



Annual Status of Education Report

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ASER

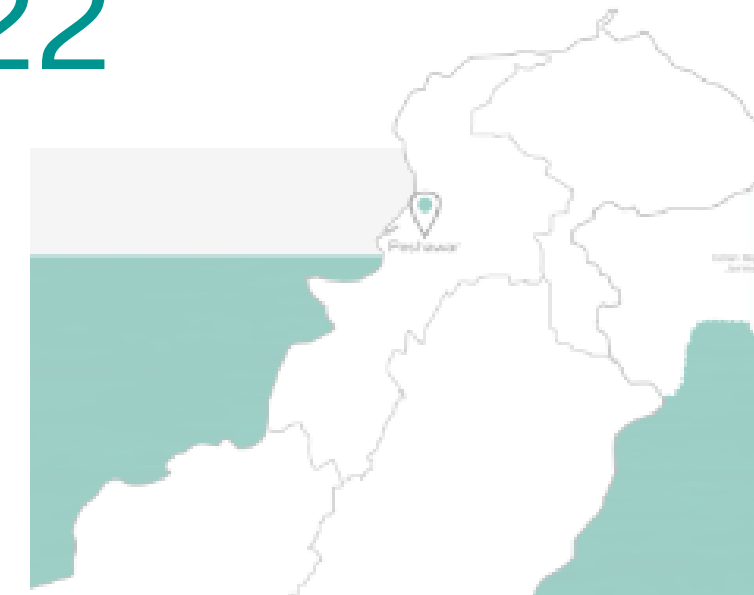
PAKISTAN

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 (7 in Peshawar)



Surveyed Children (5 to 16): 2378



Children Assessed (5 to 16): 1929



Surveyed Households: 877



SURVEYED KATCHI

ABADIS (Peshawar)



1. BADABER
2. KABABIAN
3. KHAZANA
4. KHURAASAN
5. MIRA KACHORI
6. NAGUMAN
7. SHAMSHATOO GUL BADIN

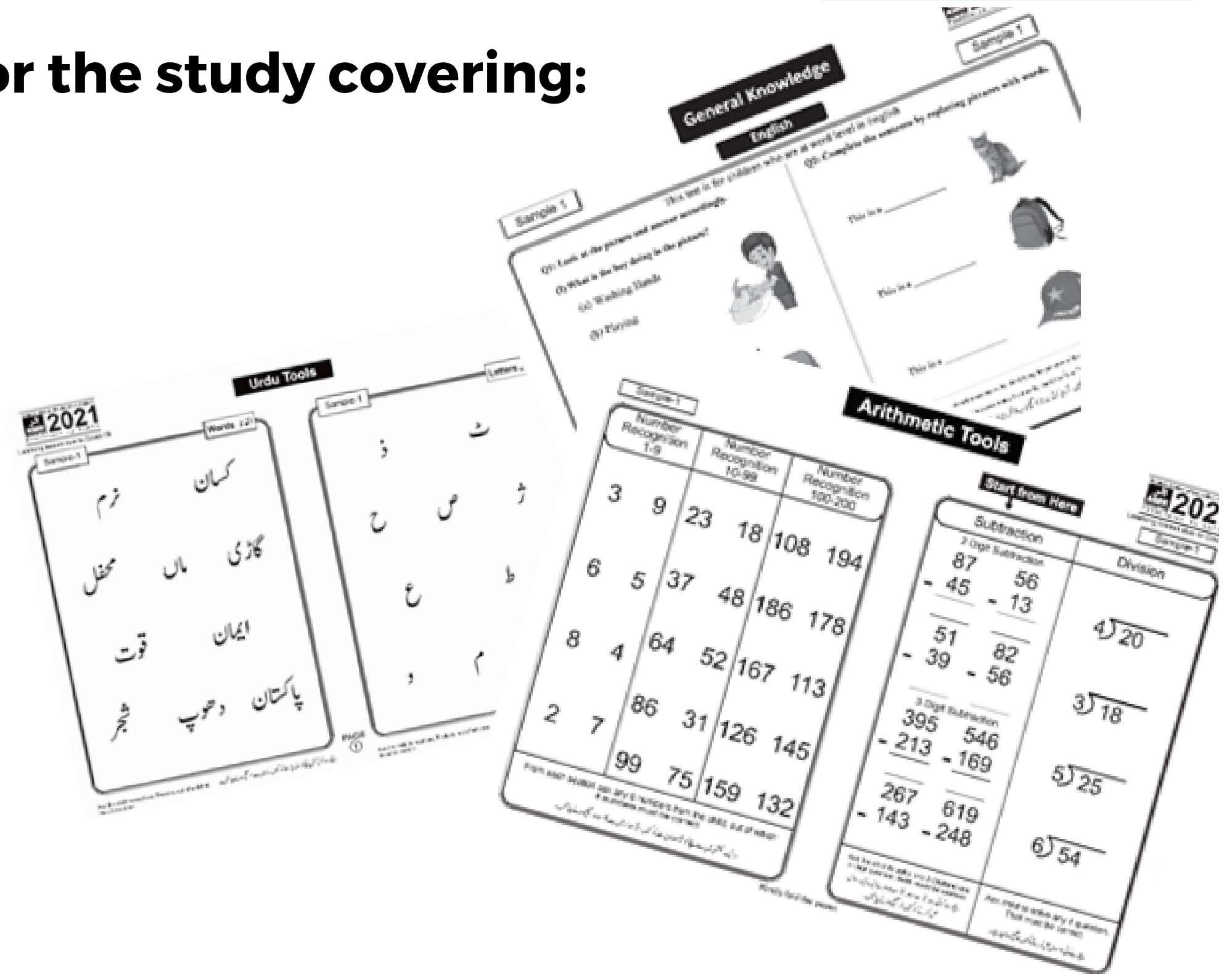
Testing basic competencies in Reading, Arithmetic and English

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.



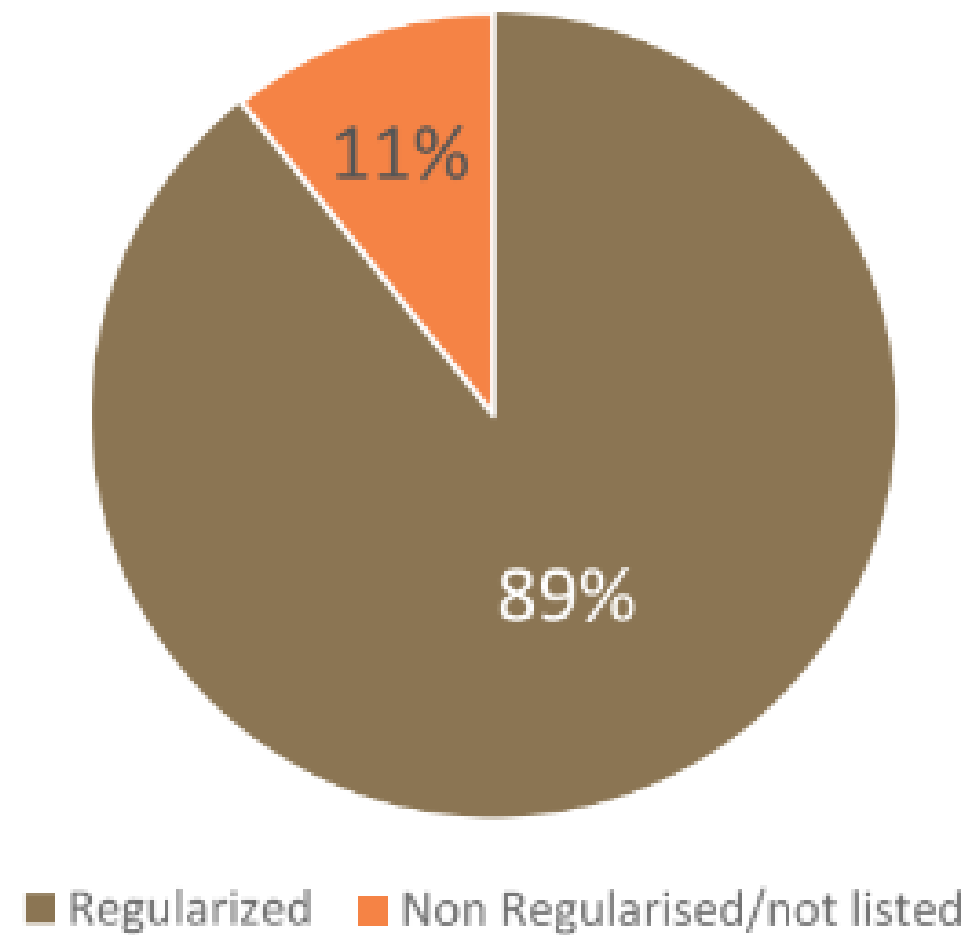
FINDINGS



Living Conditions

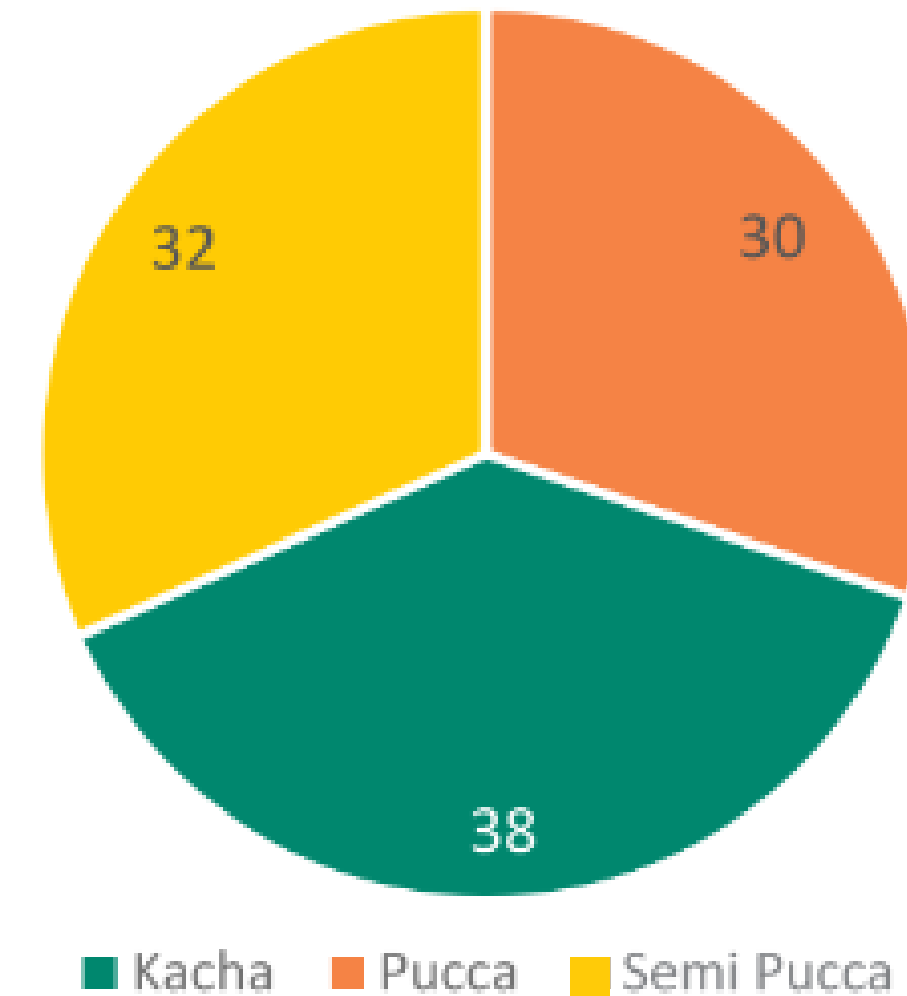


Distribution of Abadis included in the Pilot Survey



Overall
11% regularised
89% non regularised

Type of Houses in Katchi Abadis

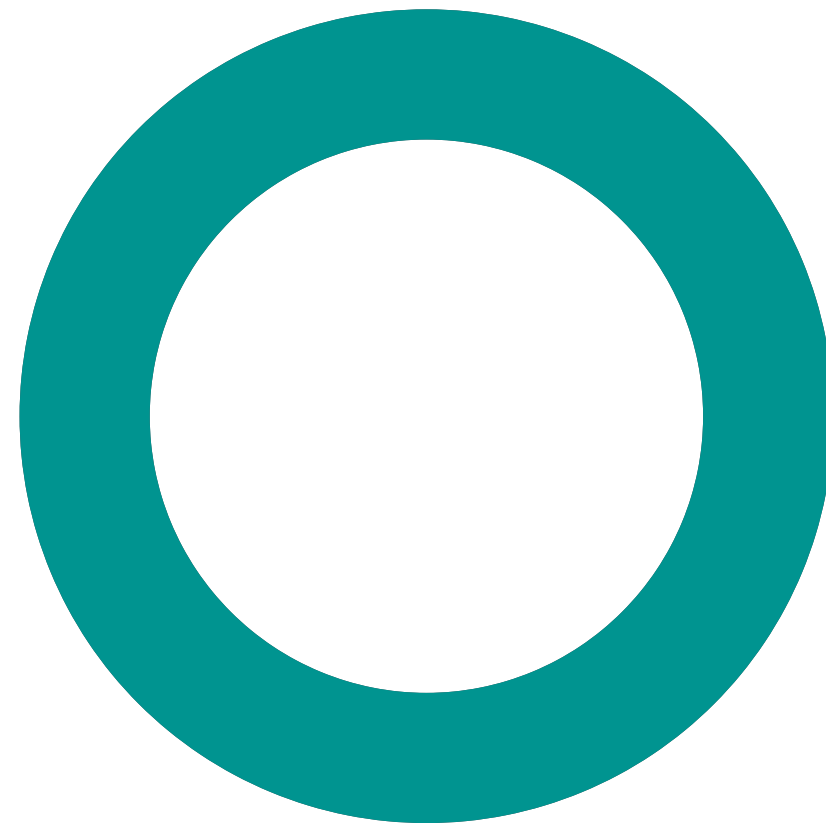


Overall
38% Kacha
30% Pucca
32% Semi Pucca

Living Conditions

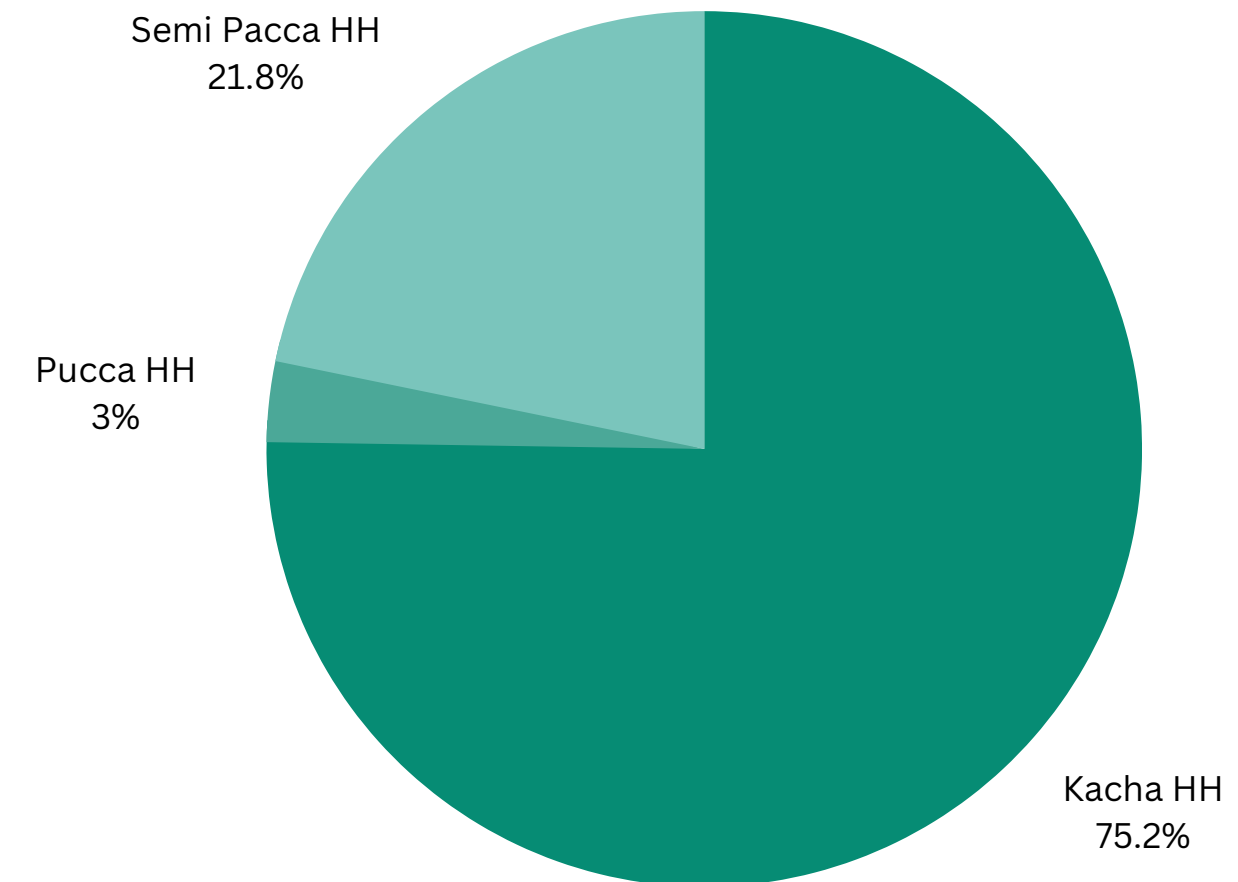


Distribution of Abadis included in the Pilot Survey



Peshawar
100%
regularized

Type of Houses in Katchi Abadis

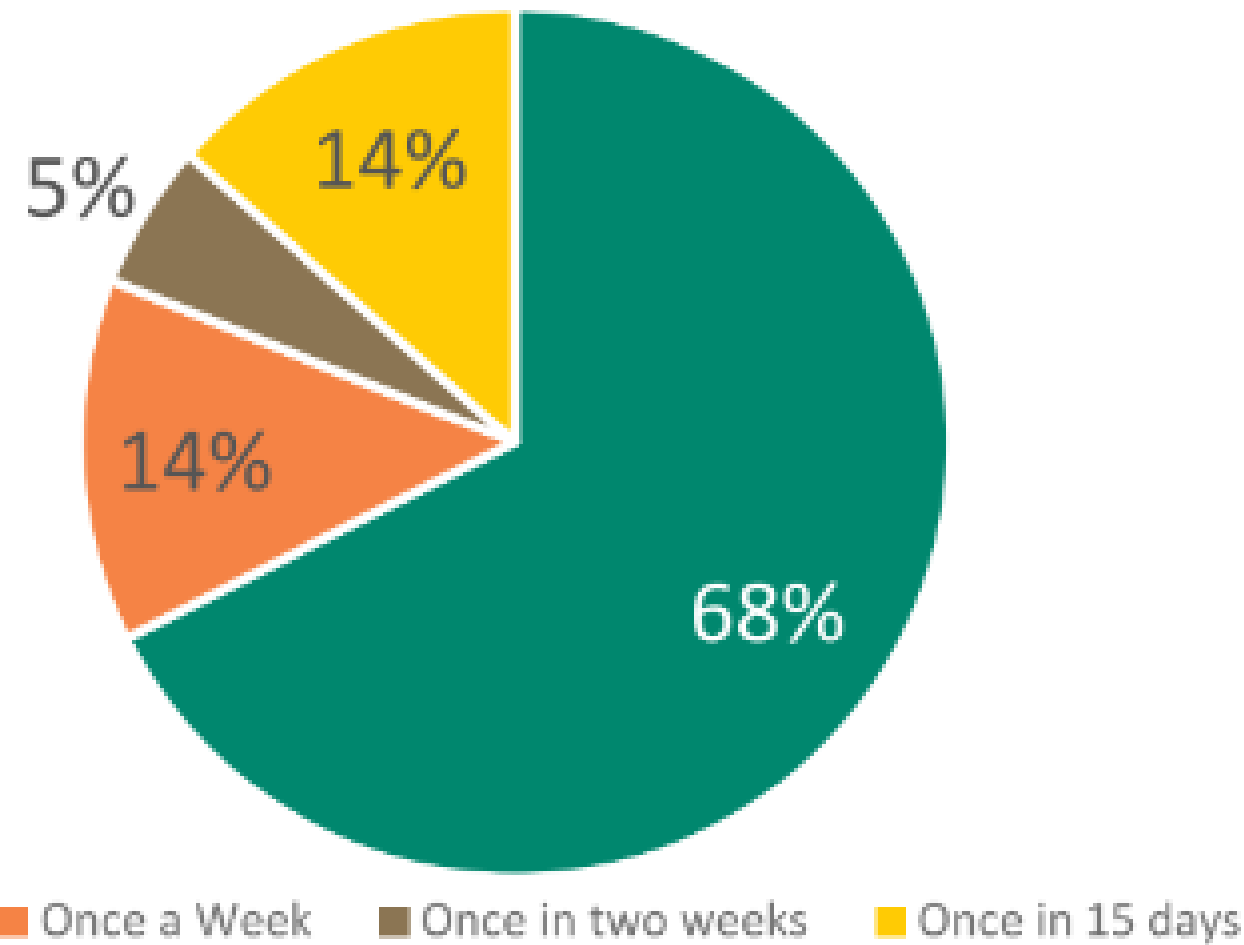


Peshawar
Katcha 75%
Semi Pucca 21.8%
Pucca 3%

Living Conditions

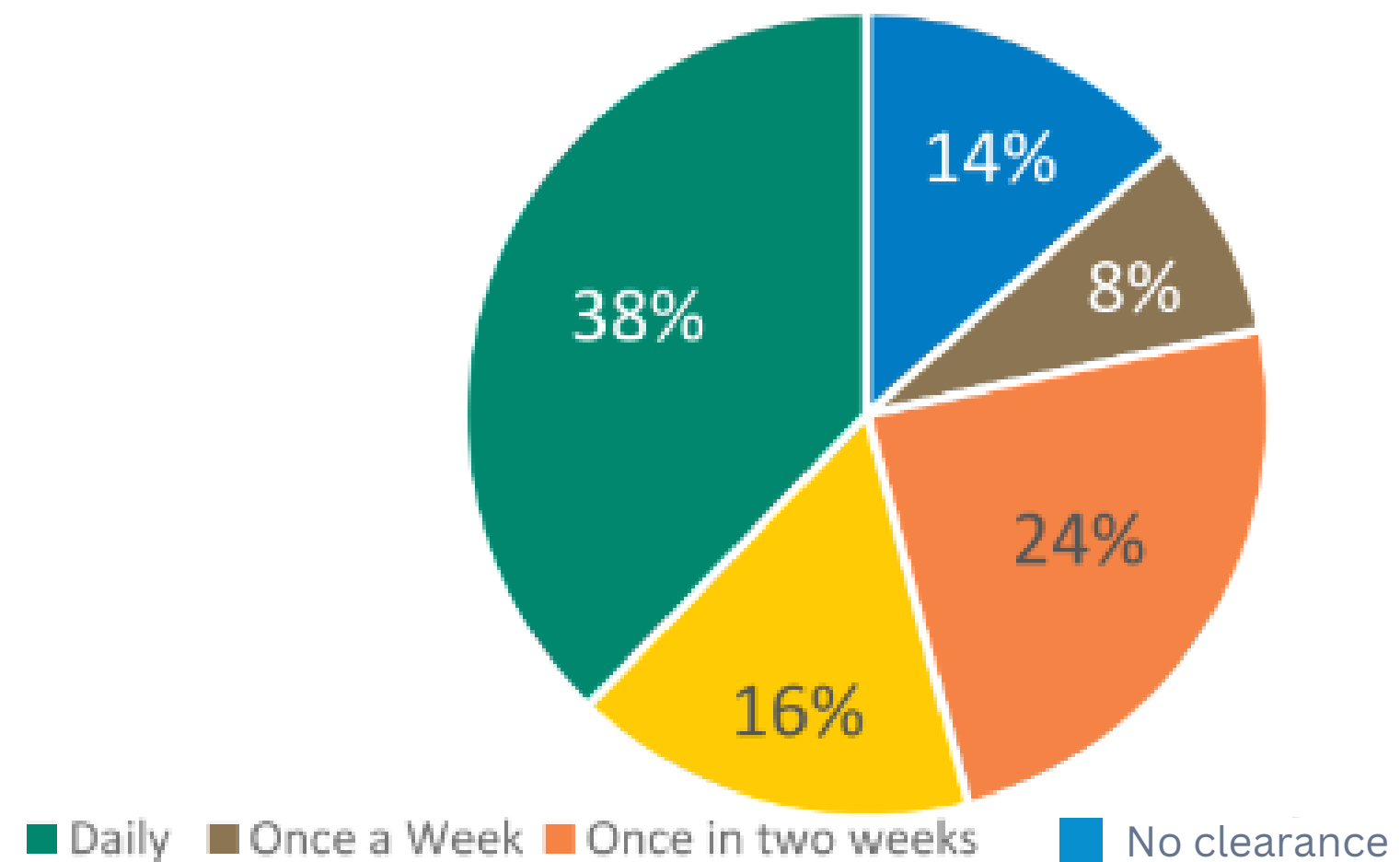


5.3 Water Availability (%)



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

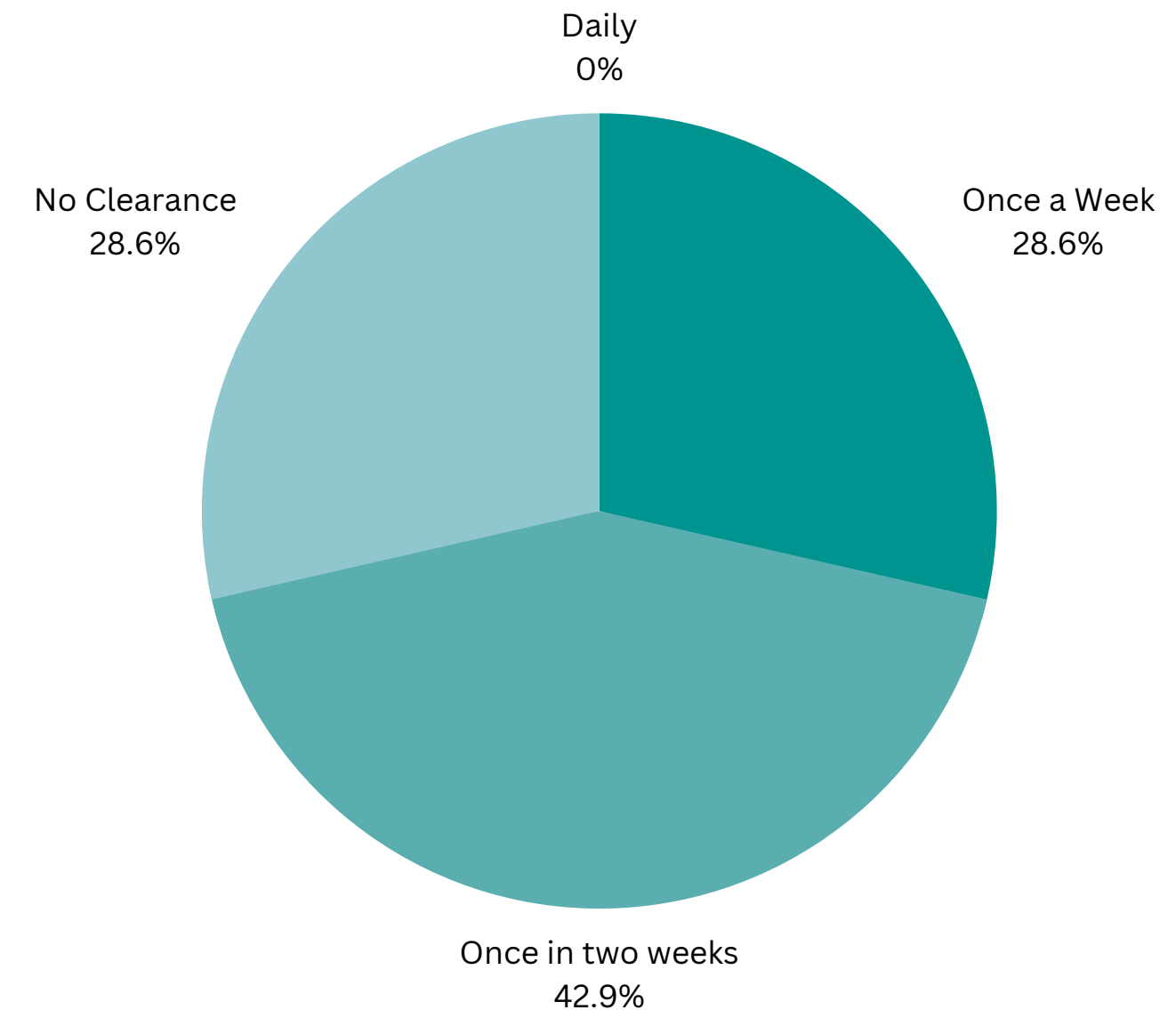


5.3 Water Availability (%)



Peshawar
100% daily

5.4 Cleaning of Open Drains (%)

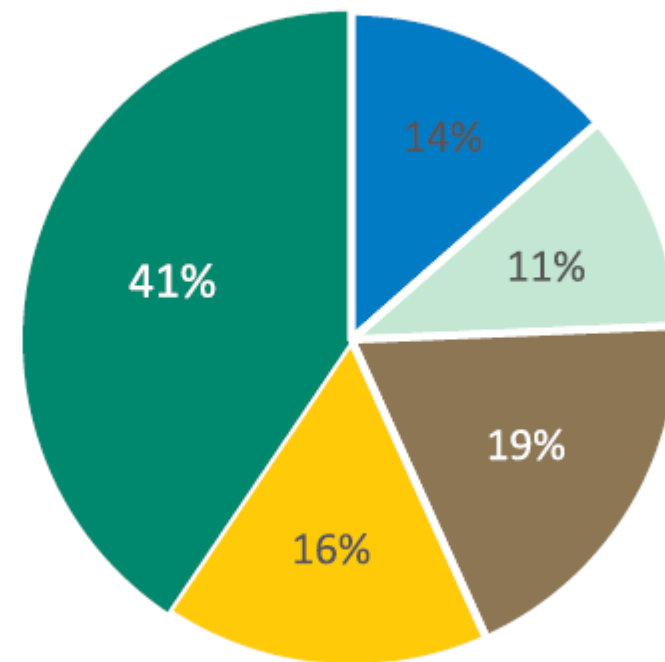


Peshawar
0% Daily
28.6% Once a Week
42.9% Once in two weeks
28.6% No Clearance

Living Conditions



5.5 Garbage Disposal (%)

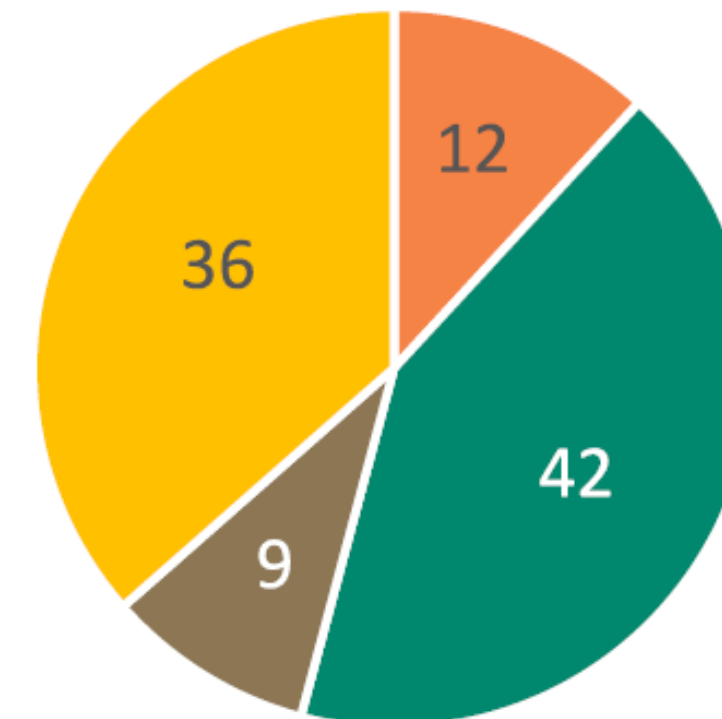


■ Municipal Staff ■ Municipal Contractor ■ Residents Themselves ■ Other ■ No Arrangement

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

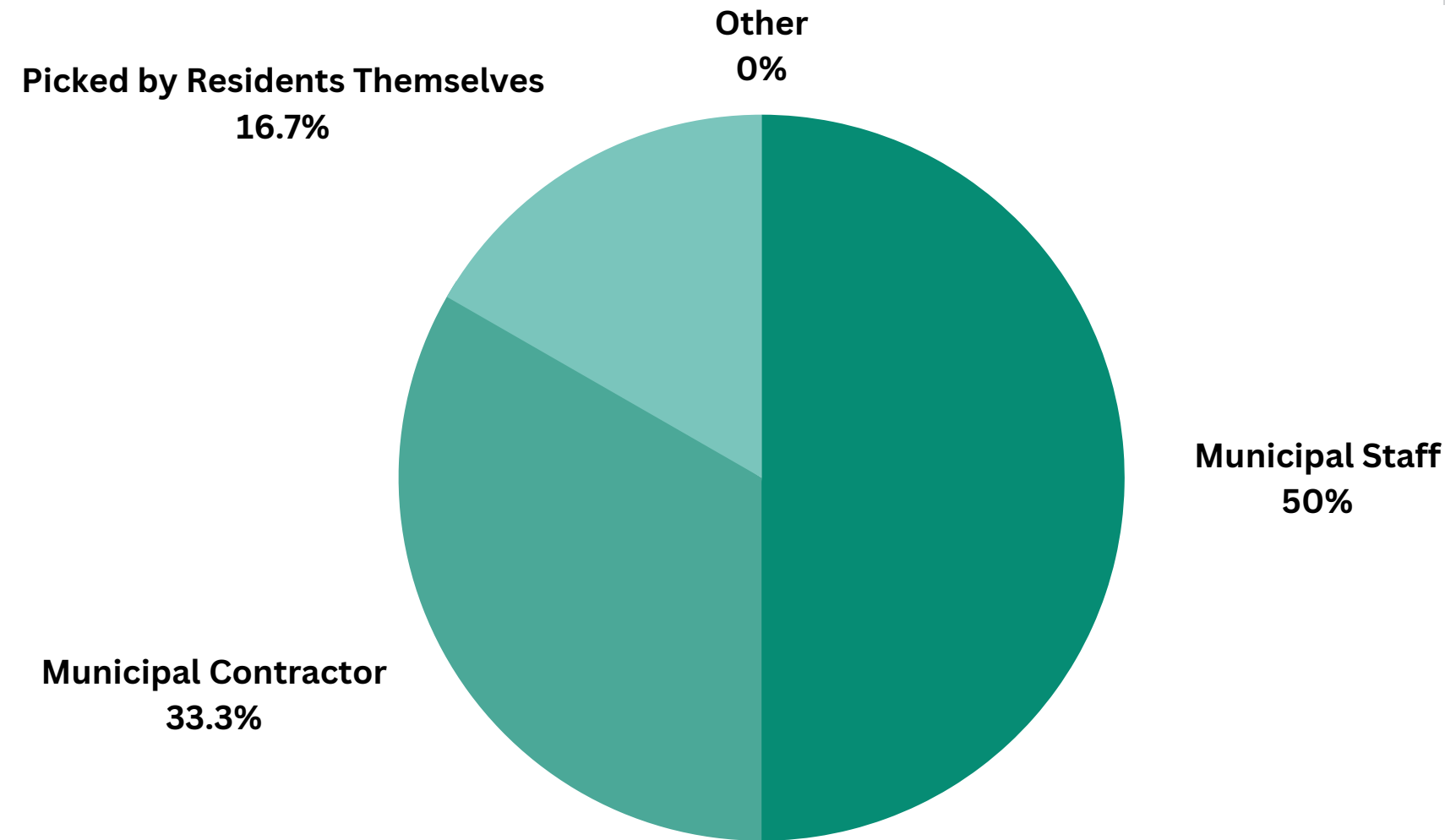
Overall

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

Living Conditions



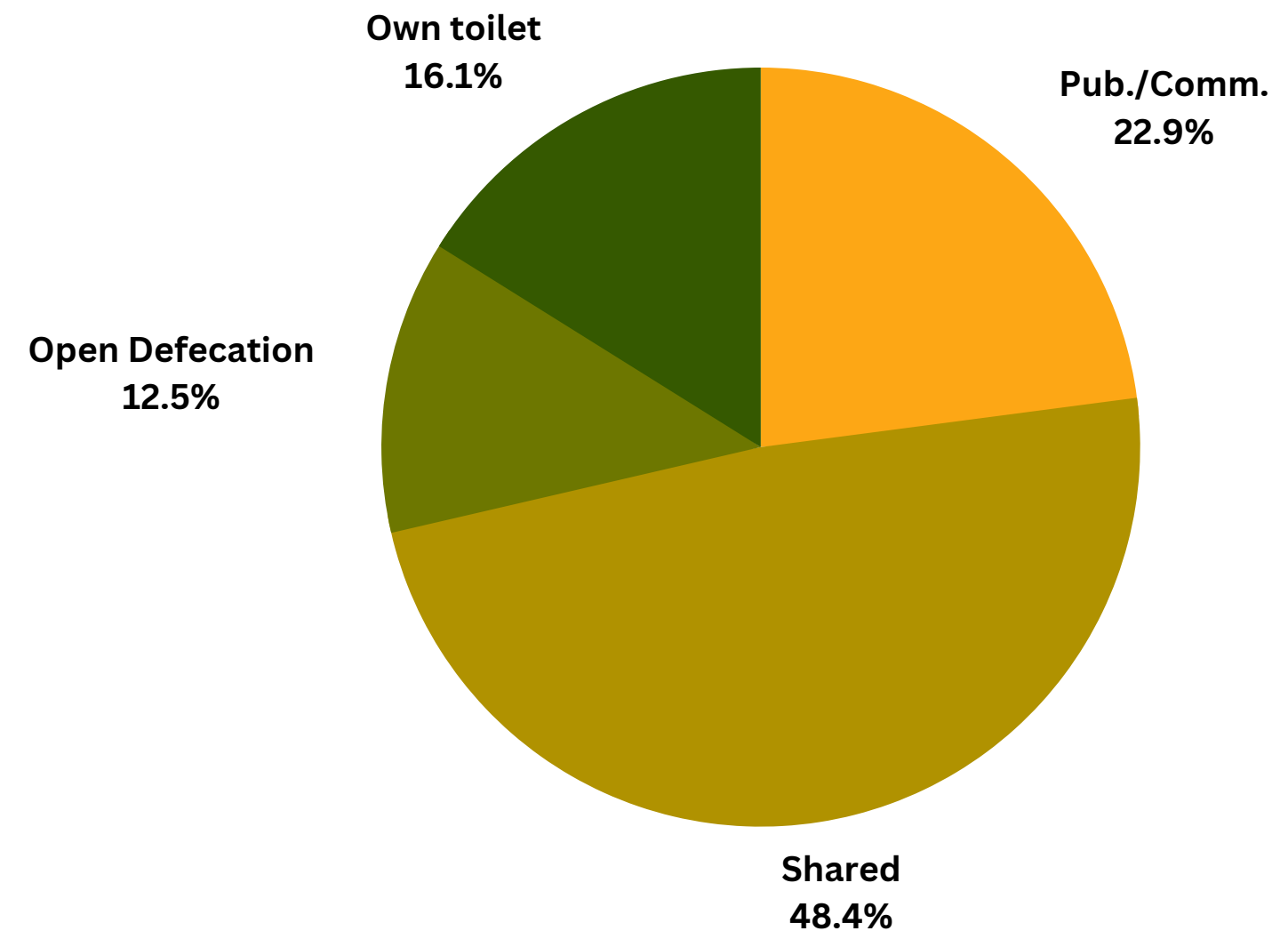
5.5 Garbage Disposal (%)



Peshawar

Municipal Staff 50%
 Municipal Contractor 33.3%
 Picked by Residents 16.7%
 Other 0%
 No arrangement 0%

5.6 Toilet Facility in the Katchi Abadis (%)

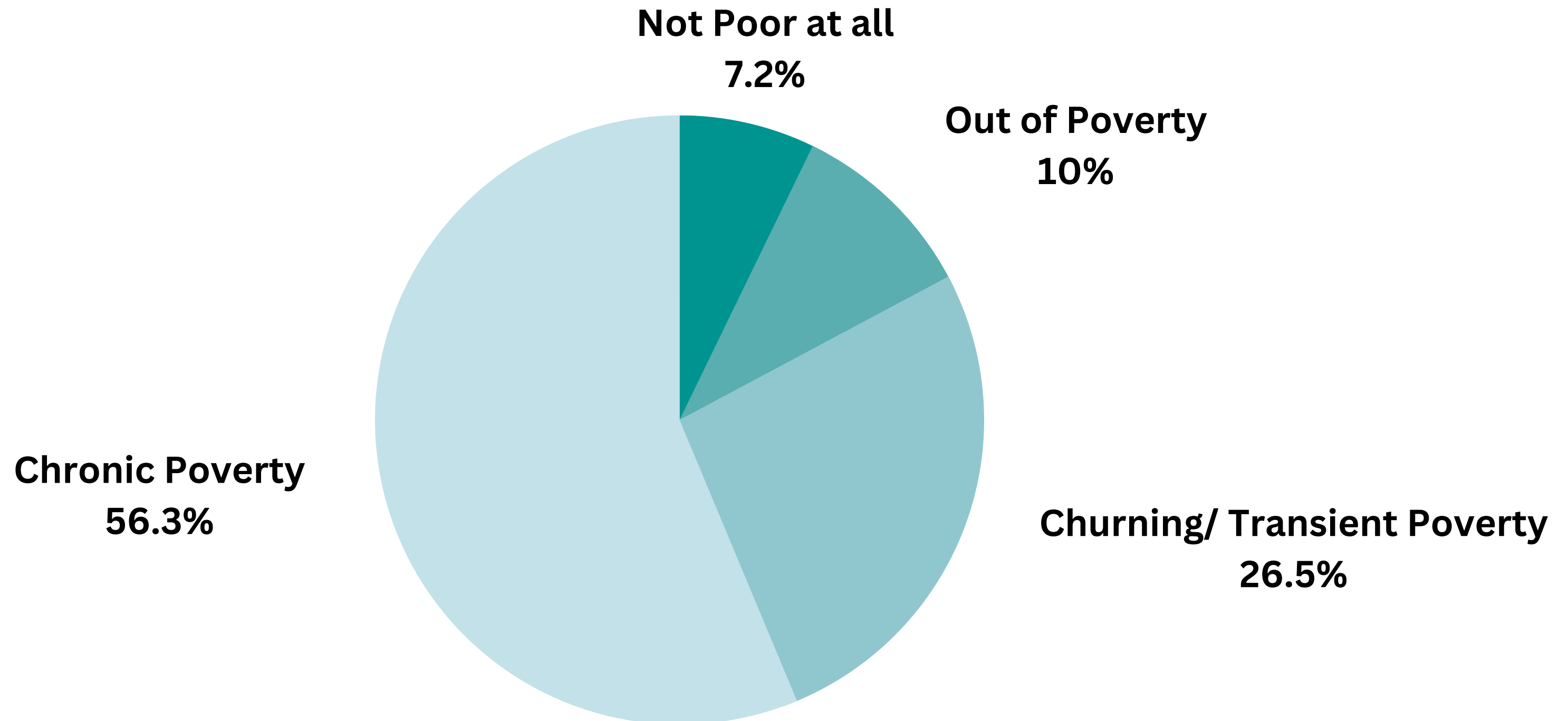


Peshawar

48.4% Shared Toilets
 22.9% Public/Community
 Toilets;
 16.1% Own Toilet
 12.5% Open Defecation

Demographics

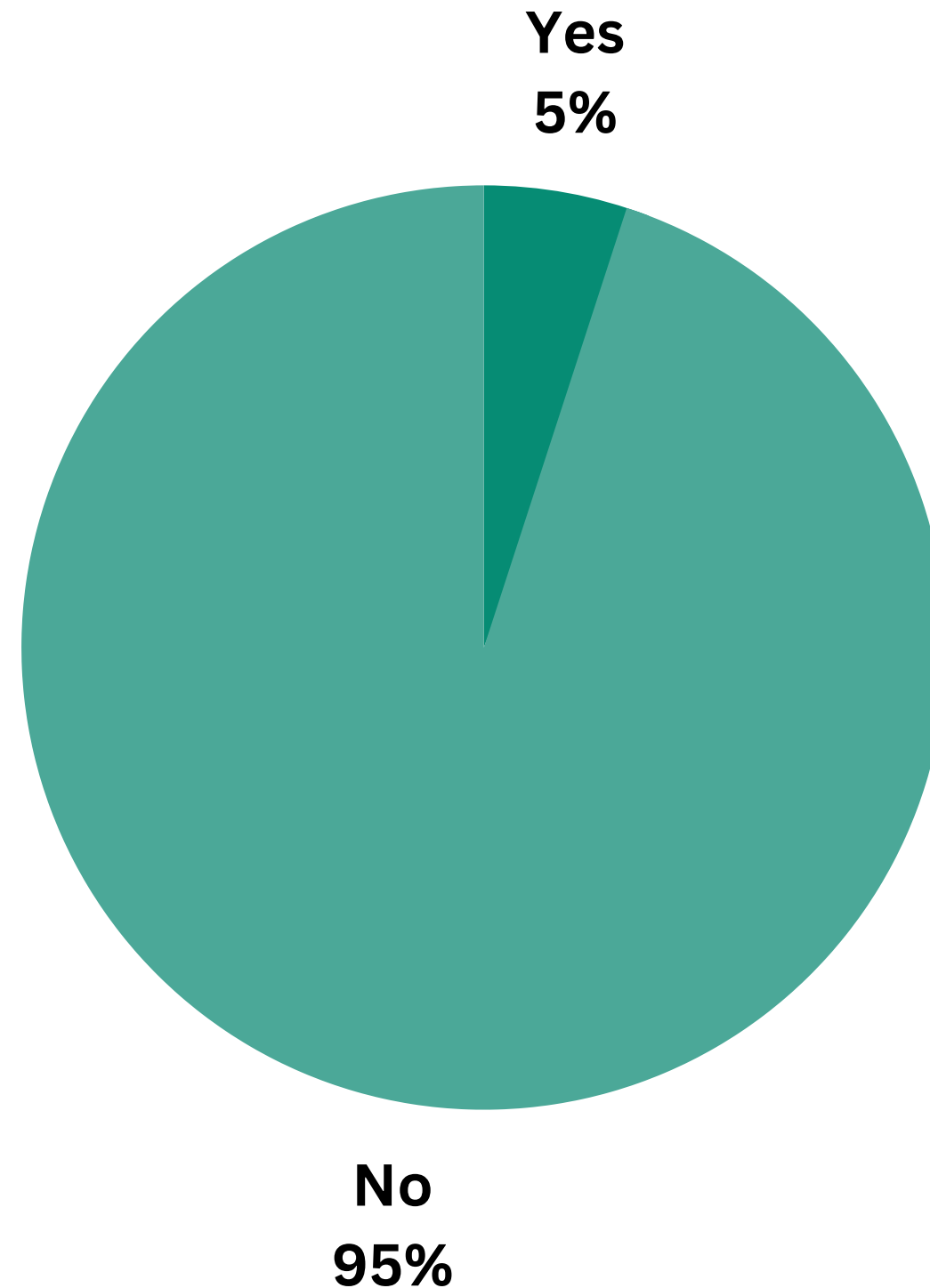
Distribution of Households by Wealth Index in Peshawar



HH Indicators



Social Safety Net Recipient HHs



Overall

85.8% HHs responded no
14.2% HHs responded yes

Peshawar

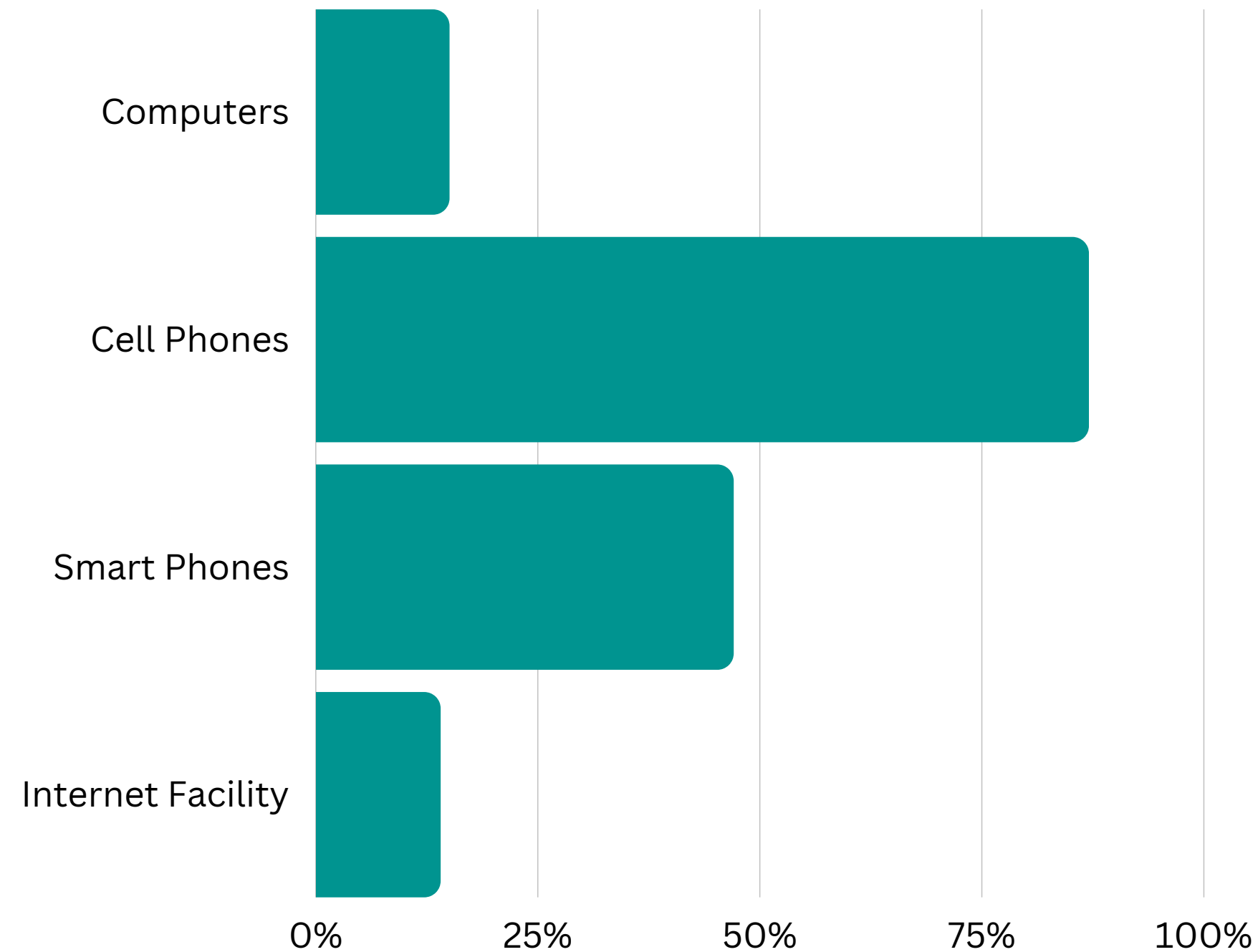
95% HHs Responded no
5% HHs Responded yes

HH Indicators



Availability of Technology

Peshawar
15% Computers
87% Cell phones
47% Smart Phones
14% Internet

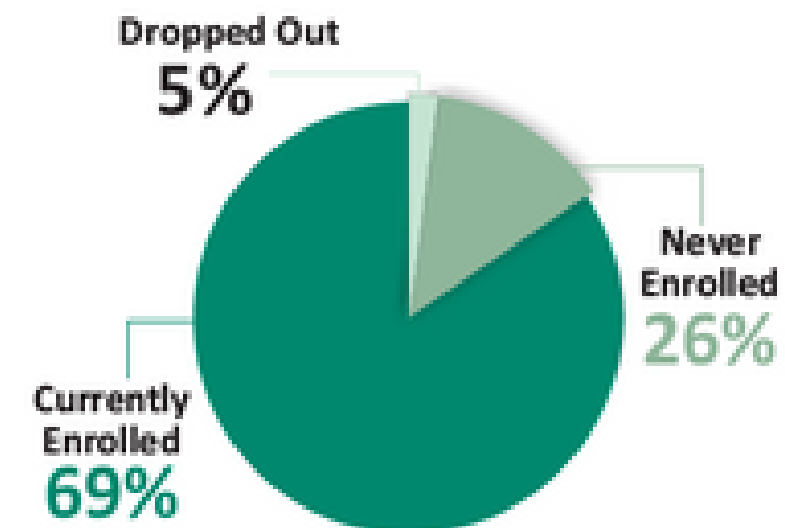
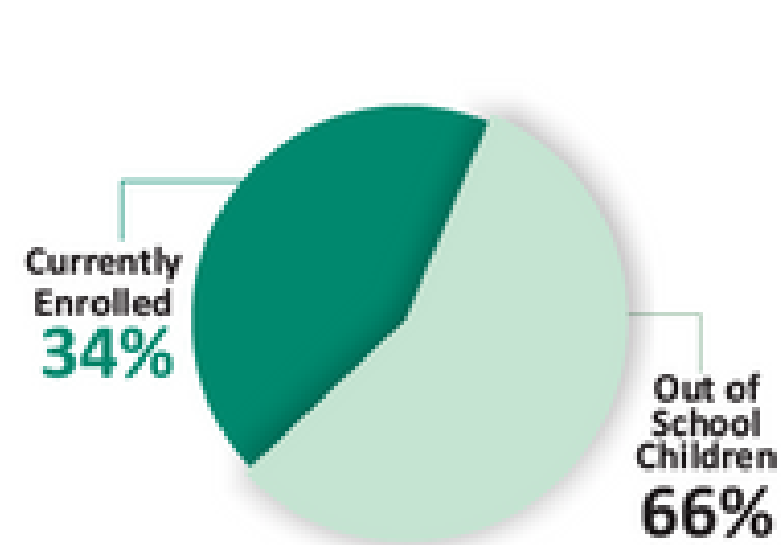


Access/Enrollment

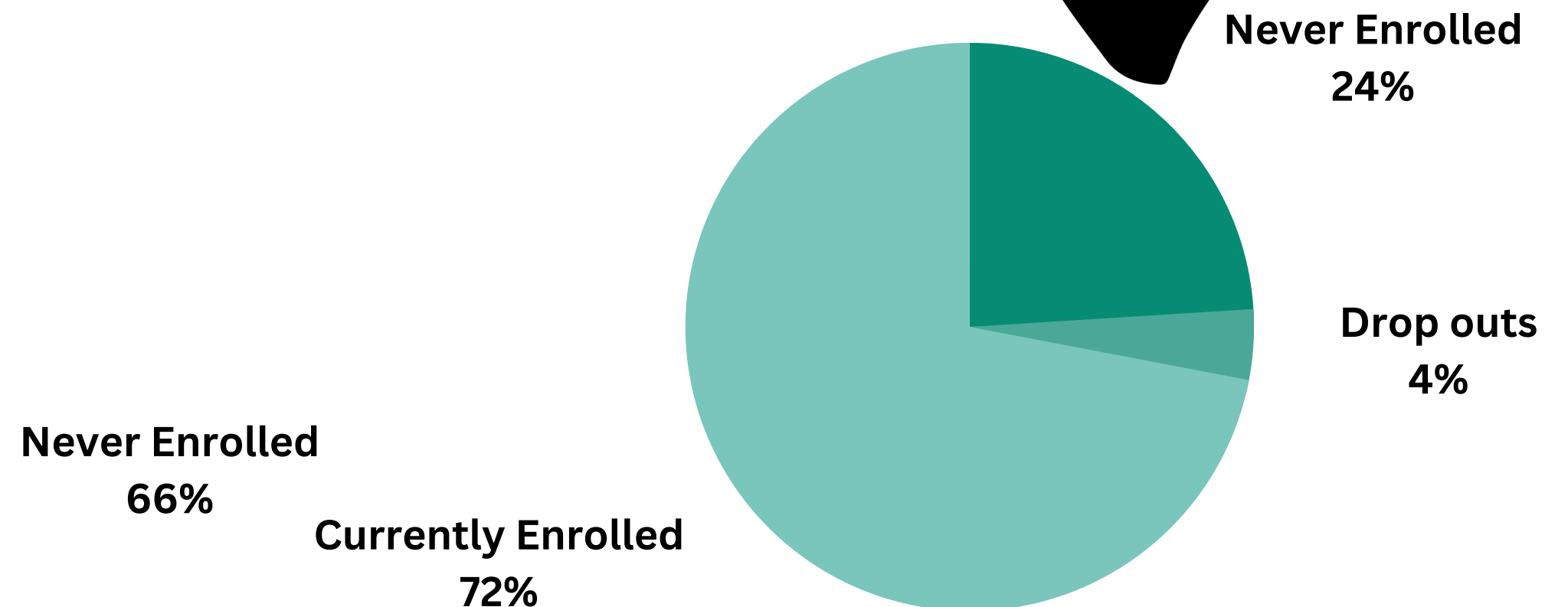
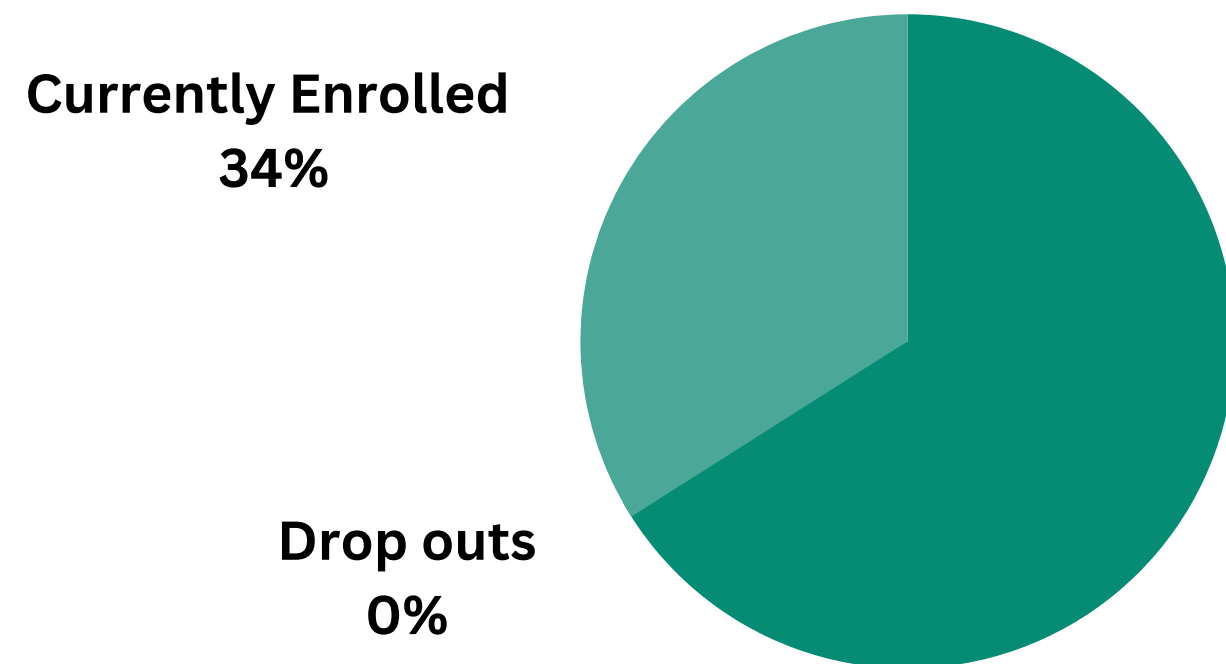


1.1. Enrollment (ECE 3-5 Years)

1.2. Enrollment (6-16 Years)



Peshawar

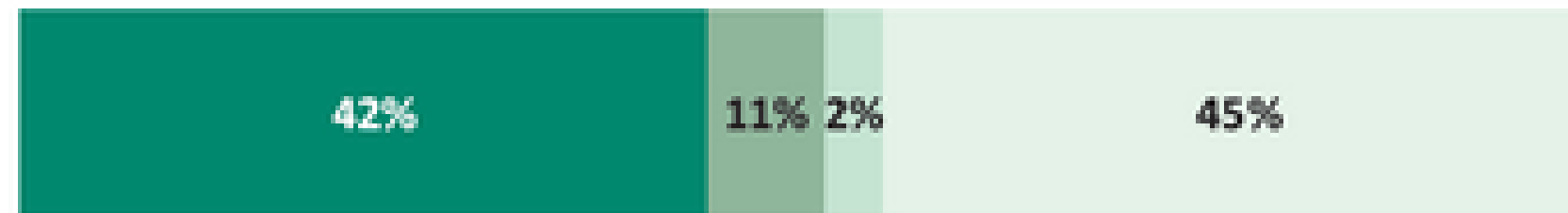


Access/Enrollment



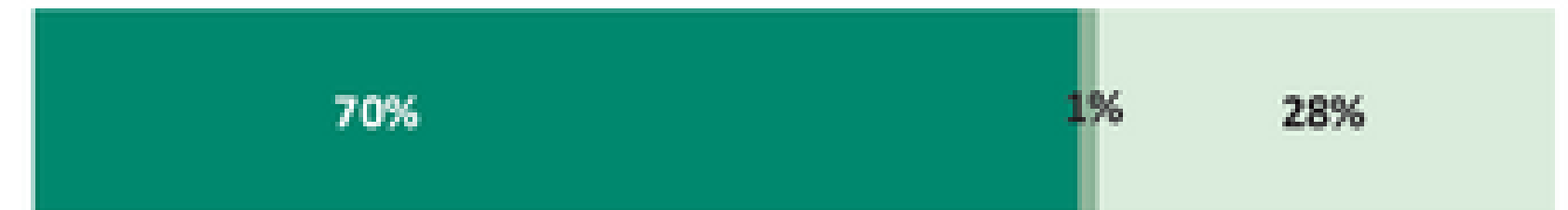
1.6. District wise Enrollment Share by Service Providers

PESHAWAR



■ Government ■ Private ■ Madrassa ■ NFE/OTHERS

HYDERABAD



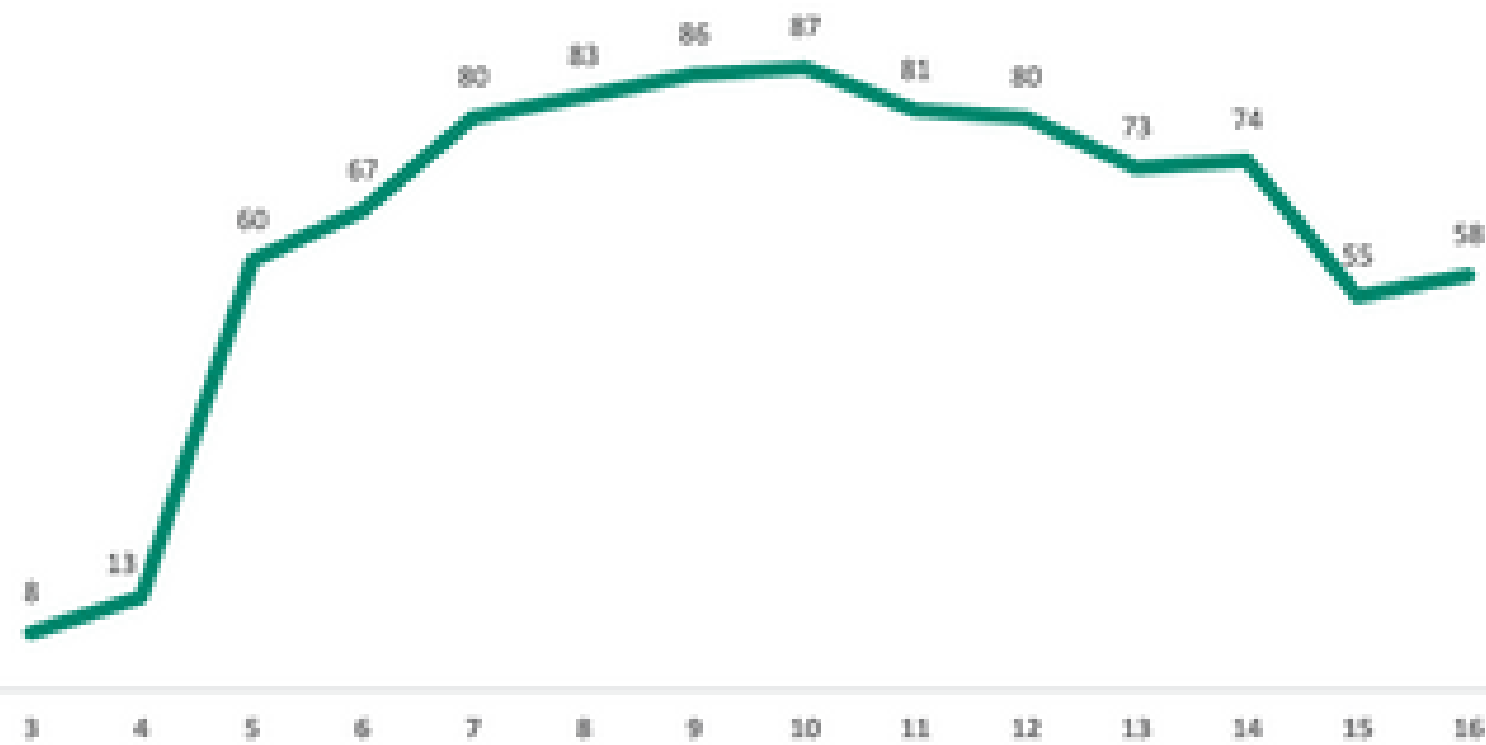
■ Government ■ Private ■ Madrassa ■ NFE/OTHERS

Access/Enrollment



1.3. Enrollment by Age

Percentage of Children Enrolled by Age (Years)



1.4. Enrollment by Gender and Age

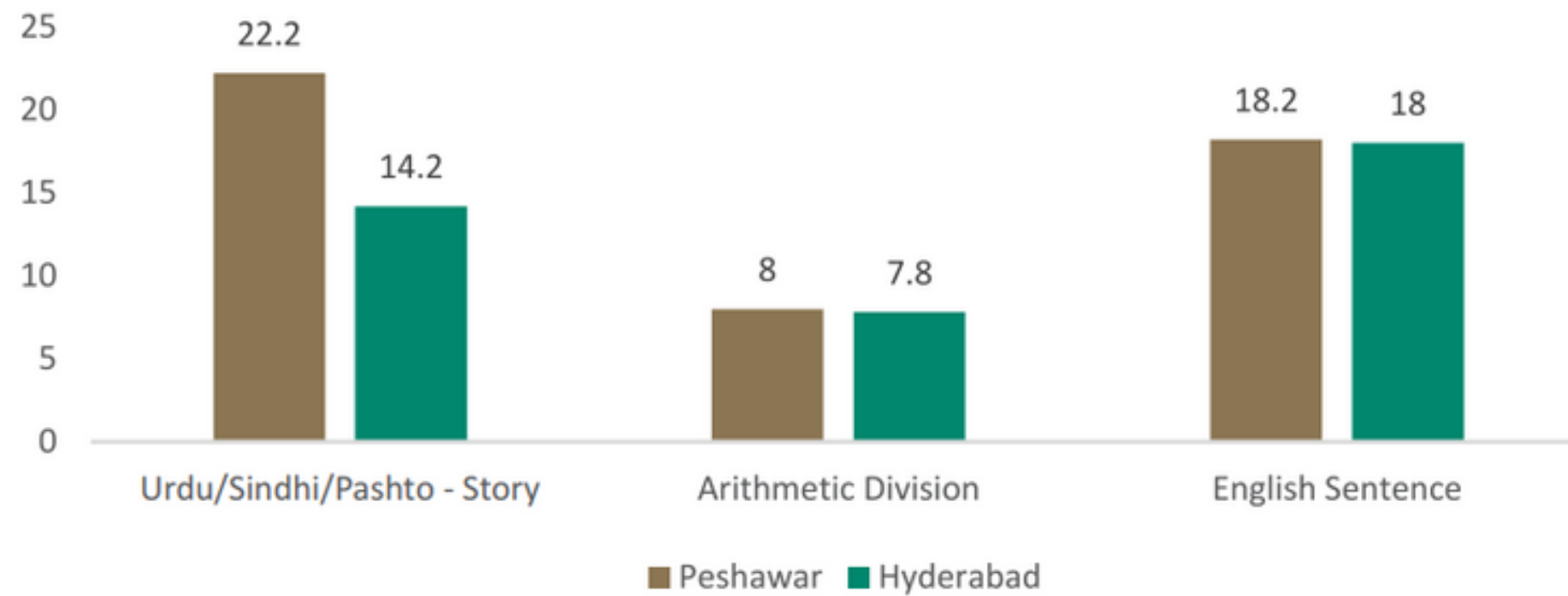
Enrollment of Boys vs Girls by Age (Years)



Learning Quality



Learning Outcomes by District

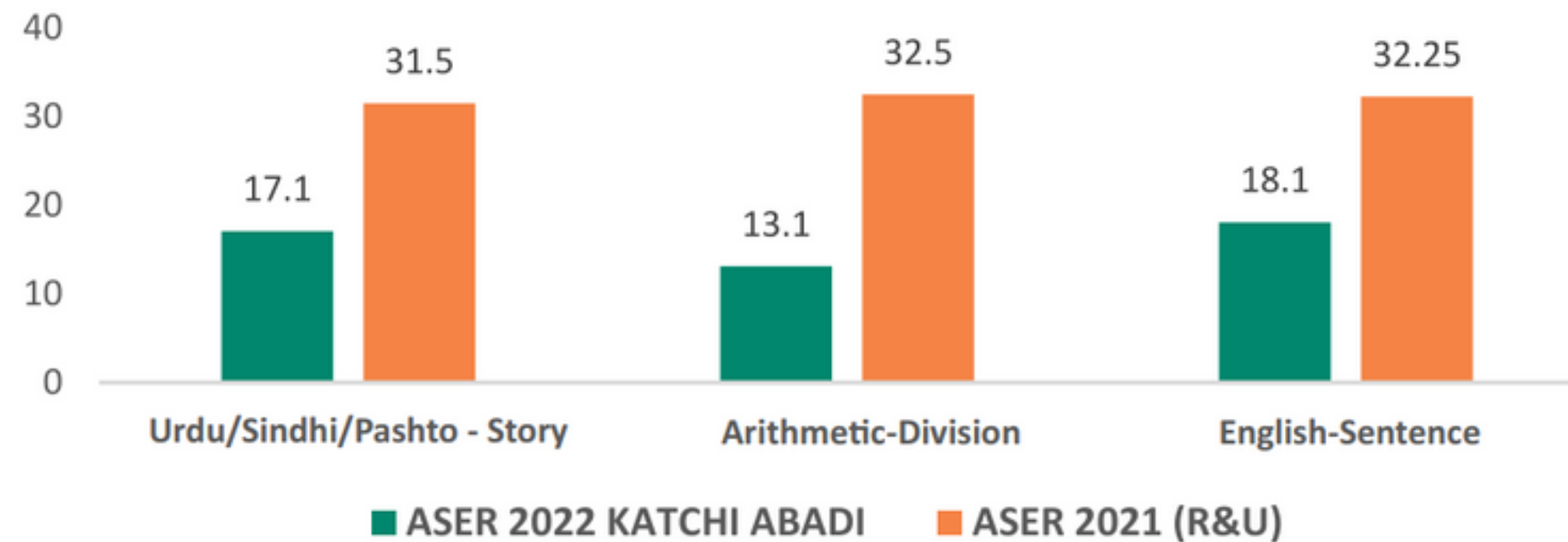


Learning Quality



2.1. Overall Learning Outcomes

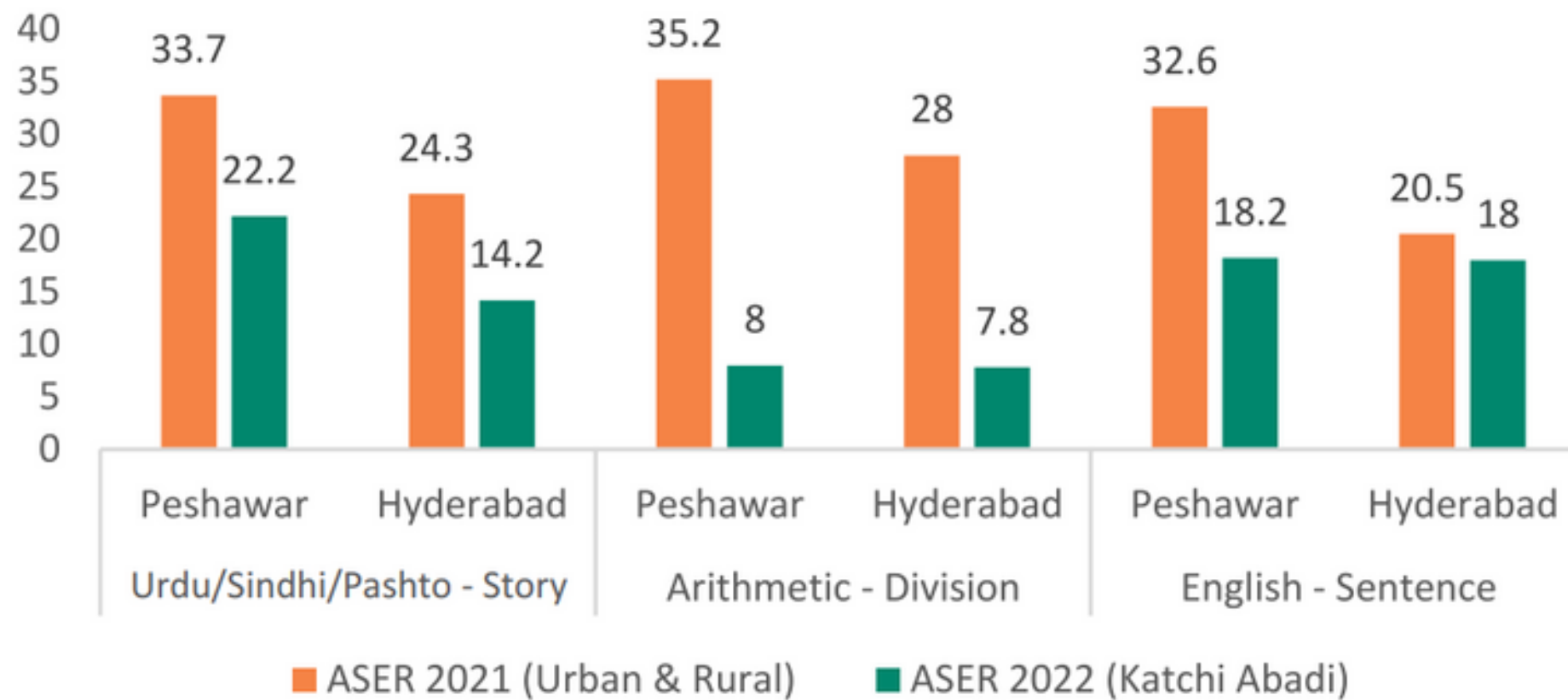
Comparison between ASER 2022 (Katchi Abadi Pilot) and ASER 2021 (Rural & Urban)



Learning Quality



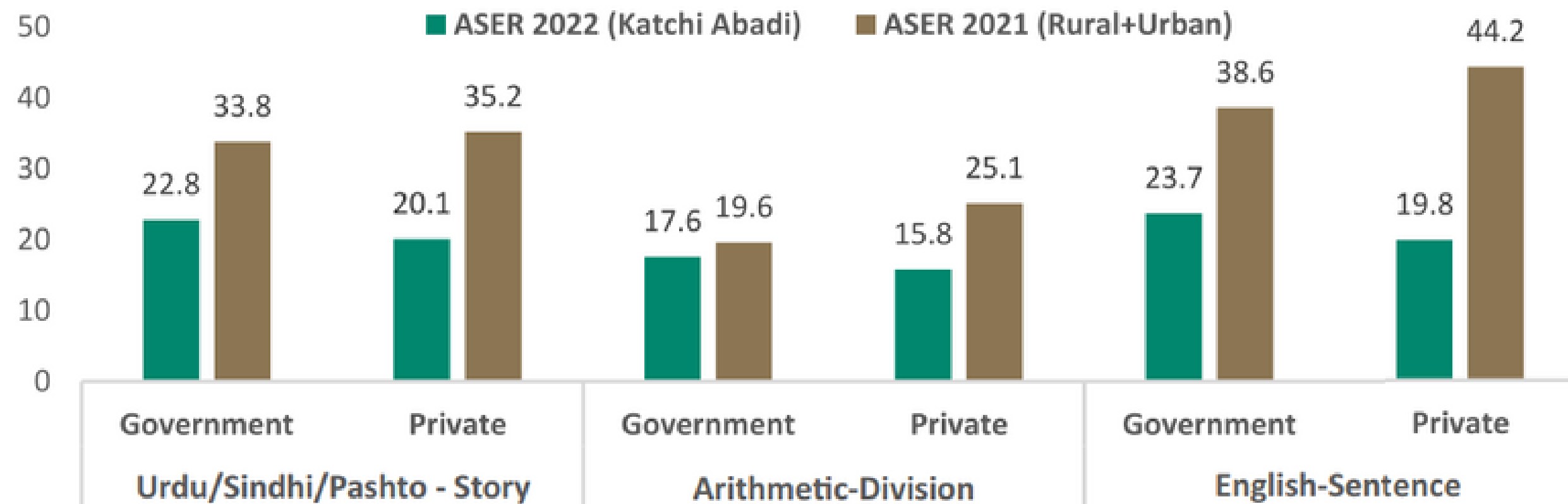
Comparison between ASER 2022 (Katchi Abadi Pilot) and ASER 2021 (Rural & Urban)



Learning Quality



2.3 Learning by Institution

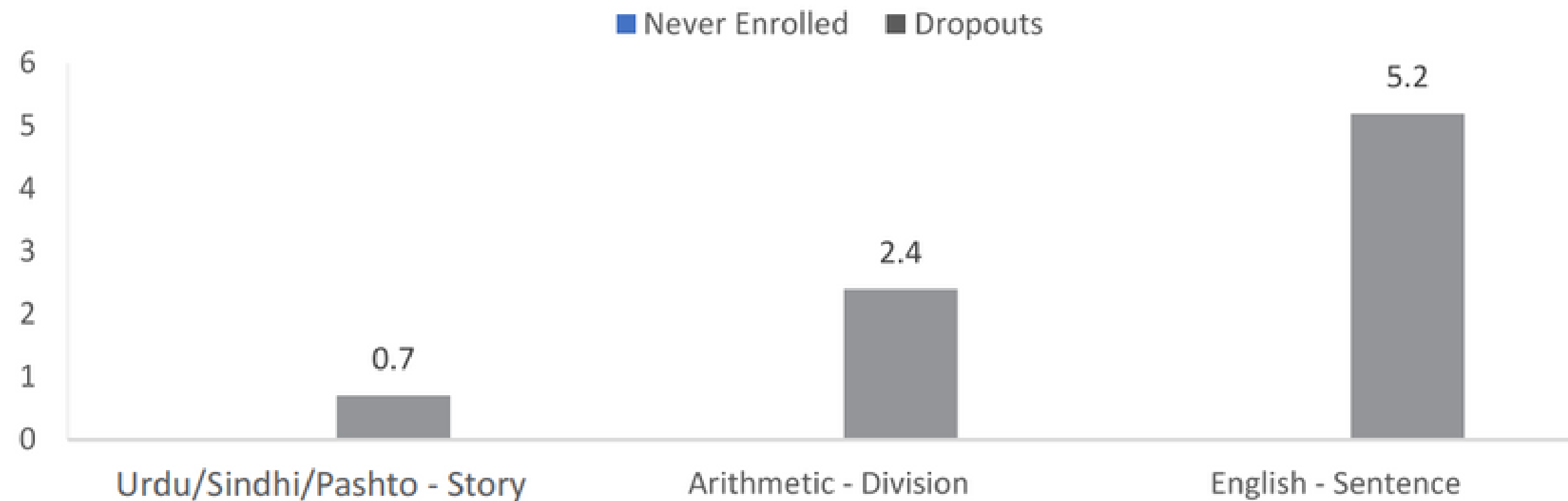


Learning Quality



2.5 Learning Amongst Out of School Children

Learning Outcomes of Out of School Children (OOSC)

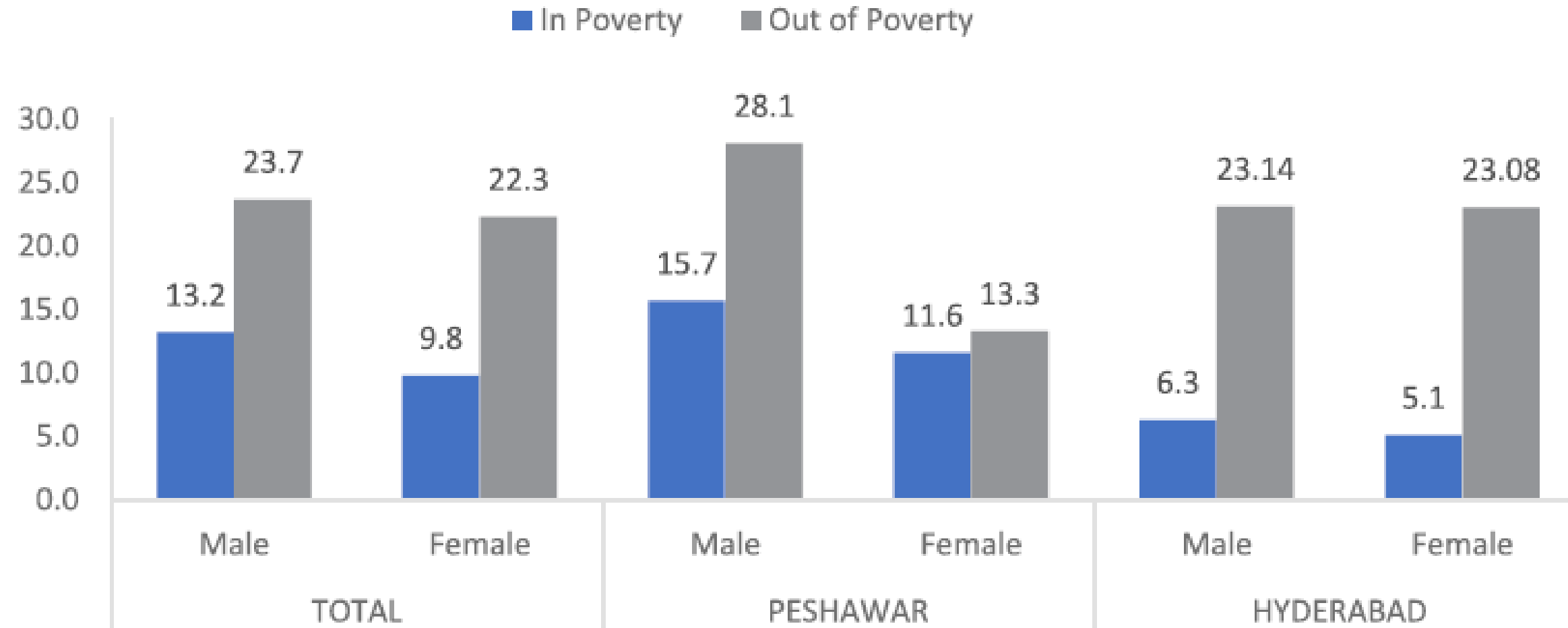


Negligible scores when tests conducted on never enrolled children

Learning Quality



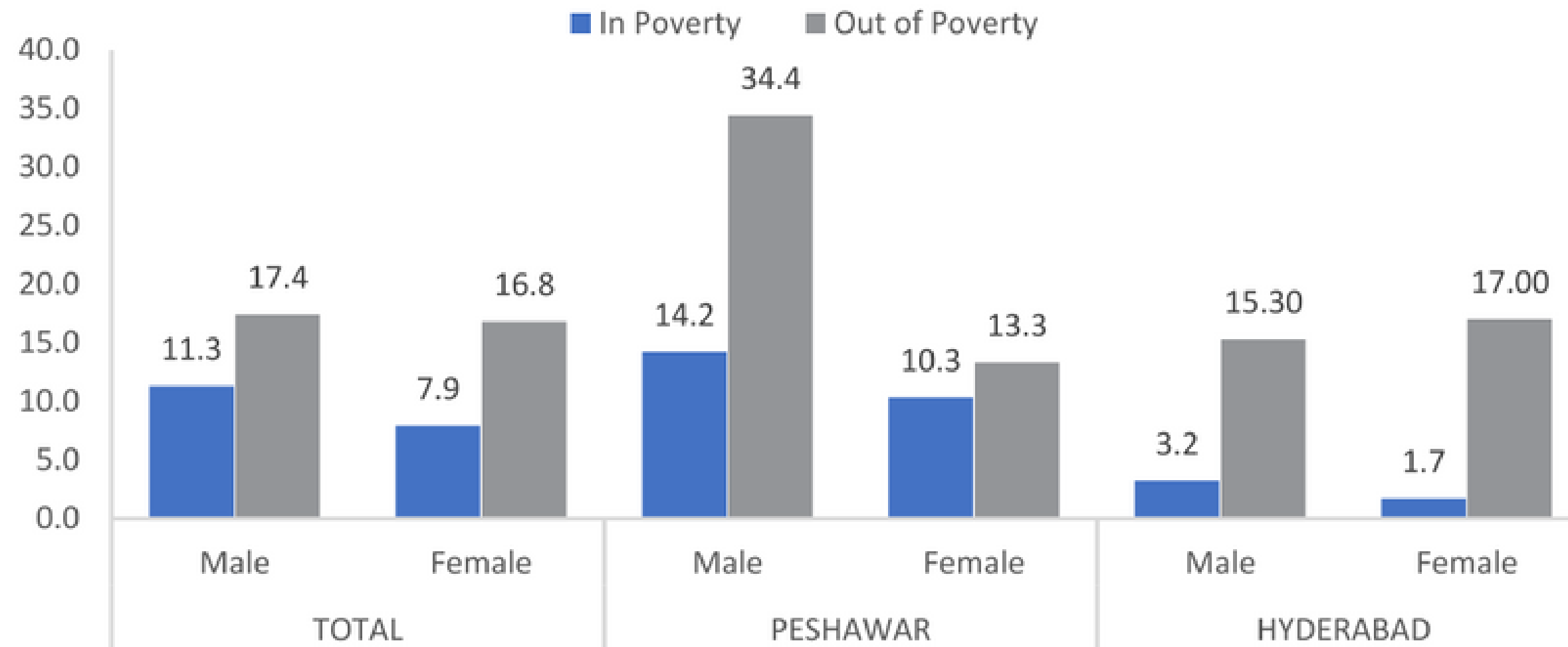
English Story Reading by Gender and Wealth Index



Learning Quality



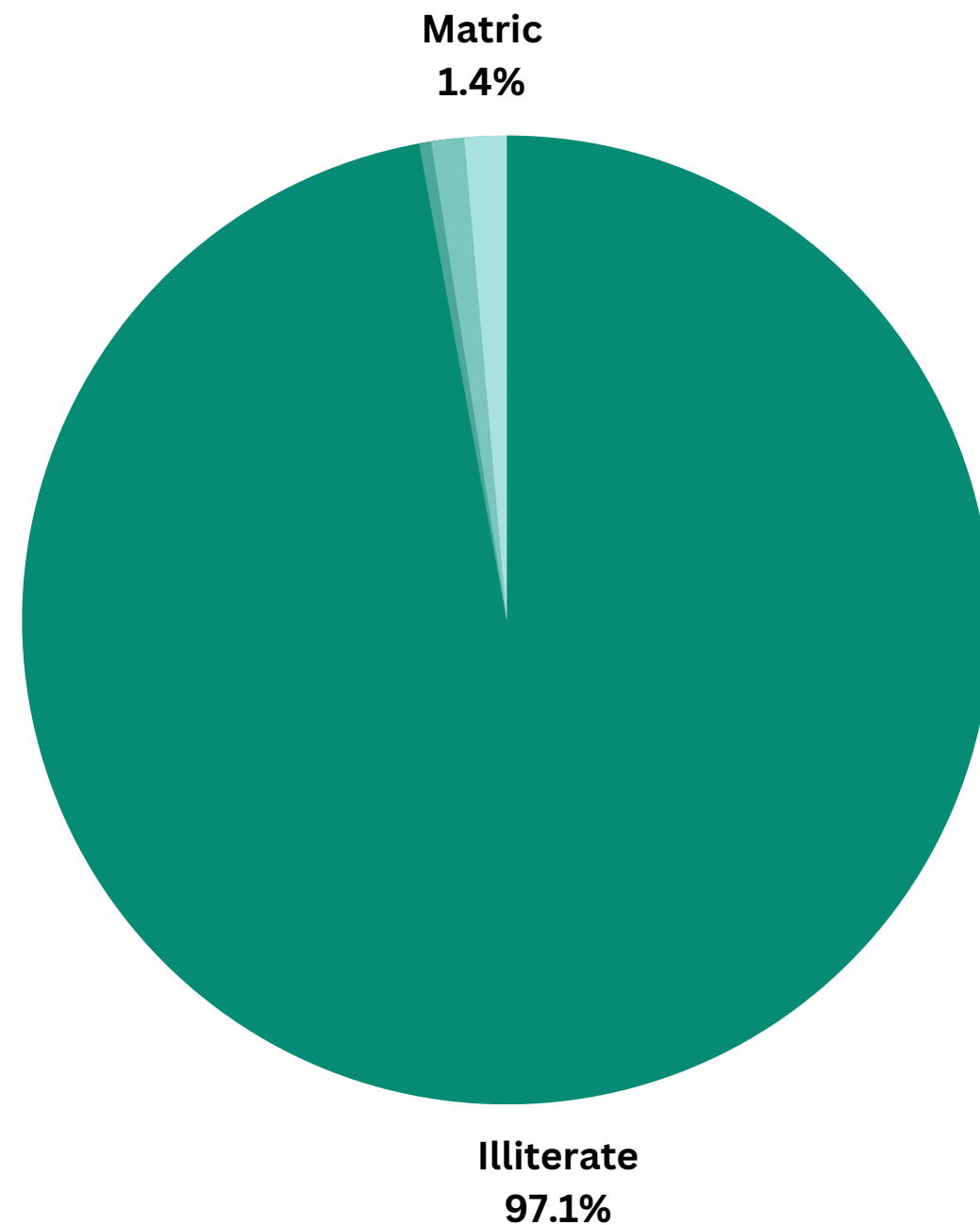
Arithmetic Learning Levels by Gender and Wealth Index



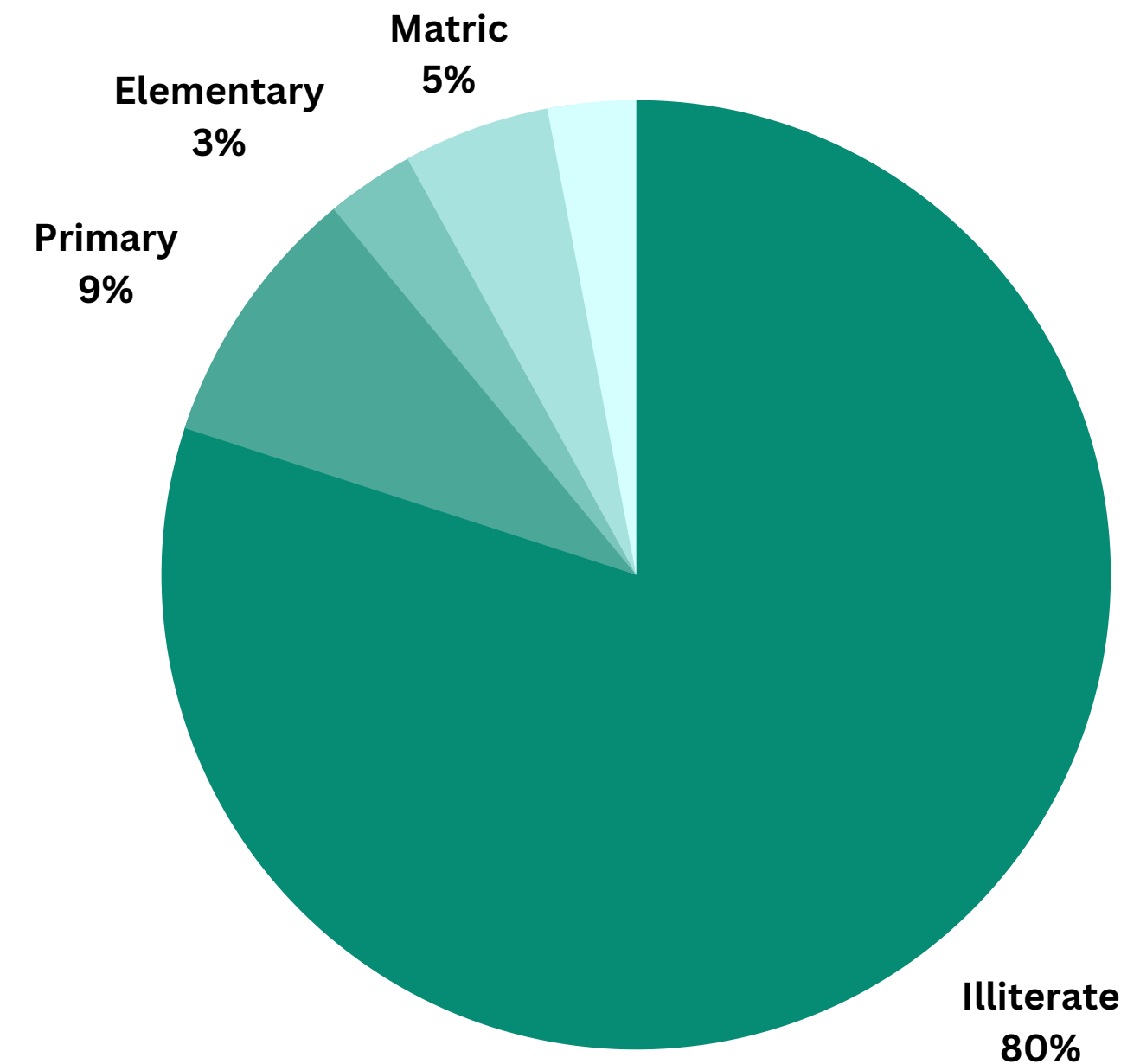
Parental Education (Peshawar)



3.1 Mother Education (%)



3.2 Father Education (%)

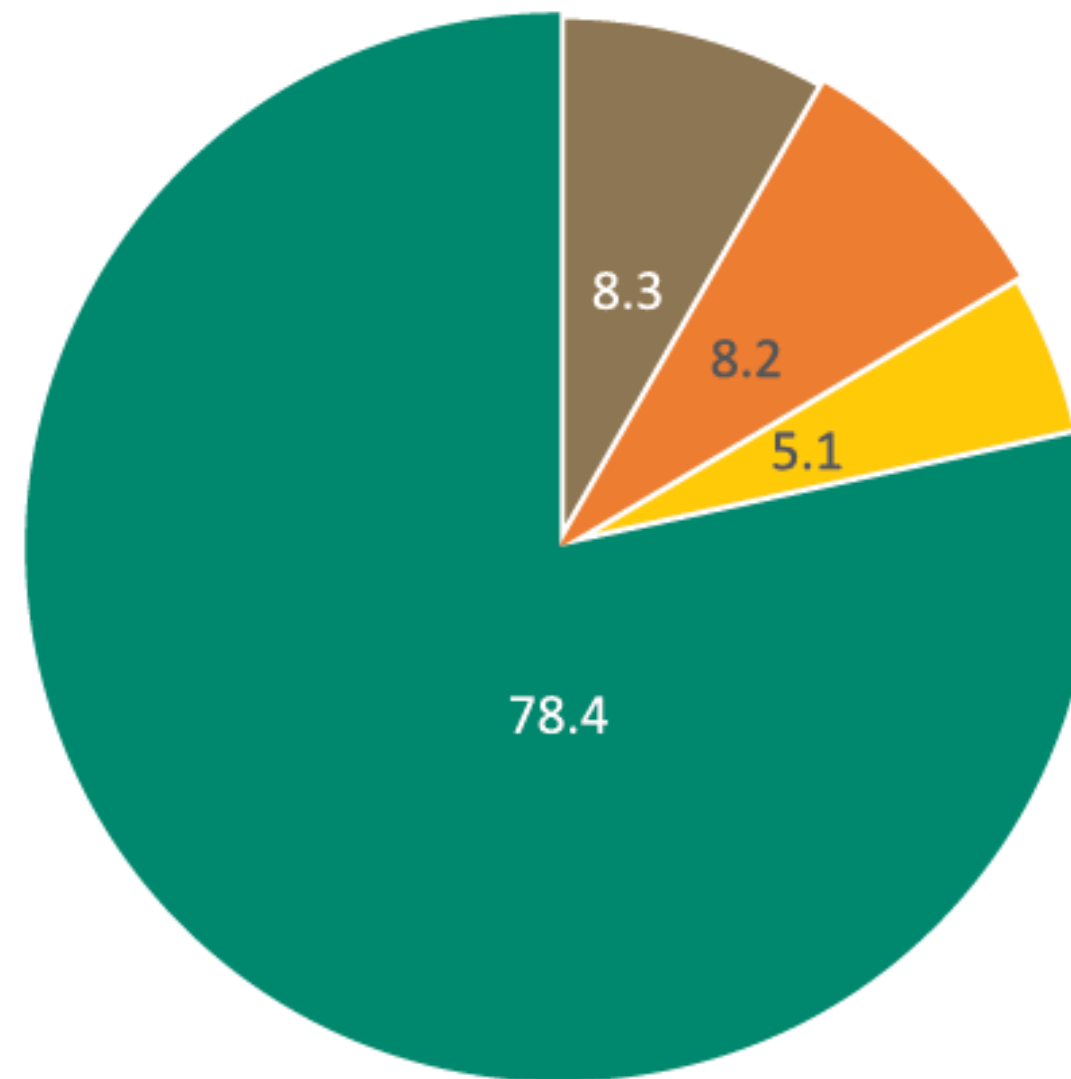


Psycho-social well-being



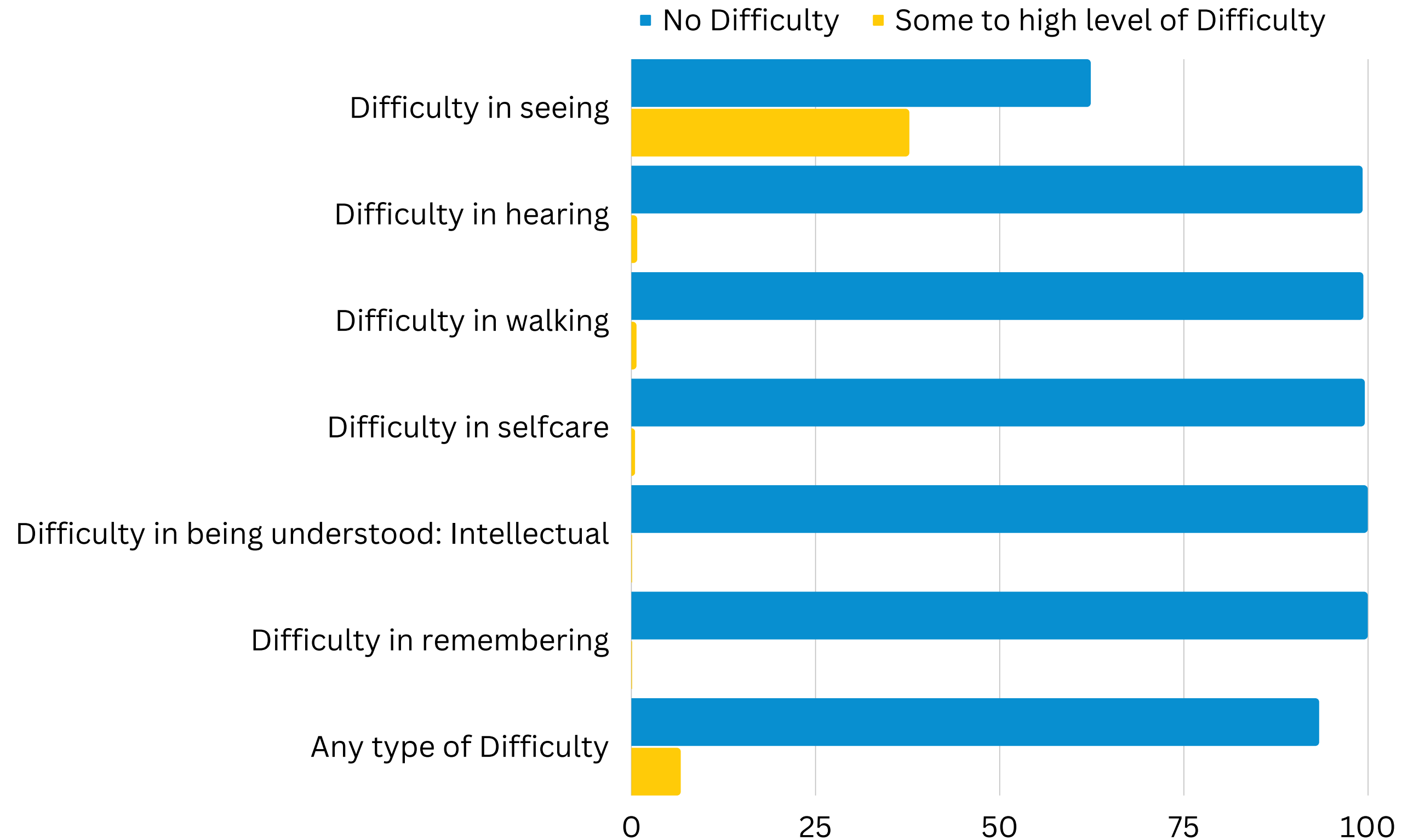
Psycho-social Well-being of Katchi Abadi Children

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



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

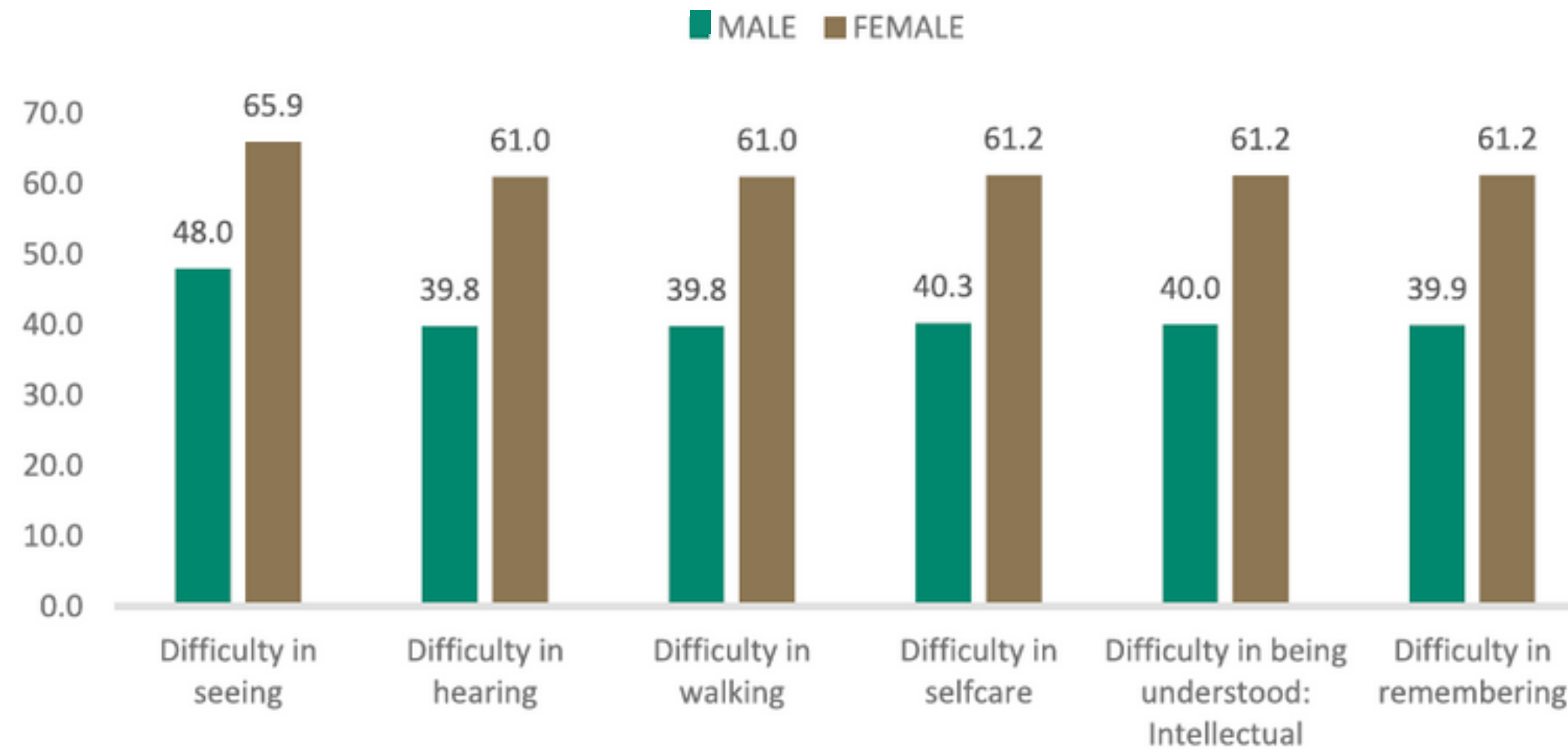
Prevalence of Disabilities (Peshawar)



Prevalence of Disabilities



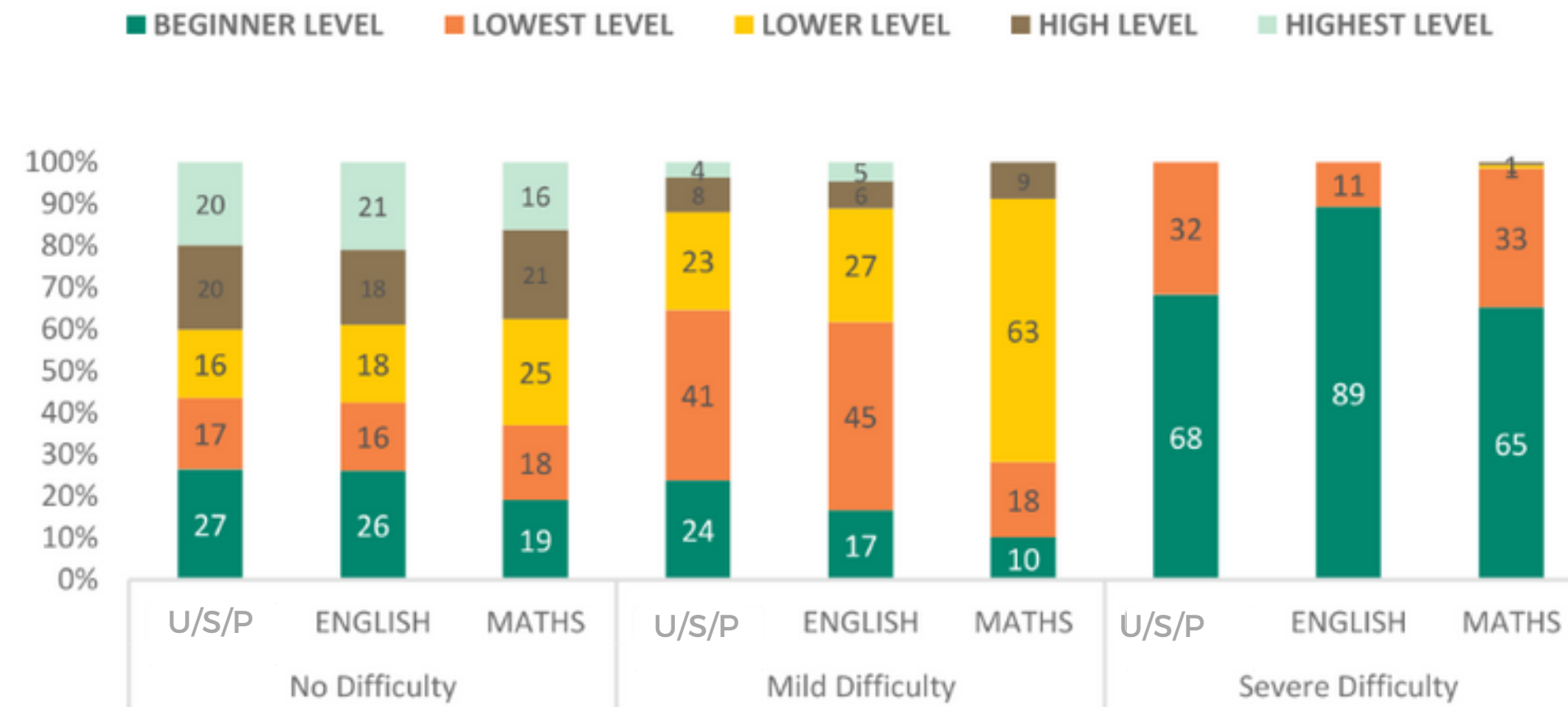
Percentage of children reporting difficulty in learning due to any disability by type and sex (%)



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!