



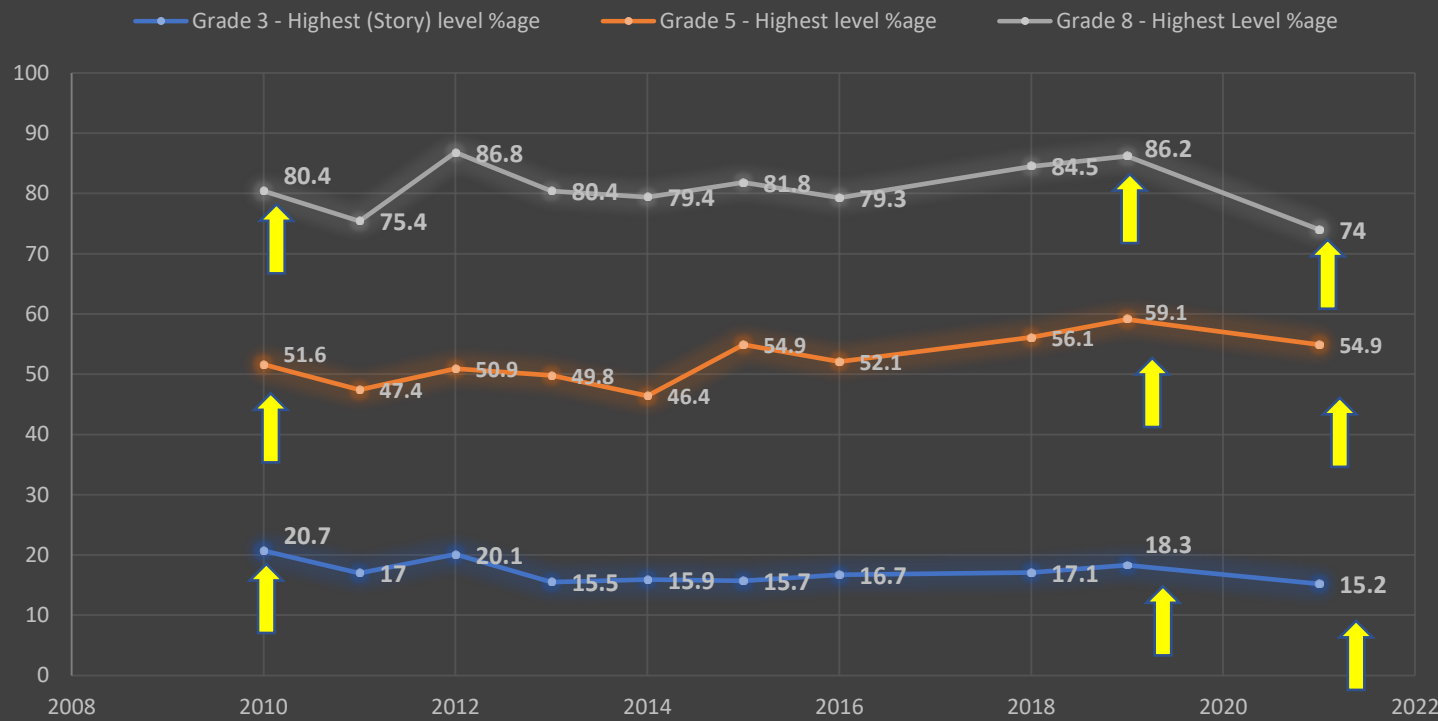
Setting the Context Foundational Learning

Baela Raza Jamil
CEO ITA – Commissioner Education Commission
Decade of Learning
Technical Session
10:45- 11:00 March 8, 2023

***For the
Love of
Learning
Girl Power!***



Urdu/Sindhi/Pashto Learning Levels



Grades 3, 5 and 8 Foundational Learning : Literacy 2010- 2019-2021

Pakistan: 5th Most Populous Country

225+ million population

2.1 % Population Growth Rate!

38.3 % Head Count Poverty

51.7% Multi-dimensional Poverty Index

(MDPI-UNDP 2022)

Urdu/Sindhi/ Pashto learning levels

Grade 2 level Competencies:
A Comparison

Net Enrolment Rate

Primary: 64 %

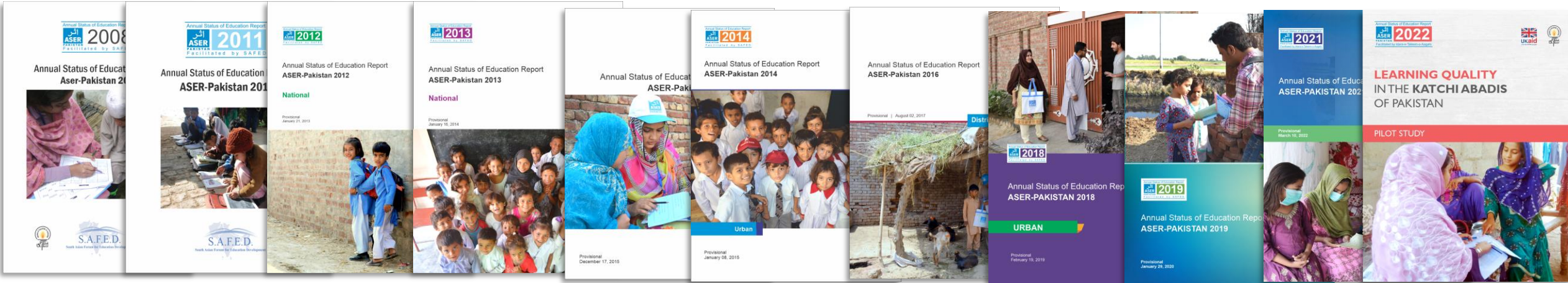
Middle: 37%

Matric : 27%

*Combine this with
Gender & Wealth
Dimensions!*

Article 25 A -18th Amendment 2010
Right to Education –*No Action 2010-2023*

**Not a Failure of the Child
But of State and Society!**



2021 GOVERNMENT SCHOOL OBSERVATION - SHEET 1

Instructions: This sheet is for government schools. It is to be filled by the school headmaster/teacher. It is to be filled for the school/cluster you have chosen. It is to be filled for the school/cluster you have chosen. It is to be filled for the school/cluster you have chosen.

School Information		Classroom Information		Teacher Information		Child Information	
Name	Roll No.	Class	Section	Name	Designation	Age	Gender

Are the children of this class sitting with children from any other class? Yes/No

Is there a separate classroom/area for this class? Yes/No

Did most of the children (75%) have reading textbooks? Yes/No

Are there any other supplementary material (e.g. Books, Charts on the wall, Board Games, etc.) available in the room? Yes/No

Where were they seated? Classroom/Outdoor

2021 PRIVATE SCHOOL OBSERVATION - SHEET 1

Instructions: This sheet is for private schools. It is to be filled by the school headmaster/teacher. It is to be filled for the school/cluster you have chosen. It is to be filled for the school/cluster you have chosen.

School Information		Classroom Information		Teacher Information		Child Information	
Name	Roll No.	Class	Section	Name	Designation	Age	Gender

Are the children of this class sitting with children from any other class? Yes/No

Is there a separate classroom/area for this class? Yes/No

Did most of the children (75%) have reading textbooks? Yes/No

Are there any other supplementary material (e.g. Books, Charts on the wall, Board Games, etc.) available in the room? Yes/No

Where were they seated? Classroom/Outdoor

2021 HOUSEHOLD SURVEY SHEET 1

Instructions: This sheet is for household surveys. It is to be filled by the household head. It is to be filled for the household you have chosen. It is to be filled for the household you have chosen.

Serial No.	Name	Age	Gender	Enrollment Status	Attendance
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

2021 PRIVATE SCHOOL OBSERVATION - SHEET 2

Instructions: This sheet is for private school observations. It is to be filled by the school headmaster/teacher. It is to be filled for the school/cluster you have chosen. It is to be filled for the school/cluster you have chosen.

Area	Yes	No	Not Applicable
Did you measure this school? (Tick the relevant option)			
How many children are expected to be used?			
Where the funds are expected to be used?			
In which month was this PBOC raised?			
Name of Department/Organization			
Do you have a PBOC in your school?			

2021 HOUSEHOLD SURVEY SHEET 2

Instructions: This sheet is for household surveys. It is to be filled by the household head. It is to be filled for the household you have chosen. It is to be filled for the household you have chosen.

Serial No.	Name	Age	Gender	Enrollment Status	Attendance
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

2021 English Tools

Start from Here

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T	X	L
F	Q	

c	v	s
m	i	
u	z	a
e	h	

Page 0

2021 Urdu Tools

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پاکستان دھوپ شجر

Page 0

2021 Arithmetic Tools

Sample 1

Q1: What is the time on this clock?

Q2: There are 154 boys and 126 girls in a school. How many students are there in school in total?

Q3: Which of these is a straight line?

Page 0

2021 General Knowledge

Sample 1

Q1: Look at the picture and answer accordingly.

Q2: Complete the sentence by replacing pictures with words.

Page 0

2021 Sindhi Tools

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Page 0

ASER – A Global Public Good

Foundational Learning Crisis In Pakistan Over Time 2010-22

- **ASER Pakistan: 2010-2022 DATA SERIES**
 - **Children & Foundational Literacy & Numeracy- grades 3, 5 & 8**
- Learning Poverty (10 yr. olds) prior to COVID-19 was 75% compared to 58% in South Asia & 53% in Low and Middle income countries globally (WB 2019).
- In COVID Learning Poverty has risen to 79% (WB -Koen 2020).
- **Learning crisis has put 25 A & SDG 4 goal/targets achievement in jeopardy!**
- **Birth registration - only 42% of children aged under five are registered (PDHS)**

Children's Entitlements under Threat! Health, Protection, Education & Social/emotional health

What is Foundational Learning



- Foundational literacy is the ability to read with comprehension. encompasses skills:
 - letter identification;
 - reading words; paras, stories
 - reading/listening with fluency.
- Foundational numeracy encompasses acquisition of number sense:
 - ability to identify numbers;
 - discriminate between numbers;
 - find missing numbers; and
 - solve operation & word problems

Basic Literacy and Numeracy up to Grade 3 Level aligned to the National/Provincial Curriculum, Standards and SLOs



- **Foundational Learning is equivalent to SDG 4.1.1 a (Lower Primary) Target in SDG 4**
- **SDG 4.1.1 a : proportion of children in grades 2/3 achieving at least a minimum proficiency in (i) reading and (ii) mathematics by sex**

Indicator : SDG 4.1.1 a – for lower primary Grades 2/3 – as per SLOs of Reading and Maths in Pakistan

- **We select** up to Grade 2/3 level Global Proficiency Levels for Literacy /Numeracy
- **We Align** GPL with the Curriculum – Provincial & National Curriculum Pakistan (NCP)
- **We agree on Learning Indicators & Targets** with each provincial & federal government for reporting

Definitions Foundational Learning: Global Proficiency levels

TABLE 3.1

Description of minimum proficiency levels for reading and mathematics according to SDG global indicator 4.1.1

	Reading	Mathematics
By grade 2/3	Students read aloud and comprehend many single written words, particularly familiar ones, and extract explicit information from sentences. They make simple inferences when longer texts are read aloud to them.	Students demonstrate skills in number sense and computation, reading simple data displays, shape recognition and spatial orientation.
By end of primary	Students independently and fluently read simple, short narrative and expository texts. They locate explicitly stated information, interpret and give some explanations about the key ideas in these texts. They provide simple, personal opinions or judgements about the information, events and characters in a text.	Students demonstrate skills in number sense, computation, real world problems, basic measurement, 2D shape recognition, and reading and interpreting simple data displays.

Source: UIS (2019b).

From: <https://unesdoc.unesco.org/ark:/48223/pf0000383289>

Foundational learning – why it is important

a) The share of children unable to read with comprehension at age ten is a signal of the overall quality of education in a country. Foundational learning¹ provides the building blocks for all other learning, knowledge, and higher ordered skills that children & youth need to attain through education.

b) Foundational learning for all contributes to productive citizenship, sustainable development, inclusive growth, gender equality, national cohesion, peace & prosperity, and bolsters progress for other SDGs too.

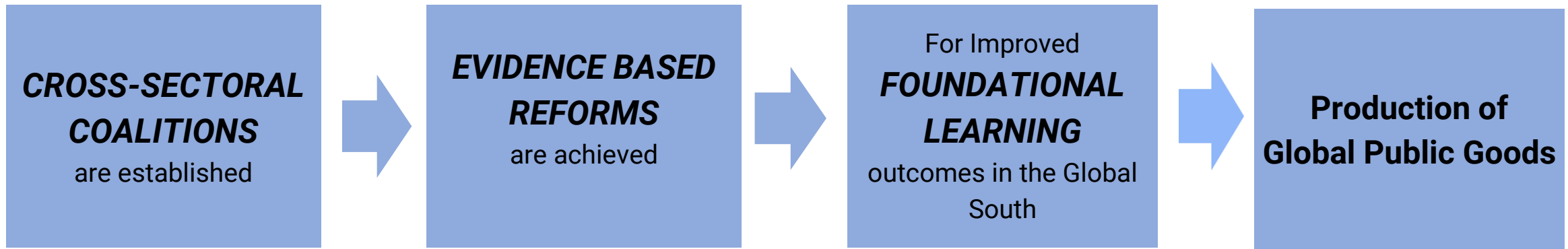
'All Children Learning' Laboratories- Pakistan Cohort

Objective: All children from Pakistan achieving Foundational Learning by the end of grade 3

- **Prototype territories:** focus on **5 clusters/UCs with 1 village each** in 4 provinces
 - Khyber Pakhtunkhwa: Sadri Jadid (Swabi);
 - Sindh: Moomal Ji Maari (Ghotki); Mahmood Panhwar (Shikarpur) flood affected
 - Punjab: Ali Pur Shumali (Muzaffargarh);
 - Balochistan: Killi Yar Muhammad (Khuzdar)
- **Main strategies: Adopt A Delivery Approach –Tracking Action**
 - Mobilize local communities for evidence gathering & action;
 - Baselines- to evaluate gaps in foundation learning and OOSC;
 - Leadership Trainings for Headteachers/Teachers & Village councils;
 - Foundational Learning interventions eg. TARL others
 - Demonstrate & advocate for system-based reforms and financing



The South-South Programme is an initiative under the ‘What Works Hub’ that aims to provide a platform for **education leaders from the Global South as Fellows of powerful cross-sectoral coalitions** to **exchange evidence and best practices** for improving **foundational learning**.



The pilot edition (2022-2023) is focusing on **Pakistan and Kenya**

Learning from the Sobral Experiment in Foundational Learning in Ceara, Brazil



**Thank You!
Pakistan Zindabad**

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