

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators
<p>[4.1.1] Percentage of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.</p>	<p>ASER assesses learning levels of class 2 level competency or lower primary for Urdu/Sindhi/ Pashto; Mathematics, and English</p> <p>ASER II is being piloted for class 5 upper primary and lower secondary level competencies in 2016/17 in 26 districts of Pakistan</p>
<p>[4.2.1] Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</p> <p>[4.2.2] Participation rate in organized learning (one year before the official primary entry age), by sex</p>	<p>ITA has designed and tested Katchi/ECE children in its other programs</p> <p>ASER collects data on the enrolment of children between 3-5 years ASER also undertakes learning assessments from grade 1 students (5-6 year olds and all grade1) students as a proxy for learning of ECE group.</p>
<p>[4.3.1] Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p>	<p>At the Household level, ASER assesses the participation rate by collecting data on the highest grade/class attended for both Mothers and Fathers.</p>
<p>[4.4.1] Percentage of youth and adults with information and communications technology (ICT) skills by type of skill</p>	<p>ASER partially assesses the ICT skills through data on the availability and usage of computers/ smart phones ; use of whatsapp and sms in the Household.</p>
<p>[4.5.1] Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected as data become available) for all education indicators on this list that can be disaggregated</p>	<p>ASER enrolment and learning levels data is disaggregated on multiple parity indices including Female/male, rural/urban, wealth quintiles (Using the Wide Index), and type of school (government/non-government).</p> <p>ASER 2015 mapped disability data in Punjab which is also being piloted in KPK in ASER 2016.</p>



ASER TRACKING SUSTAINABLE DEVELOPMENT GOALS

<p>1 NO POVERTY</p> <p>End poverty in all its forms everywhere.</p>	<p>2 NO HUNGER</p> <p>End hunger, achieve food security and improved nutrition and promote sustainable agriculture.</p>	<p>3 GOOD HEALTH & WELL BEING</p> <p>Ensure healthy lives and promote well-being for all at all ages.</p>	<p>4 QUALITY EDUCATION</p> <p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>	<p>5 GENDER EQUALITY</p> <p>Achieve gender equality and empower all women and girls.</p>	<p>6 CLEAN WATER AND SANITATION</p> <p>Ensure availability and sustainable management of water and sanitation for all.</p>
<p>7 CLEAN ENERGY</p> <p>Ensure access to affordable, reliable, sustainable and modern energy for all.</p>	<p>8 GOOD JOBS AND ECONOMIC GROWTH</p> <p>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.</p>	<p>9 INDUSTRY INNOVATION & INFRASTRUCTURE</p> <p>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.</p>	<p>10 REDUCED INEQUALITIES</p> <p>Reduce inequality within and among countries.</p>	<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> <p>Make cities and human settlements inclusive, safe, resilient and sustainable.</p>	<p>12 RESPONSIBLE CONSUMPTION</p> <p>Ensure sustainable consumption and production patterns.</p>
<p>13 PROTECT THE PLANET</p> <p>Take urgent action to combat climate change and its impacts.</p>	<p>14 LIFE BELOW WATER</p> <p>Conserve and sustainably use the oceans, seas and marine resources for sustainable development.</p>	<p>15 LIFE ON LAND</p> <p>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and</p>	<p>16 PEACE AND JUSTICE</p> <p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,</p>	<p>17 PARTNERSHIP FOR THE GOALS</p> <p>Strengthen the means of implementation and revitalize the global partnership for sustainable development.</p>	<p>THE GLOBAL GOALS For Sustainable Development</p>



<p>[4.6.1] Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p>	<p>The literacy and numeracy skills are assessed through data on the percentage of parents completing primary school.</p> <p>ASER 2016 also attempts to gauge another aspect of literacy by mapping the percentage of people using smart phones and laptops; whats app and SMS regardless of schooling years.</p>
<p>[4.7.1] Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>	<p>The data on registered voters is being added this year in ASER 2016 to map (i) aspects of citizenship and education-</p> <p>a) ASER is seeking ASER Alliance Partnerships (AAP) from major stakeholders to use this for national policies/implementation on education and social protection and c) teacher education and d) student assessment</p>
<p>[4.a.1] Percentage of schools with access to: (a) electricity, (b) the Internet for pedagogical purposes, (c) computers for pedagogical purposes, (d) adapted infrastructure and materials for students with disabilities, (e) basic drinking water; (f) single-sex basic sanitation facilities and (g) basic hand washing facilities (as per the water, sanitation and hygiene (WASH) indicator definitions)</p>	<p>ASER collects data on infrastructure and facilities including the percentage of schools with access to basic drinking water, basic sanitation facilities (toilets), Boundary walls, electricity connections, computer labs, and libraries.</p>
<p>[4.b.1] Volume of official development assistance flows for scholarships by sector and type of study</p>	<p>(to be done later in 2017)</p>
<p>[4.c.1] Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary, and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical) pre-service and in-service required for teaching at the relevant level in a given country</p>	<p>ASER collects data on Pre-service education - general and professional and qualification that the teachers have attained.</p>