LEARNING QUALITY IN KATCHI ABADIS

A Pilot Study - 2022
Scale and Scope

- Districts: 2 - Peshawar and Hyderabad
- Surveyed Katchi Abadis: 37 (30 surveyed in Hyderabad)
- Surveyed Children (5 to 16): 2378
- Children Assessed (5 to 16): 1929
- Surveyed Households: 877
Testing basic competencies in Reading, Arithmetic and English

ASER Assessment tools were used for the study covering:

- Reading (Urdu/Sindhi/Pashto)
- Arithmetic
- English

Similar to ASER survey, the study included Household questionnaire with questions on parents’ education, mother tongue, ethnicity, religion, child psycho-social well being, HH assets, access to technology & social protection

Profile on Katchi Abadis with information on facilities such as water supply, drainage, solid waste management, education facilities etc was also collected separately.
Living Conditions

Hyderabad
Regularised 93%
Non regularised 7%

Type of Houses in Katchi Abadis

- Pucca HH 55%
- Semi Pucca HH 36%
- Kacha HH 9%

Distribution of Abadis included in the Pilot Survey

- Regularised 93%
- Non regularised 7%
Living Conditions

5.3 Water Availability (%)

- Overall: 68% Daily
- 14% Once a Week
- 5% Once in two weeks
- 14% once in 15 days

5.4 Cleaning of Open Drains (%)

- Overall: 38% Daily
- 8% Once a Week
- 24% Once in two weeks
- 16% No clearance
Living Conditions

5.3 Water Availability (%)

- Daily: 60%
- Once in 2 days: 16.7%
- Once in 15 days: 16.6%
- Once in a week: 6.7%

Hyderabad

- 0% Daily
- 6.7% Once a Week
- 16.7% Once in 2 days
- 16.6% Once in 15 days

5.4 Cleaning of Open Drains (%)

- Daily: 17.9%
- Once in two weeks: 28.6%
- No Clearance: 35.7%
- Once a Week: 3.6%

Hyderabad

- 17.9% Daily
- 3.6% Once a Week
- 14.3% Once in 15 days
- 42.9% Once in two weeks
- 35.7% No Clearance
Living Conditions

5.5 Garbage Disposal (%)
- 41% By Municipal Staff
- 14% Municipal Contractor
- 19% Picked by Residents
- 11% Other
- 16% No Arrangement

5.6 Toilet Facility in the Katchi Abadis (%)
- 42% Shared Toilets
- 36% Houses with attached toilets
- 12% Public/Community Toilets
- 9% Open Defecation

Overall
- 41% By Municipal Staff
- 11% By Municipal Contractor
- 19% Picked by Residents
- 16% Other
- 14% No Arrangement
### Living Conditions

#### 5.5 Garbage Disposal (%)

- **No Arrangement** 11.5%
- **Other** 11.5%
- **Picked by Residents Themselves** 30.8%
- **Municipal Staff** 26.9%
- **Municipal Contractor** 19.2%

**Hyderabad**
- Municipal Staff 26.9%
- Municipal Contractor 19.2%
- Picked by Residents 30.8%
- Other 11.5%
- No arrangement 11.5%

#### 5.6 Toilet Facility in the Katchi Abadis (%)

- **Open Defecation** 7.9%
- **Pub./Comm.** 6.7%
- **Shared** 39.5%
- **Own toilet** 46%

**Hyderabad**
- 39.5% Shared Toilets
- 6.7% Public/Community Toilets
- 46% Own Toilet
- 7.9% Open Defecation
Demographics

Distribution of Households by Wealth Index in Hyderabad

- Households not poor at all: 32.9%
- Households in chronic poverty: 10.4%
- Households in churning or transient poverty: 23.9%
- Household out of poverty: 32.8%
HH Indicators

Social Safety Net Recipients

Overall
85.8% HHs responded no
14.2% HHs responded yes

Hyderabad
82% HHs Responded no
18% HHs Responded yes
HH Indicators

Hyderabad
23% Computers
48% Cell phones
71% Smart phones
19% Internet

Availability of Technology

- Computers: 23%
- Cell Phones: 48%
- Smart Phones: 71%
- Internet Facility: 19%
Access/Enrollment

1.1. Enrollment (ECE 3-5 Years)  
- Currently Enrolled: 34%  
- Out of School Children: 66%

1.2. Enrollment (6-16 Years)  
- Currently Enrolled: 69%  
- Never Enrolled: 26%

Dropped Out: 5%

Hyderabad

Currently Enrolled: 34.7%  
Never Enrolled: 63.4%

Drop outs: 2%  
Never Enrolled: 13%

Currently Enrolled: 80%  
Dropouts: 7%
Access/Enrollment

1.6. District wise Enrollment Share by Service Providers

**PESHAWAR**
- Government: 42%
- Private: 11%
- Madrassa: 2%
- NFE/OTHERS: 45%

**HYDERABAD**
- Government: 70%
- Private: 1%
- Madrassa: 28%
- NFE/OTHERS: 1%
Access/Enrollment

1.3. Enrollment by Age

Percentage of Children Enrolled by Age (Years)

1.4. Enrollment by Gender and Age

Enrollment of Boys vs Girls by Age (Years)
Learning Quality

Learning Outcomes by District

<table>
<thead>
<tr>
<th></th>
<th>Peshawar</th>
<th>Hyderabad</th>
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<tbody>
<tr>
<td>Urdu/Sindhi/Pashto - Story</td>
<td>22.2</td>
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<td>Arithmetic Division</td>
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<td>English Sentence</td>
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</tbody>
</table>

Facilitated by Idara-e-Taleem-o-Aagahi

Annual Status of Education Report 2022
Learning Quality

2.1. Overall Learning Outcomes

Comparison between ASER 2022 (Katchi Abadi Pilot) and ASER 2021 (Rural & Urban)

- Urdu/Sindhi/Pashto - Story: 17.1 vs. 31.5
- Arithmetic-Division: 13.1 vs. 32.5
- English-Sentence: 18.1 vs. 32.25

ASER 2022 KATCHI ABADI vs. ASER 2021 (R&U)
Learning Quality

Comparison between ASER 2022 (Katchi Abadi Pilot) and ASER 2021 (Rural & Urban)

- Peshawar Urdu/Sindhi/Pashto - Story: 33.7
  - ASER 2021: 22.2
  - ASER 2022: 35.2

- Hyderabad Urdu/Sindhi/Pashto - Story: 24.3
  - ASER 2021: 14.2
  - ASER 2022: 8

- Peshawar Arithmetic - Division: 35.2
  - ASER 2021: 8
  - ASER 2022: 7.8

- Hyderabad Arithmetic - Division: 28
  - ASER 2021: 18.2
  - ASER 2022: 20.5

- Peshawar English - Sentence: 32.6
  - ASER 2021: 18
  - ASER 2022: 18

- Hyderabad English - Sentence: 20.5
  - ASER 2021: 18
  - ASER 2022: 18
2.3 Learning by Institution

<table>
<thead>
<tr>
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<th>ASER 2022 (Katchi Abadi)</th>
<th>ASER 2021 (Rural+Urban)</th>
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<tbody>
<tr>
<td>Government Urdu/Sindhi/Pashto - Story</td>
<td>22.8 33.8</td>
<td>20.1 35.2</td>
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<td>Government Arithmetic-Division</td>
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<td>15.8 25.1</td>
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<tr>
<td>Government English-Sentence</td>
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<td>19.8 44.2</td>
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<tr>
<td>Private</td>
<td>20.1 35.2</td>
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<td>Private</td>
<td>17.6 19.6</td>
<td>15.8 25.1</td>
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<tr>
<td>Private</td>
<td>23.7 38.6</td>
<td>19.8 44.2</td>
</tr>
</tbody>
</table>
Learning Quality

2.5 Learning Amongst Out of School Children

Learning Outcomes of Out of School Children (OOSC)

- Urdu/Sindhi/Pashto - Story: Never Enrolled = 0.7, Dropouts = 0.7
- Arithmetic - Division: Never Enrolled = 2.4, Dropouts = 5.2
- English - Sentence: Never Enrolled = 0, Dropouts = 5.2

Negligible scores when tests conducted on never enrolled children
Learning Quality

English Story Reading by Gender and Wealth Index

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<th>In Poverty</th>
<th>Out of Poverty</th>
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<tbody>
<tr>
<td>Male TOTAL</td>
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<tr>
<td>Female TOTAL</td>
<td>9.8</td>
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<td>Male PESHAWAR</td>
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<tr>
<td>Female PESHAWAR</td>
<td>11.6</td>
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<tr>
<td>Male HYDERABAD</td>
<td>6.3</td>
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<tr>
<td>Female HYDERABAD</td>
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Learning Quality

Arithmetic Learning Levels by Gender and Wealth Index

- **In Poverty**
- **Out of Poverty**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>TOTAL</td>
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<td>16.8</td>
<td>14.2</td>
<td>34.4</td>
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<tr>
<td>PESHAWAR</td>
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<td>16.8</td>
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<td>23.4</td>
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<td>HYDERABAD</td>
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<td>1.7</td>
<td>15.3</td>
<td>13.3</td>
<td>17.00</td>
<td>1.7</td>
</tr>
</tbody>
</table>
**Parental Education (Peshawar)**

### 3.1 Mother Education (%)
- Illiterate: 64.3%
- Primary: 11.5%
- Elementary: 5.9%
- Matric: 11.7%
- Above Matric: 6.6%

### 3.2 Father Education (%)
- Illiterate: 46.5%
- Primary: 11.9%
- Elementary: 10.9%
- Matric: 12.9%
- Above Matric: 17.8%
Psycho-social well-being

Psycho-social Well-being of Katchi Abadi Children

Psycho-Social Well-being of Katchi Abadi Children (%)

- LOW: 78.4%
- MEDIUM-HIGH: 8.3%
- LOW-MEDIUM: 8.2%
- HIGH: 5.1%
Prevalence of Disabilities (Hyderabad)

- Difficulty in seeing
- Difficulty in hearing
- Difficulty in walking
- Difficulty in selfcare
- Difficulty in being understood: Intellectual
- Difficulty in remembering
- Any type of Difficulty

The chart shows the prevalence of disabilities with bars indicating no difficulty or some to high level of difficulty.
Prevalence of Disabilities

Percentage of children reporting difficulty in learning due to any disability by type and sex (%)

- Difficulty in seeing: Male 48.0, Female 65.9
- Difficulty in hearing: Male 39.8, Female 61.0
- Difficulty in walking: Male 39.8, Female 61.0
- Difficulty in selfcare: Male 40.3, Female 61.2
- Difficulty in being understood: Intellectual Male 40.0, Female 61.2
- Difficulty in remembering: Male 39.9, Female 61.2
Prevalence of Disabilities
Recommendations

- The government in coordination and collaboration with public sector and private sector service delivery partners, should introduce programs to ensure that all Katchi Abadis have conducive facilities for decent living.
- Establish planning and implementation Directorates for education and skills for KAs with close coordination of a) Education Departments, b) TEVT bodies and c) Urban/Katchi Abad and/or local government departments; backed by spatially visible disaggregated big data in complex geographies for evidence-based targeted actions.
- Early years support cannot remain neglected in KAs, it is a foundational tier for addressing multi-sectoral needs of birth registration, health, nutrition, learning readiness sensitive to mother tongue or home language to narrow gender and inequality gaps early in life; its impact is intergenerational across mothers and children.
- Second chance programs are a key investment for out-of-school children/adolescents both girls and boys for addressing foundational literacy & numeracy and accelerated education catch up streams in KA for 6-18 years backed by a range of technology options.
- Programs need to be introduced in KAs to support children/adolescents psycho-social wellbeing to provide opportunities for social emotional learning (SEL), life skills and help maximize their learning potential.
Recommendations

- Skills and economic opportunities for adolescents, youth and adults must be established as accessible targeted programs in TVET, skilling, technology, enterprise and financial inclusion in KAs.
- Social Safety Nets as conditional cash transfers (15% in KA) must be well targeted including the options for education, viz. Ehsaas nasho numa/ECD mother-child program, Waseela-e-Taleem at primary, secondary schools, undergraduate scholarships and TVET/livelihood programs;
- Scaling up Katchi Abadis survey to regular large-scale national assessments is imperative for accountability and action is critical for the complex, growing and volatile urban population of Pakistan (50% by 2025),
- In KAs with complex, growing and congested demographic patterns, education, learning and skills challenges can only be addressed through public sector multi-sectoral planning, budgeting and well-resourced implementation platforms coordinated in a timely iterativemanner for tracking outcomes.
Thank you!