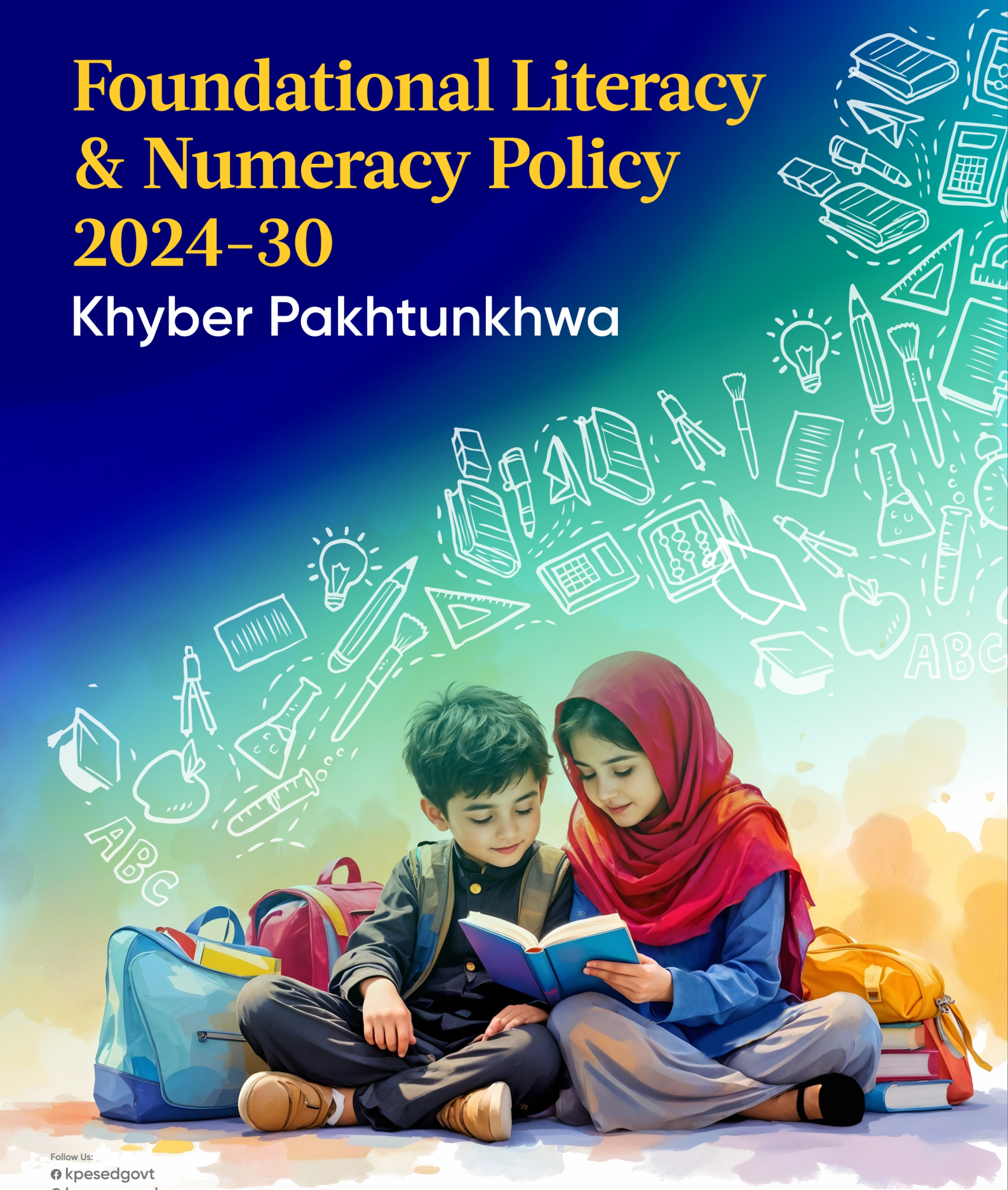
KPESED
معیاری تعلیم... سب کیلئے!
Khyber Pakhtunkhwa Elementary & Secondary Education Department

ASPIRE
ACTIONS TO STRENGTHEN PERFORMANCE FOR INCLUSIVE AND RESPONSIVE EDUCATION

Foundational Literacy & Numeracy Policy 2024-30

Khyber Pakhtunkhwa



Follow Us:
kpesedgovt
kpese.gov.pk

KPESED
معیاری تعلیم۔ سب کیلئے
Khyber Pakhtunkhwa Elementary & Secondary Education Department

ASPIRE
ACTIONS TO STRENGTHEN PERFORMANCE FOR INCLUSIVE AND RESPONSIVE EDUCATION

حکومت خیبر پختونخوا

Foundational Literacy & Numeracy Policy 2024 - 30

Khyber Pakhtunkhwa



Table of Contents

Table of Contents iv

Table of Figures vii

List of Abbreviations ix

1. Introduction 1

1.1. Purpose/Background 1

2. Conceptual Framework 2

3. Vision, Mission and Targets 5

3.1.1. Vision 5

3.1.2. Mission 5

3.1.3. Targets 5

4. Objectives 5

5. Issues and Challenges 6

6. Pillars of the Khyber Pakhtunkhwa FLN Policy 8

7. Policy Provisions 9

7.1. Alignment of FLN with the Curriculum 9

7.2. Teacher Education and Training 10

7.3. Assessment of Students 10

7.4. Monitoring and Evaluation 11

7.5. Community Engagement 11

7.6. Inclusive Education 12

7.7. School Learning Environment: 12

7.8. Administrative and Financial Support 12

7.9. Remedial Measures (for Grades 4 to 5) 14

8. Policy Actions 15

8.1. Management Structure of the Program 15

8.2. Implementation Framework 17
8.3. Scheme of Study 17
8.3.1. Learning Goals 17
8.3.2. FLN Learning Activities 20
8.3.3. Division of the course 21
8.4. Teacher Training 22
8.5. Curriculum Alignment 23
8.6. Assessment 23
8.6.1. Formative Assessment 23
8.6.2. Summative Assessment 24
8.7. Monitoring and Evaluation System 25
8.7.1. Monitoring Structure: 25
8.7.2. Develop the M&E Framework 26
8.8. Community Engagement 27
8.9. Distance Learning 27
8.10. Inclusivity in FLN 27
8.11. Gender 28
9. Roles & Responsibilities of E&SED Sections 29
10. Challenges in Implementing the FLN Policy: 35
10.1. Institutional Barriers 35
10.2. Economic Factors 35
10.3. Political Factors 35
Annex 1: Student Learning Outcomes 36
SLOs for English 36
SLOs for Urdu 40
SLOs for Mathematics 43

Table of Figures

Figure 1. Pillars of Khyber Pakhtunkhwa FLN Policy 8

Figure 2. Khyber Pakhtunkhwa FLN Hubs Hierarchy 16

Figure 3. Monitoring Structure for FLN in Khyber Pakhtunkhwa 26

List of Abbreviations

ALP	Accelerated Learning Pathways
ASC	Annual School Census
CPD	Continuous Professional Development
DFID	Department for International Development
E&SED	Elementary and Secondary Education Department
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ECED	Early Childhood Education & Development
EFA	Education For All
EMIS	Education Management Information System
ETR	Effective Transition Rate
FCDO	Foreign, Commonwealth and Development Office
FLN	Foundational Literacy & Numeracy
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
HDI	Human Development Index
LNA	Literacy and Numeracy Assessment
LFS	Labor Force Survey
MDGs	Millennium Development Goals
MoFEPT	Ministry of Federal Education and Professional Training
KP	Khyber Pakhtunkhwa
NER	Net Enrolment Rate
NMAs	Newly Merged Areas
NMDs	Newly Merged Districts
OOSC	Out of School Children
PEC	Punjab Examination Commission
SDGs	Sustainable Development Goals
SLOs	Student Learning Outcomes
TLM	Teaching Learning Material
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development

1. Introduction

1.1. Purpose/Background

The Government of Khyber Pakhtunkhwa's Elementary and Secondary Education Department (E&SED) is embarking on a significant initiative focused on the development of a comprehensive policy framework for Foundational Literacy and Numeracy. This endeavour reflects a commitment to aligning educational practices with constitutional obligations and global standards. Specifically, Article 25-A of the constitution of Pakistan enshrines the right to education for all children, a mandate that the provincial government of Khyber Pakhtunkhwa is keen to fulfil by providing free and compulsory education to children aged 5 to 16.

The primary objective of this policy initiative is to address common challenges and gaps in literacy and numeracy education prevalent in the region. By strategically focusing on improving accessibility, enhancing educational quality, and promoting student retention at both primary and secondary levels, the government aims to create a more inclusive educational landscape in Khyber Pakhtunkhwa. Importantly, this initiative seeks to incorporate a diverse range of perspectives to ensure the development of a robust and effective policy framework.

Foundational Literacy and Numeracy skills are recognized as fundamental pillars of education, serving as the building blocks for all subsequent learning endeavours. By equipping students with these essential skills, regardless of their background or circumstances, the government aims to ensure equitable access to education and facilitate personal and societal advancement in the region.

Moreover, investing in literacy and numeracy at an early stage is crucial for reducing dropout rates and eliminating educational disparities. These skills not only foster cognitive development but also promote emotional and social growth, enabling students to effectively communicate, solve problems, and adapt to an increasingly interconnected world.

In essence, the proposed policy initiative underscores the importance of literacy and numeracy as essential components of an inclusive, egalitarian, and effective educational system. By prioritizing these foundational skills, the government seeks to lay the groundwork for a more prosperous and equitable future for the people of Khyber Pakhtunkhwa.

2. Conceptual Framework

The Foundational Literacy and Numeracy (FLN) Policy is crucial in the early grades for several reasons, particularly because education imparted at an early age has long term positive impact for the child. Furthermore, SDG 4.1.1 emphasizes the importance of successful learning outcomes while concentrating on the completion and calibre of elementary education. This is directly aided through the FLN Program by:

Ensuring Early Learning: The program works to guarantee that children receive the fundamental abilities necessary for their future education by emphasizing reading and numeracy from an early age.

Resolving Learning Gaps: The goal is to find and close learning gaps as soon as possible to keep them from getting worse as kids become older.

For young children's cognitive and intellectual development, the Foundational Literacy and Numeracy (FLN) Program is essential. This is a critical stage for brain growth and learning ability, usually spanning early childhood and the first several years of primary education.

High neuroplasticity occurs in the early years when the brain is particularly able to create and rearrange synaptic connections in response to experiences gained via learning. The information and abilities picked up throughout this time provide the foundation for all subsequent learning and cognitive growth.

Sensorimotor Stage (0–2 Years): During this phase, children use their senses and their actions to learn about the environment. The concepts of object permanence and fundamental cause-and-effect logic are established.

Preoperational Stage (2–7 years): Although they do not yet comprehend basic logic, children start to play with symbols and learn how to manipulate them. They struggle to see things from viewpoints other than their own because they are egocentric.

Concrete Operational Stage (7–11 years): Children start to develop logical reasoning at this age. They can carry out mathematical operations and comprehend that an amount stays the same regardless of shape changes.

The curriculum, teacher training, assessments, and monitoring and evaluation of literacy and numeracy skills are undoubtedly addressed in Khyber Pakhtunkhwa. However, there are systemic deficiencies that hinder the overall achievement of students in grades 3 and 5, preventing them from reaching the proficiency levels of Foundational Literacy and Numeracy (FLN). To address these issues and enhance FLN achievement, the Khyber Pakhtunkhwa Elementary and Secondary Education Department (KPE&SED) has decided to formulate a new policy on Foundational Literacy and Numeracy.

Education plays a pivotal role in developing an inclusive society. The education a student receives at an early age greatly impacts his ability to unlock his full potential and be an active participant in society. Research has shown that children develop reading habits before the age of 9 or typically around third grade. After this, children tend to read with less frequency.

Similarly, children can recognize and repeat numbers at a very early age. For instance, a preschooler (age 3-4 years) can recognize shapes and count to 20. Effective Education at an early age can shape the ways a child can effectively become part of society.

At the heart of effective education lies the concept of foundational learning. This term refers to the fundamental skills and knowledge that serve as the building blocks for more advanced learning. Whether it's literacy, numeracy, or critical thinking, these foundational skills provide the scaffolding upon which students construct their understanding of the world. Without a solid foundation, the entire educational edifice becomes precarious. Consider literacy, for instance: the ability to read and comprehend text not only opens doors to knowledge but also empowers individuals to participate fully in society, make informed decisions, and engage with complex ideas. Similarly, numeracy skills such as basic arithmetic and logical problem-solving enable us to navigate everyday challenges, from managing personal finances to interpreting data.

To promote foundational literacy, national and international organizations are putting in their efforts to develop a consensus around this new concept. The **Global Coalition for Foundational Learning** founded in 2022 by the coalition of UNICEF, FCDO, UNESCO, USAID, World Bank, Bill & Melinda Gates Foundation, has defined Foundational Learning as.

Basic literacy, numeracy, and transferable skills such as socio-emotional skills that provide the fundamental building blocks for all other learning, knowledge, and higher-order skills (Learning).

In recognition of the importance of foundational learning and SDG 4.1.1. The Government of Pakistan therefore articulated a national framework namely, **Foundational Learning Policy Framework 2024 (Draft)**, that will work as a guide for developing a foundational learning policy. The framework drafted by the FL Hub at Ministry of Federal Education & Professional Training (MoFEPT) is developed keeping in view the educational landscape of Pakistan. The purpose of this policy framework is to "*guide provincial and federal school education department(s) about foundational learning policy development, including various stages of policy formulation, prioritization, structuring, drafting, and reviewing*." The objective behind the formulation of this Policy Framework is "*to facilitate the development of a Foundational Learning Policy that will apply to all government schools within each administrative unit.*". The Policy Framework has identified seven core areas that it will cover. These core areas have been termed as '*Pillars of Foundational Learning Policy*'. These include the following:

i. School specific financing
ii. Community engagement/reading culture
iii. Implementation and monitoring
iv. Reading assessment and examination
v. Reading content and TLM (Teaching Learning Material)
vi. Training of Teachers

KP has its unique challenges and opportunities, more than half of the children in KP are out of school and those who manage to get enrolled have performed poorly in reading, writing and numeracy. To rectify such challenges, KP Foundational Learning Policy will work as a principal document to facilitate Elementary & Secondary Education Department to integrate FL in curriculum, assessment, teacher training, monitoring & evaluation thus promoting FL in the Province as a whole and lagging districts specifically. The definition of Foundational Literacy adapted in context of KP is to create an enabling environment to ensure that;

Every child achieves the target of reading & writing with comprehension and do mathematical operations of up to 2 digits by the end of class 3 & no later than class 5.

This document provides detailed policy guidelines to ensure that every child in KP develops foundational learning skills by grade 3 (Package A & B of ALP). Remedial strategies from grades 4 – 5 (Package C of ALP) are highlighted to achieve the targets and objectives outlined in this policy.

The proposed FL Policy document will be an organic document to be reviewed, revised, and updated as and when required.

3. Vision, Mission and Targets

3.1.1. Vision

Every child in the province acquires Foundational Literacy and Numeracy skills from grade 1 to 3 by 2030.

3.1.2. Mission

To lay the essential foundation for lifelong learning and societal participation through an inclusive, equitable and accessible early education. Additionally, the policy emphasises a student-centred approach, and an effective educational environment along with robust assessment mechanism to ensure no child is left behind in their earlier and critical years of education.

3.1.3. Targets

This policy envisions achieving the following two targets:

1. By the end of 2028 ensure that all the students, both male & female, at grade 5 (Package A, B, and C in the case of ALP Centres) achieve FLN levels as defined in the policy.
2. By 2030 all students completing grade 3 (Package A and B in the case of ALP Centres) achieve FLN levels.

4. Objectives

Khyber Pakhtunkhwa Foundational Literacy & Numeracy Policy revolves around following objectives.

Build an inclusive educational environment where every child has equal opportunity to gain foundational skills irrespective of their gender, abilities and disabilities.
Enable the learner to attain writing competencies.
Facilitating the learners in attaining the required competencies in arithmetic operations.
Actively engage the learners in achieving speaking skills.
Aid and engage the students in attaining listening skills.
Helping students in comprehending measurements, numbers and shapes.
Continuously record and monitor performance and learning achievements.
Conducting diagnostic, formative and summative assessments regularly and adopt corrective measures in the light of findings.
Capacity building of teachers to improve the pedagogical skills and effective delivery of FLN.
Involving parents, communities and other stakeholders in promotion of FLN.Issues and Challenges

5. Issues and Challenges

After extensive review of available literature and statistics, the following key issues and challenges can be outlined to understand the importance of FLN Policy in context of Khyber Pakhtunkhwa. These issues and challenges give a bird's eye view of the educational landscape of Khyber Pakhtunkhwa.

i. According to ASER, 4 out of 5 children in Khyber Pakhtunkhwa struggle to read and comprehend basic text by age 10.
ii. Less than half of grade 5 students are proficient at the grade 3 level in reading and mathematics, with only 50% able to read a narrative in Urdu or Pashto.
iii. A mere 18% of class 3 students can read a sentence in English, and only 13% can perform two-digit division (ASER Survey).
iv. The achievement rate of grade 4 students in Maths, English, and Urdu is 38%, 44%, and 55% respectively as per the NAT Report 2023. It shows the proficiency rate to be less than 50% in Khyber Pakhtunkhwa.
v. There is a marginal difference in the achievement of FLN gender-wise, the performance of girl students is better than the boys, i.e. boys vs girls ratio in English is 40:49, in Maths, it is 39:40 and in Urdu, it is 51:63 (NAT 2023 report).
vi. In Khyber Pakhtunkhwa parental illiteracy is increasing. 3 out of 4 mothers are illiterate, i.e. around 56% of men & 22% of women were found to be educated in 2023 (ASER 2023). These figures have declined from the previous year. The low literacy level of the parents is also a hindering factor in achieving a proficient level of learning by the students.
vii. Most parents are disengaged from their child's education, and teachers rarely share detailed progress reports with parents.
viii. Teacher training programs, both pre-service and in-service fail to adequately prepare educators in the context of foundational learning.
ix. Insufficient refresher courses result in a lack of continuous professional development. Many schools lack essential instructional materials, supplementary reading materials, and teaching-learning kits to cater to foundational skills.
x. The Khyber Pakhtunkhwa Education Monitoring Authority (KPEMA) plays a pivotal role but overlooks critical areas like Foundational Literacy & Numeracy indicators. There is a lack of systematic documentation and dissemination of progress in Foundational Literacy and Numeracy at district and provincial levels.
xi. KPEMA has not incorporated assessment data of school-going students.
xii. Curricula and syllabi gaps hinder Foundational Literacy and Numeracy achievement.
xiii. Teachers lack adequate training and support in teaching foundational skills. Therefore, the teaching methods and materials often lack interactive and contextualized approaches to achieve FLN objectives.
xiv. Student healthcare and nutrition issues impede the development of a child's brain. Around 40% of children are stunted in Khyber Pakhtunkhwa, therefore, satisfactory academic performance is a huge challenge.
xv. The newly merged districts exhibit a higher rate of 48.3% stunting, highlighting regional disparities in nutritional health and poor performance of students.
xvi. Parent-Teacher Councils (PTC) are inactive.

xvii. The community schools established in Khyber Pakhtunkhwa are not properly structured.

xviii. Financial constraints, especially on the development side, further impede educational achievement across sectors in Khyber Pakhtunkhwa.

xix. The province struggles to train teachers and update its teacher training curriculum to modern standards due to limited financial limitations.

6. Pillars of the Khyber Pakhtunkhwa FLN Policy

This policy is based on the following 6 key pillars that will work as the building blocks for attaining Foundational Literacy and Numeracy skills for all the children at an early age.

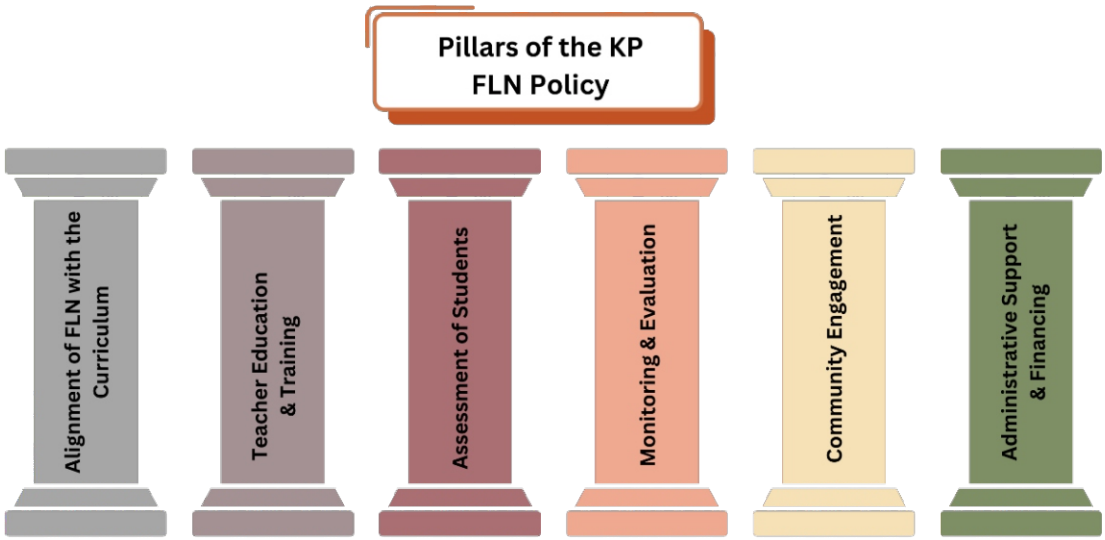


Figure 1. Pillars of the Khyber Pakhtunkhwa FLN Policy

7. Policy Provisions

7.1. Alignment of FLN with the Curriculum

i. The existing curriculum will be realigned as per the requirements of FLN, by thoroughly examining the benchmarks, standards and SLOs.
ii. It will be ensured to break down the literacy and numeracy benchmarks into SLOs. For literacy, this might include phonemic awareness, phonics, fluency, vocabulary, and comprehension. For numeracy, it could involve number sense, operations, measurement and geometry.
iii. Design-specific, measurable, achievable, relevant, and time-bound (SMART)standards based on the identified foundational skills will be ensured. These would reflect what students should know and be able to do.
iv. It will be ensured to design instructional strategies and activities that will help students achieve the SLOs. These strategies should be evidence-based and cater to diverse learning needs.
v. Grade-wise standards and competencies in Urdu, English and Mathematics will be developed and implemented through supplementary material development.
vi. Similar programs for learning other languages shall be designed using the latest ICT techniques and implemented in letter and spirit.
vii. Dictionaries with illustrations will be developed for grades 1, 2, & 3Students.
viii. Reading with comprehension and correct pronunciation skills will be assigned top priority in foundational learning.
ix. The second highest priority after reading will be assigned to writing skills. The focus will be on important components of writing such as writing letters, words (single, double, and triple syllables), and sentences (simple and compound) correctly.
x. The focus areas in basic math will be learning to count; learning to understand number systems; operations such as addition, subtraction, multiplication, and division; and identification and construction of shapes, etc.
xi. Aligning a structured and age-appropriate literacy & numeracy curriculum that progresses logically from simple to complex concepts.
xii. Integrating numeracy skills across various subjects to provide students with a holistic understanding of mathematical applications and logical thinking skills.
xiii. Application of numeracy concepts, knowledge, and skills learned in the classrooms and daily life situations shall be assigned priority in teaching-learning.
xiv. It will be ensured that numeracy education is accessible to all students, including those with special educational needs and disabilities.
xv. Establishing mechanisms to monitor the implementation of numeracy benchmarks and standards and incentivize schools showing good performance.
xvi. A committee will be established comprising educationalists, linguists and mathematicians to regularly review and update textbooks and supplementary materials, ensuring they meet FLN standards.
xvii. Additional reading materials will be developed and distributed in the schools, such as storybooks, level readers, and interactive content to support diverse learning needs and reinforce textbook lessons.

7.2. Teacher Education and Training

i. Multi-grade teaching shall be phased out and replaced by grade-wise teachers along with ECE-trained teachers gradually and progressively.
ii. Foundational literacy concepts shall be incorporated and integrated into pre-service and in-service teacher training programs.
iii. Primary education teachers shall be supported with structured pedagogy including lesson plans, context-specific teaching materials, innovative learning materials, supplementary teaching-learning, and instructional material etc.
iv. FLN teachers shall be given school-based ongoing teaching support such as mentoring and coaching to enable the teachers to enhance their skill development capacity.
v. Research in various aspects and components of FLN will be conducted periodically and future policy formulation, planning, CPD, and implementation shall be done based on research findings.
vi. Implement mandatory, ongoing professional development programs that focus on the latest teaching strategies, educational technologies, and subject-specific content, especially in languages and mathematics.
vii. Employ instructional coaches/mentors to work with teachers on specific areas of improvement, offering personalized feedback and strategies for enhancing classroom practice.
viii. Foster the creation of Professional Learning Communities (PLCs) or a local FLN Resource Centres where teachers regularly meet to share experiences, discuss challenges, and collaborate on instructional strategies.
ix. Ensure teachers are proficient in using educational technology tools by offering training on how to integrate these tools effectively into their teaching.
x. Use of ICT will be ensured to improve the pedagogical skills of the teachers.
xi. It will be essential to include training for teachers on effective assessment practices, including the design, implementation, and interpretation of formative and summative assessments.
xii. Subject-specific teachers should be recruited, and the allocation of teaching staff shall be rationalized. Schools should be assigned only the required number of teachers based on student needs and curriculum demands.
xiii. Reduced administrative burden by minimizing non-instructional duties for teachers to allow them to focus more on teaching and professional development.
xiv. Data on teachers' performance before and after FLN training should be systematically collected to assess the effectiveness and impact of the training. This analysis will provide valuable insights into improvements in training.

7.3. Assessment of Students

i. It will be ensured to establish clear standards and benchmarks for Foundational Literacy and Numeracy skills, outlining what students are expected to achieve at each grade level.
ii. It will be ensured to conduct diagnostic assessments at the beginning of the school year or term to identify students' strengths and areas for improvement, informing instructional planning.

iii. It will be ensured that both formative and summative assessments are aligned with the curriculum and instructional FLN practices.
iv. Developing a range of assessment tools and methods will be ensured, which includes written tests, oral assessments, performance tasks, and observational checklists, to capture different aspects of student learning in line with FLN.
v. Assessment banks will be developed for teachers to pick and choose assessments.
vi. Integrating digital platforms for administering and analysing assessments will be ensured, providing timely feedback to students and teachers on students' progress on FLN.
vii. Use regular informal assessments to gauge student understanding through activities like quizzes, exit tickets, and quick writing.
viii. It will be ensured to provide immediate and constructive feedback to help students understand their progress and areas for improvement.
ix. Administer standardized summative assessments at key points during the academic year to evaluate student learning against established benchmarks, standards, and milestones.
x. Comprehensive exams at the end of each term or school year will be conducted to assess the learning of foundational skills by students.
xi. Technology will be gradually introduced to facilitate formative and summative assessment of students.

7.4. Monitoring and Evaluation

i. A robust data collection and dissemination mechanism (a portal) shall be developed for real-time data collection.
ii. An assistant director should be responsible for supervising the online portal.
iii. The online portal should be in the form of an Android App and a self-automated web portal, for monitoring and recording the school progress on FLN. Furthermore, the access to this portal shall be decentralized from provincial to school level.
iv. Monitoring tools will be developed, and the monitoring staff will be trained on how to fill it and compose the data in the Monitoring App and web portal.
v. Systematic data collection processes to gather information on student performance, program implementation, and resource allocation at all levels will be ensured.
vi. Provide training for teachers and school administrators on effective monitoring and evaluation techniques, ensuring they understand how to use data to inform instruction and program improvements.
vii. Implement accountability measures to ensure that schools and educators are responsible for meeting literacy and numeracy goals, with consequences for non-compliance and incentives for success.
viii. The decisions made at provincial, district, tehsil, cluster and school levels shall be data driven.
ix. The schools shall be strengthened to mitigate the administrative and financial challenges at grassroot level.

7.5. Community Engagement

i. Strengthen the already developed Parent Teacher's Councils (PTCs) through a grassroots community mobilization approach.

ii. Educate parents to ensure high retention rates in schools.
iii. A short course on parent literacy will be organized.
iv. Organize special events at provincial, district and tehsil levels to develop an inclusive and heterogeneous society.
v. It will be mandatory that school management hold awareness programs to inform community members about the importance of FLN.
vi. Actively involve parents, caregivers, and family members in FLN programs.
vii. Encourage parents to participate in supporting their child's literacy and numeracy development at home.
viii. Provide guidance and resources to empower parents as partners in education.
ix. The community will be requested to volunteer services for teaching of FLN in case of teacher shortage or an overcrowded classroom.
x. The Community will participate in all enrolment campaigns and will play its role for the prevention of dropouts.

7.6. Inclusive Education

i. It will be ensured that all students, including those with diverse needs and irrespective of gender have equitable access to quality FLN activities.

7.7. School Learning Environment:

i. A safe, inclusive, and engaging atmosphere shall be ensured to promote active participation and holistic development of students.
ii. Ensure well-equipped, accessible, and stimulating classrooms with appropriate learning materials to inculcate a learning interest in students.
iii. Policies should be implemented to prevent bullying and harassment. Anti-bullying and anti-harassment policies should be implemented.
iv. Use interactive teaching methods that cater to different learning needs.
v. Children will be taught and trained through well programmed and well-organized extracurricular activities and sports to improve their social behaviour by inculcating social skills such as listening, sharing, manners collaboration and cooperation, communication, patience, positive thinking and empathy.
vi. 21st-century skills like critical thinking, creativity, leadership, productivity and digital literacy shall be taught to students to equip them for becoming better Pakistanis/citizens.

7.8. Administrative and Financial Support

i. A dedicated FLN administrative unit within the education department will be established. This unit will oversee FLN implementation, monitor progress, and coordinate efforts.
ii. Allocate a separate budget for FLN initiatives.
iii. Prioritize funding for instructional materials, teacher training, and community engagement.
iv. Ensure equitable (equity-based) distribution of resources across regions, especially targeting underserved areas.

v. Recognize their efforts in improving foundational skills. Offer performance-based incentives for FLN teachers.
vi. Encourage pilot programs to test innovative approaches, monitor their impact and scale up the successful models.
vii. A robust mechanism and support system to assess schools' financial needs, ensuring a fair, transparent, and efficient allocation of resources shall be established.
viii. The development budget shall be gradually increased to facilitate effective implementation of the policy.
ix. The challenge of overlapping roles among line departments by clearly defining responsibilities and streamlining coordination for more effective governance and service delivery shall be resolved.

7.9. Remedial Measures (for Grades 4 to 5)

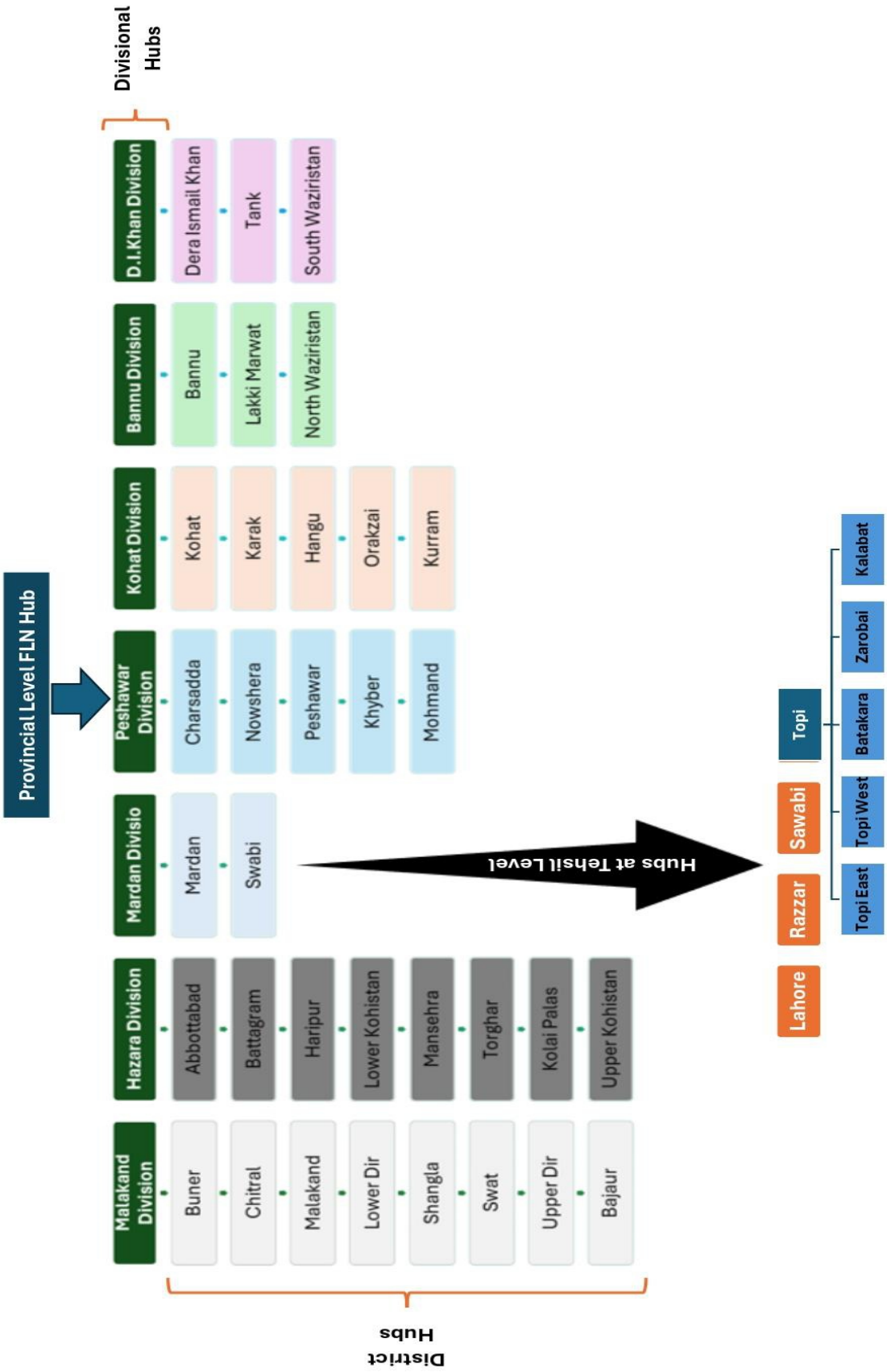
i. Ensure regular assessments to identify struggling students in meeting the required proficiency standards of FLN by using diagnostic tools to pinpoint specific areas of weakness (e.g., decoding, comprehension, basic arithmetic).
ii. The school management will develop personalized remediation plans for each student, considering their unique learning needs, pace, and challenges.
iii. Train teachers in evidence-based remediation techniques. Equip them with strategies to address diverse learning profiles/ needs.
iv. Ensure to design intensive catch-up programs during school breaks or weekends. These can focus on critical skills that students have not mastered.
v. The concept of peer tutoring will be made mandatory, where proficient students support struggling peers.
vi. The school will offer bridge courses for students, to fill gaps in foundational skills, before advancing to higher grades.
vii. Monitor student progress during the remedial sessions continuously. Adjust remediation plans as needed.
viii. Ensure that remediation plans accommodate students with disabilities.
ix. Address language barriers by offering remediation in students' mother tongue or a language they understand well.

8. Policy Actions

8.1. Management Structure of the Program

The FLN program will be implemented and managed in a top to bottom approach. FLN hubs will be created at the levels of divisions, districts, tehsil and union councils while a parent governing body for FLN hubs will be at provincial level which will be an extension of E&SED Khyber Pakhtunkhwa. A hierarchy for the Khyber Pakhtunkhwa FLN hubs is as follows.

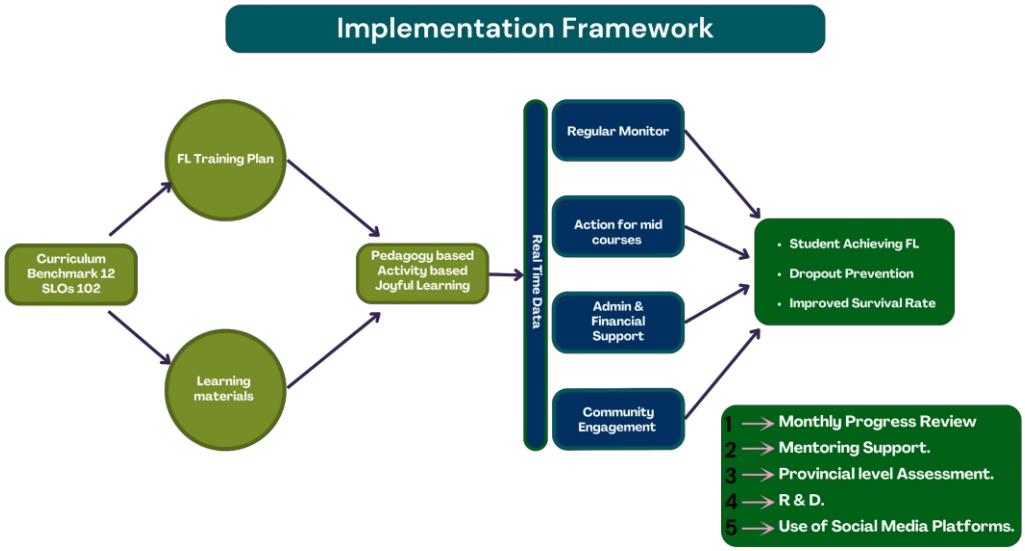
Figure 2. Khyber Pakhtunkhwa FLN Hubs Hierarchy



8.2. Implementation Framework

The implementation framework for the FLN policy will be comprehensive and integrated. Learning and training materials will be developed in alignment with the 12 benchmarks and 74 Student Learning Outcomes (SLOs) identified by the Directorate of Curriculum and Teacher Education ***(Annex 1)***. The FLN training resources will aim to build teachers' capacity to implement activity-based, joyful pedagogical approaches. Moreover, the learning materials will be designed to enhance student performance and learning outcomes.

To assess the policy's impact, real-time data will be collected regularly, ensuring the effectiveness of both training, learning materials and learning achievement of students. This data collection will also contribute to creating a culture of continuous research and development, driving ongoing improvements in teaching and learning practices.



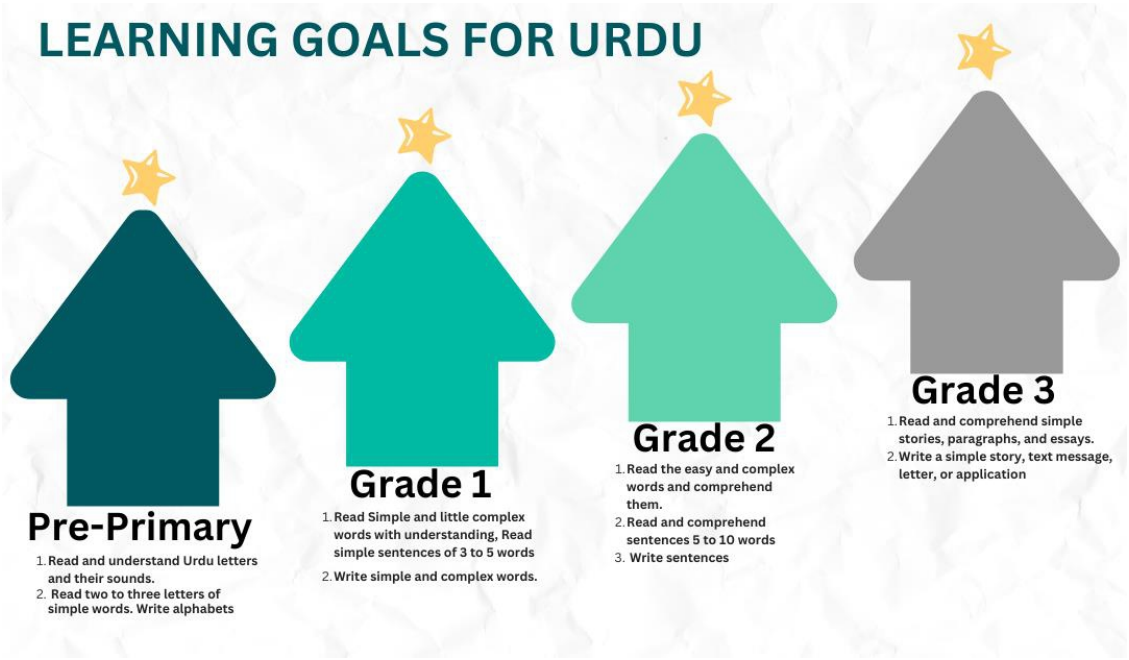
8.3. Scheme of Study

The scheme of study revolves around learning goals set for each subject at each grade. These goals will be achieved by focusing on two main components including 40-minute reading and division of course.

8.3.1. Learning Goals

Leering goals for languages and numeracy are as follows:

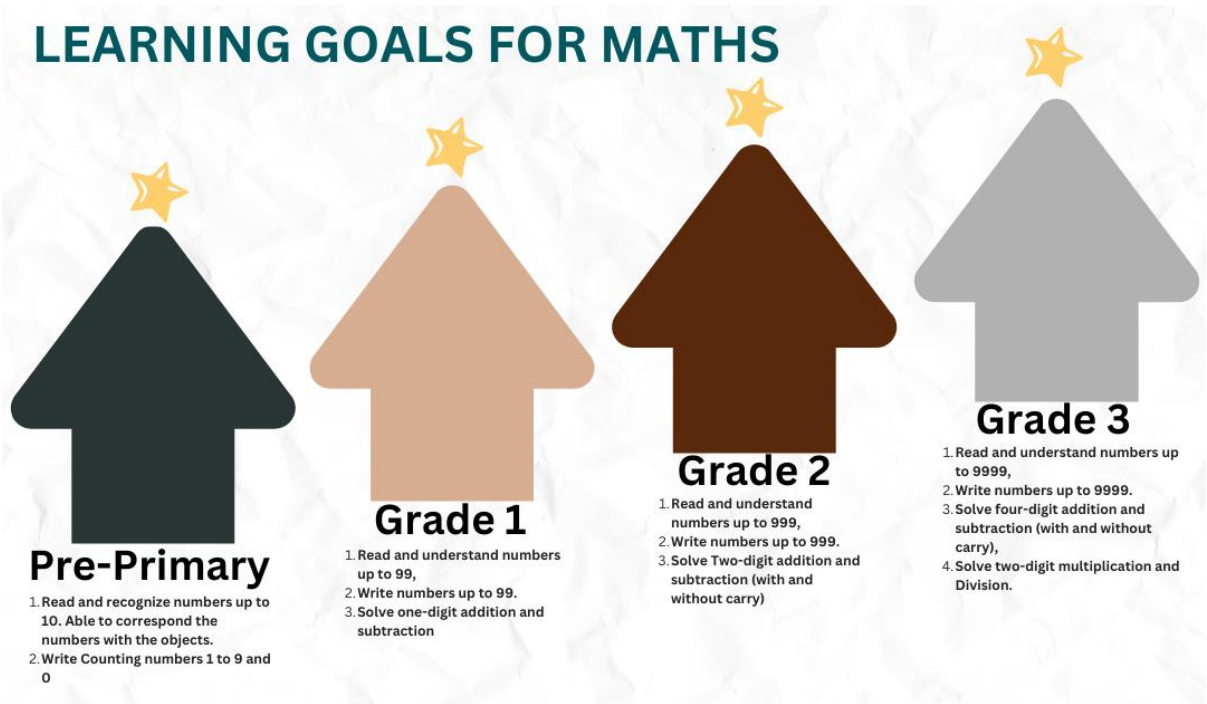
i. Urdu


LEARNING GOALS FOR URDU
Pre-Primary
1. Read and understand Urdu letters and their sounds.
2. Read two to three letters of simple words. Write alphabets
Grade 1
1. Read Simple and little complex words with understanding, Read simple sentences of 3 to 5 words
2. Write simple and complex words.
Grade 2
1. Read the easy and complex words and comprehend them.
2. Read and comprehend sentences 5 to 10 words
3. Write sentences
Grade 3
1. Read and comprehend simple stories, paragraphs, and essays.
2. Write a simple story, text message, letter, or application

ii. English



iii. Mathematics



8.3.2. FLN Learning Activities

Head Teachers will modify the FLN learning time to meet the needs of each school and adjust these 45 minutes in their daily timetable.
The Secretary E&SED will provide program orientation to District Education Officers, who will then communicate it to all the schools in their respective districts.
Leaders of post-primary schools will carry out diagnostic evaluations and, if necessary, set up remedial camps.
Special rewards will be conferred upon districts and schools demonstrating exemplary performance against established indicators.

Reading and Writing

Primary schools will allocate 15 minutes to reading and writing starting August 2024.
Gradually, sessions of reading and writing will be taught based on students' reading levels.
E&SED will conduct spelling bees and narrative competitions.

Numeracy

Primary schools will allocate 10 minutes for numeracy starting August 2024.
Biweekly sessions will be dedicated to remediating maths.
Numeracy will be taught in a group setting.

8.3.3. Division of the course

Alignment of the scheme of study with the daily timetable of the classes:

Classes	Subjects	August				September				October			
		Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Class 1	English												
	Urdu												
	Mathematics												
Class 2	English												
	Urdu												
	Mathematics												
Class 3	English												
	Urdu												
	Mathematics												

8.4. Teacher Training

i. The following trainings will be conducted by the Directorate of Professional Development (DPD) and the Directorate of Curriculum and Teacher Education (DCTE):

    Training of Master Trainers
    Training of the Education Leaders on Monitoring and Evaluation.
    Training of the teachers through Master Trainers in a cascading model.

ii. Within 120 days of policy notification, one teacher per primary school/section will undergo phonics training, followed by training for all primary school teachers within a year.

iii. The Directorate of Professional Development (DPD) and the Directorate of Curriculum and Teacher Education (DCTE) will provide CPD support, including fortnightly refreshers on reading and numeracy SLOs. DCTE will develop training content, while DPD will ensure delivery by subject matter experts.

iv. A detailed delivery plan will be devised within 60 days of policy notification.

v. Teachers' Professional Day will focus on Reading and Numeracy Skill Development and this activity will be undertaken by the Mentors and conducted in the local FLN Resource Centre.

vi. High school language and maths experts will assist primary teachers on identified challenges and conduct reading assessments monthly.

vii. Head Teachers/Principals will undergo training within 100 days to evaluate teachers' reading and math delivery, using classroom observation tools.

viii. Language/reading modules will be integrated into existing CPD and pre-service training within 90 days. Monitoring systems will assess training effectiveness and inform future needs.

ix. Organizing regular workshops and seminars led by experts in languages and maths, plus various other educational fields to keep teachers updated on current best practices.

x. Provide adequate classroom resources to ensure classrooms are equipped with the necessary resources/tools and materials to support effective teaching and learning.

xi. Subject-specific teachers should be recruited, and the allocation of teaching staff shall be rationalized. Schools should be assigned only the required number of teachers based on student needs and curriculum demands.

xii. Equip teachers with skills to use assessment data to inform and adjust their instructional strategies, ensuring that teaching is responsive to student needs.

xiii. A robust monitoring system will be developed to conduct assessments of the teachers pre and post FLN training.

xiv. The benchmarks, standards and tools will be developed for real-time data collection of teachers' assessment pre and post FLN training.

8.5. Curriculum Alignment

DCTE, overseen by E&SED, will task a committee of linguists within 30 days of policy notification to review existing content and teaching materials from various programs. They will devise a quarterly plan for 1-hour reading and basic numeracy in mathematics. Identified content gaps will be addressed by DCTE within 100 days of identification.

The committee will be responsible for sourcing the following (up to Grade 3 level competencies):

Dedicated lesson plans (for one hour of reading, per reading group, and basic numeracy skills)
Reading-centric hands-on activities for students and teachers
English and Urdu phonics video and audio content (for students and teachers)
Storybooks (for teachers and students)
Worksheets and workbooks

As outlined in the GPE-Compact 2024, E&SED, along with its relevant departments (DCTE and DPD), will assist Head Teachers or Principals in establishing in-school libraries/book corners and initiating book clubs.

8.6. Assessment

Assessment of students (grades 1 to 5) will facilitate the education practitioners to monitor student progression, provide timely interventions, and evaluate overall FLN effectiveness, ensuring students achieve Foundational Literacy and Numeracy skills.

The following two types of assessments will be practiced:

Formative Assessment
Summative Assessment

8.6.1. Formative Assessment

Choose appropriate Formative Assessment tools (quizzes, observation checklists, exit tickets, etc.).
Implementation of Formative Assessments.
Diagnostic Assessment: During the first week of the FLN program, a comprehensive assessment developed by the provincial FLN Hub will be administered. The results of this assessment will establish a baseline for the students' initial proficiency levels.

The other formative assessments conducted by the class teachers are given below:

Daily Checks: Use quick, informal assessments like questioning, class discussions, and student self-assessments during lessons.
Weekly Assessments: Administer short quizzes or practice tests on recently covered topics.

Monthly Assessments: Short question-answers, reading and writing tests covered in that month.

Quarterly Assessments: Quarterly assessments will focus on the topics covered during that specific quarter.

Observation: Regularly observe students during activities and take notes on their progress and areas needing improvement.

Feedback: Provide immediate and specific feedback to students based on their performance.

Record Keeping: Maintain records of student performance on formative assessments (e.g., grade book, digital tracking system).

Analysis: Regularly analyse assessment data to identify trends, strengths, and areas for improvement.

Parent Involvement: Communicate with parents about their child's progress and how they can support learning at home.

8.6.2. Summative Assessment

A. Planning and Preparation

Assessment Design: Develop or select appropriate summative assessment tools (standardized tests, end-of-term exams, final projects).

Scheduling: Schedule summative assessments at the end of the academic year.

Test Conditions: Ensure a controlled environment to minimize distractions and ensure fairness.

Instructions: Provide clear instructions and ensure students understand the assessment format.

Grading: Use a consistent and objective grading system to evaluate students' performance.

Rubrics: Utilize detailed rubrics for project-based assessments to ensure fair and comprehensive evaluation.

Data Compilation: Compile assessment data to get an overview of students' performance.

Comparison: Compare results against learning objectives, standards, and benchmarks.

Trends and Insights: Identify trends, strengths, and areas needing improvement on a class-wide and individual basis.

B. Management Information System (MIS) for Assessment

Developing a Management Information System (MIS) to record students' monthly, quarterly, and yearly assessment results, along with their achievement grades, is highly recommended. Utilizing specialized computer software will facilitate easy comparison and analysis of student progress across different grades.

C. Assessment Banks

i. The Directorate of Curriculum and Teachers Education shall be responsible for developing and maintaining assessment banks for teachers.

ii. The DCTE shall facilitate in developing ICT tools for formative and summative assessment of students.

D. Web Portal and Android App

i. At provincial level sample-based assessment studies/surveys shall be conducted after every two years to understand the impact of the policies. These studies shall give a detailed analysis of the shortcomings and strengths of the overall educational landscape of the Khyber Pakhtunkhwa.
ii. The research and development (R&D) unit in DCTE shall be responsible for revisiting/revising the curriculum to mitigate the shortcomings.
iii. The Directorate of Professional Development shall be responsible for improving the training to overcome the shortcomings highlighted in the assessment studies.

8.7. Monitoring and Evaluation System

The Khyber Pakhtunkhwa **Education Monitoring Authority (KPEMA)** will be the custodian of the whole monitoring and evaluation exercise.

8.7.1. Monitoring Structure:

The School Leader will visit all of the schools once a week.

The school leaders will be assigned the role of Mentor Teachers for their cluster of 6 to 8 Schools.

The Mentor will establish a Local Resource Centre in one of the central schools. The teachers of their cluster will gather once a month and share the issues and challenges that they are facing during the implementation of FLN activities. The Mentor will suggest solutions for their problems, if the Mentor feels difficulty in addressing the specific needs of the teacher, they could refer the case to the district level hub for technical guidance.

The tehsil in charge will visit at least 15 schools in a month where FLN is in practice, the officer will try to monitor at least one school of each School Leader.

District Education Officer will visit at least 10 schools in their district at least one school in each tehsil.

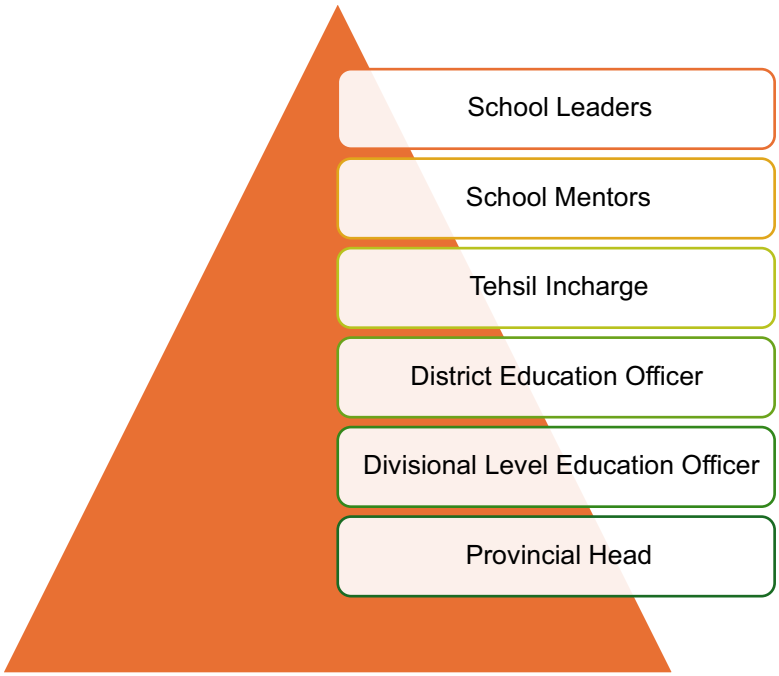


Figure 3. Monitoring Structure for FLN in Khyber Pakhtunkhwa

8.7.2. Develop the M&E Framework

A. Define Indicators:

Develop Key Performance Indicators (KPIs) for system performance and HR performance.

It will be ensured that indicators are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound).

B. Design Data Collection Methods:

Develop tools and instruments for data collection. Standardized tools will be used by the monitors at all levels.

C. Management Information System (MIS for Monitoring):

A Management Information System (MIS) for monitoring will be developed, enabling monitors to enter data daily. This real-time data entry will provide planners and policymakers with immediate access to evidence-based information, enhancing their ability to make informed decisions and mid-course corrections.

D. Reporting and Dissemination:

Prepare regular reports summarizing findings, insights, and recommendations.

Ensure reports are clear, concise, and tailored to the audience.

Regularly review and update the M&E system based on feedback and changing needs.

Ensure an adaptive approach to continuously enhance system and HR performance.

E. Evaluation and Learning

The Provincial Assessment Authority will conduct the FLN assessment from the selected schools of Khyber Pakhtunkhwa to assess the progress on Foundational Literacy and Numeracy skills.

F. School Leaders

The introduction of school leadership roles marks a significant advancement in the education system. To fully harness their potential, these roles and responsibilities should be redefined with a clear focus on quality assurance in Foundational Literacy and Numeracy (FLN). The department will amend the JDs of school leaders accordingly.

8.8. Community Engagement

i. The already established Parent Teacher Council (PTC) will be reorganized and strengthened in every village. The stakeholders will work together to implement Foundational Literacy and Numeracy policies in true letter and spirit.
ii. Utilize a diverse range of communication channels, including community meetings, radio broadcasts, and social media, to disseminate information about FLN initiatives. Ensure widespread awareness and engagement.
iii. Encourage community members to volunteer as FLN mentors in the schools, the school management will provide appropriate training to these volunteers to engage with students effectively.
iv. Encourage the development of mechanisms for community feedback on FLN programs.

8.9. Distance Learning

In Khyber Pakhtunkhwa, Pakistan, climate change poses significant challenges to education by triggering extreme weather events such as heat waves, landslides, and floods. These events, particularly in rural and underserved communities, lead to prolonged school closures and significant learning losses. To ensure continuity of education in such situations, flexible learning options like distance and online education should be implemented.

8.10. Inclusivity in FLN

i. Implementing teaching methods, materials, and assessments that accommodate diverse learning styles and abilities, ensures that every student can access and engage with the FLN curriculum irrespective of their gender and special needs.
ii. Developing personalized plans for students with special needs or learning differences, outlining specific goals, accommodations, and support services to promote their FLN development.
iii. Providing professional development opportunities for educators to enhance their understanding of inclusive practices and equip them with strategies to address the diverse needs of FLN learners effectively.
iv. Ensuring that FLN resources, such as textbooks, worksheets, and digital tools, are available in formats that are accessible to students with special needs, including Braille, audio, and large print.
v. Regularly assessing the effectiveness of inclusive education policies and practices in promoting FLN outcomes for all learners, with a particular focus on identifying and addressing disparities in access, participation, and achievement.

8.11. Gender

i. Creating inclusive, culturally appropriate, and gender-neutral FLN curricula, making sure that learning resources and case studies represent a range of gender identities and experiences.
ii. Putting into practice tactics to boost the number of girls enrolled in and staying in FLN programs, such as focused outreach campaigns, family-friendly incentives, and community mobilization initiatives to remove obstacles for girls' education.
iii. Establishing gender-responsive infrastructure, gender-segregated restrooms, and policies to address gender-based violence in schools to create secure and encouraging learning environments free from harassment, discrimination, and violence.
iv. Offering teachers chances for professional development in inclusive teaching methods, gender-responsive pedagogy, and tactics to advance gender equality in the classroom.
v. To detect and address gender discrepancies in FLN provision, disaggregated data on enrolment, attendance, and learning outcomes by gender are gathered. Additionally, progress towards gender equality in FLN provision is tracked.
vi. To guarantee a thorough and well-coordinated approach to advancing gender equality in FLN, gender concerns should be incorporated into broader education policies and strategies, including national education plans, teacher recruitment and training regulations, and school governance frameworks.

9. Roles & Responsibilities of E&SED Sections

Department-wise ToRs and role-wise job descriptions will be outlined after extensive consultation with relevant stakeholders.

Department	Responsibilities	Risks	Output
Foundational Learning Unit (Proposed), E&SED **Secretary E&SED** **DCTE** **DPD** **IMU** **E&SEF** **Text Book Board**	Review the progress of FLN initiatives in all the districts of Khyber Pakhtunkhwa and take necessary decisions on the issues and bottlenecks for the smooth execution of FLN activities. Create a detailed roadmap for foundational learning at the school level, outlining step-by-step milestones. Develop comprehensive milestones for foundational learning at the district and departmental levels. Bi-monthly meetings of the forum will be held and chaired by Secretary E&SED..	Directorate of E&SE will have to legislate to create this unit.	Successful Implementation of the policy at all levels.
Directorate of Elementary & Secondary Education	Serve as an umbrella organization to coordinate among all the other departments, ensuring effective implementation of the KPFLN policy, timely release of funds, and resolution of governance barriers. Oversee and coordinate the implementation of the KPFLNP plan, as developed and agreed upon by all affiliated departments. Conduct monthly foundational learning reviews with all affiliated departments and District Education Offices. Perform any additional tasks as specified in the policy and the corresponding implementation plan.	Lack of implementation after approval of the policy.	Formulation of implementation plan and timely release of funds to streamline the policy implementation process.
Directorate of Curriculum and Teacher Education (DCTE)	Development of training content specific to foundational reading, writing, and numeracy skills. Develop and deliver a Phonics training program for primary school teachers and ASDEOs. Integrate foundational learning skills (reading, numeracy, and socio-emotional learning) into pre-	Lack of funding, capacity building and human resource.	Curriculum, Assessment and activity manual designed are in line with modern standards. The education landscape in Khyber Pakhtunkhwa improves.

	service and in-service training programs. Incorporate foundational learning content, pedagogy, and the science of reading and writing into the existing CPD delivery model. Create additional lesson plans and worksheets to enhance classroom content delivery. Develop or adopt activity manuals for each component of the School Level Foundational Learning Journey. Review existing content related to the SLOs specified in the policy and identify gaps in content and curriculum. Establish a committee to recommend additional content and materials needed to address identified gaps. Develop assessments for foundational learning (basic reading and numeracy skills) for both formative and summative school-based evaluations. Adopt, adapt, or develop diagnostic assessments specific to foundational learning. Share an assessment plan and item bank for external assessments. Support PMIU in integrating reading and numeracy indicators into existing monitoring and school-level data collection exercises. Perform any additional tasks specified in the policy and the corresponding implementation plan.		
Directorate of Professional Development (DPD)	Train the team of Master Trainers to organize ToT workshops. Train Mentors i.e. Education Leaders Deliver training(s) to primary school teachers by creating virtual training programs and/or video content. Responsible for facilitating the virtual orientation sessions	Non-availability of capital and technical human resources.	Teachers are well-equipped to educate and assess students. Teachers perform better.

	organized by each DEO to orient the HT and the designated FLN focal person from each school. Delivery of the following through its regional and head offices: Head teacher and focal person orientation. Teacher training (in-person, virtual, hybrid) CPD support (virtual refresher) every fortnightly Embedding FLN components in existing training that are already planned.		
Independent Monitoring and Implementation Unit (IMU)	Incorporate FLN indicators into the monthly data submissions from each school. Collect and track FLN data, including diagnostics and external assessments, using the SIS. Enhance the current SIS to include data from NFE and E&SE Foundation, ensuring comprehensive system updates. Identify and leverage synergies within current data streams and share monthly updates with the FLN Unit. Assist E&SED with any additional tasks related to foundational learning.	Coordination Issues	The department has data of quality indicators to access the performance of schools.
Education Management Authority (EMA)	Develop district level monitoring plan for the roll out of the KPFLNP. Training of the ASDEO on data collection specific to foundational learning components Plan and monitor in-person school visits to sample schools each month. Provide regular monthly insights to the E&SED, including FLN Unit, to improve the systemic roll out and implementation of the KPFLNP. Any other tasks mentioned as per policy and the respective implementation plan.	Lack of capital and human resource.	Policy is implemented efficiently, and school data is collected on regular basis.

Elementary & Secondary Education Foundation (E&SEF)	Ensure the implementation of FLN components as specified in the policy across all types of primary schools, including non-formal and community schools. Provide teacher training on the content and packages developed by DCTE. Integrate FLN-related indicators into the E&SE Foundation's SIS and provide monthly updates to the E&SED FLN Unit. Align NFESIS reporting with the E&SED SIS. Develop a monitoring and evaluation protocol for in-person monitoring and sample-based external assessments on FLN indicators.	Lack of political will.	Enrolment and retention rates in schools improve.
Merged Areas Elementary & Secondary Education Foundational	Ensure the implementation of FLN components as specified in the policy across all primary schools, including non-formal and community schools, in the merged areas. Train teachers in the merged areas on the content and packages developed by DCTE. Integrate FLN-related indicators into the E&SE Foundation's SIS and provide monthly updates to the E&SED FLN Unit. Develop a monitoring and evaluation protocol for in-person monitoring and sample-based external assessments on FLN indicators. Perform any additional tasks outlined in the policy and implementation plan.	Governance & financial issues.	The education landscape in Newly Merged Districts & Areas improves.
Khyber Pakhtunkhwa Textbook Board	Collaborate with publishing houses to incorporate the committee's recommendations on FLN indicators. Execute any additional tasks outlined in the policy and implementation plan.	Financial Limitations	Quality books are published and disbursed in timely manner.
Directorate of Archives and Libraries (Higher Education)	E&SED to seek technical assistance from DAL in the following areas:	Lack of capacity to develop libraries and train teachers.	

	Develop an in-class library program for primary schools. Provide in-person and/or virtual training for teachers in selected districts on the library program. Create protocols and guidelines for primary school teachers to establish book clubs for primary grades, including a recommended reading list. Perform any additional tasks outlined in the policy and implementation plan.		
District Education Offices/managers	Conduct monthly stock takes at the district level with DDEOs, ASDEOs, and designated Mentor and FLN focal persons at each school. Ensure active participation and reporting from each district at the monthly E&SED FLN stock take. Foster local partnerships to organize annual reading competitions and spelling bees at the district level. Enhance coordination with the local Resource Centres and schools to support the achievement of reading targets. Maintain close coordination with Mentors, head teachers and principals to assist in executing school-level festivals and competitions. Liaise with other district-level state functionaries to create opportunities for schools and the community to promote a reading culture. Perform any additional tasks outlined in the policy and implementation plan.	Governance & financial limitations.	
Local FLN Resource Centres	Conduct monthly orientation sessions for FLN focal teachers led by the Mentor (Education Leader). Provide technical support through hands-on guidance and on-the-job training.		

	Review the previous month's progress and discuss issues related to FLN.		
District Monitoring Offices	Data collection processes and protocols for FLN-related data collection, QA, and reporting. In-person school visits on a sample basis. Any other task(s) mentioned as per policy and the respective implementation plan.	Use of Real-Time Monitoring	Updated monthly monitoring reports on all FLN indicators.
Government Primary School or primary section of a post-primary school	Implement a timetable adjustment to include a dedicated one-hour reading session. Establish reading targets tailored to each school's needs. Ensure comprehensive delivery of all components of the FLN School Journey throughout the academic year. Identify and facilitate opportunities for teacher capacity building. Execute any additional tasks outlined in the policy and implementation plan.	Motivation level of the teachers. Pedagogical Skills of the teachers	Smooth execution of the FLN at the school level

10. Challenges in Implementing the FLN Policy:

Policy implementation often faces challenges due to social, political, and economic constraints. Key barriers include:

10.1. Institutional Barriers

Bureaucratic inertia, lack of coordination, and weak governance structures can hinder effective implementation.

10.2. Economic Factors

Economic conditions impact policy outcomes, with stability aiding implementation, while crises can cause resource shortages or adjustments.

10.3. Political Factors

Political will, government stability, and public support are crucial. Strong political backing enhances the chances of overcoming barriers.

Addressing these challenges requires a comprehensive approach, considering institutional capacity, resources, stakeholder involvement, and the broader socio-political and economic context to improve policy success.

Annex 1: Student Learning Outcomes

SLOs for English

Grade-I	
S. No	**Student Learning Outcomes (SLOs)**
1	Articulate the sounds of letters of the alphabet in series and random order.
2	Recognize that as letters of words change, so do the sounds.
3	Change the first sound of a word to make rhyming words, e.g., fan, van, ran, man, etc.
4	Articulate, recognize, and use some formulaic expressions to: • Offer and respond to basic routine greetings
5	Demonstrate common conventions and dynamics of oral interactions in a group to: • introduce themselves
6	Demonstrate common conventions and dynamics of oral interactions in a group to: • recite poems
7	Identify, recognize, and articulate common two to three -lettered sight words and words with common spelling patterns.
8	Identify digraphs in the initial and final position in a word.
9	Read aloud three letter words with a reasonable level of accuracy in pronunciation.
10	Point out/name some common objects in a picture or illustration. Describe them in a word or two, or a sentence.
11	Recognize and change the number of simple naming words by adding or removing “s” (singular/plural).
12	Recognize and Use substitution words as subjective case: I, we, you, he, she, it, and they.
13	Recognize and Use words that point to something: this, that, these, those.
14	Use am, is, and are in short sentences to identify and describe a person, place, and thing e.g. I am.

15	Write small and capital letters in series and random order. Take dictation of the alphabet.
16	Trace and write simple one-syllable words with correct spelling. Leave regular spaces between words.
17	Construct simple sentences of three or four words using correct capitalization, punctuation, and spelling.

Grade-II	
S. No	**Student Learning Outcomes (SLOs)**
1	Recognize and identify consonants and vowels in the English alphabet.
2	Identify and pronounce with reasonable accuracy common consonant clusters in initial positions e.g., str and thr etc.
3	Recognize and pronounce simple words with one or more syllables.
4	Articulate, recognize, and use some formulaic expressions to: • Express and offer a few basic social courtesies
5	Articulate, recognize, and use some formulaic expressions to: • Listen and respond to more commands
6	Demonstrate common conventions and dynamics of oral interactions in a group to: • Use polite expressions to seek attention
7	Identify, articulate, and differentiate between the sounds of individual letters, and digraphs in initial and final positions of a word.
8	Read aloud words and simple sentences with a reasonable level of accuracy in pronunciation.
9	Read tables and charts in the classroom.
10	Interact with the text and use reading strategies (while reading) to: • Locate specific factual information to answer simple short questions in a word or two
11	Read and recite short poems or nursery rhymes with actions.
12	Respond to the text (post-reading) to: express likes/dislikes about the story
13	Take dictation of familiar words learned in class.
14	Identify and classify the gender of naming words from the immediate environment (masculine/feminine)
15	Use questioning words: what, who, where, when, why.
16	Identify and match some pairs of describing words showing quality, size, and colour e.g. Soft-hard, big-small, black-white.
17	Write simple two/three-syllable words with correct spelling. Leave spaces between words.
18	Construct simple sentences of three/four to five/six words using correct capitalization, punctuation, and spelling.
19	Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.

Grade-III	
S. No	**Student Learning Outcomes (SLOs)**
1	Pronounce and spell simple words with silent letters such as ‘w’ in write and ‘k’ in know.
2	Pronounce long and short vowel sounds in pair of words e.g. /a/ as in ‘bat’, /ai/as in rain, /e/ as in ‘bed’, and /ee/ as in ‘feet’.
3	Apply while reading strategies to interact with text to: • Locate/scan specific factual information to answer short questions based on the text
4	Recognize and use words similar and opposite in meaning.
5	Recognize doing words as verbs. Use action verbs in speech and writing.
6	Recognize and use words showing possessions as possessive adjectives.
7	Write sentences of their own using correct capitalization, punctuation, and spelling.

SLOs for Urdu

وا تعامیّ	
تالصاطعت	رمبن
ز ودرا فورح نیم ناتِ یجہت تاوصا یکفس وکوکنیکس ناچپ	.1
ثالیں۔مسک انب فاظال ئےن ےکرک یلدبت نینھا رک نازسوآ ئیادتبا کی الفاظ"ر" سے "ترا" کرٹاہ "ب"کر لگا "۔"تبا	.2
ں۔یسکا کرد اتوا اص کییجہت حروف نی منبااردو ز	.3
ں۔یسک پڑھ الفاظ مال کرو کنور ارکا ان ارکا مال کرو کحروف	.4
پڑھ کےکر تاخنش کی نوکلش نوامل ٹیوچھ کی یجہت فوحر نیم الفاظ اور نارکا یں۔سک	.5
زیرر،بش، زیپ(تحریکں۔سک پڑھ ےفظ سرست تلد و ک الفاظ سےیلیدبت کی)وغیرہ	.6
ظفاال ےک نیل ئے یاورا ولہمج ےئیا ف،ومعر ئے یان،یل ؤوا ل،وہمج ؤوا ف،ومعر ؤوا ں۔یسکیاز کرت امنیم	.7
ُ فوزِ یجہت تسرد لاکشا یکفیکس ھکل ےس ٹوانب	.8
دوم ماعتج	
تالصاطعت	رمبن
ں۔یسک کرہید نانش ترسد کی الفاظازو آمہ	.1
را دئاز ای ود رک نسلا ےلاو ناکوا تسرد وک ظاف نیم ناکم ۔نیکس ڑوتللثً: لیم "اجاب "ور ا"با "جا"	.2
ادالفظکرمالسےیقےطرترسدوکنوازوآنلکرنسنیازوآیدرانفا م۔نیکسرکللثً :"ع+و+ر+ل رک الم نیھنا روا نینس "تظف "تروع"۔نیکس انیےں ڑوت جوڑ(	.3
تغامایپہداس ےئوھکھےل نیمپرہغوبس ی،گاڑیلرل،ودجر،ڈنییلک،بتاک / تیاادہ/ں۔یسک سمجھ اورپڑھ ترااہتاش	.4

.5	نیسک پڑھ سےمہف و کنتم
.6	ور گھر انےپا کیں۔ا لکھ ستپ ا کولسکا
.7	یں۔سک کھ لتبارع وطبشتمل مر موں پر جملتاسے س چنپا

سوم ماعتج	
تالصلچ عت	رنمب
کیں۔کرس یازت امنی مےنوہ غلط ای حیح صے کنزبا کر نگو ستف گزمرہو	.1
تیسم تنکا صا خصخا نیاہک وہیبارہود کرنی سناہک ں۔یسک سنا ینابز	.2
ےعقوم سانم یک بادآ ےس تیگفوگت)ا ،ہیرکش ہریغو ترذعم ،سوسف(ر لایخ اکھکےت کیں۔ول سب الفاظبناس مئےوہ	.3
ں۔یسک پڑھ مجھ کر ستبارع تصر مخرہ پریغو پیوٹرئل، کمباو می،و ٹی	.4
تھ سا کےنیوا لے، رگ،نہتلفظ، آ و کمنظی۔یسک پڑھ	.5
ں۔یسک پڑھ ےے سیق طرترسد الفاظالستعمالیر اث کھٹ سام کاز م کنی مٹن مایک	.6
ں۔یسک کھیں ل منوسدنہ اورنو لفظودار تین گپچاس تک یک سےا	.7
سد م کاز م ک کرکھید ویرصت کی منظرنظر یا مئیوک کھ لتبارع مشتملں پروجمل یں۔سک	.8
ں۔یسک کر استعمالترسد ا ک)تک یست ےیک سا(بیتی ترددع نی متحریر	.9

SLOs for Mathematics

Grade-I	
S. No	**Student Learning Outcomes (SLOs)**
1	Count forward and backward up to 99.
2	Recognize the place value of a specific digit in 2-digit numbers (tens and ones)
3	Compare number from 1 to 20. Identify how much more one is from another.
4	Add two, 2 - Digit numbers
5	Construct addition sentence from given number stories.
6	Construct subtraction sentences from given number stories.
7	Read and tell time in hours from the analogue clock for example 2'o clock
8	Identify the following shapes:
	Rectangle
	Square
	Triangle
	Circle

Grade-II	
S. No	**Student Learning Outcomes (SLOs)**
1	Identify the place value of a specific digit in a 3-digit number.
2	Add 3 – digit numbers with 3 – digit numbers with carrying of tens and hundreds
3	Solve real life number stories involving addition of 3-digit numbers without carrying
4	Solve real life number stories involving addition of 3-digit numbers with carrying of tens and hundreds
5	Subtract 3 – digit number from 3 – digit numbers with borrowing
6	Solve real life number stories of subtraction up to 3-digit numbers without borrowing
7	Solve real life number stories of subtraction up to 3-digit with borrowing
8	Solve number stories on multiplication up to 1-digit number.
9	Solve number stories involving division of 1-digit number
10	Represent half, one third and quarter in numerical form (−,−,−).

11	Shade the equal parts of a given figure to match a given fraction.
12	Use ruler to draw a straight line of given length (exclude fractional length)
13	Make/ complete geometrical patterns on square grid according to one or two of the following attributes:
	Shape
	Size
	Orientation
14	Identify the figures like square, rectangle, triangle, circle, semi-circle, and quarter-circle.
15	Identify vertices and sides of a triangle, rectangle and square.
Grade-III	
S. No	**Student Learning Outcomes (SLOs)**
1.	Identify the place values of numbers up to 5 - digit.
2.	Round off a whole number to the nearest 10 and 100.
3.	Solve real life number stories up to 4 - digit with and without carrying involving addition.
4.	Solve real life number stories. up to
	4 - digit with and without borrowing involving subtraction
5.	Solve real life situations involving multiplication of
	2 - digit numbers by 1 - digit numbers
6.	Solve real life situations involving division of 2 - digit number by a 1 - digit number
7.	Represent addition of fractions through figures.
8.	Represent subtraction of fractions through figures.
9.	Calculate perimeter of square,
	rectangle, and triangle
10.	Identify and draw lines of symmetry.
11.	Representation of data by
	Carroll diagram
	Tally chart.

End

KPESED
Khyber Pakhtunkhwa Elementary & Secondary Education Department

ASPIRE
ACTIONS TO STRENGTHEN PERFORMANCE FOR INCLUSIVE AND RESPONSIVE EDUCATION

IMPLEMENTATION PLAN FOR FOUNDATIONAL LITERACY & NUMERACY POLICY

KHYBER PAKHTUNKHWA



Contents

List of Tables 5

List of Figures 6

1. Introduction 1

1.1. Strong Teachers' Support Mechanism 2

1.2. Enhanced quality and availability of educational materials for FLN 2

1.3. Monitoring System 3

2. Objectives 3

3. Implementation Framework 4

3.1. Proposed Provincial Level Steering Committee 4

3.1.1. Objective 4

3.1.2. Members 5

3.1.3. Roles and Responsibilities 5

3.2. Proposed District Level Steering Committees 5

3.2.1. Members 6

3.2.2. Roles and Responsibilities 6

4. Pillar-wise Implementation Strategies & Mechanism 7

5. Pillar-wise Implementation Strategies & Mechanism 7

PILLAR 1 Alignment of FLN with Curriculum 8

PILLAR 2 Teacher Education and Training 13

PILLAR 3 Assessment of Students 20

PILLAR 4 Monitoring and Evaluation 28

PILLAR 5 Community Engagement 31

PILLAR 6 Administrative Support and Financing 34

5. Responsibility Matrix 37

6. Budgeting (Provincial Level)..... 39

7. Budgeting for lagging districts..... 40

List of Tables

Table 1. Pillar 1- Activity Timeline..... 12

Table 2. Pillar 2- Activity Timeline..... 19

Table 3 Pillar 3- Activity Timeline..... 27

Table 4. Pillar 4- Activity Timeline..... 30

Table 5. Pillar 5- Activity Timeline..... 33

Table 6. Pillar 6- Activity Timeline..... 36

Table 7. Budget Breakdown for the whole province..... 39

Table 8. District wise Number of Teachers, Students & Schools (EMA 2023-24) 40

Table 9. Budget breakdown for 10 lagging districts..... 41

List of Figures

Figure 1. Pillars of the Foundational Learning Policy 1

Figure 2. Implementation Framework 4

1. Introduction

The Government of Khyber Pakhtunkhwa's Elementary and Secondary Education Department (E&SED) embarked on a significant initiative focused on the development of a comprehensive policy framework for Foundational Literacy & Numeracy This endeavor reflects a commitment to aligning educational practices with constitutional obligations and global standards. Specifically, Article 25-A of the constitution of Pakistan enshrines the right to education for all children, a mandate that the provincial government of Khyber Pakhtunkhwa is keen to fulfill by providing free and compulsory education to children aged 5 to 16.

The primary objective of the policy initiative was to address common challenges and gaps in literacy and numeracy education prevalent in the region. By strategically focusing on improving accessibility, enhancing educational quality, and promoting student retention at both primary and secondary levels, the government aims to create a more inclusive educational landscape in Khyber Pakhtunkhwa. Importantly, the policy encompasses diverse range of perspectives to ensure the development of a robust and effective policy framework.

After endorsement of the FLN Policy by the technical working group, the next phase was to develop a comprehensive implementation plan adapted to the needs of the province and policy. This implementation plan is based on six pillars as proposed in the policy document.

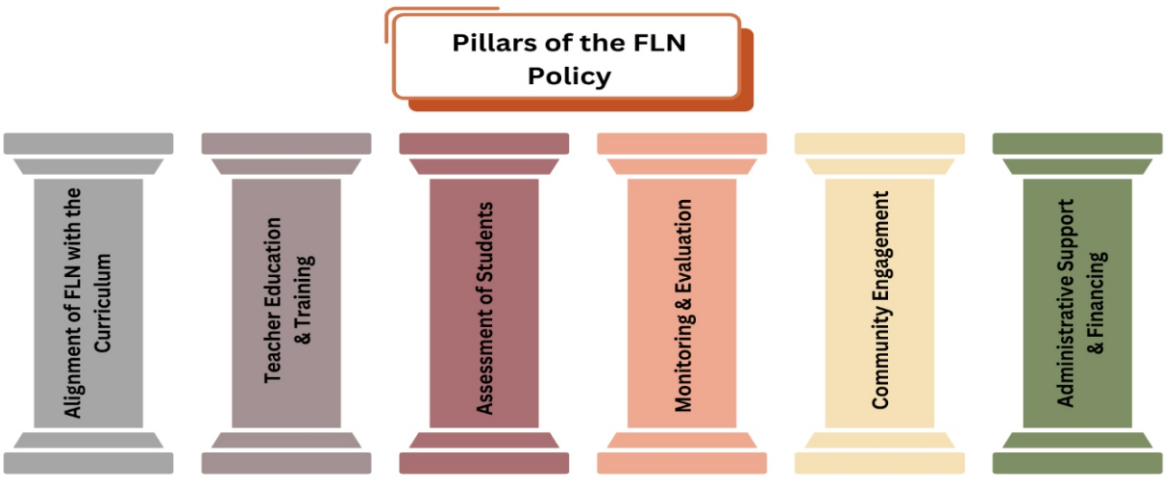


Figure 1. Pillars of the Foundational Learning Policy

The implementation plan outlines detailed strategies and mechanisms to ensure effective implementation of the policy and by extension, improvement of the educational landscape of Khyber Pakhtunkhwa. This implementation plan further outlines the responsible departments carrying out assigned activities in a specific timeline. The

estimated financial resources required to implement the plan are also given in the costing section.

For bringing improvement in Literacy and Numeracy Skills following areas need to be strengthened:

Strong Teachers' Support Mechanism.
Enhanced quality and availability of educational materials for FLN
Robust monitoring system

1.1. Strong Teachers' Support Mechanism

Continuous Professional Support: The inclusion of FLN in the pre-service, as well as induction training of the Teachers to improve instructors' proficiency with FLN methodology and instructional tactics, is known as Continuous Professional Development.

In-service Training and mentoring: To formulate and execute a system of need-based in-service teachers' training and Refresher Courses for the teachers. Assigning teachers to seasoned mentors for direction, in-class observations, and helpful criticism on FLN teaching methods.

Use of ICT to improve Pedagogical Skills: Through the provision of cutting-edge teaching resources like interactive online platforms, ICT integration in education improves teachers' pedagogical abilities. To provide more engaging and student-centered learning environments, it gives educators access to a variety of resources, enables dynamic teaching, and connects them to worldwide professional development opportunities.

1.2. Enhanced quality and availability of educational materials for FLN

Provision of Learning Tools/ Aids Create or improve FLN educational tools, such as workbooks, interactive exercises, textbooks, and digital materials, making sure they are interesting, age appropriate, and culturally relevant.

Use of Instructional Resources: Use a range of instructional resources to accommodate different learning styles, including visual aids, manipulatives, storybooks, and hands-on learning kits.

Quality Assurance To make sure the resources fulfill quality criteria, implement a thorough review process for all FLN materials that involves educators, literacy and numeracy specialists, and teachers.

Before releasing new materials widely, conduct a pilot program in a small number of schools to get teacher and student input. Make changes in the materials as per their inputs.

1.3. Monitoring System

A robust monitoring system will be ensured to monitor the implementation status of the policy and other initiatives. Furthermore, indicators of quality education will also be included in the system so that student learning outcomes can be measured.

2. Objectives

The Foundational Literacy & Numeracy Policy of Khyber Pakhtunkhwa revolves around following objectives:

i. Build an inclusive educational environment where every child has equal opportunity to gain foundational skills irrespective of their gender and abilities.
ii. Enable the learner to attain listening, speaking, writing and reading competencies.
iii. Facilitating the learners in attaining the required competencies in arithmetic operations like addition, subtraction, multiplication, division, measurements and shapes.
iv. Continuously record and monitor performance and learning achievement of learners.
v. Conducting diagnostic, formative and summative assessments regularly and adopt corrective measures in the light of findings.
vi. Capacity building of teachers to improve the pedagogical skills and effective delivery of FLN.
vii. Involving Parents, communities and other stakeholders in promotion of FLN.
viii. Developing a strong mechanism to implement corrective actions for closing learning gaps.

Promoting provincial-level assessments and research and development (R&D) initiatives to enhance overall learner performance.

3. Implementation Framework

A robust and integrated data management system will be developed for the effective implementation of the policy. In the first phase, the foundational learning competencies will be aligned with the existing 12 benchmarks and102 SLOs (still there is a dire need to analyze the SLOs selected by the departments of E&SED and the SLOs selected by the Federal Government and other provinces)In the second phase, learning materials, teacher training, and assessment of students will be focused. The training will enhance the capacity of teachers to integrate joyful and activity-based learning in pedagogy, while they will also be trained to conduct formative, summative, and diagnostic assessments of students. The learning materials, including supplementary materials and ICT tools will also be made available.

In the final phase, real time data will be collected to measure the impact of the policy. This data will further contribute towards creating a culture of research and development.

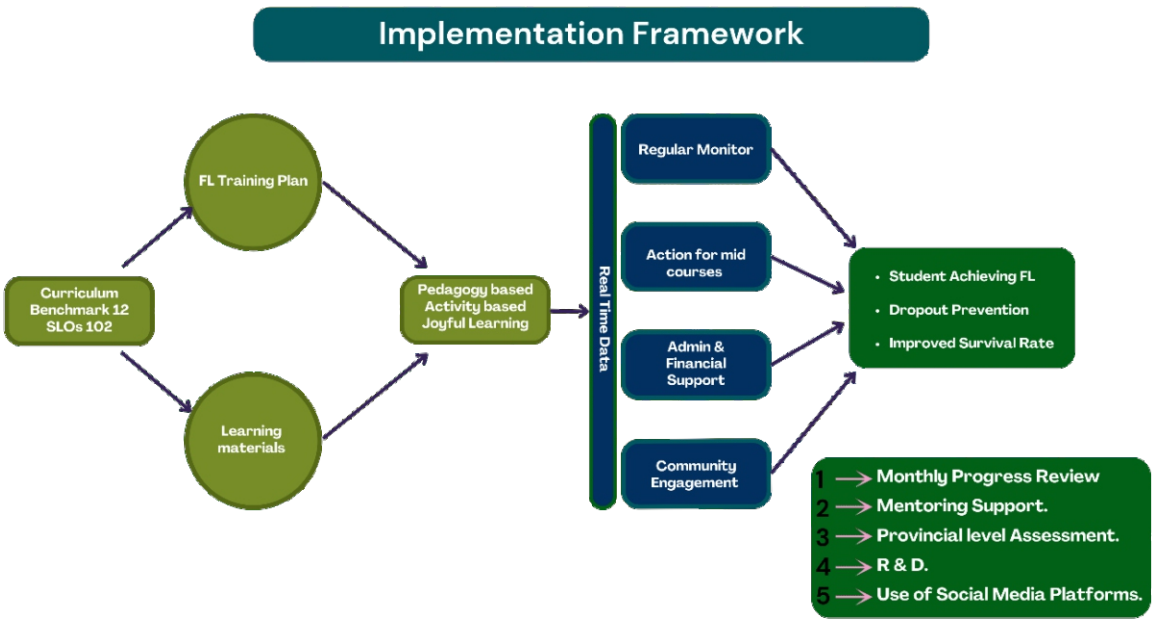


Figure2. Implementation Framework

Provincial as well as district steering committees will also be formed as governing bodies to ensure and supportthe implementation of the policy.

3.1. Proposed Provincial Level Steering Committee

The proposed provincial level steering committee shall meet once in a quarter to discuss the progress on theimplementation of FLN Policy.

3.1.1. Objective

To ensure that FLN activities/initiatives are executed and monitored efficiently throughout the province in accordance with FLN Policy of Khyber Pakhtunkhwa.

3.1.2. Members

The committee will becomprised of the following members

1. Minister Education (Patron)
2. Secretary E&SED (Chair)
3. Special Sectary
4. Chairman Textbook Board KP
5. Director GeneralEMA
6. Managing Director ESEF
7. Managing Director - Merged Areas Education Foundation
8. Director DCTE
9. Director DPD
10. Representative of EMIS
11. Representatives of Planning and Finance
12. Representatives from NGOs,INGOs,donor organizations and education experts.

3.1.3. Roles and Responsibilities

The committee willhave following roles and responsibilities:

1. Strategic Planning
2. Program Oversight
3. Policy Guidance
4. Resource Allocation
5. Coordination with Stakeholders
6. Monitoring and Evaluation
7. Capacity Building
8. Reporting and Accountability

The committee will discuss the overall performance of the students in the province especially in achieving literacy and numeracy skills, these include listening, reading, writing, speaking, numeracy and social emotional skills.The steering committee will further analyze the challenges and bottlenecks for and will issue administrative instructions for the improvement. Similarly, the committee will issue appreciation letters and suggest incentives for high performing students, teachers and admin staff.

3.2. Proposed District Level Steering Committees

The proposed district level steering committee will be chaired by the District Education Officer. The provincial level committee will meet once a month to discuss the strategies, plans and progress of the implementation of FLN policy .Theminutes of meetings will be.subsequently released and communicated to line departments.The proposed list of members and core responsibilities of the committees are given as under:

3.2.1. Members

1. DEO (Chair of the Committee)
2. DDEO
3. SDEO
4. ASDEO
5. School leaders

3.2.2. Roles and Responsibilities

1. Strategic District level Planning:
2. District-level Resource Allocation:
3. Coordination with Stakeholders:
4. Monitoring and Evaluation:
5. Capacity Building
6. Reporting and Accountability

4. Pillar-wise Implementation Strategies Mechanism

5. Pillar-wise Implementation Strategies Mechanism

PILLAR 1 Alignment of FLN with Curriculum

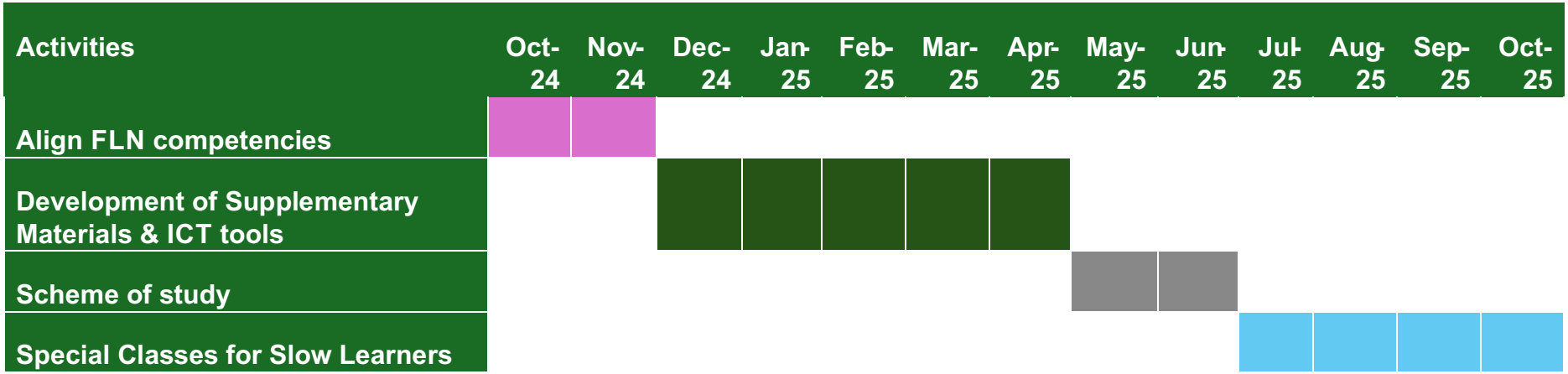
Implementation Strategies	Implementation Mechanism	Responsibility	Timeline
1. Align FLN competencies.	DCTE with the support of other departments of E&SED has selected 12 benchmarks and 101 SLOs. The textbooks will be analyzed with respect to the identified benchmarks and SLOs. The group of experts will suggest improvements incase there is a need to strengthen the textbooks. Similarly, supplementary materials can also be developed to fill the gap. Learning audio-video aids which are in alignment with the FLN competencies will be developed to improve the pedagogical skills of teachers.	**DCTE**	1 months after approval of the policy.

2. Development of Supplementary Materials & ICT tools	**Step 1:** The existing textbooks and learning materials will be evaluated considering the aligned SLOs & benchmarks. **Step 2:**Gaps may be identified during the evaluation of the textbooks and learning materials. **Step 3**: Improvements may be made in the existing textbooks. **Step 4:** Supplementary reading materials and specific learning aids could be created as per the requirement. **Step 5:**Create interesting and visually appealing tools like flashcards, storybooks, and apps to inculcate ICT tools. **Step 6:**Continuous improvement and effectiveness are ensured by collaboration with educators and regular feedback.	**DCTE & KP Textbook Board**	1 - 2 months after aligning the benchmarks and SLOs.

3. Scheme of study - Develop a Scheme of study and timetables for each class (catering to the requirements of the Multigrade teachers).	**Step 1:**Develop a scheme of study that is compatible with the strengths and needs of the students. Furthermore, divide the study material in chunks and start by teaching basic concepts to students and then move to complex concepts. **Step 2:**Assign time according to the complexity and significance of each unit, keeping reading writing, speakingand numeracy in balance. **Step 3:** Timetable - **Daily Blocks** Set aside time each day for listening, speaking, reading, writing, and numeracy exercises (e.g., 15-20 minutes each). - **Balance**: Within the schedule, make sure that practice, instruction, and assessment are all distributed equally. - **Variety**: To keep students interested, use a range of instructional strategies, such as group projects, individual assignments, and hands on activities. - **Breaks and Enrichment**To reinforce FLN skills in a fun, engaging way, and provide breaks and enrichment times (e.g., story time, puzzles).		1 month after developing learning aids

4. Special Classes for Slow Learners Following three strategies are proposed: - Zero-hour classes - After school hour classes - Remediation classes during summer / winter vacations.	**Create individual learning plans–** teacher will design learning plans that cater to the needs of students. **Individual Attention** – when required, teachers will ensure individual attention for students that are not performing well. **Scaffolded Learning** – through scaffold learning technique, teachers can inculcate the ability of critical thinking and problem solving in students. **Reinforce Positive Behavior** – teachers should ensure encouraging behavior towards students that lack confidence or perform below average in class. **Parental Involvement** – The role of parents is significant in supporting a child to grasp new ideas or concepts. An encouraging environment both at school and home are important for student's performance.		

Table1. Pillar 1- Activity Timeline



PILLAR 2 Teacher Education and Training

Implementation Strategies	Implementation Mechanism	Responsibility	Timeline	Costing
1. **Needs Assessment and Alignment with FL Goals**	**Step 1:**Designed tools through mutual consultation to conduct need assessment for teachers' training and education. **Step 2:** Conduct need assessmentthrough sample-based model and identify the gaps. **Step 3:**Develop teacher training materials and design training to strengthen the gaps and improve quality of teacher training. **Step 4:** Ensurealignment of FLN learning standards and teacher training. **Step 5:** Get the opinions and expectations of important stakeholders, such as educators, trainers, administrators, and legislators, about professional development. **Step 6:**Develop training frameworks. **Step 7:**Conduct trainings.	**DCTE**	2 - 3 months of the policy.	
2. **Pool of master trainers at Provincial and District levels**	**Step 1:**Conduct training of teachers and develop a pool of master trainers.			

	Step 2: Strengthen the existing pool of master trainers and orient them on updated training modules. **Step 3:** A pool of master trainers at district level will be maintained. **Step 4:** The master trainers will train teachers during summer and winter vacations.			
3. Design Framework for Pre-Service/ Induction Training	**Step 1:** the training will be designed considering the gaps identified during the need assessment studies. **Step 2:** Curriculum Integration - include pedagogical approaches and FLN content in the pre-service teacher education program. **Step 2:** Training Components - make sure the instruction covers both the theoretical underpinnings of FL and hands-on techniques for establishing foundational literacy and numeracy abilities. **Step 3: Scope of the training** - General Pedagogy - Training in lesson planning & Delivery - Subject related (FLN) pedagogy - Use of ICT in teaching - Assessment	**DPD**	2 – 3 months after finalization of the curriculum.	

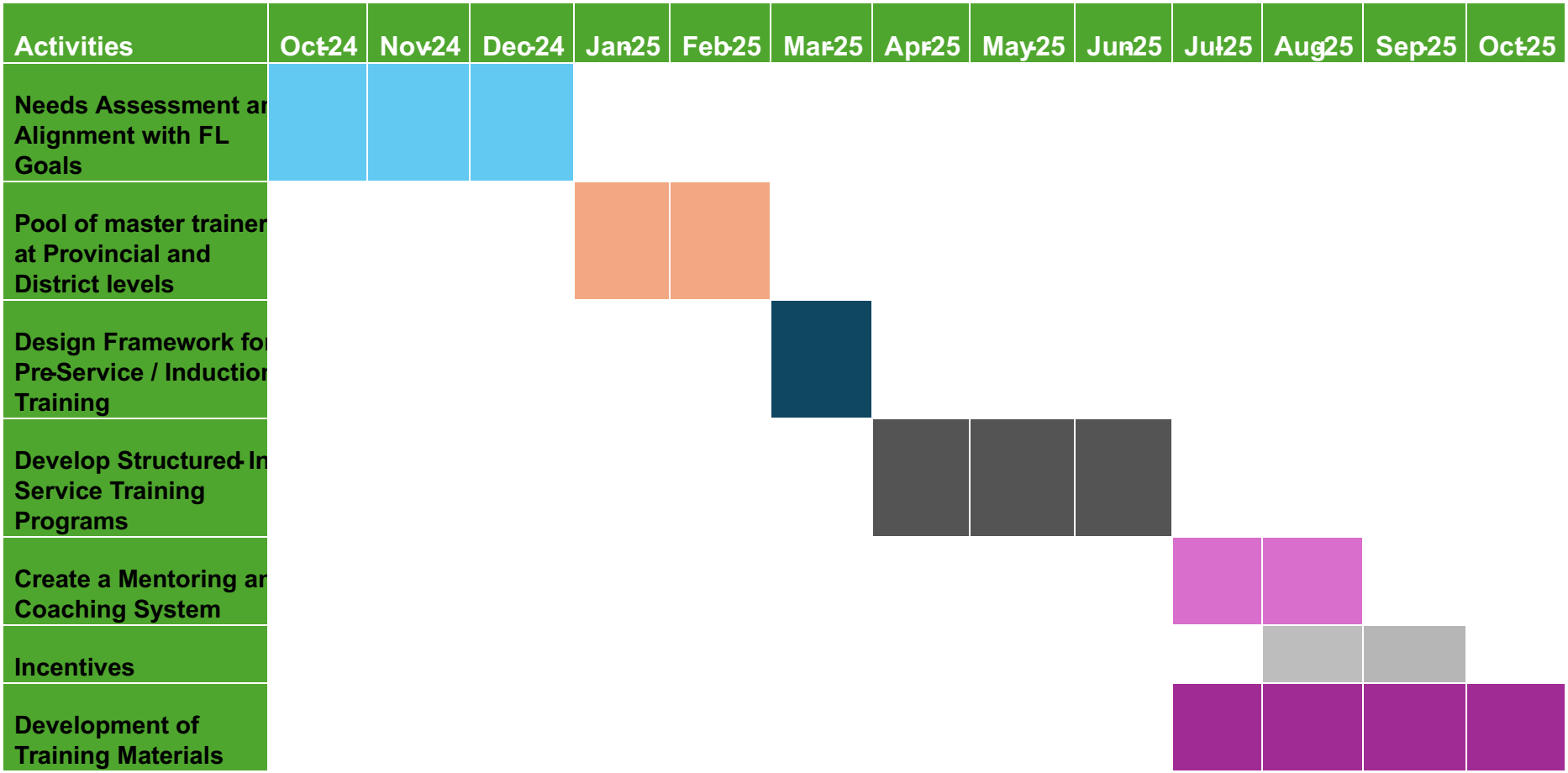
	Step 3: Certification and Assessment- Provide pre-service teachers with evaluation procedures that gauge their grasp of and proficiency with FL principles.			
4. Develop Structured In Service Training Programs	**Step 1:**Targeted Workshops- to improve FL outcomes, conduct frequent workshops that center on the newest developments, obstacles, and efficient teaching techniques. **Step 2:**Peer Learning Networks - Promote the development of professional networks where educators can exchange problems, best practices, and practical methods for instructing FL. **Step 3:**Continuous Professional Development - Make sure that continuing education is provided, with exams and clear benchmarks to monitor advancement.	**DPD**	1 – 2 Months	
5. Create a Mentoring and Coaching System - school leaders will be responsible for qualitative monitoring. - Ensure once in a month orientation on delivery of lesson plans. This should be done in small clusters.	**Step 1:**Mentor Selection- the process of selecting and training mentors involves choosing seasoned educators or outside specialists who possess expertise in FL N techniques. Give them further instruction in coaching and mentoring. Preferably school leaders will be selected as mentors. Teachers from non -formal will also assist in mentoring.	**DPD**	1 – 2 Months	

	Step 2: Teacher-Mentor Pairing- For advice and assistance, pair up inexperienced or less seasoned educators with mentors. **Step 3:** Cycles of Observation and Feedback Incorporate frequent feedback sessions and classroom observations to assist educators in improving their FL teaching methods. **Step 4:** Goal setting and introspection- encourage teachers to engage in reflective practice by having them define objectives, discuss their progress with mentors, and modify their approaches in response to criticism.			
6. Incentives	**Step 1:** Institutional Support - To guarantee that the CPD strategy is sustainable, enlist the long term support of academic institutions and decision-makers. **Step 2:** Rewards for Instructors- provide teachers who successfully finish CPD programs and demonstrate improvements in FL education incentives like certifications, promotions, or professional recognition.	**DPD**	1 – 2 months	
7. Development of Training Materials	**Step 1: Instructional Guides/ Manual** Teacher's Manual: Detailed lesson plans, teaching strategies, and instructional tips.	**DPD**	3 – 4 months	

	Curriculum Guide: Outline of learning objectives, standards, and benchmarks for literacy and numeracy. **Step 2:Literacy Materials** Phonics Cards: Sets of cards with letters and sounds for phonemic awareness. Alphabet Charts: Visual aids displaying letters and corresponding images/words. Storybooks: Ageappropriate books to develop reading skills and comprehension. Flashcards: Vocabulary flashcards for word recognition and language development. Writing Practice Sheets: Worksheets for handwriting, spelling, and sentence construction. **Step 3:Numeracy Materials** Number Cards: Cards with numbers and visual representations for counting practice. Counting Manipulative: Objects such as beads, counters, and blocks for hands-on learning.			

	Math Games: Board games and card games designed to reinforce mathematical concepts.			

Table 2. Pillar 2- Activity Timeline



PILLAR 3 Assessment of Students

Implementation Strategies	Implementation Mechanism	Responsibility	Timeline
1. **Student Assessment Objectives Aligned with FLN Goals**	**Step 1:** A committee should be formed under the ***assessment wing*** of DCTE who will be responsible for aligning assessment with FLN goals. **Step 2:** Clarify Your Learning Objectives - Establish clear learning goals for students to meet in class 1, 2 &3 about foundational reading and numeracy. **Step 3:** Align assessments to FLN Benchmarks - To effectively track student development, make sure that all assessment types: diagnostic, formative, and summative align with these FLN objectives.	**DCTE (Assessment Wing)**	1 month
2. **Capacity Building of Teachers to Conduct Assessment.**	**Step 1:** Training on Assessment Literacy: Give educators the tools they need to create, carry out, and evaluate diagnostic, formative, and summative assessments about FLN. **Step 2:** Collaborative Analysis: Provide educators the chance to work together to examine assessment results,	DPD	1 – 2 months

	exchanging ideas and methods for enhancing FLN results.		
3. Diagnostic Assessment: Initial Identification of Learning Gaps	**Step 1:**Develop tools and framework for diagnostic assessment. **Step 2:**Assessment Design- Before instruction starts, provide diagnostic tests to gauge students' baseline reading and numeracy abilities. This ought to concentrate on important FLN domains including fundamental mathematics, phonemic awareness, letter-sound identification, and number sense. **Step 2:**Conduct Assessment: At the beginning of the program or academic semester, the teachers of class 1 to 3 will conduct diagnostic testing to learn more about the strengths and weaknesses of each student. This assignment will serve as the baseline while conducting other assessments in this academic year. **Step 3:**Examine Findings: Examine the findings to find any deficiencies in the fundamental abilities. Teachers will use this data to inform how to modify their lessons so that they focus on areas in which pupils are weak.	School Teachers / School Leaders	1 – 2 months

	Step 4: Customized Learning Plans: For children who require further assistance with reading or numeracy, use diagnostic data to develop customized or group-specific lesson plans.		
4. Formative Assessment: Continuous Monitoring and Feedback	**Step 1: Develop Formative Tools** Create formative assessment tools, such as quizzes, observational checklists, interactive activities, and small-scale tests, that can be integrated into daily or weekly lessons to monitor student progress. **Step 2: Incorporate Informal Assessment** Use informal assessment methods like class discussions, quick writes, problem-solving tasks, and peer assessments to gather ongoing insights into student understanding. **Step 3: Provide Feedback** Offer immediate, actionable feedback to students based on formative assessment results. This feedback should help students understand their progress and areas needing improvement in literacy and numeracy. **Step 4: Adjust Instruction** Use the data from formative assessments to	DCTE	1 – 2 months

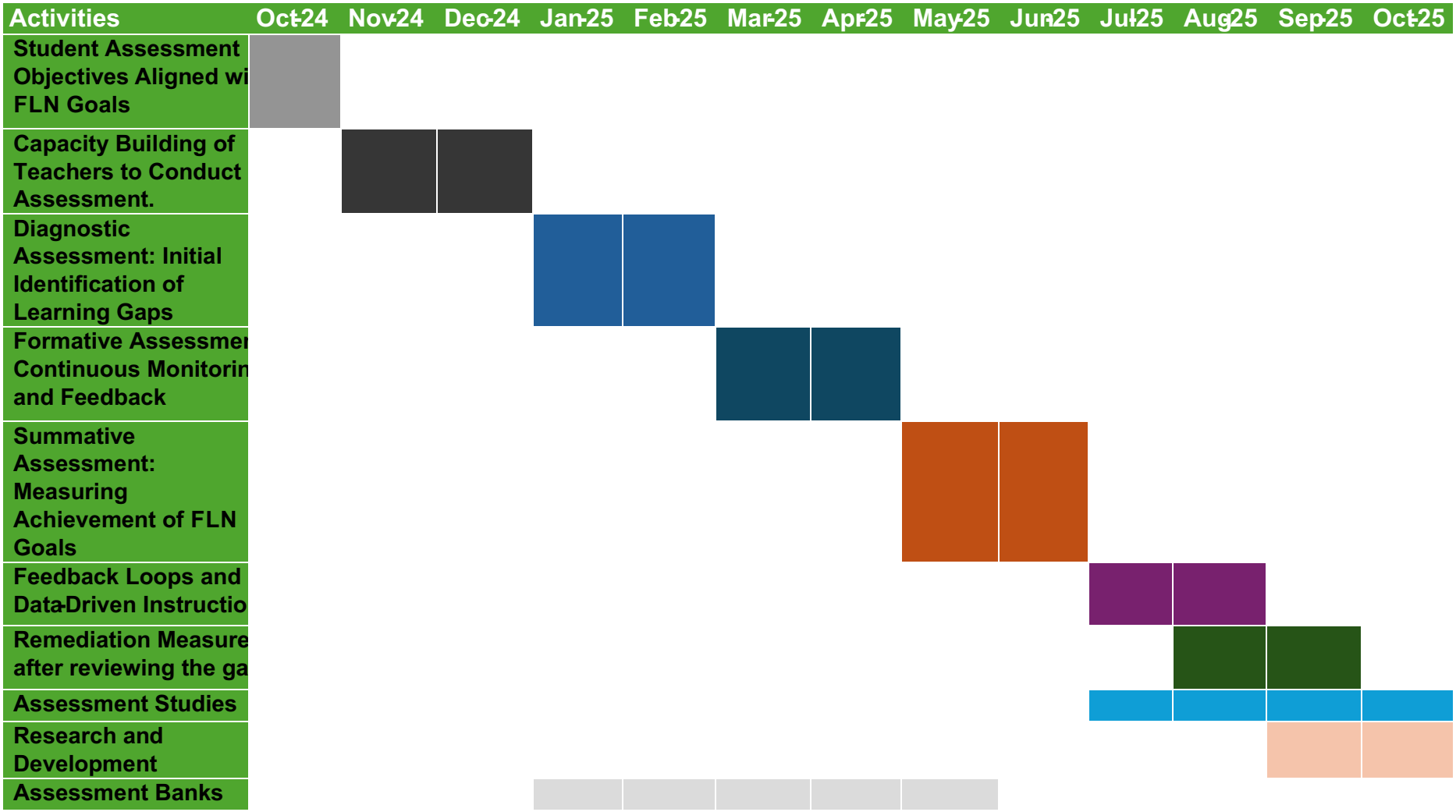
	adapt and differentiate instruction in real time. If students are not meeting FLN milestones, provide additional practice or alternative instructional methods. **Step 5: Engage Students in Self Assessment** the teachers will encourage students to engage in self assessment and reflection, which helps them become active participants in their learning process.		
5. Summative Assessment: Measuring Achievement of FLN Goals	**Step 1:**Design Summative Assessments: Develop summative assessments that measure the cumulative learning of students at the end of an instructional period (e.g., end of a term, semester, or year). These assessments should comprehensively evaluate students' literacy and numeracy skills against the set targets and objectives. **Step 2:**Assess Core Competencies: Ensure that summative assessments evaluate key FLN competencies, such as reading fluency, comprehension, basic math operations, and problem-solving skills. **Step 3:**Standardized Testing Options: If applicable, incorporate standardized	DCTE	1 – 2 months

	tests that align with national or institutional FLN standards to evaluate performance on a broader scale. **Step 4:**Grading and Reporting: Grade summative assessments based on clearly defined rubrics or scoring criteria and provide detailed reports that indicate each student's level of proficiency in FLN. **Step 5:**Use Results for Reflection: Reflect on summative assessment outcomes to identify patterns in student performance, instructional strengths, and areas where curriculum changes may be necessary.		
	Step 6:the teachers will pick and choose assessments from assessment banks.	Teachers	
6. Feedback Loops and Data-Driven Instruction	**Step 1:**Utilize Data for Instructional Planning: When designing future lessons, consider the results of diagnostic, formative, and summative tests. This will help you focus on areas in which students need to grow while highlighting their strengths. **Step 2:**Establish Feedback Loops: Create feedback loops where assessment data informs student self-	DCTE	2 – 3 months

	evaluation and instructional strategies, motivating students to make objectives based on their results. **Step 3:**Parental Participation: Involve parents in their child's education by sharing assessment findings with them, especially for FLN-related topics.		
7. RemediationMeasures after reviewing the gaps	**Step 1:**Customize Remediation Programs: Utilizing data from formative and diagnostic assessments, remediation programs should be tailored to children who are having difficulty meeting FLN requirements. These could include customized interventions, or small-group education and peer learning **Step 2:**Advanced Learners: In a similar vein, make sure that students who demonstrate proficiency in basic literacy and numeracy are always pushed by using assessment data to offer enrichment opportunities.	Teacher	1 – 2 months
8. Assessment Studies - Once every two years	**Step 1:**The assessment wing of the DCTE will develop the assessment tools based on the FLN indicators.	DCTE	2 – 3 months

	Step 2: The assessment study will be conducted as per the existing assessment mechanism.		
9. Research and Development	The R&D wing of the DCTE in collaboration with universities shall conduct research work to improve the quality of education. Existing good practices will be further improved and replicated keeping in view the modern needs.	DCTE/ EMA	2 – 3 months
10. Assessment Banks	DCTE may develop Assessment Banks for FLN in consultation with all concerned. These test items should be made available to all teachers of the public. Teachers may be trained in development of test items and their application / administration.	DCTE / Textbook Board	

Table 3 Pillar 3 - Activity Timeline

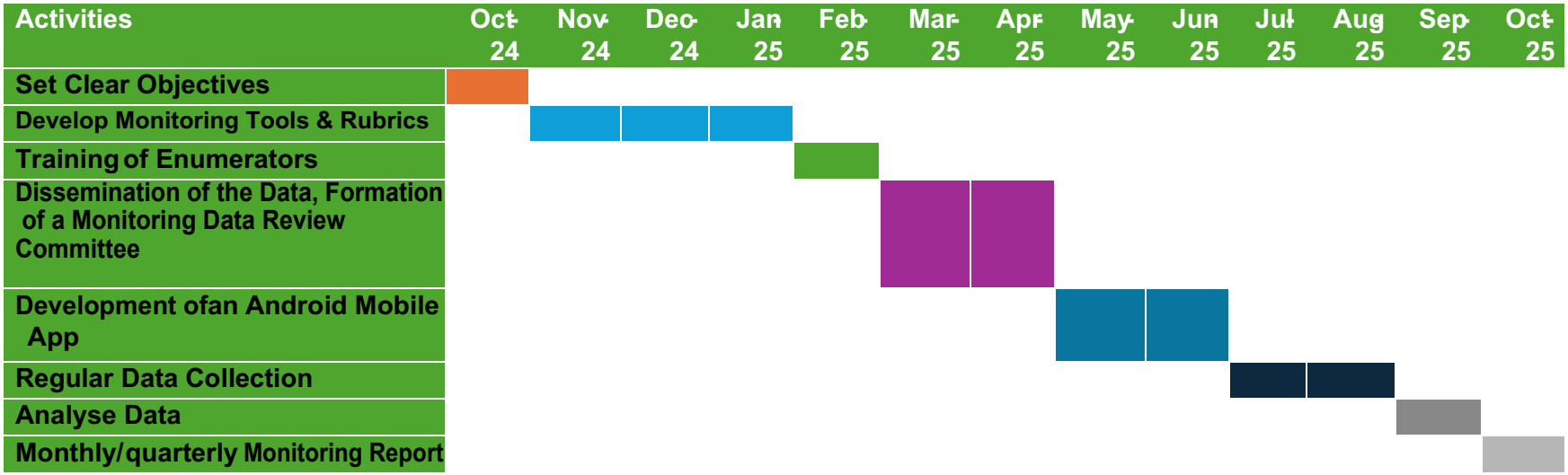


PILLAR 4 Monitoring and Evaluation

Implementation Strategies	Implementation Mechanism	Responsibility	Timeline
1. Set Clear Objectives	Define specific FL goals and outcomes to be monitored, such as literacy and numeracy benchmarks.	DCTE & EMA	1 month
2. Develop Monitoring Tools & Rubric	Create tools like observation checklists, progress reports, and assessment trackers to monitor teaching practices and student progress. Tools should be developed in such a way that the data entered should be analyzed and synthesized.	DCTE & EMA	
3. Training of Enumerators	Experienced enumerators will be hired. The enumerators will be trained in fieldwork and data collection. Enumerators will be required to do piloting at a small level and in selected schools.	EMA	
4. Dissemination of the Data, Formation of a Monitoring Data Review Committee	EMA will disseminate all the data before the 05th of every month. The data will be reviewed by a High Powered Committee of E&SED (inclusion of all the heads of the attached departments and the Secretary of Education will preside over the Committee).	E&SED	2 – 3 months

	The decisions taken will be reported in the meeting minutes and will be disseminated to all the DEOs and the Heads of the departments.		
5. Development of an Android Mobile App	A Mobile App will be created in which Real Time data shall be entered. The App will also have features like geo-location.	EMA	1–2 months
6. Regular Data Collection	Gather data periodically through assessments, surveys, and classroom observations to measure student performance and program effectiveness.	EMA	Ongoing
7. Analyze Data	Evaluate the collected data to identify trends, strengths, and areas for improvement in both teaching methods and student outcomes.	EMA	2–3 months
8. Monthly /quarterly Monitoring Report	A monitoring report of the program will be generated every month. It will be shared with all the concerned.	EMA	Ongoing

Table 4. Pillar 4 - Activity Timeline



PILLAR 5 Community Engagement

Implementation Strategy	Implementation Mechanism	Responsibility	Timeline
1. **Re-organization, revamping, and strengthening of the existing PTC**	The Parent Teacher Council shall be reorganized and strengthened, through the involvement of influential of the local Community. The Head of the Committee will be from the community and must be educated and enjoy a good reputation in the community.	District Level Authority, Social Welfare Department.	1 – 2 months
2. **Revision of the PTC Manual**	The Manual shall be revised as per the new roles and responsibilities.		1 month
3. **Training of the PTC main office bearers.**	The members of the PTC will be trained by the Master Trainers appointed by the E&SED		1 month
4. **Development of a five -year School Development Plan**	The PTC will develop a five year plan with consultation by all the stakeholders. The plan shall include the components of School infrastructure development, up-gradation of the school, and facilitation of the poor and needy children. The community shall facilitate development work of the schools.		3 – 4 months
5. **Ensuring 100% enrollment and 0% dropout**	PTC shall support the school management in ensuring that all the school-going children must be enrolled in the school, and no one shall leave the school before completion of their Primary course. Awareness Campaigns		4 – 5 months

	on Enrollment shall be organized with the support of PTC.		
6. School Celebrations	Organize events like Annual Result Day, literac days, or community fairs to celebrate student achievements and strengthen community support for the program.		Ongoing

Table 5. Pillar 5- Activity Timeline

Activities	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25
Re-organization,revamping, and strengthening of the existing PTC													
Revision of the PTC Manual													
Training of the PTC main office be													
Development of a 5 -year school development plan													
Ensuring 100% enrolment and 0% dropout													
School Celebrations													

PILLAR 6 Administrative Support and Financing

Implementation Strategy	Implementation Mechanism	Responsibility	Timeline
1. **Needs Assessment**	The ADO will Assess the administrative, leadership, and financial needs of schools to implement the FL program effectively. A draft Need Assessment report will be presented to DEO	Elementary & Secondary Education Department	2 – 4 months
2. **Develop a Support Framework**	Establish a clear framework for providing administrative guidance, leadership training, and financial resources to schools in alignment with FLN goals.		1 – 2 months
3. **Leadership Training and Financia Planning**	Provide school administrators with professional development that focuses on managing resources, applying FLN techniques, and creating a learning environment that is FLN-centered. Provide specific funding for FLN -related resources, including training materials, exams, and teaching materials, making sure that budgets reflect FLN goals.		2 – 3 months
4. **Continuous Administrative Support**	Continue to support school administrators with scheduling, tracking, reporting, and making sure FLN objectives are met.		Ongoing
5. **Resource Allocation**	Make sure that schools have access to the infrastructure, technology, and instructional materials required to support FLN instruction. The resources should be allocated to schools on an equity basis.		2 – 3 months

	Set transparent criteria for equity-based resource allocation.		
6. Monitoring and Accountability:	Provide procedures formonitoring cash and administrative support are being used to make sure FLN goals are being met.		1 – 2 months
7. Continuous Feedback and Adjustment	Get input from schools on how well the support is working and make any adjustments to ensure the FLN program runs smoothly and is successful.		

Table 6. Pillar 6- Activity Timeline

Activities	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25
Need Assessments													
Develop a Support Framework													
Leadership Training & Financial Planning													
Continuous Administrative Suppo													
Resource Allocations													
School Celebration													
Monitoring & Accountability													
Continuous Feedback & Adjustme													

5. Responsibility Matrix

Department	Roles & Responsibilities
DCTE	- Review theCurriculum - Align FLN with the Curriculum - Review the textbooks - Update the textbooks to bridge the gaps - Design & develop supplementary materials - Integrate ICT - Assessment Studies (every 2 years) - Pre and post teacher training assessments - Identify the gaps in trainings - Support EMA and develop quality indicators - Research & Development
Textbook Board	- Publish Books & Supplementary Materials - Assessment Banks
DPD	- Review the existing teacher training modules - Align FLN with the training modules - Bridge the gaps identified by the DCTE - Develop new training modules - Conduct pre-service trainings or Induction Training - Conduct in-service trainings - Evaluateteacher's performance pre and post trainings
EMA	- Integrate quality indicators in existingtools - Develop online portal and app for data collection and dissemination - Train school leaders and enumerators to collect data

	- Collect data on monthly basis - Publish ReportsAnnually
District Level Steering Committee	- Strategic District level Planning - District-level Resource Allocation - Coordination with Stakeholders - Monitoring and Evaluation - Capacity Building - Reporting and Accountability
Provincial Level Steering Committee	- Strategic Planning - Program Oversight - Policy Guidance - Resource Allocation - Coordination with Stakeholders - Monitoring and Evaluation - Capacity Building - Reporting and Accountability
School Leaders	- Classroom observation - Feedback &Support - Track the progress of quality standards - Assessments - Teacher Professional Development - Reporting

=

6. Budgeting (Provincial Level)

Table 7. Budget Breakdown for the whole province

No of Schools		**30,682**[1]
No of Teachers		**109,299**
	PKR	**USD**
Studies (Need Assessment, IT Systems, Martial Development, Plans, ToRs of departments, Monitoring Systems Development)	100,000,000	358,448.63
Unit Cost of Teacher Training	40,000	143.38
Training of Teachers	4,371,960,000	15,671,230.91
District-wise Cost of Assessments after every 2 years	150,000	537.67
Assessments after every 2 Years (34 Districts + 7 Newly Merged Areas)	6,150,000	22,044.59
Research and Development for 5 Years	30,000,000	107,534.59
Total Estimated Budget for 5 Years	4,508,300,000	16,159,939.78
For 1 year	901,660,000	3,231,987.96
for each School for five years	146,936	526.69
For each school for 1 year	29,387	105.34

The necessary budget will be financed through donor-funded initiatives, including ASPIRE (supported by the World Bank), GPE, UNICEF, GOAL (backed by FCDO), and various USAID funded projects.

[1] Annual Statistical Report of Government Schools 2021-22 (KPEMA, E&SED)

7. Budgeting for lagging districts

The Elementary & Secondary Education department has identified 10 lagging districts in the province. These districts are Swabi, Battagram, Shangla, Upper Kohistan, Lower Kohistan, Kolai Palas, Upper Dir, Torghar, Bannu & Karak. The educational statistics of these 10 districts are as follows:

Table 8. District wise Number of Teachers, Students & Schools (EMA 2023-24)

District	Population			Enrolment			Teachers			Number of Schools		
	Age (5-9)			Primary Level			Primary			Primary Level		
	Boys	Girls	Total	Boys	Girls	Total	Male	Female	Total	Boys	Girls	Total
Battagram	50,202	46,325	96,527	37,149	31,382	68,531	1,231	499	1,730	468	231	699
Shangla	87,150	78,305	165,455	62,270	44,280	106,550	2,016	479	2,495	425	180	605
Kolai Palas	93,513	76,630	170,143	6,711	5,700	12,411	318	90	408	142	64	206
Kohistan Upper				15,131	4,905	20,036	456	71	527	226	97	323
Kohistan Lower				12,690	6,157	18,847	493	79	572	177	93	270
Dir Upper/Dir Bala	109,456	92,389	201,845	96,174	82,181	178,355	3,000	1,191	4,191	572	241	813
Torghar	15,396	9,227	24,623	12,543	6,803	19,346	421	80	501	143	64	207
Swabi	103,419	102,196	205,615	96,135	91,425	187,560	2,655	1,915	4,570	574	452	1,026
Bannu	88,821	74,283	163,104	85,858	67,570	153,428	2,595	1,705	4,300	620	569	1,189
Karak	46,736	49,093	95,829	44,334	45,800	90,134	1,669	906	2,575	436	350	786
Grand Total	594,693	528,448	1,123,141	468,995	386,203	855,198	14,854	7,015	21,869	3,783	2,341	6,124

The estimated budget for 10 lagging districts is as follows:

Table 9. Budget breakdown for 10 lagging districts

No of Schools		**6,124[2]**
No of Teachers		**21,869**
	PKR	**USD**
Studies (Need Assessment, IT Systems, Martial Development, Plans, ToRs of departments, Monitoring Systems Development)	30,000,000	107,534.59
Unit Cost of Teacher Training	40,000	143.38
Training of Teachers	874,760,000	3,135,565.27
District-wise Cost of Assessments after every 2 years	150,000	537.67
Assessments after every 2 Years (34 Districts + 7 Newly Merged Areas)	1,500,000	5,376.73
Research and Development for 5 Years	30,000,000	107,534.59
Total Estimated Budget for 5 Years	936,450,000	3,356,692.24
For 1 year	187,290,000	671,338.45
for each School for five years	152,915	548.12
For each school for 1 year	30,583	109.62

[2] Annual School Census Report 2023-2024 (KPEMA)



Follow Us:
kpesedgovt
kpese.gov.pk

KPESED
معیاری تعلیم... سب کیلئے!
Khyber Pakhtunkhwa Elementary & Secondary Education Department

ASPIRE
ACTIONS TO STRENGTHEN PERFORMANCE FOR INCLUSIVE AND RESPONSIVE EDUCATION