

# SCHOOLING STATUS AND LEARNING OUTCOMES FOR CHILDREN WITH DISABILITIES

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For the last three years, ASER has been including information on children with disabilities, thus providing some useful insights into issues such as prevalence, school enrolment and learning outcomes. In the ASER 2018 survey, information on disability was collected for children living in Punjab, KP (including KP- Newly Merged Districts) and Islamabad (ICT). Information on the disability module was collected therefore for little over 119,400 children aged 3 to 16. In this brief note we focus on the number of children who were identified as having any difficulty/disability and the school enrolment status across the different groups, while highlighting some interesting regional variations.

Table 1 shows the proportion of children with difficulties in each of the six functioning's assessed. Less than 1% of children aged 3 to 16 (with information on difficulties) reported difficulties with seeing, hearing, walking, self-care, understanding or remembering. It is useful to note that the questions on disability used in all three rounds of ASER have drawn on the set of questions developed by the Washington Group Survey on Disability Statistics. The questions used are primarily those from the Adult Short Set, with some modifications to make them child appropriate. All questions are asked of the primary care giver of the child.

**Table 1: Proportion of Children with Difficulties in Different Functioning domains**

	Seeing	Hearing	Walking	Caring	Understanding	Remembering
<b>No difficulty</b>	98.93	99.49	99.55	99.48	99.59	99.4
<b>Mild</b>	0.75	0.36	0.3	0.37	0.31	0.53
<b>Moderate</b>	0.16	0.13	0.14	0.14	0.08	0.07
<b>Severe</b>	0.16	0.02	0.02	0.01	0.02	0.01
	119,403	119,394	119,391	119,389	119,385	119,389

Table 2 provides the same disaggregation, highlighting regional variations. Again, a small proportion of children reported having difficulties with seeing, hearing, walking, self-care, understanding or remembering.

**Table 2: Level of difficulty and regional variations**

Federally Administrated Tribal Areas						
	Seeing pct	Hearing pct	Walking pct	Self-care pct	Understanding pct	Remembering pct
No Difficulty	98.68865	99.34902	99.41656	99.61904	99.67692	99.27197
Mild	1.089577	.515961	.4484305	.2845156	.2845019	.6846343
Moderate	.1832032	.1109075	.1012585	.0819791	.0289324	.0433923
Severe	.0385691	.0241103	.0337528	.0144669	.0096441	
Total	100	100	100	100	100	100
ISLAMABAD						
	pct	pct	pct	pct	pct	pct
No Difficulty	97.27541	99.55817	99.55817	98.96907	98.2327	98.30633
Mild	2.57732	.4418262	.3681885	.5891016	.736377	1.178203
Moderate	.0736377		.0736377	.2209131	.0736377	.4418262
Severe	.0736377			.2209131	.9572901	.0736377
Total	100	100	100	100	100	100
Khyber Pakhtunkhwa						
	pct	pct	pct	pct	pct	pct
No Difficulty	98.89942	99.37065	99.29645	99.35581	99.43474	99.26206
Mild	.8488797	.3529296	.3801624	.3356699	.3529818	.6145417
Moderate	.1900109	.256676	.2962305	.2986474	.1974724	.1159978
Severe	.0616918	.0197443	.0271545	.0098726	.0148104	.0074041
Total	100	100	100	100	100	100
PUNJAB						
	pct	pct	pct	pct	pct	pct
No Difficulty	99.06671	99.63411	99.76847	99.52804	99.69596	99.57042
Mild	.5161382	.3093239	.1855779	.4189278	.2898961	.3942228
Moderate	.1290345	.0459567	.0353482	.0406554	.010606	.0318207
Severe	.2881182	.0106054	.0106045	.0123734	.0035353	.0035356
Total	100	100	100	100	100	100

In Table 3, all information on the different dimensions of difficulties was combined to obtain an indicator for the proportion of children who reported any of the above difficulties, regardless of the severity of the difficulty. The table shows the proportion of children who reported any of these difficulties, regardless of whether it is mild, moderate or severe. Further, the table shows that 4,251 children in the sample reported some form of difficulty, which corresponds to 3.56% of all children aged 3 to 16. By gender a slightly higher percentage of girls reported having any difficulty (3.66%); this is statistically significant at 5% level than for boys (3.43%).

**Table 3: Difficulties as reported by Gender**

Any Difficulty	Male	Female	Total
<b>No</b>	49,527	65,620	115,147
	96.57	96.34	96.44
<b>Yes</b>	1,760	2,491	4,251
	3.43	3.66	3.56
<b>Total</b>	51,287	68,111	119,398

Table 4 further disaggregates this data to show the proportion of boys and girls with any difficulty in each of the different Provinces. Here strong regional differences are evident. In Islamabad a higher proportion of children were reported to have difficulties, while the lowest proportion was in Punjab.

**Table 4: Data disaggregated by Gender and Region**

	Tribal Areas		Islamabad		KP		Punjab	
	b	colpct	b	colpct	b	colpct	b	colpct
<b>Male</b>								
No	7733	96.21749	565	92.32026	16546	95.87993	24593	97.24012
Yes	304	3.782506	47	7.679739	711	4.120067	698	2.759875
Total	8037	100	612	100	17257	100	25291	100
<b>Female</b>								
No	12184	95.89925	683	91.55496	22202	95.4268	30436	97.3049
Yes	521	4.100748	63	8.44504	1064	4.573197	843	2.695099
Total	12705	100	746	100	23266	100	31279	100
<b>Total</b>								
No	19917	96.02256	1248	91.89985	38748	95.61977	55029	97.27594
Yes	825	3.977437	110	8.100147	1775	4.380229	1541	2.724059
Total	20742	100	1358	100	40523	100	56570	100

By education status, results (Table 5) show that around three-quarters of children are enrolled in school (74.12%), while the rest (21.83%) have never been enrolled and 4.05% have dropped out. For the children with any difficulty, 4.63% have dropped out compared to 4.03% of children who do not have any difficulty. However, a slightly lower proportion of children who have any difficulty have never been enrolled (20.7%) compared to children who do not have any difficulty (21.87%). These differences are statistically significant, in particular with respect to children who have dropped out, those currently enrolled and those never enrolled.

**Table 5: Reported difficulties and Education Status**

Education Status	Any Difficulty		
	No	Yes	Total
<b>Never Enrolled</b>	25,189	880	26,069
	21.87	20.7	21.83
<b>Dropped Out</b>	4,641	197	4,838
	4.03	4.63	4.05
<b>Currently Enrolled</b>	85,322	3,174	88,496
	74.1	74.66	74.12
<b>Total</b>	115,152	4,251	119,403

Again, with respect to the values above, we find large regional variations, as reported in Table 6. In KP-Newly Merged Districts, for instance, only 57.8% of children without difficulties are currently enrolled, but 68.7% of children with a difficulty are enrolled. In Islamabad, the pattern is the opposite, with 86.4% of children with no difficulties enrolled in school and 64.5% of children with a difficulty not enrolled. For KP and Punjab there are no differences between the proportion of children who are enrolled according to whether they were reported as having any difficulties or not.

**Table 6. Reported difficulties, education status and regional variation**

	Tribal Areas		Islamabad		KP		Punjab	
	b	colpct	b	colpct	b	colpct	b	colpct
<b>NO Difficulties</b>								
Never Enrolled	7577	38.04288	135	10.81731	9335	24.09094	8088	14.69664
Dropped Out	822	4.127128	34	2.724359	1459	3.765258	2315	4.206567
Currently Enrolled	11518	57.82999	1079	86.45833	27955	72.1438	44630	81.0968
<b>Total</b>	<b>19917</b>	<b>100</b>	<b>1248</b>	<b>100</b>	<b>38749</b>	<b>100</b>	<b>55033</b>	<b>100</b>
<b>A DIFFICULTY</b>								
Never Enrolled	210	25.45455	24	21.81818	442	24.90141	204	13.23816
Dropped Out	48	5.818182	15	13.63636	43	2.422535	91	5.905256
Currently Enrolled	567	68.72727	71	64.54545	1290	72.67606	1246	80.85659
<b>Total</b>	<b>825</b>	<b>100</b>	<b>110</b>	<b>100</b>	<b>1775</b>	<b>100</b>	<b>1541</b>	<b>100</b>
<b>TOTAL</b>								
Never Enrolled	7787	37.54218	159	11.70839	9777	24.12644	8292	14.65691
Dropped Out	870	4.194388	49	3.608247	1502	3.706446	2406	4.252837
Currently Enrolled	12085	58.26343	1150	84.68336	29245	72.16711	45876	81.09025
<b>Total</b>	<b>20742</b>	<b>100</b>	<b>1358</b>	<b>100</b>	<b>40524</b>	<b>100</b>	<b>56574</b>	<b>100</b>

By the severity of the difficulty, we are not just interested if children had any difficulty, but whether this was mild, moderate or severe. In order to get better analytical power, the moderate and severe categories were merged into one. Table 7 shows the proportion of boys and girls with mild difficulties and moderate/severe difficulties. 470 boys (0.92%) and 654 girls (0.96%) were reported as having moderate/severe difficulties interestingly, while the proportion of girls with difficulties continues to be slightly higher, these differences are not statistically significant.

**Table 7: Severity of difficulty and gender distribution**

Severity of Difficulty	Male	Female	Total
<b>No</b>	49,527	65,620	115,147
	96.57	96.34	96.44
<b>Mild</b>	1,290	1,837	3,127
	2.52	2.7	2.62
<b>Moderate/ Severe</b>	470	654	1,124
	0.92	0.96	0.94
<b>Total</b>	<b>51,287</b>	<b>68,111</b>	<b>119,398</b>

Again, previously noted regional patterns are visible (Table 8). Islamabad reported a higher incidence of difficulties for boys and girls than other provinces. Importantly, girls in Islamabad reported higher incidence of moderate to severe difficulties (2.54%) than boys in this region (1.79%), and also in relation to any girls in other regions (1.53% in KP, for example).

**Table 8: Severity of difficulty, gender and regional variation**

	Tribal Areas		Islamabad		KP		Punjab	
	b	colpct	b	colpct	b	colpct	b	colpct
<b>Male</b>								
No	7733	96.21749	565	92.32026	16546	95.87993	24593	97.24012
Mild	252	3.135498	36	5.882353	463	2.682969	539	2.131193
Moderate/Severe	52	.6470076	11	1.797386	248	1.437098	159	.6286821
Total	8037	100	612	100	17257	100	25291	100
<b>Female</b>								
No	12184	95.89925	683	91.55496	22202	95.4268	30436	97.3049
Mild	434	3.415978	44	5.898123	706	3.034471	653	2.087663
Moderate/Severe	87	.6847698	19	2.546917	358	1.538726	190	.6074363
Total	12705	100	746	100	23266	100	31279	100
<b>Total</b>								
No	19917	96.02256	1248	91.89985	38748	95.61977	55029	97.27594
Mild	686	3.307299	80	5.891016	1169	2.884781	1192	2.107124
Moderate/Severe	139	.6701379	30	2.209131	606	1.495447	349	.6169348
Total	20742	100	1358	100	40523	100	56570	100

School enrolment by the severity of difficulty shows that little over one quarter (25.44%) of children with moderate/severe difficulties have never been to school (see Table 9). This compares with 21.87% of children with no difficulties who have never been to school. In terms of dropout, 4.18% of children with moderate/severe difficulties have dropped out, 4.8% of children with mild difficulties have dropped out and 4.03% of children with no difficulties have dropped out. Finally, 70% of children with moderate/severe difficulties are enrolled, in contrast to 76.21% of children with mild difficulties and 74.1% of children with no difficulties. These differences are statistically significant.

**Table 9: Severity of disability and educational status**

Educational Status	Severity of Difficulty		
	No	Mild	Moderate/Severe
<b>Never Enrolled</b>	25,189	594	286
	21.87	19	25.44
<b>Dropped Out</b>	4,641	150	47
	4.03	4.8	4.18
<b>Currently Enrolled</b>	85,322	2,383	791
	74.1	76.21	70.37
<b>Total</b>	115,152	3,127	1,124
	100	100	100

Children with moderate/severe difficulties in Islamabad, KP and Punjab are less likely to be enrolled and more likely to having never been enrolled than children with no difficulties (Table 10). In Islamabad and Punjab, children with moderate/severe difficulties are more likely to drop out than children with no difficulties (and the drop out estimate is substantially larger). In KP-Newly Merged Districts, children with difficulties, whether mild or moderate/severe, are more likely to be enrolled in school than children with no difficulties, which highlights an interesting contrast in relation to other regions.

**Table 10: Regional variations in enrolment and dropout rates**

	Tribal Areas		Islamabad		KP		Punjab	
	b	colpct	b	colpct	b	colpct	b	colpct
<b>No</b>								
Never Enrolled	7577	38.04288	135	10.81731	9335	24.09094	8088	14.69664
Dropped Out	822	4.127128	34	2.724359	1459	3.765258	2315	4.206567
Currently Enrolled	11518	57.82999	1079	86.45833	27955	72.1438	44630	81.0968
Total	19917	100	1248	100	38749	100	55033	100
<b>Mild</b>								
Never Enrolled	167	24.34402	15	18.75	266	22.75449	146	12.24832
Dropped Out	45	6.559767	11	13.75	31	2.651839	63	5.285235
Currently Enrolled	474	69.09621	54	67.5	872	74.59367	983	82.46644
Total	686	100	80	100	1169	100	1192	100
<b>Moderate/Severe</b>								
Never Enrolled	43	30.93525	9	30	176	29.0429	58	16.61891
Dropped Out	3	2.158273	4	13.33333	12	1.980198	28	8.022923
Currently Enrolled	93	66.90647	17	56.66667	418	68.9769	263	75.35817
Total	139	100	30	100	606	100	349	100
<b>Total</b>								
Never Enrolled	7787	37.54218	159	11.70839	9777	24.12644	8292	14.65691
Dropped Out	870	4.194388	49	3.608247	1502	3.706446	2406	4.252837
Currently Enrolled	12085	58.26343	1150	84.68336	29245	72.16711	45876	81.09025
Total	20742	100	1358	100	40524	100	56574	100

