

NEWSLETTER

Recovery For Foundational Learning; Flood Response in Sindh

SEPTEMBER

Volume-VII 2023

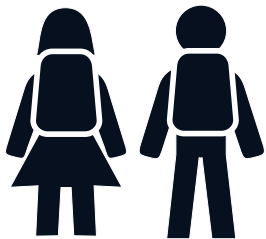
In the month of September 2023, a significant milestone was achieved in the "Recovery of Foundational Learning: Flood Response in Sindh 2022" program. All TaRL/CPB Camps for the four cohorts of Intervention II were successfully concluded, and the students, both in-school at risk and out of school, have transitioned back and been enrolled into regular classes.

ITA not only reached the target of 30,000 children in TARL/CPB camps but exceeded it, with 30,884 students benefiting from these programs. Many more children could also benefit from the 60 days' remedial learning camps.

In September 2023, ITA participated in a global research conference, UKFIET, at Oxford, UK. Additionally, ITA organized a regional advocacy and acknowledgment event in Sukkur, Sindh, titled "What Works for Foundational Learning in Emergencies." This event featured Dr. Fouzia Khan, Additional Secretary and Chief Advisor Curriculum SELD, as the Chief Guest. Directors, Deputy Directors, DEOs, Deputy DEOs/TEOs, and Headteachers of SELD, SEF, JICA, as well as NGOs engaged in emergency work, and ITA's field teams were present.



BENEFICIARIES



210,000

Total Beneficiaries

775

CPB/TaRL Camps Established

30,873

Children Enrolled in CPB/TaRL Camps

42.5%



Girls Enrolled in CPB/TaRL Camps

57.5%



Boys Enrolled in CPB/TaRL Camps

0.7%



Children with Disability

12%



Minority Students

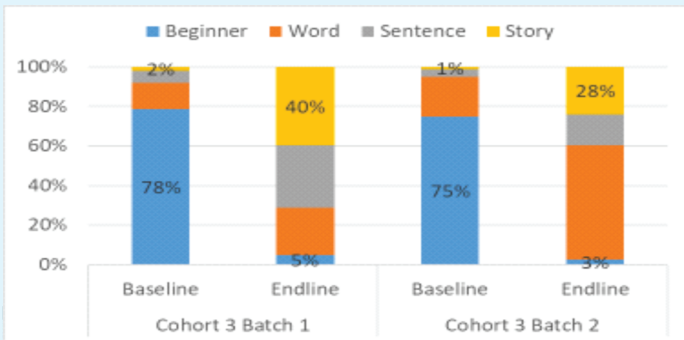
REPORT CARD FOR COHORT III & IV

Basic Sindhi Learning Levels for Cohort III Batch 1 and 2

In Cohort 3 Batch 1, the proportion of children who were able to read at the Story level in Sindhi language increased significantly from 2% at the beginning of the study to 40% at the end of the study. Similarly, in Cohort 3 Batch 2, the proportion of children who could read at the Story level in Sindhi language increased from 1% at baseline to 28% at endline.

Looking at the gender-wise breakdown of Cohort 3 Batch 1, the data indicates that only 2% of boys and 5% of girls were able to read at the story-level at baseline, which increased to 43% & 35% respectively at endline.

On the other hand, Cohort 3 Batch 2 data suggests that initially, a similar number of boys and girls (1%) were able to read at the story level, but at the end of the study, a greater proportion of boys (30%) were able to read at the story level as compared to girls (24%).



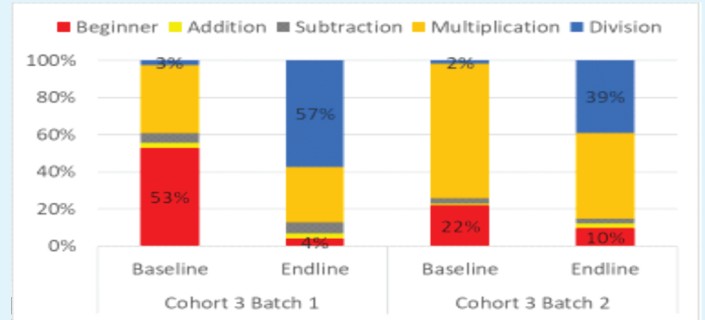
Basic Arithmetic Learning Levels for Cohort III Batch 1 and 2

The Arithmetic learning levels of Cohort 3 Batch 1 have shown significant progress. At baseline, only 3% of children could do division, whereas by the endline, this number increased to 57%. Similarly, for Cohort 3 Batch 2, only 2% of children could do division at baseline, but this increased to 39% by the endline.

Moreover, there is a greater percentage of girls who showed improvement in Arithmetic learning levels in Cohort 3 Batch 1. The percentage of girls who could do division increased from 2% at baseline to 59% at endline, whereas for boys, it increased from 3% at baseline to 56% at endline.

For Cohort 3 Batch 2, the percentage of girls who could

do division at baseline was only 1%, which increased to 33% at endline. Similarly, for boys, this percentage increased from 2% at baseline to 43% at endline.

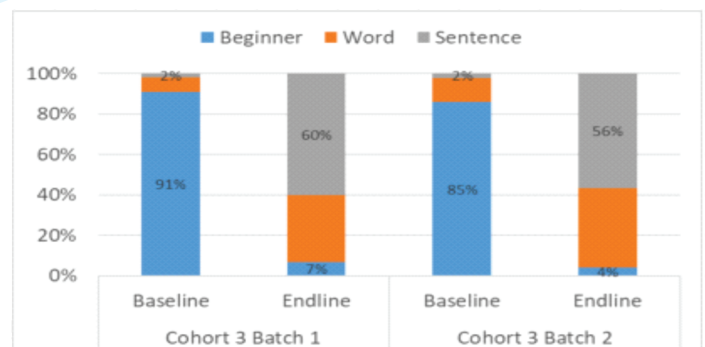


Basic Arithmetic Learning Levels for Cohort III Batch 1 and 2

In Cohort 3 Batch 1, the percentage of children who could read at the sentence level increased significantly, rising from a mere 2% at the baseline assessment to an impressive 60% at the endline evaluation. A similar upward trend was observed in Cohort 3 Batch 2, where the percentage of children reading at the sentence level went from 2% at baseline to 56% at endline.

When we examine gender-disaggregated data for Cohort 3 Batch 1, we find that at baseline, an equal share of boys and girls (2%) could read a sentence in English. However, at the endline assessment, there was a notable difference, with a higher percentage of boys (65%) able to read at the sentence level compared to girls (53%).

In Cohort 3 Batch 2, the baseline data indicated that 87% of boys and 82% of girls were at the beginner level in English. By the endline assessment, the results showed progress, but a gender gap remained, with 65% of boys and 45% of girls reading at the sentence level.



COHORT 4 RESULTS - BATCH 1 AND 2

In Cohort 4, 5,911 children were enrolled in CPB camps; 3,124 from Ghotki and 2,787 from Shikarpur. Around 13% of Cohort 4 consisted of out-of-school children (i.e., either never enrolled or dropped out), while 87% were in-school. Among the Cohort 4 beneficiaries, the share of boys was around 58% and that of girls was around 42%.

CPB Enrolment by District and Gender	Cohort IV		
	Boys	Girls	Total
Ghotki	1,894	1,230	3,124
Shikarpur	1,526	1,261	2,787
Total	3,420 (58%)	2,491 (42%)	5,911 (100%)

Table 1: Cohort 4 enrolment by schooling status & district

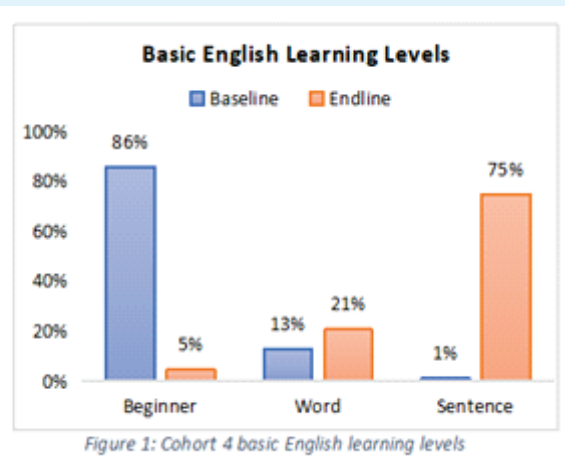
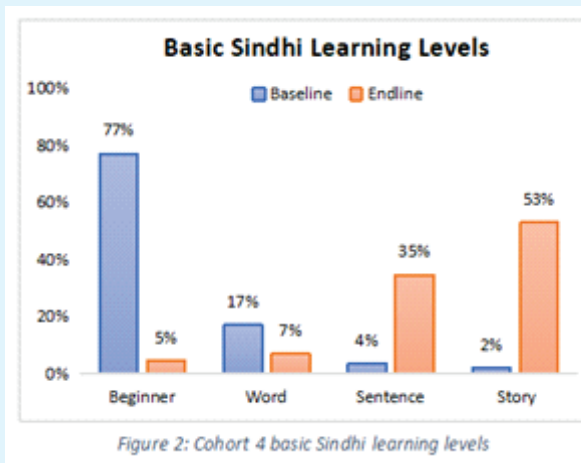
Enrolment by Marginalized Segments	Cohort IV Share of Enrolment
	Children with Disability (CWDs)
Minorities	7.72%

Table 2: Enrolment Share of Marginalized Segments in Cohort 4

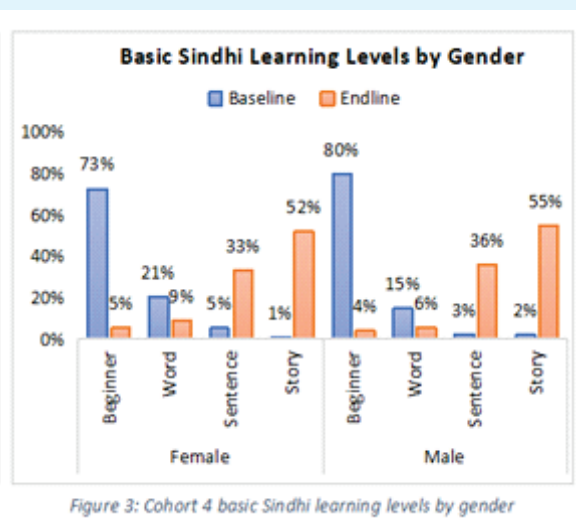
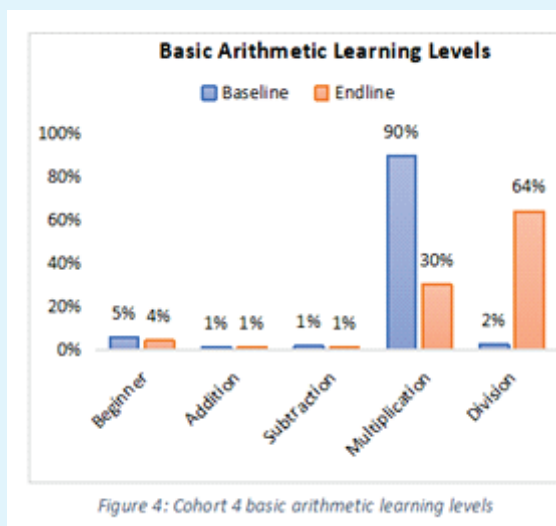
CPB Enrolment by Schooling Status and District	Cohort IV		
	In-school	Out-school	Total
Ghotki	2,271	853	3,124
Shikarpur	2,402	385	2,787
Total	4,673 (79%)	1,238 (21%)	5,911 (100%)

Table 3: Cohort 4 enrolment by district & gender

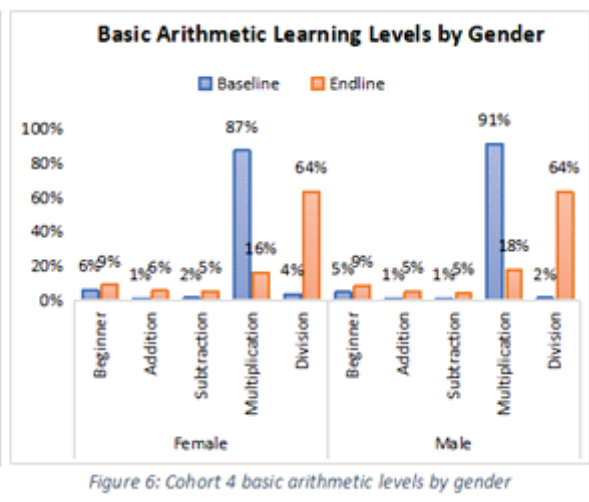
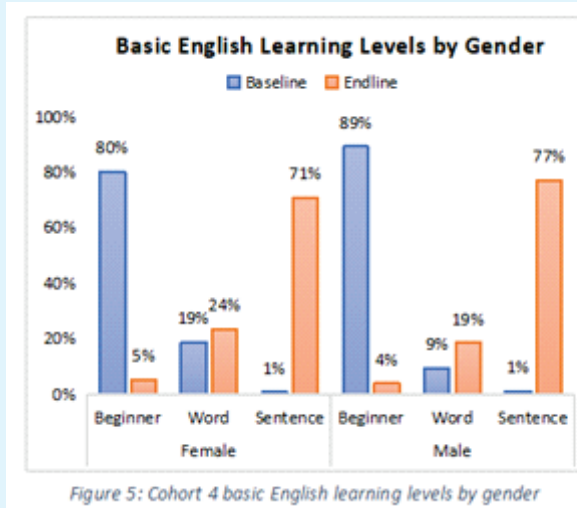
The results from learning assessments indicate steep gains in basic Sindhi reading among Cohort 4 children; 53% children at endline can read a Sindhi story as compared to only 2% at baseline. Similarly, the improvement in English was also pronounced; 75% Cohort 4 children could read an English sentence at endline as compared to only 1% at baseline.



The learning gains in arithmetic were also significant at the end of the 60-day camp cycle; 64% children could do two-digit division at endline as opposed to only 2% at baseline. Furthermore, a gender-wise breakdown of the data indicates that a higher share of boys had improved Sindhi learning levels as compared to girls; 55% boys could read a Sindhi story at endline as opposed to 52% girls.



A larger share of boys could read a sentence in English at endline than girls; 77% as compared to 71%. However, the assessment findings for arithmetic show that a similar share of Cohort 4 boys and girls (64%) achieved the highest competency level i.e., two-digit division.



INTERVENTION-III

Based on the findings from the village census, a TaRL-based accelerated learning program was implemented in schools in each of the two model villages, namely Mehmood Panhwar in Shikarpur and Moomal Ji Marri in Ghotki. The intervention, titled "Every Child Counts and Every HH Matters," aimed to ensure that every child between the ages of 6-13 who was out of school was enrolled, and that all children not achieving foundational literacy and numeracy would be able to reach those learning milestones in both villages.

The findings of the learning assessments from the TaRL camps are as follows:

Mehmood Panhwar Village – Shikarpur District

In Mehmood Panhwar, TaRL-based accelerated learning camps were established in two schools within the village, specifically GBLS Shahnawaz Panhwar and GBPS Shahnawaz Panhwar. A total of 10 camps were

set up across the intervention cohorts of CPB within these two schools, with 2 camps in Cohort 2, 2 in Cohort 3, and 6 in Cohort 4, respectively.

The composition of children enrolled in TaRL learning camps within the village included 218 in-school children with learning gaps and 181 out-of-school children (OOSC). The out-of-school children comprised those who were not previously enrolled in school before the CPB intervention, including dropouts and children who had never been enrolled.

The results from the TaRL camps show significant progress among children in basic numeracy, with 54% of children able to perform two-digit division at the endline compared to 0% at the baseline. Similarly, promising improvements were recorded in basic Sindhi reading, with 23% of children able to read a story at the endline as opposed to 0% at the baseline.

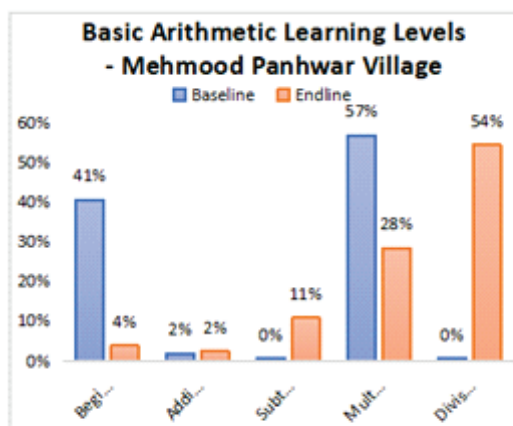


Figure 1: Basic arithmetic learning levels - Mehmood Panhwar village

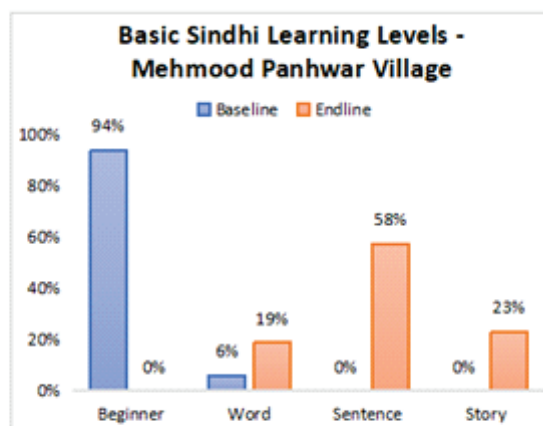


Figure 2: Basic Sindhi learning levels - Mehmood Panhwar village

Moomal Ji Marri Village – Ghotki District

In Moomal Ji Marri village, a TaRL-based accelerated learning program was implemented in one school within the village, namely GBHS Mathelo Moomal Ji Marri. A total of 6 TaRL camps were established in the school across intervention cohorts, with 2 camps in Cohort 1 and 4 camps in Cohort 4.

The children enrolled in the learning camps in the village consisted of 176 in-school children and 26 out-of-school children (OOSC), with 86 girls and 116 boys among the beneficiaries.

The findings from the learning assessments indicate significant learning gains in basic numeracy. A large portion of children (79%) can now perform two-digit division at the endline, compared to 0% at the baseline. There was also a substantial improvement in Sindhi reading levels, with 54% of children able to read a story in Sindhi at the endline, in contrast to 0% at the baseline.

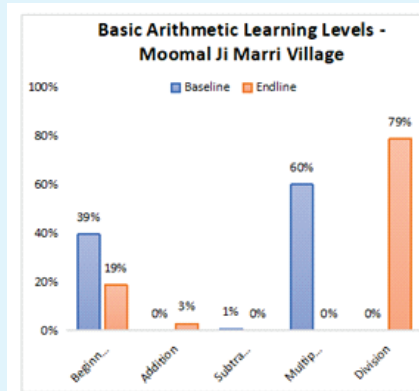


Figure 4: Basic arithmetic learning levels - Moomal Ji Marri village

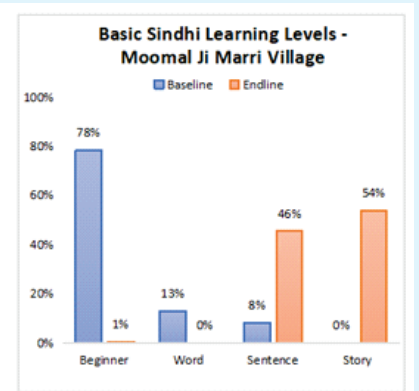


Figure 3: Basic Sindhi learning levels - Moomal Ji Marri village

Case Study

Marvi is Saved and Reborn – the Flood's Dividend

Marvi has an inspiring story to share; it's a tale of hope amidst a disaster. She was on the brink of dropping out in grade 5, repeatedly facing the threat of being withdrawn from school because it seemed useless for her to attend and keep repeating classes where she learned very little. Her parents had even found a 'suitable match' for her with a 24-year-old man when she was just 14. This situation worried her greatly, as she had witnessed her older sister and cousins suffering through early marriages, giving birth to a child every year, and enduring poor health and tiring household work. They all looked much older, sad, and exhausted all the time.

The floods brought significant disruptions to her village and school, adding to her challenges. Shortly after the floods, various organizations started visiting her village to assess the difficulties and provide support for the students by reopening the school. The idea that her parents might allow her to continue her education sparked hope in her, as they were preoccupied with rebuilding their homes and lives. They also needed to access their BISP allowances, and Marvi's mother was registered for government social safety nets.

The school became a safe haven for Marvi, where she not only received a brand-new uniform and a school bag filled with stationary but also a dignity kit, complete with instructions on its proper use. She had often missed school during her menstrual cycle due to inadequate management, which made her feel uncomfortable and undignified. The school was also equipped with an abundance of learning materials and sports kits, including footballs and badminton rackets, which delighted Sitara and her friends.

However, Marvi's life took a significant turn in her eyes when she was assessed one day and subsequently enrolled in the 60-day learning camp called "Chalo Parho Barho." What surprised her was that the teacher tailored the lessons to her level of skills in basic literacy and arithmetic. Now she could learn at her own pace, and to her astonishment, her baseline-to-endline assessment showed substantial progress. Her literacy and numeracy skills improved from almost 0% to 49% and 54%, respectively. Moreover, she made significant progress in English as well.

She had always wondered why, while living in the village of the renowned and intelligent princess "Moomal Ji Marri in Ghotki," she lagged so far behind academically. She felt that she had disappointed Moomal and was burdened by the threat of an early marriage. For her, the floods and the assistance that followed in her village became a lifeline. She felt reborn because she could now read and solve math problems fluently. She had a new uniform after a year of wearing torn and patched clothes, and a bag to carry her books, and she was thrilled that she could manage her periods much better with reusable pads, without the fear of feeling awkward or missing school so often.

Marvi felt like she had been given a new lease on life, and her parents decided to postpone discussions of her marriage since she was now thriving in school and perhaps could complete her elementary education as well.

Research, Advocacy & Acknowledgement

Paper Presented at the UKFIET Conference 2023

ITA conducted a research study to assess the impact of the Accelerated Learning Program that utilizes the TaRL Methodology in the flood-affected areas of Sindh. The study focused on comparing the Sindhi and English literacy levels of enrolled students with those of unenrolled children. This paper was accepted for presentation at the 2023 UKFIET conference, and Ms. Sehrish Farooq, the Provincial Head of Sindh, was awarded a bursary to attend.

The presentation occurred on Thursday, September 14th, as part of the "Inclusion, Belonging, and Learning Recovery" session.

What Works for Foundational Learning in Emergencies

On September 28th, 2023, ITA organized a follow-up conference to the "Foundational Learning and Early Childhood Care and Education in Emergencies" conference held on July 11th-12th, 2023, in Karachi. The focus of this conference was specifically on integrating "What Works for Foundational Learning in Emergencies."

During the conference, various organizations specializing in Disaster Risk Reduction (DRR) shared their insights, experiences, and lessons learned from their work in emergencies. They also discussed their most effective practices in the field.

Call-To-Action:

As a result of the conference, **SELD has identified 15 schools per district (Shikarpur and Ghotki, totaling 30 schools)** where core school teachers (primary) will undergo a 6-day training program in TARR techniques. This training aims to prepare them for **implementation during the Literacy and Numeracy hour**, as designated by SELD. ITA will provide ongoing support and monitoring beyond the project to assess the impact within mainstream schools.



Important Day Celebration

Team Meetup

At the conclusion of the program, ITA extended an invitation to all Directors, DEOs, TEOs, Headmasters, para-teachers, cluster coordinators, and other frontline workers to **share their experiences and insights gained from their emergency work**. They were also **recognized for their efforts with shields and certificates of appreciation**.



Literacy Day Celebration

Our teams organized a **walk on International Literacy Day** to acknowledge the efforts of para-teachers and government officials and to emphasize the **importance of implementing Article 25-A to increase the literacy rate in the country**.

Many government officials, including District Education Officer Primary, Mr. Sadullah Bhayo, Mr. Prof. Shahnwaz Sanjrani, DEO Literacy Shikarpur, along with Mr. Mohammed Yaqoob, AEO Shikarpur, and Mr. Israr Ahmed, Head Master of GBPS Chak, attended the walk. Children participated in speech and tableau competitions, and students were awarded trophies and medals for their exceptional academic performance. We also organized some games for the kids.



Idara-e-Taleem-o-Aagahi (ITA)

Head Office: 1/A, Canal Park, Gulberg II, Lahore.
Tel: (+92 42) 35711107-8,

M4, Mazzanine Floor, Dossal Arcade,
Jinnah Avenue, Blue Area, Islamabad. Tel: (+92-51) 8748441

203, 2nd Floor, Ibrahim Trade Tower,
Shahrah-e-Faisal, Karachi. Tel: (+92-21) 34322230,