



Annual Status of Education Report

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ASER

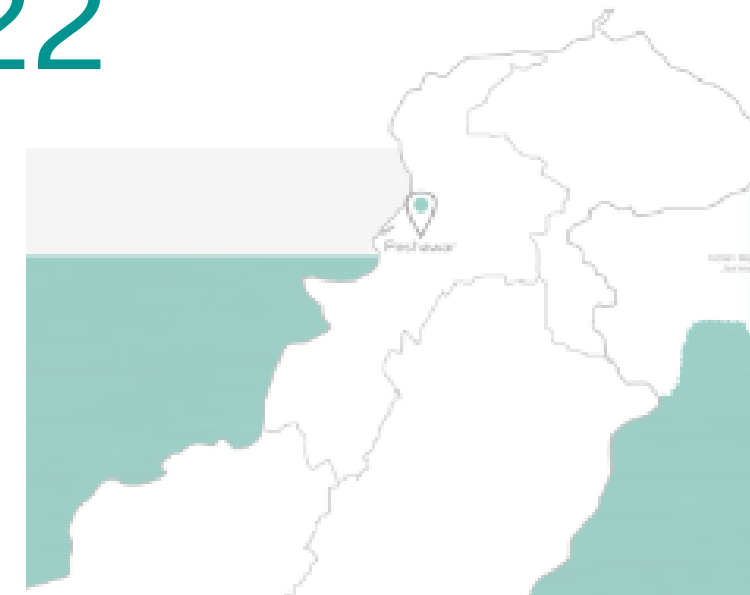
PAKISTAN

2022

Facilitated by Idara-e-Taleem-o-Aagahi

LEARNING QUALITY IN KATCHI ABADIS

A Pilot Study- 2022



Scale and Scope



Districts: 2 - Peshawar and Hyderabad



Surveyed Katchi Abadis: 37 (30 surveyed in Hyderabad)



Surveyed Children (5 to 16): 2378



Children Assessed (5 to 16): 1929



Surveyed Households: 877



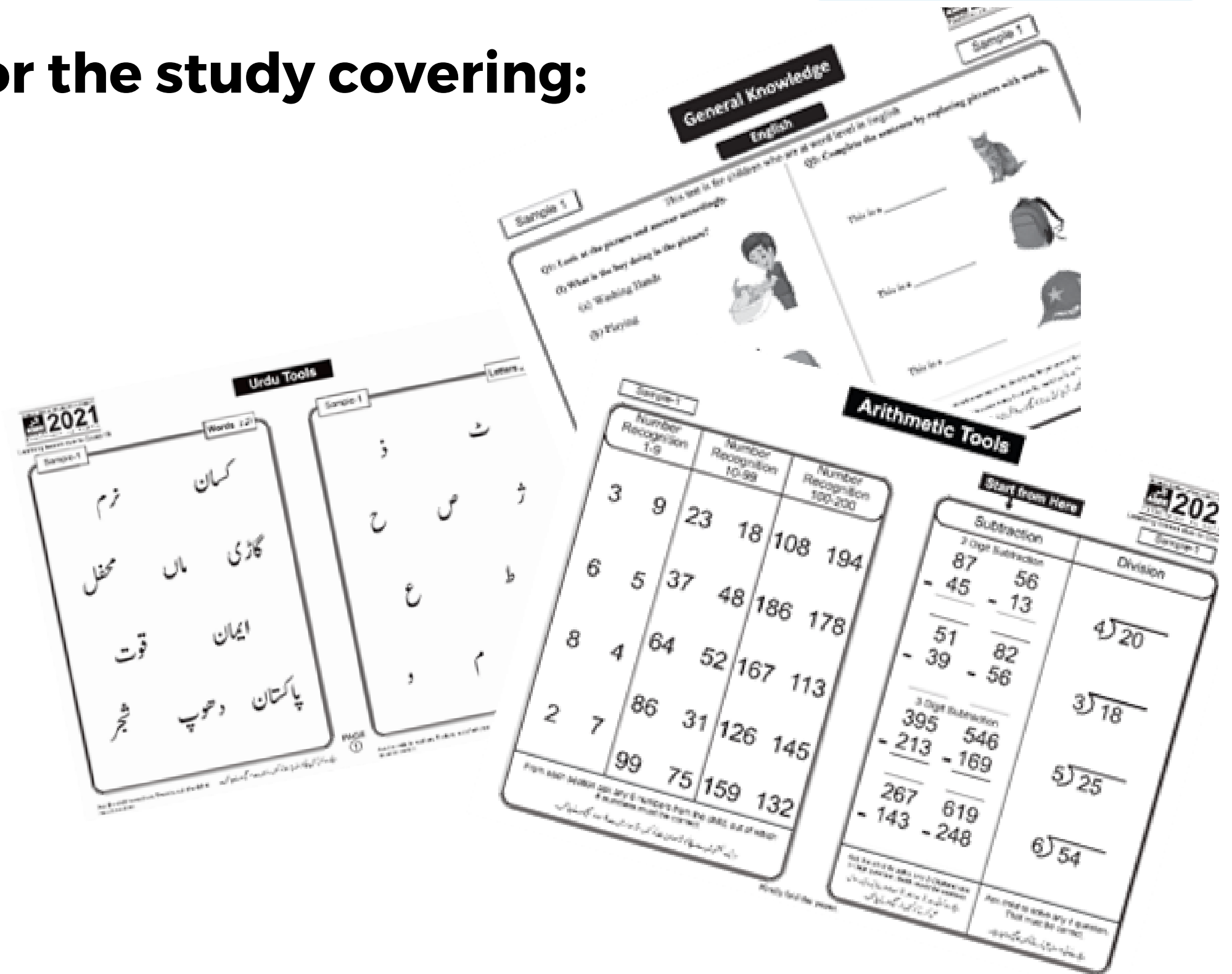
Testing basic competencies in Reading, Arithmetic and English

ASER Assessment tools were used for the study covering:

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

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

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



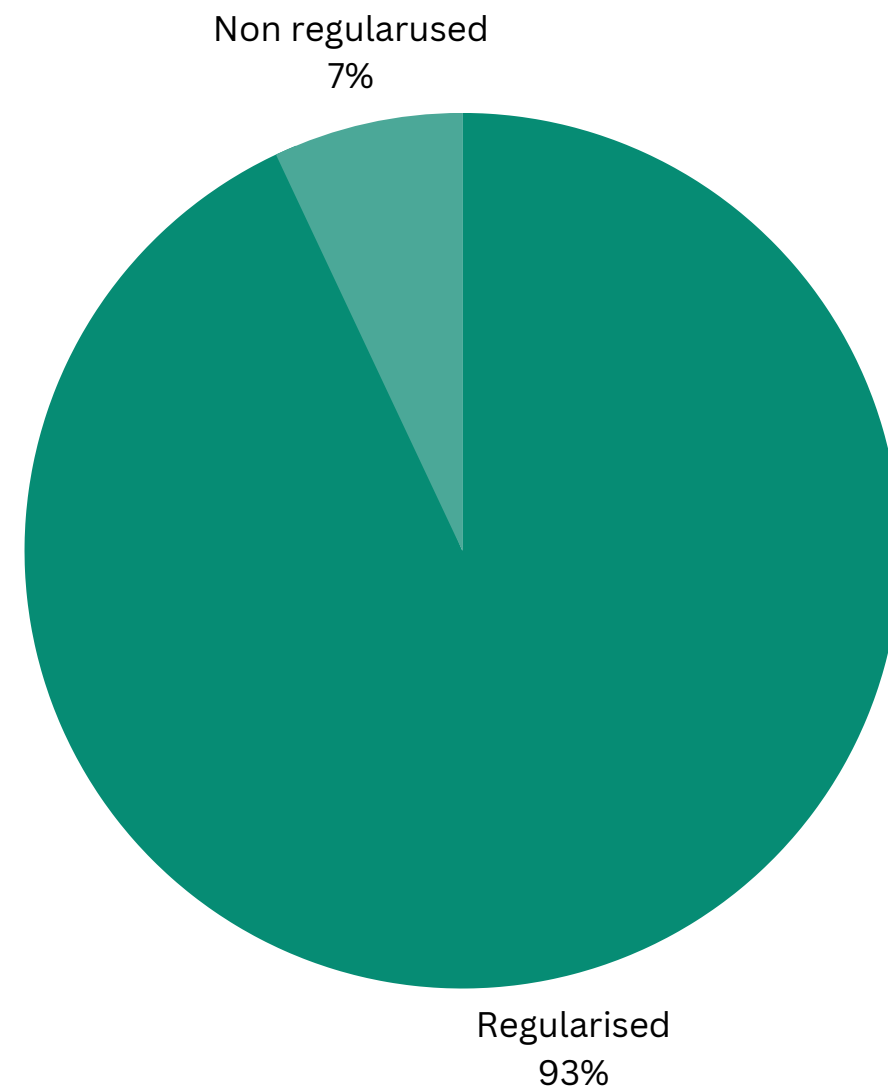
FINDINGS



Living Conditions

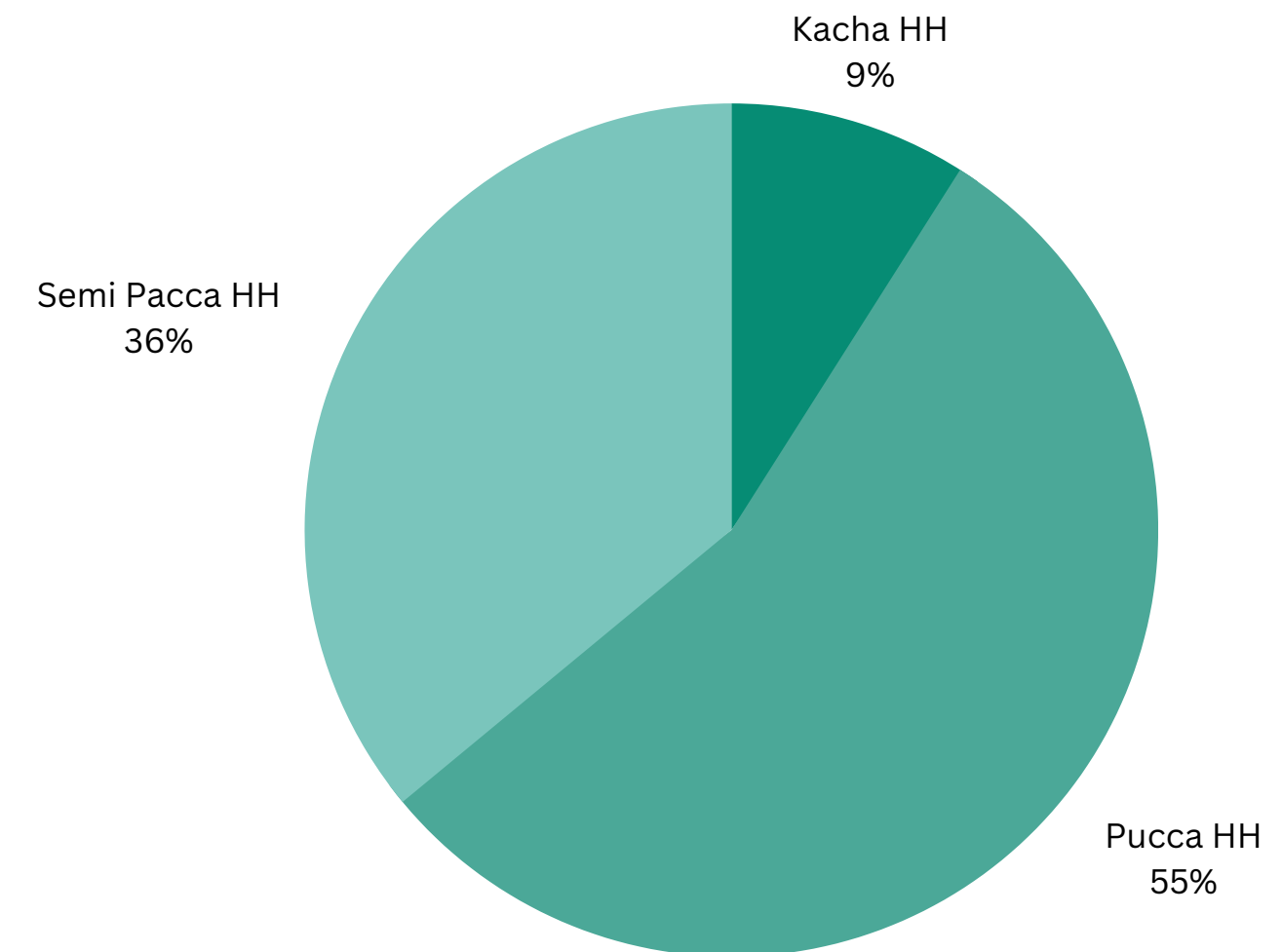


Distribution of Abadis included in the Pilot Survey



Hyderabad
Regularised 93%
Non regularised 7%

Type of Houses in Katchi Abadis

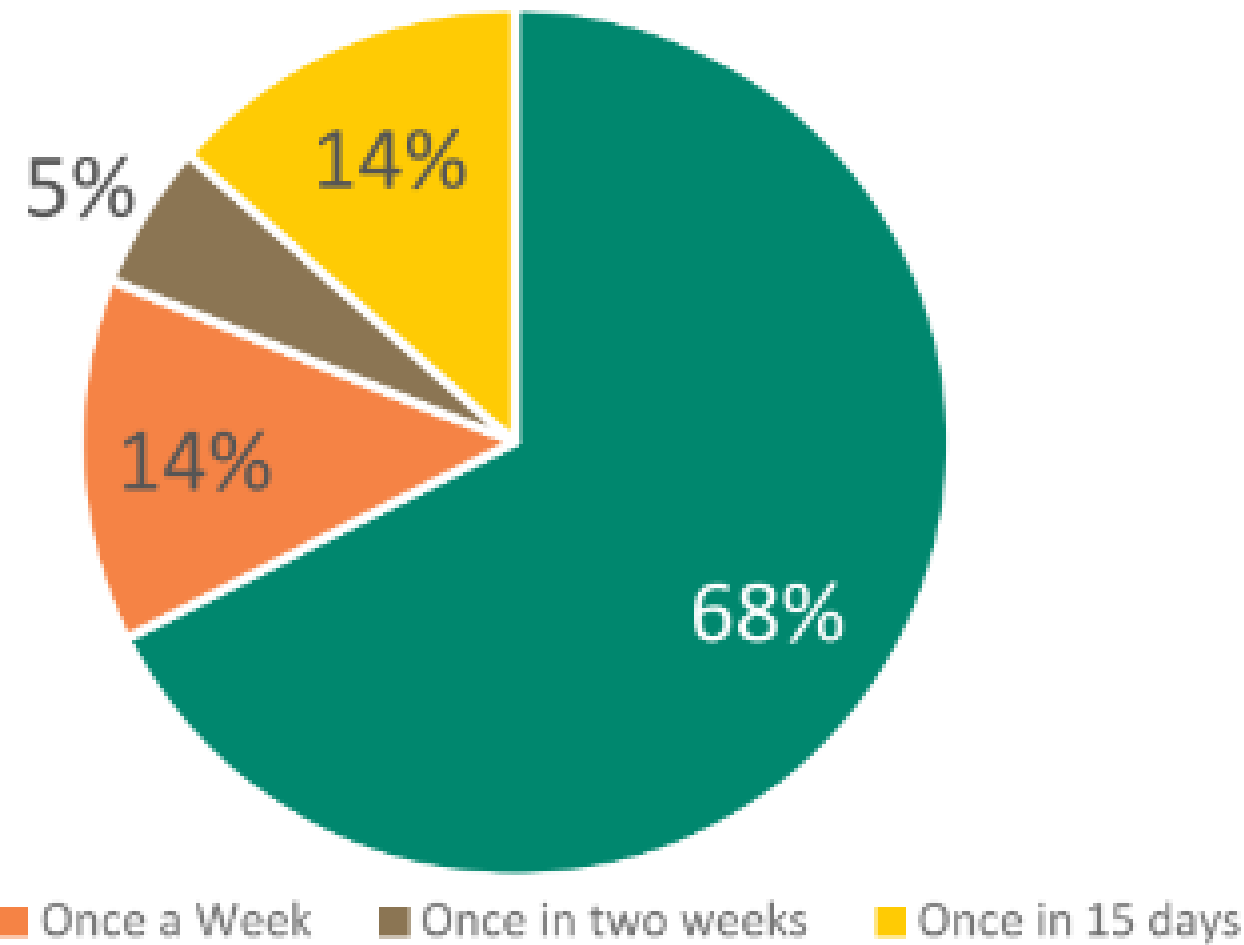


Hyderabad
Katcha 9%
Semi Pucca 36%
Pucca 55%

Living Conditions

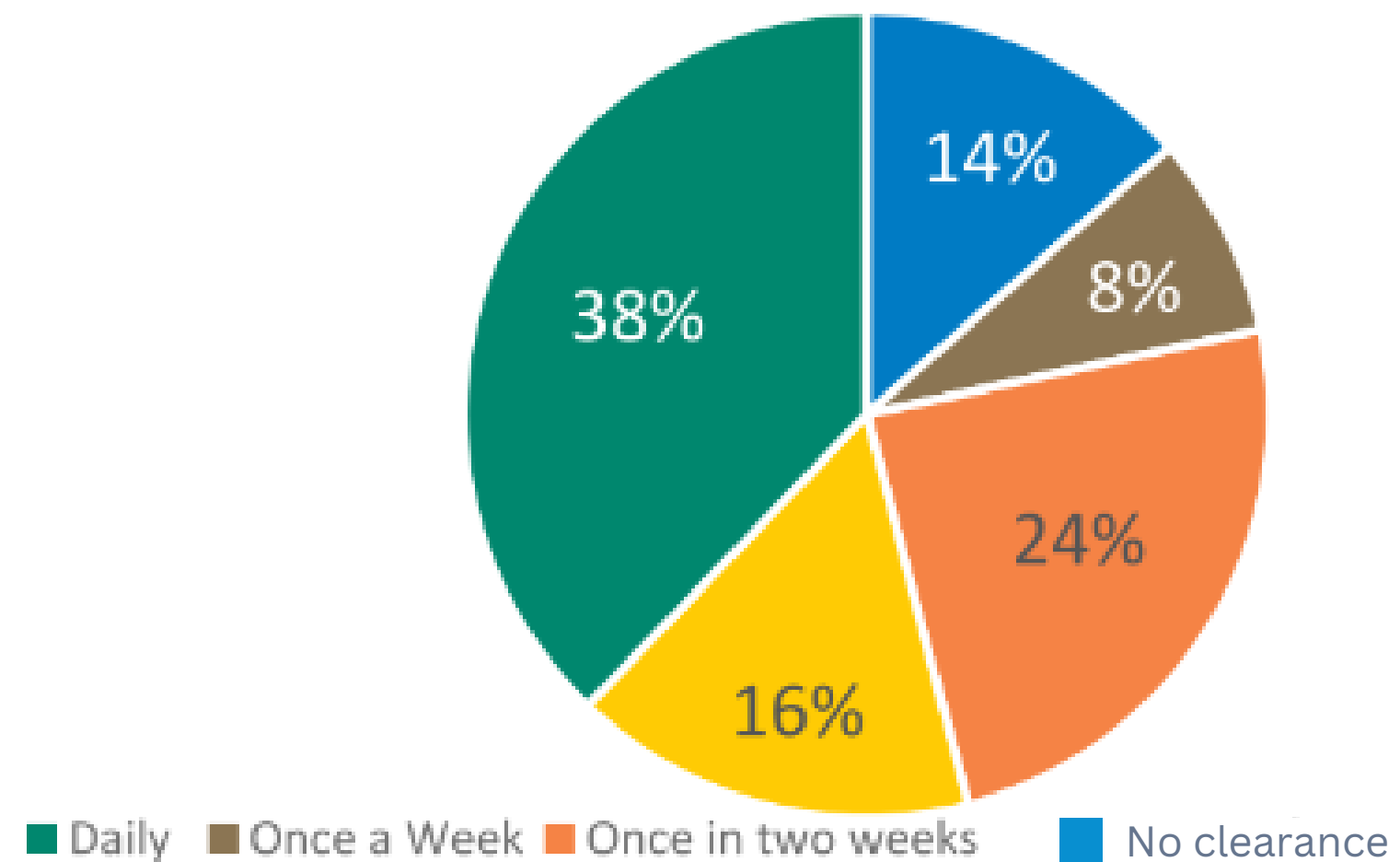


5.3 Water Availability (%)



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

5.4 Cleaning of Open Drains (%)

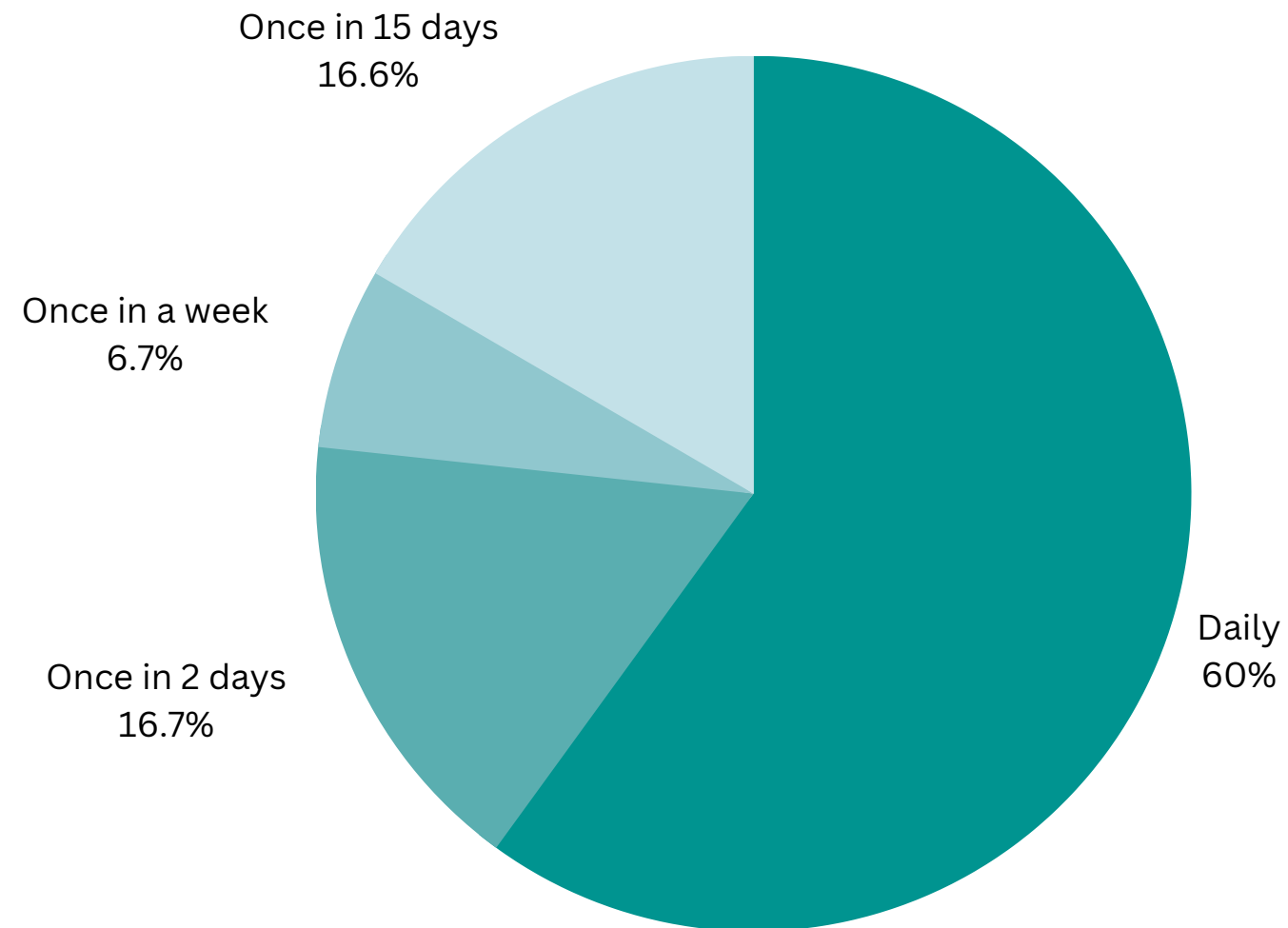


Overall
38% Daily
8% Once a Week
40% Once in two weeks
14% No Clearance

Living Conditions



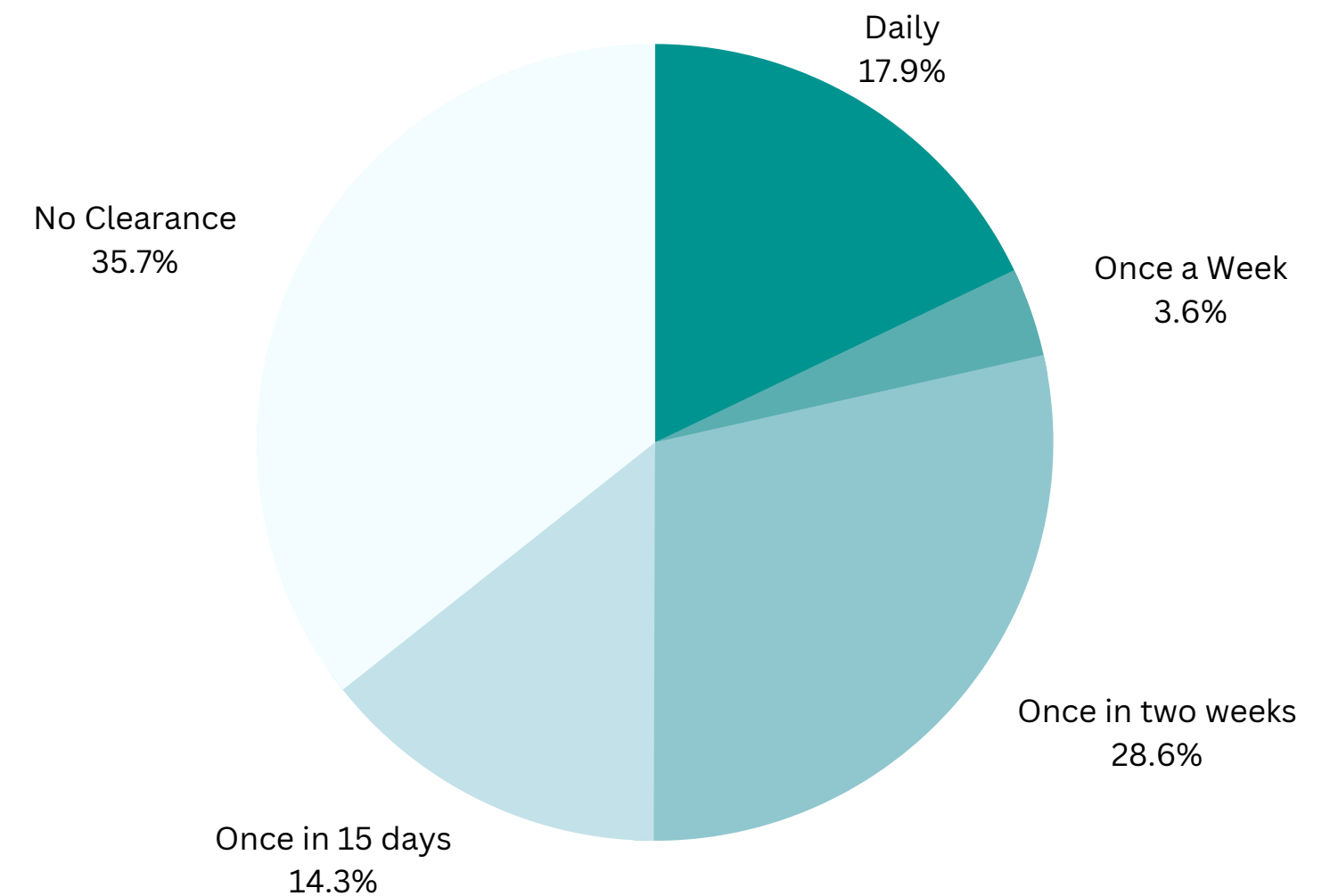
5.3 Water Availability (%)



Hyderabad

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

5.4 Cleaning of Open Drains (%)



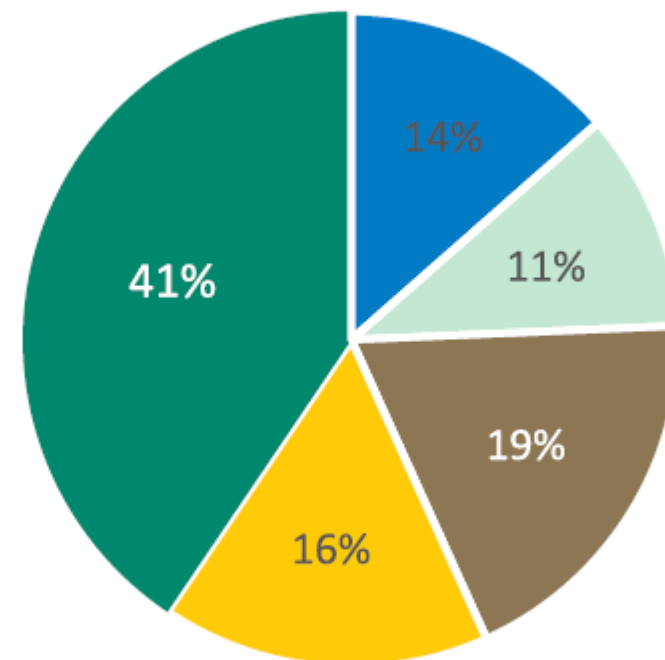
Hyderabad

17.9% Daily
3.6% Once a Week
42.9% Once in two weeks
35.7% No Clearance

Living Conditions



5.5 Garbage Disposal (%)

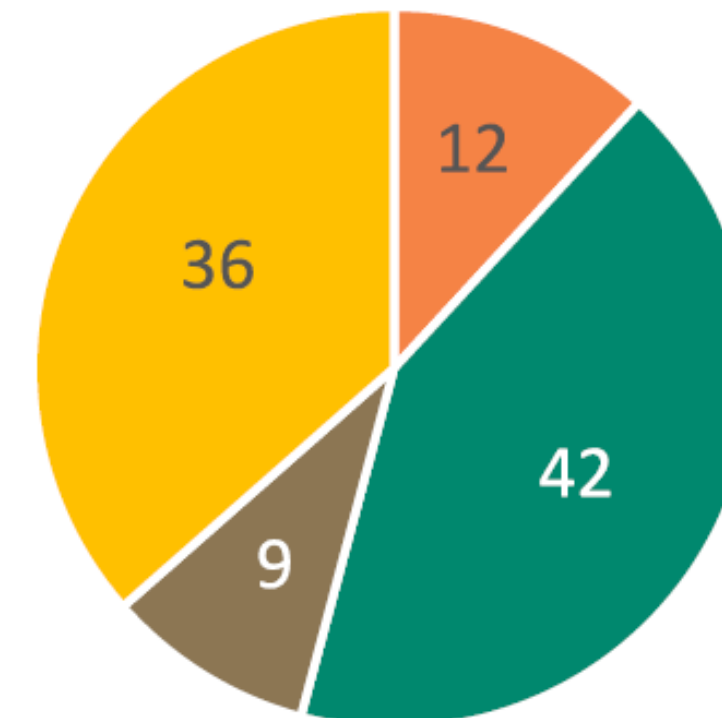


■ Municipal Staff ■ Municipal Contractor ■ Residents Themselves ■ Other ■ No Arrangement

Overall

41% By Municipal Staff
11% By Municipal Contractor
19% Picked by Residents
16% Other
14% No Arrangement

5.6 Toilet Facility in the Katchi Abadis (%)



■ Public/Community Toilets ■ Shared Toilets ■ Open Defecation ■ Own Toilets

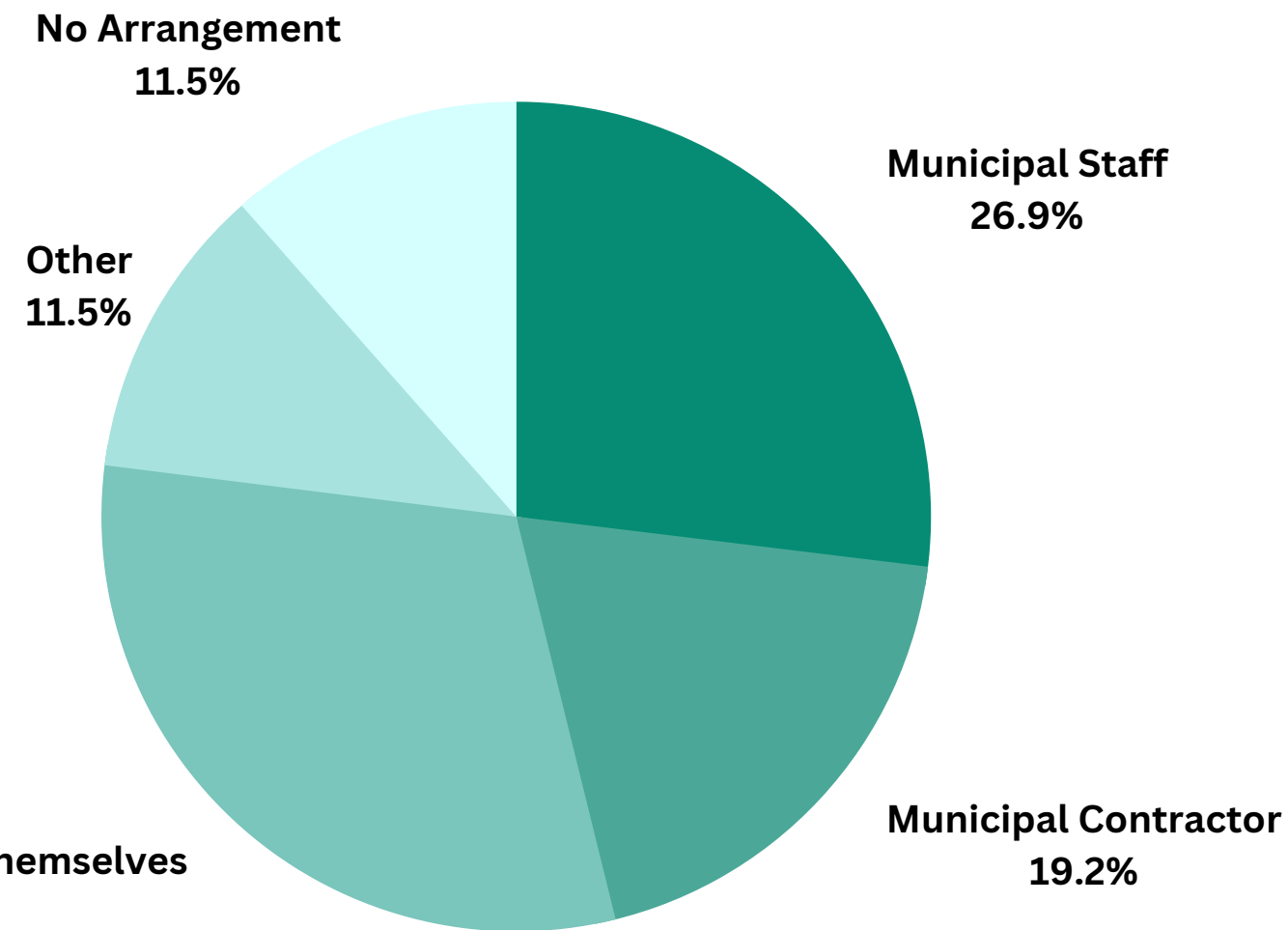
Overall

42% Shared Toilets
12% Public/Community Toilets
36% Houses with attached
toilets
9% Open Defecation

Living Conditions



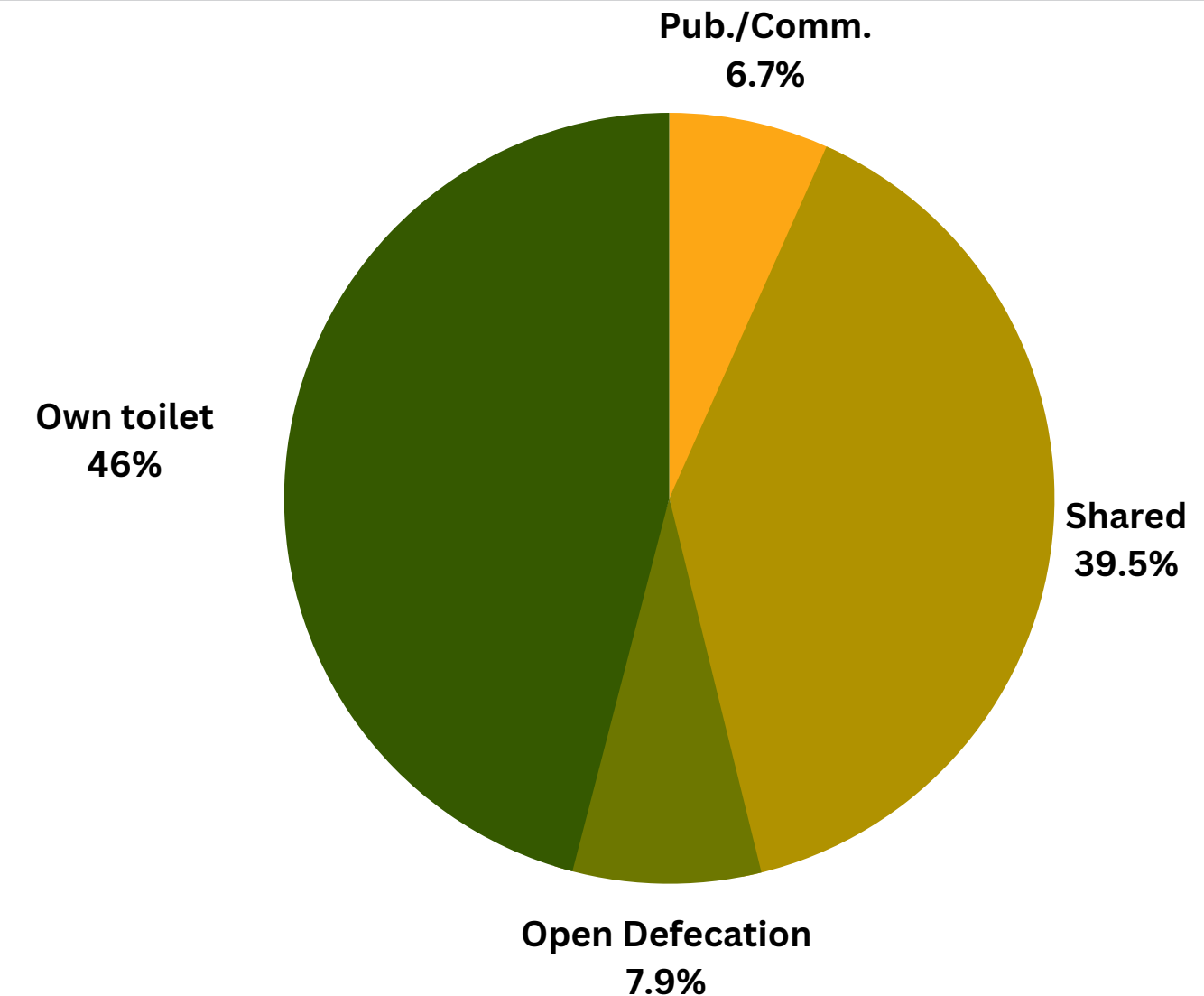
5.5 Garbage Disposal (%)



Hyderabad

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

5.6 Toilet Facility in the Katchi Abadis (%)

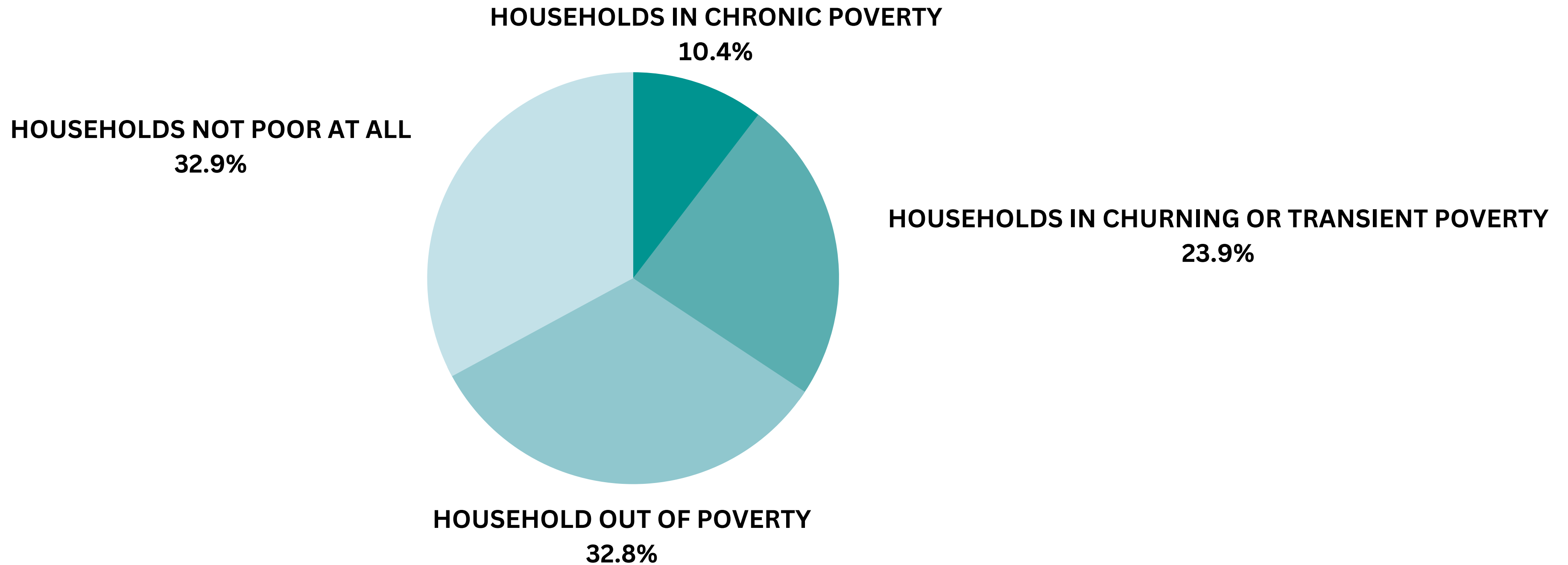


Hyderabad

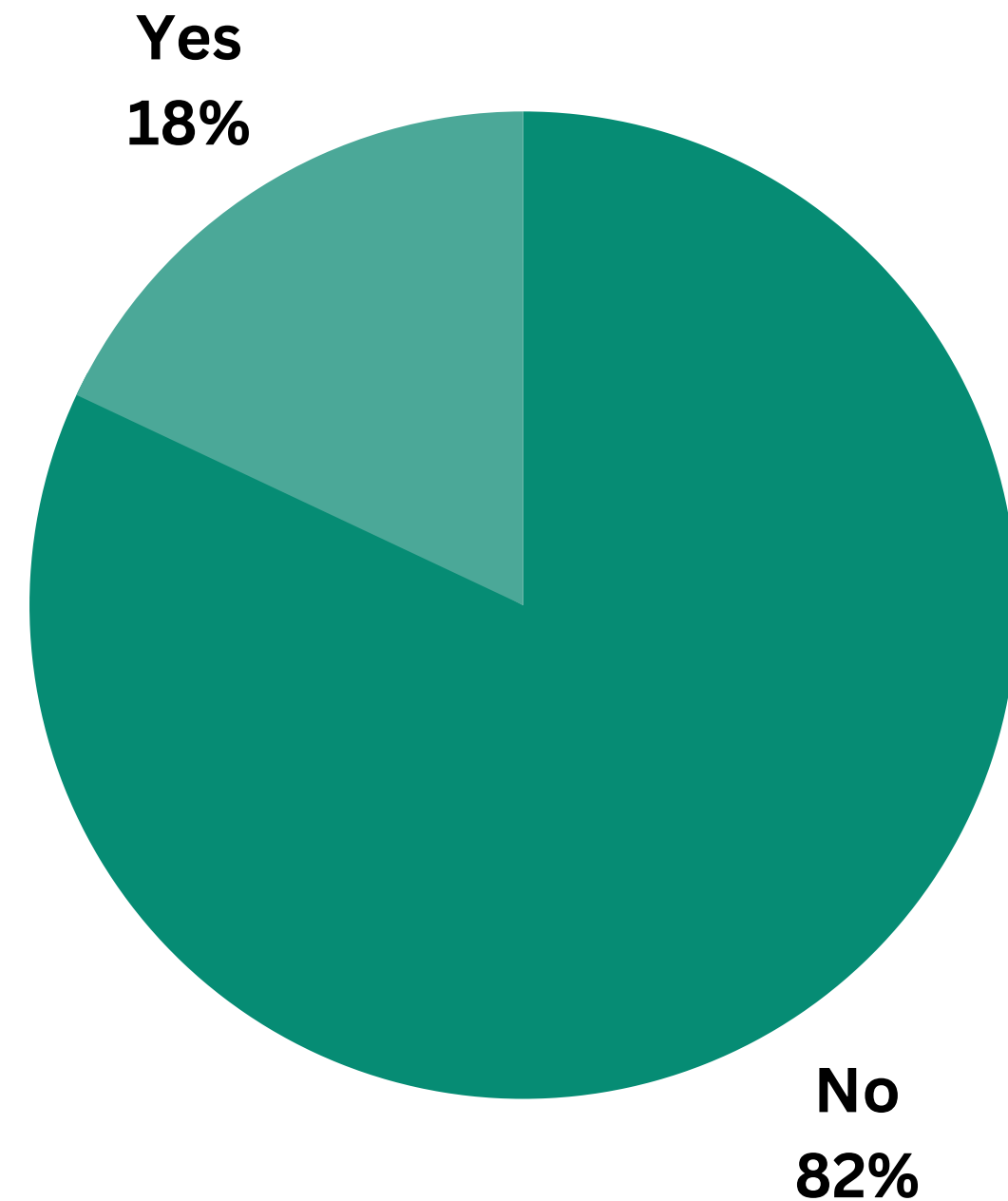
39.5% Shared Toilets
 6.7% Public/Community Toilets;
 46% Own Toilet
 7.9% Open Defecation

Demographics

Distribution of Households by Wealth Index in Hyderabad



HH Indicators



Social Safety Net Recipients

Overall

85.8% HHs responded no
14.2% HHs responded yes

Hyderabad

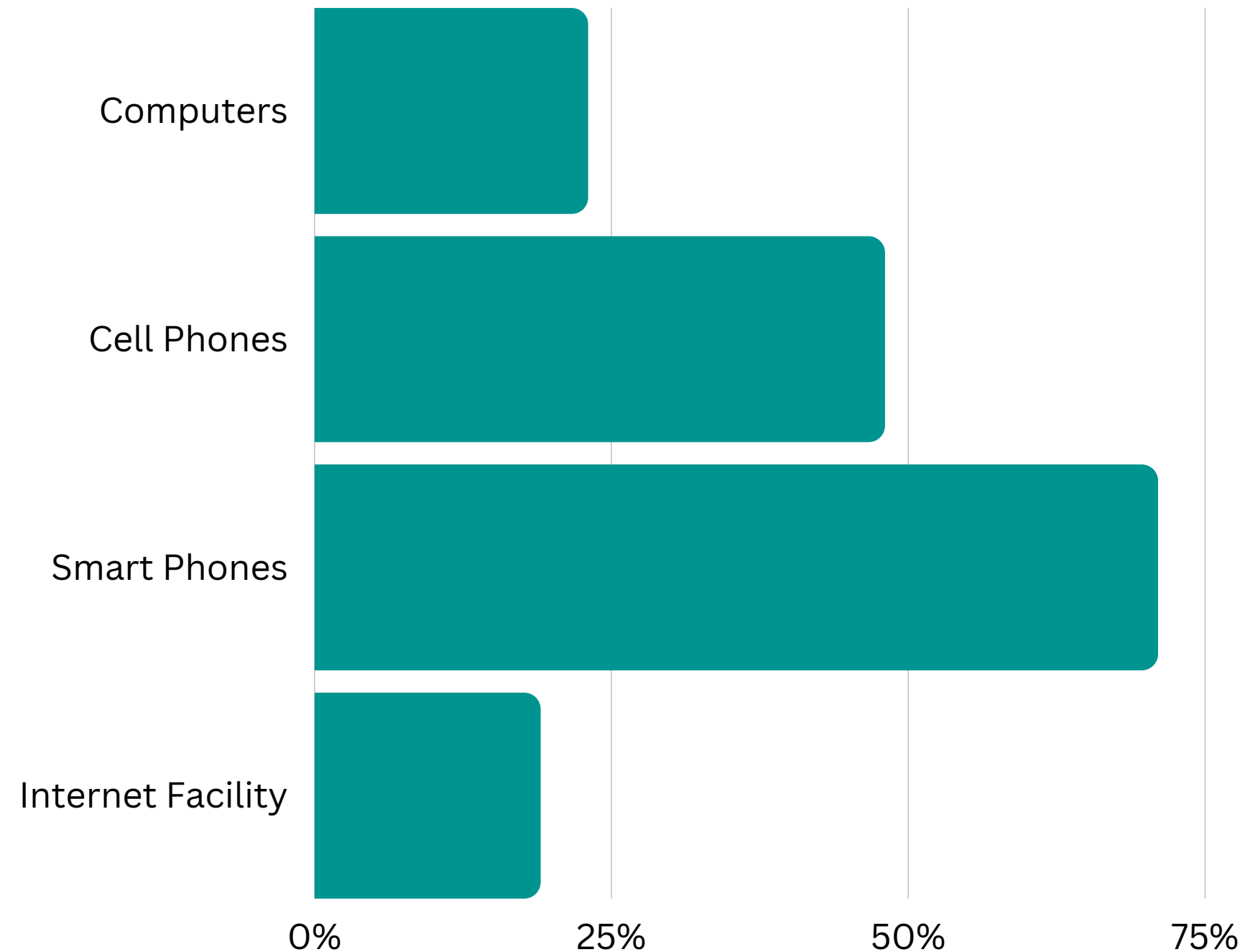
82% HHs Responded no
18% HHs Responded yes

HH Indicators



Availability of Technology

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



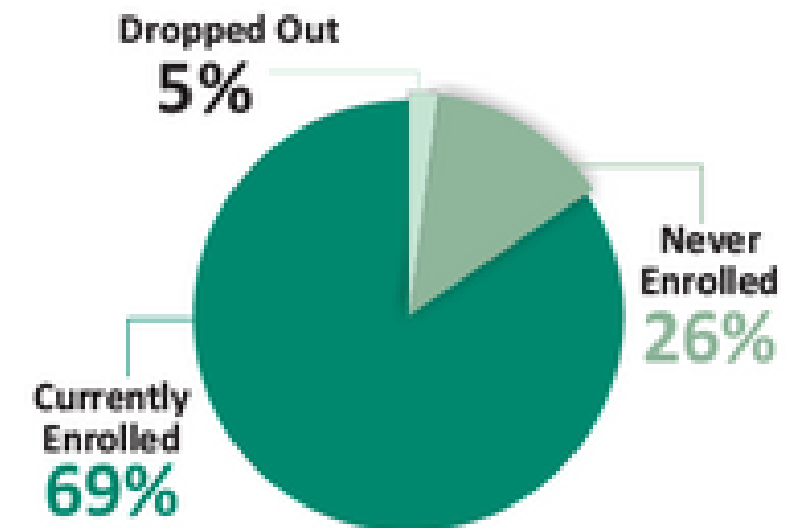
Access/Enrollment



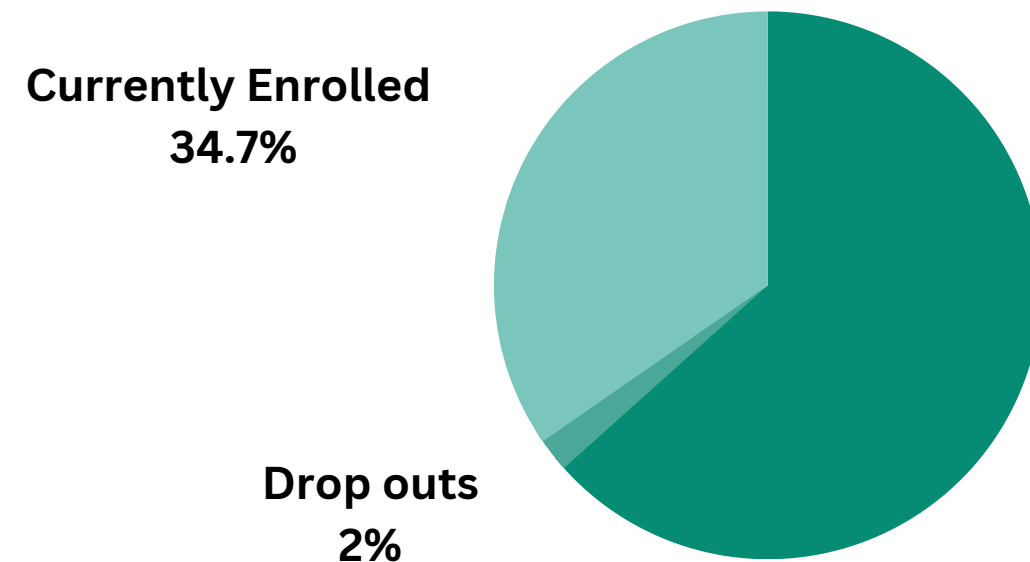
1.1. Enrollment (ECE 3-5 Years)



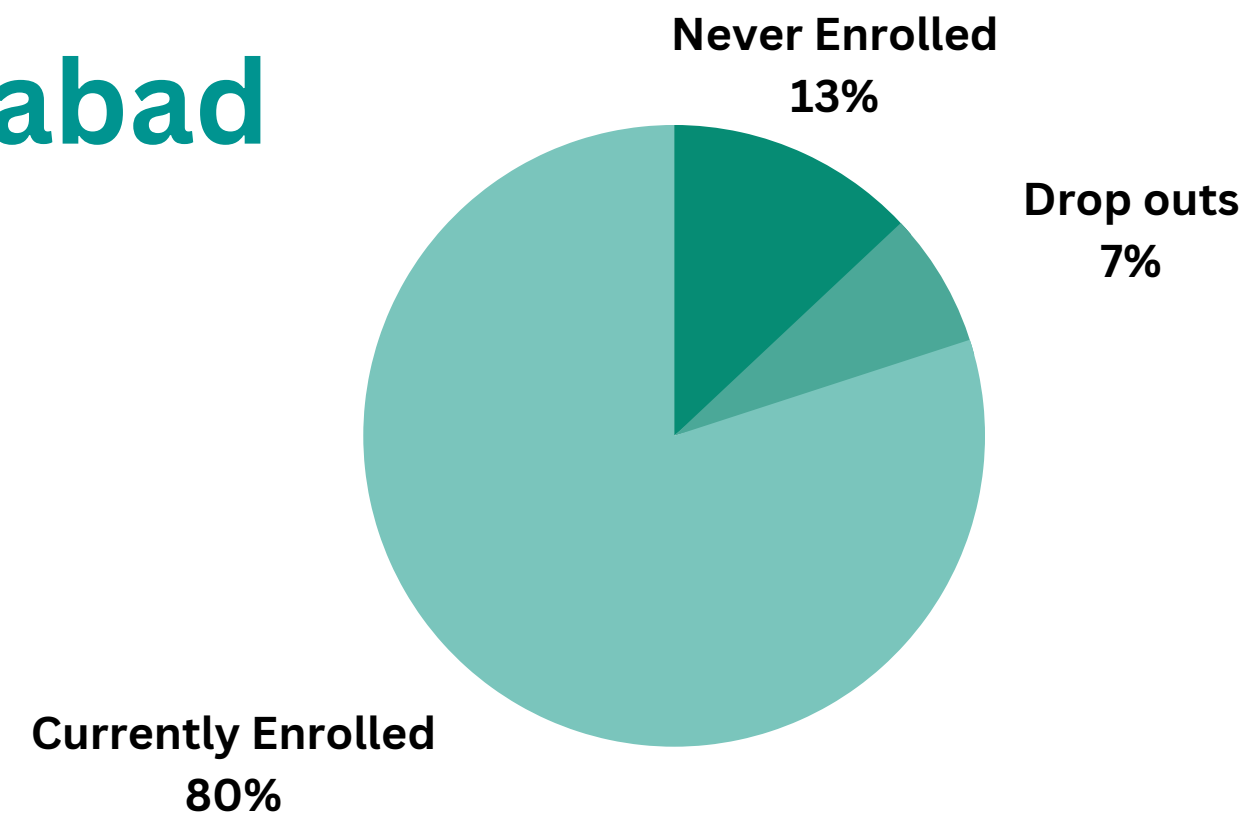
1.2. Enrollment (6-16 Years)



Hyderabad



Never Enrolled
63.4%

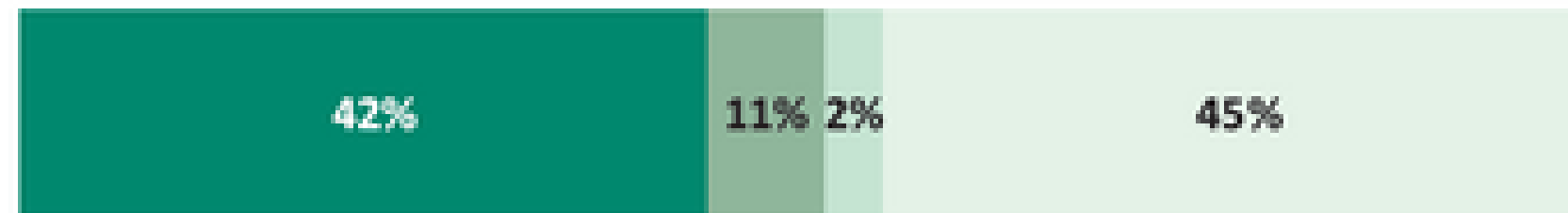


Access/Enrollment



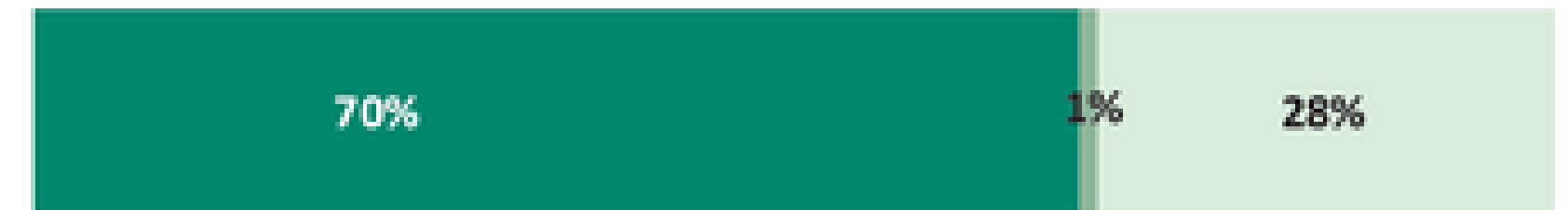
1.6. District wise Enrollment Share by Service Providers

PESHAWAR



■ Government ■ Private ■ Madrassa ■ NFE/OTHERS

HYDERABAD



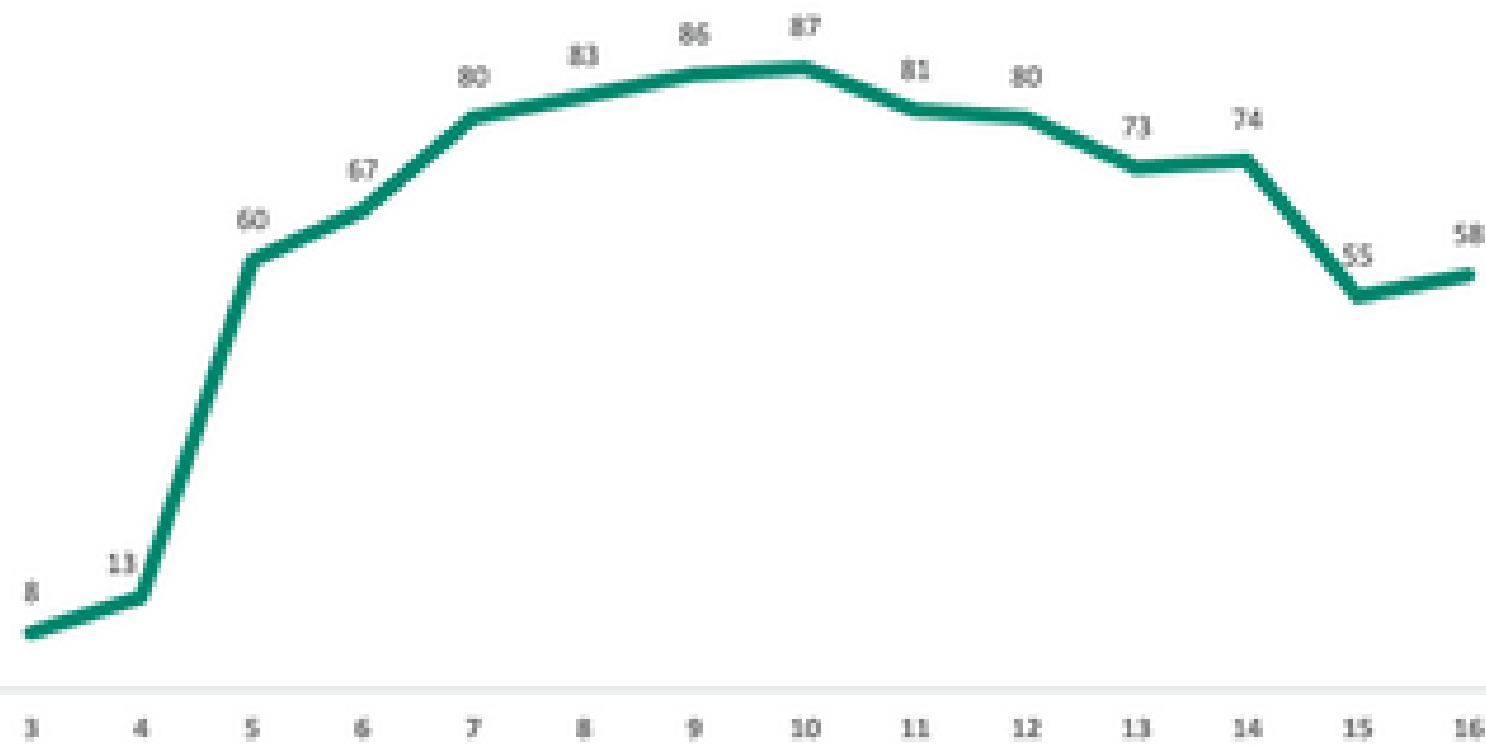
■ Government ■ Private ■ Madrassa ■ NFE/OTHERS

Access/Enrollment



1.3. Enrollment by Age

Percentage of Children Enrolled by Age (Years)



1.4. Enrollment by Gender and Age

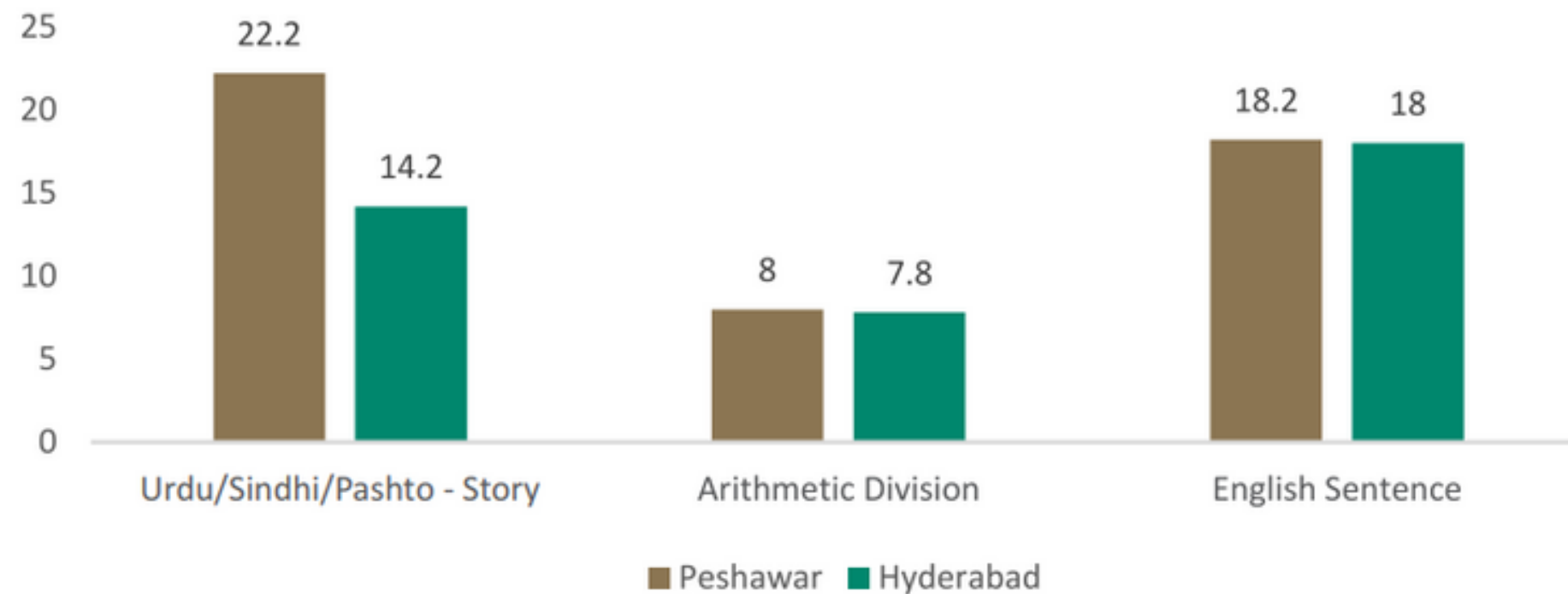
Enrollment of Boys vs Girls by Age (Years)



Learning Quality



Learning Outcomes by District

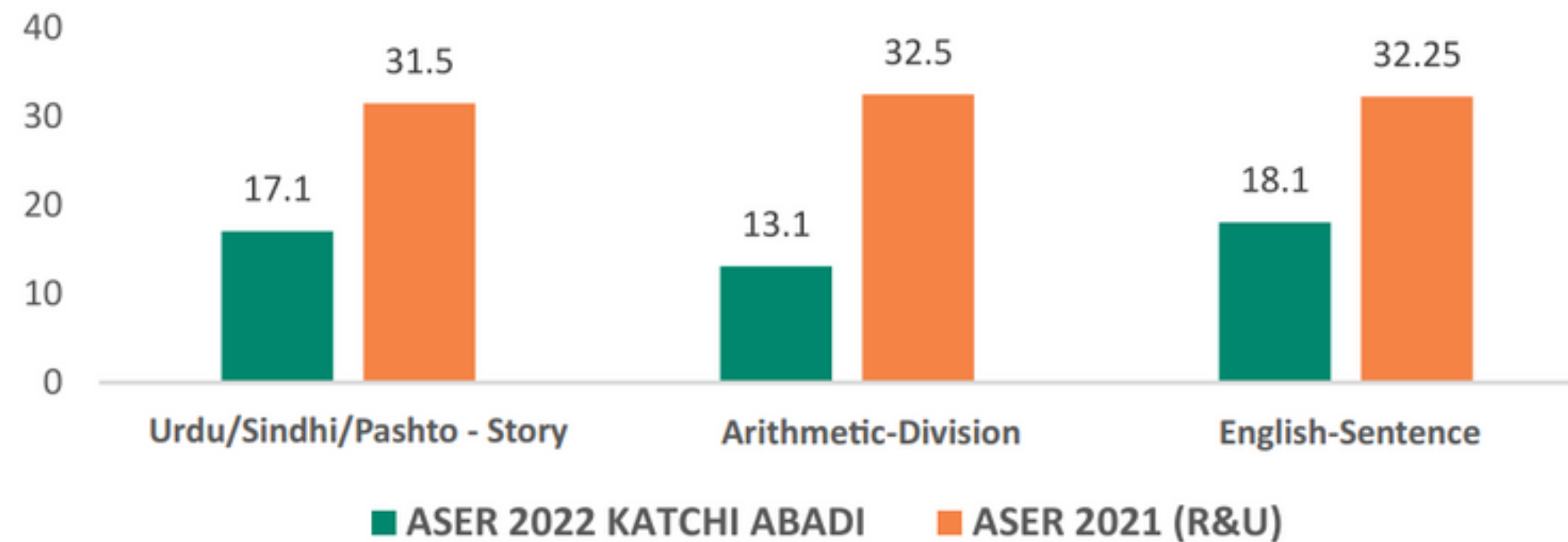


Learning Quality



2.1. Overall Learning Outcomes

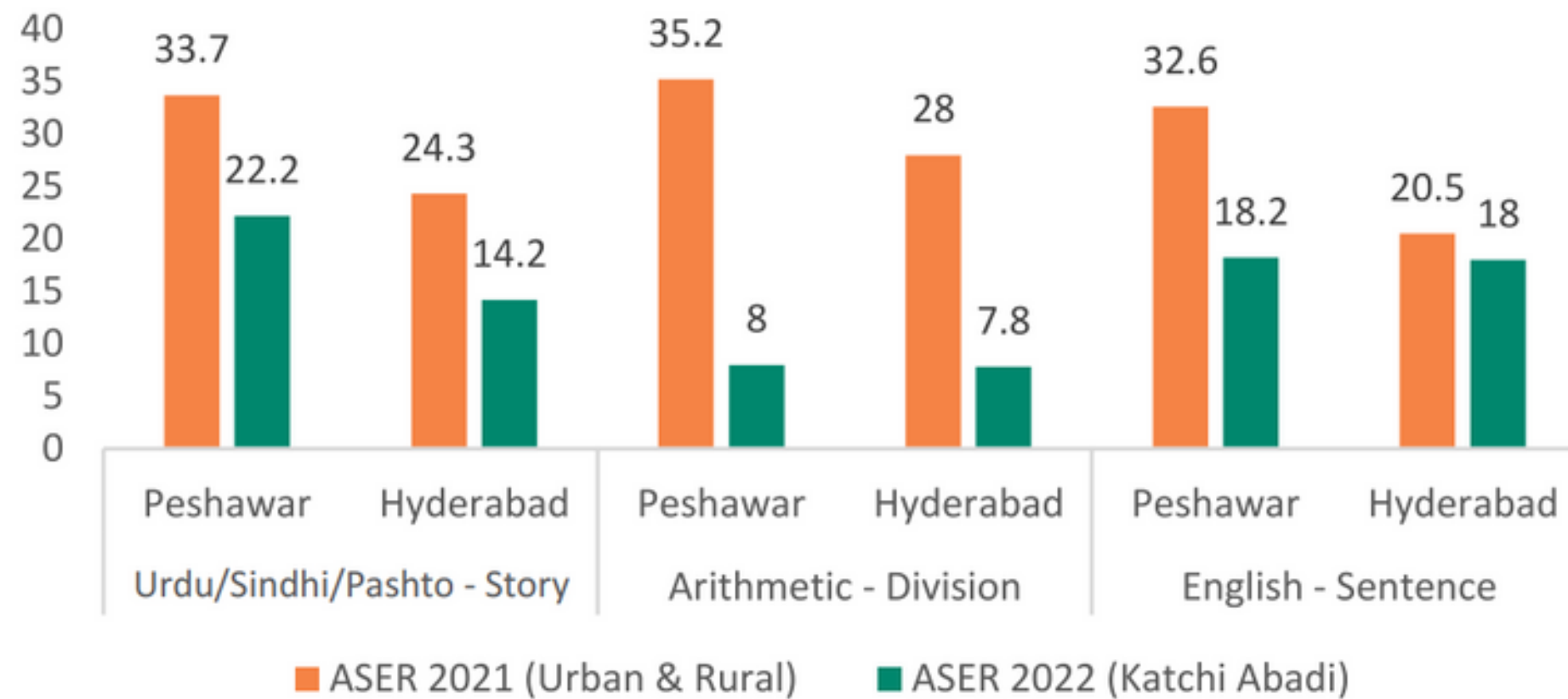
Comparison between ASER 2022 (Katchi Abadi Pilot) and ASER 2021 (Rural & Urban)



Learning Quality



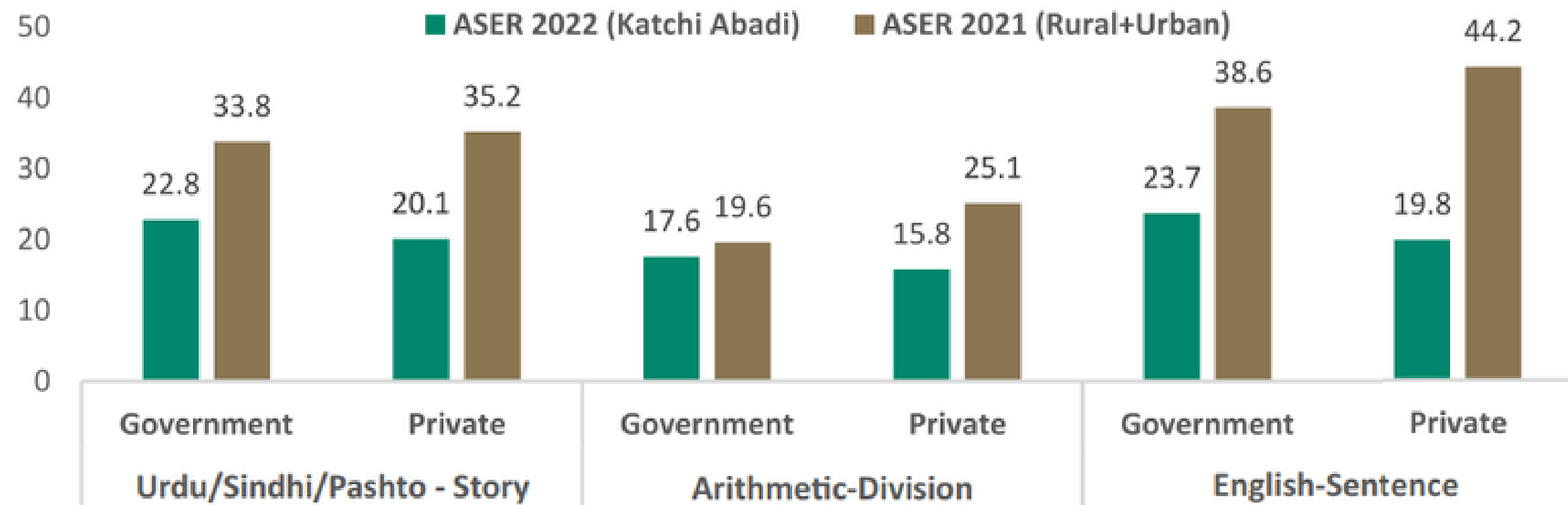
Comparison between ASER 2022 (Katchi Abadi Pilot) and ASER 2021 (Rural & Urban)



Learning Quality



2.3 Learning by Institution

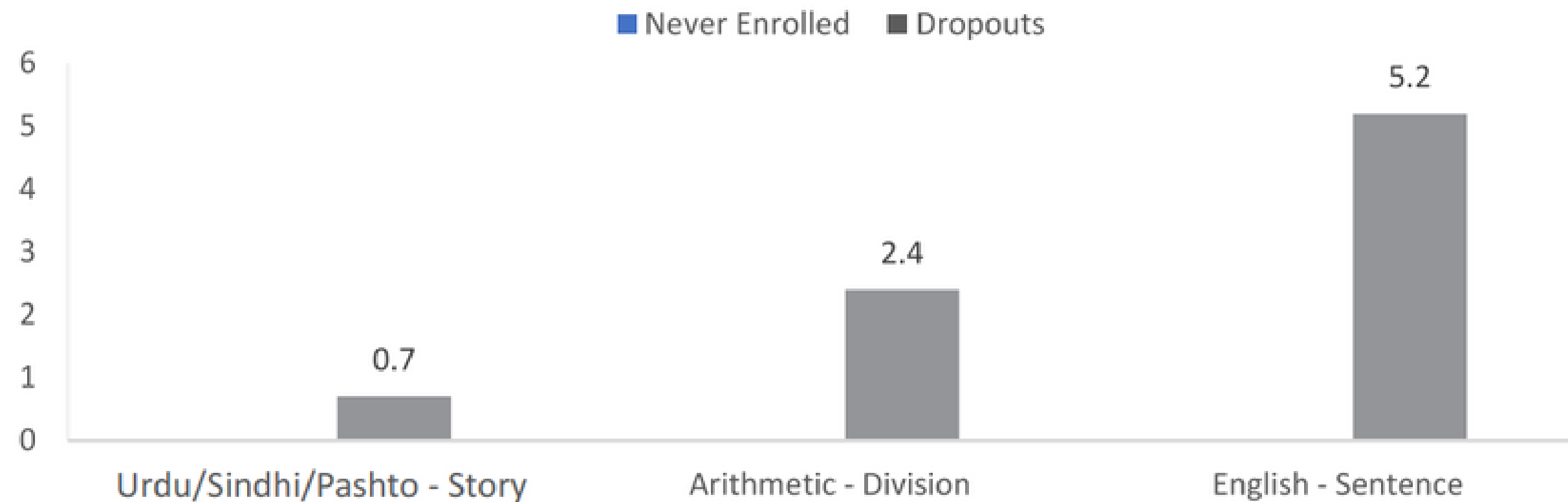


Learning Quality



2.5 Learning Amongst Out of School Children

Learning Outcomes of Out of School Children (OOSC)

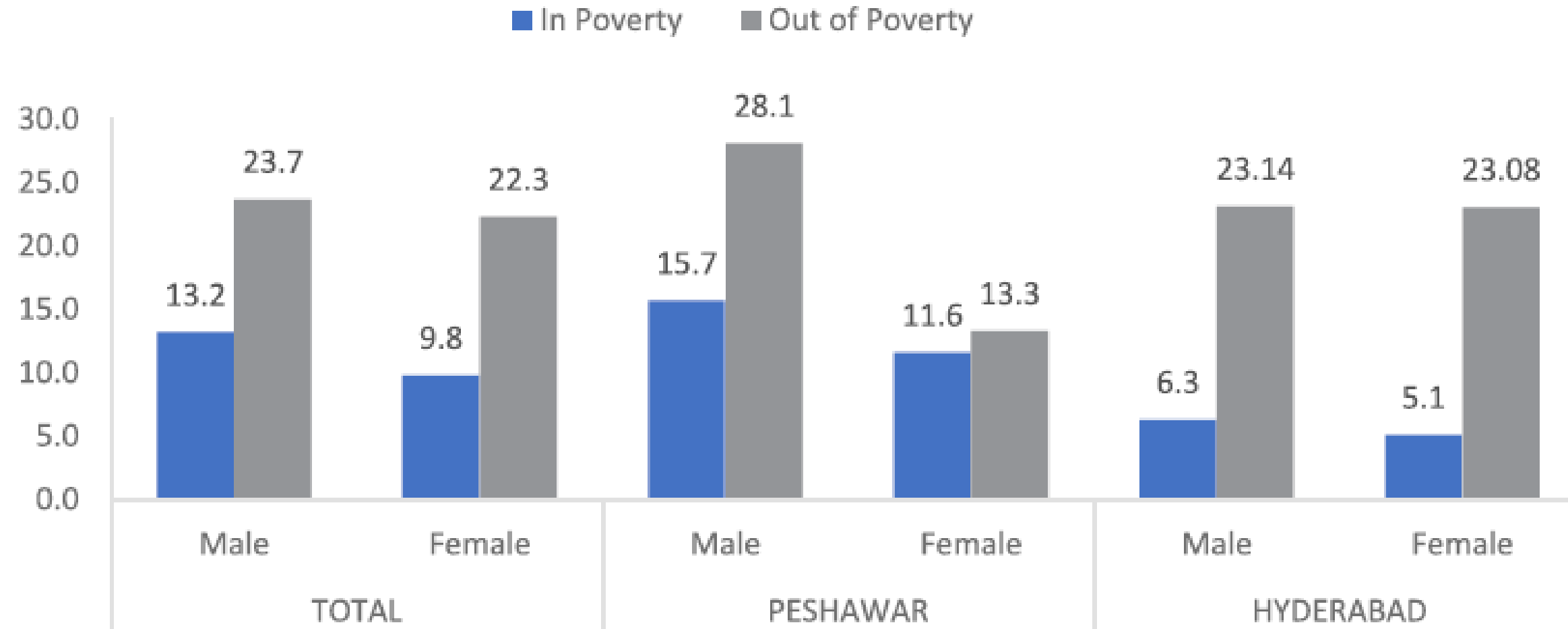


Negligible scores when tests conducted on never enrolled children

Learning Quality



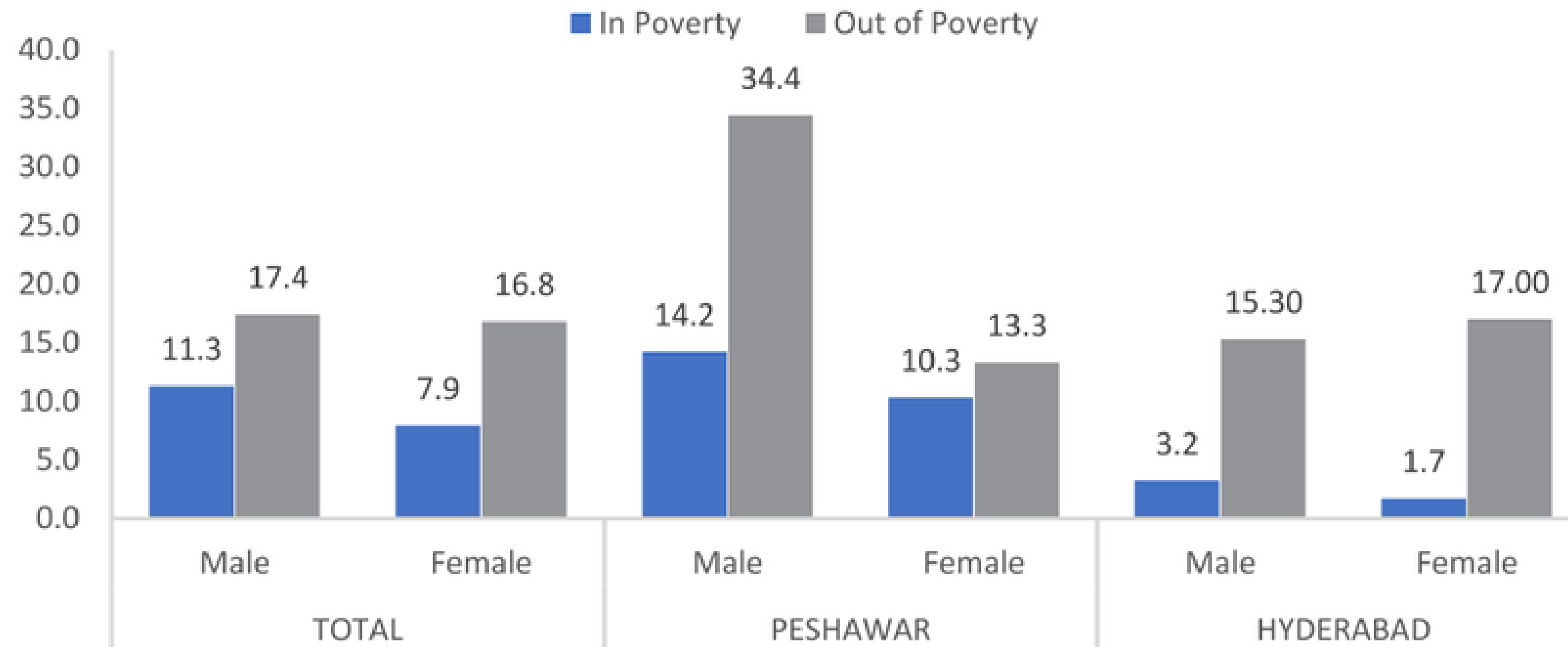
English Story Reading by Gender and Wealth Index



Learning Quality



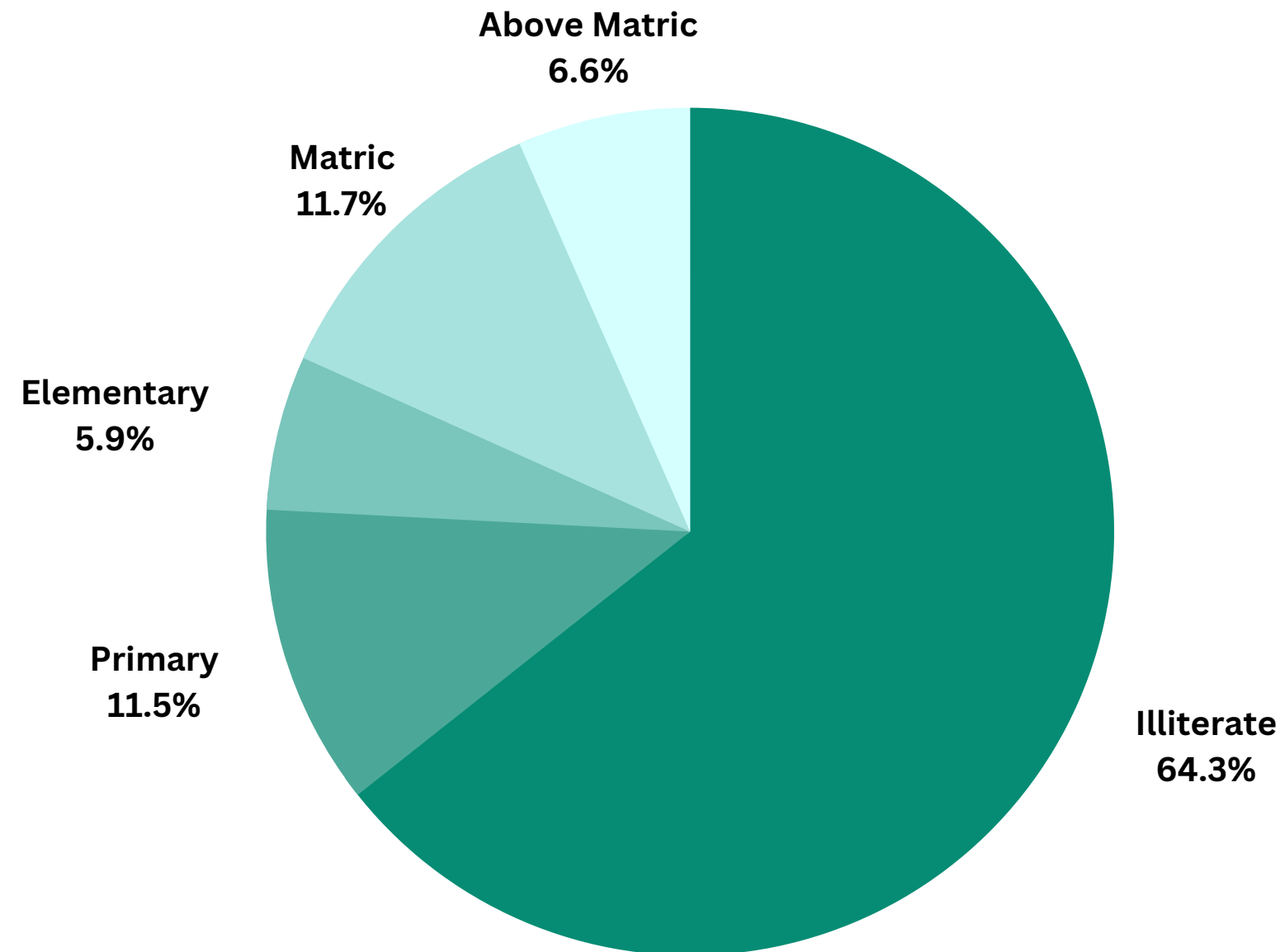
Arithmetic Learning Levels by Gender and Wealth Index



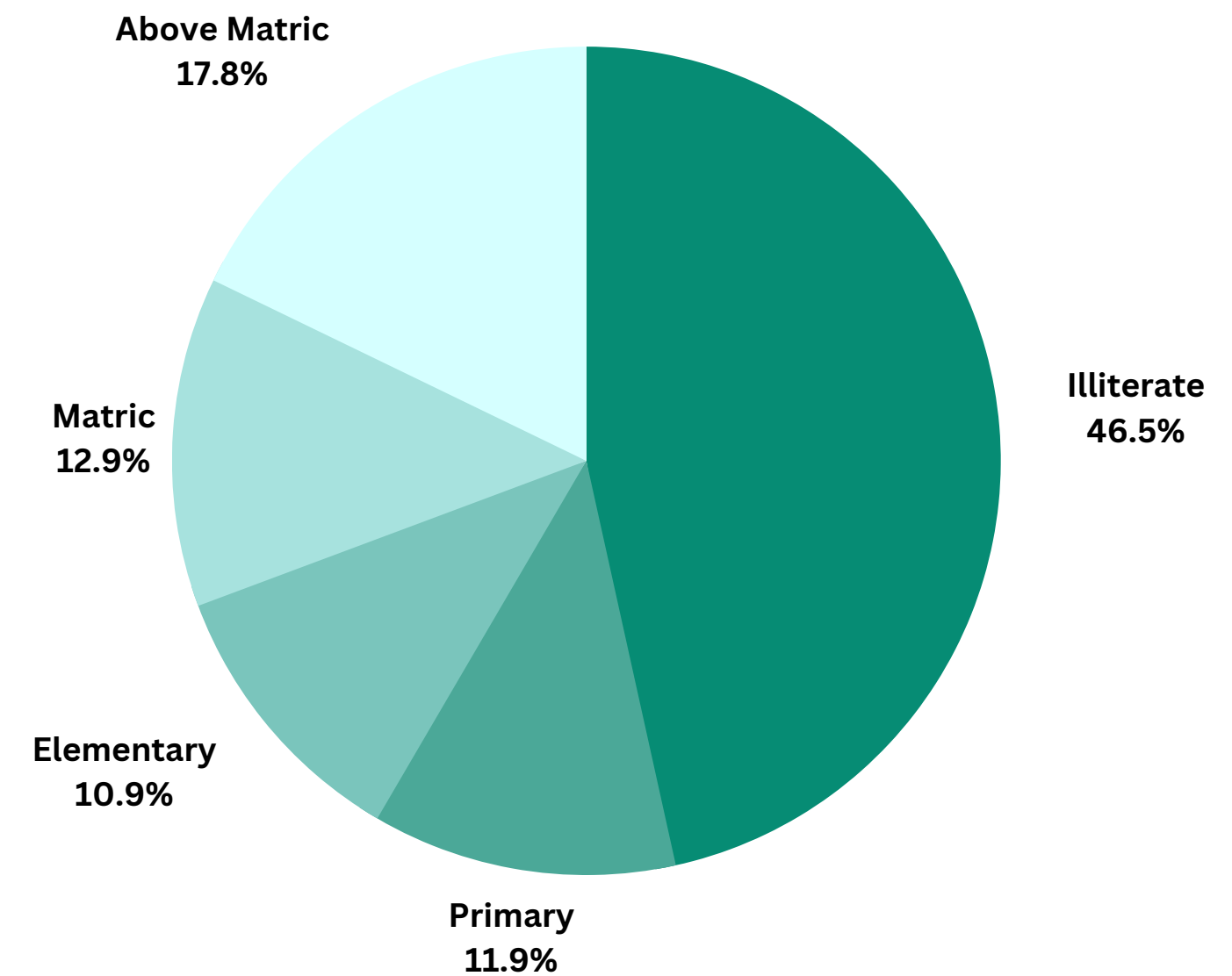
Parental Education (Peshawar)



3.1 Mother Education (%)



3.2 Father Education (%)

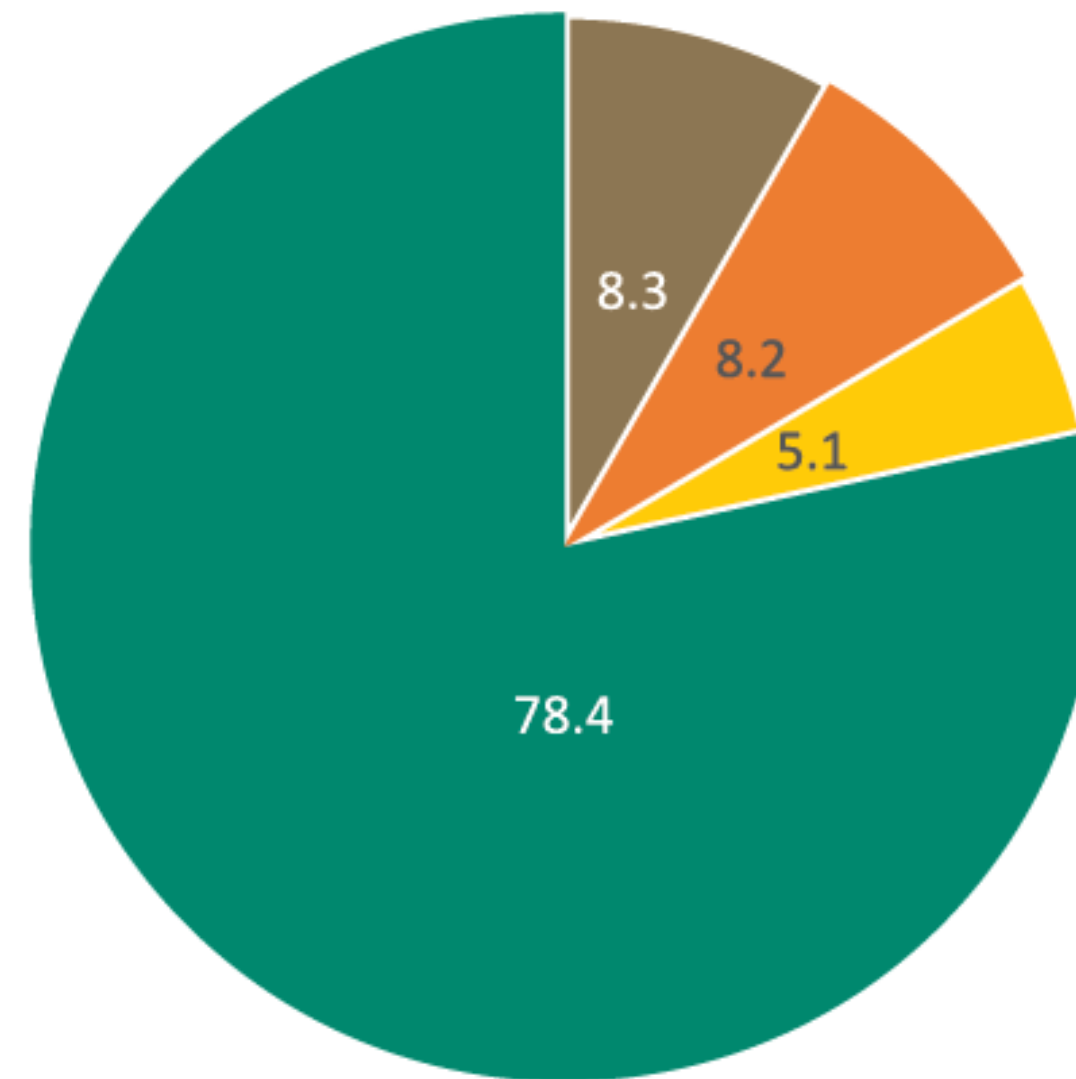


Psycho-social well-being



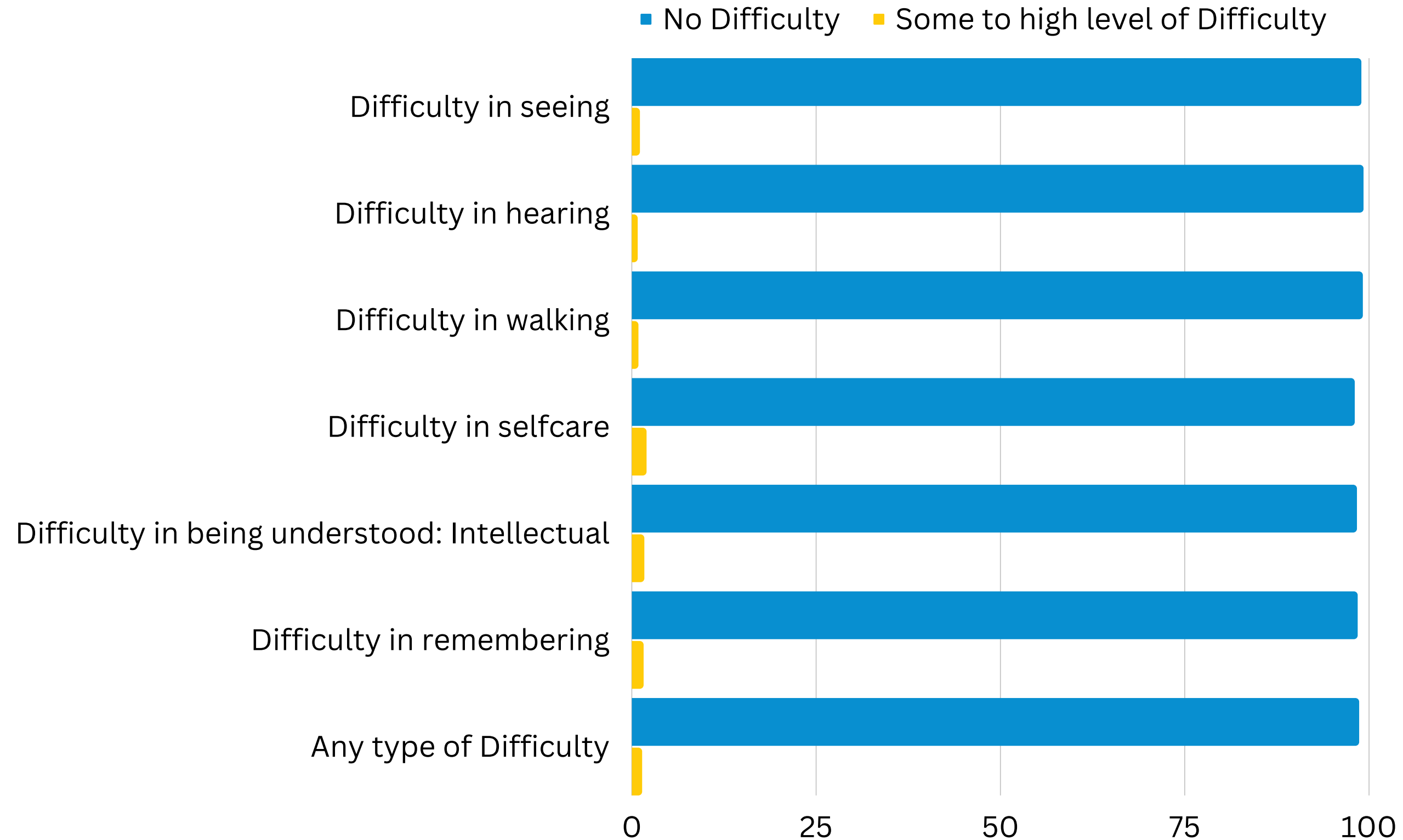
Psycho-social Well-being of Katchi Abadi Children

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



■ LOW ■ MEDIUM-HIGH ■ LOW-MEDIUM ■ HIGH

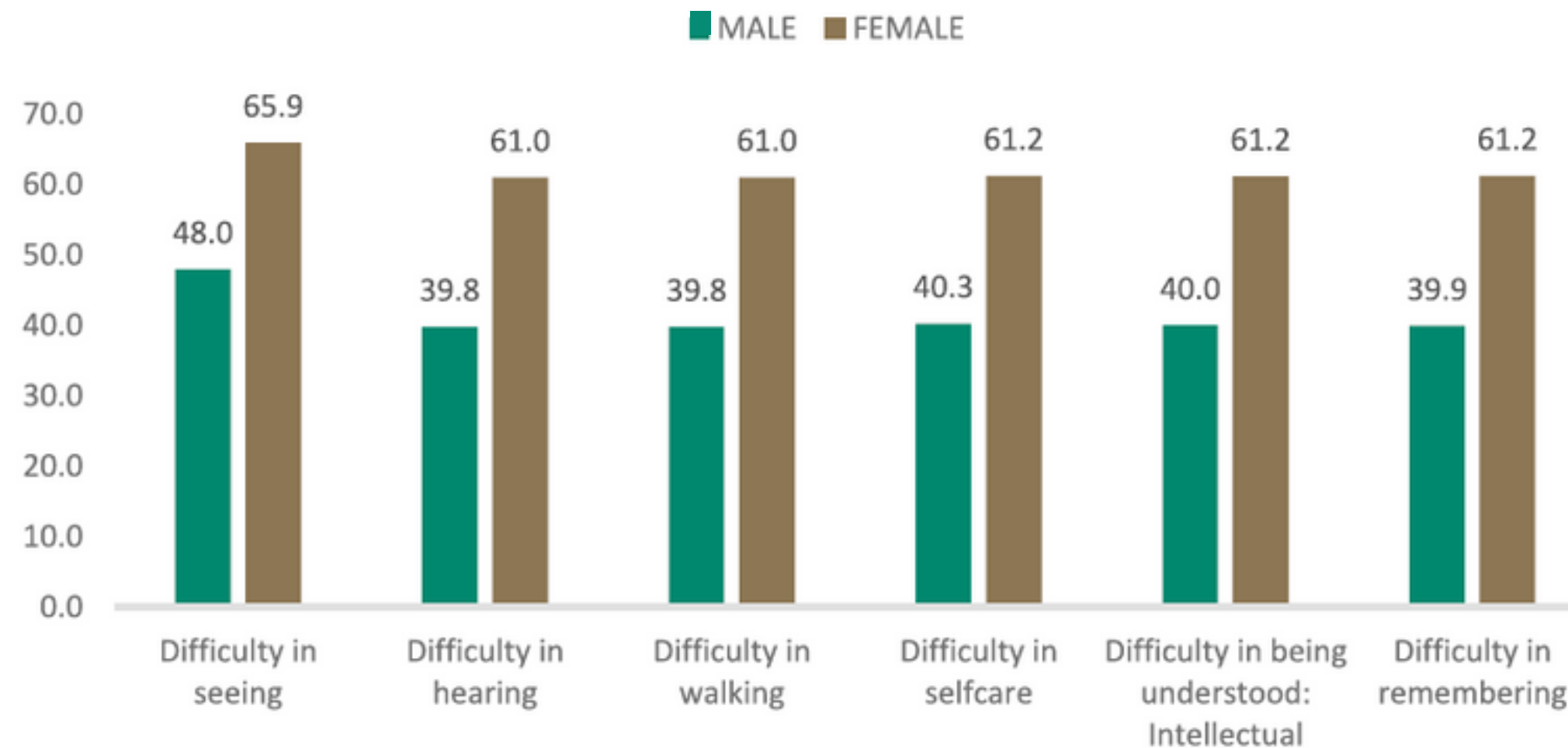
Prevalence of Disabilities (Hyderabad)



Prevalence of Disabilities



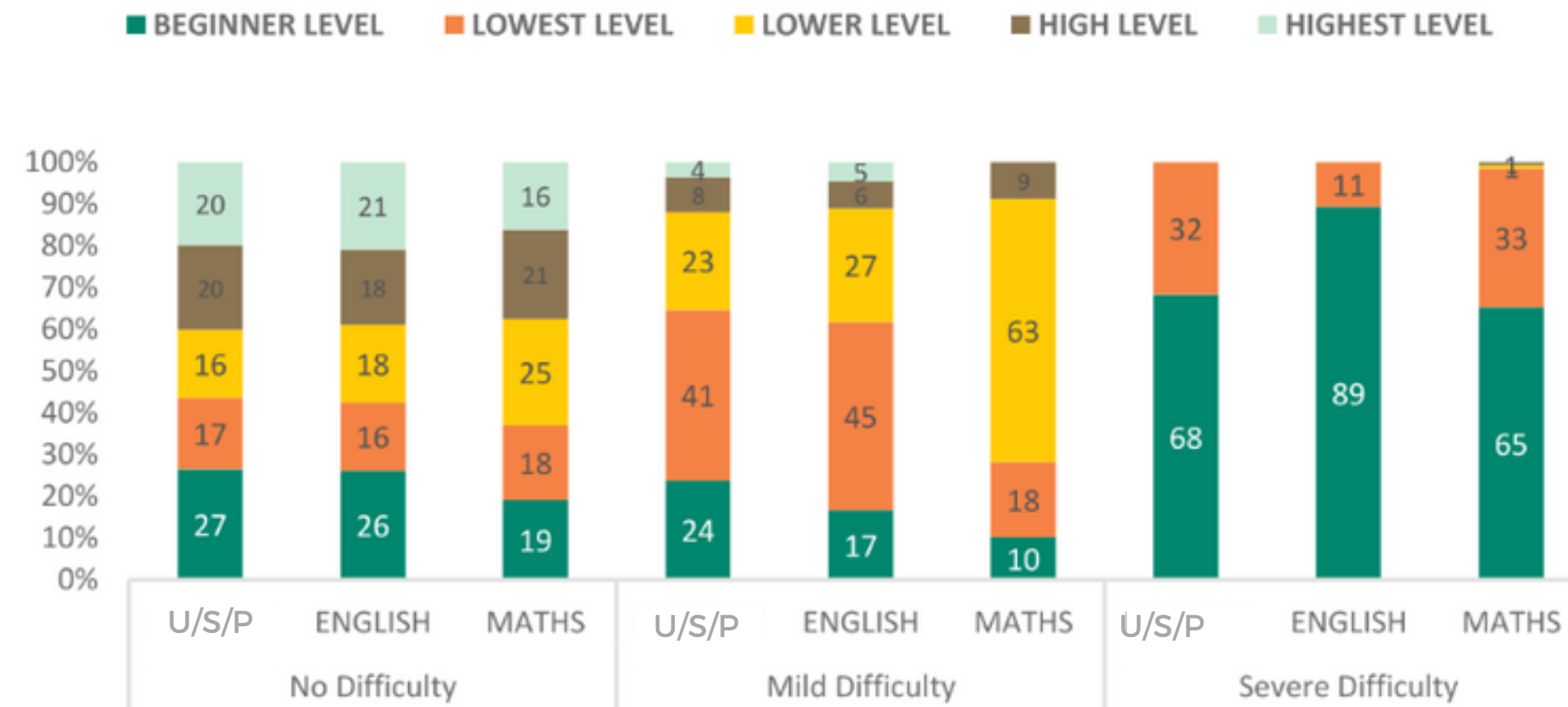
Percentage of children reporting difficulty in learning due to any disability by type and sex (%)



Prevalence of Disabilities



Percentage of children attaining each learning level by learning difficulty (%)



Recommendations



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

Recommendations



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



Thank you!