

NAROWAL NA-117 FINDINGS

Narowal District takes its name from its headquarters town. It is divided into two tehsils viz Narowal and Shakargarh. Before coming into being the district, both Narowal and Shakargarh were the tehsils of the district Sialkot. In 1991, Narowal district was created comprising Narowal and Shakargarh tehsils. It is functioning

Narowal District, Pakistan



ASER Constituency NA-117 results are based on the findings of 1 national and 3 provincial constituencies. This survey covered 1200 households and 60 electoral areas/blocks. The complete sample composition is illustrated in the table below:

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

Detailed access information was collected on 3,592 children aged 3-16 years whereas 3,197 children (aged 5-16) were assessed for learning competencies. Amongst the children aged 5-16 years, 49% were males and 51% were females.

The education indicators tapped during the survey are classified into the following categories for reporting purposes.

- Who is left behind in NA-117?

Access & Schooling Status



- Are the children of NA-117 learning?

Learning Levels by Gender



- Is additional learning support necessary?

Paid Tuition



- How educated are the parents?

Parental Education



Who is left behind in NA-117?

Amongst the surveyed children (aged 3-5), 40% were out of school whereas 60% were enrolled in some early childhood program/school. Amongst the enrolled, only 30% were attending government schools and 70% were enrolled in private schools.

6% children (aged 6-16) were reported to be out of school i.e. 2% were reported to have never enrolled in a school and 4% dropped out of school for various reasons. Given the size of the constituency, 6% children not enrolled in schools is a matter of concern; specifically 4% children who dropped out. With such a high percentage of children dropping out of school in one year, we cannot achieve the global education goal of achieving universal primary education.

On a positive note, 94% children in NA-117 were enrolled in schools. Amongst the enrolled, 62% children were attending government schools whereas 38% were attending private institutes (37% private schools and 1% Madrassah). Further, amongst the children enrolled in government schools, 52% were girls and 48% were boys whereas amongst the children enrolled in private schools, 48% were girls and 52% were boys.

Are children of NA-117 learning?

All children aged 5-16 in the sampled households were assessed in three basic competencies:

- i. Urdu
- ii. English
- iii. Arithmetic

Learning in local language (Urdu):

According to the ASER constituency findings of NA-117, 68% of government school students and 75% of private school students enrolled in class 1 could read at least letters in Urdu. 56% of government school students and 43% of private school students enrolled in grade 3 could read at least sentences based on grade 2 level National Curriculum. Further, 76% of government school students and 70% of private school students could read a story in their local language.

For children not enrolled in school, 68% were at beginner level, 5% could read letters, 5% could read words, 3% could read sentences and 19% could read a story in their local language. This implies that children who are not enrolled in schools (ever or any more) could achieve the highest competency level. Such children could be identified and enrolled back in formal schooling without much investment.

In addition, girls in NA-117 outperform boys in their local language. 49% boys could read at least sentences whereas 59% of the girls in the given constituency could do the same.

Learning competencies in English:

ASER constituency results outline that 47% of government school students and 54% of private school students enrolled in class 1 could read at least small letters in English. 64% of government and private school students enrolled in grade 3 could read at least words based on grade 2 level National Curriculum. Further, 62% of government school students and 66% of private school students could read at least sentences in English.

At least 15% of the out of school children in NA-117 were able to read sentences in English, 8% could read words, 3% could read small letters and 5% could read capital letters. 69% children were at beginner level.

Girls continue to outperform boys in reading competencies with 54% boys who could read at least words and 63% girls who could do the same.

Arithmetic Learning Competencies:

Findings based on the constituency mapping of NA-117 reveal that 49% of government school students and 54% of private school students enrolled in class 1 could recognize at least numbers (10-99). 59% of government school students and 64% of private school students enrolled in grade 3 could do at least subtraction. Further, 64% of government school students and 62% of private school students could do at least two digit division based on National Curriculum of grade 3.

Tapping the learning outcomes of out of school children, the data highlights at least 16% of the out of school children in NA-117 were able to do two-digit division, 7% could do subtraction, 6% could recognize numbers (10-99), 4% could recognize 1-9 numbers and 67% were at beginner level.

Girls are performing better than boys in arithmetic as well. 60% girls were able to do subtraction whereas only 50% of the boys could do the same.

Is additional learning support necessary?

Taking into account the heated debate about additional learning support affecting the learning outcomes of children, ASER also collects information on the level of paid tuition. 30% of the private school students and 20% of the government school students in NA-117 take paid learning support other than the school time. The incidence of tuition taking is higher in private school students when compared to government school students. 22% of class 10 children enrolled in government schools take tuitions whereas 42% of children enrolled in private schools (grade 10) do the same.

How educated are the parents?

Multiple studies have highlighted that the learning of a child is also linked to the learning of the parents especially the mother. Therefore, it is important to gauge the education level of the parents to come up with focused policies for education. In the region of Narowal (NA-117), 65% of the fathers have completed primary education whereas only 49% of the mothers could complete at least primary level of education.

QUETTA NA-259 FINDINGS

Quetta is the provincial capital and largest city of the Balochistan province. The city is known as the fruit garden of Pakistan due to the numerous fruit orchards and the large variety of fruits and dry fruits produced there. It is a trade and communication centre between the three countries. The city lies on the Bolan Pass route which was once the only gateway from Central Asia to South Asia.



ASER Constituency NA-259 results are based on the findings of 1 national and 4 provincial constituencies. This survey covered 1519 households and 76 electoral areas/blocks. The complete sample composition is illustrated in the table below:

Area	Provincial Assembly	Electoral areas/ blocks	Households	MNA: Mehmood Khan Achakzai, ANP	
Quetta (NA 259)	PP 1	20	400	MPA	Sardar Raza Mohammad Barech
	PP 2	20	400	MPA	Nawab Ayaz Jogezaio
	PP 3	17	339	MPA	Tahir Mehmood
	PP 4	19	380	MPA	Mohammad Raza
TOTAL	4 Constituencies	76	1519		

Detailed access information was collected on 4,024 children aged 3-16 years whereas 3,528 children (aged 5-16) were assessed for learning competencies. Amongst the children aged 5-16 years, 61% were males and 39% were females.

The education indicators tapped during the survey are classified into the following categories for reporting purposes.

- Who is left behind in NA-259?

Access & Schooling Status



- Are the children of NA-259 learning?

Learning Levels by Gender



- Is additional learning support necessary?

Paid Tuition



- How educated are the parents?

Parental Education



Who is left behind in NA-259?

Amongst the surveyed children (aged 3-5), 43% were out of school whereas 57% were enrolled in some early childhood program/school. Amongst the enrolled, only 24% were attending government schools and 76% were enrolled in private institutes.

4% children (aged 6-16) were reported to be out of school i.e. 3% were reported to have never been enrolled in a school and 1% dropped out of school for various reasons. Given the size of the constituency, 4% children not enrolled in schools is a matter of concern. With such a high percentage of children never enrolled in a school, we cannot accomplish the global education goal of achieving universal primary education.

On a positive note, 96% children in NA-259 were enrolled in schools. Amongst the enrolled, 37% children were attending government schools whereas 63% were attending private institutes (61% private schools and 2% Madrassah). Further, amongst the children enrolled in government schools, 43% were girls and 57% were boys whereas amongst the children enrolled in private schools, 35% were girls and 65% were boys.

Are children of NA-259 learning?

All children aged 5-16 in the sampled households were assessed in three basic competencies:

- i. Urdu
- ii. English
- iii. Arithmetic

Learning in local language (Urdu):

According to the ASER constituency findings of NA-259, 70% of government school students and 89% of private school students enrolled in class 1 could read at least letters in Urdu. 31% of government school students and 40% of private school students enrolled in grade 3 could read at least sentences based on grade 2 level National Curriculum. Further, 37% of government school students and 43% of private school students could read a story in their local language.

For children not enrolled in school, 69% were at beginner level, 3% could read letters, 10% could read words, 8% could read sentences and 10% could read a story in their local language. This implies that children who are not enrolled in schools (ever or any more) could achieve the highest competency level. Such children could be identified and enrolled back in formal schooling without much investment.

In addition, girls in NA-259 lag behind boys in their local language learning. 61% boys could read at least sentences whereas 54% of the girls in the given constituency could do the same.

Learning competencies in English:

ASER constituency results outline that 37% of government school students and 44% of private school students enrolled in class 1 could read at least small letters in English. 46% of government school students and 62% of the private school students enrolled in grade 3 could read at least words based on grade 2 level National Curriculum. Further, 33% of government school students and 51% of private school students could read at least sentences in English.

At least 7% of the out of school children in NA-259 were able to read sentences in English, 11% could read words, 8% could read small letters and 5% could read capital letters. 69% children were at beginner level.

Boys continue to outperform girls in reading competencies with 68% boys who could read at least words and 61% girls who could do the same.

Arithmetic Learning Competencies:

Findings based on the constituency mapping of NA-259 reveal that 41% of government school students and 53% of private school students enrolled in class 1 could recognize at least numbers (10-99). 31% of government school students and 48% of private school students enrolled in grade 3 could do at least subtraction. Further, 31% of government school students and 38% of private school students could do at least two digit division based on National Curriculum of grade 3.

Tapping the learning outcomes of out of school children, the data highlights at least 8% of the out of school children in NA-259 were able to do two-digit division, 3% could do subtraction, 15% could recognize numbers (10-99), 8% could recognize 1-9 numbers and 65% were at beginner level.

Boys are performing better than girls in arithmetic as well. 50% girls were able to do subtraction whereas 58% of the boys could do the same.

Is additional learning support necessary?

Taking into account the heated debate about additional learning support affecting the learning outcomes of children, ASER also collects information on the level of paid tuition. 16% of the private school students and 13% of the government school students in NA-259 take paid learning support other than the school time. The incidence of tuition taking is higher in private school students when compared to government school students. 13% of class 5 children enrolled in government schools take tuitions whereas 19% of class 5 children enrolled in private schools do the same.

How educated are the parents?

Multiple studies have highlighted that the learning of a child is also linked to the learning of the parents especially the mother. Therefore, it is important to gauge the education level of the parents to come up with focused policies for education. In the region of Quetta (NA-259), 85% of the fathers have completed primary education whereas only 63% of the mothers could complete at least primary level of education.

LOWER DIR NA-34 FINDINGS

Lower Dir is one of the 26 districts in Khyber Pakhtunkhwa. The district was formed in 1996, when the district of Dir was divided into Upper Dir and Lower Dir. It mainly comprises the terrain drained by the Panjkora River and its affluents. Pashto is the main spoken language of the population.



ASER Constituency NA-34 results are based on the findings of 1 national and 4 provincial constituencies. This survey covered 1590 households and 80 electoral areas/blocks. The complete sample composition is illustrated in the table below:

Area	Provincial Assembly	Electoral areas/ blocks	Households	MNA: 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	395	MPA	Sayed Gul
	PK 97	20	395	MPA	Bakht Baidar
TOTAL	4 Constituencies	80	1590		

Detailed access information was collected on 5,529 children aged 3-16 years whereas 4,625 children (aged 5-16) were assessed for learning competencies. Amongst the children aged 5-16 years, 67% were males and 33% were females.

The education indicators tapped during the survey are classified into the following categories for reporting purposes.

- Who is left behind in NA-34?

Access & Schooling Status



- Are the children of NA-34 learning?

Learning Levels by Gender



- Is additional learning support necessary?

Paid Tuition



- How educated are the parents?

Parental Education



Who is left behind in NA-34?

Amongst the surveyed children (aged 3-5), 64% were out of school whereas only 36% were enrolled in some early childhood program/school. Amongst the enrolled, only 37% were attending government schools and 63% were enrolled in private institutes. The proportion of children not enrolled in pre-primary schooling in NA-34 is extremely high.

11% children (aged 6-16) were reported to be out of school i.e. 5% were reported to have never been enrolled in a school and 6% dropped out of school for various reasons. Given the size of the constituency, 11% children not enrolled in schools is a matter of concern.

On a positive note, 89% children in NA-34 were enrolled in schools. Amongst the enrolled, 84% children were attending government schools whereas 16% were attending private institutes (14% private schools and 2% Madrassah). Further, amongst the children enrolled in government schools, 31% were girls and 69% were boys whereas amongst the children enrolled in private schools, 28% were girls and 72% were boys.

Are children of NA-34 learning?

All children aged 5-16 in the sampled households were assessed in three basic competencies:

- i. Urdu/Pashto
- ii. English
- iii. Arithmetic

Learning in local language (Urdu/Pashto):

According to the ASER constituency findings of NA-34, 65% of government school students and 87% of private school students enrolled in class 1 could read at least letters in Urdu/Pashto. 26% of government school students and 49% of private school students enrolled in grade 3 could read at least sentences based on grade 2 level National Curriculum. Further, 37% of government school students and 22% of private school students could read a story in their local language.

For children not enrolled in school, 87% were at beginner level, 5% could read letters, 4% could read words, 3% could read sentences and only 1% could read a story in their local language.

In addition, girls in NA-34 lag behind boys in their local language learning. 50% boys could read at least sentences whereas only 27% of the girls in the given constituency could do the same.

Learning competencies in English:

ASER constituency results outline that 45% of government school students and 67% of private school students enrolled in class 1 could read at least small letters in English. 44% of government school students and 65% of the private school students enrolled in grade 3 could read at least words based on grade 2 level National Curriculum. Further, 29% of government school students and 28% of private school students could read at least sentences in English.

Only 1% of the out of school children in NA-34 were able to read sentences in English, 2% could read words, 5% could read small letters and 3% could read capital letters. 88% children were at beginner level.

Boys continue to outperform girls in reading competencies with 57% boys who could read at least words and 35% girls who could do the same.

Arithmetic Learning Competencies:

Findings based on the constituency mapping of NA-34 reveal that 50% of government school students and 79% of private school students enrolled in class 1 could recognize at least numbers (10-99). 51% of government school students and 71% of private school students enrolled in grade 3 could do at least subtraction. Further, 41% of government school students and 25% of private school students could do at least two digit division based on National Curriculum of grade 3.

Tapping the learning outcomes of out of school children, the data highlights only 1% of the out of school children in NA-34 were able to do two-digit division, 2% could do subtraction, 5% could recognize numbers (10-99), 5% could recognize 1-9 numbers and 87% were at beginner level.

Boys are performing better than girls in arithmetic as well. 38% girls were able to do subtraction whereas 58% of the boys could do the same.

Is additional learning support necessary?

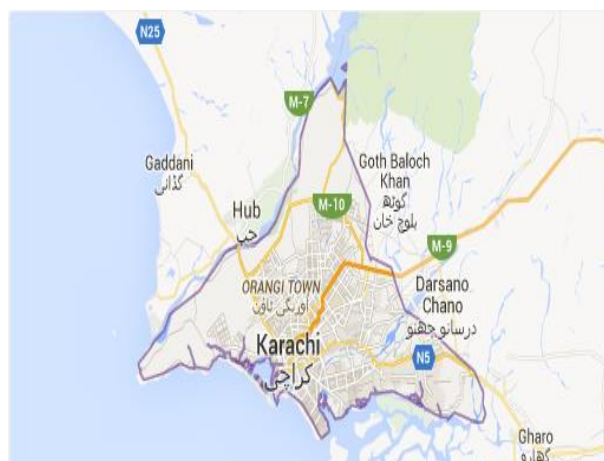
Taking into account the heated debate about additional learning support affecting the learning outcomes of children, ASER also collects information on the level of paid tuition. 7% of the private school students and only 1% of the government school students in NA-34 take paid learning support other than the school time. The incidence of tuition taking is higher in private school students when compared to government school students. 3% of class 10 students enrolled in government schools take tuitions whereas 14% of class 10 students enrolled in private schools do the same.

How educated are the parents?

Multiple studies have highlighted that the learning of a child is also linked to the learning of the parents especially the mother. Therefore, it is important to gauge the education level of the parents to come up with focused policies for education. In the region of Lower Dir (NA-34), 52% of the fathers have completed primary education whereas only 14% of the mothers could complete at least primary level of education.

KARACHI NA-250 FINDINGS

Karachi is the capital of province Sindh as well as the largest and most populous metropolitan city of Pakistan and the main seaport and financial centre of the country. It is country's centre of banking, industry, economic activity and trade. The city is a hub of higher education in South Asia and the Muslim world.



ASER Constituency NA-250 results are based on the findings of 1 national and 2 provincial constituencies. This survey covered 795 households and 40 electoral areas/blocks. The complete sample composition is illustrated in the table below:

Area	Provincial Assembly	Electoral areas/ blocks	Households	MNA: Dr. Arif Alvi, PTI	
Karachi (NA 250)	PS 112	20	395	MPA	Khurram Sher Zaman
	PS 113	20	400	MPA	Samar Ali Khan
TOTAL	2 Constituencies	40	795		

Detailed access information was collected on 1,843 children aged 3-16 years whereas 1,439 children (aged 5-16) were assessed for learning competencies. Amongst the children aged 5-16 years, 55% were males and 45% were females.

The education indicators tapped during the survey are classified into the following categories for reporting purposes.

- Who is left behind in NA-250?

Access & Schooling Status

- Are the children of NA-250 learning?

Learning Levels by Gender

- Is additional learning support necessary?

Paid Tuition

- How educated are the parents?

Parental Education

Who is left behind in NA-250?

Amongst the surveyed children (aged 3-5), 36% were out of school whereas 64% were enrolled in some early childhood program/school. Amongst the enrolled, only 6% were attending government schools and 94% were enrolled in private schools. The percentage of out of school pre-primary

children is disturbing. Furthermore, the scarce enrollment of the children in government pre-primary schools raises a lot of questions that the politicians must look after.

On a positive note, only 1% children (aged 6-16) were reported to be out of school i.e. 1% were reported to have never enrolled in a school and less than 0.5% dropped out of school for various reasons.

99% children in NA-250 were enrolled in schools. Amongst the enrolled, 17% children were attending government schools whereas 83% were attending private institutes (80% private schools and 3% Madrassah). Further, amongst the children enrolled in government schools, 44% were girls and 56% were boys whereas amongst the children enrolled in private schools, 46% were girls and 54% were boys.

Are children of NA-250 learning?

All children aged 5-16 in the sampled households were assessed in three basic competencies:

- i. Urdu/Sindhi
- ii. English
- iii. Arithmetic

Learning in local language (Urdu/Sindhi):

According to the ASER constituency findings of NA-250, 58% of government school students and 79% of private school students enrolled in class 1 could read at least letters in Urdu/Sindhi. 46% of government school students and 64% of private school students enrolled in grade 3 could read at least sentences based on grade 2 level National Curriculum. Further, 42% of government school students and 64% of private school students could read a story in their local language.

For children not enrolled in school, 87% were at beginner level, none of them could read letters, and 13% could read words.

In addition, girls in NA-250 outperform boys in their local language. 49% boys could read at least sentences whereas 51% of the girls in the given constituency could do the same.

Learning competencies in English:

ASER constituency results outline that 37% of government school students and 71% of private school students enrolled in class 1 could read at least small letters in English. 50% of government school students and 80% of the private school students enrolled in grade 3 could read at least words based on grade 2 level National Curriculum. Further, 38% of government school students and 74% of private school students could read at least sentences in English.

96% of the out of school children in NA-250 were at beginner level and only 4% could read small letters in English.

Girls continue to outperform boys in reading competencies with 61% boys who could read at least words and 66% girls who could do the same.

Arithmetic Learning Competencies:

Findings based on the constituency mapping of NA-250 reveal that 16% of government school students and 60% of private school students enrolled in class 1 could recognize at least numbers (10-99). 42% of government school students and 73% of private school students enrolled in grade 3 could do at least subtraction. Further, 29% of government school students and 59% of private school students could do at least two digit division based on National Curriculum of grade 3.

Tapping the learning outcomes of out of school children, the data highlights that 83% of the children were at beginner level, 8% could recognize numbers (1-9) and 8% could recognize numbers (10-99).

Girls are performing better than boys in arithmetic as well. 55% girls were able to do subtraction whereas only 53% of the boys could do the same.

Is additional learning support necessary?

Taking into account the heated debate about additional learning support affecting the learning outcomes of children, ASER also collects information on the level of paid tuition. 60% of the private school students and 33% of the government school students in NA-250 take paid learning support other than the school time. The incidence of tuition taking is higher in private school students when compared to government school students. 50% of class 10 children enrolled in government schools take tuitions whereas 77% of children enrolled in private schools (grade 10) do the same.

How educated are the parents?

Multiple studies have highlighted that the learning of a child is also linked to the learning of the parents especially the mother. Therefore, it is important to gauge the education level of the parents to come up with focused policies for education. In the region of Karachi (NA-250), 93% of the fathers have completed primary education whereas only 86% of the mothers could complete at least primary level of education.