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

Dr. Christopher Ashford

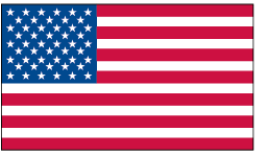
Aftab Khushk

Zulfiqar Bachani

USAID Sindh Reading Program

یو ایس ایڈ سندھ ریڈنگ پروگرام • یو ایس ایڈ سندھ ریڈنگ پروگرام

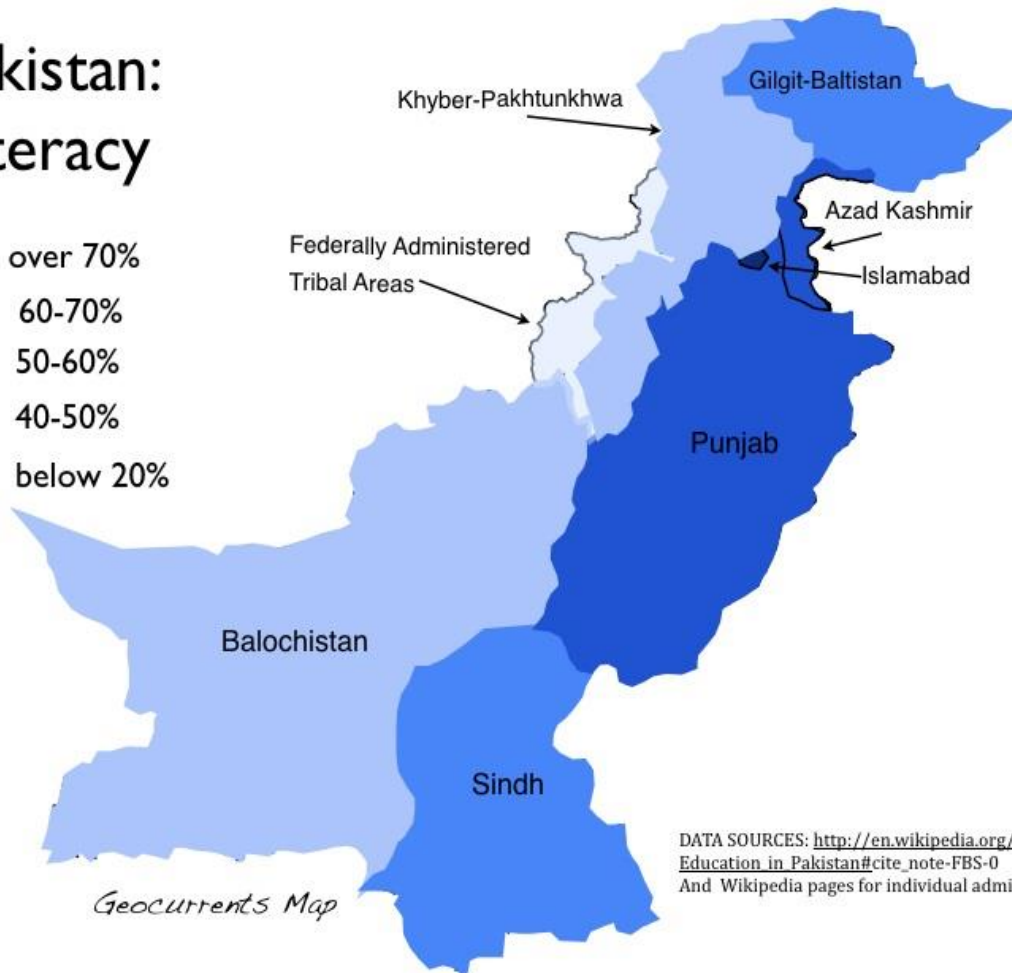
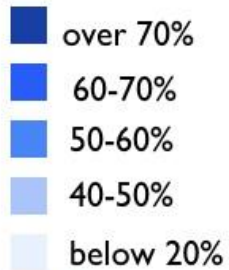




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Pakistan: Literacy

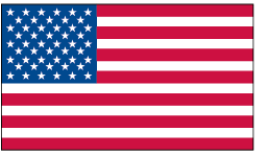


Geocurrents Map

DATA SOURCES: http://en.wikipedia.org/wiki/Education_in_Pakistan#cite_note-FBS-0
And Wikipedia pages for individual administrative divisions

Pakistan Education Profile

- Compulsory Education **Yes**
- Literacy Rate
Male **57 %**
Female **69.3 %**
45 %
- Education expenditures **2.3 % GDP**
- Education system decentralized
- Current Education Policy **2009**
- EDI Ranking **147/188**



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Key Challenges

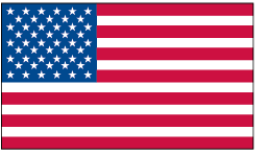
- Access and infrastructure
- Quality of learning
- Inequality

USAID Response;

**SINDH BASIC EDUCATION
PROGRAM (SBEP)**

**In Partnership with
Government of Sindh**

**A five year program of 165
Million Dollars**



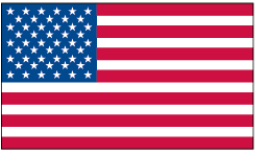
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Sindh Reading Program

- Five Year Program (January **2014**-January **2019**)
- Sindh: **8** Districts
- Implementing Agency: **Chemonics International**
- Beneficiaries/targets:
 - **400,000** Learners 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

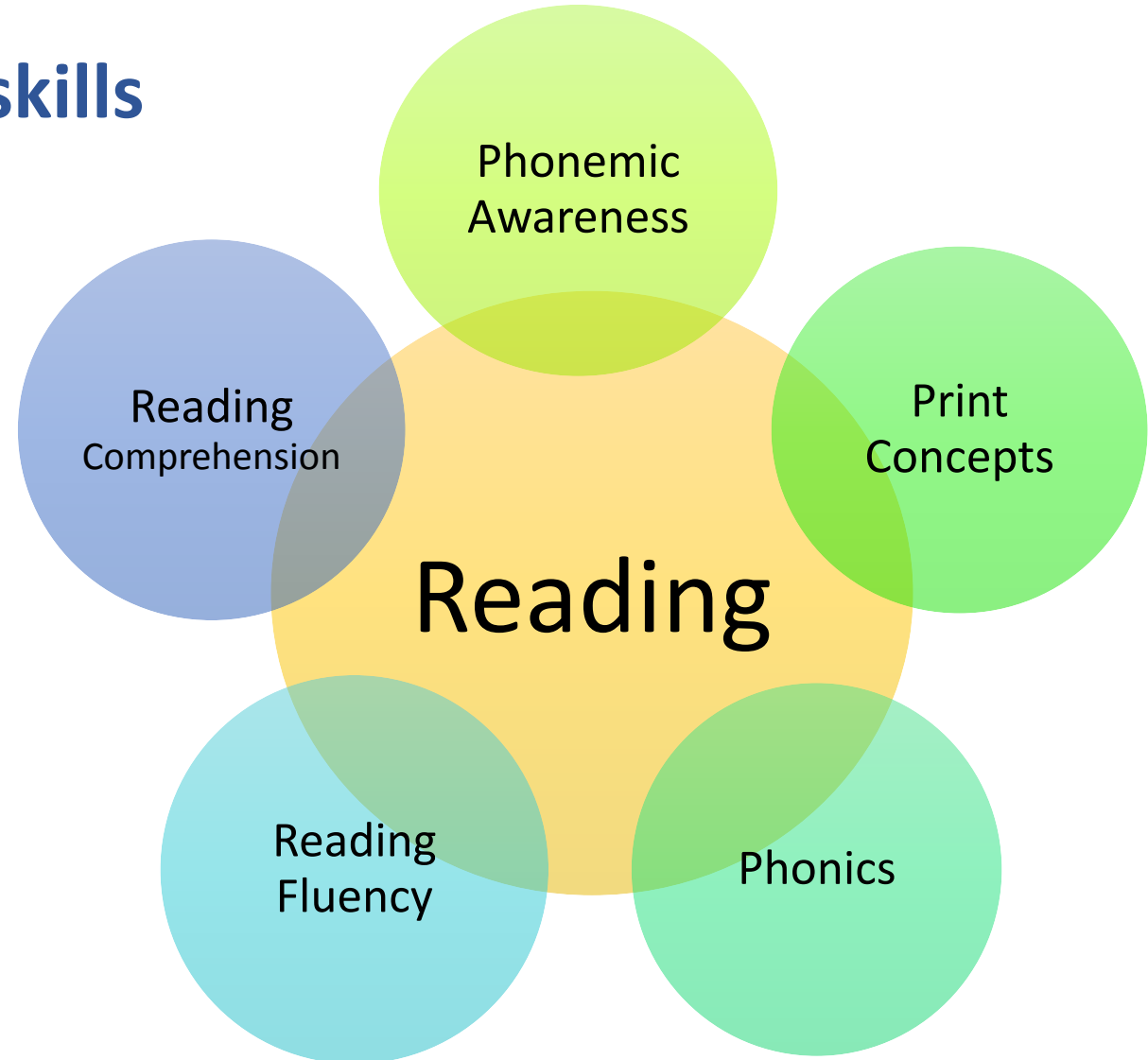


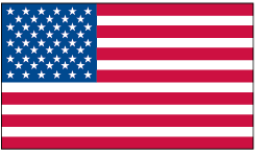


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Intervention focus-Reading skills



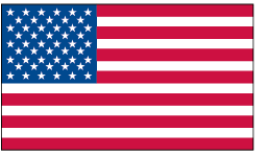


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Our strategy

- 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

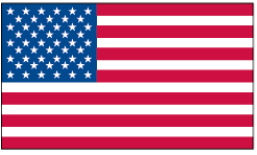


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Towards creating TLMs - The Process

- 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



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Towards creating TLMs - The product

All material focuses component skills of reading

Sindhi and Urdu

Teacher gets....

100 Scripted Lesson Plan
Book
Flash Cards
16 Audio-visuals
10 Titles Read Aloud
Classroom Support
Guide

Students get...

10 Titles Leveled Readers

سبق نمبر 1 (زبر) سُر آواز سان ٺهندڙ ٻن پڊن وارا
لفظ (الف کان ز تائين)

ڪلاس ٻيو

سڀڪيا جي حاصلات

سبق جي پڄاڻيءَ تي شاگرد انهيءَ لائق ٿيندا ته هُو:

(Decoding and Fluency)

- 'ا' جي سُر آواز سان ٺهندڙ ٻن پڊن وارن لفظن کي سڃاڻي سگهندا
- 'ا' جي سُر آواز سان ٺهندڙ ٻن پڊن وارن لفظن کي ٽوڙي ۽ جوڙي سگهندا
- 'ا' جي سُر آواز سان ٺهندڙ ٻن پڊن وارن لفظن کي ٻين لفظن سان ملائي پڙهي سگهندا

بصري لفظ (Sight Words) هي، آهي، آهن، جو، ڇا، نه ۽ ٿو کي صحيح اُچار ۽ روانيءَ سان پڙهي سگهندا.

چاپي تصور (Print Concept)

- شاگرد 'چاپي تصور' جي حوالي سان ڪتاب جي سرورق، عنوان، ليڪڪ ۽ مصور جي باري ۾ ڄاڻي سگهندا
- شاگرد پورو دم (Full-stop or period) ۽ سواليا نشانيءَ (Question mark) بابت ڄاڻي سگهندا.

گهربل وقت

تدريس سامان

- وڏي واڪي پڙهڻ (Read Aloud) لاءِ تجويز ڪيل ڪتاب 'اسان جي لائبريري'.
- 'ا' جي آواز سان ٺهندڙ آوازن جا فليش ڪارڊ (Flash Cards)
- جهڙوڪ: ا، ب، ٺ، ڪان ڙ تائين.
- 'ا' جي آواز سان ٺهندڙ ٻن پڊن وارن لفظن جا فليش ڪارڊ (Flash Cards).
- جيئن: پڳ، پڙ، پٽ، خط، ڏر، ڏڻ، زب وغيره

نوٽ: فليش ڪارڊن بدران اهي لفظ بورڊ تي به لکي سگهڻ ٿا.

تعارفي سرگرمي

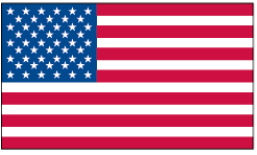
1. شاگردن سان سلام دعا کان پوءِ گهر لاءِ ڏنل ڪم جي باري ۾ پڇو ۽ کين ٻڌايو ته، اڄ اسان پڙهائيءَ بابت ڪجهه سرگرميون ڪنداسين.
2. شاگردن کي ٻڌايو ته، اڄ اسان 'ا' (زبر) جي سُر آواز سان ٺهندڙ ٻن پڊن وارا لفظ پڙهنداسين ۽ جملن ۾ استعمال ڪنداسين ۽ مزيدار آکاڻي ٻڌنداسين.

Five Segments



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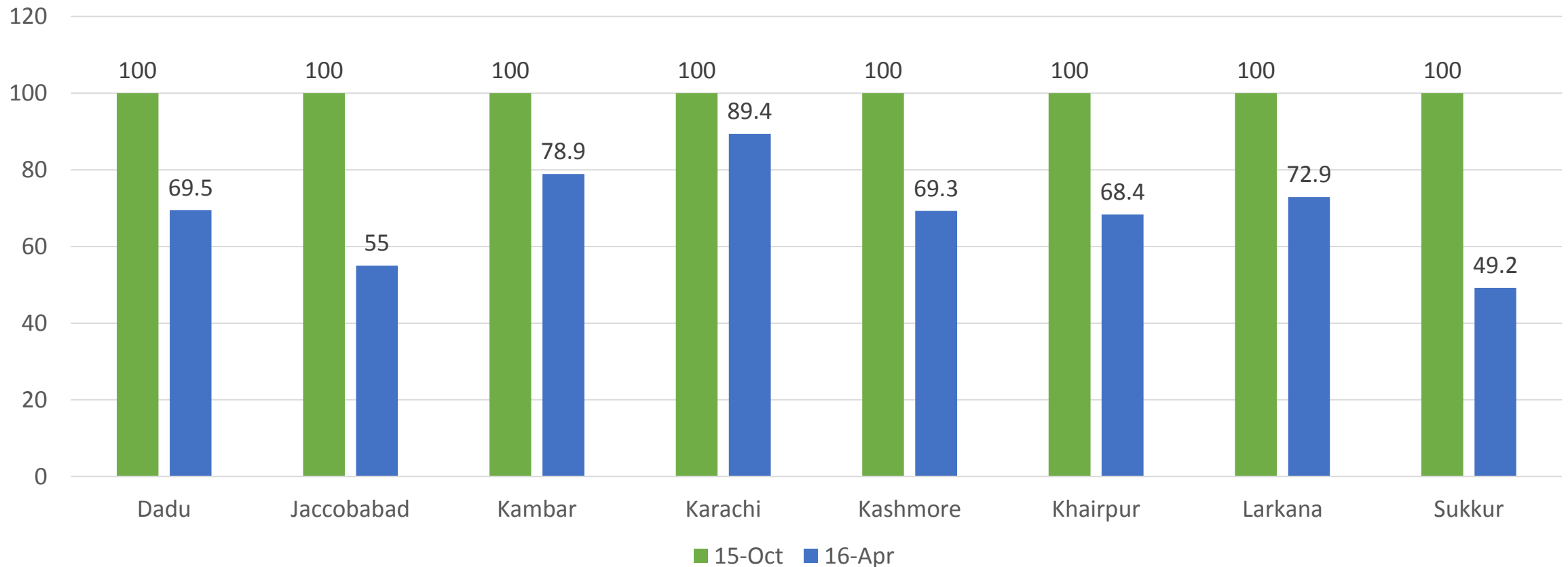


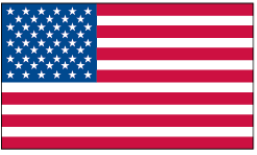


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Proportion of grade 2 non-readers reduced from FA-1 and in FA-3, Sindhi



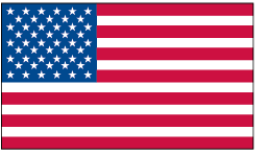


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What did not work?

- International experts could not helped much development process
- Use of market materials
- Initial materials had focus on individual reading skills

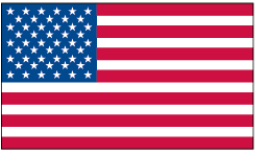


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What worked?

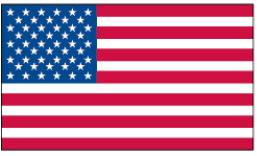
- Combination of public and private sector experts
- Scope and sequence for guided progression
- Results of formative assessment
- Dynamic contents and multiple titles increased interest and motivation



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Question and Answers

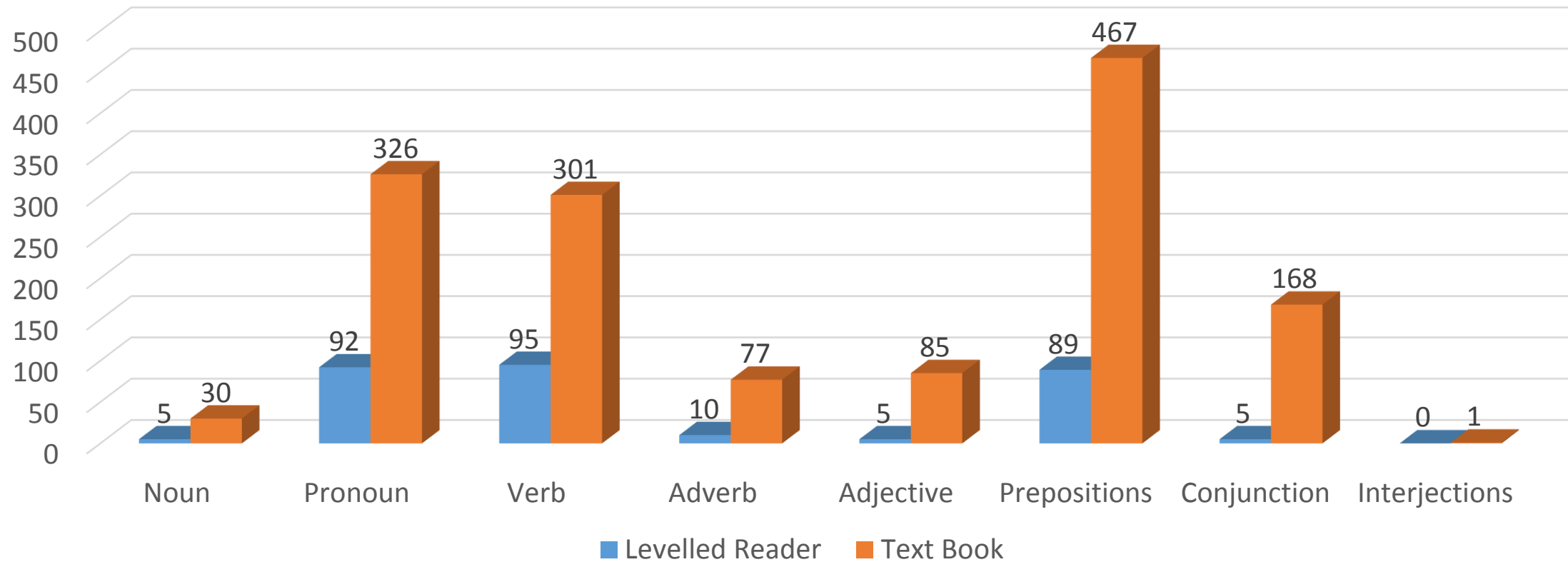


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Contents Analysis - Textbook and Levelled Readers

Sight Words analysis

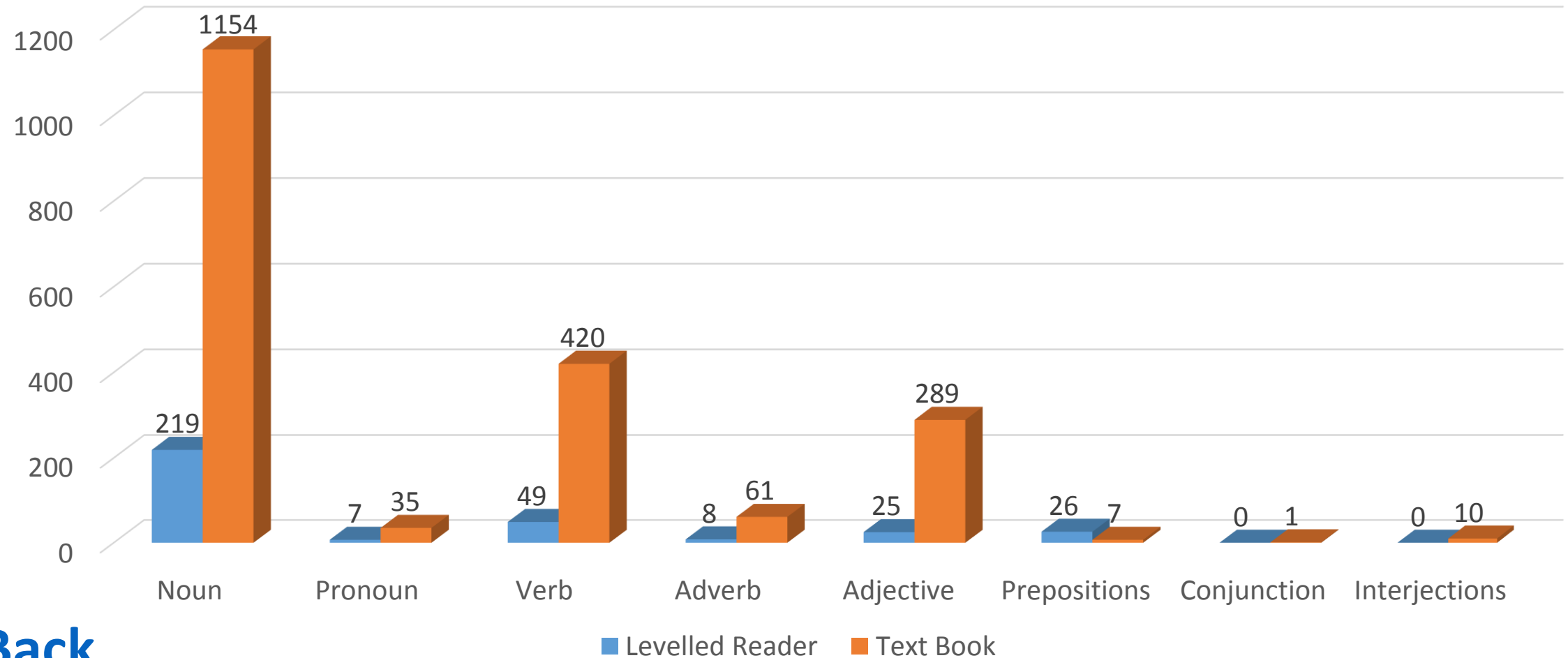




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Decodable Words Analysis



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