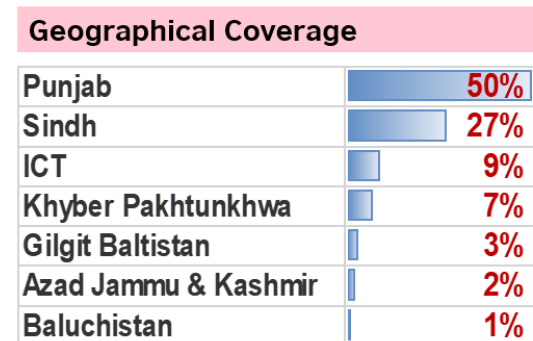
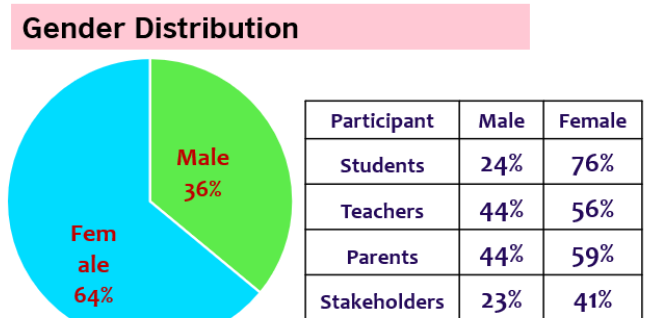
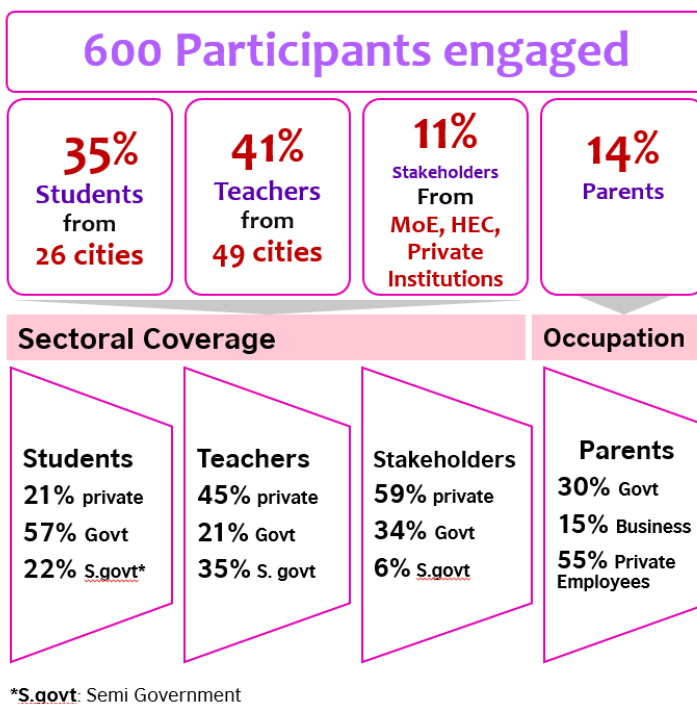


Online and Remote Learning - Education in COVID-19 times Issues, Experiences, and Insights *An exploratory perception survey – Pakistan*

Key Highlights

- 1 - Study Demographics and Parameters
- 2 - Issues and Experiences
- 3 - Insights

1 - Study Demographics and Parameters



2 - Issues and Experiences

2.1- Students - Middle level to Higher Secondary level*

* (Middle refers to from grade 6th, Higher Secondary refers to Grade 12th)

Issues	Experiences
<ul style="list-style-type: none"> ▪ 78% (63% female, 15% male) students had not attended online class before and were unfamiliar with remote/online learning ▪ 40% (37% female, 3% male) students don't have WiFi or Broadband internet connection at home ▪ 43% (36% female, 7% male) students do not have suitable reading/learning space at home 	<ul style="list-style-type: none"> ▪ 48% (46% female, 2% male) students were unable to attend online lectures and have taken classes through recorded lectures ▪ 30% (28% female, 2% male) Students use Whatsapp conference call, 18% (12% female, 7% male) use Zoom and same 18% (12% female, 7% male) use Google meet, 13% female students use LMS, 8% use google

<ul style="list-style-type: none"> ▪ 62% (47% female, 15% male) students from schools of ICT, Punjab KP and Sindh haven't been guided on how to manage studies during remote learning ▪ According to 52% (42% female, 10% male) students, majorly from private sector schools, deadlines were too short to complete assignments on time ▪ Common problems during remote learning were; <i>Frequent disconnection of internet, Lack of concentration, difficulty in understanding concepts clearly</i> 	<ul style="list-style-type: none"> meet and 3% female students each use Facebook video call and skype ▪ 58% (52% female, 6% male) students have preferred recorded lectures over online due to flexibility in timing and space ▪ 57% (45% female, 12% male) students spent 1-3 hours consecutively for studying ▪ 77% (63% female, 14% male) students were unable to concentrate on studies at home ▪ 53% students were unable to understand the content ▪ According to 78% (63% female, 15% male) students in-person face-to-face contact with instructor is better than online/digital medium ▪ According to 78% (63% female, 15% male) students it will be difficult for them to get good grades in exams through the online/remote learning
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2.2 - Students - Higher Education

Issues	Experiences
<ul style="list-style-type: none"> ▪ 89% (66% female, 22% male) students haven't attended online class before COVID-19 ▪ 27% (20% female, 7% male) students don't have WiFi or Broadband internet connection at their home and therefore relied on recorded lectures ▪ Universities of 50% students haven't guided on how to manage studies during remote/online learning. Majority these HEIs are government and semi government. ▪ 50% (39% female, 11% male) students do not have reading/learning space at home ▪ According to 50% HE students, deadlines were too short to complete assignments on time ▪ Common problems during remote learning were; <i>Slow internet speed, Unable to build pace with lecture, frequent distortions, unprepared and incompatible content, seemed incomplete</i> 	<ul style="list-style-type: none"> ▪ 50% (69% female, 30% male) HE students regularly taking online classes ▪ 52% students who use internet have used Zoom and university, learning management systems LMS for online lectures, while 33% used Whatsapp conference calling and 20% used MS teams/skype ▪ 68% (74% female, 26% male) HE students preferred recorded lectures ▪ 58% (78% female, 22% male) HE students spent 1-3 hours on consecutively studying during remote/online learning phase ▪ 60% (78% female, 21% male) HE students were unable to understand the content provided through online/remote learning ▪ 79% (59% female, 20% male) students of HE reported that that it will be difficult for them to get good grades in exams through the online/remote learning ▪ 90% (65% female, 25% male) students reported that in-person face-to-face contact with instructor is better than online medium

2.3 - Teachers

Issues	Experiences and Aptitude
<ul style="list-style-type: none"> ▪ 78% (56% female, 44% male) teachers had not taught online class before COVID-19 ▪ 48% (55% female, 45% male) of the teachers were unable to effectively deliver lectures online ▪ Common problems faced by teachers during remote teaching and learning were; 	<ul style="list-style-type: none"> ▪ 52% (56% female, 44% male) teachers reported that they could effectively deliver lectures online ▪ 50% (60% female, 40% male) teachers propounded that quality of education is negatively affected through remote/online delivery

<ul style="list-style-type: none"> ○ <i>Lack of hands-on demonstration for clarity of concepts</i> ○ <i>Managing students' attention and focus during class</i> ○ <i>Irregular attendance of pupils</i> ○ <i>less control over maintaining decorum and discipline</i> ○ <i>Unreliable and weak internet access and frequent distortions</i> 	<ul style="list-style-type: none"> ▪ Only 6% teachers were aware and able to use online plagiarism/cheating tools to validate assignments ▪ Online learning had negative aspects such as: <ul style="list-style-type: none"> ○ <i>Lack of self-discipline</i> ○ <i>Poor time management</i> ○ <i>Lack of dedication</i> ▪ Most required resources to teach online effectively were <ul style="list-style-type: none"> ○ <i>Efficient and timely IT related technical support</i> ○ <i>Support to learn online pedagogical techniques</i>
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2.4 - Parents

Issues	Experiences and Aptitude
<ul style="list-style-type: none"> ▪ Common problems and challenges faced by parents during online/remote learning were; ▪ <i>Difficulty in managing between work and supporting school and their children's learning parents</i> ▪ <i>Communication gap with the schools' administration and teachers</i> ▪ <i>Issue of suitable space and adequate resources (like laptop, wifi etc) at home</i> ▪ <i>Inadequate support from teachers in terms of seeking guidance out of the class hours</i> ▪ <i>The content delivery and evaluation mechanisms were not appropriate for this mode of delivery</i> ▪ <i>Lack of interactive learning environment resulted in decreasing interest for education among learners</i> 	<ul style="list-style-type: none"> ▪ 78% parents monitor their child/children while they were taking online lessons and doing assignments ▪ 66% parents spent 1-4 hours daily in supervising children at home ▪ According to 60% parents, children could not focus and experienced attention deficit during online/remote learning at home ▪ 66% parents were of the view that online/remote learning effected the social skills of children

3 - Insights

Recommendations to strengthen online learning

- 70% of the targeted industry stakeholders and policy makers were of the view that **education sector in Pakistan is not sufficiently prepared to transit to online/remote learning**, therefore at basic level following is needed:
 - *Awareness and understanding digital learning environment and tools*
 - *Adoption of technology based educational models*
- Government to incentivize formal online/remote learning for educational institution
- Education departments and associated experts to design academic content for synchronous and non-synchronous delivery of formal online/remote education
- A well-designed standardized LMS and professional training and certification of the faculty and students
- Support consortiums of public-private universities for the sharing of resources, development of content and teacher training
- IT professionals to mainstream technology not for delivery of online education but also for incorporating it in teacher training and student curriculum to enhance online learning

- Electronic media should be used to create awareness and deliver training sessions for teachers, similar to launching of Education channel through PTV for student learning
- A robust technological infrastructure must be in place for easy access for online learning resources
- Prepare relevant curriculum materials for technology-based learning
- Create cluster-based learning resource centres in remote areas to provide access to technology-based learning

Recommended changes to existing educational framework

- Training frameworks for staff about LMS and evaluation of examination. Bringing in UK expertise in this way would leverage British Council and government relations
- Develop a digital learning strategy
- Teaching and Assessment framework for online education
- Research based education should be implemented from primary level
- ICT must be an integral part of every subject taught
- Adding at least one online class in daily timetable will make students better prepared towards digital learning
- Teacher's training with assessment and student feedback should be compulsory part of performance evaluation
- Standardisation of Exam boards, continuous and uniform assessment will pave way for national standards, tools and practices and lead to improved learning environment
- Pakistan's educational system has diverse and varied curriculum. Every province has its own curriculum and even government and private educational institutions have disparity. Keeping this in view, it is suggested that National guidelines for developing common curriculum framework should be developed.
- Project-based learning (PBL) should be introduced across all levels in government institutions. British Council can bridge between UK institutions and experts to train and support the institutions and individuals in Pakistan

ILMPOSSIBLE: Take a Child to School (Phase II)

The British Council's ILMPOSSIBLE: Take a Child to School is a national programme co-funded by Educate A Child (EAC). ILMPOSSIBLE: Take a Child to School (Phase II) aims to enroll 200,000 out-of-school children into government primary schools and ensure their retention for 3 years through a robust follow-up and monitoring mechanism.

ILMPOSSIBLE: Take a Child to School (TACS) employs a participatory approach to engage stakeholders to make primary education accessible to all children in target communities.

ILMPOSSIBLE: TACS has three strategic partners (Children's Global Network Pakistan, School of Leadership Foundation and LMKT) and 23 implementation partners that provide technical and on-the-ground support for the programme. The programme has three core components:

- ILMBASSADORS
- MOHALLA COMMITTEES
- DOSTI

ILMBASSADORS are young volunteers (aged 18-32) who work along with Mohalla Committees (neighbourhood committees) and schools to identify, enroll and retain OOSC in schools. The third component of the programme is "DOSTI" through which children receive physical education and learn life skills. DOSTI is designed to make school a more enriching and appealing experience for children and thus helps to increase retention rates in schools.

ILMPOSSIBLE: Take a Child to School's (Phase II) Goals:

- a) Deploying a 15,000 strong cohort of trained volunteers to support an enrolment drive that informs parents and facilitates the enrolment and retention of 200,000 vulnerable OOSC children, maintain retention.
- b) Establish a strong coordinated ownership amongst the community influencers and partners who will facilitate access to schools and enrolment by setting up 550 independent Mohalla Committees.
- c) Enable and provide a positive learning environment created through life skills and sports encouraging retention and preparing 500 teachers to play a leadership role in their communities.

Programme Achievements Phase I & Phase II

- **435,000** children reported enrolments by implementing partners in primary schools of which **42% are girls**.
- ILMPOSSIBLE: Take a Child to School is operational across Pakistan in **60 Districts**.
- **25,000** youth trained as ILMBASSADORS and education champions within their communities
- **556** Mohalla Committees formed, with a membership of **6500 plus** individuals.
- DOSTI implemented and tool kits distributed in **628 schools**.
- **150** schools received a grant for building new classrooms, installing water pumps, solar powered fans, and furniture in collaboration with local partners and Mohalla Committees.

Higher Education Pakistan

A comprehensive and dynamic strategic partnership active between Pakistan and the UK Higher Education sectors with successful collaboration taking place in research, teaching and capacity building at system to system and institution to institution levels facilitated by a sector-to-sector agreement.

Pakistan UK Education Gateway

By way of development; the PAK-UK Education Gateway is to be an effective vehicle for developing the human resource capital and knowledge and skills capital in Pakistan for the socio-economic benefit of the country.

It enables public funding to be used to create sustainable strategic partnerships between institutions and individuals in Pakistan and the UK.

The key areas of collaboration to be funded under the Gateway's umbrella framework are: research, teacher training, higher education leadership, quality assurance and standard setting, international mobility, distance learning, and transnational education.

The Pak-UK Education Gateway builds on existing collaborations between the UK and Pakistan that have been facilitated by the BC and HEC over a period of fifteen years. These have included knowledge exchange and leadership development programmes, student and teacher training, scholarships and research collaborations.

The British Council, in collaboration with the Higher Education Commission, has facilitated partnerships between 160 Pakistani universities and 65 UK institutions, including 160 research links involving over 1000 researchers from both countries contributing to sustainable development goals and institutional capacity building.

British Council and Higher Education Commission organised six well attended roundtables in the UK and one large scale international conference attended by senior most higher education delegation in Pakistan. The outcome was a willingness to develop long term strategic relationships between the two countries and above thematic areas were agreed. During the past two years of execution, 21 travel and exploratory grants have enabled 50 plus faculty members from UK to meet relevant partners in Pakistan. 8 large scale research projects between UK and Pakistan, worth around 3 million pounds have been selected in the areas of climate change, robotics, artificial intelligence, history and archaeology, medical and health sciences, food security and agriculture.

Strategic relationships have been developed between National Academy of Higher Education (NAHE) and Advance HE UK to help enhance the governance systems. NAHE is the first academy of its kind in Pakistan. Mentoring and fellowship programme engaging around 1500 senior leaders is underway.

Quality Assurance Agency of the UK is closely working with HEC to help establish quality mechanisms benefitting around 50,000 faculty members for the higher education sector of Pakistan.

A new and practical policy around open and distance learning is developed through the programme which will aim to benefit 2 million students in 200 plus universities.

The programme also helped to develop a new guide on Transnational Education (TNE) which will enable international education providers to offer programmes of international quality in Pakistani universities. (Note- there are around 50,000 Pakistani students getting UK qualifications through TNE models).

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Commonwealth Scholarships

British Council is working in collaboration with Association of Commonwealth Universities (ACU) commission to lead the scholarship activities and with Pakistan Alumni Association of Commonwealth Scholars to deliver alumni activities in Pakistan. For the selected applicants of Masters program scholarship in 2020, British Council organized a Pre-Departure Briefing and a session with UKVI (to update on travel policy and procedures). In collaboration with alumni association, panel discussions and professional development programmes are organised on various topics.

Charles Wallace Trust

British Council and CWT has a signed operational alliance agreement till 31 March 2023.

The yearly recruitment cycle of CWT for 2020 is mutually decided with the trust to be cancelled. It was also decided that the program will resume in 2021 subject to practicality of travel. The fellows who were selected in the previous cycle but could not travel were asked to arrange for reschedule their fellowships with hosting institutes. With regards to CWT 2019-20 out of 14 fellows (Open and Reserved fellows), 7 fellows completed the fellowship and the remaining 7 fellows who were selected but could not travel due to Covid19 pandemic were asked to reschedule their fellowships with hosting institutes.

Scotland Pakistan Scholarships for Young Women and Girls

The Scotland Pakistan Scholarships for Young Women and Girls funds graduate studies for Pakistani women in any HEC recognized university across Pakistan. Funded by the Scottish Government, these grants aim to make higher education more accessible to women, supporting them in achieving their potential and ambition.

Scotland Pakistan Scholarships for Young Women and Girls is being offered at undergraduate level for a four-year's bachelor's degree as well. This year for the Scotland Pakistan scholarships for Young Women and Girls (universities strand), keeping in view the pandemic situation we opted for only online applications and received over 13,000 applications for both streams combined. The response was overwhelming considering that there were no paper applications - showing the capability of the applicants to use the online platform alone. 212 applicants for Bachelor's and 212 for Masters' were shortlisted and out of which a total of 174 students have been selected for this year. For the school's stream - like the previous years, this year too, with effective negotiations and collaborative partners, British Council has planned to award 2352 scholarships, bypassing the originally proposed figure of 1000 by 1352.

UK Alumni Engagement

With a vision of a prestigious network of UK alumni contributing to the economic growth and prosperity of Pakistan and the Pak-UK relationship while building capacities and expertise of its members, The British Council in Pakistan manages a database of 1,700 verified UK alumni. In addition, the Chevening network with over 500 alumni is leveraged and reached through the Chevening team at the British High Commission. We are also in the process of working with the network of Commonwealth scholars that has over 1000 alumni in the country. Through our initiatives, in the past three years alone we have engaged with approximately 5,000 UK alumni and have invested over GBP 200,000 in professional development opportunities. In addition, a discount of 20% is given to UK alumni on the family and individual British Council Library memberships.