

ASER 2021 Highlights

SOCIAL MEDIA Messages



ASER 2021 - Measuring the Impact of Covid-19 on Education in Pakistan

Supported by UNICEF, this study represents one of the first attempts to quantify learning loss from COVID-19 using the model of ASER Pakistan, citizen led assessment, and assessing children in three basic competencies i.e. Language (Urdu/Sindhi/Pashto), English and Arithmetic across 16 rural districts (4 in Baluchistan, 4 Khyber Pakhtunkhwa, 4 Punjab, & 4 Sindh) with a representative sample. The survey includes a total of 9,392 households, 25,448 children aged 3 to 16 and 21,589 children aged 5 to 16 (43% girls and 57% boys). Learning assessment for language and arithmetic competencies was conducted for children aged 5 to 16 only using ASER tools mapped to SDG 4.1.1a or lower primary level. Additionally, 457 government schools and 198 private schools were also surveyed in the 16 districts. The findings show statistically significant learning losses at primary and lower primary level.

Hashtag: #ASER2021 #LearningLosses

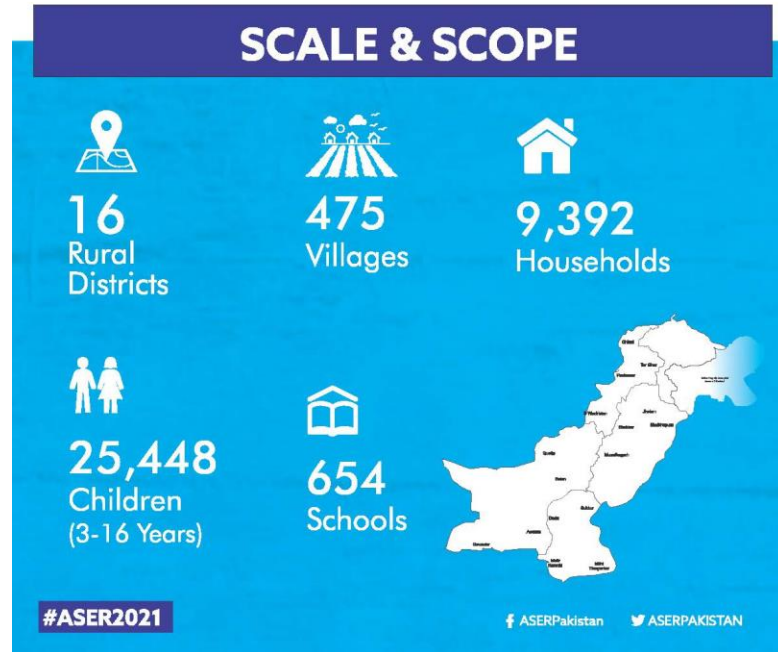
Handles: Twitter @ASERPAKISTAN, Facebook @ASERPakistan

Important Twitter Tags

@itacecorg @UNICEF_Pakistan @UNICEFEducation @UNESCOstat @EduMinistry
@Shafqat_Mahmood @palnetworkHQ @asercentre @FCDOGovUK @FCDOEducation
@GEMReport @GPforEducation @SchoolEduPunjab @SELD_Sindh @SecretariatSDGs
@BaelaJamil

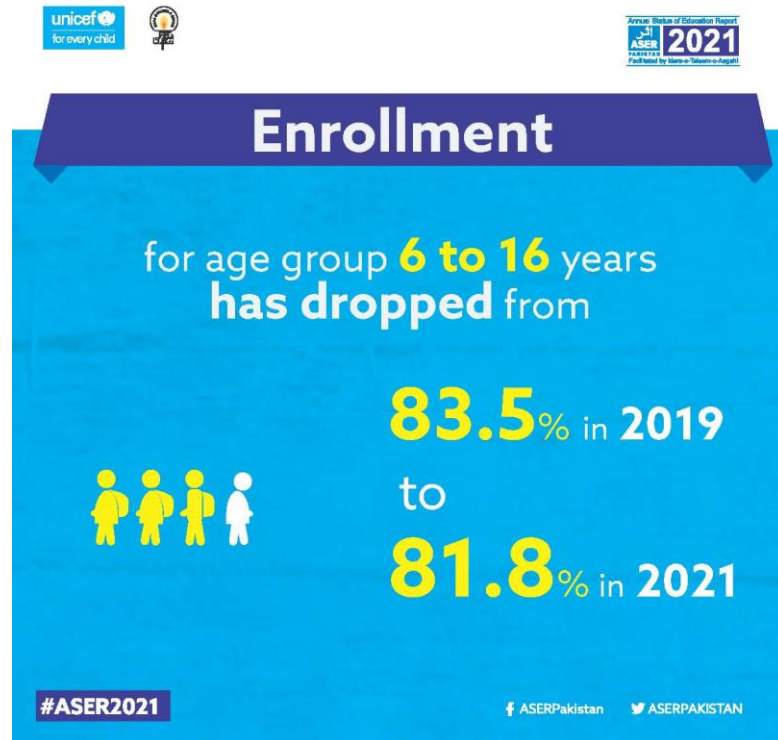
Messages:

1. #ASER2021 has been conducted in 16 districts across Pakistan, reaching 9300+ households and 25,000+ children aged 3 to 16.

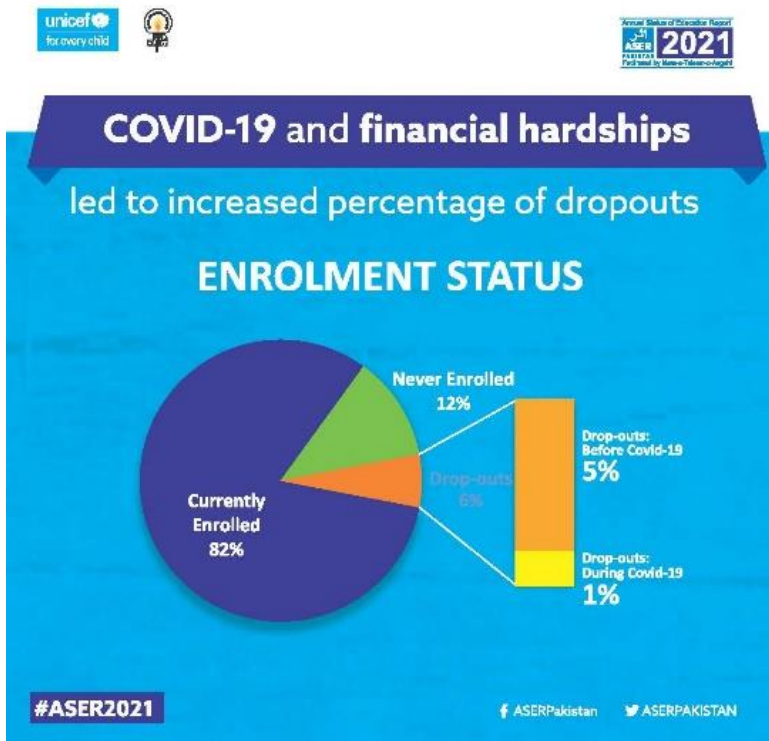


Enrolment & Learning Losses

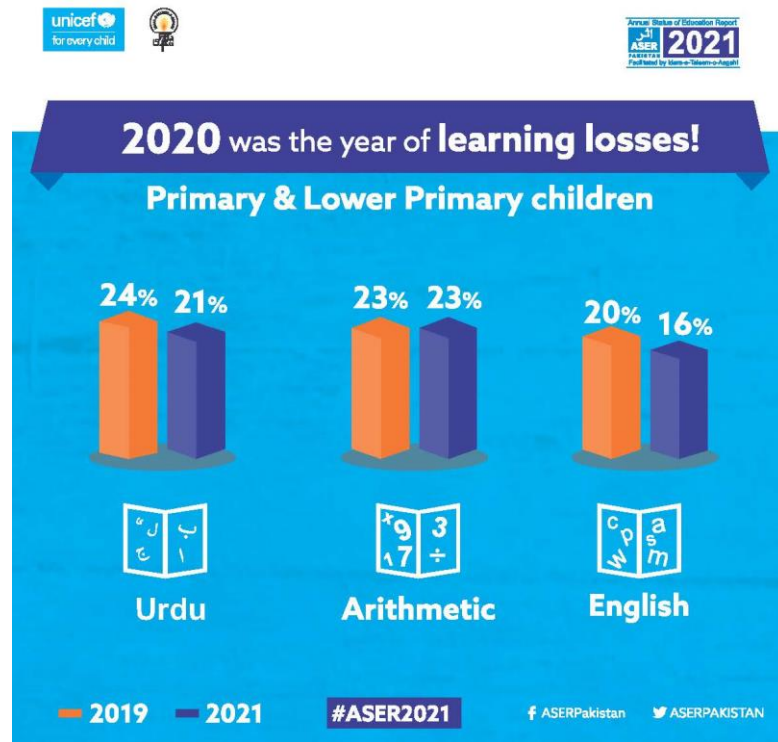
2. Enrollment for age group 6 to 16 years has dropped from 83.5% in 2019 to 81.8% in 2021.
#ASER2021



3. Covid-19 and financial hardships led to increased percentage of dropouts. #ASER2021 reports a 20% increase in drop-outs due to financial hardships during Covid-19.



4. 2020 was the year of learning losses! Primary & Lower Primary children show significant learning losses. Learning dropped from 24% to 21% from 2019 to 2021 in Urdu Story reading, 20% to 16% in English reading, but stagnant at 23% in Arithmetic division solving. #ASER2021



5. Grade 3 – a lost generation in the making if not addressed urgently! Class 3 children who can read an Urdu story drops from 19% in 2019 to 15% in 2021, who can read English sentences from 21% in 2019 to 8% in 2021 and who can solve 2-digit division from 17% to 10%. #ASER2021



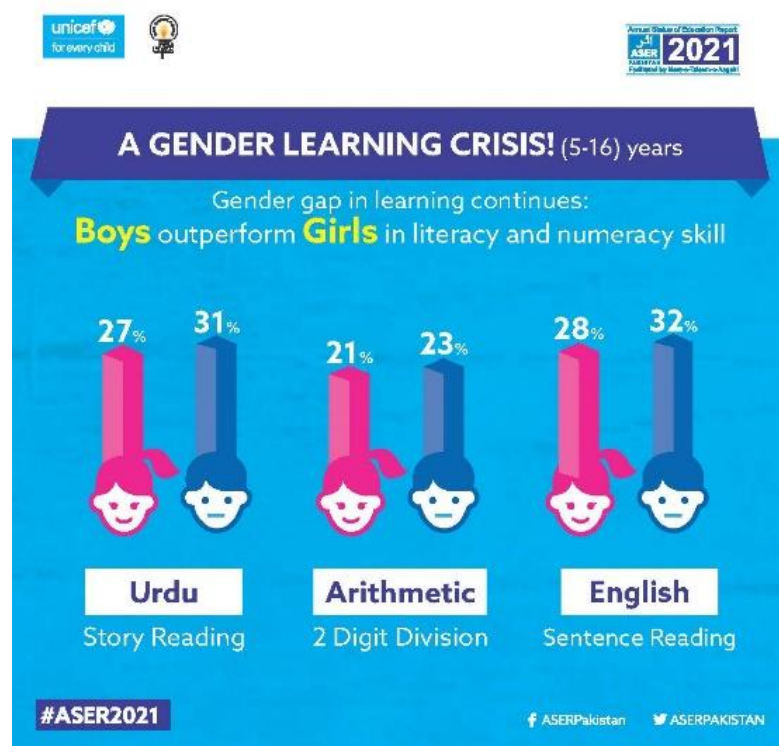
Province-wise Learning Losses

6. Learning losses for primary and lower primary are the highest in Balochistan, followed by Punjab and Sindh. KP has least learning losses. #ASER2021



Gendered Learning Losses

7. A gender learning crisis! In 2021, girls have lost out more than boys as compared to 2015-19. #LearningatHome has made enrolled girls lose the competition against boys because of increased burden of household chores. #ASER2021



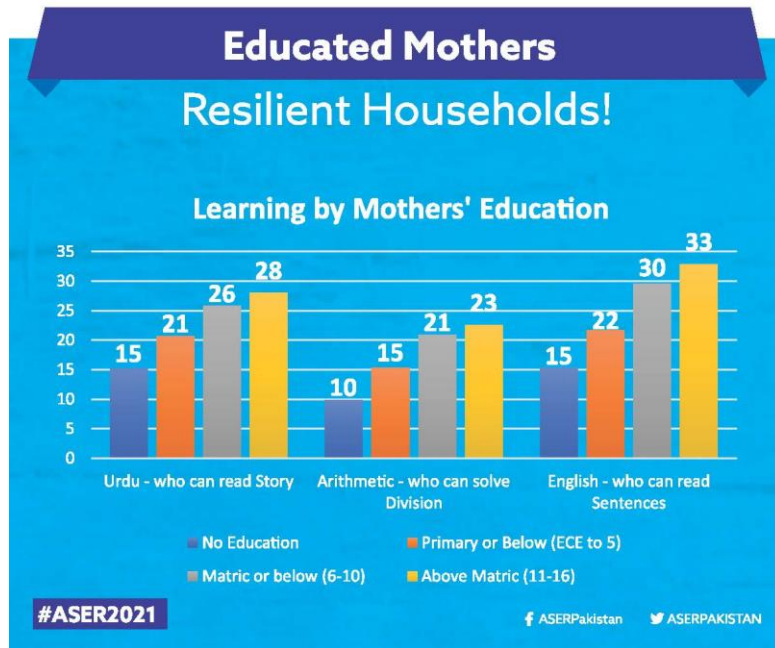
Enrollment by School Type

8. Enrollment has increased in government schools while private schools are facing enrollment losses. #ASER2021



Learning Levels by Mothers' Education

9. Educated Mothers, Resilient Households! #ASER2021 reports better learning levels of children whose mothers are educated.



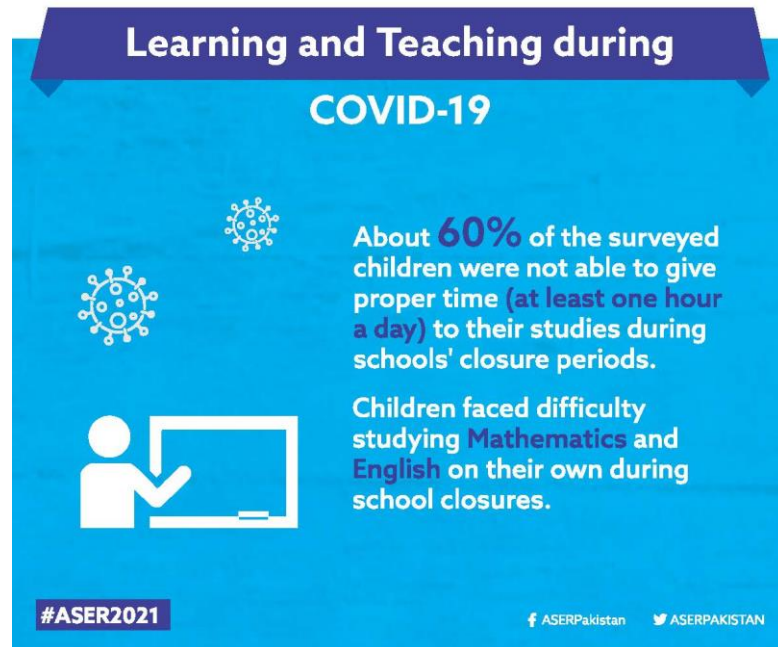
Learning Equity

10. Learning Crisis rooted in Equity Crisis! #ASER2021 reports greater learning losses for children living in the poorest of households.

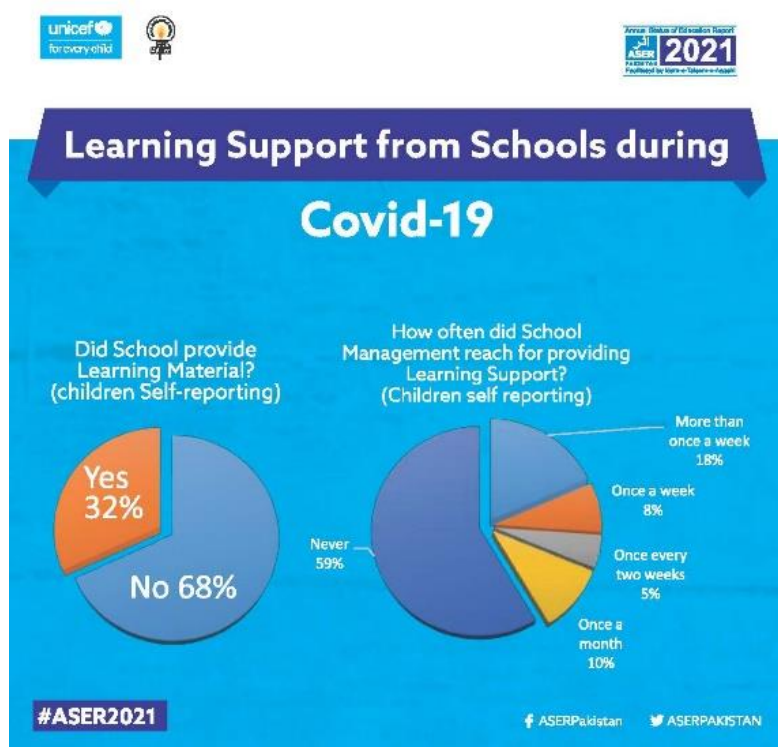


Independent Learning during Covid-19

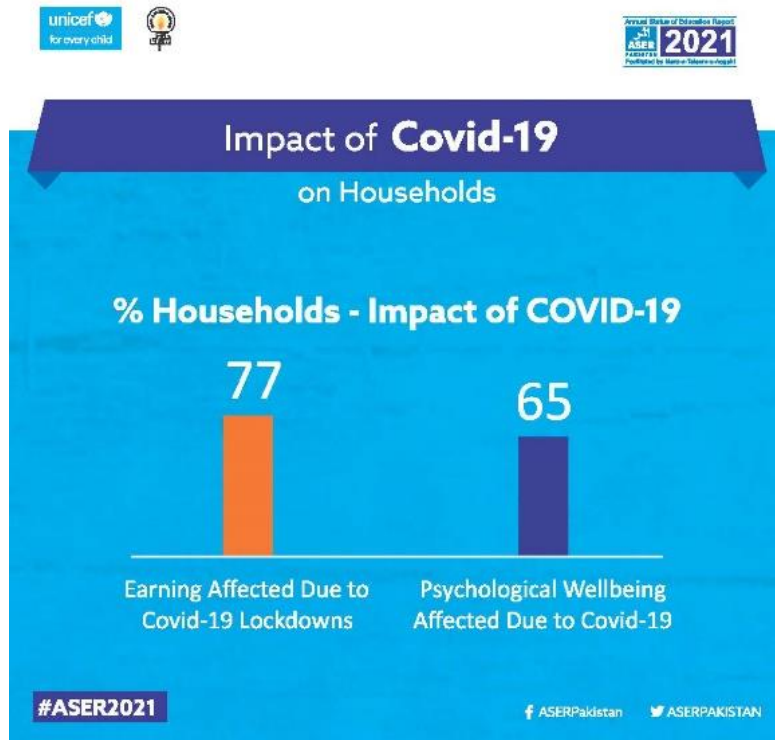
11. 60% children could not give proper time (at least 1 hr a day) to studies during schools shutdown. 47% and 41% found it difficult to study English and Math, respectively. Students don't feel confident to study on their own if schools close again. #ASER2021



12. About 32% children reported that their schools provided them with learning materials during school closure, 58% reported that schools never reached out for learning support.
#ASER2021

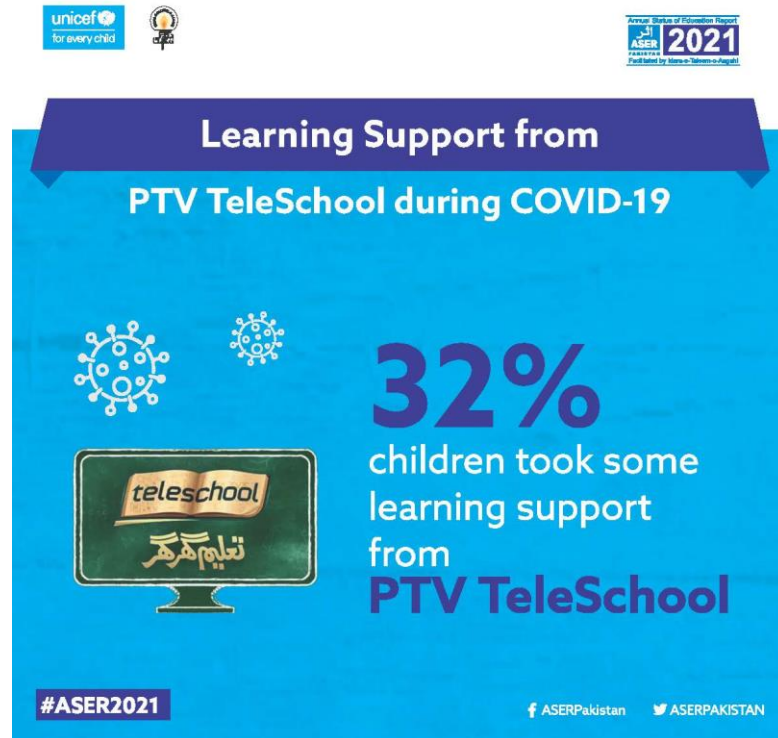


13. #COVID19 hit households with economic and psychological pressure. 77% household heads said their earning was affected during pandemic and 65% said they faced psychological stress. #ASER2021



Technological Availability & Access for Remote Learning

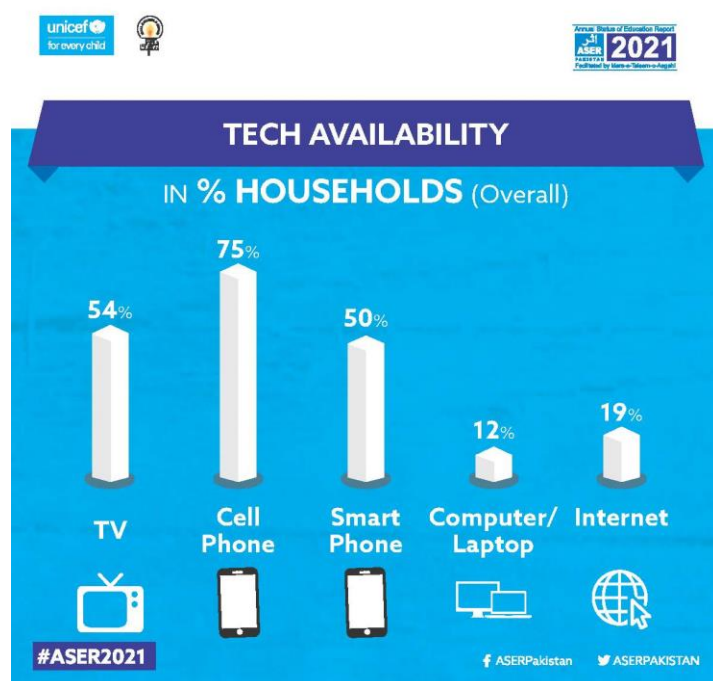
14. Technological Availability & Access for Remote Learning: 32% children took some learning support from PTV TeleSchool during Covid-19 #ASER2021



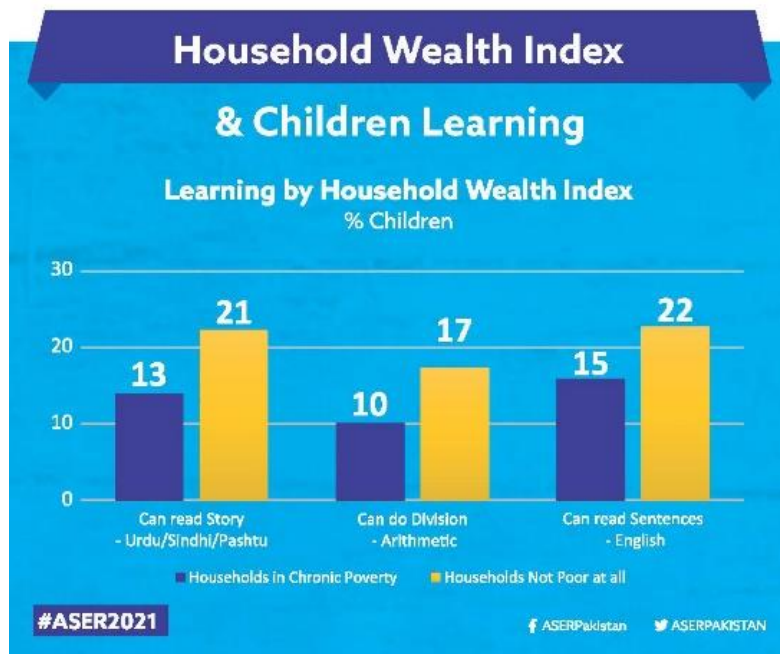
15. Children from higher socio-economic class have better access to technology as compared to children from lower socio-economic class. #ASER2021



16. 54% households had TV, 75% had cell phone, 50% had smart phone, 12% had computer/laptop and 19% had internet facility available. #ASER2021



17. School closures during #COVID19 exacerbated already existing learning gap b/w children belonging to different income groups. The percentage of children who can read an Urdu story, solve 2-digit division and read an English sentence is significantly higher in the richest quartile compared to poorest quartile. #ASER2021



Social Safety Nets

18. Social protection instruments could be an important linkage to offset learning and reach those in need. Social Protection outreach to households increased from 10% to 11% from 2019 to 2021 through @bisp_pakistan, @Ehsaas_Pk, @Akhawat and @PUNJABPSPA programs. #ASER2021

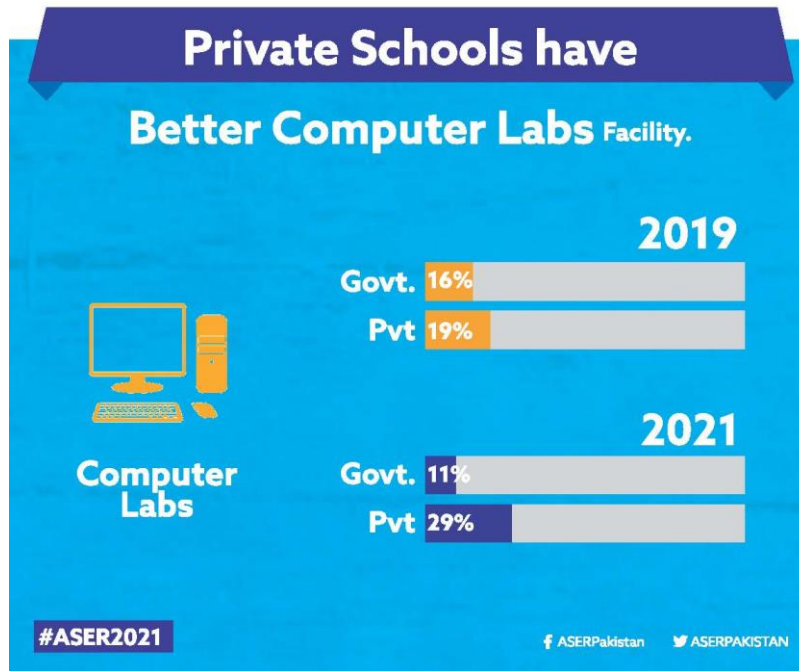


School facilities & Covid-19

19. Basic facilities such as toilets and drinking water deteriorate in govt schools as compared to 2019, likely to compromise school safety during COVID-19. #ASER2021

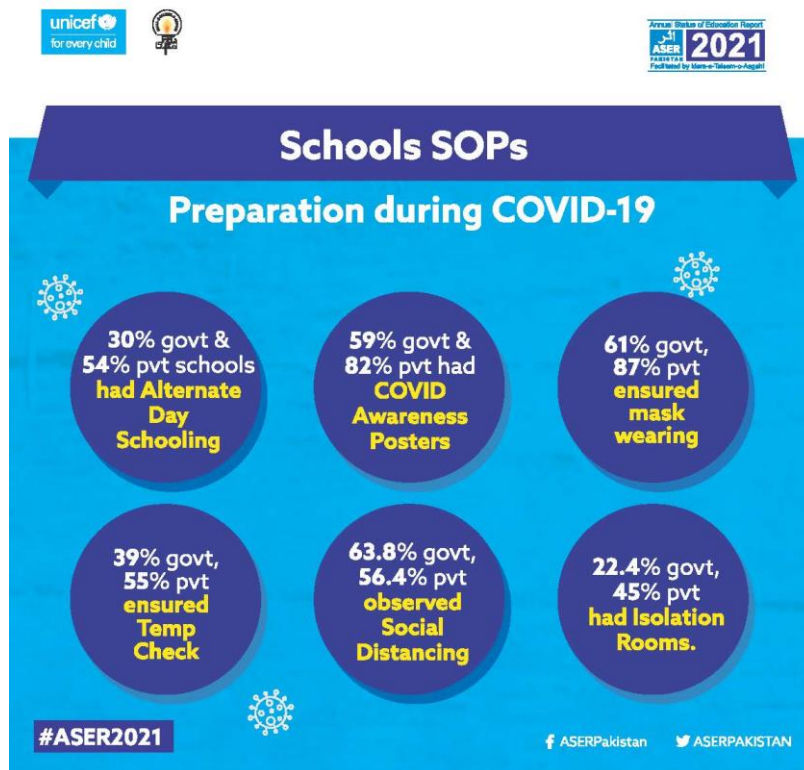


20. Private schools have better computer labs facility. 11% govt schools have functional computer labs compared to 16% in 2019 while 29% private schools have a functional computer lab compared to 19% in 2019. #ASER2021



Enforcement of Covid-19 SOPs

21. 30% govt & 54% pvt schools had Alternate Day Schooling; 59% govt & 82% pvt had COVID Awareness Posters; 61% govt, 87% pvt ensured mask wearing; 39% govt, 55% pvt ensured Temp Check; 63.8% govt, 56.4% pvt observed Social Distancing; 22.4% govt, 45% pvt had Isolation Rooms. #ASER2021



22. Lack of #Covid SOPs enforcement in schools (more govt) demands urgent attention at the highest level with an urgency to improve non-pharmaceutical interventions #NPIs and holding emergency preparedness drills for behavior change and safe school routines. #ASER2021