

The 11th Education For All Global Monitoring Report has used ASER findings extensively. Here is a list of chapters to help access these specific pages

Acknowledgements section: Page 3

We are also grateful to several institutions, including the Annual Status of Education Report (ASER) India, ASER Pakistan, the Organisation for Economic Co-operation and Development, Pôle de Dakar, Understanding Children's Work and the United Nations Children's Fund.

Chapter I: National assessments are indispensable for informing policy : Page 90

Government action is not the only route to an effective assessment system for informing national policy. Some civil society organizations have drawn government attention to the need for reforms and supported local communities in their demands for better learning outcomes in schools. In India, for example, the Annual Status of Education Report (ASER) produced by Pratham, an NGO, has been influential in shaping policy and planning to improve education quality. ASER's findings contributed to India's 12th five-year plan (2012–2017), helping to place emphasis on basic learning as an explicit objective of primary education, and on the need for regular learning assessments to make sure quality goals are met. Pratham has also used ASER results to influence education policy and practice at state level. In Rajasthan, for example, ASER results have led the state government to focus on improving instruction in early grades (ASER, 2013).

Chapter 4: The global learning crisis action is urgent : Page 191

ASER findings have been used in the graph in **Figure 4.1** titled: **250 million children are failing to learn the basics in reading**; and **Figure 4.2** titled: **Learning outcomes vary widely between countries**

Chapter 4: Being poor and female is a double disadvantage : Page 197

Geographical disadvantage is often aggravated by poverty and gender. New analysis for this Report of Annual Status of Education Reports (ASERs) for rural India and Pakistan provides a stark illustration of how disadvantages interact. In rural India, there are wide disparities between richer and poorer states, but even within richer states, the poorest girls perform at much lower levels. In the wealthier states of Maharashtra and Tamil Nadu, most rural children reached grade 5 in 2012. However, only 44% of these children in the grade 5 age group in Maharashtra and 53% in Tamil Nadu could perform a two-digit subtraction (Figure 4.5A). Among rich, rural children in these states, girls performed better than boys, with around two out of three girls able to do the calculations. Yet despite Maharashtra's relative wealth, poor, rural girls there performed only slightly better than their counterparts in the poorer state of Madhya Pradesh.

ASER findings have been used in **Figure 4.5**, titled: **In India and Pakistan, poor girls are least likely to be able to do basic calculations**

Chapter 7: Teaching assistants can provide additional support targeted to weak learners : Page 291

Trained and supported community volunteers, working with teachers, can improve learning for marginalized children. One example is the balsakhi programme in India, which provided targeted support for children in government schools lagging behind their peers. Instruction focused on foundation literacy and numeracy skills from a standardized curriculum developed by Pratham, an Indian NGO. A trained female community volunteer (balsakhi or 'child's friend') provided daily support to children identified as low achievers, many of whom were working children who had been unable to attend school regularly. An evaluation conducted in 2001/02 found a significant positive impact on test scores. The greatest learning gains were among previously low scoring children, who were the most likely to have been chosen to receive instruction from the balsakhi. While only 6% of pupils were able to carry out two-digit addition at the start of the study, by the end of the year the proportion had risen to 51% for children in classes with balsakhi, but 39% in other classes (Abdul Latif Jameel Poverty Action Lab, 2006; Banerjee et al., 2005).