

NEWSLETTER

January 2023

Recovery for Foundational Learning - Flood Response 2022

بوڈ سبب ٿيل نقصان ۽ بنيادي تعليمي سهولتون



Intervention I

Distribution of Back-to-School and School Stabilization Kits!

The children were delighted to receive new bags, uniforms, stationery, exercise books (3), lunch box (40,000 students) and dignity kits for adolescent girls (8000). ITA in collaboration with SELD and support of FCDO, began distributing Back to school and School Stabilisation kits. The latter include: Teaching learning Materials(TLMs)-from ECE to Grade 8, mini libraries of levelled books in Sindhi, sports kits, health and hygiene/First Aid kits for 391 schools of Ghotki and Shikarpur. The good news is that the number of schools for TLMs will reach more than 700 flood affected schools as per SELD and SEF lists.

2023 brings Smiles, Hope, and Access to Quality Learning Recovery in the Flood-Affected Schools of Ghotki and Shikarpur!

January 2023 was a month of smiles and happiness in the flood-affected areas of Ghotki and Shikarpur as ITA began the roll-out of **Intervention I "Back-to-school and School stabilization kits"** in the 391 schools selected and verified by SELD and ITA and **Intervention II '55-65 days Learning Recovery Camps'**.

The **"Recovery for Foundational Learning; Flood response 2022"** **Interventions I & II** are concurrently in full swing of implementation, providing relief to children, teachers and families. Education and Learning are a fundamental entitlement for children linked to multiple capabilities including lifelong learning, health, nutrition, economic opportunities, gender equality and poverty reduction.



With Detachable Sections

TLMs/Sports/HH kits



STEM Art & Craft



Library



Hygiene Kit



First Aid Kit



Snakes & Ladders CC Environment



Maps and Record



Sports Kit

TARL Materials



Intervention II: Hiring Teachers for Teaching at the Right Level (TARL)/Chalo Parho Barho (CPB) Camps!

ITA conducted tests and interviews for hiring Para teachers to run the Learning Recovery Camps for teaching at the right level (TARL) an intervention spanning 55-65 days, for addressing foundational literacy and numeracy. The Camps will reach 30,000 in-school children at risk and out of school children (drop-outs & never enrolled) ages 6-13 years in the Ghotki and Shikarpur districts. The communities are excited about the intervention for learning in their villages and neighbourhood



Week-long Teacher Training in Ghotki and Shikarpur!

A comprehensive five-day teacher training workshop was held simultaneously for TARL/ Chalo-Parho-Barho (CPB) camps. 95 para teachers/volunteers were trained by ITA-Senior Manager Academics Fida Hussain and Training Coordinators the Learning Recovery of children to mitigate learning losses through the Combined Action for Maximized (CAMAL) methodology- embedded in regular assessments to track learning outcomes.



Baselines Assessment for Children in CBP/TARL Camps!

The Para teachers conducted the baseline survey of the first cohort of 3200 students have been enrolled in the Learning Recovery Camps



The Roll out of TARL- Chalo-Parho-Barho Camps in the Two Districts

90 Learning Recovery CAMPS of cohort have been rolled out in January 2023 to address foundational literacy and numeracy with social emotional skills brimming with stories and play based learning for 30,000 in-school children at risk and out-of-school children (drop-outs & never enrolled) ages 6-13 years in the districts Ghotki and Shikarpur. We sincerely hope this will lead to new conceptions and practices for positive learning practices.



Intervention III: All Children Learning – Every Child Counts and Every Child Matters

In both villages of Mahmood Panhwar (Shikarpur) and Moomal Ji Mari (Ghotki) the full Household Data of every HH with 3-16 year old children has been collected.

The Learning Crisis in the Spotlight for Moomal Ji Mari – a huge effort needed!

The analysis of Moomal ji Mari depicts the twin challenge of too many out of school children (30%) and poor learning levels (grade 2 competencies); for both indicators girls lag behind boys. There is an urgency live up to the promise of Every Child Learning through system level reforms and multiple learning camps and 100% enrolment in the village. The recovery and renewal of education in Moomal Ji Mari will require a collective and sustained effort by all the key stakeholders.

Moomal Ji Marri Village South-South Partnership

- **Learning Levels of Children (5-16 years) by Gender and Learning Levels**
 - A larger percentage of boys can read at least a sentence in Urdu and can do at least subtraction as compared to girls.
 - More girls (15%) than boys (12%) can read words in English
 - Basic learning levels in Sindhi/Urdu, English and Arithmetic are in a dismal state reflecting learning poverty and needs urgent attention

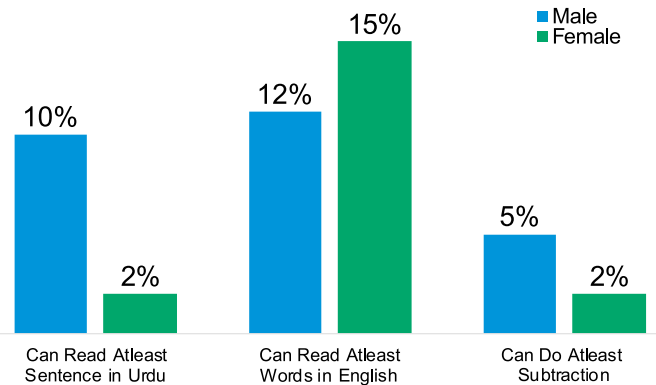


Table II below indicates the sad and low Baseline learning levels of children (5-16 years) by gender. It reveals that 10% of boys and 2% of girls can read at least one sentence in Urdu whereas the ability to read at least words in English is 15% in girls and 12% in boys. It has been observed that 5% of boys and 2% of girls can

also do subtraction. The data collected depicts that the basic learning levels in Sindhi/Urdu, English and Arithmetic are in a dismal state reflecting learning and urgent attention.

- **283 households** with children of ages 3-16 surveyed in **Moomal Ji Marri Village, Ghotki; 20 village volunteers** and ITA
- Average HH size is **5**. Average earning household members is **1**.
- **33% girls** of ages 5-16 years are **OOSC** as compared to **28% boys** among the households.
- **Poverty (58%)** followed by **law and order (29%)** are reported as the major reasons for children never being enrolled. **HHs also lack access to social safety nets**.
- Overall **42%** of the children assessed are at beginner learning level in Sindhi/Urdu. A **greater share of girls (51%)** are at beginner Sindhi/Urdu learning level as compared to boys (37%).

Educational status of children (5-16 years) by gender

Educational status	Boys	Girls	Total
Never enrolled	25%	27%	26% (113 children)
Dropped out	3%	6%	4% (17 children)
Currently enrolled	72%	67%	70% (306 children)

Celebrating the International Day of Education 2023!

There were good reasons to celebrate the International Day for Education 2023 in the flood-affected schools of Ghotki and Shikarpur Sindh. The children made posters and banners to mark the occasion to underscore the right of every child to access Quality and meaningful education. Our hope for 2023 is for every child to return to the classroom, where they belong.



Featuring Case Studies of Hope and Resilience: How Education Helped to Shape a Leader Teacher's Identity?

The field teams were inspired to meet Miss Nayab, a very committed teacher at a school GGPS-Kiri Nawab Khan. Miss Nayab has a disability and walks with difficulty. Regardless of the impediment, she is one very courageous young woman who works and lives independently.



She is a resident of a small village and despite her disability she walks punctually to school. She believes that education is the most powerful key to empowering women in society and helps women to become independent and live the life they desire.

She is a hero for all the girls and colleagues not only in her school but in her village as well. Miss Nayab is a smart-happy-go-lucky individual and she firmly believes that "disability is nothing if a person has a passion to achieve something meaningful".

Her colleagues hold Nayab in high esteem "she is an active faculty member and adds value to the educational journey of so many children who she teaches; she is an extraordinary human being and loves to teach with care and love"

Ms. Nayab believes that her financial contribution to the family has not only given her confidence but also enhanced her status in the family and the community. She says 'educating girls can help them to become productive members of society; there is great potential in girls and all that is needed is encouragement and opportunity; I am happy that I am fulfilling that role!'



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