

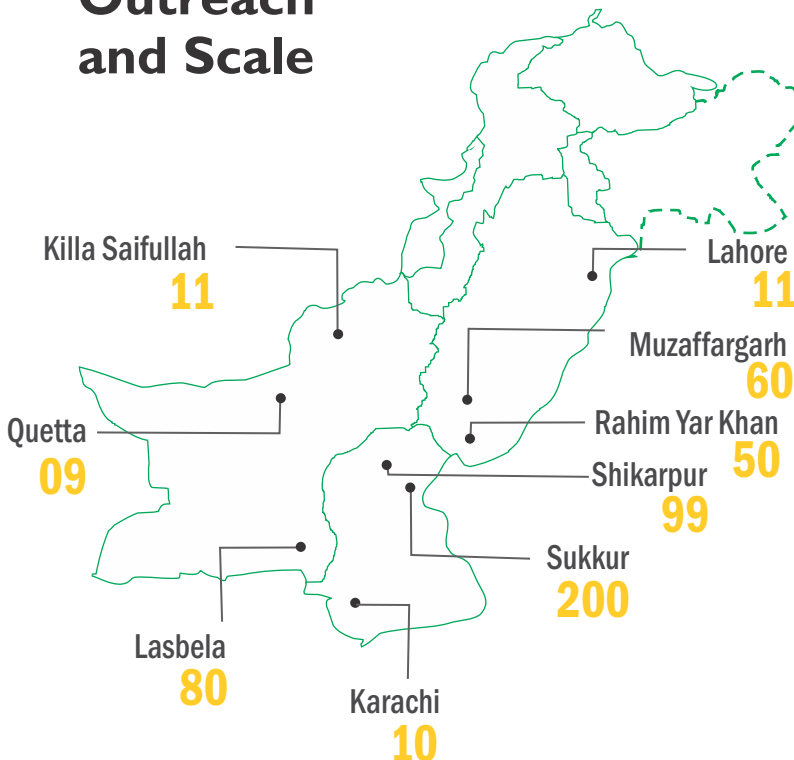
Supported by Dubai Cares (Phase III) in Pakistan



OBJECTIVE

TO PROVIDE OUT OF SCHOOL CHILDREN (OOSC) AND CHILDREN AT RISK OF DROP-OUT WITH ACCESS, ACCELERATED LEARNING AND SUPPORT FOR SCHOOL IMPROVEMENT WHERE THE OOSC WILL BE MAINSTREAMED

Outreach and Scale



Background and Introduction

The latest ASER data from 2015 present a stark challenge of learning and access. According to the ASER Pakistan 2015 national rural results, 19% of the children were found to be out of school. 13% children have never been enrolled in a school and 6% have dropped out of school. The challenge becomes even starker as we look at the learning trends. 51 percent of grade 5 students could not read english sentence proficiently (a competency of grade 2 level) and 50 percent of grade 5 students were unable to solve questions involving two digit division. Against this context, accelerated learning programs are emerging as a popular innovation worldwide to build basic reading and mathematical literacy amongst the out of school children (OOSC).

Learning for Access (L4A), supported by Dubai Cares Phase III in Pakistan, is a component which helps put out of school children into school and provides intensive bursts of remedial education in reading and mathematics through learning camps called "Chalo Parho Barho (CPB)" to out of school children and primary school children (grades 3–5) who are behind in basic literacy and numeracy skills.

Core Areas

- To provide accelerated learning (Chalo Parho Barho) to 20,800 OOSC age 06-12 years
- To mainstream 14,560 (70%) of Out of School Children (Drop out/Never Enrolled)
- To improve learning levels of 15,600 in-school children (grade 3-5) at risk of dropping out
- To improve school learning environment in 520 target schools
- Capacity building of 1,560 teachers of target schools
- Capacity building of 200 District Government Officials / Department of Education etc



Strand-I: Enrollment and mainstreaming of out of school children

- Identifying out of school children aged 6-12 years for the literacy/numeracy CPB camp (8-10 weeks) in the selected school or in a community space
- Identifying in-school primary school/section children (grades 3–5) who are behind in basic literacy and numeracy skills to be supported by the literacy/numeracy camps
- Grouping of children by ability rather than by age and grade, and use of CPB's rigorously evaluated methodology, "Teaching at the Right Level" (TaRL), and pedagogy, "Combined Activities for Maximized Learning" (CAMaL)
- Hiring and training of teachers in CAMaL methodology to understand and provide for special classes for the accelerated learning strand
- Tracking progress of each child through baseline, midline and endline assessment held every 15 days
- Mainstreaming out of school children in regular schools

Strand-II: School improvement and enrichment to ensure retention of children

- Provision of minor repair & maintenance of selected school
- Capacity building of head teachers/teachers to make the intervention sustainable
- Strengthening SMC /SC /PTSMC ensuring parental engagement
- Provision of teaching learning materials (TLMs) inclusive of four kits (health kit, science kit, reading kit and sports kit)
- School enrichment component (Girls/Boys Clubs, Reading Club, Summer Leadership Camp etc) to regularly engage children across classrooms in various extra-curricular activities
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Achievements

530

Non-formal centers
have been established
with provision of
teaching learning
materials

20,811

Out of school children
have been provided
with accelerated
learning

13,327

In-school children at risk
have been provided
with accelerated
learning

617

Para teachers
have been hired to
support non-formal
centres in schools

1509

Govt. teachers
have been trained on
accelerated learning
methodology

137

District govt. officials
trained on accelerated
learning to make
intervention
sustainable