Annual Status of Education Report
اثر ASER 2012
PAKISTAN
Facilitated by SAFED

Annual Status of Education Report
ASER-Pakistan 2012

Balochistan

Provisional

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Shahzad Malik
Shaista Khan
Shakeel Ahmad
Shakeel Khan
Shamshad Gul
Shazia Malik
Sheeraz Ahmed
Shehzad Hamayun
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Sughra Qasim
Suhail
Syed Ahsan Jhaniya
Syed Akbar
Syed Ansar Shah
Syed Khuda Rahim
Syed Tanzeem
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Tahir Usman
Tahira Siddiqa
Tanveer Jehan
Tariq
Tariq Mehmood
Tasneem Akhtar
Touqeer Shah
Umair Amjad
Usman Ali
Wadood Jamal
Waheed Aslam
Wajid
Waqar
Waqas Haider
Waqas Hameed Bajwa
Wardah Mirza
Zafar Khetran
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and more than 9000 volunteers across Pakistan were also a significant part of ASER Pakistan 2012.

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Foreword

Every child, woman and man has the human right to education, as a fundamental human right. The right to education is specifically set out in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Constitution of Pakistan. The Constitution of Pakistan 1973, after the 18th Amendment, has a new article 25A which has explicitly set free and compulsory education to all children of age 5 to 16 years as a fundamental obligation of the state.

What we see in Pakistan is the slow, if not negligible progress made in increasing enrollment of pupils in schools. The role of non-state actors may be increasing but still millions of children remain out of school in the country. Access to quality schooling remains a key challenge.

In the present times, it is clear to all stakeholders universal access without learning is unsustainable; the two cannot be addressed or achieved in isolation. Inflating enrollment levels in schools is futile unless the education that is provided in the schools contributes to the attainment of learning for unlocking many more skills and entitlements. It is hoped that the post 2015 development goals/agenda will ensure that the international efforts concentrate on the goal of universal learning and quality for every child.

ASER Pakistan starts a series of local and national conversations on universal learning and access in the country, when it asks about the impact or *ASER (*in Urdu) of schooling on the learning of children. By asking this question we hope to push ourselves and all other stakeholders of education to do more on attaining milestones for quality education for all.

ASER Pakistan built its design and methodology from the pioneering approach of the Annual Status of Education Report in India (www.asercentre.org). The methodology is being replicated globally. Most prominent examples amongst these are the ones being carried out in East and West African countries that underscore capability for learning.

In Pakistan, the ASER survey was first piloted in the year 2008/09. ASER 2012 is the fourth report that covers for the first time 136 rural districts and 6 urban districts of Pakistan.

At its core, ASER is a citizen-led household based assessment that complements education assessments conducted by the government. It is based on the concern that educational assessment studies may be enhanced in the country but may not reach out to all children in school and out of school who are promised education as a fundamental right under Article 25A. ASER seeks to fill this gap by generating household based data on children's literacy and numeracy across all provinces and regions of the country, in a manner that informs the general public, inspires a national discourse and initiates demand for policy and action; transformation from the bottom-up.

Supporters and Partners of ASER Pakistan 2012

Supporters of ASER 2012

- British Council
- “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 GB
- Oxfam Novib
- Sindh Education Foundation - SEF

Partners of ASER 2012

- Al-Watan Welfare Organization
- Bacha Khan Trust Educational Foundation - BKTEF
- Community Research & Development Organization - CRDO
- Democratic Commission for Human Development –DCHD
- Department of Education, FATA
- Department of Elementary and Secondary Education, Khyber Pakhtunkhwa
- Directorate of Education, Gilgit Baltistan
- Education Department, Balochistan
- Education & Literacy Department, Sindh
- EHED Foundation
- Hamza Development Foundation, AJK
- Health and Nutrition Development Society - HANDS
- HWA Foundation
- Institute for Professional Learning - IPL
- National Commission for Human Development –NCHD
- Research & Community Development Organization–RCDO
- Right to Play
- School Education Department, Punjab
- Social Evolution Organization - SEO
- Society for Awareness, Advocacy and Development-SAAD

Message from ASER Partners

ASER Pakistan is the most unusual and sustained rights based journey, tracking learning and education through partnerships in Pakistan; it is run by the citizens and for the citizens. We, the partners of ASER feel proud of this enterprise that commits us to rigorous evidence based work on not just whether our children are going to school, but also if they are learning well.

Four years into the exercise since 2008, these skills are influencing provincial sector planning in the post 18th amendment phase. ASER is referenced for policies, planning, strategies and the legislation on the right to education as per article 25-A. ASER seeks evidence at the grassroots levels from each child one on one, and has the capability of bringing evidence back to the doorsteps of parents to help them understand the situation of access and learning in their own homes and neighborhoods. The ASER campaign connects communities through 'facts for action', it also extends access to simple tools for assessments that can be tried out by parents and citizens anywhere.

Nationwide large scale annual assessments are gathering momentum across Asia and Africa making learning central to the debates on education, illustrating the power of informed citizenry to influence national and global agendas for education and learning. ASER or ***impact*** (India/Pakistan), UWEZO or ***capability*** (Kenya, Tanzania & Uganda) BEEKUNGO or ***we are in it together*** (Mali) Jangandoo or ***learn together*** (Senegal) represent an organically growing movement for 'the right to learn and to be'.

ASER is a citizens' brand on learning accountability across organizations in a very inclusive manner. The institutions are coordinated by Idara-e-Taleem-o-Aagahi(ITA) and SAFED teams across Pakistan weaving networks powerfully and transparently; over 9000 volunteers came together for a unique capacity building opportunity to reach over 250,000 children in 2012. Over 8 days the citizens penetrate largely rural and some urban communities of Pakistan, knocking on doors for information on learning. This is an exercise on accountability and people's mobilization for education.

We, the ASER network represent organizations with nationwide presence (NCHD) to province wide semi autonomous bodies (SEF), CSOs such as (ITA, DCHD, HANDS, HDF, BKTEF, CRDO, RCDO, Right to Play, EHED, SAAD) to community based organizations. We are a merit and performance based credible socially responsible enterprise.

We feel humbled at the use of the data by government, non-governmental and political parties alike for debates and discussion on learning and what makes learning happen. Each year we encourage government's participation when finalizing the tools and dissemination of district report cards. We are keen to explore partnerships for the most effective communication techniques with media and social media groups. In 2012, we began our partnership with the nationwide "zara sochaiye" campaign to access people on this vital issue. ASER 2013 is dedicated as the year for Right to Education & Learning.

National Commission for Human Development - NCHD

Sindh Education Foundation

DEMOCRATIC COMMISSION for HUMAN DEVELOPMENT

HANDS

Message from ASER Development Partners

The Annual Status of Education Report (ASER) Pakistan is rapidly becoming a household name amongst planners and researchers across the country. Each year, we look forward to the results with great interest. As development partners, we acknowledge the efforts of Pakistani citizens and youth who have for three consecutive years delivered systematic household and school based information on key education indicators with quality and learning levels in the spotlight.

ASER 2012 is a particularly robust year, it covers 136 out of 145 rural districts, being the largest data set on learning levels of children aged 5-16 years in government and non-state schools and disaggregated by gender. **Twenty-three percent of all school aged children, predominantly girls in rural areas are still out of school reinforcing the urgency to address the education emergency.** Pakistan faces sobering challenges, emanating from education gaps that impact the quality of life, economic growth, choices and opportunities for its citizens. As development partners and supporters of ASER Pakistan we are committed to a citizen led process of accountability that is readily accessible to all citizens alike: parliamentarians, bureaucrats, researchers, teacher cadres, media, industry, education entrepreneurs, communities and parents.

ASER is a movement that spurs coalitions for education and governance reform. There are multiple stakeholders regionally and internationally tracking Pakistan's record on quality, reading and numeracy, access, equity, and the millennium development goals (MDGs). As conversations and actions become intense nationally on Right to Education Article 25A, and globally on the 2015 milestones of EFA and MDGs as well as the post 2015 development agenda, the ASER data is rich evidence based resource.

We are committed to Pakistan's roadmap to education improvement and transformation and hope that ASER will continue to support the system wide reform process underway in each province. From 2012 nationwide data will be benchmarked for each successive year to creatively seek solutions for improving nationwide reading and numeracy capabilities of children so that they can transit from primary to post primary levels as promised under 25A for 5-16 year olds. We also look forward to the ASER 2012 raw data being available worldwide for researchers to generate nuanced evidence on what makes 'learning' happen and improve across households, language and school level variables.

About the Survey

Sample Design for ASER 2012 (Rural)

Total Population: The total population of this survey consists of 136 rural districts of Pakistan.

Sampling Frame: Each district is provided with

- A village list.
- Data from the 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
136	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.

Selection of School

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

Sample design for ASER 2012 (Urban)

Total Population: The total population of this survey consists of urban areas from Karachi, Hyderabad, Lahore, Multan, Quetta and Peshawar districts.

Sampling Frame: FBS has its own urban area frame updated in 2004 through Economic Census.

- Each of the 6 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, Quetta & 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 2328 sample households:

The 194 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	Households
		Type of Income Group					
		Low	Middle	High			
1	Karachi	11	20	4	0	35	420
2	Lahore	4	18	4	4	30	360
3	Peshawar	5	24	6	0	35	420
4	Hyderabad	7	19	4	4	34	408
5	Multan	5	17	3	5	30	360
6	Quetta	6	19	5	0	30	360
	Total	**38**	**117**	**26**	**13**	**194**	**2328**

Note: 12 households (SSUs) were selected from each sample PSU

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.

Selection of School

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

Survey Methodology

How to Make a Map and Sections

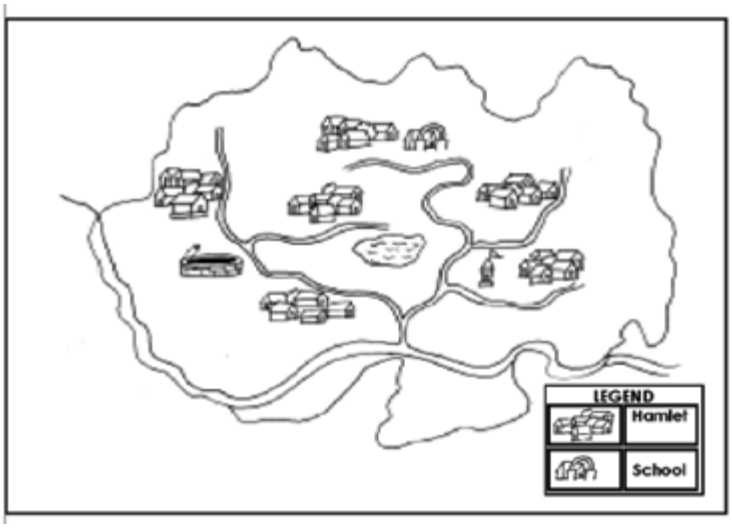
- **Contact Village Elder**: Introduce yourself to the Village Elder, Councilor or to other senior members of the Panchayat to give them a sense of the visit's objective. As you walk around in the village talk to different people and ask about the village. **Tell them about ASER**. This initial walking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

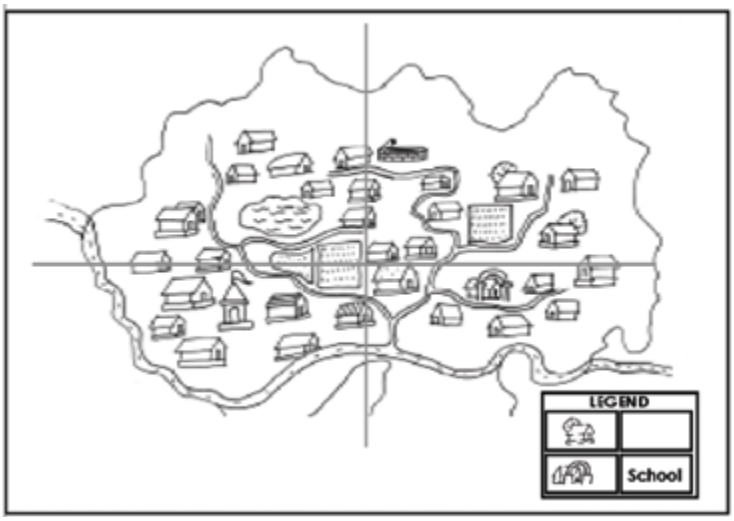
- **Rough map**: It is often helpful to first draw all the roads or paths coming into the village and going out of the village. Use the help of local people to show the **main landmarks** – mosques, river, road, school, bus-stop, baithak, shop etc. Mark the main roads/streets/paths through the village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



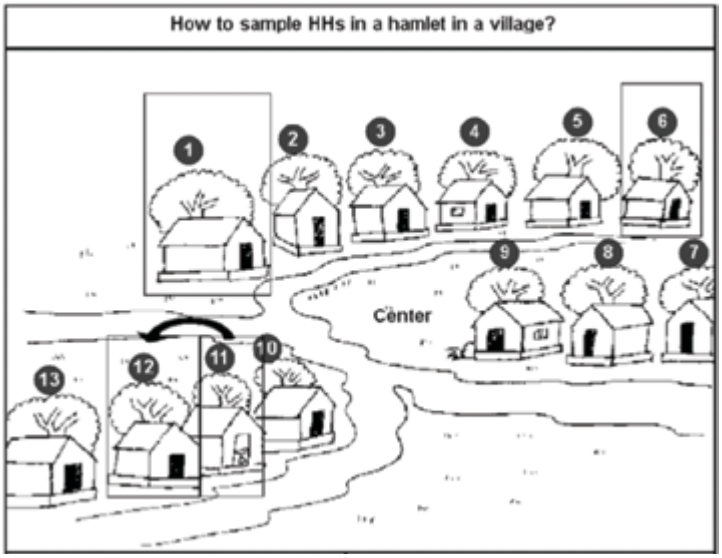
- **If it is a village with continuous habitation:**
  - **Divide the entire village in 4 sections equally.**

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.

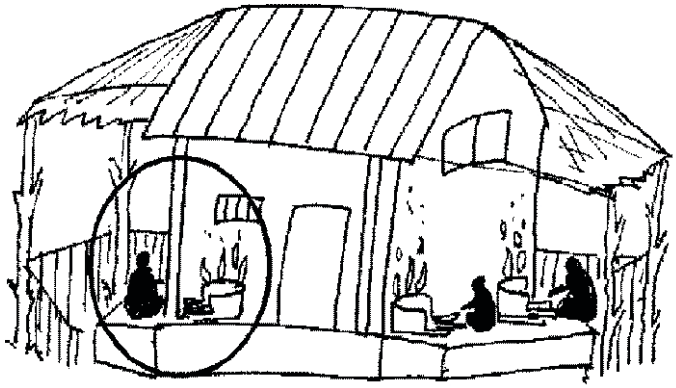


- Conduct the survey with every 5th household rule, from the left-hand side in the habitation (e.g. 5th house, 10th house, 15th house, etc). While selecting households, count only those households that someone lives in. In every selected household:

  - **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**.**



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.

  - **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 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 the 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 the 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, madrasah 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.

- ***Parents' Education : Following information regarding parents education will also be recorded***
  - Total number of Children
  - Whether mother & father have gone to school?
  - Mother & Father's education (Highest class completed)

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.

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)

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 16years 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)

- **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.
- **TV:** Mark yes or no based on their response.

General Information

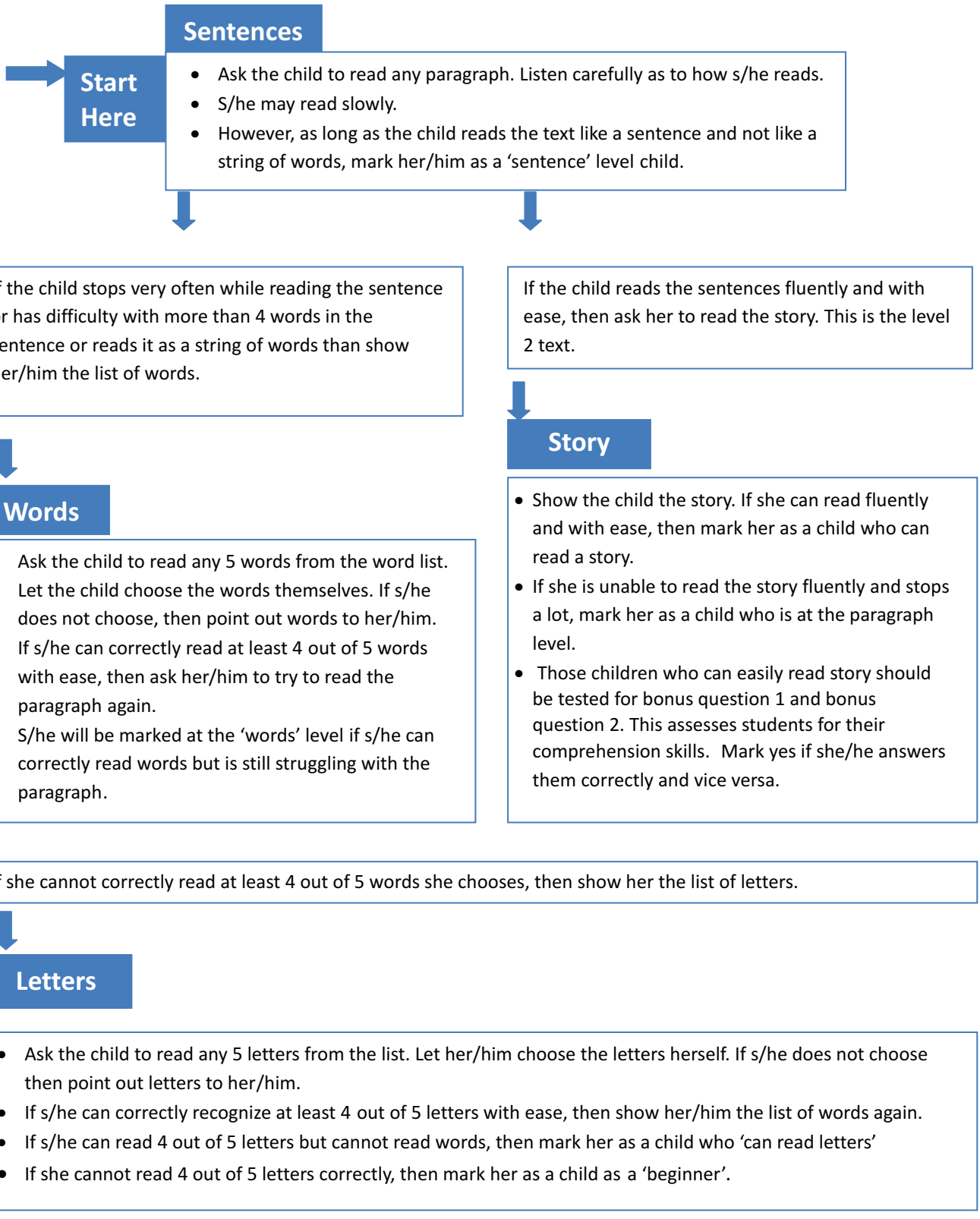
How Far is the Nearest School: Ask the family head or other adults in the family about the distance, a child has to cover to reach school. You can ask approximate distance in kilometers and record it in the respective box.

Language Spoken at Home by Members of the Family: Ask mother, father or other correspondents about the language which is being spoken in the household. This can further be linked with the medium of instruction in the school and helps examining impact of mothers tongue on child's learning.

Preferred Medium of Instruction in the School: Ask the family what is their preferred medium of instruction in the school. For example ask them if they want their child to learn in school in Urdu, English or any other regional language and write the response in the respective box.

Computer Usage: Ask the family if anyone in the household knows how to use a computer and report your answer as yes or no. Remember this question does not ask for a computer present in the household.

How to test Reading?



How to test Arithmetic?

Start Here

Subtraction

- Show the child the subtraction problems. S/he can choose, if not you can point.
- Ask her/him to write and solve the problems. Observe to see if she does it in the correct written numerical form.
- Ask her to do a second one.

If she cannot do both subtraction problems, then give her the number recognition (11-100) task.

If she does both the subtraction problems correctly, ask her to do a division problem.

Number Recognition (10-100)

- Point one by one to at least 5 numbers. Child can also choose.
- Ask her to identify the numbers.
- If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can 'recognize numbers from 11-100'

If she cannot recognize 4 out of 5 numbers from 11-100, then give her the number recognition 1-9 task.

Division (3 digit by 1 digit)

- Show the child the division problems. She can choose one out of the rest.
- Ask her to write and solve the problem.
- Observe and see if she is able to correctly solve the problem, then mark her as a child who can do 'division'.
- If she is unable to solve a division problem correctly, mark her as a child who can do 'subtraction'.

If he/she is able to do Subtraction / Division correctly, then ask him/her to solve bonus Questions.

Number Recognition (1-9)

- Point one by one to at least 5 numbers. Child can also choose.
- Ask her to identify numbers.
- If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can 'recognize numbers from 1-9'
- If not then mark her at the level 'nothing'.

How to test English?

Start Here

Capital Letters

Point one by one to at least 5 letters. Ask her to identify the letters.

- If s/he correctly recognizes 4 out of 5 letters then show her/him the list of small letters.
- If s/he reads capital letters but is struggling with identifying small letters, then mark her/him as a child who can read 'capital letters'.

If s/he is unable to recognize 4 out of 5 capital letters from the list, then mark her/him under the category 'nothing'.

Small Letters

Point one by one to at least 5 letters. Ask her to identify the letters.

If she can recognize 4 out of 5 small letters with ease, then show her the list of words.

If she reads small letters but is struggling with words, then mark her as a child who can read 'small letters'

Words

Point one by one to at least 5 words. Ask her to read them.

If she correctly reads 4 out of 5 words, then show her the list of sentences.

If she reads words but is struggling with reading sentences, then mark her as 'word' level child.

Meaning of words: (after the child has been marked at "word" level)

- For the same words the child has just read, ask her to tell you the meaning of the words in her local language.
- Meaning of words can either be the literal meaning or can be an associated word. E.g. Instead of saying 'red' means 'laal' the child may point out to an object around her that is red in color. Similarly, instead of saying that 'man' means 'aadmi' the child may point to her father or to a man standing beside her. Similarly, for a word like 'cup', the child says 'Piyali'. All these responses are acceptable.

  If the child can correctly tell the meaning of at least 4 words, then mark her as "can say". If not, mark "cannot say".

Sentences

Ask her to read the 4 sentences. If she reads at least 2 out of the 4 fluently, then mark her at the 'sentence level'.

Meaning of sentences: (after the child has been marked at "sentence" level)

- For the same sentences the child has just read; ask her to tell you the meaning of each sentence in her local language.
- The child should be able to at least tell the meaning of the main underlined words in the sentence but do not point out these words to the child. E.g. for a sentence like 'what is your name?' the child should at least say 'what' means 'kya' and 'name' means 'naam'. It is acceptable as long as the child is able to say the meaning of the main words.
- If the child can correctly tell the meaning of at least 2 sentences, then mark her as "can say" else "cannot say".

  If the child cannot say the meaning of the sentences then ask the child meaning of the 5 words she read and mark accordingly.

What to Do in a School

General Instructions

- Take permission from head masters /mistress or teacher of respective class before observing the class.
- Visit any **government school** in the village with classes from Class 1 to 10 or High School. If there is no High school in the village, then go to 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 Following Information.
- Record 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 or Primary.
- Tick type of school
    - Boys and Girls School
    - Boys only School
    - Girls only School
- Tick Medium of School
    - English
    - Urdu
    - Pashto
    - Sindhi
    - Or any other Medium
- EMIS Code: write the EMIS 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
- Any project started in the school. If yes who started the project? Government or Private sector? Tick the relevant box. *(Only for Government School Sheet)*
- 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.
- 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)

1. ASK for the registers of all the Classes and fill in the **enrollment.** If there is more than one section for same class, randomly choose **any one** section.
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 on the classroom.
3. 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.
4. You can fill this information after you have collected all information from school records and registers. But make sure you do the head count of children enrolled in the school yourself also.
5. Ask head teacher School Fee, separately for each class and record in the relevant box.

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

1. This section is to be filled for Class 2 and Class 8 only (in case of primary school only choose Class 2. If there is more than one section for a class, then randomly choose any one. Write down the Class with whom these classes are sitting.
2. 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. & Comments –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 2 –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 does 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 & Pvt)

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

- Educational Levels 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 (Jul 2011-June2012) (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 - Gov & Section 6 - Pvt)

Count yourself and Write down

- Total Numbers of rooms in The School.
- Number of rooms used for Classes

Tick the Relevant

- Drinking facility available and being used by children
- Is there school boundary wall/ fence?
- Toilet available and being used by children. You need to check the functionality and also observe if children are going to toilet present in the school. Or are they using staff toilet or one available in the mosque for example. Ask children.

- Does the school have library books?
- Could you see the library books?
- Is there any playground?
- Is there any special Teacher (PIT) for games/playtime?
- 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/Principle, School phone number and Head Teacher/Principle 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

School Fund Information (Section 10 - Govt)

1. For this section, note down information for July 2011 to June 2012.
2. Get funds information for **SMC/SC/PTA FUNDS, FAROGHE TALEEM FUND, TUCK SHOP FUND, CYCLE STAND 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, 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".
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 11 - 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 2012 to date of survey.

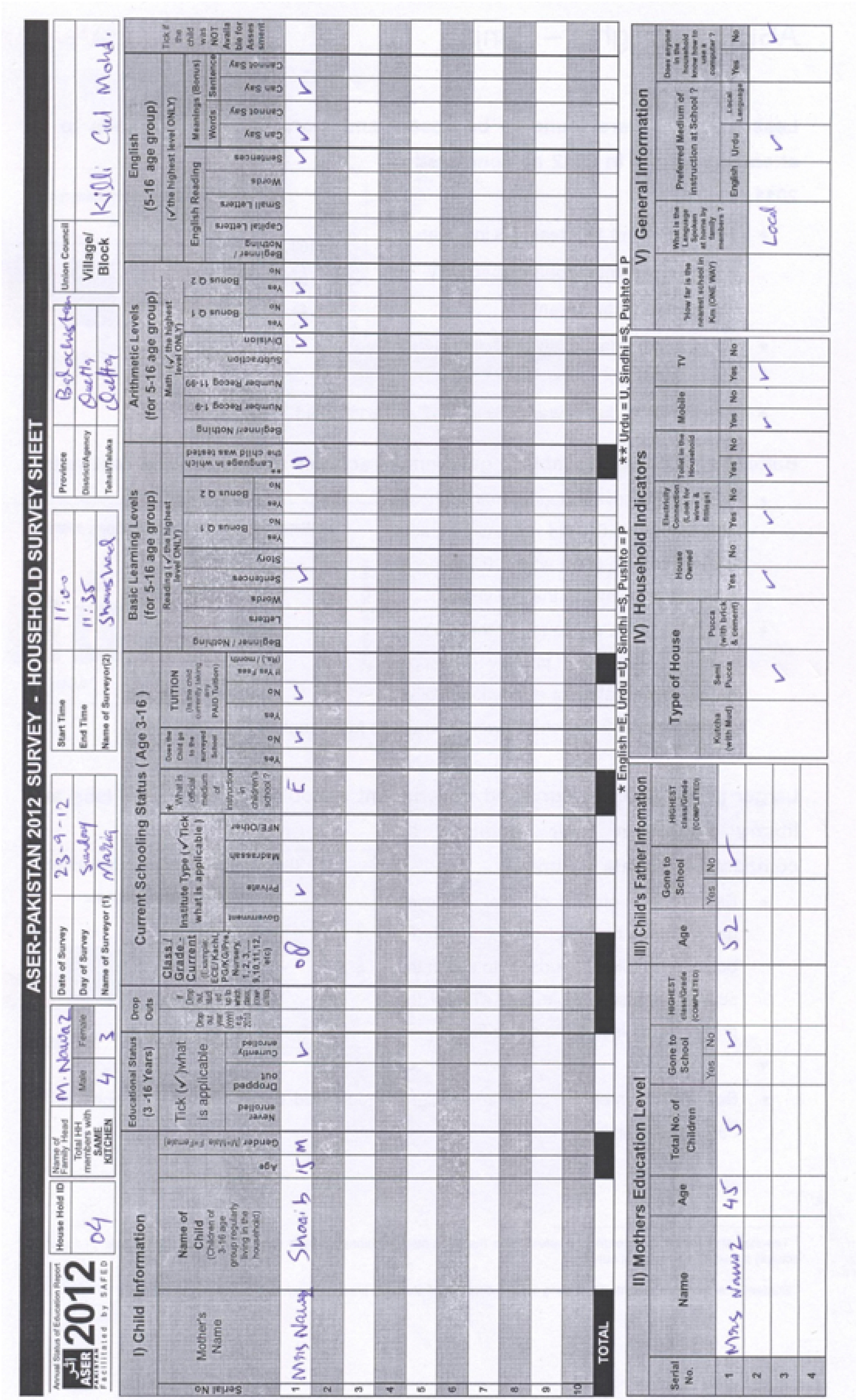
Only for Private School Sheet

School Fund Information (Section 4 - Pvt)

1. For this section, note down information for July 2011 to June 2012 and July 2012 to date.
2. Write down the name of person who provide the information.
3. If the school gets any funds from Government/ Private Individual/NGO, mark yes.
4. If the school got a Fund, then note down the amount and the **Month and the year** in which the 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.

ASER 2012
Survey Tools

Household Survey Sheet



ASER-PAKISTAN 2012 SURVEY - HOUSEHOLD SURVEY SHEET

Annual Status of Education Report ASER PAKISTAN 2012 Facilitated by SAFED

House Hold ID	Name of Family Head	Date of Survey	Start Time	Province	Union Council
04	M. Nawaz	23-9-12	11:00	Balochistan	
	Total HH members with SAME KITCHEN: Male 4, Female 3	Day of Survey: Sunday	End Time: 11:35	District/Agency: Quetta	Village/Block: Killi Gul Mohd.
		Name of Surveyor (1): Mariq	Name of Surveyor(2): Shamshad	Tehsil/Taluka: Quetta	

I) Child Information

Serial No	Mother's Name	Name of Child (Children of 3-16 age group regularly living in the household)	Age	Gender (Male/Female)	Educational Status (3-16 Years): Never enrolled	Dropped out	Currently enrolled	Drop Outs: If Dropped out, year	Class/Grade Current	Institute Type: Government	Private	Madrassah	NFE/Other	* What is official medium of instruction in children's school?	Does the child go to the surveyed school: Yes	No	TUITION: Yes	No	If Yes Fees (Rs./month)	Reading: Beginner/Nothing	Letters	Words	Sentences	Story	Bonus Q 1 Yes	No	Bonus Q 2 Yes	No	** Language in which the child was tested	Math: Beginner/Nothing	Number Recog 1-9	Number Recog 11-99	Subtraction	Division	Bonus Q 1 Yes	No	Bonus Q 2 Yes	No	English Reading: Beginner/Nothing	Capital Letters	Small Letters	Words	Sentences	Meanings Words: Can Say	Cannot Say	Meanings Sentence: Can Say	Cannot Say	Tick if the child was NOT Available for Assessment
1	Mrs Nawaz	Shoaib	15	M			✓		08		✓			E		✓		✓					✓						U					✓	✓		✓						✓	✓		✓		
2																																																
3																																																
4																																																
5																																																
6																																																
7																																																
8																																																
9																																																
10																																																
TOTAL																																																

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

II) Mothers Education Level / III) Child's Father Infomation

Serial No.	Name	Age	Total No. of Children	Gone to School: Yes	No	HIGHEST class/Grade (COMPLETED)	Father Age	Gone to School: Yes	No	HIGHEST class/Grade (COMPLETED)
1	Mrs Nawaz	45	5		✓		52		✓	
2										
3										
4										

IV) Household Indicators

Type of House: Kutcha (with Mud)	Semi Pucca	Pucca (with brick & cement)	House Owned: Yes	No	Electricity Connection (Look for wires & fittings): Yes	No	Toilet in the Household: Yes	No	Mobile: Yes	No	TV: Yes	No
	✓		✓		✓		✓		✓		✓	

V) General Information

How far is the nearest school in Km (ONE WAY)	What is the Language Spoken at home by family members?	Preferred Medium of instruction at School?: English	Urdu	Local Language	Does anyone in the household know how to use a computer?: Yes	No
	Local		✓			✓

Annual Status of Education Report

GOVERNMENT SCHOOL OBSERVATION SHEET - ASER Pakistan 2012 Page 2

ASER 2012 Facilitated by SAFED

Name of School	Govt. Girls Middle Sch.	Village	Killi Gul	Tehsil/Taluka	Quetta	District/Agency	Quetta	Province	Balochistan

Head Teacher/Principle Name:	Nasima	Phone No.		Mobile	0300-3413905

Got the Fund/Grant information from:	Head Teacher	✓	Regular Teacher		Para Teacher		Other	

(VIII) SMC/SC/PTA Information

Is SMC/SC/PTA Active:	Yes		No	✓	Total Members:		Active Members		AMOUNT In BANK	

(X) FY July 2011 to June 2012

Sr #	Type of funds	Did you receive the Money			If Yes then				
					what was the amount of Fund/Grand (Rs.)	Which Month/ Year the Fund/ Grant received (MM/YY)	Did you spend the FULL amount ?		
		Yes	No	Don't Know			Yes	No	Don't Know
1	SMC/SC/PTA Funds (Annual)		✓						
2	Farogh-e- Taleem Fund (Approx. in March 2012)		✓						
3	Tuck-shop Fund		✓						
4	Cycle Stand/Other Stand Funds		✓						
5	School Construction		✓						
6									
7									
8									
9									
10									

The Fund Spent on (tick ALL that Apply)			
New Class Room		Repair of Class Room	
New verandah		Repair of Building	
New Toilets		Repair of Toilets	
New Main Gate		Repair of Furniture	
Boundary Wall		Repair of Water facility	
Purchase of New Furniture		Repair of Computer	
Purchase of New Learning Material		Para teacher salary	
Purchase of Stationery		Uniform	
Purchase of Library books			
White Wash/Paint			

(XI) FY June 2012 to Date of Survey

Sr #	Type of funds	Did you receive the Money			If Yes then				
					what was the amount of Fund/Grand (Rs.)	Which Month/ Year the Fund/ Grant received (MM/YY)	Did you spend the FULL amount ?		
		Yes	No	Don't Know			Yes	No	Don't Know
1	SMC/SC/PTA Funds (Annual)		✓						
2	Farogh-e- Taleem Fund (Approx. Last Month)		✓						
3	Tuck-shop Fund		✓						
4	Cycle Stand/Other Stand Funds		✓						
5	School Construction		✓						
6									
7									
8									
9									
10									

The Fund Spent on (tick ALL that Apply)			
New Class Room		Repair of Class Room	
New verandah		Repair of Building	
New Toilets		Repair of Toilets	
New Main Gate		Repair of Furniture	
Boundary Wall		Repair of Water facility	
Purchase of New Furniture		Repair of Computer	
Purchase of New Learning Material		Para teacher salary	
Purchase of Stationery		Uniform	
Purchase of Library books			
White Wash/Paint			

Annual Status of Education Report ASER PAKISTAN 2012 Facilitated by SAFED

GOVERNMENT SCHOOL OBSERVATION SHEET - ASER Pakistan 2012

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: Killi Gul Mohd

Name of School	Village	Tehsil/Taluka	District/Agency	Province
Govt. Girls Middle Sch	Killi Gul Mohd	Quetta	Quetta	Balochistan

From which Class to which Class. (Tick any one)	Type of School (Tick any one)	Medium of School (Tick any one)		
Class 1 to 5 / Class 1 to 8 ✓ / Class 1 to 10 / Others	Boys & Girls School / Boys Only School / Girls Only School ✓	English Medium / Urdu Medium ✓ / Pashto Medium / Sindhi Medium / Other	EMIS Code: 03415	Arrival Time: 9:00 a.m
			School Established Year: 1969	Departure Time: 9:30 am
Date of visit: 22-9-12	Day of visit: Saturday	Name of Surveyors (1): Mohsin	Name of Surveyors (2): Shamshad	
Any Project Started in Schools: Govt. ☐ Private ☐ No Project ☑	Any NGO affiliated with School: Yes ☑ No ☐	If "Yes" mention name: IDO	Since (Year): 3 years	

(I) Children's Enrollment & Attendance

	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)	105	70		64	34	41	20	44	36	22		
Children's attendance Today* (Head Count)	81	56		52	30	32	19	40	29	17		
School Fee (Per Month)												

*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) 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)		3-4		6-7	
Where were they seated (tick one)	Classroom				
	Verandah	✓		✓	
	Outdoor				
Is there a useable blackboard/ white board for this class?		✓		✓	
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) Comments

Use back side for more comments

(IV) Teachers

	Number Sanctioned posts	Number Appointed	Number Present Today(On the day of survey) Physically	Number of Teachers residents of THIS village
Head Teacher	1	1	1	1
Regular Govt. Teachers (Doesn't include Head Teacher)	16	16	15	5
Para/Contract teachers (appointed by Panchayat or VEC/PTA/SMC/SC)				

(V) No. of Qualified Teaching Staff

Education	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
	2	5	5	5		

Professional	CT	PTC	BEd	MEd	Other
	4	6	4	3	

(VI) No. of Teachers who got training with in last year (Jul 2011- Jun 2012)

None	Less then 15 days	15-30 days	More then 30 days
✓			

(VII) Facilities in the school (From Observation)

Total number of rooms in the school (count yourself).	11
Total number of Class rooms in the school being currently used by the children (count yourself)	08

Tick where relevant	Yes	No
Is there a useable drinking water facility for the children in the school	✓	
Is there complete boundary wall/fence?	✓	
Is there a useable toilet / latrine for the children?	✓	
Does the school have any library books?		✓
Could you see the library books?		✓
Is there a playground in the school?		✓
Is there any special Teacher (PIT) for games/Playtime?	✓	
Is there a Science Laboratory?		✓
Is there a computer lab?		✓
Does the school have Internet?		✓

Annual Status of Education Report
ASER PAKISTAN 2012
Facilitated by SAFED

PRIVATE SCHOOL OBSERVATION SHEET - ASER Pakistan 2012

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
Ghazali Grammar School	Killi Gul Mohd.	Quetta	Quetta	Balochistan

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

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

School Established Year: 1995

Date of visit: 22-9-12 (Saturday)

Arrival Time: 11:40 am

Departure Time: 12:15 pm

Name of Surveyors (1): Mahsin

Name of Surveyors (2): Shamshad

Medium of School: English Medium ✓ | Urdu Medium | Pashto Medium | Sindhi Medium | Hafiz Quran+ General schooling | Other

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

(I) Children's Enrollment & Attendance	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)	97	19	13	27	31	40	23	44	68		
Children's attendance Today* (Head Count)	80	18	13	27	31	40	23	44	68		
School Fee (Per Month)	300	450	450	450	450	650	650	650	650		

*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		Number Present Today(On the day of survey)		Number of teachers residents of THIS village
Head Teacher	1		1		1
Regular Teachers (Doesn't include Head Teacher)	14		12		3
Community/Part Time Teachers					

Comments

Use back side for more comments

(III) 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 useable blackboard/white board for this class?		✓		✓	
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?		✓		✓	

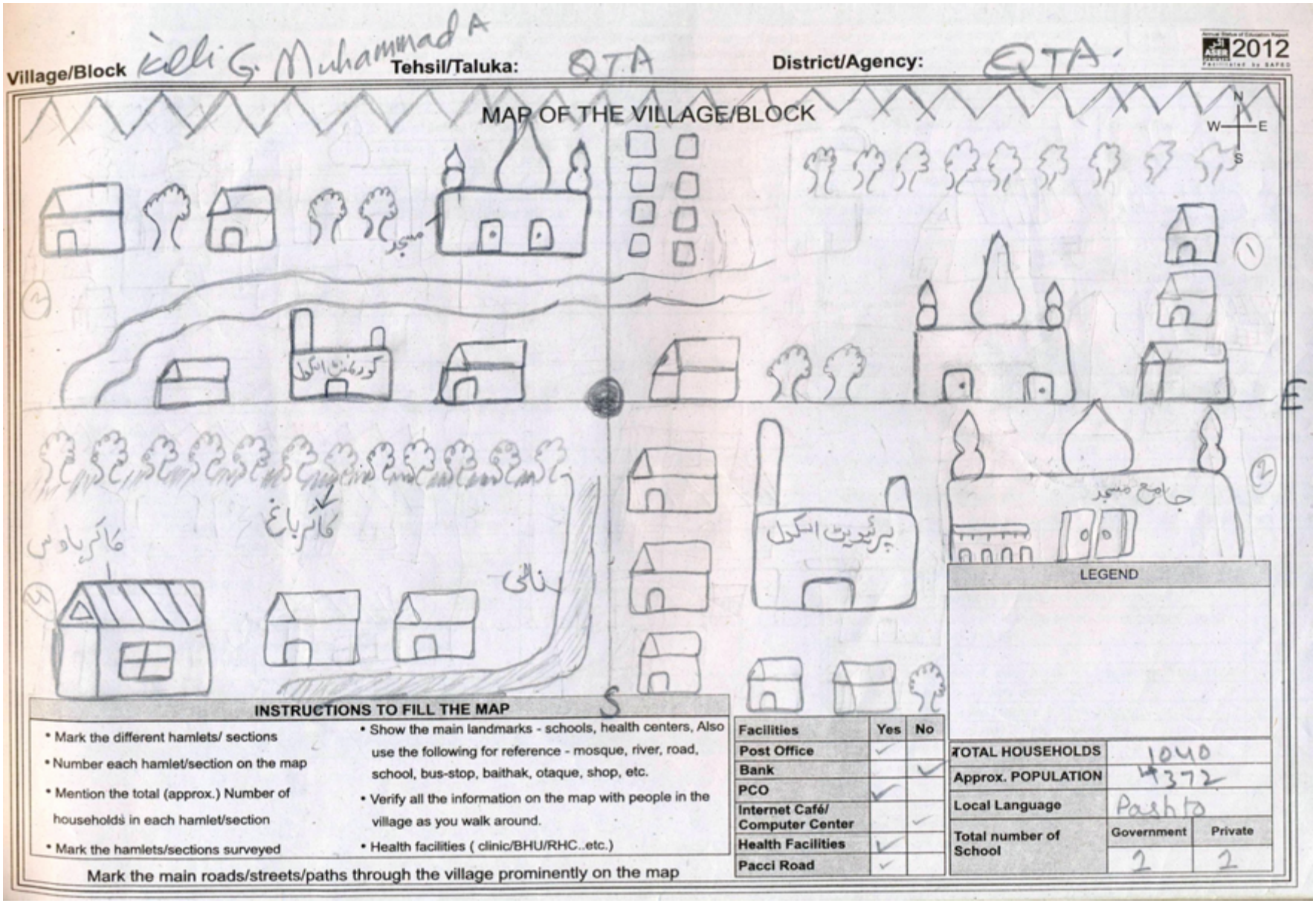
(IV) School FUND Information (Ask Headmaster this section. If absent, indicate who answered the section)	FY 2011 Yes	FY 2011 No	FY 2012 Yes	FY 2012 No
Who answered this section? (✓ Tick relevant) Head Master ☑ Teacher ☐ Other ☐				
Did you get any FUNDS from Government/ Private individuals/NGO?		✓		✓
If Yes, what was the amount of this FUND (Annual) ?				
In which month was this FUND received?				
Name of Department/Organization				

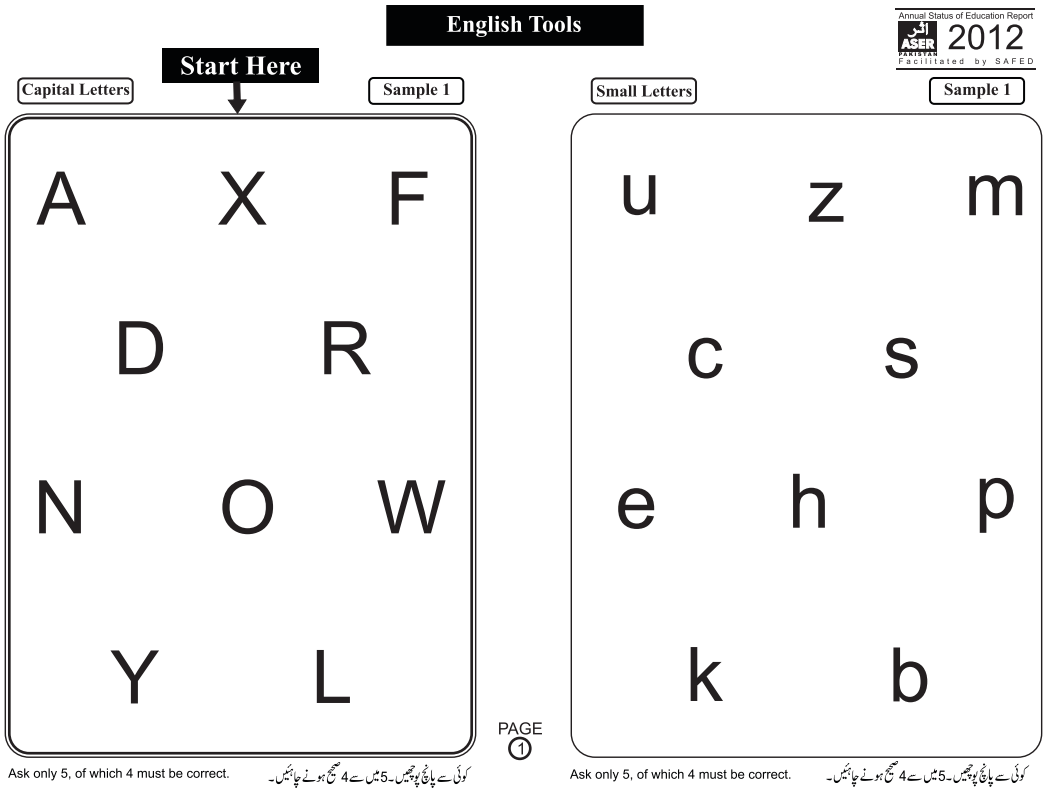
(V) No. of Qualified Teaching staff

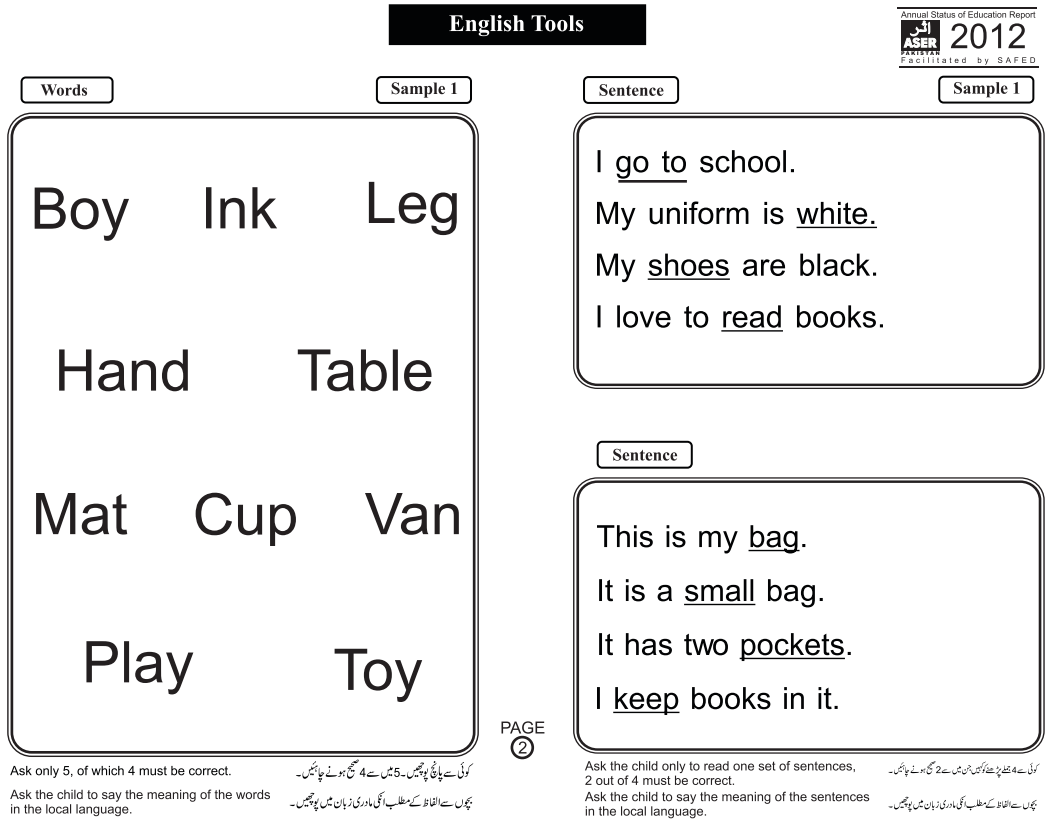
Education	Matric	FA/FSc	BA/BSc	MA/MSc	M.Phil	Other
		4	2	2		

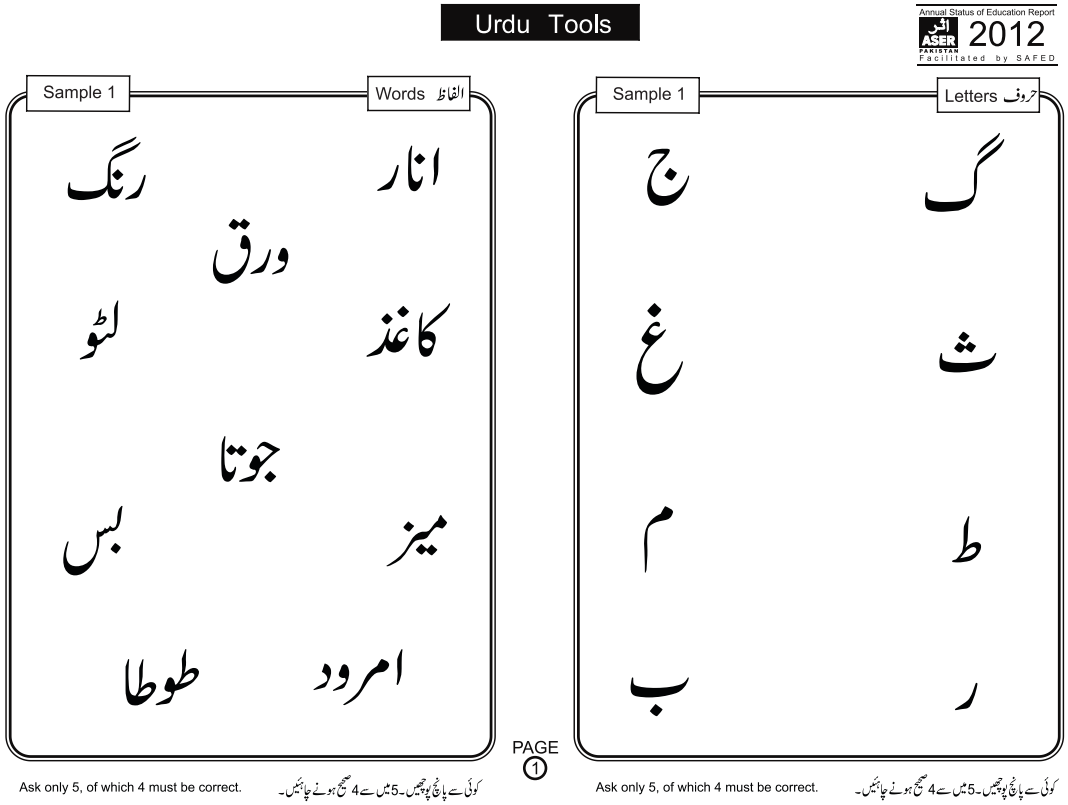
Professional	CT	PTC	BEd	MEd	Other
		3	1		

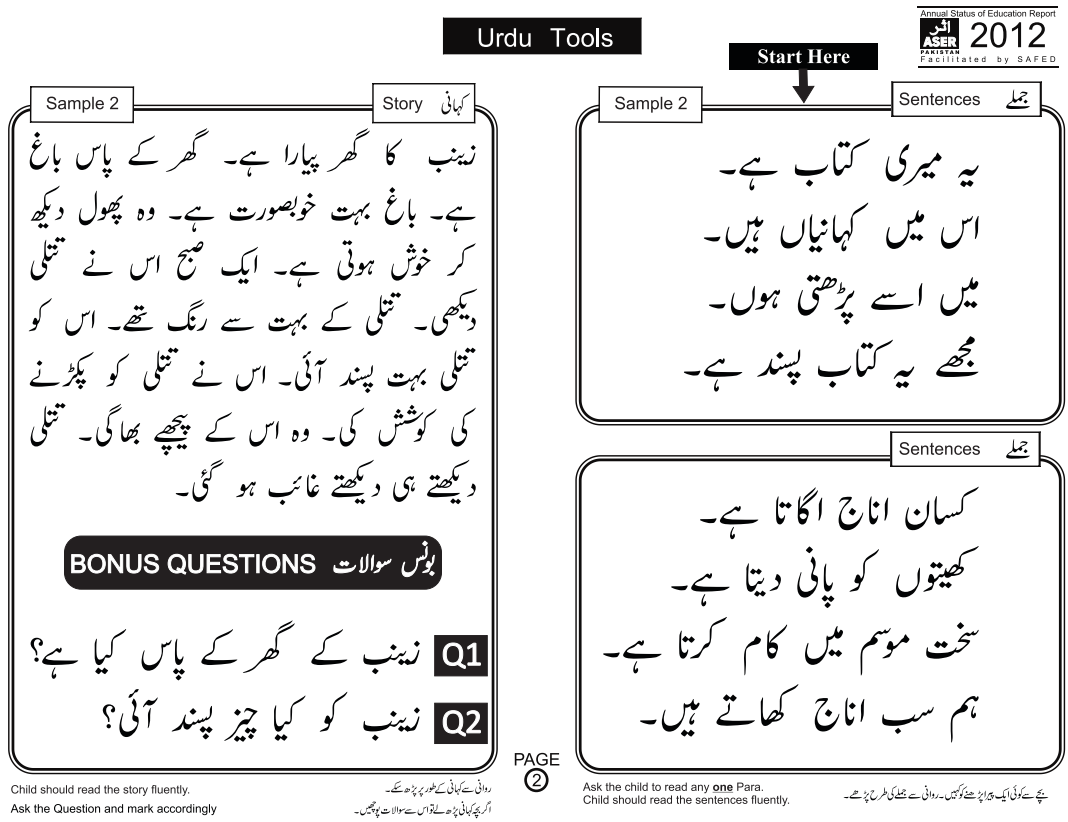
(VI) Facilities in the school (From Observation)		
Total number of rooms in the school (count yourself).	11	
Total number of Class rooms in the school being currently used by the children (count yourself)	11	
Tick where relevant	Yes	No
Is there a useable drinking water facility for the children in the school	✓	
Is there complete boundary wall/fence?	✓	
Is there a useable toilet / latrine for the children?	✓	
Does the school have any library books?		✓
Could you see the library books?		✓
Is there a playground in the school?	✓	
Is there any special Teacher (PIT) for games/Playtime?	✓	
Is there a Science Laboratory?		✓
Is there a computer lab?		✓
Does the school have Internet?		✓


Village/Block Killi G. Muhammad A
Tehsil/Taluka: QTA
District/Agency: QTA
2012
MAP OF THE VILLAGE/BLOCK
N
W
E
S
مسجد
گورنمنٹ اسکول
کاکڑ باغ
کاکڑ باد س
نالی
پرئیویٹ اسکول
جامع مسجد
LEGEND
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 | ✓ |
Internet Café/ Computer Center | | ✓
Health Facilities | ✓ |
Pacci Road | ✓ |
TOTAL HOUSEHOLDS 1040
Approx. POPULATION 4372
Local Language Pashto
Total number of School | Government 2 | Private 2


English Tools
Annual Status of Education Report
ASER PAKISTAN 2012
Facilitated by SAFED
Start Here
Capital Letters
Sample 1
A X F
D R
N O W
Y L
Small Letters
Sample 1
u z m
c s
e h p
k b
PAGE 1
Ask only 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔5میں سے 4 صحیح ہونے چاہئیں۔
Ask only 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔5میں سے 4 صحیح ہونے چاہئیں۔


English Tools
Annual Status of Education Report
ASER PAKISTAN 2012
Facilitated by SAFED
Words
Sample 1
Boy Ink Leg
Hand Table
Mat Cup Van
Play Toy
Sentence
Sample 1
I go to school.
My uniform is white.
My shoes are black.
I love to read books.
Sentence
This is my bag.
It is a small bag.
It has two pockets.
I keep books in it.
PAGE 2
Ask only 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔5میں سے 4 صحیح ہونے چاہئیں۔
Ask the child to say the meaning of the words in the local language.
بچوں سے الفاظ کے مطلب انکی مادری زبان میں پوچھیں۔
Ask the child only to read one set of sentences, 2 out of 4 must be correct.
کوئی سے 4 جملے پڑھنے کو کہیں جن میں سے 2 صحیح ہونے چاہئیں۔
Ask the child to say the meaning of the sentences in the local language.
بچوں سے الفاظ کے مطلب انکی مادری زبان میں پوچھیں۔


Urdu Tools
Annual Status of Education Report
ASER PAKISTAN 2012
Facilitated by SAFED
Sample 1
Letters حروف
گ ج
ث غ
ط م
ر ب
Sample 1
Words الفاظ
انار رنگ
ورق
کاغذ لٹو
جوتا
میز بس
امرود طوطا
PAGE ①
Ask only 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔5 میں سے 4 صحیح ہونے چاہئیں۔
Ask only 5, of which 4 must be correct.
کوئی سے پانچ پوچھیں۔5 میں سے 4 صحیح ہونے چاہئیں۔


Urdu Tools
Annual Status of Education Report
ASER PAKISTAN 2012
Facilitated by SAFED
Start Here
Sample 2
Sentences جملے
یہ میری کتاب ہے۔
اس میں کہانیاں ہیں۔
میں اسے پڑھتی ہوں۔
مجھے یہ کتاب پسند ہے۔
Sentences جملے
کسان اناج اگاتا ہے۔
کھیتوں کو پانی دیتا ہے۔
سخت موسم میں کام کرتا ہے۔
ہم سب اناج کھاتے ہیں۔
Sample 2
Story کہانی
زینب کا گھر پیارا ہے۔ گھر کے پاس باغ ہے۔ باغ بہت خوبصورت ہے۔ وہ پھول دیکھ کر خوش ہوتی ہے۔ ایک صبح اس نے تتلی دیکھی۔ تتلی کے بہت سے رنگ تھے۔ اس کو تتلی بہت پسند آئی۔ اس نے تتلی کو پکڑنے کی کوشش کی۔ وہ اس کے پیچھے بھاگی۔ تتلی دیکھتے ہی دیکھتے غائب ہو گئی۔
BONUS QUESTIONS بونس سوالات
Q1 زینب کے گھر کے پاس کیا ہے؟
Q2 زینب کو کیا چیز پسند آئی؟
PAGE ②
Ask the child to read any one Para.
Child should read the sentences fluently.
بچے سے کوئی ایک پیرا پڑھنے کو کہیں۔ روانی سے جملے کی طرح پڑھے۔
Child should read the story fluently.
Ask the Question and mark accordingly
روانی سے کہانی کے طور پر پڑھ سکے۔
اگر پیرا کہانی پڑھے تو اس سے سوالات پوچھیں۔

Math Tools

Annual Status of Education Report ASER PAKISTAN 2012 Facilitated by SAFED

Start Here

Sample 1

Number Recognition 1-9		Number Recognition 11-99	
2	4	37	49
1	6	25	77
7	9	61	82
3	5	19	54
		57	68
Ask any 5, of which 4 must be correct. کوئی سے پانچ پوچھیں۔5 میں سے 4 صحیح ہونے چاہئیں۔		Ask any 5, of which 4 must be correct. کوئی سے پانچ پوچھیں۔5 میں سے 4 صحیح ہونے چاہئیں۔	

Sample 1

Subtraction		Division
87 - 69 =	65 - 18 =	348 ÷ 4
92 - 88 =	55 - 37 =	644 ÷ 7
27 - 19 =	81 - 72 =	210 ÷ 6
52 - 49 =	60 - 42 =	376 ÷ 8
Ask any 2, both must be correct. کوئی سے دو پوچھیں، دونوں صحیح ہونے چاہیں		Ask any 1, which must be correct. کوئی سا ایک پوچھیں جو صحیح ہونا چاہیے

BONUS TOOL
سمجھو اور کرو

Annual Status of Education Report ASER PAKISTAN 2012 Facilitated by SAFED

Sample 1

خریداری

قیمت جدول

گیند 50 روپے

کپ 80 روپے

بسکٹ 15 روپے

کتاب 95 روپے

مندرجہ بالا تصاویر کو دیکھیں۔ اس میں کئی چیزوں کی قیمت دی گئی ہے جیسے ایک کتاب 95 روپے کی ہے۔ انہیں دیکھ کر نیچے دیئے گئے سوالات کے جوابات دیں۔

1Q علی نے ایک کپ اور ایک کتاب خریدی۔ اس نے کل کتنی رقم ادا کی؟

2Q آمنہ کی امی نے تین گیندیں خریدیں۔ انہوں نے کل کتنی رقم ادا کی؟

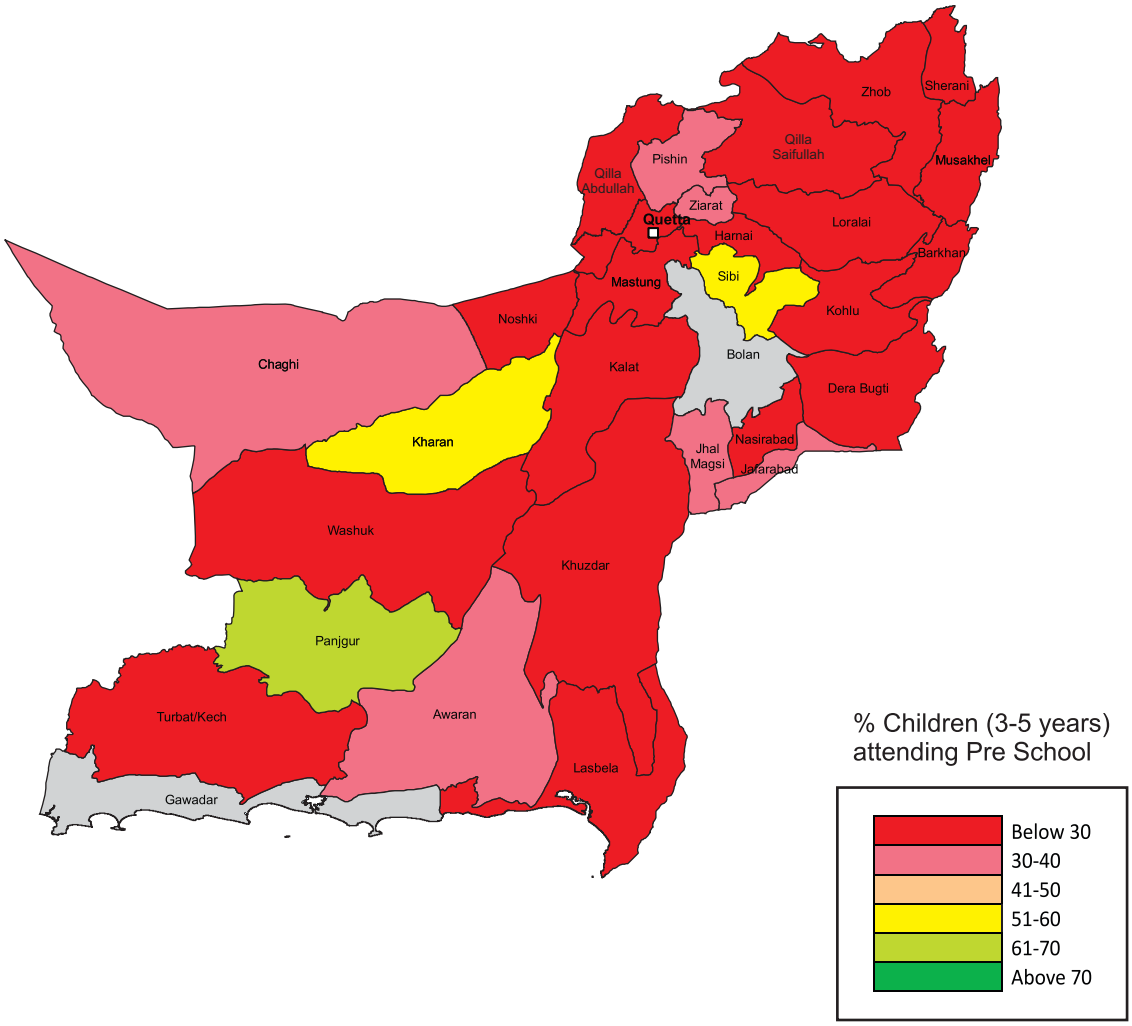
ہدایات:۔

- یہ پہلی جماعت سے پانچویں اور اس سے اُوپر کے بچوں کو دیجئے اور اسکول نہ جانے والے بچوں میں 10 سے 16 سال کی عمر کے بچوں کو دیجئے۔
- یہ ٹول ریاضی کے ٹول کے بعد بچوں کو دیجئے۔
- ہر سوال کو پڑھ کر سنائیں کوئی بھی سوال دو مرتبہ سے زیادہ نہ دہرائیں۔
- حل کرنے کا طریقہ نہ سمجھائیں۔
- سوال نمبر 1 اور 2 کے لئے جدول کے دام پڑھ کر نہ سنائیں۔

Findings Balochistan (Rural)

Children in Pre School
(Age 3-5 years)

Province/Territory wise map showing % children

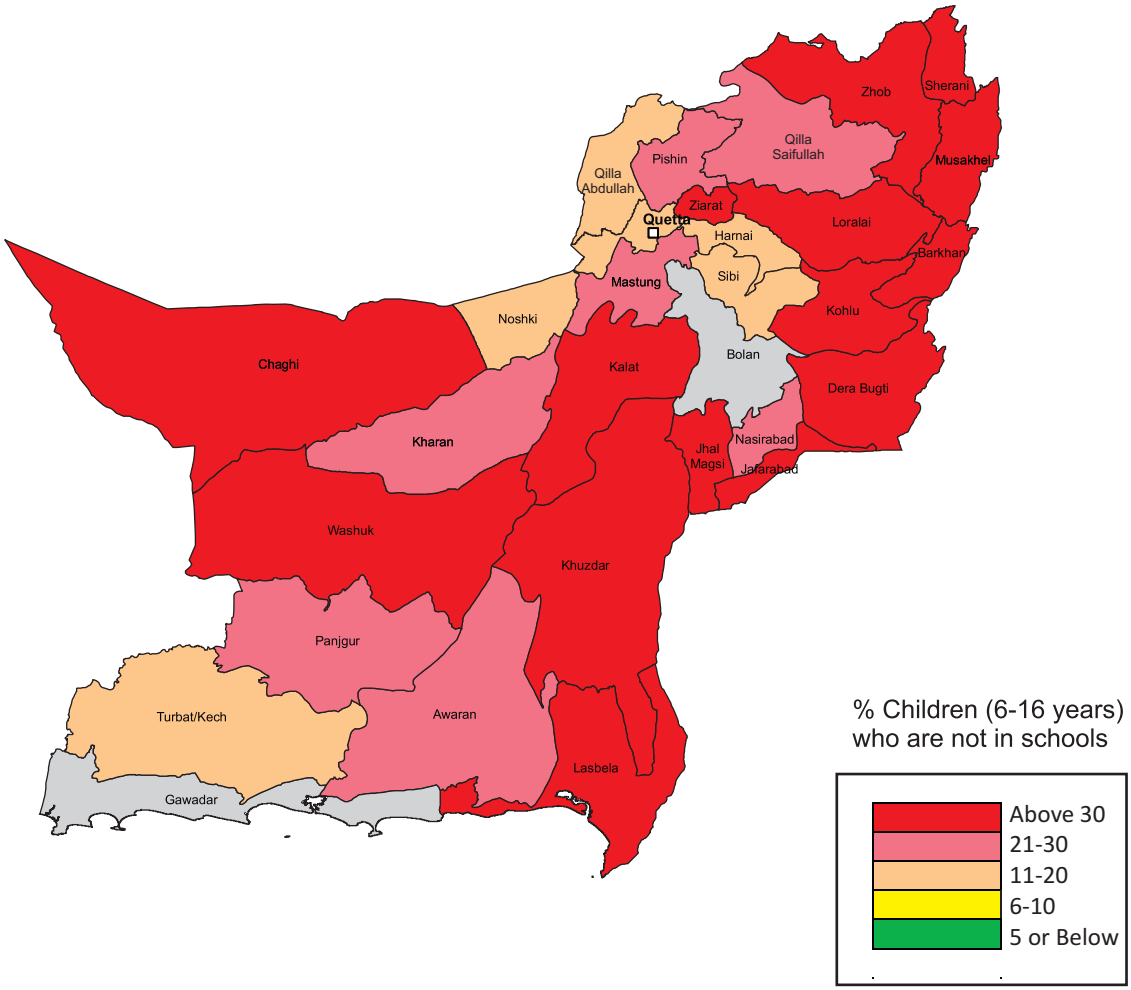


Not covered

Maps 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



Not covered

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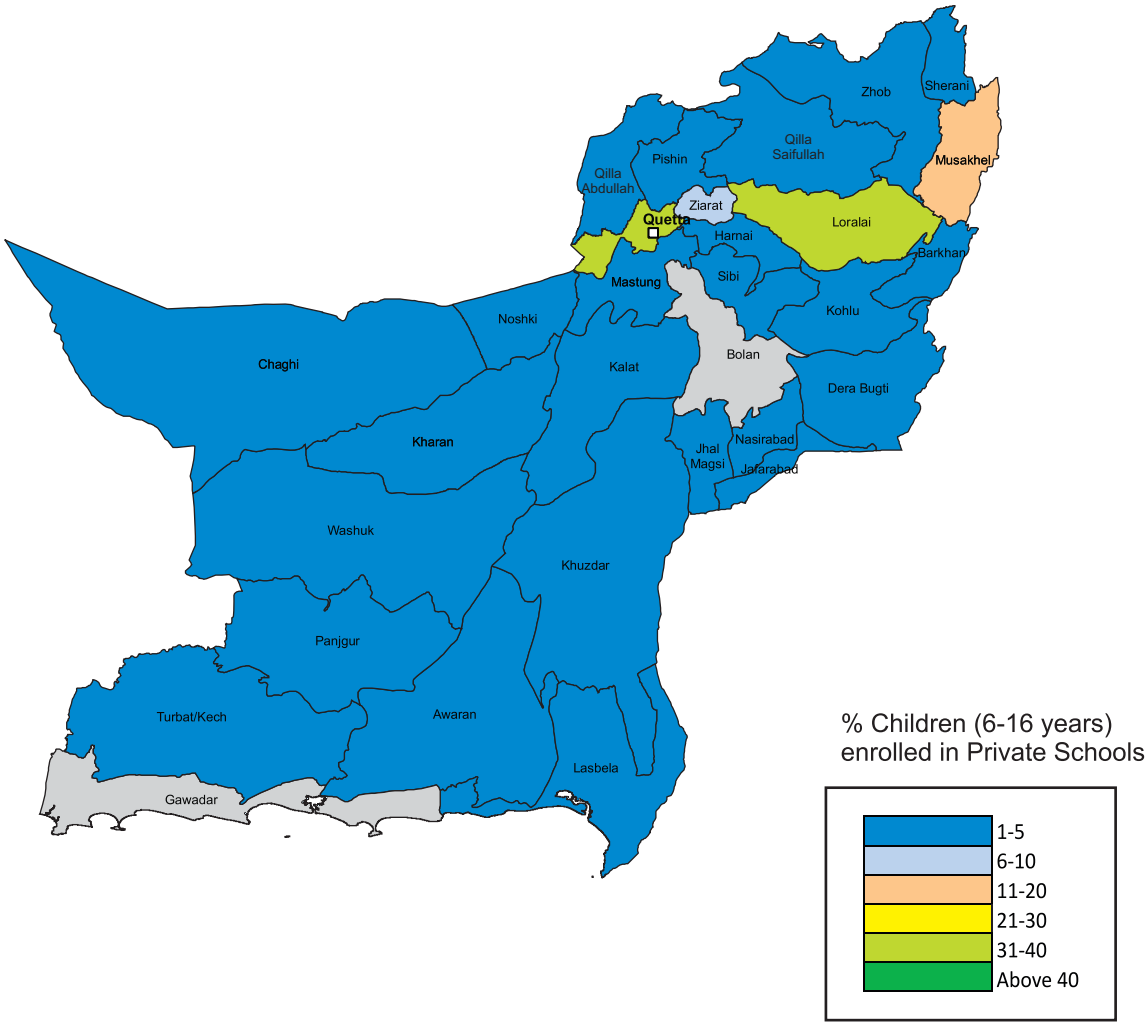
Private Schooling
(Age 6-16 years)

Province/Territory wise map showing % children

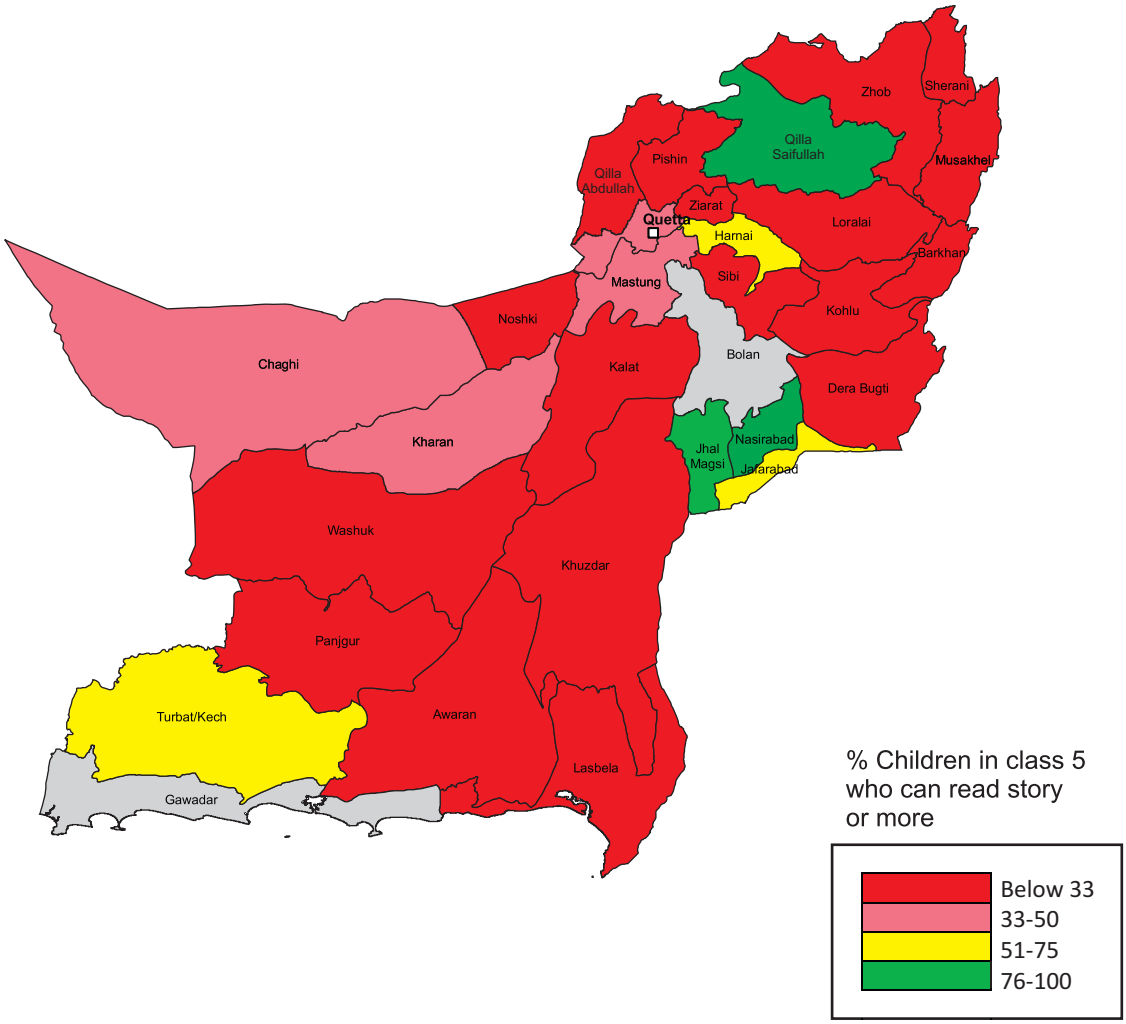


Not covered

Maps 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.

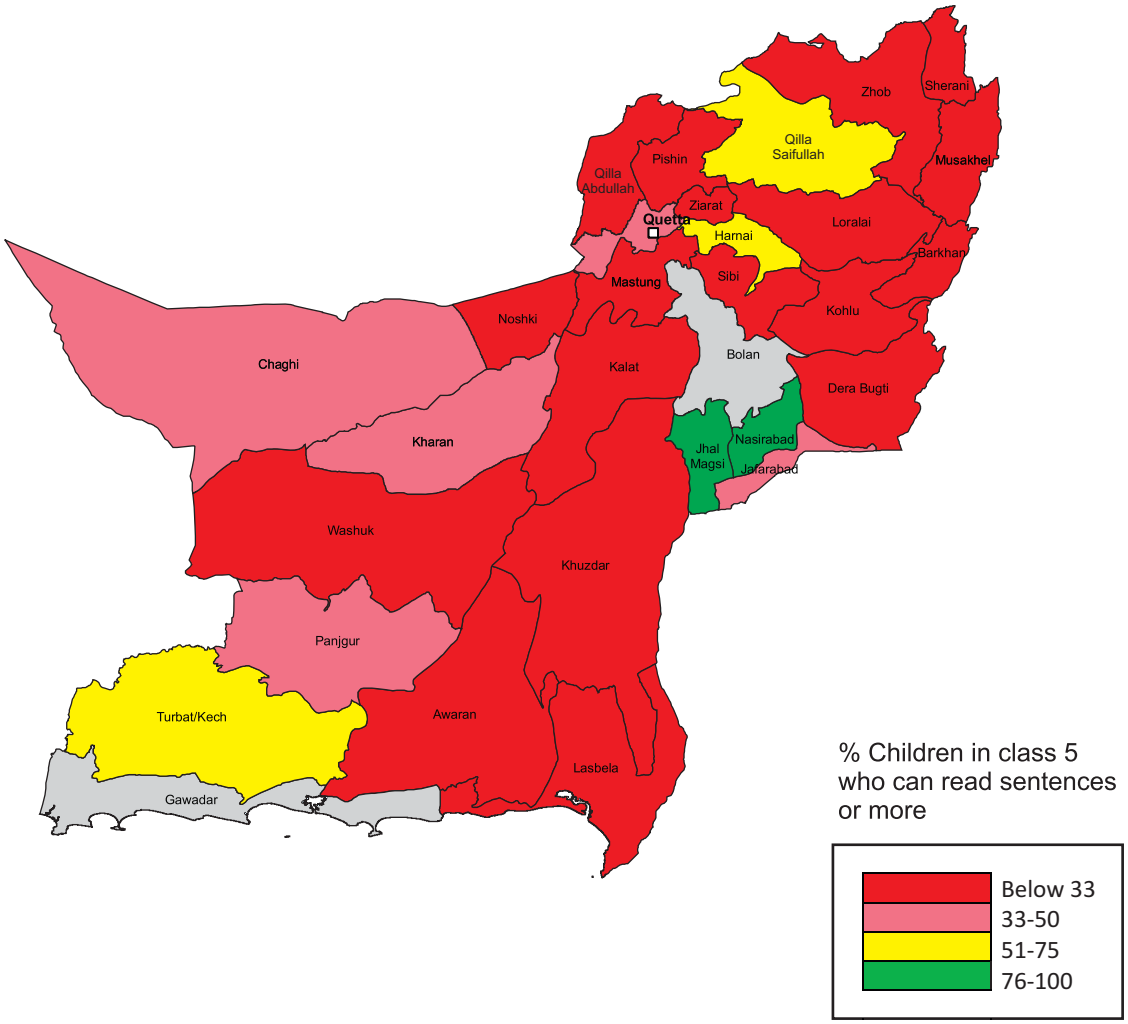


Not covered

Maps 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.

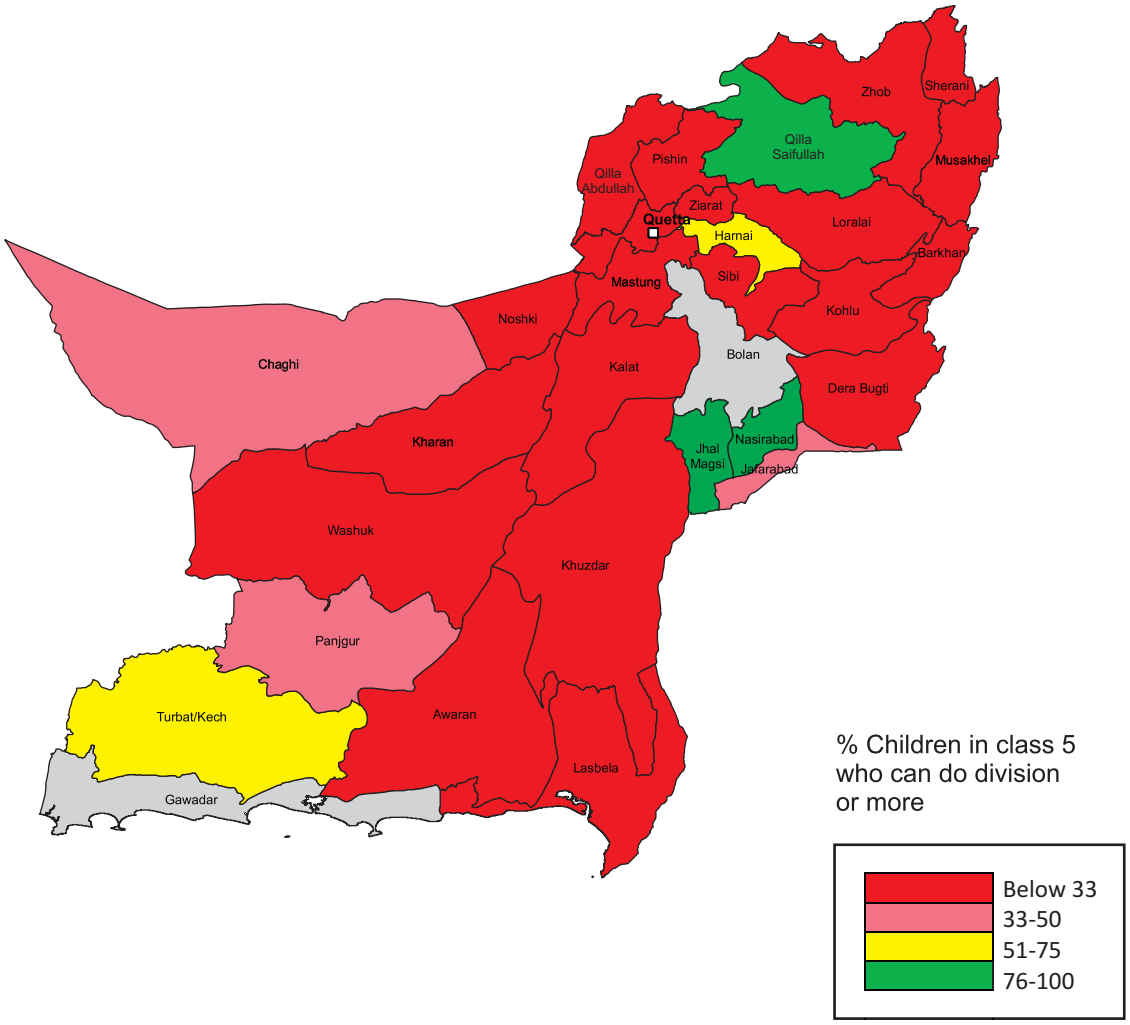


Not covered

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

Math
(Class 5)

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



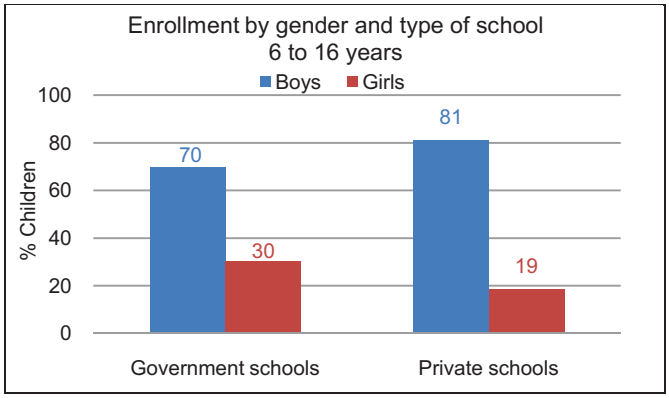
Not covered

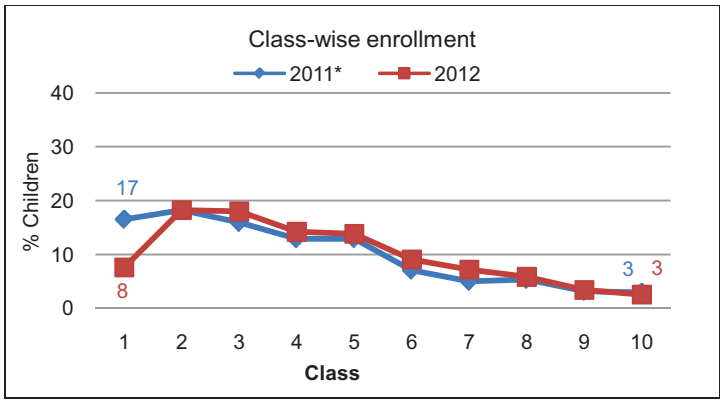
Maps may not be accurate or to scale. These are mere representations.

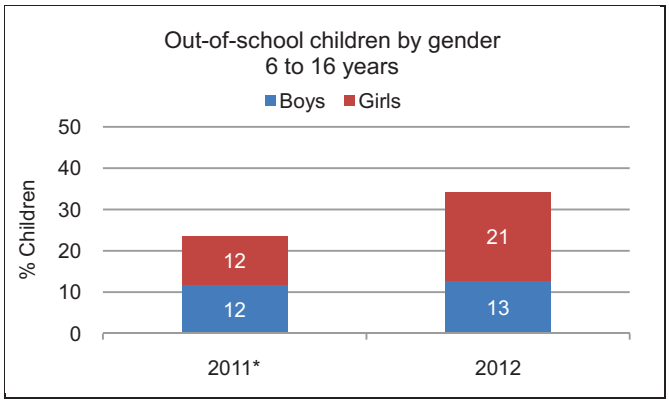
Balochistan (Rural)

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	59.0	1.9	4.7	0.1	33.8	0.6	100
11-13	58.6	2.6	6.9	0.1	30.5	1.2	100
14-16	51.7	4.4	7.0	0.2	33.8	2.9	100
6-16	**57.7**	**2.5**	**5.6**	**0.1**	**33.0**	**1.1**	**100**
Total	**65.9**				**34.1**		**100**
By type	**87.6**	**3.8**	**8.5**	**0.1**			

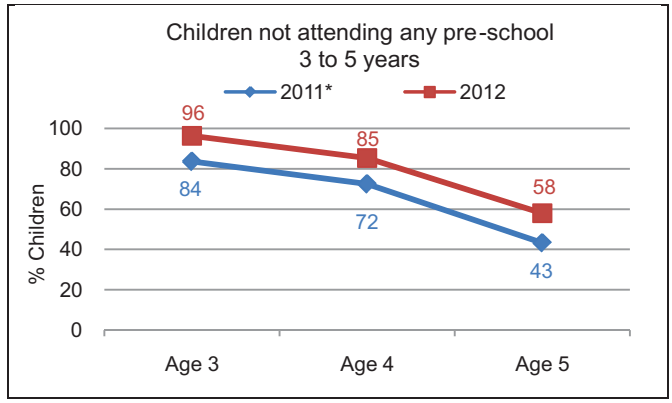


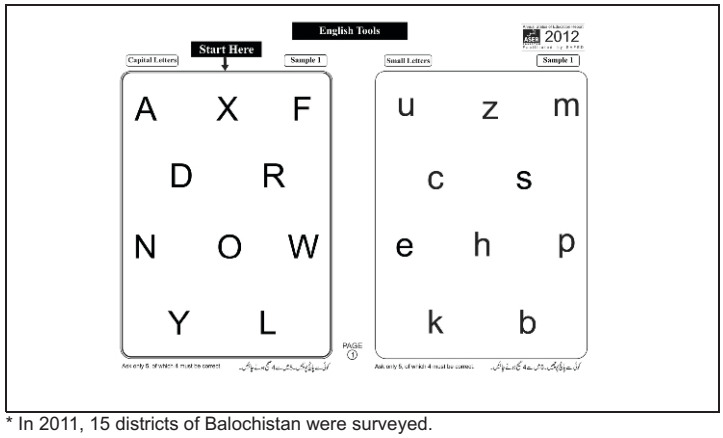




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	3.2	0.1	0.3	0.0	96.4	100
4	13.8	0.6	0.3	0.0	85.3	100
5	39.8	1.0	1.3	0.0	57.9	100
3-5	**21.0**	**0.6**	**0.7**	**0.0**	**77.7**	**100**
Total	**22.3**				**77.7**	**100**
By type	**94.1**	**2.7**	**3.2**	**0.0**		





* In 2011, 15 districts of Balochistan were surveyed.

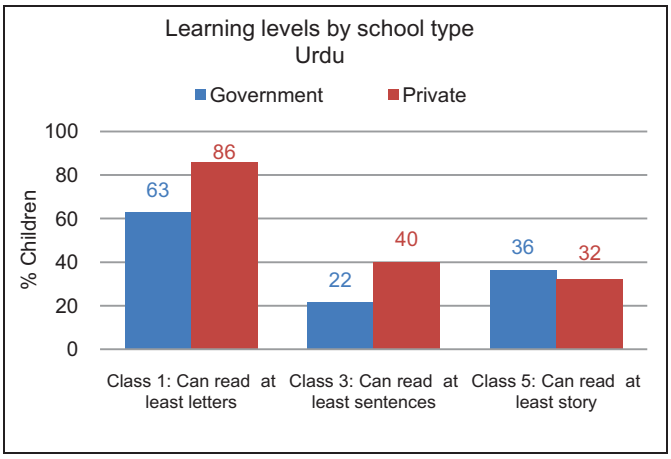
Balochistan (Rural)

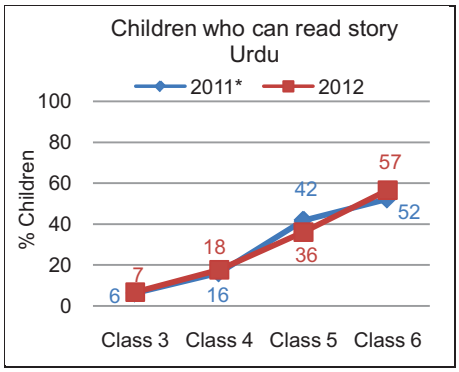
Learning levels (Urdu)

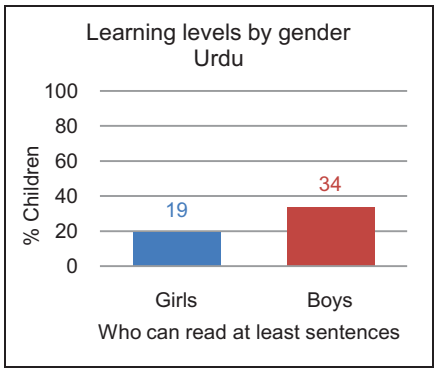
Class-wise % children who can read

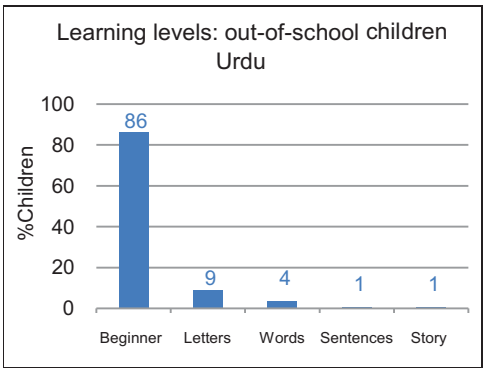
Class	Nothing	Letters	Words	Sentences	Story	Total
1	36.6	41.6	17.8	3.0	1.1	100
2	13.2	34.1	40.2	9.3	3.1	100
3	10.5	15.1	52.1	15.5	6.8	100
4	3.6	7.1	38.0	33.6	17.7	100
5	3.4	2.4	21.8	36.3	36.1	100
6	2.4	1.3	13.3	26.3	56.6	100
7	1.9	0.7	8.5	23.7	65.1	100
8	0.0	0.0	2.6	15.3	82.1	100
9	0.0	0.0	0.9	9.3	89.8	100
10	0.0	0.0	0.5	6.6	93.0	100

How to read: 4.1% (3.0+1.1) children of class 1 can read sentences







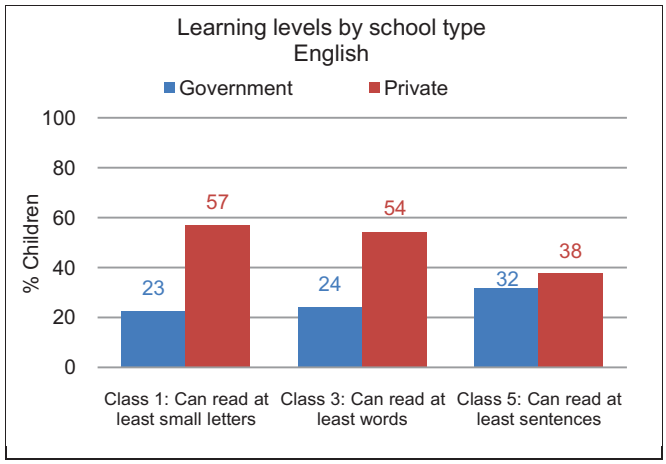


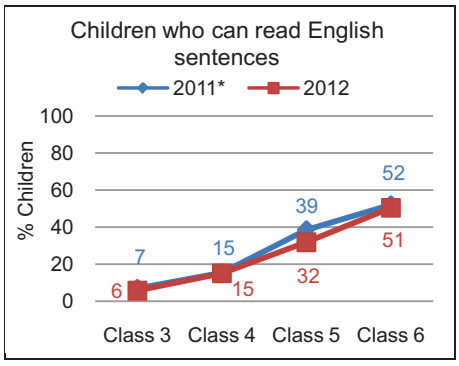
Learning levels (English)

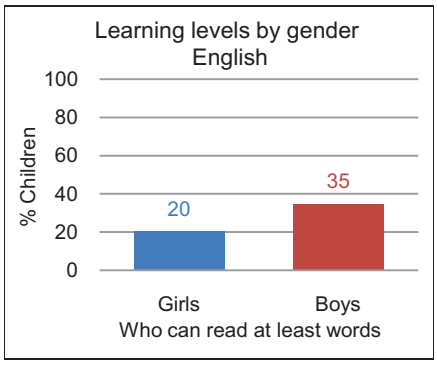
Class-wise % children who can read

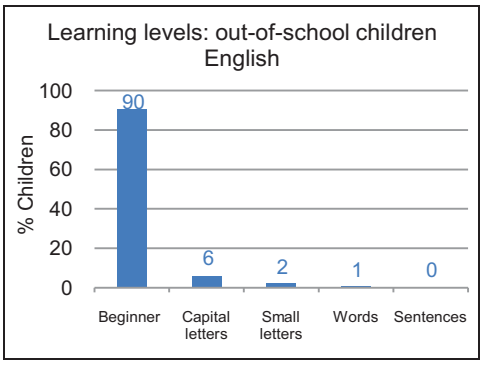
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	40.4	35.8	18.1	4.5	1.1	100
2	19.2	28.6	37.6	12.2	2.4	100
3	14.1	12.2	48.2	19.7	5.8	100
4	4.8	6.5	32.0	41.6	15.1	100
5	3.8	3.4	19.1	41.9	31.9	100
6	3.0	1.5	11.7	33.3	50.5	100
7	2.4	0.7	7.2	30.6	59.1	100
8	0.0	0.0	1.2	21.9	76.8	100
9	0.0	0.0	0.2	10.9	89.0	100
10	0.0	0.0	0.2	6.8	93.0	100

How to read: 5.6% (4.5+1.1) children of class 1 can read words









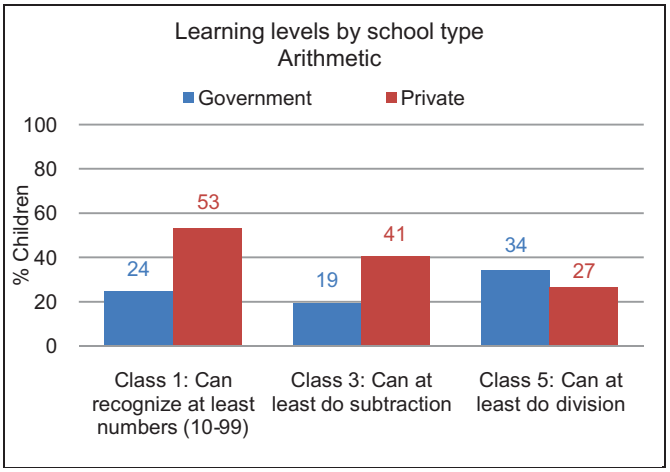
Balochistan (Rural)

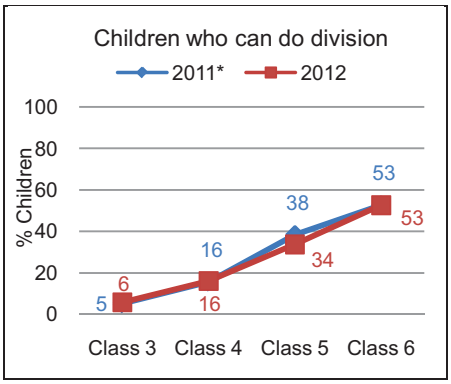
Learning levels (Arithmetic)

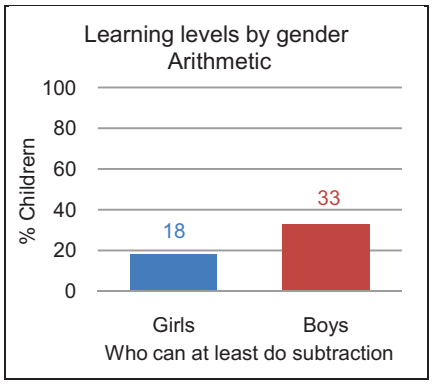
Class-wise % children who can do

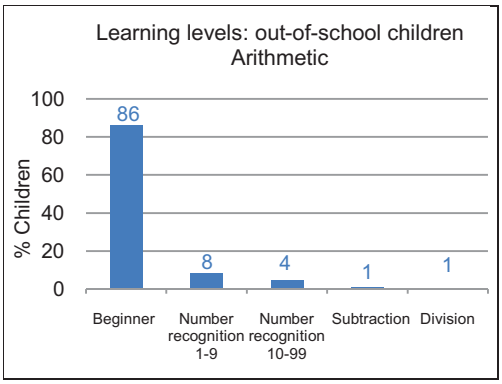
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	36.7	38.0	22.4	2.2	0.7	100
2	13.9	28.5	46.7	8.4	2.5	100
3	10.6	10.7	58.4	14.5	5.8	100
4	3.8	5.3	41.5	33.3	16.1	100
5	3.3	2.4	23.0	37.6	33.7	100
6	2.9	1.4	15.0	28.1	52.6	100
7	2.0	0.7	9.7	27.9	59.8	100
8	0.0	0.0	2.5	20.3	77.2	100
9	0.0	0.0	2.3	11.9	85.8	100
10	0.0	0.0	0.7	9.5	89.8	100

How to read: 2.9% (2.2+0.7) children of class 1 can do subtraction

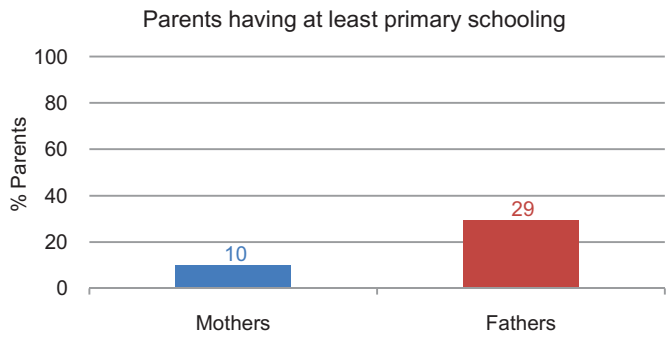








Parental education

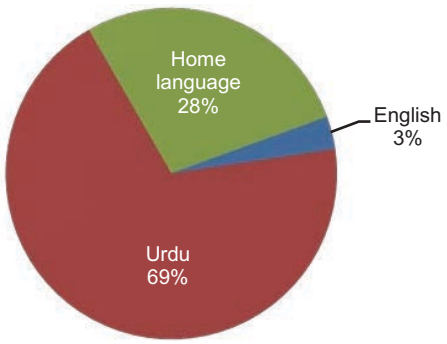


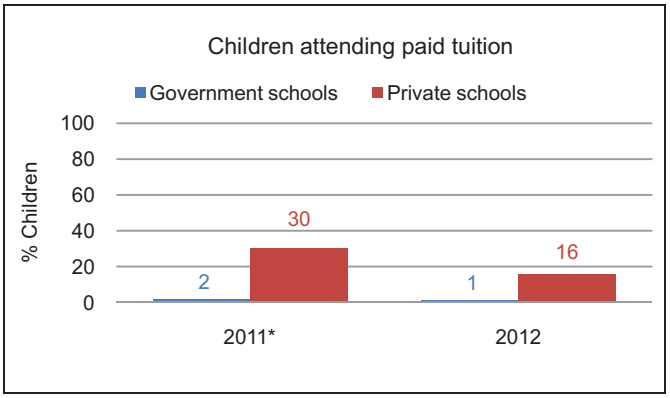
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.2	1.5	1.6	1.1	1.4	1.5	1.7	1.9	2.3	4.2
Pvt.	18.5	13.7	14.8	20.0	19.2	15.9	16.0	12.4	15.1	21.9

Households' preferred medium of instruction in school





Balochistan (Rural)

School report card

Annual Status of Education Report ASER PAKISTAN 2012 Facilitated by SAFED

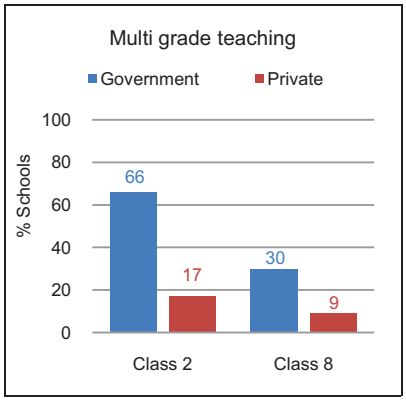
Number of surveyed schools by type								
	Government schools				Private schools			
	Boys	Girls	Boys & girls	Total	Boys	Girls	Boys & girls	Total
Primary	412	71	83	566	10	0	11	21
Elementary	85	14	13	112	4	0	16	20
High	98	8	16	122	2	0	10	12
Others	0	0	0	0	1	0	0	1
Total	595	93	112	800	17	0	37	54

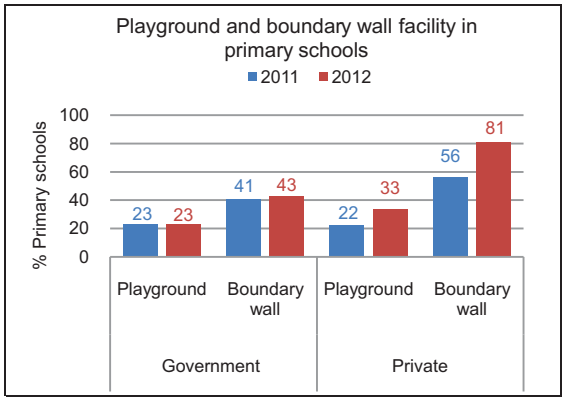
Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	76.3	80.0	84.7	-	80.4	87.5	90.0	90.7	100	89.8
Teacher attendance	89.7	82.3	87.0	-	86.6	92.0	88.7	97.1	92.9	92.2

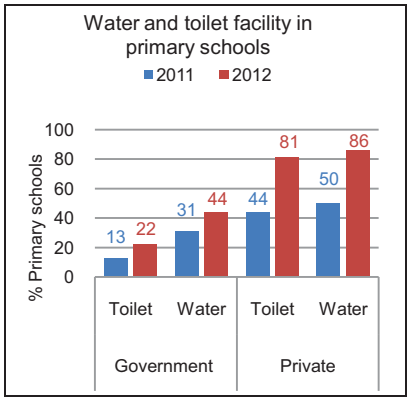
Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	17.2	9.3
FA	31.2	41.3
BA	32.4	31.1
MA or above	18.0	18.1
Others	1.2	0.2

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	40.4	39.2
CT	16.1	6.5
B-Ed	31.9	41.0
M-Ed or above	8.9	13.4
Others	2.7	0.0

School facilities (% schools)									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)		1.4	5.7	9.9	-	4.3	5.7	12.8	10.0
Useable water		43.8	53.7	58.8	-	85.7	85.0	100.0	100.0
Useable toilet		21.7	37.4	48.3	-	80.9	75.0	91.6	100.0
Playground		23.0	39.6	50.8	-	33.3	45.0	66.7	100.0
Boundary wall		43.1	64.8	75.6	-	80.9	75.0	91.6	100.0
Library		1.9	3.8	12.9	-	4.76	30.0	41.6	100.0
Computer lab		0.0	2.8	9.6	-	9.5	5.0	58.3	100.0
		Grants							
2012*	# of schools reported receiving grants	16	3	5	0	0	1	1	0
	% of schools reported receiving grants	2.8	2.7	4.1	-	0.0	5.0	8.3	0.0
	Average amount of grant (Rs.)	307750	210500	474600	-	-	20000	13000	-
2011	# of schools reported receiving grants	15	6	10	0	1	1	1	0
	% of schools reported receiving grants	2.7	5.4	8.2	-	4.8	5.0	8.3	0.0
	Average amount of grant (Rs.)	453000	136715	302800	-	10000	20000	70000	-







*Grants received till October 31, 2012

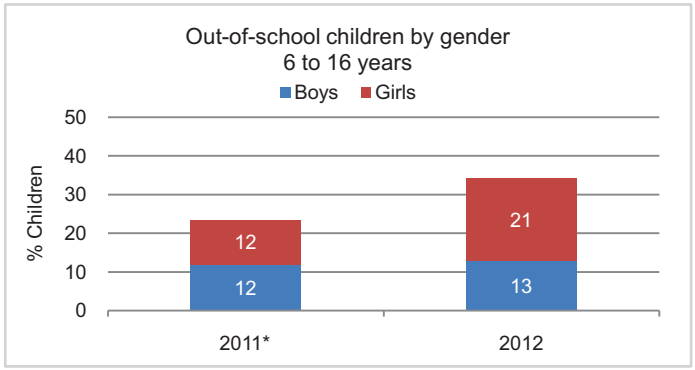
Sample Composition

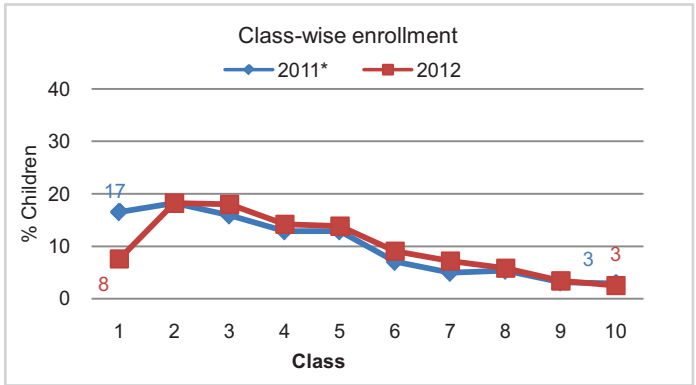
- The ASER 2012 survey was conducted in 28 out of 30 districts of Balochistan. This covered 16,304 households in 825 villages in the province.
- Detailed information was collected on 56,375 children (59% male, 41% female) aged 3-16 years. Out of these, children aged 5-16 were tested for language and arithmetic competencies.
- School information on both public and private schools was collected. A total of 854 schools were surveyed, out of which 800 were government (71% primary, 14% elementary, 15% high[1]) and 54 were private schools (39% primary, 37% elementary, 22% high, 2% others).
- Seventy-four percent of the government schools were boys only, 12% were girls only, and 14% were co-education schools. Thirty percent of the private schools were boys only, 3% were girls only, and 67% were co-education schools.

A large number of children continue to be out of school: thirty-four percent of all school-aged children in Balochistan are out of school.

- Of all children aged 6-16 years, 66% reported being enrolled in schools.
- Thirty four percent of all school-aged children have either dropped out of school (1%) or have never been enrolled in a school (33%).
- Unlike the findings from ASER 2011, more girls than boys were found to be out-of-school.
- For every eight children in Class 1, there are only three children enrolled in class ten.

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	59.0	1.9	4.7	0.1	33.8	0.6	100
11-13	58.6	2.6	6.9	0.1	30.5	1.2	100
14-16	51.7	4.4	7.0	0.2	33.8	2.9	100
6-16	**57.7**	**2.5**	**5.6**	**0.1**	**33.0**	**1.1**	**100**
Total	**65.9**				**34.1**		**100**
By type	**87.6**	**3.8**	**8.5**	**0.1**			

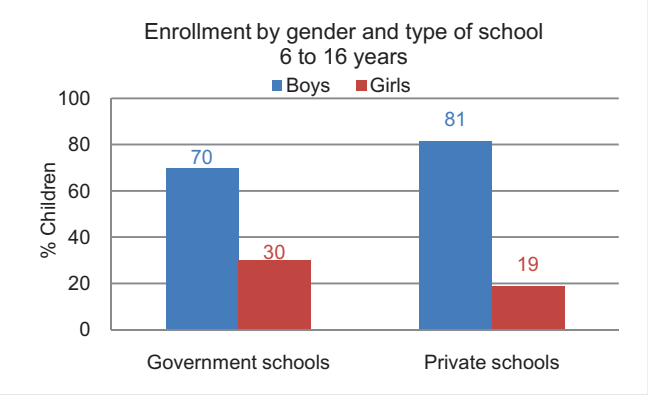




[1] Other type of schools include classes 6-8, 1-12, 3-8, 6-10, 4-12, 5-10.
* In 2011, 15 districts of Balochistan were surveyed.

Madrasahs absorb a substantial share of school-aged children: Twelve percent of all school-going children are enrolled in non-state schools in Balochistan.

- Approximately 9% of the total school-attending population attends madrasahs and less than 1% attends non-formal institutes.
- Nineteen percent of the children enrolled in private schools are girls and 81% are boys.

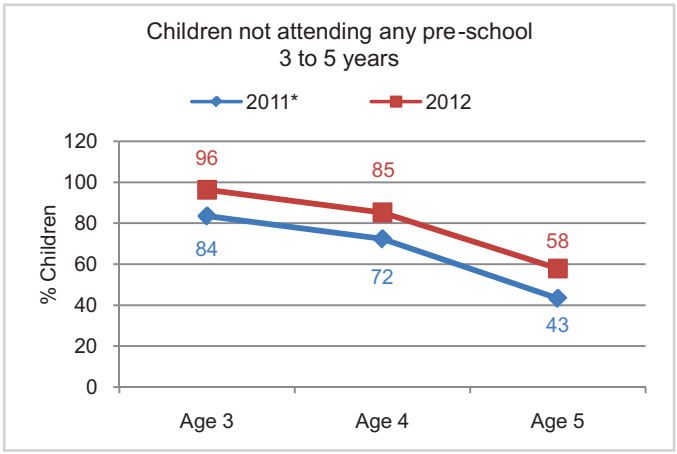


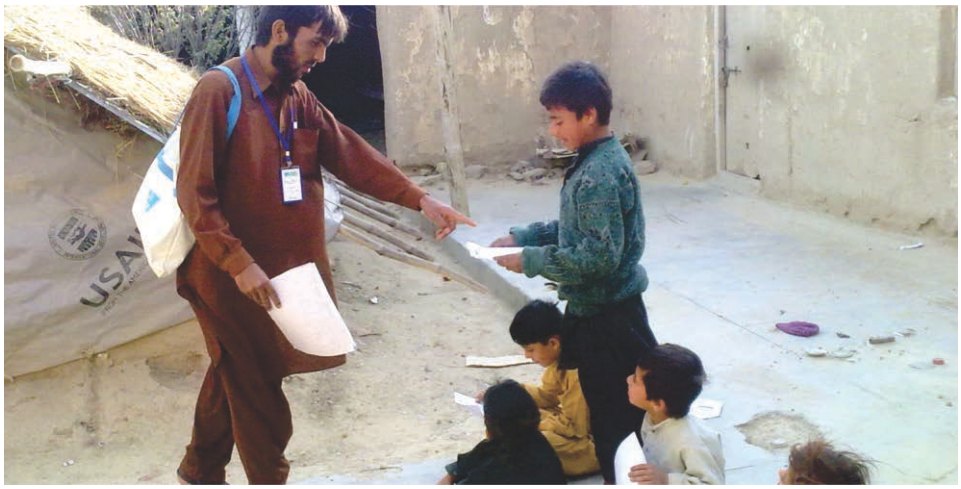
Seventy-Eight percent of the pre-primary aged children are not attending any form of schooling.

- A total of 14, 174 children of age three to five were reached during ASER 2012 survey in Balochistan.
- This year 22% of children aged 3-5 were found to be attending pre-primary.
- Of the children who do attend pre-primary education, 94% are enrolled in public institutions. The private sector covers 6% of all children enrolled in pre-primary education.

% Children who attend different types of pre-schools

Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	3.2	0.1	0.3	0.0	96.4	100
4	13.8	0.6	0.3	0.0	85.3	100
5	39.8	1.0	1.3	0.0	57.9	100
3-5	**21.0**	**0.6**	**0.7**	**0.0**	**77.7**	**100**
Total	**22.3**				**77.7**	**100**
By type	**94.1**	**2.7**	**3.2**	**0.0**		





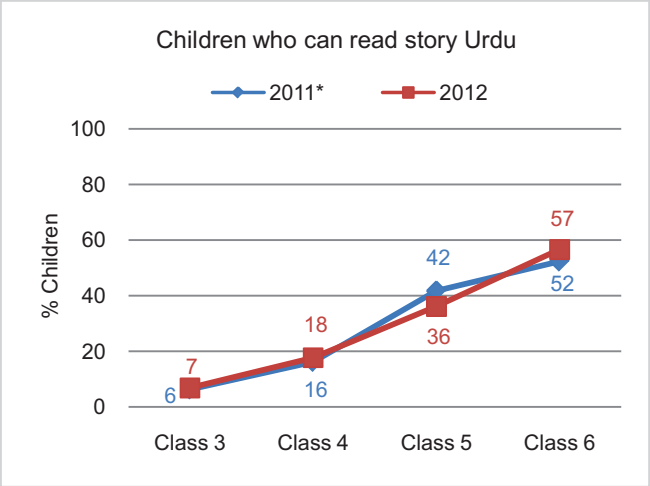
Balochistan (Rural)

Learning levels of children are assessed through specific language and arithmetic tools[2]. The same assessment is given to children between the ages of 5 to 16. The literacy assessments are designed in a way that it covers up to Class 2 level text according to the national curriculum. The arithmetic tool covers up to Class 3 level text.

Learning levels remain consistently poor: Sixty-four percent of the children from Class 5 cannot read a Class 2 level Urdu story.

- Analysis of reading ability shows that 22% of Class 3 students were able to read sentences and nearly 78% could not.
- In ASER 2011[3], 42% of Class 5 students were reported as being able to read story compared to 36% of Class 5 students who could read a story in 2012.

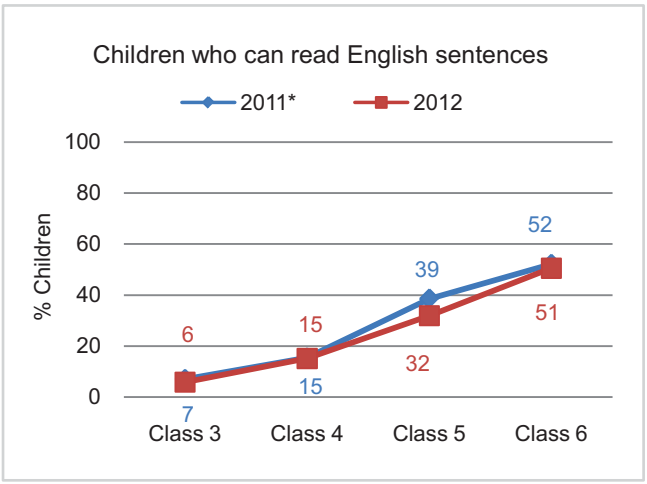
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	36.6	41.6	17.8	3.0	1.1	100
2	13.2	34.1	40.2	9.3	3.1	100
3	10.5	15.1	52.1	15.5	6.8	100
4	3.6	7.1	38.0	33.6	17.7	100
5	3.4	2.4	21.8	36.3	36.1	100
6	2.4	1.3	13.3	26.3	56.6	100
7	1.9	0.7	8.5	23.7	65.1	100
8	0.0	0.0	2.6	15.3	82.1	100
9	0.0	0.0	0.9	9.3	89.8	100
10	0.0	0.0	0.5	6.6	93.0	100
How to read: 4.1% (3.0+1.1) children of Class 1 can read sentences						



Decline can be seen in English competencies over the past year.

- In ASER 2011, 39% of Class 5 students were reported as being able to read Class 2 English sentences compared to 32% of Class 5 students who could do so in 2012.
- Only 51 percent of Class 6 children and 59% of Class 7 children were able to accomplish Class 2 English sentence tasks.

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
1	40.4	35.8	18.1	4.5	1.1	100
2	19.2	28.6	37.6	12.2	2.4	100
3	14.1	12.2	48.2	19.7	5.8	100
4	4.8	6.5	32.0	41.6	15.1	100
5	3.8	3.4	19.1	41.9	31.9	100
6	3.0	1.5	11.7	33.3	50.5	100
7	2.4	0.7	7.2	30.6	59.1	100
8	0.0	0.0	1.2	21.9	76.8	100
9	0.0	0.0	0.2	10.9	89.0	100
10	0.0	0.0	0.2	6.8	93.0	100
How to read: 5.6% (4.5+1.1) children of Class 1 can read words						



[2]ITA has detailed documents on the tools development process. 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, consistency and reliability across provinces and over time.

[3]Five rural districts of Balochistan were surveyed in 2010 as compared to 15 rural districts in 2011.

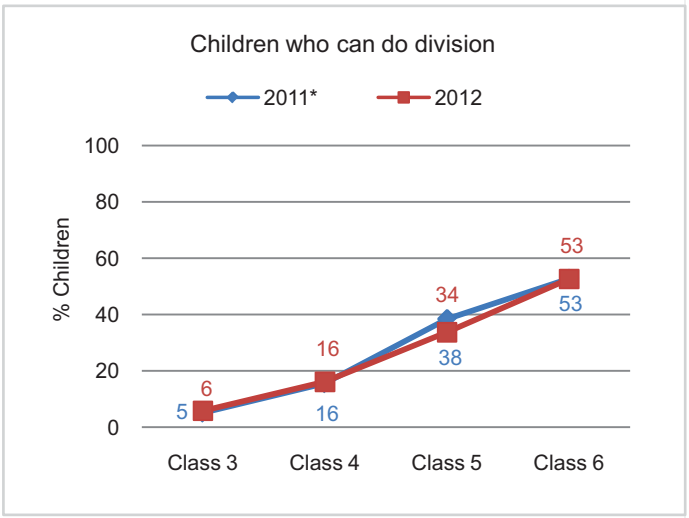
Balochistan (Rural)

Learning levels remain poor in 2012: thirty-four percent of children in Class 5 can solve Class 3 arithmetic problems in 2012 as compared to 38% in 2011.

- Thirty-four percent of Class 5 students were able to do 3-digit division sums compared to 38% of children in 2011.
- Forty percent of Class 7 children could not do these same Class 3 problems.

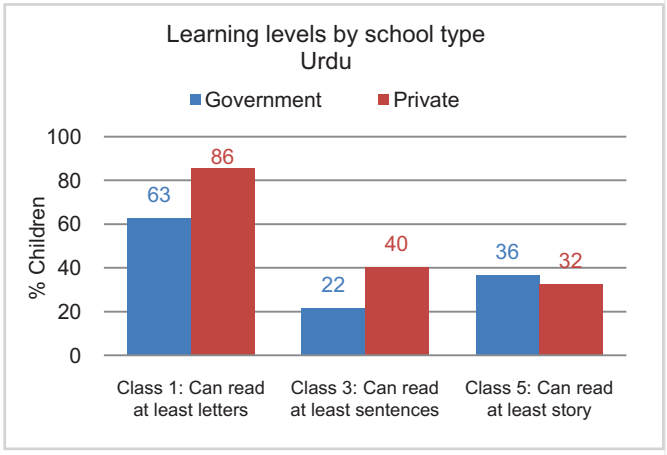
Class-wise % children who can do						
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	36.7	38.0	22.4	2.2	0.7	100
2	13.9	28.5	46.7	8.4	2.5	100
3	10.6	10.7	58.4	14.5	5.8	100
4	3.8	5.3	41.5	33.3	16.1	100
5	3.3	2.4	23.0	37.6	33.7	100
6	2.9	1.4	15.0	28.1	52.6	100
7	2.0	0.7	9.7	27.9	59.8	100
8	0.0	0.0	2.5	20.3	77.2	100
9	0.0	0.0	2.3	11.9	85.8	100
10	0.0	0.0	0.7	9.5	89.8	100

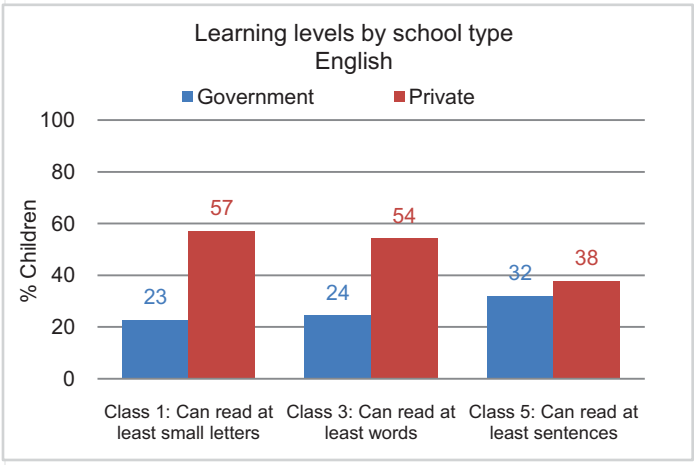
How to read: 2.9% (2.2+0.7) children of Class 1 can do subtraction

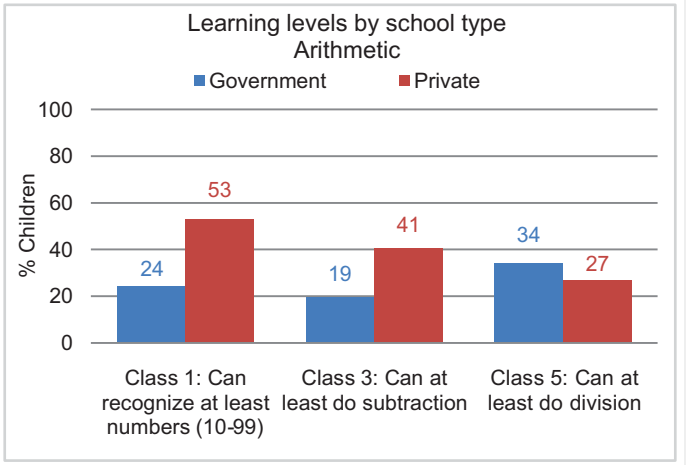


Students in government schools outperform students in private schools.

- 36% of Class 5 students in government schools were able to read a story in Urdu (the highest level of competency tested) compared to 32% of Class 5 students in private schools.
- In English only, the students of private school performed better than students of government school. 38% of Class 5 students in private schools were able to read sentences compared to 32% of Class 5 students in government schools.
- The pattern of better performance among government school students is also reflected in arithmetic. Thirty-four percent of Class 5 government school children were able to do division problems of Class 3 (the highest competency tested) as against 27% of Class 5 private school children.



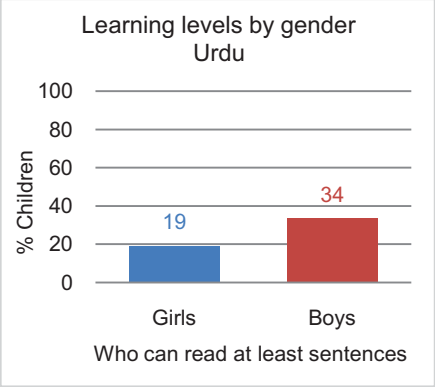


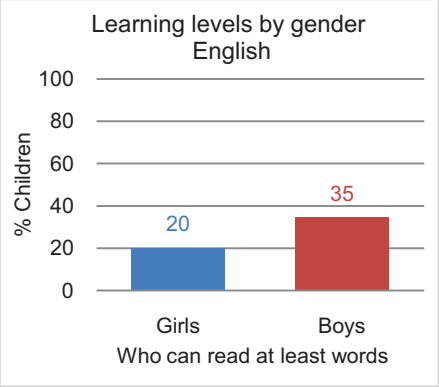


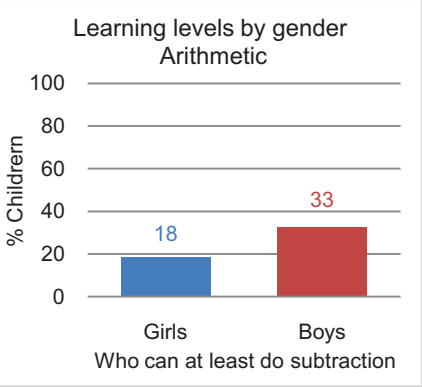
Balochistan (Rural)

Gender gaps in learning outcomes: significant differences between boys and girls in literacy and numeracy skills.

- Thirty-four percent of boys were able to read at least Urdu sentences but only 19% girls were able to perform the same task.
- Similarly, 35% of boys and 20% of girls were able to correctly read English language words and sentences.
- Thirty-three of percent boys and 18% of girls were able to do subtraction or division problems.

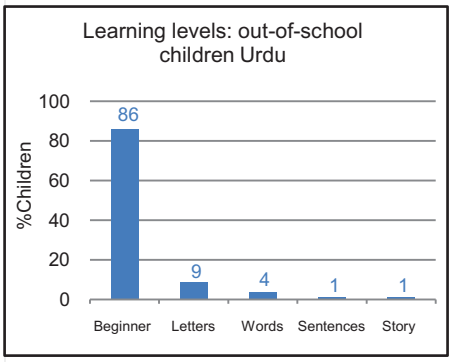


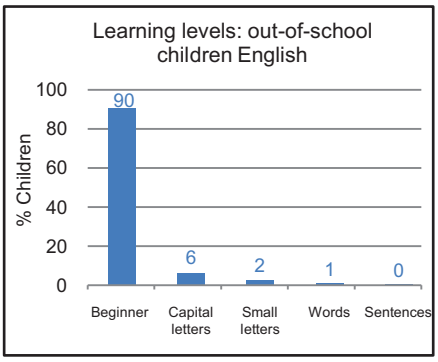


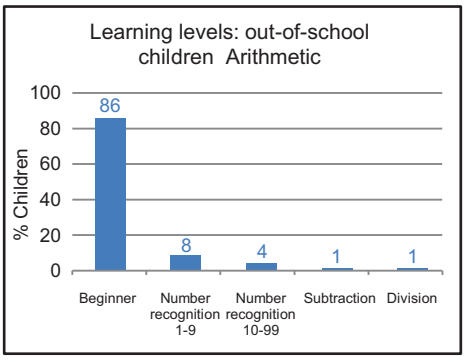


A small proportion of 'out-of-school' children are at more than 'beginner' competency levels.

- Data on reading ability of out-of-school children shows that 9% of them could read letters in Urdu and 86% of these children were at the beginner level.
- English reading and comprehension competencies were also found in out of school children. While 90% of children stood at beginners' level, 8% were able to read capital or small letters.
- The arithmetic ability of out-of-school children shows that 12% were able to recognize numbers from 1-9 and 10-99 respectively and 86% were at beginner level.

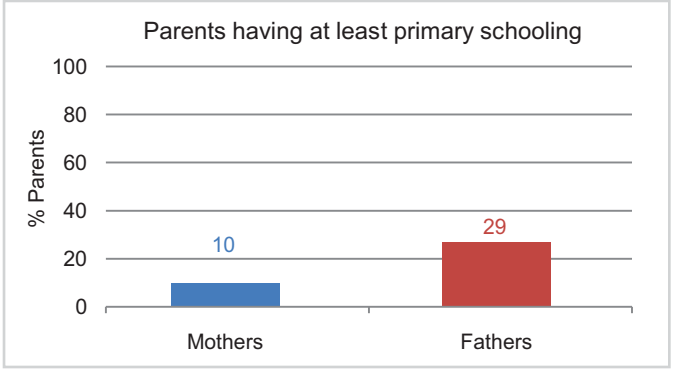






Ten percent of the mothers in the sampled households had completed atleast primary schooling.

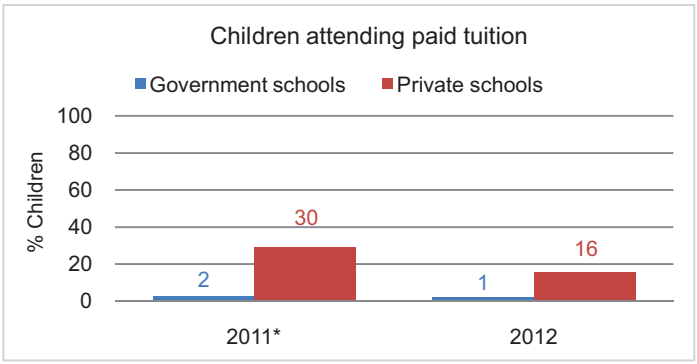
- Of the total mothers in the sampled households, 90% had not completed primary schooling.
- Only 29% of fathers in the sampled households had completed primary schooling.



Private tuition incidence and uptake is more prevalent among private school students than their government school counterparts.

- Around 16% of all private school going children take paid tuition while only 1% of government school children do so.
- Children across all private school classes undertake private tuition. In Class 1, 19% of private school children take paid tuition and in Class 10 this percentage has risen to 22%.
- In government schools, the incidence of tuition-taking increases with class-level. Four percent of children in Class 10 take paid tuition as compared to 1% in Class 1.

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.2	1.5	1.6	1.1	1.4	1.5	1.7	1.9	2.3	4.2
Pvt.	18.5	13.7	14.8	20.0	19.2	15.9	16.0	12.4	15.1	21.9

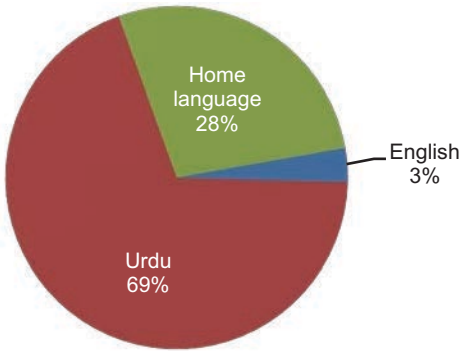


Nineteen different languages are used in the households in Balochistan.

- ASER 2012 survey findings revealed that 19 different languages were used in the households in Balochistan.
- Four languages used commonly were; Balochi (44%), Pashto (34%), Brahvi (15%) and Sindhi (6%).
- Four percent of the remaining households used other languages[4].

The most preferred language for medium of instruction was Urdu.

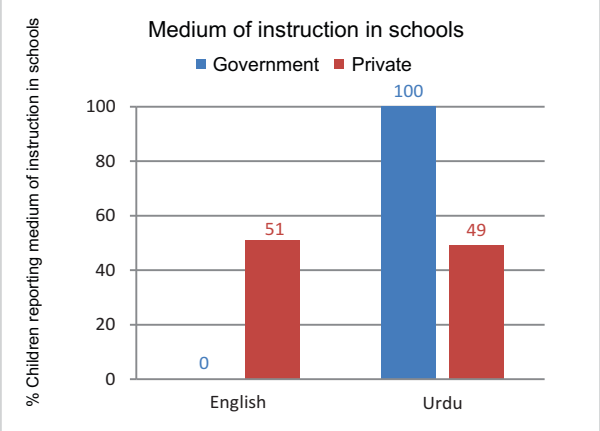
- Each household surveyed was asked their preferred medium of instruction for their children in schools.
- Sixty-nine percent of the households surveyed preferred Urdu as the medium of instruction in schools.
- Home language was preferred by 28% out of the households and 3% preferred English.



[4] Siraiki, Punjabi, Urdu, Bolari, Rakhshani, Khetrani, Darkhan, Kohistani, Ridkhan, Hindko, Balti, Kutchi, Dhatki, Persion, Potwari

The official medium of instruction of the schools attended by surveyed children was English or Urdu.

- Each child was also asked the medium of instruction in their respective schools.
- Fifty-one percent of the children in private schools reported English as their medium of instruction and 49% had Urdu.
- All the children attending public schools reported having Urdu as their medium of instruction.
- The medium of instruction for each school visited was also asked during the survey.
- Amongst the surveyed government schools, 100% of them were Urdu medium.
- Ninety-two percent of the private schools surveyed had English medium of instruction and 8% were Urdu medium schools.



Twenty percent of the children in government schools were absent.

Student attendance is recorded by taking a head count of all students present in schools on the day of visit.

- Overall student attendance in government schools stood at 80%.
- The overall attendance in private schools is 90% as per the headcount.

Attendance (%) on the day of visit										
	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	76.3	80.0	84.7	-	80.4	87.5	90.0	90.7	100	89.8
Teacher attendance	89.7	82.3	87.0	0	86.6	92.0	88.7	97.1	92.9	92.2

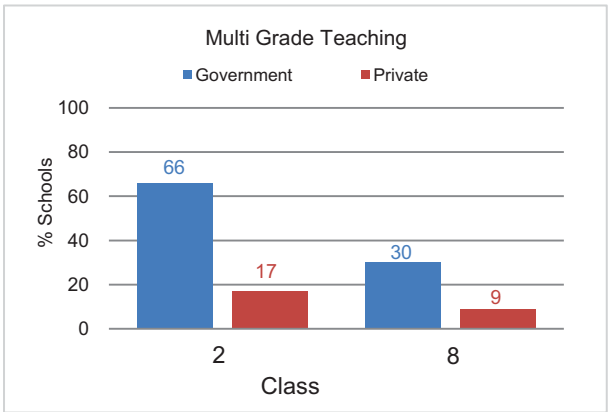
Thirteen percent teachers in government schools and 8% teachers in private schools were found to be absent.

Teacher attendance is recorded by referring to the appointed positions in each school and the total number of teachers actually present on the day of survey.

- Overall teacher attendance in government and private schools stood at 87% and 92% respectively.

Sixty-six percent of government schools surveyed had Class 2 students sitting together with other classes.

- The surveyors were asked to observe if Class 2 and Class 8 were sitting together with any other classes. This is referred to as multi-grade teaching, where one teacher has to teach more than one grade within the allotted time.
- It was found that 66% of the surveyed government schools and 17% of the surveyed private schools had Class 2 sitting with other classes.
- Similarly, 30% of surveyed government schools and 9% of surveyed private schools had Class 8 sitting with other classes.



Private and government schools have similar proportions of post-graduate teachers.

- Eighteen percent of the teachers had post-graduate degrees in both private and government schools.
- Thirteen percent of the teachers had Masters in Education in private schools, while 9% of the teachers in government schools had the same degree.

Teacher qualification - general (% of teachers)		
	Government schools	Private schools
Matriculation	17.2	9.3
FA	31.2	41.3
BA	32.4	31.1
MA or above	18.0	18.1
Others	1.2	0.2

Teacher qualification - professional (% of teachers)		
	Government schools	Private schools
PTC	40.4	39.2
CT	16.1	6.5
B-Ed	31.9	41.0
M-Ed or above	8.9	13.4
Others	2.7	-

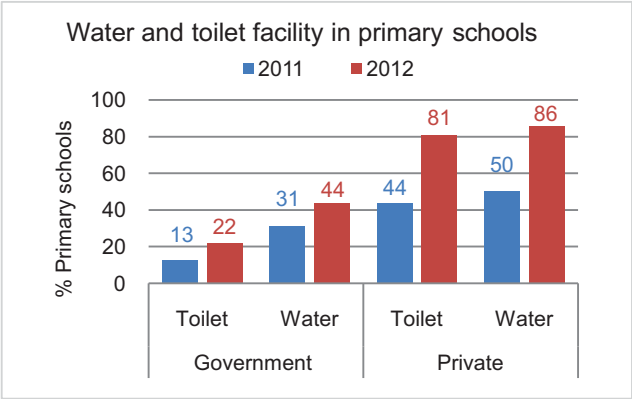
Larger proportions of surveyed private schools had computer labs and library books in their premises as compared to government schools.

- Thirteen percent of the surveyed government high schools had library books available for students to use in the school premises, while 42% of the private schools had the same facility.
- Ten percent of government high schools had computer labs as opposed to 58% private high schools.

School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Library	1.9	3.8	12.9	-	4.76	30.0	41.6	100.0
Computer lab	0.0	2.8	9.6	-	9.5	5.0	58.3	100.0

Seventy-eight percent of the surveyed government primary schools were without toilets and 56% were without drinking water.

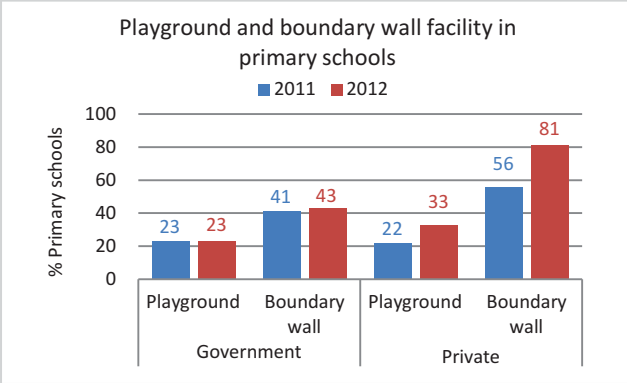
- Of the total government primary schools surveyed, 44% had useable water facility and only 22% had a functional toilet.
- In ASER 2011, it was found that 31% of the government primary schools surveyed had useable water while 13% had a functional toilet.
- The percentage of private primary schools having useable water facility was 86% and 81% were found with a functional toilet in 2012.



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Useable water	43.8	53.7	58.8	-	85.7	85.0	100.0	100.0
Useable toilet	21.7	37.4	48.3	-	80.9	75.0	91.6	100.0

Larger proportion of private primary schools had playgrounds and boundary walls as compared to government primary schools

- Among the government primary schools surveyed 23% had a playground within the school premises compared to 33% of private primary schools that had a playground.
- Boundary walls were found in 43% of the surveyed government primary schools and 81% of the surveyed private primary schools.
- In ASER 2011, 41% of the surveyed government primary schools and 56% of the surveyed private schools were found with a boundary wall.



School facilities (% schools)								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Playground	23.0	39.6	50.8	-	33.3	45.0	66.7	100.0
Boundary wall	43.1	64.8	75.6	-	80.9	75.0	91.6	100.0

Ten rooms on average were being used for classroom activities in surveyed government high schools.

- Government primary schools had 1 room on average that was used for classes, while private primary schools had 4.
- Six rooms on average were being used in government and private elementary schools.
- In case of high schools, government schools had 10 rooms on average while private schools had 13.

School facilities – Average number of rooms used for classes								
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	1.4	5.7	9.9	-	4.3	5.7	12.8	10.0

Only 3% percent of the government primary schools had received grants in the previous year.

- In 2011, among the government schools surveyed, 15 (3%) primary schools, 6 (5%) elementary and 10 (8%) high schools had received grants.
- The proportion of schools receiving grants (5%) in 2012 (first 4 months of the fiscal year) was less than the grants (6%) received in 2011.

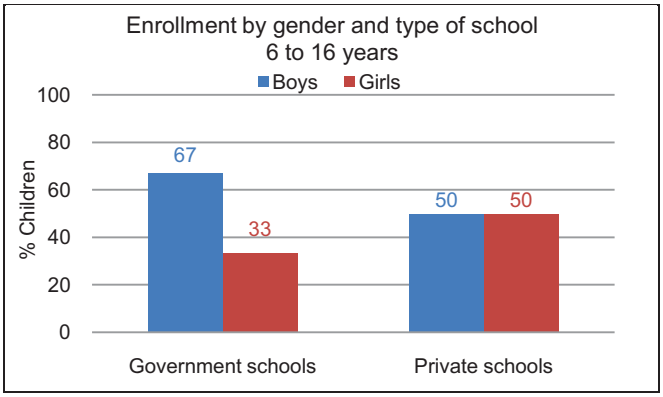
School Grants									
		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2012[5]	# of schools reported receiving grants	16	3	5	-	-	1	1	-
	% of schools reported receiving grants	2.8	2.7	4.1	0.0	0.0	5.0	8.3	0.0
	Average amount of grant (Rs.)	307750	210500	474600	-	-	20000	13000	-
2011	# of schools reported receiving grants	15	6	10	-	1	1	1	-
	% of schools reported receiving grants	2.7	5.4	8.2	0.0	4.8	5.0	8.3	0.0
	Average amount of grant (Rs.)	453000	136715	302800	-	10000	20000	70000	-

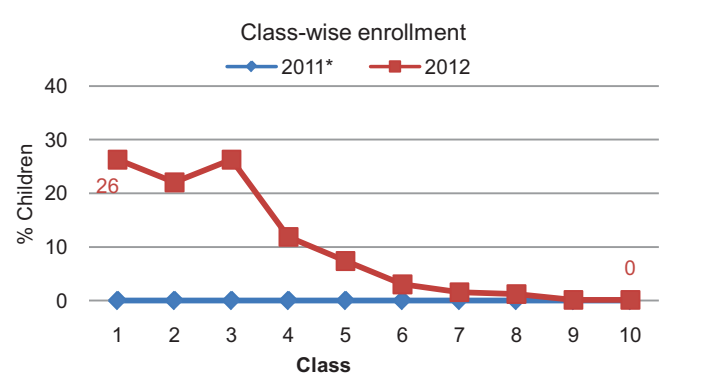
[5] Grants received till October 31, 2012

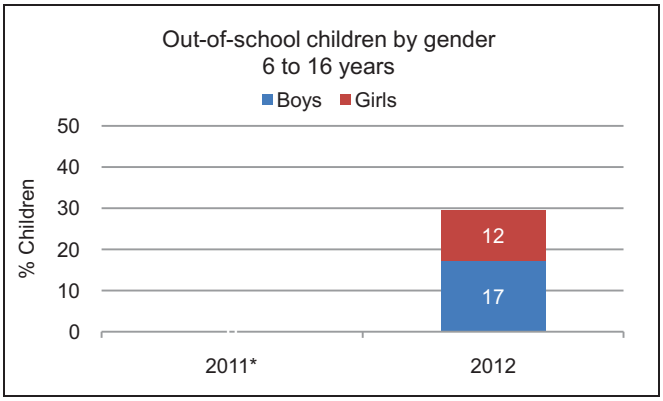
Findings Districts (Rural)

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	71.3	0.2	0.0	0.0	28.2	0.3	100
11-13	73.5	0.0	0.5	0.5	25.1	0.5	100
14-16	48.9	0.0	0.0	0.0	40.9	10.2	100
6-16	**70.2**	**0.1**	**0.1**	**0.1**	**28.6**	**1.0**	**100**
Total	**70.5**				**29.6**		**100**
By type	**99.6**	**0.2**	**0.1**	**0.1**			

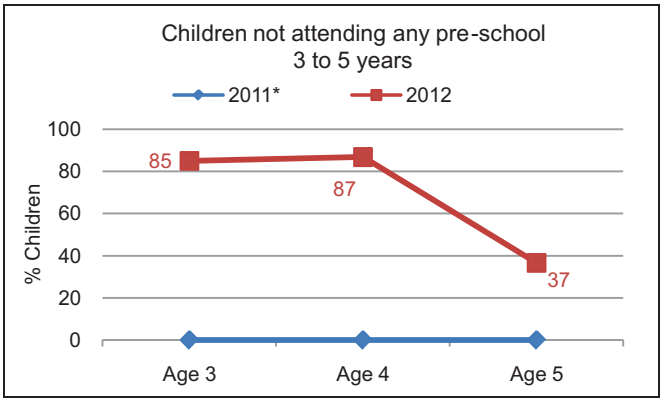


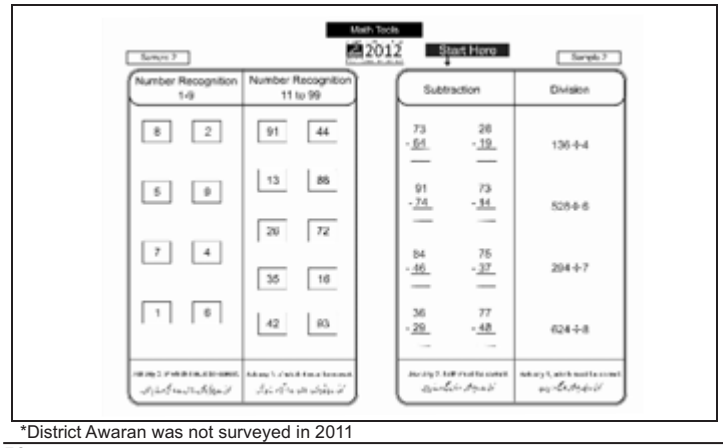




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	15.0	0.0	0.0	0.0	85.0	100
4	13.2	0.0	0.0	0.0	86.8	100
5	63.4	0.0	0.0	0.0	36.6	100
3-5	**31.2**	**0.0**	**0.0**	**0.0**	**68.8**	**100**
Total	**31.2**				**68.8**	**100**
By type	**100.0**	**0.0**	**0.0**	**0.0**		



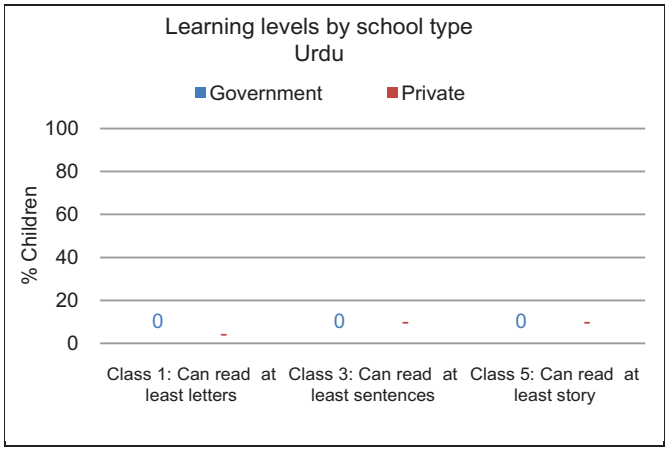


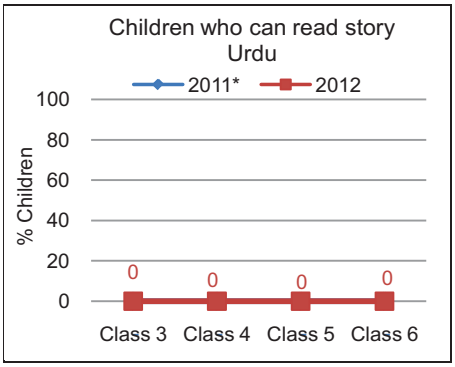
*District Awaran was not surveyed in 2011

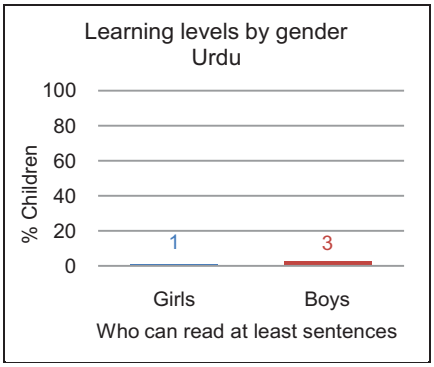
Learning levels (Urdu)

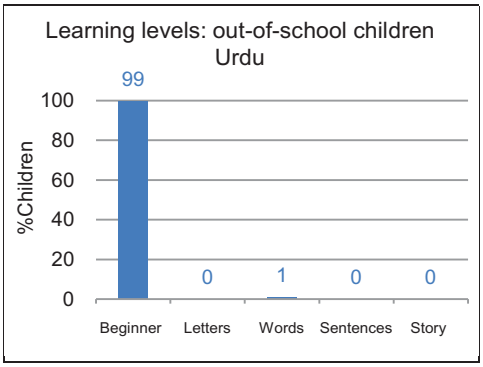
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	100.0	0.0	0.0	0.0	0.0	100
2	96.0	2.3	1.7	0.0	0.0	100
3	91.7	5.4	2.9	0.0	0.0	100
4	35.4	22.9	39.6	2.1	0.0	100
5	23.3	6.7	61.7	8.3	0.0	100
6	8.7	0.0	69.6	21.7	0.0	100
7	7.7	7.7	53.8	23.1	7.7	100
8	0.0	0.0	0.0	100.0	0.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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





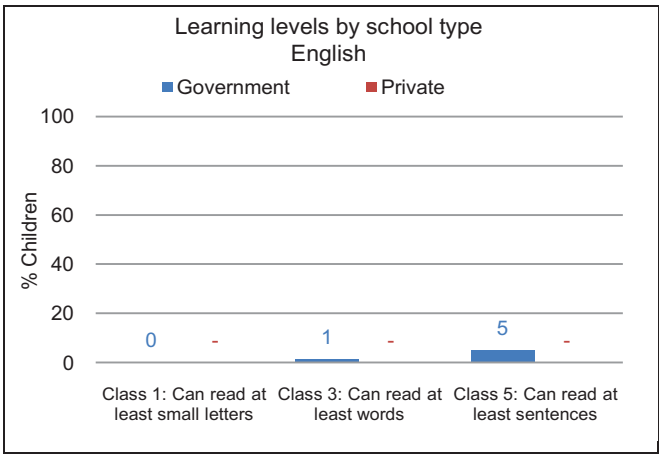


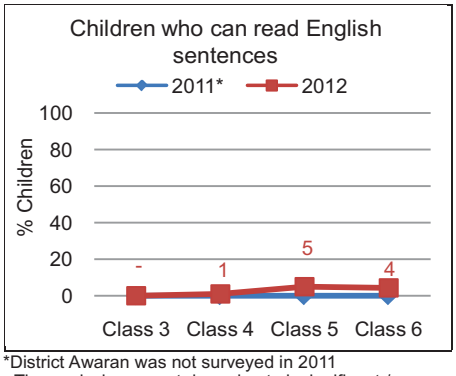


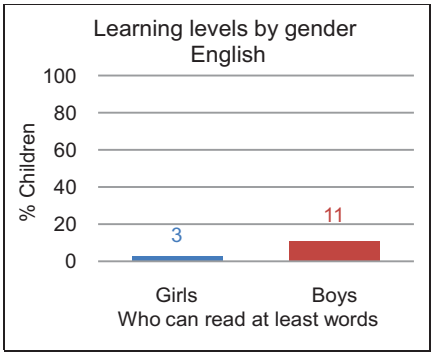
Learning levels (English)

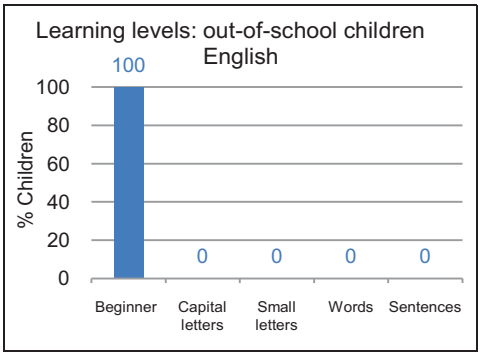
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	100.0	0.0	0.0	0.0	0.0	100
2	98.3	0.6	0.0	1.1	0.0	100
3	94.6	2.9	1.0	1.5	0.0	100
4	41.7	21.9	9.4	26.0	1.0	100
5	23.3	10.0	30.0	31.7	5.0	100
6	13.0	0.0	8.7	73.9	4.3	100
7	15.4	0.0	7.7	69.2	7.7	100
8	0.0	0.0	0.0	60.0	40.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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









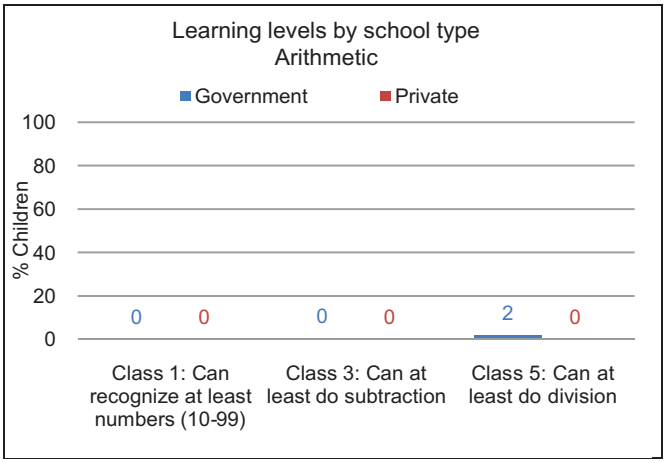
*District Awaran was not surveyed in 2011
- The analysis was not done due to insignificant / non representative private schools data

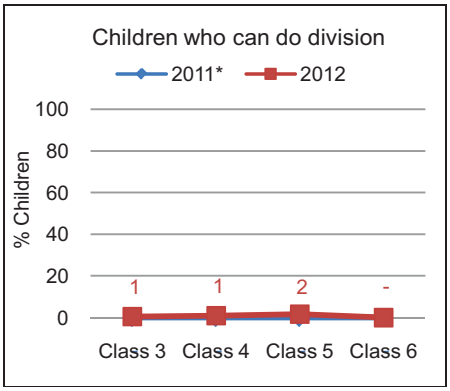
Learning levels (Arithmetic)

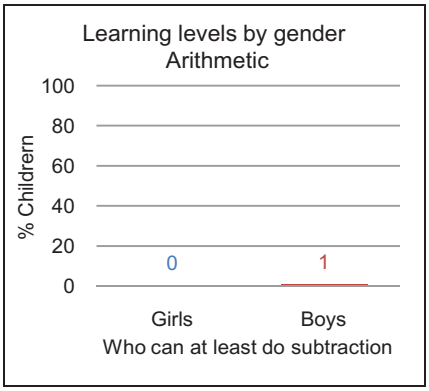
Class-wise % children who can do

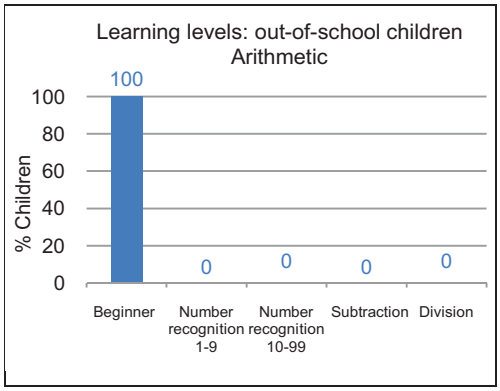
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	100.0	0.0	0.0	0.0	0.0	100
2	97.1	1.7	1.1	0.0	0.0	100
3	91.7	5.4	2.5	0.0	0.5	100
4	37.5	21.9	39.6	0.0	1.0	100
5	21.7	10.0	66.7	0.0	1.7	100
6	8.7	13.0	73.9	4.3	0.0	100
7	7.7	7.7	69.2	0.0	15.4	100
8	0.0	0.0	100.0	0.0	0.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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

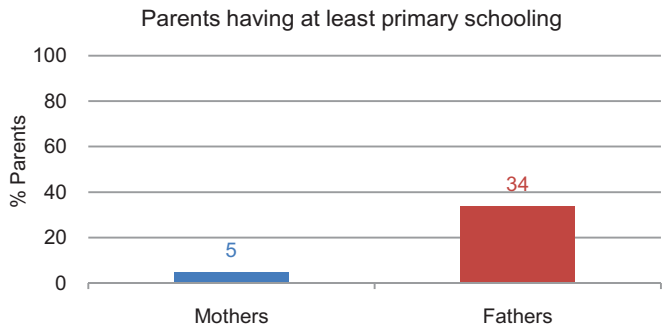








Parental education

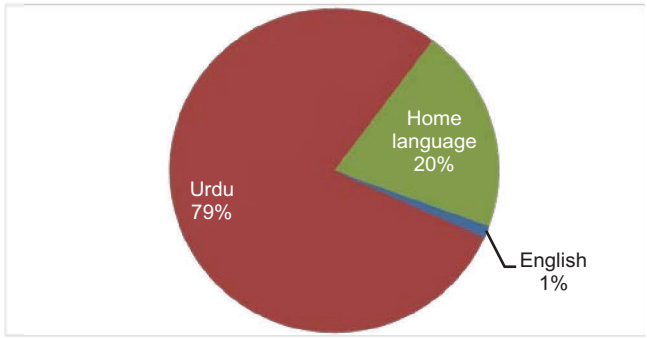


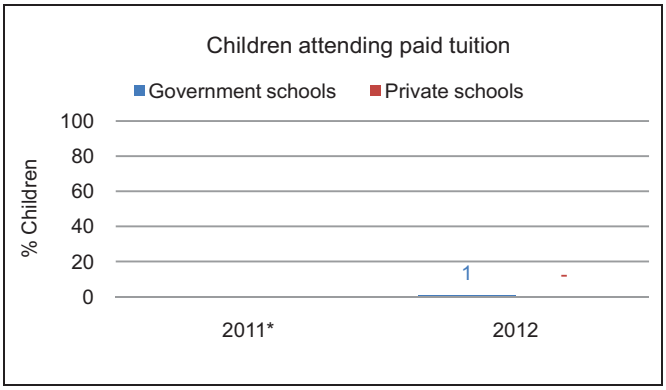
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.8	1.1	0.9	0.0	1.6	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

Households' preferred medium of instruction in school





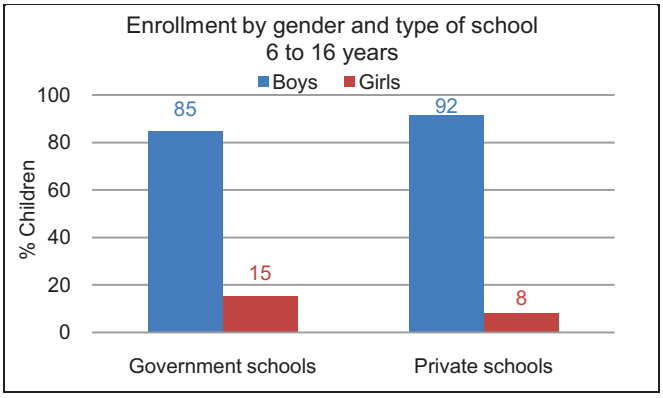
*District Awaran was not surveyed in 2011

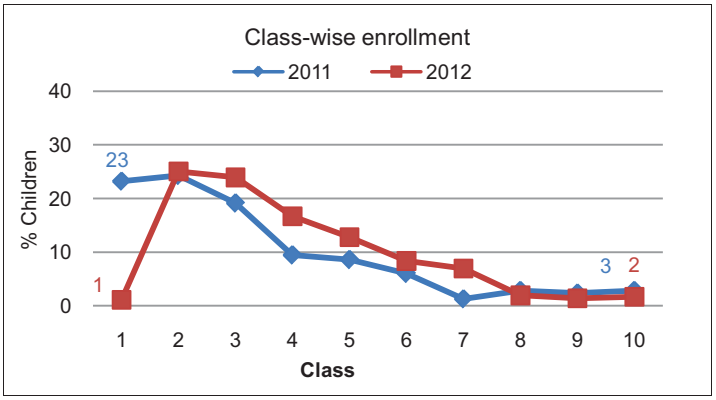
- The analysis was not done due to insignificant / non representative private schools data

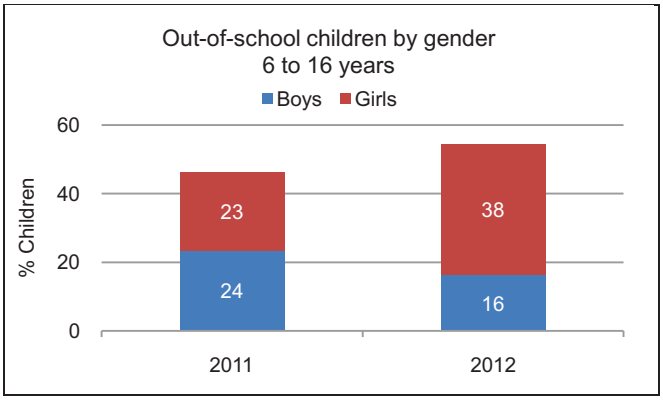
Barkhan

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	31.8	0.8	9.6	0.0	57.8	0.0	100
11-13	33.3	0.3	21.0	0.0	44.9	0.5	100
14-16	18.2	1.5	24.6	0.0	55.2	0.5	100
6-16	**30.4**	**0.8**	**14.4**	**0.0**	**54.2**	**0.2**	**100**
Total	**45.6**				**54.4**		**100**
By type	**66.7**	**1.7**	**31.6**	**0.0**			

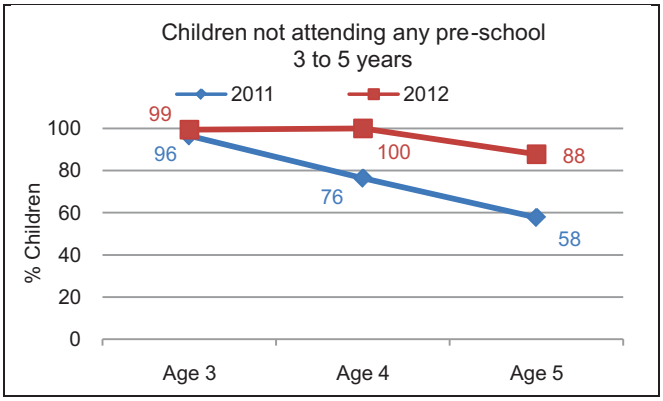






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	0.0	0.6	0.0	99.4	100
4	0.0	0.0	0.0	0.0	100.0	100
5	11.5	0.0	0.9	0.0	87.7	100
3-5	**4.6**	**0.0**	**0.5**	**0.0**	**94.9**	**100**
Total	**5.1**				**94.9**	**100**
By type	**89.7**	**0.0**	**10.3**	**0.0**		

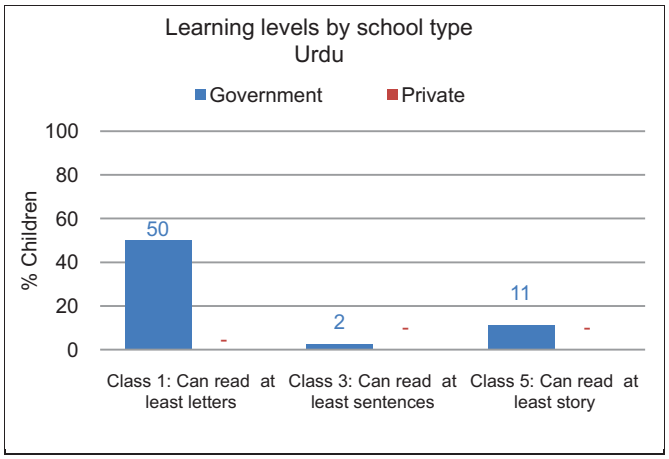


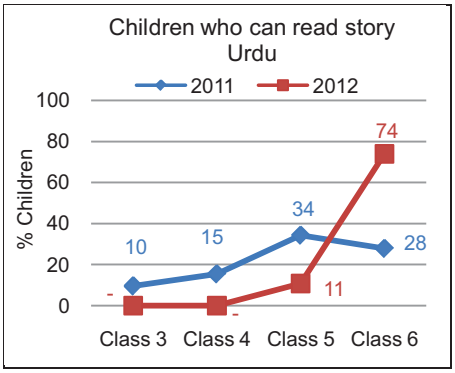
Learning levels (Urdu)

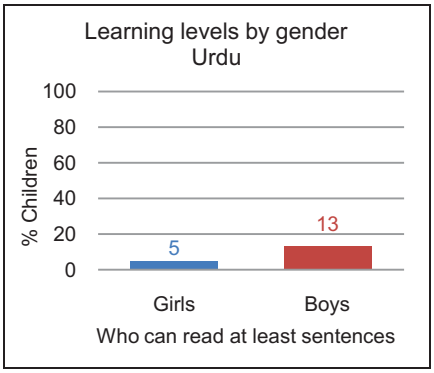
Class-wise % children who can read

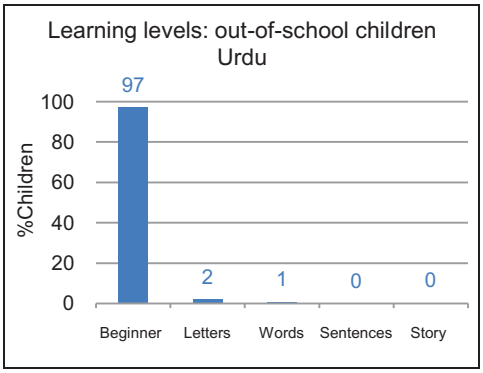
Class	Nothing	Letters	Words	Sentences	Story	Total
1	50.0	25.0	0.0	25.0	0.0	100
2	4.5	52.8	42.7	0.0	0.0	100
3	10.8	19.3	67.5	2.4	0.0	100
4	5.8	5.8	51.9	36.5	0.0	100
5	0.0	2.7	45.9	40.5	10.8	100
6	0.0	0.0	8.7	17.4	73.9	100
7	0.0	0.0	8.7	0.0	91.3	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 25.0% (25.0+0.0) children of class 1 can read sentences







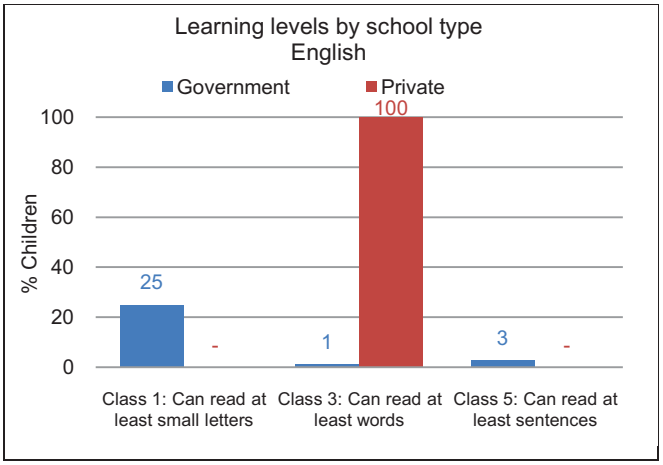


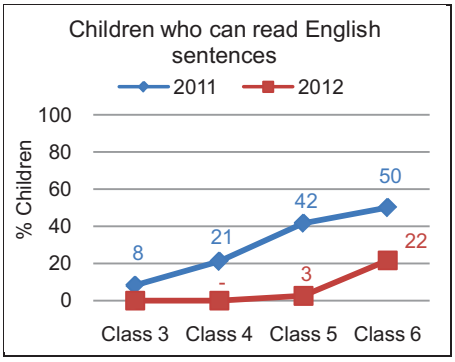
Learning levels (English)

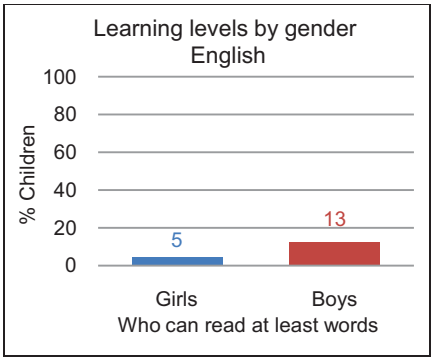
Class-wise % children who can read

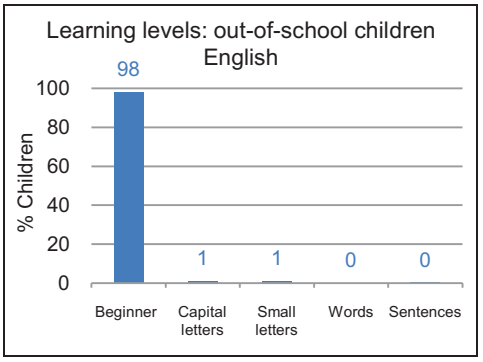
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	50.0	25.0	0.0	25.0	0.0	100
2	5.6	47.2	47.2	0.0	0.0	100
3	12.0	12.0	73.5	2.4	0.0	100
4	5.8	1.9	50.0	42.3	0.0	100
5	0.0	2.6	39.5	55.3	2.6	100
6	0.0	0.0	34.8	43.5	21.7	100
7	0.0	0.0	26.1	26.1	47.8	100
8	0.0	0.0	0.0	14.3	85.7	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 25.0% (25.0+0.0) children of class 1 can read words









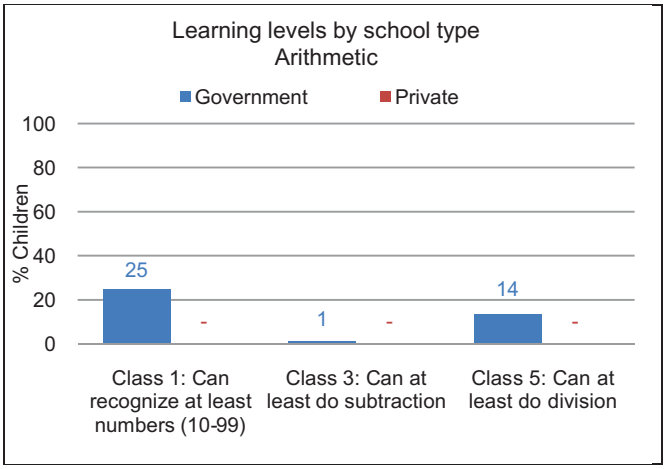
Barkhan

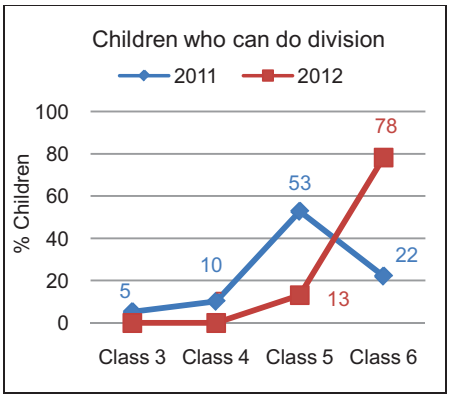
Learning levels (Arithmetic)

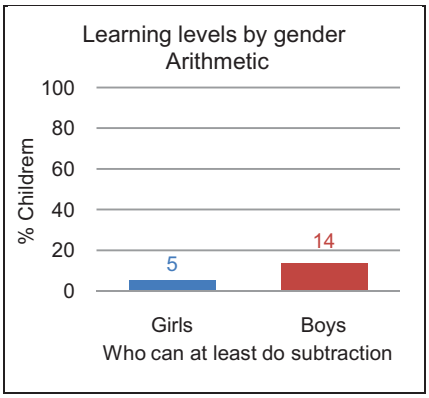
Class-wise % children who can do

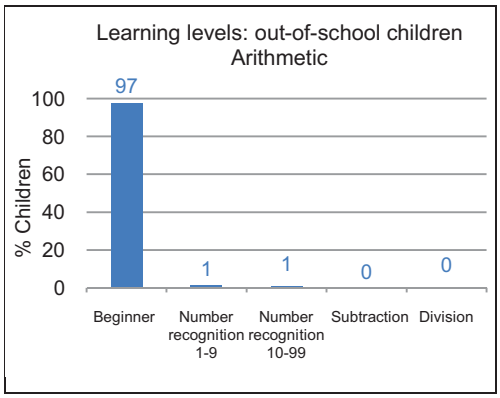
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	50.0	25.0	0.0	25.0	0.0	100
2	4.5	50.6	44.9	0.0	0.0	100
3	10.8	6.0	81.9	1.2	0.0	100
4	5.8	0.0	57.7	36.5	0.0	100
5	0.0	2.6	39.5	44.7	13.2	100
6	0.0	0.0	8.7	13.0	78.3	100
7	0.0	0.0	8.7	8.7	82.6	100
8	0.0	0.0	0.0	14.3	85.7	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: 25.0% (25.0+0.0) children of class 1 can do subtraction

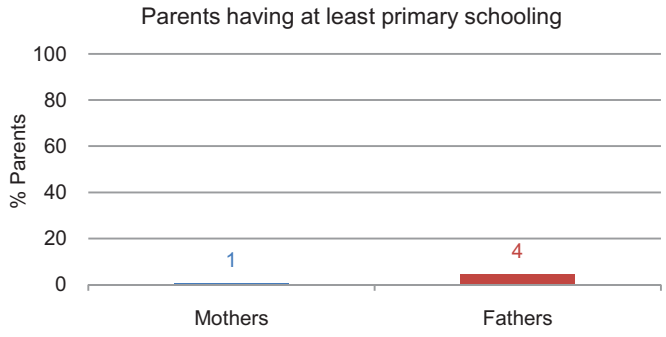








Parental education

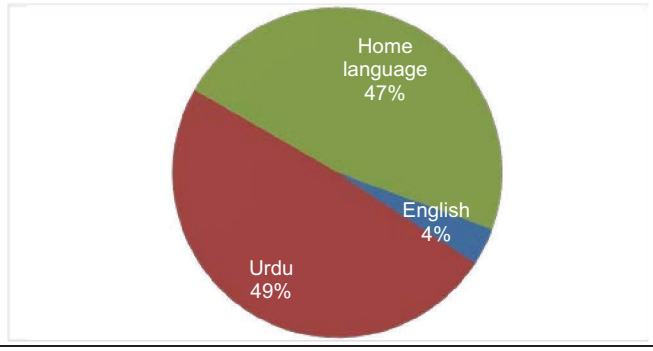


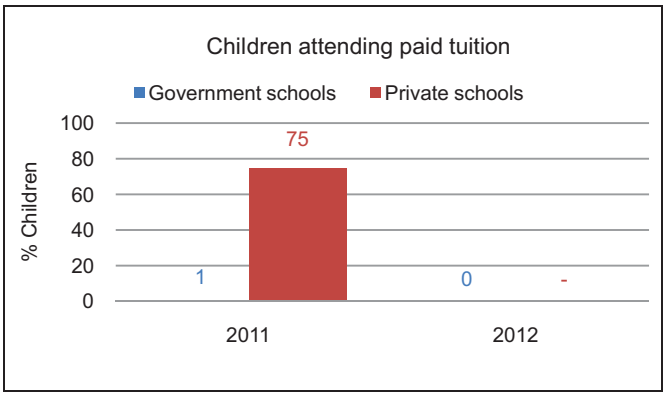
Paid tuition

Class-wise % children attending paid tuition

Type	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

Households' preferred medium of instruction in school

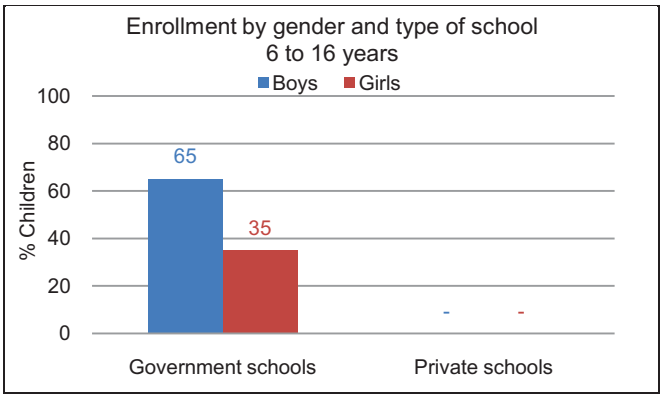


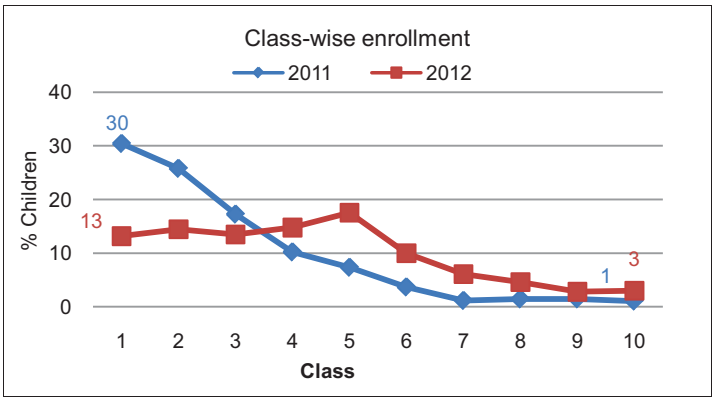


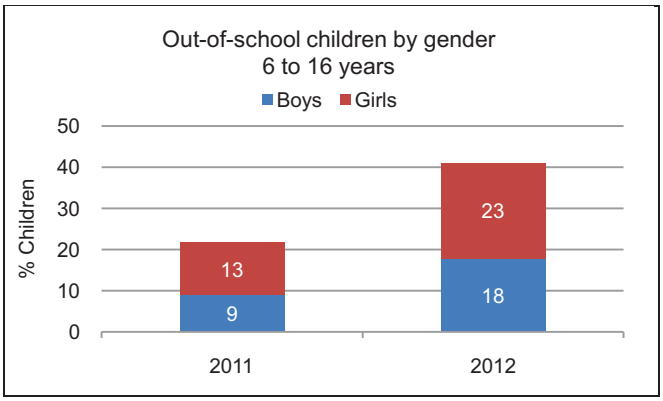
Chaghi

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	54.0	0.0	4.0	0.2	41.6	0.2	100
11-13	52.5	0.0	6.5	0.2	39.5	1.3	100
14-16	49.7	0.0	10.8	0.0	34.9	4.5	100
6-16	**52.8**	**0.0**	**5.9**	**0.2**	**39.9**	**1.2**	**100**
Total	**58.9**				**41.1**		**100**
By type	**89.8**	**0.0**	**9.9**	**0.3**			

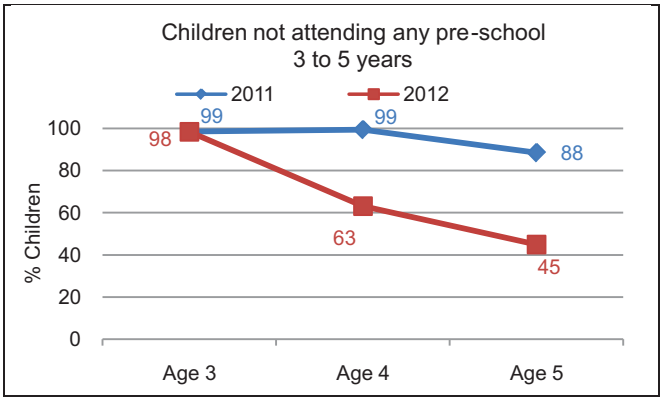






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	1.6	0.0	0.0	0.0	98.4	100
4	36.1	0.0	0.8	0.0	63.1	100
5	54.5	0.0	0.7	0.0	44.9	100
3-5	**31.1**	**0.0**	**0.4**	**0.0**	**68.4**	**100**
Total	**31.5**				**68.4**	**100**
By type	**98.6**	**0.0**	**1.4**	**0.0**		



-The analysis/ results on private schooling are not reported due to insignificant /non representative data on private schooling.

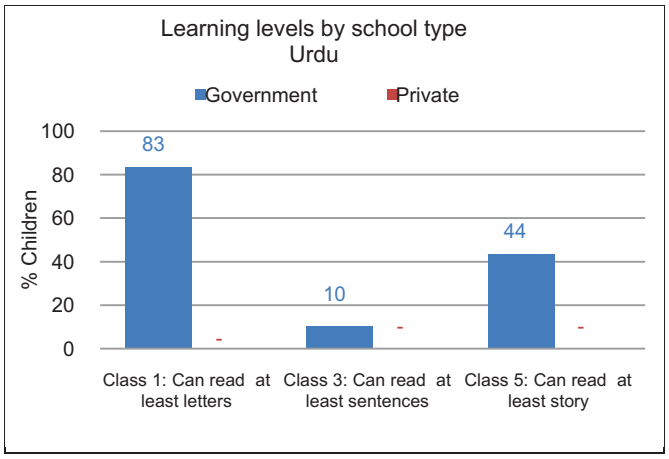
Chaghi

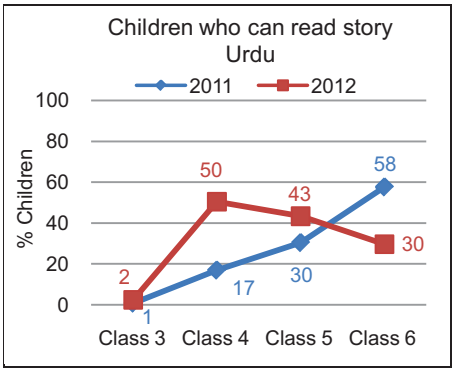
Learning levels (Urdu)

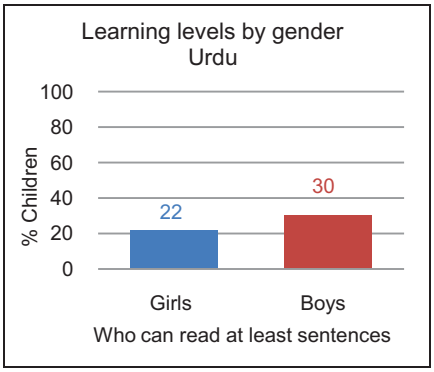
Class-wise % children who can read

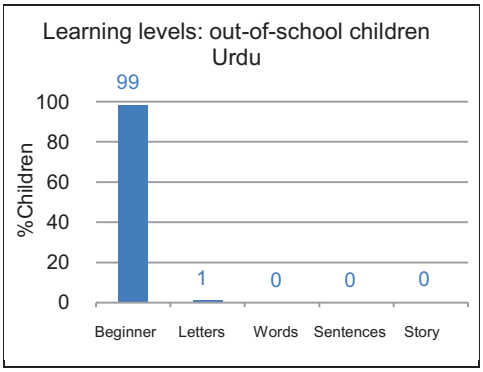
Class	Nothing	Letters	Words	Sentences	Story	Total
1	16.5	55.1	27.6	0.0	0.8	100
2	9.4	18.7	69.1	2.9	0.0	100
3	10.4	17.6	61.6	8.0	2.4	100
4	0.7	2.9	30.2	15.8	50.4	100
5	0.0	0.6	19.1	36.9	43.3	100
6	22.2	3.7	3.7	40.7	29.6	100
7	15.0	0.0	0.0	45.0	40.0	100
8	0.0	0.0	0.0	41.7	58.3	100
9	0.0	0.0	0.0	16.7	83.3	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 0.8% (0.0+0.8) children of class 1 can read sentences







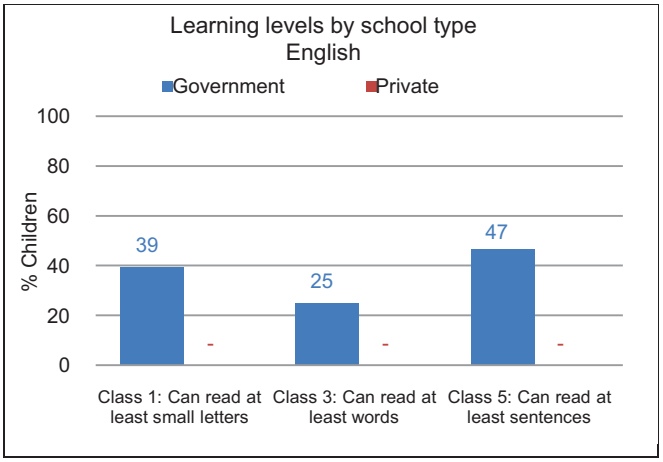


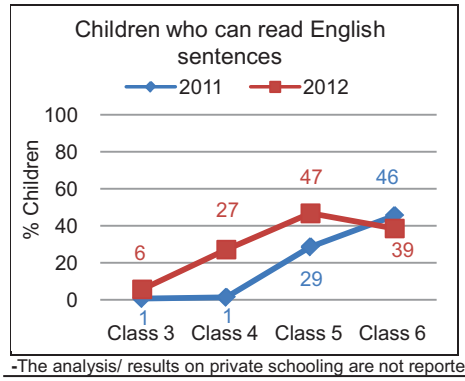
Learning levels (English)

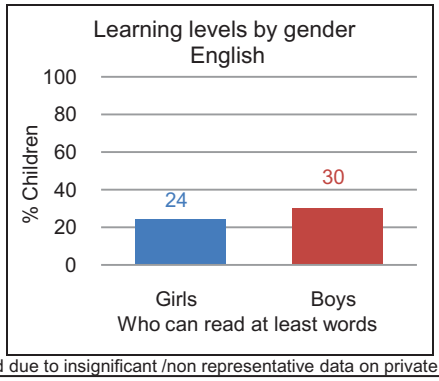
Class-wise % children who can read

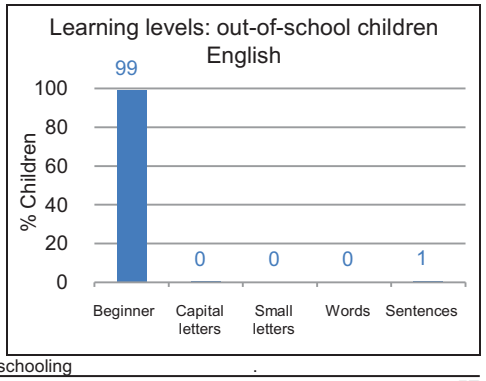
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	16.5	44.1	36.2	2.4	0.8	100
2	15.8	17.3	60.4	6.5	0.0	100
3	20.8	19.2	35.2	19.2	5.6	100
4	5.0	3.6	11.4	52.9	27.1	100
5	2.0	4.6	15.1	31.6	46.7	100
6	23.1	3.8	11.5	23.1	38.5	100
7	16.7	0.0	5.6	27.8	50.0	100
8	0.0	0.0	0.0	25.0	75.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 3.2% (2.4+0.8) children of class 1 can read words









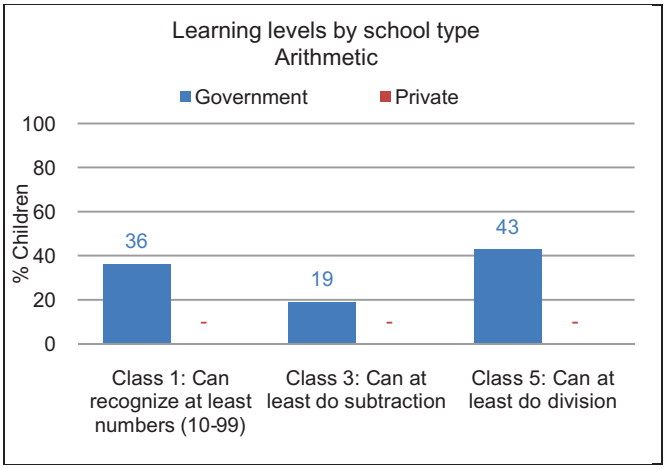
-The analysis/ results on private schooling are not reported due to insignificant /non representative data on private schooling

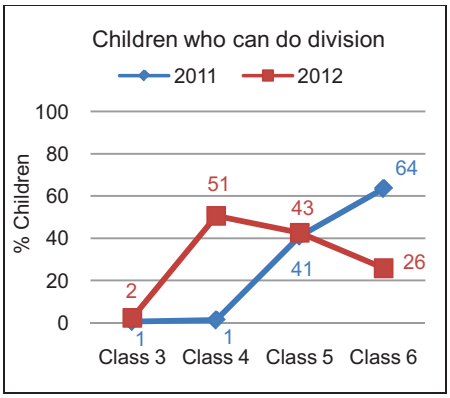
Chaghi

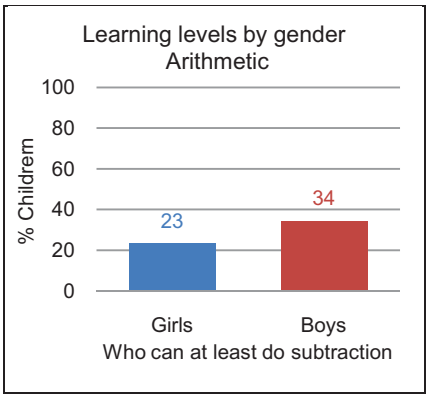
Learning levels (Arithmetic)

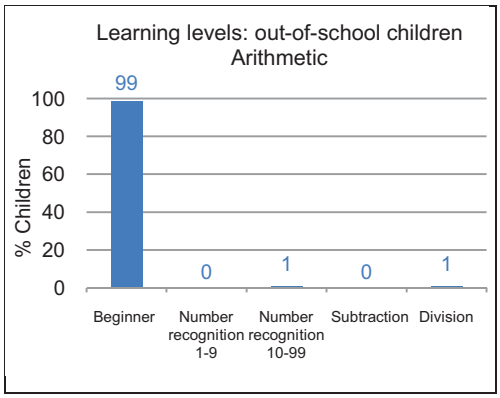
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	15.0	48.8	34.6	0.8	0.8	100
2	6.4	7.9	81.4	2.9	1.4	100
3	10.3	4.0	66.7	16.7	2.4	100
4	0.7	0.0	22.9	25.7	50.7	100
5	0.0	0.6	8.9	47.8	42.7	100
6	22.2	3.7	0.0	48.1	25.9	100
7	15.0	0.0	5.0	45.0	35.0	100
8	0.0	0.0	0.0	41.7	58.3	100
9	0.0	0.0	0.0	50.0	50.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 1.6% (0.8+0.8) children of class 1 can do subtraction

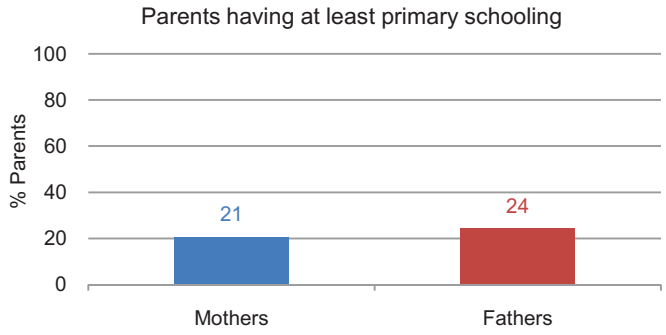








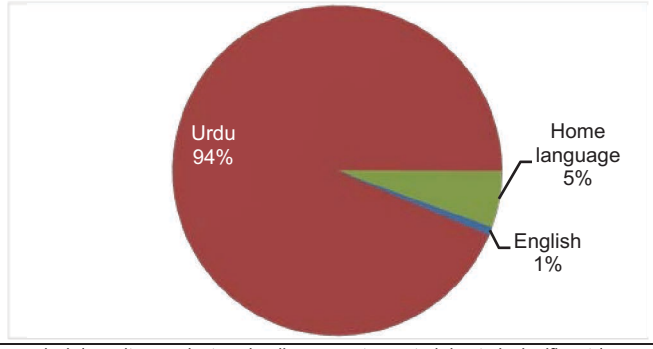
Parental education

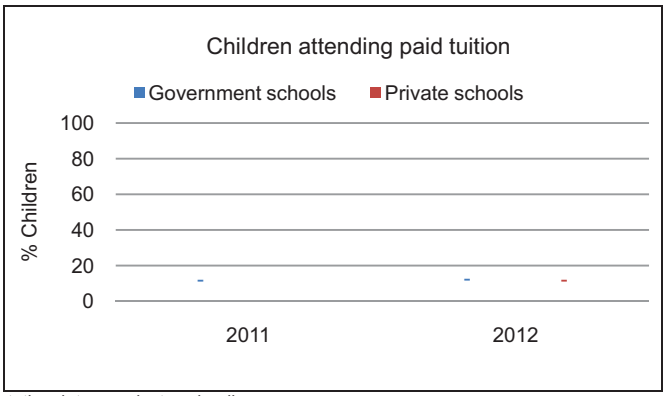


Paid tuition

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.5	0.7	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

Households' preferred medium of instruction in school



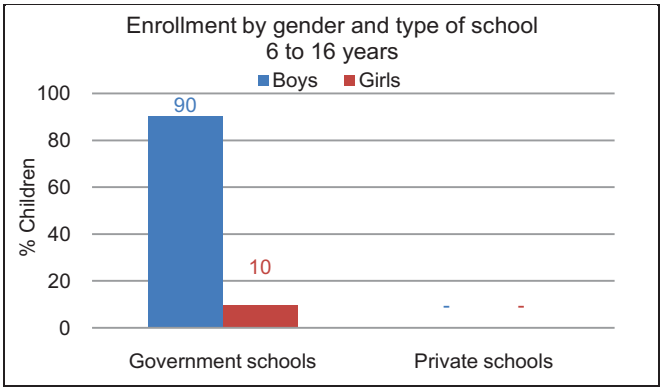


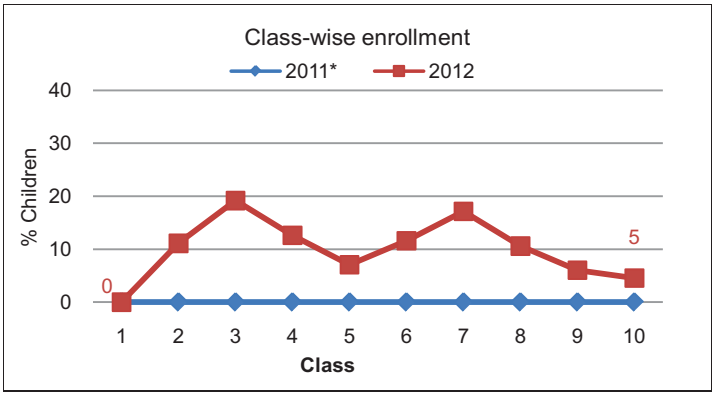
-The analysis/ results on private schooling are not reported due to insignificant /non representative data on private schooling

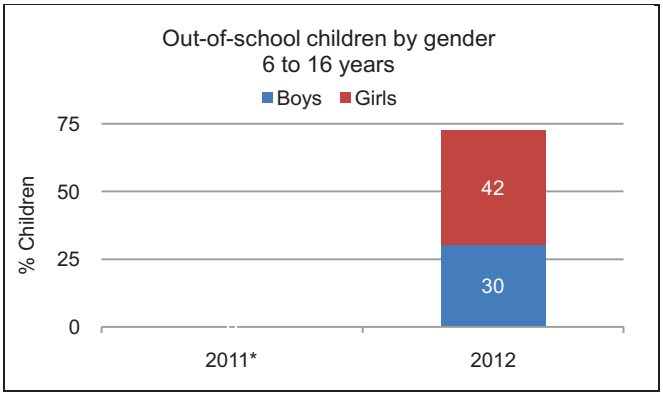
Dera Bugti

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	23.3	0.0	1.4	0.0	75.3	0.0	100
11-13	22.5	0.0	6.9	0.0	70.7	0.0	100
14-16	25.6	0.0	6.5	0.0	67.9	0.0	100
6-16	**23.6**	**0.0**	**3.9**	**0.0**	**72.5**	**0.0**	**100**
Total	**27.5**				**72.5**		**100**
By type	**85.8**	**0.0**	**14.2**	**0.0**			

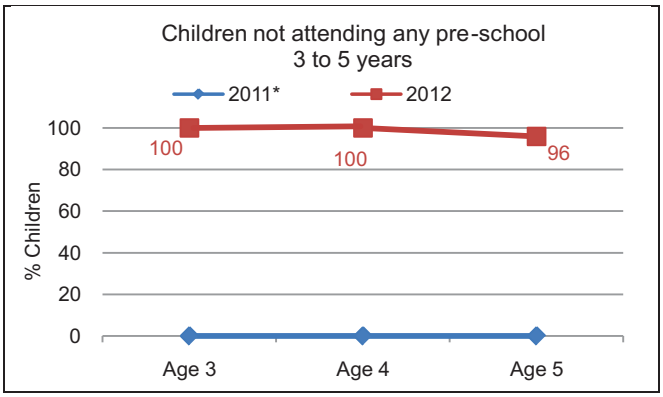






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	0.0	0.0	0.0	100.0	100
4	0.0	0.0	0.0	0.0	100.0	100
5	4.1	0.0	0.0	0.0	95.9	100
3-5	**1.5**	**0.0**	**0.0**	**0.0**	**98.5**	**100**
Total	**1.5**				**98.5**	**100**
By type	**100.0**	**0.0**	**0.0**	**0.0**		



*District Dera Bugti was not surveyed 2011

- The analysis was not done due to insignificant / non representative private schools data

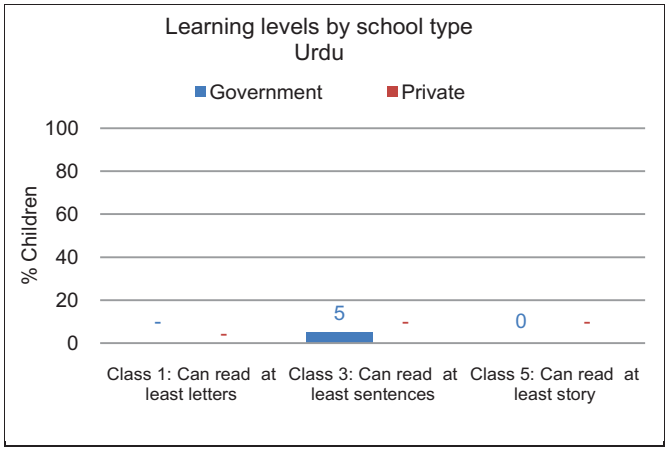
Dera Bugti

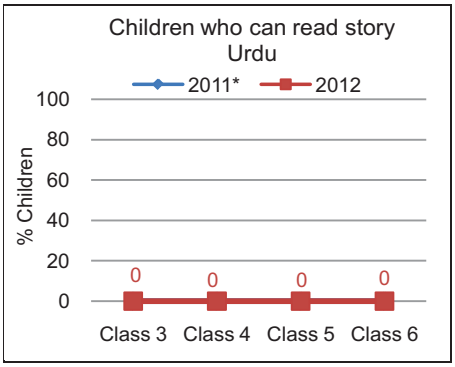
Learning levels (Urdu)

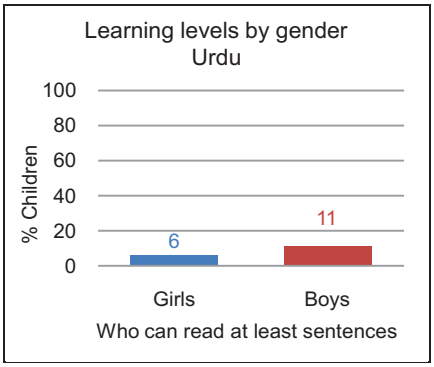
Class-wise % children who can read

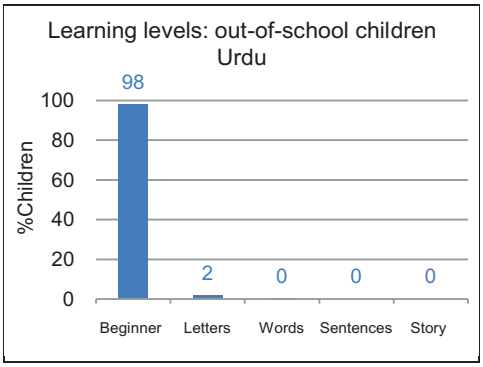
Class	Nothing	Letters	Words	Sentences	Story	Total
1	0.0	0.0	0.0	0.0	0.0	100
2	4.5	45.5	50.0	0.0	0.0	100
3	13.2	42.1	39.5	5.3	0.0	100
4	12.0	24.0	44.0	20.0	0.0	100
5	7.1	7.1	57.1	28.6	0.0	100
6	4.8	0.0	61.9	33.3	0.0	100
7	3.0	0.0	30.3	30.3	36.4	100
8	0.0	0.0	0.0	31.6	68.4	100
9	0.0	0.0	0.0	16.7	83.3	100
10	0.0	0.0	0.0	0.0	100.0	100

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







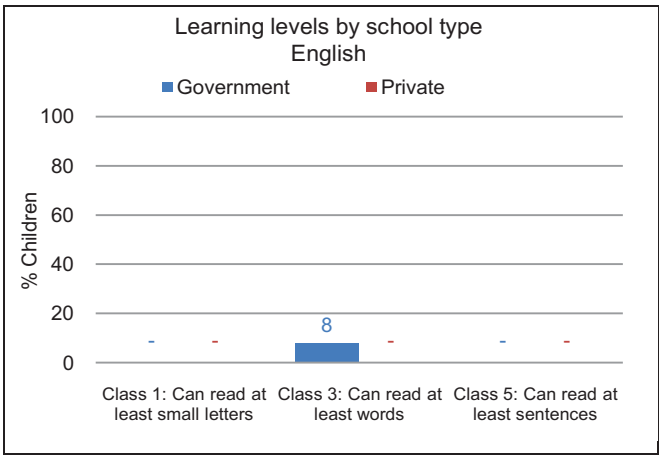


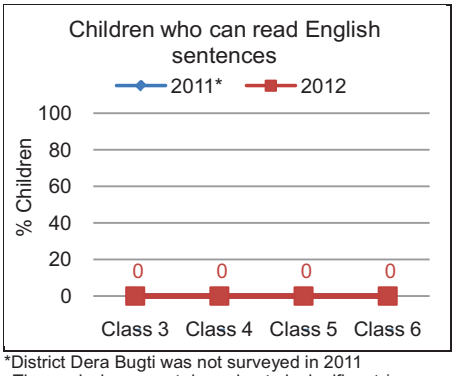
Learning levels (English)

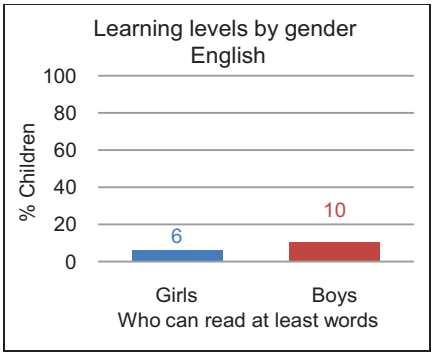
Class-wise % children who can read

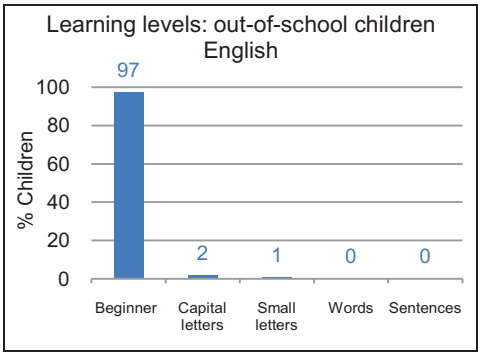
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	0.0	0.0	0.0	0.0	0.0	100
2	13.6	27.3	59.1	0.0	0.0	100
3	21.1	23.7	47.4	7.9	0.0	100
4	16.0	28.0	32.0	24.0	0.0	100
5	7.1	7.1	64.3	21.4	0.0	100
6	9.5	4.8	61.9	23.8	0.0	100
7	3.1	0.0	34.4	46.9	15.6	100
8	0.0	0.0	5.3	47.4	47.4	100
9	0.0	0.0	0.0	41.7	58.3	100
10	0.0	0.0	0.0	28.6	71.4	100

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









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- The analysis was not done due to insignificant / non representative private schools data

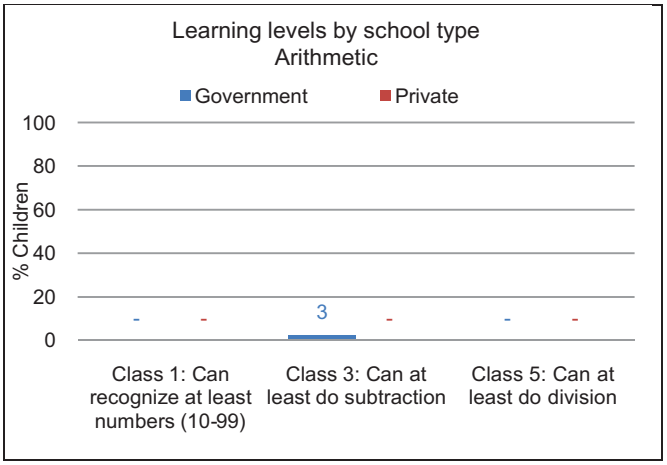
Dera Bugti

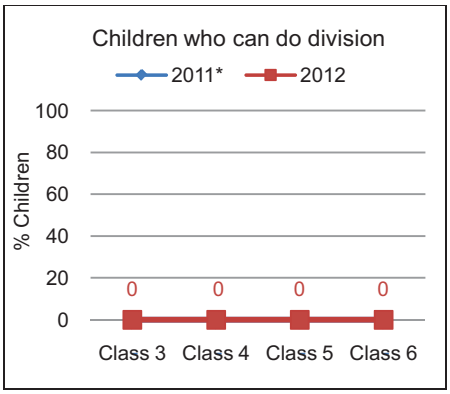
Learning levels (Arithmetic)

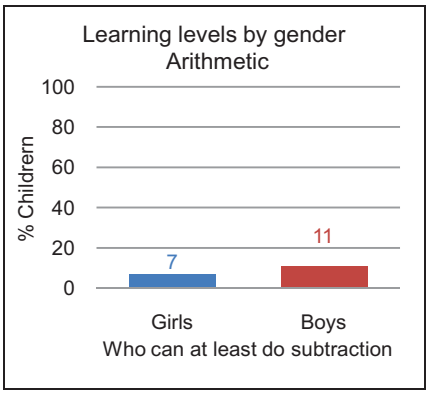
Class-wise % children who can do

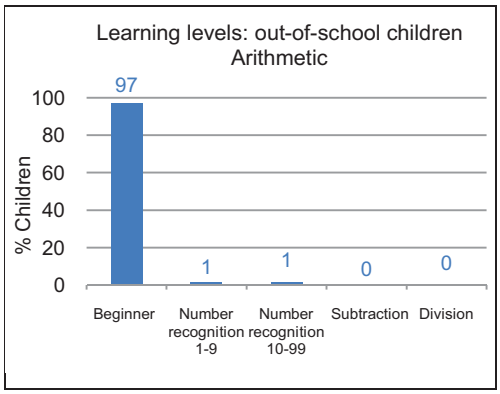
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	0.0	0.0	0.0	0.0	0.0	100
2	4.5	36.4	59.1	0.0	0.0	100
3	13.2	15.8	68.4	2.6	0.0	100
4	12.0	16.0	48.0	24.0	0.0	100
5	7.1	0.0	50.0	42.9	0.0	100
6	4.8	0.0	71.4	23.8	0.0	100
7	2.9	0.0	35.3	26.5	35.3	100
8	0.0	0.0	5.3	26.3	68.4	100
9	0.0	0.0	0.0	16.7	83.3	100
10	0.0	0.0	0.0	0.0	100.0	100

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

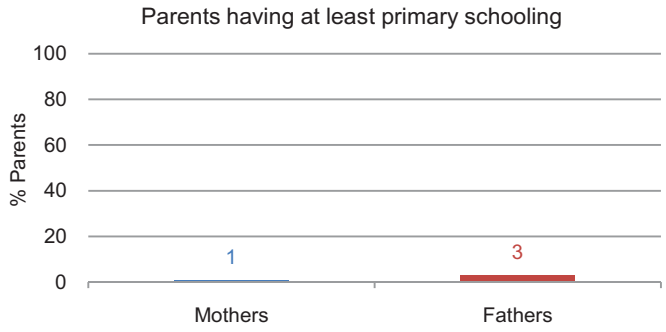








Parental education

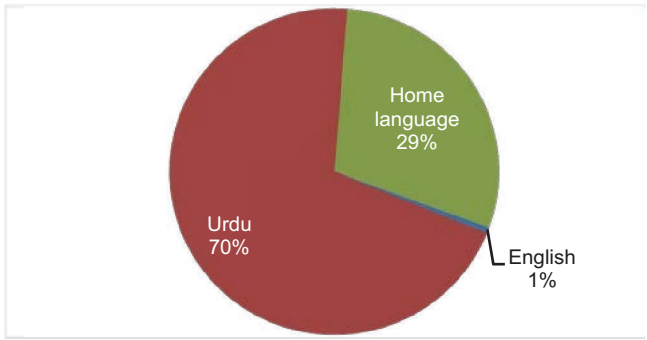


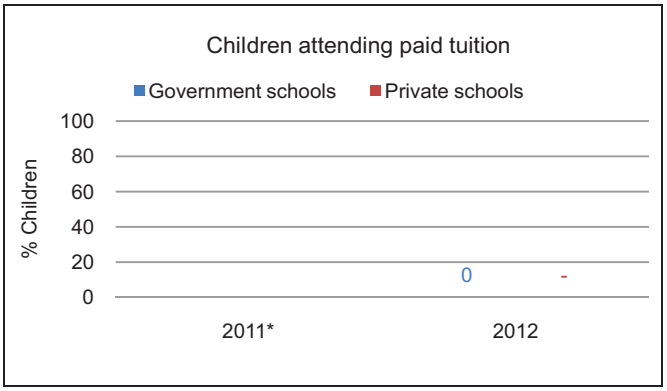
Paid tuition

Class-wise % children attending paid tuition

Type	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

Households' preferred medium of instruction in school





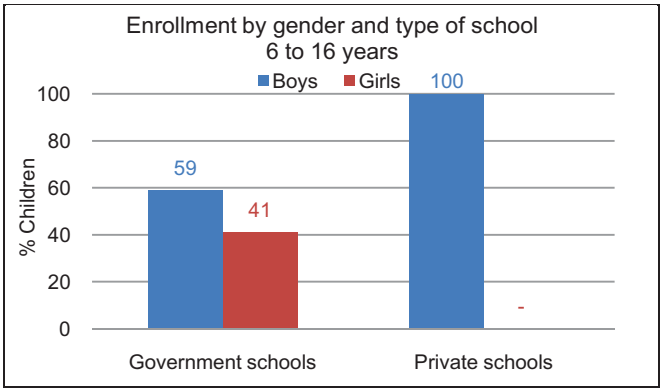
*District Dera Bugti was not surveyed in 2011

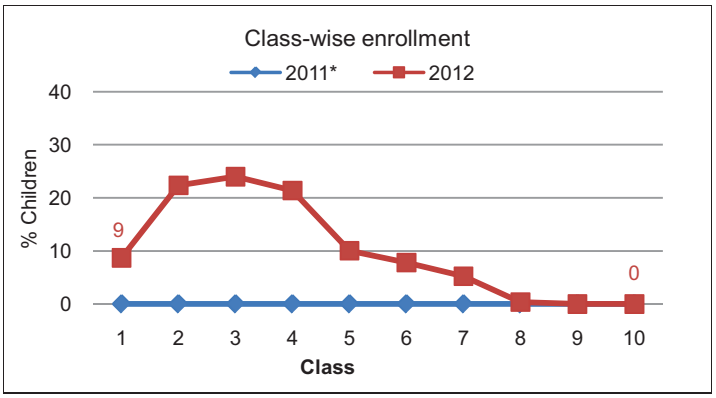
- The analysis was not done due to insignificant / non representative private schools data

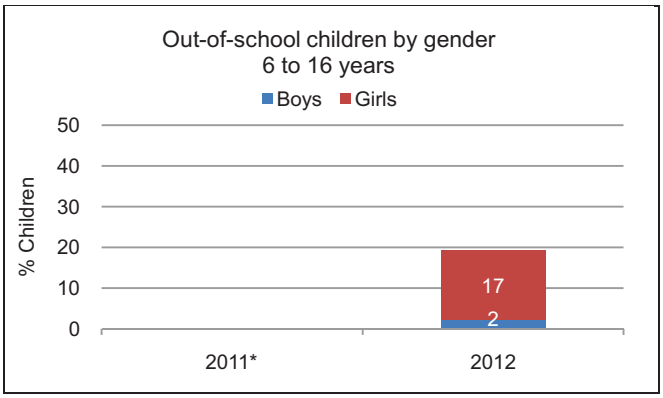
Harnai

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	84.7	0.3	4.5	0.1	10.4	0.0	100
11-13	61.0	0.3	6.4	0.3	32.0	0.0	100
14-16	38.8	0.0	7.2	1.3	52.6	0.0	100
6-16	**75.0**	**0.2**	**5.2**	**0.2**	**19.3**	**0.0**	**100**
Total	**80.6**				**19.3**		**100**
By type	**93.0**	**0.3**	**6.4**	**0.3**			

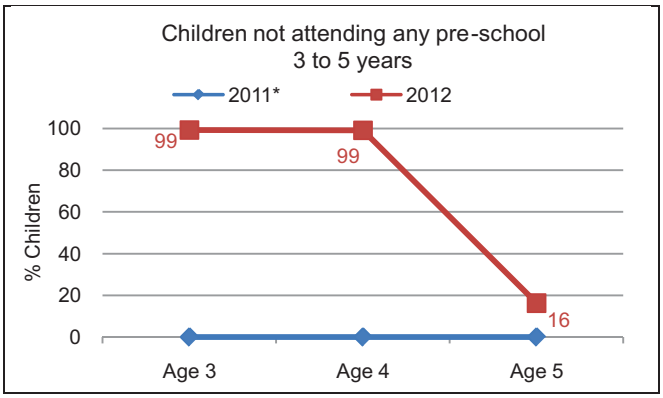


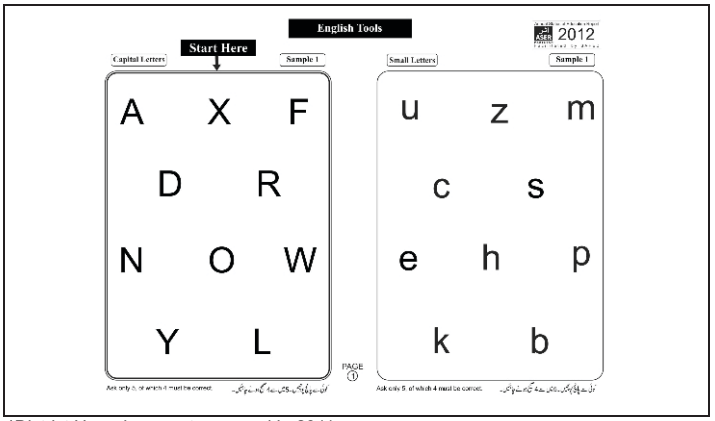




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.4	0.0	0.4	0.0	99.2	100
4	0.9	0.0	0.0	0.0	99.1	100
5	82.1	0.4	0.8	0.4	16.3	100
3-5	**24.7**	**0.1**	**0.4**	**0.1**	**74.7**	**100**
Total	**25.3**				**74.7**	**100**
By type	**97.6**	**0.5**	**1.5**	**0.5**		





*District Harnai was not surveyed in 2011

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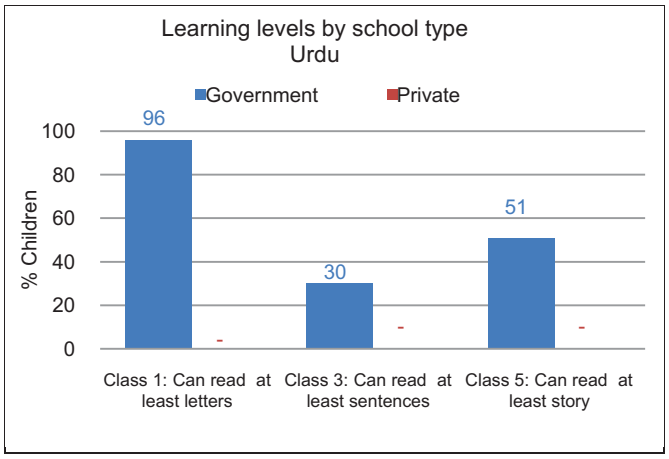
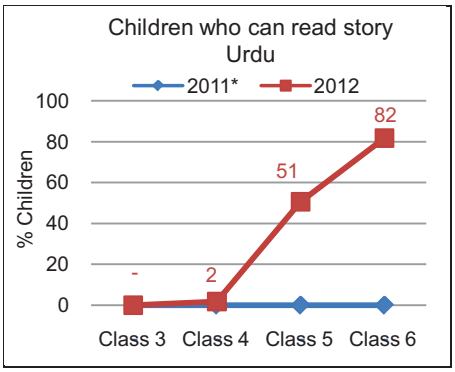
Harnai

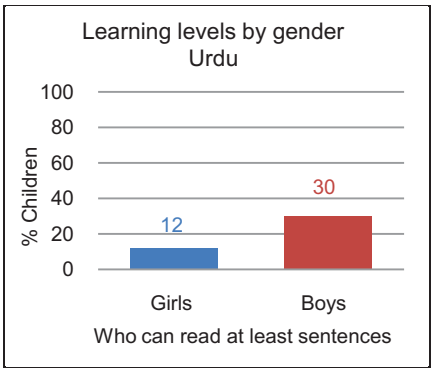
Learning levels (Urdu)

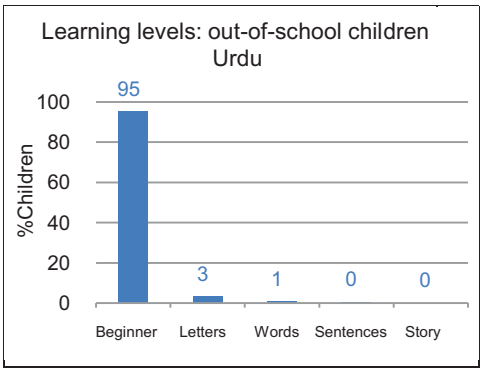
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	4.3	88.6	7.1	0.0	0.0	100
2	1.7	16.7	80.6	0.6	0.6	100
3	0.0	3.1	66.7	30.2	0.0	100
4	1.8	1.8	28.7	66.1	1.8	100
5	1.3	1.3	7.6	39.2	50.6	100
6	0.0	0.0	3.3	15.0	81.7	100
7	0.0	0.0	0.0	4.8	95.2	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	-	-	-	-	-	-

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





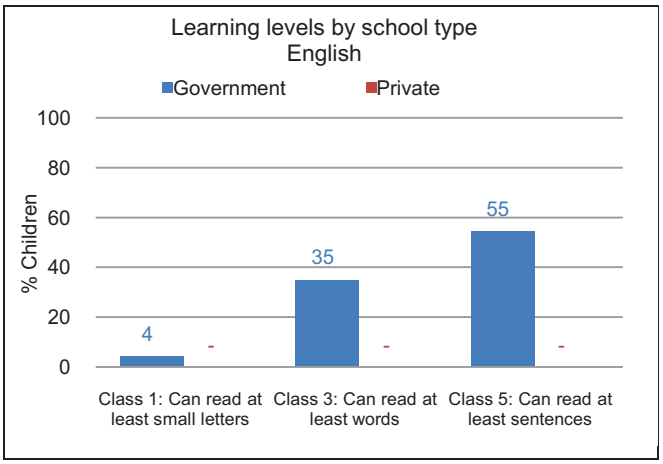


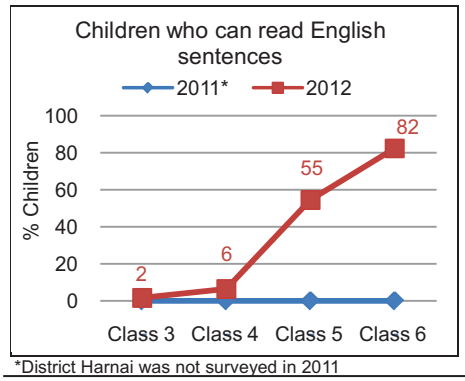


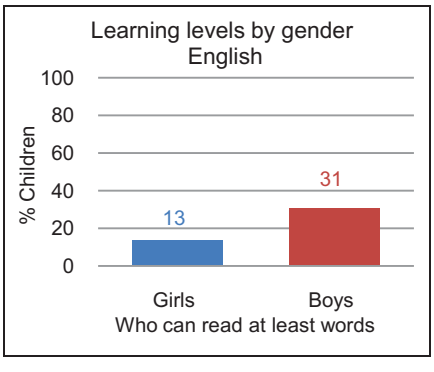
Learning levels (English)

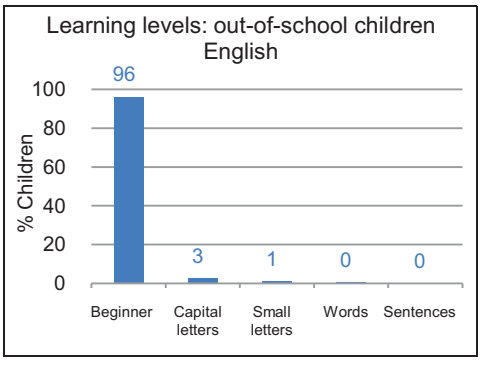
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	4.3	91.4	4.3	0.0	0.0	100
2	0.6	15.0	81.7	2.8	0.0	100
3	0.0	2.6	62.3	33.5	1.6	100
4	2.3	1.7	26.7	62.8	6.4	100
5	1.3	1.3	7.8	35.1	54.5	100
6	1.6	0.0	1.6	14.5	82.3	100
7	0.0	0.0	0.0	4.9	95.1	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	-	-	-	-	-	-

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









*District Harnai was not surveyed in 2011

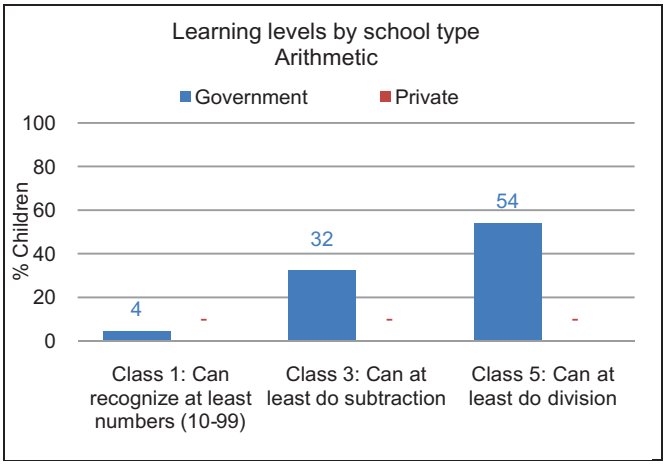
Harnai

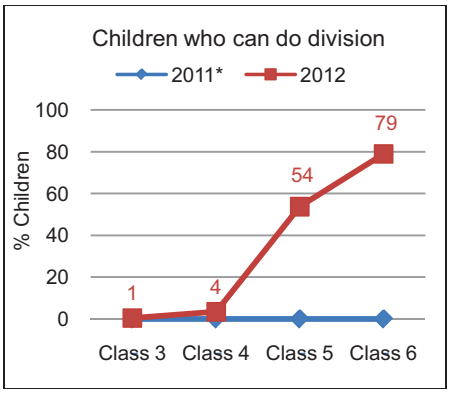
Learning levels (Arithmetic)

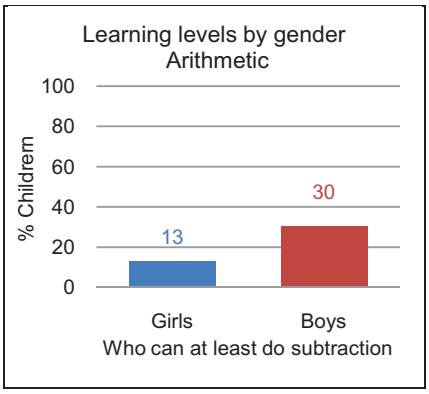
Class-wise % children who can do

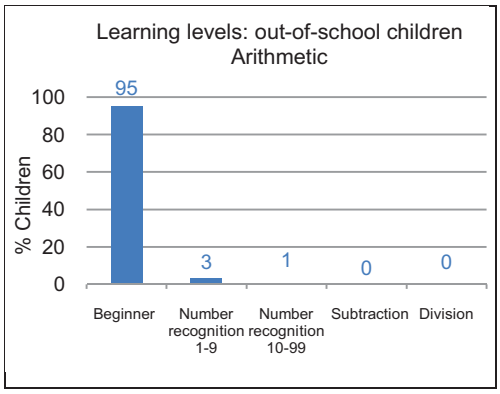
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	4.3	91.4	4.3	0.0	0.0	100
2	0.6	15.0	82.2	2.2	0.0	100
3	0.5	3.7	63.4	31.9	0.5	100
4	1.8	1.8	27.5	65.5	3.5	100
5	1.3	1.3	9.0	34.6	53.8	100
6	1.6	0.0	1.6	17.7	79.0	100
7	0.0	0.0	0.0	4.8	95.2	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	-	-	-	-	-	-

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

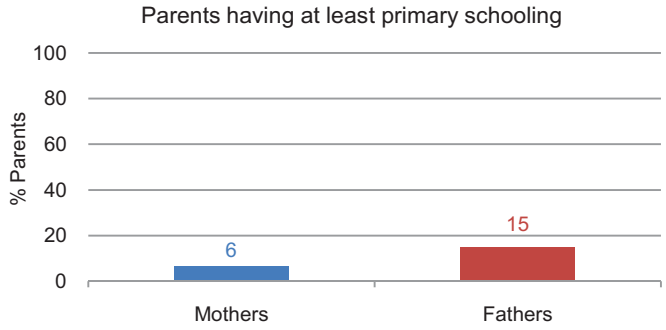








Parental education

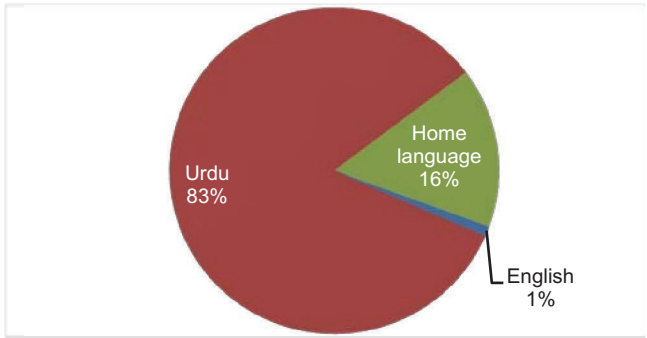


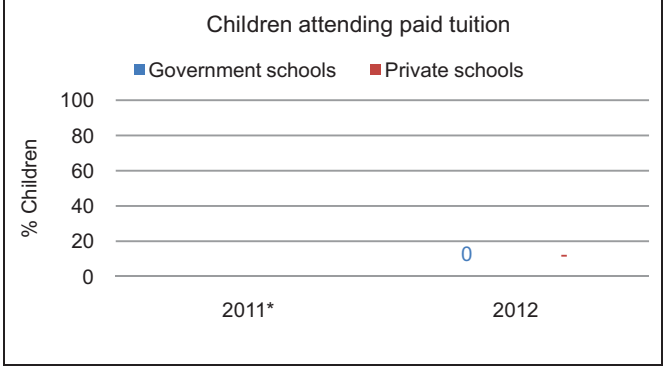
Paid tuition

Class-wise % children attending paid tuition

Type	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

Households' preferred medium of instruction in school





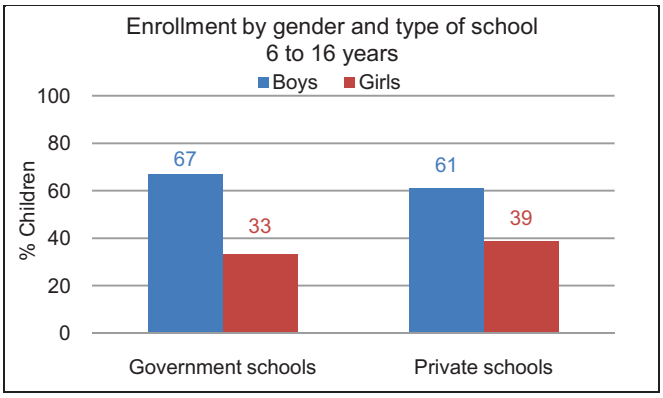
*District Harnai was not surveyed in 2011

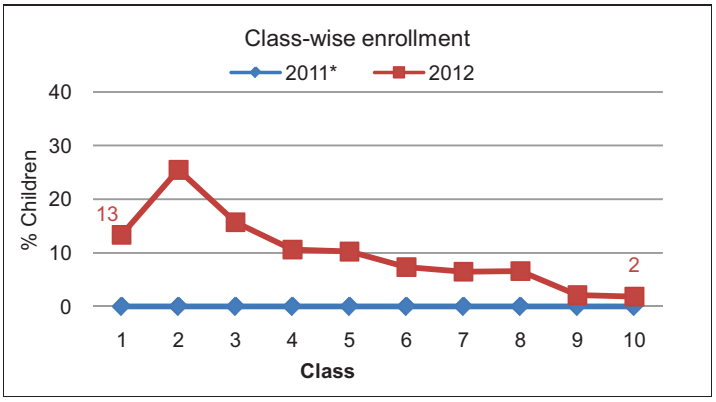
- The analysis was not done due to insignificant / non representative private schools data

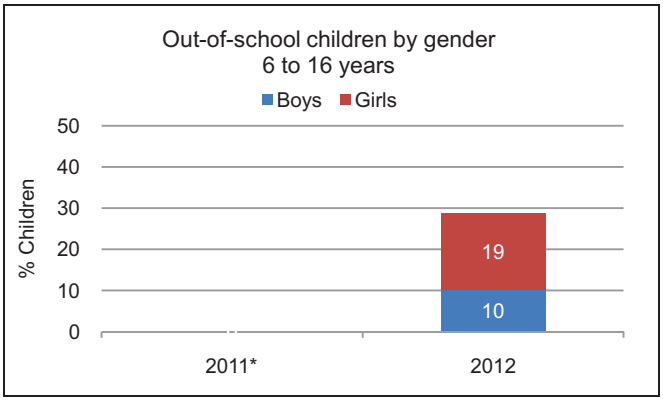
Jaffarabad

School enrollment and out-of-school children

Age group	% Children in different types of schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	% Out-of-school: Never enrolled	% Out-of-school: Drop-out	Total
6-10	72.5	0.9	0.0	0.0	25.1	1.5	100
11-13	71.5	1.6	0.0	0.0	21.8	5.1	100
14-16	59.4	0.4	0.0	0.0	32.3	7.9	100
6-16	**70.2**	**1.0**	**0.0**	**0.0**	**25.5**	**3.3**	**100**
Total	**71.2**				**28.8**		**100**
By type	**98.6**	**1.4**	**0.0**	**0.0**			

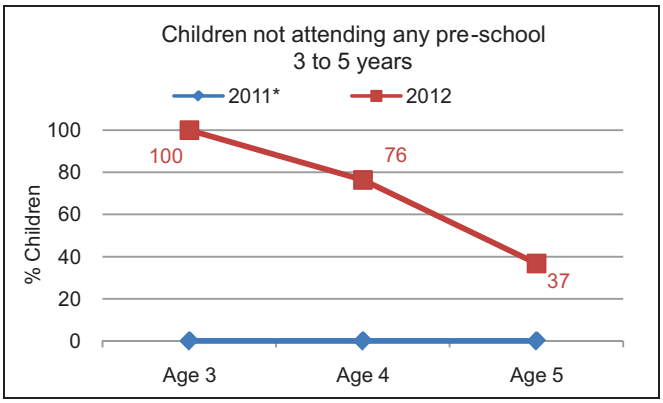


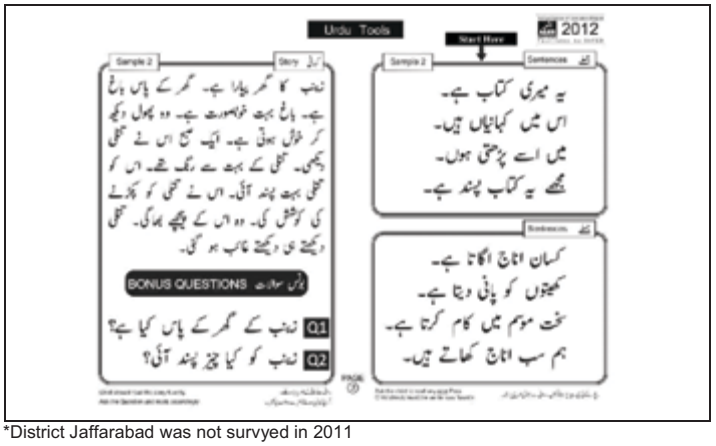




Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools: Govt.	Non-state providers: Pvt.	Non-state providers: Madrasah	Non-state providers: Others	Out-of-school	Total
3	0.0	0.0	0.0	0.0	100.0	100
4	23.0	0.6	0.0	0.0	76.4	100
5	62.2	1.0	0.0	0.0	36.8	100
3-5	**30.2**	**0.5**	**0.0**	**0.0**	**69.3**	**100**
Total	**30.7**				**69.3**	**100**
By type	**98.3**	**1.7**	**0.0**	**0.0**		





*District Jaffarabad was not surveyed in 2011

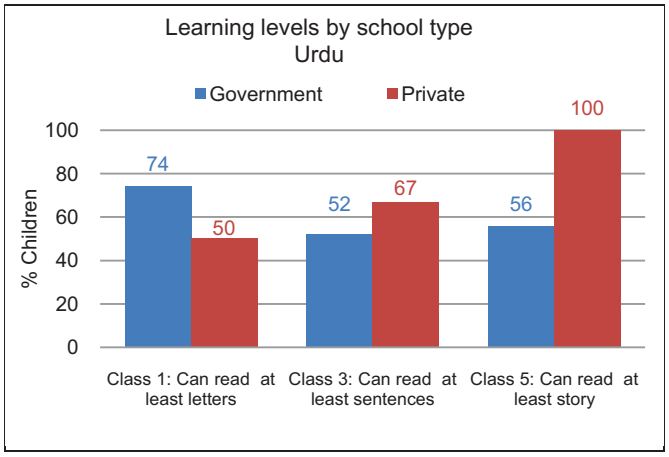
Jaffarabad

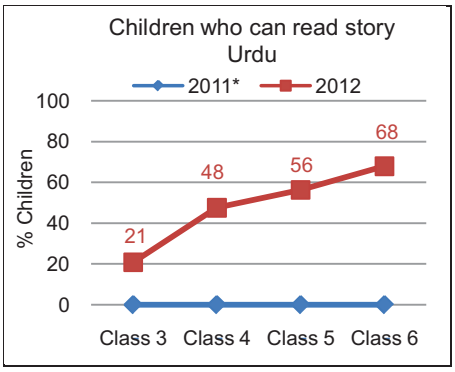
Learning levels (Urdu)

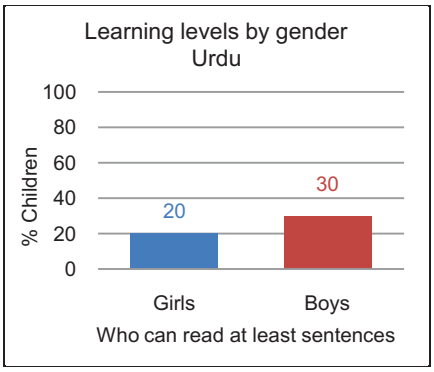
Class-wise % children who can read

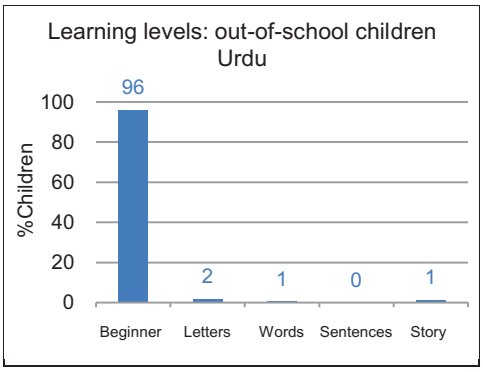
Class	Nothing	Letters	Words	Sentences	Story	Total
1	26.4	30.2	31.1	9.4	2.8	100
2	17.7	9.6	40.4	25.3	7.1	100
3	19.2	5.8	22.5	31.7	20.8	100
4	8.8	2.5	13.8	27.5	47.5	100
5	26.3	0.0	2.5	15.0	56.3	100
6	18.9	11.3	1.9	0.0	67.9	100
7	21.1	0.0	2.6	5.3	71.1	100
8	0.0	0.0	0.0	4.2	95.8	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 12.2% (9.4+2.8) children of class 1 can read sentences







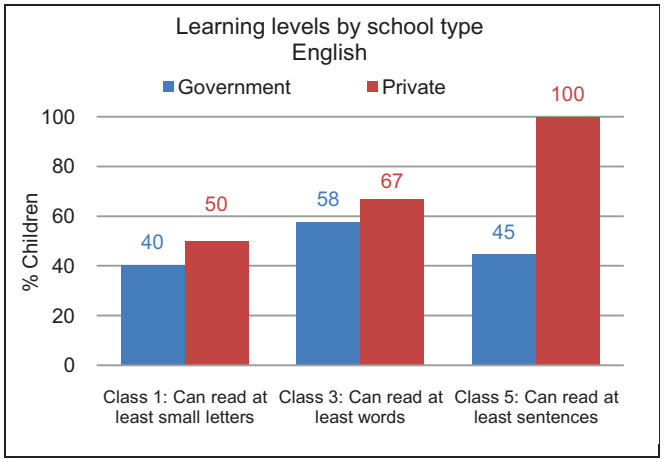


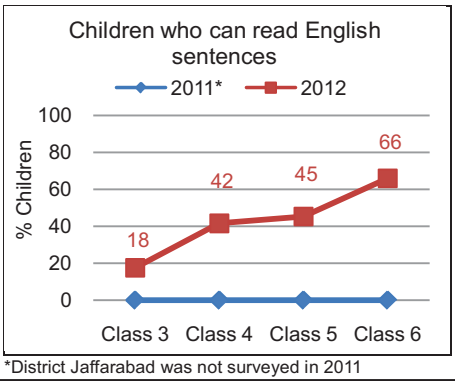
Learning levels (English)

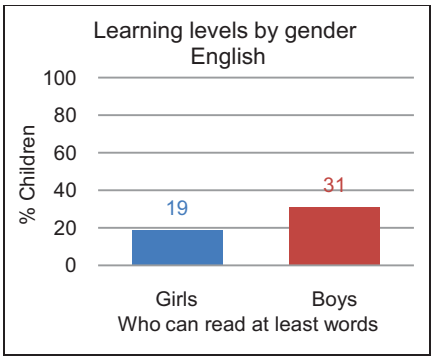
Class-wise % children who can read

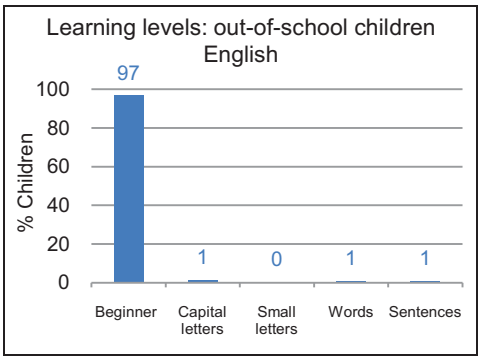
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	33.0	26.4	31.1	4.7	4.7	100
2	23.5	7.5	34.5	30.5	4.0	100
3	21.8	3.4	16.8	40.3	17.6	100
4	11.7	1.3	7.8	37.7	41.6	100
5	28.0	1.3	1.3	24.0	45.3	100
6	22.6	3.8	5.7	1.9	66.0	100
7	21.1	2.6	0.0	10.5	65.8	100
8	0.0	0.0	4.3	4.3	91.3	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 9.4% (4.7+4.7) children of class 1 can read words









*District Jaffarabad was not surveyed in 2011

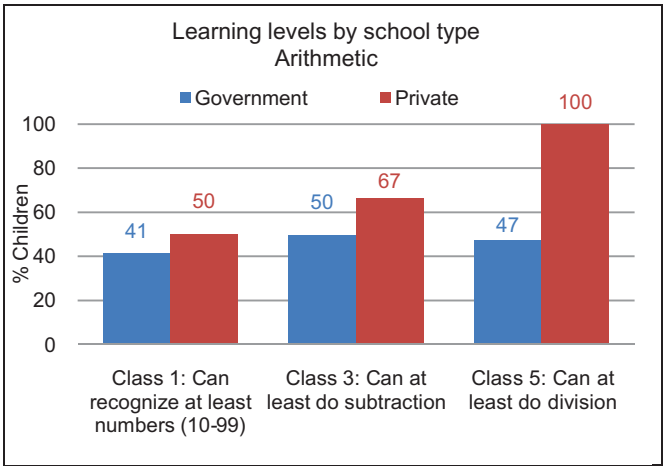
Jaffarabad

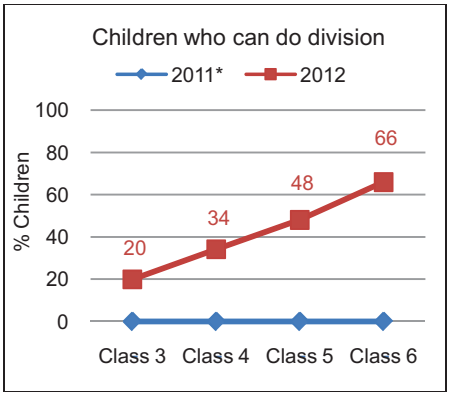
Learning levels (Arithmetic)

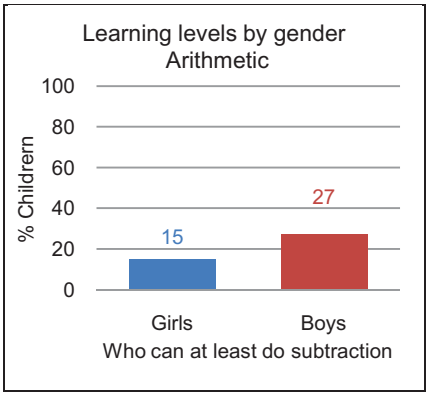
Class-wise % children who can do

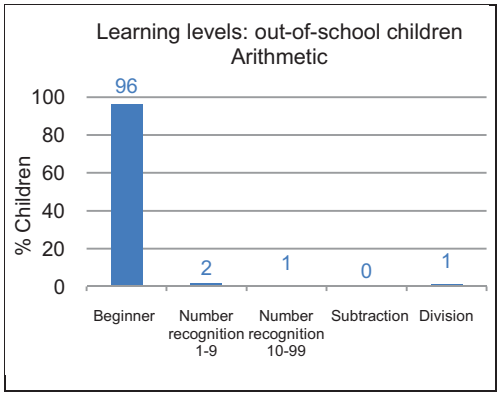
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	28.3	30.2	35.8	3.8	1.9	100
2	18.6	9.0	55.8	11.1	5.5	100
3	19.2	4.2	26.7	30.0	20.0	100
4	8.9	1.3	16.5	39.2	34.2	100
5	26.6	0.0	3.8	21.5	48.1	100
6	24.5	1.9	5.7	1.9	66.0	100
7	21.1	0.0	0.0	10.5	68.4	100
8	0.0	0.0	4.2	4.2	91.7	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: 5.7% (3.8+1.9) children of class 1 can do subtraction

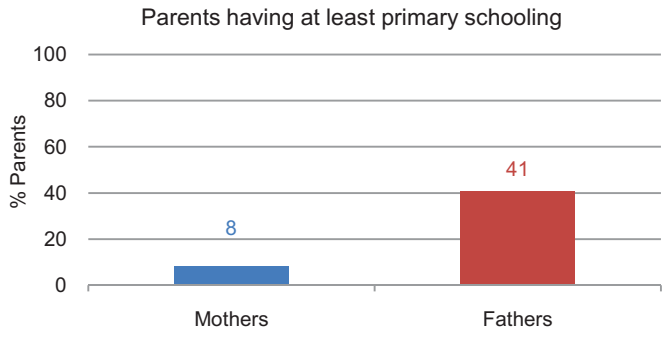








Parental education

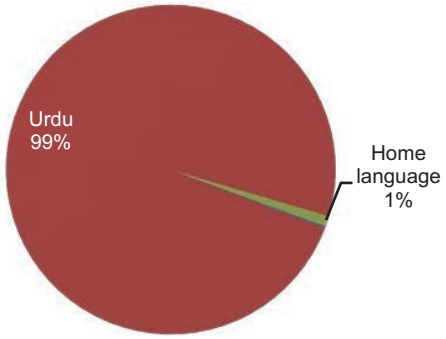


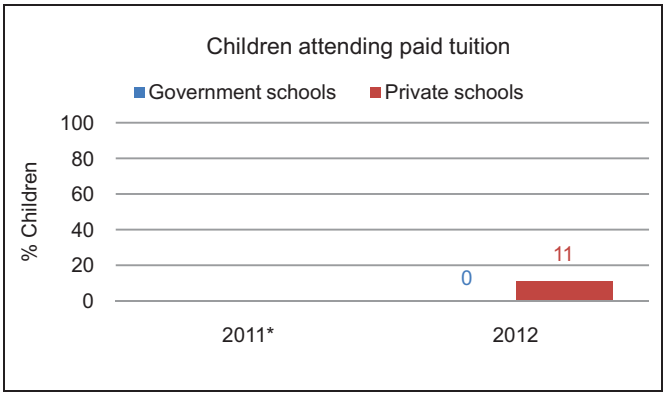
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	1.2	0.0	1.7	1.9	0.0	0.0	0.0
Pvt.	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0

Households' preferred medium of instruction in school



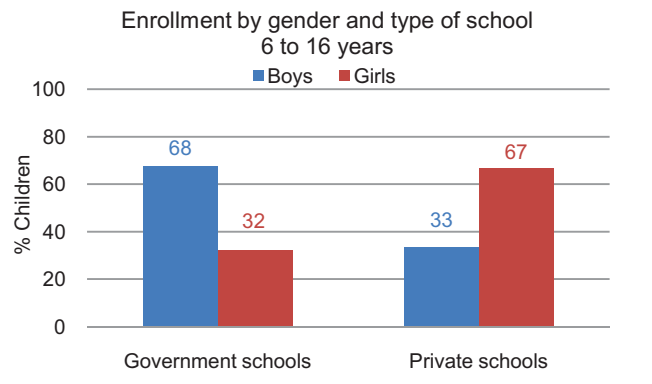


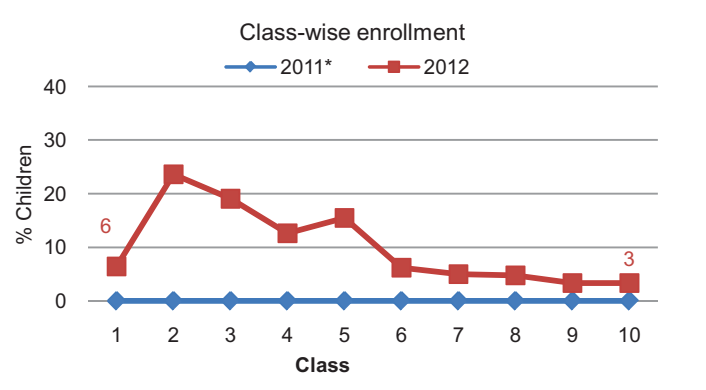
*District Jaffarabad was not surveyed in 2011

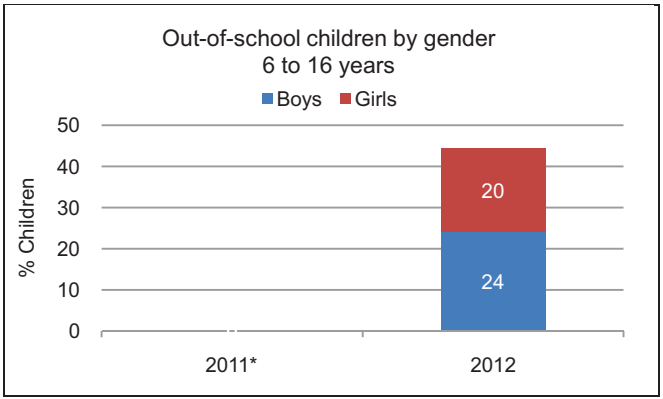
Jhal Magsi

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	59.3	0.5	1.2	0.0	38.6	0.4	100
11-13	41.0	0.0	2.6	0.4	54.6	1.3	100
14-16	39.1	0.0	0.6	0.0	58.4	1.9	100
6-16	**53.7**	**0.4**	**1.4**	**0.1**	**43.8**	**0.8**	**100**
Total	**55.6**				**44.6**		**100**
By type	**96.7**	**0.7**	**2.5**	**0.1**			

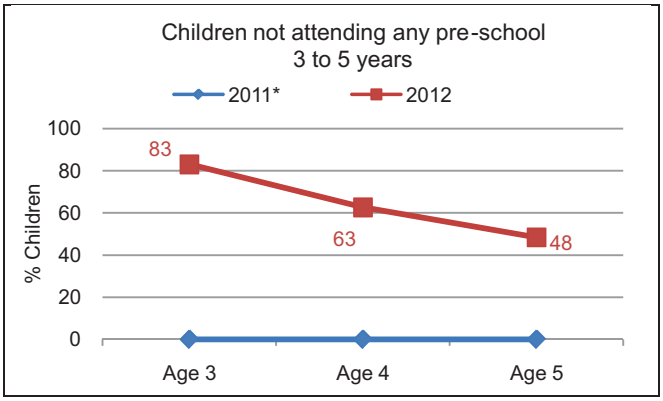






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	16.5	0.4	0.0	0.0	83.0	100
4	36.0	0.7	0.7	0.0	62.6	100
5	50.9	0.4	0.4	0.0	48.4	100
3-5	**35.6**	**0.5**	**0.4**	**0.0**	**63.4**	**100**
Total	**36.5**				**63.4**	**100**
By type	**97.5**	**1.4**	**1.1**	**0.0**		



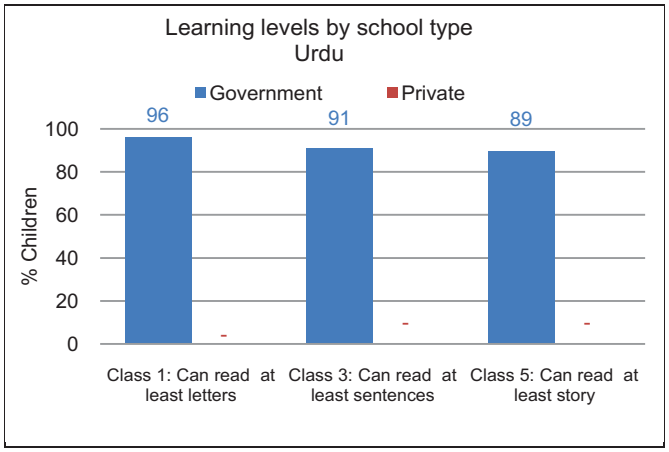
*District Jhal Magsi was not surveyed in 2011

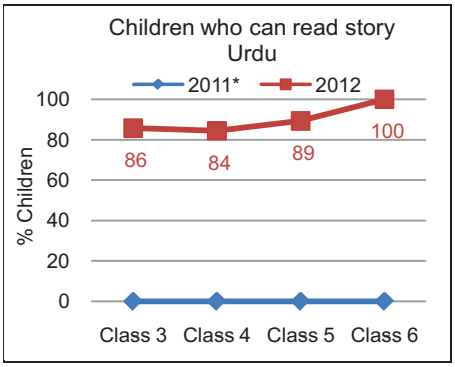
Jhal Magsi

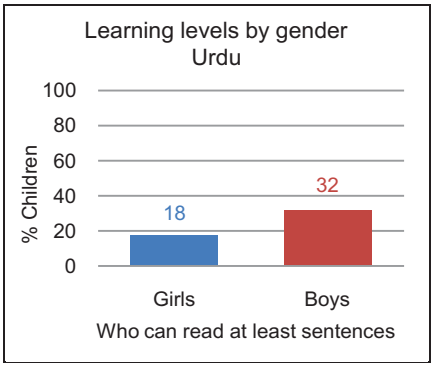
Learning levels (Urdu)

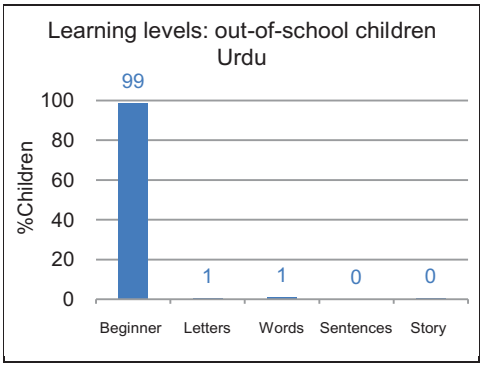
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	4.2	0.0	41.7	45.8	8.3	100
2	12.6	1.1	10.3	16.1	59.8	100
3	5.2	1.3	2.6	5.2	85.7	100
4	6.7	0.0	2.2	6.7	84.4	100
5	5.4	0.0	1.8	3.6	89.3	100
6	0.0	0.0	0.0	0.0	100.0	100
7	0.0	0.0	0.0	0.0	100.0	100
8	0.0	0.0	0.0	0.0	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: 54.1% (45.8+8.3) children of class 1 can read sentences





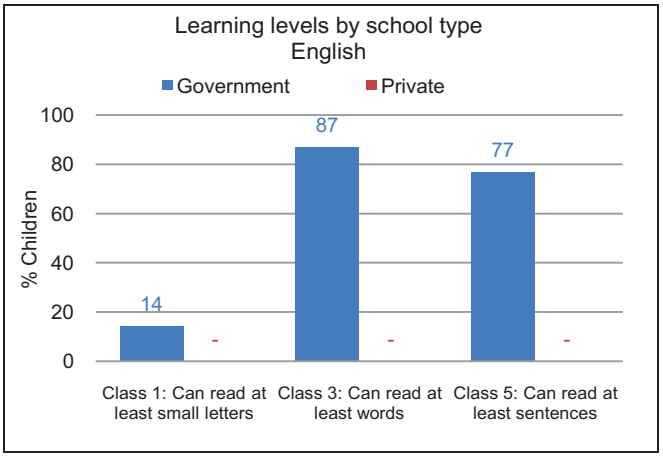


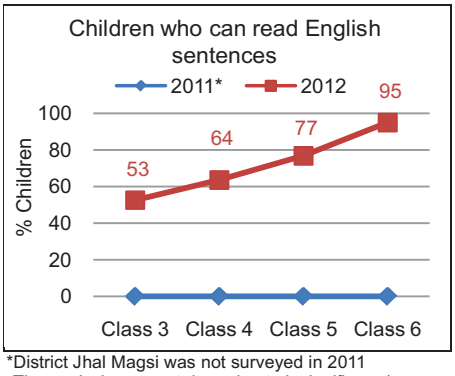


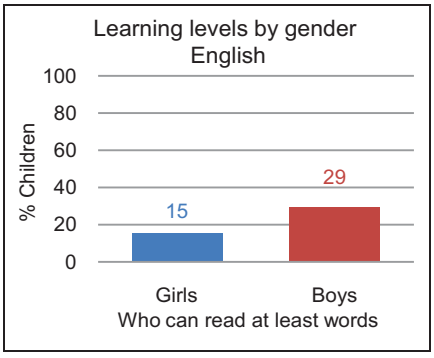
Learning levels (English)

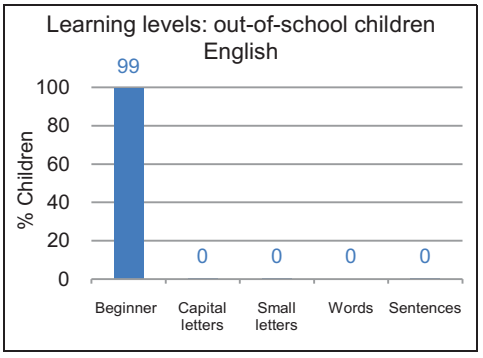
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	19.0	66.7	9.5	4.8	0.0	100
2	17.4	2.3	9.3	38.4	32.6	100
3	6.6	1.3	5.3	34.2	52.6	100
4	6.8	0.0	2.3	27.3	63.6	100
5	5.4	0.0	1.8	16.1	76.8	100
6	0.0	0.0	0.0	5.0	95.0	100
7	0.0	0.0	0.0	0.0	100.0	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	14.3	85.7	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 4.8% (4.8+0.0) children of class 1 can read words









*District Jhal Magsi was not surveyed in 2011
The analysis was not done due to insignificant / non representative private schools data

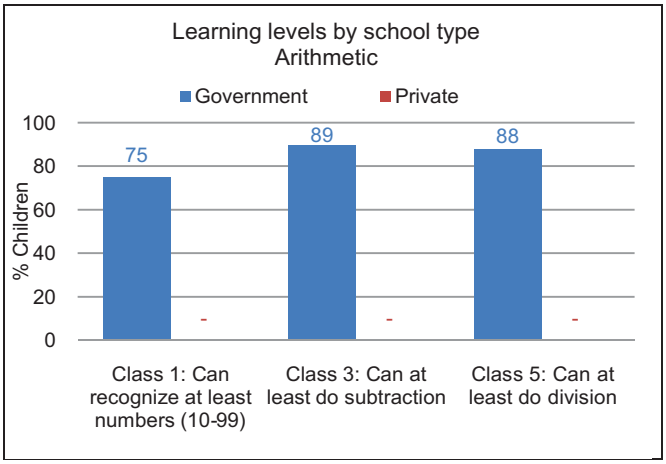
Jhal Magsi

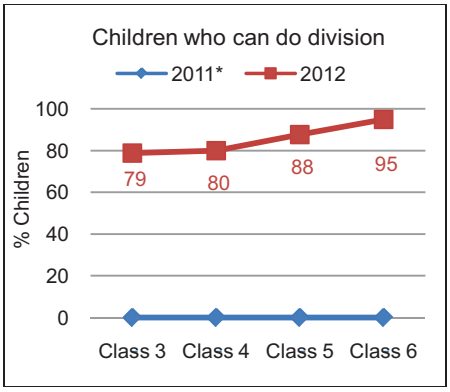
Learning levels (Arithmetic)

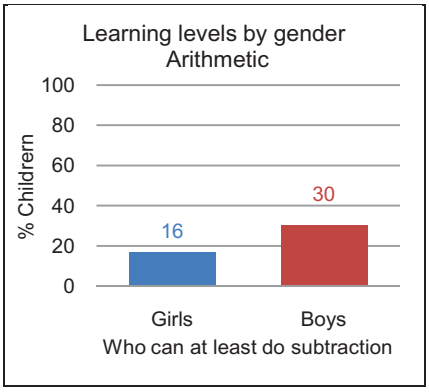
Class-wise % children who can do

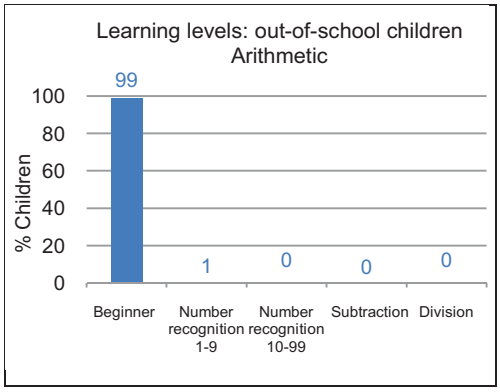
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	12.5	12.5	50.0	20.8	4.2	100
2	14.1	1.2	11.8	25.9	47.1	100
3	5.3	1.3	3.9	10.5	78.9	100
4	6.7	0.0	2.2	11.1	80.0	100
5	5.3	0.0	3.5	3.5	87.7	100
6	0.0	0.0	5.0	0.0	95.0	100
7	0.0	0.0	0.0	5.3	94.7	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	11.1	88.9	100

How to read: 25.0% (20.8+4.2) children of class 1 can do subtraction

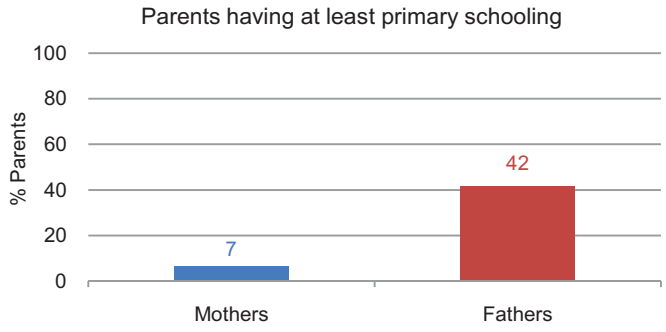








Parental education

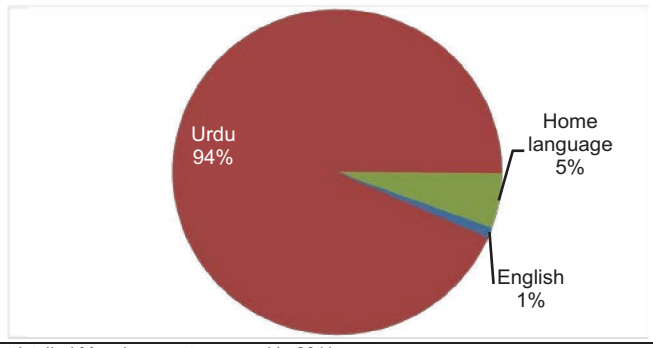


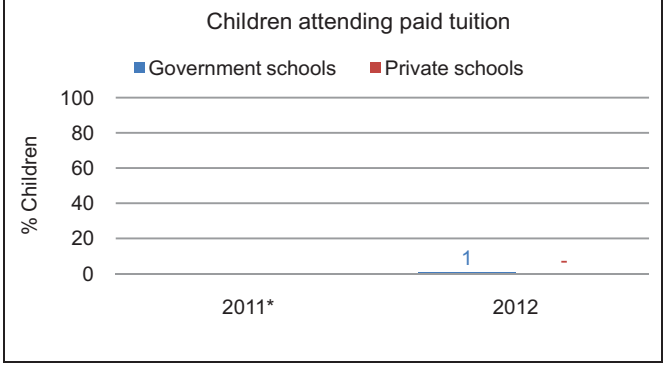
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	1.0	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

Households' preferred medium of instruction in school





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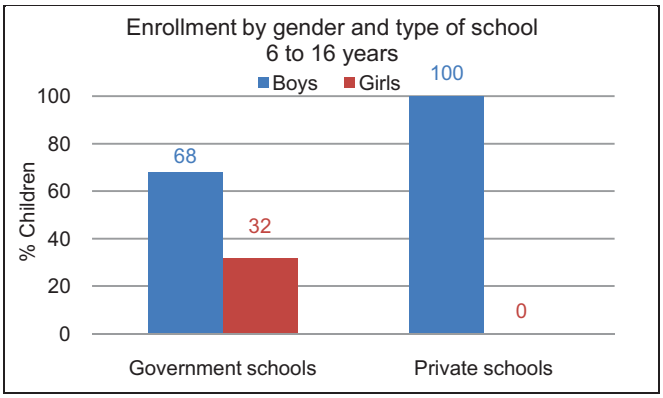
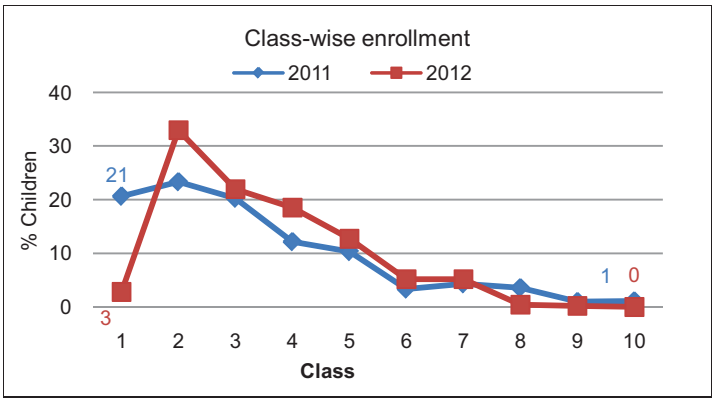
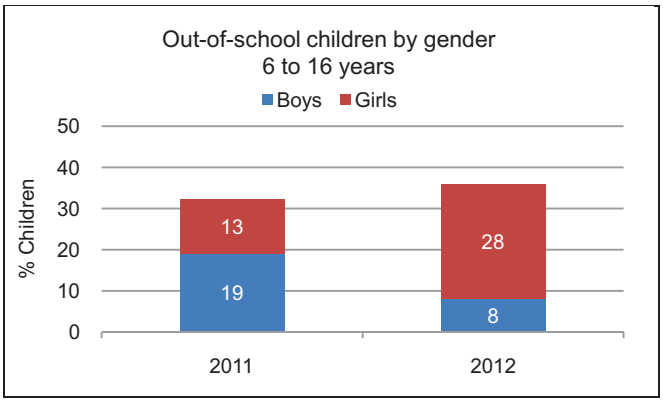
Kalat

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	41.3	0.1	22.1	0.0	36.5	0.0	100
11-13	39.5	0.0	31.1	0.0	29.4	0.0	100
14-16	24.3	0.0	30.7	0.0	45.0	0.0	100
6-16	**38.6**	**0.1**	**25.4**	**0.0**	**35.9**	**0.0**	**100**
Total	**64.1**				**35.9**		**100**
By type	**60.3**	**0.1**	**39.6**	**0.0**			

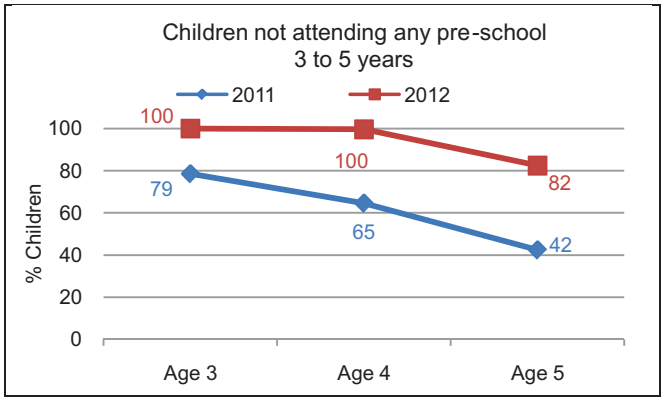






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	0.0	0.0	0.0	100.0	100
4	0.0	0.0	0.4	0.0	99.6	100
5	15.7	0.0	1.9	0.0	82.4	100
3-5	**3.8**	**0.0**	**0.6**	**0.0**	**95.6**	**100**
Total	**4.4**				**95.6**	**100**
By type	**86.2**	**0.0**	**13.8**	**0.0**		



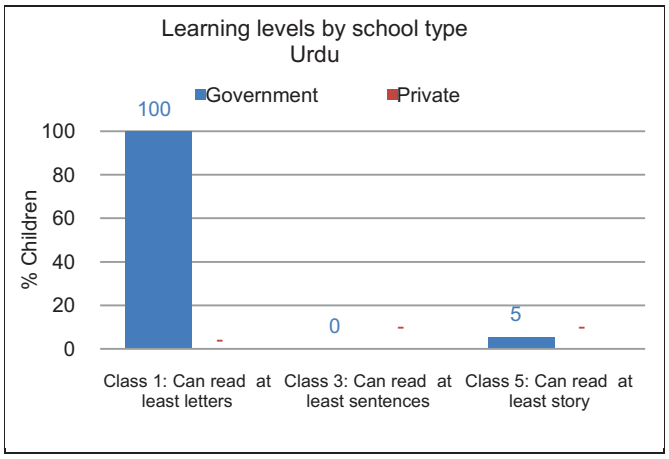
Kalat

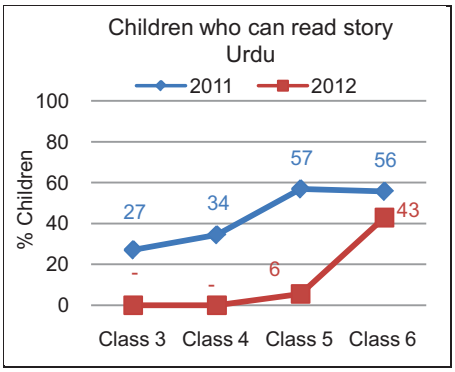
Learning levels (Urdu)

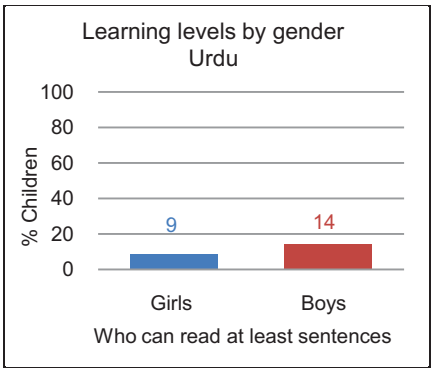
Class-wise % children who can read

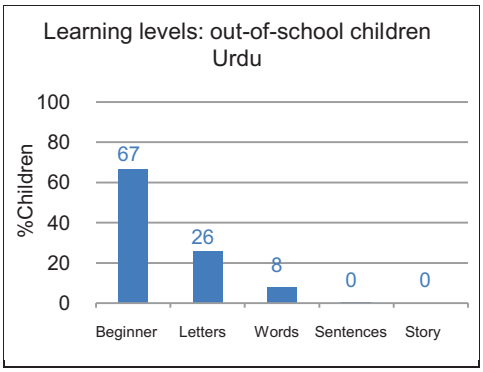
Class	Nothing	Letters	Words	Sentences	Story	Total
1	0.0	100.0	0.0	0.0	0.0	100
2	1.4	66.7	32.0	0.0	0.0	100
3	0.0	8.8	91.2	0.0	0.0	100
4	0.0	0.0	51.9	48.1	0.0	100
5	0.0	0.0	12.7	81.8	5.5	100
6	0.0	0.0	0.0	57.1	42.9	100
7	4.5	0.0	4.5	50.0	40.9	100
8	0.0	0.0	0.0	50.0	50.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	-	-	-	-	-	-

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







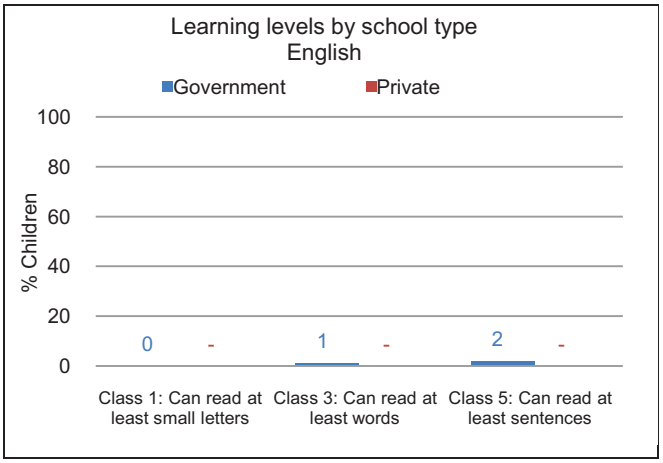


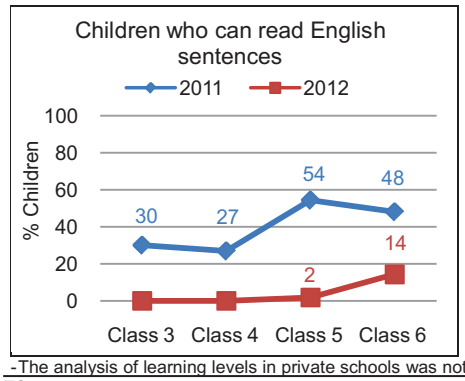
Learning levels (English)

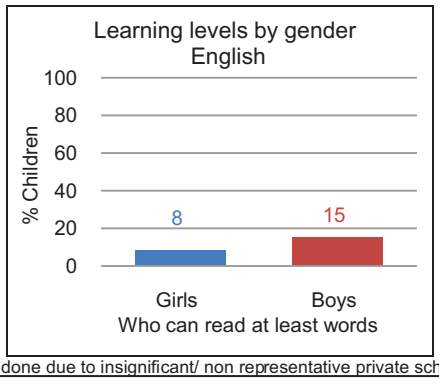
Class-wise % children who can read

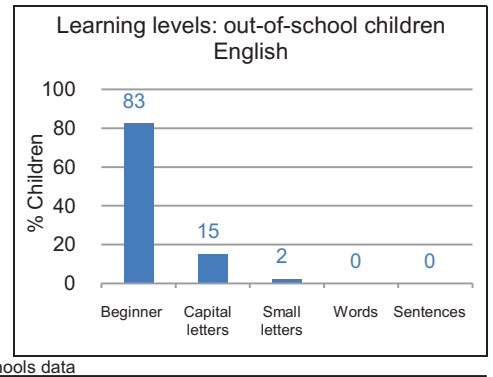
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	0.0	100.0	0.0	0.0	0.0	100
2	5.4	65.3	29.3	0.0	0.0	100
3	0.0	14.3	84.6	1.1	0.0	100
4	0.0	2.6	46.8	50.6	0.0	100
5	0.0	0.0	11.1	87.0	1.9	100
6	0.0	0.0	0.0	85.7	14.3	100
7	4.5	0.0	4.5	72.7	18.2	100
8	0.0	0.0	0.0	100.0	0.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	-	-	-	-	-	-

How to read: 0.0% (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/ non representative private schools data

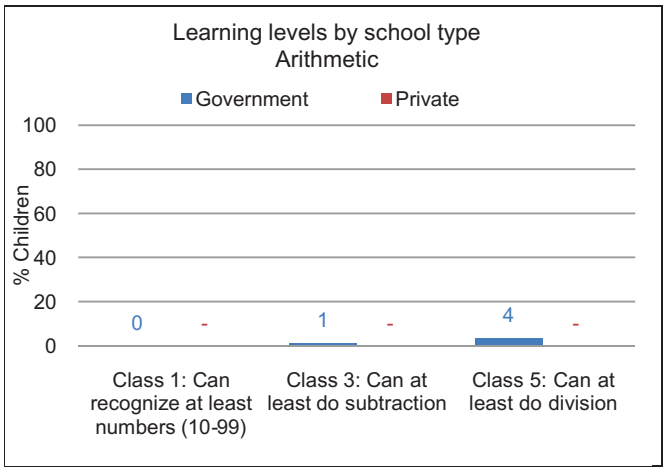
Kalat

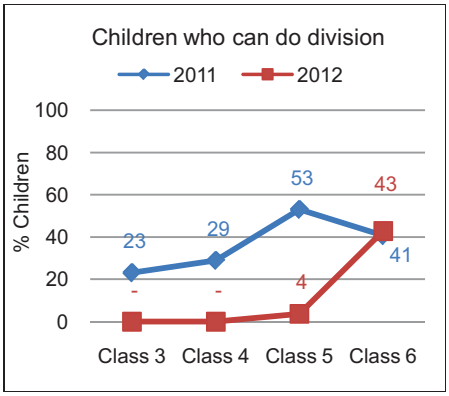
Learning levels (Arithmetic)

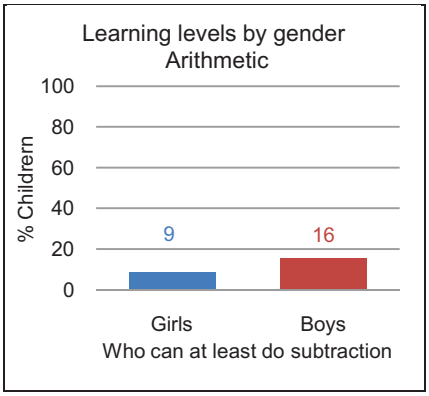
Class-wise % children who can do

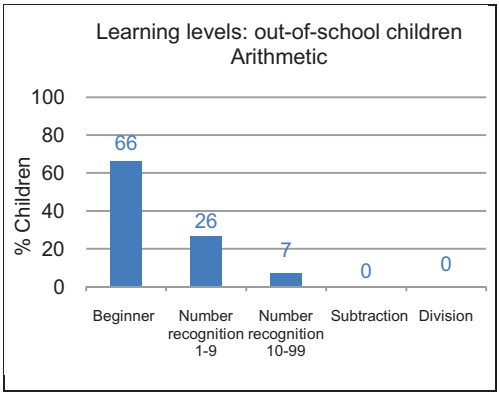
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	0.0	100.0	0.0	0.0	0.0	100
2	4.1	65.3	30.6	0.0	0.0	100
3	0.0	11.0	87.9	1.1	0.0	100
4	0.0	0.0	44.9	55.1	0.0	100
5	0.0	0.0	11.1	85.2	3.7	100
6	0.0	0.0	0.0	57.1	42.9	100
7	4.5	0.0	0.0	63.6	31.8	100
8	0.0	0.0	0.0	50.0	50.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	-	-	-	-	-	-

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

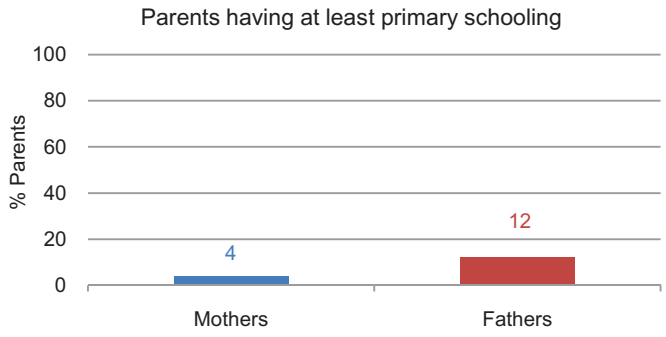








Parental education

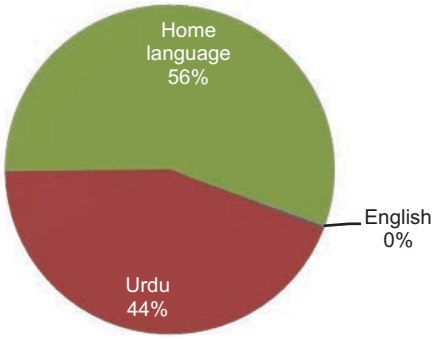


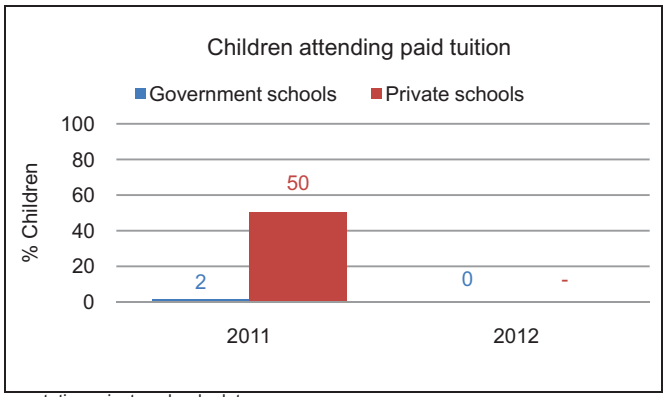
Paid tuition

Class-wise % children attending paid tuition

Type	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

Households' preferred medium of instruction in school

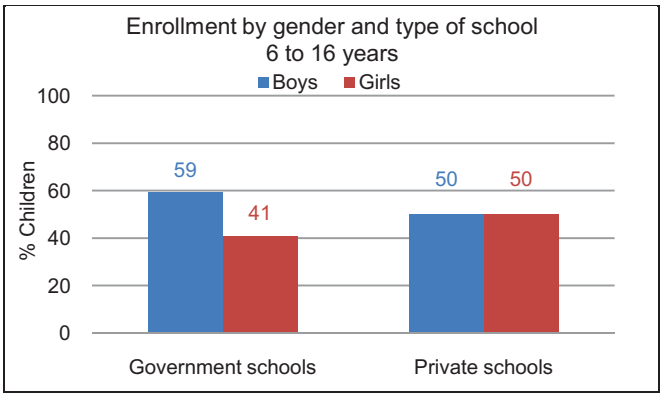


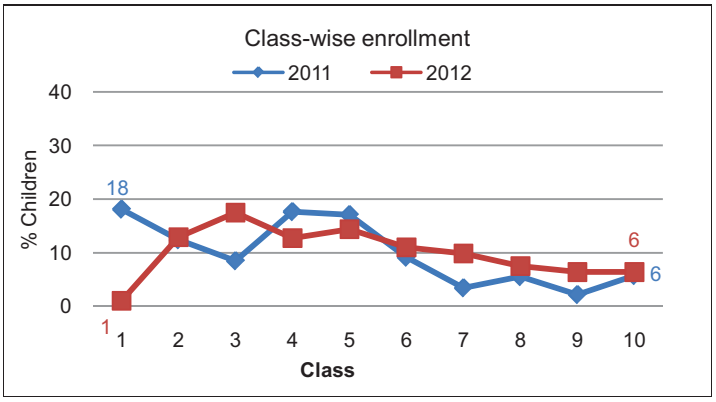


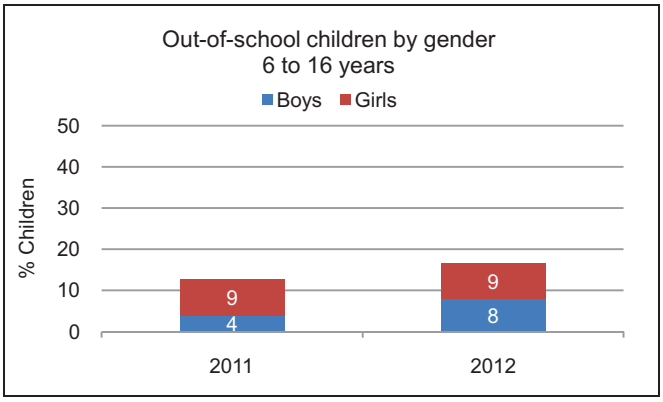
-The analysis of learning levels in private schools was not done due to insignificant/ non representative private schools data

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	72.7	0.0	0.5	0.0	26.7	0.0	100
11-13	92.8	0.2	1.2	0.2	5.6	0.0	100
14-16	91.0	0.2	1.6	0.0	7.2	0.0	100
6-16	**82.5**	**0.1**	**1.0**	**0.1**	**16.4**	**0.0**	**100**
Total	**83.7**				**16.4**		**100**
By type	**98.6**	**0.1**	**1.2**	**0.1**			

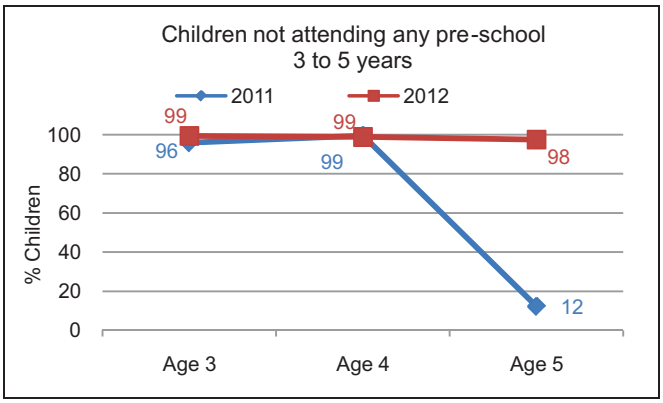


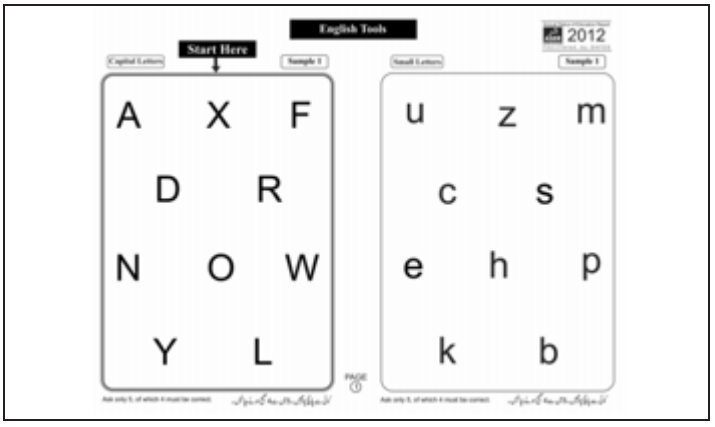




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.7	0.0	0.0	0.0	99.3	100
4	1.2	0.0	0.0	0.0	98.8	100
5	2.5	0.0	0.0	0.0	97.5	100
3-5	**1.6**	**0.0**	**0.0**	**0.0**	**98.4**	**100**
Total	**1.6**				**98.4**	**100**
By type	**100.0**	**0.0**	**0.0**	**0.0**		



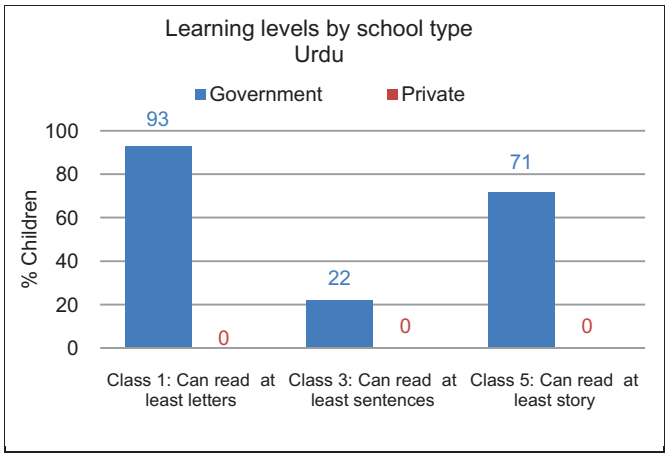


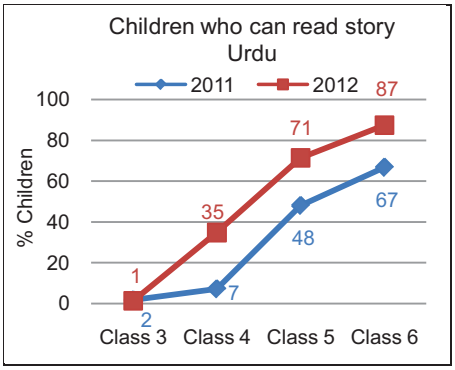
Learning levels (Urdu)

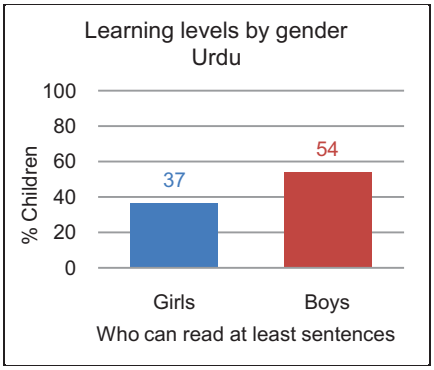
Class-wise % children who can read

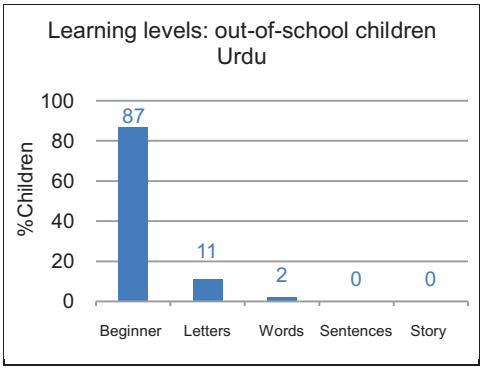
Class	Nothing	Letters	Words	Sentences	Story	Total
1	7.1	42.9	28.6	14.3	7.1	100
2	4.2	45.2	48.2	1.8	0.6	100
3	1.3	5.7	71.4	20.3	1.3	100
4	0.0	1.2	13.7	50.3	34.8	100
5	0.0	0.0	7.0	21.6	71.4	100
6	0.0	0.0	1.6	11.0	87.4	100
7	0.0	0.0	1.7	5.0	93.3	100
8	0.0	0.0	1.1	3.4	95.5	100
9	0.0	0.0	2.9	0.0	97.1	100
10	0.0	0.0	0.0	2.6	97.4	100

How to read: 21.4% (14.3+7.1) children of class 1 can read sentences







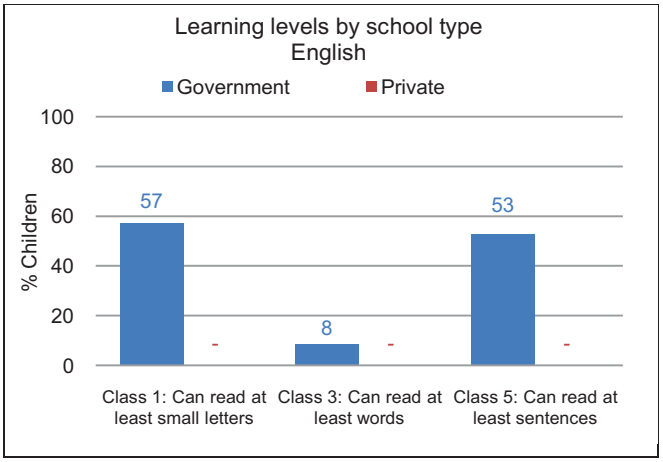


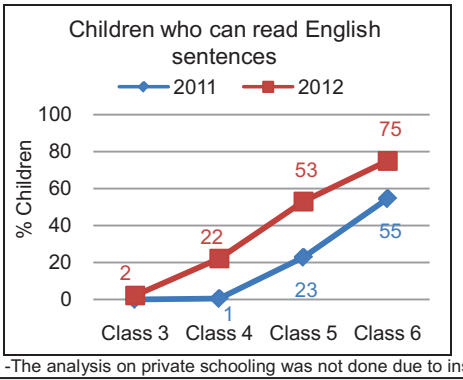
Learning levels (English)

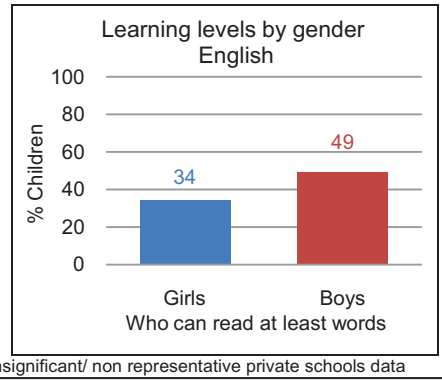
Class-wise % children who can read

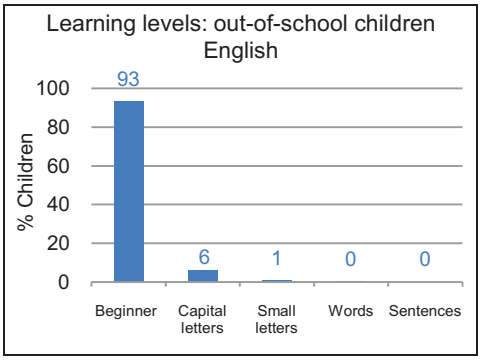
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	7.1	35.7	35.7	14.3	7.1	100
2	20.5	41.6	35.5	1.8	0.6	100
3	4.4	15.9	71.4	6.2	2.2	100
4	0.0	2.5	29.1	46.2	22.2	100
5	0.0	1.1	10.3	35.7	53.0	100
6	0.0	0.0	3.3	21.7	75.0	100
7	0.0	0.0	0.0	12.7	87.3	100
8	0.0	0.0	0.0	4.6	95.4	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 21.4% (14.3+7.1) children of class 1 can read words









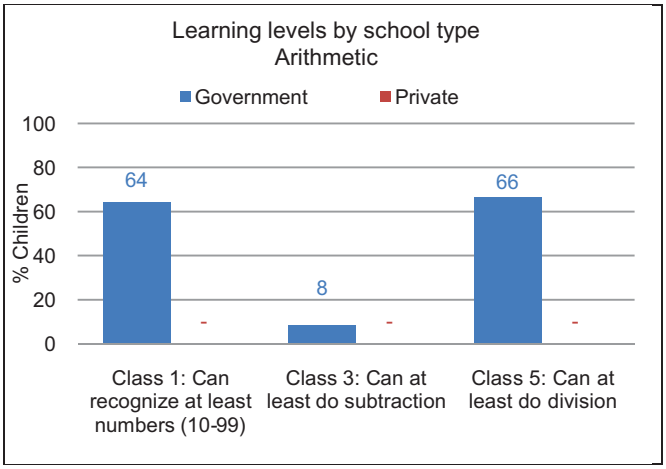
-The analysis on private schooling was not done due to insignificant/ non representative private schools data

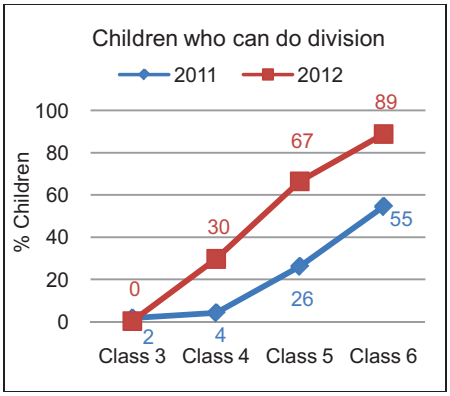
Learning levels (Arithmetic)

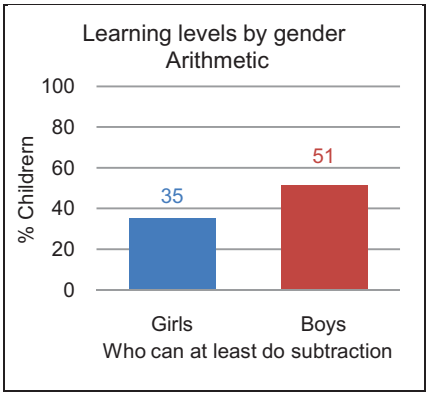
Class-wise % children who can do

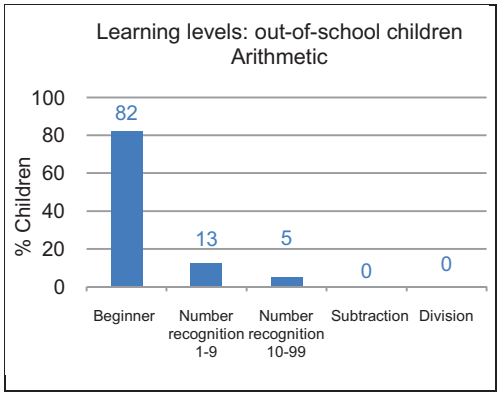
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	7.1	28.6	50.0	7.1	7.1	100
2	3.0	32.5	63.9	0.6	0.0	100
3	1.3	4.0	86.3	8.0	0.4	100
4	0.0	0.6	18.0	51.6	29.8	100
5	0.0	0.0	7.0	26.5	66.5	100
6	0.0	0.0	3.2	7.9	88.9	100
7	0.0	0.0	0.8	11.7	87.5	100
8	0.0	0.0	0.0	5.7	94.3	100
9	0.0	0.0	0.0	2.9	97.1	100
10	0.0	0.0	0.0	0.0	100.0	100

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

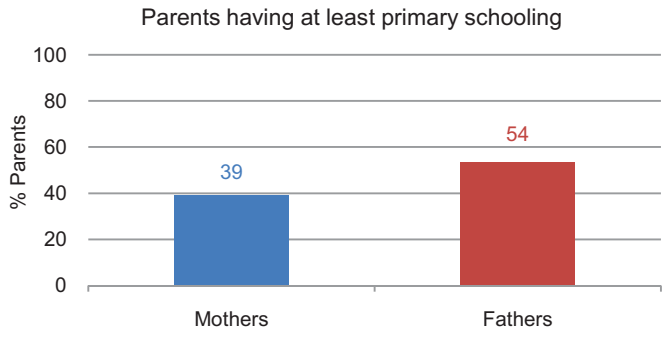








Parental education

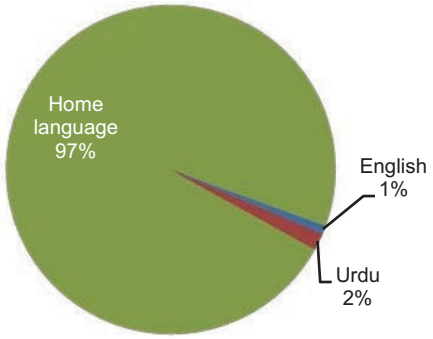


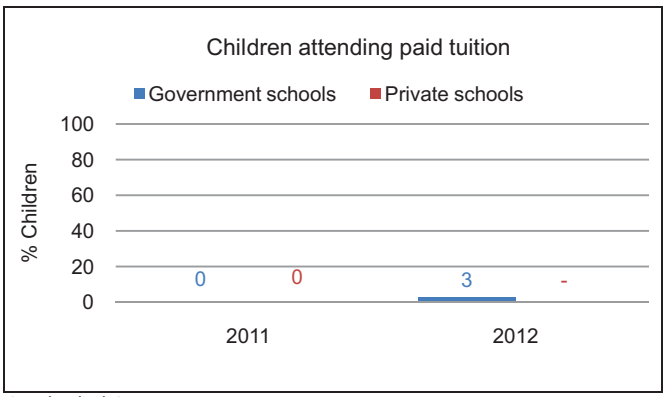
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	1.8	3.0	1.2	4.2	3.4	3.1	1.0	1.2	2.4
Pvt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Households' preferred medium of instruction in school





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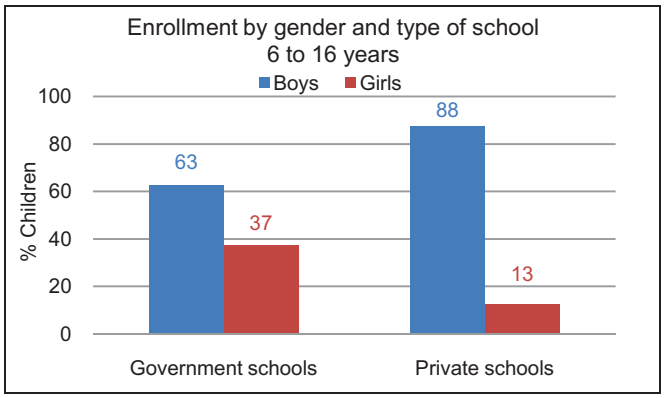
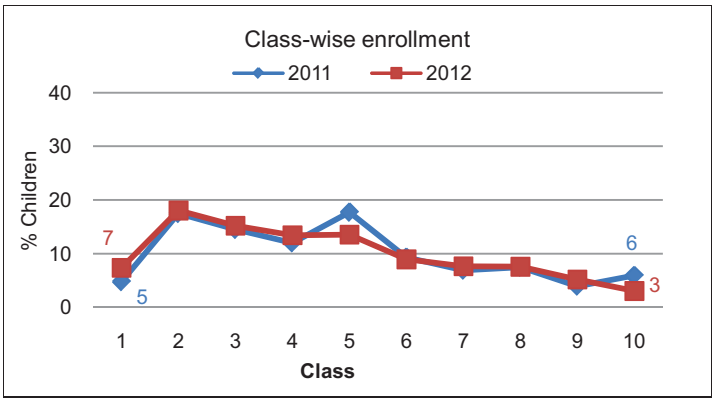
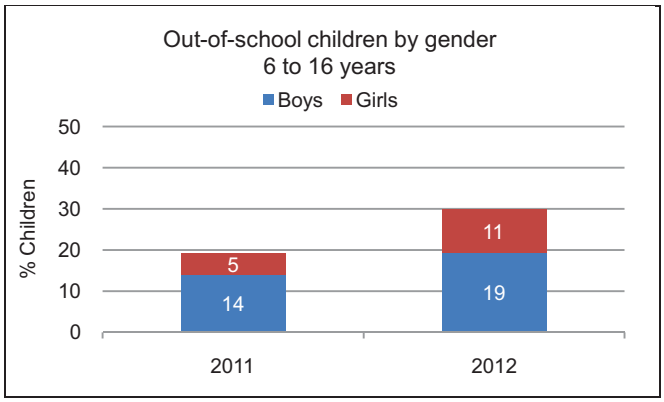
Kharan

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	68.7	0.8	0.8	0.0	28.8	0.9	100
11-13	71.2	0.0	1.4	0.0	26.8	0.6	100
14-16	64.2	0.0	1.8	0.4	32.3	1.4	100
6-16	**68.5**	**0.5**	**1.1**	**0.1**	**29.0**	**0.9**	**100**
Total	**70.2**				**29.9**		**100**
By type	**97.6**	**0.7**	**1.6**	**0.1**			

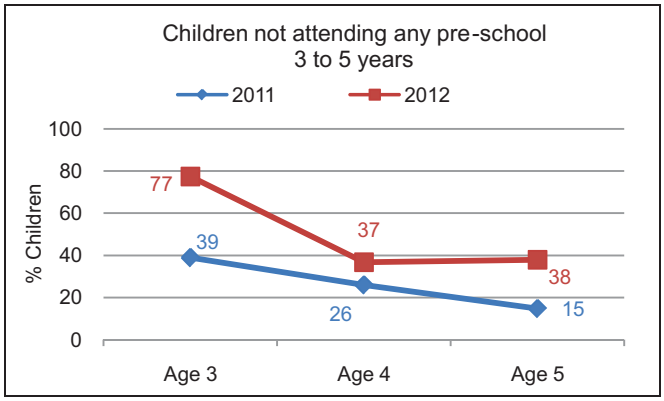






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	22.6	0.0	0.0	0.0	77.4	100
4	63.2	0.0	0.0	0.0	36.8	100
5	60.6	0.8	0.8	0.0	37.9	100
3-5	**50.0**	**0.4**	**0.4**	**0.0**	**49.3**	**100**
Total	**50.8**				**49.3**	**100**
By type	**98.6**	**0.7**	**0.7**	**0.0**		

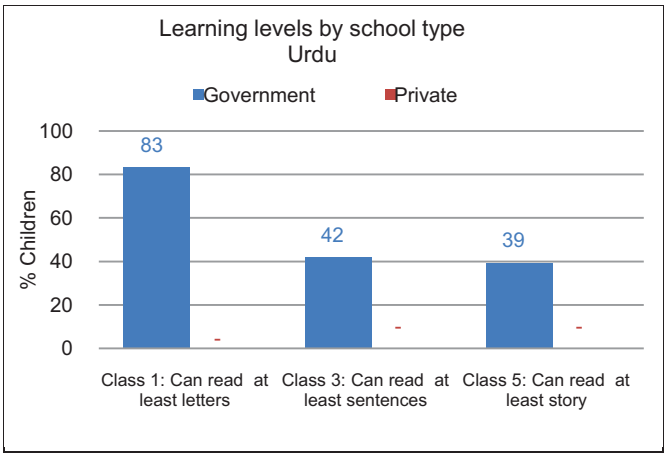


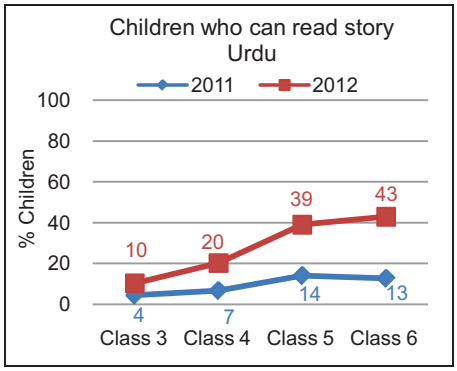
Kharan

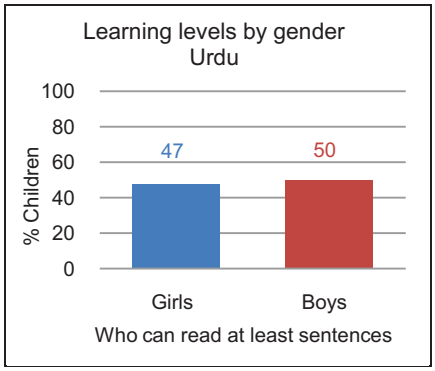
Learning levels (Urdu)

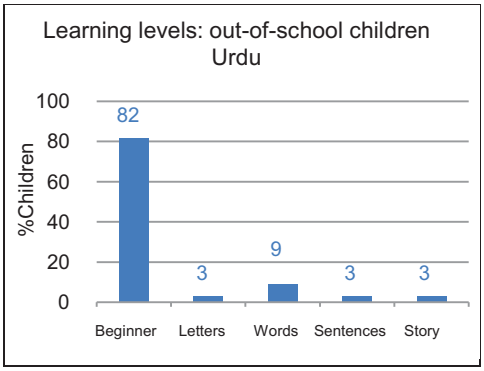
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	21.1	28.9	34.2	13.2	2.6	100
2	7.5	14.2	48.5	20.1	9.7	100
3	3.4	10.3	44.0	31.9	10.3	100
4	1.9	7.7	34.6	35.6	20.2	100
5	5.0	2.0	25.0	29.0	39.0	100
6	2.0	0.0	10.2	44.9	42.9	100
7	1.9	3.8	15.4	28.8	50.0	100
8	0.0	0.0	7.1	35.7	57.1	100
9	0.0	0.0	4.5	9.1	86.4	100
10	0.0	0.0	0.0	6.3	93.8	100

How to read: 15.8% (13.2+2.6) children of class 1 can read sentences





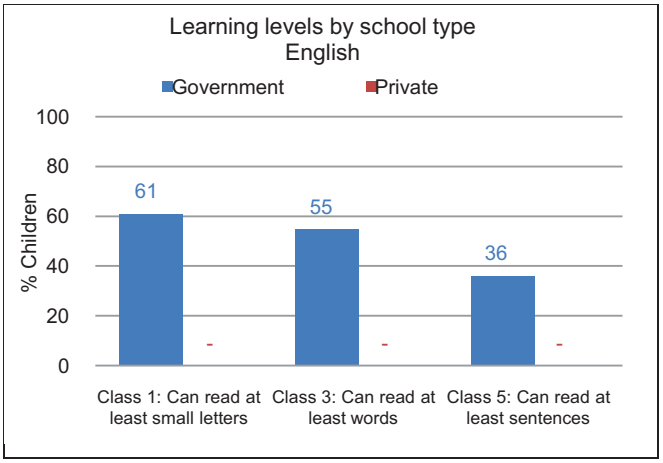


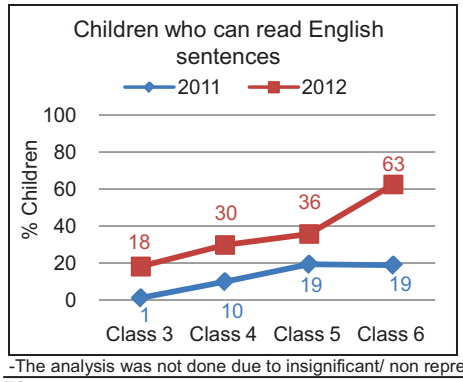


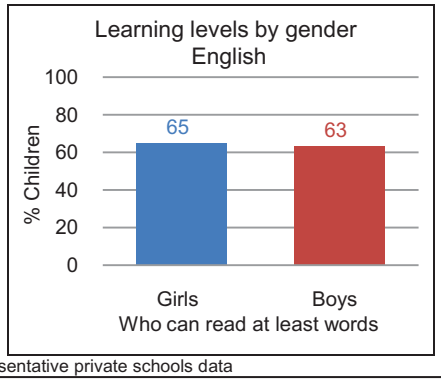
Learning levels (English)

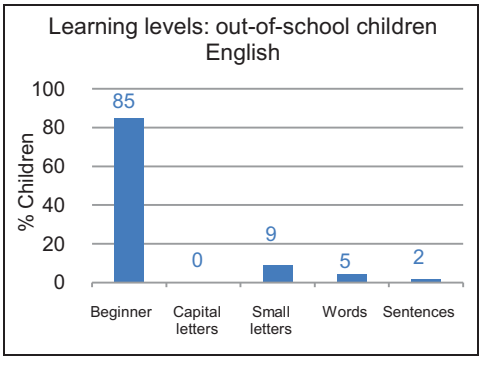
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	23.7	18.4	21.1	31.6	5.3	100
2	10.6	11.4	19.7	44.7	13.6	100
3	5.2	10.3	29.3	37.1	18.1	100
4	2.9	2.9	15.4	49.0	29.8	100
5	6.1	1.0	13.3	43.9	35.7	100
6	2.1	4.2	4.2	27.1	62.5	100
7	1.9	0.0	7.7	25.0	65.4	100
8	0.0	0.0	3.4	17.2	79.3	100
9	0.0	0.0	0.0	13.6	86.4	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 36.9% (31.6+5.3) children of class 1 can read words









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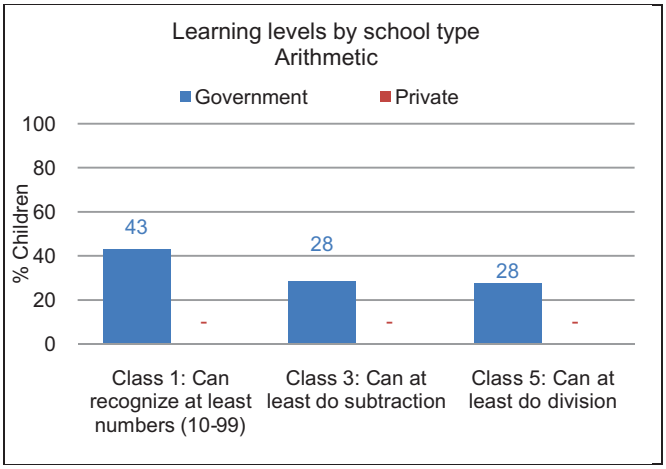
Kharan

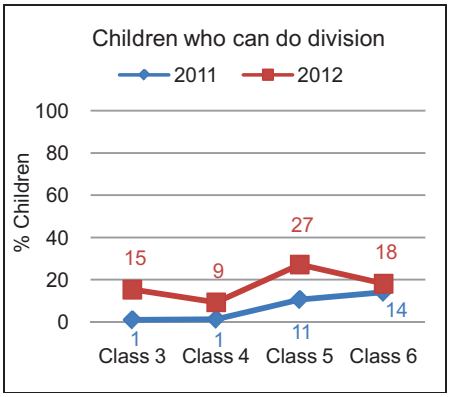
Learning levels (Arithmetic)

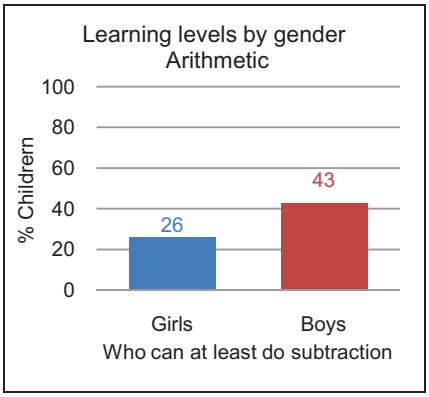
Class-wise % children who can do

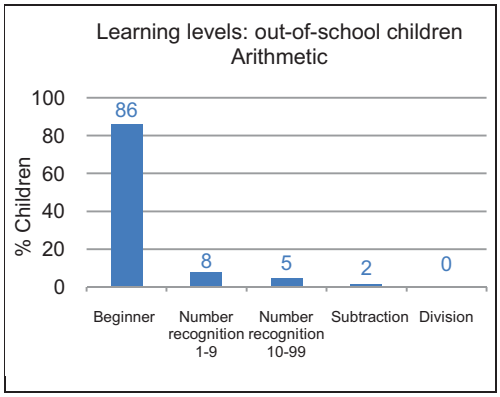
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	32.4	27.0	37.8	2.7	0.0	100
2	14.8	18.0	41.4	5.5	20.3	100
3	4.8	20.2	47.1	12.5	15.4	100
4	4.2	11.5	58.3	16.7	9.4	100
5	5.1	5.1	39.4	23.2	27.3	100
6	0.0	2.3	34.1	45.5	18.2	100
7	0.0	0.0	36.0	34.0	30.0	100
8	0.0	0.0	13.8	51.7	34.5	100
9	0.0	0.0	9.5	33.3	57.1	100
10	0.0	0.0	6.3	6.3	87.5	100

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

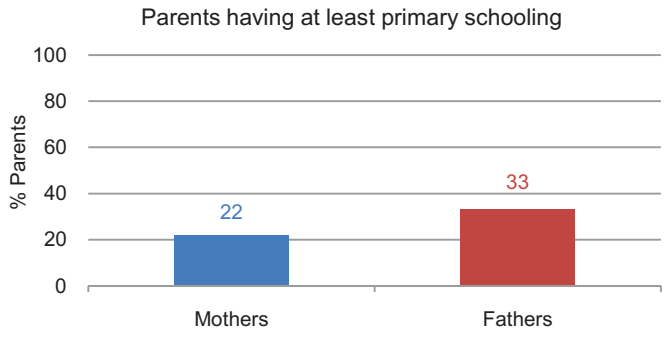








Parental education

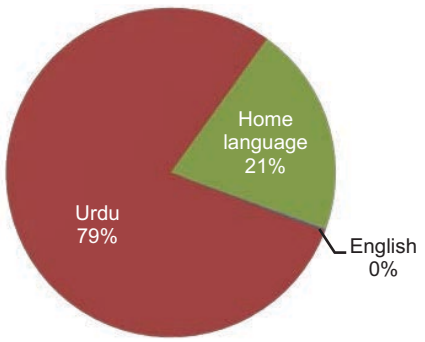


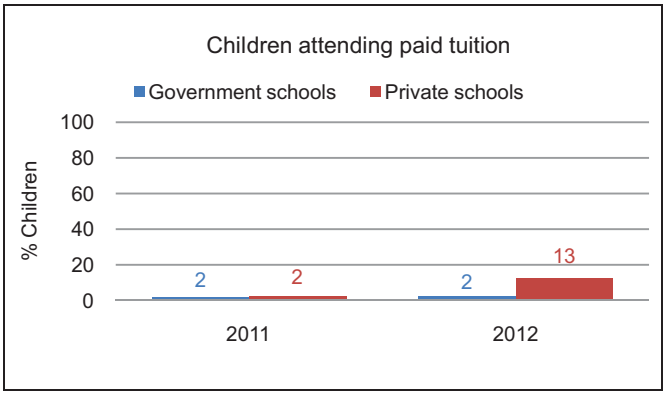
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	1.6	4.5	0.7	3.7	3.3	2.6	2.6	1.9	6.5
Pvt.	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Households' preferred medium of instruction in school



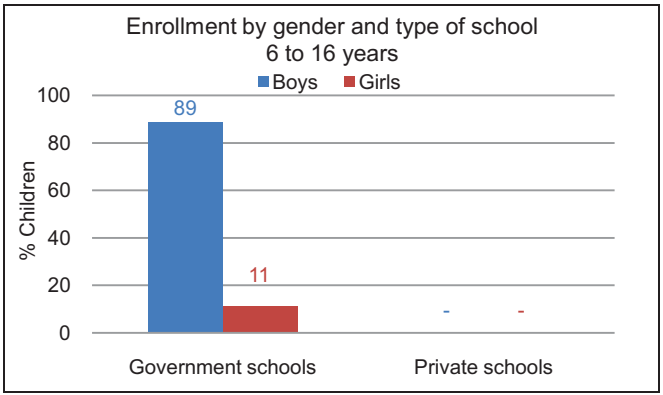


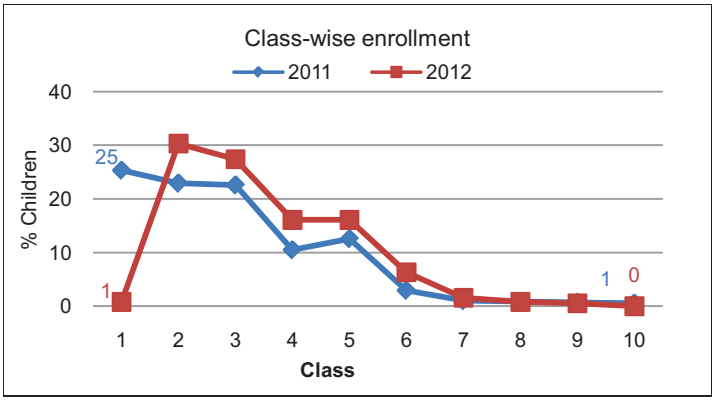
-The analysis was not done due to insignificant/ non representative private schools data

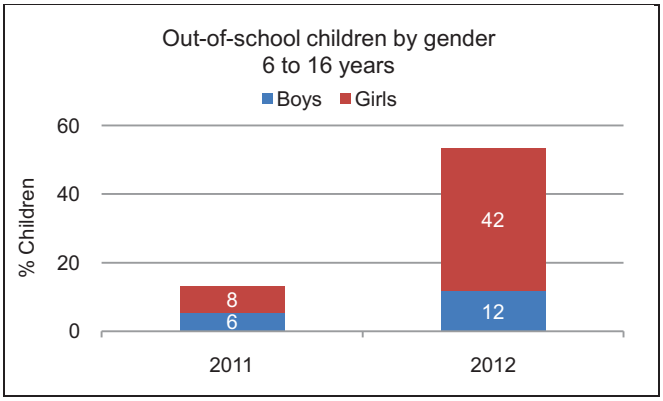
Khuzdar

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	25.9	0.0	18.3	0.0	55.9	0.0	100
11-13	23.3	0.0	31.0	0.0	45.6	0.0	100
14-16	17.2	0.0	27.7	0.0	54.8	0.3	100
6-16	**24.0**	**0.0**	**22.7**	**0.0**	**53.3**	**0.0**	**100**
Total	**46.7**				**53.3**		**100**
By type	**51.4**	**0.0**	**48.6**	**0.0**			

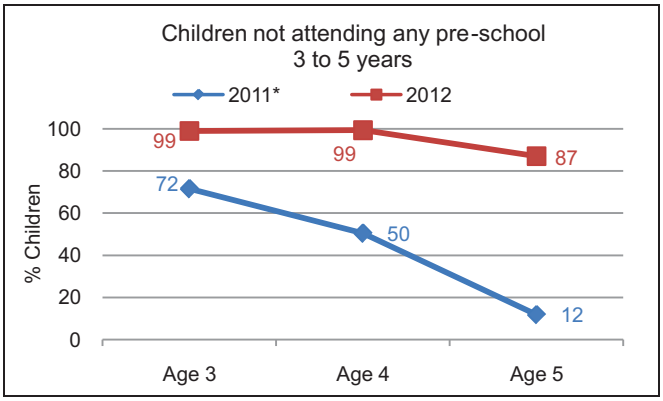






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.5	0.0	0.5	0.0	98.9	100
4	0.0	0.0	0.7	0.0	99.3	100
5	9.4	0.0	3.6	0.0	87.0	100
3-5	**4.2**	**0.0**	**1.8**	**0.0**	**93.9**	**100**
Total	**6.0**				**93.9**	**100**
By type	**69.6**	**0.0**	**30.4**	**0.0**		



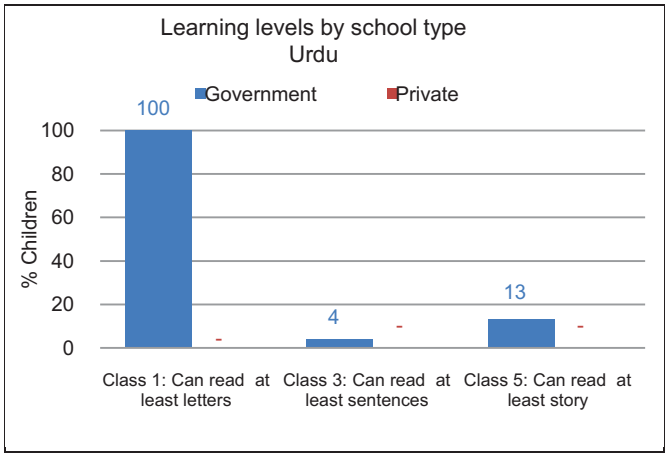
-The analysis on private schooling was not done due to insignificant/ non representative private schools data

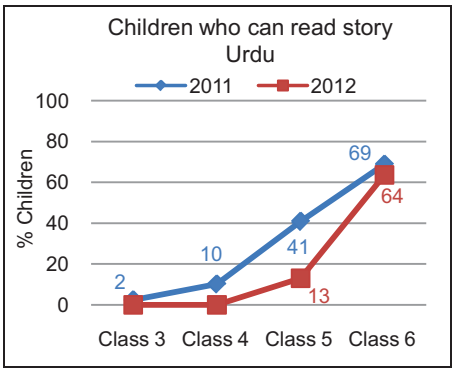
Khuzdar

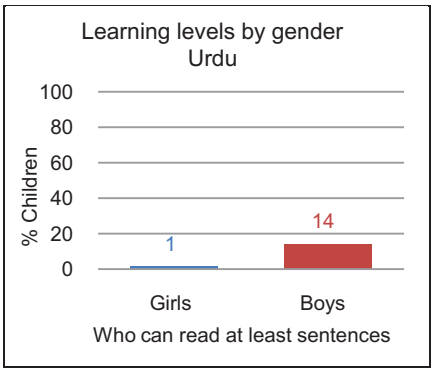
Learning levels (Urdu)

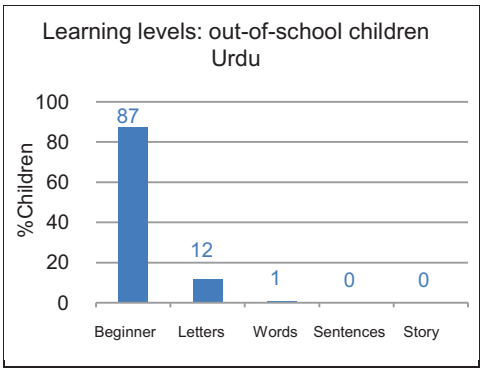
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	0.0	0.0	100.0	0.0	0.0	100
2	0.0	55.0	44.1	0.0	0.9	100
3	3.0	5.9	87.1	4.0	0.0	100
4	0.0	0.0	46.4	53.6	0.0	100
5	0.0	1.9	3.7	81.5	13.0	100
6	0.0	0.0	4.5	31.8	63.6	100
7	0.0	0.0	0.0	16.7	83.3	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	-	-	-	-	-	-

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





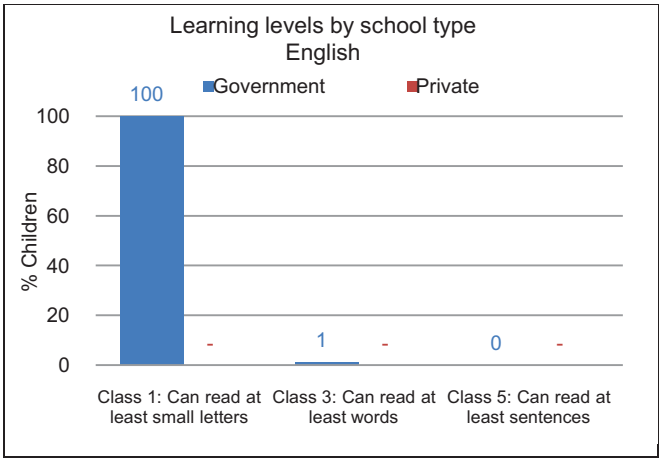


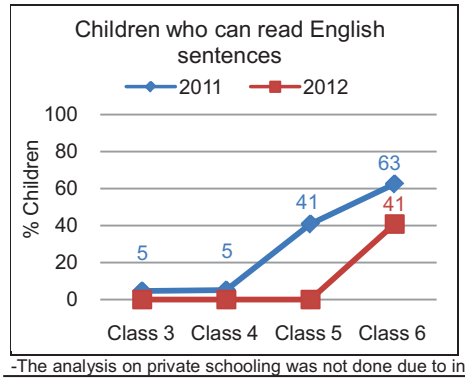


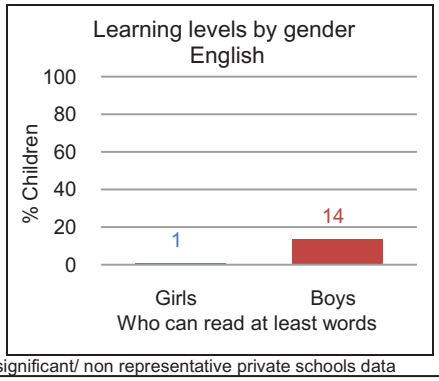
Learning levels (English)

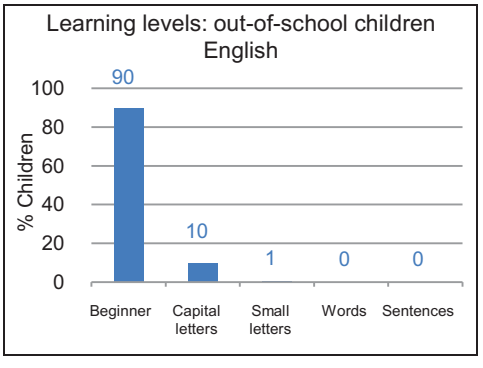
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	0.0	0.0	100.0	0.0	0.0	100
2	1.8	59.5	38.7	0.0	0.0	100
3	6.0	14.0	79.0	1.0	0.0	100
4	0.0	0.0	44.6	55.4	0.0	100
5	1.9	0.0	13.0	85.2	0.0	100
6	0.0	0.0	4.5	54.5	40.9	100
7	0.0	0.0	0.0	33.3	66.7	100
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	-	-	-	-	-	-

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









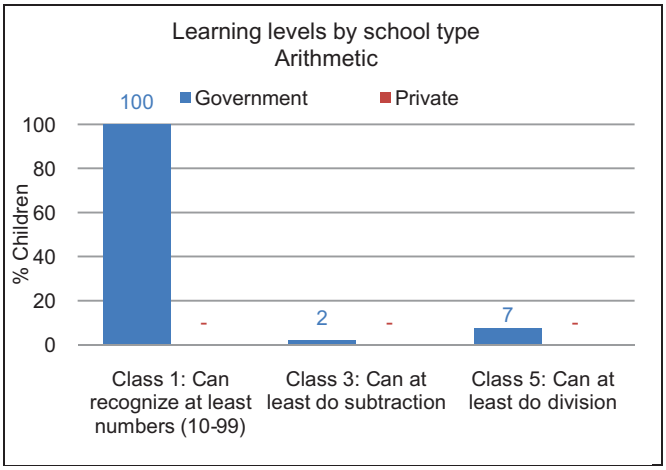
-The analysis on private schooling was not done due to insignificant/ non representative private schools data

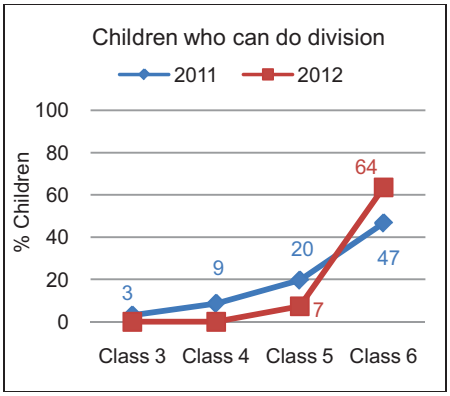
Khuzdar

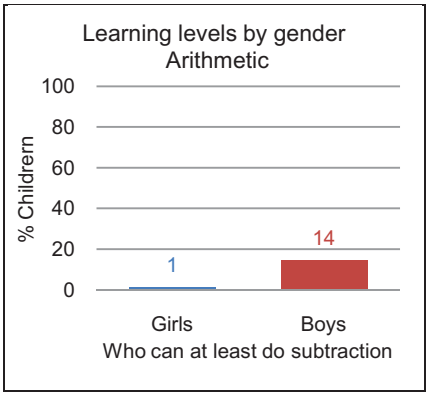
Learning levels (Arithmetic)

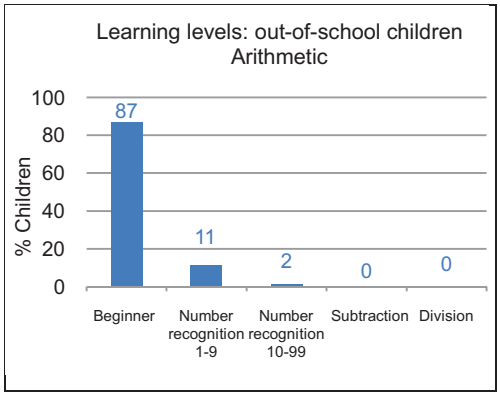
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	0.0	0.0	100.0	0.0	0.0	100
2	0.9	54.1	45.0	0.0	0.0	100
3	2.0	6.9	89.1	2.0	0.0	100
4	0.0	0.0	41.1	58.9	0.0	100
5	0.0	0.0	7.4	85.2	7.4	100
6	0.0	0.0	4.5	31.8	63.6	100
7	0.0	0.0	0.0	16.7	83.3	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	-	-	-	-	-	-

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

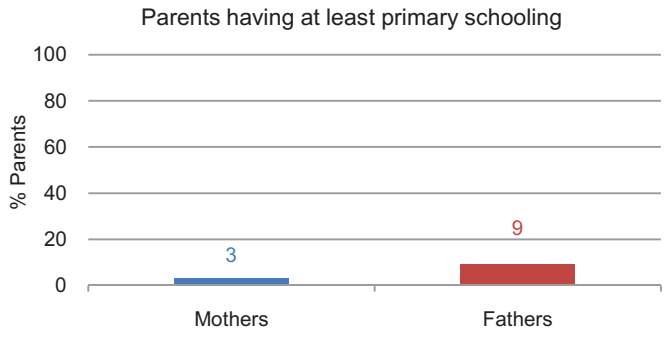








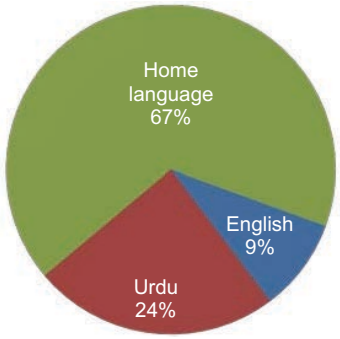
Parental education

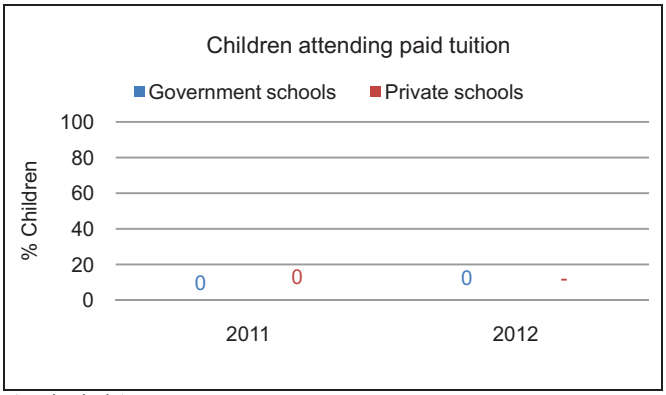


Paid tuition

Class-wise % children attending paid tuition										
Type	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

Households' preferred medium of instruction in school



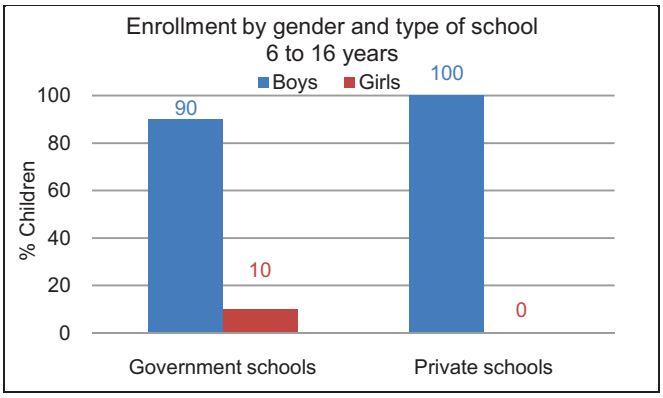


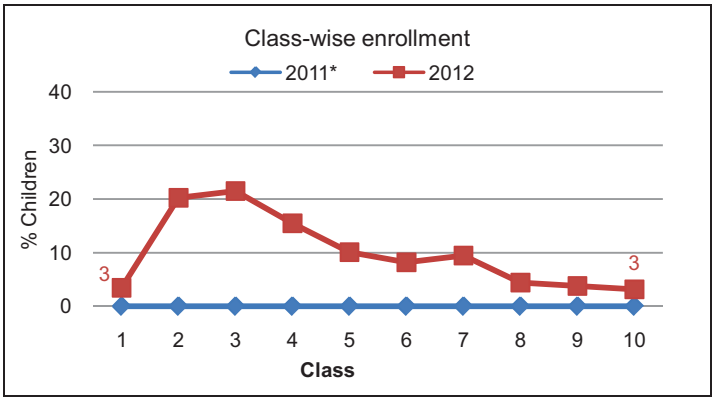
-The analysis on private schooling was not done due to insignificant/ non representative private schools data

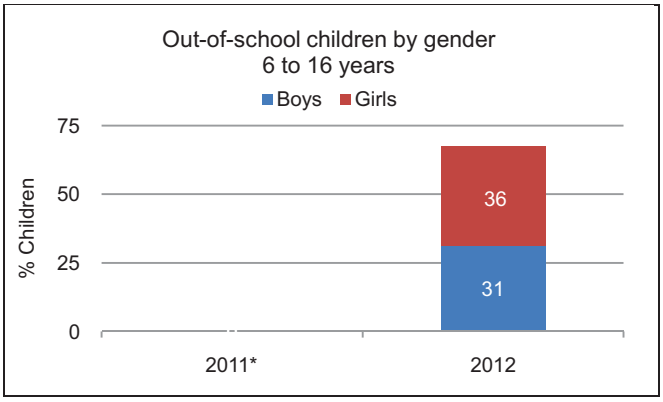
Kohlu

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	27.8	0.4	2.5	0.1	69.2	0.0	100
11-13	28.0	0.3	7.4	0.0	64.3	0.0	100
14-16	25.6	0.0	7.5	0.0	66.9	0.0	100
6-16	**27.4**	**0.3**	**4.7**	**0.1**	**67.5**	**0.0**	**100**
Total	**32.5**				**67.5**		**100**
By type	**84.4**	**0.9**	**14.6**	**0.2**			

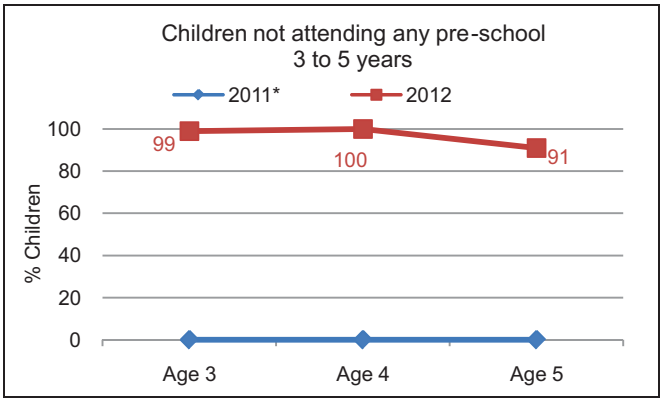


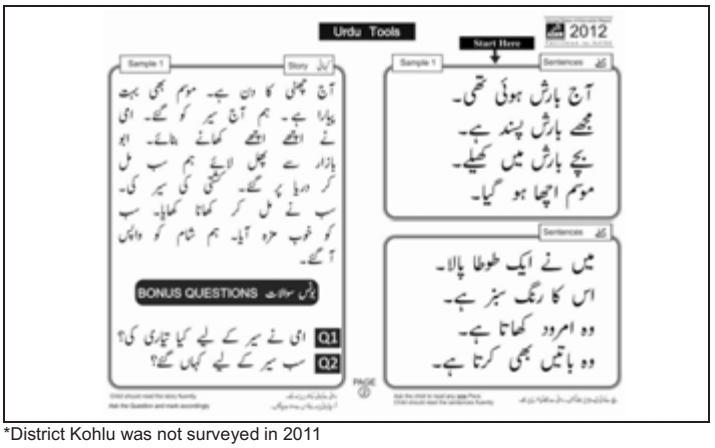




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	1.1	0.0	0.0	0.0	98.9	100
4	0.0	0.0	0.0	0.0	100.0	100
5	8.6	0.0	0.5	0.0	90.9	100
3-5	**4.0**	**0.0**	**0.2**	**0.0**	**95.8**	**100**
Total	**4.2**				**95.8**	**100**
By type	**95.2**	**0.0**	**4.8**	**0.0**		





*District Kohlu was not surveyed in 2011

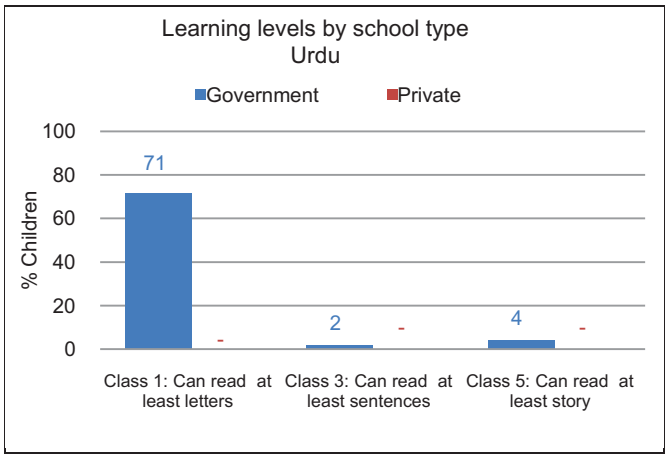
Kohlu

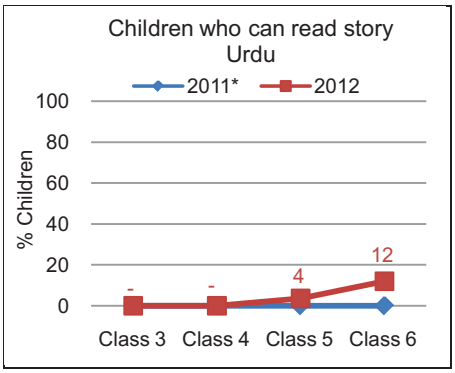
Learning levels (Urdu)

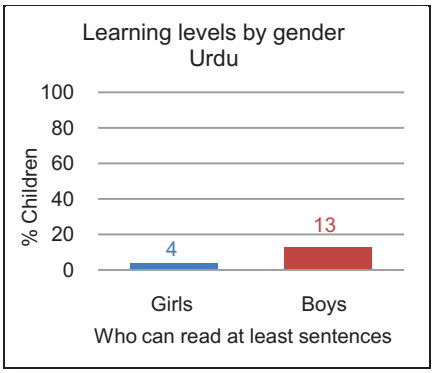
Class-wise % children who can read

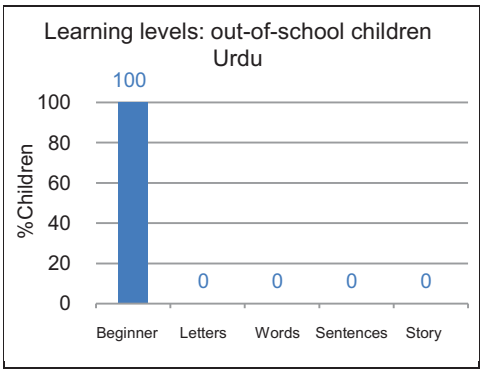
Class	Nothing	Letters	Words	Sentences	Story	Total
1	28.6	57.1	14.3	0.0	0.0	100
2	8.6	62.1	29.3	0.0	0.0	100
3	11.1	23.8	63.5	1.6	0.0	100
4	6.7	26.7	42.2	24.4	0.0	100
5	14.3	7.1	39.3	35.7	3.6	100
6	8.0	0.0	44.0	36.0	12.0	100
7	0.0	0.0	30.0	36.7	33.3	100
8	0.0	0.0	0.0	25.0	75.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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







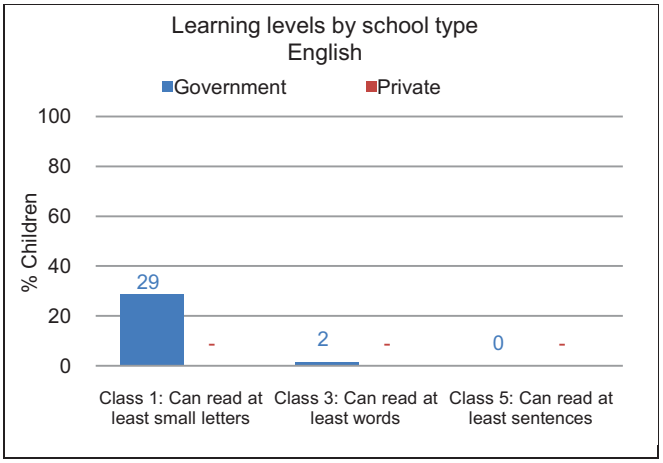


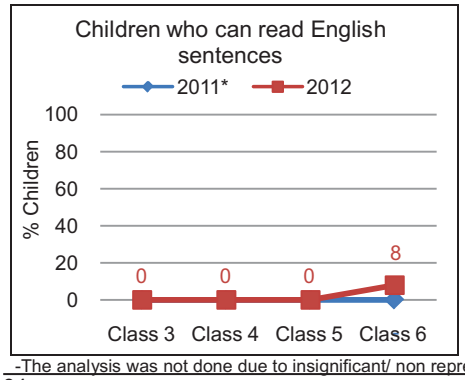
Learning levels (English)

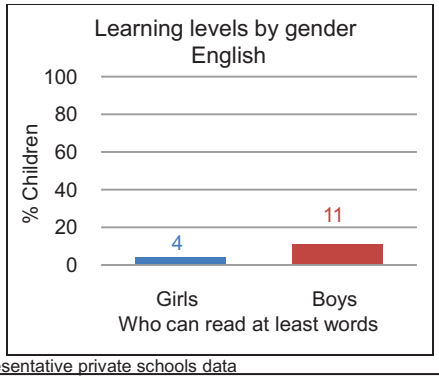
Class-wise % children who can read

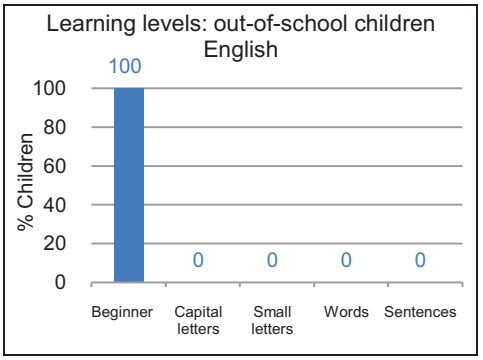
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	28.6	42.9	28.6	0.0	0.0	100
2	8.6	56.9	34.5	0.0	0.0	100
3	11.1	14.3	73.0	1.6	0.0	100
4	6.5	2.2	73.9	17.4	0.0	100
5	14.3	0.0	57.1	28.6	0.0	100
6	12.0	0.0	44.0	36.0	8.0	100
7	3.4	0.0	41.4	31.0	24.1	100
8	0.0	0.0	8.3	33.3	58.3	100
9	0.0	0.0	0.0	25.0	75.0	100
10	0.0	0.0	0.0	11.1	88.9	100

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









-The analysis was not done due to insignificant/ non representative private schools data

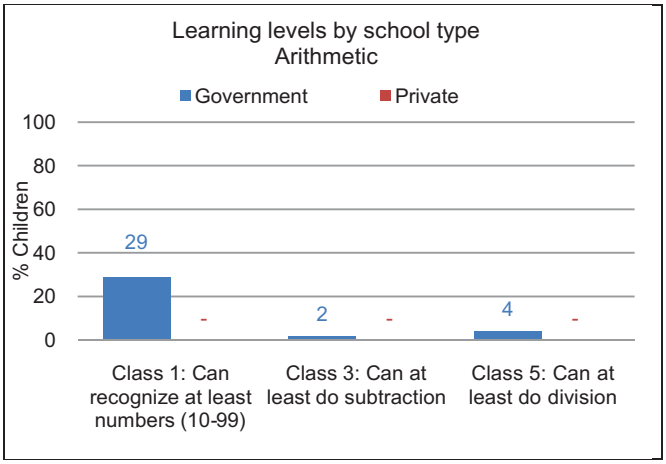
Kohlu

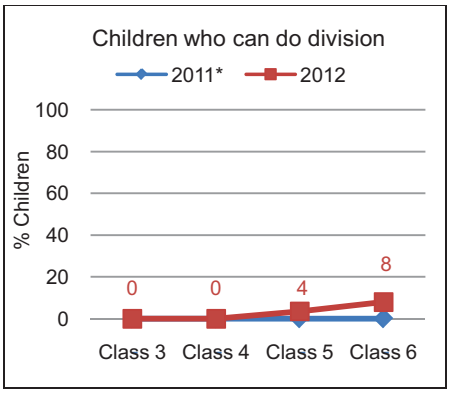
Learning levels (Arithmetic)

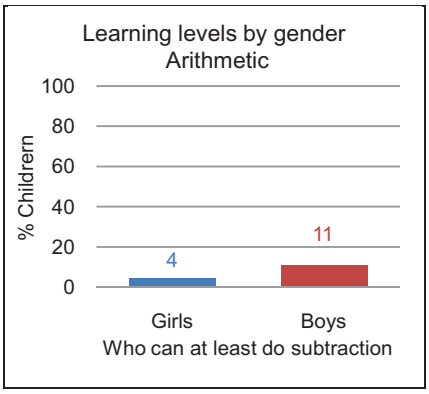
Class-wise % children who can do

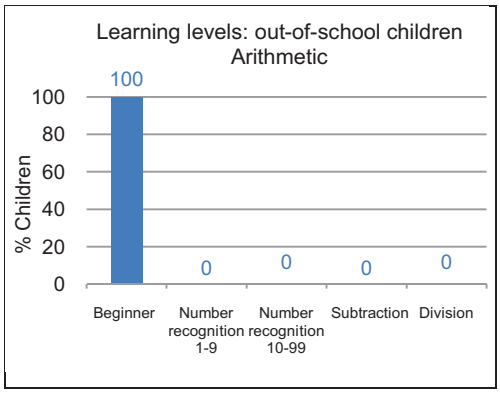
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	28.6	42.9	28.6	0.0	0.0	100
2	8.6	50.0	41.4	0.0	0.0	100
3	11.1	11.1	76.2	1.6	0.0	100
4	6.5	0.0	76.1	17.4	0.0	100
5	14.3	0.0	46.4	35.7	3.6	100
6	8.0	0.0	64.0	20.0	8.0	100
7	0.0	0.0	43.3	23.3	33.3	100
8	0.0	0.0	0.0	25.0	75.0	100
9	0.0	0.0	8.3	0.0	91.7	100
10	0.0	0.0	0.0	0.0	100.0	100

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

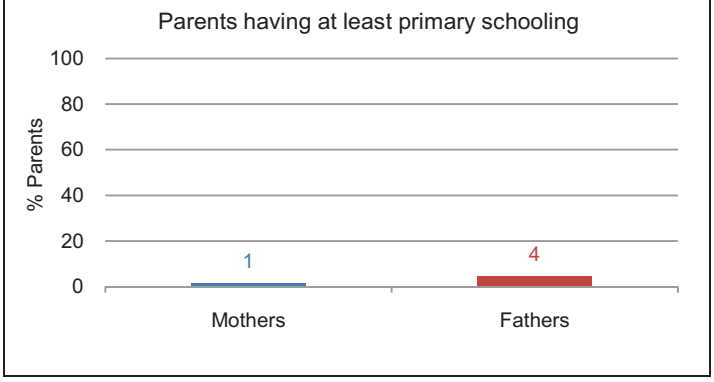








Parental education

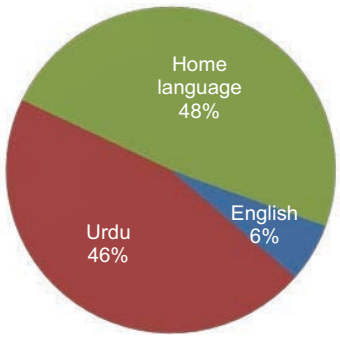


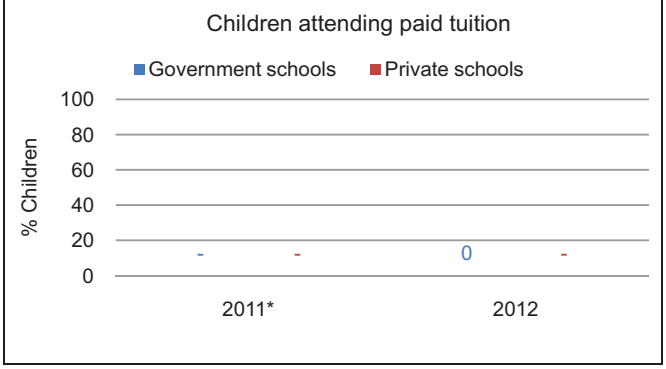
Paid tuition

Class-wise % children attending paid tuition

Type	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

Households' preferred medium of instructions in school



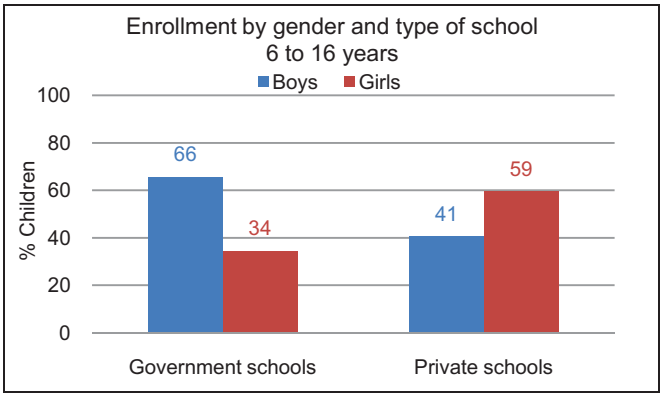


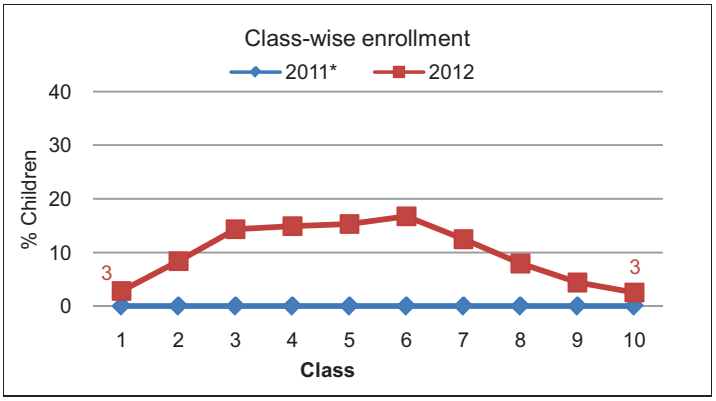
*District Kohlu was not surveyed in 2011
-The analysis was not done due to insignificant/ non representative private schools data

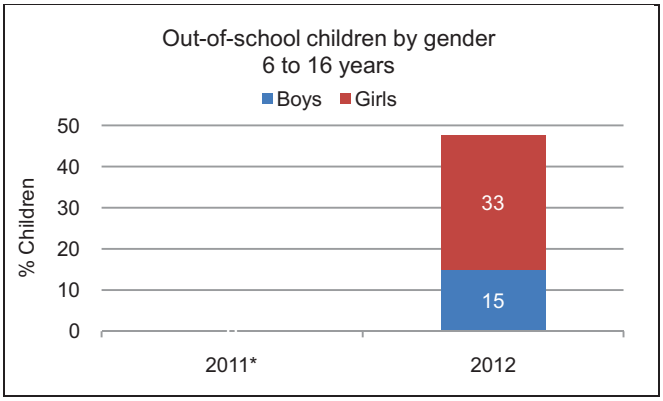
Lasbela

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	45.5	2.2	0.3	0.1	51.7	0.1	100
11-13	58.6	3.2	0.0	0.0	37.3	0.8	100
14-16	46.2	1.8	0.0	0.0	51.3	0.7	100
6-16	**49.8**	**2.4**	**0.1**	**0.1**	**47.1**	**0.5**	**100**
Total	**52.4**				**47.6**		**100**
By type	**95.0**	**4.7**	**0.3**	**0.1**			

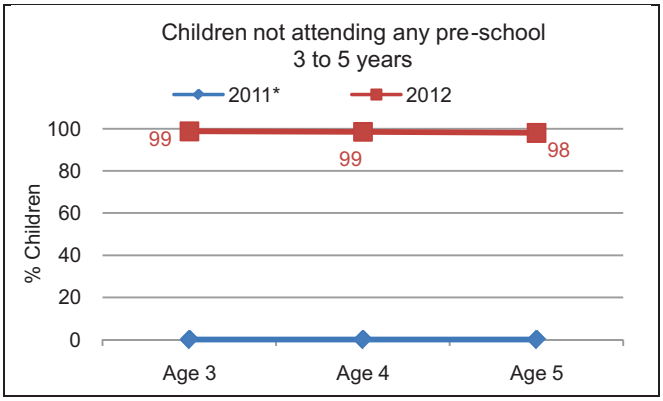


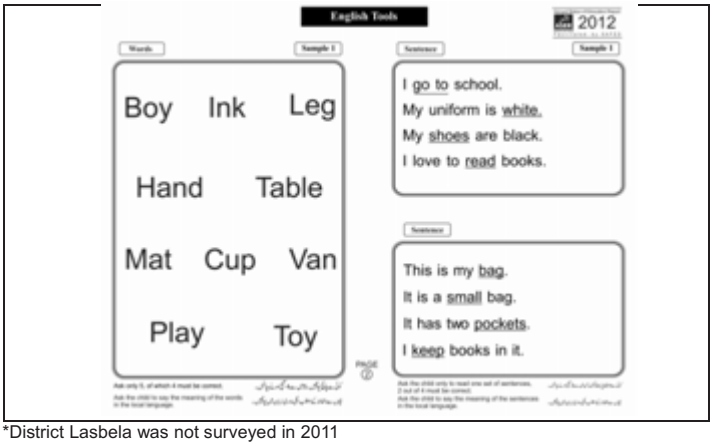




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	1.3	0.0	0.0	0.0	98.7	100
4	1.5	0.0	0.0	0.0	98.5	100
5	2.0	0.0	0.0	0.0	98.0	100
3-5	**1.7**	**0.0**	**0.0**	**0.0**	**98.3**	**100**
Total	**1.7**				**98.3**	**100**
By type	**100.0**	**0.0**	**0.0**	**0.0**		





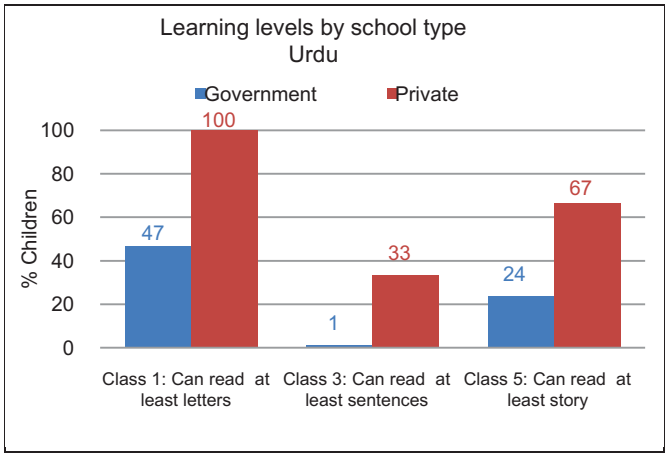
*District Lasbela was not surveyed in 2011

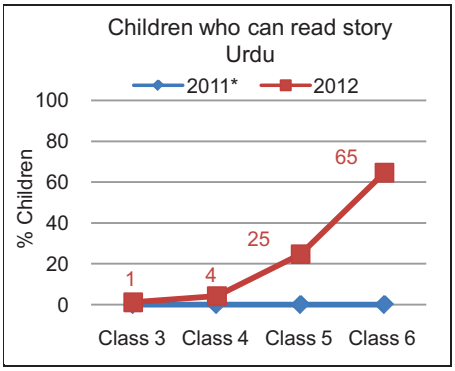
Lasbela

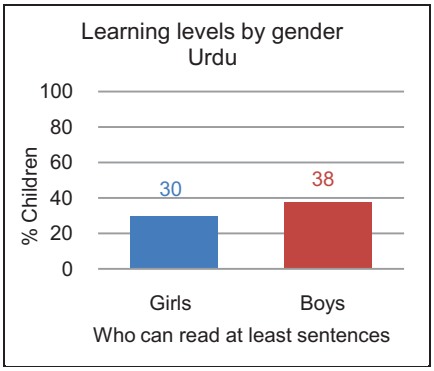
Learning levels (Urdu)

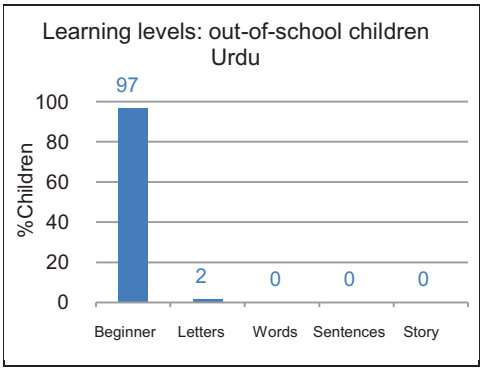
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	44.4	50.0	5.6	0.0	0.0	100
2	14.8	74.1	11.1	0.0	0.0	100
3	2.1	40.4	54.3	2.1	1.1	100
4	0.0	17.3	68.4	10.2	4.1	100
5	0.0	4.1	43.3	27.8	24.7	100
6	0.0	1.0	15.2	19.2	64.6	100
7	0.0	0.0	2.5	8.9	88.6	100
8	0.0	0.0	0.0	2.0	98.0	100
9	0.0	0.0	0.0	3.7	96.3	100
10	0.0	0.0	0.0	0.0	100.0	100

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





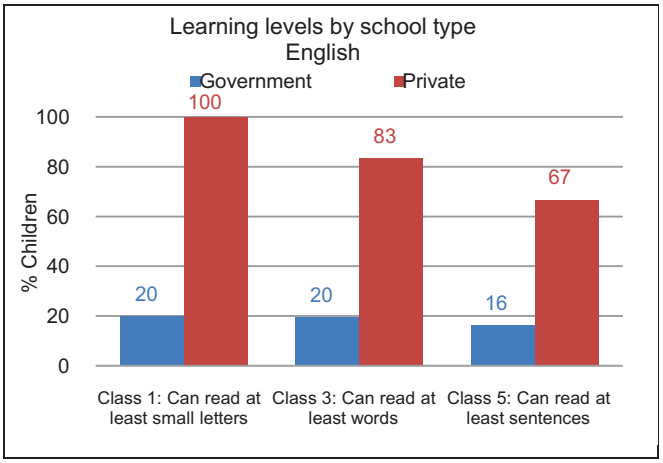


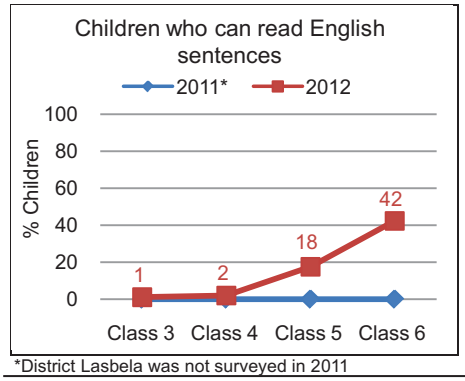


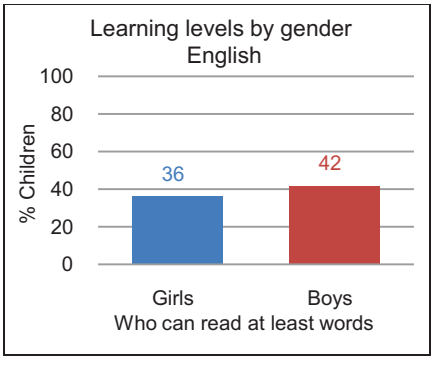
Learning levels (English)

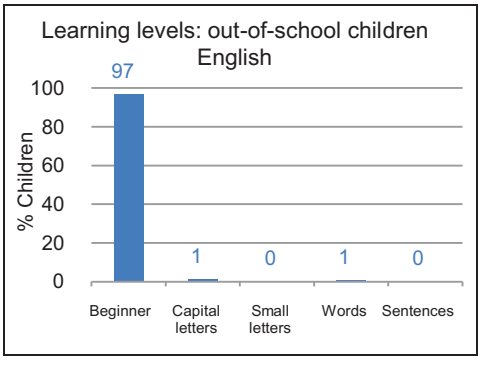
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	50.0	16.7	33.3	0.0	0.0	100
2	13.0	27.8	57.4	1.9	0.0	100
3	5.3	4.3	67.0	22.3	1.1	100
4	0.0	5.1	60.2	32.7	2.0	100
5	1.0	0.0	38.1	43.3	17.5	100
6	0.0	0.0	16.5	41.2	42.3	100
7	0.0	0.0	2.5	38.0	59.5	100
8	0.0	0.0	0.0	24.5	75.5	100
9	0.0	0.0	0.0	10.7	89.3	100
10	0.0	0.0	0.0	0.0	100.0	100

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









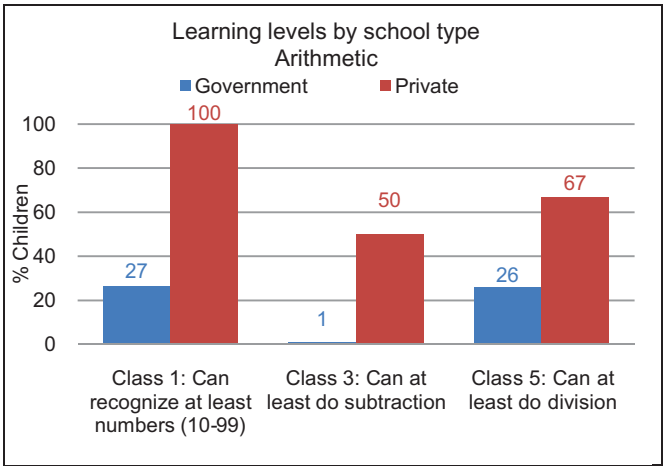
*District Lasbela was not surveyed in 2011

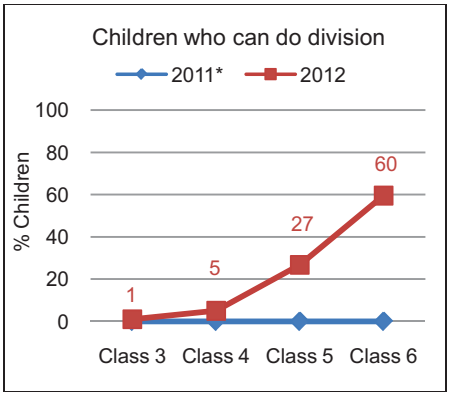
Lasbela

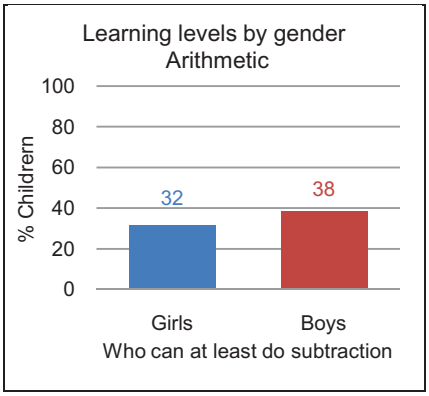
Learning levels (Arithmetic)

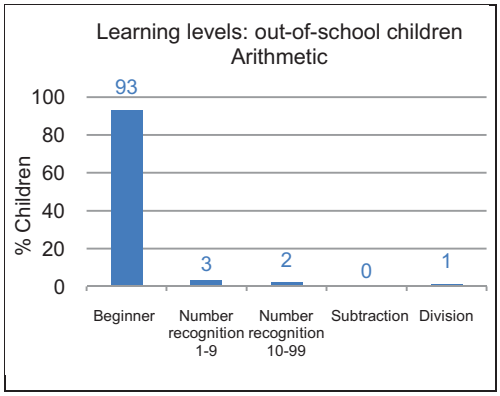
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	50.0	11.1	38.9	0.0	0.0	100
2	9.3	16.7	74.1	0.0	0.0	100
3	2.1	5.3	88.3	3.2	1.1	100
4	0.0	1.0	80.6	13.3	5.1	100
5	0.0	0.0	44.3	28.9	26.8	100
6	0.0	1.0	14.1	25.3	59.6	100
7	0.0	0.0	0.0	12.8	87.2	100
8	0.0	0.0	0.0	4.1	95.9	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: 0.0% (0.0+0.0) children of class 1 can do subtraction

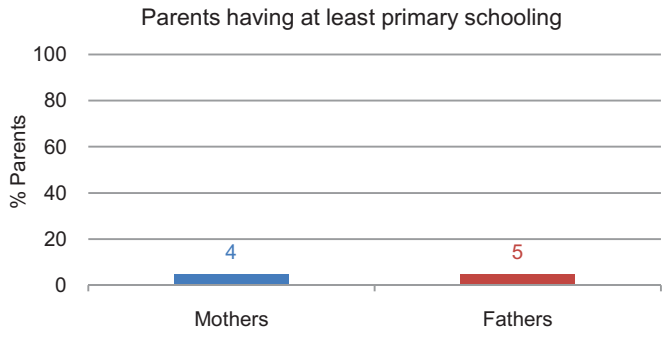








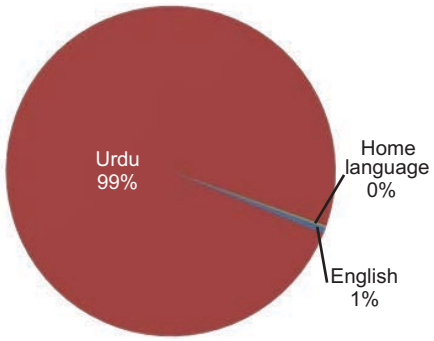
Parental education

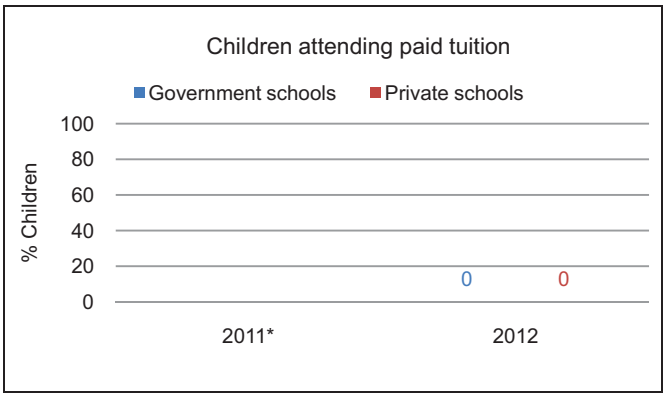


Paid tuition

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	1.1	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

Households' preferred medium of instruction in school



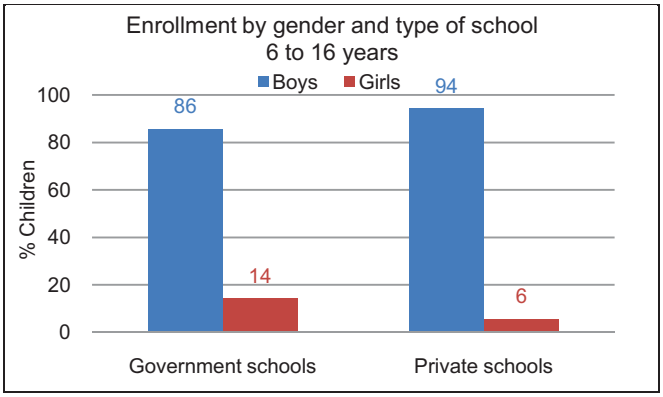


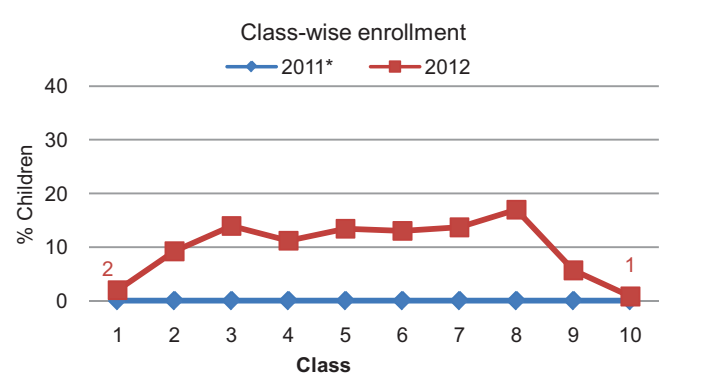
*District Lasbela was not surveyed in 2011

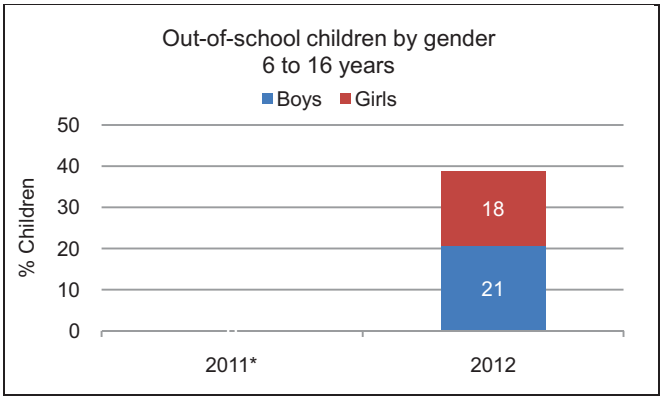
Loralai

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	36.3	18.7	0.8	0.0	43.6	0.6	100
11-13	37.9	18.7	1.0	0.2	41.4	0.7	100
14-16	38.9	29.1	1.5	0.0	27.7	2.8	100
6-16	**37.7**	**22.3**	**1.1**	**0.1**	**37.4**	**1.4**	**100**
Total	**61.2**				**38.8**		**100**
By type	**61.6**	**36.5**	**1.8**	**0.1**			

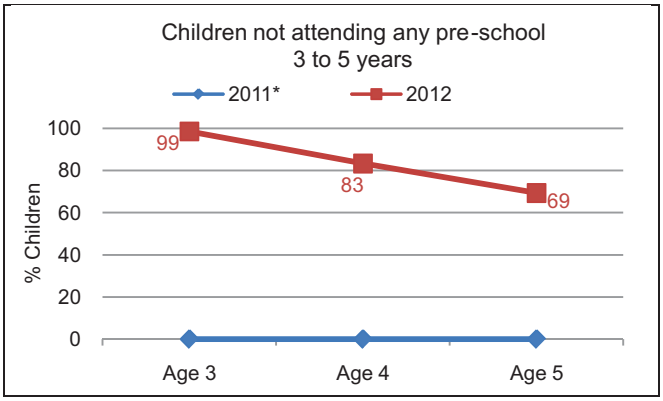






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	1.5	0.0	0.0	0.0	98.5	100
4	10.0	6.7	0.0	0.0	83.3	100
5	18.7	12.0	0.0	0.0	69.3	100
3-5	**10.4**	**6.4**	**0.0**	**0.0**	**83.2**	**100**
Total	**16.8**				**83.2**	**100**
By type	**62.1**	**37.9**	**0.0**	**0.0**		



*District Loralai was not surveyed in 2011

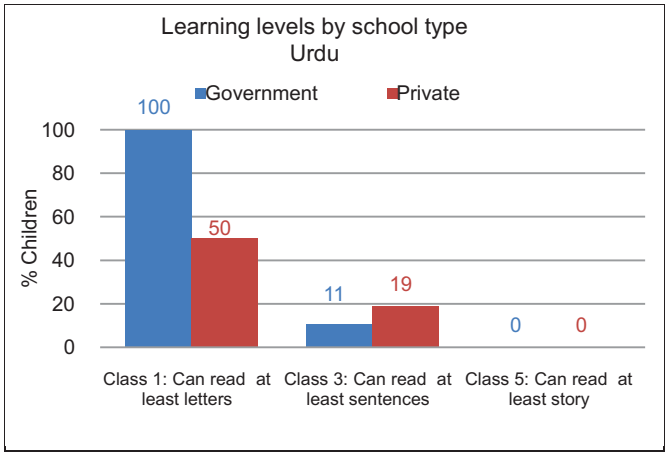
Loralai

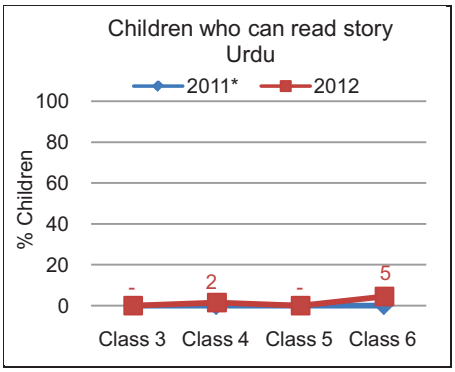
Learning levels (Urdu)

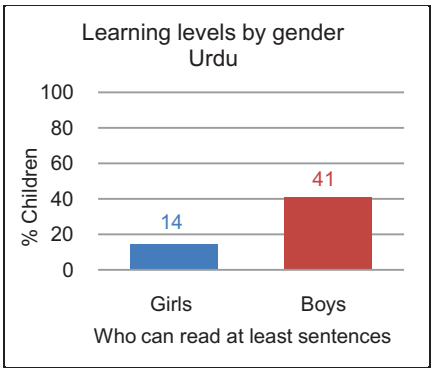
Class-wise % children who can read

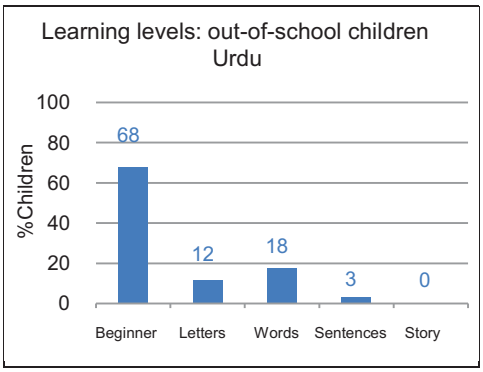
Class	Nothing	Letters	Words	Sentences	Story	Total
1	11.1	22.2	55.6	11.1	0.0	100
2	8.0	52.0	34.0	6.0	0.0	100
3	3.4	13.6	69.3	13.6	0.0	100
4	1.5	9.1	63.6	24.2	1.5	100
5	1.1	1.1	35.9	62.0	0.0	100
6	0.0	1.1	27.3	67.0	4.5	100
7	0.0	0.0	22.2	51.1	26.7	100
8	0.0	0.0	10.0	15.0	75.0	100
9	0.0	0.0	0.0	17.1	82.9	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 11.1% (11.1+0.0) children of class 1 can read sentences







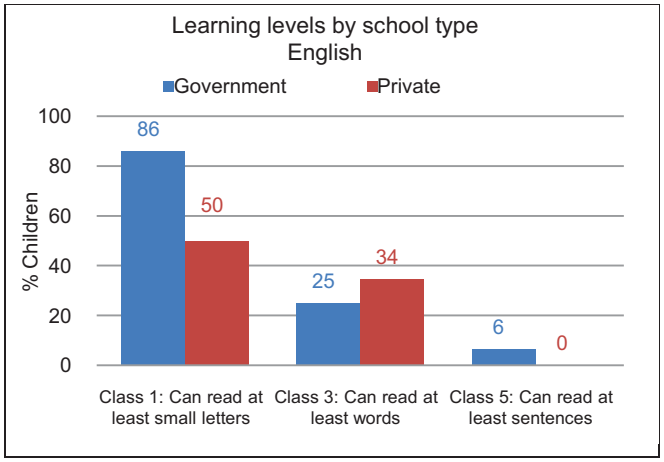


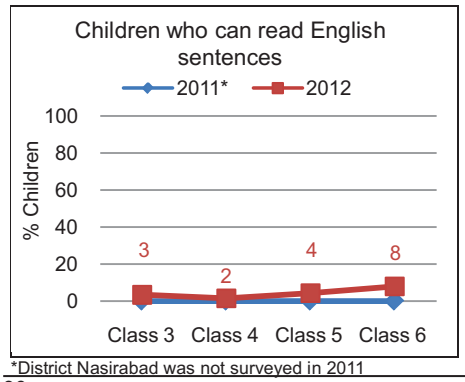
Learning levels (English)

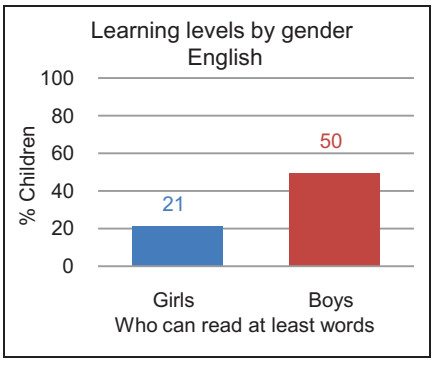
Class-wise % children who can read

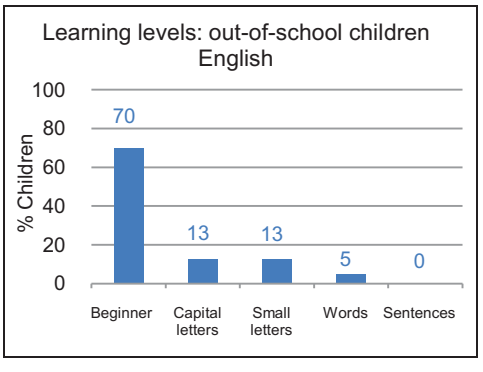
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	22.2	0.0	33.3	44.4	0.0	100
2	12.0	44.0	30.0	12.0	2.0	100
3	4.5	12.5	54.5	25.0	3.4	100
4	0.0	4.5	54.5	39.4	1.5	100
5	2.2	0.0	19.6	73.9	4.3	100
6	0.0	0.0	12.5	79.5	8.0	100
7	0.0	0.0	9.9	54.9	35.2	100
8	0.0	0.0	0.0	31.3	68.7	100
9	0.0	0.0	0.0	17.6	82.4	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 44.4% (44.4+0.0) children of class 1 can read words









*District Nasirabad was not surveyed in 2011

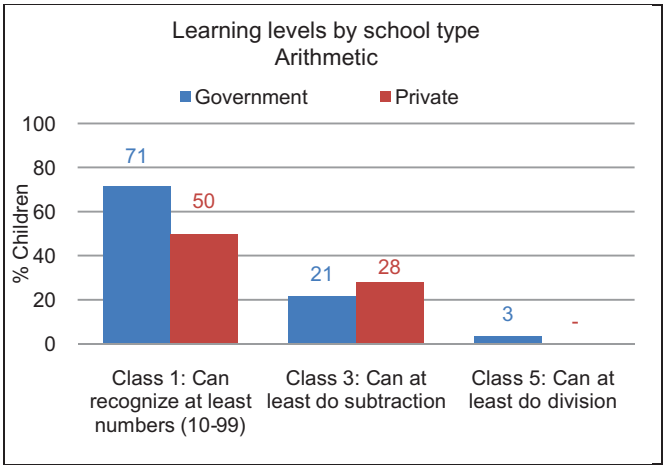
Loralai

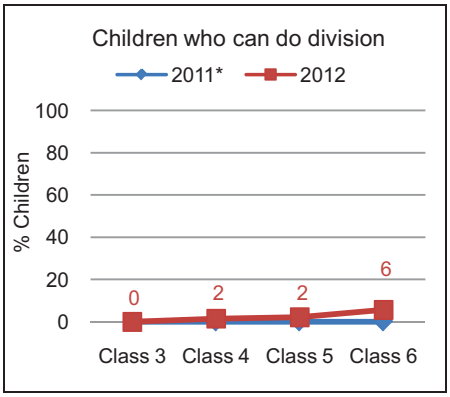
Learning levels (Arithmetic)

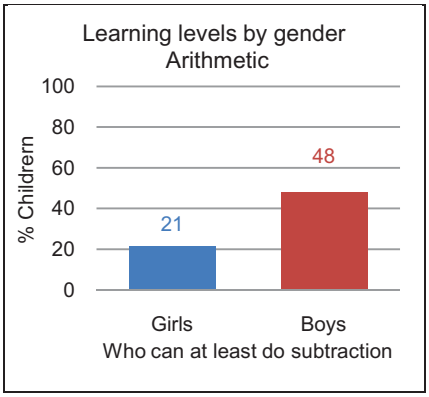
Class-wise % children who can do

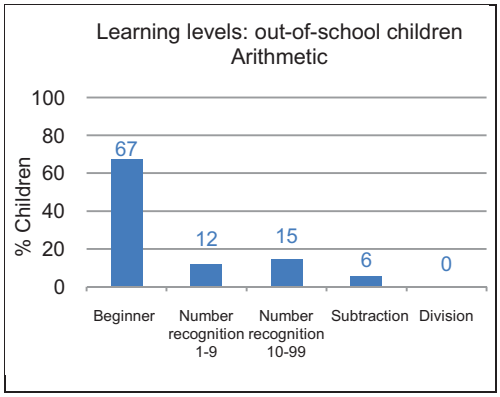
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	11.1	22.2	33.3	33.3	0.0	100
2	10.0	48.0	28.0	14.0	0.0	100
3	4.5	10.2	61.4	23.9	0.0	100
4	0.0	6.1	59.1	33.3	1.5	100
5	1.1	0.0	21.7	75.0	2.2	100
6	1.1	0.0	15.9	77.3	5.7	100
7	0.0	0.0	12.4	62.9	24.7	100
8	0.0	0.0	0.0	28.3	71.7	100
9	0.0	0.0	0.0	20.0	80.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 33.3% (33.3+0.0) children of class 1 can do subtraction

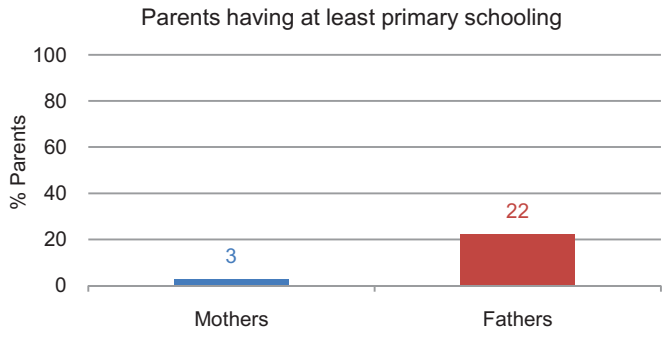








Parental education

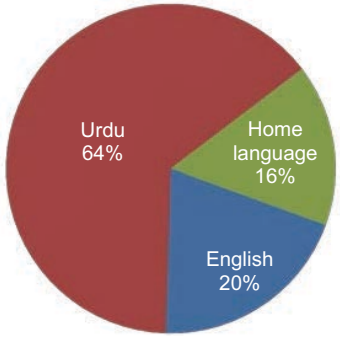


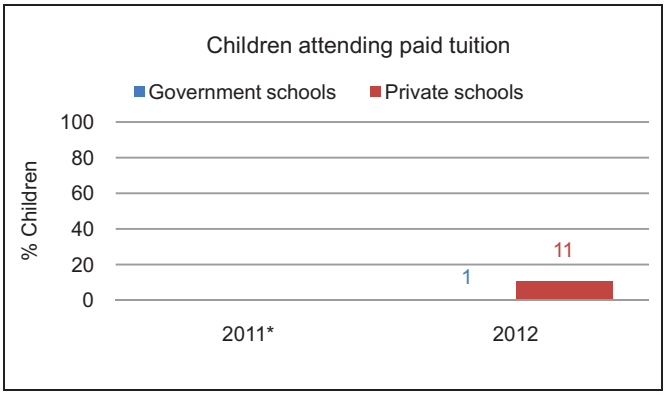
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	3.7	0.0
Pvt.	0.0	5.9	10.0	15.4	17.1	10.5	11.4	5.2	12.5	0.0

Households' preferred medium of instruction in school



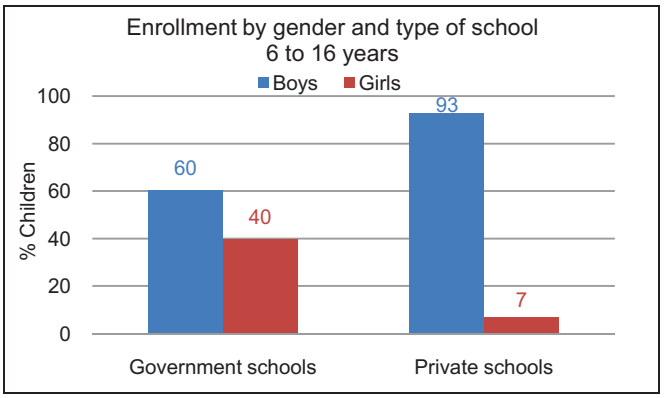


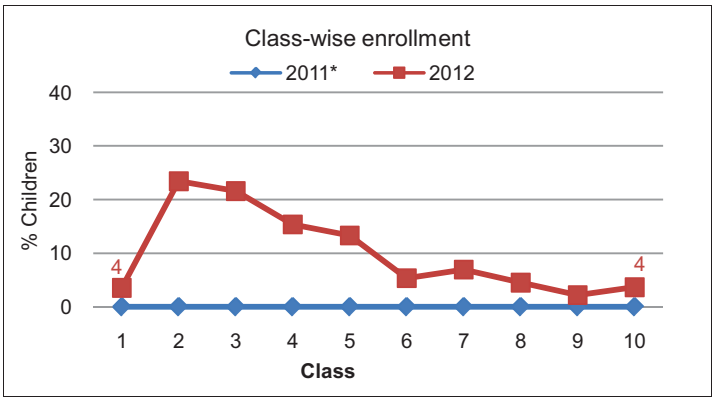
*District Loralai was not surveyed in 2011

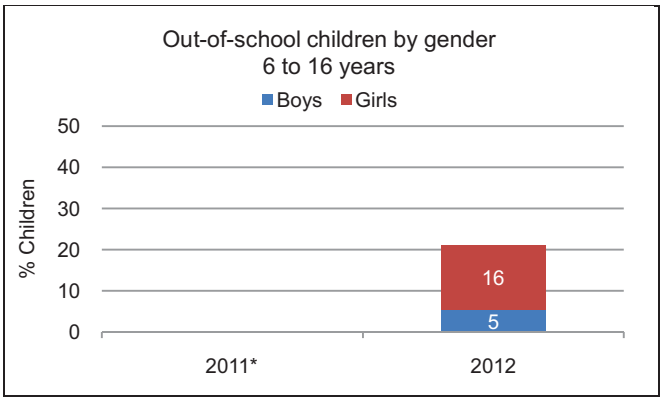
Mastung

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	74.2	0.1	9.0	0.0	16.5	0.1	100
11-13	66.5	0.6	10.0	0.0	18.4	4.5	100
14-16	45.2	4.2	14.3	2.7	21.6	12.0	100
6-16	**67.5**	**0.9**	**10.1**	**0.5**	**17.8**	**3.1**	**100**
Total	**79.0**				**20.9**		**100**
By type	**85.4**	**1.2**	**12.8**	**0.6**			

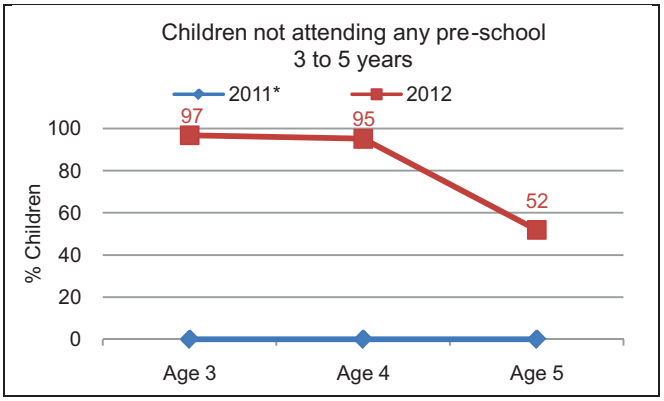






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	0.0	3.2	0.0	96.8	100
4	4.9	0.0	0.0	0.0	95.1	100
5	45.3	0.0	2.8	0.0	51.9	100
3-5	**19.6**	**0.0**	**2.3**	**0.0**	**78.1**	**100**
Total	**21.9**				**78.1**	**100**
By type	**89.5**	**0.0**	**10.5**	**0.0**		



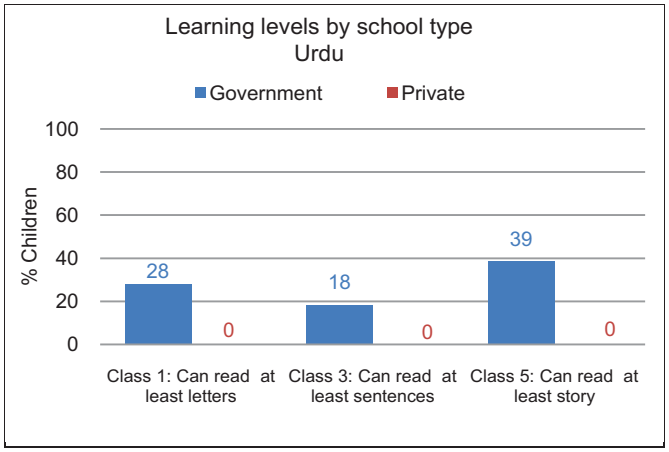
*District Mastung was not surveyed in 2011

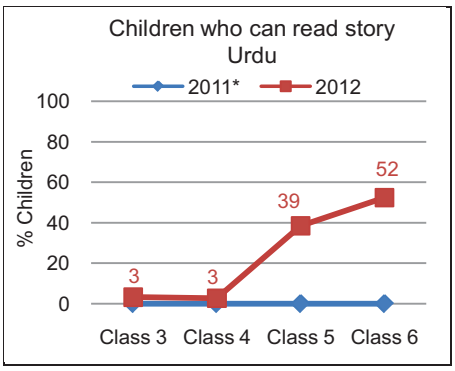
Mastung

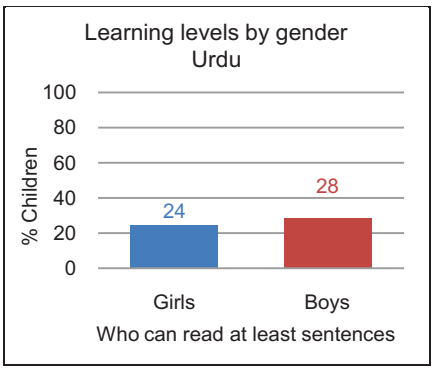
Learning levels (Urdu)

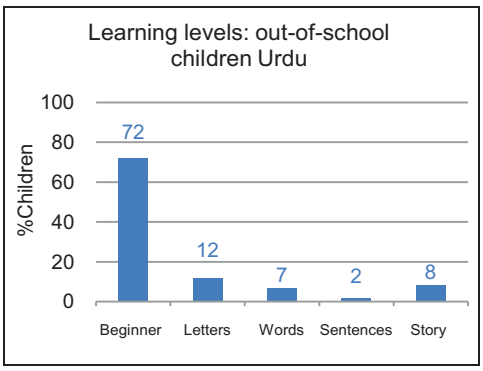
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	72.0	24.0	4.0	0.0	0.0	100
2	10.2	48.8	39.8	1.2	0.0	100
3	9.6	26.1	45.9	15.3	3.2	100
4	7.1	17.0	34.8	38.4	2.7	100
5	8.3	7.3	22.9	22.9	38.5	100
6	7.1	0.0	14.3	26.2	52.4	100
7	0.0	0.0	10.0	24.0	66.0	100
8	0.0	0.0	3.7	3.7	92.6	100
9	0.0	0.0	0.0	30.8	69.2	100
10	0.0	0.0	0.0	12.5	87.5	100

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





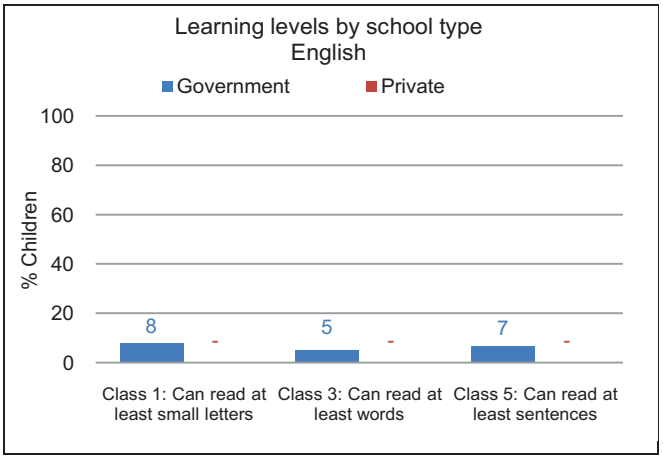


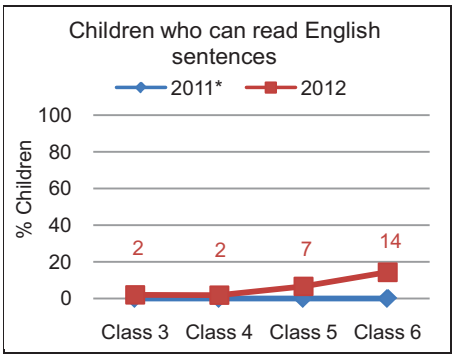


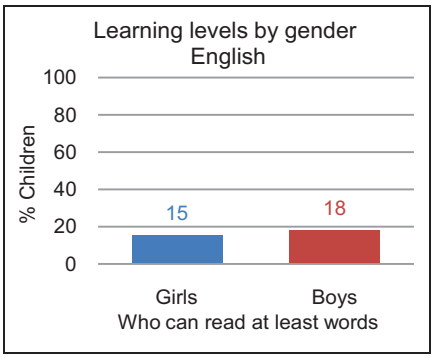
Learning levels (English)

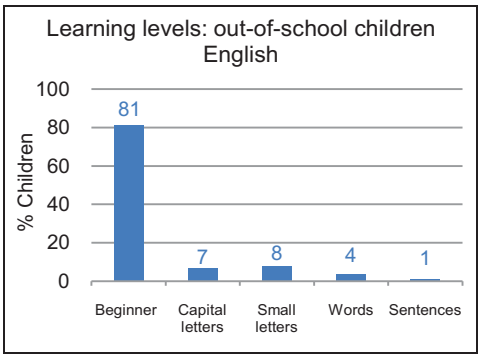
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	80.0	12.0	4.0	4.0	0.0	100
2	53.9	29.7	15.2	1.2	0.0	100
3	28.8	30.1	35.9	3.3	2.0	100
4	10.1	28.4	44.0	15.6	1.8	100
5	7.7	9.9	37.4	38.5	6.6	100
6	7.1	2.4	19.0	57.1	14.3	100
7	2.0	0.0	10.2	69.4	18.4	100
8	0.0	0.0	3.7	48.1	48.1	100
9	0.0	0.0	7.7	30.8	61.5	100
10	0.0	0.0	0.0	18.8	81.3	100

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









*District Mastung was not surveyed in 2011

-The analysis was not done due to insignificant/ non representative private schools data

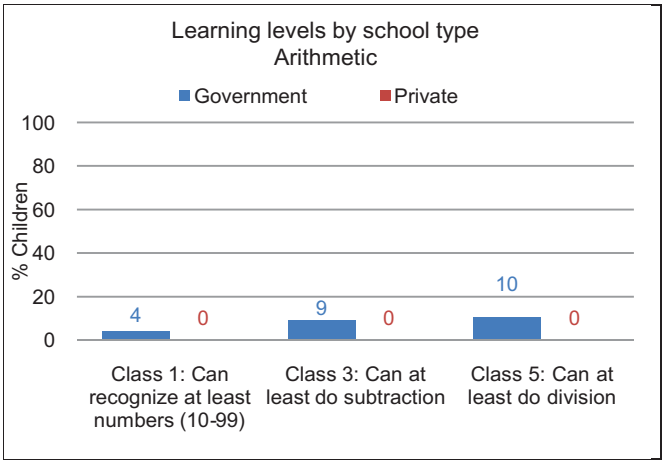
Mastung

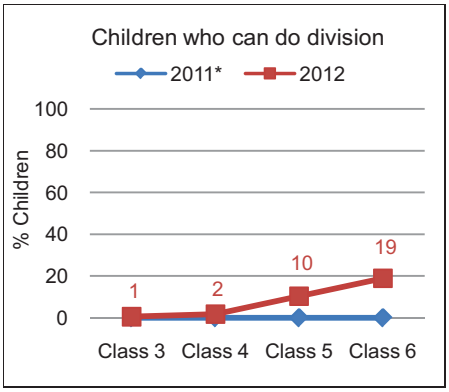
Learning levels (Arithmetic)

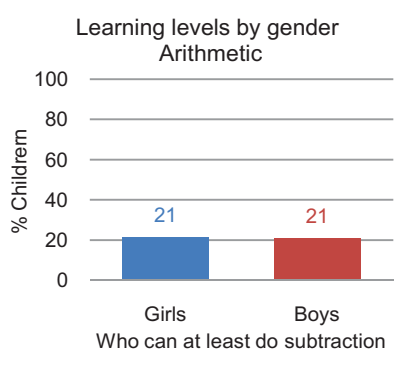
Class-wise % children who can do

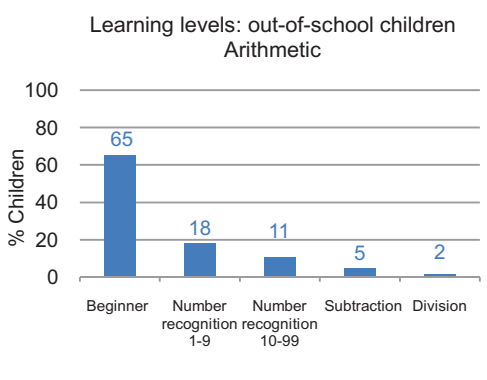
Class	Nothing	Number recognition		Subtraction	Division	Total
		1-9	10-99	(2 Digits)	(3 digits)	
1	72.0	24.0	4.0	0.0	0.0	100
2	12.0	42.8	44.6	0.6	0.0	100
3	8.3	19.7	63.1	8.3	0.6	100
4	6.3	10.7	58.9	22.3	1.8	100
5	6.3	7.3	33.3	42.7	10.4	100
6	7.1	0.0	16.7	57.1	19.0	100
7	0.0	0.0	12.0	56.0	32.0	100
8	0.0	0.0	3.7	29.6	66.7	100
9	0.0	0.0	0.0	38.5	61.5	100
10	0.0	0.0	0.0	12.5	87.5	100

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

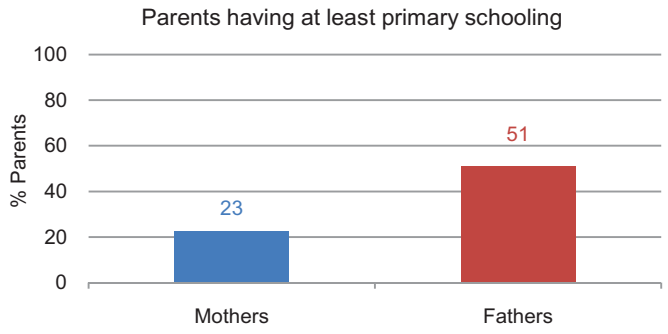








Parental education

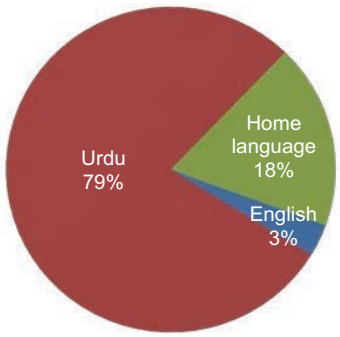


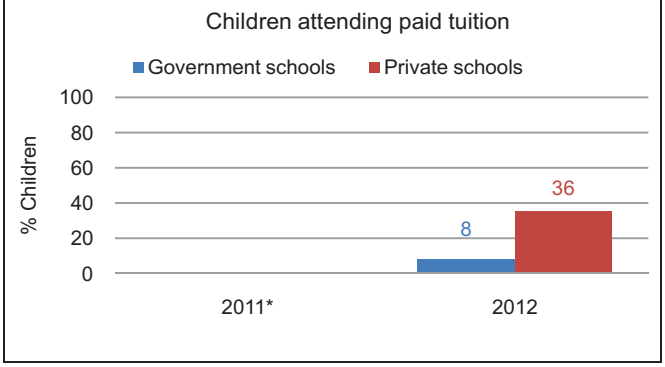
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	6.9	9.5	8.5	9.5	8.3	16.3	14.0	3.0	7.1	23.8
Pvt.	0.0	0.0	0.0	0.0	0.0	100.0	0.0	66.7	0.0	33.3

Households' preferred medium of instruction in school





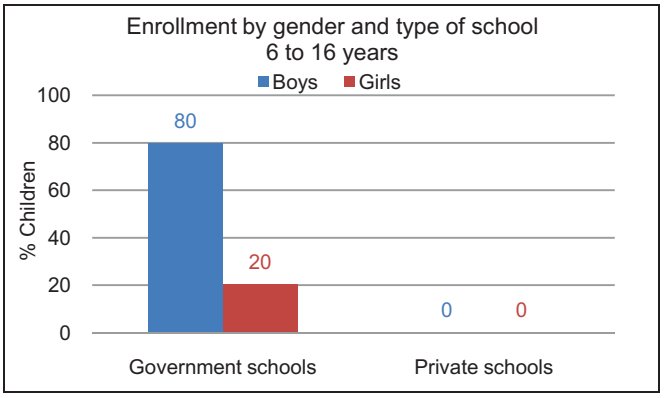
*District Mastung was not surveyed in 2011

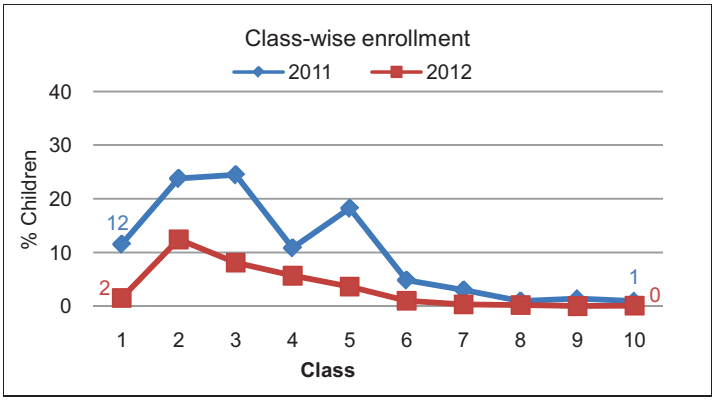
-The analysis was not done due to insignificant/ non representative private schools data

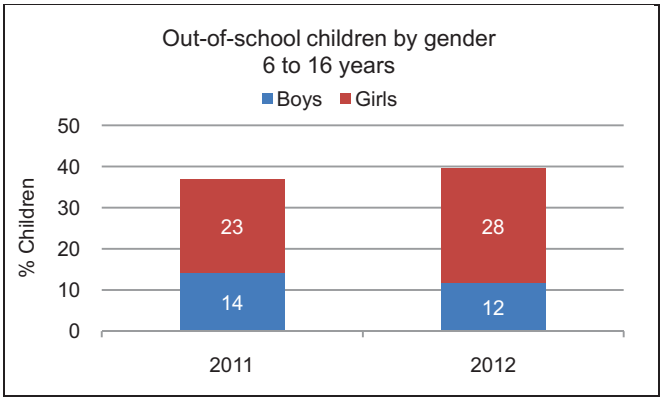
Musa Khel

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	50.6	0.0	9.6	0.1	39.3	0.4	100
11-13	43.5	0.0	19.4	0.0	37.1	0.0	100
14-16	40.6	0.0	17.9	0.0	41.5	0.0	100
6-16	**47.7**	**0.0**	**12.7**	**0.1**	**39.2**	**0.3**	**100**
Total	**60.5**				**39.5**		**100**
By type	**78.8**	**0.0**	**21.0**	**0.1**			

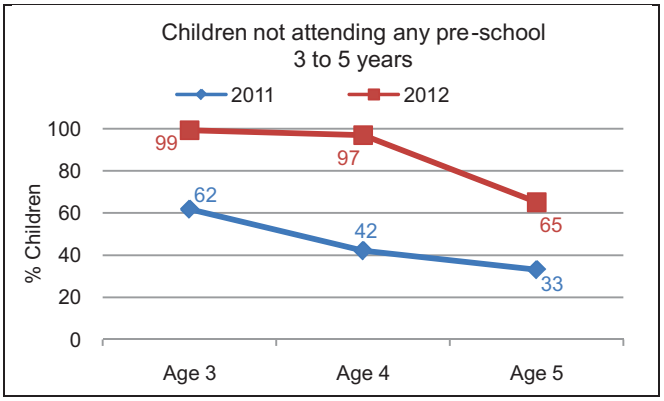


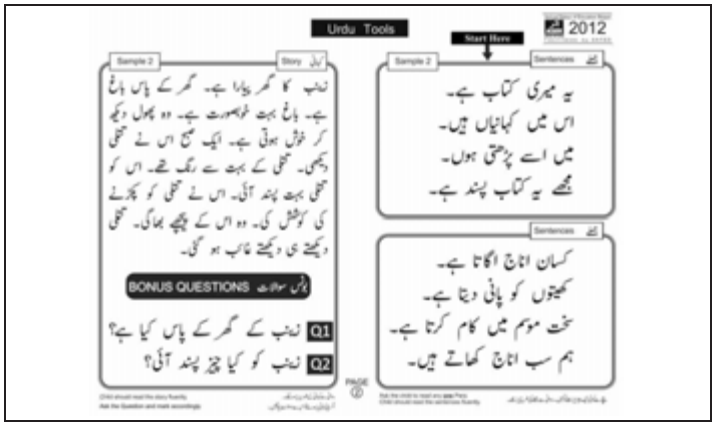




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.4	0.0	0.4	0.0	99.2	100
4	2.0	0.0	1.0	0.0	96.9	100
5	29.5	0.0	5.4	0.0	65.1	100
3-5	**12.8**	**0.0**	**2.6**	**0.0**	**84.6**	**100**
Total	**15.4**				**84.6**	**100**
By type	**83.1**	**0.0**	**16.9**	**0.0**		





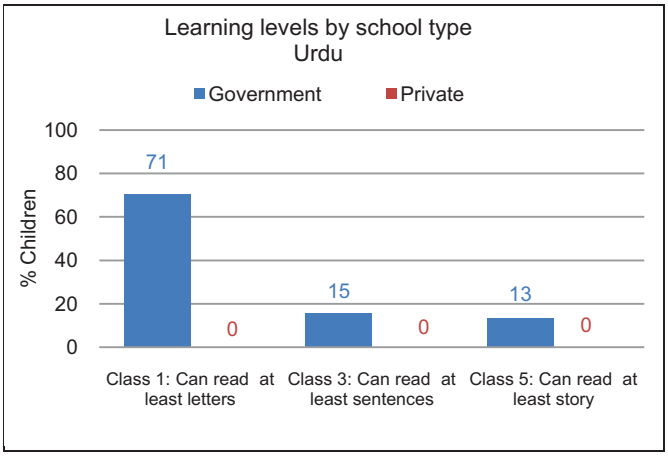
Musa Khel

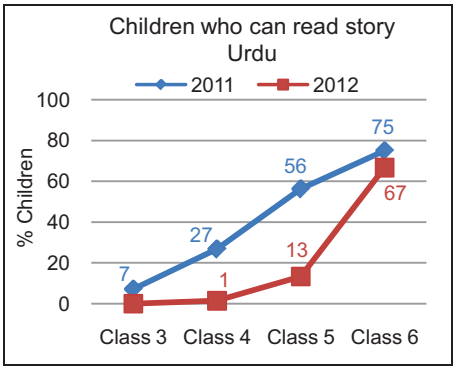
Learning levels (Urdu)

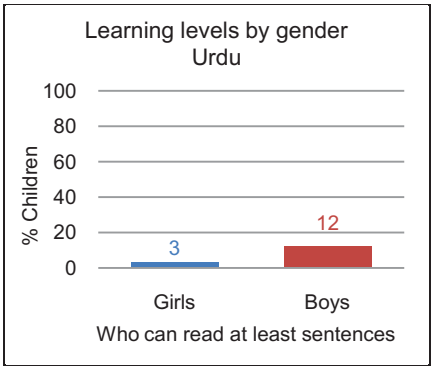
Class-wise % children who can read

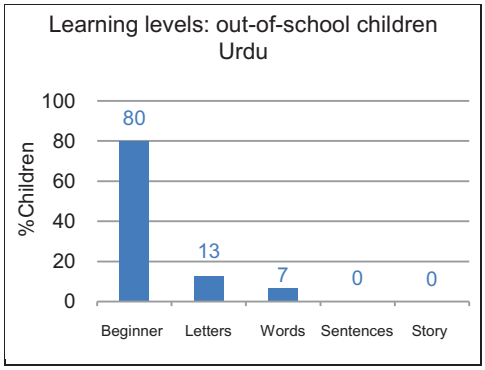
Class	Nothing	Letters	Words	Sentences	Story	Total
1	29.4	58.8	11.8	0.0	0.0	100
2	2.6	56.4	41.0	0.0	0.0	100
3	1.0	15.3	68.4	15.3	0.0	100
4	0.0	1.4	54.9	42.3	1.4	100
5	0.0	2.2	15.6	68.9	13.3	100
6	0.0	0.0	0.0	33.3	66.7	100
7	0.0	0.0	0.0	25.0	75.0	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	100.0	0.0	0.0	100

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







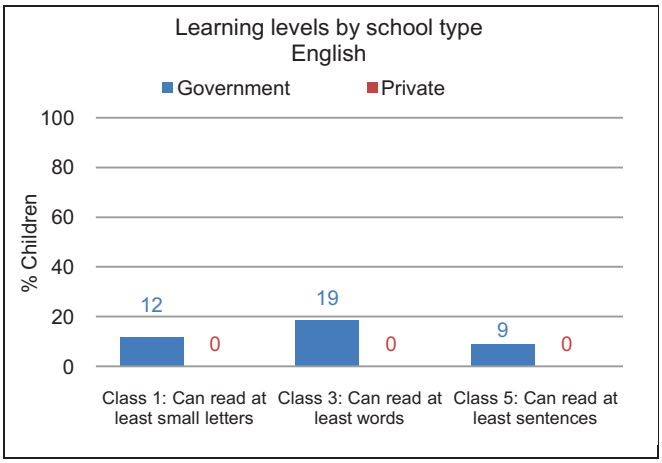


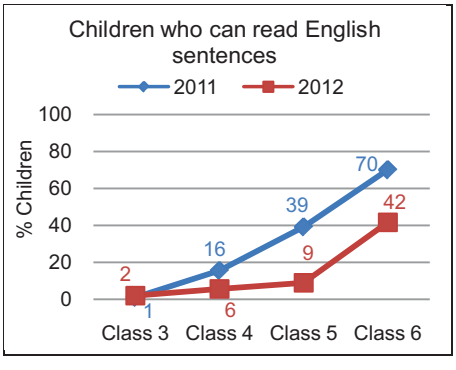
Learning levels (English)

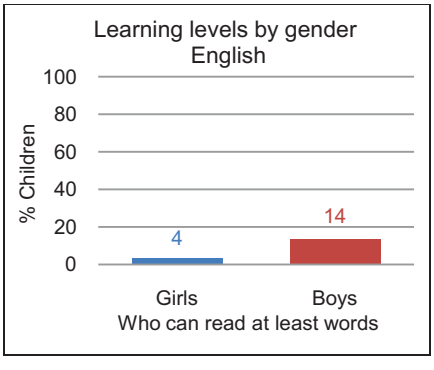
Class-wise % children who can read

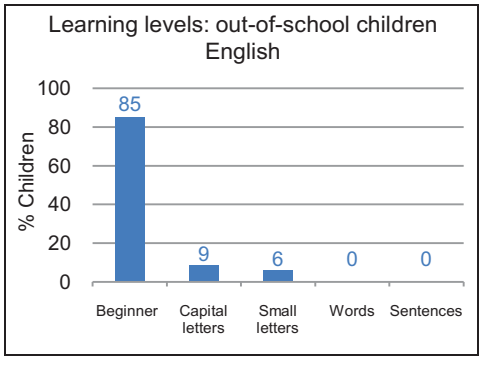
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	29.4	58.8	11.8	0.0	0.0	100
2	2.6	51.9	43.6	1.9	0.0	100
3	3.1	11.2	66.3	17.3	2.0	100
4	4.2	1.4	43.1	45.8	5.6	100
5	0.0	2.2	22.2	66.7	8.9	100
6	0.0	0.0	0.0	58.3	41.7	100
7	0.0	0.0	0.0	25.0	75.0	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	0.0	100.0	0.0	100

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









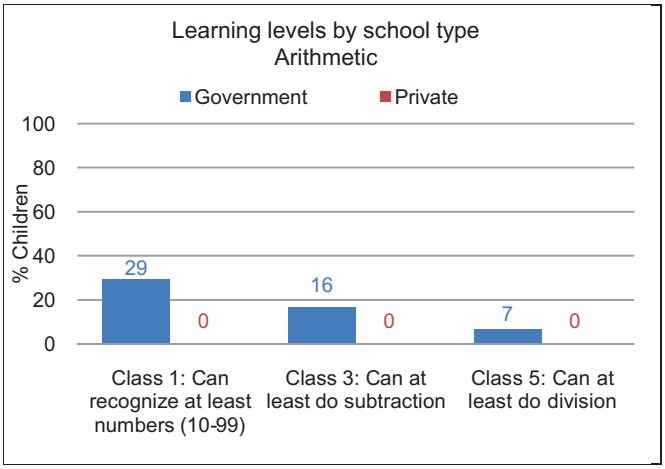
Musa Khel

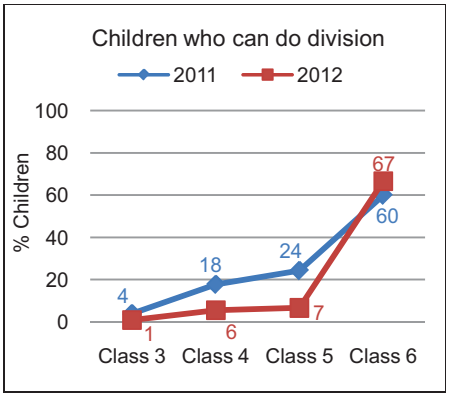
Learning levels (Arithmetic)

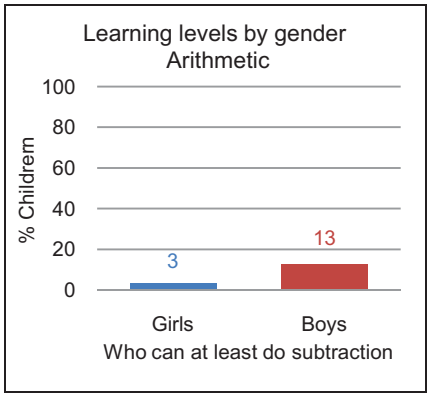
Class-wise % children who can do

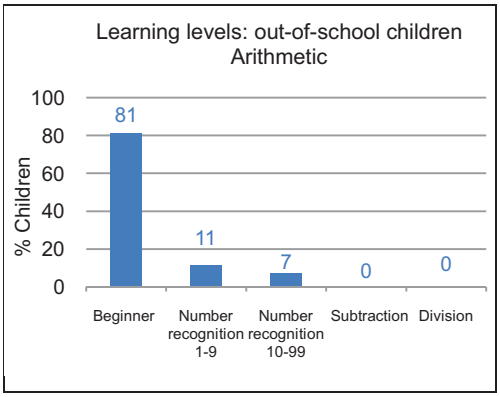
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	29.4	41.2	29.4	0.0	0.0	100
2	1.9	48.1	49.4	0.6	0.0	100
3	1.0	11.2	70.4	16.3	1.0	100
4	2.8	0.0	54.2	37.5	5.6	100
5	0.0	0.0	22.2	71.1	6.7	100
6	0.0	0.0	0.0	33.3	66.7	100
7	0.0	0.0	0.0	25.0	75.0	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	0.0	100
10	0.0	0.0	0.0	100.0	0.0	100

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

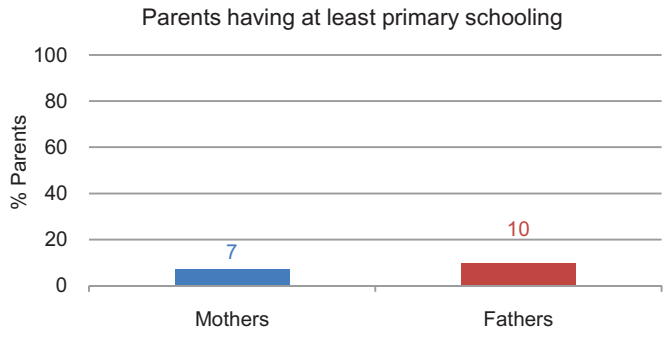








Parental education

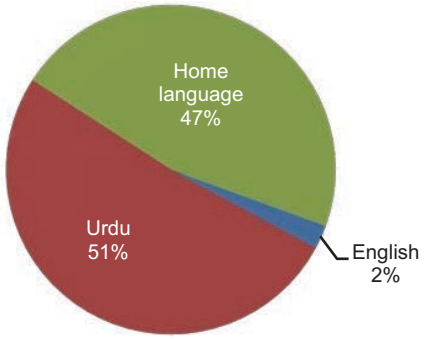


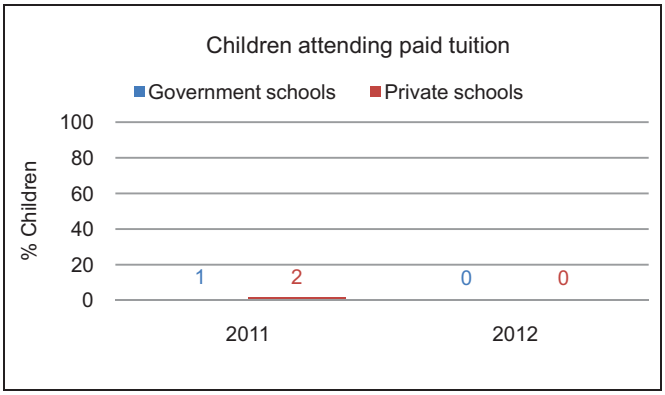
Paid tuition

Class-wise % children attending paid tuition

Type	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

Households' preferred medium of instruction in school

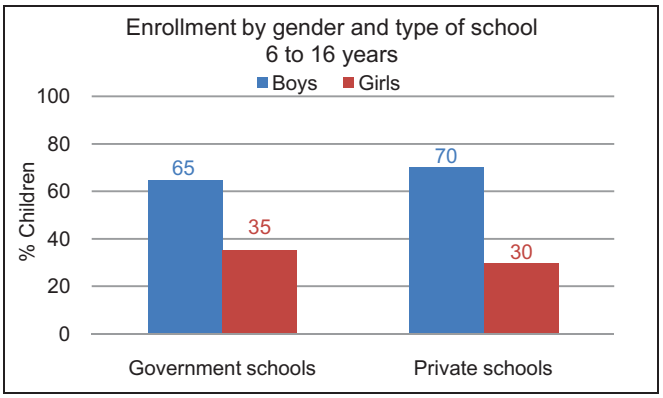


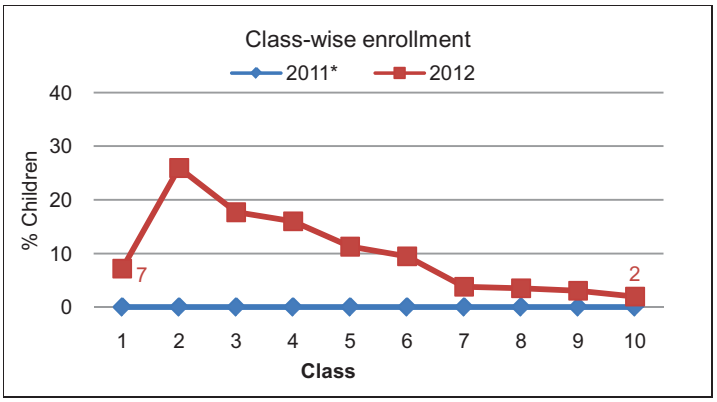


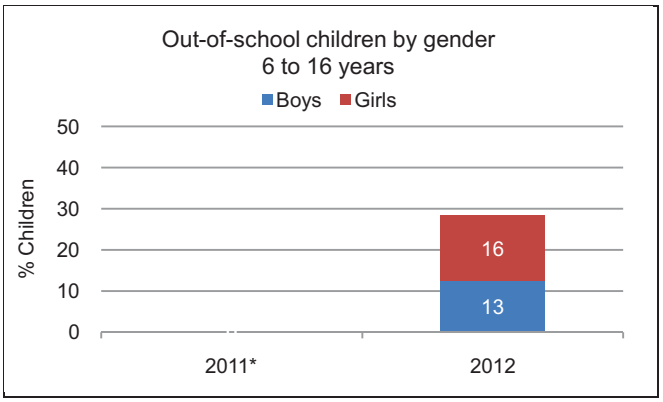
Nasirabad

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	63.5	9.8	0.1	0.0	24.5	2.0	100
11-13	59.7	11.9	0.0	0.0	24.9	3.6	100
14-16	52.9	12.0	0.0	0.0	23.0	12.0	100
6-16	**61.1**	**10.6**	**0.1**	**0.0**	**24.4**	**3.9**	**100**
Total	**71.8**				**28.3**		**100**
By type	**85.2**	**14.7**	**0.1**	**0.0**			

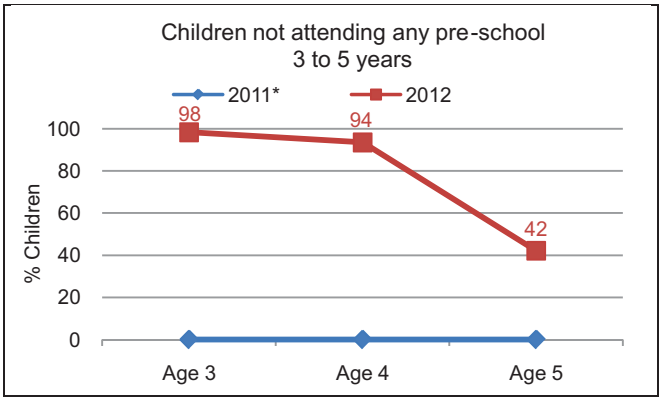


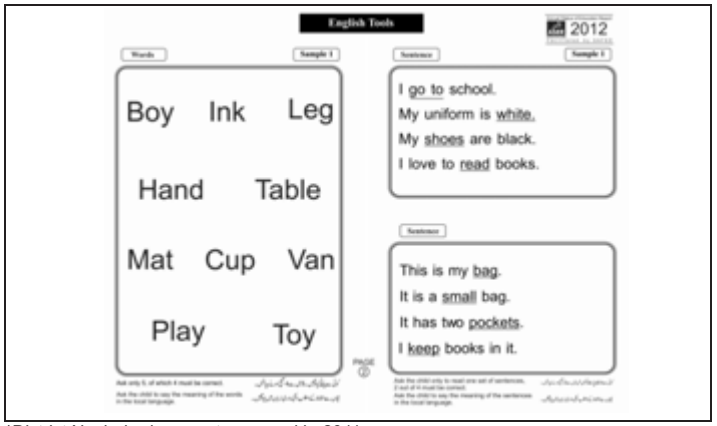




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	1.3	0.4	0.0	0.0	98.3	100
4	5.8	0.6	0.0	0.0	93.5	100
5	53.2	4.6	0.0	0.0	42.2	100
3-5	**23.5**	**2.2**	**0.0**	**0.0**	**74.3**	**100**
Total	**25.7**				**74.3**	**100**
By type	**91.6**	**8.4**	**0.0**	**0.0**		





*District Nasirabad was not surveyed in 2011

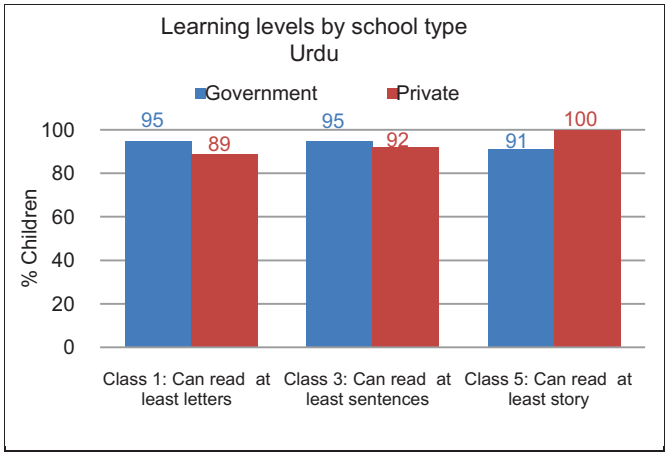
Nasirabad

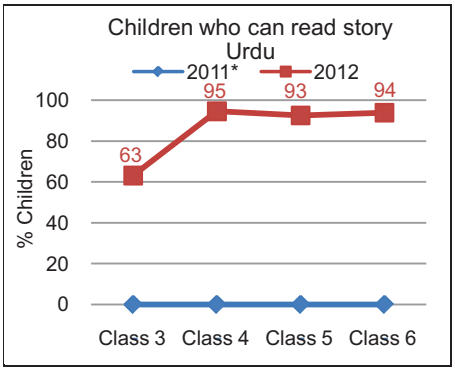
Learning levels (Urdu)

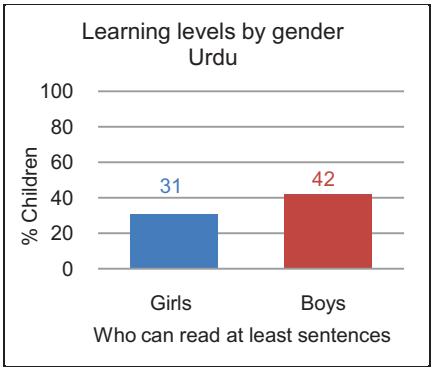
Class-wise % children who can read

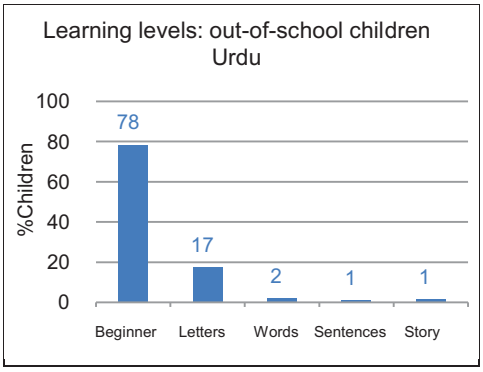
Class	Nothing	Letters	Words	Sentences	Story	Total
1	6.5	41.3	50.0	2.2	0.0	100
2	1.9	2.5	19.3	72.7	3.7	100
3	0.0	3.9	1.9	31.1	63.1	100
4	0.0	0.0	2.2	3.3	94.5	100
5	0.0	1.9	5.7	0.0	92.5	100
6	0.0	2.1	2.1	2.1	93.8	100
7	0.0	0.0	0.0	5.6	94.4	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 2.2% (2.2+0.0) children of class 1 can read sentences







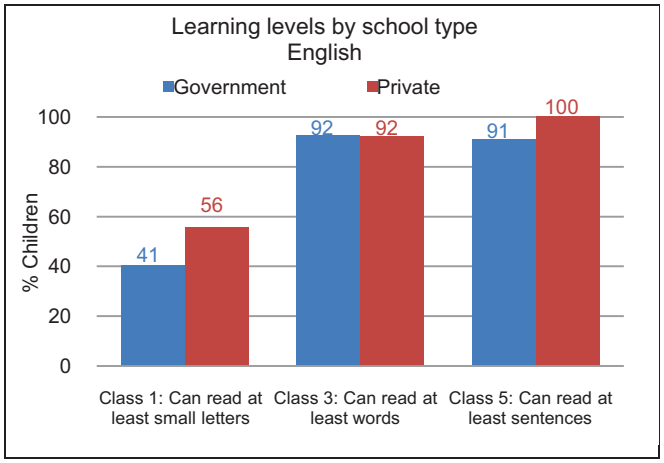


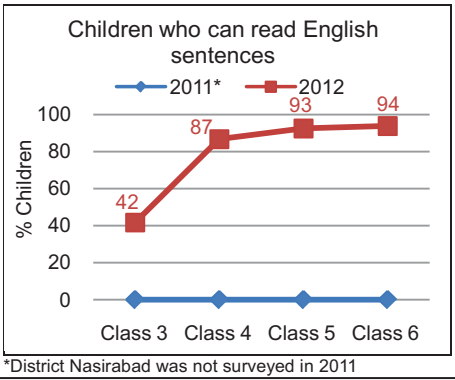
Learning levels (English)

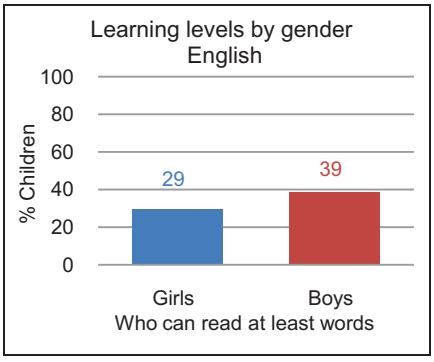
Class-wise % children who can read

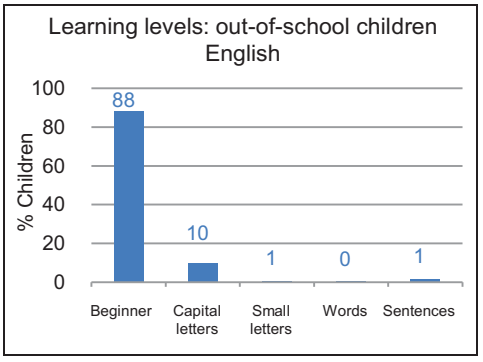
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	21.7	34.8	41.3	2.2	0.0	100
2	2.5	4.5	30.6	59.9	2.5	100
3	1.0	2.9	3.9	50.5	41.7	100
4	0.0	0.0	2.2	11.1	86.7	100
5	0.0	1.9	1.9	3.8	92.5	100
6	0.0	2.1	2.1	2.1	93.8	100
7	0.0	0.0	0.0	5.6	94.4	100
8	0.0	0.0	8.3	0.0	91.7	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 2.2% (2.2+0.0) children of class 1 can read words









*District Nasirabad was not surveyed in 2011

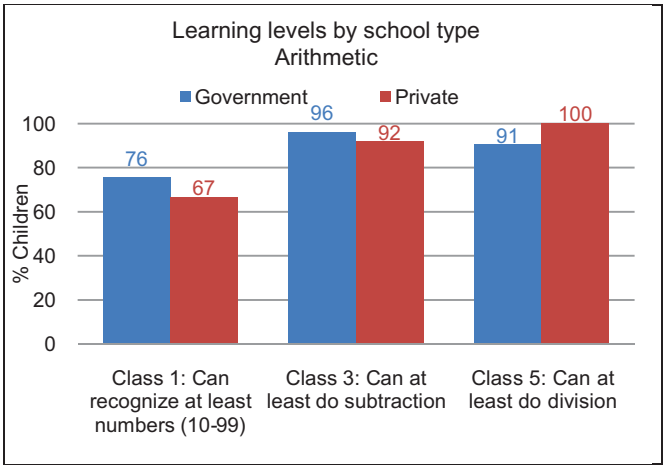
Nasirabad

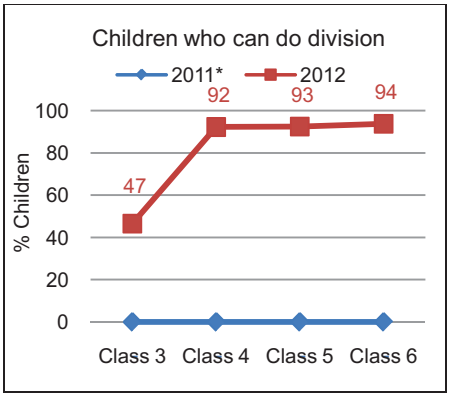
Learning levels (Arithmetic)

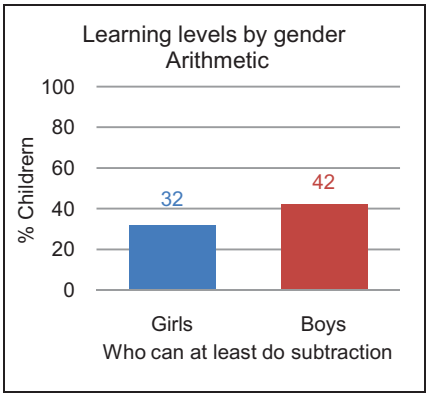
Class-wise % children who can do

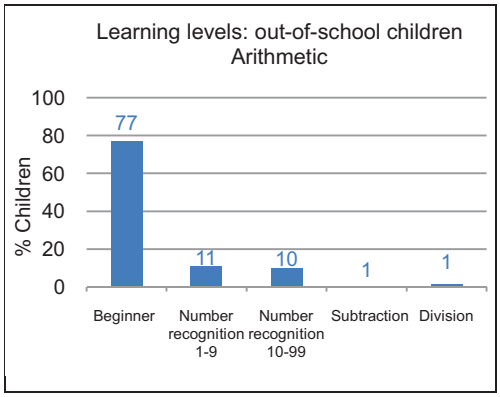
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	6.5	19.6	69.6	4.3	0.0	100
2	2.5	0.6	18.0	75.8	3.1	100
3	0.0	1.0	3.9	48.5	46.6	100
4	0.0	0.0	1.1	6.6	92.3	100
5	0.0	1.9	3.8	1.9	92.5	100
6	0.0	2.1	2.1	2.1	93.8	100
7	0.0	0.0	0.0	5.6	94.4	100
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: 4.3% (4.3+0.0) children of class 1 can do subtraction

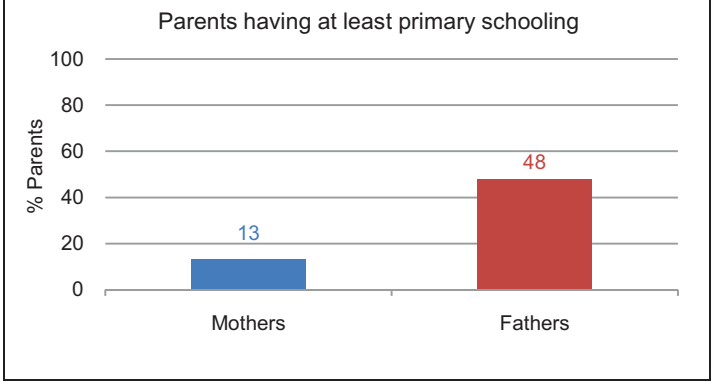








Parental education

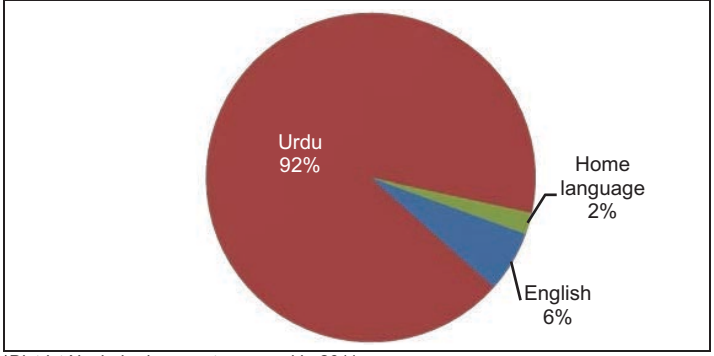


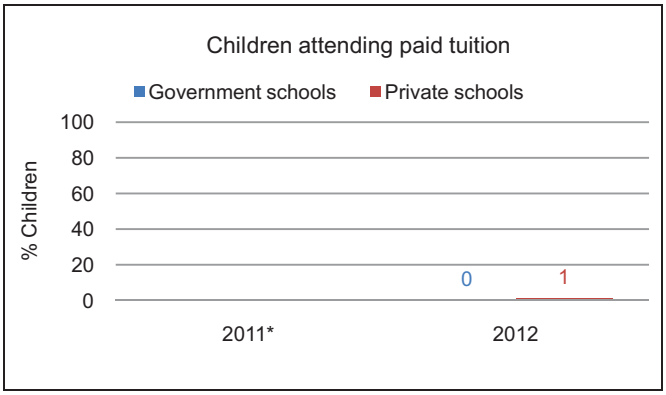
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	1.2	0.0	1.8	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	28.6	0.0	0.0

Households' preferred medium of instruction in school



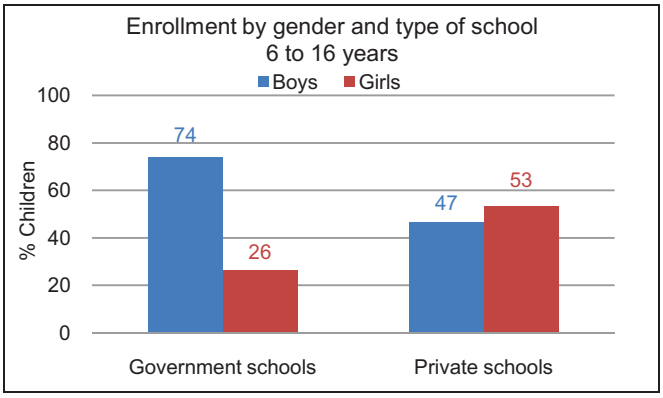


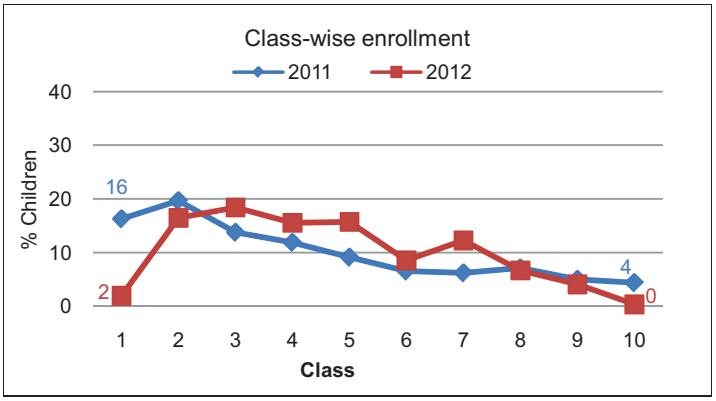
*District Nasirabad was not surveyed in 2011

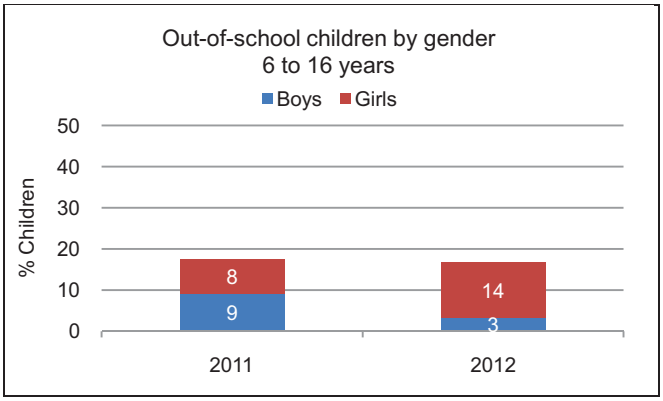
Nushki

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	72.1	0.9	5.6	0.0	21.4	0.0	100
11-13	82.8	1.1	4.7	0.0	10.9	0.4	100
14-16	84.5	0.0	4.7	0.0	10.5	0.4	100
6-16	**77.2**	**0.8**	**5.2**	**0.0**	**16.6**	**0.2**	**100**
Total	**83.2**				**16.8**		**100**
By type	**92.7**	**1.0**	**6.3**	**0.0**			

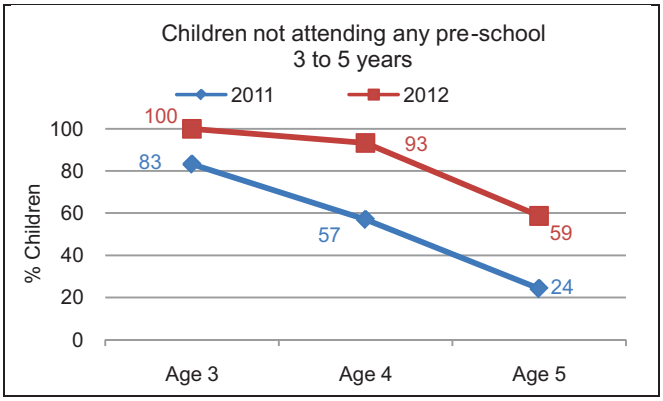






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	0.0	0.0	0.0	100.0	100
4	5.6	0.0	1.1	0.0	93.3	100
5	38.3	0.0	3.0	0.0	58.7	100
3-5	**21.2**	**0.0**	**1.8**	**0.0**	**77.0**	**100**
Total	**23.0**				**77.0**	**100**
By type	**92.1**	**0.0**	**7.9**	**0.0**		



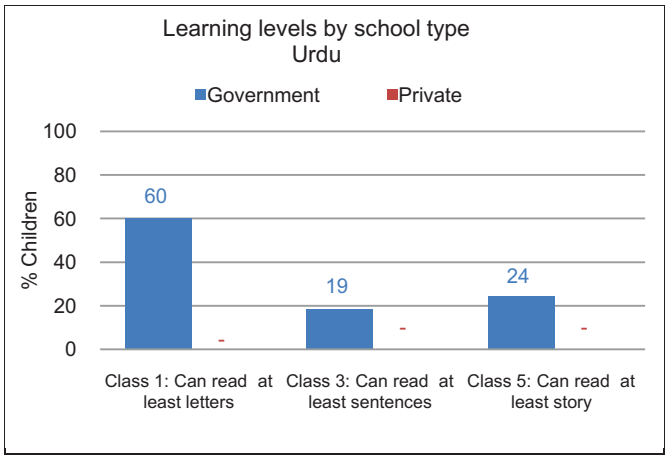
Nushki

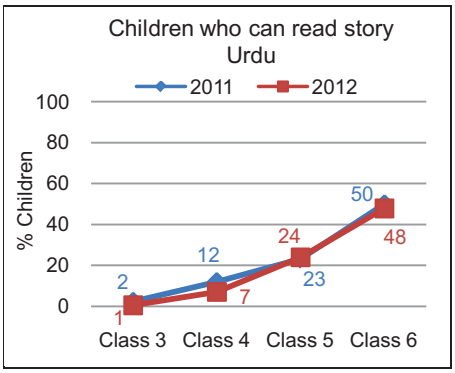
Learning levels (Urdu)

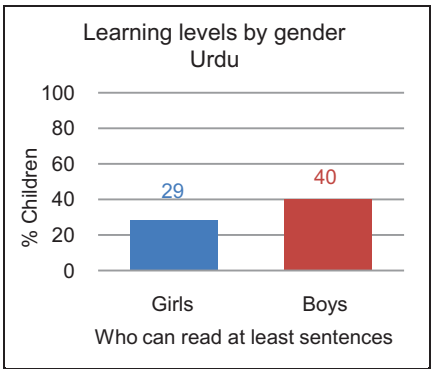
Class-wise % children who can read

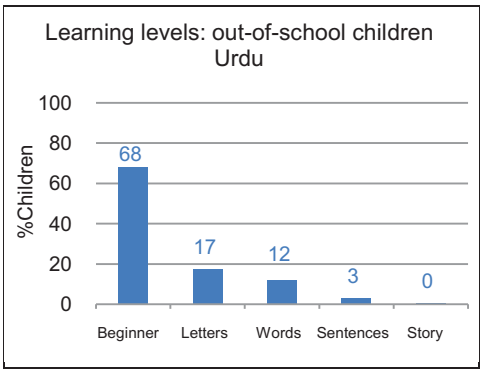
Class	Nothing	Letters	Words	Sentences	Story	Total
1	40.0	45.0	10.0	5.0	0.0	100
2	6.5	45.0	42.6	5.9	0.0	100
3	1.0	14.1	66.8	17.6	0.5	100
4	0.0	3.2	55.4	34.4	7.0	100
5	0.6	1.8	21.5	52.1	23.9	100
6	0.0	0.0	12.2	40.0	47.8	100
7	0.0	0.0	3.1	33.9	63.0	100
8	0.0	0.0	0.0	10.0	90.0	100
9	0.0	0.0	0.0	2.6	97.4	100
10	0.0	0.0	0.0	0.0	100.0	100

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







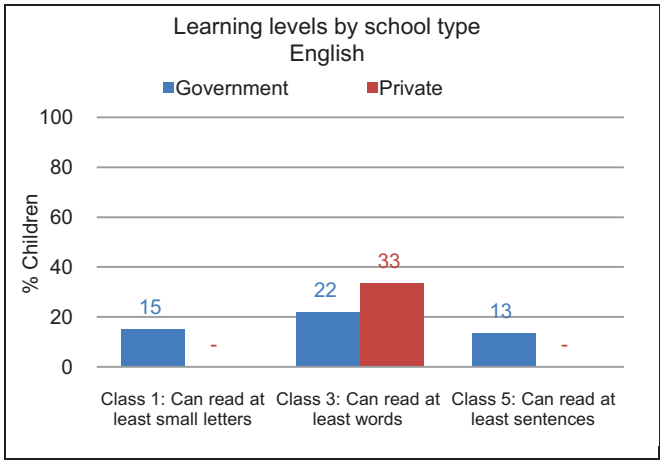


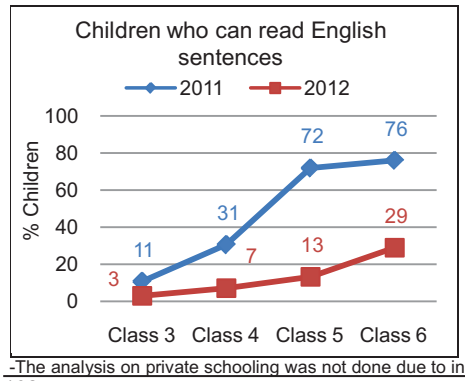
Learning levels (English)

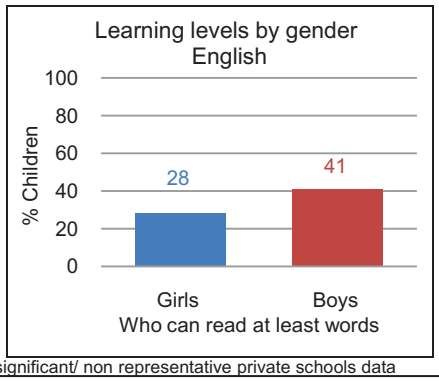
Class-wise % children who can read

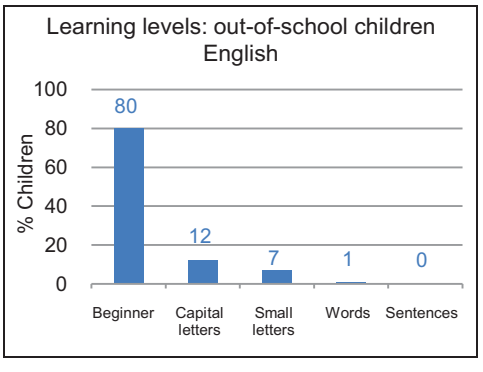
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	55.0	30.0	10.0	5.0	0.0	100
2	17.2	39.6	38.5	4.1	0.6	100
3	4.6	16.2	57.4	18.8	3.0	100
4	0.6	8.4	44.2	39.6	7.1	100
5	1.3	5.0	17.0	63.5	13.2	100
6	1.1	0.0	10.0	60.0	28.9	100
7	0.0	0.0	4.0	54.8	41.3	100
8	0.0	0.0	1.4	29.0	69.6	100
9	0.0	0.0	0.0	7.7	92.3	100
10	0.0	0.0	0.0	0.0	100.0	100

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









-The analysis on private schooling was not done due to insignificant/ non representative private schools data

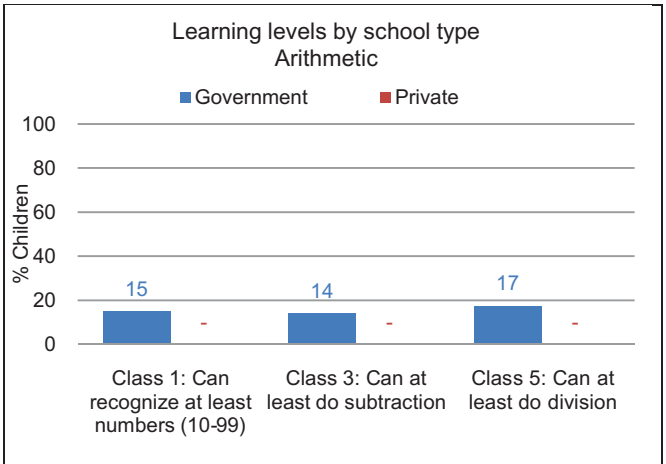
Nushki

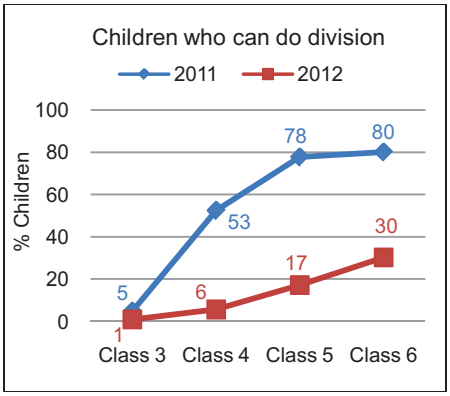
Learning levels (Arithmetic)

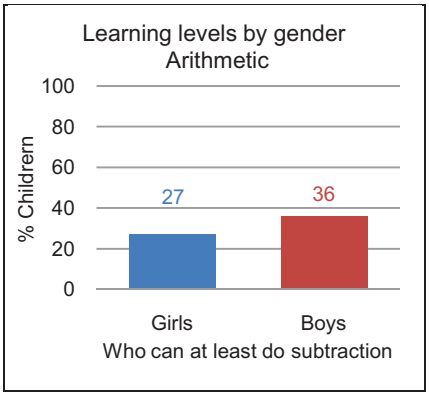
Class-wise % children who can do

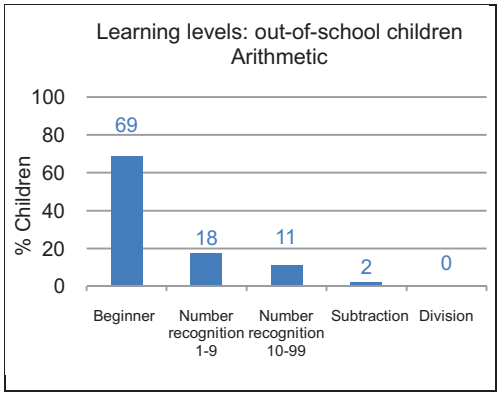
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	35.0	50.0	10.0	5.0	0.0	100
2	7.7	44.4	45.0	3.0	0.0	100
3	1.0	21.1	64.3	12.6	1.0	100
4	0.6	12.1	51.0	30.6	5.7	100
5	0.0	3.7	28.2	50.9	17.2	100
6	0.0	5.6	13.5	50.6	30.3	100
7	0.0	0.0	5.6	41.9	52.4	100
8	0.0	0.0	2.9	17.1	80.0	100
9	0.0	0.0	0.0	2.6	97.4	100
10	0.0	0.0	0.0	0.0	100.0	100

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

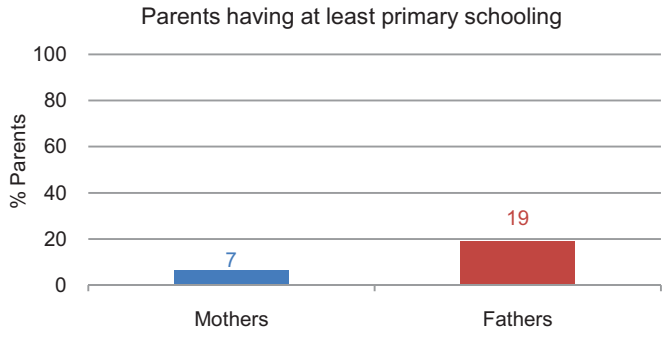








Parental education

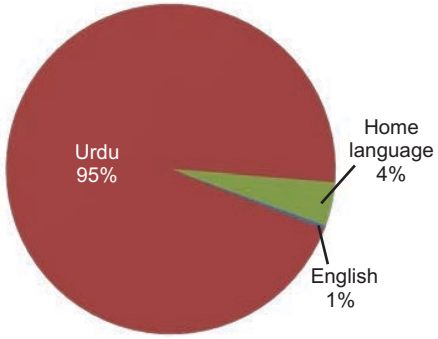


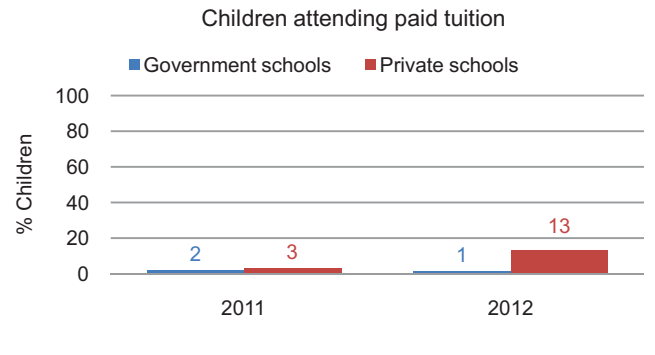
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	2.1	2.4	0.0	0.5	2.0	0.7	2.5	0.0	0.0
Pvt.	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0	0.0	0.0

Households' preferred medium of instruction in school



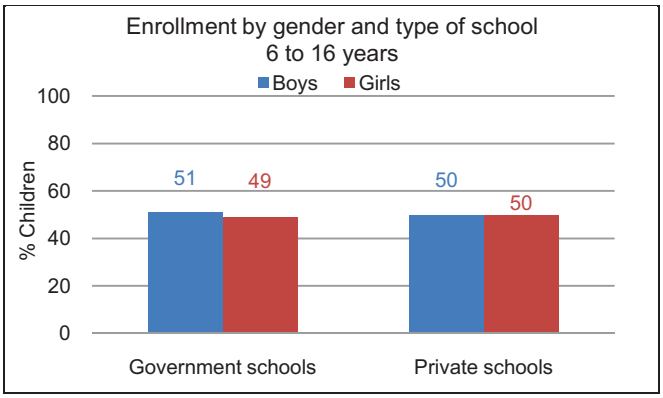


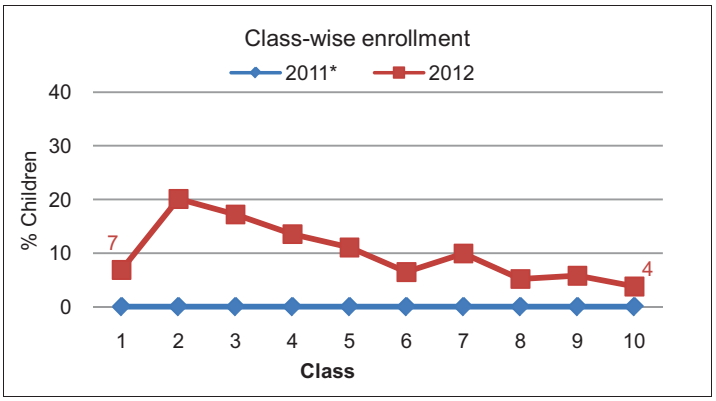
-The analysis on private schooling was not done due to insignificant/ non representative private schools data

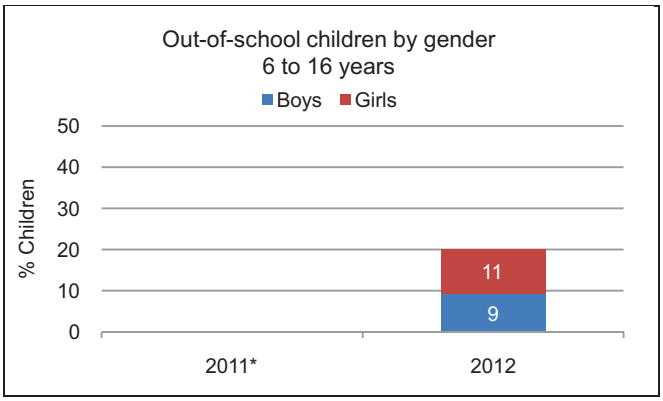
Panjgur

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	77.5	0.7	3.6	0.1	14.2	3.8	100
11-13	70.6	0.3	4.3	0.0	20.4	4.3	100
14-16	71.7	0.0	3.3	0.0	23.9	1.1	100
6-16	**75.5**	**0.6**	**3.7**	**0.1**	**16.5**	**3.6**	**100**
Total	**79.9**				**20.1**		**100**
By type	**94.5**	**0.7**	**4.7**	**0.1**			

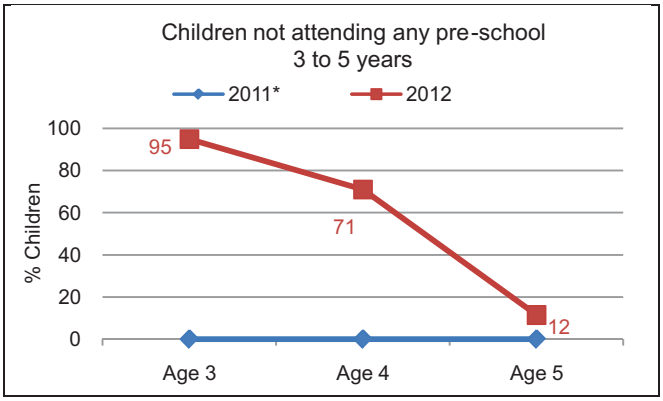






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	3.6	0.0	1.4	0.0	94.9	100
4	29.0	0.0	0.0	0.0	71.0	100
5	86.1	0.2	2.2	0.0	11.5	100
3-5	**59.7**	**0.2**	**1.7**	**0.0**	**38.4**	**100**
Total	**61.6**				**38.4**	**100**
By type	**97.0**	**0.3**	**2.8**	**0.0**		



*District Panjgur was not surveyed in 2011

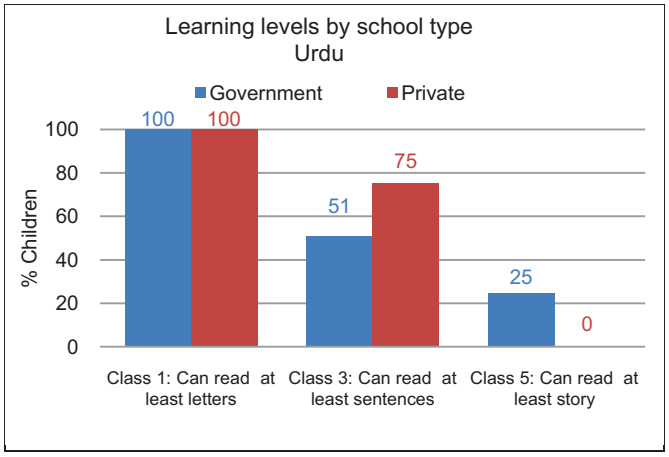
Panjgur

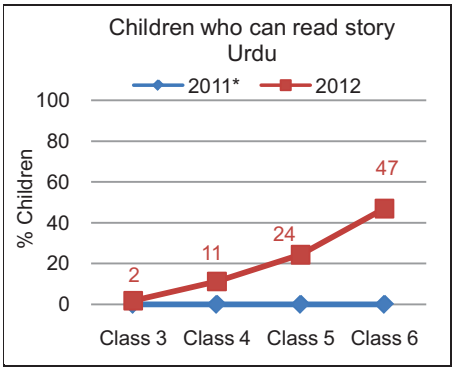
Learning levels (Urdu)

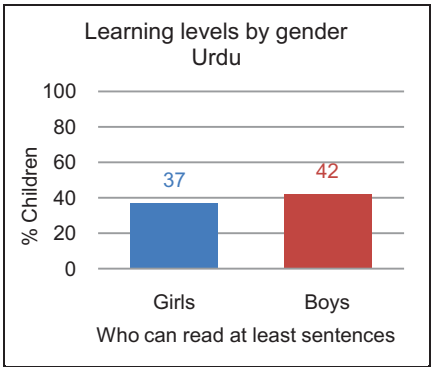
Class-wise % children who can read

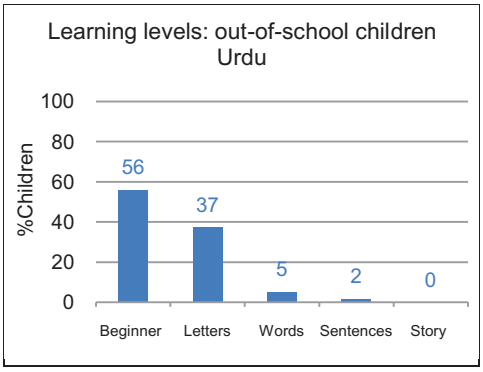
Class	Nothing	Letters	Words	Sentences	Story	Total
1	0.0	39.7	52.9	4.4	2.9	100
2	0.5	11.5	57.0	31.0	0.0	100
3	0.6	10.7	37.9	49.1	1.8	100
4	0.0	9.7	20.1	59.0	11.2	100
5	0.9	2.7	16.2	55.9	24.3	100
6	0.0	3.1	15.6	34.4	46.9	100
7	0.0	0.0	11.0	24.0	65.0	100
8	0.0	0.0	6.0	28.0	66.0	100
9	0.0	0.0	0.0	14.0	86.0	100
10	0.0	0.0	2.6	26.3	71.1	100

How to read: 7.3% (4.4+2.9) children of class 1 can read sentences







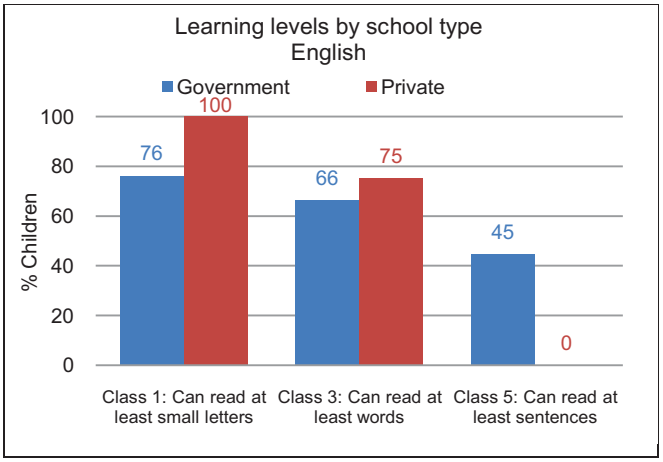


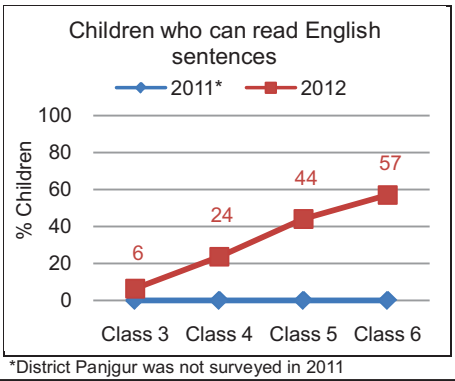
Learning levels (English)

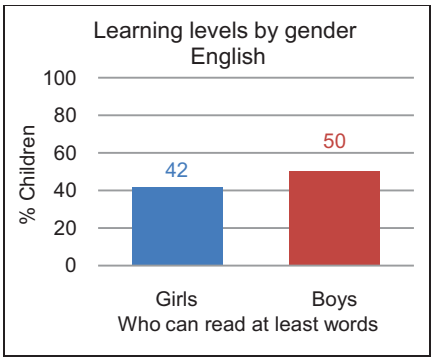
Class-wise % children who can read

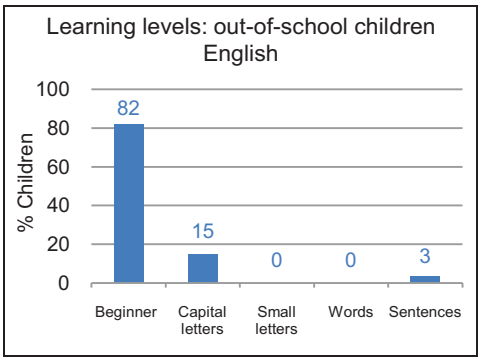
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	2.9	20.6	66.2	7.4	2.9	100
2	0.0	8.5	48.0	41.5	2.0	100
3	1.8	5.3	27.5	59.1	6.4	100
4	0.0	6.7	14.1	55.6	23.7	100
5	0.9	1.8	9.9	43.2	44.1	100
6	0.0	3.2	7.9	31.7	57.1	100
7	0.0	0.0	0.0	34.0	66.0	100
8	0.0	0.0	0.0	19.6	80.4	100
9	0.0	0.0	0.0	7.0	93.0	100
10	0.0	0.0	0.0	10.5	89.5	100

How to read: 10.3% (7.4+2.9) children of class 1 can read words









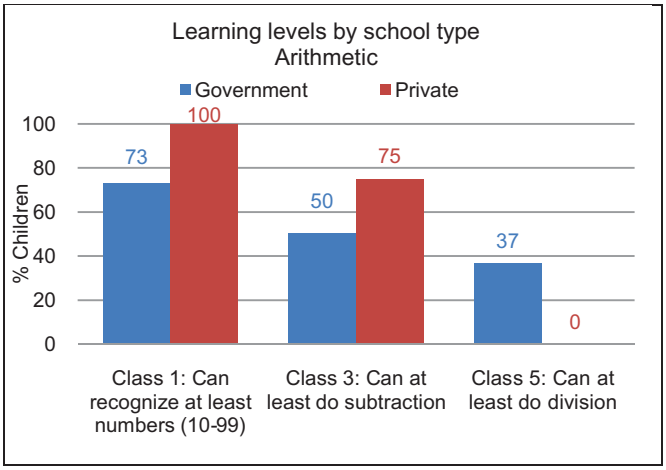
*District Panjgur was not surveyed in 2011

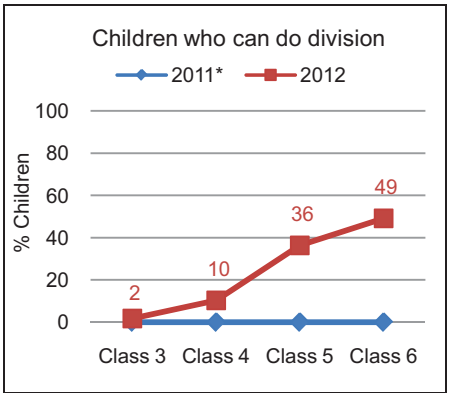
Panjgur

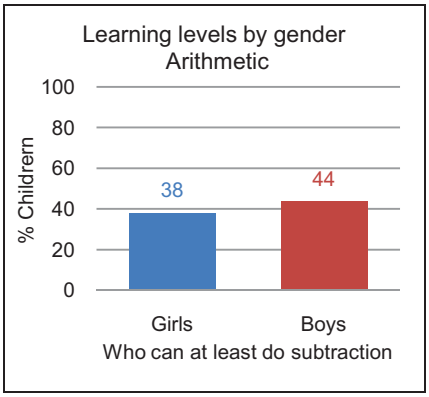
Learning levels (Arithmetic)

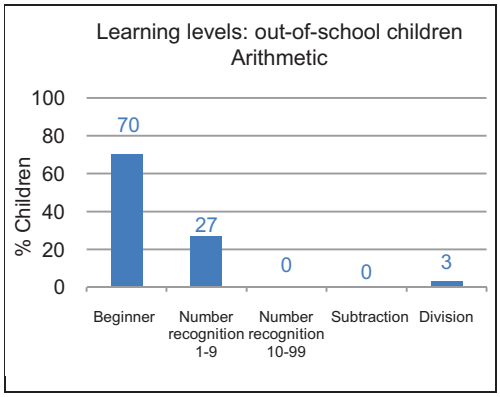
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	0.0	26.5	66.2	2.9	4.4	100
2	0.5	9.0	58.0	32.0	0.5	100
3	1.2	6.4	42.1	48.5	1.8	100
4	0.0	3.7	25.2	60.7	10.4	100
5	0.9	2.7	16.4	43.6	36.4	100
6	1.6	0.0	6.3	42.9	49.2	100
7	0.0	0.0	5.0	35.0	60.0	100
8	0.0	0.0	2.0	27.5	70.6	100
9	0.0	0.0	0.0	13.8	86.2	100
10	0.0	0.0	0.0	23.7	76.3	100

How to read: 7.3% (2.9+4.4) children of class 1 can do subtraction

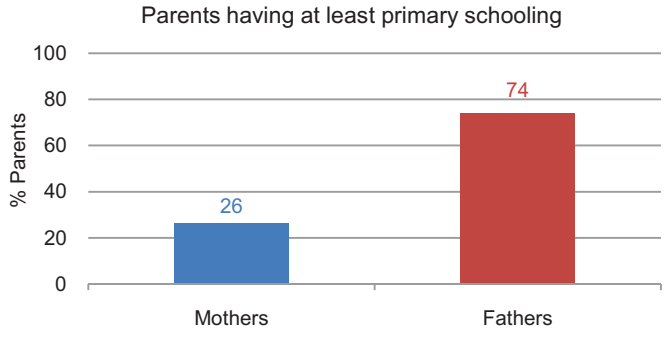








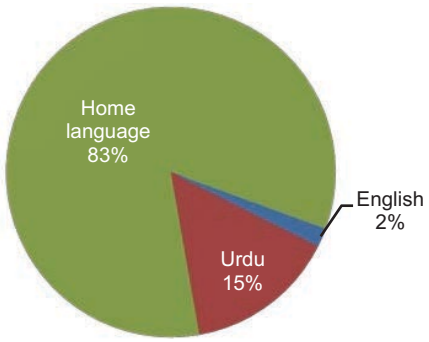
Parental education

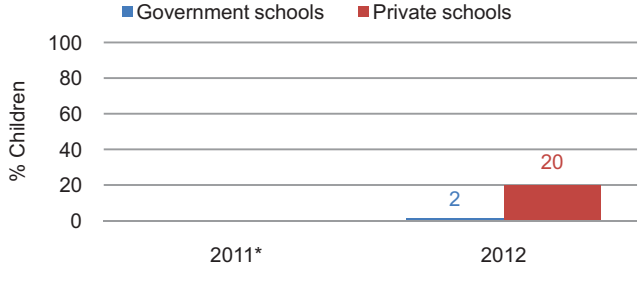


Paid tuition

Class-wise % children attending paid tuition										
Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	4.6	0.6	0.8	0.9	1.5	0.0	2.0	0.0	2.6
Pvt.	100.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Households' preferred medium of instruction in school



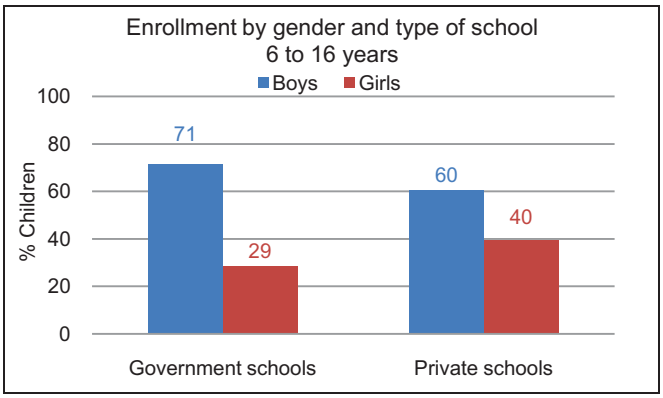


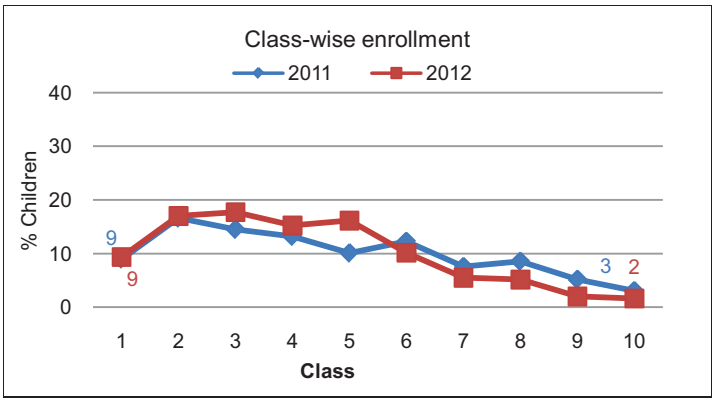
*District Panjgur was not surveyed in 2011

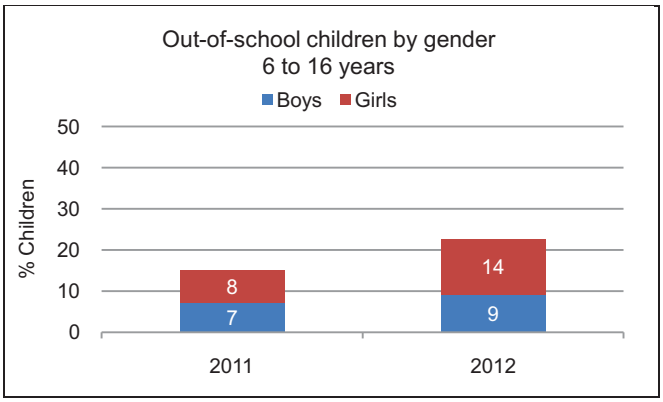
Pashin

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	72.4	2.6	2.8	0.0	22.2	0.0	100
11-13	73.5	1.8	2.6	0.0	21.2	0.9	100
14-16	71.9	0.8	1.2	0.4	22.5	3.2	100
6-16	**72.5**	**2.2**	**2.6**	**0.1**	**22.0**	**0.6**	**100**
Total	**77.4**				**22.6**		**100**
By type	**93.8**	**2.9**	**3.3**	**0.1**			

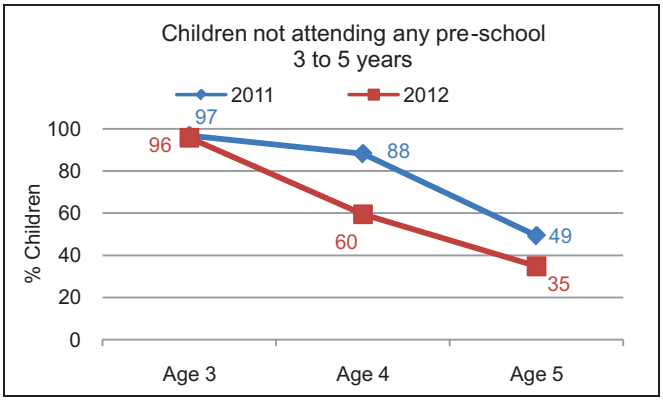


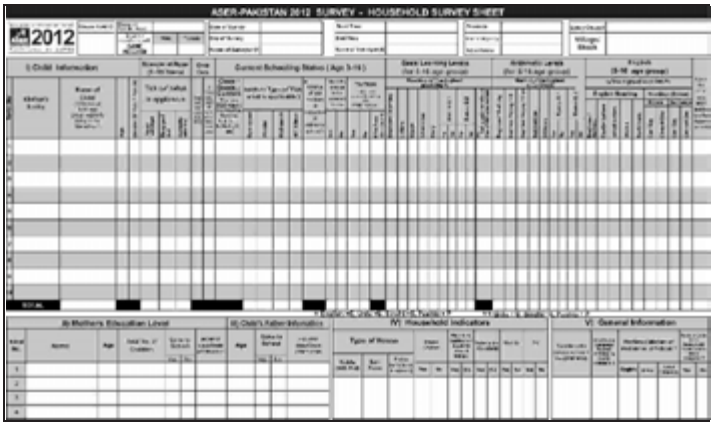




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	4.3	0.0	0.0	0.0	95.7	100
4	39.1	1.4	0.0	0.0	59.5	100
5	64.0	0.6	0.6	0.0	34.8	100
3-5	**35.6**	**0.7**	**0.2**	**0.0**	**63.5**	**100**
Total	**36.5**				**63.5**	**100**
By type	**97.6**	**1.9**	**0.5**	**0.0**		





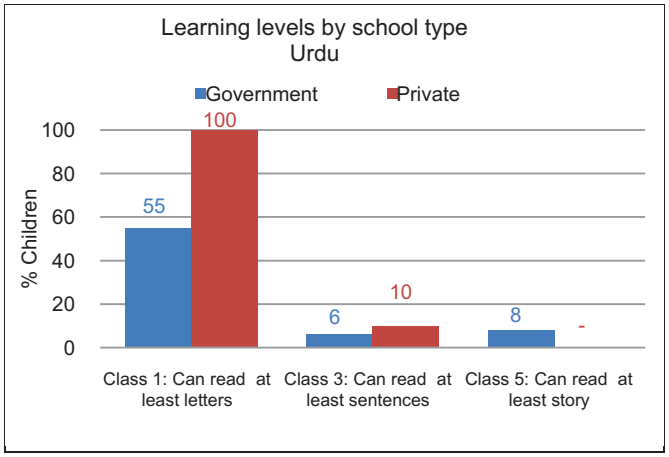
Pashin

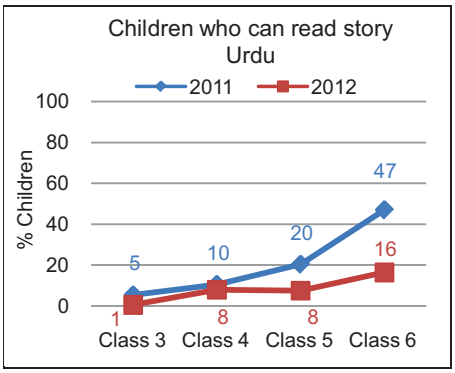
Learning levels (Urdu)

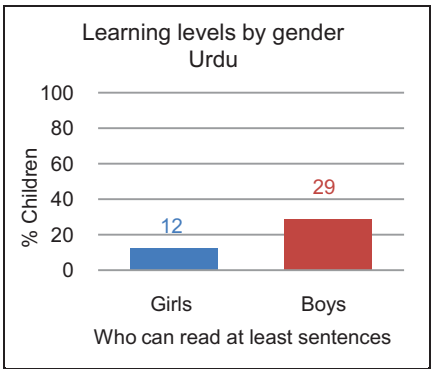
Class-wise % children who can read

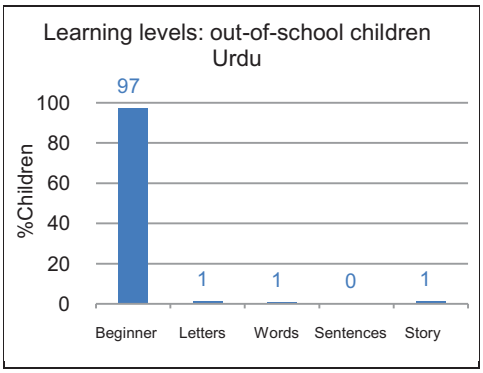
Class	Nothing	Letters	Words	Sentences	Story	Total
1	44.4	41.7	13.0	0.9	0.0	100
2	29.7	34.4	34.4	1.6	0.0	100
3	10.4	27.5	55.9	5.7	0.5	100
4	4.5	10.1	52.2	25.3	7.9	100
5	8.0	4.3	49.7	30.5	7.5	100
6	8.6	1.7	31.0	42.2	16.4	100
7	14.1	1.6	10.9	53.1	20.3	100
8	0.0	0.0	2.2	50.0	47.8	100
9	0.0	0.0	0.0	45.0	55.0	100
10	0.0	0.0	0.0	31.6	68.4	100

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







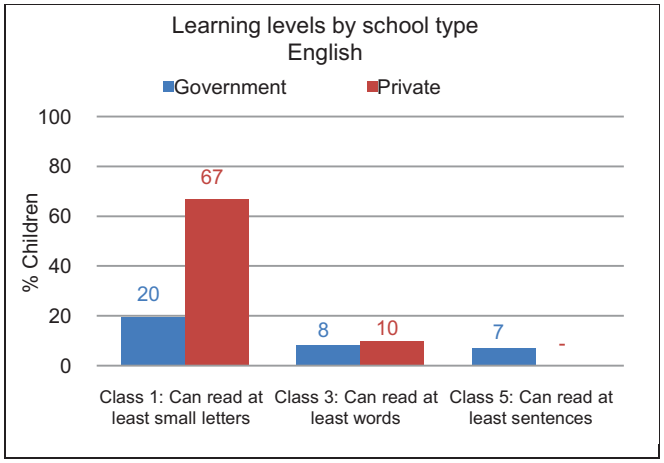


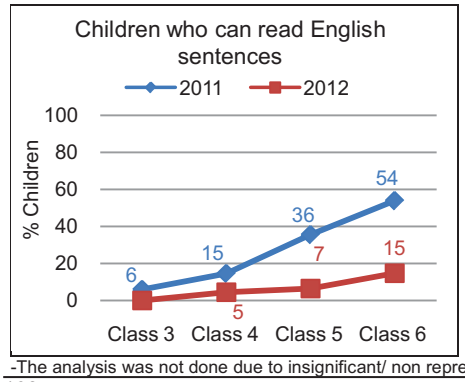
Learning levels (English)

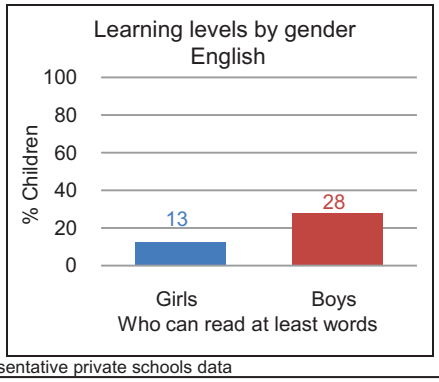
Class-wise % children who can read

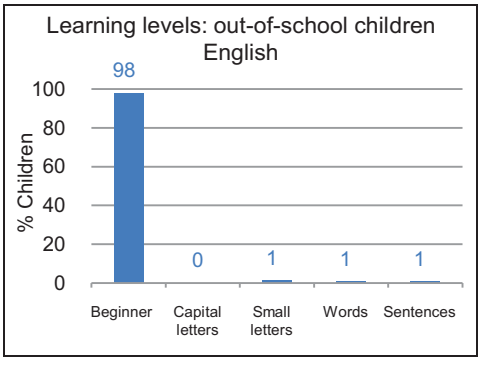
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	47.2	32.4	19.4	0.9	0.0	100
2	33.3	35.4	26.0	4.2	1.0	100
3	15.6	23.7	52.6	8.1	0.0	100
4	4.5	10.7	50.6	29.8	4.5	100
5	8.1	10.2	41.9	33.3	6.5	100
6	8.6	5.2	34.5	37.1	14.7	100
7	13.6	3.0	24.2	40.9	18.2	100
8	0.0	0.0	8.7	54.3	37.0	100
9	0.0	0.0	0.0	55.0	45.0	100
10	0.0	0.0	5.3	42.1	52.6	100

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









-The analysis was not done due to insignificant/ non representative private schools data

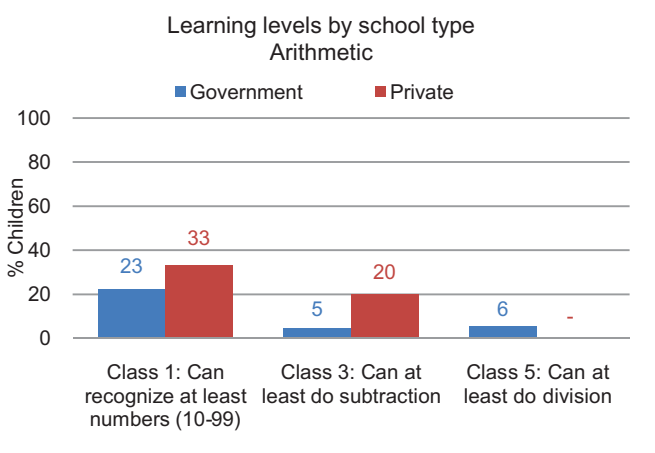
Pashin

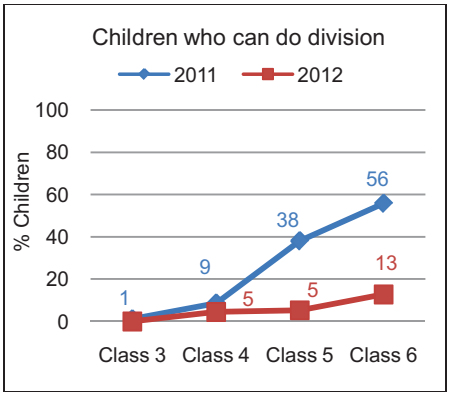
Learning levels (Arithmetic)

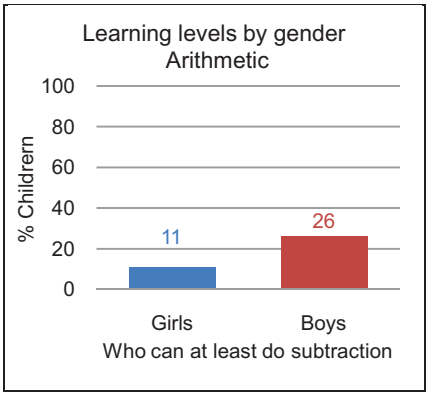
Class-wise % children who can do

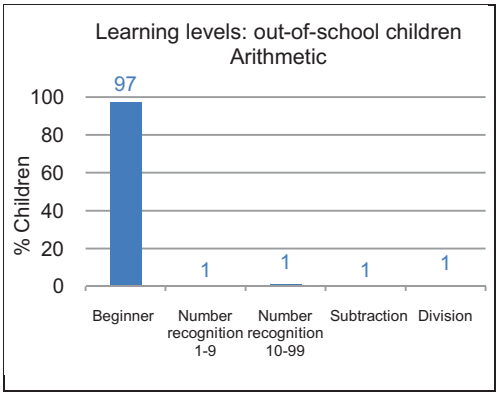
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	45.4	32.4	22.2	0.0	0.0	100
2	29.7	33.3	35.4	1.6	0.0	100
3	12.8	23.7	58.3	5.2	0.0	100
4	5.1	9.6	54.2	26.6	4.5	100
5	7.5	7.0	49.7	30.5	5.3	100
6	7.7	2.6	41.9	35.0	12.8	100
7	12.1	0.0	22.7	47.0	18.2	100
8	0.0	0.0	6.5	50.0	43.5	100
9	0.0	0.0	0.0	55.0	45.0	100
10	0.0	0.0	5.3	42.1	52.6	100

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

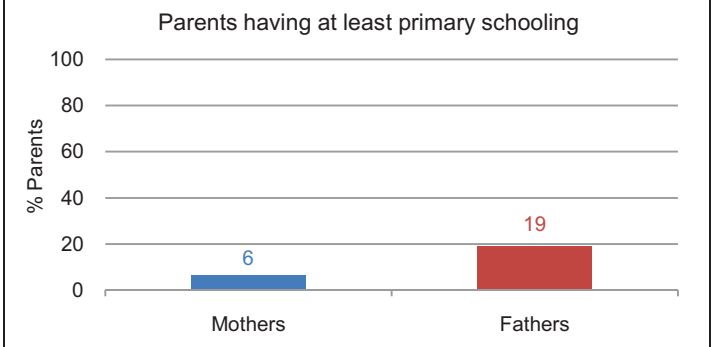








Parental education

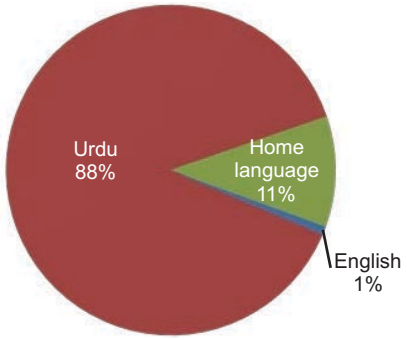


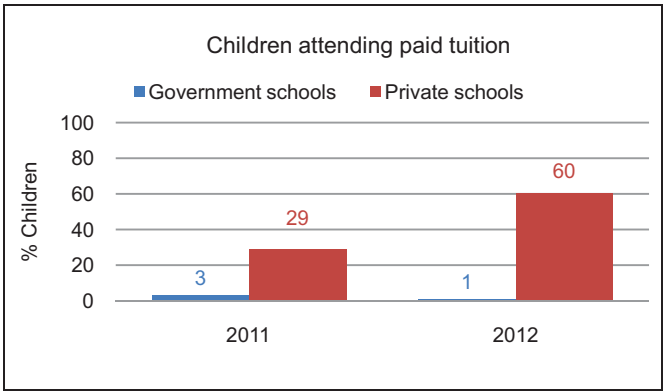
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.6	0.4	0.9	1.0	1.4	1.5	0.0	1.5	0.0	0.0
Pvt.	0.0	55.6	60.0	100.0	75.0	66.7	100.0	33.3	0.0	0.0

Households' preferred medium of instruction in school



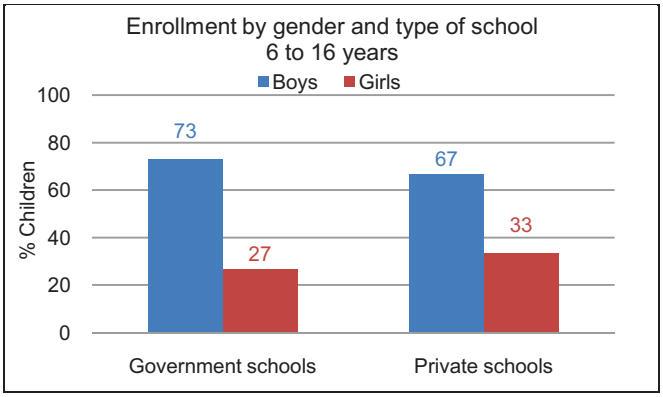


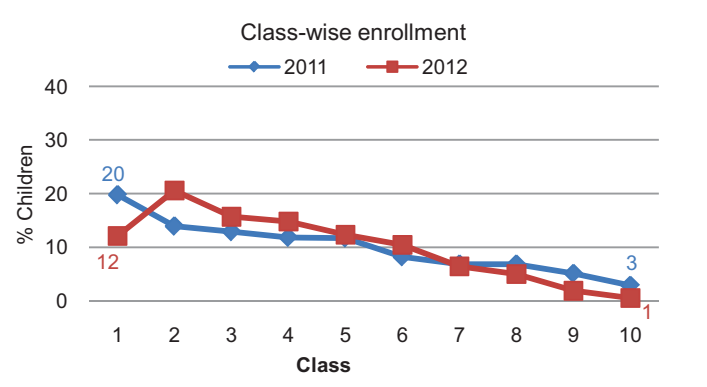
-The analysis was not done due to insignificant/ non representative private schools data

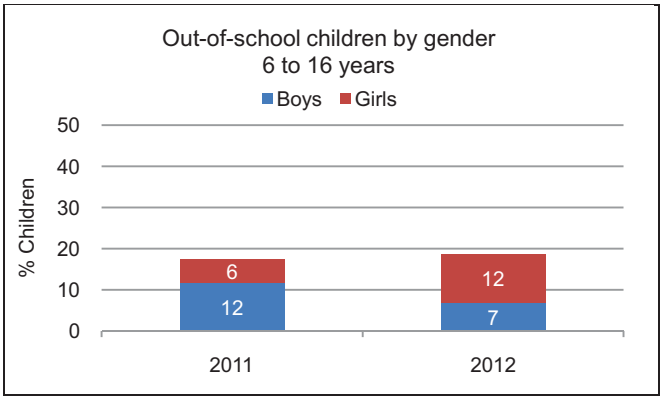
Qilla Abdullah

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	79.5	0.3	0.5	0.0	19.1	0.6	100
11-13	82.7	0.0	0.4	0.0	14.8	2.1	100
14-16	83.9	0.0	0.0	0.0	11.9	4.2	100
6-16	**80.8**	**0.2**	**0.4**	**0.0**	**17.2**	**1.4**	**100**
Total	**81.4**				**18.6**		**100**
By type	**99.3**	**0.2**	**0.5**	**0.0**			

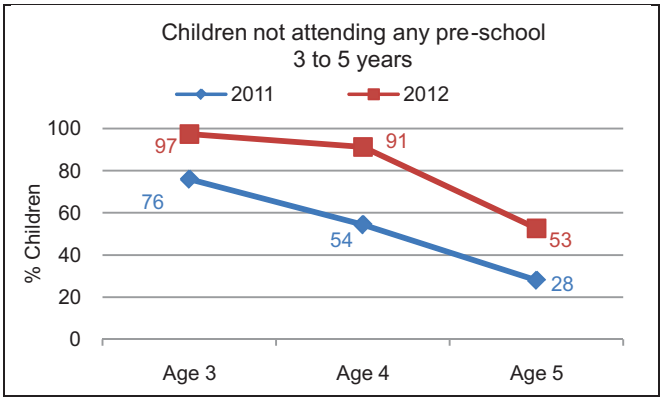






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	2.7	0.0	0.0	0.0	97.3	100
4	8.8	0.0	0.0	0.0	91.2	100
5	45.7	0.6	1.2	0.0	52.6	100
3-5	**22.6**	**0.2**	**0.5**	**0.0**	**76.6**	**100**
Total	**23.3**				**76.6**	**100**
By type	**96.9**	**1.0**	**2.1**	**0.0**		



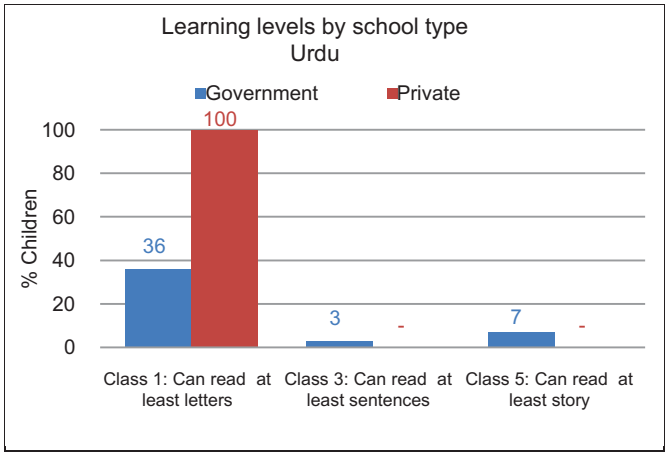
Qilla Abdullah

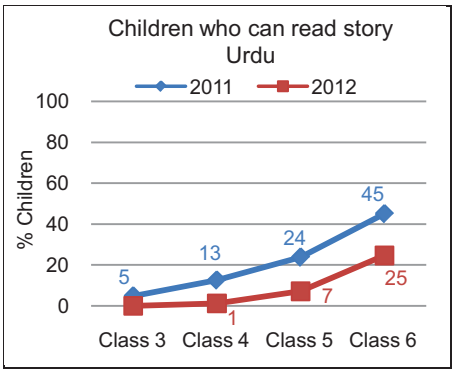
Learning levels (Urdu)

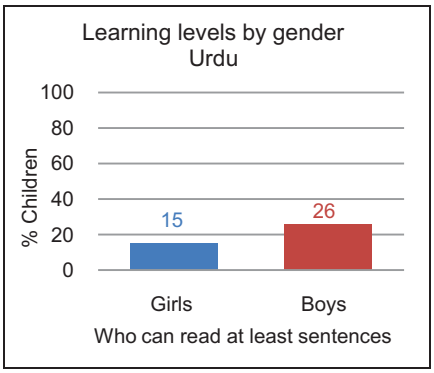
Class-wise % children who can read

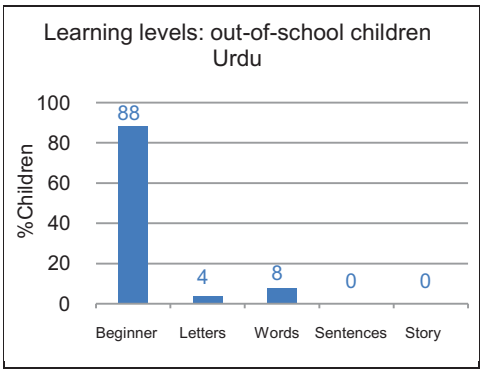
Class	Nothing	Letters	Words	Sentences	Story	Total
1	61.9	6.3	27.0	3.2	1.6	100
2	6.7	58.3	34.2	0.0	0.8	100
3	1.0	24.8	71.3	3.0	0.0	100
4	1.2	7.1	63.5	27.1	1.2	100
5	1.4	1.4	48.6	41.4	7.1	100
6	0.0	1.6	27.9	45.9	24.6	100
7	0.0	0.0	41.2	32.4	26.5	100
8	0.0	0.0	0.0	52.6	47.4	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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







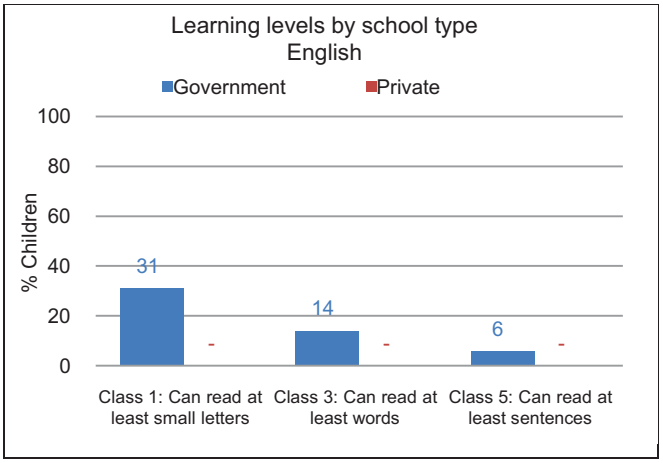


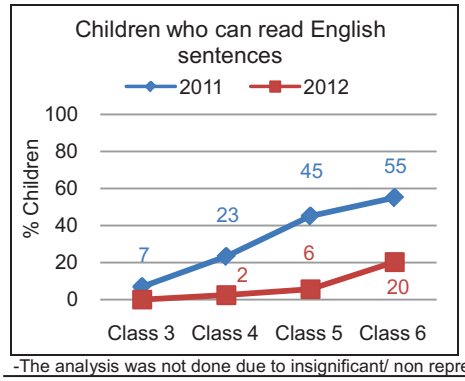
Learning levels (English)

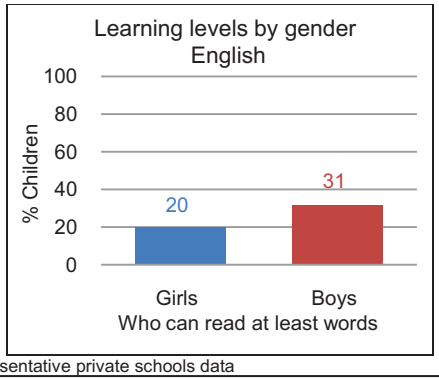
Class-wise % children who can read

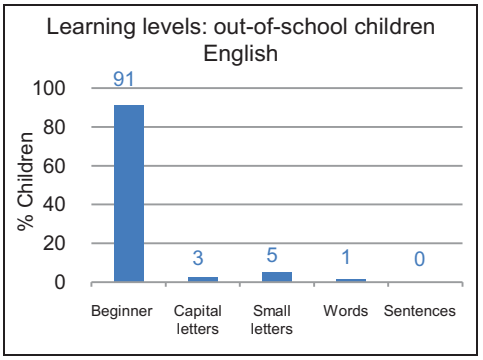
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	55.6	12.7	11.1	20.6	0.0	100
2	10.0	45.0	39.2	5.0	0.8	100
3	4.0	19.8	62.4	13.9	0.0	100
4	2.4	3.6	59.5	32.1	2.4	100
5	2.9	0.0	44.3	47.1	5.7	100
6	1.7	1.7	28.8	47.5	20.3	100
7	0.0	0.0	35.3	35.3	29.4	100
8	0.0	0.0	0.0	52.6	47.4	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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









-The analysis was not done due to insignificant/ non representative private schools data

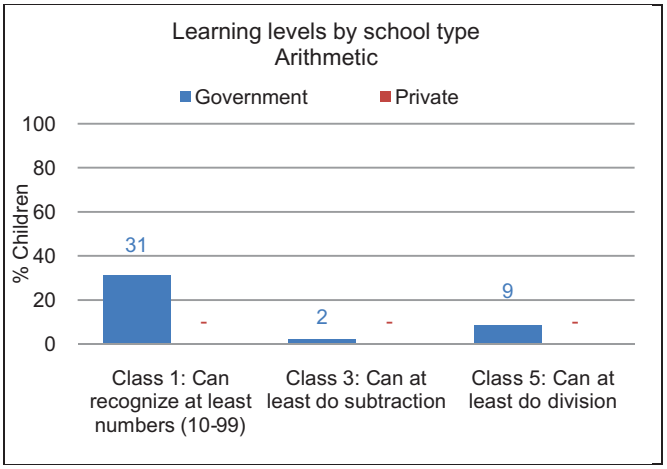
Qilla Abdullah

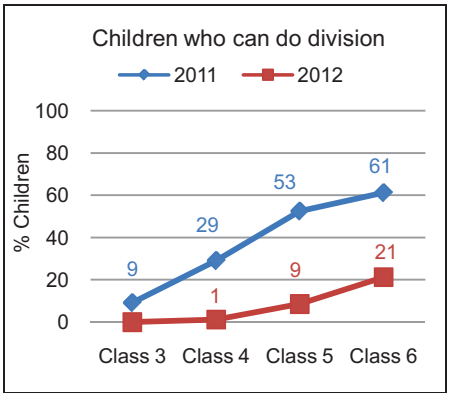
Learning levels (Arithmetic)

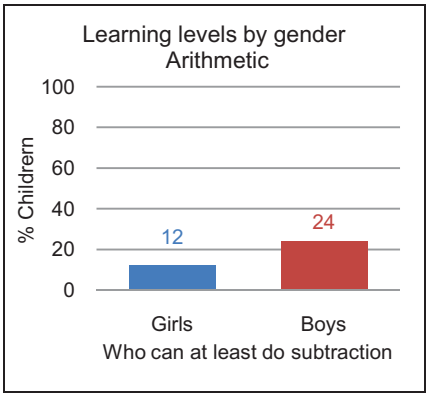
Class-wise % children who can do

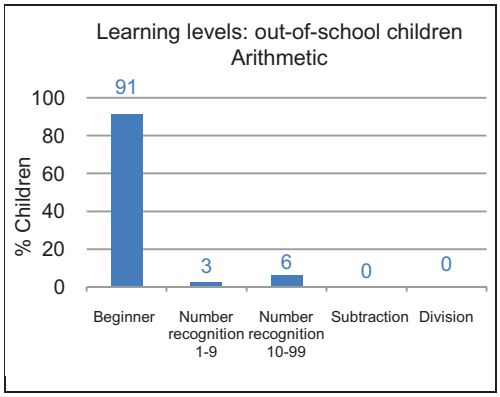
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (3 digits)	Total
		1-9	10-99			
1	60.3	7.9	25.4	6.3	0.0	100
2	10.8	51.7	36.7	0.0	0.8	100
3	2.0	26.7	69.3	2.0	0.0	100
4	1.2	8.2	71.8	17.6	1.2	100
5	2.9	1.4	54.3	32.9	8.6	100
6	0.0	1.6	31.1	45.9	21.3	100
7	0.0	2.9	32.4	38.2	26.5	100
8	0.0	0.0	0.0	52.6	47.4	100
9	0.0	0.0	0.0	20.0	80.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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

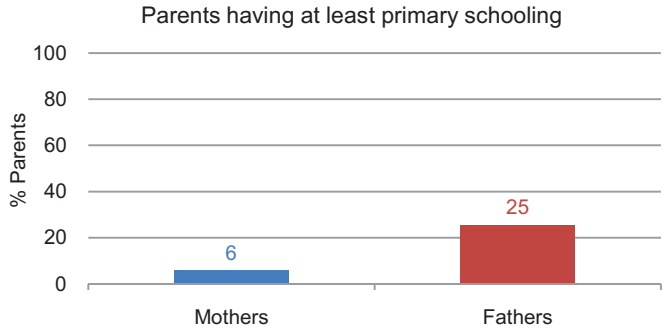








Parental education

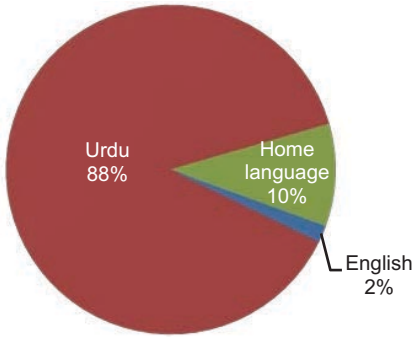


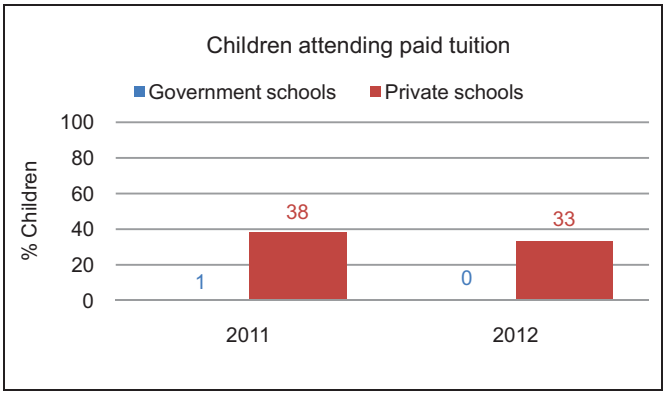
Paid tuition

Class-wise % children attending paid tuition

Type	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.	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Households' preferred medium of instruction in school



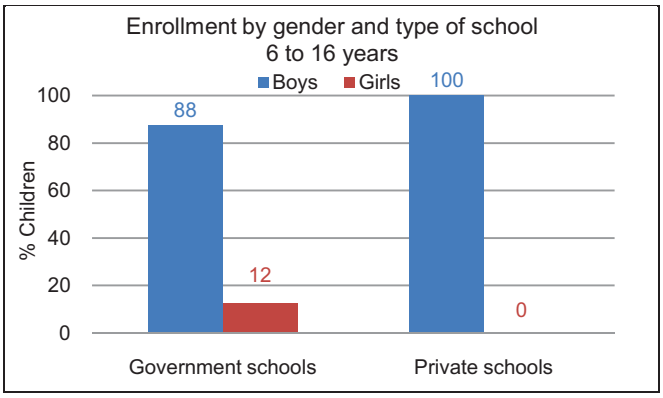


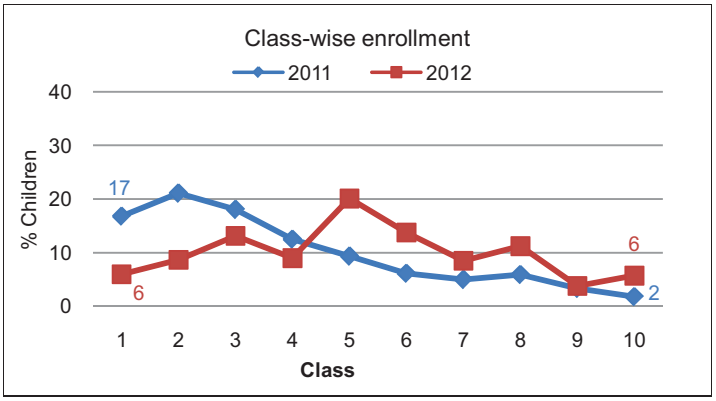
-The analysis was not done due to insignificant/ non representative private schools data

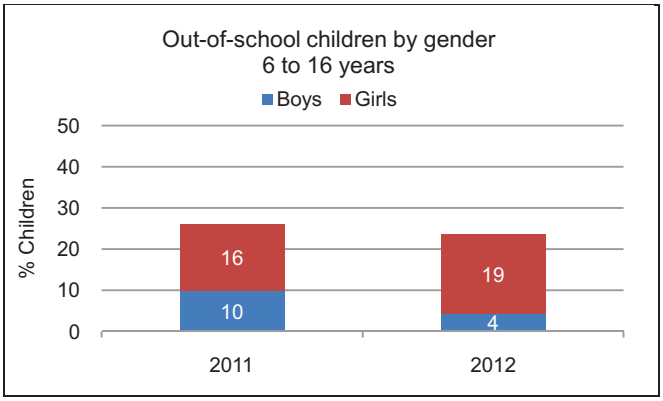
Qilla Saifullah

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	66.9	0.0	2.2	0.2	30.2	0.6	100
11-13	82.1	0.2	1.2	0.0	14.4	2.1	100
14-16	88.7	0.3	0.3	0.0	7.3	3.5	100
6-16	**74.6**	**0.1**	**1.6**	**0.1**	**22.1**	**1.5**	**100**
Total	**76.4**				**23.6**		**100**
By type	**97.6**	**0.1**	**2.1**	**0.1**			

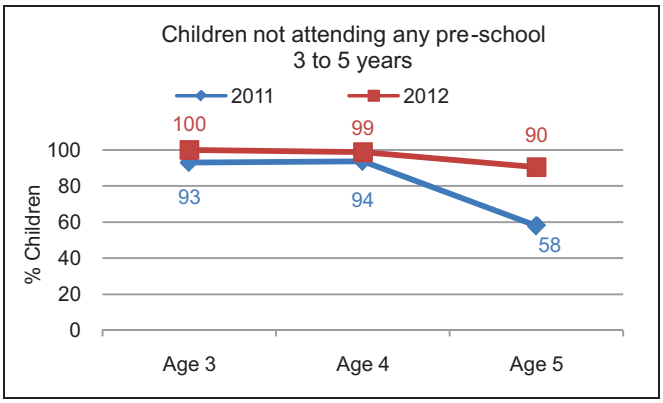






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	0.0	0.0	0.0	100.0	100
4	1.3	0.0	0.0	0.0	98.7	100
5	5.8	0.0	3.8	0.0	90.4	100
3-5	**2.9**	**0.0**	**1.6**	**0.0**	**95.6**	**100**
Total	**4.5**				**95.6**	**100**
By type	**64.7**	**0.0**	**35.3**	**0.0**		



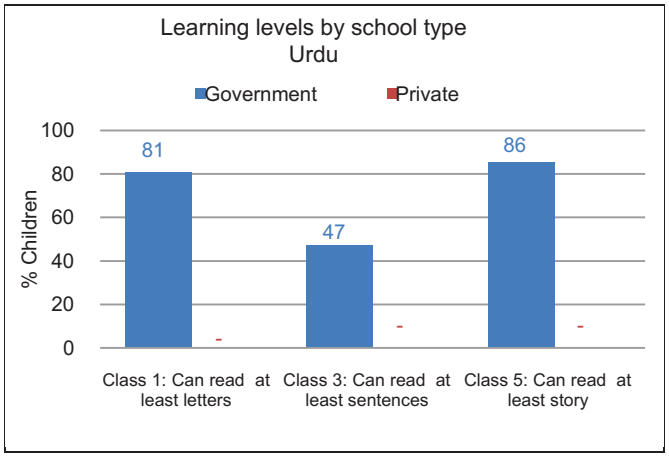
Qilla Saifullah

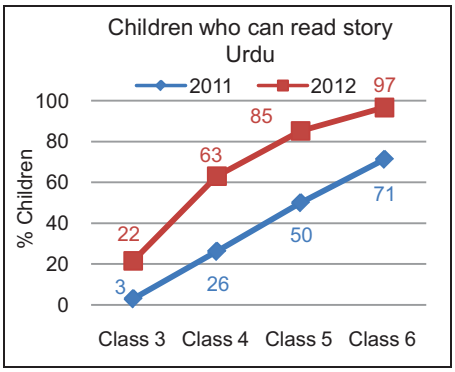
Learning levels (Urdu)

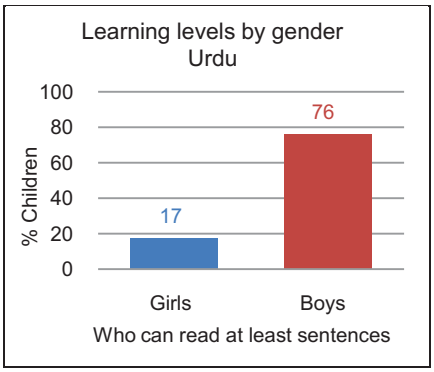
Class-wise % children who can read

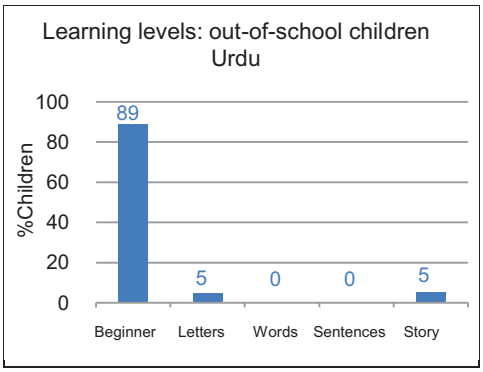
Class	Nothing	Letters	Words	Sentences	Story	Total
1	20.5	67.9	7.7	2.6	1.3	100
2	6.2	27.4	49.6	9.7	7.1	100
3	3.9	13.8	35.9	24.9	21.5	100
4	3.1	1.6	12.6	19.7	63.0	100
5	0.0	0.3	2.7	11.7	85.2	100
6	0.0	0.0	1.4	1.9	96.6	100
7	0.0	0.0	0.0	3.1	96.9	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 3.9% (2.6+1.3) children of class 1 can read sentences







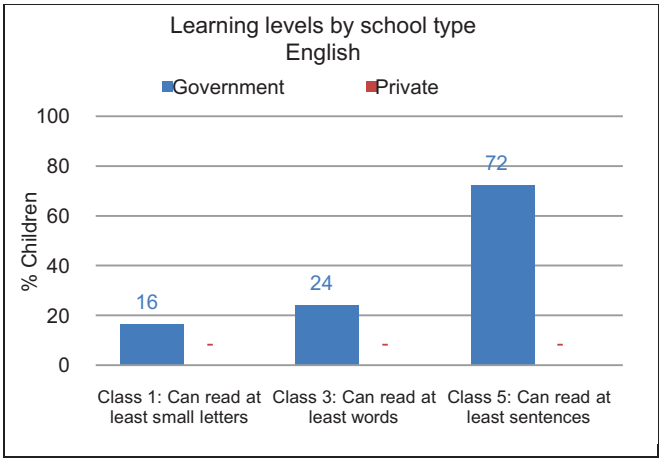


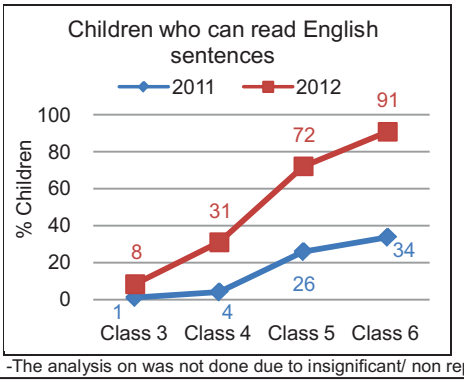
Learning levels (English)

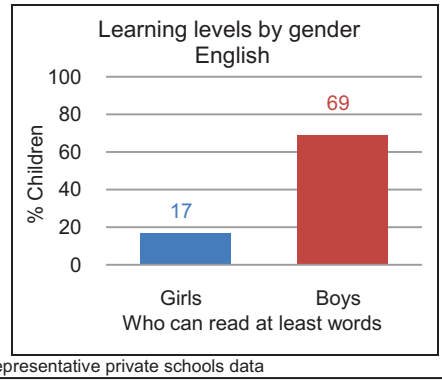
Class-wise % children who can read

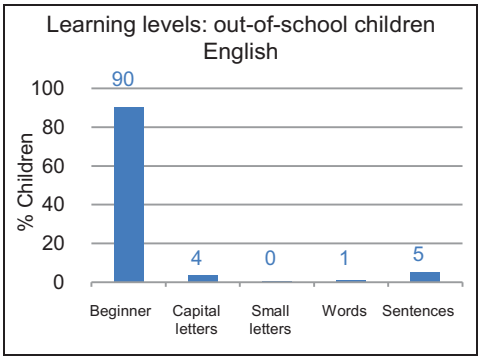
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	52.6	32.1	11.5	2.6	1.3	100
2	15.0	33.6	48.7	1.8	0.9	100
3	5.6	10.6	59.2	16.2	8.4	100
4	2.4	2.4	31.0	33.3	31.0	100
5	0.3	0.0	11.1	16.4	72.1	100
6	0.0	0.0	1.5	7.8	90.8	100
7	0.0	0.0	0.8	3.1	96.2	100
8	0.0	0.0	0.0	1.8	98.2	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 3.9% (2.6+1.3) children of class 1 can read words









-The analysis on was not done due to insignificant/ non representative private schools data

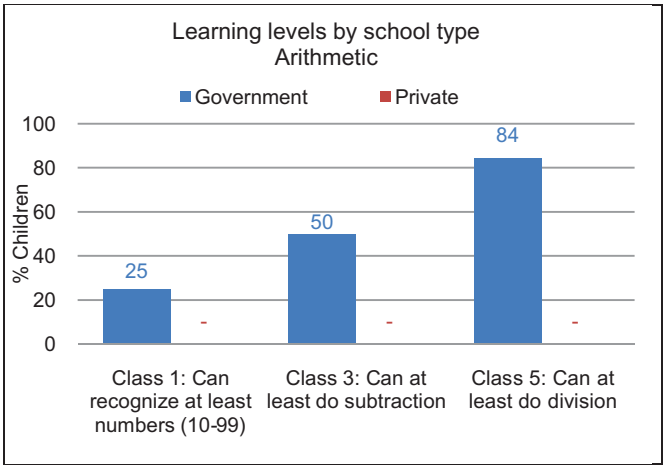
Qilla Saifullah

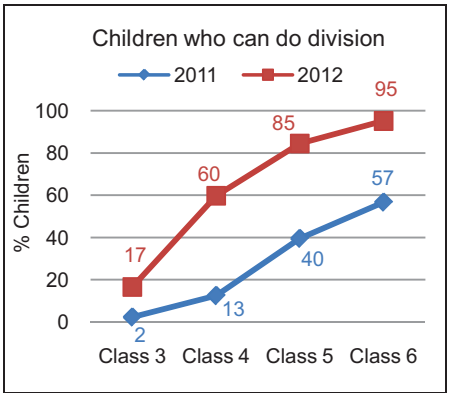
Learning levels (Arithmetic)

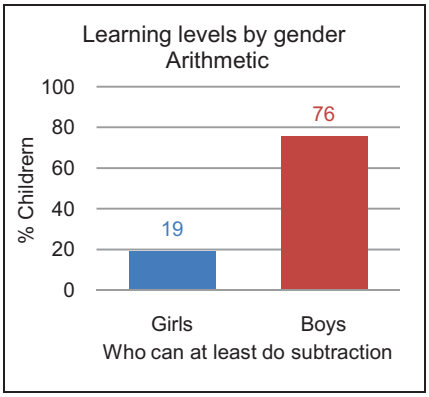
Class-wise % children who can do

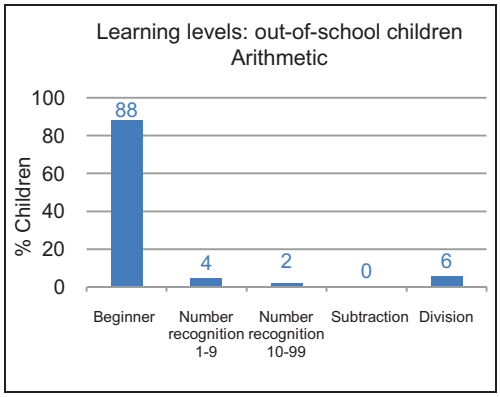
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	19.2	57.7	20.5	1.3	1.3	100
2	8.0	5.3	74.3	10.6	1.8	100
3	3.9	0.6	46.1	32.8	16.7	100
4	2.4	2.4	11.0	24.4	59.8	100
5	0.0	0.0	3.0	12.5	84.5	100
6	0.0	0.0	1.0	3.8	95.2	100
7	0.0	0.0	1.5	0.0	98.5	100
8	0.0	0.0	0.0	0.6	99.4	100
9	0.0	0.0	0.0	1.9	98.1	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 2.6% (1.3+1.3) children of class 1 can do subtraction

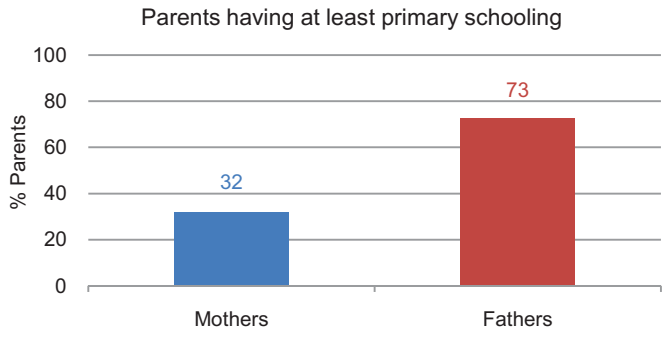








Parental education

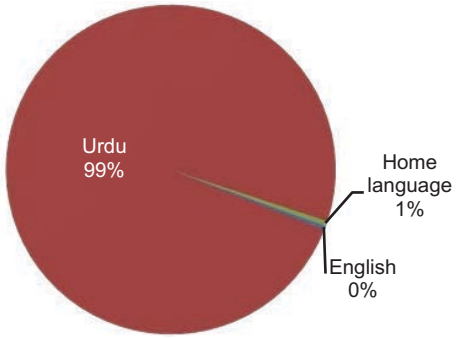


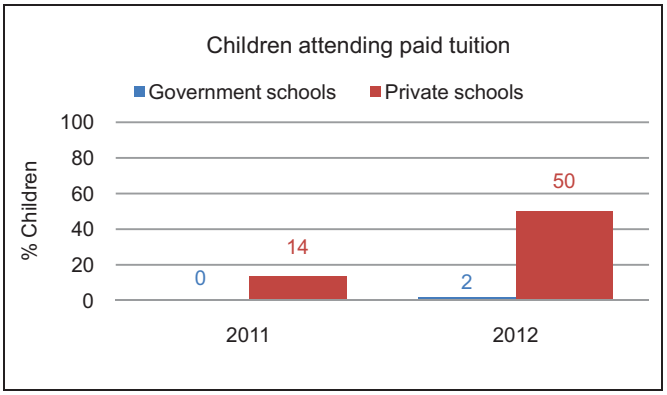
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.1	2.2	1.0	0.0	0.9	0.9	0.7	2.7	9.5	10.5
Pvt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0

Households' preferred medium of instruction in school

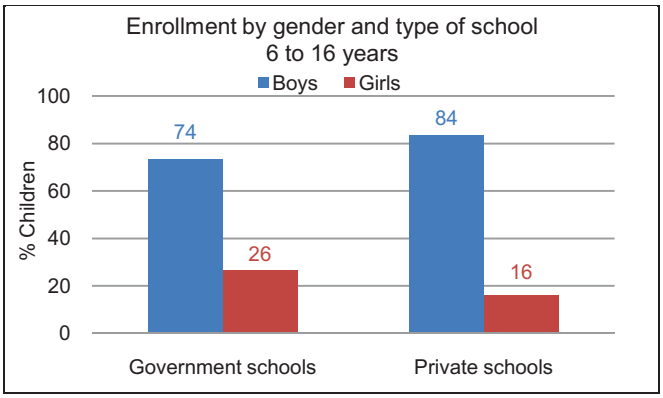


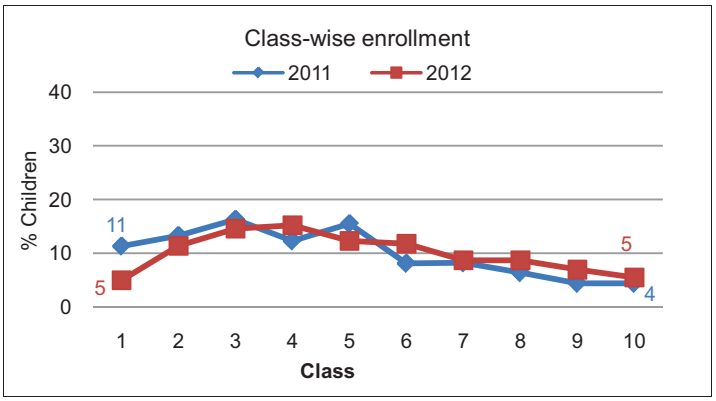


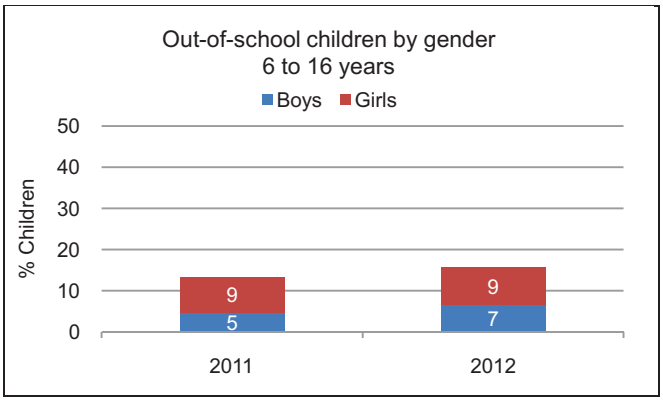
-The analysis was not done due to insignificant/ non representative private schools data

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	55.0	24.6	3.9	0.2	15.5	0.8	100
11-13	57.8	26.8	4.1	0.6	9.1	1.5	100
14-16	46.4	30.2	3.8	0.0	15.4	4.1	100
6-16	**53.5**	**26.6**	**4.0**	**0.2**	**13.8**	**1.8**	**100**
Total	**84.3**				**15.6**		**100**
By type	**63.4**	**31.6**	**4.7**	**0.3**			

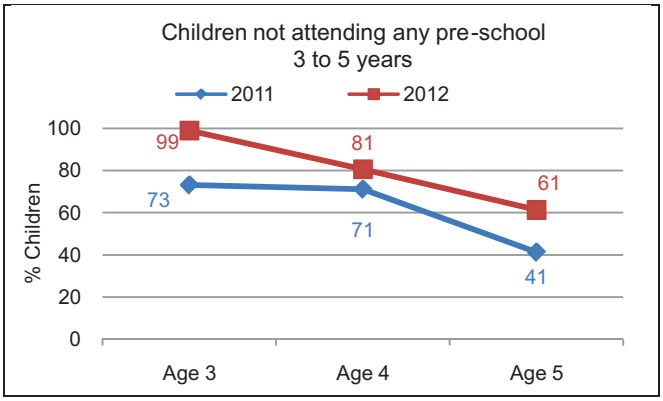


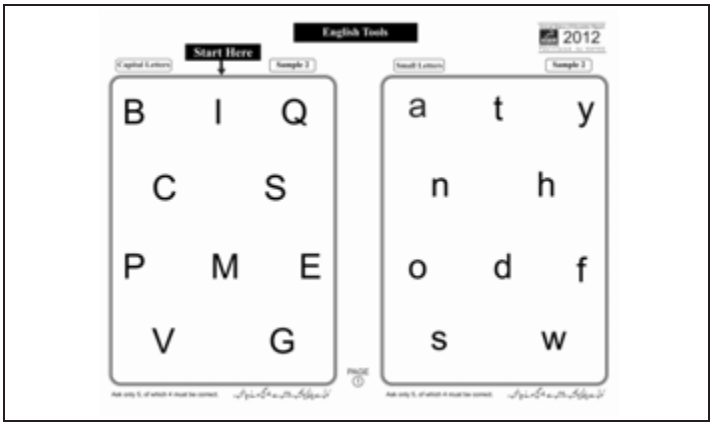




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	1.1	0.0	0.0	0.0	98.9	100
4	5.6	13.9	0.0	0.0	80.6	100
5	25.2	11.8	1.7	0.0	61.3	100
3-5	**12.3**	**8.5**	**0.7**	**0.0**	**78.5**	**100**
Total	**21.5**				**78.5**	**100**
By type	**57.4**	**39.3**	**3.3**	**0.0**		





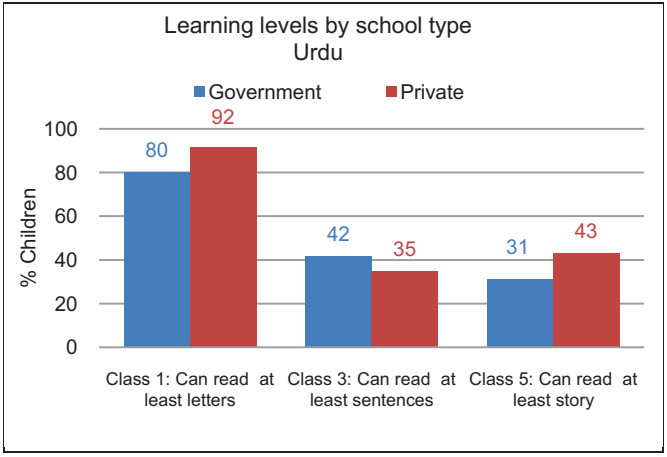
Quetta

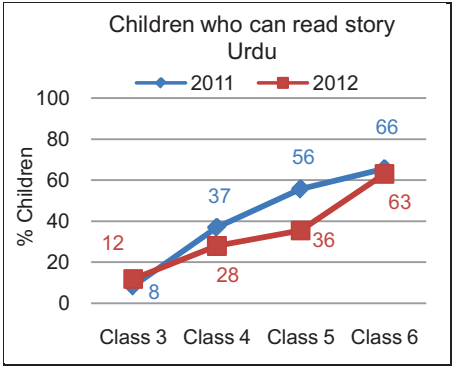
Learning levels (Urdu)

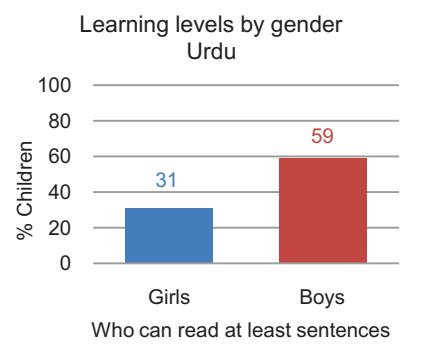
Class-wise % children who can read

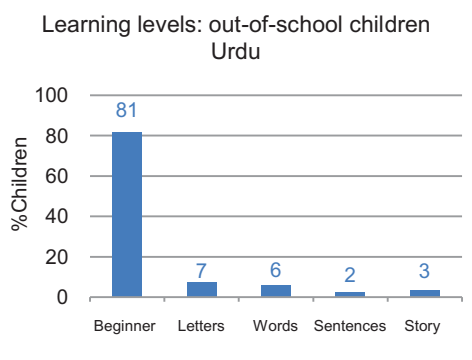
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.6	22.7	47.7	6.8	9.1	100
2	6.0	29.0	41.0	12.0	12.0	100
3	0.7	17.6	42.6	27.2	11.8	100
4	3.6	4.3	19.3	45.0	27.9	100
5	1.8	7.3	14.5	40.9	35.5	100
6	0.0	0.0	8.3	28.7	63.0	100
7	0.0	5.0	5.0	37.5	52.5	100
8	0.0	0.0	6.5	20.8	72.7	100
9	0.0	0.0	3.2	9.5	87.3	100
10	0.0	0.0	0.0	2.0	98.0	100

How to read: 15.9% (6.8+9.1) children of class 1 can read sentences







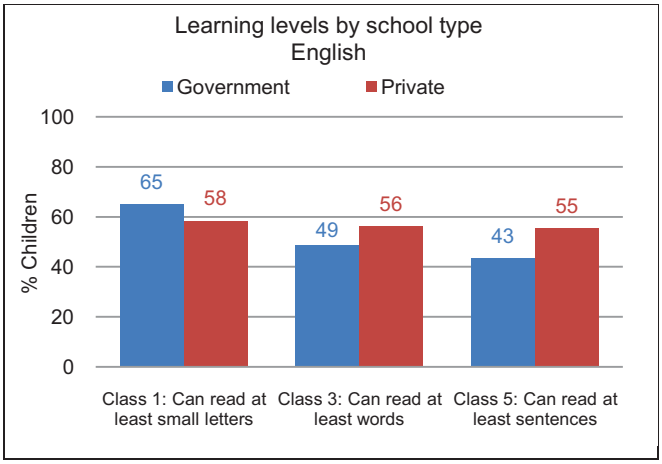


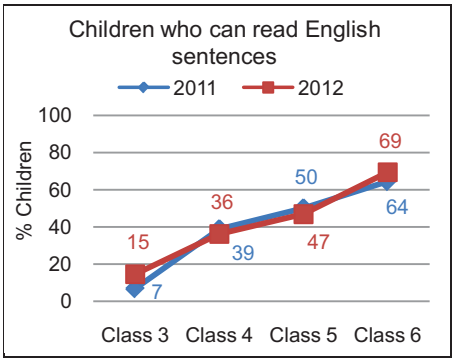
Learning levels (English)

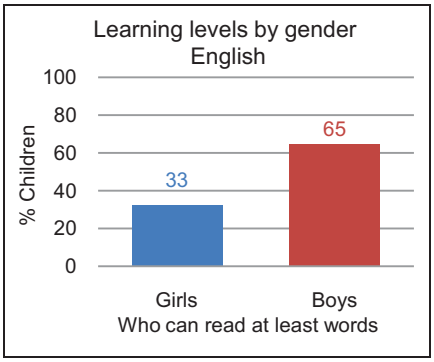
Class-wise % children who can read

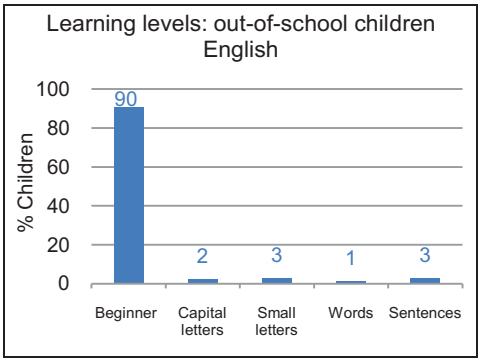
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	18.2	20.5	25.0	27.3	9.1	100
2	16.0	18.0	24.0	27.0	15.0	100
3	8.8	13.1	26.3	37.2	14.6	100
4	5.8	2.9	13.8	41.3	36.2	100
5	2.7	6.2	11.5	32.7	46.9	100
6	0.9	0.9	7.4	21.3	69.4	100
7	3.8	0.0	2.6	16.7	76.9	100
8	0.0	0.0	1.3	27.6	71.1	100
9	0.0	0.0	0.0	7.8	92.2	100
10	0.0	0.0	0.0	8.2	91.8	100

How to read: 36.4% (27.3+9.1) children of class 1 can read words









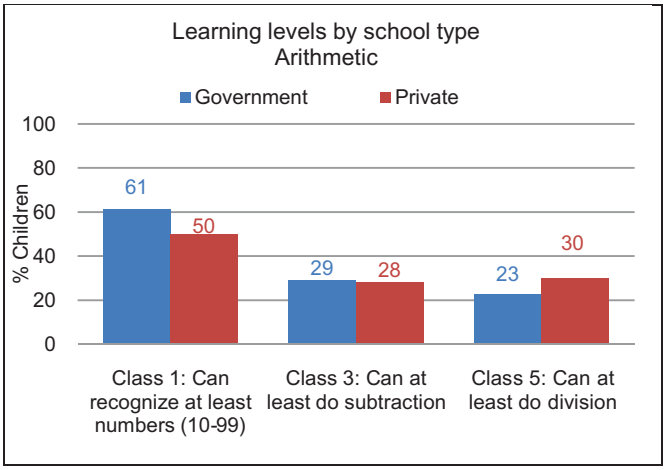
Quetta

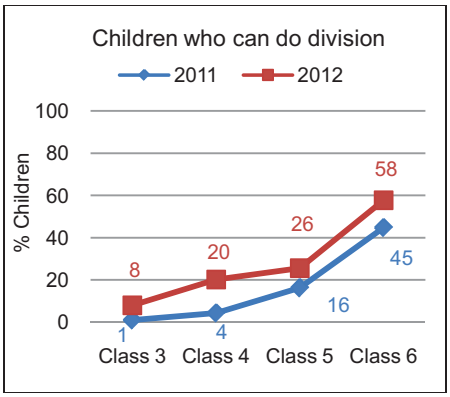
Learning levels (Arithmetic)

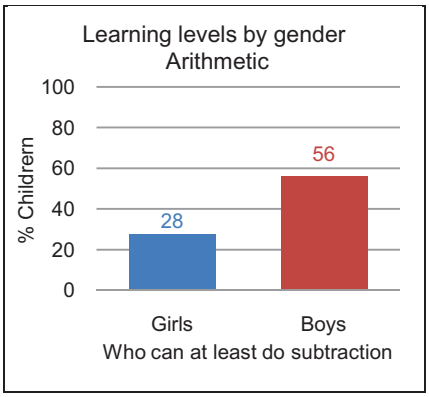
Class-wise % children who can do

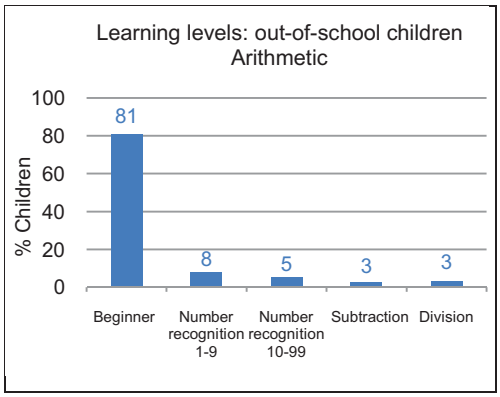
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	9.5	35.7	38.1	11.9	4.8	100
2	7.0	28.0	49.0	15.0	1.0	100
3	2.2	7.4	61.0	21.3	8.1	100
4	4.3	2.9	22.5	50.0	20.3	100
5	4.4	3.5	16.8	49.6	25.7	100
6	0.9	0.0	14.7	26.6	57.8	100
7	3.8	1.3	7.5	35.0	52.5	100
8	0.0	0.0	6.5	39.0	54.5	100
9	0.0	0.0	7.8	17.2	75.0	100
10	0.0	0.0	2.0	22.0	76.0	100

How to read: 16.7% (11.9+4.8) children of class 1 can do subtraction

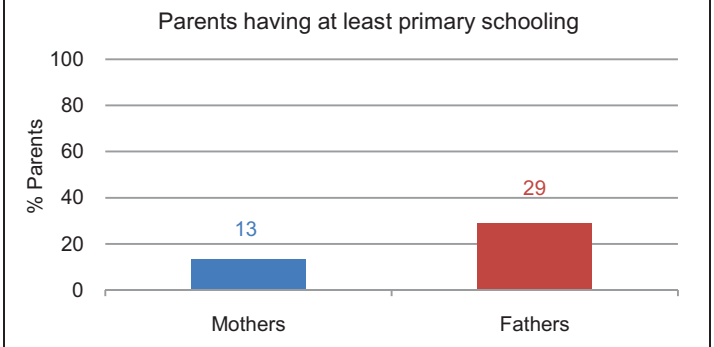








Parental education

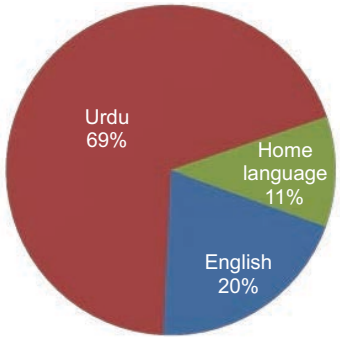


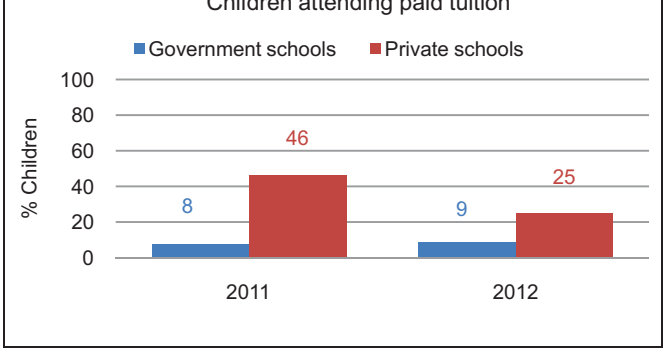
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	9.1	11.0	9.3	7.0	7.6	8.6	16.7	15.5	14.3	6.1
Pvt.	26.9	24.0	25.0	34.8	30.8	25.0	25.0	19.2	24.0	20.0

Households' preferred medium of instruction in school

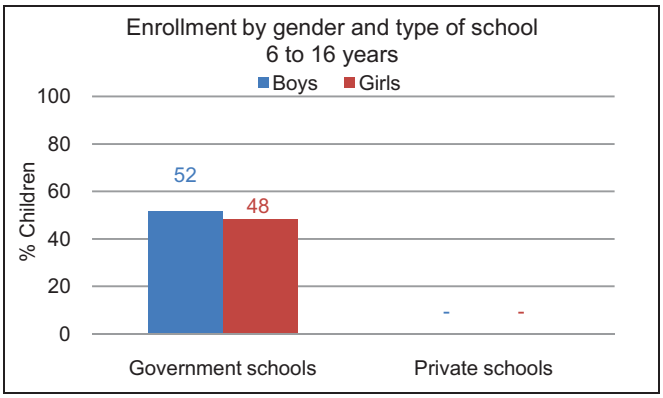


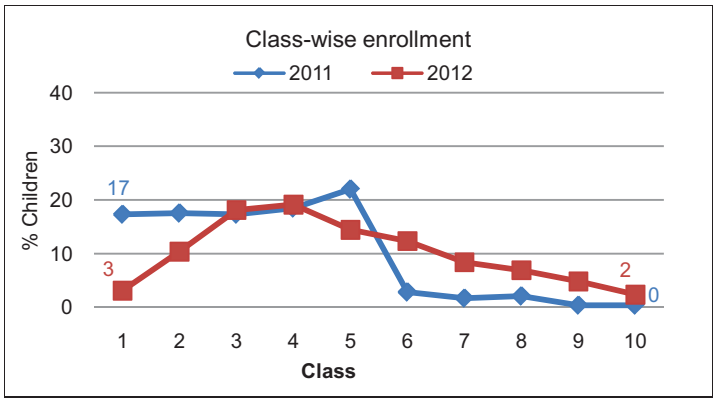


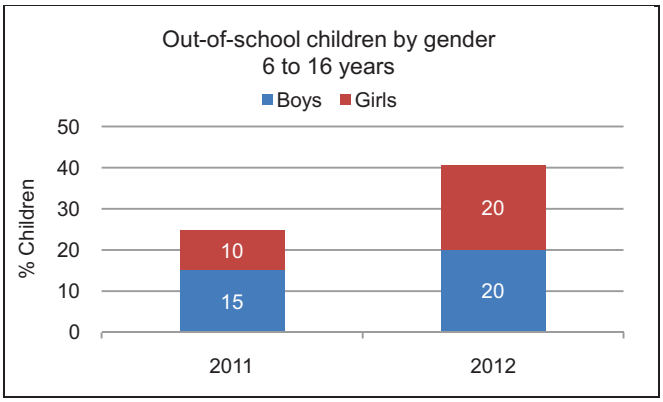
Sherani

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	62.8	0.0	0.3	0.0	35.5	1.4	100
11-13	59.5	0.0	0.2	0.0	38.8	1.4	100
14-16	43.9	0.0	0.0	0.0	54.3	1.8	100
6-16	**59.2**	**0.0**	**0.2**	**0.0**	**39.0**	**1.5**	**100**
Total	**59.4**				**40.5**		**100**
By type	**99.6**	**0.0**	**0.4**	**0.0**			

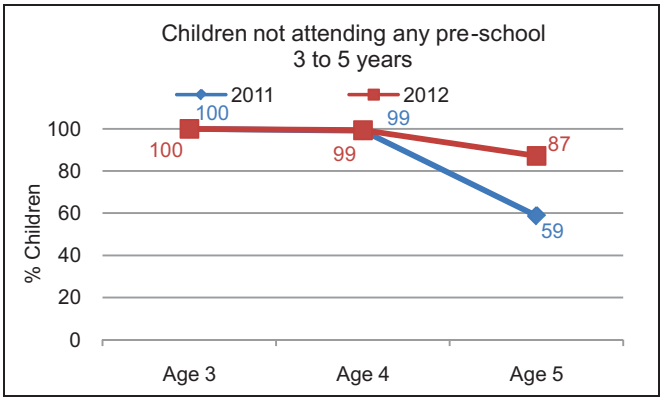






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	0.0	0.0	0.0	100.0	100
4	0.7	0.0	0.0	0.0	99.3	100
5	12.9	0.0	0.0	0.0	87.1	100
3-5	**6.0**	**0.0**	**0.0**	**0.0**	**94.0**	**100**
Total	**6.0**				**94.0**	**100**
By type	**100.0**	**0.0**	**0.0**	**0.0**		



-The analysis on private schooling was not done due to insignificant/ non representative private schools data

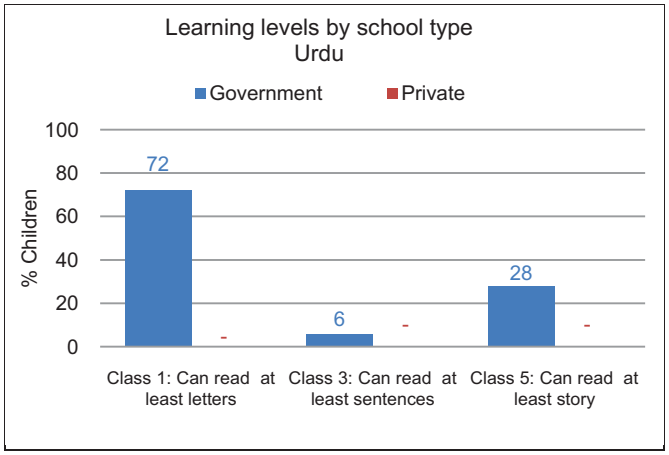
Sherani

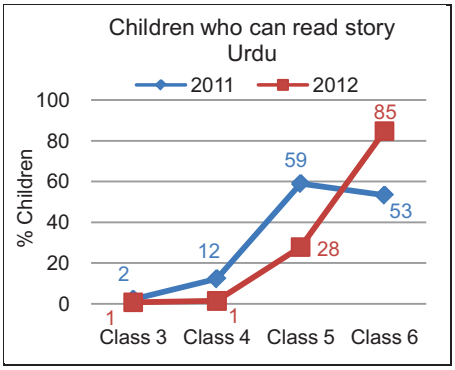
Learning levels (Urdu)

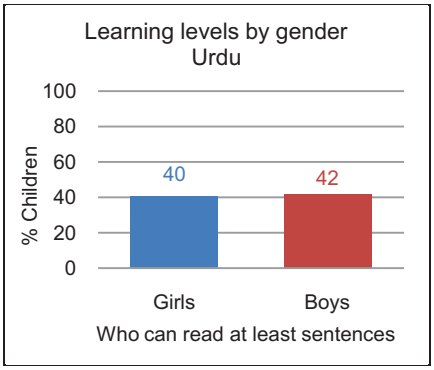
Class-wise % children who can read

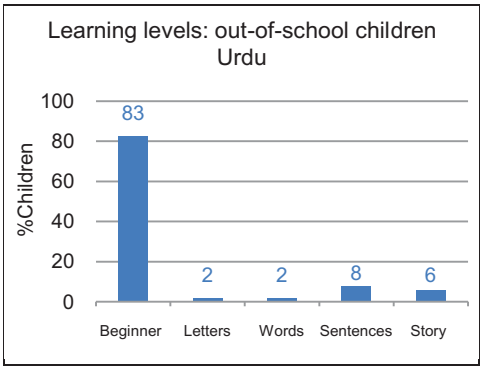
Class	Nothing	Letters	Words	Sentences	Story	Total
1	28.0	48.0	24.0	0.0	0.0	100
2	18.8	45.0	32.5	3.8	0.0	100
3	6.6	31.4	56.2	5.1	0.7	100
4	2.8	8.5	59.2	28.2	1.4	100
5	2.1	2.1	15.5	52.6	27.8	100
6	0.0	0.0	3.5	11.8	84.7	100
7	0.0	0.0	0.0	3.4	96.6	100
8	0.0	0.0	0.0	2.1	97.9	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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







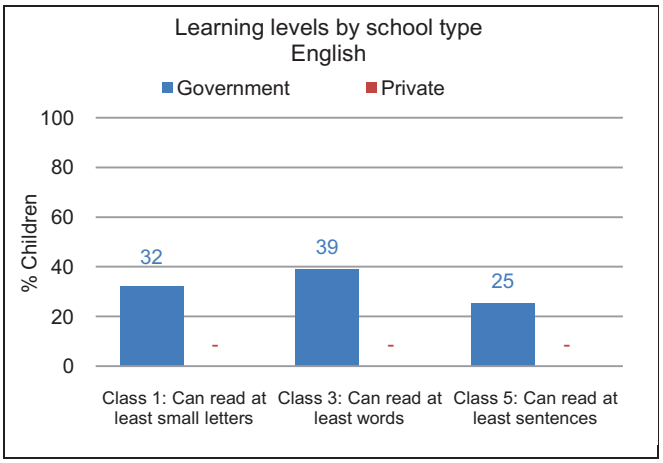


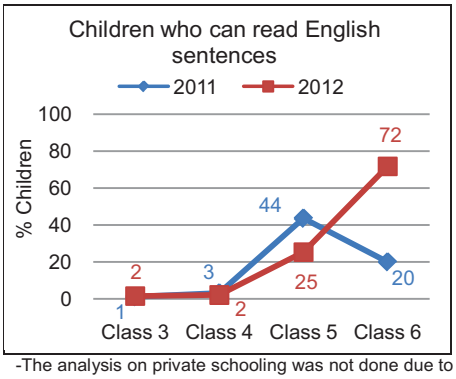
Learning levels (English)

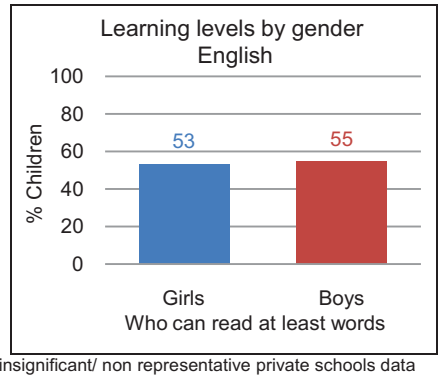
Class-wise % children who can read

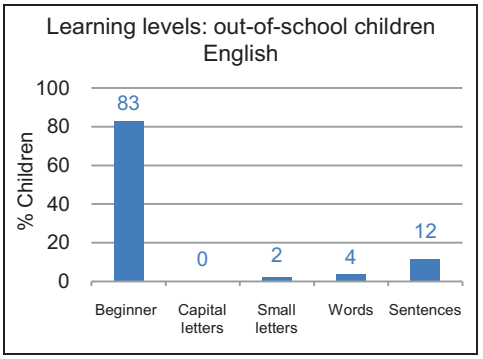
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	36.0	32.0	32.0	0.0	0.0	100
2	18.8	10.0	55.0	15.0	1.3	100
3	7.3	3.6	50.4	37.2	1.5	100
4	4.9	2.1	26.1	64.8	2.1	100
5	1.0	0.0	10.1	63.6	25.3	100
6	0.0	0.0	0.0	28.2	71.8	100
7	0.0	0.0	1.8	3.5	94.7	100
8	0.0	0.0	0.0	0.0	100.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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









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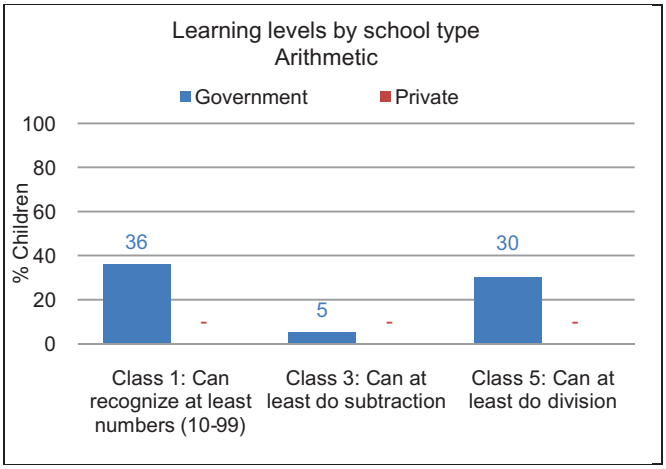
Sherani

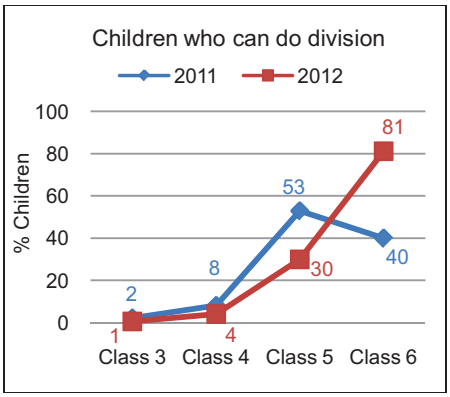
Learning levels (Arithmetic)

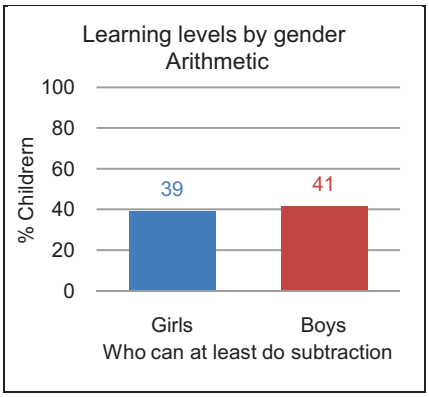
Class-wise % children who can do

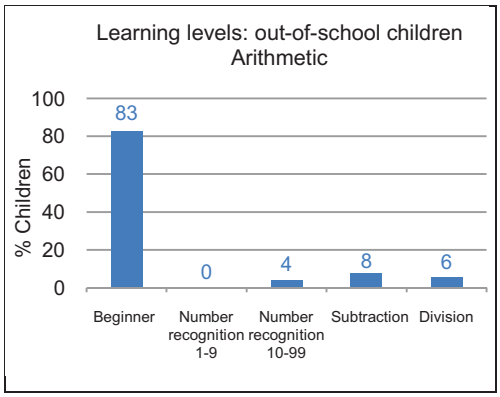
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	36.0	28.0	36.0	0.0	0.0	100
2	19.0	13.9	60.8	6.3	0.0	100
3	6.6	8.0	80.3	4.4	0.7	100
4	3.5	2.8	66.2	23.2	4.2	100
5	1.0	0.0	26.0	43.0	30.0	100
6	0.0	0.0	4.7	14.1	81.2	100
7	0.0	0.0	0.0	10.2	89.8	100
8	0.0	0.0	0.0	6.1	93.9	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: 0.0% (0.0+0.0) children of class 1 can do subtraction

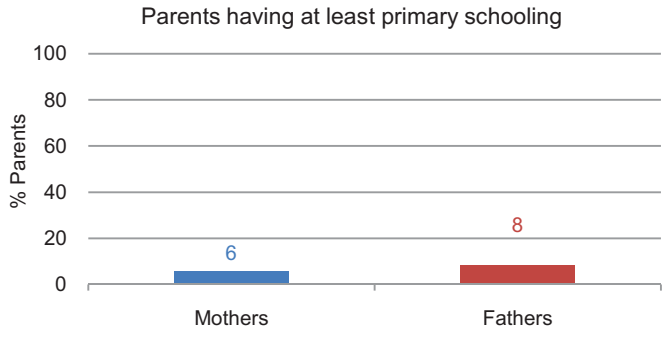








Parental education

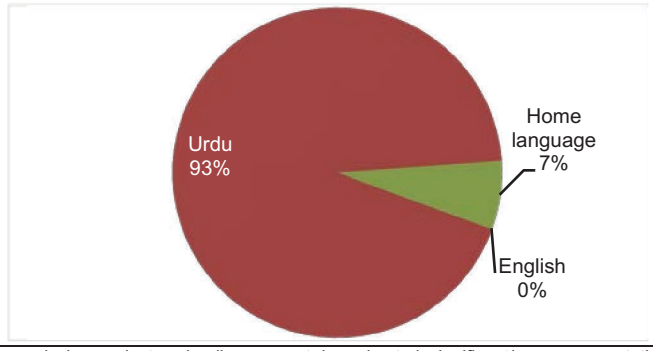


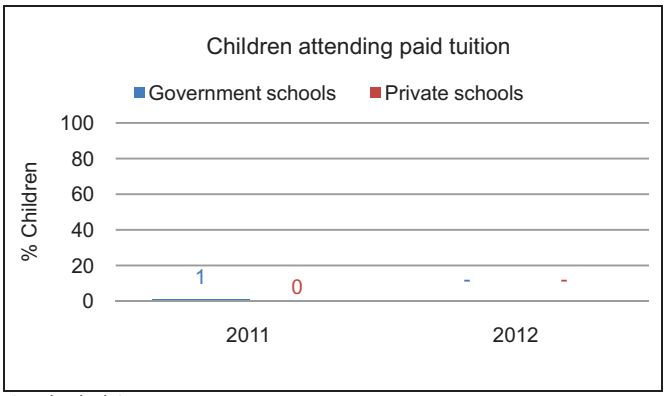
Paid tuition

Class-wise % children attending paid tuition

Type	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

Households' preferred medium of instruction in school



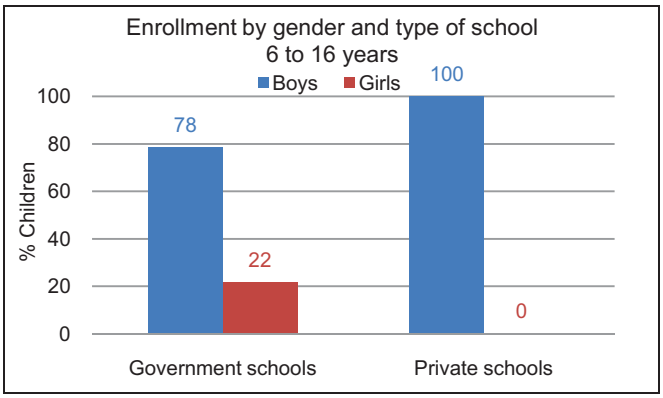


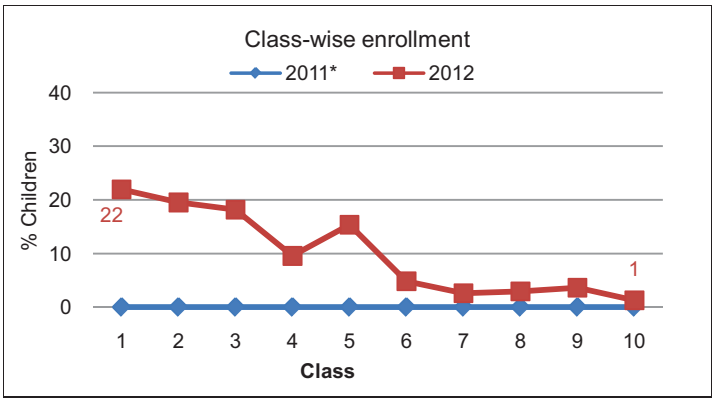
-The analysis on private schooling was not done due to insignificant/ non representative private schools data

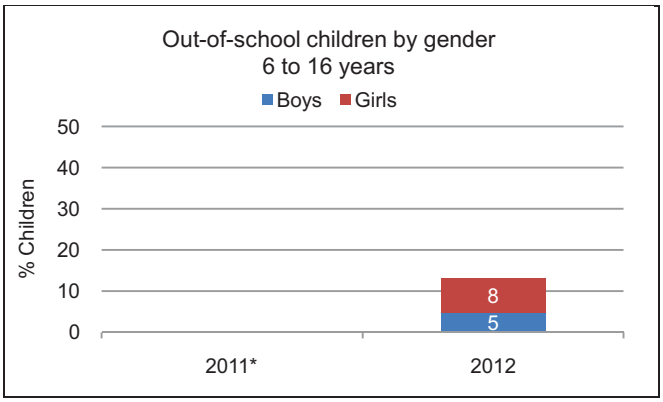
Sibi

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	86.0	0.1	0.1	0.0	13.5	0.2	100
11-13	88.5	0.0	0.0	0.0	11.1	0.4	100
14-16	87.6	0.8	0.0	0.0	9.1	2.5	100
6-16	**86.7**	**0.2**	**0.1**	**0.0**	**12.6**	**0.5**	**100**
Total	**87.0**				**13.1**		**100**
By type	**99.7**	**0.2**	**0.1**	**0.0**			

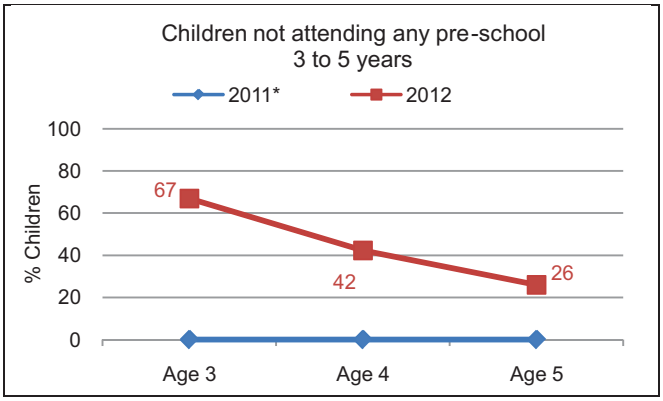


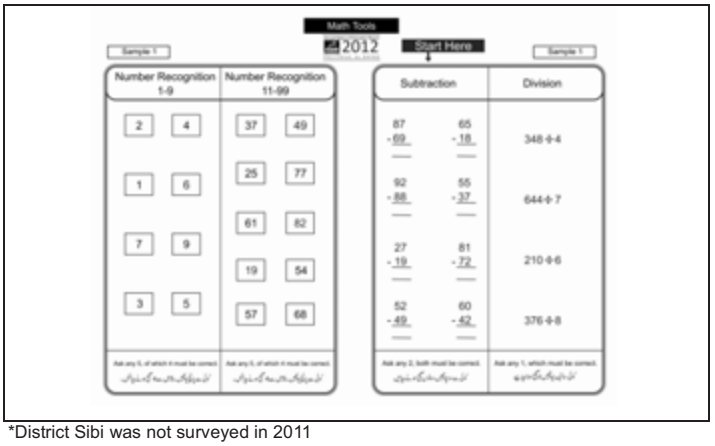




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	33.1	0.0	0.0	0.0	66.9	100
4	57.7	0.0	0.0	0.0	42.3	100
5	74.0	0.0	0.0	0.0	26.0	100
3-5	**59.5**	**0.0**	**0.0**	**0.0**	**40.5**	**100**
Total	**59.5**				**40.5**	**100**
By type	**100.0**	**0.0**	**0.0**	**0.0**		





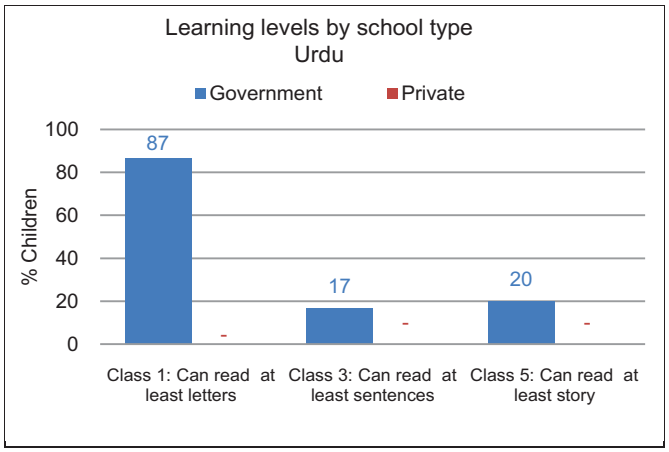
*District Sibi was not surveyed in 2011

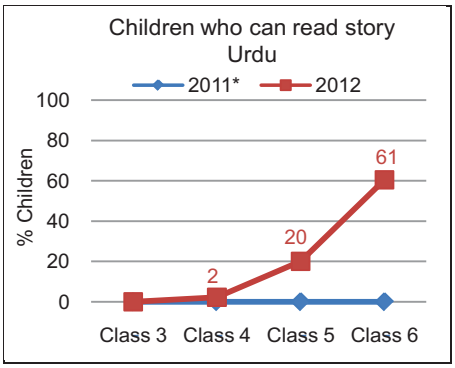
Sibi

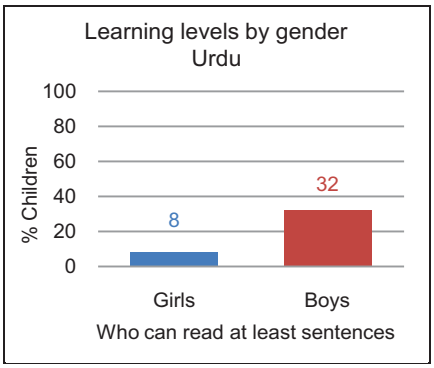
Learning levels (Urdu)

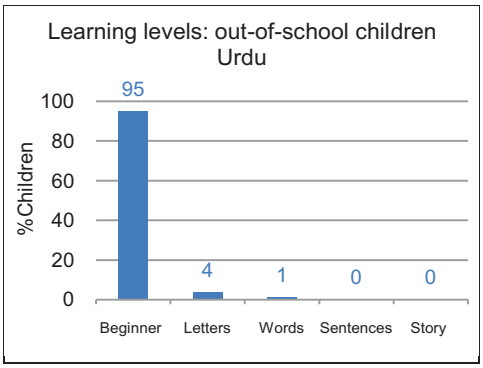
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.4	78.2	7.9	0.4	0.0	100
2	1.5	34.0	62.4	2.0	0.0	100
3	2.2	2.8	78.5	16.6	0.0	100
4	1.1	0.0	45.2	51.6	2.2	100
5	0.0	0.0	16.0	64.0	20.0	100
6	4.7	0.0	11.6	23.3	60.5	100
7	0.0	0.0	0.0	27.8	72.2	100
8	0.0	0.0	0.0	16.7	83.3	100
9	0.0	0.0	0.0	34.3	65.7	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 read sentences





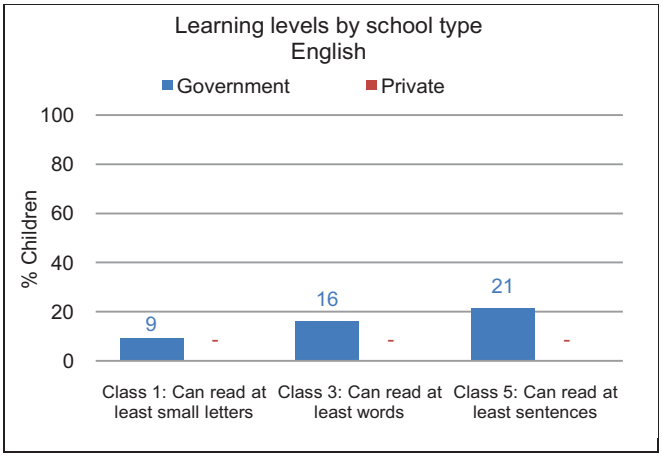


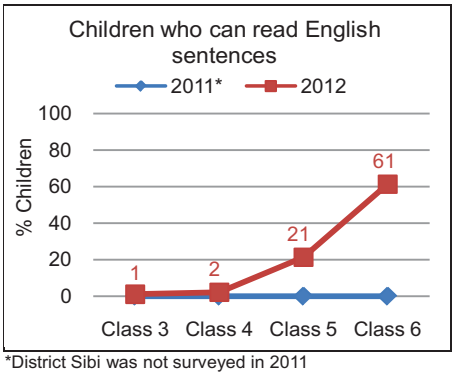


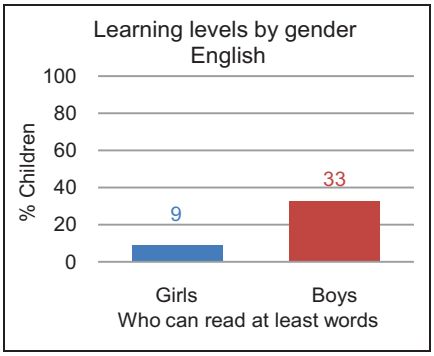
Learning levels (English)

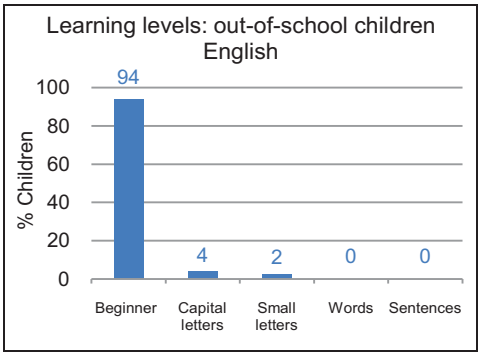
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	13.4	77.4	8.8	0.4	0.0	100
2	3.0	30.5	65.0	1.5	0.0	100
3	1.7	2.8	79.6	14.9	1.1	100
4	1.1	0.0	44.1	52.7	2.2	100
5	0.0	0.7	12.0	66.0	21.3	100
6	4.5	0.0	9.1	25.0	61.4	100
7	0.0	0.0	0.0	31.6	68.4	100
8	0.0	0.0	0.0	16.7	83.3	100
9	0.0	0.0	0.0	30.6	69.4	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 read words









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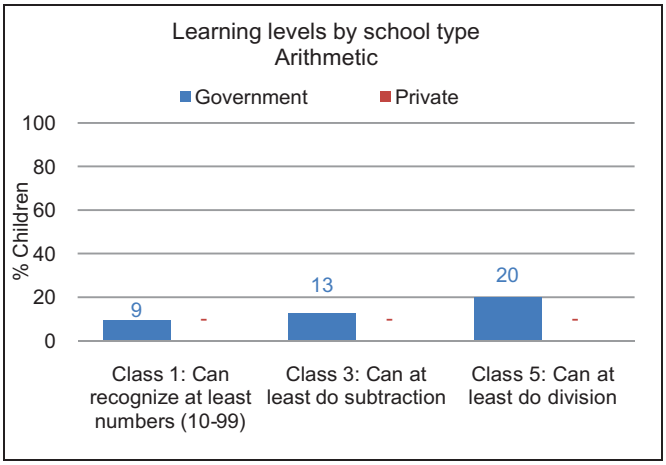
Sibi

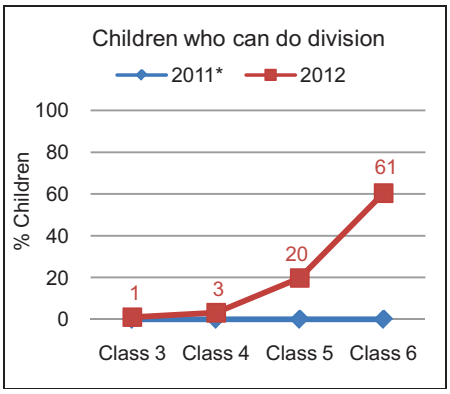
Learning levels (Arithmetic)

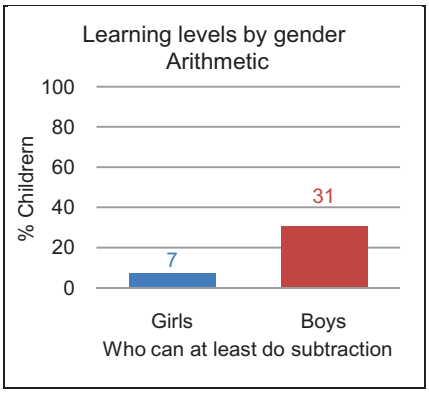
Class-wise % children who can do

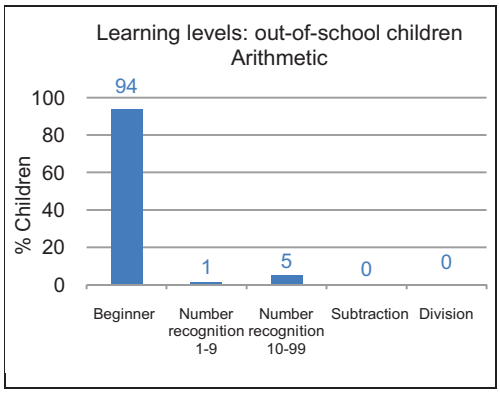
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	13.0	77.8	8.8	0.4	0.0	100
2	2.0	32.0	64.5	1.5	0.0	100
3	1.7	3.3	82.3	11.6	1.1	100
4	1.1	0.0	47.3	48.4	3.2	100
5	0.0	0.0	16.6	63.6	19.9	100
6	4.7	0.0	11.6	23.3	60.5	100
7	0.0	0.0	0.0	36.8	63.2	100
8	0.0	0.0	0.0	20.8	79.2	100
9	0.0	0.0	13.9	16.7	69.4	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

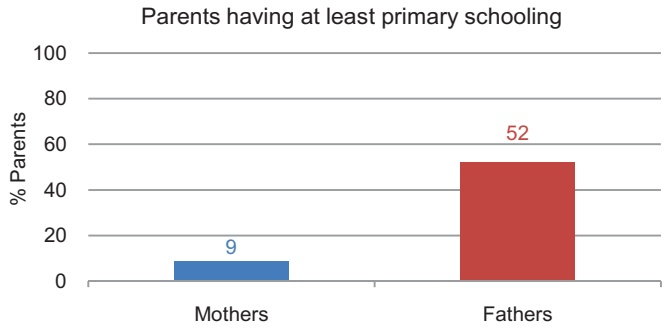








Parental education

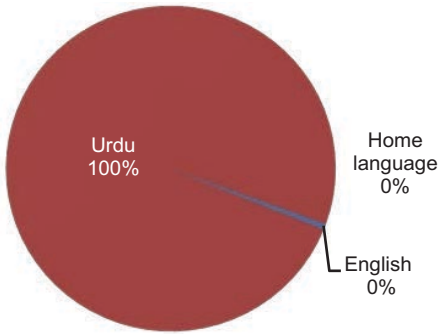


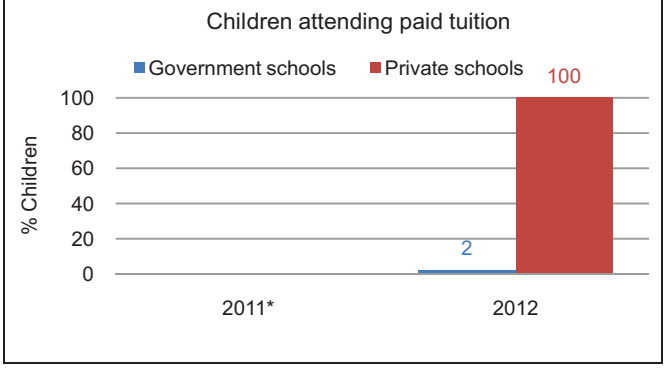
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.3	2.6	3.7	5.3	0.5	0.0	0.0	0.0	0.0	0.0
Pvt.	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0

Households' preferred medium of instruction in school



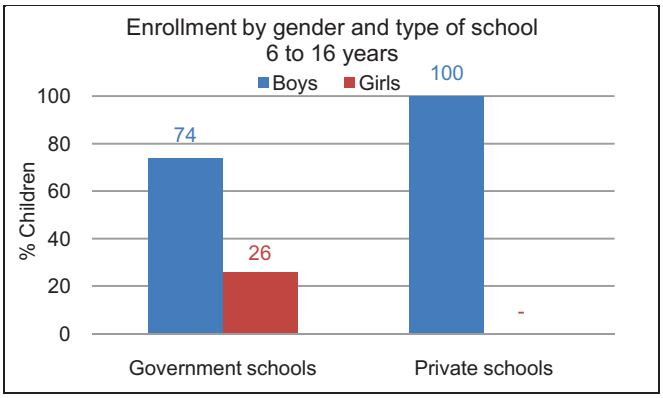


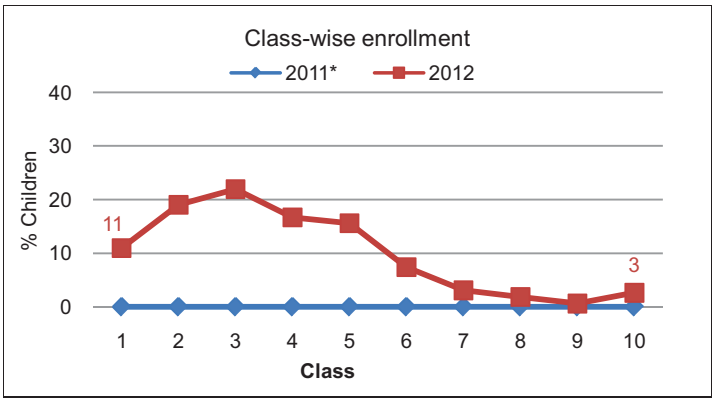
*District Sibi was not surveyed in 2011
-The analysis was not done due to insignificant / non representative private schools data

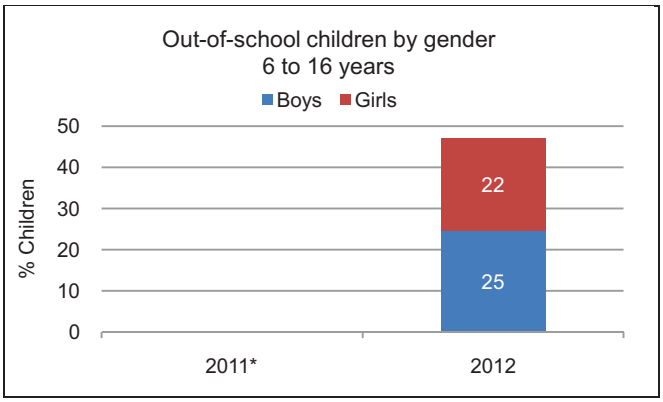
Washuk

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	49.8	0.1	0.4	0.2	49.0	0.5	100
11-13	60.3	0.0	0.3	0.0	37.7	1.7	100
14-16	50.9	0.0	0.0	0.0	44.8	4.2	100
6-16	**52.4**	**0.1**	**0.3**	**0.2**	**45.8**	**1.2**	**100**
Total	**53.0**				**47.0**		**100**
By type	**99.0**	**0.1**	**0.6**	**0.3**			

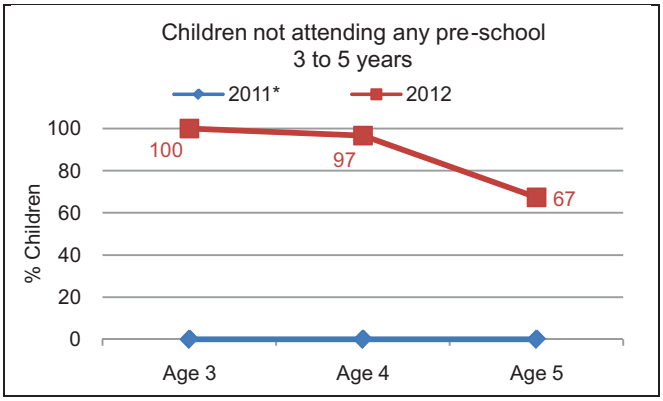


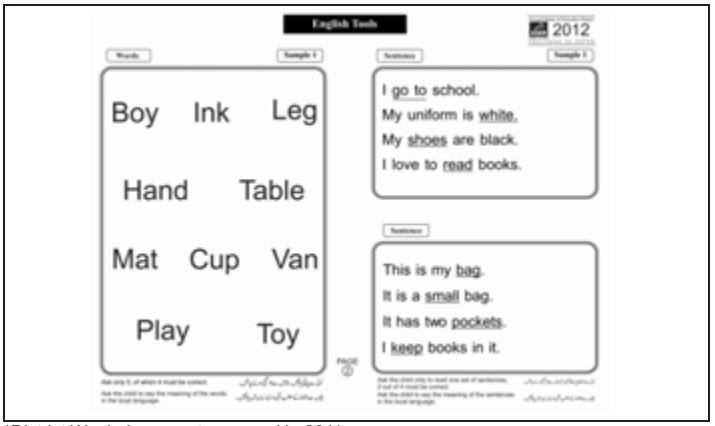




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.0	0.0	0.0	0.0	100.0	100
4	3.4	0.0	0.0	0.0	96.6	100
5	32.7	0.0	0.0	0.0	67.3	100
3-5	**12.5**	**0.0**	**0.0**	**0.0**	**87.5**	**100**
Total	**12.5**				**87.5**	**100**
By type	**100.0**	**0.0**	**0.0**	**0.0**		





*District Washuk was not surveyed in 2011

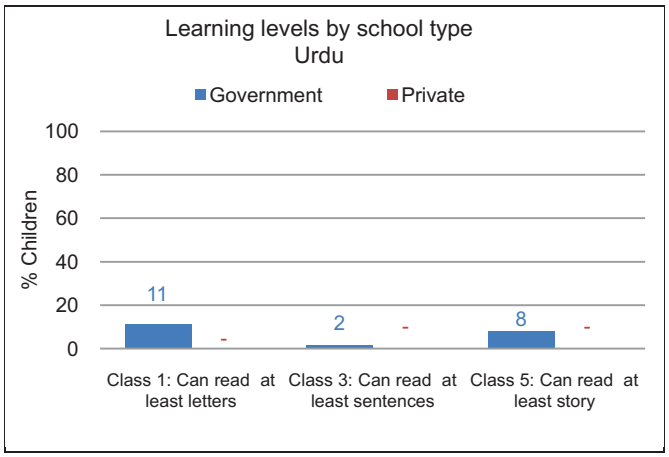
Washuk

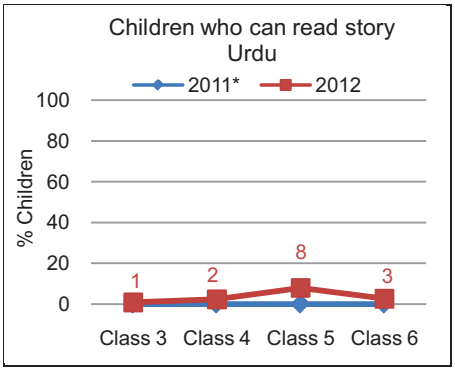
Learning levels (Urdu)

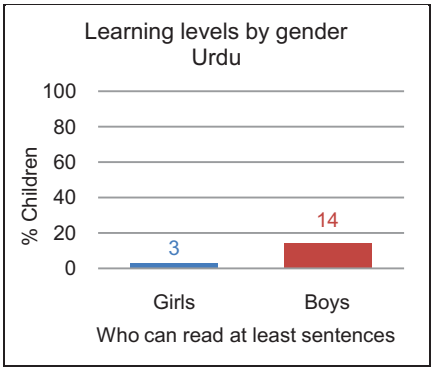
Class-wise % children who can read

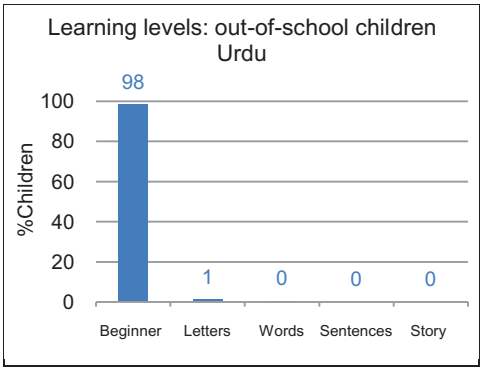
Class	Nothing	Letters	Words	Sentences	Story	Total
1	88.9	9.5	1.6	0.0	0.0	100
2	49.1	40.0	10.9	0.0	0.0	100
3	34.9	35.7	27.9	0.8	0.8	100
4	9.2	28.7	39.1	20.7	2.3	100
5	10.5	13.2	32.9	35.5	7.9	100
6	7.9	13.2	34.2	42.1	2.6	100
7	0.0	11.8	35.3	41.2	11.8	100
8	0.0	0.0	0.0	50.0	50.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	63.6	36.4	100

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







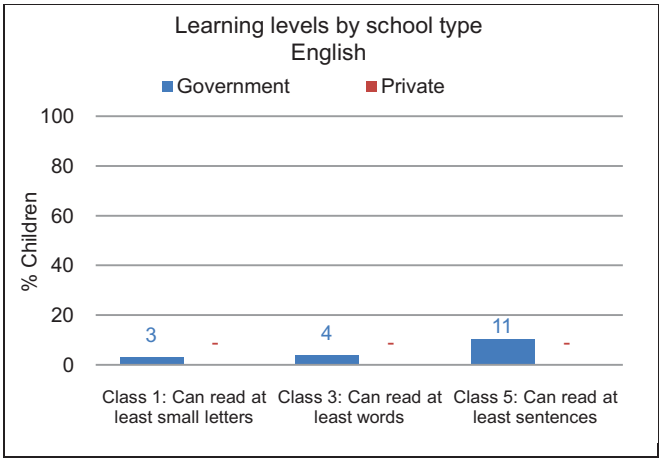


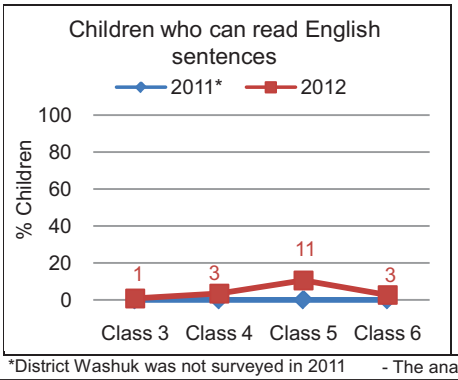
Learning levels (English)

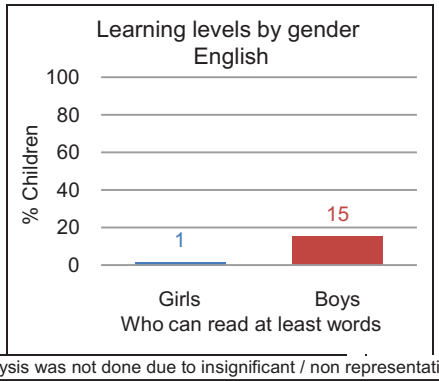
Class-wise % children who can read

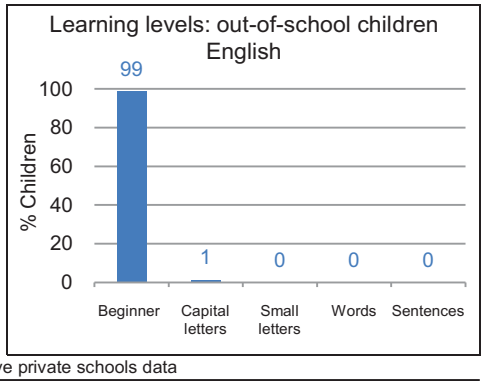
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	90.5	6.3	3.2	0.0	0.0	100
2	59.1	31.8	8.2	0.9	0.0	100
3	46.5	28.7	20.9	3.1	0.8	100
4	13.8	32.2	32.2	18.4	3.4	100
5	11.8	22.4	23.7	31.6	10.5	100
6	8.1	16.2	27.0	45.9	2.7	100
7	0.0	35.3	23.5	29.4	11.8	100
8	0.0	0.0	0.0	50.0	50.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	63.6	36.4	100

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









*District Washuk was not surveyed in 2011 - The analysis was not done due to insignificant / non representative private schools data

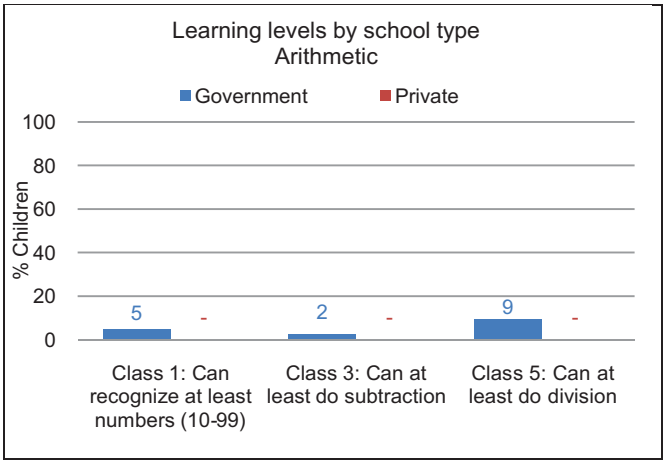
Washuk

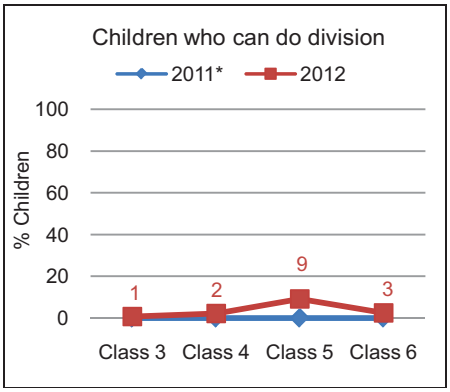
Learning levels (Arithmetic)

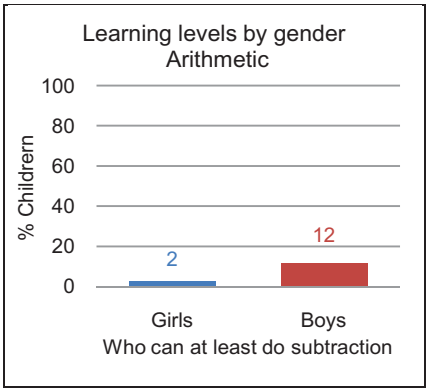
Class-wise % children who can do

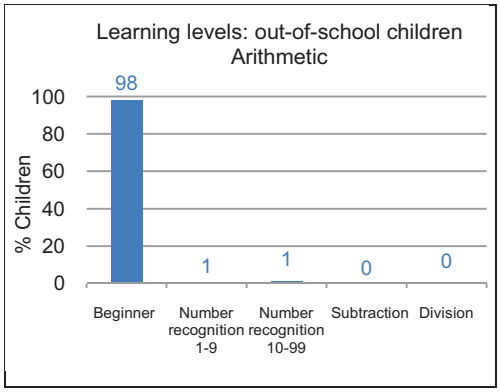
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	85.7	9.5	4.8	0.0	0.0	100
2	46.4	42.7	10.9	0.0	0.0	100
3	31.0	38.0	28.7	1.6	0.8	100
4	6.9	24.1	52.9	13.8	2.3	100
5	10.5	19.7	36.8	23.7	9.2	100
6	13.2	13.2	28.9	42.1	2.6	100
7	0.0	35.3	35.3	17.6	11.8	100
8	0.0	0.0	0.0	50.0	50.0	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	72.7	27.3	100

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

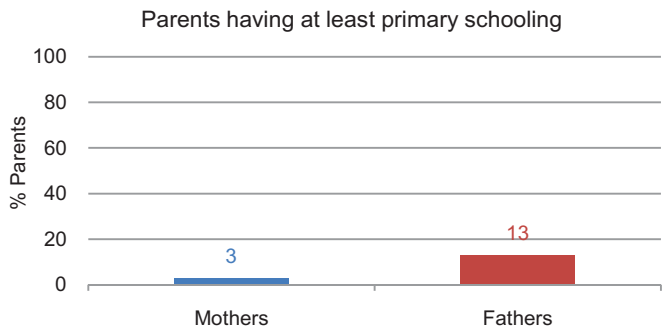








Parental education

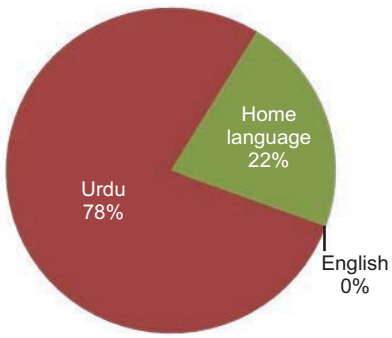


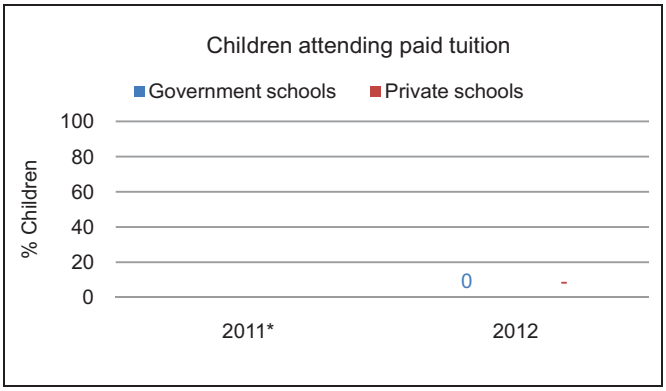
Paid tuition

Class-wise % children attending paid tuition

Type	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

Households' preferred medium of instruction in school





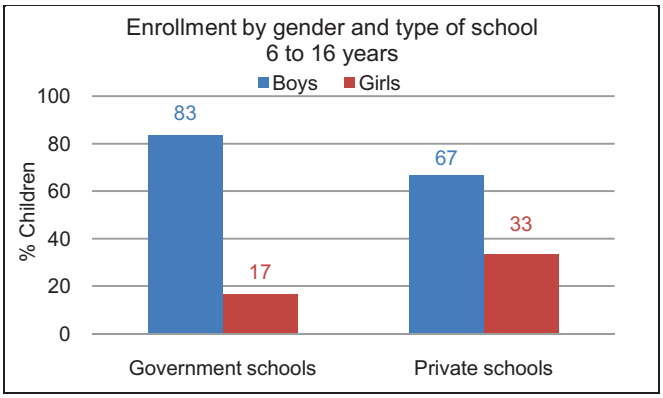
*District Washuk was not surveyed in 2011

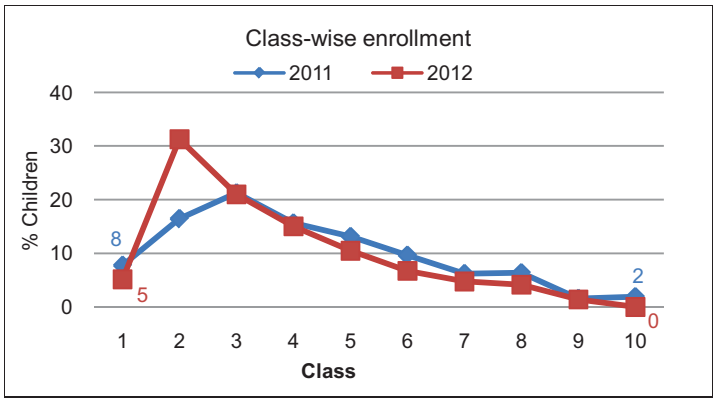
-The analysis was not done due to insignificant / non representative private schools data

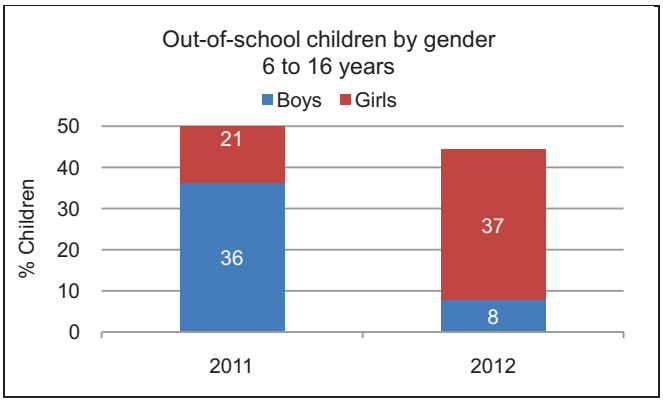
Zhob

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	45.4	1.5	7.5	0.0	45.4	0.1	100
11-13	44.7	2.0	10.6	0.0	41.8	0.9	100
14-16	36.6	1.6	18.3	0.0	42.5	0.9	100
6-16	**43.3**	**1.7**	**10.7**	**0.0**	**43.9**	**0.5**	**100**
Total	**55.7**				**44.4**		**100**
By type	**77.8**	**3.0**	**19.2**	**0.0**			

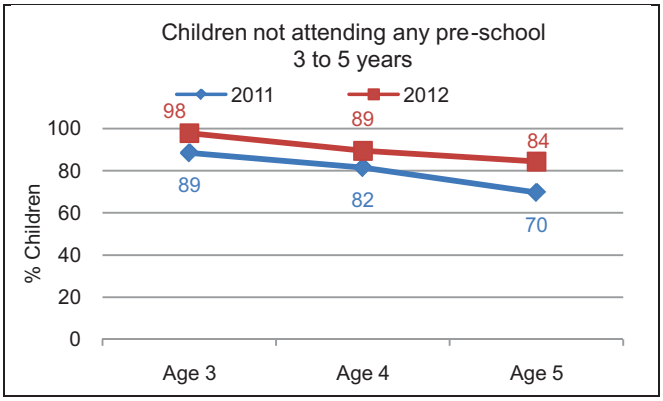


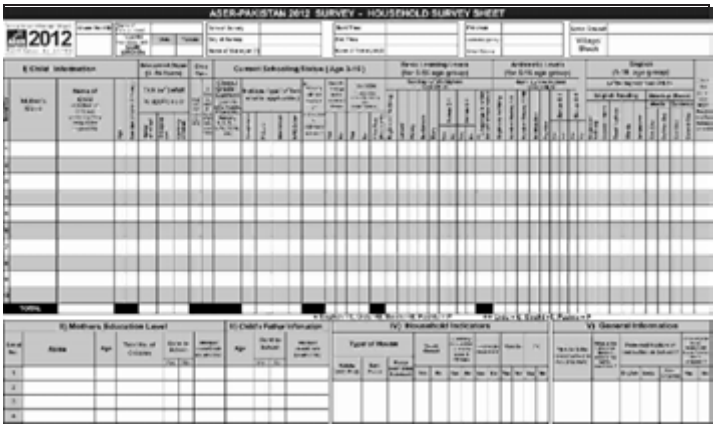




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	0.5	1.6	0.0	0.0	97.8	100
4	9.4	1.2	0.0	0.0	89.4	100
5	14.4	0.9	0.5	0.0	84.3	100
3-5	**8.3**	**1.2**	**0.2**	**0.0**	**90.3**	**100**
Total	**9.7**				**90.3**	**100**
By type	**85.1**	**12.8**	**2.1**	**0.0**		



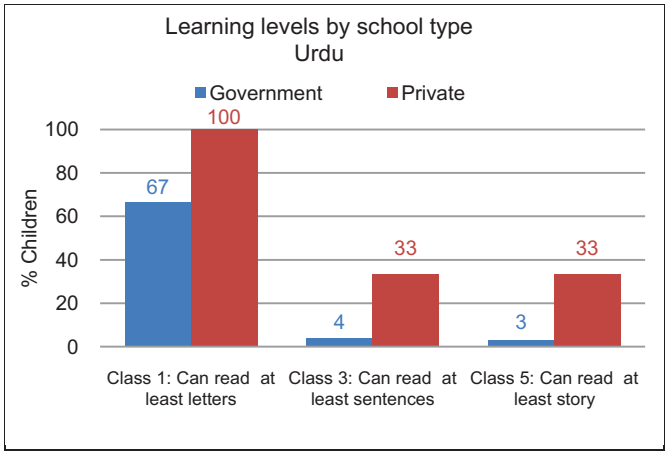


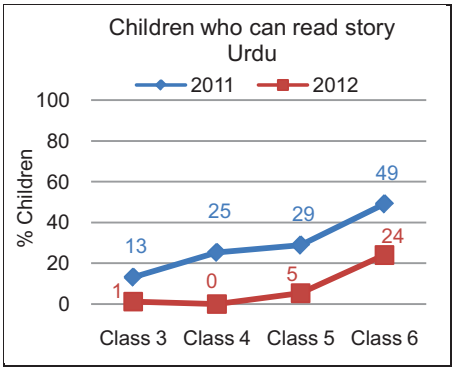
Learning levels (Urdu)

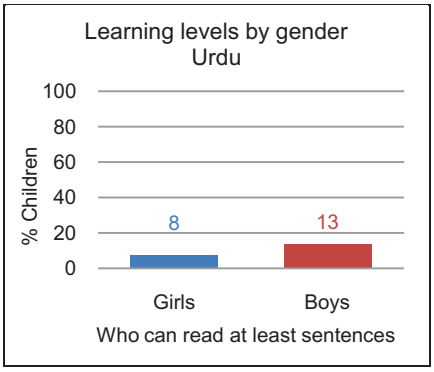
Class-wise % children who can read

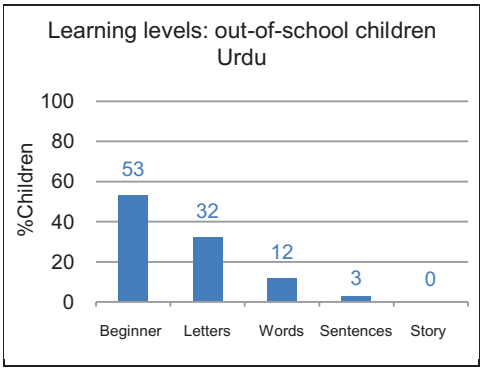
Class	Nothing	Letters	Words	Sentences	Story	Total
1	30.0	60.0	10.0	0.0	0.0	100
2	6.1	65.2	28.0	0.8	0.0	100
3	1.2	19.5	74.4	3.7	1.2	100
4	0.0	5.4	73.2	21.4	0.0	100
5	0.0	0.0	57.9	36.8	5.3	100
6	0.0	0.0	16.0	60.0	24.0	100
7	0.0	0.0	11.8	64.7	23.5	100
8	0.0	0.0	5.0	50.0	45.0	100
9	0.0	0.0	0.0	20.0	80.0	100
10	-	-	-	-	-	-

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







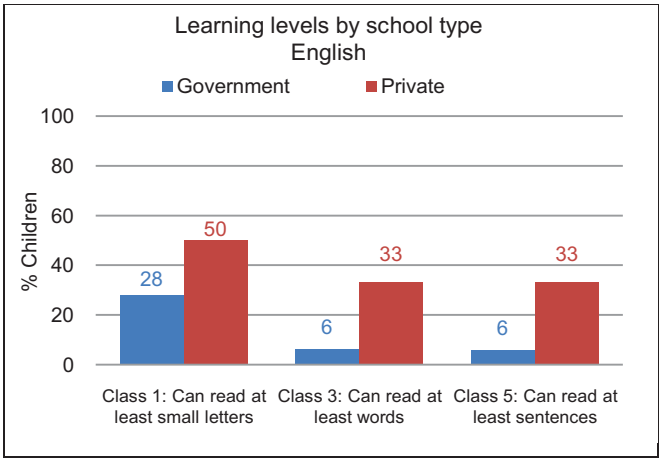


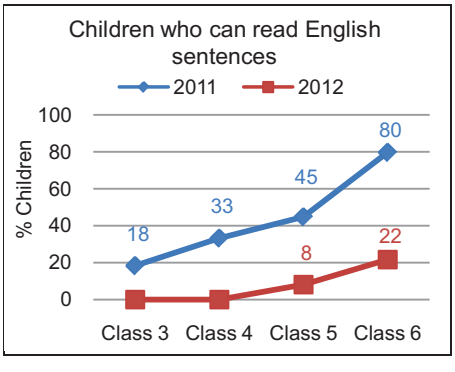
Learning levels (English)

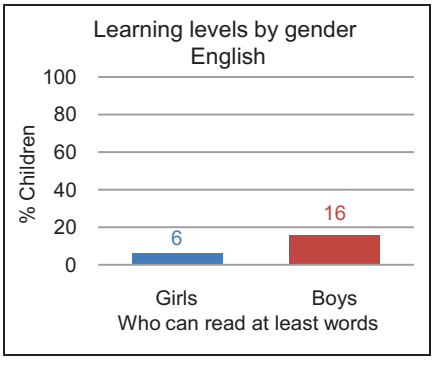
Class-wise % children who can read

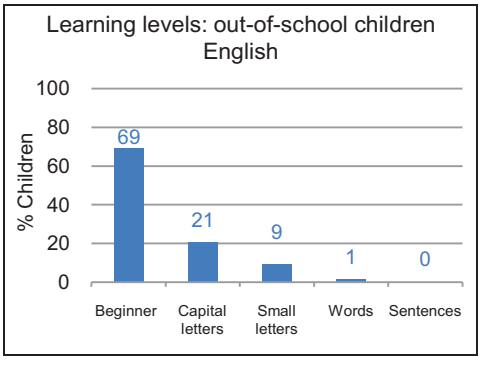
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	25.0	45.0	25.0	5.0	0.0	100
2	9.1	56.1	34.1	0.8	0.0	100
3	2.4	18.3	72.0	7.3	0.0	100
4	0.0	7.1	46.4	46.4	0.0	100
5	0.0	10.8	37.8	43.2	8.1	100
6	0.0	0.0	34.8	43.5	21.7	100
7	0.0	0.0	25.0	68.8	6.3	100
8	0.0	0.0	0.0	90.0	10.0	100
9	0.0	0.0	0.0	50.0	50.0	100
10	-	-	-	-	-	-

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







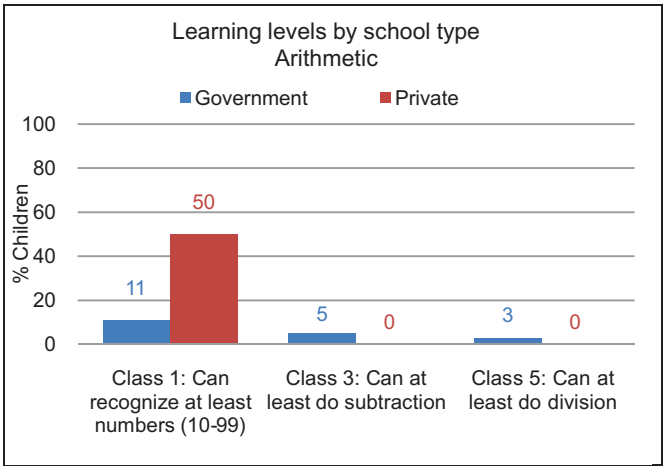


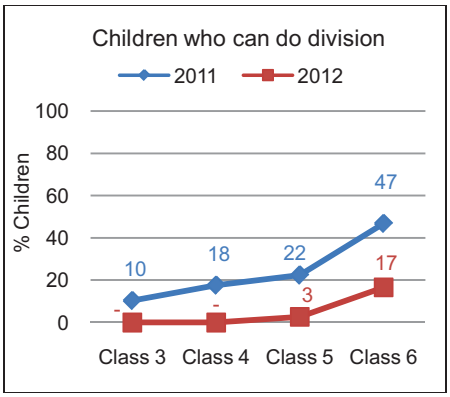
Learning levels (Arithmetic)

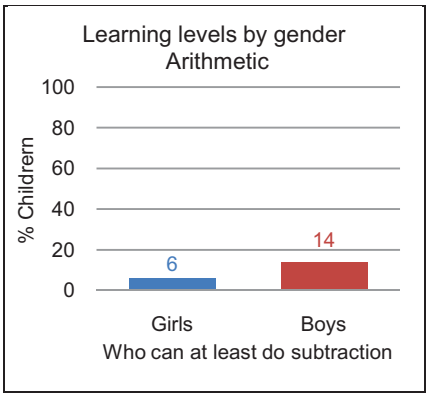
Class-wise % children who can do

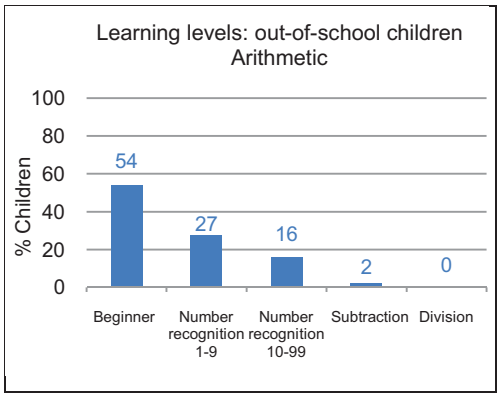
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	25.0	60.0	15.0	0.0	0.0	100
2	6.8	57.6	35.6	0.0	0.0	100
3	2.4	18.3	74.4	4.9	0.0	100
4	0.0	5.4	67.9	26.8	0.0	100
5	0.0	0.0	54.1	43.2	2.7	100
6	0.0	0.0	25.0	58.3	16.7	100
7	0.0	0.0	25.0	56.3	18.8	100
8	0.0	0.0	5.0	55.0	40.0	100
9	0.0	0.0	0.0	40.0	60.0	100
10	-	-	-	-	-	-

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

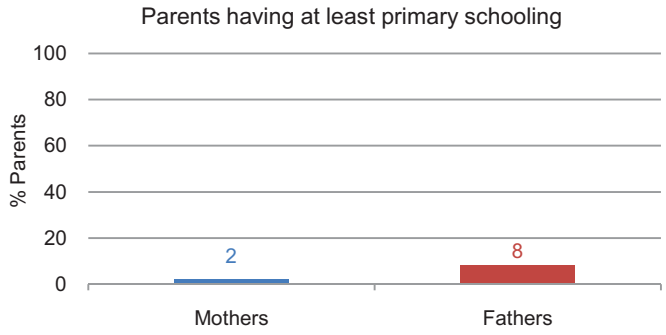








Parental education

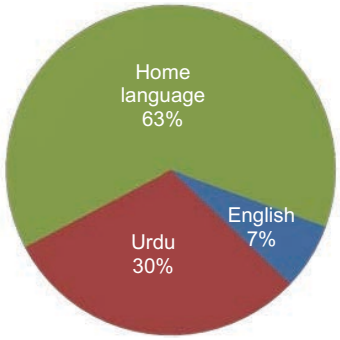


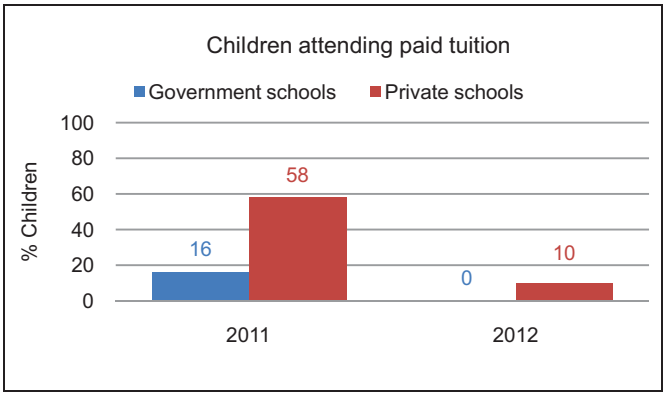
Paid tuition

Class-wise % children attending paid tuition

Type	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	50.0	25.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0

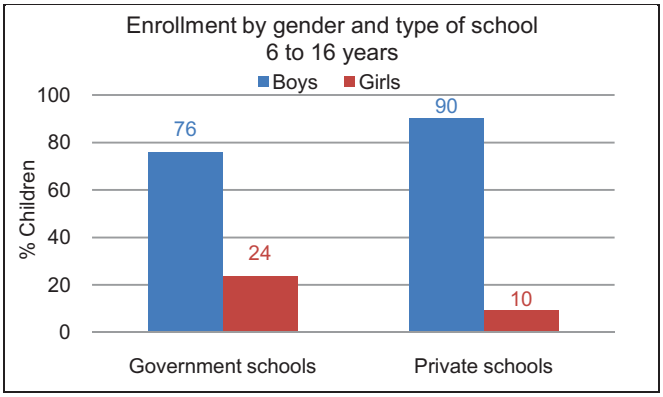
Households' preferred medium of instruction in school

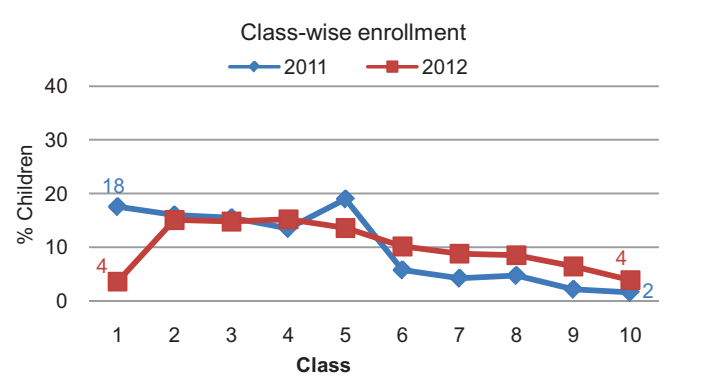


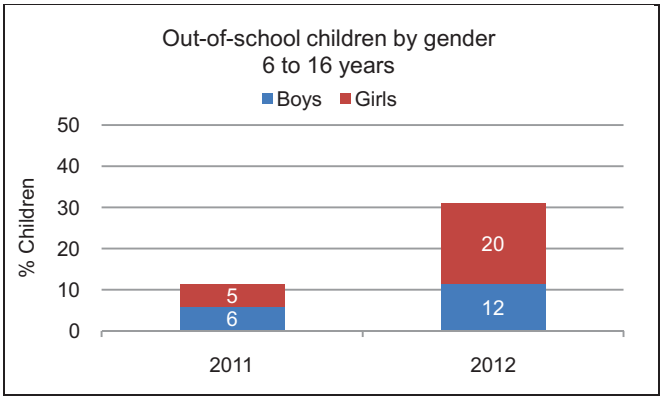


School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	58.3	6.0	6.2	0.5	27.6	1.4	100
11-13	54.7	5.6	8.4	0.4	27.7	3.2	100
14-16	54.0	5.8	4.8	0.0	27.2	8.3	100
6-16	**56.3**	**5.9**	**6.4**	**0.3**	**27.5**	**3.7**	**100**
Total	**68.9**				**31.2**		**100**
By type	**81.8**	**8.5**	**9.2**	**0.5**			

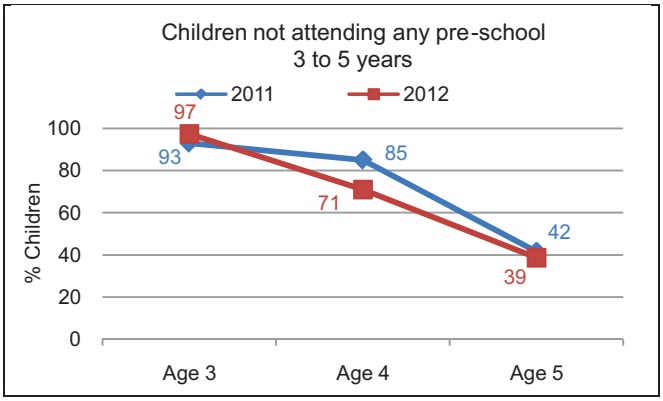






Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	2.7	0.0	0.0	0.0	97.3	100
4	23.4	2.8	2.8	0.0	71.0	100
5	50.9	7.4	3.1	0.0	38.7	100
3-5	**29.2**	**3.9**	**2.1**	**0.0**	**64.7**	**100**
Total	**35.2**				**64.7**	**100**
By type	**82.8**	**11.2**	**6.0**	**0.0**		

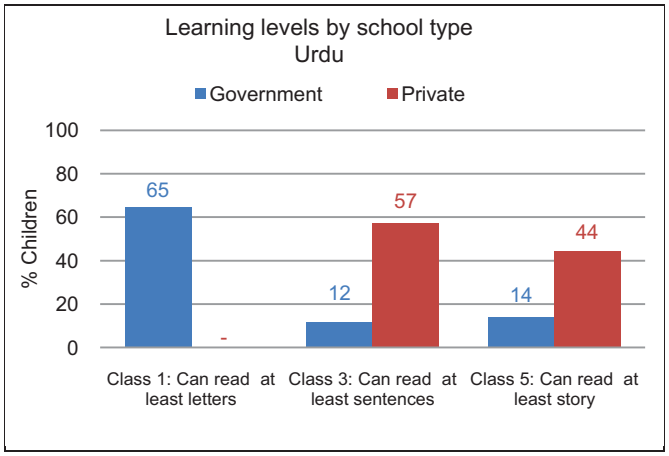


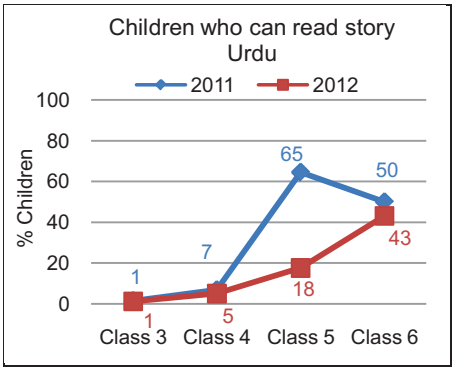
Learning levels (Urdu)

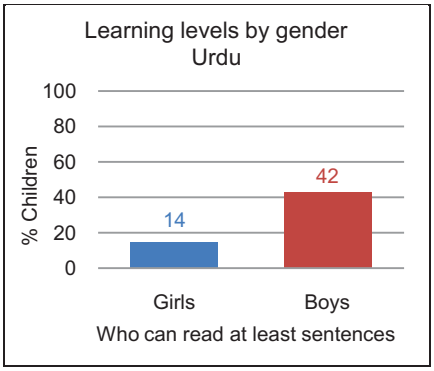
Class-wise % children who can read

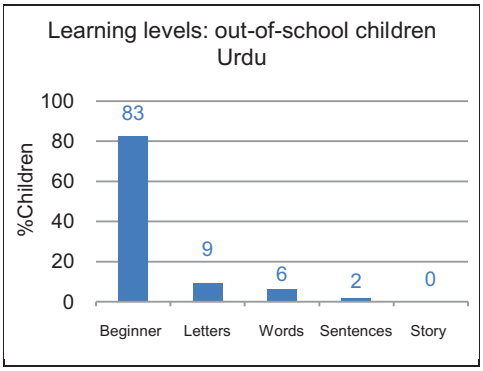
Class	Nothing	Letters	Words	Sentences	Story	Total
1	35.3	52.9	11.8	0.0	0.0	100
2	12.3	39.7	37.0	9.6	1.4	100
3	3.6	14.3	66.7	14.3	1.2	100
4	0.0	2.5	45.0	47.5	5.0	100
5	1.5	1.5	33.8	45.6	17.6	100
6	0.0	3.9	15.7	37.3	43.1	100
7	3.9	0.0	0.0	25.5	70.6	100
8	0.0	0.0	2.7	27.0	70.3	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	0.0	100.0	100

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







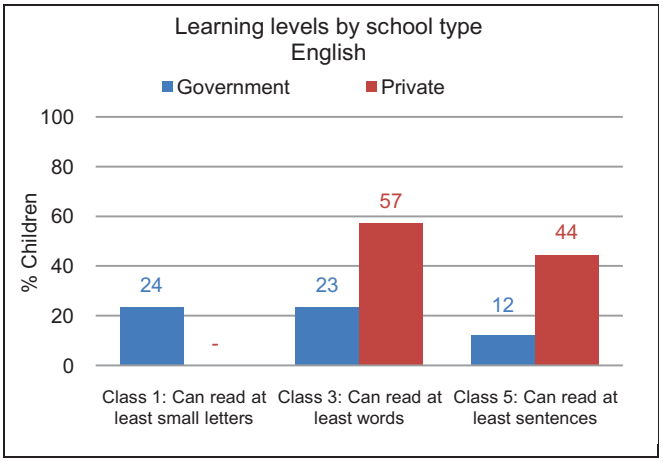


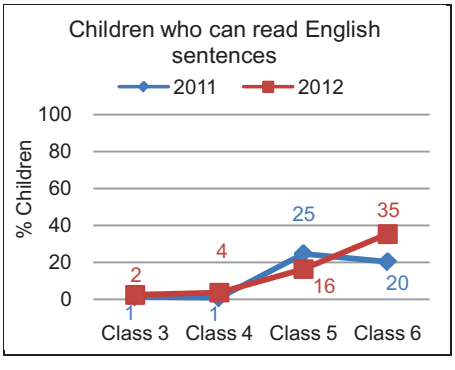
Learning levels (English)

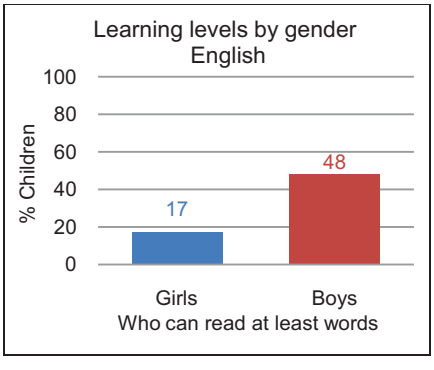
Class-wise % children who can read

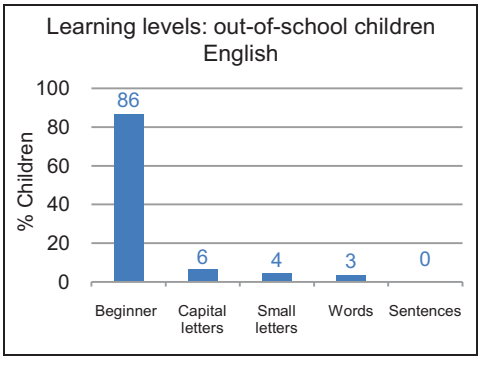
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	35.3	41.2	17.6	5.9	0.0	100
2	17.8	16.4	54.8	9.6	1.4	100
3	5.9	11.8	56.5	23.5	2.4	100
4	0.0	6.1	24.4	65.9	3.7	100
5	1.5	0.0	22.4	59.7	16.4	100
6	0.0	2.0	5.9	56.9	35.3	100
7	3.9	0.0	0.0	33.3	62.7	100
8	0.0	0.0	0.0	28.9	71.1	100
9	0.0	0.0	0.0	3.7	96.3	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 5.9% (5.9+0.0) children of class 1 can read words







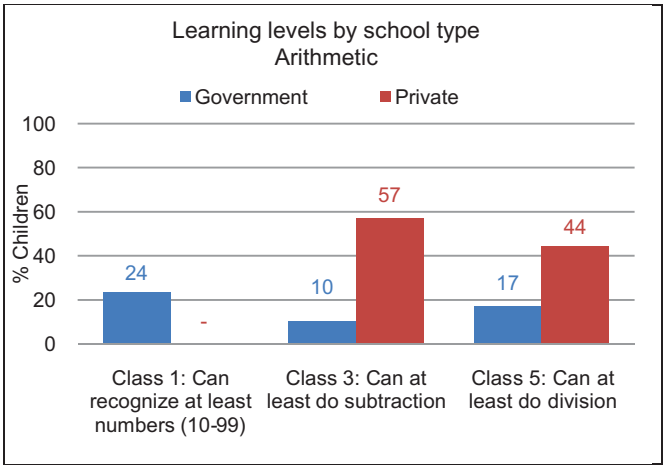


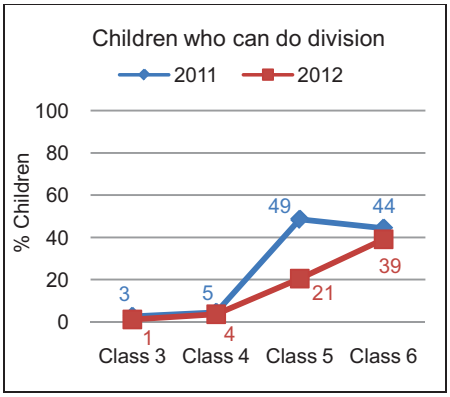
Learning levels (Arithmetic)

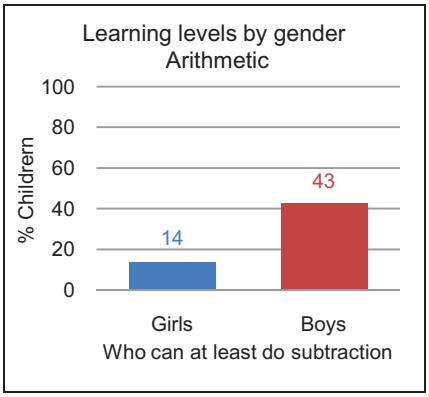
Class-wise % children who can do

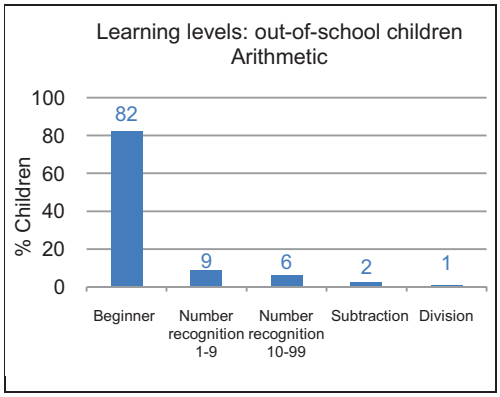
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	29.4	47.1	23.5	0.0	0.0	100
2	13.7	16.4	65.8	2.7	1.4	100
3	3.5	9.4	72.9	12.9	1.2	100
4	0.0	7.3	42.7	46.3	3.7	100
5	1.5	0.0	27.9	50.0	20.6	100
6	0.0	2.0	15.7	43.1	39.2	100
7	3.9	0.0	3.9	33.3	58.8	100
8	0.0	0.0	0.0	31.6	68.4	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	6.7	93.3	100

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

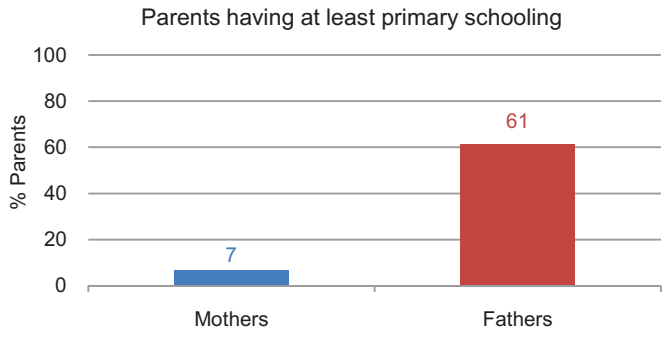








Parental education

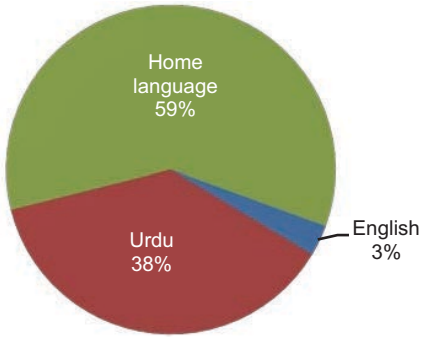


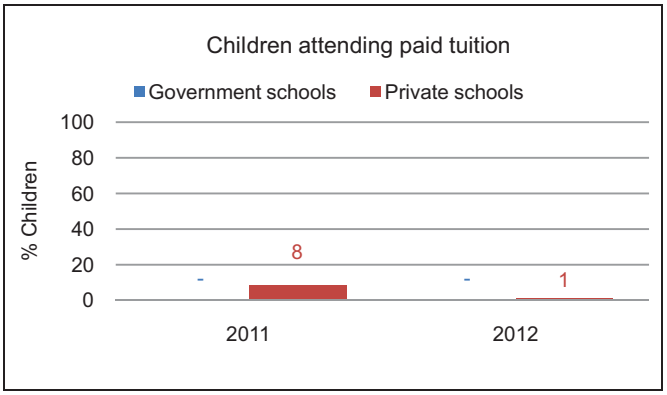
Paid tuition

Class-wise % children attending paid tuition

Type	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	12.5	0.0	0.0	0.0	0.0	0.0	0.0

Households' preferred medium of instruction in school





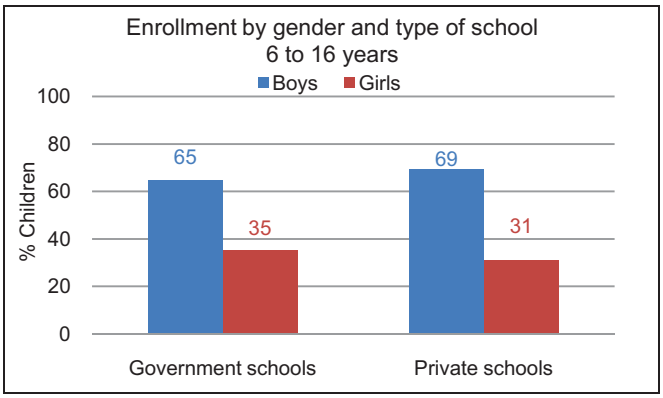
- The analysis was not done due to insignificant/ non representative data

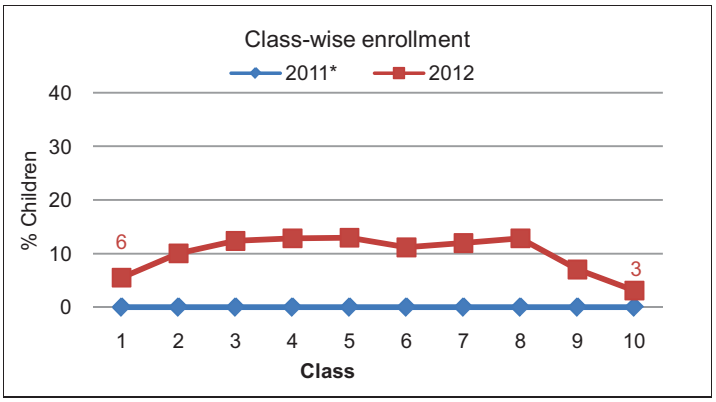
Findings
District
(Urban)

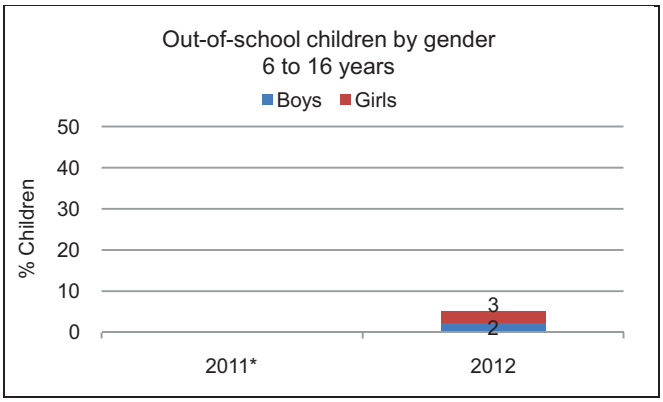
Quetta - Urban

School enrollment and out-of-school children

% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6-10	43.9	45.1	5.2	0.0	5.6	0.2	100
11-13	47.6	46.0	3.2	0.0	3.2	0.0	100
14-16	58.8	32.8	1.5	0.3	5.9	0.6	100
6-16	**49.2**	**41.8**	**3.6**	**0.1**	**5.0**	**0.3**	**100**
Total		**94.7**			**5.3**		**100**
By type	**51.9**	**44.2**	**3.8**	**0.1**			

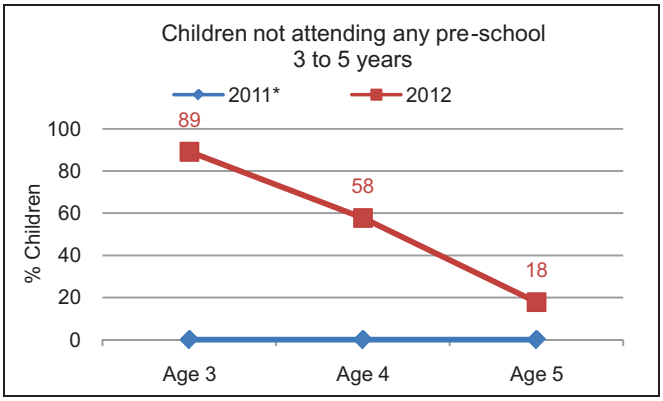


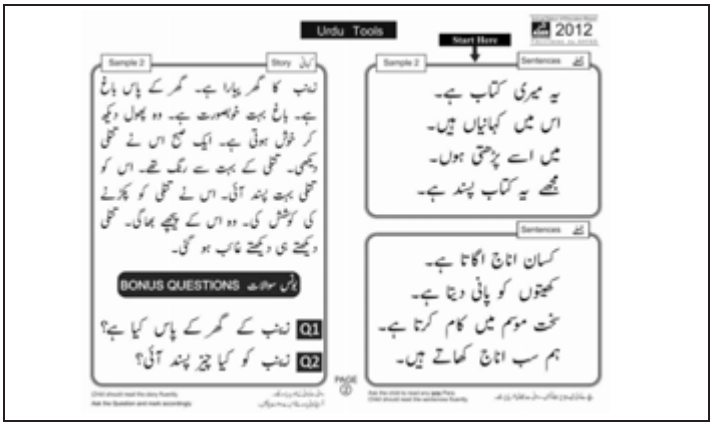




Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						
Age group	Govt.	Non-state providers			Out-of-school	Total
		Pvt.	Madrasah	Others		
3	5.5	5.5	0.0	0.0	89.1	100
4	21.8	19.2	1.3	0.0	57.7	100
5	34.2	45.2	2.7	0.0	17.8	100
3-5	**21.8**	**24.8**	**1.5**	**0.0**	**51.9**	**100**
Total		**48.1**			**51.9**	**100**
By type	**45.5**	**51.5**	**3.0**	**0.0**		



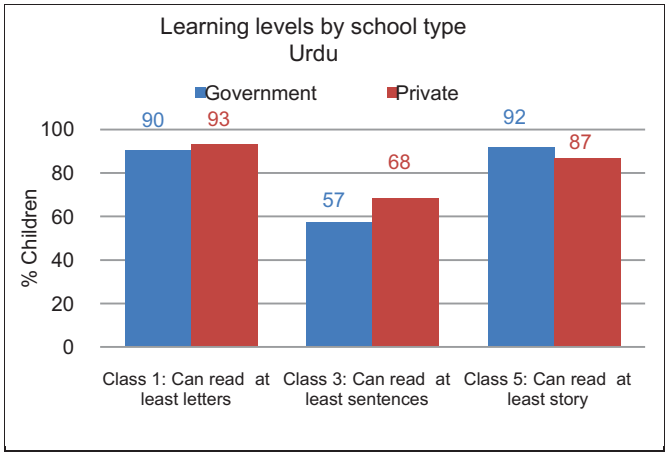


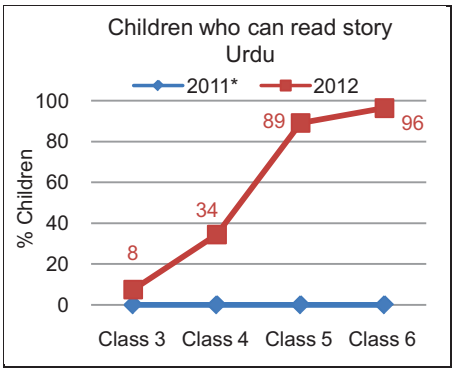
Quetta - Urban

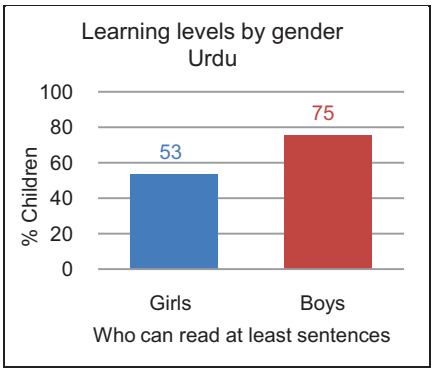
Learning levels (Urdu)

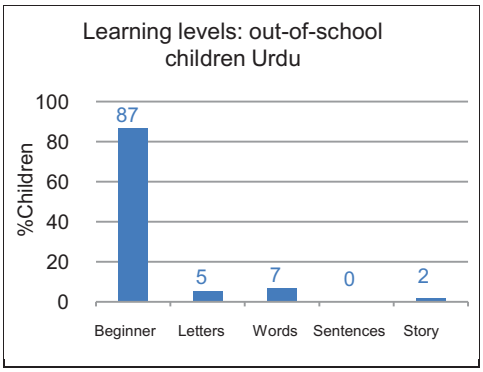
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	8.2	42.9	38.8	8.2	2.0	100
2	3.1	19.8	60.4	12.5	4.2	100
3	2.5	1.7	33.3	55.0	7.5	100
4	0.0	0.0	7.2	58.4	34.4	100
5	0.0	0.8	3.9	6.3	89.1	100
6	0.0	0.0	0.0	3.7	96.3	100
7	0.9	0.0	1.8	2.7	94.6	100
8	0.0	0.0	0.8	1.7	97.5	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	3.3	96.7	100

How to read: 10.2% (8.2+2.0) children of class 1 can read sentences





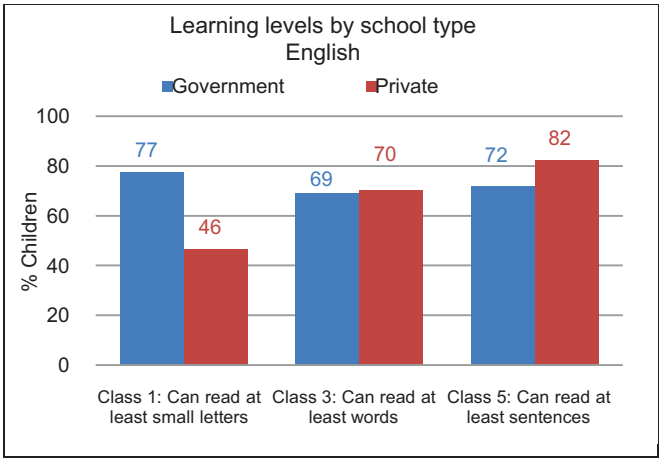


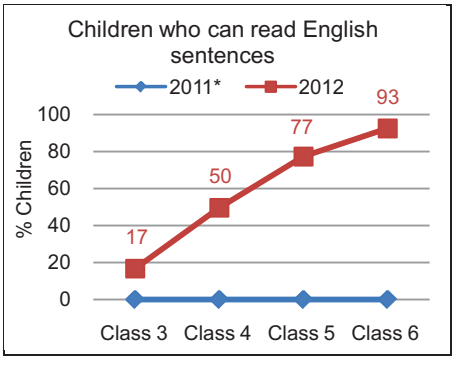


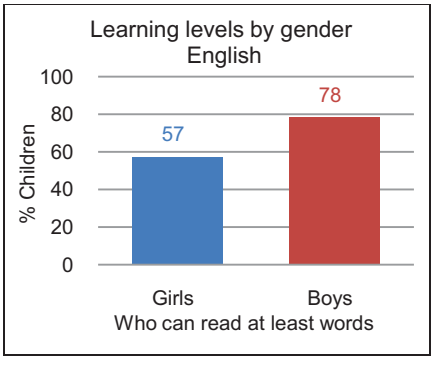
Learning levels (English)

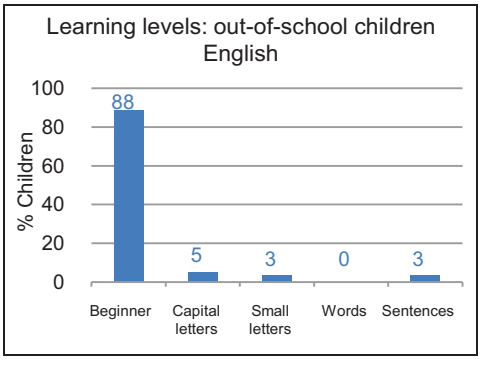
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	10.0	30.0	34.0	20.0	6.0	100
2	9.4	13.5	43.8	27.1	6.3	100
3	2.5	2.5	25.8	52.5	16.7	100
4	0.8	0.0	6.5	43.1	49.6	100
5	0.0	0.8	1.6	20.3	77.3	100
6	0.0	0.0	0.0	7.5	92.5	100
7	0.9	0.0	0.0	8.9	90.2	100
8	0.0	0.0	0.0	2.5	97.5	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: 26% (20.0+6.0) children of class 1 can read words









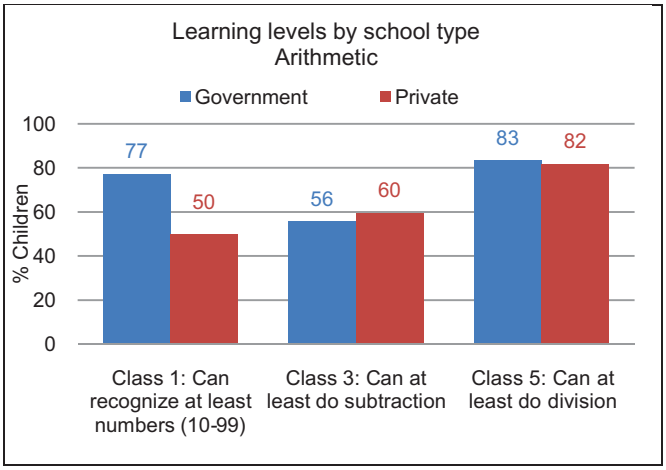
Quetta - Urban

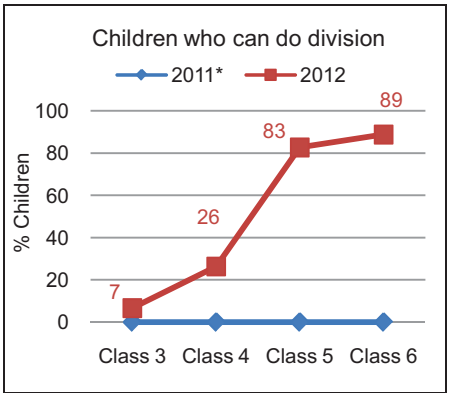
Learning levels (Arithmetic)

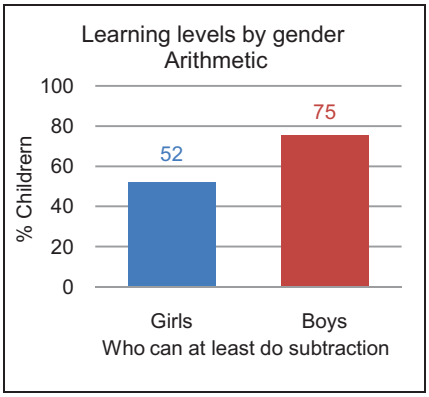
Class-wise % children who can do

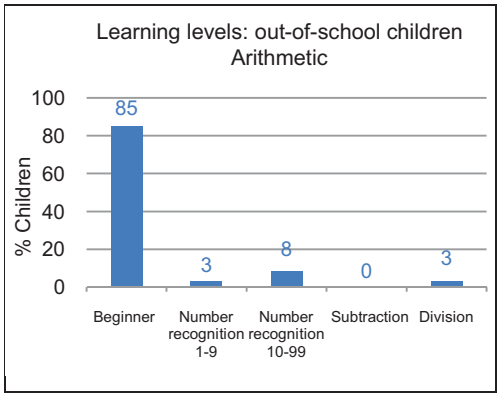
Class	Nothing	Number recognition 1-9	Number recognition 10-99	Subtraction (2 Digits)	Division (3 digits)	Total
1	8.0	30.0	52.0	8.0	2.0	100
2	3.1	9.4	72.9	11.5	3.1	100
3	1.7	2.5	39.2	50.0	6.7	100
4	0.0	0.0	8.0	65.6	26.4	100
5	0.0	0.0	2.4	15.0	82.7	100
6	0.0	0.0	0.0	11.2	88.8	100
7	0.9	0.0	0.0	6.3	92.9	100
8	0.0	0.0	0.0	3.3	96.7	100
9	0.0	0.0	0.0	0.0	100.0	100
10	0.0	0.0	0.0	3.2	96.8	100

How to read: 10% (8.0+2.0) children of class 1 can do subtraction

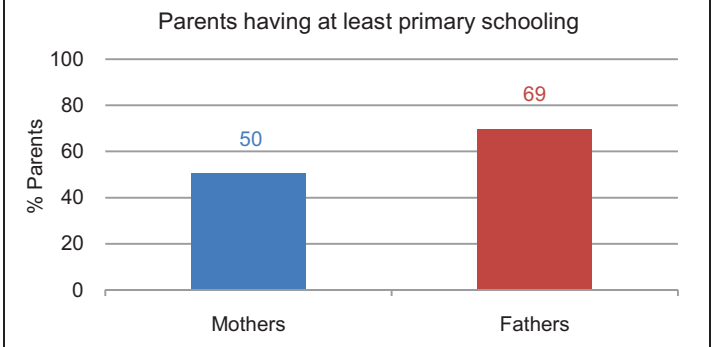








Parental education

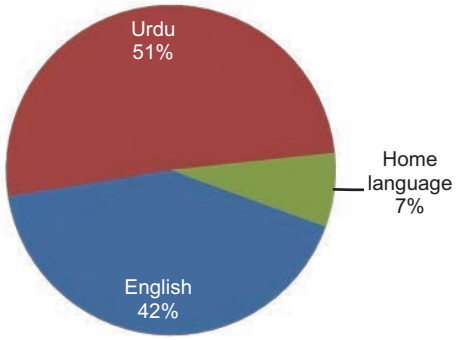


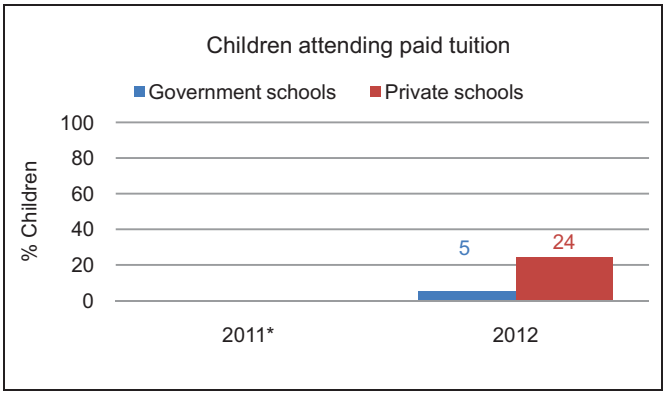
Paid tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	16.0	7.1	3.2	0.0	5.0	3.2	2.9	6.3	5.9	5.3
Pvt.	16.7	23.2	30.5	28.1	25.0	20.8	22.4	18.4	27.8	63.6

Households' preferred medium of instruction in school





Annexure

Findings (Summary)

District / Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)				Class 3			Class 5		
	in Pre-school	Out-of-school (All)	Out-of-school (Girls)	in private school	Attending paid tuition (Govt. & Pvt. schools)	Who can read sentence (Urdu)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu)	Who can read sentence (English)	Who can do division
Balochistan (Rural)	**22.3**	**34.1**	**21.3**	**3.8**	**1.9**	**22.3**	**25.5**	**20.3**	**36.1**	**31.9**	**33.7**
Awaran	31.2	29.5	12.3	0.2	0.9	0.0	1.5	0.5	0.0	5.0	1.7
Barkhan	5.1	54.4	38.2	1.7	0.0	2.4	2.4	1.2	10.8	2.6	13.2
Chaghi	31.6	41.1	23.3	0.0	0.3	10.4	24.8	19.0	43.3	46.7	42.7
Dera Bugti	1.5	72.5	42.1	0.0	0.0	5.3	7.9	2.6	0.0	0.0	0.0
Harnai	25.3	19.3	17.1	0.3	0.0	30.2	35.1	32.5	50.6	54.5	53.8
Jaffarabad	30.7	28.8	18.5	1.4	0.6	52.5	58.0	50.0	56.3	45.3	48.1
Jhal Magsi	36.6	44.5	20.4	0.7	0.7	90.9	86.8	89.5	89.3	76.8	87.7
Kalat	4.4	35.9	27.8	0.1	0.0	0.0	1.1	1.1	5.5	1.9	3.7
Ketch	1.6	16.4	8.5	0.1	2.6	21.6	8.4	8.4	71.4	53.0	66.5
Kharan	50.7	29.9	10.6	0.7	2.5	42.2	55.2	27.9	39.0	35.7	27.3
Khuzdar	6.1	53.4	41.6	0.0	0.0	4.0	1.0	2.0	13.0	0.0	7.4
Kohlu	4.2	67.5	36.1	0.9	0.2	1.6	1.6	1.6	3.6	0.0	3.6
Lasbela	1.7	47.6	32.7	4.7	0.1	3.2	23.4	4.3	24.7	17.5	26.8
Loralai	16.8	38.8	18.2	36.5	4.4	13.6	28.4	23.9	0.0	4.3	2.2
Mastung	21.9	20.9	15.6	1.2	8.7	18.5	5.2	8.9	38.5	6.6	10.4
Musa Khel	15.4	39.5	27.8	0.0	0.0	15.3	19.4	17.3	13.3	8.9	6.7
Nasirabad	25.7	28.3	15.8	14.7	0.4	94.2	92.2	95.1	92.5	92.5	92.5
Nushki	23.0	16.8	13.5	1.0	1.4	18.1	21.8	13.6	23.9	13.2	17.2
Panjgur	61.6	20.1	10.9	0.7	1.7	50.9	65.5	50.3	24.3	44.1	36.4
Pashin	36.5	22.6	13.5	2.9	2.6	6.2	8.1	5.2	7.5	6.5	5.3
Qilla Abdullah	23.4	18.6	11.8	0.2	0.1	3.0	13.9	2.0	7.1	5.7	8.6
Qilla Saifullah	4.4	23.6	19.4	0.1	2.1	46.4	24.6	49.4	85.2	72.1	84.5
Quetta	21.5	15.6	9.0	31.6	14.2	39.0	51.8	29.4	35.5	46.9	25.7
Sherani	6.0	40.5	20.4	0.0	0.0	5.8	38.7	5.1	27.8	25.3	30.0
Sibi	59.5	13.1	8.4	0.2	2.1	16.6	16.0	12.7	20.0	21.3	19.9
Washuk	12.5	47.1	22.4	0.1	0.0	1.6	3.9	2.3	7.9	10.5	9.2
Zhob	9.7	44.4	36.5	3.0	0.4	4.9	7.3	4.9	5.3	8.1	2.7
Ziarat	35.3	31.2	19.6	8.5	0.1	15.5	25.9	14.1	17.6	16.4	20.6
Balochistan (Urban)											
Quetta - Urban	48.1	5.3	2.9	44.2	14.1	62.5	69.2	56.7	89.1	77.3	82.7

Sample Description

	Territory	Districts Covered	Villages/ Blocks	Households	Children (3-16 Years) Female	Male	Total	Mothers	Schools Govt.	Pvt.	Total
Rural	Azad Jammu and Kashmir (AJK)	10	297	5,885	6,896	8,365	**15,261**	5,785	295	256	**551**
	Balochistan	28	825	16,304	23,363	33,012	**56,375**	16,459	800	54	**854**
	Federally Administrated Tribal Areas (FATA)	9	270	5,375	6,646	11,788	**18,434**	6,092	258	55	**313**
	Gilgit-Baltistan	7	207	4,118	5,747	7,304	**13,051**	4,435	201	143	**344**
	Islamabad Capital Territory (ICT)	1	27	541	548	771	**1,319**	564	27	19	**46**
	Khyber Pakhtunkhwa	23	688	13,702	15,428	25,178	**40,606**	14,225	666	358	**1,024**
	Punjab	36	1,074	21,478	25,709	33,234	**58,943**	20,908	1,066	690	**1,756**
	Sindh	22	645	12,806	16,899	23,589	**40,488**	12,949	621	85	**706**
	National	136	4,033	80,209	101,236	143,241	244,477	81,417	3,934	1,660	5,594
Urban	Punjab	2	60	718	900	1,071	1,971	716	58	52	110
	Sindh	2	68	814	1,021	1,360	2,381	839	62	58	120
	Balochistan	1	30	360	481	858	1,339	357	28	26	54
	Khyber Pakhtunkhwa	1	35	420	528	748	1,276	417	35	31	66
	National	6	193	2,312	2,930	4,037	6,967	2,329	183	167	350
National - Rural + Urban		142	4,226	82,521	104,166	147,278	251,444	83,746	4,117	1,827	5,944

Age Class Composition - Balochistan (Rural)

Annual Status of Education Report ASER PAKISTAN 2012 Facilitated by SAFED

Balochistan (Rural)

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	73.6	53.1	23.9	5.3	2.2	12.1	22.4	26.1	32.5	33.6	38.6	41.71	7.6
02	18.5	36.9	59.3	41.9	28.7								18.2
03	8.0	10.0	12.6	40.0	35.0	26.3							18.0
04			4.2	10.3	25.0	28.3	25.6						14.2
05				2.5	7.4	26.2	33.2	28.1					13.9
06					1.7	5.8	14.3	30.0	23.6				9.1
07						1.4	4.0	11.6	28.9	24.2			7.2
08							0.5	4.1	13.7	27.6	24.0		5.9
09								0.2	1.2	11.6	26.9	21.9	3.4
10									0.2	3.1	10.5	36.4	2.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Chaghi

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	79.2	62.3	26.8	3.5	2.6	14.4	15.8	25.9	50.8	60.9	58.1	48.1	13.2
02	10.4	31.2	54.2	12.4	5.2								14.5
03	10.4	6.5	12.7	44.2	15.7	11.5							13.5
04			6.3	31.0	40.0	14.4	13.7						14.8
05				8.8	33.0	27.9	8.4	17.3					17.6
06					3.5	31.7	43.2	4.9	9.2				10.0
07						0.0	18.9	30.9	13.8	6.3			6.1
08							0.0	21.0	21.5	10.9	11.6		4.6
09								0.0	4.6	18.8	20.9	7.4	2.8
10									0.0	3.1	9.3	44.4	3.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Awaran

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	84.6	86.0	64.4	18.9	17.2	19.2	45.9	65.1	67.6	89.5	63.2	80.0	26.3
02	15.4	8.3	25.4	51.7	35.9								22.1
03	0.0	5.8	8.5	26.4	39.1	64.1							26.3
04			1.7	2.5	7.8	8.4	40.5						11.9
05				0.5	0.0	7.2	10.8	27.7					7.4
06					0.0	1.2	0.0	3.6	21.6				3.0
07						0.0	2.7	3.6	8.1	0.0			1.6
08							0.0	0.0	2.7	5.3	36.8		1.2
09								0.0	0.0	0.0	0.0	20.0	0.1
10									0.0	5.3	0.0	0.0	0.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Dera Bugti

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	-	-	0.0	0.0	0.0	15.4	16.7	6.3	17.9	27.3	30.0	34.8	0.0
02	-	-	100.0	40.0	33.3								11.1
03	-	-	0.0	60.0	41.7	50.0							19.2
04			0.0	0.0	25.0	30.8	27.8						12.6
05				0.0	0.0	3.8	44.4	18.8					7.1
06					0.0	0.0	11.1	68.8	14.3				11.6
07			0.0	0.0		0.0	0.0	6.3	64.3	40.9			17.2
08						0.0	0.0	0.0	3.6	31.8	40.0		10.6
09							0.0	0.0	0.0	0.0	30.0	26.1	6.1
10								0.0	0.0	0.0	0.0	39.1	4.5
Total	-	-	100	100	100	100	100	100	100	100	100	100	100

BarKhan

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	-	-	33.3	0.0	0.0	3.3	34.7	30.2	47.2	38.5	53.8	27.3	1.1
02	-	-	44.4	70.4	62.9								25.1
03	-	-	22.2	27.8	21.4	55.7							24.0
04			0.0	1.9	15.7	31.1	22.4						16.7
05				0.0	0.0	8.2	38.8	18.6					12.8
06					0.0	1.6	4.1	41.9	16.7				8.4
07						0.0	9.3	36.1	38.5				7.0
08						0.0	0.0	0.0	23.1	23.1			1.9
09							0.0	0.0	0.0	23.1	18.2		1.4
10								0.0	0.0	0.0	0.0	54.5	1.7
Total	-	-	100	100	100	100	100	100	100	100	100	100	100

Harnai

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	50.0	86.4	73.4	1.2	0.6	2.0	9.1	28.8	15.3	52.8	94.7	100.0	8.7
02	50.0	9.1	25.0	75.0	19.8								22.4
03	0.0	4.5	1.6	23.2	72.1	19.6							24.0
04			0.0	0.6	7.0	74.5	59.1						21.4
05				0.0	0.6	2.9	30.0	67.3					10.1
06					0.0	1.0	0.9	3.8	72.9				7.8
07						0.0	0.9	0.0	11.9	47.2			5.2
08							0.0	0.0	0.0	0.0	5.3		0.4
09								0.0	0.0	0.0	0.0	0.0	0.0
10									0.0	0.0	0.0	0.0	0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Age Class Composition - Balochistan (Rural)

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Jaffar abad

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	78.6	57.6	30.8	9.7	6.5	26.8	40.0	38.1	50.8	40.8	35.5	58.1	13.4
02	17.9	39.4	57.7	43.7	33.8								25.5
03	3.6	3.0	11.5	35.9	36.4	20.6							15.8
04			0.0	8.7	15.6	27.8	16.0						10.6
05				1.9	7.8	18.6	22.0	19.0					10.3
06					0.0	5.2	22.0	22.9	15.9				7.4
07						1.0	0.0	19.0	17.5	14.1			6.5
08							0.0	1.0	12.7	36.6	29.0		6.6
09								0.0	3.2	5.6	16.1	19.4	2.1
10									0.0	2.8	19.4	22.6	1.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Ketch

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	100.0	22.2	20.0	6.3	0.5	10.6	22.0	24.5	35.0	36.7	27.4	19.6	1.1
02	0.0	44.4	50.0	73.0	49.2								12.9
03	0.0	33.3	20.0	11.1	38.5	57.5							17.5
04			10.0	6.3	4.1	24.0	38.7						12.8
05				3.2	6.2	2.8	31.0	47.0					14.4
06					1.5	3.9	6.0	22.5	25.9				11.0
07						1.1	1.2	0.7	35.0	34.0			9.9
08							1.2	4.6	4.2	21.3	33.3		7.6
09								0.7	0.0	4.7	33.3	27.5	6.4
10									0.0	3.3	6.0	52.9	6.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Jhal Magsi

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	20.0	41.2	33.3	5.5	0.0	17.8	20.0	33.3	37.5	38.5	26.3	46.7	6.4
02	20.0	17.6	50.0	42.9	30.0								23.6
03	60.0	41.2	14.3	22.0	35.0	23.3							19.1
04			2.4	23.1	17.5	15.1	20.0						12.6
05				6.6	15.0	34.2	26.7	26.7					15.5
06					2.5	6.8	20.0	26.7	0.0				6.2
07						2.7	13.3	6.7	25.0	26.9			5.0
08							0.0	6.7	18.8	11.5	15.8		4.8
09								0.0	12.5	23.1	21.1	13.3	3.3
10									6.3	0.0	36.8	40.0	3.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Kharan

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	49.0	11.1	23.4	5.8	2.0	10.4	17.6	18.3	16.2	9.5	21.8	35.0	7.4
02	34.7	62.5	44.1	30.2	8.9								18.1
03	16.3	26.4	21.6	32.4	19.8	15.3							15.2
04			10.8	27.3	46.5	14.6	15.7						13.4
05				4.3	21.8	35.4	19.6	27.5					13.5
06					1.0	20.1	23.5	21.7	24.3				8.9
07						4.2	21.6	13.3	32.4	25.4			7.7
08							2.0	18.3	17.6	39.7	16.4		7.6
09								0.8	8.1	19.0	49.1	17.5	5.2
10									1.4	6.3	12.7	47.5	3.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Kallat

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	-	0.0	75.0	0.0	0.0	11.0	40.0	58.6	57.5	75.0	93.3	90.9	2.8
02	-	100.0	18.8	80.0	85.7								33.0
03	-	0.0	6.3	18.2	14.3	65.9							22.0
04			0.0	1.8	0.0	19.5	48.0						18.5
05				0.0	0.0	2.4	12.0	37.9					12.7
06					0.0	0.0	0.0	3.4	17.5				5.2
07						1.2	0.0	0.0	25.0	25.0			5.2
08							0.0	0.0	0.0	0.0	6.7		0.4
09								0.0	0.0	0.0	0.0	9.1	0.2
10									0.0	0.0	0.0	0.0	0.0
Total	-	100	100	100	100	100	100	100	100	100	100	100	100

Khuzdar

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01		0.0	0.0	0.0	0.0	13.1	45.9	45.8	92.3	96.6	100.0	85.7	0.8
02		100.0	100.0	91.4	81.0								30.3
03		0.0	0.0	8.6	17.2	72.7							27.4
04			0.0	0.0	1.7	12.1	45.9						16.1
05				0.0	0.0	2.0	8.1	50.0					16.1
06		0.0			0.0	0.0	0.0	4.2	3.8				6.3
07			0.0	0.0		0.0	0.0	0.0	3.8	3.4			1.6
08					0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.8
09							0.0	0.0	0.0	0.0	0.0	14.3	0.5
10									0.0	0.0	0.0	0.0	0.0
Total		100	100	100	100	100	100	100	100	100	100	100	100

Age Class Composition - Balochistan (Rural)

Annual Status of Education Report ASER 2012 PAKISTAN Facilitated by SAFED

Kohlu

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	0.0		33.3	2.4	7.8	19.2	45.9	41.4	43.8	36.0	38.1	42.9	3.5
02	100.0		66.7	58.5	52.9								20.3
03	0.0		0.0	36.6	19.6	36.5							21.5
04			0.0	2.4	19.6	28.8	18.9						15.5
05				0.0	15.4	27.0	6.9						10.1
06				0.0	0.0	8.1	37.9	21.9					8.2
07					0.0	0.0	13.8	34.4	32.0				9.5
08					0.0	0.0	0.0	0.0	32.0	14.3			4.4
09						0.0	0.0	0.0	0.0	47.6	9.5		3.8
10							0.0	0.0	0.0	0.0	47.6		3.2
Total	100		100	100	100	100	100	100	100	100	100	100	100

Mastong

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	46.2	44.0	13.6	1.5	0.0	11.7	16.5	21.3	21.0	26.5	41.9	37.3	3.5
02	53.8	44.0	69.5	60.8	34.0								23.4
03	0.0	12.0	16.9	29.2	39.4	42.1							21.6
04			0.0	7.7	18.1	37.9	30.6						15.4
05				0.8	7.4	6.2	48.2	42.7					13.3
06					1.1	0.7	3.5	34.7	11.3				5.4
07						1.4	0.0	0.0	61.3	20.4			7.0
08							1.2	1.3	6.5	51.0	9.7		4.5
09								0.0	0.0	0.0	45.2	7.8	2.2
10									0.0	2.0	3.2	54.9	3.7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Lasbela

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01		50.0	54.2	3.1	2.7	2.4	3.4	7.4	6.3	14.0	15.9	23.3	2.8
02		50.0	45.8	39.2	11.0								8.4
03		0.0	0.0	57.7	42.5	11.8							14.3
04			0.0	0.0	43.8	62.4	13.6						14.9
05				0.0	0.0	21.2	73.9	15.7					15.3
06				0.0	2.4	9.1	71.3	27.1					16.8
07					0.0	0.0	5.6	61.5	24.6				12.5
08					0.0	0.0	0.0	5.2	59.6	27.3			8.0
09						0.0	0.0	0.0	1.8	52.3	23.3		4.4
10							0.0	0.0	0.0	4.5	53.3		2.6
Total		100	100	100	100	100	100	100	100	100	100	100	100

Musa Khel

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	0.0	33.3	22.2	3.7	5.3	39.4	67.7	68.2	86.7	90.0	100.0	96.0	4.6
02	100.0	60.0	77.8	59.8	48.0								37.8
03	0.0	6.7	0.0	31.7	32.0	30.3							24.6
04			0.0	4.9	14.7	24.2	16.1						17.2
05				0.0	0.0	5.1	12.9	25.0					11.0
06					0.0	1.0	3.2	4.5	8.9				3.0
07						0.0	0.0	2.3	2.2	6.7			1.0
08						0.0	0.0	2.2	3.3	0.0			0.6
09							0.0	0.0	0.0	0.0	0.0	0.0	0.0
10								0.0	0.0	0.0	0.0	4.0	0.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Loralai

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	0.0	33.3	20.5	2.6	3.0	12.7	35.7	25.8	48.3	49.4	68.1	77.3	2.0
02	0.0	33.3	59.0	42.1	21.2								9.2
03	100.0	33.3	15.4	42.1	42.4	22.2							14.0
04			5.1	7.9	27.3	25.4	30.0						11.2
05				5.3	3.0	22.2	25.7	33.3					13.4
06					3.0	12.7	5.7	33.3	24.7				13.0
07						4.8	1.4	6.1	15.7	31.8			13.7
08							1.4	1.5	10.1	10.6	22.0		17.0
09								0.0	1.1	7.1	6.6	21.3	5.7
10									0.0	1.2	3.3	1.4	0.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Nasirabad

Class \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	37.5	65.2	28.1	5.6	4.9	30.0	45.6	55.7	61.5	55.6	52.2	60.7	7.2
02	62.5	8.7	54.4	58.3	35.8								26.0
03	0.0	26.1	10.5	25.9	27.2	30.0							17.7
04			7.0	6.5	18.5	21.3	29.8						16.0
05				3.7	11.1	11.3	14.0	17.1					11.3
06					2.5	5.0	10.5	17.1	30.8				9.5
07						2.5	0.0	5.7	5.8	20.0			3.8
08							0.0	4.3	1.9	11.1	13.0		3.5
09								0.0	0.0	11.1	21.7	17.9	3.1
10									0.0	2.2	13.0	21.4	2.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Age Class Composition - Balochistan (Rural)

Annual Status of Education Report ASER PAKISTAN 2012 Facilitated by SAFED

Nushki

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	57.1	20.0	17.9	4.3	1.3	11.0	22.7	20.9	23.7	26.0	33.8	26.9	1.9
02	28.6	60.0	67.9	55.6	31.4								16.5
03	14.3	20.0	14.3	39.3	46.8	23.3							18.4
04			0.0	0.0	17.3	49.1	28.4						15.6
05				0.9	3.2	6.7	38.1	53.5					15.7
06					0.0	6.7	7.4	17.1	27.0				8.5
07						3.1	3.4	6.2	38.8	49.0			12.3
08							0.0	2.3	9.2	22.0	52.3		6.7
09								0.0	0.7	3.0	10.8	71.2	4.1
10									0.7	0.0	3.1	1.9	0.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Qilla Abdullah

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	86.1	32.9	6.2	2.2	2.9	2.8	11.5	11.1	19.7	27.7	41.2	52.9	12.1
02	12.7	52.6	74.5	20.2	7.8								20.6
03	1.3	14.5	12.4	47.2	34.3	21.5							15.7
04			6.9	20.2	38.2	31.8	21.8						14.8
05				10.1	7.8	27.1	42.3	33.3					12.4
06					8.8	13.1	15.4	34.9	44.3				10.5
07						3.7	9.0	14.3	19.7	31.9			6.5
08							0.0	6.3	16.4	27.7	35.3		5.0
09								0.0	0.0	10.6	17.6	35.3	1.9
10									0.0	2.1	5.9	11.8	0.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Panjgur

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	84.2	63.6	8.2	1.7	0.0	0.8	3.2	1.1	4.8	3.0	10.5	7.7	6.9
02	10.5	27.3	74.8	27.6	10.2								20.1
03	5.3	9.1	10.7	58.0	30.7	3.9							17.2
04			6.3	11.6	46.5	26.8	15.9						13.5
05				1.1	7.9	54.3	33.3	8.0					11.1
06					4.7	10.2	25.4	25.3	12.9				6.5
07						3.9	20.6	56.3	37.1	13.6			10.0
08							1.6	8.0	38.7	25.8	0.0		5.2
09								1.1	6.5	53.0	57.9	17.9	5.8
10									0.0	4.5	31.6	74.4	3.8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Qilla Saifullah

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	92.3	87.5	12.6	1.7	0.0	0.3	1.6	0.5	0.7	3.8	6.6	0.0	6.0
02	7.7	10.0	78.9	24.1	2.2								8.7
03	0.0	2.5	7.4	68.5	30.9	1.7							13.2
04			1.1	5.2	62.6	15.7	1.6						9.0
05				0.4	4.3	80.5	53.5	10.0					20.1
06					0.0	0.7	41.7	69.0	15.3				13.8
07						1.0	1.6	19.0	40.1	19.6			8.5
08							0.0	1.4	43.1	58.7	17.6		11.2
09								0.0	0.7	14.1	34.1	9.1	3.8
10									0.0	3.8	41.8	90.9	5.7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Pashin

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	62.8	31.0	15.2	5.8	3.1	2.3	10.8	20.3	32.9	25.6	39.1	42.1	9.4
02	23.3	61.1	57.1	23.7	6.2								17.0
03	14.0	7.9	21.9	47.4	34.0	9.1							17.7
04			5.7	19.7	26.8	34.3	15.4						15.2
05				3.3	25.8	41.1	43.1	24.4					16.2
06					4.1	12.5	26.2	43.1	26.0				10.2
07						0.8	4.6	9.8	16.4	36.6			5.5
08							0.0	1.6	23.3	22.0	39.1		5.2
09								0.8	1.4	14.6	9.4	21.1	2.0
10									0.0	1.2	12.5	36.8	1.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Quetta

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	45.5	56.0	29.1	3.6	1.6	12.8	16.4	25.0	18.8	30.0	19.2	25.0	5.0
02	36.4	32.0	36.4	41.7	12.6								11.4
03	18.2	12.0	27.3	34.5	36.2	23.1							14.6
04			7.3	14.3	32.3	29.1	30.1						15.2
05				6.0	10.2	25.6	30.1	30.4					12.3
06					7.1	4.3	12.3	28.6	38.6				11.8
07						5.1	9.6	9.8	23.8	24.4			8.7
08							1.4	6.3	18.8	22.2	35.6		8.7
09								0.0	0.0	15.6	32.9	33.0	6.9
10									0.0	7.8	12.3	42.0	5.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Age Class Composition - Balochistan (Rural)

Annual Status of Education Report ASER PAKISTAN 2012 Facilitated by SAFED

Sherani

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	100.0	100.0	24.4	5.0	0.9	0.7	4.7	5.6	5.0	0.0	0.0	0.0	3.1
02	0.0	0.0	71.1	32.6	2.7								10.4
03	0.0	0.0	2.2	60.3	42.9	6.6							18.1
04			2.2	2.1	51.8	59.6	6.5						19.1
05				0.0	1.8	30.9	55.1	10.3					14.4
06					0.0	2.2	30.8	54.2	10.0				12.3
07						0.0	1.9	29.0	53.3	6.7			8.4
08							0.9	0.9	31.7	71.1	8.8		6.9
09								0.0	0.0	22.2	85.3	0.0	4.8
10									0.0	0.0	5.9	100.0	2.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Zhob

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	40.0	0.0	38.1	0.0	2.5	59.3	68.3	65.8	78.0	79.5	91.4	88.9	5.1
02	40.0	83.3	52.4	66.7	71.3								31.3
03	20.0	16.7	9.5	24.2	20.0	30.9							21.0
04			0.0	9.1	2.5	7.4	23.8						15.0
05				0.0	2.5	2.5	6.3	18.4					10.5
06					1.3	0.0	1.6	13.2	10.2				6.7
07						0.0	0.0	0.0	10.2	15.4			4.8
08						0.0	0.0	0.0	1.7	5.1	5.7		4.2
09							0.0	2.6	0.0	0.0	2.9	11.1	1.4
10									0.0	0.0	0.0	0.0	0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Sibi

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	87.3	52.3	24.1	8.5	4.5	16.8	28.6	32.8	40.4	33.3	18.0	9.5	22.0
02	7.6	39.7	57.4	34.6	13.6								19.5
03	5.1	7.9	14.8	38.8	31.8	20.7							18.2
04			3.7	11.9	27.3	21.6	11.9						9.6
05				6.2	22.7	38.0	33.3	38.8					15.4
06					0.0	2.4	19.0	18.7	23.4				4.8
07						0.5	4.8	6.0	19.1	16.7			2.6
08							2.4	3.7	17.0	19.4	26.0		3.0
09								0.0	0.0	30.6	50.0	33.3	3.6
10									0.0	0.0	6.0	57.1	1.3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Ziarat

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	90.9	27.3	6.9	1.3	0.0	4.6	11.9	18.2	26.8	29.0	37.0	38.5	3.6
02	9.1	72.7	80.6	21.1	10.2								15.1
03	0.0	0.0	12.5	59.2	39.0	18.4							14.8
04			0.0	18.4	37.3	44.8	40.5						15.2
05				0.0	13.6	31.0	31.0	32.7					13.6
06					0.0	1.1	14.3	27.3	35.2				10.1
07						0.0	0.0	20.0	19.7	15.9			8.8
08						0.0	2.4	1.8	16.9	30.4	27.8		8.5
09								0.0	1.4	23.2	22.2	26.9	6.4
10									0.0	1.4	13.0	34.6	3.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Washuk

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
01	64.7	66.7	27.3	14.3	5.1	18.9	46.7	42.2	75.0	53.6	84.6	60.0	11.0
02	35.3	27.3	59.1	31.1	38.5								19.0
03	0.0	6.1	6.8	37.8	38.5	29.5							22.0
04			6.8	16.0	17.9	18.2	35.6						16.7
05				0.8	0.0	25.8	15.6	29.4					15.6
06					0.0	6.8	2.2	18.6	13.9				7.4
07						0.8	0.0	2.0	11.1	16.1			3.1
08							0.0	7.8	0.0	1.8	7.7		1.9
09								0.0	0.0	5.4	7.7	0.0	0.6
10									0.0	23.2	0.0	40.0	2.6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Article: 25-A Right to Education

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

Idara-e-Taleem-o-Aagahi (ITA)
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