Annual Status of Education Report (ASER)

Survey Findings

Foundational Learning Assessment
ASER Assessment Tools

- ASER Assessment Tools test basic competencies in Urdu/Sindhi Reading, Arithmetic, English and General Knowledge:
  - Reading (Urdu/Sindhi)
  - Arithmetic
  - English
  - General Knowledge
- Assessment on Class II level curriculum/SLOs in Urdu/Sindhi, English and Arithmetic.
- Arithmetic tool covers number recognition for single, double and 3-digits & word problems in operations.
- ASER survey includes Household and School level questionnaires.
ASER 2023 Cycle – Data Collection through Mobile App

• Real time data collection, reporting & analysis on ASER app
• **App allows multiple users** with varying levels of data access: Super Admins, Master Trainers, and Volunteers
• **Linked to an interactive dashboard** for use by ASER team and MTs from ASER partner organizations for monitoring data collection, data visualization, and user management
• **An integrated database** developed; data being uploaded through pen & paper-based surveys & the ASER mobile app can be consolidated

![ASER App user authentication](image1)

![ASER App Home Screen](image2)

![Survey Categories](image3)

![ASER App's Interactive Dashboard](image4)
ASER Survey Sampling Methodology and Sample Size

**ASER 2023 – Rural Survey:**

- Two-stage stratified random sampling,
- Villages as Primary Sampling Units (PSUs) and households (HHs) as Secondary Sampling Units (SSUs).
- 30 villages from each district (PSUs) are selected using the **Probability Proportional to Size (PPS)** method.
- From each village, 20 HHs were selected using the “Left-hand side” rule.

**ASER 2023 – Urban Survey:**

- ASER urban covered 1154 PSUs. (Urban PSUs provided by the Pakistan Bureau of Statistics -PBS)
- From each PSU, 20 households (SSUs) were sampled using systematic random sampling.

<table>
<thead>
<tr>
<th>Sample distribution</th>
<th>Rural</th>
<th>Urban</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts</td>
<td>151 Districts</td>
<td>123 Districts</td>
<td>-</td>
</tr>
<tr>
<td>Primary Sampling Units (PSUs)</td>
<td>4,381 Villages</td>
<td>1,154 Enumeration blocks</td>
<td>-</td>
</tr>
<tr>
<td>Number of Children Surveyed</td>
<td>212,537 (Girls: 93,244) (Transgender: 1,957)</td>
<td>59,833 (Girls: 25,335) (Transgender: 36)</td>
<td>272370 (Girls: 118,579) (Transgender: 1,993)</td>
</tr>
<tr>
<td>3-16 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Children Assessed</td>
<td>153,354 (Girls: 64,563) (Transgender: 1,244)</td>
<td>47,633 (Girls: 19,653) (Transgender: 28)</td>
<td>200,987 (Girls: 84,216) (Transgender: 1,272)</td>
</tr>
<tr>
<td>5-16 years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 106,974 HHs (Urban and Rural)
# ASER 2023 Sample Coverage in Gilgit Baltistan

<table>
<thead>
<tr>
<th>Sample distribution</th>
<th>Gilgit Baltistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts</td>
<td>10 Districts</td>
</tr>
<tr>
<td>Primary Sampling Units (PSUs)</td>
<td>298 Villages</td>
</tr>
<tr>
<td>Number of Children Surveyed 3-16 years</td>
<td>15,341</td>
</tr>
<tr>
<td>(Girls: 6878)</td>
<td></td>
</tr>
<tr>
<td>Number of Children Assessed 5-16 years</td>
<td>11,150</td>
</tr>
<tr>
<td>(Girls: 4854)</td>
<td></td>
</tr>
</tbody>
</table>

*Total 5866 Households*
Disclaimer: "The ASER National Rural Survey is representative at the district-level whereas the ASER National Urban Survey is representative of urban divisions. The National Rural and Urban Surveys are based on distinct methodologies (refer to Technical Note). However, only for summary purposes a national consolidated report of the two surveys is shown in the National Report Card. Given the stark contrast in indicators by location (rural/urban) there is merit in considering the two surveys individually and drawing comparisons."
PROVINCIAL FINDINGS
GILGIT - BALTI斯坦
Enrollment Age Groups (3-5) & (6-16)

National - Urban & Rural

3-5 Years
- Gov’t Schools: 42%
- Pvt. Schools: 31%

6-16 Years
- Gov’t Schools: 66%
- Pvt. Schools: 34%

National - Rural

3-5 Years
- Gov’t Schools: 40%
- Pvt. Schools: 22%

6-16 Years
- Gov’t Schools: 77%
- Pvt. Schools: 23%

National Rural (3-5 years) ECE
Proportion of enrolled children has increased in 2023 as compared to 2021

National Rural (6-16 years)
Proportion of OOSC has decreased compared to 2021
Enrollment Age Groups (3-5) & (6-16)

Provincial – Gilgit-Baltistan

3-5 Years
- Government Schools: 47%
- Private Schools: 48%

6-16 Years
- Government Schools: 94%
- Private Schools: 52%

National Rural (3-5 years) ECE
Proportion of enrolled children has increased in 2023 (47%) as compared to 2021 (38%).

National Rural (6-16 years)
Proportion of enrolled children has increased in 2023 (94%) compared to 2021 (90%).
Proportion of enrolled children in government school has declined since 2021 (73%) while increased in private education institution.
Proportion of OOSC has decreased in 2023 (6%) compared to 2021 (10%).
In 2023, the share of children going to state/government schools has decreased.
# Provincial Comparison - Rural

AJ&K has the highest percentage of children (Age 6-16 years) enrolled – AJ&K (98%)

<table>
<thead>
<tr>
<th>Province</th>
<th>Percentage</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balochistan</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>62% (2021)</td>
</tr>
<tr>
<td>Khyber Pakhtunkhwa</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>73% (2021)</td>
</tr>
<tr>
<td>Sindh</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>76% (2021)</td>
</tr>
<tr>
<td>Punjab</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>86% (2021)</td>
</tr>
<tr>
<td>Gilgit Baltistan</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>90% (2021)</td>
</tr>
<tr>
<td>Azad Jammu &amp; Kashmir</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>92% (2021)</td>
</tr>
</tbody>
</table>
Gender Gap in Out-of-School Children (6-16)

Less children are out of school compared to 2021.
33% of the poorest girls are out of school compared to 19% of the richest girls. Of the poorest households, 22% boys are out of school compared to 33% girls (an 11% intra-quartile difference)
22% of the poorest girls are out of school compared to 8% of the richest girls. Of the poorest households, 13% boys are out of school compared to 22% girls (an 9% intra-quartile difference).
Grade-wise Enrollment

Supply Side Challenge!
LEARNING LEVELS
Learning Levels Class 5 (National)

- Can read story in Urdu: 51%
- Can read sentences in English: 56%
- Can do 2 digit division in arithmetic: 48%
Learning Levels Class 5 (Rural)

- Can read story in Urdu: 50% (51% in 2021)
- Can read sentences in English: 54% (56% in 2021)
- Can do 2 digit division in arithmetic: 46% (51% in 2021)
Learning Levels Class 5 (Gilgit-Baltistan)

- **Can read story in Urdu - Rural**: 61% in 2021 (52% in 2021)
- **Can read sentences in English - Rural**: 66% in 2021 (61% in 2021)
- **Can do 2 digit division in Arithmetic**: 53% in 2021 (65% in 2021)
Learning Levels - Rural

Provincial Comparison - Punjab, AJK Leading!

Class 5 (5-16 Years)

<table>
<thead>
<tr>
<th>Province</th>
<th>English</th>
<th>Story in Urdu/Sindhi/Pashto</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balochistan</td>
<td>26%</td>
<td>46%</td>
<td>37%</td>
</tr>
<tr>
<td>Gilgit-Baltistan</td>
<td>53%</td>
<td>61%</td>
<td>66%</td>
</tr>
<tr>
<td>Khyber Pakhtunkhwa</td>
<td>49%</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>Punjab</td>
<td>61%</td>
<td>65%</td>
<td>67%</td>
</tr>
<tr>
<td>Sindh</td>
<td>27%</td>
<td>39%</td>
<td>22%</td>
</tr>
<tr>
<td>Azad Jammu &amp; Kashmir</td>
<td>60%</td>
<td>76%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Learning levels by Gender (5-16 Years)

**NATIONAL RURAL**

- **University**
  - Girls: 45%
  - Boys: 50%

- **English Words**
  - Girls: 49%
  - Boys: 54%

- **Arithmetic (Subtraction)**
  - Girls: 45%
  - Boys: 49%

**GILGIT BALTISTAN**

- **University**
  - Girls: 63%
  - Boys: 62%

- **English Words**
  - Girls: 70%
  - Boys: 68%

- **Arithmetic (Subtraction)**
  - Girls: 59%
  - Boys: 61%

**Boys continue to outperform girls in all three competencies**

**Girls continue to outperform boys in all literacy and vice versa for numeracy**
More OOSC stand at the highest levels in Literacy and Numeracy in comparison to 2019 and 2021.
Learning levels of private institutions are better than government schools for both literacy and numeracy.

ASER 2023 cycle shows high learning levels for out-of-school children at the highest two competencies for reading and numeracy.
Multi-grading – Gilgit-Baltistan

2021

- Government Schools: 36%
- Private Schools: 24%

Class 2: 36%
Class 8: 24%

2023

- Government Schools: 36%
- Private Schools: 29%

Class 2: 36%
Class 8: 20%
Tuition Trends (Children 5-16 years) - GB

Children Attending Paid Tuition

<table>
<thead>
<tr>
<th>Year</th>
<th>Government</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2023</td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

Tuition has gone to pre-COVID level for government school students
Parental Education (At Least Primary) - GB

Mothers  Fathers

<table>
<thead>
<tr>
<th>Year</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>35</td>
<td>62</td>
</tr>
<tr>
<td>2021</td>
<td>34</td>
<td>59</td>
</tr>
<tr>
<td>2023</td>
<td>36</td>
<td>64</td>
</tr>
</tbody>
</table>
PROVINCIAL HOUSEHOLD INDICATORS
GILGIT-BALTISTAN
Household Access To Communication & Technology

- **ELECTRICITY CONNECTION**: 97%
- **SOLAR PANEL**: 36%
- **TELEVISION**: 52%
- **RADIO**: 12%
- **COMPUTER/LAPTOP**: 23%
- **INTERNET**: 30%
- **MOBILE PHONE**: 91%
- **SMARTPHONE**: 74%
- **WHATSAPP**: 69%
- **SMS USAGE**: 83%
Effects of Climate Change on Households

- Only 37% of the household respondents felt that they are well “informed” about climate change
- 24% of households were “significantly” impacted by natural disasters within the last year
- 3% of household respondents reported loss of more than 50% of their earnings due to natural disasters within last year

To What Extent Was Your Income Negatively Impacted?

- No affect: 62%
- Less than 10%: 23%
- btw 26% - 50%: 7%
- btw 11% - 25%: 5%
- More than 50%: 3%
Effects of Climate Change on Households

27% households reported that children’s schooling was “extremely affected” by any natural disasters within last one year.

A significant share (26%) of the household respondents reported that their psychological wellbeing was “substantially affected” due to climate change.

Was Children’s Schooling Affected By Natural Disaster?

- Not at all: 70
- Extremely affected: 27
- Somewhat affected: 1
- Moderately Affected: 1

A significant share (26%) of the household respondents reported that their psychological wellbeing was “substantially affected” due to natural disasters.
In 2023, 15% households reported receiving any welfare transfer like BISP, & Bait-ul-Maal.
Annual Status of Education Report 2023
Facilitated by Idara-e-Taleem-o-Aagahi

SCHOOL FACILITIES GILGIT-BALTISTAN
## Teacher and Student Attendance & Facilities

### 2021

<table>
<thead>
<tr>
<th></th>
<th>Govt. Primary Schools</th>
<th>Private Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER ATTENDANCE</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td>(On the day of survey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHILDREN ATTENDANCE</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>(On the day of survey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLEAN DRINKING WATER</td>
<td>62%</td>
<td>81%</td>
</tr>
<tr>
<td>(On the day of survey)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2023

<table>
<thead>
<tr>
<th></th>
<th>Govt. Primary Schools</th>
<th>Private Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER ATTENDANCE</td>
<td>95%</td>
<td>69%</td>
</tr>
<tr>
<td>(On the day of survey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHILDREN ATTENDANCE</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>(On the day of survey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLEAN DRINKING WATER</td>
<td>65%</td>
<td>85%</td>
</tr>
<tr>
<td>(On the day of survey)</td>
<td></td>
<td></td>
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</tbody>
</table>
## School Facilities – Contd.

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USABLE TOILET</strong></td>
<td>Govt. Primary Schools</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>Private Primary Schools</td>
<td>43%</td>
</tr>
<tr>
<td><strong>BOUNDARY WALL</strong></td>
<td>Govt. Primary Schools</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Private Primary Schools</td>
<td>14%</td>
</tr>
<tr>
<td><strong>SCHOOL RECEIVED GRANTS</strong></td>
<td>Govt. Primary Schools</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Private Primary Schools</td>
<td>06%</td>
</tr>
</tbody>
</table>
DISABILITY & HEALTH & FUNCTIONIONING GILGIT-BALTISTAN
Health & Disability Assessment

- Head teachers/teachers were interviewed using the Washington-UNICEF Short Set of questions, also known as the Washington Group/UNICEF Module on Child Functioning
- CFM assesses children against 6 functionings i.e., visual, hearing, physical, intellectual, self-care and communication with others
- 66% of children received all the five basic vaccines (BCG, Polio, DPT-HepB-Hib, Pneumococcal, Measles) while 6% received none.
- 65% did not have a vaccination card and/or other documents.

![Children that Received None of the Five Basic Vaccines](image1.png)

- 27% Govt
- 22% Pvt

![Whether Parent/Guardian Have a Vaccination Card, Other Document or Both](image2.png)

- 65% Have None
- 35% Have a Vaccination Card, Other Document or Both
Mobilizing 10,000+ Volunteers – Citizens – Youth!