COVID-19

TEACHERS RAPID ASSESSMENT SURVEY FOR DISTANCE LEARNING STRATEGIES

APRIL 2020
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2. Introduction

2.1 HANDS Introduction

HANDS was founded by Prof. A. G. Billoo (Sitara-e-Imtiaz) in 1979. HANDS has evolved in 36 years as one of the largest Non-Profit Organizations of the country with an integrated development model and disaster management expertise. HANDS has a network of 31 offices across the country and has access to more than 21 million population more than 15,700 villages/settlement in 43 districts of Pakistan. HANDS strength is 12 volunteers Board Members, > 3500 full time staff and thousands of community based volunteers of more than 5,900 partner organizations.

HANDS Pakistan is registered under Societies Act, is certified by Pakistan Center of Philanthropy (PCP) and Tax exempted by the Income Tax Department Government of Pakistan. HANDS has qualified the Institutional Management Certification Program (IMCP) of USAID of management standards. HANDS is accredited with European Union and also possess membership of IUCN (International Union for Conservation of Nature).HANDS International recently established its offices in London, United Kingdom and Kathmandu, Nepal. HANDS international -UK is registered as Non-Profit Organization in Companies Act 2006 of England and Wales.

2.2 HANDS Education Background

HANDS has been actively engaged in community development process and providing a quality education facilities at the door step of the vulnerable communities in different more than 15 Districts of Pakistan with support of different relevant stakeholder, philanthropist, national and international donors organizations. Table.1.2. depicted the information of on-going education projects implementing by the HANDS in different districts of Pakistan.

<table>
<thead>
<tr>
<th>Sr.#</th>
<th>Name of Project</th>
<th>Project Funded By</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sindh Education Foundation Assisted School</td>
<td>Sindh Education Foundation (SEF)</td>
<td>Karachi Rural</td>
</tr>
<tr>
<td>2</td>
<td>IQRA School (Siraj Gooth)</td>
<td>Philanthropist / HANDS</td>
<td>Karachi Rural</td>
</tr>
<tr>
<td>3</td>
<td>ASMA School</td>
<td>Philanthropist / HANDS</td>
<td>Matiari</td>
</tr>
<tr>
<td>4</td>
<td>Scholar HANDS Academy</td>
<td>Philanthropist / HANDS</td>
<td>Karachi Urban</td>
</tr>
<tr>
<td>5</td>
<td>HANDS EMO School Project GHS Bheller</td>
<td>PPP NODE / Govt. of Sindh</td>
<td>Sukkur</td>
</tr>
<tr>
<td>6</td>
<td>HANDS EMO School Project GHS Pir- Essa</td>
<td>PPP NODE / Govt. of Sindh</td>
<td>Khairpur</td>
</tr>
<tr>
<td>7</td>
<td>HANDS EMO School Project GHS Kamal Khan Indhar</td>
<td>PPP NODE / Govt. of Sindh</td>
<td>Sukkur</td>
</tr>
<tr>
<td>8</td>
<td>Ilm-possible Take A Child to School (TACS)</td>
<td>British Council</td>
<td>TMK, Matiari, Karachi</td>
</tr>
<tr>
<td>9</td>
<td>Educating Primary School Children under SENSA Program</td>
<td>DFID</td>
<td>Karachi, Qambar Shahdadkot and Khairpur</td>
</tr>
<tr>
<td>10</td>
<td>MISALI &quot;Education&quot;</td>
<td>Philanthropist / HANDS</td>
<td>Thatta, Umerkot, Tando Muhammad Khan, Tando Allahyar, Sanghar, Matiari, Shaheed Benazirabad, Jacobabad, Jaffarabad, Jamshoro &amp; Muzafargarh</td>
</tr>
<tr>
<td>11</td>
<td>BRSP</td>
<td>ENI</td>
<td>Jamshoro</td>
</tr>
</tbody>
</table>
2.3 COVID-19 Background

The WHO declared COVID-19 to be a global pandemic, and recommended communities take social distancing measures to prevent the spread of the virus. Globally, COVID-19 is more than a public health challenge—it has laid bare the consequences of persistent systemic inequalities and is threatening our social fabric, trust in our institutions and the economic security of billions of people. 3,673,068 confirmed cases have been reported worldwide with 253,386 people having died from the virus. Most of the countries have also been affected by the pandemic, which is expected to have dire social and economic consequences as well.

Pakistan is beginning to see a spike in COVID-19 cases being reported from all provinces and regions. The major entry of infection is through Primary cases carried by people returning from different countries notably Iran, Saudi Arabia and also Pakistani nationals from Europe, England and USA. Cases have also been reported in attendees from Religious Congregation held recently in Punjab. Nonetheless their number of positive cases are also notably large. Although, we may note that in Pakistan the outbreak does not appear yet to have reached the widespread secondary contact stage as seen in Europe, the United States and earlier in China and South Korea. However, cases are continuing to rise as governments across the provinces scramble to enforce social distancing guidelines.

In this alarming scenario, Pakistan is facing a deteriorating situation not only with multiple introductions but now from local transmission also which has been reported in many parts in the country. Fortunately, the rate of spread and transmission is still slow from such apparent sustained transmission (only second-generation cases observed or transmission within sporadic contained clusters with known epidemiological links).

Until now the recommendations for prevention and control of the spread of COVID-19 is to test the suspected cases and isolate those who turn out positive. A preventive measure, which is universally adopted and used for safety in the general population and containment of the spread is (i) frequent hand washing for at least 20 Seconds with soap and (ii) maintaining a social distance of at least TWO Meter or SIX Feet between two and more persons.

2.4 COVID-19 Impacts on Education

Given the infectious nature of the COVID-19, in order to contain the spread of the virus, the government has instructed public and private schools to shut down across Pakistan. As observed in previous health emergencies, the education system in Pakistan with low learning levels and high dropout rates is likely to be severely impacted.

In response to COVID19 outbreak in Pakistan, the Sindh government has also announced the closure of schools in Mid-March. The closure has been incrementally extended to the 1st June 2020, with no clear indication that schools will be opened on that date.

The HANDS Schools have also been closed during this period, causing considerable academic loss for the students. Both students and teachers need to be reached to ensure retention rate once schools open, and to enable children to stay in touch with past learning. For this purpose a strategic Distance Learning intervention has to be developed in view of the ground realities of the Projects districts and communities.
3. Methodology

The Rapid Assessment was conducted with all Teachers working in HANDS Education Projects. HANDS Districts and Education Program Team was engaged to collect the teacher’s data of all HANDS current education projects through mobile phone. All the process supervised and monitored by the MER Program Head Office Karachi. HANDS team has facilitated where ever it was required.

2.1. Objective of the Rapid Assessment

HANDS conducted a Rapid Assessment of Teachers in 15 urban and rural districts of Sindh. The objectives of the Assessment were to get information on:

1. Teachers’ access to information media including newspaper, radio, television, cell phone
2. Teachers’ usage habits pertaining to information media including newspaper, radio, television, cell phone.
3. To develop the recommendations and way forward for the future learning strategies for continuation of educational activities in COVID-19 emergency situation.

2.2. ICT- Rapid Assessment Tool

The ICT-Rapid Assessment tool developed by the Oxford Policy Management (OPM) and also translated into Sindhi and Urdu language for schools in rural and urban areas of Province Sindh. The same tool adopted by the HANDS Monitoring and Evaluation Research (ME&R) Program for this Assessment. all HANDS Education Projects. The Rapid Assessment Tool focuses on major information regarding source of communication included Mobile Phone, TV, Radio, MP3, Computer and Newspaper. The tool was categorized into ICT ownership, accessibility and its utilization.

2.3. Orientation of Project Team

The orientation session of project teams was conducted on ICT Rapid Assessment Tool by the HANDS MER Program Team for data collection from Teachers of urban and rural areas of Sindh.

2.4. Respondents

The Rapid Assessment conducted almost 100% Teachers of HANDS on-going Education Projects in Sindh. Table 2.4 depicted the category of Project wise respondents(Teachers ) for data collection .

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Total Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers of Rural Districts</td>
</tr>
<tr>
<td>2</td>
<td>Teachers of Urban Districts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
2.5. Data Collection

The data collected by the HANDS Education Program Teams under supervision of MER program. The data was collected from the Teachers by the District teams through mobile phones. The process of data collection supervised and monitored at different levels. Data collected by the project team at field level. Later, the District Executive Managers (DEMs) validated the collected data in order to ensure the quality. Finally, the data cleaned and analyzed by the MER Program HANDS.

2.6. Data Entry

The data entry process was initiated at District Offices HANDS by the team. The data entered in the developed data extraction- MS Excel Sheet.

2.7. Analysis and Reporting

The collected data monitored, reviewed and analyzed by the MER Program HANDS. Next, the detail report compiled of all HANDS Education Projects which disseminated to the relevant stakeholders of the HANDS Pakistan.
4. Results-
Ownership, Accessibility & Use of Information Communication Technology (ICT)

3.1. Summary
During April 2020, 344 HANDS conducted Rapid assessment with teachers for ownership, access and use of information communication technology. A total of 585 teachers participated in the Rapid Assessment y from the 15 Different rural and urban districts of Sindh. The key findings of the survey are:

- 90% of teachers own a personal mobile phone
- 73% of teachers own a smart phone with access to the internet
- 18% percent of teachers have a computer at home
- 76% of teachers have a television at home
- 6% of teachers have a radio at home
- 15% have access to newspapers at home
- 92% have electricity through grid or solar panels
- 40% of teachers have access to an MP3 player at home

3.2. Participation of Teachers in Assessment
Out of 593 teachers, 585 Teachers participated in this Rapid Assessment Survey for Distance Learning Strategies from 15 urban and rural districts of Sindh, which are almost 100 percent teachers, While, 8 teachers were unable to participate because they were not accessible during assessment. Below table shows the distribution of teachers on urban and rural basis

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Region</th>
<th># of Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers of Rural Districts</td>
<td>291</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>Teachers of Urban Districts</td>
<td>294</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>585</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.3. MOBILE PHONE

3.3.1. Ownership of Mobile Phone and Smart Phone
As per results of rapid need assessment, 90 percent of total teachers have personal mobile phone, while 73 percent have smart phones. Furthermore,87 percent of teachers in rural districts of Sindh have their own mobile phones, however 58 percent of teachers have smart phones. Similarly, 94 percent of teachers in urban districts of Sindh have their own mobile, while 87 percent have smartphones. Following Figure 1 shows the ownership of Mobile and Smart phones in rural and urban district of Sindh
3.3.2. District wise usage of Mobile Phone during day

More than 73 percent of total teachers are able to use mobile phones during day. Moreover, 71 percent of teachers were able to use mobile during day in rural districts of Sindh, whereas 75 percent of teachers were able to use mobile during day in urban districts of Sindh. Below Table shows percentage of teachers who had own or access to mobile phone during the day.

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Region</th>
<th>Use during Day</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rural</td>
<td>208</td>
<td>71%</td>
</tr>
<tr>
<td>2</td>
<td>Urban</td>
<td>220</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>428</strong></td>
<td><strong>73%</strong></td>
</tr>
</tbody>
</table>

3.3.3. Teachers Who Can Use Mobile Phones

Nearly 96 percent of teachers, were able to write a message on mobile phone, 73 percent of teachers were able to record and send audio messages son mobile phone, and 76 percent of teachers were able to watch videos on a mobile phone.

Moreover, 94 percent of teachers were able to write a message on mobile phone, 58 percent of teachers were able to record and send audio messages son mobile phone, and 66 percent
of teachers were able to watch videos on a mobile phone in rural districts of Sindh. Likewise, 97 percent of teachers were able to write a message on mobile phone, 88 percent of teachers were able to record and send audio messages on mobile phone, and 87 percent of teachers were able to watch videos on a mobile phone in urban districts of Sindh. Following Figure 2 shows percent of teachers who can use Mobile phones in rural and urban district of Sindh.

3.4. RADIO
3.4.1. Ownership of Radio at Home
Just 6 percent of teachers own radio at home. While 5 percent of teacher own radio at home in rural district of Sindh, whereas 6 percent of teachers own radio at home in urban districts of Sindh. Following table shows the number of teachers who own radio at home.

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Region</th>
<th>Ownership</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rural</td>
<td>15</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>Urban</td>
<td>19</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>34</strong></td>
<td><strong>6%</strong></td>
</tr>
</tbody>
</table>
### 3.5. TELEVISION (TV)

#### 3.5.1. Ownership of TV with Cable Network at home

More than 76 percent of teachers own television and Nearly 68 percent of teachers have access to cable network. Whereas, 72 percent of teachers have television at their home and 66 percent of teachers have access to Television Cable network at their home in rural districts of Sindh. Similarly, 80 percent of teachers have television at their home and 70% have access to Television Cable network at their home in urban districts of Sindh. Following shows distribution of teachers who had Television at home and access to Television network at home.

![Image of Ownership of TV and Cable TV Channels](image)

*Figure 3: Percentage of Teachers who own TV with Cable Network at home*

### 3.6. ELECTRICITY

#### 3.6.1. Availability of Electricity Connection at home

Exactly 92 percent of teachers have an electricity connection and most of remaining teachers are using Solar panel for electricity purposes. Furthermore 91 percent of teachers have an electricity connection and most of remaining teachers are using Solar panel for electricity purposes in rural district of Pakistan, while 93 percent of teachers have an electricity connection and most of remaining teachers are using Solar panel for electricity purposes in urban districts of Pakistan. Twelve hours of electricity was available at home, while eleven hours of electricity was available in rural districts of Sindh whereas Thirteen hours of electricity available in urban districts of Sindh. Following table shows the distribution of teachers on basis of availability of electricity connection.

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Region</th>
<th>Ownership</th>
<th>%</th>
<th>Electricity Available (Average Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rural</td>
<td>265</td>
<td>91%</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Urban</td>
<td>274</td>
<td>93%</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>539</td>
<td>92%</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 6. Availability of Electricity connection
3.7. COMPUTER

3.7.1. Ownership of Computer and Know how to use

Results reveal that only 18% interviewed teachers had computer at their Home and 10 percent of teachers use computer at their home. Meanwhile, 11 percent of teachers have computer at their home and from them 9 percent of teachers use computer in rural districts of Sind, 25 percent of teachers have computer at their home and from them 19 percent of teachers know how to use computer in urban districts of Sind. Following figure shows the distribution of teachers on basis of ownership and know how to use computer.

![Figure 4 Ownership and Use of Computer](image)

3.7.2. Use of Computer by Purpose

Almost 18 percent of teachers have computer at home. Most teacher are using computer for personal use which around almost 14 percent. While, only 3% teachers use the computer for an official use. Whereas 10 percent of teachers are using computer for personal purpose and 1 percent of teachers use for official purpose in rural districts of Sindh. In comparison to rural district of Sindh, 19 percent of teachers are using computer for personal purpose and 6 percent...
of teachers use for official purpose in Urban districts of Sindh teachers. Following figure show the distribution of Teachers on basis of Personal purpose and official purpose.

### Figure 5: Use of Computer by Purpose

#### Usage of Computer by Purpose

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>Official</td>
<td>1%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### 3.8. MP3

**3.8.1. Teachers who own and can use of MP3**

Nearly 40 percent of total teachers have access to MP3 Player at Home and 30 percent of total teachers know how to use MP3 player. Meanwhile, 34 percent of total teachers have access to MP3 player and 17 percent of total teachers know how to use MP3 players in rural district of Sindh. Whereas, 46 percent of total teachers have access to MP3 player and 43 percent of total teachers know how to use MP3 players in urban district of Sindh. Following Figure shows percentage of teachers who have a MP3 Player at Home and know how to use.
3.9. NEWSPAPER

3.9.1. Availability of Newspaper on a daily basis at home

Almost 15 percent of total teachers have newspaper available on a daily basis. While, Nearly 18 percent teachers have access to the newspaper in rural district of Sindh. Whereas 12 percent teachers have access to the newspaper in urban district of Sindh percent. Following table reveal availability of newspaper.

<table>
<thead>
<tr>
<th>Sr. #</th>
<th>Region</th>
<th>Availability of Newspaper</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rural</td>
<td>52</td>
<td>18%</td>
</tr>
<tr>
<td>2</td>
<td>Urban</td>
<td>34</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>86</td>
<td>15%</td>
</tr>
</tbody>
</table>

3.9.2. Names of Newspaper available at Home.

Teachers have named fifteen newspapers which are available daily at their home. Majority of teachers named Kawish Newspaper which is accessible daily at home. Though seven newspapers named by teachers of both rural an urban districts of Sindh, are 92NEWS, Qaumi Akbha, Dawn, Express, Kawish, Koshish, and Mehran. The only four newspapers are only named by rural districts of Sindh are Panhanji akbhar, Sobh, Ebrat and Khabrain while same number of newspaper named by urban districts of Sindh are Daily jang, Millat, Riasat and Ummat. Following figure show the percentage of Newspaper available for teachers at home.
Figure 7: Newspaper available at home
5. Recommendations and Conclusion

Distance learning is defined as a method of study where Teachers and Students do not meet in a class room but use the Internet, e-mail, mail etc. to have classes. The key players in this type of learning include Faculty/Teacher, Students, Support and Administrative Staff. This project therefore, to be sustainable as well as productive and contributory to learning objectives, need to have basic ingredients for conducting distance learning classes and maintaining close contacts with the students and the parents. In our project the Technical aspects i.e. available Tele communication devices/tools and Inter-net facilities/connections have been well documented. These data indicate and list wide array of Devices which are available with the teachers:

- 90% own personal mobile phone, 68.4% own smart phone with access to the internet, 18% have computer at home, 72% have television at home, 6% have radio at home, 15% have access to newspapers at home, 95% have electricity through grid or solar panels and, 29% have access to an MP3 player at home.

Nonetheless, Distance Learning is a Two-Way Communicating and Operating System. At one end is the Teacher and at the other end is the Student. For communicating, both need to be connected. However, as stated, at this exploratory stage available data from this study will be used preliminary to design interventions for Teachers only. This emanates from the characteristics of data set and fact that this is manageable group due to its small numbers.

Therefore, to Pilot the Concept of Distance Learning it is proposed to start the Beta Type with selected Group of Teachers. It is hoped that working with the Teachers through Distance Learning will shed light on possibilities, challenges and ways of coping with these challenges. Initially Two Beta/Proto-type groups may be identified: One from urban areas and one from rural areas. Inputs from the two groups will pave ways for operational modifications, logistics supports and IEC materials. It is inferred that:

1. The initial trainings of Teachers will serve as pilot for the intervention; the results of the piloting will guide the design of interventions for students, who are a larger, diverse group.
2. This will continue to be an unfolding piece of work. The scope and design of the Distance Learning intervention will be adapted to the COVID19 situation in Pakistan. It will be based on government regulations around school closure, lessons from the field during piloting and implementation of the intervention.

It is hoped that the Concept of Distance Learning will enable the students to maintain their study, remain positively and academically engaged and not become part of dropout.

1 Merriam-Webster Learner’s Dictionary.