

Country Brief: Pakistan

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The EdTech Hub’s team in Pakistan engages with a number of key partners at the federal, provincial, and regional levels. The Hub’s ODI fellow is based in the Ministry of Federal Education and Professional Training (MoFEPT). This helps the Hub have a physical presence and strengthen its relationships within the federal ministry.

To account for Pakistan’s decentralised education sector, EdTech Hub began its work in Pakistan in 2020 by providing technical assistance to the government at the federal level. The Hub has been deepening partnerships at the provincial and regional level, as well as with local EdTech entrepreneurs and policy think tanks. MoFEPT, Quaid-e-Azam Academy of Educational Development (QAED, Punjab), and the Government of Gilgit-Baltistan are some of EdTech Hub’s key partners in Pakistan.

Through these partnerships, the Hub seeks to address the challenges in Pakistan’s EdTech ecosystem that hinder EdTech from benefiting marginalised learners in a feasible and scalable way. The Hub’s foundational work in Pakistan (including a [country scan](#), work on distance learning for [hard-to-reach children](#), and a [digital learning landscape analysis](#)) identified several barriers that prevent marginalised learners from accessing and benefitting from EdTech in Pakistan. The challenges in Pakistan include weak monitoring of the effectiveness of digital learning solutions, limited capacity of teachers in using technology, lack of awareness of EdTech, and challenges that prevent pilots from scaling.

EdTech Hub has responded to these findings by focusing its Pakistan portfolio on the following objectives:

- Helping to fill the evidence gap on EdTech interventions that are being scaled to understand their effectiveness to enhance learning outcomes.
- Convening across government and EdTech providers to give strategic support on decisions to expand EdTech interventions in hard-to-reach areas, focusing on feasibility and scalability.

EdTech Hub’s Helpdesk in Pakistan

EdTech Hub has addressed six Helpdesk requests in Pakistan, all delivered on behalf of the FCDO. Three requests were about girls’ education and technology, while the remainder focused on data, digital learning, and education for marginalised children.

Examples

- [Data Access and Protection Laws in Pakistan: A technical review](#)
- [Pakistan Topic Brief: Providing Distance Learning to Hard-to-Reach Children](#)
- [Pakistan Distance-Learning Topic Brief: Primary-Level Deaf Children](#)

EdTech Hub's work in Pakistan

Activity	Description
Developing a monitoring and evaluation framework for blended learning in Pakistan (Completed in March 2021) Small (GBP 50K or less)	EdTech Hub co-developed a monitoring and evaluation (M&E) framework with the Ministry of Federal Education and Professional Training (MoFEPT) for a blended learning pilot project in federal schools. The M&E framework is being used as part of the Ministry's new Smart Classrooms pilot that will be rolled out in Islamabad Capital Territory, Azad & Jammu Kashmir, and Gilgit-Baltistan.
EdTech Hub and UNICEF Pakistan conducted a landscape analysis on reaching marginalised learners through EdTech in Pakistan (Completed in April 2022) Medium (GBP 50K–250K)	EdTech Hub's work in Pakistan began with mapping Pakistan's digital learning landscape, with a focus on marginalised learners (including girls, students from low-income households, rural students, students with disabilities, and out-of-school children). EdTech Hub analysed the gaps and opportunities in the digital learning space through a desk review, survey, and a series of interviews and focus group discussions. This work culminated in the development of a digital engagement strategy for UNICEF Pakistan and has provided evidence to support the Federal Government's National Distance Education Strategy. It supported the NDES' situational analysis and also provided early opportunities for cross-sectoral stakeholder engagement on the development of the NDES.
National Distance Education Strategy (NDES) for MoFEPT (Completed in April 2023) Small (GBP 50K or less)	EdTech Hub provided technical assistance to MoFEPT on the NDES through its ODI fellow and in-country team. EdTech Hub's foundational work on marginalised learners helped shape the strategy's situational analysis, while its work on the Pakistan floods informed its resilience plan.
Learning continuity in response to climate emergencies (Completed in January 2021) Small (GBP 50K or less)	This study builds on national and global evidence on education in emergencies (EiE) with preliminary insights from flood-affected communities in Pakistan. It reflects on the extent to which, and when, it is feasible to use technology at scale to support learning continuity in response to climate emergencies in Pakistan. It also explores the potential for using technology to improve preparedness for future learning responses. Furthermore, it informed the climate resilience section of MoFEPT's National Distance Education Strategy.
ASR: Technology to Empower Actors Across the Learning Ecosystem (Ongoing) Large (GBP 250K or more)	EdTech Hub has commissioned Harvard University and the Centre for Economic Research in Pakistan (CERP) to research the Targeted Instruction in Pakistan (TIP) programme and study implemented in Islamabad. The study employs a randomised control trial to understand how using technology to empower various actors in the education ecosystem can help improve children's learning outcomes in Pakistan.
Enhancing the use of EdTech intervention data	The federal government has made significant investments in EdTech interventions, including a

with MoFEPT and the Government of Gilgit-Baltistan (GB) (Ongoing) Medium (GBP 50K–250K)	nationwide content platform and blended learning initiatives, yet little is known about their effectiveness. EdTech Hub is working with MoFEPT and the Government of GB to analyse intervention-specific data to determine their impact on learning outcomes.
Designing interventions for out-of-school children (Ongoing) Small (GBP 50K or less)	Education Above All (EAA) – EAA is working with Taleemabad and Japan International Cooperation Agency (JICA) in Pakistan to implement the Digital School Program – a hybrid self-learning model that offers out-of-school children and youth a second chance at education. It provides a way for them to learn at any time, any place, and for any duration using technology and a flexible learning model. ¹ EdTech Hub will be working with EEA and JICA as a third-party research partner and evaluator. This work could impact the education of 216,510 learners directly and an additional 4 million learners indirectly.

Examples illustrating the impact of the Hub’s work in Pakistan

Learning continuity in response to climate emergency in Pakistan

In June 2022, floods affected 33 million people in Pakistan. At the request of FCDO Pakistan and the Government of Pakistan, EdTech Hub conducted rapid research involving flood-affected parents and teachers to inform learning continuity plans.

The study highlighted the importance of leveraging devices that communities already have access to, such as basic mobile phones rather than laptops. It found that the use of familiar social media platforms enhances education participation, encourages student retention, provides psychosocial support, and improves access to learning content.

[EdTech Hub’s findings](#) guided the government’s EdTech response, supporting 3.5 million children disrupted by the climate emergency. EdTech Hub used this insight to publish a Global Public Good on EdTech deployment in climate catastrophes, disseminated through the [Global Digital Development Forum](#), and the work has been cited in flood research by the [Malala Fund](#) and [World Bank](#).

National Distance Education Strategy in Pakistan informed by EdTech Hub research and technical assistance

In May 2023, Pakistan’s Ministry of Federal Education and Professional Training’s National Distance Education Strategy (NDES) was approved unanimously across Pakistan’s provinces. At the request of the Ministry of Education, EdTech Hub had been working on the NDES through its ODI Fellow and country team. The NDES was linked to the World Bank’s ASPIRE programme — DLI 4.2, a disbursement of USD 10 million.

The strategy is underpinned by EdTech Hub’s global evidence base. Its situational analysis has been developed by the Hub and UNICEF’s Landscape Review, and its emergency response plan is shaped by the Hub’s work on learning continuity in response to the 2022 floods.

¹ <https://educationaboveall.org/our-work/our-projects/digital-school-program>