Achieving Equity and Access: Creating Access for Effective Learning, A Case Study of Pakistan

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Pakistan Education Profile

- Compulsory Education: Yes
- Literacy Rate:
  - Male: 69.3%
  - Female: 45%
- Education expenditures: 2.3% GDP
- Education system: decentralized
- Current Education Policy: 2009
- EDI Ranking: 147/188
Key Challenges

- Access and infrastructure
- Quality of learning
- Inequality

**USAID** Response;

**SINDH BASIC EDUCATION PROGRAM (SBEP)**

In Partnership with Government of Sindh

A five year program of 165 Million Dollars
Sindh Reading Program

• Five Year Program (January 2014-January 2019)
• Sindh: 8 Districts
• Implementing Agency: Chemonics International
• Beneficiaries/targets:
  • 400,000 Leaners of grades-1&2
  • 15,000 teachers
  • 30,000 Non Formal Education learners
  • 10 Public and 106 Hub Schools Libraries
  • Capacity building of 400 education officials in administering EGRA
Intervention focus - Reading skills

- Phonemic Awareness
- Print Concepts
- Phonics
- Reading Fluency
- Reading Comprehension
Our strategy

• Baseline study of early grade reading skills
• Gap analysis study and selection of books
• Developing Reading Standards
• Standards-Based Teaching and Learning Material (TLMs)
• Training and On the Job coaching of teachers
• Formative Assessment of foundational reading skills
• Engaging Curriculum and Textbooks institutions
Towards creating TLMs - The Process

• Material Development and Review Committees of concerned govt. institutions

• Curriculum/Textbooks Mapping ‘high frequency’ words

• Scripted Lesson Plans, Scope and Sequence—Creation and Validation by Language experts

• Piloting of TLMs in target schools

• Refining material using formative assessment results

• Validation by Govt. institutions
Towards creating TLMs - The product

<table>
<thead>
<tr>
<th>All material focuses component skills of reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sindhi and Urdu</td>
</tr>
<tr>
<td>Teacher gets...</td>
</tr>
<tr>
<td>Students get...</td>
</tr>
<tr>
<td>100 Scripted Lesson Plan Book</td>
</tr>
<tr>
<td>Flash Cards</td>
</tr>
<tr>
<td>16 Audio-visuals</td>
</tr>
<tr>
<td>10 Titles Leveled Readers</td>
</tr>
<tr>
<td>10 Titles Read Aloud</td>
</tr>
<tr>
<td>Classroom Support Guide</td>
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</tbody>
</table>

Five Segments
Proportion of grade 2 non-readers reduced from FA-1 and in FA-3, Sindhi
What did not work?

- International experts could not help much development process.
- Use of market materials.
- Initial materials had focus on individual reading skills.
What worked?

• Combination of public and private sector experts

• Scope and sequence for guided progression

• Results of formative assessment

• Dynamic contents and multiple titles increased interest and motivation
Question and Answers
Contents Analysis - Textbook and Leveled Readers

Sight Words analysis

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Levelled Reader</th>
<th>Text Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Pronoun</td>
<td>92</td>
<td>326</td>
</tr>
<tr>
<td>Verb</td>
<td>95</td>
<td>301</td>
</tr>
<tr>
<td>Adverb</td>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td>Adjective</td>
<td>5</td>
<td>85</td>
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<tr>
<td>Prepositions</td>
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<td>89</td>
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<tr>
<td>Conjunction</td>
<td>5</td>
<td>168</td>
</tr>
<tr>
<td>Interjections</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Legend:
- Levelled Reader
- Text Book
Decodable Words Analysis

- Noun: 1154
- Pronoun: 7
- Verb: 420
- Adverb: 8
- Adjective: 25
- Prepositions: 26
- Conjunction: 0
- Interjections: 0

Levelled Reader: 219
Text Book: 35

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