# COVID-19 and Education:
## Survey to Analyse Student Drop-out after School Reopening in Punjab Province of Pakistan

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UKaid
from the British people

I-SAPS Institute of
Social and Policy Sciences
*Informing Policies, Reforming Practices*

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# Acronyms

| | |
|---|---|
| COVID | Corona Virus Disease |
| I-SAPS | Institute of Social and Policy Sciences |
| MEA | Monitoring and Evaluation Assistant |
| NSB | Non-Salary Budget |
| OOPS | Out of Pocket Spending |
| PESP II | Punjab Education Sector Programme II |
| PKR | Pakistani Rupee |
| SOP | Standard Operating Procedure |

# Executive Summary

All public and private schools in Punjab were closed due to the prevailing COVID-19 situation in March 2020. After the schools reopened in September 2020, it was apprehended that many children would have dropped out of schools. The reasons for these dropouts might include income shocks to households, health and safety concerns of parents, domestic burdens and supporting household works, etc. Experts and policymakers were of the view that girls and vulnerable children will be the most affected, as evidence from other contexts informed.

While data collection routines started after schools' reopening, the split attendance mechanism did not allow for finding the exact number of children who were not attending schools. It was, therefore, important to identify the number and proportion of these children who did not come back to schools after reopening. Besides, it was also essential to know the reasons for these dropouts to take appropriate actions, especially given the second wave of COVID-19.

In the above context, the Institute of Social and Policy Sciences (I-SAPS) surveyed public schools in Punjab to analyse student dropouts in schools after school reopening. The survey was conducted at two levels: a) school-based survey in 383 sample schools to understand student enrolment and attendance in pre-school closing and post-school closing times, and b) household survey with 765 parents of children who had not joined schools after school reopening. The following are some key findings of the survey:

- Around 5% of the students had dropped out of school after school reopened in September 2020. More boys (7% of total) dropped out in comparison with girls (3%). The majority of these dropped-out students were enrolled in Katchi, Grade 5, Grade 8, and Grade 9 in the pre-COVID period (i.e., January 2020).
- The attendance of students has dropped by 10 percentage points after school reopening if compared with pre-COVID times.
- The survey finds that the major reason for drop-out was the income crisis of family due to COVID-19. 25% of the parents reported an income crisis of family as the reason for their children not being able to continue schooling. 58% of students who have dropped out because of family's financial hardships were boys.
- Around 27% of the students (13% girls and 9% boys) who have left schools are supporting their parents with work and household chores. The parents of all these children are earning less than PKR 25,000 per month.
- More than 23% of the dropped-out children are doing nothing at home, with boys and girls have the same proportion. More than three-quarters of these children were enrolled at the primary level before dropping out of school. The parents of all these children have matric or lower level of education.
- Around 14% of the dropped-out children were reported to be studying at home. The majority of these children had preferred not to go to school after reopening because of COVID related fears.
- The survey also finds that more than 11% of children who have left schools are working and earning livelihood for themselves and supporting their families. All these children are employed at local shops.
- 25% of the parents plan to send their children back to school. Around 32% of these parents were willing to send their children to schools if the COVID situation eases out. In 23% of the cases, the parents were even willing to send their children if they had surety of adequate COVID-19 Standard Operating Procedures (SOPs) being observed

by the schools. 28% of the parents highlighted their financial hardships and the extra costs of schooling. They mentioned sending their children back to schools if they were provided any scholarships or stipends to cover the income loss and the extra schooling costs.

The following are some recommendations that have emerged through this study's findings and discussions with a diverse group of stakeholders.

An early identification system should be developed for the timely identification of children at risk of dropping out of school before they drop out of school.

The existing e-learning should be adapted, and alternate learning solutions developed as per the needs of the children. More emphasis is needed on low-cost solutions and ensuring that the children have access to teachers' support as and when needed during home learning.

It is recommended that the stipends and scholarship programs are tailored towards the needs of marginalized children throughout the province.

The government should provide additional funds to schools for the purchase and provision of masks and sanitizers etc. Allowing the use of non-salary budget (NSB) for this purpose may also facilitate apprehending parents' concerns.

Dedicated back to school campaigns should be run to communicate safety protocols at school level, Corona SOPs, and the importance of education in general.

# 1. Introduction

## 1.1 Background

In March 2020, public and private schools across Punjab were closed because of possible COVID-19 spread. After a lapse of about six months, schools were reopened for in-person teaching and learning in mid-September 2020. During these six months, a significant learning loss occurred. Many students were not able to benefit from the available e-learning opportunities. Also, the economic conditions due to lockdowns and inflation became worse for many households, especially those at the bottom of the economic pyramid. This forced many households to make use of extra earning hands in the form of their children.

After the schools were opened in September 2020, it was apprehended that many children may not have come back to schools. Evidence from other countries and previous epidemics showed that a significant number of children, especially girls and the vulnerable, are forced to drop out of schools after such emergencies. There is also evidence that the longer these children stay out of school, the more are their chances of dropping out of school.

In the case of Punjab, it was expected that several students, especially girls, might have dropped out of school. The reasons for these dropouts might include income shocks to households, health and safety concerns of parents, domestic burdens and supporting household works, etc. It was therefore important to identify the number and proportion of these children who were retained in schools due to the COVID-19 situation. Also, it was essential to know the reasons for these dropouts to take appropriate actions.

## 1.2 Rationale of the Survey

A split attendance mechanism was designed and implemented in public schools in Punjab to adhere to the COVID-19 Standard Operating Procedures (SOPs). The devised data collection protocols required the Monitoring and Evaluation Assistants (MEAs) to visit each school on a particular day and only collect data for around half of the students attending school on that day. Also, there was no tracking of students who had not joined schools after school reopening and an understanding of the reasons behind it. Against this backdrop, the Institute of Social and Policy Sciences (I-SAPS) surveyed schools in Punjab to analyse student dropouts in schools after school reopening.

## 1.3 Objectives of the Survey

The key objectives of the survey included the following:

a. Determine the proportion of students who have not joined schools after reopening.
b. Understand the reasons behind student dropouts.
c. Determine the extent to which pre-COVID attendance routines have been restored.
d. Recommend steps for retaining or bringing back the children who have dropped out of school.

## 1.4 Survey Sample

The survey was undertaken in nine districts of Punjab, selected based on a systematic random sample. These nine districts included Bahawalnagar, Chiniot, Gujrat, Kasur, Layyah, Multan,

Okara, Rawalpindi, and Sialkot. At a 95% confidence level, using a design effect of 1.0 and an error margin of 5%, the survey was conducted in 383 sample schools. The level-wise distribution of schools in the sample is provided in the table below:

*Table 1: Survey Sample*

| S. No. | District | Region | Primary Schools | Elementary Schools | Secondary Schools | Total Schools |
|---|---|---|---|---|---|---|
| 1 | Bahawalnagar | South | 43 | 10 | 6 | 59 |
| 2 | Chiniot | North | 16 | 2 | 2 | 20 |
| 3 | Gujrat | Center | 27 | 5 | 8 | 40 |
| 4 | Kasur | Center | 26 | 8 | 5 | 39 |
| 5 | Layyah | South | 31 | 7 | 5 | 43 |
| 6 | Multan | South | 25 | 9 | 6 | 40 |
| 7 | Okara | Center | 26 | 8 | 6 | 40 |
| 8 | Rawalpindi | North | 31 | 9 | 12 | 52 |
| 9 | Sialkot | Center | 35 | 8 | 7 | 50 |
| | **Total** | | **260** | **66** | **57** | **383** |

The survey was undertaken during November 2020 before reclosing of schools due to the prevailing COVID-19 situation[1]. This exercise was conducted at two levels. A school-based survey was conducted to understand student enrolment and attendance in pre-school closing and post-school closing times. Based on the school survey, a sample of dropped out students was identified. The survey teams visited the neighbourhoods and solicited information from the parents of the students who had not joined schools after school reopening. The reasons for dropping out were also discussed with the parents. The survey tools are attached as Annexure-I.

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[1] Schools were opened in mid-September after COVID situation eased out but were again closed by the end of November 2020 due to rise in COVID cases across the country.

## 2. Findings of the Survey

This section details the findings of the survey. It starts with the broader characteristics of the survey sample and the respondents. These are followed by the proportion of dropped-out children, the reasons for dropping out of school, and what these children were doing at home after leaving school.

**2.1 Demographics**

In the first stage, a quantitative survey was conducted using a total sample of 383 public schools in Punjab. 87% of the surveyed schools were located in rural areas in comparison with 13% of schools in urban areas. Out of the total sample, 53.8% of schools were girls' schools, followed by 43.6% of boys' schools and 2.6% co-education schools. In line with the proportion of primary schools in the total public-school population of Punjab, a significant majority of the surveyed schools are at the primary level.

In total, 257 schools (67% of the sample) are primary schools. The remaining 17% of schools (64 in total) and 13% of schools (49 in total) are at middle/elementary and high school level. To give adequate regional coverage to the sample, districts were randomly selected from each of the three regions of Punjab. 44% of the schools belong to Central Punjab, followed by 37% of schools from Southern Punjab and 19% of schools from Northern Punjab.

The following figure looks at the demographics of the survey sample.

*Figure 1: Demographics of Survey Sample*
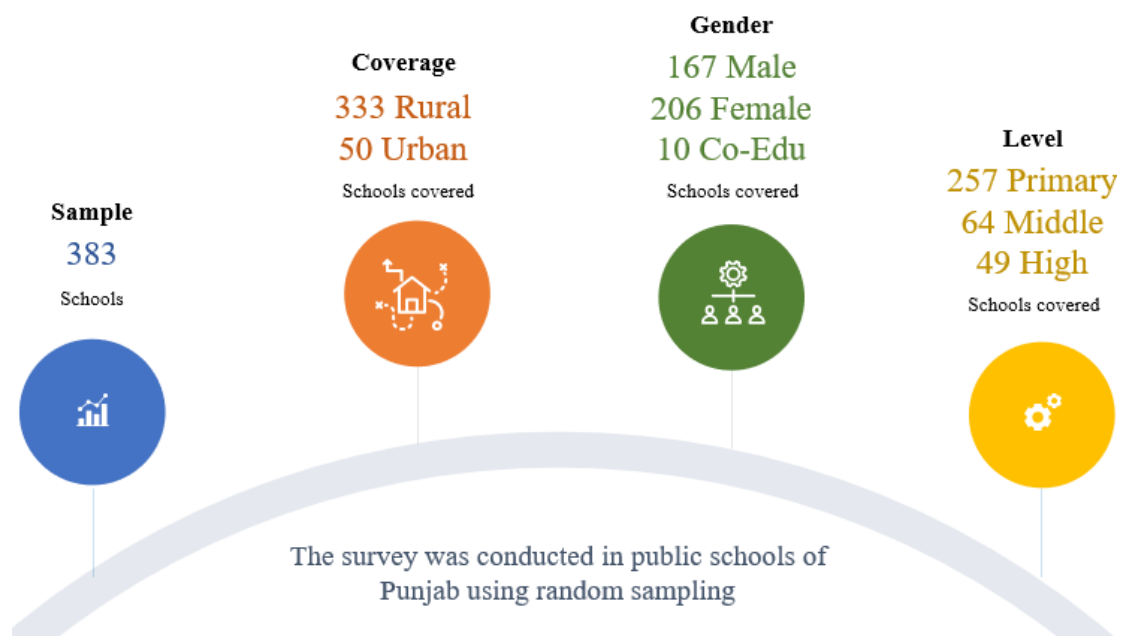


As the next step, two students were identified from each school, who had dropped out of school or they were absent for more than 15 days. As a result, a total of 390 boys and 375 girls were identified. The survey team then conducted key informant interviews with the parents of these children. This was done to understand the reasons behind student drop-out and analyse various characteristics of these children and their families.

A total of 765 key informant interviews were taken with parents of the children who had dropped out of school. Out of these 765 parents, 82% were male while the remaining 18% were female. A significant majority (90% of total) of these parents had matriculation or lower education levels. 36% of the parents reported having no formal education. Also, 79% of the parents were earning PKR 20,000 or less per month, with 22% of parents reporting less than PKR 10,000 monthly income. The majority of parents (29% of total) were laborers, followed by 22% of parents having some kind of job, 15% housewives, 13% shopkeepers, and 12% farmers.

## 2.2 Findings of the Survey

This section presents the analysis of survey data collected from the field. It outlines the proportion of children who have dropped out of schools or have not re-joined schools after their reopening.

### 2.2.1 Student Drop-out during COVID

Before the conduct of this survey, it was expected that many children, especially girls have dropped out of schools owing to a variety of factors. The survey was intended to capture the same. Analysis of survey data shows that around 5% of the students are not attending schools after school reopening. Gender disaggregated figures show a higher percentage for boys (7% of total) in comparison with girls (3%). However, the majority of these dropped-out students were enrolled in Katchi, Grade 5, Grade 8, and Grade 9 in the pre-COVID period (i.e., January 2020). This is reflected in the table below.

*Table 2: Student Drop-out during COVID*

| Grades (Pre-COVID) | Potential Grades (after School Reopening) | Drop-out (%) | | |
|---|---|---|---|---|
| | | **Boys** | **Girls** | **Total** |
| Katchi | Grade 1 | 21% | 16% | 19% |
| Grade 1 | Grade 2 | 0% | 0% | 0% |
| Grade 2 | Grade 3 | 2% | 0% | 1% |
| Grade 3 | Grade 4 | 0% | 0% | 0% |
| Grade 4 | Grade 5 | 0% | 0% | 0% |
| Grade 5 | Grade 6 | 16% | 0% | 7% |
| Grade 6 | Grade 7 | 1% | 0% | 0% |
| Grade 7 | Grade 8 | 0% | 0% | 0% |
| Grade 8 | Grade 9 | 3% | 15% | 10% |
| Grade 9 | Grade 10 | 21% | 3% | 11% |
| | **Total** | **7%** | **3%** | **5%** |

While the above statistics present concern, it is important to highlight that these dropouts may or may not be the direct result of COVID-19, as similar dropout rates are seen in normal circumstances as well. During the last academic year, dropout between Katchi and Grade 1 was 32%, 10% between Grade 5 and 6, while no dropout was seen between Grade 8 and 9. Dropout between Grade 9 and 10 was recorded as 17% during the same period last year.

If the survey findings are studied in light of the previous year's data, there have been fewer dropouts during the current year despite the COVID threat. While already enrolled children demonstrate good retention rates, new admissions in Katchi grade have been far lesser than the previous years. In the sampled schools, 33% fewer children have enrolled in Katchi grade this year compared with the previous year's enrolment.

### 2.2.2  Student Attendance after School Reopening

Although no major concern is raised from the above analysis, the survey further looked into the attendance patterns in pre- and post-COVID periods. This was intended to see if students are attending schools as they were before the COVID threat. The following table looks at the attendance levels in pre- and post-COVID periods.

*Table 3: Student Attendance in Pre-COVID and Post-COVID Periods*

| Grades | Attendance (Jan 2020) | | | Attendance (Nov 2020) | | |
|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total |
| Katchi | 94% | 95% | 95% | 84% | 83% | 83% |
| Grade 1 | 97% | 94% | 95% | 84% | 82% | 83% |
| Grade 2 | 95% | 93% | 94% | 83% | 80% | 82% |
| Grade 3 | 96% | 93% | 95% | 81% | 82% | 82% |
| Grade 4 | 96% | 93% | 95% | 84% | 81% | 82% |
| Grade 5 | 95% | 93% | 94% | 83% | 82% | 83% |
| Grade 6 | 95% | 96% | 96% | 91% | 90% | 91% |
| Grade 7 | 95% | 96% | 95% | 90% | 89% | 89% |
| Grade 8 | 96% | 96% | 96% | 90% | 90% | 90% |
| Grade 9 | 94% | 100% | 97% | 99% | 94% | 96% |
| Grade 10 | 95% | 99% | 97% | 89% | 93% | 92% |
| Total | **96%** | **95%** | **95%** | **86%** | **85%** | **85%** |

The above table shows that the attendance levels of students have significantly dropped from the pre-COVID period. In total, the attendance of students has dropped by 10 percentage points after school reopening.
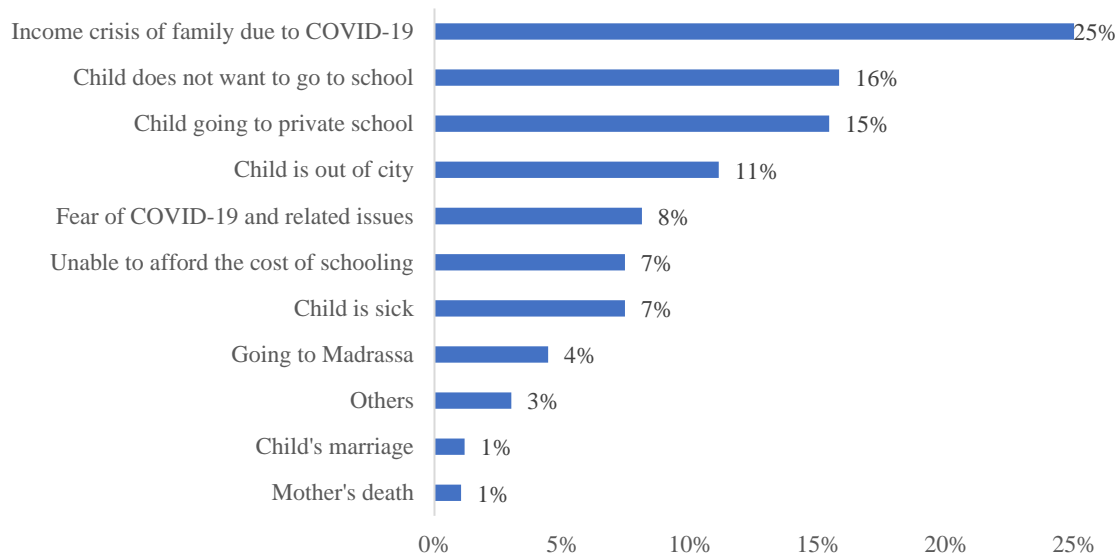
### 2.2.3  Reasons for Student Drop-out

The above analysis highlights that there have not been any major dropout instances because of the first wave of COVID-19. Despite this, schools reported several children who have dropped out of school after they were closed back in March 2020. A further probe into student dropouts during the first wave of COVID-19 shows that the reason quoted by the majority of parents of dropped out children was the income crisis of family due to COVID-19. Because of this, they reported having pulled their children out of school. 25% of the parents reported an income crisis of family as the reason for their children not being able to continue schooling.

The survey data reveals that 58% of students who have dropped out because of family's financial hardships were boys. The majority of the dropped-out children were enrolled at the primary level in Grades 2, 3, 4, and 5. More than 55% of the dropped-out students have their parents' reported income level below PKR 10,000 per month. For children who have dropped

out of school because of financial issues of family, the education of parents was either primary or they had no formal education in case of more than 87% of the parents. The figure below looks at the reasons for student dropouts from schools according to the survey.

*Figure 2: Reasons for Student Dropouts*

| Reason | Percentage |
|---|---|
| Income crisis of family due to COVID-19 | 25% |
| Child does not want to go to school | 16% |
| Child going to private school | 15% |
| Child is out of city | 11% |
| Fear of COVID-19 and related issues | 8% |
| Unable to afford the cost of schooling | 7% |
| Child is sick | 7% |
| Going to Madrassa | 4% |
| Others | 3% |
| Child's marriage | 1% |
| Mother's death | 1% |

The second highest reported reason for student dropout was the lack of interest of the child to continue going to school. Some of the reasons for this are related to the quality of education imparted in schools, no lifelong prospects, and teachers' behaviour. It was surprising to note that around 15% of the students who have left public schools were now enrolled in private schools. The major reasons for switching schools were given as the low quality of teaching in public schools.

In 11% of the cases, the student was absent from school because of being out of the city, visiting or residing at a relative's place. 8% of the parents reported not sending their children to schools because of the fear of COVID-19 and a perception that schools are not prepared to tackle this challenge adequately. Out of pocket expenditures, like the cost of traveling, have resulted in discontinuation of education for 7% of the dropped-out children.

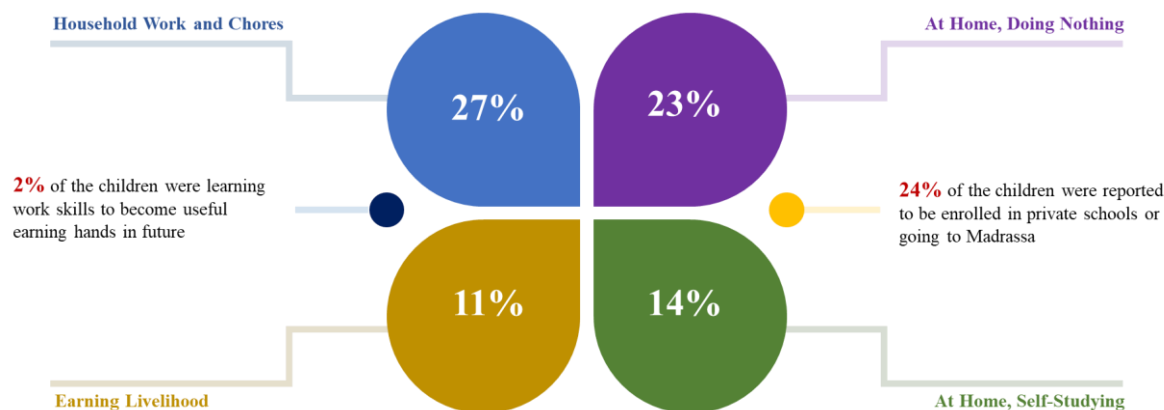### 2.2.4   *What Dropped-out Children are Doing at Home*

The survey reveals that around 39% of the parents believe that it is beneficial for the family if the children did not go to school. Also, in 34% of the cases, they opined that it was also beneficial for the child to not go to school. A further probe into this response shows that the parents are sceptical of the value of education being imparted to them and the earning prospects it could bring in the future. Instead, their preference is to engage their children in learning skills or support the family's income.

The majority of the dropped-out children are either supporting household chores, doing nothing at home, or have engaged in labour or learning work skills. The survey mapped the activities that these children were undertaking while they were not in schools. The following figure looks at the findings of the survey regarding what dropped-out children are doing at home.

For this analysis, we have excluded vague activities and responses like the child being sick or out of the city. Around 27% of the students (13% girls and 9% boys) who have left schools are

supporting their parents with work and household chores. The parents of all these children are earning less than PKR 25,000 per month. More than three-quarters of these parents had only a primary level of education or no formal education. 10% of the parents of these children are laborers, 5% are farmers while 3% are shopkeepers.

*Figure 3: Activities Performed by Dropout Children*

The survey results also reveal that 23% of the dropped-out children are doing nothing at home, with boys and girls have the same proportion. More than three-quarters of these children were enrolled at the primary level before dropping out of school. The parents of all these children having matric or lower level of education.

Around 14% of the dropped-out children were reported to be studying at home. The majority of these children had preferred not to go to school after reopening because of the COVID related fears. The survey also finds that more than 11% of children who have left schools are working and earning livelihood for themselves and supporting their families. All these children were reported to be working at local shops.

As part of this report, we have also tried to see the reasons for dropping out of schools in relation to the activities being done by the children after dropping out. For this purpose, we run cross-tabulation between reasons for student dropouts and activities performed by the dropout children. This cross-tabulation is presented in the table below:

*Table 4: Cross-Tabulation between Dropout Reasons and Children Activities after Dropout*

| Reasons | At home and self-studying | At home doing nothing | Earning livelihood | Going to private school or madrassa | Learning work skills | Household work and chores |
|---|---|---|---|---|---|---|
| Income crisis of family due to COVID-19 | 4% | 10% | 22% | 19% | 2% | 43% |
| Child does not want to go to school | 1% | 47% | 14% | 5% | 2% | 32% |
| Child going to private school | 1% | 1% | 0% | 98% | 0% | 0% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Fear of COVID-19 and related issues | 63% | 26% | 2% | 3% | 3% | 3% |
| Unable to afford the cost of schooling | 5% | 18% | 12% | 2% | 0% | 63% |
| Child is sick | 46% | 44% | 0% | 6% | 0% | 4% |
| Going to Madrassa | 0% | 0% | 0% | 97% | 3% | 0% |
| Child is out of city | 7% | 41% | 0% | 41% | 0% | 11% |
| Others | 44% | 11% | 0% | 0% | 44% | 0% |
| Child's marriage | 0% | 83% | 0% | 0% | 0% | 17% |
| Mother's death | 25% | 0% | 0% | 25% | 0% | 50% |

The above table reveals that majority of the children (67%) who had dropped out of school because of income crisis of family due to COVID-19 were doing household chores and work, earning livelihood for the families, or learning skills. It is also important to note that the some of these children have been admitted to madrassas. This is also mainly due to poverty where the parents feel that the children are well-off in such institutions, are fed adequately and there are better prospects for them. It is also encouraging to see that 63% of the children who had dropped out of schools due to fear of COVID-19 are at home and self-studying.

### 2.2.5 *Re-joining of Schools by Dropped-out Children*

The survey enquired parents about their plans to resend their children to schools. The responses of parents regarding resending their children to schools are presented in the figure below:

*Figure 4: What Would it Take to Send Children Back to Schools*
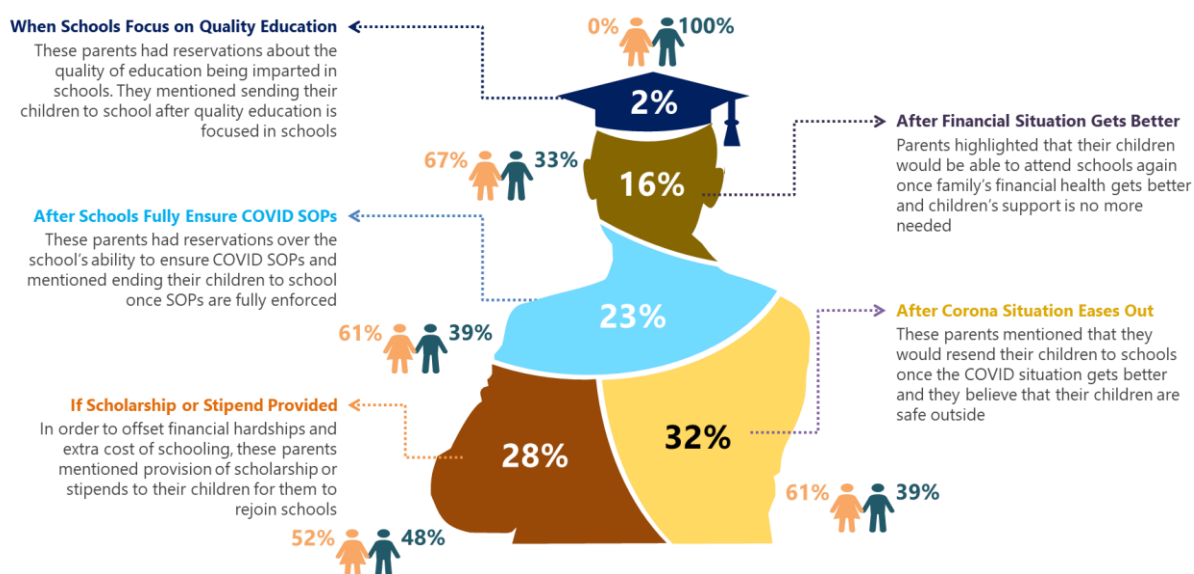


25% of the parents had plans to send their children back to school. Around 32% of these parents were willing to send their children to schools if the COVID situation eases out. This percentage

was higher for girls (61%) in comparison with boys (39%). In 23% of the cases (61% girls and 39% boys), the parents were even willing to send their children if they had surety of adequate COVID-19 Standard Operating Procedures (SOPs) being observed by the schools. 28% of the parents highlighted their financial hardships and the extra costs of schooling. These parents mentioned that they could only send their children back to schools if they were provided any scholarships or stipends to cover the income loss and the extra schooling costs. 16% of the parents (67% girls and 33% boys) mentioned that they plan to send their child back to school once the family's financial situation gets better and that they would be less dependent on their child's support at that time. In 2% of the cases, the parents of dropped out boys had reservations about the quality of education being imparted in public schools and highlighted their condition of quality education if they were to send their children back to schools.

## 3.  Recommendations

The following are some recommendations that have emerged through this study's findings and discussions with a diverse group of stakeholders.

### 3.1 Development of Early Identification System

The findings show that a considerable number of children have dropped out of school. Also, this phenomenon is seen each year as many children leave schools at various levels owing to a variety of reasons. To tackle this challenge, it is suggested that an early identification system is developed for the timely identification of children at risk of dropping out of school before they drop out of school. This will be done based on a pre-identified set of indicators based on socio-economic, behavioural, and achievement variables. Accordingly, the system will help in providing tailored support to these children based on their needs.

### 3.2 Alternate Learning Support Mechanisms

Around 37% of the children who had dropped out of school were either staying home and self-learning or doing nothing. It is therefore important to devise and adapt existing e-learning and alternate learning solutions to the needs of the children. More emphasis is needed on low-cost solutions and ensuring that the children have access to teachers' support as and when needed during home learning.

### 3.3 Covering for Out-of-Pocket Expenses

Around 7% of the parents mentioned the inability to afford the extra cost of schooling as the reason for their child's drop-out. Around 28% of the parents highlighted the provision of stipends or scholarships to their children as the condition for their return to schools. According to them, this would offset bearing any additional out-of-pocket spending (OOPS) on their child's education. It is therefore recommended that such provisions are made and more importantly the existing stipends and scholarship programs are tailored towards the needs of such marginalized children.

### 3.4 Additional Funding to Schools for Implementing COVID SOPs

The survey findings tell us that several parents are sceptical about the implementation of COVID-19 SOPs at the school level and feel that it is not safe to send their children to school. More than 32% of parents mentioned that they would send their children to schools once the COVID situation eases out. Besides, 23% of the parents of dropped-out children had reservations about the schools' ability to mitigate the COVID challenge. It is recommended that the government should provide additional funds to schools for the purchase and provision of masks and sanitizers etc. Allowing the use of non-salary budget (NSB) for this purpose may also facilitate apprehending parents' concerns. Of course, it needs to be seen if all schools have adequate amounts of NSB available to them for providing this support.

### 3.5 Back to School Campaigns

 A significant number of parents mentioned their desire to resend their children to schools. They highlighted the current COVID situation, schools' unsafe environment to tackle the COVID challenge, and financial hardships as the reasons for their children's drop-out. It is

essential to employ dedicated back to school campaigns to ensure parents and children about the safety protocols employed at the school level, Corona SOPs, and the importance of education in general.

**Annexures: Survey Tools**

# Annexure A – School Data Collection Template

## Section A: Introduction

| | |
|---|---|
| **EMIS Code of School:** | |
| **Name of School:** | |
| **Complete School Address:** | |

| | | | |
|---|---|---|---|
| **School Level:** | | **School Gender:** | |
| **Name of Enumerator:** | | **Date of Visit:** | |
| **District Name:** | | **Tehsil Name:** | |
| **Union Council Name:** | | **Locality (Rural/Urban):** | |

## Section B: Enrolment

| Grades | Enrolment as of MEA visit of Jan 2020 | | | Enrolment as of Enumerator Visit day Nov 2020 | | | New Enrolment between Jan and Nov 2020 | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** |
| **Katchi** | | | | | | | | | |
| **Grade 1** | | | | | | | | | |
| **Grade 2** | | | | | | | | | |
| **Grade 3** | | | | | | | | | |
| **Grade 4** | | | | | | | | | |
| **Grade 5** | | | | | | | | | |
| **Grade 6** | | | | | | | | | |
| **Grade 7** | | | | | | | | | |
| **Grade 8** | | | | | | | | | |
| **Grade 9** | | | | | | | | | |
| **Grade 10** | | | | | | | | | |
| **Total** | | | | | | | | | |

## Section C: Attendance

| Grades | Attendance in Jan 2020 reported by MEA | | | Attendance on Nov 2020 on Enumerator visit day | | |
|---|---|---|---|---|---|---|
| | Boys | Girls | Total | Boys | Girls | Total |
| Katchi | | | | | | |
| Grade 1 | | | | | | |
| Grade 2 | | | | | | |
| Grade 3 | | | | | | |
| Grade 4 | | | | | | |
| Grade 5 | | | | | | |
| Grade 6 | | | | | | |
| Grade 7 | | | | | | |
| Grade 8 | | | | | | |
| Grade 9 | | | | | | |
| Grade 10 | | | | | | |

Serial ID

| | | | |
|---|---|---|---|

**For office use only**

# Annexure B
# Parents' Survey Instrument
# Analysis of Student Drop-out after School Reopening

| SECTION A: Identification of Interviewer | | | | | |
|---|---|---|---|---|---|
| **A-1** | Sampling Area Code: | | **A-2** | Locality: | Rural………..1 Urban……….2 |
| **A-3** | Interviewer Code: | | | | |
| **A-4** | Interviewer Name: | | | | |
| **A-5** | Interviewer Contact Number: | | | | |
| **A-6** | Date of Interview: | | | | |
| **A-7** | UC Name | | **A-8** | Village Name | |
| **A-9** | Tehsil Name | | **A-10** | District Name | |
| **A-11** | School Name | | **A-12** | EMIS Code | |

**Note:**

Introduce yourself to the interviewee and tell him/her about yourself, your organization and the purpose of this interview.

Then seek some information about the interviewee. Explain to them that all information is confidential, and that his/her name will not be disclosed.

## SECTION B: Demographics

| | | | | | |
|---|---|---|---|---|---|
| **B1** | **Name of Respondent (Father/Mother)** | | | | |
| **B2** | **Address of Respondent** | | | | |
| **B3** | **Relationship with Child** | **1** Parent | | **2** Guardian | |
| **B4** | **Gender of Respondent** | **1** Male | | **2** Female | |
| **B5** | **Gender of Child** | **1** Male | | **2** Female | |
| **B6** | **Name of Child** | | **B7** | **Number of Children** | |
| **B8** | **Grade of Child** | | | | |

**B9 Age of Respondent Parent**

| | | | | | |
|---|---|---|---|---|---|
| **1** | Less than 25 years | **2** | 25-34 years | **3** | 35-44 years |
| **4** | 45-54 years | **5** | 55 years or above | | |

**B10 Education Level of Respondent**

| | | | | | |
|---|---|---|---|---|---|
| **1** | No formal education | **2** | Primary | **3** | Middle |
| **4** | Matric | **5** | F.A/F.Sc | **6** | Graduate |
| **7** | Masters | **8** | Ph.D. | **9** | Others: Please specify …………………………… |

| | |
|---|---|
| **B11** | **Profession of Respondent** |

**B12 Income Level of Respondent**

| | | | | | |
|---|---|---|---|---|---|
| **1** | Below 10,000 | **2** | 10,001 – 15,000 | **3** | 15,001 – 20,000 |
| **4** | 20,001 – 25,000 | **5** | More than 25,000 | | |

| | |
|---|---|
| **B13** | **School EMIS Code (to be filled by interviewer):** |
| **B14** | **School Name:** |

## SECTION C: School Opening and Drop-out

| **C1** | **Why has the child stopped going to school?** *(note: the following prompts are interviewer's guide; not to be read to the respondent)* | |
|---|---|---|
| | **1** Child does not want to go to school | |
| | **2** Fear of COVID-19 and related issues | |
| | **3** Income crisis of family due to COVID-19 | |
| | **4** Unable to afford the cost of schooling | |
| | **5** Going to private school | |
| | **6** Any others: *(please specify)* | |
| **C2a** | **Has only this child from your household stopped going to school or other siblings are also not attending schools?** *(note: the following prompts are interviewer's guide; not to be read to the respondent)* | |
| | **1** Only this child | |
| | **2** All siblings | |
| | **3** Only girls | |
| | **4** Only boys | |
| | **5** Any others: *(please specify)* | |

| | | | |
|---|---|---|---|
| **C2b** | Reason(s): | | |
| **C3** | **What is your child doing nowadays when he/she is not attending school?** *(note: the following prompts are interviewer's guide; not to be read to the respondent)* | | |
| | **1** | At home doing nothing | |
| | **2** | At home and self-studying | |
| | **3** | At home and online learning | |
| | **4** | Supporting parents with work and chores | |
| | **5** | Earning livelihood | |
| | **6** | Any others: (*please specify*) | |
| **C4** | **If the answer to C3 is earning livelihood, ask what profession/types of work your child is doing?** | | |
| **C5** | **If answer to C3 is self-studying or online learning, ask the reason for not sending the child to school?** | | |
| **C6a** | **Do you think it is beneficial for the family if the child does not go to school, both in the short to long term.** | | |
| | 1 | Yes | 2 | No |
| **C6b** | Reason for both options: | | |
| **C7a** | **Do you think it is beneficial for your child not to go to school, both in the short to long term.** | | |
| | 1 | Yes | 2 | No |
| **C7b** | Reason for both options: | | |
| **C8** | **Do you have plans to ever send your child back to school?** | | |
| | 1 | Yes | 2 | No |
| **C9** | **What will it take for you to send your child back to school?** *(note: the following prompts are interviewer's guide; not to be read to the respondent)* | | |
| | **1** | At least the salary child is bringing home is somehow covered through other means | |
| | **2** | The school ensures Corona SOPs | |
| | **3** | Will not send child to school in any case | |
| | **4** | Any others: (*please specify*) | |