Internet Free Education Resource Bank

Pakistan Pilot

(September 2020-January 2021)

End of Pilot: Impact & Learning Report

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Executive Summary

This report has been compiled at the end of the pilot project in Pakistan and aims to provide an analysis of the impact the project has had in the selected ten districts. The report includes a mix of qualitative and quantitative data in order to employ a holistic approach in developing a deeper understanding of the impact on end beneficiaries of the programme specifically and the target communities in general. The quantitative data analysed in this report includes results from the pre & post assessment forms, community survey forms, and project feedback forms from parents & learners.

A total of 12 projects have been executed successfully across 10 district in Pakistan under the pilot with 1000 learners. This report will closely examine the experience of parents and students for each project in order to provide evidence based feedback on the steps that can be taken to improve the overall process of implementation to achieve the goal of the programme more effectively. In addition to an analysis of M&E forms, the report also includes details of all phases of the implementation cycle.

Based on the quantitative and qualitative data in this report, the pilot has been very successful in Pakistan as it received positive feedback from all stakeholder and has triggered positive action in the learners for collective community development. The average pre-assessment score of 1,000 learners at the beginning of the programme was 77%, however this percentage increased significantly to 93% at the end of the programme showing an average relative percentage increase of nearly 22% in the learning of students. The average score of the girls increased by 8%, whereas the average score of boys increased by only 3%. This data shows that when the impact of programme is looked at by adding the variable of gender, girls have shown more growth through the course of the pilot when compared with boys.

This report also includes impact stories from the field and testimonials from several stakeholder while also highlighting the many challenges and key learnings of the pilot.

Context and Overview

The British Council's significant presence in Pakistan since 1948 and experience in the fields of education, health, parliamentary reforms, civil society development and youth development provides us with a strong understanding of, and relationship between educational development, public organisational culture, and the wider socio-political, cultural, and security context in which we operate. We have considerable expertise in developing cascade trainings, resource materials and toolkits, operational frameworks, and facilitating knowledge sharing workshops. Our flagship civil society and youth leadership programme, Active Citizens, has been running in Pakistan since 2009. To date, the programme has worked with over 70,000 young people in collaboration with 50 civil society partners across the country, covering 95 districts. This existing model provides a strong base for building a volunteer force that focuses on school enrolment and retention.

The British Council's collaboration with its content and delivery partners brings a unique blend of experiences, knowledge and expertise. These collaborations provide a wide range for working with local youth and community influencers, linkages to education department, knowledge and understanding of local institutional procedures and local cultural norms, capacity development, monitoring and evaluation, and management of large scale projects.

The COVID-19 pandemic has wreaked havoc across the world and is the biggest global health crisis in modern history. With a sharp rise in cases and subsequent deaths, Pakistan was faced with the toughest challenge since its birth, as the virus threatened to overwhelm the health system. The government had taken measures to slow the spread of disease by increasing testing capacity, carrying out contact tracing, limiting travel, quarantining citizens, school closures, and cancelling large gathering such as wedding and sporting events. Education had been hit particularly hard by the pandemic with 1.53 billion learners out of school and 184 country-wide school closures, impacting 87.6% of the world's total enrolled learners. Drop outs rates across the globe were likely to rise as a result of this massive disruption to education access.

Pakistan, with the second largest number out of school children in the world, was threatened with even more children dropping out due to the prolonged closure of school and subsequent disruption of learning. Although a majority of private schools across the country had adapted to the situation and introduced distance-learning solutions for its pupil, the same was not true for public schools across the country, which are attended by more than 60% students. Scholars attending public schools do not have access to technology that would enable them to continue their learning; this digital isolation could have proven to be detrimental to the futures of thousands, especially girls, across the country.

The DOSTI project, under British Councils programme ILMPossible: Take a Child to school, has been specifically designed to ensure retention of students by improving the learning environment in school, boosting classroom engagement, and transforming student-teacher relationship. The continuation of this programme despite school closures was needed more than ever before, as both the enrolment and retention had been adversely impacted by the pandemic. The circumstances regarding school closure is similar across the globe, but in countries like Pakistan where the number of out of school children was among the highest in the world even before the pandemic, the situation had the potential of worsening and threatened the future of children across the country. Therefore, the need for learning activities at home for digitally isolated children such as the learners included in the pilot had the potential to play a major role to keep students engaged in healthy and productive activities at home in order to help out the teachers and schools to maintain good retention rates. The direct beneficiaries of the programme were an ideal fit for the IFERB projects developed by the Innovation Directorate at Education Above All (EAA).

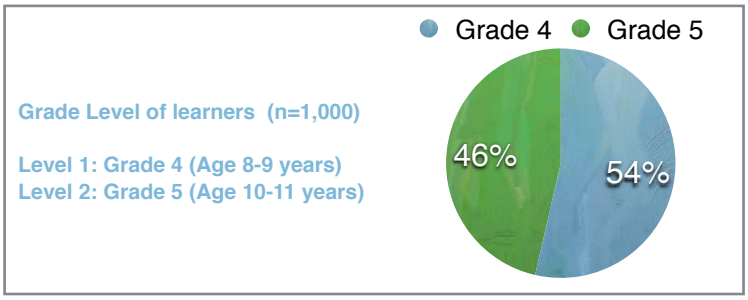
Through the partnership between British Council and Education Above All, 12 projects under the Internet Free Education Resource Bank (IFERB) pilot programme were executed in 10 districts across Sindh and Khyber Pakhtunkhwa provinces of Pakistan. The selected communities were among the worst hit in terms of access to education, as the 1,000 targeted students did not have any access to learning materials due to school closure and were experiencing a cataclysmic learning gap. The implementation of IFERB Pilot project in Pakistan was an attempt to minimise the negative impact on retention of students enrolled in public primary schools and ensure the continuance of learning despite the prolonged closure of schools owing to safety measures taken to safeguard the population against the deadly consequences of the pandemic.

Even though the schools reopened in Pakistan for a short period of two months (Oct-Nov, 2020), it was still far from normal as students attended school on alternate days of the week. The schools were shut down again as the number of cases and fatalities began to rise at an alarming rate during the second wave of COVID-19 virus. The gap in learning posed a grave threat to the education of millions across the country, and the fear of a sharp increase in drop out rates was not far-fetched anymore as several research reports warned of this consequence by this point. The enrolment rates were also very low during the year 2020 as the enrolment cycle was cut short due to the closure of school. Schools were faced with one challenge after another as they struggled to retain the students that were already enrolled and attempted to enrol more students at the beginning of the fresh academic year.

In addition to the overarching goal of retention, the pilot also aimed to achieve the following specific objectives:

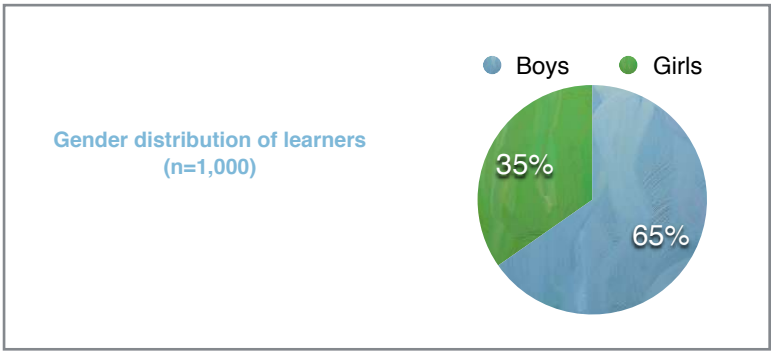
- Introducing teachers and parents to new and innovative methods of engaging students in productive activities during the pandemic
- Building the capacity of teachers and parents to cultivate a love of learning in students
- Making learning fun and enjoyable for students at home
- Assisting the school in ensuring continuance of learning while students stayed at home.

Figure 1: Ages and grade level of beneficiaries



The learners selected to be part of the programme typically belonged to the 8-11 years age bracket and were enrolled in grade 4 and 5. Even though during beneficiary mapping there was a conscious effort to ensure equal participation of girls, but eventually the number dwindled due to lack of participation by their parents and a communication gap with girl students due to societal and community norms. This issue can tackled in the future by creating a committed group of opinion leaders of the community to facilitate the implementation of the project. It was recommended to expand community ownership measures to include diverse stakeholders such as Mosque Leader, local government representative, teachers, head teachers and not remain limited to parents.

46% of the learners were enrolled in grade 5 and aged between 10 and 11 years, whereas the remaining 54% were enrolled in grade 4 and aged between 8-9 years.



Although the targeted gender ratio was 60:40, the actual percentages of participation were slightly different. 65% of the direct beneficiaries were boys, and the remaining 35% were girls.

Figure 2: Gender distribution of learners

The targeted beneficiaries of the pilot belonged to far flung rural areas within the selected districts. The mapping and selection of learners was done on the basis of urgency in terms of required action to fill the learning gap due to prolonged school closure in order to limit its negative consequences.

65% of the parents of direct beneficiaries were employed in low-paying jobs mostly as farmers and labourers, whereas 10% had lost employment due to the pandemic. The education level of the parents was also not very encouraging and posed a challenge for timely and quality completion of projects as 19% had never been to school and nearly 37% dropped out before 10th grade. Only 15% of the households had access to phones with internet, therefore any means of imparting project information through platforms such as whatsapp or zoom calls was severely limited and instead the success of the pilot relied heavily on in-person parent orientations and hard copies of the the toolkit.

The learners belonged mostly to poverty stricken families and nearly 6% had no access to any learning material such as textbooks, worksheets, stationery, etc. Although the statistics and data paint a very dark picture regarding the learners connectivity and availability of resources, the silver lining was that nearly 76% parents responded they would have adequate time to conduct learning activities with their children.

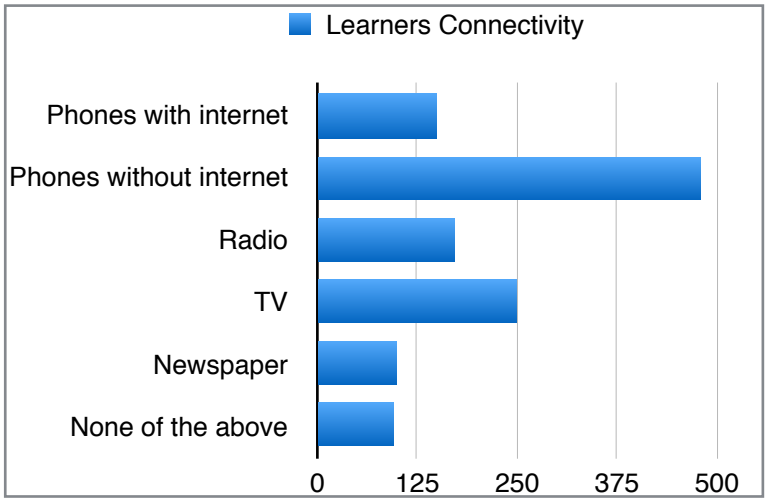


Figure 3: Learners connectivity and access to information resources

In addition to students and their parents, the pilot also included other equally important stakeholders such as facilitators, teachers, and district level project staff. The facilitators engaged in the programme attended a capacity building workshop to develop a deeper understanding of the mission, vision, and specific objectives of the programme and were tasked with cascading this training to teachers through online workshops. More details on the capacity building aspect of the programme will be provided in the next section.

The teachers selected for engagement in this programme have been associated with DOSTI intervention under the umbrella of ILMPossible: Take a Child to school for the last 1-3 years. The capacity of these teachers has been developed previously as well through a 3-day DOSTI workshop; the broad objectives of the workshop are listed below:

- Assist teacher in unlearning traditional teaching methods in favour of new engagement techniques to boost engagement levels in a classroom.
- Develop a deeper understanding of the various types of students in a typical classroom and their diverse/distinct learning needs.
- Understand the importance of developing a friendlier bond with students rooted in improved communication skills resulting in interactive lessons

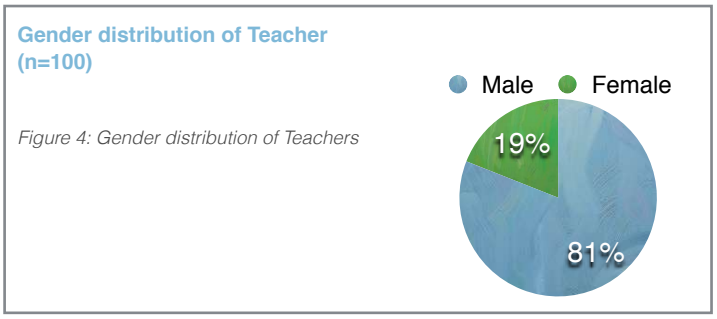


Figure 4: Gender distribution of Teachers

Once the teacher comes out of the traditional mindset that dictates one-size-fit-all one-way communication method of teaching as the only way, they are introduced to strategies that contribute to improved learning environment of the school complemented by the the implementation of life-skills sports based programme, DOSTI. A total of 100 committed and motivated teacher with proven record of high performance were selected for the pilot, a

The primary role of teachers within the programme was to maintain close communication with parents and build their understanding of the programme and its content through at least 2 parent orientations, one in the beginning of the project and one towards the middle. Each teacher was responsible for supporting 10 households in the execution of the pilot programme.

Another important stakeholder within the programme responsible for smooth execution was the district level project staff. These co-ordinators had previously been engaged in the programme for nearly 1-3 years for implementation of DOSTI within their district. The role of the coordinator was to ensure each aspect of the pilot was executed according to the quality standards set forth by the British Council, this included all phases of the pilot from beneficiary mapping, capacity building, to M&E and reporting.

Pilot Overview

The pilot project in Pakistan comprised of the following phases:

Summarised details of the implementation cycle are provided in the table below:

Phase	Activity	Progress update	Comments
Phase 1	Beneficiary Mapping	Complete	The following were selected for the execution of pilot project: 1) 100 teachers 2) 1,000 parents 3) 1,000 students
Phase 2	Content adaptation	Complete	12 projects were selected, adapted and translated. A toolkit has also been printed and distributed in 10 pilot districts to 1,000 households.
Phase 3	Capacity building	Cycle 1 Complete Cycle 2 Complete	The first cycle included capacity building of teachers through 10 digital workshops, and lead facilitators through one digital workshop on the IFERB goal, objectives, methodology, and the first 6 projects. The second cycle repeated the same process for the remaining 6 projects.
Phase 4	Community Ownership	Cycle 1 Complete Cycle 2 Complete	The first cycle included orientation sessions to build ownership amongst parents for the pilot project by providing them guidelines on the IFERB goal, objectives, methodology, and the first 6 projects. The second cycle repeated the same process for the remaining 6 projects.
Phase 5	Project Execution	12 projects complete	All 12 projects selected and adapted for the pilot were executed successfully

Phase 6	Monitoring & Evaluation	Baseline Survey Complete Community Survey Complete 12 Project Feedback Forms Complete End line Survey Complete	The data from these forms has been collected, collated and analysed in this report

As mentioned earlier, the learners of the programme along with their parents did not have access to digital platforms, therefore, smooth execution of the programme was dependent on in-person meetings and several phone-based follow-ups. Teachers, facilitators and programme staff on the other hand were trained through digital workshops, along with several phone calls and whatsapp group chat interactions throughout the course of the project. Further details of each mechanism will be mentioned under relevant headings in this document.

Phase 1: Beneficiary Mapping

A total of 1,000 learners were selected to be part of the pilot programme across 10 districts in Sindh and Khyber Pakhtunkhwa provinces of Pakistan; 500 from each region. In addition to this 100 teachers were also trained under the programme, 50 from each region, and finally 1,000 parents were selected to execute the projects in their homes with the direct beneficiaries, 500 per region.

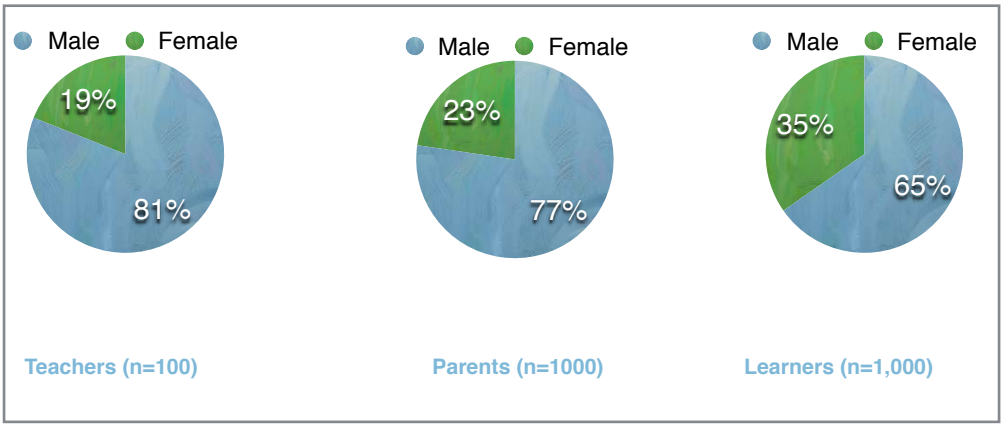


Figure 5: Gender distribution of all stakeholders

Phase 2: Content Adaptation

Step 1: Selection of Projects

Since the pilot was being executed with beneficiaries of the retention programme DOSTI under ILMPossible: Take a Child to School, it was imperative to select IFERB projects that were aligned with themes of the programme. After careful consideration and thoroughly reviewing all available projects, the following 12 were selected:

1. Our house rules to keep covid19 away
2. Make ID cards for your family
3. You are a superhero
4. ABC by me
5. Our big, big, earth
6. My home in my Universe
7. Water is life

8. Why all the plastic
9. What is the weather like
10. Make your own paper figure
11. Adventures in the plant kingdom
12. Healthy and sustainable lifestyle

Step 2: Content Adaptation

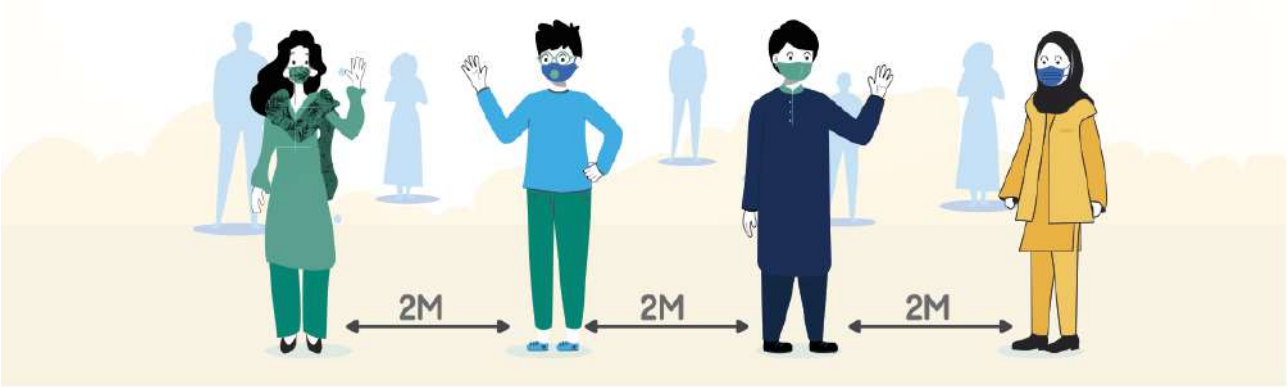
The projects selected to be adapted were primarily for age groups 4-7 as during the review process it was concluded that the learning level would be suitable for a slightly higher age group in the Pakistani public school education system. However, for a few projects the adaption included a mixture of level 1 & level 2 projects. During the adaptation process, the following additions were made to draft the projects in a structured and easy to understand flow to make it to more

- Pre-project questions: These questions were added at the beginning of each project/activity to assess the existing understanding of the students and providing them with context of what to expect during the project. This addition to the content allowed the projects to become more interactive and promote a healthy discussion between parents and children related to the theme.

- Reflection: Each day of the project began with a reflection session, which encourages children to share their learning from the previous day with their parents. The reflection is done through a set of questions, where it is reiterated that there isn't one correct answer; this helps in alleviating the typical classroom anxiety of being reprimanded or punished. This approach aims to assist in building the confidence level of children and creating a healthy learning environment at home.

- Conversation Box: To help parents in leading the discussion and providing children with information relevant to the project, multiple conversation boxes were added in all projects. This provides a structure to the conversation and enables parents who may not have enough background knowledge of the topic with a good brief for the upcoming day/activity. It serves the purpose of building the knowledge of both parents and children on the topic.

- Illustrations: A number of illustrations have been added to make the content visually appealing for students and to assist parents in explaining concepts in an interactive manner.



Step 3: Translation

All adapted projects were reviewed and after receiving feedback from EAA were translated into Urdu.

Step 4: Design

The 12 translated projects were then designed and colour coded to make the toolkit visually appealing and finally compiled into a printable toolkit that was distributed to parents and teachers across 10 districts.

Phase 3: Capacity Building

The pilot involved the following:
- Two Training of Facilitators Workshops
- 20 Training of Teachers Workshops
- 200 Parent-Orientation workshops

The lead facilitators associated with the programme are considered as Level 1, after receiving a day long training their primary role is to cascade it to teachers and district level staff through digital training of teachers workshop to ensure they fully understand the objectives and methodology of the programme, considered as level 2, and finally teachers are responsible for cascading the same training in the form of orientation sessions with parents,. Further details of the first two levels are provided in relevant heads below:

Level 1: Training of Facilitator Workshop (6.5 Hours)

This single day workshop was conducted with 6 Lead Facilitators to achieve the following objectives:
- Build a deeper understanding of lead facilitators on the goal and methodology of IFERB projects
- Enhance the existing skill set of lead facilitators to conduct digital workshops by focusing on engagement and facilitation skills.
- Elaborate and fully understand the first 6 IFERB Projects
- Discuss the M&E tools and implementation plan for the pilot project.

A total of 2 ToF workshops were conducted, and each covered 6 IFERB projects. The following programme design was followed during the first ToF workshop:

Session Duration	Session Title	Description
30 minutes	Introduction and Ice Breaking	To allow participants to get to know each other through an interactive and fun activity and a general discussion of what to expect during the workshop.
45 minutes	Introduction to IFERB Projects	To provide participants with a thorough introduction of the concept, goal, methodology, specific objectives, and implementation plan.
60 minutes	Skills for Success	Capacity building session of lead facilitators on the skills needed to make project implementation a success. This included skills to overcome possible limitations that may present themselves during Training of Teacher workshops, Parent orientations, and project execution. The session focused on communication skills, resourcefulness, engagement techniques etc.
30 minutes	Explaining the IFERB Projects	To introduce the lead facilitators to the content. The Master Facilitator reviews the first project with the group and addresses any concerns/questions.
120 Minutes	Reviewing the IFERB Projects	To provide lead facilitators with enough time to thoroughly read through the remaining 5 projects in order to build a deeper understanding of the content
60 minutes	Project Presentation	Each facilitator is provided with 10 minutes to summarise and present one project
30 minutes	M&E Q/A Closing & Goodbye	To explain the M&E process and tools to the lead facilitators along with addressing any questions from the group.

Table 1: Training agenda of Training of Facilitators Workshop

The following programme design was followed during the second ToF workshop:

Session Duration	Session Title	Description
20 minutes	Recap, Refresh & Check-in (roughly 3 minutes per participant, and 5 minutes for welcome and acknoledgement)	Welcome and quick interactive exercise/Energizer to know more about the faciitators experience so far with IFERB.
40 minutes	Revisiting the ToT Roll-out Plan (5 minutes for the brief, and 7 minutes per participant)	Reviewing the ToT programme design with facilitators and a round of feedback for each section. Questions to be asked may include: 1) Did you rework the agenda as suggested by the programme team? 2) In case you conducted two ToTs, what were the changes you made in the programme design for the second ToT based on the learning from your first ToT?
60 minutes	Part 1) Self-reflection and Self Awareness Part 2) Capacity Building (30 minutes for Part 1, and 30 minutes for part 2)	1) Build upon the discussion of the previous session to set context for Self-Reflection and Self-awareness 2) Review of the feedback from facilitators regarding their experience of Cycle 1 ToTs 3) Growth mindset Vs Know-it-all 4) Successes and Failures during the ToT 5) Capacity building session for Engagement Techniques
30 minutes	Preparation for Project Presentation with Teachers (5 minutes brief, 25 minutes prep)	Preparing a comprehensive presentation for the project allocated
40 minutes	Presenting the IFERB Projects (Roleplays) (15 minutes per presentation, and 5 minute detailed feedback by Master Facilitator)	Every facilitator will roll-out the project with the participants assuming they are teachers and district level staff. The master facilitator will evaluate each closely and take note of their preparation, innovations/creativity, and use of engagement techniques discussed in the previous session
30 minutes	Addressing the Challenges & Solution Orientation	Addressing the solutions to the challenge sidentified during the presentations and equipping participants with the correct knowledge and skillset for quality execution.
20 minutes	Closing & Roll-out Plan	Way forward by the Programme Team and closing by the Master Facilitator

Table 2: Training agenda of Training of Facilitators Workshop 2

Level 2: Training of Teachers Workshop (4 Hours)

A total of 20 single-day workshops were conducted (2 per district) in 2 cycles. Each Cycle included one capacity building workshop per district.

The specific objectives of the workshop were:

- To introduce teachers to the goal, specific objectives, methodology, and implementation plan for IFERB projects.
- To develop a deeper understanding of the first 6 IFERB projects and connect it with the overall goal of the programme

- Enhance the existing skill set of teachers to conduct parent orientation session as per the expected quality requirements
- Explain the M&E process and tools.

The following programme design was followed:

Session Duration	Session Title	Description
20 minutes	Introduction and Ice Breaking	To allow the teachers to get to know each other through an interactive and fun activity and a general discussion of what to expect during the workshop.
45 minutes	Introduction to IFERB Projects	To provide participants with an understanding of the following: -Why (goal and Specific Objectives) -How (Methodology/implementation plan) -Who (Stakeholders)
30 minutes	Skills for Success	Capacity building session of teachers on the skills needed to make project implementation a success, such as: - Resources Vs Resourcefulness - Engagement Techniques & Tips - Acknowledgement, Respect, Appreciation - Preparedness
30 minutes	Introduction to the content	- How have the projects been drafted - What are the themes of the 6 projects - Independent Learning and Parent Supervision
15 Minutes	In-depth run through of the First Project	House rules to keep Covid19 away
10 minutes	Division of 5 remaining Projects Amongst Teachers (2 Teachers will review one project)	The teachers were asked to review the project allocated to them and prepare a presentation that focused on the following indicators: - Implementation - Knowledge - Interest - Resources - Learning Outcomes
60 minutes	Presentations	12 minutes/pair for the project presentation
15 minutes	M&E Q/A Closing & Goodbye	To explain the M&E process and tools to the teachers along with addressing any questions from the group.

Table 3: Training agenda of Training of Teachers Workshop

Phase 4: Community Ownership

A total of 200 parent orientation sessions (2.5 hours each) were conducted during the pilot. The orientation sessions were conducted in two phases, the first 100 sessions were conducted with 1,000 parents and covered the methodology and objectives of the programme, along with in-depth review of the first 6 projects. Each teacher was responsible for 10 households and was tasked with conducting 1 orientation session during this phase (November 7-19, 2020).

The second phase also consisted of 100 sessions with 1,000 parents, however, this session focused on both feedback of the experience so far along with in-depth review of the remaining 6 projects. Similar to the previous phase of orientation session, this phase also maintained the teacher as responsible for the same 10 households and was tasked with conducting the second orientation session (December 4-14, 2020).

The programme design followed in these session is provided below:

Session Duration	Session Title	Description
10 Minutes	Welcome & Ice Breaker	Suggestions: Name and Emotion/Name and Adjective/ Name. What are their expectations from the session
20 Minutes	IFERB Introduction	Framesetting -Why (Mission and Specific Objectives) -How (Methodology) -Who (Stakeholders)
30 Minutes	Skills for Success	- Resources Vs Resourcefulness - Engagement Techniques & Tips - Acknowledgement, Respect, Appreciation - Preparedness
10 Minutes	Introduction to the Content	- How have the projects been drafted - What are the themes of the 6 projects - Independent Learning and Parent Supervision
15 Minutes	In-depth run through of the First Project (Covid)	Rules to Keep Covid19 Away from Our homes
5 Minutes	Division of 5 remaining Projects Amongst Parents (2 Parents will review one project)	Provide the following guidelines for presentations: - Implementation - Knowledge - Interest - Resources - Learning Outcomes
20 minutes	Preperation	
25 minutes	Presentations	5 miunutes/group
10 minutes	M&E Q/A Closing & Goodbye	To explain the M&E process and tools to the parents along with addressing any questions from the group.

Table 4: Agenda for Parent Orientation Session

Phase 5: Project Execution

A total of 12 project were executed through the IFERB Pilot in Pakistan. Evidence of student output for each project has been provided in the appendix 7 of this document. Further details regarding the execution and other M&E details will be mentioned in the next section.

To assess the impact and growth through the implementation of IFERB pilot programme in Pakistan, the following tools were used:

Pre & post Assessment Form: These forms were developed to test the academic standing of learners engaged with the programme. A total of 14 questions (a mixture of knowledge, skills, discovery) were framed keeping in view the 12 projects that were selected for the pilot. The pre assessment form, Baseline, was filled by all 1,000 learners and the post-assessment form, end line, was also filled by the same 1,000 respondents.

Hard-copies of the forms were made part of the toolkit to provide ease to the learners; after filling the forms students were required to submit it to their teacher, who would then pass it on the the district level project staff. Each teacher was responsible for the collection of the forms from ten households. The data from this form was uploaded to a shared google spreadsheet on a set format by the district level staff for further analysis.

Community Survey Form: This survey form was filled by 1,000 parents at the beginning of the pilot. The aim of using this form to fully understand the family background and connectivity of the learners as it had questions related to education level and employment status of parents, availability of learning materials, learners connectivity, and willingness of parents to spend time engaged in activities with their children.

Hard-copies of the forms were made part of the toolkit; after filling the forms, parents were required to submit it to the teacher, who would then pass it on the the district level project staff. Each teacher was responsible for the collection of the forms from ten households. The data from this form was uploaded to a shared google spreadsheet on a set format by the district level staff for further analysis.

Student Project Feedback Form: This form was specifically designed to receive regular feedback after completion of each project. During the course of the project 12 such forms were collected from the students, one per project. The form, with 6 simple statements, aimed to understand the experience of students by providing them a likert scale structure with 5 levels: Strongly agree, Agree, Neutral, Disagree, Strongly disagree each represented by an emoji as follows:

Hard-copies of the forms were made part of the toolkit to provide ease to the learners; after filling the forms students were required to submit it to their teacher, who would then pass it on the the district level project staff. Each teacher was responsible for the collection of the forms from ten households. The data from this form was uploaded to a shared google spreadsheet on a set format by the district level staff for further analysis.

Parent Project Feedback Form: This form was specifically designed to receive regular feedback from the parents after completion of each project. During the course of the project 12 such forms were collected from the parents, one per project. The form contained a mixture of qualitative and quantitative questions. The quantitative questions had statements with “yes” or “no” responses on key indicators regarding the project successful execution, along with two qualitative questions focused on the preparation done for the project along with challenges, if any.

Hard-copies of the forms were made part of the toolkit; after filling the forms parents were required to submit it to the teacher, who would then pass it on the the district level project staff. Each teacher was responsible for the collection of the forms from ten households. The data from this form was uploaded to a shared google spreadsheet on a set format by the district level staff for further analysis.

Impact stories: District level staff was tasked to get in touch with teachers, parents and students to gather stories from the field to highlight impact of the pilot as demonstrated by positive action of the direct beneficiaries. Separate meetings were held with teachers to gain a deeper understanding of the district level impact through feedback received by parents and students.

Some of the indicators tracked through the M&E forms are listed below:

- Percentage of students who found the project interesting & engaging
- Percentage of students who learned new concepts through the projects
- Easy to follow instructions
- Availability of support and resources
- Engagement level of students
- Growth in average student assessment scores

Through the engagement of teachers and regular follow-ups (both phone based and whatsapp groups) by district level staff, the projects had an average of 99% completion rate. The mechanism adopted for the pilot where each teacher was responsible for only 10 households was successful, as they did not feel overburdened and shared the deliverables were achievable. The constant support of district-level staff was another major factor in ensuring each project was completed by all learners.

Impact and Feedback

The pre and post assessment forms were filled by all 1,000 learners engaged with the programme. The table below provides a comparative table with average scores from both forms:

Table 5: Average Score of all students from pre and post assessment forms

Number of students Assessed	Total Marks	Baseline Average Score	End line Average Score
1,000	20	15.335	18.697

The average score by 1,000 learners assessed at the beginning of the programme was 77%, however this percentage increased significantly to 93% at the end of the programme. The average relative percentage increase score is nearly 22%.

To develop a deeper understanding of the growth in academic knowledge of students through the pilot programme, a sample of 150 students was examined closely and an additional variable of gender was added to investigate the impact thoroughly. The sample of 150 learners included 83 girls and 67 boys. Summary of the finding is provided in the table below:

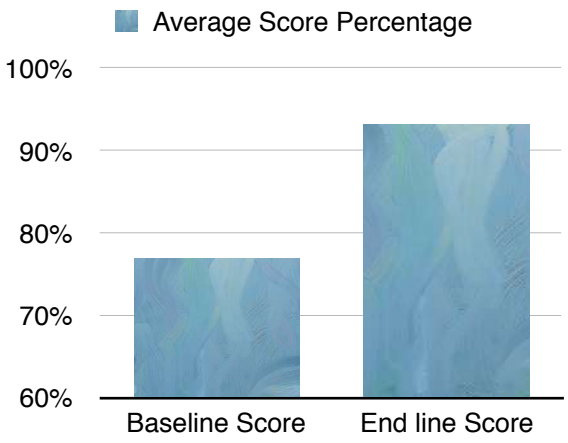


Figure 6: Average pre and post assessment scores of all learners

Table 6: Average Score of sample students from pre and post assessment forms

Gender	Sample Size of students assessed	Average Score baseline	Average Score Endline
Girls	83	15.4	16.6
Boys	67	15.98	16.47

The average percentage scored by the sample of 83 girl learners at the beginning of the pilot was 77%, this score increased to 83% at the end of the pilot. Whereas the average percentage score by the sample of 67 boys at the beginning of the pilot of 79%, this score increased to 82%.

According to these results, the relative average score of the girls increased by 8%, whereas the relative average score of boys increased by only 3%. This data shows that when the impact of programme is looked at by adding the variable of gender, girls have shown more growth through the course of the pilot when compared with boys.

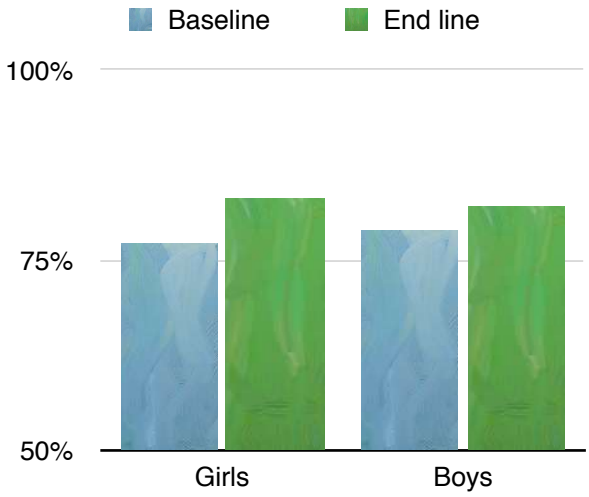


Figure 7: Comparative analysis of pre and post assessment forms based on gender

Table 7: Comparative analysis of growth in learning using pre & post assessment scores based ion gender

	Average Score of a sample of 83 girls		Average Score of a sample of 67 boys	
	Baseline Survey	**End Line Survey**	**Baseline Survey**	**End Line Survey**
Students who scored under 25%	0%	0%	0%	0%
Students who scored between 25-50%	4.80%	0%	1.50%	0%
Students who scored between 51-75%	40.90%	26.50%	37.30%	32.80%
Students who scored between 76-90%	33.70%	50.60%	25.30%	29.80%
Students who scored between 91-100%	20.40%	22.90%	35.80%	37.30%

While analysing the project feedback form, it was important to record the percentage of students who either agreed or strongly agreed to learning new concepts from the project. The project, “Adventures in the plant kingdom” scored the highest with 98% learners in agreement for this indicator, whereas the project “House rules to keep COVID-19 away” scored the lowest in comparison to other projects with 92% learners in agreement. On an average 95% of the learners agreed they learned new concepts through the project.

In terms of engagement, “My home in my universe”, had the highest rate of agreement of 99% amongst the students. Followed by 98% agreement for two projects, “Adventures in the plant kingdom” and “Make your own paper figure”. The lowest agreement for engagement was 92% for the project “Make your own ID cards”. On an average 96% of learners agreed they were extremely engaged throughout the project.

The learners found the project “Our big, big, Earth” as the most enjoyable with 98% in agreement, whereas the least enjoyable project according to the feedback survey form was “You are a Superhero” with only 89% in agreement. On an average 95% of the learners agreed they enjoyed the projects.

The difference between engagement and enjoyable quite simply put is Fun Vs. Engagement. How much fun did the child have while being part of the project? Did they enjoy the activities? Whereas engagement can be more serious in nature- this could be how involved were they in the entire process, did it require more input from them?

On an average 93% of the learners agreed the instructions provided in the toolkit were easy to follow. With three projects, “Adventures in the plant kingdom”, “Water is Life” & “Healthy and sustainable lifestyle”, scoring the highest for this indicator as 96% of learners were in agreement. Whereas, the project “House rules to keep COVID-19 away” scored the lowest with 89% learners agreeing the instructions in the toolkit for this project were easy to follow.

The indicator related to availability of materials scored the lowest amongst all indicators in the project feedback form for students, as on an average only 89% learners agreed to the statement. The project “House rules to keep COVID-19 away” emerged as the project scoring lowest in terms of availability of material, with only 79% learners in agreement.

When parents were asked if the projects were engaging and interesting for their children, on an average 91% of them were in agreement. For this indicator, the projects “Adventures in the Plant Kingdom”, “House rules to keep COVID-19 away” & “You are a Superhero” scored the highest with 93% agreeing that it was engaging and interesting for children, whereas two projects, “ABC by me” & “Why all the Plastic”, scored the lowest with only 83% parents agreeing.

In addition to being engaging and interesting, parents were also asked if they considered the project useful. According to results of the feedback form parents rated the projects “Make your own paper figure”, “My home in my universe” & “What is the weather like” as the most useful with 94% agreeing to the statement, whereas the least useful project according to the feedback received was “House rules to keep COVID-19 away” with only 89% parents agreeing with the statement. On an average, 92% parents found IFERB projects to be useful.

The indicator that scored the lowest in terms of agreement from parents was the availability of resources, on an average only 85% of the parents agreed to this statement; the project “House rules to keep COVID-19 scored the lowest, with only 79% agreeing they had access to all required resources. The other lower scoring indicator included being able to complete the project within the recommended time, only 86.2% parents on an average agreed to this statement; the project “our big, big, earth” scored the lowest for this indicator as only 82% of parents agreed they were able to complete it on time. This was closely followed by another indicator regarding easy to follow instructions for students, on an average 86.5 parents agreed to this statement. This is interesting, as on an average 93% of students agreed that the instructions provided to them were easy to follow; the project “Water is life” scored the lowest with only 81% parents agreeing the project had easy to follow instructions.

Quantitative feedback was also collected from parents regarding the ease of facilitation for each project. On an average, 74% of parents found the projects to be very easy to facilitate, 20% found it to be somewhat easy, and nearly 6% found them to be too difficult. It is interesting to analyse the percentage response to this question in appendix number 5b, there appears to be a decreasing level of difficulty with each project. It can safely be assumed that parents took some time to fully understand the methodology of IFERB in the beginning, and as the pilot progressed facilitating projects became increasingly easier. The project “Adventures in the Plant Kingdom” received the highest rating for being very easy to facilitate at 86%, whereas the project “You are a Superhero” received the lowest rating for being very easy to facilitate at 60%.

Challenges, Impact stories, and Testimonials:

IFERB pilot project was executed in Pakistan with the primary goal of limiting the negative impact of prolonged school closure on the overall retention rate of selected schools and minimising the learning gap due to the disruption caused by the pandemic. However, it was quite a challenging pilot as the programme required at-home learning supported by parent, a majority of whom were either employed in a full time job or not educated enough to assist the learner in completing the project.

To minimise this risk, the projects were adapted in a way to make them as student-led as possible. To provide continued assistance to parents beyond the orientation session, clear and easy to follow instructions

were also provided in each section of the project. To ensure proper understanding of parents on the project methodology and content, a representative from the British Councils capacity building strategic partner for the pilot, School of Leadership Foundation, visited orientation session in all 10 districts during the first cycle. This achieved the following two objectives:

- Monitor the quality of orientation sessions to ensure the correct information regarding the project is being communicated to the parents
- Fill any gaps identified during the session delivery, both in terms of methodology and content
- Address queries raised by teachers regarding the project implementation and continue their capacity building beyond the digital ToT workshop.

For most parents, IFERB was the first time where they spent any real time with their children to help them in their school work. The dominant reason for this is lack of education and time for most parents. Academic activities is something that is considered solely as the teachers job, with parents rarely playing a role. IFERB presented parents with a unique opportunity to learn with their children, this continued interaction has the potential of transforming the relationship the two have and influencing it in a positive manner. Most parents became aware of their children's abilities and hidden talents through the projects; the children experienced an increase in their confidence level with positive encouragement from their parents.

"After completing the IFERB projects, we observed a significant improvement in the the level of motivation of students in completing their regular school tasks. Not just that, parents have definitely stepped up after the pilot and increased their interest in the education and progress of their children. Most of them have become active and even offered to help in providing the children with an improved learning environment both at home and school . I have seen this interest from parents for the first time and it is truly remarkable"
-Nabi Bux, Teacher

The teachers involved in the programme were initially quite skeptical regarding the methodology of the programme and didn't have much faith in the parent's commitment to deliver the project outcomes. However, they were pleasantly surprised during the first cycle of implementation and appeared much more confident about the pilot during the second round of ToTs. Language barrier was one of the most common challenges faced by teachers during orientation sessions, as a substantial number of parents did not possess the ability to read Urdu. Most parents have oral fluency in at least two languages, but struggle to read. Teachers used the orientation session to explain each aspect of the programme clearly to the parents in their preferred language, and took regular updates from students regarding the outputs to ensure they were on the right track. Majority of the students were fluent in both written and oral urdu, this also helped in tackling this challenge.

"My daughter and I learned a lot of new concepts together in the days of lockdown . In the IFERB toolkit, the first project is about COVID-19 and it equipped us with authentic information that we were not aware of before. We trusted rumors/myths we had heard from people around us. Now, I along with my family members read the IFERB toolkit and learn something new everyday"
-Bashir Hussain, Parent
GBPS Ghulam Goth

It was quite a challenge for teachers to convince parents to engage in learning activities at home with their children. As lack of education and employment commitments hindered this much needed interaction between parents and children. According to district level project staff from Umerkot, Iqra,

"It was difficult for a lot of parents to spend time with their children, as most were employed on daily wages and needed to be away most of the day. However, as the pilot progressed, majority of parents became more cooperative and involved themselves as much as possible".

Another district level project staff from Swat, Shehla, shared

"IFERB has been able to increase the involvement of parents with children despite their tiring and difficult routine. During the pandemic, IFERB projects have been a source of learning as well as entertainment. These projects have protected the children by keeping them away from otherwise harmful/useless activities due to ample free

"All my life, I only knew about four seasons of the year. After reading the project "What's the weather like" with my child, I got to know its real importance, not only in human life but also for plants and animals. Never in my life did I ever read about seasons in such detail nor heard about it from anyone. I am now very concerned about my actions that may cause air pollution and I am trying to limit my role in it and also advised my family to be more concerned about the environment"
-Khan, Parent

time"

A project that seemed incredibly difficult to implement in the beginning due to the lack of interest and perceived intellect of parents, ended up being successful because of their interest, motivation, and continued engagement. This goes on to reinforce the belief in such interventions, which are a mixture of both creativity and learning.

According to the teachers involved in the project, this is the first time for many parents to be interacting this regularly with the teachers, and willingly involving themselves in daily activities of the learners. This transformation has the potential of increasing the interest and engagement levels of students even more in school as they will be provided with a positive and encouraging learning environment both at home and in school.

"I was never "aware of the reality of using unclean water. When I learned about it in an IFERB project, I looked around with fresh eyes and saw the extent to which many members of my community were vulnerable without even knowing about it. From that day onwards, I consider it my responsibility to raise awareness regarding the importance of drinking clean water. It is now my mission to ensure one day all the people in my village will have access to clean drinking water"
- Vinod Kumar, Student

In addition to parents, the project has had a deep and long-lasting impact on the students as well. The pilot has provided teachers and parents alike with alternate teaching methodology, where they have learned that one-way communication is probably not the best teaching method to encourage increased engagement level in classroom. The exploratory method used in IFERB projects has been highly successful with students as they feel like active participants of their learning instead of just quiet students in a classroom listening to the teacher without much opportunity of participation. The projects within IFERB ensure two-way communication, making the child an equal participant in the process. This involvement of students in each step has played a major role in bringing about attitudinal as well as behavioural change in them whilst also increasing their knowledge.

As per the teachers, projects within the IFERB pilot in Pakistan have positively influenced students and motivated them to explore innovative methods of solving issues and enhancing their existing skills in order to contribute towards building better and more responsible communities. According to a teacher from Khairpur, Mr. Ashfaq:

"The parents feedback on the IFERB project has been overwhelming to say the least. The transformation in just three months has utterly shocked me. I have been through times when I had to work very hard just to convince parent to visit the school in order to collect yearly reports of their child. Now, parents reached out to me themselves to submit project feedback forms and continued to inquire about next steps. This change in parents behaviour will definitely positively influence the childs overall interest and engagement level in school"
- Salman Ali, Teacher

"The project "water is life" has inspired our students to explore various ways of reusing water as now they understand the importance of this natural but scarce resource"

Another teacher, Miss Seema from Swat shared

"*The IFERB Pilot has provided our students with a creative environment, which encourages them to think outside the box. Projects such as "Adventures in the plant kingdom" have motivated our students to start plantation drives and raise awareness regarding the importance of trees within their communities."*

Junaid, district level project staff from Swabi shared

"The projects within IFERB pilot have incorporated a sense of responsibility in our children and played a vital role in boosting their confidence. Exposure to such concepts at an early age that have influenced students to engage in positive action will have many long term benefits for their schools, neighborhoods and communities"

Child marriages are a common practice in rural areas of Pakistan, where culture and values continue to be heavily influenced by the centuries old patriarchal mindset. Rampant gender inequality, lack of access to quality education, financial constraints, and social pressure play a key role in the early marriages of young girls. This continued limitation based on gender alone, has a negative impact on both mental and physical well being of young girls. It also contributes a great deal in depriving them of means of financial independence, which in turn robs them of any power over the decision making aspect of their lives.

Laiba was one such child from swat, whose mother was set on marrying her as soon as she finished primary school. The launch of IFERB in Laibas school, forced her mother to attend the orientation session and help her in completing the 12 projects over a span of 3 months. The mother was initially wary of Laiba's participation, however, Laiba surpassed her expectations and outshone all of her classmates with her creativity and intelligence. This was the first time her mother became involved in her academic life and was extremely surprised to learn that her daughter was indeed gifted. The realisation was both positive and disturbing for the mother, as she was conflicted about the next step for Laiba.

Laibas keen interest in studies and commitment to her future goals of excelling both academically and in extracurricular activities convinced her mother to rethink her decision regarding the marriage. Despite hailing from a strictly conservative background where women don't have much power in such matters, Laibas mother decided to take a stand for her daughter and tackle all challenges head on to ensure her marriage is delayed till she completes her education.

In Swat, as most girls are married at a very young age, Laiba's mother became an exception when she decided to break the tradition of early marriages. She also intends to convince other mothers of her community to let their daughters receive an education and not repeat the mistake of their parents by robbing their daughters of a more stable and financially secure future.

Plastic waste is a major environmental issue in Pakistan. According to research, more than 3.3 million tons of plastic waste is produced each year in Pakistan. Multiple initiatives have been launched by the government to minimise the use of plastic along with robust awareness campaigns regarding alternate sustainable solutions and the adverse impact of continued use of plastic on the natural ecosystem.

The IFERB project "Why all the plastic" inspired several students to take an interest in the issue of plastic pollution within their own communities. Three active students, Marwa Bibi, Amna Bacha, and Malaika Bibi conducted nearly thirty awareness sessions in different areas of their community focused on environment-friendly use of plastic and alternate solutions.

They helped community members especially women fully understand the adverse effect of pollution caused by plastic waste, they encouraged recycling as a method of countering the negative impact of single-use plastic.

To lead by example, the students designed about thirty multipurpose handbags created from used cardboard and cloth. These innovative bags were distributed amongst their friends and family members, while several others were gifted to the community members to encourage the adoption of more sustainable options. The main purpose of this activity was to spread awareness in the wider community regarding the adverse effects of plastic pollution, and how actions of even a single individual can lead to sustainable change.

Water is essential for the sustenance of life. However, this is a limited resource, and the continued apathy of humankind along with rapid climate change has the potential of making the natural resource scarce in the coming years. On a micro level, wastage of water resources is a growing issue that can be handled if each individual takes personal responsibility to ensure they are not responsible for even slight wastage. If no action is taken, the situation has the potential to be disastrous especially in developing countries like Pakistan due to lack of infrastructure like dams and reservoirs and negligible awareness amongst the masses to preserve water resources. Communities in various parts of Pakistan are already facing a severed scarcity of water.

The project "Water is Life" within the IFERB Pilot aimed to raise awareness regarding the importance of water and the steps that can be taken to ensure we protect the vulnerable communities from further deterioration. Thee young students Roshan, Ganesh, and Mehrab decided to make the most of their learning from the project and initiate an awareness campaign in their community regarding the urgency of lifestyle changes to ensure protection of water resources.

In addition to speaking with their friends, family, and community members regarding the possible steps that could be taken on an individual as well as collective basis, the trio set out to mark and highlight water leakage points within their area. Next, they reached out to a focal person, Gul Muhammad, and informed him of these point. Gul was amazed at the commitment of these young boys and promised to take quick action to fix the leakage point in the area. The children also formed smaller groups of ambassadors to spread the message to the wider community.

The parents and teachers of the young boys are very proud of their efforts and continue to support them in their quest of saving water for the future generations.

COVID-19 has disrupted the vibrant lives of many across the globe. The crisis not only created health issues but also had social and psychological implications. Several state and private initiatives were launched in the last year to raise awareness about the virus.

The first project within the IFERB pilot in Pakistan, Our house rules to keep COVID19 away, included various activities to educate students about the precautionary measures that can be taken to safeguard oneself against the virus. Inspired by these lessons, Sohail Ahmed, began an initiative of his own to extend help to people around him and equip them with the right knowledge to fight this deadly virus.

He improvised ways to manufacture surgical masks in his home with the help of his mother. He distributed these masks, free of cost, to his class fellows. He also convinced his friends to take this step in their homes, and with their help started to distribute these masks to the wider community. His circle of friends also educated their family members and relatives on the importance of wearing masks for protection.

This initiative led by a young boy, had a massive impact on the community as masks were either in short supply or being sold at exorbitant prices. Learning Sohail and his mothers method of making a mask, other women members of the area started to make homemade masks for personal use. Sohail's simple idea was able to have a community-wide impact and may have played a role, however big or small, in containing the spread of COVID-19 in his area.

Unplanned industrialization and urbanization has played a major rule in increasing the pollution levels within Pakistan at an alarming level. The deterioration of the environment has led to dangerous consequences like smog and almost toxic air quality in most parts of the country. The rapid expansion of urban areas has adversely affected the ecosystem due to the unsustainable deforestation rate of 1.5% as shown by FAO data. As per WWF, only 5% of the land in Pakistan is covered by forest, and is well below the recommended 25%.

The impact of the programme is measured by the awareness it raises and the interest that is generated in the targeted audience to engage in social action as a consequence. A shining star of this project was a young student, Nirmal, from GBPS Ghulam Goth district Sukkur. She was amazed to learn of so many interesting new things about the plant kingdom, and wanted to play a role in changing the mindset of her community. She enlisted the help of her father, and together they built a beautiful garden in their home, this garden consisted of seasonal flowers and vegetables. She used this little initiative as an example for other members of the community and set out on a mission to plant trees and protecting the existing one in her neighborhood. To raise awareness and gather more support for her social action, she along with her father organized an awareness session with 25 families of the community and convinced them to plant more trees for a cleaner environment and has planned a community-wide plantation drive.

The rural areas in Pakistan face several issues due to lack of resources in some cases and lack of awareness in others. The situation regarding hygiene and healthy eating is no different, there isn’t enough awareness regarding the powerful impact of maintaining personal hygiene on the overall physical and mental well being. Most children enrolled in public schools also have very unhealthy eating habits that puts them at risk of continued bad health, which in turn forces them to miss school regularly.

The measure of successful impact for the project “Healthy and Sustainable lifestyle” was the number of students who would successfully adopt the hygiene and healthy eating guidelines within it to not only improve their overall health but also that of their families and eventually the wider community. Muhammad was one such student who was deeply moved by the lessons in the TACS COVID-19 response initiative . According to him, he was completely unaware of the importance of something as basic as washing hands and most time ate his meals with unclean hands. He noticed, his family also did not wash their hands regularly and this gave him a new mission. He tried convincing his father to adopt better hygiene and taking the first step by making sure he washes his hands before each meal, however all his suggestions fell on deaf ears. He became quite upset and enlisted his teacher to help him convince his father. The teacher was pleasantly surprised to see such a young boy trying to change the habits of his family for their own betterment. Muhammad along with his teacher finally sat down with the father and listed the benefits learned through the TACS COVID-19 response initiative regarding the adoption of healthy and hygienic habits. The father was deeply impressed by his sons knowledge and felt great pride. He invited Muhammad to conduct an awareness session with 30 farmers to equip them with the same knowledge. Through his consistent efforts Muhammad was able to achieve a very small yet important victory and he vowed to continue raising awareness in his community.

Key Learnings

Each phase within the pilot programme had its own set of challenges and key learnings; the details of both have been provided according to the phases and are a mixture of experiences of the programme team, teachers, parents, students, and district level project staff. Information from catch-up meetings, Focus Group discussions, and Teacher interviews has been collated to draft this section.

Beneficiary Mapping

- The project staff was provided clear guidelines to only engage literate parents, who would be available and willing to execute the pilot with their children. However, it was difficult to find parents who checked all 3 boxes, and in the end the focus remained on those parents who were willing to be part of the pilot. Due to the novelty of the project, many parents did not know what to expect and were not willing to commit the time and effort required for implementation.
- Each teacher engaged with the programme tried to maintain a fair gender balance where boys and girls were provided equal opportunity to participate in the pilot. However, the feedback received from majority teachers indicated that parents of girl students did not seem motivated to invest extra time in their learning due to the prevalent patriarchal mindset and values within rural communities. There were exceptions, but eventually the participation of girls in the pilot programme remained at 35% of the total direct beneficiaries.
- The decision to empower teachers to select the direct beneficiaries was very fruitful, as throughout the pilot they took responsibility to ensure their selected students performed as per the requirements and completed the projects

Content Adaptation

- Since this was a unique project and the teachers involved did not have any previous experience of executing such projects at home before, it was essential to involve all stakeholders in the process of content adaptation. For this purpose a core group was formed, which comprised of teachers and facilitators for the programme. It was challenging to get relevant feedback from teachers as it this point they did not have any ownership of the programme. The initial meetings usually ended with teachers brushing everything off as easy and manageable. The programme team had to take the initiative to spearhead the content adaptation process and break down the activities as much as possible to ensure the projects within the pilot were easy to execute for parents with limited expertise and knowledge.
- The details of how the projects were contextualised and the main additions in the original content to assist parents in facilitating them with ease have been provided in the previous section. However, it is important to note that after reviewing the original content on the IFERB website, the programme team took the decision to adapt Level 1 projects but to execute them with a higher age group. The reason for this decision was the learning capacity and knowledge level of students enrolled in public primary schools within the target districts. The team studied the Pakistani curriculum and matched numeracy and literacy exercises within the IFERB projects to determine the ideal age group for Level 1.
- Even though the projects were designed with limited resources that should readily be available in most households. The communities selected for the pilot can be categorised as extremely underprivileged and a majority lacked most resources like stationery and blank papers. An IFERB stationery kit was therefore provided to all 1,000 beneficiaries, which included basic stationery items such as pencil, eraser, sharpener, ruler, colour pencil, and loose coloured papers.

Capacity Building

- This was the first digital experience for majority of the teachers and they struggled to understand the platform and basic functions such as: joining audio, turning on the video, mute/unmute option, etc.
- Since the teachers are based in rural Pakistan, there were severe connectivity problems.
- Teachers joined the session after school, and were not keen on staying online for an extended period. A few cited connectivity issue as the primary problem and left the meeting during the presentation part.

The connectivity and digital literacy problems were overcome to some extent by inviting the teachers to join in the meeting from a single venue in the district. During the second cycle of ToTs, the lead facilitators were given the freedom to change the programme design (table 3) as per the requirement of the group. However, if the project is to be expanded and executed again, it is highly recommended to minimise and ideally eliminate the use of digital platforms for capacity building to favour of in-person workshops. This shift will guarantee deeper understanding of programme content amongst teachers and will also enable the facilitators to identify gaps in the groups ability and skill level for a more customised programme design. Digital workshops have a substantial risk of miscommunication and increases the chances of lack of understanding in the group.

Community Ownership

Similar to the capacity building phase, community ownership was also divided into two cycles. The first cycle of orientation sessions covered the first six projects, where the second cycle covered the remaining six projects. The first cycle had the following major challenges:

- The teachers were slightly confused and could not properly communicate the methodology and objectives of IFERB to parents. This was tackled and minimised to a great extent with a member of the programme team being present during at least one orientation session per district. During this visit, the representative built capacity of teachers as well as the district level project staff, so that the latter can continue to fill any gaps in the remaining orientation sessions within the district.
- Parents did not take the orientation sessions seriously in the beginning, as they did not see how they could be of use in terms of educating their children since it is considered purely the teachers job. However, the attitude changed dramatically after teachers and district level staff properly explained the methodology of the programme along with reiterating the responsibility each parent has towards their children during COVID-19 forced complete or partial shut down of schools.
- Other barriers in terms of engagement of parents has been discussed in great detail within the previous section. It is important to note that the second cycle of orientation sessions went smoothly as parents had developed ownership towards the project at this point. The strategy to break down this phase into two cycles proved to be successful as teachers and parents had a chance to formally meet-up in one place and learn from each others experience with the pilot programme.

Project Execution

The challenges during execution of 12 IFERB projects are listed below along with key learnings and strategies adopted to minimise them:

- The students targeted through the pilot programme did not have much experience of being engaged in learning activities at home, as this was something restricted to school. It was difficult for them as well as for the parents to execute the first few projects, as they did not have the guidance and learning environment available to them at school through their teachers. This presented a unique opportunity to transform the learning environment at home along with the bond students have with their parents. Most parents were not aware of the skills and abilities of their children, the pilot programme provided them with an opportunity to work together and develop a friendlier relationship. Towards the end of the pilot, students felt more empowered after receiving regular encouragement from their parents.
- Even though a stationery kit was provided to all 1,000 associated with the programme, the district level staff raised the point about lack of resources during each catch-up meeting. For example, some households did not have black pepper at home as it was not used in their cooking. These challenges persisted throughout the project as not much could be done, however, the programme team continued to provide guidance on alternate materials that can be used.
- Teachers and parents mentioned the timeframe for each project was not enough and children had to work especially hard, more than the required time per day, to meet the tight deadlines. It is recommended to either cut down the activities within a day or to overall increase the number of days of the project.
- The district level project staff struggled to develop work plans and keep track of progress. The programme team developed a roadmap template and uploaded it on the shared google folder for each district. This

provided much needed clarity and also provided weekly deadlines of all tasks related to a project. Each district had a separate folder and included the following: base line forms, community survey forms, project feedback forms, student output pictures & videos, end line forms, along with the road map sheet. This sheet provided deadlines for tasks from day 1 till the end of the pilot. Each project staff was expected to update the tasks according the correct color to indicate if the task is in-progress or complete. This helped programme team to track the progress of all 10 districts and 1,000 beneficiaries.

Monitoring and Evaluation

The challenges and key learnings within the phase are provided below:

- Parents did not fully understand the importance of project feedback forms; teachers and district level project staff had to work very hard to ensure each parent filled out the feedback form for each project. This caused delays in overall reporting. More time should be allocated to the importance and need of project feedback forms to ensure parents understand the significance of their input for future improvement.
- Parents did not fully understand the student output requirements for each project that needed to submitted for evidence. For their convenience, programme team drafted a separate list of student output evidence for each project in addition to the toolkit. This additional list was very useful.
- The programme team conducted several catch-up meetings with district level staff over the course of the pilot to ensure all challenges related to M&E and other aspects of the programme were highlighted and resolved timely. At least three meetings were also held with selected teachers to gain a deeper understanding of project challenges and wins to develop strategies for mitigation.

With Pakistan returning back to normal after almost a year of its first COVID-19 case, schools have reopened with full strength and the process of minimising the learning gap has begun in full force. However, the impact of last year cannot be underestimated, it will have long lasting effect on the motivation and interest level of students. Now, more than ever, it is time to develop a love for learning in students through creative methodologies and programmes. IFERB pilot programme with its project based learning approach has the potential to play a significant role in enhancing the interest and engagement level of students in school. The pilot was conducted on a model of at-home learning and has yielded brilliant results in Pakistan. This impact can be magnified if the projects are executed through teachers at school in a stable and healthy learning environment.

Appendices

Appendix 1: National Pre & Post Assessment Survey Form, Comparative Analysis

Project	Question	National Average Score Basline	National Average Score End line
House Rules to Keep Covid19 Away	How do you feel when you catch the flu (Total marks: 1)	0.897	0.975
	It is important to was our hands thoroughly for _____ seconds (Total marks: 1)	0.916	0.976
Make ID Cards for your Family	Write two questions you would ask someone to know more about them and their family members (Total marks: 2)	1.628	1.851
You are a Superhero	List two positive emotions (Total marks: 1)	0.714	0.904
	List two negative emotions (Total marks: 1)	0.618	0.895
ABC By Me	Write the name of a living thing and non-living thing that starts with the letter E (Total marks: 1)	0.731	0.948
	Match the upper case letter with the lower case letter (Total marks: 1)	0.914	0.97
Our big, big Earth	How many continents are there in the world? (Total marks: 1)	0.698	0.952
My home in my Universe	Can you name four planets from our solar system? (Total marks: 2)	1.348	1.767
Why all the plastic	Can you name two plastic items available at your home? (Total marks: 2)	1.542	1.854
What is the weather like	Tick the right option from the highlighted words (Total marks: 2)	1.576	1.79
Make your own Paper Figure	Match the following columns (Total marks: 1)	0.817	0.965
	What are the changes you feel after exercise (Total marks: 1)	0.693	0.939
Adventures in the Plant Kingdom	Can you list three differences between living things and non-living things? (Total marks: 3)	2.243	2.911
Total		**15.335**	**18.697**

Appendix 2: Gender-based comparative analysis of pre and post assessment scores

Project	Question	Average Pre-assessment Score by 83 girls	Average post-assessment score by 83 girls	Average Pre-assessment Score by 67 boys	Average post-assessment score by 67 boys
House Rules to Keep Covid19 Away	How do you feel when you catch the flu It is important to was our hands thoroughly for _____ seconds (Total marks: 2)	1.9	2	1.88	2
Make ID Cards for your Family	Write two questions you would ask someone to know more about them and their family members (Total marks: 2)	1.7	1.8	1.76	1.7
You are a Superhero	List two positive emotions List two negative emotions (Total marks: 2)	1	1.36	1.3	1.6
ABC By Me	Write the name of a living thing and non-living thing that starts with the letter E Match the upper case letter with the lower case letter (Total marks: 2)	1.8	1.65	1.79	1.6
Our big, big Earth	How many continents are there in the world? (Total marks: 1)	0.8	0.9	0.8	0.89
My home in my Universe	Can you name four planets from our solar system? (Total marks: 2)	1.7	1.93	1.6	1.76
Why all the plastic	Can you name two plastic items available at your home? (Total marks: 2)	1.8	1.8	1.9	1.68
What is the weather like	Tick the right option from the highlighted words (Total marks: 2)	1.5	1.7	1.6	1.77
Make your own Paper Figure	Match the following columns What are the changes you feel after exercise (Total marks: 2)	1.57	1.52	1.5	1.64
Adventures in the Plant Kingdom	Can you list three differences between living things and non-living things? (Total marks: 3)	1.4	1.82	1.66	1.7
Total		**15.4**	**16.6**	**15.98**	**16.47**

Appendix 3: National Summary of Community Survey

Question	Write total number of respondents for each											
Are you working at present	**Yes**	65%	**No**	25%	**temporarily unemployed because of COVID**	10%						
What is the sector of employment?	**Public - Govt/Civil servent**	20%	**Pvt -private business**	35%	**Pvt - health**	3%	**Pvt - education**	5% %	**Other**	37%		
Please indicate your education level below.	**Did not go to school**	19%	**Below 10th**	37%	**10th pass**	31%	**12th pass**	8%	**Bachelors or above**	5%		
Which of the following facilities are available at home?	**Phone with internet**	12%	**Phone without internet**	39%	**Radio**	14%	**Tv**	20%	**Newspaper**	8%	**None of the above**	8%
Which of the following learning materials are available at home?	**textbooks**	34%	**worksheets**	10%	**study guides**	4%	**Notebook/ Paper**	20%	**Simple stationery**	25%	**None of the above**	6%
Which of the following materials are available at home?	**Storybooks**	23%	**games**	25%	**puzzles**	2%	**toys**	25%	**None of the above**	25%		
Do you get time to do learning activities with your children?	**Yes**	76%	**No**	24%								

Appendix 4: Learners Project Completion by Week

Project Name	Teachers who Shared project completion data	Total number of learners	Learners that completed and submitted	Learners who completed but did not submit	Learners who did not complete	Learners who were not reachable	Completion rate
House Rules to Keep Covid19 Away	100	1,000	999	0	1	1	99.9%
Make ID Cards for your Family	100	1,000	998	0	2	2	99.9%
You are a Superhero	100	1,000	988	0	2	2	98.8%
ABC By Me	100	1,000	1,000	0	0	0	100%
Our big, big Earth	100	1,000	1,000	0	0	0	100%
My home in my Universe	100	1,000	1,000	0	0	0	100%
Water is life	100	1,000	1,000	0	0	0	100%
Why all the plastic	100	1,000	1,000	0	0	0	100%
What is the weather like	100	1,000	1,000	0	0	0	100%
Make your own Paper Figure	100	1,000	1,000	0	0	0	100%
Adventures in the Plant Kingdom	100	1,000	965	0	35	35	96.5%
Healthy and Sustainable lifestyle	100	1,000	967	0	33	33	96.7%

Appendix 5: Learners Project Feedback

Project Name	I was extremely engaged throughout the project	I learned new concepts through the project	The instructions provided to me were very easy to follow	I received the support I needed to complete the exercises within the project	I enjoyed this project	I was able to find everything I need for this project at home
House Rules to Keep Covid19 Away	95%	92%	89%	90%	93.70%	79.60%
Make ID Cards for your Family	92%	93%	90%	91%	92%	84.60%
You are a Superhero	93%	93%	91%	89%	89%	87%
ABC By Me	95%	94%	94%	93%	96%	85.70%
Our big, big Earth	96%	96%	93%	92%	98%	89.50%
My home in my Universe	99%	97%	94%	95%	96%	91%
Water is life	97%	95%	96%	96%	96%	96%
Why all the plastic	98%	97%	94%	92%	96%	91%
What is the weather like	97%	95%	93%	93%	94%	88%
Make your own Paper Figure	98%	97%	94%	95%	95%	94%
Adventures in the Plant Kingdom	98%	98%	96%	95%	97.50%	92%
Healthy and Sustainable lifestyle	96%	97%	96%	96%	97%	92%

Appendix 6a: Parent Project Feedback

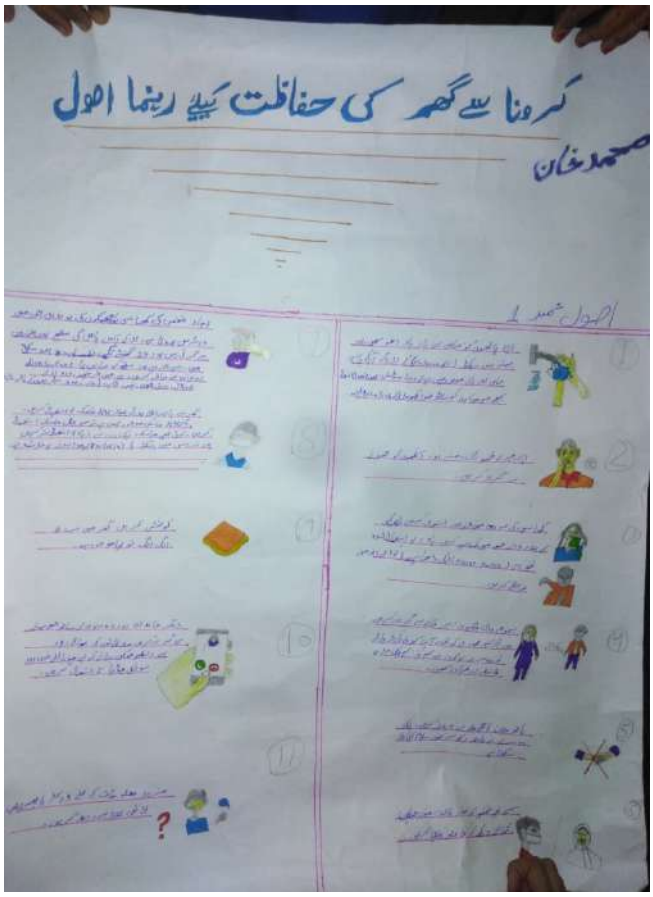
Project Name	Did you have access to every material/resource required for this project?	Do you think the project was interesting and engaging for the students?	Do you think the project was useful?	Do you think the project helped students learn new concepts?	Do you think the instructions provided in the project were easy to follow for students?	Were you able to complete the project within the recommended time?
House Rules to Keep Covid19 Away	79%	93%	89%	91%	87%	87%
Make ID Cards for your Family	88%	91%	90%	92%	86%	88%
You are a Superhero	91%	93%	91%	90%	85%	85%
ABC By Me	88%	88%	92%	89%	89%	86%
Our big, big Earth	86%	92%	90%	91%	86%	82%
My home in my Universe	85%	92%	94%	91%	87%	84%
Water is life	85%	92%	92%	93%	81%	84%
Why all the plastic	86%	88%	91%	88%	83%	88%
What is the weather like	81%	92%	94%	92%	86%	89%
Make your own Paper Figure	85%	89%	94%	92%	90%	87%
Adventures in the Plant Kingdom	88%	93%	93%	94%	92%	89%
Healthy and Sustainable lifestyle	89%	90%	92%	93%	89%	87%

Appendix 6b: Parent Project Feedback

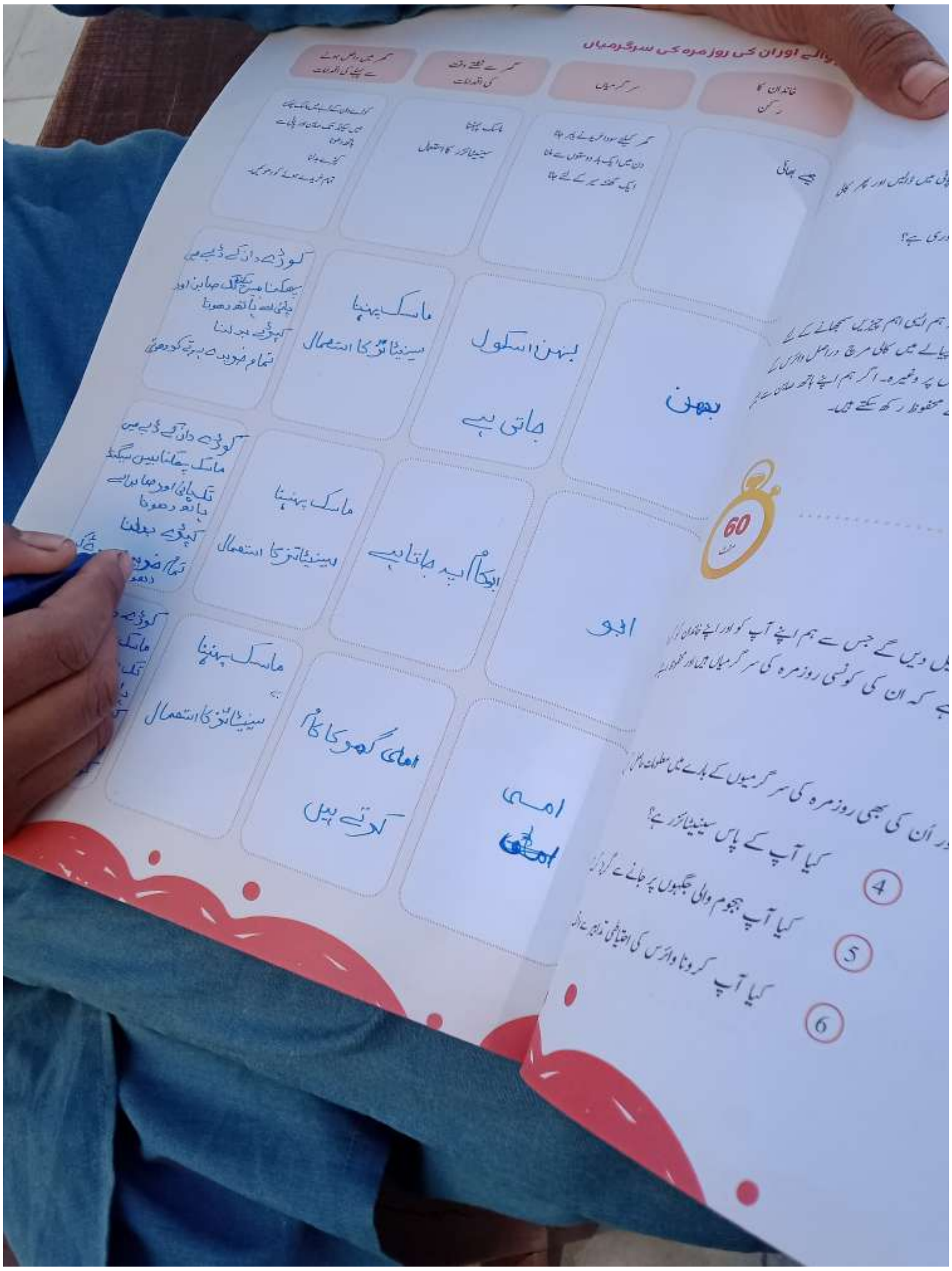
Project Name	How would you rate the ease of facilitating this project?		
	Very Easy	Somewhat East	Too Difficult
House Rules to Keep Covid19 Away	61%	29%	10%
Make ID Cards for your Family	62%	28%	10%
You are a Superhero	60%	30%	10%
ABC By Me	62%	29%	9%
Our big, big Earth	66%	27%	7%
My home in my Universe	78%	18%	4%
Water is life	82%	14%	4%
Why all the plastic	78%	17%	5%
What is the weather like	85%	12%	3%
Make your own Paper Figure	82%	15%	3%
Adventures in the Plant Kingdom	86%	12%	2%
Healthy and Sustainable lifestyle	82%	16%	2%

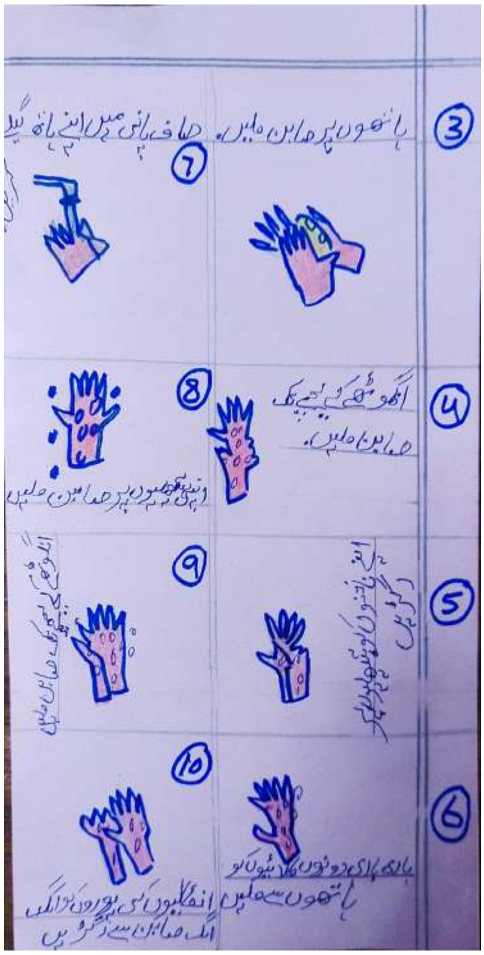
Appendix 7: Student Output Evidence

Project 1: House rules to keep COVID-19 away

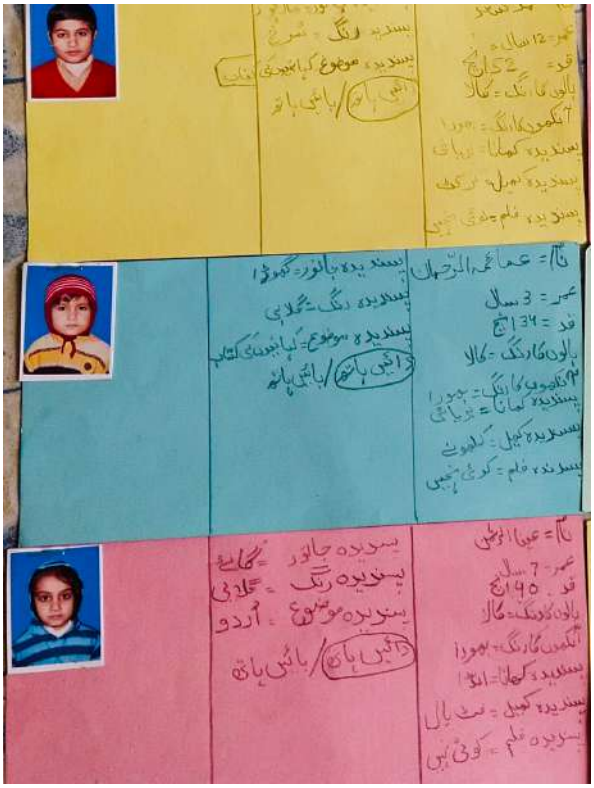


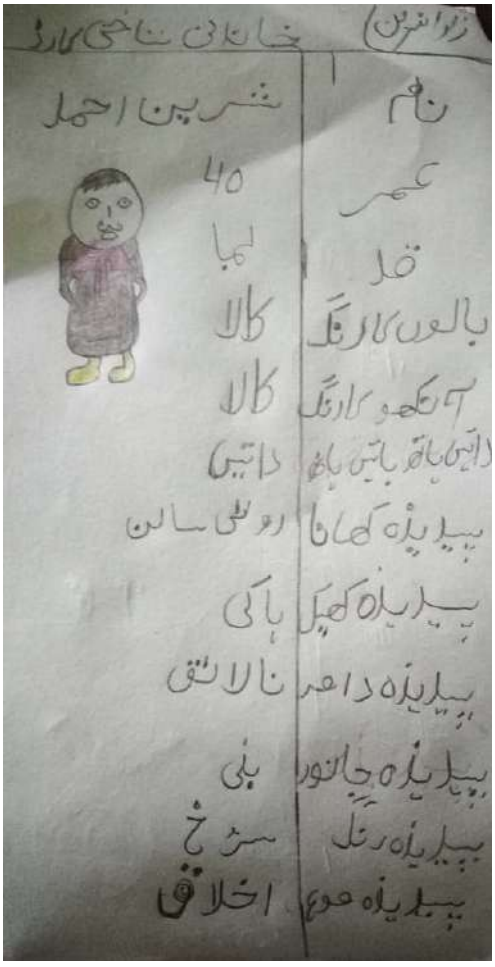

1
کرونا سے گھر کی حفاظت کیلئے رہنما اصول۔





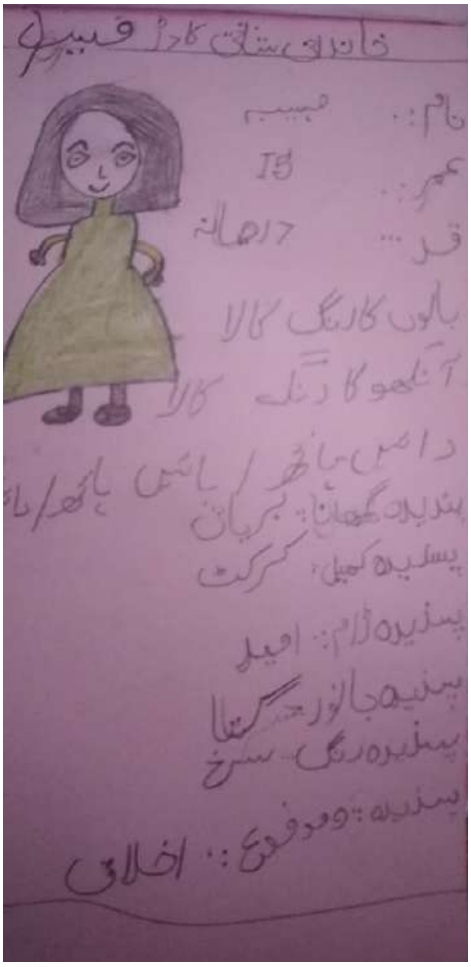
Project 2: Make ID Cards for your Family





خاندانی شناختی کارڈ

نام	شرین احمد
عمر	40
قد	لمبا
بالوں کا رنگ	کالا
آنکھوں کا رنگ	کالا
دائیں ہاتھ بائیں ہاتھ	دائیں
پسندیدہ کھانا	روٹی سالن
پسندیدہ کھیل	ہاکی
پسندیدہ دامر	نالائق
پسندیدہ جانور	بلی
پسندیدہ رنگ	سرخ
پسندیدہ موضوع	اخلاق



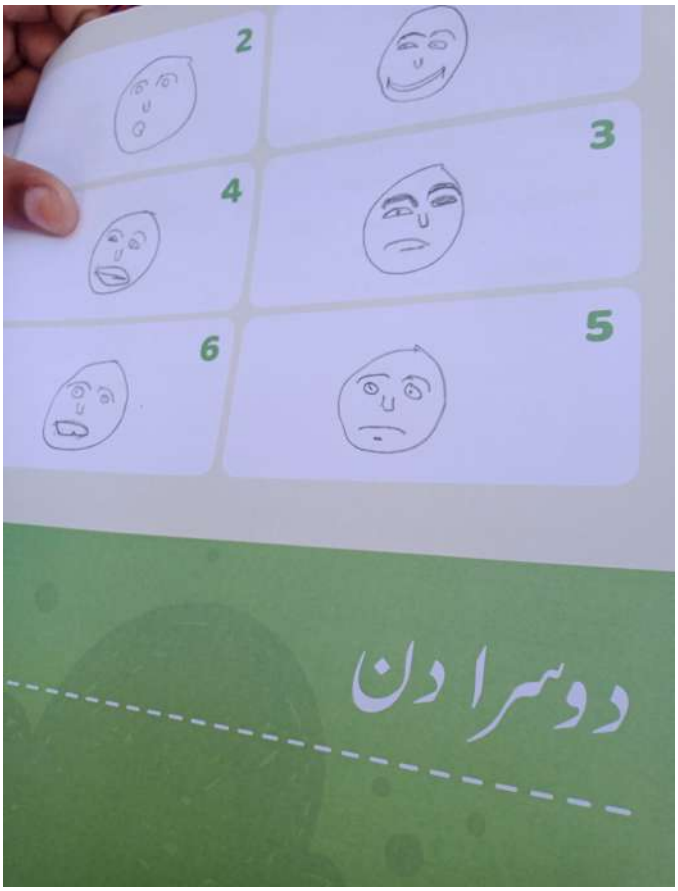
خاندانی شناختی کارڈ فیبیہ

نام: فیبیہ
عمر: 15
قد: درمیانہ
بالوں کا رنگ کالا
آنکھوں کا رنگ کالا
دائیں ہاتھ / بائیں ہاتھ
پسندیدہ کھانا: بریانی
پسندیدہ کھیل: کرکٹ
پسندیدہ دام: امپل
پسندیدہ جانور: گدھا
پسندیدہ رنگ: سرخ
پسندیدہ موضوع: اخلاق

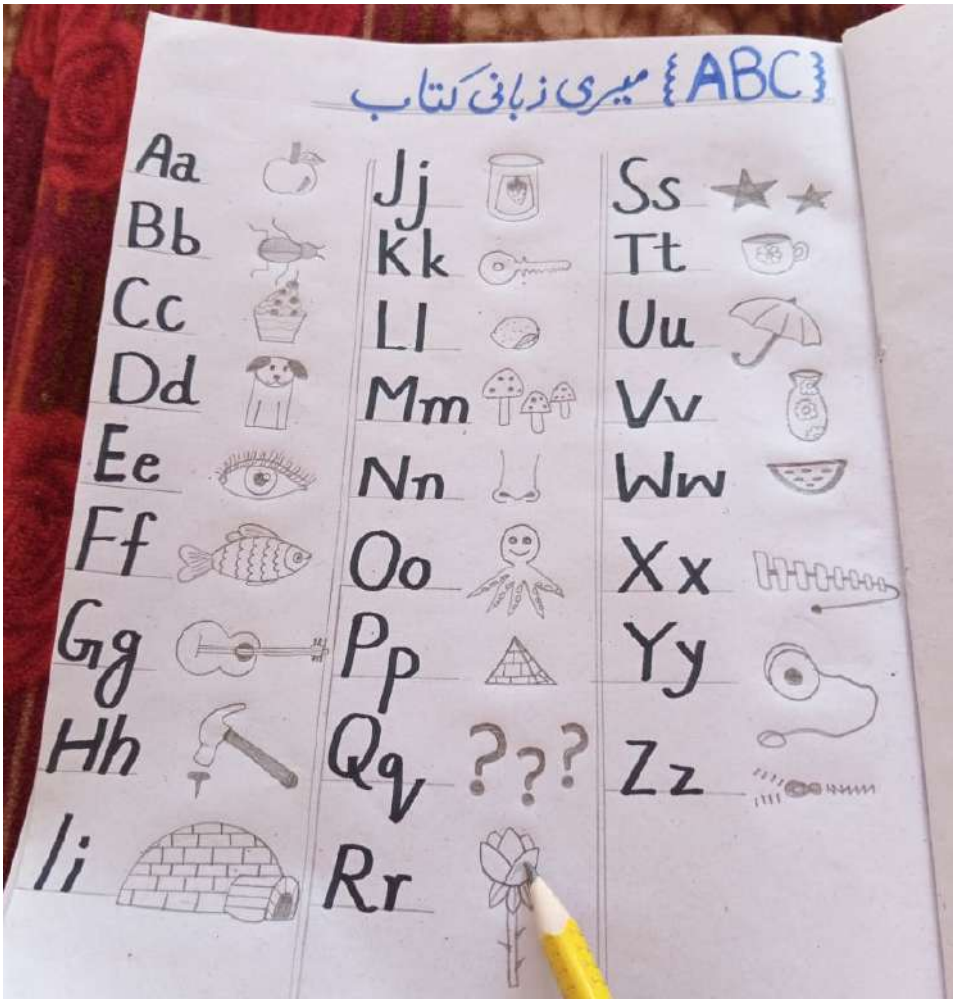
زرا شرین خاندانی شناختی کارڈ

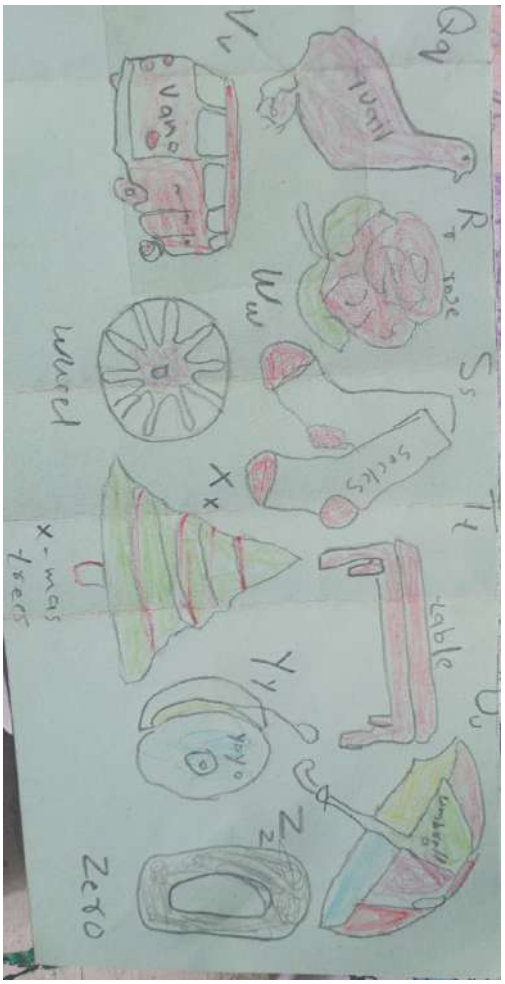
نام	امیشہ
عمر	34
قد	درمیانہ
بالوں کا رنگ	کالا
آنکھوں کا رنگ	کالا
دائیں ہاتھ بائیں ہاتھ	دائیں
پسندیدہ کھانا	چاول
پسندیدہ کھیل	چھپن چھپائی
پسندیدہ دام	امپل
پسندیدہ جانور	چڑیا
پسندیدہ رنگ	کالا
پسندیدہ موضوع	جھوٹ نہ بولنا

Project 3: You are a Superhero



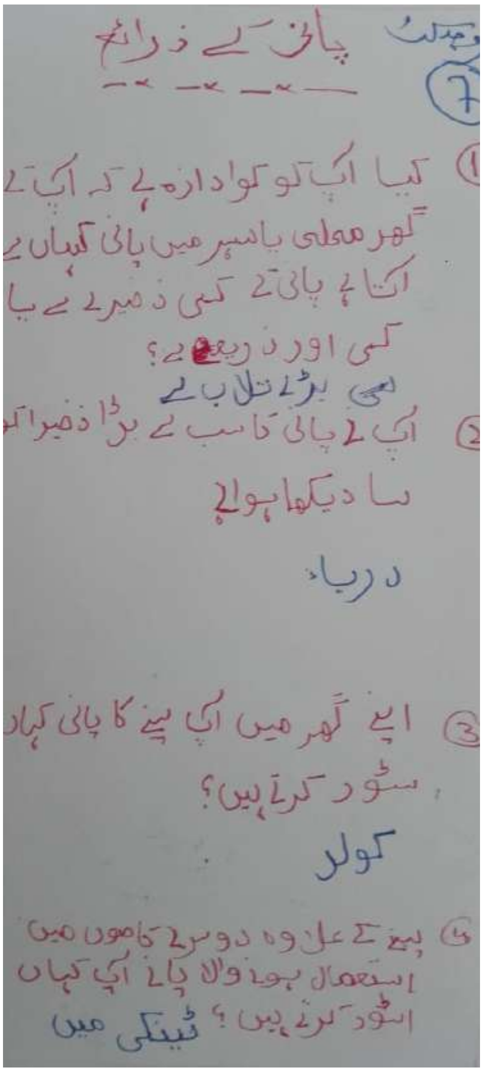
Project 4: ABC By Me





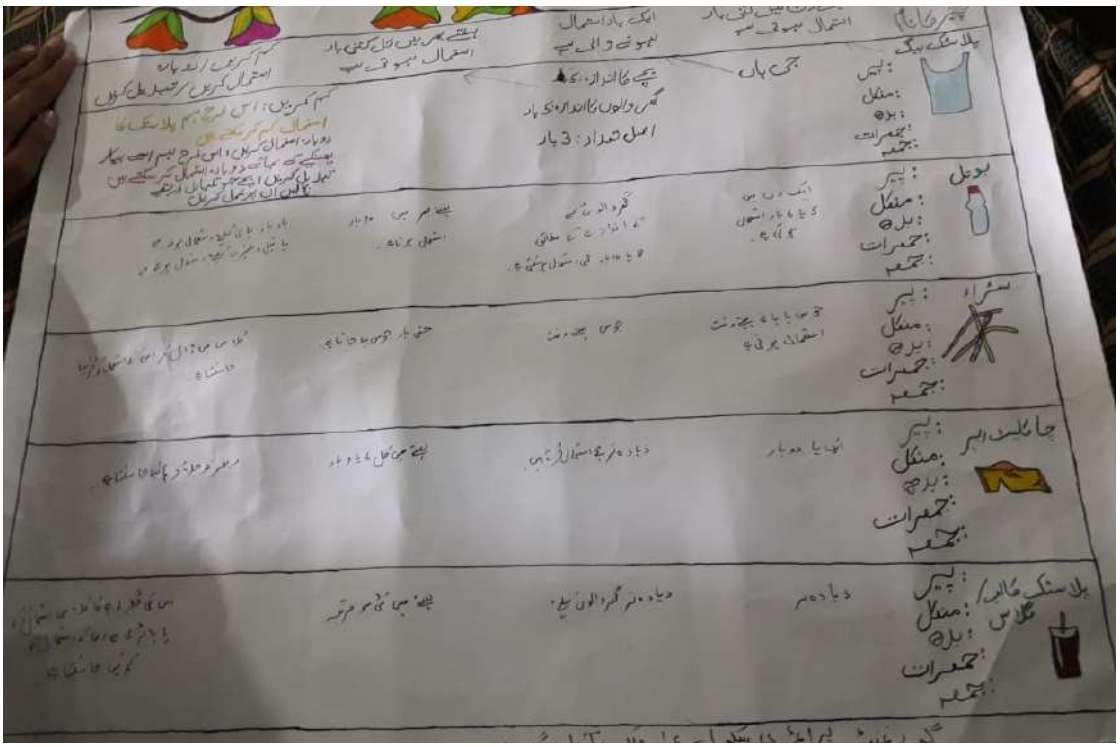
Project 5: Our big, big Earth

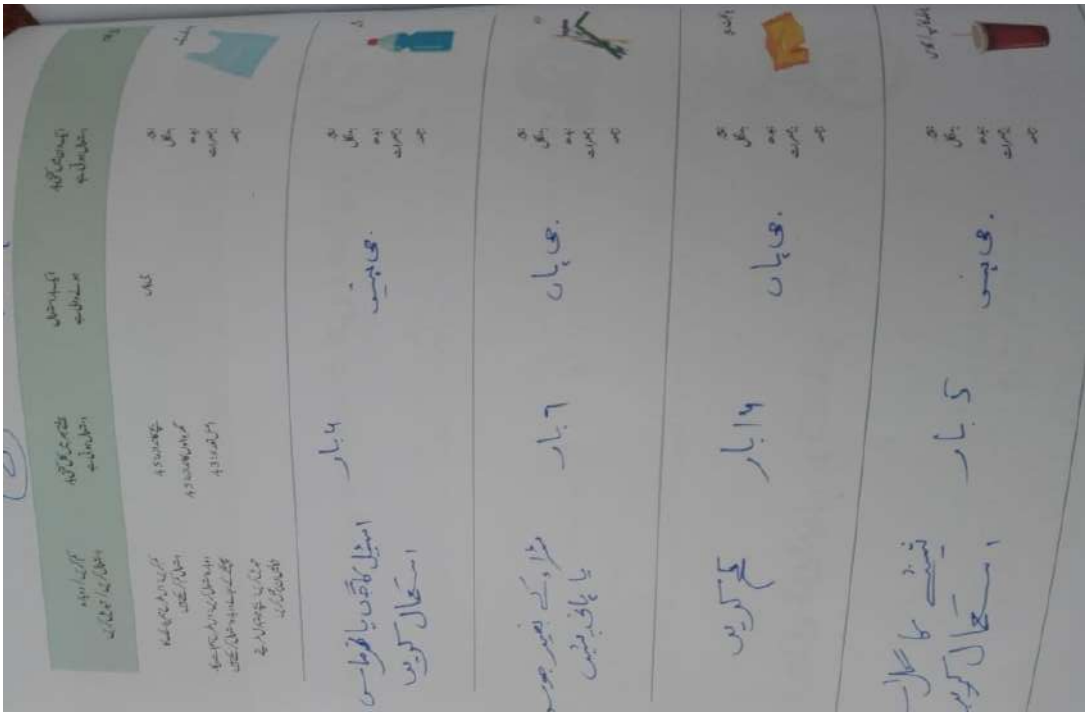
Project 6: My home in my Universe



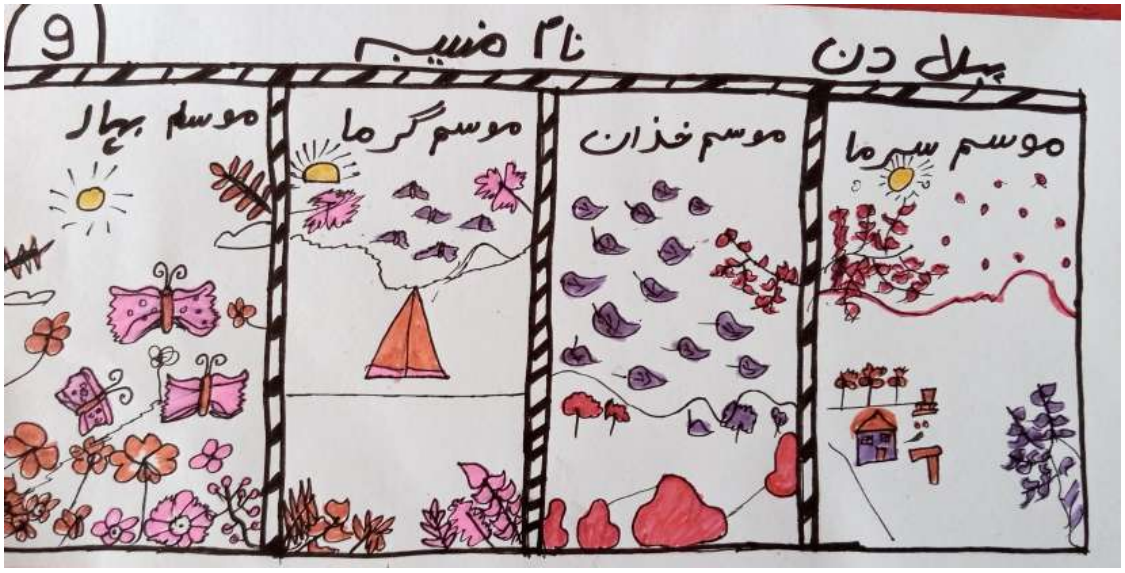
ایک دن میں پئے گئے پانی کے گلاس	گلاس کی تعداد	فیملی کے ممبر کا نام
10	IIIIIIIIII	1- نادیہ گل
12	IIIIIIIIIIII	2- جمیلہ بی بی
9	IIIIIIIII	3- گلاب بی بی
11	IIIIIIIIIII	4- مشتاق احمد
13	IIIIIIIIIIIII	5- عمران خان
8	IIIIIIII	6- کوثر بی بی

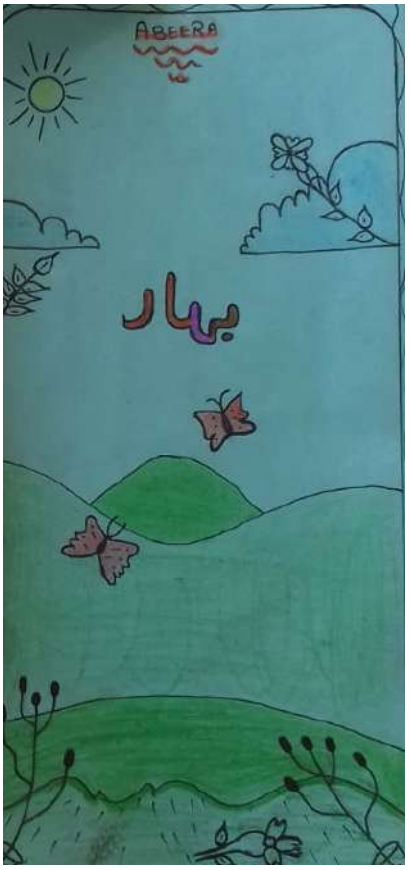
Project 8: Why All The Plastic

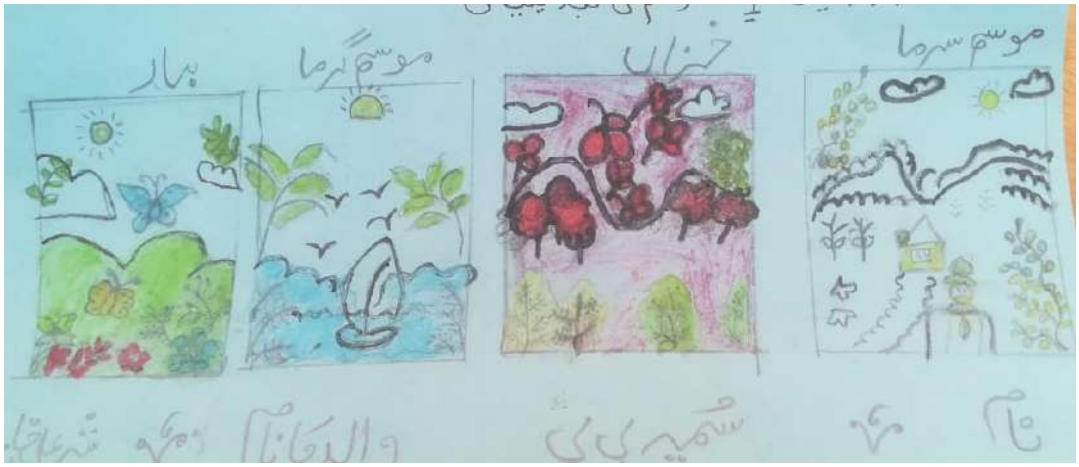




Project 9: What is the weather like

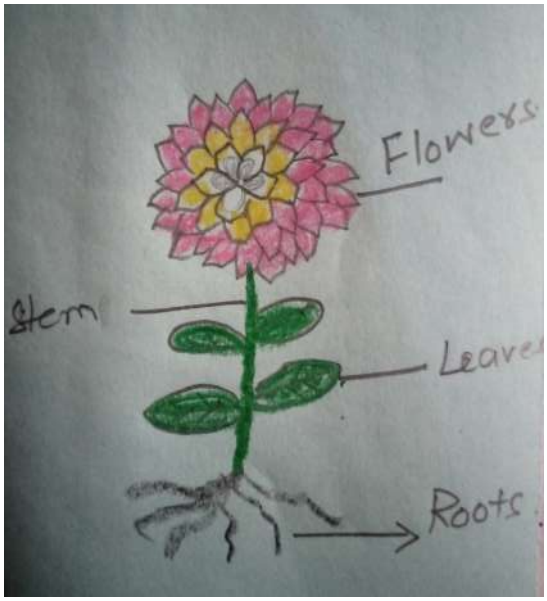


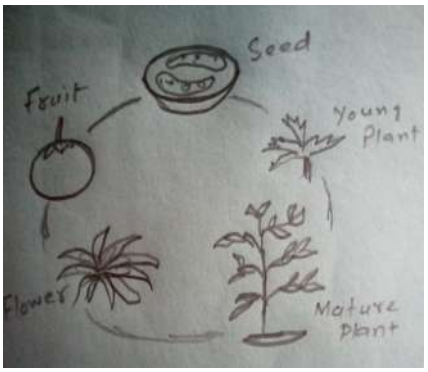


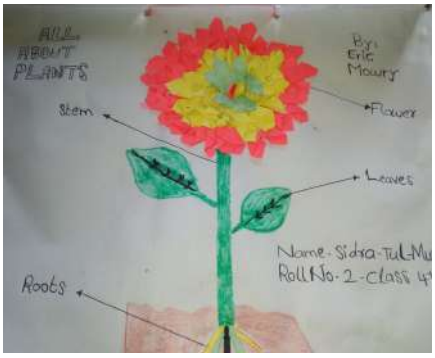


Project 10: Make your own paper figure

Project 11: Adventures in the Plant Kingdom







Project 12: Healthy and Sustainable lifestyle