Let’s Learn together

Let’s learn together

Bear with the presenter- even if she is boring…

Ask questions

Contribute-to the group

Speak- Please raise hands

Learn-Unlearn-Relearn

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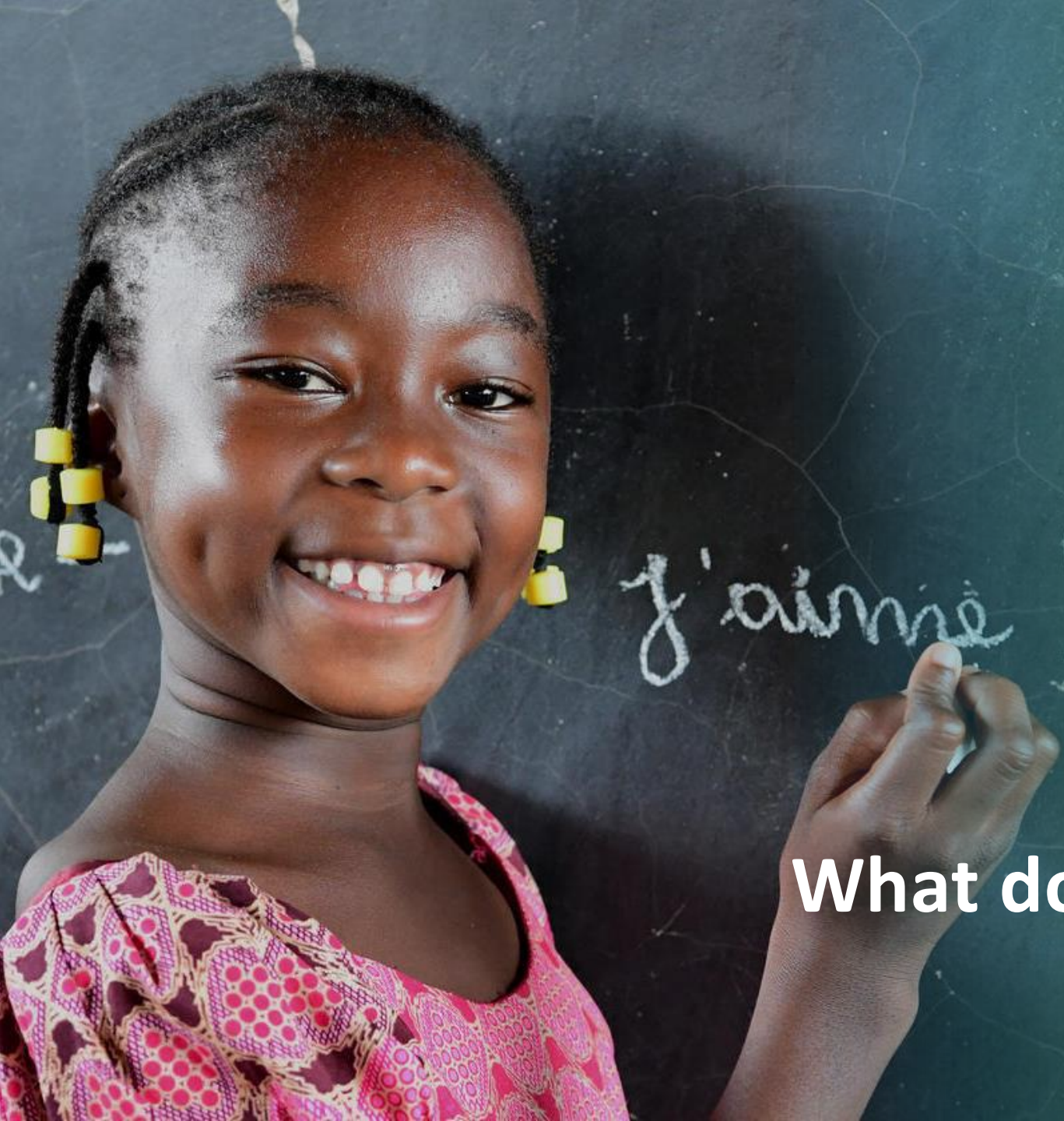
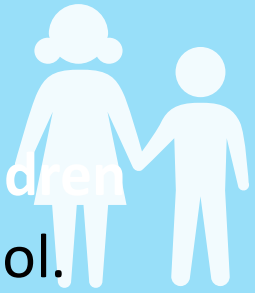
What do you understand by the term Foundational Learning?



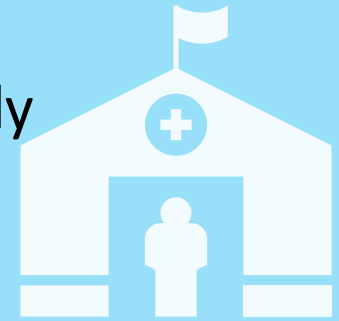
What do we know about Global learning crisis and what have we learned?

The global learning crisis

251 million children are out-of-school.



224 million children in emergencies urgently need education support;
72 million are out-of-school.



These are stubbornly high numbers; numbers that mean nearly two-thirds of 10-year-olds globally will fail to read with comprehension if we do not take urgent action.

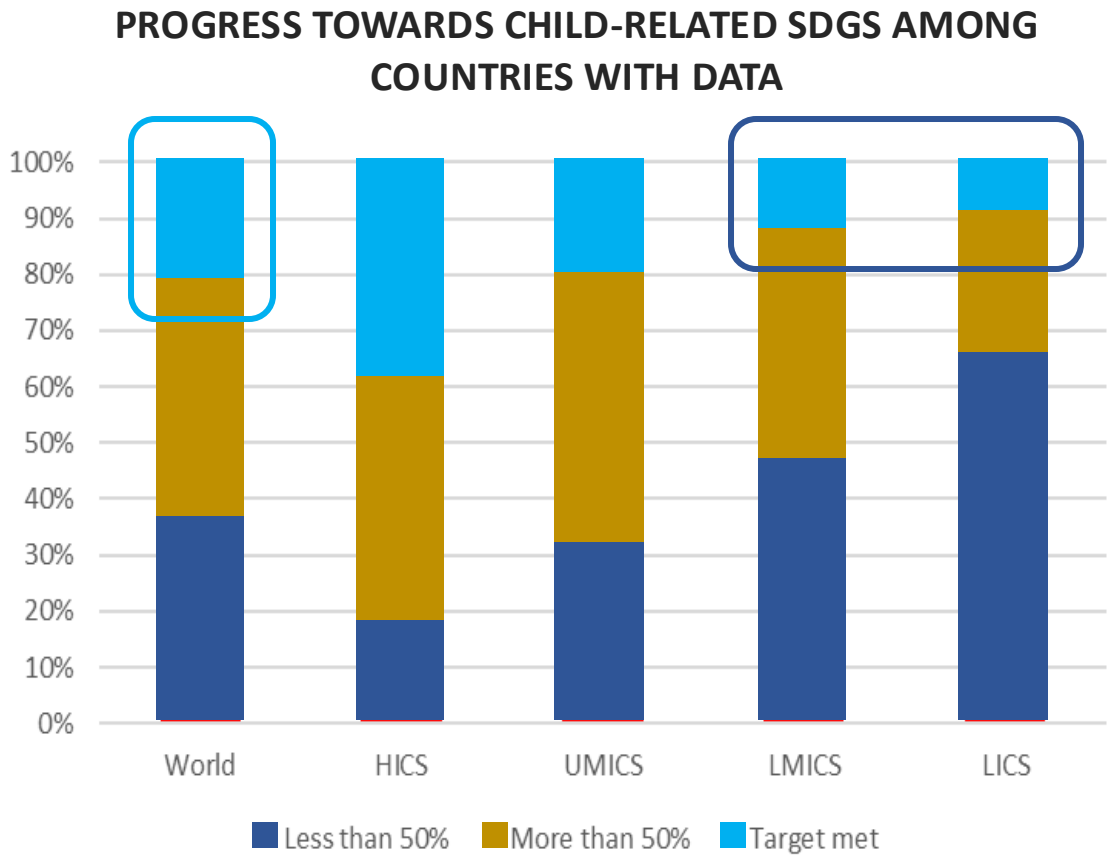
LEARNING POVERTY

SDG4 severely off track

To get back on track:

- **1.4 million children** need to be **enrolled in early childhood education** every year
- A new child needs to be **enrolled in school every 2 seconds** until 2030
- Annual progress in **primary completion rates needs to almost triple**

There is progress, yet child-related SDGs will not be met.



Source: TBC DAPM document

Globally, only **20%** of child-related SDGs are met. Even **worse** in lower income countries (10%)

Education in an era of Polycrisis

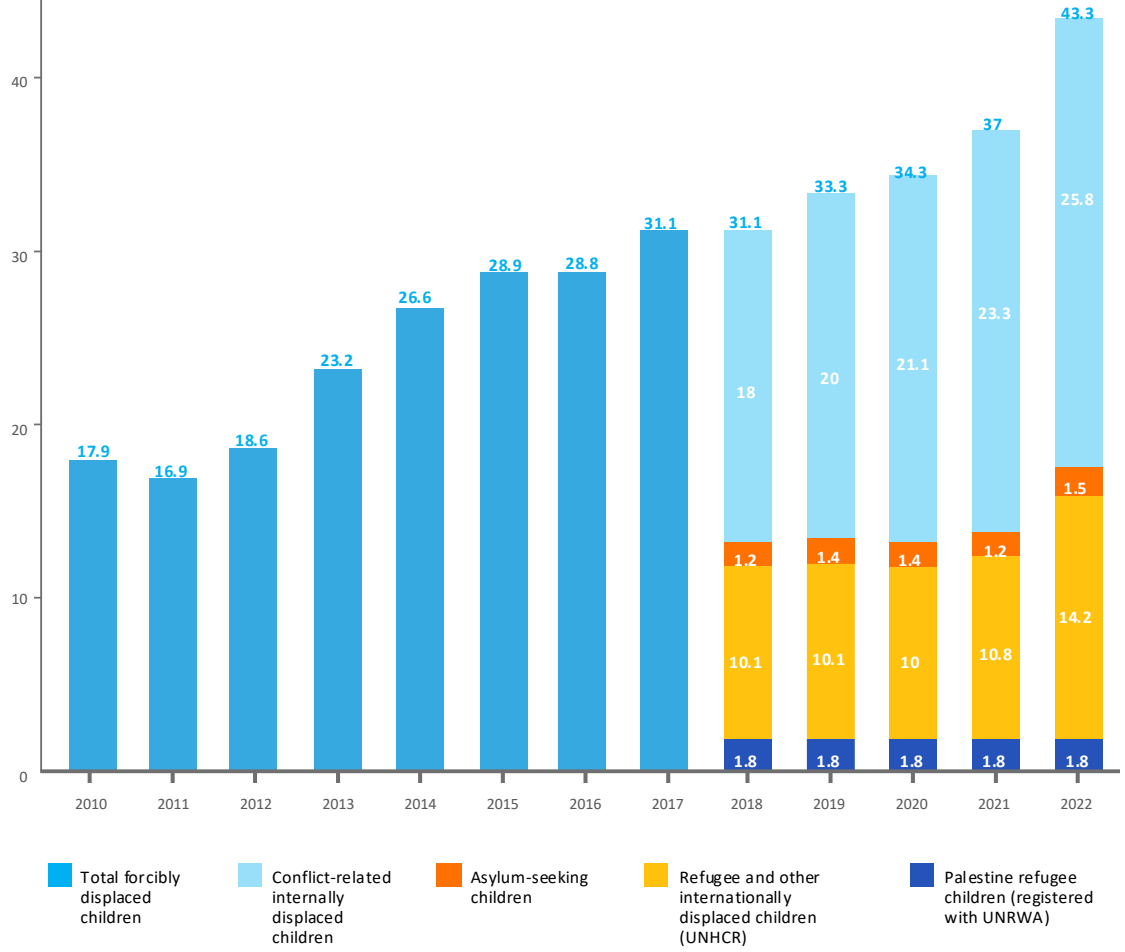
- 1 billion children worldwide experience **multidimensional poverty**, lacking necessities like food, water, shelter, education and health care.

- **1 billion children** (nearly half of the world's children) live in countries classified as at extremely high risk to the impacts of climate change (UNICEF, 2021).
  - **160 million** children live in areas of high or extremely high drought severity.
  - **530 million** children live in extremely high flood occurrence zones.
  - **300 million** children live in areas where outdoor air pollution exceeds 6 times international limits.

- Children affected by conflict is at all time high, reaching **468 million** children.

- The number of **forcibly displaced children** has more than doubled since 2010.

NUMBER OF FORCIBLY DISPLACED CHILDREN, 2010-2022 (IN MILLIONS)



Source: Estimation based on United Nations High Commissioner for Refugees

What is at stake?

Girls and boys are NOT acquiring basic reading and numeracy

Nine out of 10 children cannot read simple text with meaning or solve simple arithmetic problems

Children would have to spend between seven and 11 years in primary school

to acquire foundational reading and numeracy skills they should be able to master by the time they complete Grade 2.

Without core literacy and numeracy skills, children cannot hope to progress in secondary and higher levels, or learn skills fit for the 21st century

Learning is being stunted at the earliest levels – ultimately holding back the huge potential of the nations (especially low/middle income) to launch their massive youth bulge

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Do you think lack of foundational skills impact the girls/children you work with? Is yes, then how?

Efforts in strengthening Foundational Learning

What works

Outcomes for foundational learning

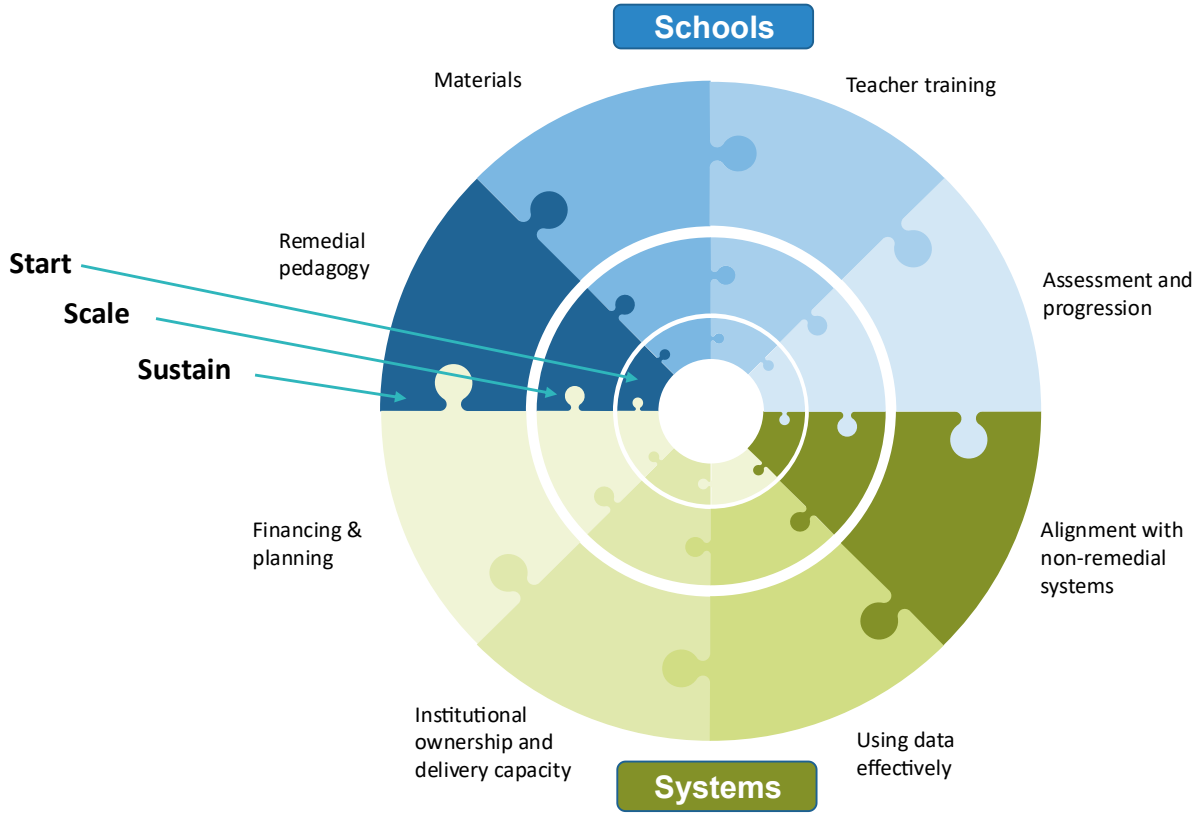
By age 5, every child is ready for school

By age 10, every child has acquired foundational literacy, numeracy and social and emotional skills to facilitate further learning

By age 18, every child and adolescent has acquired the knowledge and skills required to make a smooth transition to adulthood.

1. SCALE UP: START SCALE SUSTAIN Approach

PRINCIPLES OF SCALING



Scaling up framework, UNICEF Cambridge 2024
Eg from remediation programme in 17 countries in sub Saharan Africa

Evidence

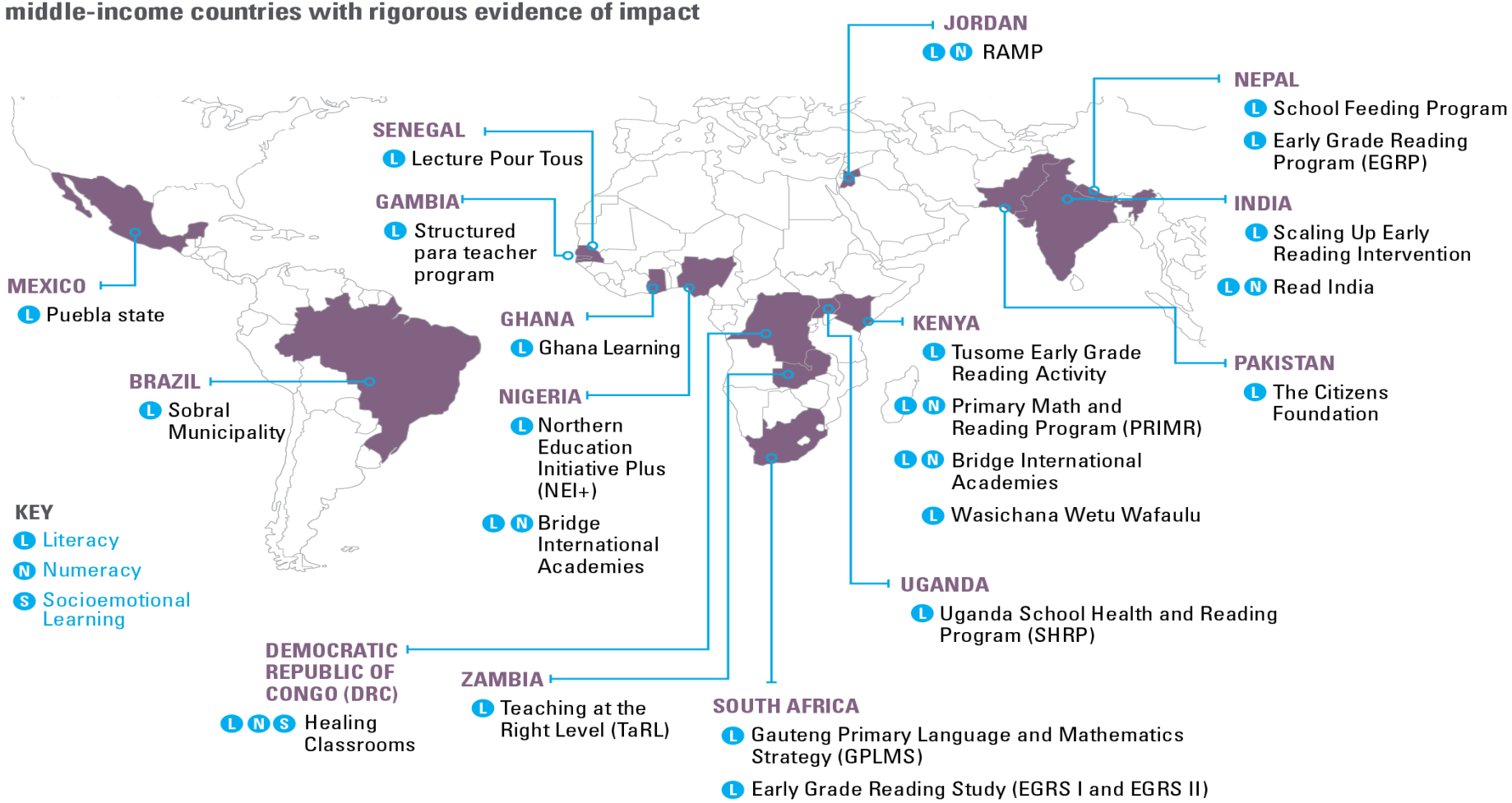
UNICEF's Remediation Programme in 17 countries in sub Saharan Africa-

DL+ in Ghana, Catch up programme in Zambia and Structured pedagogy in South Africa

Successful School Pathways Strategy Brazil

Implement at scale: effective holistic programming

Recent, large-scale, structured pedagogy programs in low and middle-income countries with rigorous evidence of impact



2. Policy Level interventions are key to scale

- Systems buy-in
- Support enabling conditions:
  - Increased instructional time-time on task
  - Teachers' decision making
  - School leadership
  - Focus on inclusiveness, violence against children
- Address emergency, climate change

Evidence

- Teacher Accountability and Incentives: State of the Evidence
- Successful Teachers, Successful Students: Recruiting and Supporting Society's Most Crucial Profession
- Report: Effective Teacher Professional Development
- Education knows no border | UNICEF Thailand

3. Pedagogy and techniques work to accelerate learning outcomes

- Employ techniques that work –Based on Science of Learning
(explicit focus/integration- with mother tongue, multilingual, inclusive materials and pedagogy, gender equality & transformation)
    - Structured pedagogy
    - Teaching at the right Level (catch up learning; remediation)
- Mainstream strategies into 'regular' schooling (e.g.remedial programmes)
- Adaptive strategies for out of school (flexible timetable for adolescents, Class 4-6-remediation for those who have missed first years, catch up in emergencies)
- Strategies to address violence in school.
Engage youth and community volunteers to support programme delivery.

Evidence

- *UNICEF's remediation Programme in 17 countries*
- *GEAP Report - SMART Buys*
- *Structured Pedagogy: State of the Evidence*
- *Targeted Instruction: State of the Evidence*
- Meta-analysis: What Matters for Student Learning Outcomes: A Meta-Analysis of Studies Exploring Factors of Effective Teaching
- Supporting Teachers to Improve Foundational Learning for Syrian Refugee Students in Jordan (Jordan, 2024)
- Empowering teachers in Guinea: Transformative solutions for foundational learning (Guinea, 2024)

4. Teachers continuous professional development & School leadership

- Where teachers are supported with tailored coaching there is better productivity rather than when they are reprimanded and supervised
- Coaching and mentoring
- School leadership
- Professionalization of teacher cadre and accountability for learning

Evidence

- Data must speak-Positive deviance research, UNICEF innocenti: *5 DIMENSIONS are key-Pedagogical practices, school leadership, community engagement, Decentralised administration and School Climate. Inclusive peer-support and remedial sessions*
- Case study: Supporting Teachers to Improve Foundational Learning for Syrian Refugee Students in Jordan
- Blog: Teachers wanted: Empowering teachers at the forefront of the learning crisis
- The impact of continuous professional development on teaching quality: a systematic review 2024

5. Fidelity of Implementation is critical

The fidelity of implementation involves systematically monitoring and supporting the adherence to the program's intended design, delivery, and outcomes.

- Research shows that what differentiates effective EGR programs from less effective interventions is fidelity of implementation.

- Establish mechanisms to assess effectiveness of early grade interventions. And feed back into the programme designs.

Evidence

- UNICEF Ghana DL+ programme takes data informed decision making

- https://documents1.worldbank.org/curated/en/289341514995676575/pdf/WPS8292.pdf

6. Strengthening the BASICS in classrooms is crucial

- Teaching learning material

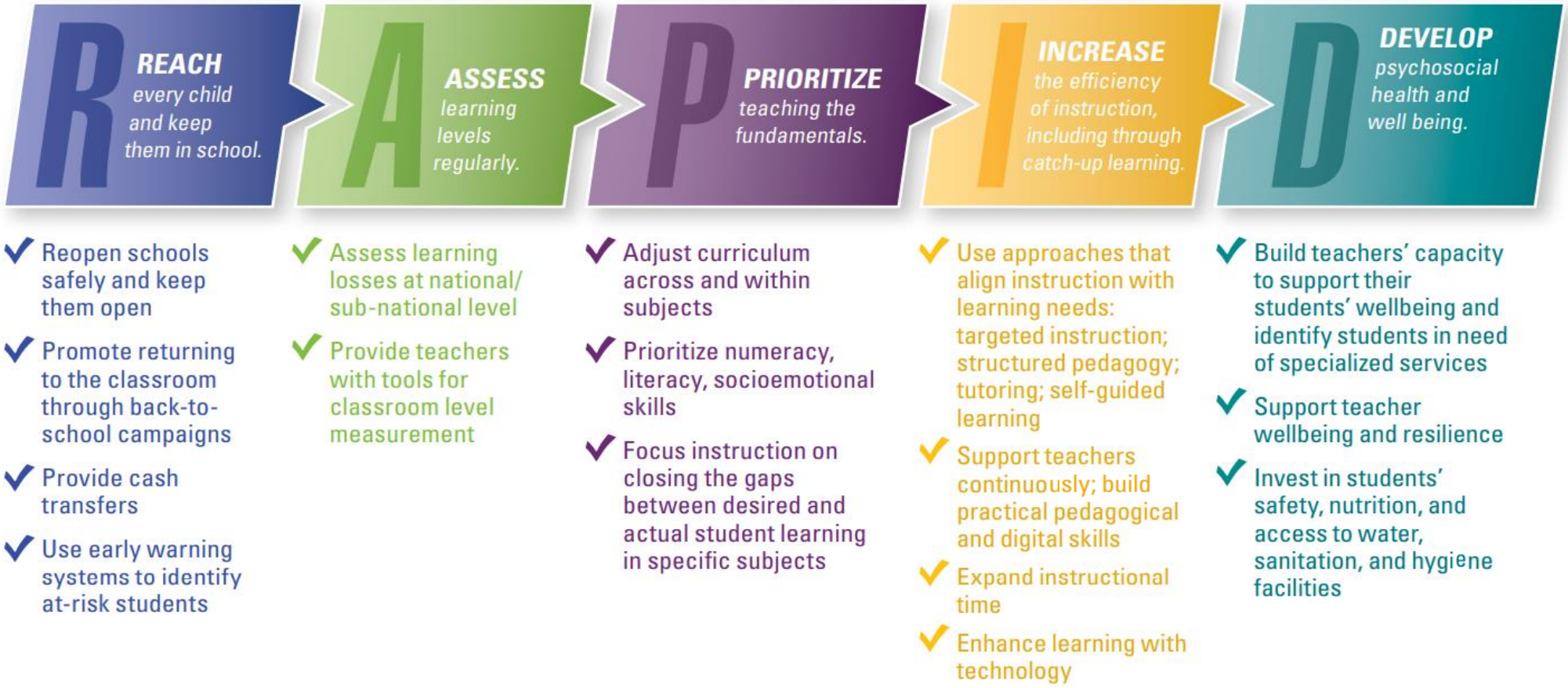
(focus/integration- with mother tongue, multilingual, inclusive materials and pedagogy, gender equality & transformation)

  - Including workbooks, lesson plan, continuous assessment sheets.
  - Story books and supplementary materials
  - Teacher guides

Evidence

- Teacher Accountability and Incentives: State of the Evidence
- Successful Teachers, Successful Students: Recruiting and Supporting Society's Most Crucial Profession
- Report: Effective Teacher Professional Development

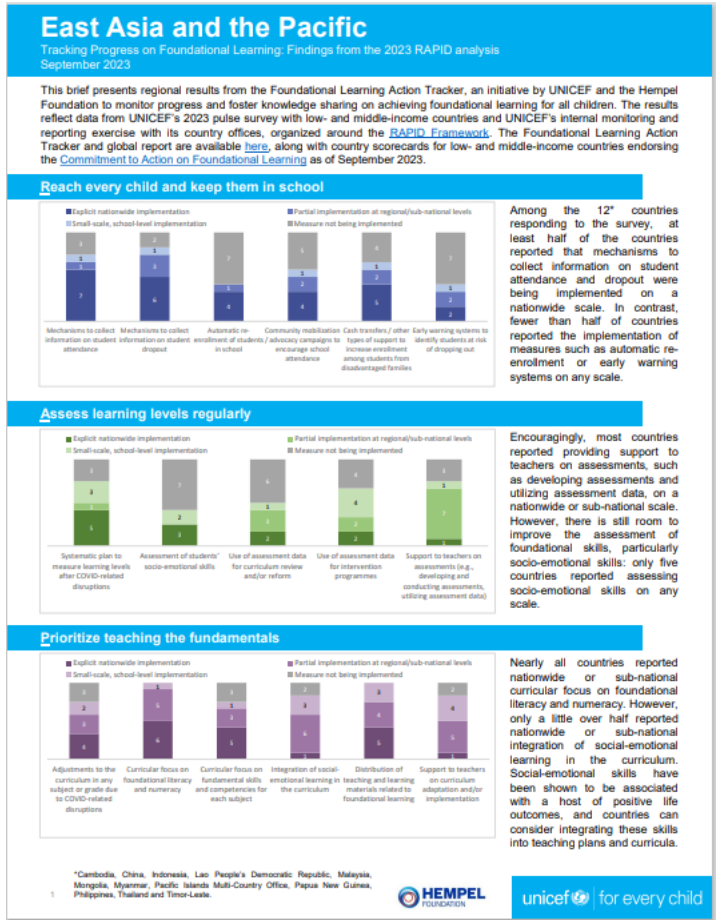
7. Tracking learning to take action



Foundational Learning Action Tracker (FLAT) uses results of RAPID to monitor learning support.
RAPID 5 indicators on FL added to FLAT in 2024

Foundational Learning Action Tracker

Global report


East Asia and the Pacific

Tracking Progress on Foundational Learning: Findings from the 2023 RAPID analysis
September 2023

This brief presents regional results from the Foundational Learning Action Tracker, an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving foundational learning for all children. The results reflect data from UNICEF's 2023 pulse survey with low- and middle-income countries and UNICEF's internal monitoring and reporting exercise with its country offices, organized around the RAPID Framework. The Foundational Learning Action Tracker and global report are available here, along with country scorecards for low- and middle-income countries endorsing the Commitment to Action on Foundational Learning as of September 2023.

Reach every child and keep them in school

Among the 12* countries responding to the survey, at least half of the countries reported that mechanisms to collect information on student attendance and dropout were being implemented on a nationwide scale. In contrast, fewer than half of countries reported the implementation of measures such as automatic re-enrollment or early warning systems on any scale.

Assess learning levels regularly

Encouragingly, most countries reported providing support to teachers on assessments, such as developing assessments and utilizing assessment data, on a nationwide or sub-national scale. However, there is still room to improve the assessment of foundational skills, particularly socio-emotional skills: only five countries reported assessing socio-emotional skills on any scale.

Prioritize teaching the fundamentals

Nearly all countries reported nationwide or sub-national curricular focus on foundational literacy and numeracy. However, only a little over half reported nationwide or sub-national integration of social-emotional learning in the curriculum. Social-emotional skills have been shown to be associated with a host of positive life outcomes, and countries can consider integrating these skills into teaching plans and curricula.

*Cambodia, China, Indonesia, Lao People's Democratic Republic, Malaysia, Mongolia, Myanmar, Pacific Islands Multi-Country Office, Papua New Guinea, Philippines, Thailand and Timor-Leste.

HEMPEL FOUNDATION

unicef | for every child

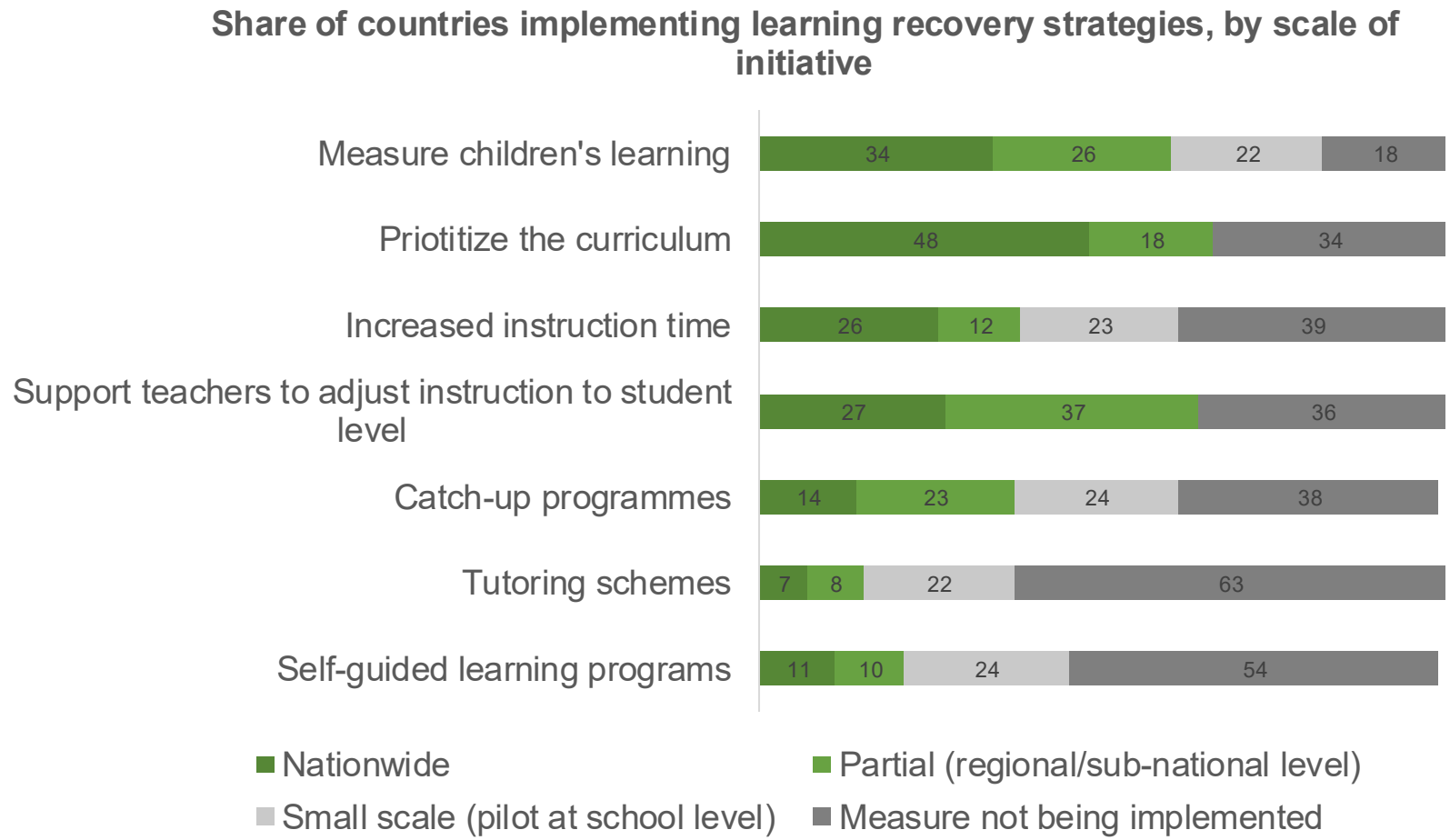
Regional briefs

[Foundational Learning Action Tracker], which complies RAPID action scores derived from UNICEF's 2023 pulse survey and system effectiveness scores derived from UNICEF's annual monitoring exercise with programme countries.

Learning strategies countries are adopting

Programs by **90 countries** to mitigate learning losses: specific learning recovery strategies, and at what scale (i.e., nationwide, partial, small-scale)

Source: Joint UNICEF, UNESCO and World Bank- Analysis of **RAPID Framework** data 2023



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What are some Challenges that this area of work faces?

Challenges & Opportunities

Technical Expertise to design/manage programmes at scale

Change Management – support of critical stakeholders

Behavioral change- mindsets

Integration - mainstreaming

Accountability

Resources

Collaboration in a competitive world

Multiple donors, misalignment

Several partners investing in FL

Commitment of Action to FL by 35 countries

Peeked momentum (African Year of education, Post TES, FLEX, Continental conference etc.

Growing base of evidence showing FL positively contributes to learners' growth and future; what works & what does not

Inclination for **cross border exchange and applying learning**

Accelerators

1. Data for accountability

- Data should be able to link the class and the system to promote foundational learning.

  Identifies who is learning and who is not.

- Use of data for enforcement of positive measures creates supportive, healthy conditions for students to thrive.
- Includes unbiased assessments (School, national, regional) and their use

- GHANA dashboard for decision making:Tackling the Learning Crisis: Data-Driven Decision-Making in Ghana's Education System (August 2024)

2. Digital Learning is a tool to leapfrog

- **Digital learning** without compromising value of teacher, to accompany pathways of learning. As an aid for teacher.

- Several Governments want to leverage on technology for support to teachers and in building sustainable quality assurance mechanisms.

- Digital platforms are used to build capacities of focals for FL in Government, UNICEF and partners
  - Using software to personalise learning works
  - Only providing hardware does not work

Evidence

Accessible Digital Textbooks for All | UNICEF

Accessible Textbooks for All

Education Technology: State of the Evidence

Learning Academy

- 2024 FLN Academy Brochure 3.0
- 2023 FLN Learning Academy 2.0 Yammer thread

3. Partnerships

- Opportunity for collaboration, shared leadership significantly contributes to learning agenda, pooled resources and advocacy
- Important for alignment of resources
- Global Coalition for Foundational learning, Hempel Foundation, Gates Foundation
- Civil society, NGOs

Evidence

South Africa-multiple partners supporting FL agenda

Sierra Leone FL programme-UNICEF, GPE, WB, FCDO towards shared programming

WB-UNICEF Accelerator Programme 1.0

Commitments-Transforming education Summit, Foundational Learning Exchange 1 & 2, AU year of Education

Global Coalition of Foundational Learning

- Foundational learning: What it takes and what works (August 2024)
- **Stronger together** - Strengthening global cooperation to accelerate action on foundational learning - Global Coalition for Foundational Learning (July 2024)
- **Collaborating for change**-Global coalition for foundational learning's support for African Year of Education https://blogs.worldbank.org/education/collaborating-change-global-coalition-foundational-learnings-support-african-union-year (January 2024)

4. Social awareness on Learning

- Provide evidence-based information on learning to stakeholders.
  - Improves learning and attendance.

- Support global efforts to address learning poverty- multi-partnerships including private sector, agencies, Government, foundations

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Any other accelerator that we left?

FLN is everyone's agenda

- **Global/Regional/Country level Platforms** have brought together leaders of countries to commit to action
  - Transforming Education Summit, New York, Transforming Education in Africa-side events Foundational Learning Exchanges Africa, African Union Year of Education, Mauritania Manifesto, African Continental Initiative to end learning crisis
- **Regional/global targets** are clear to guide action
- **Donors are speaking to each other**, aware of crisis and many are committing to FLN
- Some countries following up on **Call for Action-**(budget doubled, employed 30,000 teachers)

ALIGING ACTION on Ground by partners/civil society/NGOs

REFERENCES

Resources

Readings:

1. UNICEF, EduView 2.0, Dashboard: https://data.unicef.org/resources/eduview-education-dashboard/
2. Center for Global Development, 2016, Learning Data for Better Policy: A Global Agenda: https://www.cgdev.org/publication/learning-data-better-policy
3. UNESCO 2022, Using Learning Assessment Data for Educational Planning in Sub-Saharan Africa: A comparative analysis

Optional readings:

1. Learning Poverty Updates and Revisions: What's New?
2. UNESCO 2022, The Global Coalition for Foundational Learning
3. World Bank, 2023, Brief on Commitment to Action on Foundational Learning: https://www.worldbank.org/en/topic/education/brief/commitment-to-action-on-foundational-learning#:~:text=The%20Commitment%20to%20Action%20(CtA,knowledge%20and%20higher%2Dorder%20skills

Resources

Readings:

1. FCDO, 2023, Foundational Learning for All: Including the most marginalised is possible, pragmatic and a priority: https://girlseducationchallenge.org/media/qmbetabj/fla_final.pdf
2. UN SDG Summit 2023 Announcement on initiatives to accelerate the SDGs

Optional readings:

1. Video chat between Jamie Saveedra (World Bank) and Robert Jenkins (UNICEF) on investing in foundational learning:
2. RTI, Improved Learning Outcomes in Donor-Financed Education Projects: RTI's Experience
3. Brookings Institution 2016, Scaling Up: A Path to Effective Development
4. UNICEF 2021, **Transforming Education in Africa | UNICEF**
5. Accelerator Program | The FLN Hub

Resources

Readings:

1. UNESCO 2022, Spotlight on Basic Education Completion and Foundational Learning in Africa, Born to learn: https://unesdoc.unesco.org/ark:/48223/pf0000383289
2. World Bank, 2022, Learning in Crisis: Prioritizing education & effective policies to recover lost learning: https://www.worldbank.org/en/news/immersive-story/2022/09/16/learning-in-crisis-prioritizing-education-effective-policies-to-recover-lost-learning
3. GPE, 2023, A dedicated partnership to improve foundational learning: https://www.globalpartnership.org/blog/gpe-dedicated-partnership-improve-foundational-learning

Optional readings:

1. UNICEF, 2022, Briefing Note Commitment to Action for Foundational Learning: https://www.unicef.org/media/126926/file
2. Foundational learning exchange communique
3. Every child learns | UNICEF

Resources

Readings:

1. Children in Africa five times less likely to learn basics: New report | UN News
2. UNESCO, World Bank, UNICEF, FCDO, USAID, the Bill & Melinda Gates Foundation, 2022, The State of Global Learning Poverty: https://www.unicef.org/reports/state-global-learning-poverty-2022
3. UNICEF, 2022, Are Children Really Learning? Exploring foundational skills in the midst of a learning crisis: https://data.unicef.org/resources/are-children-really-learning-foundational-skills-report/

Optional readings:

1. World Bank, 2022 - Foundational Learning Compact Umbrella Trust Fund Progress Report: https://thedocs.worldbank.org/en/doc/4dbe8eb0927c7756d593e63afafb71e7-0200022022/related/Final-digital-89095-FLC-TF-Progress-Report.pdf
2. World Bank, 2020, Education Global Practice, Policy research working paper: Learning Poverty: Measures and Simulations - https://documents1.worldbank.org/curated/en/232501603286799234/pdf/Learning-Poverty-Measures-and-Simulations.pdf
3. USAID, 2016, Foundational Learning in the Global Education Agenda: https://www.edu-links.org/sites/default/files/media/file/Foundational%20Learning%20in%20the%20Global%20Education%20Agenda.pdf
4. Counter strategies to address learning crisis in Africa UNICEF 2022, Are Children Really Learning? Exploring foundational …

Additional Information

Resources

Global evidence reviews:

- *Angrist et al (2020) of 150 interventions, 2 of 3 most cost effective were targeted instruction and structured lessons*
- *Snilstveit et al. (2015) review of 420 papers on 238 studies found structured pedagogy programmes have the largest and most consistent positive effects on learning outcomes*

What is structured pedagogy? The basics

- Structured Pedagogy: For real-time equitable improvements in learning outcomes (UNICEF)

How to implement structured pedagogy programs

- How-to series on structured pedagogy (RTI). Units include:
  - Government leadership and program adoption
  - Designing an effective structured pedagogy program
  - Curriculum and Scope and Sequence Development for Literacy and Numeracy
  - Teaching and Learning Materials Development
- Teacher's guides: for guidance on how to assess and improve the quality of teacher's guides see World Bank toolkit (Manual, Summary Slides, Scoresheet, and blog)

What is the evidence on the effectiveness of structured pedagogy?

Effectiveness of teachers' guides in the Global South (Piper et al.)
Identifying the essential ingredients to literacy and numeracy: TPD and coaching, textbooks and guides (Piper et al.)

Examples of international partner organizations implementing structured pedagogy programs

International Rescue Committee (E.g.: Pakistan Reading Project)
RTI International (E.g.: Tusome 'Let's Read', Kenya)
Save the Children (E.g.: Literacy Boost)
World Bank (E.g.: Improving Learning and Empowering Girls in Mozambique)
World Vision (E.g.: Literacy Boost)
Creative Associates (E.g.: Northern Education Initiative Plus)
FHI 360 (E.g.: USAID Partnership for Education: Learning in Ghana)

Are they cost-effective?

A comparison of the cost-effectiveness of over educational 150 interventions across 46 countries finds that improved pedagogy in the form of structured lesson plans (with linked student materials, teacher professional development and monitoring) are the third most cost-effective type of educational intervention, as measured by the gains in learning-adjusted years of schooling per $100.

What are lessons for scaling up?

Scaling up successfully: Lessons from Kenya's Tusome national literacy program (Piper et al.)

Additional information

Resources

How to Implement Targeted Instruction

- Teaching at the Right Level toolkit (FLN Hub): About TaRL; Classroom Methodology; Mentoring & Review
- Teaching at the Right Level Webinar Series (TaRL)
- Dynamically re-group based on formative assessment (Unlocking Time)
- Flexible grouping as a differentiated instruction strategy (Teach Hub)

Lessons learned for implementation and scaling:

- Embedding Innovation in State Systems: Lessons from Pratham in India (RISE Working paper)
- Improving children's reading and math at large scale in Côte d'Ivoire (Brookings)
- From Proof of Concept to Scalable Policies: Challenges and Solutions, with an Application (American Economic Association) evaluates strategies used to integrate targeted instruction into primary schools in India

Assessments

ASER Assessment Tools have been used in targeted instruction interventions in several programs across regions. They are available online in English and 16 Indian languages.

Organizations with experience in program implementation

Pratham & J-PAL

Côte d'Ivoire - Programme d'Enseignement Ciblé
Botswana – Teaching at the Right Level

Fundación Escuela Nueva

Vietnam Escuela Nueva project
Escuela Nueva Activa in Colombia

CAEd

Brasil Na Escola, Brazil – 2020

VVOB

Cambodia GPE Covid-19