

Annual Status of Education Report



ASER 2016 (RURAL) MAPPING SDG 4 GLOBAL INDICATORS CITIZENS' LED ASSESSMENT (CLA)



Ensure inclusive and quality education for all and promote lifelong learning

ASER 2016 (RURAL) MAPPING SDG 4 GLOBAL INDICATORS

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2016 Findings
TARGET 4.1 BY 2030, ENSURE THAT ALL GIRLS AND BOYS COMPLETE FREE, EQUITABLE AND QUALITY PRIMARY AND SECONDARY EDUCATION LEADING TO RELEVANT AND EFFECTIVE LEARNING OUTCOMES		
<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><i>ASER II piloted for class 5 upper primary and lower secondary level competencies in 2016/17 in 26 districts of Pakistan; Results to be shared shortly</i></p> <p><i>Govt. data available for Grades 5 and 8 as well</i></p>	<p>Learning levels:</p> <p><u>Story: Urdu/Sindhi/Pashto (National)</u> Grade 3: 17% Grade 5: 52%</p> <p><u>Urdu/Sindhi (Sindh)</u> Grade 3: 10% Grade 5: 37%</p> <p>By Gender (Who can read at least sentences in Urdu/Sindhi) 5-16 yrs, National Girls: 36% Boys: 43%</p> <p>By Gender (Who can read at least sentences in Urdu/Sindhi) 5-16 yrs, Sindh Girls: 25% Boys: 34%</p> <p><u>Sentences: English (National)</u> Grade 3: 15% Grade 5: 46%</p> <p><u>English (Sindh)</u> Grade 3: 5% Grade 5: 19%</p> <p>By Gender (Who can read at least words in English) 5-16 yrs, National Girls: 33% Boys: 40%</p> <p>By Gender (Who can read at least words in English) 5-16 yrs, Sindh Girls: 19% Boys: 26%</p> <p><u>Division: Arithmetic (National)</u> Grade 3: 15% Grade 5 : 48%</p> <p><u>Arithmetic (Sindh)</u> Grade 3: 6% Grade 5 : 24%</p> <p>By Gender (Who can atleast do subtraction) 5-16 yrs, National Girls: 36% Boys: 44%</p> <p>By Gender (Who can atleast do subtraction) 5-16 yrs, Sindh Girls: 24% Boys: 32%</p>

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TARGET 4.2 BY 2030 ENSURE THAT ALL GIRLS AND BOYS HAVE ACCESS TO QUALITY EARLY CHILDHOOD DEVELOPMENT, CARE AND PRE-PRIMARY EDUCATION SO THAT THEY ARE READY FOR PRIMARY EDUCATION																																						
<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>ASER undertakes learning assessments from grade 1 students (5-6 year olds and all grade1) students as a proxy for learning of ECE group as per national competencies/SLOs of ECE & Class I</p> <p>ASER data for age group 3-5 years of age enrolled in pre-school program</p>	<p>[4.2.1] <u>Learning levels Grade 1:</u></p> <p>Can read atleast words Urdu/Sindhi/Pashto (National): 42% Urdu/Sindhi (Sindh): 49%</p> <p>By School Type</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>66%</td> <td>80%</td> </tr> <tr> <td>Sindh</td> <td>64%</td> <td>79%</td> </tr> </tbody> </table> <p>Can read atleast small letters English (National): 55% English (Sindh): 38%</p> <p>By School Type</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>27%</td> <td>58%</td> </tr> <tr> <td>Sindh</td> <td>11%</td> <td>56%</td> </tr> </tbody> </table> <p>Can recognize atleast small numbers (10-99) Arithmetic (National): 64% Arithmetic (Sindh): 57%</p> <p>By School Type</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>30%</td> <td>56%</td> </tr> <tr> <td>Sindh</td> <td>14%</td> <td>53%</td> </tr> </tbody> </table> <p>[4.2.2] Enrolment (National): 36% (3-5 yrs) Enrolment (Sindh): 38% (3-5 yrs)</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>63%</td> <td>37%</td> </tr> <tr> <td>Sindh</td> <td>86%</td> <td>13%</td> </tr> </tbody> </table>	Region	Govt	Private	National	66%	80%	Sindh	64%	79%	Region	Govt	Private	National	27%	58%	Sindh	11%	56%	Region	Govt	Private	National	30%	56%	Sindh	14%	53%	Region	Govt	Private	National	63%	37%	Sindh	86%	13%
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TARGET 4.3 BY 2030 ENSURE EQUAL ACCESS FOR ALL WOMEN AND MEN TO AFFORDABLE QUALITY TECHNICAL, VOCATIONAL AND TERTIARY EDUCATION, INCLUDING UNIVERSITY

[4.3.1] Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	At the Household level, ASER assesses the participation rate by collecting data on the highest grade/class attended for both Mothers and Fathers annually	Region	Mothers	Fathers
		National	30%	52%
		Sindh	22%	48%

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TARGET 4.4 BY 2030, SUBSTANTIALLY INCREASE THE NUMBER OF YOUTH AND ADULTS WHO HAVE RELEVANT SKILLS, INCLUDING TECHNICAL AND VOCATIONAL SKILLS, FOR EMPLOYMENT, DECENT JOBS AND ENTREPRENEURSHIP

[4.4.1] Percentage of youth and adults with information and communications technology (ICT) skills by type of skill	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 In Schools -computer labs and Smart Boards/Classrooms	ICT Facilities/Usage HH Level (Sindh): 67% HHs use mobile phones, 44% of mobile users use SMS 15% of mobile users use WhatsApp						
		Computer Labs in High schools: <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>13%</td> <td>75%</td> </tr> </tbody> </table>	Region	Govt	Private	Sindh	13%	75%
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TARGET 4.5 BY 2030, ELIMINATE GENDER DISPARITIES IN EDUCATION AND ENSURE EQUAL ACCESS TO ALL LEVELS OF EDUCATION AND VOCATIONAL TRAINING FOR THE VULNERABLE, INCLUDING PERSONS WITH DISABILITIES, INDIGENOUS PEOPLES, AND CHILDREN IN VULNERABLE SITUATIONS																																												
<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 (WIDE Index), and type of school (government/non-government).</p> <p>ASER 2015 mapped disability data in Punjab & KPK 2016 -along 6 dimensions</p>	<p><u>Learning levels: Gender Gap (5-16yrs):</u></p> <p><u>Who can read atleast sentences in Urdu/Sindhi</u></p> <table border="1"> <thead> <tr> <th>Region</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>34%</td> <td>25%</td> </tr> </tbody> </table> <p><u>Who can read atleast words in English</u></p> <table border="1"> <thead> <tr> <th>Region</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>26%</td> <td>19%</td> </tr> </tbody> </table> <p><u>Who can atleast do subtraction in Arithmetic</u></p> <table border="1"> <thead> <tr> <th>Region</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>32%</td> <td>24%</td> </tr> </tbody> </table> <p><u>Learning levels Gr.5 by School type:</u></p> <table border="1"> <thead> <tr> <th>Story:</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Urdu/Sindhi</td> <td>35%</td> <td>59%</td> </tr> <tr> <td>Sentences:</td> <td>Govt</td> <td>Private</td> </tr> <tr> <td>English</td> <td>15%</td> <td>56%</td> </tr> <tr> <td>Division:</td> <td>Govt</td> <td>Private</td> </tr> <tr> <td>Maths</td> <td>22%</td> <td>54%</td> </tr> </tbody> </table> <p>Wealth Index: Enrolment rates: Richest quartile: 85% Boys: 87% Girls: 83% Poorest quartile: 59% Boys: 67% Girls: 46%</p> <p>Percentage HHs with Safety Nets: %</p> <p>Disability¹:</p> <table border="1"> <tbody> <tr> <td>Mild disability (Punjab): 2.1%</td> <td rowspan="2">} 3.2%</td> </tr> <tr> <td>Moderate to severe (Punjab): 1.1%</td> </tr> <tr> <td>Mild disability (KP): 2.9%</td> <td rowspan="2">} 3.6%</td> </tr> <tr> <td>Moderate to severe (KP): 0.7%</td> </tr> </tbody> </table>	Region	Boys	Girls	Sindh	34%	25%	Region	Boys	Girls	Sindh	26%	19%	Region	Boys	Girls	Sindh	32%	24%	Story:	Govt	Private	Urdu/Sindhi	35%	59%	Sentences:	Govt	Private	English	15%	56%	Division:	Govt	Private	Maths	22%	54%	Mild disability (Punjab): 2.1%	} 3.2%	Moderate to severe (Punjab): 1.1%	Mild disability (KP): 2.9%	} 3.6%	Moderate to severe (KP): 0.7%
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¹ Disability questionnaire only administered in Punjab and KP for the year 2016.

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TARGET 4.6 BY 2030, ENSURE THAT ALL YOUTH AND A SUBSTANTIAL PROPORTION OF ADULTS, BOTH MEN AND WOMEN, ACHIEVE LITERACY AND NUMERACY																								
<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 digital literacy: percentage of HHs using smart phones and laptops; WhatsApp and SMS regardless of schooling years.</p>	<p>National Rural Results: 30% of mothers and 52% of fathers in the sampled households had completed at least primary education.</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Mothers</th> <th>Fathers</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>22%</td> <td>48%</td> </tr> </tbody> </table> <p>69% HHs use mobile phones (National)</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Mobile phones</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>67%</td> </tr> </tbody> </table> <p>56% mobile users use SMS (National)</p> <table border="1"> <thead> <tr> <th>Region</th> <th>SMS Users</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>44%</td> </tr> </tbody> </table> <p>26% mobile users use WhatsApp (National)</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Whatsapp Users</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>15%</td> </tr> </tbody> </table> <p>17% HHs use computers / laptops (National)</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Comp/Laptops</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>6.7%</td> </tr> </tbody> </table>	Region	Mothers	Fathers	Sindh	22%	48%	Region	Mobile phones	Sindh	67%	Region	SMS Users	Sindh	44%	Region	Whatsapp Users	Sindh	15%	Region	Comp/Laptops	Sindh	6.7%
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TARGET 4.7 BY 2030 ENSURE ALL LEARNERS ACQUIRE KNOWLEDGE AND SKILLS NEEDED TO PROMOTE SUSTAINABLE DEVELOPMENT, INCLUDING AMONG OTHERS THROUGH EDUCATION FOR SUSTAINABLE DEVELOPMENT AND SUSTAINABLE LIFESTYLES, HUMAN RIGHTS, GENDER EQUALITY, PROMOTION OF A CULTURE OF PEACE AND NON-VIOLENCE, GLOBAL CITIZENSHIP, AND APPRECIATION OF CULTURAL DIVERSITY AND OF CULTURE'S CONTRIBUTION TO SUSTAINABLE DEVELOPMENT

<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 citizen voice and education- 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>To be reported from 2017/18 on agreed measures</p> <p>Citizens' Voice & adult voters Registered voters (National)</p> <table border="1"> <thead> <tr> <th></th> <th>Female</th> <th>89%</th> <th>Male</th> <th>93%</th> </tr> </thead> <tbody> <tr> <td>Region</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sindh</td> <td>91%</td> <td></td> <td>93%</td> <td></td> </tr> </tbody> </table>		Female	89%	Male	93%	Region					Sindh	91%		93%	
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TARGET 4.A BUILD AND UPGRADE EDUCATION FACILITIES THAT ARE CHILD, DISABILITY AND GENDER SENSITIVE AND PROVIDE SAFE, NON-VIOLENT, INCLUSIVE AND EFFECTIVE LEARNING ENVIRONMENTS FOR ALL

<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), solar panels Boundary walls, electricity connections, computer labs, and libraries.</p> <p>Boundary Walls = protection in schools</p>	<p>Electricity in Primary Schools:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>51%</td> <td>52%</td> </tr> </tbody> </table> <p>Solar panels in High Schools:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>7%</td> <td>12%</td> </tr> </tbody> </table> <p>Drinking Water in Primary schools:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>61%</td> <td>86%</td> </tr> </tbody> </table> <p>Toilets in Primary schools:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>43%</td> <td>82%</td> </tr> </tbody> </table> <p>Multi grade teaching in class 2:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>66%</td> <td>25%</td> </tr> </tbody> </table> <p>Smart boards in High Schools:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>20%</td> <td>33%</td> </tr> </tbody> </table>	Region	Govt	Private	Sindh	51%	52%	Region	Govt	Private	Sindh	7%	12%	Region	Govt	Private	Sindh	61%	86%	Region	Govt	Private	Sindh	43%	82%	Region	Govt	Private	Sindh	66%	25%	Region	Govt	Private	Sindh	20%	33%
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TARGET 4.B BY 2020, SUBSTANTIALLY EXPAND GLOBALLY THE NUMBER OF SCHOLARSHIPS AVAILABLE TO DEVELOPING COUNTRIES, IN PARTICULAR LEAST DEVELOPED COUNTRIES, SMALL ISLAND DEVELOPING STATES AND AFRICAN COUNTRIES, FOR ENROLMENT IN HIGHER EDUCATION, INCLUDING VOCATIONAL TRAINING AND INFORMATION AND COMMUNICATIONS TECHNOLOGY, TECHNICAL, ENGINEERING AND SCIENTIFIC PROGRAMMES, IN DEVELOPED COUNTRIES AND OTHER DEVELOPING COUNTRIES

[4.b.1] Volume of official development assistance flows for scholarships by sector and type of study	-	-
SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2016 Findings

TARGET 4.C BY 2030, SUBSTANTIALLY INCREASE THE SUPPLY OF QUALIFIED TEACHERS, INCLUDING THROUGH INTERNATIONAL COOPERATION FOR TEACHER TRAINING IN DEVELOPING COUNTRIES, ESPECIALLY LEAST DEVELOPED COUNTRIES AND SMALL ISLAND DEVELOPING STATES

[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	ASER collects data on Pre-service education - general and professional and qualification that the teachers have attained.	<p>Primary & Secondary Teachers who have B-Ed degrees:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>41%</td> <td>34%</td> </tr> </tbody> </table> <p>Primary & Secondary Teachers who have M-Ed degrees:</p> <table border="1"> <thead> <tr> <th>Region</th> <th>Govt</th> <th>Private</th> </tr> </thead> <tbody> <tr> <td>Sindh</td> <td>27%</td> <td>15%</td> </tr> </tbody> </table>	Region	Govt	Private	Sindh	41%	34%	Region	Govt	Private	Sindh	27%	15%
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Prepared by ITA-ASER Pakistan team –
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