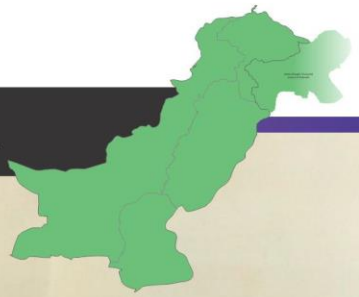
Annual Status of Education Report
ASER PAKISTAN 2021
Facilitated by Idara-e-Taleem-o-Aagahi

ASER 2021 (Rural)
MAPPING SDG 4 GLOBAL INDICATORS
CITIZENS' LED ASSESSMENT (CLA)

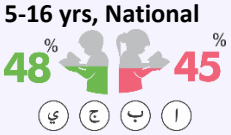
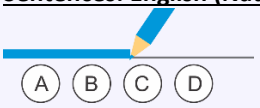
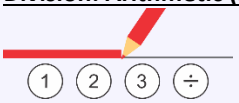


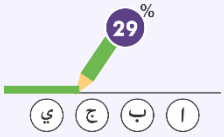
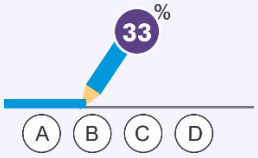
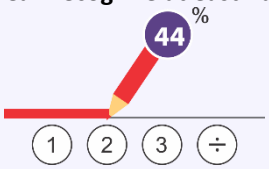
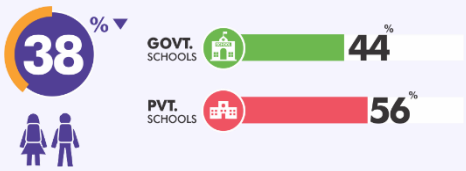
4 QUALITY EDUCATION

Ensure inclusive and quality education for all and promote lifelong learning

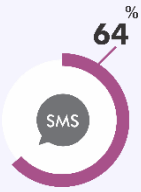
ASER 2021 (RURAL) MAPPING SDG 4 GLOBAL INDICATORS

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 2021 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		
[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.	ASER assesses learning levels of class 2 level competency or lower primary for Urdu/Sindhi/ Pashto; Mathematics, and English	**Learning levels:** **Story: Urdu/Sindhi/Pashto (National)** **Grade 3**: 15% **Grade 5:** 55% **By Gender (Who can read atleast sentences in Urdu/Sindhi/Pashto) 5-16 yrs, National**  **Sentences: English (National)**  **Grade 3: 20%** **Grade 5**:56% **By Gender (Who can read atleast words in English) 5-16 yrs, National** **Division: Arithmetic (National)**  **Grade 3:** 20% **Grade 5** :51% **By Gender (Who can atleast do subtraction) 5-16 yrs, National**

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2021 Findings
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		
[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 **[4.2.2]** Participation rate in organized learning (one year before the official primary entry age), by sex	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 ASER data for age group 3-5 years of age enrolled in pre-school program	**[4.2.1] Learning levels Grade 1:** **Can read atleast words**  Urdu/Sindhi/Pashto (National):**29%** **By School Type** **Can read atleast letters** **Region** **Govt** **Private** National **63%** **73%** **Can read atleast small letters**  English (National): 33% **By School Type** **Region** **Govt** **Private** National **35%** **46%** **Can recognize atleast numbers (10-99)**  **Arithmetic** (National): 44% **By School Type** **Region** **Govt** **Private** National **40%** **49%** **[4.2.2]** **Enrolment (National)**: 38% (3-5 yrs) 

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2021 Findings
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 / **32%** / 55%

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2021 Findings
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 (National):** 77% HHs use mobile phones, 62% HHs use smart phones,  64% of mobile users use SMS 89% of mobile users use WhatsApp **Computer Labs in High schools:** **Region** / **Govt** / **Private** National / **45%** / **95%** **Smart boards in Elementary/High Schools:** **Region** / **Govt** / **Private** National / **62%** / **86%**

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2021 Findings
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		
[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	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). ASER 2021 used the Washington Group on Disability Statistics' Short Set of Questions to collect disability data on 6 functionings in Punjab, KP, KP newly merged districts and Islamabad.	**Learning levels: Gender Gap (5-16yrs):** **Who can read atleast sentences in Urdu/Sindhi/Pashto** **Region** **Boys** **Girls** National 48% 45% **Who can read atleast words in English** **Region** **Boys** **Girls** National 51% 49% **Who can atleast do subtraction in Arithmetic** **Region** **Boys** **Girls** National 38% 36% **Learning levels Gr.5 by School type:** **Story: Urdu** **Govt** **Private** National 54% 61% **Sentences: English** **Govt** **Private** National 51% 67% **Division: Maths** **Govt** **Private** National 38% 38% **Wealth Index: Enrolment rates:** Richest quartile: **88%** Poorest quartile: **76%**

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2021 Findings
TARGET4.6 BY 2030, ENSURE THAT ALL YOUTH AND A SUBSTANTIAL PROPORTION OF ADULTS, BOTH MEN AND WOMEN, ACHIEVE LITERACY AND NUMERACY		
[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	The literacy and numeracy skills are assessed through data on the percentage of parents completing primary school. ASER 2021 also attempts to gauge digital literacy: percentage of HHs using smart phones and laptops; WhatsApp and SMS regardless of schooling years.	National Rural Results: **32%** of mothers and **55%** of fathers in the sampled households had completed at least primary education. **62%** HHs use smart phones (National) **64%** mobile users use SMS (National) **89%** mobile users use WhatsApp (National) **18%** HHs use computers / laptops(National)

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2021 Findings
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		
[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)	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, computer labs, and libraries. Boundary Walls = protection in schools	**Solar panels in High Schools**: **Region** **Govt** **Private** National 26% 89% **Drinking Water in Primary schools**: **Region** **Govt** **Private** National **57%** **77%** **Toilets in Primary schools:** **Region** **Govt** **Private** National **70%** **71%** **Multi grade teaching in class 2**: **Region** **Govt** **Private** National **40%** 23% **Smart boards in High Schools**: **Region** **Govt** **Private** National 62% 86% **Computer Labs in High schools:** **Region** **Govt** **Private** National **45%** **95%** **Boundary Walls Primary Schools** **Region** **Govt** **Private** National **75%** **77%** **Playgrounds in Primary schools:** **Region** **Govt** **Private** National **46%** **42%**

SDG 2030 – SDG 4 indicators	ASER indicators mapped to SDG 4 indicators	ASER 2021 Findings
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 2021 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.	**Primary & Secondary Teachers who have** **B-Ed degrees:** **Region** / **Govt** / **Private** National / **32%** / **37%** **Primary & Secondary Teachers who have** **M-Ed degrees:** **Region** / **Govt** / **Private** National / **27%** / **21%**

The indicators are not calculated according to the meta data of SDGs definition.