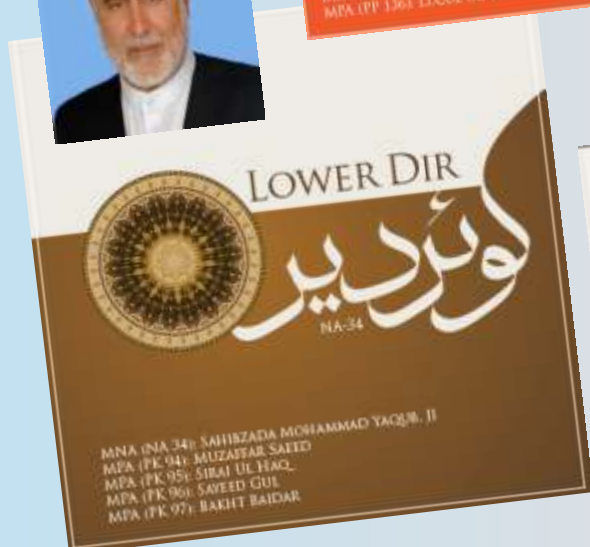
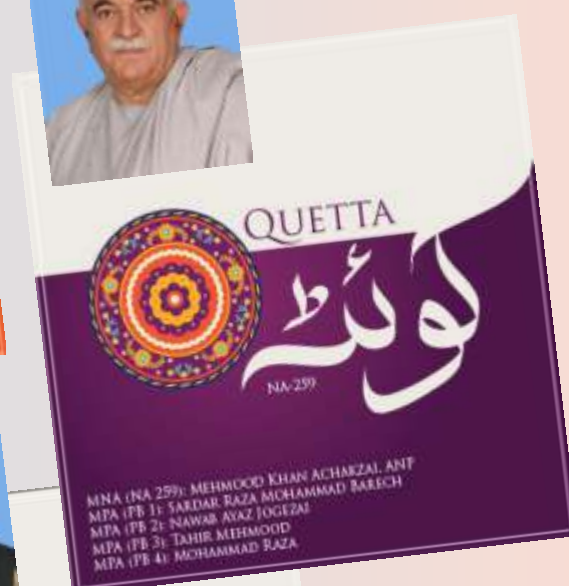
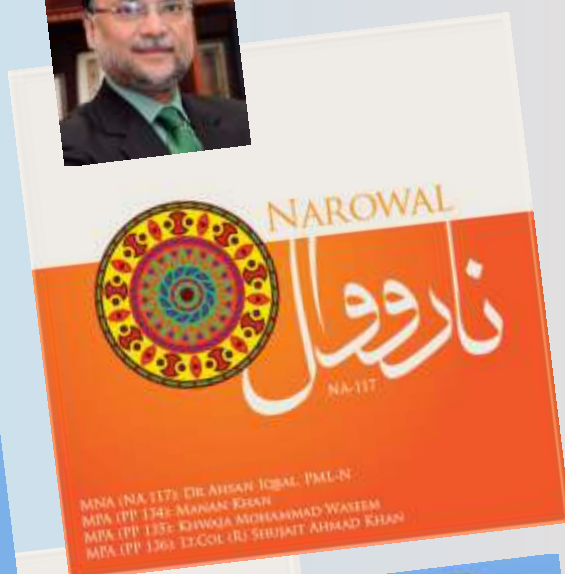


DISTRICT & CONSTITUENCY WISE EDUCATION MAPPING

Where 'politics and not policies' count



INTRODUCTION

The Encyclopaedia Britannica defines political economy, as a branch of social science that studies the relationships between individuals and society and between markets and the state; using a diverse set of tools and methods drawn largely from economics, political science, and sociology. The term *political economy* is derived from the Greek *polis*, meaning “city” or “state,” and *oikonomos*, meaning “one who manages a household or estate”. Political economy thus can be understood as the study of how a country, the public’s household—is managed or governed, taking into account both political and economic factors.¹

Embedded in the notion of political economy of learning is a concern for governance and social justice to ensure that citizens become capable and competent learners who are not simply attending schools. Given the challenges of inequality and the constitutional provision of Article 25-A or the Right to Education in 2010 as a duty of the state for all children aged 5-16, the political economy of learning needs alignment of state laws, public policy and investments in human resource development in Pakistan. The interplay of resources, political decisions and public policy distribution preferences is critical for those who are vulnerable and poor. Citizen led public accountability initiatives such as ASER are turning attention to this dimension to track in specific political geographies/constituencies about who learns in Pakistan, and who does not.

LITERATURE REVIEW

Pakistan continues to underperform in its social indicators predominantly, education and learning outcomes. Political will or ‘a sustained commitment of politicians and administrators to invest the necessary resources and willingness to make and ‘implement policy despite opposition’ (Little 2011) is clearly lacking in the case of Pakistan. Bourgignon and Verdier 1999 argue that an oligarchic setup despite its democratic rhetoric, as is in Pakistan is likely to refrain from widespread education provision pertaining to the increased political awareness and demand for political accountability and representation i.e. democracy.

One of the major reason for the underperformance of the education sector as pointed out by many (Hoodbhoy 1998; Nasir& Nazli 2000; Gazdar 2001; MoE 2002 and MoE 2009; all political party manifestoes 2013), is the persistent low levels of public sector investment in education (2% or less of GDP). This is exacerbated by flawed policy and governance decisions. Few illustrative examples include: nationalization in the ‘70s; ideologically and politically motivated schemes such as the mosque schools; madrassah mushrooming and shelter-less schools in the ‘80s; complex government-donor led low performing programs such as the Social Action Plan I & II in the ‘90s etc. These have cumulatively led to the perforation of the education system amidst sustained political instability; regional and provincial imbalances in

¹Retrieved on January 4, 2015 from: <http://www.britannica.com/EBchecked/topic/467600/political-economy> updated 2014
authored by **David N. Balaam**

economic growth, allocations and education services provision in Pakistan. A simple measure of quality of education and learning outcomes in different provinces of Pakistan portrays a grim picture. The ASER 2014 report shows that in Punjab around 25% of class 1 child can read small letters (English) whereas in Sindh, merely 8% of the children in the same class can read small letters (English). Numerous factors account for stark provincial inconsistencies in the education sector outcomes; all of them draw their roots from inadequate government spending, weak policies and even weaker implementation mechanisms at the provincial and federal levels.

TRACKING POLITICAL ECONOMY OF LEARNING & POST 2015 DEVELOPMENT AGENDA

2015 marks the end of the Millennium Development Goals (MDGs) and 2016 will witness the launch of the Sustainable Development Goals (SDGs) committed to by the global political community and member nation states. The SDGs currently comprise 17 proposed goals and 169 targets where the standalone goal 4 is for education with 10 targets (annex). Whilst Pakistan continues to be off track for meeting the MDGs, the SDGs will be even more rigorous with targets in education that underscore access plus learning from early childhood care and education to primary, secondary, tertiary and technical vocational embedded in reaching out to the differently abled, excluded and the poor. How will the federation's 'political will' be elevated for the emerging all-embracing critical path of a comprehensive education system as envisaged in SDGs, to create multiple pathways for achieving all other compelling goals?

Pakistan has been blessed with two consecutive general elections (2008; 2013) amidst multiple challenges both within and outside its geographical boundaries. The largest vote bank is of youth, parents, grandparents and households who are committed to progress of their successor generations. Politicians recognize this large constituency but remain unclear on how to target this large group of voters for intergenerational support with respect to vying for their votes through education improvement.

CONSTITUENCY BASED MAPPING – A CHALLENGE ACCEPTED BY THE ASER TEAM

In 2013 election campaigns, education was a priority area highlighted in the manifestos of all political parties. The pressure to make education a priority was generated through various campaigns including "Politicians knocking on the doors" mobilizing politicians during their political campaigns prior to the General Elections. This was conducted by Idara-e-Taleem-o-Aagahi (ITA) and the ASER team in collaboration with Alif Ailaan. The PKND campaign was a 90 second video clip of 15 politicians in rural and urban Pakistan. They were filmed going to their constituents' households, knocking on the doors to ask about the education

temperature/status of that household in terms of whether all eligible children were at school; if they were learning well, and if not in school the politician would take the child to the neighborhood school for enrolment. This campaign's footage along with a banner was then delivered to the politician vying for votes to help in the political campaign. Subsequently at the time of the ASER 2013 report launch Dr. Ahsan Iqbal from PLM –N, the winning political party of Pakistan, who is currently Minister for Planning, Development and Reforms, challenged the ASER team, “what if you do ASER at the constituency level?; do mine!” Without a moment to waste, the ASER Pakistan team took this challenge to gather evidence to map learning across the political footprint at the constituency level in Pakistan as a maiden venture under the emergent institutional umbrella, the Centre for Research and Governance (CRG).

The team thus sought to generate evidence to unpack political accountability and political will for education and learning in Pakistan. The discourse of the political economy of learning is a critical one – district wise constituency mapping will make it imperative for elected political leadership to deliver on their election promises during their term. It is hoped that constituency mapping will equip them to make informed and evidence based decisions for improvement of education, become accountable to their vote banks and in turn, make the educational bureaucracy effective and accountable to the key stakeholder – the children of Pakistan.

The twin goals of access and learning for ALL cannot be met unless the challenge of public sector attention, political stability, public policy and action are not addressed through the political will. This initiative therefore seeks to share ASER findings for 17 constituencies highlighting access and learning challenges in light of Article 25-A, right to education and highlight various aspects of the political economy of education and learning in Pakistan that need urgent public policy attention.

KEY OBJECTIVES:

Generate constituency wise analysis in order to create awareness amongst politicians for making them accountable for learning practices in their relevant constituencies.

1. Taking stock of learning and RTE implementation under the new political democratic dispensation since 2013 at the constituency/ provincial level.
2. To highlight the challenges and progress of each province pertaining to Article 25-A in light of the ASER findings for each constituencies.
3. To provide recommendations on the way forward and urging all for concrete steps in the form of CALL FOR ACTION.

SAMPLE METHODOLOGY – CONSTITUENCY

Total Population:

The total population of this survey consists of 4 districts across Pakistan i.e. one from each province (Narowal, Lower Dir, Quetta and Karachi). Purposive sampling was done for the selection of districts while 2-stage stratified sampling has been used for the selection of electoral area within each district (Primary Sampling Units: PSU) and for the selection of households (Secondary sampling units: SSU). Amongst these 4 districts, one Member of National Assembly (MNA) from each province has been selected for the survey to be carried out in his/her constituency.

Karachi	MNA, DR ARIF ALVI, PTI
Lower Dir	MNA, Shahzada Mohd Yaqub, JI
Narowal	MNA, AHSAN IQBAL, PML-N
Quetta	MNA, Mehmood Khan Achakzai, ANP

Sampling Frame:

- A list containing information on all constituencies in a district along with total population, names and number of electoral areas/blocks was provided by the Election Commission of Pakistan (ECP) for each district.
- All the electoral areas of the selected MNAs were chosen to determine a reliable sample size.
- The electoral areas of each MNA were mapped with the electoral areas of all Members of Provincial Assembly (MPA) of that district to investigate which MPA's / constituencies lie within the boundaries of that MNA.
- As the number of mapped constituencies, is different for each district / MNA, the number of surveyed households will vary too. (see footnote)
- The electoral areas / blocks (from the mapped constituencies of MPAs¹) are selected randomly using the Probability Proportional to Size Sampling Technique (PPS) (see footnote).

Sample size and its Allocation:

- Keeping in view the variability of the key variables, population distribution and field resources, a total sample of 400 households pertaining to 20 households from each electoral area / block was used.
- Sample primary sampling units (PSUs) have been considered sufficient to produce reliable estimates with 5% margin of errors at 95% confidence level.
- The detailed allocation plan is shown below:

¹ In Narowal, 3 constituencies were falling under the electoral area of selected MNA Ahsan Iqbal. In Lower Dir and Quetta, there were 4, while in Karachi there were 2 constituencies that were found after mapping.

Number of Districts	Number of Electoral area / blocks (per District)	Number of Households for 20 Electoral area / blocks
4	20	400

Sample Design: A two stage sample design was adopted:

- **First stage:** 20 electoral areas / blocks were selected from the list provided by the Election Commission of Pakistan that were part of the constituency of the selected MNA of that district.
- **Second stage:** 20 households were selected in each of the 20 selected electoral areas / blocks.

Selection of Primary Sampling Units (PSUs): Electoral areas / blocks of districts have been taken as PSUs:

- Sample PSUs have been selected using probability proportional to size (PPS) method. This technique is adopted as it is the most appropriate one to use when the sampling units are of different sizes. PPS allows villages with larger populations to have a higher chance of being selected in the sample.

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 were selected.
- We divide the electoral area / blocks into four parts:
 - In each of the four parts, start from the central location identify every 5th household on the left hand-side in a circular fashion till 5 households are selected from each part.

Selection of School

- 1 government school from each selected electoral area / block (Mandatory)
- 1 private school from each selected electoral area / block (If one exists)

NAROWAL					
Area	Provincial Assembly	Electoral areas/ blocks	Households	MNA (NA 117) : Dr Ahsan Iqbal, PML-N	
Narowal (NA 117)	PP 134	20	400	MPA	Mannan Khan
	PP 135	20	400	MPA	Khawaja Mohammad Waseem
	PP 136	20	400	MPA	Lt.Col ® Shujait Ahmad Khan
TOTAL	3 Constituencies	60	1200		

LOWER DIR					
Area	Provincial Assembly	Electoral areas/ blocks	Households	MNA (NA 34): Sahibzada Mohammad Yaqub, JI	
Lower Dir (NA 34)	PK 94	20	400	MPA	Muzaffar Saeed
	PK 95	20	400	MPA	Siraj Ul Haq
	PK 96	20	400	MPA	Sayeed Gul
	PK 97	20	400	MPA	Bakht Baidar
TOTAL	4 Constituencies	80	1600		

KARACHI					
Area	Provincial Assembly	Electoral areas/ blocks	Households	MNA (NA 250): Dr Arif Alvi, PTI	
Karachi (NA 250)	PS 112	20	400	MPA	Khurram Sher Zaman
	PS 113	20	400	MPA	Samar Ali Khan
TOTAL	2 Constituencies	40	800		

QUETTA					
Area	Provincial Assembly	Electoral areas/ blocks	Households	MNA (NA 259): Mehmood Khan Achakzai, ANP	
Quetta (NA 259)	PB 1	20	400	MPA	Sardar Raza Mohammad Barech
	PB 2	20	400	MPA	Nawab Ayaz Jogezi
	PB 3	20	400	MPA	Tahir Mehmood
	PB 4	20	400	MPA	Mohammad Raza
TOTAL	4 Constituencies	80	1600		

SURVEY METHODOLOGY

HOW TO MAKE A MAP AND SECTIONS

- **Contact Village Elder:** Introduce yourself to the Village Elder, Councilor or to other senior member(s) 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:**

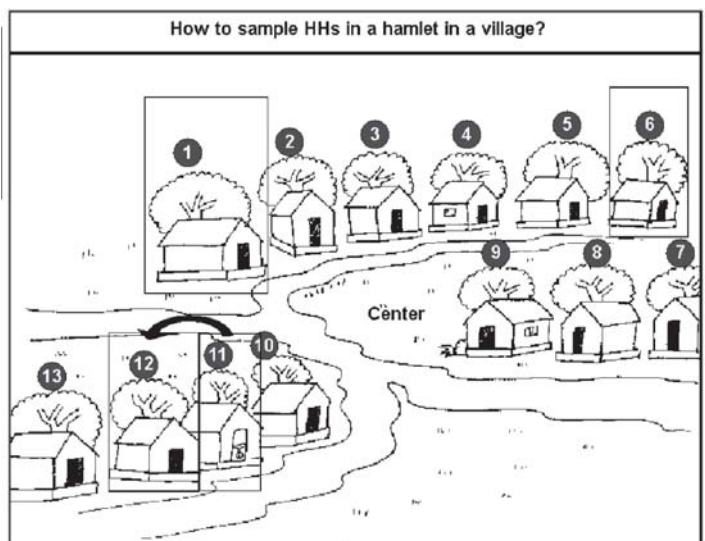
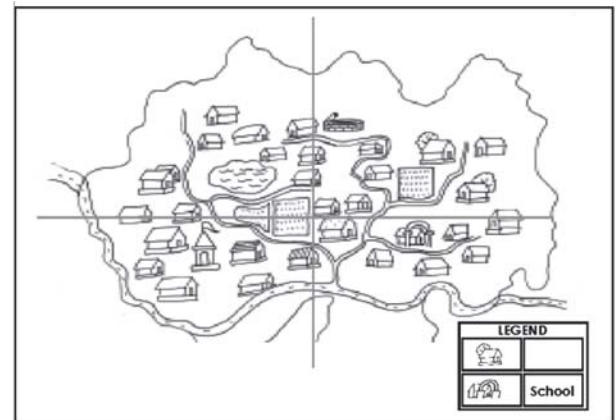
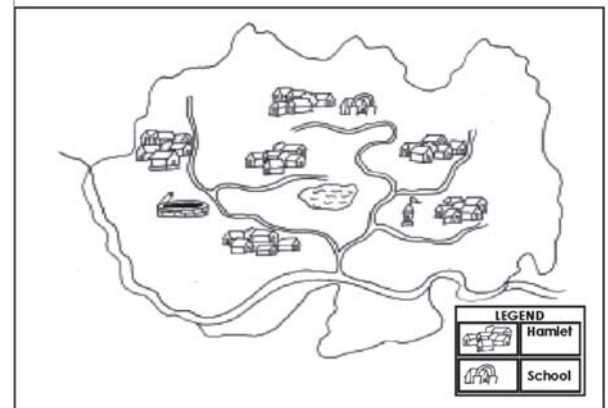
- Mark the hamlets on the map and indicate the approximate number of households in each hamlet.
- If the village consists of **more than 4 different hamlets**, then **make chits with numbers for each hamlet. Randomly pick 4 chits.** On the map, indicate which hamlets were randomly picked for surveying.
- 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

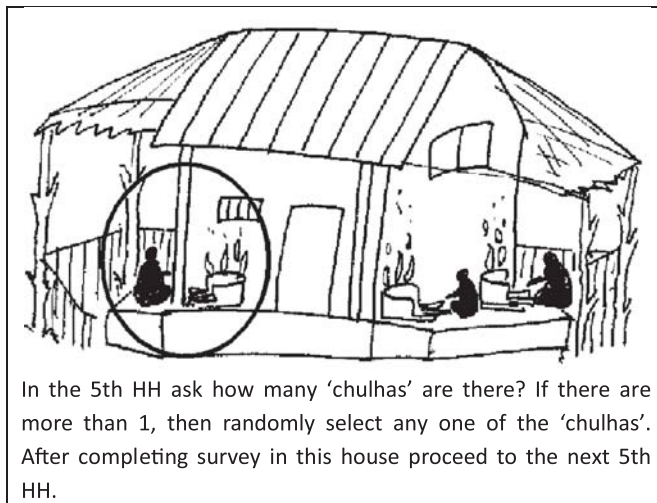
- In the entire village, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that hamlet/section. Stand facing the houses in the center of the habitation.
- Conduct the survey with every 5th household rule, from the left-hand 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' are there? 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 IS NOT counted 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 IS NOT counted 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 BE COUNTED as one of the 5 surveyed households in each hamlet/section.**
- **Stop after** you have completed **5 households in each hamlet/section.** If you have reached the end of the section before 5 households are sampled, **go around again** using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue the survey till you have 5 households in the section.
- Now move to the next selected hamlet/quadrant. Follow the same process.
- Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be a **Saturday/Sunday or a holiday.**

WHAT TO DO IN EACH HOUSEHOLD

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

- **Household 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 4:** On the household sheet, note down child's name, age, whether they are attending Kachi or any other form of pre-school centre. **We will NOT test children who are under 5 years of age.**
 - Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying.
- **Children 5 to 16:** On the Household sheet, note down child's name, age, gender and all other details.
 - Ask the current schooling status of each child, i.e. whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
 - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e. government, private, madrassah or any other type of school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying.
 - **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.
 - **Parents' Education: Following information regarding parents education will also be recorded**
 - Total number of Children
 - Whether mother and/or father have gone to school?
 - Mother and/or father's education (Highest class completed)
 - Do not take information if the father is dead.

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

- Ask for the last class that the dropped out child passed and the reason for dropping out (such as law and order, poverty, flood, school building shifted by government or others).

- Even the dropped out and never enrolled children aged 5 to 16 have to be tested.

OTHER THINGS TO REMEMBER:

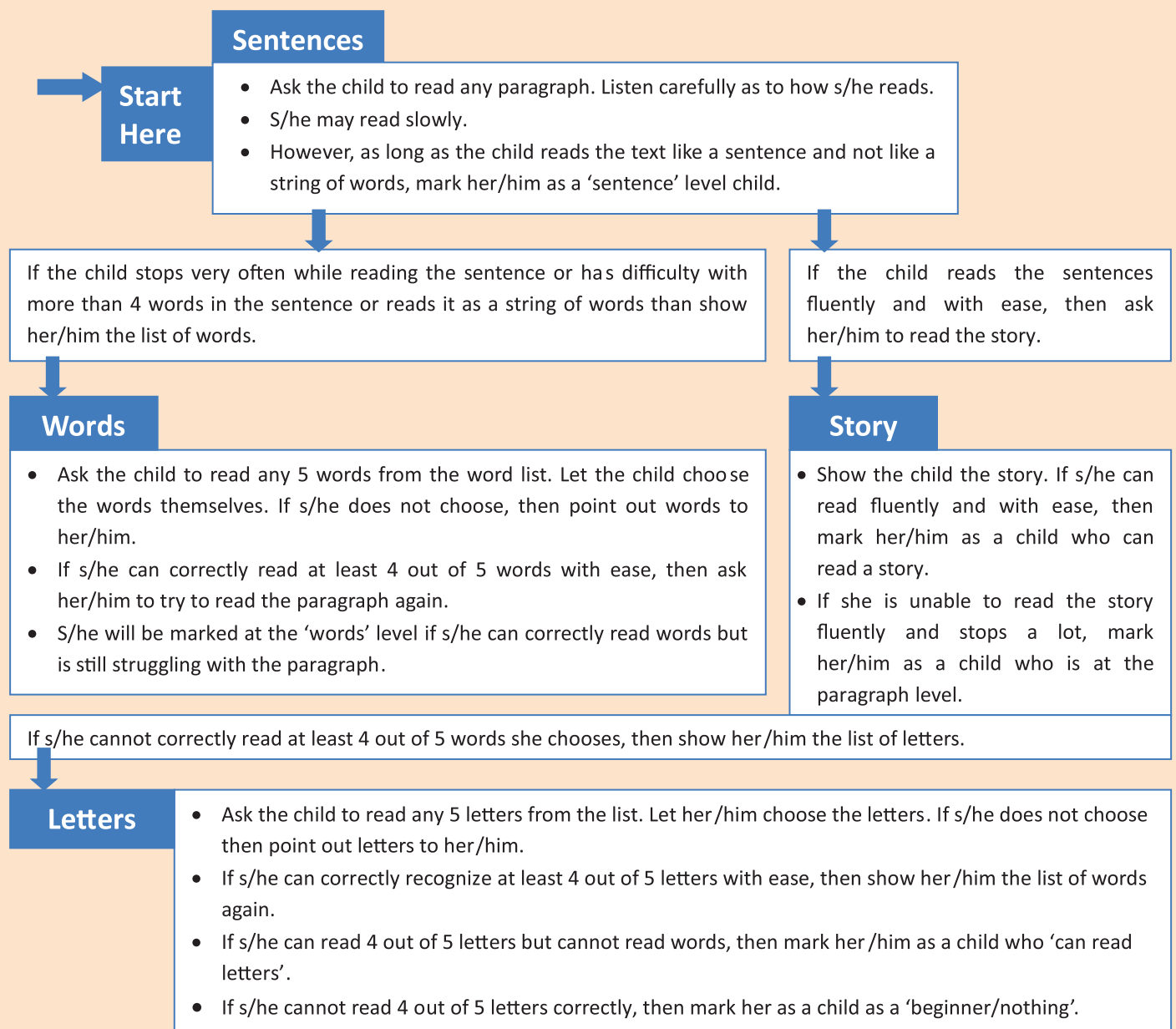
- **Non-resident children:** Do not survey children who are visiting their relatives and friends in the sampled village.
- **Older children:** Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like “children”.
- **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 16 years of age:** Often in villages, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age 5 to 16 years, and they will also be tested in all three assessments.

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

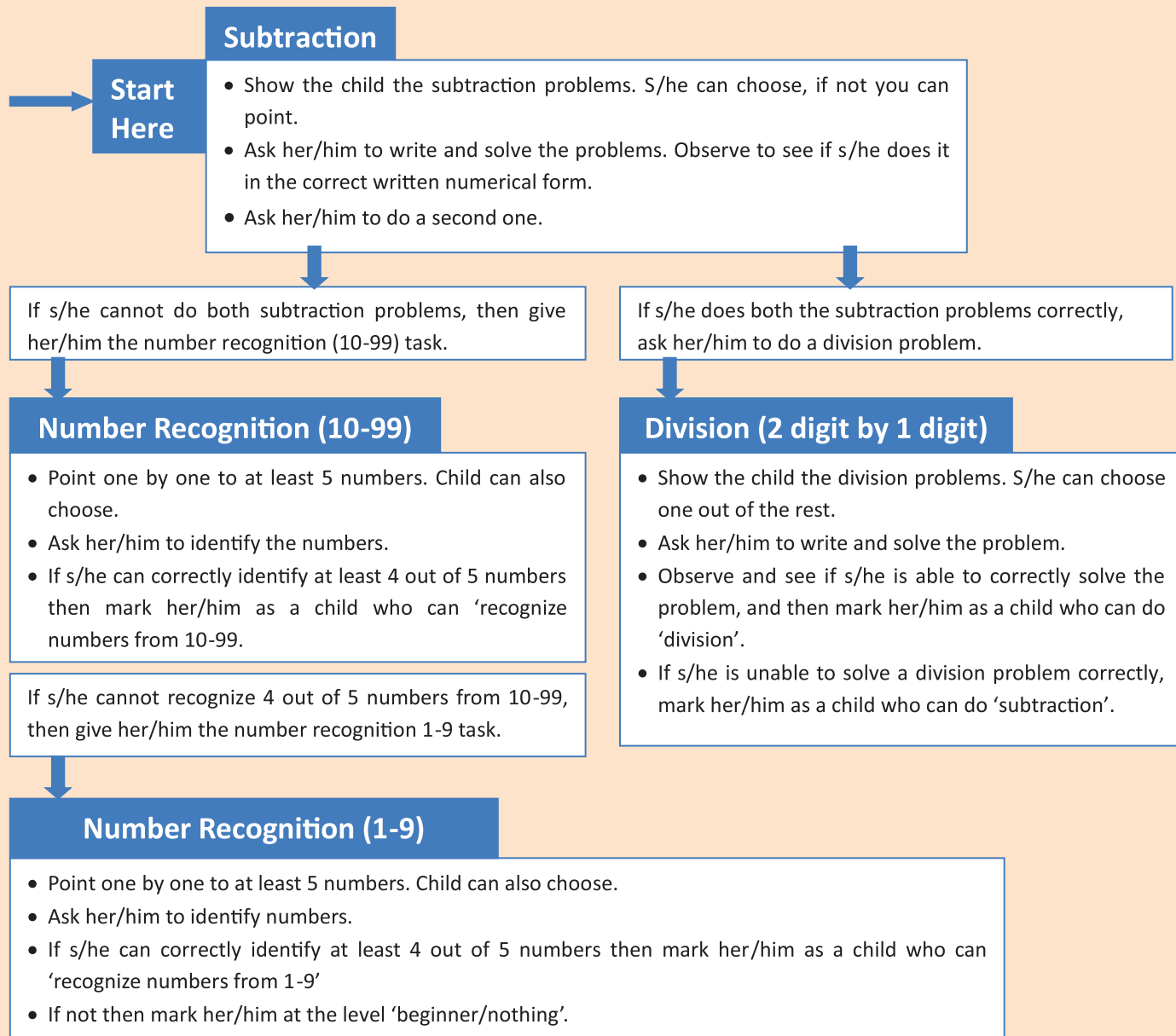
Household Indicators: All information on household indicators is to be recorded based, as much as possible, on observation and evidence. However, if for some reason you cannot observe it note down what is reported by the household. This information is being collected in order to link education status 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.
 - **Ownership of House:** whether they owned the house or not?
- **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)
- **TV:** Mark yes or no if there is a TV in the household.
- **Mobile:** Mark yes or no if the residents of the household possess a mobile phone.
- **How far is the nearest school:** Ask the one-way distance (in Km) of the nearest school from the house. It does NOT have to be the school their children go to.

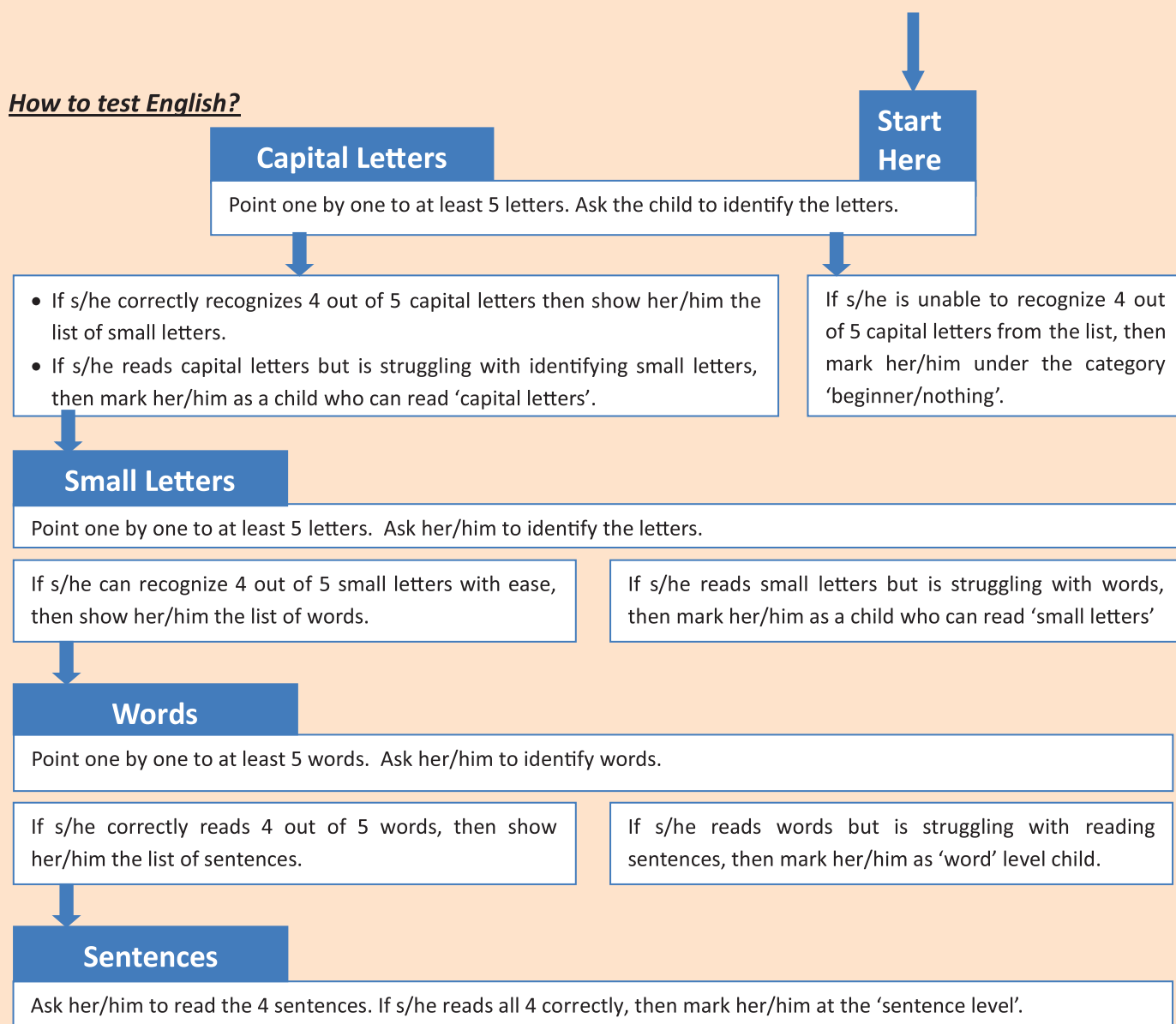
HOW TO TEST READING (Urdu / Sindhi / Pashto)?



How to test Arithmetic?



How to test English?



How to test General Knowledge?

URDU/SINDHI/PASHTO

These questions should only be asked from children who have been marked at story level. The child who has been able to read a story, should be asked two questions about the story and be marked accordingly.



ENGLISH

Ask the child to identify and tell names (in English) of any three pictures present in the box. If s/he answers any two correctly, then mark her/him Yes, otherwise No.



ARITHMETIC

For Question 1: Ask the child to identify the time of the clock present in the box. If s/he answers any one correctly, then mark her/him Yes, otherwise No.

For Question 2: Ask the child to solve two questions about addition and multiplication. Mark her/him accordingly. If both are correct, mark Yes for both and vice versa.

These questions should only be asked from children who are currently enrolled in Class 1 and above. Those who are not enrolled, these should be asked from children who are of age 10 and above.

WHAT TO DO IN A SCHOOL

GENERAL INSTRUCTIONS

- Visit any **government school** in the village with classes from Class 1 to 10 or High School. If there is no High school in the village, then go to middle school. In case middle school is not available go to primary school. In the top box of the Observation Sheet, tick according to the school type. If there is no government school in the village go to nearest **government school** located in nearby village.
- Meet the Head Master/head Mistress (if the Head Master/Mistress (HM) is absent, then meet the senior most teacher of the school) and take the following information.
- Record the name of the school, name of village, name of Tehsil/Taluka, District/Agency and the province.
- Tick the respective box for type of school i.e. High, Middle, Primary or Other.
- Tick type of school if it is:
 - Boys and Girls School
 - Boys only School
 - Girls only School
- Tick Medium of School:
 - English
 - Urdu
 - Pashto
 - Sindhi
 - Or any other Medium
- EMIS/BEMIS/SEMIS Code: write the EMIS/BEMIS/SEMIS code of the school
- Write Down School since (Establishment Year).
- Note the **Time of Entry** into the school and **Time of Exit** from School.
- Date of visit: write the date of survey
- Day of visit: write the day of survey
- Name of surveyors: write the names of both surveyors
- Does the school have special children enrolled? Tick in the Yes or No box accordingly.
- If there are any special children enrolled in the school, mention if there are any special facilities for those children.
- School affiliation with any NGO like Punjab Education Foundation, Balochistan Education Foundation, Sindh Education Foundation, UNICEF, NCHD, etc (write NGO Name). If yes, then ask the name and year of affiliation (*Only for private school sheet*).
- When at the school, ask the Head Master for the **enrollment register** or any official document on the enrollment in that school.

WHAT TO DO in Government/Private School?

Children's Enrollment & Attendance (Section 1- Govt. & Pvt.)

1. ASK for the registers of all the classes and fill in the **enrollment**.
2. Make sure the HM has introduced you to the teacher. If not, introduce yourself and ASER. Request for his/her permission to collect information in the classroom.
3. Take permission from Head Masters /Mistress or Teacher of respective class before observing the class.
4. MOVE AROUND to the classes/areas where children are seated and take down their attendance **class-wise** by **counting** them YOURSELF. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups. In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet (class-wise). Please note that you should **only** COUNT those children who are physically present in the class.
5. You can fill this information after you have collected all information from school records and registers. But make sure you do the head count of children enrolled in the school yourself also.
6. Ask head teacher for school fee, separately for each class and record in the relevant box.
7. Ask head teacher for total boys and total girls enrolled in the school.

Class Room Observations, Observe and Ask if required (Section 2- Govt. & Pvt.)

1. This section is to be filled for Class 2 and Class 8 only (in case of primary school only choose class 2). Write down the class with whom these classes are sitting.
2. OBSERVE where the class is sitting (room, verandah, outdoor) and fill accordingly.
3. Is there a black board in the class? Yes / NO
4. Check whether the black board is useable or not? Write yourself on the black board.
5. OBSERVE if children have their textbooks (at least of one subject). Ask the children to show English textbook or that of Urdu to make a correct assessment.
6. Apart from the textbooks, OBSERVE if there is any other supplementary material (e.g. books, charts on the wall, board games, etc.) in the room. Mark accordingly for each class you observe.

General Comments and Observations (Section 3- Govt. & Section 4- Pvt.)

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

Teachers (Section 4- Govt. & Section 3- Pvt.)

1. Request the Head Teacher to provide you information on teachers in the school. Collect and note down the information on:
 - a. Number of sanctioned teaching posts (*Only for Government school*)
 - b. Teachers appointed
 - c. Regular/Government teachers (do not include the Head Master)
 - d. Contract/Para teachers: If the school has para-teachers or teachers appointed by the School Management Committee (SMC), mark that separately.
 - e. Number of teachers present on the day of the survey.
 - f. Number of teachers living in this village, if applicable.
 - g. Also ask each category of teachers (Head Teacher, regular teachers, para -teachers) whether they reside in the village or a neighboring village. Count the number of teachers residing in the same visited village/neighboring villages and write this number in the observation sheet.

No of Qualified Teaching Staff (Section 5- Govt & Section 6- Pvt.)

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

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

No. of teachers who got training in the last year (July 2013-June2014) (Section 6- Govt.)

This requires you to enlist number of teachers who got any training in the previous year, see the date mentioned above to count what is meant by one year. If yes determine the time period for the training e.g. 15 days, 30 days or more than 30 days.

Facilities in the School (Section 7- Govt. & Section 7- Pvt.)

Count yourself and write down:

- Total numbers of rooms in the school.
- Number of rooms used for classes

Tick the Relevant

- Is drinking facility available and being used by children?
- Is there a complete school boundary wall/fence?
- Is toilet available and being used by children? You need to check the functionality and also observe whether children are going to the toilet present in the school. Or are they using staff toilet or one available in the mosque for example.
- Does the school have library books?
- Could you see the library books?
- Is there any playground?
- Does the school have an electricity connection?
- Is there a science laboratory available in the school?
- Is there a computer lab?
- Does the school have internet?

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

Page No 2 (Only for Government School Sheet)

- Record name of the school, name of village, name of Tehsil/Taluka, District/Agency and the province.
- Record name of Head Teacher/Principal, school phone number and Head Teacher/ Principal's mobile number.
- The Head Master should be requested to provide information for this section. In the absence of the Head Master, ask senior most teacher OR the person who is in charge of the school to provide information for this section.

SMC/SC/PTA Information (Section 8- Govt.)

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

School Fund Information (Section 9- Govt.)

1. For this section, note down information for July 2013 to June 2014.
2. Get funds information for **SMC/SC/PTA/PTSMC/PTC FUNDS, FAROGH-E-TALEEM FUND, TUCK SHOP FUND, CYCLE STAND FUND, SCHOOL CONSTRUCTION FUND** and write down the name of other source of funds.
3. Ask if the school got a fund. If yes, then note down the amount and when this **fund** was received. Also mention the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the **fund** in the **future**, then mark "no".
4. If the fund was received, ask if the school has spent the entire fund? Yes, No, Do not know.
5. There are instructions under this section asking where the school fund was spent? Mark which is relevant.
6. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

School Fund Information (Section 10- Govt.)

This section is similar to section 10 other than the date by which you are required to record the information for school fund. Record the information for school fund from July 2014 to date of survey.

Only for Private School Sheet

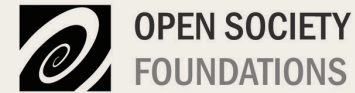
School Fund Information (Section 5- Pvt.)

1. For this section, note down information for July 2013 to June 2014 and July 2014 to date.
2. Write down the name of person who provides the information.
3. If the school gets any funds from government, private individual, or an NGO. Mark yes.
4. If the school got a fund, then note down the amount and when this **fund** was received. Write down the **month and year** in which fund was received. If the person answering this section says that he/she is going to receive the **fund** in the **future**, then mark “no”. Also write the name of the department/organization.
5. Ask the person answering this section about the fund in a way that the person does not feel threatened or uncomfortable. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section. The remaining questions of this section should be left BLANK.

District & Constituency –Wise Education Mapping – FINDINGS AS PER ASER 2014



Annual Status of Education Report



NAROWAL

NA-117



NAROWAL

نارووال

NA-117

MNA (NA 117): DR AHSAN IQBAL, PML-N
MPA (PP 134): MANAN KHAN
MPA (PP 135): KHWAJA MOHAMMAD WASEEM
MPA (PP 136): LT.COL (R) SHUJAIT AHMAD KHAN

Access to schools



% Children in different types of schools			Total Enrolled	% Out-of-school	
Age group	Government	Private		Never enrolled	Dropout
6 - 10	55.0	42.8	97.8	1.5	0.7
6 - 16	58.7	35.7	94.4	1.3	4.3
5 - 16	49.6	33.4	93.0	17.1	

Early years schooling (Pre-schooling)

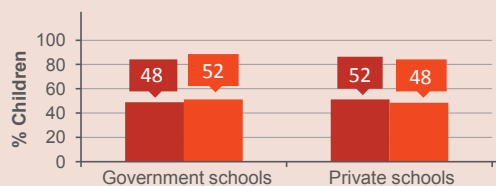
Percentage of 3 -5 years old children who attend different types of pre-schools

18.2%
Government

41.6%
Private

40.1%
Out of school

Enrollment by gender and type of school 6 to 16



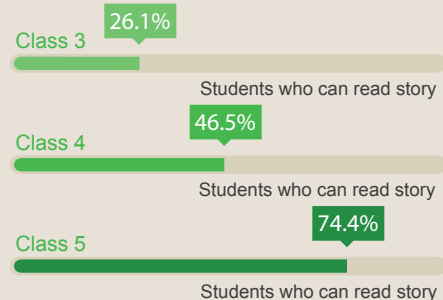
Out of school children by gender 6 to 16 years

Boys Girls

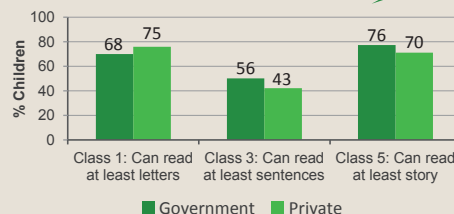


*NA-117 was not surveyed in 2012 and 2013.

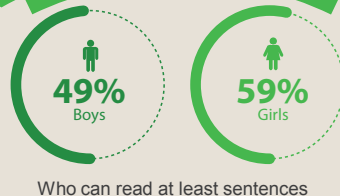
Urdu



Learning levels by school type

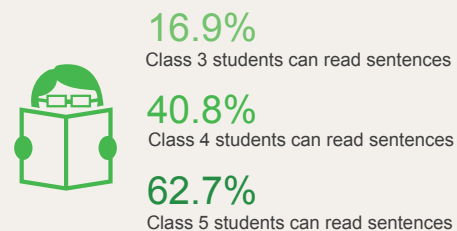


Learning levels by gender

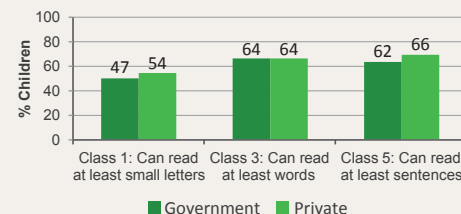


Learning Levels

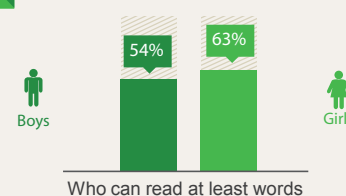
English



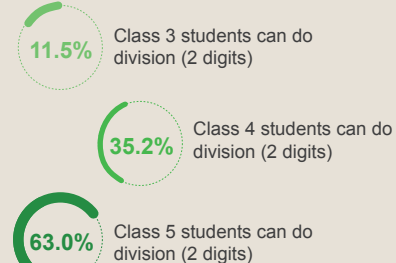
Learning levels by school type



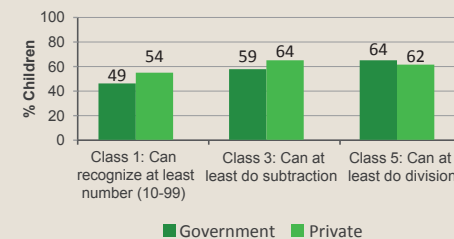
Learning levels by gender



Arithmetic



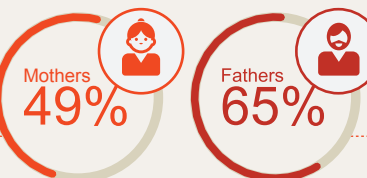
Learning levels by school type



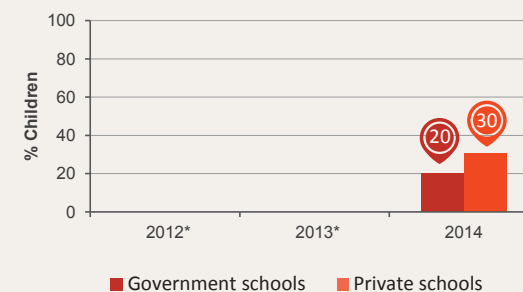
Learning levels by gender
50% Boys can at least do subtraction
60% Girls can at least do subtraction

parental Education

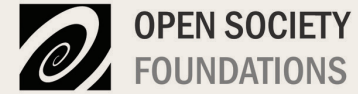
Parents having at least primary schooling



Children attending paid tuition



Annual Status of Education Report

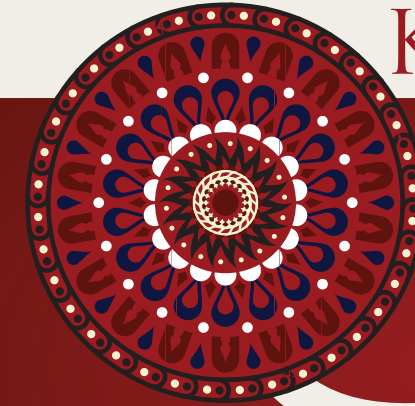


KARACHI

NA-250



KARACHI



NA-250

MNA (NA 250): DR ARIF ALVI, PTI
MPA (PS 112): KHURRAM SHER ZAMAN
MPA (PS 113): SAMAR ALI KHAN

Access to schools



% Children in different types of schools			Total Enrolled	% Out-of-school	
Age group	Government	Private		Never enrolled	Dropout
6 - 10	15.3	84.0	99.3	0.5	0.2
6 - 16	16.5	82.2	98.7	1.0	0.4
5 - 16	12.7	70.8	83.5	16.5	

Early years schooling (Pre-schooling)

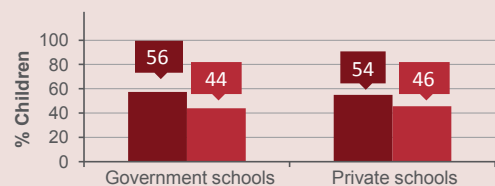
Percentage of 3-5 years old children who attend different types of pre-schools

3.7%
Government

60.7%
Private

35.6%
Out of school

Enrollment by gender and type of school 6 to 16



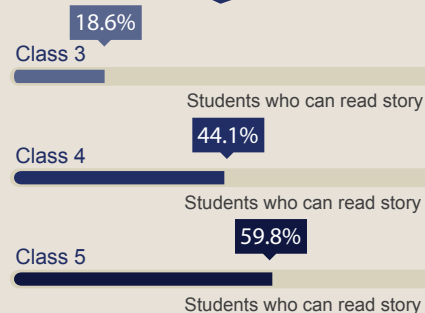
Out of school children by gender 6 to 16 years

Boys Girls

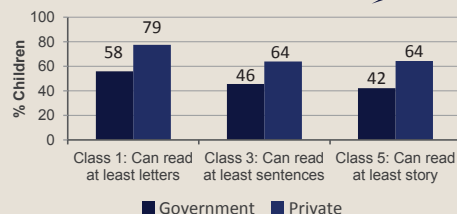


* NA-250 was not surveyed in 2012 and 2013.

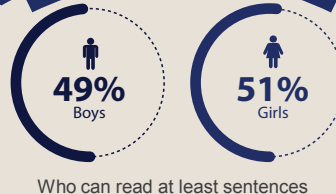
Urdu / Sindhi



Learning levels by school type



Learning levels by gender



Learning Levels

English



29.5%

Class 3 students can read sentences

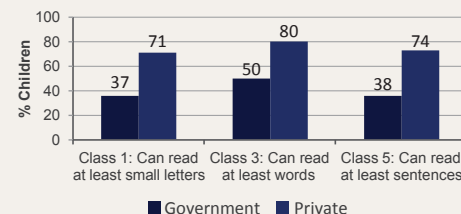
52.2%

Class 4 students can read sentences

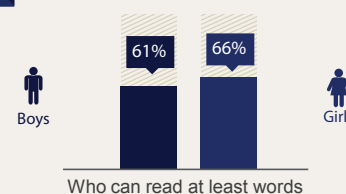
67.2%

Class 5 students can read sentences

Learning levels by school type



Learning levels by gender



Arithmetic

27.2%

Class 3 students can do division (2 digits)

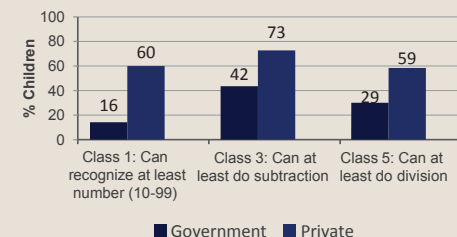
47.2%

Class 4 students can do division (2 digits)

53.4%

Class 5 students can do division (2 digits)

Learning levels by school type



Learning levels by gender

53% Boys

can at least do subtraction

55% Girls

can at least do subtraction



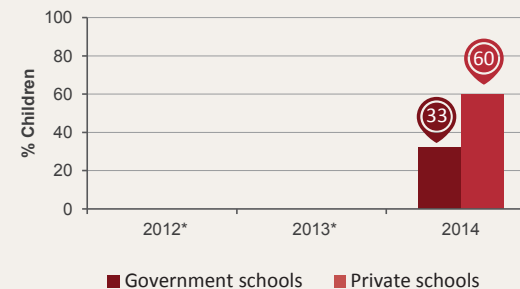
Parental Education

Parents having at least primary schooling

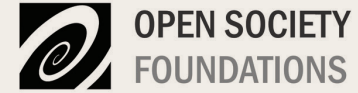
Mothers
86%

Fathers
93%

Children attending paid tuition



Annual Status of Education Report



LOWER DIR

NA-34



LOWER DIR

لوئر ڈیر
NA-34

MNA (NA 34): SAHIBZADA MOHAMMAD YAQUB, JI
MPA (PK 94): MUZAFFAR SAEED
MPA (PK 95): SIRAJ UL HAQ
MPA (PK 96): SAYEED GUL
MPA (PK 97): BAKHT BAIDAR

Access to schools



% Children in different types of schools			Total Enrolled	% Out-of-school	
Age group	Government	Private		Never enrolled	Dropout
6 - 10	76.6	16.1	92.7	5.1	2.4
6 - 16	74.0	14.7	88.7	4.7	6.7
5 - 16	63.8	16.1	79.9	20.1	

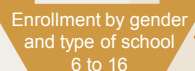
Early years schooling (Pre-schooling)

Percentage of 3 -5 years old children who attend different types of pre-schools

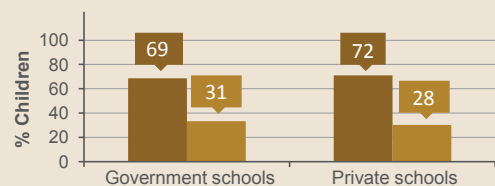
13.4%
Government

22.9%
Private

63.6%
Out of school



Enrollment by gender and type of school 6 to 16



Out of school children by gender 6 to 16 years

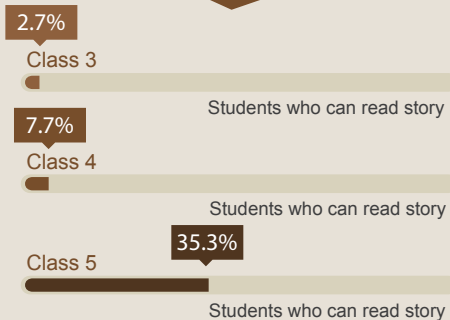
Boys Girls



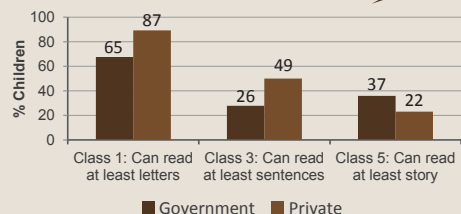
* NA-34 was not surveyed in 2012 and 2013.



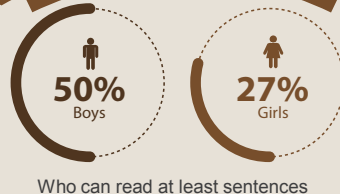
Urdu / Pashto



Learning levels by school type



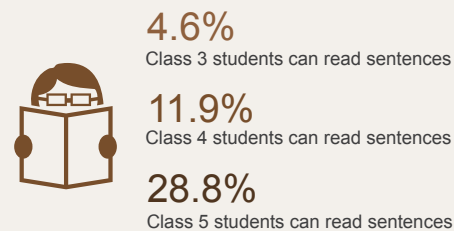
Learning levels by gender



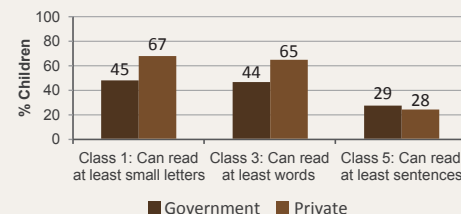
Learning Levels



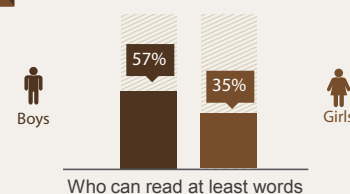
English



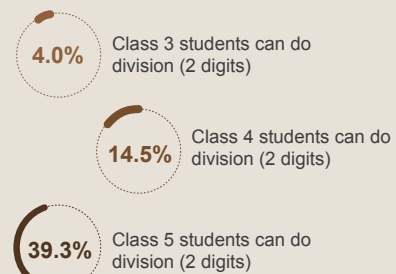
Learning levels by school type



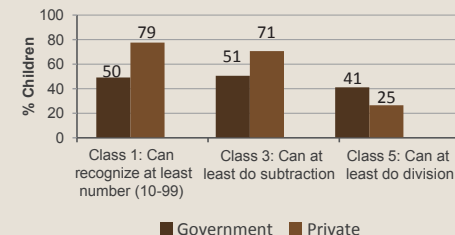
Learning levels by gender



Arithmetic



Learning levels by school type



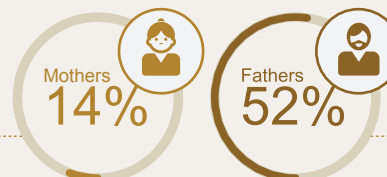
Learning levels by gender

58% Boys can at least do subtraction
38% Girls can at least do subtraction

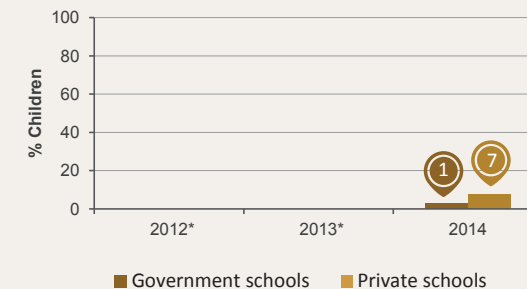


parental Education

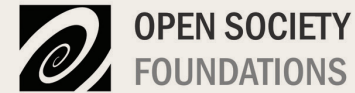
- Parents having at least primary schooling



Children attending paid tuition



Annual Status of Education Report



QUETTA
NA-259



QUETTA

کوئٹہ

NA-259

MNA (NA 259): MEHMOOD KHAN ACHAKZAI
MPA (PB 1): SARDAR RAZA MOHAMMAD BARECH
MPA (PB 2): NAWAB AYAZ JOGEZAI
MPA (PB 3): TAHIR MEHMOOD
MPA (PB 4): MOHAMMAD RAZA

Access to schools



% Children in different types of schools			Total Enrolled	% Out-of-school	
Age group	Government	Private		Never enrolled	Dropout
6 - 10	33.6	63.3	96.9	2.7	0.5
6 - 16	35.8	60.2	96.0	2.6	1.4
5 - 16	32.4	57.6	90.0	10.0	

Early years schooling (Pre-schooling)

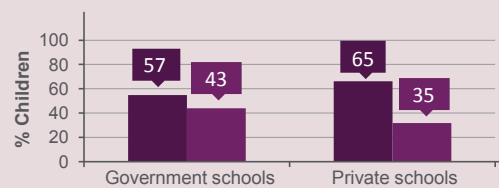
Percentage of 3 -5 years old children who attend different types of pre-schools

13.7%
Government

42.9%
Private

43.4%
Out of school

Enrollment by gender and type of school 6 to 16



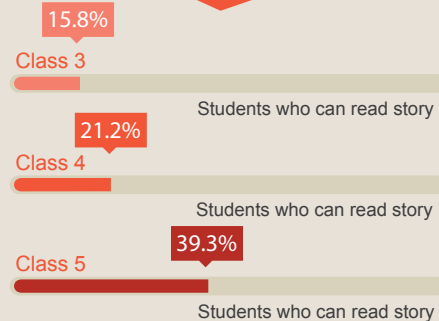
Out of school children by gender 6 to 16 years

Boys Girls

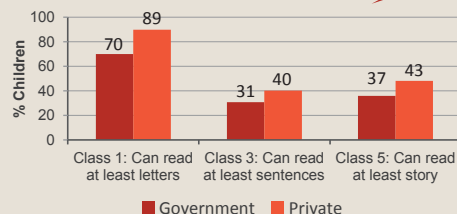


*NA-259 was not surveyed in 2012 and 2013.

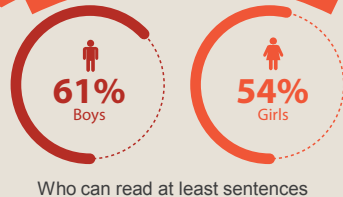
ا ب ج د
Urdu



Learning levels by school type



Learning levels by gender



Learning Levels

a b c d
English



21.1%

Class 3 students can read sentences

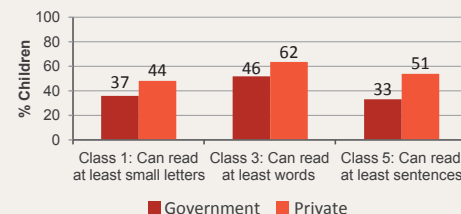
28.8%

Class 4 students can read sentences

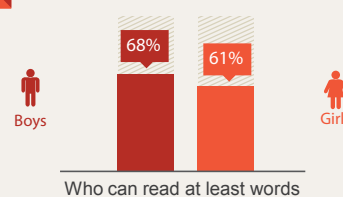
42.2%

Class 5 students can read sentences

Learning levels by school type



Learning levels by gender



+ - x ÷
Arithmetic

12.5%

Class 3 students can do division (2 digits)

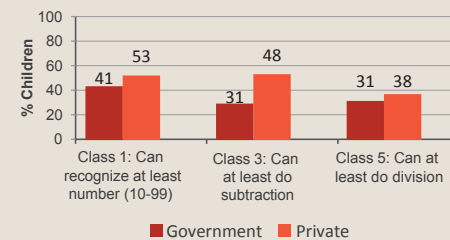
16.4%

Class 4 students can do division (2 digits)

34.4%

Class 5 students can do division (2 digits)

Learning levels by school type



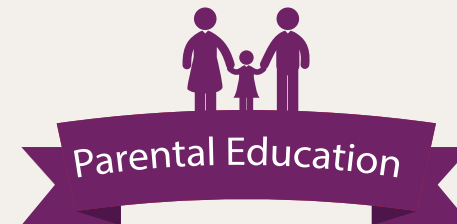
Learning levels by gender

58% Boys

can at least do subtraction

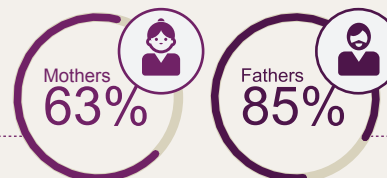
50% Girls

can at least do subtraction



Parental Education

Parents having at least primary schooling



Children attending paid tuition

