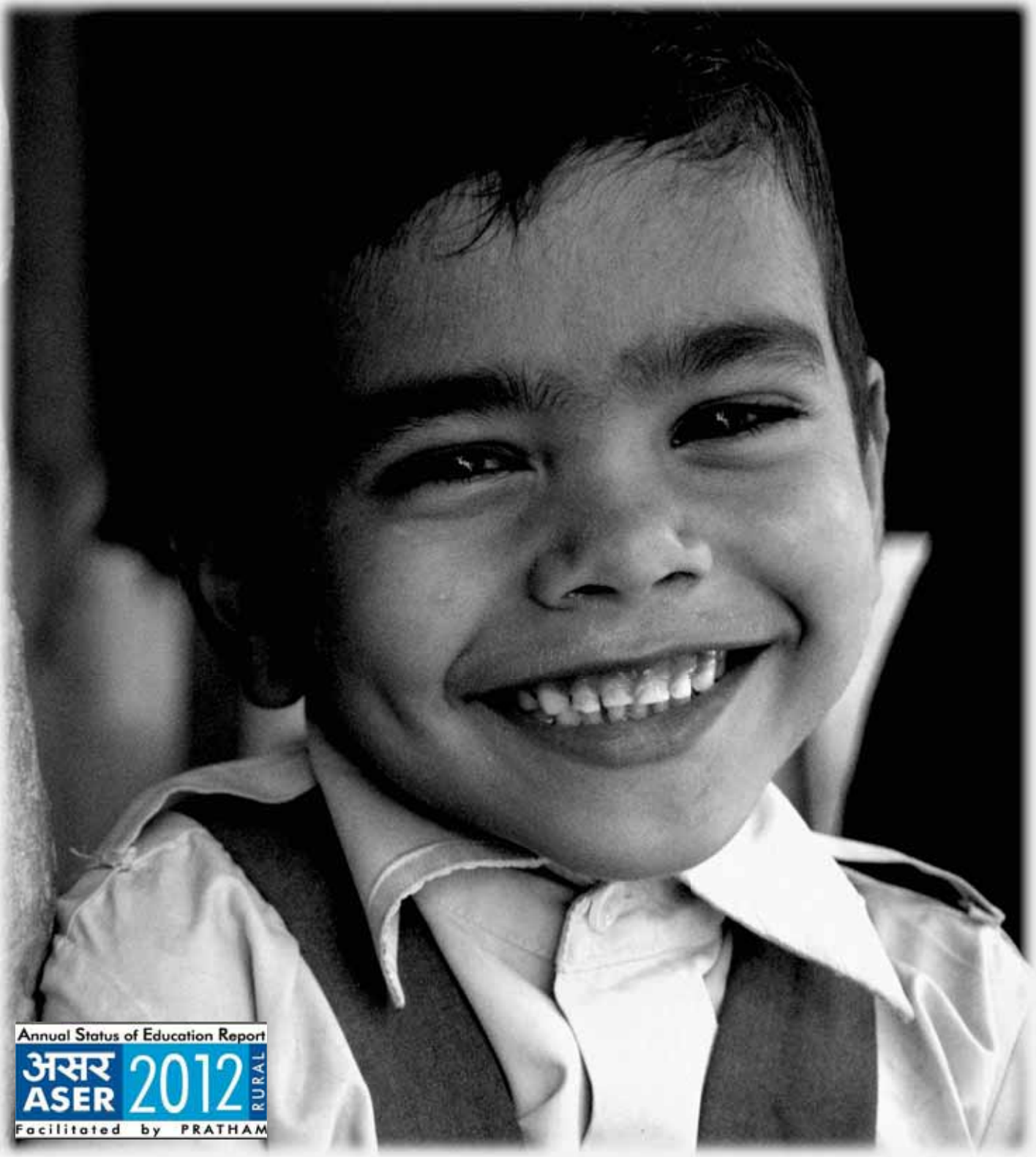


Annual Status of Education Report 2012

Fund raising



Annual Status of Education Report
असर 2012 RURAL
ASER
Facilitated by PRATHAM

EDUCATION ECONOMICS PROGRESS

GOOD NEWS

Budgeted Outlay
(2010-11) INR 310bn
Education Cess 2%



Enrolment



Attendance

Enrolment levels are at 97%
Attendance levels are at 71%

*What are our children learning in schools?
What about their learning levels?*

GOOD QUESTION!

Every year since 2005, the ASER survey reports on children's basic learning in every rural district in India



Learning levels

In 2011,

गाना	खुश
मौसी	
पैर	झोला
आलू	खेत
किला	
आग	मोर

31.4% of Std 3 children
cannot read words in
their own language

Subtraction	
52	76
- 24	- 47
48	75
- 29	- 37

70.1% of Std 3 children
cannot solve a 2 digit
subtraction problem

कहानी
राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

51.8% of Std 5
children cannot read
a Std 2 level text

72.5 % of Std 5 children
cannot do a simple division
problem

7	869
5	583

How do we know how much our children are learning?

WHAT IS ASER SURVEY?

The Annual Status of Education Report (ASER) survey is designed and coordinated by ASER Centre, facilitated by Pratham, and conducted by local organizations. The first ASER was conducted in 2005. Since then, ASER has been conducted in almost every rural district every year. ASER primarily focuses on the learning outcomes of children and is the only annual source of information for learning levels of children in elementary schools available in India. 2012 is the eighth ASER survey.

ASER uses simple, low cost tools to assess impact at scale and to increase the understanding of ordinary citizens about the current status of elementary education.

Provides regular, reliable and relevant data on basic learning outcomes for over 700,000 children every year

Utilizes simple, reliable and scientific methods of sampling and assessment on scale for high impact at low cost

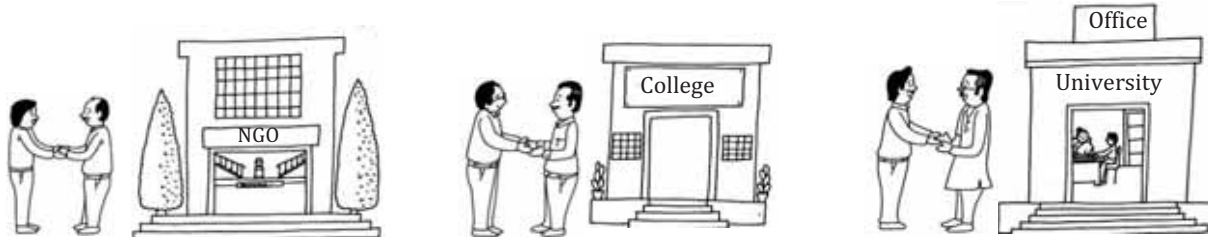
Builds nationwide local participation by involving ordinary citizens in understanding the current situation in elementary education

Completes survey in approximately 100 days engaging over 25,000 volunteers each year and covering over 300,000 households in 570 rural districts



HOW IT IS DONE

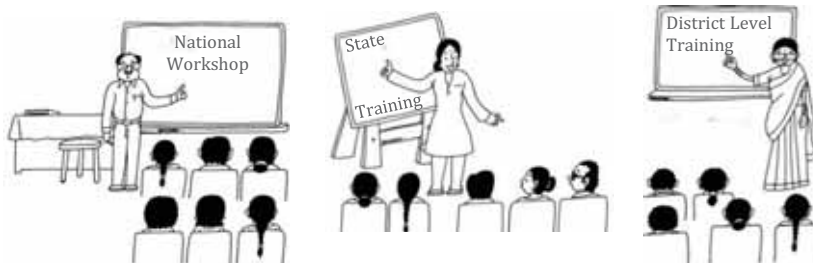
Developing partnerships



Every year over **500 local groups / organizations** and over **25,000 volunteers** across the country participate in ASER

Building capacities

ASER Centre conducts workshops at the national, state and district levels to build the capacity of the team members and volunteers, as preparation for the survey



Conducting the ASER survey



The core objective is to capture the **enrollment status** and **basic reading and arithmetic levels** of children. Extensive **monitoring & recheck** is conducted in surveyed villages.

Disseminating findings

ASER Centre endeavors to communicate the **ASER findings** to concerned government officials and beneficiaries.



Dissemination is carried out at **4 levels** – National, State, District and Sub-district.

OUR REACH SO FAR

The ASER Report has been referred in important policy documents such as the **Planning Commission's Approach Paper to the 11th Five Year Plan 2007-12, the Mid Term Appraisal of the 11th Five Year Plan, Economic Survey 2011-12 and World Bank's Fast Track Initiative.**

The ASER effort has been replicated in countries such as **Pakistan, Tanzania, Kenya and Uganda.**

Punjab's Education Minister launched the ASER Punjab state report in 2010

ASER was quoted in the **CUTS' Memo to Chief Minister of Rajasthan** on the occasion of Pre-Budget Consultation with NGOs in March 2012

Shri Kapil Sibal released the ASER national report in 2011 and **Shri Hamid Ansari** released the ASER national report in 2010

After a successful release of the ASER findings in 2011, ASER Centre was hired by the **government of Gujarat** to evaluate the performance of their Gunotsav program

The Chief Minister released the ASER report in 2009

Education Minister released the ASER report in 2010

District Institutes of Education & Training have partnered with ASER to conduct the survey in all districts of AP every year since 2007

Dignitaries of the **Planning Commission and Education Department** released the ASER report in 2010

Vice Chancellor of the University of Kashmir released the ASER J&K state report 2011

SSA officials released the ASER Himachal Pradesh state report in 2010

Additional Secretary Upper primary & the Vice Chancellor of the Doon University released the ASER Uttarakhand state report in 2011

Chief Minister of Bihar released the ASER Bihar state report in 2010

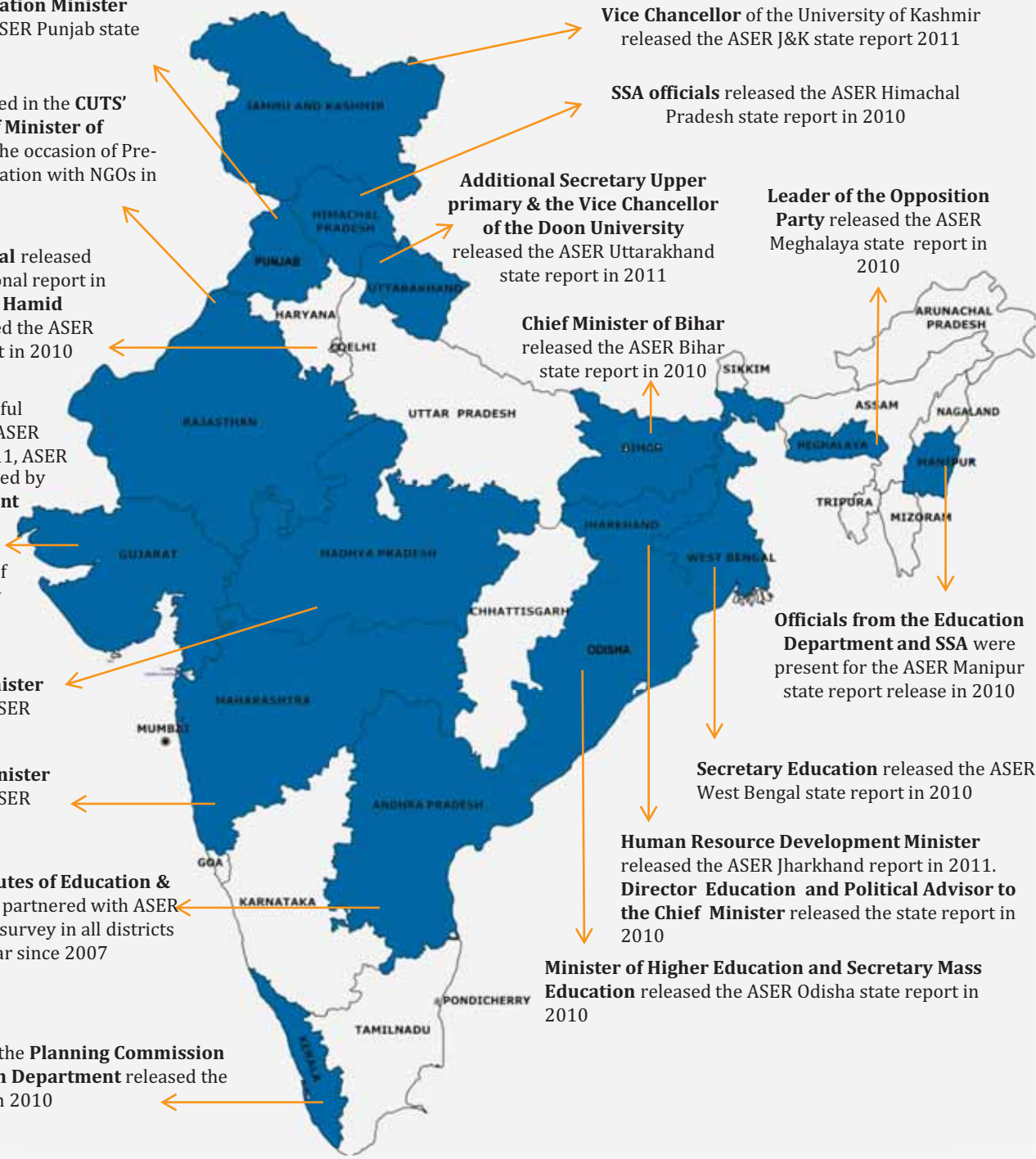
Leader of the Opposition Party released the ASER Meghalaya state report in 2010

Officials from the Education Department and SSA were present for the ASER Manipur state report release in 2010

Secretary Education released the ASER West Bengal state report in 2010

Human Resource Development Minister released the ASER Jharkhand report in 2011. **Director Education and Political Advisor to the Chief Minister** released the state report in 2010

Minister of Higher Education and Secretary Mass Education released the ASER Odisha state report in 2010



SUPPORT US !

Adopt a district

Per district cost = INR 75,000

Be a '**State Champion**' – Sponsor all districts of any state
Be a '**District Champion**' - Sponsor one district of any state

The funds raised for a district will be utilised for the following purposes:

- Training
- Survey

All donations will be eligible for a tax exemption under **Section 80G**



OUR PAST SUPPORTERS



DOUGLAS B. MARSHALL, JR.
 FAMILY FOUNDATION



Mimi And Peter Haas Fund



Citi Foundation



The Options group

Sara International

The Peter G. Peterson Fund

Gray Matters Capital Foundation

Hazira Energy Private Limited

Puzzolana Machinery Fabricators

Dey Enterprises

Vinmar Inc.

Gujarat Paguthan Energy Corporation Limited

The Marc Haas Foundation



JOIN THE ASER EFFORT

India pioneers volunteer-led assessment of educational standard.

- *The Guardian*



23% of class 4 kids can't read

- *Times of India*



Decline in reading, math skills despite right to study

- *The Telegraph*

90% attendance a bright spot

- *Times of India*



"Quality indeed lies at the heart of the goal of "Education for All". What happens in classrooms and other learning environments is vitally important to the future of our citizens, and indeed to the future of our Republic. "

- Shri Hamid Ansari at the ASER 2010 release



'More kids go to private schools'

- *Asian Age*



Most primary students can't even read well: Report

- *Tribune News Service*

"Every year we learn something more about what is happening in our schools through your fabulous survey which perhaps is a unique enterprise anywhere in the world.... You have to go to localities, you have to go to schools, you have to get the community on your side .. what we need to do is to look at outcomes"

- Shri Kapil Sabil at the ASER 2011 report release

NOTES FROM THE FIELD

Early next morning, armed with the school teacher's map and equipped with what we have learned the day before, we arrive at the centre of the village. Despite the dirt and dust in the dilapidated neighbourhood, there is a holiday feel all round. A sunny breeze is blowing through the Buddhist prayer flags. It is Sunday in Bhalukpong.

According to our instructions, we are to divide the village into four quadrants. In each quadrant we are to go to every fifth house and talk to all children in these houses. We go up to the door of the first house. A familiar face opens the door – our map-maker school teacher. His two shy daughters come out too. Oiled, neatly combed short hair, frocks with belts at the back, they smile as we ask questions – of course they are in school, one in Grade 4 and one in Grade 8; both in their father's school. Our reading and arithmetic tasks are very simple for them, but they do them seriously.



Our next stop is a crudely built bamboo house on stilts. Perched on the edge of the elevated verandah, dangling his legs, is nine year old Timothy. He strains to read the simple paragraph we give him. He is in Grade 3. Children tumble out of the bamboo room behind him and crowd around as he tries to read. While Timothy struggles, his little sister pulls my hand. She couldn't be more than four. "Can I try?" she asks. I show her the numbers... different numbers from 1 to 100. The little girl points to each number, thinks seriously for a few moments, and then in a firm quiet voice says "Forty four" "Sixty seven" "Twenty nine"....

From house to house, family to family, we meet mothers, fathers, brothers and sisters, some literate, some not, some contented, some with dreams, some homes that have nothing but still offer us tea. But everywhere, every time, people gather around when children are asked to read or to do sums. In the poorest house in the village, in the school teacher's verandah, in the garden of the police constable, there are serious discussions about schools, about learning and about the future of children.

By afternoon, we are well known in Lower Bhalukpong. People are inviting us into their homes and asking us to "test" their children. Each child has is a story, a distinct identity, a combination of current abilities and future potential. By day's end we have visited twenty households, five from each section of the village, and tested all the children. But beyond what we were supposed to have done, we feel we have chatted with almost everyone.

As we leave, the school teacher is coming home with a bag of vegetables. He wants to know what we have learned. We have learned a great deal. We have begun to understand how far the children have come and how far they still have to go. Together, through chats and conversations, through the activities we did with the children, we are beginning to see how the village fits into the bigger mosaic, common patterns with other villages higher up in the mountains, comparisons with places far away. All of this adds up to the map of India as it stands today. Not just dots and dashes, circles and solid lines on a piece of paper, but also anxieties and dreams of where we want to be tomorrow.

-- Rukmini Banerji

About ASER Centre

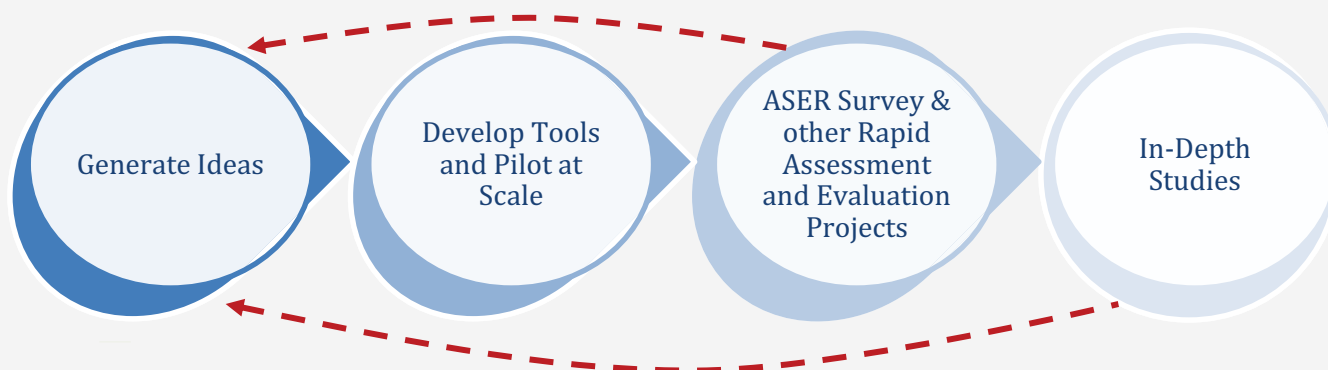
An autonomous research unit of Pratham

ASER Centre generates evidence for action. It focuses on outcomes and processes in education and other social sectors. It builds the capacity of individuals and institutions to measure at scale, understand, communicate and act upon the findings of assessments and research, with the objective of improving the quality of social sector programs. It aims to create a culture where rigorous measurement of outcomes is integral to action, thus bridging the gap between theory and practice, assumption and reality.

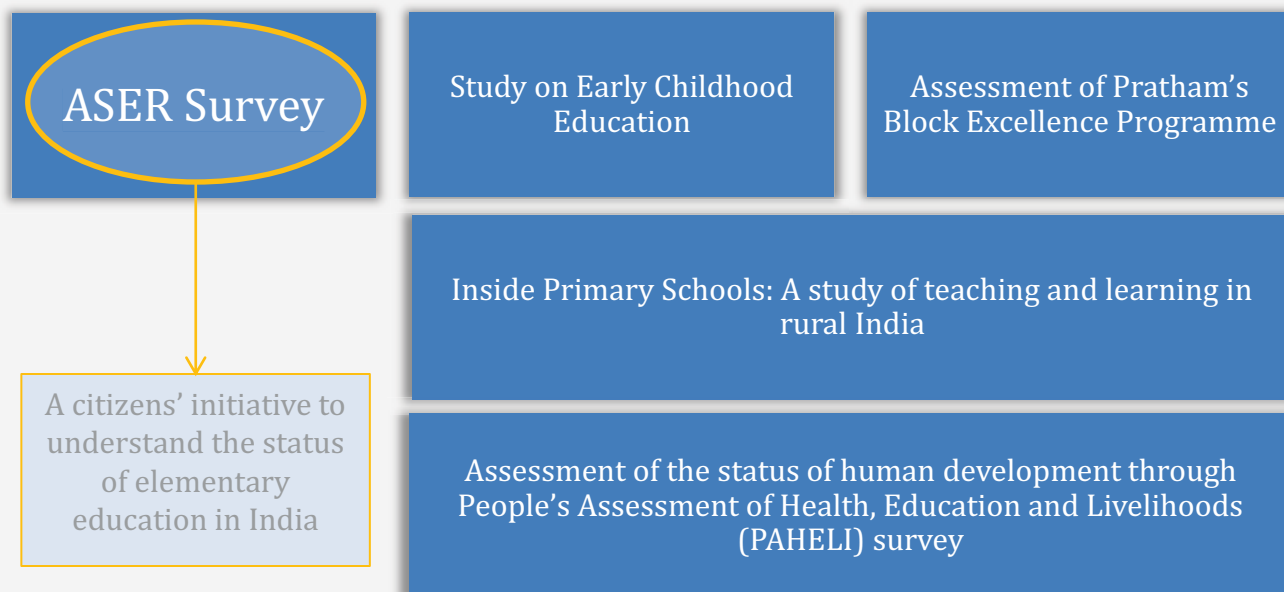
Our objectives

- **Measure:** Produce useful evidence for action
- **Understand:** Build capacity to generate and absorb evidence
- **Communicate for Change:** Communicate and disseminate the evidence widely

ASER Centre's learning laboratory model



Major Research Projects



'EVIDENCE FOR ACTION'

Measure to understand
Understand to communicate
Communicate to change



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