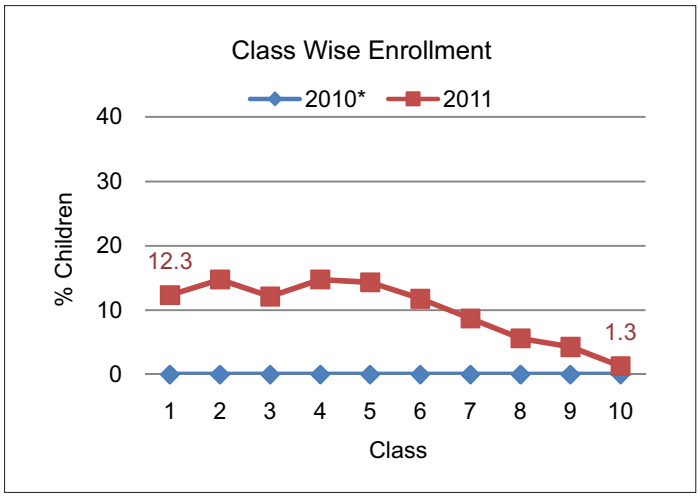


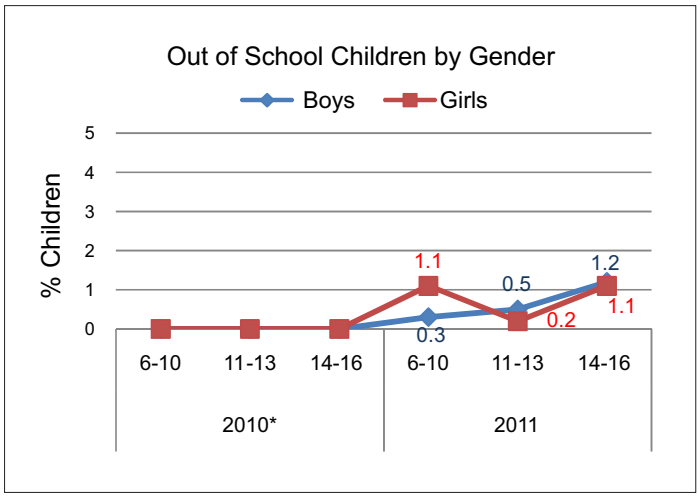
Swat

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop out	
6-10	65.2	32.0	0.0	0.0	1.7	1.0	100
11-13	64.1	33.4	0.0	0.0	0.7	1.7	100
14-16	54.5	34.2	0.0	0.0	1.5	9.9	100
6-16	62.7	32.9	0.0	0.0	1.4	3.0	100
Total	95.6				4.4		100
By Type	65.6	34.4	0.0	0.0			

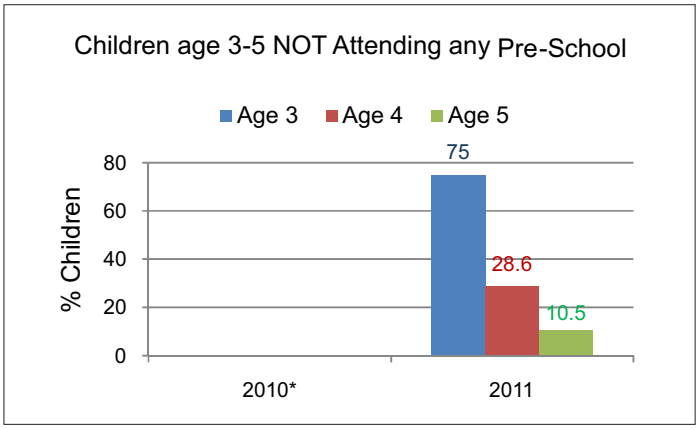






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	25.0	0.0	0.0	0.0	75.0	100
4	21.4	50.0	0.0	0.0	28.6	100
5	50.0	39.5	0.0	0.0	10.5	100
3-5	41.1	39.2	0.0	0.0	19.6	100
Total	80.4				19.6	100
By Type	51.1	48.9	0.0	0.0		100



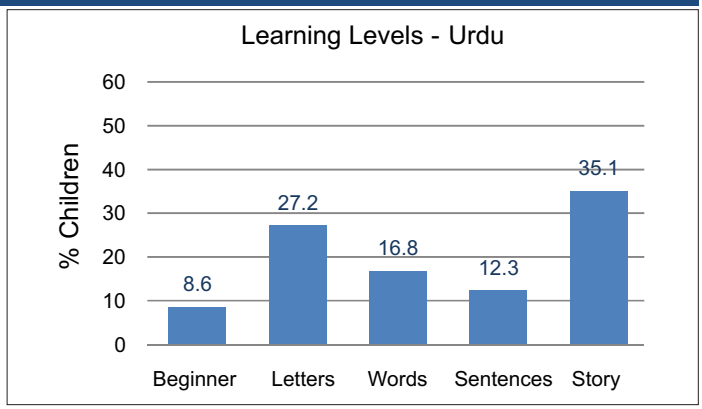
* District Swat was not surveyed in 2010

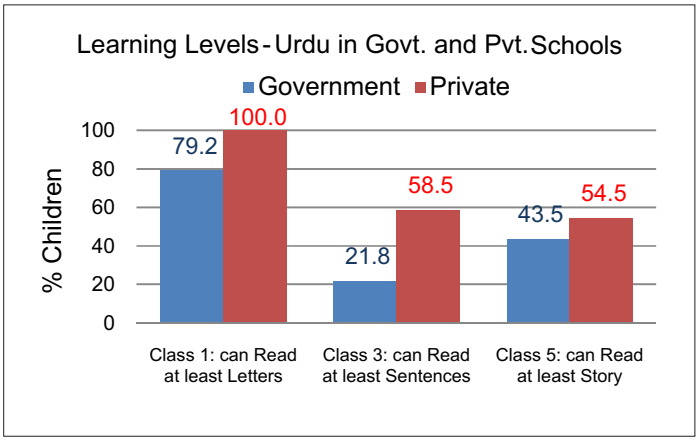
Learning Levels - Urdu

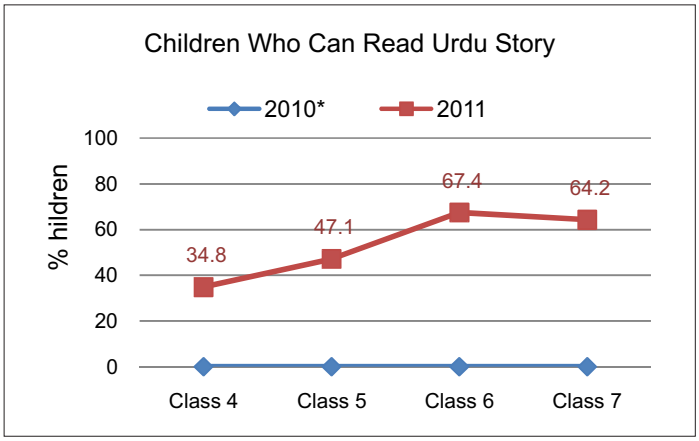
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	15.5	61.9	17.5	2.1	3.1	100
2	5.4	45.5	22.3	9.8	17.0	100
3	2.1	29.2	31.3	11.5	26.0	100
4	4.3	19.1	23.5	18.3	34.8	100
5	1.0	10.8	18.6	22.5	47.1	100
6	0.0	7.6	10.9	14.1	67.4	100
7	0.0	3.0	11.9	17.9	64.2	100
8	0.0	8.3	5.6	13.9	72.2	100
9	0.0	0.0	0.0	13.0	87.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 5.2% (2.1+3.1) children of class 1 can read sentences







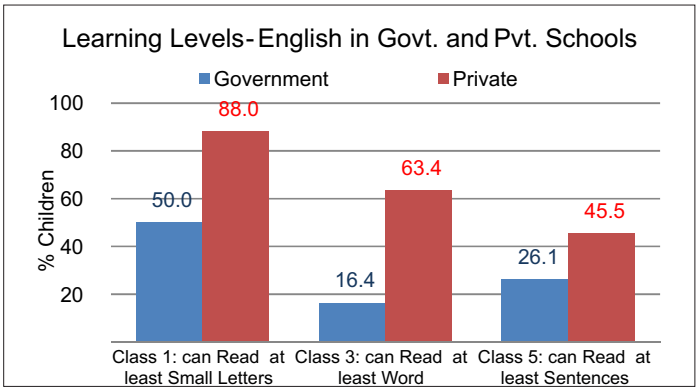
Learning Levels - English

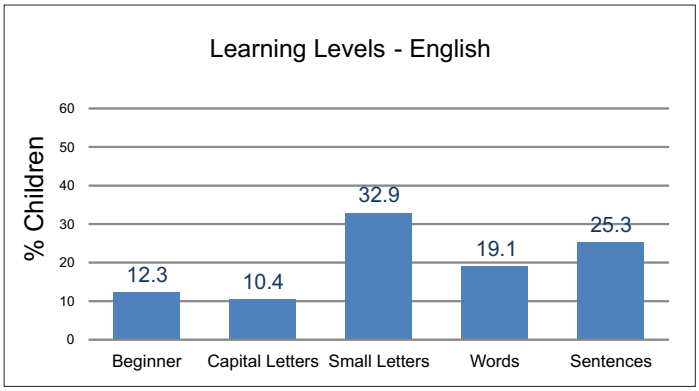
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	20.6	19.6	45.4	12.4	2.1	100
2	9.8	17.0	46.4	16.1	10.7	100
3	9.4	11.5	42.7	20.8	15.6	100
4	7.8	11.5	37.4	23.5	23.5	100
5	2.0	1.0	30.4	34.3	32.4	100
6	5.4	6.5	27.2	20.7	40.2	100
7	1.5	3.0	11.9	29.9	53.7	100
8	2.8	5.6	13.9	11.1	66.7	100
9	0.0	0.0	4.3	17.4	78.3	100
10	0.0	0.0	0.0	0.0	100.0	100

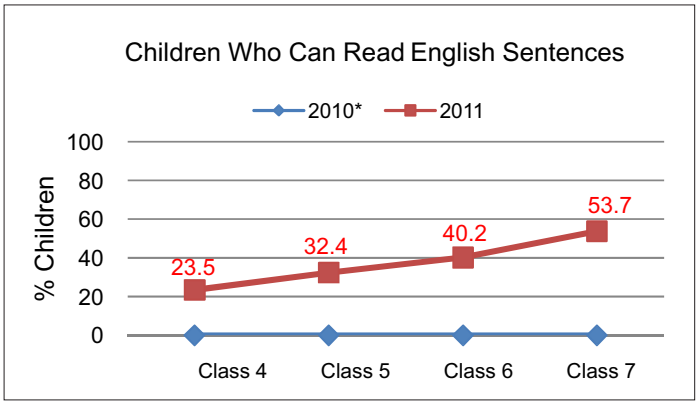
How to read: 14.5% (12.4+2.1) children of class 1 can read words

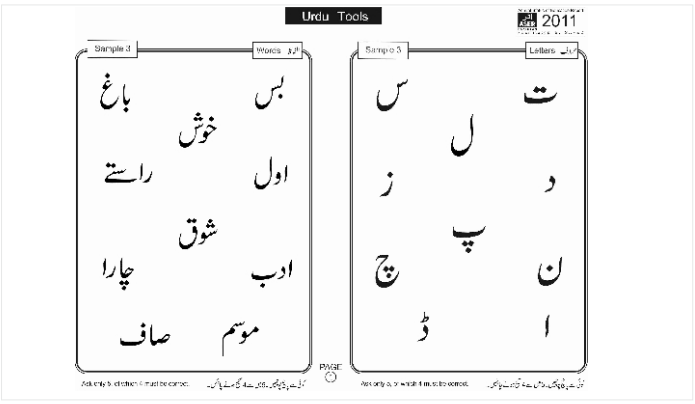
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
16.7	50.0
38.9	66.7
45.0	60.0
40.7	59.3
48.6	39.4
52.6	67.6
45.0	69.4
25.0	62.5
25.0	72.2
-	80.0





Swat



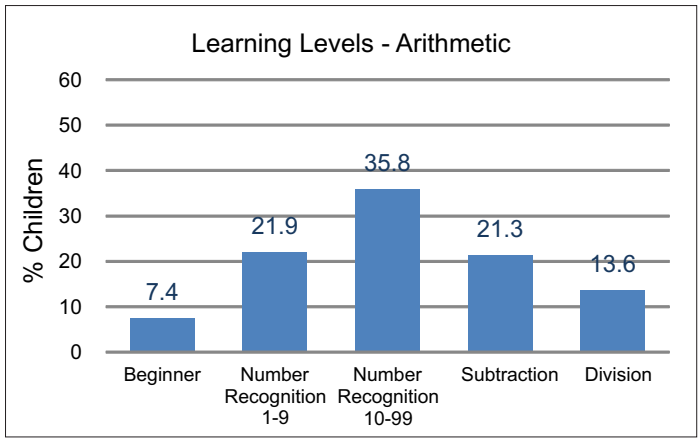


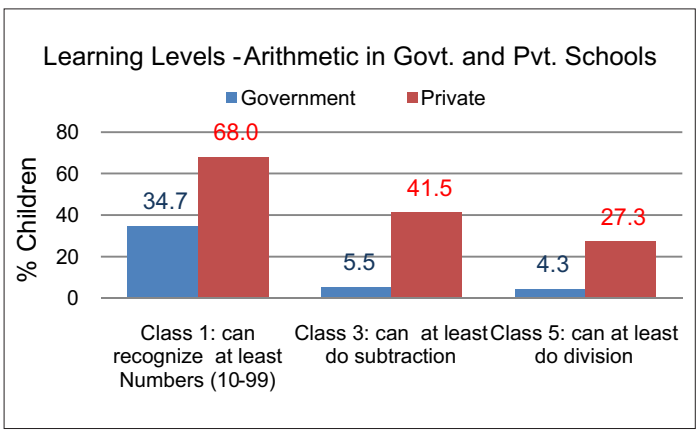
Learning Levels - Arithmetic

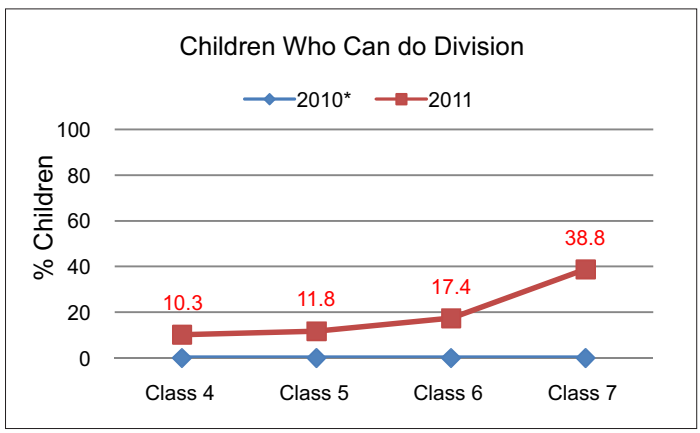
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	12.4	44.3	36.1	7.2	0.0	100
2	4.5	33.0	42.9	12.5	7.1	100
3	3.1	26.0	50.0	17.7	3.1	100
4	0.0	19.8	45.7	24.1	10.3	100
5	2.0	6.9	43.1	36.3	11.8	100
6	1.1	5.4	39.1	37.0	17.4	100
7	0.0	3.0	25.4	32.8	38.8	100
8	0.0	2.8	16.7	27.8	52.8	100
9	0.0	4.3	8.7	43.5	43.5	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read : 7.2% (7.2+0.0) children of class 1 can do subtraction



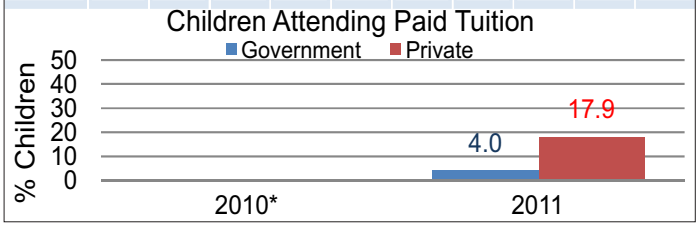




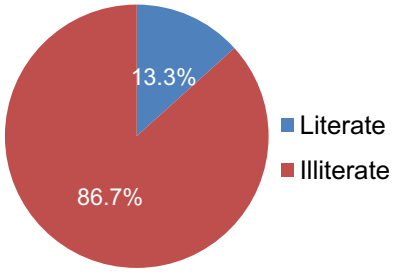
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.2	4.5	1.5	2.1	2.3	3.9	6.5	7.1	19.2	11.1
Pvt.	10.7	15.2	9.1	15.0	28.6	29.0	24.2	21.7	30.8	0.0



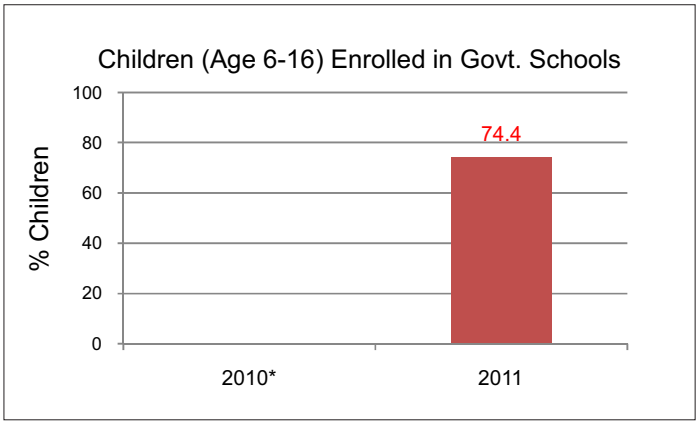
Mothers' Literacy

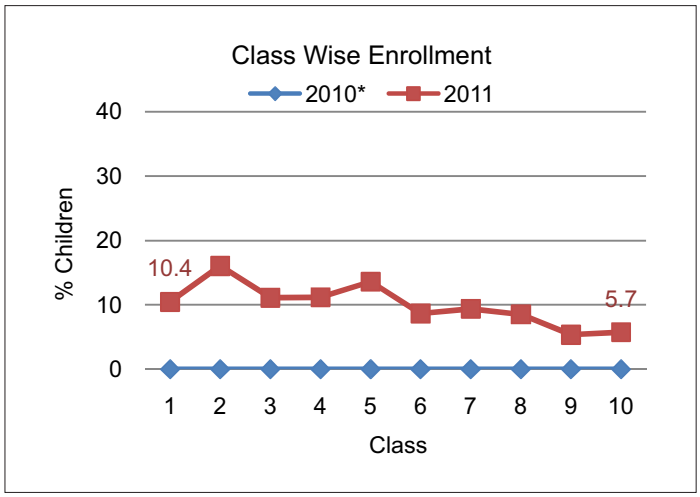


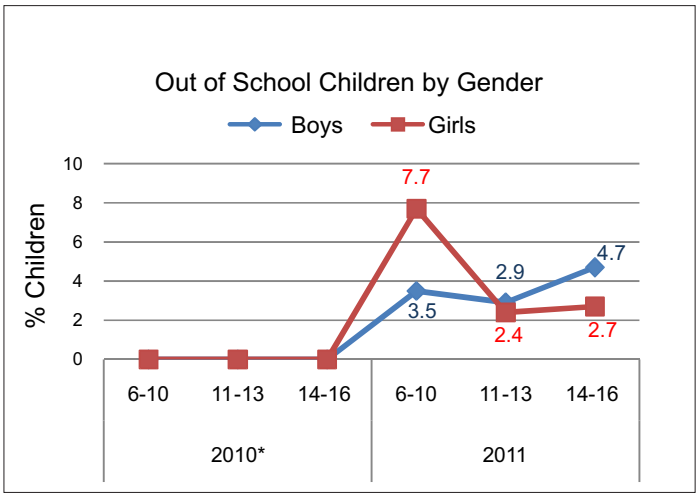
Tank

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	55.8	22.5	0.7	0.0	19.2	1.8	100
11-13	60.1	18.2	0.5	0.0	15.6	5.6	100
14-16	54.5	10.7	0.6	0.0	22.0	12.1	100
6-16	56.6	18.9	0.6	0.0	18.9	5.0	100
Total	76.1				23.9		100
By Type	74.4	24.8	0.8	0.0			

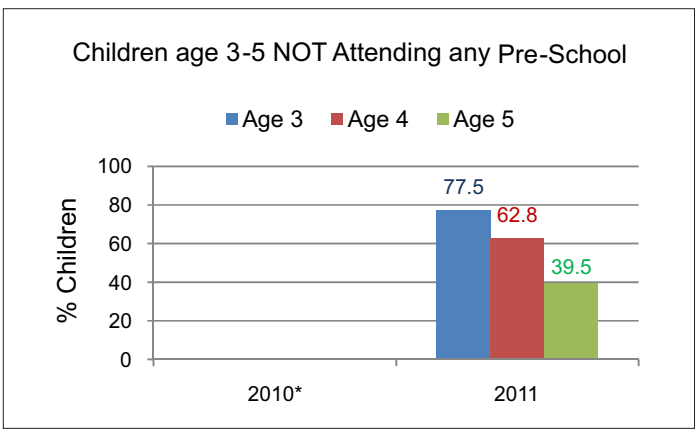






Early Years Schooling (Pre-Schooling)

% Children Who Attend DifferentTypes of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	13.7	8.8	0.0	0.0	77.5	100
4	24.3	12.2	0.7	0.0	62.8	100
5	39.5	20.5	0.5	0.0	39.5	100
3-5	28.4	15	0.5	0.0	56.1	100
Total	43.8				56.1	100
By Type	64.8	34.2	1.0	0.0		100



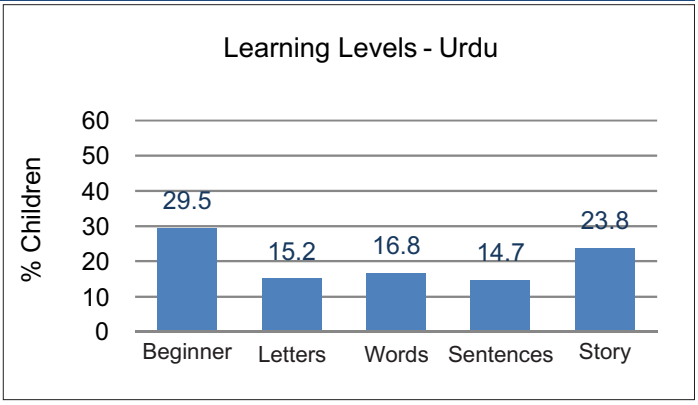
* District Tank was not surveyed in 2010

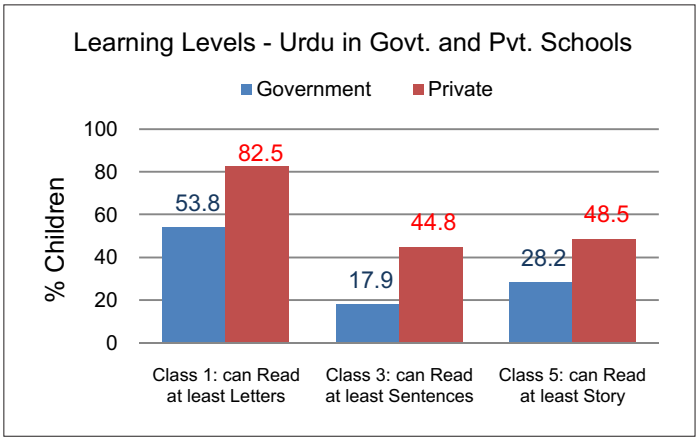
Learning Levels - Urdu

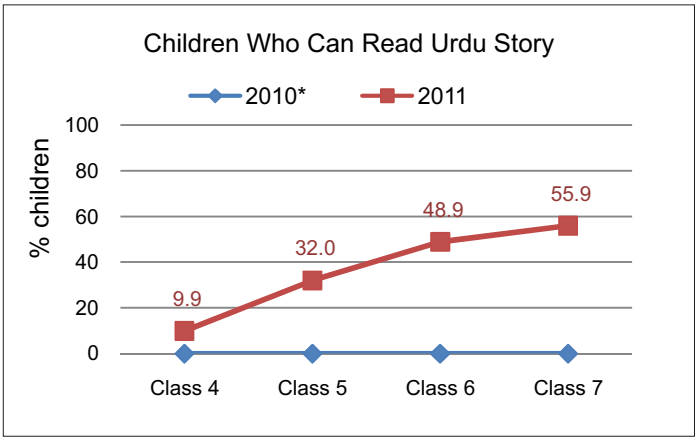
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	36.4	33.1	23.1	5.8	1.7	100
2	33.3	19.2	26.6	12.4	8.5	100
3	28.0	24.0	24.0	12.8	11.2	100
4	19.8	9.9	30.5	29.8	9.9	100
5	13.1	9.2	21.6	24.2	32.0	100
6	4.5	3.4	20.5	22.7	48.9	100
7	3.9	2.9	7.8	29.4	55.9	100
8	4.4	2.2	4.4	15.4	73.6	100
9	0.0	1.8	3.5	10.5	84.2	100
10	0.0	1.6	1.6	16.1	80.6	100

How to read:7.5% (5.8+1.7) children of class 1 can read sentences





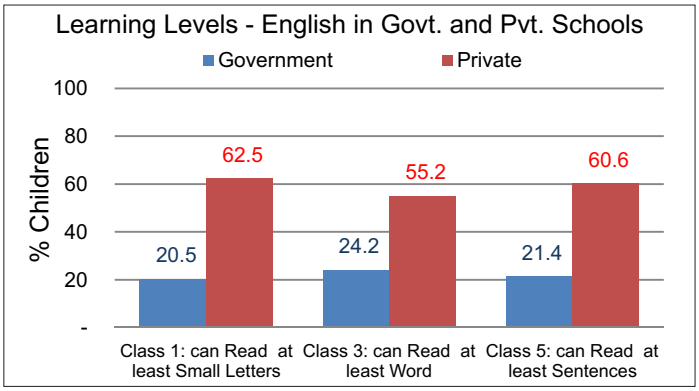


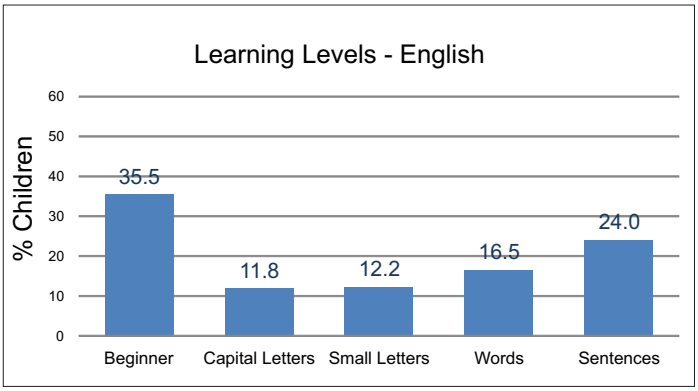
Learning Levels - English

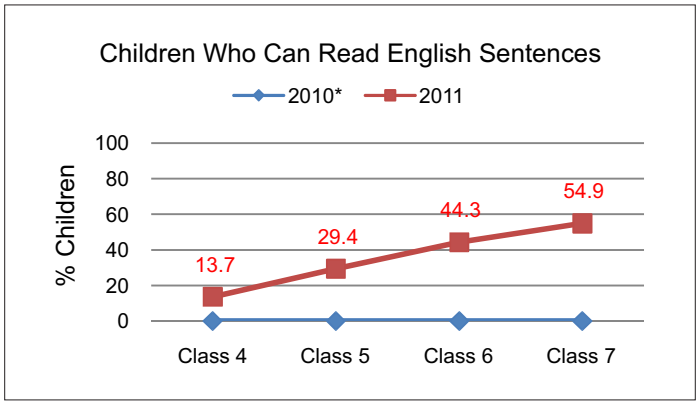
Class Wise % Children Who Can Read English

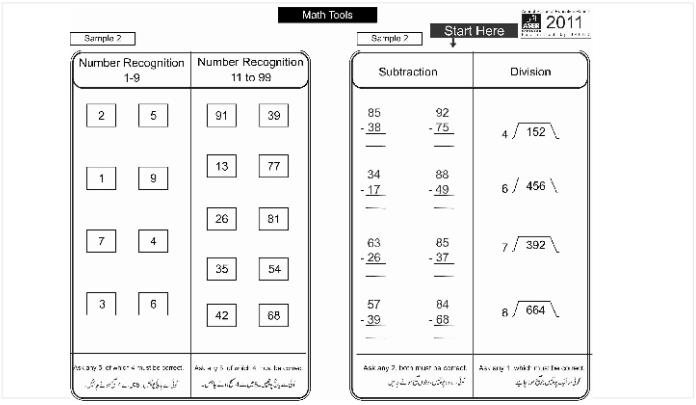
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	44.6	20.7	13.2	17.4	4.1	100	71.4	60.0
2	36.2	18.6	21.5	13.0	10.7	100	65.2	78.9
3	32.0	14.4	22.4	18.4	12.8	100	65.2	62.5
4	26.0	14.4	18.3	29.0	13.7	100	52.6	77.8
5	19.0	8.5	12.4	30.7	29.4	100	68.1	73.3
6	4.5	9.1	15.9	26.1	44.3	100	60.9	74.4
7	11.8	2.9	8.8	21.6	54.9	100	72.7	76.8
8	7.7	2.2	5.5	13.2	71.4	100	58.3	72.3
9	3.5	0.0	1.8	10.5	84.2	100	83.3	75.0
10	0.0	1.6	3.2	6.5	88.7	100	25.0	65.5

How to read:21.5% (17.4+4.1) children of class 1 can read words







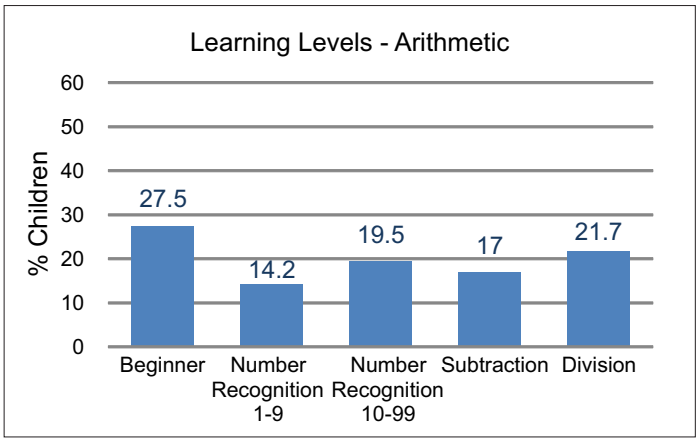


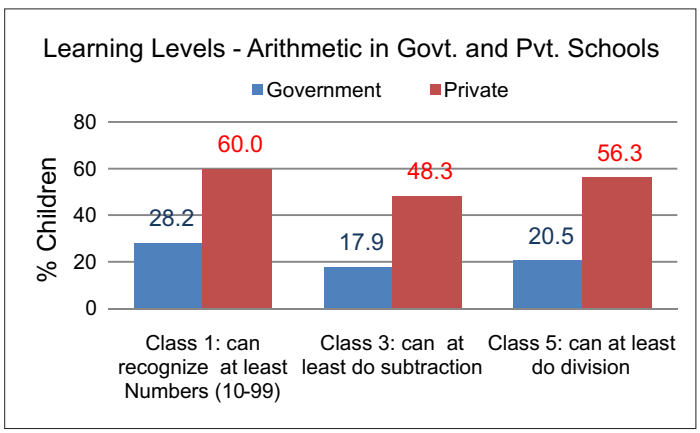
Learning Levels - Arithmetic

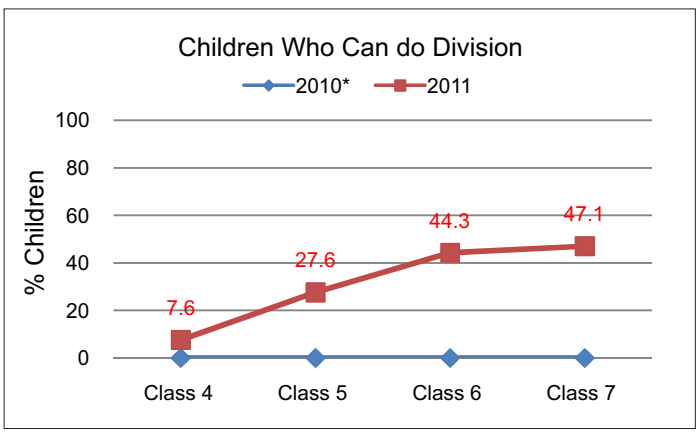
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	33.9	27.3	30.6	7.4	0.8	100
2	30.5	18.6	29.9	15.3	5.6	100
3	26.4	15.2	33.6	16.8	8.0	100
4	17.6	17.6	22.9	34.4	7.6	100
5	13.2	9.2	19.1	30.9	27.6	100
6	5.7	4.5	15.9	29.5	44.3	100
7	5.9	2.9	9.8	34.3	47.1	100
8	5.5	0.0	5.5	17.6	71.4	100
9	1.8	0.0	1.8	14.0	82.5	100
10	0.0	0.0	3.2	8.1	88.7	100

How to read: 8.2% (7.4+0.8) children of class 1 can do subtraction



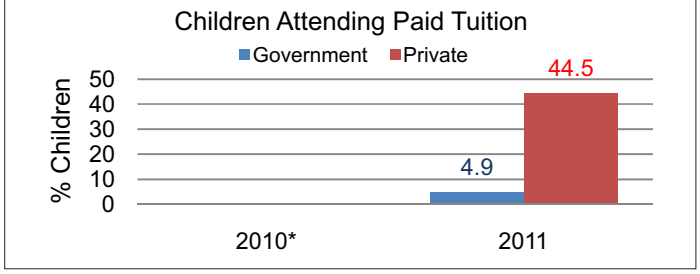




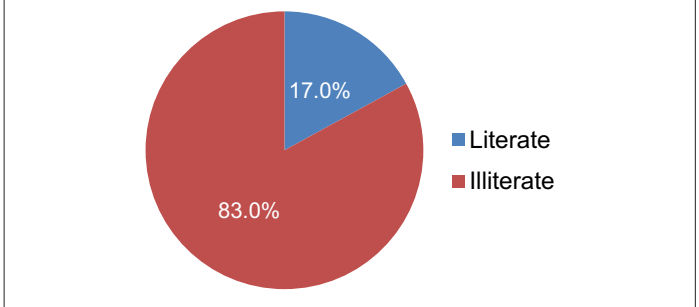
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.5	6.7	2.0	1.9	7.0	10.8	7.2	2.3	4.9	1.8
Pvt.	41.5	31.7	62.2	53.1	69.4	50.0	31.6	50.0	20.0	31.3



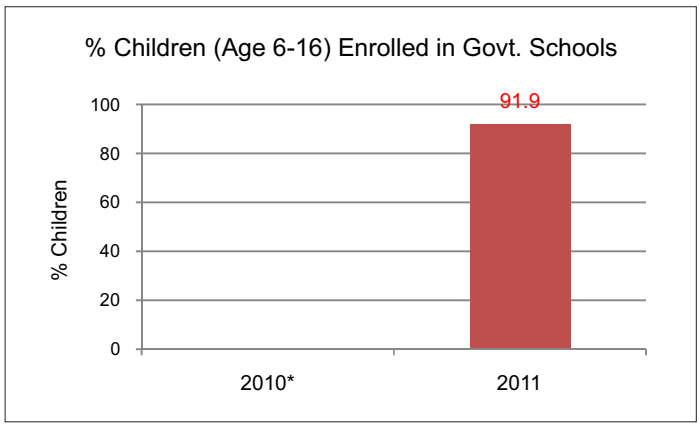
Mothers' Literacy

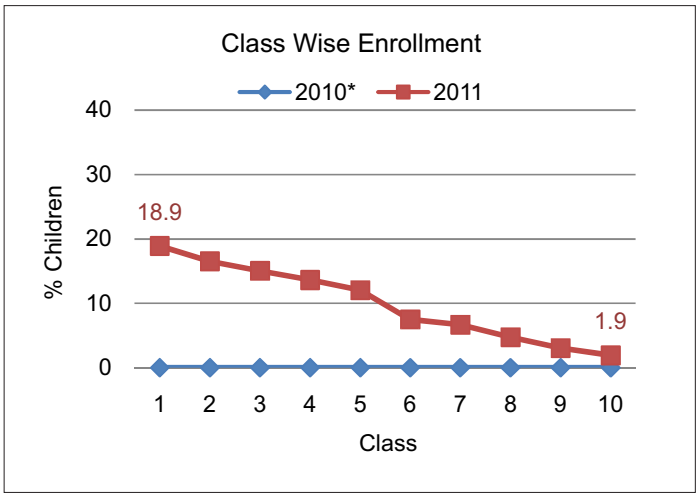


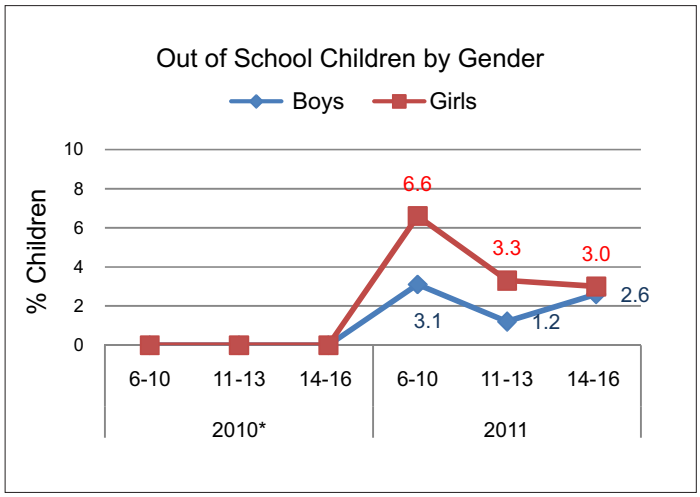
Upper Dir

School Enrollment and Out of School Children

Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	78.0	6.0	0.4	0.0	13.5	2.2	100
11-13	72.4	6.8	0.0	0.0	15.9	4.9	100
14-16	60.2	6.7	0.0	0.0	15.4	17.7	100
6-16	73.8	6.3	0.2	0.0	14.3	5.4	100
Total	80.3				19.7		100
By Type	91.9	7.8	0.3	0.0			

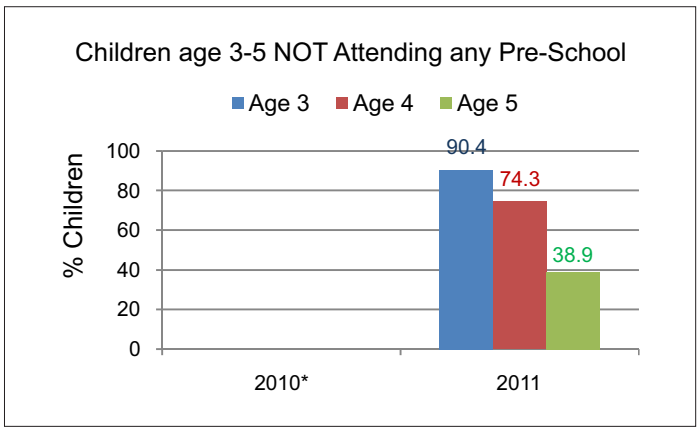






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	8.8	0.9	0.0	0.0	90.4	100
4	24.8	1.0	0.0	0.0	74.3	100
5	53.9	7.2	0.0	0.0	38.9	100
3-5	33.3	3.7	0.0	0.0	62.8	100
Total	37.0				62.9	100
By Type	89.9	10.1	0.0	0.0		100



* District Upper Dir was not surveyed in 2010

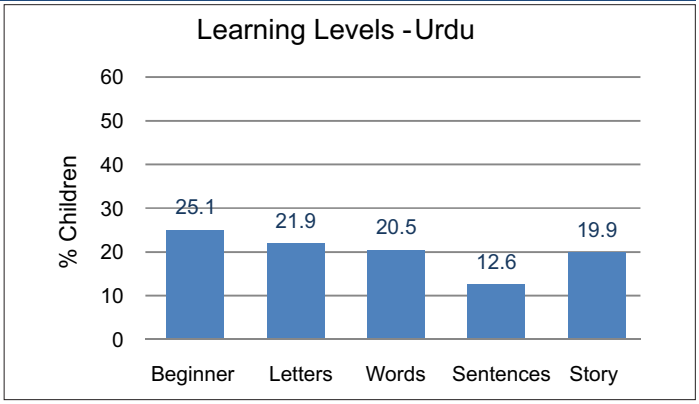
Upper Dir

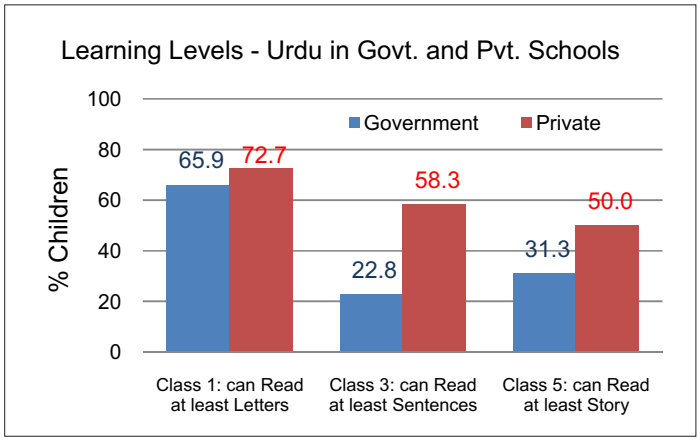
Learning Levels - Urdu

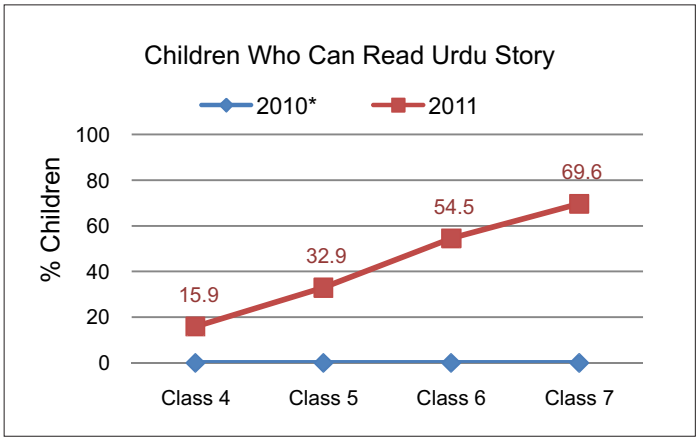
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	33.9	40.4	23.4	1.8	0.5	100
2	17.0	34.0	36.4	9.7	2.9	100
3	11.4	25.9	37.8	12.4	12.4	100
4	6.8	22.7	27.3	27.3	15.9	100
5	2.1	12.9	21.4	30.7	32.9	100
6	2.3	9.1	11.4	22.7	54.5	100
7	1.4	11.6	7.2	15.9	69.6	100
8	0.0	7.0	7.0	14.0	71.9	100
9	0.0	5.6	0.0	11.1	83.3	100
10	0.0	5.6	0.0	11.1	83.3	100

How to read:2.3% (1.8+0.5) children of class 1 can read sentences







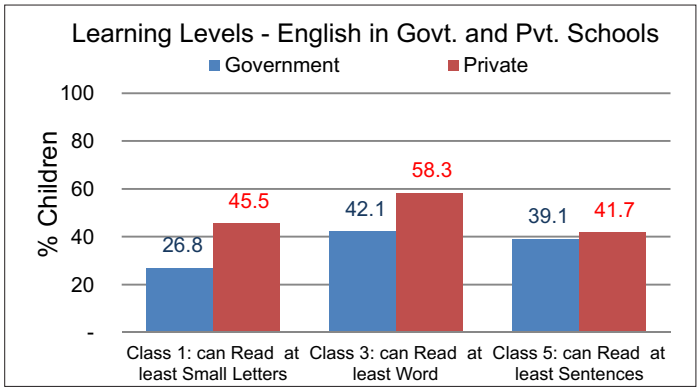
Learning Levels - English

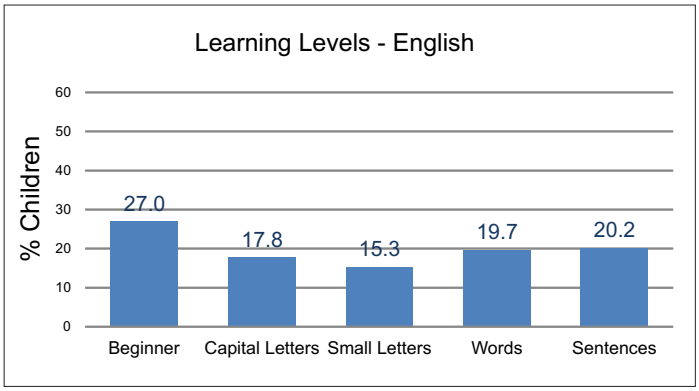
Class wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	36.2	35.8	12.8	14.2	0.9	100
2	21.4	28.2	28.6	19.4	2.4	100
3	12.4	14.6	30.3	32.4	10.3	100
4	7.4	14.6	18.8	39.2	17.6	100
5	3.6	17.1	9.3	30.7	39.3	100
6	1.1	5.7	12.5	29.5	51.1	100
7	2.9	11.6	5.8	15.9	63.8	100
8	3.5	5.3	0.0	15.8	75.4	100
9	0.0	8.3	2.8	8.3	80.6	100
10	5.6	0.0	0.0	11.1	83.3	100

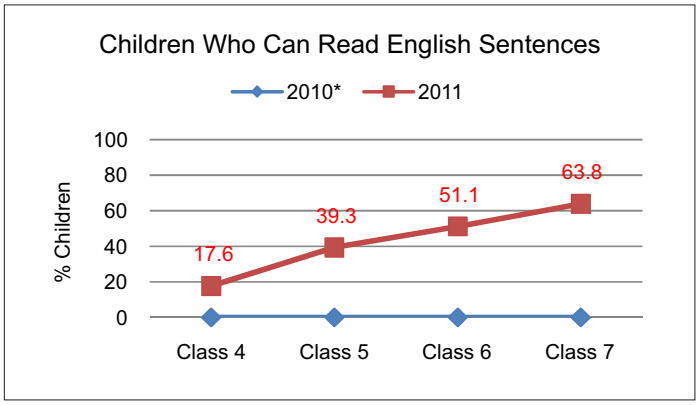
How to read:15.1% (14.2+0.9) children of class 1 can read words

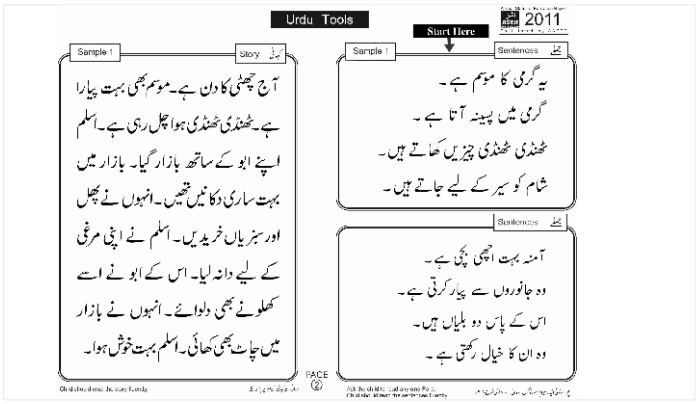
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
54.8	50.0
45.0	60.0
46.7	47.4
68.1	51.6
58.1	52.7
65.4	75.6
63.6	77.3
77.8	83.7
33.3	89.7
50.0	73.3





Upper Dir



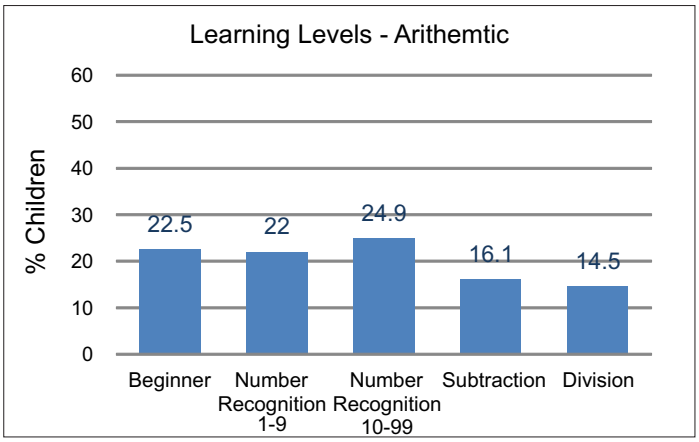


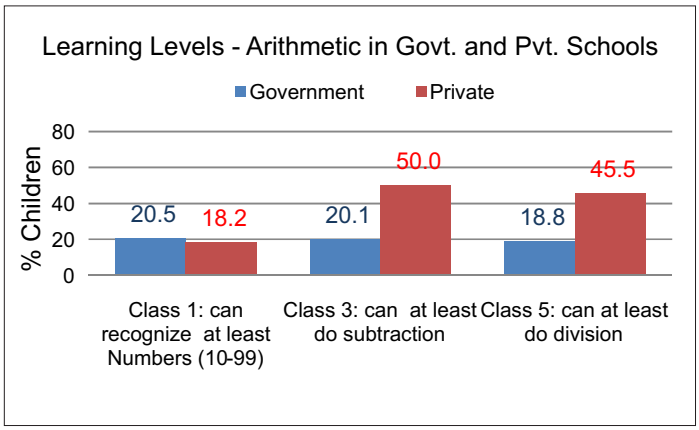
Learning Levels - Arithmetic

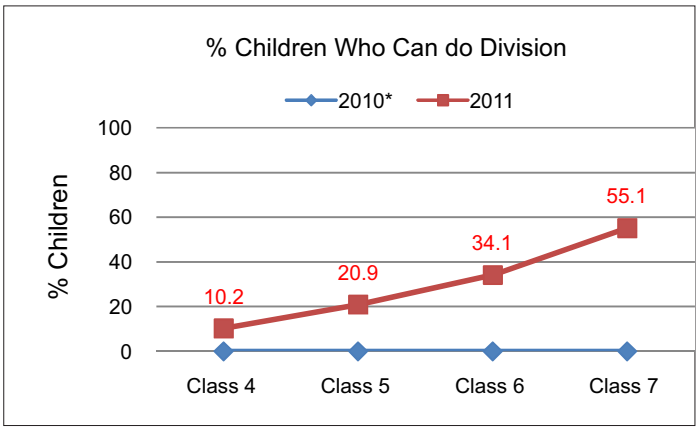
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	26.1	53.2	19.3	0.5	0.9	100
2	12.6	35.9	43.2	7.3	1.0	100
3	10.4	18.6	49.2	14.2	7.7	100
4	6.3	12.5	39.2	31.8	10.2	100
5	3.6	11.5	26.6	37.4	20.9	100
6	2.3	3.4	13.6	46.6	34.1	100
7	1.4	4.3	11.6	27.5	55.1	100
8	0.0	5.3	8.8	33.3	52.6	100
9	0.0	5.6	2.8	22.2	69.4	100
10	0.0	5.6	5.6	5.6	83.3	100

How to read: 1.4% (0.5+0.9) children of class 1 can do subtraction



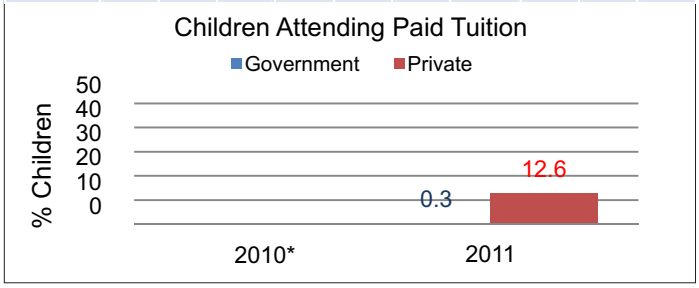




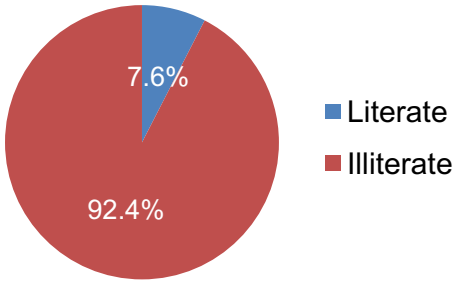
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	0.5	0.0	1.0	1.2	0.0	0.0	4.2
Pvt.	14.3	10.0	15.4	0.0	7.1	0.0	11.1	22.2	60.0	0.0

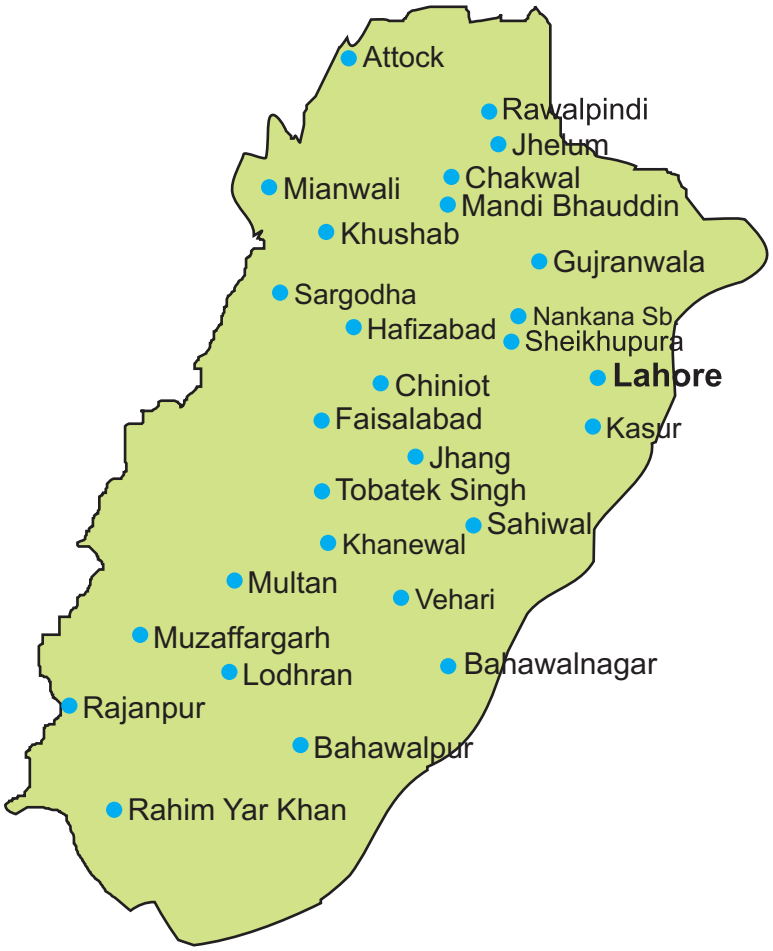


Mothers' Literacy





Punjab



Surveyed Districts

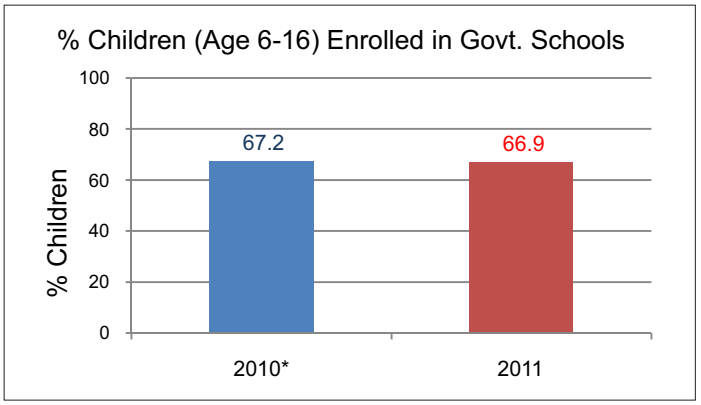
1. Attock
2. Bahawalnager
3. Bahawalpur
4. Chakwal
5. Chiniot
6. Faisalabad
7. Gujranwala
8. Hafizabad
9. Jehlum
10. Jhang
11. Kasur
12. Khanewal
13. Khushab
14. Lahore
15. Lodhran
16. Mandi Bahuddin
17. Mianwali
18. Multan
19. Muzaffar Garh
20. Nankana Sahib
21. Rahim Yar Khan
22. Rajanpur
23. Rawalpindi
24. Sahiwal
25. Sargodha
26. Sheikhupura
27. T.T.Singh
28. Vehari

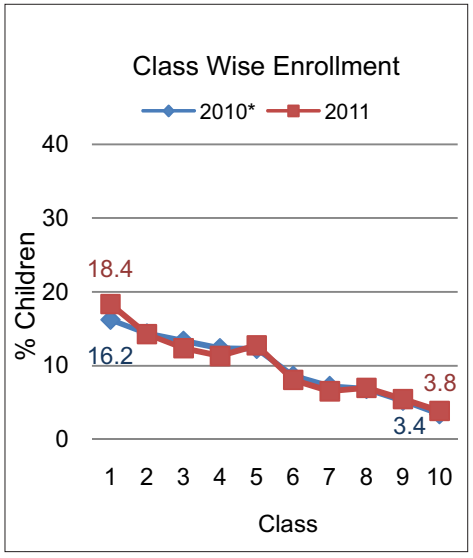
*Map may not be accurate or to scale. It is a mere representation

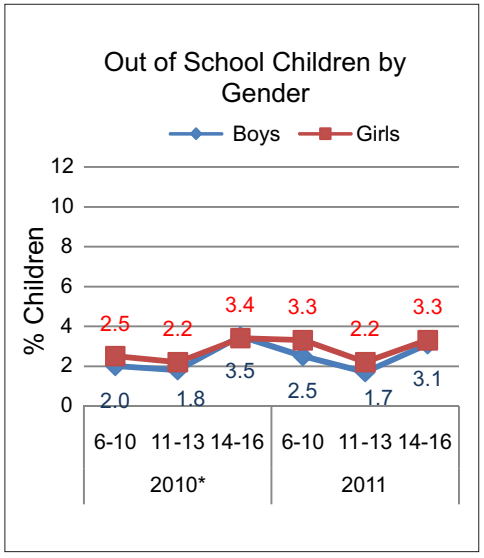
Punjab

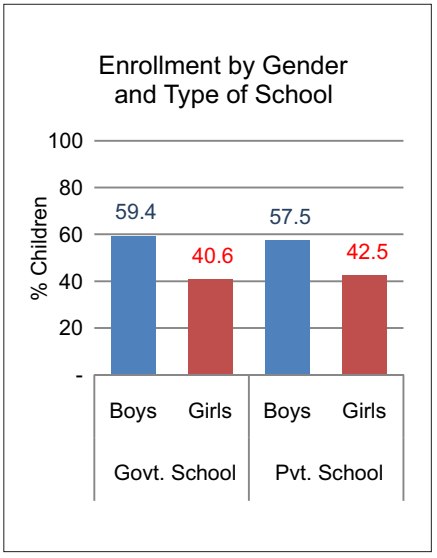
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	57.6	30.4	1.2	0.4	8.5	1.9	100
11-13	58.1	24.1	1.1	0.2	7.8	8.7	100
14-16	49.9	17.8	1.1	0.1	12.2	18.9	100
6-16	56.2	26.3	1.1	0.3	9.1	7.0	100
Total			83.9		16.1		
By Type	66.9	31.4	1.4	0.4			



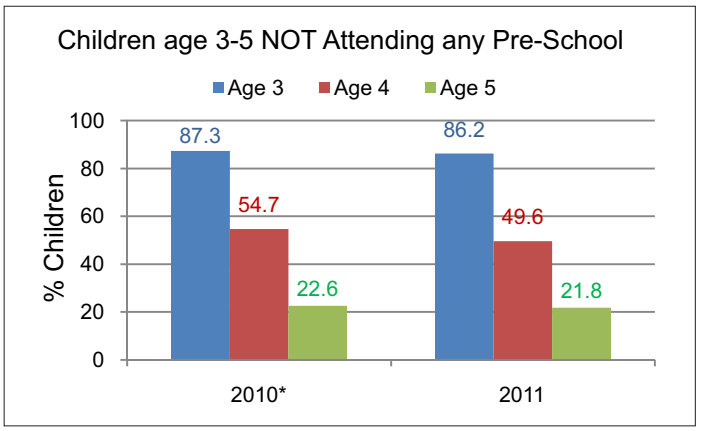






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	7.4	6.0	0.3	0.1	86.2	100
4	27.6	21.8	0.6	0.3	49.6	100
5	44.6	31.8	1.3	0.5	21.8	100
3-5	28.8	21.4	0.8	0.3	48.7	100
Total			51.3		48.7	
By Type	56.1	41.7	1.6	0.6		100



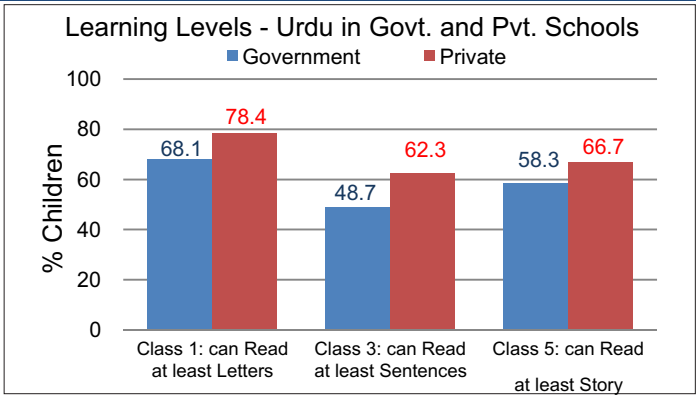
*In 2010, 13 districts of Punjab were surveyed

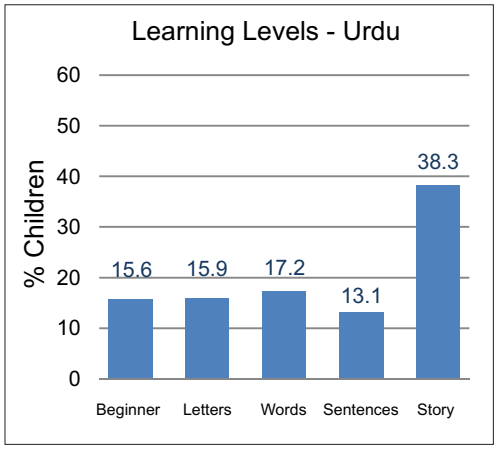
Learning Levels - Urdu

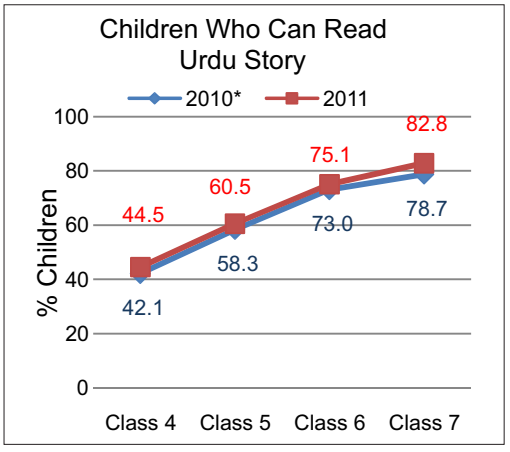
Class Wise % Children Who Can Read

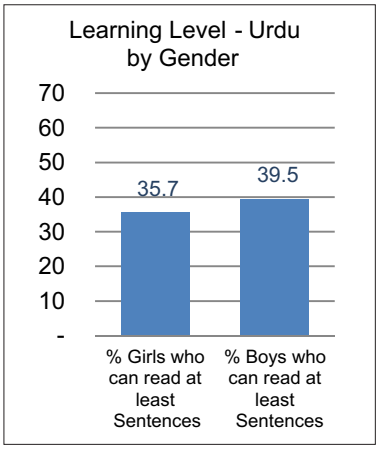
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.9	41.0	24.7	4.0	2.4	100
2	9.0	24.2	38.8	17.5	10.5	100
3	4.0	12.7	30.2	26.6	26.5	100
4	3.0	8.4	20.1	24.0	44.5	100
5	1.7	4.7	12.6	20.6	60.5	100
6	1.5	2.2	6.4	14.8	75.1	100
7	1.1	1.8	4.3	10.1	82.8	100
8	1.0	1.3	4.1	7.8	85.8	100
9	1.2	0.8	1.8	5.7	90.5	100
10	1.3	1.4	1.3	3.8	92.2	100

How to read: 6.4% (4.0+2.4) children of class 1 can read sentences









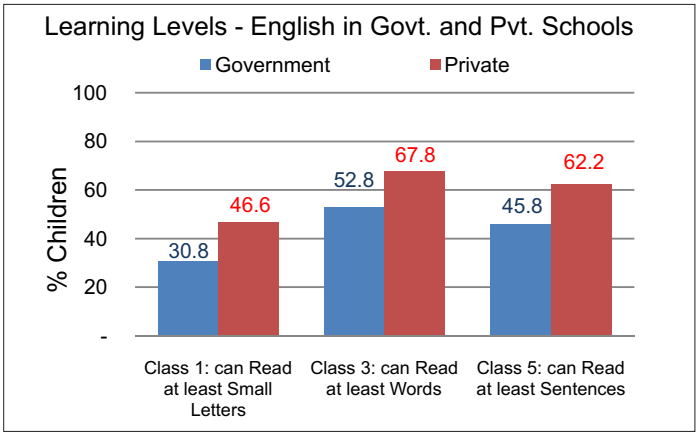
Learning Levels - English

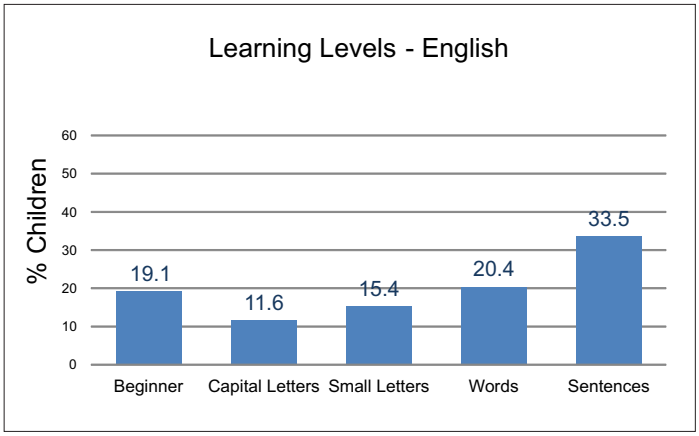
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	34.3	28.9	25.5	9.2	2.1	100
2	12.3	19.5	32.5	28.5	7.1	100
3	5.3	11.1	26.2	40.2	17.3	100
4	4.5	7.6	16.4	38.4	33.1	100
5	2.9	3.8	9.3	33.7	50.2	100
6	2.7	1.9	5.7	21.8	68.0	100
7	1.0	1.3	4.4	14.0	79.3	100
8	1.6	1.1	2.6	10.5	84.2	100
9	1.6	0.7	1.6	6.7	89.4	100
10	1.2	0.6	0.7	3.5	94.0	100

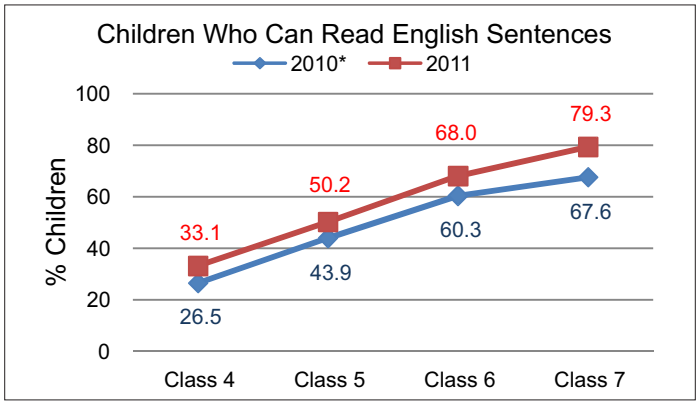
How to read: 11.3% (9.2+2.1) children of class 1 can read words

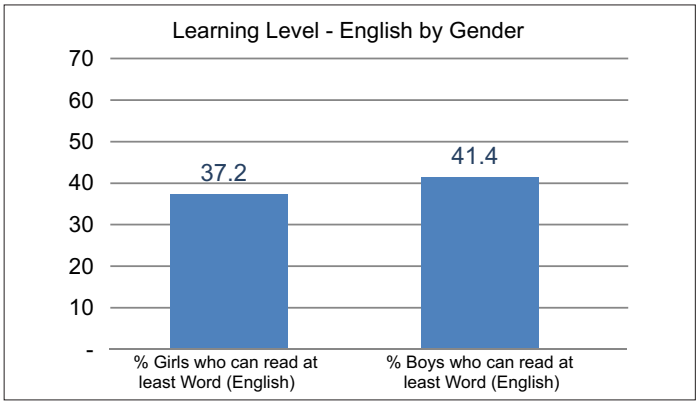
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
60.7	75.6
68.8	72.1
69.1	71.5
71.8	74.6
72.6	76.2
73.8	81.2
75.7	83.7
70.3	85.7
75.8	85.5
77.1	87.3





Punjab



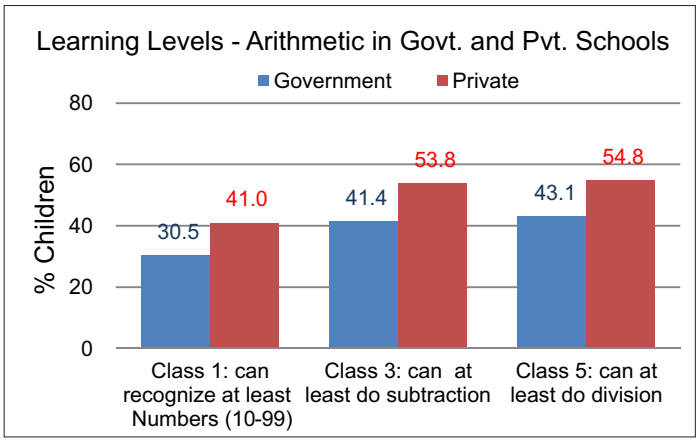


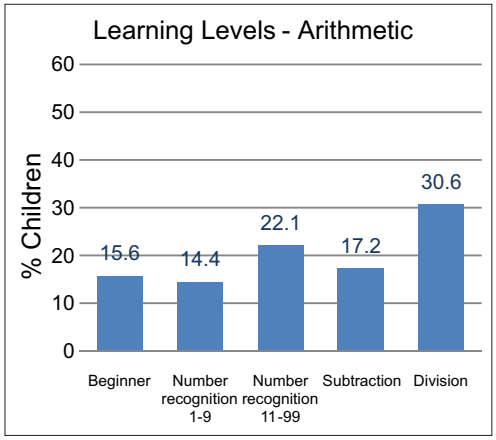
Learning Levels - Arithmetic

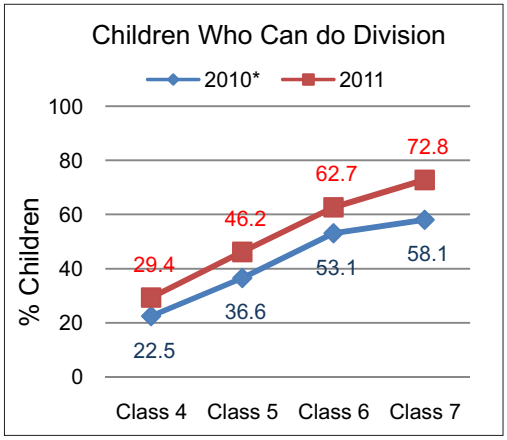
Class Wise % Children Who Can Do

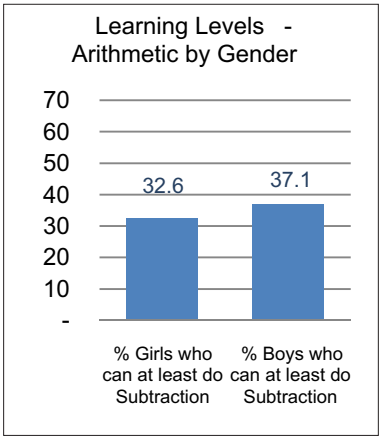
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	27.9	37.8	29.9	3.1	1.4	100
2	9.3	21.6	48.7	15.8	4.6	100
3	3.9	11.2	39.6	32.2	13.1	100
4	3.3	7.2	25.0	35.2	29.4	100
5	2.0	3.6	15.2	33.0	46.2	100
6	1.9	2.0	9.8	23.6	62.7	100
7	0.7	0.9	8.3	17.3	72.8	100
8	1.4	0.8	5.0	13.8	79.0	100
9	1.1	0.6	3.6	9.3	85.4	100
10	1.0	0.3	2.6	5.2	90.9	100

How to read: 2.7% (1.8+0.9) children of class 1 can do subtraction





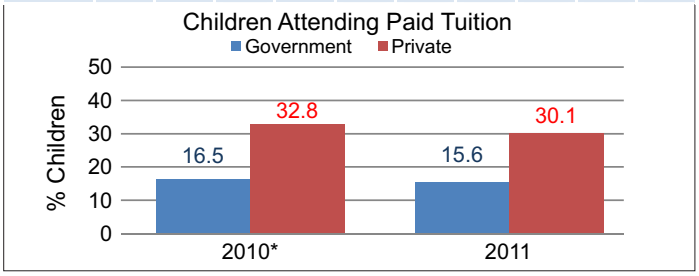




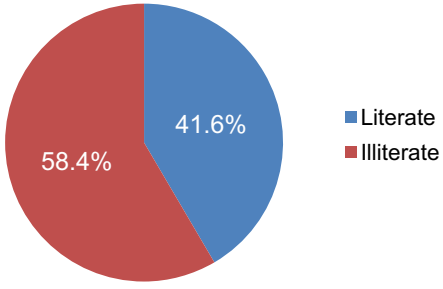
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	9.2	12.2	12.0	14.5	17.0	20.9	19.7	22.5	29.2	28.4
Pvt.	24.6	31.4	32.5	33.3	35.6	28.2	34.4	33.0	35.3	36.2



Mothers' Literacy



Punjab

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

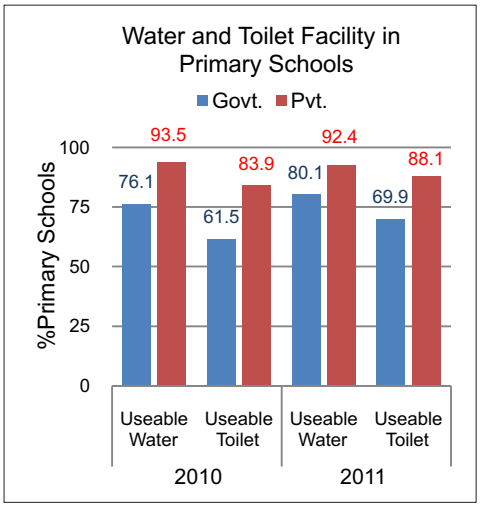
School Report Card

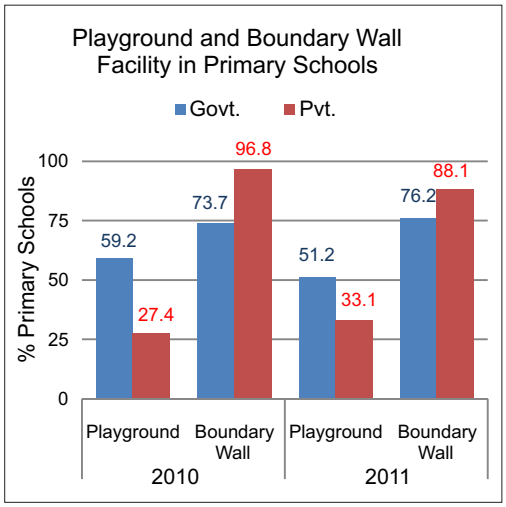
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	206	91	131	428	5	2	111	118
Elementary	104	55	35	194	12	6	301	319
High	132	47	5	184	5	10	87	102
Other	20	6	3	29	2	0	3	5
Total	462	199	174	835	24	18	502	544

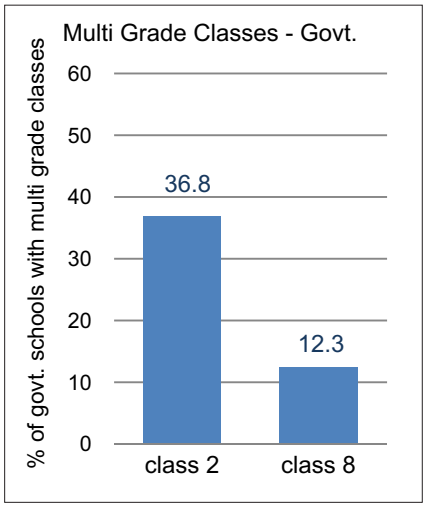
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	82.4	84.9	85.9	85.0	84.7	87.8	88.9	90.3	90.0	89.2
% of Attendance (as per headcount)	76.9	80.8	82.9	83.3	80.9	85.4	85.9	88.5	89.9	86.6

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	83.2	85.5	86.3	84.9	85.4	84.9	90.7	89.5	88.0	89.6

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	80.1	86.1	89.7	79.3	92.4	95.3	98.0	100.0
Useable Toilet (%)	69.9	77.3	74.5	69.0	88.1	95.9	97.1	100.0
Rooms Available	3.3	7.6	13.2	13.1	5.1	8.6	12.0	5.8
Rooms used for classes	2.7	6.2	10.6	10.1	4.3	7.9	11.0	12.4
Availability of Playground (%)	51.2	67.0	71.2	62.1	33.1	48.3	51.0	40.0
Availability of Boundary wall (%)	76.2	78.4	81.0	79.3	88.1	98.1	95.1	100.0





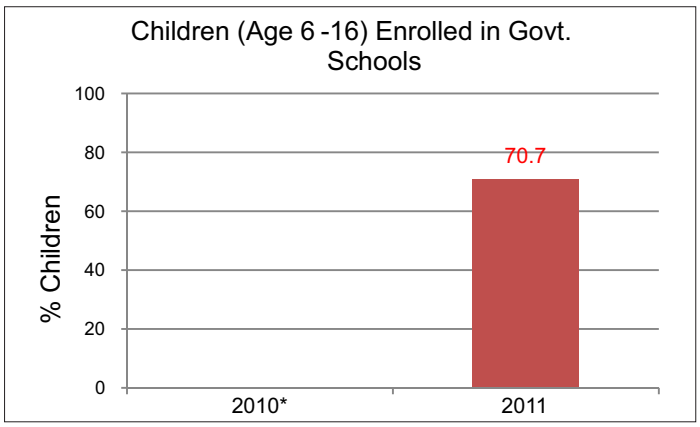


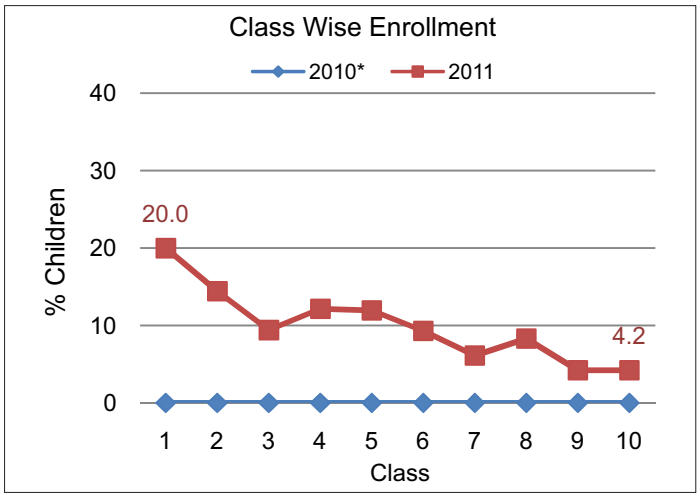
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	154	67	74	11	-	14	2	1
Average amount of grant	69,900	42,771	98,189	71,116	-	984,154	104,650	2,925,000

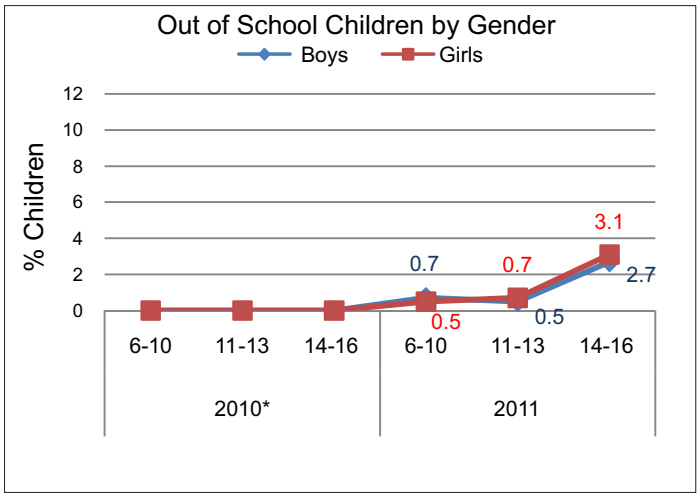
Attock

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	64.0	32.4	0.8	0.3	1.7	0.7	100
11-13	74.1	20.1	0.7	0.3	1.0	3.7	100
14-16	55.1	15.3	1.7	0.0	2.5	25.4	100
6-16	64.8	25.6	1.0	0.3	1.7	6.6	100
Total			91.7		8.3		
By Type	70.7	27.9	1.1	0.3			

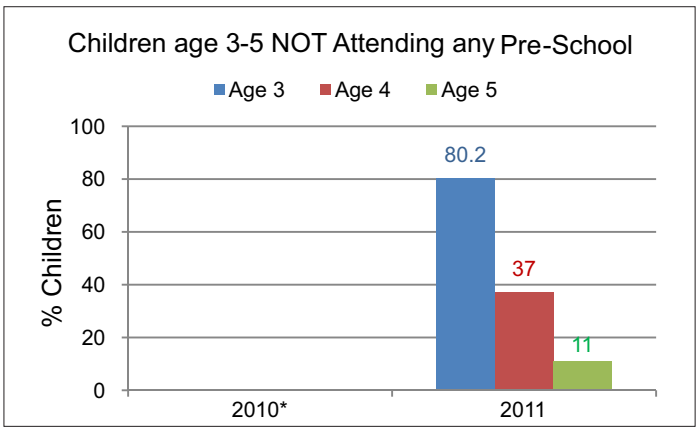






Early Years Schooling (Pre-Schooling)

%Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	10.9	7.9	1.0	0.0	80.2	100
4	39.5	23.5	0.0	0.0	37.0	100
5	45.8	43.2	0.0	0.0	11.0	100
3-5	33.8	27.9	0.3	0.0	38.0	100
Total	62.0				38.0	
By Type	54.5	45.0	0.5	0.0		100



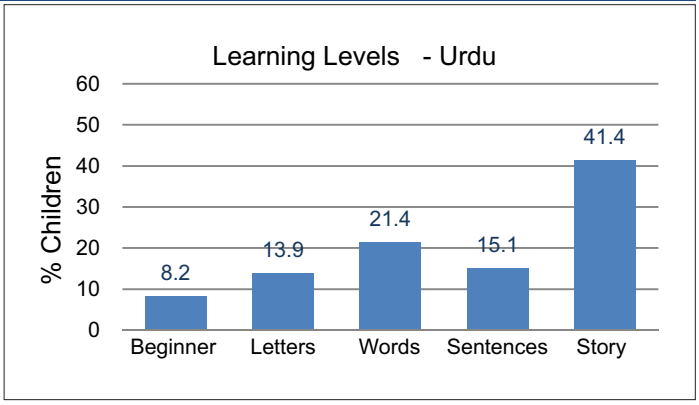
* District Attock was not surveyed in 2010

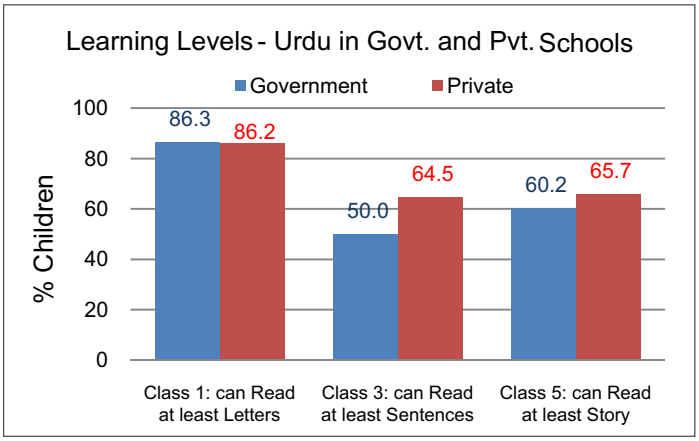
Attock

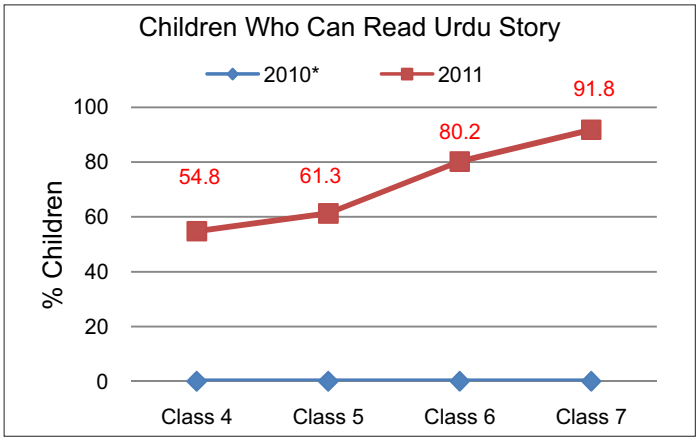
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.7	47.3	35.7	2.7	0.5	100
2	1.9	16.7	45.5	28.2	7.7	100
3	3.0	6.0	36.0	33.0	22.0	100
4	1.6	3.2	16.7	23.8	54.8	100
5	0.0	0.8	15.3	22.6	61.3	100
6	5.9	0.0	4.0	9.9	80.2	100
7	1.6	0.0	0.0	6.6	91.8	100
8	3.8	0.0	0.0	7.5	88.8	100
9	0.0	0.0	0.0	2.8	97.2	100
10	2.6	0.0	0.0	0.0	97.4	100

How to read: 3.2% (2.7+0.5) children of class 1 can read sentences





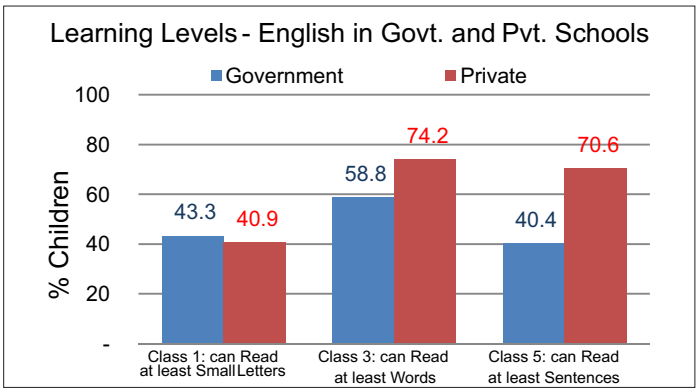


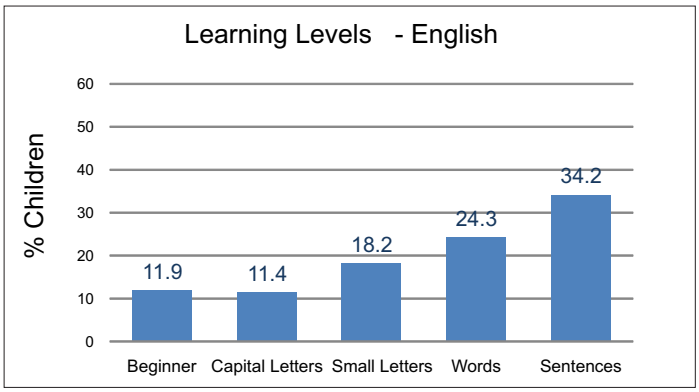
Learning Levels - English

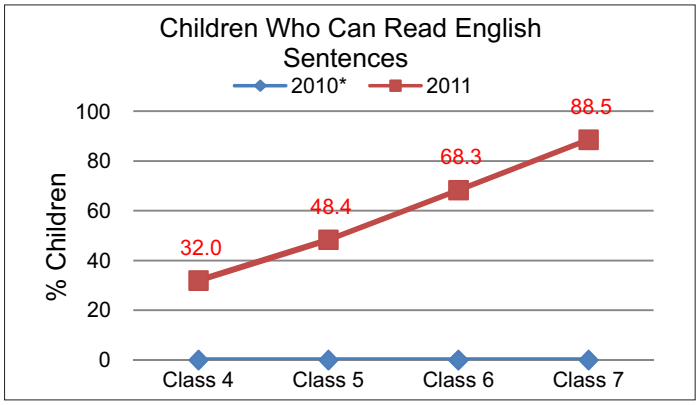
Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	22.2	35.7	29.7	10.8	1.6	100
2	5.1	11.5	43.6	35.3	4.5	100
3	4.0	3.0	29.0	48.0	16.0	100
4	2.3	3.1	15.6	46.9	32.0	100
5	0.8	0.8	5.6	44.4	48.4	100
6	8.9	2.0	4.0	16.8	68.3	100
7	0.0	0.0	4.9	6.6	88.5	100
8	5.0	0.0	1.3	11.3	82.5	100
9	2.8	0.0	0.0	8.3	88.9	100
10	2.6	0.0	0.0	0.0	97.4	100

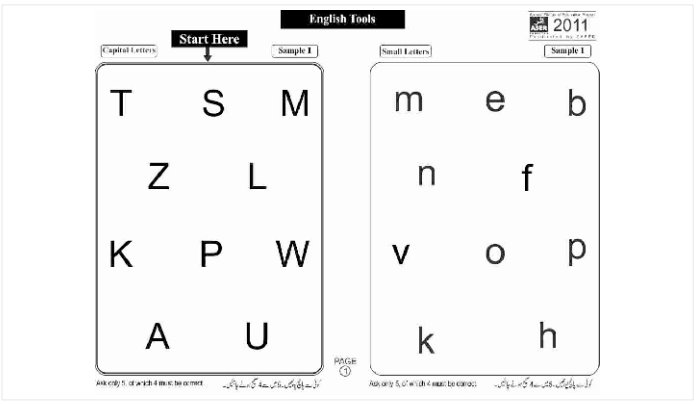
How to read: 12.4% (10.8+1.6) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
80.0	100.0
83.6	42.9
81.3	87.5
96.7	87.8
92.7	81.7
100.0	94.2
100.0	100.0
88.9	92.4
100.0	93.8
0.0	97.3







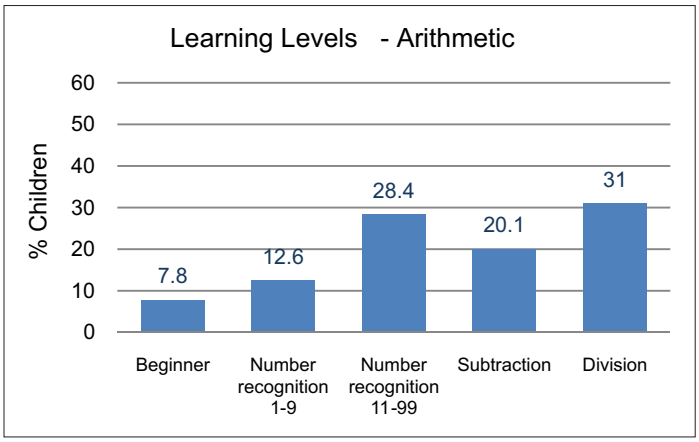


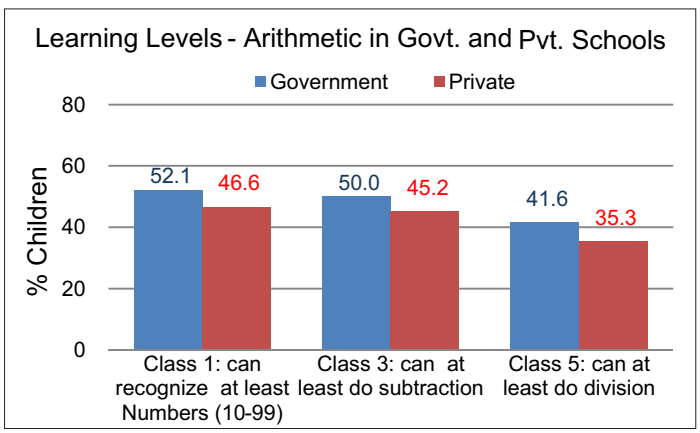
Learning Levels - Arithmetic

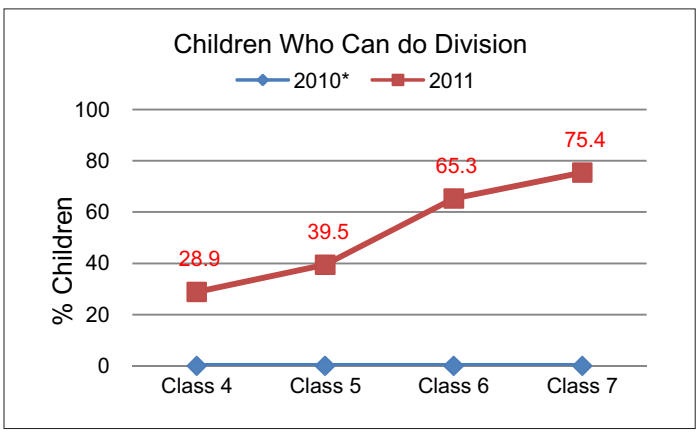
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	14.1	36.4	45.7	3.3	0.5	100
2	2.6	11.0	65.8	19.4	1.3	100
3	3.0	5.0	43.0	41.0	8.0	100
4	1.6	5.5	24.2	39.8	28.9	100
5	0.0	1.6	13.7	45.2	39.5	100
6	5.0	0.0	8.9	20.8	65.3	100
7	0.0	0.0	4.9	19.7	75.4	100
8	3.8	0.0	1.3	15.0	80.0	100
9	0.0	0.0	0.0	13.9	86.1	100
10	2.7	0.0	0.0	0.0	97.3	100

How to read : 3.8% (3.3+0.5) children of class 1 can do subtraction



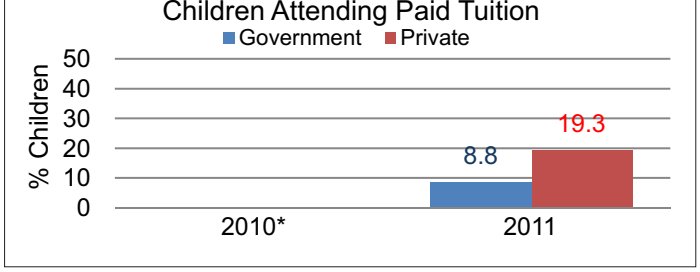




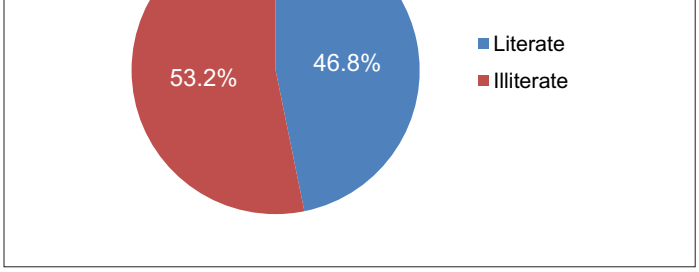
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	6.1	5.1	7.1	10.6	7.4	12.5	5.4	17.4	17.9	11.1
Pvt.	10.5	25.0	25.0	25.6	25.0	19.0	44.4	27.3	14.3	22.2



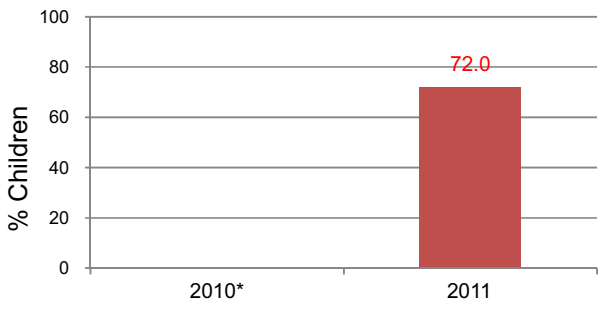
Mothers' Literacy

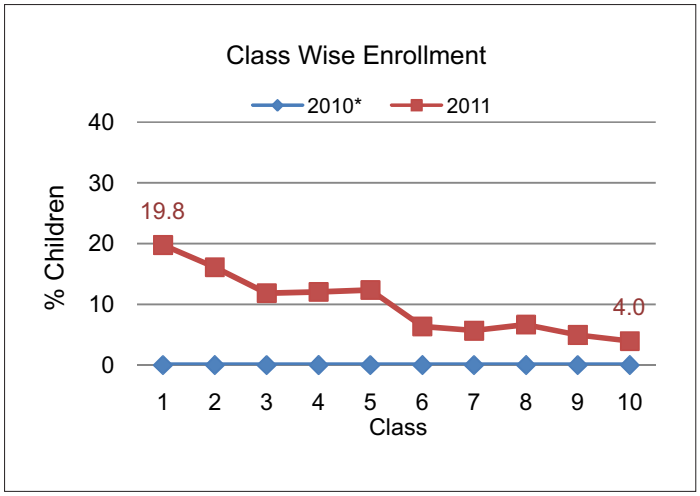


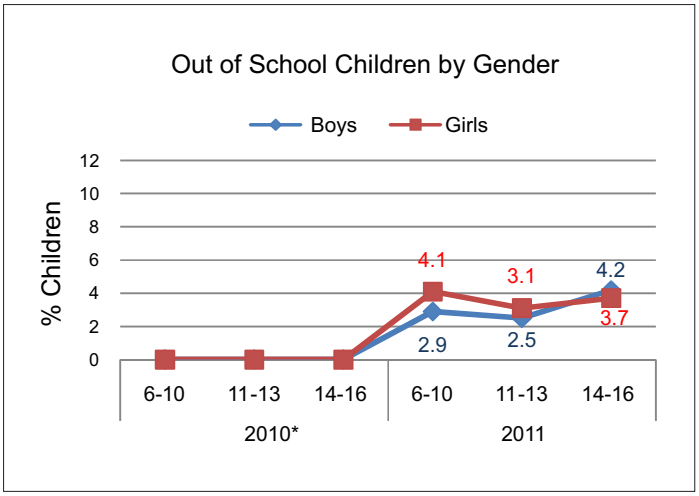
Bahawalnagar

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	63.6	23.4	1.0	0.0	9.0	3.1	100
11-13	50.7	21.6	1.5	0.0	11.9	14.2	100
14-16	47.0	14.0	1.5	0.4	12.5	24.6	100
6-16	57.3	21.0	1.2	0.1	10.4	10.0	100
Total	79.6				20.4		100
By Type	72.0		26.4	1.5	0.1		

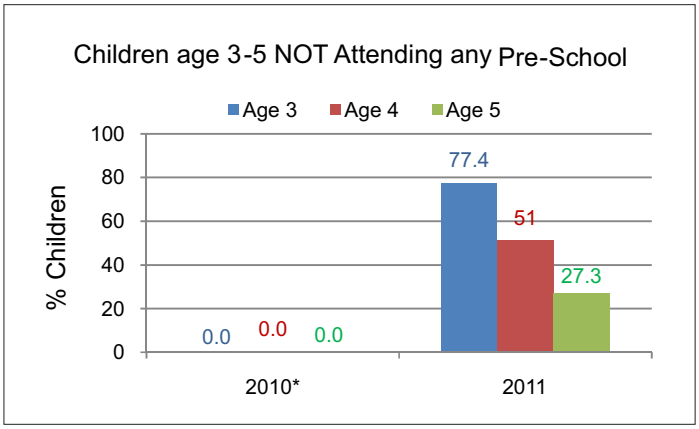






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	15.1	7.5	0.0	0.0	77.4	100
4	30.6	17.3	1.0	0.0	51.0	100
5	49.7	21.7	1.2	0.0	27.3	100
3-5	35.2	16.8	0.9	0.0	47.2	100
Total	52.9				47.2	
By Type	66.7	31.7	1.6	0.0		100



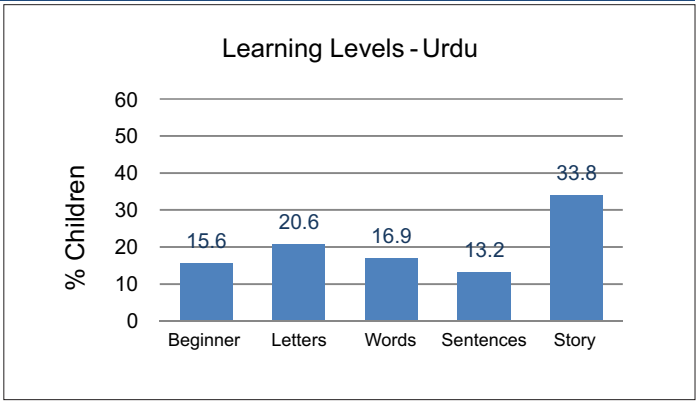
* District Bahawalnagar was not surveyed in 2010

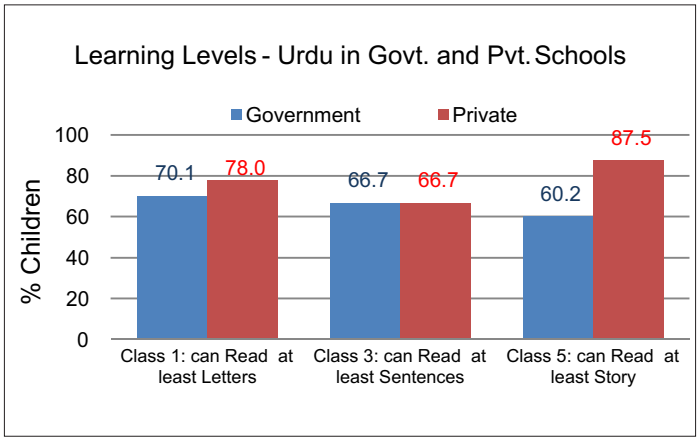
Bahawalnagar

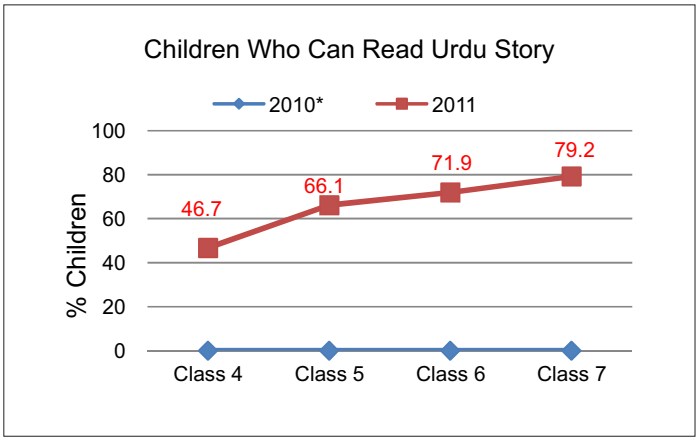
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.7	43.4	25.8	1.3	1.9	100
2	5.1	24.3	37.5	21.3	11.8	100
3	0.9	8.3	24.1	36.1	30.6	100
4	2.8	6.5	21.5	22.4	46.7	100
5	0.9	4.5	9.8	18.8	66.1	100
6	1.8	0.0	8.8	17.5	71.9	100
7	2.1	0.0	4.2	14.6	79.2	100
8	0.0	0.0	3.3	5.0	91.7	100
9	0.0	4.3	4.3	8.7	82.6	100
10	0.0	0.0	0.0	3.1	96.9	100

How to read: 3.2% (1.3+1.9) children of class 1 can read sentences





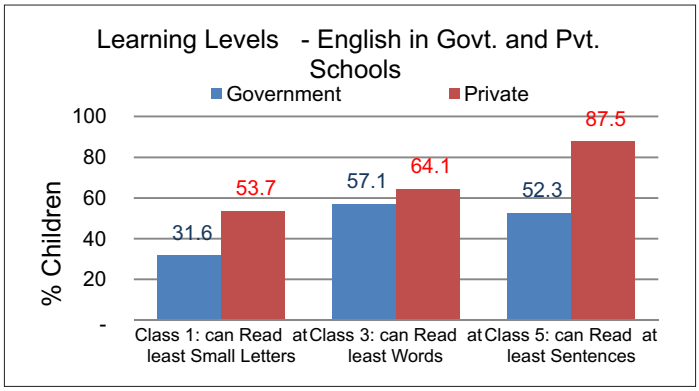


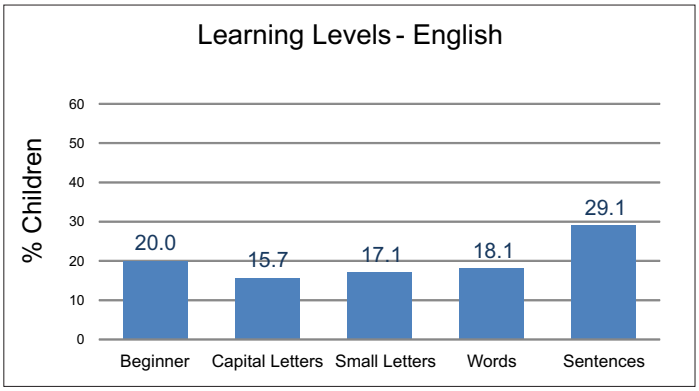
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	27.7	34.6	25.8	9.4	2.5	100
2	6.6	16.2	33.1	36.8	7.4	100
3	3.7	11.0	25.7	40.4	19.3	100
4	4.7	8.5	18.9	29.2	38.7	100
5	1.8	2.7	10.0	25.5	60.0	100
6	3.5	0.0	10.5	21.1	64.9	100
7	2.1	2.1	10.4	18.8	66.7	100
8	0.0	0.0	6.7	8.3	85.0	100
9	0.0	0.0	4.5	2.3	93.2	100
10	0.0	0.0	0.0	3.1	96.9	100

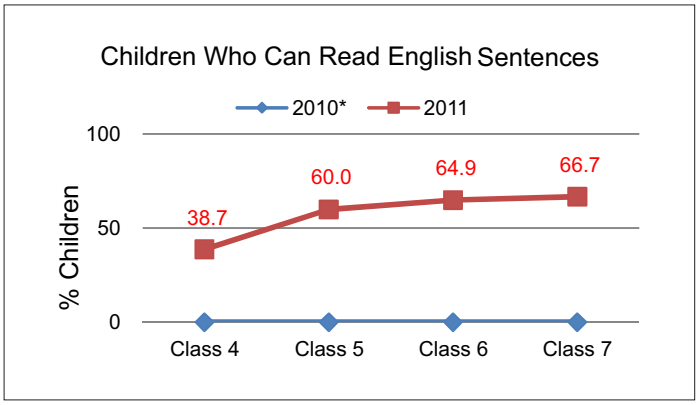
How to read: 11.9% (9.4+2.5) children of class 1 can read words

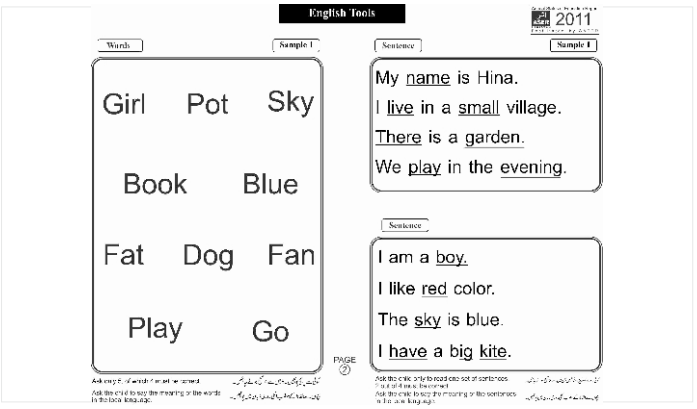
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
53.3	100.0
64.0	100.0
72.7	90.5
83.9	82.9
89.3	87.9
75.0	86.5
100.0	96.9
80.0	92.2
100.0	92.7
100.0	96.8





Bahawalnagar



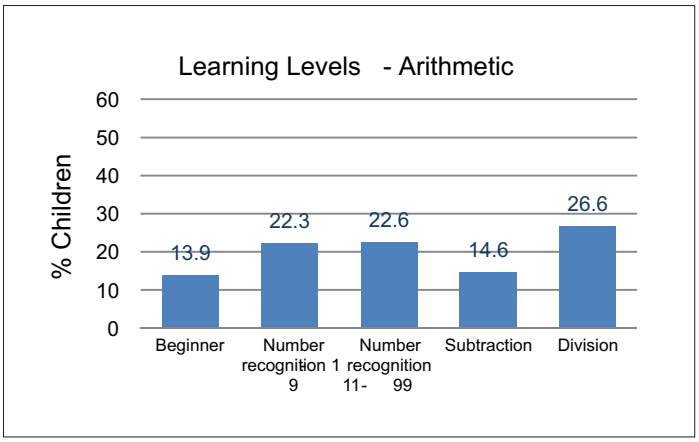


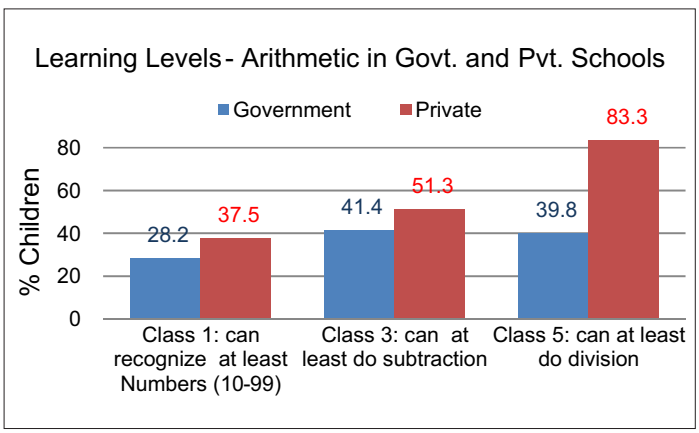
Learning Levels - Arithmetic

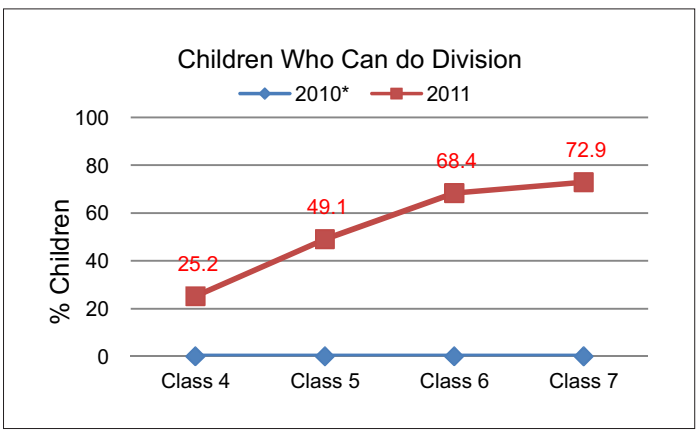
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	25.9	43.0	27.8	1.3	1.9	100
2	5.8	21.9	53.3	15.3	3.6	100
3	2.8	9.2	43.1	33.9	11.0	100
4	2.8	8.4	27.1	36.4	25.2	100
5	1.8	3.6	14.3	31.3	49.1	100
6	3.5	1.8	10.5	15.8	68.4	100
7	0.0	4.2	8.3	14.6	72.9	100
8	0.0	0.0	5.0	6.7	88.3	100
9	0.0	0.0	2.2	6.7	91.1	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read : 3.2% (1.3+1.9) children of class 1 can do subtraction



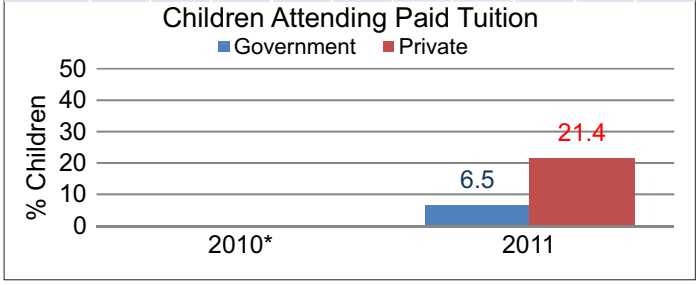




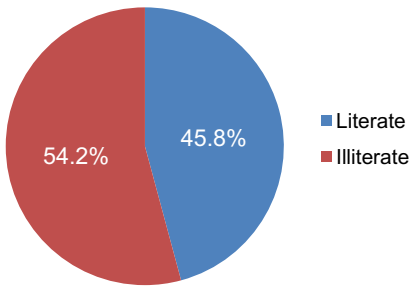
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.1	4.4	3.9	8.0	10.4	2.3	8.1	10.2	19.4	24.1
Pvt.	10.2	17.4	27.5	20.7	20.0	15.8	46.7	17.6	23.1	10.0



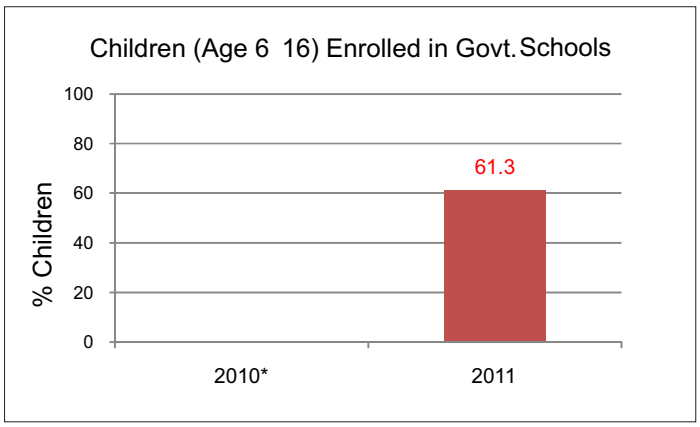
Mothers' Literacy

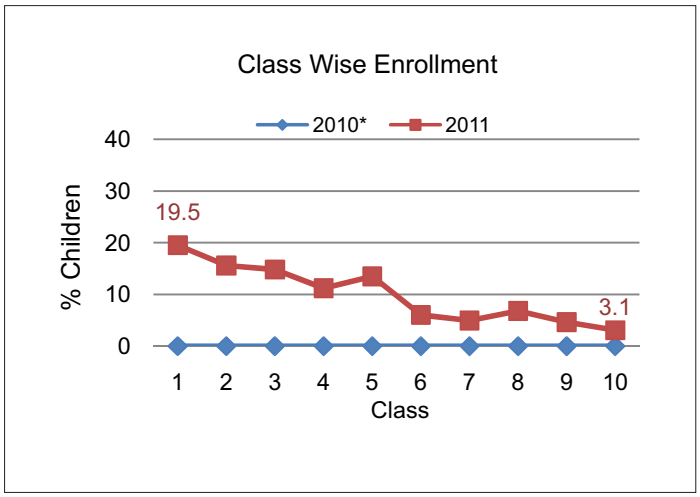


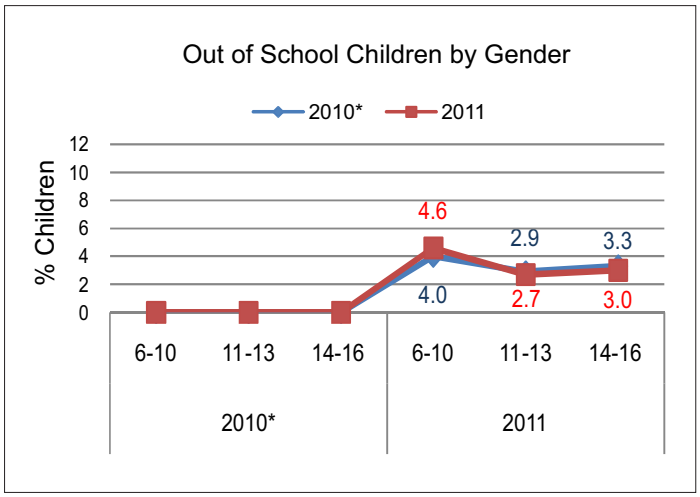
Bahawalpur

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	51.6	25.1	6.7	2.4	12.0	2.1	100
11-13	49.2	24.4	3.0	0.3	12.0	11.0	100
14-16	37.2	19.9	2.1	0.0	19.4	21.5	100
6-16	48.8	24.2	5.1	1.5	13.2	7.3	100
Total	79.6				20.5		100
By Type	61.3	30.4	6.4	1.9			

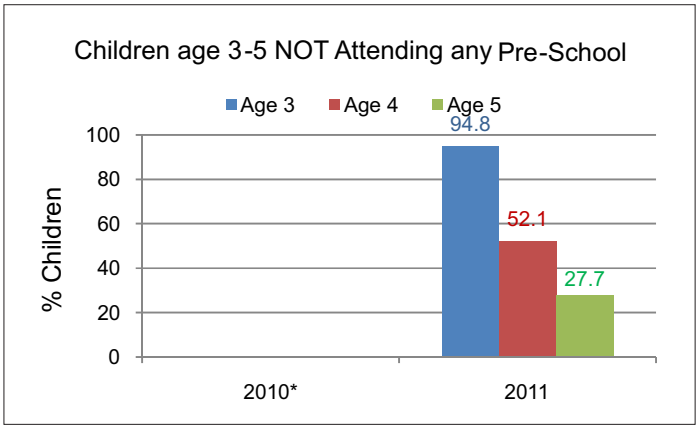






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	1.0	2.1	1.0	1.0	94.8	100
4	26.9	17.6	3.4	0.0	52.1	100
5	35.1	27.0	7.4	2.7	27.7	100
3-5	23.4	17.4	4.4	1.4	53.4	100
Total	46.6				53.4	100
By Type	50.3	37.3	9.5	3.0		100



* District Bahawalpur was not surveyed in 2010

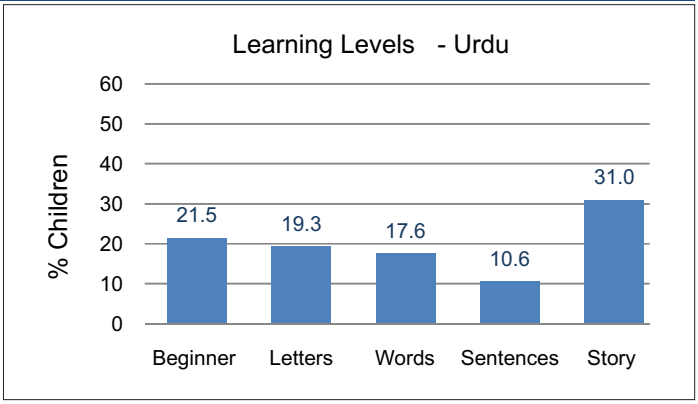
Bahawalpur

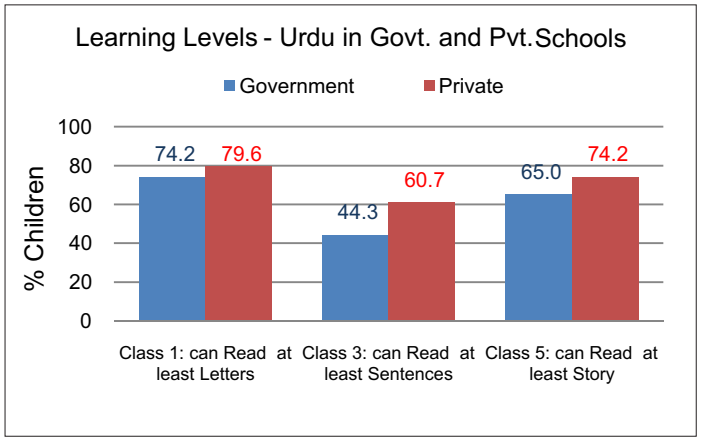
Learning Levels - Urdu

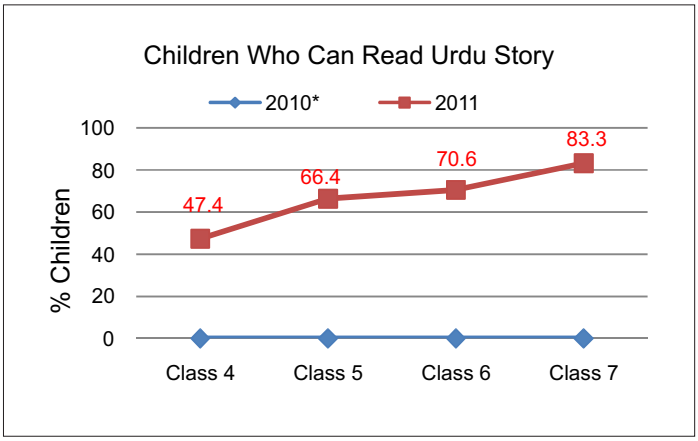
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.9	39.2	32.7	3.9	1.3	100
2	4.6	23.8	35.4	22.3	13.8	100
3	4.7	11.8	36.2	20.5	26.8	100
4	3.1	10.3	16.5	22.7	47.4	100
5	4.4	4.4	10.6	14.2	66.4	100
6	3.9	5.9	2.0	17.6	70.6	100
7	2.4	2.4	4.8	7.1	83.3	100
8	1.9	0.0	3.8	5.8	88.5	100
9	2.6	0.0	0.0	0.0	97.4	100
10	7.7	0.0	0.0	7.7	84.6	100

How to read: 5.2% (3.9+1.3) children of class 1 can read sentences







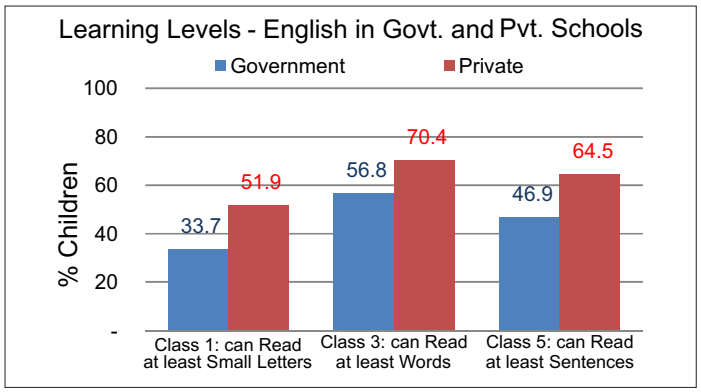
Learning Levels - English

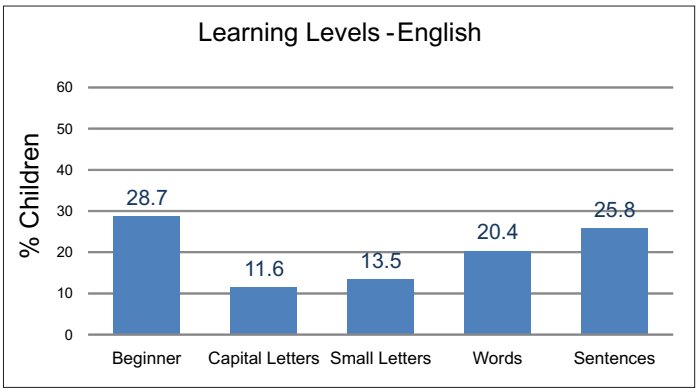
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	31.6	27.6	23.7	17.1	0.0	100
2	11.5	10.7	26.0	40.5	11.5	100
3	5.6	11.9	22.2	42.1	18.3	100
4	7.1	8.2	12.2	34.7	37.8	100
5	7.9	4.4	6.1	30.7	50.9	100
6	5.9	2.0	17.6	11.8	62.7	100
7	7.0	0.0	4.7	18.6	69.8	100
8	3.8	1.9	0.0	11.3	83.0	100
9	2.6	0.0	0.0	0.0	97.4	100
10	11.5	0.0	0.0	7.7	80.8	100

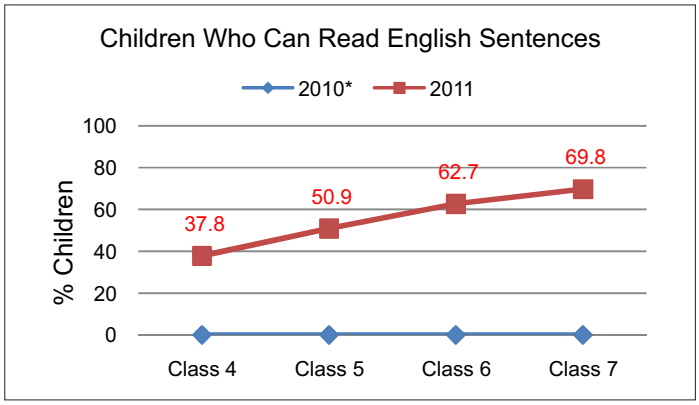
How to read:17.1%(17.1+0.0) children of class 1 can read words

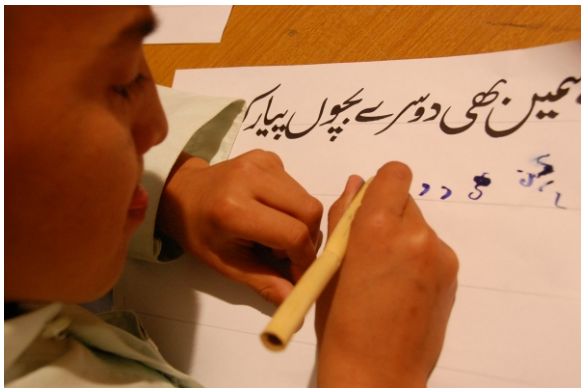
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
73.1	0.0
94.3	66.7
77.4	73.9
82.4	78.4
71.4	84.5
66.7	90.6
75.0	66.7
66.7	81.8
0.0	78.4
100.0	76.2





Bahawalpur



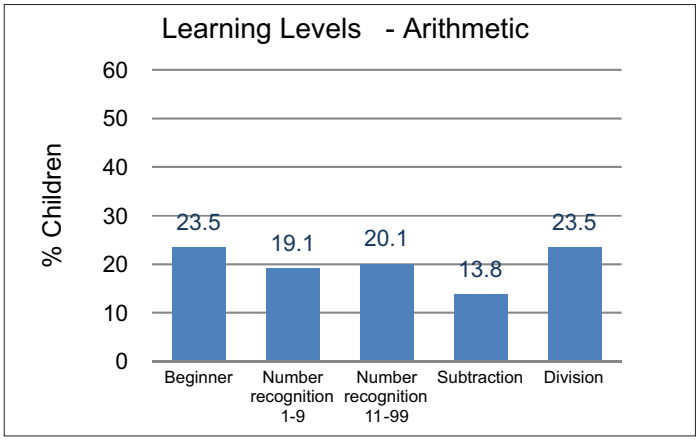


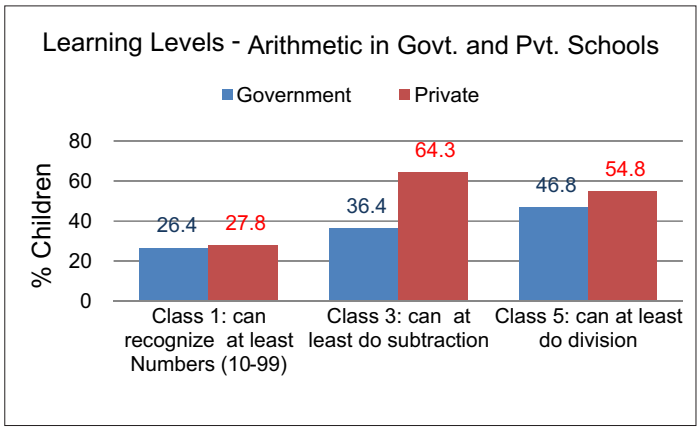
Learning Levels - Arithmetic

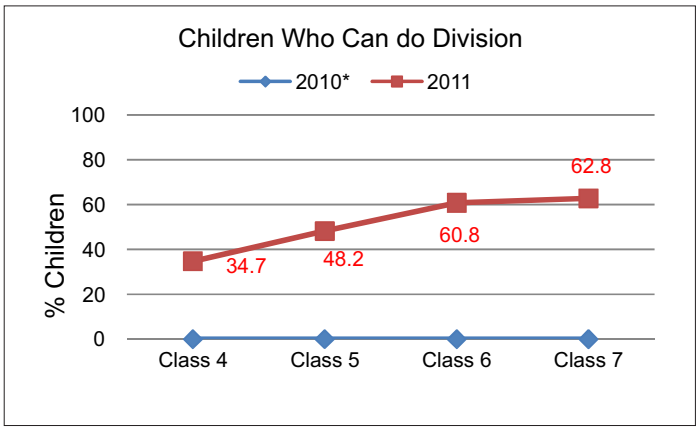
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	25.8	47.7	22.5	3.3	0.7	100
2	4.6	28.2	42.0	18.3	6.9	100
3	3.9	11.8	43.3	27.6	13.4	100
4	5.1	12.2	20.4	27.6	34.7	100
5	5.4	4.5	15.2	26.8	48.2	100
6	3.9	0.0	9.8	25.5	60.8	100
7	2.3	0.0	16.3	18.6	62.8	100
8	1.9	0.0	3.8	21.2	73.1	100
9	2.6	0.0	0.0	2.6	94.7	100
10	7.7	0.0	3.8	7.7	80.8	100

How to read :4.0% (3.3+0.7) children of class 1 can do subtraction



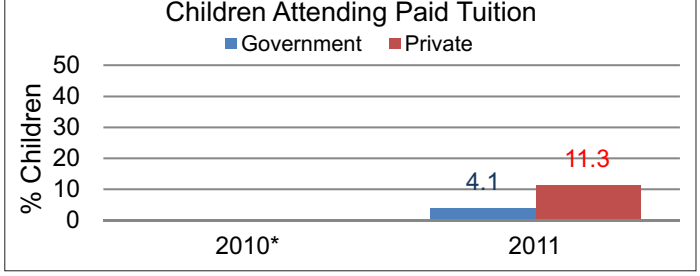




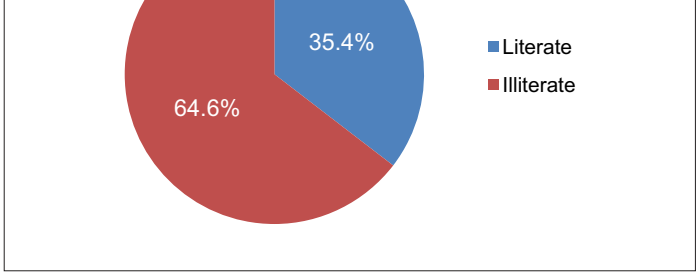
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.8	2.4	1.1	0.0	3.5	8.6	0.0	11.9	10.0	27.8
Pvt.	14.1	13.5	10.3	9.1	25.7	5.0	5.3	15.0	8.3	0.0



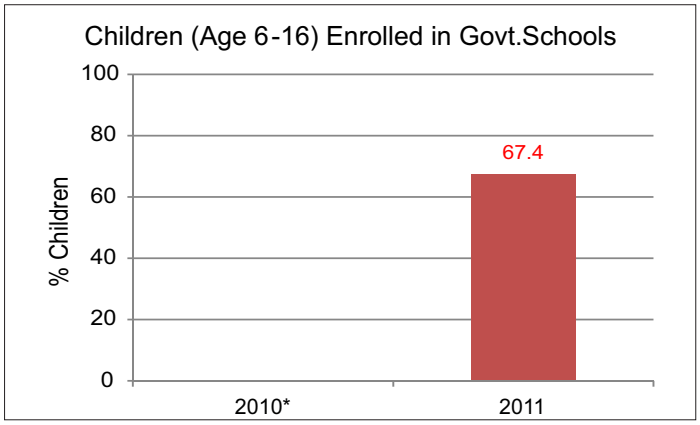
Mothers' Literacy

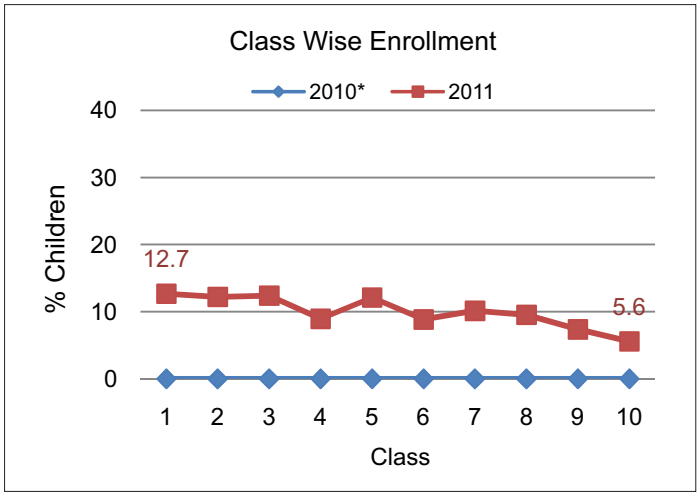


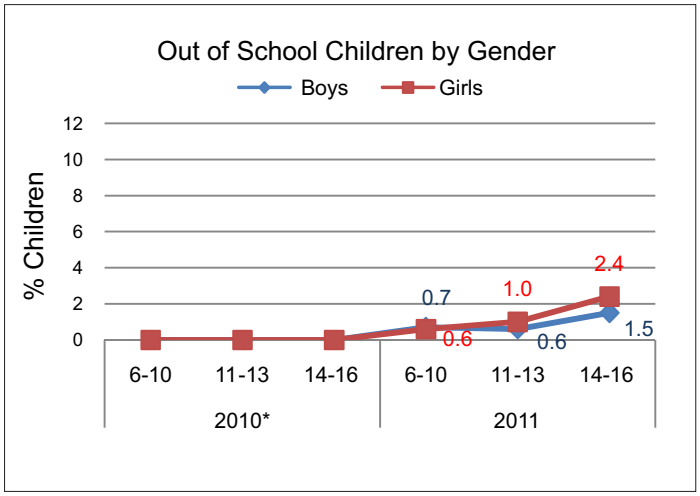
Chakwal

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Other	Never Enrolled	Drop-out	
6-10	58.5	38.8	0.2	0.0	2.1	0.4	100
11-13	68.7	25.2	0.3	0.0	1.4	4.4	100
14-16	65.2	17.6	0.8	0.0	3.9	12.5	100
6-16	62.9	30.0	0.4	0.0	2.3	4.4	100
Total	93.3				6.7		
By Type	67.4	32.2	0.4	0.0			

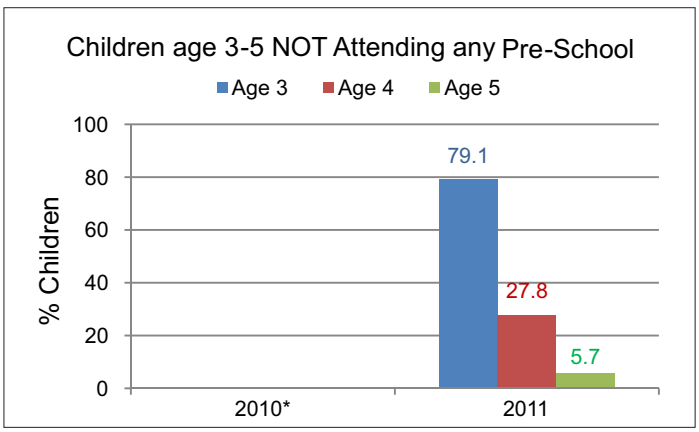






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	14.0	7.0	0.0	0.0	79.1	100
4	27.8	44.4	0.0	0.0	27.8	100
5	50.0	44.3	0.0	0.0	5.7	100
3-5	36.5	36.5	0.0	0.0	27.1	100
Total	73.0				27.1	
By Type	50.0	50.0	0.0	0.0		100



* District Chakwal was not surveyed in 2010

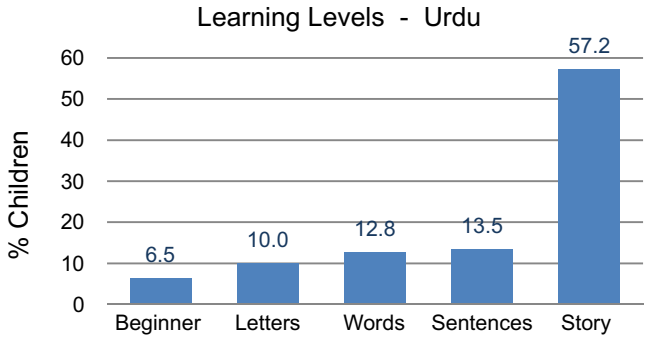
Chakwal

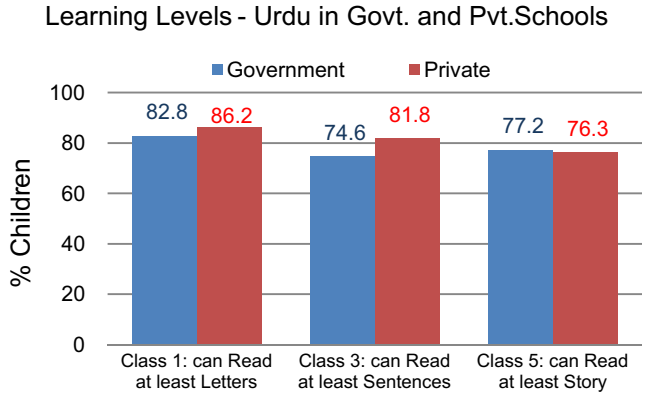
Learning Levels - Urdu

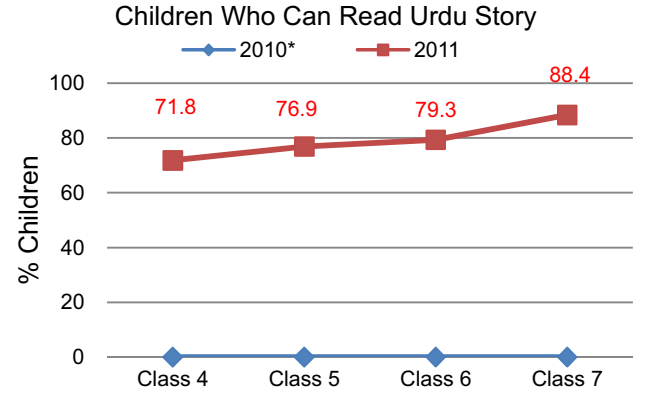
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	15.6	30.3	32.0	15.6	6.6	100
2	6.8	12.8	33.3	29.9	17.1	100
3	2.6	7.0	13.0	27.0	50.4	100
4	0.0	3.5	10.6	14.1	71.8	100
5	1.7	3.4	2.6	15.4	76.9	100
6	1.2	0.0	8.5	11.0	79.3	100
7	1.1	0.0	4.2	6.3	88.4	100
8	0.0	0.0	1.1	3.2	95.7	100
9	0.0	0.0	0.0	2.8	97.2	100
10	0.0	0.0	1.9	3.8	94.3	100

How to read:22.2% (15.6+6.6) children of class 1 can read sentences







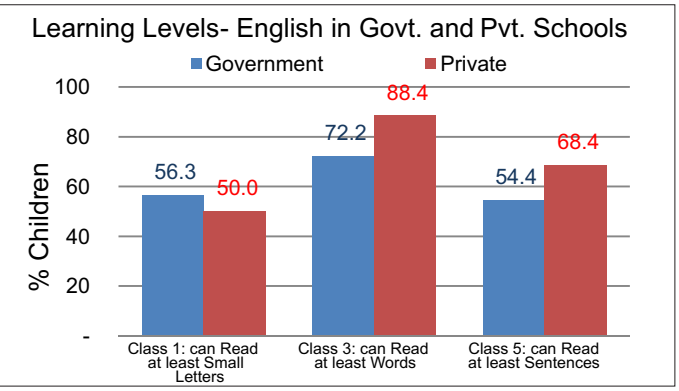
Learning Levels - English

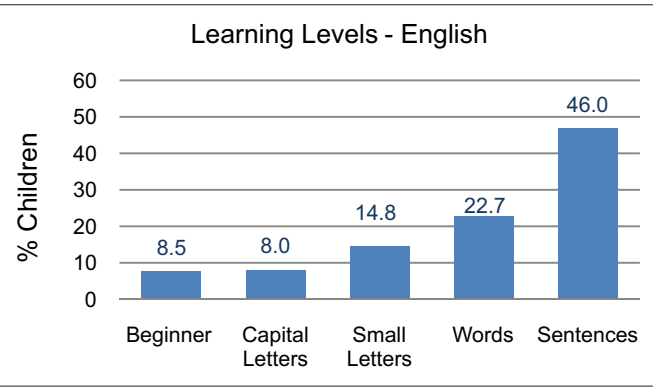
Class Wise % Children Who Can Read English

Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	23.0	23.8	36.9	13.9	2.5	100
2	8.5	7.7	35.9	38.5	9.4	100
3	1.7	7.0	13.0	53.9	24.3	100
4	0.0	4.7	9.4	37.6	48.2	100
5	4.3	1.7	8.5	26.5	59.0	100
6	6.1	2.4	3.7	18.3	69.5	100
7	0.0	1.0	3.1	20.8	75.0	100
8	0.0	1.1	2.2	5.4	91.3	100
9	0.0	1.4	0.0	7.0	91.5	100
10	0.0	0.0	1.9	3.7	94.4	100

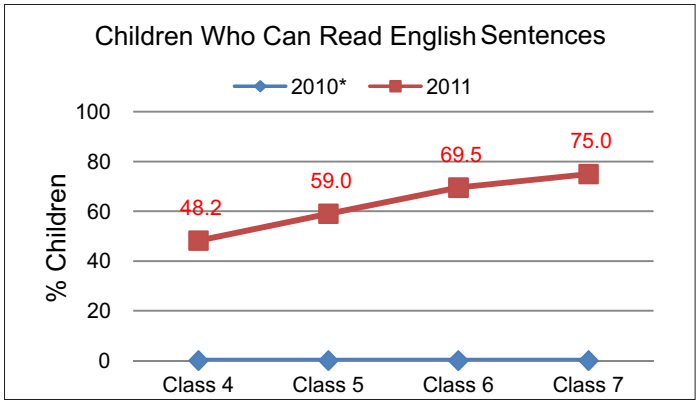
How to read: 16.4% (13.9+2.5) children of class 1 can read words

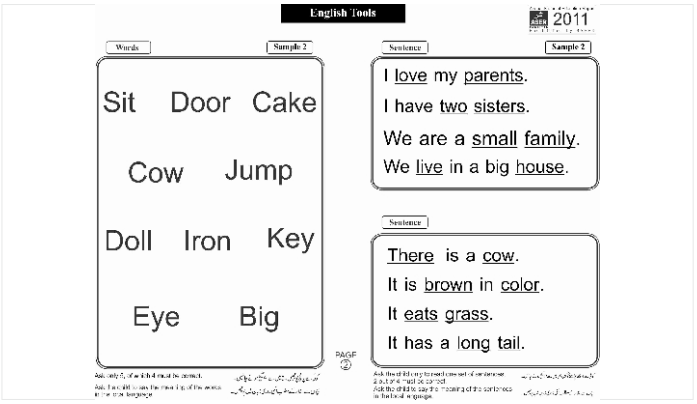
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
35.3	33.3
71.1	54.5
82.3	64.3
81.3	73.2
80.6	84.1
93.3	89.5
80.0	91.7
100.0	96.4
60.0	95.4
50.0	98.0





Chakwal



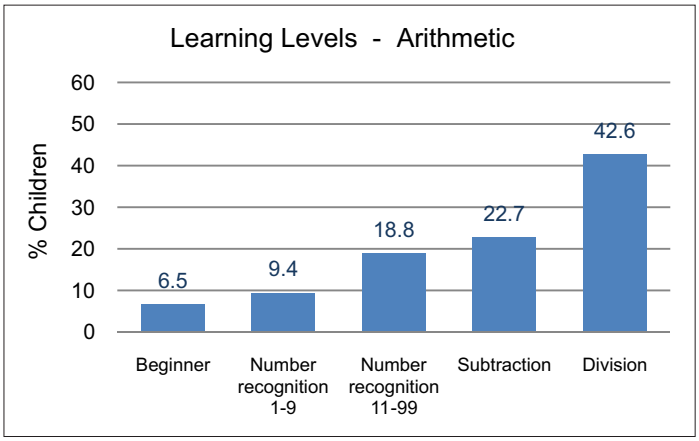


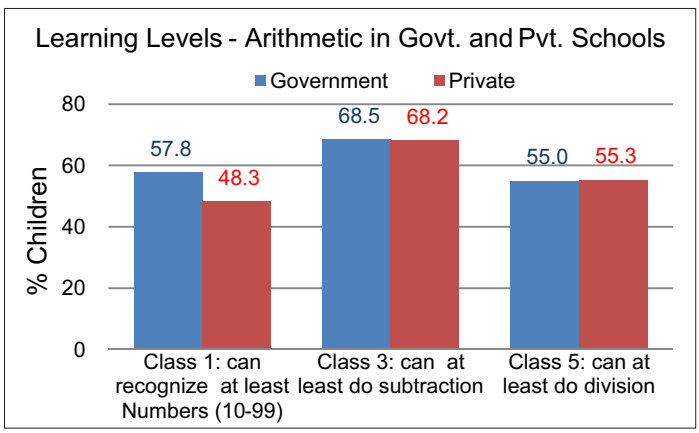
Learning Levels - Arithmetic

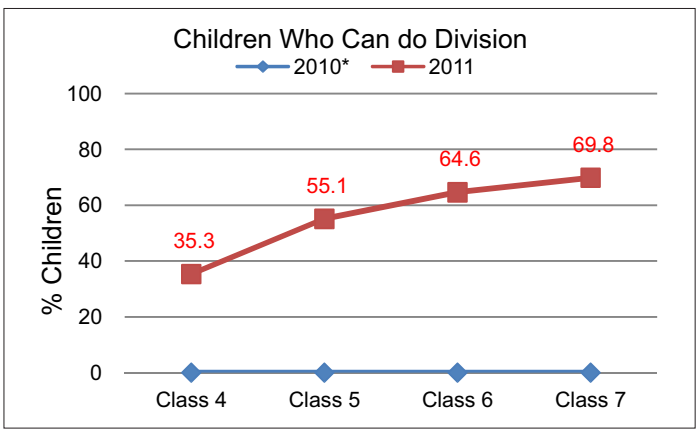
ClassWise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	15.6	31.1	41.8	10.7	0.8	100
2	7.8	7.8	51.7	26.7	6.0	100
3	1.7	8.5	21.4	45.3	23.1	100
4	0.0	1.2	18.8	44.7	35.3	100
5	2.5	0.8	10.2	31.4	55.1	100
6	2.4	2.4	7.3	23.2	64.6	100
7	1.0	1.0	3.1	25.0	69.8	100
8	0.0	0.0	1.1	11.7	87.2	100
9	0.0	0.0	1.4	12.7	85.9	100
10	0.0	0.0	1.9	5.6	92.6	100

How to read : 11.5% (10.7+0.8) children of class 1 can do subtraction



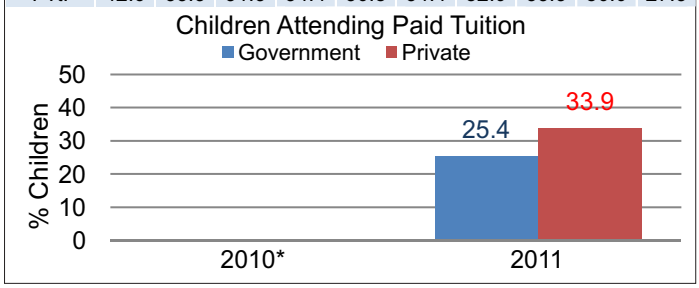




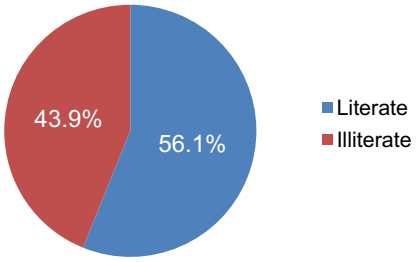
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	23.5	36.1	28.2	27.6	21.4	17.2	21.8	26.6	33.3	17.4
Pvt.	42.6	33.3	31.3	34.4	30.8	34.4	52.0	33.3	50.0	27.3



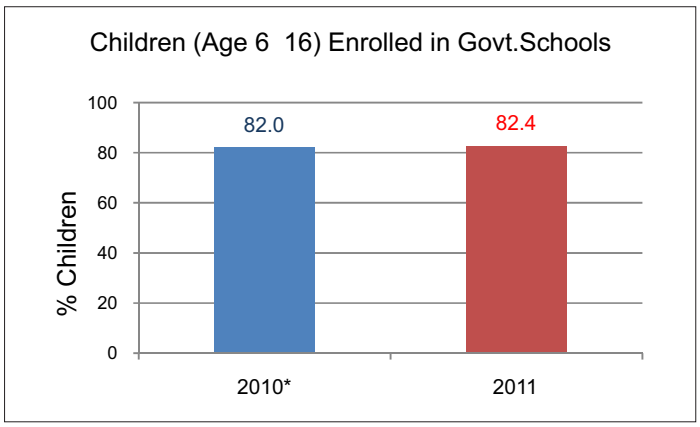
Mothers' Literacy

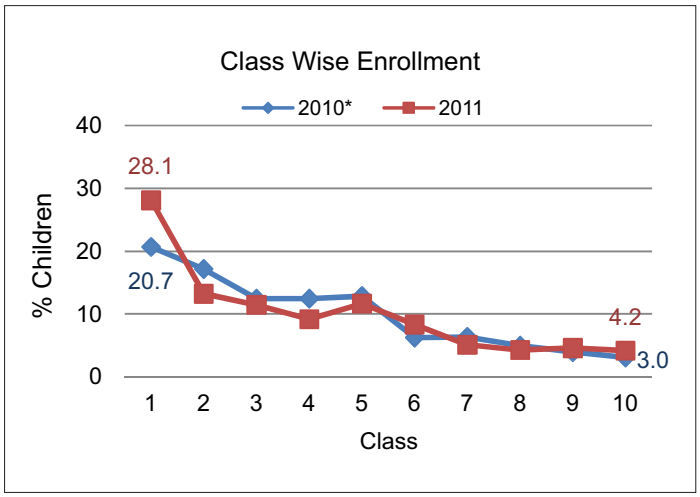


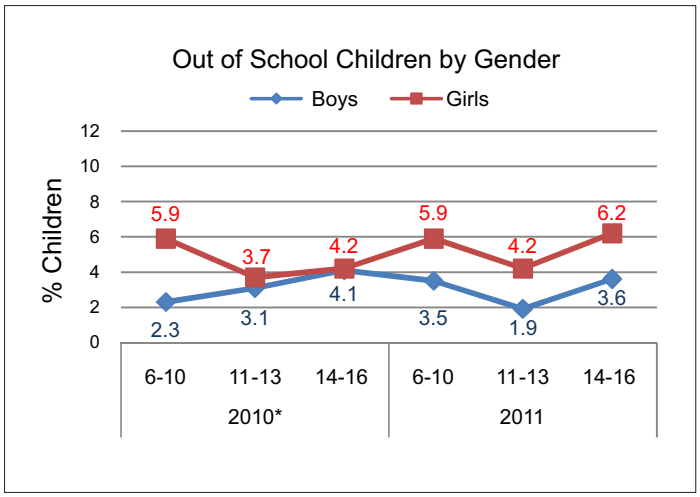
Chiniot

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	69.5	13.0	1.0	0.1	11.8	4.5	100
11-13	56.6	13.3	1.2	0.0	14.5	14.5	100
14-16	44.8	8.1	0.8	0.4	24.3	21.6	100
6-16	61.5	12.0	1.0	0.2	15.1	10.3	100
Total	74.7				25.4		
By Type	82.4	16.1	1.3	0.2			

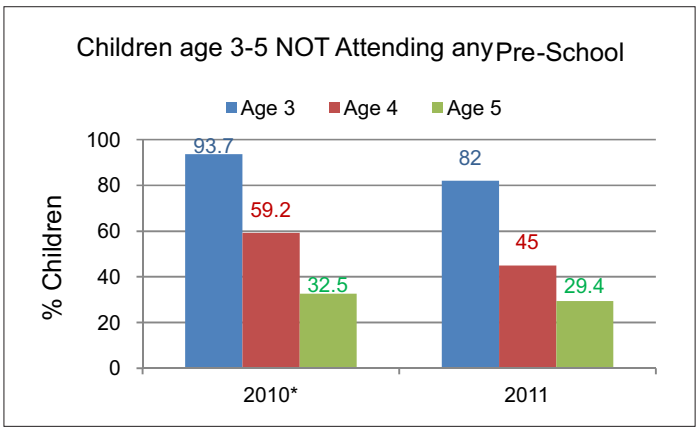






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	14.4	2.7	0.9	0.0	82.0	100
4	42.5	11.7	0.8	0.0	45.0	100
5	52.9	16.2	1.5	0.0	29.4	100
3-5	37.9	10.6	1.1	0.0	50.4	100
Total	49.6				50.4	
By Type	76.4	21.4	2.2	0.0		100



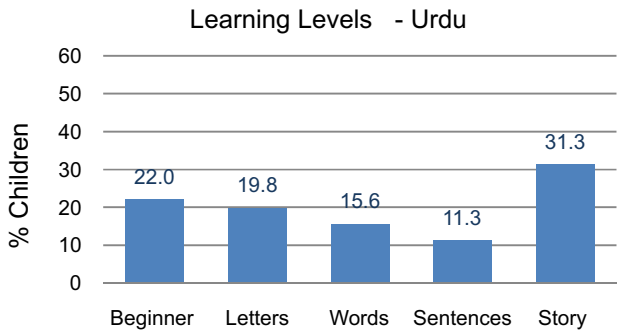
* District Chiniot was surveyed in 2010

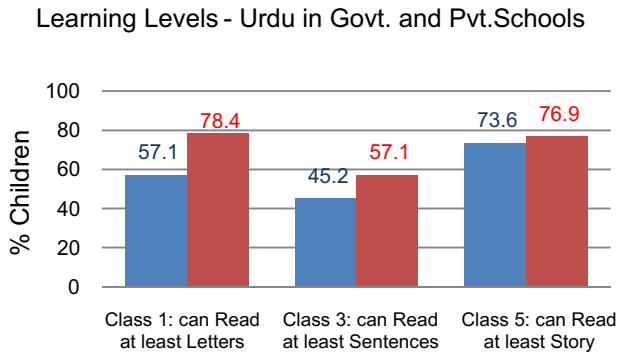
Chiniot

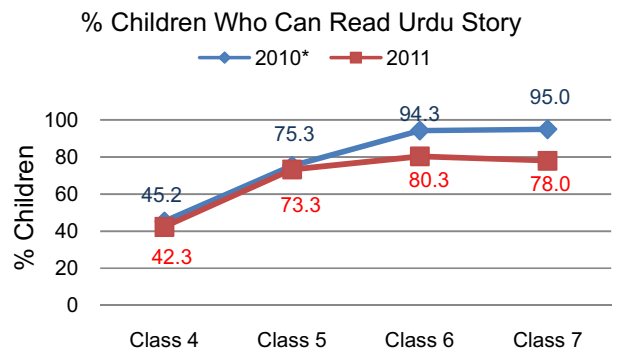
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.5	39.1	17.7	3.1	1.6	100
2	12.0	31.5	35.2	10.2	11.1	100
3	4.1	16.3	32.7	27.6	19.4	100
4	3.8	12.8	15.4	25.6	42.3	100
5	2.0	4.0	6.9	13.9	73.3	100
6	0.0	1.5	4.5	13.6	80.3	100
7	0.0	4.9	0.0	17.1	78.0	100
8	5.7	2.9	0.0	2.9	88.6	100
9	2.5	0.0	2.5	10.0	85.0	100
10	2.9	2.9	0.0	8.8	85.3	100

How to read: 4.7% (3.1+1.6) children of class 1 can read sentences





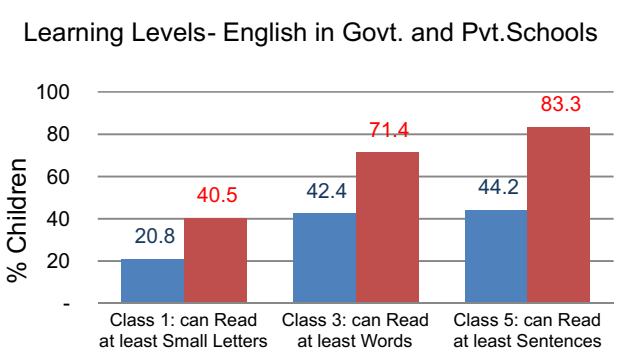


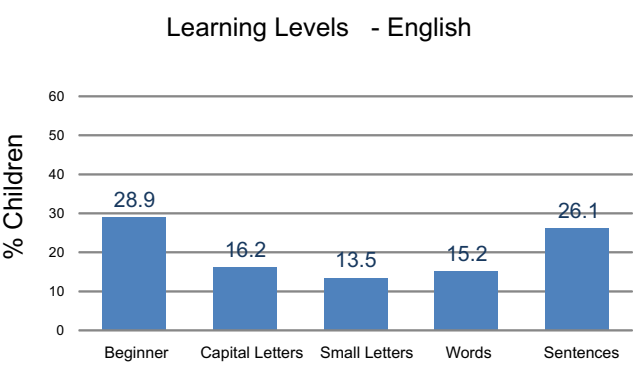
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	43.2	32.3	18.8	4.2	1.6	100
2	17.4	26.6	30.3	21.1	4.6	100
3	4.0	18.2	31.3	32.3	14.1	100
4	12.8	11.5	11.5	37.2	26.9	100
5	3.0	7.1	6.1	35.4	48.5	100
6	0.0	4.5	7.6	16.7	71.2	100
7	0.0	4.9	7.3	9.8	78.0	100
8	5.7	2.9	5.7	2.9	82.9	100
9	2.6	2.6	2.6	2.6	89.7	100
10	3.0	3.0	0.0	3.0	90.9	100

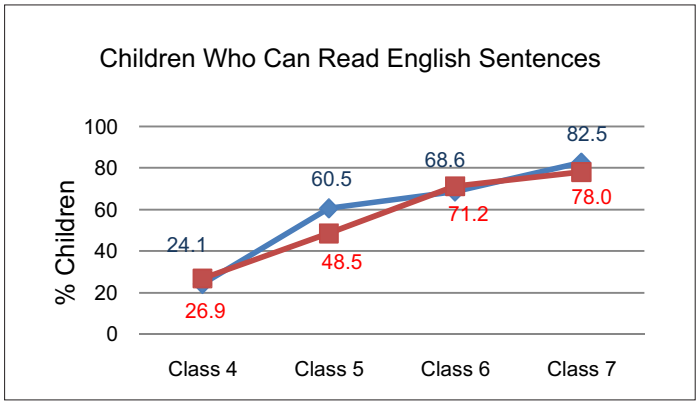
How to read: 5.8% (4.2+1.6) children of class 1 can read words

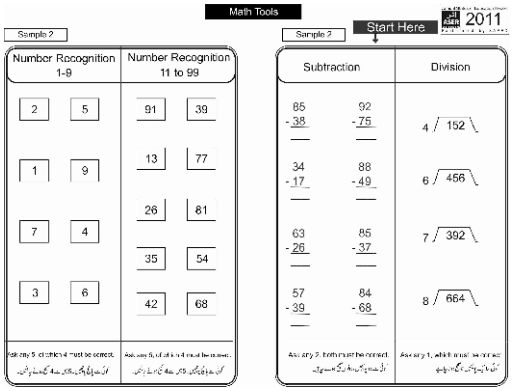
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
75.0	66.7
52.2	80.0
65.6	71.4
62.1	61.9
71.4	75.0
54.5	78.7
75.0	90.6
100.0	93.1
100.0	88.6
100.0	90.0





Chiniot



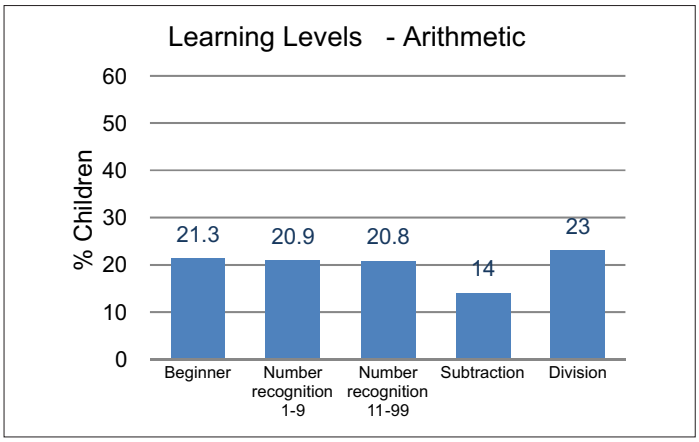


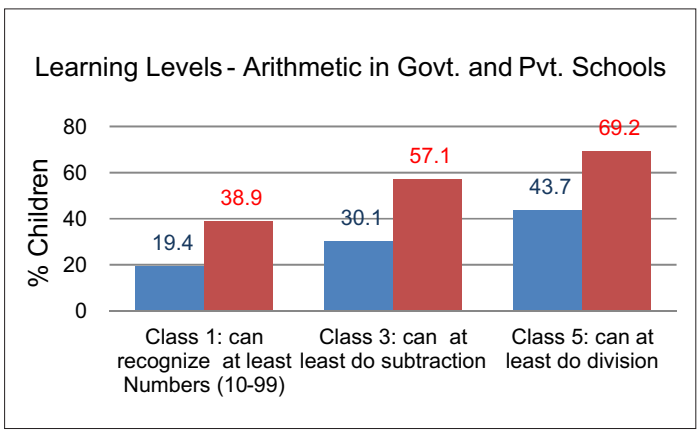
Learning Levels - Arithmetic

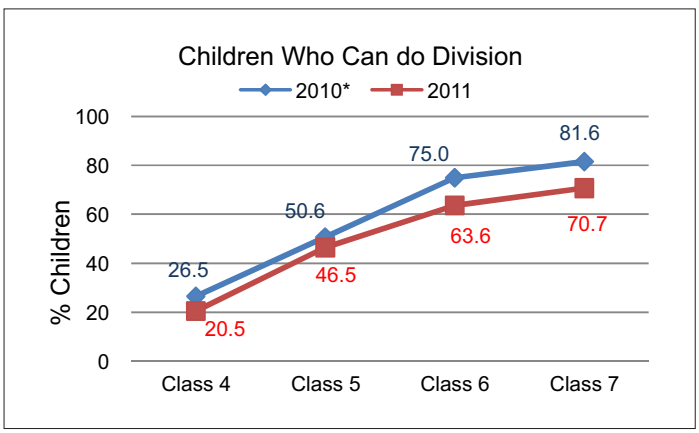
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	37.0	40.1	21.4	0.5	1.0	100
2	13.8	29.4	42.2	11.9	2.8	100
3	2.1	19.6	44.3	25.8	8.2	100
4	7.7	7.7	26.9	37.2	20.5	100
5	3.0	5.0	11.9	33.7	46.5	100
6	1.5	3.0	10.6	21.2	63.6	100
7	0.0	0.0	7.3	22.0	70.7	100
8	5.7	2.9	8.6	8.6	74.3	100
9	2.5	0.0	7.5	10.0	80.0	100
10	2.9	0.0	0.0	2.9	94.1	100

How to read : 1.5% (0.5+1.0) children of class 1 can do subtraction



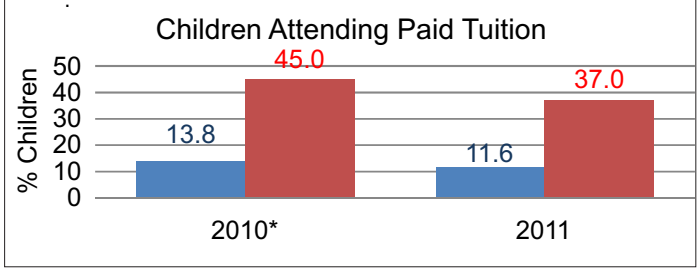




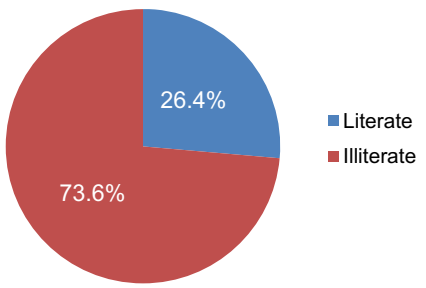
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	5.1	6.4	8.4	9.9	20.8	17.4	11.9	16.1	28.6	24.2
Pvt	32.7	23.5	33.3	29.4	42.9	50.0	57.1	30.0	77.8	50.0



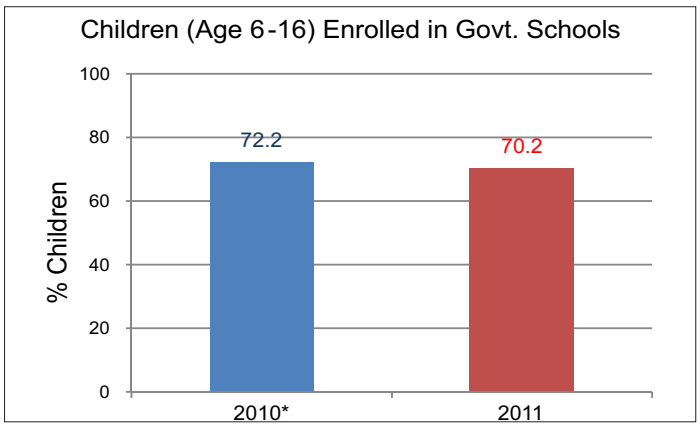
Mothers' Literacy

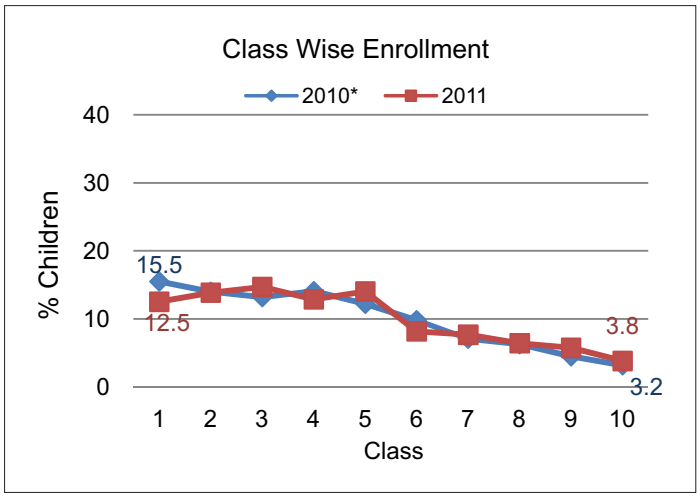


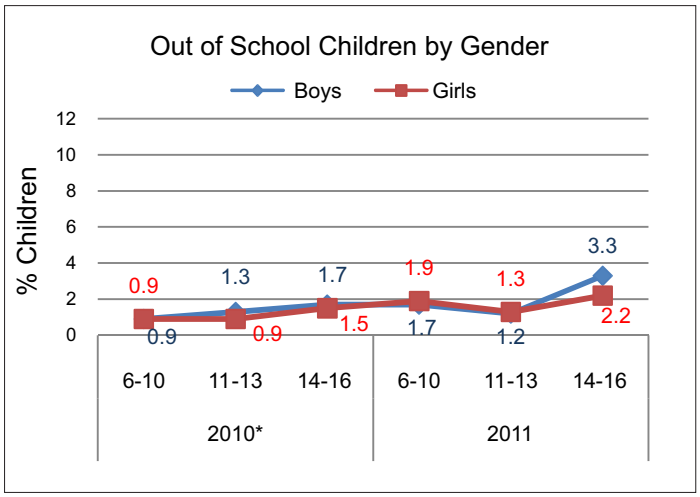
Faislabad

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Other	Never Enrolled	Drop-out	
6-10	61.4	31.8	0.0	0.0	5.0	1.8	100
11-13	65.5	24.3	0.6	0.0	2.9	6.7	100
14-16	59.7	13.8	0.4	0.0	7.4	18.7	100
6-16	62.1	26.1	0.2	0.0	5.0	6.6	100
Total	88.4				11.6		
By Type	70.2	29.5	0.3	0.0			

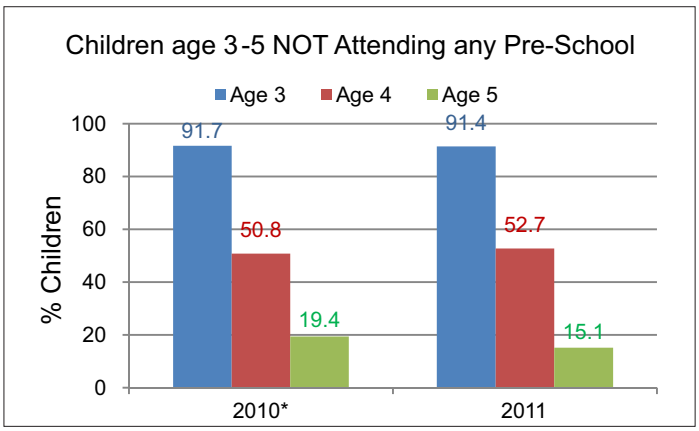






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	6.2	2.5	0.0	0.0	91.4	100
4	30.1	17.2	0.0	0.0	52.7	100
5	50.0	34.9	0.0	0.0	15.1	100
3-5	33.1	21.6	0.0	0.0	45.3	100
Total	54.7				45.3	
By Type	60.6	39.4	0.0	0.0		100



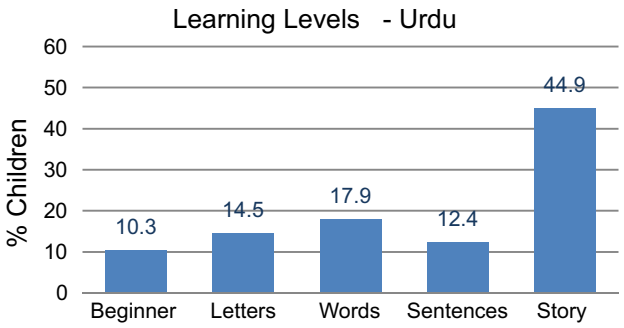
* District Faisalabad was surveyed in 2010

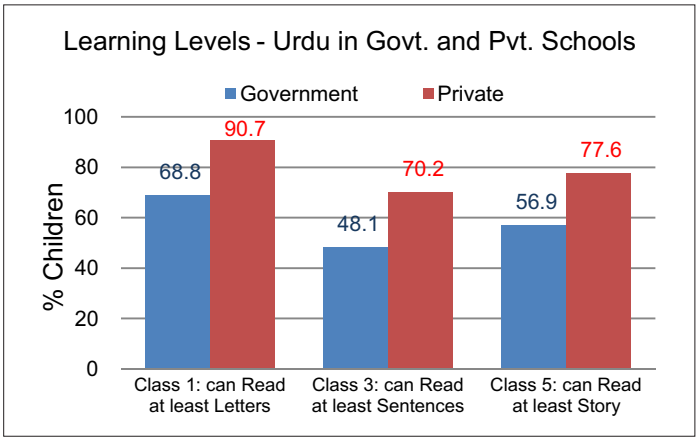
Faislabad

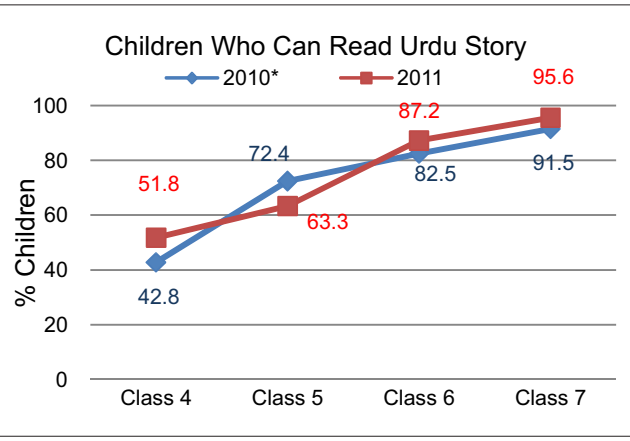
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.1	41.2	31.3	5.3	0.0	100
2	5.8	23.9	45.2	16.8	8.4	100
3	1.2	9.3	33.5	27.3	28.6	100
4	0.0	5.1	17.5	25.5	51.8	100
5	0.6	3.2	12.7	20.3	63.3	100
6	0.0	0.0	2.1	10.6	87.2	100
7	0.0	0.0	2.2	2.2	95.6	100
8	0.0	0.0	1.4	2.8	95.8	100
9	4.8	0.0	0.0	0.0	95.2	100
10	0.0	0.0	0.0	0.0	100	100

How to read: 5.3% (5.3+0.0) children of class 1 can read sentences





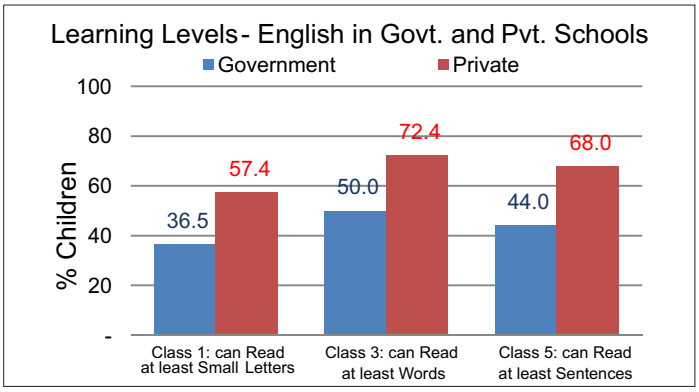


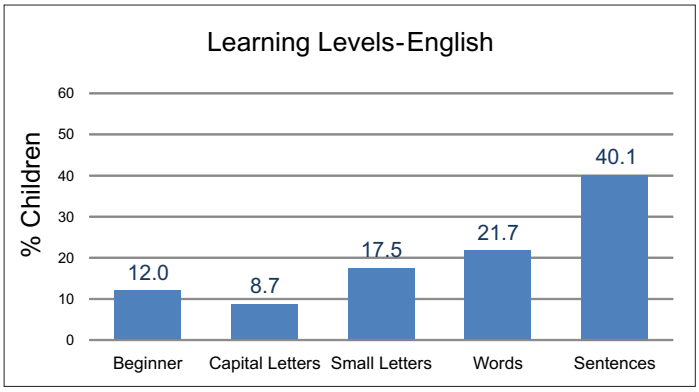
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	20.3	34.4	28.9	14.8	1.6	100
2	5.9	11.8	39.9	36.6	5.9	100
3	2.5	8.6	30.9	38.9	19.1	100
4	1.5	2.9	16.1	33.6	46.0	100
5	0.6	0.6	10.7	36.5	51.6	100
6	0.0	1.1	3.2	20.0	75.8	100
7	0.0	0.0	3.3	5.5	91.2	100
8	0.0	0.0	0.0	6.8	93.2	100
9	4.7	0.0	0.0	1.6	93.8	100
10	0.0	0.0	0.0	2.3	97.7	100

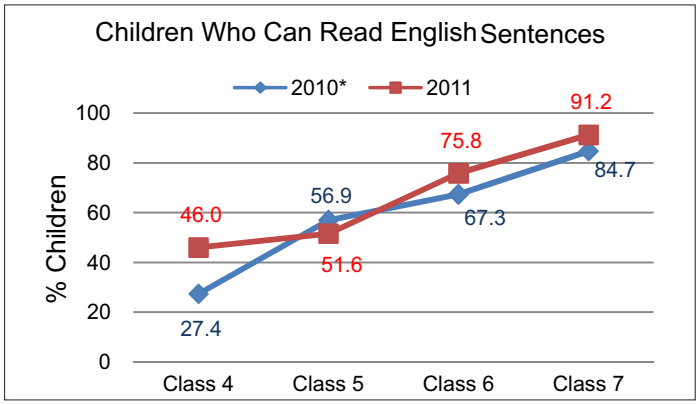
How to read: 16.4% (14.8+1.6) children of class 1 can read words

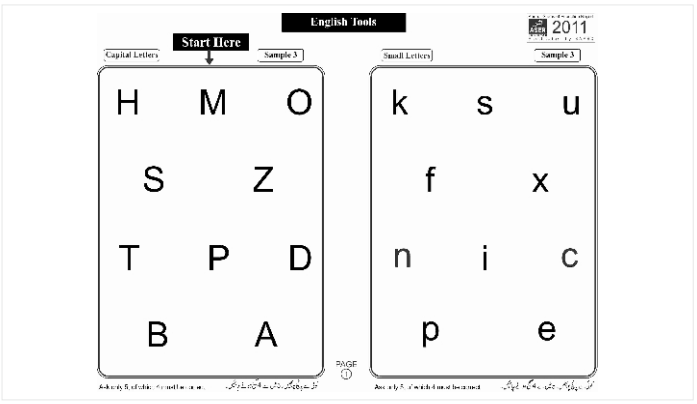
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
31.6	0.0
62.5	33.3
49.2	61.3
54.3	66.7
72.4	67.1
78.9	81.9
60.0	90.4
60.0	97.1
0.0	95.0
0.0	90.7





Faislabad



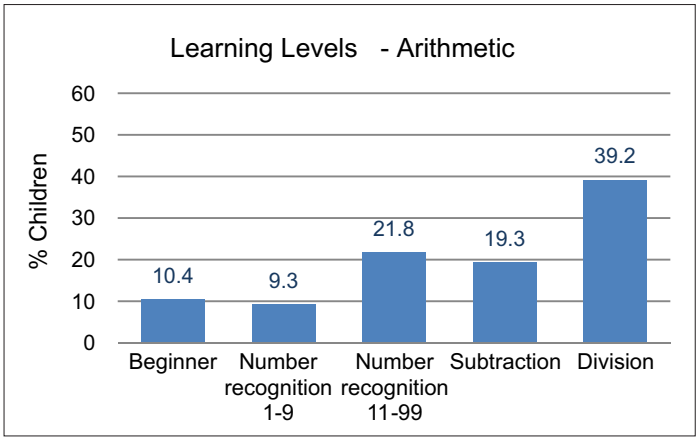


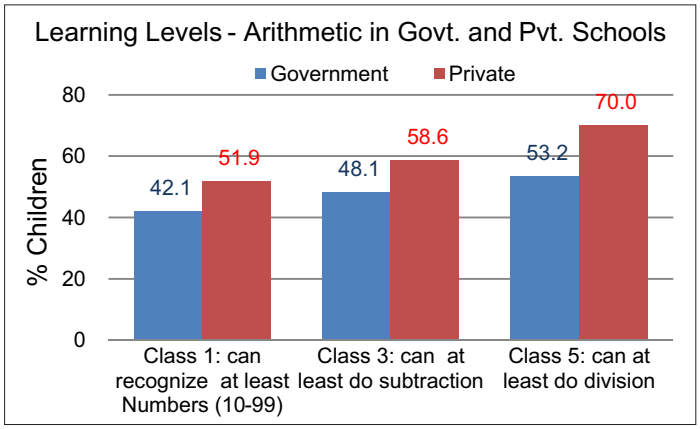
Learning Levels - Arithmetic

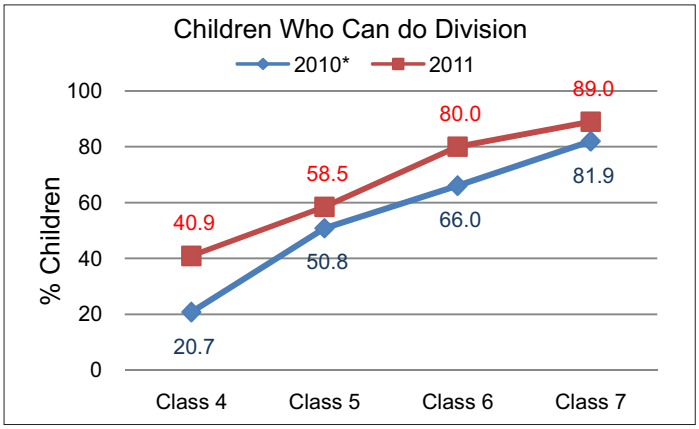
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	17.7	36.2	41.5	3.8	0.8	100
2	3.9	5.2	61.0	28.6	1.3	100
3	1.2	4.9	42.0	39.5	12.3	100
4	0.0	2.2	20.4	36.5	40.9	100
5	0.0	0.0	6.3	35.2	58.5	100
6	0.0	0.0	3.2	16.8	80.0	100
7	0.0	0.0	4.4	6.6	89.0	100
8	1.4	0.0	0.0	2.7	95.9	100
9	4.7	0.0	1.6	1.6	92.2	100
10	0.0	0.0	0.0	2.3	97.7	100

How to read : 4.6% (3.8+0.8) children of class 1 can do subtraction



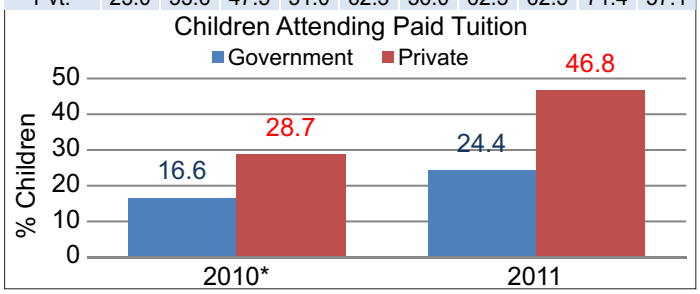




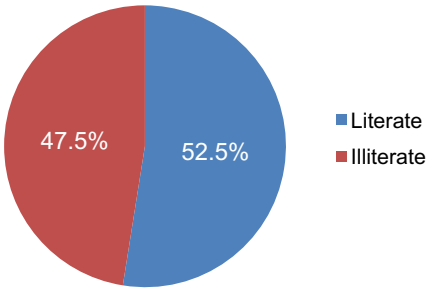
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	19.1	25.5	27.0	17.6	31.3	29.2	26.3	34.4	32.8	43.8
Pvt.	23.0	53.6	47.5	51.0	62.3	56.0	62.5	62.5	71.4	57.1



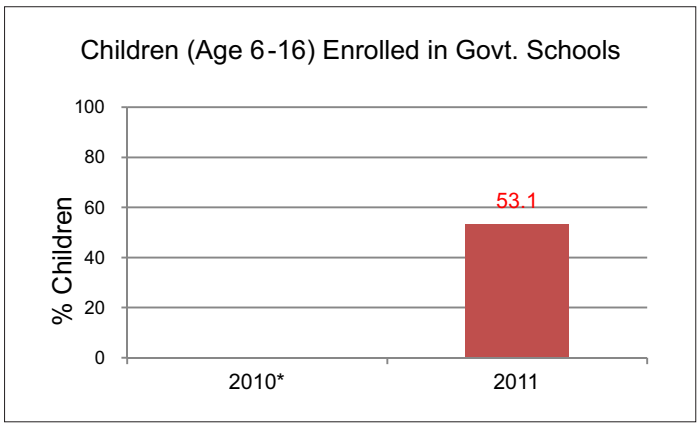
Mothers' Literacy

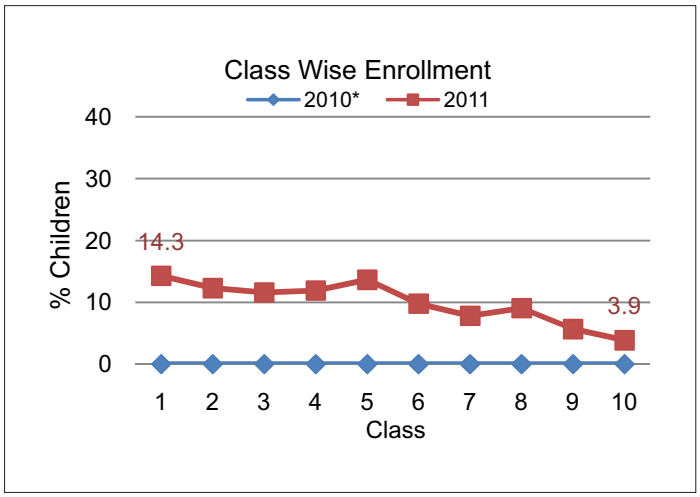


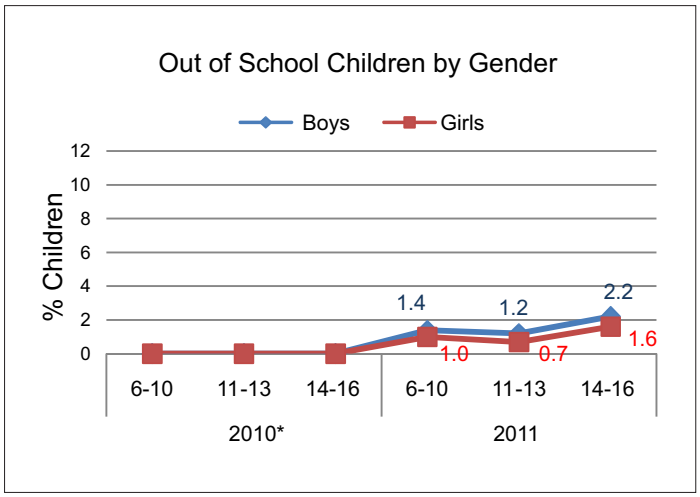
Gujranwala

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	45.2	49.3	0.9	0.1	2.4	2.1	100
11-13	54.8	37.8	0.5	0.0	0.5	6.3	100
14-16	50.5	28.4	3.7	0.0	1.7	15.7	100
6-16	48.9	41.7	1.4	0.1	1.8	6.2	100
Total	92.1				8.0		
By Type	53.1	45.3	1.5	0.1			

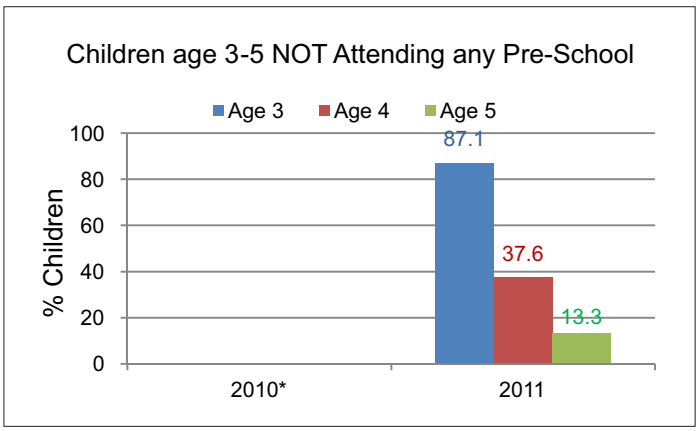






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	4.3	8.6	0.0	0.0	87.1	100
4	20.0	42.4	0.0	0.0	37.6	100
5	28.3	57.5	0.0	0.8	13.3	100
3-5	17.4	35.8	0.0	0.3	46.4	100
Total	53.5				46.4	
By Type	32.6	66.9	0.0	0.6		100



*District Gujranwala was not surveyed in 2010

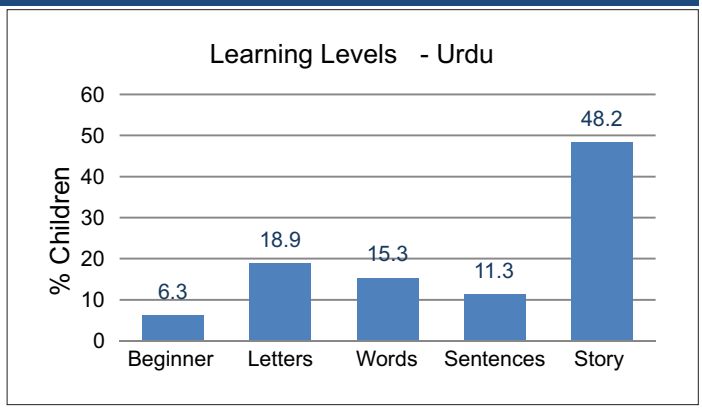
Gujranwala

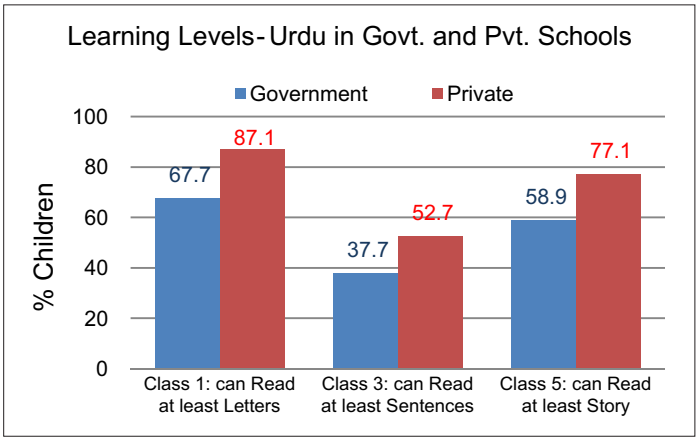
Learning Levels - Urdu

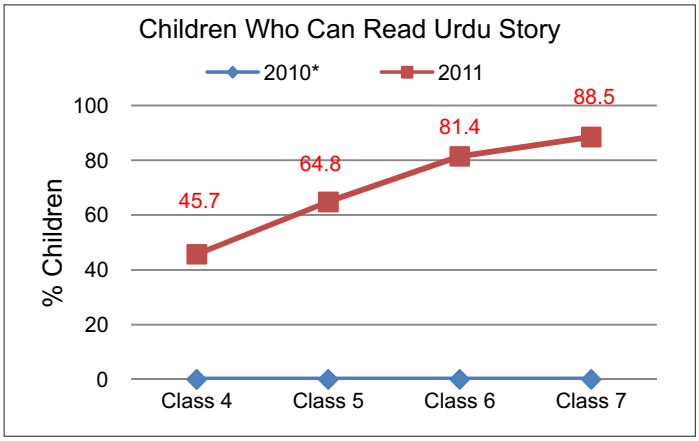
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	17.6	53.8	24.4	4.2	0.0	100
2	6.9	33.6	29.3	20.7	9.5	100
3	9.4	14.5	30.8	14.5	30.8	100
4	1.6	11.6	23.3	17.8	45.7	100
5	2.1	6.9	8.3	17.9	64.8	100
6	0.0	2.0	6.9	9.8	81.4	100
7	0.0	1.3	2.6	7.7	88.5	100
8	1.1	5.4	7.5	5.4	80.6	100
9	0.0	0.0	3.7	3.7	92.6	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 4.2% (4.2+0.0) children of class 1 can read sentences







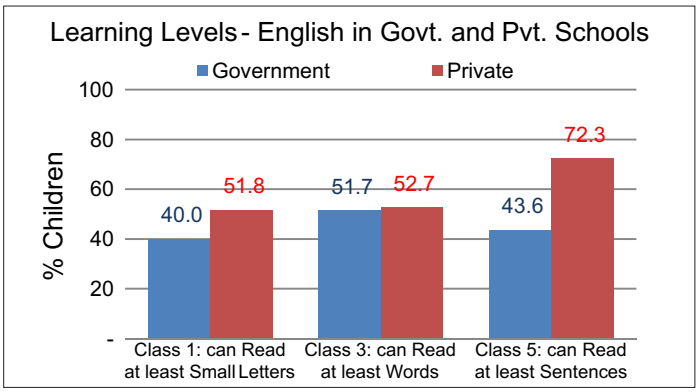
Learning Levels - English

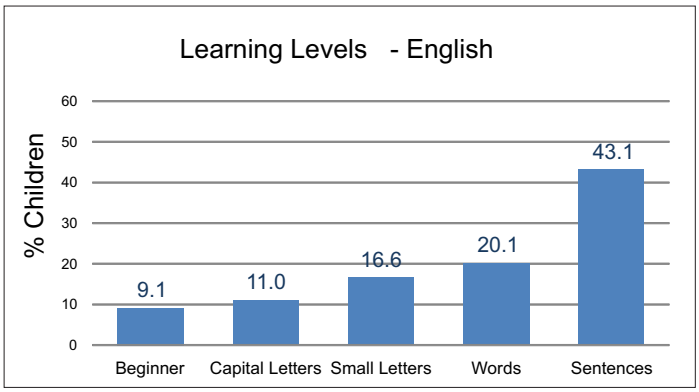
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	26.7	24.1	32.8	14.7	1.7	100
2	12.1	25.9	31.9	21.6	8.6	100
3	7.8	9.5	30.2	38.8	13.8	100
4	4.0	11.9	11.1	42.9	30.2	100
5	2.1	4.2	12.6	28.0	53.1	100
6	0.0	0.0	2.9	16.3	80.8	100
7	0.0	1.3	1.3	6.5	90.9	100
8	1.1	2.1	5.3	8.5	83.0	100
9	0.0	1.9	0.0	3.7	94.4	100
10	0.0	0.0	6.3	0.0	93.8	100

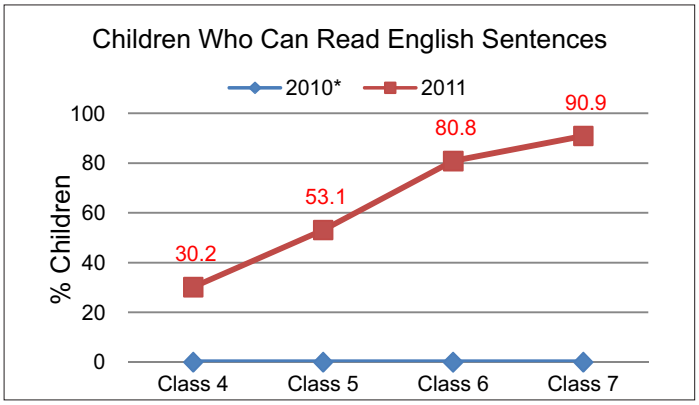
How to read: 16.4% (14.7+1.7) children of class 1 can read words

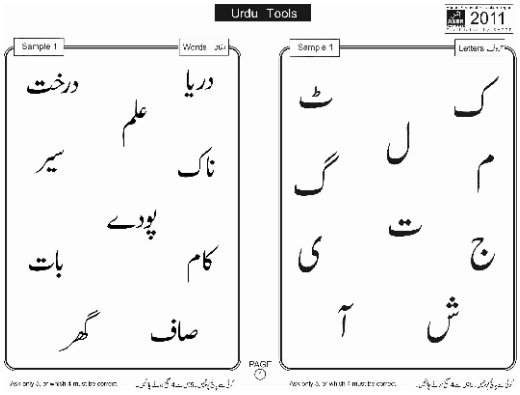
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
82.4	50.0
64.0	70.0
60.0	100
64.8	81.6
75.0	71.1
64.7	79.8
80.0	74.3
50.0	84.6
50.0	76.5
0.0	90.0





Gujranwala



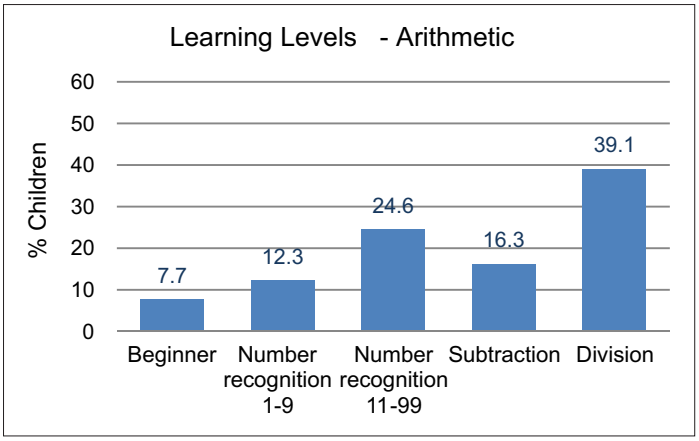


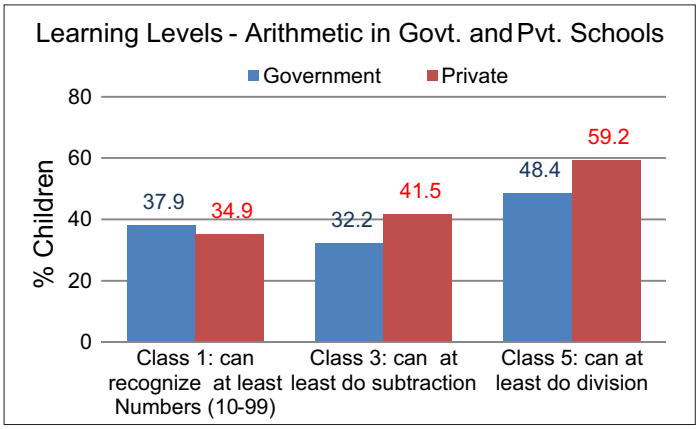
Learning Levels - Arithmetic

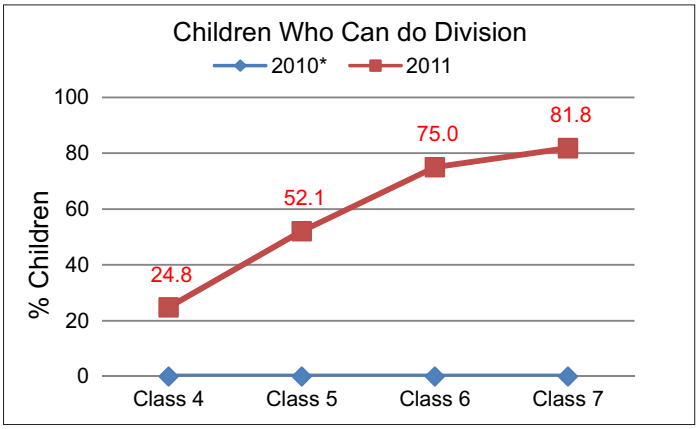
ClassWise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	22.6	40.9	33.9	1.7	0.9	100
2	10.4	21.7	53.0	11.3	3.5	100
3	6.2	12.4	44.2	26.5	10.6	100
4	3.2	4.0	31.2	36.8	24.8	100
5	1.4	0.7	18.8	27.1	52.1	100
6	0.0	1.0	7.7	16.3	75.0	100
7	0.0	0.0	7.8	10.4	81.8	100
8	2.2	1.1	8.6	9.7	78.5	100
9	0.0	0.0	5.6	7.4	87.0	100
10	0.0	0.0	0.0	6.3	93.8	100

How to read : 2.6% (1.7+0.9) children of class 1 can do subtraction



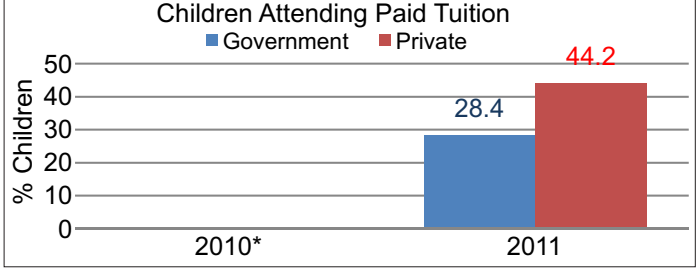




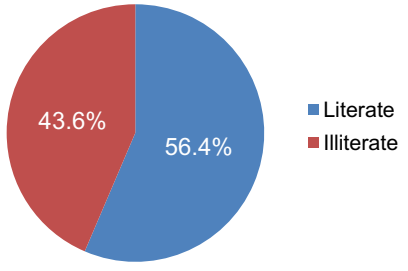
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	17.5	17.3	27.4	21.7	29.7	50.7	33.9	29.2	29.2	55.2
Pvt.	44.3	42.3	42.5	47.1	48.3	42.9	51.2	41.9	41.7	57.9



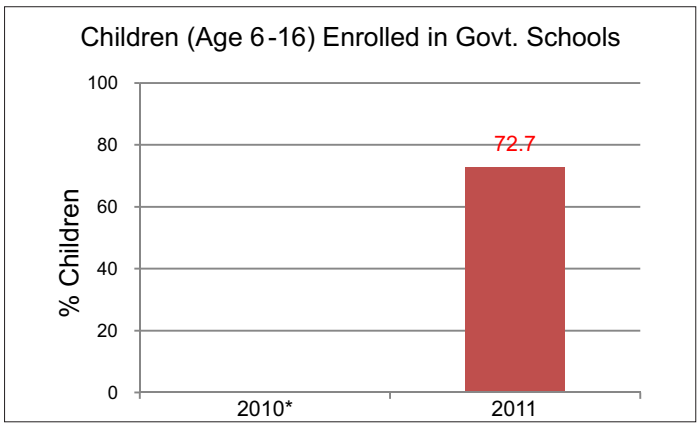
Mothers' Literacy

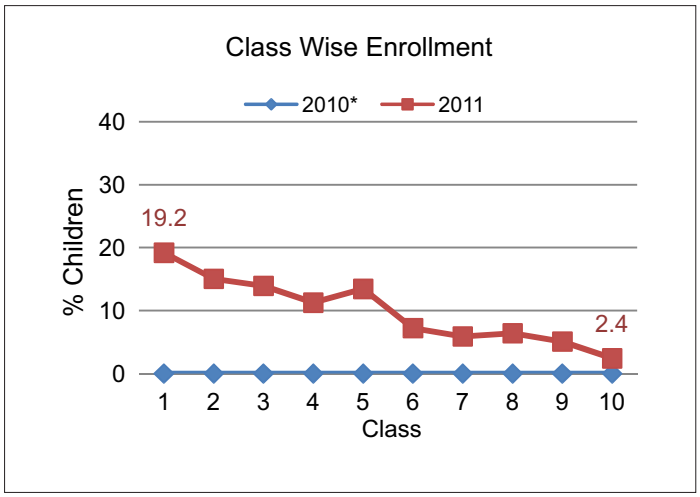


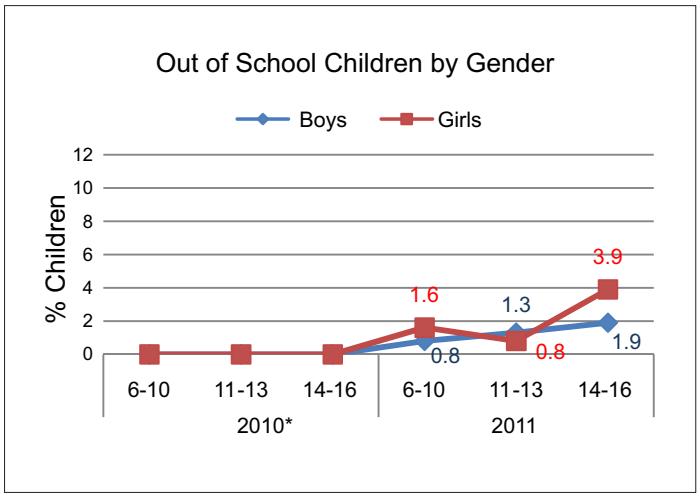
Hafizabad

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	69.3	25.6	1.1	0.0	3.4	0.7	100
11-13	68.2	22.4	0.3	0.0	3.0	6.0	100
14-16	49.2	18.1	1.7	0.4	10.1	20.6	100
6-16	65.3	23.4	1.0	0.1	4.6	5.7	100
Total	89.8				10.3		
By Type	72.7	26.1	1.1	0.1			

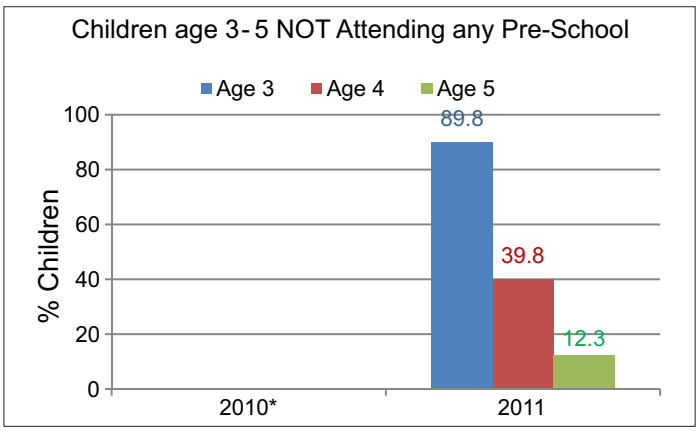






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	6.8	3.4	0.0	0.0	89.8	100
4	38.0	22.2	0.0	0.0	39.8	100
5	54.8	31.5	1.4	0.0	12.3	100
3-5	34.7	19.9	0.5	0.0	44.9	100
Total	55.1				44.9	
By Type	62.9	36.1	1.0	0.0		100



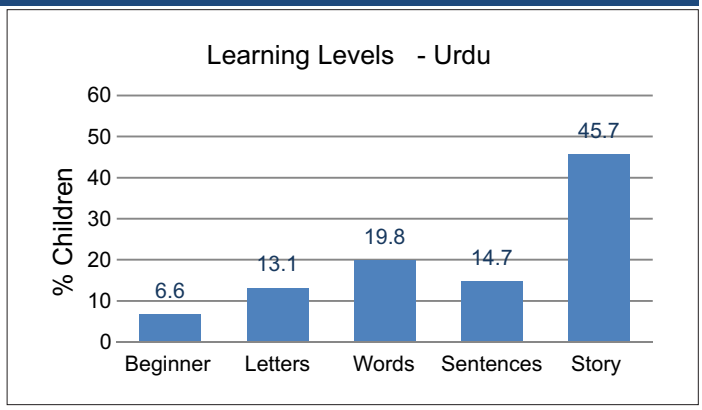
*District Hafizabad was not surveyed in 2010

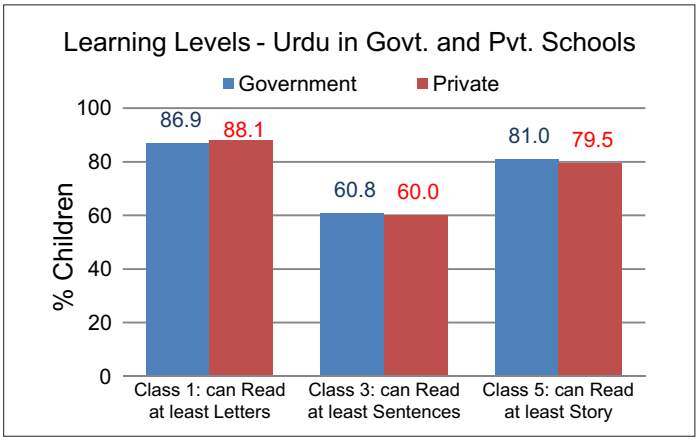
Hafizabad

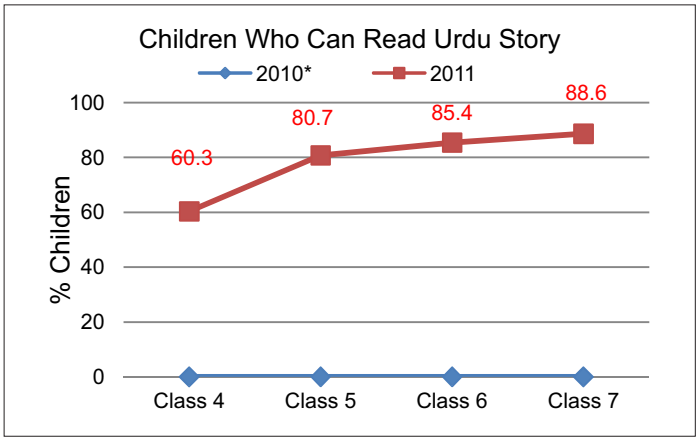
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	12.7	46.0	36.5	3.2	1.6	100
2	2.8	12.2	46.4	23.8	14.9	100
3	1.8	7.2	29.9	39.5	21.6	100
4	0.8	3.1	14.5	21.4	60.3	100
5	0.0	2.5	6.2	10.6	80.7	100
6	1.2	1.2	6.1	6.1	85.4	100
7	0.0	1.4	1.4	8.6	88.6	100
8	0.0	1.3	0.0	5.1	93.7	100
9	1.7	0.0	1.7	8.6	87.9	100
10	0.0	0.0	0.0	3.6	96.4	100

How to read: 4.8% (3.2+1.6) children of class 1 can read sentences





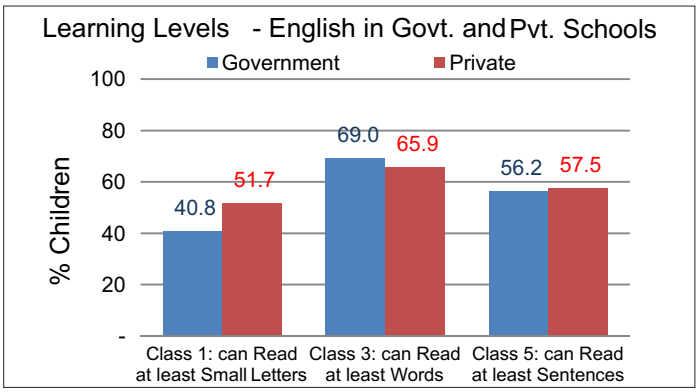


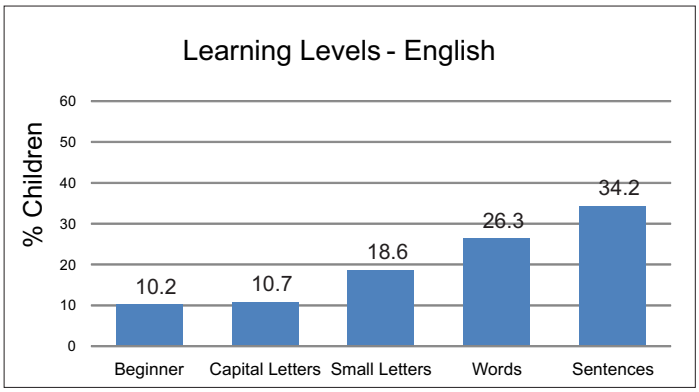
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	22.9	33.0	39.4	3.7	1.1	100
2	6.7	12.9	41.6	36.5	2.2	100
3	1.8	7.1	23.7	53.3	14.2	100
4	1.5	6.1	8.3	57.6	26.5	100
5	0.6	3.7	7.4	32.1	56.2	100
6	1.2	3.7	3.7	23.5	67.9	100
7	0.0	0.0	4.2	16.7	79.2	100
8	0.0	1.3	1.3	6.3	91.1	100
9	1.7	0.0	1.7	3.4	93.1	100
10	0.0	0.0	0.0	3.6	96.4	100

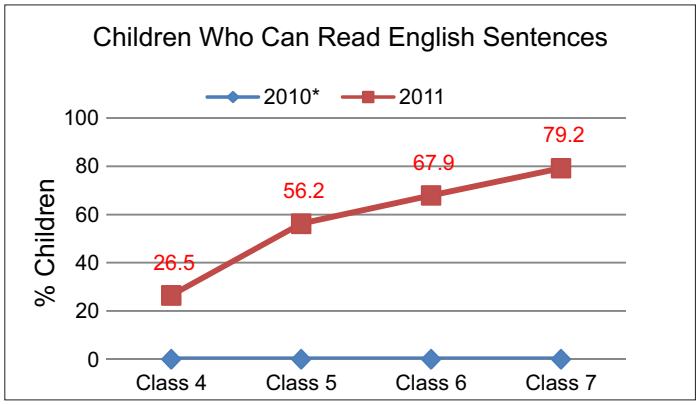
How to read: 4.8% (3.7+1.1) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
28.6	50.0
60.0	100.0
70.0	54.2
77.6	80.0
84.6	67.0
84.2	72.7
83.3	82.5
40.0	76.4
100.0	79.6
100.0	81.5





Hafizabad



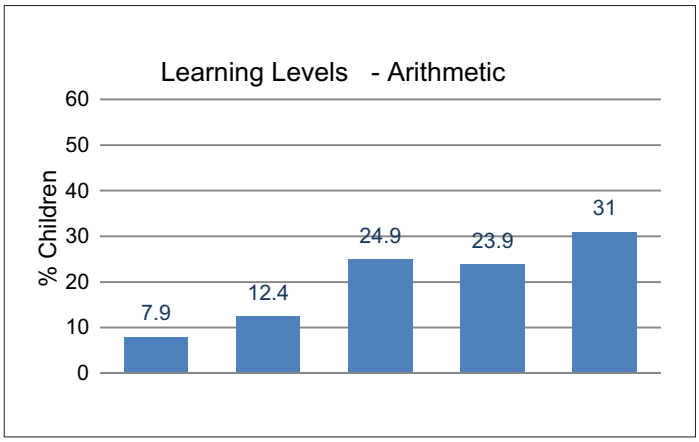


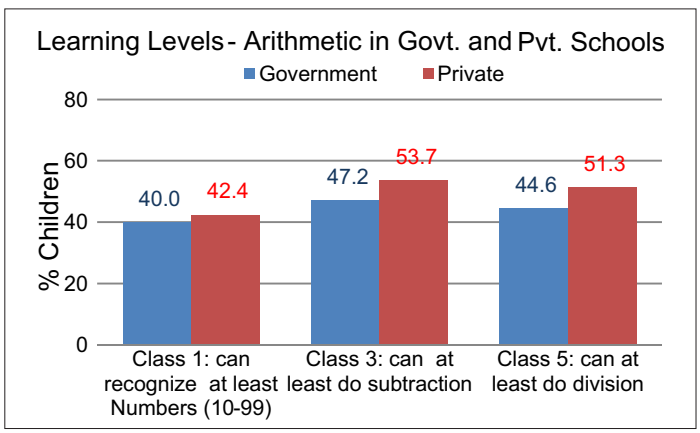
Learning Levels - Arithmetic

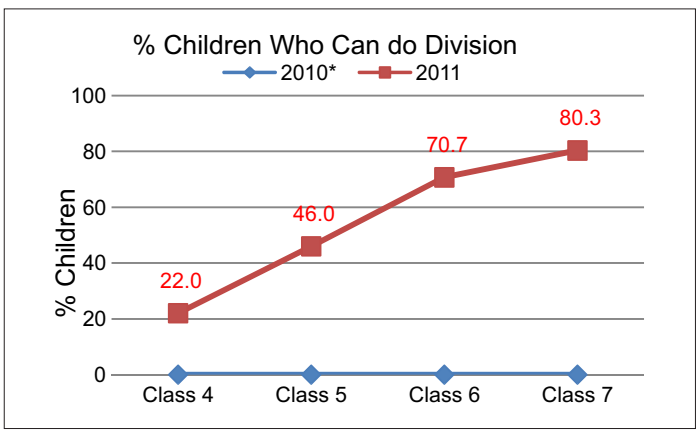
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	14.8	44.4	38.1	2.1	0.5	100
2	4.4	11.1	58.3	22.8	3.3	100
3	2.4	8.9	40.5	39.3	8.9	100
4	0.8	2.3	20.5	54.5	22.0	100
5	0.0	1.2	12.4	40.4	46.0	100
6	1.2	0.0	7.3	20.7	70.7	100
7	0.0	0.0	2.8	16.9	80.3	100
8	1.3	0.0	2.6	11.5	84.6	100
9	1.8	0.0	5.3	8.8	84.2	100
10	0.0	0.0	3.6	0.0	96.4	100

How to read : 2.6% (2.1+0.5) children of class 1 can do subtraction



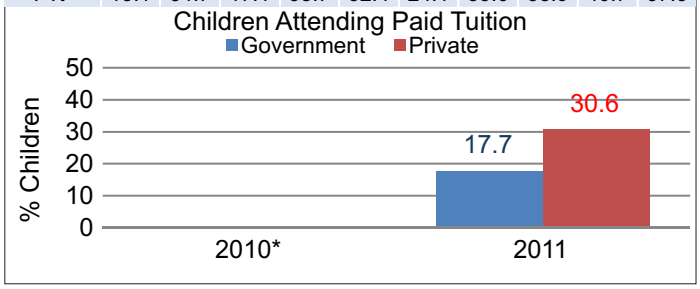




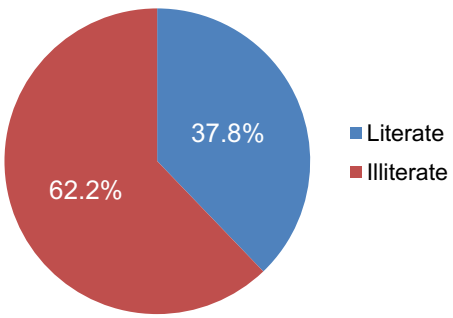
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	7.9	12.5	14.0	21.5	17.1	13.6	29.1	23.3	54.3	31.8
Pvt	15.1	34.7	17.1	38.7	52.4	24.1	55.6	38.9	46.7	37.5



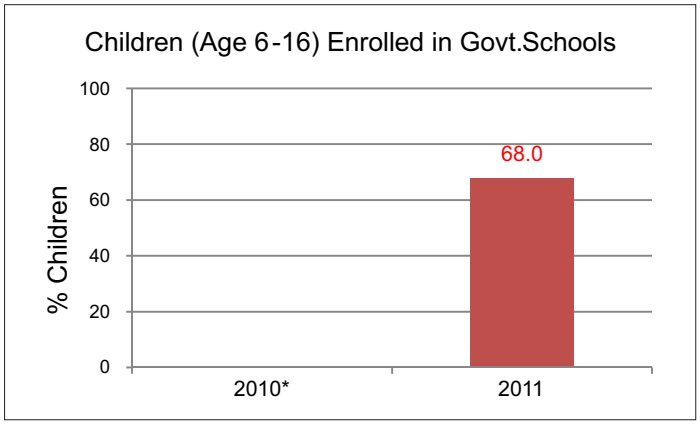
Mothers' Literacy

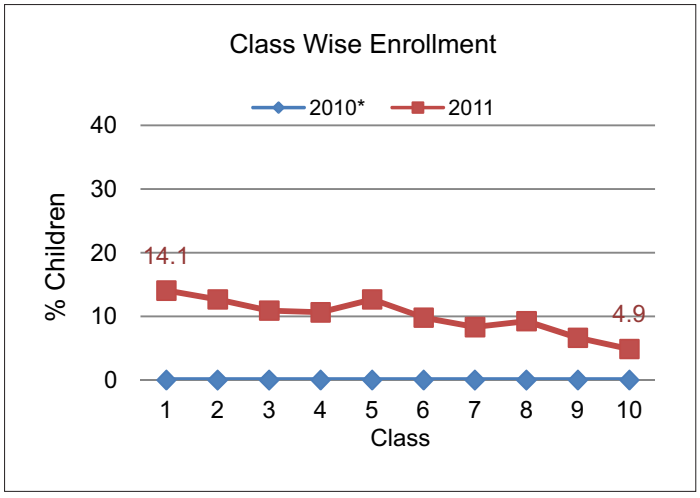


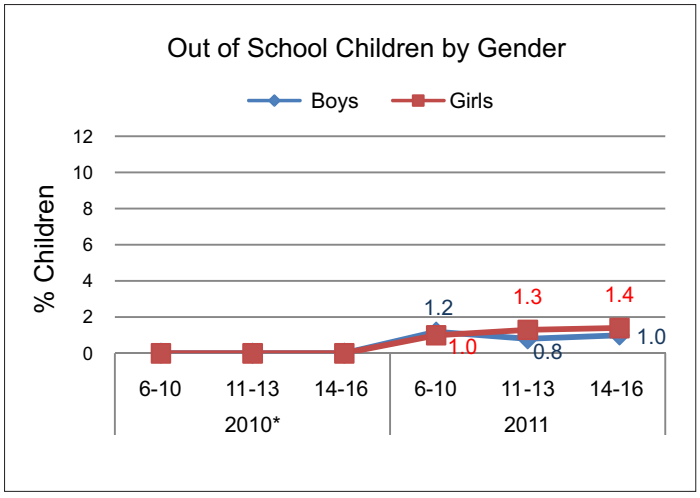
Jhelum

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	58.1	36.6	0.4	0.7	3.5	0.7	100
11-13	67.6	23.8	1.3	0.0	2.2	5.1	100
14-16	71.0	15.6	0.9	0.4	1.8	10.3	100
6-16	63.4	28.7	0.7	0.5	2.8	3.9	100
Total	93.3				6.7		
By Type	68.0	30.8	0.8	0.5			

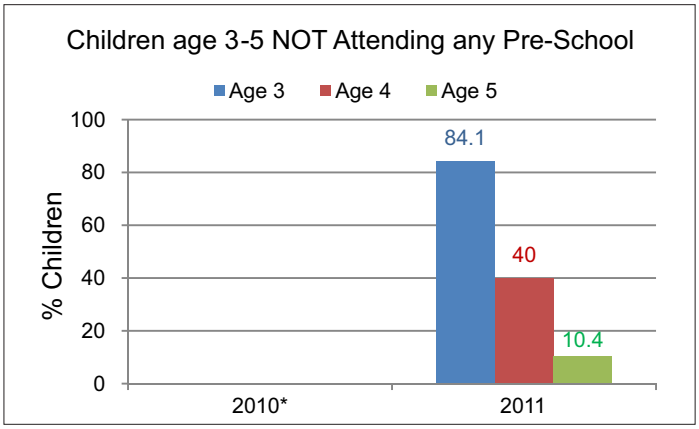






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	7.3	8.5	0.0	0.0	84.1	100
4	20.0	40.0	0.0	0.0	40.0	100
5	39.1	50.4	0.0	0.0	10.4	100
3-5	24.3	34.8	0.0	0.0	40.8	100
Total	59.1				40.8	
By Type	41.1	58.9	0.0	0.0		100



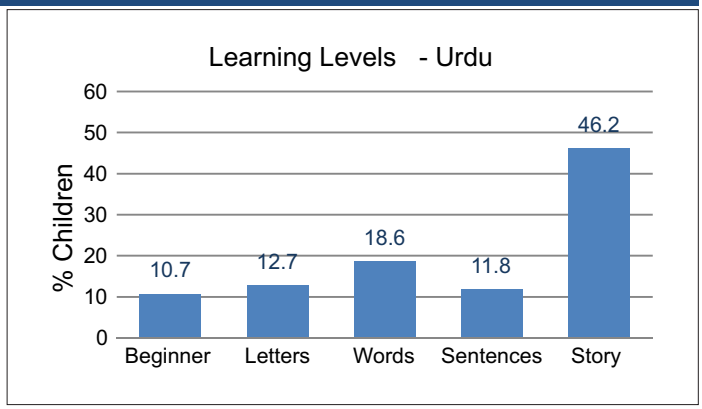
*District Jhelum was not surveyed in 2010

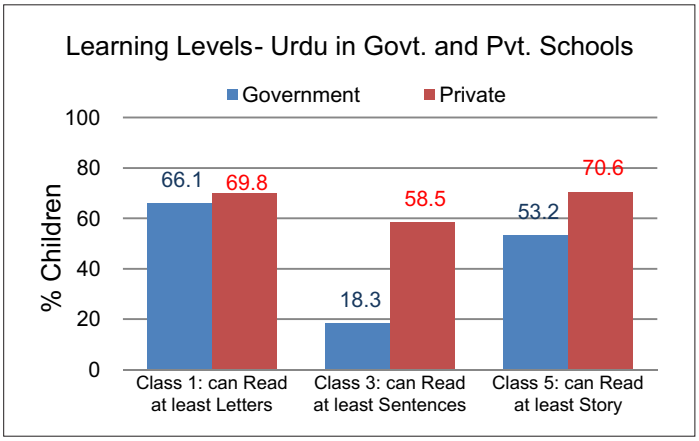
Learning Levels - Urdu

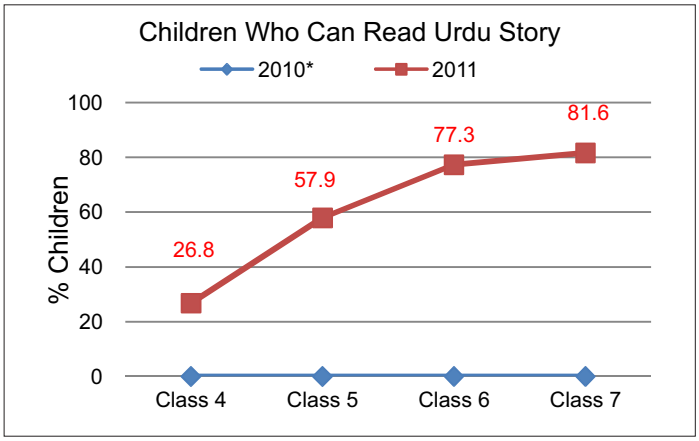
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.7	34.2	27.5	3.3	3.3	100
2	11.6	24.1	42.9	9.8	11.6	100
3	6.9	16.8	41.6	17.8	16.8	100
4	5.2	9.3	27.8	30.9	26.8	100
5	0.9	6.1	13.2	21.9	57.9	100
6	2.3	1.1	6.8	12.5	77.3	100
7	1.3	1.3	6.6	9.2	81.6	100
8	1.1	2.2	3.4	5.6	87.6	100
9	0.0	0.0	0.0	3.3	96.7	100
10	0.0	0.0	0.0	4.2	95.8	100

How to read: 6.6% (3.3+3.3) children of class 1 can read sentences





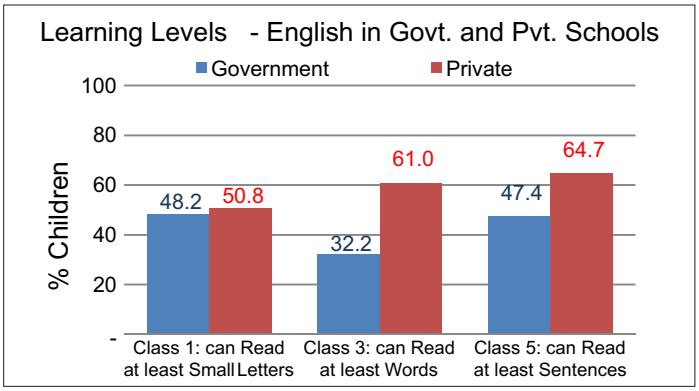


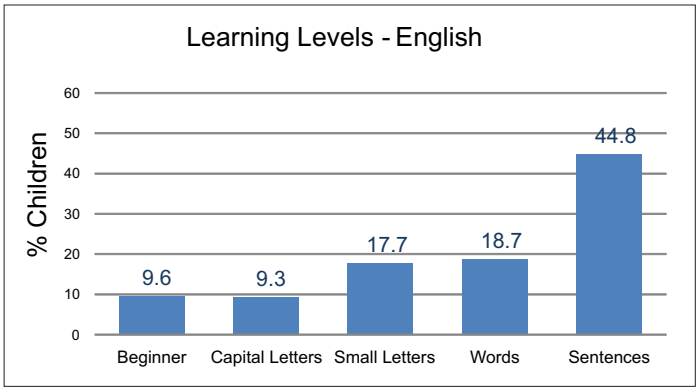
Learning Levels - English

Class Wise % Children Who Can Read English

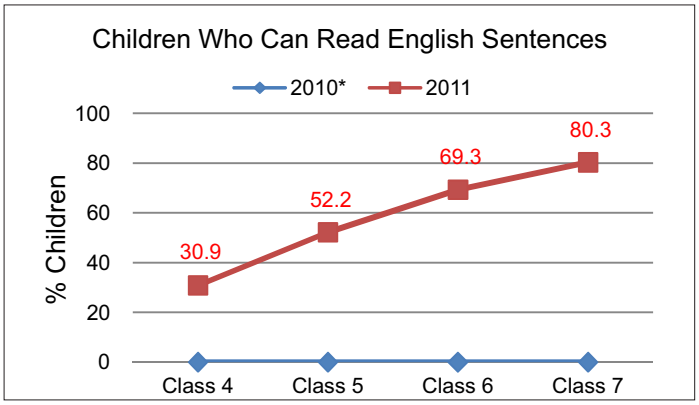
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	28.6	21.8	37.8	8.4	3.4	100	80.0	100
2	11.6	17.0	41.1	20.5	9.8	100	60.9	90.9
3	3.0	12.0	41.0	29.0	15.0	100	96.6	73.3
4	1.0	9.3	20.6	38.1	30.9	100	78.4	76.7
5	0.9	2.7	8.0	36.3	52.2	100	68.3	69.5
6	1.1	2.3	8.0	19.3	69.3	100	82.4	82.0
7	1.3	0.0	1.3	17.1	80.3	100	92.3	93.4
8	1.1	1.1	1.1	10.0	86.7	100	100	89.7
9	0.0	0.0	0.0	5.0	95.0	100	100	87.7
10	0.0	0.0	0.0	0.0	100	100	0.0	93.8

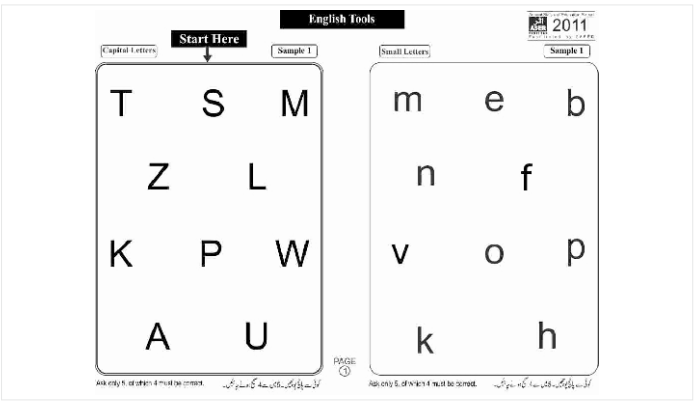
How to read: 11.8% (8.4+3.4) children of class 1 can read words





Jhelum



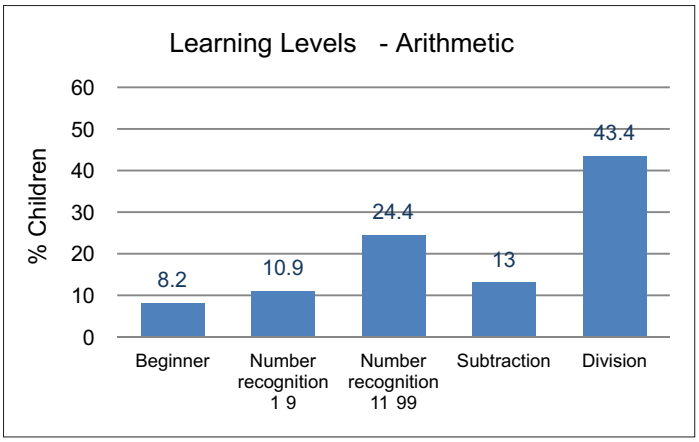


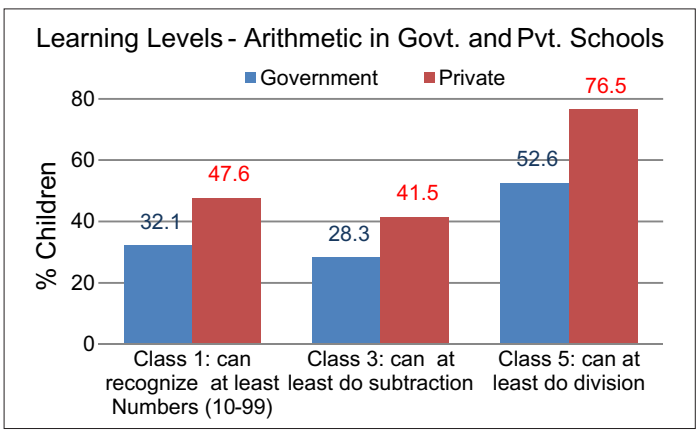
Learning Levels - Arithmetic

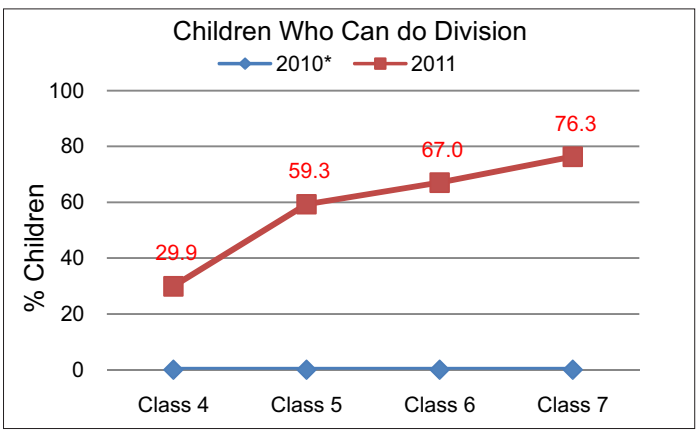
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	25.0	35.0	34.2	3.3	2.5	100
2	8.0	23.2	49.1	14.3	5.4	100
3	2.0	16.8	47.5	19.8	13.9	100
4	0.0	3.1	41.2	25.8	29.9	100
5	0.0	0.9	18.6	21.2	59.3	100
6	1.1	0.0	14.8	17.0	67.0	100
7	0.0	0.0	11.8	11.8	76.3	100
8	0.0	0.0	3.3	13.3	83.3	100
9	0.0	0.0	3.3	3.3	93.3	100
10	0.0	0.0	0.0	6.3	93.8	100

How to read : 5.8% (3.3+2.5) children of class 1 can do subtraction



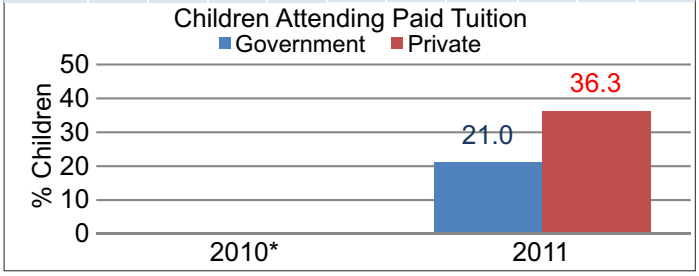




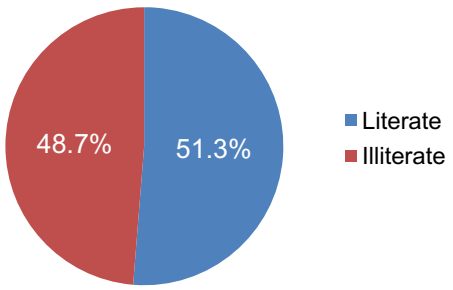
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	10.5	11.0	8.6	23.1	21.1	29.4	22.9	27.2	34.4	30.4
Pvt.	33.3	49.1	39.6	33.3	30.8	35.1	35.0	41.2	36.4	71.4



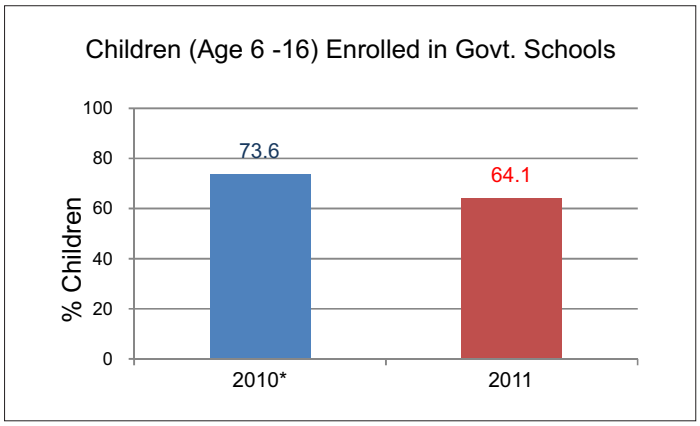
Mothers' Literacy

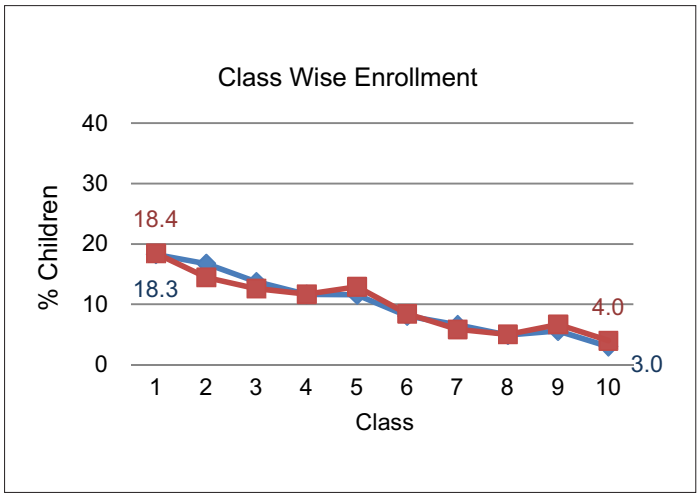


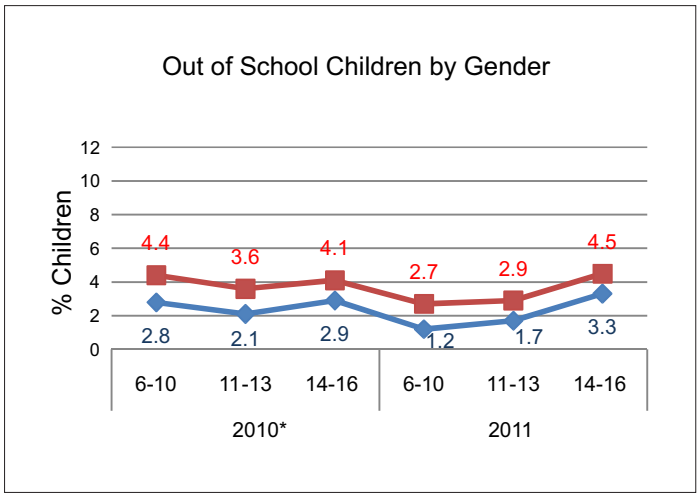
Jhang

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	55.6	37.3	0.3	0.0	4.9	1.9	100
11-13	54.1	24.3	0.4	0.0	6.6	14.7	100
14-16	48.7	15.5	0.4	0.4	13.6	21.5	100
6-16	53.7	29.6	0.3	0.1	7.2	9.0	100
Total	83.7				16.2		
By Type	64.1	35.4	0.4	0.1			

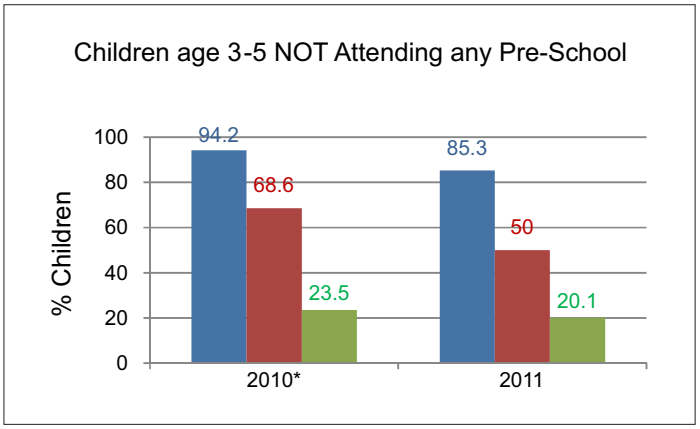






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrassah	Others	Out of School	Total
3	8.4	6.3	0.0	0.0	85.3	100
4	23.0	27.0	0.0	0.0	50.0	100
5	48.1	31.2	0.6	0.0	20.1	100
3-5	30.1	23.2	0.3	0.0	46.4	100
Total	53.6				46.4	
By Type	56.1	43.3	0.5	0.0		100

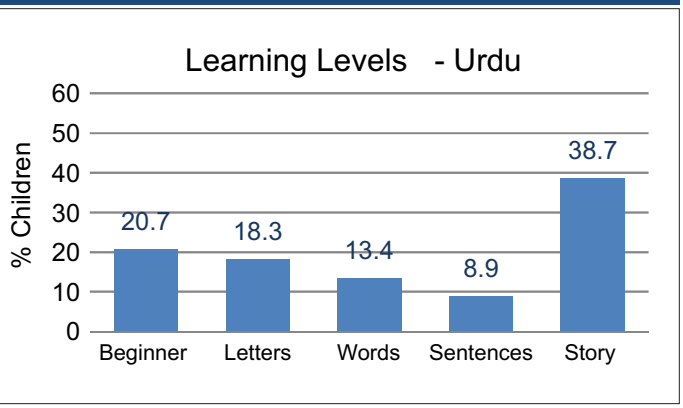


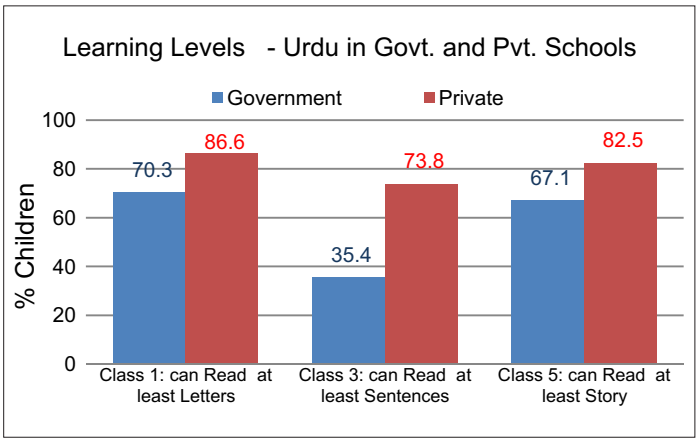
* District Jhang was surveyed in 2010

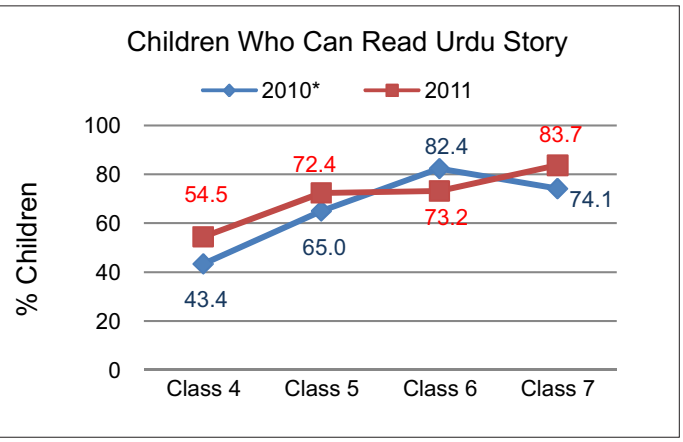
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.8	51.3	21.5	3.8	0.6	100
2	7.1	29.9	34.6	7.1	21.3	100
3	2.8	15.9	30.8	15.0	35.5	100
4	3.0	5.9	9.9	26.7	54.5	100
5	4.3	2.6	7.8	12.9	72.4	100
6	2.8	0.0	7.0	16.9	73.2	100
7	6.1	4.1	4.1	2.0	83.7	100
8	0.0	0.0	2.8	8.3	88.9	100
9	0.0	0.0	0.0	2.1	97.9	100
10	3.4	0.0	0.0	0.0	96.6	100

How to read: 4.4% (3.8+0.6) children of class 1 can read sentences





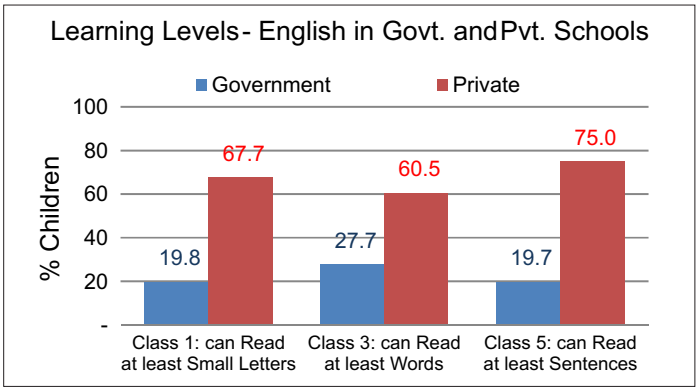


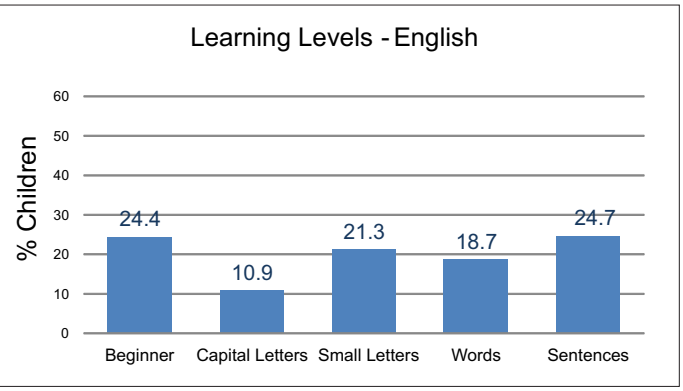
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	35.3	25.0	31.4	8.3	0.0	100
2	14.8	16.4	39.1	23.4	6.3	100
3	4.6	12.0	42.6	29.6	11.1	100
4	5.9	3.9	29.4	39.2	21.6	100
5	6.0	2.6	16.4	36.2	38.8	100
6	4.2	0.0	8.5	29.6	57.7	100
7	6.0	0.0	6.0	18.0	70.0	100
8	2.7	0.0	2.7	8.1	86.5	100
9	2.1	0.0	2.1	8.3	87.5	100
10	0.0	0.0	0.0	7.1	92.9	100

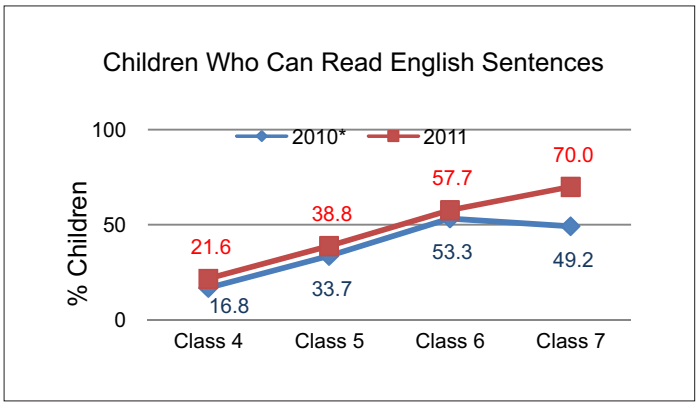
How to read: 8.3% (8.3+0.0) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
92.3	0.0
86.7	100.0
68.8	91.7
80.0	86.4
81.0	75.6
81.0	85.4
88.9	85.7
66.7	87.5
75.0	88.1
100.0	92.3





Jhang



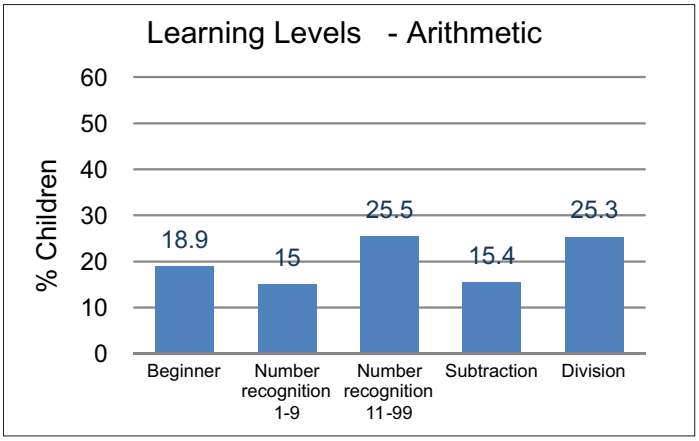


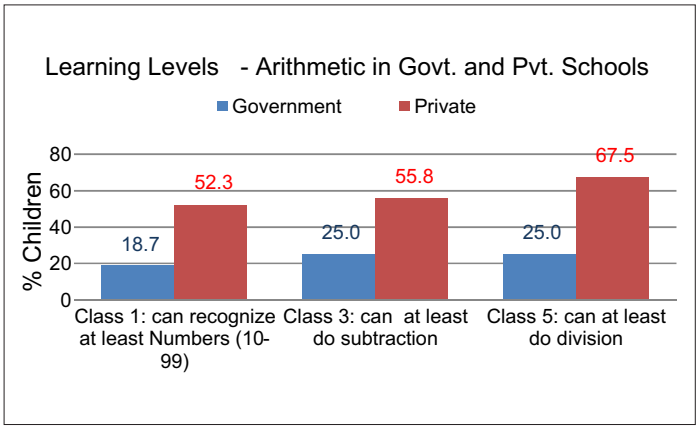
Learning Levels - Arithmetic

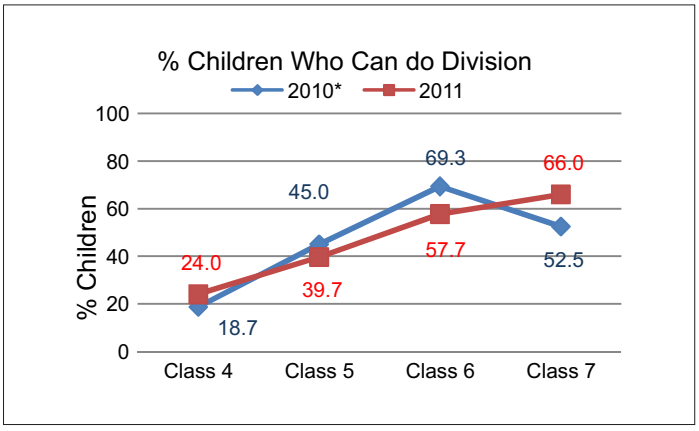
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	21.8	45.5	29.5	2.6	0.6	100
2	6.3	13.3	60.2	14.1	6.3	100
3	2.8	6.5	53.3	26.2	11.2	100
4	4.0	5.0	31.0	36.0	24.0	100
5	3.4	2.6	16.4	37.9	39.7	100
6	2.8	1.4	9.9	28.2	57.7	100
7	4.0	0.0	20.0	10.0	66.0	100
8	2.8	0.0	5.6	8.3	83.3	100
9	0.0	0.0	2.1	8.5	89.4	100
10	0.0	0.0	0.0	3.6	96.4	100

How to read : 3.2% (2.6+0.6) children of class 1 can do subtraction



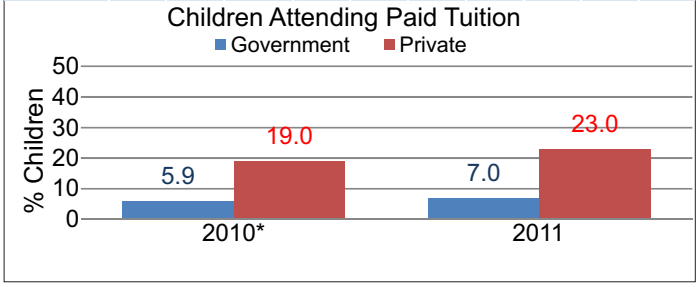




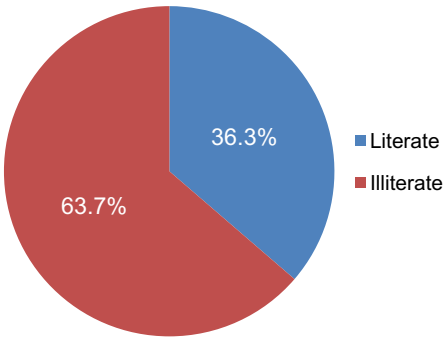
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.9	4.5	5.4	5.4	7.7	10.5	11.1	10.7	14.8	9.1
Pvt.	16.0	15.7	27.7	28.9	32.6	21.7	35.0	31.6	30.0	20.0



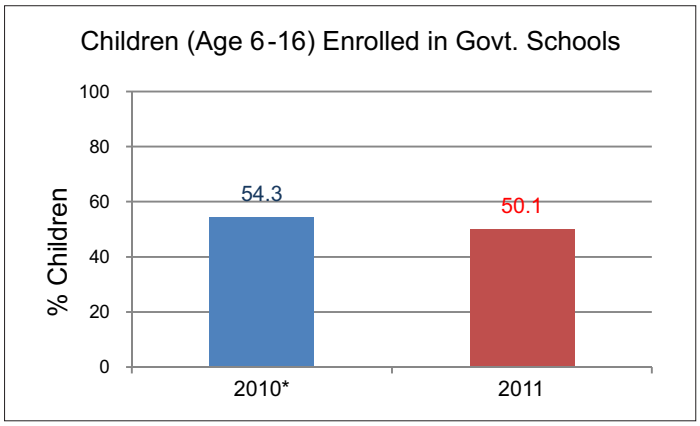
Mothers' Literacy

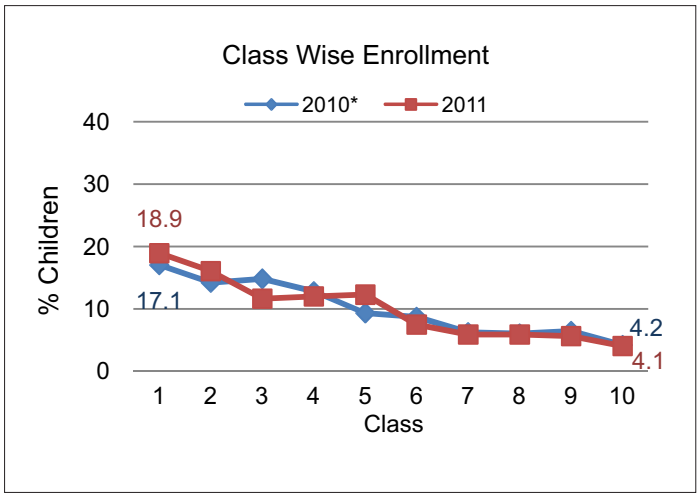


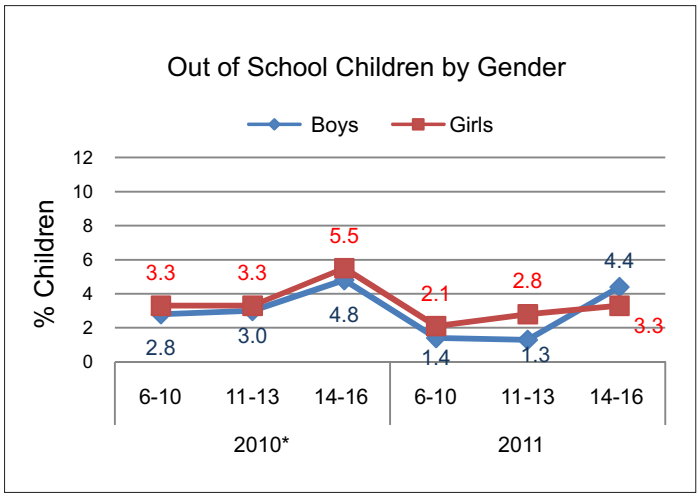
Kasur

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	41.5	48.8	1.1	2.3	5.4	0.9	100
11-13	46.0	32.8	2.4	0.7	8.0	10.1	100
14-16	41.1	21.5	1.8	0.0	14.9	20.7	100
6-16	42.4	39.2	1.6	1.4	8.1	7.3	100
Total	84.6				15.4		
By Type	50.1	46.3	1.9	1.7			

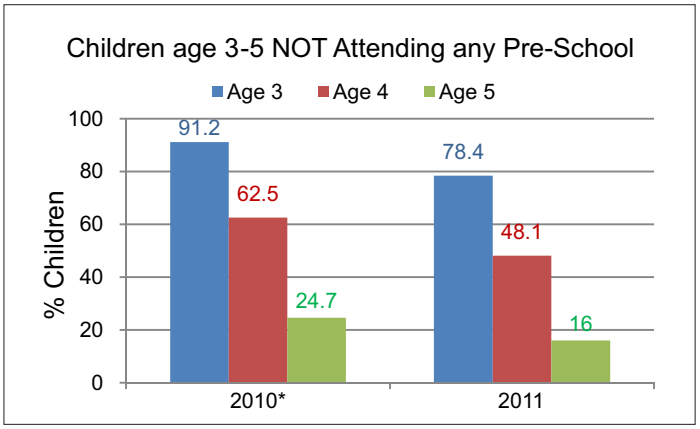






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	7.2	13.5	0.0	0.9	78.4	100
4	13.0	35.2	0.9	2.8	48.1	100
5	31.3	47.9	1.2	3.7	16.0	100
3-5	19.1	34.3	0.8	2.6	43.2	100
Total	56.8				43.2	
By Type	33.6	60.4	1.4	4.6		100

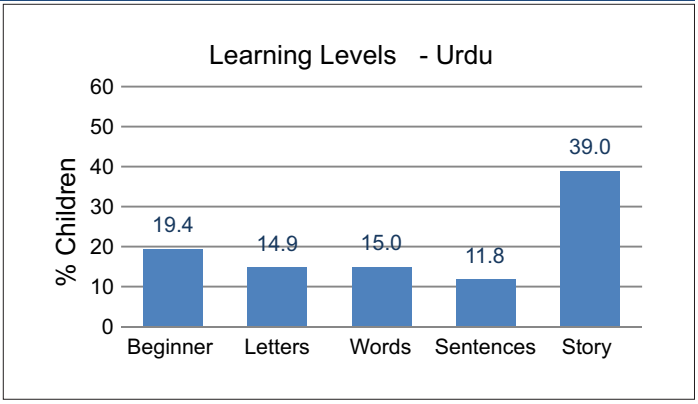


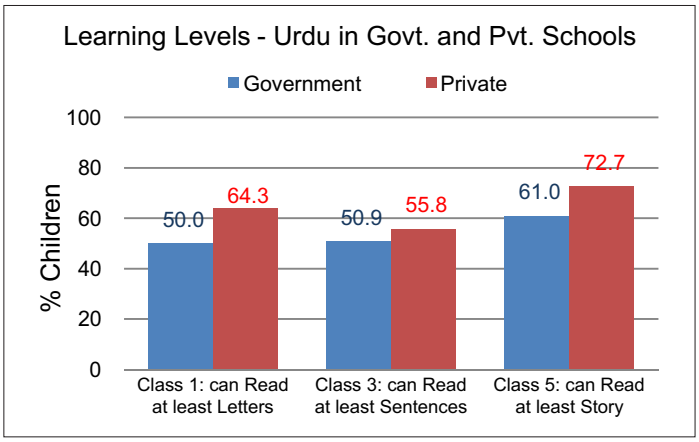
*District Kasur was surveyed in 2010

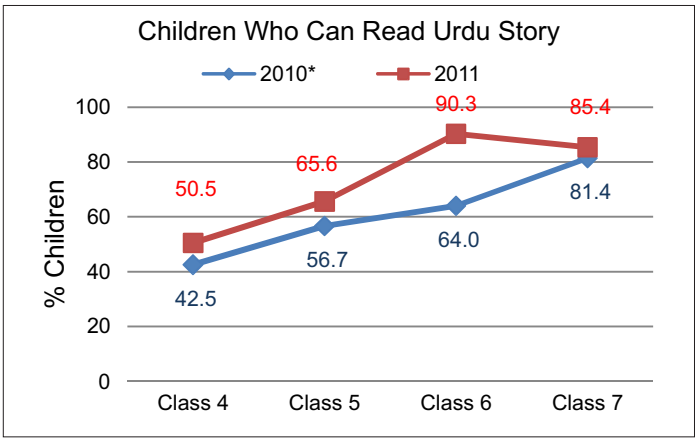
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	42.5	34.2	17.8	3.4	2.1	100
2	16.0	22.9	33.6	18.3	9.2	100
3	5.1	11.2	30.6	30.6	22.4	100
4	4.9	5.8	12.6	26.2	50.5	100
5	1.1	5.4	16.1	11.8	65.6	100
6	0.0	0.0	1.6	8.1	90.3	100
7	0.0	0.0	6.3	8.3	85.4	100
8	0.0	0.0	2.0	4.0	94.0	100
9	0.0	0.0	0.0	8.2	91.8	100
10	0.0	0.0	0.0	0.0	100	100

How to read: 5.5% (3.4+2.1) children of class 1 can read sentences





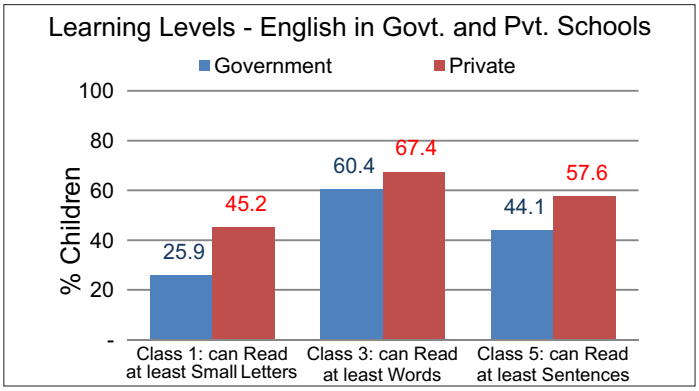


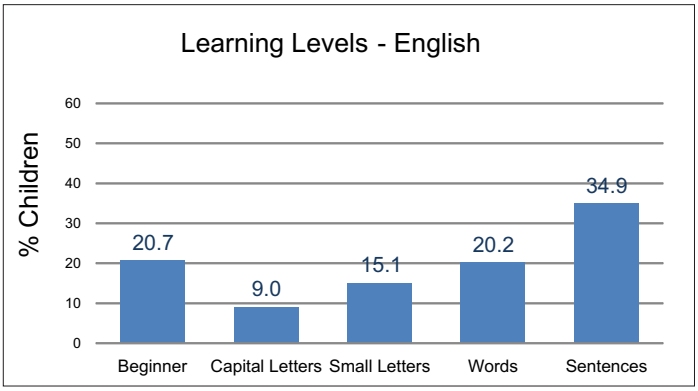
Learning Levels - English

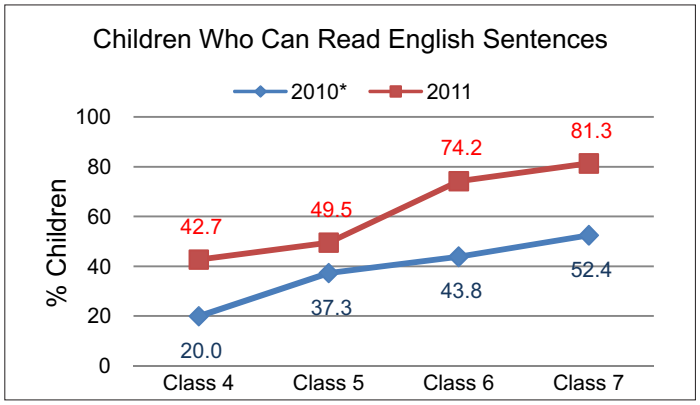
Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	43.8	18.5	26.0	9.6	2.1	100
2	17.8	15.5	27.1	30.2	9.3	100
3	5.1	10.2	21.4	41.8	21.4	100
4	3.9	3.9	8.7	40.8	42.7	100
5	1.1	5.4	10.8	33.3	49.5	100
6	0.0	0.0	6.5	19.4	74.2	100
7	0.0	0.0	2.1	16.7	81.3	100
8	0.0	0.0	2.0	6.0	92.0	100
9	0.0	0.0	2.1	4.2	93.8	100
10	0.0	0.0	0.0	0.0	100.0	100

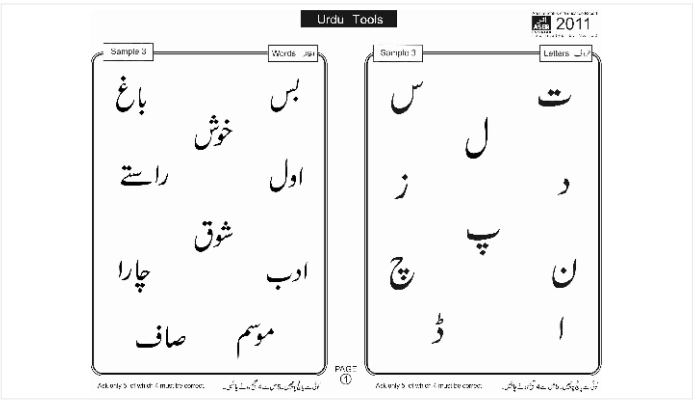
How to read: 11.7% (9.6+2.1) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
50.0	66.7
71.8	66.7
63.4	61.9
66.7	72.7
61.3	82.6
66.7	93.5
50.0	76.9
100	84.8
100	88.9
0.0	96.9







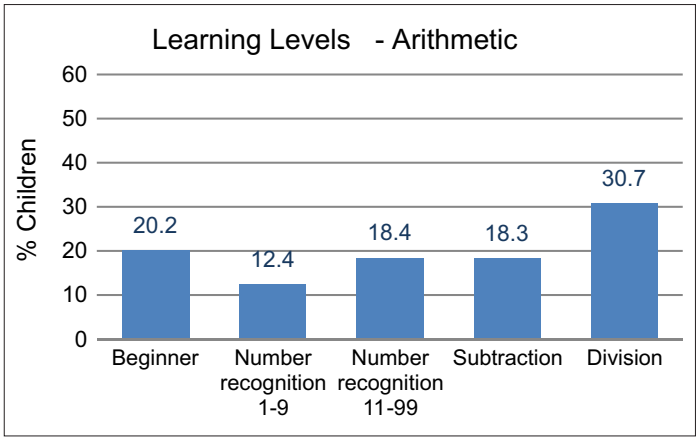


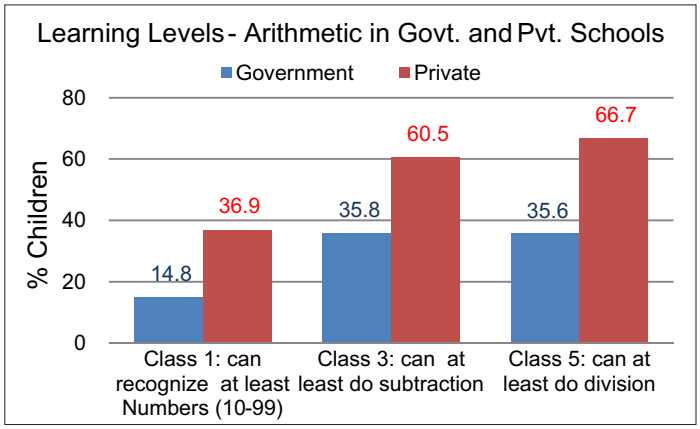
Learning Levels - Arithmetic

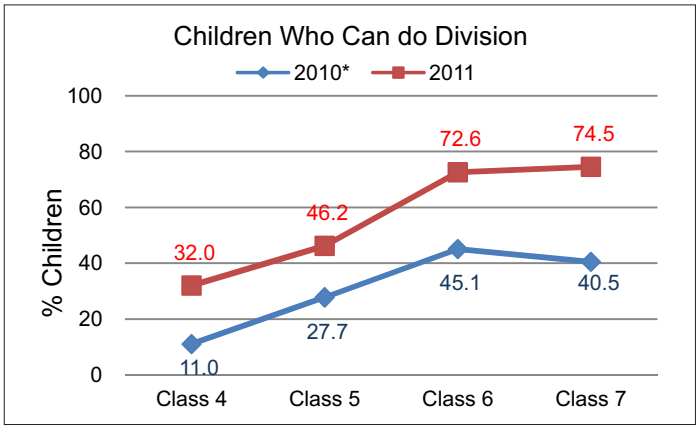
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	42.5	30.1	21.9	5.5	0.0	100
2	16.3	24.0	38.0	20.2	1.6	100
3	4.1	9.2	40.8	26.5	19.4	100
4	3.9	1.9	19.4	42.7	32.0	100
5	1.1	4.3	15.1	33.3	46.2	100
6	0.0	0.0	8.1	19.4	72.6	100
7	0.0	0.0	4.3	21.3	74.5	100
8	0.0	0.0	2.0	14.0	84.0	100
9	0.0	0.0	2.1	10.6	87.2	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read : 5.5% (5.5+0.0) children of class 1 can do subtraction



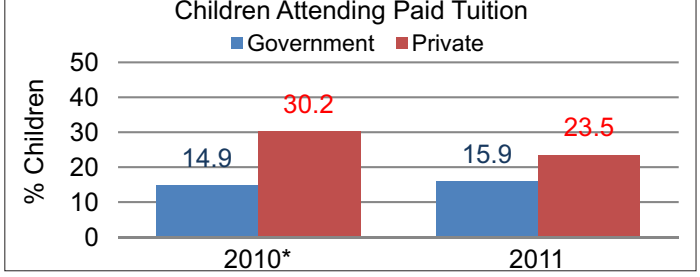




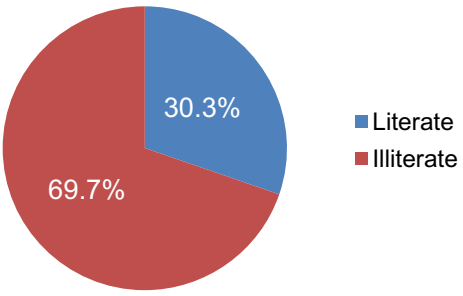
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	6.8	8.5	13.4	12.1	13.8	25.6	16.7	17.9	47.6	20.8
Pvt.	14.3	21.9	35.1	25.8	34.7	15.4	31.8	12.5	33.3	30.0



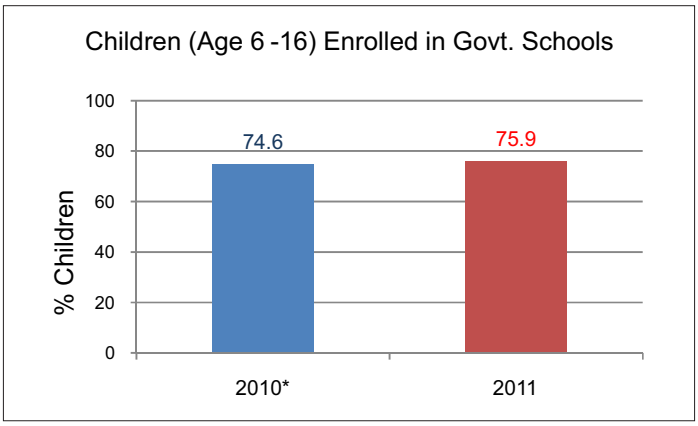
Mothers' Literacy

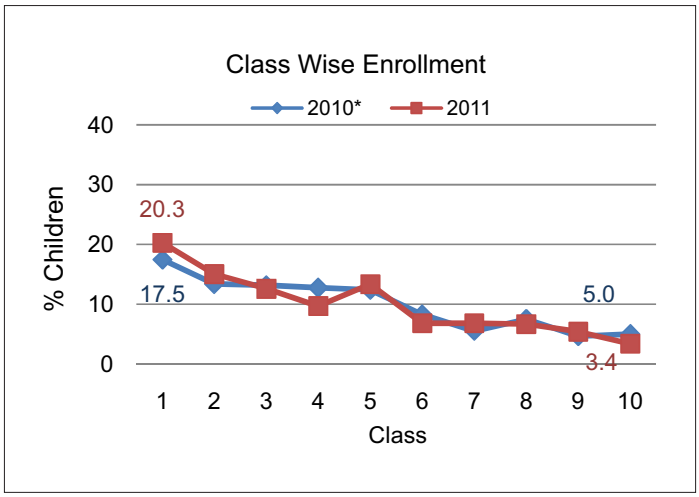


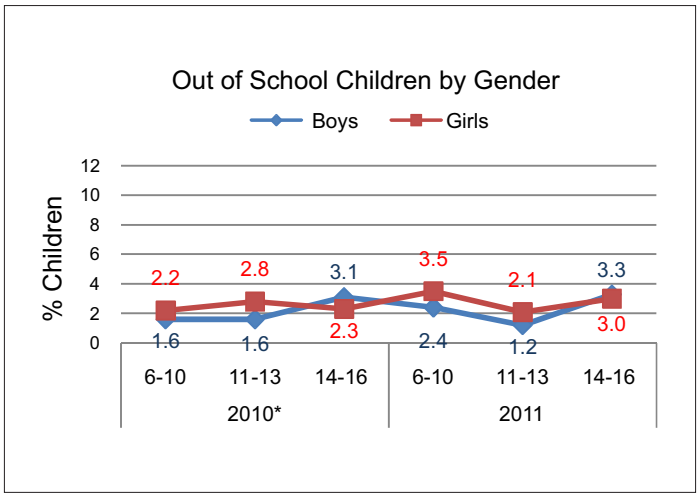
Khanewal

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Other	Never Enrolled	Drop-out	
6-10	66.1	23.1	0.4	0.1	7.6	2.7	100
11-13	68.9	15.7	0.7	0.3	5.7	8.7	100
14-16	52.6	14.9	0.0	0.0	11.6	20.9	100
6-16	64.1	19.8	0.4	0.2	7.9	7.6	100
Total	84.5				15.5		
By Type	75.9	23.4	0.5	0.2			

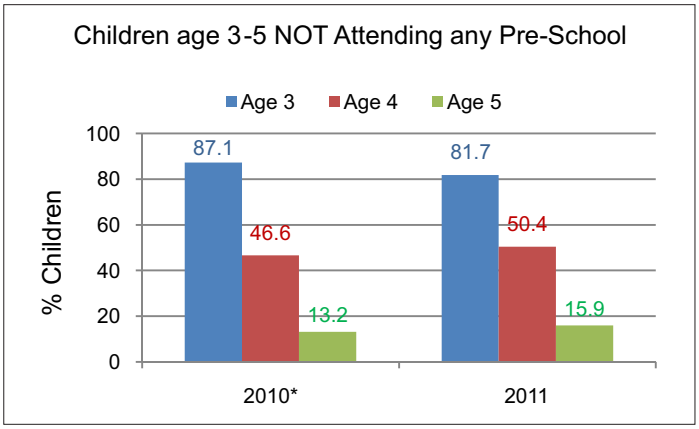






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrassah	Others	Out of School	Total
3	7.3	11.0	0.0	0.0	81.7	100
4	34.1	15.4	0.0	0.0	50.4	100
5	53.6	30.5	0.0	0.0	15.9	100
3-5	34.2	20.1	0.0	0.0	45.7	100
Total	54.3				45.7	
By Type	63.0	37.0	0.0	0.0		100



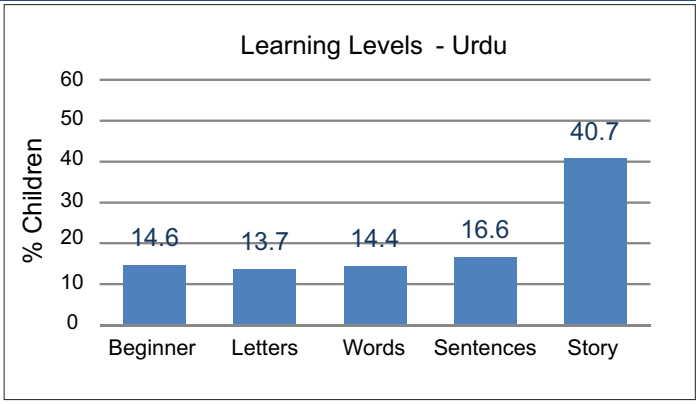
* District Khanewal was surveyed in 2010

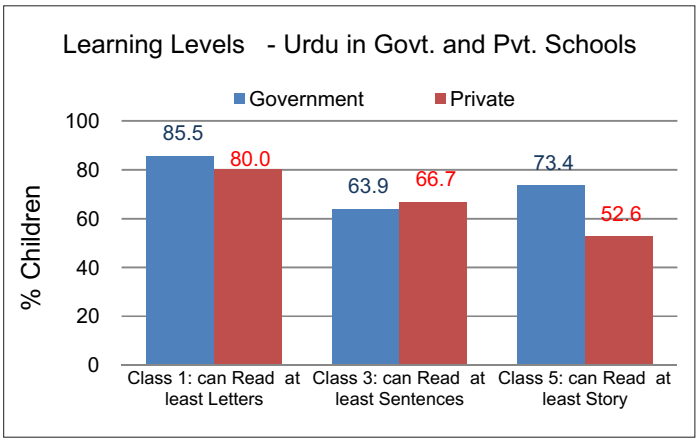
Learning Levels - Urdu

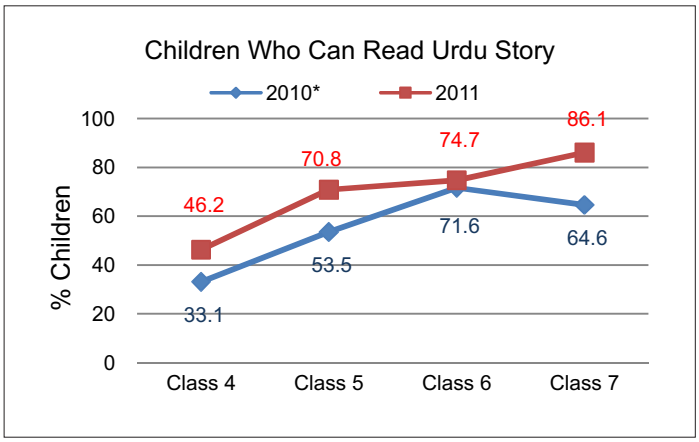
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	16.5	51.6	24.7	6.6	0.5	100
2	6.8	17.9	31.5	31.5	12.3	100
3	3.6	3.6	28.8	35.3	28.8	100
4	0.9	5.7	16.0	31.1	46.2	100
5	0.7	5.6	6.3	16.7	70.8	100
6	2.7	4.0	2.7	16.0	74.7	100
7	1.4	4.2	1.4	6.9	86.1	100
8	0.0	1.4	1.4	2.8	94.4	100
9	0.0	0.0	0.0	5.9	94.1	100
10	0.0	0.0	0.0	3.1	96.9	100

How to read: 7.1% (6.6+0.5) children of class 1 can read sentences







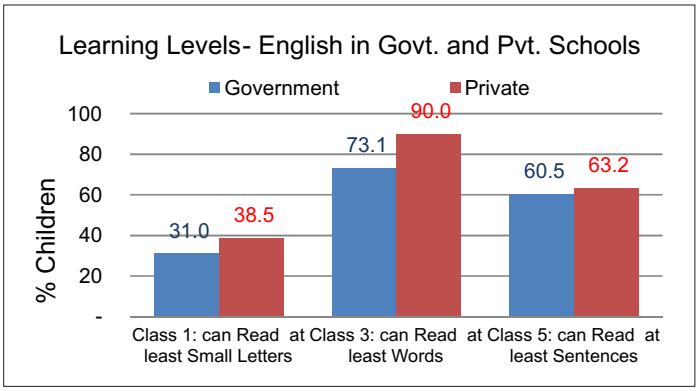
Learning Levels - English

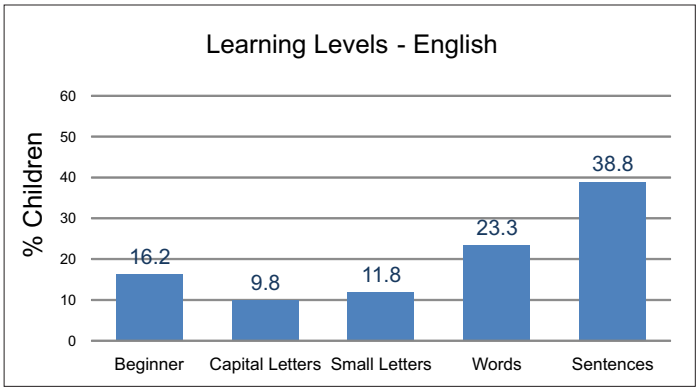
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	24.3	42.0	19.9	12.7	1.1	100
2	6.7	10.4	31.9	42.3	8.6	100
3	3.6	3.6	16.5	57.6	18.7	100
4	0.9	3.8	7.5	33.0	54.7	100
5	2.1	2.1	5.6	29.2	61.1	100
6	1.3	1.3	4.0	17.3	76.0	100
7	1.4	1.4	0.0	4.2	93.1	100
8	0.0	1.4	1.4	4.2	93.0	100
9	0.0	0.0	2.0	2.0	96.1	100
10	0.0	0.0	0.0	3.1	96.9	100

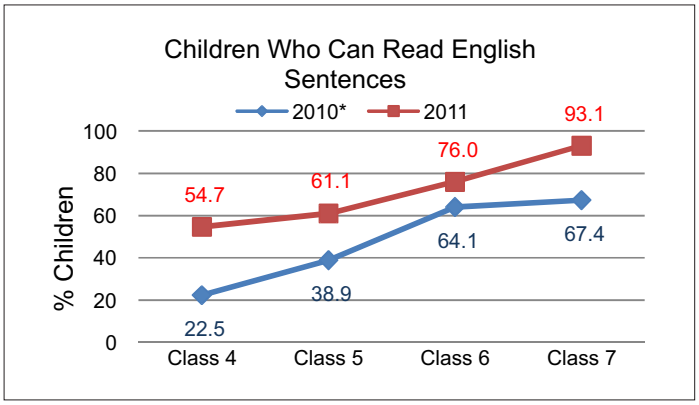
How to read: 13.8% (12.7+1.1) children of class 1 can read words

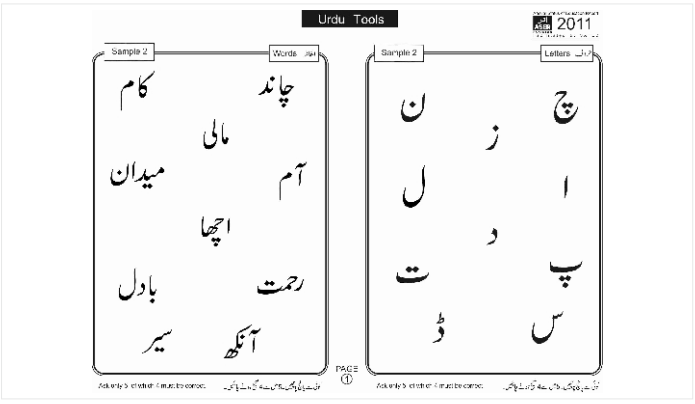
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
65.2	50.0
76.8	78.6
85.0	80.8
88.6	87.9
81.0	86.4
84.6	91.2
33.3	91.0
100.0	90.9
100.0	83.7
100.0	96.8





Khanewal



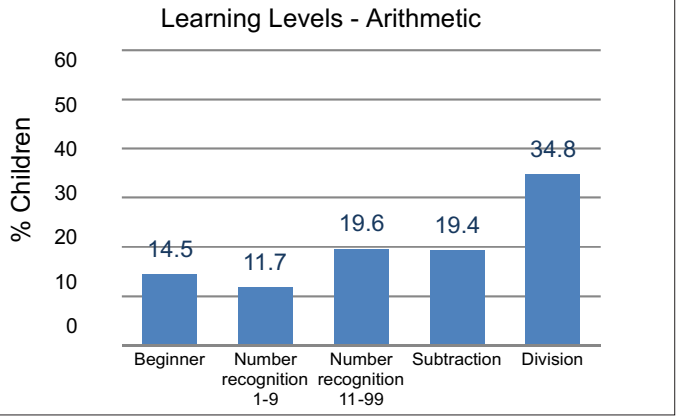


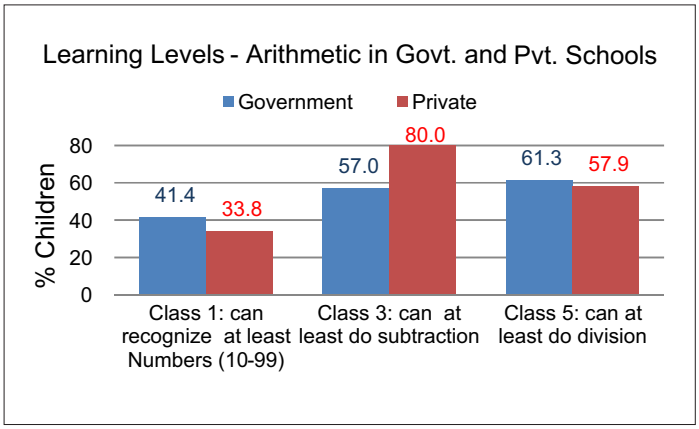
Learning Levels - Arithmetic

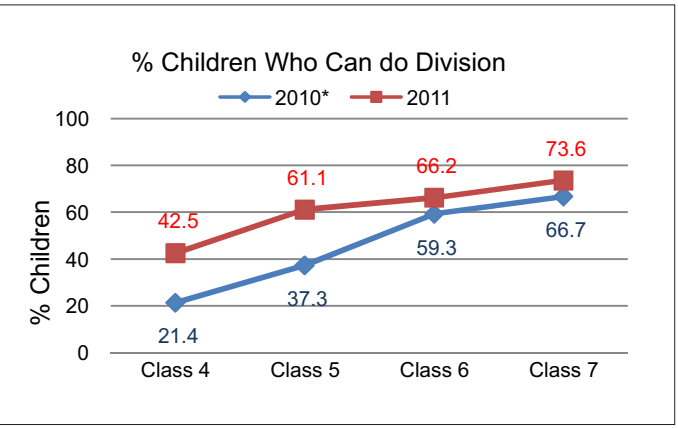
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	14.4	47.0	35.4	2.2	1.1	100
2	7.4	14.1	49.1	23.9	5.5	100
3	5.1	3.6	29.7	48.6	13.0	100
4	3.8	4.7	14.2	34.9	42.5	100
5	1.4	3.5	7.6	26.4	61.1	100
6	2.7	1.4	2.7	27.0	66.2	100
7	1.4	4.2	4.2	16.7	73.6	100
8	0.0	0.0	1.4	8.6	90.0	100
9	0.0	0.0	3.9	7.8	88.2	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 3.3% (2.2+1.1) children of class 1 can do subtraction



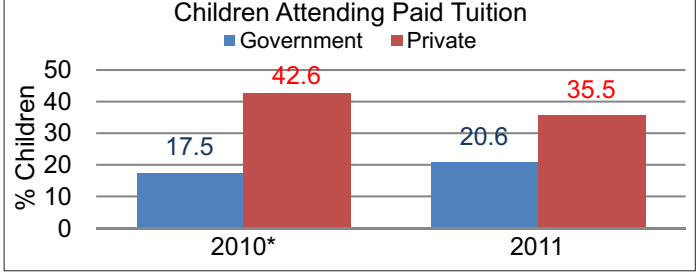




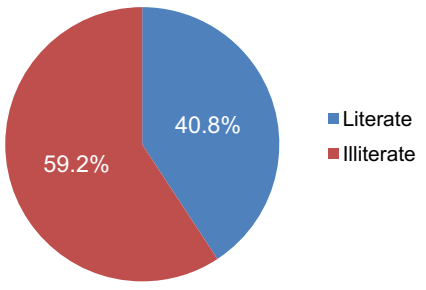
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	12.7	15.2	14.7	21.8	20.9	31.7	31.3	27.1	29.4	48.6
Pvt	32.2	52.2	37.5	28.6	47.8	33.3	25.0	21.1	38.5	60.0



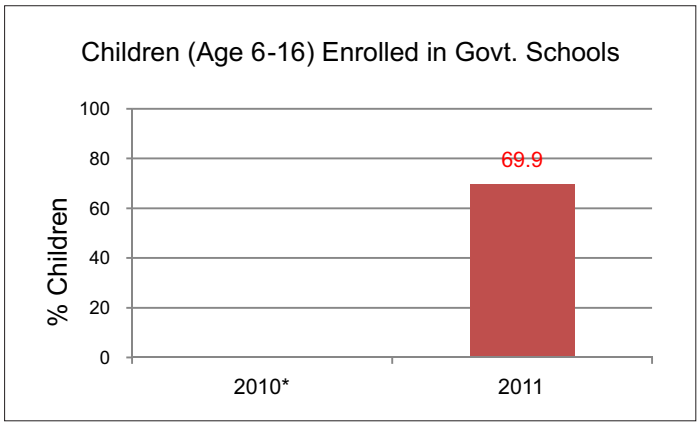
Mothers' Literacy

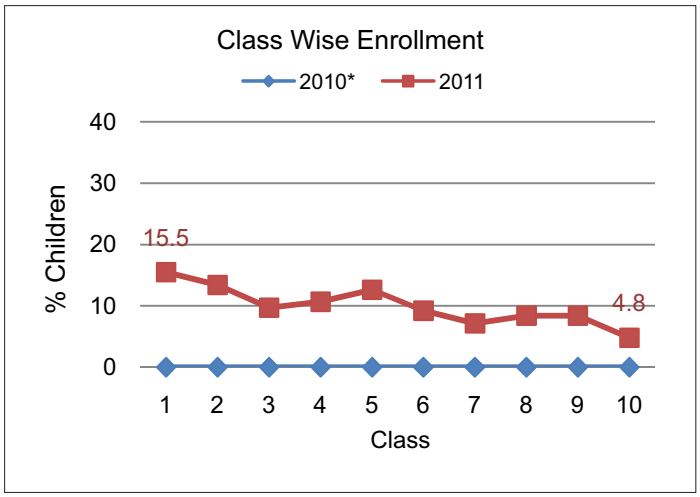


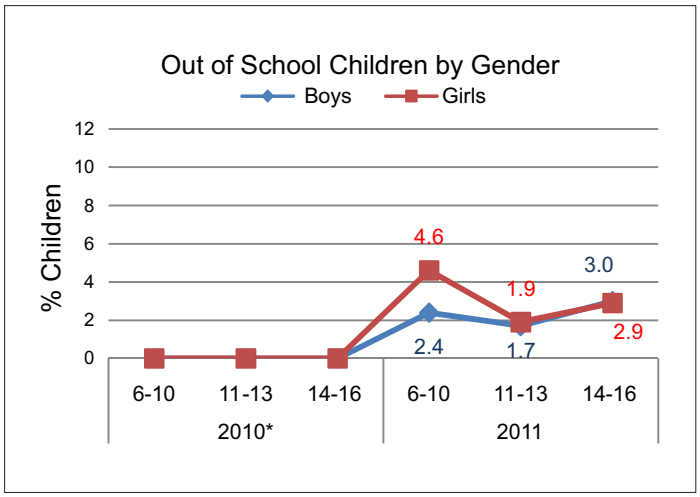
Khushab

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	58.0	27.4	0.2	0.7	9.3	4.5	100
11-13	61.1	24.4	0.6	0.0	4.8	9.0	100
14-16	55.7	17.0	1.5	0.0	4.1	21.8	100
6-16	58.3	24.2	0.6	0.3	6.9	9.6	100
Total	83.4				16.5		
By Type	69.9	29.0	0.7	0.4			

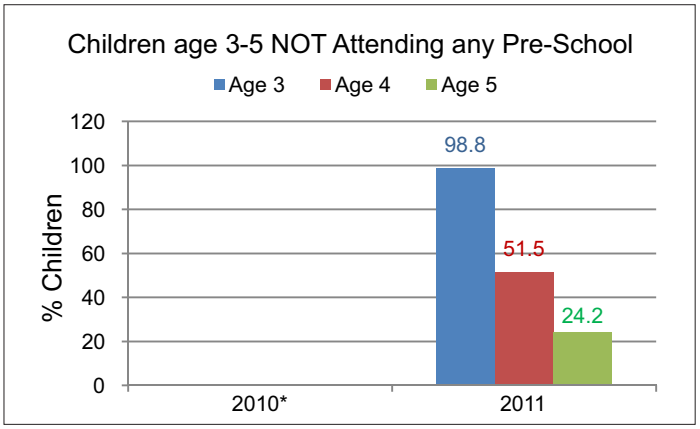






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of School	Total
3	0.0	1.2	0.0	0.0	98.8	100
4	28.3	18.2	0.0	2.0	51.5	100
5	46.9	28.1	0.0	0.8	24.2	100
3-5	28.3	17.7	0.0	1.0	53.1	100
Total	47.0				53.1	
By Type	60.3	37.7	0.0	2.1		100



*District Khushab was not surveyed in 2010

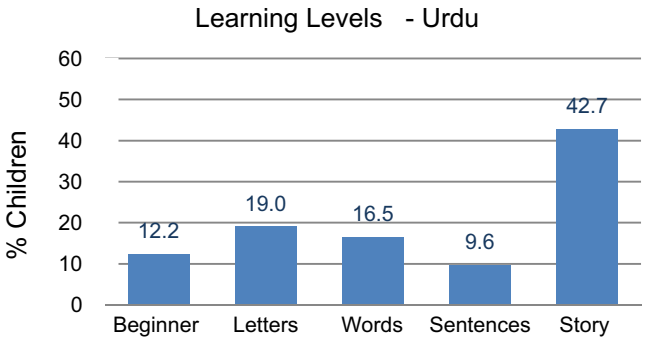
Khushab

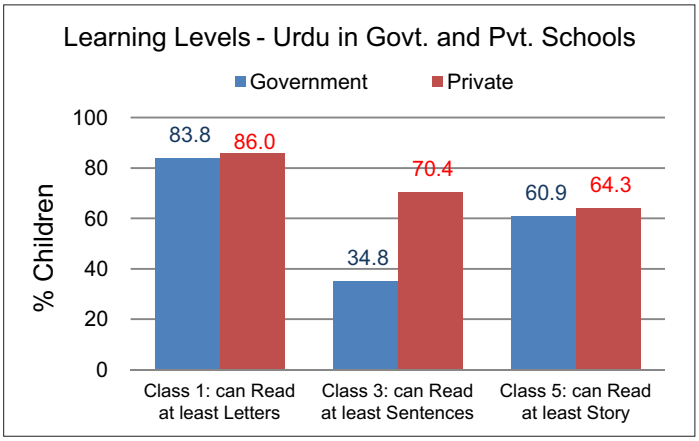
Learning Levels - Urdu

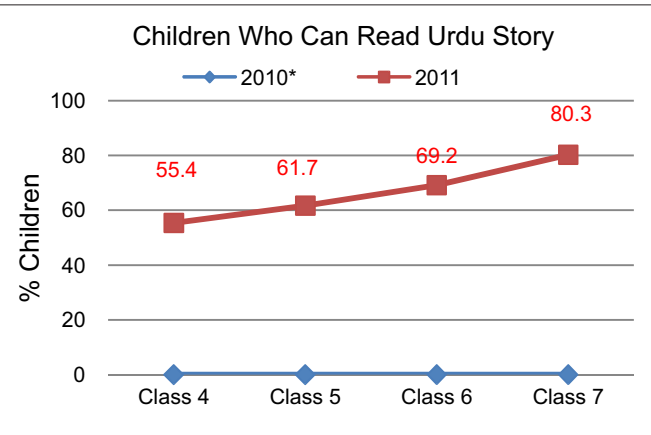
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	16.7	66.7	14.4	0.8	1.5	100
2	7.6	32.6	43.2	10.6	6.1	100
3	3.2	13.7	37.9	23.2	22.1	100
4	1.0	13.9	18.8	10.9	55.4	100
5	1.7	6.7	12.5	17.5	61.7	100
6	2.2	5.5	9.9	13.2	69.2	100
7	0.0	2.8	8.5	8.5	80.3	100
8	0.0	2.6	6.5	7.8	83.1	100
9	1.2	1.2	0.0	7.3	90.2	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 2.3% (0.8+1.5) children of class 1 can read sentences





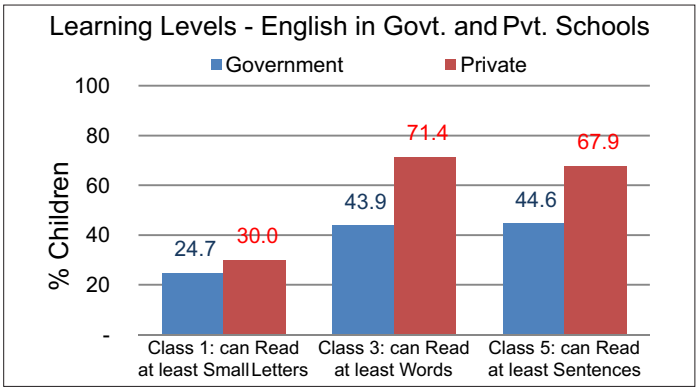


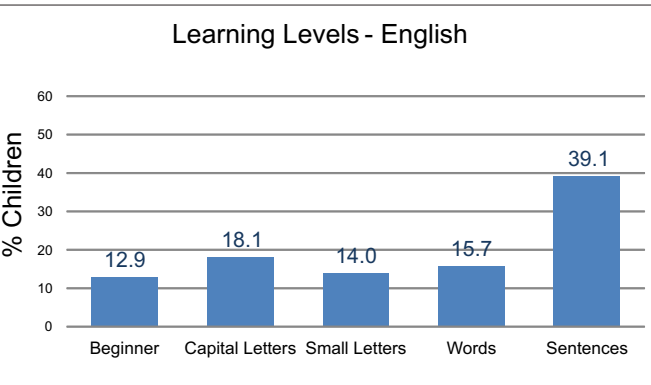
Learning Levels - English

Class Wise % Children Who Can Read English

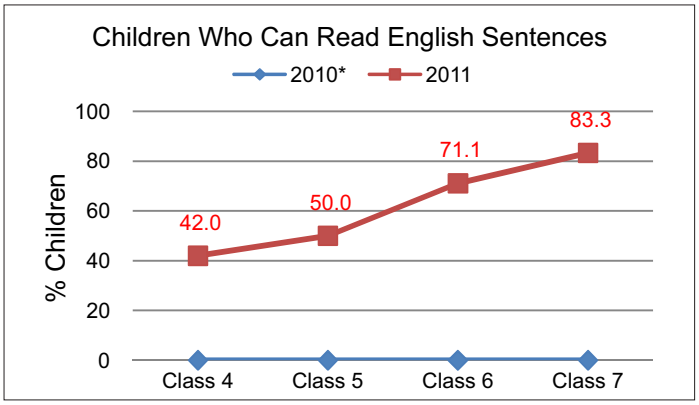
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	22.6	51.1	22.6	2.3	1.5	100	0.0	0.0
2	7.6	32.1	30.5	22.9	6.9	100	63.3	66.7
3	2.1	18.8	28.1	36.5	14.6	100	85.7	42.9
4	3.0	16.0	15.0	24.0	42.0	100	75.0	40.5
5	0.8	7.5	10.0	31.7	50.0	100	73.7	45.0
6	2.2	3.3	8.9	14.4	71.1	100	84.6	60.9
7	1.4	2.8	2.8	9.7	83.3	100	71.4	70.0
8	1.3	5.2	3.9	9.1	80.5	100	71.4	67.7
9	1.2	2.5	0.0	4.9	91.4	100	50.0	74.3
10	0.0	0.0	0.0	6.5	93.5	100	100.0	90.7

How to read: 3.8% (2.3+1.5) children of class 1 can read words





Khushab



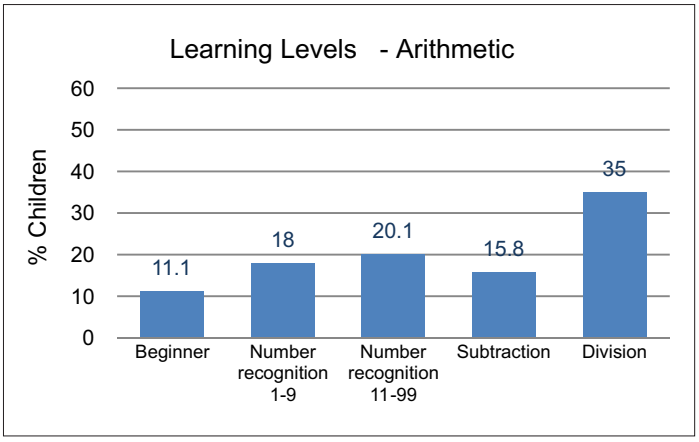


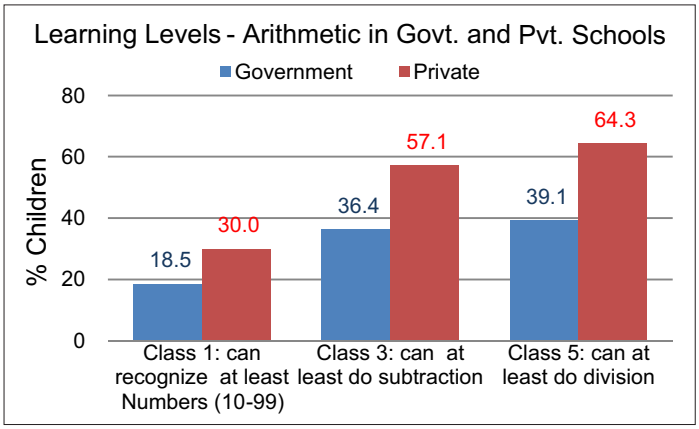
Learning Levels - Arithmetic

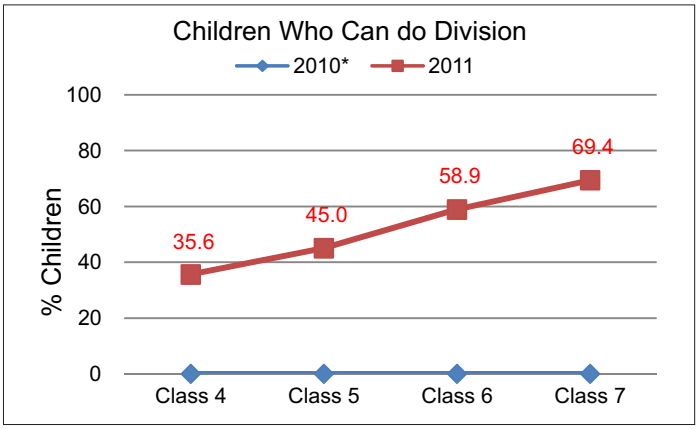
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	18.0	59.4	21.1	0.8	0.8	100
2	6.1	27.3	52.3	9.8	4.5	100
3	3.1	15.6	39.6	29.2	12.5	100
4	1.0	12.9	17.8	32.7	35.6	100
5	0.8	6.7	17.5	30.0	45.0	100
6	1.1	4.4	12.2	23.3	58.9	100
7	0.0	1.4	9.7	19.4	69.4	100
8	0.0	1.3	9.1	14.3	75.3	100
9	0.0	2.5	1.2	11.1	85.2	100
10	0.0	0.0	0.0	4.3	95.7	100

How to read : 1.6% (0.8+0.8) children of class 1 can do subtraction



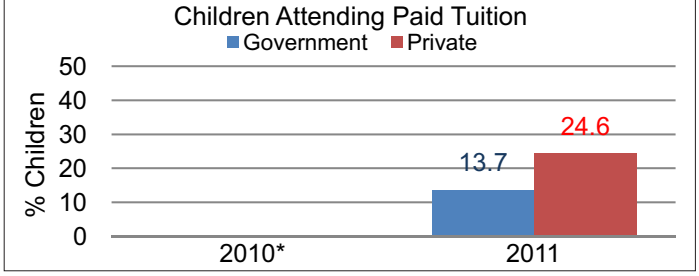




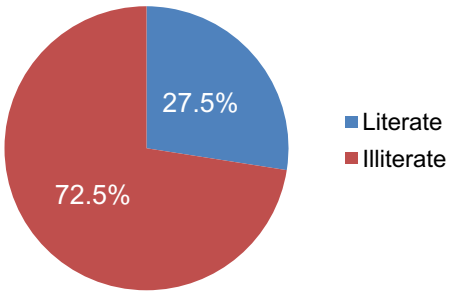
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	11.2	14.9	10.1	18.6	14.3	14.1	13.1	22.4	10.0	10.3
Pvt	16.1	18.8	17.9	39.1	26.7	16.7	9.1	37.0	40.0	44.4



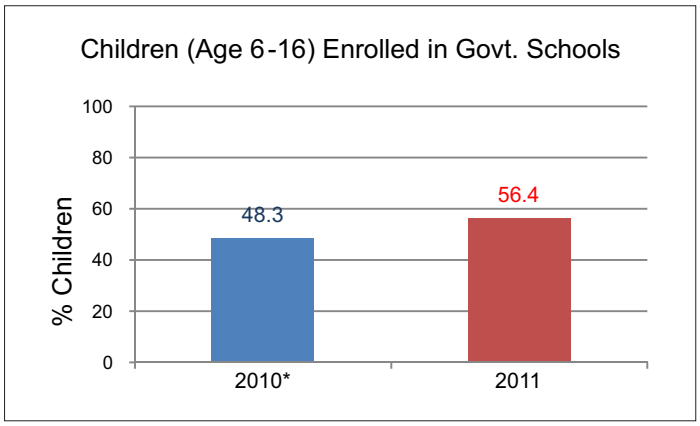
Mothers' Literacy

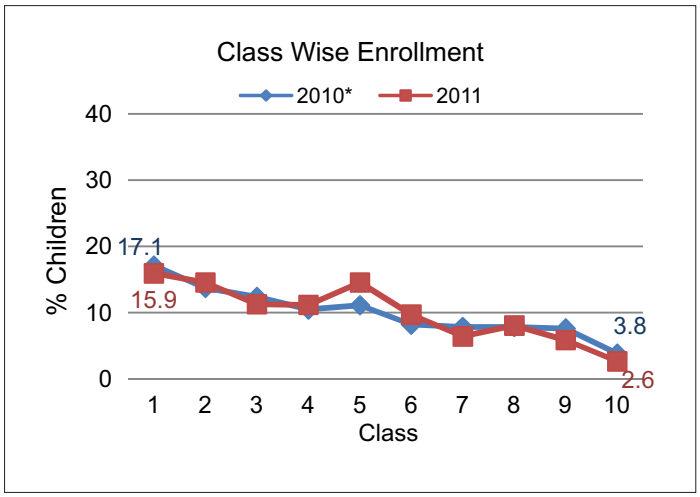


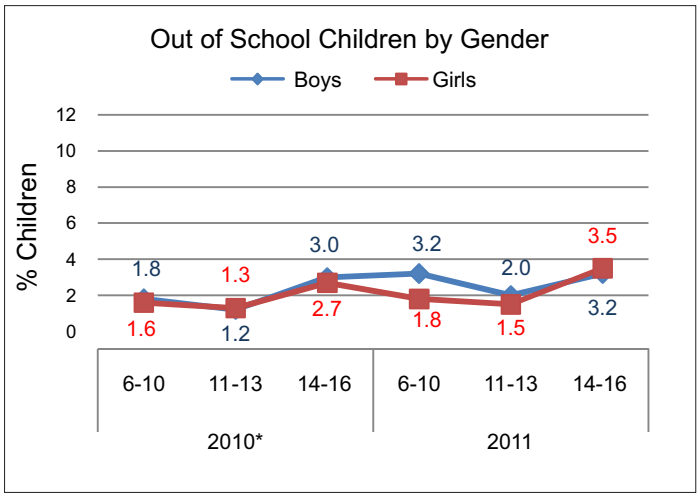
Lahore

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Other	Never Enrolled	Drop-out	
6-10	46.5	43.4	0.9	0.4	7.9	1.0	100
11-13	55.7	27.5	0.9	0.3	9.5	6.0	100
14-16	43.6	23.4	1.7	0.0	15.2	16.2	100
6-16	47.9	35.6	1.1	0.3	9.8	5.3	100
Total	84.9				15.1		
By Type	56.4	42.0	1.2	0.3			

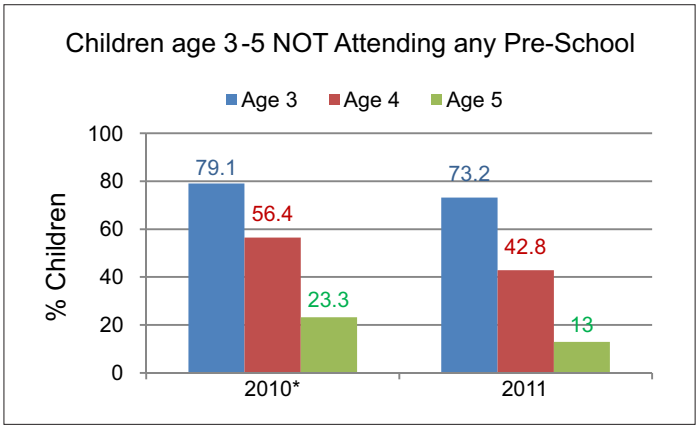






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	12.4	14.4	0.0	0.0	73.2	100
4	29.0	27.5	0.7	0.0	42.8	100
5	37.0	49.3	0.7	0.0	13.0	100
3-5	27.8	32.5	0.5	0.0	39.1	100
Total	60.8				39.1	
By Type	45.7	53.4	0.9	0.0		100



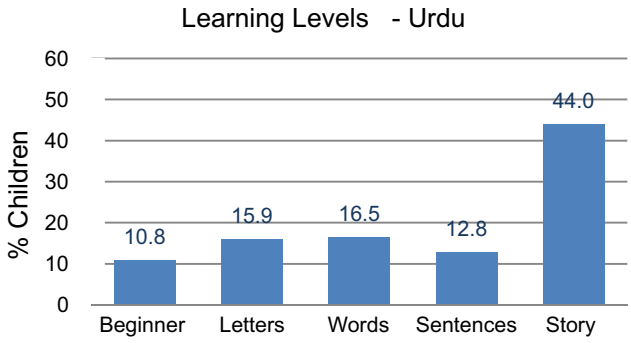
*District Lahore was surveyed in 2010

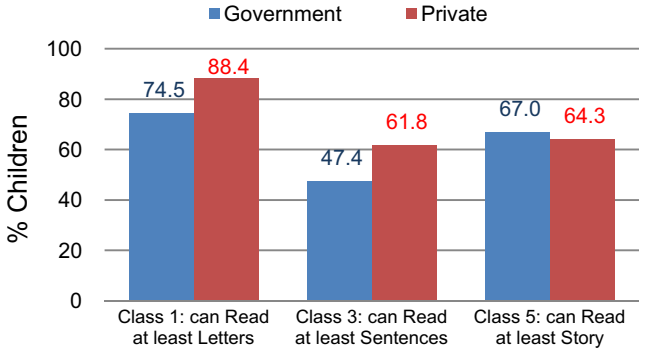
Learning Levels - Urdu

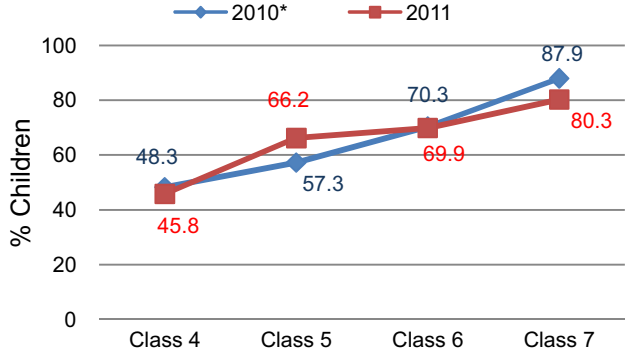
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	17.5	41.7	25.0	6.7	9.2	100
2	8.3	25.0	33.3	11.8	21.5	100
3	3.6	12.5	29.5	24.1	30.4	100
4	2.5	13.6	16.1	22.0	45.8	100
5	0.7	4.8	13.8	14.5	66.2	100
6	0.0	4.9	10.7	14.6	69.9	100
7	0.0	4.2	5.6	9.9	80.3	100
8	0.0	1.3	8.9	10.1	79.7	100
9	1.6	4.9	6.6	9.8	77.0	100
10	0.0	3.8	0.0	7.7	88.5	100

How to read: 15.9% (6.7+9.2) children of class 1 can read sentences







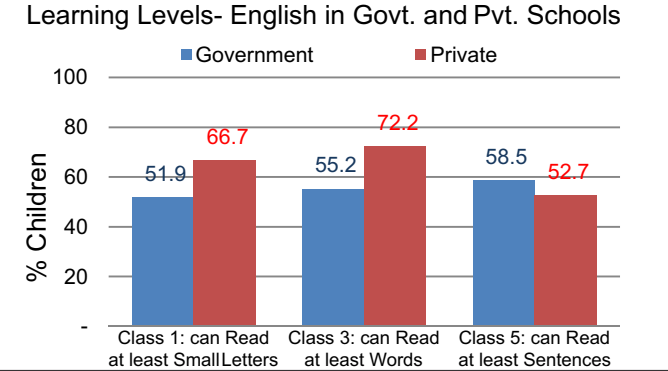
Learning Levels - English

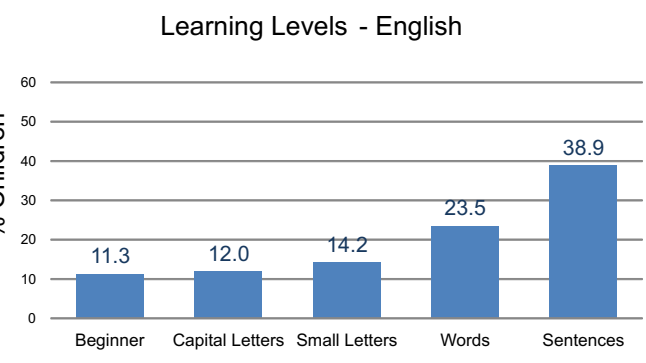
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	20.3	19.5	27.1	22.0	11.0	100
2	8.6	25.2	25.9	24.5	15.8	100
3	3.6	10.7	22.3	42.9	20.5	100
4	3.4	10.2	16.1	33.9	36.4	100
5	0.0	5.1	3.6	34.8	56.5	100
6	0.0	3.9	8.7	17.5	69.9	100
7	0.0	4.3	8.7	21.7	65.2	100
8	0.0	2.6	2.6	13.0	81.8	100
9	3.3	6.6	1.6	14.8	73.8	100
10	0.0	3.8	0.0	7.7	88.5	100

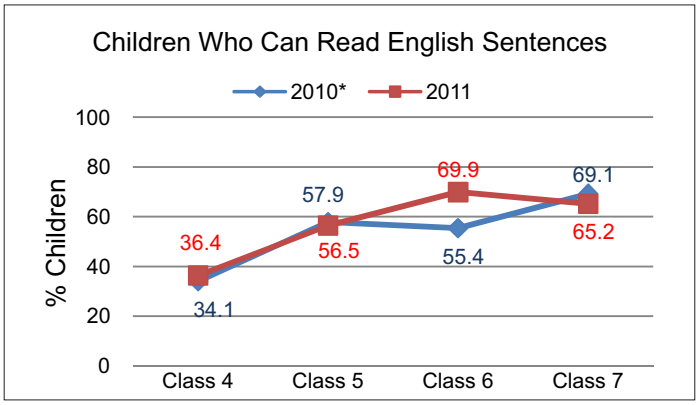
How to read: 33% (22.0+11.0) children of class 1 can read words

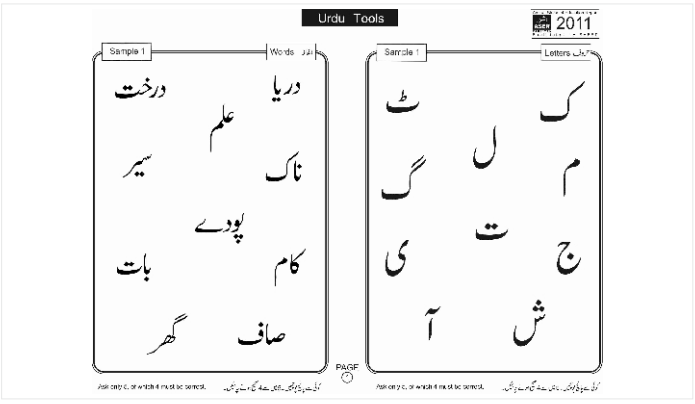
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
69.2	84.6
58.8	81.8
68.8	87.0
70.0	72.1
60.4	84.6
61.1	81.9
60.0	95.6
70.0	84.1
77.8	97.8
100.0	91.3





Lahore



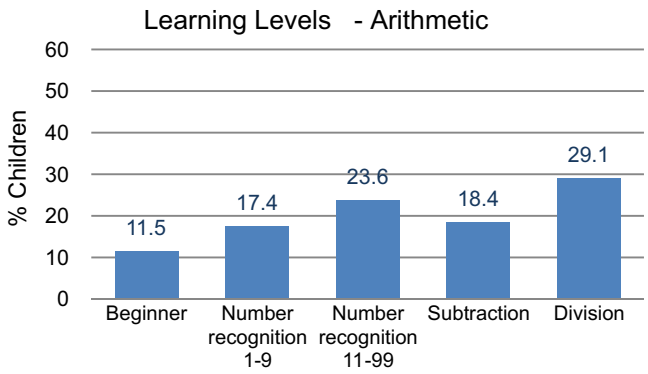


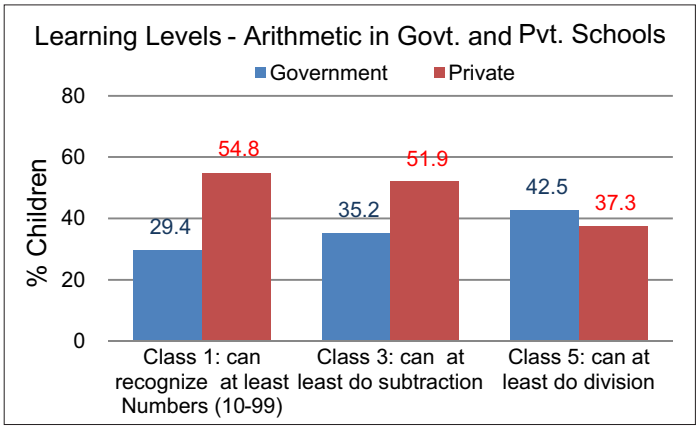
Learning Levels - Arithmetic

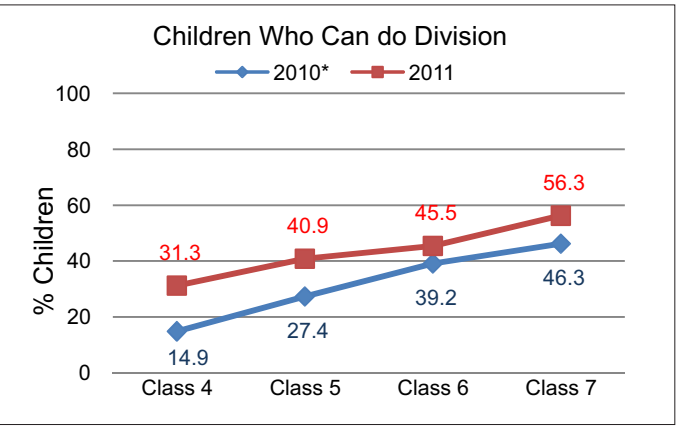
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	19.5	37.2	33.6	5.3	4.4	100
2	9.6	35.6	34.1	8.1	12.6	100
3	1.9	15.7	38.9	30.6	13.0	100
4	2.7	12.5	27.7	25.9	31.3	100
5	0.0	6.8	21.2	31.1	40.9	100
6	0.0	7.1	14.1	33.3	45.5	100
7	1.6	4.7	12.5	25.0	56.3	100
8	0.0	4.2	16.7	19.4	59.7	100
9	1.7	6.8	11.9	16.9	62.7	100
10	0.0	4.0	8.0	16.0	72.0	100

How to read : 9.7% (5.3+4.4) children of class 1 can do subtraction



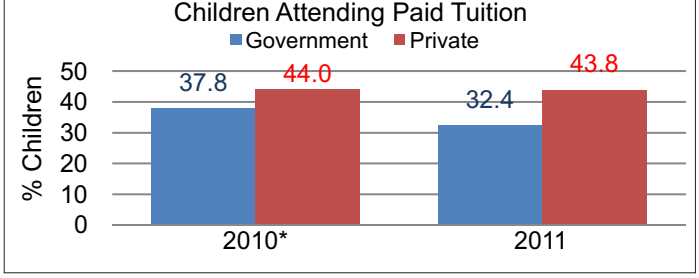




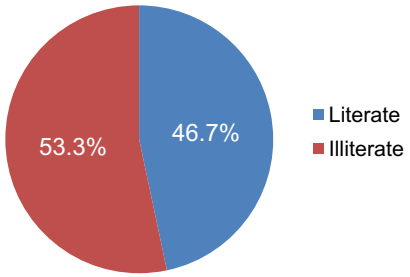
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	35.8	36.3	29.2	26.3	29.6	37.0	35.2	26.5	36.6	25.0
Pvt	46.5	32.1	49.2	42.4	45.6	43.2	30.4	32.1	46.7	50.0



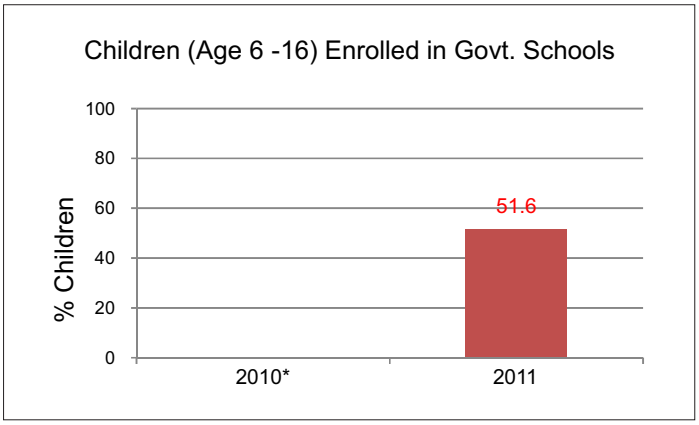
Mothers' Literacy

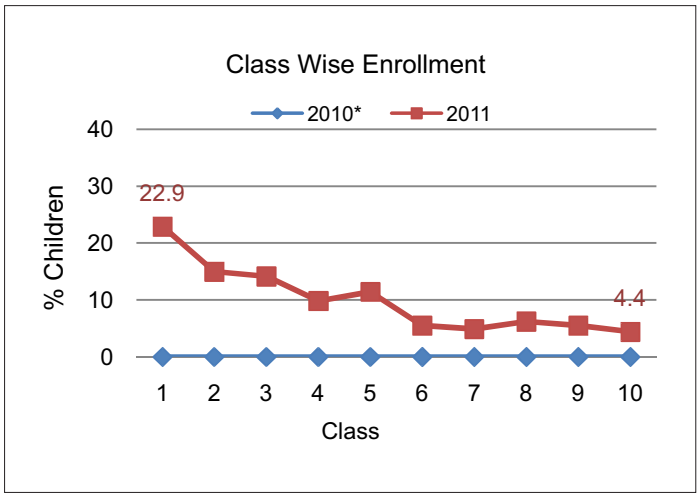


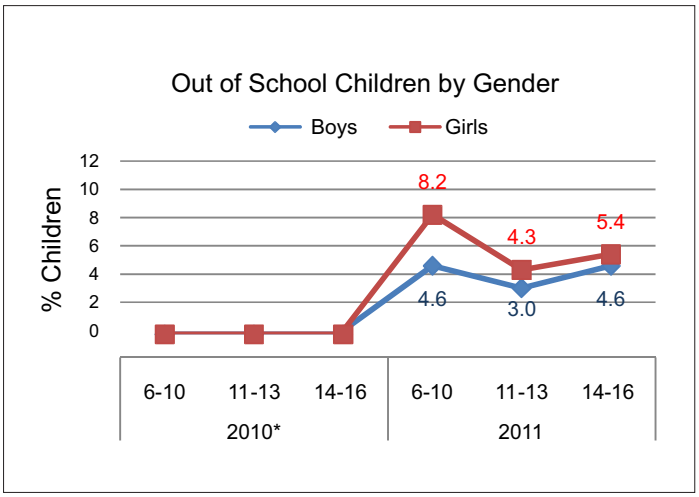
Lodhran

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	40.5	35.1	1.6	0.4	18.9	3.6	100
11-13	37.2	29.1	1.5	0.3	14.2	17.6	100
14-16	22.3	27.2	1.0	0.0	20.9	28.6	100
6-16	36.1	32.1	1.5	0.3	18.3	11.8	100
Total	70.0				30.1		100
By Type	51.6	45.9	2.1	0.4			

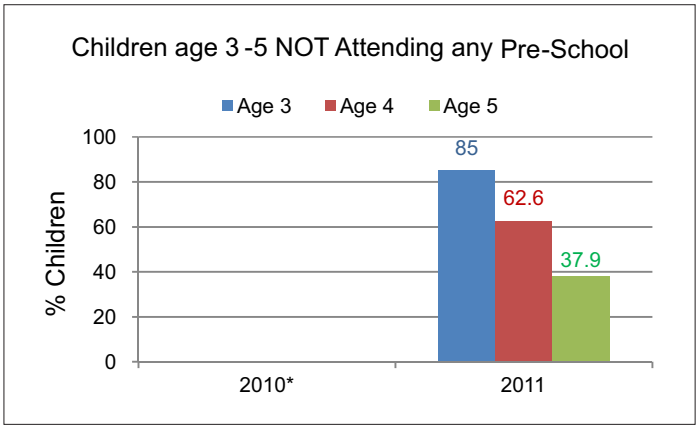






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	7.5	6.8	0.0	0.8	85.0	100
4	17.1	17.1	0.8	2.4	62.6	100
5	33.5	26.7	1.9	0.0	37.9	100
3-5	20.4	17.5	1.0	1.0	60.2	100
Total	39.9				60.2	
By Type	51.2	44.0	2.4	2.4		100



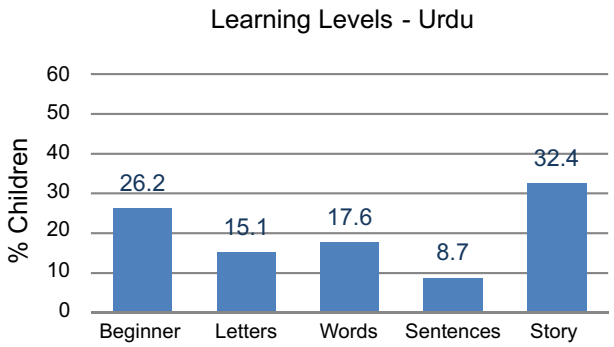
* District Lodhran was not surveyed in 2010

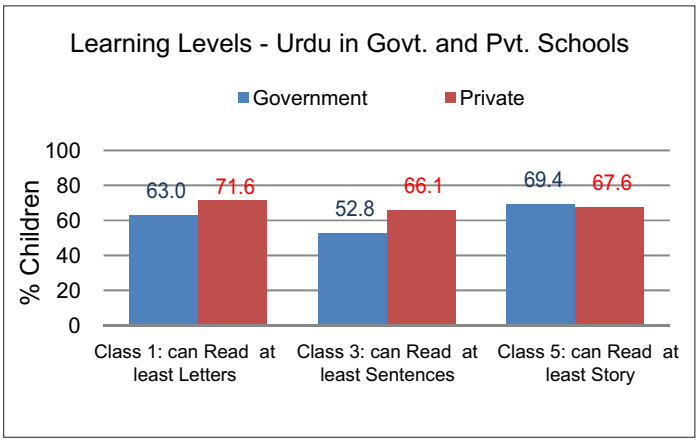
Learning Levels - Urdu

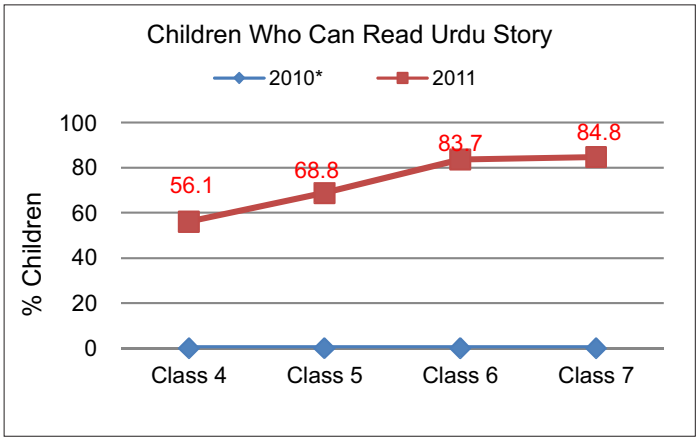
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	33.1	35.5	28.9	1.8	0.6	100
2	12.5	25.0	40.6	14.1	7.8	100
3	4.4	8.8	28.1	17.5	41.2	100
4	4.9	6.1	17.1	15.9	56.1	100
5	1.0	4.2	8.3	17.7	68.8	100
6	0.0	0.0	2.3	14.0	83.7	100
7	3.0	0.0	3.0	9.1	84.8	100
8	2.4	0.0	4.8	9.5	83.3	100
9	2.5	0.0	0.0	2.5	95.0	100
10	0.0	0.0	0.0	6.3	93.8	100

How to read: 2.4% (1.8+0.6) children of class 1 can read sentences







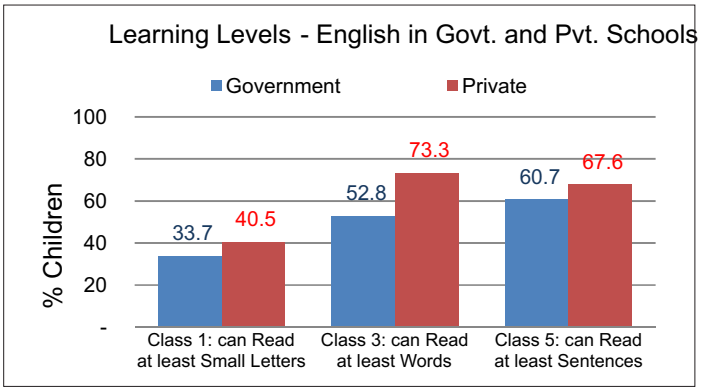
Learning Levels - English

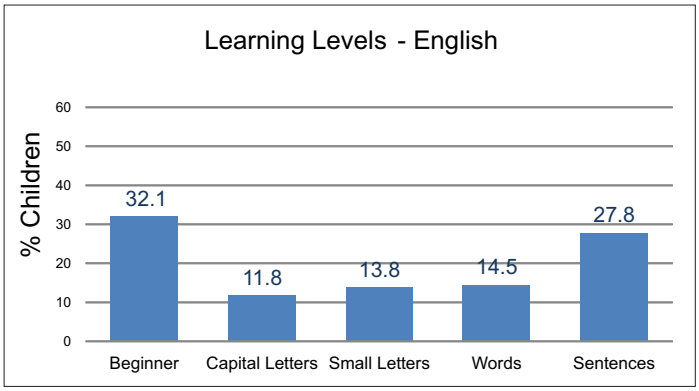
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	43.4	19.9	28.3	6.0	2.4	100
2	17.3	27.6	19.7	33.9	1.6	100
3	5.2	9.6	22.6	40.0	22.6	100
4	6.2	7.4	13.6	27.2	45.7	100
5	2.1	4.2	11.6	18.9	63.2	100
6	7.0	2.3	2.3	16.3	72.1	100
7	0.0	0.0	0.0	15.6	84.4	100
8	4.8	0.0	2.4	4.8	88.1	100
9	0.0	0.0	0.0	2.6	97.4	100
10	3.1	0.0	0.0	3.1	93.8	100

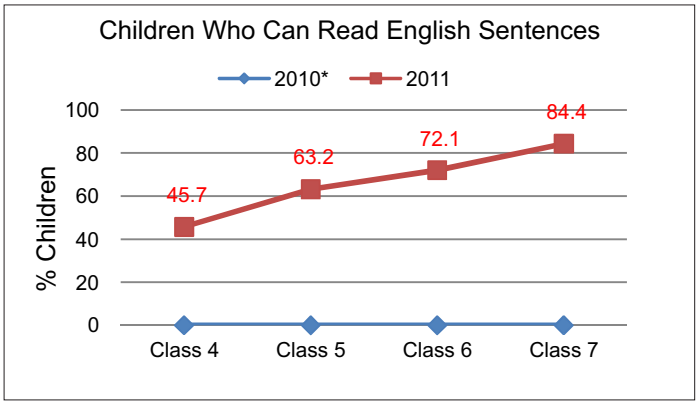
How to read: 8.4% (6.0+2.4) children of class 1 can read words

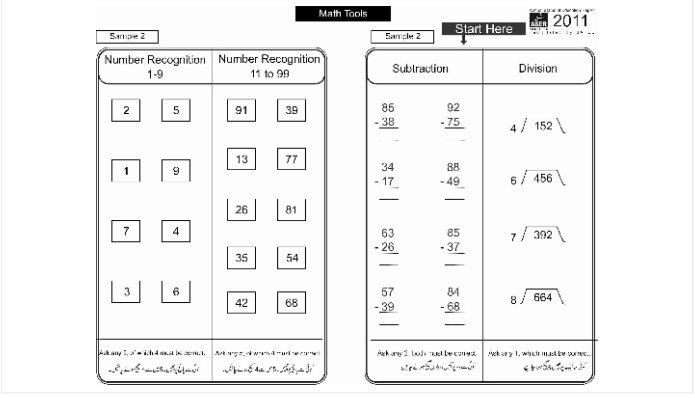
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
80.0	75.0
72.1	100.0
78.3	84.6
81.8	78.4
55.6	81.7
71.4	90.3
60.0	88.9
0.0	89.2
100.0	92.1
0.0	90.0





Lodhran



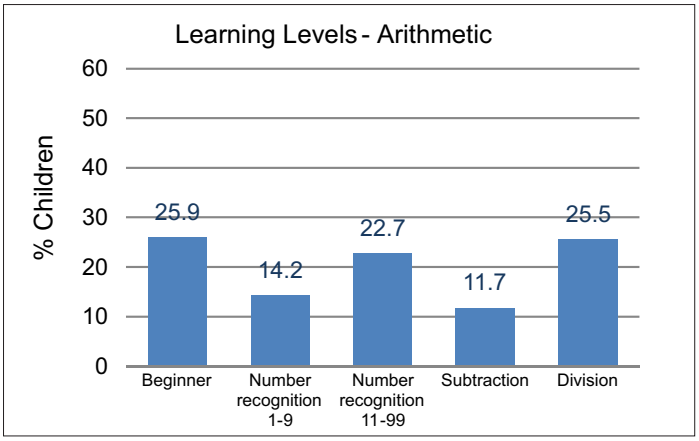


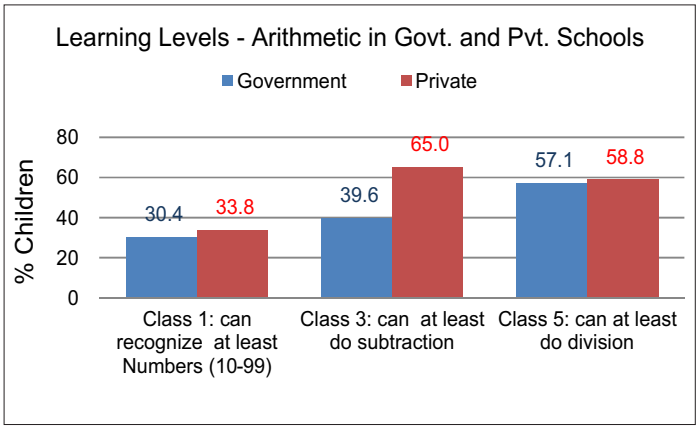
Learning Levels - Arithmetic

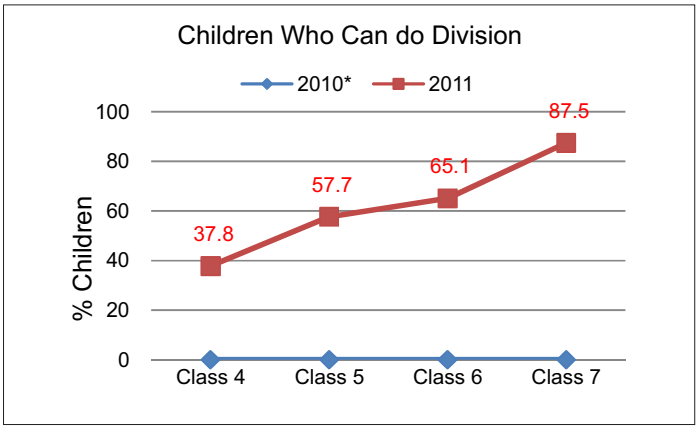
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	34.3	33.7	29.5	1.8	0.6	100
2	11.0	26.0	51.2	9.4	2.4	100
3	3.5	5.2	39.1	34.8	17.4	100
4	2.4	6.1	23.2	30.5	37.8	100
5	2.1	2.1	18.6	19.6	57.7	100
6	2.3	2.3	9.3	20.9	65.1	100
7	0.0	0.0	0.0	12.5	87.5	100
8	2.4	2.4	0.0	9.5	85.7	100
9	0.0	0.0	2.6	5.1	92.3	100
10	0.0	0.0	0.0	6.3	93.8	100

How to read : 2.4% (1.8+0.6) children of class 1 can do subtraction



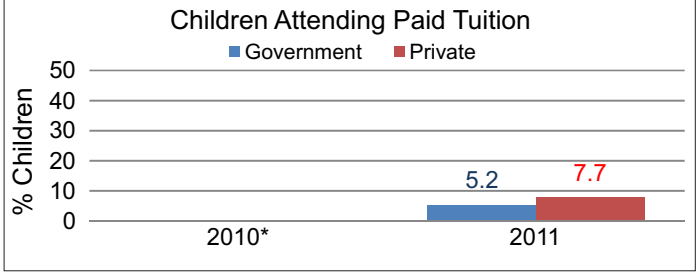




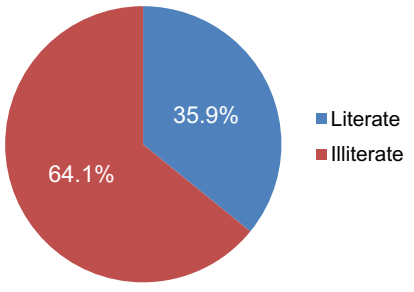
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.8	2.5	3.2	5.3	6.8	6.1	23.1	10.7	12.9	17.6
Pvt	5.0	2.9	10.4	13.2	5.0	4.8	0.0	12.5	8.3	7.4



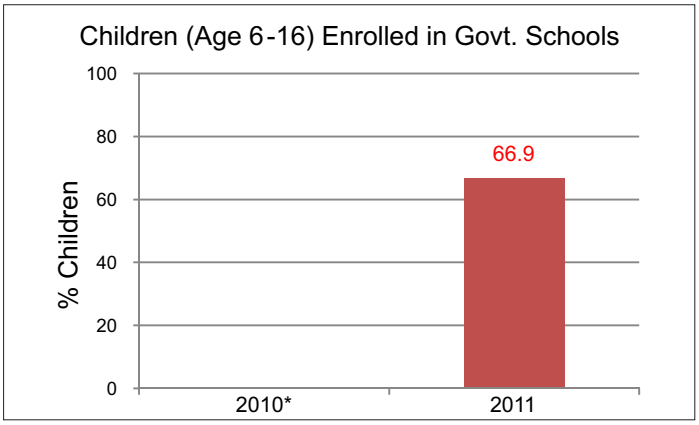
Mothers' Literacy

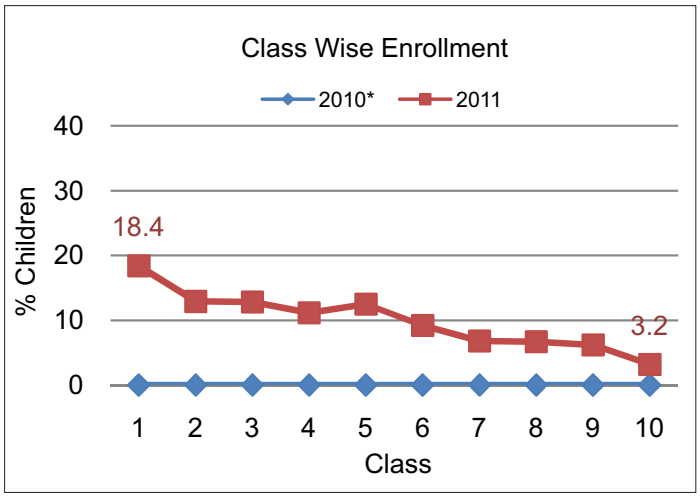


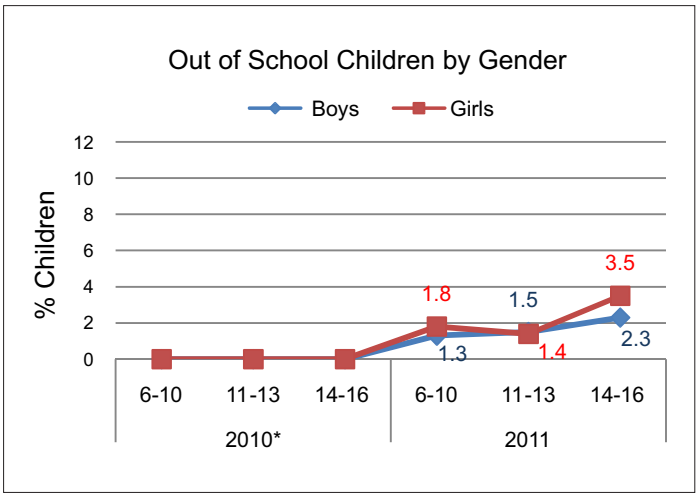
Mandi Bahuddin

School Enrollment and Out of School Children

%Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	60.4	30.2	1.8	1.8	4.9	0.8	100
11-13	64.7	20.2	2.6	0.7	2.2	9.6	100
14-16	49.0	21.3	2.1	0.4	3.8	23.4	100
6-16	59.0	25.8	2.1	1.3	4.0	7.9	100
Total	88.2				11.9		
By Type	66.9	29.3	2.4	1.4			

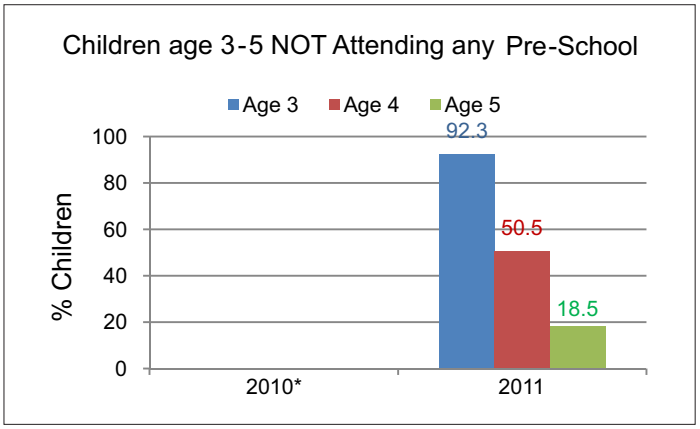






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	3.3	4.4	0.0	0.0	92.3	100
4	26.3	22.1	1.1	0.0	50.5	100
5	37.0	40.4	2.1	2.1	18.5	100
3-5	24.7	25.3	1.2	0.9	47.9	100
Total	52.1				47.9	
By Type	47.4	48.6	2.3	1.7		100



*District Mandi Bahuddin was not surveyed in 2010

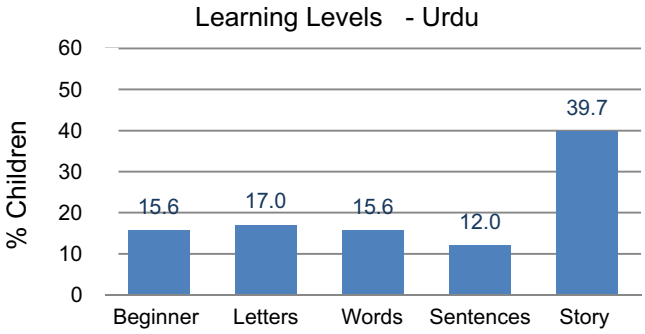
Mandi Bahuddin

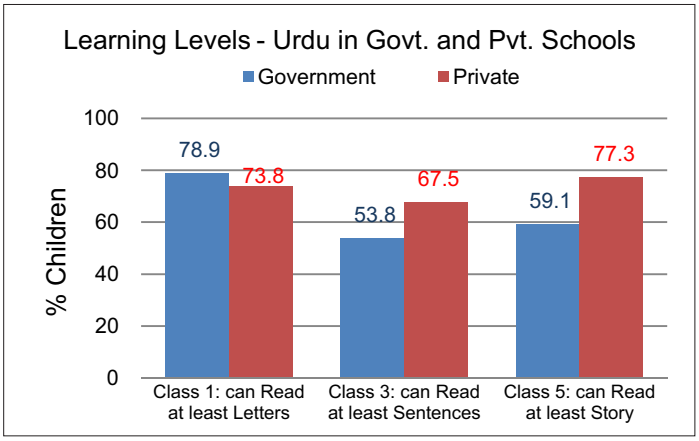
Learning Levels - Urdu

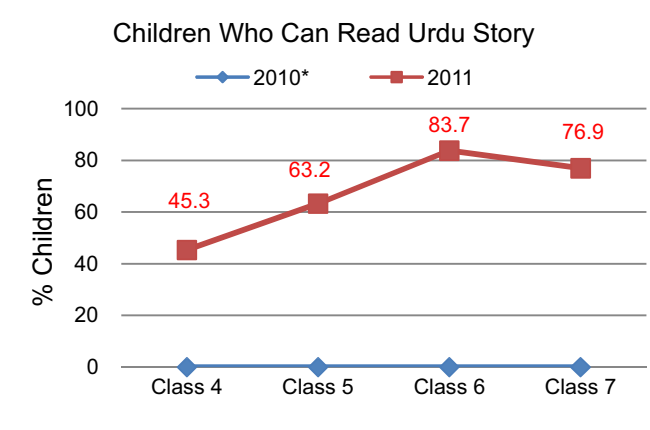
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.4	45.5	25.0	1.9	5.1	100
2	11.2	24.0	35.2	19.2	10.4	100
3	2.4	12.2	26.8	25.2	33.3	100
4	0.9	12.3	20.8	20.8	45.3	100
5	1.7	3.4	15.4	16.2	63.2	100
6	1.2	1.2	1.2	12.8	83.7	100
7	3.1	4.6	6.2	9.2	76.9	100
8	0.0	0.0	4.7	17.2	78.1	100
9	0.0	0.0	1.9	3.8	94.3	100
10	0.0	3.6	0.0	7.1	89.3	100

How to read: 7% (1.9+5.1) children of class 1 can read sentences







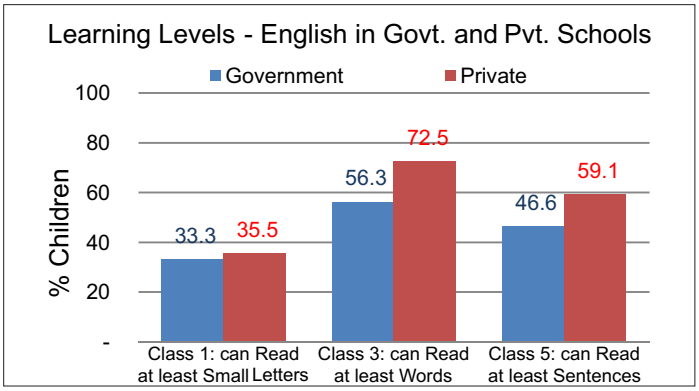
Learning Levels - English

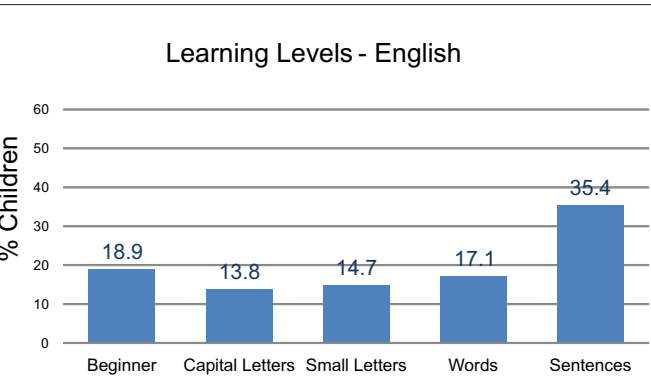
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	28.0	37.6	24.2	3.8	6.4	100
2	13.0	25.2	28.5	21.1	12.2	100
3	5.7	11.4	22.0	33.3	27.6	100
4	1.9	9.4	20.8	36.8	31.1	100
5	2.6	4.3	15.4	28.2	49.6	100
6	1.2	0.0	2.4	19.0	77.4	100
7	0.0	1.6	6.3	10.9	81.3	100
8	0.0	1.6	0.0	21.9	76.6	100
9	0.0	0.0	0.0	7.7	92.3	100
10	0.0	3.6	0.0	3.6	92.9	100

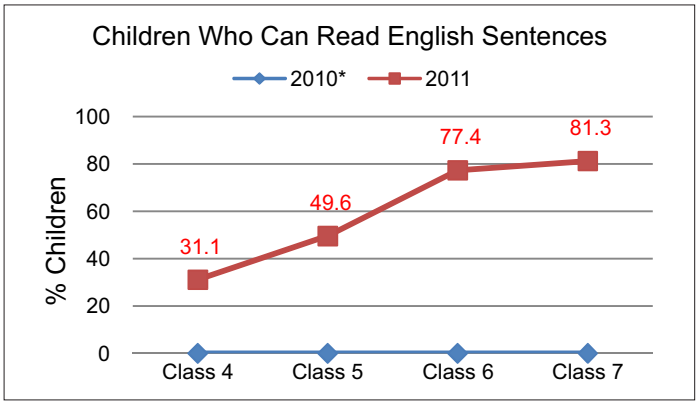
How to read: 10.2% (3.8+6.4) children of class 1 can read words

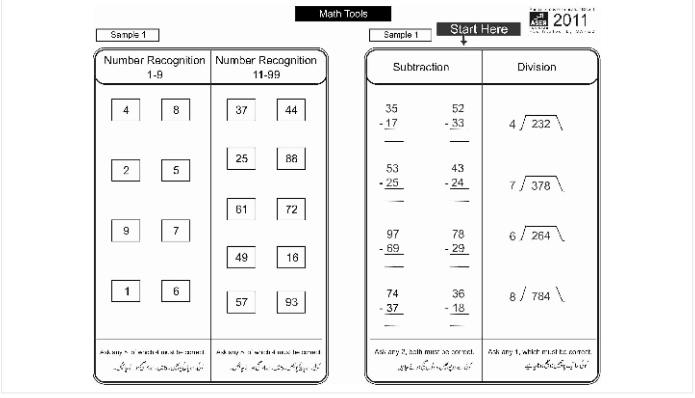
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
83.3	100.0
73.1	86.7
78.0	85.3
89.7	84.8
81.8	89.7
62.5	84.6
42.9	94.2
78.6	93.9
50.0	89.6
0.0	100.0





Mandi Bahuddin



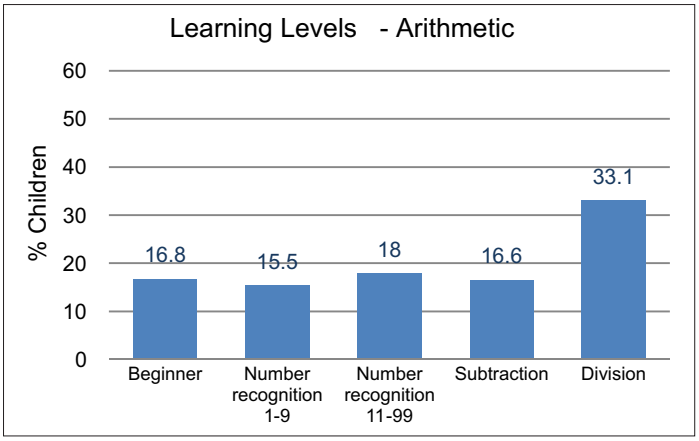


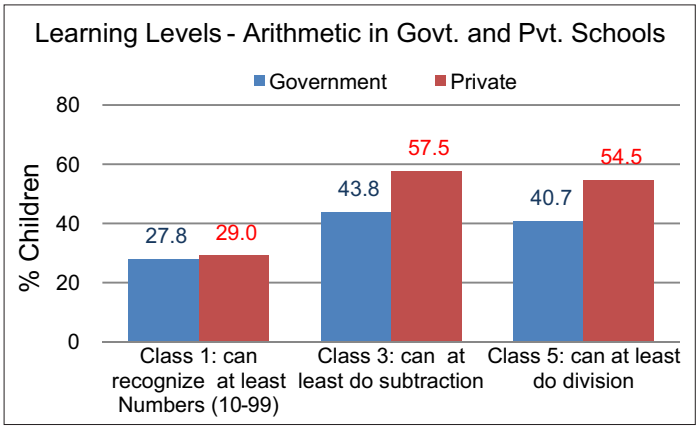
Learning Levels - Arithmetic

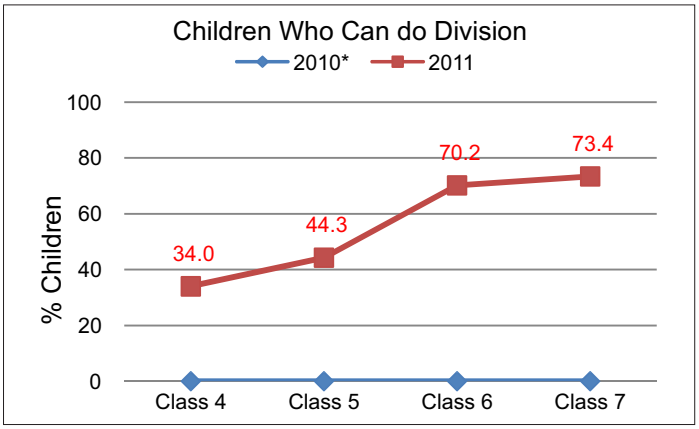
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	27.4	43.3	21.7	1.9	5.7	100
2	9.7	18.5	49.2	14.5	8.1	100
3	3.3	10.6	37.4	30.1	18.7	100
4	1.9	9.4	18.9	35.8	34.0	100
5	1.7	3.5	14.8	35.7	44.3	100
6	1.2	0.0	6.0	22.6	70.2	100
7	0.0	3.1	7.8	15.6	73.4	100
8	0.0	0.0	1.6	23.4	75.0	100
9	0.0	0.0	1.9	3.7	94.4	100
10	0.0	0.0	3.6	3.6	92.9	100

How to read : 7.6% (1.9+5.7) children of class 1 can do subtraction



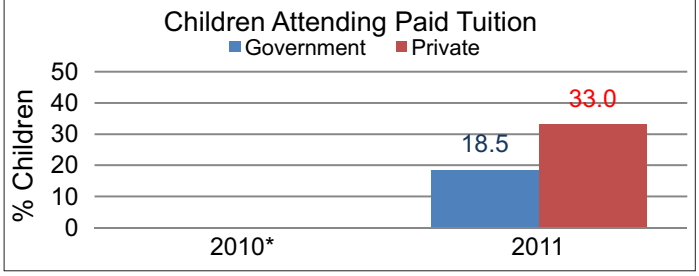




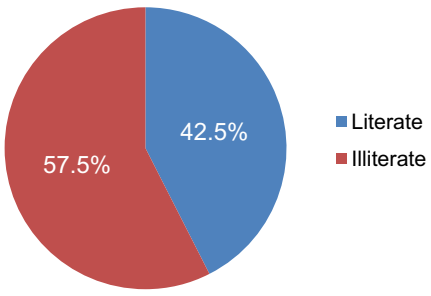
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	16.0	26.1	15.0	22.7	23.6	16.7	19.5	16.7	30.4	14.3
Pvt	33.3	51.0	39.0	41.4	45.8	30.0	24.0	26.7	15.4	33.3



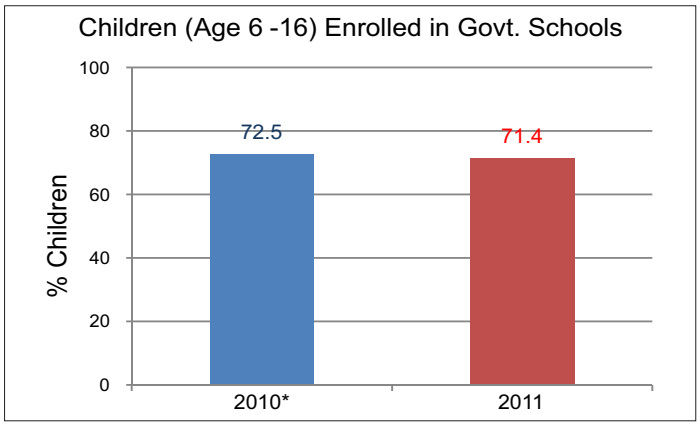
Mothers' Literacy

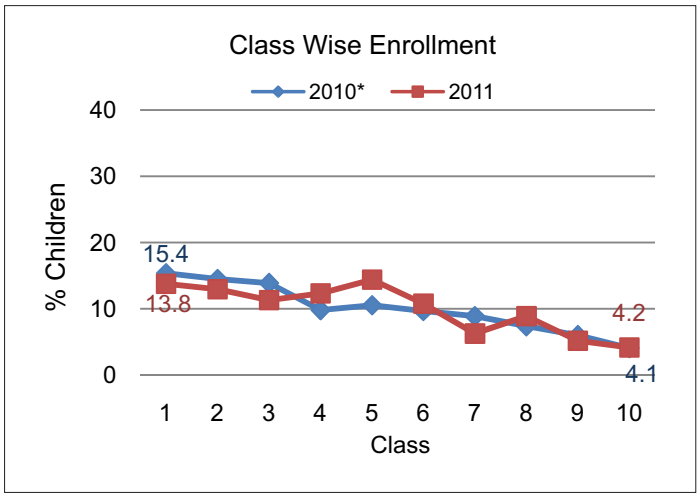


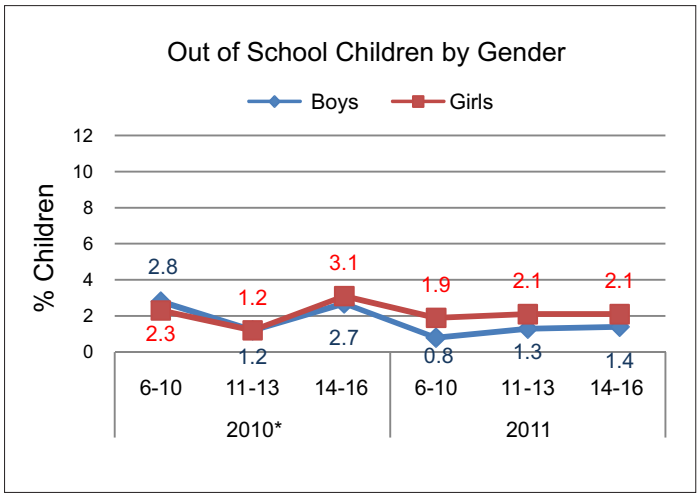
Mianwali

School Enrollment and Out of School Children

Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	61.7	31.8	1.2	0.2	4.0	1.1	100
11-13	66.0	20.1	0.0	0.3	8.5	5.1	100
14-16	69.8	13.1	0.0	0.0	8.2	9.0	100
6-16	64.4	25.0	0.7	0.2	6.0	3.7	100
Total			90.3		9.7		
By Type	71.4	27.7	0.7	0.2			

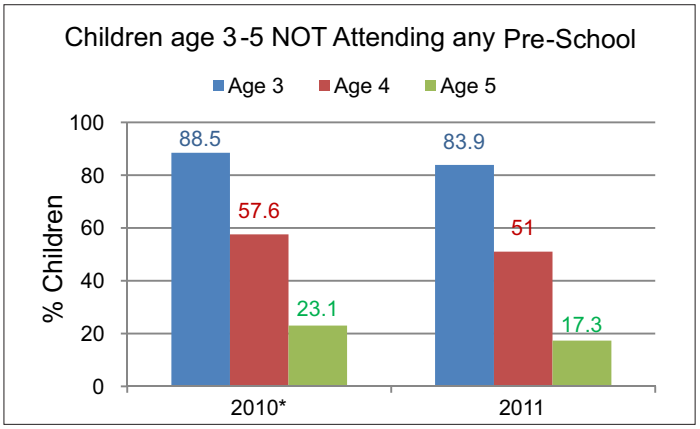






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt,	Madrasah	Others	Out of School	Total
3	11.5	3.4	1.1	0.0	83.9	100
4	24.0	25.0	0.0	0.0	51.0	100
5	49.6	32.3	0.8	0.0	17.3	100
3-5	31.2	22.2	0.6	0.0	46.0	100
Total	54.0				46.0	
By Type	57.7	41.1	1.1	0.0		100



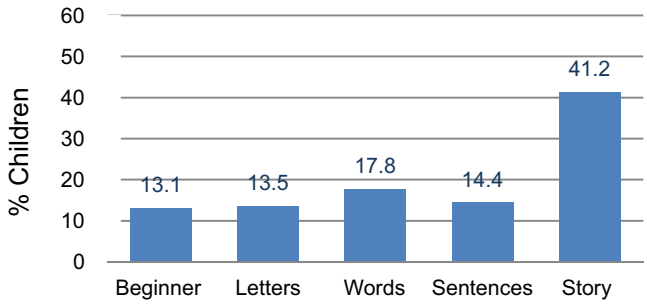
*District Mianwali was surveyed in 2010

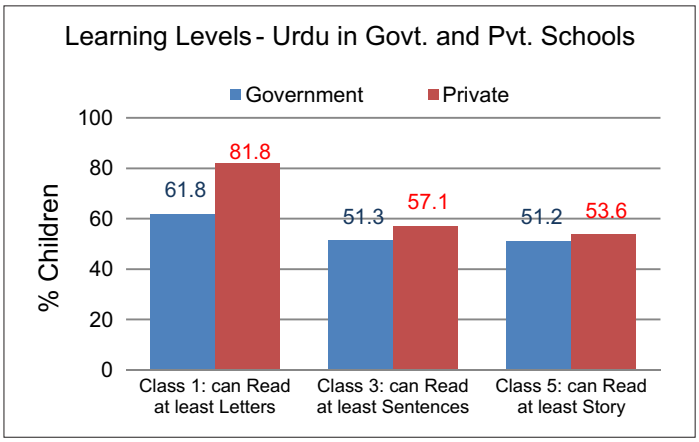
Mianwali

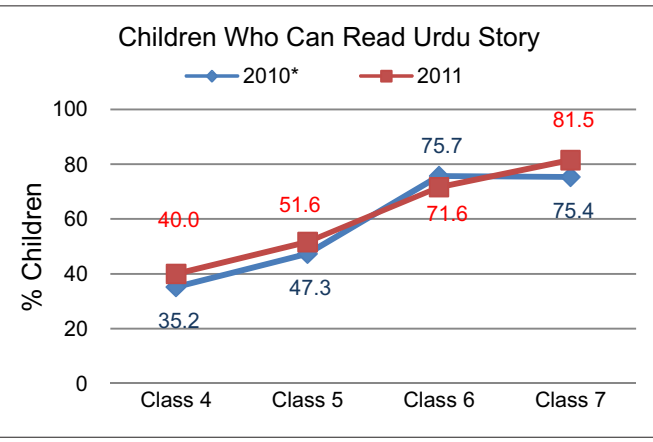
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	30.6	42.1	19.8	5.8	1.7	100
2	10.5	23.3	47.4	14.3	4.5	100
3	6.0	12.8	27.4	28.2	25.6	100
4	2.2	9.6	20.0	28.1	40.0	100
5	2.5	5.7	12.7	27.4	51.6	100
6	1.7	3.4	8.6	14.7	71.6	100
7	0.0	0.0	10.8	7.7	81.5	100
8	0.0	1.1	8.6	7.5	82.8	100
9	1.8	0.0	0.0	3.6	94.6	100
10	2.4	2.4	4.8	0.0	90.5	100

How to read: 7.5% (5.8+1.7) children of class 1 can read sentences





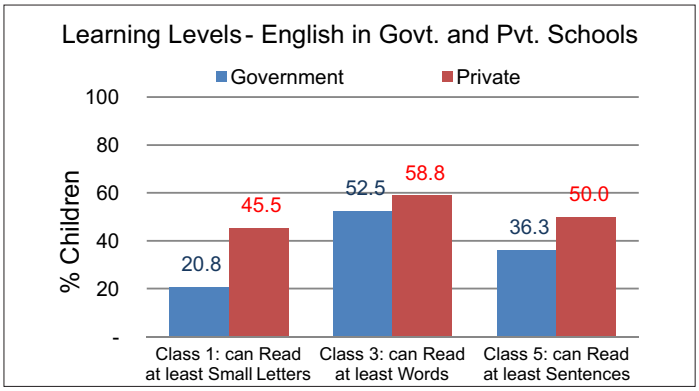


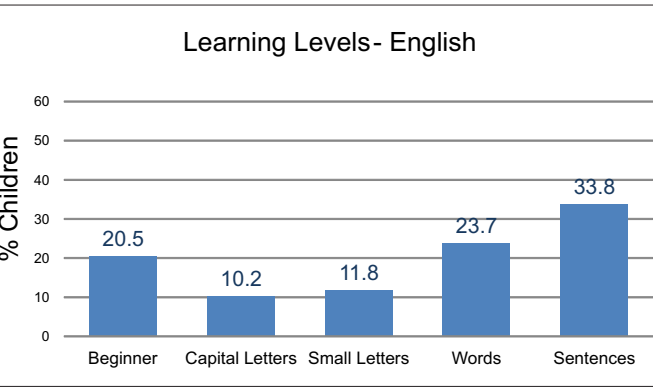
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	42.6	27.9	19.7	9.8	0.0	100
2	19.8	19.8	29.0	26.0	5.3	100
3	18.1	7.8	19.8	46.6	7.8	100
4	15.3	7.6	9.9	45.0	22.1	100
5	7.8	4.5	9.7	39.6	38.3	100
6	7.0	3.5	4.3	27.8	57.4	100
7	1.5	1.5	6.1	15.2	75.8	100
8	2.1	1.1	5.3	9.6	81.9	100
9	1.8	0.0	0.0	3.6	94.6	100
10	2.4	0.0	0.0	2.4	95.2	100

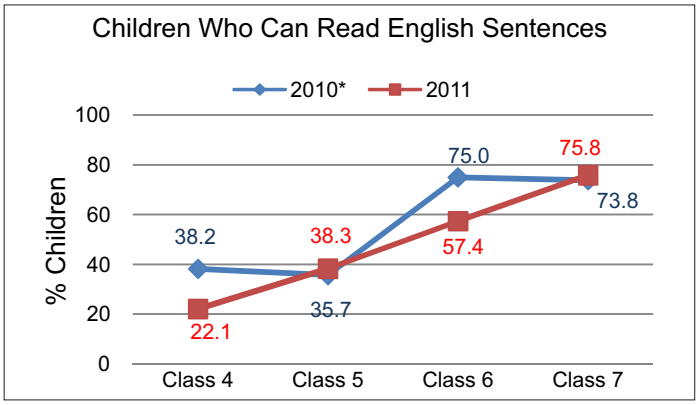
How to read: 9.8% (9.8+0.0) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
41.7	0.0
82.4	57.1
63.0	88.9
59.3	72.4
62.3	79.7
68.8	77.3
80.0	82.0
88.9	90.9
100.0	92.5
100.0	90.0





Mianwali



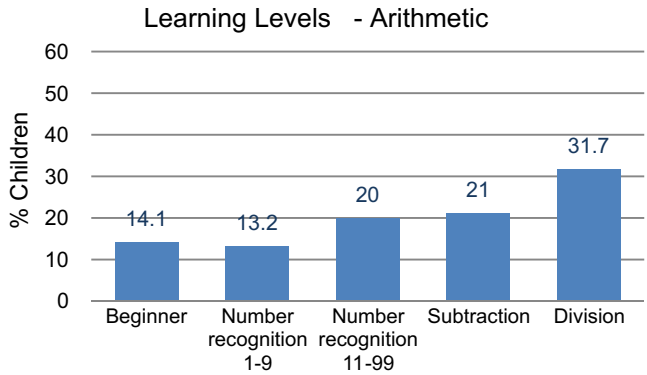


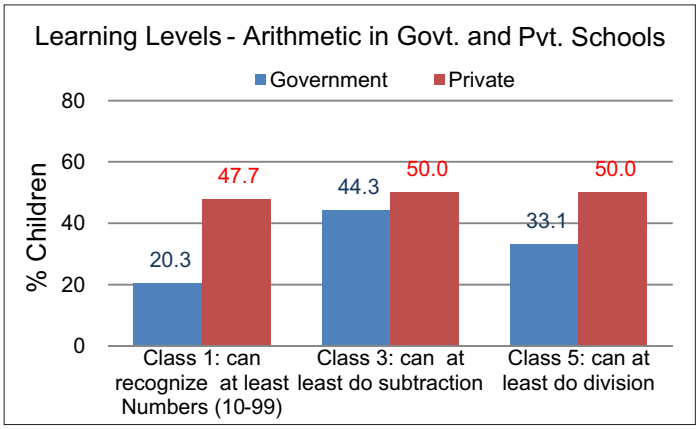
Learning Levels - Arithmetic

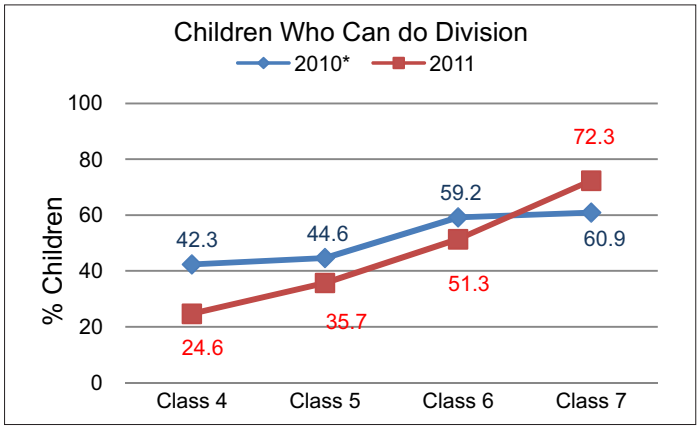
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	29.4	40.3	26.9	3.4	0.0	100
2	6.1	30.5	49.6	11.5	2.3	100
3	9.6	9.6	34.8	39.1	7.0	100
4	3.0	9.0	21.6	41.8	24.6	100
5	5.1	5.1	10.2	43.9	35.7	100
6	4.3	2.6	12.8	29.1	51.3	100
7	1.5	0.0	13.8	12.3	72.3	100
8	0.0	2.2	13.0	7.6	77.2	100
9	1.8	0.0	3.6	3.6	91.1	100
10	2.4	2.4	14.3	0.0	81.0	100

How to read : 3.4% (3.4+0.0) children of class 1 can do subtraction



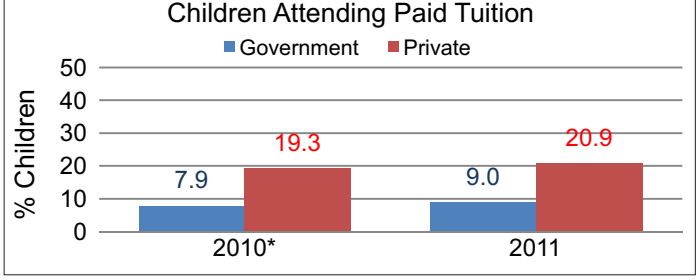




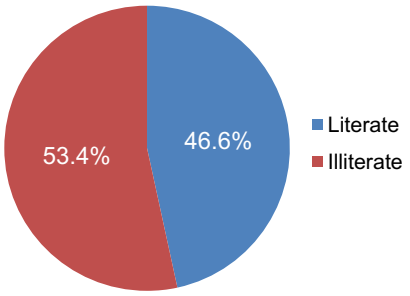
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.9	3.7	5.9	2.9	5.5	14.1	7.4	9.6	16.7	42.5
Pvt.	16.3	30.0	16.2	13.3	41.4	11.5	20.0	0.0	26.7	33.3



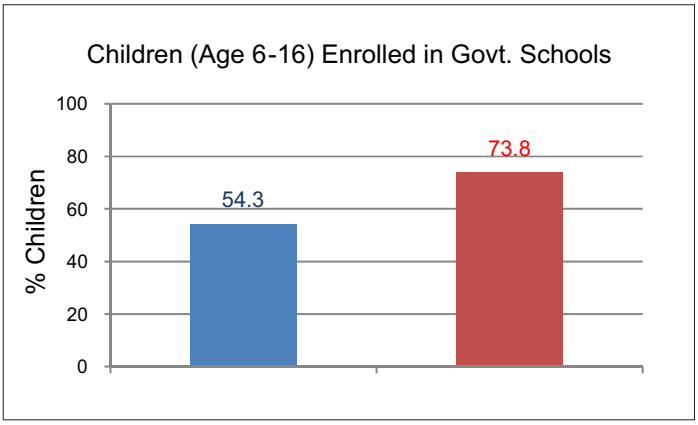
Mothers' Literacy

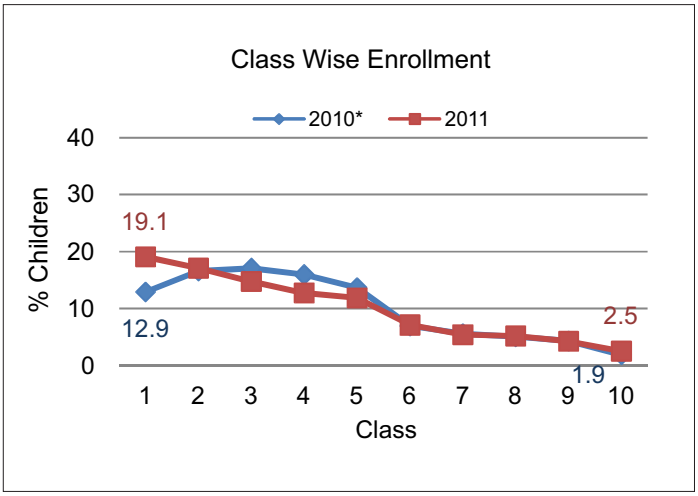


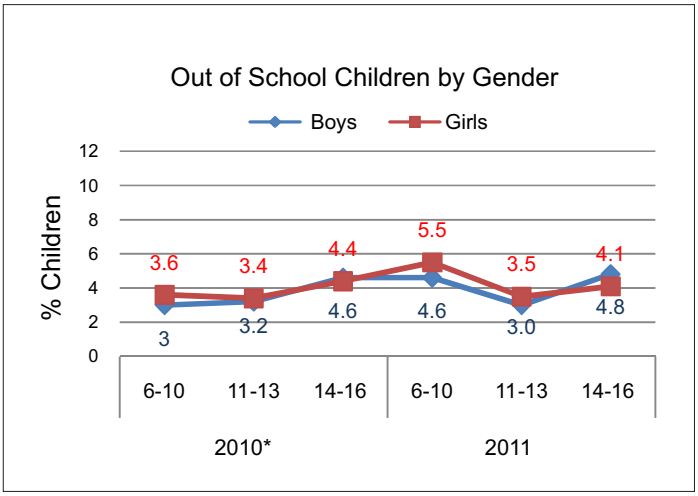
Multan

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	59.8	21.3	0.6	0.3	15.5	2.6	100
11-13	55.2	15.4	1.0	0.0	18.2	10.1	100
14-16	42.0	14.1	1.5	0.0	22.1	20.2	100
6-16	55.0	18.4	0.9	0.2	17.5	8.0	100
Total	74.5				25.5		
By Type	73.8	24.8	1.2	0.2			

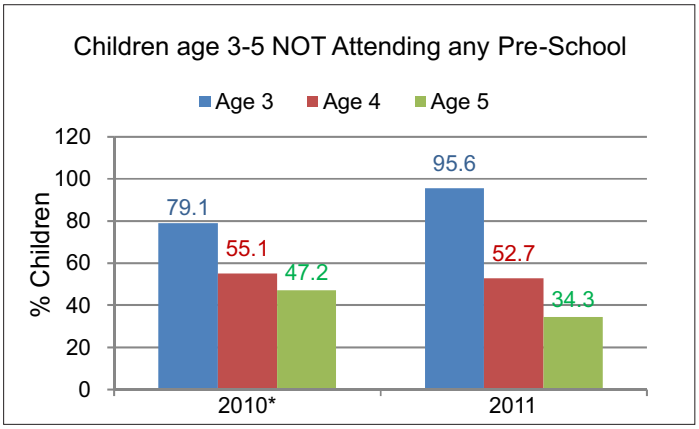






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	1.1	3.3	0.0	0.0	95.6	100
4	29.7	16.5	1.1	0.0	52.7	100
5	40.9	21.9	2.9	0.0	34.3	100
3-5	26.3	15.0	1.6	0.0	57.1	100
Total	42.9				57.1	
By Type	61.3	35.0	3.6	0.0		100

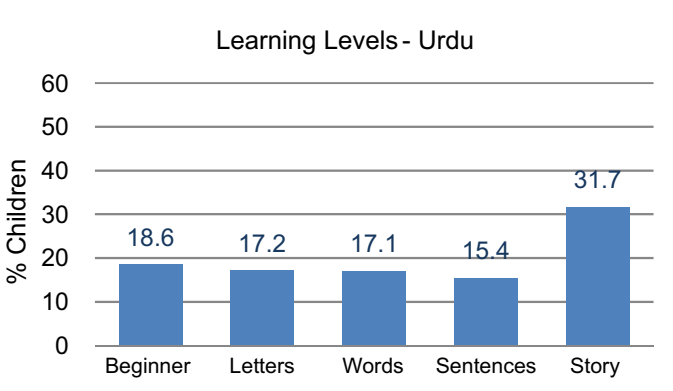


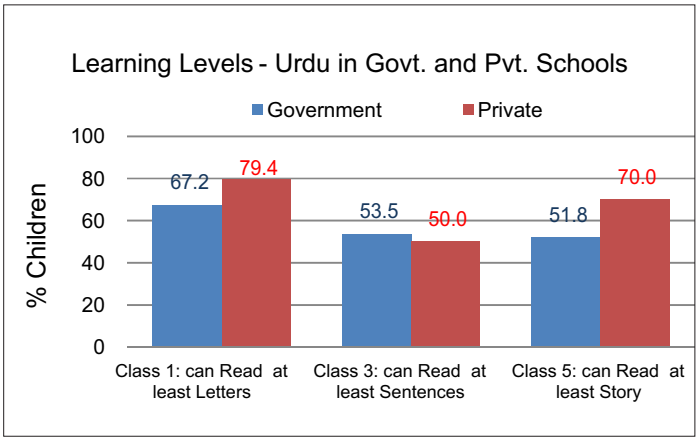
* District Multan was also surveyed in 2010

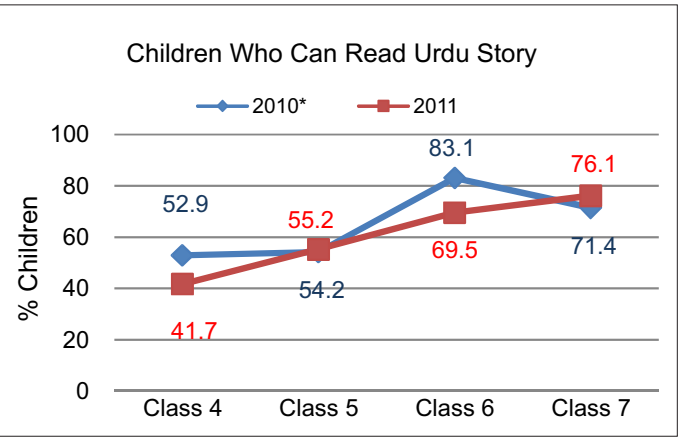
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	29.8	43.7	19.9	4.6	2.0	100
2	9.3	23.6	36.4	22.9	7.9	100
3	3.1	18.1	26.0	29.9	22.8	100
4	2.8	8.3	21.3	25.9	41.7	100
5	0.0	1.9	16.2	26.7	55.2	100
6	0.0	1.7	6.8	22.0	69.5	100
7	0.0	0.0	4.3	19.6	76.1	100
8	0.0	2.4	7.1	9.5	81.0	100
9	0.0	0.0	0.0	5.4	94.6	100
10	0.0	0.0	0.0	5.0	95.0	100

How to read: 6.6% (4.6+2.0) children of class 1 can read sentences





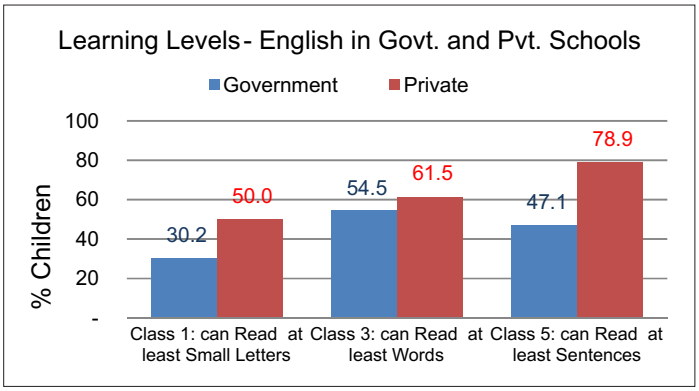


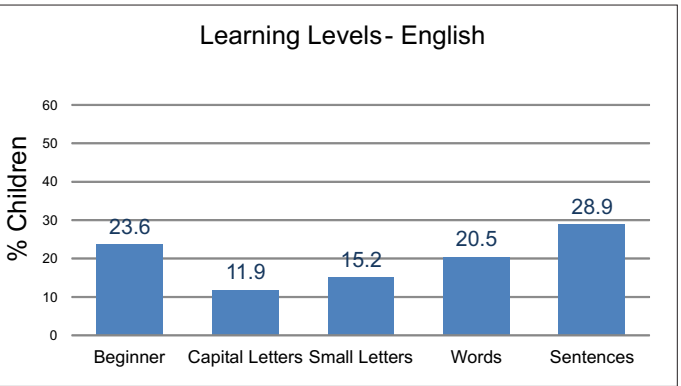
Learning Levels - English

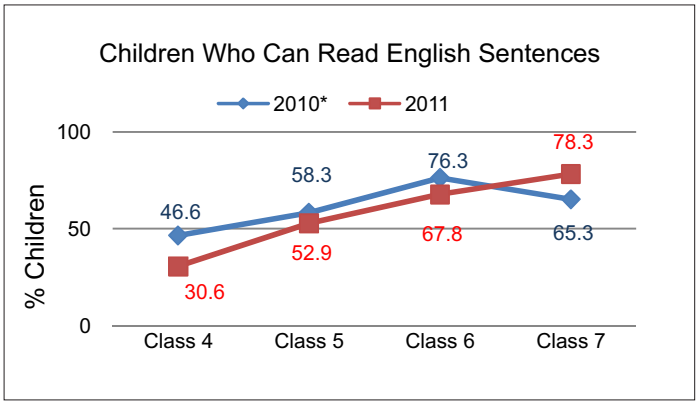
Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	33.1	32.5	26.5	6.6	1.3	100
2	12.9	21.4	29.3	28.6	7.9	100
3	5.5	10.2	28.3	35.4	20.5	100
4	5.6	4.6	18.5	40.7	30.6	100
5	0.0	4.8	6.7	35.6	52.9	100
6	3.4	0.0	3.4	25.4	67.8	100
7	0.0	2.2	6.5	13.0	78.3	100
8	0.0	0.0	7.1	11.9	81.0	100
9	0.0	0.0	2.7	8.1	89.2	100
10	0.0	0.0	0.0	10.0	90.0	100

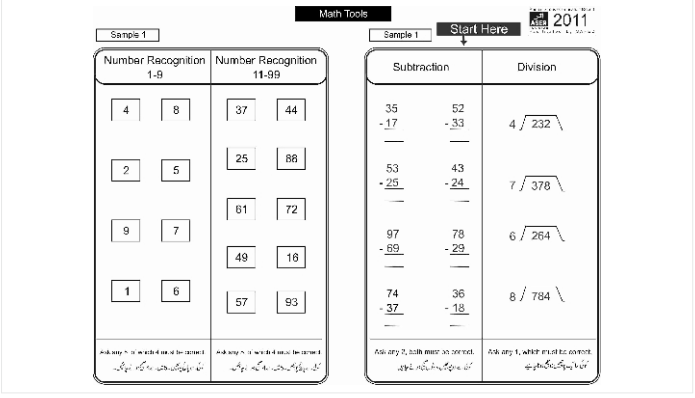
How to read: 7.9% (6.6+1.3) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
90.0	100.0
82.5	81.8
84.4	76.9
72.7	81.8
81.1	89.1
86.7	85.0
83.3	91.7
100.0	94.1
66.7	97.0
100.0	94.4







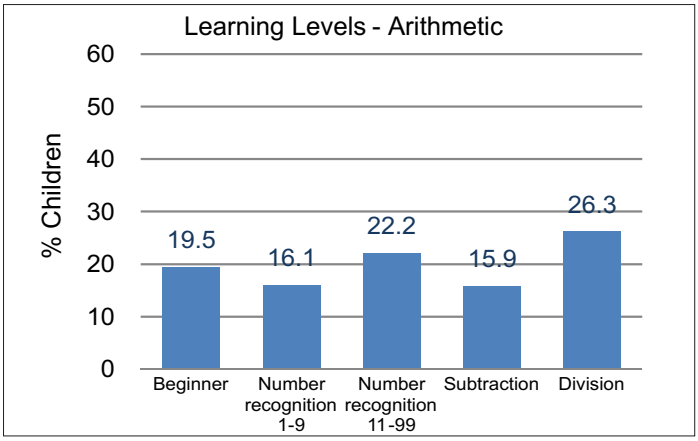


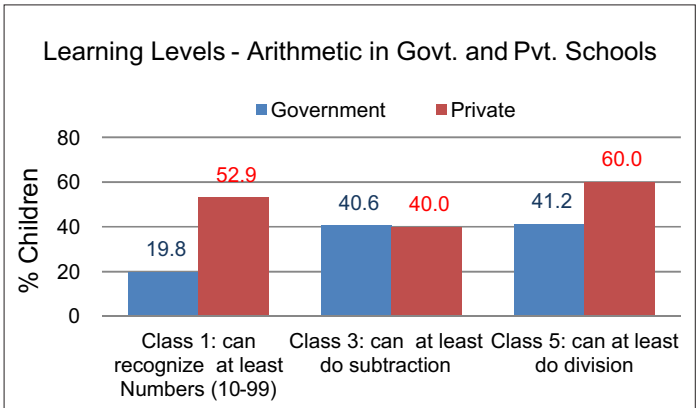
Learning Levels - Arithmetic

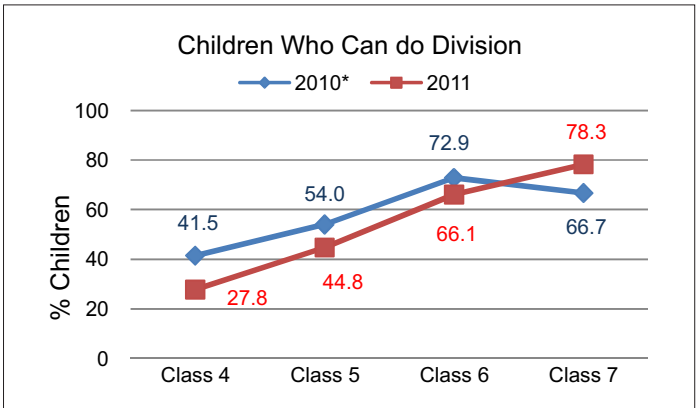
Class Wise % Children Who Can Do

Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
1	31.1	41.7	23.2	2.0	2.0	100
2	9.3	19.3	49.3	17.1	5.0	100
3	4.0	15.1	40.5	27.0	13.5	100
4	4.6	10.2	26.9	30.6	27.8	100
5	0.0	1.9	15.2	38.1	44.8	100
6	0.0	1.7	10.2	22.0	66.1	100
7	0.0	2.2	8.7	10.9	78.3	100
8	0.0	0.0	4.8	21.4	73.8	100
9	0.0	0.0	2.7	2.7	94.6	100
10	0.0	0.0	5.0	0.0	95.0	100

How to read : 4.0% (2.0+2.0) children of class 1 can do subtraction



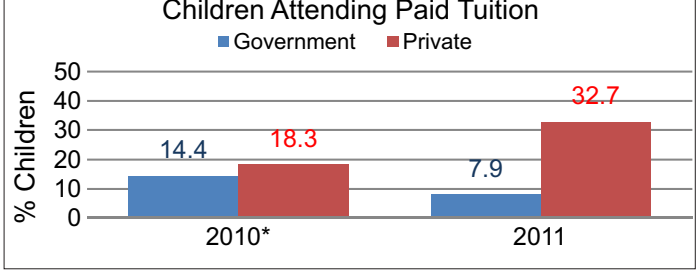




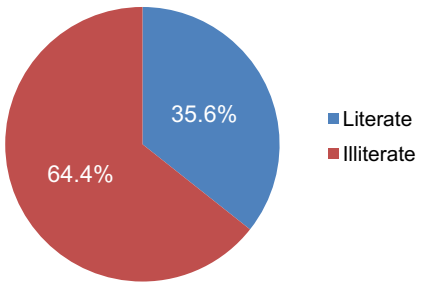
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.4	8.7	3.7	6.1	10.1	6.1	7.5	9.8	23.1	21.4
Pvt.	22.7	44.2	53.1	30.0	26.1	33.3	27.3	42.9	23.1	30.0

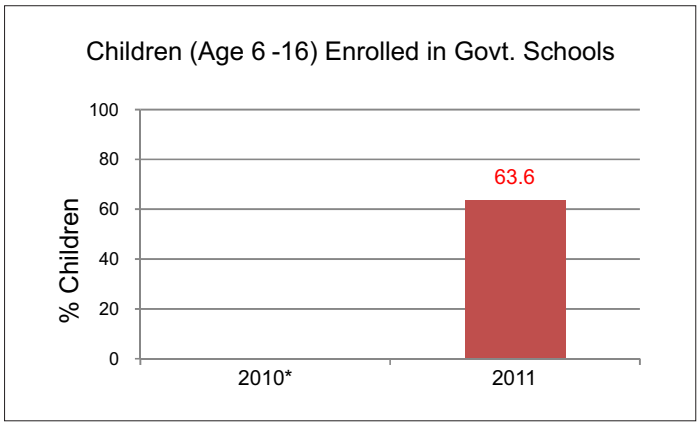


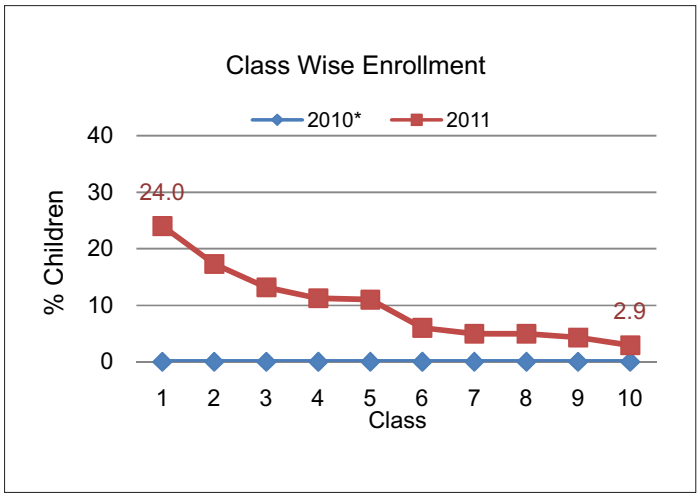
Mothers' Literacy

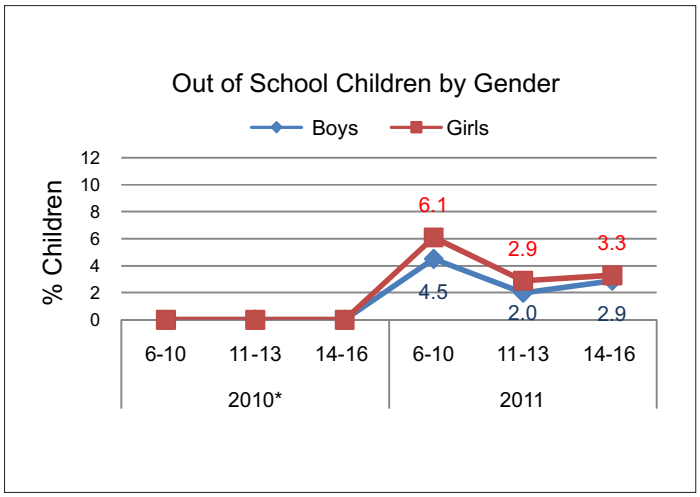


School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Other	Never Enrolled	Drop-out	
6-10	54.0	27.1	1.8	0.6	14.1	2.4	100
11-13	47.7	28.1	0.0	0.4	12.5	11.4	100
14-16	36.0	23.4	1.4	0.0	17.8	21.5	100
6-16	49.9	26.8	1.4	0.4	14.3	7.2	100
Total	78.5				21.5		100
By Type	63.6	34.1	1.8	0.6			

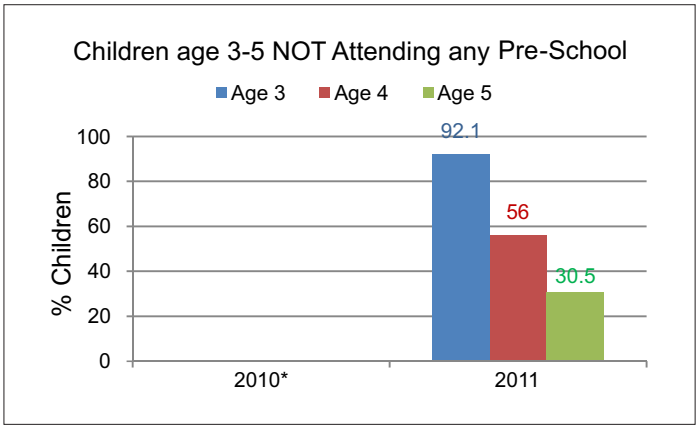






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre -Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	4.3	3.6	0.0	0.0	92.1	100
4	26.0	18.0	0.0	0.0	56.0	100
5	42.7	24.9	1.4	0.5	30.5	100
3-5	27.2	16.8	0.7	0.2	55.2	100
Total	44.9				55.2	100
By Type	60.6	37.4	1.5	0.5		100

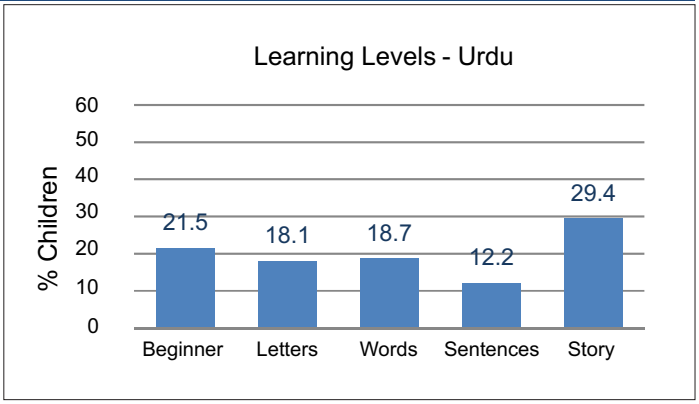


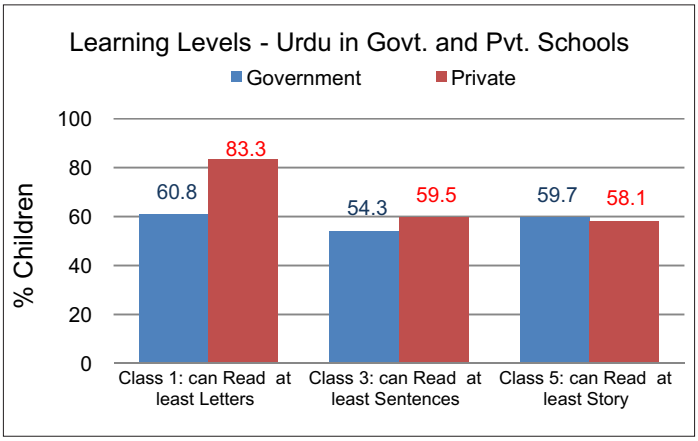
* District Muzaffargargh was not surveyed in 2010

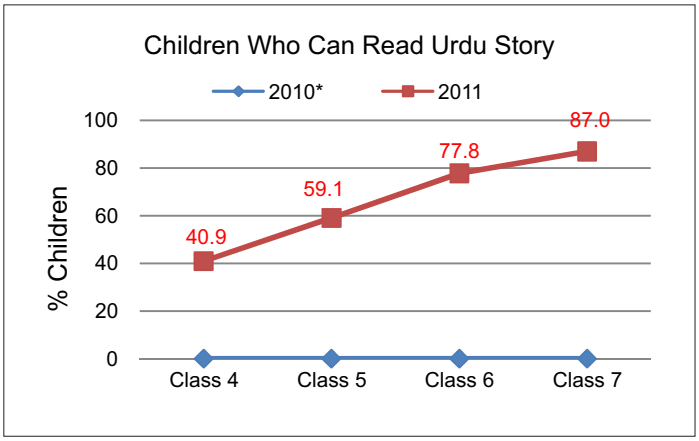
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	32.0	37.4	26.5	2.7	1.4	100
2	11.5	24.2	39.6	17.6	7.1	100
3	6.4	12.8	25.5	32.6	22.7	100
4	6.1	10.4	20.9	21.7	40.9	100
5	1.8	6.4	17.3	15.5	59.1	100
6	1.6	4.8	1.6	14.3	77.8	100
7	0.0	0.0	2.2	10.9	87.0	100
8	0.0	2.1	8.3	16.7	72.9	100
9	0.0	2.4	0.0	4.8	92.9	100
10	0.0	0.0	0.0	3.3	96.7	100

How to read: 4.1% (2.7+1.4) children of class 1 can read sentences





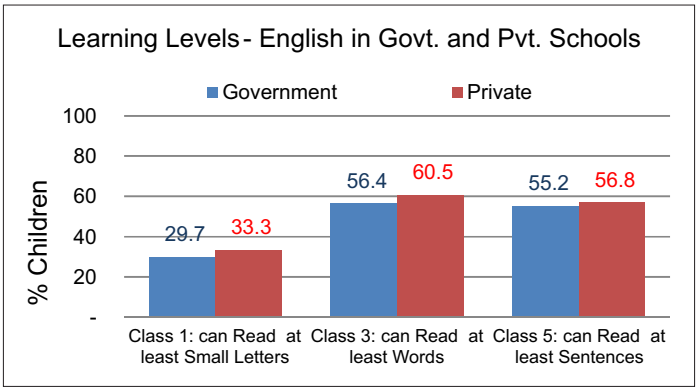


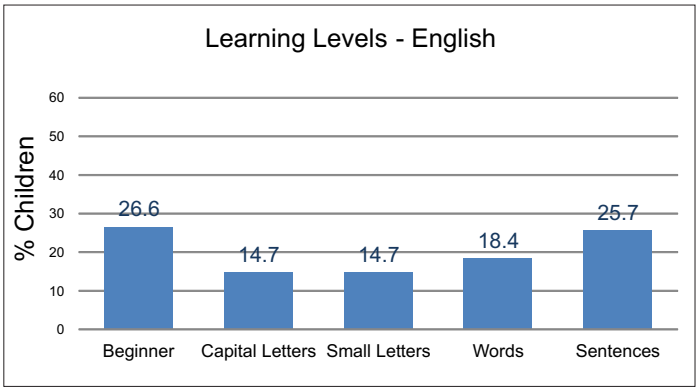
Learning Levels - English

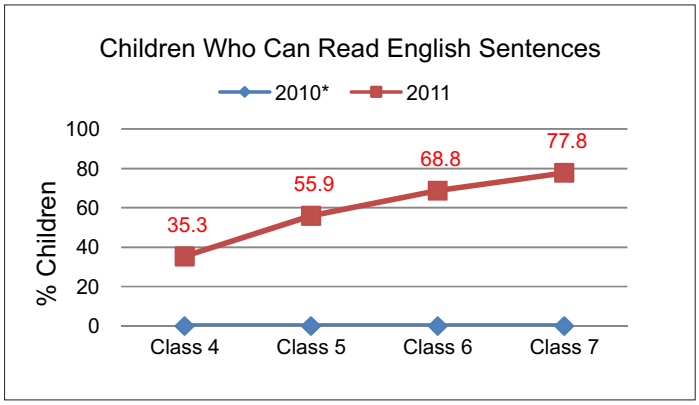
Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	39.7	30.1	21.9	8.2	0.0	100
2	13.8	23.2	27.1	31.5	4.4	100
3	7.7	12.7	23.2	40.1	16.2	100
4	6.0	11.2	15.5	31.9	35.3	100
5	4.5	8.1	10.8	20.7	55.9	100
6	3.1	0.0	6.3	21.9	68.8	100
7	2.2	0.0	4.4	15.6	77.8	100
8	2.0	2.0	2.0	16.3	77.6	100
9	2.4	2.4	4.8	4.8	85.7	100
10	0.0	0.0	0.0	0.0	100.0	100

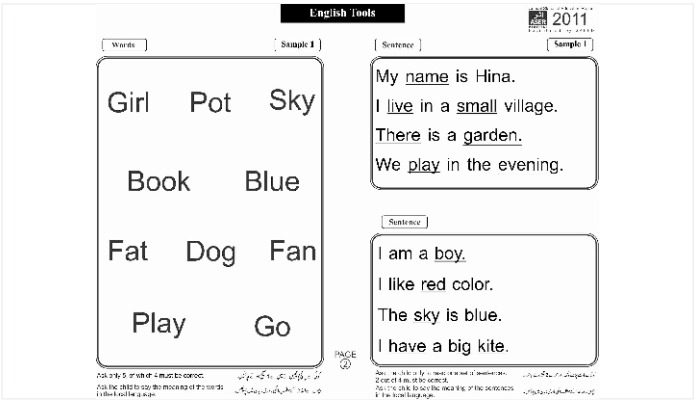
How to read: 8.2% (8.2+0.0) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
38.9	0.0
59.6	50.0
57.9	65.2
70.3	70.7
69.6	83.9
50.0	90.9
42.9	82.9
25.0	76.3
0.0	77.8
0.0	82.8







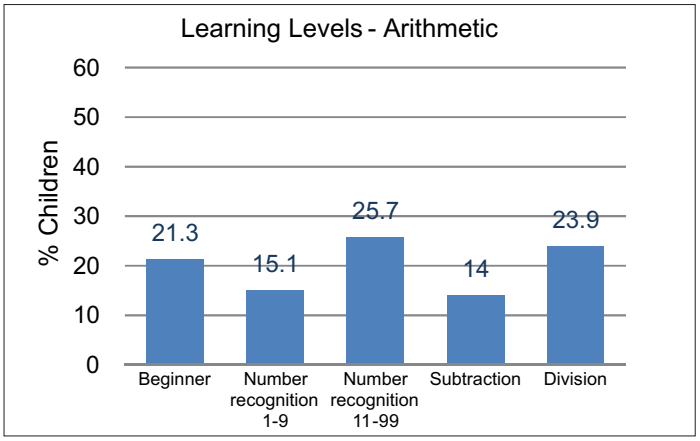


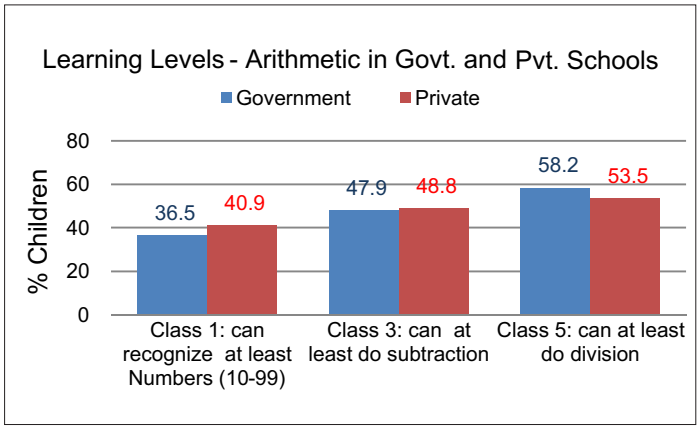
Learning Levels - Arithmetic

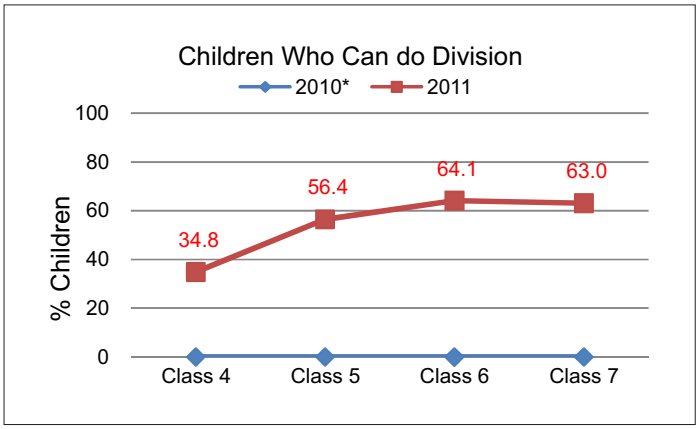
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	32.0	30.1	34.2	3.2	0.5	100
2	14.4	17.1	51.4	16.0	1.1	100
3	5.6	12.0	35.2	33.1	14.1	100
4	6.1	10.4	20.0	28.7	34.8	100
5	2.7	4.5	17.3	19.1	56.4	100
6	1.6	0.0	15.6	18.8	64.1	100
7	2.2	0.0	10.9	23.9	63.0	100
8	2.0	4.1	10.2	18.4	65.3	100
9	0.0	2.3	4.7	4.7	88.4	100
10	0.0	0.0	0.0	6.9	93.1	100

How to read : 3.7% (3.2+0.5) children of class 1 can do subtraction



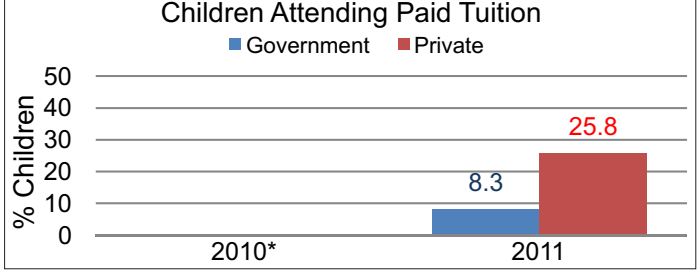




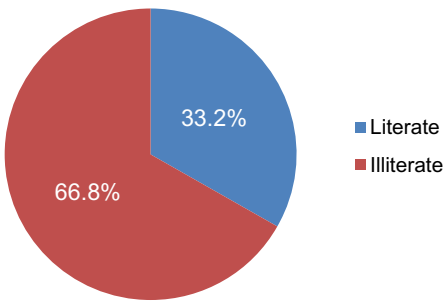
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt	4.8	6.0	1.0	9.1	4.2	19.1	22.2	12.5	28.1	16.7
Pvt	17.0	26.2	37.0	18.9	26.8	17.4	52.4	23.1	41.2	40.0



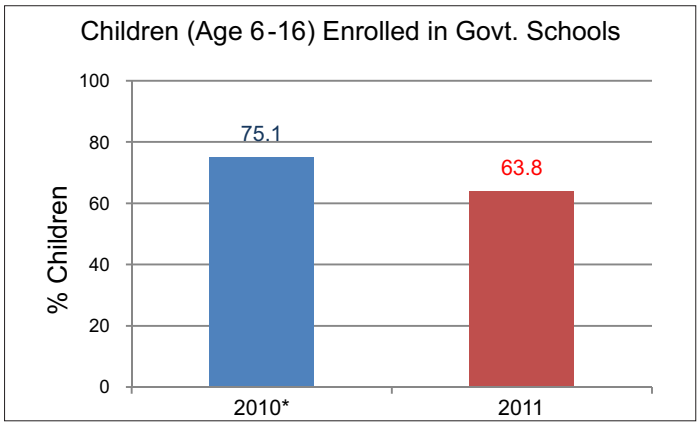
Mothers' Literacy

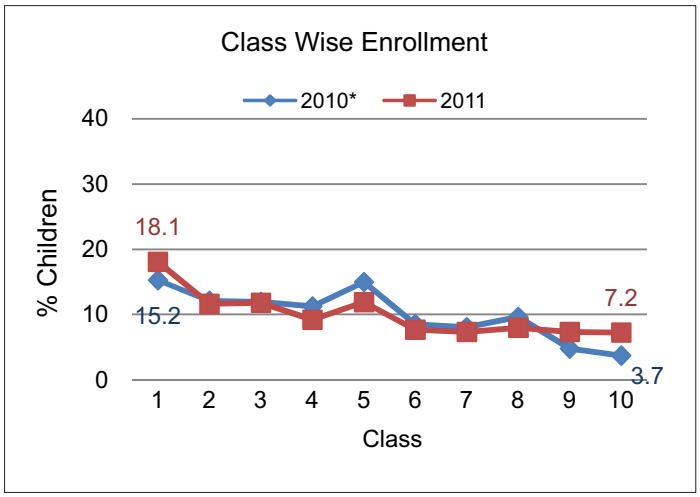


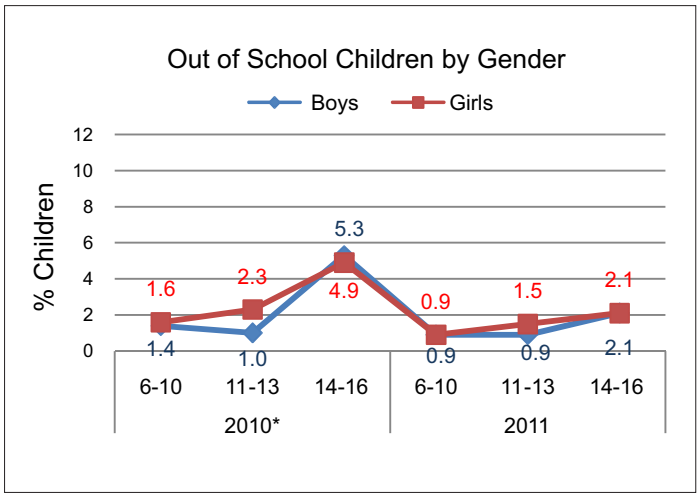
Nankana Sahib

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	60.2	36.2	0.0	0.2	2.6	0.9	100
11-13	59.1	30.1	0.7	0.0	3.7	6.3	100
14-16	53.9	28.1	0.0	0.0	5.9	12.1	100
6-16	58.5	32.9	0.2	0.1	3.6	4.8	100
Total			91.7		8.4		
By Type	63.8	35.9	0.2	0.1			

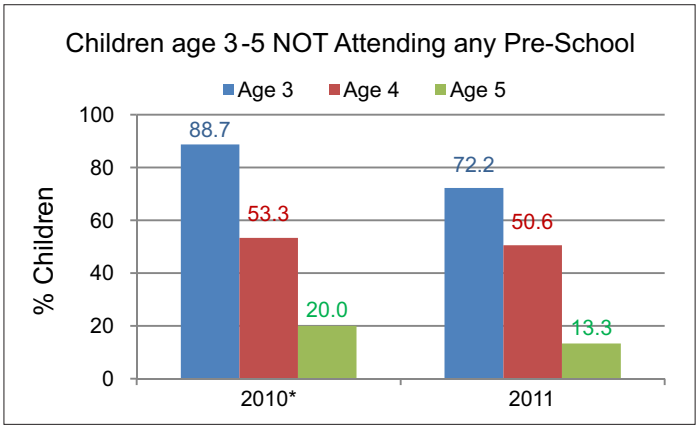






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	24.1	3.7	0.0	0.0	72.2	100
4	24.7	24.7	0.0	0.0	50.6	100
5	44.5	40.6	0.8	0.8	13.3	100
3-5	34.2	28.1	0.4	0.4	36.9	100
Total	63.1				36.9	
By Type	54.2	44.6	0.6	0.6		100



*District Nankana Sahib was surveyed in 2010

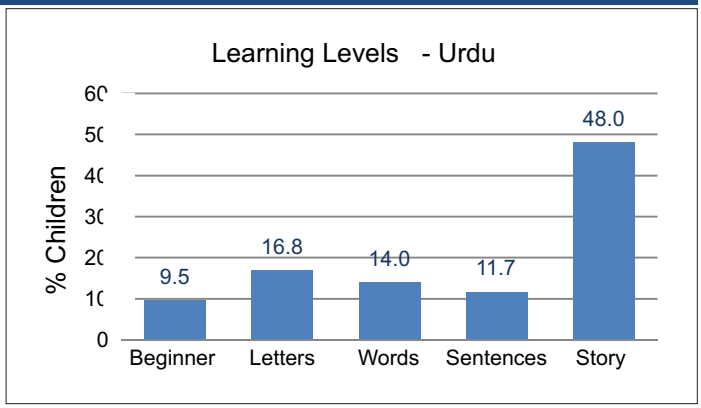
Nankana Sahib

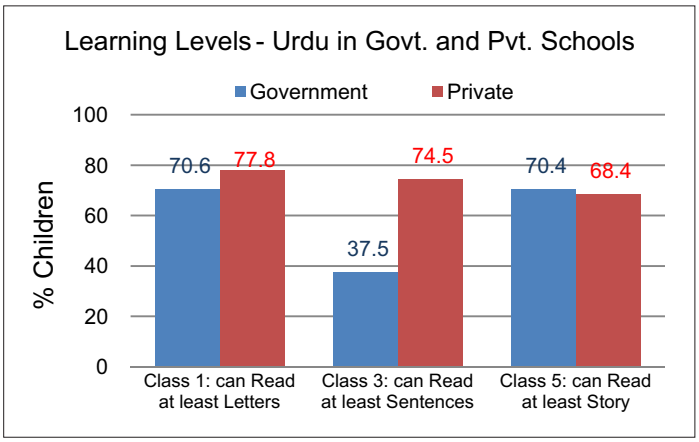
Learning Levels - Urdu

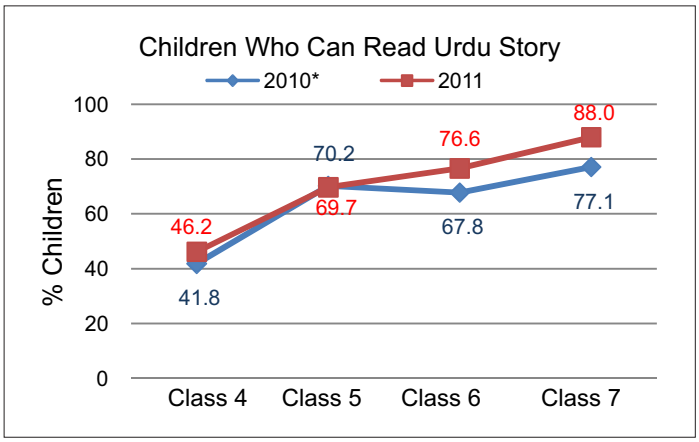
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	26.1	34.4	28.7	5.7	5.1	100
2	6.8	32.5	28.2	17.1	15.4	100
3	1.7	18.3	26.1	22.6	31.3	100
4	2.2	12.9	15.1	23.7	46.2	100
5	0.0	1.7	12.6	16.0	69.7	100
6	1.3	3.9	1.3	16.9	76.6	100
7	1.3	1.3	1.3	8.0	88.0	100
8	3.8	0.0	1.3	7.5	87.5	100
9	0.0	0.0	0.0	2.9	97.1	100
10	1.4	1.4	1.4	1.4	94.2	100

How to read: 10.8% (5.7+5.1) children of class 1 can read sentences







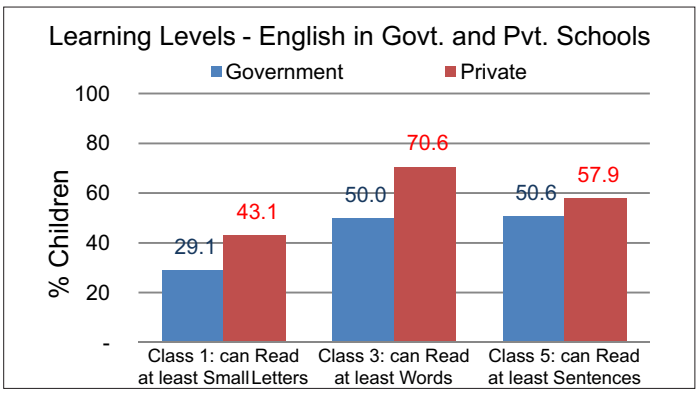
Learning Levels - English

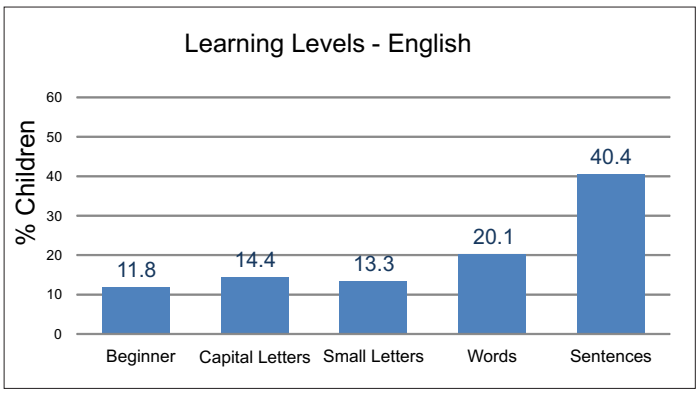
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	35.4	29.1	22.8	9.5	3.2	100
2	6.8	27.1	39.0	17.8	9.3	100
3	0.0	15.7	25.2	40.9	18.3	100
4	2.2	8.6	14.0	49.5	25.8	100
5	0.8	0.8	3.4	42.0	52.9	100
6	1.3	1.3	3.9	31.6	61.8	100
7	1.3	5.3	3.9	7.9	81.6	100
8	3.8	0.0	1.3	10.0	85.0	100
9	1.4	0.0	0.0	2.9	95.7	100
10	1.4	1.4	1.4	0.0	95.7	100

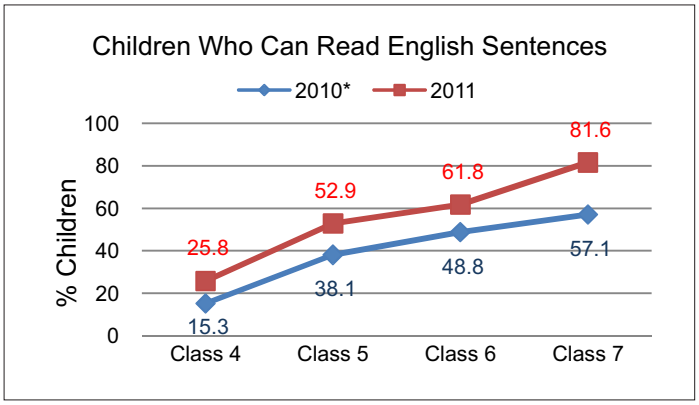
How to read : 12.7% (9.5+3.2) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
40.0	80.0
33.3	54.5
44.7	9.5
54.3	66.7
68.0	55.6
75.0	68.1
66.7	58.1
62.5	73.5
50.0	68.2
0.0	68.2





Nankana Sahib



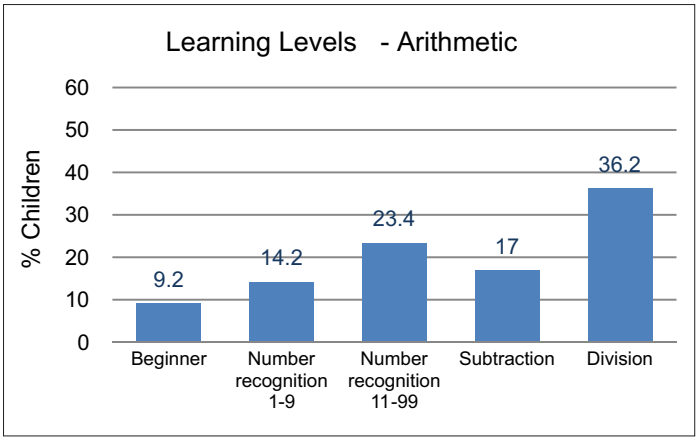


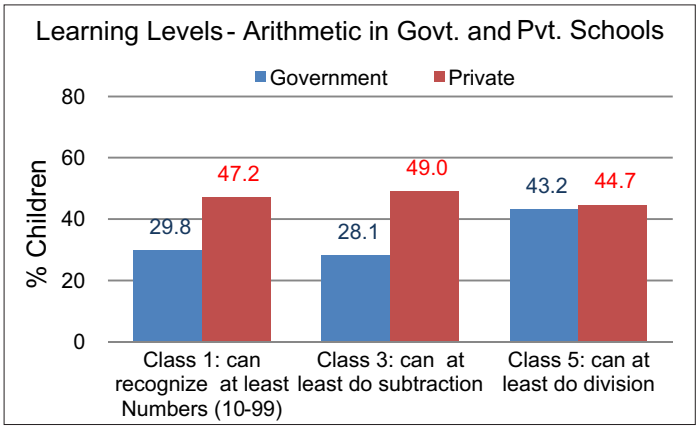
Learning Levels - Arithmetic

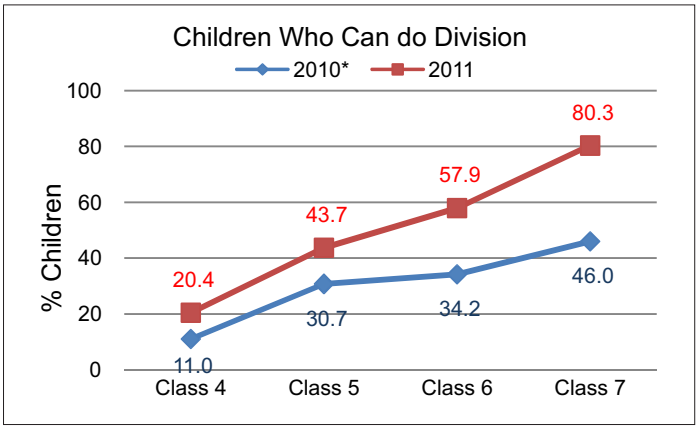
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	27.6	34.6	32.1	3.2	2.6	100
2	3.4	28.2	52.1	11.1	5.1	100
3	0.9	13.9	47.8	27.8	9.6	100
4	1.1	6.5	34.4	37.6	20.4	100
5	0.0	0.8	14.3	41.2	43.7	100
6	3.9	0.0	9.2	28.9	57.9	100
7	1.3	0.0	3.9	14.5	80.3	100
8	3.8	0.0	1.3	12.5	82.5	100
9	0.0	0.0	0.0	8.7	91.3	100
10	1.4	0.0	2.9	2.9	92.8	100

How to read : 5.8% (3.2+2.6) children of class 1 can do subtraction



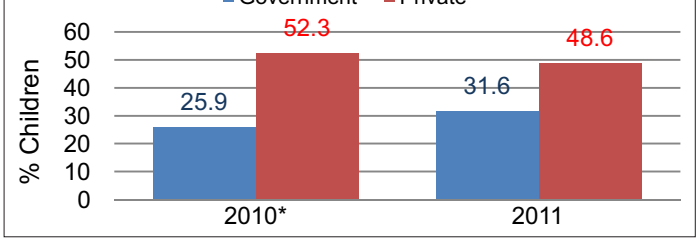




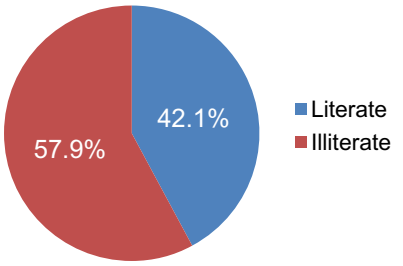
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	28.6	26.2	29.4	26.5	38.4	29.3	23.2	43.6	39.6	48.9
Pvt	40.9	51.3	58.6	63.3	43.9	37.5	50.0	62.1	68.0	59.4



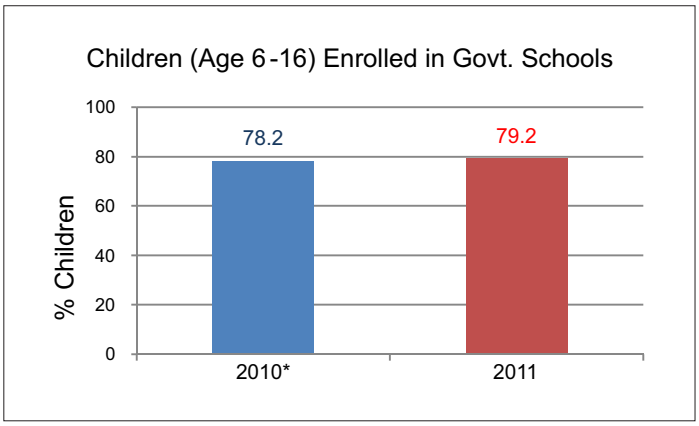
Mothers' Literacy

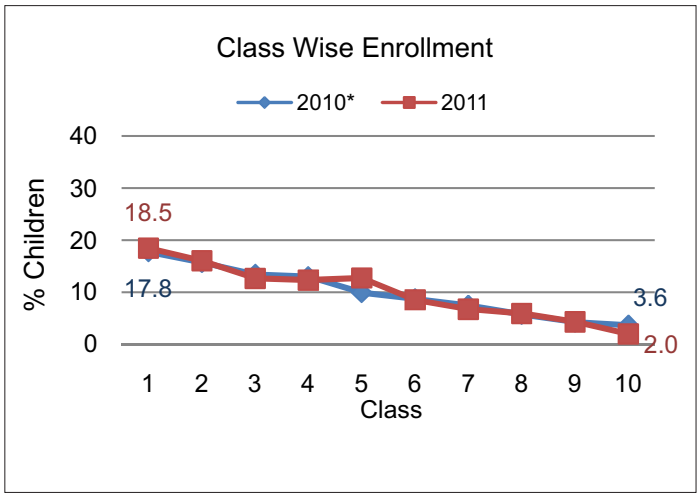


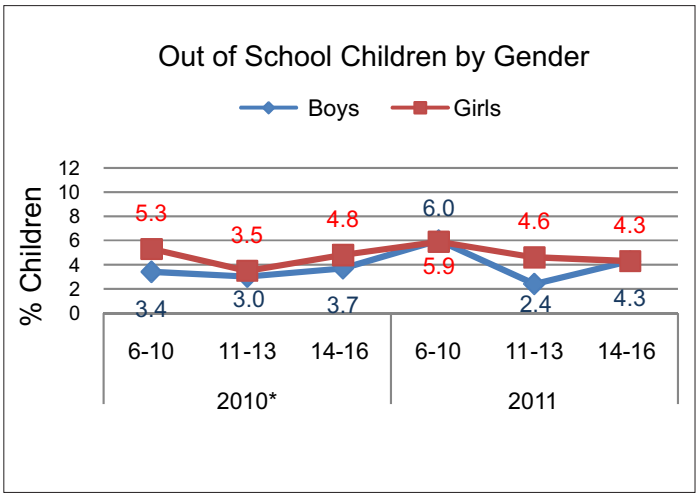
Rahim Yar Khan

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	63.0	14.7	1.9	0.1	18.2	2.1	100
11-13	55.3	11.9	1.4	0.3	16.9	14.2	100
14-16	42.7	10.6	0.0	0.8	24.4	21.5	100
6-16	57.4	13.3	1.4	0.3	19.1	8.4	100
Total	72.4				27.5		
By Type	79.2	18.3	2.0	0.4			

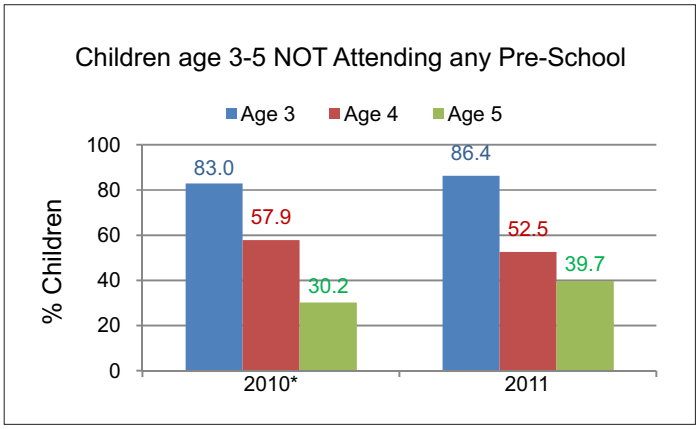






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre -Schools						
Age Group	Govt.	Pvt.	Madrassah	Others	Out of School	Total
3	9.7	2.9	1.0	0.0	86.4	100
4	36.7	10.0	0.8	0.0	52.5	100
5	45.9	13.7	0.7	0.0	39.7	100
3-5	32.8	9.5	0.8	0.0	56.9	100
Total	43.1				56.9	
By Type	76.1	22.0	1.9	0.0		100



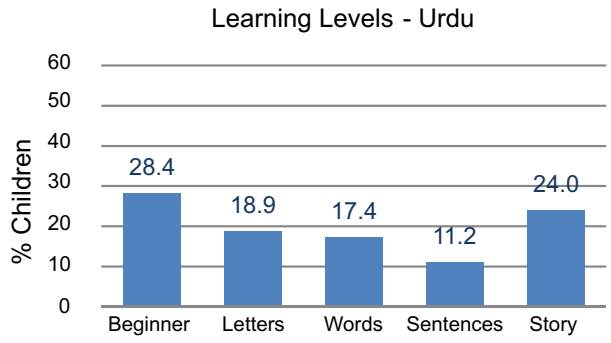
* District Rahim Yar Khan was surveyed in 2010

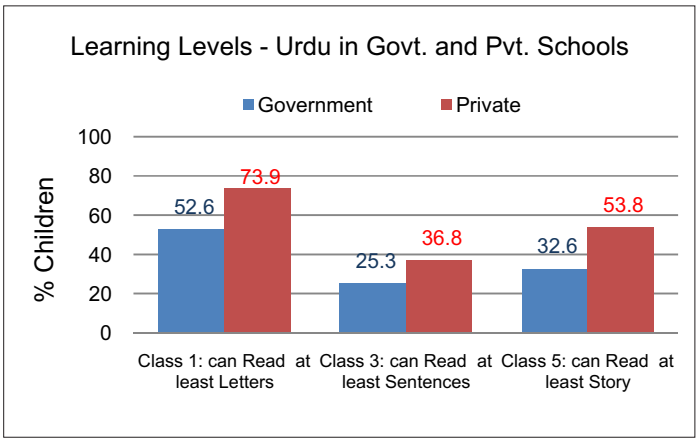
Rahim Yar Khan

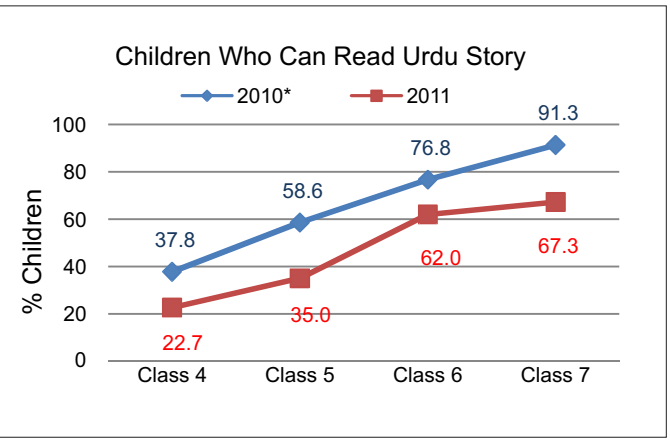
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	42.7	39.5	16.1	1.6	0.0	100
2	17.6	41.2	30.9	5.1	5.1	100
3	11.6	22.3	39.3	15.2	11.6	100
4	10.3	15.5	28.9	22.7	22.7	100
5	7.8	6.8	22.3	28.2	35.0	100
6	5.6	0.0	7.0	25.4	62.0	100
7	3.6	0.0	1.8	27.3	67.3	100
8	4.3	0.0	6.5	6.5	82.6	100
9	3.0	3.0	3.0	3.0	87.9	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read:1.6% (1.6+0.0) children of class 1 can read sentences





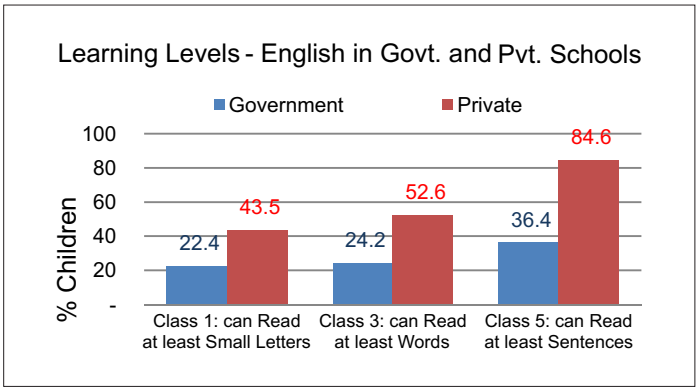


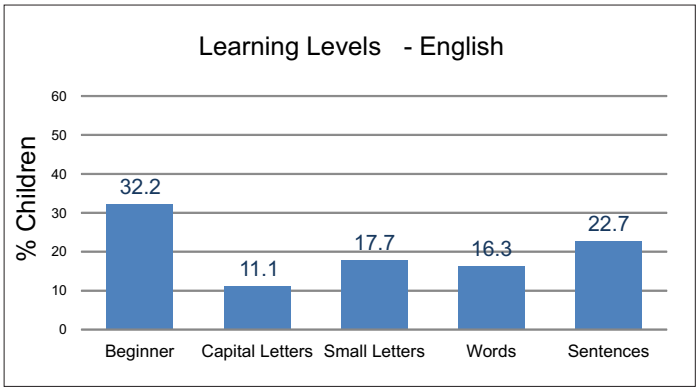
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	53.6	20.8	19.2	6.4	0.0	100
2	24.8	24.8	29.2	19.7	1.5	100
3	12.5	18.8	40.2	21.4	7.1	100
4	8.3	8.3	35.4	28.1	19.8	100
5	8.8	0.0	17.6	31.4	42.2	100
6	2.9	1.4	2.9	38.6	54.3	100
7	1.8	1.8	3.6	16.4	76.4	100
8	8.7	0.0	2.2	19.6	69.6	100
9	0.0	0.0	3.0	6.1	90.9	100
10	0.0	0.0	0.0	0.0	100.0	100

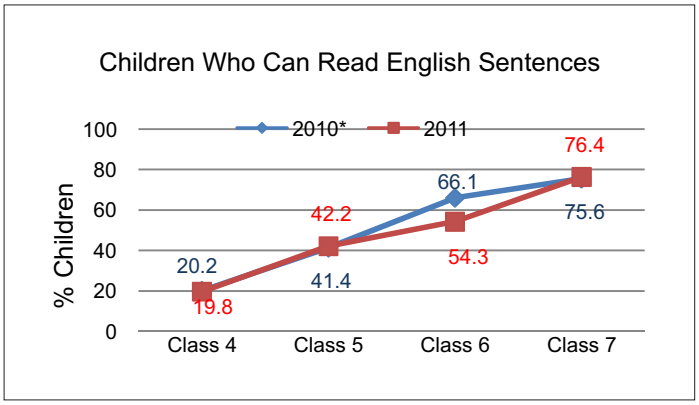
How to read: 6.4% (6.4+0.0) children of class 1 can read words

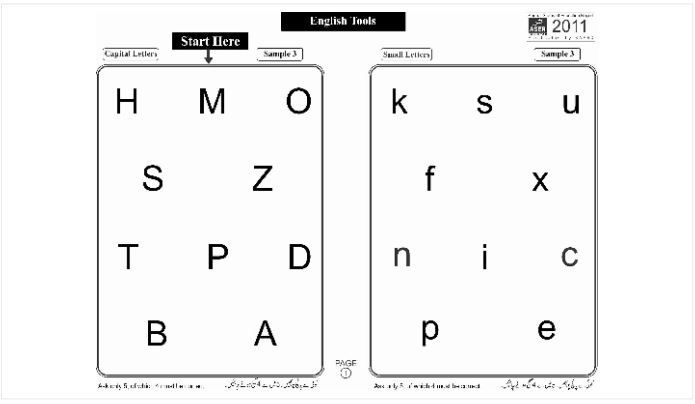
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
100.0	0.0
63.0	50.0
75.0	75.0
74.1	47.4
71.9	69.8
88.9	68.4
88.9	78.6
66.7	65.6
100.0	66.7
0.0	66.7





Rahim Yar Khan



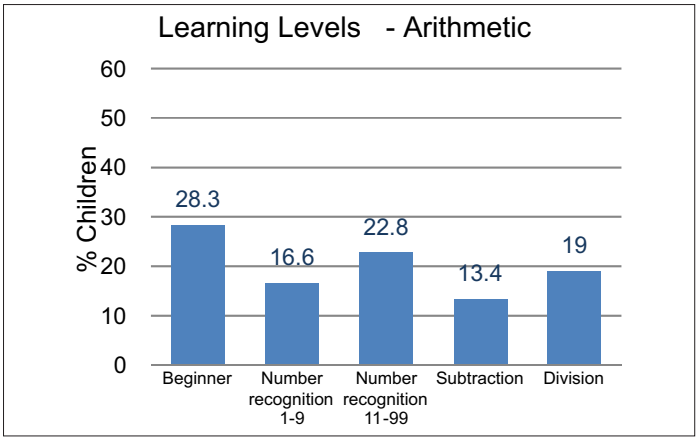


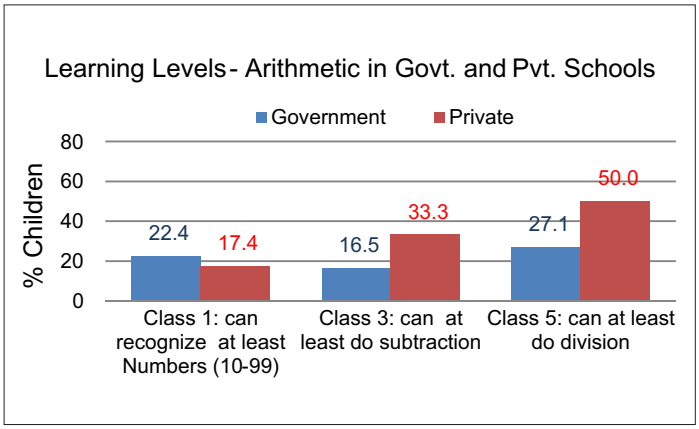
Learning Levels - Arithmetic

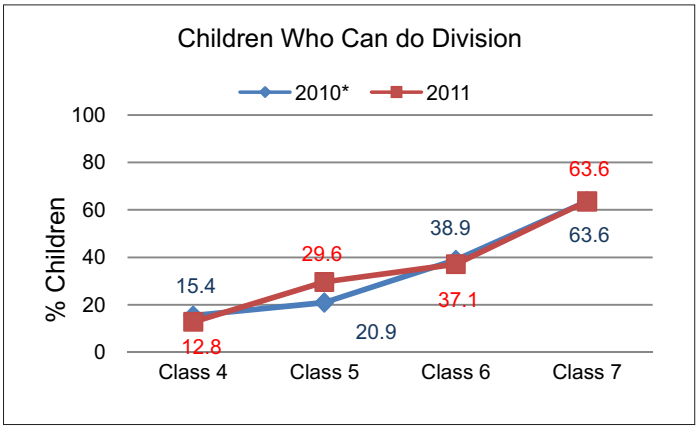
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	40.8	38.4	16.8	2.4	1.6	100
2	21.2	31.4	38.0	6.6	2.9	100
3	9.0	22.5	49.5	13.5	5.4	100
4	10.6	10.6	42.6	23.4	12.8	100
5	9.2	3.1	26.5	31.6	29.6	100
6	4.3	1.4	15.7	41.4	37.1	100
7	1.8	1.8	5.5	27.3	63.6	100
8	4.3	0.0	8.7	17.4	69.6	100
9	0.0	3.0	3.0	9.1	84.8	100
10	0.0	0.0	0.0	16.7	83.3	100

How to read:4.0% (2.4+1.6) children of class 1 can do subtraction



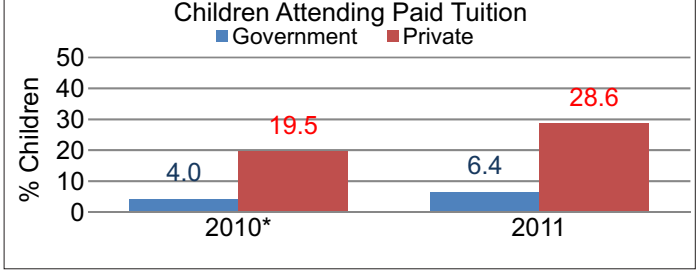




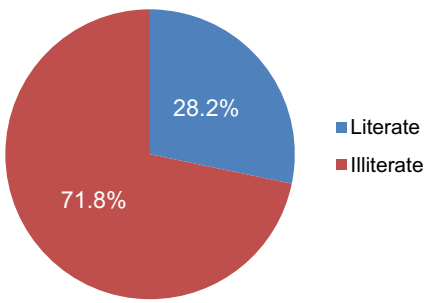
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.7	5.1	4.1	5.4	8.7	5.7	11.3	6.8	28.1	35.7
Pvt	32.4	41.4	38.1	36.0	25.0	27.3	36.4	16.7	11.1	0.0



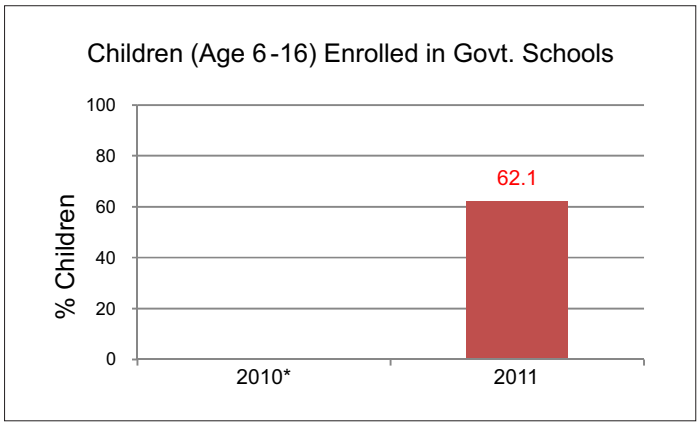
Mothers' Literacy

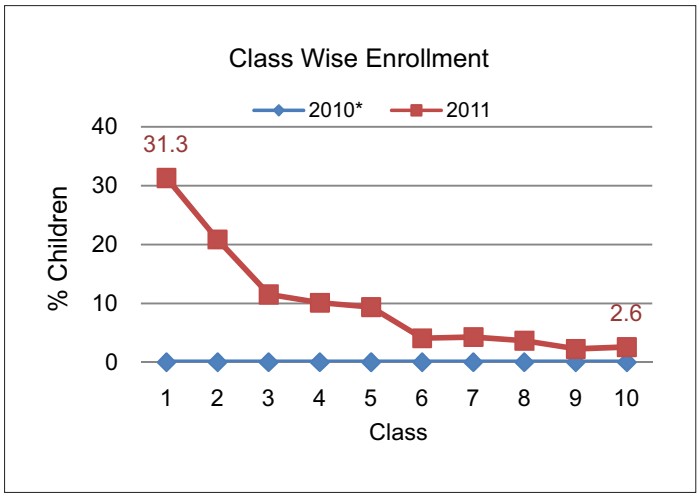


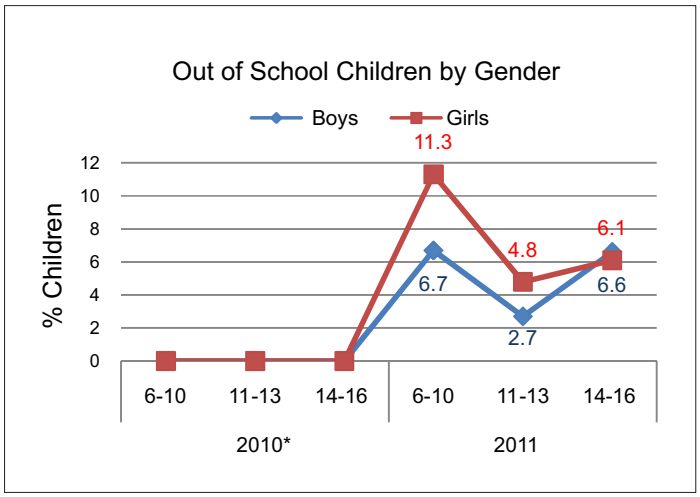
Rajanpur

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	44.1	24.5	2.2	0.3	27.4	1.4	100
11-13	34.8	23.2	1.1	0.0	31.1	9.7	100
14-16	22.9	10.4	0.4	0.0	39.4	26.9	100
6-16	38.3	21.5	1.7	0.2	30.4	7.9	100
Total	61.7				38.3		100
By Type	62.1	34.9	2.7	0.3			

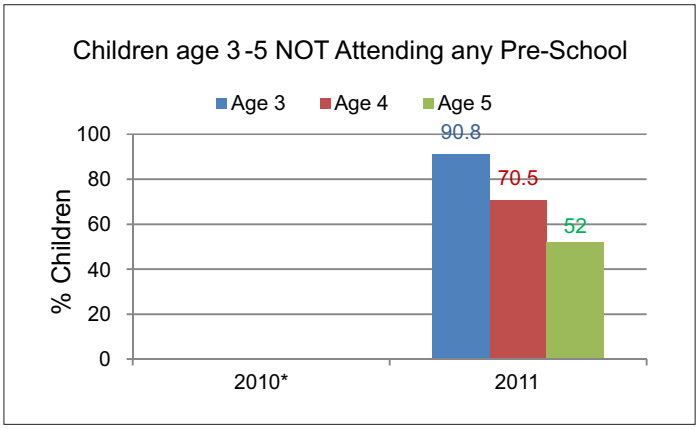






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	5.7	2.9	0.6	0.0	90.8	100
4	16.5	12.5	0.6	0.0	70.5	100
5	28.8	16.9	1.1	1.1	52.0	100
3-5	17.1	10.8	0.8	0.4	71.0	100
Total	29.1				71.0	
By Type	58.8	37.3	2.6	1.3		100

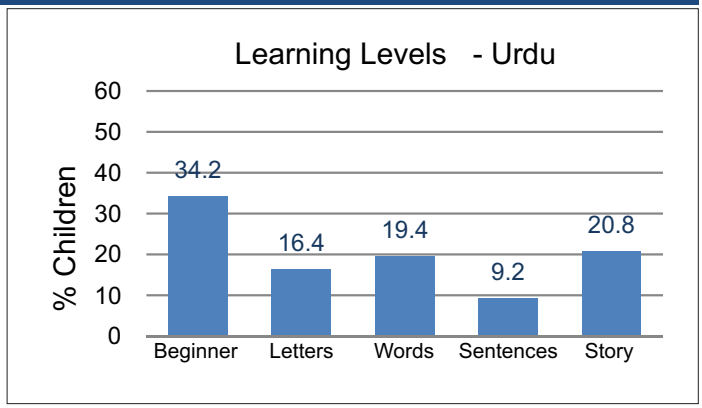


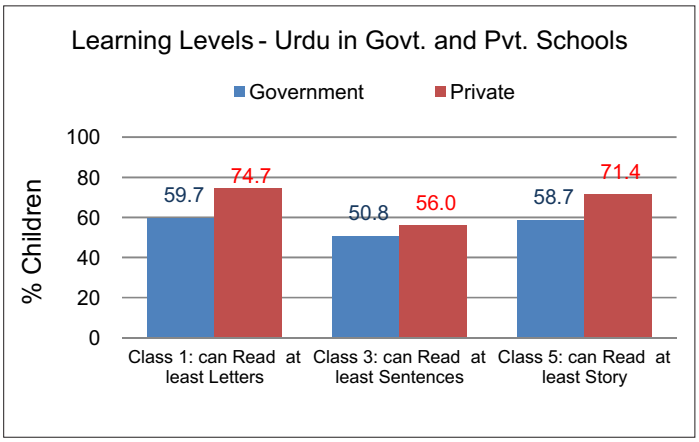
* District Rajanpur was not surveyed in 2010

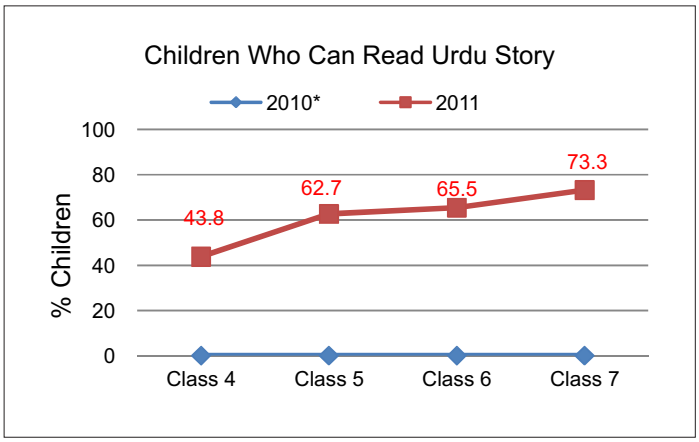
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	34.4	27.8	31.1	3.3	3.3	100
2	10.6	24.8	44.7	13.7	6.2	100
3	0.0	13.3	35.6	22.2	28.9	100
4	3.8	13.8	17.5	21.3	43.8	100
5	1.5	10.4	9.0	16.4	62.7	100
6	0.0	6.9	10.3	17.2	65.5	100
7	0.0	6.7	3.3	16.7	73.3	100
8	0.0	0.0	4.0	16.0	80.0	100
9	0.0	0.0	0.0	12.5	87.5	100
10	5.3	0.0	5.3	0.0	89.5	100

How to read:6.6% (3.3+3.3) children of class 1 can read sentences





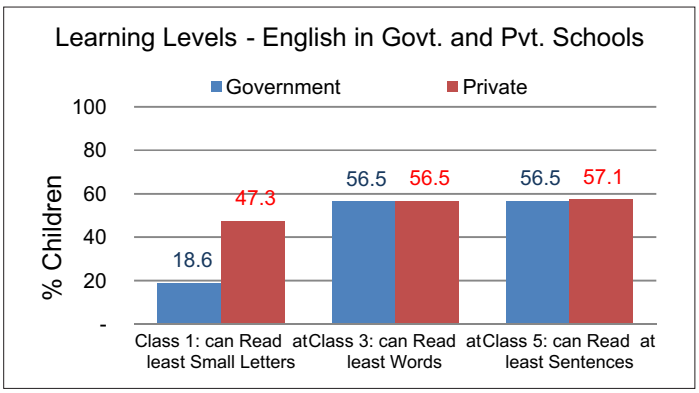


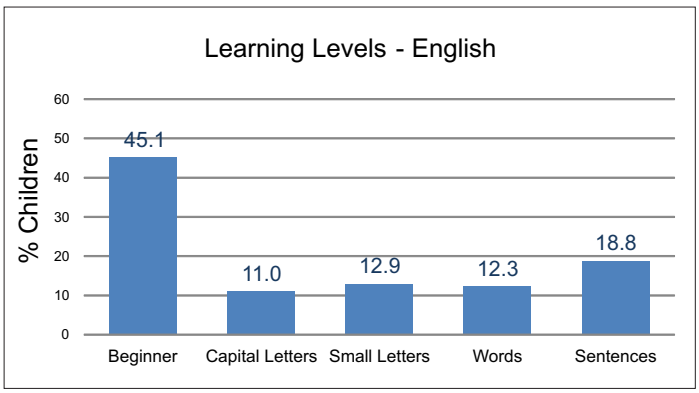
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	48.6	22.1	15.4	11.5	2.4	100
2	26.6	21.5	28.5	18.4	5.1	100
3	7.9	11.2	27.0	30.3	23.6	100
4	5.1	11.4	22.8	27.8	32.9	100
5	4.5	6.0	11.9	20.9	56.7	100
6	3.4	3.4	13.8	13.8	65.5	100
7	0.0	3.3	6.7	6.7	83.3	100
8	0.0	0.0	0.0	21.7	78.3	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	5.3	5.3	5.3	84.2	100

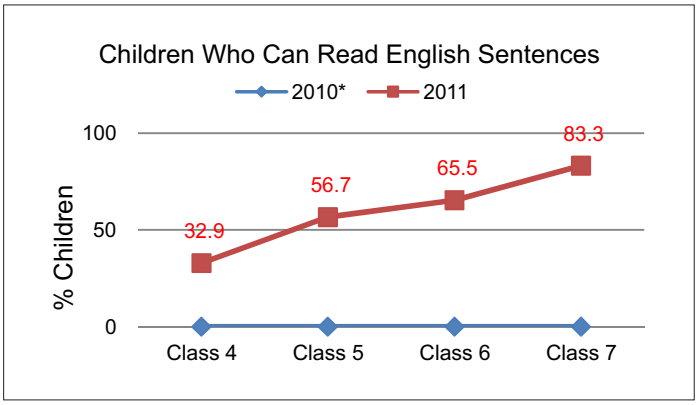
How to read: 13.9% (11.5+2.4) children of class 1 can read words

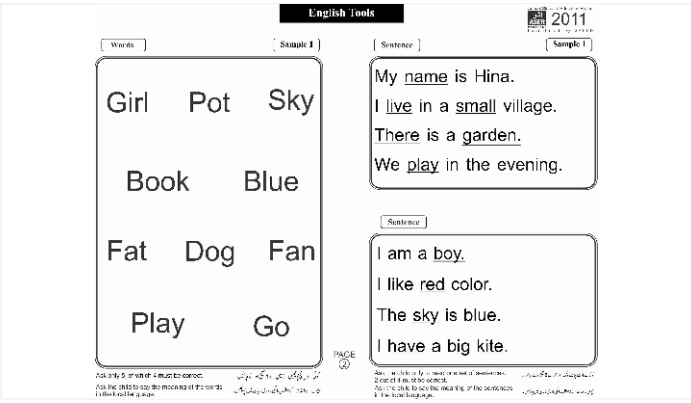
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
87.5	40.0
86.2	50.0
74.1	66.7
95.5	69.2
78.6	65.8
100.0	63.2
50.0	72.0
80.0	66.7
0.0	87.5
100.0	68.8





Rajanpur



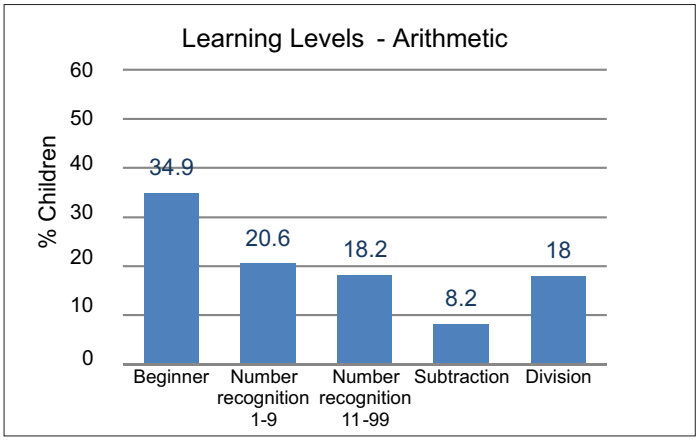


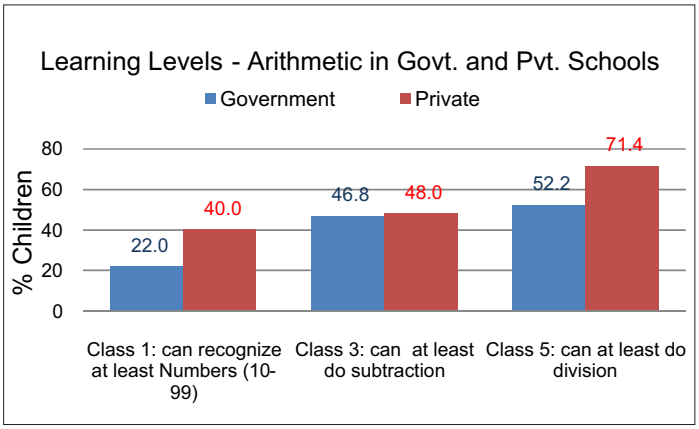
Learning Levels - Arithmetic

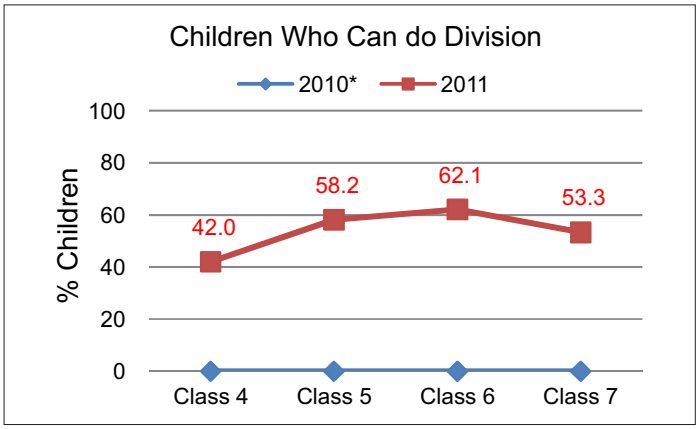
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	34.4	36.8	23.1	3.8	1.9	100
2	16.7	32.1	36.4	11.7	3.1	100
3	1.1	13.2	40.7	25.3	19.8	100
4	6.2	17.3	19.8	14.8	42.0	100
5	0.0	10.4	17.9	13.4	58.2	100
6	3.4	10.3	10.3	13.8	62.1	100
7	0.0	3.3	16.7	26.7	53.3	100
8	0.0	0.0	8.0	8.0	84.0	100
9	0.0	0.0	6.3	6.3	87.5	100
10	0.0	0.0	10.5	5.3	84.2	100

How to read : 5.7% (3.8+1.9) children of class 1 can do subtraction



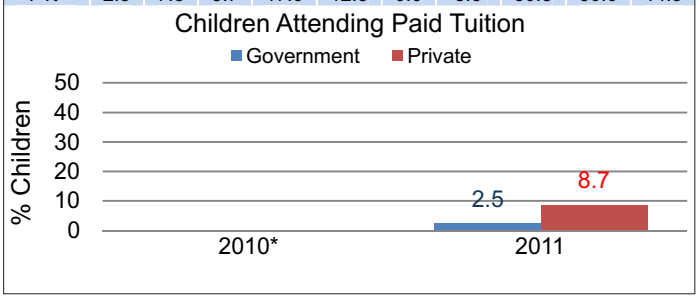




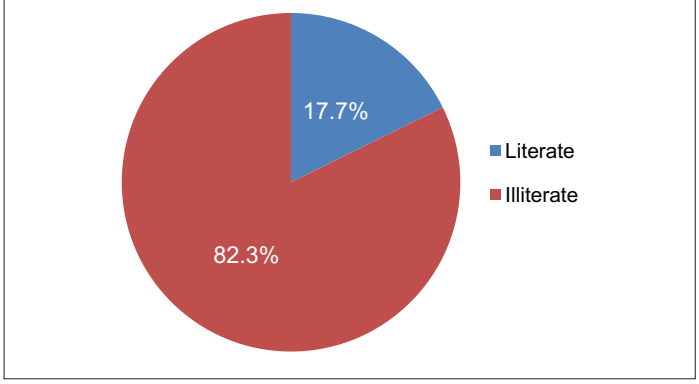
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.2	1.7	0.0	0.0	5.6	4.8	10.7	9.5	6.7	5.9
Pvt	2.8	7.8	5.7	17.6	12.5	0.0	8.3	30.8	50.0	14.3



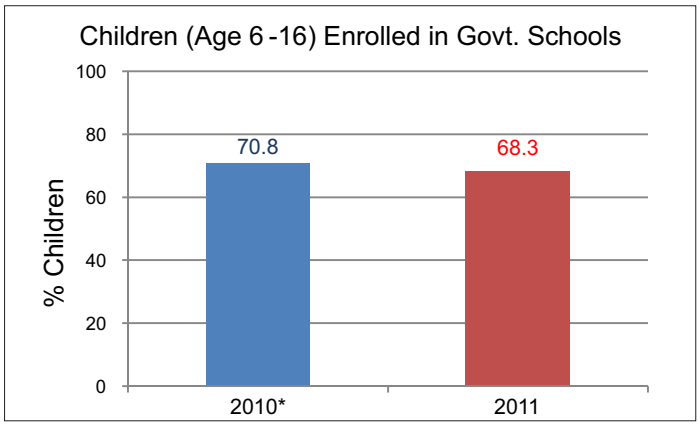
Mothers' Literacy

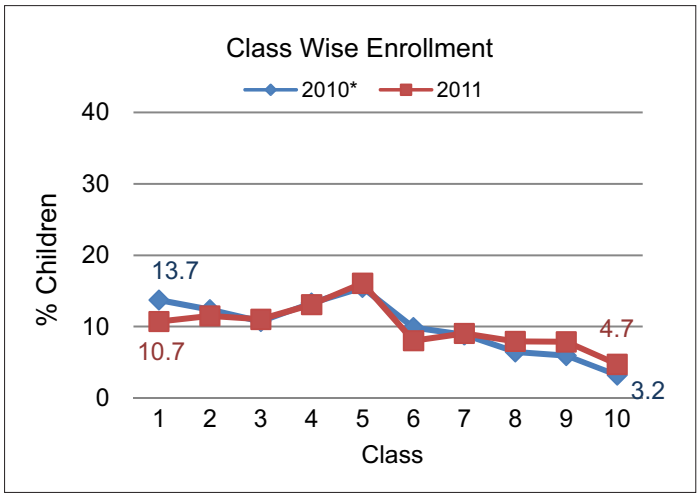


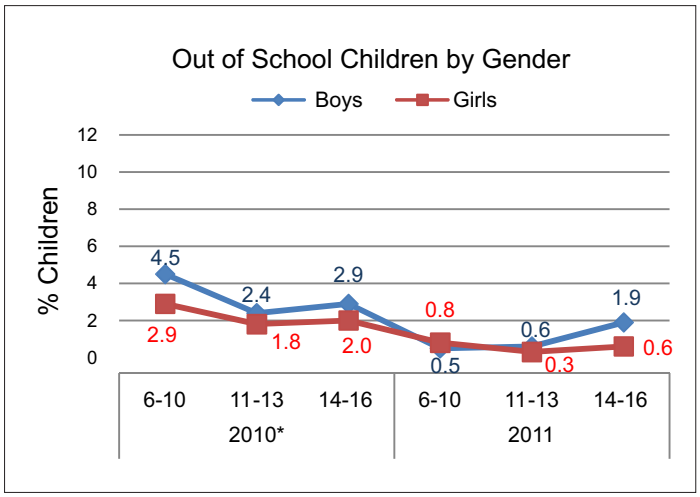
Rawalpindi

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	65.2	31.6	0.6	0.1	1.8	0.7	100
11-13	63.1	32.4	1.3	0.0	1.6	1.6	100
14-16	67.6	19.1	1.1	0.0	4.0	8.1	100
6-16	65.1	29.2	0.9	0.1	2.2	2.5	100
Total	95.3				4.7		
By Type	68.3	30.7	1.0	0.1			

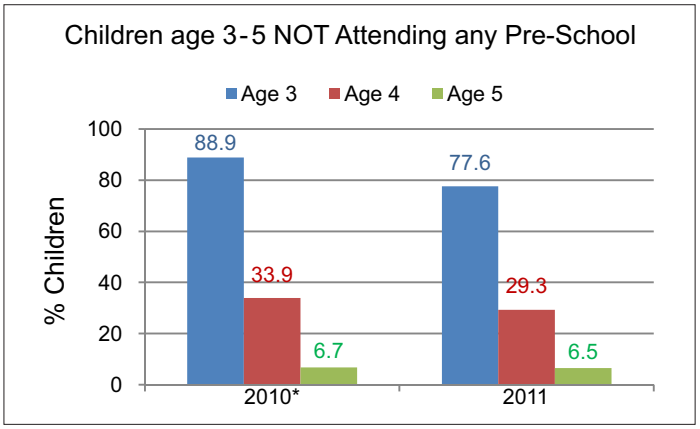






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	10.3	12.1	0.0	0.0	77.6	10.3
4	41.3	29.3	0.0	0.0	29.3	41.3
5	56.1	37.4	0.0	0.0	6.5	56.1
3-5	41.4	29.3	0.0	0.0	29.3	41.4
Total	70.7				29.3	
By Type	58.6	41.4	0.0	0.0		58.6

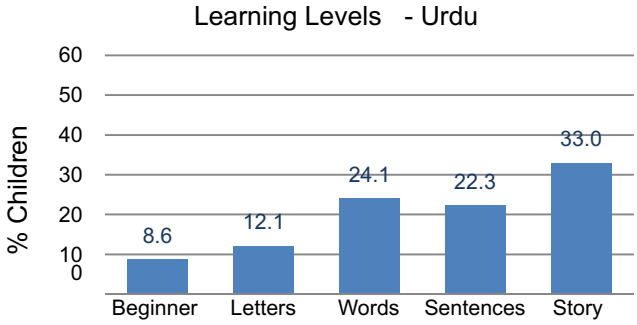


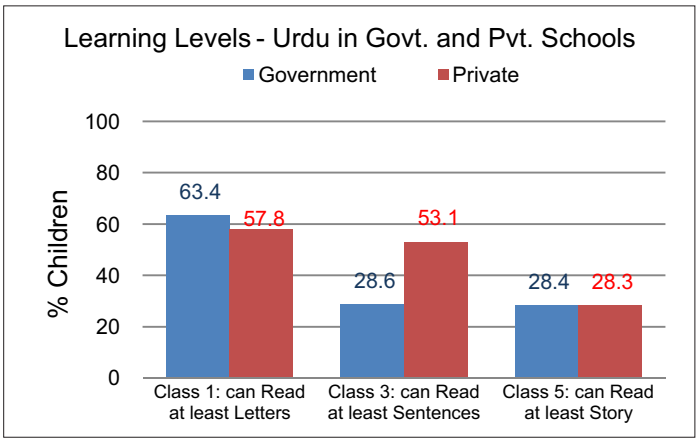
*District Rawalpindi was surveyed in 2010

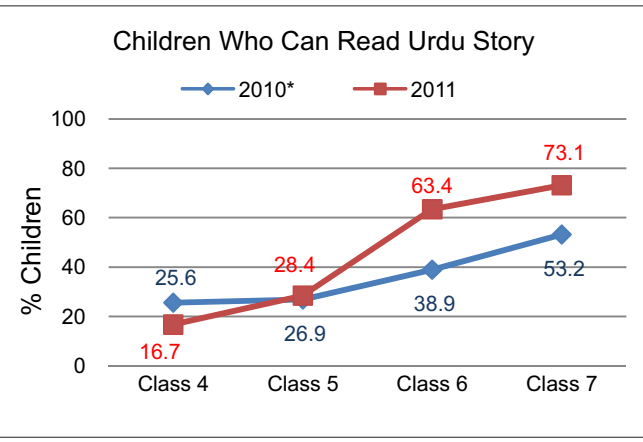
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.8	29.3	21.6	6.9	3.4	100
2	2.9	22.5	54.3	16.7	3.6	100
3	0.7	20.1	41.8	30.6	6.7	100
4	1.3	8.3	34.0	39.7	16.7	100
5	0.0	7.5	24.9	39.3	28.4	100
6	1.0	3.0	6.9	25.7	63.4	100
7	0.0	5.6	7.4	13.9	73.1	100
8	1.0	4.1	10.3	11.3	73.2	100
9	1.0	2.1	11.5	12.5	72.9	100
10	0.0	8.9	7.1	14.3	69.6	100

How to read: 10.3% (6.9+3.4) children of class 1 can read sentences





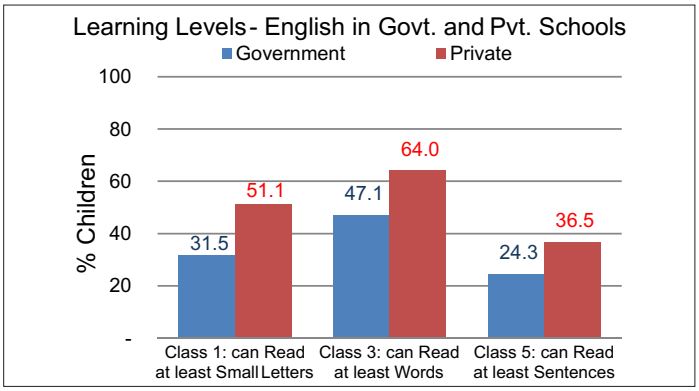


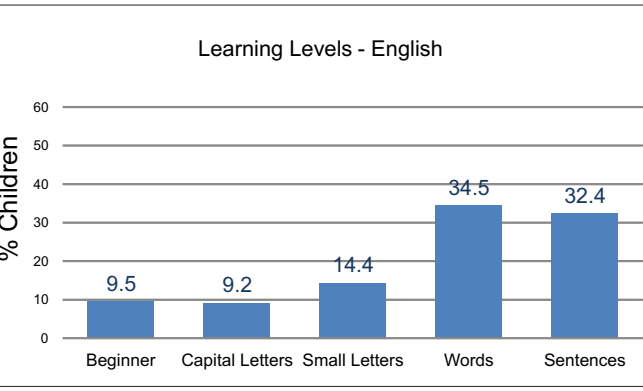
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	38.1	22.9	27.1	10.2	1.7	100
2	3.7	18.4	36.0	36.0	5.9	100
3	2.9	21.3	22.8	42.6	10.3	100
4	1.3	9.6	19.7	56.1	13.4	100
5	1.5	6.5	8.0	56.5	27.5	100
6	1.0	1.0	5.0	36.6	56.4	100
7	0.9	0.0	2.8	23.9	72.5	100
8	2.0	3.1	4.1	20.4	70.4	100
9	1.1	0.0	6.3	29.5	63.2	100
10	0.0	0.0	1.8	12.3	86.0	100

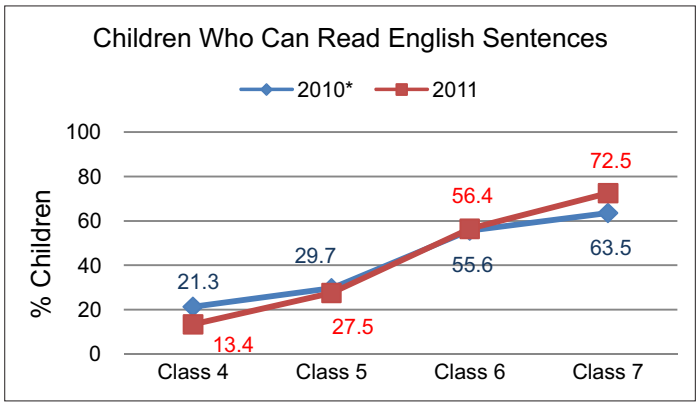
How to read: 11.9% (10.2+1.7) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
50.0	0.0
57.1	0.0
46.6	14.3
63.6	52.4
75.2	45.5
62.2	61.4
76.9	70.9
75.0	75.4
85.7	71.7
71.4	67.3





Rawalpindi



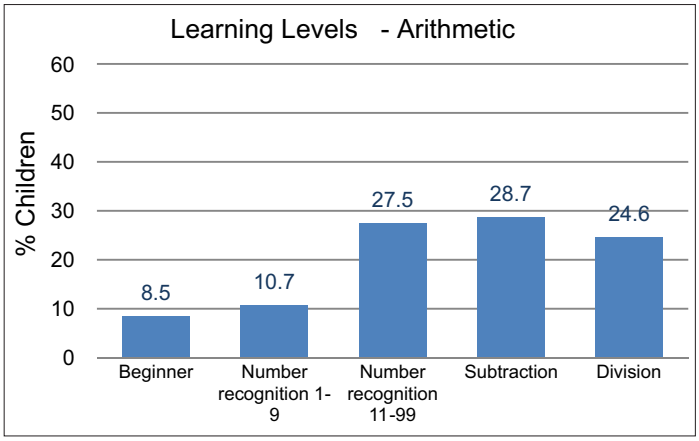


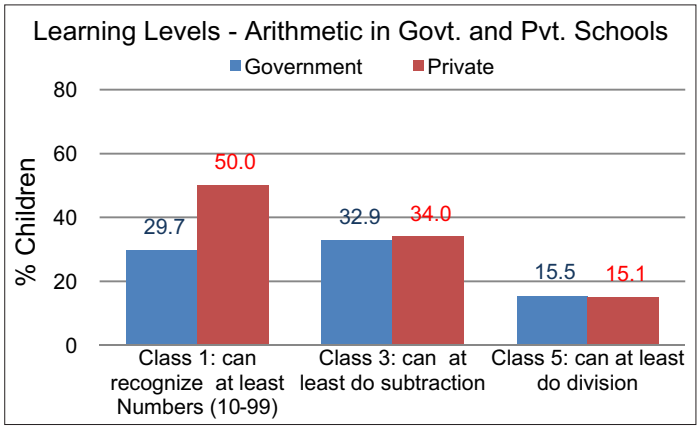
Learning Levels - Arithmetic

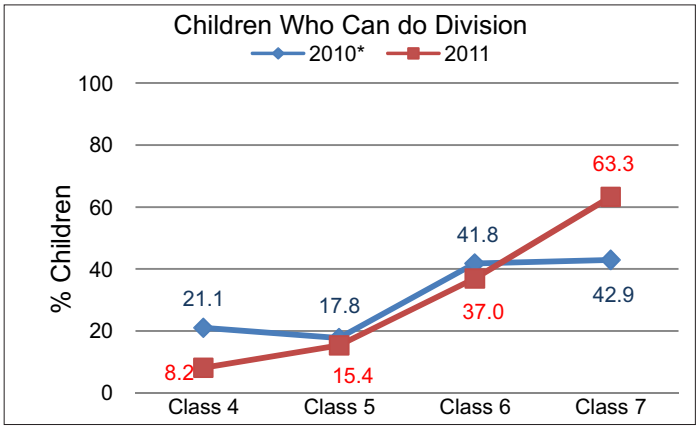
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	35.6	27.1	31.4	3.4	2.5	100
2	3.7	23.9	50.7	18.7	3.0	100
3	0.7	22.8	43.4	27.9	5.1	100
4	1.3	9.4	39.6	41.5	8.2	100
5	0.0	5.0	30.8	48.8	15.4	100
6	1.0	2.0	19.0	41.0	37.0	100
7	0.0	0.0	11.9	24.8	63.3	100
8	2.1	2.1	10.3	32.0	53.6	100
9	1.1	0.0	11.6	28.4	58.9	100
10	0.0	1.8	5.3	17.5	75.4	100

How to read : 5.9% (3.4+2.5) children of class 1 can do subtraction



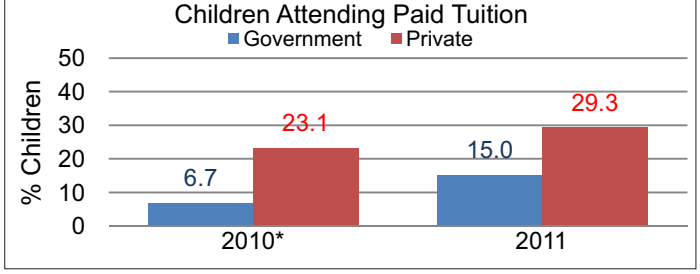




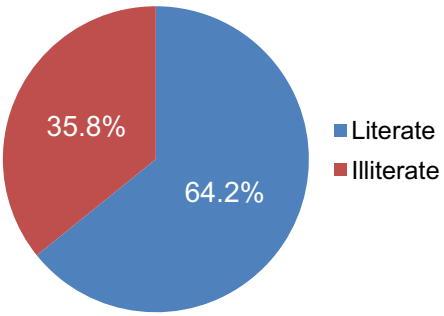
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.6	3.2	6.7	14.3	11.3	19.0	17.6	35.7	39.4	24.1
Pvt	13.5	32.1	32.0	44.4	38.9	34.2	36.6	29.4	17.9	33.3



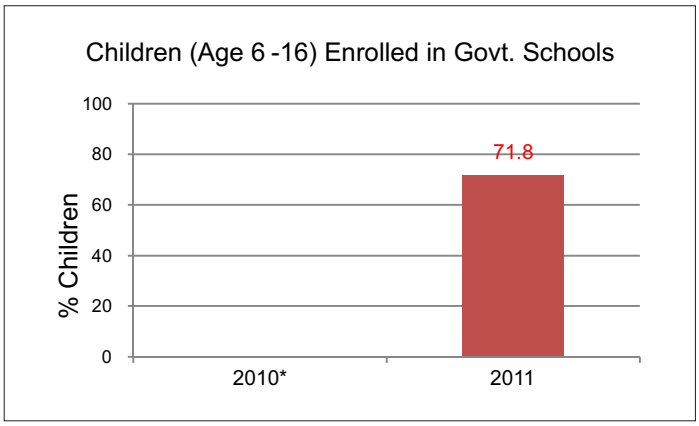
Mothers' Literacy

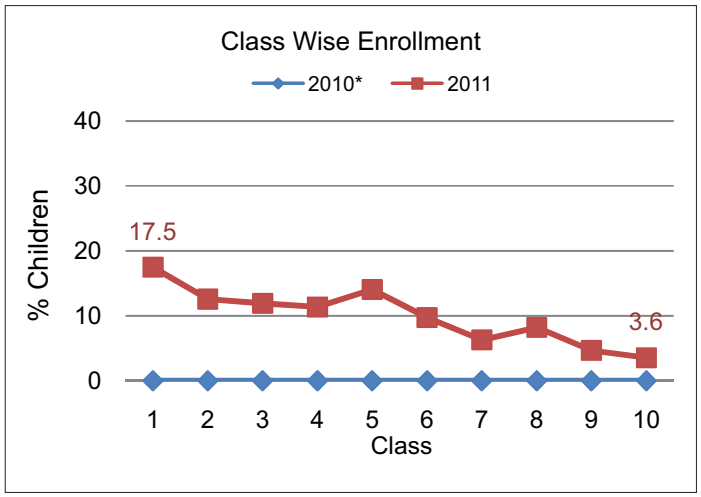


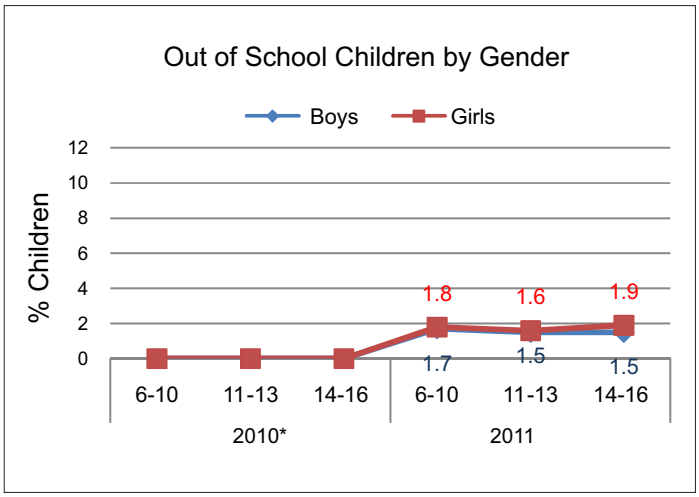
Sahiwal

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	64.9	27.2	1.4	0.3	4.4	1.8	100
11-13	65.2	20.7	2.0	0.0	6.3	5.7	100
14-16	62.7	16.9	0.8	0.0	3.0	16.5	100
6-16	64.6	23.8	1.5	0.1	4.6	5.4	100
Total	90.0				10.0		100
By Type	71.8	26.4	1.6	0.2			

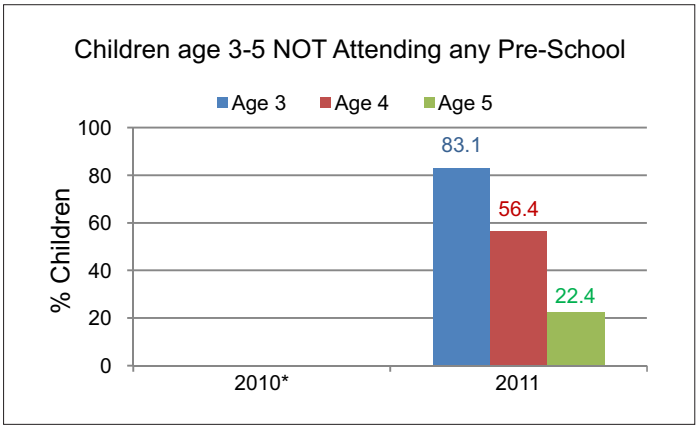






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre - Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	7.4	8.1	1.4	0.0	83.1	100
4	26.7	15.8	1.0	0.0	56.4	100
5	52.0	24.8	0.8	0.0	22.4	100
3-5	27.5	15.8	1.1	0.0	55.6	100
Total	44.4				55.6	
By Type	62.0	35.5	2.4	0.0		100

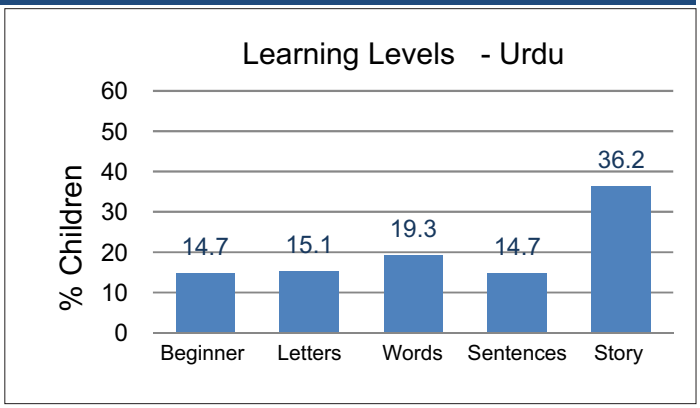


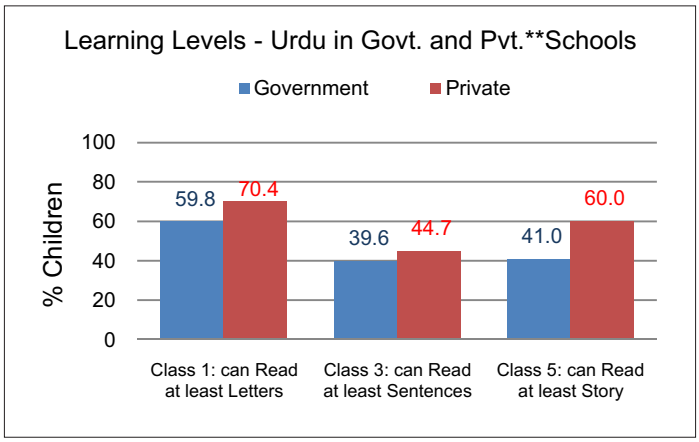
* District Sahiwal was not surveyed in 2010

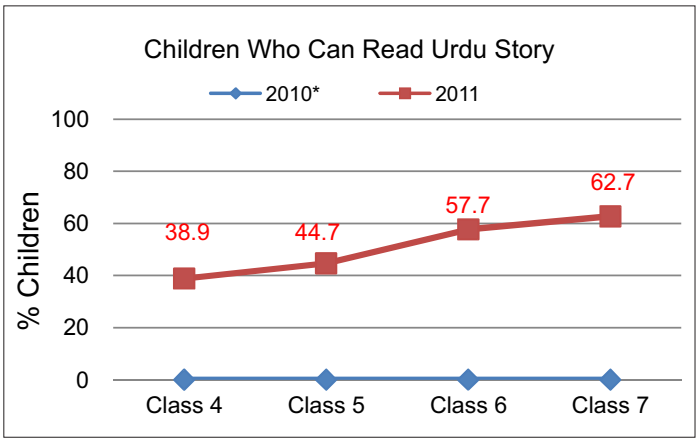
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	36.0	34.9	20.6	4.0	4.6	100
2	13.3	25.2	37.1	13.3	11.2	100
3	6.4	17.9	35.0	16.4	24.3	100
4	3.8	9.2	28.2	19.8	38.9	100
5	3.7	8.1	18.6	24.8	44.7	100
6	0.0	2.7	14.4	25.2	57.7	100
7	2.7	1.3	6.7	26.7	62.7	100
8	0.0	0.0	6.3	12.5	81.3	100
9	2.1	2.1	2.1	4.2	89.6	100
10	2.4	4.9	4.9	7.3	80.5	100

How to read:8.6% (4.0+4.6) children of class 1 can read sentences





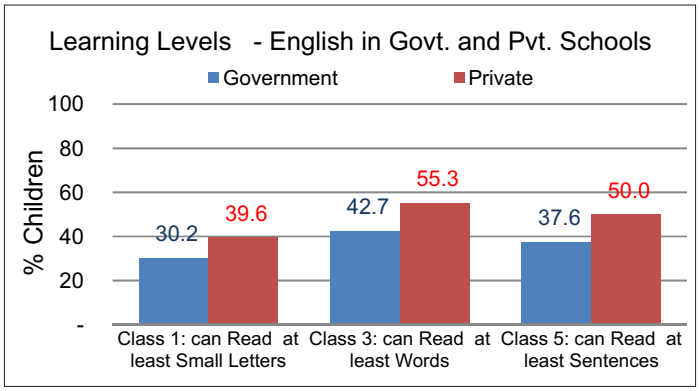


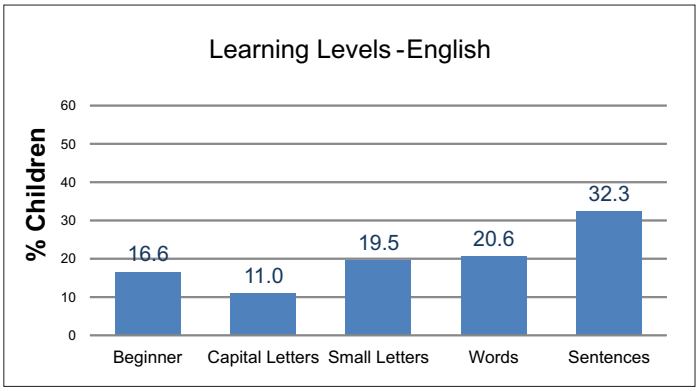
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	39.9	26.6	25.4	6.9	1.2	100
2	14.3	19.3	39.3	21.4	5.7	100
3	9.6	11.1	32.6	33.3	13.3	100
4	5.4	8.5	24.8	34.9	26.4	100
5	6.2	4.3	14.3	34.8	40.4	100
6	0.9	4.5	8.2	26.4	60.0	100
7	2.7	2.7	8.0	24.0	62.7	100
8	0.0	0.0	3.1	13.5	83.3	100
9	2.1	0.0	4.3	4.3	89.4	100
10	0.0	2.4	2.4	2.4	92.7	100

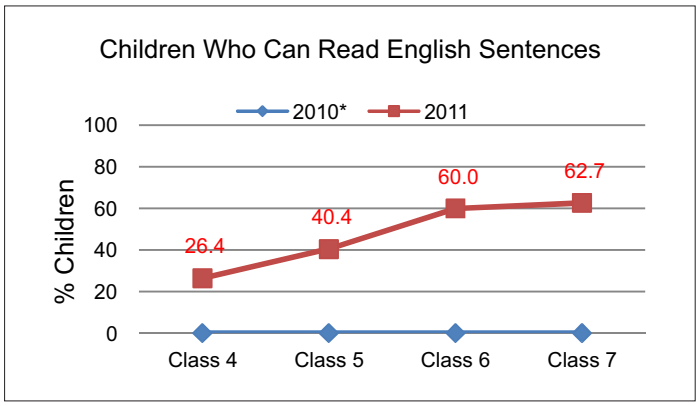
How to read: 8.1% (6.9+1.2) children of class 1 can read words

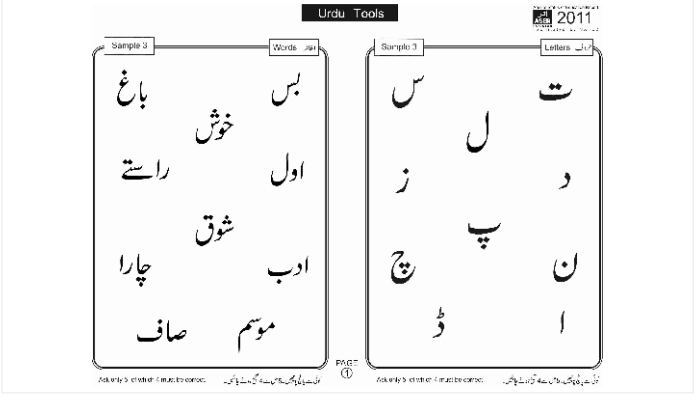
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
33.3	50.0
36.7	75.0
35.6	83.3
48.9	76.5
48.2	78.5
48.3	78.8
77.8	85.1
23.1	87.5
50.0	90.5
100.0	76.3





Sahiwal



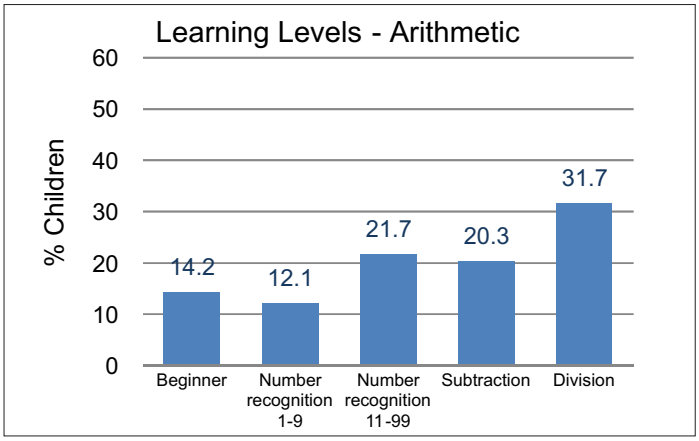


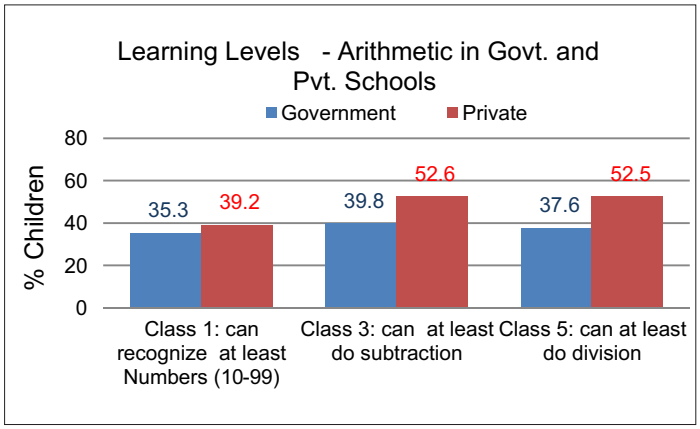
Learning Levels - Arithmetic

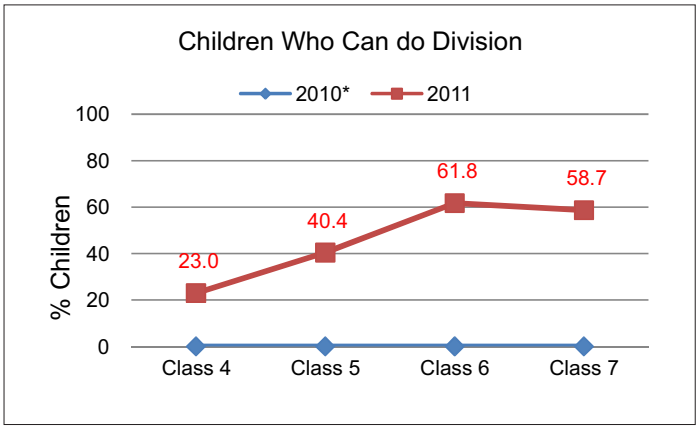
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	35.3	28.8	30.0	4.1	1.8	100
2	13.5	19.9	44.7	14.9	7.1	100
3	9.5	10.9	36.5	31.4	11.7	100
4	4.0	4.0	29.4	39.7	23.0	100
5	5.0	7.5	13.7	33.5	40.4	100
6	0.0	3.6	8.2	26.4	61.8	100
7	2.7	0.0	10.7	28.0	58.7	100
8	0.0	0.0	2.1	17.7	80.2	100
9	0.0	2.1	0.0	16.7	81.3	100
10	0.0	0.0	0.0	9.8	90.2	100

How to read : 5.9% (4.1+1.8) children of class 1 can do subtraction



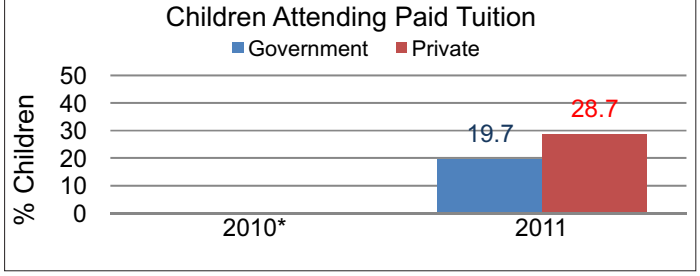




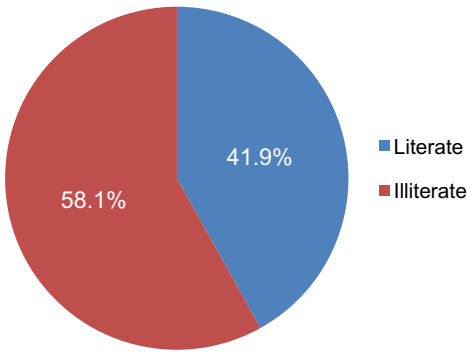
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	14.0	17.9	13.1	16.5	22.8	20.6	21.1	25.3	38.8	40.6
Pvt	30.3	35.4	22.5	32.3	23.8	29.2	9.5	40.9	11.1	36.4



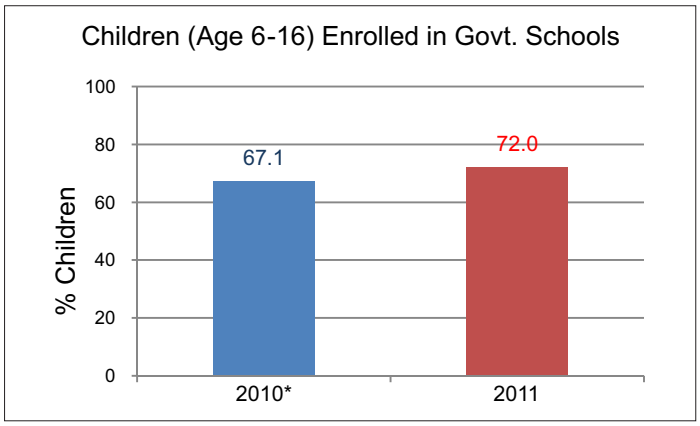
Mothers' Literacy

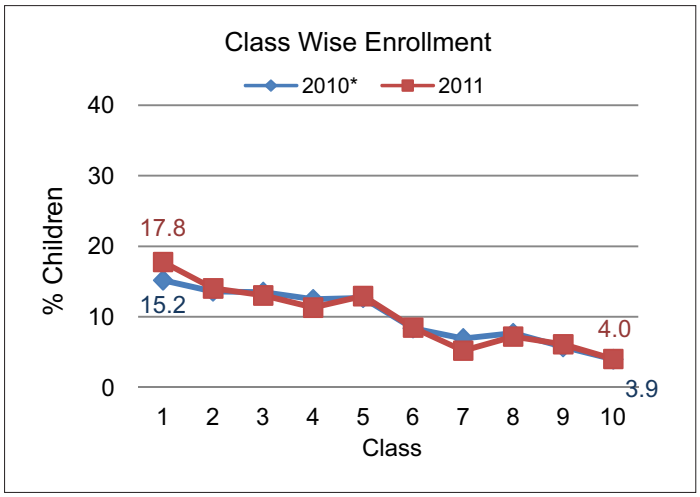


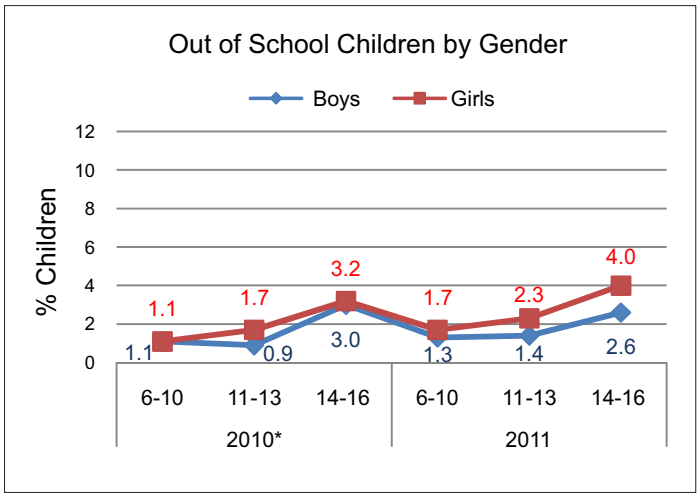
Sargodha

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	66.6	27.4	0.3	0.1	4.0	1.5	100
11-13	61.7	21.7	1.3	0.0	5.7	9.7	100
14-16	53.6	16.4	0.7	0.0	11.1	18.2	100
6-16	62.5	23.6	0.6	0.1	6.0	7.2	100
Total			86.8		13.2		
By Type	72.0	27.2	0.7	0.1			

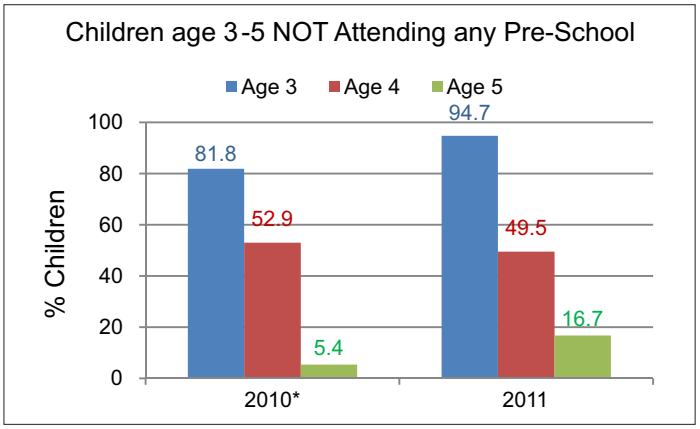






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	4.0	1.3	0.0	0.0	94.7	100
4	27.8	21.6	1.0	0.0	49.5	100
5	57.9	25.4	0.0	0.0	16.7	100
3-5	33.6	17.8	0.3	0.0	48.3	100
Total			51.7		48.3	
By Type	64.9	34.5	0.7	0.0		100



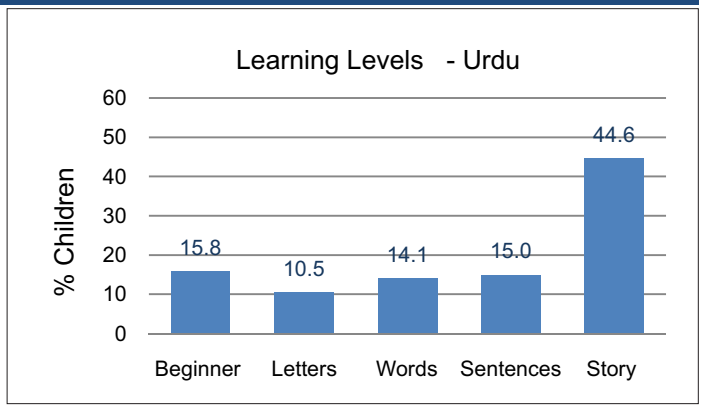
* District Sargodha was surveyed in 2010

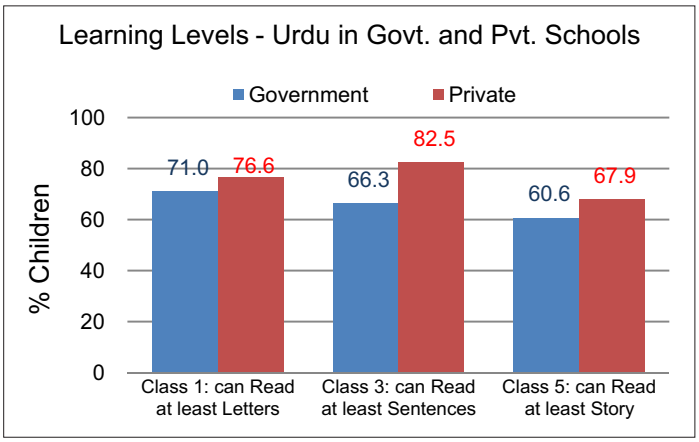
Learning Levels - Urdu

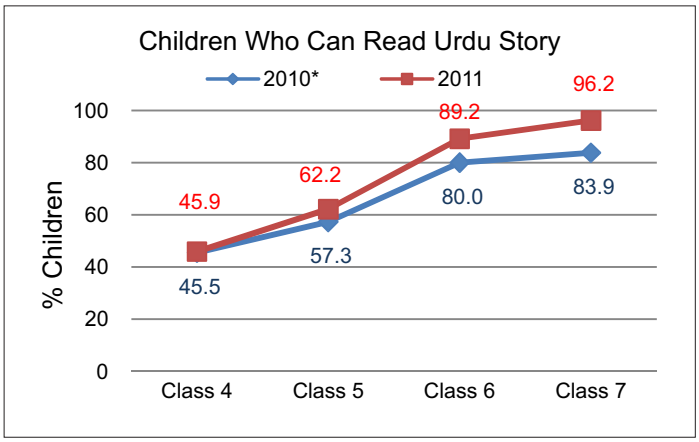
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.0	35.1	26.4	6.8	4.7	100
2	13.0	17.4	34.8	20.3	14.5	100
3	3.9	7.9	17.3	37.0	33.9	100
4	11.7	3.6	16.2	22.5	45.9	100
5	1.6	0.8	7.9	27.6	62.2	100
6	2.4	0.0	1.2	7.2	89.2	100
7	0.0	0.0	1.9	1.9	96.2	100
8	2.7	1.4	0.0	6.8	89.0	100
9	6.6	0.0	0.0	4.9	88.5	100
10	7.9	0.0	0.0	0.0	92.1	100

How to read: 11.5% (6.8+4.7) children of class 1 can read sentences







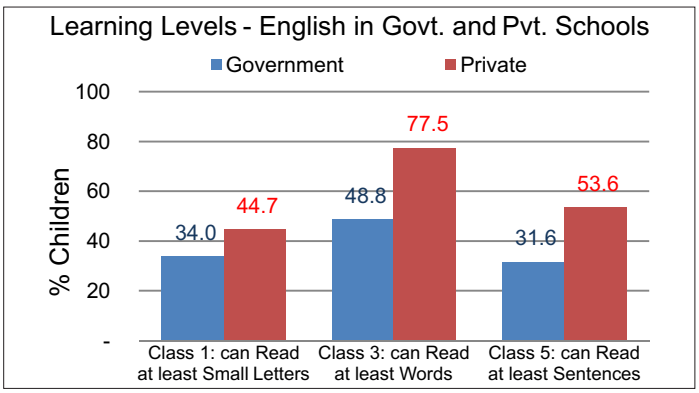
Learning Levels - English

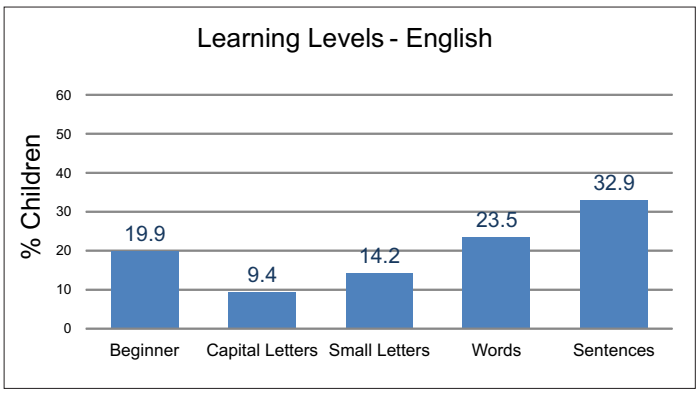
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	40.5	21.6	28.4	5.4	4.1	100
2	16.2	20.6	33.1	21.3	8.8	100
3	10.2	7.1	25.2	44.9	12.6	100
4	10.1	8.3	11.0	47.7	22.9	100
5	4.0	4.8	5.6	49.2	36.5	100
6	3.6	0.0	1.2	30.1	65.1	100
7	0.0	0.0	1.9	15.1	83.0	100
8	2.8	0.0	1.4	9.7	86.1	100
9	8.2	0.0	0.0	1.6	90.2	100
10	8.1	0.0	0.0	2.7	89.2	100

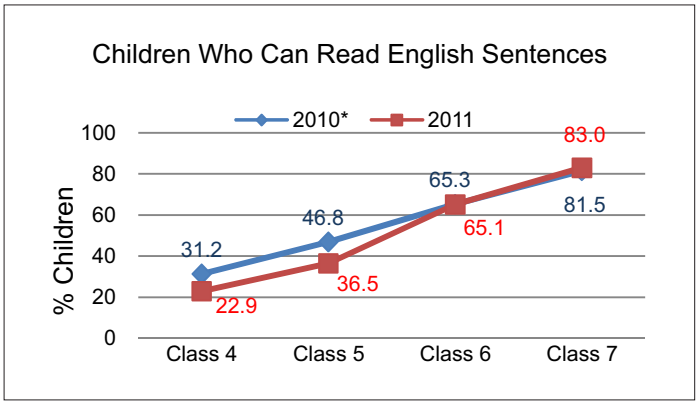
How to read: 9.5% (5.4+4.1) children of class 1 can read words

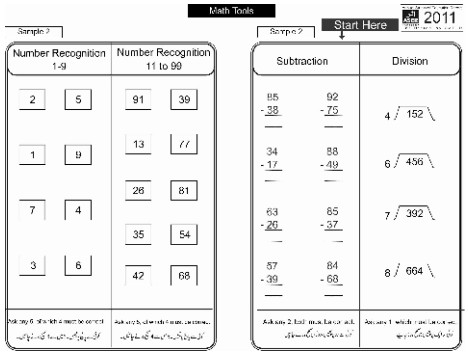
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
75.0	100.0
72.4	91.7
54.4	81.3
67.3	56.0
66.1	58.7
88.0	66.7
62.5	68.2
85.7	75.8
0.0	85.5
0.0	78.8





Sargodha



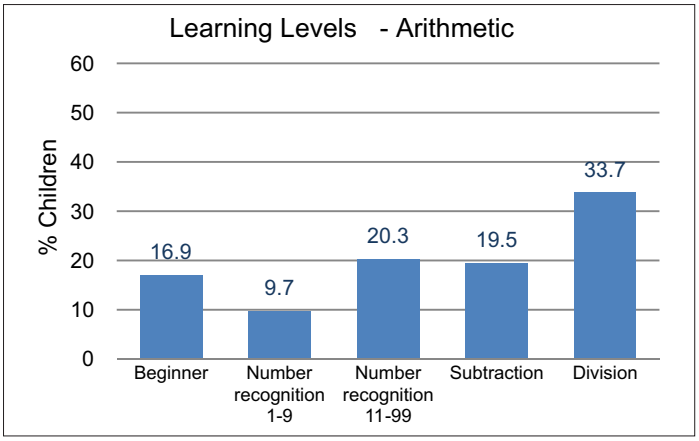


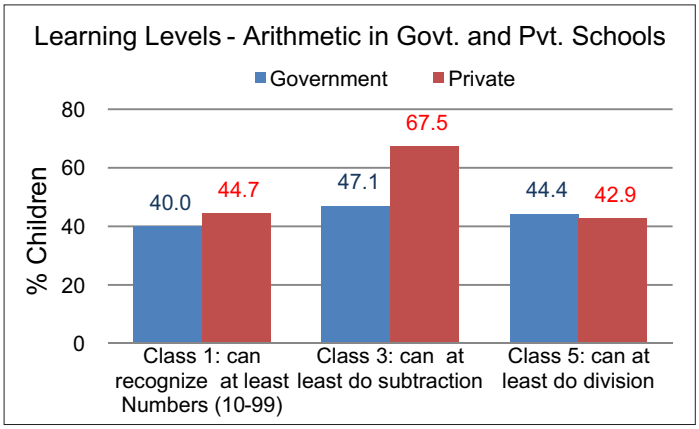
Learning Levels - Arithmetic

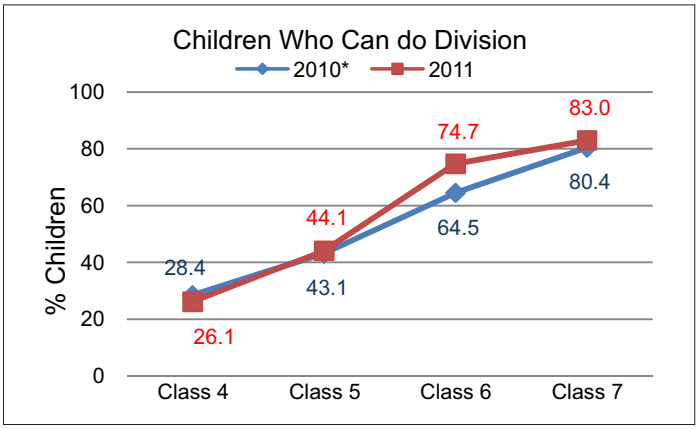
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	28.4	29.7	37.2	4.1	0.7	100
2	12.3	18.8	51.4	11.6	5.8	100
3	7.1	4.8	34.9	42.9	10.3	100
4	9.9	4.5	18.9	40.5	26.1	100
5	3.1	2.4	7.9	42.5	44.1	100
6	2.4	0.0	2.4	20.5	74.7	100
7	0.0	1.9	3.8	11.3	83.0	100
8	2.8	1.4	0.0	13.9	81.9	100
9	8.2	0.0	0.0	3.3	88.5	100
10	7.9	0.0	0.0	2.6	89.5	100

How to read : 4.8% (4.1+0.7) children of class 1 can do subtraction



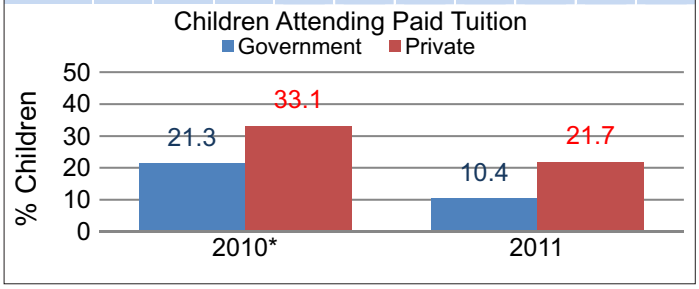




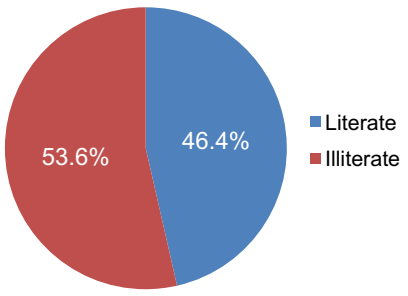
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.6	6.4	10.2	10.8	7.2	17.9	15.4	14.7	18.8	17.1
Pvt	12.7	15.6	16.3	20.0	32.3	13.0	44.4	60.0	26.3	44.4



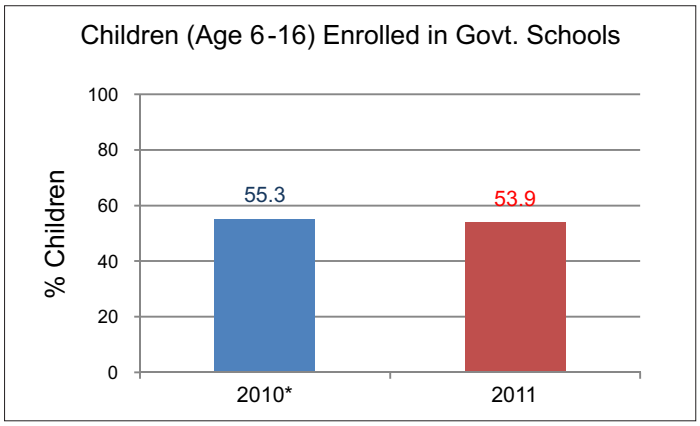
Mothers' Literacy

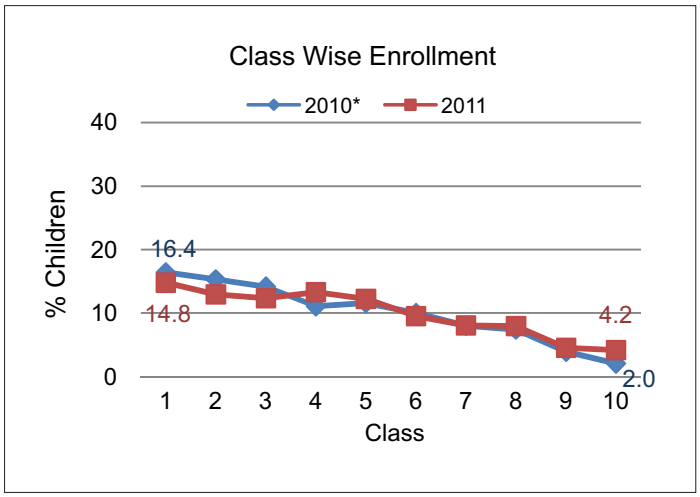


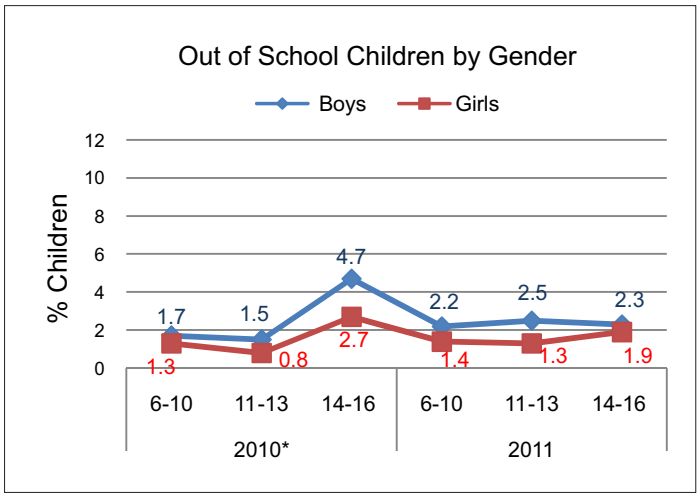
Sheikhupura

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	45.6	47.2	0.3	0.0	5.7	1.2	100
11-13	48.6	35.8	0.6	0.0	7.0	8.0	100
14-16	51.7	28.6	0.0	0.0	8.9	10.8	100
6-16	47.6	40.4	0.3	0.0	6.7	5.0	100
Total	88.3				11.7		
By Type	53.9	45.7	0.4	0.0			

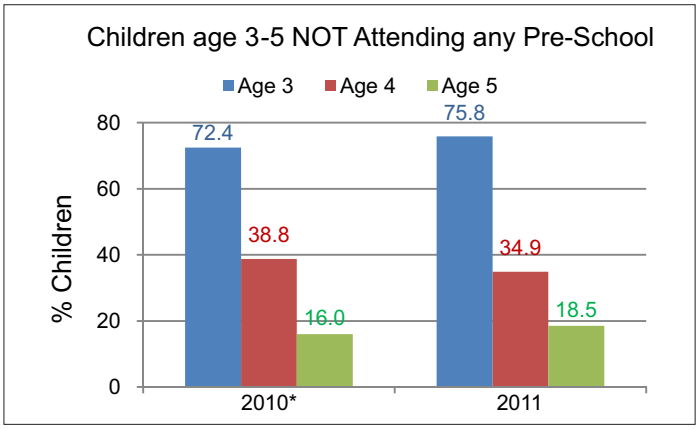






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	6.5	17.7	0.0	0.0	75.8	100
4	20.6	44.4	0.0	0.0	34.9	100
5	34.3	47.2	0.0	0.0	18.5	100
3-5	23.2	38.6	0.0	0.0	38.2	100
Total	61.8				38.2	
By Type	37.5	62.5	0.0	0.0		100



*District Sheikhupura was surveyed in 2010

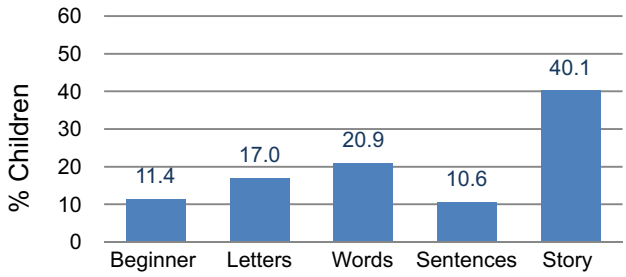
Sheikhupura

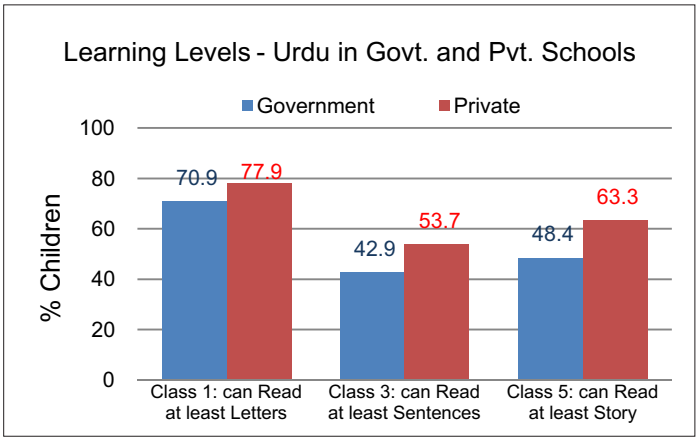
Learning Levels - Urdu

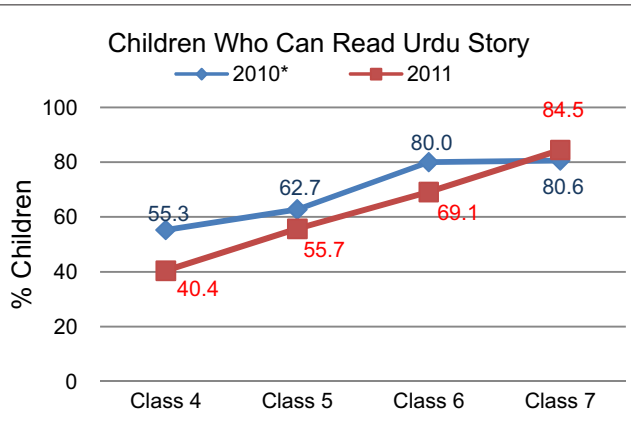
Class Wise % Children Who Can Read

Class	Nothing	Letter	Words	Sentences	Story	Total
1	25.2	44.7	25.2	0.8	4.1	100
2	6.3	30.7	52.8	5.5	4.7	100
3	1.6	17.9	31.7	23.6	25.2	100
4	0.7	9.2	33.3	16.3	40.4	100
5	0.8	6.6	16.4	20.5	55.7	100
6	0.0	3.2	13.8	13.8	69.1	100
7	2.4	2.4	3.6	7.1	84.5	100
8	0.0	1.2	6.0	8.4	84.3	100
9	0.0	2.4	2.4	4.8	90.5	100
10	0.0	4.9	4.9	2.4	87.8	100

How to read: 4.9% (0.8+4.1) children of class 1 can read sentences







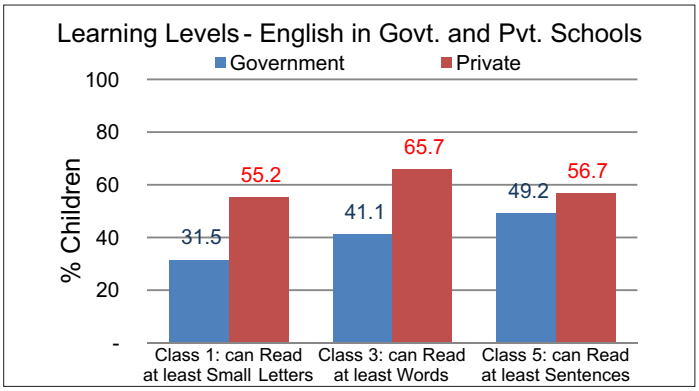
Learning Levels - English

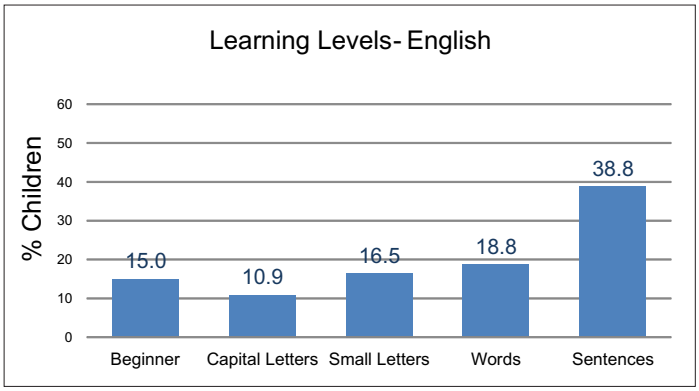
Class Wise % Children Who Can Read English

Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	28.1	27.3	25.6	15.7	3.3	100
2	11.1	26.2	38.9	16.7	7.1	100
3	1.6	16.3	27.6	33.3	21.1	100
4	3.5	9.2	19.9	32.6	34.8	100
5	2.5	2.5	9.1	33.1	52.9	100
6	5.4	3.2	4.3	20.4	66.7	100
7	0.0	0.0	4.8	10.7	84.5	100
8	1.2	0.0	1.2	12.0	85.5	100
9	0.0	0.0	2.4	7.1	90.5	100
10	0.0	0.0	0.0	7.3	92.7	100

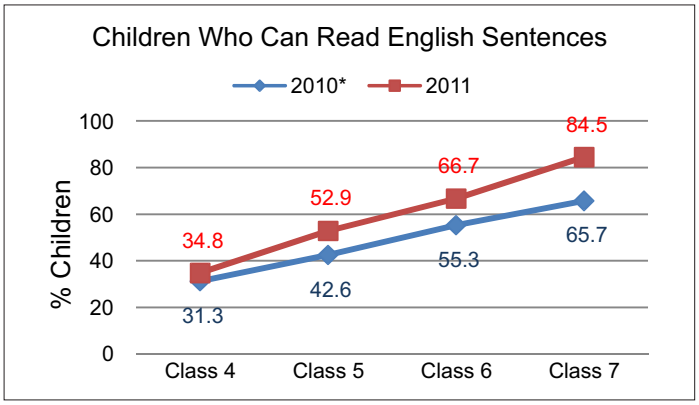
How to read: 19% (15.7+3.3) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
36.8	100.0
38.1	100.0
65.9	61.5
60.9	81.6
67.5	85.9
73.7	88.7
88.9	87.3
70.0	93.0
66.7	92.1
66.7	100.0





Sheikhupura



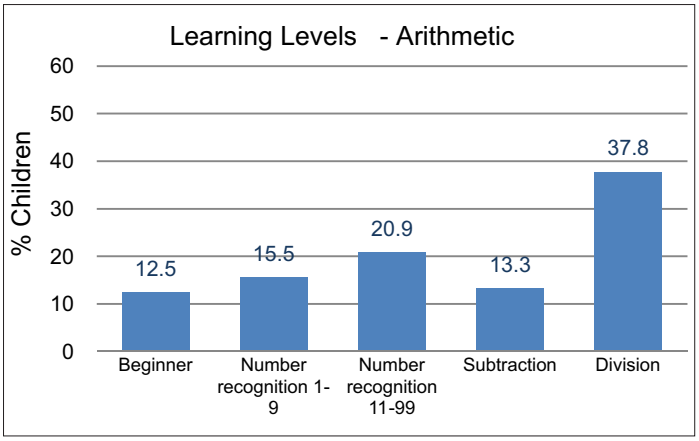


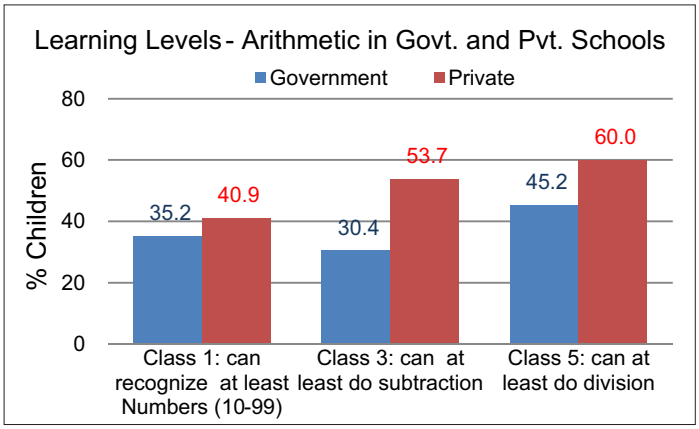
Learning Levels - Arithmetic

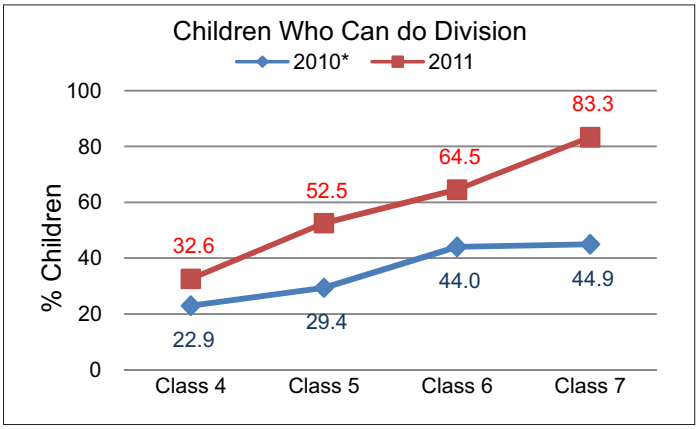
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	26.7	35.0	31.7	3.3	3.3	100
2	8.8	32.8	44.8	6.4	7.2	100
3	1.6	14.6	40.7	24.4	18.7	100
4	2.8	14.2	23.4	27.0	32.6	100
5	2.5	6.6	15.6	23.0	52.5	100
6	3.2	3.2	11.8	17.2	64.5	100
7	0.0	0.0	7.1	9.5	83.3	100
8	1.2	0.0	2.4	13.3	83.1	100
9	0.0	0.0	4.8	4.8	90.5	100
10	0.0	0.0	4.9	4.9	90.2	100

How to read : 6.6% (3.3+3.3) children of class 1 can do subtraction



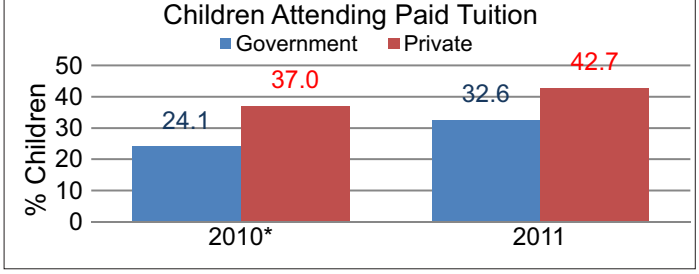




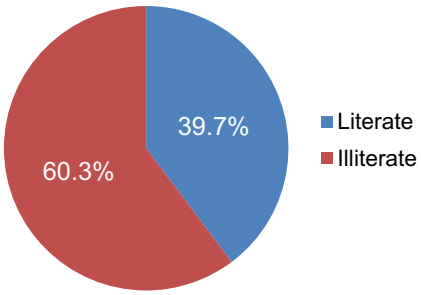
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	25.7	38.4	32.8	31.8	34.2	30.5	34.0	36.7	36.8	46.2
Pvt	43.2	42.7	36.4	46.3	40.3	40.8	39.5	48.4	50.0	36.4



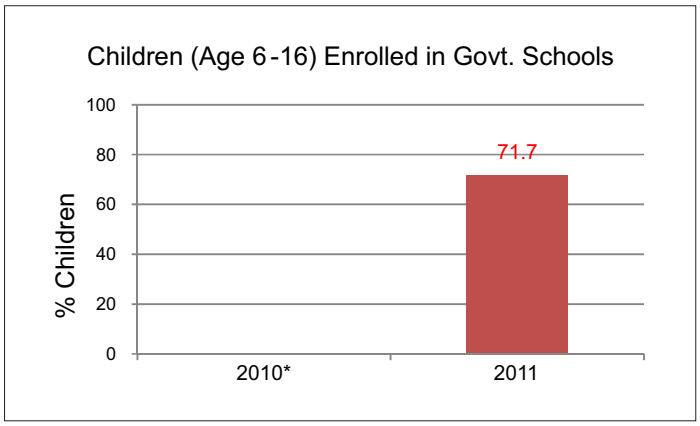
Mothers' Literacy

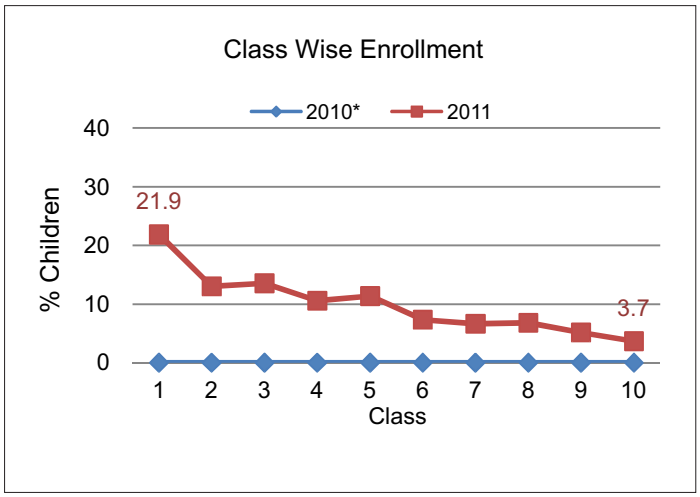


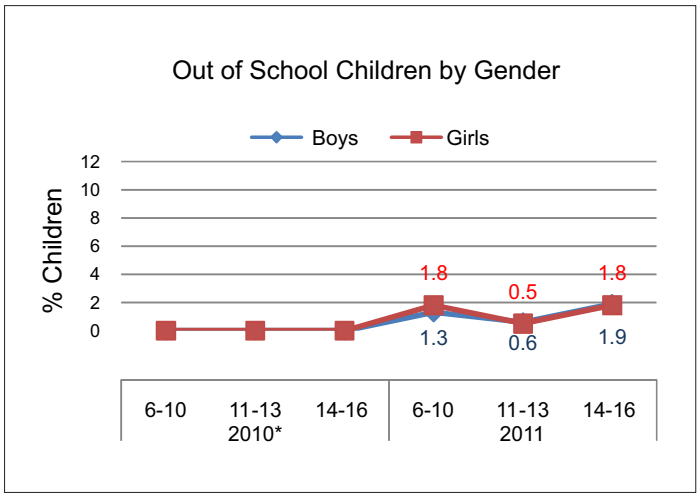
Toba Taek Singh

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	65.5	29.0	0.0	0.2	4.4	0.9	100
11-13	67.4	25.6	1.6	0.4	1.6	3.5	100
14-16	65.9	14.5	0.9	0.0	4.1	14.5	100
6-16	66.0	25.3	0.5	0.2	3.7	4.2	100
Total	92.0				7.9		100
By Type	71.7	27.5	0.6	0.2			

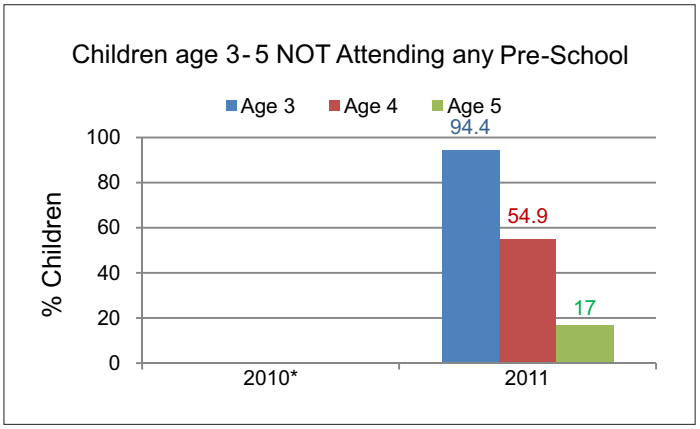






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrassah	Others	Out of School	Total
3	4.0	1.6	0.0	0.0	94.4	100
4	27.5	17.6	0.0	0.0	54.9	100
5	58.2	24.8	0.0	0.0	17.0	100
3-5	33.0	15.6	0.0	0.0	51.4	100
Total	48.6				51.4	
By Type	67.9	32.1	0.0	0.0		100



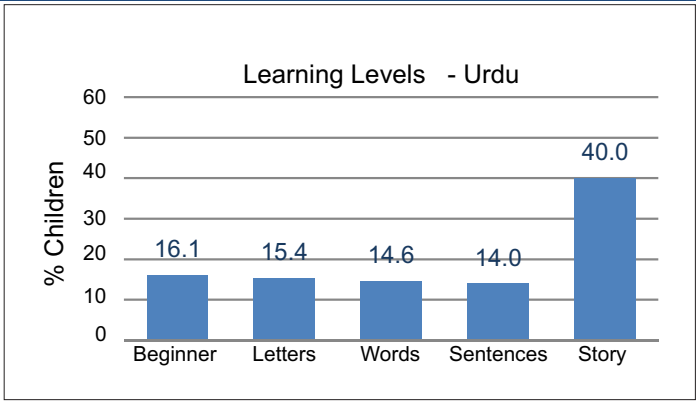
* District Toba Taek Singh was not surveyed in 2010

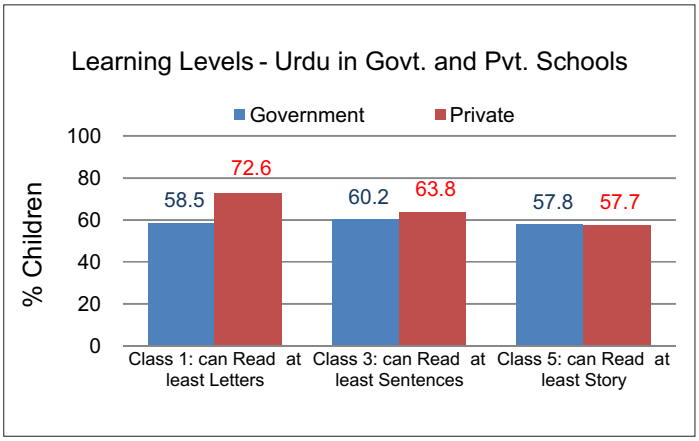
Toba Taek Singh

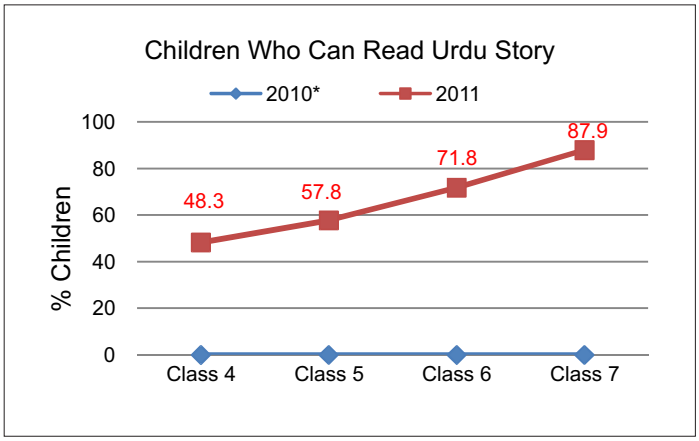
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	37.3	45.1	12.7	3.9	1.0	100
2	14.8	22.5	33.8	18.3	10.6	100
3	6.2	8.3	24.1	28.3	33.1	100
4	4.3	3.4	19.8	24.1	48.3	100
5	3.7	2.8	11.9	23.9	57.8	100
6	1.3	3.8	7.7	15.4	71.8	100
7	0.0	1.5	6.1	4.5	87.9	100
8	0.0	0.0	0.0	7.9	92.1	100
9	0.0	0.0	0.0	2.0	98.0	100
10	0.0	0.0	0.0	2.5	97.5	100

How to read: 4.9% (3.9+1.0) children of class 1 can read sentences





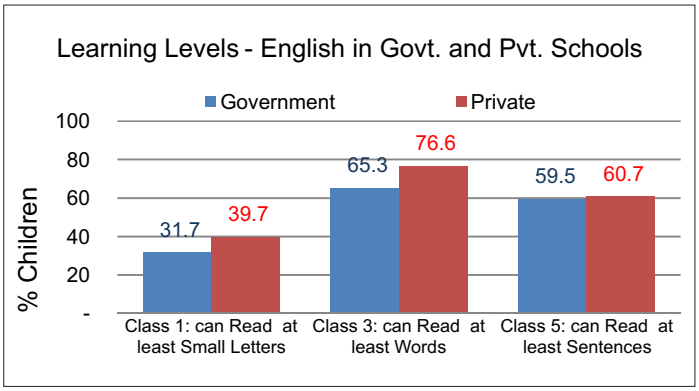


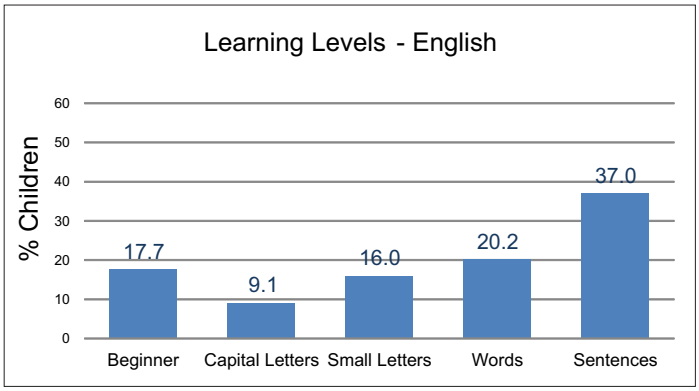
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	41.0	24.9	24.9	7.3	2.0	100
2	12.7	16.2	28.9	38.7	3.5	100
3	4.1	5.5	21.4	44.8	24.1	100
4	4.3	1.7	22.4	29.3	42.2	100
5	4.5	0.9	10.7	24.1	59.8	100
6	1.3	2.6	7.9	11.8	76.3	100
7	0.0	0.0	4.5	12.1	83.3	100
8	0.0	0.0	1.6	4.8	93.7	100
9	2.0	0.0	2.0	9.8	86.3	100
10	0.0	0.0	0.0	2.6	97.4	100

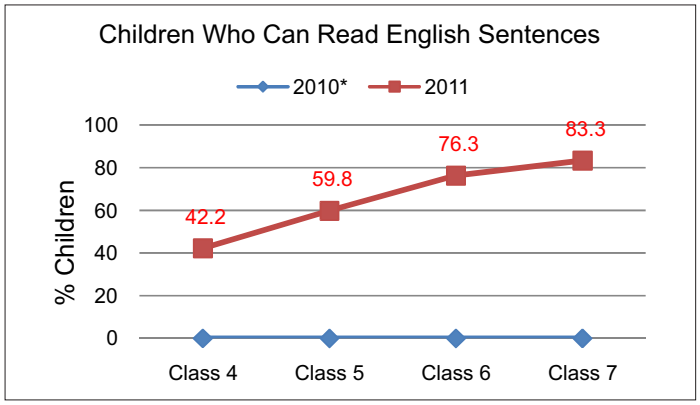
How to read: 9.3% (7.3+2.0) children of class 1 can read words

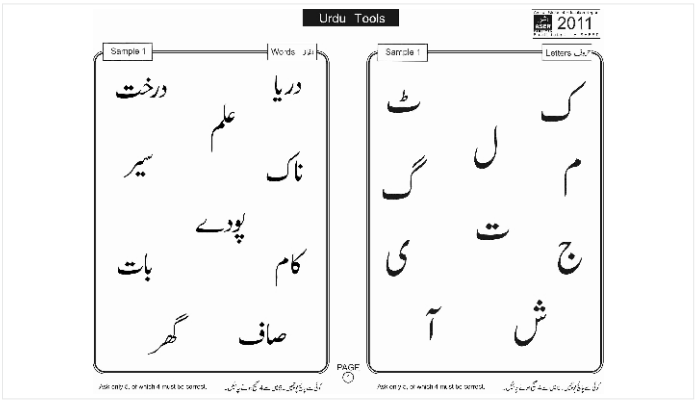
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
26.7	100.0
78.2	80.0
75.4	82.9
64.7	77.6
70.4	85.1
66.7	91.4
100.0	94.5
100.0	91.5
80.0	93.2
100.0	92.1





Toba Taek Singh



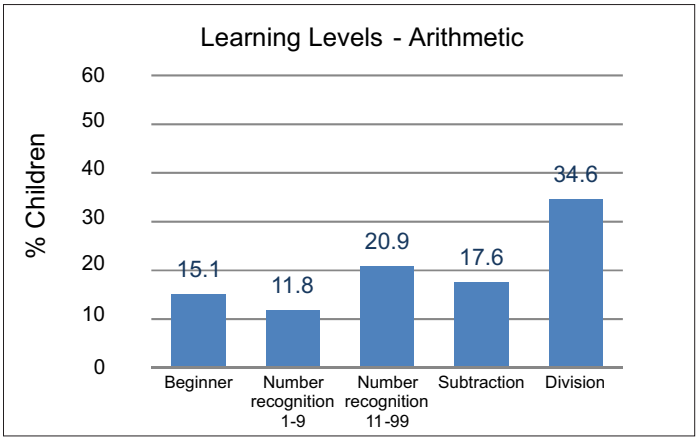


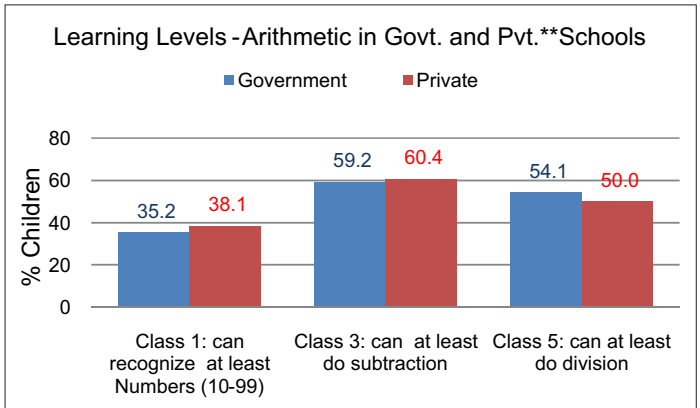
Learning Levels - Arithmetic

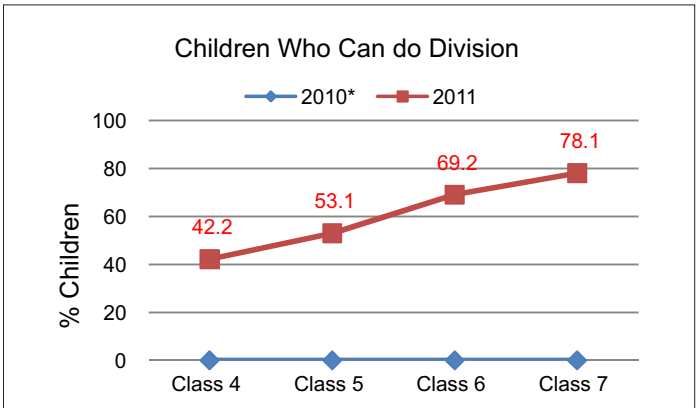
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	38.0	25.9	32.2	3.4	0.5	100
2	11.3	21.3	36.2	27.0	4.3	100
3	4.8	6.2	29.5	39.0	20.5	100
4	3.4	1.7	25.0	27.6	42.2	100
5	3.5	4.4	12.4	26.5	53.1	100
6	1.3	5.1	10.3	14.1	69.2	100
7	0.0	0.0	6.3	15.6	78.1	100
8	1.6	0.0	4.7	1.6	92.2	100
9	2.0	0.0	0.0	9.8	88.2	100
10	0.0	0.0	2.5	10.0	87.5	100

How to read : 3.9% (3.4+0.5) children of class 1 can do subtraction



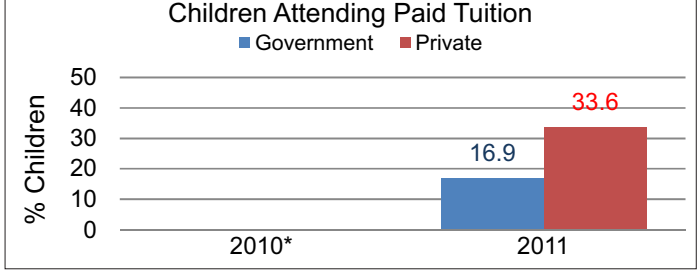




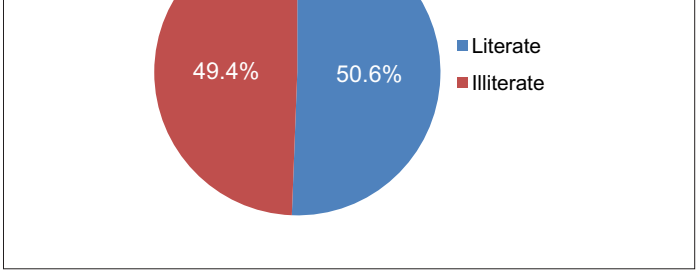
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	10.5	13.0	10.6	15.3	18.6	35.1	16.9	23.3	30.2	31.3
Pvt.	40.5	46.9	39.2	17.4	34.4	24.0	23.5	33.3	33.3	20.0



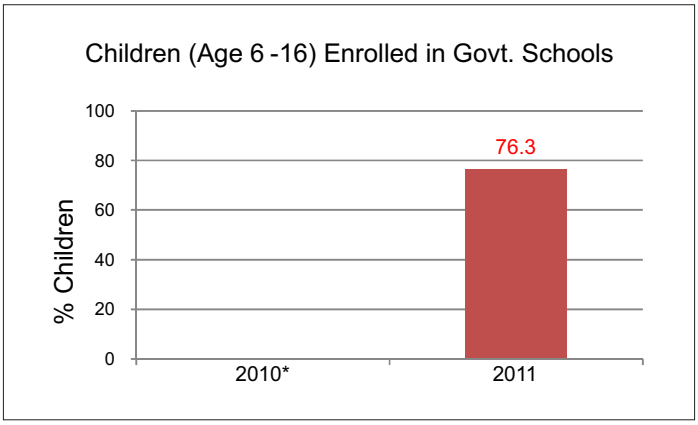
Mothers' Literacy

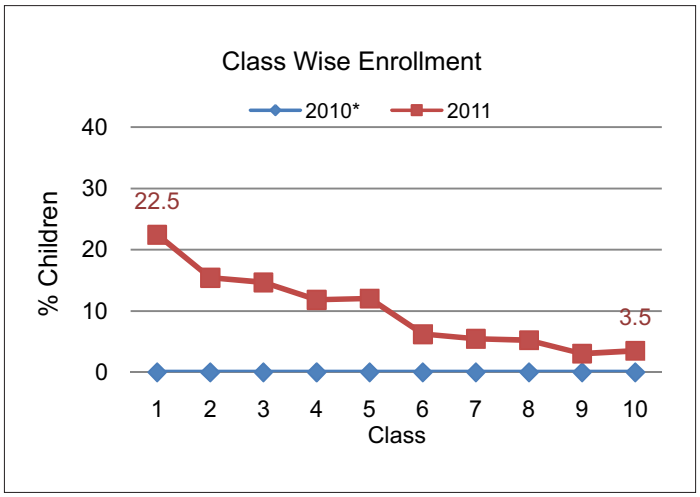


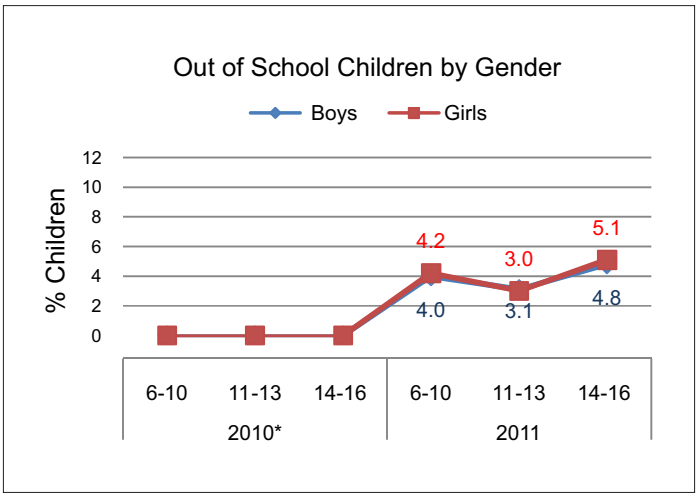
Vehari

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	64.3	19.5	2.3	0.1	9.9	3.8	100
11-13	56.4	13.6	1.2	0.4	11.1	17.3	100
14-16	39.1	7.0	1.4	0.0	24.7	27.9	100
6-16	57.9	15.9	1.9	0.2	12.9	11.2	100
Total	75.9				24.1		100
By Type	76.3	21.0	2.5	0.2			

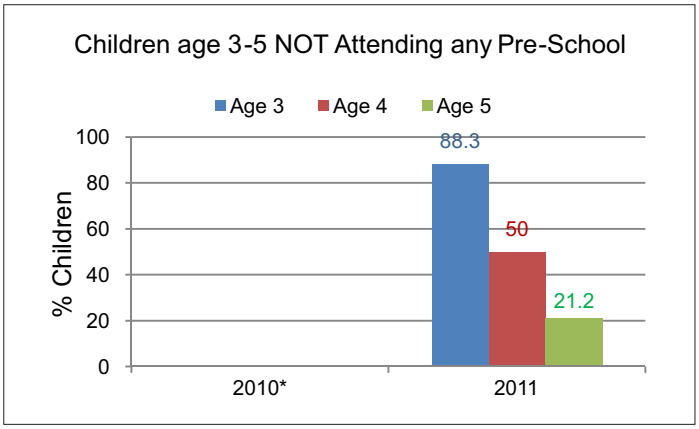






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre -Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	4.9	5.8	1.0	0.0	88.3	100
4	30.4	17.0	2.7	0.0	50.0	100
5	50.4	19.7	8.0	0.7	21.2	100
3-5	30.7	14.8	4.3	0.3	50.0	100
Total	50.1				50.0	
By Type	61.4	29.5	8.5	0.6		100

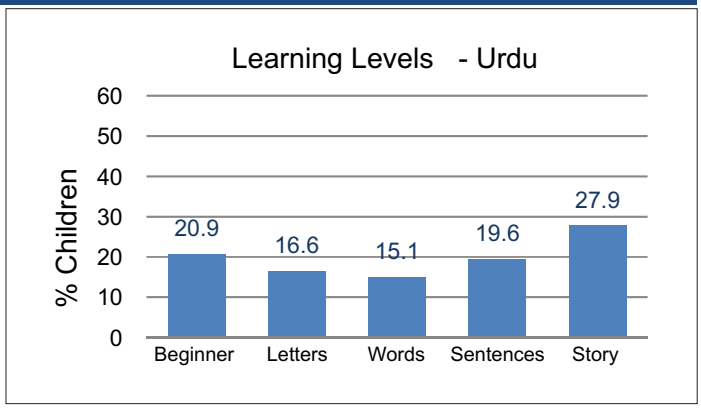


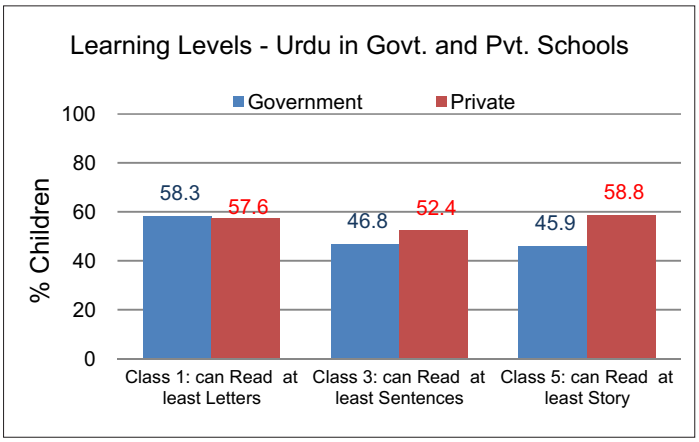
* District Vehari was not surveyed in 2010

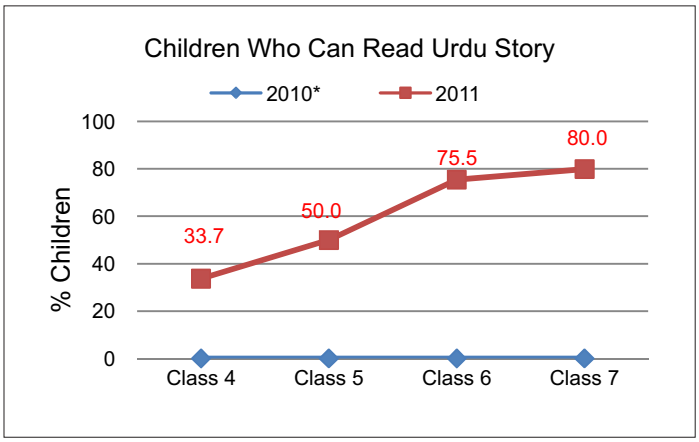
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	42.0	36.7	16.7	2.7	2.0	100
2	12.0	19.2	35.2	22.4	11.2	100
3	5.2	15.5	31.9	32.8	14.7	100
4	1.0	7.1	16.3	41.8	33.7	100
5	1.1	3.2	8.5	37.2	50.0	100
6	0.0	2.0	6.1	16.3	75.5	100
7	0.0	0.0	4.4	15.6	80.0	100
8	2.6	5.1	0.0	12.8	79.5	100
9	0.0	0.0	0.0	29.2	70.8	100
10	4.2	0.0	0.0	16.7	79.2	100

How to read: 4.7% (2.7+2.0) children of class 1 can read sentences





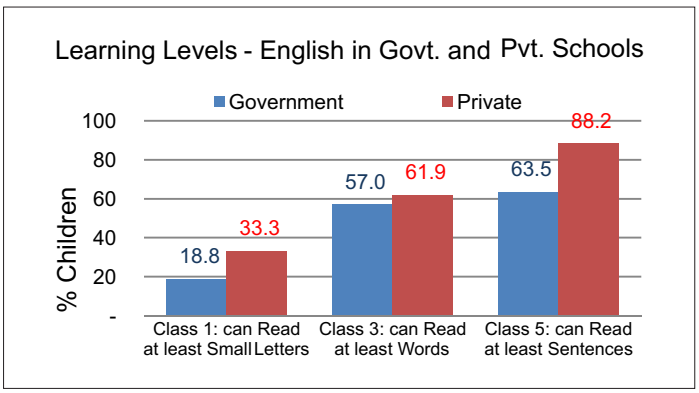


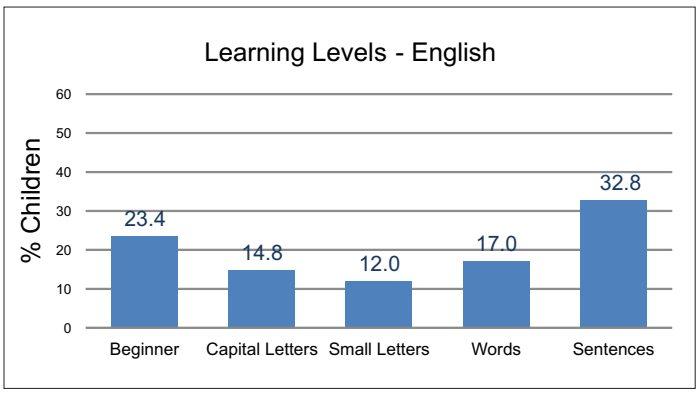
Learning Levels - English

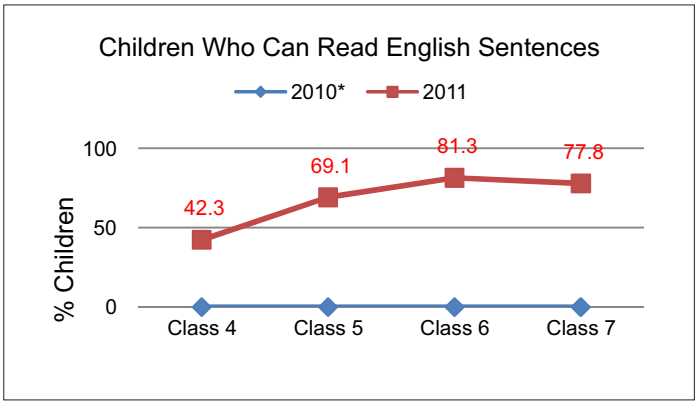
Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	43.5	34.7	12.9	6.8	2.0	100
2	12.2	22.8	25.2	24.4	15.4	100
3	4.3	14.8	23.5	38.3	19.1	100
4	1.0	5.2	9.3	42.3	42.3	100
5	1.1	5.3	6.4	18.1	69.1	100
6	0.0	0.0	6.3	12.5	81.3	100
7	0.0	2.2	11.1	8.9	77.8	100
8	2.6	0.0	7.9	7.9	81.6	100
9	0.0	0.0	4.3	8.7	87.0	100
10	4.2	0.0	0.0	0.0	95.8	100

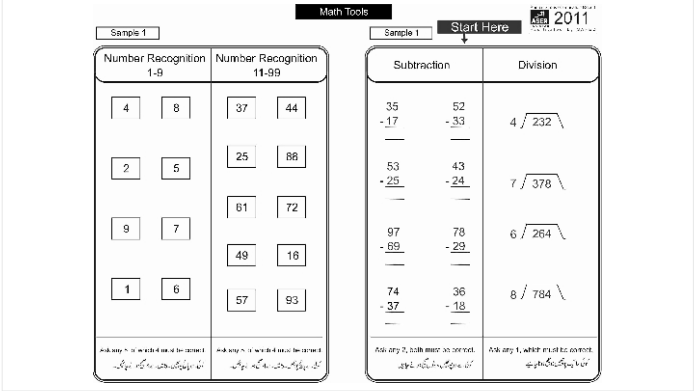
How to read: 8.8% (6.8+2.0) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
80.0	66.7
73.3	78.9
93.2	81.8
80.5	90.2
82.4	92.3
66.7	89.7
75.0	82.9
66.7	90.3
100.0	80.0
0.0	87.0







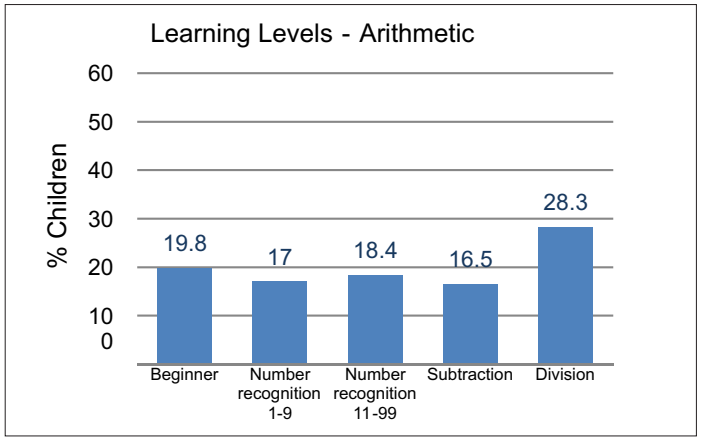


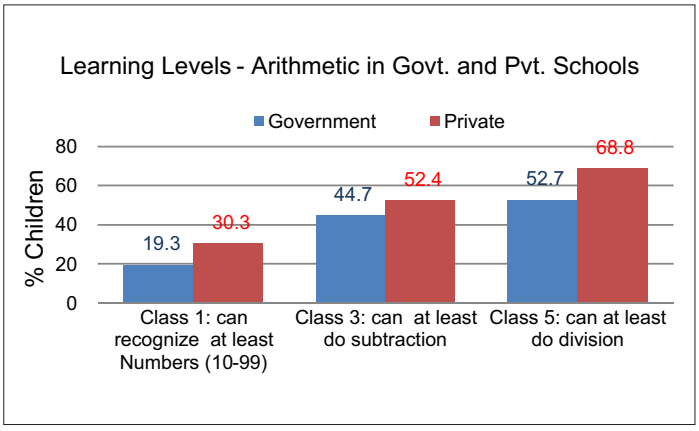
Learning Levels - Arithmetic

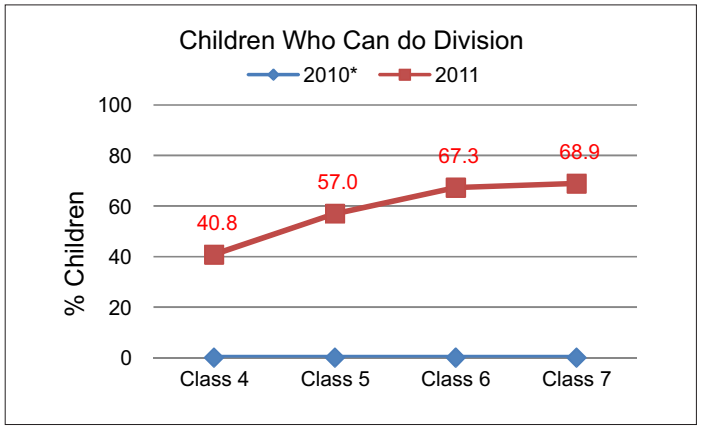
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	36.9	41.6	17.4	2.0	2.0	100
2	11.2	22.4	41.6	14.4	10.4	100
3	5.2	12.1	37.1	29.3	16.4	100
4	1.0	5.1	12.2	40.8	40.8	100
5	2.2	5.4	8.6	26.9	57.0	100
6	2.0	4.1	4.1	22.4	67.3	100
7	0.0	0.0	15.6	15.6	68.9	100
8	2.6	2.6	7.7	20.5	66.7	100
9	0.0	0.0	12.5	12.5	75.0	100
10	4.2	0.0	12.5	4.2	79.2	100

How to read: 4.0% (2.0+2.0) children of class 1 can do subtraction



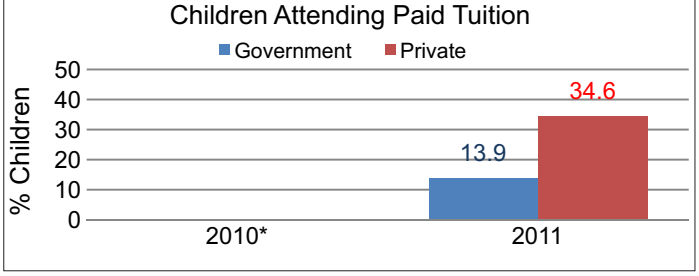




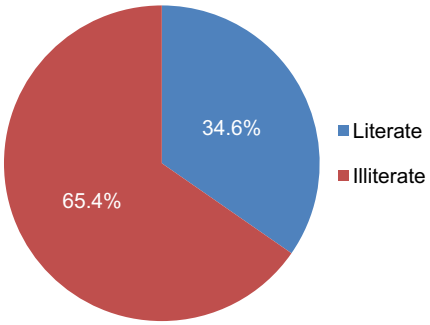
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	5.2	4.9	9.5	13.5	21.2	27.3	24.4	28.2	37.5	33.3
Pvt	21.7	36.8	32.1	57.9	45.5	38.5	14.3	66.7	75.0	60.0

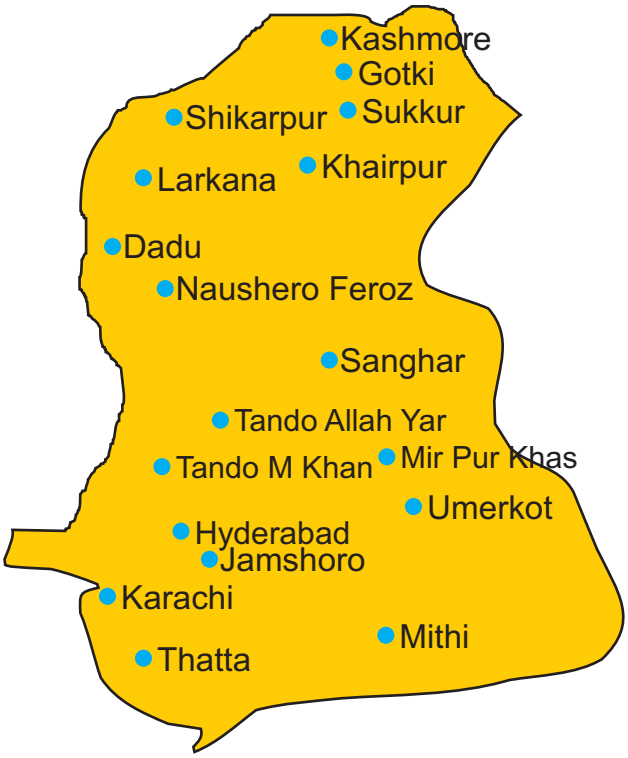


Mothers' Literacy





Sindh



Surveyed Districts

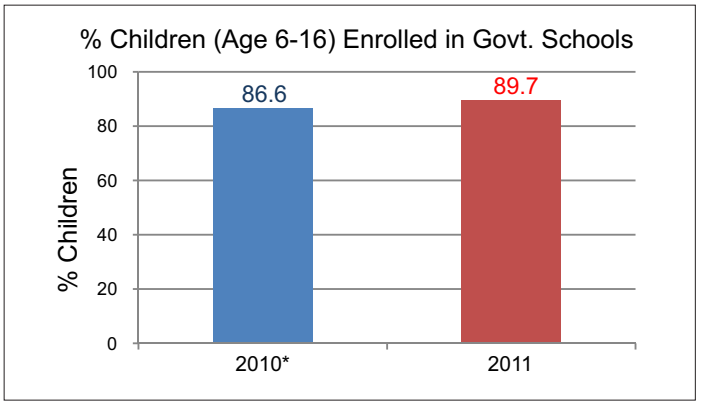
1. Dadu
2. Ghotki
3. Hyderabad
4. Jamshoro
5. Kashmore
6. Khairpur*
7. Larkana
8. Mirpurkhas
9. Mithi
10. Nowshero Feroze
11. Sanghar
12. Shikarpur
13. Sukkur
14. Tando Allah Yar
15. Tando Muhd Khan
16. Thatta
17. Umerkot

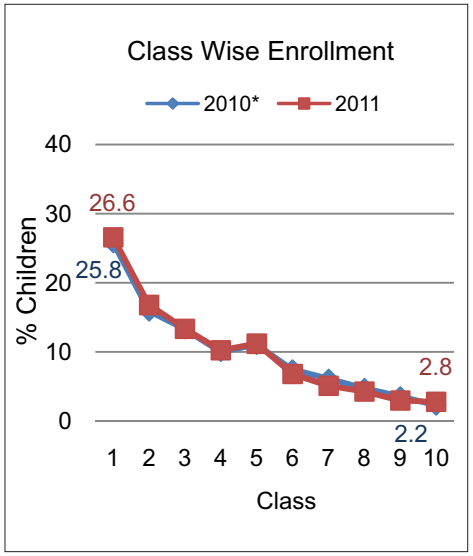
*Map may not be accurate or to scale. It is a mere representation

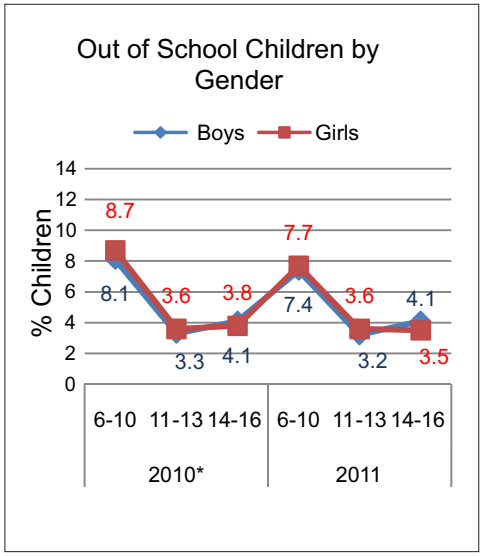
Sindh

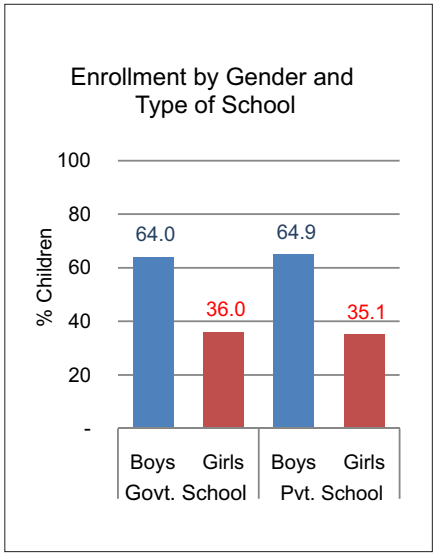
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	67.5	7.2	0.5	0.3	23.1	1.5	100
11-13	61.6	6.2	0.6	0.3	24.0	7.4	100
14-16	49.8	4.3	0.4	0.1	29.8	15.6	100
6-16	63.3	6.5	0.5	0.3	24.4	5.1	100
Total	70.6				29.5		
By Type	89.7	9.2	0.7	0.4			



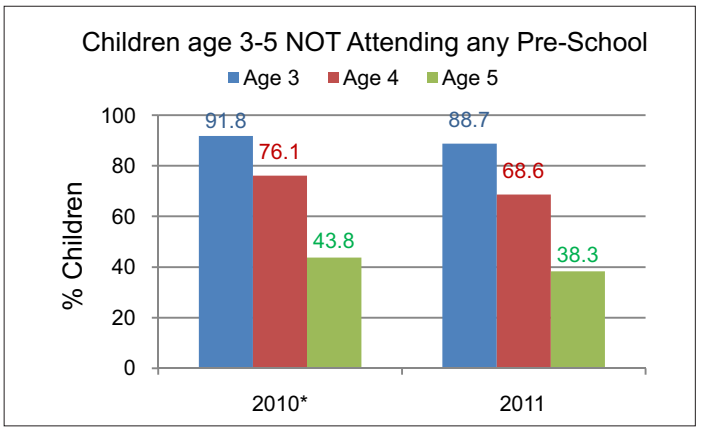






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	10.6	0.7	0.0	0.0	88.7	100
4	28.0	3.1	0.3	0.1	68.6	100
5	55.3	5.8	0.3	0.3	38.3	100
3-5	33.8	3.5	0.2	0.1	62.4	100
Total	37.6				62.4	
By Type	89.9	9.2	0.5	0.4		100



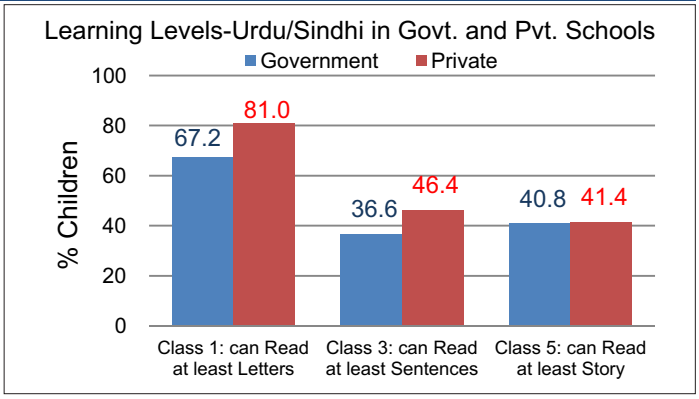
*In 2010, 6 districts of Sindh were surveyed

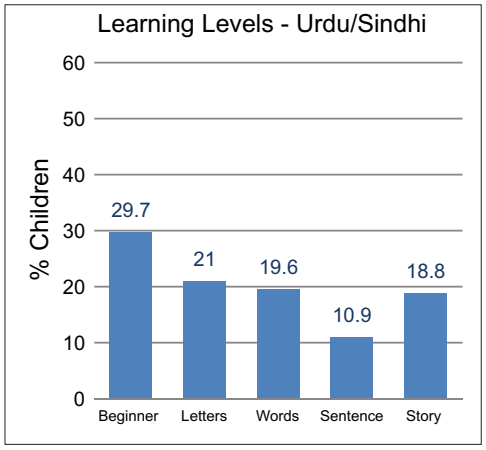
Learning Levels - Urdu

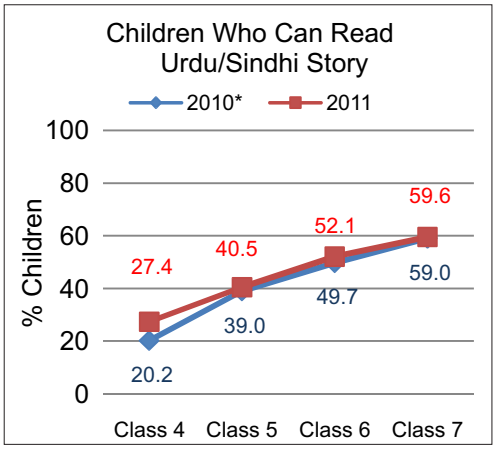
Class Wise % Children Who Can Read

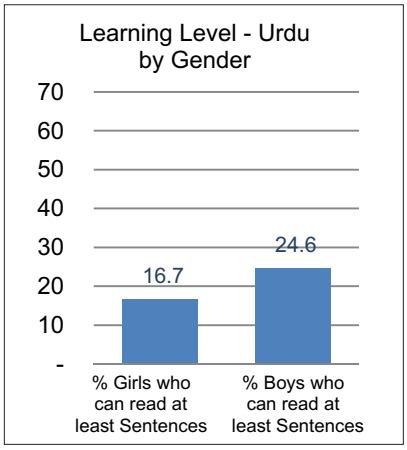
Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.6	43.9	20.9	2.3	1.3	100
2	11.6	29.9	41.5	11.1	6.0	100
3	7.1	19.5	36.0	22.4	14.9	100
4	5.5	13.3	28.6	25.1	27.4	100
5	4.1	11.7	20.9	22.8	40.5	100
6	3.1	5.8	18.1	21.0	52.1	100
7	1.6	4.3	12.8	21.7	59.6	100
8	2.1	3.8	9.7	15.1	69.4	100
9	1.1	4.3	4.1	12.0	78.5	100
10	0.5	3.6	6.9	8.1	80.9	100

How to read: 3.6% (2.3+1.3) children of class 1 can read sentences









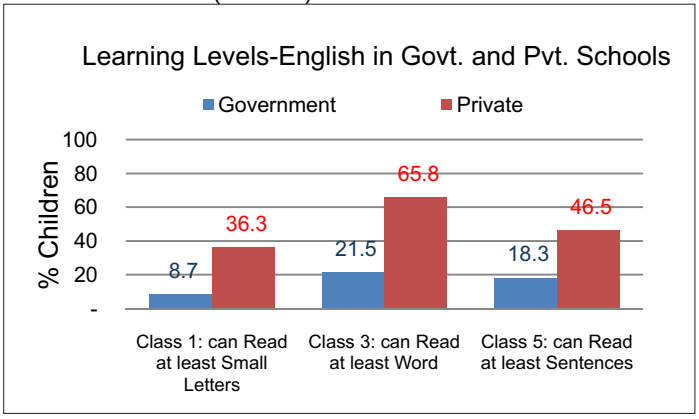
Learning Levels - English

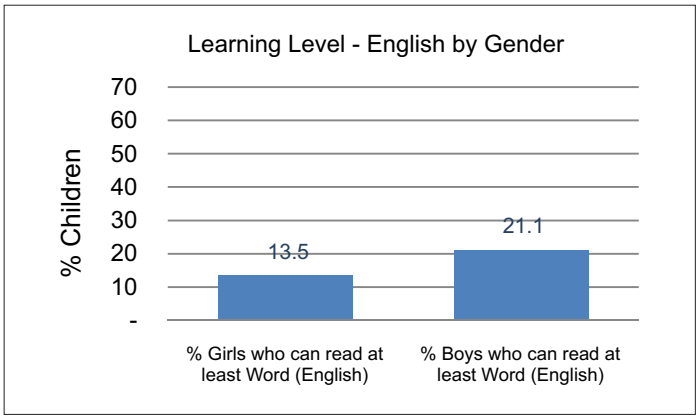
Class Wise % Children Who Can Read English

Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	65.7	23.0	6.2	4.5	0.7	100
2	40.0	31.3	15.9	10.3	2.5	100
3	30.3	25.1	19.3	19.0	6.3	100
4	21.3	21.3	20.4	26.0	11.0	100
5	17.3	18.6	16.3	28.0	19.8	100
6	6.6	11.2	12.4	31.4	38.4	100
7	3.8	7.3	10.0	26.1	52.7	100
8	2.9	3.6	7.1	19.9	66.6	100
9	2.2	3.7	3.1	14.7	76.4	100
10	1.4	4.3	4.6	10.3	79.4	100

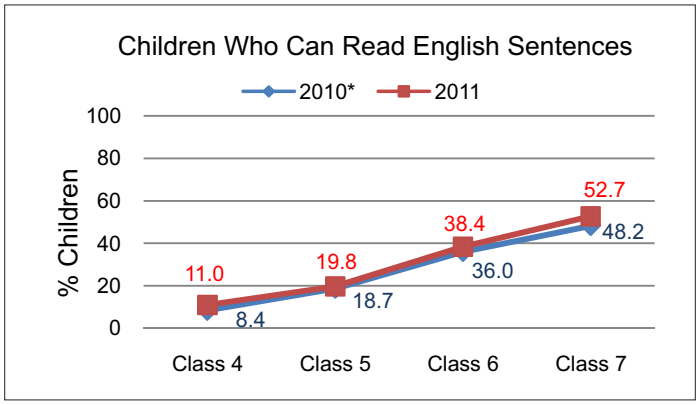
How to read: 5.2% (4.5+0.7) children of class 1 can read words

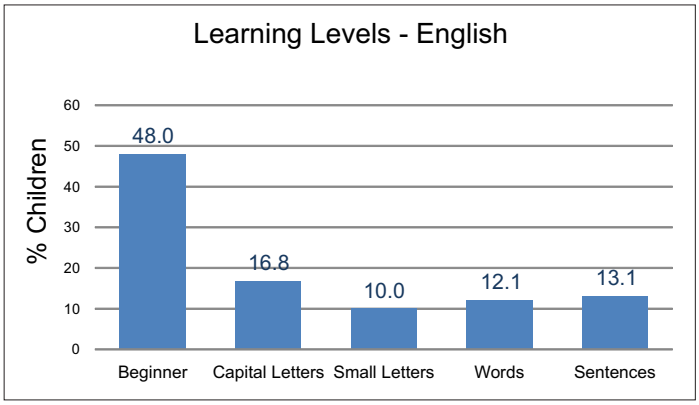
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
51.7	28.6
63.8	56.7
55.6	67.9
62.4	71.8
60.6	68.0
68.1	70.8
68.7	68.5
68.2	72.4
88.1	76.2
72.1	74.9





Sindh



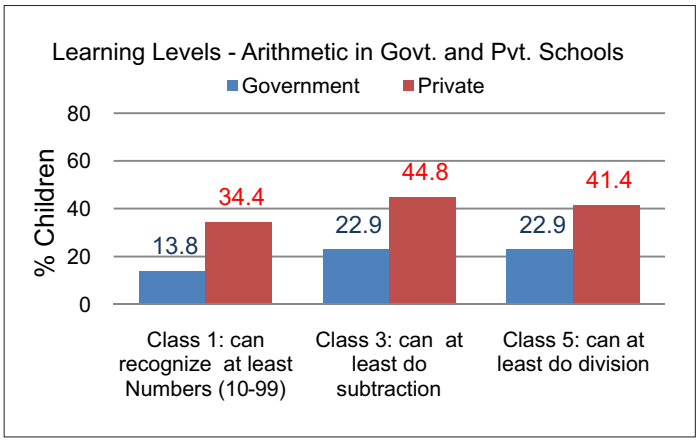


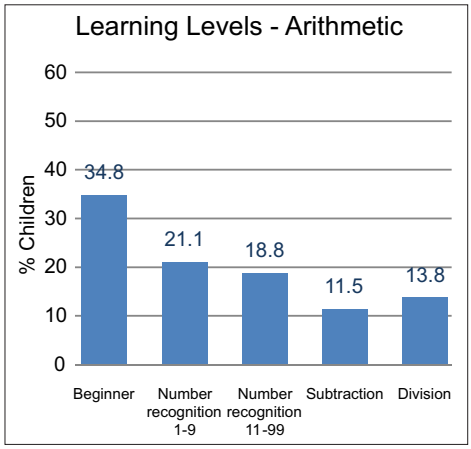
Learning Levels - Arithmetic

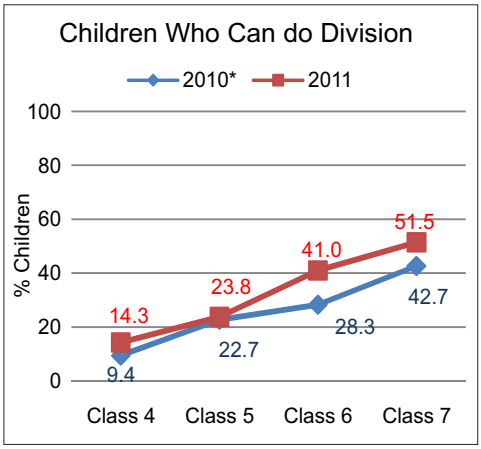
Class Wise % Children Who Can Do

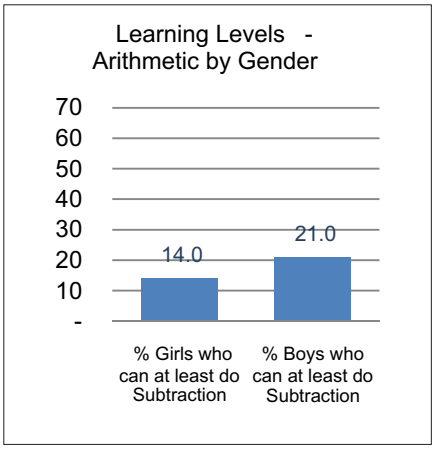
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	45.0	39.3	13.0	1.8	0.9	100
2	18.6	36.6	34.3	7.0	3.5	100
3	13.0	24.6	37.8	17.6	7.1	100
4	7.4	16.2	33.4	28.8	14.3	100
5	6.4	11.0	30.3	28.5	23.8	100
6	4.1	7.0	19.3	28.7	41.0	100
7	2.5	5.6	14.1	26.4	51.5	100
8	2.1	2.5	9.4	24.5	61.4	100
9	1.1	3.1	10.3	15.5	70.1	100
10	0.7	2.1	9.1	13.1	74.9	100

How to read: 2.7% (1.8+0.9) children of class 1 can do subtraction





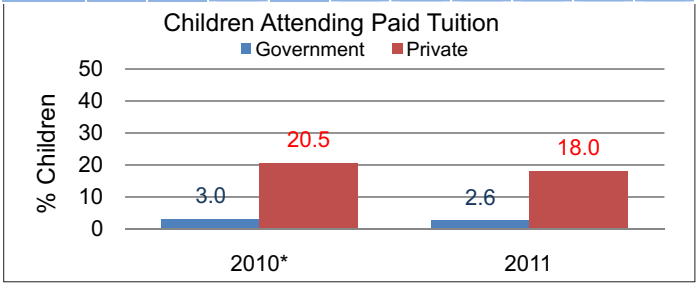




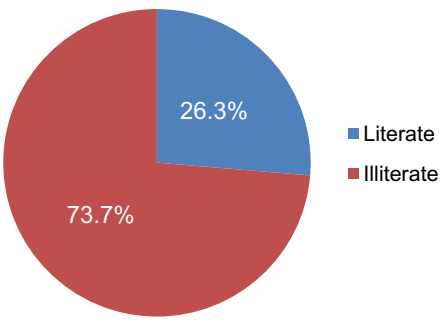
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.3	2.3	3.1	3.5	3.8	5.8	6.8	5.4	5.5	7.6
Pvt.	15.5	19.9	21.7	27.5	25.6	23.1	24.2	28.8	25.6	27.3



Mothers' Literacy



Sindh

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

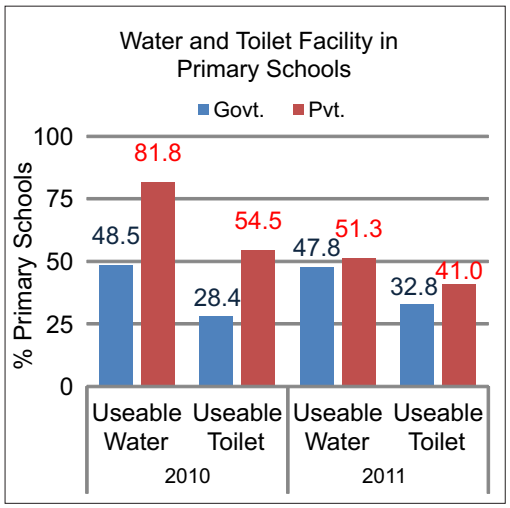
School Report Card

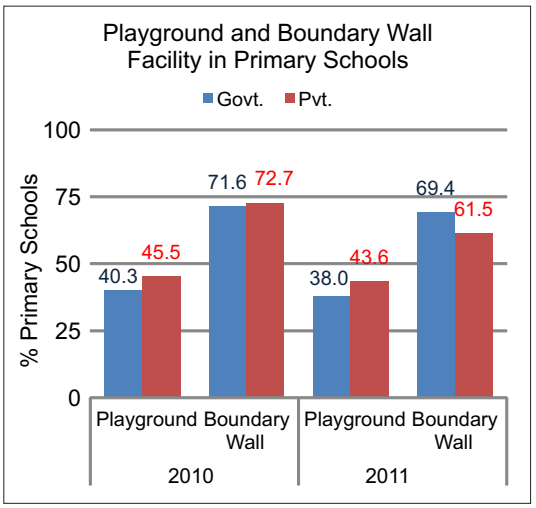
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	35	36	337	408	1	5	33	39
Elementary	1	1	13	15	1	1	19	21
High	2	2	10	14	0	0	10	10
Other	5	3	39	47	0	1	3	4
Total	43	42	399	484	2	7	65	74

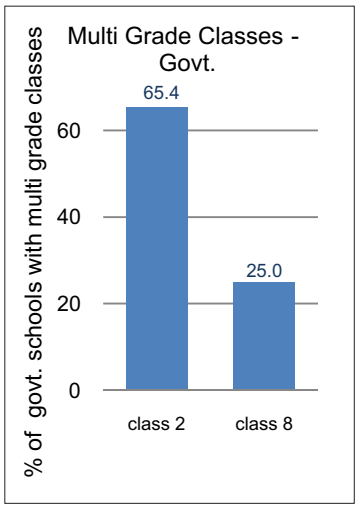
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	72.0	73.7	67.4	67.8	70.6	77.1	81.1	85.6	82.5	81.4
% of Attendance (as per headcount)	62.1	69.9	54.8	60.8	61.6	73.3	76.0	82.4	71.4	76.8

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	84.1	83.8	86.8	87.8	85.3	84.6	92.7	90.6	94.7	90.1

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	47.8	53.3	100.0	61.7	51.3	81.0	100.0	75.0
Useable Toilet (%)	32.8	40.0	50.0	40.4	41.0	85.7	90.0	50.0
Rooms Available	2.4	6.4	8.9	8.0	3.2	7.1	13.6	7.0
Rooms used for classes	1.8	5.0	5.9	5.3	2.5	6.4	11.4	5.8
Availability of Playground (%)	38.0	40.0	35.7	44.7	43.6	52.4	50.0	50.0
Availability of Boundary wall (%)	69.4	73.3	64.3	68.1	61.5	90.5	100.0	100.0





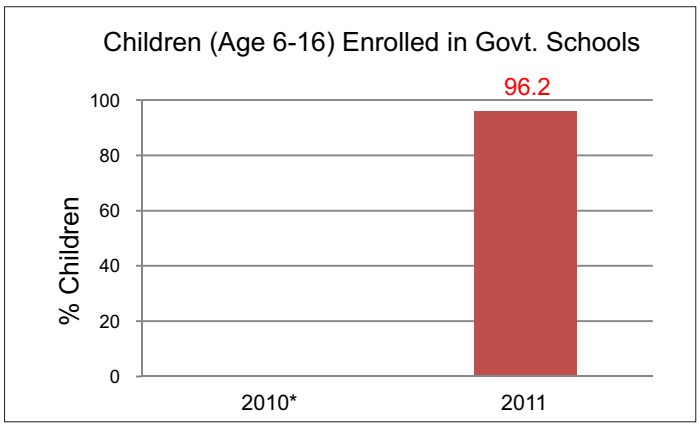


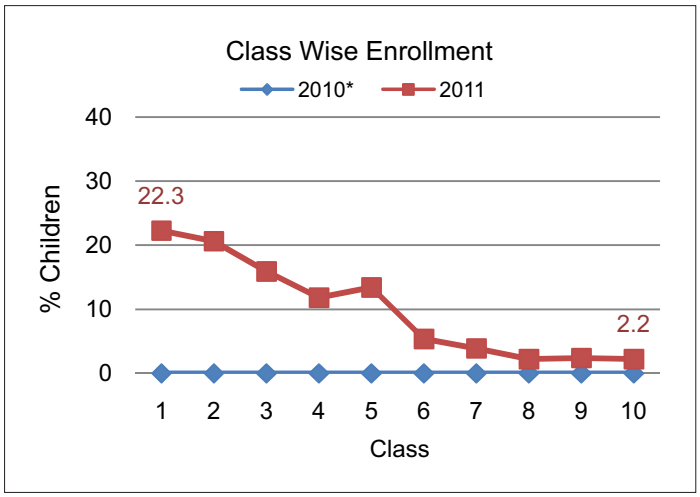
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	66	5	3	7	1	1	-	-
Average amount of grant	24543	22800	83000	75000	141750	12000	-	-

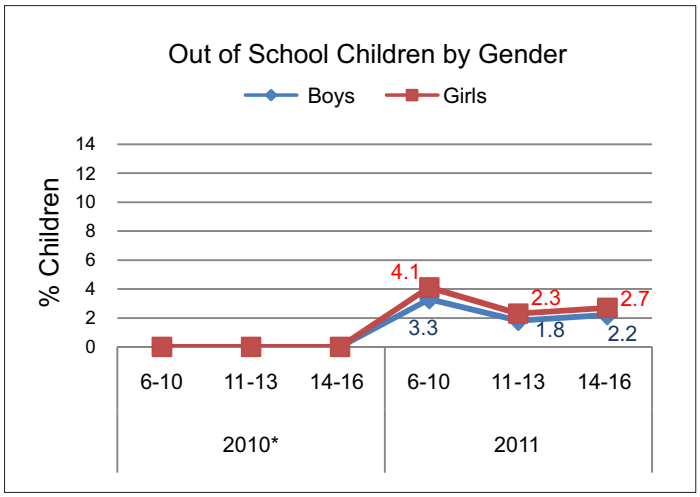
Dadu

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	85.5	2.7	0.6	0.2	9.5	1.5	100
11-13	75.3	2.6	0.6	0.0	13.4	8.2	100
14-16	63.3	1.9	0.0	0.0	14.7	20.1	100
6-16	80.4	2.6	0.5	0.1	11.0	5.4	100
Total			83.6		16.4		
By Type	96.2	3.1	0.6	0.1			

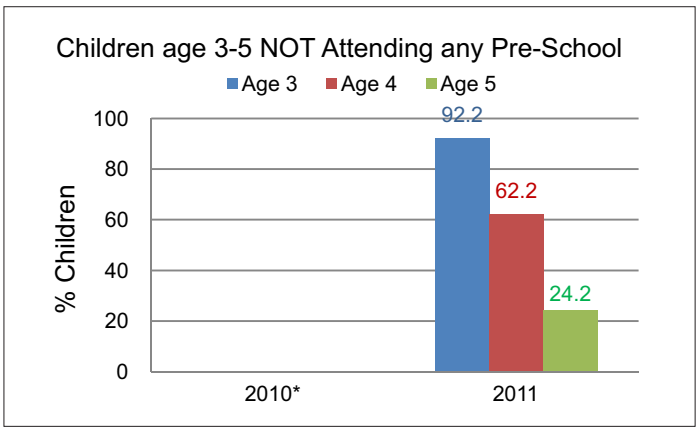






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	7.8	0.0	0.0	0.0	92.2	100
4	36.7	0.5	0.5	0.0	62.2	100
5	71.9	2.6	1.3	0.0	24.2	100
3-5	45.0	1.3	0.7	0.0	52.9	100
Total			47.0		52.9	
By Type	95.6	2.8	1.6	0.0		100



* District Dadu was not surveyed in 2010

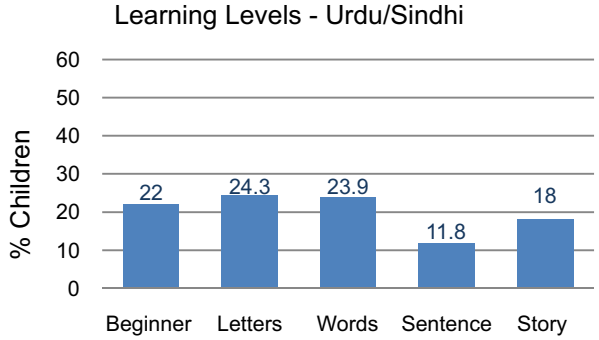
Dadu

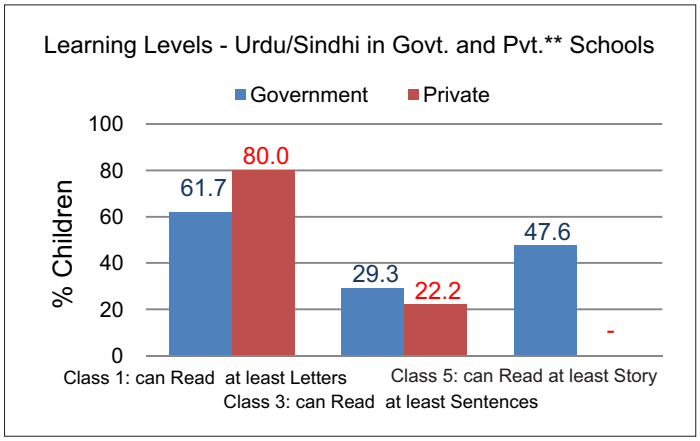
Learning Levels - Urdu/Sindhi

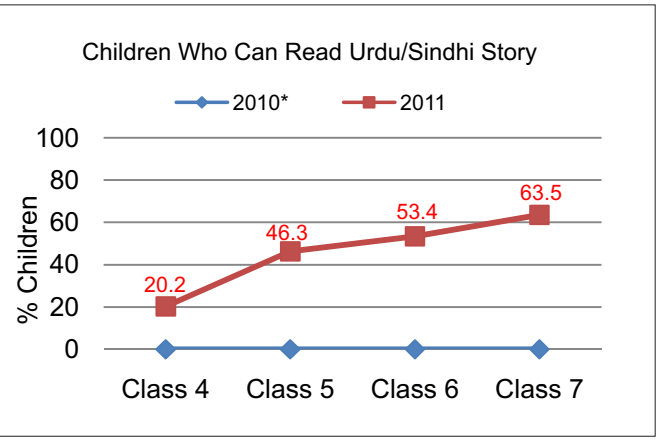
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	38.2	47.3	13.0	0.9	0.6	100
2	8.6	38.0	47.2	4.3	1.9	100
3	3.1	22.2	45.5	23.0	6.2	100
4	5.3	14.4	28.2	31.9	20.2	100
5	2.8	17.1	17.6	16.2	46.3	100
6	3.4	10.2	15.9	17.0	53.4	100
7	0.0	3.2	17.5	15.9	63.5	100
8	0.0	0.0	8.1	13.5	78.4	100
9	0.0	2.5	10.0	7.5	80.0	100
10	0.0	0.0	2.7	16.2	81.1	100

How to read:1.5% (0.9+0.6) children of class 1 can read sentences







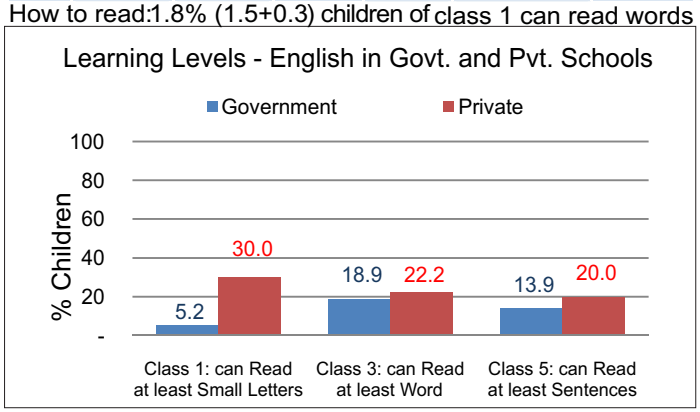
Learning Levels - English

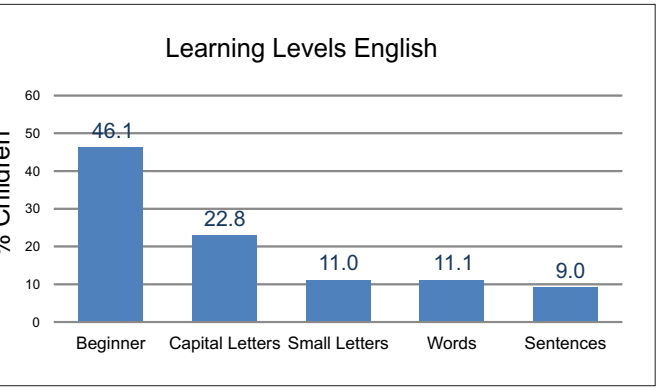
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	74.3	19.8	4.1	1.5	0.3	100
2	40.0	38.2	15.7	5.2	0.9	100
3	37.3	25.9	17.6	17.6	1.6	100
4	24.5	30.3	13.8	22.3	9.0	100
5	24.8	29.9	11.7	19.6	14.0	100
6	11.4	22.7	17.0	22.7	26.1	100
7	6.3	17.5	20.6	22.2	33.3	100
8	0.0	5.4	13.5	18.9	62.2	100
9	0.0	12.5	5.0	22.5	60.0	100
10	0.0	10.8	0.0	16.2	73.0	100

How to read:1.8% (1.5+0.3) children of class 1 can read words

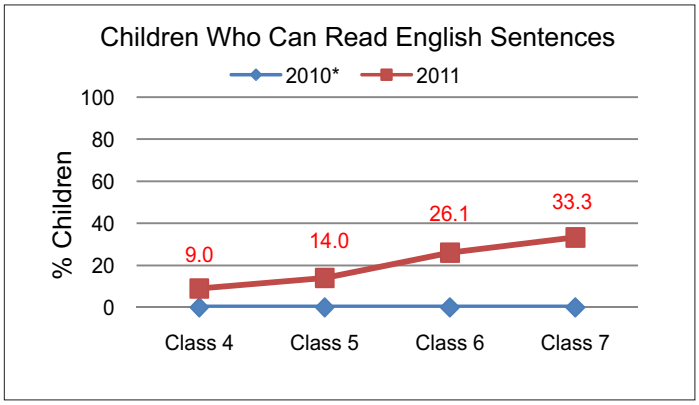
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
80.0	100.0
64.7	66.7
48.9	75.0
69.0	76.5
69.0	86.7
70.0	91.3
64.3	81.0
71.4	73.9
88.9	83.3
83.3	85.2





**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

Dadu



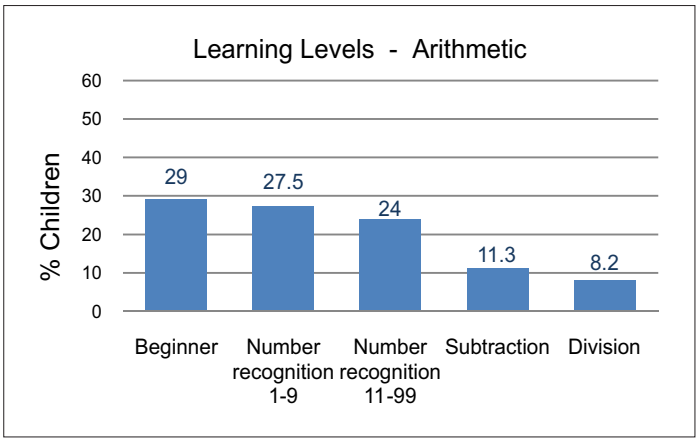


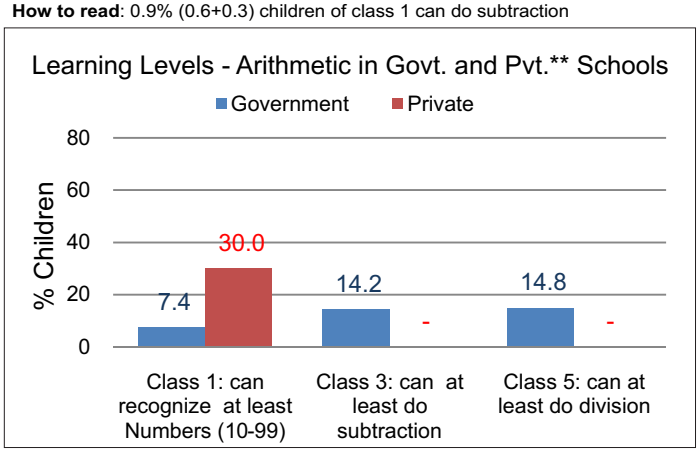
Learning Levels - Arithmetic

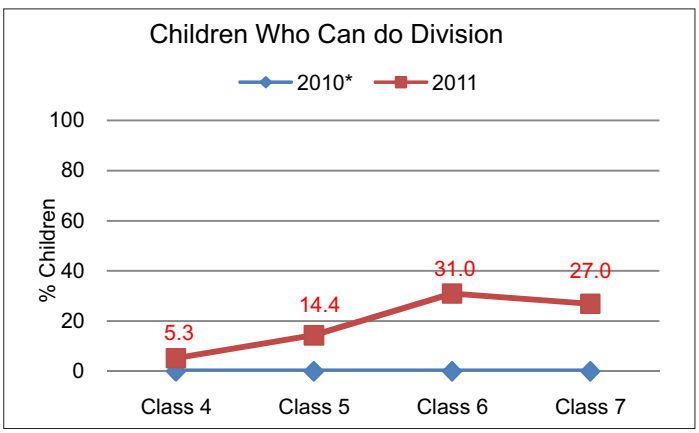
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	56.2	35.8	7.1	0.6	0.3	**100**
2	18.0	49.5	30.0	1.9	0.6	**100**
3	9.7	41.6	34.6	12.5	1.6	**100**
4	4.8	22.9	45.7	21.3	5.3	**100**
5	6.5	20.0	36.7	22.3	14.4	**100**
6	3.4	12.6	28.7	24.1	31.0	**100**
7	0.0	9.5	25.4	38.1	27.0	**100**
8	0.0	2.7	16.2	24.3	56.8	**100**
9	0.0	5.0	20.0	32.5	42.5	**100**
10	0.0	0.0	16.2	18.9	64.9	**100**

How to read: 0.9% (0.6+0.3) children of class 1 can do subtraction



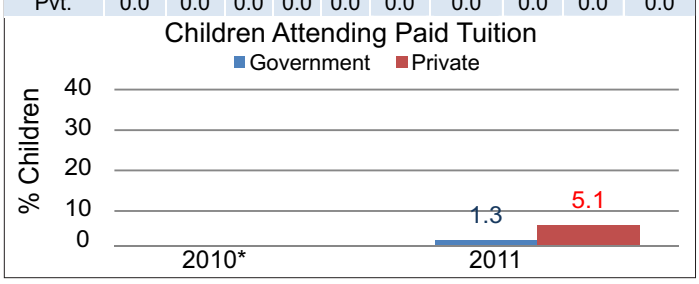




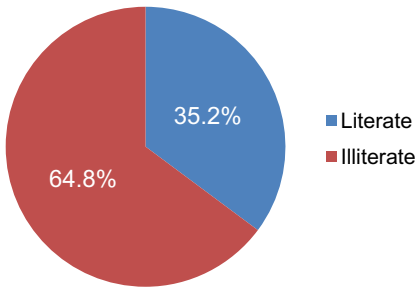
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.3	0.9	0.8	0.0	0.9	2.3	5.2	2.8	5.0	21.6
Pvt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



Mothers' Literacy

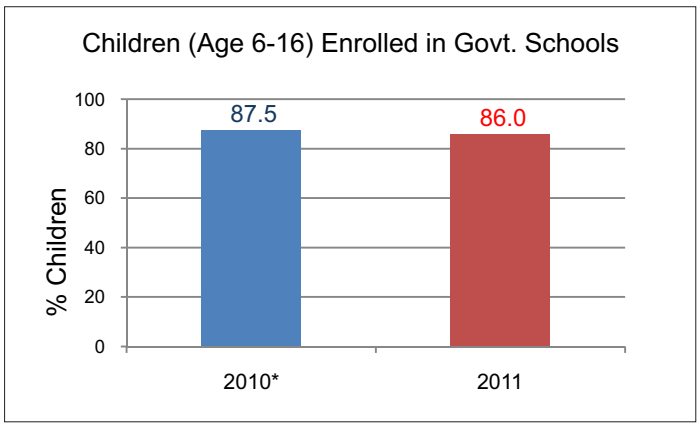


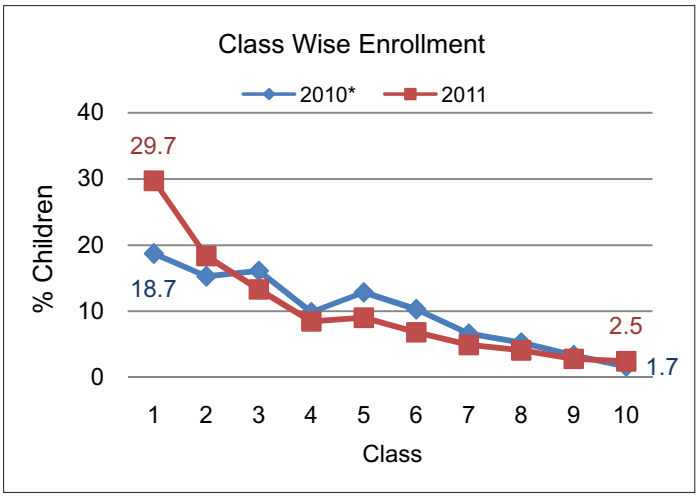
**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

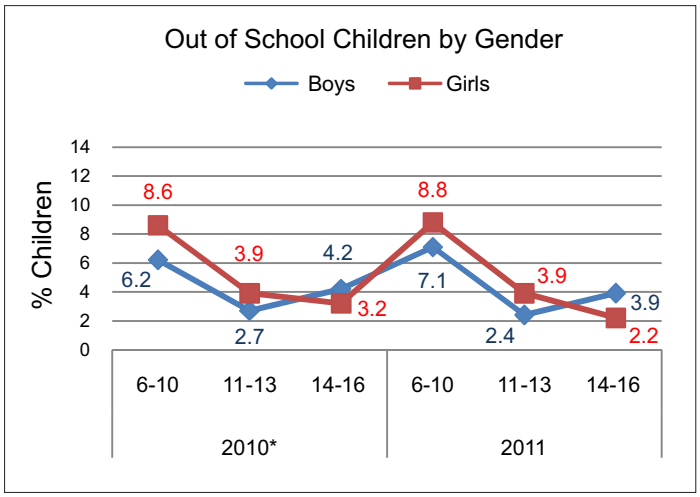
Ghotki

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	67.6	7.5	0.7	0.1	22.3	1.8	100
11-13	52.1	14.0	1.1	0.0	25.3	7.5	100
14-16	48.6	11.2	0.5	0.0	25.2	14.5	100
6-16	61.8	9.3	0.7	0.1	23.3	4.9	100
Total	71.9				28.2		
By Type	86.0	12.9	1.0	0.1			

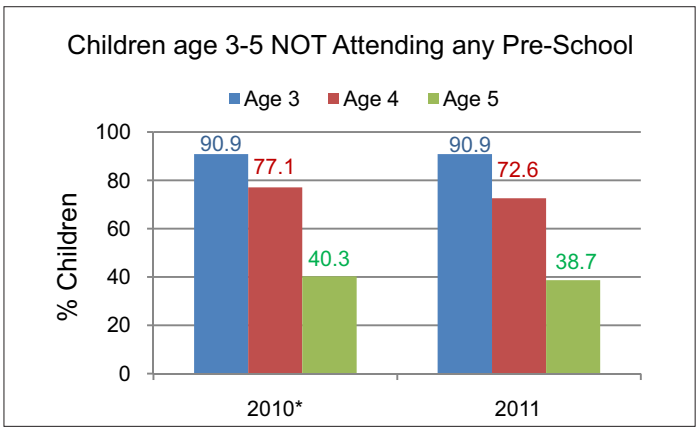






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school	Total
3	8.5	0.6	0.0	0.0	90.9	100
4	26.2	1.2	0.0	0.0	72.6	100
5	56.3	5.0	0.0	0.0	38.7	100
3-5	32.0	2.5	0.0	0.0	65.5	100
Total	34.5				65.5	
By Type	92.9	7.1	0.0	0.0		100



* District Ghotki was surveyed in 2010

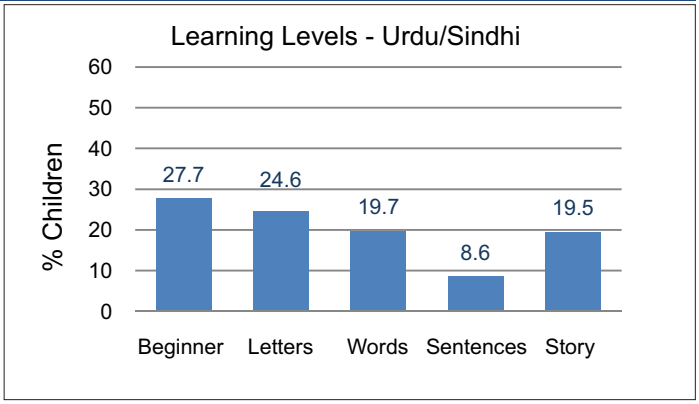
Ghotki

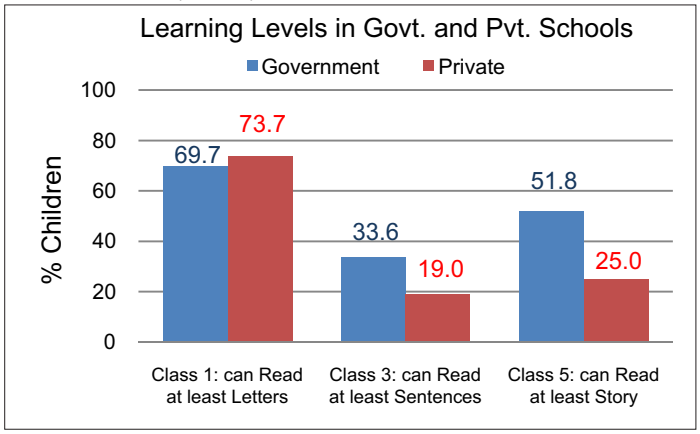
Learning Levels - Urdu

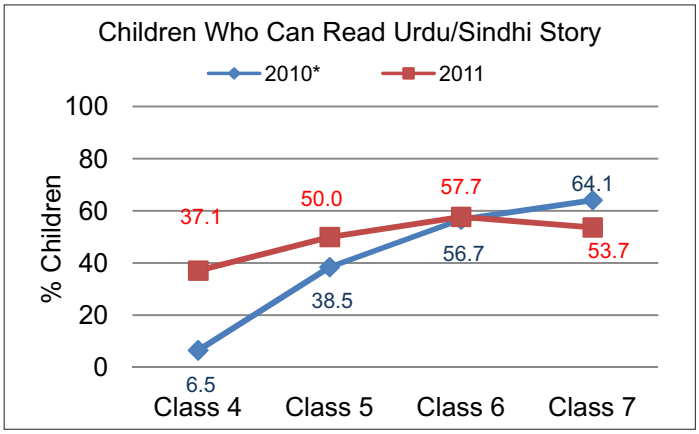
Class Wise % Children Who Can Read

Class	Nothing	Letter	Words	Sentences	Story	Total
1	29.8	48.8	18.2	1.8	1.4	100
2	10.3	36.1	39.2	5.2	9.3	100
3	9.0	14.6	45.1	19.4	11.8	100
4	3.4	9.0	27.0	23.6	37.1	100
5	3.3	12.0	19.6	15.2	50.0	100
6	0.0	5.6	14.1	22.5	57.7	100
7	0.0	3.7	18.5	24.1	53.7	100
8	2.4	0.0	9.5	11.9	76.2	100
9	0.0	0.0	0.0	13.8	86.2	100
10	0.0	4.0	4.0	4.0	88.0	100

How to read: 3.2% (1.8+1.4) children of class 1 can read sentences







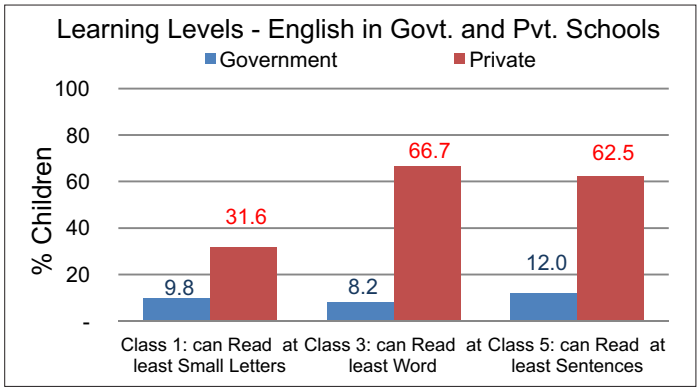
Learning Levels - English

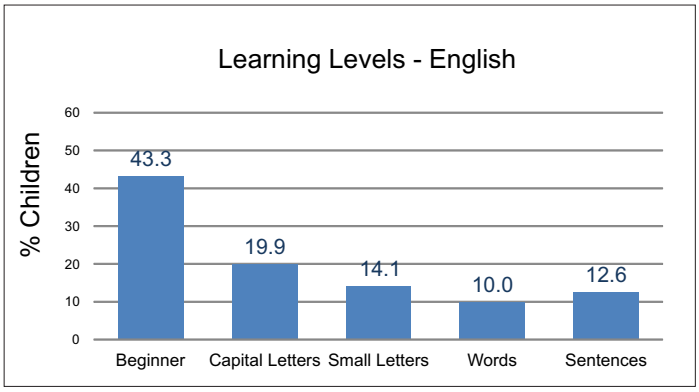
Class Wise % Children Who Can Read English

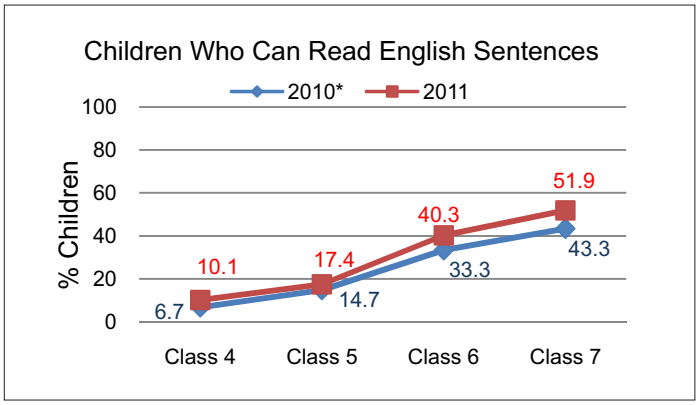
Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	60.0	28.8	8.1	2.1	1.1	100
2	28.4	40.2	19.6	6.2	5.7	100
3	21.5	31.3	30.6	11.1	5.6	100
4	12.4	18.0	40.4	19.1	10.1	100
5	10.9	10.9	32.6	28.3	17.4	100
6	4.2	6.9	15.3	33.3	40.3	100
7	3.7	3.7	5.6	35.2	51.9	100
8	2.4	0.0	9.5	23.8	64.3	100
9	0.0	0.0	3.4	20.7	75.9	100
10	0.0	8.0	4.0	16.0	72.0	100

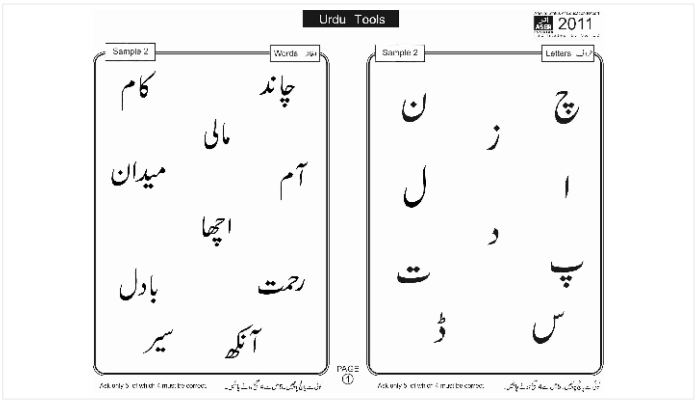
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
33.3	0.0
50.0	45.5
43.8	75.0
58.8	66.7
57.7	68.8
66.7	65.5
52.6	85.7
90.0	81.5
100.0	72.7
100.0	72.2

How to read: 3.2% (2.1+1.1) children of class 1 can read words







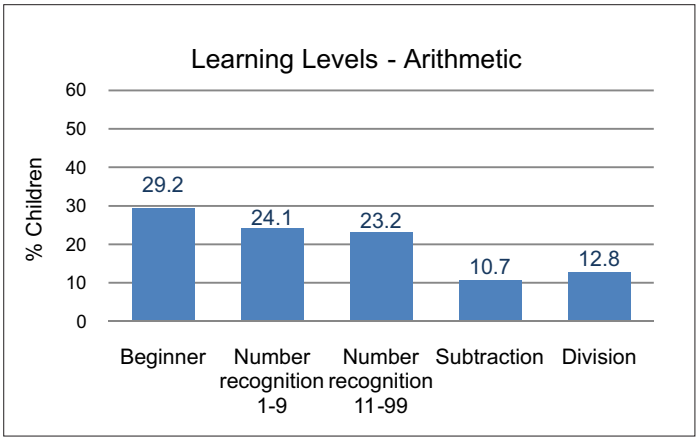


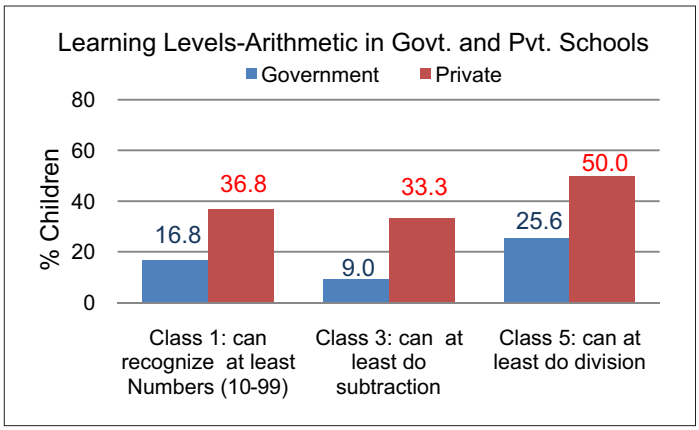
Learning Levels - Arithmetic

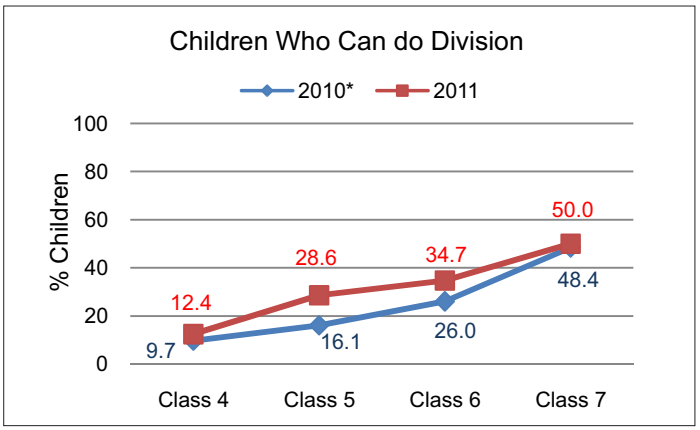
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	34.6	47.3	14.1	2.5	1.4	100
2	14.4	35.1	39.7	1.5	9.3	100
3	9.0	15.3	63.2	9.0	3.5	100
4	4.5	10.1	31.5	41.6	12.4	100
5	3.3	8.8	33.0	26.4	28.6	100
6	1.4	6.9	27.8	29.2	34.7	100
7	3.7	1.9	20.4	24.1	50.0	100
8	2.4	0.0	2.4	42.9	52.4	100
9	0.0	0.0	13.8	13.8	72.4	100
10	0.0	4.0	16.0	16.0	64.0	100

How to read: 3.9% (2.5+1.4) children of class 1 can do subtraction



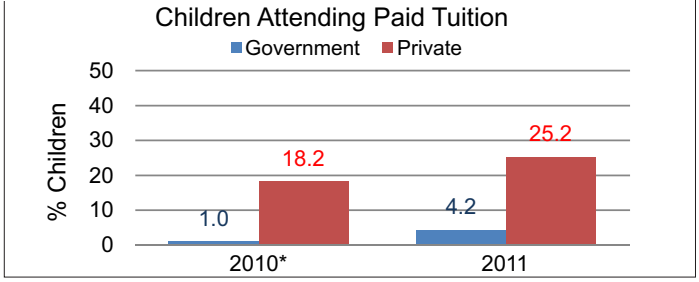




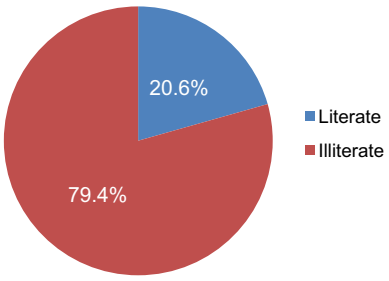
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.0	4.0	7.3	4.6	5.6	8.3	12.2	11.4	0.0	4.3
Pvt.	17.4	33.3	33.3	16.7	22.2	26.7	15.4	20.0	57.1	-



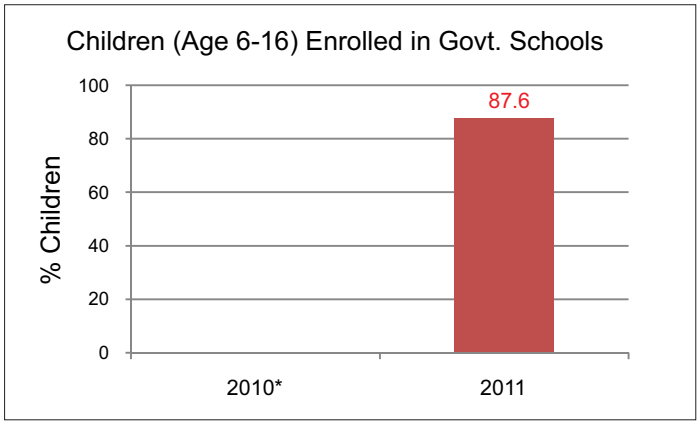
Mothers' Literacy

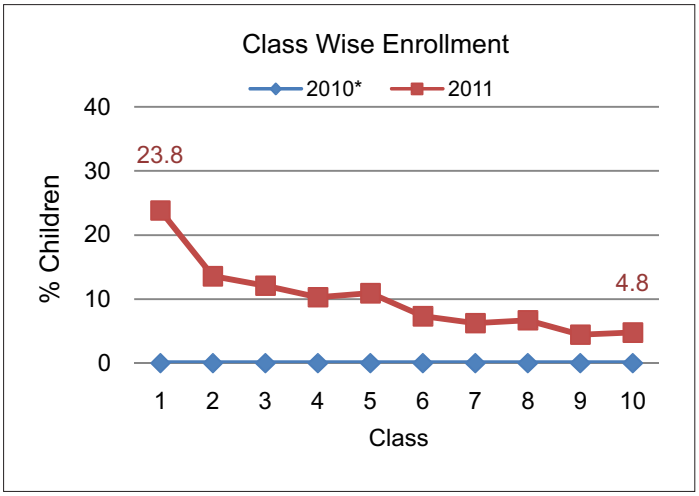


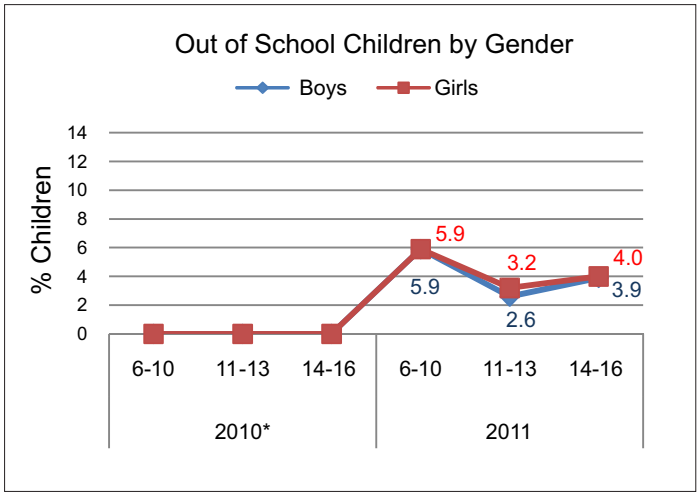
Hyderabad

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	67.8	10.9	0.3	0.0	18 .2	2.9	100
11 -13	67.8	7.0	0.0	0.0	18.9	6.3	100
14 -16	55.6	6.5	0.0	0.0	26.4	11.5	100
6-16	65.2	9.1	0.2	0.0	20.1	5.5	100
Total	74.5				25.6		
By Type	87.6	12.2	0.2	0.0			

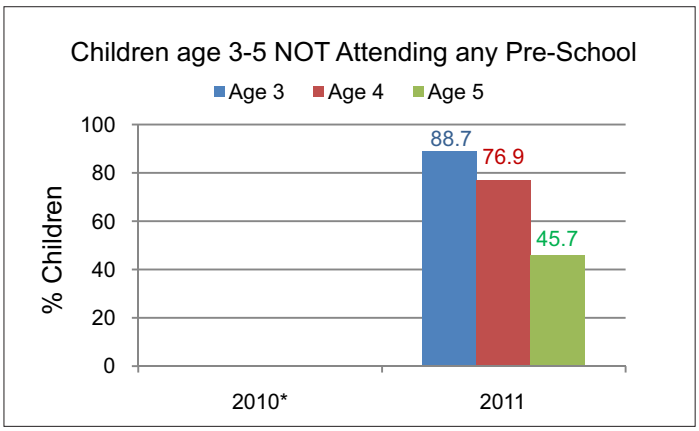






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Private	Madrasah	Others	Out of school	Total
3	11.3	0.0	0.0	0.0	88.7	100
4	17.3	4.8	1.0	0.0	76.9	100
5	44.8	9.5	0.0	0.0	45.7	100
3-5	25.2	4.9	0.3	0.0	69.6	100
Total	30.4				69.6	
By Type	82.8	16.2	1.0	0.0		100



* District Hyderabad was not surveyed in 2010

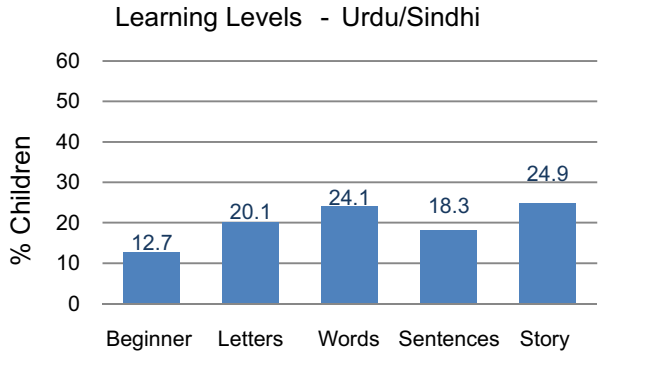
Hyderabad

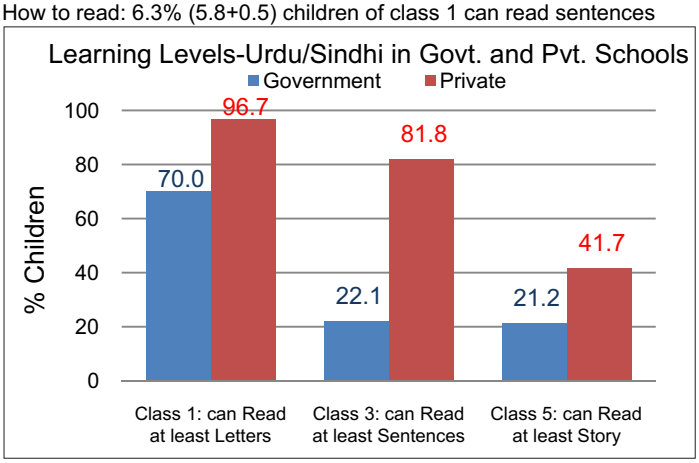
Learning Levels - Urdu

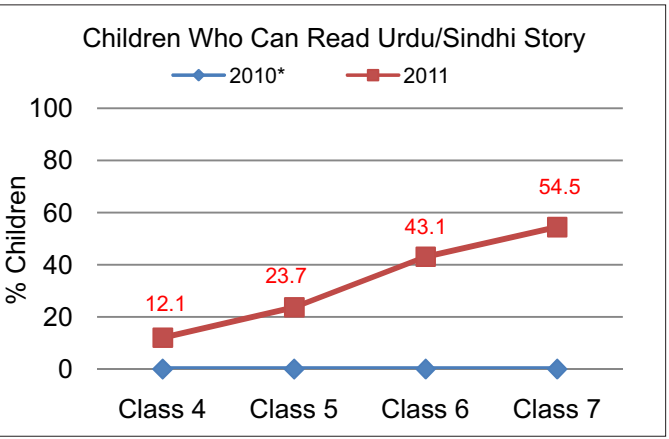
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	25.8	45.8	22.1	5.8	0.5	100
2	17.4	23.1	52.9	5.8	0.8	100
3	4.7	16.8	50.5	21.5	6.5	100
4	3.3	15.4	31.9	37.4	12.1	100
5	2.1	8.2	19.6	46.4	23.7	100
6	0.0	0.0	20.0	36.9	43.1	100
7	0.0	0.0	10.9	34.5	54.5	100
8	1.8	0.0	7.1	10.7	80.4	100
9	0.0	0.0	0.0	10.5	89.5	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 6.3% (5.8+0.5) children of class 1 can read sentences







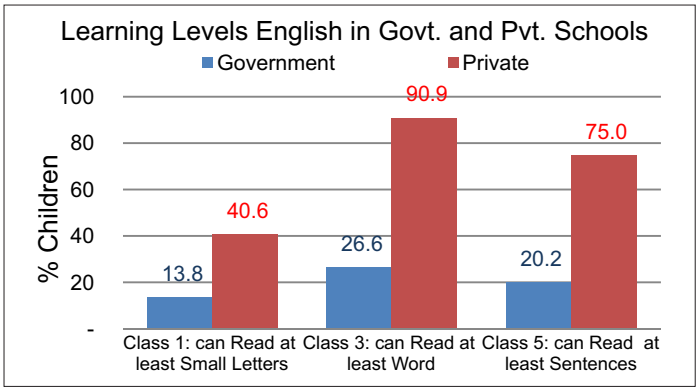
Learning Levels - English

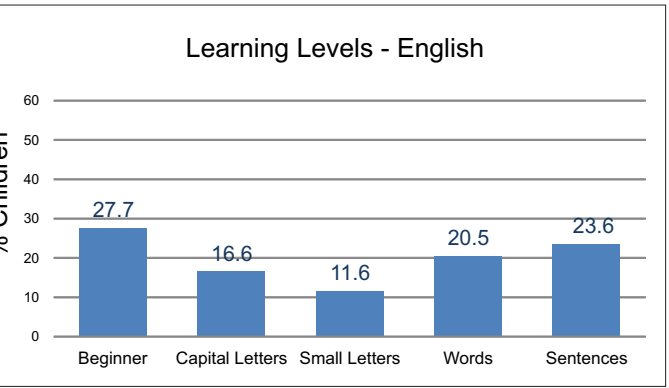
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	57.8	24.0	9.4	8.9	0.0	100
2	36.4	28.9	22.3	10.7	1.7	100
3	21.7	20.8	24.5	27.4	5.7	100
4	17.6	17.6	19.8	34.1	11.0	100
5	12.5	16.7	8.3	35.4	27.1	100
6	3.1	9.2	3.1	47.7	36.9	100
7	1.8	1.8	7.3	32.7	56.4	100
8	1.8	0.0	3.6	30.4	64.3	100
9	0.0	0.0	0.0	7.9	92.1	100
10	2.4	0.0	0.0	2.4	95.1	100

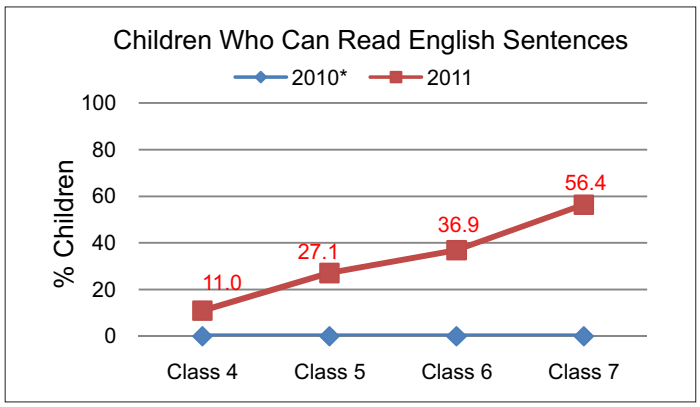
How to read: 8.9% (8.9+0.0) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
58.8	-
61.5	100.0
44.8	83.3
64.5	70.0
47.1	69.2
38.7	70.8
55.6	74.2
64.7	77.8
100.0	88.6
100.0	87.2





Hyderabad



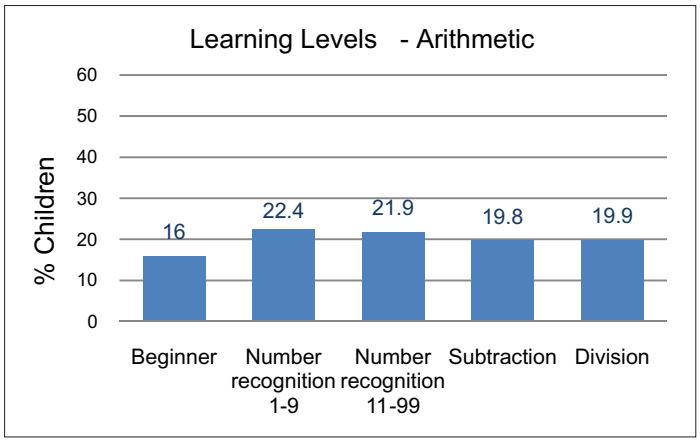


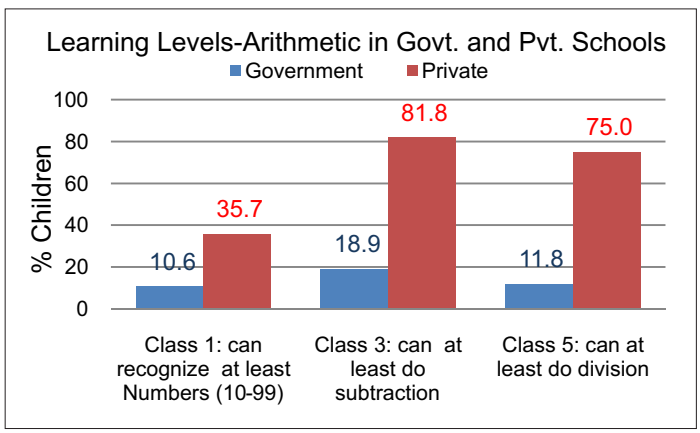
Learning Levels - Arithmetic

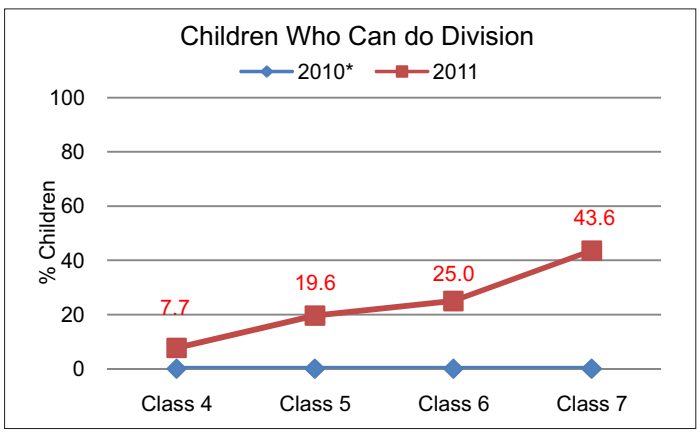
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	39.9	45.7	11.7	2.1	0.5	100
2	11.6	34.7	45.5	7.4	0.8	100
3	11.2	18.7	44.9	18.7	6.5	100
4	6.6	14.3	34.1	37.4	7.7	100
5	7.2	15.5	24.7	33.0	19.6	100
6	0.0	6.3	17.2	51.6	25.0	100
7	0.0	3.6	9.1	43.6	43.6	100
8	0.0	1.8	5.4	35.7	57.1	100
9	0.0	0.0	2.6	23.7	73.7	100
10	0.0	0.0	2.4	7.3	90.2	100

How to read: 2.6% (2.1+0.5) children of class 1 can do subtraction



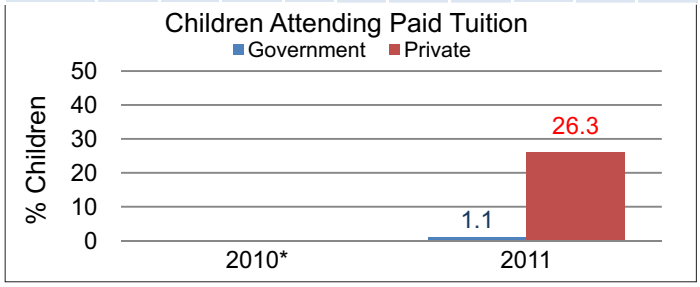




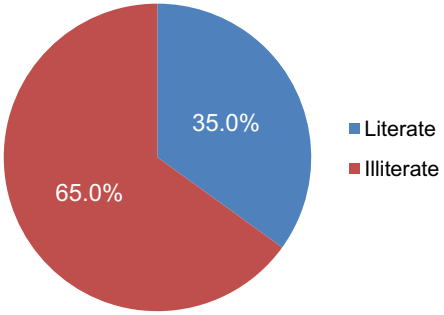
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.0	0.0	1.0	0.0	3.4	0.0	0.0	0.0	2.6	2.4
Pvt.	14.7	38.5	14.3	42.9	42.9	50.0	33.3	42.9	50.0	0.0



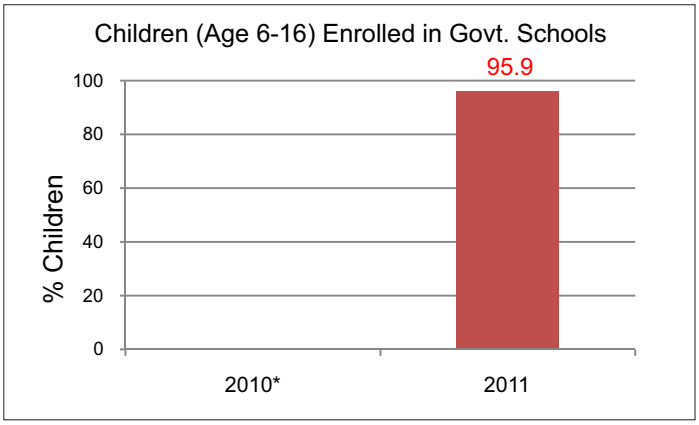
Mothers' Literacy

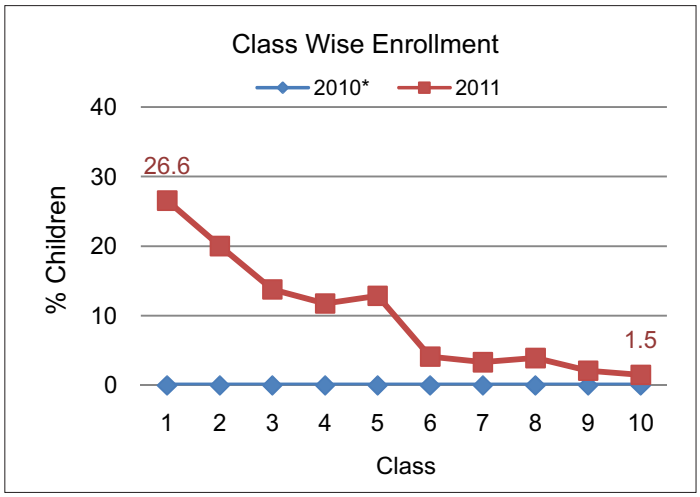


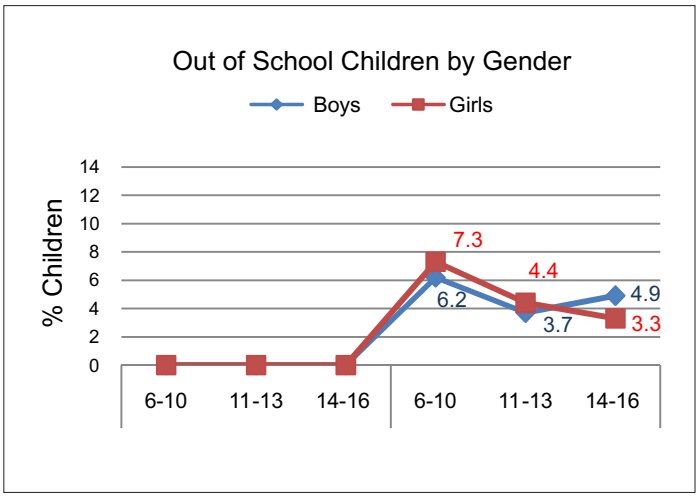
Jamshoro

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	75.3	3.1	0.0	0.1	20.9	0.6	100
11-13	60.9	2.2	0.0	0.0	30.1	6.8	100
14-16	44.4	2.0	0.5	0.0	42.9	10.1	100
6-16	67.4	2.7	0.1	0.1	26.3	3.4	100
Total			70.3		29.7		
By Type	95.9	3.9	0.1	0.1			

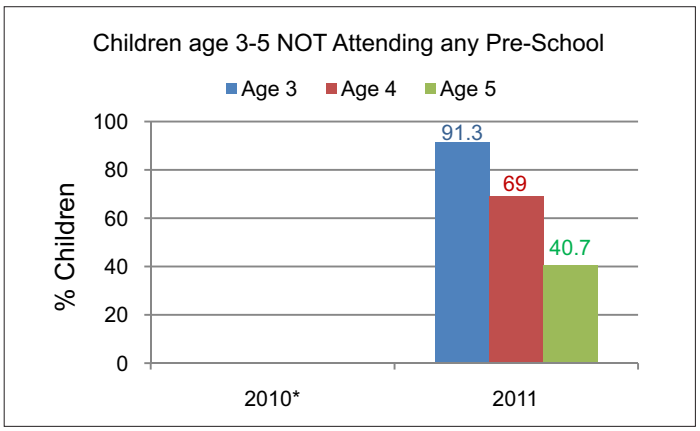






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	7.7	1.0	0.0	0.0	91.3	100
4	28.5	2.5	0.0	0.0	69.0	100
5	56.0	3.2	0.0	0.0	40.7	100
3-5	31.8	2.3	0.0	0.0	65.9	100
Total			34.1		65.9	
By Type	93.3	6.7	0.0	0.0		100



* District Jamshoro was not surveyed in 2010

Jamshoro

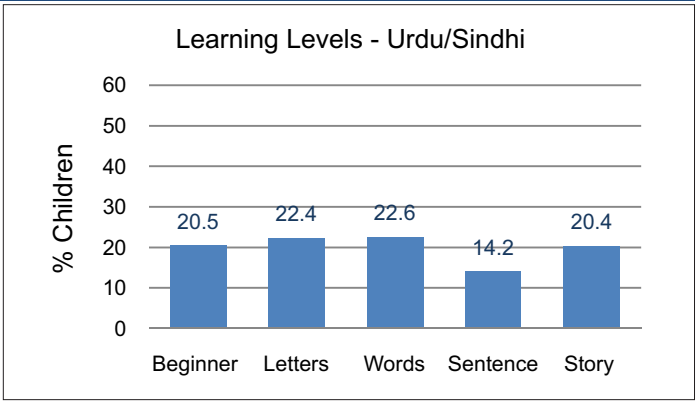
Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

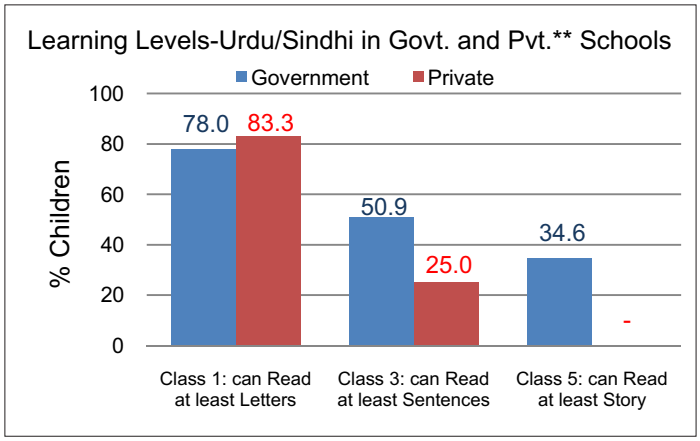
Learning Levels - Urdu

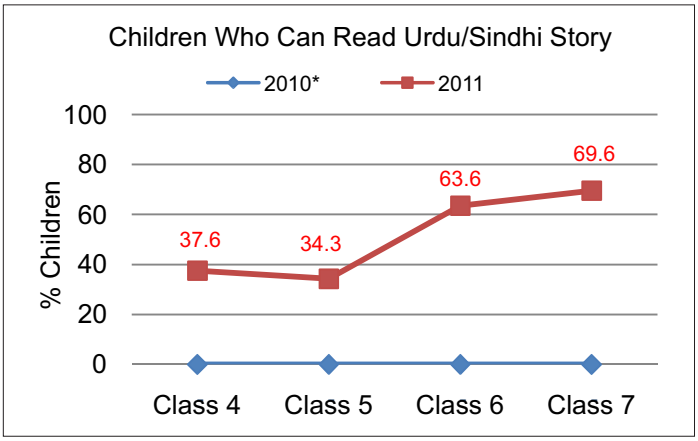
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	21.8	42.1	29.4	2.5	4.1	100
2	7.8	18.1	42.8	19.9	11.4	100
3	2.5	13.6	33.9	19.5	30.5	100
4	6.5	3.2	22.6	30.1	37.6	100
5	5.7	2.9	20.0	37.1	34.3	100
6	0.0	6.1	15.2	15.2	63.6	100
7	0.0	4.3	8.7	17.4	69.6	100
8	0.0	0.0	8.1	29.7	62.2	100
9	0.0	0.0	0.0	23.5	76.5	100
10	0.0	12.5	0.0	0.0	87.5	100

How to read: 6.6% (2.5+4.1) children of class 1 can read sentences







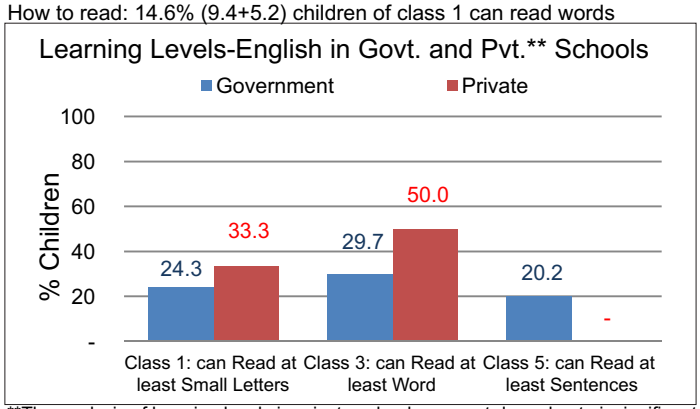
Learning Levels - English

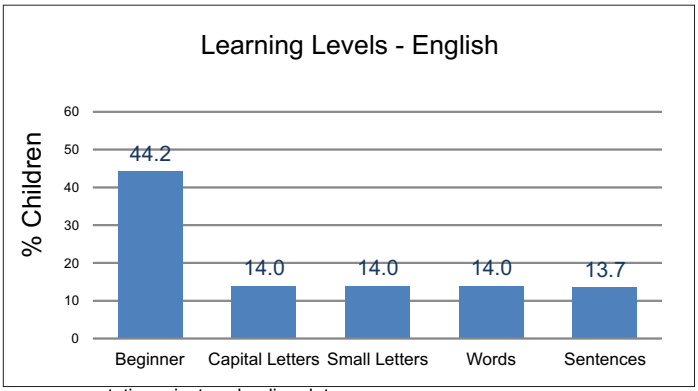
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	50.8	24.6	9.9	9.4	5.2	100
2	37.4	19.0	23.3	12.9	7.4	100
3	27.8	7.8	33.9	19.1	11.3	100
4	32.6	9.8	20.7	22.8	14.1	100
5	27.6	7.6	13.3	31.4	20.0	100
6	9.1	15.2	9.1	9.1	57.6	100
7	8.7	0.0	8.7	21.7	60.9	100
8	8.1	0.0	10.8	21.6	59.5	100
9	5.9	0.0	0.0	23.5	70.6	100
10	12.5	0.0	0.0	0.0	87.5	100

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
38.9	10.0
57.1	25.0
54.5	30.8
66.7	46.2
69.7	38.1
100.0	47.4
100.0	50.0
75.0	36.4
100.0	58.3
0.0	57.1

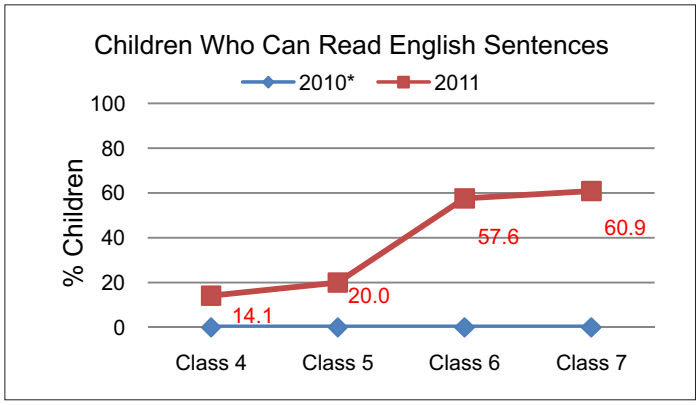
How to read: 14.6% (9.4+5.2) children of class 1 can read words

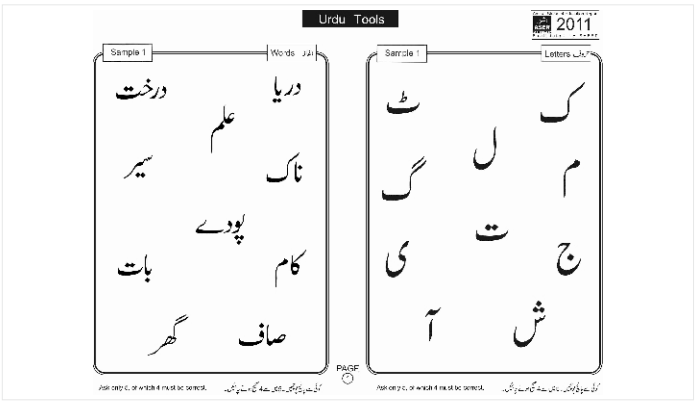




**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

Jamshoro



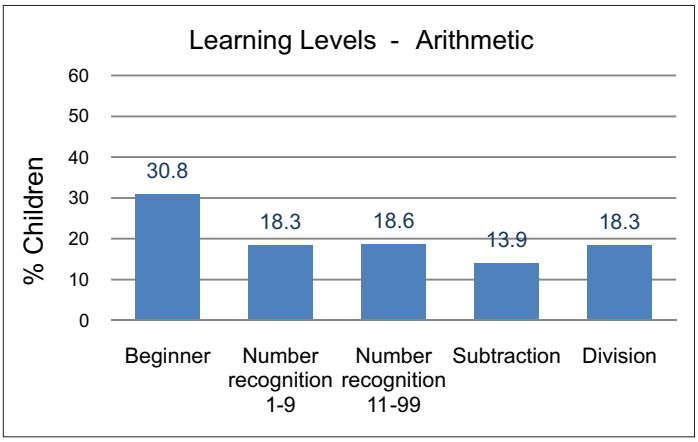


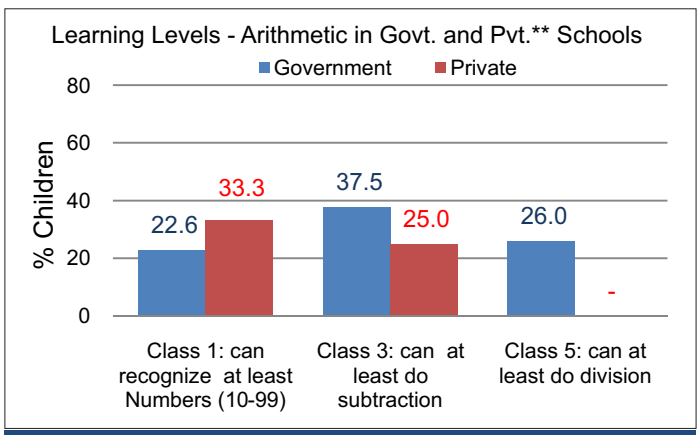
Learning Levels - Arithmetic

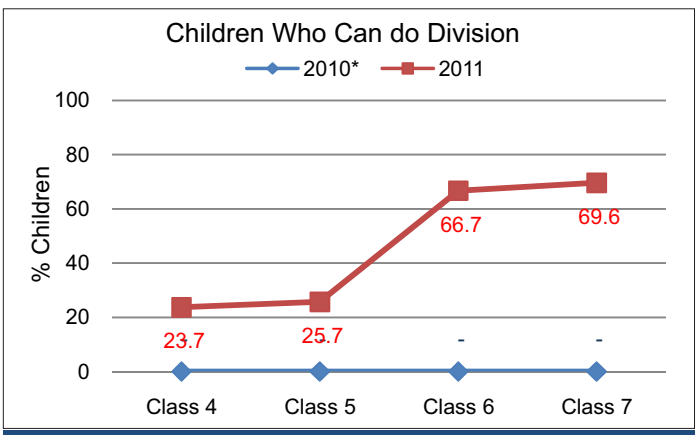
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	42.3	34.7	14.8	1.0	7.1	100
2	23.8	28.0	28.0	8.5	11.6	100
3	12.1	12.9	37.9	23.3	13.8	100
4	11.8	8.6	17.2	38.7	23.7	100
5	9.5	3.8	17.1	43.8	25.7	100
6	9.1	0.0	9.1	15.2	66.7	100
7	8.7	0.0	4.3	17.4	69.6	100
8	5.4	0.0	2.7	13.5	78.4	100
9	0.0	0.0	12.5	12.5	75.0	100
10	0.0	12.5	0.0	0.0	87.5	100

How to read: 8.1% (1.0+7.1) children of class 1 can do subtraction



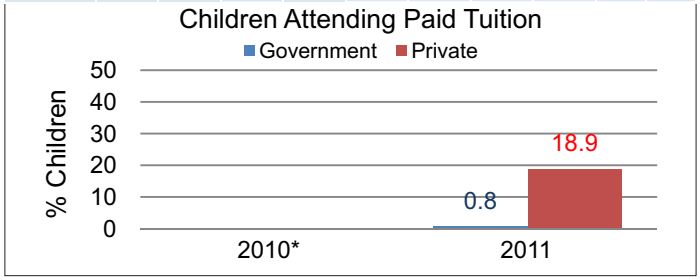




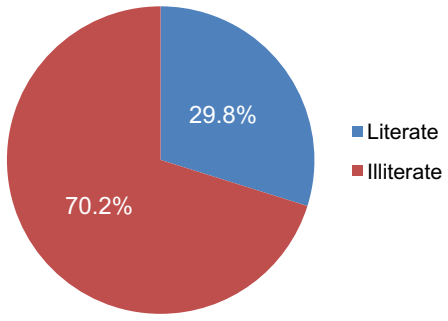
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.8	1.0	1.5	0.0	0.8	0.0	3.2	0.0	0.0	0.0
Pvt.	0.0	33.3	50.0	33.3	0.0	0.0	50.0	50.0	0.0	0.0



Mothers' Literacy

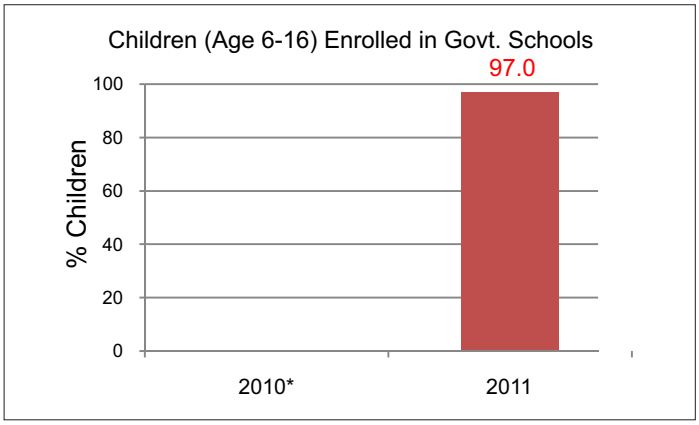


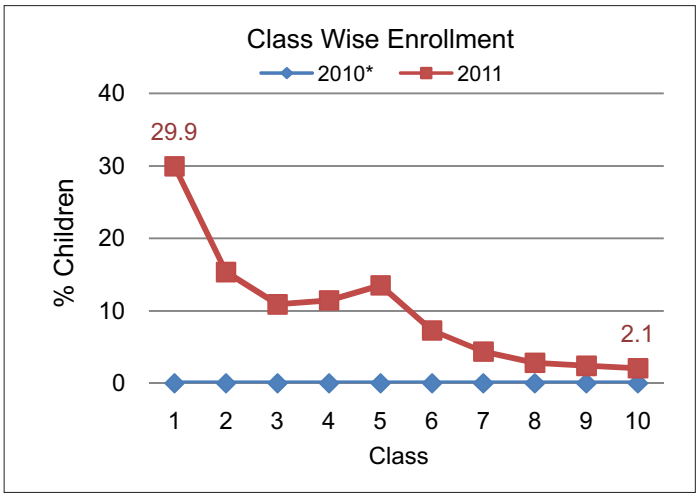
**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

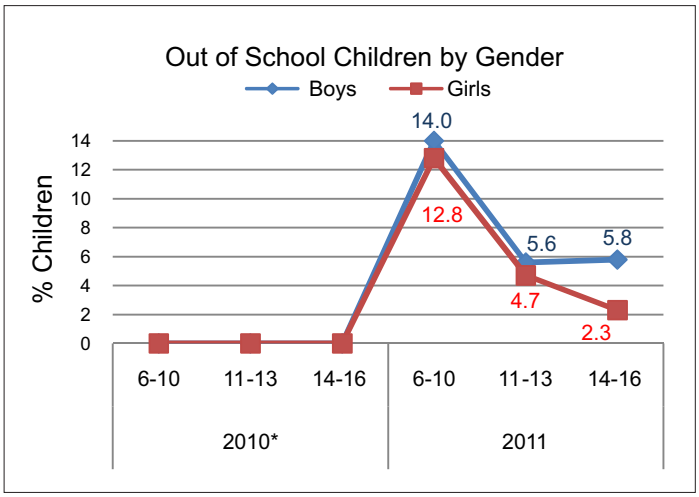
Kashmore

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	56.1	1.5	0.3	0.1	41.5	0.4	100
11-13	50.2	1.2	0.0	0.0	47.4	1.2	100
14-16	44.2	0.9	0.0	0.0	50.0	4.9	100
6-16	53.1	1.4	0.2	0.1	44.0	1.2	100
Total	54.8				45.2		
By Type	97.0	2.5	0.4	0.1			

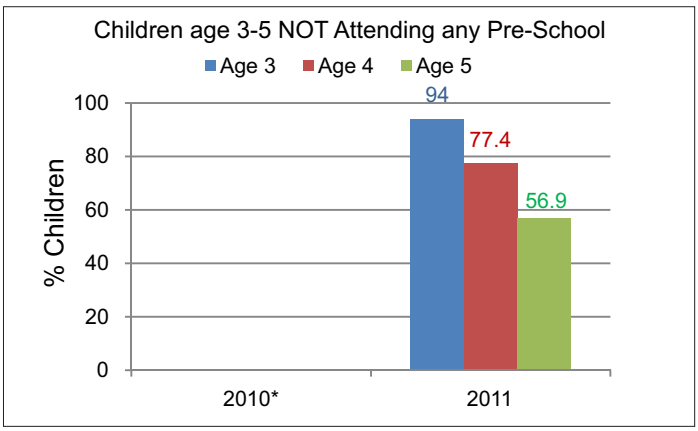






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	5.4	0.6	0.0	0.0	94.0	100
4	21.3	1.3	0.0	0.0	77.4	100
5	42.1	1.0	0.0	0.0	56.9	100
3-5	24.2	1.0	0.0	0.0	74.9	100
Total	25.2				74.9	
By Type	96.2	3.8	0.0	0.0		100



* District Kashmore was not surveyed in 2010

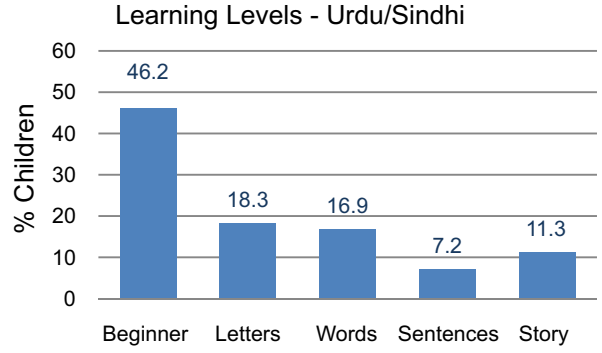
Kashmore

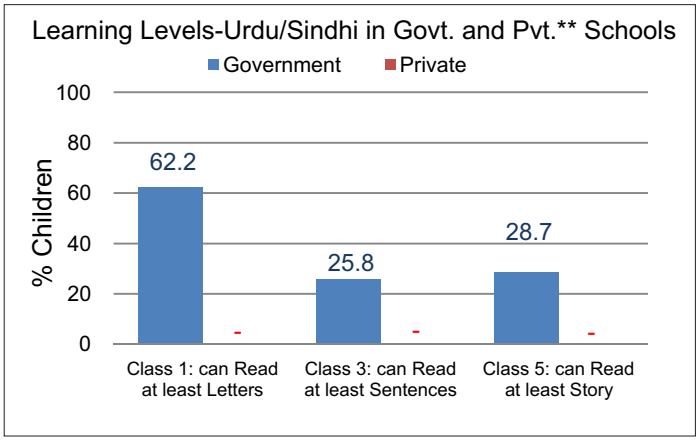
Learning Levels - Urdu

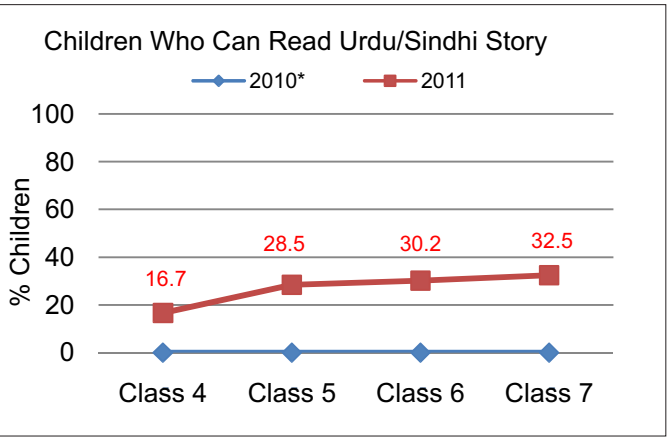
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	37.5	39.6	20.0	2.1	0.8	100
2	19.5	40.6	30.5	4.7	4.7	100
3	18.8	28.1	25.0	18.8	9.4	100
4	11.8	23.5	35.3	12.7	16.7	100
5	3.3	17.9	31.7	18.7	28.5	100
6	6.3	0.0	44.4	19.0	30.2	100
7	2.5	5.0	30.0	30.0	32.5	100
8	4.3	8.7	13.0	17.4	56.5	100
9	14.3	9.5	9.5	4.8	61.9	100
10	0.0	6.3	12.5	12.5	68.8	100

How to read: 2.9% (2.1+0.8) children of class 1 can read sentences







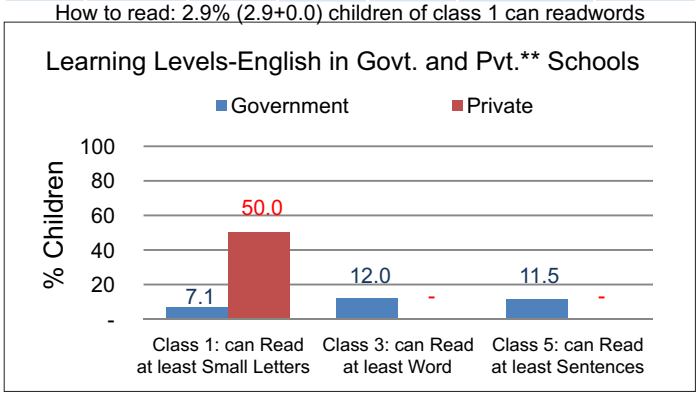
Learning Levels - English

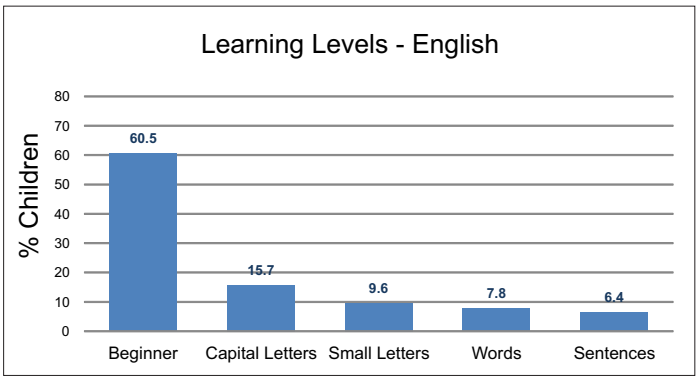
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	72.2	20.3	4.6	2.9	0.0	100
2	46.9	31.3	12.5	9.4	0.0	100
3	36.8	26.3	22.1	11.6	3.2	100
4	20.6	31.4	25.5	20.6	2.0	100
5	8.9	30.9	27.6	21.1	11.4	100
6	4.8	28.6	20.6	25.4	20.6	100
7	2.5	20.0	22.5	20.0	35.0	100
8	4.3	4.3	13.0	8.7	69.6	100
9	14.3	0.0	4.8	23.8	57.1	100
10	0.0	6.3	6.3	18.8	68.8	100

How to read: 2.9% (2.9+0.0) children of class 1 can readwords

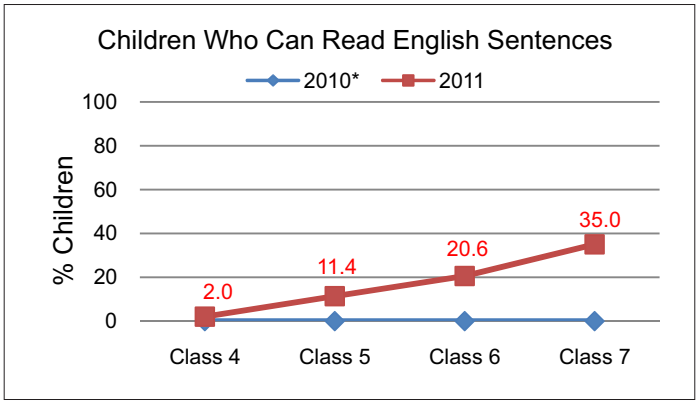
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
71.4	-
83.3	-
63.6	0.0
76.2	50.0
65.4	64.3
68.8	61.5
75.0	64.3
0.0	56.3
100.0	16.7
33.3	45.5





**The analysis of learning levels in private schools was not done due to insignificant or non - representative private schooling data

Kashmore



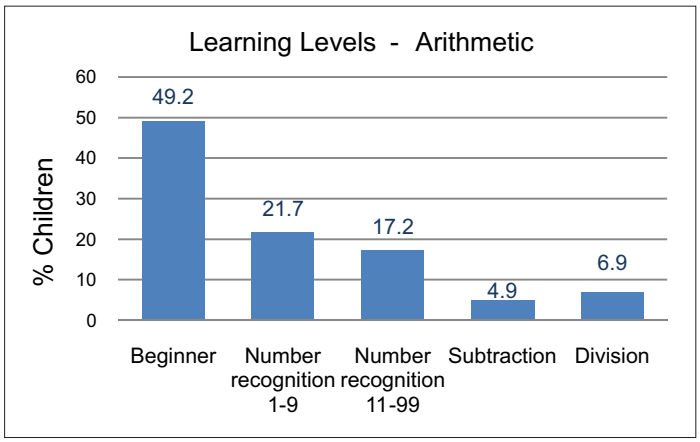


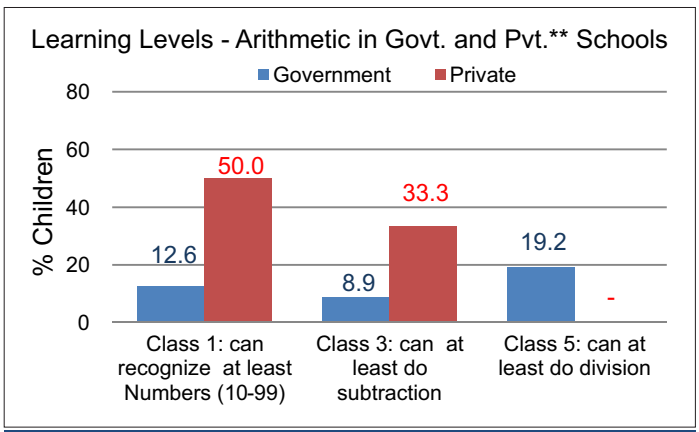
Learning Levels - Arithmetic

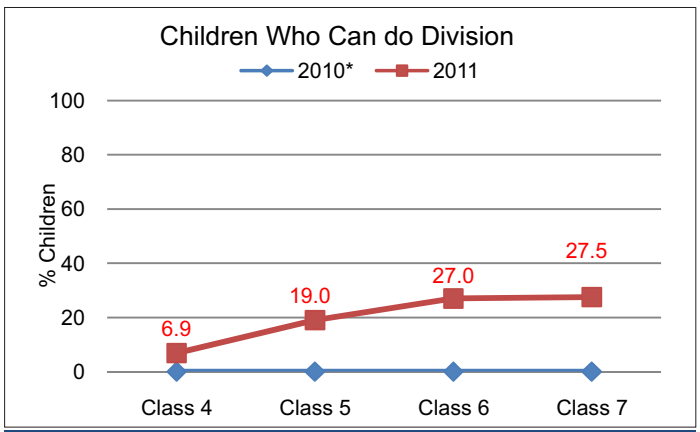
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	49.6	37.5	12.9	0.0	0.0	100
2	17.8	48.1	31.0	3.1	0.0	100
3	22.6	31.2	36.6	8.6	1.1	100
4	8.8	32.4	40.2	11.8	6.9	100
5	4.1	23.1	38.0	15.7	19.0	100
6	4.8	22.2	33.3	12.7	27.0	100
7	2.5	15.0	45.0	10.0	27.5	100
8	4.3	4.3	13.0	21.7	56.5	100
9	14.3	9.5	4.8	28.6	42.9	100
10	0.0	12.5	12.5	25.0	50.0	100

How to read: 0% (0.0+0.0) children of class 1 can do subtraction



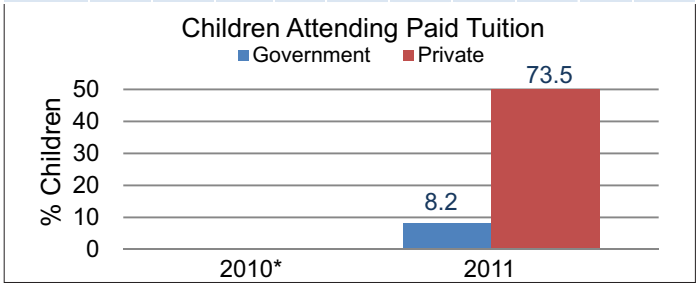




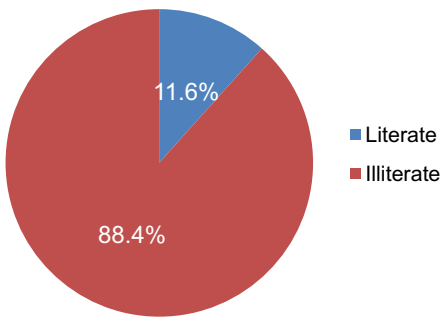
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.2	1.5	3.1	7.6	13.8	23.4	31.6	20.0	18.2	16.7
Pvt.	100.0	100.0	66.7	0.0	100.0	100.0	100.0	100.0	0.0	100.0



Mothers' Literacy

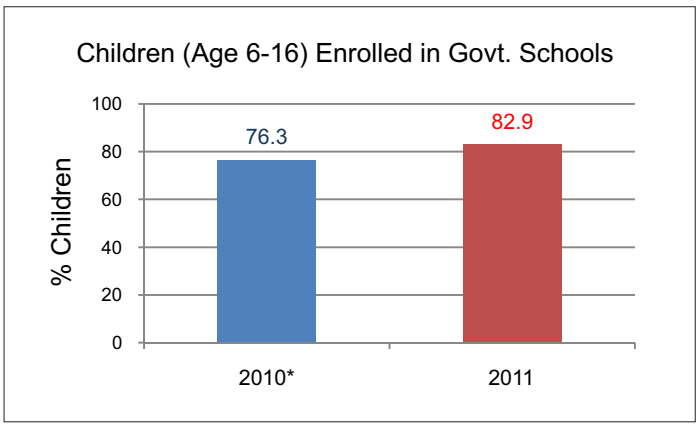


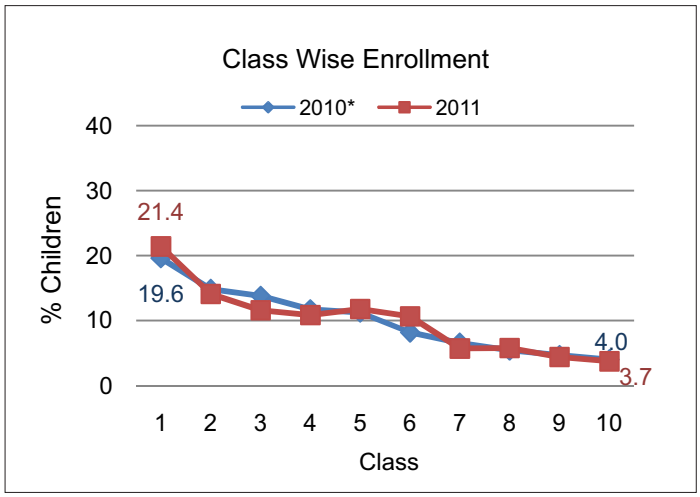
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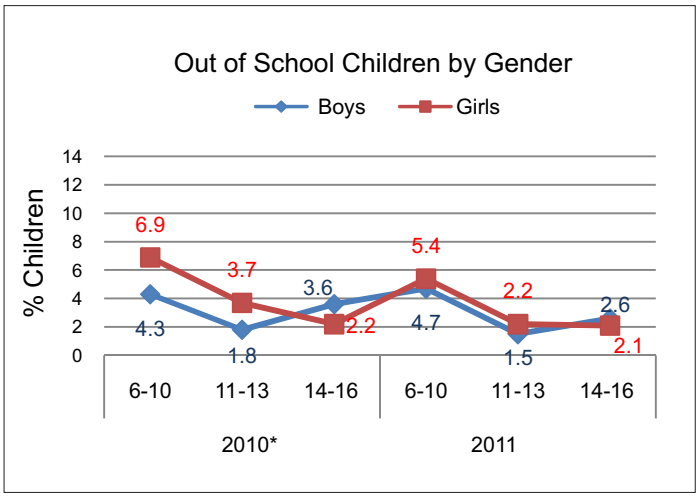
Khairpur

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	68.1	15.0	0.3	0.0	15.7	0.9	100
11-13	70.9	12.2	0.0	0.0	10.4	6.5	100
14-16	61.2	10.7	0.5	0.0	16.8	10.7	100
6-16	67.6	13.7	0.2	0.0	14.7	3.8	100
Total	81.5				18.5		
By Type	82.9	16.8	0.3	0.0			

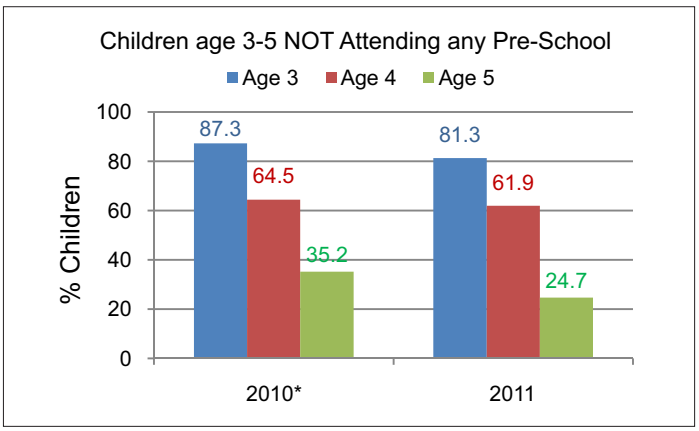






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types ?of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	18.7	0.0	0.0	0.0	81.3	100
4	32.5	5.6	0.0	0.0	61.9	100
5	64.0	11.2	0.0	0.0	24.7	100
3-5	43.5	6.8	0.0	0.0	49.6	100
Total	50.3				49.6	
By Type	86.4	13.6	0.0	0.0		100



* District Khairpur was surveyed in 2010

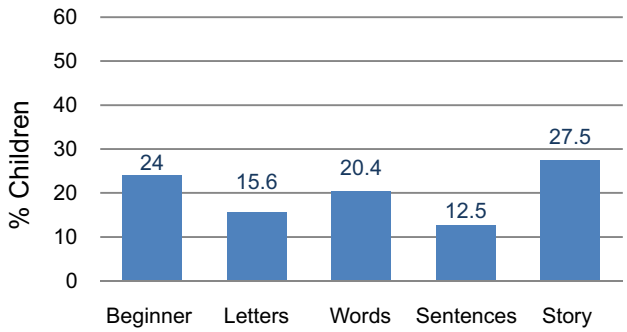
Khairpur

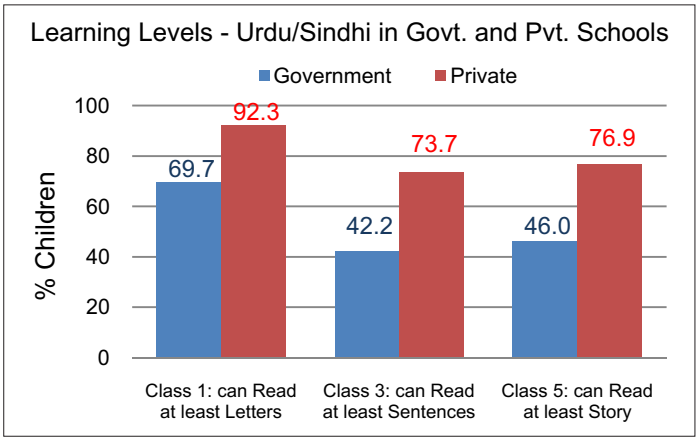
Learning Levels - Urdu

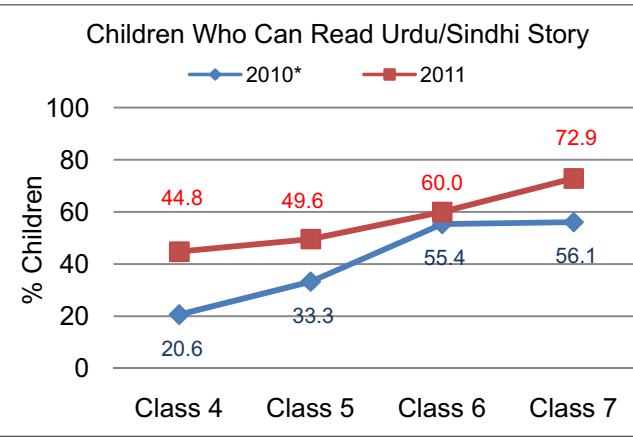
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	25.3	41.8	24.7	6.0	2.2	100
2	7.2	23.2	39.9	22.5	7.2	100
3	2.8	13.8	35.8	29.4	18.3	100
4	2.9	8.6	29.5	14.3	44.8	100
5	0.0	12.4	23.0	15.0	49.6	100
6	2.0	1.0	19.0	18.0	60.0	100
7	2.1	2.1	8.3	14.6	72.9	100
8	1.8	3.6	10.9	25.5	58.2	100
9	2.4	0.0	9.5	11.9	76.2	100
10	0.0	0.0	3.1	9.4	87.5	100

How to read: 8.2% (6.0+2.2) children of class 1 can read sentences







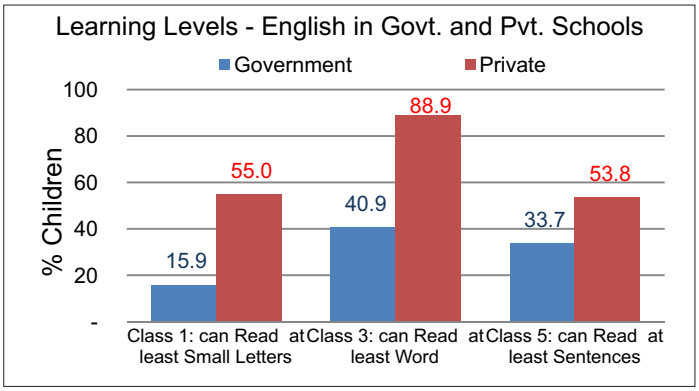
Learning Levels - English

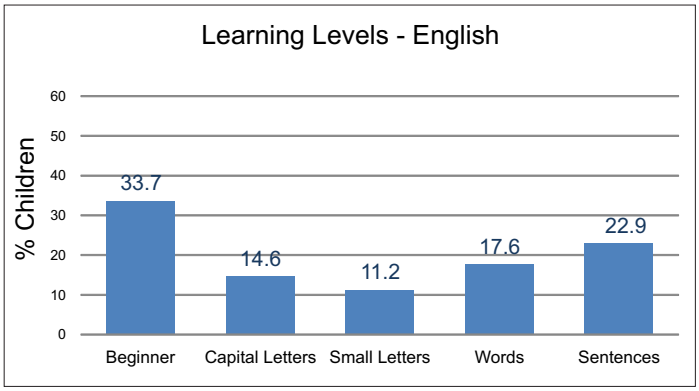
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	46.4	29.1	12.3	10.1	2.2	100
2	16.3	28.9	23.0	25.9	5.9	100
3	17.0	18.9	15.1	39.6	9.4	100
4	11.5	11.5	19.2	32.7	25.0	100
5	9.9	11.7	11.7	30.6	36.0	100
6	4.1	6.1	12.2	28.6	49.0	100
7	4.3	4.3	8.5	17.0	66.0	100
8	5.6	3.7	9.3	16.7	64.8	100
9	5.0	2.5	7.5	7.5	77.5	100
10	3.1	0.0	0.0	3.1	93.8	100

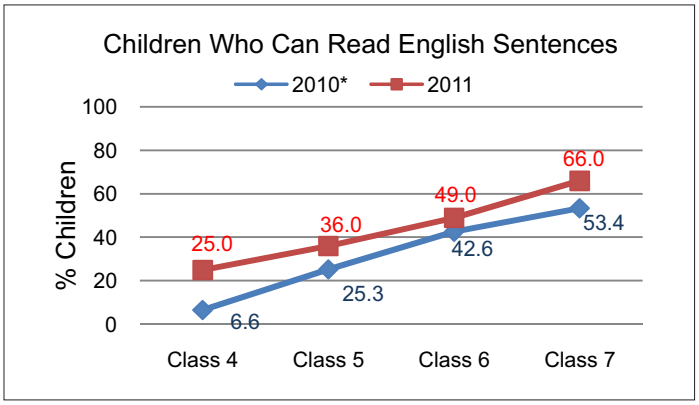
How to read: 12.3% (10.1+2.2) children of class 1 can read words

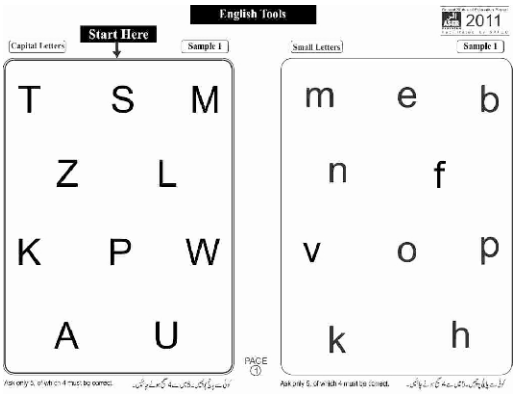
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
44.4	75.0
48.6	25.0
38.1	30.0
41.2	50.0
38.2	37.5
53.6	33.3
37.5	32.3
55.6	25.7
100.0	67.7
100.0	46.7





Khairpur



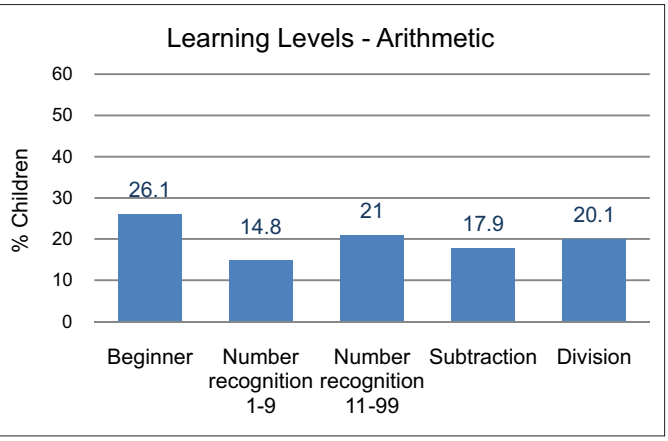


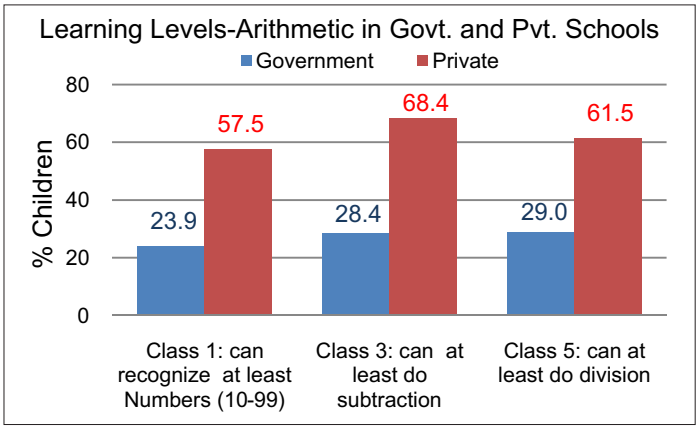
Learning Levels - Arithmetic

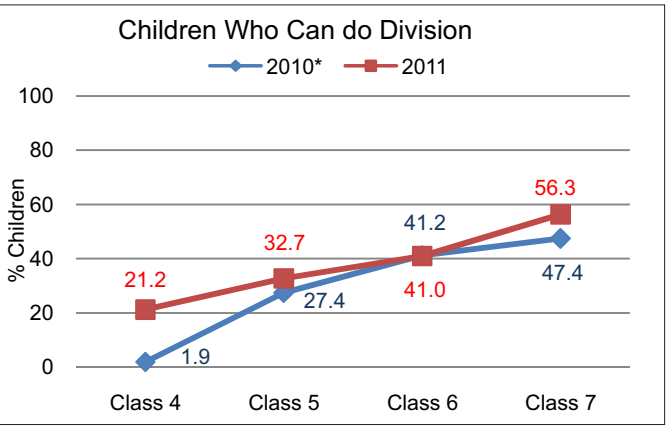
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	35.8	32.4	29.1	1.1	1.7	100
2	8.0	29.2	40.9	19.7	2.2	100
3	3.7	15.0	45.8	23.4	12.1	100
4	3.8	8.7	26.9	39.4	21.2	100
5	2.7	5.3	24.8	34.5	32.7	100
6	2.0	1.0	14.0	42.0	41.0	100
7	0.0	6.3	10.4	27.1	56.3	100
8	3.6	3.6	14.3	32.1	46.4	100
9	2.4	0.0	12.2	9.8	75.6	100
10	0.0	3.1	0.0	6.3	90.6	100

How to read: 2.8% (1.1+1.7) children of class 1 can do subtraction



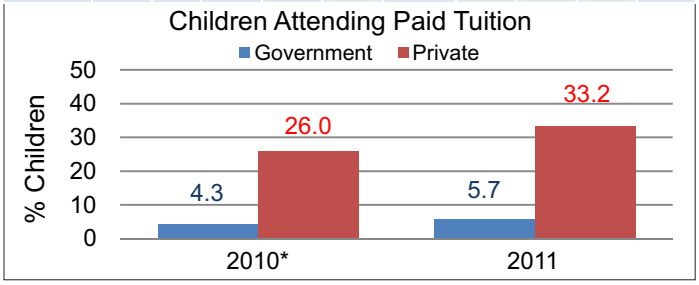




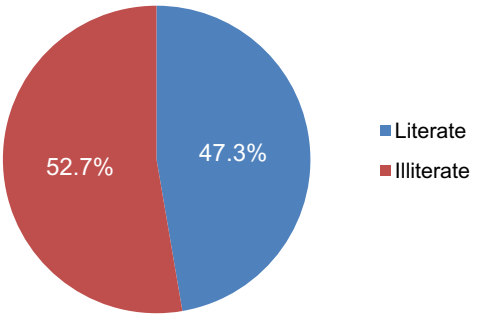
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.9	3.9	8.7	7.3	7.1	4.0	15.2	5.1	14.6	3.0
Pvt.	39.5	9.1	47.6	20.0	30.8	28.6	46.7	66.7	16.7	42.9



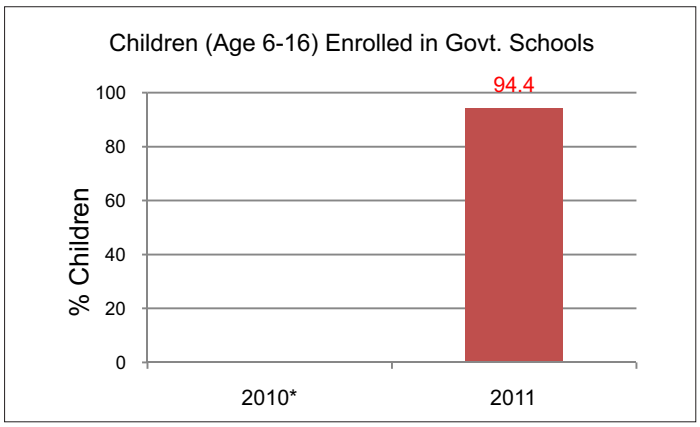
Mothers' Literacy

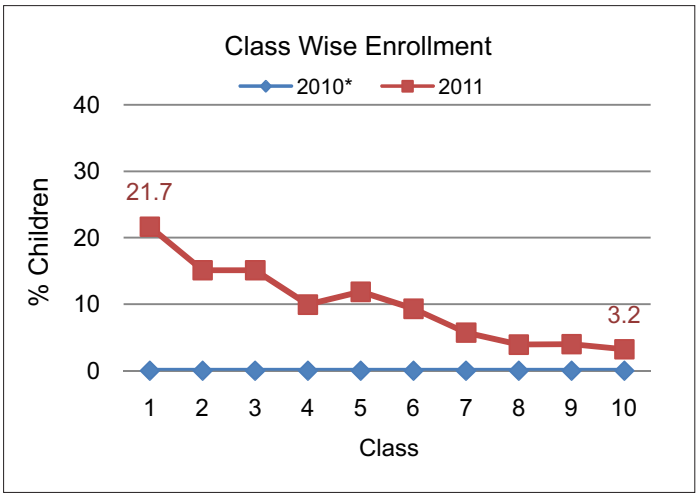


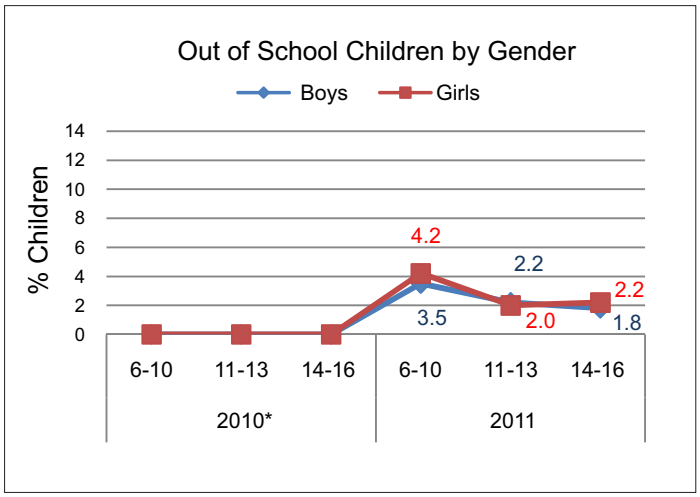
Larkana

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	82.8	4.3	0.4	0.2	11.6	0.6	100
11-13	74.9	4.8	0.6	0.0	15.8	3.9	100
14-16	71.5	2.4	0.4	0.0	19.1	6.5	100
6-16	79.4	4.1	0.4	0.1	13.7	2.2	100
Total	84.0				15.9		
By Type	94.4	4.9	0.5	0.2			

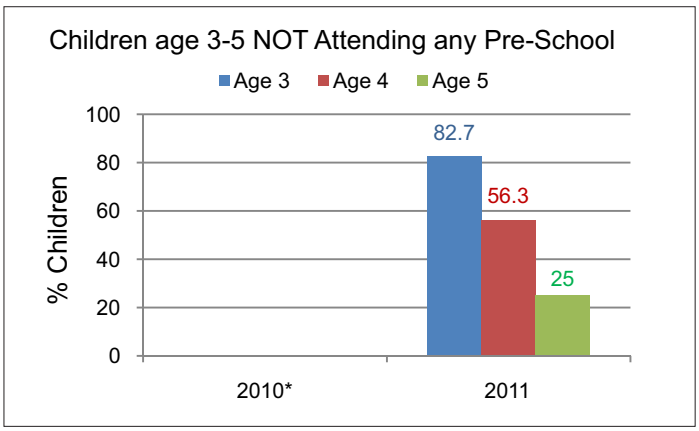






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	15.2	2.1	0.0	0.0	82.7	100
4	37.1	5.6	0.5	0.5	56.3	100
5	69.0	5.6	0.0	0.4	25.0	100
3-5	43.1	4.5	0.2	0.3	51.9	100
Total	48.1				51.9	
By Type	89.6	9.4	0.3	0.6		100

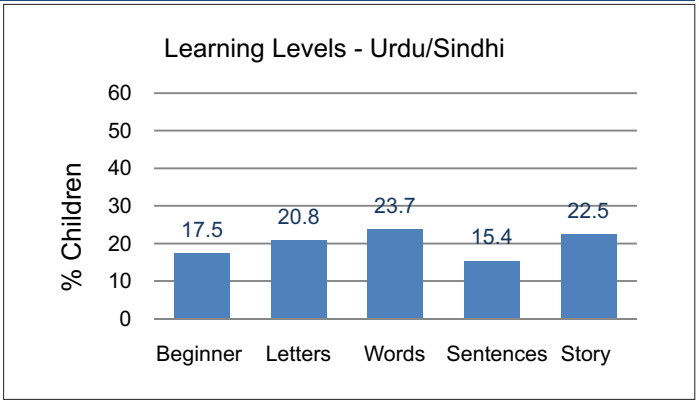


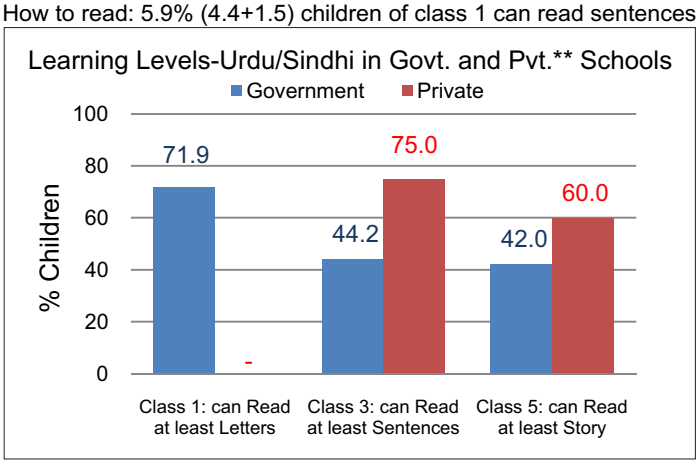
* District Larkana was not surveyed in 2010

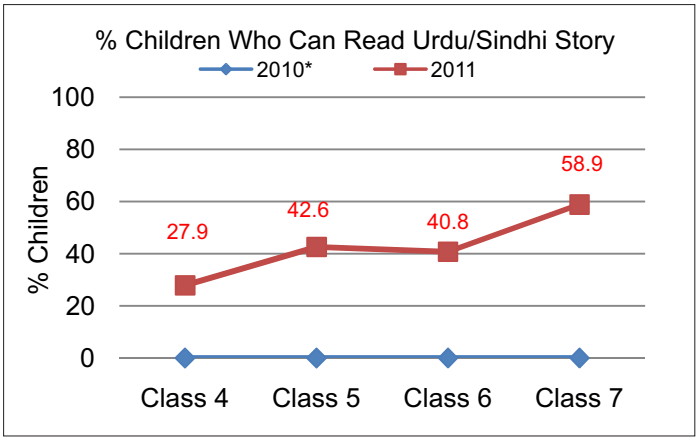
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.8	38.1	28.2	4.4	1.5	100
2	10.9	29.4	44.5	11.4	3.8	100
3	5.8	19.3	30.9	30.4	13.5	100
4	3.7	13.2	25.0	30.1	27.9	100
5	3.1	7.4	28.4	18.5	42.6	100
6	3.1	6.2	22.3	27.7	40.8	100
7	1.4	6.8	11.0	21.9	58.9	100
8	0.0	11.1	11.1	16.7	61.1	100
9	0.0	12.2	2.0	12.2	73.5	100
10	0.0	4.7	7.0	14.0	74.4	100

How to read: 5.9% (4.4+1.5) children of class 1 can read sentences





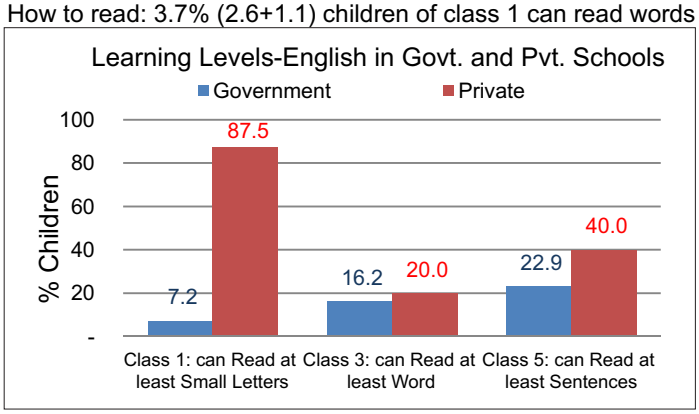


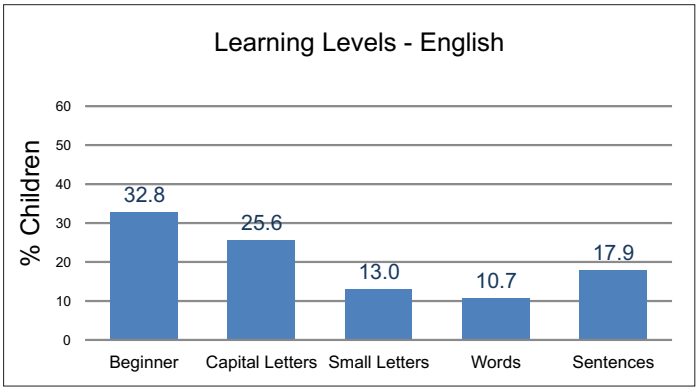
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	59.1	31.4	5.8	2.6	1.1	100
2	35.3	46.9	13.0	3.4	1.4	100
3	27.5	37.2	19.3	9.7	6.3	100
4	11.9	27.6	28.4	19.4	12.7	100
5	11.1	19.8	21.0	24.7	23.5	100
6	3.1	14.5	16.0	29.8	36.6	100
7	2.7	8.0	12.0	20.0	57.3	100
8	0.0	10.9	10.9	10.9	67.3	100
9	0.0	6.3	6.3	12.5	75.0	100
10	0.0	4.7	14.0	7.0	74.4	100

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
28.6	0.0
28.6	33.3
60.0	38.5
73.1	70.6
42.5	73.7
64.1	79.2
26.7	67.4
83.3	73.0
66.7	77.8
0.0	90.6

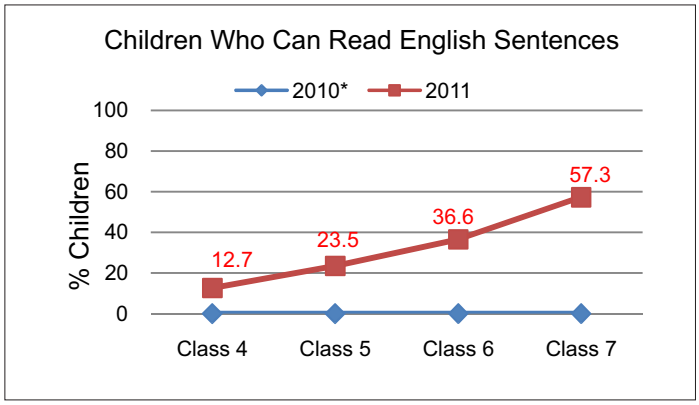
How to read: 3.7% (2.6+1.1) children of class 1 can read words





**The analysis of learning levels in private schools was not done due to insignificant or non -representative private schooling data

Larkana



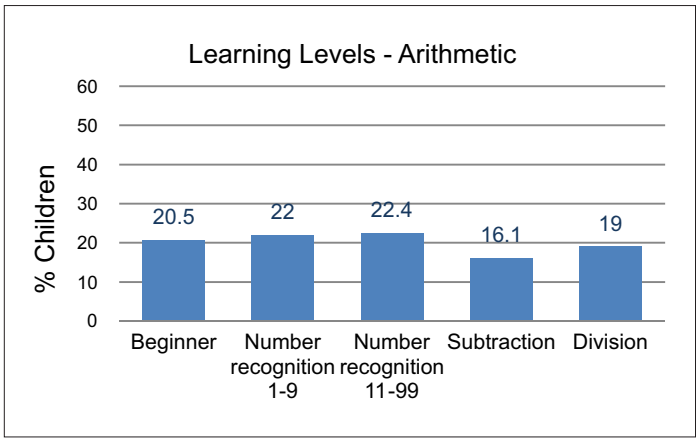


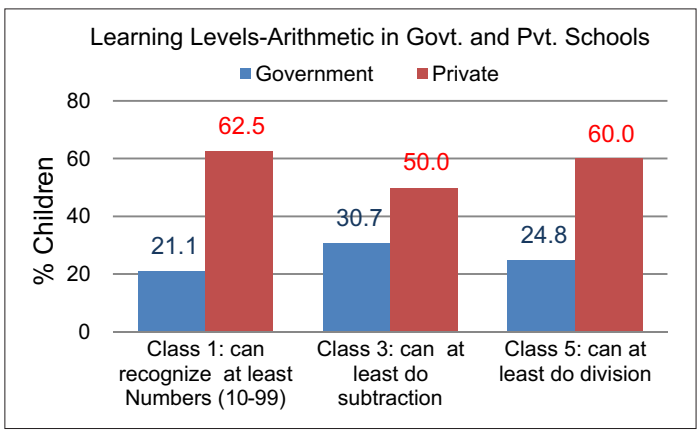
Learning Levels - Arithmetic

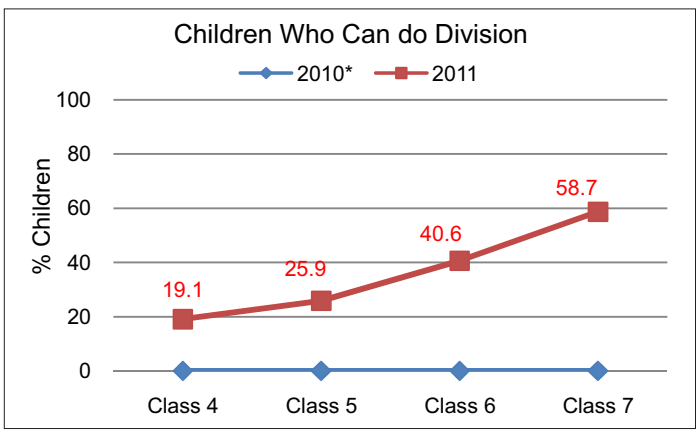
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	35.1	42.8	19.2	1.8	1.1	100
2	13.5	36.1	42.8	5.3	2.4	100
3	9.7	25.6	34.3	22.7	7.7	100
4	5.1	14.0	25.7	36.0	19.1	100
5	4.3	4.3	30.9	34.6	25.9	100
6	3.1	5.5	18.8	32.0	40.6	100
7	2.7	6.7	8.0	24.0	58.7	100
8	0.0	1.8	12.7	20.0	65.5	100
9	0.0	2.0	8.2	24.5	65.3	100
10	0.0	2.3	7.0	16.3	74.4	100

How to read: 2.9% (1.8+1.1) children of class 1 can do subtraction



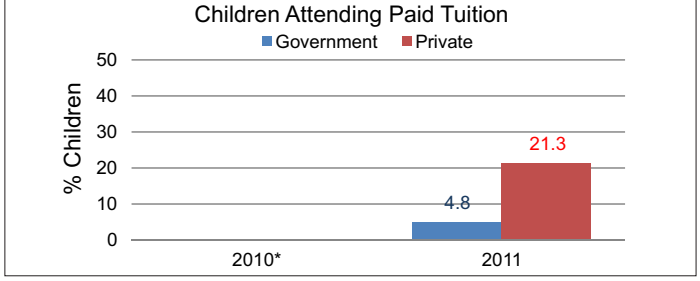




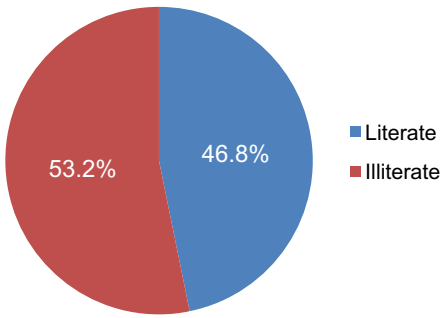
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.7	3.9	4.8	4.3	6.0	8.7	9.0	7.1	5.4	0.0
Pvt.	9.1	18.2	40.0	50.0	80.0	0.0	50.0	0.0	50.0	100.0



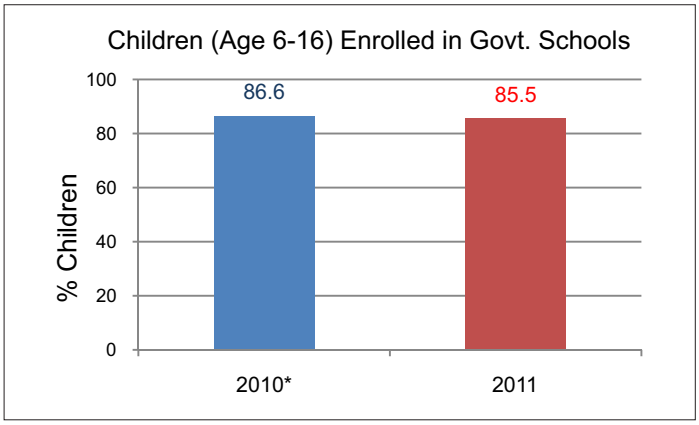
Mothers' Literacy

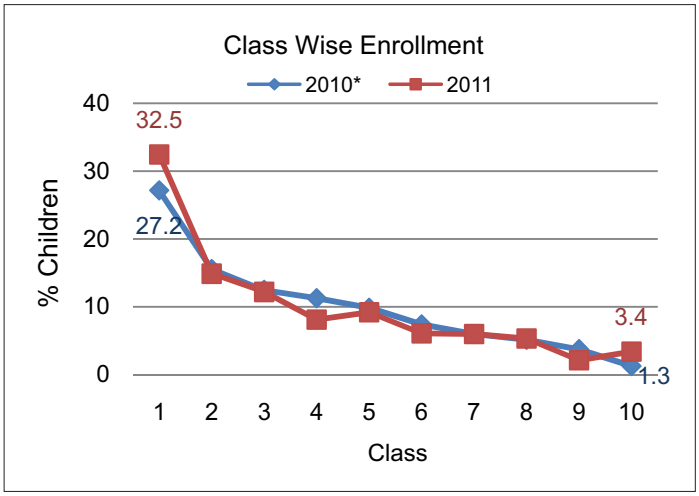


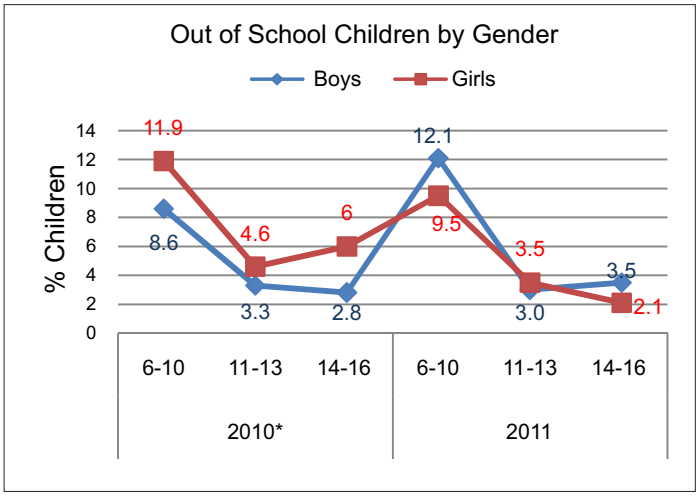
Mirpurkhas

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	56.5	10.0	0.1	0.7	31.2	1.4	100
11-13	60.5	8.4	0.0	0.0	27.8	3.4	100
14-16	52.1	5.4	0.0	0.0	34.1	8.4	100
6-16	56.7	9.1	0.1	0.5	30.9	2.8	100
Total	66.4				33.7		
By Type	85.5	13.7	0.1	0.7			

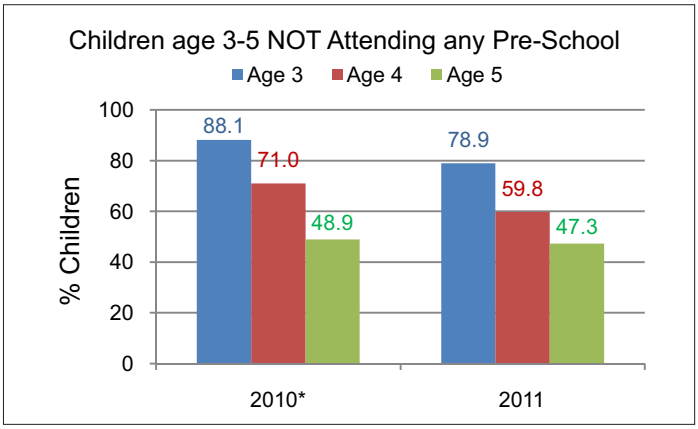






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	18.7	2.4	0.0	0.0	78.9	100
4	34.1	6.1	0.0	0.0	59.8	100
5	45.2	7.5	0.0	0.0	47.3	100
3-5	33.4	5.5	0.0	0.0	61.1	100
Total	38.9				61.1	
By Type	85.9	14.1	0.0	0.0		100



* District Mirpurkhas was surveyed in 2010

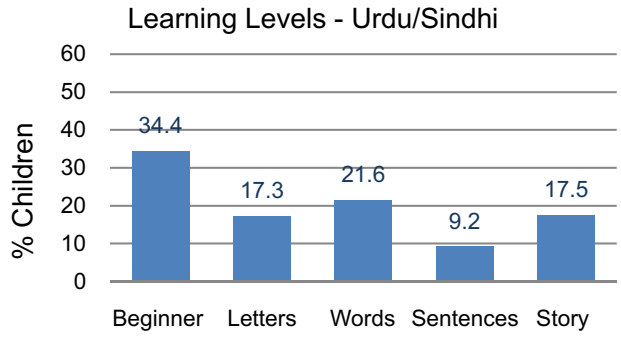
Mirpurkhas

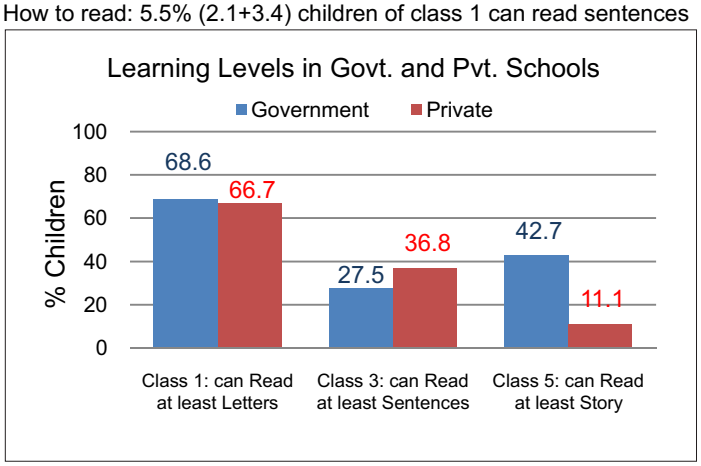
Learning Levels - Urdu

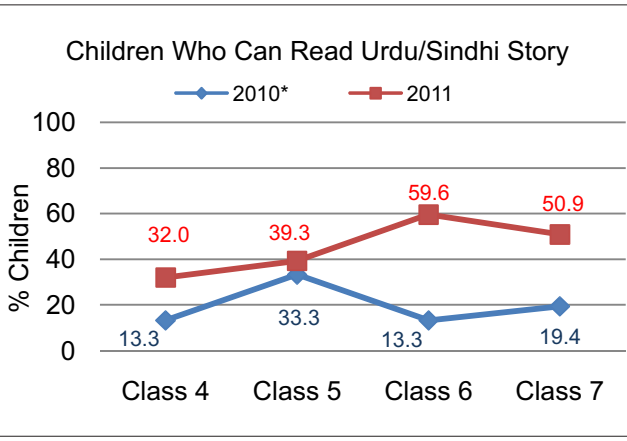
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	31.9	30.6	31.9	2.1	3.4	100
2	9.6	23.2	40.8	21.6	4.8	100
3	8.9	18.8	42.9	19.6	9.8	100
4	2.7	12.0	30.7	22.7	32.0	100
5	1.2	13.1	21.4	25.0	39.3	100
6	5.8	11.5	17.3	5.8	59.6	100
7	0.0	10.9	25.5	12.7	50.9	100
8	0.0	4.9	17.1	7.3	70.7	100
9	0.0	15.0	10.0	0.0	75.0	100
10	0.0	22.6	22.6	3.2	51.6	100

How to read: 5.5% (2.1+3.4) children of class 1 can read sentences







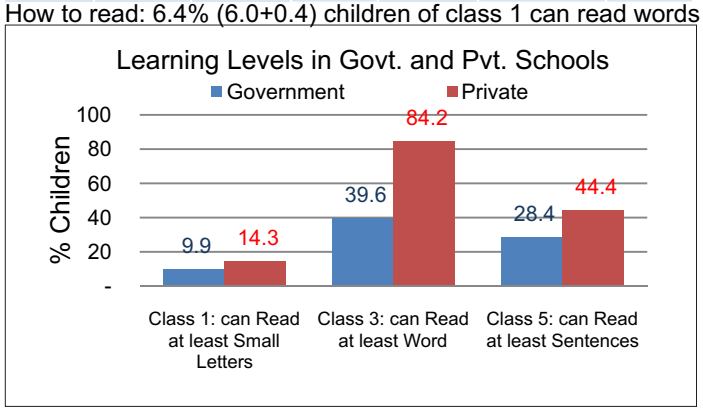
Learning Levels - English

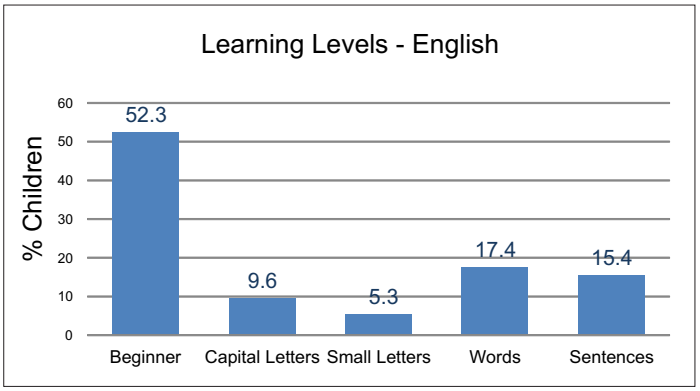
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	77.9	11.5	4.3	6.0	0.4	100
2	42.7	16.1	13.7	21.8	5.6	100
3	30.4	15.2	8.0	41.1	5.4	100
4	21.3	10.7	9.3	46.7	12.0	100
5	7.2	16.9	9.6	36.1	30.1	100
6	3.8	7.7	11.5	19.2	57.7	100
7	1.8	12.7	1.8	29.1	54.5	100
8	0.0	2.4	2.4	24.4	70.7	100
9	0.0	5.0	0.0	10.0	85.0	100
10	0.0	6.5	0.0	22.6	71.0	100

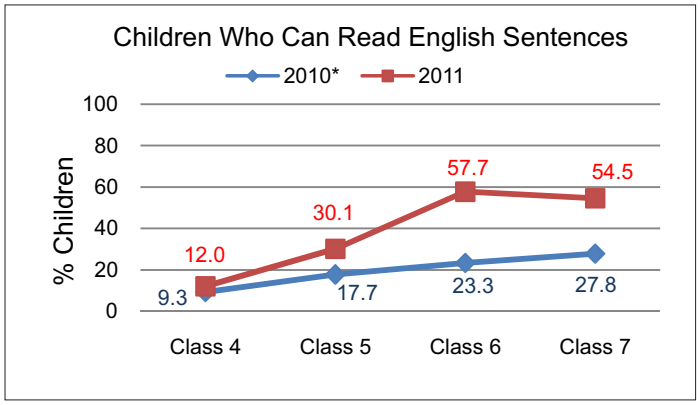
How to read: 6.4% (6.0+0.4) children of class 1 can read words

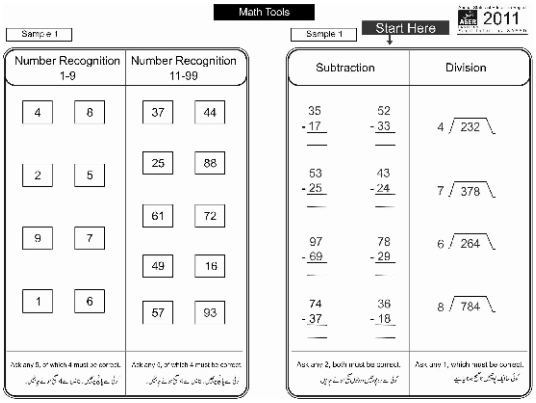
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
35.7	100.0
55.6	85.7
54.3	83.3
42.9	88.9
56.7	88.0
60.0	76.7
81.3	76.7
80.0	86.2
100.0	70.6
85.7	72.7





Mirpurkhas



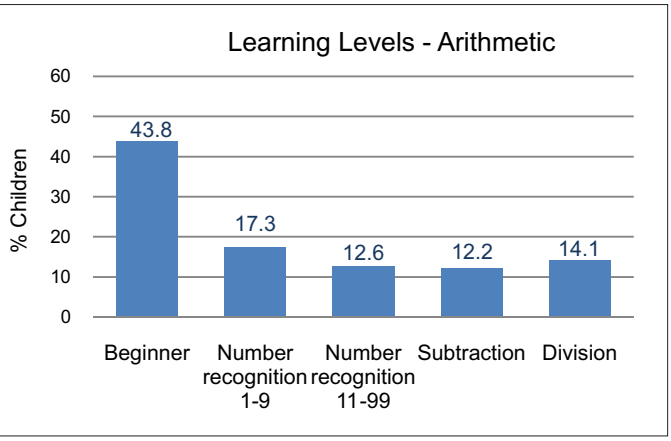


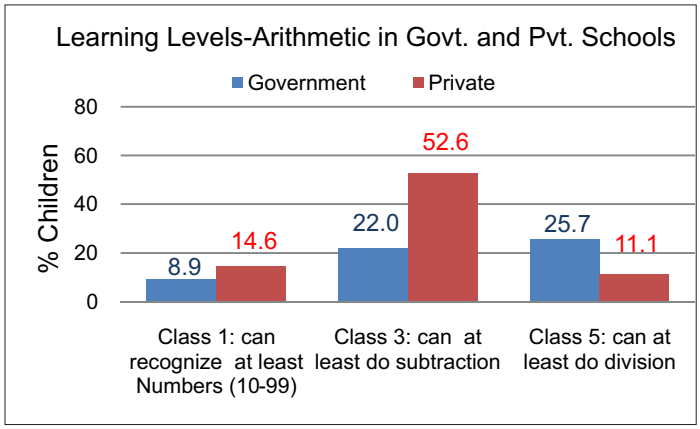
Learning Levels - Arithmetic

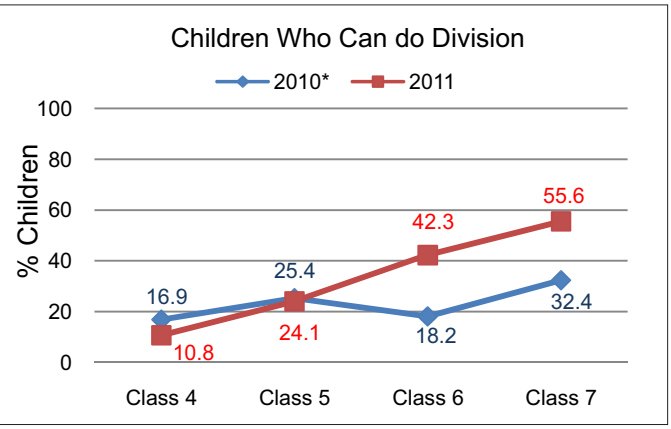
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	60.1	30.0	6.9	1.7	1.3	100
2	24.0	35.2	23.2	11.2	6.4	100
3	25.0	22.3	25.9	23.2	3.6	100
4	13.5	14.9	32.4	28.4	10.8	100
5	2.4	12.0	26.5	34.9	24.1	100
6	5.8	7.7	15.4	28.8	42.3	100
7	1.9	3.7	11.1	27.8	55.6	100
8	0.0	7.3	0.0	19.5	73.2	100
9	5.0	10.0	15.0	0.0	70.0	100
10	0.0	0.0	9.7	19.4	71.0	100

How to read: 3.0% (1.7+1.3) children of class 1 can do subtraction



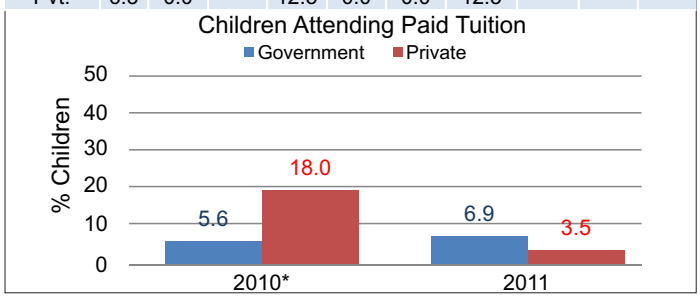




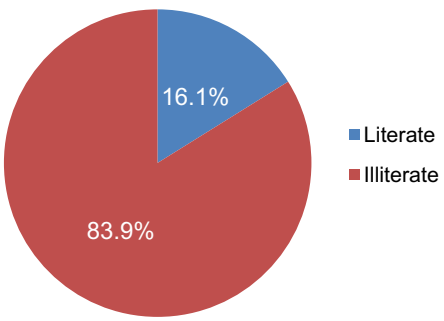
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	7.1	5.9	3.2	6.0	5.3	11.5	8.3	8.7	10.0	16.1
Pvt.	6.3	0.0	-	12.5	0.0	0.0	12.5	-	-	-



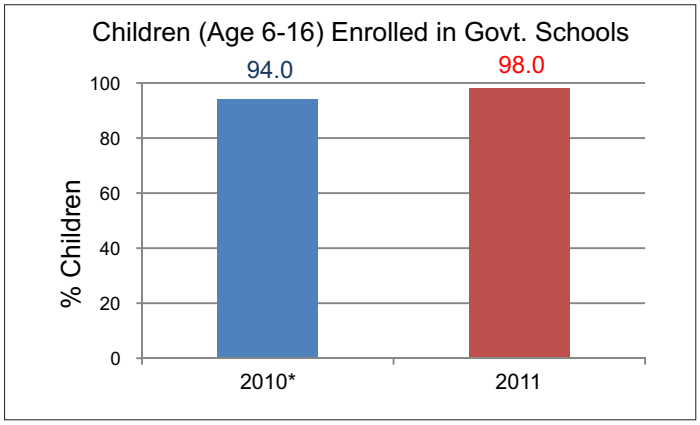
Mothers' Literacy

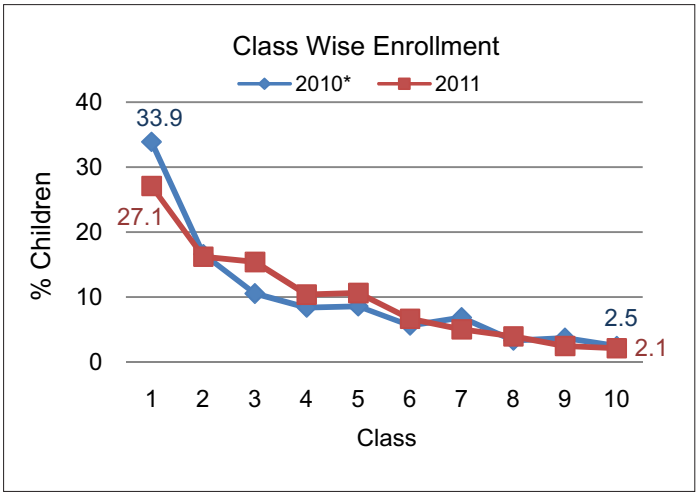


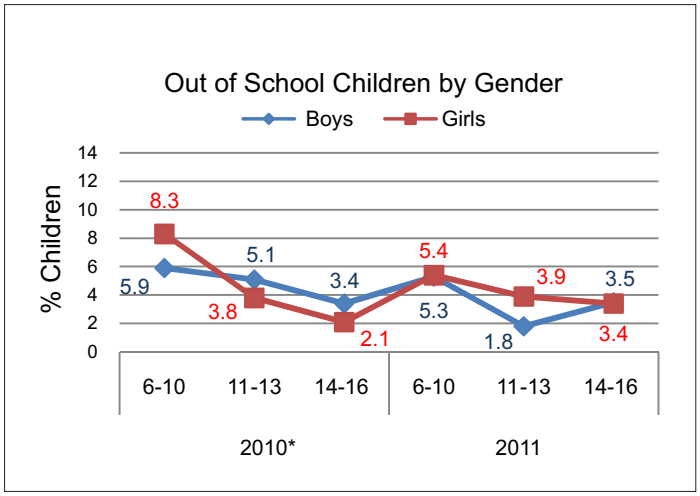
Mithi

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	81.2	1.8	0.0	0.1	14.9	2.0	100
11-13	72.2	1.3	0.0	0.3	18.8	7.4	100
14-16	53.5	0.0	0.0	0.0	28.2	18.3	100
6-16	75.1	1.4	0.0	0.1	17.7	5.6	100
Total	76.6				23.3		
By Type	98.0	1.8	0.0	0.2			

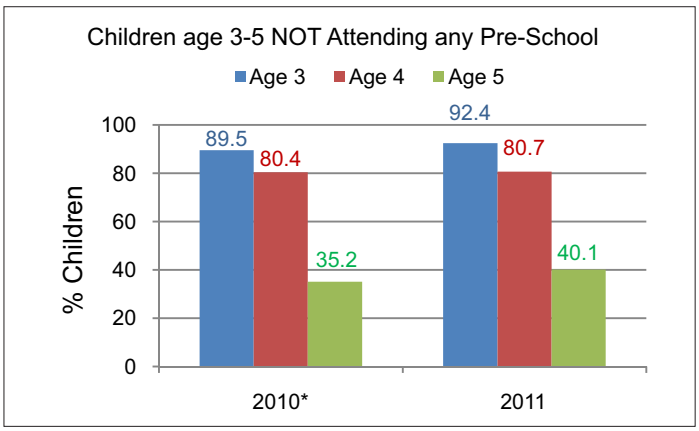






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre - Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	6.7	1.0	0.0	0.0	92.4	100
4	18.6	0.7	0.0	0.0	80.7	100
5	58.3	1.6	0.0	0.0	40.1	100
3-5	33.0	1.1	0.0	0.0	65.8	100
Total	34.1				65.8	
By Type	96.7	3.3	0.0	0.0		100

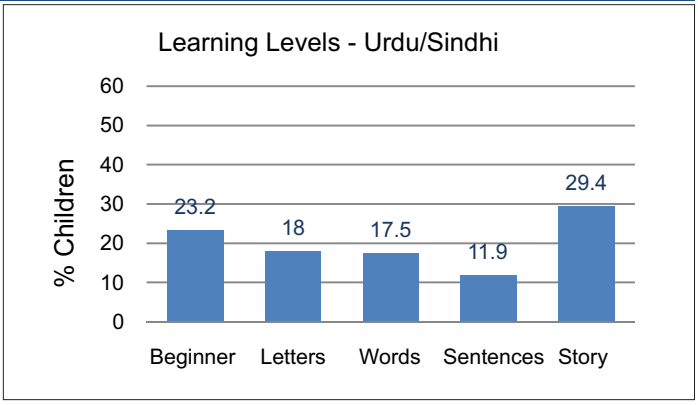


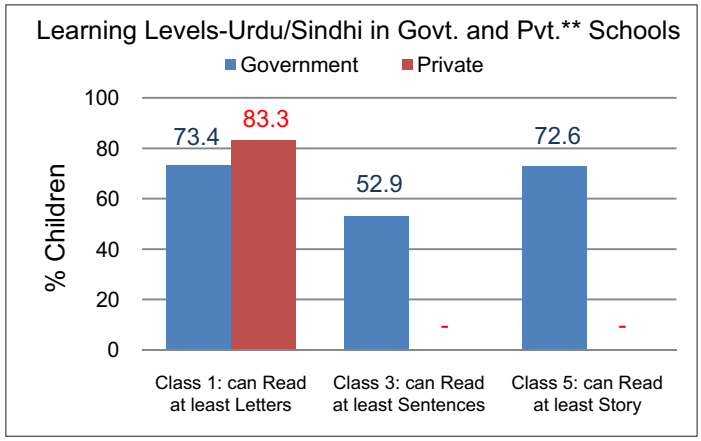
* District Mithi was surveyed in 2010

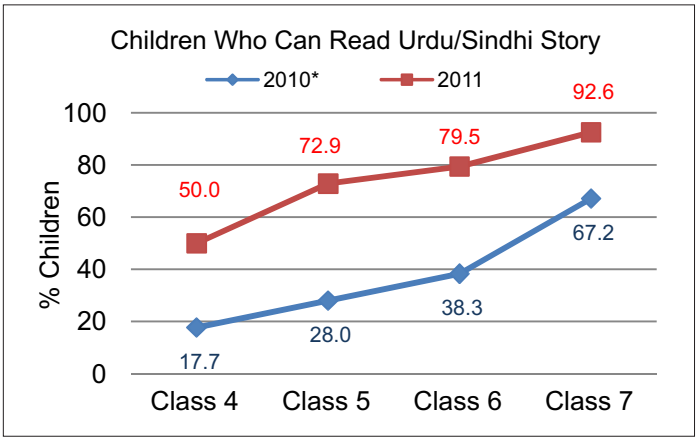
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	26.4	56.5	14.5	2.2	0.4	100
2	9.1	24.4	51.7	11.4	3.4	100
3	1.7	12.2	33.1	31.4	21.5	100
4	1.7	4.3	20.7	23.3	50.0	100
5	0.8	1.7	7.6	16.9	72.9	100
6	0.0	2.7	1.4	16.4	79.5	100
7	0.0	0.0	0.0	7.4	92.6	100
8	0.0	2.4	0.0	7.3	90.2	100
9	0.0	0.0	0.0	3.8	96.2	100
10	0.0	0.0	0.0	4.2	95.8	100

How to read: 2.6% (2.2+0.4) children of class 1 can read sentences





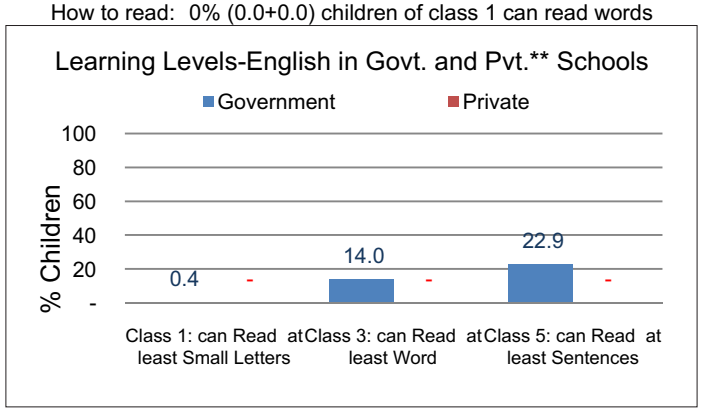


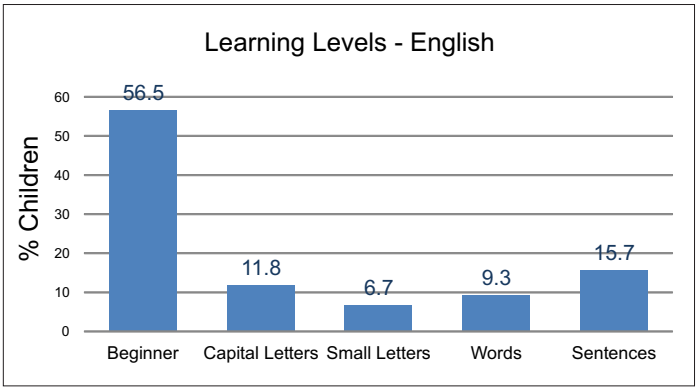
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	85.7	13.9	0.4	0.0	0.0	100
2	65.1	25.1	7.4	2.3	0.0	100
3	52.9	20.9	12.2	11.6	2.3	100
4	42.2	14.7	16.4	22.4	4.3	100
5	26.1	9.2	11.8	29.4	23.5	100
6	2.7	2.7	15.1	23.3	56.2	100
7	0.0	0.0	9.3	16.7	74.1	100
8	0.0	5.0	0.0	15.0	80.0	100
9	0.0	0.0	0.0	4.0	96.0	100
10	0.0	0.0	0.0	4.2	95.8	100

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
-	-
100.0	-
60.0	75.0
73.1	80.0
88.6	64.3
70.6	68.3
77.8	50.0
33.3	71.9
100.0	75.0
100.0	60.9

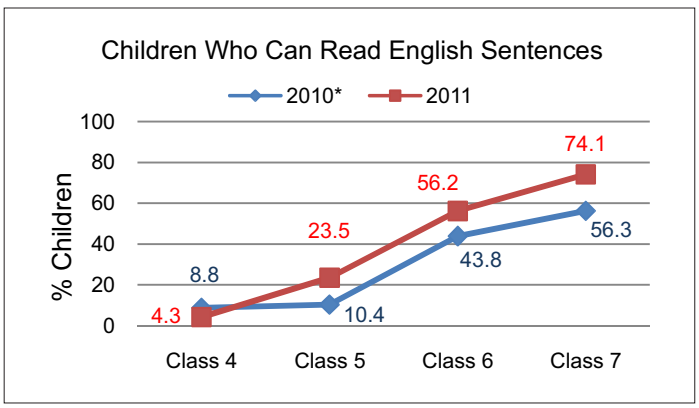
How to read: 0% (0.0+0.0) children of class 1 can read words





**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

Mithi



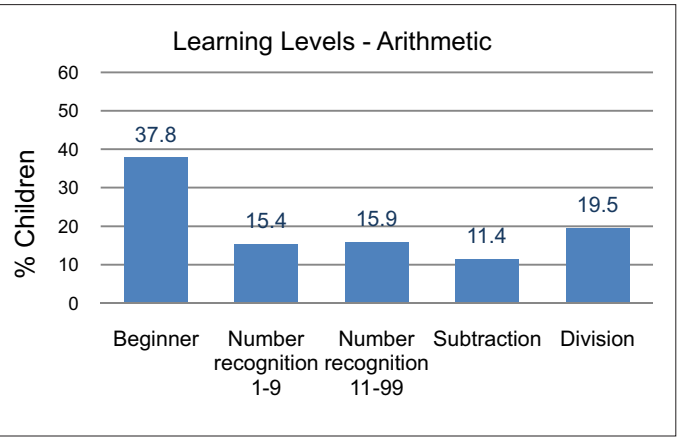


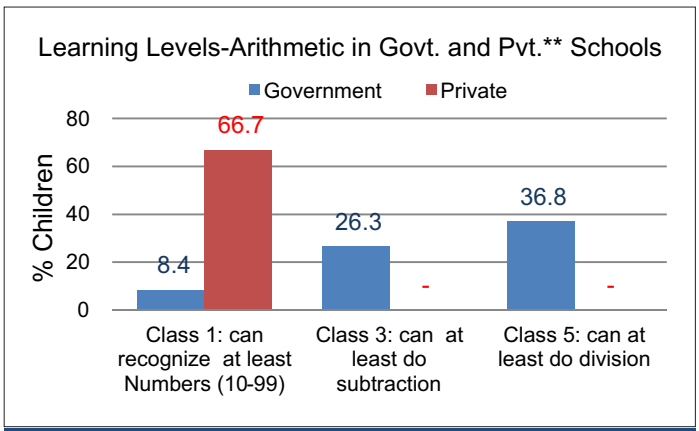
Learning Levels - Arithmetic

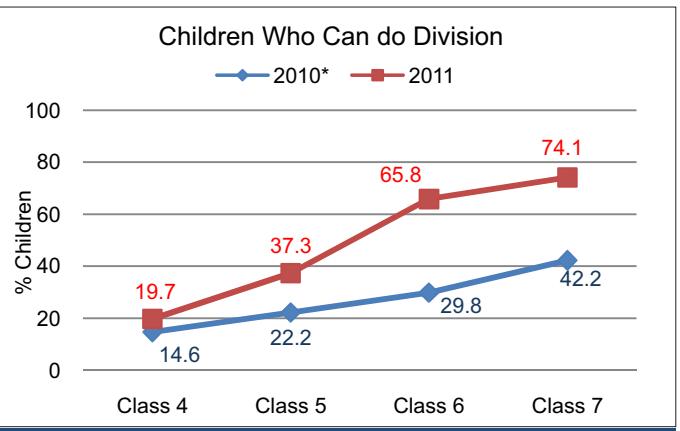
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	64.7	25.7	9.3	0.4	0.0	100
2	35.2	31.8	29.5	2.3	1.1	100
3	18.7	27.5	27.5	21.1	5.3	100
4	7.7	11.1	31.6	29.9	19.7	100
5	1.7	5.1	26.3	29.7	37.3	100
6	1.4	4.1	8.2	20.5	65.8	100
7	0.0	1.9	1.9	22.2	74.1	100
8	2.4	0.0	4.9	14.6	78.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	0.0	4.2	95.8	100

How to read: 0.4% (0.4+0.0) children of class 1 can do subtraction



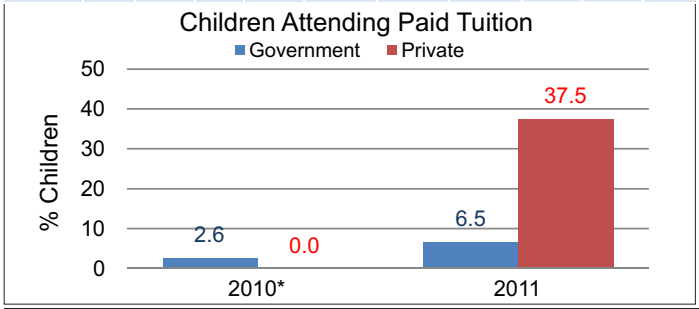




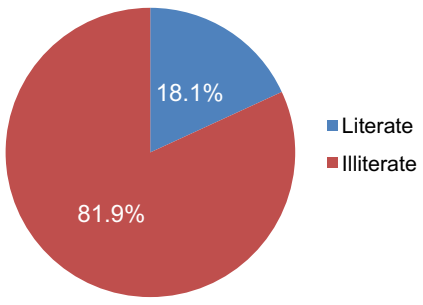
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.7	5.2	6.4	9.0	4.7	8.9	10.2	17.0	6.7	19.2
Pvt.	12.5	16.7	0.0	50.0	100.0	100.0	100.0	0.0	0.0	0.0



Mothers' Literacy

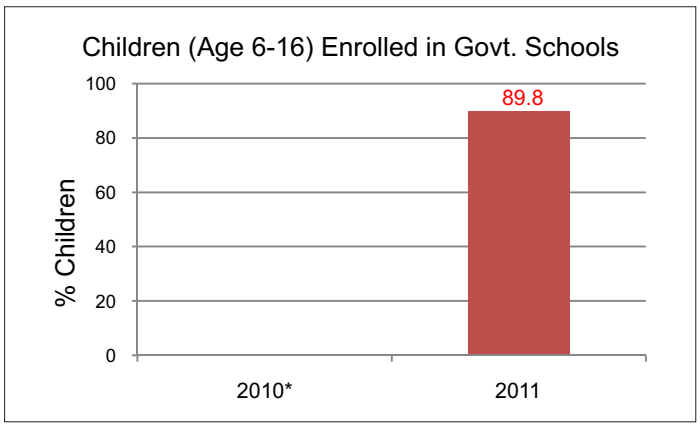


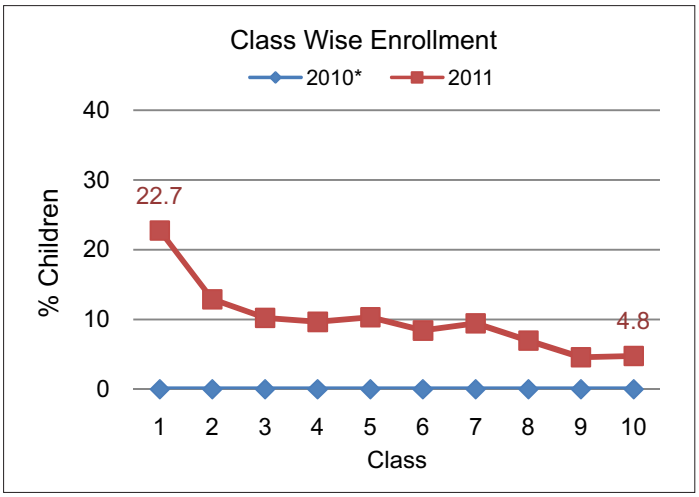
**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

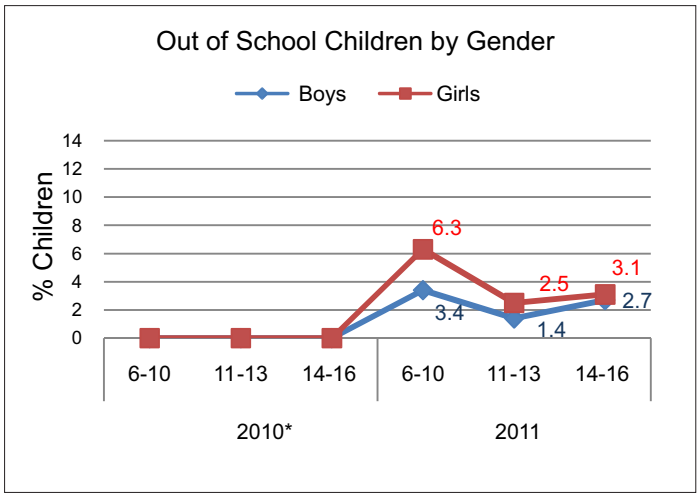
Nowshero Feroze

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	73.2	9.6	0.1	0.0	16.2	1.0	100
11-13	74.8	7.9	0.0	0.7	11.6	5.0	100
14-16	66.8	3.3	0.0	0.0	17.6	12.3	100
6-16	72.3	7.9	0.1	0.2	15.3	4.1	100
Total	80.5				19.4		
By Type	89.8	9.9	0.1	0.2			

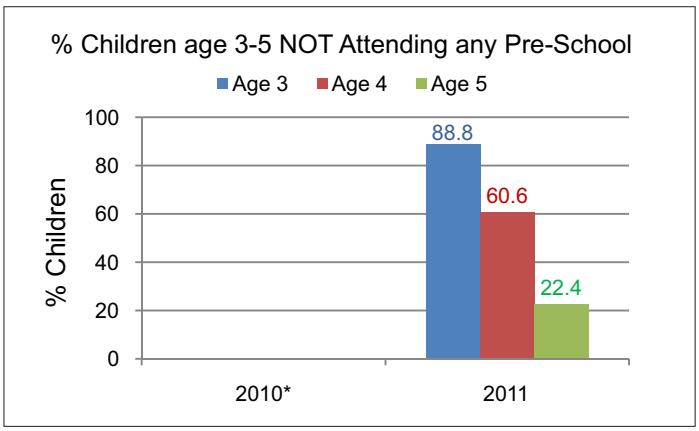






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	11.2	0.0	0.0	0.0	88.8	100
4	36.1	2.6	0.6	0.0	60.6	100
5	71.5	6.1	0.0	0.0	22.4	100
3-5	46.2	3.6	0.2	0.0	50.1	100
Total	50.0				50.1	
By Type	92.5	7.1	0.4	0.0		100



* District Nowshero Feroze was not surveyed in 2010

Nowshero Feroze

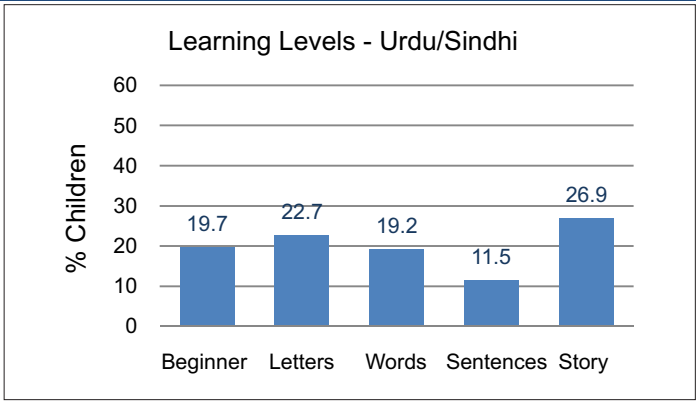
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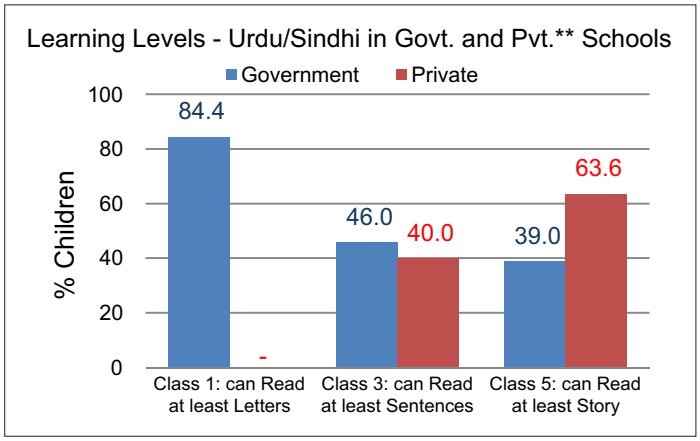
Learning Levels - Urdu

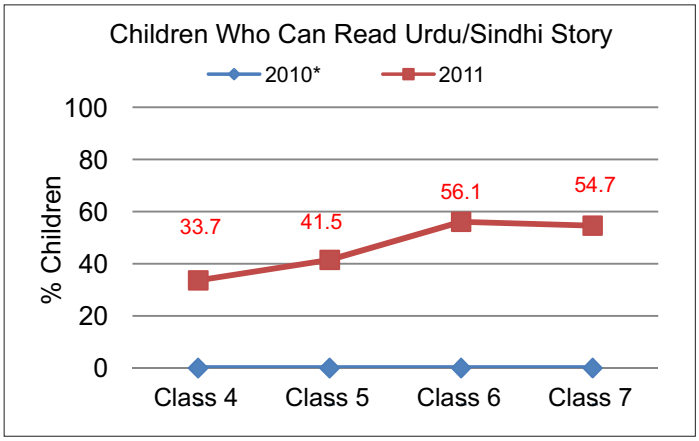
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	14.4	53.3	29.7	2.1	0.5	100
2	3.3	21.7	40.8	12.5	21.7	100
3	2.1	20.6	32.0	16.5	28.9	100
4	2.3	12.8	24.4	26.7	33.7	100
5	1.1	13.8	16.0	27.7	41.5	100
6	1.2	2.4	22.0	18.3	56.1	100
7	0.0	2.3	12.8	30.2	54.7	100
8	0.0	4.9	11.5	6.6	77.0	100
9	0.0	2.4	7.1	11.9	78.6	100
10	0.0	0.0	13.9	13.9	72.2	100

How to read: 2.6% (2.1+0.5) children of class 1 can read sentences





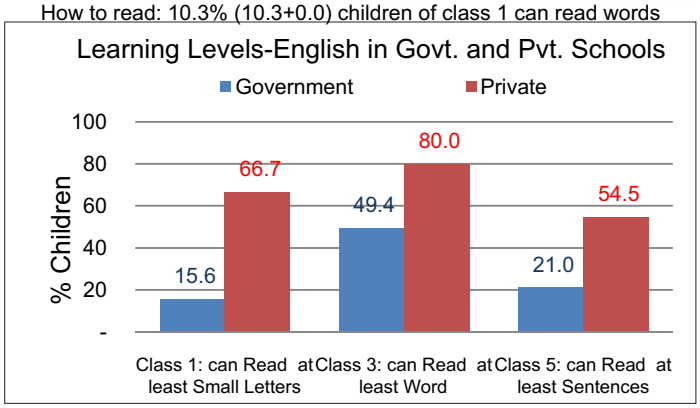


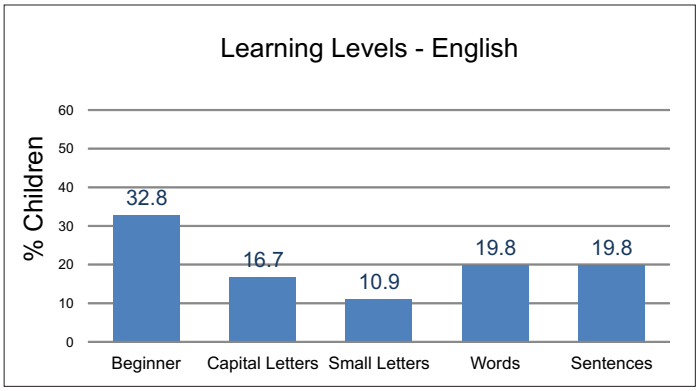
Learning Levels - English

Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	44.3	36.1	9.3	10.3	0.0	100	70.0	-
2	25.0	23.3	17.5	26.7	7.5	100	78.1	100.0
3	7.2	21.6	18.6	34.0	18.6	100	57.6	94.4
4	5.9	16.5	24.7	32.9	20.0	100	82.1	88.2
5	8.6	9.7	16.1	40.9	24.7	100	71.1	91.3
6	4.9	6.1	9.8	41.5	37.8	100	88.2	90.3
7	2.3	7.0	8.1	37.2	45.3	100	90.6	87.2
8	1.6	1.6	4.8	17.5	74.6	100	72.7	93.6
9	0.0	2.4	2.4	21.4	73.8	100	100.0	93.5
10	0.0	5.9	5.9	20.6	67.6	100	71.4	82.6

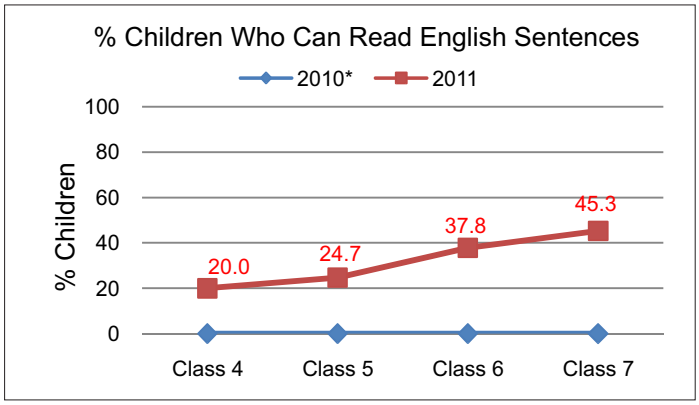
How to read: 10.3% (10.3+0.0) children of class 1 can read words





**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

Nowshero Feroze



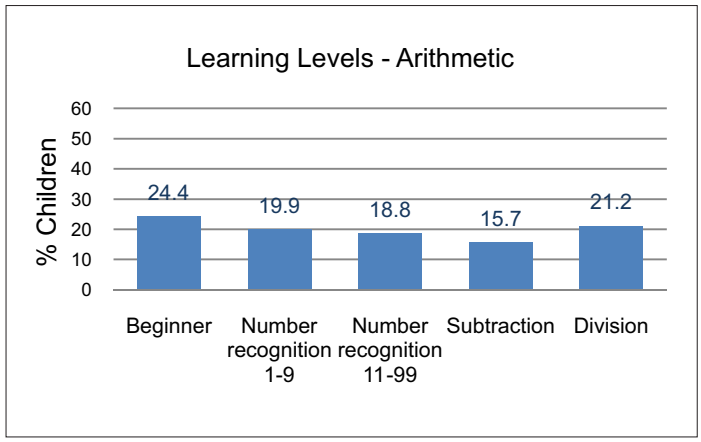


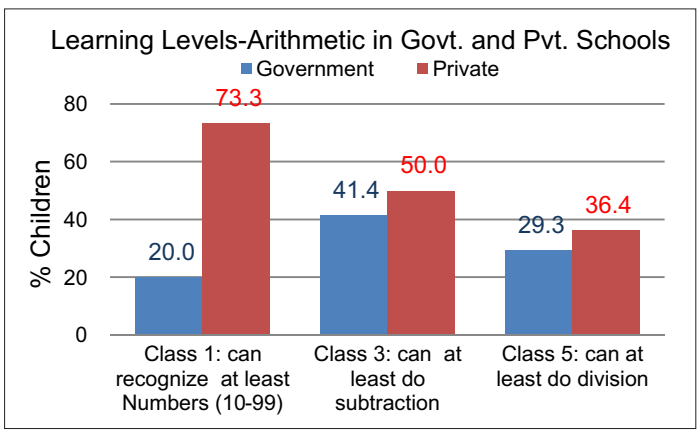
Learning Levels - Arithmetic

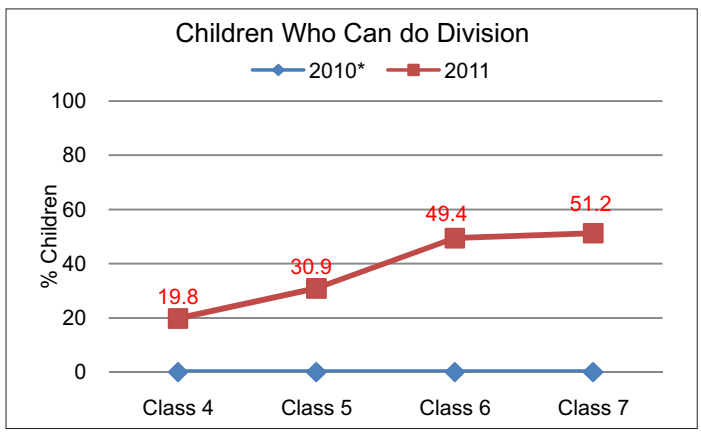
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	24.1	51.8	14.9	8.7	0.5	100
2	14.0	25.6	32.2	19.8	8.3	100
3	4.1	12.4	41.2	22.7	19.6	100
4	1.2	9.3	39.5	30.2	19.8	100
5	2.1	8.5	35.1	23.4	30.9	100
6	1.2	3.6	19.3	26.5	49.4	100
7	2.3	7.0	12.8	26.7	51.2	100
8	0.0	1.6	4.8	25.4	68.3	100
9	0.0	2.4	9.8	12.2	75.6	100
10	0.0	2.8	11.1	27.8	58.3	100

How to read: 9.2% (8.7+0.5) children of class 1 can do subtraction



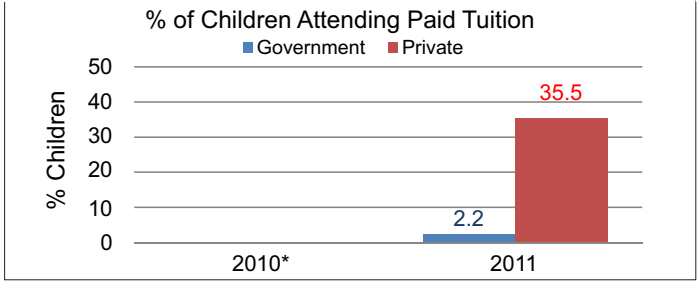




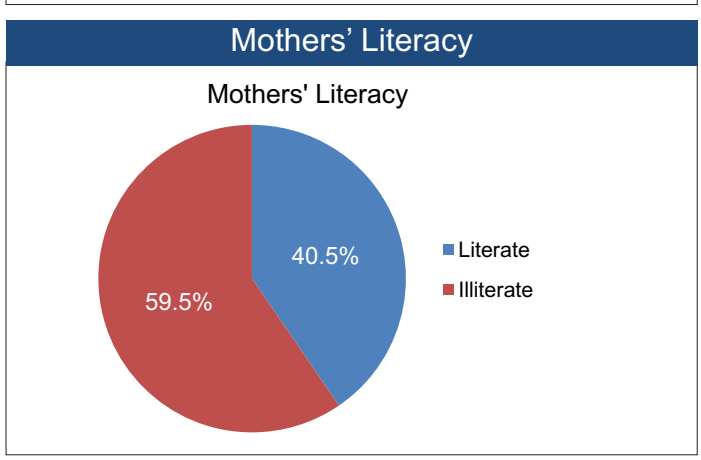
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.8	1.6	2.1	2.3	0.0	1.3	1.1	2.9	4.4	2.1
Pvt.	31.6	23.1	27.3	16.7	40.0	37.5	28.6	25.0	0.0	50.0



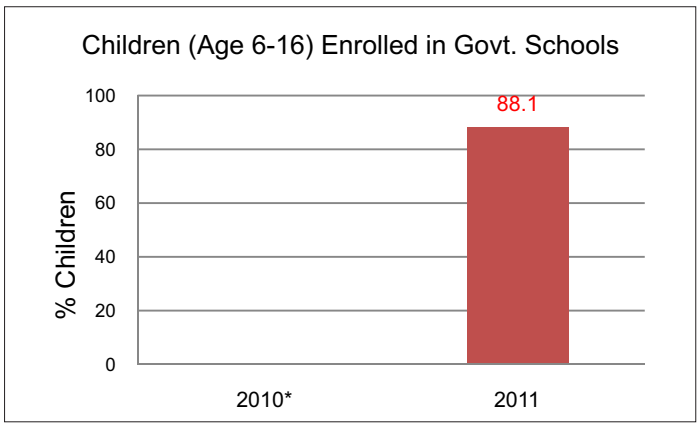
Mothers' Literacy

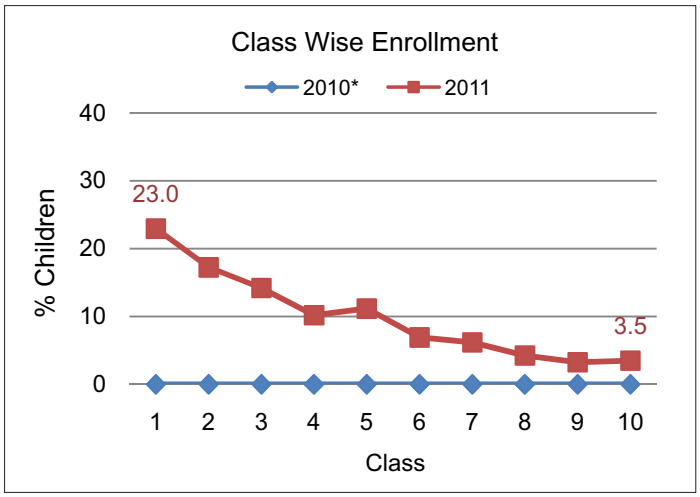


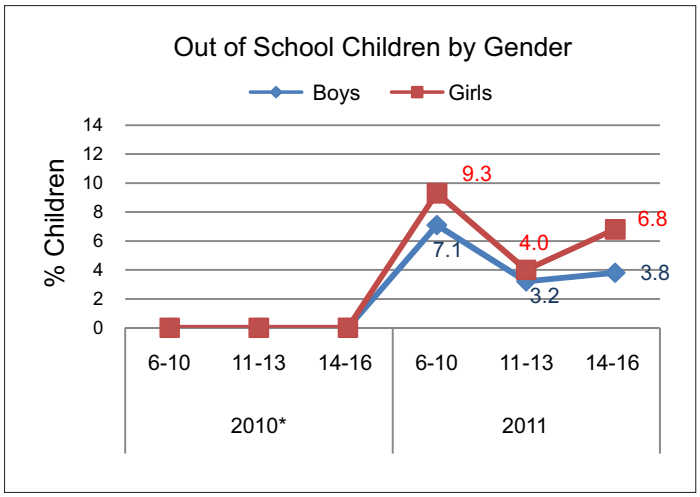
Sanghar

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	63.5	7.4	0.1	0.1	26.6	2.3	100
11-13	58.1	9.6	0.3	0.3	20.4	11.2	100
14-16	42.6	5.0	0.7	0.0	27.7	24.1	100
6-16	58.0	7.4	0.3	0.1	25.4	8.8	100
Total			65.8		34.2		
By Type	88.1	11.2	0.4	0.2			

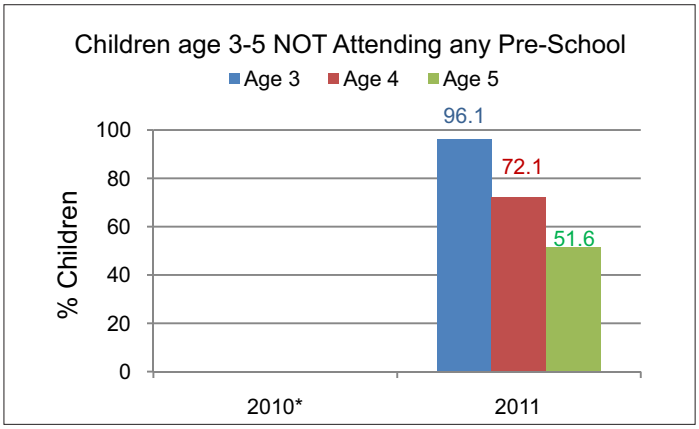






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	3.1	0.8	0.0	0.0	96.1	100
4	27.2	0.7	0.0	0.0	72.1	100
5	43.3	4.5	0.6	0.0	51.6	100
3-5	25.9	2.1	0.2	0.0	71.7	100
Total	28.2				71.7	
By Type	91.6	7.6	0.8	0.0		100



* District Sanghar was not surveyed in 2010

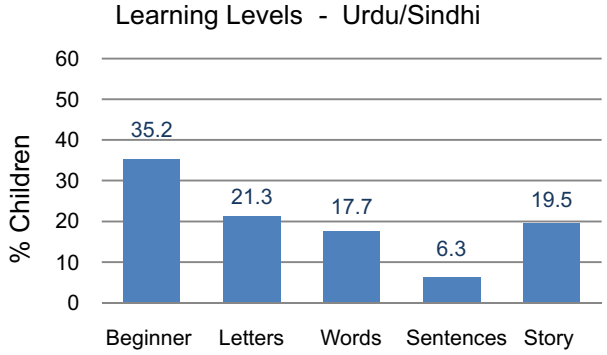
Sanghar

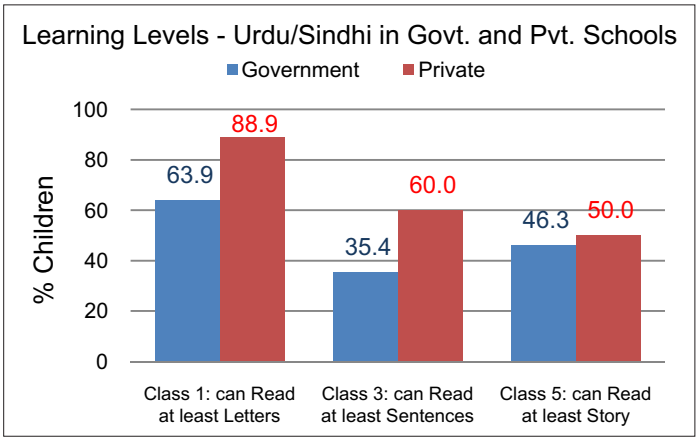
Learning Levels - Urdu/Sindhi

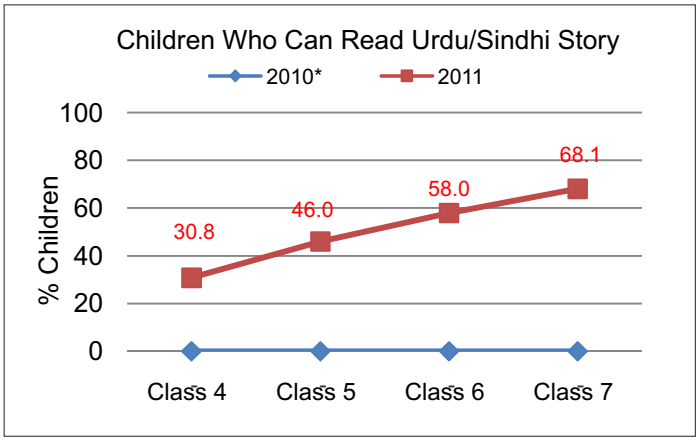
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	33.3	46.7	20.0	0.0	0.0	100
2	10.8	25.9	42.4	8.6	12.2	100
3	8.5	18.9	34.9	13.2	24.5	100
4	3.8	10.3	42.3	12.8	30.8	100
5	2.3	4.6	26.4	20.7	46.0	100
6	6.0	8.0	14.0	14.0	58.0	100
7	0.0	4.3	10.6	17.0	68.1	100
8	0.0	3.1	18.8	6.3	71.9	100
9	0.0	4.2	0.0	4.2	91.7	100
10	0.0	0.0	0.0	7.7	92.3	100

How to read: 0% (0.0+0.0) children of class 1 can read sentences







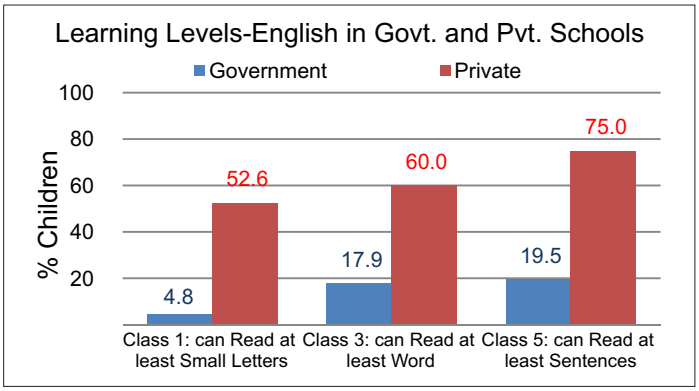
Learning Levels - English

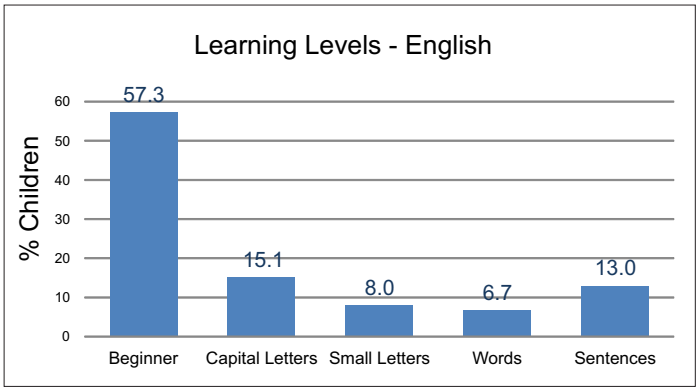
Class Wise % Children Who Can Read English

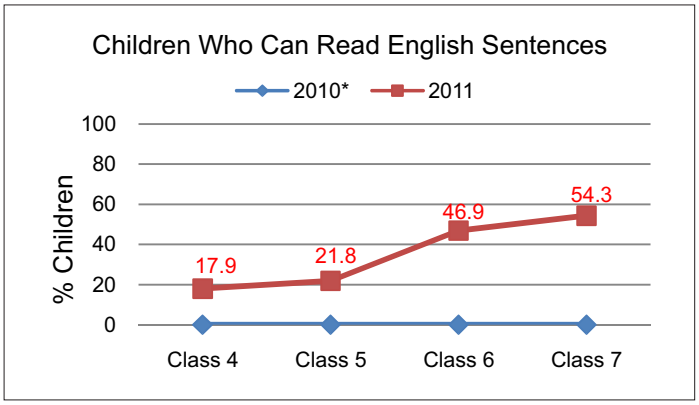
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	72.7	17.0	6.1	3.6	0.6	100
2	39.6	38.1	14.2	6.7	1.5	100
3	30.5	35.2	12.4	13.3	8.6	100
4	25.6	21.8	14.1	20.5	17.9	100
5	19.5	20.7	24.1	13.8	21.8	100
6	12.2	6.1	20.4	14.3	46.9	100
7	2.2	6.5	13.0	23.9	54.3	100
8	3.2	0.0	9.7	12.9	74.2	100
9	8.0	0.0	4.0	8.0	80.0	100
10	0.0	0.0	3.8	7.7	88.5	100

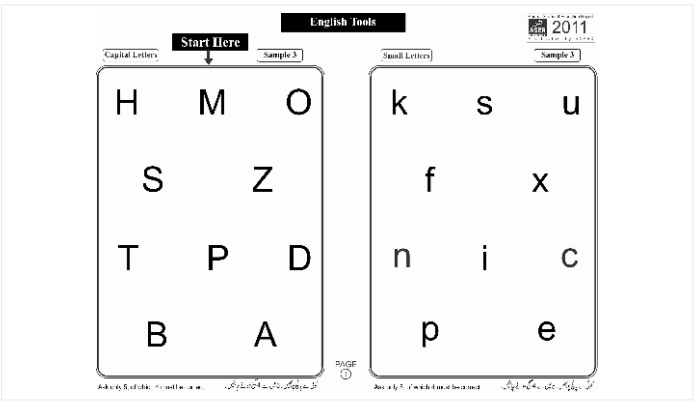
How to read: 4.2% (3.6+0.6) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
33.3	0.0
66.7	50.0
64.3	88.9
62.5	85.7
66.7	73.7
57.1	82.6
100.0	76.0
100.0	73.9
100.0	55.0
100.0	60.9







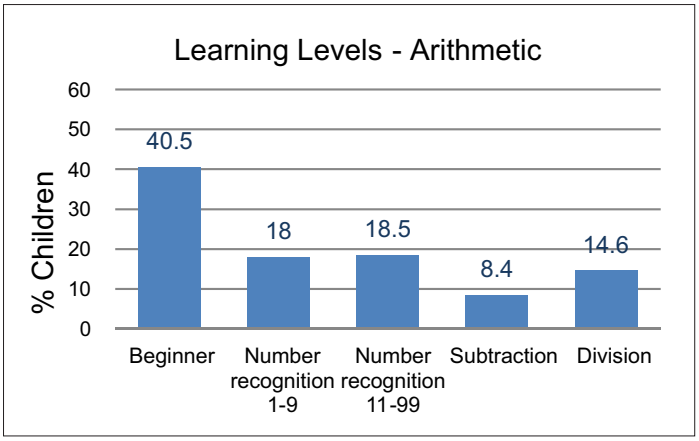


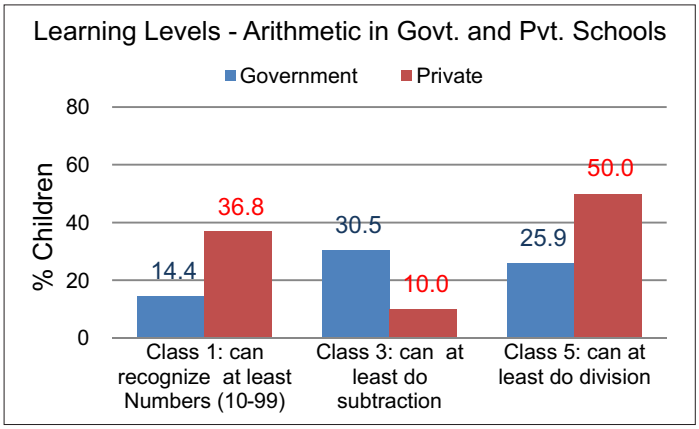
Learning Levels - Arithmetic

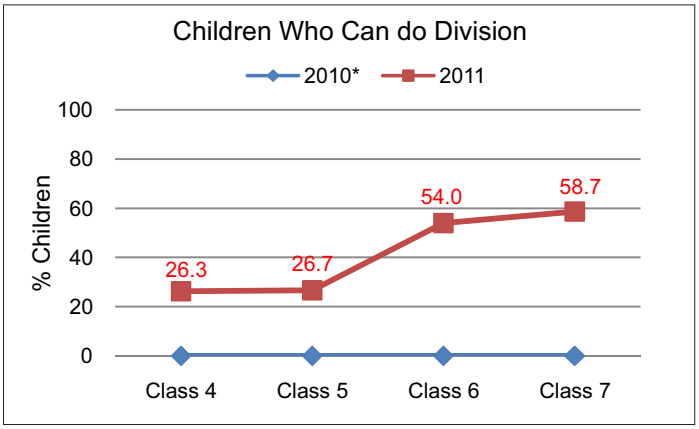
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	45.5	37.6	17.0	0.0	0.0	100
2	19.7	26.3	40.1	7.3	6.6	100
3	12.4	21.0	38.1	19.0	9.5	100
4	5.3	13.2	35.5	19.7	26.3	100
5	4.7	3.5	34.9	30.2	26.7	100
6	6.0	4.0	20.0	16.0	54.0	100
7	0.0	4.3	13.0	23.9	58.7	100
8	6.3	0.0	12.5	18.8	62.5	100
9	0.0	0.0	4.0	20.0	76.0	100
10	0.0	0.0	3.8	15.4	80.8	100

How to read : 0% (0.0+0.0) children of class 1 can do subtraction



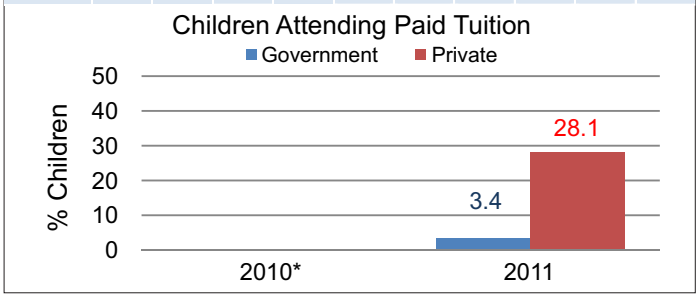




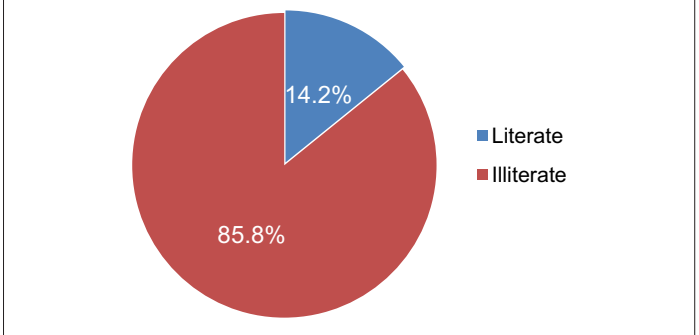
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	7.1	3.2	1.9	4.1	4.7	6.4	2.2	0.0	0.0	7.7
Pvt.	38.1	44.4	42.9	60.0	16.7	20.0	0.0	0.0	33.3	0.0



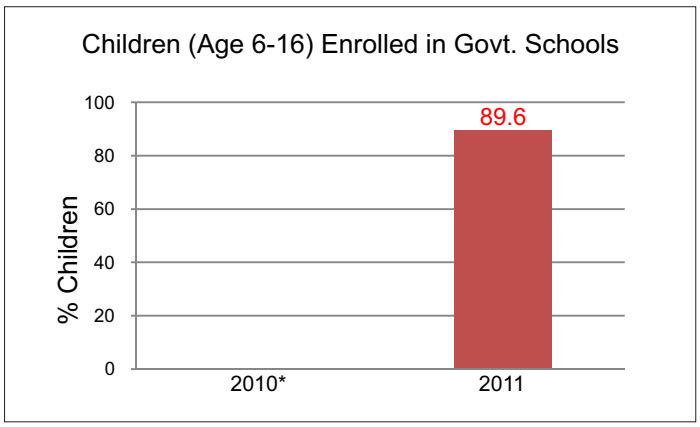
Mothers' Literacy

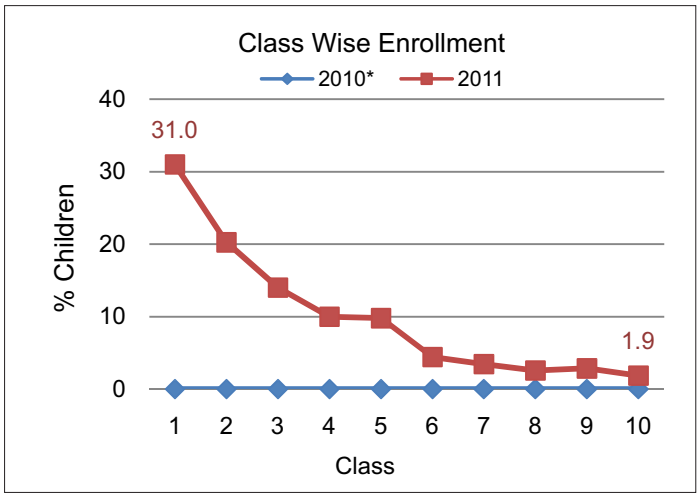


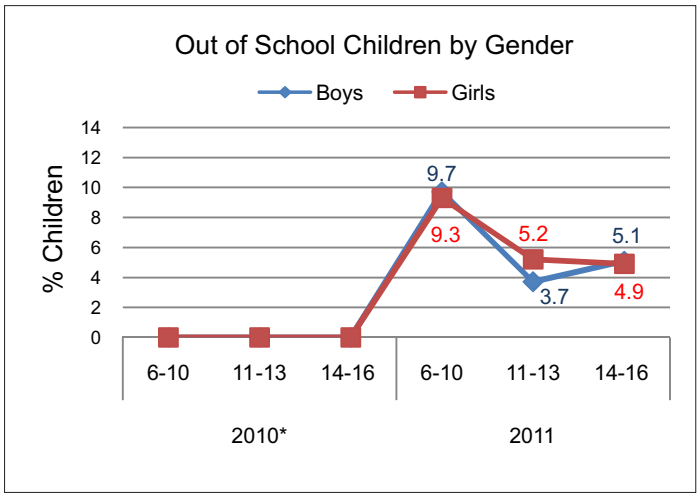
Shikarpur

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	62.1	5.9	0.6	1.2	28.2	1.9	100
11-13	52.6	4.0	0.9	0.3	30.1	12.2	100
14-16	33.5	2.4	0.8	0.0	42.3	21.0	100
6-16	55.6	4.9	0.7	0.8	30.9	7.1	100
Total	62.0				38.0		
By Type	89.6	7.9	1.1	1.3			

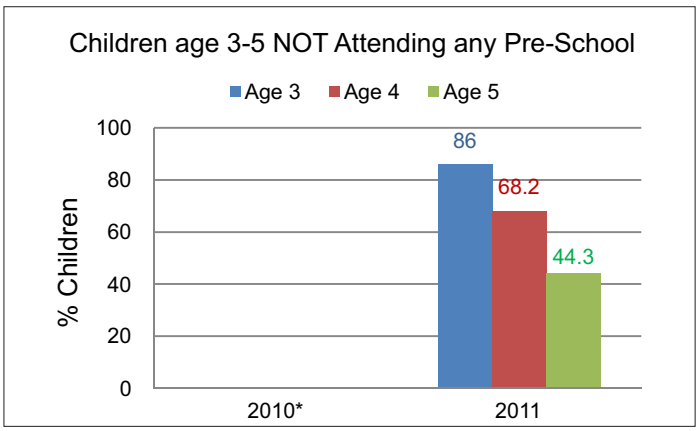






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	14.0	0.0	0.0	0.0	86.0	100
4	27.8	2.8	0.6	0.6	68.2	100
5	52.0	2.4	0.4	0.8	44.3	100
3-5	32.1	1.7	0.3	0.5	65.4	100
Total	34.6				65.4	
By Type	92.9	4.9	0.9	1.3		100



* District Shikarpur was not surveyed in 2010

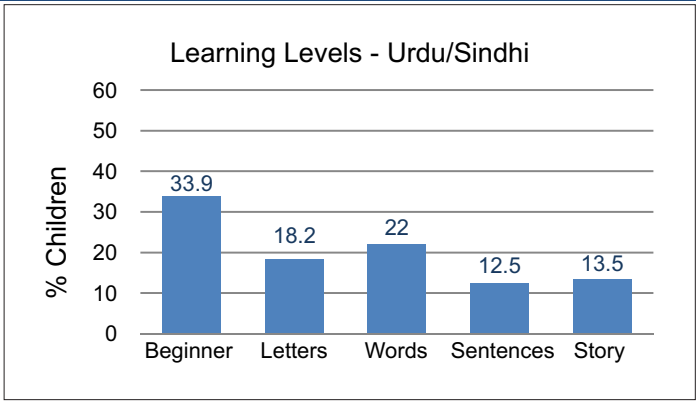
Shikarpur

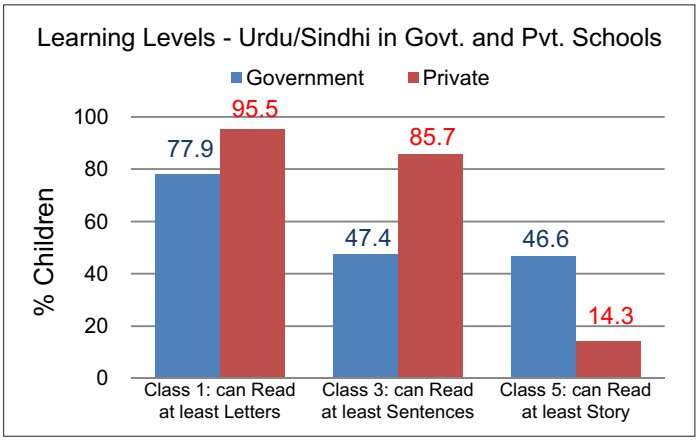
Learning Levels - Urdu/Sindhi

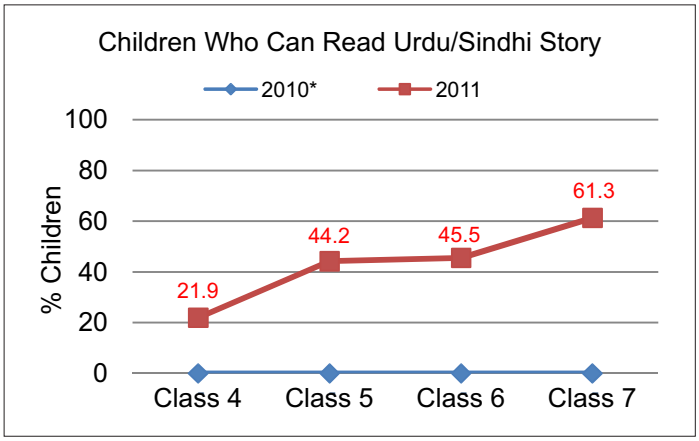
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	20.7	44.3	31.1	2.1	1.8	100
2	7.0	20.0	51.0	17.0	5.0	100
3	1.4	14.5	31.2	34.8	18.1	100
4	0.0	6.3	34.4	37.5	21.9	100
5	0.0	8.4	21.1	26.3	44.2	100
6	2.3	13.6	13.6	25.0	45.5	100
7	3.2	6.5	12.9	16.1	61.3	100
8	0.0	0.0	4.2	16.7	79.2	100
9	4.2	0.0	8.3	12.5	75.0	100
10	0.0	0.0	15.4	0.0	84.6	100

How to read: 3.9% (2.1+1.8) children of class 1 can read sentences







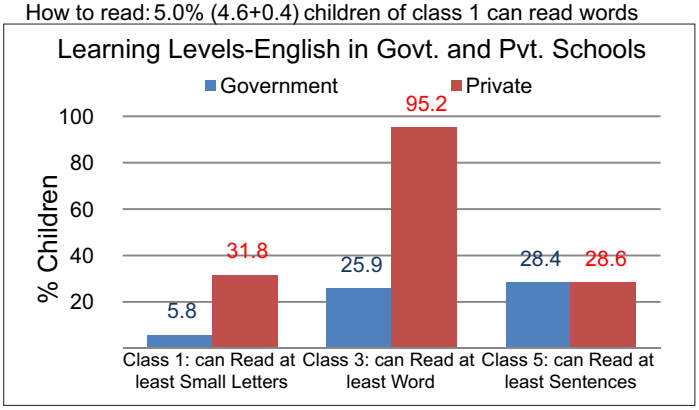
Learning Levels - English

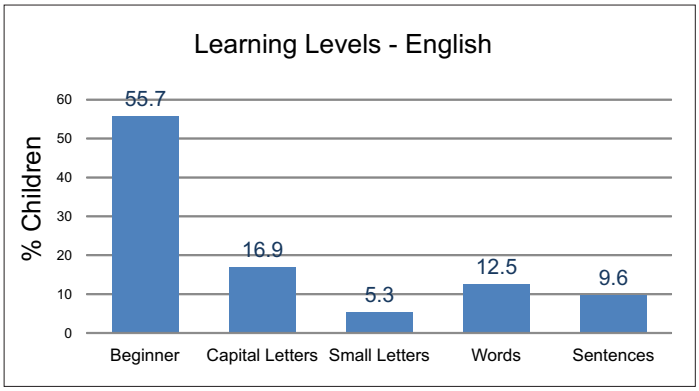
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	63.6	28.6	2.9	4.6	0.4	100
2	43.5	30.5	10.0	14.5	1.5	100
3	26.8	22.5	14.5	26.1	10.1	100
4	19.8	20.8	12.5	38.5	8.3	100
5	14.7	23.2	7.4	26.3	28.4	100
6	11.4	11.4	2.3	43.2	31.8	100
7	12.9	3.2	0.0	25.8	58.1	100
8	0.0	4.0	4.0	16.0	76.0	100
9	0.0	8.3	0.0	16.7	75.0	100
10	0.0	0.0	0.0	15.4	84.6	100

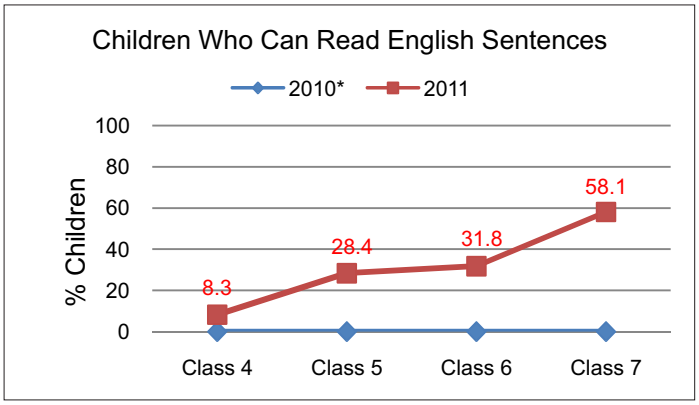
How to read: 5.0% (4.6+0.4) children of class 1 can read words

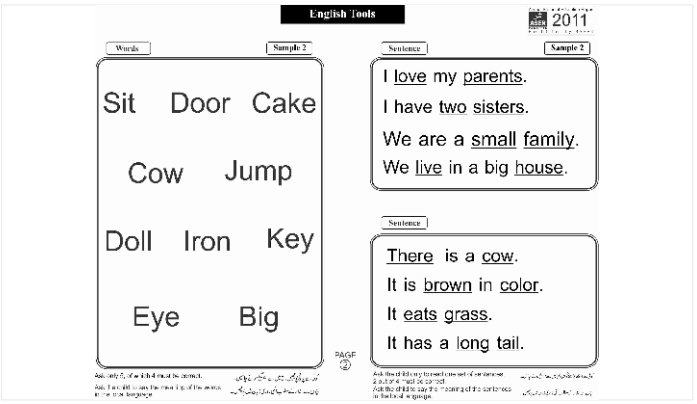
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
92.3	100
86.2	100
75.0	92.9
62.2	62.5
60.0	66.7
78.9	78.6
87.5	77.8
100	78.9
75.0	100
0.0	81.8





Shikarpur



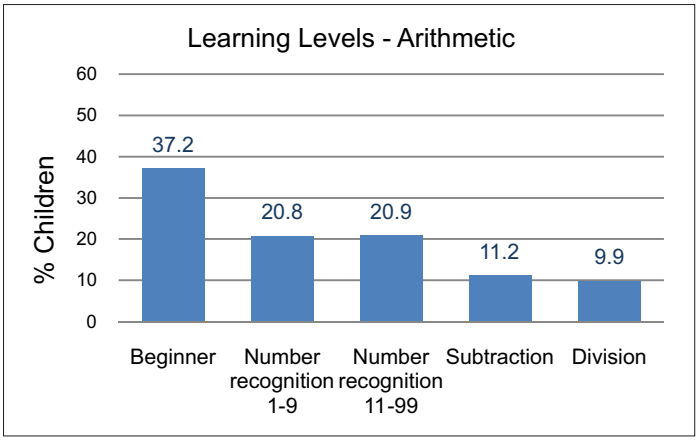


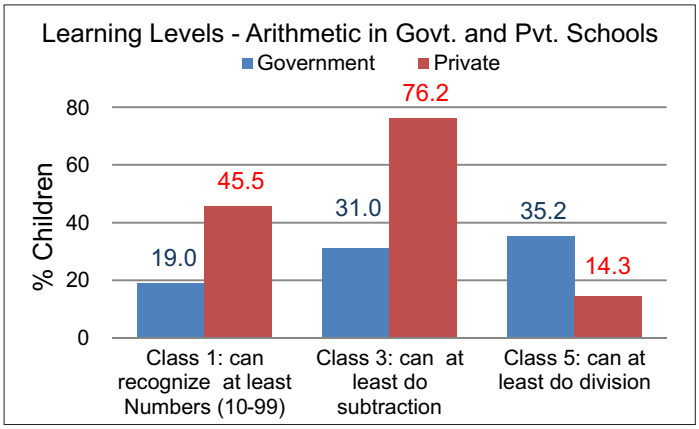
Learning Levels - Arithmetic

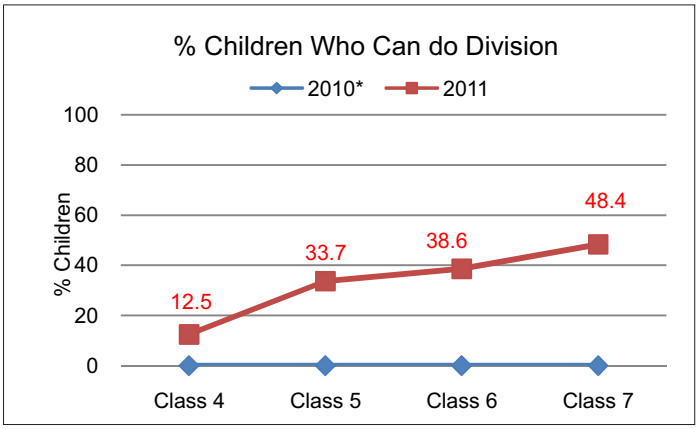
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	25.0	53.9	17.9	2.9	0.4	100
2	9.0	30.5	45.5	11.5	3.5	100
3	5.8	10.9	45.7	30.4	7.2	100
4	3.1	10.4	44.8	29.2	12.5	100
5	3.2	7.4	27.4	28.4	33.7	100
6	4.5	6.8	25.0	25.0	38.6	100
7	3.2	3.2	19.4	25.8	48.4	100
8	0.0	0.0	12.0	28.0	60.0	100
9	0.0	0.0	8.3	25.0	66.7	100
10	0.0	0.0	7.7	15.4	76.9	100

How to read : 3.3% (2.9+0.4) children of class 1 can do subtraction



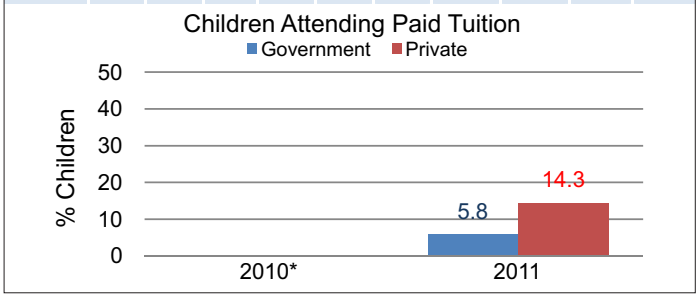




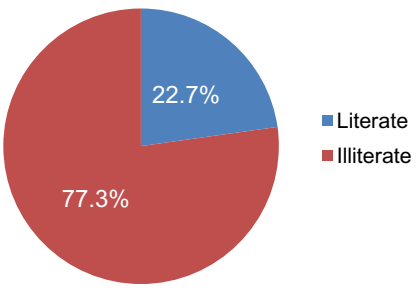
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.1	4.2	5.0	7.3	7.5	6.8	6.3	16.0	11.1	15.8
Pvt.	7.7	30.8	4.8	16.7	28.6	0.0	100.0	0.0	0.0	0.0



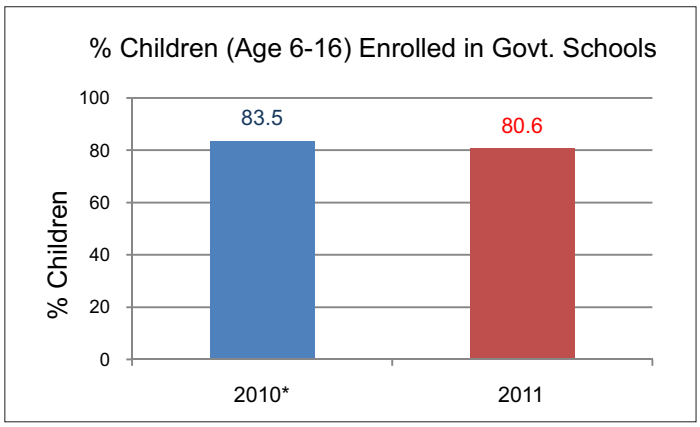
Mothers' Literacy

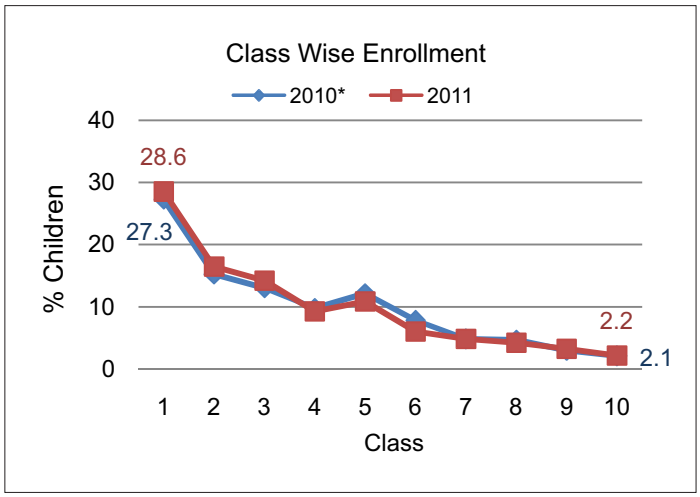


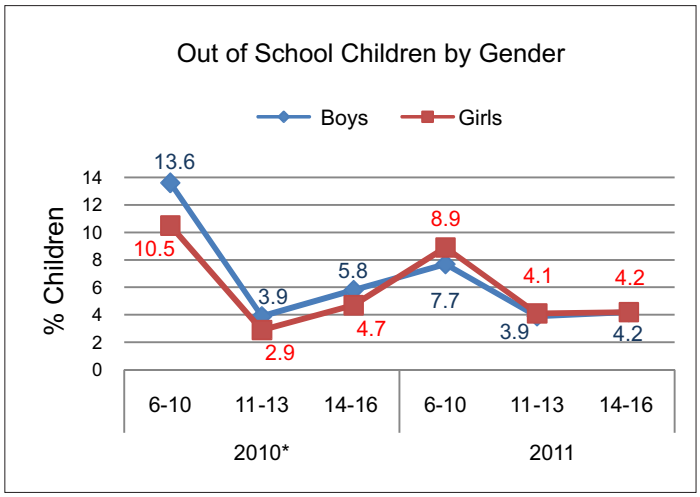
Sukkur

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	57.3	15.1	0.2	0.1	26.3	0.9	100
11-13	56.0	7.6	0.6	0.0	25.4	10.4	100
14-16	38.7	7.6	1.7	0.8	29.0	22.3	100
6-16	54.0	12.2	0.6	0.2	26.5	6.5	100
Total			67.0		33.0		
By Type	80.6	18.2	0.8	0.3			

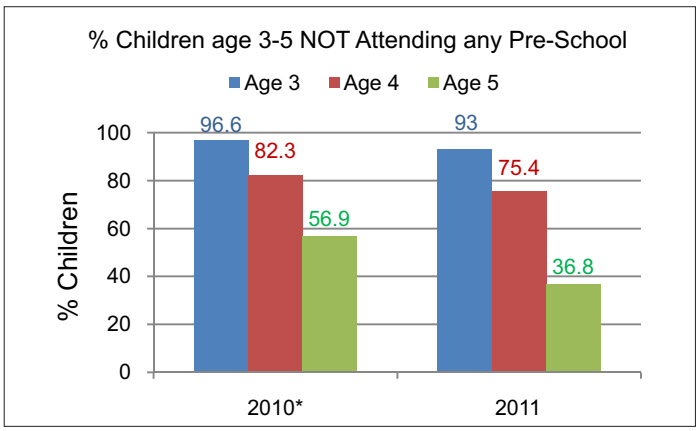






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre -Schools						
Age Group	Govt.	Pvt.	Madrassah	Others	Out of School	Total
3	6.4	0.6	0.0	0.0	93.0	100
4	17.7	6.9	0.0	0.0	75.4	100
5	46.6	15.7	0.4	0.4	36.8	100
3-5	26.9	8.8	0.2	0.2	63.9	100
Total			36.1		63.9	
By Type	74.5	24.5	0.5	0.5		100



* District Sukkur was surveyed in 2010

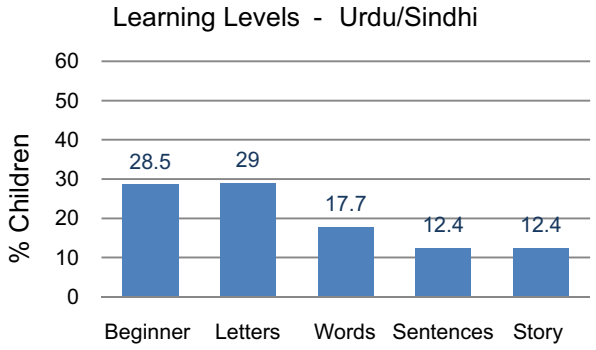
Sukkur

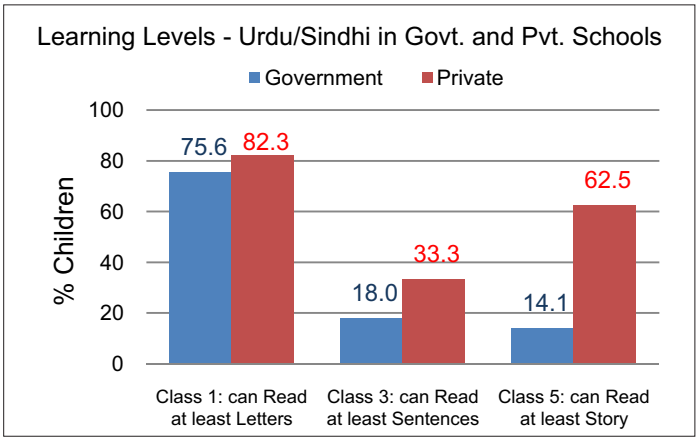
Learning Levels - Urdu/Sindhi

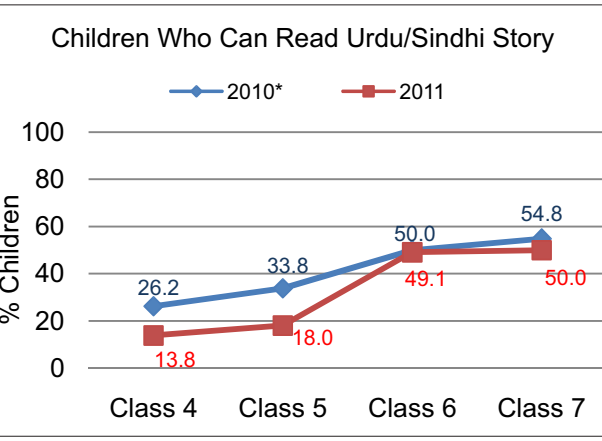
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	22.5	58.1	16.7	2.3	0.4	100
2	10.6	39.8	37.3	8.7	3.7	100
3	11.1	27.4	40.7	13.3	7.4	100
4	3.4	20.7	32.2	29.9	13.8	100
5	2.0	19.0	25.0	36.0	18.0	100
6	0.0	8.8	5.3	36.8	49.1	100
7	0.0	4.2	8.3	37.5	50.0	100
8	0.0	2.6	2.6	28.9	65.8	100
9	0.0	10.0	0.0	26.7	63.3	100
10	0.0	9.5	0.0	4.8	85.7	100

How to read: 2.7% (2.3+0.4) children of class 1 can read sentences







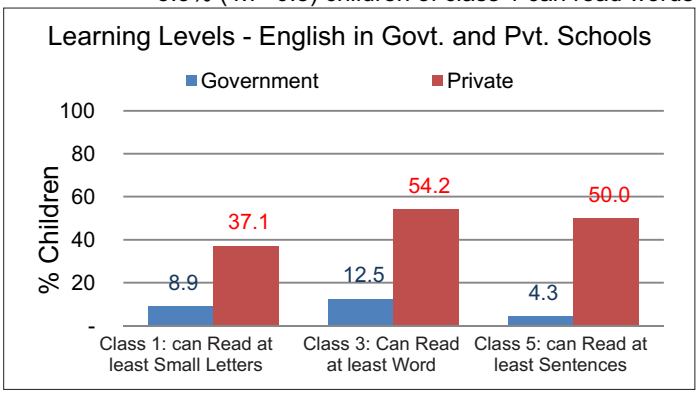
Learning Levels - English

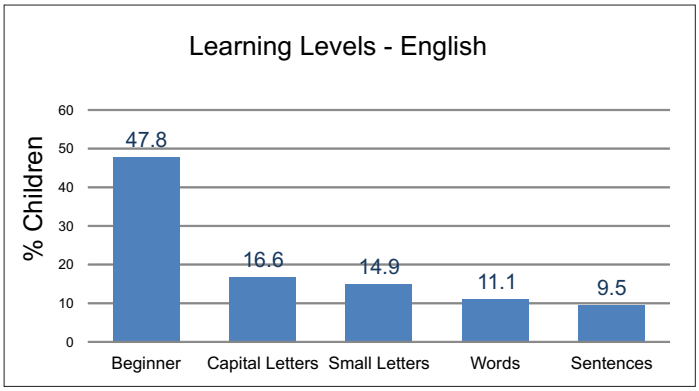
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	49.0	34.6	10.9	4.7	0.8	100
2	39.1	24.8	28.0	8.1	0.0	100
3	25.7	24.3	30.1	14.7	5.1	100
4	11.5	16.1	27.6	32.2	12.6	100
5	19.0	14.0	27.0	32.0	8.0	100
6	5.3	7.0	15.8	29.8	42.1	100
7	0.0	6.5	15.2	37.0	41.3	100
8	0.0	2.6	7.9	34.2	55.3	100
9	3.3	6.7	0.0	10.0	80.0	100
10	0.0	0.0	14.3	4.8	81.0	100

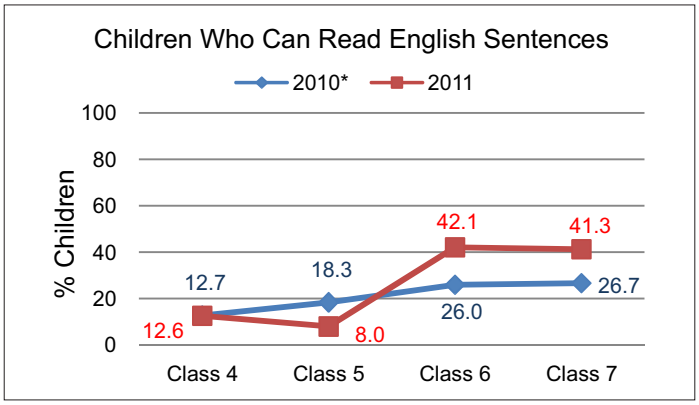
How to read: 5.5% (4.7+0.8) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
66.7	0.0
38.5	-
55.0	85.7
32.1	90.9
53.1	62.5
70.6	83.3
64.7	68.4
76.9	85.7
66.7	75.0
100.0	94.1





Sukkur



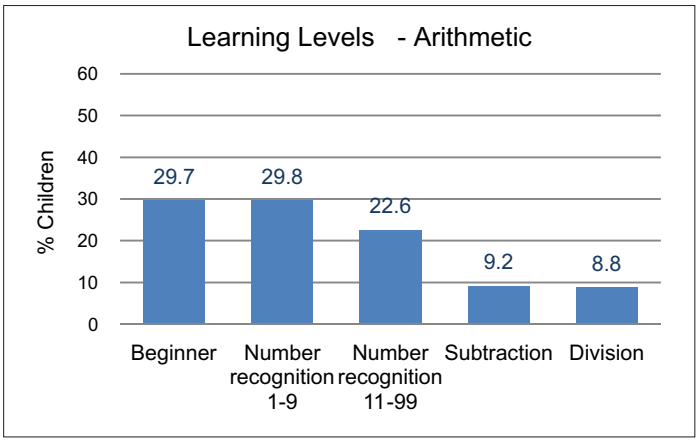


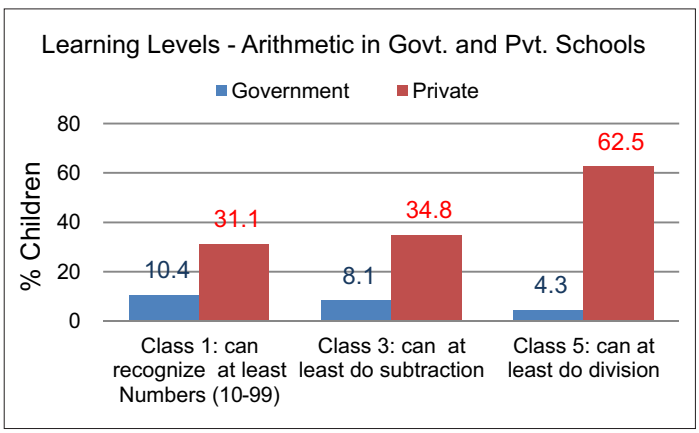
Learning Levels - Arithmetic

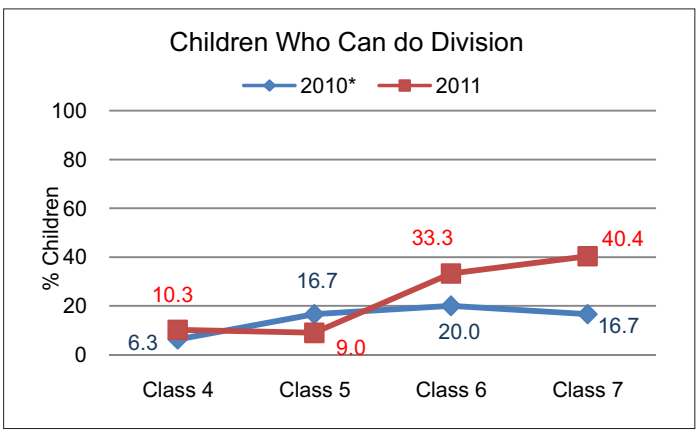
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	26.2	58.6	14.1	0.4	0.8	100
2	14.5	46.5	35.2	3.8	0.0	100
3	8.2	28.4	50.7	9.7	3.0	100
4	1.1	19.5	35.6	33.3	10.3	100
5	2.0	13.0	49.0	27.0	9.0	100
6	1.8	3.5	26.3	35.1	33.3	100
7	0.0	2.1	21.3	36.2	40.4	100
8	0.0	0.0	7.9	34.2	57.9	100
9	0.0	10.0	6.7	6.7	76.7	100
10	0.0	0.0	14.3	0.0	85.7	100

How to read : 1.2% (0.4+0.8) children of class 1 can do subtraction



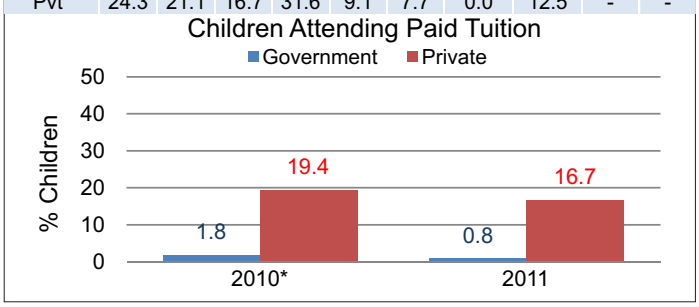




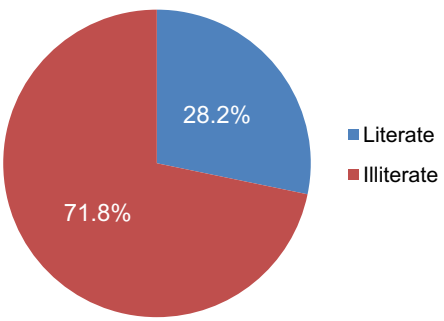
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.5	0.0	1.7	0.0	1.0	2.1	4.7	0.0	0.0	0.0
Pvt	24.3	21.1	16.7	31.6	9.1	7.7	0.0	12.5	-	-



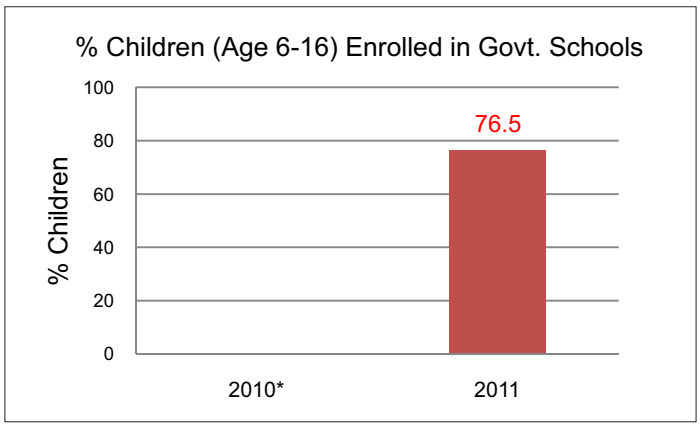
Mothers' Literacy

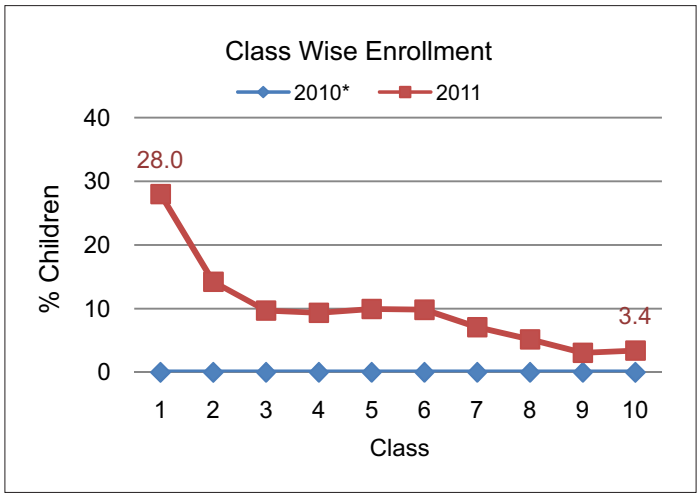


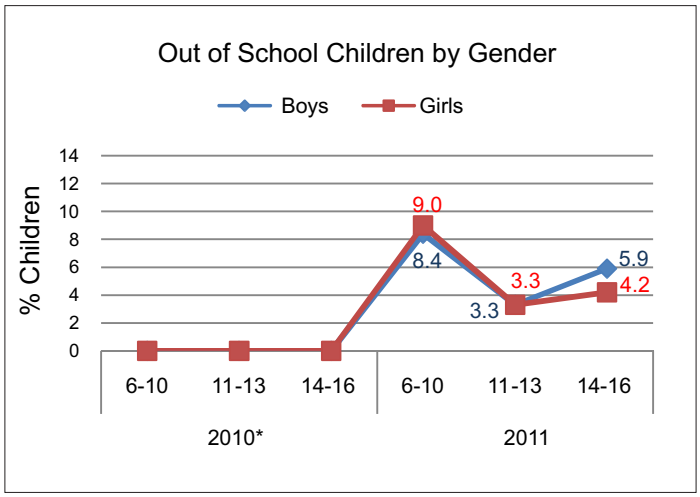
Tando Allah Yar

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	49.0	19.7	0.4	0.0	29.2	1.8	100
11-13	58.8	12.0	0.3	0.0	19.2	9.6	100
14-16	45.8	5.9	0.7	0.0	27.1	20.5	100
6-16	50.5	15.0	0.5	0.0	26.5	7.5	100
Total	66.0				34.0		
By Type	76.5	22.8	0.7	0.0			

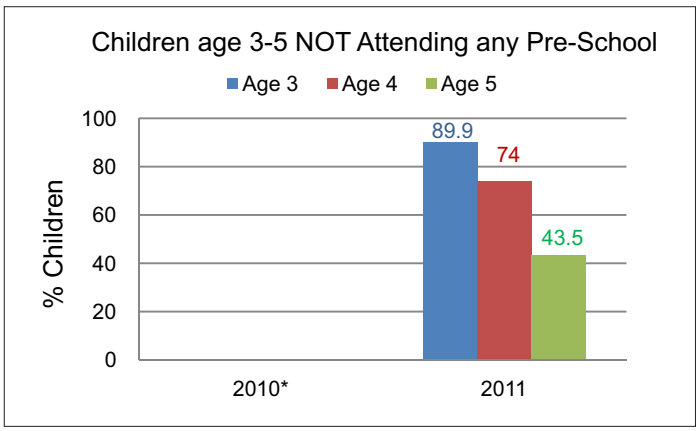






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	9.4	0.7	0.0	0.0	89.9	100
4	18.9	7.1	0.0	0.0	74.0	100
5	36.0	20.5	0.0	0.0	43.5	100
3-5	22.2	10.1	0.0	0.0	67.7	100
Total	32.3				67.7	
By Type	68.8	31.2	0.0	0.0		100



* District Tando Allah Yar was not surveyed in 2010

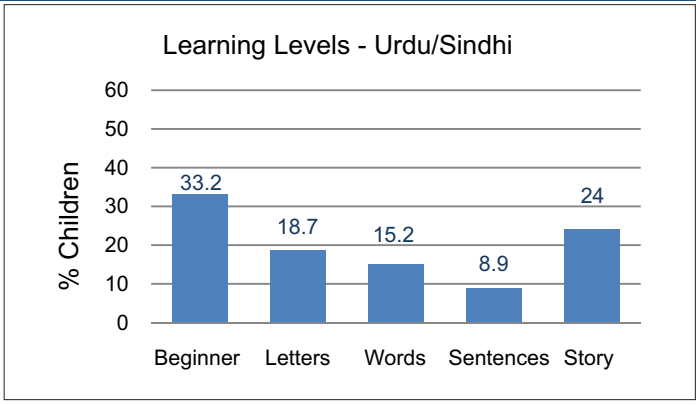
Tando Allah Yar

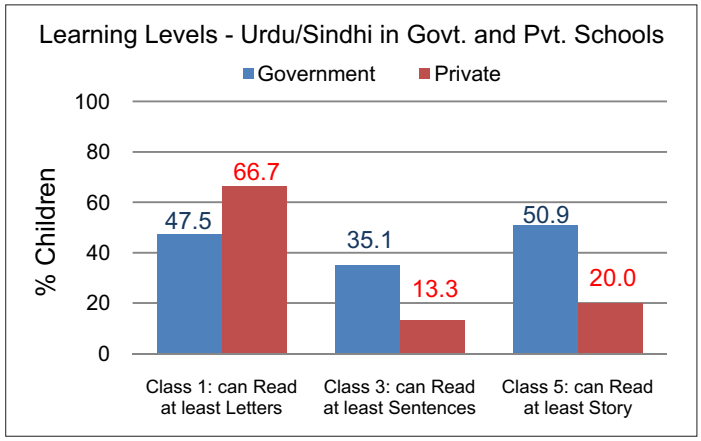
Learning Levels - Urdu/Sindhi

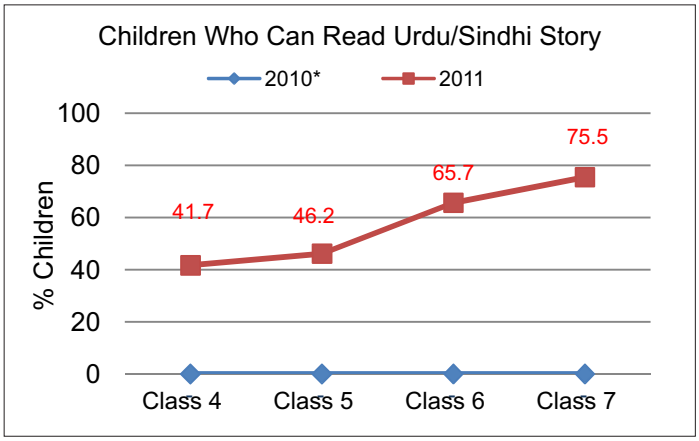
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	47.3	34.1	17.4	1.2	0.0	100
2	7.5	36.6	36.6	16.1	3.2	100
3	2.8	34.7	31.9	12.5	18.1	100
4	1.4	8.3	26.4	22.2	41.7	100
5	6.2	7.7	13.8	26.2	46.2	100
6	0.0	7.5	7.5	19.4	65.7	100
7	1.9	0.0	11.3	11.3	75.5	100
8	0.0	2.9	5.9	20.6	70.6	100
9	0.0	0.0	0.0	5.0	95.0	100
10	0.0	0.0	0.0	4.2	95.8	100

How to read: 1.2% (1.2+0.0) children of class 1 can read sentences







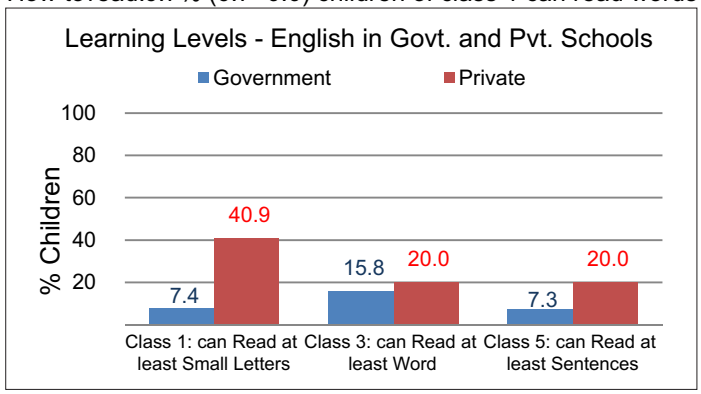
Learning Levels - English

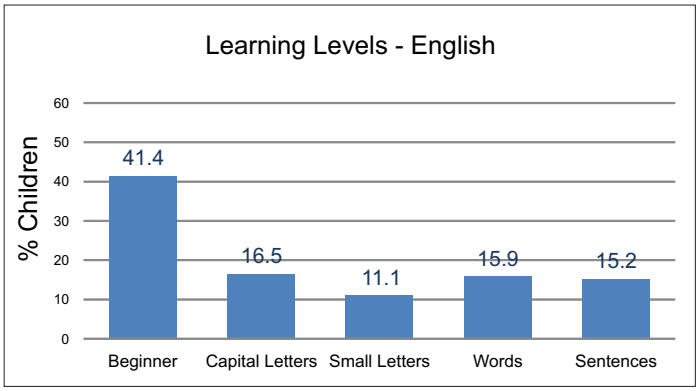
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	61.8	21.8	9.7	6.7	0.0	100
2	30.1	45.2	15.1	9.7	0.0	100
3	13.9	44.4	25.0	11.1	5.6	100
4	1.4	22.2	29.2	37.5	9.7	100
5	9.2	10.8	21.5	49.2	9.2	100
6	1.5	1.5	4.6	55.4	36.9	100
7	0.0	0.0	5.6	25.9	68.5	100
8	0.0	0.0	0.0	32.4	67.6	100
9	0.0	0.0	0.0	15.0	85.0	100
10	0.0	4.0	4.0	4.0	88.0	100

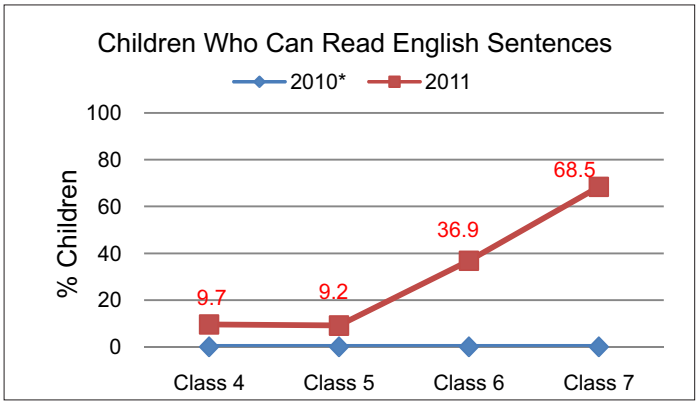
How to read: 6.7% (6.7+0.0) children of class 1 can read words

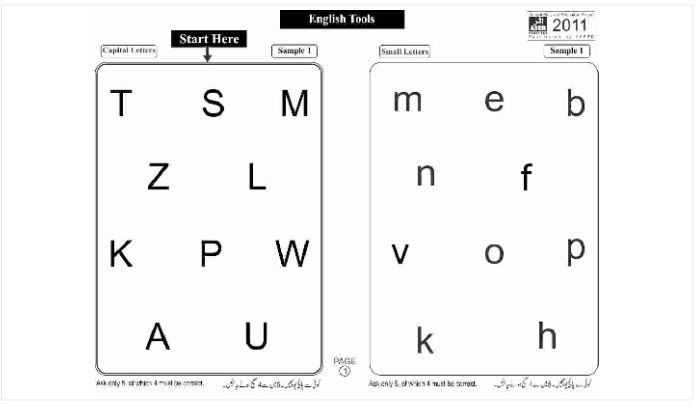
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
0.0	-
22.2	-
50.0	25.0
74.1	100.0
62.5	50.0
66.7	87.5
64.3	75.7
45.5	91.3
33.3	94.1
0.0	81.8





Tando Allah Yar



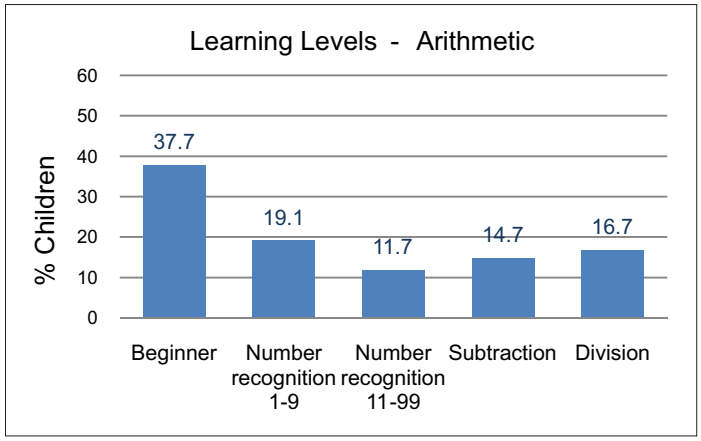


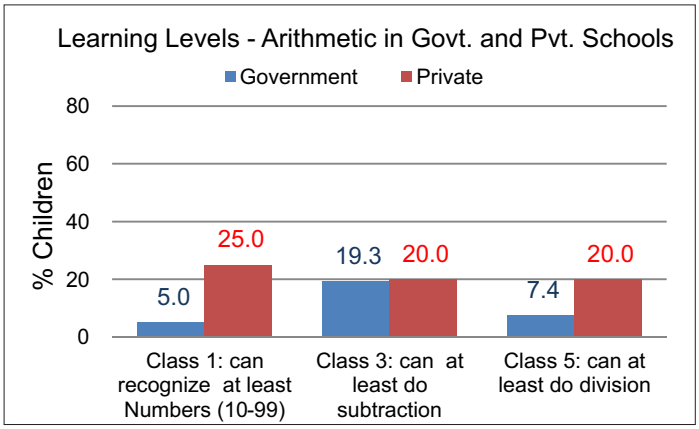
Learning Levels - Arithmetic

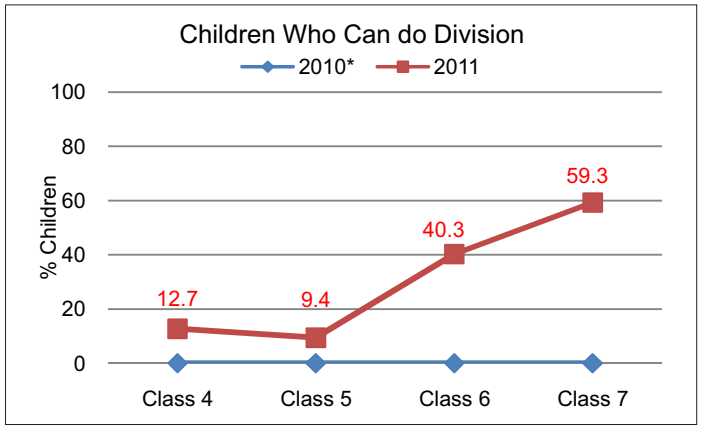
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	56.4	33.3	4.8	5.5	0.0	100
2	16.3	48.9	25.0	7.6	2.2	100
3	11.1	31.9	37.5	13.9	5.6	100
4	1.4	11.3	35.2	39.4	12.7	100
5	6.3	7.8	34.4	42.2	9.4	100
6	1.5	3.0	6.0	49.3	40.3	100
7	0.0	0.0	3.7	37.0	59.3	100
8	0.0	2.9	2.9	26.5	67.6	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	4.0	96.0	100

How to read : 5.5% (5.5+0.0) children of class 1 can do subtraction



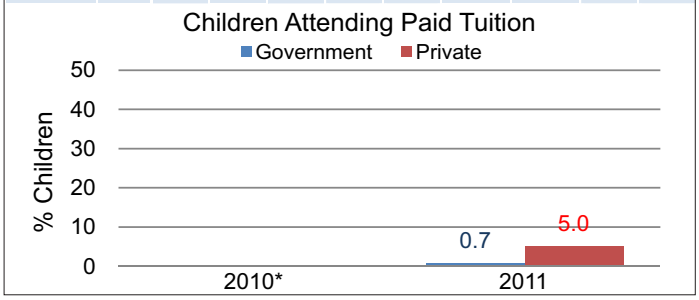




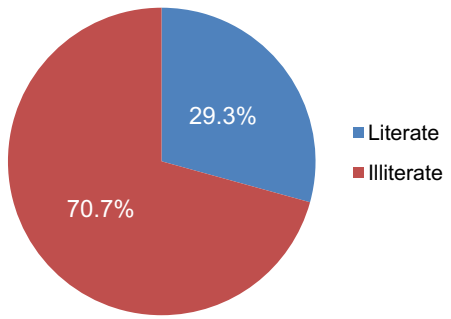
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	2.9	0.0	2.7	0.0	0.0	0.0	3.8
Pvt.	1.5	10.7	11.1	20.0	6.7	0.0	0.0	0.0	50.0	0.0



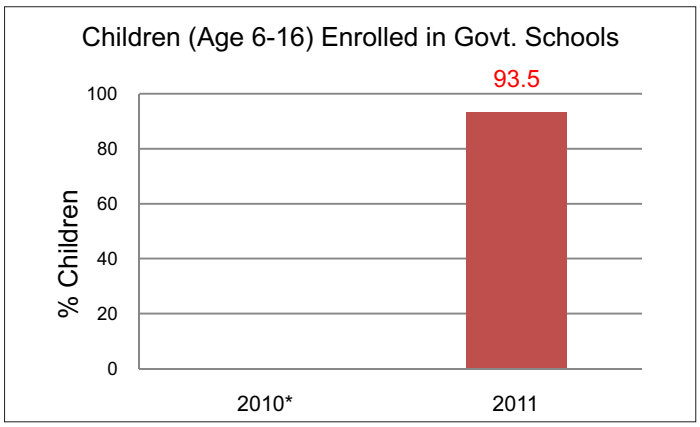
Mothers' Literacy

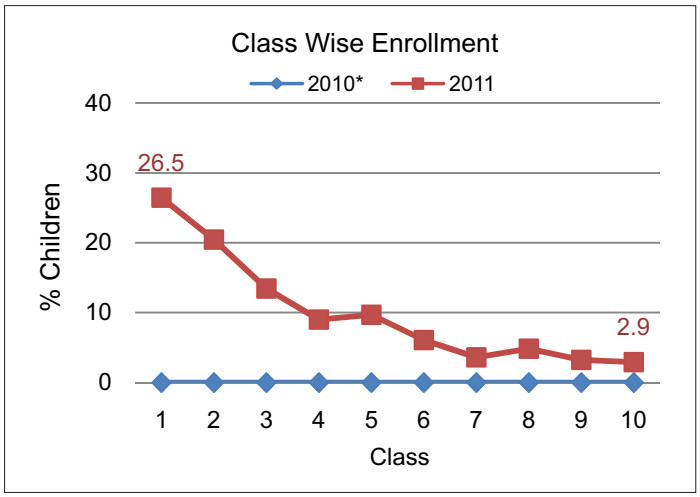


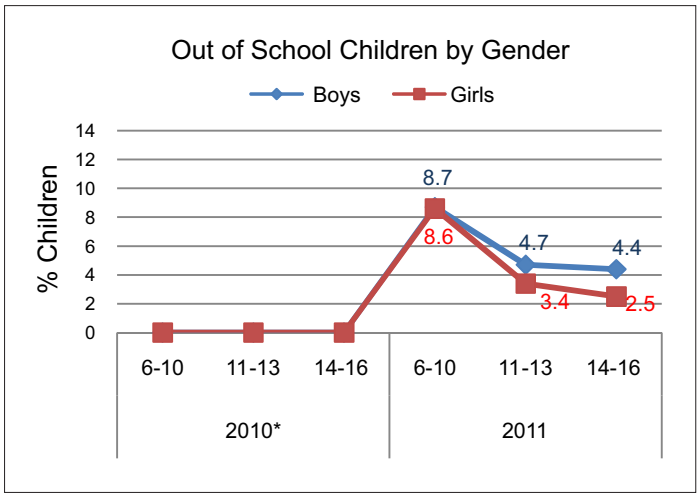
Tando Muhammad Khan

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	67.3	3.9	0.3	0.3	26.6	1.7	100
11-13	59.0	4.9	0.0	0.0	26.5	9.5	100
14-16	53.9	3.9	0.0	0.0	27.7	14.6	100
6-16	63.3	4.1	0.2	0.2	26.8	5.5	100
Total	67.8				32.3		
By Type	93.5	6.1	0.2	0.2			

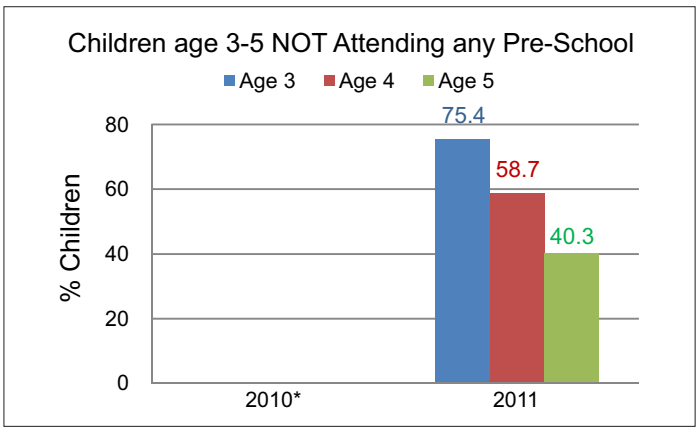






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	23.1	1.5	0.0	0.0	75.4	100
4	37.8	2.8	0.7	0.0	58.7	100
5	57.1	2.1	0.0	0.5	40.3	100
3-5	41.6	2.2	0.2	0.2	55.8	100
Total	44.2				55.8	
By Type	94.1	4.9	0.5	0.5		100



* District Tando Muhammad Khan was not surveyed in 2010

Tando Muhammad Khan

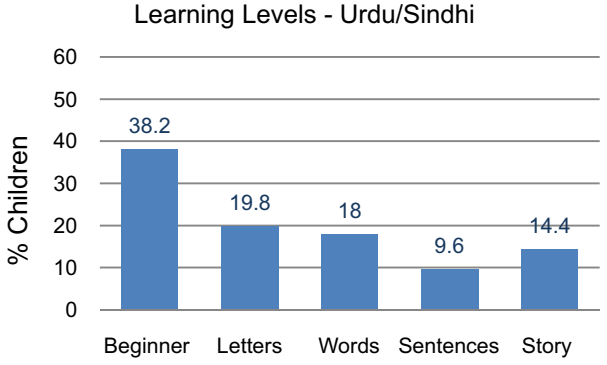
Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

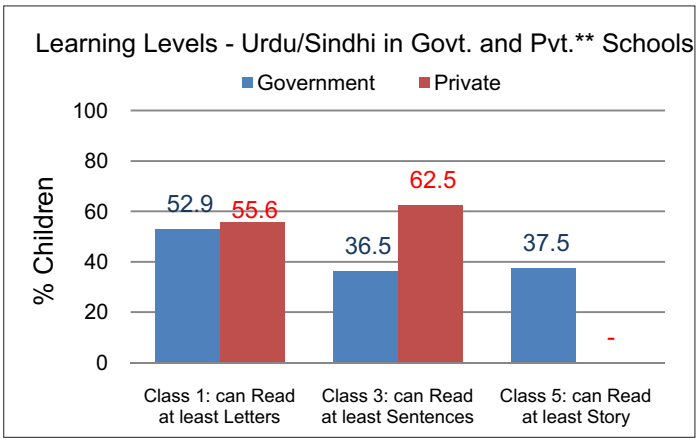
Learning Levels - Urdu

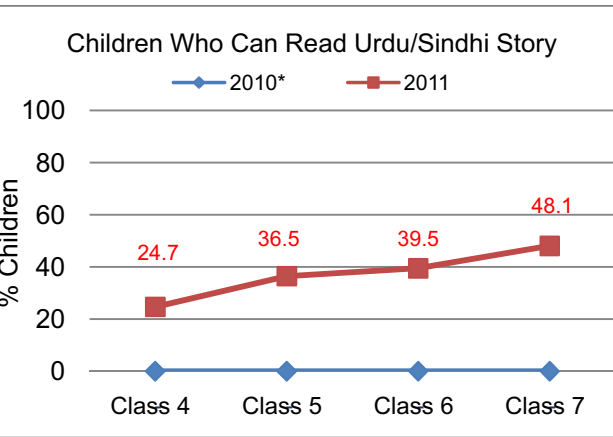
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	46.9	29.1	17.3	1.7	5.0	100
2	16.8	32.2	32.9	11.4	6.7	100
3	4.8	24.0	32.7	19.2	19.2	100
4	8.2	20.5	26.0	20.5	24.7	100
5	6.8	10.8	16.2	29.7	36.5	100
6	9.3	9.3	25.6	16.3	39.5	100
7	7.4	7.4	7.4	29.6	48.1	100
8	18.4	5.3	10.5	21.1	44.7	100
9	0.0	0.0	4.0	36.0	60.0	100
10	0.0	4.5	13.6	13.6	68.2	100

How to read: 6.7 % (1.7+5 .0) children of class 1 can read sentences





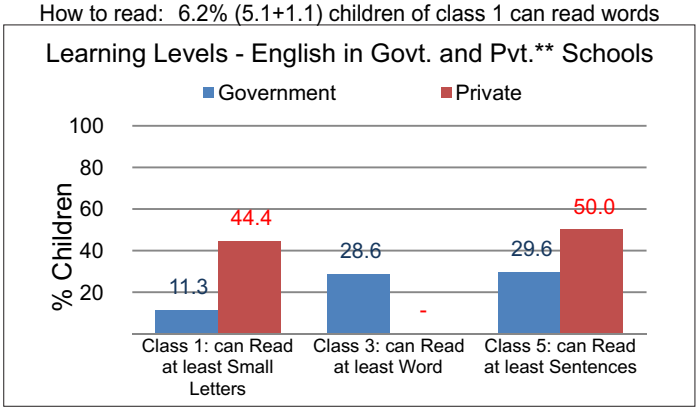


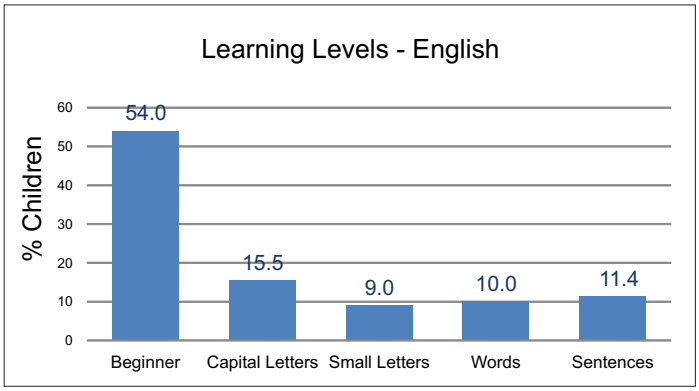
Learning Levels - English

Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	68.4	18.6	6.8	5.1	1.1	100	66.7	50.0
2	42.7	32.0	14.7	6.7	4.0	100	90.0	66.7
3	22.6	22.6	20.8	23.6	10.4	100	68.0	72.7
4	19.2	24.7	19.2	26.0	11.0	100	84.2	75.0
5	19.2	12.3	11.0	27.4	30.1	100	70.0	86.4
6	18.6	9.3	9.3	34.9	27.9	100	80.0	91.7
7	3.7	0.0	14.8	22.2	59.3	100	83.3	68.8
8	13.2	2.6	10.5	13.2	60.5	100	40.0	78.3
9	4.0	0.0	8.0	20.0	68.0	100	80.0	88.2
10	4.5	9.1	13.6	13.6	59.1	100	100.0	92.3

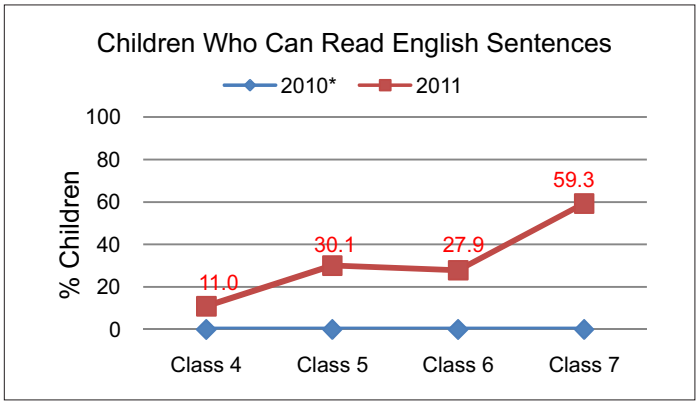
How to read: 6.2% (5.1+1.1) children of class 1 can read words





**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

Tando Muhammad Khan



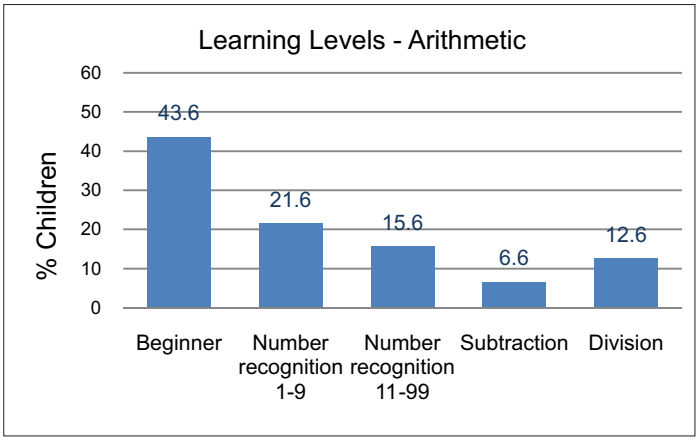


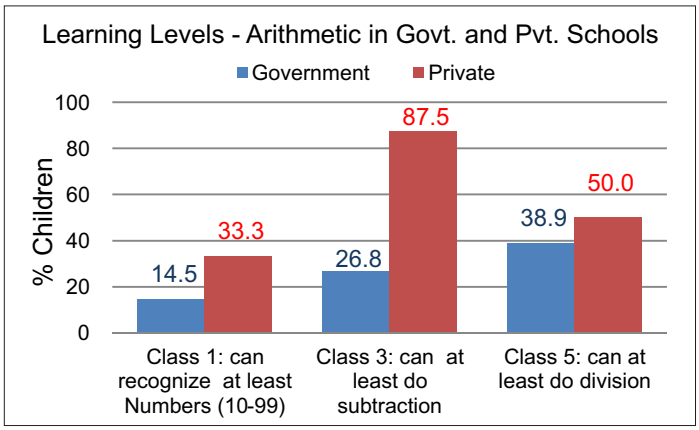
Learning Levels - Arithmetic

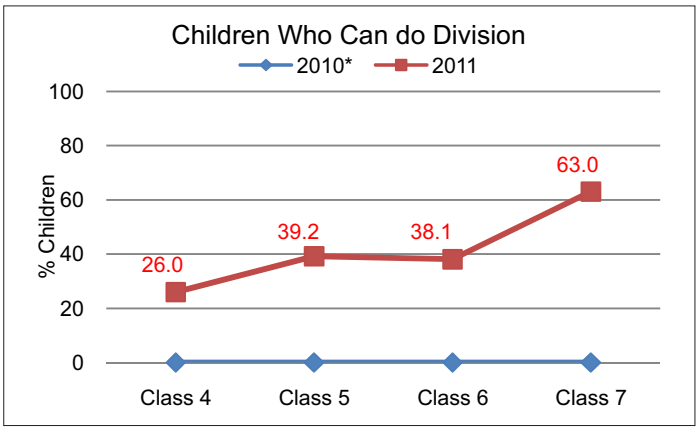
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	54.3	30.3	12.6	1.1	1.7	100
2	22.8	38.3	28.2	8.1	2.7	100
3	10.5	34.3	23.8	19.0	12.4	100
4	8.2	30.1	19.2	16.4	26.0	100
5	6.8	13.5	23.0	17.6	39.2	100
6	16.7	7.1	23.8	14.3	38.1	100
7	3.7	3.7	22.2	7.4	63.0	100
8	5.3	2.6	39.5	7.9	44.7	100
9	0.0	8.0	32.0	4.0	56.0	100
10	0.0	4.5	31.8	13.6	50.0	100

How to read : 2.8% (1.7+1.1) children of class 1 can do subtraction



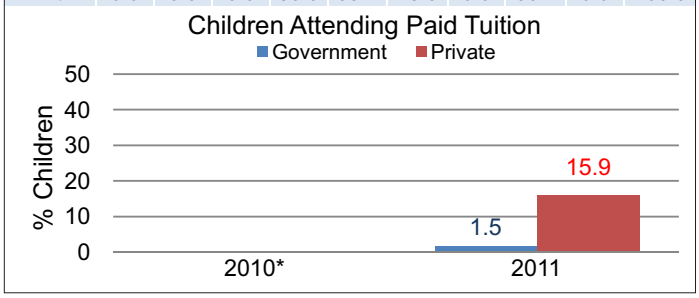




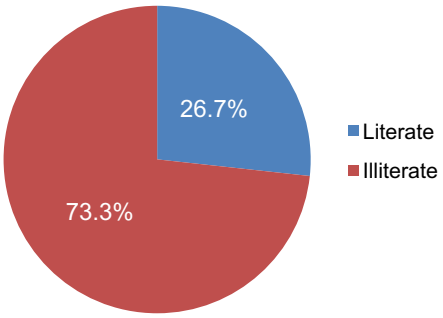
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.3	0.6	0.9	1.3	0.0	2.1	6.7	2.5	4.0	8.0
Pvt.	0.0	0.0	0.0	50.0	66.7	28.6	0.0	66.7	0.0	100.0



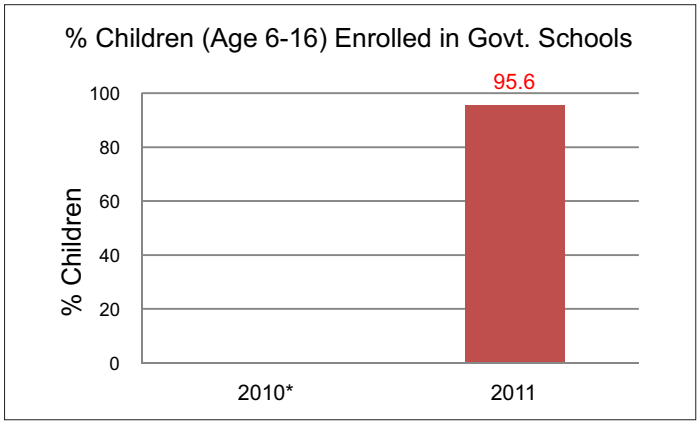
Mothers' Literacy

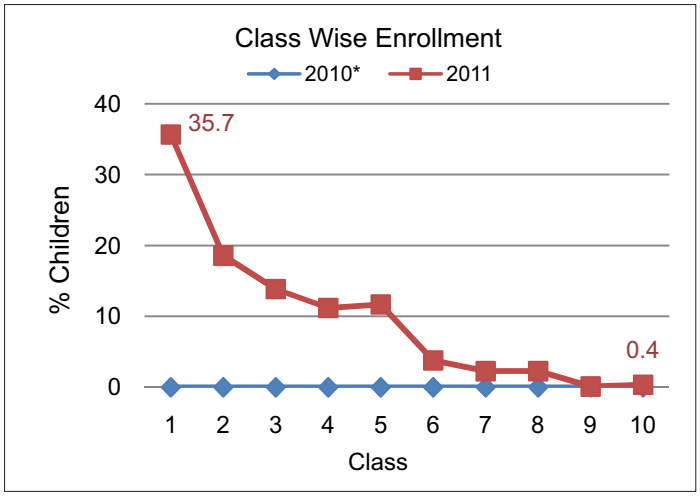


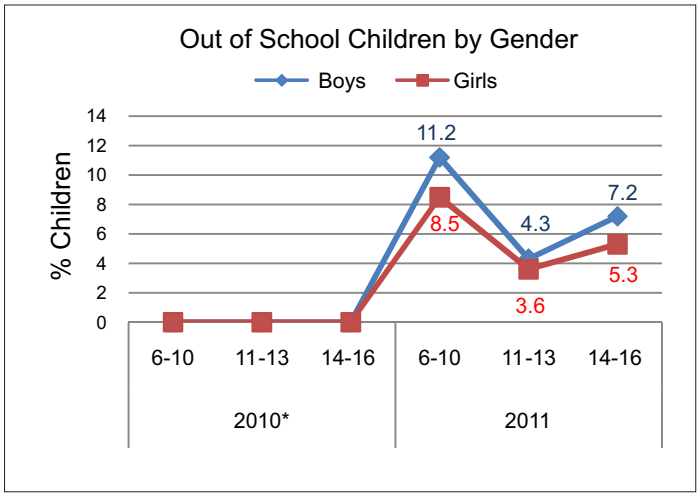
Thatta

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	65.9	0.9	2.1	0.0	29.3	1.7	100
11-13	56.0	0.0	2.7	0.0	34.7	6.7	100
14-16	26.6	0.5	0.5	0.0	47.8	24.6	100
6-16	57.2	0.7	2.0	0.0	33.5	6.6	100
Total	59.9				40.1		
By Type	95.6	1.1	3.3	0.0			

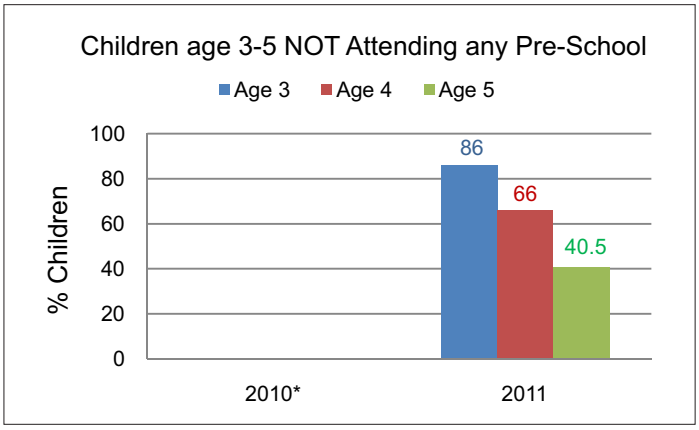






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	14.0	0.0	0.0	0.0	86.0	100
4	32.1	1.9	0.0	0.0	66.0	100
5	58.9	0.0	0.6	0.0	40.5	100
3-5	37.8	0.5	0.3	0.0	61.4	100
Total	38.6				61.4	
By Type	97.9	1.4	0.7	0.0		100



* District Thatta was not surveyed in 2010

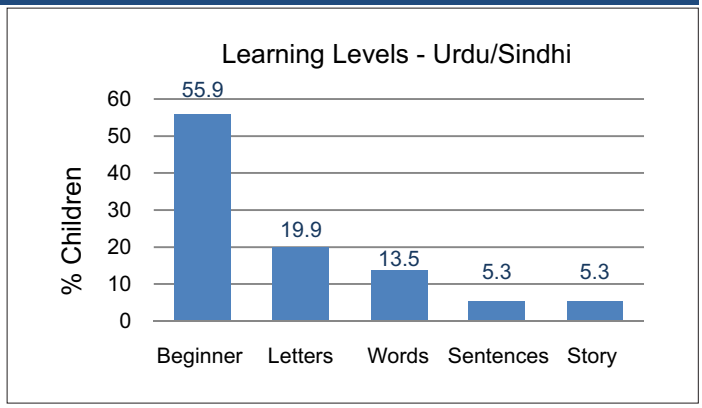
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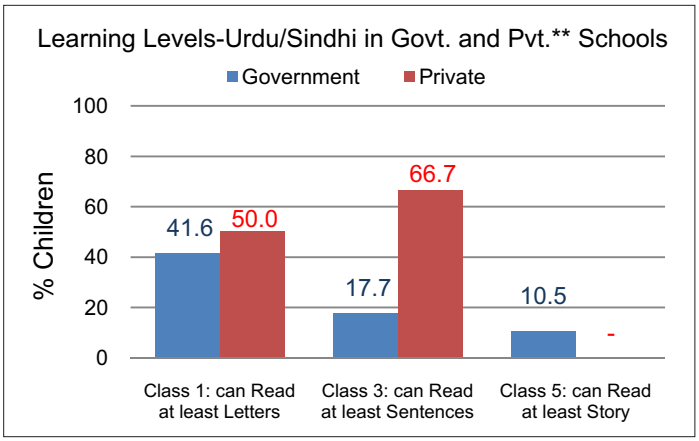
Learning Levels - Urdu/Sindhi

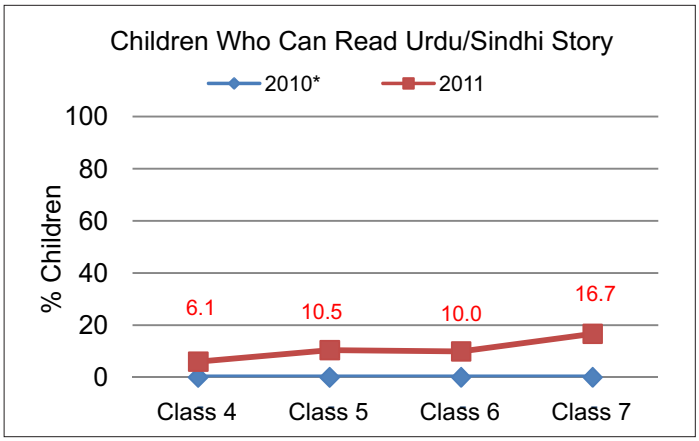
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	58.1	32.2	8.9	0.8	0.0	100
2	37.3	36.6	16.4	6.7	3.0	100
3	35.0	21.0	25.0	11.0	8.0	100
4	32.9	23.2	28.0	9.8	6.1	100
5	29.1	24.4	30.2	5.8	10.5	100
6	6.7	3.3	50.0	30.0	10.0	100
7	11.1	22.2	16.7	33.3	16.7	100
8	0.0	5.9	35.3	11.8	47.1	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	0.0	33.3	66.7	100

How to read: 0.8% (0.8+0.0) children of class 1 can read sentences







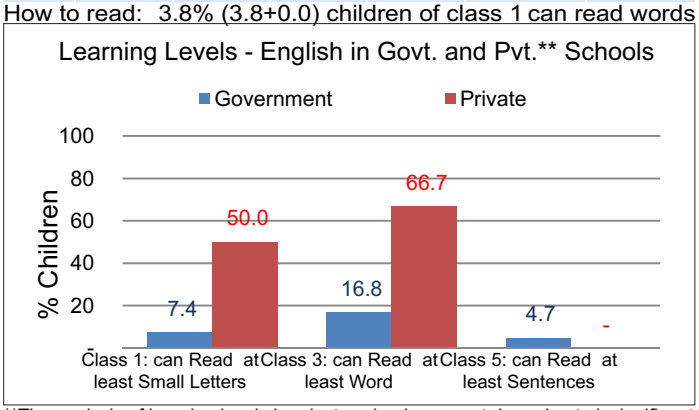
Learning Levels - English

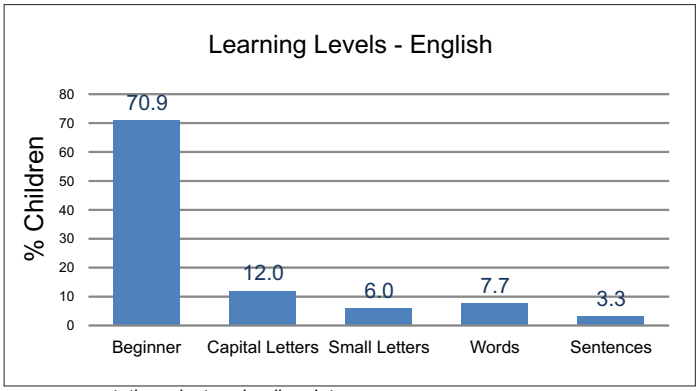
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	79.5	12.8	3.8	3.8	0.0	100
2	55.2	26.1	8.2	9.7	0.7	100
3	56.6	15.2	10.1	12.1	6.1	100
4	51.3	18.8	15.0	11.3	3.8	100
5	42.4	23.5	9.4	20.0	4.7	100
6	20.7	13.8	10.3	44.8	10.3	100
7	33.3	20.0	13.3	20.0	13.3	100
8	0.0	18.8	12.5	31.3	37.5	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	33.3	0.0	0.0	66.7	100

How to read: 3.8% (3.8+0.0) children of class 1 can read words

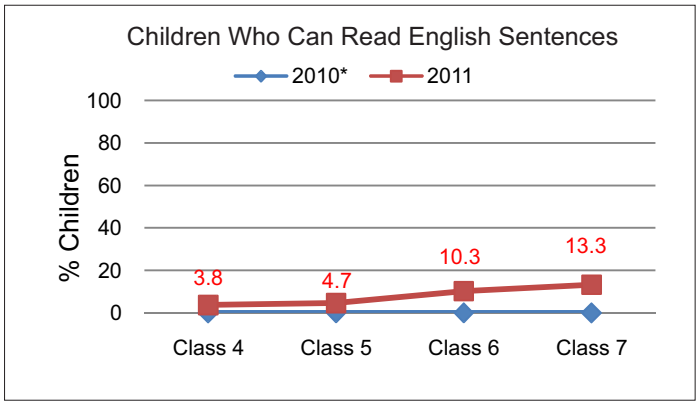
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
55.6	-
76.9	0.0
58.3	100.0
33.3	66.7
64.7	50.0
84.6	33.3
66.7	100
40.0	66.7
100	0.0
0.0	50.0

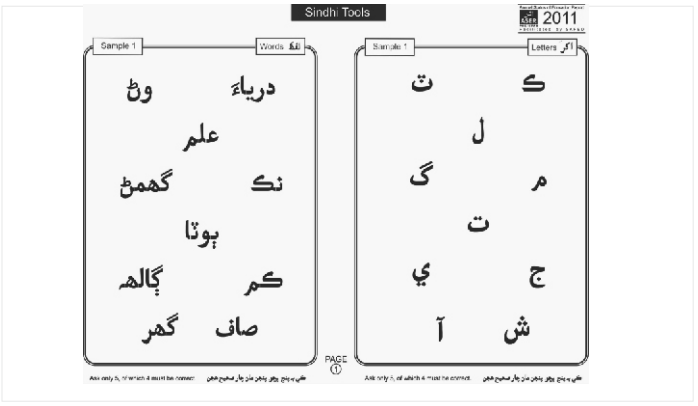




**The analysis of learning levels in private schools was not done due to insignificant or non -representative private schooling data

Thatta



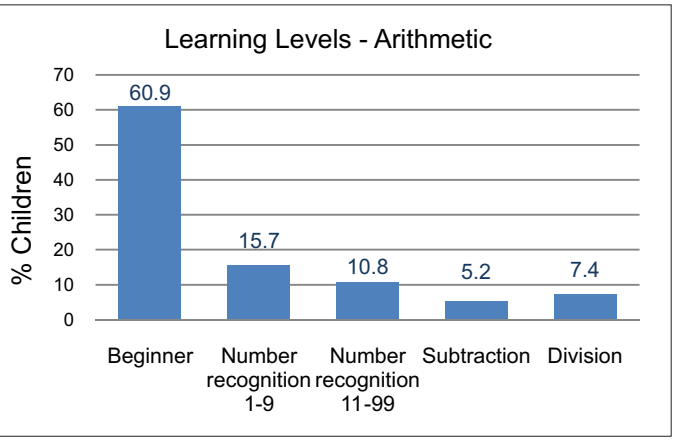


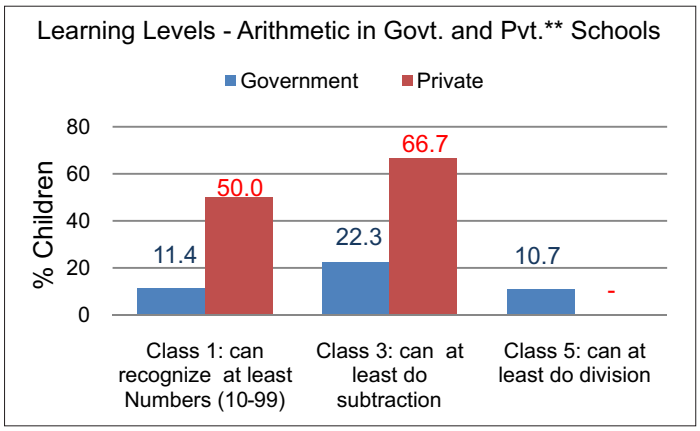
Learning Levels - Arithmetic

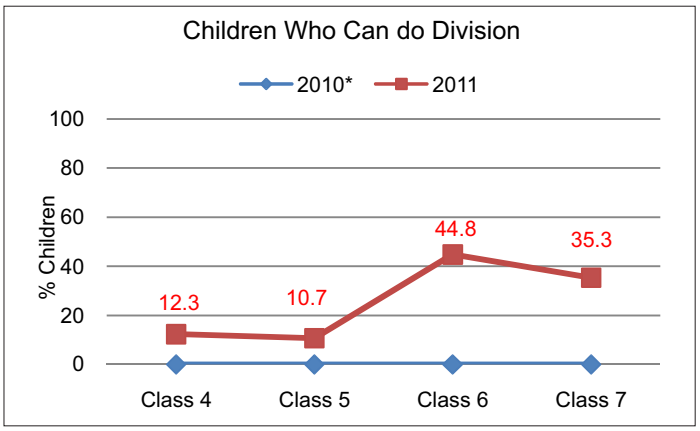
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	67.2	21.1	9.5	2.2	0.0	100
2	40.2	27.3	23.5	6.8	2.3	100
3	44.9	21.4	10.2	8.2	15.3	100
4	37.0	18.5	19.8	12.3	12.3	100
5	39.3	19.0	19.0	11.9	10.7	100
6	10.3	17.2	13.8	13.8	44.8	100
7	17.6	23.5	5.9	17.6	35.3	100
8	0.0	5.9	17.6	35.3	41.2	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	33.3	33.3	33.3	100

How to read : 2.2% (2.2+0.0) children of class 1 can do subtraction



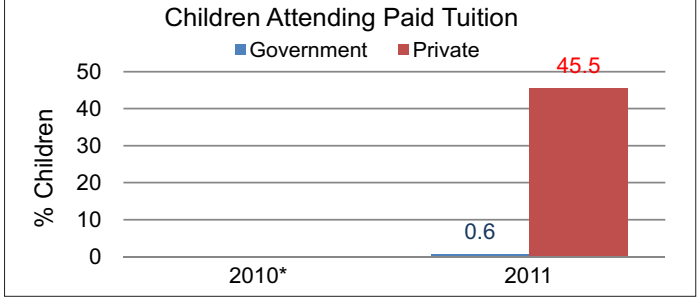




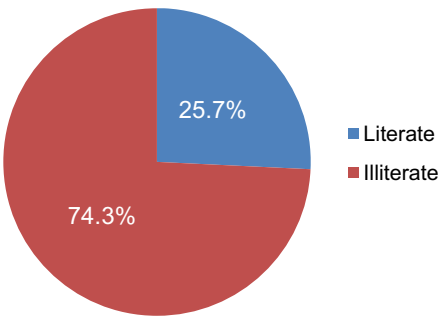
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.7	1.0	2.3	1.1	0.0	0.0	0.0	0.0	0.0
Pvt.	33.3	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



Mothers' Literacy

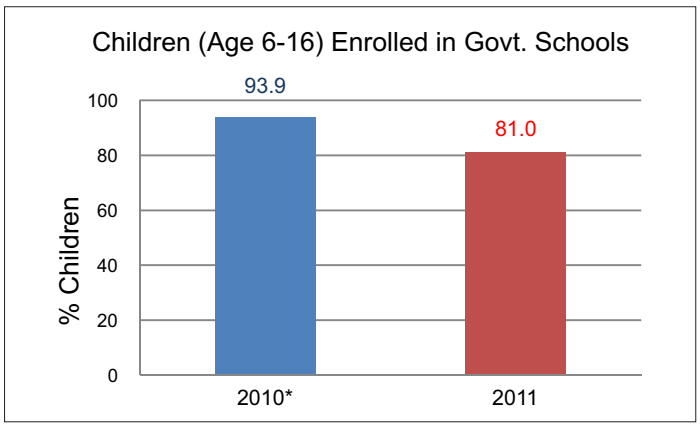


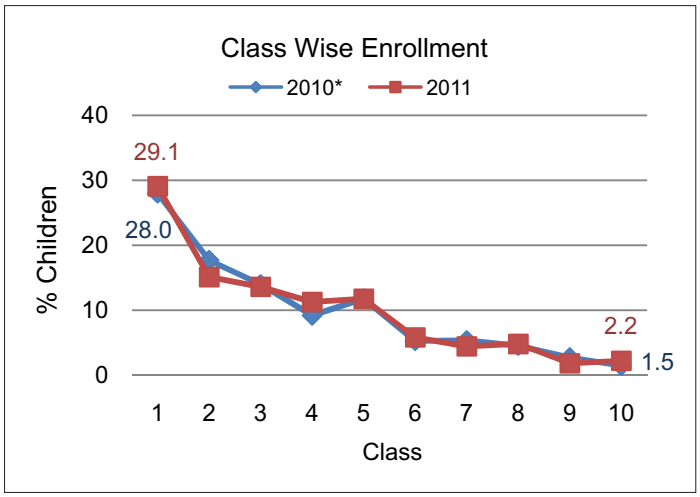
**Theanalysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

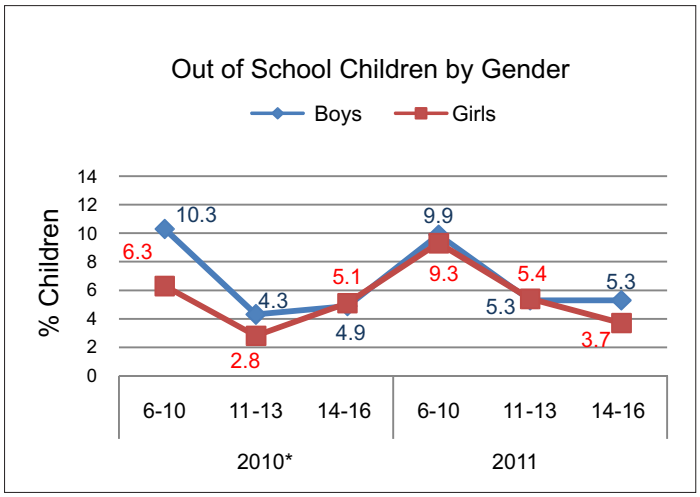
Umerkot

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	54.8	9.6	1.7	1.8	29.8	2.3	100
11-13	42.0	6.6	3.1	2.8	35.4	10.1	100
14-16	40.9	3.0	0.5	1.5	38.4	15.8	100
6-16	49.5	7.8	1.8	2.0	32.5	6.4	100
Total	61.1				38.9		
By Type	81.0	12.8	3.0	3.2			

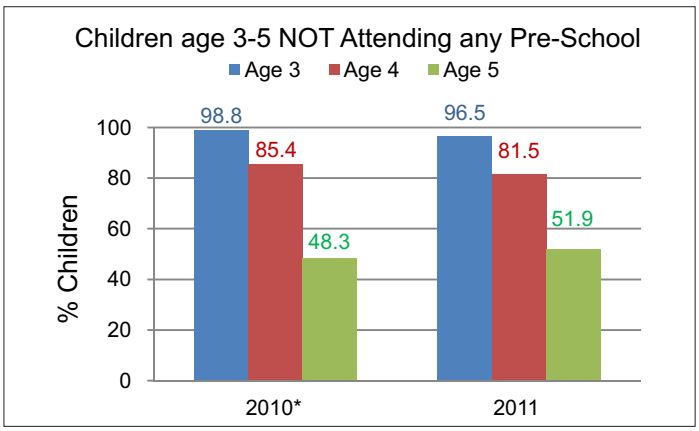






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	3.5	0.0	0.0	0.0	96.5	100
4	16.3	1.5	0.7	0.0	81.5	100
5	39.3	4.9	1.1	2.7	51.9	100
3-5	21.5	2.4	0.7	1.1	74.3	100
Total	25.7				74.3	
By Type	83.9	9.3	2.5	4.2		100



* District Umerkot was surveyed in 2010

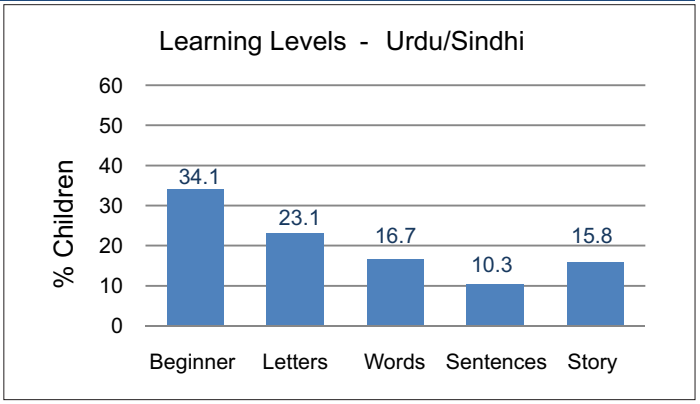
Umerkot

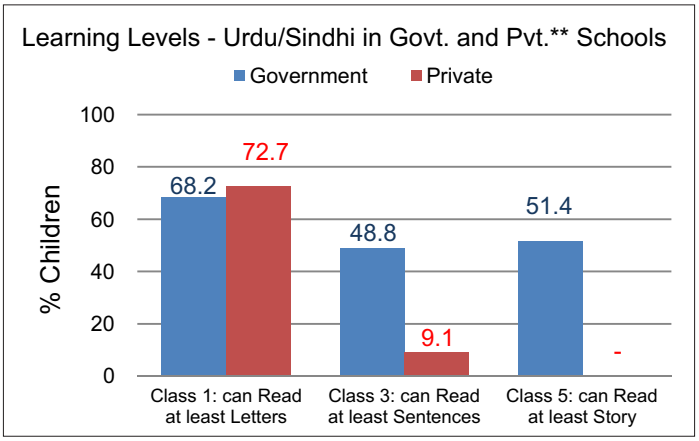
Learning Levels - Urdu

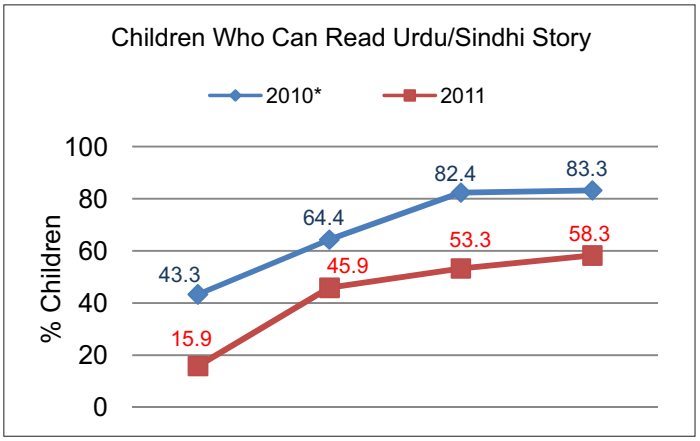
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	32.4	49.5	15.7	2.3	0.0	100
2	10.5	33.3	42.1	9.6	4.4	100
3	9.9	20.8	27.7	28.7	12.9	100
4	3.7	24.4	26.8	29.3	15.9	100
5	8.2	14.1	12.9	18.8	45.9	100
6	15.6	8.9	11.1	11.1	53.3	100
7	11.1	5.6	5.6	19.4	58.3	100
8	9.1	9.1	3.0	6.1	72.7	100
9	0.0	16.7	0.0	0.0	83.3	100
10	11.8	0.0	23.5	5.9	58.8	100

How to read: 2.3% (2.3 +0.0) children of class 1 can read sentences





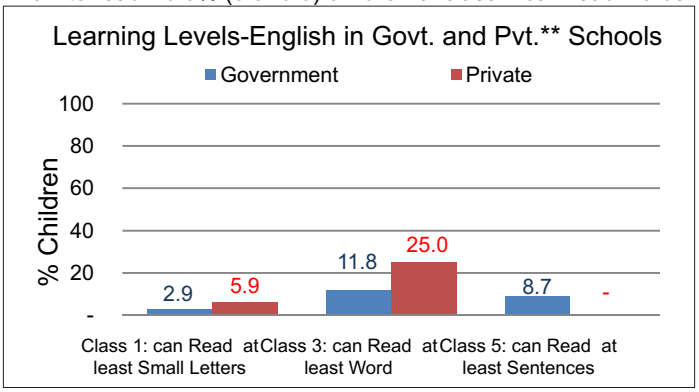


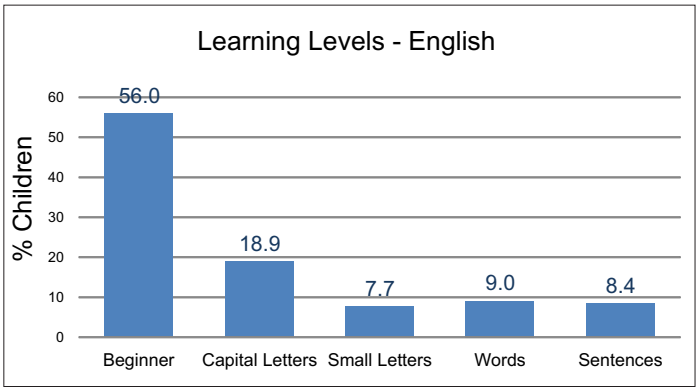
Learning Levels - English

Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	80.6	16.1	2.3	0.9	0.0	100	0.0	-
2	52.2	23.0	13.3	11.5	0.0	100	69.2	-
3	38.8	33.0	14.6	12.6	1.0	100	69.2	0.0
4	28.0	39.0	13.4	13.4	6.1	100	63.6	60.0
5	16.9	32.5	14.5	28.9	7.2	100	54.2	50.0
6	13.3	24.4	6.7	28.9	26.7	100	84.6	50.0
7	8.3	16.7	5.6	22.2	47.2	100	50.0	47.1
8	8.8	8.8	2.9	11.8	67.6	100	100.0	65.2
9	0.0	16.7	0.0	8.3	75.0	100	100.0	44.4
10	12.5	6.3	6.3	6.3	68.8	100	100.0	63.6

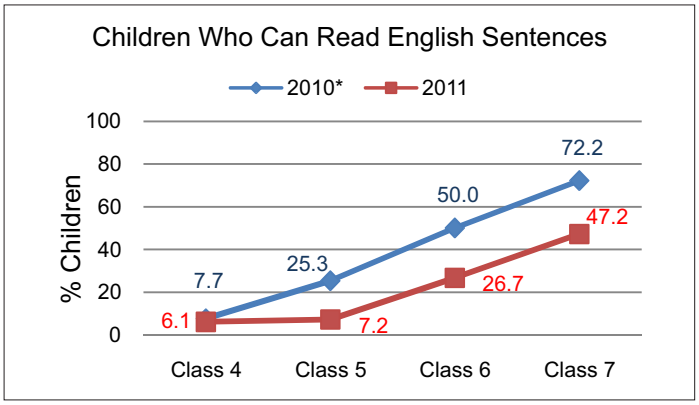
How to read: 0.9% (0.9+0.0) children of class 1 can read words





**The analysis of learning levels in private schools was not done due to insignificant or non-representative private schooling data

Umerkot

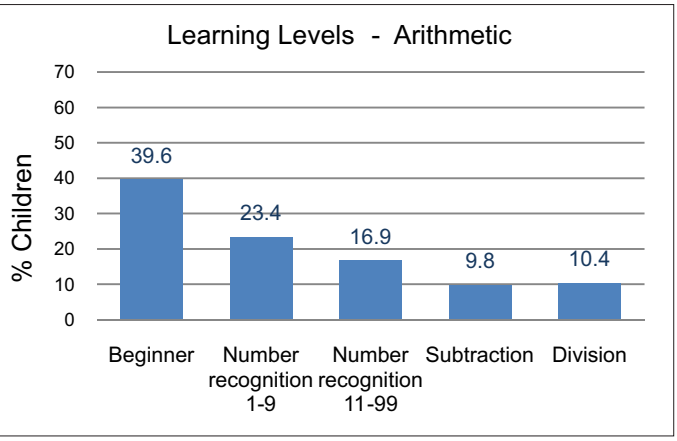


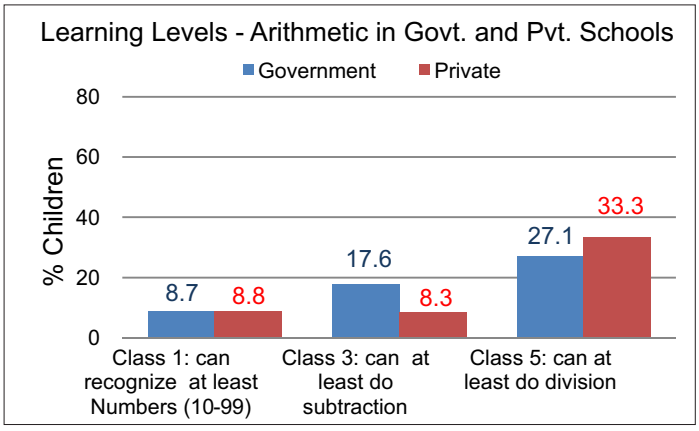


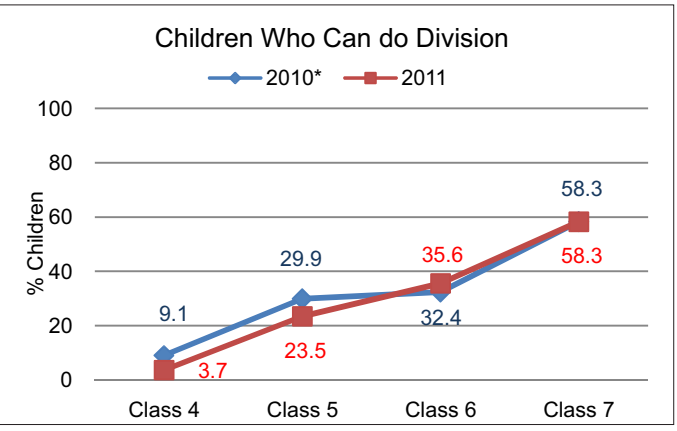
Learning Levels - Arithmetic

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	49.3	41.9	8.3	0.5	0.0	100
2	15.9	42.5	37.2	3.5	0.9	100
3	12.6	30.1	41.7	12.6	2.9	100
4	7.3	23.2	40.2	25.6	3.7	100
5	9.4	9.4	23.5	34.1	23.5	100
6	15.6	15.6	17.8	15.6	35.6	100
7	13.9	11.1	8.3	8.3	58.3	100
8	8.8	11.8	0.0	11.8	67.6	100
9	0.0	8.3	8.3	16.7	66.7	100
10	18.8	6.3	12.5	0.0	62.5	100

How to read : 0.5% (0.5+0.0) children of class 1 can do subtraction



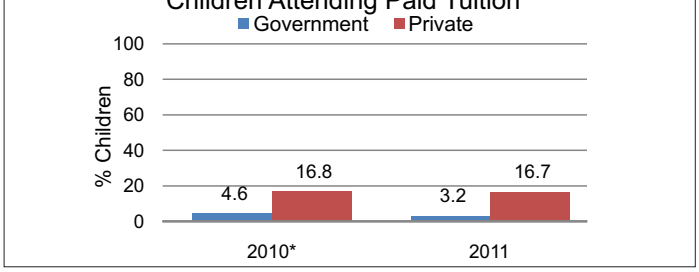




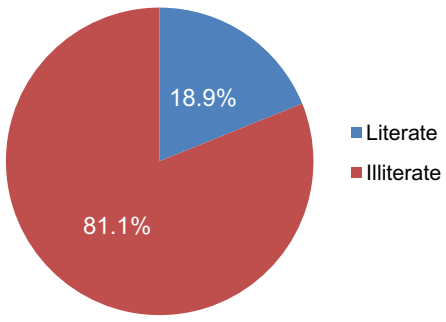
Paid Tuition

Class Wise % Children Attending Paid Tuition

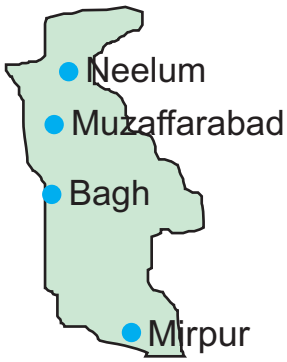
School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	2.2	1.1	0.0	1.3	4.5	3.3	2.8	0.0	16.7
Pvt.	2.6	4.3	7.1	20.0	0.0	33.3	0.0	100.0	0.0	0.0



Mothers' Literacy



Azad Jammu & Kashmir



Surveyed Districts

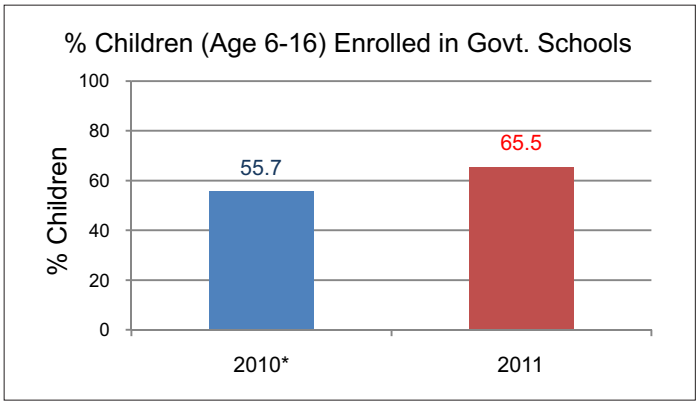
1. Bagh
2. Mirpur
3. Muzaffarabad
4. Neelum

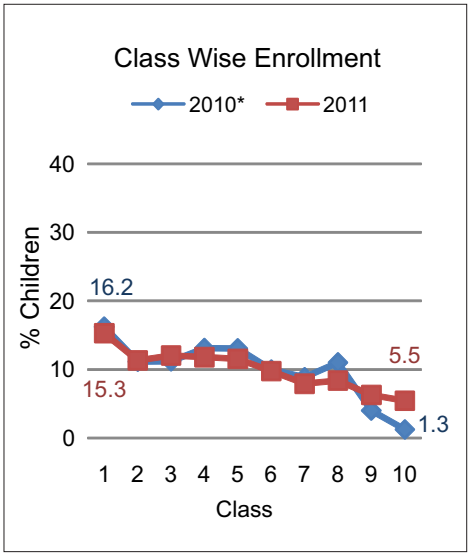
*Map may not be accurate or to scale. It is a mere representation

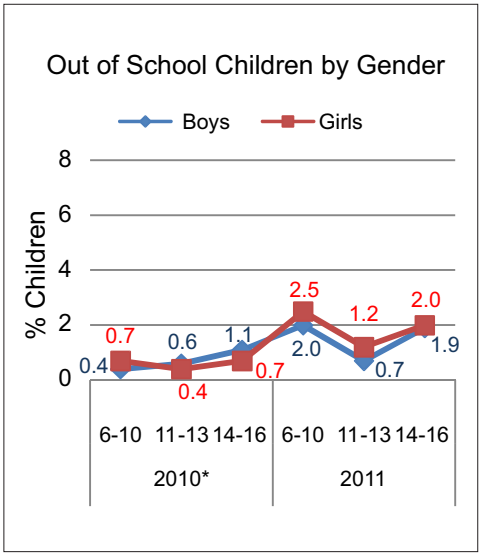
Azad Jammu & Kashmir

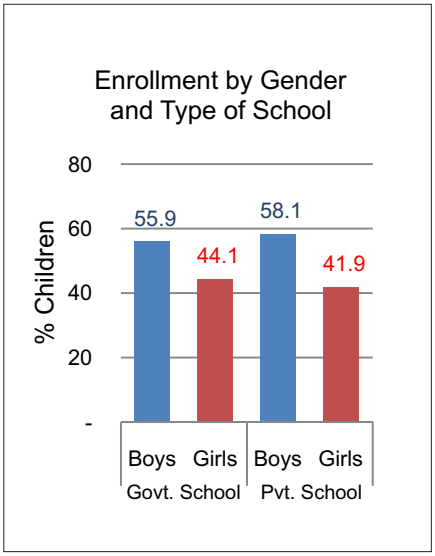
School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop - out	
6-10	56.2	33.8	1.1	0.3	7.8	0.8	100
11-13	64.4	26.8	1.3	0.1	4.9	2.6	100
14-16	58.5	22.5	1.4	0.3	8.4	8.9	100
6-16	58.8	29.5	1.2	0.2	7.2	3.1	100
Total			89.7		10.3		100
By Type	65.5	32.9	1.4	0.2			



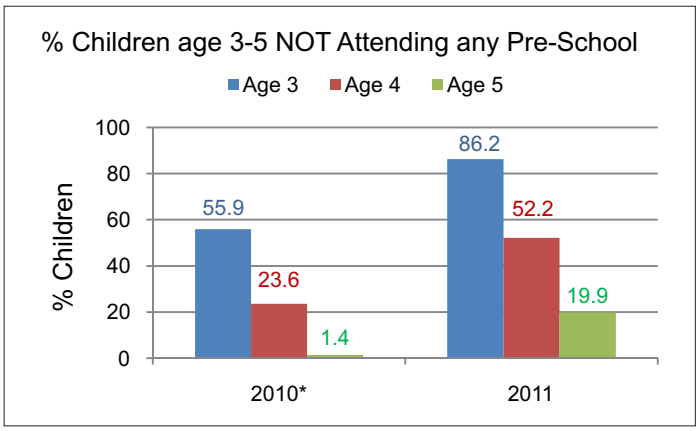






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	7.6	5.7	0.5	0.0	86.2	100
4	23.4	24.2	0.3	0.0	52.2	100
5	40.5	39.0	0.4	0.2	19.9	100
3-5	25.3	24.3	0.4	0.1	49.9	100
Total			50.1		49.9	100
By Type	50.5	48.5	0.8	0.2		100



* In 2010, 2 districts of Azad Jammu & Kashmir were surveyed

Azad Jammu & Kashmir

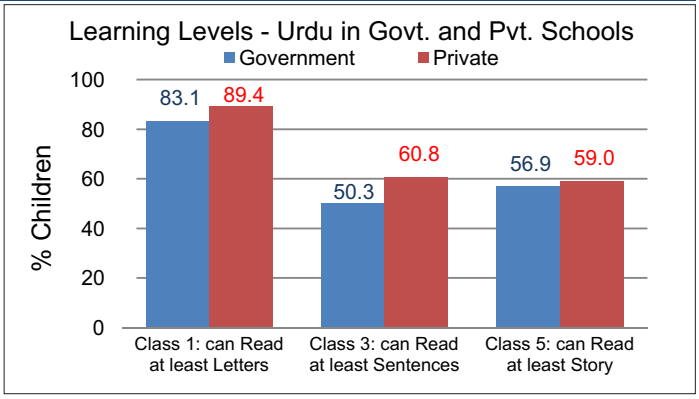
Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

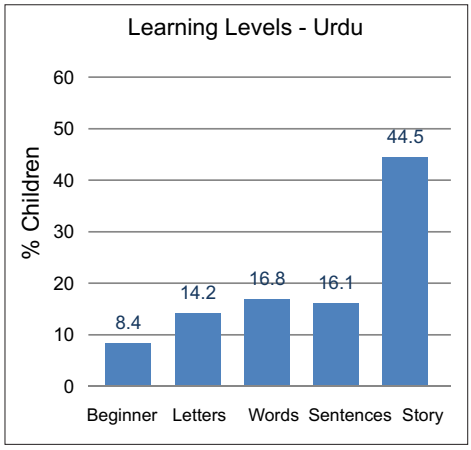
Learning Levels - Urdu

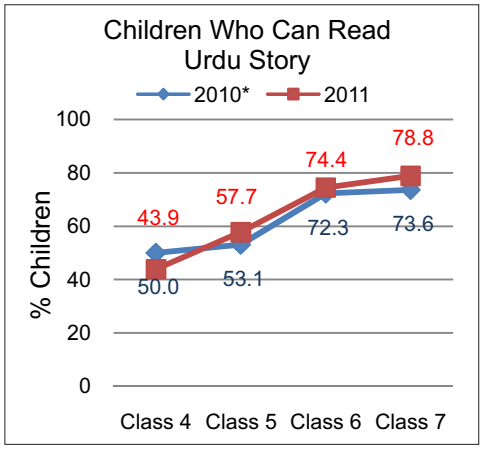
Class Wise % Children Who Can Read

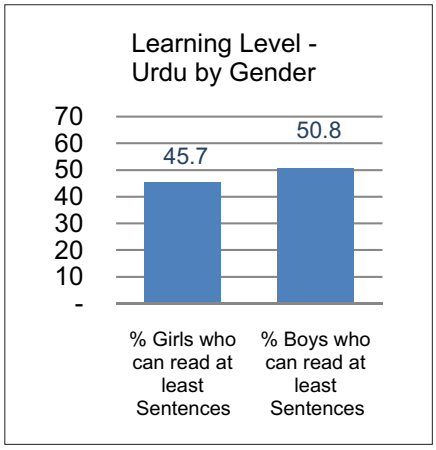
Class	Nothing	Letter	Words	Sentences	Story	Total
1	14.6	40.3	31.7	9.6	3.8	100
2	7.4	19.7	40.9	18.5	13.6	100
3	2.6	13.2	29.7	28.9	25.6	100
4	1.1	9.2	18.6	27.2	43.9	100
5	1.2	2.9	11.1	27.2	57.7	100
6	0.2	2.5	7.3	15.6	74.4	100
7	2.3	1.1	2.9	14.9	78.8	100
8	1.1	2.1	1.3	11.5	84.0	100
9	0.4	0.7	1.1	6.5	91.4	100
10	0.8	0.0	0.8	4.9	93.5	100

How to read: 13.4% (9.6+3.8) children of class 1 can read sentences









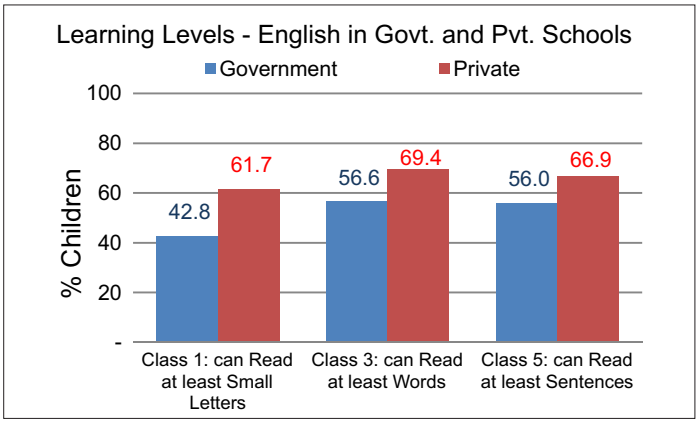
Learning Levels - English

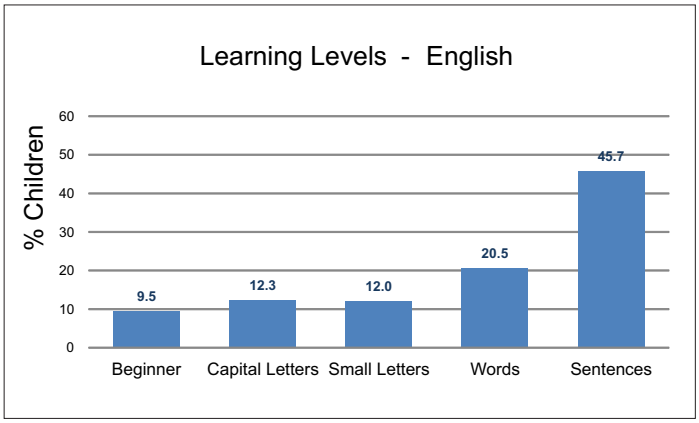
Class Wise % Children Who Can Read English

Class	Nothing	Capital letter	Small letters	Words	Sentences	Total
1	13.7	36.5	24.4	20.9	4.5	100
2	8.2	17.0	28.7	31.8	14.2	100
3	3.8	11.3	23.5	35.3	26.1	100
4	1.5	8.8	11.7	34.8	43.2	100
5	1.6	5.3	6.0	27.7	59.5	100
6	1.4	1.8	4.3	19.2	73.2	100
7	1.1	1.7	0.9	16.1	80.2	100
8	1.3	1.6	1.1	4.0	92.0	100
9	0.4	1.1	0.0	2.5	96.0	100
10	0.8	0.4	0.0	0.4	98.4	100

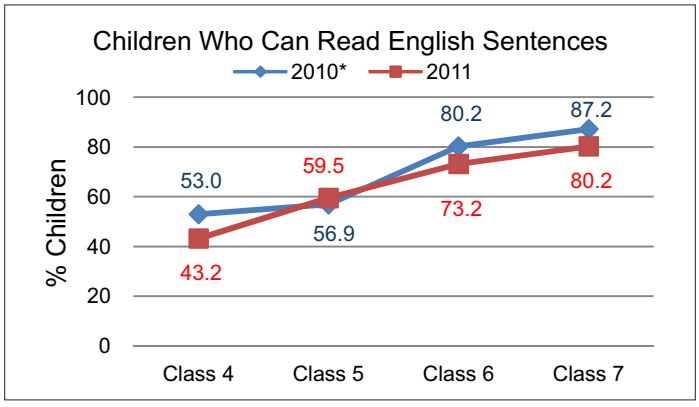
How to read: 25.4% (20.9+4.5) children of class 1 can read words

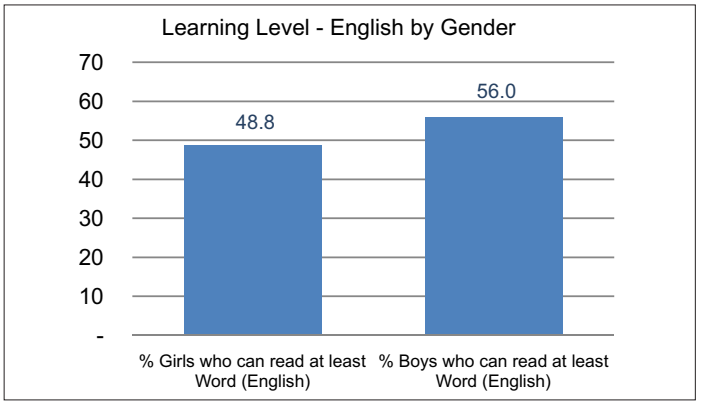
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
61.2	53.8
63.9	85.5
70.2	83.5
69.8	82.7
81.0	85.2
76.2	87.8
82.1	86.7
80.0	87.5
85.7	90.9
100.0	92.5





Azad Jammu & Kashmir



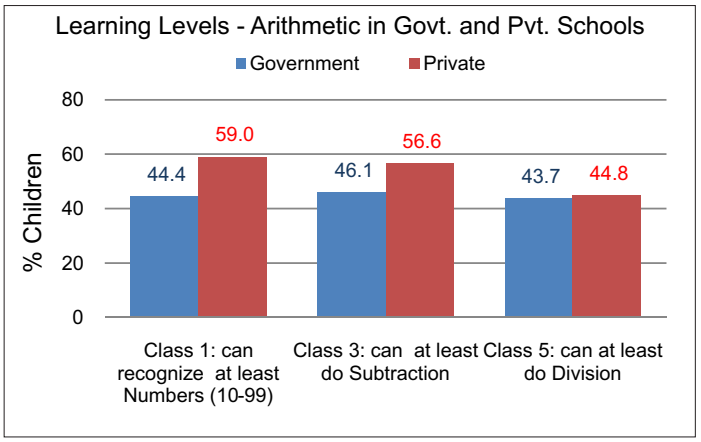


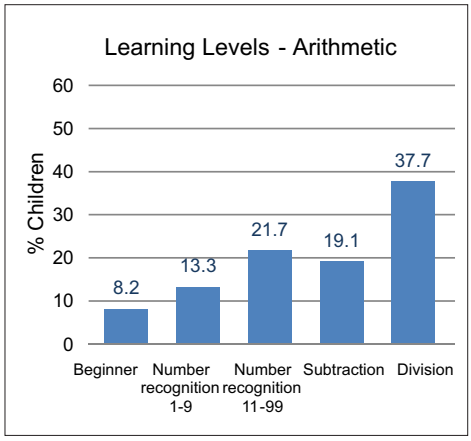
Learning Levels - Arithmetic

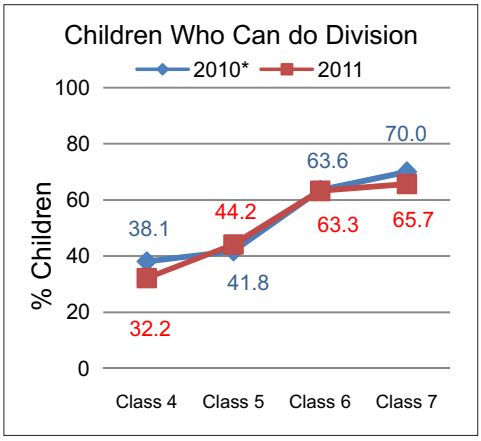
Class Wise % Children Who Can Do

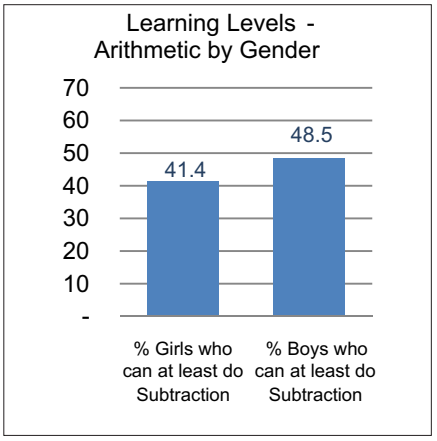
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	14.3	35.9	42.5	5.4	1.9	100
2	7.6	20.2	45.7	18.1	8.4	100
3	2.6	9.0	38.3	32.7	17.3	100
4	0.8	8.4	27.8	30.7	32.2	100
5	1.0	2.7	16.8	35.2	44.2	100
6	0.7	2.3	8.0	25.7	63.3	100
7	1.7	1.1	6.0	25.4	65.7	100
8	1.3	1.6	3.5	11.0	82.6	100
9	0.4	0.7	2.9	8.6	87.5	100
10	0.4	0.8	1.6	6.1	91.0	100

How to read: 7.3% (5.4+1.9) children of class 1 can do subtraction





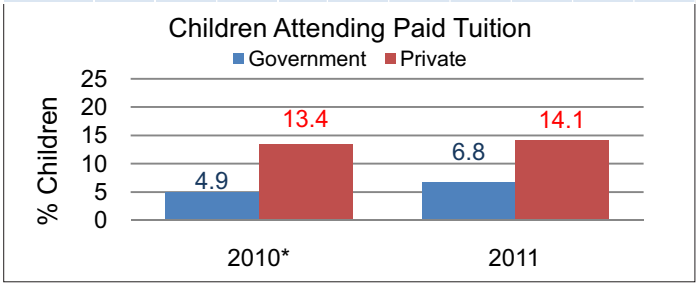




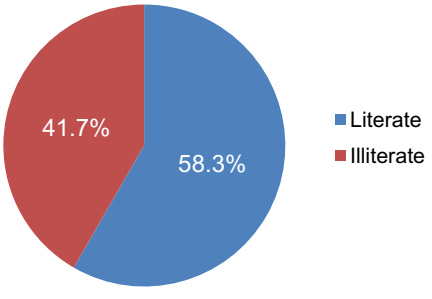
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.8	4.9	4.0	5.7	6.2	4.6	7.2	11.3	13.8	23.4
Pvt.	10.1	12.7	10.5	9.1	11.9	14.0	14.9	21.6	25.8	32.9



Mothers' Literacy



Azad Jammu & Kashmir

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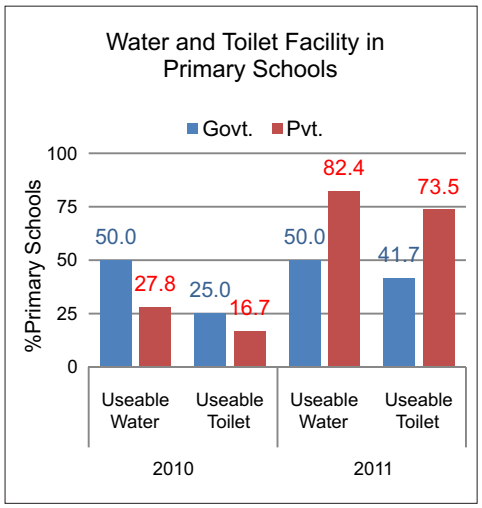
School Report Card

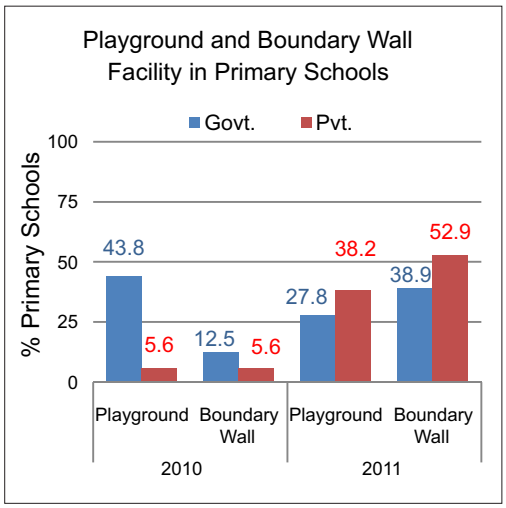
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	8	11	17	36	1	2	31	34
Elementary	13	9	7	29	2	0	29	31
High	15	21	10	46	5	1	13	19
Other	-	-	-	-	-	-	-	-
Total	36	41	34	111	8	3	73	84

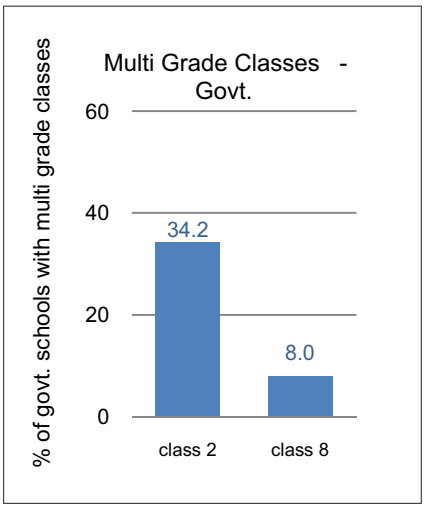
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	89.7	88.3	92.3	-	91.0	91.3	93.0	88.7	-	90.6
% of Attendance (as per headcount)	84.9	87.1	89.8	-	88.5	90.6	89.9	87.4	-	88.8

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	66.1	73.0	87.5	-	82.4	87.4	87.5	93.3	-	90.1

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Element ary	High	Other
Useable Water (%)	50.0	51.7	69.6	-	82.4	71.0	89.5	-
Useable Toilet (%)	41.7	55.2	65.2	-	73.5	67.7	94.7	-
Rooms Available	3.2	6.6	10.7	-	5.2	8.3	11.6	-
Rooms used for classes	2.5	4.5	7.2	-	4.0	6.5	10.2	-
Availability of Playground (%)	27.8	41.4	67.4	-	38.2	45.2	63.2	-
Availability of Boundary wall (%)	38.9	55.2	60.9	-	52.9	45.2	63.2	-





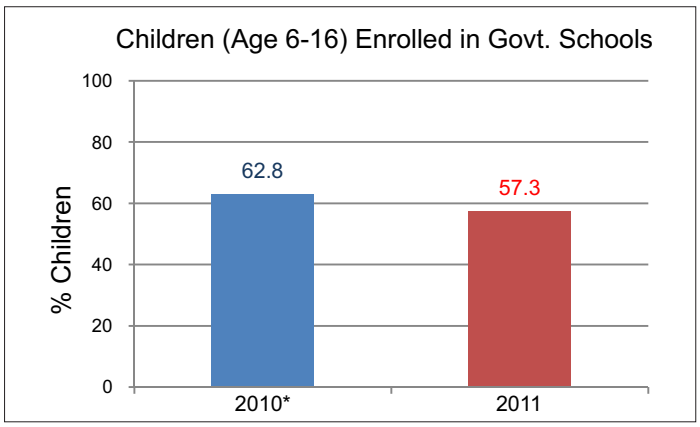


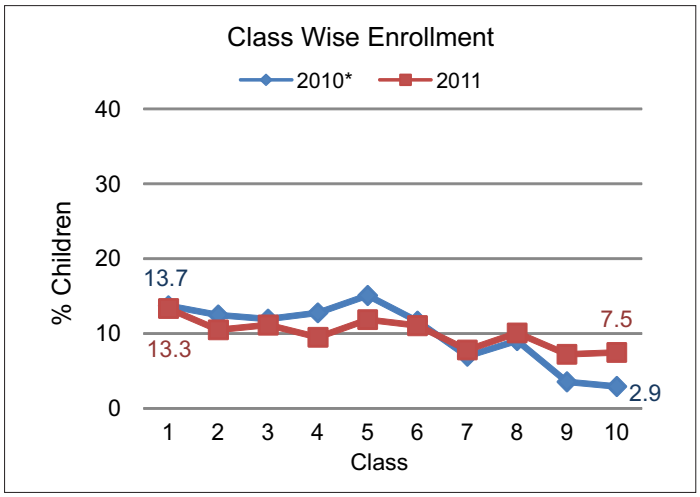
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	1	1	-	-	-	1	-	-
Average amount of grant	2,000	10,000			-	8,000	-	-

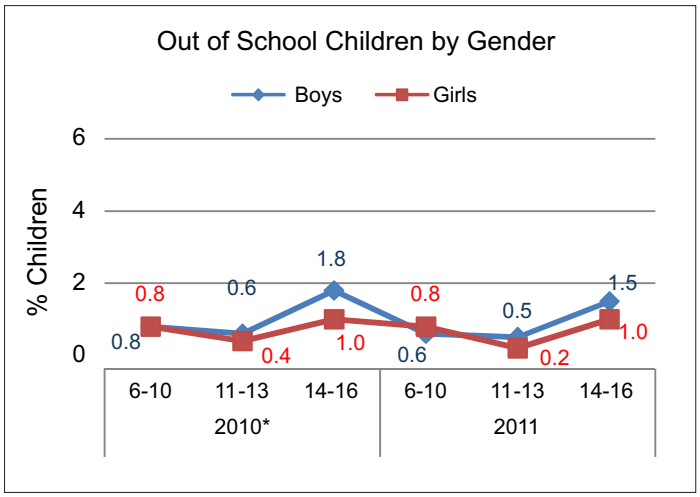
Bagh

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	47.7	47.4	2.1	0.0	2.1	0.7	100
11-13	65.5	30.3	1.6	0.0	1.3	1.3	100
14-16	57.5	31.0	2.1	0.3	2.9	6.2	100
6-16	54.7	38.7	2.0	0.1	2.1	2.3	100
Total	95.5				4.4		100
By Type	57.3	40.5	2.1	0.1			

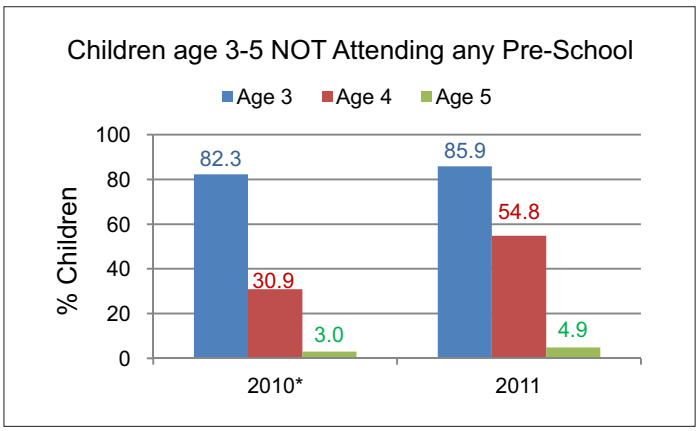






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	3.8	10.3	0.0	0.0	85.9	100
4	13.7	31.5	0.0	0.0	54.8	100
5	39.2	54.9	1.0	0.0	4.9	100
3-5	20.9	34.4	0.4	0.0	44.3	100
Total	55.7				44.3	100
By Type	37.6	61.7	0.7	0.0		100



*District Bagh was surveyed in 2010

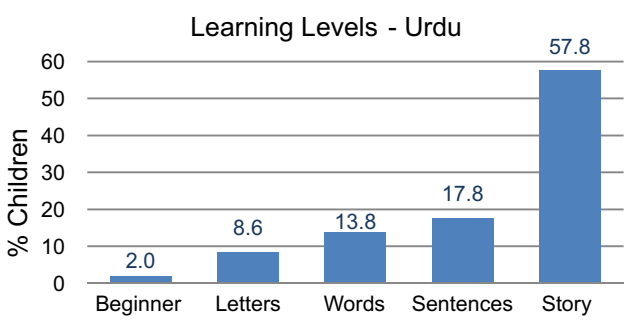
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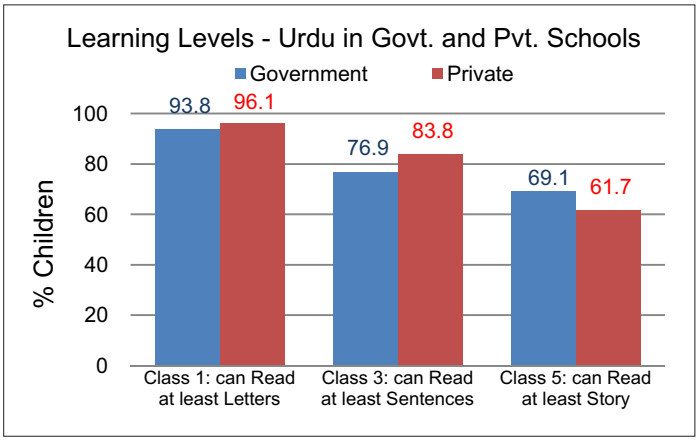
Learning Levels - Urdu

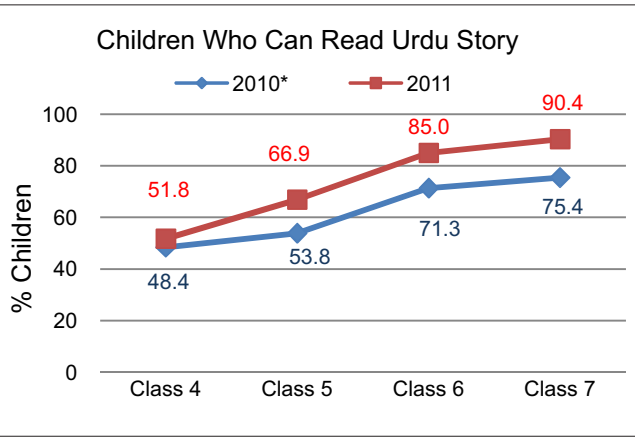
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	4.9	35.9	40.1	10.6	8.5	100
2	0.8	8.5	42.4	26.3	22.0	100
3	0.0	6.0	13.4	40.3	40.3	100
4	0.0	1.8	14.0	32.5	51.8	100
5	0.7	0.7	7.0	24.6	66.9	100
6	0.0	0.8	5.3	9.0	85.0	100
7	3.2	0.0	1.1	5.3	90.4	100
8	0.0	0.8	0.0	12.3	86.9	100
9	0.0	0.0	1.1	8.0	90.8	100
10	0.0	0.0	1.1	8.9	90.0	100

How to read: 19.1% (10.6+8.5) children of class 1 can read sentences





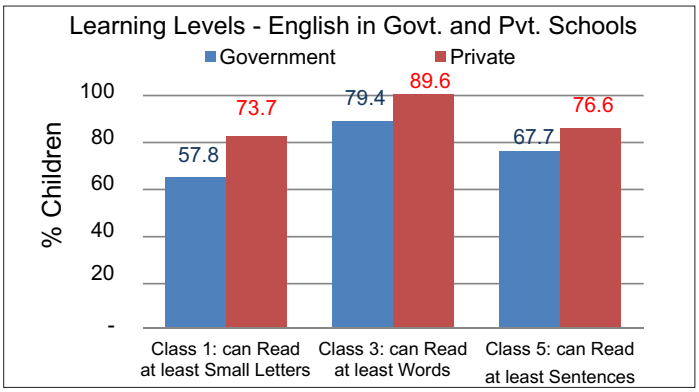


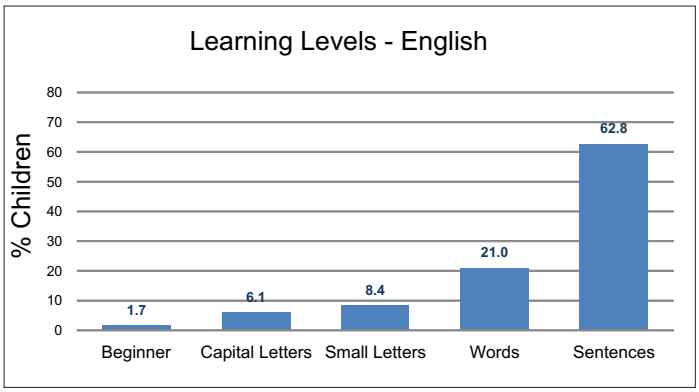
Learning Levels - English

Class Wise % Children Who Can Read English

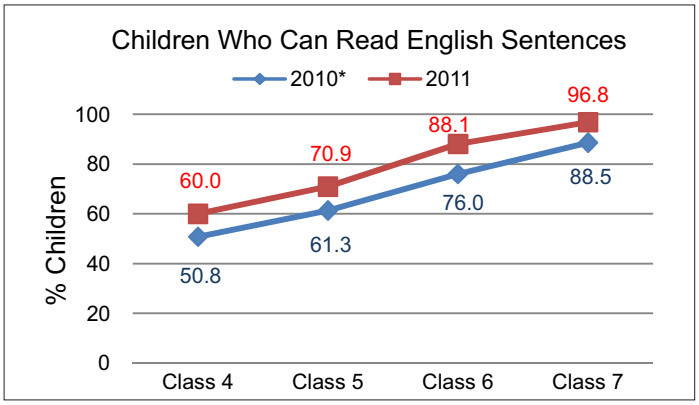
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	5.0	28.4	25.5	34.8	6.4	100	40.8	55.6
2	0.0	6.8	24.6	43.2	25.4	100	62.7	83.3
3	0.8	3.8	10.7	38.9	45.8	100	60.8	73.3
4	0.0	0.9	2.6	36.5	60.0	100	66.7	65.2
5	0.7	1.4	3.5	23.4	70.9	100	75.8	78.0
6	0.0	0.7	0.7	10.4	88.1	100	71.4	77.1
7	0.0	0.0	0.0	3.2	96.8	100	66.7	73.9
8	0.0	0.0	0.0	0.8	99.2	100	100.0	73.6
9	0.0	0.0	0.0	2.3	97.7	100	100.0	80.0
10	1.1	0.0	0.0	0.0	98.9	100	0.0	85.1

How to read: 41.2% (34.8+6.4) children of class 1 can read words





Bagh



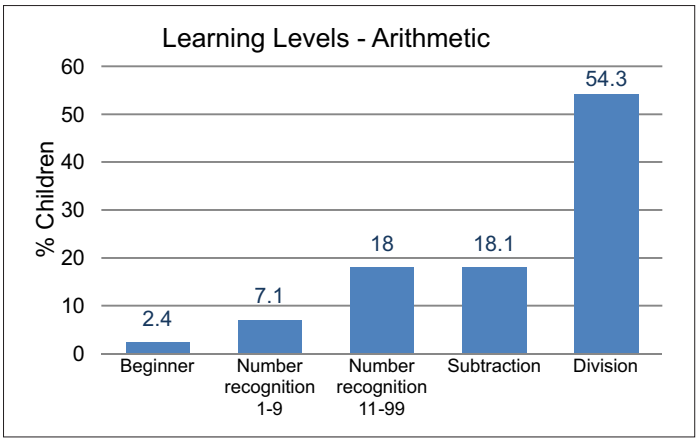


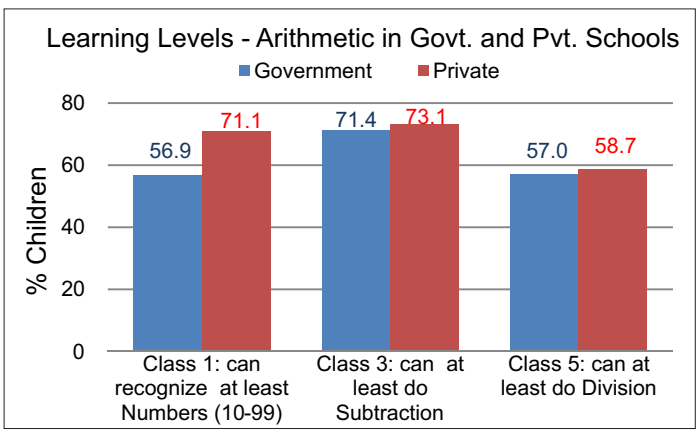
Learning Levels - Arithmetic

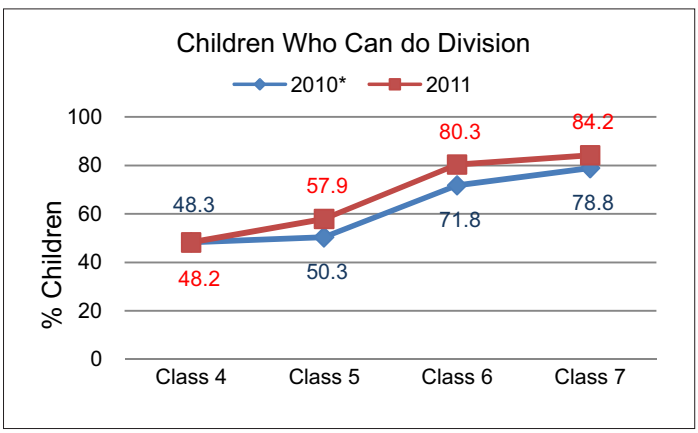
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	9.2	26.1	53.5	7.0	4.2	100
2	1.7	10.2	44.9	26.3	16.9	100
3	0.8	2.3	24.4	36.6	35.9	100
4	0.0	1.8	17.5	32.5	48.2	100
5	0.0	1.4	7.9	32.9	57.9	100
6	1.5	1.5	4.5	12.1	80.3	100
7	1.1	0.0	2.1	12.6	84.2	100
8	0.0	0.0	3.3	5.8	90.8	100
9	0.0	0.0	1.1	6.9	92.0	100
10	0.0	1.1	0.0	6.7	92.1	100

How to read : 11.2% (7.0+4.2) children of class 1 can do subtraction



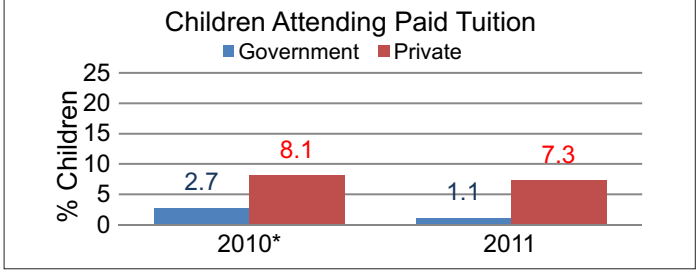




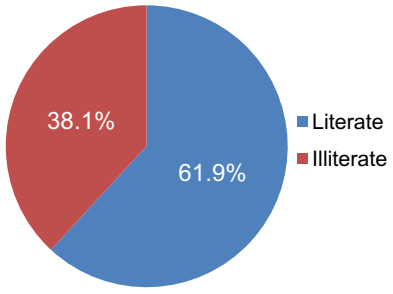
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	1.5	1.5	3.1	1.0	0.0	0.0	1.1	2.1	1.9
Pvt	0.0	5.2	2.9	1.9	8.5	4.1	10.3	15.2	32.5	22.2



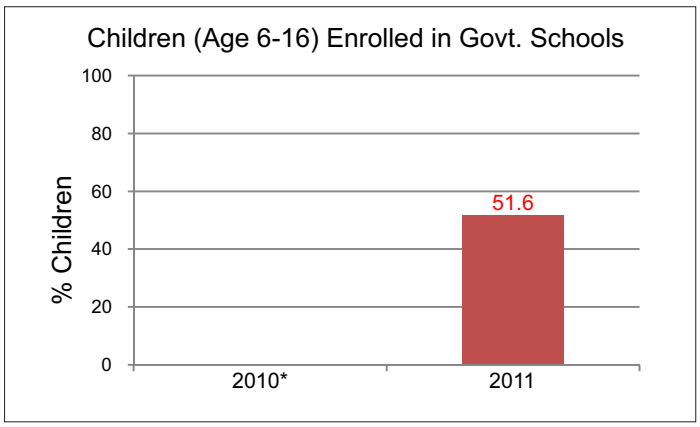
Mothers' Literacy

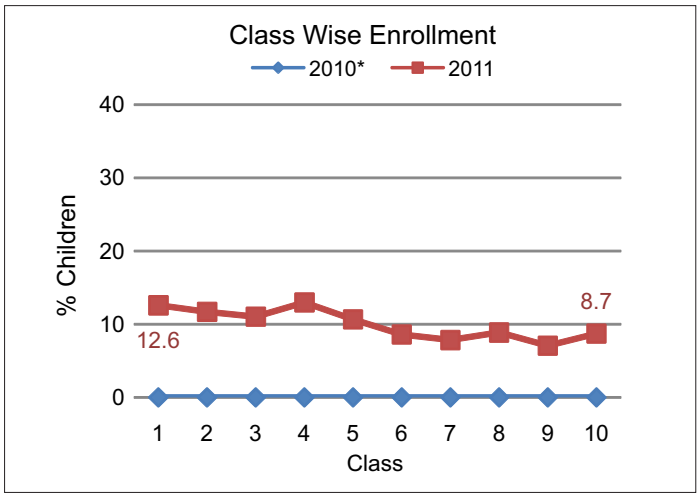


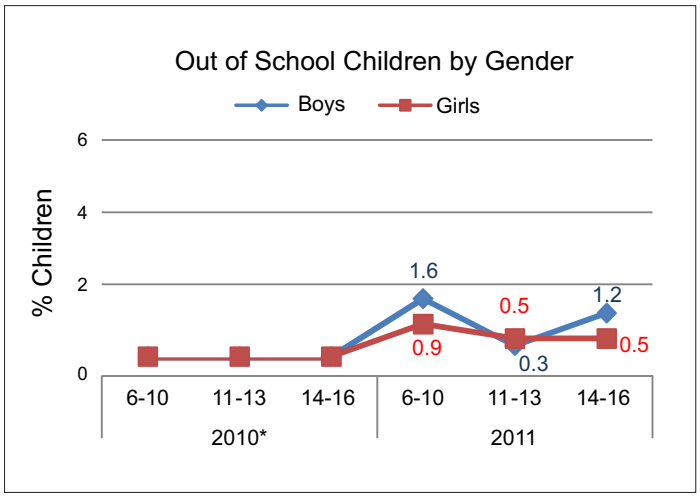
Mirpur

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	43.1	51.8	0.0	0.0	4.1	1.1	100
11-13	53.8	42.1	1.0	0.0	1.5	1.5	100
14-16	55.7	36.9	0.0	0.0	2.8	4.5	100
6-16	48.9	45.7	0.3	0.0	3.1	2.0	100
Total			94.9		5.1		100
By Type	57.3	40.5	2.1	0.1			

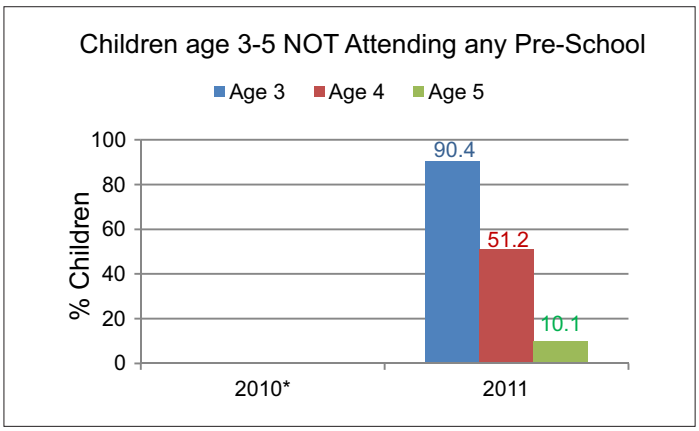






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre -Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	6.1	3.5	0.0	0.0	90.4	100
4	16.7	32.1	0.0	0.0	51.2	100
5	37.1	52.8	0.0	0.0	10.1	100
3-5	18.8	27.1	0.0	0.0	54.2	100
Total			45.9		54.2	100
By Type	40.9	59.1	0.0	0.0		100

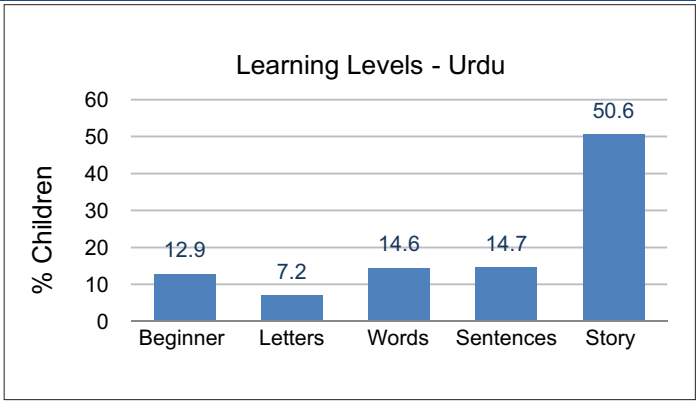


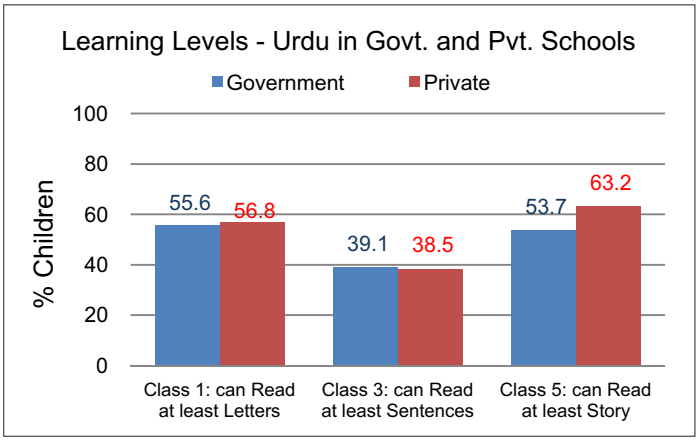
*District Mirpur was not surveyed in 2010

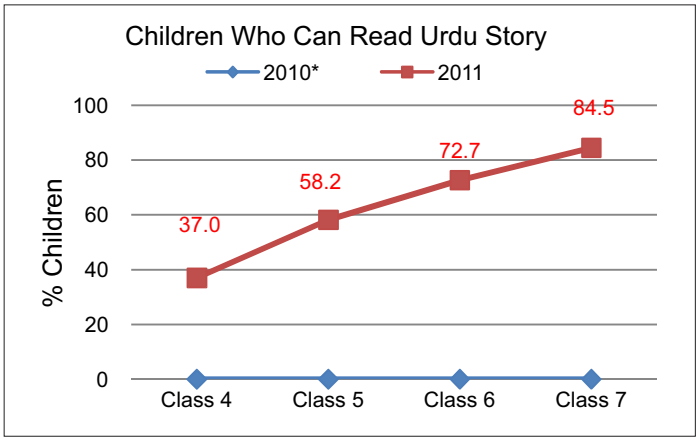
Learning Levels - Urdu

Class Wise % Children Who Can Read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	43.8	12.3	21.9	19.2	2.7	100
2	23.3	19.8	29.1	10.5	17.4	100
3	9.4	11.8	40.0	17.6	21.2	100
4	3.3	6.5	19.6	33.7	37.0	100
5	2.5	2.5	8.9	27.8	58.2	100
6	0.0	4.5	10.6	12.1	72.7	100
7	3.4	1.7	0.0	10.3	84.5	100
8	2.9	0.0	1.4	7.2	88.4	100
9	1.9	0.0	1.9	3.7	92.6	100
10	1.5	0.0	0.0	1.5	97.0	100

How to read: 21.9% (19.2+2.7) children of class 1 can read sentences





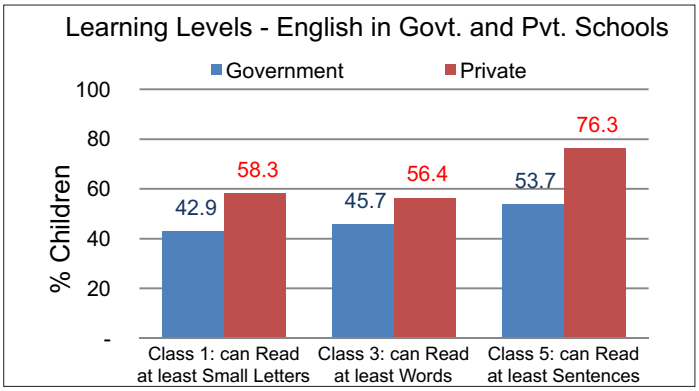


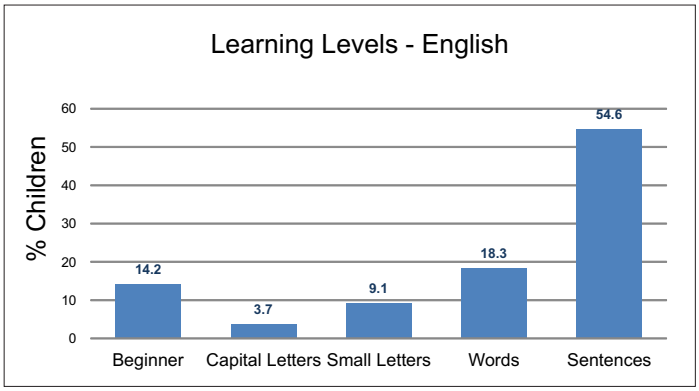
Learning Levels - English

Class Wise % Children Who Can Read English						
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	43.7	5.6	15.5	21.1	14.1	100
2	24.1	8.0	24.1	28.7	14.9	100
3	14.1	8.2	27.1	27.1	23.5	100
4	5.4	5.4	8.7	39.1	41.3	100
5	2.5	2.5	6.3	24.1	64.6	100
6	3.0	0.0	0.0	19.7	77.3	100
7	3.4	0.0	0.0	8.6	87.9	100
8	2.9	0.0	0.0	2.9	94.2	100
9	1.9	0.0	0.0	0.0	98.1	100
10	0.0	0.0	0.0	1.5	98.5	100

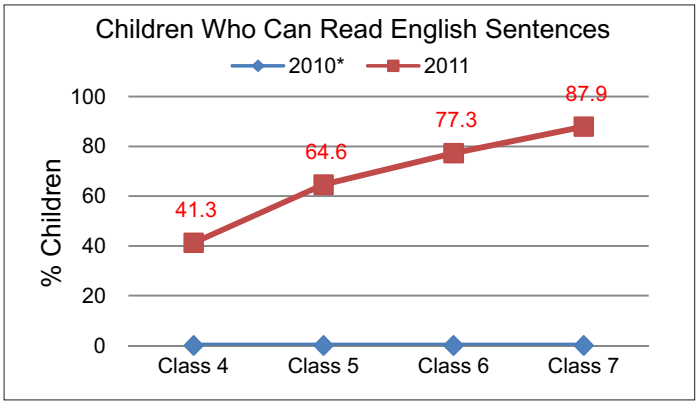
How to read: 35.2% (21.1+14.1) children of class 1 can read words

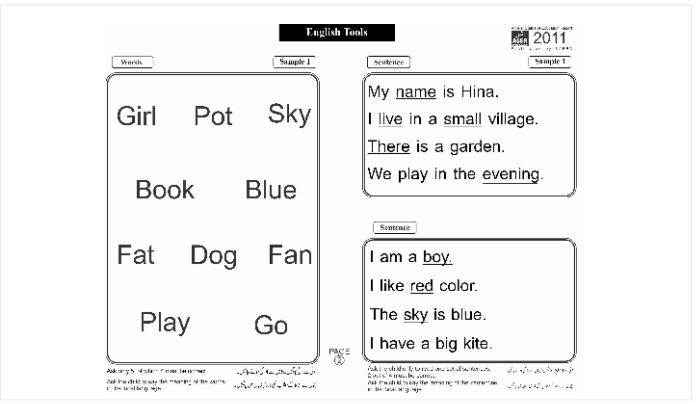
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
86.7	20.0
40.0	92.3
52.2	75.0
58.3	89.5
84.2	88.2
53.8	92.2
100.0	84.3
50.0	90.8
0.0	92.5
100.0	98.5





Mirpur



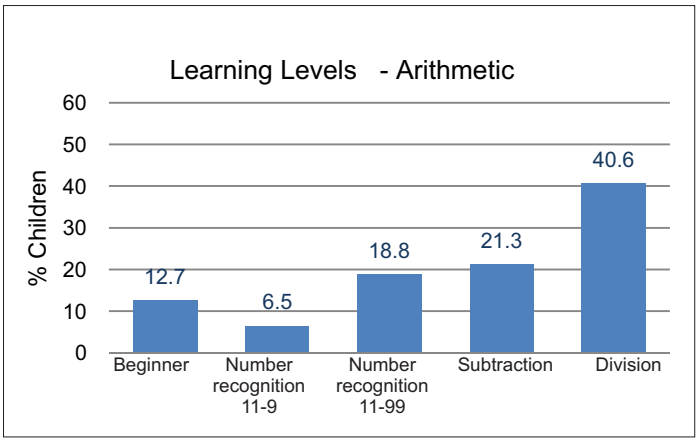


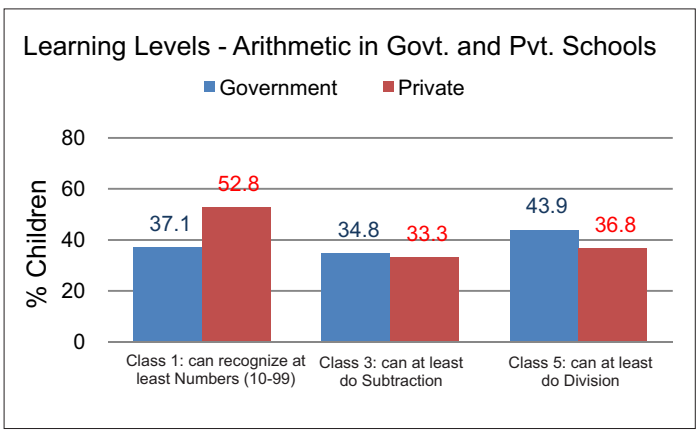
Learning Levels - Arithmetic

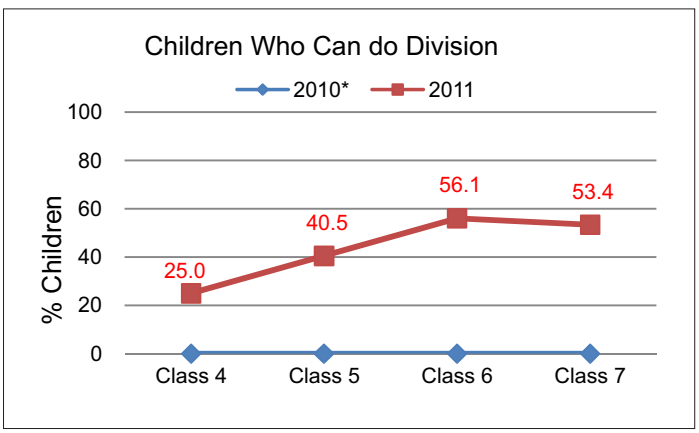
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	43.7	11.3	36.6	5.6	2.8	100
2	24.1	17.2	28.7	16.1	13.8	100
3	9.4	14.1	42.4	23.5	10.6	100
4	2.2	7.6	29.3	35.9	25.0	100
5	2.5	1.3	21.5	34.2	40.5	100
6	0.0	1.5	7.6	34.8	56.1	100
7	3.4	0.0	3.4	39.7	53.4	100
8	2.9	0.0	2.9	14.5	79.7	100
9	1.9	0.0	0.0	11.1	87.0	100
10	0.0	0.0	1.5	6.0	92.5	100

How to read : 8.4% (5.6+2.8) children of class 1 can do subtraction



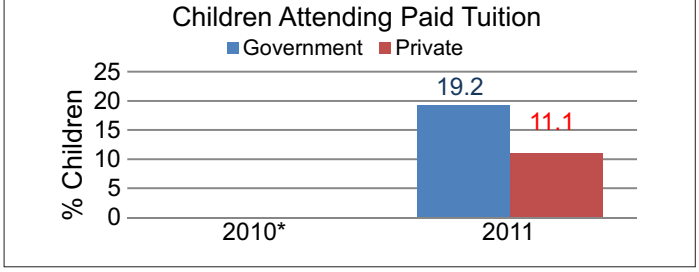




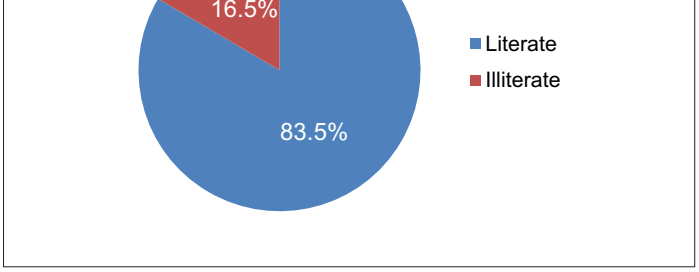
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.2	10.8	4.3	9.1	9.5	11.5	15.8	40.0	39.4	59.5
Pvt	3.8	7.4	2.6	3.5	12.2	19.5	17.4	17.4	22.7	42.3



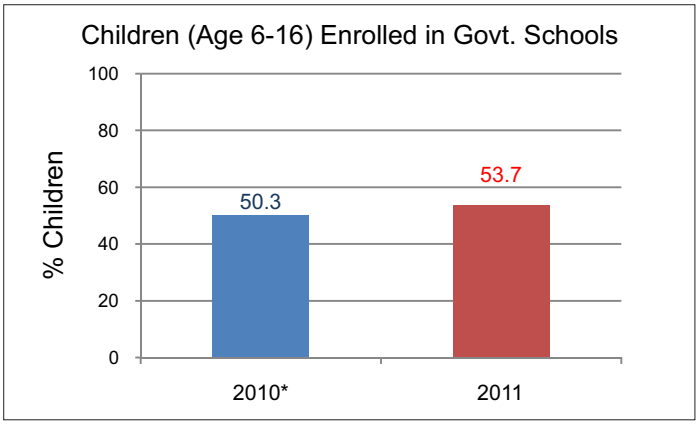
Mothers' Literacy

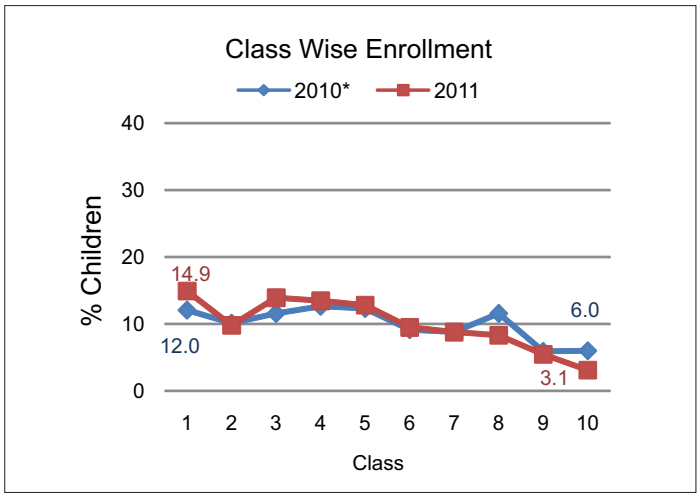


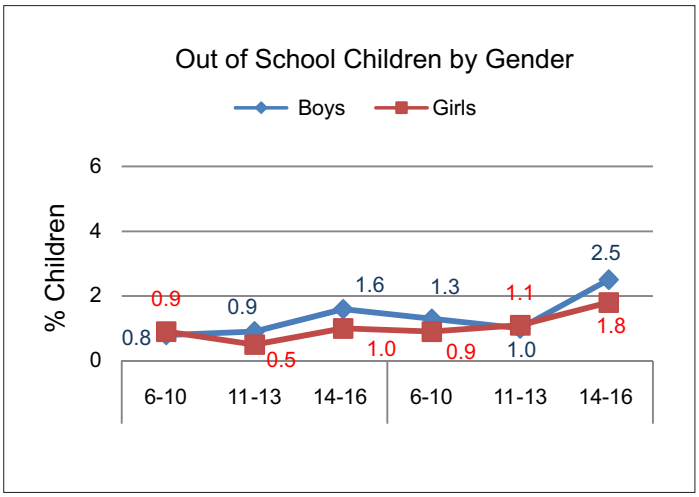
Muzaffarabad

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	46.9	47.4	0.7	0.9	3.1	1.1	100
11-13	50.6	39.9	1.1	0.0	3.4	4.9	100
14-16	53.1	24.0	1.1	0.0	6.3	15.5	100
6-16	49.1	40.9	0.9	0.5	3.8	4.9	100
Total			91.4		8.7		100
By Type	53.7	44.8	1.0	0.6			

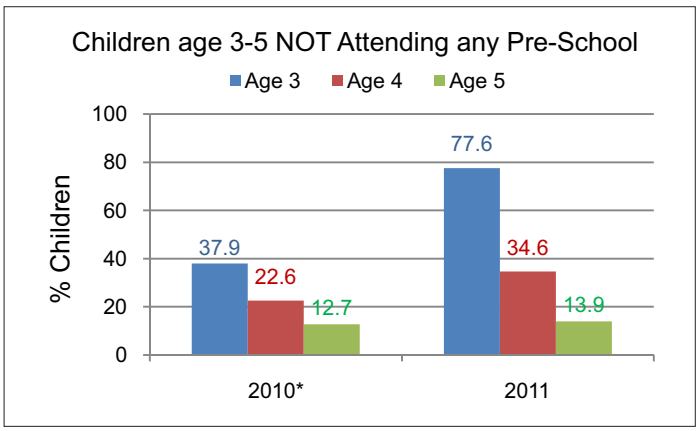






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	7.5	14.9	0.0	0.0	77.6	100
4	22.2	43.2	0.0	0.0	34.6	100
5	34.2	51.3	0.0	0.6	13.9	100
3-5	25.2	41.2	0.0	0.3	33.3	100
Total			66.7		33.3	100
By Type	37.7	61.8	0.0	0.5		100



*District Muzaffarabad was surveyed in 2010

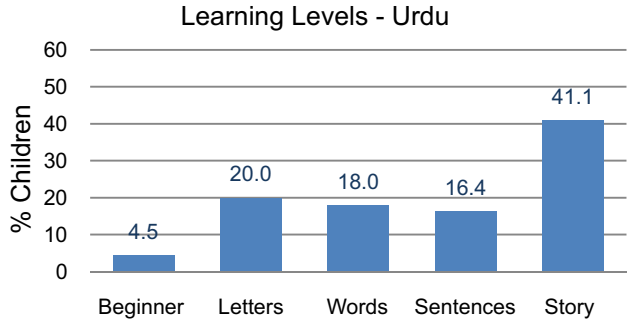
Muzaffarabad

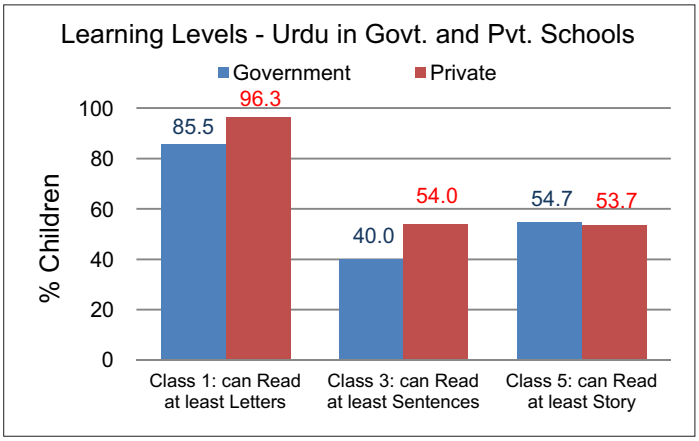
Learning Levels - Urdu

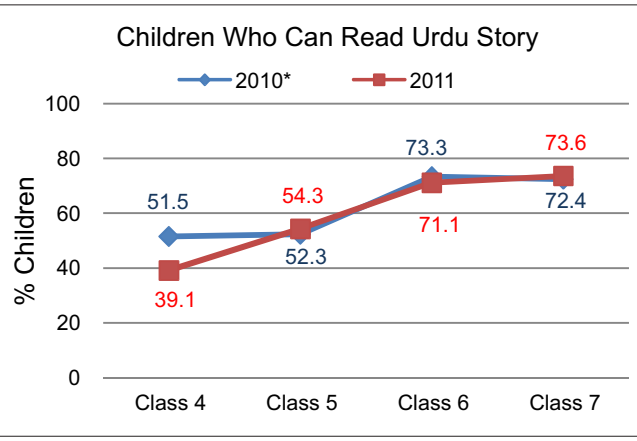
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	9.1	52.4	29.9	7.3	1.2	100
2	5.0	27.5	36.7	20.8	10.0	100
3	2.3	17.1	32.6	26.3	21.7	100
4	0.0	16.6	20.7	23.7	39.1	100
5	0.6	3.1	14.8	27.2	54.3	100
6	0.0	4.1	7.4	17.4	71.1	100
7	0.0	0.9	5.5	20.0	73.6	100
8	0.0	1.0	2.0	9.8	87.3	100
9	0.0	1.5	0.0	4.4	94.1	100
10	2.6	0.0	2.6	2.6	92.3	100

How to read: 8.5% (7.3+1.2) children of class 1 can read sentences







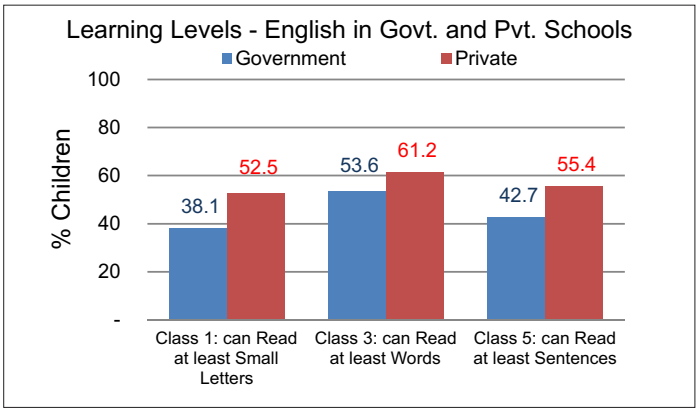
Learning Levels - English

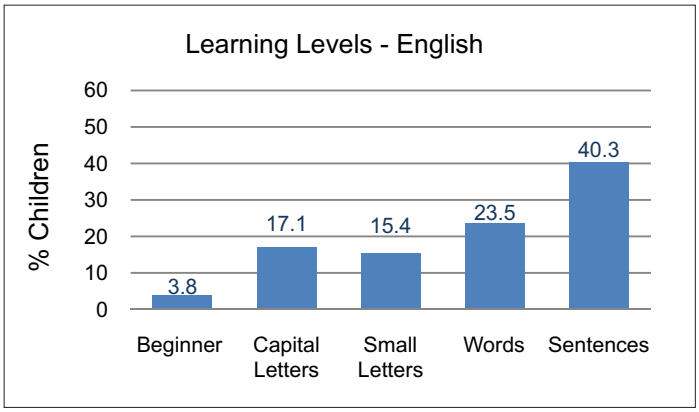
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	7.9	47.0	28.0	14.6	2.4	100
2	5.0	16.8	30.3	32.8	15.1	100
3	1.7	14.0	26.7	37.2	20.3	100
4	0.6	14.8	18.9	32.0	33.7	100
5	1.9	8.1	8.7	33.5	47.8	100
6	2.5	3.3	7.5	25.0	61.7	100
7	0.0	0.9	0.9	30.3	67.9	100
8	1.0	1.0	0.0	5.9	92.1	100
9	0.0	0.0	0.0	3.1	96.9	100
10	2.6	2.6	0.0	0.0	94.9	100

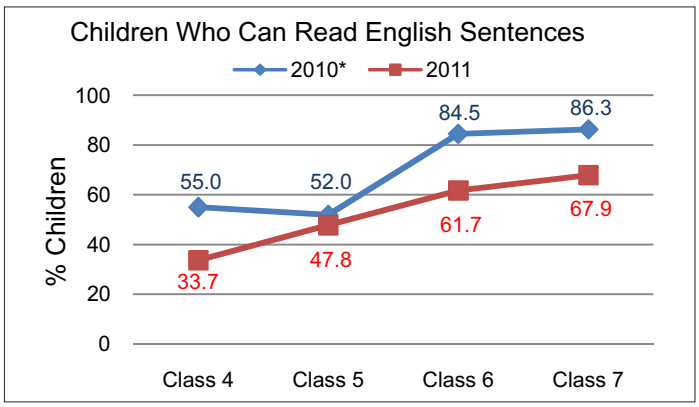
How to read: 17.0% (14.6+2.4) children of class 1 can read words

Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
87.5	100.0
87.2	88.9
89.1	97.1
87.0	98.2
87.0	97.4
86.7	98.6
93.9	100.0
100.0	97.8
100.0	98.4
0.0	94.6





Muzaffarabad



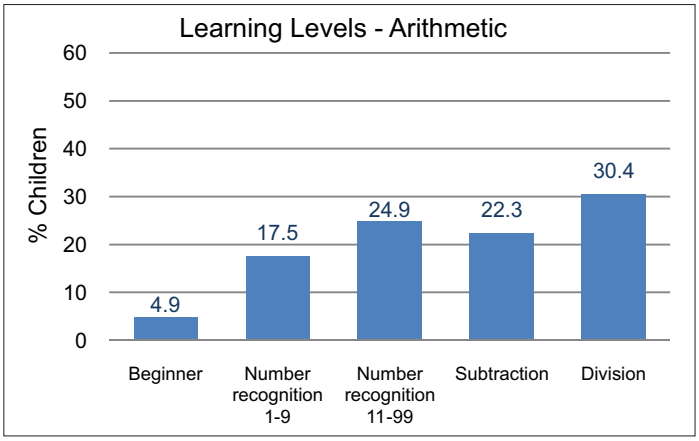


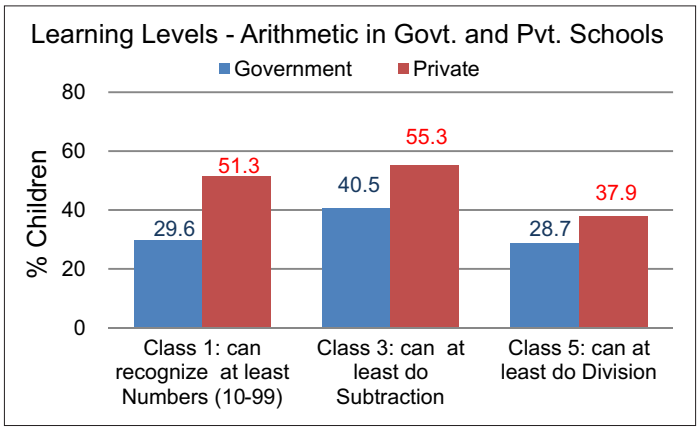
Learning Levels - Arithmetic

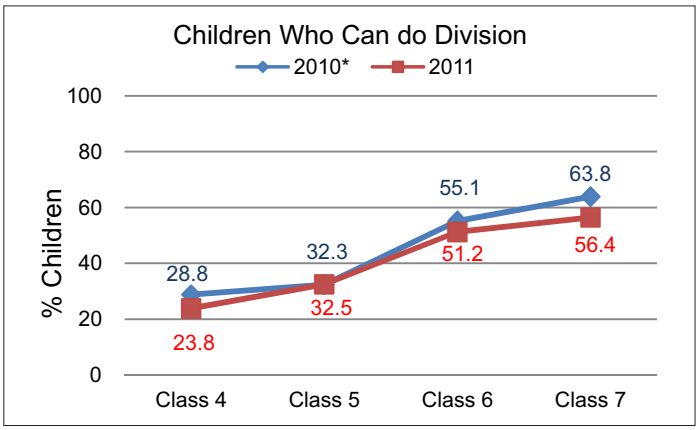
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	8.2	51.6	35.2	5.0	0.0	100
2	4.2	22.0	51.7	18.6	3.4	100
3	1.7	11.0	39.5	36.6	11.0	100
4	0.0	13.1	35.7	27.4	23.8	100
5	0.6	2.5	25.0	39.4	32.5	100
6	0.0	2.5	14.9	31.4	51.2	100
7	0.9	0.0	8.2	34.5	56.4	100
8	1.0	1.0	4.9	11.7	81.6	100
9	0.0	1.5	5.9	10.3	82.4	100
10	2.6	2.6	5.1	5.1	84.6	100

How to read: 5.0% (5.0+0.0) children of class 1 can do subtraction



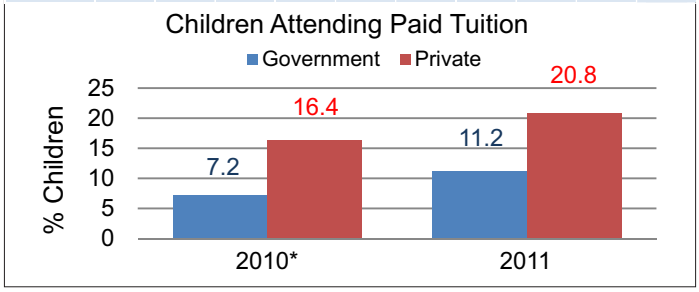




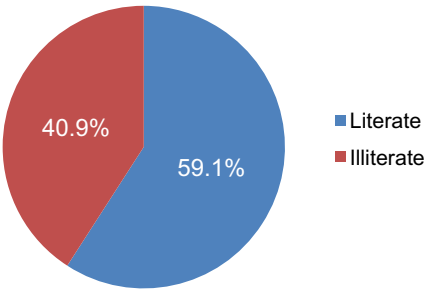
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	3.0	11.7	10.2	8.8	13.3	11.1	8.6	8.3	20.9	35.5
Pvt.	19.4	23.8	20.5	15.6	14.9	19.6	18.6	30.4	19.2	44.4



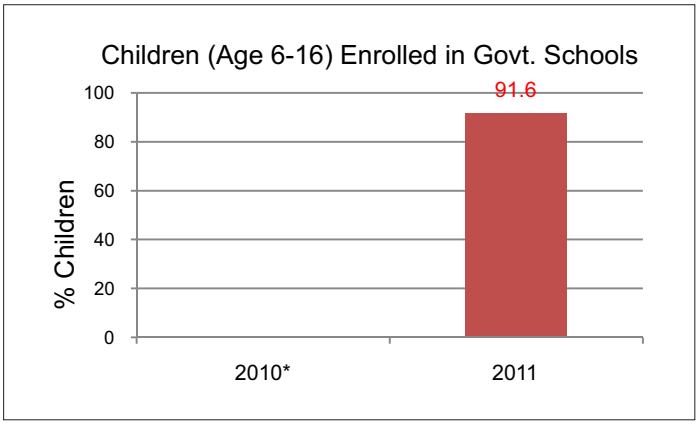
Mothers' Literacy

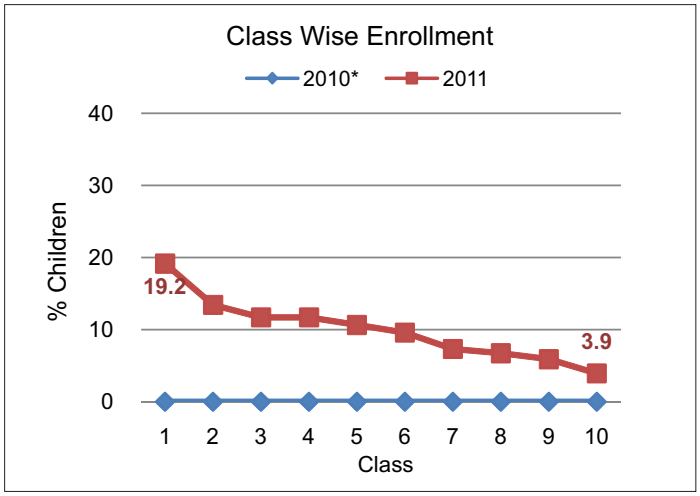


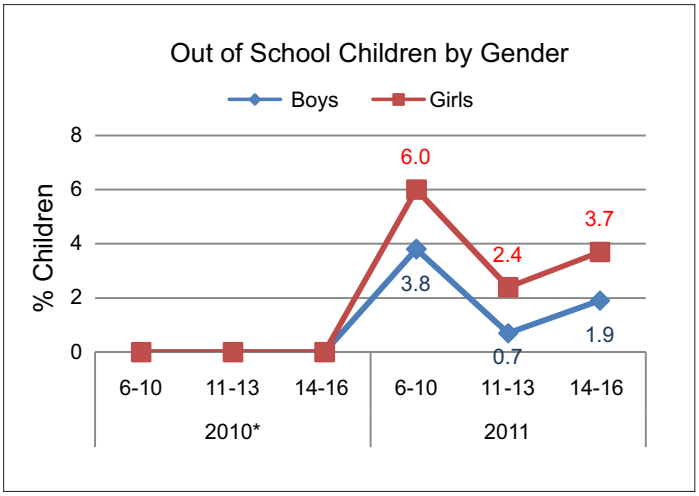
Neelum

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of School		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	75.3	5.7	1.2	0.0	17.2	0.6	100
11-13	81.0	4.8	1.3	0.3	10.7	2.0	100
14-16	65.4	4.8	1.8	0.6	18.7	8.7	100
6-16	74.6	5.3	1.4	0.2	15.9	2.6	100
Total			81.5		18.5		100
By Type	91.6	6.5	1.7	0.2			

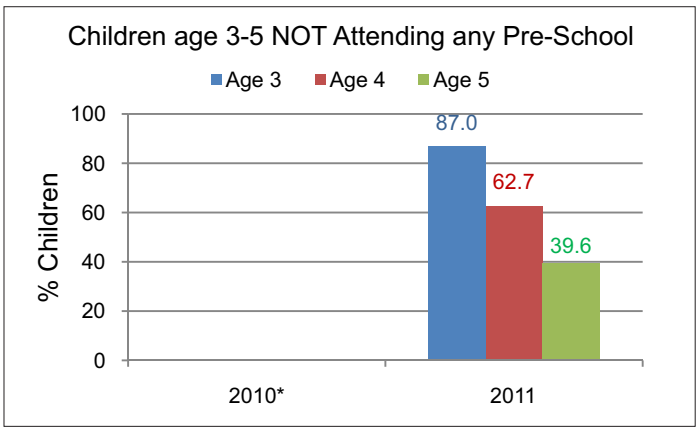






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of School	Total
3	11.0	0.7	1.4	0.0	87.0	100
4	34.1	2.4	0.8	0.0	62.7	100
5	49.1	10.7	0.6	0.0	39.6	100
3-5	32.2	5.0	0.9	0.0	61.9	100
Total			38.1		61.9	100
By Type	84.5	13.1	2.4	0.0		100



*District Neelum was not surveyed in 2010

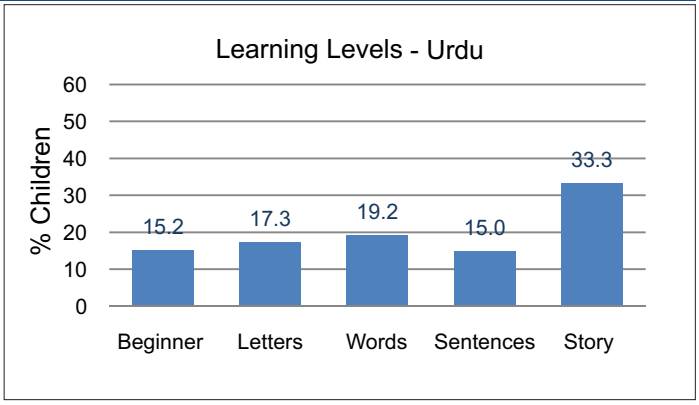
Neelum

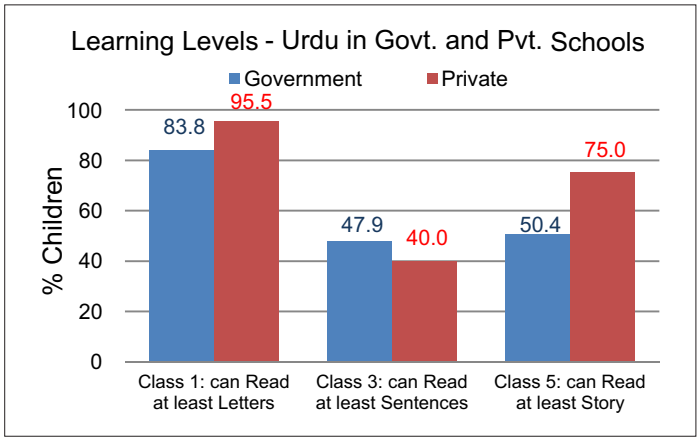
Learning Levels - Urdu

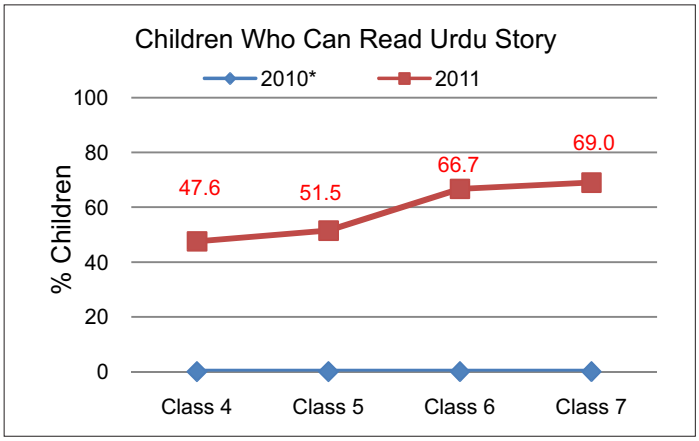
Class Wise % Children Who Can Read

Class	Nothing	Letters	Words	Sentences	Story	Total
1	15.3	43.6	30.7	7.4	3.0	100
2	5.5	22.1	49.1	15.3	8.0	100
3	1.4	15.9	35.2	28.3	19.3	100
4	2.0	8.2	19.0	23.1	47.6	100
5	1.5	5.3	12.1	29.5	51.5	100
6	0.9	1.7	7.7	23.1	66.7	100
7	3.4	2.3	3.4	21.8	69.0	100
8	2.4	7.3	2.4	15.9	72.0	100
9	0.0	1.4	1.4	8.6	88.6	100
10	0.0	0.0	0.0	4.0	96.0	100

How to read: 10.4% (7.4+3.0) children of class 1 can read sentences





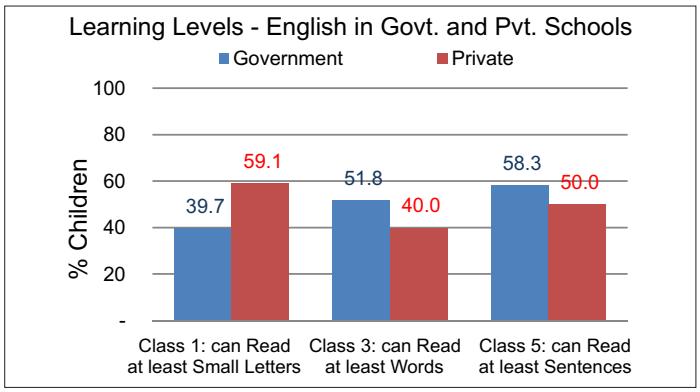


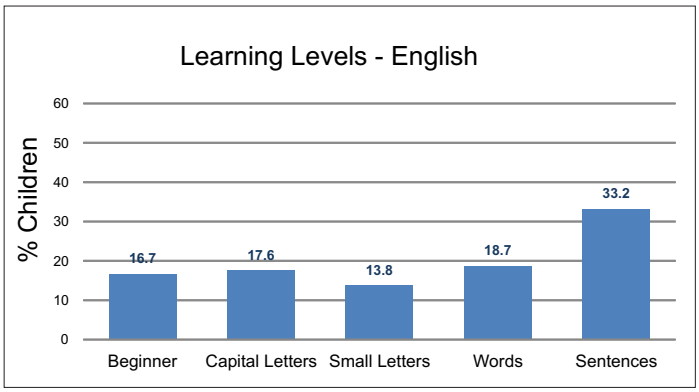
Learning Levels - English

Class Wise % Children Who Can Read English

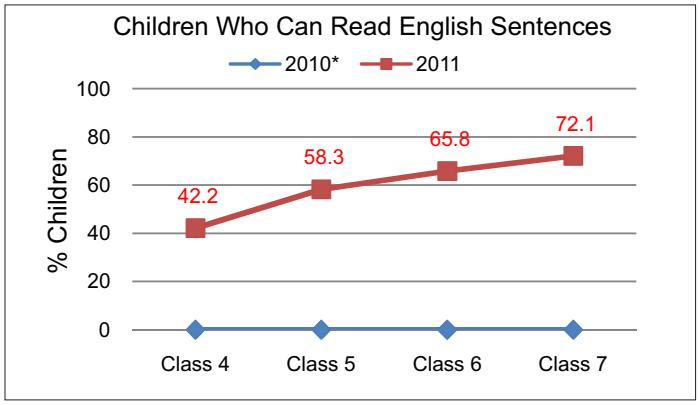
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	13.9	44.6	23.8	16.3	1.5	100	60.6	100.0
2	8.0	29.4	33.1	24.5	4.9	100	57.5	75.0
3	2.8	16.7	29.2	34.7	16.7	100	64.0	95.8
4	1.4	10.2	12.2	34.0	42.2	100	62.0	83.9
5	1.5	7.6	5.3	27.3	58.3	100	75.0	80.5
6	0.9	2.6	7.7	23.1	65.8	100	77.8	90.9
7	2.3	5.8	2.3	17.4	72.1	100	53.3	91.9
8	2.4	6.1	4.9	7.3	79.3	100	66.7	95.4
9	0.0	4.3	0.0	4.3	91.4	100	66.7	96.9
10	0.0	0.0	0.0	0.0	100.0	100	0.0	96.0

How to read: 17.8% (16.3+1.5) children of class 1 can read words





Neelum



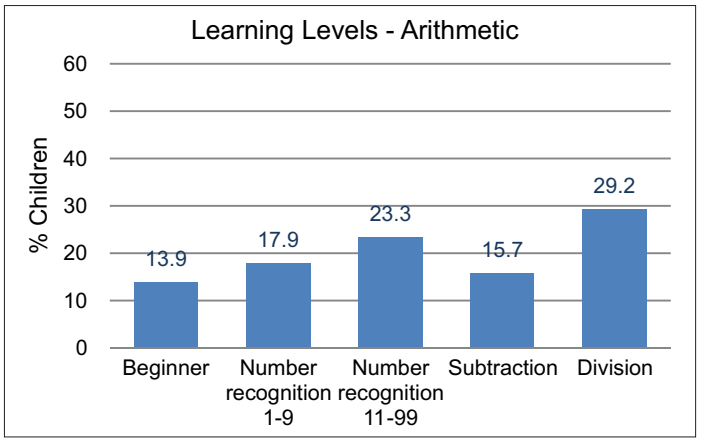


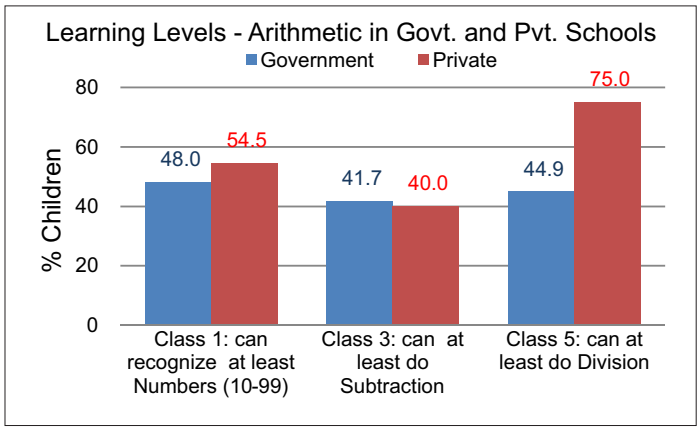
Learning Levels - Arithmetic

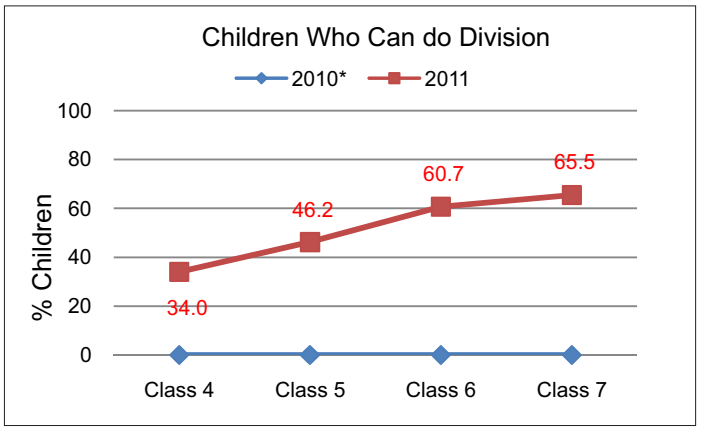
Class Wise % Children Who Can Do

Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	12.4	39.1	42.6	4.5	1.5	100
2	5.5	27.6	50.9	12.9	3.1	100
3	1.4	9.7	47.2	29.9	11.8	100
4	1.4	8.8	25.9	29.9	34.0	100
5	1.5	5.3	13.6	33.3	46.2	100
6	0.9	3.4	5.1	29.9	60.7	100
7	2.3	4.6	9.2	18.4	65.5	100
8	2.4	6.1	2.4	14.6	74.4	100
9	0.0	1.4	4.3	7.1	87.1	100
10	0.0	0.0	2.0	6.0	92.0	100

How to read : 6.0% (4.5+1.5) children of class 1 can do subtraction



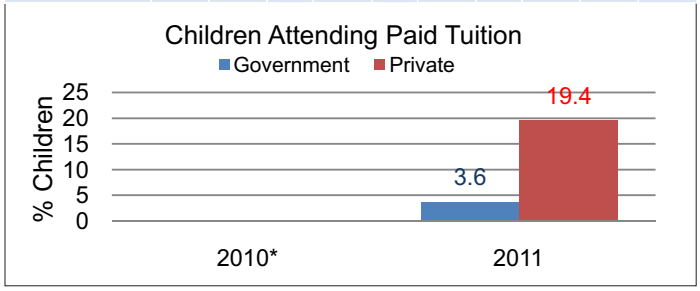




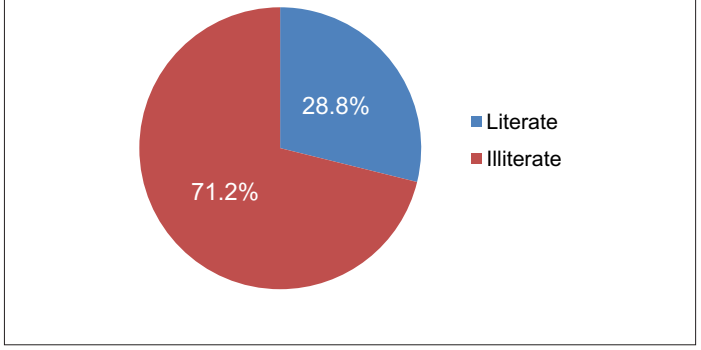
Paid Tuition

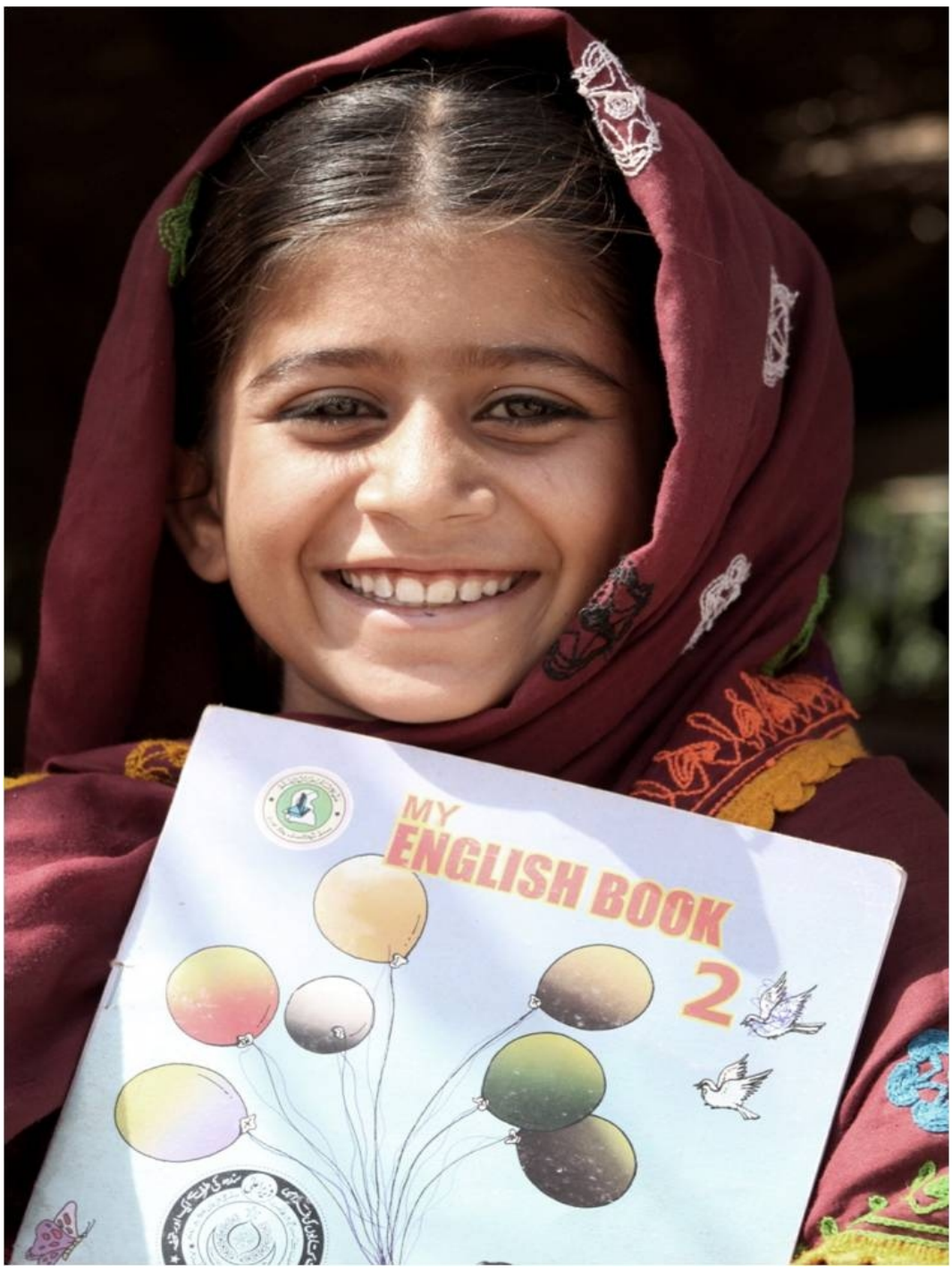
Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.7	2.5	1.3	4.1	3.7	2.5	7.8	8.8	5.5	8.3
Pvt.	25.0	14.3	0.0	22.2	0.0	14.3	0.0	11.1	20.0	50.0



Mothers' Literacy




MY
ENGLISH BOOK
2

About the Survey (Urban)

Sample Design - Urban

Total Population: The total population of this survey consists of urban areas from Karachi, Lahore, and Peshawar districts.

Sampling Frame:

- Each of the 3 districts has been divided into well defined blocks consisting of 200-250 households.
- These blocks have been considered Primary Sampling Units (PSUs) for urban domain.

Stratification Plan: Each district has been further sub-stratified in the following stratums:

- Low income groups
- Middle income groups.
- High income groups.
- Other Urban localities (there is no other urban locality in Karachi & Peshawar)

Sample size and its Allocation: Keeping in view the variability of the key variables, population distribution and field resources, the following is the composition of the total 1168 sample households:

- 412 households from Karachi
- 328 households from Lahore
- 428 households from Peshawar

The 97 sample PSUs have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% level of confidence. The detailed allocation plan of sample PSUs is shown below:

Serial No.	City/Area	No. of Sample PSUs			Other Urban	Total Sample PSUs
		Type of Income Group				
		Low	Middle	High		
1	Karachi	10	18	6	0	34
2	Lahore	6	13	4	4	27
3	Peshawar	7	22	7	0	36
	Total	**23**	**53**	**17**	**4**	**97**

Sample Design: A stratified two-stage sample design has been adopted for this survey.

Selection of primary sampling Units (PSUs):

- The PSUs are selected using probability proportional to size (PPS) method.
- The number of households (updated 2004), were used as measure of size for selection of sample PSUs.

Selection of Secondary Sampling Units (SSUs):

- Households have been treated as secondary sampling units (SSUs).
- 12 households have been selected by systematic sampling technique, in each sample PSU.

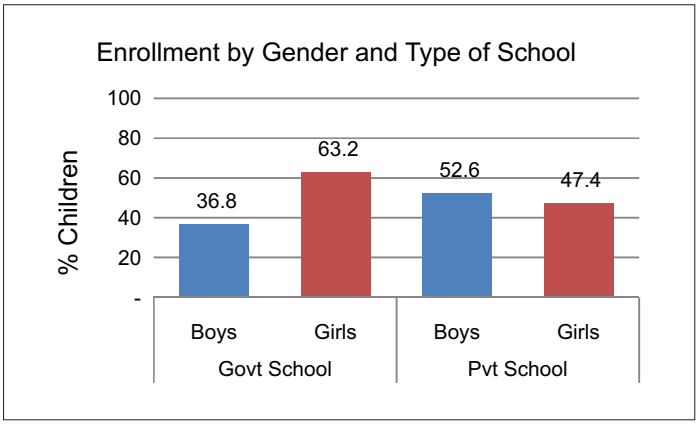
* We acknowledge FBS for their technical assistance in designing the ASER urban sampling

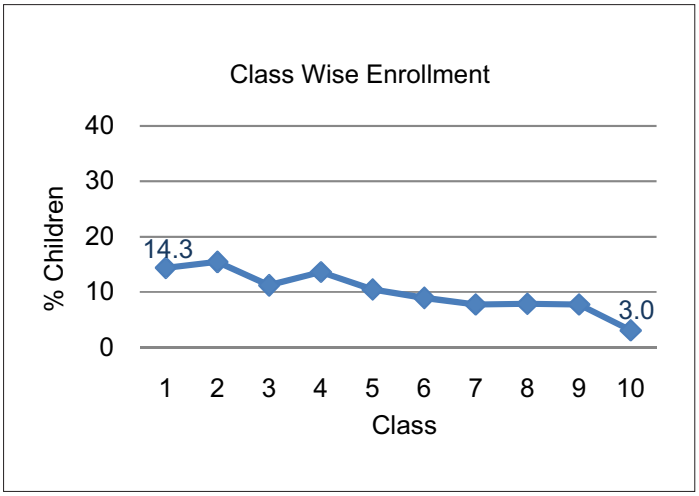
ASER Findings (Urban)

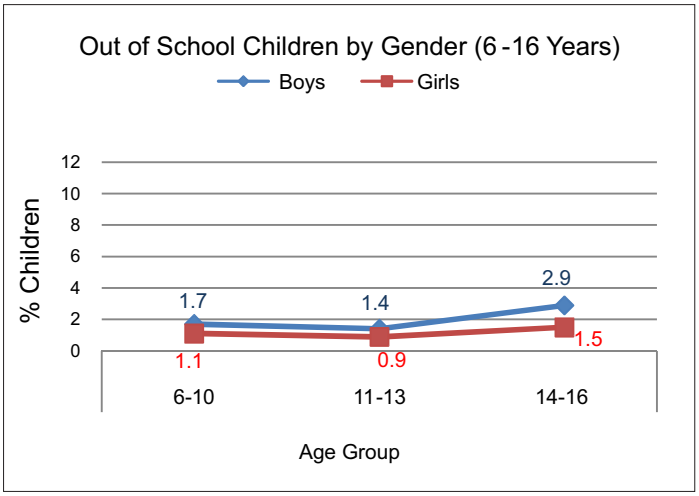
City District Karachi

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Other	Never Enrolled	Drop-out	
6-10	21.7	70.1	2.9	0.0	4.8	0.5	100
11-13	26.7	62.6	1.5	0.5	4.4	4.4	100
14-16	26.2	50.6	1.8	0.0	6.7	14.6	100
6-16	23.9	64.1	2.3	0.1	5.1	4.5	100
Total	90.4				9.6		
By Type	26.5	70.8	2.5	0.1			

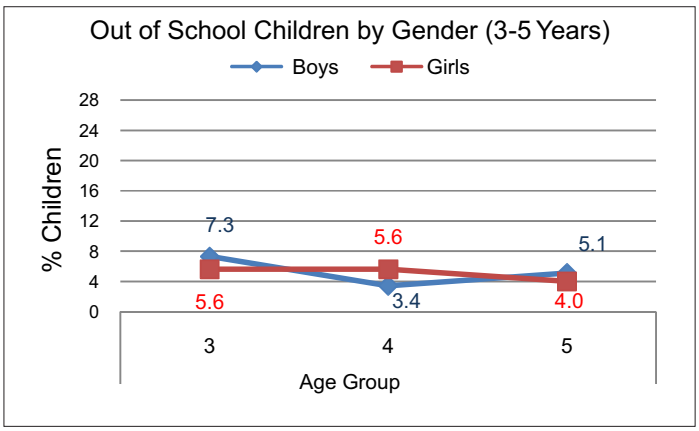






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madras ah	Others	Out of school	Total
3	4.9	36.6	2.4	0.0	56.1	100
4	9.2	64.6	1.5	0.0	24.6	100
5	11.3	63.4	2.8	0.0	22.5	100
3-5	9.0	57.6	2.3	0.0	31.1	100
Total	68.9				31.1	
By Type	13.1	83.6	3.3	0.0		100



City District Karachi

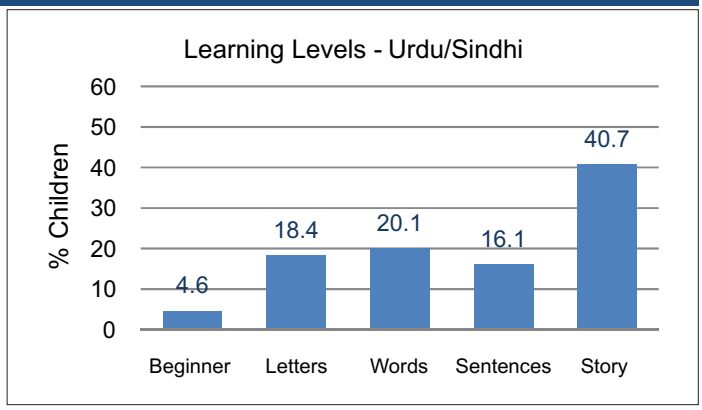
Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

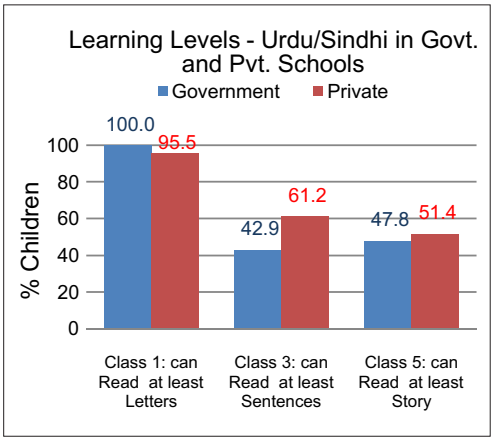
Learning Levels - Urdu/Sindhi

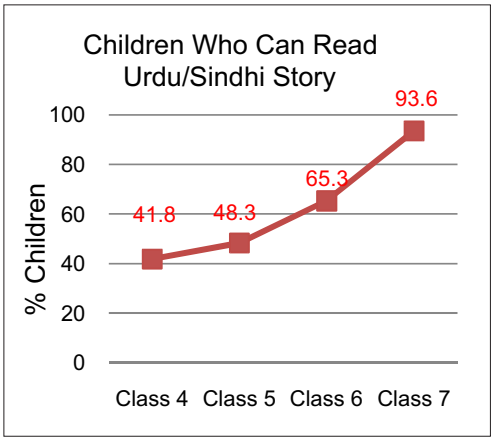
Class Wise % Children Who Can Read

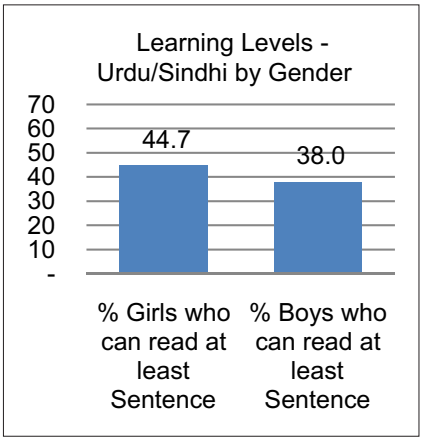
Class	Nothing	Letters	Words	Sentences	Story	Total
1	4.9	51.2	32.9	7.3	3.7	100
2	1.1	31.5	34.8	13.0	19.6	100
3	0.0	5.6	39.4	33.8	21.1	100
4	0.0	3.8	19.0	35.4	41.8	100
5	0.0	3.3	11.7	36.7	48.3	100
6	0.0	2.0	12.2	20.4	65.3	100
7	0.0	0.0	2.1	4.3	93.6	100
8	0.0	2.3	4.5	2.3	90.9	100
9	0.0	0.0	0.0	4.3	95.7	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 11.0% (7.3+3.7) children of class 1 can read sentences







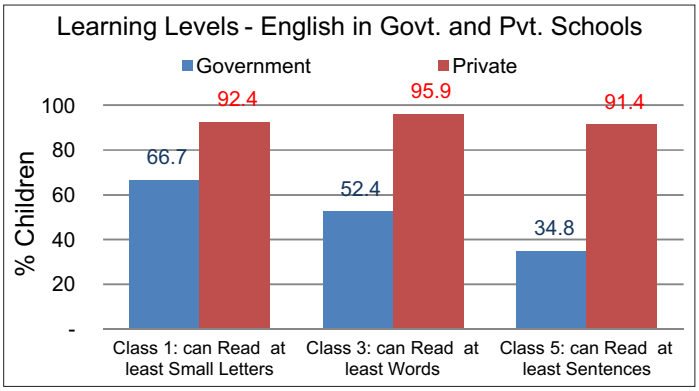


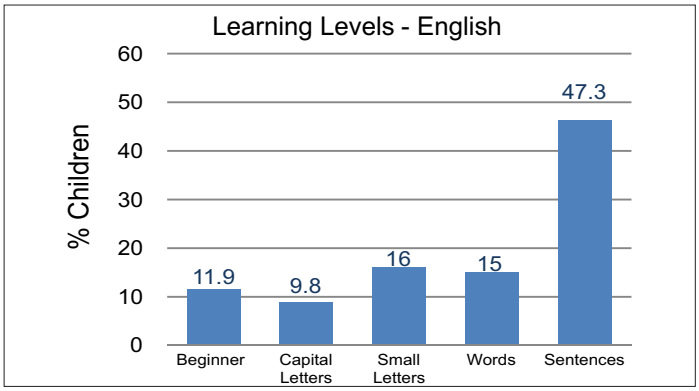
Learning Levels - English

Class Wise % Children Who Can Read English

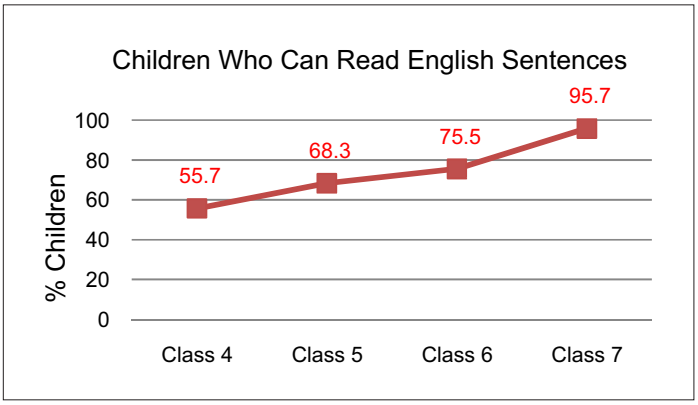
Class	Nothing	Capital letters	Small letters	Words	Sentences	Total	Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
1	7.3	6.1	36.6	41.5	8.5	100	50.0	28.6
2	1.1	4.3	28.3	44.6	21.7	100	56.1	60.0
3	1.4	5.6	9.9	52.1	31.0	100	59.5	45.5
4	0.0	1.3	6.3	36.7	55.7	100	44.8	63.6
5	0.0	3.3	3.3	25.0	68.3	100	60.0	82.9
6	0.0	2.0	4.1	18.4	75.5	100	44.4	78.4
7	0.0	0.0	0.0	4.3	95.7	100	50.0	80.0
8	0.0	0.0	2.3	9.1	88.6	100	75.0	79.5
9	0.0	0.0	2.2	0.0	97.8	100	0.0	82.2
10	0.0	0.0	0.0	0.0	100.0	100	0.0	93.8

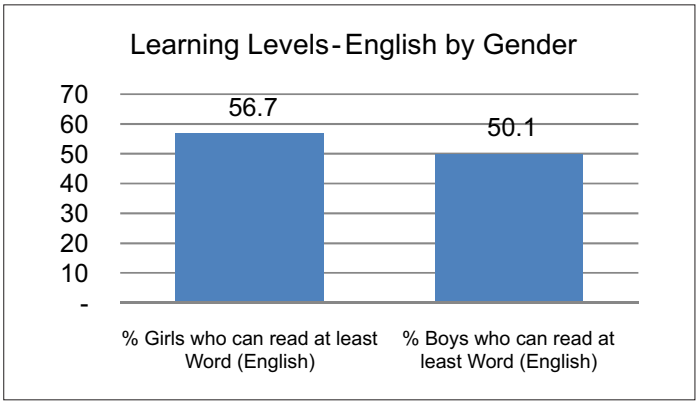
How to read:50.0% (41.5+8.5) children of class 1 can read words





City District Karachi



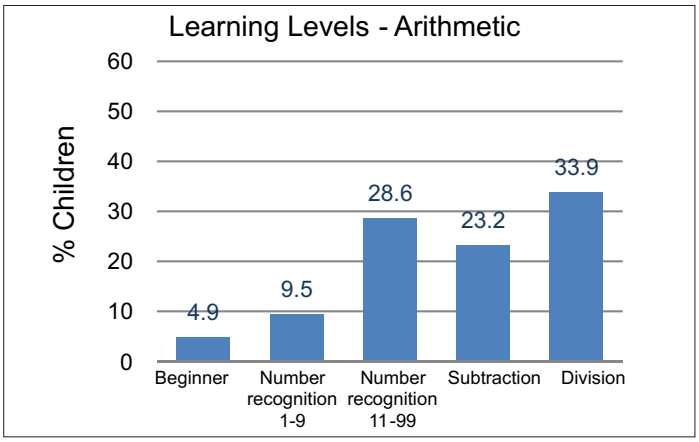


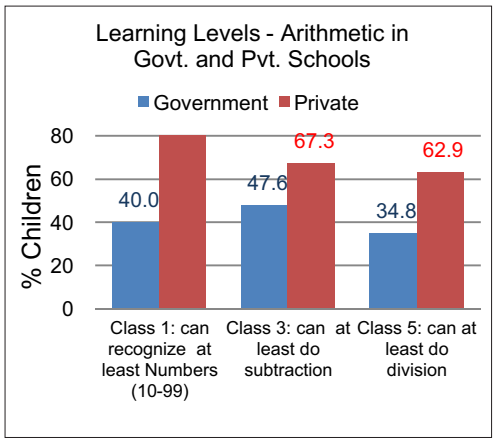
Learning Levels - Arithmetic

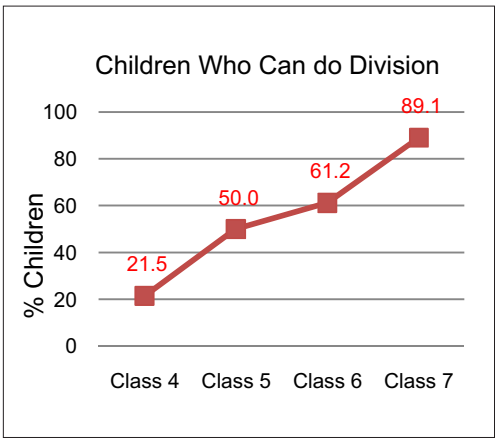
Class Wise % Children Who Can Do

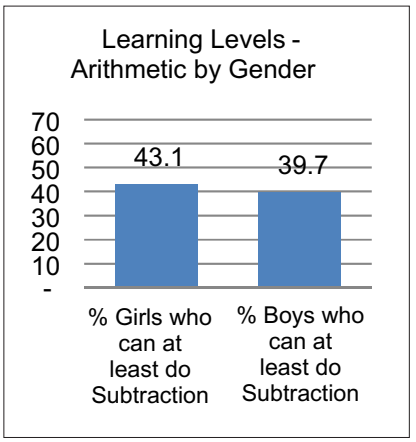
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	6.1	14.6	68.3	9.8	1.2	100
2	1.1	12.0	52.2	25.0	9.8	100
3	0.0	2.8	36.6	45.1	15.5	100
4	0.0	2.5	20.3	55.7	21.5	100
5	0.0	3.3	16.7	30.0	50.0	100
6	0.0	2.0	12.2	24.5	61.2	100
7	0.0	0.0	4.3	6.5	89.1	100
8	0.0	0.0	4.5	18.2	77.3	100
9	0.0	0.0	4.3	8.7	87.0	100
10	0.0	0.0	0.0	25.0	75.0	100

How to read : 11.0% (9.8+1.2) children of class 1 can do subtraction





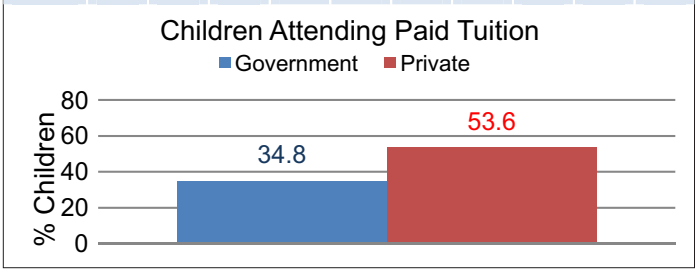




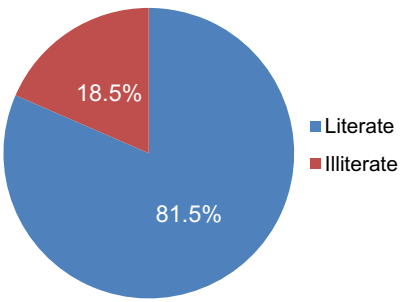
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	35.3	27.6	23.8	23.3	34.8	30.8	70.0	40.0	55.6	37.5
Pvt	47.4	50.0	48.1	63.3	65.1	65.2	56.1	56.8	78.1	50.0



Mothers' Literacy



City District Karachi

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

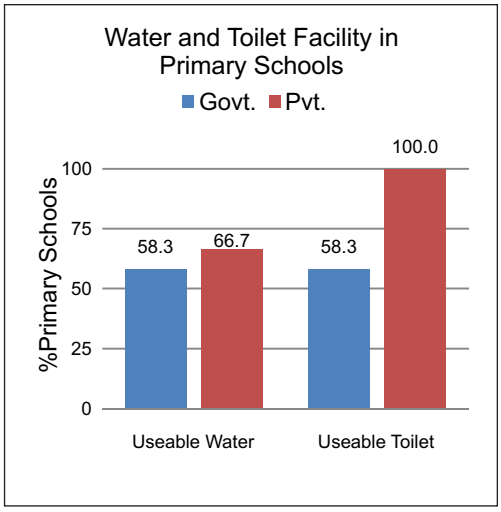
School Report Card

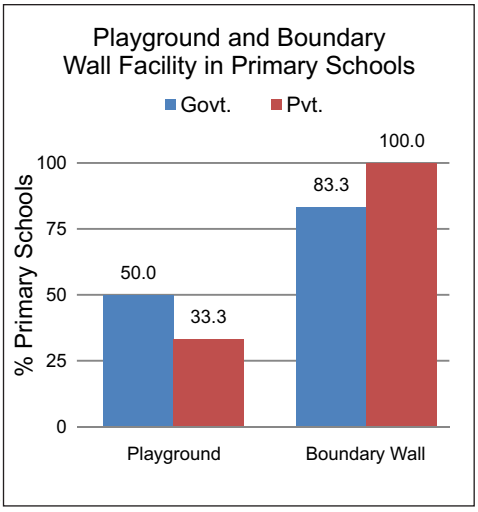
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	2	2	8	12	-	-	3	3
Elementary	1	3	1	5	-	-	6	6
High	-	1	-	1	1	-	19	20
Other	3	6	2	11	-	-	-	-
Total	**6**	**12**	**11**	**29**	**1**	**-**	**28**	**29**

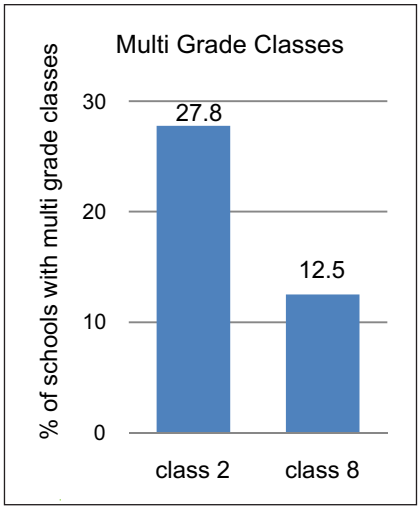
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	72.4	60.2	54.1	71.3	**68.4**	91.3	89.6	82.7	-	**84.3**
% of Attendance (as per headcount)	70.8	58.0	52.4	69.5	**66.5**	91.0	89.6	80.7	-	**82.8**

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	85.1	90.8	100.0	80.8	**84.8**	97.6	86.1	92.3	-	**91.8**

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	58.3	80.0	0.0	81.8	66.7	100.0	90.0	-
Useable Toilet (%)	58.3	80.0	100.0	90.9	100.0	100.0	90.0	-
Rooms Available	7.3	15.4	13.0	12.8	12.3	13.3	15.1	-
Rooms used for classes	5.7	13.4	9.0	9.8	8.0	11.0	12.2	-
Availability of Playground (%)	50.0	80.0	0.0	81.8	33.3	50.0	40.0	-
Availability of Boundary wall (%)	83.3	100.0	100.0	100.0	100.0	100.0	100.0	-





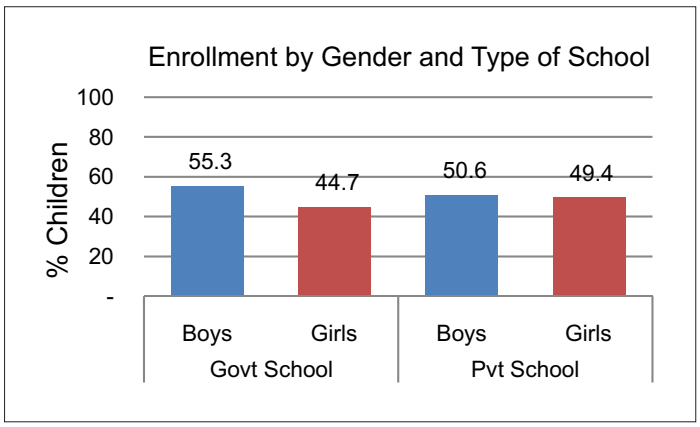


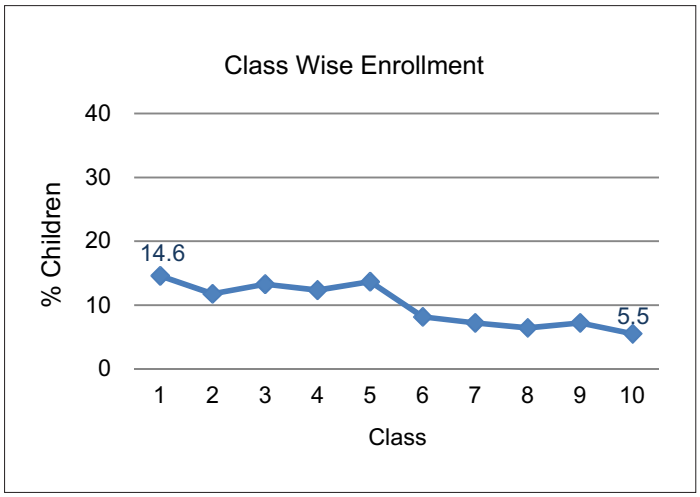
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	4	3	-	2	-	-	-	-
Average amount of grant	91,000	32,333		100,000	-	-	-	-

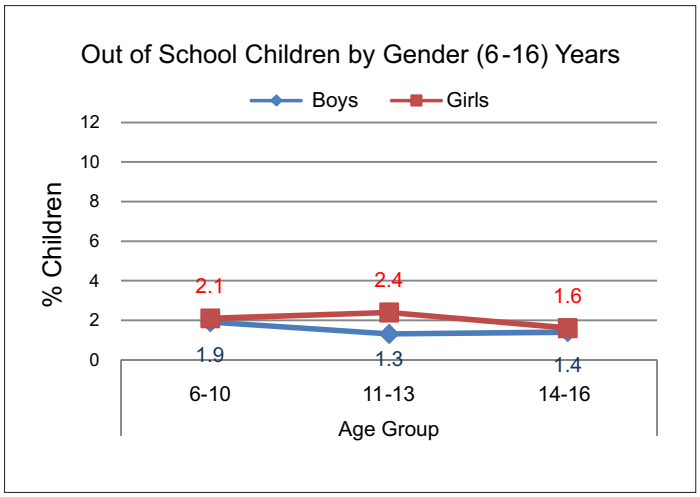
City District Lahore

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	30.6	61.3	0.6	0.0	6.3	1.2	100
11-13	44.8	39.7	2.3	0.0	6.3	6.9	100
14-16	50.4	32.8	0.8	0.0	6.7	9.2	100
6-16	38.3	49.8	1.1	0.0	6.4	4.3	100
Total	89.2				10.7		
By Type	42.9		55.8	1.3	0.0		

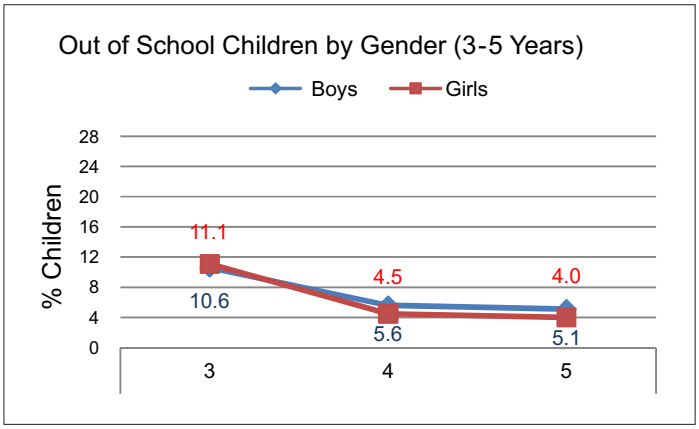






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	3.8	15.1	0.0	0.0	81.1	100
4	11.5	55.7	0.0	0.0	32.8	100
5	20.2	58.3	0.0	0.0	21.4	100
3-5	13.1	46.0	0.0	0.0	40.9	100
Total	59.1				40.9	
By Type	22.2	77.8	0.0	0.0		100



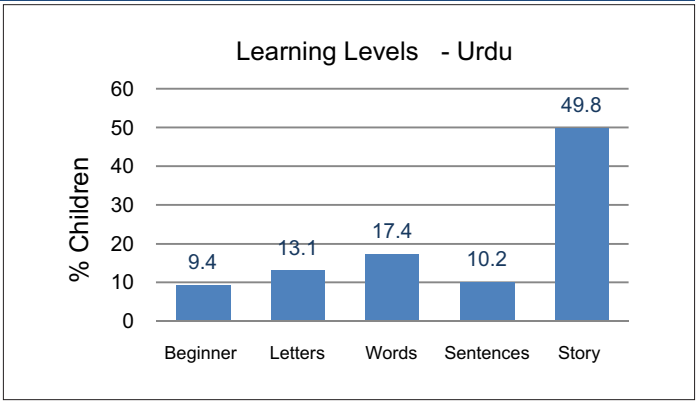
City District Lahore

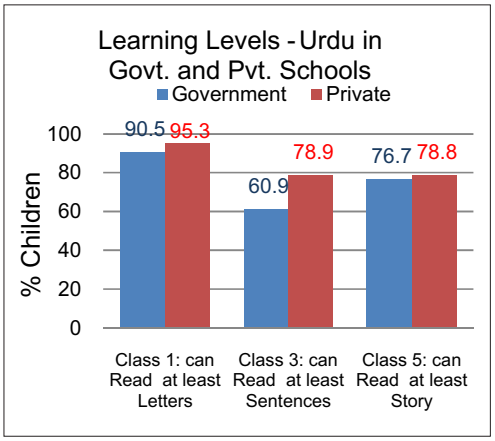
Learning Levels - Urdu

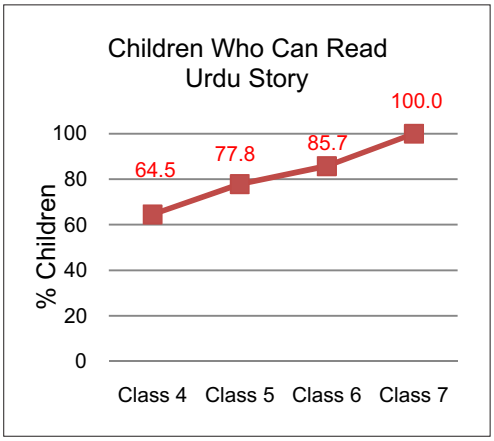
Class Wise % Children Who Can Read Urdu

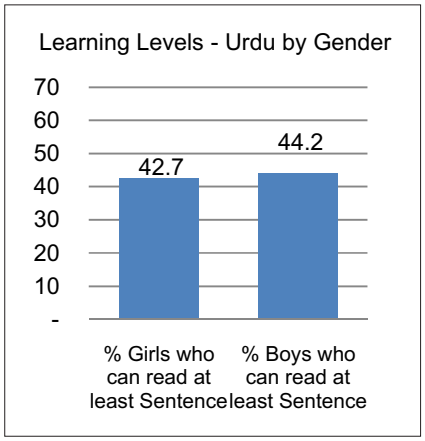
Class	Nothing	Letters	Words	Sentences	Story	Total
1	6.3	35.9	48.4	9.4	0.0	100
2	3.4	12.1	39.7	25.9	19.0	100
3	0.0	3.3	24.6	21.3	50.8	100
4	0.0	1.6	11.3	22.6	64.5	100
5	0.0	3.2	7.9	11.1	77.8	100
6	0.0	2.9	2.9	8.6	85.7	100
7	0.0	0.0	0.0	0.0	100.0	100
8	0.0	0.0	0.0	3.1	96.9	100
9	0.0	0.0	3.2	0.0	96.8	100
10	0.0	0.0	3.8	0.0	96.2	100

How to read:9.4% (9.4+0.0) children of class 1 can read sentences









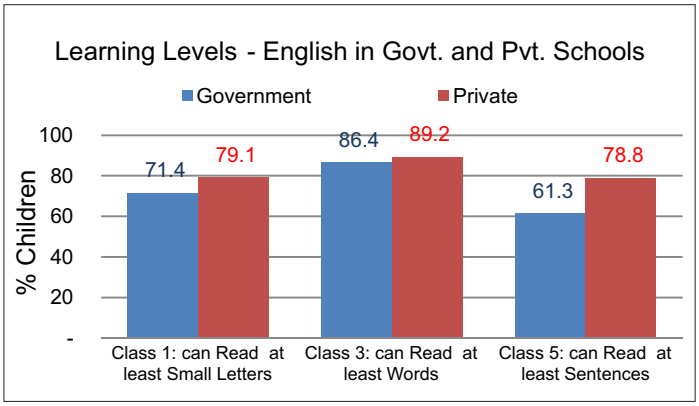
Learning Levels - English

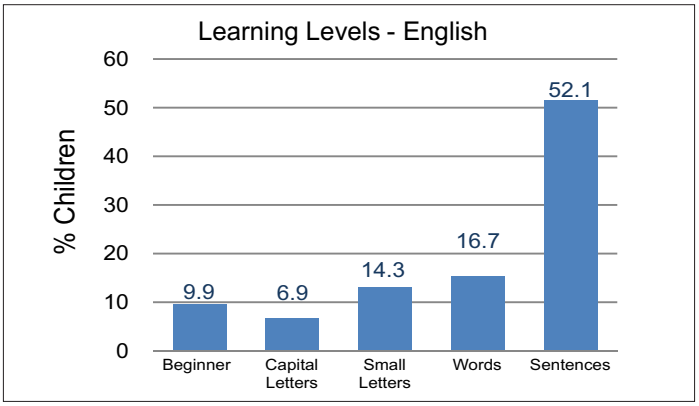
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	7.8	15.6	46.9	23.4	6.3	100
2	3.4	5.2	24.1	34.5	32.8	100
3	0.0	3.4	8.5	35.6	52.5	100
4	1.6	0.0	4.9	21.3	72.1	100
5	0.0	3.1	0.0	26.6	70.3	100
6	0.0	5.7	0.0	8.6	85.7	100
7	0.0	0.0	0.0	3.4	96.6	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	3.2	0.0	0.0	96.8	100
10	0.0	0.0	0.0	3.8	96.2	100

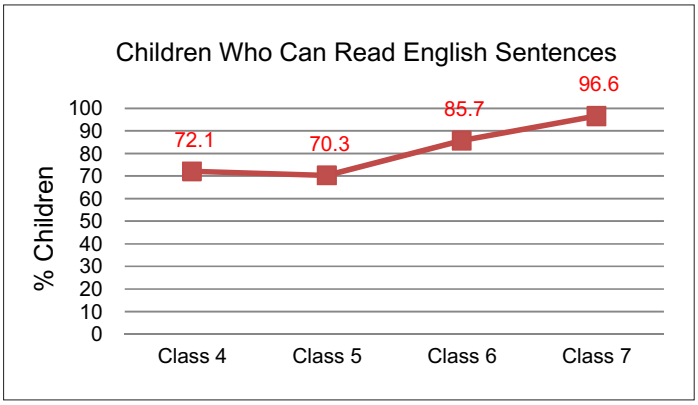
How to read: 27.7% (23.4+6.3) children of class 1 can read words

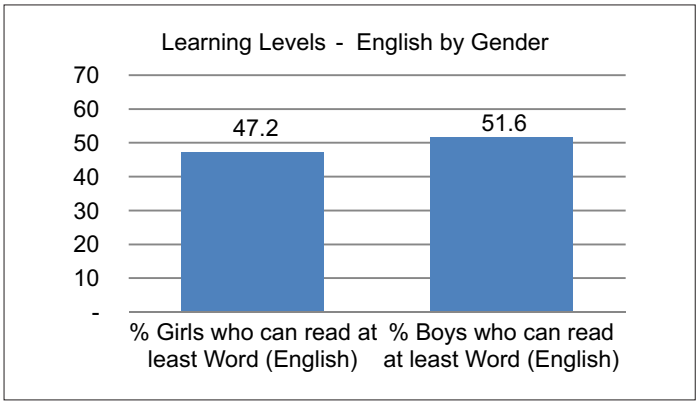
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
60.0	100.0
70.0	89.5
71.4	74.2
84.6	79.5
88.2	82.2
100.0	100.0
100.0	96.4
0.0	100.0
0.0	93.3
0.0	100.0





City District Lahore



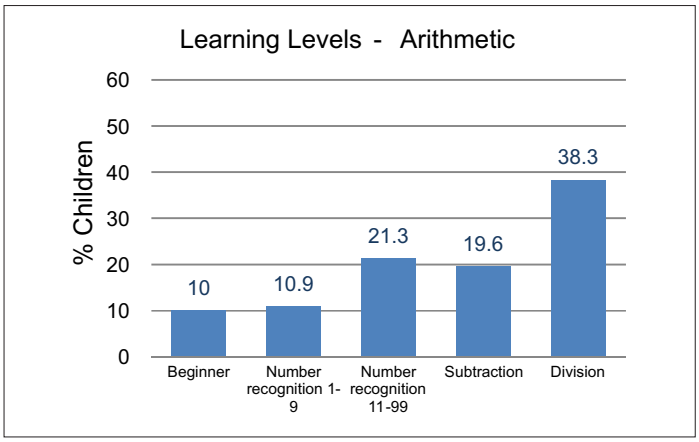


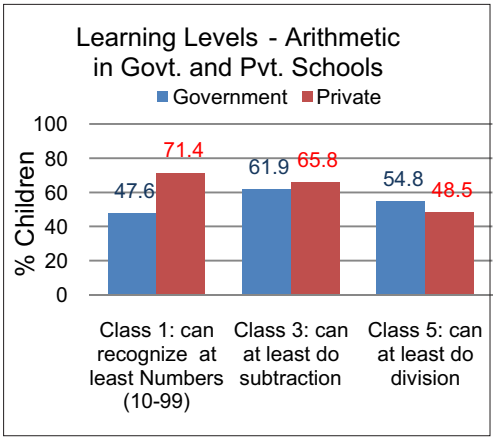
Learning Levels - Arithmetic

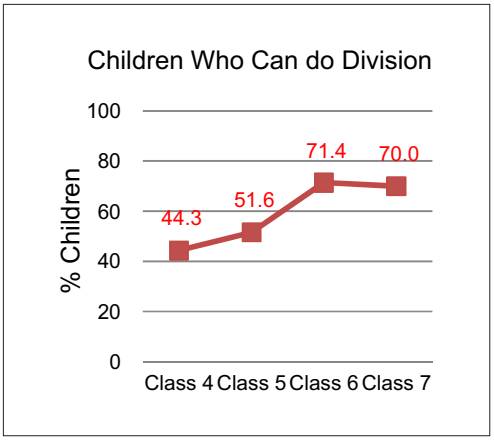
Class Wise % Children Who Can Do

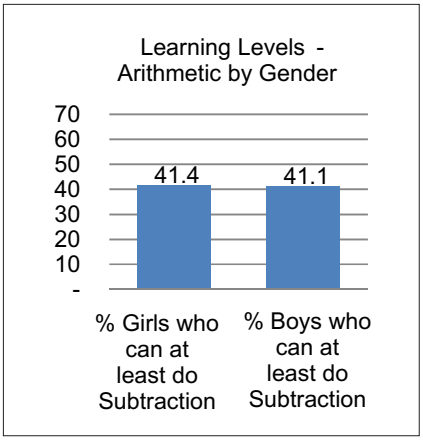
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	9.5	27.0	50.8	9.5	3.2	100
2	5.2	5.2	51.7	31.0	6.9	100
3	0.0	1.7	33.9	39.0	25.4	100
4	1.6	0.0	14.8	39.3	44.3	100
5	0.0	3.1	14.1	31.3	51.6	100
6	0.0	2.9	2.9	22.9	71.4	100
7	0.0	0.0	3.3	26.7	70.0	100
8	0.0	0.0	0.0	0.0	100.0	100
9	3.2	3.2	0.0	9.7	83.9	100
10	0.0	0.0	0.0	8.0	92.0	100

How to read : 12.7% (9.5+3.2) children of class 1 can do subtraction





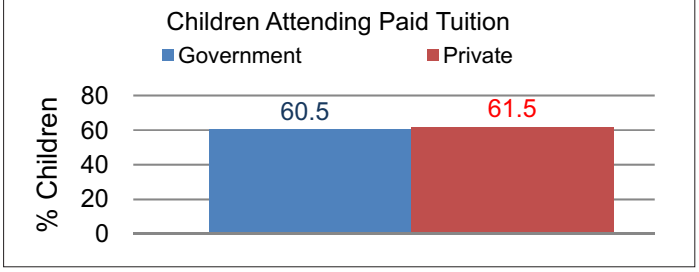




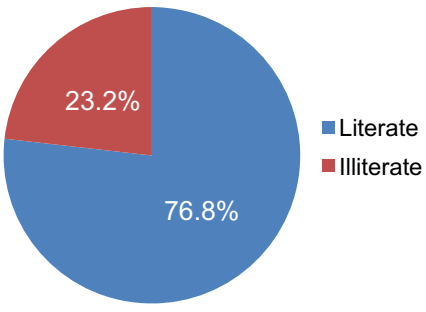
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	35.7	54.5	32.0	76.0	63.6	69.6	61.9	81.0	81.8	70.6
Pvt	49.0	60.0	64.4	77.5	59.0	65.0	81.3	69.2	68.8	66.7



Mothers' Literacy



City District Lahore

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

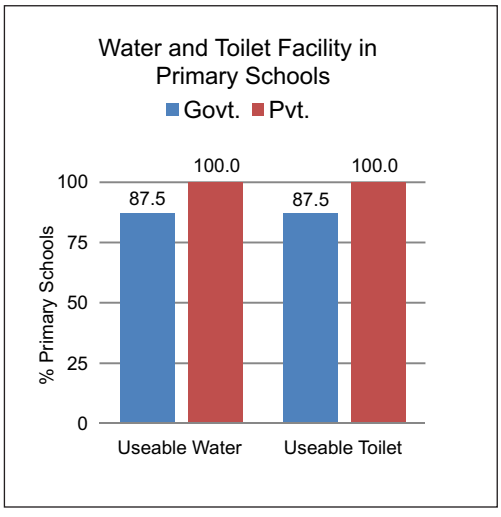
School Report Card

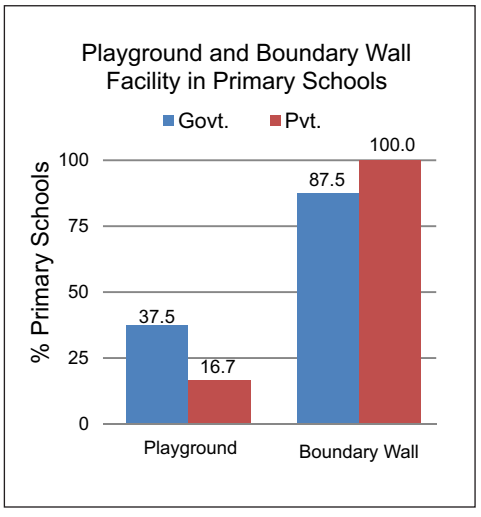
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	2	-	6	8	-	-	6	6
Elementary	-	2	6	8	1	-	6	7
High	3	4	2	9	-	2	10	12
Other	1	-	-	1	-	-	-	-
Total	**6**	**6**	**14**	**26**	**1**	**2**	**22**	**25**

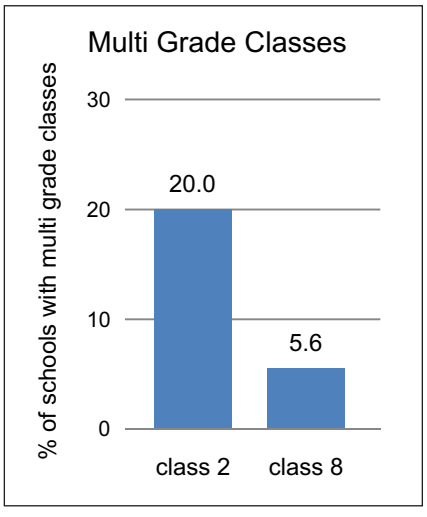
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	90.8	84.5	90.5	89.6	**88.7**	88.5	92.2	92.8	-	**92.1**
% of Attendance (as per headcount)	86.1	79.7	89.4	89.6	**86.1**	88.5	90.6	92.6	-	**91.5**

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	93.2	91.2	85.3	78.8	**87.5**	89.5	80.4	98.5	-	**93.2**

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	87.5	100.0	100.0	100.0	100.0	100.0	100.0	-
Useable Toilet (%)	87.5	100.0	88.9	100.0	100.0	100.0	100.0	-
Rooms Available	3.9	11.0	19.1	20.0	8.2	12.3	22.3	-
Rooms used for classes	3.8	9.5	11.4	18.0	6.7	10.6	19.3	-
Availability of Playground (%)	37.5	50.0	66.7	100.0	16.7	28.6	41.7	-
Availability of Boundary wall (%)	87.5	75.0	88.9	100.0	100.0	100.0	100.0	-





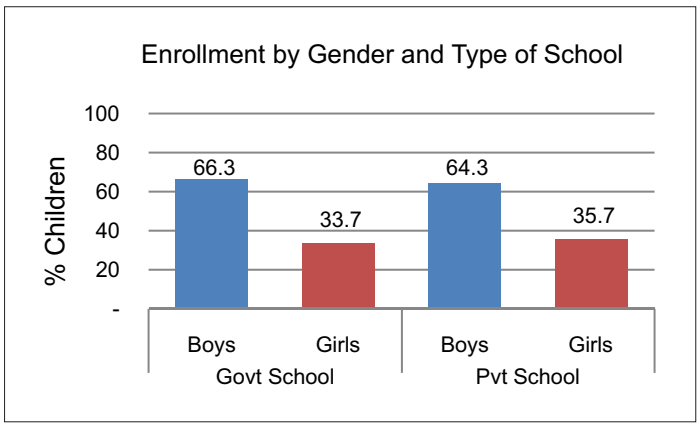


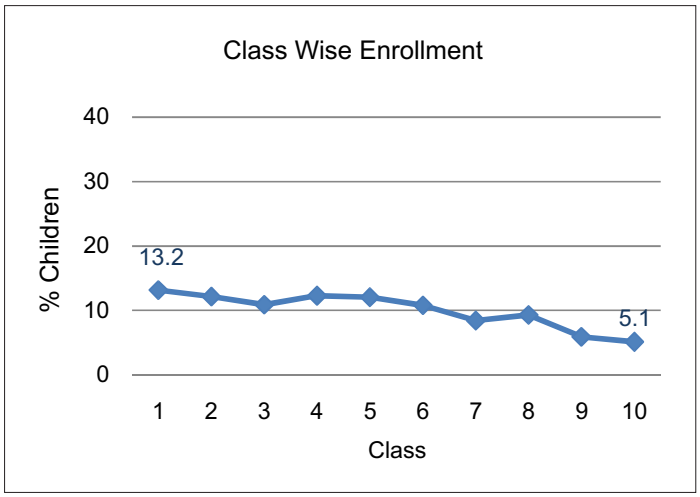
	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	4	5	3	-	-	-	-	-
Average amount of grant	180,943	269,600	88,333	-	-	-	-	-

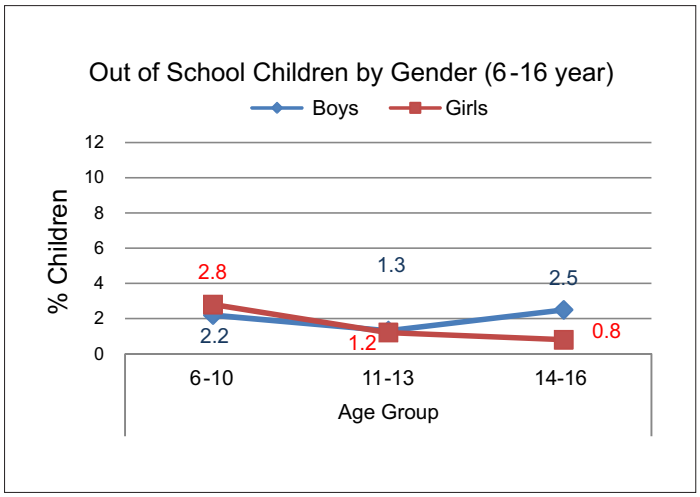
City District Peshawar

School Enrollment and Out of School Children

% Children in Different Types of Schools					% Out of school		Total
Age Group	Govt.	Pvt.	Madrasah	Others	Never Enrolled	Drop-out	
6-10	25.8	61.7	3.0	0.2	8.4	0.9	100
11-13	24.7	62.5	3.0	0.0	4.9	4.9	100
14-16	24.0	55.8	4.6	0.0	7.8	7.8	100
6-16	25.1	60.7	3.4	0.1	7.4	3.4	100
Total	89.3				10.8		
By Type	28.1	68.0	3.8	0.1			

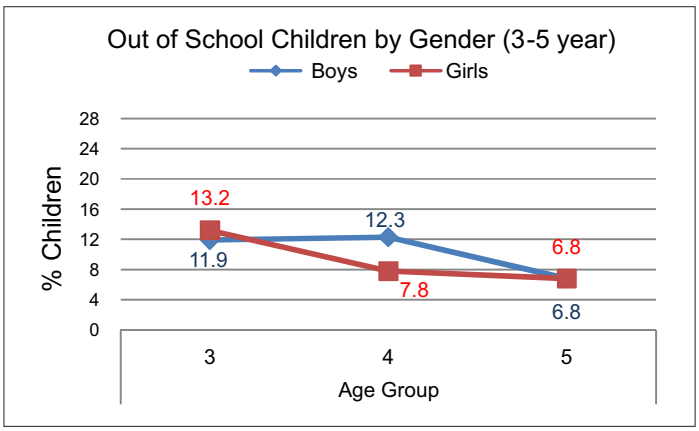






Early Years Schooling (Pre-Schooling)

% Children Who Attend Different Types of Pre-Schools						
Age Group	Govt.	Pvt.	Madrasah	Others	Out of school	Total
3	0.0	11.1	1.6	0.0	87.3	100
4	4.3	31.9	0.0	0.0	63.8	100
5	12.6	50.6	2.3	0.0	34.5	100
3-5	6.4	33.3	1.4	0.0	58.9	100
Total	41.1				58.9	
By Type	15.6	81.1	3.3	0.0		100



City District Peshawar

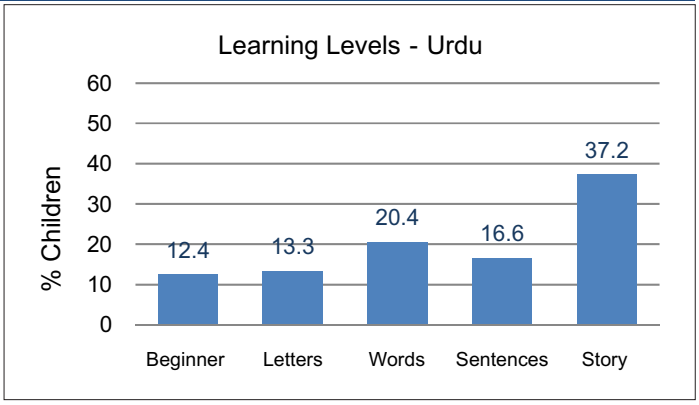
Annual Status of Education Report ASER 2011 Pakistan Facilitated by SAFED

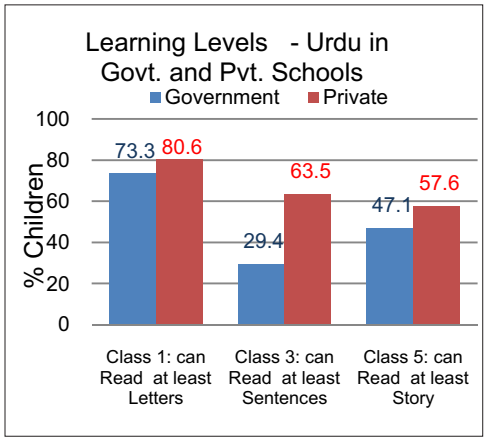
Learning Levels - Urdu

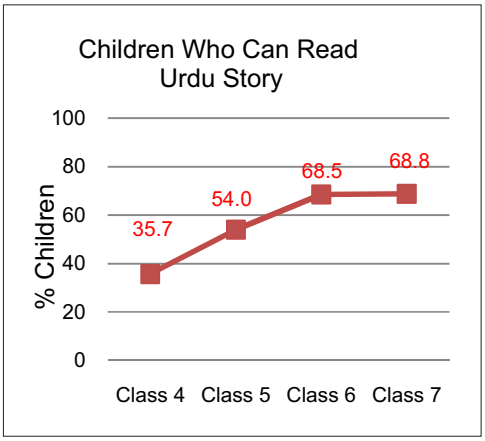
Class Wise % Children Who Can Read

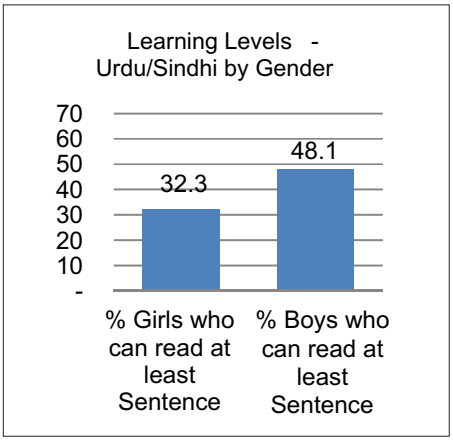
Class	Nothing	Letters	Words	Sentences	Story	Total
1	21.2	24.2	41.4	10.1	3.0	100
2	2.1	18.6	46.4	20.6	12.4	100
3	4.4	14.4	32.2	23.3	25.6	100
4	1.0	12.2	27.6	23.5	35.7	100
5	0.0	6.0	10.0	30.0	54.0	100
6	0.0	5.6	10.1	15.7	68.5	100
7	3.1	1.6	6.3	20.3	68.8	100
8	2.7	6.8	2.7	11.0	76.7	100
9	0.0	7.1	4.8	16.7	71.4	100
10	0.0	2.5	0.0	7.5	90.0	100

How to read:13.1% (10.1+3.0) children of class 1 can read sentences









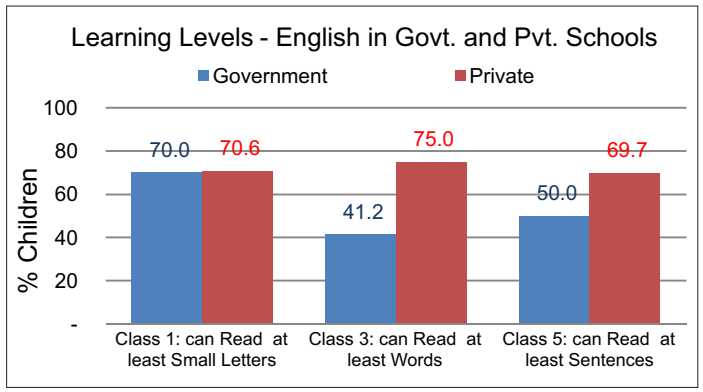
Learning Levels - English

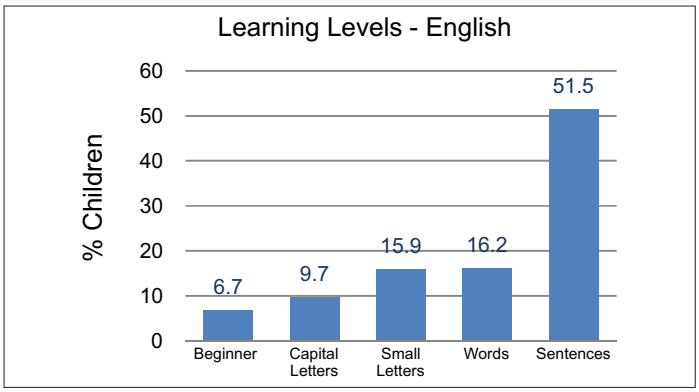
Class Wise % Children Who Can Read English

Class	Nothing	Capital letters	Small letters	Words	Sentences	Total
1	17.0	13.0	40.0	16.0	14.0	100
2	1.0	12.2	33.7	21.4	31.6	100
3	5.6	6.7	25.6	25.6	36.7	100
4	0.0	12.2	11.2	30.6	45.9	100
5	0.0	5.0	9.0	23.0	63.0	100
6	0.0	6.7	3.4	11.2	78.7	100
7	1.6	1.6	0.0	10.9	85.9	100
8	0.0	8.1	1.4	8.1	82.4	100
9	0.0	7.1	0.0	4.8	88.1	100
10	0.0	2.5	0.0	0.0	97.5	100

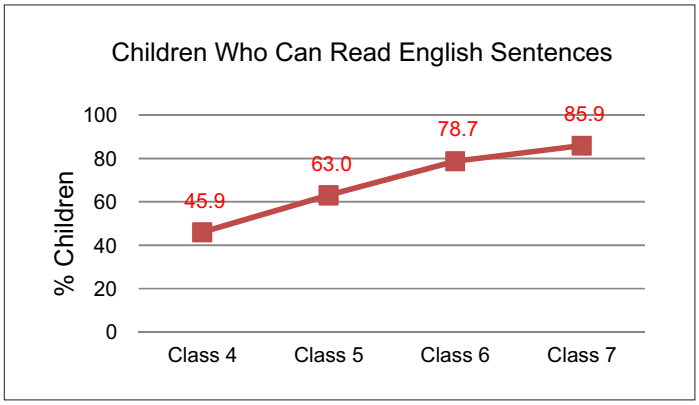
How to read: 30% (16.0+14.0) children of class 1 can read words

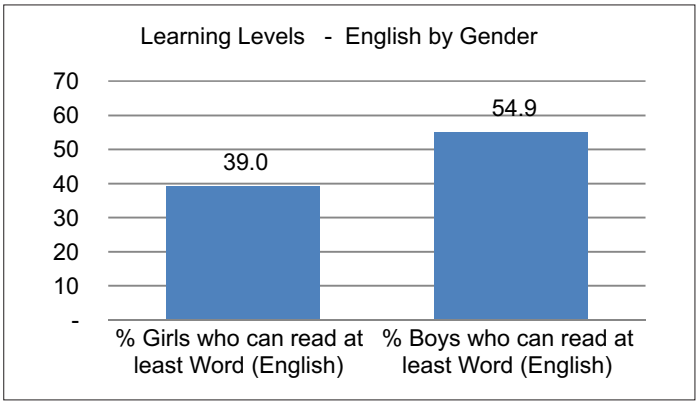
Of those who can read words, % who can tell meanings	Of those who can read sentences, % who can tell meanings
75.0	50.0
71.4	80.6
91.3	84.8
80.0	84.4
82.6	84.1
70.0	95.7
71.4	90.9
83.3	88.5
50.0	100.0
0.0	94.9





City District Peshawar



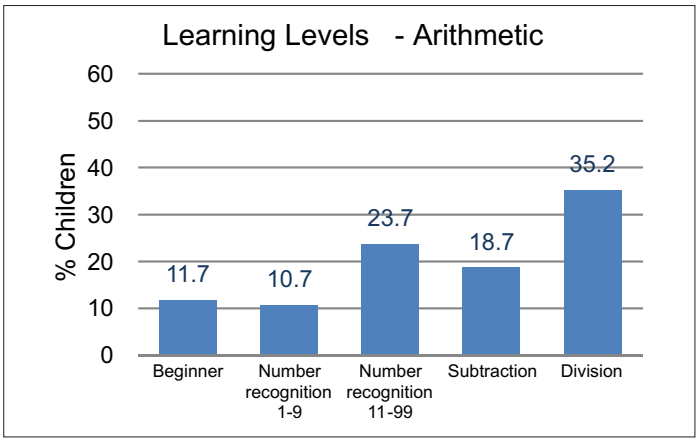


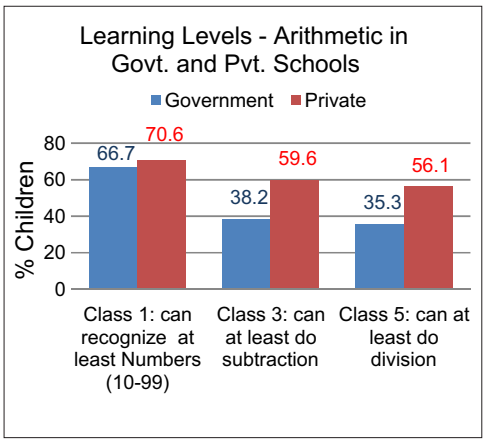
Learning Levels - Arithmetic

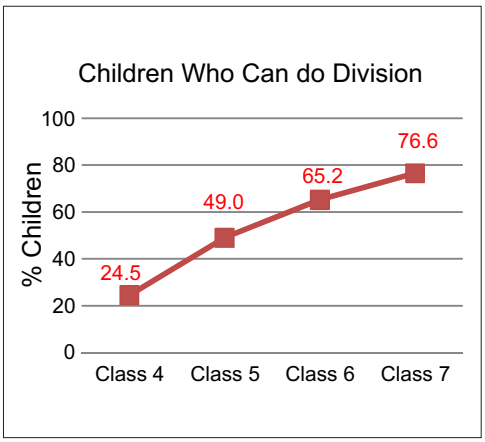
Class Wise % Children Who Can Do

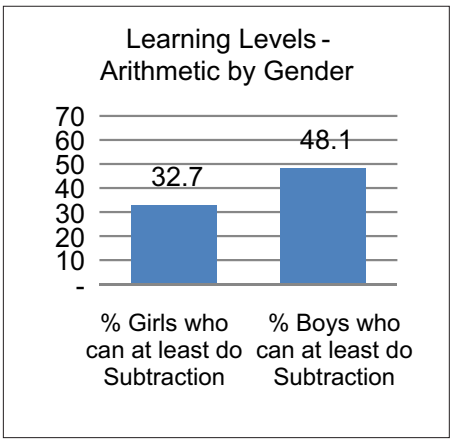
Class	Nothing	Number recognition		Subtraction (2 Digits with carry)	Division (3 Digits by 1)	Total
		1-9	10-99			
1	15.0	16.0	56.0	8.0	5.0	100
2	3.1	14.3	54.1	19.4	9.2	100
3	4.4	4.4	38.9	37.8	14.4	100
4	0.0	13.3	18.4	43.9	24.5	100
5	0.0	3.0	8.0	40.0	49.0	100
6	0.0	7.9	6.7	20.2	65.2	100
7	1.6	1.6	3.1	17.2	76.6	100
8	1.4	6.8	1.4	6.8	83.8	100
9	2.4	7.3	7.3	4.9	78.0	100
10	0.0	5.0	0.0	5.0	90.0	100

How to read :13.0% (8.0+5.0) children of class 1 can do subtraction





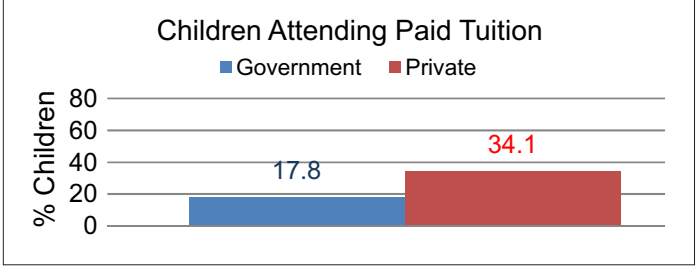




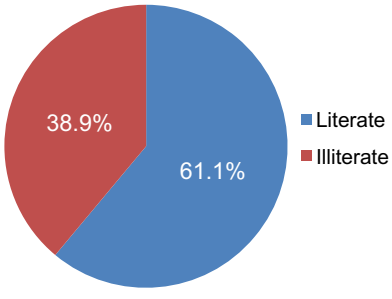
Paid Tuition

Class Wise % Children Attending Paid Tuition

School	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	20.6	19.2	20.6	17.9	20.0	12.0	26.1	11.5	22.2	8.3
Pvt.	32.5	37.2	32.8	42.3	32.4	34.3	50.0	35.8	35.9	46.7



Mothers' Literacy



City District Peshawar

Annual Status of Education Report ASER PAKISTAN 2011 Facilitated by SAFED

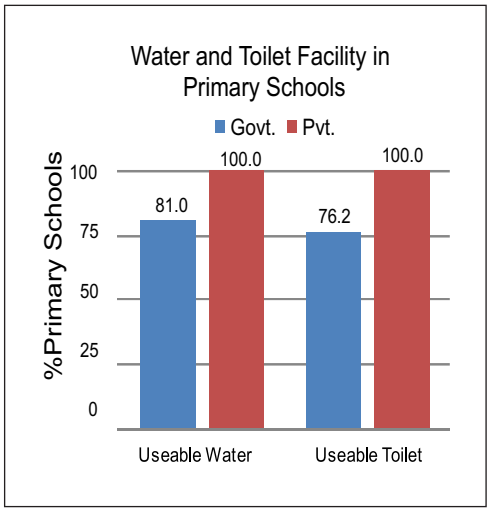
School Report Card

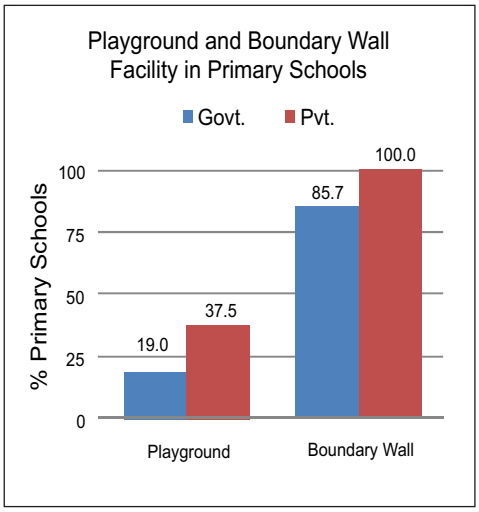
	Number of Surveyed School by Type							
	Government School				Private School			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	12	7	2	21	1	-	7	8
Elementary	3	-	-	3	1	-	13	14
High	1	-	2	3	3	-	7	10
Other	5	1	-	6	-	-	2	2
Total	**21**	**8**	**4**	**33**	**5**	**-**	**29**	**34**

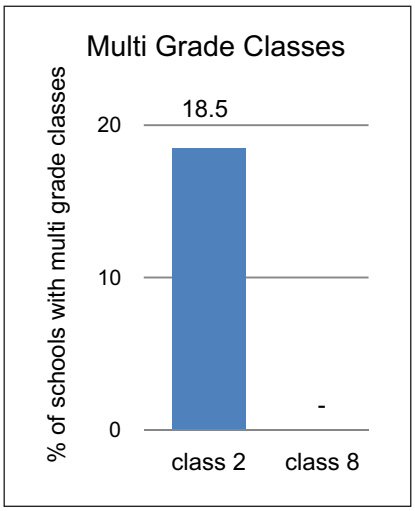
	Children Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
% of Attendance (as per register)	84.4	90.5	90.3	93.5	**87.5**	88.9	90.6	86.7	75.9	**87.6**
% of Attendance (as per headcount)	80.1	89.5	89.2	91.1	**84.3**	88.8	85.0	86.6	74.7	**85.4**

	Teacher Attendance on the Day of Visit									
	Government School					Private School				
	Primary	Elementary	High	Other	Overall	Primary	Elementary	High	Other	Overall
Teacher Attendance (%)	82.9	94.1	89.3	88.4	**86.0**	89.7	81.0	98.0	100.0	**90.9**

	School Facilities							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
Useable Water (%)	81.0	66.7	100.0	83.3	100.0	92.9	100.0	100.0
Useable Toilet (%)	76.2	100.0	100.0	83.3	100.0	92.9	100.0	100.0
Rooms Available	7.9	13.0	30.3	16.8	10.3	12.2	18.5	20.0
Rooms used for classes	7.0	9.7	25.7	12.2	8.5	10.3	15.4	18.0
Availability of Playground (%)	19.0	0.0	66.7	33.3	37.5	57.1	50.0	100.0
Availability of Boundary wall (%)	85.7	100.0	100.0	100.0	100.0	92.9	100.0	100.0







	School Funds							
	Government School				Private School			
	Primary	Elementary	High	Other	Primary	Elementary	High	Other
No. of Schools which received any grants	8	1	-	1	-	-	-	-
Average amount of grant	76,695	21,000		100,000	-	-	-	-



Annexure

Province/Territory	Districts/ Agencies	Villages/ Blocks	Households	Children (3-16 years)		Total Children	Mothers	Govt. Schools	Pvt. Schools
				Girls	Boys				
Rural									
Khyber Pakhtunkhwa	14	419	8,274	9,558	14,481	**24,039**	8,867	412	256
Sindh	17	506	10,016	13,178	18,756	**31,934**	10,977	484	74
Balochistan	15	438	7,853	9,217	16,065	**25,282**	8,096	375	28
Punjab	28	839	16,618	19,590	24,996	**44,586**	16,050	835	544
Gilgit-Baltistan	3	90	1,786	2,434	3,408	**5,842**	2,010	81	54
AJK	4	120	2,307	2,853	3,418	**6,271**	2,321	111	84
ICT	1	30	592	551	813	**1,364**	597	28	26
FATA	2	60	1,200	1,506	3,002	**4,508**	1,555	50	24
Total	**84**	**2,502**	**48,646**	**58,887**	**84,939**	**143,826**	**50,473**	**2,376**	**1,090**
Urban									
City District Karachi	1	34	391	483	479	**962**	399	29	29
City District Lahore	1	27	324	396	428	**824**	323	26	25
City District Peshawar	1	36	432	474	788	**1,262**	459	33	34
Total	**3**	**97**	**1,147**	**1,353**	**1,695**	**3,048**	**1,181**	**88**	**88**
Grand Total	**87**	**2,599**	**49,793**	**60,240**	**86,634**	**146,874**	**51,654**	**2,464**	**1,178**

Age / Class Composition in Sample 2011

National

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	29.4	32.6	20.0	11.4	6.6								100
2	4.9	15.5	34.3	24.6	9.5	11.2							100
3	1.2	3.8	13.3	35.9	18.3	16.4	11.2						100
4	0.5			17.9	29.1	28.7	9.6	14.2					100
5	0.2			5.4	10.2	38.4	16.4	16.5	12.8				100
6	0.6				1.7	14.0	22.2	33.2	14.9	13.4			100
7	0.4					2.5	8.4	31.0	28.0	17.6	12.0		100
8	0.6						2.0	12.9	26.6	33.8	15.3	8.9	100
9	0.4							3.6	9.2	29.3	37.9	19.6	100
10	0.2								2.3	10.7	33.6	53.2	100

ICT-Islamabad

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	31.7	59.4	5.9	1.0	2.0								100
2	6.3	30.7	47.2	13.4	0.8	1.6							100
3	0.8	6.0	20.3	57.1	8.3	6.8	0.8						100
4	0.0			27.3	37.4	26.6	5.0	3.6					100
5	0.0			7.2	16.4	57.9	9.2	6.6	2.6				100
6	0.0				1.2	30.6	30.6	23.5	10.6	3.5			100
7	0.0					1.9	14.6	39.8	30.1	7.8	5.8		100
8	0.0						2.3	16.3	26.7	46.5	3.5	4.7	100
9	0.0							8.9	5.1	49.4	31.6	5.1	100
10	0.0								0.0	8.3	45.0	46.7	100

Balochistan

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	30.4	30.1	18.2	12.3	9.0								100
2	4.4	15.4	31.3	25.2	11.7	11.8							100
3	1.3	4.6	11.4	26.8	18.6	19.4	17.9						100
4	0.2			23.1	17.4	32.1	8.6	18.6					100
5	0.0			4.1	7.8	38.8	12.5	17.6	19.2				100
6	1.2				3.2	10.5	9.9	43.4	16.2	15.6			100
7	0.1					2.4	8.6	20.6	30.3	25.4	12.7		100
8	0.0						2.1	9.5	18.3	43.8	15.0	11.2	100
9	0.7							2.0	7.6	25.4	41.3	23.0	100
10	0.0								1.2	7.7	25.3	65.8	100

Age / Class Composition in Sample 2011

FATA

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	22.1	33.2	23.8	11.8	9.1								100
2	3.7	9.4	39.4	25.1	12.5	9.9							100
3	2.2	3.5	8.2	32.9	22.3	16.0	14.9						100
4	0.0			11.6	31.2	26.7	12.3	18.2					100
5	0.0			3.7	3.3	51.5	18.5	14.8	8.1				100
6	0.0				4.2	3.7	20.9	30.9	15.2	25.1			100
7	0.0					2.6	5.1	23.1	33.3	19.9	16.0		100
8	4.9						1.4	8.4	22.4	35.0	17.5	10.5	100
9	0.0							0.0	3.6	26.2	51.2	19.0	100
10	0.0								0.0	3.6	19.0	77.4	100

Gilgit – Baltistan

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	16.6	29.1	19.3	18.9	16.1								100
2	4.1	11.3	32.0	22.8	14.5	15.4							100
3	1.2	2.9	10.7	36.7	13.8	23.7	10.9						100
4	0.0			10.5	24.1	24.1	15.1	26.2					100
5	0.0			3.1	6.7	33.9	15.4	28.8	12.0				100
6	0.0				1.6	9.2	17.4	25.6	21.6	24.6			100
7	0.0					4.4	3.2	23.4	27.0	20.6	21.4		100
8	3.0						1.1	6.3	14.4	32.6	26.3	16.3	100
9	0.0							4.2	5.2	13.0	39.6	38.0	100
10	0.0								0.0	11.8	30.1	58.1	100

Khyber Pakhtunkhwa

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	22.5	34.2	27.1	12.1	4.2								100
2	3.6	13.1	35.5	27.3	7.4	13.0							100
3	0.0	0.8	12.1	35.4	21.8	17.8	12.0						100
4	0.1			18.1	26.0	28.9	10.3	16.5					100
5	0.6			5.2	11.2	35.2	19.7	16.3	11.8				100
6	0.0				2.1	11.4	23.0	36.1	15.5	12.0			100
7	0.2					4.0	7.8	29.8	30.3	16.7	11.2		100
8	0.2						1.1	11.3	27.5	36.8	16.4	6.8	100
9	0.1							3.1	8.1	24.3	44.0	20.4	100
10	0.0								1.5	7.1	29.1	62.4	100

Age / Class Composition in Sample 2011

Punjab

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	31.5	33.0	21.1	11.3	3.1								100
2	6.0	17.2	33.4	24.9	10.3	8.1							100
3	1.7	4.4	16.1	36.4	19.0	14.8	7.6						100
4	0.0			16.0	33.8	30.8	10.5	9.0					100
5	0.0			6.9	13.1	37.8	17.7	15.0	9.5				100
6	0.0				0.0	16.8	24.3	31.6	15.3	12.1			100
7	0.0					0.0	10.1	34.3	29.2	15.8	10.6		100
8	0.0						2.3	15.5	29.8	30.1	14.7	7.6	100
9	0.6							4.0	11.1	32.1	34.1	18.2	100
10	0.0								3.3	14.2	37.1	45.4	100

Sindh

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	31.3	32.6	16.0	10.5	9.6								100
2	4.3	15.6	36.0	22.5	7.3	14.2							100
3	0.9	3.6	12.1	42.8	15.1	14.0	11.3						100
4	2.8			17.5	34.0	23.8	7.0	14.8					100
5	0.5			4.5	7.2	40.3	14.5	15.3	17.7				100
6	2.6				2.8	15.0	28.1	28.0	10.1	13.4			100
7	2.2					4.9	7.2	36.2	20.2	16.4	12.9		100
8	1.3						3.3	12.2	31.3	29.1	12.6	10.2	100
9	0.2							4.6	10.6	38.7	29.7	16.2	100
10	1.4								4.8	11.4	39.7	42.8	100

Azad Jammu & Kashmir

Age / Class	6	6	7	8	9	10	11	12	13	14	15	16	Total
1	35.1	30.2	18.9	9.2	6.6								100
2	7.8	16.8	35.1	23.9	9.4	7.1							100
3	1.1	7.2	15.1	39.5	16.2	16.0	5.0						100
4	0.0			19.0	34.8	24.2	9.2	12.8					100
5	0.0			6.5	9.3	38.5	15.5	23.2	6.9				100
6	0.0				2.7	16.8	22.8	31.2	16.6	10.0			100
7	0.0					4.4	7.4	31.6	26.7	17.7	12.3		100
8	1.3						1.3	16.7	23.4	31.6	14.7	11.1	100
9	0.0							3.1	7.5	24.7	46.6	18.2	100
10	0.0								0.0	10.7	36.5	52.8	100

		Access						Quality					
								Class 3			Class 5		
Sr. No	Districts	% Children in Pre School (Age 3-5)	% Children Out of School (Age 6-16)	% Children (Girls) Out of School (Age 6-16)	% Children in Private School	% Children Attending Paid Tuition (Gov & Pvt Schools)	% Mothers who can read sentence	% Children who can read Sentence (Urdu/Sindhi)	% Children who can read Word (English)	% Children who can do Subtraction	% Children who can read Story (Urdu/Sindhi)	% Children who can read Sentence (English)	% Children who can do Division
1	Attock	62.0	8.3	4.3	25.6	12.1	46.8	55.0	64.0	49.0	61.3	48.4	39.5
2	Bahawalnager	52.8	20.4	10.9	21.0	10.7	45.8	66.7	59.6	45.0	66.1	60.0	49.1
3	Bahawalpur	46.6	20.4	10.3	24.2	6.6	35.4	47.2	60.3	40.9	66.4	50.9	48.2
4	Chakwal	72.9	6.7	4.0	30.0	28.4	56.1	77.4	78.3	68.4	76.9	59.0	55.1
5	Chiniot	49.6	25.4	16.3	12.0	16.0	26.4	46.9	46.5	34.0	73.3	48.5	46.5
6	Faisalabad	54.7	11.6	5.4	26.1	31.3	52.5	55.9	58.0	51.9	63.3	51.6	58.5
7	Gujranwala	53.6	8.0	3.2	41.7	36.1	56.4	45.3	52.6	37.2	64.8	53.1	52.1
8	Hafizabad	55.1	10.2	6.2	23.4	21.3	37.8	61.1	67.5	48.2	80.7	56.2	46.0
9	Jehlum	59.2	6.7	3.7	28.7	26.3	51.3	34.7	44.0	33.7	57.9	52.2	59.3
10	Jhang	53.6	16.2	10.1	29.6	12.9	36.3	50.5	40.7	37.4	72.4	38.8	39.7
11	Kasur	56.8	15.4	8.2	39.2	19.8	30.3	53.1	63.3	45.9	65.6	49.5	46.2
12	Khanewal	54.3	15.5	8.6	19.8	24.4	40.8	64.0	76.3	61.6	70.8	61.1	61.1
13	Khushab	46.9	16.5	9.5	24.2	17.0	27.5	45.3	51.0	41.7	61.7	50.0	45.0
14	Lahore	60.9	15.1	6.8	35.6	37.5	46.7	54.5	63.4	43.5	66.2	56.5	40.9
15	Lodhran	39.8	30.1	17.9	32.1	6.4	35.9	58.8	62.6	52.2	68.8	63.2	57.7
16	Mandi Bahuddin	52.1	11.8	6.7	25.8	23.3	42.5	58.5	61.0	48.8	63.2	49.6	44.3
17	Mianwali	54.0	9.7	6.2	25.0	12.6	46.6	53.8	54.3	46.1	51.6	38.3	35.7
18	Multan	42.9	25.5	13.2	18.4	14.5	35.6	52.8	55.9	40.5	55.2	52.9	44.8
19	Muzaffar Garh	44.8	21.6	12.2	26.8	14.5	33.2	55.3	56.3	47.2	59.1	55.9	56.4
20	Nankana Sahib	63.1	8.4	4.5	32.9	37.9	42.1	53.9	59.1	37.4	69.7	52.9	43.7
21	Rahim Yar Khan	43.1	27.5	14.7	13.3	10.7	28.2	26.8	28.6	18.9	35.0	42.2	29.6
22	Rajanpur	29.0	38.3	22.2	21.5	4.7	17.7	51.1	53.9	45.1	62.7	56.7	58.2
23	Rawalpindi	70.7	4.7	1.7	29.2	19.6	64.2	37.3	52.9	33.1	28.4	27.5	15.4
24	Sahiwal	44.4	10.0	5.4	23.8	22.3	41.9	40.7	46.7	43.1	44.7	40.4	40.4
25	Sargodha	51.7	13.2	8.0	23.6	13.6	46.4	70.9	57.5	53.2	62.2	36.5	44.1
26	Sheikhupura	61.8	11.7	4.6	40.4	37.4	39.7	48.8	54.5	43.1	55.7	52.9	52.5
27	T.T.Singh	48.6	7.9	4.1	25.3	21.7	50.6	61.4	69.0	59.6	57.8	59.8	53.1
28	Vehari	50.0	24.1	12.2	15.9	18.7	34.6	47.4	57.4	45.7	50.0	69.1	57.0
	Punjab	51.3	16.1	8.8	26.3	20.5	41.6	53.0	57.5	45.2	60.5	50.2	46.2

		Access						Quality					
								Class 3			Class 5		
Sr. No	Districts	% Children in Pre School (Age 3-5)	% Children Out of School (Age 6-16)	% Children (Girls) Out of School (Age 6-16)	% Children in Private School	% Children Attending Paid Tuition (Gov & Pvt Schools)	% Mothers who can read sentence	% Children who can read Sentence (Urdu/Sindhi)	% Children who can read Word (English)	% Children who can do Subtraction	% Children who can read Story (Urdu/Sindhi)	% Children who can read Sentence (English)	% Children who can do Division
29	Dadu	47.1	16.4	9.1	2.6	1.4	35.2	29.2	19.2	14.0	46.3	14.0	14.4
30	Gotki	34.5	28.1	14.9	9.3	7.0	20.6	31.3	16.7	12.5	50.0	17.4	28.6
31	Hyderabad	30.4	25.5	13.1	9.1	4.0	35.0	28.0	33.0	25.2	23.7	27.1	19.6
32	Jamshoro	34.1	29.7	14.9	2.7	1.7	29.8	50.0	30.4	37.1	34.3	20.0	25.7
33	Kashmore	25.1	45.2	19.8	1.4	10.0	11.6	28.1	14.7	9.7	28.5	11.4	19.0
34	Khairpur	50.4	18.5	9.7	13.7	10.4	47.3	47.7	49.1	35.5	49.6	36.0	32.7
35	Larkana	48.1	15.9	8.5	4.1	5.9	46.8	44.0	15.9	30.4	42.6	23.5	25.9
36	MirpurKhas	38.9	33.7	15.1	9.1	6.7	16.1	29.5	46.4	26.8	39.3	30.1	24.1
37	Mithi	34.2	23.3	12.7	1.4	7.2	18.1	52.9	14.0	26.3	72.9	23.5	37.3
38	Nawshero Feroze	49.9	19.5	11.9	7.9	5.1	40.5	45.4	52.6	42.3	41.5	24.7	30.9
39	Sanghar	28.3	34.2	20.1	7.4	6.3	14.2	37.7	21.9	28.6	46.0	21.8	26.7
40	Shikarpur	34.6	38.0	19.5	4.9	6.4	22.7	52.9	36.2	37.7	44.2	28.4	33.7
41	Sukkur	36.1	33.1	17.2	12.2	4.1	28.2	20.7	19.9	12.7	18.0	8.0	9.0
42	Tando Allah Yar	32.3	34.0	16.4	15.0	1.7	29.3	30.6	16.7	19.4	46.2	9.2	9.4
43	Tando Muhd Khan	44.2	32.3	14.6	4.1	2.4	26.7	38.5	34.0	31.4	36.5	30.1	39.2
44	Thatta	38.6	40.2	17.4	0.7	1.2	25.7	19.0	18.2	23.5	10.5	4.7	10.7
45	Umer kot	25.7	38.9	18.4	7.8	2.7	18.9	41.6	13.6	15.5	45.9	7.2	23.5
	Sindh	37.6	29.5	14.8	6.5	5.0	26.3	37.3	25.3	24.7	40.5	19.8	23.8
46	BarKhan	22.3	46.4	22.9	14.5	20.2	11.5	25.7	26.4	28.9	34.3	41.7	52.8
47	Chaghi	5.3	21.6	12.8	3.7	0.0	25.0	13.2	20.6	16.2	30.4	28.6	41.1
48	Kallat	38.8	32.4	13.2	0.4	1.9	19.1	42.1	56.4	43.6	56.8	54.3	53.1
49	Ketch	38.0	12.8	9.0	0.1	0.4	48.9	49.5	2.8	52.3	48.0	22.8	26.2
50	Kharan	75.5	19.0	5.2	5.6	2.2	36.0	14.3	14.9	8.7	14.0	19.3	10.7
51	Khuzdar	56.2	13.3	7.7	0.2	0.0	6.0	26.6	27.3	28.9	40.8	40.8	19.7
52	Musa Khel	53.3	37.0	22.8	9.3	0.8	7.9	39.2	19.4	36.4	56.2	39.2	24.3
53	Nushki	48.4	17.6	8.4	2.9	1.8	4.6	39.0	79.1	69.4	23.1	71.9	77.8
54	Pashin	24.9	15.1	7.9	13.5	7.8	43.2	15.7	50.0	24.7	20.3	35.6	38.1
55	Qilla Abdullah	52.9	17.4	5.7	1.3	1.7	0.0	18.1	48.3	32.8	23.7	45.2	52.6
56	Qilla Saifullah	21.6	26.0	16.2	1.0	0.2	50.0	43.9	8.9	62.7	50.0	26.0	39.6

		Access						Quality					
								Class 3			Class 5		
Sr. No	Districts	% Children in Pre School (Age 3-5)	% Children Out of School (Age 6-16)	% Children (Girls) Out of School (Age 6-16)	% Children in Private School	% Children Attending Paid Tuition (Gov & Pvt Schools)	% Mothers who can read sentence	% Children who can read Sentence (Urdu/Sindhi)	% Children who can read Word (English)	% Children who can do Subtraction	% Children who can read Story (Urdu/Sindhi)	% Children who can read Sentence (English)	% Children who can do Division
57	Quetta	39.1	13.3	8.6	17.4	16.9	58.8	48.0	55.4	27.4	55.6	50.0	16.3
58	Sherani	11.6	24.7	9.6	0.0	0.8	67.6	23.9	25.8	24.7	59.0	43.6	53.0
59	Zhob	21.1	57.8	21.4	2.2	19.3	17.6	53.8	54.8	47.2	28.8	44.8	22.4
60	Ziarat	30.2	11.3	5.4	6.9	0.7	43.4	18.2	9.5	12.8	64.5	24.6	48.6
	Balochistan	35.3	23.5	11.6	5.2	4.2	22.5	31.8	36.7	36.2	41.7	38.5	38.4
61	Abbotabad	55.7	7.1	3.6	27.5	4.7	23.1	32.3	35.5	26.9	21.1	20.5	17.4
62	Bannu	52.2	16.9	9.0	13.1	7.5	24.3	22.8	31.7	16.3	13.0	17.4	16.8
63	Batagram	39.2	19.9	12.1	21.4	6.5	19.9	37.6	55.0	30.2	39.6	44.6	26.7
64	Charsada	46.1	22.0	12.8	23.9	6.4	24.5	33.1	57.3	52.9	28.1	34.7	28.9
65	D.I.Khan	51.1	15.8	8.4	19.1	20.8	27.6	43.9	50.0	46.2	55.5	62.0	54.0
66	Haripur	55.1	10.8	5.5	28.2	9.2	58.8	31.1	41.5	31.1	29.7	26.6	18.0
67	Karak	49.3	7.9	5.8	30.7	9.5	37.9	23.2	47.1	29.7	16.8	38.0	42.5
68	Mansehra	40.6	9.8	6.2	29.7	8.5	33.7	30.1	44.2	37.2	41.7	38.9	36.8
69	Mardan	37.1	14.2	9.5	15.6	3.1	41.1	36.9	59.5	42.3	44.1	57.6	51.8
70	Peshawar	44.9	15.1	8.6	41.6	3.9	15.8	27.5	41.7	26.7	17.6	14.5	11.5
71	Swabi	44.1	8.1	4.9	27.1	7.0	37.0	34.3	60.0	39.6	32.2	43.2	34.7
72	Swat	80.4	4.4	2.4	32.9	8.9	13.3	37.5	36.5	20.8	47.1	32.4	11.8
73	Tank	43.9	23.9	12.8	18.9	15.4	17.0	24.0	31.2	24.8	32.0	29.4	27.6
74	Upper Dir	37.1	19.7	12.9	6.3	1.3	7.6	24.9	42.7	21.9	32.9	39.3	20.9
	Khyber Pakhtunkhwa	45.1	14.5	8.5	23.5	7.9	28.0	31.2	46.4	32.6	31.5	35.6	29.3
75	Diyamer	14.9	47.6	21.8	3.2	3.3	3.0	36.9	51.6	38.3	61.5	59.2	58.8
76	Gilgit	58.9	2.6	1.2	70.5	12.0	65.9	66.2	85.8	68.5	63.9	78.3	66.4
77	Skardu	31.3	14.7	9.1	25.3	19.4	15.7	43.4	55.8	46.8	57.4	46.0	29.2
	Gilgit-Baltistan	29.4	22.6	11.2	31.0	12.9	25.4	49.4	65.0	52.0	60.7	60.5	50.4
78	Bagh	55.7	4.5	1.9	38.7	3.8	61.9	80.6	84.7	72.5	66.9	70.9	57.9
79	Mirpur	45.8	5.1	2.0	45.7	15.1	83.5	38.8	50.6	34.1	58.2	64.6	40.5
80	Muzaffarabad	66.7	8.7	3.9	40.9	15.8	59.1	48.0	57.6	47.7	54.3	47.8	32.5

Sr. No	Districts	Access						Quality					
								Class 3			Class 5		
		% Children in Pre School (Age 3-5)	% Children Out of School (Age 6-16)	% Children (Girls) Out of School (Age 6-16)	% Children in Private School	% Children Attending Paid Tuition (Gov & Pvt Schools)	% Mothers who can read sentence	% Children who can read Sentence (Urdu/Sindhi)	% Children who can read Word (English)	% Children who can do Subtraction	% Children who can read Story (Urdu/Sindhi)	% Children who can read Sentence (English)	% Children who can do Division
81	Neelum	38.1	18.5	12.1	5.3	4.8	28.8	47.6	51.4	41.7	51.5	58.3	46.2
	AJK	50.1	10.3	5.8	29.5	9.4	58.3	54.5	61.5	50.0	57.7	59.5	44.2
82	ICT	67.3	3.9	1.7	44.3	19.7	52.2	44.9	60.3	44.1	55.1	56.8	49.0
	ICT	67.3	3.9	1.7	44.3	19.7	52.2	44.9	60.3	44.1	55.1	56.8	49.0
83	Khyber Agency	39.3	19.6	14.4	34.6	1.3	13.4	27.3	50.2	39.1	42.0	45.3	38.3
84	F. R. D.I.KHAN	27.2	34.8	16.3	10.9	7.1	0.0	31.5	38.2	29.1	20.4	12.9	10.8
	FATA	35.2	25.3	15.1	25.8	3.0	12.8	28.7	46.4	35.9	34.1	33.5	28.2
	National (84 Districts)	42.7	20.1	10.6	18.5	11.3	34.5	41.2	45.5	37.5	47.4	40.6	37.3
	Punjab	51.3	16.1	8.8	26.3	20.5	41.6	53.0	57.5	45.2	60.5	50.2	46.2
	Sindh	37.6	29.5	14.8	6.5	5.0	26.3	37.3	25.3	24.7	40.5	19.8	23.8
	Balochistan	35.3	23.5	11.6	5.2	4.2	22.5	31.8	36.7	36.2	41.7	38.5	38.4
	KP	45.1	14.5	8.5	23.5	7.9	28.0	31.2	46.4	32.6	31.5	35.6	29.3
	Gilgit	29.4	22.6	11.2	31.0	12.9	25.4	49.4	65.0	52.0	60.7	60.5	50.4
	AJK	50.1	10.3	5.8	29.5	9.4	58.3	54.5	61.5	50.0	57.7	59.5	44.2
	Islamabad	67.3	3.9	1.7	44.3	19.7	52.2	44.9	60.3	44.1	55.1	56.8	49.0
	FATA	35.2	25.3	15.1	25.8	3.0	12.8	28.7	46.4	35.9	34.1	33.5	28.2
	National	42.7	20.1	10.6	18.5	11.3	34.5	41.2	45.5	37.5	47.4	40.6	37.3
	Urban												
1	City District Karachi	68.9	9.6	3.6	64.1	47.8	81.5	54.9	83.1	60.6	48.3	68.3	50.0
2	City District Lahore	59.1	10.7	6.1	49.8	60.5	76.8	72.1	88.1	64.4	77.8	70.3	51.6
3	City District Peshawar	41.1	10.7	4.7	60.7	29.2	61.1	48.9	62.2	52.2	54.0	63.0	49.0
	Urban	55.4	10.4	4.7	59.0	43.7	76.0	57.2	75.9	58.2	59.2	66.5	50.0



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