ANNUAL STATUS OF EDUCATION REPORT

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Most importantly we are grateful to the energetic young men and women, 18 from Kathmandu and 43 from Parsa, who volunteered a week of their busy lives to both learn the ASER method and make, the sometimes difficult journey, into rural Parsa to conduct the assessment. Their hard work, dedication and resourcefulness, give us hope that the Nepali youth care about their Bhais and Bahinis are learning and are willing to volunteer their time and energy to make sure they do.

Rajib Timalsina & Sakar Pudasaini
Co-Directors
ASER Nepal

EXECUTIVE SUMMARY

The primary purpose of this pilot assessment was to learn how to conduct a Citizen Led Assessment (CLA) in Nepal. Through this pilot we tested our assumptions and verified our data quality assurance, training protocols and local partnership methods. The ASER Nepal team now has the confidence to scale this approach throughout Nepal. This pilot was primary focused on learning how to conduct a citizen led assessment thus data generated from it is not operational. We recommend this data not be used for decision making. We report it here to demonstrate what can be gleaned from a full ASER Nepal assessment. Nonetheless some interesting patterns in the data presented as questions that future assessments can verify. Those patterns are:

1. Learning levels overall appear to be quite low: The data suggests that roughly 4 in 5 upper primary school children are unable to read at a Class 2 level. More worryingly just about half of lower secondary school level students can do the same. Only 3 out of 10 upper primary students are unable to divide at a class 2 level and half are even unable even subtract. These outcomes, if they hold true nationally, suggest that Nepal has serious work to do towards meeting SDG 4.1.1 goal.

2. More children appear to go to rural private schools than we typically assume: The data suggests a 33% private school enrollment in rural Parsa. While this is higher than what is typically reported for Nepal, it is not be inconsistent with findings in India and Pakistan. This number deserve a closer study. If a significant minority of rural families are opting for low-cost private schools do we have an obligation to support improving the quality of education in these schools as well? If these findings hold true across Nepal it may be necessary for development partners and the GoN to assess if an 'Education for All' means increased engagement with private education providers.

3. Age diversity in Grade 1 is quite high: The Parsa data suggest that 18% of preschool students are over 6 years old. The median age in grade 1 is 7.6 with a standard deviation of 2.44 years. That would suggest that first grade teachers would have to teach lessons in the same class, to children as much as 5 years apart in age. It is worth asking if the curriculum, teacher training and textbooks are designed to deal with that complexity? It is possible that this data is reflective of a regional pattern of starting school late rather than a national trend. Nonetheless, if these patterns hold regionally, it suggests that policy and training must be flexible enough to accommodate this diversity.

4. Gender is a factor in public-private education choice: There is a clear preference for sending boys to private schools, 7-10 year old girls, for e.g. are about half as likely to be enrolled in a private schools as boys of the same age. That patterns persists through all age groups. Our analysis did not explore the gendered nature of private education in enough detail to shed light on this important issue. It is our hope that further research will look more closely at this important issue, and include qualitative research that also sheds light on causes.

Acronyms

ASER	Annual Status in Education Report
CAS	Continuous Assessment System
CLA	Citizen Led Assessments
MDG	Millennium Development Goals
PAL	People's Action for Learning
PPS	Probability Proportional to Size
SDG	Sustainable Development Goals
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee

CONTEXT

Why should we care if students are learning? The reasons - from greater life expectancy to better citizenship, from increased life time earning to social justice - are manifold. In Nepal, the issue takes on even more importance. Over 40% of Nepal's population is under 16 years old and they need to be ready to face an uncertain, volatile and changing world. A great success of the past few decades is that most of them are going to school. Like in other parts of the developing world, primary school enrollment rates have improved in Nepal in the last 15 years- net enrollment has increased from 72.61% in 2000 to 94.47% in 2014. As a result, Goal 2 of the Millennium Development Goals (MDGs) to "achieve universal primary education" has almost been met.

But are they learning? Doubts about quality and equity remain. This problem is not unique to Nepal. The graduation from MDGs to the Sustainable Development Goals (SDGs) has attempted to address the same concerns - thus the SDG 4 aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities". This raises an important question: how will we track and measure the quality of education?

In Nepal, there is not enough data about students' achievement. The SLC, the only publicly available nation-wide measure of outcome, shows wide disparity between private and government school students as well as between students in urban and rural areas.

SLC data helps us understand than many children don't have the competencies they are expected to have after 10 years in school, but don't tell us anything about when kids start falling behind. Most data on education and schools focus on inputs, such as teacher training and infrastructure, and tells us little about how they impact learning. Though some small steps have been taken in the direction of tracking outcomes they remain insufficient. Often these efforts exclude out-of-school children and look only at limited parts of the country.

In this context, we see the need for a nation-wide independent third party survey that reviews educational outcomes at the foundational level. After a wide review of available tools and methods around the world, the ASER assessment, with its focus on rural populations and citizen led assessments stood out as the most appropriate and adaptable for Nepal. This has been confirmed by our pilot in Parsa in December 2016. The pilot validated that CLA's are viable in Nepal. First because there is a massive appetite, especially among youth, to be engaged with ensuring accountability in the education system. Second, as you find in this report, because there is data worth gathering.

AN INTRODUCTION TO CLA/ ASER/ ASER NEPAL

What is a Citizen Led Assessment (CLA)?

"The key characteristic that distinguishes citizen-led assessments from others is that they combine learning measurement approaches (from the education field) with citizen-monitoring approaches (from the transparency and accountability field) to engage ordinary citizens in the assessment of children's learning." - Results For Development

Education CLA's are carried out across 14 countries in Asia, Latin America and Africa. All the organizations that conduct CLA's are organized into a global network called the People's Action for Learning (PAL) network.

What is the ASER?

The ASER is a CLA that has been adopted by 4 countries across South Asia. India and Pakistan have run nationwide CLA's in education since 2005 and and 2008 respectively. Bangladesh and Nepal are recent additional to the ASER family, both have run pilots and are preparing to scale. ASER India, the first CLA, measures the basic literacy and numeracy skills of children aged 5-16, across rural India, by using tests in reading (in 16 different local languages as of 2012), mathematics, and english. ASER is a home-based survey, which means that it students in private and public schools, as well as out-of-school children are covered by the survey. Across South Asia the ASER assesses over ____ children and mobilizes approximately ____ volunteers.

Are CLA's and the ASER reliable?

A technical review by the Australian Council for Educational Research (ACER) concluded that "what CLA's test they test well". In other words, the CLA's are focused on measuring only very simple learning outcome in reading and math, but in measuring those outcomes they are as effective and as scientifically valid as other more expensive assessments.

What is ASER Nepal?

ASER Nepal seeks to adopt from the global CLA's those practices that have proven effective across the world while adapting to the the local context. In Nepal's new federal structure, ASER Nepal has two strong focuses, first it is strongly focused on mobilizing local youth and engaging them education activism. Second, it is particularly interested in collaborating with Nagarpalika/Gaupalika mayors to create a cheap effective way for these leaders to get education data. ASER Nepal is a good way to connect the local to the global, as it allows ward and local governments to understand their own progress towards SDG 4 goals.

ASER NEPAL: THE PARSA PILOT

Starting with this first pilot the ASER Nepal team will be conducting a series of pilots. The pilots not only test the tools, but they are also providing valuable learning about how to make the process effective and accurate. In the Parsa pilot, the emphasis was on the assessment process i.e. finding and training volunteers, recheck/other data quality processes and on understanding how to structure effective relationships with district level partners. To prepare for the pilot, ASER Nepal's team had extended conversations with the global network, it's team members attend the ASER India National Workshop in Lucknow learning about survey methodology and training procedures, and also went on a week observations of the assessment in Sikkim. Having observed the practice at a close range, the ASER Nepal team created the assessment consulting with both textbooks and the national curriculum at the 2nd grade level. The Census was consulted to prepare demographic and asset questions.

4. Methodology of ASER Nepal Pilot in Parsa

Conducted in December 2016
Previous administrative structure
30 wards randomly sampled by PPS
Map- 4 cluster and 5 houses in each cluster
20 houses in each ward
Total 600 households
1198???? Kids in 600 households assessed and 30 schools ??? in 30 wards were surveyed

►Teams of two surveyors went to each ward assigned to them by the ASER Master Trainer.

►Once in the village, the surveyors will met village representative, explained what ASER is, and asked for permission to survey the ward.

►The surveyors then walked around the entire ward and mapped it, marking the important landmarks in the ward. They also filled the Village Information Sheet, based on what they observed in the ward.

►The surveyors went to the government school in the ward (preferably grade 1 to 8, or grades 1-5), met the Head Master/senior most teacher, explained the ASER, and asked for permission to collect information from the school.

►At the school, the enumerators asked for enrollment information and teacher appointments, and observed teacher and student attendance, classrooms and other infrastructure (playground, library or library books, drinking water, toilets, boundary walls, computers, etc). Volunteers also asked about whether the school teachers had been trained for Continuous Assessment (CAS), whether there was a School Management Committee (SMC), whether a School Improvement Plan (SIP) had been made.

►Based on a random sampling process, the ASER Nepal volunteers visited 20 households in each ward, surveying a total of 600 households in Parsa district.

►In each household, volunteers asked for the enrollment status of children aged 3-16. Children aged 5-16 were also asked to read and do basic arithmetic using the testing tools.

►For each child, volunteers asked for the mother's and father's age and educational background. They also asked for other information in each household, including the number of family members who regularly live at the household, whether or not the family own certain assets, as well as the education of family members, including mothers and fathers.

FINDINGS FROM PARSA

DISCLAIMER: This data was generated through a pilot primarily focused on refining field processes. Though standard data quality assurance practices were followed it is recommended that this data is not used for decision making or comparison purposes. The data is reported here to demonstrate the outcome of an actual ASER Nepal assessment.

Section 1: ENROLLMENT

ASER Nepal data examines enrollment data through two lenses:

-by looking at enrollment in institutional (commonly called private or boarding) vs community (commonly referred to as sarkari or samudaiak),

-by looking at enrollment data broken down by gender.

The data shows that the preference for enrolling boys in institutional schools emerges early and persists throughout. The age-grade distribution, particular in the first year of school, was found to be sufficiently interesting to report.

Table 1.1: ENROLLMENT (By Gender/Age/School type)

Age Group	Community	Institutional	Other	Not in School	Total
6-14: All	55.01%	33.04%	2.64%	9.31%	100.00%
7-16: All	54.53%	30.31%	2.31%	12.85%	100.00%
7-10: All	55.22%	35.45%	2.61%	6.72%	100.00%
7-10: Boys	47.37%	45.86%	0.75%	6.02%	100.00%
7-10: Girls	62.96%	25.19%	4.44%	7.41%	100.00%
11-14: All	52.78%	30.95%	2.38%	13.89%	100.00%
11-14: Boys	49.59%	42.28%	2.44%	5.69%	100.00%
11-14: Girls	55.81%	20.16%	2.33%	21.71%	100.00%
15-16: All	57.47%	12.64%	1.15%	28.74%	100.00%
15-16: Boys	59.09%	15.91%	0.00%	25.00%	100.00%
15-16: Girls	55.81%	9.30%	2.33%	32.56%	100.00%

Table 1.1 finds that the out-of-school children increase with age, but increase more rapidly among girls than among boys.

Table 1.2: AGE-GRADE DISTRIBUTION (In-School Children only)

Class	Age 3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	7.44%		12.40%	16.53%	20.66%	12.40%	5.79%	11.57%	13.22%						100%
2	7.02%			14.91%	15.79%	21.05%	10.53%	12.28%	18.42%						100%
3	12.99%					27.27%	9.09%	28.57%	1.30%	15.58%	5.19%				100%
4	23.21%							33.93%	14.29%	17.86%	10.71%				100%
5	11.67%							16.67%	5.00%	31.67%	15.00%	10.00%	10.00%		100%
6	22.73%									34.09%	18.18%	20.45%	4.55%		100%
7	12.82%									15.38%	20.51%	33.33%	15.38%	2.56%	100%
8	6.25%										15.63%	43.75%	21.88%	12.50%	100%
9	4.17%										12.50%	16.67%	37.50%	29.17%	100%
10	0.00%											15.38%	38.46%	46.15%	100%

Table 1.2 find that there is significant in-class age variation in the first few years and that variation gradually narrows over time. The first two years of schools, class 1 and 2, have the highest variation, with standard deviations of 2.44 and 2.23 respectively around a mean of 7.6 and 8.4 respectively. It is important to ask if the curriculum is designed to accommodate this level of variance and if Grade 1 and 2 teachers in rural Parsa are adequately resourced to handle this complex task. In contrast, by class 10 the standard deviation has decreased to 0.72 around a mean of 15.31.

Table 1.3: PRE-SCHOOL ENROLLMENT (By Age/School Type)

Age	In Pre-School			In PreSchool	In School	Not Attending Pre-School	Total
	Govt	Private	Other				
3	25.81%	14.52%	1.61%	41.94%	3.23%	54.84%	100.00%
4	27.03%	24.32%	4.05%	55.41%	14.86%	29.73%	100.00%
5	29.81%	25.96%	1.92%	57.69%	26.92%	15.38%	100.00%
6	17.07%	34.15%	1.63%	52.85%	39.84%	7.32%	100.00%
7	1.22%	15.78%	0.95%	17.96%	71.97%	N/A	N/A

The high age variance in early grades, as Table 1.2 demonstrated, meant that pre-school enrollment rates could not be tracked independently of school enrollment rates. Table 1.3 finds that participation in preschool happens at a fairly high rate, with only about 7% of age 6 children not enrolled in a preschool program. This data can be useful for tracking progress towards SDG 4.2.2.

Table 1.4: PRE-SCHOOL ENROLLMENT (By Gender/School Type)

	Government	Private	Other	Not Attending	
Male	13.79%	21.67%	2.22%	9.61%	47.29%
Female	10.10%	30.54%	1.48%	10.59%	52.71%
	23.89%	52.22%	3.69%	20.20%	100.00%

Table 1.4 finds, for preschool enrolled students from both genders, a preference for enrollment in private preschools, but this preference is stronger for males.

SECTION 2: READING

In the reading section, students were asked which language they felt more comfortable reading in, English or Nepal. They were then offered reading material aligned at the second grade level in the language of their choice. A sample of the assessment in Nepali is shown below.

Nepali Test Sample

पढ्ने जाँच (१)

कथा

मौरी समुहमा बस्छन् । मौरी बस्ने ठाउँलाई घार भनिन्छ । घारमा धेरै मौरी हुन्छन् । घारमा मौरीको एउटा नाइके हुन्छ । मौरीलाई फुलको रस मन पर्छ । उनीहरु फुलमा बस्छन् र रस चुस्छन् । मौरीले आफ्नो चाकामा रस जम्मा गर्छन् । एक थोपा मह बनाउन मौरिले धेरै फूलबाट रस ल्याउनुपर्छ । रस बटुल्न मौरीहरू टाढाटाढा पुग्छन् । मह बनाउन उनीहरुले धेरै मिहिनेत गर्छन् । महलाई औषधीको रुपमा पनि प्रयोग गरिन्छ ।

अनुच्छेद

मौसमी हेटौँडामा बस्छिन् । वशाख महिनामा उनी बिरामी परिन् । उनलाई खोकी लागेको थियो । खोकी निको पार्न आमाले औषधी दिनुभयो ।

अनुच्छेद

एकदिन बुबाले दीपकलाई सहर लानुभयो । सहरमा जात्रा लागको रहेछ । जात्रामा कालो दलेका र मखुण्डो लगाएका मान्छे थिए । जात्रा देखेर दिपक रमायो ।

अक्षर

क	ट	ख
ज	स	र
घ	न	द
	त	

Ask the child to read any 5 letters. At least 4 must be correct.

शब्द

वन	बहिनी	झन्डा
टोपी	गुफा	चलाख
खर्क	दलिन	आहारा
मख्ख		

Ask the child to read any 5 letters. At least 4 must be correct.

Table 2.1: READING LEVELS (Including Out of School)

Age	Not Even Letter	Letter	Words	Paragraph	Class 2 Story	Total
< 7	56.08%	27.06%	12.55%	1.96%	2.35%	100.00%
8 - 10	22.91%	33.48%	22.47%	11.89%	9.25%	100.00%
11 -14	6.83%	20.49%	13.66%	21.95%	37.07%	100.00%
15 - 16	3.85%	7.69%	11.54%	15.38%	61.54%	100.00%

Each rows shows variation in children's learning levels within a given age group. For example, among the children aged 11-14, 6.83% cannot even read letters, 20.49% can read letters, 13.66% can read words,21.95% and 37.07% can read grade 2 story.

Table 2.2: READING LEVELS (Only In-School Children)

Class	Not Even Letter		Letter		Word		Paragraph		Class 2 story	
	Govt	Private	Govt	Private	Govt	Private	Govt	Private	Govt	Private
1-2	56.86%	6.90%	29.41%	26.44%	8.82%	31.03%	0.98%	20.69%	3.92%	14.94%
3-5	13.40%	1.69%	35.05%	13.56%	26.80%	15.25%	12.37%	35.59%	12.37%	33.90%
6-8	7.69%	0.00%	10.26%	14.29%	11.54%	0.00%	19.23%	14.29%	51.28%	71.43%

Tables 2.1 and 2.2 find some troubling outcomes, less than half of of 11-14 year old children can read a grade 2 story with adequate proficiency. For in-school children in the closest corresponding category, grades 6-8, we find a slightly better, though still troublesome outcome, with only 54.35% of students able to read a grade 2 story with adequate proficiency. This data could be useful towards SDG 4.1.1 tracking.

SECTION 3: ARITHMETIC

In the Arithmetic section children were asked to solve the problems based on the Grade 2 curriculum, a sample of the assessment material is included below.

Math Test Sample

NUMBER RECOGNITION 1-9

१	२	६
०	५	३
४	७	

Ask the children to recognize any 5 numbers. At least 4 must be correct.

NUMBER RECOGNITION 10-99

३४	२३	८९
१०	५३	३२
७४	३५	७३

Ask the children to recognize any 5 numbers. At least 4 must be correct

SUBTRACTION

४४ - २४ =
१२ - १० =
१६ - ११ =
२२ - १२ =
९९ - ११ =
६२ - ४९ =
८९ - ५५ =
७१ - २९ =

Ask the child to do any 2 subtractions problems. Both must be correct.

DIVISION

१८ ÷ ६ =
१५ ÷ ३ =
२४ ÷ ६ =
१२ ÷ ३ =

Ask the child to do any 1 division problem. It must be correct.

Table 3.1: ARITHMETIC LEVEL (Including Out of School)

Age	Not Even Number	Recognizes 1 - 9	Recognizes 10 - 99	Subtraction	Division	
< 7	51.60%	26.40%	13.60%	6.00%	2.40%	100.00%
8 - 10	14.80%	27.80%	24.22%	15.70%	17.49%	100.00%
11 - 14	3.96%	9.90%	18.32%	21.29%	46.53%	100.00%
15 - 16	1.92%	9.62%	13.46%	15.38%	59.62%	100.00%

Table 3.2: ARITHMETIC LEVEL (Only In-School Children)

Class	Not Even Number	Recognizes 1 - 9	Recognizes 10 - 99	Subtraction	Division
1-2	29.19%	22.70%	19.46%	12.43%	16.22%
3-5	2.60%	22.73%	25.97%	18.18%	30.52%
6-8	2.17%	5.43%	23.91%	17.39%	51.09%

Tables 3.1 and 3.2 find that only about half of children are performing at their grade level in arithmetic. About 30% of, both in-school and all children, are unable to subtract. For in-school children we see a slight improvement in ability to divide.

SECTION 3: ENGLISH

A sample of the English assessment is included below. The assessment checked not only reading skills but also comprehension ability.

English Test Sample

Give this test to ALL children.
Record the highest reading level.
Note the ability of the child to tell the meaning of words or sentences depending on the child's highest reading level.

CAPITAL LETTER

A	J	Q
G	E	C
R	O	

Ask the child to recognize any 5 letters. At least 4 must be correct.

SMALL LETTER

d	y	i
c	m	e
u	x	

Ask the child to recognize any 5 letters. At least 4 must be correct.

WORD

teacher	farmer
driver	small
fat	hour

Ask the child to read any 5 words. At least 4 must be correct.
If the highest level that the child has reached in reading English is the "word level", then ask the child to say the meaning of those words meaning in the local language. The meaning of at least 4 words must be correct.

SENTENCE

- Where is the book?
- How are you?
- I am going to market.
- The cat is sitting next to the dog.

Ask the child to read any 5 sentences. At least 2must be correct.
If the highest level that the child has reached in reading English is the "sentence level", then ask the child to say the meaning of those sentences she has read correctly. She can say the meaning in the local language. The meaning of at least 2 sentences must be correct.

READING TEST SAMPLE

STORY

Salma is a little girl. She had a pretty doll. She loved playing with her doll. One day the doll fell from her hand to the floor. It broke into many pieces. Salma was very sad. She cried a lot. Her mother gave her another doll. Now she is happy again.

PARAGRAPH

Ravi is a boy.
He has many friends.
He loves to draw.
He does not like to sing.

PARAGRAPH

My village is very big.
It has many houses.
It also has a shop.
The bus stops in my village.

LETTER

b	s	o
k	m	y
r	h	t
	x	

Ask the child to read any 5 letters. At least 4 must be correct.

WORD

ring	bad	ball
cold	king	clap
foot	fan	girl
	crow	

Ask the child to read any 5 letters. At least 4 must be correct.

Tables 4.1.1 and 4.1.2: ENGLISH LEVELS (Including Out of School)

Age	Beginner	Small Letter	Capital Letter	Word	Sentence	
< 7	52.76%	25.20%	12.20%	7.48%	2.36%	100.00%
8 - 10	21.27%	32.58%	11.76%	19.91%	14.48%	100.00%
11 - 14	8.29%	20.21%	6.74%	23.32%	41.45%	100.00%
15 - 16	2.00%	14.00%	6.00%	24.00%	54.00%	100.00%

ables 4.1.1 and 4.1.2 find that over 60% of 11-14 year old children are capable of at least reading a word in English, but about half of those that can read, also comprehend the meaning of what they are reading.

Age	Can comprehend word?	Can comprehend sentence?
< 7	36.84%	14.29%
8 - 10	40.38%	34.78%
11 - 14	58.23%	45.95%
15 - 16	68.42%	55.00%

Table 4.2: ENGLISH LEVELS (Only In-School Children)

Class	Beginner	Small Letter	Capital Letter	Word	Sentence
1-2	61.39%	22.77%	11.88%	1.98%	1.98%
3-5	14.74%	42.11%	20.00%	15.79%	7.37%
6-8	6.58%	18.42%	3.95%	31.58%	39.47%

Table 4.2 finds that in-school children from grades 3-5 out perform all-children in that same age range.

WHAT NEXT?

The end goal of ASER Nepal's effort is to improve foundational literacy and numeracy skills. Going forward we will be refining our tools and improving the assessment logistics thought several more pilots. We will also put energy into piloting efforts to connect this data to the goal of improving learning outcomes for all children. Our focus to improve learning outcomes will be twofold.

ASER Nepal and Improving Local Governance

The drawn out state restructuring process is nearing its final phases, as part of this movement there will be massive changes to how basic education is done. While education policy and financing remains a shared responsibility between state and center, the authority to run basic education is given to the 753 local body units. Some of these units, like the Kathmandu Metro Area will be relatively well resourced and have access to experts. Others local bodies, especially many rural municipalities (gaupalikas), will suffer from both being under resourced and lacking access to local human capital. CLA's and the ASER Nepal, specifically as a low cost tool, is easy to administer and understand will be an excellent tool to support them in governance. Since the ASER model already involves using and empowering local partners, can those resource be organization to engage, support local government and school? How can the ASER Nepal volunteers, who are relatively well educated for their milieu, be turned into an important carder of well educated citizens who can be leveraged by both state and non-state actors for improving local schools? There are several approaches to achieve these outcomes that ASER Nepal needs to pilot, learn from and iterate through.

ASER Nepal and The SDG's

With over 15% of the national budget plus significant additional private funds spent on education, contributing knowledge that permits effective allocation of resources is an important task. Both state and non-state actors are moving towards using the SDG's as one measure of health of the education system. Significant resources from the Govt. of Nepal, local govt bodies and through the development partners will be distributed using SDG indicators. By producing timely and topical data ASER Nepal can help drive resources and attention to those geographical and programmatic areas the need it the most. Our current tools already contribute to several indicators. Several other indicators we can also contribute to with minor modifications. ASER Nepal is in conversations with both implementing and funding agencies on how its data can be understood and used in their programming. These conversations need to accelerate and inform the redesign of the tool through each pilot stage. Below is a mapping of ASER Nepal tools to the SDG.

APPENDIX A: ASER NEPAL AND THE SDG'S

SDG 4 Global Indicator	ASER Nepal Link
4.1.1: Proportion of children and young people at (a.) grade 2/3 (b.) end of primary (c.) end of lower secondary with minimum proficiency in reading and math	The ASER Nepal assessment as designed captures this data for (a.) grades 2. The data for (b.) end of primary, can will be added as grade 2 achievement levels are demonstrated to have been met. Though students at the end of lower secondary are also assessed, they are not assessed on lower secondary proficiency but for proficiency at a lower level. Thus (c.) is out of scope for now and will require developing a new assessment.
4.2.1: Percentage of children aged 36-59 months who are developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning	The ASER Nepal assessment as designed does not assess 4.2.1. It maybe possible to capture some data required for this indicator. Expert consultation is necessary to determine that.
4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex	The ASER Nepal assessment as designed captures this information.
4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	The ASER Nepal assessment as designed captures this information.
4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	The ASER Nepal assessment as designed does not capture this information. This information is out of scope.
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	The ASER Nepal assessment data will be one critical piece of this index for Nepal.
4.6.1 - % of population in a given age group achieving a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	The ASER Nepal assessment as designed captures this information for the 5 - 16 age group.

SDG 4 Global Indicator	ASER Nepal Link
4.a.1 - Proportion 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 WASH indicator definitions)	The ASER Nepal assessment as designed captures a *majority* of this information. Item (d) is out of scope.
4.b.1 - Volume of official development assistance flows for scholarships by sector and type of study	Out of scope
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 training) pre-service or in-service required for teaching at the relevant level in a given country	This data if desired can be captured with minor modifications to the tool
Other SDG Indicators	
5.b.1 Proportion of individuals who own a mobile telephone, by sex	The ASER Nepal assessment as designed captures this information.
7.1.1: Proportion of population with access to electricity	The ASER Nepal assessment as designed captures this information.
8.6.1 Proportion of youth (aged 15 - 24) not in education, employment or training	The ASER Nepal assessment as designed captures this information.
8.10.2 Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider	The ASER Nepal assessment as designed captures this information.
16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age	The ASER Nepal assessment as designed captures this information.
17.8.1 Proportion of individuals using the internet	The ASER Nepal assessment as designed captures this information.

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