



Impact Assessment of TeeSquare's Innovative Edtech Programme



Executive Summary

The Teachers' Resource Centre (TRC) conducted a comprehensive impact assessment of TeeSquare's innovative EdTech programme, which provides foundational literacy and numeracy education to out-of-school children (OOSC) and adults from underserved communities in Karachi and Islamabad. The initiative employed a low-cost, tablet-based learning model aligned with Pakistan's KG to Grade 2 National Curriculum, enabling learners to access education "anytime, anywhere and anyone." This assessment was undertaken to evaluate the programme's effectiveness in improving learning outcomes, its inclusivity and accessibility, the quality of facilitation, and its sustainability as a scalable solution to Pakistan's out-of-school children challenge.

The impact assessment covered a total of 169 learners across Karachi and Islamabad, representing both out-of-school children (OOSC) and adult learners at various stages of the TeeSquare program. Karachi's sample included 48 learners in Term 1, 38 in Term 2, and 28 in Term 3, while Islamabad had 55 learners in Term 1 only. Specifically, several Karachi learners had not yet completed Term 2 or Term 3 content—particularly in Mathematics—resulting in lower averages, whereas Islamabad's cohort, which had only completed Term 1 (Kindergarten-level competencies), showed relatively higher consistency due to uniform term exposure.

Based on the analysis of results across three subjects (Mathematics, English, and Urdu) and four centers, the data for this executive summary reveals a distinct performance hierarchy: Mathematics and English scores are consistently high (82% to 93%) and (80% to 92%), while Urdu scores are comparatively lower (61% to 72%) across all centers.

Parents across both regions expressed satisfaction with the programme, noting improvements in children's reading, writing, confidence, and discipline. They particularly appreciated the free provision of tablets and inclusive access for both boys and girls. However, some parents expressed cultural hesitation toward digital-only learning, equating "real education" with notebooks and books though provided by TeeSquare in Term 1. Facilitators were generally supportive and well-trained but needed stronger, standardized guidance to ensure consistent programme delivery.

The programme demonstrated inclusivity, admitting learners without discrimination and providing safe learning environments, especially for girls and persons with disabilities. However, long-term sustainability remains dependent on the reliability of community partners, continuous funding, and formal alignment with government education initiatives.

The assessment recommends several targeted improvements to enhance the programme's impact and scalability. Curriculum enhancements should include the integration of Islamiyat and General Knowledge to support smooth transitions into formal schooling. The addition of workbook alongside tablets is strongly recommended to balance digital and traditional learning and to ease learners' transition into mainstream schools. Facilitator training should further reinforce at frequent interval through a standardized implementation playbook and regular refresher sessions.

To ensure continuity and long-term success, the report recommends establishing a structured transition framework that includes career counselling, scholarships, and partnerships with

low-cost private schools to support learners' progression into mainstream education. TRC also emphasizes the need to enhance parental and community engagement through ongoing communication and feedback mechanisms.

TeeSquare's digital, self-paced programme has a similar goal with the JICA's AQAL project, that is addressing OOSC with expanded access to foundational literacy and numeracy through flexible, inclusive, and community-oriented approaches with differences in the modality. While TeeSquare emphasizes scalable, technology-driven learning, AQAL provides formal recognition and transitional pathways, and together their approaches highlight potential synergies for inclusive, adaptable, and sustainable education solutions in Pakistan.

In conclusion, TRC's impact assessment confirms that TeeSquare's EdTech programme offers a promising, inclusive, and scalable approach to improving foundational learning outcomes in Pakistan's most marginalized communities. The Islamabad centres' success validates the potential of this digital model, while the challenges in Karachi underscore the need for stronger facilitation, and improved Urdu curriculum design. With the recommended measures in place, TeeSquare has the potential to evolve into a national model that contributes meaningfully to achieving Sustainable Development Goal 4 which is about ensuring inclusive and equitable quality education for all.