

FOUNDATIONAL LEARNING

The Only Way to Solve the Learning Crisis

Importance of School Education

47% of India's households are directly impacted by the quality of school education as they send at least one child to school every day.

Without quality school education India will not be able to reap the benefits of its **DEMOGRAPHIC DIVIDEND**



Today's primary school students will join India's **WORKFORCE BY 2030**, when India's working age population will be at its peak



Schooling Is Not Learning

97% children aged 6-14 years are enrolled in schools owing to continuous efforts to improve access.

With over **250 MILLION** children studying in close to 1.5 million schools, India has the largest school education system in the world.



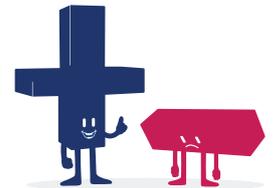
50%  50%

children are lacking in even basic literacy and numeracy skills despite spending 5 years in school. This shows that children are in school but not learning and India is facing a severe learning crisis.

The Learning Crisis Begins as Early as Classes 1-3

72.8%

children cannot read a simple class 2-level text, while 71.9% children cannot do a basic subtraction problem by class 3!



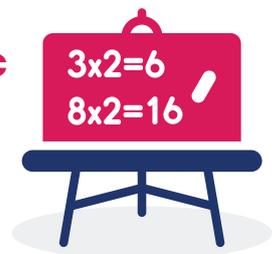
As per National Achievement Survey (NAS) 2017, 33% students in class 3 cannot read small text with comprehension, while 44% students cannot use basic math to solve daily-life problems.

What Is Foundational Learning

The

ABILITY TO READ WITH MEANING AND DO BASIC MATH CALCULATION BY CLASS 3.

These are basic literacy and numeracy skills that provide the necessary foundation for a child's further schooling and learning.



THIS INCLUDES SKILLS AND COMPETENCIES SUCH AS:

- Identifying letters such as क ख ग घ
- Reading words such as जल, घर, नल
- Reading small sentences (बागीचे मे एक पेड़ है।)
- Recognizing numbers such as 37, 79, 92 and having a number sense of what's bigger and what's smaller
- Solving two-digit subtraction and addition problems such as 32-17 and 63-44



Foundational Learning Matters

Children

LEARN TO READ BY CLASS 3 AFTER WHICH THEY READ TO LEARN.

Students who fail to learn basic reading and mathematics by class 3, find it

DIFFICULT TO CATCH UP with the rigour of the curriculum in later classes and **FALL BEHIND.**

1 IN EVERY 2 CHILDREN

who don't master reading and basic math by the start of class 3 don't attain these skills even after four years of additional schooling²



This also increases the chances of these students dropping out of the school system altogether, especially first-generation learners from disadvantaged and low-income communities who get little support from their home environment.

ENSURING ALL CHILDREN ACHIEVE FOUNDATIONAL LEARNING SKILLS BY CLASS 3 IS POSSIBLE AND FEASIBLE IN NEAR-TERM

The examples of Brazil, Kenya, South Africa and Philippines show that making foundational learning a priority benefits not just the individual child, but also improves the learning levels of the country as a whole.



WITHOUT FOUNDATIONAL LEARNING, THE COUNTRY COULD LOSE OVER 10 CRORE STUDENTS FROM THE LEARNING SYSTEM AND TO ILLITERACY.



(Draft NEP 2019)

¹ The Annual Status of Education Report (ASER) 2018

²<https://www.cgdev.org/publication/negative-consequences-overambitious-curricula-developing-countries-working-paper-293>

The Way Forward

There is no one-size-fits-all solution, but if we address some key gaps in our education system today, large-scale impact and reform is possible.

AGENDA AND GOAL SETTING TO ENSURE THAT THERE IS A SHARED PURPOSE TOWARDS ACHIEVING FLN AMONGST STAKEHOLDERS AT ALL LEVELS

Defining clear and measurable goals for all stakeholders in the system, including parents



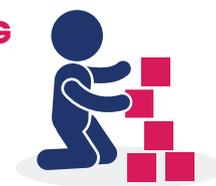
STRENGTHENING CLASSROOM PRACTICES AND SURROUNDING ENVIRONMENT

Adequate and contextualized teaching learning material and specialized training for teachers in grades 1 and 2



ENSURING SYSTEM ENABLING CONDITIONS

Reforming system elements such as teacher provisioning, teachers support, preschool education, etc.



IMPROVED ACCOUNTABILITY THROUGH MONITORING

Implementing a robust and independent assessment system to monitor progress on learning outcomes



Our highest priority must be to achieve universal foundational literacy and numeracy in primary school and beyond by 2025. The rest of the [Draft NEP 2019] policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing, and arithmetic at the foundational level) is not first achieved.

(Draft NEP 2019)



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