

Partnership for Research on Progress and Resilience in Education (PREPARE): Pakistan Survey

29th July 2022

Note: The data and code used for this blog can be accessed via the CGD education team dataverse, with doi:10.7910/DVN/SOQN3W or by clicking [here](#).

Research design

We conducted a phone-based survey from December 2021 to February 2022, collecting responses for 4,750 Pakistani households with school-aged children, in all four provinces. Respondents were selected by random digit dialling and a short screening call to assess eligibility and determine region, allowing subsequent stratification by province and zone. We weighted our observations by post-stratification, to ensure comparability with the Pakistani population in terms of province, and household access to piped water and internet. Key sample statistics are shown in table 1.

Table 1: sample characteristics, compared to population statistics measured by the Pakistan Social and Living Standards Measurement, 2019-20

Respondent characteristics	Sample	PSLM 2019-20
Female	16.7 percent	48.5 percent
Education level		
Uneducated	20.1 percent	-
Primary	19.6 percent	-
Secondary	30.4 percent	-
More than secondary	28.0 percent	-
Household characteristics		

Internet access	22 percent	33 percent
Household size	5.24	6.2
Piped drinking water	23 percent	22 percent
Region		
Punjab	52.2 percent	53.4 percent
Sindh	27.9 percent	26.5 percent
Khyber Pakhtunkhwa	17.5 percent	14.6 percent
Balochistan	2.5 percent	5.5 percent

Limitations

A few limitations of our sample are worth noting.

Firstly, for the sake of timeliness, our sample excluded respondents from Islamabad and the Federally Administered Tribal Areas.

A second limitation of our study was measuring children’s learning levels via telephonic survey. This required parents passing the phone to the child, which only 13.5 percent of respondents consented to. A balance check suggested differences exist between those who consented and those who didn’t based on household size, cash and food strappedness, and region. We hope to investigate this further in subsequent rounds or identify other data sources to supplement our understanding of current gaps in learning levels among students.

Another limitation was that we had to amend the survey instrument during fieldwork. During piloting, questions on pregnancy and the availability of essential sanitation facilities in the household were dropped as respondents reacted poorly to the questions “Has this child ever been pregnant?” and “What kind of toilet facility do members of your household usually use?”. In practice this means that the responses concerning the children in the household - including those on enrollment and grade progression- only represent respondents interviewed using the second version of the survey (more than 80% of the entire sample). We decided to use the responses from both versions for the household level questions - including those on remote learning arrangements- to leverage all available information.