

LEARNING QUALITY IN THE KATCHI ABADIS OF PAKISTAN

PILOT STUDY



Annual Status of Education Report



Facilitated by Idara-e-Taleem-o-Aagahi

LEARNING QUALITY IN THE KATCHI ABADIS OF PAKISTAN

SCALE UP TO THE PILOT STUDY

BY



IDARA-E-TALEEM-O-AAGAHI

ISBN: 978-627-511-054-5

Table of Contents

EXECUTIVE SUMMARY	3
KEY HIGHLIGHTS	5
Living Condition in the Katchi Abadis:	5
Enrolment Trends & By School Type:	6
Learning in Katchi Abadis: Overall, by Gender, School Type & Psycho Social Well-being:	6
Learning by Wealth, Parental Education & Access to Technology & Social Protection:	7
Time for Urgent Actions for learning in Urban Slums of Pakistan:	9
1. INTRODUCTION	11
2. METHODOLOGY	16
a. Sample Design – Katchi Abadis	16
b. What to do in the Katchi Abadi?	19
c. What to do in each Household	21
HOW TO TEST READING?	26
HOW TO TEST ARITHMETIC?	27
HOW TO TEST ENGLISH?	29
Measuring Inclusivity	33
Research Ethics	34
3. FINDINGS	35
3.1. Katchi Abadi Indicators	35
3.2. Household Indicators	37
3.3 Learning Outcomes by Household Wealth	43
3.4. Parental Education	45
Learning Outcomes by Mother’s Education	45
3.5. Gender Distribution and Children’s Enrolment Status	47
3.6.1. Learning Outcomes by Enrolment Status	50
3.6.2 Learning Outcomes of Children Aged 5 to 16	55
3.6.2.1. Overall Learning Outcomes	55
3.6.2.2 Comparison between ASER KA 2022 and ASER 2021 (National & Urban)	56
3.6.2.3. Learning and Mother Tongue, the elephant in the room	57
3.6.2.4 Learning Outcomes by Class (Currently Enrolled Children only)	58
3.6.2.5 Class wise Learning Comparison between ASER KA 2022 and ASER 2021 (National & Urban)	61
3.6.2.6. Learning Outcomes by District	62
3.6.2.7 Learning by District: Comparison between ASER KA 2022 and ASER 2021 (National & Urban)	64
3.6.2.8 Learning Outcomes by Gender	65
3.6.2.9 Learning by Psycho-Social Wellbeing of Children	66
3.6.3 Learning Outcomes by Wealth and ICT Availability	69
3.7. Technology Availability/Usage & Social Safety Nets	71
4. CONCLUSION & RECOMMENDATIONS	75
Annex 1	78
REFERENCES	80

EXECUTIVE SUMMARY

Pakistan has the highest rate of urbanization in South Asia (UNDP 2018). The current estimates range from 36.4 to 40 % population living in urban areas, expected to rise to 50% by 2025. This trend has led to large numbers of the population residing informally in urban areas with unmet basic services until formal regularization of the settlements. Cities attract the vulnerable from rural areas due to prospects of economic opportunities. However, the inadequate provision of shelter, education, health, water and sanitation to the urban poor continues to be a pressing problem in Pakistan. According to some estimates, more than 50 percent of the city population lives in informal settlements, called the Katchi Abadis (UNICEF, 2020). The numbers continue to proliferate often uncounted and unrecognized, where children and youth languish with multiple unmet needs and aspirations. According to Hasan and Arif (2018) the yearly demand for formal urban housing all over Pakistan is 350,000 units, while the actual supply lags at a mere 150,000 units built. This discrepancy in housing supply and demand has existed for decades now and building Katchi Abadis or informal settlements with increased densification is one of the major ways citizens make up for the difference. For instance in Karachi alone, more than 60 percent of its population lives in Katchi Abadis or informal settlements (Hasan, 2018). The government made a considerable effort from 1985 to 1990 and in 2006 to address the issues of Katchi Abadis, but basic needs such as health, water, sanitation and education were left unaddressed. A report by UNICEF (2020) reveals extremely unhygienic and unhealthy living conditions in the Katchi Abadis, even of the federal capital, Islamabad.

Children living in these settlements have largely been ignored in large-scale educational initiatives and mainstream discourse for inclusive and equitable education in Pakistan. Given this context, it has been imperative to analyze and undertake the citizen led Annual Status of Education Report (ASER)¹ survey in informal squatter settlements to ascertain the enrolment status of children residing in Katchi Abadis, schooling choices and how well or poorly do these children fare in learning in comparison to other children. This study reveals important insights as vital evidence for policymakers and planners. This study is a continuation of our earlier pilot conducted in the urban slums of Karachi and Lahore. This time, a different demographic was selected in the following two districts of Pakistan:

¹ ASER Pakistan is a flagship program of Idara-e-Taleem-o-Aagahi (ITA). www.aserpakistan.org

Sindh: Hyderabad

Khyber Pakhtunkhwa: Peshawar

Table 3.1: Study Coverage	
Districts	2
Katchi Abadis	37
Children (Ages 3 to 16)	2622
Children (Ages 5 to 16)	2378
Children Assessed (Ages 5 to 16)	1929
Mothers	882
Households	877

KEY HIGHLIGHTS

The highlights of the survey are shared below as an open data public good for progressive planning and a call to urgent action.

Living Condition in the Katchi Abadis:

The living conditions in the Katchi Abadis (KAs) are extremely challenging. 33% of the KAs do not have daily access to water and about 14% get water once in 15 days or more; in 38% KAs there is no routine system for cleaning of drains and garbage collection. Only 36% of the households had their own toilets, 54% either had shared (42%) or public (12%) toilets and for 9%, there was no option but open defecation.

Deprivation of entitlements to water, sanitation and hygiene extend to lack of adequate educational facilities in Katchi Abadis. 25% of the surveyed Katchi Abadis in Hyderabad and 7% in Peshawar have no government schools. Contrary to perceptions that residents are transient in KAs, over 60% population inhabitants have lived in the same KAs for more than a decade or equal to a 10-year education cycle. **There is an urgency to ensure basic services in education, health, water and sanitation and shelter are available to the diverse residents in KA of an acceptable quality.**

With approximately 33 million people in Pakistan being impacted by torrential rains and flash floods, the situation has become far worse. As reported by the Monsoon Situation Report published by the National Disaster Management Authority (NDMA) on August 30, 2022, 1,162 persons have perished and 3554 are wounded nationwide. A total of 1,057,388 homes suffered damage (including 324,386 fully and 733,002 partially damaged). In addition, 243 bridges collapsed, numerous establishments and businesses were damaged, and 730,483 animals perished. Around 5063 km of highways were also wiped away. In Pakistan, flooding caused by excessive rain has a particularly negative impact on the Sindh province. There were 405 casualties and 1074 severe injuries reported by Sindh's Provincial Disaster Management Authority (PDMA). Approximately 896,084 homes have suffered damage. The province also lost 15,435 head of livestock, 2328 km of roads and infrastructure, and several bridges.

A relatively small fraction of the affected population overall reported having access to basic services. While WASH facilities, education, shelter, information services, legal assistance, hygiene supplies, women's and child protection services have been the least accessible services to the population. Only 17% of people have access to health services, 14% to food and livelihood, and 11% to mobile networks on average (ENI Report, 2022). Our report, however, does not take into account all the destruction incurred by the 2022 floods. One thing, nonetheless, is for certain - the realities as captured by our report are significantly different now. The damage to an already debilitating infrastructure is serious and therefore demands immediate action.



Enrolment Trends & By School Type:

Enrolment: Of the sampled children (2378), 59% are boys and 41% girls (age 6-16 years), 69% are enrolled in schools (2022) in KAs compared to 92.2% in urban districts (ASER 2021). Of these, 48% are boys and 29% girls. Out of school children (OOSC) are 23%; 9% boys and 8% girls have never been enrolled in a school while 3% boys and 3% girls are drop outs.

ECE Enrolment: Early years enrolment in KAs is 34.5% (of this, 45% are girls and 55% are boys), significantly lagging behind 57% enrolled in urban areas of the same districts (ASER Urban 2021), with gender gaps setting in early.

Enrolment by Type of School: More children are enrolled in government schools (60%), whilst 22% are enrolled in private schools, 17% in NFEs, and 1% in madrassahs. About 42% of 16-year-olds are out of school. Government school enrolment is higher at 60% while private school enrolment is at 22%.

Enrolment in Madrassahs: Enrolment in madrassahs is 1%, slightly higher in KAs than trends observed in the regular ASER national surveys (0.7%).

Enrolment by Gender reveals that girls lag behind boys in early years (ECE): 44% girls and 56% boys; at primary and secondary levels, there are 37.5% girls and 62.5% boys; whilst never enrolled and drop out trends are higher among boys.



Learning in Katchi Abadis: Overall, by Gender, School Type & Psycho Social Well-being:

Contextualizing Learning Outcomes: Katchi Abadi children's learning outcomes in 2022 may be compared with urban ASER 2021 findings as a provisional benchmark. Since learning baselines are not available for Katchi Abadis/urban slums, it is this gap that the current research seeks to address for large vulnerable, multilingual migrant groups residing in marginalized urban slums. Therefore, while comparisons with ASER Urban 2021 for the same two districts are important, the comparable results of the survey on learning should be read with caution conducted for the first time in selected KAs of Pakistan.

Overall Learning Outcomes: In ASER Urban 2021, learning outcomes (5-16 year olds) gathered in the same two districts revealed Urdu/Sindh/Pashto story reading at 61%, while in 2022 for the same two districts' Katchi Abadis, story reading in Urdu/Sindh/Pashto is 17%. For two-digit division in ASER Urban 2021, 48% children were competent, while in Katchi Abadis in 2022, the percentage is 13%; in ASER Urban 2021, 36% children could read sentences in English, but in Katchi Abadis in 2022, 18% children can read English sentences. The challenges can be interrogated by gender, institution, mother tongue, psychosocial well-being etc.

Learning by Gender: The percentage of girls who can read sentences in Urdu/Sindh/Pashto in ASER 2021 (urban) for the two districts is 40% but in Katchi Abadi study 2022, it is 18% (boys 17.5%). For arithmetic, 40% girls solved two-digit subtraction during ASER Urban 2021; however, for ASER Katchi Abadis (KA)

2022 10% girls can do the same (boys 15%). In English word reading, 41% girls could read with understanding (ASER Urban, 2021), however, for ASER 2022 KAs it is 15% (boys 15%). Due to persistent enrollment gaps, girls display lower levels of learning in KAs. While COVID related learning losses are a reality, the low performance indicates a significant challenge for learning quality in Katchi Abadis, for both girls and boys in public and private schools.

Learning by Institution: Children from Katchi Abadis attending government schools do marginally better than those attending private schools. For Urdu/Sindh/Pashto reading, 23% children can read a story from government schools while only 20% private school children can do the same. In Arithmetic, 18% of government school going children can solve two-digit division compared to 16% in private schools. In English, 24% of government school children can read sentences compared to 20% of private school children. When disaggregating learning in madrassahs, trends are of extreme concern.

Low Learning in Madrassahs. Of the madrassah children (5-16 years) included in the learning survey, only 7% can read a story in Urdu/Sindh/Pashto, 7% can solve division, and 7% can read sentences in English. **This reveals extremely poor single digit learning levels of children in madrassahs in KAs that need urgent and emergency attention!**

Learning by psycho-social wellbeing of Children: An assessment of children's psycho-social wellbeing (5-16 years) was undertaken using the well-established 15-items scale Stirling's Psychological Wellbeing Scale (SPWBS) divided into three subscales of 5 items each and ranked from 1-5: a) Positive Emotional State, b) Positive Outlook and c) Social Desirability. The survey reveals that the majority of the KA children fall in the two bottom categories (low and low-medium) on psycho-social well-being.

Learning and Mother Tongue, *the elephant in the room*: There are 9 mother tongues reported in the Katchi Abadi household study 2022. The medium of instruction in majority urban slum schools is Urdu/Sindh/Pashto. Global research reveals foundational learning in mother tongue equips children to establish strong overall cognitive skills including numeracy and literacy. The lack of attention to mother tongue foundational learning in ECE and primary years remains a major policy and action challenge for learning in Pakistan contributing to high Learning Poverty (75%), rising to 85% in Pakistan (WB 2020).

Learning by Wealth, Parental Education & Access to Technology & Social Protection:

Household Wealth: Household-wealth index is generated using a mix of HH assets²: District-wise household wealth distribution shows that Peshawar has the highest percentage of households living in chronic poverty (56.3%) whilst Hyderabad has the highest percentage of households in the highest two quartiles of wealth (65.7%). **There is a linkage of wealth with schooling choices and learning levels of children living in KAs.**

Learning by Household Wealth: Comparison of learning levels for all three subjects against wealth levels shows that households that fall in the higher quartiles perform better in learning. For Urdu/Sindh/Pashto learning, only 13% children in poorest households can read a story while 19% of children from richest households can do the same. For arithmetic, only 10% of the children from poorest households can do two-

² House tenure status, House type, Electricity availability, TV availability, Computer/laptop, Smartphone availability, Car and Motorbike ownership.
http://aserpakistan.org/document/aser/2021/bookslets_other_stuff/Survey_Booklet_Katchi_Abadi.pdf

digit division while it is 17% of children from richest households. In English, 12% of the children from poorest households can read sentences, while it is 23% for children from the richest households in KAs.

Parents Education: Almost 75% of the mothers and 58% of the fathers living in the Katchi Abadis were found to be illiterate. Of those literate, 8% mothers and 11% fathers had completed primary education (Grade 5); 8% mothers and 10% fathers had education up to matriculation (grade 10) and 4.5% mothers and 13% fathers had education above matriculation.

Learning Improves with Mothers Education: Whilst the percentage of children of illiterate mothers who can read a story in Urdu/Sindh/Pashto is 11.5%, it is 18% for children of mothers with education above matric (Grade 10+). In Arithmetic only 8% children of non-literate mothers can solve division while 14% children of mothers with education above matric, and in English 17% children of non-literate mothers can read sentences, compared to 26% children of mothers above matric education. **Educated mothers play a positive role in children’s learning outcomes.**

Technology Availability and Usage: 47% of households (HHs) have smartphones, almost 75% of households have cellphones and 20% of the HHs have computers/laptops. Overall, 17% of the households reported that they use the internet. Disaggregating technology acquisition by wealth for the poorest and richest HH reveals the following: TV- Poorest 4% & Richest 96%; Cell phone- Poorest 64% & Richest 90%; Smart Phones- Poorest 34% & Richest 61%; Internet- Poorest 0% & Richest 51%. **The opportunities for low technology-based learning and livelihood solutions may be tapped for positive results in KAs and across wealth bands.**

Social Safety Nets in Katchi Abadis: Households living in complex communities rely on social safety nets for income stability and unmet needs. In KAs 14% households are recipients of public social protection programs viz. Benazir Income Support Programme (BISP), EHSAAS, Akhuwat etc. This is lower compared to 16% in the 16 rural districts study (ASER National 2021). **Targeted social safety nets presence is a positive finding for vulnerable groups in KAs and can be strengthened, positively bridging gaps for unmet education services.**



Time for Urgent Actions for learning in Urban Slums of Pakistan:

Our findings reveal complex and layered challenges faced by Katchi Abadi households further exacerbated by stress and poor psycho-social wellbeing of children. Ten recommendations are suggested to improve learning and access in the Katchi Abadis of Pakistan.

TEN URGENT COORDINATED ACTIONS NEEDED FOR KATCHI ABADIS

- 1.** The abject living conditions and unmet needs of Katchi Abadi residents are in violation of their fundamental human rights. 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. This includes infrastructure, sewerage, drainage, garbage disposal, water supply, and education and skills facilities. KAs require well-coordinated governance structures, restoration of local government, municipal engagement and sub-national governance programs to oversee education and skills as essential service and entitlements, their continued neglect will undermine human resource development, economic stability, climate change challenges, disproportionately affecting girls and women throughout their life cycle.
- 2.** 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 Abadi and /or local government departments; backed by spatially visible disaggregated big data in complex geographies for evidence based targeted actions.
- 3.** 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. Action for community and school based early years initiatives is urgently needed.
- 4.** Quality of learning in all school systems including madrassahs needs urgent attention in KAs; this must be supported by establishing “Learning Resource Centers for Quality Support” that can be accessed by all school types supporting foundational learning with the Teaching at the Right Level (TaRL) programs and learner-centered approaches for ECE to grade 12, along with counseling.
- 5.** 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. This age group must be supported for constructive mainstreaming in labor

markets to offset youth frustration, urban crime, violence, substance abuse etc. leading to high public costs of disruption and rehabilitation.

6. Programs need to be introduced in KAs to support children/adolescents psychosocial wellbeing to provide opportunities for social emotional learning (SEL), life skills and help maximize their learning potential.
7. 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. This strand can be supported by access to Government's Kamyab Jawan Program/others including Industry partnerships and placements for all genders.
8. 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-eTaleem at primary, secondary schools, undergraduate scholarships and TVET /livelihood programs; these can be accelerated through engagement of CSOs/youth groups.
9. 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), especially its children and most vulnerable groups excluded from the education landscape in discourse, policy, planning and actions.
10. 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 iterative manner for tracking outcomes. Failure to meet these will lead to economic, gender and social justice collapse that Pakistan can ill afford; KAs present mega challenges and opportunities for meeting SDGs 2030 and fundamental rights that must be tackled immediately for a stable productive society; time is running out!

1. INTRODUCTION

Shelter is a universally recognized basic human right. The United Nations' Universal Declaration of Human Rights (UDHR), under article 25, states that 'everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing...' (UDHR, 1948). In developing countries, including and especially Pakistan, this right has turned into a crisis for human development. One-third of the country's population is urban, with an expected rise to nearly 50% by 2025 (Kugelman, 2014). However, housing for more than half of said urban population is lacking and substandard in the provision of facilities and security (Mustafa, 2019). This is because 58% of Pakistan's urban population resides in informal settlements called Katchi Abadis- born out of spatial and social inequity faced by the working class in, and surrounding, urban centers (Mustafa, 2019).

Katchi Abadis are high-density squatter settlements formed as a result of overcrowding in urban areas due to urbanization. Urbanization is a process observing the population migration from rural to urban settings for livelihood and development, the increase in people dwelling in urban areas, and societal processes which affect and are affected by such a change. According to a survey by Anwar and Zafar (2003), there are over 3000 Katchi Abadis in Pakistan. A recent estimate shows that 30 million people are currently living in such squatter settlements. This number is only expected to increase as urban population is growing at a rate of 2.53% per annum (UN Habitat) and the country's current housing backlog of 9 million units keeps increasing at a rate of 300,000 units annually due to increasing and unmet demand (Hassan, 2018, p. 32). An overwhelming 62% of this housing demand comes from the population from lower income groups, whereas land allocation and development is focused towards housing for upper-middle and elite income groups (Mustafa, 2019).

What is a Katchi Abadi?

The Punjab Katchi Abadis Act 1992 declares 'any area or part thereof which was occupied unauthorized before 31st December 2011 and continues to be so occupied and has at least forty dwelling units on it to be a Katchi Abadi' (Government of Punjab, 1992). There are two major processes through which squatter settlement emerged as a housing option. One is the informal subdivision of government land (ISD) and the other is informal subdivision of agricultural land (ISAL) (Hassan, 2018).



Settlement or squatting of urbanizing population on state property constitutes ISD whereas that on private agricultural land is ISAL (Hassan, 2018). The former process yields what we understand

as Katchi Abadis while the latter yields slums. There is a clear distinction between the two in the state's response to Pakistan's housing crisis.

ISDs or Katchi Abadis have been a focus of the government for regularization and improvement. Due to their relatively larger occupation of land/ larger schemes (Hassan, 2018), they have been a focus of several government initiatives including the Katch Abadi Improvement Program in Punjab (1985), Katchi Abadi Act in Sindh (1987), Katchi Abadi Act in Peshawar (1996), and The Balochistan Kachhi Abadis Regularization and Development of Slum Structures Act (2018) amongst others. However, due to gaps in implementation and resources development in Katchi Abadis remains low, with residents having negligible to no access to basic amenities including electricity, running water, hygiene, and sanitation.

Socioeconomic conditions of Katchi Abadis

While there are numerous issues pertaining to the living standards of the residents of Katchi Abadis, these are the most glaring ones:

- substandard housing and overcrowding
- social exclusion and poverty
- lack of basic services

Noor et al. (2014) on the living conditions in Katchi Abadis of Bahawalpur reports that the housing infrastructure is environmentally unsustainable. In a number of ways, the quality of housing is a crucial factor in determining the health conditions of its dwellers. Housing quality has a significant impact on the levels of indoor pollution, food and water hygiene, measures of sanitation and exposure to physical dangers and injuries. The construction is highly vulnerable to physical shock since a huge percentage falls under the Katcha category. Similarly, the spaces are cramped and lack proper ventilation - rendering standards to meet another low. The majority of dwellings "are overcrowded with average room density of 5 persons/room and average total area of just 126.5 square meters. Moreover 75 percent of houses are without (a) courtyard and 65 percent; without appropriate ventilation in their houses" (Noor et al, 2014, p. 75).

a. Substandard housing and overcrowding

On an average, each household in a Katchi Abadi houses 7-10 members (Anwar & Zafar, 2003). Due to high population growth and a backlog of housing in Pakistan, these areas are densely populated leading to overcrowding in most Katchi Abadis. Housing conditions in these settlements are also substandard and vulnerable to climate change. For example, use of mud to build houses near river or canal embankments makes settlements highly susceptible to damage to structure and lives of inhabitants (Humanitarian Library, 2010).

b. Social exclusion and poverty

The inhabitants of Katchi Abadis are often employed in the informal economy, due to limited to no opportunity for socioeconomic mobility and the peripheral nature of these settlements. Mustafa (2019) while studying Katchi Abadis in Lahore found that earning inhabitants were often employed as domestic help in nearby affluent and middle-class neighborhoods, rickshaw drivers, or street hawkers. Similarly, Khawaja and Shah (2018) in their study of Katchi Abadis in Karachi found that 25% of the

inhabitants do not have a monthly income and depend on petty and informal work to make ends meet. This socioeconomic crisis had been exacerbated by COVID-19, which according to UN-Habitat (2020), led to one-third of Rawalpindi's Katchi Abadi residents to lose their jobs due to the nationwide lockdown.

c. Lack of Basic Services- Healthcare, Education, and Sanitation

Due to their establishment on the peripheries of urban centers and cities, Katchi Abadis are often deprived of the most basic facilities for life including adequate space, education, healthcare, and sanitation for inhabitants. Kalim and Bhatti (2006) found that on an average, 68% of the households in Lahore's Katchi Abadis house more than 3 people per room. Rahman's (2004) study of the Orangi Project in Karachi found that while over half of the Katchi Abadi had access to sewage and sewage disposal, the government was responsible for providing only 38% of sewage lanes while the rest (68%) were on a self-help basis by the inhabitants.

Education is also an ongoing concern for the children in Katchi Abadis. While many residents acknowledge the importance of education and willingness to send their children to school, most of them are unable to do so owing to the distance of these settlements from urban centers. Khawaja and Shah (2018) found that only 17.5% of the inhabitants in Karachi squatter settlements had primary-level education and only 12% had a secondary education degree.

Healthcare in Katchi Abadis is next to negligent. Open sewerage, lack of potable water, and limited access to a primary healthcare provider lead to these settlements' extreme vulnerability to infectious and other diseases. In Karachi's Katchi Abadis, only 1.4% of the healthcare services are provided by the government while the rest are self-help based healthcare facilities with little to no monitoring of provision standards (Rahman, 2004). The mortality rate for Lahore's squatter settlements is 12.7 (Kalim and Bhatti, 2006).

Given the significant rise in urban population inhabiting squatter settlements every year, there is an urgent need to equip these settlements with adequate facilities for the sustenance of a healthy life.

Rationale & Objectives of the Study

Education plays a pivotal role in the development of any community or country. While Katchi Abadi residents have some access to education and facilities, inadequate provision of shelter/services of education, sanitation and health, to the urban poor continues to be Pakistan's most immediate pressing problem. Children living in these settlements have largely been ignored from large-scale educational efforts and remain hidden from the mainstream discourse on an inclusive and equitable education in Pakistan. Given this context, it is important to collect information from squatter settlements to see the enrollment status of children residing in Katchi Abadis, schooling choices opted by their parents and how well or poor do these children fare in comparison to other children. This will help in generating a debate on the educational needs of such children, their right to education and will be useful for the policymakers. With this rationalization, this scale up study to the pilot done earlier by ASER Team, has been undertaken with the following objectives:

- 1) To identify the educational status of children aged 3 to 16 living in Katchi Abadis.
- 2) To conduct assessments of children aged 5 to 16 on language and arithmetic skills using grade two level, Single National Curriculum aligned, tools
- 3) To measure variations on learning outcomes by gender, by institute type, and by schooling status.
- 4) To collectively analyze the living conditions of the Katchi Abadis as well as the households inside the Abadis
- 5) To measure the psycho-social wellbeing of children and evaluate its impact on learning outcomes.

ASER KAs 2022 – Katchi Abadi Study Setup

To achieve the objectives of the study, the study adopted ASER’s methodology. For that purpose, two districts were selected. The selection criteria for the two districts of the study were purposive. Preliminary visits were made to the Katchi Abadis in a total of two districts of Khyber Pakhtunkhwa (KP) and Sindh. Multiple factors were taken into account while purposely selecting the two districts for the study. These included: religious, ethnic and occupational diversity as well as the possibility of being able to do random selection from the three broad categories of Katchi Abadis: regularized/notified, non-regularized/non-notified, and Not-listed/Jhuggies/Shanties. This ensured a broad overview of the diversity and variety of challenges faced by the districts’ Katchi Abadi populations. The districts selected for the study are given below:



Sindh: Hyderabad

Khyber Pakhtunkhwa: Peshawar

Within each district, a mixture of regularized, non-regularized and not-listed abadis were selected for the survey. Following ASER’s methodology, a total of 30 Katchi Abadis from each district were selected and within each Katchi Abadi, 20 households were randomly selected for the survey. In each household, data collection consisted of information on household indicators, parents’ education and children’s educational status as well as assessment of children’s language and arithmetic skills. The report presents an analysis of the data along with comparisons with the findings from the same districts from ASER 2021 survey which included Rural and Urban districts but not Katchi Abadis.³

³ It is arguable though not cross verifiable whether the rural and urban district sampling done for ASER 2021 included blocks that had Katchi Abadis in them, too.

Report Structure

The report has four chapters including this introductory chapter. Chapter two delineates the methodology of the study. For the readers, it provides details of sample design, questionnaires overview and data collection and analysis strategy. Chapter three then begins with a descriptive understanding of what the final dataset brought to us and then gradually delves deeper into different findings. It provides an overview of living conditions in the Katchi Abadis, the household indicators, and parental education before delving into the learning outcomes. That helps set a decent background on what influences the quality of learning in Katchi Abadis. Furthermore, the study provides a detailed analysis of the learning outcomes. It analyzes the learning quality through various angles to provide a comprehensive picture to the readers. Finally, chapter four sums up the findings and provides policy recommendations.



2. METHODOLOGY

a. Sample Design – Katchi Abadis

To conduct the study, two districts from two provinces were selected. These are 1) Peshawar district from Khyber Pakhtunkhwa province and 2) Hyderabad district from Sindh province.

The sampling design with the districts is kept consistent with the regular ASER survey. Keeping Katchi Abadi study methodology consistent with regular ASER methodology provided grounds for comparisons with the annual citizen-led household survey on educational status and learning assessments of children in Pakistan. However, a limitation is that ASER methodology has to rely on the government's lists on population and housing units in a block, the total of which changes every year. For that limitation in data made public by the government, ASER cannot use population based weighted averages for calculating district level findings. To fix that, ASER takes a fixed number of households from each village/Katchi Abadi, and the number of villages/Katchi Abadis from each district is also fixed. In total, ASER randomly selects 600 households from each district. ASER's calculations with 2017 census data show that for taking a representative sample from any district, a sample of 600 households should be much above the required figure even with the annual population growth. That helps ASER resolve two challenges: a) not knowing exact population of a district or village in any given year, and b) during data cleaning if data of any households needs to be dropped, the overall sample would still be above the estimated figure, hence capturing suitable variation and making the data representative at district level.

Total Population: The total population of this study consists of households of Katchi Abadis from 2 urban districts of Peshawar and Hyderabad.

Sampling Frame: Each district is provided with

- A Katchi Abadi list from Katchi Abadi Directorate/Authority of Sindh and Government of Khyber Pakhtunkhwa.
- Total population of each Katchi Abadi in the list.

Sample size and its Allocation:

- Keeping in view the variability of the key variables, population distribution and field resources, a total sample of 600 households pertaining to 20 households from each Katchi Abadi is being used for Hyderabad and Sample of 280 households from seven listed Katchi Abadis of Peshawar.
- Sample primary sampling units (PSUs) have been considered sufficient to produce reliable estimates with 5% margin of error at 95% level of confidence.
- The detailed allocation plan is shown below:

District	Number of Katchi Abadis per District	Number of Households in Katchi Abadis*	Households Sampled per Katchi Abadi
Peshawar	7	6589	40
Hyderabad	30	7804	20

* These are estimates received in 2022 from relevant government departments of respective provincial governments.

Sample Design:

A two stage stratified sample design was adopted:

First stage: 30 Katchi Abadis are selected randomly using the Katchi Abadis lists from Katchi Abadi Authority in Sindh and 7 Katchi Abadis from Khyber Pakhtunkhwa⁴ provinces respectively.

Second stage: 20 households are selected in each of the Katchi Abadis selected in first stage of sampling.

Selection of Primary Sampling Units (PSUs):

Following ASER's methodology, Katchi Abadis of Hyderabad and Peshawar districts have been considered as PSUs. A mixture of regularized, non-regularized and unlisted Abadis was sampled. Katchi Abadis which have been issued a No Objection Certificate (NOC) for occupancy rights transfer are called regularized or notified Abadis, but the Katchi Abadis that do not have an NOC legally are categorized as non-regularized or non-notified. Finally, some abadis are not in the government's lists due to their recent development or a temporary setup (temporary ones are shanties or Jhuggis).

However, a verified list of non-regularised Katchi Abadis or Katchi Abadis that are classified as unregistered and maintained for Peshawar district, was not available for public use. The only authentic list of Katchi Abadis at Peshawar district has been provided by the Government of Khyber Pakhtunkhwa. This list has a total of seven (7) registered Katchi Abadis in Peshawar district. Since, total number of available PSUs listed is negligible (PSUs) therefore, no sampling of PSUs (stage-1) has been conducted at Peshawar District. This survey is conducted in all of these seven (7) PSUs. However, a sample of 30 PSUs has been selected from the list of Katchi Abadis of Hyderabad District on the ASER National 2021 survey.

⁴ These are the only Katchi Abadis that are listed in records of Government of Khyber Pakhtunkhwa, Peshawar.

Selection of Secondary Sampling Units (SSUs):

Households have been treated as secondary sampling units (SSUs).

- Based on actual households in each sample PSUs, 20 households have been selected by using a systematic random probability sampling scheme.

Total number of listed PSUs are negligible at Peshawar district. We have only seven (7) listed PSUs and all of these are surveyed. Since we select 20 households formally in ASER National 2021. Here, due to a low number of total PSUs we have increased the total number of sampled SSUs from Peshawar so that household level results would provide enough variation in estimates to be representative. In this regard, we have selected 40 households per PSU producing a total sample of around 280 households from Peshawar district.

We have randomly selected 20 households per sampled PSU from Hyderabad district. That has produced a sample of 600 households from 30 Katchi Abadis to represent Hyderabad District.

- We divide the Katchi Abadi into four parts:
 - In each of the four parts, starting from the central location every 5th household is selected using the left hand principle in a circular fashion till 5 households are selected from each part.

Interpretations

Results provided in this sequential report should be carefully read, interpreted and narrated. Results are presented without employing sampling weights. Estimates of education indicators are tabulated with percentage distributions and some in graphical form. Reporting of findings is done formally for percentages (%) only.

Findings are from a sample survey that has adopted a probability random sampling procedure to remove bias in sampling at first and second stage respectively and covering a fair amount of units to be included in samples from maximum groups of target population. Since, every sample captures the amount of variation from the target population on parameters through estimates. It does not cover 100% households of the target population but only a small amount of it. Therefore, samples have characteristics of leaving behind some non-significant groups of population that do not appear during selection procedure. Hence, we have some chances of their misrepresentations. Here we have a case of Katchi Abadis



that are not registered and not listed and are situated in target districts. We have dropped all such strata while sampling..

b. What to do in the Katchi Abadi?

- Contact Katchi Abadi Elder/Influencer/s: Introduce yourself to the Katchi Abadi elder, councilor and/or to other senior members of the Katchi Abadi to inquire about its origins, evolution, walking to its key sites and understanding its unique features. Share information about yourselves and the ASER survey. This initial walking and talking may take an hour. Get the approximate number of households in the Katchi Abadi from the Councilor.
- It is often helpful to first draw all the roads or paths coming into the Katchi Abadi and going out of the Katchi Abadi. It helps to first draw a rough sketch on the ground so that people around you can see what is being done. Mark hamlets, schools, households etc. with landmarks. With the help of the community members, identify different hamlets and their center point.
- Talk to people: Contacting Katchi Abadi elder and other people should help fill out the Katchi Abadi data sheet. The sheet requires to note down the Katchi Abadi name, its population, area, location, number of households, major professions, ethnicities of residents, road structure, electricity, gas, water, drainage, sewerage, hospitals, and schools.

HOW TO SELECT HOUSEHOLDS

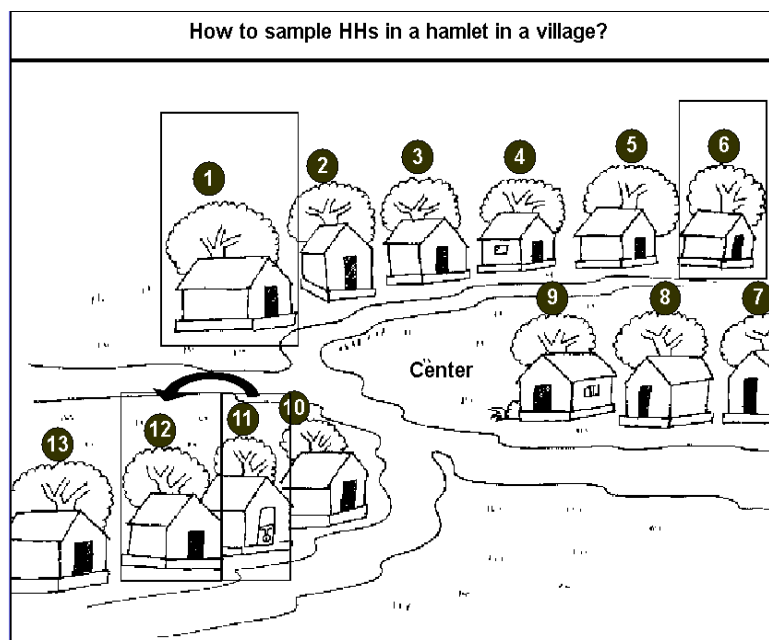
- In the entire Katchi Abadi, information will be collected for 20 randomly selected households.
- Go to each hamlet/section. Try to find the central point in that habitation. Stand facing the houses in the center of the habitation. Visit every 5th house from the left-hand side in the habitation (e.g., 1st house, 11th house, 16th house, etc.). Get information about the household and children following instructions in the next section.
 - House Closed: If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as “House Closed”. This household DOES NOT count as a surveyed household. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.
 - No Response: If a household refuses to participate, note that down on your compilation sheet as “No Response”. However, as above, this household DOES NOT count as a surveyed household. Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.
 - No Children: If there are no children or no children in the age group of 3–16 years in a household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take all the

relevant information like the name of the family head, age and education related information of the mothers, if any. Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.

Stop after you have completed 5 households in each hamlet/section. If you have reached the end of the section before 5 households are sampled, go around again using the same every 5th household on the left-hand side rule. If a surveyed household gets selected again, then go to the next household. Continue the survey till you have 5 households in the section.

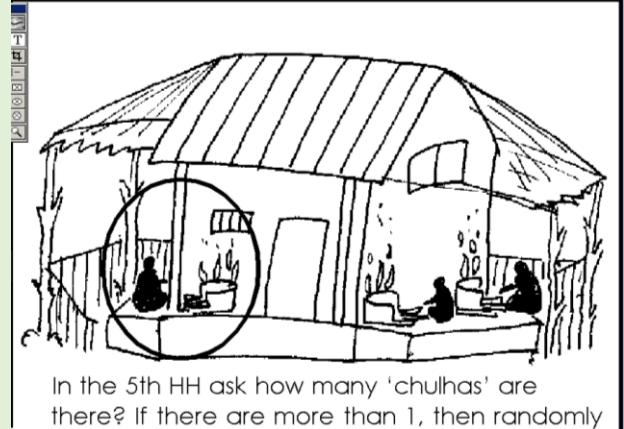
- Now move to the next selected hamlet/section. Follow the same process.
- Make sure that you go to households ONLY WHEN children are likely to be at home. This means that the day of the household survey should be a Sunday or holiday.
- If every house is turning out to be a No Response house, think about your team and strategy. It may be because there are two male members going to the houses hence refusing permission.

Figure 2.2.1. How to sample HHs in a hamlet



Instructions:

1. Find a central point in a hamlet. Stand facing the dwellings.
2. Survey every **5th HH** (household) occurring on the **Left-Hand Side**.
3. In case of a locked HH or if there is nobody at home, note that down as '**House Closed**' and move to the next open house.
4. If a HH refuses to participate, note that down as '**No Response**' and move to the next HH.
5. If there are no children or no children in the age group of 3 -16 years in a HH but there are inhabitants, include that HH.
6. If you reach the end of the hamlet before five (5) HHs are sampled, go around again using the "every 5th HH rule".



In the 5th HH ask how many 'chulhas/kitchens' are there? If there are more than 1, then randomly select any one of the 'chulhas/kitchens'. After completing the survey in this house proceed to the next 5th HH.

c. What to do in each Household

Introduce yourself to the respondent and tell them about the ASER KA survey. Be polite in your manner of speaking and ensure that the household understands that participation is voluntary and that the information gathered will be analyzed anonymously and collectively with other households' responses. Once the respondent gives permission to be surveyed, begin with the questions on the household sheet.

Basics of the household sheet: Following is some basic information required to be filled in the household sheet before the start of the survey.

- **Katchi Abadi identification:** Carefully fill out the relevant name of the Katchi Abadi, tehsil/taluka, district and province.
- **Date and Time:** Write down the date, day, start & end time on the day of the survey visit.
- **Surveyors:** Write down the names of the surveyors.
- **Household ID:** Write the household number (e.g. 1, 2, 3,...20)
- **Name of Family Head:** Write down the name of **Family head**.
- **Gender of the Family Head:** Mark the gender of the family head male or female. Tick only one option
- **Name & Gender of the respondent:** Write down the name & gender of the respondent.
- **Is respondent the head of the household?** Ask if the respondent is also the head of the household and mark the response in yes or no.

- **Years in Katchi Abadi, Migrated from and Migration type:** How long have the family been living in the Katchi Abadi? did they migrate from rural to urban or urban to urban area and finally, is the migration type seasonal or permanent?

In Each Sampled Household: We will note information about the household and all the children (3-16 years), their mother and father who live in the household on a regular basis.

Household with multiple kitchens: If there is more than one kitchen (chulhas) in the selected household, then randomly select any one of the kitchens in the household and record the total number of family members who eat from that chosen kitchen.

- **Children 3 to 4:** On the household sheet, note down the child's name, age, whether they are attending Kachi or any other form of pre-school center. **We will NOT assess children who are under 5 years of age.**
 - Ask all children in this age group their current schooling status, meaning whether the child is currently enrolled in kachi or any other school, dropped out of school or was never enrolled in any school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying.
- **Children 5 to 16:** On the Household sheet, note down the child's name, age, gender and all other details.
 - Ask the current schooling status of each child, i.e., whether the child is currently enrolled in school, dropped out of school or was never enrolled in any school.
 - If the child is enrolled then note down the class which the child is attending at the time of the survey and the type of school each child is going to, i.e., government, private, madrassah or any other type of school.
 - Ask all (enrolled and dropped out) children if they take any private supplementary tuition (paid classes in addition to regular school).
 - Also ask the enrolled children if they go to the specific school which you have/will be surveying.
 - **All children in this age group (5 to 16) will be tested in basic reading, arithmetic and English.** (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.
 - **Parents' Education: Following information regarding parents' education will also be recorded**
 - Total number of Children (0-16)

- Whether mother and/or father have gone to school?
- Mother and/or father's education (Highest class completed)
- Is the mother a working woman?
- Do not take information if the father is deceased.

Out of school children (drop outs and never enrolled children)

- Ask the child if s/he has dropped out and the last class that was passed. Also ask for the reason of dropping out or being never enrolled (such as law and order, poverty, flood, school building shifted by government or others).
- Even the dropped out and never enrolled children aged 5 to 16 have to be assessed.

OTHER THINGS TO REMEMBER:

- **Non-resident children:** Do not survey children who are visiting their relatives and friends in the sampled Katchi Abadi.
- **Older children:** Often older girls and boys (in the age group 11 to 16) may not be thought of as children. Be sensitive to this issue and therefore avoid using words like “children”.
- **Children out of the Katchi Abadi:** If there are children in the family but who are not present in the Katchi Abadi during the survey, do not take their details.
- **Mothers under or 16 years of age:** Often in Katchi Abadis, you can come across mothers who are less than 16 years of age. Information on them will be collected as a mother as well as a child between the age 5 to 16 years, and they will also be tested in all three assessments.

*Many children may come up to you and want to be included in the process out of curiosity. Do not discourage these children. You can interact with them. But concentrate on the fact that data must be noted down **ONLY** for children from households that have been randomly selected.*

Household Indicators: All information on household indicators is to be recorded based, as much as possible, on observation and evidence. However, if for some reason you cannot observe it then note down what is reported by the household. This information is being collected in order to link the education status of the child with household economic conditions.

Land Tenure Status (House Ownership): Do residents have ownership of the house, have some stamped document, encroaching private or public land, or paying rent?

Type of house the child lives in: Types of houses are defined as follows:

- **Kutchi House:** The walls and/or roof of which are made of material which includes un-burnt bricks, bamboo, mud, grass, reeds, thatch, loosely packed stones, etc.
- **Semi -Pucca house:** A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca houses.

- **Pucca House:** A pucca house is one, which has walls and roof made of the following material.

Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc. Roof Material: Tiles, GCI (Galvanized Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete) and timber etc.

Type of Floor and Type of Roof: With your observation mark the most relevant option for each question.

HH Members with the Same Kitchen: Write down the **number of male and female identifying members** eating from the same kitchen. This includes children also. Then write members **above 65 years of age, number of physically challenged persons in the house, members with a chronic disease (such as cancer, TB, AIDS), total earning members and, total earning members below the age of 18.**

Type of Employment: Whether the employed members of the household are self-employed, salaried, daily wagers or casual laborers. Mark all that apply.

Total rooms in the household: write the number of rooms excluding toilets.

Toilet Facility & Functionality: Is the toilet shared or public or do the households have their own toilet. Do the toilets have flush tanks, service toilets, or just a pit? Mark the relevant option.

Source of clean drinking water: ask the participants how they get clean drinking water and mark the appropriate response. If the response is not given in the options, write it down in the “other” option.

Electricity Connection: Mark yes or no by observing if the household has wires/electric meters and fittings or not.

Solar Panel: Mark yes or no by observing if the household has solar panel facility available

Television – TV in the household: Mark yes if the household has a TV set otherwise mark No.

Radio: Mark yes if the household has a Radio set otherwise mark No

Computer/Laptop/Tablet: Mark yes if the household has either computer, laptop or tablet, otherwise no.

Internet Connection: Mar yes if the household has internet connection available, otherwise No.

Means of Communication: Mark yes if the household has a simple phone, smartphone, and can do SMS and use WhatsApp, in the respective ‘yes’ boxes.

Vehicle owned by the households (Mention in numbers): Mention the number under the label “car” and “motorbike” if it is owned by the household.

Mother tongue: Ask the respondent of the *mother tongue of the children of the household* and write it down.

Religion: Ask the religion of the respondent and write it down. Be very respectful and polite in asking this question.

Social-Safety Net Recipients:

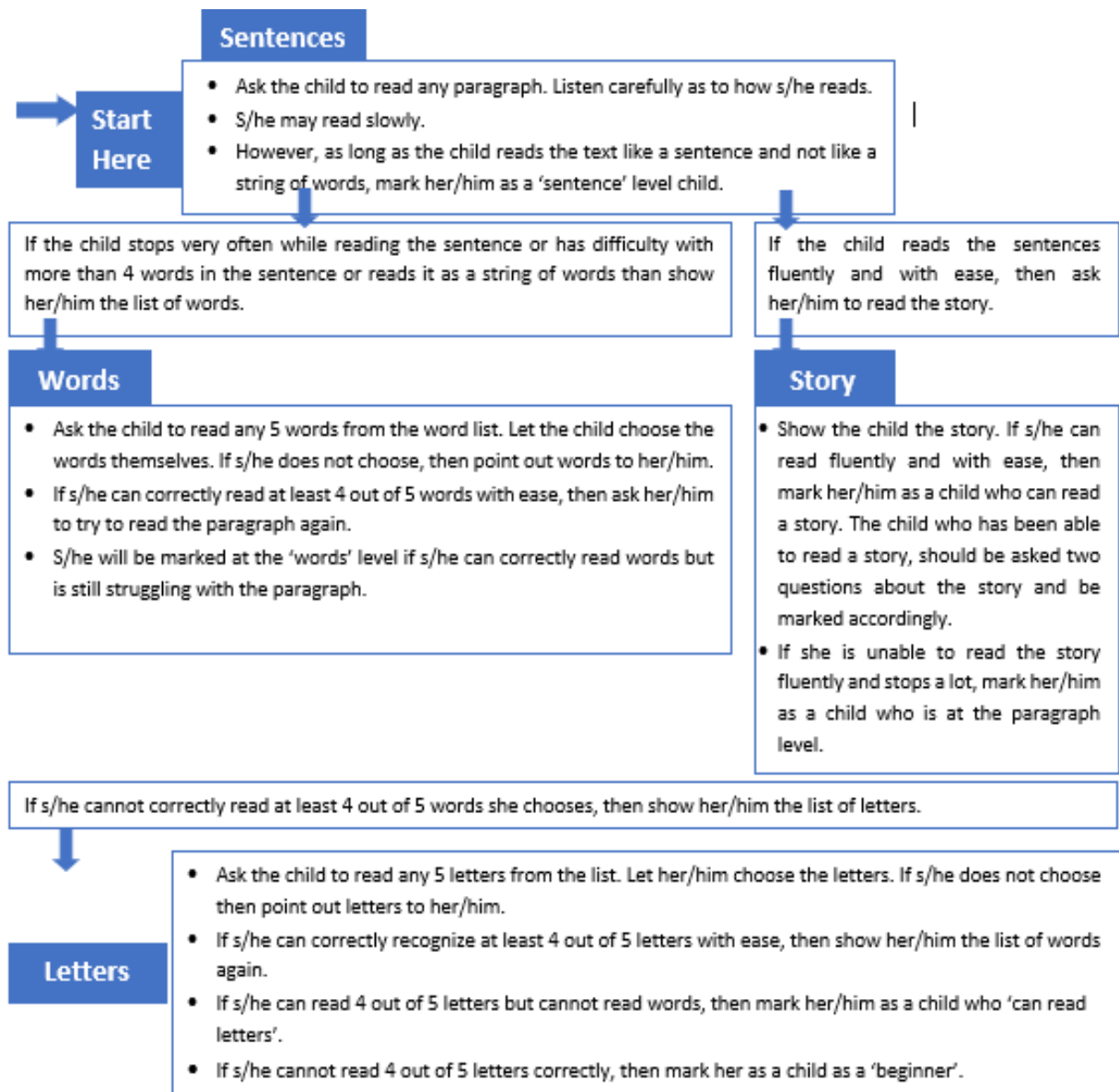
Are you recipient of any cash transfer/safety-net cash/Interest Free Loans from **Benazir Income Support Program**? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

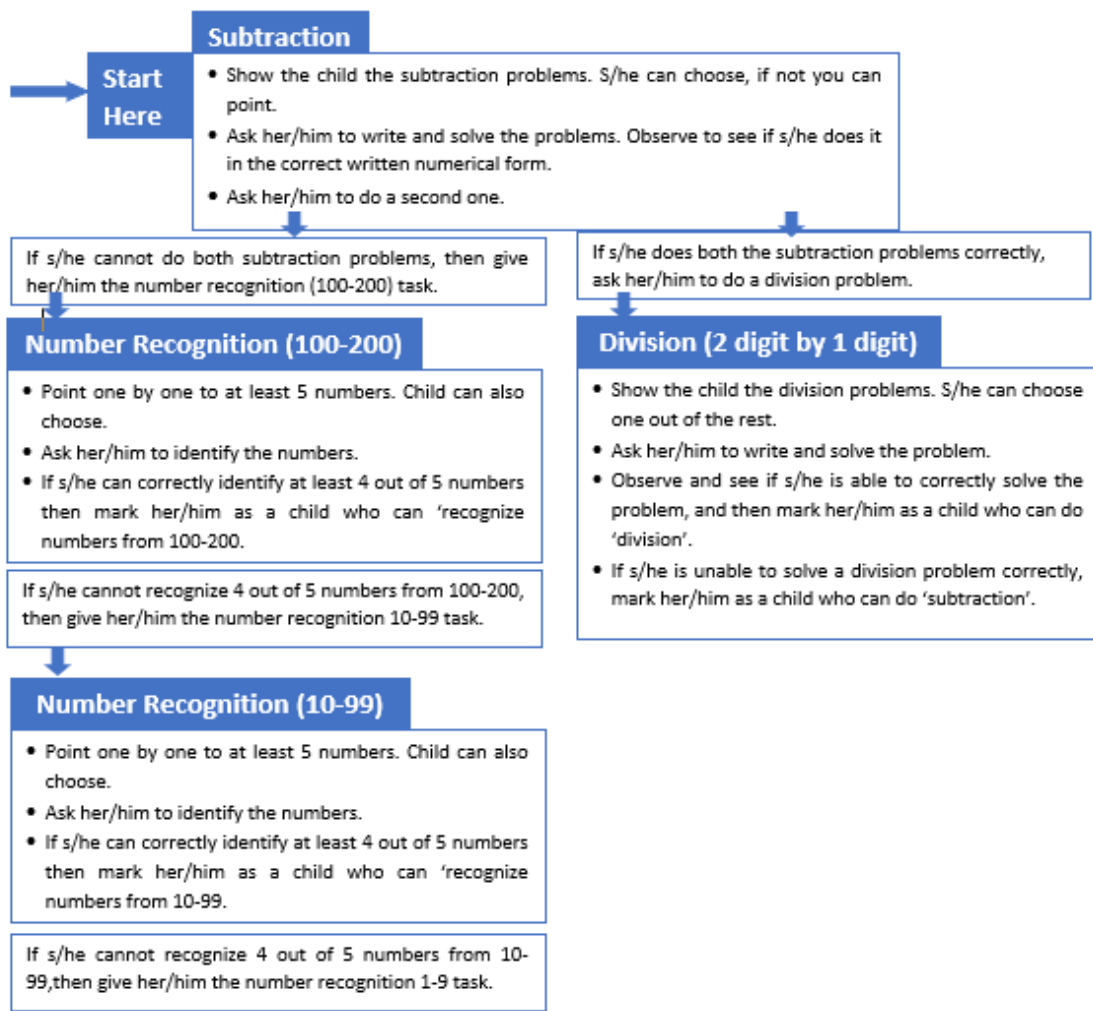
Are you recipient of any cash transfer/safety-net cash/Interest Free Loans from **Ehsaas**? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

Are you recipient of any cash transfer/safety-net cash/Interest Free Loans from **Akhawat**? If you have received any cash then mark ‘Yes’ otherwise mark ‘No’.

Once the household information has been gathered from the respondent, then do a one on one assessment for all children aging 5 to 16 who live regularly in the household. The criteria for conducting the assessment are shared below:

HOW TO TEST READING?





HOW TO TEST ARITHMETIC?



Number Recognition (1-9)

- Point one by one to at least 5 numbers. Child can also choose.
- Ask her/him to identify numbers.
- If s/he can correctly identify at least 4 out of 5 numbers then mark her/him as a child who can 'recognize numbers from 1-9'
- If not then mark her/him at the level 'nothing'.

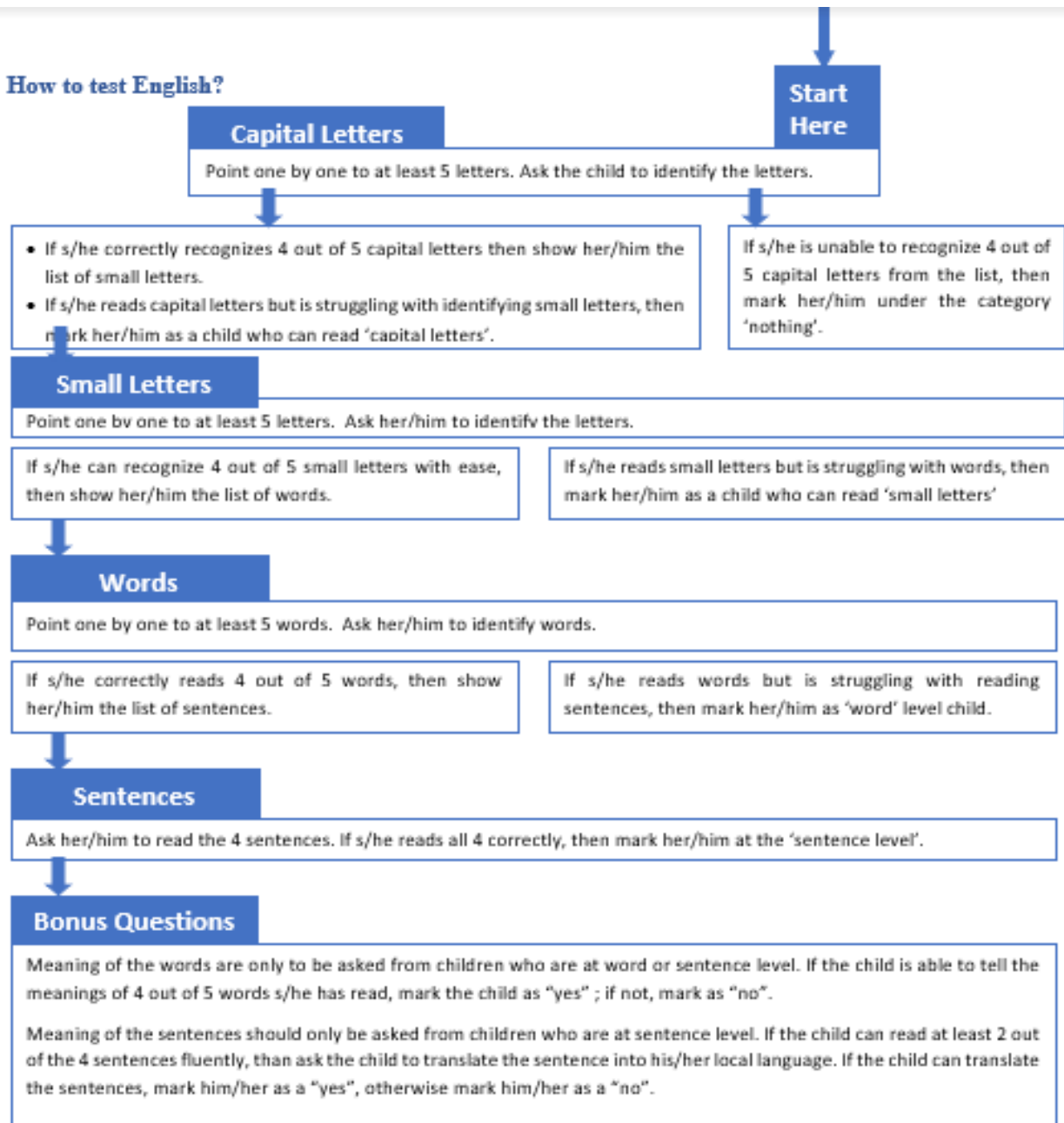


Word Problems

Show word problems to all children (5-16 years). S/he has to answer all three questions.

- Ask her/him to tell the time in the clock, if S/he answers correctly then mark as "can tell" otherwise mark as "cannot tell".
- Ask her/him to solve the problem # 2 and #3 on a piece of paper.
- Watch what s/he does.
- If s/he is able to follow the right method and solve with the right answer, then mark her/him as a "can do" for each word problem otherwise mark her/him as "cannot do".
- Ask at least one child from each household to do at least one word-problem at the back of the household sheet.

HOW TO TEST ENGLISH?



HOW TO TEST GENERAL KNOWLEDGE?

How to test General Knowledge?

ENGLISH

This section should only be asked from children who are at "Word" level on English Tool.

- a) Ask the child to see the picture and then ask two questions from the child. Mark "yes" if the child answer correctly, otherwise mark as "no".
- b) Ask the child to complete the sentences by identifying the picture of the items drawn on the sample. If a child answers any two correctly, mark him/her "yes", otherwise "no".

Psycho-Social Wellbeing of the Children

In addition to the learning assessment of children, the study also adapted and aimed to explore the psycho-social wellbeing of the children. For that purpose, Stirling Children's Wellbeing Scale⁵ was used. The scale is meant to be applied to children from the age of 6 to 16. It is a 15 item scale. These 15 items are given below:

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

The scale has 3 sub-scales: Positive Emotional scale, Positive Outlook Scale and Social Desirability Sub-scale. These are shared below:

⁵ https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/faq/scwbs_children_report.pdf

Wellbeing Sub-components and Related Items

Wellbeing Sub-Component	Item	Related Item on the SCWBS
Positive Emotional State	9	I've been feeling calm
	14	I've been feeling cheerful about things
	15	I've been feeling relaxed
	10	I've been in a good mood
	12	I've been getting on well with people
	11	I enjoy what each new day brings
Positive Outlook	8	I think there are many things that I can be proud of.
	5	I feel that I am good at some things
	1	I think good things will happen in my life
	4	I can find lots of fun things to do
	6	I think lots of people care for me
	3	I've been able to make choices easily

Each item is scored 1 to 5.

The minimum for the scale is 12 and the maximum 60.

Currently the mean average score is 44 with 50% of all scores within the range of 39 and 48.

Social Desirability Sub-Scale

	Item	Related Item on the SCWBS
	2	I have always told the truth
	7	I like everyone I have met
	13	I always share my sweets

Each Item is scored 1 to 5.

Overall scores of 3 or 14/15 on this sub-scale would indicate that the participant's wellbeing scores should be treated with caution.

Measuring Inclusivity

In order to gauge how inclusive educational access and learning environments in the selected districts were, the survey included a component on learning difficulties due to disability to understand what percentage of sampled and assessed children were facing barriers in accessing education and learning owing to a lack of infrastructural or instructional provision for their differentiated needs. The questionnaire took direction from the Washington Group (WG) on Disability Statistics and adapted from the WG Short Set on Functioning (WG-SS).

Enumerators were provided training on conducting this specific questionnaire in light of directions provided on the WG-SS⁶ and underwent several exercises for framing questions and conducting them in local contexts.

Annual Status of Education Report ASER 2022 Facilitated by SAIED		HOUSEHOLD SURVEY SHEET											HH ID:	Province	District/Agency	Tehsil	Union Council	Village/ Block												
Child Serial No	Name of child Children of 3-16 age group regularly living in the household)	Health and Functioning																												
		1) Does your child have difficulty seeing, even if wearing glasses?				2) Does your child have difficulty hearing, even if wearing hearing aids?				3) Does your child have difficulty walking, compared with children of the same age?				4) Does your child have difficulty with self care such as feeding or dressing him/herself, compared with children of the same age?				5) Does your child have difficulty in being understood by others using customary/usual language, compared with children of the same age?				6) Does your child have difficulty in remembering things that he/she has learned, compared with children of the same age?				7) Does your child use any aids and appliances (tick as many as applicable)				
		No difficulty in seeing	Some difficulty	A lot of difficulty	Cannot see at all	No difficulty in hearing	Some difficulty	A lot of difficulty	Cannot hear at all	No difficulty in walking	Some difficulty	A lot of difficulty	Cannot walk at all	No difficulty in self care	Some difficulty	A lot of difficulty	Cannot take care of self at all	No difficulty in being understood by others	Some difficulty	A lot of difficulty	Cannot be understood by others at all	No difficulty in being remembering things	Some difficulty	A lot of difficulty	Cannot remember things at all	Glasses	Hearing aids	Mobility aids (such as crutches, wheel chair etc)	others	

⁶The Washington Group Data Collection Tools and their Recommended Use https://www.washingtongroup-disability.com/fileadmin/uploads/wg/Washington_Group_Questionnaire_1_-_WG_Short_Set_on_Functioning_October_2022.pdf

Research Ethics

Idara-e-Taleem-o-Aagahi (ITA) ensures adherence to strict standards of research ethics. From pre-testing to training, data collection, monitoring, data analysis and report writeup, standardized ethical protocols are followed at every step of the way. Internal discussions, consultations and pretesting allows us to test the sensitivity of newly added questions. That way before launching the questionnaires to the larger public, any sensitive question is adequately amended or even removed. Then, during the training sessions of enumerators, one session is devoted to research ethics. Enumerators are trained on how to introduce themselves to the residents and how to conduct themselves. Enumerators are thoroughly trained on ensuring that the households be made clear on the following: participation in the survey is completely voluntary, no harm will come upon them if they refuse to participate, and that if they choose to participate, their names or any other personal identifying information shall be kept confidential, and the responses will only be analyzed collectively to estimate the aggregate. This process is further ensured during the monitoring of data collection.

The findings from Katchi Abadis of 2 districts are shared in the next chapter.



3. FINDINGS

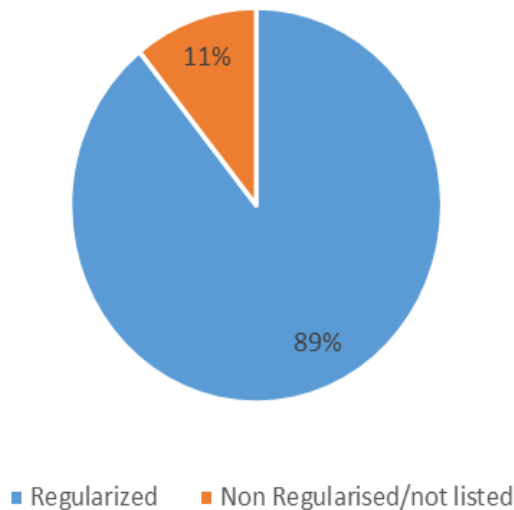
The coverage of this study spreads across two districts, namely: Peshawar and Hyderabad. With a sampling target of reaching 37 Katchi Abadis in total including 877 households. A total of 2622 children were covered under the survey, of which 1929 children from ages 5 to 16 were assessed on literacy and numeracy.

Table 3.1: Study Coverage	
Districts	2
Katchi Abadis	37
Children (3 to 16)	2622
Children (5 to 16)	2378
Children Assessed (5 to 16)	1929
Mothers	882
Households	877

3.1. Katchi Abadi Indicators

As stated in the methodology, the sample design was such that a mixture of regularized/notified, non-regularized/non-notified and non-listed Abadis were included in the sample. The Katchi Abadi distribution for the study is as follows:

Figure 3.1.1. Distribution of Abadis included in the Survey



Living conditions are below par in households. 14% of the Abadis get water once in 15 days, 5% once in two weeks, and 14% once a week while 68% Abadis can access water daily.

38% Abadis reported that they have no routine mechanism for the clearance of their drains. Garbage disposal was another predicament, 41% Abadis reported that no routine is followed and

the garbage collection mechanism is almost non-existent. More of these findings are shared in the pie charts below:

Figure 3.1.2. Water Availability in the Katchi Abadis

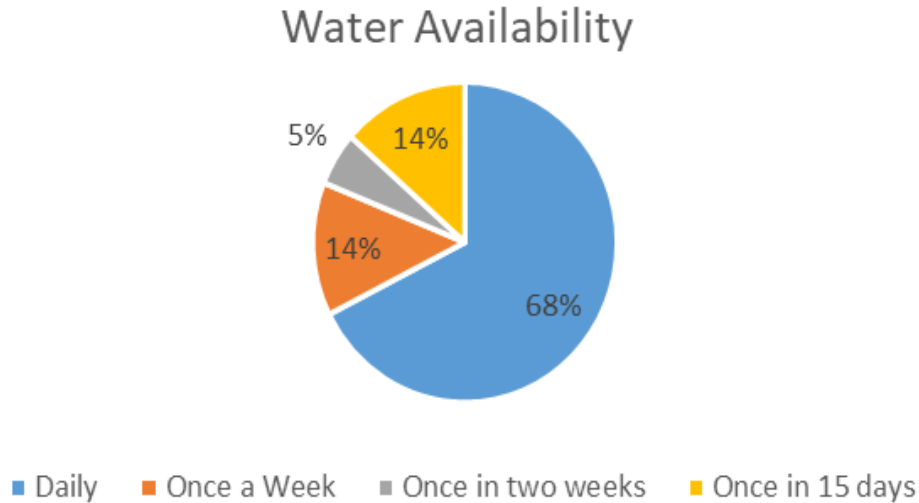
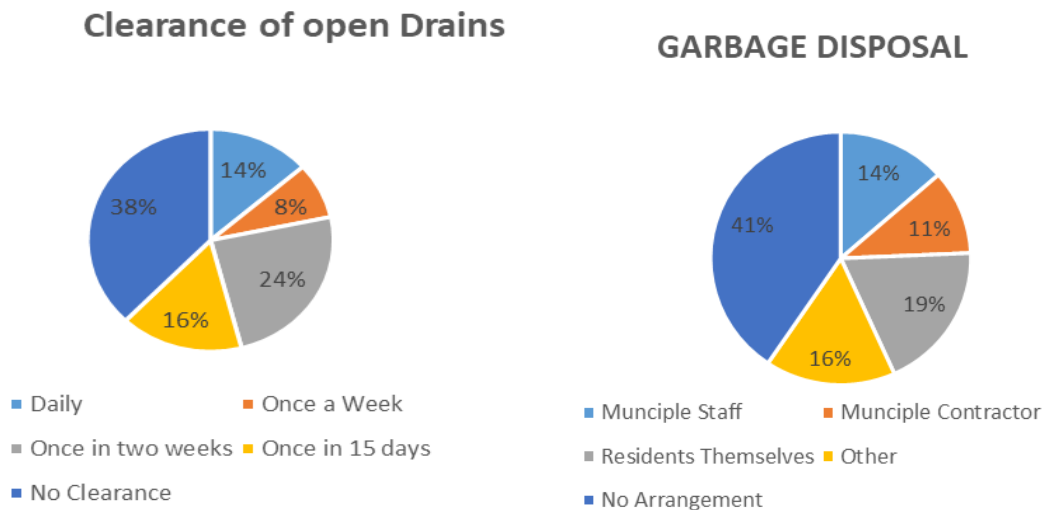
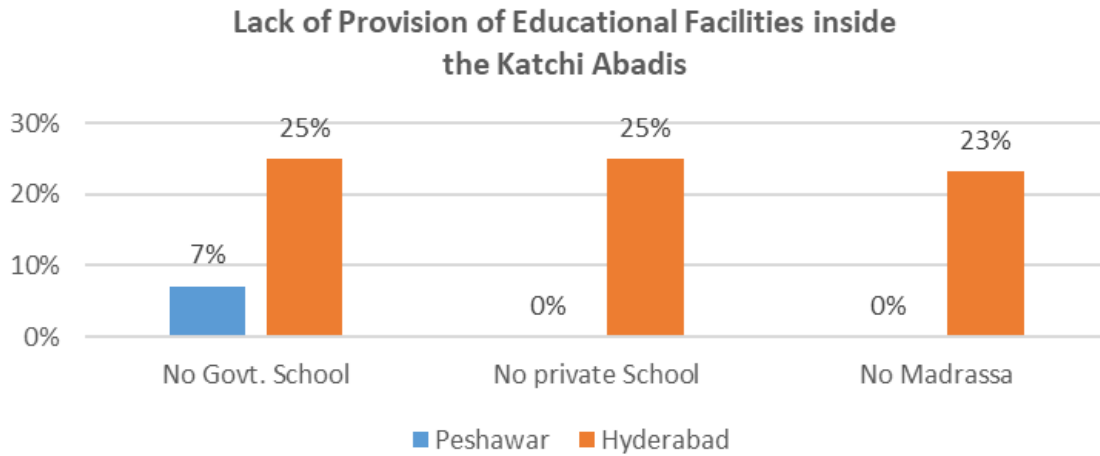


Figure 3.1.3. Frequency of Clearance of Open Drains & Garbage Disposal in the Katchi Abadis



The state of education is deplorable in these areas. Government institutions, especially, are non-existent in many Katchi Abadis. On the other hand, the private sector is trying to fill the gap in Hyderabad, however, Katchi Abadis in Peshawar are deprived of them too. Our survey suggests that no private school is located in the covered Katchi Abadis. Unfortunately, the demand is much higher than the supply.

Figure 3.1.4. Absence of Education Facilities inside the Katchi Abadis

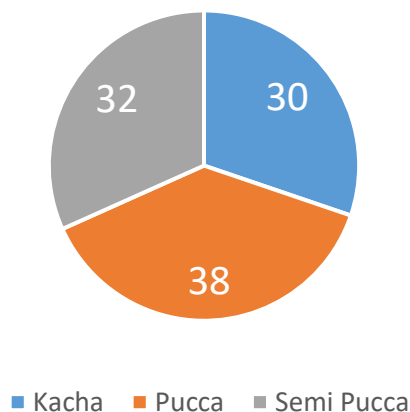


3.2. Household Indicators

Among the surveyed households, 98% of the households had a male head while only 2% had a female household head. The average household size is 7. However, on average, 16% underaged children (below 18 years of age) are among the earning members of the family, and 12% of the households reported that they have at least one person with a chronic disease (Cancer, TB, AIDS, etc.). The surveyed population included 98% Muslims, while 2% were reported as Non-Muslims. The type of houses in the Katchi Abadi were a mixture of kutcha, semi-pucca and pucca houses. Overall, 30% houses were pucca while the remaining 30% were kutcha and 32% semi-pucca.

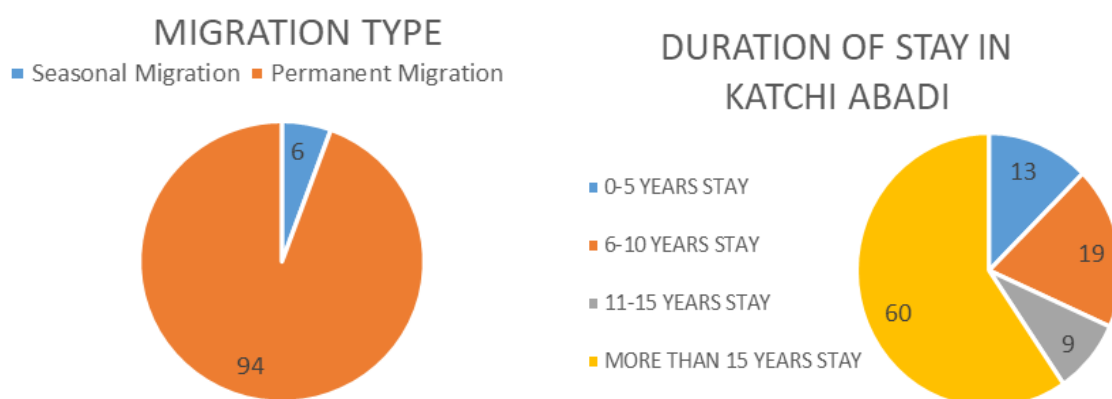
Figure 3.2.1. Type of Houses in the Katchi Abadis

Type of Houses in the Katchi Abadis



Majority of the households are permanently living in the Abadis. However, the survey also included some *jhuggis/shanties*. A total of 6% households reported that they migrate on a seasonal basis while the remaining 94% are residing permanently. The distribution of the number of years that the households have lived in the Abadis is given in the pie chart below.

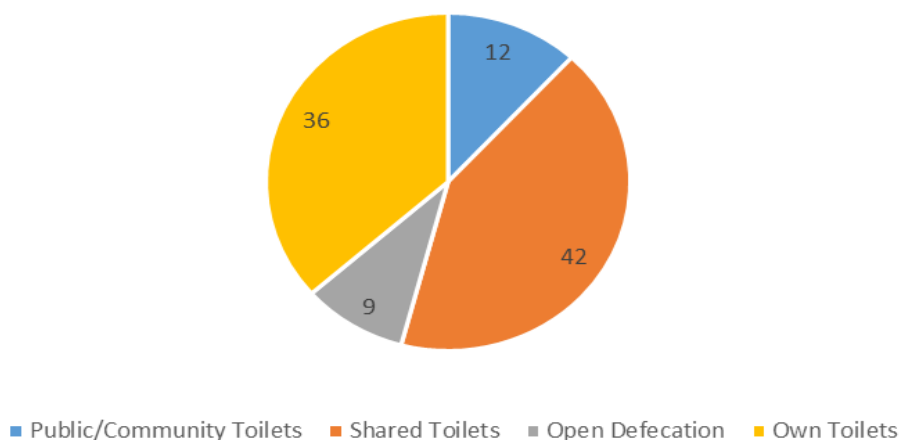
Figure 3.2.2. Migration type and Years living in Katchi Abadis



Toilet facilities in households are also indicative of the living conditions of each residence. 36% households had their own toilets, remaining either had shared (42%) or public (12%) toilets and 9% households had no option but to opt for open defecation.

Figure 3.2.3. Toilet Facility of Households

TOILET FACILITY IN THE KATCHI ABADIS



Given such dire circumstances, we see many Katchi Abadis lacking access to technology, similarly the technology usage is also low, with most households using only cell phones. 20% of the households reported that they have computers/laptops while 47% reported that they have smartphones and 75% have cell phones. Overall, 17% of the households reported that they use the internet.

Comparing the living conditions of Katchi Abadis with urban centers: A comparison of WASH facilities between MICS and ASER Katchi Abadis:

To compare the living conditions in katchi abadis with those of the urban centers they surround, a comparative analysis of comparable household indicators including source(s) of drinking water and toilet facilities between ASER Katchi Abadi and the Mixed Cluster Indicator Survey (MICS) by UNICEF for the sampled districts is presented below. The comparison has been done along matching and comparable indicators.

Overall, the data shows that in most indicators, if not all, Katchi Abadis lack significantly. This is reflective of poor conditions of sanitation, energy supply, and technological resources in the Katchi Abadis of Peshawar and Hyderabad.

Table 3.2.1. Comparison of WASH Indicators between MICS 2019 and ASER KA 2022 for Peshawar

MAJOR INDICATORS	MICS CATEGORY	ASER CATEGORY	PESHAWAR	
			MICS 2019	ASER
			Urban	K.Abd.
DRINKING WATER SOURCES	TAP WATER/PIPED WATER ETC	TAP	35.1	20.4
	FILTERED	FILTER	1.1	2.9
	MOTOR PUMP	BORE	25.9	62.7
	CART WITH SMALL TANK	WATER TANK	0.7	14.0
	OTHERS	OTHERS	0.4	<1%
TOILET FACILITY		Pub./Comm.		22.9
	Shared	Shared	8.4	48.4
	No facility/bushes etc.	Open Defecation	1.1	12.5
	Located in own dwelling/plot/Yard	Owned	99.8	16.1
TOILET FUNCTIONALITY	FLUSH TANK	FLUSH TANK	98.0	20.4
	SERVICE TOILET		-	62.7
	PIT	PIT	0.9	2.9

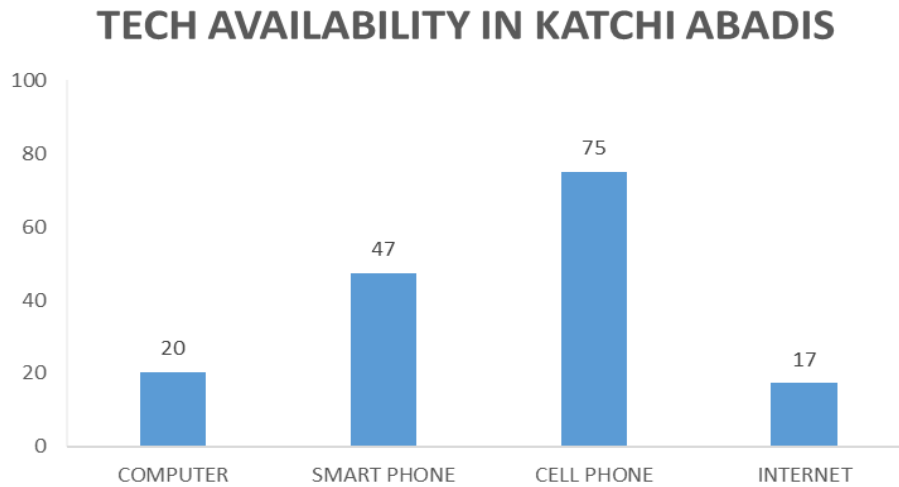
The availability of tap water for usage is lower in Katchi Abadis (20% in Peshawar Katchi Abadis as compared to 35% in urban Peshawar), which is why people in these slums rely on bore water and tanks. This adds to the cost of living for Katchi Abadi residents, as they have to bear an extra cost for the electricity to bore water or to buy water tanks. The problem is compounded by low availability of electricity in Katchi Abadis, and significantly lowers the quality of life in these areas. Low water availability directly affects other sanitation parameters, including shared or communal bathrooms and open defecation in urban slums, along with only 20% of the toilets being functional for flushing. The lack of cleanliness and hygienic environment makes inhabitants of Katchi Abadis especially vulnerable to diseases.

Table 3.2.2. Comparison of WASH Indicators between MICS 2019 and ASER KA 2022 for Hyderabad

MAJOR INDICATORS	MICS CATEGORY	ASER CATEGORY	HYDERABAD			
			MICS 2019			ASER
			U	R	T	K.Abd.
DRINKING WATER SOURCES	TAP WATER/PIPED WATER ETC	TAP	0.5	1.7	0.7	46.7
	WATER KIOSK	FILTER	6.7		5.6	28.9
	MOTOR PUMP	BORE	4.4	3.9	4.3	20.7
	CART WITH SMALL TANK	WATER TANK	0.9	0.6	0.8	3.2
	OTHERS	OTHERS	0.3	<0.5%	0.2	0.5
TOILET FACILITY		Pub./Comm.				6.7
	Shared	Shared	0.4	8.2	1.3	39.5
	No facility/bushes etc.	Open Defecation	5.2	36.5	10.3	7.9
	Located in own dwelling/plot/Yard	Owned	98.3	93.8	97.8	46
TOILET FUNCTIONALITY	FLUSH TANK	FLUSH TANK	92.2	48.7	85.0	19.3
	SERVICE TOILET					18.4
	PIT	PIT	0.1	1.9	0.4	32.3

In Hyderabad, the percentage of people using filtered (28.9% compared to 6.4% in urban areas) or bore water (20.7% as compared to 4.4% in urban areas) is considerably higher for Katchi Abadis owing to the lack of availability of tap water. 40% of the residents of Katchi Abadis use shared toilet facilities as compared to 0.7% in urban Hyderabad. Only 20% of toilets in Hyderabad Katchi Abadis have a functional flush tank, rendering the living conditions extremely unhygienic especially for young children.

Figure 3.2.4. Tech Availability in Katchi Abadis



Disaggregating technology acquisition by wealth for the poorest and richest HH reveals the following:

Access to **Television** among the poorest wealth bracket is 4% while 96% among households that fall in the richest income quartile.

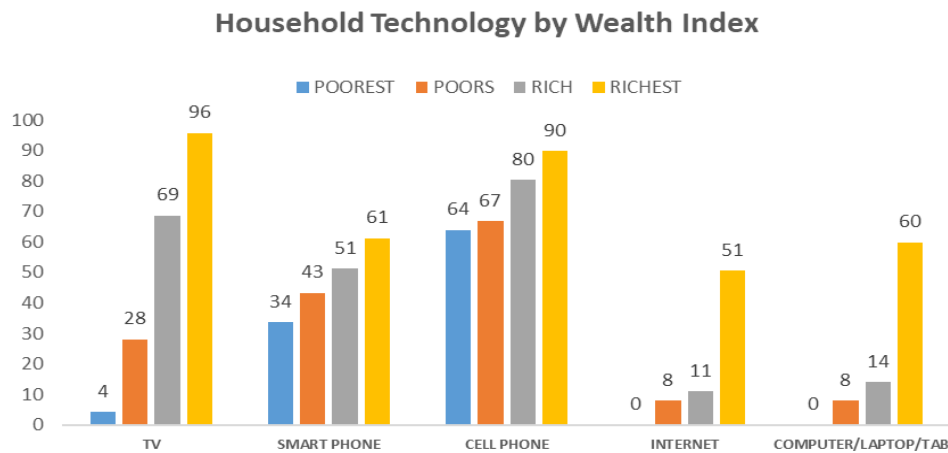
Cell phone: Poorest 64 % Richest 90%.

Smart phones: Poorest 34 % Richest 61%

Internet: Poorest 10% Richest 51%

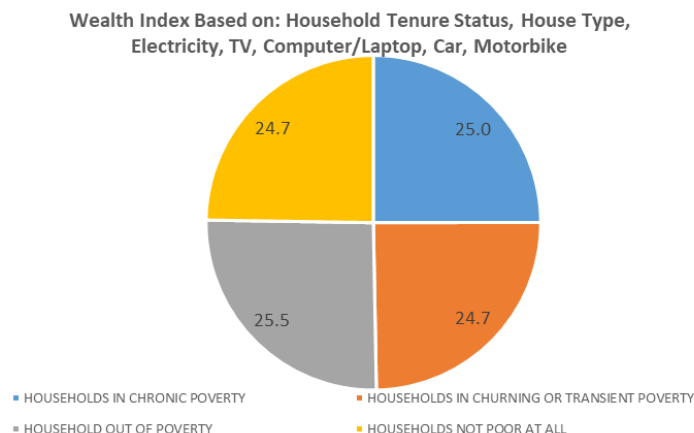
The data shows a lack of availability of internet and technological resources in Katchi Abadi households. During COVID-19, this lack of technology may have exacerbated learning losses amongst children living in the urban slums of Hyderabad and Peshawar.

Figure 3.2.5. Household technology by Wealth Index



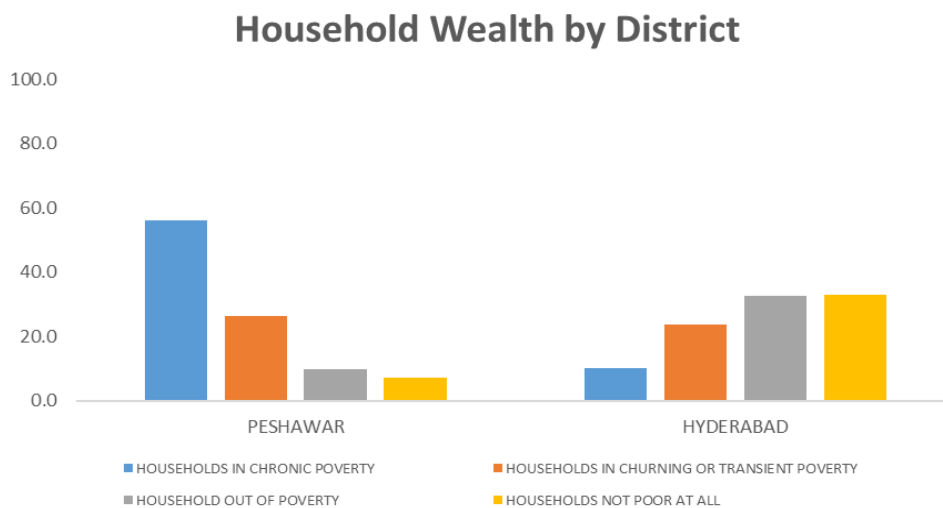
After observing the prevailing living conditions in the sample, a household wealth index was generated for post data analysis. This wealth index comprises household tenure status, house type, electricity availability, TV availability, computer/laptop availability, car and motorbike ownership by the household. It was observed that about 25% of the households are living in chronic poverty while another 24.7% are in churning or transient poverty. 25.5% households are out of poverty while 24.7% are not poor at all i.e., they can be understood as the relatively well-off households of the Katchi Abadis.

Figure 3.2.6. Distribution of Households by Wealth



District-wise household wealth distribution shows that Peshawar has the highest percentage of households in chronic poverty. This also reflects and explains the learning levels of this district (shared in a later section). Hyderabad has a higher percentage of households in the highest two quartiles of wealth index.

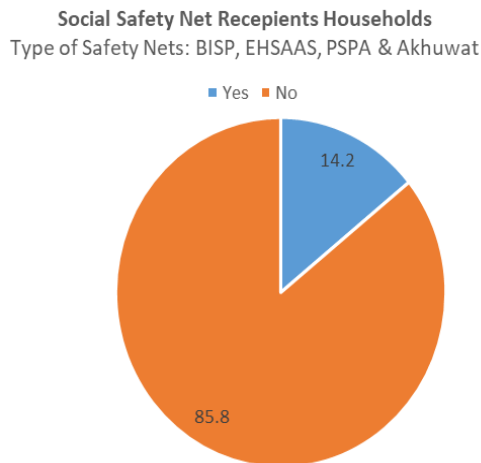
Figure 3.2.7. Household Wealth by District



Households living in such conditions often have to rely on social safety nets. The households were, therefore, inquired whether they were recipients of any of the following social safety nets: Benazir

Income Support Programme (BISP), EHSAAS, Akhuwat or any other. 14% of the households responded in affirmative.

Figure 3.2.8. Social Safety Net Recipient Households



3.3 Learning Outcomes by Household Wealth

Household wealth plays an instrumental facilitating role in children’s learning. Households with higher wealth can provide better resources for children’s learning. Those households do not need to engage their children in child labor. Children of such households have better opportunities and better facilities to learn better. The empirical evidence confirms this theoretical hypothesis. After conducting the Principal Component Analysis (PCA) on the household wealth indicators which have been stated before too, we divided the households in four quartiles, namely: households in chronic poverty, households in transient or churning poverty, households out of poverty and households not in poverty at all. Comparison of learning levels for all three subjects against these wealth levels shows that households that fall in the higher quartiles of wealth index perform better in learning. For Urdu/Sindh/Pashto learning, only 13% children of households in chronic poverty can read a story while 19% of children from households not poor at all can do the same. Similarly, for Arithmetic, only 10% of the children from households in chronic poverty can solve division while 17% of children from households not poor at all can do the same. Finally, in English as well, 12% of the children from chronically poor households can read sentences in English while 23% of children from households that are not poor at all can do the same.

Table 3.3.1 Urdu/Sindh/Pashto Learning by Household Wealth

Urdu/Sindh/Pashto Learning	Household Wealth			
	Households in Chronic Poverty	Households in Transient/Churning Poverty	Households out of Poverty	Households not Poor at all
Beginner/Nothing	38.1	25.9	25.2	25.5
Letters	19.8	22.9	21.4	17.6
Words	13.8	16.4	15.8	18.0
Sentences	14.8	16.0	20.1	20.1
Story	13.4	18.8	17.4	18.8
Total	100.0	100.0	100.0	100.0

Table 3.3.2 Arithmetic Learning by Household Wealth

Arithmetic Learning	Household Wealth			
	Households in Chronic Poverty	Households in Transient/Churning Poverty	Households out of Poverty	Households not Poor at all
Beginner/Nothing	31.7	19.0	17.1	16.1
No. Recog 1-9	13.7	23.3	19.8	18.8
No. Recog 10-99	14.9	13.5	15.6	14.9
No. Recog 100-200	12.6	12.7	15.3	11.0
Subtraction (2 digit)	8.1	8.3	9.2	13.0
Subtraction (3 digit)	9.0	10.4	8.5	9.1
Division	10.0	12.7	14.6	17.1
Total	100.0	100.0	100.0	100.0

Table 3.2.3 English Learning by Household Wealth

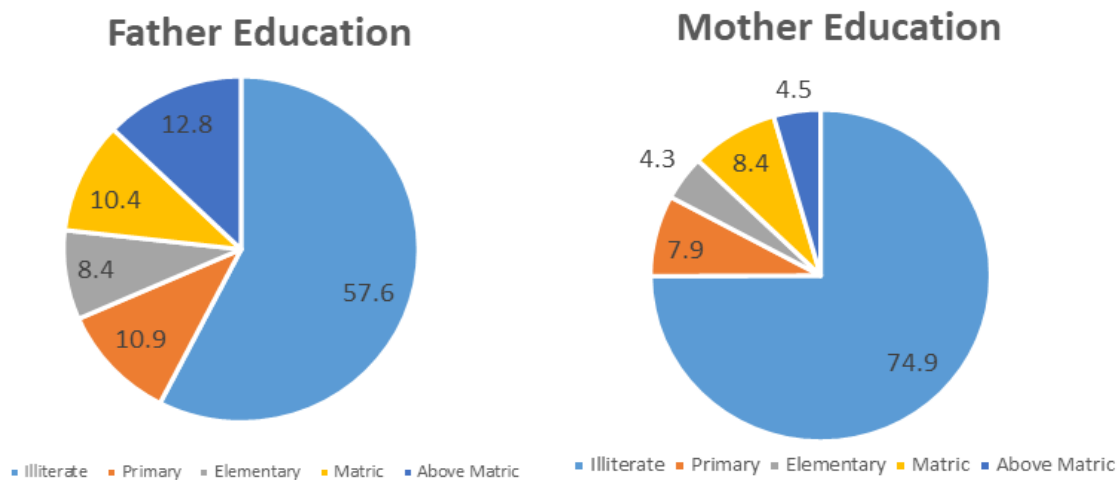
English Learning	Household Wealth			
	Households in Chronic Poverty	Households in Transient/Churning Poverty	Households out of Poverty	Households not Poor at all
Beginner/Nothing	37.6	30.2	25.4	23.1
Capital Letters	20.6	16.9	18.9	19.0
Small Letters	17.7	17.3	18.0	20.2
Words	12.1	16.3	19.1	14.5
Sentences	12.0	19.4	18.7	23.1
Total	100.0	100.0	100.0	100.0

The learning outcomes show a clear correlation between learning levels and household wealth. The percentage(s) of students exhibiting only beginner level learning for each subject is concentrated within households living in chronic or transient poverty.

3.4. Parental Education

As per the sample, 74.9% mothers and 57.6% fathers were illiterate. About 8.4% mothers and 10.4% fathers had education level till matriculation (grade 10) and 4.5% mothers and 12.8% fathers had education above matric. The pie chart below provides further details on parents' education levels.

Figure 3.4.1. Parental Education in Katchi Abadis



Learning Outcomes by Mother's Education

Mothers' education has proven to be a key instrument in advancing and sustaining children's education quality. Educated mothers help their children learn better and retain the knowledge. For all three of the competencies, it can be observed that children of educated mothers perform better compared to children of illiterate or less educated mothers. Initially, it was observed that illiteracy is very high in the Katchi Abadis where about 75% mothers are illiterate. The percentage of children of illiterate mothers who can read a story in Urdu/Sindh/Pashto is 11.5%. Compared to that, the percentage of children of mothers with above matric level education who can read a story in Urdu/Sindh/Pashto is about 18%. Similarly, in the case of Arithmetic, only 8.2% children of illiterate mothers can solve division while 14% children of mothers with above matric level education can do the same. In case of English as well, 14% children of illiterate mothers can read sentences in English, and compared to that, 26% children of mothers with above matric level education can read the same.

Table 3.4.1. Urdu/Sindh/Pashto Learning by Mothers Education Level

Urdu/Sindh/Pashto Learning	Mother's Education Level				
	Illiterate	Primary (1 to 5)	Elementary (6 to 8)	Matric (9 to 10)	Above Matric (11 to 16)
Beginner/Nothing	36.4	30.1	20.9	22.1	20.4
Letters	20.4	19.1	18.8	23.3	21.5
Words	14.9	21.7	22.5	14.1	19.4
Sentences	16.8	16.6	22.5	23.3	21.5
Story	11.5	12.5	15.3	17.2	17.9
Total	100.0	100.0	100.0	100.0	100.0

Table 3.4.2. Arithmetic Learning by Mothers Education Level

Arithmetic Learning	Mothers Education Level				
	Illiterate	Primary (1 to 5)	Elementary (6 to 8)	Matric (9 to 10)	Above Matric (11 to 16)
Beginner/Nothing	37.7	25.2	15.3	11.2	6.1
Number Recog 1-9	12.9	18.7	22.2	21.3	18.1
Number Recog 10-99	13.5	15.8	17.5	17.2	19.2
Number Recog 100-200	12.6	12.9	12.9	14.6	16.3
Subtraction (2 digit)	8.8	10.1	11.8	12.5	12.9
Subtraction (3 digit)	6.3	7.6	8	9.4	13.2
Division	8.2	9.7	12.3	13.8	14.2
Total	100.0	100.0	100.0	100.0	100.0

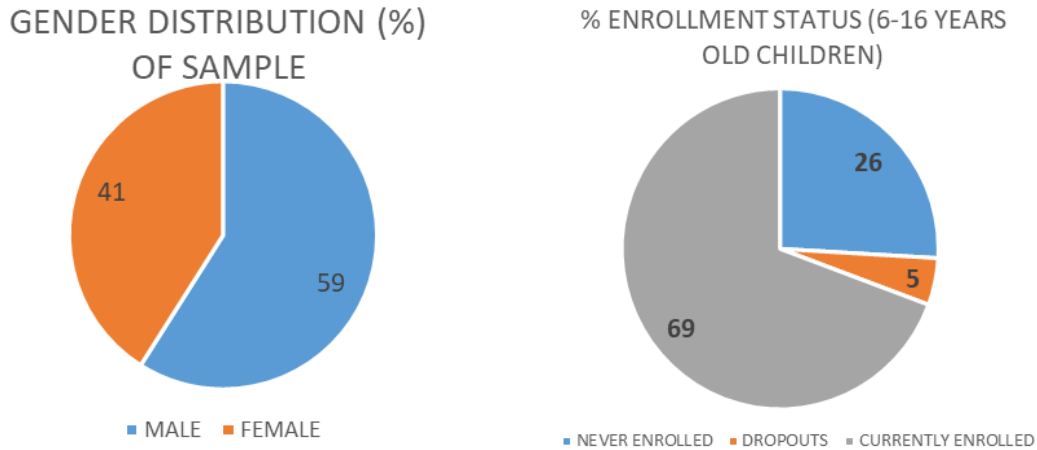
Table 3.4.3. English Learning by Mother's Education Level

English Learning	Mother's Education Level				
	Illiterate	Primary (1 to 5)	Elementary (6 to 8)	Matric (9 to 10)	Above Matric (11 to 16)
Beginner/Nothing	34.3	28.6	21.1	22.1	20.5
Capital Letters	19	17.7	17.5	22.7	11.8
Small Letters	17.2	19.6	26.3	15.3	30.1
Words	15.3	16.5	16.3	18.4	11.8
Sentences	14.2	17.6	18.8	21.5	25.8
Total	100.0	100.0	100.0	100.0	100.0

3.5. Gender Distribution and Children’s Enrolment Status

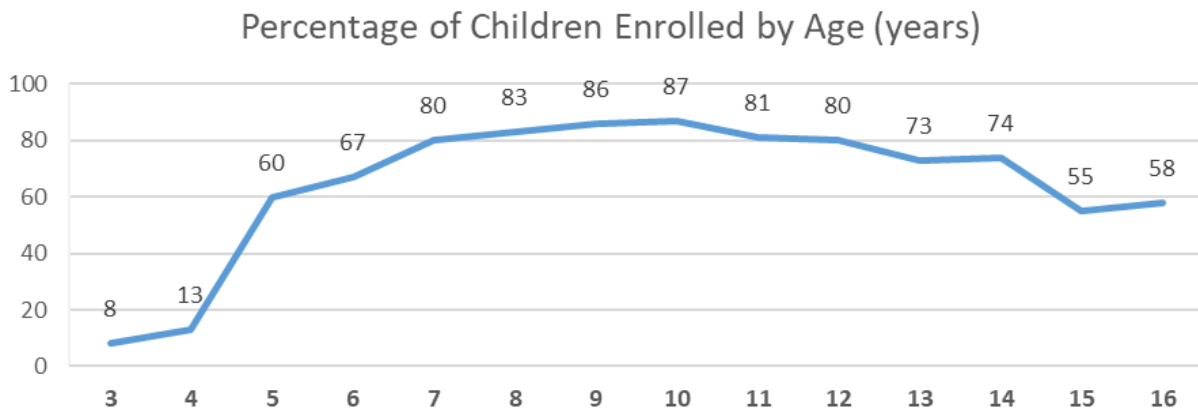
The sampled children include 59% boys and 41% girls of ages 3 to 16. Of these children, about 26% are never enrolled in schools while 5% have dropped out and 69% of the children are currently enrolled. For children aged 6 to 16, 26% children are never enrolled, 5% of the sample dropped out, while 69% are currently enrolled.

Figure 3.5.1. Gender Distribution and Enrolment Status



Enrolment is highest for children aged 10. Trends for children getting enrolled at the age of 3 seems almost rare in Katchi Abadis as only 8% children of this age are currently enrolled. A possible explanation for that could be the lack of pre-primary schools for children. Enrolment increases significantly from the age of 5, and reaches its peak at the age of 10 and then starts to drop again. The table below summarizes the age-wise enrolment status.

Figure 3.5.2. Enrolment by Age



A look at enrolment by gender offers two important insights. Firstly, early years enrollment is similar regardless of gender. However, enrolment levels for boys and girls start to vary at age 9,

with girls' enrolment continuing to fall behind. Secondly, 35% girls and 28% boys remain out of school.

Figure 3.5.3. Enrolment by Gender

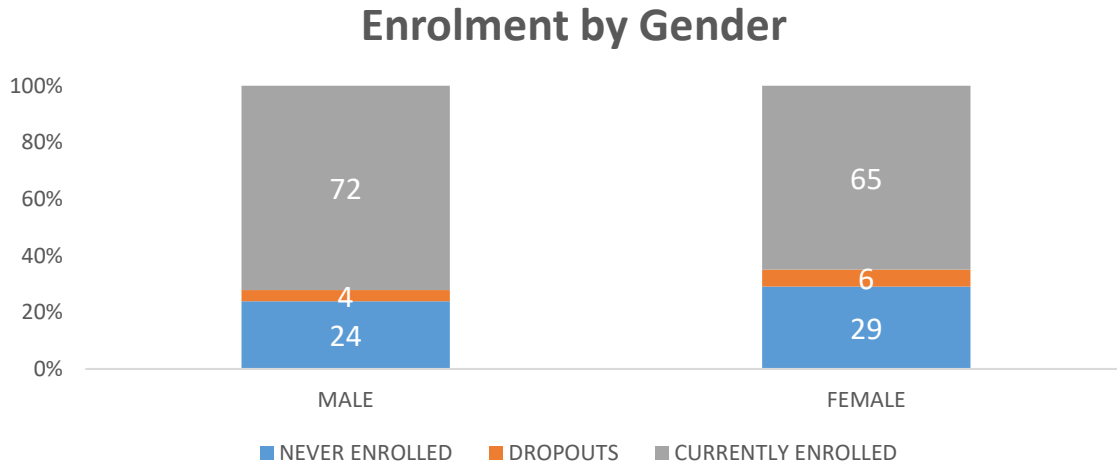
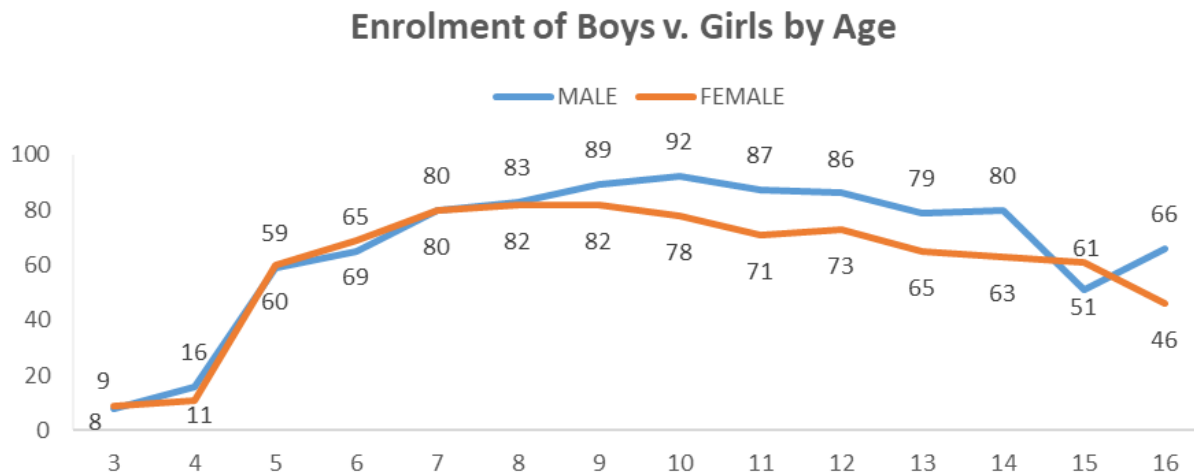


Figure 3.5.4. Enrolment by Gender and Age



In terms of the different type of institutions, more children are enrolled in government schools (60%) as compared to private schools (22%). NFEs, on the other hand, show 17% enrolment while Madrassah enrolment stands at 1%.

Figure 3.5.6. Enrolment by Institute Type

Enrolment (%) by Institution Type

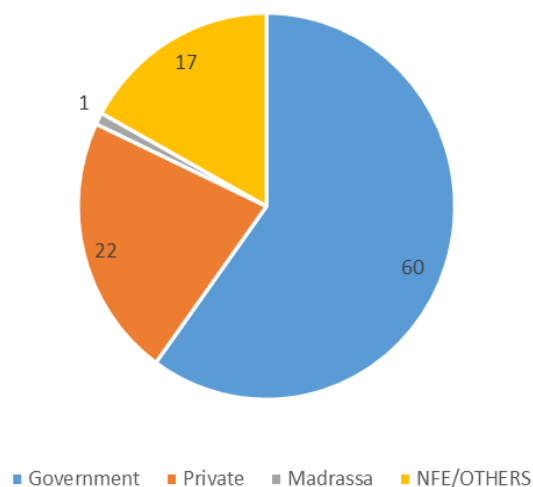
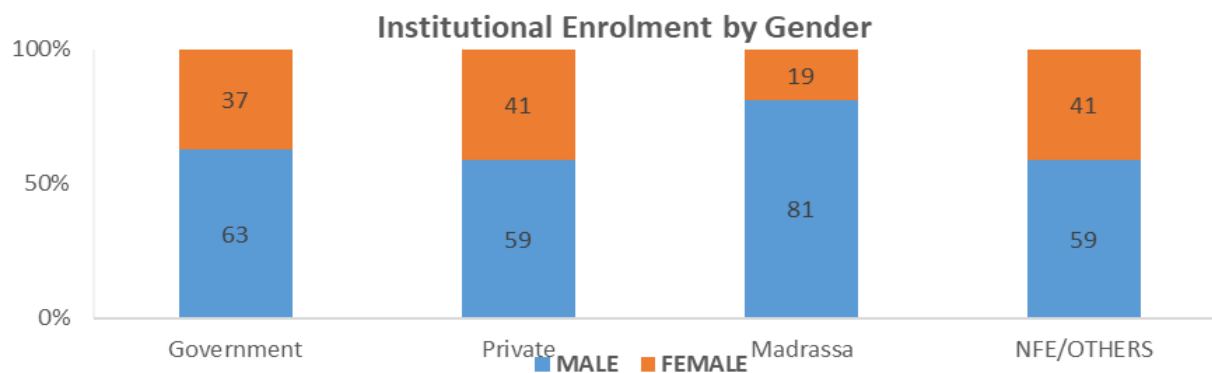
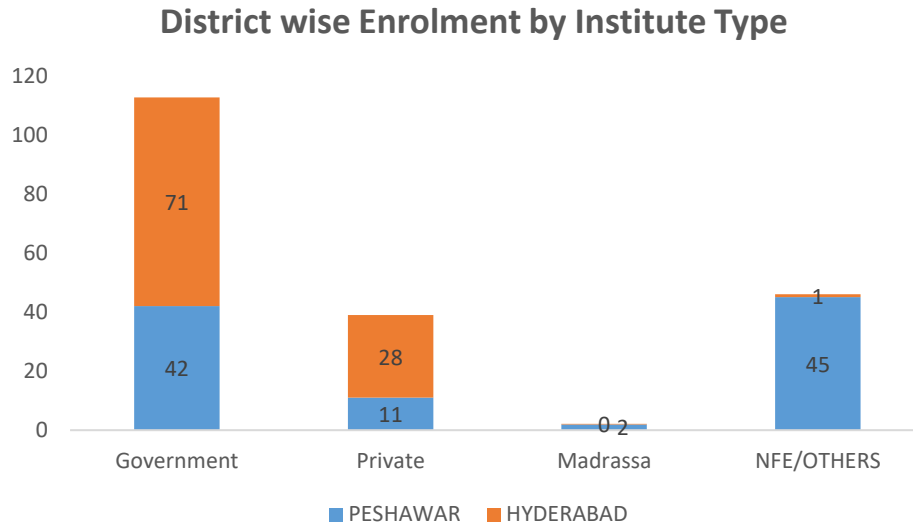


Figure 3.5.7. Enrolment by Institute Type and Gender



Upon observing the distribution of education providers across the two sample districts, it is evident that a good majority of children residing in urban slums of Hyderabad are enrolled in government schools (71%). However, private schools do not have much presence in the observed sample. Chances are there are not many private schools set up in Katchi Abadis or its outskirts. However, NFEs seem to be quite popular in the district of Peshawar (45%).

Figure 3.5.8. District wise Enrolment by Institute Type



3.6.1. Learning Outcomes by Enrolment Status

The difference in the learning outcomes of enrolled and out of school children is stark, which is a strong evidence of the fact that while the quality of schooling needs to improve significantly, the provision of sub-par education still produces better learning outcomes than no schooling at all. Compared to an average of 0.7% out of school children who could read a story in Urdu/Sindh/Pashto/Pashto, 99.3% of the enrolled children could do the same which is a big difference. This gap is also stark, and almost in reverse, for children who are at the beginner or nothing level. Moreover, 25.1% never enrolled & 5.1% dropped out were at the beginner/nothing level while 69.8% of the enrolled children were at beginner/nothing level in Urdu/Sindh/Pashto.

Table 3.6.1. Urdu/Sindh/Pashto Learning by Schooling Status

Urdu/Sindh/Pashto Learning	Education Status		
	Never Enrolled	Dropped Out	Currently Enrolled
Beginner/Nothing	25.1	5.1	69.8
Letters	1.9	3.5	94.6
Words	0.0	6.0	94.0
Sentences	0.0	2.5	97.5
Story	0.0	0.7	99.3
Total	100.0	100.0	100.0

Out-of-school children (52% never enrolled & 11% dropped out) stood at the beginner/nothing level compared to only 68.8% of currently enrolled. In reverse, out-of-school children (0% never enrolled & 2.4% dropped out) were able to solve division while 97.6% of the currently enrolled could do the same.

Table 3.6.2. Arithmetic Learning by Schooling Status

Arithmetic Learning	Education Status		
	Never Enrolled	Dropped Out	Currently Enrolled
Beginner/Nothing	27.1	4.1	68.8
No. Recognition 1-9	8.7	9.9	81.4
No. Recognition 10-99	0.0	3.7	96.3
No. Recognition 100-200	0.0	1.2	98.8
Subtraction (2-digit)	0.0	1.3	98.7
Subtraction (3-digit)	0.0	0.0	100.0
Division	0.0	2.4	97.6
Total	100.0	100.0	100.0

Findings from English learning show that 43.2% never enrolled & 4.5% dropped out children are at the beginner/nothing level in English compared to 52.3% enrolled children. On the other hand, 0% never enrolled & 5.2% dropped out children can read sentences in English compared to a much higher figure for the currently enrolled which stands at 94.8%.

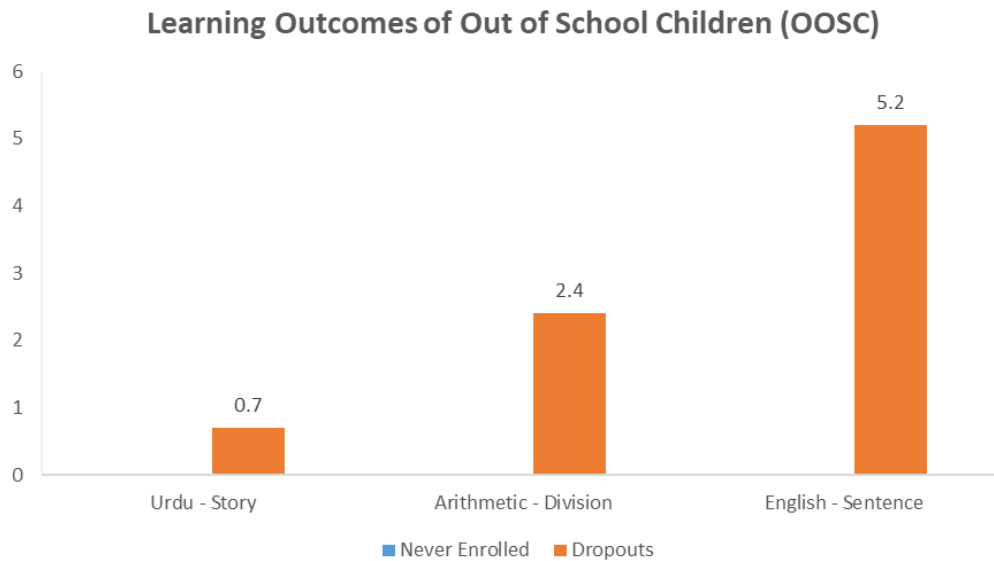
Table 3.6.3. English Learning by Schooling Status

English Learning	Education Status		
	Never Enrolled	Dropped Out	Currently Enrolled
Beginner/Nothing	43.2	4.5	52.3
Capital Letters	12.6	8.1	79.3
Small Letters	0.0	4.9	95.1
Words	0.0	0.9	99.1
Sentences	0.0	5.2	94.8
Total	100.0	100.0	100.0

Learning Levels of Drop-outs vs. Never Enrolled

Out of School Children (OOSC) basically comprise of those who have never been enrolled or those who dropped out at some point before data collection of the survey. There is a need for immediate action when data is disaggregated on learning for OOSC in urban slums; the learning levels of children who dropped out is considerably higher than those who never enrolled.

Figure 3.6.1. Learning Outcomes of OOSC



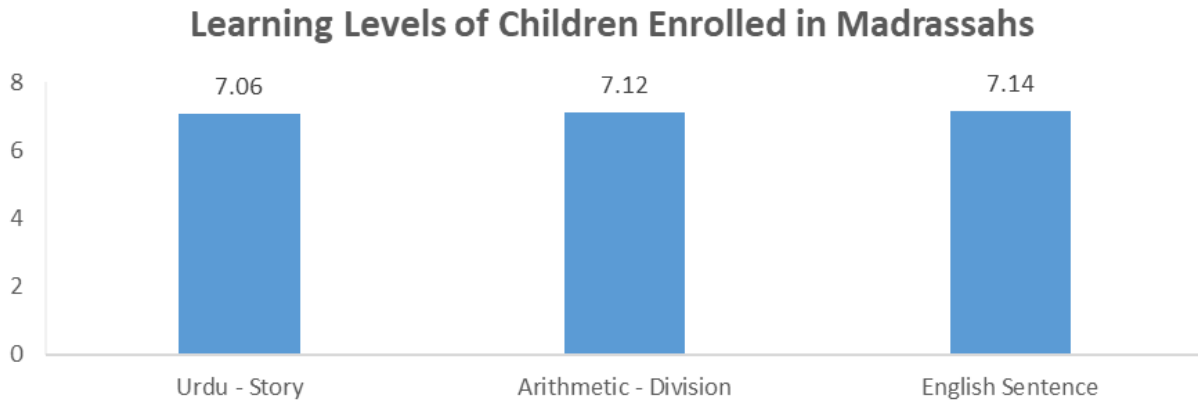
Note: No child that was “never enrolled” was able to attain the highest level of Literacy or Numeracy

The urban slums study reveals shocking results with specific regard to learning levels of never enrolled children. The numbers are too small to be reported, hence no representation on the graphs can be seen. Meanwhile, dropouts have shown some learning retention, albeit being quite negligible. Learning outcomes of dropouts are 0.7% in Urdu/Sindh/Pashto, 2.4% in Arithmetic and 5.2% in English. However, whatever little dropout children knew shows that despite poor education, they fared better than children who have never been enrolled.

Low Learning in Madrassahs:

Of a very small number of madrassah-enrolled children in our sample (5-16 years), only 7% could read a story in Urdu/Sindh/Pashto, 7.1% could solve division, and 7.1% could read sentences in English. This reveals extremely poor learning levels of children in madrassahs in KAs that ask for immediate attention.

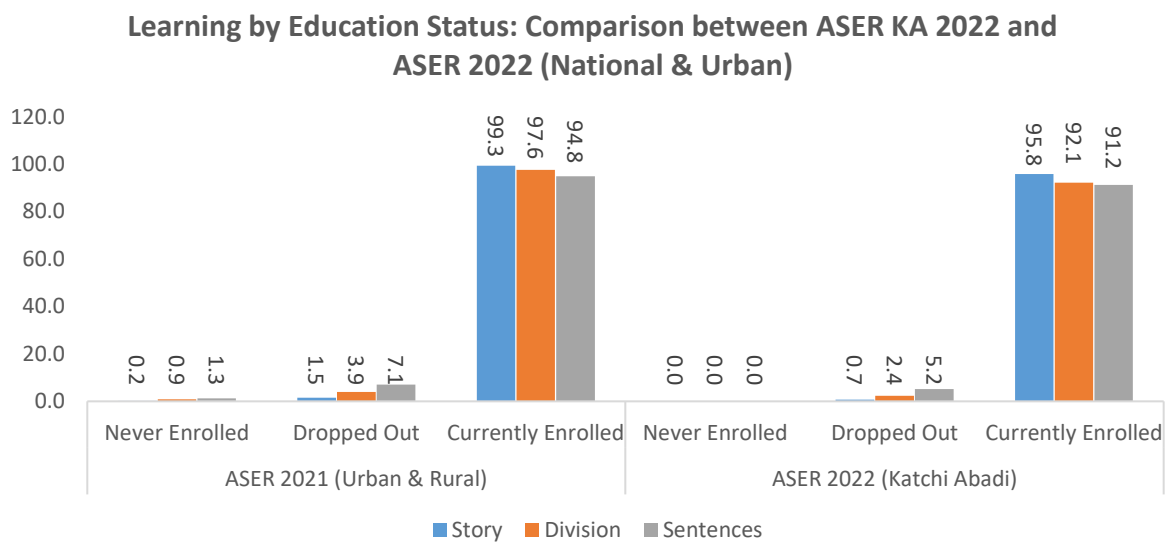
Figure 3.6.2. Learning Levels of Children Enrolled in Madrassahs



Learning by Schooling Status: Comparison between ASER KA 2022 and ASER 2021 (National & Urban)

A comparison at this level again shows lower learning outcomes from the ASER National and Urban 2021 survey compared to the ASER KA 2022 survey. Out of School Children if given support through a second chance program could progress well in improved learning outcomes; this could be through the Chalo Parho Barho (CPB) or Teaching at the Right Level (TARL) the accelerated 60 days foundational literacy and numeracy (FLN) approach tested well by ITA in Pakistan since 2012/13.

Figure 3.6.3. Learning by Schooling Status: Comparison between ASER KA 2022 and ASER 2021 (National & Urban)



Learning Outcomes by Institute Type

Government schools' children marginally outperform private schools' children in all three subjects' assessments. For Urdu/Sindh/Pashto reading, 23% children enrolled in government schools can read a story while only 20% of private school children can do the same. In the case of Arithmetic, 18% of government school-going children can solve division compared to 16% of private school-going children. Finally, in the case of English, 24% of government school-going children can read sentences in English compared to 20% of private school-going children. A similar difference is also noticeable in children who are at the beginner/nothing level in both types of institutes.

Table 3.6.4. Urdu/Sindh/Pashto Learning by Institute Type

Urdu/Sindh/Pashto	Institute Type	
	Government	Private
Beginner/Nothing	16.6	15.0
Letters	18.2	25.6
Words	21.0	15.6
Sentences	21.4	23.7
Story	22.8	20.1
Total	100.0	100.0

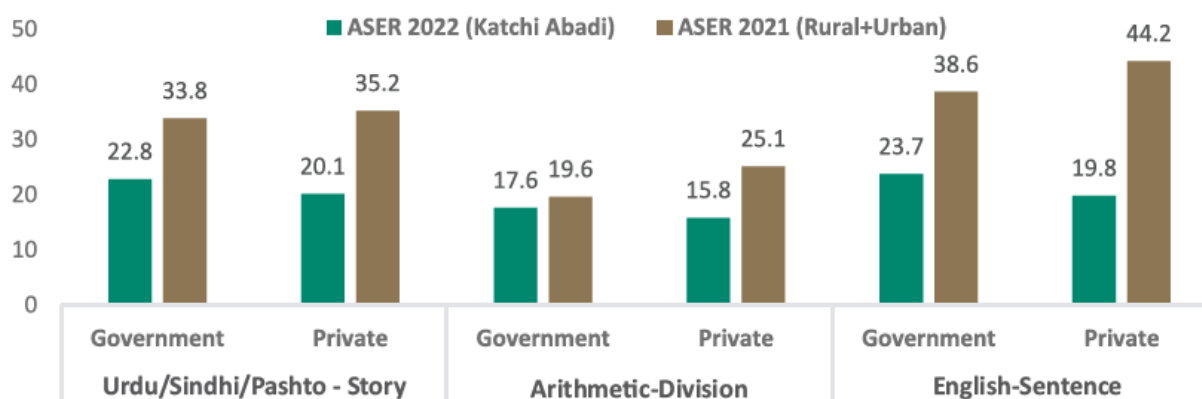
Table 3.6.5. Arithmetic Learning by Institute Type

Arithmetic	Institute Type	
	Government	Private
Beginner/Nothing	10.8	7.9
No. Recognition 1-9	14.2	11.9
No. Recognition 10-99	18.3	16.9
No. Recognition 100-200	15.6	20.1
Subtraction (2-digit)	13.1	13.5
Subtraction (3-digit)	10.4	14.0
Division	17.6	15.8
Total	100.0	100.0

Table 3.6.6. English Learning by Institute Type

English	Institute Type	
	Government	Private
Beginner/Nothing	16.1	11.1
Capital Letters	17.1	25.6
Small Letters	23.6	20.6
Words	19.5	23.0
Sentences	23.7	19.8
Total	100.0	100.0

Figure 3.6.4. Learning by Institute Type: Comparison between ASER KA 2022 and ASER 2021 (National & Urban)



Comparison between ASER KA 2022 and ASER 2021 (national & urban) shows that children from Katchi Abadis attending government schools do better than those attending private schools. For Urdu/Sindh/Pashto reading, 23% children enrolled in government schools can read a story while only 20% private school children can do the same. In Arithmetic, 18% of government school going children can solve two-digit division compared to 16% in private schools. In English, 24% of private school children can read sentences in English compared to 20% of government school children. Both government and private schools have to work with meager resources in the Katchi Abadis, and the low learning levels of children across all three competencies are a reflection of this neglect.

3.6.2 Learning Outcomes of Children Aged 5 to 16

3.6.2.1. Overall Learning Outcomes

The overall learning outcomes of the study show that about 28%, 21% and 29% children can be categorized in the beginner/nothing level in Urdu/Sindh/Pashto, Arithmetic and English, respectively. For Urdu/Sindh/Pashto Learning, assessments show that only about 18% children could read at least sentences. Of the total, 17% children were able to read a grade two level story. For more details, see the figure below:

Table 3.6.2.1.1. Urdu/Sindh/Pashto Overall Learning Levels

Urdu	Overall Learning Levels (%)
Beginner/Nothing	28.9
Letters	20.2
Words	15.9
Sentences	18.0
Story	17.0
Total	100

For Arithmetic, about 9.6% of the children (aged 5-16) can solve 3 digit subtraction questions. However, only about 13% can solve a two-digit division.

Table 3.6.2.1.2. Arithmetic Overall Learning Levels

Arithmetic	Overall Learning Levels
Beginner/Nothing	21.2
Number Recognition 1-9	18.8
Number Recognition 10-99	14.7
Number Recognition 100-200	13.0
Subtraction (2-digit)	9.6
Subtraction (3-digit)	9.6
Division	13.1
Total	100

In English, about 15.5% of the children were able to read till the word level question. However, only about 18% could read grade two level sentences.

Table 3.6.2.1.3. English Overall Learning Levels

English	Overall Learning Levels
Beginner/Nothing	29.3
Capital Letters	18.8
Small Letters	18.2
Words	15.5
Sentences	18.1
Total	100

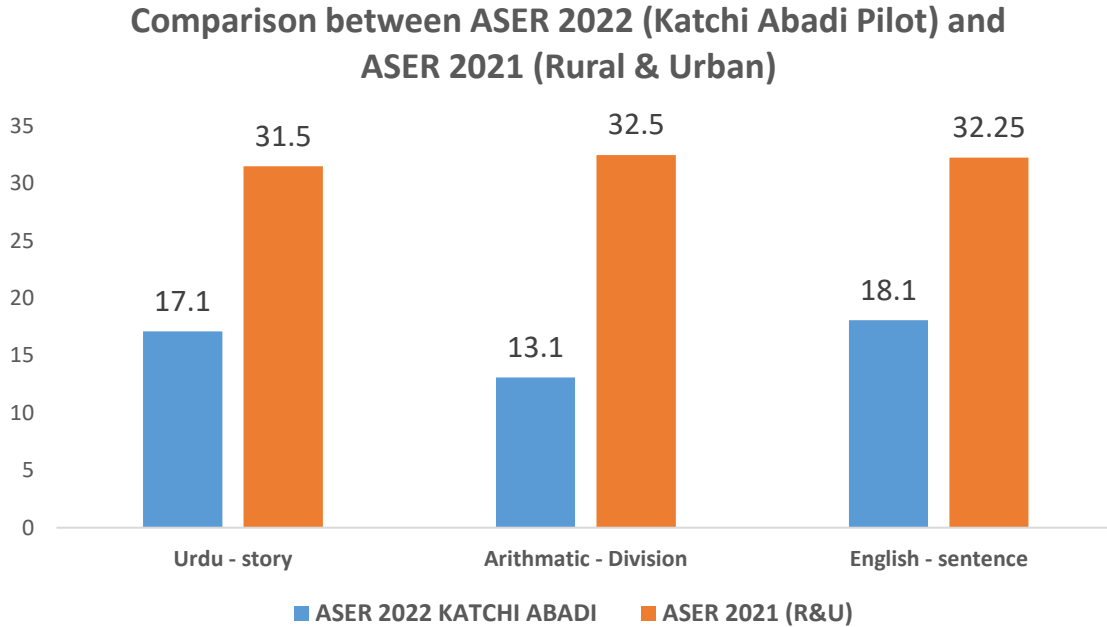
3.6.2.2 Comparison between ASER KA 2022 and ASER 2021 (National & Urban)

Katchi Abadi children’s learning outcomes in 2022 may be compared with rural and urban ASER 2021 findings as a provisional benchmark. The recent **ASER 2021 COVID-19 Study in 16 rural districts reveals statistically significant “Learning Losses”**. Since learning baselines are not available for Katchi Abadis/urban slums, it is this gap that the current research seeks to address for large, vulnerable, multilingual migrant groups residing in marginalized urban slums. Therefore, while comparisons with ASER Urban 2021 for the same two districts are important, the comparable results of the survey on learning should be read with caution conducted for the first time in KAs of Pakistan.

Overall Learning Outcomes: In 2021, learning outcomes (5-16 year olds) gathered in the same four districts revealed Urdu/Sindh/Pashto story reading at 17.1%, while in the Katchi Abadis in the two districts covered in 2022, story reading in Urdu/Sindh/Pashto is close to zero. For two-digit division in 2021, 13.1% children were competent, while the Katchi Abadi 2022 data shows that learning outcomes amongst its children are non-existent. Our 2021 data (rural/urban) shows that 18.1% children could read sentences in English, but in Katchi Abadis (2021), a very small

population of children can read English sentences. The data so far shows an incredibly alarming situation in Katchi Abadis in terms of service delivery mechanisms across the education sector spectrum.

Figure 3.6.2.2.1. Overall Learning Comparison



3.6.2.3. Learning and Mother Tongue, *the elephant in the room*

There are 9 mother tongues reported in the Katchi Abadi household survey 2022. The medium of instruction in majority urban slum schools is Urdu/Sindh. Global research reveals foundational learning in mother tongue equips children to establish strong skills in numeracy and literacy. The lack of attention and sensitivity to mother tongue foundational learning in ECE and primary years remains a major policy and action challenge for learning in Pakistan, a significant contributor to high Learning Poverty (75%), rising to 85% in Pakistan (World Bank, 2020).

Figure 3.6.2.3.1. Type of Mother Tongue in %Households

Type of Mother Tongue in % Households - Katchi Abadis

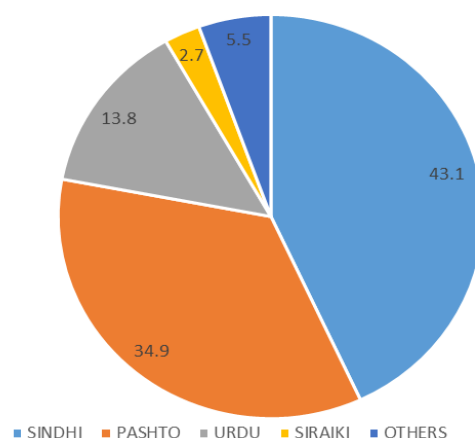


Table 3.6.2.3.1. Mother Tongue in %Households

PESHAWAR			HYDERABAD		
Languages	%	Samples	Languages	%	Samples
Pushto	97.1	271	Sindhi	63.1	377
Language Not Mentioned	2.9	8	Urdu	20.3	121
Total	100.0	279	Pashto	5.9	35
* Others Category has miscellaneous languages that had samples less than 8 households. A majority includes Balochi, Punjabi, Gujrati, Marwari etc. A total of 42 households reported these least spoken languages in targeted the Katchi Abadis of Peshawar and Hyderabad Districts			Siraiki	4.0	24
			Others	6.7	40
			Total	100.0	597

3.6.2.4 Learning Outcomes by Class (Currently Enrolled Children only)

For the enrolled children, learning outcomes vary by the class in which they are currently enrolled. The ASER tools are designed using grade-two level curriculum and are aligned with the Single National Curriculum. Ideal outcome should be that all children from class three and above should be able to read a story in Urdu/Sindh/Pashto, solve two-digit division in Arithmetic and read sentences in English. Children from grade two and one are expected to be at a lower level. However, assessment along the same principle is done for all. The outcomes of ASER-National, ASER-Urban as well as ASER-KA show that children of even higher grades continue to struggle to perform well on a grade two level assessment.

In Urdu/Sindh/Pashto, from class one, 37.7% could read Urdu/Sindh/Pashto letters. From Class two, 17.7% could read words in Urdu/Sindh/Pashto. Only 69.7% of students in class eight were able to read a grade 2 level story.

Table 3.6.2.4.1. Urdu/Sindh/Pashto Learning Levels by Class

Class	Urdu/Sindh/Pashto Learning Levels					Total
	Beginner/Nothing	Letters	Words	Sentences	Story	
1	55.0	37.7	7.4	0.0	0.0	100
2	29.3	39.5	17.7	13.5	0.0	100
3	12.6	24.9	28.5	23.8	10.1	100
4	0.0	21.9	34.0	28.9	15.2	100
5	0.0	7.9	21.3	30.3	40.4	100
6	0.0	0.0	21.1	38.2	40.7	100
7	0.0	0.0	0.0	48.6	51.4	100
8	0.0	0.0	0.0	30.3	69.7	100
9	0.0	0.0	0.0	28.6	71.4	100
10	0.0	0.0	0.0	17.4	82.6	100
Total	14.9	20.9	19.3	22.6	22.4	100

The trends are quite similar for Arithmetic as well. At class 1 level, number recognition is expected, but only 6.1% of class one can recognize numbers from 100 to 200. By class three, a child should be able to solve grade two-level subtraction and division. However, in class three, only 8% can solve at least subtraction and only 37.1% from class 5 can solve division questions. In higher classes such as class 8, around 2 out of every 4 (55.8%) children are unable to solve two-digit division.

Figure 3.6.2.4.1 Arithmetic Learning Levels by Class/Grade

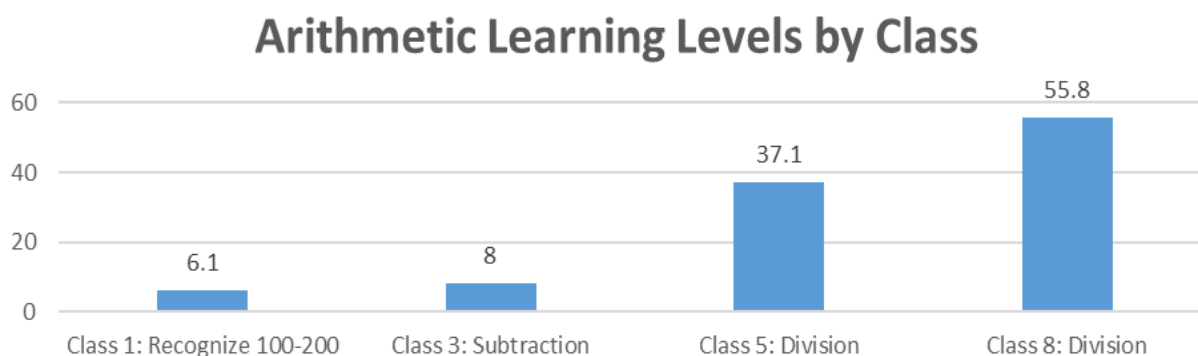


Table 3.6.2.4.2. Arithmetic Learning Levels by Class

Class	Arithmetic Learning Levels							
	Beginner/Nothing	No. Recognition 1-9	No. Recognition 10-99	No. Recognition 100-200	Subtraction (2-digit)	Subtraction (3-digit)	Division	Total
1	43.5	29.6	20.9	6.1	0.0	0.0	0.0	100
2	11.7	33.5	29.3	21.8	3.8	0.0	0.0	100
3	4.0	23.6	29.0	35.5	8.0	0.0	0.0	100
4	0.0	6.0	19.4	22.9	24.8	16.8	10.2	100
5	0.0	0.0	6.7	9.0	18.0	29.2	37.1	100
6	0.0	0.0	6.5	9.5	19.1	25.6	39.2	100
7	0.0	0.0	0.0	0.0	18.9	35.1	45.9	100
8	0.0	0.0	0.0	0.0	13.0	31.2	55.8	100
9	0.0	0.0	0.0	0.0	14.3	26.8	58.9	100
10	0.0	0.0	0.0	0.0	15.7	22.9	61.4	100
Total	8.8	14.9	17.7	16.7	12.4	12.3	17.3	100

English reading also shows similar trends. In class one, only about 15.2% of children can read small letters. In class three, 33.1% of children can read class 2 level sentences in English. By class 5 only 39.3% of the children can read sentences in English and by class 8, only 46.7% of the children can read class 2 level sentences in English.

Figure 3.6.2.4.2. English Learning Levels by Class

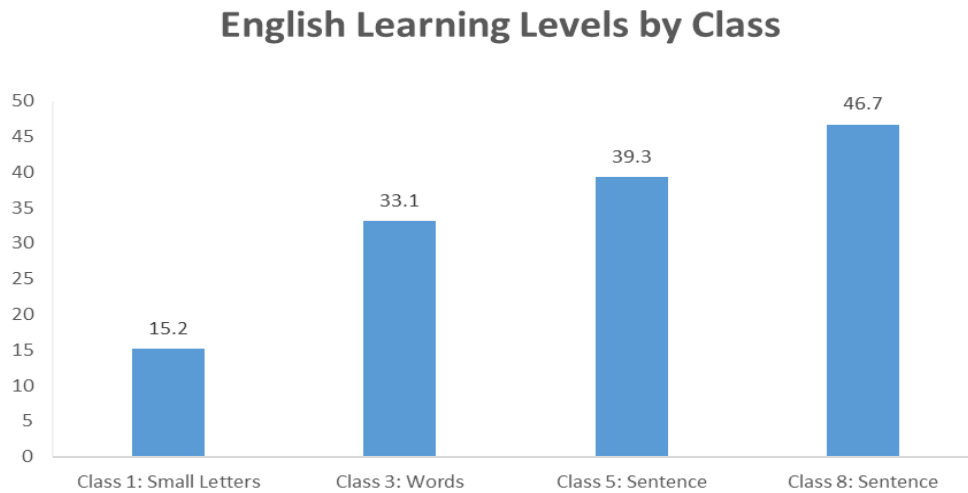


Table 3.6.2.4.3. English Learning Levels by Class

Class	English Learning Levels					
	Beginner/Nothing	Capital Letters	Small Letters	Words	Sentences	Total
1	59.1	25.7	15.2	0.0	0.0	100
2	29.7	30.5	32.3	7.5	0.0	100
3	12.4	26.9	33.1	22.2	5.5	100
4	0.0	22.9	33.7	24.8	18.7	100
5	0.0	10.1	16.9	33.7	39.3	100
6	0.0	4.5	13.6	35.2	46.7	100
7	0.0	0.0	16.2	32.4	51.4	100
8	0.0	0.0	0.0	39.0	61.0	100
9	0.0	0.0	0.0	26.8	73.2	100
10	0.0	0.0	0.0	18.6	81.4	100
Total	15.4	18.8	22.7	20.4	22.7	100

3.6.2.5 Class wise Learning Comparison between ASER KA 2022 and ASER 2021 (National & Urban)

Class wise comparisons for all three subjects show better learning outcomes for Katchi Abadi children only at the level of class one. In class three, the gap between settled rural/urban and Katchi Abadi children grows, but reduces marginally in successive classes. The pattern is to some extent consistent for all three subjects. The reason could be that after class five, with an average age of 10, children in Katchi Abadis may have to join the labor force in some capacity which begins to divert their attention from learning. Future studies can take up this question to test the hypothesis.

Figure 3.6.2.5.1. Urdu/Sindh/Pashto Learning Levels by Class: Comparison between ASER KA 2022 and ASER 2021 (National & Urban)

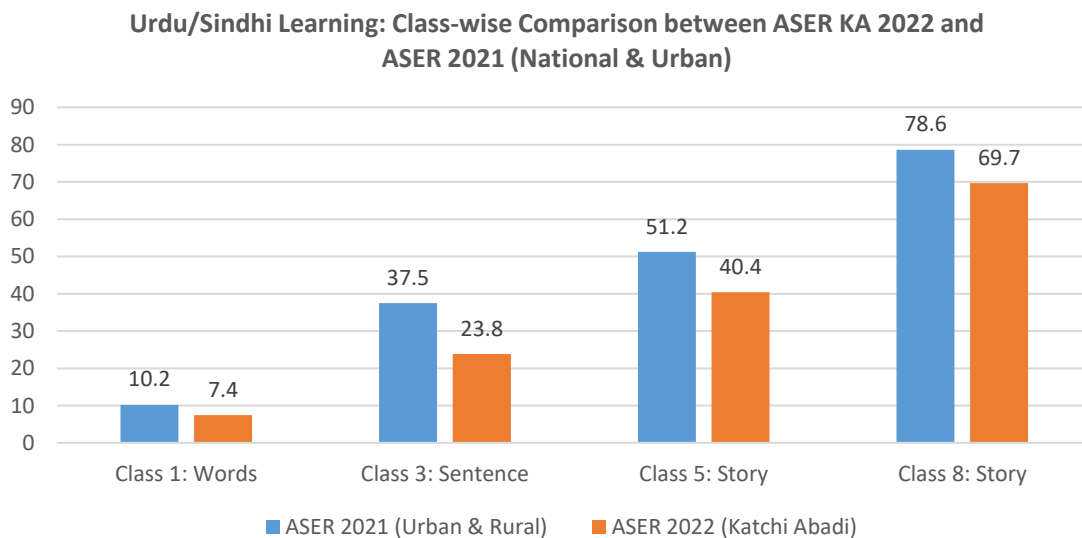


Figure 3.6.2.5.2 Arithmetic Learning Levels by Class: Comparison between ASER KA 2022 and ASER 2021 (National & Urban)

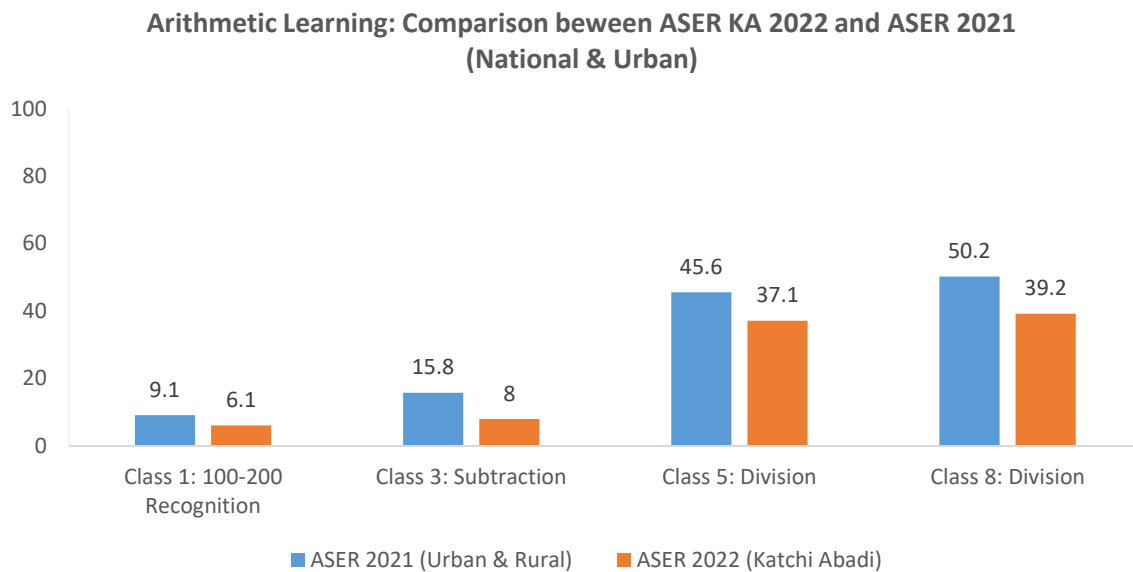
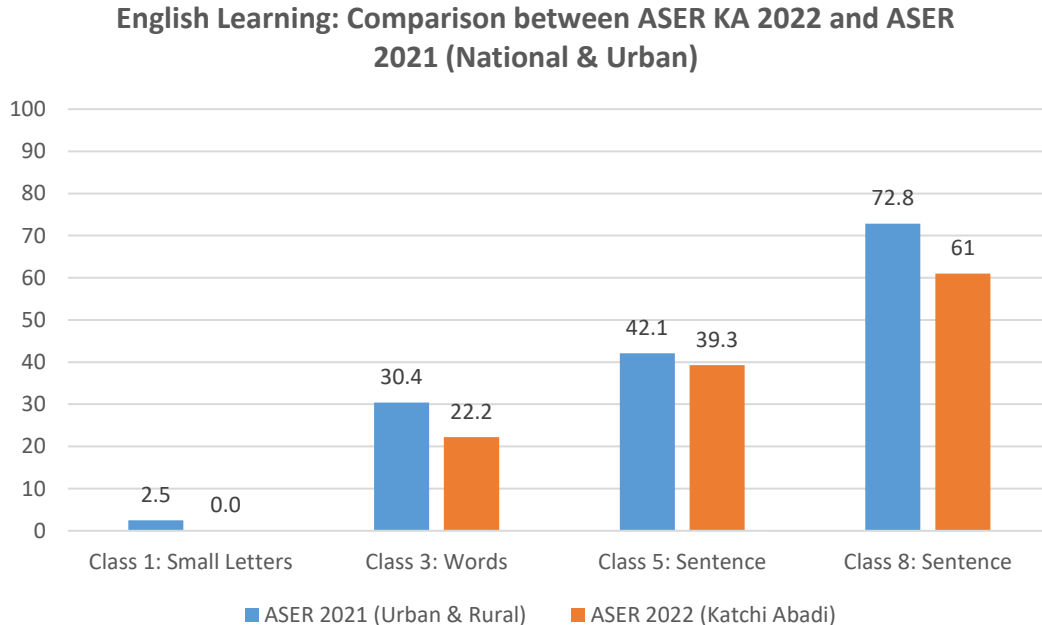


Figure 3.6.2.5.3. English Learning Levels by Class: Comparison between ASER KA 2022 and ASER 2021 (National & Urban)



3.6.2.6. Learning Outcomes by District

District-wise learning outcomes for Urdu/Sindh/Pashto learning show that children of Peshawar and Hyderabad are showing similar patterns. Rank-wise, 14.2% of children from Peshawar Katchi

Abadis could read a story in Urdu/Sindh/Pashto, and 22.1% of the children in Katchi Abadis of Hyderabad children could read a story in Urdu/Sindh/Pashto.

In the case of arithmetic, 7.8% of children in Peshawar and 11.9% of children in Hyderabad were able to attempt division questions. Like Urdu/Sindhi there is not a significant difference between the learning levels of each district.

In the case of English, both districts performed similarly, the variation is marginal.

Table 3.6.2.6.1 Urdu/Sindh/Pashto Learning by District

Urdu/Sindh/Pashto	Districts	
	Peshawar	Hyderabad
Beginner/Nothing	29.7	27.5
Letters	19.5	22.4
Words	17.2	13.5
Sentences	19.4	14.5
Story	14.2	22.1
Total	100.0	100.0

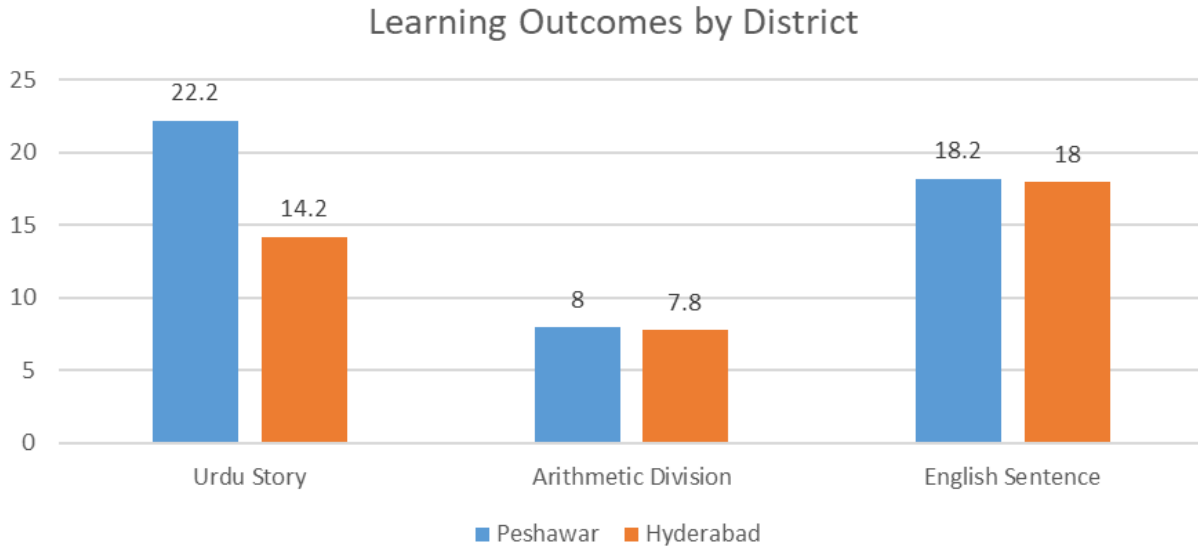
Table 3.6.2.6.2 Arithmetic Learning by District

Arithmetic	Districts	
	Peshawar	Hyderabad
Beginner/Nothing	21.1	21.6
No. Recognition 1-9	20.3	16.0
No. Recognition 10-99	15.2	13.9
No. Recognition 100-200	13.3	12.3
Subtraction (2-digit)	10.4	8.0
Subtraction (3-digit)	12.0	16.3
Division	7.8	11.9
Total	100.0	100.0

Figure 3.6.2.6.3 English Learning Outcomes by District

English	Districts	
	Peshawar	Hyderabad
Beginner/Nothing	29.2	29.7
Capital Letters	17.5	21.5
Small Letters	19.3	16.3
Words	16.1	14.3
Sentences	18.0	18.2
Total	100.0	100.0

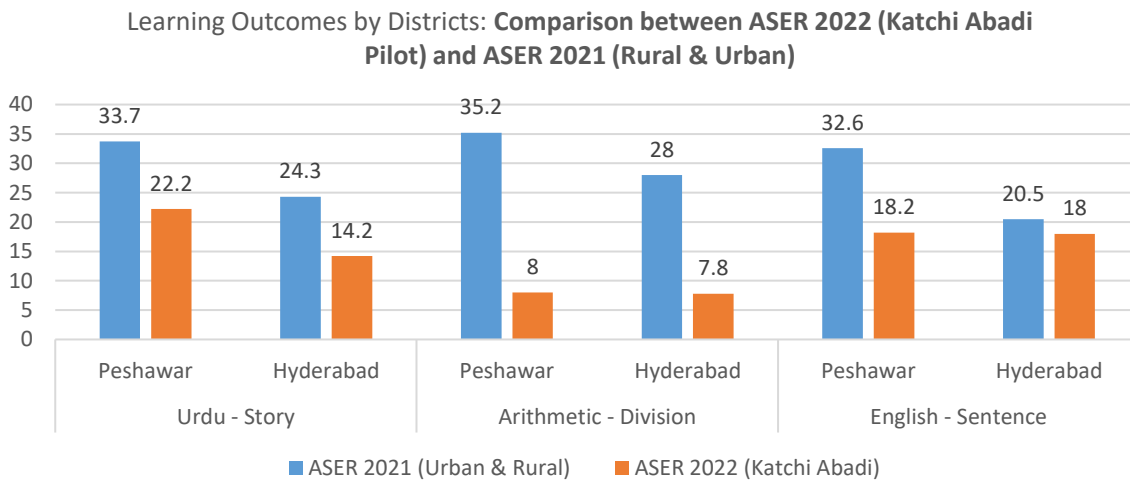
Figure 3.6.2.6.1. Learning Outcomes by District



3.6.2.7 Learning by District: Comparison between ASER KA 2022 and ASER 2021 (National & Urban)

With regards to comparing learning outcomes of children in Katchi Abadis and the rural and urban districts across Pakistan, sadly the gap is huge. Such results are indicative of the quality of education received by these children along with their socio-economic conditions.

Figure 3.6.2.7.1 Learning Outcomes by District: Comparison between ASER KA 2022 and ASER 2021 (Rural & Urban)



3.6.2.8 Learning Outcomes by Gender

Learning outcomes by gender give important insights. Generally, ASER National in rural districts shows a statistically significant difference in learning outcomes of girls and boys, in favor of the latter. However, the study in the Katchi Abadis in Hyderabad and Peshawar reveals a different picture. In all subjects, boys outperform girls by a considerable margin in many categories. For Urdu/Sindh/Pashto, 13.4% girls can read a story compared to 19.3% boys. For Arithmetic, 9.3% girls can solve a two digit division compared to 9.8% of the boys. Finally, for English, the assessments show that only 15.5% girls compared to 19.7% boys can read grade two level sentences in English. The learning levels by gender are shown in the tables below:

Table 3.6.2.8.1. Urdu/Sindh/Pashto Learning by Gender

Urdu/Sindh/Pashto	Gender	
	Boys	Girls
Beginner/Nothing	27.3	31.4
Letters	19.5	22.1
Words	16.4	15.1
Sentences	17.5	18.0
Story	19.3	13.4
Total	100.0	100.0

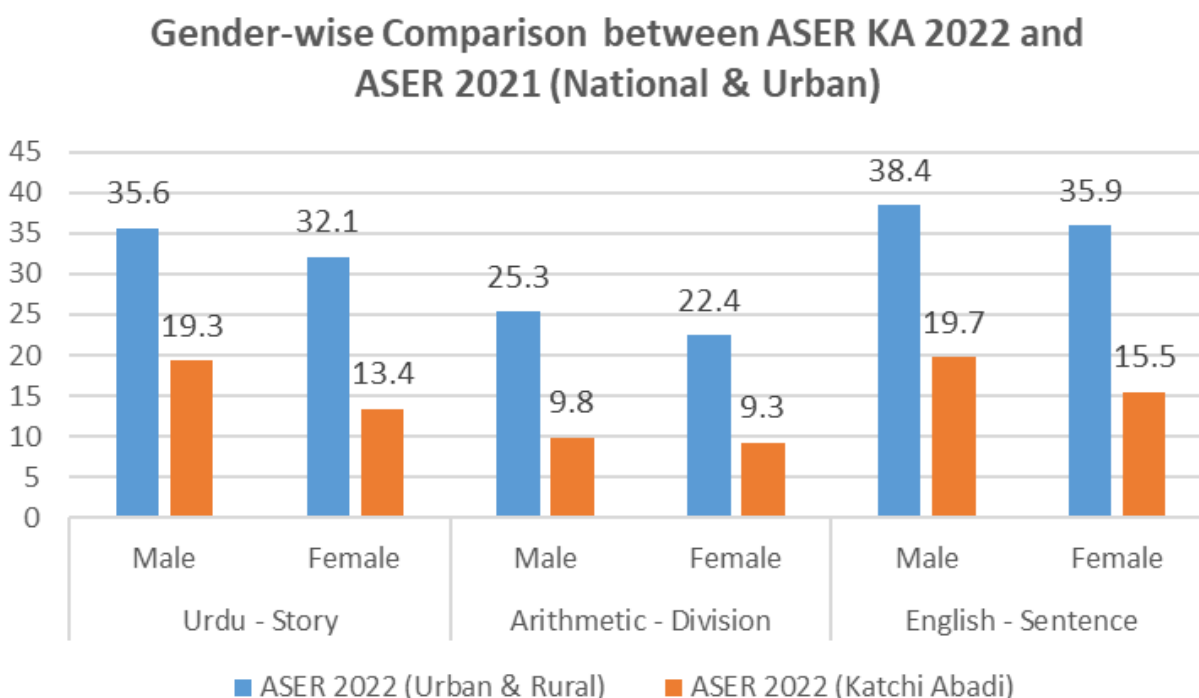
Table 3.6.2.8.2. Arithmetic Learning by Gender

Arithmetic	Gender	
	Boys	Girls
Beginner/Nothing	20.2	22.9
No. Recognition 1-9	17.1	21.4
No. Recognition 10-99	14.3	15.5
No. Recognition 100-200	13.9	11.5
Subtraction (2-digit)	15.0	10.2
Subtraction (3-digit)	9.8	9.2
Division	9.8	9.3
Total	100.0	100.0

Table 3.6.2.8.3. English Learning by Gender

English Learning	Gender	
	Boys	Girls
Beginner/Nothing	28.1	31.3
Capital Letters	17.9	20.4
Small Letters	18.7	17.5
Words	15.6	15.4
Sentences	19.7	15.5
Total	100.0	100.0

Figure 3. 3.6.2.8.1. Gender-wise Comparison between ASER KA 2022 and ASER 2021 (National & Urban)



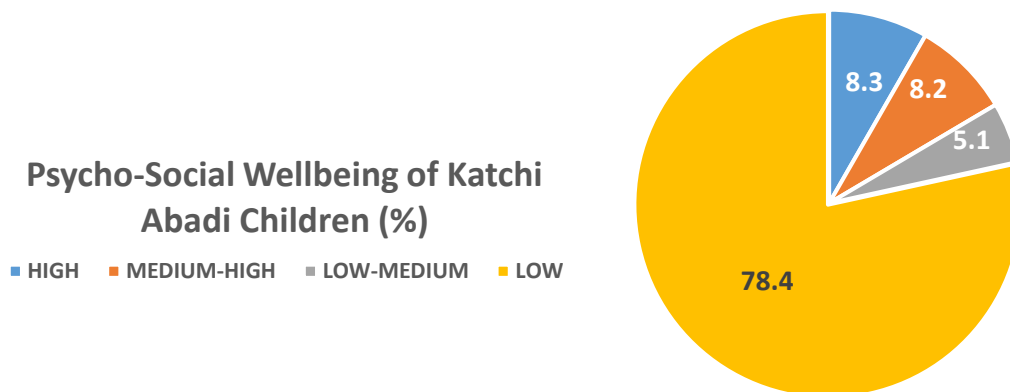
Our Katchi Abadi survey 2022 shows that in some categories boys have outperformed girls. The gender comparison shows that girls and boys from ASER 2021 (national & urban) areas perform much better as compared to children residing in Katchi Abadis. In Urdu/Sindh/Pashto, the percentage of boys who can read a story in ASER 2021 (national & urban) for the same four districts is at 35.6% but in the Katchi Abadi study of 2022, the figure is at 19.3%. For girls, the figure for the same subject drops from 32.1% in ASER 2021 (national & urban) to a staggering 13.4% in ASER KA 2022. Similarly, for arithmetic, 43.5% of girls can solve division according to ASER 2021 (national & urban) but our current report shows only 27% girls can do the same in Katchi Abadis. In English sentence reading as well, the figure for girls drops from 35.9% in ASER 2021 (national & urban) to 15.5% in ASER 2022 (Katchi Abadi study). While COVID-19 learning losses are a key factor, this difference also points to a significant difference in the learning quality for Katchi Abadi children.

3.6.2.9 Learning by Psycho-Social Wellbeing of Children

Anticipating the pressure of complex challenging living conditions in the Katchi Abadis, the study also included a scale to measure the psycho-social wellbeing of the children. An assessment of children’s psycho-social wellbeing (5-16 years) was undertaken using the well-established 15-item scale Stirling’s Psychological Wellbeing Scale (SPWBS) divided into three subscales of 5 items each and ranked from 1-5: a) Positive Emotional State, b) Positive Outlook and c) Social Desirability. The survey reveals that the majority of the KA children (83.5%) fall in the two bottom categories (low and low-medium) on psycho-social wellbeing.

The tool was translated into regional languages. After data cleaning, a confirmatory factor analysis was also done to ensure the reliability and validity of the scale. Furthermore, to compare how children’s learning varies as the wellbeing improves, the index created out of the 15 items was divided into four levels: low wellbeing, low-medium wellbeing, medium-high wellbeing, and high wellbeing. Majority of the Katchi Abadi children (83.5%) fall in the two bottom categories (low and low-medium) on their psycho-social wellbeing:

Figure 3.6.2.9.1. Psycho-social Wellbeing of Katchi Abadi Children



Based on this categorization, the relationship between learning outcomes and psycho-social wellbeing is positively correlated i.e., as children’s psycho-social wellbeing improves, their learning outcomes improve as well. The graph below shows the positive trend of learning outcomes as the psycho-social wellbeing improves. While all sub-scales show similar trends, interestingly, the emotional state does not show a strong spike in learning outcomes compared to the impact that positive outlook and social desirability have on learning outcomes.

Figure 3.6.2.9.2. Urdu/Sindh/Pashto Learning and Psycho-social Wellbeing of Katchi Abadi Children

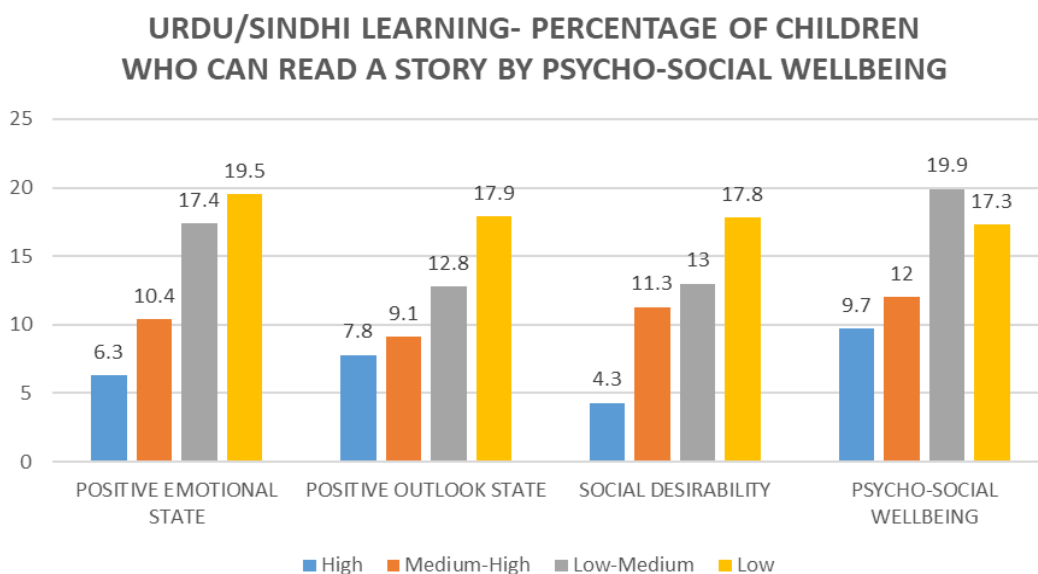


Figure 3.6.2.9.3. English Learning and Psycho-social Wellbeing of Katchi Abadi Children

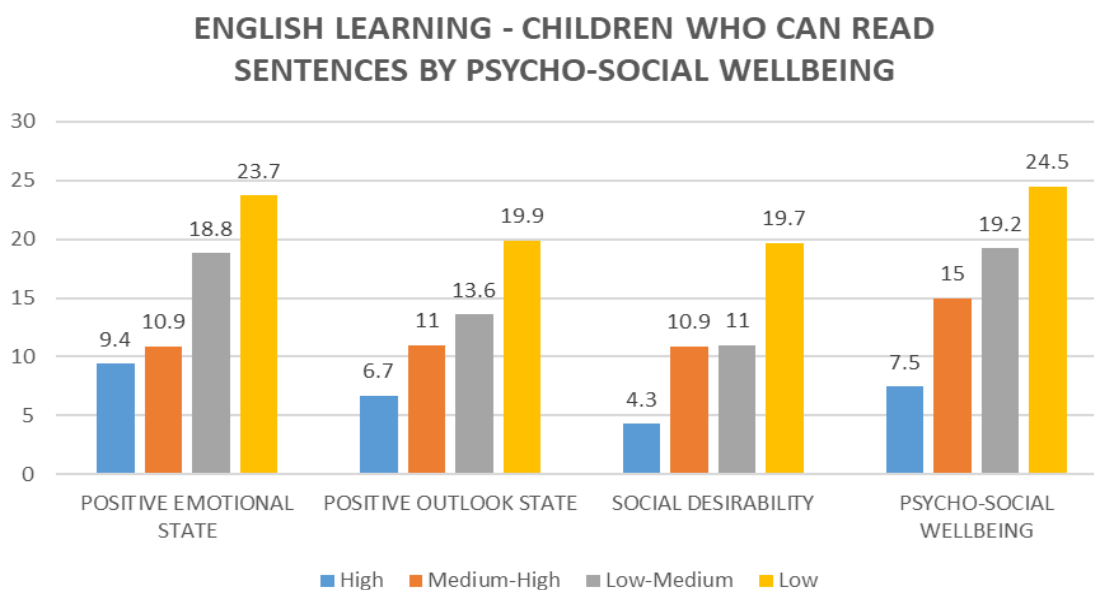
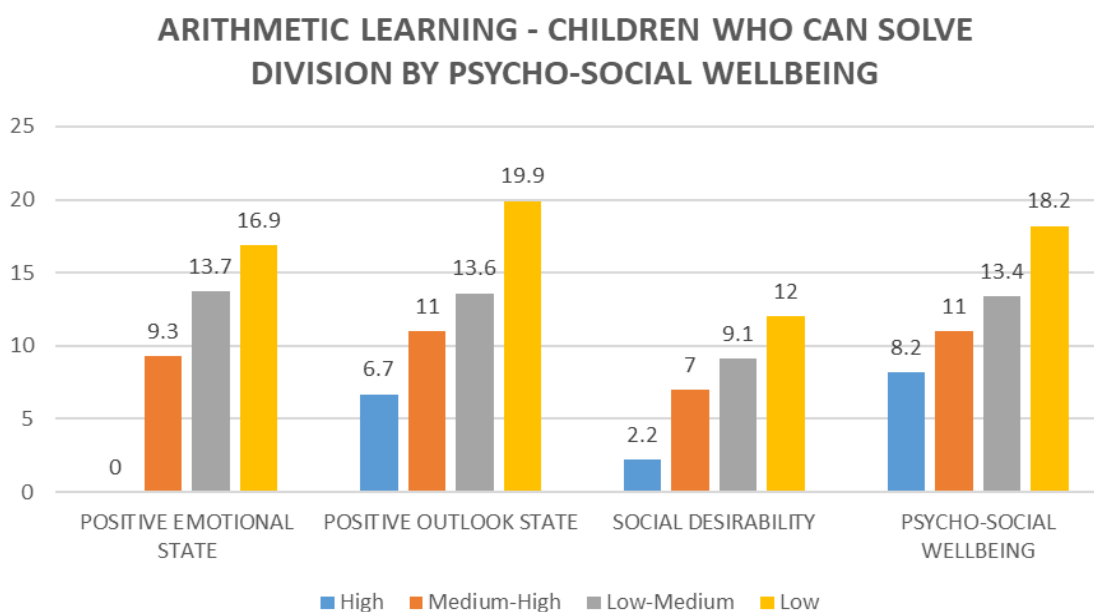
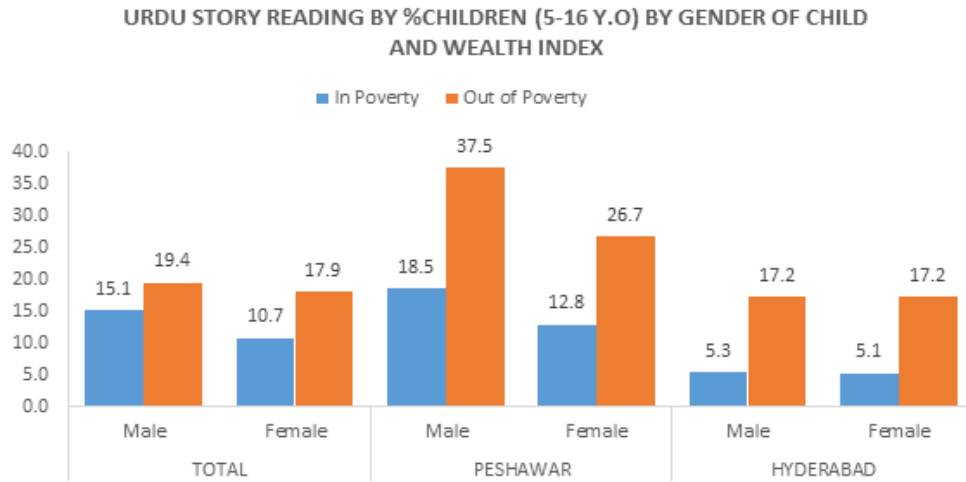


Figure 3.6.2.9.4. Arithmetic Learning and Psycho-social Wellbeing of Katchi Abadi Children



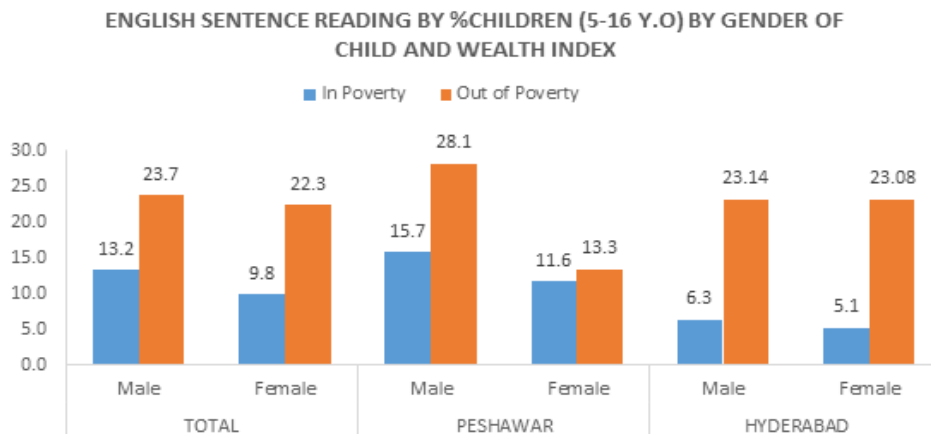
3.6.3 Learning Outcomes by Wealth and ICT Availability

Figure 3.6.3.1. Intersecting Indicators: Studying How Household Wealth and Technology Availability Affect Learning Levels of Children across Genders



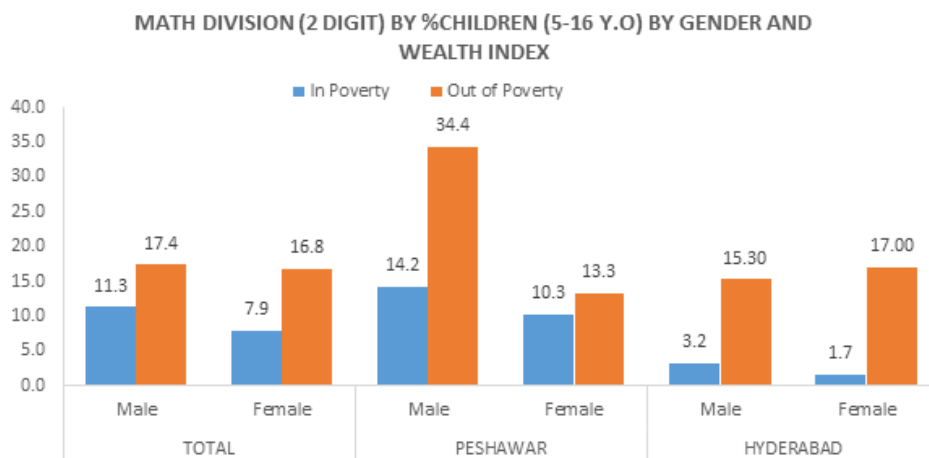
Upon observing learning levels over the wealth spectrum, both Peshawar and Hyderabad show how income levels can vastly impact student performance. 37.5% of the boys from the “Out of poverty” category in Peshawar were able to read a story in Urdu. In contrast to that, only 18.5% of boys from Peshawar slum population belonging to the poorest income level (also referred to as “In Poverty”) were able to read a story. Learning levels among the girl child population were even lower which is a testament of how girls are more marginalized. Not only gender, but also their social class pose a threat to girls’ education. The ASER survey in Hyderabad also narrates a similar story, albeit a bleaker picture. While learning gaps are significant, it is also evident that even children from relatively stable backgrounds are not learning. Only 17.2% of the male and female population from the “Out of Poverty” category can read a story in Urdu. However, the gaps in learning levels amongst different income groups indicate that children in financially stable households perform better in classrooms.

Figure 3.6.3.2. English Sentence Reading by Gender and Wealth



Upon observing English levels, most children seem to be struggling. The percentages are quite discouraging and different income groups show different results. In Hyderabad, the percentages are low consistently for both genders and boys and girls seem to be performing on an equal footing. However, numbers from Peshawar’s urban slums show the disparity between genders as well. Even when it comes to different income groups, girls are significantly behind. This also shows how other factors besides wealth index are also important in determining performance across different genders. Only 15.7% boys belonging to poor households in urban slums in Peshawar can read sentences in English, 28.1% boys residing above the poverty line could read sentences in English.

Figure 3.6.3.3. Math Division (2 Digit) by %children (5-16 y/o) by Gender and Wealth Index



Hyderabad’s urban slums in particular present an incredibly dismal picture. Especially children below the poverty line are hardly learning much as shown by data above. Only 3.2% boys and 1.7% girls (from the “In Poverty” category) were able to attempt two-digit division. while 15.3% boys and 17% girls from the “Out of Poverty” category could attempt the same questions. Only boys who are out of poverty in Peshawar seem to be performing slightly better- with percentage going up to 34.4%.

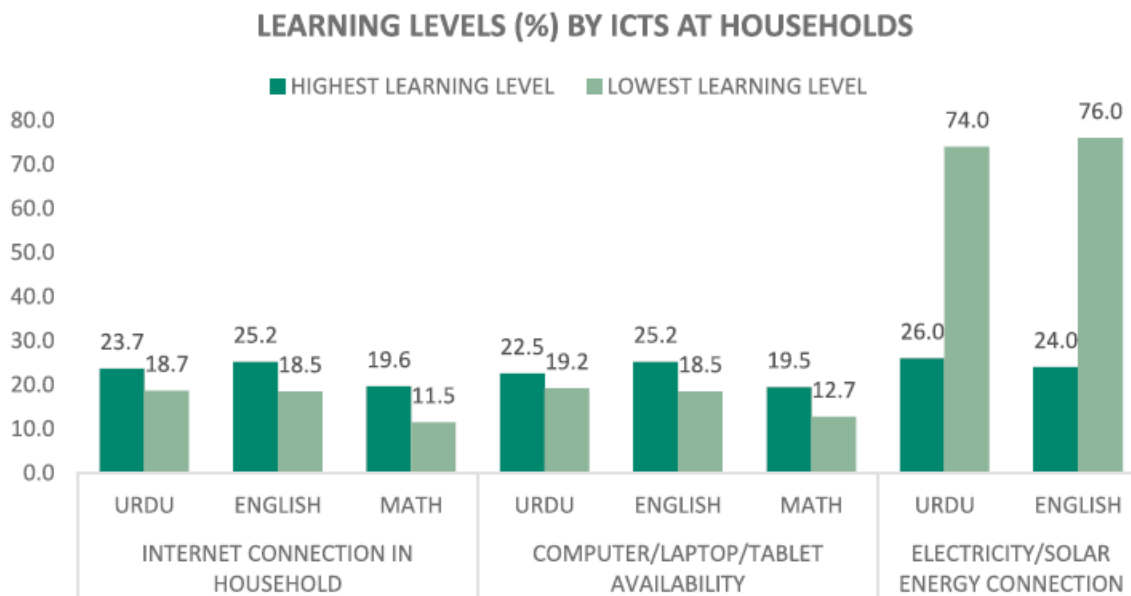


Figure 3.6.3.4. Learning Levels (%) by ICTs at Households

When indicators such as learning levels and access to technology were collated, a correlation was noticed. Households with technology have shown a positive impact in better learning among children.

3.7. Technology Availability/Usage & Social Safety Nets

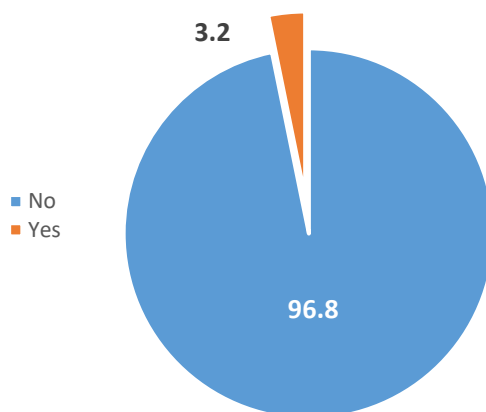
47% of households (HHs) have smartphones, 75% of households have cellphones and 20% of the HHs have computers/laptops. Overall, 17% of the households reported that they use the internet. Disaggregating technology acquisition by wealth for the poorest and richest HH reveals the following: TV- Poorest 4% & Richest 96%; Cell phone- Poorest 64 % & Richest 90%; Smart Phones- Poorest 34 % & Richest 61%; Internet- Poorest 0% & Richest 51%. **The opportunities for technology-based learning and livelihood solutions may be tapped for positive results in KAs and across wealth bands (Annex 3).**

Social Safety Nets in Katchi Abadis: Households living in complex communities rely on social safety nets for income stability and unmet needs. In KAs 14% households are recipients of public social protection programs viz. Benazir Income Support Programme (BISP), EHSAAAS, Akhuwat etc. This is significantly higher compared to 11% in the 16 rural districts study (ASER 2021). **Targeted social safety nets presence is a positive finding for vulnerable groups in KAs, positively bridging gaps for unmet education services.**

3.7. Disability and Inclusion

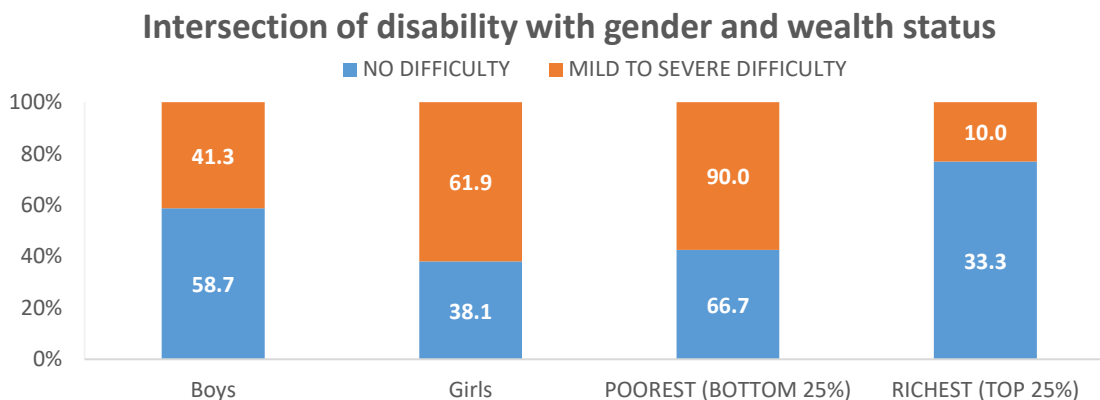
Figure 3.7.1 Percentage of children reporting some type of difficulty in learning

Percentage of children reporting some type of difficulty in learning



Learning barriers due to disability compound the learning crisis in Katchi Abadis. 3% of children reported some difficulty in learning due to disability. The parameters across which barriers to learning due to disability are measured are twofold: physical needs and learning needs. It was observed that the intersection of wealth status plays an important role in the prevalence of special needs- particularly physical, amongst children. This may be due to a lack of ability to bear expenses related to managing the physical and learning needs for children who require inclusive modes of education. Disaggregation of children with special needs by gender and wealth status is given below:

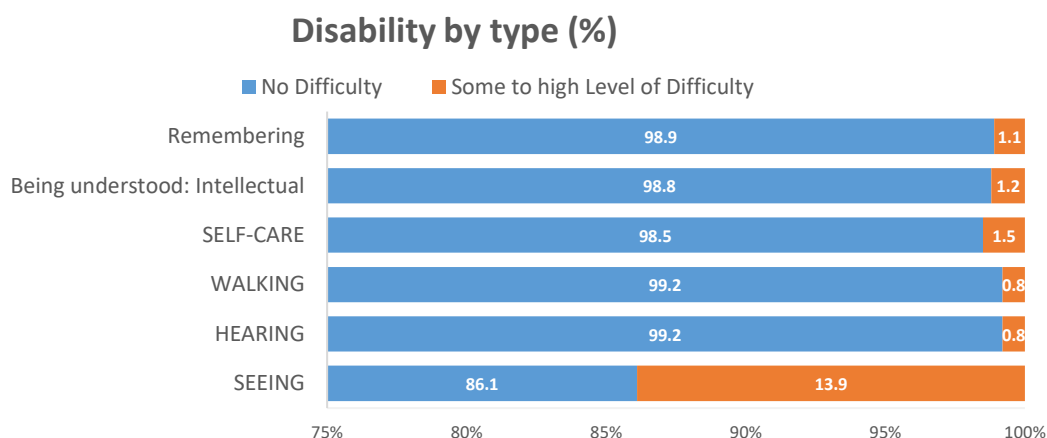
Table 3.7.2 Intersection of disability with gender and wealth status



62% of children with disabilities are female, and 90% of disabled children are in the poorest wealth quartile. These numbers indicate how already vulnerable populations face greater prevalence of disability and impairments in learning.

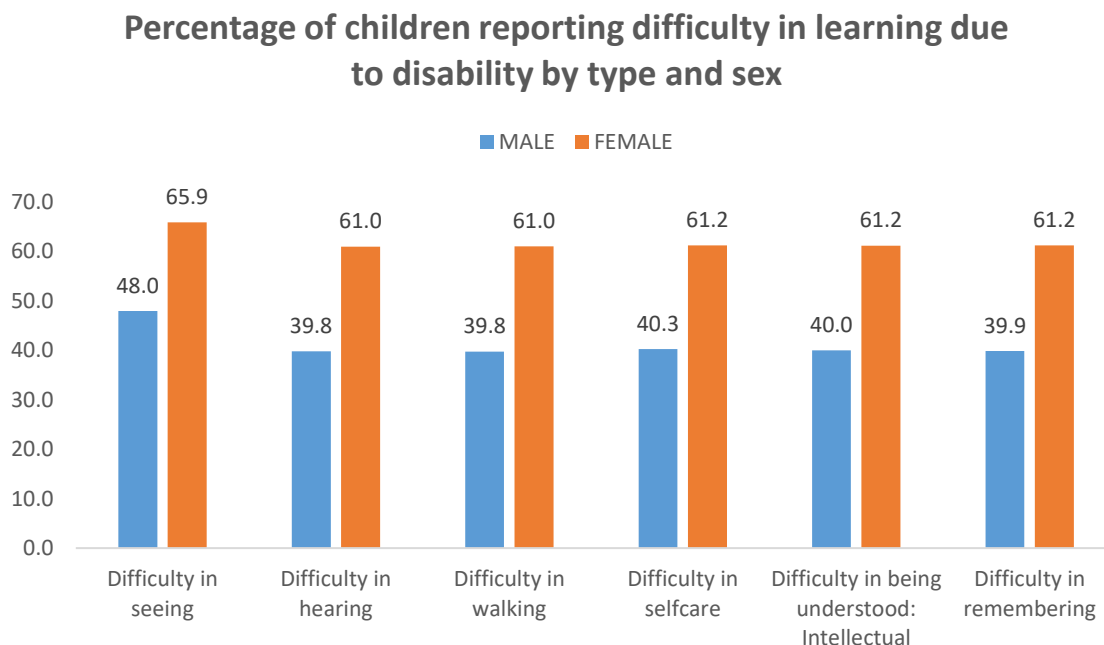
The overall figures for physical and learning impairments amongst children in Katchi Abadis are as follows:

Table 3.7.3 Disability by type (%)



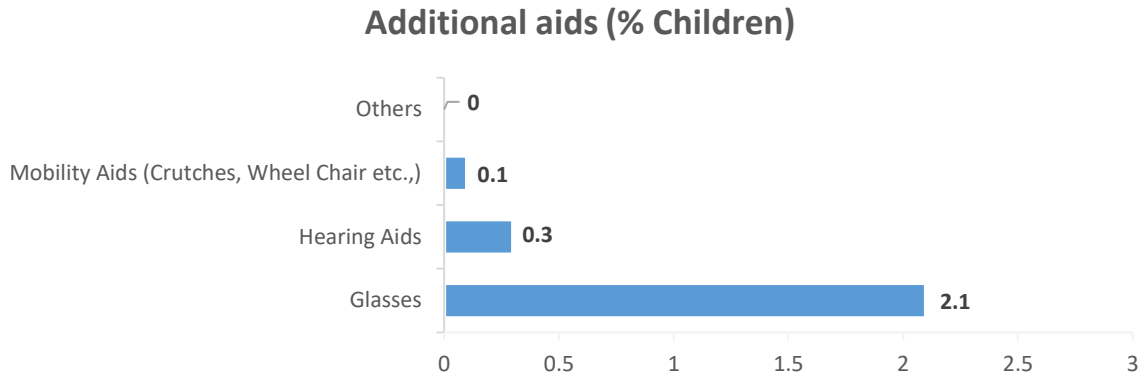
Disaggregation of types of difficulty across gender is as follows:

Table 3.7.4 Percentage of children reporting difficulty in learning due to disability by type and sex



Only 2.5% of children with disabilities were reported to be using aids to facilitate learning, and glasses are the most reported aid employed.

Table 3.7.5 Additional aids



Children with impairments exhibit lower levels of learning across all competencies. Children with severe difficulty in learning due to disability are stuck at beginner and lowest levels of learning for Urdu, Maths, and English.

Table 3.7.6 Proportion of children attaining at each learning level within each category or reported difficulty

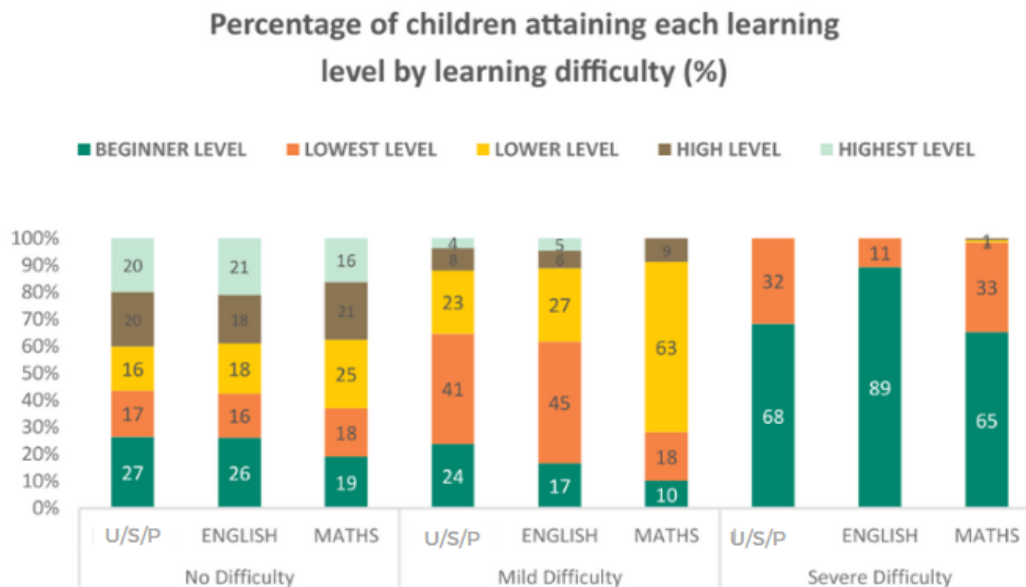


Table 3.7.7 Schooling status of children by disability

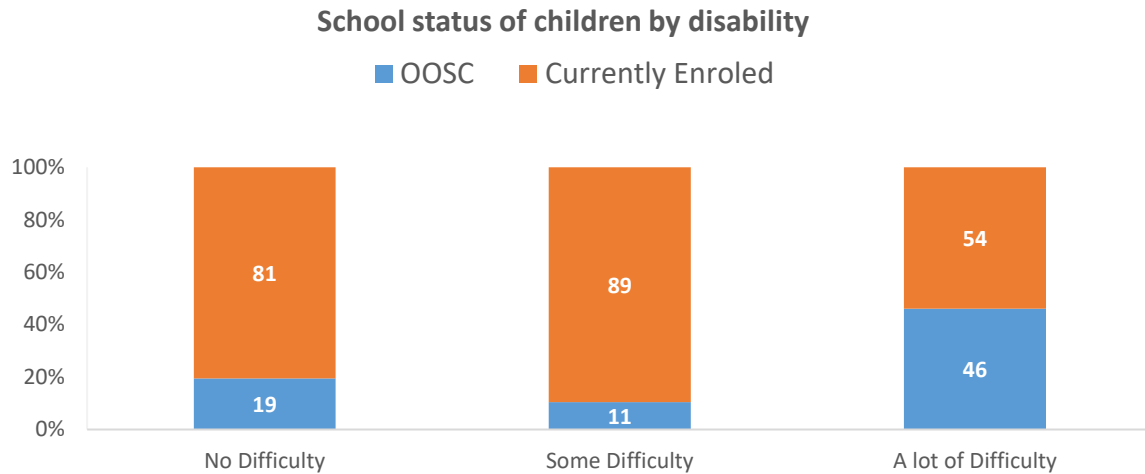
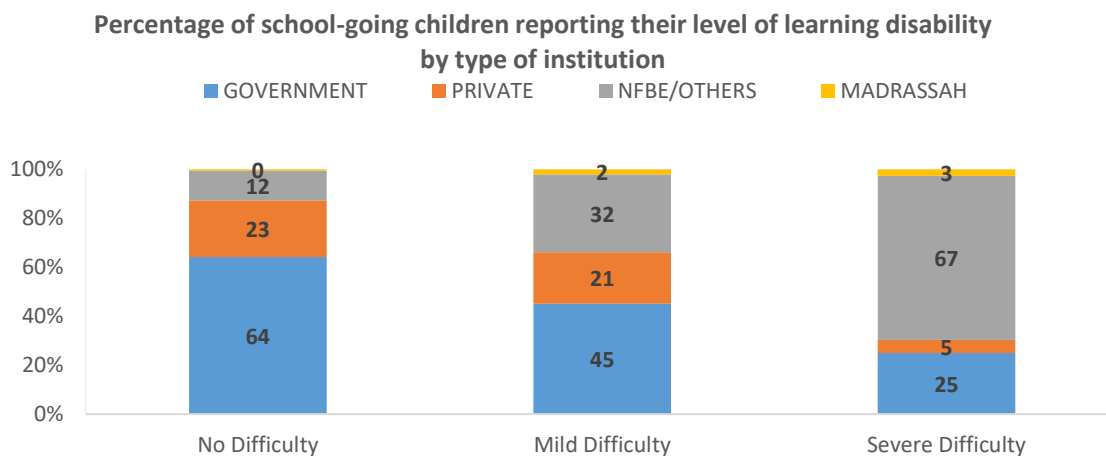


Table 3.7.8 Percentage of school-going children reporting their level of learning disability by type of institution



In terms of measuring barriers to inclusive education for all, it was alarming to note that no school in both Katchi Abadis had infrastructure or learning tools to help children with disabilities. The proportion for children with disabilities may be low but an absence of resources to promote inclusive or differentiated education on public and private educational fronts in the urban slums of Peshawar and Hyderabad needs urgent attention.

4. CONCLUSION & RECOMMENDATIONS

Our findings reveal complex and layered challenges faced by Katchi Abadi residents – lack of water, hygienic living conditions, low socio-economic status of majority households which reduces access to resources that can promote quality learning, and absence of adequate learning facilities. Complex layers of challenges increase stress for children resulting in poor psycho-social wellbeing of children. Consequently, children’s learning quality gets impacted. In such a situation, our recommendations target possibilities to facilitate learning in Katchi Abadis of Pakistan.

What are the biggest barriers to children's access to education in the Katchi Abadis?

TEN URGENT COORDINATED ACTIONS NEEDED FOR KATCHI ABADIS

- 1.** The abject living conditions and unmet needs of Katchi Abadi residents are in violation of their fundamental human rights. 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. This includes infrastructure, sewerage, drainage, garbage disposal, water supply, and education and skills facilities. KAs require well-coordinated governance structures, restoration of local government, municipal engagement and sub-national governance programs to oversee education and skills as essential service and entitlements, their continued neglect will undermine human resource development, economic stability, climate change challenges, disproportionately affecting girls and women throughout their life cycle.
- 2.** 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 Abadi and /or local government departments; backed by spatially visible disaggregated big data in complex geographies for evidence based targeted actions.
- 3.** 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. Action for community and school based early years initiatives is urgently needed.
- 4.** 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. This age group must be supported for constructive mainstreaming in labor markets to offset youth frustration, urban crime, violence, substance abuse etc. leading to high public costs of disruption and rehabilitation.
- 5.** 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.

6. 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. This strand can be supported by access to Government's Kamyab Jawan Program/others including Industry partnerships and placements for all genders.
7. 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; these can be accelerated through engagement of CSOs/youth groups.
8. 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), especially its children and most vulnerable groups excluded from the education landscape in discourse, policy, planning and actions.
9. 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 iterative manner for tracking outcomes. Failure to meet these will lead to economic, gender and social justice collapse that Pakistan can ill afford; KAs present mega challenges and opportunities for meeting SDGs 2030 and fundamental rights that must be tackled immediately for a stable productive society; time is indeed running out.

Annex 1

The Stirling Children's Wellbeing Scale

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5

SCWBS Key

Wellbeing Sub-components and Related Items

Wellbeing Sub-Component	Item	Related Item on the SCWBS
Positive Emotional State	9	I've been feeling calm
	14	I've been feeling cheerful about things
	15	I've been feeling relaxed
	10	I've been in a good mood
	12	I've been getting on well with people
	11	I enjoy what each new day brings
Positive Outlook	8	I think there are many things that I can be proud of.
	5	I feel that I am good at some things
	1	I think good things will happen in my life
	4	I can find lots of fun things to do
	6	I think lots of people care for me
	3	I've been able to make choices easily

Each item is scored 1 to 5.

The minimum for the scale is 12 and the maximum 60.

Currently the mean average score is 44 with 50% of all scores within the range of 39 and 48.

Social Desirability Sub-Scale

	Item	Related Item on the SCWBS
	2	I have always told the truth
	7	I like everyone I have met
	13	I always share my sweets

Each item is scored 1 to 5.

Overall scores of 3 or 14/15 on this sub-scale would indicate that the participant's wellbeing scores should be treated with caution.

REFERENCES

- Anwar, H. N., & ZAFAR, M. I. (2003). Social-Cultural Impact of Katchi Abadi Improvement Programme on Squatters. *International Journal of Agriculture and Biology*, 5(3), 253-257.
- Early Needs Identification Flood Disaster Sindh, Pakistan
<https://reliefweb.int/report/pakistan/early-needs-identification-flood-disaster-sindh-pakistan>
- Hasan, A., & Arif, H. (2018). Pakistan: the causes and repercussions of the housing crisis.
- Idara-e-Taleem-o-Aagahi . (2021). (rep.). Annual Status of Education Report. Idara-e-Taleem-o-Aagahi . Retrieved from
http://asERPakistan.org/document/aser/2021/reports/national/ASER_report_National_2021.pdf
- Kalim, R., & Bhatti, S. A. (2006). Quantification of social economic deprivations of squatter settlement's inhabitants: a case study of Lahore
- Khawaja, A. W., & Shah, N. A. (2018). An Analytical Study On Socio-Economic Conditions Of Squatter Settlements In Karachi. *Pakistan Journal of Applied Social Sciences*, 8(1), 1-23
- Kugelman, M. (2014). Understanding Pakistan's unstoppable urbanization. *Pakistan's runaway urbanization: What can be done*, 1.
- Mielke, K., & Cermeño, H. (2021). Mitigating pro-poor housing failures: Access theory and the politics of urban governance.
- Mustafa, M. (2019). The informal settlements of lahore: Understanding the role of informal katchi abadi in the context of affordable housing. Department of Architecture & Planning, NED University of Engineering & Technology, City Campus Maulana Din Muhammad Wafai Road, Karachi, 38.
- NDMA Monsoon 2022 Daily Situation Report No 158 (Dated 18th Nov, 2022)
<https://reliefweb.int/report/pakistan/ndma-monsoon-2022-daily-situation-report-no-158-dated-18th-nov-2022>
- Noor, S., Fatima, M., & Sehrish, S. (2014). Unsustainable Environment and Prevalence of Diseases in Urban Slums: A Case of Bahawalpur, Pakistan. *International Research Journal of Environment Sciences*, 3.


This report was prepared by the Research Unit at ITA, comprising of:

- Sahar Saeed
- Joti Ghani
- Maham Afzal
- Waqas Imran
- Ali Imran



Address:
1/A, Canal Park, Gulberg II,
Lahore, Pakistan

Tel: +92 42 35711107-09

 www.aserpakistan.org

 ASERPakistan

 ASERPAKISTAN